



Early Childhood Development Act (**ECDA**) Administrative Manual

Parents as Teachers (PAT) Program

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[Missouri Department of Elementary and Secondary Education \(DESE\)](#)

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Missouri Department of Elementary and Secondary Education
Early Childhood Development Act Administrative Manual
Parents as Teachers

Quality parent and early childhood education has been a priority of the Missouri State Board of Education since 1972. In its special report Reaching for Excellence: An Action Plan for Educational Reform in Missouri (March 1984), the State Board of Education recommended that high-quality educational services be made available to every family and preschooler in the State of Missouri.

The 83rd General Assembly enacted Senate Bill 658, the Early Childhood Development Act (ECDA), which authorizes the administration of a program of services for children below kindergarten entry and their parents/guardians (hereinafter referred to as “parents”). This landmark legislation was broadly supported by many agencies, organizations and individuals. The Department of Social Services, Department of Health and Senior Services and the Department of Mental Health played a significant role in its development. We continue to be grateful for these and others who recognized the important benefits of parent education programs, screening services and programs for the developmentally delayed.

It is the intent of the ECDA to help increase parents’ confidence and parenting skills. Parents can then better support their children’s education and development before and after school entry. Periodic screenings increase parents’ understanding of their children’s developmental progress, as well as inform them of any possible delays. Early intervention for identified concerns helps improve school readiness for young children.

The Parents as Teachers (PAT) Program was created by the ECDA and is designed to prepare children, families, schools and communities toward school readiness. The four components of the PAT Program are family personal visits, developmental screenings, group connections and a resource network. These components are integral in supporting school readiness. PAT promotes early learning, knowledge and understanding of child development, partnerships between families and schools and access to community resources. These opportunities assist families with a smooth transition into preschool and kindergarten which support school readiness.

GOALS AND OUTCOMES

The ECDA authorizes state funding to school districts that provide the following education programs and services to families:

- Parent education for families prenatal to kindergarten entry and
- Periodic developmental screening for children birth to kindergarten entry.

The general goals of these programs and services are:

- To provide appropriate and useful information and guidance to parents as their child’s primary and most important teachers;
- To inform parents of possible delays in their child’s development, as well as normal progression;
- To prepare children for success in school and in life; and
- To reduce child abuse and neglect.

Expected outcomes from these programs and services include:

- Increased parental confidence and involvement in the educational development of their child;
- Early establishment of positive partnerships between home and school;
- Joint cooperation among school districts, agencies and organizations in providing services to young

- children, thereby reducing duplication of services and increased cost;
- Increased readiness for kindergarten;
 - Increased academic achievement in elementary school; and
 - Reduction of more expensive remedial and special education services and retentions.

MISSOURI PARENTS AS TEACHERS

There is a partnership of three entities that support PAT programs in Missouri. These entities play an important role in the benefits families receive when participating in the program.

1. Parents as Teachers National Center (PATNC) provides training for parent educators and supervisors on the approved curriculum and model approach. The national center is also responsible for maintaining the annual subscription process that allows parent educators access to the approved curriculum.
2. The Missouri Department of Elementary and Secondary Education (DESE), Early Learning Section administers the funding for the program and is responsible for determining and monitoring the requirements set forth within this document. In addition to the administration, DESE provides professional development and guidance to programs through a system of learning communities that are designed to support the curriculum, the model approach and best practice regarding home visitation.
3. The school district determines the structure for how the required components of PAT will be delivered and develops a budget along with policies and procedures to support the program requirements. In addition, the school district provides direct supervision of the service delivery and monitors data to ensure accurate reporting of services. In Missouri, school districts may plan and structure these services to be offered through a Missouri Affiliate Program or a Missouri PAT Program.
 - Missouri Affiliate Program – A program that is structured to meet the requirements outlined in this document and the affiliate requirements set forth by PATNC to support best practice in home visitation.
 - Missouri PAT Program – A program that is structured to meet the requirements outlined in this document and is actively working toward best practice in home visiting using the PATNC Essential Requirements.

1. Parents as Teachers (PAT) Requirements

It is important to note that statements made using the term “must” or “shall” are considered requirements. Statements made using the terms “may” or “should” are highly recommended to support best practice.

1.1 Administration (Refer to Section 2.1)

- 1.1.1 School districts must designate a PAT supervisor who is responsible for developing a budget, creating procedures that align with this document, providing direct supervision and monitoring data for reporting requirements.
- 1.1.2 The PAT supervisor must complete training approved by DESE approximately six months in to the start of this position.
- 1.1.3 School districts must provide the four components of a PAT program; family personal visits, developmental screenings, group connections, and access to a resource network.
- 1.1.4 School districts must provide a systematic method for storing all required documentation and make it readily available for review by DESE.
- 1.1.5 School districts must complete and submit required information by the due dates in accordance with the standards and procedures designated by DESE. Appropriate documentation must be available to support the information reported.
- 1.1.6 All state funds received for PAT services rendered must be used to provide PAT services. Funds received from the state for PAT services rendered and not expended must be reported as Unexpended State Funds.
- 1.1.7 All school districts contracting PAT services must make the contract agreement available to DESE for review.

1.2 Community Advisory Committee (Refer to Section 2.2)

- 1.2.1 School districts must establish a Community Advisory Committee. This committee must meet at least twice during the program year to support and advise the school district of the activities of the PAT program.

1.3 Qualifications and Renewal of Parent Educators (Refer to Section 2.3)

- 1.3.1 All individuals hired to be parent educators must meet the minimum requirements.
- 1.3.2 The school district must maintain current curriculum subscriptions for all parent educators.
- 1.3.3 The PAT supervisor must cooperatively develop an annual professional growth plan for all parent educators.

1.4. Curriculum (Refer to Section 2.4)

1.4.1 Parent educators must successfully complete the DESE approved curriculum training to provide parent education services to families with children prenatal to kindergarten entry.

1.5 Description of Services (Refer to Section 2.5)

1.5.1 School districts are strongly encouraged to provide PAT services for 12 months during the program year. At a minimum, 9 months of PAT services must be provided.

1.5.2 School districts must annually gather and summarize feedback from families regarding the services received and use the results for program improvement.

1.6 Family Personal Visits (Refer to Section 2.6 and Appendix A. – High Need Characteristics)

1.6.1 Programs are designed to provide family personal visits using the DESE approved curriculum.

1.6.2 Participating PAT families must be offered regularly scheduled family personal visits. These visits should be offered monthly during the program year. Families who meet two or more high need characteristics should be offered at least twice monthly family personal visits.

1.6.3 Family personal visits must be a minimum of 60 minutes in length and be provided by a certified parent educator, regardless of the number of children present during the visit.

1.7.1 Developmental Screenings (Refer to Section 2.7 and Appendix B. – Approved Screening Instruments)

1.7.1 Children participating in family personal visits between the ages of 3 months to kindergarten entry must be offered an annual developmental screening. Developmental screenings must be provided using a DESE approved screening instrument by a trained professional. A written summary of the results of the screening must be shared with parents through a personal conference.

1.7.2 Developmental screenings provided through a partnership with entities outside the public school system must include a consent form completed by the parents that allows the information to become part of the child's school record.

1.8 Group Connections (Refer to Section 2.8)

1.8.1 The school district must provide group connections during the program year.

1.8.2 Group connections must be a minimum of 60 minutes in length and provide families with parent education information focusing on parent-child interaction, development-centered parenting and/or family well-being.

1.9 Resource Network (Refer to Section 2.9)

- 1.9.1 A network of resources must be identified listing the current contact information for programs and services within the community that provide information and/or services to families.
- 1.9.2 Parent educators must connect families to resources that help them reach their goals and address their needs.

1.10 Organization, Retention and Release of Required Documentation (Refer to Section 2.10)

- 1.10.1 School districts must maintain Family Files until the youngest child enters kindergarten to verify reimbursement for services provided.
- 1.10.2 Once a child is eligible for kindergarten the school district must make available a Cumulative File for the child's elementary attendance building. Cumulative Files must be maintained until the child completes third grade.
- 1.10.3 Program Files must be maintained for 5 years.
- 1.10.4 All information collected through the Parents as Teachers program must maintain confidentiality of the participating families.
- 1.10.5 Any information that is being shared by programs outside the public school system must have a release of information form from the parents.

1.11 Reporting (Refer to Section 2.11 and Appendix C. – Priorities and Reimbursements)

- 1.11.1 School districts must report the PAT supervisor and all parent educators in Core Data, updating as needed.
- 1.11.2 School districts must assign a MOSIS number to all children participating in family personal visits.
- 1.11.3 School districts must collect and report all data requested by DESE.
- 1.11.4 School districts must report no more than 12 family personal visits for non-high need families and 25 family personal visits for high need families per program year.
- 1.11.5 School districts must report no more than one complete screening per child per program year.

2. Supporting Guidance

2.1 Administration

School districts must designate a PAT supervisor who is responsible for developing a budget, creating policies and procedures, providing direct supervision and monitoring data for reporting requirements.

The PAT supervisor provides:

- leadership and direction for the program,
- supervision and support of parent educators, and
- evaluation of services and staff.

The PAT supervisor must:

- be knowledgeable of the available funding, reporting requirements, reimbursement rates for services and
- participate in training outlined by DESE Early Learning.

All school districts must provide PAT services to families including family personal visits, developmental screenings, group connections and access to a resource network. Each school district is required to provide these services either directly or through contracted services.

Each school district must establish a systematic method of storing records on site at the district. It is the role of the PAT supervisor to review files and records periodically throughout the year to ensure accurate reporting.

Contracted Services

If a school district is unable to offer one or more of the required components as authorized by the ECDA, the district must contract for the services with another district, public agency or state approved not-for-profit agency.

The contract must ensure that services will be provided as outlined in this Administrative Manual and as stated in the district's Compliance Plan. Each district is responsible and accountable for services provided through the contract.

Districts **receiving** PAT services through contracted services have a responsibility to:

- Enter into a valid contract with such school district or agency;
- Monitor the service provisions under the contract to assure program guidelines are being met;
- Ensure adequate record keeping, as required by DESE, to justify reimbursements;
- Provide space for program records at the school district;
- Submit to DESE a program Compliance Plan including the name of the contractor; and
- Submit to DESE any information which maybe required to enable DESE to fulfill its responsibilities.

2.2 Community Advisory Committee

A critical component of a successful program is the collaboration with the community. Therefore, all school districts must establish a Community Advisory Committee. The Community Advisory Committee includes key stakeholders in the community such as families, early childhood providers, school administration, school board members and other community leaders. The purpose of the Advisory Committee is to promote, plan and evaluate the PAT program.

School districts may consider partnering with an existing Community Advisory Committee that shares similar goals and structure. School districts that combine advisory committees must ensure:

- the PAT program is included as a focus in a minimum of two meetings during the program year and
- the focus is documented in both the agenda and meeting minutes.

The advisory committee should include involvement of program personnel, community stakeholders and families who have been and are currently participating in the program. Below is a list of potential members that should be represented on the committee if available within the community:

- Local board of education;
- Other home visiting programs;
- Mental health agency;
- Social service agency;
- Healthcare providers (agencies/individuals);
- Faith community/ministerial alliance;
- Civic service groups;
- PTA/PTO;
- Participating parents/guardians;
- Senior citizens group;
- Colleges, community and junior colleges, and university personnel;
- Private preschool/child care directors;
- Head Start staff; and
- Local and state level elected officials.

Primary responsibilities of the Community Advisory Committee should include the following:

- Forming relationships with community partners who are providing parent education or other early childhood services and programs to families;
- Promoting the Parents as Teachers services with community members;
- Recruiting prospective parents for participation;
- Surveying available community resources and gathering needed information;
- Reviewing the evaluation of services and making recommendations for improvements;
- Advising options for coordination of services between the community and the school; and
- Serving as a resource to the administrator.

Required Documentation for the Community Advisory Committee must include:

- Membership List;
- Agendas;
- Minutes; and
- Sign-In Sheets for Attendance.

2.3 Qualifications and Renewal of Parent Educators

The school district's job description for the parent educator(s) clearly defines the criteria for selecting parent educators, including education, work experience, skills and characteristics.

Individuals must qualify for training as a parent educator by meeting one of the following criteria:

- Certification and/or a four year degree in either Early Childhood Education, Early Childhood Special Education, Elementary Education, Vocational Home Economics, Family and Consumer Sciences or Child Development and demonstrated ability in working with young children and their parents;
- A two-year associate degree or two-year certificate program in Early Childhood Education, Child Development, or Nursing and demonstrated ability in working with young children and their parents;
- Sixty semester hours or more of credit from an academic degree granting institution which is contained within the United States Department of Education's *Directory of Post-Secondary Institutions* and two years of successful experience in a program working with young children and their parents as approved by DESE; or
- Five years of successful experience in a program working with young children and their parents as approved by DESE and a high school diploma or equivalent. Individuals that qualify for training under this specific criteria may be required to complete additional training at the discretion of DESE.

Parent educators must successfully complete the DESE approved Foundational Curriculum and Model Implementation training and a family personal visit observation of an experienced parent educator. This must be completed prior to providing parent education services to families. Parent educators must be trained in the Foundational 2 Curriculum to provide parent education services to families with children age three to kindergarten entry.

Each parent educator must complete and document an annual professional growth plan with their PAT supervisor. This plan should include goals for professional development that are specific to the skills and work of the parent educator. Training must correlate to the five PAT core competency areas in the approved curriculum; family support and parenting education, child and family development, human diversity within family systems, health, safety and nutrition and relationships between families and communities.

The school district ensures that all parent educators complete the professional development hours below and must renew the curriculum subscription(s) annually with the Parents as Teachers National Center. The supervisor and parent educator should evaluate the professional growth plan at the end of the program year to assist with setting goals for the following program year.

Required Training

First year parent educators must complete the Foundational Curriculum and Model Implementation training

in addition to the 20 hours listed below:

- 1 hour observation of an experienced parent educator;
- 6 hours of introduction and developmental training supported by DESE;
- 3 hours of Family Visit Consultation supported by DESE; and
- 10 hours of DESE and/or Parents as Teachers National Center professional development.

Second year parent educators must complete 20 hours of professional development with a minimum of 15 hours from DESE or Parents as Teachers National Center.

Third year and beyond must complete 20 hours of professional development with a minimum of 10 hours from DESE or Parents as Teachers National Center.

2.4 Curriculum

Parent educators must complete the Foundational and Model Implementation training provided by the Parents as Teachers National Center to support services to families with children under the age of three. Parent educators who are also providing services to families with children age three to kindergarten entry must have completed the Foundational 2 training.

Parents as Teachers programs funded by DESE should implement the Parents as Teachers evidence-based home visitation model, supported by the curriculum, when providing home visiting services.

2.5 Description of Services

PAT families are defined as families receiving regularly scheduled family personal visits and participating in an annual developmental screening with each child. These families are offered group connections and have access to a resource network within the community to support the goals and needs of the family. These services are available to families who are expecting a child or have children under the age of kindergarten entry.

Parent education services should be available 12 months during the program year to better accommodate the needs of families. At a minimum, nine months of parent education services must be available throughout the school year.

Evaluation of Services

Continuous quality improvement involves the use of data and information from program operations, service delivery, quality assurance and evaluation to make adjustments and changes that strengthen program operations and services.

Evaluation of services is required to ensure services are being provided effectively and in the best manner possible to meet the needs of participants.

Evaluation of services may include one or more of the following methods, but must include a method of collecting feedback from families regarding all four components of the program:

- Evaluation from the Advisory Committee;
- Parent Satisfaction Survey; and/or
- Affiliate Quality Assessment

2.6 Family Personal Visits

All family personal visits must be provided by a parent educator who has been trained in and uses the DESE approved curriculum. Families participating in PAT services should be provided family personal visits that occur in the home setting. Services in the home can provide the parent educator with more information to better serve those involved and provide the family with a comfortable and familiar environment. The family personal visit allows the parent educator to individualize the educational guidance to each family, observe the child(ren) and the parent-child interactions, provide timely information on child development and parent-child activities using items available in the home and to respond to each parent's concerns. Exceptions can be made to meet outside the home upon the family's request.

Prenatal visits are provided to families, including teens, who are expecting a child. Families may begin to receive services prior to the birth of their child.

High need visits are provided to families meeting one or more DESE approved high need characteristic(s). These families may receive more frequent services based on their need for additional support.

Teen visits are provided to a parent who is under the age of 21 years old. These families can be unique in how they participate in services. Teen parents who begin the year meeting the age requirement and have their 21st birthday mid-year may continue receiving services as a teen family for the remainder of the program year. While it is important to see the parent-child interactions that occur during a family personal visit, it is sometimes difficult to accommodate teens and their schedules. Programs must attempt to provide at a minimum two family personal visits. The parent educator must document those attempts in the family file. Teen families participating in group connections designed specifically for teens can be reported and reimbursed as a family personal visit.

Due to the design of the family personal visit it is important for both the parent and child to be present. There may be instances where this is not possible due to court mandated participation by a parent who does not actually have direct contact with the child. These incidences must be approved by DESE prior to delivery of the services and must be documented in the family file.

Required Personal Visit documentation reported for reimbursement must include:

- **Personal Visit Plan**
 - Visits 1-8: The first page of each Personal Visit Plan is required, including notes made by the parent educator that individualizes the visit for each family. The eight Personal Visit Plans are research based and build upon each other to prepare the parent educator and family to establish a relationship and collaboratively begin to design personalized visits beyond lesson eight using the Personal Visit Planning Guide.
 - Visits nine and beyond: The **Personal Visit Planning Guide** should be maintained. The parent educator will partner with the family to create a Family Personal Visit Planning Guide for each visit using previous visit records, current goals, milestones and additional information about the family's development.
- **Personal Visit Record** - Covers the content of the visit, outlines issues raised by the parents, gives specific observations in all areas of the child's development (language, social, intellectual, and physical development) and sets the appointment for the next family personal visit. Such records are essential for monitoring child and family progress. The Family Personal Visit Record should be completed within two working days of the family personal visit.
- **Developmental Milestones** - Must be documented for each child participating in the family personal visit. The parent educator must review the milestones before each visit to help decide what to address in the family personal visit. Milestone information should be updated as needed to assist in tracking and fostering the child's developmental progress.

2.7 Developmental Screenings

Periodic monitoring of a child's development is the foundation of educational guidance for parents. Skills and abilities are developing rapidly during this time. A review with each participating family of their child's developmental profile significantly reduces the possibility that the child will have an undetected developmental delay. If detected early, children who are developing at a slower rate or with an indicated delay can be assisted more effectively and efficiently. In addition, the recurrent monitoring and review can signify to parents that their child is progressing and can also give direction on how to support and encourage continued growth.

The outcome of screening is to identify areas of development where delays may exist. As families progress through the continuum of services, the collection of information through periodic screenings and parent education should provide an increasingly clear picture of a child's relative strengths and areas of concern. The most critical aspect of the screening process is the sharing of accurate and helpful information with parents. The sharing of information should take place immediately following the screening or shortly thereafter. The conference should be approached as a developmental review, mutual sharing of the child's achievements and any areas of concern. In addition to the personal conference, parents must receive a written summary of their child's screening results with suggestions for fostering learning in the home. All parents must be informed of other available services for which they are eligible.

All children ages 3 months to kindergarten entry are eligible for screening services. For screening and funding purposes, children should be reported according to their age at the time the screening is

completed. Children being screened may be counted only once during the program year for reimbursement purposes.

Screening services must be available to all children participating in the program. School districts may choose to deliver these services in a variety of ways including family personal visits, scheduled appointments throughout the year or large mass screenings. Screenings provided as part of the family personal visit must be provided over the course of two or more visits. If a complete screening is delivered in the home during a single family personal visit it can be reported only as a screening and not a family personal visit.

Developmental screenings must include the following areas:

- General development, including social and emotional development
- Health
 - Hearing check
 - Vision check
 - Dental check
 - Verification of immunizations

Parents must be informed that the general development and health portions of the screening are not a substitute for regular physical examinations by a health care provider.

Adequate coverage of developmental skill areas may be obtained through the use of a single, well rounded screening instrument. Since the ages of the children being screened vary, the instruments and procedures also vary. No single screening instrument is equally effective for all ages or all areas of development.

Educational professionals providing screenings must be knowledgeable in child development and developmental concerns, skilled in interpreting screening results and able to communicate results effectively to parents.

Districts are not financially obligated for non-district services rendered as a result of recommendations, except for evaluations covered under state and federal statutes and regulations concerning children with disabilities.

Required Developmental Screening documentation reported for reimbursement must include:

- **Child Health Record** includes health, hearing, vision and dental information as well as verification of immunizations;
- **Screening Protocol** from a DESE approved screening instrument; and
- **Child Screening Summary** includes a written summary of the screening results and must be provided to the parent through a personal conference.
- **Permission to Exchange Information** - Any screening information released by the school to a third party requires the prior written consent of the parent, guardian, or other custodian of the child. Districts collaborating with other programs, such as Head Start or local child care facility, must have this written consent in order to share screening information between programs.

2.8 Group Connections

The primary goal for a group connection is to provide child development information to families in a setting that will encourage them to network with other families with similar aged children and to discuss parenting issues. The intent is to provide parents with meaningful information regarding the growth and development of their child or children. It is recommended that programs provide monthly group connections during the program year and have a planned format for delivering parent education for all PAT families attending. Group connections must be focused on parent-child interaction, development-centered parenting, and family well-being

Required documentation for Group Connections:

- **Group Connection Planning Guide and Record** that documents the title, date, location, process for delivering the parent education and feedback from parents;
- **Handouts** given during the meeting that provide additional parent education; and
- **Sign-In Sheet** for all parents to document attendance with a systematic method for reporting the number of group connections attended by each family.

2.9 Resource Network

The Resource Network is the information regarding current community resources available to provide supports for the well-being of families receiving services. The network should include both formal and informal services that would allow families to make social connections with other families, such as the library, child care or play group information and support families in time of need such as WIC or food pantries. The PAT program is not intended to be the only service for families but acts as a connection to the community network that supports families.

The school district must take an active role in developing collaborations with the resources available in the community. These collaborations can help a community provide a strong and effective network of support for all families.

2.10 Organization, Retention and Release of Required Documentation

The organization of the required documents can be categorized into three types of files; Family Files, Program Files and Cumulative Files.

Family Files

It is recommended that Family Files be audited monthly by the PAT supervisor. These files must be maintained until the child enters kindergarten with the exception of records moving into the Cumulative Files.

- **Enrollment Information** includes name of family and child, contact information, birth date of child, entry date into the program, exit date from program, etc.;
- **A Participation Agreement** outlining expectations of the program and the participating families;
- **Personal Visit Documentation;**
- **Screening Documentation;**
- **Goals Information** includes the goal, date established and achieved;
- **Resource Information** includes the resource connection name, date discussed and any follow up action taken by the family; and
- **Exit Information**, if applicable provide a summary of the services provided to the family during the child's eligible time in the program.
 - Family/Child Name(s)
 - Enrollment and Exit Dates of the Family
 - Age of Child at Enrollment and Exit
 - Reason for Exit
 - Summation of Services
 - Number of family personal visits
 - Results of most recent screening
 - Number of group connections
 - Number of goals established and achieved
 - Number of resources referred to and connected

Program Files

It is recommended that Program Files be audited quarterly by the PAT supervisor. These files must be maintained for five years.

- Group Connection Records;
- Summary of Services for the Program Year which provides a listing of all families participating in the program with the dates of personal visits, developmental screenings and group connections, along with screening results and goals and resource information;
- Results of a Parent Satisfaction Survey;
- Community Advisory Committee records;
- An Annual Growth Plan for each Parent Educator; and
- Professional Development documentation for each parent educator.

Once a child is enrolled in kindergarten the PAT program must transfer a cumulative file to the child's elementary attendance building. This will allow for pertinent information to be accessed by elementary teachers for a smooth transition of services to the child and family. If the child is not attending school within the district the PAT program must store the cumulative file and be prepared to transfer records to another district upon parent request.

Cumulative Files

It is recommended that Cumulative Files be audited annually by the PAT supervisor. These files must be maintained until the child completes third grade.

- Exit Information outlined in the Family File documentation.

Storage of Files

Districts must provide storage space for electronic and/or paper records that are maintained and organized to allow files to be readily accessible, fire-safe and available for review and verification of services.

Confidentiality and Release of Information

Many school districts are using computerized databases to manage record keeping and reporting requirements. All school districts are responsible for maintaining this information and must maintain the confidentiality of families. Parents have the right to review their family files and may request information be transferred or shared with others. The transfer of files can only occur when the parent has completed a release of information form (**Permission to Exchange Information**).

2.11 Reporting

Core Data/MOSIS

School districts must report the PAT supervisor and all parent educators in Core Data. All children participating in family personal visits must be assigned MOSIS numbers.

Compliance Plan

The school district is required to furnish information assuring compliance with the program standards stated in these guidelines in such form as required and prepared by DESE.

Allocations

Each district will be provided with an allocation for both parent education and screening services. Districts must provide services to meet their allocations and maintain a waiting list for a particular service only if the district allocation has been met. School districts must develop a budget using 100% of their existing allocation to provide participating families with the four required components; regularly scheduled family personal visits, developmental screenings, access to group connections and a resource network.

Invoicing and Payment Requests

School districts should complete monthly Invoices reporting all of the services provided to date, and submit Payment Requests in such form as required and prepared by DESE. School districts must submit an Invoice and Payment Request by December 1. Each invoice submitted will reflect an accumulation of services from the start of the program year.

Final Invoice and Final Payment Request

The Final Invoice and Final Payment Request will serve as the last request for payment and must include all the services provided during the program year. Every school district must submit a Final Invoice and Final Payment Request.

Final Payment Report

The Final Payment Report is created by DESE to display services reported along with the final payment amount for the program year.

APPENDIX A - Approved High Need Characteristics

Child Abuse or Neglect	Reported or substantiated abuse/neglect of child or sibling, including but not limited to a current or recent open case with the child welfare system for any reason.
Child with a Disability or Chronic Health Condition	The child has a significant delay, disability, or condition that impacts developmental domains and/or effects overall family well-being.
Death in the Immediate Family	The death of the child, parent or sibling. Programs have discretion in determining how far back in time is relevant. PATNC recommends including this as a risk factor if a death in the immediate family has occurred at any point during the enrolled child's lifetime (including prenatal).
Foster Care or Other Temporary Caregiver	Child or young parent is in foster care or has court-appointed legal guardians or is living in some other temporary caregiver condition.
High School Diploma or Equivalency not Attained	Parent did not complete high school or pass an equivalency exam and is not currently enrolled.
Housing Instability (Homeless)	Individuals who are homeless lack fixed, regular, and adequate nighttime residences, including those who share others' homes due to loss of housing or economic hardship; live in motels, hotels, or camping grounds due to lack of adequate alternative accommodations; reside in emergency or transitional shelters; or reside in public or private places not designed for or used as regular sleeping accommodations.
Intimate Partner Violence	Parent/guardian is a survivor of intimate partner violence per self-report, positive screening, or court proceedings. This includes physical, sexual, and psychological violence. Economic coercion against a current or former intimate partner is also included. PATNC recommends including this as a risk factor if intimate partner violence has occurred during the child's lifetime (including prenatal).
Low Income	Family is eligible for free and reduced priced lunches, public housing, child care subsidy, WIC, food stamps/SNAP, TANF, Head Start/Early Head Start, and/or Medicaid.
Military Deployment	Parent/guardian is planning for deployment, currently deployed, or within two years of returning from a deployment as an active duty member of the armed forces.
Parent Incarcerated during the Child's Lifetime	Parent(s) is or was incarcerated in federal or state prison or local jail, halfway house or is part of a boot camp or weekend program requiring overnight stays during the child's lifetime.
Parent with Disabilities or Chronic Health Condition	A parent has a physical or cognitive impairment (disability or chronic health condition) that substantially limits their ability to parent as determined by the parent or by the parent educator.
Parent with Mental Health Issue(s)	A parent has a thought, mood, or behavioral disorder (or some combination) associated with distress and/or impaired functioning, as determined by parent report, positive screening, or a diagnosis.
Recent Immigrant or Refugee Family	One or both parents are foreign-born and entered the country within the past 5 years. This does not include those from Puerto Rico, Guam, and the U.S. Virgin Islands.
Single Parent Household*	Only one parent resides in the home.
Speakers of Other Languages/English Learners*	A language other than English is the primary language spoken in the home.
Substance Use Disorder	Parent persistently has used or is currently using substances despite negative social, interpersonal, legal, medical, or other consequences. Programs have discretion in determining how far back in time is relevant in terms of current impact on parenting, family well-being, or the parent child relationship. PATNC recommends including this as a risk factor if substance abuse has occurred at any point during the enrolled child's lifetime (including prenatal).
Very Low Birth Weight and Preterm Birth	The child's birth weight is under 1500 grams or 3.5 pounds and the child was born at less than 37 weeks' gestation for children under the age of 2.
Young Parents (Teen Parents)	Youth who are pregnant or parenting under the age of 21.

The high need characteristics have been revised to be more consistent with the Parents as Teachers National Center.

**DESE also approves Single Parent Household and Speakers of Other Languages/English Learners as approved high need characteristics.*

APPENDIX B – Approved Screening Instruments

Preferred for a complete developmental screening, including social emotional development.	
Screening Instruments	Age Range
Ages and Stages Questionnaire – 3 (ASQ–3) and Ages and Stages Questionnaire: Social and Emotional Second Edition (ASQ:SE–2)	ASQ-3: 1 to 66 months ASQ-SE2: 6 to 60 months
Ages and Stages Questionnaire – 3 (ASQ–3) and Devereux Early Childhood Assessment (DECA): Infant and Toddler or Preschool Version	ASQ-3: 1 to 66 months DECA Infant and Toddler: 1 to 36 months DECA Preschool: 3 to 5 years
Brigance Early Childhood Screens	Birth through end of first grade
Developmental Indicators for the Assessment of Learning-4 (DIAL-4) along with the parent questionnaire	2 years 6 months to 5 years 11 months

Acceptable for a complete developmental screening, including social emotional development. Programs need to transition to the preferred list beginning in FY21.	
General & Language	Age Range
Battelle Developmental Inventory, 2 nd Edition	6 months to 8 years
Early Screening Profiles (ESP)	2 years to 6 years 11 months
Early Screening Inventory-Revised (ESI-R)	3 years 5 months to 5 years 11 months
Developmental Tasks for Kindergarten Readiness-II (DTKR-II)	4 years 6 months to 6 years 2 months
Social-Emotional	Age Range
Brief Infant Toddler Social Emotional Assessment (BITSEA)	6 month to 3 years

**The ASQ-3 must be completed by the parent educator. The “mail-out” strategy is not approved. All other screening instruments must be delivered as specified by the publisher of the instrument.*

All screening instruments must update to the most recent version within one year.

APPENDIX C - PRIORITIES AND REIMBURSEMENTS

Allocations - Determined by DESE and provided to each program in July.

Priorities for Parent Education Reimbursement

1. Prenatal to Three High Need Families
2. Three to Kindergarten Entry High Need Families
3. Prenatal to Three Non High Need Families
4. Three to Kindergarten Entry Non High Need Families

*Funding for non high need families cannot exceed 25% of the total Parent Education Allocation.

Priorities for Screening Reimbursement

1. Three Months to Age Three Children
2. Age Three to Kindergarten Entry Children

*Funding for screening of children ages three to kindergarten entry cannot exceed 50% of the total Screening Allocation.

Calculating Invoices

Programs submitting invoices must submit services provided “to date” or cumulative, meaning all the services provided from the beginning of the program year. Payment is then calculated using the priorities set by the department not to exceed 80% of each of the allocations.

Parent Education Formula for calculating 80%: (Parent Education Allocation)*80% = Parent Education Funds available for services reported through the Invoice.

Screening Formula for calculating 80%: (Screening Allocation)*80% = Screening Funds available for services reported through the Invoice.

Formula for calculating payment: (Parent Education Services Reported, not to exceed 80% - Previous Parent Education Payment) + (Screening Services Reported, not to exceed 80% - Previous Screening Payment) = Payment

Calculating the Final Report

Programs must submit a Final Report by May 15th, which will serve as the last request for funding for the program year. The Final Report must reflect all the services provided from the beginning of the program year. Payment is then calculated using the priorities set by the department not to exceed either allocation.

Formula for calculating payment: (Parent Education Services Reported, not to exceed 100% - previous Parent Education Payment) + (Screening Services Reported, not to exceed 100% - Previous Screening Payment) = Payment

Programs that provide services above their allocation may receive “overages” or additional funding, if available.

Priorities for Calculating Overages

1. Parent Education - Prenatal to Three High Need Families
2. Parent Education - Three to Kindergarten Entry High Need Families
3. Screening - Three Months to Age Three Children
4. Parent Education - Prenatal to Three Non High Need Families
5. Parent Education - Three to Kindergarten Entry Non High Need Families
6. Screening - Age Three to Kindergarten Entry Children