



Missouri Parents as Teachers (PAT) Planning Tool

SUPPORTING BEST PRACTICE FOR HOME VISITING

This document is to assist PAT programs that are meeting all Missouri Department of Elementary and Secondary Education (DESE) [Early Childhood Development Act \(ECDA\) Administrative Manual](#) requirements and are working toward best practice by implementing the Parents as Teachers National Center (PATNC) Essential Requirements located in the [Supervisor's Handbook](#).

Missouri Planning Tool – Supporting Best Practice for Home Visiting
Effective July 1, 2020

PATNC-Essential Requirements (Best Practice)	District Plan (Moving Toward Best Practice)	Measurement Criteria (PATNC)
1. The affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.	Required by ECDA 1.1.3, 1.5.1 and 2.5 to be eligible for PAT funds.	The affiliate confirms that it is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.
2. The minimum qualifications for parent educators are a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents.	Required at a higher level by ECDA 1.3.1 and 2.3 to be eligible for PAT funds.	100% of the affiliate's parent educators have at least a high school diploma, GED*, or equivalent degree in countries outside the United States. *In Missouri GED/HiSET
3. Each affiliate has an advisory committee that meets at least every six months. (It can be part of a larger committee, community network, or coalition as long as the group includes a regular focus on the affiliate).	Required by ECDA 1.2.1 and 2.2 to be eligible for PAT funds.	The affiliate conducts at least two advisory committee meetings during the program year.
4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings. Parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings. In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.		On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE receive at least 75% of the required individual reflective supervision hours per month (at least 1.5 hours per month). On average, parent educators working .5 FTE or less and supervisors who carry a caseload equivalent to .5 FTE or less receive at least 75% of the required individual reflective supervision hours per month (at least .75 hours per month). At least 18 hours of staff meetings occur during the program year.

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<p>5. Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full-time or part-time employees.</p> <p>The number of parent educators assigned to the supervisors is decreased proportionately when the supervisor is not full-time.</p>		<p>100% of an affiliate’s 1.0 FTE* supervisors are assigned a maximum of 12 parent educators.</p> <p>The number of parent educators assigned to a supervisor that is not full-time is decreased proportionately.</p> <p>*1.0 FTE is defined here as 40 hours/week.</p>
<p>6. All new parent educators in an organization who will deliver PAT services to families attend the Foundational and Model Implementation Trainings before delivering PAT.</p> <p>New supervisors attend both Foundational and Model Implementation Trainings.</p>	Partially required by ECDA 1.4.1 to be eligible for PAT funds.	100% of parent educators and supervisors have attended the required PAT trainings.
<p>7. Parent educators and supervisors that carry a caseload and are in their second year of employment or beyond are observed at least annually by the supervisor or lead parent educator delivering at least one personal visit and provided with verbal and written feedback.</p>		100% of parent educators and supervisors that carry a caseload and are in their second year of employment or beyond are observed delivering a personal visit at least once during the program year, using a structured observation tool. A supervisor or lead parent educator conducts the observation.
<p>8. Parent educators obtain competency-based professional development and training and renew certification with the National Center annually.</p>	Required by ECDA 1.3.2 and 2.3 to be eligible for PAT funds.	<p>100% of model affiliate parent educators are up to date with their certification.</p> <p>Twenty hours of professional development is required for recertification for all parent educators.</p>

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<p>9. Parent educators complete and document a family-centered assessment within 120 days of enrollment and then at least annually thereafter, using a method that addresses the PAT required areas.</p>		<p>Family-centered assessment is conducted using a PAT-approved method.</p> <p>At least 60% of families enrolled more than 90 days have an initial family-centered assessment completed within 120 days of enrollment.</p> <p>At least 60% of families that received at least one visit during the program year have a family-centered assessment completed during the program year.</p> <p>Please see the <i>Affiliate Implementation Manual</i> for the list of PAT-approved methods.</p>
<p>10. Parent educators develop and document goals with each family they serve.</p>	<p>Required by ECDA 1.9.2 and 2.10 to be eligible for PAT funds.</p>	<p>At least 60% of the families that received at least one personal visit during the program year have at least one documented goal during the program year.</p>
<p>11. Parent educators use the Foundational Personal Visit Plans and Personal Visit Planning Guide from the Foundational Curriculum to design and deliver personal visits to families.</p>	<p>Required by ECDA 1.6.1 and 2.6 to be eligible for PAT funds.</p>	<p>Parent educators plan for each visit, documenting the planning process in a <i>Foundational Personal Visit Plan</i> or <i>Personal Visit Planning Guide</i>.</p>
<p>12. Families with one or fewer stressors receive at least 12 personal visits annually.</p> <p>Families with two or more stressors receive at least 24 personal visits annually.</p>	<p>Partially required by ECDA 1.6.2 and 2.6 to be eligible for PAT funds.</p> <p>*DESE requires only one high need characteristic to receive 24 personal visits annually.</p>	<p>At least 60% of families with one or fewer stressors receive at least 75% of the required number of visits in the program year.</p> <p>At least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year.</p>

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<p>13. Full-time first year parent educators complete no more than 48 visits per month during their first year.</p> <p>Full-time parent educators in their second year and beyond complete no more than 60 visits per month.</p> <p>The number of visits completed monthly is decreased proportionately when a parent educator is part-time.</p> <p>In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly including: staff responsibilities, travel time for visits and data collection responsibilities.</p>		<p>Full-time first year parent educators complete no more than 48 visits per month.</p> <p>Full-time parent educators in their second year and beyond complete no more than 60 visits per month.</p>
<p>14. Affiliates deliver at least 12 group connections across the program year.</p>	<p>Partially required by ECDA 1.8.1, 1.8.2 and 2.8 to be eligible for PAT funds.</p>	<p>The affiliate delivers at least 9 (75%) group connections during the program year. In order to count a group connection, at least one family must have attended. The families in attendance may or may not be enrolled in PAT services. For example, a family may be in attendance as part of the affiliate's recruitment efforts.</p>
<p>15. Child health review is completed within 90 days of family enrollment and at least annually thereafter. Completion of the <i>Child Health Record</i>, which consists of health status, safety, vision and hearing elements, constitutes a complete health review.</p>	<p>Partially required by ECDA 1.7.1 and 2.7 to be eligible for PAT funds.</p>	<p>At least 60% of children receive a complete child health review within 90 days of enrollment.</p> <p>At least 60% of children receive a complete annual child health review during the program year.</p>
<p>16. Child developmental screening takes place for all children within 90 days of family enrollment or child's birth and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional and motor development.</p>	<p>Partially required by ECDA 1.7.1 and 2.7 to be eligible for PAT funds.</p>	<p>At least 60% of children receive a complete child developmental screening within 90 days of enrollment or birth.</p> <p>At least 60% of children receive a complete annual child developmental screening during the program year.</p>

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17. Child developmental surveillance takes place during each personal visit.	Required by ECDA 2.6 to be eligible for PAT funds.	Parent educators review the PAT <i>Milestones Record</i> for each enrolled child before the visit and update each enrolled child's record after the visit when there are newly emerging or achieved milestones.
18. Parent educators connect families to resources that help them reach their goals and address their needs.	Required by ECDA 1.9.1, 1.9.2 and 2.9 to be eligible for PAT funds.	At least 60% of families that received at least one visit during the program year are connected to at least one community resource during the program year.
19. At least annually, the affiliate gathers and summarizes feedback from families about the services they have received through the four model components, using the results for program improvement.	Required by ECDA 1.5.2 and 2.5 to be eligible for PAT funds.	The affiliate gathers and summarizes feedback from families about the services they have received at least once during the program year and uses the results for program improvement.
20. The affiliate annually reports data on service delivery and program implementation through the APR. Affiliates use data in an ongoing way for purposes of Continuous Quality Improvement, including participating in the Quality Endorsement and Improvement Process every five years.		The affiliate uses the PAT Records (2017) presented in the <i>Data in Motion Manual</i> through one of the approved options below to record and report data on service delivery and program implementation. The affiliate also submits the Affiliate Performance Report (APR) annually and participates in the Quality Endorsement and Improvement Process when designated by Parents as Teachers National Center (PATNC). <u>Approved options</u> 1. PAT Penelope 2. PAT Records (2017 version) 3. Data system that has a licensing agreement with PATNC and contains all items in the PAT Records (2017 version) 4. Program specific forms or database that contains all items in the PAT Records (2017 version)
21. Affiliates measure at least two outcomes with eligible families and report summary data and how they are using the data on the APR. One outcome is from a list of PAT approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome is from an approved list of measures.		At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using a PAT approved tool. At least one additional PAT approved outcome measure is assessed and reported for eligible families. Programs report in the APR how they are using the data.