



Essential Requirements

An organization must adhere to the Essential Requirements to become and remain a Parents as Teachers affiliate. New affiliates' intentions to comply with these requirements are demonstrated on the Affiliate Plan. Data that addresses these requirements is reported annually on the Affiliate Performance Report (APR).

Essential Requirements	Measurement Criteria
1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.	Your affiliate 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 GED and two years previous supervised work experience with young children and/or parents.	100% of your affiliate's parent educators have at least a high school diploma, GED or equivalent degree in countries outside the US.
3. Each affiliate has an advisory committee that meets at least every six months (can be part of a larger committee, community network or coalition as long as the group includes a regular focus on the Parents as Teachers affiliate).	Your affiliate conducted two advisory committee meetings during the program year covered by the most recent APR.
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 and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings. > <i>In order to support high quality services to families, this requirement includes supervisors who carry a caseload.</i>	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE received 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 that carry a caseload equivalent to .5 FTE or less received 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 occurred during the program year covered by the most recent APR.
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. > <i>The number of parent educators assigned to the supervisors is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of nine parent educators; a .5 FTE would have a maximum of six parent educators; a .25 FTE would have a maximum of three parent educators.</i>	100% of your affiliate's 1.0 FTE supervisors are assigned a maximum of 12 parent educators.
6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend at least the Model Implementation Training.	100% of parent educators and supervisors have attended the required PAT trainings.
7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.	100% of model affiliate parent educators are up to date with their certification.
8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using an assessment that addresses the Parent as Teachers required areas.	At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR. At least 60% of families that received at least one personal visit had a family-centered assessment completed in the program year covered by the most recent APR.



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9. Parent educators develop and document goals with each family they serve.	At least 60% of the families that received at least one personal visit had at least one documented goal during the program year covered by the most recent APR.
10. Parent educators use the foundational visit plans and planning guide from the curriculum to design and deliver personal visits to families.	Parent educators consistently used the foundational visit plans and planning guide from the curriculum to design and deliver visits to families.
11. Families with one or fewer high needs characteristics receive at least 12 personal visits annually and families with two or more high needs characteristics receive at least 24 personal visits annually.	At least 60% of families with one or fewer high needs received at least 75% of the required number of visits in the program year covered by the most recent APR.
	At least 60% of families with two or more high needs receive at least 75% of the required number of visits in the program year covered by the most recent APR.
12. Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month. > <i>The number of visits completed monthly is adjusted proportionately when a parent educator is part-time. 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, data collection responsibilities</i>	Full-time first year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR. Full-time parent educators in their second year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.
13. Affiliates deliver at least 12 group connections across the program year.	Your affiliate delivered at least nine of the 12 (75%) required group connections in the program year covered by the most recent APR.
14. Screening takes place within 90 days of enrollment for children four months or older and then at least annually thereafter (infants enrolled prior to four months of age are screened prior to seven months of age). A complete screening includes developmental screening using PAT approved screening tools, along with completion of a health review that includes a record of hearing, vision, and general health status. Developmental domains that require screening include language, intellectual, social-emotional & motor development.	At least 60% of newly enrolled children had a complete initial screening within the required time frame (within 90 days of enrollment or by seven months of age if enrolled prior to four months of age)
	At least 60% of children received a complete screening in the program year covered by the most recent APR.
15. Parent educators connect families to resources that help them reach their goals and address their needs.	At least 60% of families that received at least one personal visit were connected by their parent educator to at least one community resource in the program year covered by the most recent APR.
16. At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.	Your affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.
17. 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.	Your affiliate submitted the most recent APR and participated in the Quality Endorsement and Improvement Process when designated or selected by Parents as Teachers national office.