



Crosswalk: Standards of Quality for Family Strengthening & Support and Parents as Teachers Quality Standards

October 2015

Standards of Quality for Family Strengthening & Support

Developed by the California Network of Family Strengthening Networks in 2012 and adopted by the National Network of Family Support and Strengthening Networks in 2013, the Standards of Quality for Family Strengthening & Support define how the Principles of Family Support Practice and the Strengthening Families Approach can be applied together programmatically. Five key areas of practice are identified with their associated standards, indicators and implementation examples: Family Centeredness; Family Strengthening; Embracing Diversity; Community Building; Evaluation. (Standards of Quality for Family Strengthening & Support. September 17, 2013 edition.)

An accompanying program self-assessment tool was also created “to be used as a critical thinking exercise for Program teams to self-reflect in relation to the Standards of Quality for Family Strengthening & Support.” (Standards of Quality for Family Strengthening & Support: Program Self-Assessment. July 24, 2013 edition.)

In addition, the National Network of Family Strengthening Networks trains representatives of member networks to be able to offer certification training on these standards. Each individual who completes the training receives a certificate from the National Network of Family Strengthening Networks that is valid for 2 years.

Parents as Teachers Quality Standards

The Parents as Teachers model is an evidence-based early childhood home visiting model that builds strong communities, thriving families, and children who are healthy, safe and ready to learn. The 2013 edition of the Parents as Teachers quality standards reflect the Parents as Teachers approach and model fidelity requirements.

The Parents as Teachers quality standards are divided into three main areas and ten sections. Each section contains the associated essential requirements and additional standards.

- I. Organizational Supports & Continuous Quality Improvement, including: Infrastructure & Leadership; Evaluation & Continuous Quality Improvement
- II. Staff Competence, including: Staff Selection & New Parent Educator Development; Supervision & Professional Development
- III. Parents as Teachers Services, including: Service Initiation & Participation; Assessment & Goal Setting; Personal Visits; Group Connections; Screening; Resource Network

The Parents as Teachers quality standards form the basis for the quality endorsement process that PARENTS AS TEACHERS affiliates engage in in their 4th year of implementation and every 5 years thereafter. The quality endorsement process helps ensure that affiliates are achieving fidelity to the PAT model and facilitates continuous quality improvement. Affiliates that earn the endorsement are recognized by Parents as Teachers national center as exemplary, delivering high quality services to children & families. The endorsement is valid for 5 years.

The Crosswalk

This crosswalk identifies areas of correspondence between the two sets of standards. The crosswalk also identifies how information and documentation compiled for Family Strengthening & Support Program Self-Assessment can be used as evidence in the Parents as Teachers quality endorsement process. The opposite also applies - information and documentation compiled for the Parents as Teachers quality endorsement can be used in the Family Strengthening & Support Program Self-Assessment. In this way, the Family Strengthening & Support Program Self-Assessment and the Parents as Teachers Quality Endorsement process can be mutually informative and beneficial for Parents as Teachers affiliates.

Crosswalk: Standards of Quality for Family Strengthening & Support and Parents as Teachers Quality Standards

Standards of Quality for Family Strengthening & Support			Parents as Teachers essential requirements and standards
Section A: Family Centeredness			
A.1	<i>Program encourages families to participate in program development and implementation.</i>		<u>Infrastructure and Leadership</u> #2. The affiliate’s design and staffing is informed by community needs.
1.1	Program solicits input from families to shape and plan the Program and services.	Program’s <i>design</i> supports <i>partnering with families</i> to have an active role in the development and implementation of the Program.	
A.2	<i>Program is accessible and welcoming to families.</i>		<u>Infrastructure and Leadership</u> #5. Staffing and facility use is structured so that services can be delivered at times that are convenient for the families served, including evenings or weekends. <u>Service Initiation and Participation</u> #2. Informational materials about the program give a clear picture of what families can expect from Parents as Teachers services. #3. Informational materials and recruitment strategies reflect the languages and cultures of the populations being served. #4. Assignment of families to parent educators takes into consideration several key factors, including the family’s primary language and parent educator experience with particular family backgrounds and characteristics. #7. As part of enrollment, the parent(s) and parent educator discuss and sign a mutual participation agreement that includes explanations of at least the following: the affiliate’s services; expectations for participation by the family; record keeping, data collection activities, and use of data. #8. The affiliate uses strategies to encourage all caregivers in the family to participate. <u>Assessment and Goal Setting</u> #1. Parent educators maintain a relationship-based, nonjudgmental, and culturally responsive approach to conducting family-centered assessment and goal setting. #8. Parent educators establish a welcoming group connection environment.
2.1	Program offers services at an accessible place and time convenient to families.	Program is <i>structured</i> to increase its accessibility, in order to meet the unique needs or circumstances of families.	
2.2	Program creates a welcoming environment for families.	Program <i>partners with families</i> to develop and maintain a welcoming environment for families, promoting their sense of ownership of the Program.	

The standard

The minimum quality indicator

The high quality indicator

This column identifies the essential requirements and standards that correspond to the Standards of Quality for Family Strengthening & Support. Information and documentation Parents as Teachers affiliates compile for the Family Strengthening & Support Program Self-Assessment can be used as evidence in the affiliates’ Parents as Teachers quality endorsement self-study (and vice-versa).

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A.3	<i>Program conducts outreach to families and sustains constructive relationships with them.</i>	
3.1	Program provides outreach and information to potential participants.	Program <i>implements an outreach plan</i> for potential participants with <i>intentional strategies and committed resources</i> .
3.2	Program maintains constructive relationships with families.	Program implements a system to sustain constructive relationships with families.
A.4	<i>Program models family centeredness with staff members and in its administrative practices.</i>	
4.1	Program demonstrates that it considers the family needs and interests of staff members.	Program <i>implements policies, procedures, and benefits</i> that address the family needs and interests of staff members.
<p><u>Service Initiation and Participation</u></p> <p>#1. The affiliate has a written recruitment plan that identifies approaches and settings in which to recruit the families it is designed to serve.</p> <p>#2. Informational materials about the program give a clear picture of what families can expect from Parents as Teachers services.</p> <p>#4. Assignment of families to parent educators takes into consideration several key factors, including the family's primary language and parent educator experience with particular family backgrounds and characteristics.</p> <p>#5. Families that must be placed on a waiting list or are not eligible for services are connected to appropriate resources at the time of intake.</p> <p>#7. As part of enrollment, the parent(s) and parent educator discuss and sign a mutual participation agreement that includes explanations of at least the following: the affiliate's services; expectations for participation by the family; record keeping, data collection activities, and use of data.</p> <p>#8. The affiliate uses strategies to encourage all caregivers in the family to participate.</p> <p>#9. The affiliate staff monitors personal visit and group connection participation rates and uses a variety of strategies to address engagement of families in services.</p>		
<p><u>Infrastructure and Leadership</u></p> <p>#2. The affiliate's design and staffing is informed by community needs.</p> <p>#6. The affiliate has written policies and procedures that address at least the following: Intake and enrollment; Services provided to families, including timelines and frequency; Transition planning and exit; Data collection and documentation of services; Staff qualifications and personnel policies; Orientation and training for new staff; Supervision and professional development; and Parent educator Safety</p> <p>#7. The affiliate has written protocols that address child abuse and neglect, parental mental health issues, domestic violence, and parental substance abuse.</p> <p>#8. The affiliate has client rights and confidentiality policies and procedures that are used to ensure family privacy.</p> <p>#11. Caseloads allow sufficient time for all responsibilities of the parent educator, including at least the following: Service delivery, including planning, travel and record keeping; Supervision; Staff meetings & Professional development</p>		
<p><u>Evaluation and Continuous Quality Improvement</u></p> <p>Essential requirement: At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p>		

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Section B: Family Strengthening			<u>Assessment and Goal Setting</u>
<i>B.1</i>	<i>Program recognizes and affirms families' strengths and resilience, and is responsive to their concerns and priorities.</i>		Essential Requirement: 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 Parents as Teachers required areas.
1.1	Staff members work with family members in relationships based on equality and respect, to identify their strengths, resilience, and resources.	Staff members, working with family members in relationships based on equality and respect, <i>implement a formal process</i> to assess and document families' strengths, resilience, and resources.	Essential Requirement: Parent educators develop and document goals with each family they serve.
1.2	Program engages families to identify their concerns, priorities, and resource needs. It links families with service providers, informal supports, or other families to address them.	Program <i>implements a formal process</i> to gather information about families concerns, priorities, and resource needs. Program <i>partners with families</i> to set goals. It formally facilitates families' access to services and activities, and <i>has a system</i> to provide them with follow-up support.	#1. Parent educators maintain a relationship-based, nonjudgmental, and culturally responsive approach to conducting family-centered assessment and goal setting. #3. Goals are established in partnership with families using multiple sources of information, including parents' interests and needs, family centered assessment, and screening results. #6. Parent educators and parent create and document a plan to accomplish the family's goals. #7. Parent educators help families recognize and address barriers to achieving the goals they have set.
<i>B.2</i>	<i>Program enhances families' capacity to support the healthy cognitive, social, emotional, and physical development of their families members.</i>		<u>Resource Network</u>
2.1	Staff members can demonstrate an understanding of healthy family development.	Program <i>provides staff members with opportunities to strengthen their knowledge and skills</i> for supporting healthy family development.	Essential Requirement: Parent educators connect families to resources that help them reach their goals and address their needs.
2.2	Program shares information with families to support their healthy development.	Program <i>is designed</i> to deliver activities that support the healthy development of families.	#8. Parent educators help families prepare for connecting with a resource. #9. Parent educators follow up with families about the outcome of recommended resource connections, addressing barriers as applicable.
			<u>Staff Selection and New Parent Educator Development</u>
			Essential Requirement: All new parent educators attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend at least the Model Implementation Training before supervising parent educators. <i>Foundational training centers on Parent-Child Interaction, Development-Centered Parenting & Family Well-Being.</i>
			<u>Supervision and Professional Development</u>
			Essential Requirement: Parent educators obtain competency-based professional development and training and renew certification with Parents as Teachers national office annually.

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			<p><u>Personal Visits</u> #5. Parent educators address all three areas of emphasis (parent-child interaction, development centered parenting and family well-being) in personal visits, including when addressing families' immediate needs or a crisis situation. #9. Parent educators build upon and adapt to the home environment, seeking to transfer personal visit activities to daily interactions between parents and children. #10. Parent educators help families recognize and expand upon their existing strengths and protective factors.</p>
<i>B.3</i>	<i>Program recognizes families as significant resources for their own family members and each other.</i>		<p><u>Service Initiation and Participation</u> #8. The affiliate uses strategies to encourage all caregivers in the family to participate.</p>
3.1	Program recognizes the importance of engaging multiple family members, and encourages their participation in program activities.	Program <i>designs</i> and provides activities, events, and services that successfully engage multiple family members.	<p><u>Group Connections</u> #9. Parent educators provide opportunities and experiences during group connections that help parents build social connections.</p>
3.2	Program facilitates opportunities for families to build social connections with each other for resources sharing and mutual support.	Program <i>facilitates families to create their own opportunities</i> to build social connections with each other for resource sharing and mutual support.	
Section C: Embracing Diversity			<p><u>Infrastructure and Leadership</u> #2. The affiliate's design and staffing is informed by community needs.</p>
<i>C.1</i>	<i>Program acknowledges and respects the diversity of families, including their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects.</i>		<p><u>Staff Selection and New Parent Educator Development</u> #3. The affiliate hires parent educators that collectively reflect the languages and cultures of the families being served.</p>
1.1	Program demonstrates awareness of, and reflects the diversity of, families served.	Program <i>utilizes formal structures and policies</i> that demonstrate awareness of, and reflect the diversity of, families served.	<p><u>Service Initiation and Participation</u> #3. Informational materials and recruitment strategies reflect the languages and cultures of the populations being served.</p>
1.2	Program demonstrates awareness of, and reflects multiple layers of, the diversity of families served.	Program <i>utilizes formal structures and policies</i> to reflect multiple layers of the diversity of families served.	<p>#4. Assignment of families to parent educators takes into consideration several key factors, including the family's primary language and parent educator experience with particular family backgrounds and characteristics.</p> <p><u>Personal Visits</u> #7. Parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests and learning styles.</p>

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			<p><u>Group Connections</u> #1. The affiliate ensures that group formats and topics are suited to families' interests, needs and cultural backgrounds.</p> <p><u>Screening</u> #4. Screening is conducted with sensitivity to languages spoken in the home and the family's cultural background.</p> <p><u>Resource Network</u> #7. Parent educators take language and culture into consideration when connecting families to resources.</p>
C.2	<i>Program enhances the ability of families and staff to participate in a diverse society and to navigate the dynamics of difference.</i>		<p><u>Group Connections</u> #9. Parent educators provide opportunities and experiences during group connections that help parents build social connections. #11. The affiliate provides information and resources that help families extend their learning beyond the group connection.</p>
2.1	Program offers opportunities for families to learn about diversity, and to navigate the dynamics of difference.	Program <i>implements formal structures</i> to support families to learn about diversity, and to navigate the dynamics of difference.	
2.2	Program offers opportunities for staff members to learn about diversity, and to navigate the dynamics of difference.	Program <i>provides professional development</i> to support staff members to learn about diversity, and to navigate the dynamics of difference.	<p><u>Supervision and Professional Development</u> #7. Annually, parent educators self-assess and document their competencies across at least the following areas: Family support and parenting education; Child and family development; Human diversity within family systems; Health, safety and nutrition; Relationships between families and communities.</p> <p>Essential Requirement: Parent educators obtain competency-based professional development and training and renew certification with Parents as Teachers national office annually.</p>
C.3	Program engages in ongoing learning and adaptation of its practices to address diversity.		<p><u>Evaluation and Continuous Quality Improvement</u> Essential Requirement: At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p>
3.1	Program learns about and adapts to the diversity of families on an ongoing basis.	Program implements formal systems and practices to learn about and adapt to the diversity of families on an ongoing basis.	
Section D: Community Building			<u>Resource Network</u>
D.1	<i>Program is involved in, and engages families in, the larger community building process.</i>		Essential Requirement: Parent educators connect families to resources* that help them reach their goals and address their needs.
1.1	Program is aware of, and provides families with, information about community issues and activities.	Program has a <i>formal structure</i> involved in addressing community needs and priorities.	<i>There are a number of resource category options, including Relationships with family and friends. Within this category, advocacy and leadership is an option.</i>

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1.2	Program connects families to community events that help raise awareness of emerging community needs and assets.	Program <i>formally facilitates the sharing of family voices</i> for community impact.	<u>Infrastructure and Leadership</u> #14. The affiliate takes an active role in community wide planning for early childhood comprehensive services.
<i>D.2</i>	<i>Program supports the development of community-based leadership.</i>		<u>Infrastructure and Leadership</u>
2.1	Program shares information with families about how to advocate for their needs and priorities.	Program <i>implements a formal structure to partner with families</i> to develop their leadership skills, and to facilitate opportunities for using those skills in the community.	Essential Requirement: The affiliate has an advisory committee that meets at least once every 6 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). #13. The advisory committee includes involvement of program personnel, community services providers, families who have received or are receiving Parents as Teachers services, and community leaders.
<i>D.3</i>	<i>Program builds collaborative relationships with other organizations to strengthen families and communities.</i>		<u>Infrastructure and Leadership</u> #14. The affiliate takes an active role in community wide planning for early childhood comprehensive services.
3.1	Program is aware of, and works with, other service providers and community organizations to share resources and information.	Program <i>creates formal partnerships</i> with other service providers and community organizations to collaboratively strengthen families and communities.	Resource Network #1. The affiliate identifies the community resources needed by the families it serves. #2. The affiliate has Memorandums of Understanding and clear points of contact with the community resources. #5. Written permission to exchange information is obtained from families prior to contact with other resources and providers. #6. Parent educators consult with other organizations serving the family in order to coordinate services and optimally support the family.
Section E: Evaluation			<u>Service Initiation and Participation</u>
<i>E.1</i>	<i>Program collects and analyzes information related to program participation.</i>		#9. The affiliate staff monitors personal visit and group connection participation rates and uses a variety of strategies to address engagement of families in services.
1.1	Program tracks program activities, participant characteristics, and service utilization.	Program tracks and <i>intentionally analyzes</i> program activities, participant characteristics, and service utilization in relation to its goals, objectives, and community needs. <i>Appropriate program modifications are made as a result.</i>	<u>Evaluation and Continuous Quality Improvement</u> Essential Requirement: The affiliate annually reports data on service delivery and program implementation through the Affiliate Performance Report; affiliates use data in an ongoing way for purposes of continuous quality improvement.
<i>E.2</i>	<i>Program collects and analyzes information related to program quality.</i>		<u>Evaluation and Continuous Quality Improvement</u> #2. The supervisor or lead parent educator uses the Affiliate Quality Assurance Blueprint to monitor fidelity to the Parents as Teachers model.
2.1	Program utilizes the Standards of Quality for	Program conducts an annual self-assessment utilizing the Standards of	

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	Family Strengthening & Support Program Self-Assessment Tool and other appropriate program assessment tools.	Quality for Family Strengthening & Support Program Self-Assessment Tool and other appropriate program assessment tools. Program <i>analyzes results</i> to inform program planning efforts, and <i>makes appropriate modifications</i> .
2.2	Program invites and records feedback regarding program quality from families and other stakeholders, such as service provider partners.	Program <i>analyzes and share feedback</i> regarding program quality with families and other stakeholders, such as service provider partners. <i>Appropriate program modifications are made</i> as a result.
<i>E.3</i>	<i>Program collects and analyzes information related to program outcomes.</i>	
3.1	Program tracks data on participant and program outcomes.	Program <i>tracks data</i> on participant and program outcomes, and <i>analyzes it</i> in partnership with stakeholders. Information is compiled and <i>used for program modification</i> , accountability to stakeholders, and to inform policy change as needed.
<i>E.4</i>	<i>Program demonstrates that it incorporates evaluation as a core component of programming.</i>	
4.1	Program has identified key questions to be answered through evaluation.	Program <i>implements an evaluation plan</i> based on key questions that measure progress toward program goals.
4.2	Staff members demonstrate a basic understanding of evaluation practices.	Program ensures that <i>staff members receive training to support the integration of evaluation processes into its practices</i> .
		<p>#3. Affiliate staff use information about implementation on an ongoing basis to identify strengths and issues, and make improvements. Essential Requirement: At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p> <p>#6. Data on program services are shared with the advisory committee and other stakeholders at least annually.</p> <p>Resource Network</p> <p>#9. Parent educators follow up with families about the outcome of recommended resource connections, addressing barriers as applicable.</p> <p>#11. Families are asked for feedback regarding their experiences with recommended resources.</p> <p><u>Evaluation and Continuous Quality Improvement</u></p> <p>#5. The affiliate measures outcomes for the families served.</p> <p>Essential Requirement</p> <p>The affiliate annually reports data on service delivery and program implementation through the Affiliate Performance Report; affiliates use data in an ongoing way for purposes of continuous quality improvement.</p> <p>#4. The affiliate has a written process for continuous quality improvement. <i>Note: Parents as Teachers has a logic model which outlines short-term, intermediate and long-term outcomes that can be measured.</i></p>