



Analysis of Correspondence between Parents as Teachers Standards and the Even Start Guide to Quality

There appears to be correspondence between the PAT standards and 9 of the 12 Even Start Quality Consideration areas.

The examples of correspondence cited in this document are a representative sample and do not represent all instances of specific correspondence between items in the Even Start Guide to Quality and PAT standards.

Even Start Guide to Quality*	Parents as Teachers Standards
Partnerships and Collaborations	The [PAT] program connects families to needed resources and takes an active role in the community, establishing ongoing relationships with other institutions and organizations that serve families (Resource Network standard) <i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i>
<p>4. Collaborations are formed with key agencies that provide high-quality services which are directly related to Even Start’s core program components. To fully sustain the literacy focus of the program, Even Start collaborates with multiple providers of early childhood and adult education services.</p> <p>13. The program and collaborators share information about families to improve and tailor services they receive. Confidentiality issues have been addressed; programs know what information can and cannot be shared.</p>	<ul style="list-style-type: none"> ▪ Program staff work on a regular basis with other local providers of services and programs to address the needs of the population the program serves. (Resource Network 10) ▪ The program links with organizations that advocate for and support the families and children that the program serves. (Resource Network 12) ▪ With family permission, parent educators consult with other organizations serving the family in order to coordinate services and optimally support the family. (Resource Network 8)
Program Leadership and Management	The [PAT] program is carefully designed, well managed and efficiently operated, incorporating ongoing planning and review of program implementation. (Program Management standard) <i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i>
<p>1. The leadership has an articulated vision of family literacy for the program and the role of the community in supporting this vision.</p> <p>10. The program has an orientation for all new staff that fully describes family literacy and the goals, philosophy and operations of the program. The orientation includes a summary of participating families’ strengths and needs.</p> <p>12. The leadership recognizes that maintaining high quality staff and services requires sufficient monetary resources. Program administrators establish and maintain an appropriate size caseload based on available resources.</p>	<ul style="list-style-type: none"> ▪ The program has clearly defined, written program goals and objectives that are updated when the design of the program and/or the population served by the program changes. (Program Management 1) ▪ The program’s theory of change is familiar to all parent educators and ideally is demonstrated through a logic model. (Evaluation 11) ▪ An orientation process is implemented with new staff, orienting them to the local program’s mission, goals, and operations. (Professional Development 1) ▪ Orientation for new staff includes: recommended reading materials, provision of program policies/procedures, review of written job description & review of PAT program implementation plan (Professional Development 3) ▪ All parent educators complete the <i>Born to Learn</i>TM Institute before delivering PAT services. (Professional Development 4) ▪ Program funding and in-kind support (e.g. facility space) is sufficient to provide services to the population it serves. (Program Management 5) ▪ The program seeks additional funding and in-kind support from a variety of sources to expand services. (Program Management 6)

*Portions of the Even Start Quality Considerations are included for the purpose of this analysis. The complete Even Start Guide to Quality can be ordered from ED Pubs website: www.ed.gov/pubs/edpubs.html.

	<ul style="list-style-type: none"> Program staffing adequately supports the program design and goals. (Program Management 23 - partial)
<p>Recruitment</p>	<p>The program promotes its services in the community, recruits and promptly serves the maximum number of eligible families, and facilitates families' ongoing participation in services. (Recruitment and Retention standard) <i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i></p>
<p>6. Recruitment strategies and messages reflect the cultural diversity of the community and the target families. Recruitment methods take cultural values and practices into account (e.g. how and who in the family is contacted, roles of different family members).</p> <p>8. The program provides clear messages about expectations for participation so parents have ample knowledge to help them make the commitment to enroll. Anticipated barriers to the family's full participation in the program are addressed during the recruitment process (e.g. transportation, child care). Solutions to participation barriers are sought before the family begins participation.</p>	<ul style="list-style-type: none"> Recruitment strategies and content of recruitment materials (including language) acknowledge the cultural diversity and cultural norms of the population to be recruited. (Recruitment and Retention 5) Enrollment procedures include discussing mutual expectations for participation in PAT services with the family and providing written information about the program so that families have the necessary information to make a commitment to participate. (Recruitment and Retention 11)
<p>Retention</p>	<p>The program promotes its services in the community, recruits and promptly serves the maximum number of eligible families, and facilitates families' ongoing participation in services. (Recruitment and Retention standard) <i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i></p>
<p>7. The program demonstrates respect for families by building on their strengths and interests, recognizing family and cultural traditions and values, and addressing families' critical needs. Program staff or adjunct staff reflect the ethnic diversity and language backgrounds of participating families.</p> <p>18. The program conducts ongoing assessment of its services (for example, using local evaluation results) to determine patterns of retention that will inform changes in service delivery to ensure that participant needs are being addressed.</p>	<ul style="list-style-type: none"> Parent educators deliver personal visits from a strengths-based approach, including commenting on strengths of the parent(s) or primary caregiver during each visit. (Personal Visits 10) Parent educators share information about parenting skills and child development in ways that are respectful of families' behaviors and cultural norms. (Personal Visits 13) Parent educators possess the knowledge, skills, and sensitivity to respond effectively to the participants' community, cultural, and language backgrounds. (Program Management 20) Program staff annually assesses promotion of PAT services, recruitment activities, and engagement and retention methods to ensure that efforts are focused on the most effective strategies. (Recruitment and Retention 18) Family enrollment, participation, service intensity, and attrition are tracked and summarized each program year, and ideally tracked across program years. (Evaluation 13)
<p>Staff Development</p>	<p>Staff development supports the professional growth of all staff and increases staff competence in delivering services to children and families. <i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i></p>
<p>1. Staff share certain characteristics: they are flexible team players who see themselves as lifelong learners and advocates for the cause of family literacy. They are capable and desirous of working with the most-in-need families served by Even Start.</p>	<ul style="list-style-type: none"> Priority is placed on hiring candidates with effective interpersonal skills (e.g. strong communication skills, able to relate to people of diverse backgrounds, outgoing, empathic, non-judgmental, patient, tactful). (Program Management 19) Parent educators possess the knowledge, skills and sensitivity to respond effectively to the participants' community, cultural, and language backgrounds. (Program Management 20)

<p>6. The program itself is a learning environment. There is a continuous sharing of knowledge and skills among staff, and there are opportunities to reflect on the effectiveness of the Even Start program based on local evaluation results and in the greater context of community needs. Administrators and staff encourage a variety of learning approaches, including self-directed and inquiry based learning, mentoring, action research, and peer modeling and coaching.</p>	<ul style="list-style-type: none"> ▪ Program staff expertise is utilized to promote mentoring and active sharing of skills, knowledge, and resources with colleagues within the program or sponsoring organization. (Professional Development 19) ▪ Active sharing of skills, knowledge, and resources occurs with colleagues outside the program or sponsoring organization. (Professional Development 20) ▪ Discussion of program evaluation activities and results are incorporated into staff meetings at least quarterly. (Evaluation 8) ▪ Evaluation results are used to strengthen program services, operations, and management (e.g. used in strategic planning, revising program design, modifying program goals and objectives, adapting program services, adjusting program operations and management). (Evaluation 10)
<p>Parenting Education</p> <p>6. Reading by adults and by adults to children every day is encouraged. There is an explicit intent to increase the amount of literacy activity in the household. The program helps parents to learn about sources of books for children and themselves, including becoming borrowers at public libraries. The program provides specific opportunities for parents to improve their skills in reading to and with their children, including direct instruction and staff modeling on strategies for reading with children.</p> <p>7. Parenting education includes attention to family development and family relationships. The parenting program includes attention to increasing parents' sense of efficacy (that is, their belief that they can make a difference in their children's lives).</p> <p>15. Activities are designed for easy transfer of learning to other situations, including the home learning environment. Expectations for and ideas about transfer of learning and practice are explicit, and teachers follow up with parents individually.</p>	<p>The Parents as Teachers program is designed to enhance child development and school achievement through parent education accessible to all families. Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</p> <ul style="list-style-type: none"> ▪ Parent educators include a book sharing activity during personal visits. (Personal Visits 30) ▪ Parent educators encourage parents to foster literacy in the home environment by modeling reading and writing for their child, engaging their child in literacy activities, and providing literacy materials for their child's use. (Personal Visits 31) <ul style="list-style-type: none"> ▪ Personal visits support parents in their parenting role in order to promote optimal child development and positive parent-child interaction. (Personal Visits standard) <ul style="list-style-type: none"> ▪ Parents educators build upon and adapt to the home environment, seeking to transfer personal visit activities to daily interactions between parent and child. (Personal Visits 23) ▪ Parent educators share the rationale for the parent-child activity. (Personal Visits 28) ▪ At the end of the personal visit, parent educators recommend parent-child follow-up activities and strongly encourage parents to engage in the follow-up activity before the next personal visit. (Personal Visits 34)
<p>Parent and Child Interactive Literacy Activities</p> <p>1. Activities for parent-child time have a literacy focus. Special attention is paid to activities that support children's growth and language development.</p>	<p>While the parent-child interactive focus is reflected largely in the personal visit quality indicators for PAT, these activities and approaches are transferable to Even Start's parent and child interactive literacy activities. Parent educators include a book sharing activity during personal visits and encourage parents to foster literacy in the home environment. (Personal Visit quality indicators 30 and 31). Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</p> <ul style="list-style-type: none"> ▪ Parent educators include a book sharing activity during personal visits. (Personal Visits 30) ▪ Parent educators encourage parents to foster literacy in the home environment by modeling reading and writing for their child, engaging their child in literacy activities, and providing literacy materials for their child's use. (Personal Visits 31)

<p>4. Parent-child activities are developmentally appropriate for the age of the child. Activities are designed to ensure ease of transfer by parents to the home setting.</p> <p>6. The program provides opportunities for parents to increase their observation skills and practice them in multiple contexts. Parents have opportunities to try out learning activities with each other before doing them with their children.</p>	<ul style="list-style-type: none"> ▪ Personal visit activities and topics are individualized to respect family needs and concerns and in accordance with the child’s developmental level. (Personal Visits 19) ▪ Parent educators build upon and adapt to the home environment, seeking to transfer personal visits activities to daily interactions between parent and child. (Personal Visits 23) ▪ Parent educators use shared observation and reflection to help parents become better observers of their children. (Personal Visits 22) ▪ Parent educators ask parents about their experience with the follow-up activity and observations of their child’s development since the previous visit. (Personal Visits 26) ▪ Group meetings assist parents in becoming better observers of their child’s development and in understanding their role in their child’s development. (Group Meetings 16)
<p>Home-Based Instruction</p> <p>1. All families receive home visits with an instructional focus and educational objectives. The number and duration of visits vary by program model and family need. There is a clear rationale for the number of instructional home visits per family that is related to family need and program model.</p> <p>8. During the visit, staff help parents observe children and point out developmental interpretations of children’s actions. Home instructors model positive interactions and reinforcements.</p>	<p>Parents as Teachers is a 4 component model. Personal visits are the major service delivery component. During these visits, parent educators share age-appropriate child development information with parents, help them learn to observe their own child, address their parenting concerns, and engage the family in activities that provide meaningful parent/child interaction.</p> <p><i>Specific examples of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i></p> <ul style="list-style-type: none"> ▪ Personal visits support parents in their parenting role in order to promote optimal child development and positive parent-child interaction. (Personal Visits standard) ▪ Design of the program allows for intensity and duration of services to match family needs. Quality programs serve families often enough and maintain families in the program for a sufficient amount of time to meet program and family goals. (PAT standards Guiding Principle IV) ▪ Parent educators use shared observation and reflection to help parents become better observers of their children. (Personal Visits 22) ▪ During personal visits, parent educators discuss the following with the parent(s): <ul style="list-style-type: none"> □ child development information, including developmental characteristics □ neuroscience information □ parenting topics □ questions and concerns the parent(s) may have □ information about what to expect regarding child development during the coming months (Personal Visits 25)
<p>Transitions</p> <p>9. Children who enter school are successful. School staff see parents as supportive of children’s learning and development. When children enter school, participating families continue in Even Start.</p>	<p>Parent educators help families when they transition out of the program, providing information and connecting families to community resources that meet their interests and needs. (Resource Network 7)</p> <p><i>A specific example of correspondence between the Even Start Quality Considerations in this area and the PAT quality indicators are presented below.</i></p> <p>One of the four goals of Parents as Teachers is to increase children’s school readiness and school success. (PAT Goal 4)</p>