

Analysis of Correspondence between Parents as Teachers Standards and the Head Start Performance Standards



Parents as Teachers National Center staff drafted a review of the similarities between the Parents as Teachers (PAT) quality standards and the Head Start Performance Standards (HSPTS). This document has been reviewed by individuals familiar with EHS. Comments provided by these reviewers suggest that there are similarities in the philosophical underpinnings of the programs, but that differences exist in the scope and overall structures of the programs.

If one looks at the areas addressed in the HSPTS, it is evident that the Parents as Teachers standards address many similar 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 HSPTS and PAT standards*
- *Certain sections of the HSPTS are partially cited or not cited at all in this document because they address additional requirements of the Head Start program.*
- *As EHS programs work to utilize the PAT model to support their Home Based program, it is important to consult with their program specialists as decisions are made about meeting the requirements of both programs.*

| Head Start Performance Standards* | | Parents as Teachers Quality Standards |
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| 1304.20 Child Health and Developmental Services | (a) Determining Child Health Status (b) Developmental, Sensory, and Behavioral Screening (c) Extended Follow-Up and Treatment (d) Ongoing Care (e) Involving Parents (f) Individualization of the Program <ul style="list-style-type: none"> ▪ Grantee and delegate agencies must use the information from the screening for developmental, sensory and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs. [1304.20 (f) (1)] | 1 of the 8 areas of the PAT standards focuses on screening. The quality indicators within this area address <u>developmental, hearing, vision, dental, and health screening</u> . One example of the correspondence between a HSPTS in this section and the PAT Screening quality indicators in this area is in individualization of the program. <ul style="list-style-type: none"> ▪ According to the Parent as Teachers standards, parent educators use the child's screening results to <u>plan individualized visits</u> and reference the child's screening results in ongoing discussion with parents. The program uses screening results to identify developmental needs of the children served and design program services to meet these needs. (Screening quality indicators 14, 20) |
| 1304.21 Early Childhood and Development | (a) Child Development and Education Approach for all Children (b) Child Development and Education Approach for Infants and Toddlers (c) Child Development and Education Approach for Preschoolers | <i>The overall emphasis on individualization and support of human diversity found in this section of HSPTS is found throughout the Parents as Teachers standards as well.</i> Below are two representative examples from the PAT quality indicators. <ul style="list-style-type: none"> ▪ Parent educators share information about parenting skills and child development in ways that are <u>respectful of families' behaviors and cultural norms</u> (Personal Visits 13) ▪ Parent educators possess the knowledge, skills and sensitivity to <u>respond effectively to families' community, cultural, and language backgrounds</u> (Program Management 20) |
| 1304.22 Child Health and Safety | (a) Health Emergency Procedures | The Health Emergency Procedures outlined in 1304.22 include requirements for handling suspected cases of child abuse and neglect. The following 2 Program Management quality indicators from the PAT standards address this as well. <ul style="list-style-type: none"> ▪ The program follows and annually reviews with staff its policy governing appropriate <u>procedures for addressing child abuse and neglect</u> in alignment with state law. (Program Management 14) |

* Portions of the Head Start Performance Standards are included for the purpose of this analysis. The complete Head Start Performance Standards can be found at <http://www.acf.hhs.gov/programs/hsb/performance/>.

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| | | <ul style="list-style-type: none"> The program has well defined procedures to <u>maintain confidentiality</u>, including: <ul style="list-style-type: none"> -sharing family information within the program only for the purposes of supervision and consultation with colleagues -obtaining written permission when family information is shared outside the program -sharing family information without written permission in accordance with state laws addressing public safety and child abuse and neglect (Program Management 15) |
| 1304.24 Child Mental Health | (a) Mental Health Services | <p><i>The HSPS and PAT standards both recognize the importance of child mental health. For PAT, this is reflected in a quality indicator that states:</i></p> <ul style="list-style-type: none"> The <u>program accesses consultants (especially mental health consultants)</u> who provide guidance to parent educators regarding their work with families. (Program Management 28) |
| 1304.40 Family Partnerships | <p>(a) Family Goal Setting</p> <p>(b) Accessing Community Services and Resources</p> <ul style="list-style-type: none"> Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality and timeliness of the services received through referrals met the families’ expectations and circumstances. [1304.40 (b) (2)] <p>(d) Parent Involvement – General</p> <ul style="list-style-type: none"> Grantee and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage and support parents as they foster the growth and development of their children [1304 (e) (2)] Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff [1304.40 (e) (3)] | <p><i>Several areas of the PAT standards correspond to the issues addressed within HSPS 1304.40 Family Partnerships.</i></p> <p>For example, collaborative partnership building [HSPS (a) (1)] is reflected in PAT Guiding Principle VIII “PAT programs forge partnerships with families based on equality, mutuality and respect.” In addition, goal setting [HSPS (a)] is specifically addressed in the PAT standard area of Personal Visits.</p> <ul style="list-style-type: none"> Parent educators partner with families to <u>establish, record, and achieve child development and parenting goals</u> that are developmentally appropriate for their children and within the scope of the program. (Personal Visits 15) <p>1 of the 8 areas of the PAT standards (Resource Network) addresses accessing community services and resources and therefore, corresponds to HSPS 1304.40 (b). An example of this correspondence is presented here.</p> <ul style="list-style-type: none"> The program <u>obtains and uses feedback from families about their experiences with the resources</u> to which they have been connected in order to continually strengthen the program’s resource network. (Resource Network 14) <p>Another emphasis in this section of the HSPS, parent involvement, is addressed in the PAT standards as well. Two notable similarities are presented here..</p> <ul style="list-style-type: none"> Parent educators apply <u>knowledge of adult learning styles</u> in the delivery of personal visits. (Personal Visits 12) Quality implementation of the PAT program <u>fosters positive parent-child relationships, helps parents become astute observers of their child, and increases parenting skills, knowledge of child development and feelings of confidence.</u> (Guiding Principle XI) <p><i>Additional, specific points of information, such as the benefits of breastfeeding [HSPS 1304.40 (c)(3)], are addressed in the Born to Learn™ Curriculum. The Born to Learn™ Curriculum includes personal visit plans, parent educator resources, and parent handouts.</i></p> |

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| <p>1304.41 Community Partnerships</p> | <p>(a) Partnerships</p> <p>(b) Advisory Committees</p> <ul style="list-style-type: none"> ▪ Each grantee directly operating an Early Head Start or Head Start program, and each delegate agency, must establish and maintain a Health Services Advisory Committee which includes professional and volunteers from the community. Grantee and delegate agencies also must establish and maintain such other service advisory committees as they deem appropriate to address program service issues such as community partnerships and to help agencies respond to community needs. [1304.41(b)] <p>(c) Transition Services</p> | <p><i>The PAT standard for Resource Network states that “The program connects families to needed resources and <u>takes an active role in the community, establishing ongoing relationships with other institutions and organizations that serve families.</u>” This standard reflects the emphasis that the PAT standards place on community partnerships and demonstrates correspondence to HSPS 1304.41.</i></p> <p><i>The HSPS and PAT Standards both highlight the importance of program leadership beyond the direct managers of the program. Specifically, there is similarity between HSPS 1304.41 (b) Advisory committees and the PAT quality indicator that addresses the program’s leadership council. While both PAT and HS/EHS have advisory groups, Head Start appears to have more, with a more specific focus. The council for PAT seems more similar to the advisory committee(s) in Head Start, rather than the policy committees and groups addressed in 1304.50 (Program Governance). Therefore, 1304.50 is not otherwise referenced in this document.</i></p> <ul style="list-style-type: none"> ▪ <u>Program has a leadership council</u> (e.g. community council, internal coordinating committee, board) with the following characteristics: <ul style="list-style-type: none"> □ Meets at least every six months. □ <u>Is composed of community service providers, community leaders, and families.</u> □ Reflects the cultural backgrounds of the program’s service population. □ Provides support for the development and promotion of the PAT program. □ Helps identify funding sources. □ <u>Provides input into program planning and evaluation.</u> (Program Management 32) <p>Transition services are addressed in the PAT standards as well.</p> <ul style="list-style-type: none"> ▪ Parent educators <u>help families when they transition out of the program</u>, providing information and connecting families to community resources that meet their interests and needs. (Resource Network 7) |
| <p>1304.51 Management Systems and Procedures</p> | <p>(a) Program Planning (e) Communication Among Staff (g) Record-Keeping Systems</p> <ul style="list-style-type: none"> ▪ Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families and staff and must ensure appropriate confidentiality of this information. [1304.51 (g)] <p>(i) Program Self-Assessment and Monitoring</p> | <p><i>The PAT quality standard for Program Management states “The program is carefully designed, well managed and efficiently operated, incorporating ongoing planning and review of program implementation.” Quality indicators within the Program Management standard address program planning, communication among staff, and record keeping (all found in HSPS 1304.51 as well).</i></p> <p>One example of the correspondence between a HSPS in this section and the PAT quality indicators is presented here.</p> <ul style="list-style-type: none"> ▪ Program <u>maintains an efficient and comprehensive record-keeping system</u> that facilitates accurate and timely completion, submission, filing, and retrieval of essential PAT documents: Recruitment/Enrollment record, Personal Visit records, Health Questionnaire, Screening Summaries, Screening Recommendations, Milestones, Individual Service Record, Exit Summary (if applicable). (Program Management 36) ▪ <u>Records are stored in a safe and secure manner</u> at the program facility. (Program Management 37) <p>For PAT, completion of program self-assessment is addressed in the Evaluation quality indicators.</p> |
| <p>1304.52 Human</p> | <p>(b) Staff Qualifications – General</p> | <p>The Program Management area of the PAT standards specifies expectations for background experience/education of staff and supervisors. Also addressed in terms of staff qualifications</p> |

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| <p>Resources Management</p> | <p>(e) Home Visitor Qualifications</p> <ul style="list-style-type: none"> ▪ Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition, adult learning principles, and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to link families with appropriate agencies and services. [1304.52 (e)] <p>(h) Standards of Conduct</p> <p>(i) Staff Performance Appraisals</p> <p>(k) Training and Development</p> | <p>is responsiveness to human diversity- which corresponds to HSPS 1304.52(b) (4).</p> <p>Several PAT quality indicators address home visitor qualifications:</p> <ul style="list-style-type: none"> ▪ The program <u>hires parent educators with a bachelor’s degree or beyond in early childhood education or a related field and supervised experience working</u> in the early childhood field. (Program Management 18) ▪ Priority is placed on hiring candidates with <u>effective interpersonal skills</u> (e.g. strong communication skills, able to relate to people of diverse backgrounds, outgoing, empathic, non-judgmental, patient, tactful). (Program Management 19) ▪ Parent educators demonstrate a <u>range of communication techniques</u> that are well-matched to the family’s communication styles. (Personal Visits 11) ▪ Parent educators are <u>knowledgeable about community resources</u>, including informal networks, local customs and event. (Resource Network 1) <p>Both the PAT standards and HSPS address following confidentiality policies or procedures. HSPS includes this in the section on Standards of Conduct. The PAT quality indicators that corresponds is specified below: The program has <u>well defined procedures to maintain confidentiality</u>, including:</p> <ul style="list-style-type: none"> □ Sharing family information within the program only for the purposes of supervision and consultation with colleagues. □ Obtaining written permission when family information is shared outside the program. □ Sharing family information without written permission in accordance with state laws addressing public safety and child abuse and neglect. (Program Management 15) <p>At least annual staff performance appraisals are also an expectation specified in the Program Management area of the PAT standards.</p> <p>Consistent with HSPS 1304.52 (k), training and professional development are an important part of the PAT standards. One of the eight areas of the standards, Professional Development, states “Staff development supports the professional growth of all staff and increases staff competence in delivering services to children and families.” The quality indicators within this standard outline new staff orientation, observation of service delivery for ongoing skill enhancement, and professional development.</p> |
| <p>Part 1305 Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start</p> | <ul style="list-style-type: none"> ▪ In order to reach those most in need of Head Start services, each Head Start grantee and delegate agency must develop and implement a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process may include canvassing the local | <p><i>The PAT standards also cover recruitment and enrollment of program participants in 1 of the 8 standard areas- titled Recruitment and Retention.</i></p> <p>Fully informing potential program participants and using a variety of recruitment methods are addressed both in HSPS 1305.5 (a) and the Recruitment and Retention quality indicators, as reflected in the following correspondence.</p> <ul style="list-style-type: none"> ▪ <u>Informational materials about the program are distributed in visible locations</u> throughout the areas served by the program, such as one or more of the following: local physicians’ offices, health clinics, schools, hospitals, churches, grocery stores, or laundromats. (Recruitment and Retention 3) ▪ PAT services are fully described in recruitment materials. (Recruitment and Retention 6) |

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| | community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies. [1305.5 (a)] | |
| 1306 Head Start Staffing Requirements and Program Options | <p>Subpart B – Head Start Program Staffing Requirements</p> <p>1306.20 Program Staffing Patterns</p> <ul style="list-style-type: none"> Classroom staff and home visitors must be able to communicate with the families they serve either directly or through a translator. They should also be familiar with the ethnic background of these families. [1306.20 (e)] <p>1306.23 Training</p> <p>1306.33 Home Based Program Option</p> <ul style="list-style-type: none"> Home visits must be conducted by trained home visitors with the content of the visit jointly planned by the home visitor and the parents. Home visitors must conduct the home visit with the participation of parents. Home visits may not be conducted by the home visitor with only baby-sitters or other temporary caregivers in attendance. [1306.33 (b)] The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child’s primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child’s growth and development. [1306.33(b) (1)] | <p>Familiarity with and responsiveness to families’ backgrounds is addressed throughout the PAT standards. Two examples of correspondence with 1306.20 are presented below.</p> <ul style="list-style-type: none"> <u>Parent educators possess the knowledge, skills, and sensitivity to respond effectively to the participants’ community, cultural, and language backgrounds</u> (Program Management 20) Program <u>staff continually builds their knowledge base about the cultures of the families</u> in the communities they serve (Professional Development 18) <p>HSPS 1306.23 addresses training. 1 of the 8 PAT standards also addresses training- this area is titled Professional Development. The PAT Professional Development standard states “Staff development supports the professional growth of all staff and increases staff competence in delivering services to children and families.”</p> <p>The Home-based program option outlined in HSPS 1306.33 shares several commonalities with the best practices for home visiting outlined in the PAT standards. Both the HSPS and the PAT standards emphasize the importance of services delivered by trained home visitors in the home with the primary caregivers of the child, as illustrated by this example.</p> <ul style="list-style-type: none"> <u>All parent educators complete the Born to Learn Institute</u> before delivering PAT services. (Professional Development 4) Personal visits are provided to one family at a time and <u>include the parent educator, the child/ren, and one or more of the following: parents, primary caregivers, multigenerational family members.</u> (Personal Visits 2) <p>In addition, both programs offer home visits and group meetings (called socializations in Head Start). While the frequency of these services differ between the standards, the design and intent of the services is quite similar.</p> <ul style="list-style-type: none"> <u>Personal visits support parents in their parenting role in order to promote optimal child development and positive parent-child interaction.</u> (Personal Visits standard) |