

*All children will learn,  
grow and develop to  
realize their full potential.*

# How to Implement the *Born to Learn*<sup>™</sup> Model



Parents as Teachers  
national center





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## About This Booklet

This *How to Implement the Born to Learn™ Model* booklet is designed for those who are making the decision to use the Parents as Teachers *Born to Learn* model.

When you choose to implement the Parents as Teachers *Born to Learn* model, you become part of an international early childhood parent education, family support and school readiness program. The Parents as Teachers National Center program implementation coordinator (866-728-4968 x 271) will assist you with implementing the *Born to Learn* model. We will refer you to this booklet and the Parents as Teachers National Center web site ([www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org)) to complete the process of becoming an affiliated Parents as Teachers *Born to Learn* program.

We look forward to you joining the Parents as Teachers family!



**Vision** All children will learn, grow and develop to realize their full potential.

**Mission** To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

**Core Values**

- Parents are their children's first and most influential teachers.
- The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
- Established and emerging research should be the foundation of parent education and family support curricula, training, materials and services.
- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations.
- An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

**Program Goals**

- Increase parent knowledge of early childhood development and improve parenting practices.
- Provide early detection of developmental delays and health issues.
- Prevent child abuse and neglect.
- Increase children's school readiness and school success.



## Approach

Our universal access *Born to Learn* model focuses on families with children from before birth to kindergarten entry, and includes these four components:

- Personal/home visits by certified parent educators.
- Parent group meetings about early childhood development and parenting.
- Developmental and health screenings for young children.
- Linkages and referrals to community networks and resources.



Parents as Teachers is an international early childhood parent education, family support and school readiness program serving families throughout pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education appropriate for all families.

The Parents as Teachers *Born to Learn* model is a universal access model. Recognizing that all families can benefit from support, Parents as Teachers families come in all configurations, from all socio-economic levels, multiple cultures and rural, urban and suburban communities. The *Born to Learn* model is designed to be flexible enough to meet community needs. Parents as Teachers is a global concept, but a local model. Family participation is voluntary.

A carefully designed program can meet the needs of broadly diverse families from all educational, economic and cultural backgrounds. Teen parents, parents of children with special needs and families facing critical issues can all benefit from the support of Parents as Teachers. The *Born to Learn* model can be adapted to various settings from home-based to center-based child care and family resource centers.

Parent as Teachers National Center develops curricula, provides training for early childhood professionals, and certifies supervisors and parent educators to deliver the *Born to Learn* model. In addition, the National Center provides support for advocacy, research, quality improvement, fund development, and marketing at the local, state and national levels.



## Research Based

The *Born to Learn* curriculum and training content are based on reliable and current research in the areas of child development, neuroscience and school readiness. Further, the *Born to Learn* model is based on a clear theory of change – depicted in the Parents as Teachers *Born to Learn* logic model.

The *Born to Learn* logic model provides a visual description of how the Parents as Teachers vision, core values, and assumptions are translated into program services and identifies the expected changes or outcomes that result when families receive the *Born to Learn* model. The logic model can provide guidance in program implementation and management, as well as serving as the basis for an evaluation to measure the effectiveness of the *Born to Learn* model. (You can view and download the logic model through the National Center web site in the Research section.)

Research and evaluation has been integral to the success of Parents as Teachers since its inception more than 20 years ago. Communities choose to implement the nationally recognized Parents as Teachers *Born to Learn* model because of its strong research base and many years of demonstrated outcomes. Parents as Teachers National Center continues to vigorously pursue a research agenda designed to provide new results about the positive impact of our model on children and families.

To learn more about the research base of the Parents as Teachers *Born to Learn* model, visit the Research section of the National Center web site.





## High Quality Services

The National Center provides standards that promote the implementation of quality programs, along with an accompanying program self-assessment tool for continuous quality improvement. “A Closer Look... The PAT Standards and Self-Assessment Guide,” is a key resource designed to help programs provide optimal services to children and families – thus achieving positive outcomes for both parents and children.

To learn more about the quality standards and indicators or to purchase “A Closer Look... The PAT Standards and Self-Assessment Guide,” visit the Quality Improvement section of the National Center web site.

## Cultural Responsiveness

As families increasingly reflect the changing demographics of today’s society, the National Center supports the need for culturally appropriate materials and strategies that validate and build on the strengths of the many populations it serves. There are Spanish, English, Mandarin and German versions of the *Born to Learn* curricula and parent handouts. The National Center continues to develop materials and training to reflect family diversity.

## Emergent Literacy

Parents as Teachers recognizes early literacy as an important foundation for school readiness. Parents as Teachers curricula and guides emphasize literacy acquisition and early literacy behavior, including symbolic development, spoken language, listening, written language, knowledge of print and books, language sounds and numeracy.



Most often the *Born to Learn* model is implemented into the structure of an existing organization or program such as Title I, School Districts, Even Start, Head Start, Early Head Start, Healthy Families America, Family Resource Centers and other state and nonprofit agencies. Families served may have children ranging from prenatal to kindergarten entry.

## **Why add the *Born to Learn* model?**

- To incorporate a home visiting component that has demonstrated results.
- To utilize a research-based curriculum for home visiting that promotes optimal child development and positive parent-child relationships.
- To deliver developmental, hearing and vision screenings that can result in early identification of delays or health issues.

*These are just a few of the ways that adding Parents as Teachers to existing services can strengthen your organization.*

This section of the booklet will help you gain a better understanding of the services provided through *Born to Learn* model, as well as staffing, funding and training needs.

## **What is the *Born to Learn* model?**

The Parents as Teachers *Born to Learn* model consists of four service delivery components. While many programs adapt individual model components, based on funding, all programs need to provide the four components of the Parents as Teachers *Born to Learn* model.



## Implementation of the *Born to Learn* Model

1. Personal visits — Personal visits (monthly, bi-weekly or weekly) are the primary service delivery component. During these visits, parent educators share age-appropriate child development information with parents, help parents learn to observe their child's development, address parenting concerns, and engage the family in activities that provide meaningful parent/child interaction and support the child's development.
2. Group meetings — Parent group meetings provide opportunities to discuss information about parenting issues and child development. Parents learn from and support each other, observe their children with other children, and practice parenting skills.
3. Screening — Parent educators are required to conduct annual developmental, health, vision and hearing screening for early identification of potential developmental delays and/or health, vision and hearing problems. Additional training is necessary to administer these screenings. As an alternative, a program may have other trained personnel or agency(ies) conduct the screenings. Regular review of each child's developmental progress identifies strengths as well as areas of concern that may require referral for follow-up services.
4. Resource network — Parent educators help families identify and connect with needed resources and overcome barriers to accessing services. Programs take an active role in establishing ongoing collaborative relationships with community agencies and organizations that offer additional family services.

Some programs may already have one or more of these four components in place and attend the Institute to learn how to implement the *Born to Learn* model and deliver the accompanying curriculum.



## What is needed to implement the *Born to Learn* model?

### Program Staff

A program using the *Born to Learn* model is staffed with a minimum of one supervisor and one parent educator.

- The number of parent educators is determined by the number of families to be served and the number of hours per week that a parent educator works.
- A new parent educator's weekly schedule should include 2½ hours for each personal visit to be delivered. This time includes scheduling, planning, record keeping, follow-up, travel time and a 50-60 minute family visit.

### ► **Who makes a good parent educator?**

A Parents as Teachers certified parent educator provides the information, support and encouragement that parents need to help their child develop optimally during the crucial early years of life. This is done by providing parent education and support in the form of personal visits, group meetings, screening, and linkages to a network of resources for parents and children.

### *Qualifications*

- College degree in early childhood education or a related field of study preferred.
- Supervised experience working with young children and their parents.
- Individual programs may include additional or alternative educational or work history requirements that they find appropriate and acceptable.
- Successful completion of the *Born to Learn* Institute, follow-up training and certification as a parent educator.



### *Personal characteristics*

Parent educators need to have effective interpersonal and communication skills. Such skills include

- relates well to people of diverse backgrounds
- outgoing
- empathic
- non-judgmental
- patient
- tactful

It is important, as well, that parent educators possess the knowledge, skills, and sensitivity to respond effectively to families' community, cultural, and language backgrounds.

(Additional information regarding parent educator responsibilities and functions are addressed in training and can be found in the *Supervisor's Manual and Program Administration Guide*.)

### ► ***Who makes a good supervisor?***

A Parents as Teachers supervisor is the person who directs, coordinates, supports, and evaluates the on-the-job performance of parent educators. The supervisor performs administrative, educational, and supportive functions through interaction with the parent educator in the context of a positive relationship.

The objective of supervision is to facilitate the delivery of the best possible services in accordance with the Parents as Teachers quality standards and funding source guidelines. The supervisor is responsible for facilitating on-going communication with administrators in the sponsoring organization in order to promote a supportive environment for the operation of Parents as Teachers services. Supervisors may or may not directly offer service to families, but they always contribute to the quality of services provided to families through their guidance of parent educators.



## Qualifications

- College degree or beyond in early childhood education, elementary education, behavioral or social sciences or a related field. Individual programs may include additional or alternative educational requirements that they find appropriate and acceptable.
- Demonstrated ability to work with adults and young children.
- Successful completion of the *Born to Learn* Institute.

## Funding

Operating a successful Parents as Teachers program depends on securing stable and diverse funding that can grow and expand to reflect the needs of the families served. Parents as Teachers programs should continuously allocate both personnel time and resources for securing a mix of funding.

Public and private funding are two main categories of funding that support Parents as Teachers programs. Each of these funding sources has benefits and drawbacks, thus necessitating that Parents as Teachers programs develop a mixture of funding that provides for both stability and growth. Ideally, no single funding source should account for more than 25% of a program's revenue in any single year. (For more information on funding sources and tips for obtaining funding, see Appendix B.)

## Training

The *Born to Learn* Institute is a comprehensive training that covers all four components of the *Born to Learn* model, along with

- neuroscience research on early development and learning (prenatal through age 3)
- sequences of early childhood development
- red flags in areas of development, hearing, vision and health
- facilitation of parent-child interaction
- service to diverse families
- recruitment and program organization



## Implementation of the *Born to Learn* Model

- the *Born to Learn Curriculum Prenatal to 3 Years*, award winning video series, parent handouts, prepared visit plans and resources for parent educators

Sessions are taught by highly experienced trainers who come from education, human development or social service backgrounds and are actively involved in Parents as Teachers programs.

Prior to registering for and attending an Institute, all new Parents as Teachers programs must complete and submit a Preliminary Program Plan (for National Center approval). This plan should be completed and reviewed by all staff and supervisor(s) attending the Institute.

### ► **Choosing the right training**

All individuals planning to deliver the *Born to Learn* model to families are required to attend the *Born to Learn™ Institute Prenatal to 3 Years* – a five day training with a sixth day of follow-up three to six months later. Another option for programs that focus on the preschool age child is the *Born to Learn™ Institute 2 Years to Kindergarten Entry* – also a five day training with a sixth day of follow-up.

In addition, the individual must

- pass all daily assessments during Institute
- complete a developmental chart during Institute
- complete and receive approval of the *Born to Learn* program implementation plan from Parents as Teachers National Center
- participate in a follow-up training that can be taken in-person or through distance education online

Programs may also choose to extend their Parents as Teachers services to families with children ages 3 years to the age of kindergarten entry by attending the *Born to Learn™ Training 3 Years to Kindergarten*



*Entry.* This two-day training is available only to parent educators currently certified in the *Born to Learn*<sup>™</sup> *Curriculum Prenatal to 3 Years*.

Program supervisors are required to attend the *Introductory Parents as Teachers Supervision Training* (offered during the first two days of the Institute) and are highly encouraged to attend the entire Institute. One day of *Advanced Supervision Training* is recommended after the supervisor has been supervising staff for a minimum of six months.

Visit the PAT University section of the National Center web site for further descriptions of each training.





### WHAT ARE THE KEY ELEMENTS IN DESIGNING YOUR LOCAL PROGRAM?

Careful design of your program will help maximize its success. Key elements in program design include Program Quality, Evaluation, Leadership, Recruitment and Retention, Marketing and Advocacy, and Facilities. Each element is described further in this section of the booklet.

#### Program Quality

The Parents as Teachers standards and quality indicators establish a blueprint for quality implementation of the *Born to Learn* model based on best practices in the field of early childhood home visitation. The standards are intended to provide programs and parent educators with clear guidelines for implementing the Parents as Teachers *Born to Learn* model and to continually propel programs to even higher levels of excellence in serving families.

The Parents as Teachers standards and program self-assessment process helps ensure fidelity to the Parents as Teachers *Born to Learn* model and quality service delivery—key components of accountability for child and family outcomes. “A Closer Look ... The PAT Standards and Self-Assessment Guide” reflects the National Center’s strong commitment to high quality services for children and families and to providing the necessary resources to support supervisors and parent educators as they carry out this valuable work. (“A Closer Look ... The PAT Standards and Self-Assessment Guide” is available through the Parents as Teachers Product Catalog.)



## Program Evaluation

Sustainability of your Parents as Teachers program hinges on evaluations that demonstrate successful outcomes for children and families. Consider the following methods of evaluating program quality and effectiveness:

- Interviews or meetings with program participants, staff and collaborating agencies.
- Parent satisfaction surveys.
- Surveys of participating children and adults.
- Supervisor observation of service delivery and review of records.

More information is available on the National Center web site in the Research section. In addition, the Evaluation Handbook can be purchased through the online product catalog.

## Leadership

### *Parents as Teachers Internal Coordinating Committee*

The Internal Coordinating Committee is comprised of personnel from within the organization who assist with embedding the Parents as Teachers program as a highly visible and integral part of the district/agency within which it operates. The Parents as Teachers supervisor leads this committee.

### *Parents as Teachers Community Council*

The Community Council is established to help the local community understand the need for and the benefit of the Parents as Teachers program and is comprised of key community leaders committed to early childhood and family support services. The supervisor is a key member of this council, as well.

The Community Council should include community service providers, community leaders and families to provide support for the development and promotion of the Parents as Teachers program. There are many variations of community councils. The Community Council



may be combined with the Internal Coordinating Committee or Parents as Teachers supervisors may choose to become a member of an existing Early Childhood Community Council or Committee.

### **Recruitment and Retention of Families**

New Parents as Teachers programs need to actively recruit families. Use of the Community Council to assist with recruitment in a variety of settings is highly recommended. Such settings include

- hospitals/health clinics
- organizations providing diagnostic and early intervention services
- social service organizations
- state departments of education, social services and health
- mental health agencies
- other early childhood programs
- community resources such as libraries and job training centers
- faith based organizations

Retention strategies are necessary to keep families engaged in the program, particularly families that move often or are facing critical issues. Some Parents as Teachers programs send reminder postcards for upcoming visits, leave stickers behind to place on the calendar as a reminder, leave door hangers or notes when a family misses a visit, or leave a book or other incentive at each visit. It is important to budget for the cost of reminders and incentives.

### **Marketing and Advocacy**

Marketing and Advocacy are essential parts of building a viable, sustainable and successful Parents as Teachers program. It is important to have a clear plan for promoting your Parents as Teachers services and engaging community leaders.



The National Center provides assistance with developing a marketing and advocacy plan through

- the Marketing and Communications Tool Kit, newsletters, brochures, posters, and other marketing support materials (recruiting and marketing videos are available through the Parents as Teachers product catalog)
- marketing advice and assistance
- public policy awareness and assistance

More information is available on the National Center web site in the Advocacy Center.

## **Facilities**

At a minimum, parent educators and supervisors require access to

- office space with a telephone, fax, computer with Internet access and copier
- secure/locked storage for files, books, toys and other materials needed for personal visits and group meetings
- a meeting space for both staff and families as well as a play area



Now that you know more about the *Born to Learn* model and the key elements in designing the program, you are ready to plan your budget.

### WHAT MAKES UP THE BUDGET?

#### Costs for training and certification

Please note that the following costs may vary based on the training location and number of participants attending the Institute.

#### ► **Parent Educator**

- The average cost to certify a parent educator is \$890 (average training fee is \$595/curriculum cost is \$295). This includes the five-day *Born to Learn*<sup>TM</sup> *Institute Prenatal to 3 Years*, the three volume *Born to Learn*<sup>TM</sup> Curriculum and videos or DVDs. Cost of transportation, lodging and meals is additional.

Notes:

- If the *2 Years to Kindergarten Entry* Institute and Curriculum is chosen (rather than the *Prenatal to 3 Years*), the average cost for the Institute and accompanying Curriculum is \$795.
- The *Born to Learn* Curriculum is purchased by the Parents as Teachers program and belongs to the program, not to individual parent educators. Therefore, programs training replacement parent educators do not need to purchase new curricula.
- Parent educators who will administer developmental, hearing or vision screenings may require additional training and the cost of these trainings and materials should be budgeted. Developmental screening tools may range in cost from approximately \$250-\$600. In addition, requirements and training costs for screening vary by instrument; training costs range from \$75-\$135 per person based on location. For further information, contact the National Center Screening Coordinator at 866-728-4968 x213.



- If the program will serve families with children ages 3 to kindergarten entry, the parent educators serving these families attend the *Born to Learn™ Institute 3 Years to Kindergarten Entry*. The average cost of this two day training is \$450 (depending on the training location). This cost covers the training and the *3 Years to Kindergarten Entry Curriculum*. In order to attend the *3 Years to Kindergarten Entry* training, a person must be a certified Prenatal to 3 Year parent educator.

### ► **Supervisor**

- Costs for the supervisor include the fee for training and purchase of the *Supervisor's Manual and Program Administration Guide*. The fee for training differs depending on whether the supervisor is able to attend the full Institute (\$595) or the *Introduction to Supervision Training* conducted the first two days of the *Born to Learn Institute* (\$75). The *Supervisor's Manual* costs \$75. Supervisors who will serve families need to purchase the *Born to Learn Curriculum* (\$295), attend the five days of the Institute and complete the certification requirements.
- You will want to budget for ongoing professional development opportunities for parent educators and the supervisor. Ongoing professional development opportunities offered by the National Center can be customized to meet your needs. For more information contact your state leader or the National Center Director of Professional Development and Enrichment 866-728-4968 x 244.

More information about National Center trainings, course descriptions, professional development opportunities and distance education is available on the National Center web site in the PAT University section.



### Costs for Implementing the *Born to Learn* Model

The National Center recommends budgeting between \$1,400 and \$1,500 per family when designing a new program. Salary, fringe benefits and travel expenses are the major costs of implementing the program.

Factors to consider that impact the total cost are

- number of families to be served
- number of parent educators needed
- part-time or full-time parent educators
- frequency of personal visits
- number of months per year the program is in operation

Below is an example of the first year cost of implementing the Parents as Teachers *Born to Learn* model based on the following assumptions of

- monthly home visits to families (a higher frequency of visits provided based on family needs)
- monthly parent group meetings (may be more frequent for specific populations, such as teen parents)
- developmental and health screenings at least annually (typically provided by the parent educator in the home)
- staff time for recruitment and engagement with families, and collaboration with other community resources
- program operates 12 months/year
- compliance with the Parents as Teachers Quality Standards

Estimated costs assume that the program will be housed in and share resources with a larger agency or organization, but do not factor in other in-kind contributions. Salaries are rough estimates, and may be greater or less depending on cost of living factors and comparable salaries in your area. You will need to adjust the cost accordingly if you increase the frequency of visits or group meetings.

## Example

Following are cost estimates based on monthly visits by two part-time parent educators serving 24 families each, and the supervisor serving five families, for a total of 53 families/year.

Total estimated costs per program site for one year of this plan = \$78,002 (\$1,472/family)

- \$ 4470 Start up cost estimate includes:
- Training and curriculum costs – six days of Parents as Teachers *Born to Learn™ Institute Prenatal to 3 Years* training for two parent educators and one supervisor (three people @ \$890 training fee and curriculum cost per person)
  - Program materials – children’s books to use on visits, screening tools, screening training, materials for home-made toys and activities, and one *Supervisor’s Manual and Program Administration Guide* (a total of \$1800 for this three person staff)
- \$42,432 Two part-time parent educators (20 hours/week @ \$17/hour; 52 weeks/year; benefits @ .20) This average hourly rate may differ based on educational level of parent educators. In many cases, hiring full-time parent educators may be preferable to part-time parent educators.
- \$13,500 One supervisor (.25 FTE @ \$45,000/year; benefits @ .20) This represents a rough estimate of cost. To run a quality program, a supervisor’s time needs to be allocated across each week for individual supervision, monitoring, staff meetings, budget management, and other tasks. It is also recommended that a supervisor provide services to five families.





- \$ 3,000    One clerical support staff (.10 FTE @ \$25,000/year; benefits @ .20)  
To run a quality program, clerical staff support is essential.
- \$ 7,000    Administrative costs, including office supplies, mileage reimbursement for home visits, liability insurance, computer, recruitment brochures and other materials, group meeting materials, and telephone.
- \$ 3,600    Rent & utilities (@ \$300/month)  
This assumes that the program shares costs within a larger organization.
- \$ 4,000    Quality assurance and evaluation  
Funding includes resources and time allocation for data collection, evaluation, and quality improvement activities at the local level. At least 5% of the annual program budget should be allocated for this purpose.



### WHAT ARE THE FIVE STEPS?

Once you decide to start a *Born to Learn* program, what steps will you need to take?

1. **Make Your Initial Contact**

If you have not already, contact the National Center program implementation coordinator (866-728-4968 x 271) or your state leader to begin the planning process. The program implementation coordinator can tell you if you are in a state with a state leader or a state training team. You can also obtain a listing of state leaders and state training teams on the National Center web site.

2. **Submit a Preliminary Program Plan (Pre-Plan)**

You will be sent a Pre-Plan to be completed and submitted for approval prior to registration for the *Born to Learn* Institute. You can also download a copy by accessing the National Center web site (through PAT University “For PAT Programs”) or a web portal account can be established to complete the plan online and electronically submit it for approval.

The purpose of the Pre-Plan is to insure a well-thought out “picture” of what your Parents as Teachers program will look like. The Pre-Plan covers program design and services, funding sources, service population, leadership, recruitment and retention, public awareness efforts and evaluation.

3. **Register for Training**

When your Pre-Plan is approved by the program implementation coordinator, state leader or National Center trainer, you will need to decide on the dates you will attend the Institute.



Arrangements can be made to bring the *Born to Learn* Institute to your area if there are 12 or more participants. A three month advance set-up is required. If you are interested, contact the National Center training manager at (866) 728-4968 x262. Or, you can attend any Institute already scheduled across the United States (check the National Center web site for a complete listing).

Your program will be sent a registration packet for the training you select and it will contain

- registration form
- terms of agreement
- checklist for completing registration
- general information as needed (e.g., hotel information, special notices)
- participant data form
- institute agenda

#### 4. Attend the *Born to Learn* Institute

To become certified as a parent educator, participants attend the five-day *Born to Learn* Institute, successfully complete daily assessments and submit a developmental chart. A follow-up training, which may be taken online, is required during the first year of certification, approximately three to six months after attendance at the *Born to Learn* Institute.

#### 5. Submit a Final Implementation Plan

The Final Implementation Plan is given to the supervisor to complete during Institute and lists all contact information for the parent educators and supervisors, including signatures, as well as any changes made to the Pre-Plan. It is submitted to the National Center for approval within two weeks of completing the *Born to Learn* Institute. The certification process can be completed most quickly if the Final Implementation Plan is signed by the supervisor and parent educator(s) and given to the trainers on the last day of Institute.



## WHAT IS AFFILIATION?

Affiliation with Parents as Teachers National Center reflects a program's commitment to excellence in delivering quality services to families. As an affiliate, your program becomes an official member of the international Parents as Teachers early childhood/school readiness network and can access resources available only to certified Parents as Teachers programs.

Annual affiliation consists of recertification of parent educators and supervisors and completion of the Annual Program Report. The annual recertification fee ranges from \$35-60 for each parent educator depending on the state in which the program is located.

### Benefits of Affiliation and Recertification

There are many benefits to affiliation with the National Center. They include:

- Reduced fees for National Center sponsored training, curriculum and the annual Parents as Teachers national conference.
- Rights to use the Parents as Teachers logo, materials and service model.
- Access to additional program management and evaluation resources online, including automatically generated reports and charts that summarize your program's services.
- Support and consultation from National Center staff and your Parents as Teachers state leader.
- A quarterly Parents as Teachers newsletter provided to each certified parent educator and supervisor, as well as annual professional development materials for the program supervisor.



## Recertification Requirements

To continue to serve families in a program using the *Born to Learn* model, parent educators maintain annual certification with the National Center. They must

- deliver Parents as Teachers services to a minimum of five families a year, with a minimum of five visits per family (or 25 personal visits per year)
- maintain records that contribute to the Annual Program Report. The supervisor must submit the Annual Program Report per the requested deadline in order for the parent educators to be recertified
- earn professional development hours relating to child development from prenatal to kindergarten entry and parenting issues related specifically to early childhood:
  - Year 1: 20 clock hours of professional development
  - Year 2: 15 clock hours of professional development
  - Year 3 and beyond: 10 clock hours of professional development

The professional development hours may be obtained through

- Parents as Teachers National Center trainings and professional development opportunities
- undergraduate or graduate courses by accredited community colleges, colleges or universities
- conferences, workshops, or seminars by nationally-recognized professional early childhood organizations and by local experts
- continuing education classes using local experts from hospitals or community resources
- program self-assessment using the Parents as Teachers standards



## **A. Technology Resources**

## **B. Funding Parents as Teachers Programs**



## TECHNOLOGY RESOURCES

The National Center offers several key resources that will help you operate and manage a successful program. In addition to the *Born to Learn* Curriculum and the *Supervisor's Manual and Program Administration Guide*, there are a number of resources online that are available to certified Parents as Teachers supervisors and parent educators.

**Here are just a few:**

- **Online management of program information.** Through our web portal, you will be able to update contact information and maintain certification profiles.
- **PATSim.** This information management tool allows you to easily manage all of your program's data online. You can organize family contact information and parent educator assignments, plan group meetings and track attendance, track personal visits and screening, and view all activity as it happens. PATsim costs approximately \$500/year.
- **Annual program report online.** This online tools allows you to enter your annual program report data into our secure, web-based system and immediately receive a series of reports and charts based on the submitted data. These reports can help you demonstrate the services you provide to your funders and community.
- **Continuous Quality Improvement.** Several tools are available online to help you complete a comprehensive program self-assessment and gather input from stakeholders.

The National Center web site has been referenced throughout this document. It is a valuable resource for Parents as Teachers program supervisors, parent educators, parents and the early childhood community at large. The web site is updated and enhanced regularly to deliver the most current information about Parents as Teachers.



## FUNDING PARENTS AS TEACHERS PROGRAMS

### *Tips for developing sustainable funding*

- Be proactive. Learn about different funding sources, beginning right in your own community. Become active in local and state initiatives that are working to support families with young children. Build relationships with your elected officials at the federal, state and local levels and identify private funders supporting family and childhood initiatives. Cultivate these relationships long before you are in “desperate need” of funding.
- Think ahead. Develop a three to five year funding plan now for your program’s future. Ask questions like: what is the “lifespan” of our current funding? What do we need to do to be eligible for other kinds of funding or grants? What are the resources in our community to help with fund raising? Which kinds of activities are covered by certain types of funding and which ones are not?
- Budget time and money for fund raising. Even the most effective Parents as Teachers program can’t succeed without adequate financial support. Allot time and money to write grants, research potential funding sources, and communicate with donors. Make it everyone’s “job” to be on the lookout for funding ideas and sources.
- Diversify your funding. Develop a mix of sources that includes local, state and federal government, foundation, corporate, event, individual, and agency funding. Don’t put all your funding “eggs” in one or two baskets. The more diversified your funding sources, the more attractive your program is to a new funder. Funders like to support a “winner.”
- Leverage your funding. Funds from one source can often be used to help secure funds from another source. Private funds from





individuals and corporations can be used to leverage agency and government funds.

### **Getting Started: Public Funding**

Public funding can come from federal, state or local government sources, such as state or federal grants to your local school district. If you either receive or are seeking public funding, here are a couple important things to keep in mind:

- Educate yourself about the funding source. This will help you be more effective in getting and maintaining public funding. Learn who the decision-makers are for the funding you are receiving. Is it Members of Congress, state legislators, a state agency, your county commissioner, or your local school board? Keep in mind that the funding amounts and guidelines for spending public money may be set at one level (e.g., in Congress or your state legislature), but the final decision on what programs are supported may be determined at another level (e.g., by your county, a state agency or local school district). You will need to know which decisions are made at which level!
- Get ready to become an advocate! Public funding is subject to shifts in the political environment and/or turnover in elected positions or government agency personnel. For example, early education may be the “hot” issue one year, but something else may become “hot” the next year and funding may be reduced or eliminated. Part of the responsibility of receiving public funding is to continuously advocate and educate the appropriate decision-makers about the importance of their investment in young children and in Parents as Teachers specifically.



## Public Funding Resources

The National Center web site provides resources to help you better understand public funding streams and how to advocate for them. Specifically, you can access:

- **Parents as Teachers Guide to Public Funding.** It includes specific information on various federal, state and local public funding sources that are often used to support Parents as Teachers programs, such as
  - local school district funding
  - state early education initiatives
  - even Start
  - early Head Start/Head Start
  - federal Temporary Assistance to Needy Families (TANF)
  - federal Parental Information Resource Center grants
  - federal 21st Century Community Learning Program grants
- **Parents as Teachers Advocacy Guide and Toolkit.** This guide provides tips on getting your advocacy efforts started, engaging parents and staff, working with your local school board, and partnering with other organizations. It also includes general Parents as Teachers talking points, a sample legislative letter, an overview of the legislative process, and links to resources.

## Getting Started: Private Funding

Even more so than public funding, private fund raising gives you the opportunity to spread the message about the work of your Parents as Teachers program. Even if you don't receive the funding, you have a chance to broaden community awareness of Parents as Teachers and expand the circle of interest in your work. Private fund raising is also



a way to involve volunteers, friends, families, neighbors and relatives in the work of your Parents as Teachers program.

Private funding can come from a wide variety of sources including private foundations, corporations, unions, religious groups, local agencies (e.g., United Way, Variety Club), service organizations (e.g., PTAs, Kiwanis, Junior League, sororities and fraternities), events and from individuals.

In the beginning, keep it simple. Hold picnics for Parents as Teachers families and friends and include a bake sale. Ask local groups to underwrite group meetings by providing space and refreshments. Look for in-kind donations of office space, supplies, printing and equipment. Ask local organizations for volunteer assistance.

Service groups like the Junior League, United Way or Association of Fundraising Professionals often provide basic courses in how to do fund raising. Some corporations encourage their employees to volunteer with local organizations. Ask a local company for help with accounting or legal matters. Other resources to help you get started and a checklist of requirements for fund raising can be found on the National Center web site in the Advocacy Center.

For either public or private funds, it is likely that you will need to submit a grant proposal. Visit the National Center website for links to grant writing resources available on the Internet.



**Affiliation:** Official member of the international Parents as Teachers early childhood/school readiness network.

**Born to Learn™ Curriculum:** A comprehensive, neuroscience research based curriculum used in the delivery of Parents as Teachers services.

**Certification/re-certification:** Upon completion of the *Born to Learn™* Institute and approval of the Program's Plan, the parent educator(s) and supervisor(s) are certified and authorized to use the *Born to Learn™* Curriculum and materials. Each parent educator and supervisor re-certifies with Parents as Teachers National Center annually.

**Continuous quality improvement:** A management approach that “focuses on making an entire system’s outcomes better by constantly adjusting and improving the system itself.”

<http://www.polarisgrants.org/glossaryterms/continuousqualimprove.htm>

**Logic Model:** Logic models show how a program is designed. A logic model summarizes the key elements of a program, shows the rationale behind the approach, articulates intended outcomes and how they can be measured and shows the cause and effect relationships between a program and its intended outcomes.

<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/learninglogicmodels.pdf>

**Parents as Teachers Model:** Four core components – personal visits, group meetings, screenings and resource network – implemented as outlined in the *Born to Learn™* Institute and Parents as Teachers standards.

**Parents as Teachers State Leader:** An individual or group of individuals that provide leadership, advocacy, information and support for the Parents as Teachers programs in that state. The



Parents as Teachers state leader may or may not fund the programs in the state.

**Parents as Teachers National Center, Inc. (or National Center):**

An international organization that develops curricula, trains early childhood professionals, offers a variety of technical assistance opportunities, and certifies parent educators to work with parents to provide them with parenting support and information on their developing child.

**Professional development hours:** Time spent acquiring professional development. Typically referred to by the National Center as in-service hours required for parent educator re-certification.

**Program Plan:** A written plan submitted to Parents as Teachers National Center prior to participation in the *Born to Learn*<sup>TM</sup> Institute that details how an organization will deliver Parents as Teachers services.

**Quality indicator:** A measure of a program's performance.

**Terms of agreement:** Conditions for program and parent educator use of the Parents as Teachers curriculum materials, implementation of the Parents as Teachers model and reporting requirements to the National Center.

**Universal Access:** A program model designed for the voluntary participation of all families.

2228 Ball Drive  
St. Louis, MO 63146  
(866) PAT-4-YOU  
[www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org)

Parents as Teachers  
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