



Parents as Teachers.[®]
Model  *Affiliate*

**Keystone
Parents as Teachers
Policies and Procedures
Manual
2021-22**

Policies & Procedures Manual

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Organizational Information

Mission Statement:

Keystone Parents as Teachers (PAT) promotes the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers.

Fiscal Agent and Administration:

Keystone Learning Services (KLS) is the Fiscal Agent for the PAT Program. School districts contract services from KLS. KLS provides administration and oversight of the program.

Participation Districts:

Keystone Parents as Teachers provides services to families with children prenatal through kindergarten entry residing in the following school districts:

- USD #111 Doniphan West
- USD #113 Prairie Hills
- USD #114 Riverside
- USD #336 Holton
- USD #338 Valley Falls
- USD #339 Jefferson County North
- USD #341 Oskaloosa
- USD #342 McLouth
- USD #343 Perry-Lecompton
- USD #345 Seaman
- USD #377 Atchison County
- USD #409 Atchison City
- USD #415 Hiawatha
- USD #429 Troy
- USD #450 Shawnee Heights
- USD #464 Tonganoxie
- USD #491 Eudora

Affiliate Plan, Model Implementation, and Quality Standards:

Keystone Parents as Teachers utilizes the PAT Model Implementation Guide and Quality Standards to develop their PAT Affiliate Plan. The PAT Affiliate Plan guides the implementation of the PAT model and is used as a continued resource. The Affiliate Plan is reviewed and updated every 5 years in order to reflect changes in their community and organization. The most recent data the PAT Affiliate Plan was approved by Parents as Teachers National Center was January 1, 2020.

PAT Liaison/Advisory Committee:

Keystone Parents as Teachers has an affiliate specific advisory committee that meets twice per year. The committee provides support and guidance for the program, but does not have governing responsibilities. Members of the committee include:

- Designated liaison from each school district served
- Superintendents from each school district served
- Current and past PAT staff
- Infant/Toddler Special Service staff
- Current and past PAT parent(s)

Agenda items include:

- Overview of Keystone PAT services
- Data on program services
- Parent Satisfaction Survey results
- Continuous quality improvement

Staffing Information:

Supervisors provide reflective supervision to 1 – 4 parent educators:

- Meets individually with parent educators on a monthly basis
- Maintains on-going communication throughout the month
- Maintains a record of supervision with each parent educator

Keystone PAT staff consists of:

- 1 Program Coordinator/Supervisor/Parent Educator
- 1 Assistant Coordinator/Supervisor/Parent Educator
- 2 Supervisors/Parent Educators
- 15 Parent Educators

The minimum qualifications for parent educators are:

- 4-year degree
- 2 years previous work experience with young children and/or parents

Program Description:

Keystone Parents as Teachers provides PAT services 12 months of the year. Caseloads allow sufficient time for all responsibilities of the parent educator, including the following:

- Home visit delivery, including planning, travel, and record keeping
- Group Connection delivery, including planning, travel, and record keeping
- Supervision
- Staff meetings
- Recruitment
- Community engagement
- Professional development

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.

Frequency of visits is as follows:

- Monthly with families with 1 or less PATNC high needs indicators
- Bi-monthly with families with 2 or more PATNC high needs indicators

Keystone PAT serves families with children prenatal through kindergarten entry. Priority for enrollment is the following:

- Families with children prenatal through 36 months
- Families with 1 or more PATNC identified high needs
- 1st time parent
- Parent educators will complete a transition plan with each family to determine whether to continue services beyond age 3 and reassess annually

Parent educators use the PAT *Foundational Curriculum* at each visit, ensuring that families receive consistent research-based, evidence-informed information and that parents are empowered to use the information to create safe and nurturing environments for their children. During each personal visit, the parent educator partners, facilitates and reflects with the family in the 3 main areas of emphasis:

- Parent-Child Interaction
- Development-Centered Parenting
- Family Well-Being

The parent educator and parents partner to select an activity appropriate for the child's development level in the following domains:

- Gross Motor
- Fine Motor
- Language
- Cognitive
- Social-Emotional

Recruitment, Intake, and Enrollment

Policy:

Keystone Parents as Teachers (PAT) is dedicated to serving eligible families residing within all contracting school districts. Recruiting and enrolling families in a timely and coordinated manner is key to the first step to engaging families in PAT services. In addition to promptly responding to inquiries/referrals and completing the first visit, Keystone PAT proactively helps ineligible and waitlisted families connect to needed resources.

Procedures:

Parent educators develop a written recruitment plan. This plan is reviewed with the supervisor in August and January. The recruitment plan utilizes a variety of activities and approaches seeking to find families that are eligible for services and need support. The plan provides a timeline for the recruitment activities. Supervisors review the plan at monthly reflective supervision sessions to discuss the activities completed and the results:

- Specific activity and date
- # of contacts made during the activity
- # of referrals received
- # of families contacted as a result of the activity
- # of families newly enrolled as a result of the activity

Recruitment plans include the following guiding principles:

- Organize before recruiting.
- Maintain high-quality services in order to be confident of providing a valuable service.
- Do not minimize the impact of word of mouth; satisfied parents are valuable partners for marketing the program in the community. It is important to make every contact with PAT well worth the parents' time.
- Give participants ownership. Involve them and their ideas in the plan to recruit families.
- Utilize relationship-based recruitment. For example, arrange with agencies to spend time in their waiting rooms playing with the young children and parents who are there. Take toys, books, and brochures.

Some families will need time to develop sufficient trust, particularly if there have been prior negative experiences with agencies or programs. Thus, it can be beneficial to establish a presence and rapport with some families before actively recruiting them for PAT.

- Make sure recruitment materials give a clear picture of what families can expect from PAT services.
- Ensure that informational materials and recruitment strategies reflect the languages and cultures of the families to be served.

Parent educators are provided time to carryout recruitment activities and maintain visibility of the program in communities where they serve families. If a parent educator is low in caseload, time for recruitment is increased.

Intake:

Within 2 business days after a family has been referred to or contacts the program, the supervisor or parent educator contacts the parents/guardians and provides an overview of the program. If the family decides to participate and a parent educator is available to serve the family right away, the family is assigned to a parent educator.

When parent educators work as a team to serve families in a district or county, the supervisor works with the team to assign families to each parent educator. To determine assignment, the supervisor assesses the following:

- Which school district the family resides in
- Caseload sizes of staff
- Time of day the family is available for visits
- Parent educators' background and expertise with family characteristics

The supervisor selects an available parent educator that best fits the family. The parent educator assigned to the family has up to 2 business days following assignment to contact them and schedule the first visit.

The supervisor provides the family information to the assigned parent educator. The parent educator enters the required family information into Visit Tracker.

If and when all parent educators have full caseloads, the supervisor will inform the family that services cannot be provided right away and will ask if they wish to go on the waitlist. If the family declines, the supervisor will provide comprehensive information about other resources in the community, including specific information about how to access them. If the family agrees to be placed on the waiting list, the program coordinator/supervisor enters the family into the data management system and places them on the waitlist.

Wait List Families. Wait List families are invited to all group connections. Once a parent educator has an opening, the supervisor assigns the family to their caseload and the parent educator schedules the first personal visit within two business days.

Families with children prenatal to kindergarten entry that do not reside within the Keystone PAT districts are provided with the contact information for home visitation programs within their school district.

Non-responsive families. The supervisor or parent educator will reach out four times to a family that has been referred to or expressed interest in receiving PAT services. The supervisor or parent educator will make two attempts the first week and one attempt during each of the following two weeks (by call, text and/or email). If the family does not respond after 4 attempts, a letter is sent to their address (if provided), inviting them to contact the supervisor if they would like services. If the family has been referred to the program, the supervisor or parent educator will notify the referral source that the family could not be reached. A list of families that have been referred or expressed interest but could not be reached is maintained in Visit Tracker under "Recruit".

Enrollment:

The first foundational visit is expected to take place within 2 weeks of the parent educator contacting the family to schedule the visit.

Consent for Services/Enrollment. The family is considered enrolled in PAT services when the first visit in which a PAT Foundational Plan is used is complete and the parents/guardians (hereafter, parents) have signed the PAT Participation Agreement/Consent for Services. When received, the parent educator checks the "Consent Received" box in the Visit Tracker. Consent for services is reviewed with the family and re-signed annually.

Services Provided to Families

Policy:

Keystone Parents as Teachers is committed to providing high-quality service to families that include the 4 components of the PAT model: personal visits, group connections, screening and resource network, accompanied by family-centered assessment and goal setting.

Procedures:

Personal Visits:

Parent educators use the PAT Foundational Curriculum to provide families with consistent research-based and evidence-informed information. Visits last approximately one hour (or up to 90 minutes for families with multiple children). Visits should take place inside the family's home unless individual circumstances make it unsafe or at the parent's request. When visits are not conducted in the home, parent educator and parent(s) will agree on an alternate location. Parent Educators are responsible for trying to accommodate parents and family routines as much as possible when scheduling visits. When possible, visits should be scheduled when both parents can be present.

In order to count as a personal visit, the visit must include the following criteria:

- Delivered by a model certified parent educator
- At least 1 enrolled child is present (may be prenatal) along with at least one parent or guardian.
- Delivered to the family as a unit (visits are not done separately for each enrolled child).
- The visit is designed to include all areas of emphasis (parent-child interaction, development-centered parenting, and family well-being).
- The planning process is documented prior to the visit.
- The visit is documented within three business days after the visit occurs.

As a professional courtesy, parent educators will notify families scheduled for visits if the parent educator will be late arriving for visits. Parent educators are expected to arrive within 10 minutes of the scheduled time.

In order to ensure that personal visits are curriculum based, meet model fidelity requirements, and are tailored to the family's unique needs and interests, parent educators will:

- Deliver the eight Foundational Personal Visit Plans to each newly enrolled family.
- Complete a Foundational Personal Visit Plan or Visit Planning Guide in advance of each visit.
- Address all three areas of emphasis (parent-child interaction, development-centered parenting, and family well-being) during every personal visit, even when addressing families' immediate needs.
- The Family-Centered Assessment and identified goals should be considered when planning a personal visit.

Families identified with one or fewer PAT stressors will receive monthly personal visits. Families identified with two or more stressors will receive twice monthly personal visits. Families referred to the program from the Bright Futures Grant Program will receive weekly personal visits for the first three months enrolled and then twice monthly visits for the remainder of the year. It may be necessary to schedule more frequent visits in order to ensure a sufficient number of visits. All families should receive at least 75% of the required visits per year.

Parent educators will serve families within the school district(s) they are assigned to. Caseload size is based on the number of weekly hours each parent educator is contracted

for. For example, if a parent educator is contracted to work 25 hours per week, that parent educator is expected to serve 25 family slots. Family slots are based on the number of visits the family should receive each month. Families who receive a visit once a month count as one family slot. Families who receive visits twice a month count as two family slots. Families who receive weekly visits count as four family slots. Parent educators are required to maintain at least 85% of their expected caseload. If caseload size drops below 85%, parent educators are required to increase their recruitment efforts.

Child Screening:

Developmental, social-emotional, and health screenings are completed during personal visits with parents input. Completion of the health record identifies any parent concerns as well as includes functional hearing and vision screening. During developmental screenings, both the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) rely on parent and parent educator observations

Parent educators engage in both development surveillance (monitoring) through the PAT Milestones by Age and formal screening through the ASQ-3, ASQ-SE2 and PAT Child Health Record. Parent educators review the PAT milestones before each visit to help inform and plan the visit. Following each visit, parent educators update the PAT Milestones in Visit Tracker with emerging and achieved milestones (as applicable) for each enrolled child. Parent educators use the Milestones to track the child's development over time and identify potential red flags. Parent educators follow up on potential red flags with their supervisor and the family in a timely manner.

If the child's ASQ scores fall within the monitor area, rescreening is completed within 3 months. If the child's ASQ scores fall below cutoff or concerns are identified, the child is referred to the early intervention provider for further evaluation. If there are concerns identified with the health record, the child is referred to a physician, eye doctor, or dentist.

The parent educator works to ensure the family is connected to the appropriate resources and offers continued support to the family to help ensure follow through.

Parent Screenings and Assessments:

Parent educators provide the following screenings within 90 days of enrollment and annually thereafter:

- Edinburgh Depression Scale or the Patient Health Questionnaire-9
- Parent Stress Scale
- Tobacco Survey

When concerns arise based on screening, parent educators provide families with resource connections for the appropriate services, works to ensure the family is connected to the resource, and offers continued support to the family to ensure follow through.

Family-Centered Assessment:

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 PAT required areas.

Goal Setting:

Parent educators develop and document goals with each family they serve.

- Parent educators maintain a relationship-based, nonjudgmental and culturally responsive approach to conducting family-centered assessment and goal setting.
- Parent educators have the training and support necessary to complete the family-centered assessment.
- Goals are established in partnership with families using multiple sources of information, including parents' interests and needs, family-centered assessment, and screening results.
- Goals are established within 90 days of enrollment. **5.** Goals address at least 1 of the following areas: parenting, child development, and family well-being.
- Parent educators and parents create and document a plan to accomplish the family's goals.
- Parent educators help families recognize and address barriers to achieving the goals they have set.
- Parent educators and families review progress toward goals and establish new goals as needed.

Resource Networking:

Keystone PAT partners and collaborates with other early learning professionals in each county of contracting school districts in the following ways:

- County Early Childhood Collaboration/Coalition Committees
 - Generally meets monthly
- School District Early Childhood Teams
 - Meet monthly to quarterly
- Early Childhood Community Screenings in each district
 - Provided monthly
 - Parent educators provide the Ages and Stages Developmental Screening with children under age 3 years

In August and January, parent educators submit a bi-annual plan to connect, partner, and collaborate with key services in the community that they work including the following:

- Community libraries
- School districts
 - Staff (superintendents, elementary staff, preschool staff, nurses, counselors, etc.)
 - School board meetings
 - Parent groups (PTO, PTA, site councils, etc.)
 - Teen parent groups
- Day care centers and day care home-based child care
- Medical community
 - Physicians
 - Nurses

- Prenatal classes
- Dentists
- Eye doctors
- County Health Department and WIC Clinics
- Community Groups
- Area churches

Supervisors review the plan with the parent educator and follow-up on planned activities at reflective supervisions. The supervisor records the completed community connection activities on the parent educator’s Blueprint of Parent Educator Activities and Services.

Group Connections:

Group Connections are provided:

- Planned and advertised in advance
- 1 – 2 times each month at locations within a 30 mile radius of each school district
- Variety of times, days of the week, and locations that are convenient for families
- Facilitated by a certified parent educator

Across the program year, groups address parent-child interaction, development-centered parenting, and family well-being. Group Connections are provided in the following formats:

- Family activity:
 - Designed primarily to focus on parent-child interaction as parents engage in active learning with their children while gaining knowledge about their child’s development and ways to promote development at home.
 - Provides opportunities for parent-child interaction to encourage learning and promote development.
 - Provides opportunities for children to interact with other children and adults.
 - Provides opportunities for parents to build social connections with other parents as they play with their children.
 - Focuses on messy play, art, gross motor, or language and reading, and other topics.
 - Provides handouts to foster generalization to the home setting.
- Presentations:
 - Addresses specific information needed or requested by parents.
 - Helps parents make connections with community resources.
 - Provides opportunities for parents to build social connections with other parents of young children.
 - Childcare is provided.
- Community events
 - Takes place at various locations or as organized outings to build greater community awareness.
 - Primarily focuses on family well-being while often incorporating developmental topics.
 - Occurs in collaboration with other community resources.
 - Examples include:
 - Safety Fair
 - Car seat checks

- Tour of the fire station
 - Cavity Free Express focusing on oral health care
- Ongoing groups:
 - Small groups of parents facing similar issues.
 - Group members build strong social connections and support networks over time.
 - Provides opportunities for parents to facilitate the group and determine topics of interest that encourage parent empowerment.
 - Occur over multiple sessions and may have a particular focus such as teen parenting, positive discipline, or breastfeeding support.
 - Increases parents' knowledge about their child's development and ways to promote it.
 - Builds social connections.
 - Connects families to needed resources.
 - Provides new information about topics pertaining to family well-being.

During group connections, parent engagement happens through:

- Connection with other parents to foster friendships
- Sharing of common experiences and discover new ideas for parenting
- Observation of their child with other children and adults
- Practicing parenting skills
- Connecting outside of the group connection to form new support networks

At each group connection, parent educators provide:

- Welcoming and warm environment
- Greetings to participants when they arrive
- Introduction of families to other parents and staff
- Partnering, facilitation, and reflection with parent

Feedback on groups is gathered at every group connection or at the end of a group connection series, using a survey that accommodates a variety of literacy levels. A survey monkey is also provided on an annual basis to enrolled and exited families to elicit feedback for planning future group connections (topics, times of day, days of the week, format, etc.). This feedback is summarized and reviewed in July with the Supervision Team and with the full staff in August.

Parent educators provide experiences and information during group connections that promote positive parenting skills and increase parents' understanding of their role in their child's development. Group connections are designed so that families build social connections with each other, engage in parent-child interaction, and increase their knowledge of ways to support children's development. Group connections provide opportunities for parents to practice parenting skills a variety of settings.

During group connections, parent educators:

- Partner with parents by
 - Providing a safe, warm, and welcoming environment
 - Sharing observations of the child and parent-child interactions
 - Asking for feedback on the group connection

- Facilitate parent learning by
 - Engaging parents in interactions with their child with the activities to understand how their child is developing and how they influence their child's development.
 - Motivating and sustaining interactions by affirming what the parent is doing well.
 - Communicating ways to encourage development, and coaching parents to try new strategies.
 - Sharing relevant information about child development, parenting behaviors, and developmental topics.
 - Assisting parents in establishing healthy and safe environments and parenting practices that promote the optimal development of children.
- Reflect with parents by
 - Asking questions about the parent-child interactions
 - Discussing the information shared
 - Discussing ways to use the information at home

Handouts are provided to enhance the learning opportunities at the group connection and encourage transfer of information into the home setting. Parent educators follow-up with parents at the next home visit about transfer of the information to the home setting. A schedule of group connections is provided to families in August and January. At each home visit, parent educators remind parents of the upcoming group connections.

When planning group connections for the year, parent educators take into consideration:

- Feedback from individual group connections
- Needs identified through the Protective Factors Survey
- Needs identified as trends in annual screenings
- Questions asked by parents at home visits
- Goals set by parents at home visits

With this information, parent educators can determine

- Activities to foster specific parenting skills
- Community partners to provide specific presentations
- Community partners to provide events with crisis resource connection

Family Engagement and Retention

Policy:

Families benefit most from PAT services when they are actively engaged with the program. It is recognized that high stress environments can make active and consistent engagement in services more challenging. Keystone PAT is dedicated to actively facilitating families' ongoing participation and input into services. In addition, Keystone PAT strives to re-engage families that have lost contact and welcomes families back into the program.

Procedures:

To prevent missed visits, the next visit date is scheduled with the family during the current visit. One to two days prior to the visit, the parent educator calls or texts the family to check-

in and confirm the date and time. If the family needs to reschedule the visit, the parent educator immediately attempts to establish that date. If a visit is missed, the parent educator contacts the family within 24 hours to reschedule. If unable to reach the family, parent educators continue to contact the family on a weekly basis. After multiple attempts to contact the family as not successful, the parent educator mails a letter to the family asking the family to contact the parent educator. If all attempts are unsuccessful after 30 days, the parent educator must exit the family.

Families are provided an opportunity to provide feedback on their participation in services on an annual basis through the Parent Satisfaction Survey. Families are also provided an opportunity to provide feedback on group connections after each event. In addition, families are provided with the program coordinator's contact information at enrollment and annually thereafter and is encouraged to contact the program coordinator with feedback on services.

When there is staff turnover, families are reassigned to other parent educators who live in or near the family. If no parent educator in the area has openings for additional families, families may have a gap in services until a new parent educator is hired and trained. In that circumstance, families are contacted by mail, email, and/or phone on a monthly basis with handouts and opportunities for the family to ask questions.

Transition Planning and Exit

Policy:

The Keystone Parents as Teachers Program is dedicated to smooth transition out of the program when services are complete. This includes supporting the family to maintain connections to resources and supports in the community.

Procedures:

The program uses the PAT Transition Plan for planning and discussing the family's exit from services, involving all enrolled family members. This is begun as soon as it becomes known the family is leaving or in the case of aging out, at least 3 months prior to the exit date. With written permission, the parent educator may contact community resources in order to support the family following their exit from PAT.

At the following Reflective Supervision meeting, the parent educator reviews the Transition Plan for each family with a turning 3 within the next 3 months. The supervisor and parent educator discusses the family's needs to determine whether or not to continue services once the child turns 3.

Families with children under age 5 are invited to all group connections. As part of the Transition Record, parents are asked if they would like to continue to receive information on group connections. Parent educators continue to send group connection information to families until the youngest child enters kindergarten.

Exit from the program may be planned or unplanned.

Planned exit may include:

- Family is moving outside of the Keystone PAT service areas
- The youngest child is entering kindergarten
- The family has participated in the program for three or more years

Unplanned exit may include:

- Family suddenly moves outside of the Keystone PAT service areas
- Family has missed 2 consecutive visits and does not reschedule within 30 days
- Family chooses to no longer participate in services

The Parent Educator and Supervisor discuss the information on the Transition Planning Form. All information is taken into consideration to determine whether or not the family should continue with PAT services or exit.

Parent Educators should strive to enroll new families by exiting families. Guidance for exit include, but are not limited to, families who:

- Have received at least 3 years of service
- Have no risk factors or identified needs through screening and/or assessment
- Have resources they access beyond the scope of PAT services
- Have resources and plans for child to attend preschool

Priority for enrollment includes:

- Families with high needs (20% of caseload)
- Families with children prenatal – 3 years
- Families who have received fewer than 3 years of PAT services

Client Rights and Confidentiality

Policy: Respect for families' rights and confidentiality are central to the relationship with the family. Keystone Parents as Teachers Program obtains families' consent for services, maintains confidentiality in accordance with legal requirements, and keeps families' information secure.

Procedures:

Client Rights:

As outlined in the PAT Participation Agreement and Consent for Services, parents have access to their family file. To access the file, they must make the request in writing to the program supervisor (contact information is provided in the Consent). The parent is asked to allow up to 3 business days for access and sign a statement that they were provided with their records. Paper printouts of the records within Visit Tracker are provided.

Before communication and exchange of information occurs with a community provider or organization, written permission to exchange information is obtained from the parent, using the PAT Permission to Exchange Information form. Each permission to exchange information is for a specific agency or organization. The permission outlines the specific information that

will be shared, and with whom it will be shared. The permission also states the time period for which it is valid and is signed by the parent.

Before Keystone PAT responds to a request to release information, it must receive a written, signed, current permission to exchange information, and inform the parent that this request has been received. A parent is notified that a request for exchange of information has been received before the parent educator responds to it.

During the consent process, the following is discussed and provided in writing to the parents/guardians:

- With whom individual information provided by the family and information about services provided to the family may be shared.
- Conditions under which the affiliate would release identifiable information outside of the program without written permission: namely in order to protect the parent or others from serious harm – for example, if a family member plans to harm him or herself, if a family member plans to harm another person, or if there are concerns about abuse or neglect of a child or elderly person, or if an affiliate must comply with a court order requiring the release of information. A subpoena of records received by the program will first be reviewed by the law firm used by Family Inc. The affiliate will act in accordance with the legal recommendations.

Confidentiality refers to the protection of personally identifiable information at all stages, including the collection, use, and maintenance of education records.

Confidentiality applies to both written records **and** or all information. Confidential information, whether perceived to be positive or negative, must never be shared by a Parent Educator other than those identified above. Violations of confidentiality could result in disciplinary actions being taken against the employee, including termination.

Parent Educators may share confidential child or parent information only with their Supervisor, Program Coordinator, and Keystone administration.

When taking equipment or files out of a building or home office, staff must use all forms to securing items, such as storing items in a locked vehicle, or in a trunk (if applicable). In addition, passwords and other measures of security must be established on electronic devices. Employee must notify Keystone Administration if any breach of confidentiality or losses of devices or files happens with secure Keystone information.

Data Collection and Documentation of Services

Policy: Data collection and documentation of services are key to driving responsive, quality service delivery, and demonstrating outcomes for families. Keystone Parents as Teachers maintains comprehensive and up-to- date documentation of family information, service delivery, and additional evaluation data.

Procedures:

Documentation:

Keystone Parents as Teachers utilizes Visit Tracker Data Management System to document all PAT services.

The following must be accurately documented and updated in Visit Tracker within 3 business days of occurrence:

- Family Intake and Enrollment
- Participation Agreement and Consent for Services
- Parent/Guardian Information Record
- Child Information Record
- Family Information Record
- Personal Visit Planning Guide
- Personal Visit Record
- Family-Centered Assessment
- Depression Screenings
- Parent Stress Scale
- Tobacco Survey
- Goal Record
- Resource Connection Record
- Milestones
- Child Developmental and Social Emotional Screening
- Child Health Record
- Group Connection Planning Guide
- Group Connection Record
- Transition Plan
- Professional Development
- Reflective Supervision
- Staff Meeting
- Personal Visit Observation
- Group Connection Observation

The program coordinator reviews data on a monthly and quarterly basis. The program coordinator meets quarterly with each parent educator to review data entry and compliance with PAT requirements. The assistant program coordinator also reviews the quality of documentation in at least one family file for each parent educator quarterly using the PAT File Review Tool. Feedback is provided to the parent educator on a quarterly basis. Additional monitoring and file reviews are completed for new parent educators during their first year.

Keystone PAT engages in both ongoing quality assurance and continuous quality improvement (CQI). Quality assurance is carried out using the QA Blueprint and includes but is not limited to:

- Monitoring the timeliness, amount, and frequency of services that families are receiving
- Monitoring attrition rates
- Observing parent educators deliver personal visits and group connections
- Reviewing family files

- Monitoring the implementation of supervision, staff meetings, core-competency assessments and performance reviews
- Reviewing data, family feedback, and policies/procedures

The QA Blueprint will be updated by the supervisor as applicable but at least monthly.

The program coordinator follows up on information and data from quality assurance activities, both at the individual level with parent educators, and at the program level. At the program level, follow up may include but is not limited to staff skill building, clarification of processes, and refinement of policies/procedures.

Orientation and Training of New Staff

Policy:

Initial orientation and continued training provide a strong foundation for the work of parent educators. Keystone PAT develops the skills and knowledge base of new parent educators through comprehensive orientation, training, and coaching throughout the first year.

Procedures:

Prior to Foundational and Model Implementation (FMI) training, the program coordinator will review and discuss the following with all newly hired parent educators: the affiliate plan, model components, Essential Requirements, and login procedures. In addition, new parent educators will shadow at least 1 personal visit prior to Foundational and Model Implementation (FMI) training. All newly hired parent educators must complete Foundational and Model Implementation (FMI) Training before delivering services to families.

New hires also attend a New Employee Orientation. The program coordinator reviews and discusses the program policies and procedures in detail with the new parent educator. The section on parent educator safety in particular is reviewed and discussed in detail with all new parent educators before visits are observed or conducted.

In addition, the affiliate's protocols related to child abuse and neglect, parental substance abuse, intimate partner violence and depression will be reviewed. These activities may take place or begin before the parent educator attends FMI.

Following FMI training, the supervisor provides an in-depth introduction to Visit Tracker and PAWS (work activity/schedule/timecard and expense report).

The supervisor provides more frequent supervision during the new parent educator's first 6 months of employment, using the Foundational Reflective Supervision Plans from the PAT Reflective Supervision Toolkit. The assistant coordinator and coordinator also meet more frequently with the new parent educator to follow-up on trainings and answer questions.

Following FMI training, the trainings below are completed within 6 months:

- Approach to family-centered assessment
- Mental health and depression screening

- ASQ-3 and ASQ-SE2
- Diversity and Cultural Responsiveness (note: this could be done before FMI training)
- Foundational 2

Within the first 6 months, the newly hired parent educator shadows a more experienced parent educator or supervisor on personal visits. In total, 3 visits are shadowed with 1 of these visits including screening. The new parent educator also attends the group connections during this time to observe and assist as appropriate. Shadowing can occur prior to FMI training.

New parent educators are observed by the assistant coordinator delivering a personal visit, screening, and group connection within 6 months of FMI training and again at one year, using the PAT Personal Visit and PAT Group Connection Observation Tools. Verbal feedback may be given directly following the visit if possible. In addition, written and verbal feedback is provided at the following supervision session.

Supervision and Professional Development

Policy:

Reflective supervision and professional development are integral to developing and retaining high quality staff, preventing burnout, and reaching outcomes set for the affiliate and for families. Parent educators participate in regular reflective supervision and obtain ongoing professional development.

Procedures:

Reflective Supervision:

The supervisor's responsibilities include directing, coordinating, supporting, and evaluating the on-the-job performance of parent educators in accordance with Keystone PAT Policies and Procedures.

Supervisors meet with each parent educator monthly for a minimum of 2 hours to provide reflective supervision. Monthly reflection supervision includes review and discussion of:

- Individual PAT families (struggles, challenges, and celebrations)
- Parent educator's reflections on their experiences working with the families on their caseload
- Questions and guidance regarding the Foundational curricula (activities, resources, materials, etc.)
- Ethical concerns and role or boundaries as a parent educator
- Building skills as a parent educator
- Parent educator well-being and burn-out prevention

In addition, the assistant coordinator observes and reviews with each parent educator annually on a home visit, home visit with screening, and a group connection using:

- PAT Personal Visit Observation Tool
- PAT Group Connection Observation Tool

The supervisor maintains on-going communication throughout the month to:

- Help with general questions
- Follow-up on feedback provided during monthly reflective supervision

The supervisor leads affiliate staff meetings once monthly, for 2 – 4 hours each, with all parent educators. Over the course of a program year, staff meetings address:

- Administrative issues
- Sharing of data system reports or review and discussion of implementation and outcomes
- Case discussion, highlighting celebrations and challenges from the parent educators
- Sharing of ideas among parent educators
- Skill/team building
- Annual review/training of policies, procedures, and protocols

Each parent educator in their second year of employment or beyond is observed delivering a personal visit during the last quarter of the program year, using the *PAT Personal Visit Observation Tool*. Verbal feedback may be given directly following the visit if possible. In addition, written and verbal feedback is provided at the following supervision session.

The assistant coordinator observes 1 group connections per year using the *PAT Group Connection Observation Tool* with each parent educator. The supervisor reviews the planning documentation prior to the group, then observes the group, using the *Group Connection Observation Tool*. Within 3 business days, the assistant coordinator meets with the facilitator(s) of the group to give verbal and written feedback.

Performance reviews are completed annually. The parent educator and program coordinator discuss his/her core-competencies self-assessment and a professional development plan for the coming year. In addition, the Keystone PAT Performance Review is completed, discussed and signed-off on by the parent educator and coordinator.

Professional Development:

Each year, parent educators complete the PATNC Core Competencies Self-Assessment tool. This tool assesses and documents performance and core competencies in 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

The parent educator reviews their completed self-assessment with their supervisor to identify areas of strength and opportunities for growth in their knowledge and skills. The supervisor assists the parent educator in developing a professional development plan. The professional development may be obtained through:

- Monthly staff professional development
- On-line webinars from credible sources

- Undergraduate and/or graduate courses by accredited community colleges, colleges, or universities
- Professional development conferences
- Workshops or seminars sponsored by other organizations in the community

Along with assessing competencies, the parent educator and supervisor assess the parent educator's performance over the year and set professional development goals, documenting both the performance evaluation and professional development goals.

Parent educators obtain competency-based professional development and renew certification with the national office annually. Planned professional learning opportunities/professional development enhance the knowledge base that informs parent educators' work and increases their competence in delivering services to children and families. Parent Educator core competencies include knowledge, skills, and practices that inform and impact the relationship Parent Educators have with families. The Foundational and Model Implementation Trainings provide the basis for these, and parent educators develop them further as they gain experience, obtain additional professional development, and receive reflective supervision.

Keystone PAT provides monthly professional development to enhance the knowledge base of parent educators and increase their competence in delivering services to children and families. Topics for monthly professional development are identified by staff and planned by the supervision team for the year. Parent educators demonstrate a personal visit activity at each staff meeting.

At staff meeting, the following is shared and discussed to provide ideas and increase parent educator's abilities in providing PAT services:

- Personal visit ideas and tips
- Group connection ideas
- Recruitment activities
- Resource connections made in the community
- Screening review and tips
- Tips on organization and record keeping
- Administrative issues
- Program fidelity
- Visit Tracker program reports for review and discussion of implementation and outcomes

Additional professional development hours may be obtained through:

- Parents as Teachers trainings and professional development opportunities.
- Undergraduate or graduate courses by accredited community colleges, colleges, or universities.
- Continuing education or professional development conferences.
 - Workshops or seminars sponsored by the parent educator's organization or other organizations in the community.
 - Online training provided by credible organizations.
 - Participating in the quality endorsement and improvement process.

Annually, the supervisor and parent educator assess and document performance and core 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. Each one of these core competencies was developed to support the needs of children, parents and families, in the communities and in the Parents as Teachers programs. The parent educator sets professional goals based on their core-competency review and attends training in the appropriate area if needed.

All parent educators participate in at least 20 hours of professional development annually in accordance with PAT National Center renewal expectations. Both the program coordinator and parent educators identify and share information about professional development opportunities. When parent educators have gone to a training, they discuss what they learned at the next staff meeting. The reflective supervisor and coordinator monitors parent educator participation in professional development, checking in during reflective supervision at least quarterly regarding completion of professional development.

Parent Educator Safety:

Policy: Maintaining staff safety is of paramount importance to Keystone Parents as Teachers. To this end, supervisors and parent educators must be well informed about and utilize strategies designed to promote staff safety.

Procedures:

Note: An overarching principle about parent educator safety is for parent educators to listen to their instincts about their sense of safety and to involve their supervisor to help address any concerns. This may include, but is not limited to, being accompanied on a visit, and if necessary, relocating visits to the office.

Strategies and issues regarding staff safety are regularly discussed in staff meetings. At least annually, a staff meeting will be dedicated to training on safety focused topics selected with input from staff. Initial topics may include: personal safety, self-defense and de-escalation techniques.

Parent educators are expected to maintain an up-to-date calendar in Visit Tracker, which is visible to the supervisor and coordinators. Parent educators provide the following phone numbers to their family in case of an emergency:

- Program coordinator
- Assistant coordinator
- Reflective supervisor

In case of an emergency, the parent educator contacts the proper authorities and then calls the program coordinator directly after.

Parent educators are expected to have a vehicle in good working condition with sufficient fuel at all times. Parent educators should get clear directions for where they are going and map

out the safest, most direct route ahead of time. Purses and laptops should be put in the trunk of the car before leaving for the visit. The parent educator parks as close to the home as possible and keeps the car locked. It is important that parent educators are organized ahead of time so that when they arrive they are not spending time getting things together.

Parent educators should be vigilant about their surroundings, paying attention to possible risks in their environment. If necessary, parent educators ask the parent to escort them in and out of the home. A parent educator should not enter a home if there is yelling, screaming, breaking glass, etc. coming from within. If this is the case, once in a safe location, he/ she should call the police and his/her supervisor. Parent educators need to be aware of all exits from the home and the fastest route to their car.

Parent educators should not wear or bring valuables on a visit, should wear comfortable clothing and shoes that allow them to move easily, and carry identification on their person. Visits should take place in common areas of the home, such as the living room or kitchen.

Parent educators refrain from touching or petting animals. If a parent educator feels unsafe around a family pet, he/ she will ask if the pet can stay in another room. If the parent is unwilling to do so and the parent educator feels endangered by the animal, they will leave the visit.

If a parent, guardian, or caregiver in the home is agitated or aggressive, the parent educator should end the visit and leave the home. If a parent educator observes what appears to be illegal activity in the home such as the sale or manufacturing of drugs, or a significant safety concern such as a gun that the parent declines to lock up, they leave the home as quickly and calmly as possible. The parent educator then immediately contacts the program coordinator and determines the authorities that need to be contacted (such as the police and/or child abuse/ neglect hotline).

As a reminder, if for some reason the program coordinator cannot be reached, parent educators should ensure that they fulfill their mandated reporter responsibilities whenever it applies to a situation.

Parent educators wash their hands or use hand sanitizer before and after each visit to help prevent bringing germs into the family's and their own homes. In the case of air-borne viruses, parent educators a prescreen with families at check-in. If the family has been exposed to Covid-19 or another virus, the parent educator can offer to conduct the visit via ZOOM or reschedule the visit. When the spread of Covid-19 or another virus is high, the following is recommended to decrease possible exposure for the parent educator and family:

- Conduct the visit in a safe outdoor location
- Practice social distancing
- Wear a mask

If the parent educator observes evidence of a pest control problem in the home, they should use a mat for the visit activities and then place the mat in the trunk of the car after the visit. Materials that the parent educator takes to and from visits should be regularly disinfected.

Staffing and Personnel:

Procedures:

Staff Work Hours:

Staff must be available to meet with families at a variety of times of day:

- Morning
- Afternoon
- Evening
- Occasional weekend

Staff are encouraged to limit evening personal visits to work no more than 3 nights per week and/or 2 nights per week and 1 weekend day. If a parent educator's caseload changes to increase beyond this recommendation, the parent educator should discuss their caseload with their supervisor. A night waiting list may then be generated.

Families should be provided options of days of the week for visits including evening visits. It is expected that staff have at least 2 evenings available for parents to choose from.

Parent educators are expected to be available at least 2 evenings per week for work activities. Examples include:

- Personal visits
- Group connections
- Recruitment event
- Presentation or visibility event

As a parent educator's caseload changes throughout the year and parents' availability changes throughout the year, a parent educator's hours will vary throughout the year. Staff should strive to balance their hours by the end of each month to work within the number of hours they have been contracted for. Staff should not exceed the number of hours on their contract for the year. Parent educators must have flexibility to meet with parents based on the parent's availability.

Leave:

All Keystone PAT employees are provided paid vacation, sick, personal, and holiday leave. More detailed information regarding leave can be found in the Keystone Staff Policy Handbook. In addition, sick leave can be used for illness and/or medical appointment. If the employee needs to care for an immediate member of the employee's family for illness or medical appointment, sick leave can be used for those circumstances. If the employees needs to use five or more consecutive sick days, a doctor's note must be obtained and provided to the program coordinator.

Personal Appearance and Dress:

Staff should be mindful of their appearance and strive for a professional appearance while representing Keystone Parents as Teachers. It is understood that parent educators will dress appropriately for home visits and group connections where they will need to sit on the floor.

Appropriate professional dress demonstrates a high regard for PAT services and will present an image consistent with job responsibilities and community values and expectations.

Appropriate professional dress reflects a shared vision of the Keystone Learning Services as motivated professionals working toward a common mission. In addition, it strengthens the community's perception towards the PAT program, Keystone Learning Services, and the school districts we serve.

The Keystone Learning Services Board of Directors encourages appropriate dress that adheres to commonly accepted business casual standards. Clothing should convey a professional image by being coordinated, modest, and appropriate.

Clothing not appropriate includes, but is not limited to, the following:

- Torn, faded, or frayed jeans
- Spandex
- Jogging/athletic suits
- Shorts above the mid thigh or sweatpants
- Low cut or revealing tops
- Clothing with non-PAT messages or logos during work activities. Examples including, but are not limited to:
 - Beer company logos, Religious or political messages, Advertisements.

Keystone PAT Staff are encouraged to wear clothing with the Parents as Teachers logo during all work activities.

Keystone PAT name badges are also provided to all staff. PAT staff are encouraged to wear name badges to enrollment visits and while in school district buildings or other work events when with a variety of people or groups. Examples include but are not limited to:

- Group Connections
- Community Interagency Coordinator Council meetings
- Recruitment activities
- Community screenings

Professional Conduct:

The use of cellphones during a Home Visit or Group Connection is inappropriate. Cell phones should be placed in the "silent" mode during visits and calls should not be made or returned until the visit has been completed.

Documentation of Work Activities:

Keystone Staff must record all work activities on their weekly PAWS Work Schedule in the following manner:

- General work activity. Examples include:
 - PV Smith
 - Drive to PV Smith
 - Prep Group Connection
 - Post recruitment flyers
 - Staff meeting
- Program component area:

- PV (Personal Visit)
- M (Mileage Time)
- CM (Supervision)
- TR (Training)
- GC (Group Connection)
- RR (Recruitment & Retention)
- RN (Resource Network)
- PM (Program Management)
- HOL (Holiday)
- VAC (Vacation)
- PERS (Personal Day)
- SICK (Sick Day)
- Number of hours worked
 - Recorded to the closest quarter of the hour in time

Staff are encouraged to record work activity on a daily basis. All work activity must be recorded each week on Friday by 5:00 pm.

Documentation of Mileage for Reimbursement:

Keystone Staff should record all mileage for reimbursement on their monthly Expense Report in PAWS in the following manner:

- Date
- Travel location (Lawrence/Oskaloosa/Ozawkie/Lawrence)
- Activity (PV Smith/Meet at Business Office)
- Activity recorded on the Expense Report must match mileage and activity time recorded on the Work Schedule
- Accurate number of miles

A PAT Staff members' homes are considered their home base. Therefore, mileage starts from the staff member's home to the work activity and return to the home.

Staff are encouraged to record mileage on a weekly basis. All mileage must be recorded by the last day of each month by 5:00 pm.

Expenses for Reimbursement:

Expenditures for work activities may be purchased by staff without prior approval for needed items under \$25.00. Any expenditure over \$25.00 (other than expenditures for Group Connections) must be pre-approved by the Program Coordinator. Examples of expenditures include but are not limited to:

- Consumable items for personal visits
- Replacement parts for personal visits
- Office supplies not available at the PAT Office
- Group Connection supplies

Detailed receipts for all expenses for reimbursement must be submitted along with the Expense Report. Staff will not be reimbursed for Kansas State Sales Tax. A copy of Keystone's Tax Exempt Certificate is provided to staff members to assist with purchase.

Process of Parents as Teachers Work Schedule and Expense Report:

Keystone PAT Staff must have all information accurately entered into the data system: PAWS at the following online site:

- <http://www.precisiondatam.com>

The Assistant Program Coordinator will check the reports in PAWS for accuracy and completeness on the 1st day of each month. The Assistant Coordinator will email each staff member once the reports have been checked. Staff must email the reports and copies of receipts to the Program Coordinator before the 5th of each month. Reports should be named as follows:

- PAT Work Schedule Jan Lname
- Exp Report Jan Lname

Abbreviations for each month are the 1st 3 letters of the month. For example:

- Jan
- Feb
- Mar
- Apr

Parent Educators should total their monthly hours and enter the total hours under the weekly hours on the PDF copy of the PAT Work Schedule. Leave dates and total days should be entered on the PDF copy under the signature.

Parent Educators must sign and date their PDF copy of the PAT Work Schedule and Exp Report.

All information reported on the PAT Work Schedule and Exp Report must be accurate information. Falsification of information reported is considered misuse of state funds and will result in immediate termination of employment.

Home Office:

Keystone PAT Staff work from their homes and travel to a variety of work activities. Examples include but are not limited to:

- Personal Visits
- Group Connections
- Meetings with early childhood community groups
- Meetings with district personnel
- Recruitment and visibility events
- Staff meetings and trainings
- Staff must provide an updated copy of their vehicle insurance to the Keystone Learning Services business office.

Staff are provided with equipment and supplies needed to carry out work activities. Examples including but are not limited to:

- Laptop
- Printer(s)
- iPad
- Printer paper

- Personal Visit supplies
- Group Connection supplies
- Recruitment supplies

Staff are provided time for home office organization. This includes:

- Filing
- Review of files for accuracy and completion
- Organization of materials and supplies
- Purging of materials and supplies
- Cleaning of materials and supplies

Staff are expected to annually assess their needs for materials and supplies. Staff should communicate with the Program Coordinator or Assistant Coordinator any material or supply needs for the year. Annually, staff should assess what materials and supplies in their home office that are not needed. For items not needed, staff should either:

- Return items to the Keystone PAT Office OR
- Purge broken and outdated materials and supplies

All Keystone PAT equipment and supplies must be returned to the Keystone PAT office prior to departure from employment with the exception of:

- Partially used consumables
- Broken supplies
- Outdated materials

Use of Technology:

Acceptable Use of Computers, Networks, Internet, Electronic Mail and other Online Services: Keystone Learning Services supports the use of District technology for work related purposes and in support of the District's educational objectives. Employees are responsible for displaying appropriate behavior and maintaining a professional and productive learning and working environment when using district technology. Use of computer technology must comply with Keystone Learning Services and school rules for appropriate use, and local, state and federal statute, including copyright law. To prevent damage to Keystone PAT electronic devices while in use, staff should:

- Refrain from consuming food and/or beverages
- Always transport in a protected carrying case
- Closely monitor the device when in use of another person
- Never leave the device unattended unless in a locked and safe location. For example,
 - In a locked house, office, or vehicle
 - Avoid exposure to extreme heat or cold

Staff may use the Keystone PAT electronic devices for limited personal use. However, staff should refrain from inappropriate and/or illegal use of these devices and does not interfere with professional responsibilities or educational processes. Users are responsible for protecting their passwords. Employees will not use another individual's account without written permission. District networks are not private. Authorized personnel may review directories, files and communications to prevent misuse and to perform system maintenance. Employees are not permitted to access or possess computer resources containing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material. Misuse of district technology may result in disciplinary action up to and including suspension of computer rights, suspension of employment, termination and/or criminal prosecution.

Staff Turnover:

In the case of a planned departure by a parent educator, every effort will be made to have the new parent educator and departing parent educator meet together with the family at a personal visit or group connection. If this is not possible, the supervisor will contact the family to explain how they will continue to receive services.

If a parent educator leaves the program without transition time or must take an extended leave, their families will be divided up among the other parent educators that have availability on their caseload. If a family cannot be re-assigned right away, the family will be provided with a weekly phone call and at least 1 visit monthly from the supervisor until there is an opening.

Employees should provide a letter of resignation at least two weeks prior to their last day of work. All Keystone materials, equipment, and supplies must be checked in with the program coordinator on or before the employee's last day of work.