

ATTACHMENT B

QUALITY CRITERIA FOR FAMILY ENGAGEMENT PROGRAMS

Recipients of Endowment Grants must work in partnership with other community entities to maintain the highest quality required by any entity in the partnership (i.e., Head Start/Early Head Start Performance Standards, Parents as Teachers Certification Standards)

QUALITY INDICATORS	<u>Access Expansion Grants</u> – Minimum Criteria to Apply
Staff Qualifications	<p><u>Family Educator/Home Visitor</u></p> <ul style="list-style-type: none"> • Minimum of Bachelor's Degree in Early Education, Nursing, Social Work or related field <p><u>Training</u></p> <ul style="list-style-type: none"> • Completion of all required training for program's chosen curriculum, if applicable • Complete Home Visiting Core Practices and Principle On-line Training including; completion of all 7 on-line modules, activities workbook, and participation in the Sixpence study group after each module within two years of employment. • New staff must complete child abuse and neglect detection and reporting training within the first year, with additional training annually.
Intensity and Duration of Services	<ul style="list-style-type: none"> • Contact with each actively enrolled family <u>at least</u> three times per month for a total of <u>at least</u> 180 minutes per month • At least two of the three contacts must be individual personal visits totaling 120 minutes. • Program designed to serve children a minimum of 18-24 months • Programs must offer services on a year round basis
Caseload	<ul style="list-style-type: none"> • Family Educators/Home Visitors have limited caseloads so that they can spend adequate time with each family (12-20 children depending on program model and community characteristics)
Supervision	<ul style="list-style-type: none"> • Program Supervisor has specific training in reflective supervision, infant-toddler development, program management and in the specific program model • Staff receive individual or group supervision at least weekly, and this includes education, coaching and an opportunity to reflect upon practice and problem solve around client's needs • Program Supervisor accompanies full-time Family Educators/Home Visitors on a minimum of three personal visits every six months and part-time Family Educator/Home Visitors on a minimum of two personal visits every six months during their first year. After the first year of employment a supervisor should accompany the Family Educator/Home Visitor a minimum of three times in a twelve month period. • The ratio of supervisors is 1:6 or sufficient enough to provide on-going individual support.
Curriculum	<ul style="list-style-type: none"> • Program uses research-based, written curriculum designed to work with families. • Curriculum includes a personal visit plan and follow-up documentation. • Program approach is flexible and focused on families' needs to the benefit of the child's development
Developmental Screening & Assessment	<ul style="list-style-type: none"> • Screen children for developmental delays within 45 days of program entry using a research-based screening tool • Refer all children identified through screening, assessment, or parent and/or staff concern for further assessment to Early Development Network

QUALITY INDICATORS	<u>Access Expansion Grants</u> – Minimum Criteria to Apply
	<ul style="list-style-type: none"> • Complete ongoing observation-based assessments of children’s development and as required by Results Matter, use results in development of individualized learning plans for children
Family Partnership Agreements	<ul style="list-style-type: none"> • Active parental participation on the Partnership Advisory Board • Program must offer parent’s opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress towards achieving them. • The family partnership agreement must build upon information obtained from the family and other community agencies concerning preexisting family plans. Provider must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in any preexisting plans. • Program develops policies and procedures that encourages family engagement and how staff shares information with families • Offer ongoing opportunities for parent involvement and at least monthly parent education opportunities that include, but are not limited to; car seat safety, safe infant sleep practices, child medical needs, prenatal care, abstinence from smoking, alcohol, and drugs while pregnant, and breast feeding.
Community Partnerships	<ul style="list-style-type: none"> • Providers have written agreements with community organizations to promote the access of children and families to community services that are responsive to their needs.
Evaluation	<ul style="list-style-type: none"> • If the program uses an approach for which national certification or accreditation is available, the program must obtain such certification or accreditation and maintain good standing • Any program partner must be in good standing with their licensing, regulatory or monitoring agency. • Participate in evaluation including Sixpence Evaluation and Results Matter
Administration	<ul style="list-style-type: none"> • All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices • Programs must have an attendance policy that reflects an attendance rate of 85% • Program enrollment should not fall below 85% of full enrollment, it is recommended that programs fill vacancies within 30 days • Programs must maintain a process for ensuring that children most at risk are enrolled in the program • Program must maintain a system of documentation that reflects program practice and child and family progress.