



Parents as Teachers®



Budget Toolkit



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Introduction

Parents as Teachers offers a flexible home visiting model that can be implemented with almost any population, in almost any community, and through almost any agency. Parents as Teachers affiliates may operate through health departments, family resource centers, social service agencies, housing authorities, schools, stand-alone home visiting agencies, or other settings.

When determining your Parents as Teacher's budget, consider the community and population you plan to serve and the capacity of your agency. The evidence-based Parents as Teachers model is designed to allow affiliates the ability to customize their services to best meet the needs of their families while utilizing best practices. This toolkit will provide a basic overview of the fiscal components and factors essential to providing sustainable, high-quality Parents as Teachers services. The following resource is designed to help a program meet the Essential Requirements of the Parents as Teachers model. However, many affiliates find that their funders have additional requirements that can further impact budgeting, which are not discussed here. While you will find detailed guidance here, Parents as Teachers affiliates are more successful when they work with the state or national office implementation support provider to develop their budget. Please contact the Parents as Teachers state or national office for more information.

Budgeting Your First Year

The first year of Parents as Teachers model implementation is unique and includes startup costs that may not recur in subsequent years. This includes staff training for parent educators and supervisors, programmatic materials, office equipment and technology, as well as training for and use of proprietary screening and outcomes measurement tools. Parents as Teachers affiliates in their first year often spend more time recruiting families, developing policies and procedures, and building their advisory committee. Parent educators in their first year of work will have smaller caseloads as they learn the curriculum and master the skills specific to home visitation. We encourage new affiliates to work closely with our implementation support staff and their funders to ensure that their budget and plans are reasonable and sustainable.



Startup Costs: Training

Parents as Teachers offers Virtual Foundational and Model Implementation Training regularly throughout the year.

Foundational and Model Implementation Training is a two-week course and is required of any parent educators and supervisors in affiliate programs prior to accessing the Parents as Teachers *Foundational Curriculum* and delivering the Parents as Teachers model. Participants can expect to spend 3-5 hours each day engaged in self-paced learning and must plan to attend online sessions four days each week for 2-3 hours each day.

Parent educators wishing to serve children ages three through kindergarten must attend Foundational 2 Training prior to serving children in this age range using the *Foundational 2 Curriculum*. When possible, we recommend that parent educators and supervisors complete Foundational and Model Implementation Training and then schedule a break in which parent educators can practice their skills prior to attending Foundational 2 Training.

Core Training Costs:

- > Foundational and Model Implementation Training: \$1150 per person + \$75 tech fee
- > Foundational 2 Training: \$650 per person + 50 tech fee

Check out the Parents as Teachers Training Calendar to register for available trainings.



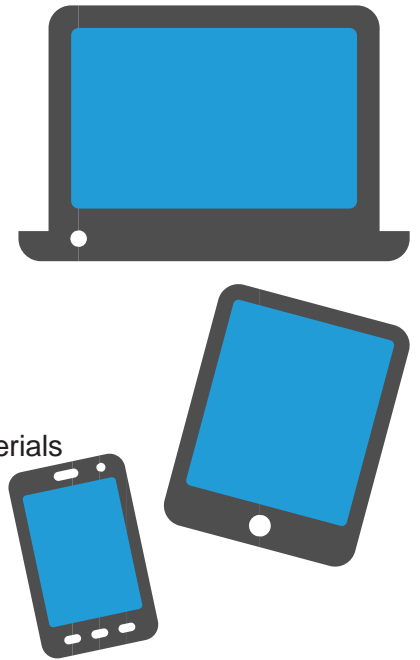
Foundational and Model Implementation Training price includes 12 months of Parents as Teachers Foundational curriculum access



Startup Costs: Equipment and Technology

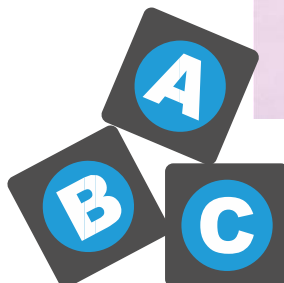
Parents as Teachers programs utilize office equipment and technology to best serve families. Each parent educator will require access to the following to best do their job:

- > Desktop, laptop, and/or tablet computers to access the *Foundational Curriculum*
 - Laptops or tablets are recommended as they can allow parent educators greater flexibility
- > Work-issued cell phones for convenience as well as for safety
- > Printers and copiers for parent handouts and other programmatic materials
- > General office furniture and associated supplies



Startup Costs: Non-Consumable Programmatic Materials

The Parents as Teachers Personal Visits include activities which make use of toys, common household objects, and books. Parent educators work with families to use items in the home for activities but that is not always possible. Many group connection formats will also make use of non-consumable items such as books, toys, or craft items like scissors. Parents as Teachers has a comprehensive supply list for the Foundational and Foundational 2 curricula available online for supervisors to review as a planning guide.





Startup Costs: Screening

A core component of the Parents as Teachers model is screening. Parents as Teachers requires affiliates to provide and document health, hearing, vision, and developmental screening to all children at least annually. Developmental screening includes the language, intellectual, social-emotional, and fine and gross motor domains.

Developmental Screening

Parents as Teachers allows the use of several developmental screening tools from a variety of publishers. Depending on the tool your program chooses, there may be costs to purchase the tool, training on how to use the tool, and materials. Developmental screening tools generally require the use of materials such as blocks or shoelaces, some of which may overlap with those items purchased for personal visit and group connection activities. Some approved developmental tools cover all the domains required by Parents as Teachers, but many do not and some of the most popular tools separate the social-emotional domains from the language, intellectual, and motor development domains.

Considerations:

- > Although Parents as Teachers does not endorse the use of a specific tool, a majority of Parents as Teachers affiliates use a combination of the ASQ3 and ASQ-SE/ ASQ-SE2 for developmental screening
- > Budget to purchase the tool and for all the necessary training in your first year. Training to use a new screening tool counts toward the 20 hours of professional development required of first-year parent educators
- > Parents as Teachers requires affiliates to use the most current version of available tools as per the publishers' recommendations

Hearing Screening

Parents as Teachers recommends the use of Otoacoustic Emissions testing (OAE) on all children served at least annually. As one of our Quality Standards, use of OAE testing is best practice for Parents as Teachers affiliates. This is an optional cost.

Considerations:

- > Cost of OAE screeners: \$3,600+ per device
- > Training
 - Half-day programs can cost \$10 to \$75 per parent educator
 - Many companies that sell these devices will train you for free with purchase

Vision Screening

Your affiliate may choose to conduct vision screenings using automated technology. Examples of vision screening using automated technology include, but are not limited to, a Retinomax or Suresight vision screener. If your affiliate chooses to complete vision screening using automated technology, you will need to get the appropriate training from related experts.

Screening tools are an opportunity for a mini grant.

Startup Costs: Family-Centered Assessment

The Parents as Teachers model is designed to serve the entire family and completing a family-centered assessment is an Essential Requirement of the Parents as Teachers model. As with screening, Parents as Teachers encourages affiliates to use the family-centered assessment that works best for the program and community served. Depending on the assessment your program chooses, there may be costs for the use of the assessment tool as well as training on how to use the assessment. Please see Technical Assistance Brief: Guidance for Family Centered Assessment for more information.



Startup Costs: Outcomes Measurement

As an evidence-based home visiting model, Parents as Teachers values the use of established and emerging research as the foundation of parent education and family support. Using data in an ongoing way for the purposes of continuous quality improvement is an Essential Requirement of the Parents as Teachers model. In addition to measuring service delivery, we strongly encourage affiliate programs in the use of reliable and valid outcome measurement tools as part of their evaluation plans. Use of the Penelope data system is included in Parents as Teachers affiliation fees. This system tracks a number of outcomes including many parent, child, and family health and well-being outcomes.

Considerations:

- > Costs associated with using and accessing the tool
- > Training costs for some tools to use them with fidelity
- > Funders may require use of a specific tool
- > Measuring and presenting on outcomes strengthens your program, can improve the services you provide to families and can help sustain funding



Startup Costs: First Year Affiliate Fee

Implementation support is provided by Parents as Teachers State Offices and Parents as Teachers National Center. Support to new affiliates focuses on program design and initial implementation. We are here to help new supervisors with information on hiring parent educators, finding the right tools and instruments for screening and outcomes measurement, and signing up for training, as well as talking through the unique challenges inherent in providing home visitation and group connections in the communities we serve.

- **First Year: \$4,500**
- **Subsequent Years: \$2,000**





Recurring Costs: Personnel

Appropriate staffing is critical to successful implementation of the Parents as Teachers model. Affiliates must consider caseload size, supervisor to parent educator ratio, and parent educator/supervisor qualifications. Affiliates should also consider administrative and data support needs.

Considerations:

> Benefits

- FICA, Time off for vacation, sick time, jury/bereavement leave, maternity leave, etc. Insurance including health, life, short- and long-term disability, etc.
- Strong benefits packages can help attract and retain strong staff!

> Staff Turn Over

- Hard on families who may lose trust in the affiliate after losing a parent educator
- Makes it harder for the affiliate to meet the Essential Requirements, especially visit frequency, family-centered assessment, and screening requirements
- Expensive to train and orient new parent educators and employees

Parent Educators

New affiliate programs can begin to determine the personnel costs for parent educators by determining the number of families they would like to serve. Optimal caseload size is dependent on a myriad of factors including community context, geography, population served, and parent educator experience.

Parents as Teachers Essential Requirements provide the **maximum** number of visits a parent educator can complete per month, but we recommend that optimal caseloads are established to encourage high quality services for families. For more information on determining an optimal caseload, please refer to Parents as Teachers Technical Assistance Brief: *Establishing and Adjusting Caseload Size*.

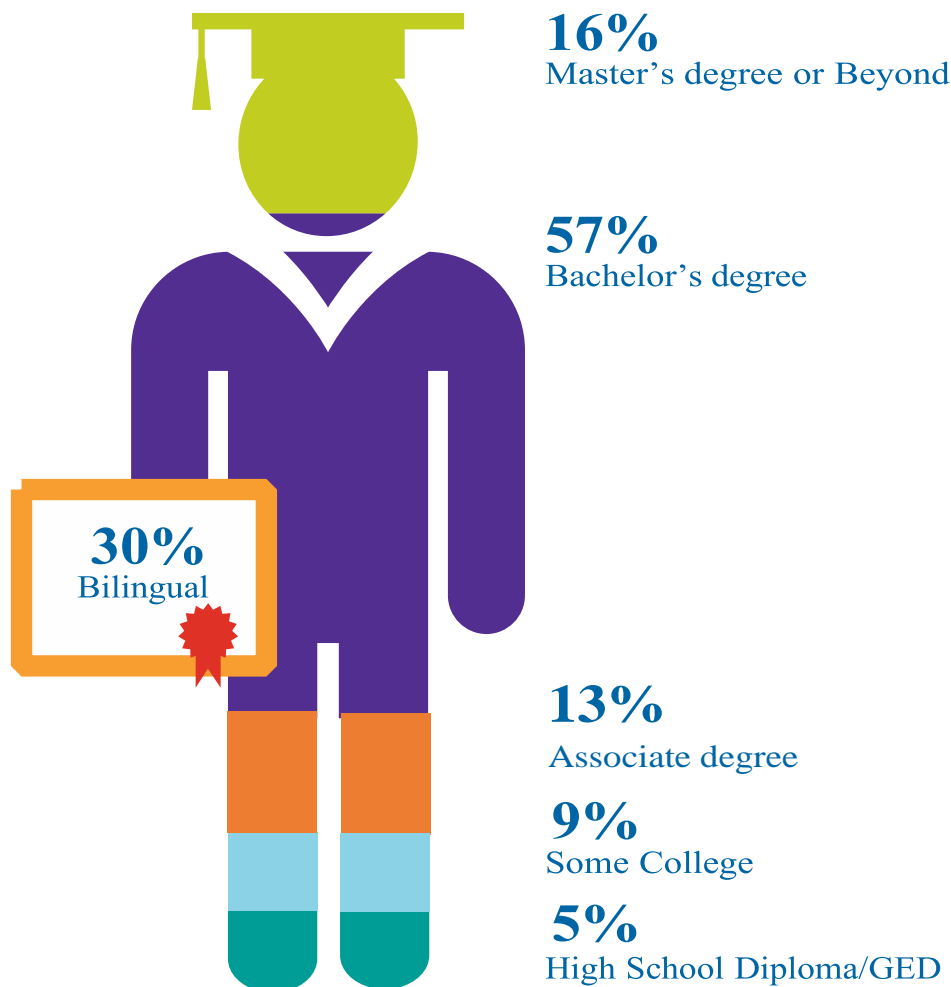
Parent educators are required to hold a high school diploma or GED and have at least two years' experience working with children and families at a minimum. Parents as Teachers best practice quality standard is that all parent educators have a bachelor's degree or higher. Parents as Teachers values parent educators with strong connections to the community they serve. While education is important, we allow flexibility in hiring, particularly when affiliates are seeking other specific characteristics such as multilingual parent educators. While some Parents as Teachers affiliates employ part-time parent educators, many find it most effective to hire full-time staff and offer flexibility in scheduling to reduce turnover and attract qualified parent educators.





Considerations:

- > Competitive salary and benefits based on parent educator education and experience attracts skilled, experienced, dedicated home visitors
 - > 84% of parent educators employed in the 2020-2021 program year were full-time
 - > Not all families are the same and caseload determination should take visit frequency, family size, travel time, need for interpretation/translation services, and data collection requirements into account
 - Please refer to the Technical Assistance Brief: *Establishing and Adjusting Caseload Size* for more information on the Parents as Teachers point system
 - > Length of service per family including planned and unplanned exit from the program
 - > Hourly and overtime pay may be a factor for your affiliate as parent educator hours may fluctuate, please be aware of and comply with all federal, state, and local labor laws
- Parents as Teachers parent educators by the numbers:**



*Based on 2020-2021 APR Data



Supervisory Time

Parents as Teachers supervisory activities include reflective supervision, coordination, and administrative activities. These roles are necessary for the successful implementation of a Parents as Teachers affiliate program but can take many forms and be separated out across more than one staff member.

Supervisors often have many roles in a Parents and Teachers affiliate including:

- > Reflective supervision
- > Program management and maintaining model fidelity
- > Writing and implementing policies and procedures
- > Budgeting and fiscal reporting
- > Advancement and advocacy, including building and maintaining an advisory committee
- > Data monitoring and reporting

Parents as Teachers requires that affiliates have a **minimum** one full-time equivalent (FTE) of supervisory time allotted to every 12 parent educators regardless of their full or part-time status. New affiliates find that their ratio of parent educators to supervisors must be much lower for them to provide high-quality services to families and children. New Parents as Teachers affiliates find that a ratio closer to five or six parent educators to one supervisor FTE is needed to support strong affiliate design and implementation.

New Parents as Teachers supervisors must attend both Parents as Teachers Foundational and Model Implementation Training.

Support Staff

Many Parents as Teachers affiliates find that administrative support staff members are a necessary addition to their teams. Support staff in Parents as Teachers affiliates can be involved in all aspects of administrative support including data entry, recruitment and enrollment, and general office support needed to operate a strong Parents as Teachers affiliate.





Recurring Costs: Consumable Programmatic Materials and Incentives

Parents as Teachers affiliates make use of various consumable materials during personal visits and group connections. Consumable programmatic materials can range from art supplies to family support items such as diapers. These also include supplies for cleaning, sanitizing, and/or disinfecting non-consumable programmatic materials. Additionally, many affiliates give incentives for families to maintain scheduled visits, complete screenings, and/or attend group connections.



Recurring Costs: Group Connections

Group connections are a core component of the Parents as Teachers model. There are multiple formats for Parents as Teachers group connections, and we encourage affiliates to explore the formats and settings that best suit their families and communities.

The Parents as Teachers model requires that affiliates deliver at least 12 group connections annually, though many Parents as Teachers affiliates offer additional group connections.

Considerations:

- > Number of group connections
- > Location of group connections
- > Transportation for families to group connections
- > Meals or refreshments for families at group connections
 - Offering a meal is both an incentive and could meet the basic needs for families
- > Programming Costs
 - Honorarium for speakers or presentations
 - Craft items
 - Door prizes or other incentives





Recurring Costs: Professional Development and Staff Meetings

Parents as Teachers parent educators are required to obtain competency-based professional development and training at least annually as part of their recertification. PAT endorses the National Family Support Competency Framework (The Framework) developed by the Institute for the Advancement of Family Support Professionals (<https://institutefsp.org/compasses/4>) which outlines core competencies for direct service Family Support Professionals, such as parent educators. This tool support parent educators and supervisors in determining their professional development needs.

Parents as Teachers requires 20 hours of professional development for parent educators annually. This requirement is the minimum and we encourage parent educators to seek out additional training and professional development opportunities throughout their careers.

Professional development hours can come from a variety of sources and can take a variety of forms including professional development opportunities provided by Parents as Teachers, accredited college courses, and workshops sponsored by other organizations. Support provided by implementation support including site visits, can also be a source of professional development hours. Attendance at conferences and community meetings are another way to meet this requirement.

Considerations:

- > Cost of travel and associated time away from providing personal visits to families
- > Parents as Teachers Conference attendance and associated travel

Recurring Costs: Office Supplies and Communication

Office supplies such as paper, pens, filing and organizing materials are necessary for maintaining a well-functioning office environment. Parent educators need access to printers and copying machines for parent handouts and other resources for parents and caregivers. Communication costs also include monthly internet, phone, and mobile data usage plans. To assure that an affiliate program can deliver high quality services virtually, programs need to also consider costs for hardware, software, and technical assistance.



Recurring Costs: Screening Costs

Some Parents as Teachers affiliates contract all or a portion of their screening activities out to another community program. In some cases, this is done without cost, but many affiliates pay a fee either per screening or as a portion of a dedicated screening employee's salary. Furthermore, some screening protocols and tools have a per-screening cost, an annual fee, or costs for ongoing training and updates.



Recurring Costs: Transportation

In home visiting programs, mileage reimbursement and other transportation costs may include parent educator or supervisor transportation to and from personal visits, community events, group connections, and other activities associated with a home visiting program. Some affiliates may choose to offer transportation services or incentives to families which may also be included in the transportation budget.

Considerations:

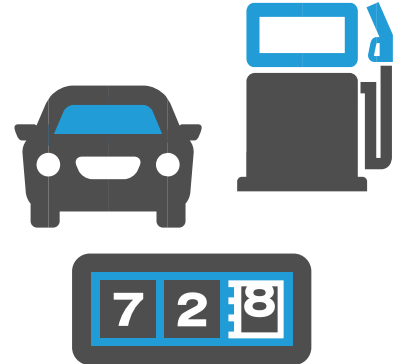
> Geography

- Rural programs may spend more than \$1,000 per family per year just for mileage whereas urban programs or those serving a small geographic area might have mileage closer to \$100 per family year

> Home visitation vehicles can be rented, purchased, or parent educators can use their own personal vehicles

> Mileage reimbursement per current U.S. General Services Administration (GSA) rate

> Insurance requirements



Recurring Costs: Indirect Costs and Overhead

Parents as Teachers affiliates can be housed in almost any organization or operate independently. The indirect and overhead costs associated with running a Parents as Teachers affiliate program include insurance, office space rent, and utilities, as well as non-programmatic staff such as human resources, accounting, and grant writing.

Fixed costs: Rent, utilities, staff salaries, and other costs stay the same regardless of the number of families served in each month

Recurring Costs: Renewals and Affiliation Fee

Parents as Teachers parent educators must renew their model certification annually. This recertification fee provides continued access to our research-informed online Foundational curriculum. Affiliate programs pay an affiliation fee annually of \$2,000 after their first year. This ongoing fee includes use of the Penelope data system, access to professional development opportunities, and ongoing implementation support.

Annual Subscription (per parent educator):

- >\$220 per parent educator for Foundational,
- >\$55 per parent educator for Foundational 2

Affiliate Fee: \$2,000



TeachersNewAffiliateBudgetWorksheet

Key Questions

Setting:
 y or brand new
 sting home visiting
 ew home visiting program
 nt and retention:
 l, cost of living,
 ministrative support, etc.

burden and tools
 opulation, evaluation,
 migration status, etc.

aracteristics

ography, available

ilities to be served

Your Staff

- 1. Parent Educators**
 - a. Caseload size
 - b. Education level
 - c. Duties and expectations: data collection, recruitment, admin support, case management, other programmatic duties, etc.
- 2. Supervisor(s)**
 - a. Education level
 - b. Percent FTE for Parents as Teachers program
 - c. Duties and expectations: data collection, grant writing, admin support, community involvement, recruitment, other duties, etc.
- 3. Administrative Supports**

Your Parents as Teachers Services

- 1. Personal Visits:**
 - a. Frequency
 - b. Transportation/Mileage
 - c. Family-Centered Assessment
 - d. Activity materials
- 2. Group Connections:**
 - a. Frequency
 - b. Location
 - c. Food, transportation, incentives
 - d. Speakers/Activity fees and materials
- 3. Screenings:**
 - a. Tools: social-emotional, developmental, hearing
 - b. Training
 - c. Contracting out
- 4. Resource Network**
 - a. Community Partners
 - b. Incentives, family assistance, etc.
 - c. Case Management burden on parent educators