



# Parents as Teachers™

An Evidence-Based Home Visiting Model

# WHAT IS PARENTS AS TEACHERS?

- An evidence-based home visiting program
- Two generation approach to services
- Voluntary program from prenatal to age five
- A strengths-based family education and parent support program



# GOALS

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



# CHILDREN AND FAMILIES SERVED

- Four Grantees
- 206 children
- 167 families
- 9 Communities
- 24 children identified with potential delays or concerns identified
- 56% of families served had one or more high needs characteristics
- 78% of families had family goals documented



# DYNAMIC COMPONENTS

Personal Visits

Screenings

Group Connections

Resource Referrals

Family Assessment

# PERSONAL VISITS

- Identify and build on family strengths
- Promote positive parent-child interactions
- Promote school readiness
- Promote family well-being





# CHILD SCREENINGS

- Developmental Screening
- Health Screening
- Hearing Screening
- Vision Screening



# GROUP CONNECTIONS/SOCIALS

- 1 x per month minimum
- Format
  - Parent-child interaction
  - Small ongoing groups
  - Parenting education
  - Community Events





# RESOURCE REFERRALS

- Help families overcome barriers to needed resources
- Set goals
- Coordinate services with other providers
- Assist in transitions



# FAMILY ASSESSMENTS

- Used by social workers, public health nurses, mental health care providers, and home visitors
- Measures a variety of family competencies
  - Relationship with family and friends
  - Relationships with children
  - Physical health care
  - Basic needs
  - Education and employment
  - Mental health and substance abuse
  - Infant/toddler development and temperament



# OUTCOMES/INVESTMENT RETURN

## PAT Parents:

- Are more involved in their child's schooling
- Report a higher level of confidence and engagement in parenting
- Engage in more language and literacy-promoting activities with their children

## PAT Children:

- Arrive at their next educational setting developmentally on target
- Exit out of supplemental early intervention programs before age 3



# FIDELITY REQUIREMENTS

- 5 year monitoring cycle from PAT National Center
- 17 Essential Requirements Divided into 3 Categories
  - Organizational Supports and Continuous Quality Improvement
  - Staff Competencies
  - Parents as Teacher Services
- Quality Assurance Blueprint
- Parent Educators must be certified
- Programs must attain Affiliate Status



# IMPACTS OF REDUCED FUNDING

- ❑ Loss of Services to Children and Families
- ❑ Loss of Educator Jobs in underemployed communities
- ❑ Increased risk of children arriving at school with undetected delays
- ❑ Likely increase of more families at risk for State Intervention
- ❑ Inability to build longitudinal outcome data to prove which programs work



- ❑ Increased disparity in access to early childhood services
- ❑ More parents arriving in K-12 who feel disengaged from leading their child's education
- ❑ Reduction in State's Well Child Completion rates
- ❑ Increased costs in start up and ramping down programs

THANK-YOU!