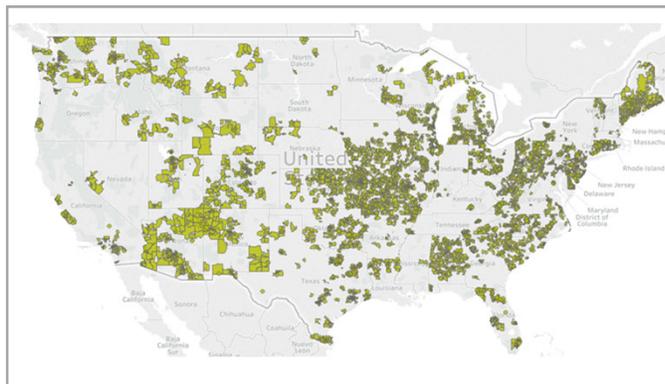


Parents as Teachers U.S. Footprint



- 193,000 families *1,300 affiliates, *25% are funded by MIECHV in 35 states.
- 115 tribes including: 49 FACE/BIE sites, 16 Tribal MIECHV sites



Goals of Parents as Teachers

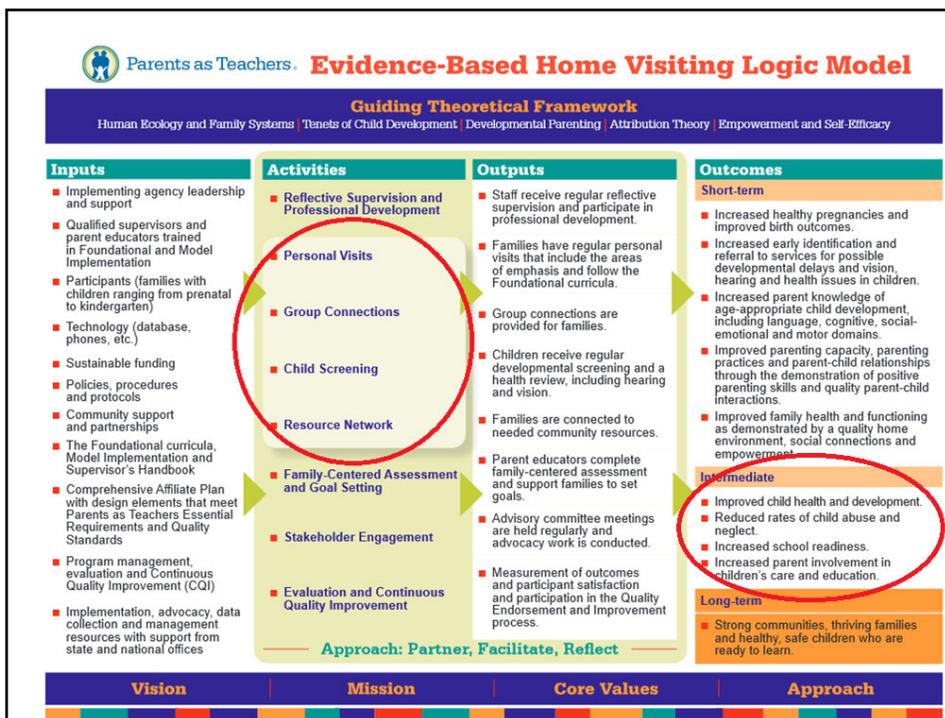
- Increase parent knowledge, improve parenting practices
- Provide early detection of delays and health issues, improve child health & development
- Prevent child abuse and neglect
- Increase school readiness and school success, increase parent involvement in children's care and education



Broad Model Design

- Nationally, 85% of families in PAT programs demonstrate at least one high-risk factor, or what PAT refers to as a “family stressor”.
- The most prevalent factor is poverty.
- Perfect fit for prenatal enrollment programs and fits the eligibility of Minnesota’s Home Visiting Initiative.

Populations to be served	
Age of children	Depending on their program design, affiliates can serve families with children from pregnancy through kindergarten. An organization can focus services primarily on families with children prenatal to 3 or extend their PAT services to families with children ages 3 years through kindergarten by having their parent educators attend <i>Foundational 2 Training: 3 Years Through Kindergarten</i> . (This training is available only to parent educators who have attended the <i>Foundational Training</i> .)
Target population	Some affiliates target services to a specific community or geographic location. Communities may be identified as particularly in need of home visiting because of demographic data (e.g., levels of infant mortality, teen pregnancy, poverty, or low educational attainment). The type of community – major city, small town, urban, rural, or suburban – and associated characteristics, such as geographic isolation or lack of accessible resources, will also influence the development of your affiliate, particularly as you determine appropriate recruitment strategies, budget for travel costs, community partners, and key resources for families.
Eligibility criteria	The PAT model is suitable for varied target populations and communities, and affiliates typically serve families with a range of risk and protective factors. Some affiliates have specific eligibility criteria for the families who receive services based on their funding. Such eligibility criteria might include children with special needs, families at risk for child abuse, income-based criteria, teen parents, first-time parents, immigrant families, families with limited literacy, or parents with mental health or substance abuse issues.



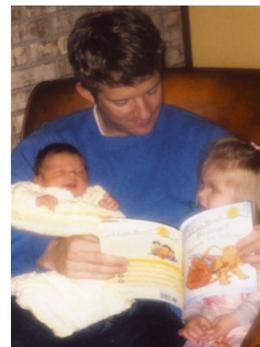
Model Fidelity

- **20 Essential Requirements:** The minimum/maximum standards that must be met, through affiliate design & annual data, to achieve model fidelity
- **100 Quality Standards:**
 - Best practice guidelines
 - The basis for Quality Endorsement & Improvement Process



Populations Served

- Welcoming to all families:
 - First-time parents & families with multiple children
 - Fathers
 - Parenting grandparents and other caregivers
- Serving families along the continuum of pregnancy through Kindergarten, *as determined by individual affiliate*
- Flexible model, meeting needs of broad and diverse populations in a variety of settings
- Services and supports are customized through partnership with families



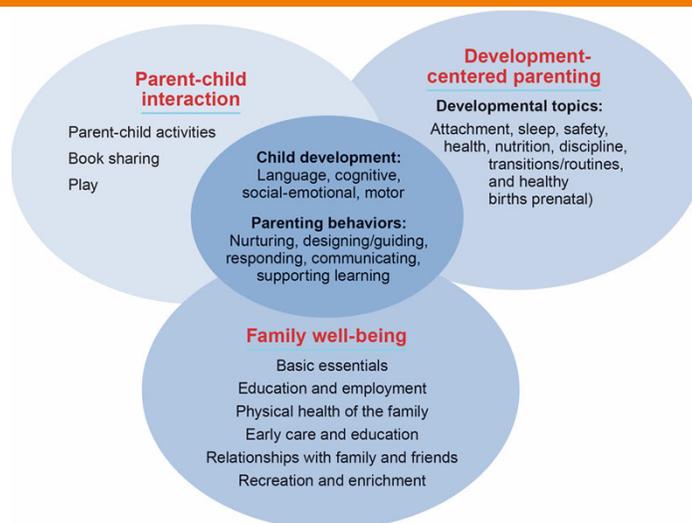
Customized to Families' Needs

- Tailoring of services and content to family culture, preferences, and needs promotes family engagement



 Parents as Teachers.

What a Personal Visit Looks Like



 Parents as Teachers.

Foundational Curriculum

Parents as Teachers

Foundational Curriculum

FOOL KIT

Screening

Personal Light

The Six Problem Solving Methods

Begin to Play in My

Parents as Teachers

activity page

1 1/2-3 Months

Tummy Time: Watching and Building Muscles

How do we do it?

1. The best time for exercise is when your baby is awed.
2. Place your baby on his tummy on the blanket. Lay down bottles, toys and encourage him to move his head and chest to look at you.
3. Create a toy by securing the container with bright paper or contact paper. Using glue or tape, attach the blank and white pattern to the container. Put a low rolled towel or bumper pillow the container and seal it by taping the lid shut.
4. Place the blank and white container across 12 inches in front of him and get your baby back on his tummy.
5. Encourage him to look at the top by adjusting it to make a tunnel or window to him.
6. If your baby is still uninterested, try attaching a towel to the front of the container.
7. If he seems disinterested, try attaching a board book in front of him. Stop when your baby shows that he is interested of him. Ask him how your baby shows that he is interested and when he is ready for a break.

What's in it for us?

- Your baby is building upper body strength and neck strength.
- He is improving his vision by watching the eye muscles needed to focus.
- Supporting Learning:** Your child needs you to help him move into positions he can't get into himself. Your encouragement helps him to work longer than if he played by himself.
- All states of consciousness – sleep, dry quiet alert, active alert – are necessary for brain growth and development.
- Your baby needs quiet time as well as stimulating play time.

CONTAINER CARABIDS

What I noticed about my child ...

What I noticed about myself ...

Parents as Teachers

Evidence Base

Parents as Teachers is:

- Backed by 30 years of evidence
- Independent evaluations
- Strong randomized controlled trials and quasi-experimental designs

Recognitions

Meets the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV), 2011 <http://homvee.acf.hhs.gov/>

SAMHSA's National Registry of Evidence-based Programs and Practices www.nrepp.samhsa.gov

Community-based Child Abuse Prevention's (CBCAP) Evidence-based Program Directory www.friendsnc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/evidence-based-program-directory

California Evidence-Based Clearinghouse (CEBC) for Child Welfare www.cbc4cw.org

National Academy of Parenting Practices' (U.K.) Commissioning Toolkit www.education.gov.uk/commissioning-toolkit

Strengthening America's Families: Effective family programs for prevention of delinquency www.strengtheningfamilies.org

Child Trends Lifecourse Interventions to Nurture Kids Successfully (LINKS) database www.childtrends.org/links

Proven and Promising Practices website www.promisingpractices.net

Phineo Wirkl program for working with children in poverty in Germany www.phineo.org

Listed as an "Educational Program that Works" by the National Diffusion Network, 1995 www.ed.gov/pubs/EPTW/index.html

Listed in the S & I 100, an index of nonprofits creating social impact www.socialimpactexchange.org/exchange/si-100



Health & School Readiness Research Findings

- PAT programs screen 150,673 children nationally, and approximately 25,092 children every year are newly identified with delay, referred to services.
- Children in PAT are five times more likely to be fully immunized.
- More likely to be up to date on well-child visit recommendations.
- Children in Parents as Teachers score higher on measures of achievement, language ability, social development and other cognitive abilities.

"By enrolling in Parents as Teachers through my school district, I began receiving visits from a trained parent educator, twice a month from my son's birth until he turned 6. As a mother, I felt empowered to have a professional that I could ask questions of and get advice from; someone I could trust with questions about my children's development and health."

— Leslie Miller, PAT participant mom

New Research in 2018

22% Reduction of Child Abuse

- Yale study shows a 22% reduction of child abuse in a state-wide scaled up PAT program.
- The research represents one of the largest studies in the U.S. conducted to investigate the impact of home visiting on child maltreatment, including nearly 8,000 families.



Barbara H. Chaiyachati, Julie R. Gaither, Marcia Hughes, Karen Foley-Schain, John M. Leventhal, Preventing child maltreatment: Examination of an established statewide home-visiting program, *Child Abuse & Neglect*, Volume 79, 2018, Pages 476-484, ISSN 0145-2134, <https://doi.org/10.1016/j.chiabu.2018.02.019>.



Infrastructure Requirements

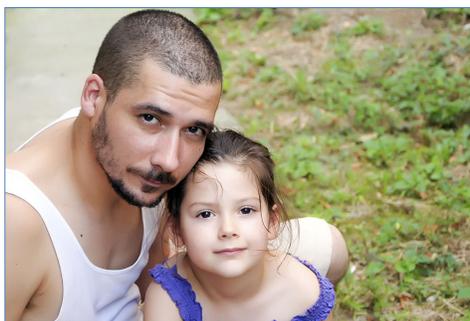
Readiness Reflection

Affiliate plan approval

- Funding
- Supervision
- Leadership
- Policies and protocols

Model Implementation Guide

Regular TA by PATNC



Professional Qualifications/Training

Professional Qualifications

- preferably a bachelor's or four-year degree- in early childhood education, social work, health, psychology or a related field.

The minimum qualifications for parent educators are:

- a high school diploma or GED and two years' previous experience

Core Training

New parent educators and supervisors must complete:

- 3 Day Foundational training
- 2 Day Model Implementation training

Other Trainings

- Training in screening tools, data systems, reflective supervision, supervisor training and ongoing professional development



Parents as Teachers.

Implementation Support & Data Driven Practice

- Monthly implementation support calls
- Monthly TA calls open to all who support affiliates
- Technical Assistance Briefs
- Suite of model implementation products that support both supervisors and parent educators in an online portal, and a **free** quality endorsement process
- Robust Data Reporting System



Parents as Teachers.

DYK?

1. All parent facing materials in our core curricula are available in English and Spanish. (A select number of parent facing materials are offered in Nepali, Chinese, Arabic, French, and Burmese.)
2. We're the only model with a curriculum that is also used by other models including Early Head Start and Healthy Families America.
3. PAT is co-located with other home visiting models across the country. You can read about this in the August 6, 2018 article by the Philadelphia Children's Hospital *Policy Lab* entitled, [Two Models, One Site: The Benefits of Co-Locating Home Visiting Services](#).
4. PAT serves more families annually than there are families in the MIECHV program nationally, delivering over 1.2 home visits per year.
5. 16/24 tribes that implement Tribal MIECHV have chosen PAT, and 115 tribes implement PAT nationally
6. We're piloting virtual home visits with fidelity in a joint project with USC Department of Social Work Telehealth Clinic.



 Parents as Teachers.

Your Minnesota Support Specialist



Phyllis McLafferty
*Implementation
Support Specialist
for Minnesota*

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More information?

www.ParentsAsTeachers.org

