



# Parents as Teachers

## How Parents as Teachers Outcomes Align with Federal Home Visiting Initiative Benchmarks

The table below highlights how Parents as Teachers outcomes, as outlined in the 2011 Parents as Teachers Logic Model, align with the Federal Home Visiting Initiative’s 3-year and 5-year state benchmarks.

### I. Parents as Teachers Implementation of Evidence-based Model

PARENTS AS TEACHERS	FEDERAL HOME VISITING INITIATIVE	RECOMMENDATIONS
MODEL FIDELITY/PROGRAM QUALITY		Measure
Parents as Teachers Essential Requirements  Parents as Teachers Affiliate Quality  Home visit quality/Home visitor effectiveness/Reflective supervision	Section 7 of the State Updated State Plan refers to Continuous Quality Improvement	Parents as Teachers Compliance Assessment--Completed annually beginning 2010-2011 as a part of the Affiliate Performance Report (APR) submitted to the national office.  Parents as Teachers Comprehensive Self-assessment (under revision for 2011) <ul style="list-style-type: none"> <li>Home Visit Rating Scale (HOVRS), an observation tool for practitioners and supervisors (Roggman et al., 2008); included in the Parents as Teachers Foundational Curriculum</li> </ul>

### II. Parents as Teachers Outcomes and ACA 3-year/5-year State Benchmarks

PARENTS AS TEACHERS OUTCOMES	3-YEAR & 5-YEAR STATE BENCHMARKS	What data does PAT collect to measure the following benchmarks?
<b>Children are healthy, safe, and ready to learn</b>  <u>Short-term outcomes:</u> <ul style="list-style-type: none"> <li>Increase in healthy pregnancies and improved birth outcomes (when services are delivered prenatally)</li> </ul> <u>Intermediate outcomes:</u> <ul style="list-style-type: none"> <li>Improved child health and development</li> </ul>	<b>Improved maternal and newborn health</b>  <u>Constructs:</u> <ol style="list-style-type: none"> <li>Prenatal care</li> <li>Parental use of alcohol, tobacco, or illicit drug</li> <li>Preconception care</li> <li>Inter-birth intervals</li> <li>Breastfeeding</li> <li>Well-child visits</li> <li>Maternal and child health insurance status</li> </ol>	LSP (Life Skills Progression)* <a href="http://www.brookespublishing.com/store/books/wollesen-8302">http://www.brookespublishing.com/store/books/wollesen-8302</a> A 43-item scale for use by home visitors to assess family functioning in 7 areas. Developed to help home visitation programs establish baseline parent/child profiles, identify strengths and needs, plan interventions, and monitor progress and outcomes. Encourages reflective practice and can be used as a part of reflective supervision. Recent project found it to be reliable and valid measure of functional health literacy, as well. <ul style="list-style-type: none"> <li>Maternal and child health issues such as prenatal care (no prenatal care vs. keeps postpartum appointments), parent sick care, child well, sick, and dental care, child immunization, and medical/health insurance coverage. Also tracks how long the baby has been breastfed.</li> </ul> <i>The use of a family-centered assessment is an essential requirement for compliance with Parents as Teachers model as of January 2011. LSP is the recommended tool.</i>

\* PAT recommended /approved tools. Visit Tracker, our recommended data management system, will soon have a place to enter scores generated using PAT recommended outcomes measurement and screening tools. See <http://www.parentsasteachers.org/results/research/evaluation> for more information about our recommended outcomes measurement tools, and about Visit Tracker.

PARENTS AS TEACHERS OUTCOMES	3-YEAR & 5-YEAR STATE BENCHMARKS	What data does PAT collect to measure the following benchmarks?
<p><b>Children are healthy, safe, and ready to learn (continued)</b></p> <p><u>Short-term outcomes:</u></p> <ul style="list-style-type: none"> <li>Increase in parents' knowledge of their children's emerging development and age-appropriate child development.</li> <li>Improved parenting capacity, parenting practices, and parent-child relationships.</li> </ul> <p><u>Intermediate outcomes:</u></p> <ul style="list-style-type: none"> <li>Improved child health and development</li> <li>Prevention of child abuse and neglect</li> </ul>	<p><b>Improved maternal and newborn health (continued)</b></p> <p><u>Constructs:</u></p> <ul style="list-style-type: none"> <li>viii. Screening for maternal depressive symptoms</li> </ul> <p><b>Child injuries, child abuse, neglect, or maltreatment and reduction of emergency department visits</b></p> <p><u>Constructs</u></p> <ul style="list-style-type: none"> <li>i. Visits for children to the emergency department from all causes</li> <li>ii. Visits of mothers to the emergency department from all causes</li> <li>iii. Information provided or training of participants on prevention of child injuries including topics such as safe sleeping, shaken baby syndrome or traumatic brain injury, child passenger safety, poisonings, fire safety (including scalds), water safety (i.e., drowning), and playground safety.</li> <li>iv. Incidences of child injuries requiring medical treatment</li> <li>v. Reported suspected maltreatment for children in the program (allegations that were screened in but not necessarily substantiated)</li> <li>vi. Reported substantiated maltreatment (substantiated/indicated/alternative response victim) for children in the program</li> <li>vii. First-time victims of maltreatment for children in the program.</li> </ul>	<p>Edinburgh Postnatal Depression Measure</p> <ul style="list-style-type: none"> <li>An evidence-based screening tool for postnatal depression. Validated in multiple countries, and adapted in various languages; original English version included in the Parents as Teachers Foundational Curriculum</li> </ul> <p>LSP (Life Skills Progression)*</p> <ul style="list-style-type: none"> <li>Parents' relationships with child(ren) which include attitudes to pregnancy, nurturing, discipline, support of development, and safety. These areas address issues surrounding child injuries (safety), and child abuse, neglect, or maltreatment (attitudes to pregnancy, nurturing, discipline, support of development).</li> <li>Infant/toddler development including communication, gross motor, fine motor, problem solving, personal-social, social-emotional, and regulation</li> </ul> <p>Protective Factors Survey*</p> <p>20-item pre-post self-administered survey that measures caregiver protective factors against child abuse and neglect. The survey has undergone four national field tests for establishing reliability and validity and results are designed to help agencies measure changes in protective factors and identify areas where workers can focus on increasing individual family protective factors. <i>The protective factors are: Family functioning/resiliency; social support; concrete support; child development/knowledge of parenting; nurturing and attachment.</i></p> <p>Parents as Teachers Personal Visit Record (PVR)</p> <p>Parents as Teachers Health form</p> <ul style="list-style-type: none"> <li>Referrals to other organizations for child abuse, neglect or maltreatment can be tracked on the Parents as Teachers PVR.</li> </ul> <p><i>Parents as Teachers Personal Visit Record documents family strengths and protective factors focused on in the visit, strength-based observations of parent-child interactions, and Development-Centered Parenting Topics discussed (healthy births, attachment, discipline, health, nutrition, safety, sleep, transitions/routines.</i></p>

\* PAT recommended /approved tools. Visit Tracker, our recommended data management system, will soon have a place to enter scores generated using PAT recommended outcomes measurement and screening tools. See <http://www.parentsasteachers.org/results/research/evaluation> for more information about our recommended outcomes measurement tools, and about Visit Tracker.

PARENTS AS TEACHERS OUTCOMES	3-YEAR & 5-YEAR STATE BENCHMARKS	What data does PAT collect to measure the following benchmarks?
<p><b>Children are healthy, safe, and ready to learn (continued)</b></p> <p><u>Short-term outcomes</u></p> <ul style="list-style-type: none"> <li>• Increase in parents’ knowledge of their children’s emerging development and age-appropriate child development.</li> <li>• Improved parenting capacity, parenting practices, and parent-child relationships.</li> <li>• Early detection of developmental delays and health issues.</li> </ul> <p><u>Intermediate outcomes:</u></p> <ul style="list-style-type: none"> <li>• Improved child health and development</li> <li>• Increased school readiness</li> <li>• Increased parent involvement in children’s care and education</li> </ul>	<p><b>Improvements in School Readiness and Achievement</b></p> <p><u>Constructs</u></p> <ol style="list-style-type: none"> <li>Parent support for children’s learning and development (e.g., having appropriate toys available, talking and reading with their child)</li> <li>Parent knowledge of child development and of their child’s developmental progress</li> <li>Parenting behaviors and parent-child relationship (e.g., discipline strategies, play interactions)</li> <li>Parent emotional well-being or parenting stress</li> <li>Child’s communication, language and emergent literacy</li> <li>Child’s general cognitive skills</li> <li>Child’s positive approaches to learning including attention</li> <li>Child’s social behavior, emotion regulation, and emotional well-being</li> <li>Child’s physical health and development</li> </ol>	<p>Ages and Stages Questionnaire/ASQ-SE*</p> <ul style="list-style-type: none"> <li>• Ages and Stages Questionnaire is the most popular Parents as Teachers approved screening tool used by PAT affiliates.</li> </ul> <p><i>Screening is one of the four components of the Parents as Teachers model. All enrolled and age eligible children are required to be screened for health and developmental delays using Parents as Teachers approved screening tools.</i></p> <p>Keys to Interactive Parenting Scale (KIPS)*</p> <p><a href="http://comfortconsults.com">http://comfortconsults.com</a></p> <p>12-item observational parenting assessment that has been validated with diverse families and shown to be reliable when used by both professional and paraprofessional home visitors. Can be used to guide intervention, track family progress, enhance supervision, and document program outcomes. <i>Areas assessed: sensitivity of responses, supports emotions, physical interaction, involvement in child’s activities, open to child’s agenda, engagement in language experiences, reasonable expectations, adapts strategies to child, limits &amp; consequences, supportive directions, encouragement, promotes exploration &amp; curiosity.</i></p> <p>University of Idaho Survey of Parenting Practices*</p> <p><a href="http://www.agls.uidaho.edu/familylife/docs/UISPP_Toolkit-info.pdf">http://www.agls.uidaho.edu/familylife/docs/UISPP_Toolkit-info.pdf</a></p> <p>12-item retrospective pre-test for parents to report the change in their parenting behavior during their participation in Parents as Teachers. Items focus on parenting practice in the areas of knowledge, confidence, skills and behaviors. Studies show the survey to be valid and reliable.</p> <p>Protective Factors Survey*</p> <ul style="list-style-type: none"> <li>• Child development/knowledge of parenting; nurturing and attachment.</li> </ul> <p>Devereux Early Childhood Assessment (DECA)</p> <ul style="list-style-type: none"> <li>• Infant-Toddler and the Preschool versions. Strength-based assessment of children’s social-emotional development which is standardized and norm-referenced and aligned with the protective factors.</li> </ul> <p><i>Parents as Teachers Personal Visit Record documents family strengths and protective factors focused on in the visit, strength-based observations of parent-child interactions, and Development-Centered Parenting Topics discussed (healthy births, attachment, discipline, health, nutrition, safety, sleep, transitions/routines.</i></p>

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PARENTS AS TEACHERS OUTCOMES	3-YEAR & 5-YEAR STATE BENCHMARKS	What data does PAT collect to measure the following benchmarks?
<p><b>Families thrive</b></p> <p><u>Short-term outcomes:</u></p> <ul style="list-style-type: none"> <li>Improved family health and functioning.</li> </ul>	<p><b>Family family economic self-sufficiency</b></p> <ol style="list-style-type: none"> <li>Household income and benefits</li> <li>Employment or education of adult members of the household</li> <li>Health insurance status.</li> </ol>	<p>LSP tracks*</p> <ul style="list-style-type: none"> <li>Parents' basic essentials such as housing, food/nutrition, transportation, medical/health insurance, income, and child car</li> <li>Parent's language (for non-English speaking only), educational level attained, employment, and immigration.</li> </ul> <p>Protective Factors Survey*</p> <ul style="list-style-type: none"> <li>Family functioning/resiliency.</li> </ul> <p>Parents as Teachers Personal Visit Record (PVR)</p> <ul style="list-style-type: none"> <li>Family well-being topics recorded include <i>health insurance/CHIP; medical home; medical services; dental services; food and nutrition resources (WIC, food pantry); housing and utilities; transportation, driver's license, insurance; English language classes; adult education, job training, college; employment resources; immigration application, green card; tobacco cessation; substance use (drugs/alcohol); mental health (depression management, counseling, medication); emergency crisis intervention services; child abuse/neglect; child care 'preschool 'Head Start or Early Head Start' early childhood intervention; recreation/enrichment activities; and other.</i></li> </ul>
<p><b>Communities are strengthened</b></p>	<p><b>Domestic violence</b></p> <ol style="list-style-type: none"> <li>Screening for domestic violence</li> <li>Of families identified for the present of domestic violence, number of referrals made to relevant domestic violence services (e.g., shelters, food pantries).</li> <li>Of families identified for the present of domestic violence, number of families for which a safety plan was completed.</li> </ol>	<p>DOVE *</p> <ul style="list-style-type: none"> <li>An evidence-based tool for domestic violence screening, prevention, and intervention; included in the Parents as Teachers Foundational Curriculum.</li> </ul> <p>LSP tracks*</p> <ul style="list-style-type: none"> <li>Quality of relationships with family and spouse (hostile, violent, abusive, vs. very supportive and nurturing).</li> <li>Parents' relationships with supportive resources which include their use of information and resources</li> </ul> <p>Parents as Teachers Personal Visit Record (PVR):</p> <ul style="list-style-type: none"> <li>Use of DOVE is recorded.</li> <li>Family well-being topics discussed in each visit, and referrals made</li> <li>Family goals and how the goals are met are tracked</li> </ul>

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PARENTS AS TEACHERS OUTCOMES	3-YEAR & 5-YEAR STATE BENCHMARKS	What data does PAT collect to measure the following benchmarks?
<b>Communities are strengthened (continued)</b>	<b>Coordination and referrals for other community resources and supports</b> <ol style="list-style-type: none"> <li>i. Number of families identified for necessary services</li> <li>ii. Number of families that required services and received a referral to available community resources</li> <li>iii. MOUs: Number of Memoranda of Understanding or other formal agreements with other social service agencies in the community</li> <li>iv. Information sharing: Number of agencies with which the home visiting provider has a clear point of contact in the collaborating community agency that includes regular sharing of information between agencies</li> <li>v. Number of completed referrals (i.e., the home visiting provider is able to track individual family referrals and assess their completion, e.g., by obtaining a report of the service provided)</li> </ol>	<p>LSP tracks*</p> <ul style="list-style-type: none"> <li>• Parents' relationships with supportive resources which include their use of information and resources</li> </ul> <p>Protective Factors Survey*</p> <ul style="list-style-type: none"> <li>• Social support &amp; concrete support.</li> </ul> <p>Parents as Teachers Personal Visit Record (PVR):</p> <ul style="list-style-type: none"> <li>• Family well-being topics discussed in each visit, and referrals made (see p. 4).</li> <li>• Family goals and how the goals are met are tracked</li> </ul> <p><i>Resource network is one of the four components of the Parent as Teachers model.</i></p>

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