



Parents as Teachers®

Parents as Teachers and Minnesota Home Visiting

MCTHV: EBHV Priority Model Webinar
October 16, 2018

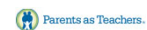
This is Parents as Teachers

Our Vision

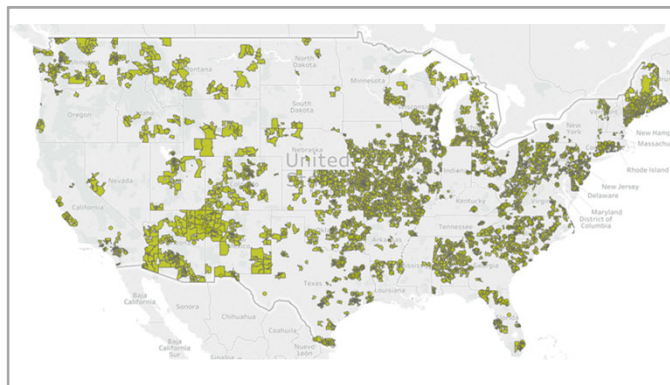
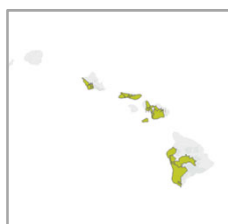
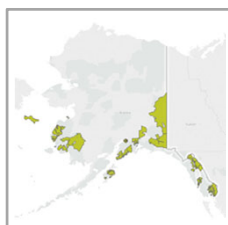
All children will learn, grow and develop to realize their full potential.

Our Mission

Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers



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.

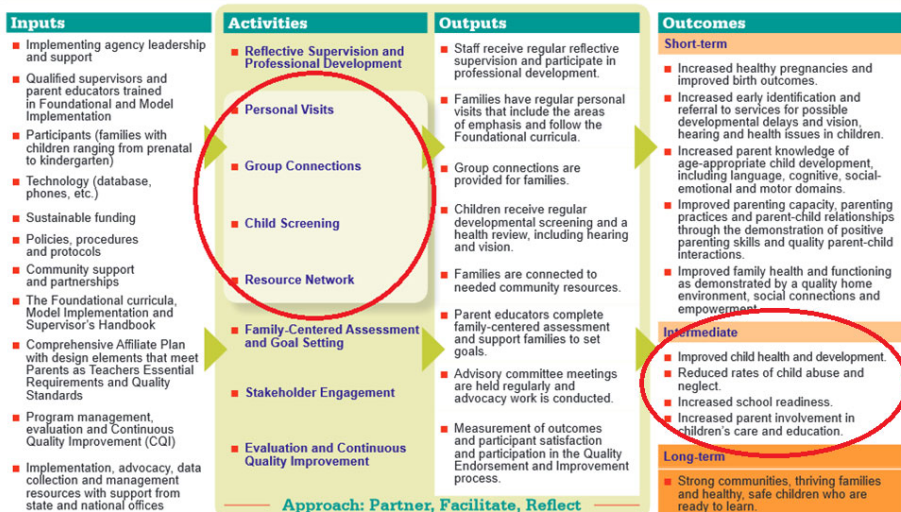


Parents as Teachers

Evidence-Based Home Visiting Logic Model

Guiding Theoretical Framework

Human Ecology and Family Systems | Tenets of Child Development | Developmental Parenting | Attribution Theory | Empowerment and Self-Efficacy



Vision

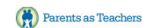
Mission

Core Values

Approach

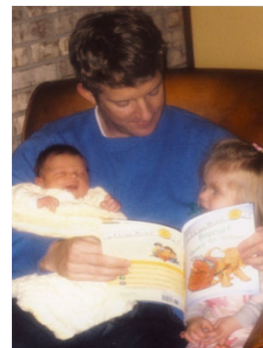
Model Fidelity

- **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



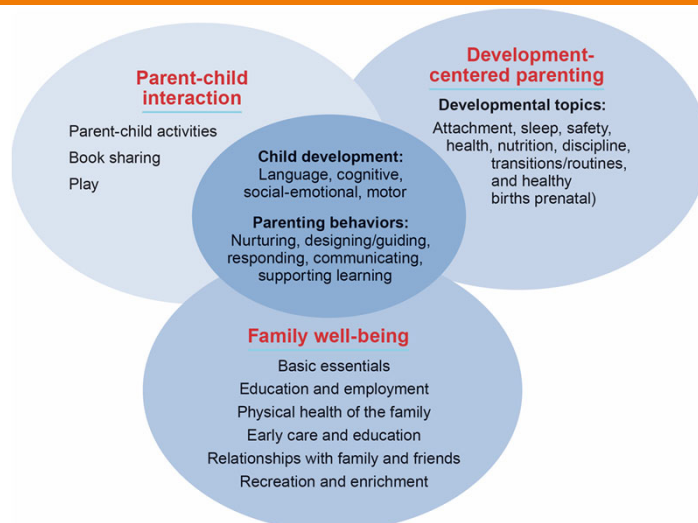
Customized to Families' Needs

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



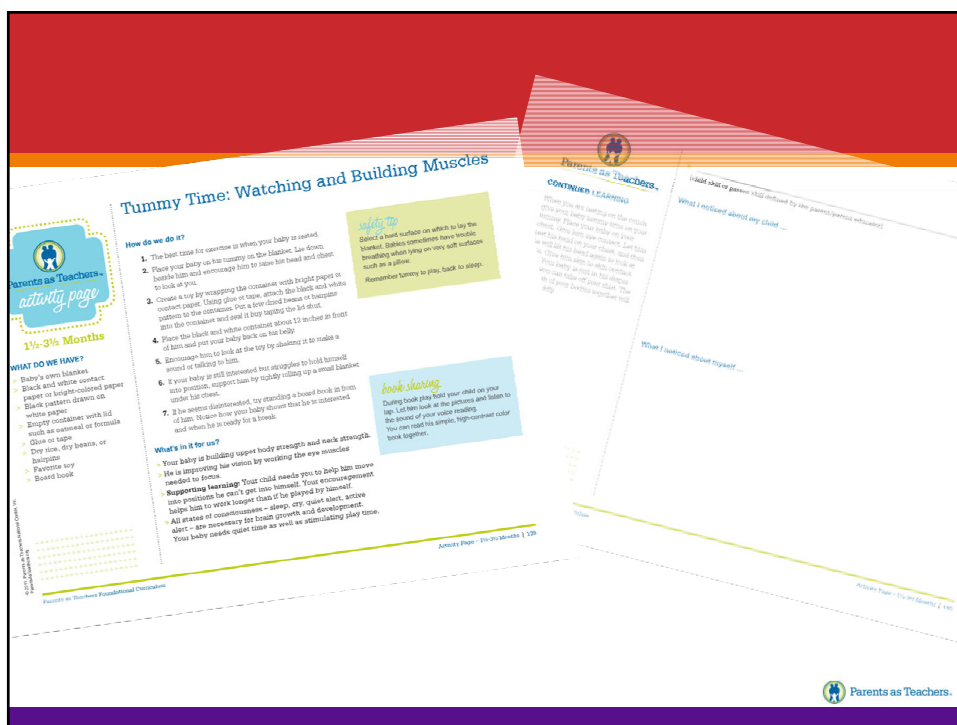
Parents as Teachers.

What a Personal Visit Looks Like



Parents as Teachers.

Foundational Curriculum



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.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/evidence-based-program-directory
 California Evidence-Based Clearinghouse (CEBC) for Child Welfare www.ccbc4cw.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

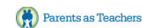
New Research in 2018

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

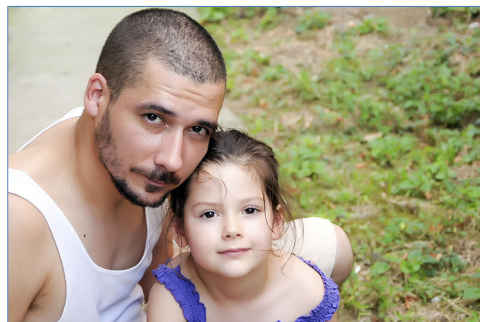
Readiness Reflection

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

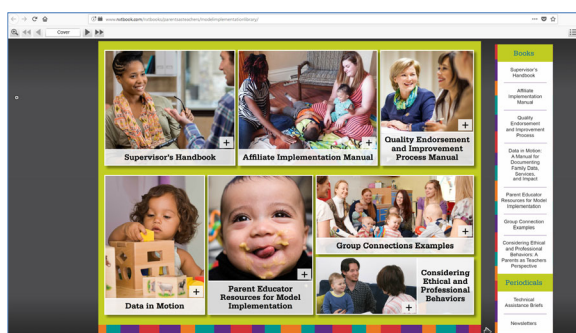
- Training in screening tools, data systems, reflective supervision, supervisor training and ongoing professional development



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

