


Parents as Teachers & The Family First Prevention Services Act

Presenter: Tiedra Marshall, MEd



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Tiedra Marshall, MEd
 Director of Expansion
 Parents as Teachers National Center

- Previously a PAT Implementation Support Specialist & National Certified Trainer
- PAT curriculum and certification course developer
- Expertise with Head Start and Early Head Start

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Tiedra Marshall, M.Ed.
 May 24, 2023

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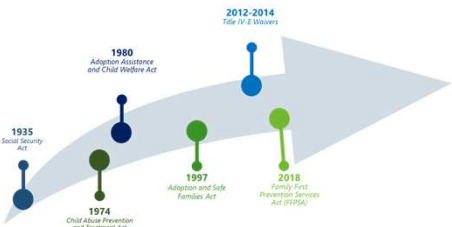
Chitter Chatter

What's the word on the street about
PAT?



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Child Welfare Through the Decades



1935 Social Security Act


1974 Child Abuse Prevention and Treatment Act (CAPTA)

1980 Adoption Assistance and Child Welfare Act

1997 Adoption and Safe Families Act

2012-2014 Title IV-E Reform

2018 Family First Prevention Services Act (FFPSA)



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Family First Legislation: *three major provisions*

Prevention

Congregate
Care
Reduction

Other Major Provisions

- Kinship Navigator
- Reunification services
- Extended services for older youth



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Family First: Prevention Provision

- **What is the purpose of the prevention provision?**
 - Provide enhanced services to children and families
 - Prevent child abuse and neglect
 - Prevent entry into foster care
- **Who is eligible for Family First prevention services?**
 - Children and youth determined to be at **imminent risk of foster care** and their parents/caregivers/guardians (i.e. candidates for Family First prevention services)
 - **Expectant and parenting youth** in foster care (categorically eligible)
- **What types of prevention services are available?**
 - In-home, skill-based **parenting** programs
 - **Substance abuse** prevention & treatment programs
 - **Mental health** prevention & treatment programs



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The Family First Opportunity

- Shift the focus of child welfare: from reactionary to proactively **strengthening families**.
- **Reach families before crisis** occurs, preventing maltreatment and child welfare involvement.
- **Strengthen partnerships** between child welfare, partner agencies, and community organizations—to coordinate and serve families better.
- Engage and respond to families with **trauma-informed practices**.
- **Bring new Title IV-E funds to prevention** – an untapped entitlement funding stream.




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Parents as Teachers Overview

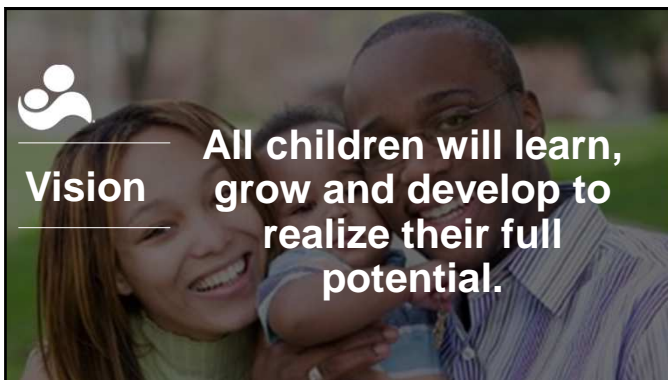



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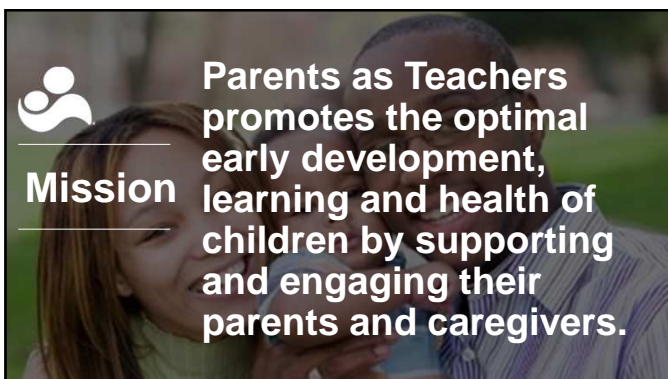
- Provide overview of PAT
- Describe the intended outcomes for families, programs, and communities
- Explore the benefits of being a PAT Affiliate
- Identify next steps


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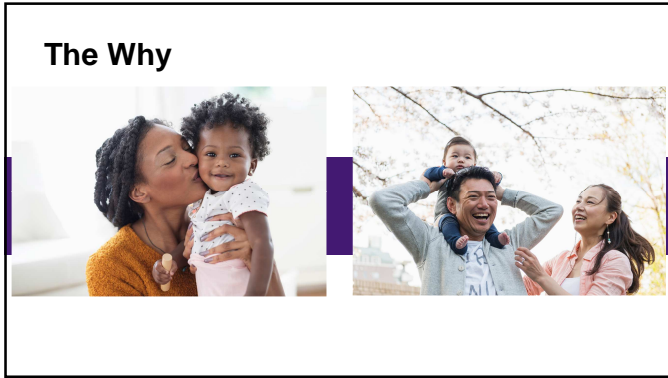

Vision All children will learn, grow and develop to realize their full potential.

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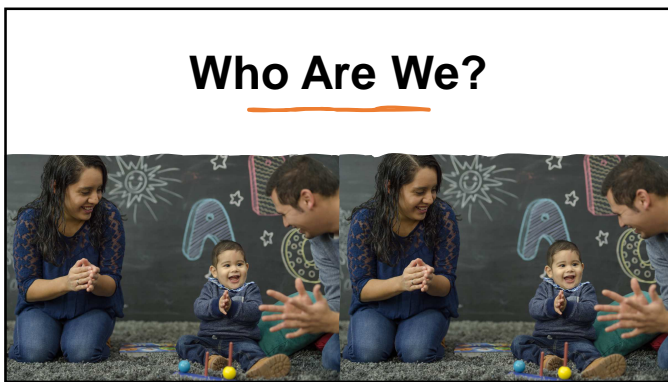



Mission Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers.

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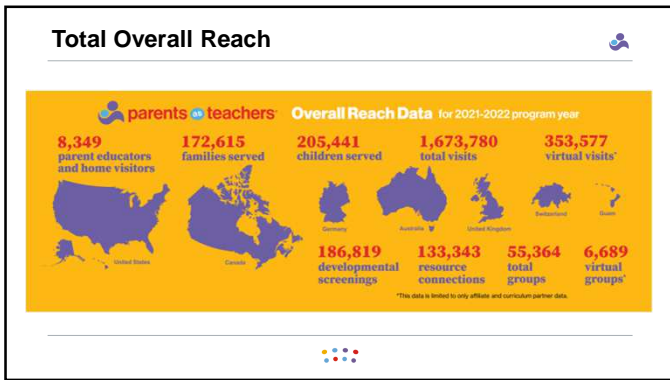
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PAT in Child Welfare Settings

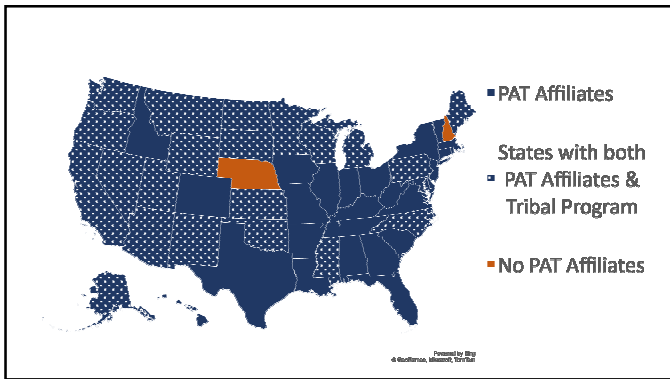
- Families in crisis
- Pregnant and parenting foster youth
- Grandparents
- Kinship and adoptive families



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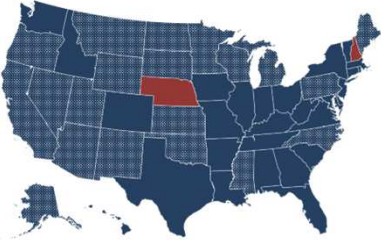


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Where Are You?
 Tell us your jurisdiction, state, territory, or tribal community.
<https://www.menti.com/w7297ge5h3>



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Cultural Enhancements to the Evidence-based Model

- Meaningful enhancements using culture and language establish strong rapport with families
- Bilingual learning takes place recognizing the importance of language preservation
- Cultural activities promotes self pride and identity
- Families are more likely to follow up with activities in daily life

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Modified Reading Level

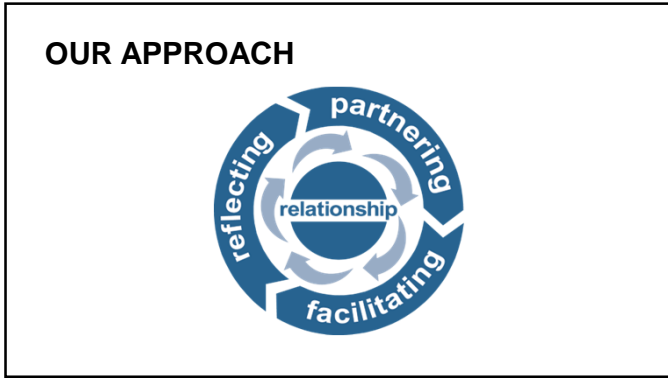
- Less text, larger, easier to read
- More white space
- Reflection on the back



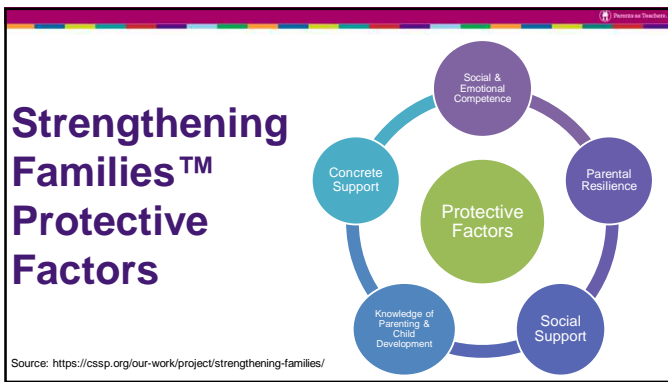
Visual Adaptation

- Combination of icons and large illustrations
- Chunking information into sections
- Bulleted points

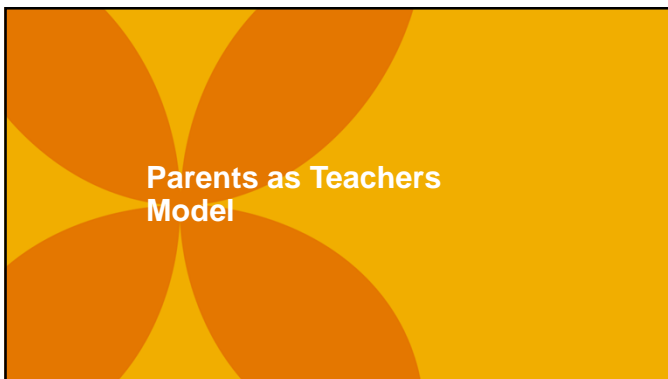
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The Impact of Parents as Teachers

TIER
Tennessee Intervention Research

UNIVERSITY OF HARTFORD
CENTER FOR SOCIAL RESEARCH
PROMOTING COMPETENCE THROUGH RESEARCH

Connecticut Office of Early Childhood

Yale University School of Medicine

Washington University in St. Louis

SAN DIEGO STATE UNIVERSITY

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Improved Parenting Practices and Home Environment

3.87 Time 2

KIPS

3.66 Time 1

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Model Goals/Outcomes

Increase parent knowledge of early childhood development and improve positive parenting practices

Parents show, demonstrate, and are more likely to

- be sensitive toward their children
- read to their child
- have more books in the home
- take their children to the library
- have a safe home environment
- be involved in their children's school/education

Neuhouser, A., Ramseyer, E., Schaub, S., Burkhardt, S. C. A., & Larfranchi, A. (2018). The Mediating Role of Maternal Sensitivity: Enhancing Language Development in At-Risk Families. *Infant Mental Health Journal*, 1-13. <https://doi.org/10.1002/imhj.21728>


Wagner, M., Spitzer, D. & Linn, M. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67-81. <https://doi.org/10.1177/007114340200200201>

Pfannenstiel, J. (2015). Evaluation of the 13 validation of improving education outcomes for American Indian children. *Research and Training Associates, Inc.* Kansas City, KS.

Pfannenstiel, J., LaRiviere, T., & Yamaki, J. (1999). The Parents as Teachers program: Longitudinal follow-up to the second wave study. *Ovland Park, KS: Research & Training Associates.*

Wagner, M., Carnato, R., & Garloch-Dowling, S. (1996). Intervention in support of adolescent mothers and their children: A final report on the Teen Parents as Teachers Demonstration. *Merid Park, CA: SRI International.*

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Parent Skill Building services are in-home skill-based programs that include parenting skills training and education, including Parents as Teachers, Attachment & Biobehavioral Catch-Up, Nurturing Parenting Program, and Healthy Families America. Parent Skill Building services account for 31% of all Family First Referrals statewide.

BY THE NUMBERS

Family First Parent Skill Building Outcomes


89% of target children and youth who have reached 12 months from the time of service referral remained together at home without need for foster care.*
(GOAL: 90% of cases)

71% of families referred to Family First were engaged timely in services (within 2 days).
(GOAL: 95% of cases)


32% of cases served and closed had successfully completed the referred service.
(GOAL: 95% of cases)

4.1% of target children and youth served have been placed in foster care during an open Family First case.*
(GOAL: Less than 10% of cases)

*Target children are candidates for care within the target age range of the referred program




Region	Percentage
Northwest	17%
Central	20%
Northeast	13%
Southwest	11%
South	10%
Other	29%



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Improved Parent Engagement in Schools



- ✓ enroll their children in preschool
- ✓ assist with their children's homework
- ✓ request and attend parent-teacher conferences

63%

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PAT UPDATED GOALS

1980s	Circa 2012	2023
Four model goals developed	Model and Curricula evolve	PAT Goals are updated in consultation with the PAT Research Council are tools that can be used as lectures.

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**PAT
UPDATED
GOALS**


- Increase parent knowledge of early childhood development and improve positive parenting practices
- Provide early detection of developmental delays and connection to services
- **Improve parent, child, and family health and well-being**
- Prevent child abuse and neglect
- Increase children's school readiness and success
- **Improve family economic well-being**
- **Strengthen community capacity and connectedness**


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Model Goals/Outcomes

Provide early detection of developmental delays and connection to services

Annually, PAT identifies approximately 32,000 newly identified developmental delays or health, hearing, or vision concerns.





Parents as Teachers (2022). 2021-2022 Parents as Teachers affiliate performance report summary

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Model Goals/Outcomes

Improve parent, child, and family health and well-being

Children:

- demonstrate positive biological effects on the mental health and brains of children living in high-risk families.
- more likely to meet well-child visit recommendations and five times more likely to be fully immunized
- sleep better through the night, show better adaptive behavior (e.g., less bottle feeding at night, better behavior/self-control).

Parent/Family:

- demonstrate less parental and family stress
- improved dietary intake, knowledge, and parental modeling on health behaviors


Nauhauer, A., Ramseier, E., Schaub, S., Buitrago, S. C., & Larfranchi, A. (2019). Mediating role of maternal sensitivity: enhancing language development in at-risk families. *Infant Mental Health Journal*, 39(5), 522-536.
 Gardin, E., Schaub, S., Neuhäuser, A., Ramseier, E., Viliger, A., Ehret, U., ... Tursack, G. (2020). Methylation of the glucocorticoid receptor promoter in children: Links with parents as teachers, early life stress, and behavior problems. *Development and Psychopathology*, 1-13. <https://doi.org/10.1017/S0954579420001984>
 Wagner, M., Iida, E., & Spitzer, D. (2007). The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from Winston-Salem, NC, Marko Park, CA, SRJ International.
 ———. (2022). Impact of the COVID-19 Pandemic and Virtual Service Delivery on Parents as Teachers Families and Parent Educators. *Tuesday*, 42.
 Haire-Joshu, D., Elliot, M.B., Calks, N.M., Hessler, K., Nanney, M.S., Hale, N., Borchert, T.K., Krout, M., Brownson, R.C. (2008). High 5 for Kids: The impact of a home visiting program on fruit and vegetable intake of parents and their preschool children. *Preventive Medicine*, 47(7), 762. <https://doi.org/10.1016/j.ypmed.2008.03.011>
 Schaub, S., Ramseier, E., Nauhauer, A., Buitrago, S., Larfranchi, A. (2019). Effectiveness of early intervention on child outcomes: A randomized controlled trial of Parents as Teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173-185. <https://doi.org/10.1016/j.ecresq.2019.03.007>

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Model Goals/Outcomes

Prevent child abuse and neglect

- 22% decreased likelihood of substantiated child maltreatment
- lower likelihood of CPS re-involvement
 - For non-depressed moms
 - For families without multiple CPS reports prior to enrollment



Chaiyachai, B., Galter, J., Hughes, M., Foley-Schann, K., & Leverthal, J. (2018). Preventing child maltreatment: Examination of an established statewide home-visiting program. *Journal of Child Abuse and Neglect*, 69, 476-484.
 Johnson-Reid, M., Drake, B., Costantino, J., Tandom, M., Poirs, L., Kohn, P., Roesch, S., Wildeman, E., Durrigan, A., Aulandir, W. (2018). A Randomized Trial of Home Visitation for CPS-involved Families: The Moderating Impact of Maternal Depression and CPS History. *Child Maltreatment*, 23, 281-293.


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Model Goals/Outcomes

Increase children's school readiness and success

Children demonstrated:

- better adaptive behavior
- higher levels of self-control
- higher scores on cognition and language development
- higher vocabulary
- better performance on third grade standardized tests: English Language Arts, Math, Phonics, Comprehension, and Reading and Language (for English Language Learners)
- fewer absence rates and suspension rates



Wagner, M., Spitzer, D. & Linn, M. I. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67-81.
 Pflanzental, J. (2015). Evaluation of the 15 validation of improving education outcomes for American Indian children. *Research and Training Associates, Inc. Kansas City, KS.*
 Schatz, B., Rameyer, E., Neuhouser, A., Barkhart, S., Luffbanch, A. (2018). Effects of homebased early intervention on child outcomes: A randomized controlled trial of Parents as Teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173-185. <https://doi.org/10.1016/j.ecresq.2019.03.007>
 Daley, D., Biederman, J., Newcorn, J., & Kagan, J. L. (2009). A randomized controlled evaluation of early intervention: The *Steps to Learning™* curriculum. *Child, Care, Health & Development*, 35(5), 645-649. <https://doi.org/10.1111/j.1365-2214.2009.01013.x>
 Linn, M. I., Evers, C. E., Goodrich, G., Cornwell-Spencer, T., & LaCruz, C. W. (2019). Parents as Teachers (PAT) home-visiting intervention: A path to improved academic outcomes, school behavior, and parenting skills. *Children and Youth Services Review*, 98, 451-461. <https://doi.org/10.1016/j.childyouth.2019.04.016>
 Institute for Families in Society, University of South Carolina & Pacific Research & Evaluation, LLC. (2021). *SCA Carolina First Steps to School Readiness Parents as Teachers External Evaluator FY18-FY19-FY20-21*

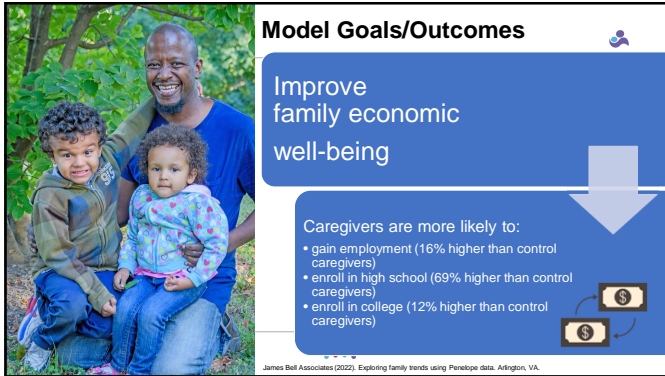
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Model Goals/Outcomes

Improve family economic well-being

Caregivers are more likely to:

- gain employment (16% higher than control caregivers)
- enroll in high school (69% higher than control caregivers)
- enroll in college (12% higher than control caregivers)



James Bell Associates (2022). *Exploring family trends using Penelope data*. Arlington, VA.

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Model Goals/Outcomes


Strengthen community capacity and connectedness

Increases in:

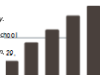
- Average number of referrals per family
- Connections to referrals
- Social support

More likely to:

- Enroll child in preschool
- Attend parent-teacher conferences, PTA/PTO meetings, and school events
- Volunteer in the classroom
- Talk with their children's teacher




Helenmeier, S., & D'Agostino, A. (2017). South Carolina First Steps Evaluation Of Parents as Teachers 2008-2016. South Carolina State Documents Depository.
Alesaga, T., Carlo, G., & Martinez, M. (2018). Evaluation of the Reach from the Start Program: Final Report. Parents as Teachers National Center.
Abrinton, S., Koza, J., & Robertson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. *Journal of Teaching and Learning in Diverse Settings*, 1(2), 188-208.
Zigler, E., Plummerstein, J., & Seitz, V. (2008). The Parents as Teachers program age-related access: A replication and extension. *Journal of Primary Prevention*, 29, 103-120. <https://doi.org/10.1007/s10935-008-0132-1>



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•The goals of the PAT model are achieved through components.

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Model Components

- Personal Visits (on ground and virtual)
- Health and Developmental Screenings
- Resource Referral
- Group Connections

parents teachers is:
Voluntary • Flexible • Effective • Smart

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What are they?

- Three Areas of Emphasis
 - Parent-Child Interactions
 - Development-Centered Parenting
 - Family Well-being
- Delivered to the family unit
- Typically lasts 60 minutes



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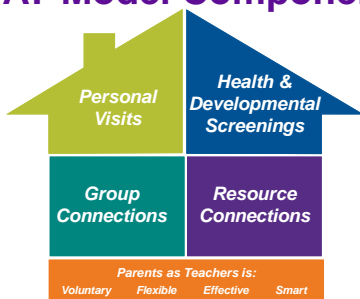
What are they?

- Three areas of emphasis
- Build social connections
- Promote parent empowerment
- Delivered in an approved format



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PAT Model Components



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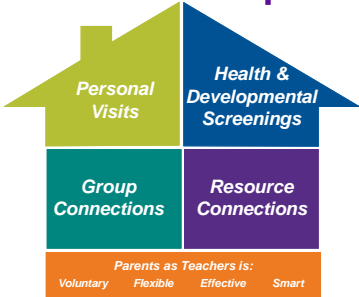
What are they?

- Health Screening
 - Hearing
 - Visual
 - Dental
 - Safety
- Developmental
 - Social-emotional
 - Developmental domains
- Family
 - Depression
 - IPV
 - Postpartum



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PAT Model Components



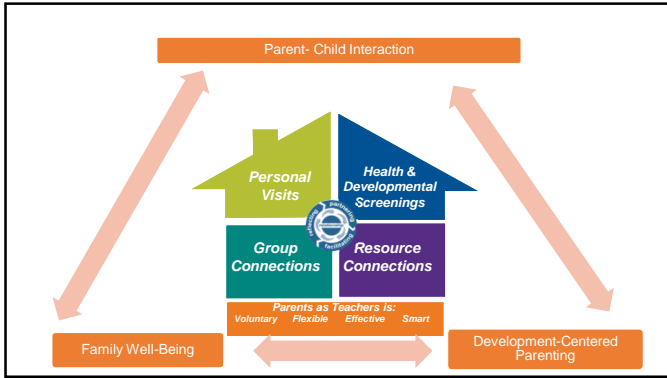
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What are they?

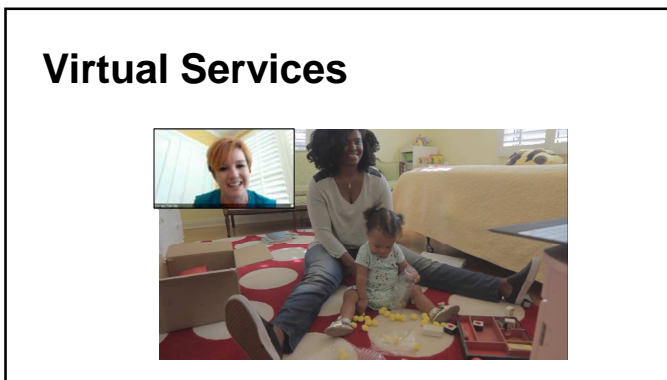
- Fostered community connections based on the needs and interests of the family
- Supportive to the goal setting process



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True or False:
PAT Affiliates are not required to use the PAT Foundational Curricula.

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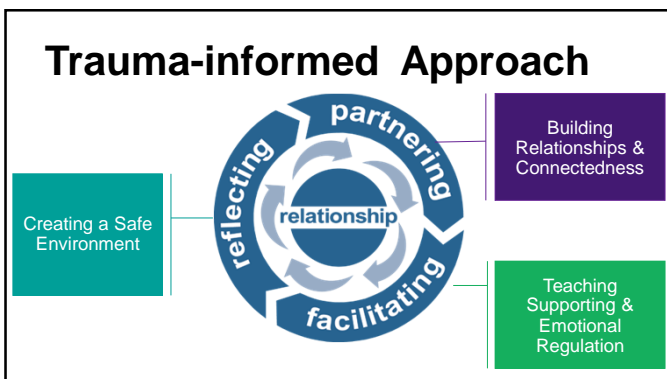


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Trauma Informed

<p>FFPSA</p> <p>Must be provided within a trauma-informed organizational structure and treatment framework.</p>	<p>Parents as Teachers</p> <p>Embeds the Strengthening Families™ Protective Factors Framework. Utilizes the PAT relationship-based approach, partner, facilitate, reflect. Services are offered on a voluntary basis and individualized in consideration of each family's needs.</p>
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PAT Services-Essential Requirements

- # of Visits
- # of Group Connections
- Screening within 90 days
- Resource Connections

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Infrastructure

- Adequate Funding
- Staff training
 - Supervisor
 - Parent Educators

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Supervision & Professional Development

- Supervisor
 - Ratio
 - Staff Meetings
 - Reflective Supervision
 - Observations
- Professional Dev. Hours

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Essential Requirements

- Annual Reporting
- Family Feedback
- Advisory Committee

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PAT supports affiliates to implement the model with fidelity & quality

- Document information and services according to the PAT Records
- Monitor fidelity and quality using the Quality Assurance Blueprint
- Evaluate satisfaction and impact using the Parent Satisfaction Survey and outcome measures
- Engage in CQI using the PDSA Worksheet and Quality Endorsement & Improvement Process

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Implementation Support

- Monthly Webinars
- Target Fidelity Project
- Continuing support
- Implementation video series
- On-demand learning
- Site Visits

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Parents as Teachers and Penelope

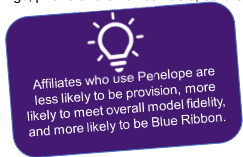
- Powerful data management
 - HIPAA and FERPA compliance
 - Updated PAT Records
 - Improved auditing and quality assurance



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Parents as Teachers and Penelope

- Features beneficial to FFPSA
 - Alternate ID fields to track data between systems
 - Funding source and income documentation
 - Track Service Units for billing purposes
 - Clinical Specialist activity, case management, parent-child interaction, training and education, screenings, phone and email contacts, collateral contacts, unattended home visits



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Start-up Requirements



Exploration

- Complete an Affiliate Plan
- Develop a budget



Initial Implementation

- Hire staff
- Develop P&P
- Attend training
- Receive New Affiliate support






Full Implementation

- Receive ongoing support
- Submit annual report
- Receive ongoing professional development




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Start-up Requirements

	Exploration	Complete an Affiliate Plan Develop a budget
	Initial Implementation	Hire staff Develop P&P Attend training Receive New Affiliate support
	Full Implementation	Receive ongoing support Submit annual report Receive ongoing professional development


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Start-up Requirements

	Exploration	Complete an Affiliate Plan Develop a budget
	Initial Implementation	Hire staff Develop P&P Attend training Receive New Affiliate support
	Full Implementation	Receive ongoing support Submit annual report Receive ongoing professional development

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Foundational curriculum



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Affiliate Parent Educators

- Highly trained Parent Educators
- 72% have a Bachelors degree or higher level of education
- 95% have some college education
- PEs are hired from the community
- 31% identified as speaking fluent Spanish (other languages not represented here)
- Race/ethnicity demographics of professionals are similar to families served

Parent Educators

Total **4,127**
Full-Time **3,522**
Part-time **605**

Parent Educator Level of Education

Education Level	Percentage
High School/GED	6%
Some College	10%
Associates	13%
Bachelors	58%
Masters or Beyond	14%

Based on the 2021-2022 Affiliate Data for the United States and Canada.

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Start-up Requirements

Exploration

Complete an Affiliate Plan
Develop a budget

Initial Implementation

Hire staff
Develop P&P
Attend training
Receive New Affiliate support

Full Implementation

Receive ongoing support
Submit annual report
Receive ongoing professional development

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Start-up Requirements

Exploration

Complete an Affiliate Plan
Develop a budget

Initial Implementation

Hire staff
Develop P&P
Attend training
Receive New Affiliate support

Full Implementation

Receive ongoing support
Submit annual report
Receive ongoing professional development

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Interactions Across Abilities

Partnering with Teen Parents

Reflective Supervision Toolkit

Engaged: Building Intentional Partnerships with Families

<https://parentsasteachers.org/trainingcurriculagallery#tools-products>

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Additional Resources

- Family First Toolkit (Chapin Hall)
- Family First EBP Exploration & Cost Tool (Chapin Hall)

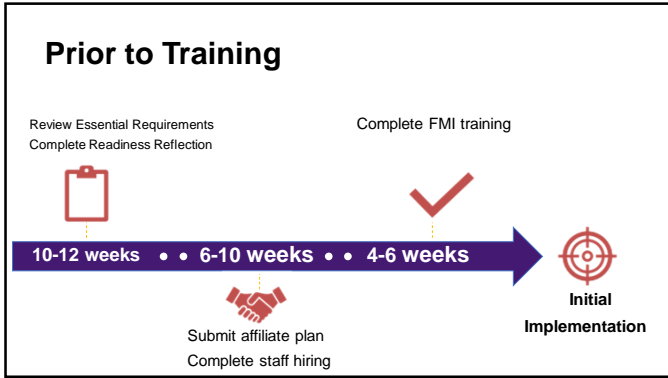
- Fiscal Analysis Tool (Annie E. Casey)
- FamilyFirstAct.org

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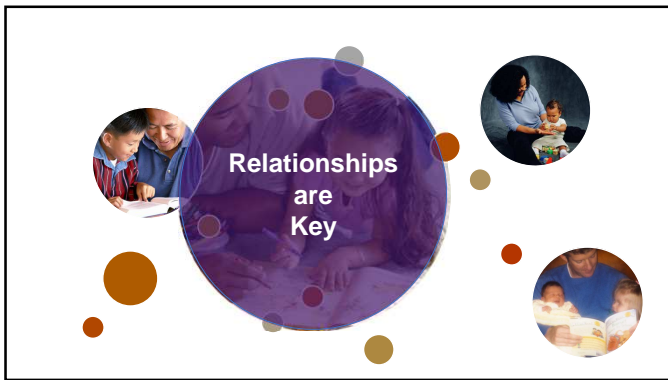
Exploring PAT: *The importance of strong implementation*

Wong, A. & Lounsbury, L. (2018). The Heavens Tool: Exploring Context. Chapin Hall, NC. Network Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Krieger, 2004; Zelnick, & Smith (2007) and Blase, Krieger & Van Dyke (2013).

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*

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