



Parents as Teachers

An Evidence-Based Home Visiting Model Consistent with the Criteria and Requirements for the Maternal, Infant, and Early Childhood Home Visiting Program enacted as part of the Patient Protection and Affordable Care Act (P.L. 111-148)

The table below documents how the Parents as Teachers (PAT) model satisfies the criteria and requirements outlined in the Maternal, Infant, and Early Childhood Home Visiting Program enacted as part of the Patient Protection and Affordable Care Act (P.L. 111-148). For more details about the research studies that support these criteria, consult the research and evaluation summaries on our website, or contact Karen Guskin, Director of Research at Karen.Guskin@ParentsasTeachers.org.

3. Core Components – The program includes the following core components:

(A) Service Delivery Model or Models (pp. 570-572)

(I) The model conforms to a clear consistent home visitation model that has been in existence for at least 3 years and is research-based, grounded in relevant empirically-based knowledge, linked to program determined outcomes, associated with a national organization or institution of higher education that has comprehensive home visitation program standards that ensure high quality service delivery and continuous program quality improvement, and has demonstrated significant, (and in the case of the service delivery model described in item (aa), sustained) positive outcomes, as described in the benchmark areas specified in paragraph (1)(A) and the participant outcomes described in paragraph (2)(B), when evaluated using well-designed and rigorous—

(aa) randomized controlled research designs, and the evaluation results have been published in a peer-reviewed journal; or

(bb) quasi-experimental research designs.

(II) The model conforms to a promising and new approach to achieving the benchmark areas specified in paragraph (1)(A) and the participant outcomes described in paragraph (2)(B), has been developed or identified by a national organization or institution of higher education, and will be evaluated through well-designed and rigorous process.

ii) MAJORITY OF GRANT FUNDS USED FOR EVIDENCE-BASED MODELS.—An eligible entity shall use not more than 25 percent of the amount of the grant paid to the entity for a fiscal year for purposes of conducting a program using the service delivery model described in clause (i)(II).

Note also that (B) Additional Requirements (ii)-(vi) (pp. 573-574) specifies that (ii) the program employs well-trained and competent staff...and provides ongoing and specific training on the model being delivered; (iii) the program maintains high quality supervision to establish home visitor competencies; (iv) the program demonstrates strong organizational capacity to implement the activities involved; (v) the program establishes appropriate linkages and referral networks to other community resources and supports for eligible families; (vi) the program monitors the fidelity of program implementation to ensure that services are delivered pursuant to the specified model.

Criteria and Requirements	Justification and Documentation
The model conforms to a clear consistent home visitation model that...	
Has been in existence for at least 3 years;	Parents as Teachers has been in existence since 1981 with home visitation as one of the core delivery methods.
Is research-based, grounded in empirically-based knowledge and linked to program determined outcomes;	In 1999, the research-based Born to Learn curriculum was developed in collaboration with neuroscientists from Washington University in St. Louis; in addition to a focus on parenting issues and child development, the curriculum includes information on how parents can support their babies' brain development through daily activities and positive interaction. The curriculum and training are revised regularly based on the latest research. Parents as Teachers training is required for implementing the model and utilizing the curriculum; training and evaluation is based on our logic model which links program activities to outcomes. See the Parents as Teachers Born to Learn Logic Model, available on our website at www.parentsasteachers.org/logicmodel .
Associated with a national organization or institution of higher education that has comprehensive home visitation program standards that ensure high quality service delivery and continuous program quality improvement;	The National Center for Parents as Teachers is the national organization which drives the mission and philosophy of Parents as Teachers, and based in St. Louis, Missouri. The National Center is responsible for curriculum and training development, program quality standards, continuous quality improvement, and evaluation. Local programs are encouraged to actively work on building stronger evidence through ongoing evaluation and continuous quality improvement activities. See <i>A Closer Look: PAT Standards and Self-Assessment Guide</i> , the <i>2010 Quality Assurance Guidelines</i> , and the <i>Parents as Teachers Performance Indicators</i> . In addition, the National Center for Parents as Teachers: (1) pursues and supports independent evaluations of program quality and the impact on children and families; and (2) engages in ongoing continuous improvement of its curriculum, training, and products.
And has demonstrated significant outcomes, (and in the case of the service delivery model described in item (aa), sustained) positive outcomes, as described in the benchmark areas specified in paragraph (1) (A) and the participant outcomes described in paragraph (2) (B), when evaluated using well-designed and rigorous – (aa) randomized controlled research designs, and the evaluation results have been published in a peer-reviewed journal; or (bb) quasi-experimental research designs.	Parents as Teachers has been independently evaluated extensively using well-designed and rigorous research designs, both randomized controlled research designs, and quasi-experimental research designs. To summarize: <ul style="list-style-type: none"> ○ Parents as Teachers has 4 published independent rigorous randomized controlled evaluations of its program that show positive impacts on children and/or families participating in the program. Two of the four studies are published in peer-reviewed journals. ○ Parents as Teachers also has 4 quasi-experimental evaluations published in peer-reviewed journals. ○ Supplemental well-designed rigorous studies that focus on parent and child obesity prevention and health nutrition through home visits have been published in peer-reviewed journals.

Parents as Teachers has demonstrated significant positive outcomes for the following participant outcomes and benchmarks , which correspond to the areas listed below from the federal legislation:	Participant Outcomes and Benchmarks	Supporting Evidence
<p>Participant outcomes: Improvements in prenatal, maternal, and newborn health, including improved pregnancy outcomes</p> <p>Benchmark: Improved maternal and newborn health</p>	Subsequent pregnancies	A randomized controlled trial showed that adolescent mothers who received PAT and case management had lower repeat pregnancy rates. ²⁴
<p>Participant outcomes: Improvements in child health and development, including the prevention of child injuries and maltreatment and improvements in cognitive, language, social-emotional and physical development indicators.</p> <p>Benchmark: Prevention of child injuries, child abuse, neglect, or maltreatment and reduction of emergency department visits*</p>	Child Health	A randomized controlled trial showed that two-year olds of PAT families receiving the expected level of home visit, were more fully immunized than children in the control families. ²⁶
	Obesity prevention/ Improved nutrition intake	The National Center currently has an evidence-based supplementary curriculum, High Five for Kids, developed collaboratively with Saint Louis University/Washington University at St. Louis researchers, and tested as a supplement to Parents as Teachers using a randomized nested cohort design. Parents as Teachers will include evidence-based practices from this curriculum starting January 2011. ^{9, 10}
	Potential child abuse and neglect	A randomized controlled trial showed that children of PAT families receiving the expected level of home visits were less likely to be treated for injury in the previous year. ²⁶
	Actual child abuse and neglect	A study found documented cases of child abuse and neglect to be significantly fewer for PAT families than the state average. ¹⁵ Also, a randomized trial showed that adolescent mothers who received PAT and case management had fewer child abuse investigations. ²⁴ This latter study was one of 12 studies reviewed by Reynolds, Mathieson, & Topitzes (2009) which found significant effects in lowering substantiated or verified child maltreatment rates. ²² The study is also listed as an evidence in CDC's <i>The Community Guide—What works to promote health</i> which recommends Early Childhood Home Visitation as means to prevent child maltreatment.
	Improvement in child development indicators	A randomized controlled trial in Cleveland, OH found that PAT children showed higher mastery motivation and social skills. ⁸ Another randomized controlled study in CA showed that children of primarily Spanish-speaking Latina mothers enrolled in PAT performed significantly better than the control in 4 of the 5 areas examined: cognitive, communication, social, and self-help. ²⁴

Parents as Teachers has demonstrated significant positive outcomes for the following participant outcomes and benchmarks , which correspond to the areas listed below from the federal legislation:	Participant Outcomes and Benchmarks	Supporting Evidence
<p>Participant outcomes: Improvements in parenting skills</p> <p>Benchmark: None identified in the legislation</p>	Parent's involvement in child's education	Studies consistently show that PAT parents are more involved in their children's schools. ^{1,12,13,16,18,19}
	Enrollment in preschool	Studies show PAT children have higher enrollment in preschool. ^{20, 27}
	Sensitive parenting	A randomized controlled trial showed that PAT parents were happier taking care of their children. ^{25, 26}
	Child development knowledge and skills	PAT parents were more knowledgeable about parenting practices and about child development. ^{11,15,18,19,21}
	Reading to children and other literacy-related behaviors	PAT parents read more to their children, and encourage other literacy-promoting behaviors. ^{1, 26, 27} A content analysis by researchers at the University of Idaho confirmed that PAT Born to Learn curricula are "infused with the core concepts of language and literacy development." ²³
<p>Participant outcomes: Improvements in school readiness and child academic achievement</p> <p>Benchmark: Improvements in school readiness and achievement</p>	School achievement	PAT children had higher standardized test scores in early elementary school (1 st , 2 nd , 3 rd grade) in CO, NY, and MO; "leveling of field" in comparison to middle-class children with no PAT or preschool at third grade. ^{2,5,6,7,12,20,27}
	School readiness	PAT children had higher school readiness scores at Kindergarten entry; results show reduction of "achievement gap" in comparison to middle-class children with no PAT or preschool. Effects found in MO, NY, CA, & NC. ^{3,5,6,7,13,14,17,20,27}
<p>Participant outcomes: Reduction in crime or domestic violence</p> <p>Benchmark: Reduction in crime or domestic violence</p>	Crime or domestic violence prevention	Parents as Teachers is collaborating with domestic violence researchers to implement an evidence-based domestic violence screening tool developed for home visiting programs. This intervention has strong evidence of effectiveness in improving outcomes for families experiencing intimate partner violence and will be integrated into Parents as Teachers starting January 2011.
<p>Participant outcomes: Improvements in family economic self-sufficiency</p> <p>Benchmark: Improvements in family economic self-sufficiency</p>	Family economic self-sufficiency	Empowering families to achieve their goals for their children includes family support to meet families' needs. Beginning in January 2011, Parents as Teachers will recommend a family needs assessment tool for screening and measuring outcomes. In addition, Parents as Teachers will also incorporate content on family budgeting and work/life issues. This will enable Parents as Teachers programs to effectively support and measure changes in family economic self-sufficiency.

Parents as Teachers has demonstrated significant positive outcomes for the following participant outcomes and benchmarks , which correspond to the areas listed below from the federal legislation:	Participant Outcomes and Benchmarks	Supporting Evidence
Participant Outcomes: Improvements in the coordination of referrals for, and the provision of, other community resources and supports for eligible families consistent with State child welfare agency training.	Peer or community support group	Group meetings are a core component of Parents as Teachers model fidelity; they promote the development of supportive social networks and should be offered to families monthly. A randomized control study showed the effectiveness of PAT group meetings in recruiting and retaining inner-city low-income families. ⁴
Benchmark: Improvements in the coordination and referrals for other community resources and supports	Early detection and referrals of delay	Screening is a core component of Parents as Teachers model fidelity and is required annually for every enrolled child.
	Coordination and referrals for other community resources and supports	Resource referral is a core component of Parents as Teachers model fidelity. Parent educators work with families to reduce barriers to access and empower families to access resources and supports.

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