



EVALUATION REPORT
KANSAS PARENTS AS TEACHERS
2014-15



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

Parents as Teachers (PAT) is an evidence-based parenting education and family support model serving families throughout pregnancy until their child is three. Families receive personal visits typically in their homes from certified parent educators; group connections; developmental, health, hearing and vision screenings; and linkages with community resources. The model has four goals: to increase parent knowledge of early childhood development and improve parenting practices; provide early detection of developmental delays and health issues; prevent child abuse and neglect; and increase children's school readiness and success. It is adaptable to the needs of diverse families, cultures, and special populations.

Kansas Parents as Teachers (PAT) is:

- a results-based parenting education and family support model serving families throughout pregnancy until their child is three.
- designed to give children the best possible start in life and to prepare them for school success by supporting parents in their role as their child's first and most important teacher.
- affiliated with the Parents as Teachers National Center model

What does Parents as Teachers look like?

Unlike a preschool program where children attend several hours a week over a year, the PAT program provides services to all families on a monthly basis; providing more visits to families with more at risk factors. The program is highly adaptable to meet the needs of diverse families, cultures, and special populations. Among the many families served are low income parents, teen parents, parents experiencing substance abuse or domestic violence, foster parents, homeless families and military families.

PAT is designed to work over time. Best results are achieved with families who remain in the program for 2 years or more.

Services provided to families include personal visits (typically in their homes) from certified parent educators; monthly opportunities to attend group connections/play groups (meetings); ongoing monitoring using developmental, health, hearing and vision screenings for their children; and, connections with needed community resources.

History of Kansas Parents as Teachers:

In 1990, Kansas made a wise investment in families and children during the critical first three years of life: The Kansas Parents as Teachers program was funded for the purpose of providing Kansas families with education and support to improve the school readiness and school success of Kansas children. Kansas Parents as Teachers is going strong 25 years later—supporting families with young children and making a difference in their lives. Kansas Parents as Teachers is a valued partner with other parenting education and early childhood programs working together to promote easy access and high quality services to children and families in their community.

Value and success of the program:

The PAT model primarily;

- increases parent knowledge of early childhood development and improves parenting practices;
- provides early detection of developmental delays and health issues; and
- increases children's school readiness and success.

Evaluation Information:

To evaluate the effectiveness of the program, the Kansas State Department of Education (KSDE) looks at multiple sources of data

- aligned with the intended long and short term outcomes, and
- balanced to minimize the burden to local programs and the families they serve.

Based on the Kansas School Readiness Data Project, funded with a grant from the Kansas Children's Cabinet, children in early learning programs were followed into 3rd and 4th grade. Children attending Parents as Teachers

- Score higher in symbolic development, math concepts, written language and oral communication
- Are more likely to have parents who read to them daily resulting in higher school readiness scores at Kindergarten and 3rd grade
- Are more likely to be identified with health or developmental concerns at an earlier age, resulting in referral to school and community services for early intervention
- Have a lower Body Mass Index (BMI) at Kindergarten Entry
- Are more likely to be fully immunized at age 2

These findings are consistent with the national research on PAT. The KSDE completed its 3rd year of data collection that will allow us to evaluate the long term effectiveness of the PAT program in the future.

Annually, KSDE evaluates the program's short term effectiveness including the use of 3 of the Kansas Children's Cabinet designated common measures to determine:

Child development and health: Communication skills, motor development, personal-social, problem-solving skills, demographic information, hearing & vision, % of children immunized, % of children identified with concerns and connected to services such as special education. (Ages and Stages Questionnaire 3; Ages and Stages Questionnaire: Social Emotional)

Family information: frequency of reading to children; concrete and social supports; interpersonal interactions between parent and child. (Protective Factors Survey)

Program effectiveness information: Percent of families retained in the program each year, percent of families receiving the intended services, and parent satisfaction with the program. (Home Visit Rating Scale)

SUMMARY 2014-15 EVALUATION

During the 2014-15 program year, 8,771 families with more than 11,000 children participated in the Kansas Parents as Teacher program. More than 97% of families enrolled in the Parents as Teachers program report that the program has increased their understanding of their child's development. In addition, the program motivated them to try new parenting strategies and that the program activities in their visits helped strengthen their relationship with their child. Most families partnered with their Parent Educator to set goals for themselves or their children with 72% achieving at least one goal during the year. More than 85% of families connected with at least one community resource that helped them achieve their goal(s).

Parent Educators work with parents to learn about their child's current and emerging development. Each child's developmental milestones are noted with the families. Parent-Child interaction is a key component of the PAT model using a research informed foundational curriculum that involves parents in their child's activities and emphasizes the importance of reading. Ninety-eight percent of families reported that their Parent Educator encourages them to read books to their child and 77% of families stated someone reads to their child daily. More than 92% of families engage in daily discussions with their child about what happened during the day and was actively involved in their child's play. During the personal visit, good quality practices were observed in parent-

child interaction, child engagement in the visit and parent engagement in the visit. Families acquire more from PAT when parents and children are actively engaged in the program.

Early Identification of concerns is particularly critical to provide children with the extra supports they need to alleviate later more expensive remediation. Parent Educators screened 90% of the children enrolled in PAT identifying 1,188 children recommended for further evaluations. As a result, 757 children were identified through further evaluation to receive support and services they need to achieve their optimal development. Parent Educators identified not only developmental and social/emotional concerns, but hearing and vision concerns as well; all critical for the rapid brain and language development occurring in the child's first three years.

Parents as Teachers also equips families with the information and tools necessary to provide a healthy and safe home using five protective factors to strengthen families: parental resilience, social connections, knowledge of parenting and child development, concrete supports in times of needs and children's social and emotional development. The Kansas Parents as Teachers program administers the Protective Factors Survey, a nationally recognized tool with validity and reliability, to measure the program's effectiveness over time. The results indicate that families showed growth in key areas, particularly in family functioning, concrete supports, knowing what to do and helping their child learn. In addition, the parent satisfaction survey found that 72% of families reported building new relationships with other families. Nearly 83% of families stated the program made them feel less stressed.

Parent Educators are highly qualified with more than 85% having obtained a Bachelor's or Master's degree. All Parent Educators have at least 60 credit hours in early childhood education or related field and have completed national requirements to obtain and retain their certification with Parents as Teachers. During a personal visit, parent educators were observed using the Home Visiting Rating Scale. Parent Educators demonstrated good quality practices in nonintrusiveness, facilitation of parent-child interaction, relationship with the family and responsiveness to the family.

Overall, 98% of families reported being very satisfied with the Parents as Teachers program and would recommend the program to a friend.

Model Fidelity

Overall, implementation of the Parents as Teachers model is being achieved at the 60% benchmark level or greater in nearly all areas. Continuous improvement strategies continue to be identified and implemented to achieve the required bi-monthly frequency of visits with higher needs families. Parent Educators continue to build skills and knowledge to engage families in the program. Individual Affiliate staffs identify goals to improve model fidelity and report annually on achievements.

Annual Report

At the annual Parents as Teachers Coordinators meeting (September), data is shared with local affiliate programs inviting discussion and understanding. These discussions provide opportunity to better understand the data and real life impacts that occur in the field and inform additional training opportunities and policy decisions at the local, state and national level.

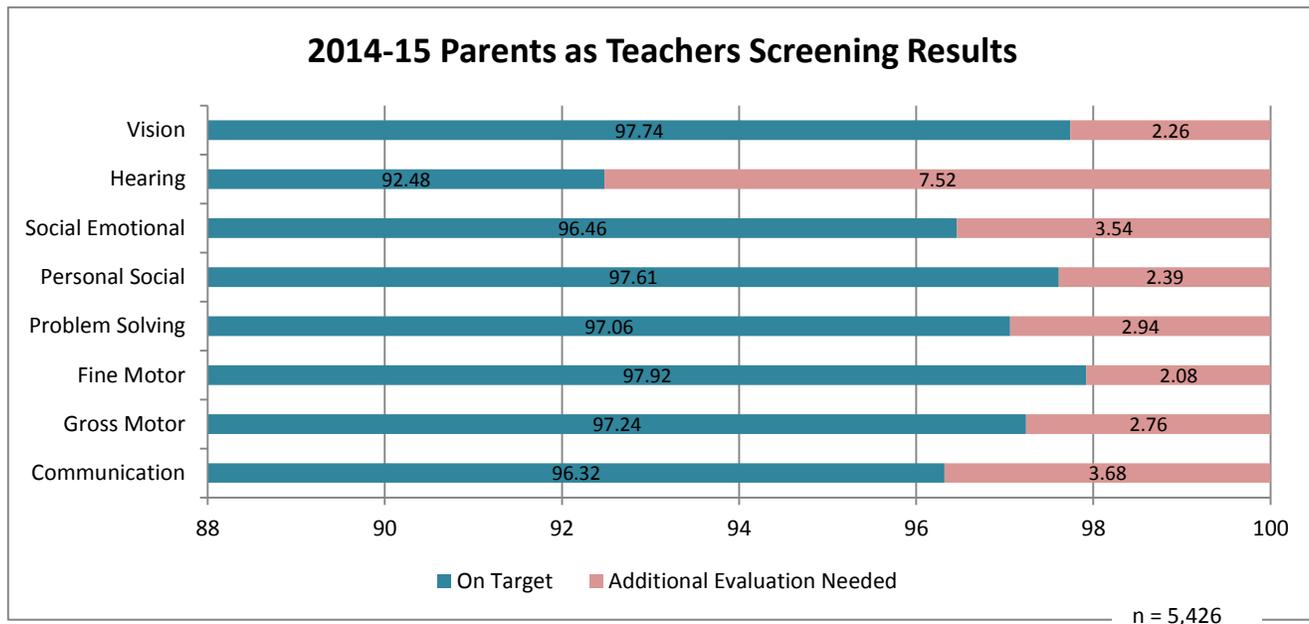
Upon finalization of the data, an annual report is posted on the KSDE Parents as Teachers web site and shared with stakeholders.

Characteristics of Children and Families Served		
Data are reported via the 2014-15 Affiliate Performance Report.		
Children Served:	11,077	Selected high needs characteristics of the families served:
Families Served:	8,771	
Child Ethnicity:		Teen parents
Hispanic or Latino	14%	Low educational attainment
Non-Hispanic/Latino	86%	Low income
Child Race:		Child with disabilities/chronic health condition
American Indian/Alaskan Native	0.5%	Parent with diagnosed mental illness
Asian	4.0%	Recent immigrant family
Black or African American	3.9%	Substance abuse
Native Hawaiian/Other Pacific Islander	0.4%	Domestic violence
White	81.9%	Court appointed legal guardians and/or Foster Parents
Multi-racial	9.1%	Homeless or unstable housing
Other	0.2%	Child abuse or neglect (suspected or substantiated)
Unknown	0.0%	Incarcerated parent(s)
Ages of children served:		Very low birth weight baby
Prenatal	194	Military family (currently deployed or within 2 years of returning from deployment)
Birth up to age 3	8,760	Families with one or fewer high needs characteristic:
3 Years to Kindergarten Entry	2,123	Families with two or more high needs characteristics:

Program Services and Impact	
Data are reported annually via the Affiliate Performance Report. Fidelity of Implementation Targets are noted.	
Personal Visits:	
Total number of completed personal visits: 71,304	
Percent of families with 1 or fewer high needs characteristics receiving at least 75% of once monthly visits:	82% (Target 60%+)
Percent of families with 2 or more high needs characteristics receiving at least 75% of twice monthly visits:	55% (Target 60%+)
Percent of families with at least 1 goal documented:	75% (Target 60%+)
Percent of families that met at least 1 goal:	72%
Percent of families receiving at least 1 personal visit had a family centered assessment completed:	87% (Target 60%+)
Percent of newly enrolled families has a family centered assessment completed within 90 days:	92% (Target 60%+)
Screening and Referrals:	
Children whose families received at least 1 personal visit had a complete screening completed:	8,999 (81%) (Target 60%+)
Children whose families received at least 1 personal visit had at least a partial screening completed	<u>976</u>
Total number of children with a partial or complete screening:	9,975 (90%)
Children referred for further assessment from complete or partial screening:	1,188
Children referred who received follow up services:	757

Additional Screening Information:

Screening Results for 2014-15 using the Ages and Stages Questionnaire 3 and the Ages and Stages Questionnaire: Social Emotional screening instruments indicate the following percentage of children enrolled in the PAT program are on target (data report Foundations for School Success). In addition, Parents as Teachers programs screen hearing and vision:



Group Connections:

Number of Group Connections held: 3,202

Percent of families receiving at least 1 personal visit attended at least 1 group connection: 48.6%

Resource Network:

Percent of families connected to at least 1 community resource: 86% (Target 60%+)

Waiting List and Annual Retention:

Number of families waiting for service: 1,224

Number of families who "graduated PAT" as their child was too old to continue participation: 1,471

Retention of families in Parents as Teachers: 83%

Of the 1,500 families who left the program other than graduating from the program, 46% moved out of the service delivery area and may be receiving services from another PAT program.

Outcomes, Indicators and Results

Data used in the following section are reported via the 2014-15 PAT Affiliate Performance Report and Parent Satisfaction Report. Additional data is collected via the KSDE Foundations for School Success (FSS) web application.

Expected Outcome(s):

Increase parents' knowledge of their child's emerging development and age-appropriate child development.
 Improve parenting capacity, parenting practices and parent-child relationships.

Measure(s): Parent Satisfaction Survey; Annual Affiliate Performance Report

Indicator: 85% Agree Benchmark for Parent Satisfaction Survey
 85% Benchmark for families retained in the program

Results:

The following are from the Parent Satisfaction Survey Annual Report:
 This program increases my understanding of my child's development. 97.8% agree
 This program motivates me to try new parenting strategies. 96.64% agree
 Activities in the visits strengthen my relationship with my child. 96.51% agree

The following result is from the Annual Affiliate Performance Report:
 Retention of families in Parents as Teachers: 83%

Expected Outcome(s):

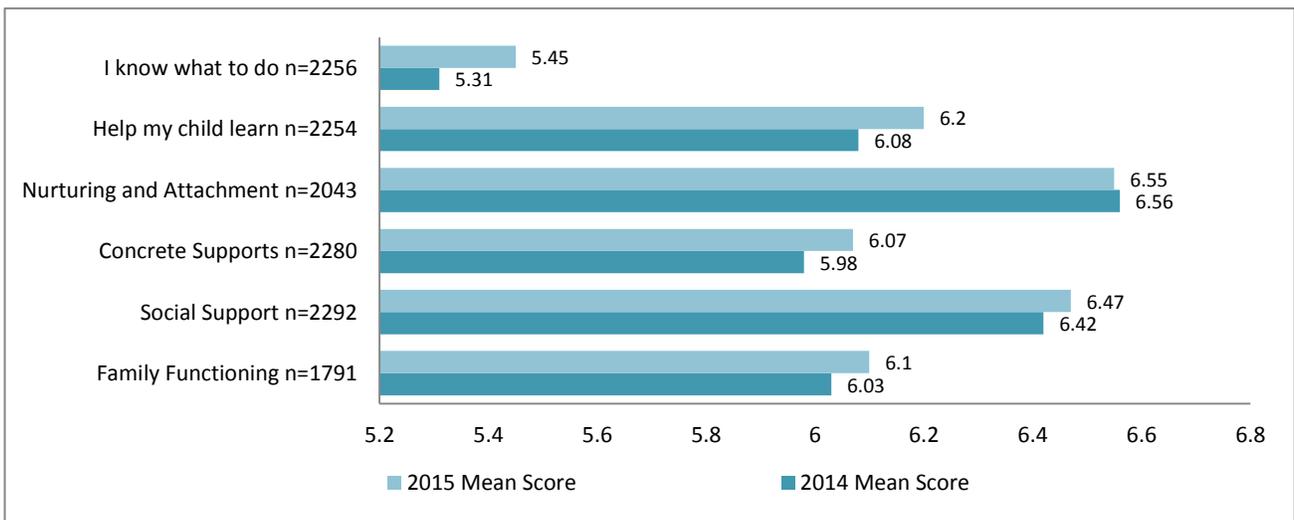
Families link with other families and build social connections.
 Parents are more resilient and less stressed.
 Families achieve family and child goals.

Measure(s): Protective Factors Survey, Parent Satisfaction Survey; Annual Affiliate Performance Report

Indicator: 60% Agree Benchmark for Parent Satisfaction Survey
 60% Benchmark goal setting and achievement

Results:

The Kansas Parents as Teachers program administers the Protective Factors Survey, a nationally recognized tool with validity and reliability, to measure the program's impact over time. The results below indicate that families showed growth in key areas.



The following are from the Parent Satisfaction Survey Annual Report:

This program helps me build relationships with other families.	71.99% agree
I feel less stressed because of this program.	82.73% agree
My parent educator helps me find useful resources in my community.	94.95% agree
My parent educator and I partner to set goals for my child, myself, and my family.	94.52% agree

The following result is from the Annual Affiliate Performance Report.

Percent of families with at least 1 goal documented.	75%
Percent of families that met at least 1 goal.	72%
Percent of families connected to at least 1 community resource that helps them achieve family or child goals.	86%

Expected Outcome(s):

Children will have increase identification and referral to services for possible delays and vision, hearing or health issues.

Measures(s): Annual Affiliate Performance Report (ASQ 3, ASQ:SE, OAE hearing, functional vision and health questionnaire)
 Indicator: 90% Benchmark for screening

Results:

The following results are from the Annual Affiliate Performance Report:

Total number of children with a partial or complete screening:	9,975 (90%)
Children referred for further assessment from complete or partial screening:	1,188
Children referred who received follow up services:	757

Expected Outcome(s):

Parents display more literacy and language promoting behaviors.

Measure(s): Parent Satisfaction Survey; Parent Participation Survey
 90% Agree Benchmark for Parent Satisfaction Survey
 90% Daily Activity Family Child Engagement

Result(s):

The following result is from the Parent Satisfaction Survey:

My parent educator encourages me to read books to my child.	98.1%
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The following results are from the Family Engagement Survey:

Someone reads to my child in our home.	77.6% Daily
My child and I talk about things that happened during the day.	92.3% Daily
Someone is active and involved in my child's play.	96.5% Daily

Expected Outcome(s):

Effective work force.

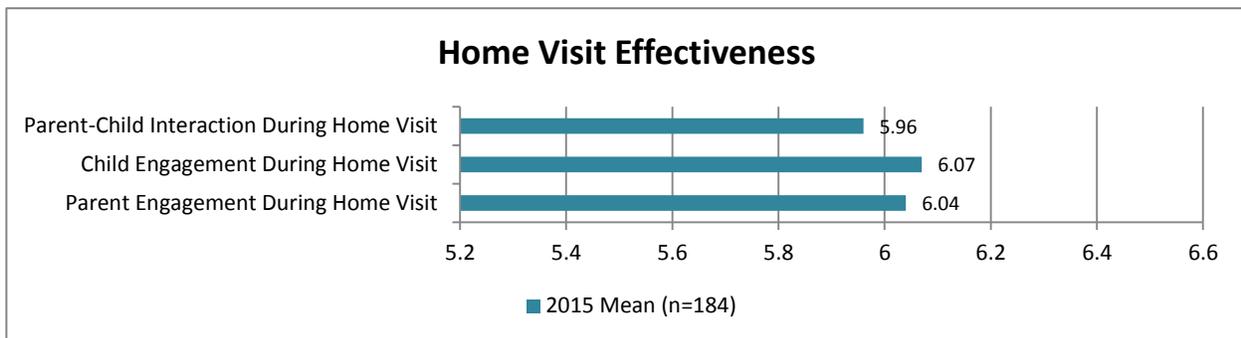
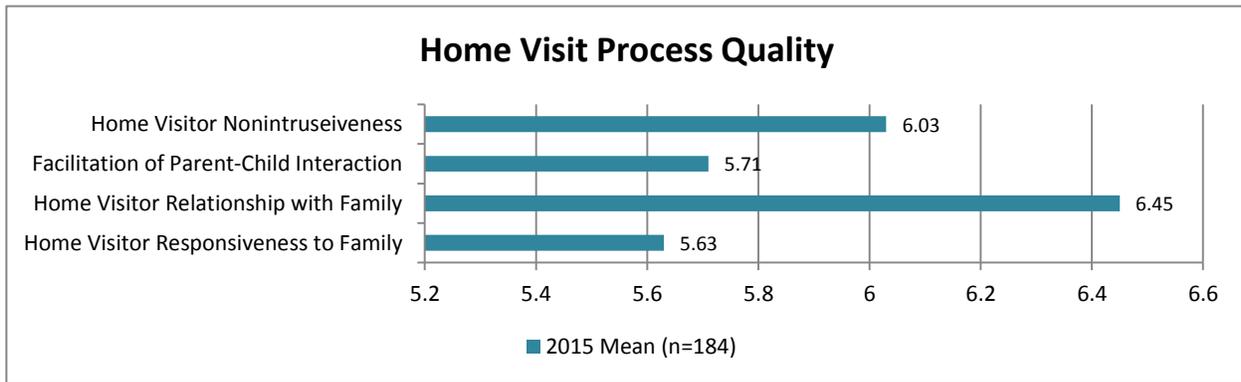
Measure(s): Home Visit Rating Scales A+, Parent Satisfaction Survey; Annual Affiliate Performance Report

90% Agree Benchmark for Parent Satisfaction Survey

100% Annual Affiliate Performance Report

Result(s):

The following results are from the Home Visit Rating Scale A+, a nationally recognized tool, with validity and reliability, to measure the quality and effectiveness of the personal visits (7 point Likert scale where 1 = inadequate, 3 = adequate, 5 = good, 7 = excellent):



The following results are from the Parent Satisfaction Survey:

I feel comfortable talking with my parent educator.	99.12%
My parent educator is genuinely interested in me.	98.74%

The following results are from the Annual Affiliate Performance Report:

Parent Educators are Certified.	100%
Number employed full time	160
Number employed part-time	<u>88</u>
Total Certified Parent Educators	248

Parents as Teachers Data Collection

Computerized Data Collections

Multiple data are collected continuously at the local PAT Program level with 90% of affiliates using a computerized data management system for documenting and tracking service delivery to families. Of the affiliates using a computerized data management system, 96% use the Visit Tracker web application. Local Affiliate Supervisors can run reports at any time to monitor fidelity with program implementation of service delivery. Parent Educators receive at least monthly reflective supervision to discuss service delivery including timely and accurate data reporting and to build skills and knowledge in addition to other training opportunities.

Annual Affiliate Performance Report (APR)

At the state level, data collection occurs annually. Local Affiliate programs enter aggregate data into the Parents as Teachers National Web Portal to complete the Annual Affiliate Performance Report by July 15. State review of the data is conducted between July 15 and September 1. Data quality questions are submitted to local affiliate supervisors for review and correction as necessary. Annual Affiliate Performance Report Data is finalized by September 1 for final reporting. Multiple data fields are collected that enable descriptive analysis of program participants, service delivery and aid in monitoring performance toward meeting model fidelity at both the state and local Affiliate levels. 100% of Kansas PAT Affiliates submitted their APR. Further information about the APR is on the PAT National web site at <http://www.parentsasteachers.org/results/fidelity-a-quality>.

Annual PAT Parent Satisfaction Survey

Each year, all families are provided with the National PAT Parent Satisfaction Survey by local Affiliate programs. Parents may complete the survey online via a Survey link or on paper. Surveys are anonymous and all families are encouraged to complete the survey. Statewide, 3,741 families (42.7%) completed the National PAT Parent Satisfaction Survey.

Foundations for School Success Web Application (FSS)

KSDE piloted a web application of outcomes data in 2012-13. All children entered into FSS obtain a Kansas State Student Identifier (KIDS SSID) that will enable longitudinal analysis as children move from Parents as Teachers into the formal Pre K through post-secondary data system. FSS Data collection includes the Protective Factors Survey, Ages and Stages Questionnaire 3, Ages and Stages Questionnaire: Social Emotional domain summaries, the Home Visitor Rating Scales (HOVRS) and a survey of Transition practices. Further information about the data collection is available in the FSS Instructional Tool Kit and related information available on the KSDE website, Foundations for School Success.

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