PARENTS AS TEACHERS (PAT)
STATEWIDE SNAPSHOT REPORT 2018-2019

INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Parents as Teachers (PAT) program in Colorado. Evaluation tools include a parent survey, an assessment of parent-child interactions, and a child assessment of school readiness. Data from these instruments are analyzed to describe families served by PAT as well as examine changes in parent protective factors, practices, and confidence; the quality of parent-child interactions; and children's school readiness.

Sample sizes shown throughout the report are the maximum; individual items may have smaller sample sizes due to missing data.

2,120 guardians and 2,445 children received services from a PAT program site in 2018-2019. The demographics sections include information from these families, though there is a small percentage (~2%) of missing data on some items. The parent survey results include information from 896 guardians who completed both a pre- and post-survey.

SUMMARY OF FINDINGS

PARENT SURVEY
Overall, from pre to post, guardians reported significant change in these areas:
• 3 of 4 protective factor subscales
• 4 of 5 protective factor parenting and child development items
• Frequency of 6 out of 9 interactive reading behaviors

After participating in the program, 90% or more of guardians reported increased knowledge around developmental milestones, positive parenting practices and discipline techniques, finding resources, and promoting their child(ren)'s development. In addition, there was a 12-point increase from pre to post in guardians' reading or looking at books with their children on a daily basis—while 38% of guardians reported doing this on the pre-survey, 50% did so on the post-survey.
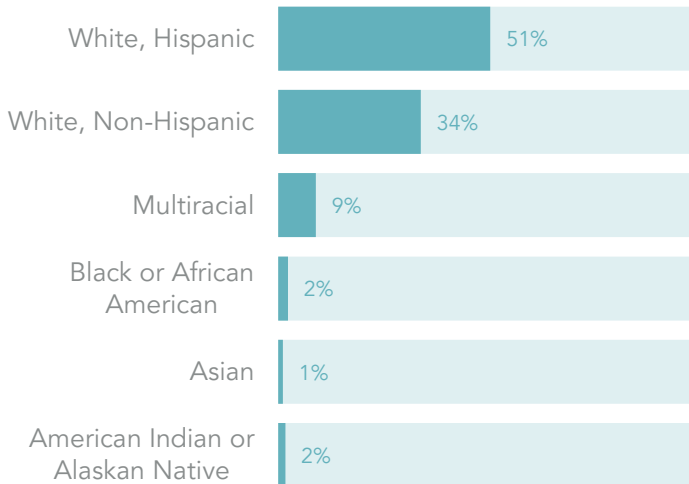
PARENT-CHILD INTERACTIONS
At the post assessment, 95% of guardians were exhibiting average or above-average developmentally-appropriate behavior with their children overall. From pre to post, the proportion of guardians demonstrating average or above-average developmentally-appropriate behaviors changed significantly for the total PICCOLO score and all four subscales: affection, responsiveness, encouragement, and teaching.
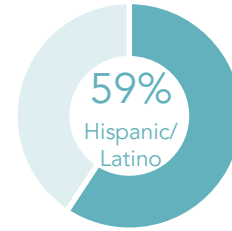
SCHOOL READINESS
From pre to post, children demonstrated statistically significant increases in percentile rank scores. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.
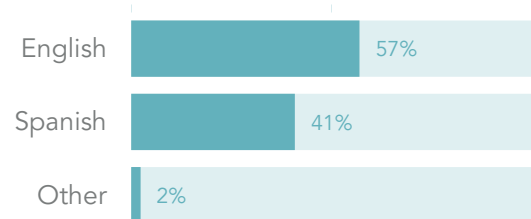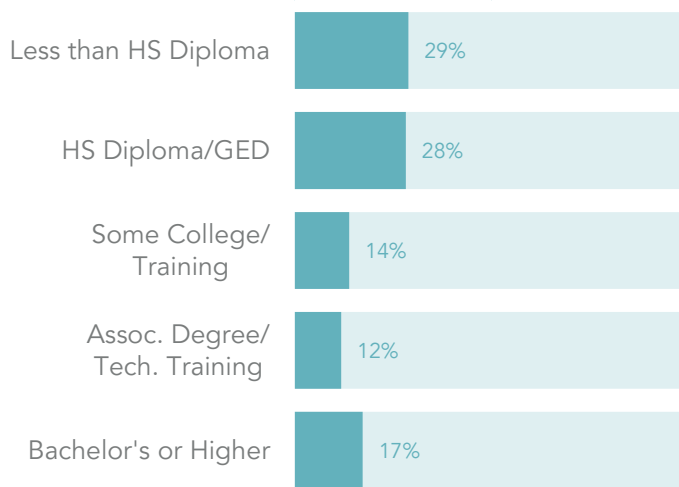
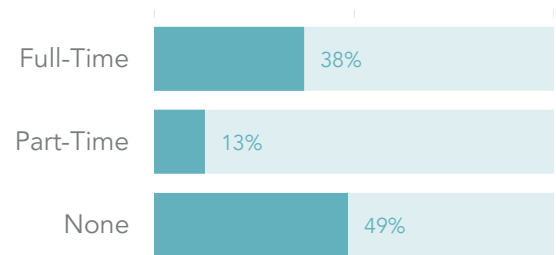# GUARDIAN DEMOGRAPHICS (N=2,114)

GUARDIAN RACE

- White, Hispanic — 51%
- White, Non-Hispanic — 34%
- Multiracial — 9%
- Black or African American — 2%
- Asian — 1%
- American Indian or Alaskan Native — 2%

GUARDIAN ETHNICITY

59% Hispanic/Latino

PRIMARY LANGUAGE

- English — 57%
- Spanish — 41%
- Other — 2%

GUARDIAN EDUCATION LEVEL

- Less than HS Diploma — 29%
- HS Diploma/GED — 28%
- Some College/Training — 14%
- Assoc. Degree/Tech. Training — 12%
- Bachelor's or Higher — 17%

EMPLOYMENT STATUS

- Full-Time — 38%
- Part-Time — 13%
- None — 49%

GUARDIAN GENDER

91% Female   9% Male

HOUSEHOLD INCOME

- <$15K — 27%
- $15-$30K — 33%
- $30-$45K — 19%
- $45-$60K — 9%
- $60K+ — 9%
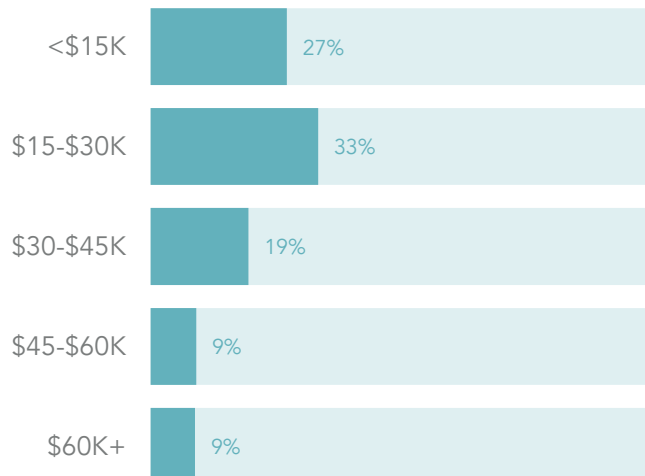
Federal Poverty Level (FPL) for a family of four:

$25,750

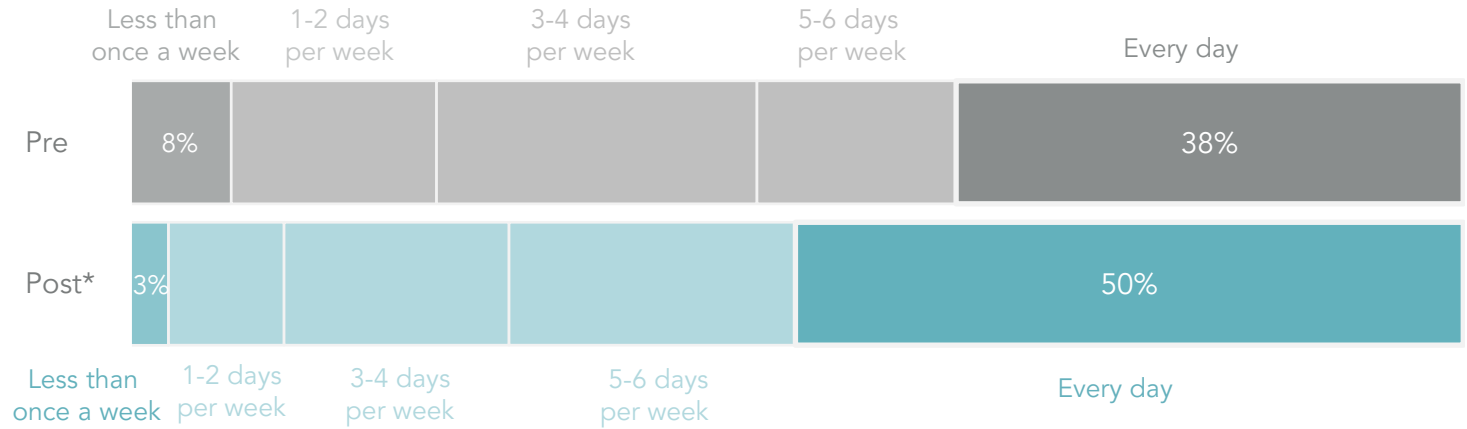Households served that are at or below 100 % of the FPL:

51%

Households served that are at or below 200% of the FPL:

84%

PARENTS AS TEACHERS FAMILIES:

READ MORE OFTEN

After participating in PAT, 50% of families report reading or looking at books every day; this represents a 12-point, or 32%, increase from the daily reading frequency reported in the pre-survey. In addition, the number of families reporting reading less than once a week decreased by 5 points—which represents more than 50%—between the pre- and post-survey.

	Less than once a week	1-2 days per week	3-4 days per week	5-6 days per week	Every day
Pre	8%				38%
Post*	3%				50%

Less than once a week · 1-2 days per week · 3-4 days per week · 5-6 days per week · Every day

= data statistically significant, p< .05

INTERACT MORE WHEN READING

PAT guardians demonstrated statistically significant growth in the following interactive reading behaviors:

- Have your child guess what will happen next in the story
- Point out words and letters
- Explain what the story is about

- Encourage your child to repeat simple rhymes or phrases from the book
- Make the story personal by talking about your own family, pets, or community

INCREASE THEIR KNOWLEDGE

90%

or more of guardians report PAT increased their knowledge about:

- Recognizing developmental milestones
- How to interact to help their child's development
- How to use good parenting practices
- Where to find resources
- Positive discipline techniques

PROTECTIVE FACTORS SURVEY

The Protective Factors Survey (PFS) is a 20-item measure designed for use with caregivers receiving services such as home visiting, parent education, and family support. The PFS is completed by parents as part of the parent survey and measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development.
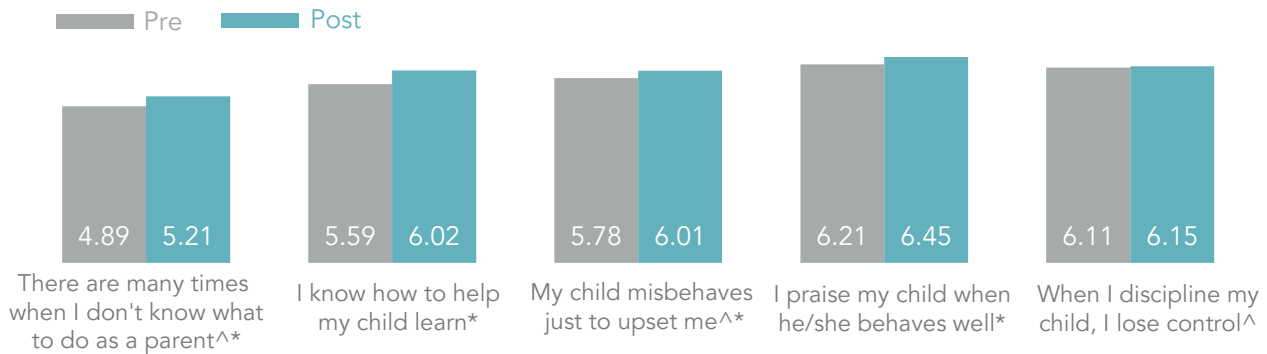
PFS SUBSCALES
(N=896)

Of the four PFS subscales, the highest mean score was on the nurturing and attachment subscale. The mean scores for all subscales were at least 5 (out of 7), indicating strong protective factors among PAT families.

Pre | Post

Family Functioning/ Resiliency*	Social Support*	Concrete Support	Nurturing/ Attachment*
5.80 5.97	5.85 6.02	5.51 5.62	6.46 6.53
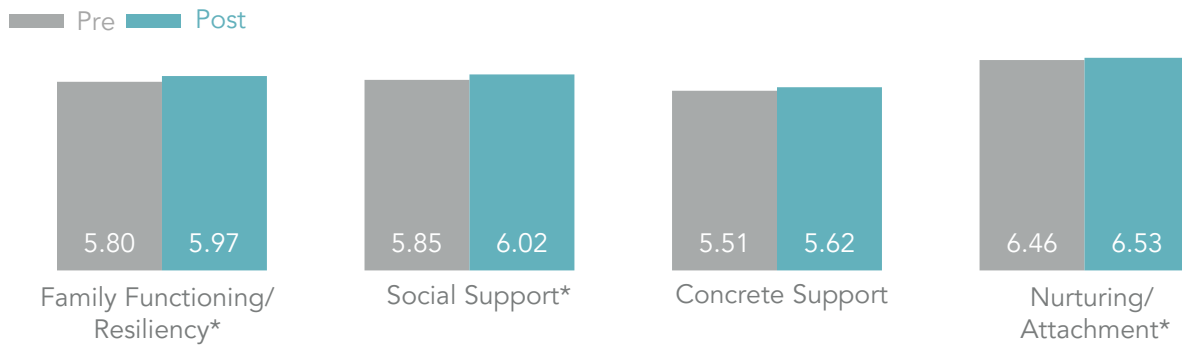
KNOWLEDGE OF PARENTING/CHILD DEVELOPMENT ITEMS
(N=896)

For the five statements below, guardians were asked either how much they agreed with each statement (scale of 1-7 with 1 indicating "strongly disagree" and 7 indicating "strongly agree"), or how frequently the described situation occurs in their family (scale of 1-7, with 1 indicating "never" and 7 indicating "always").

Pre | Post

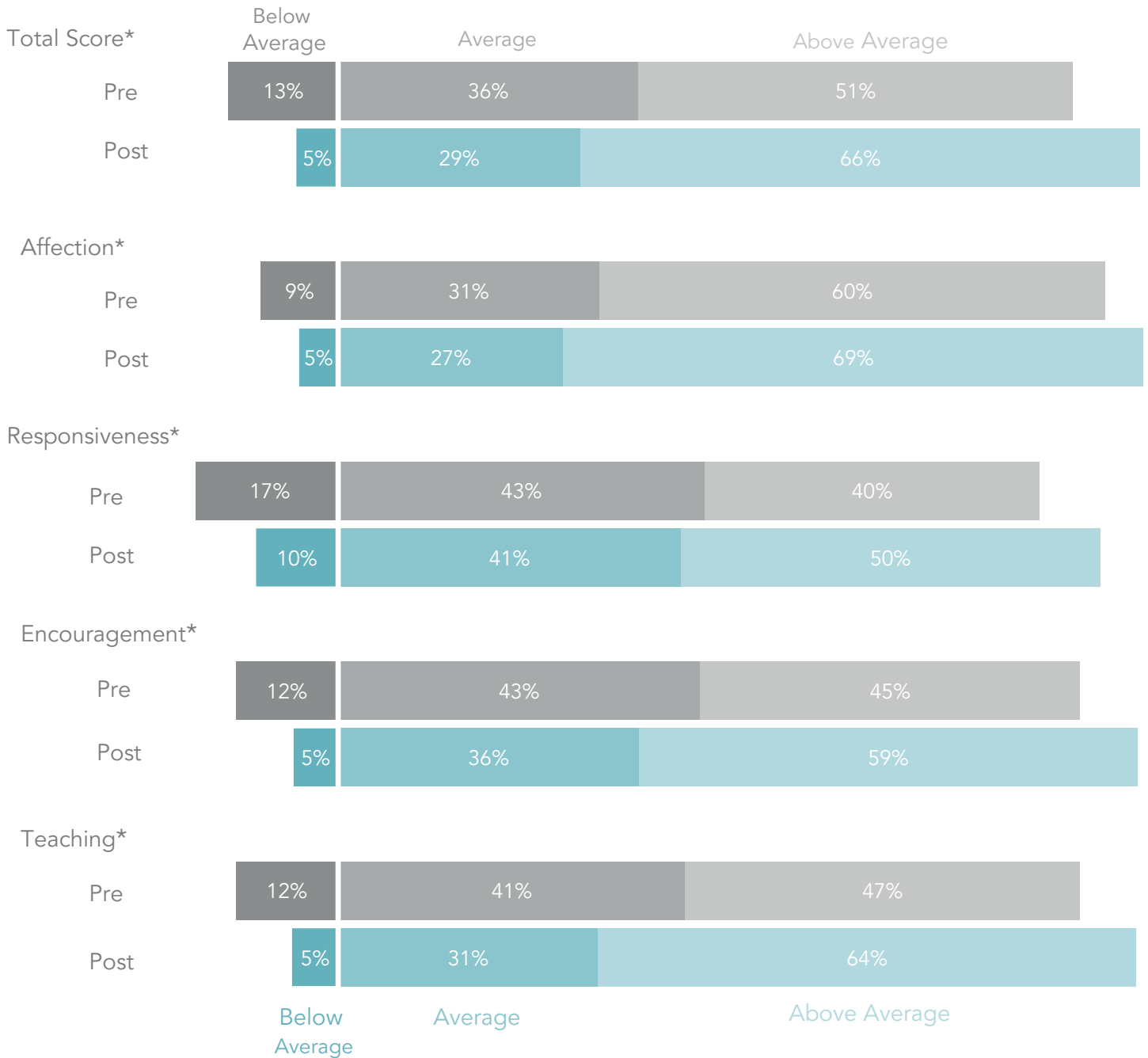| There are many times when I don't know what to do as a parent^*	I know how to help my child learn*	My child misbehaves just to upset me^*	I praise my child when he/she behaves well*	When I discipline my child, I lose control^
4.89 5.21	5.59 6.02	5.78 6.01	6.21 6.45	6.11 6.15

Note: N size was slightly lower for the "There are many times…" survey item and the Concrete Support subscale items due to differences in instrumentation between the English and Spanish translation of these reverse-coded items.

*= data statistically significant, p< .05
^= items were reverse coded; higher scores on all items indicate stronger protective factors
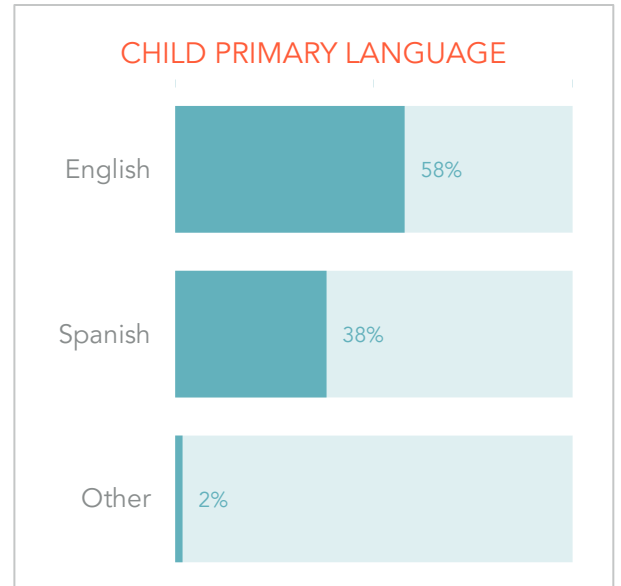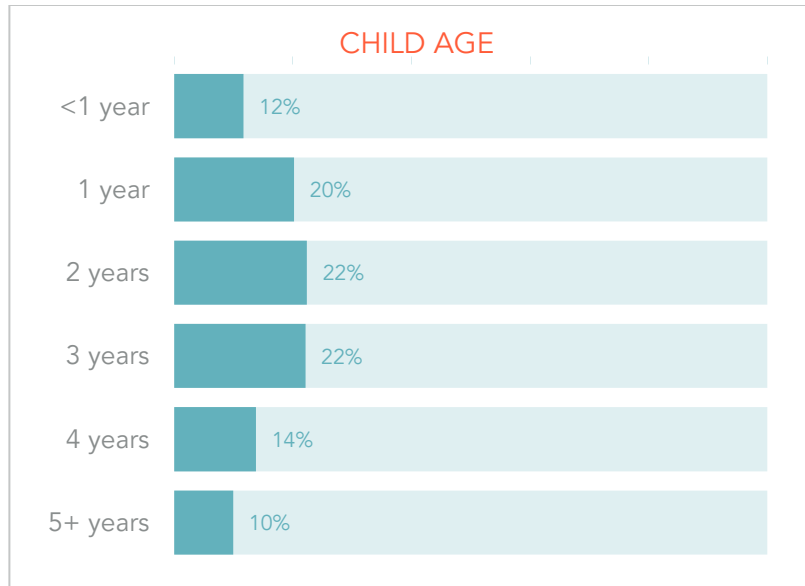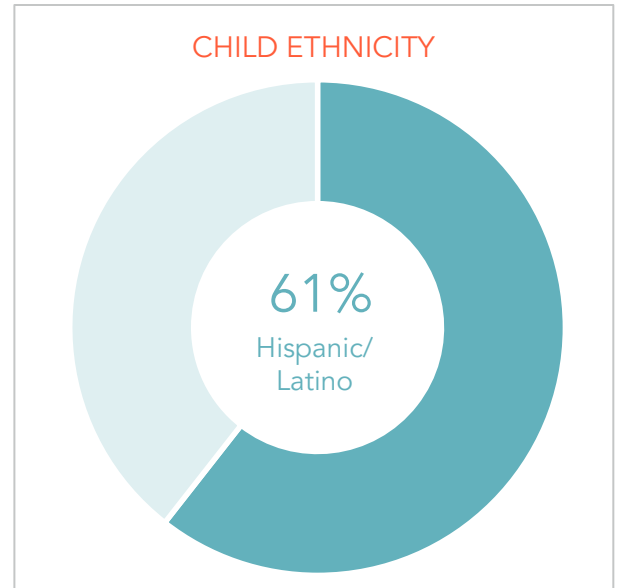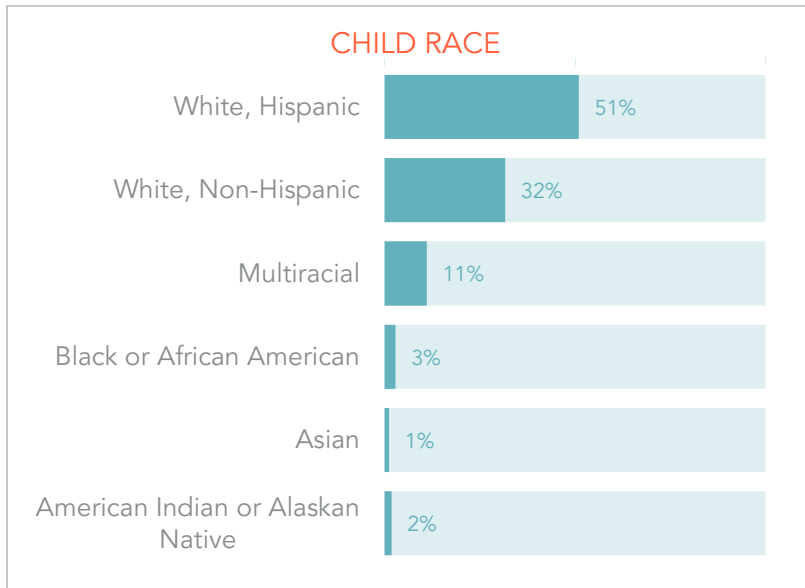
PARENT-CHILD INTERACTIONS

The PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) is a strengths-based measure of parenting interactions that predicts children's early social, cognitive, and language development. The tool is a checklist of 29 observable, developmentally-supportive parenting behaviors for parents or guardians of children ages 10-47 months. The PICCOLO measures four domains: affection, responsiveness, encouragement, and teaching. Based on research with diverse, low-income samples, the measure developers identified proficiency cutoffs of below average, average, and above average, which are shown here.

PARENT AND CHILD INFORMATION
(N=1,172 MATCHED)

Total Score*

	Below Average	Average	Above Average
Pre	13%	36%	51%
Post	5%	29%	66%

Affection*

Pre	9%	31%	60%
Post	5%	27%	69%

Responsiveness*

Pre	17%	43%	40%
Post	10%	41%	50%

Encouragement*

Pre	12%	43%	45%
Post	5%	36%	59%

Teaching*

Pre	12%	41%	47%
Post	5%	31%	64%

Below Average   Average   Above Average

*= data statistically significant, p< .05

CHILD DEMOGRAPHICS (N=2,435)

CHILD RACE

White, Hispanic	51%
White, Non-Hispanic	32%
Multiracial	11%
Black or African American	3%
Asian	1%
American Indian or Alaskan Native	2%

CHILD ETHNICITY

61%
Hispanic/Latino

CHILD AGE

<1 year	12%
1 year	20%
2 years	22%
3 years	22%
4 years	14%
5+ years	10%

CHILD PRIMARY LANGUAGE

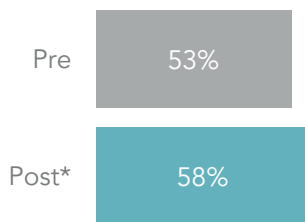|	
English	58%
Spanish	38%
Other	2%

* Represents child age as of last home visit.
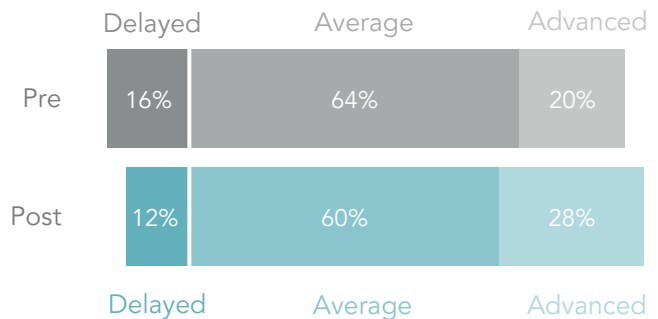
SCHOOL READINESS (BRACKEN)

The Bracken (BRSA-3) is a validated school readiness assessment that measures preschool-aged children's skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. The raw scores are calculated into a percentile rank score. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. These percentile scores are used to determine whether a child is very delayed, delayed, average, advanced, or very advanced in school readiness. The subtest scores indicate what percentage of questions in each subcategory were answered correctly. For example, an 80 for 'colors' indicates that, on average, children named 80% of the colors correctly.

A total of 511 children had matched pre- and post-assessments. Of those, 304 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

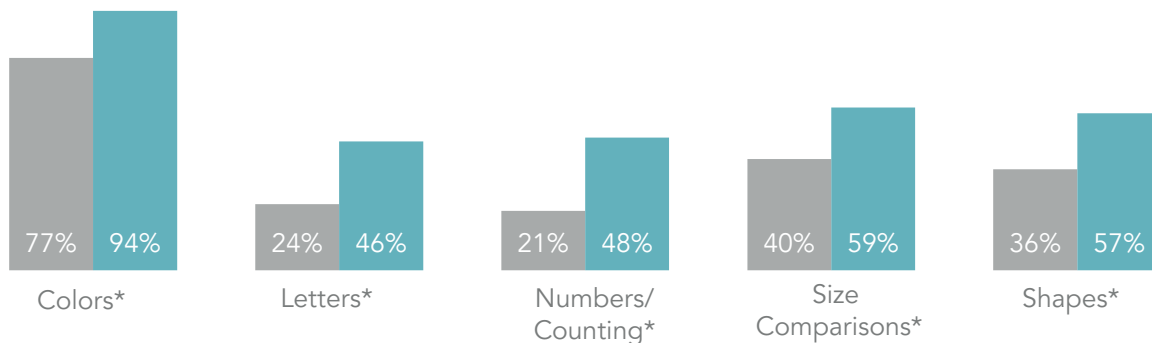## SCHOOL READINESS PERCENTILE RANKS
(N=304)

Pre	53%
Post*	58%

SCHOOL READINESS PROFICIENCY LEVEL
(N=309)

	Delayed	Average	Advanced
Pre	16%	64%	20%
Post	12%	60%	28%
	Delayed	Average	Advanced

SUBTEST MASTERY LEVELS
(N=511)

■ Pre ■ Post

Colors*	Letters*	Numbers/ Counting*	Size Comparisons*	Shapes*
77% / 94%	24% / 46%	21% / 48%	40% / 59%	36% / 57%

*= data statistically significant, p< .05

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