

Inputs Activities Outcomes

#### **Core Values**

- > The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
- > Parents are their children's first and most influential teachers.
- > Established and emerging research is the foundation of our curriculua, training, materials and services.
- > All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
- > An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

#### **Theoretical Framework**

- > Human Ecology and Family Systems
- > Developmental Parenting
- > Attribution Theory
- > Empowerment and Self-Efficacy

### **Community Context**

- > Community needs and relationships
- > Organizational capacity
- > Well-trained and competent staff

## **Training and Professional Development**

Initial training and ongoing professional development build parent educators' core competencies in the following areas:

- > Family Support and Parenting Education
- > Child and Family Development
- > Human Diversity Within Family Systems
- > Health, Safety, and Nutrition
- > Relationships Between Families and Communities

# **Model Components**

- > Personal Visits
- > Group Connections
- > Screening

Reflective Supervision

> Resource Network

### **Approach**

Parent educators share research-based information and utilize evidence-based practices by **partnering**, **facilitating**, and **reflecting** with families.

Parent educators use the Parents as Teachers Foundational Curriculum in culturally sensitive ways to deliver services that emphasize:

## **Parent-Child Interaction**

- > Parenting behaviors
- > Child development
- > Parent-child activities

#### **Development-Centered Parenting**

- > Link between child development and parenting
- > Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/ routines, and healthy births)

## Family Well-Being

- > Family strengths, capabilities, and skills
- > Protective factors based on the Strengthening Families™ approach
- > Resourcing

## **Fidelity and Quality Assurance**

- > Readiness Reflection
- > Quality Assurance Guidelines
- > Essential Requirements
- > Model Implementation Training and Guide

#### **Short-Term Outcomes**

Increase in healthy pregnancies and improved birth outcomes (when services are delivered prenatally)

Increase in parents' knowledge of their child's emerging development and age-appropriate child development

- > Parents are knowledgeable about their child's current and emerging language, intellectual, social-emotional, and motor development
- > Parents recognize their child's developmental strengths and possible delays
- > Parents are familiar with key messages about healthy births, attachment, discipline, health, nutrition, safety, sleep, and transitions/routines

Improved parenting capacity, parenting practices, and parentchild relationships

- > Parents understand that a child's development influences parenting responses
- > Parents display more literacy and language promotingbehaviors
- > Parents demonstrate positive parenting skills, including nurturing and responsive parenting behaviors and positive discipline techniques
- > Parents show increased frequency, duration, and quality of parent-child interactions

Early detection of developmental delays and health issues

> Children will have increased identification and referral to services for possible delays and vision/hearing/health issues

## Improved family health and functioning

- > Improved quality of home environment
- > Families link with other families and build social connections
- > Parents are more resilient and less stressed
- > Parents are empowered to identify and utilize resources and achieve family and child goals
- > Families are connected to concrete support in times of need

## **Intermediate Outcomes**

Improved child health and development

Prevention of child abuse and neglect

Increased school readiness

Increased parent involvement in children's care and education

## **Long-Term Outcomes**

Strong communities, thriving families, and children who are healthy, safe, and ready to learn

# What is a logic model?

This logic model provides a simplified, visual description of the Parents as Teachers' theory of change and provides a general picture of how the evidence-based Parents as Teachers model is intended to work to achieve desired outcomes.

The logic model represents a sequence of events. It flows from left to right and shows how change occurs over time. Reading the logic model is similar to reading a series of "If...then" statements.

Parents as Teachers consists of four dynamic and interrelated components, however additional strategies or model enhancements may be appropriate to best address families' needs at the local level. For example, implementation may be modified to be culturally responsive, directed to special populations, or offered in conjunction with other early childhood programs as determined by community need.

# How can the logic model be used?

The logic model provides a conceptual framework that can be used in program planning, training and professional development, allocation of personnel and resources, and evaluation. By demonstrating that activities are not ends unto themselves, parent educators can be increasingly intentional as they work with families to create change and achieve the goals of Parents as Teachers.

# Parents as Teachers goals

The goal of Parents as Teachers are woven throughout the short-term, intermediate, and long-term outcomes. The four goals are:

- > 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.
- > Increase children's school readiness and school success.

**Evaluation** 

and Continuous Quality Improvement