

PARENTS AS TEACHERS (PAT)

STATEWIDE SNAPSHOT REPORT 2017–2018

INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Parents as Teachers (PAT) program. 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. For details on the measures used and statistical tests conducted, please see the full–text version of the PAT report provided to Parent Possible.

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

All families included in this report received services from a PAT program in 2017–2018. The parent demographics include information from all 1,420 parents who completed a PAT parent pre survey. The parent survey results include information from 912 parents who completed both a pre and post survey.

SUMMARY OF FINDINGS

PARENT SURVEY

Overall, from pre to post, parents reported significant change in these areas:

- 3 of 4 protective factor subscales
- 2 of 5 protective factor parenting and child development items
- Frequency of all 9 interactive reading behaviors
- Frequency of all 6 literacy activities

PARENT–CHILD INTERACTIONS

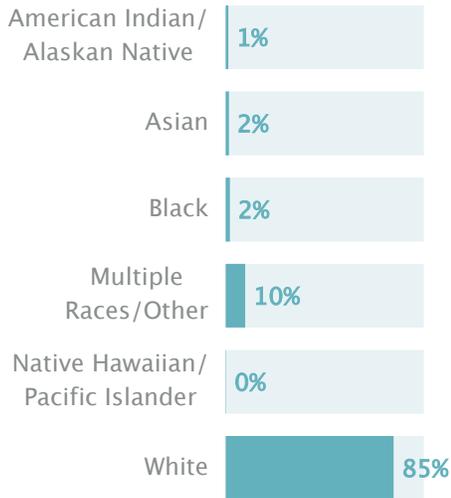
At the post assessment, 95% of parents were exhibiting average or above average developmentally appropriate behavior with their children overall. From pre to post, the proportion of parents demonstrating average or above average developmentally appropriate behaviors changed significantly for the total 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.

PARENT DEMOGRAPHICS (N=1,420)

RACE

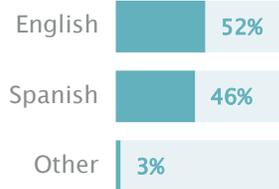


ETHNICITY

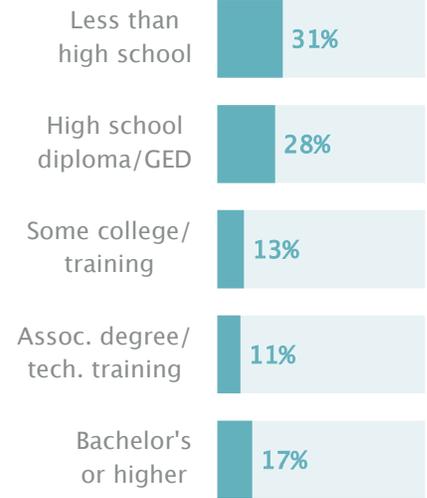


Hispanic/Latino

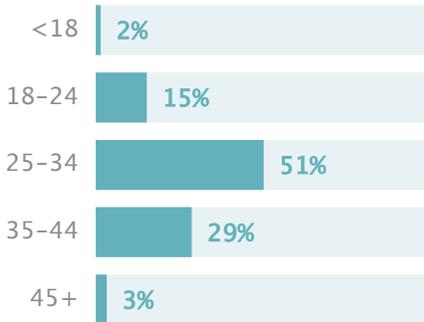
PRIMARY LANGUAGE



EDUCATION LEVEL



AGE



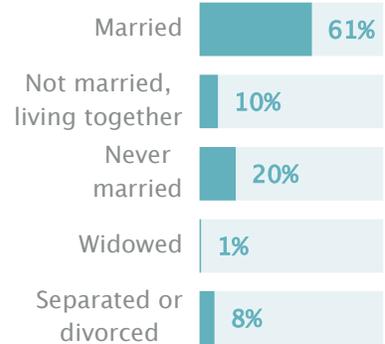
Average age:

32 years

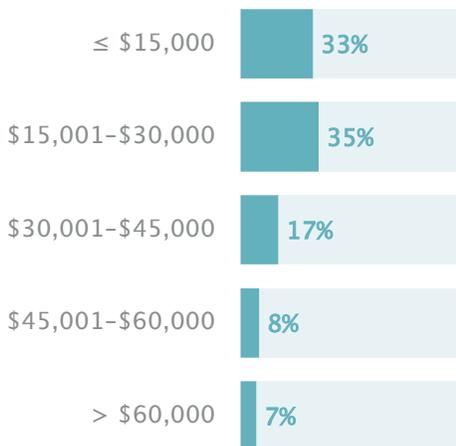
Age range (years):

15-62

MARITAL STATUS



HOUSEHOLD INCOME & SIZE



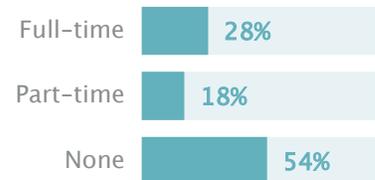
Average number of people in household:

4.17

Households with income at or below Federal Poverty Level:

56%

EMPLOYMENT STATUS



GENDER

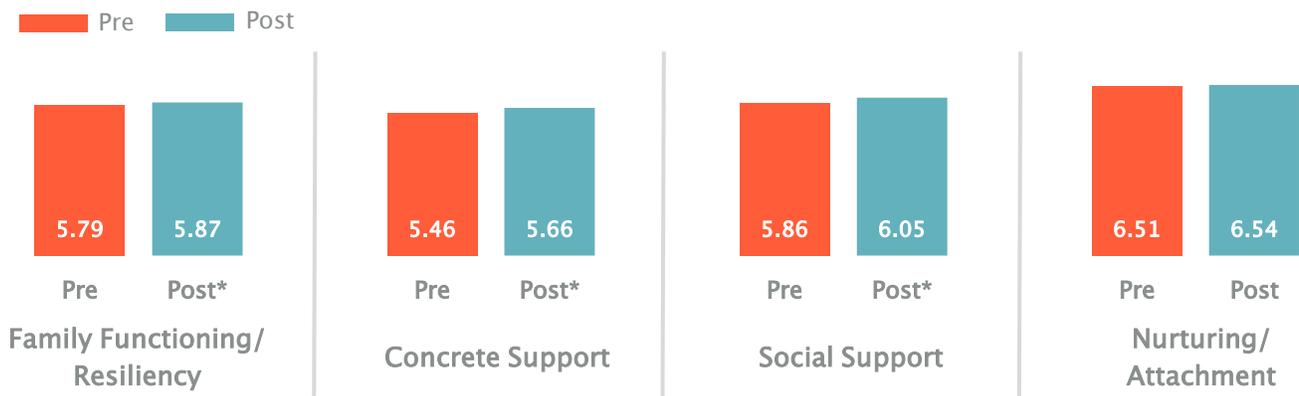


PROTECTIVE FACTORS SURVEY (N=846)

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; concrete support; social support; nurturing/attachment; and parenting and child development.

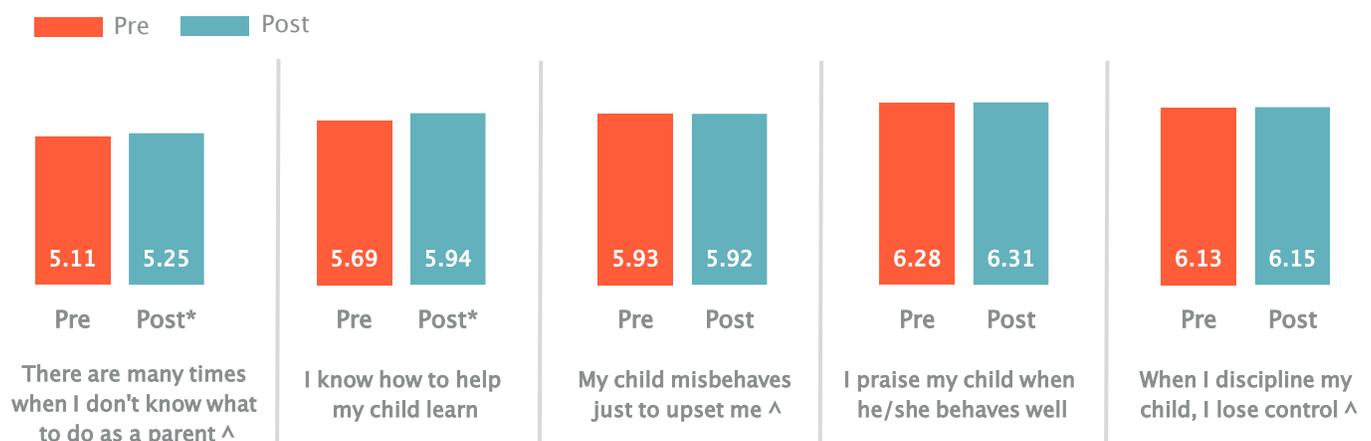
PFS SUBSCALES

Mean scores on the four PFS subscales are presented below. Scores can range from 1 to 7, with higher scores indicating stronger protective factors.



PFS PARENTING AND CHILD DEVELOPMENT ITEMS

For the five statements below, parents were asked either how much they agreed with each statement or how frequently the described situation occurs in their family. Scores can range from 1 to 7, and items marked with "^" were reverse coded so that higher scores on all items indicate stronger protective factors.



* = site level data statistically significant, $p < .05$

PARENT PRACTICES (N=912)

INTERACTIVE READING BEHAVIORS

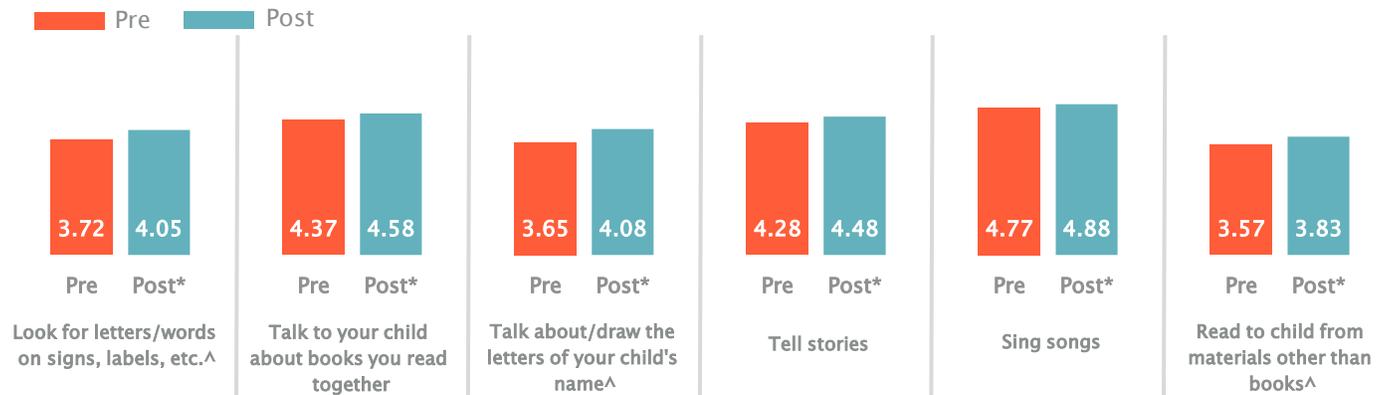
Parents whose oldest child in PAT was 2 years or older were asked how frequently they do the following behaviors while reading to their child. Parents used a scale of 1 to 5 with higher scores indicating greater frequency.

Point out pictures that show what was in the story	Pre		4.18
	Post*		4.35
Explain what the story is about	Pre		3.89
	Post*		4.10
Let your child turn the pages as you read together	Pre		4.19
	Post*		4.32
Have your child identify objects in the pictures	Pre		4.32
	Post*		4.45
Point to the words as you read	Pre		3.80
	Post*		3.99
Point out letters	Pre		3.57
	Post*		3.88
Encourage child to repeat rhymes or phrases	Pre		3.64
	Post*		3.82
Make the story personal	Pre		3.38
	Post*		3.65
Have your child guess what happens next	Pre		3.13
	Post*		3.53

* = site level data statistically significant, $p < .05$

LITERACY ACTIVITIES

Parents were asked how frequently they do the following literacy activities on a scale of 1 to 6 with higher scores indicating greater frequency. Items marked with "^" were asked only to parents whose oldest child in PAT was 2 years or older.



KNOWLEDGE OF PARENTING PRACTICES

On the post assessment, parents were asked how much the PAT program increased their knowledge about several aspects of parenting. Parents used a scale of 1 to 4 with higher scores indicating greater increases in knowledge.

Recognizing your child's developmental milestones	3.59
How to interact with your child to help their development	3.59
How to use good parenting practices	3.53
Where to find resources to support you as a parent	3.55
Positive discipline techniques	3.49
How to recognize possible developmental delays in your child	3.40
How to recognize vision, hearing and other potential health problems in your child	3.39
How to get help for vision, hearing or other health problems for your child	3.40

* = site level data statistically significant, $p < .05$

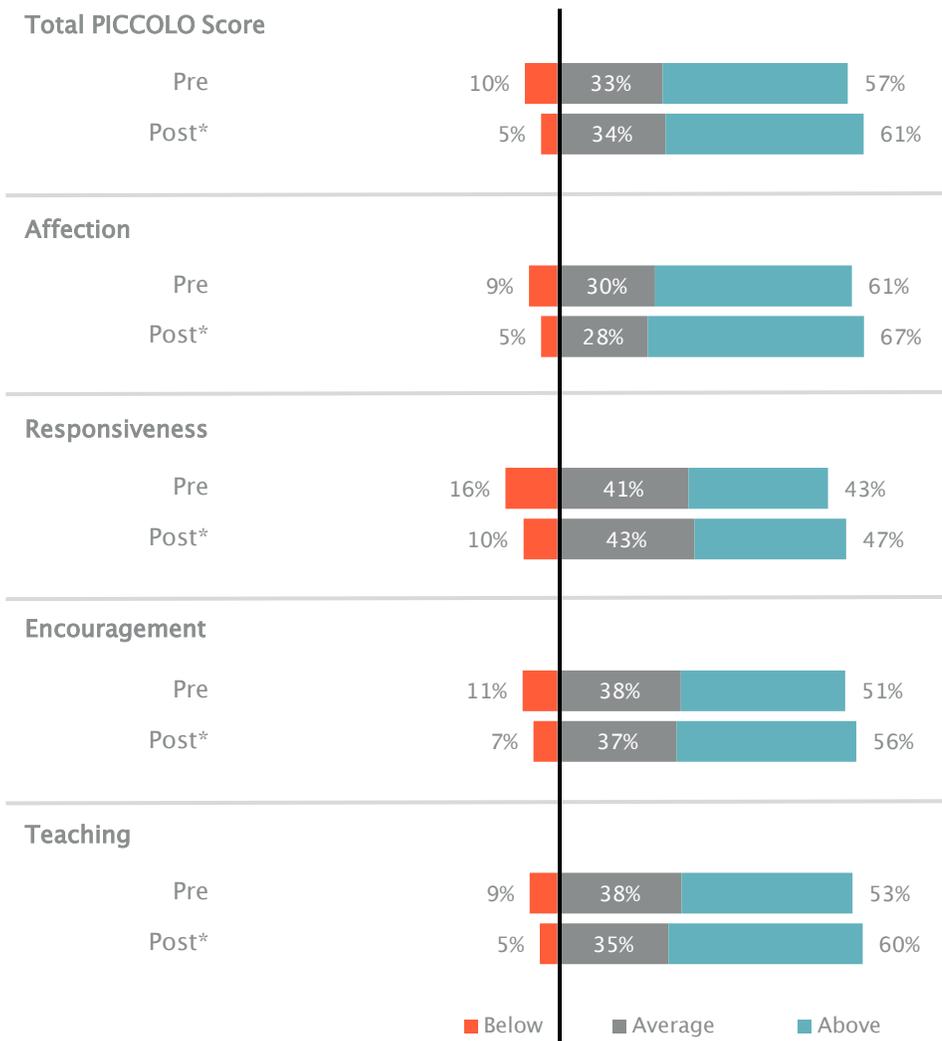
PARENT-CHILD INTERACTIONS

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

A total of 1,598 parents were observed for a pre assessment and 1,040 had a matching post assessment (65% match rate). At the pre assessment, children ranged in age from 8 months to 6 years, with a mean age of 2 years, 4 months.

ALL SITES (N=1040)



* = site level data statistically significant, $p < .05$

SCHOOL READINESS (BRACKEN)

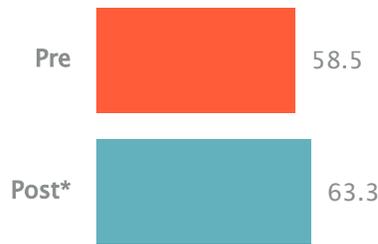
The Bracken is a validated school readiness assessment that measures preschool-aged children’s skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. The raw scores are used to calculate a percentile rank. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. These percentile ranks are used to determine proficiency (whether a child is delayed, average, or advanced in school readiness). The percentile ranks and proficiency levels are only available for children who completed the Bracken in English and met the age requirements. The subtest mastery indicates what percentage of questions in each category were answered correctly, and these data are available for children who completed the Bracken in English or Spanish.

CHILD INFORMATION

A total of 700 children completed a Bracken pre assessment and 422 had a matched post assessment (60% match rate). At the pre assessment, children ranged in age from 2 years to 6 years, with a mean age of 3 years, 9 months. Of the 422 children with matched assessments, 227 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

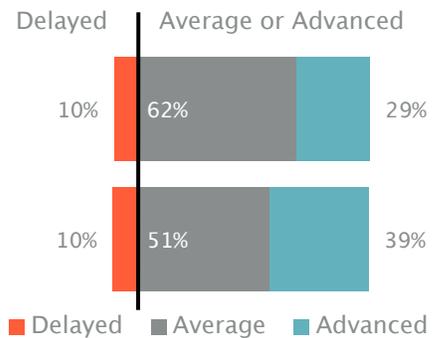
SCHOOL READINESS PERCENTILE RANKS

All Sites (N=227)



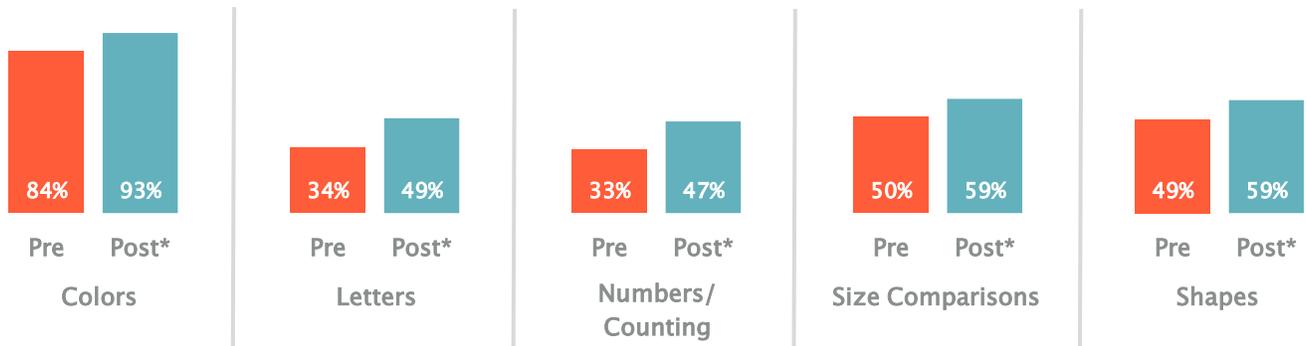
SCHOOL READINESS PROFICIENCY LEVELS

All Sites (N=227)



SUBTEST MASTERY LEVELS (N=422)

Pre Post



* = site level data statistically significant, $p < .05$