

PARENTS AS TEACHERS (PAT)

COLORADO STATEWIDE SNAPSHOT 2019-2020

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. For details on the measures used and statistical tests conducted, please reach out to Parent Possible.

Sample sizes shown throughout the report are the maximum; individual items may have smaller sample sizes due to missing data. For detailed aggregate results for all PAT sites across Colorado, please see the statewide report.

All families included in this report received services from this program in 2019-2020. The parent demographics include information from these families, though there is missing data on some items. The parent survey and parent-child interaction results include information from guardians and children who completed both a pre- and post-assessment. Exact n sizes are reported in each respective section.

SUMMARY OF FINDINGS

PARENT SURVEY

90% or more of guardians reported 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
- Recognizing possible vision, hearing, or health delays
- Where to get help for vision, hearing, or health problems

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

- 3 of 4 protective factor subscales
- 5 of 5 protective factor parenting and child development items
- Frequency of 9 out of 9 interactive reading behaviors

After participating in PAT:

- 59% of families report reading or looking at books every day
- Only 2% families reported reading less than once a week
- 88% of guardians report reading more than 10 minutes per day
- 77% of guardians report having more than 10 books in the home at the post-survey

PARENT-CHILD INTERACTIONS

At the post assessment, 97% of guardians exhibited average or above-average developmentally-appropriate behavior with their children overall. From pre to post, guardians demonstrated statistically significant growth in the total PICCOLO score and 4 of 4 subscales: Affection, Responsiveness, Encouragement, and Teaching.

SCHOOL READINESS

While fewer children were able to complete a pre and post Bracken this year due to COVID-19, there was enough data to conduct state-level analysis of the change in school readiness throughout the program. From pre to post, children demonstrated statistically significant increases in percentile rank, standard scores, and raw scores. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.



STRONGER FAMILIES, TODAY & TOMORROW.

Guardians
Served:

1,752

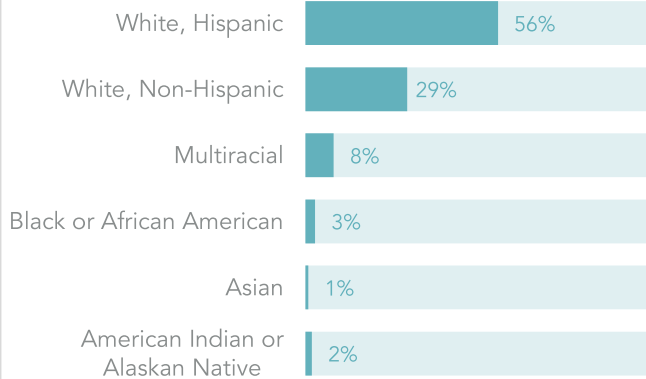
Children
Served:

2,115

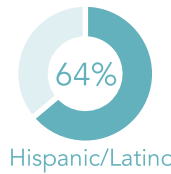
Home Visits
Completed:

19,910

GUARDIAN RACE



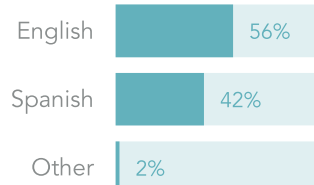
GUARDIAN ETHNICITY



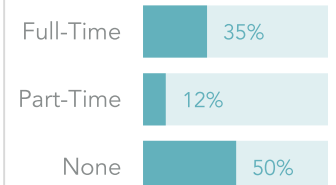
GUARDIAN GENDER



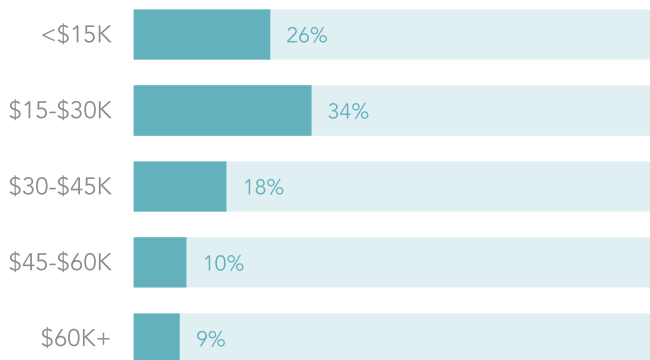
PRIMARY LANGUAGE



EMPLOYMENT STATUS



HOUSEHOLD INCOME



Federal Poverty Level (FPL) for a family of four:

\$26,200

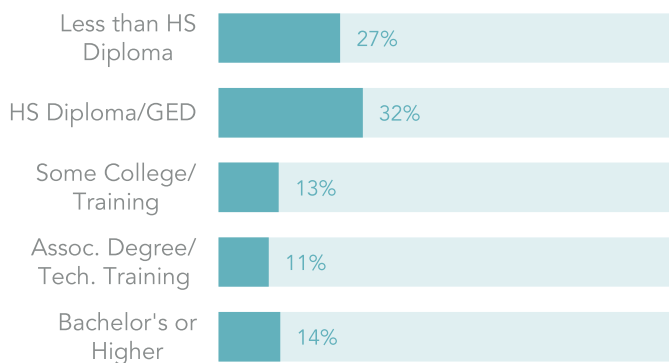
Households served that are at or below **100%** of the FPL:

50%

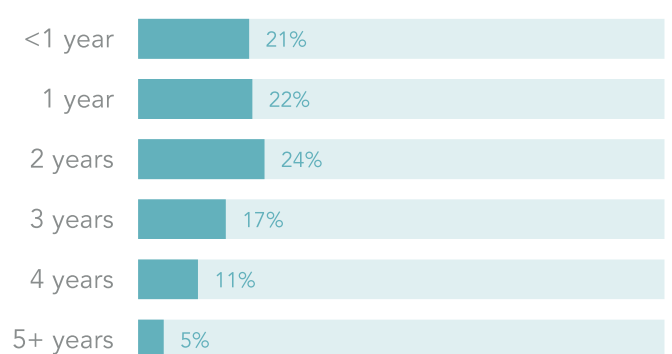
Households served that are at or below **200%** of the FPL:

82%

GUARDIAN EDUCATION LEVEL



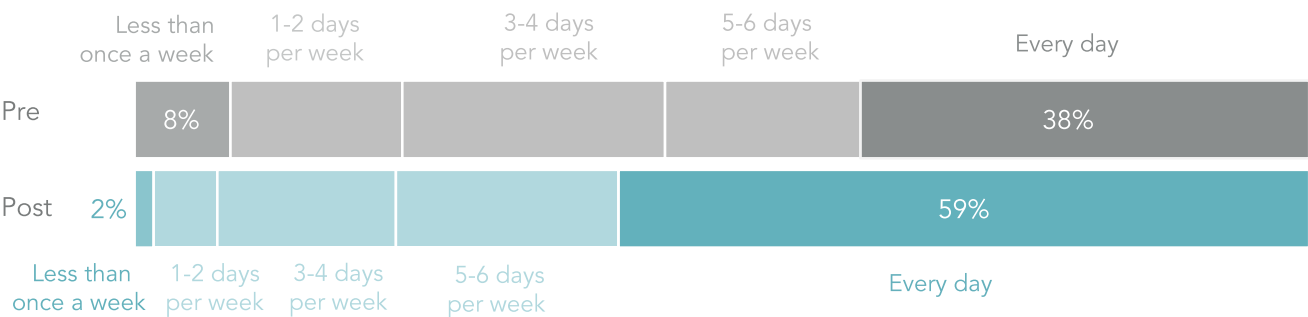
CHILD AGE



Note: Chart totals may not equal 100% due to missing or unknown data.

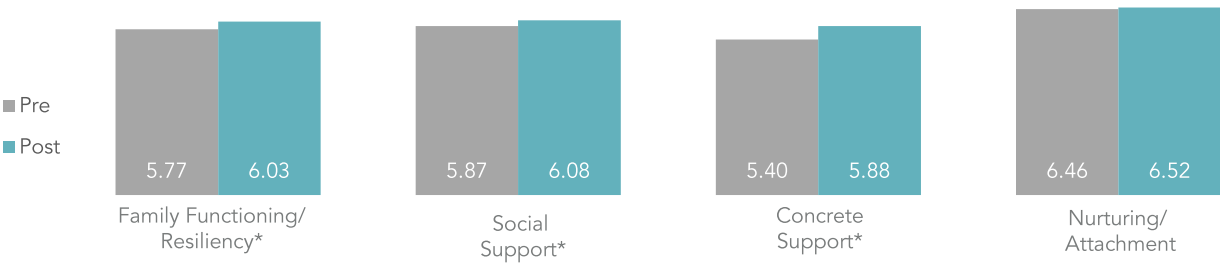
PARENT SURVEY

After participating in PAT, 59% of families report reading or looking at books every day; representing a 21-point increase from the daily reading frequency reported in the pre-survey. In addition, 2% of families reported reading less than once a week on the post-survey—a decrease of 7 points between pre- and post-survey.

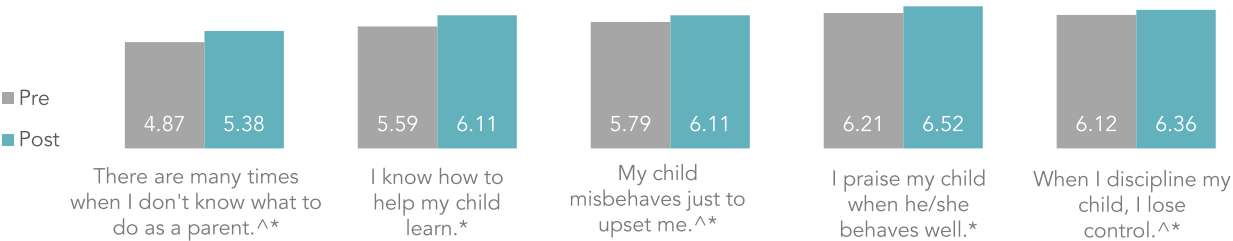


PFS SUBSCALES (N=641)

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 are based on a 1-7 scale, with 1 indicating "strongly disagree" and 7 indicating "strongly agree."



KNOWLEDGE OF PARENTING/CHILD DEVELOPMENT ITEMS (N=641)

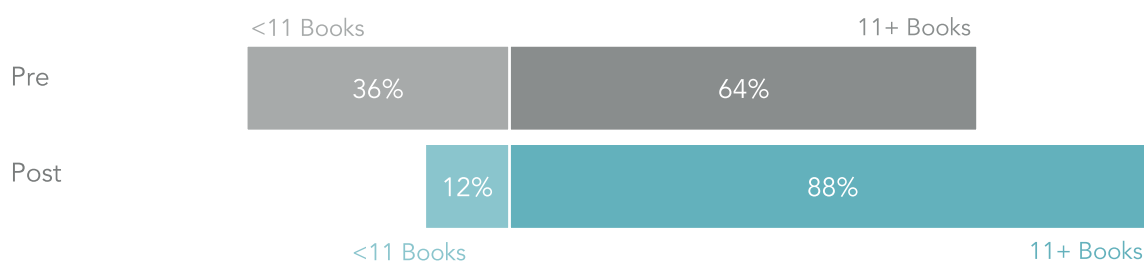
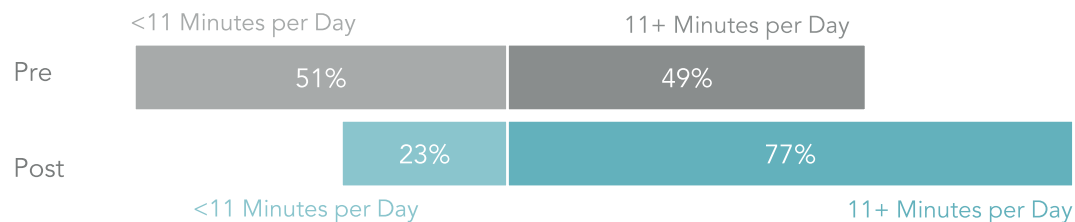


* = data statistically significant, $p < .05$
^ = items were reverse coded; higher scores on all items indicate stronger protective factors

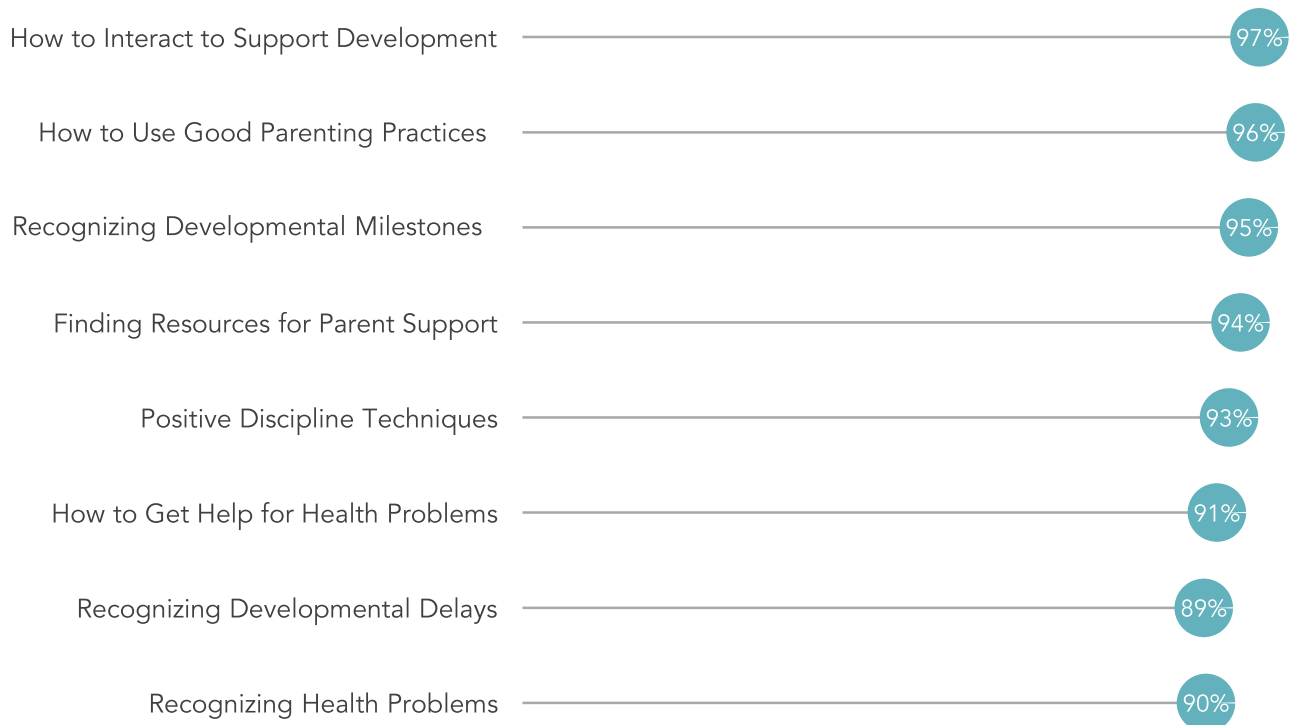
PARENT SURVEY, cont.

(N=641)

After participating in PAT, 88% of guardians report having more than 10 books in the home at the post-survey; this represents a 24-point difference from what new families completing a pre-survey this year reported. In addition, 77% of guardians report reading more than 10 minutes per day, a 28-point difference from the pre-survey.



Parents report PAT increased their knowledge in many areas related to parenting and child development:

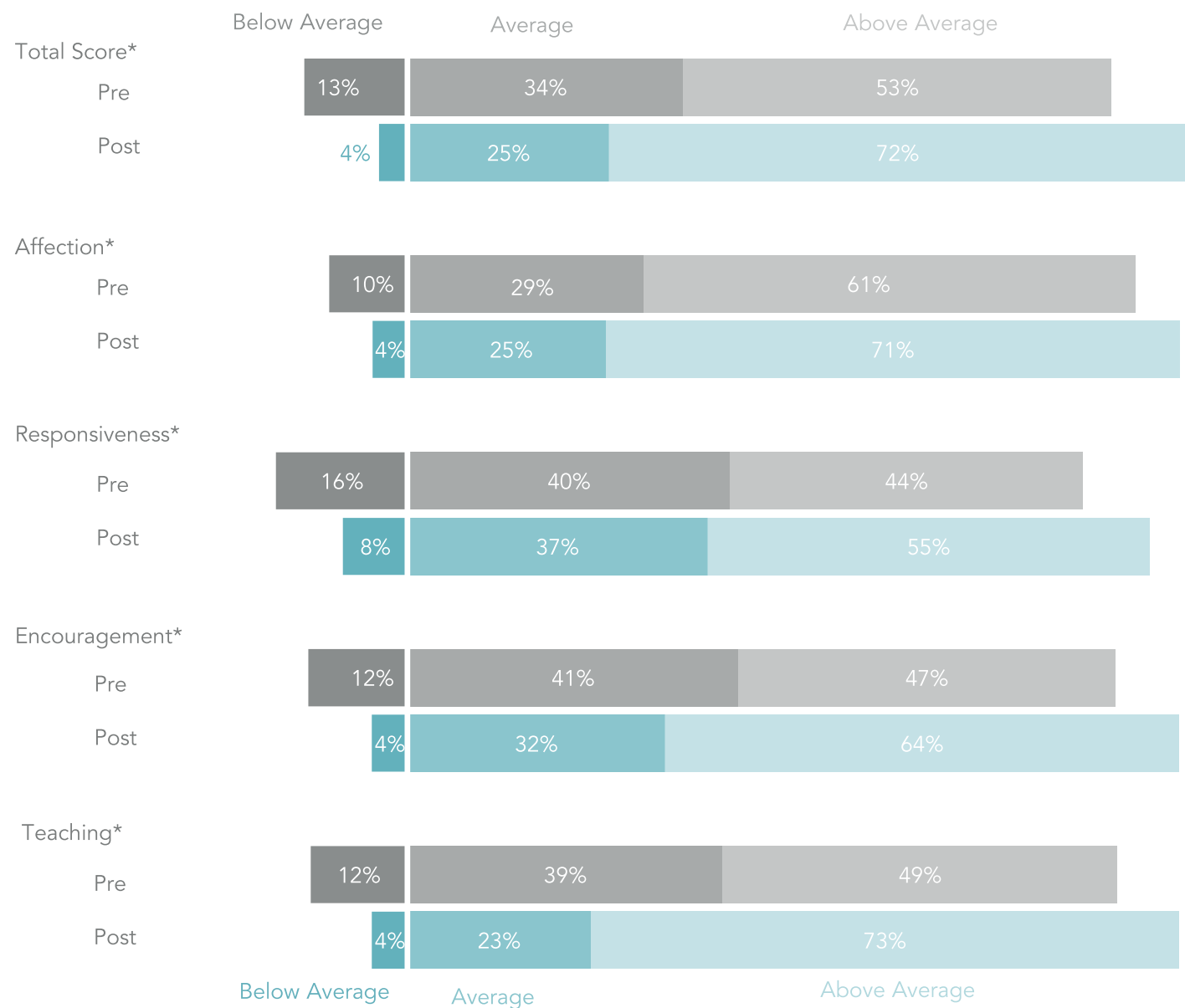


Note: Percentage of guardians enrolled in PAT for at least 3 months reporting that the program increased their knowledge "quite a bit" or "a lot."

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 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=775)



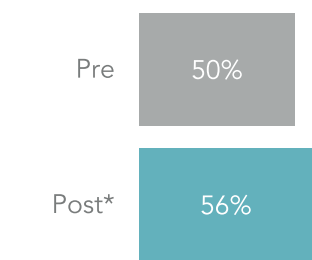
*= data statistically significant, $p < .05$

SCHOOL READINESS (BRACKEN)

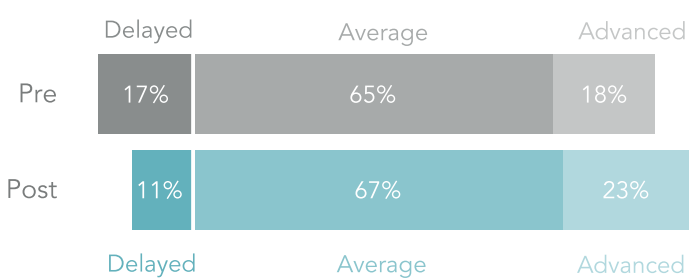
The Bracken (BRSA-3) is a validated school readiness assessment that measures preschool-aged children’s skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. The raw scores are calculated into a percentile rank score. For example, 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 253 children had matched pre- and post-assessments. Of those, 164 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

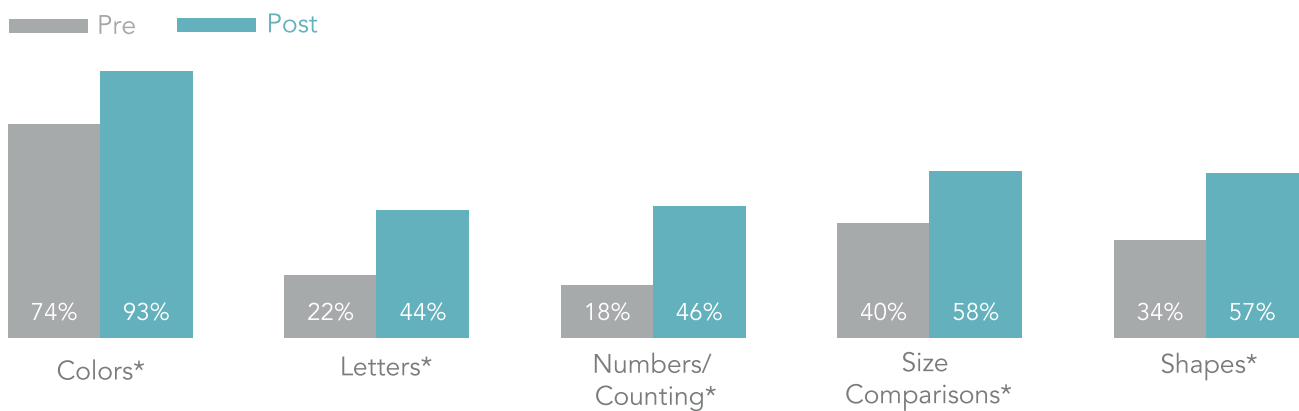
SCHOOL READINESS PERCENTILE RANKS (N=164)



SCHOOL READINESS PROFICIENCY LEVEL (N=164)



SUBTEST MASTERY LEVELS (N=253)



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