

Parents as Teachers Logic Model

What is the PAT logic model?

The logic model graphically depicts how the Parents as

Teachers (PAT) program is expected to create change in the
lives of the children and families it serves. It shows how the
PAT vision, core values, and assumptions are translated into
program services. The logic model also lists the intended
changes or outcomes that result when families receive PAT
services.

Why is a logic model necessary?

The logic model was designed for numerous purposes. Its most basic purpose is to provide a simplified, visual description of the multi-faceted PAT program. The logic model also summarizes the program's theory of change—the way in which services are intended to change the lives of children and families. This information can provide guidance in program implementation, training, and the allocation of personnel and resources. Finally, the logic model can become the basis of an evaluation plan to measure the effectiveness of PAT services.

How do I read the logic model?

The logic model represents a sequence of events. Beginning with PAT's core values, the model flows from left to right as depicted by arrows. Each arrow represents a link from one element of the logic model to another.

What are the major elements or parts of the logic • model?

The logic model is presented as a series of elements. Change over time is expected as the program moves from one element to the next, starting with basic beliefs about children and families and ending with long-term change for children, families, and communities. The major elements are:

- **Core Values:** the most basic beliefs that are the foundation of the PAT model program.
- Assumptions: translation of the core values into greater detail as they relate to the needs of children and families.
- PAT Model Components: summary of PAT services that directly address the needs of children and families listed in the assumptions.
- **Activities:** specific statements of program services provided as part of the model.
- **Short-term Outcomes:** anticipated consequences that result directly from program services.
- Intermediate Outcomes: changes that result due to program implementation indirectly or from short-term outcomes and that are measurable at a later time point.
- Long-term Outcomes: changes that often have a community impact and require greater time to measure.

How do the outcomes relate to PAT's overall goals?

The goals of PAT can be categorized into four general goals related to children, parents, and the community. The outcomes have been color coded to illustrate that PAT goals are met throughout program implementation, as short-term, intermediate, and long-term outcomes. The colors appearing on the logic model and their corresponding goals are as follows:

- **Blue:** Increase parent knowledge of early childhood development and improve parenting practices
- **Pink:** Provide early detection of developmental delays and health issues
- Green: Prevent child abuse and neglect
- Yellow: Increase children's school readiness and school success

Are the outcomes in the logic model measurable?

A range of current measurement tools are available to assess if programs have achieved the outcomes listed in the logic model. The PAT Measurement Toolkit (currently in development) can be used to help local programs identify the assessment tool that best fits their needs, based upon information such as what is measured, appropriate age range, cost, and expertise needed to administer testing.

How is the logic model relevant to local PAT programs?

The logic model is representative of the PAT model and provides a general picture of how it is intended to work. To ensure model fidelity, programs provide services in all of the four major program components. However, in particular cases, additional implementation strategies or minor modifications to the PAT model may be necessary to best address families' needs at the local level. 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 was the logic model developed?

Using a collaborative process, PATNC and EMT Associates, Inc. drew information from PAT practices, materials, and current literature on child development and parenting practice as the foundation of the logic model. Special attention was placed on developing a sound framework for how the program will create change for children and families over time. The logic model was reviewed and revised based upon comments from PAT staff, national trainers, and state systems leaders.

Parents as Teachers Logic Model

Core Values Assumptions

PAT Model Component

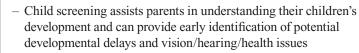
Vision: All children will learn, grow and develop to realize their full potential

Mission: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life

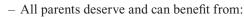
- Parents are their children's first and most influential teachers
- The early years of a child's life are critical for optimal development and provide the foundation for success in school and life
- Established and emerging research should be the foundation of parent education and family support curricula, 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

- All parents deserve and can benefit from research-based information regarding child development and partnerships with parent educators trained in supporting the development of strong parent-child relationships

- The home is the first and most important learning environment
- Use of a structured, research-based curriculum founded on proven parenting practices fosters optimal development of parenting skills and strengthens the parent-child relationship
- Learning for both parent and child occur over time and is optimized if program interventions occur over a several year
- Regular, individualized home visits address family-specific needs and build upon family strengths



Undiagnosed and unaddressed developmental and health issues may impede overall child development and school readiness and produce family stress



- support from other parents
- research-based information regarding child development
- early opportunities to become involved with community and school
- enrichment opportunities with child
- Children can benefit from structured and unstructured play in group-settings
- Families experience a wide range of needs and PAT alone cannot meet all the needs of families
- Busy, stressed parents with young children often lack the knowledge, skills, and time to find and access needed community resources

Personal Visits

Screenings

Group

Meetings

Resource

Network



NATIONAL CENTER, INC.

Note: The term primary caregiver or guardian can be substituted for parent (mother and/ or father) in recognition of the wide range of family systems served by the PAT model.

PAT Model Activities* Short-term Outcomes Intermediate Outcomes Long-term Outcomes Component A minimum of monthly** personal visits, Parent will display improved: typically in the home, using Born to Learn $^{\mathrm{TM}}$ Child will have improved school Child will have improved: -knowledge of age appropriate child development in Curriculum plans that are appropriate for child's -relationship with and attachment readiness and school success through cognitive, language and literacy, social-emotional, development and age. Parent educators: to parent and motor domains -build rapport with the family -cognitive abilities and general -cognitive abilities -interaction with child that enhances age--discuss child development and parenting -language and early literacy skills knowledge appropriate development -social-emotional development -language and literacy skills -parent-child attachment -model, consult, and coach on parenting practices -social-emotional development Personal motor skills -parenting practices engage in parent-child activities, including rate of low birth weight (if -motor skills Visits -knowledge and practice of positive discipline book reading, to foster observation of the child's prenatal visits received) -physical well-being behavior and parent-child interaction -ability to learn -feeling of competence and confidence in parenting -summarize new information and follow -academic achievement practices If services needed and utilized, progress from previous visits to reinforce parent -involvement in child's care and education child will have improved: knowledge of parental strengths, newly achieved -home environment -cognitive abilities Child will have fewer: child developmental milestones, and activities to -language and early literacy skills -unidentified and unremediated support further developmental progress -social-emotional development developmental delays Child will have increased: -motor skills -unaddressed vision/hearing/health identification of, and referral to services for, A minimum of one screening per program possible delays and vision/hearing/health issues vision/hearing/health year** conducted by the parent educator or other -school-age placements in special immunization rate qualified individual for each of the following education Parent will display improved: -knowledge of and more realistic expectations of Family will be strengthened developmental progress regarding cognitive, age-appropriate developmental milestones language, social-emotional, and motor skills through: Screenings -ability to recognize possible developmental -decreased child abuse and -vision/hearing/health strengths and delays During screening parent educators will neglect -ability to recognize and seek help for child vision, provide information about child's health and hearing, and health issues developmental progress through on-going -ability to facilitate child's developmental progress tracking of developmental milestones. Parent will have increased: -support network of other parents Parent will display improved: -information and improved A minimum of monthly site-based group opportunities to interact with other parents parenting practices related to meetings** in which parent educators provide: special topics such as sleep -awareness of and access to resources for -information about parenting skills, parent-child issues, child safety, etc. information and support interactions, child development, and community -reinforcement of personal visit benefits (see top short-term outcome box) Parent will be more involved in Group structured activities to promote information school and community, and will show Meetings and knowledge related to parenting and child Child will have increased: improved: development Child will have increased: -development of social skills -involvement in child's education and opportunities for parents to meet with and opportunities for interaction with others outside ability to play interactively with learning support each other the family (other caregivers and other children) other children -support of child school attendance opportunities to participate in outings and events opportunities for learning through event and group -parent-teacher relationships in community settings participation Parent will have increased: Parent educators help connect family with -connection with school and Parent will display increased: Color coding of PAT Goals community resources, such as: community -knowledge of and exposure to community Blue: Increase parent knowledge -ability to advocate on behalf of -community activities, groups, or general resources for parents and children, including basic of early childhood Resource child enrichment opportunities needs, health, other resources development and improve -health/mental health professionals, social service Network -knowledge of enrichment/learning activities parenting practices agencies, employment agencies, etc. -awareness of and access to sources for information If resources/referrals are utilized, Pink: Provide early detection of early intervention for children with child will have improved: developmental delays and developmental delays If resources/referrals needed and utilized, family health issues -nutrition and health care will have increased: -learning opportunities Green: Prevent child abuse and * Activities to be delivered in accordance with PAT quality standards; and culturally -fulfillment of basic needs -social-emotional development neglect -reduction of stress responsive programming to be implemented based upon family and community needs Yellow: Increase children's school -home environment ** Current PAT national standard. Increased intensity is recommended based upon -family support readiness and school success family/community need.