



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?

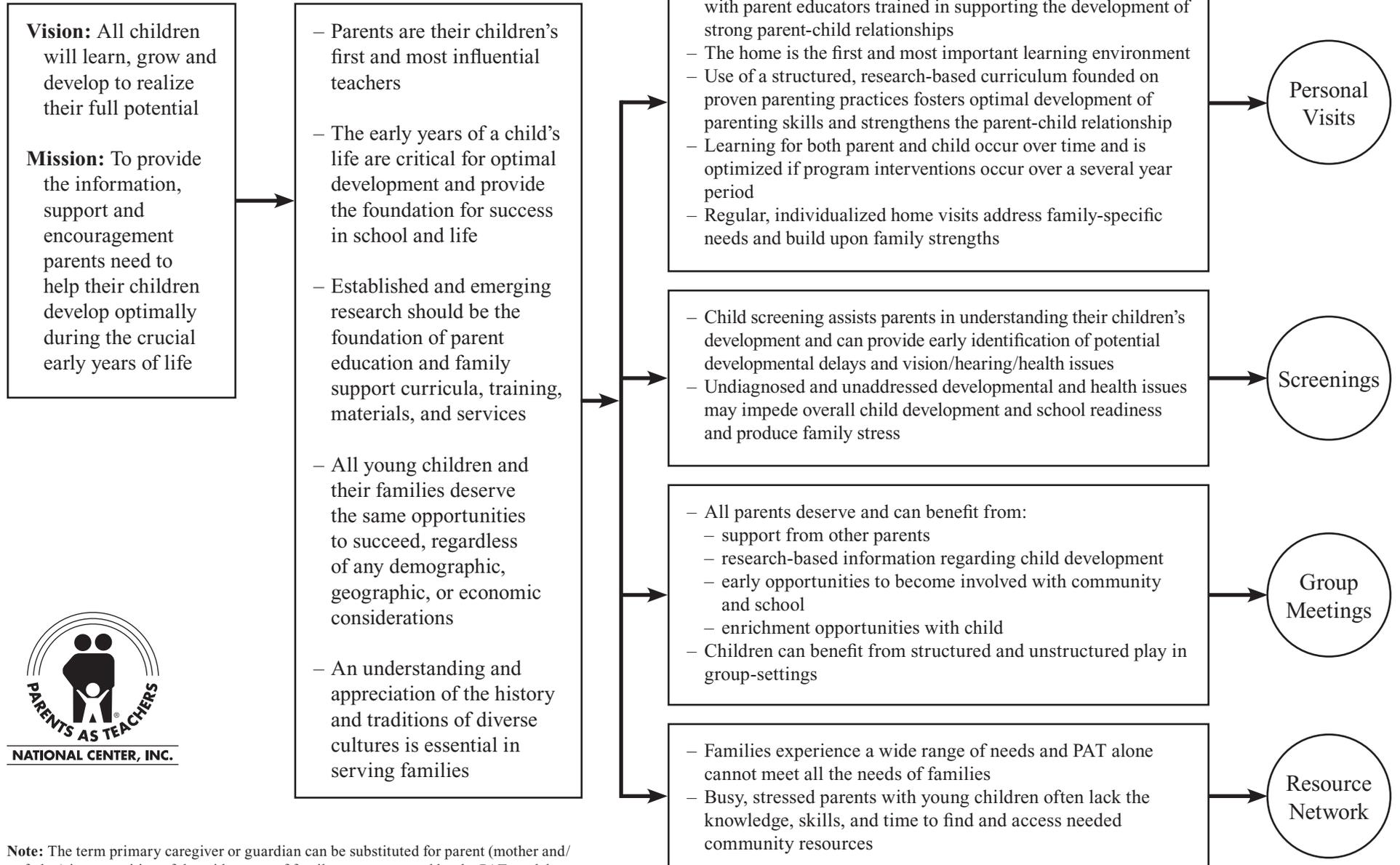
Using a collaborative process, PATNC and EMT Associates, Inc. drew information from PAT practices, materials, and current literature on child development and parenting practice as the foundation of the logic model. Special attention was placed on developing a sound framework for how the program will 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



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 Component

Activities*

Short-term Outcomes

Intermediate Outcomes

Long-term Outcomes



A minimum of monthly** personal visits, typically in the home, using *Born to Learn™ Curriculum* plans that are appropriate for child's development and age. Parent educators:

- build rapport with the family
- discuss child development and parenting practices
- model, consult, and coach on parenting practices
- engage in parent-child activities, including book reading, to foster observation of the child's behavior and parent-child interaction
- summarize new information and follow progress from previous visits to reinforce parent knowledge of parental strengths, newly achieved child developmental milestones, and activities to support further developmental progress

Parent will display improved:

- knowledge of age appropriate child development in cognitive, language and literacy, social-emotional, and motor domains
- interaction with child that enhances age-appropriate development
- parent-child attachment
- parenting practices
- knowledge and practice of positive discipline techniques
- feeling of competence and confidence in parenting practices
- involvement in child's care and education
- home environment

Child will have improved:

- relationship with and attachment to parent
- cognitive abilities
- language and early literacy skills
- social-emotional development
- motor skills
- rate of low birth weight (if prenatal visits received)

Child will have improved school readiness and school success through enhanced:

- cognitive abilities and general knowledge
- language and literacy skills
- social-emotional development
- motor skills
- physical well-being
- ability to learn
- academic achievement



A minimum of one screening per program year** conducted by the parent educator or other qualified individual for each of the following areas:

- developmental progress regarding cognitive, language, social-emotional, and motor skills
- vision/hearing/health

During screening parent educators will provide information about child's health and developmental progress through on-going tracking of developmental milestones.

Child will have increased:

- identification of, and referral to services for, possible delays and vision/hearing/health issues

If services needed and utilized, child will have improved:

- cognitive abilities
- language and early literacy skills
- social-emotional development
- motor skills
- vision/hearing/health
- immunization rate

Child will have fewer:

- unidentified and unremediated developmental delays
- unaddressed vision/hearing/health issues
- school-age placements in special education

Parent will display improved:

- knowledge of and more realistic expectations of age-appropriate developmental milestones
- ability to recognize possible developmental strengths and delays
- ability to recognize and seek help for child vision, hearing, and health issues
- ability to facilitate child's developmental progress

Family will be strengthened through:

- decreased child abuse and neglect



A minimum of monthly site-based group meetings** in which parent educators provide:

- information about parenting skills, parent-child interactions, child development, and community resources
- structured activities to promote information and knowledge related to parenting and child development
- opportunities for parents to meet with and support each other
- opportunities to participate in outings and events in community settings

Parent will display improved:

- opportunities to interact with other parents
- awareness of and access to resources for information and support
- reinforcement of personal visit benefits (see top short-term outcome box)

Parent will have increased:

- support network of other parents
- information and improved parenting practices related to special topics such as sleep issues, child safety, etc.



Child will have increased:

- opportunities for interaction with others outside the family (other caregivers and other children)
- opportunities for learning through event and group participation

Child will have increased:

- development of social skills
- ability to play interactively with other children

Parent will be more involved in school and community, and will show improved:

- involvement in child's education and learning
- support of child school attendance
- parent-teacher relationships



Parent educators help connect family with community resources, such as:

- community activities, groups, or general enrichment opportunities
- health/mental health professionals, social service agencies, employment agencies, etc.
- early intervention for children with developmental delays

Parent will display increased:

- knowledge of and exposure to community resources for parents and children, including basic needs, health, other resources
- knowledge of enrichment/learning activities
- awareness of and access to sources for information and support

If resources/referrals needed and utilized, family will have increased:

- fulfillment of basic needs
- reduction of stress
- family support

Parent will have increased:

- connection with school and community
- ability to advocate on behalf of child

If resources/referrals are utilized, child will have improved:

- nutrition and health care
- learning opportunities
- social-emotional development
- home environment

Color coding of PAT Goals

- 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

* Activities to be delivered in accordance with PAT quality standards; and culturally responsive programming to be implemented based upon family and community needs
 ** Current PAT national standard. Increased intensity is recommended based upon family/community need.