

# PARENTS AS TEACHERS (PAT) COLORADO STATEWIDE SNAPSHOT 2022-2023

## INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Parents as Teachers (PAT) program in Colorado. Evaluation tools for the 2022-2023 year included a participant survey, an assessment of parent-child interactions, and a child assessment of school readiness. Survey data were analyzed to describe families served by PAT, gauge their satisfaction with the program, and examine changes in parenting practices and confidence. Assessment results help to capture the change in the quality of parent-child interactions and children's school readiness. For details on the measures and statistical tests conducted, please reach out to Parent Possible.

All families included in this report received services in 2022-2023. The demographics section includes information from these families, though there is missing data on some items. The participant survey results include information from guardians who completed an assessment in the spring of 2023. Parent-child observations and school readiness assessments happen throughout the year, though most are completed each fall and/or spring during our statewide assessment periods.

Some notes on the report: Exact sample sizes (n) are reported in each respective section of the report and represent the maximum; individual items may have smaller sample sizes due to missing data. In addition, we recognize that there are many different configurations of families. In this report, the term "parent" is used in a general sense and refers to anyone who is central to a child's care and development while a participant of PAT.

Throughout the program year, PAT sites served 1,243 families and 1,482 children across the state. 518 participants completed a survey, 442 parents completed a pre- and post-parent-child observation, and 175 children completed a pre- and post-Bracken School Readiness Assessment.

## SUMMARY OF FINDINGS

### PARENT SURVEY

98% of survey respondents would recommend this program to a friend.

Overall, at least 90% or more of participants agreed or strongly agreed with 16 of 17 statements about program quality and satisfaction.

Parents and guardians report PAT changes the way they support their child(ren) and themselves. Participation in PAT:

- Increases understanding of their child's development,
- Increases time spent doing activities that support their child's learning and development,
- Teaches new ways to interact that support their child's learning and development, and
- Motivates parents and guardians to try new parenting strategies.

In addition, survey respondents report:

- A strengthened relationship with their child,
- Being better able to handle stress, and
- Support from their Parent Educator around goals they set for their family.

### PARENT-CHILD INTERACTIONS

At the post assessment, 93% 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 three of four subscales: responsiveness, encouragement, and teaching.

### SCHOOL READINESS

From pre to post, children demonstrated statistically significant increases in percentile rank scores and the overall raw score. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.



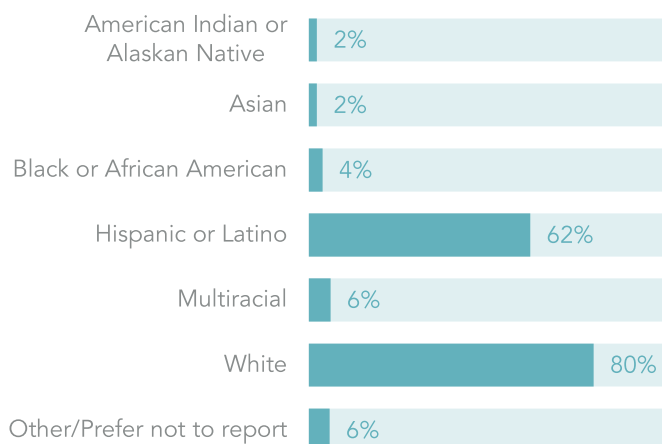
STRONGER FAMILIES, TODAY & TOMORROW.

Number of Families Served: **1,243**

Number of Children Served: **1,482**

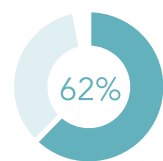
Number of Personal Visits Completed: **13,600**

#### PARENT RACE AND ETHNICITY



Note: 62% of guardians selected 2 or more racial/ethnic identities

#### PARENT ETHNICITY

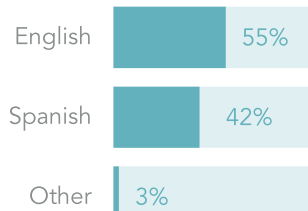


Hispanic/Latino

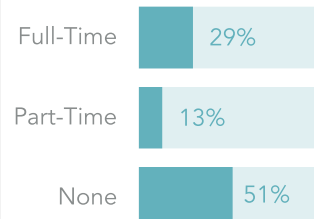
#### PARENT GENDER



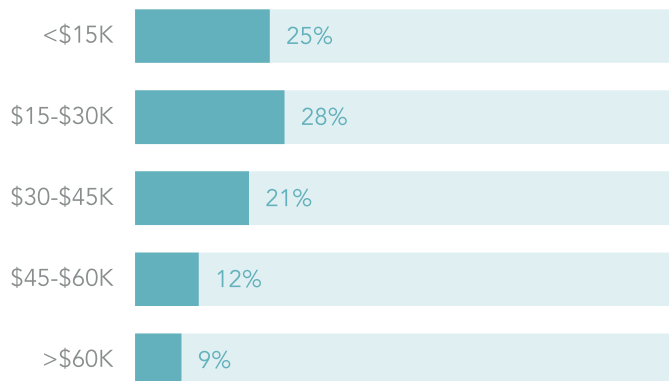
#### PRIMARY LANGUAGE



#### EMPLOYMENT STATUS



#### HOUSEHOLD INCOME



2023 Federal Poverty Guideline for a family of four:

**\$30,000**

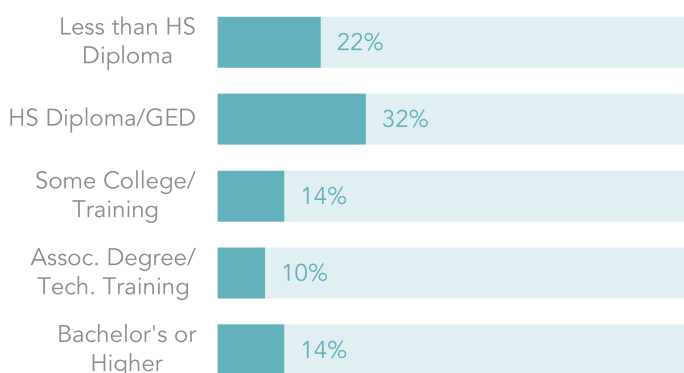
Households served that are at or below 100% of the Federal Poverty Guideline:

**45%**

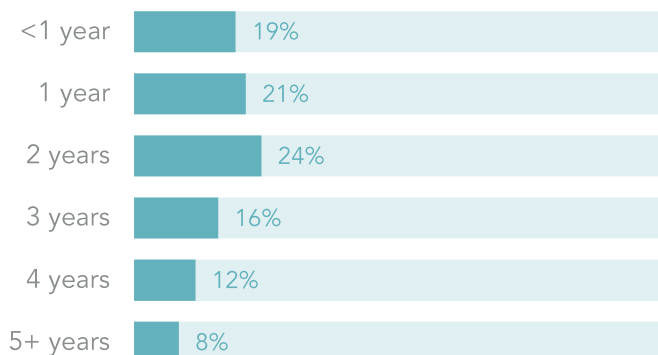
Households served that are at or below 200% of the Federal Poverty Guideline:

**77%**

#### PARENT EDUCATION LEVEL



#### AGES OF CHILDREN SERVED



Note: Chart totals may not equal 100% due to missing or unknown data. For example, any white space within the donut chart for Parent Ethnicity represents participants who selected the "prefer not to report" category.

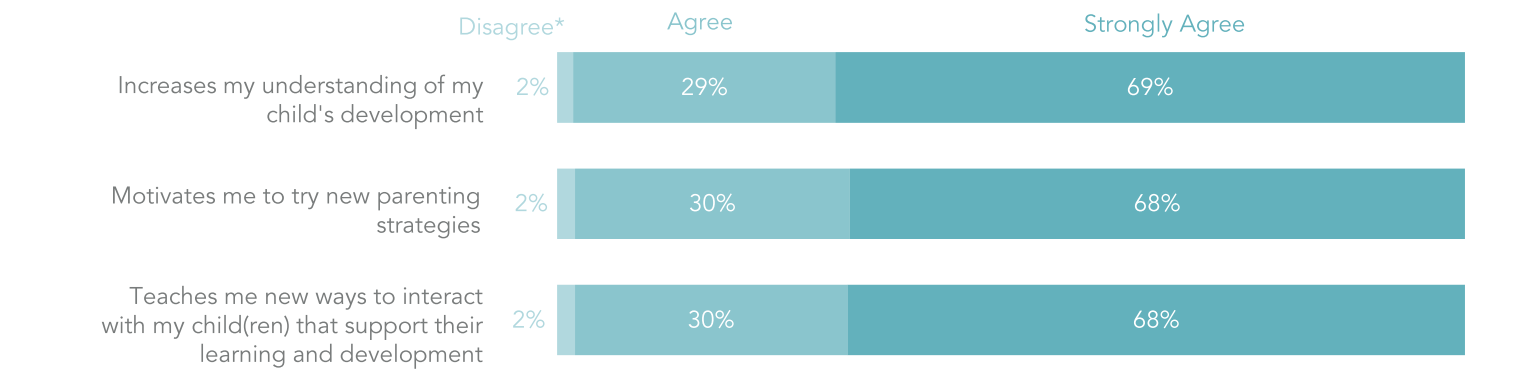
# PARENT SURVEY

The PAT Participant Survey was an anonymous survey administered to parents in the spring of 2023. It asks respondents to reflect on their time in the program and answer questions regarding PAT's impact on their parenting and relationships and their satisfaction with the program. Across Colorado, PAT parents completed 518 surveys. This represents 39% of PAT participants from the 2022-23 program year.

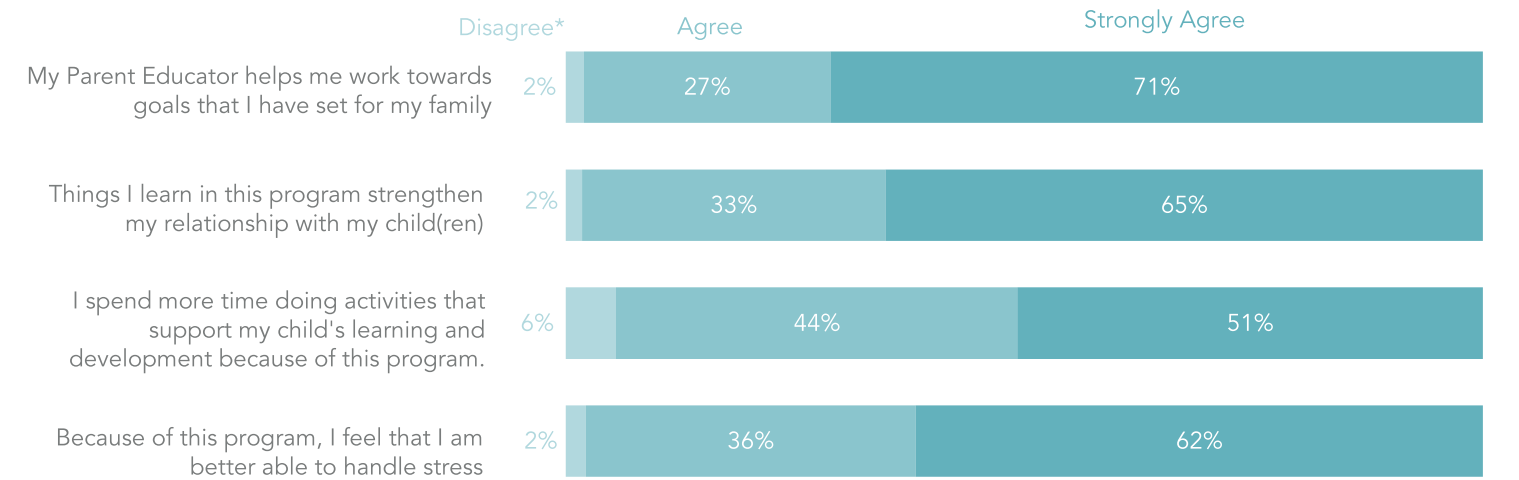
## Overwhelmingly, parents report Parents as Teachers changes the way they support their child(ren) and themselves.

Participation in PAT increases parents' understanding of their child's development, teaches new ways to interact with their child that supports the child's learning and development, and motivates parents to try new parenting strategies. In addition, survey respondents report a strengthened relationship with their child, being better able to handle stress, spending more time doing activities that support their child's learning and development, and support from their Parent Educator in working towards goals they set for their family.

### PARENT KNOWLEDGE AND PRACTICE



### FAMILY GROWTH AND RELATIONSHIPS



*\*= the disagree category displayed combines families that selected "Disagree " or "Strongly Disagree "*

It is clear current PAT participants value the PAT program and all it does for their families.

**98%** of survey respondents would recommend this program to a friend.

## PARENT SURVEY, cont.

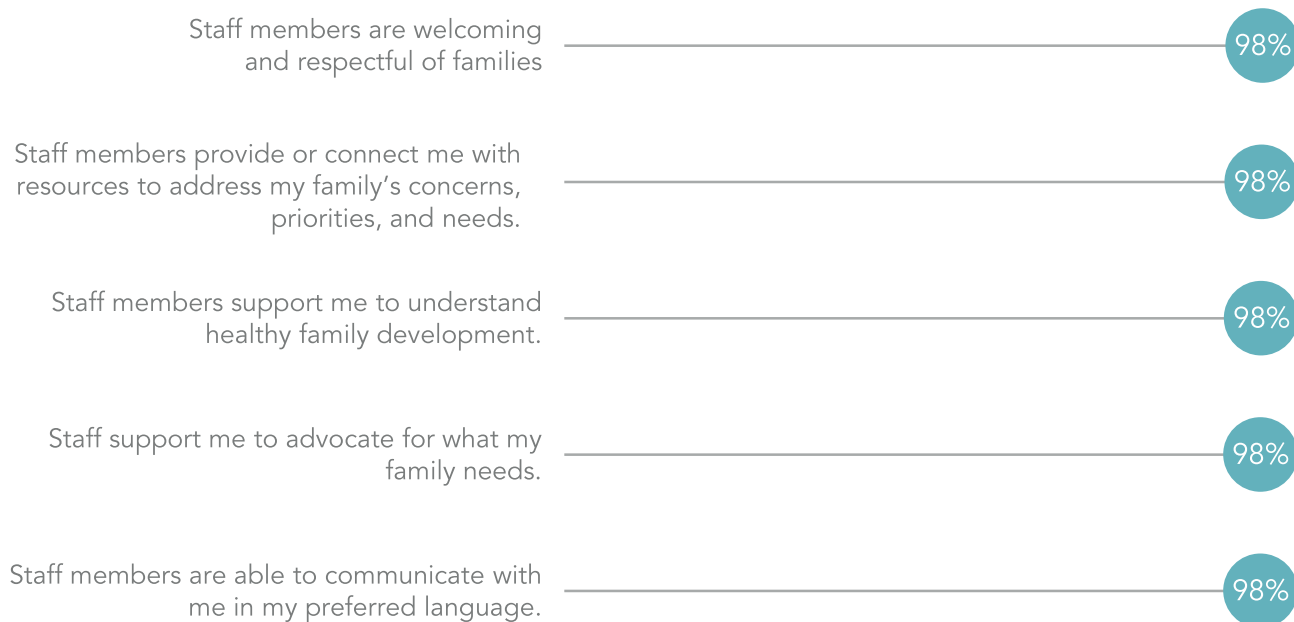
N=518

The PAT participant survey in 2023 included questions from the Standards of Quality for Family Strengthening & Support Participant Survey developed by the National Family Support Network. There were 17 multiple choice questions and one open-ended question meant to capture participant satisfaction and to gauge if the program is meeting the needs of those enrolled. For this section of the survey, participants responded to 17 items on a scale of "strongly disagree" to "strongly agree."

On the Standards of Quality for Family Strengthening & Support Participant Survey questions:

**90%** or more of parents agreed with 16 of the 17 statements about program quality and satisfaction.

**PAT continues to meet families where they are.** Overall, reviews of the PAT program remained remarkably positive. A few items highlighting PAT's strengths are as follows; the percentages reported represent those who selected "agree" or "strongly agree" on each item.



“*I really value the open conversations about my children's development and any struggles I'm having. The materials and activities provided to support me in working on specific skills has been invaluable.*”

- PAT Participant

# 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.<sup>1</sup> 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.

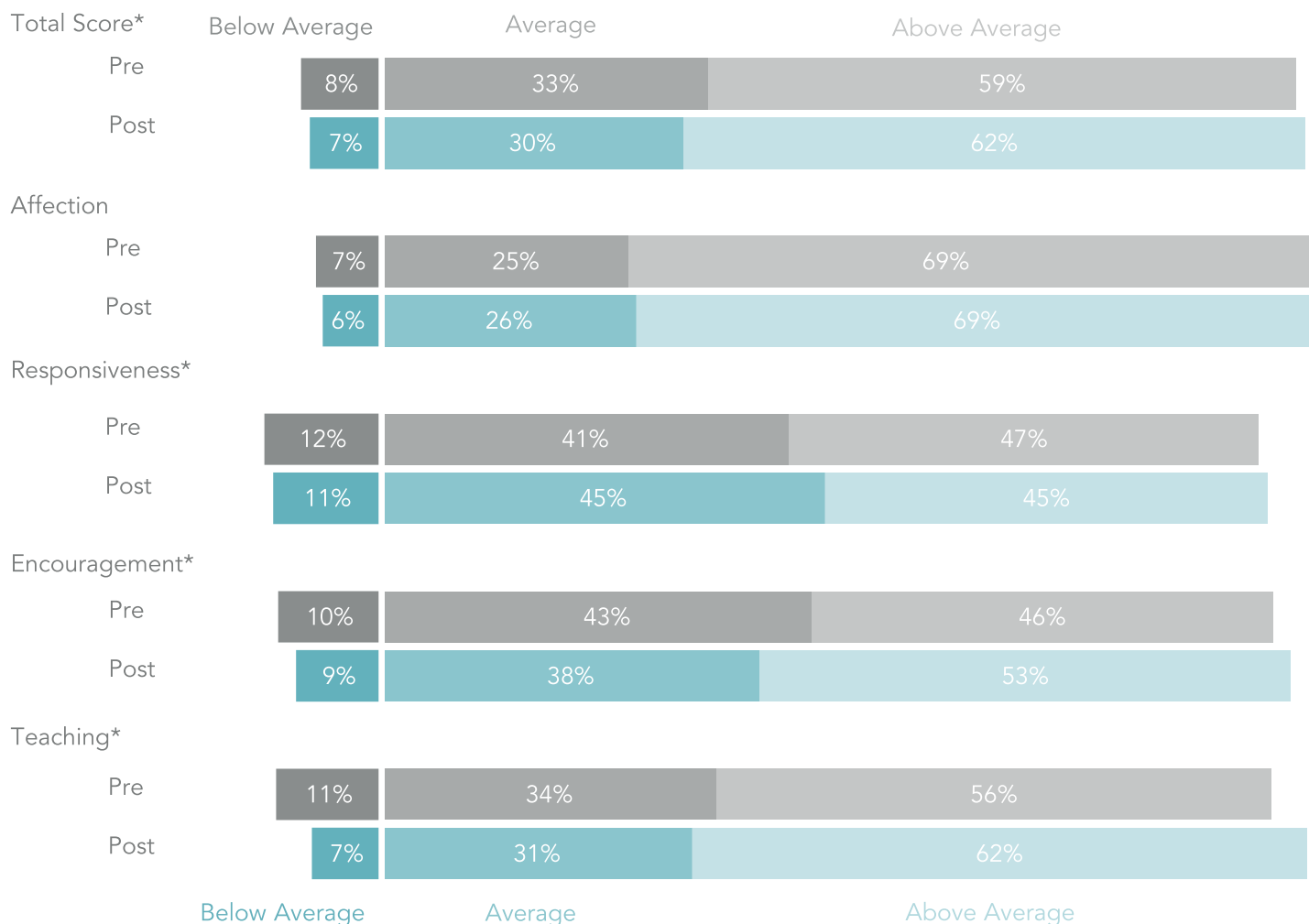
The PICCOLO measures:

- **Affection:** Warmth, physical closeness, and positive expressions toward child
- **Responsiveness:** Responding to child’s cues, emotions, words, interests, and behaviors
- **Encouragement:** Active support of exploration, effort, skills, initiative, curiosity, creativity, play
- **Teaching:** Shared conversation and play, cognitive stimulation, explanations and questions

PAT families complete a PICCOLO within three months of enrollment or a child turning 10 months of age and then again each fall. Results below include guardians observed at least twice over the course of their time in PAT and where the most recent observation was during the 2022-23 program year.

## PARENT-CHILD INTERACTION QUALITY

(N=442)



\*= data statistically significant,  $p < .05$ , meaning there is a less than 5% probability that the change in scores is due to chance alone.

<sup>1</sup> Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K., & Anderson, S. (2013). Parenting interactions with children: Checklist of observations linked to outcomes: PICCOLO User's Guide. Baltimore, Maryland. Paul H. Brookes Publishing Co., Inc.

# SCHOOL READINESS (BRACKEN)

The Bracken School Readiness Assessment (BSRA-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 number of children able to complete the BSRA-3 this year remained below that of pre-pandemic levels. While some program sites shifted back to fully in-person activities, many sites remain at least partially virtual and were unable to collect school readiness data from all eligible children.

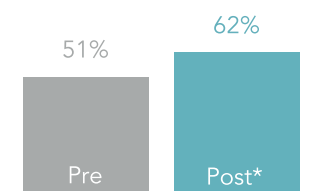
## HOW TO INTERPRET RESULTS:

For children whose primary language is English, raw scores are used to calculate a percentile rank. This **percentile rank** allows caregivers to see what their child knows as compared to children of the same age. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. An increase in percentile rank from pre-test to post-test would suggest children enrolled in PAT are learning faster than their same-aged peers that are not part of the program. Percentile ranks are also used to determine the child's **proficiency level** i.e. whether they are very delayed, delayed, average, advanced, or very advanced in school readiness.

Regardless of a child's preferred language, subtest mastery scores still provide valuable information about school readiness. Each **subtest mastery** score indicates what percentage of questions were answered correctly in that particular subtest. For example, an 80 for 'colors' indicates that, on average, children named 80% of the colors correctly. Not all of the increase in knowledge can be attributed to participation in PAT, however, the gains remain impressive.

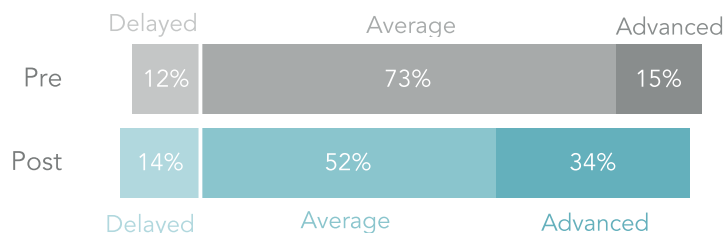
A total of 175 children had matched pre- and post-assessments. Of those, 100 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

## SCHOOL READINESS PERCENTILE RANKS (N=100)

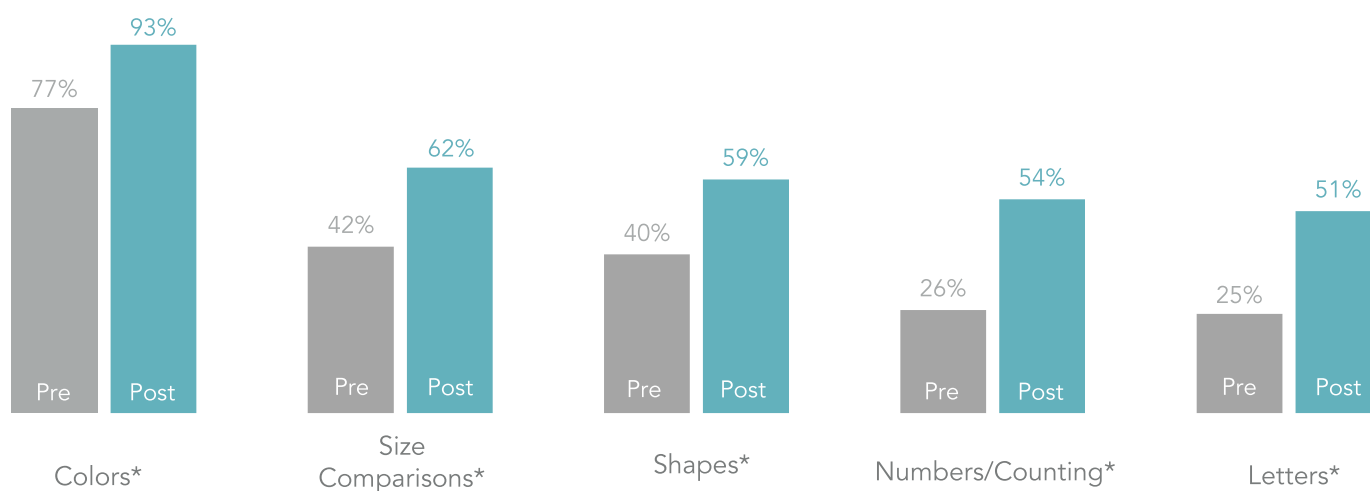


The average child scored better than 62% of other children their age after participating in PAT.

## SCHOOL READINESS PROFICIENCY LEVEL (N=100)



## SUBTEST MASTERY LEVELS (N=175)



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