

Parents as Teachers (PAT) promotes the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers.

Pennsylvania Parents as Teachers

The Pennsylvania Parents as Teachers (PAT) State Office, based at Center for Schools and Communities, provides implementation support to PAT affiliate programs through quarterly communications, responses to questions from programs, site visits, learning communities, webinars, professional development, monthly News Briefs, PAT Updates and alerts, PAT National Center (PATNC) certification courses for new staff, and participation in multiple statewide workgroups.

- **219 quarterly communications (11 site visits) with 64 additional contacts with:**
 - **14 PATNC core courses and one PATNC specialized course, Interactions Across Abilities**
 - **10 Learning Communities**
 - **8 workshops**
- **PA PAT state Offices staff participated in 14 statewide or national workgroups that met on multiple occasions.**
- **Pennsylvania Strengthening Families Conference, Social Connections That Strengthen Us, hosted 250 people and included the PAT Annual Meeting.**

Pennsylvania PAT collaborates with other evidence-based home visiting models as advocates in the Early Learning PA Childhood Begins at Home Campaign and other statewide and national work groups that provide strengths-based services promoting child and family well-being.

The PA PAT State Office worked with Listen4Good, which helps organizations gather data from constituents about their experiences that can result in program improvement. The work included adaptations to the PATNC Parent Satisfaction survey (with permission of the PATNC) based on program staff and parent input. Eleven programs piloted the survey with 451 parents. The results included a Net Promoter Score of 93 with 94% of parent respondents as "Promoters" and only 1% as "Detractors." That is a resounding affirmation of PAT programs in Pennsylvania.

Parents as Teachers Affiliates

Parents as Teachers affiliate programs, operating in Pennsylvania since 1992, are funded through a variety of sources, including Pennsylvania Office of Child Development and Early Learning (OCDEL), federal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) and state investments, and through local county children and youth agencies, United Ways, school districts, foundations, and gifts.

OCDEL-funded Pennsylvania Family Centers use evidence-based PAT as the core service in achieving positive outcomes for healthy child development and parent education. Other PAT providers in Pennsylvania include community action agencies, schools, Early Head Start programs, private nonprofits, and companies.

Evidence-based Model

Pennsylvania Parents as Teachers (PAT) evidence-based home visiting model promotes the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers. PAT serves expectant parents and those with newborns through their child's first year in school.

Both PAT's model approach and its research-informed curriculum focus on supporting parents to be knowledgeable about child development and parenting practices and to feel confident in their role while they identify and strengthen the protective factors in their lives. The four interconnected model components create a comprehensive approach to uniquely support families with multiple aspects of their lives. Each **Personal Visit** includes parent-child interaction, development-centered parenting, and family well-being topics that are tailored to the family circumstances. **Group Connections** reduce social isolation by creating space for parents to build peer friendships and learn together through both parent-child activities and adult-focused discussions. The **Health and Developmental Screenings** include child development and health, identification of the child's medical and dental home, family centered assessments, and goal setting. The **Resource Network** builds partnerships among PAT programs and other family support programs in the community so that connections for families with community resources are seamless. PAT affiliates must meet Essential Requirements and Quality Standards to demonstrate fidelity to the model and become Blue Ribbon programs.





Mom moved to new town to be near her partner and share parenting responsibilities, but that meant her family was no longer nearby. She enrolled in the PAT program for guidance and support about child development and parenting. Ms. Dorothy provides information, connections with services, and comforting guidance in this new community and new life adventures with her son, nearly a year old. She is gaining confidence as a mom. She appreciates learning more about how her son is growing and connecting to resources, and enjoys group connections and personal visits.

~ The Health Federation

One of the parents enrolled in PAT prenatally has been with the program a full year. She said that the information the home visitor provided was very helpful, and she wished she had this program with her first child.

~A Child's Place

Many of our families stay in the PAT program for a long time—our retention is better than most other home visiting programs, possibly because each family works with a parent educator who speaks the their native language. We have some families who have been enrolled for 5-6 years.

~Oxford Circle

Our parent educators are working with three parents who are 21 or younger who had babies before finishing high school. The PAT “What’s on Your Mind?” worksheet helped these parents identify goals for the future, including earning a GED or returning to high school online to earn a diploma. One mom wants to pursue a career as a home health aide and recognizes the importance of completing her education to get a job and earn an income to support her family.

~The Learning Lamp

According to the 2024-2025 PAT Affiliate Performance Report:

- 56 PAT affiliates supported families throughout Pennsylvania.*
- 5,352 families with 6,941 children were served by parent educators.
- 467 families were on waiting lists to receive PAT services.
- 66,630 personal visits were made.
- 81% of families enrolled experienced one or more stressors such as low income, substance use disorder, low educational attainment, child with special needs, non-English speaking, or housing insecurity.
- Over 90% of children had initial and annual health and developmental screenings within 90 days of enrollment in which their parents participated.
- 88% of families linked to community resources that related their circumstances.
- PAT affiliates employ 350 full-time and part-time parent educators/home visitors/coaches, with 80% possessing an associate, bachelor's, or master's degree.

Research

Parents as Teachers has over 40 years of independent research. Evaluation of the model has been integral to the success of Parents as Teachers. Studies published in peer-reviewed journals show statistically significant effects of PAT. These model goals are supported by research:

- Increase parent knowledge of early childhood development and improve positive parenting practices.
- Provide detection of developmental delays and connection to services.
- Improve parent, child, and family health and well-being.
- Prevent child abuse and neglect.
- Increase children's school readiness and success.
- Improve family economic well-being.
- Strengthen community capacity and connectedness.

PAT meets the Home Visiting Evidence of Effectiveness (HomVEE) criteria, California Evidence-based Clearinghouse (CEBC) for Child Welfare; Community-based Child Abuse Prevention's (CBCAP) Matrix of Evidence-based Programs; and Title IV-E Prevention Services Clearinghouse. The [PAT Model Goals](#) are based on research. A comprehensive review of Parents as Teachers evidence can be found in the [Research Bibliography](#).

*Related to funding issues three PAT programs ceased operations by the end of the 2024-25 year.