The goals of Parents as Teachers describe the impact of the program on children, parents, and the community. The goals of Parents as Teachers are met throughout program implementation, as short-term, intermediate, and long-term outcomes. The logic model provides a general picture of how the Parents as Teachers program will create change for children and families over time. The logic model can help create a shared understanding of how the program services which then result in specific changes or outcomes for families.

The logic model provides a simplified, visual description of the program's theory of change—the way in which services are intended to change the lives of children and families. It shows how the Parents as Teachers vision, mission, core values, and assumptions are translated into Parents as Teachers program services which then result in specific changes or outcomes for families.

The logic model is presented as a series of elements. Change occurs over time. The logic model does not show all possible links, only those most important to creating change. Each arrow represents a link from one element of the logic model to another. Reading the logic model is similar to a series of “If...then” statements.

When reading the logic model, it is important to take into account all assumptions, activities, and assumptions. Parents as Teachers is a program designed to create change for children and families over time. The logic model shows how the Parents as Teachers vision and mission, core values, and assumptions are translated into Parents as Teachers program services which then result in specific changes or outcomes for families.

How was the logic model developed?

Using a collaborative process, Parents as Teachers National Center and EMT Associates, Inc. drew information from Parents as Teachers 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 Parents as Teachers National Center staff, national trainers, and state systems leaders, as well as representatives from other national home visitation models.

The logic model can become the basis of an evaluation plan to measure the effectiveness of Parents as Teachers services.

Parents as Teachers
Born to Learn logic model

What is the Parents as Teachers Born to Learn logic model?

The logic model provides a simplified, visual description of the Parents as Teachers program. The logic model summarizes the program’s theory of change—the way in which services are intended to change the lives of children and families. It shows how the Parents as Teachers vision, mission, core values, and assumptions are translated into Parents as Teachers program services which then result in specific changes or outcomes for families.

The logic model provides a general picture of how the Parents as Teachers Born to Learn model is intended to work. To ensure fidelity, programs provide services in all four major model components. However, in particular cases, additional implementation strategies or minor modifications to the 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 does the logic model help my program?

The logic model can create a shared understanding of how the program services which then result in specific changes or outcomes for families.

The logic model provides a general picture of how the Parents as Teachers Born to Learn model is intended to work. To ensure fidelity, programs provide services in all four major model components. However, in particular cases, additional implementation strategies or minor modifications to the 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 do I read the logic model?

The logic model represents a sequence of events. The model flows from left to right, as depicted by arrows, and shows how change occurs over time. The logic model does not show all possible links, only those most important to creating change. Each arrow represents a link from one element of the logic model to another. Reading the logic model is similar to a series of “If...then” statements.
# Parents as Teachers

## Mission

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

## Vision

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

## Core Values

- 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.

## Short-Term Outcomes

- Child will have increased:
  - Identification of, and referral to services for possible delays and vision/hearing/health issues
  - Use of a structured, research-based curriculum plans that are appropriate for child's development and age.
  - Awareness of and access to resources for information and support
  - Parent knowledge of parental strengths, parent-child interactions, and activities to support further development progress
  - Family will have increased:
    - Identification of, and referral to services for possible delays and vision/hearing/health issues
    - Awareness of and access to resources for information and support
    - Parent knowledge of parental strengths, parent-child interactions, and activities to support further development progress

## Long-Term Outcomes

- Child will have improved:
  - Cognitive abilities
  - Language and early literacy skills
  - Social-emotional development
  - Motor skills
  - Nutrition and health care
  - Learning opportunities
  - Social-emotional development
  - Home environment

## Color Coding of Parents as Teachers 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

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* Activities to be delivered in accordance with Parents as Teachers quality standards; and culturally responsive programming to be implemented based upon family and community needs.

** Current Parents as Teachers national standard. Increased intensity is recommended based upon family/community needs.