

# Narratives

## Executive Summary

### 1. EXECUTIVE SUMMARY

United Way of El Paso County (UWEPC) will have 20 full-time AmeriCorps members serving as certified Parent Educators delivering Parents as Teachers (PAT), an evidenced based home-visiting model, to 400 El Paso County families served by six (6) community partners in eight (8) sites.

At the end of the first program year, the AmeriCorps members will be responsible for increasing parents' knowledge of their child's emerging development and age-appropriate child development; improving parenting capacity, parenting practices, and parent-child relationships; increasing early detection of developmental delays and health issues; and improving family health and functioning. The AmeriCorps PAT program will leverage an additional 50 volunteers who will be engaged in community service by organizing community resource network events, training for parent Group Connections, and arranging play activities for children and families.

This program will focus on the CNCS (Corporation for National and Community Service) focus area of Early Education in Tier 2 Strategic Plan Objective 1: School Readiness, E21 -- number of children that completed participation in CNCS-supported early childhood education programs; and E23 -- number of children demonstrating gains in school readiness in terms of social and/or emotional development. The CNCS investment of \$265,611 will be matched with \$226,760 in private funding.

## Rationale and Approach/Program Design

### RATIONALE AND APPROACH/PROGRAM DESIGN

#### 2a. PROBLEM/NEED

El Paso County has two (2) characteristics that make it unique from other parts of Texas: location and demographic makeup. El Paso County is situated deep in the Southwest desert, bound on two (2) sides by the Mexican and New Mexican borders. The closest major Texas City is San Antonio, a distance of 552 miles. The nearest major U.S. cities to El Paso are Albuquerque, New Mexico and Tucson, Arizona, a distance of 279 and 310 miles, respectively. These boundaries and distances isolate El Paso County, resulting in a distinct difference in culture, and a limited exchange of information and resources between El Paso, the State of Texas, and the rest of the United States. El Paso County has an area of 1,013 square miles, with a population of 800,647, making it the sixth largest county in the state (U.S. Census (2010)).

Hispanics and Latinos make up 81.2 % of the county population, whereas Texas' statewide

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Hispanic population is 38.2%. Nearly three-quarters (74%) of residents speak a language other than English at home. While El Paso County's unique demographic makeup can be described as vibrant and steeped in culture, when compared to its peer cities in Texas, El Paso County's residents are younger, poorer, and less educated. Young children, age birth through eight (8) years, make up approximately 16.3% (121,000) of the total county population. The rate for families with children under 18-years-old is 26.6%; families with children under five (5) years old is 30.6% (El Paso County website, "Profile of General Demographic Characteristics, County of El Paso, Texas" (2000)). For many decades, the residents of El Paso County have been some of the poorest in the nation. According to the American Community Survey, 2010, El Paso County is the fourth poorest county with a population of 250,000 or more in the United States. There is a poverty rate of 24%, compared to the nation's overall poverty rate of 14.9% and Texas' rate of 17.4%.

One (1) of the most important tools in combating the effects of poverty is education. However, El Pasoans face many challenges in educational attainment as compared to the nation due to the unique culture, demographic characteristics, and geographic isolation. In 2011, the population 25 years or older who had not attained a high school diploma (or equivalent) was 28% compared to the national average of 14.5%. Nineteen percent of people 25 years and older in El Paso County have less than a ninth grade education. These sobering statistics demonstrating a low educational attainment level and a high percentage of children in poverty, compound the urgency with which UWEPC desires to battle this downward spiral by looking toward methods aimed at reversing this trend in our community.

Two (2) recent studies directly outline our community's need for early childhood development. In 2009, Texas Governor Rick Perry appointed 19 members to an Early Learning Council for Texas. The Council was charged with executing the Early Education Needs Assessment statewide, the first of its magnitude in more than 40 years. The assessment analyzed each county in the state and reported on the demand, supply, and service gaps of early childhood education, school age care programs, and services. The findings are compelling. There are 37.4 formal early care and education slots per 100 children ages birth to four (4). In 2012, there were 64,621 children ages birth to four (4), with only 24,169 early education slots available in El Paso County.

The second study involved UWEPC's inclusion in a four (4) city collaborative facilitated by United Way Worldwide (UWW) and the University of California Los Angeles (UCLA). UWEPC was funded by the Texas Early Learning Council to perform a kindergarten readiness assessment survey called the Early Development Instrument (EDI). UWEPC collected data in our community from three (3) local school districts and from recently graduated Head Start children. The data was aggregated by UCLA

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from 2011 through 2012. The data from EDI showed that El Paso preschool and kindergarten students have the highest vulnerability in two (2) domains: communication skills and general knowledge, and social competence. This data demonstrates the need in El Paso County for additional high-impact early education and intervention programs like PAT.

### 2b. AMERICORPS MEMBERS AS A HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS

PAT aims to increase parenting knowledge of early childhood development, improve parenting practices; provide early detection of developmental delays and health issues; prevent child abuse and neglect; and increase children's school readiness and school success. Parents receive one-on-one home visits from PAT trained home visitors. Parents also have access to monthly group meetings, developmental screenings, and information about other resources.

PAT's curriculum provides structure, but can also meet the individual needs of families, including an understanding and appreciation of the history and traditions of diverse cultures that are essential in serving families in areas like El Paso County. (Wilson, McClure, Phillips, 2013). PAT provides a chart with caseload size considerations that includes time allocation and personal visit guidelines with breakouts for travel, service delivery, and completion of personal visit records. Families will receive between nine (9) and 18 visits annually, depending on how many high need characteristics are displayed. Families with two (2) or more high-need characteristics receive two (2) monthly visits, while families with one (1) or fewer high-need characteristics receive at least one (1) monthly visit. Overall, it is important for a parent educator's caseload size to facilitate quality services for each family, and for the parent educator to have time to complete all responsibilities.

PAT services can be provided to families from pregnancy until the child enters kindergarten, with at least two (2) years of service being optimal. Initially, the AmeriCorps program will focus on children ages zero (0) to three (3) years. Founded in Missouri in the 1970's, PAT is now located in all 50 states and internationally, serving 200,000 families annually (Wilson, McClure, Phillips, 2013). It is currently utilized in over 35 Texas cities.

Creating the right conditions for Early Childhood Development is likely to be more effective and less costly than addressing problems later (Center of the Developing Child, Harvard University, Sept. 2013). A coordinated effort to catch delays is most beneficial between the ages of zero (0) and three (3), and research has established that the brain develops most intensely during the first three (3) years of children's lives in response to children's experiences (Wilson, McClure, and Phillips, 2013). PAT targets this age group, and has a higher benefit per dollar of cost (\$1.18) than several other home

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visitation programs (Washington State Institute for Public Policy, 2012). Early identification and intervention saves taxpayers over \$3,500 per student who does not require Special Education services (U.S. Department of Education, 2002).

The proposed delivery plan for the El Paso PAT AmeriCorps program will include 20 full-time AmeriCorps members, one (1) Program Director, and eight (8) On-Site Supervisors. Six (6) partners-- Armed Services YMCA, Paso del Norte Children's Development Center, Head Start Service Center Region 19, Project Vida, YMCA of El Paso, and Ysleta del Sur Pueblo--will host AmeriCorps members at eight (8) community sites throughout El Paso County. Each partner has committed space, equipment, and staff supervision to this home visitation effort. Volunteers will also be part of the program structure, although AmeriCorps members will not be responsible for recruiting them. Instead, UWEPC will make use of a proven, in-house, online resource tool called the Volunteer Action Center to mobilize volunteers.

OneStar Foundation's investment in the El Paso PAT program will provide critical early childhood intervention services to improve school readiness for 400 disadvantaged families and their children in El Paso County. The identified target population will have at least two (2) or more high need characteristics: low income; teen parent; child with disabilities or chronic health condition; parent with disabilities or chronic health condition; parent with mental illness; parent with low educational attainment; recent immigrant or refugee family; substance abuse; court-appointed legal guardians or foster care provider; homeless or unstable housing; incarcerated parent(s); very low birth weight; death in immediate family; domestic violence; child abuse or neglect; or military family. These families will be identified by staff from our partner sites. Of the target goal of 400 families, 10% (40 families) will be Native American (Pueblo del Sur); 10% (40 families) will be military families serving at Fort Bliss (Armed Services YMCA); 75% (300 families) will be Spanish speaking, low educational attainment families (Project Vida, Head Start Service Center Region 19, YMCA of El Paso); and 5% (20 families) will have children who are vulnerable to social/emotional disorders and may require special education services (Paso del Norte Children's Development Center).

Each of the 20 AmeriCorps member's direct service in the community will focus on working with 20 families on three (3) major areas of emphasis: parent-child interaction, development-centered parenting, and family well-being. AmeriCorps members will help each parent understand better parenting skills, child development, and school readiness. PAT is based on two (2) simple truths: babies are born learners, and parents play a crucial role in their child's growth and development.

PAT is built around the well-established philosophy that all parents are their children's first teacher.

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The major goals of the program are: to empower parents to give their children the best possible start in life through knowledge of child development and ways to foster growth and learning; give children a solid foundation for school success; prevent and reduce child abuse; increase parents' feelings of competence and confidence; and to develop home-school-community partnerships on behalf of children.

The PAT Born to Learn<sup>2</sup> curriculum, with its focus on parenting issues and child development, is based on current brain research. The curriculum is delivered through four (4) components: 1) personal home visits from AmeriCorps members who provide information about child development, and engage parents in age-appropriate activities with the child, and respond to parents' questions and concerns; 2) monthly parent Group Connections where parents share insights and build informal support networks; 3) health and developmental screenings to identify any emerging problems and refer for care; and 4) linking of families with a community resource network when the needs are beyond the scope of the program.

In the PAT program, a family-centered assessment called "Life Skills Progression" acts as a baseline to evaluate family functioning. AmeriCorps members use it to understand each family, recognize factors that promote family resilience and well-being, and facilitate family goal setting. The assessment is completed and documented within 90 days of a family's enrollment, and annually thereafter. Once the family assessment has been completed, personal home visits will begin. AmeriCorps members will use a foundational visit plan and a PAT planning guide to deliver personalized visits to families. Development-centered parenting will be addressed during home visits on topics such as attachment, discipline, health, nutrition, safety, sleep routines, and healthy births.

Monthly parent Group Connections are designed so that families build social connections with each other, engage in parent-child interaction, and increase their knowledge of ways to support children's development. Group Connections are led by AmeriCorps members and are focused on a variety of formats and topics suited to family members' interests, needs, and cultural backgrounds. Topics for Group Connections may include: healthy relationships and healthy lifestyles.

Parents will be encouraged to have annual health examinations and health screenings performed by their child's pediatrician. A complete screening must be conducted by a healthcare provider within 90 days of enrollment for children four (4) months or older, and annually thereafter. Screenings will include hearing and vision tests, and completion of a health record. When the Ages and Stages Questionnaire (ASQ-3 or ASQ-SE) is filled out by parents, they will be encouraged to use the assessments as topics or items of concern that they address with their doctor. Health information,

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such as immunization records, results from hearing and vision tests, and other health assessments, will be organized and filed in a place of safekeeping by the parent in their home. The parent educator will follow the developmental milestone calendars to remind parents about important screenings. Other developmental domains that will be screened utilizing ASQ include: language, intellectual, social-emotional, and motor development.

Referrals to a community resource network allow AmeriCorps members to assist families by connecting them to organizations, strengthening protective factors, and fostering positive change. AmeriCorps members will take an active role in the community by establishing relationships with other institutions and organizations. Additionally, AmeriCorps members will work to connect families with an array of programs designed to nurture and help families. PAT's child development-focused approach to family support makes it a valuable part of the El Paso community's network of human services programs.

PAT uses "Milestones by School Readiness Domain" and ASQ to facilitate reporting in a manner consistent with Head Start nationally and other home visiting initiatives. They can be used as ongoing assessment tools for obtaining and using data on children's developmental progress- giving indications of educational attainment. The data can be valuable for continuous quality improvement and reports to funders and stakeholders.

### 2c. EVIDENCE BASED

Research on the PAT model has been conducted and supported by state governments, independent school districts, private foundations, universities, and research organizations. Outcome data has been collected from more than 16,000 children and parents. Researchers have used rigorous research designs, including randomized controlled trials (RCT) and quasi-experimental methods. Studies published in peer-reviewed journals have shown the statistically significant effects of PAT, demonstrating that PAT achieves its goals and makes a real difference in the lives of children and families. Recently, the U.S. Department of Health and Human Services Home Visiting Evidence of Effectiveness (HomVee) conducted a review of home visiting research and provided an assessment of the evidence of effectiveness for home visiting models that target families with pregnant women and children from birth to age five (5). Research on the PAT model was reviewed by HomVee and, based on studies that met criteria for high and moderate quality, PAT was designated as an evidence-based model.

The RCT listed below is a well-designed, well-implemented experimental study on the PAT model with positive findings in intended outcomes. The study was conducted by independent researchers not

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affiliated with the model developers.

1) Wagner, M., Clayton, S., Gerlach-Downie, S., & McElroy, M. (1999). An evaluation of the northern California Parents as Teachers demonstration. Menlo Park, CA: SRI International.

The Wagner et al. (1999) study was rated as a high quality study by HomVee, based on established criteria. The study yielded a significant, positive effect under the PAT goal area: Increase children's school readiness and school success

The sample included 497 families randomly assigned to the intervention (PAT) or control groups. At enrollment into the project, most mothers had an education level of high school or less; more than three-quarters of study participants were Latina mothers (80%); the majority of participating households received Medi-Cal, California's Medicaid program (60%), while a minority received Aid to Families with Dependent Children (20%); and 57% of mothers were married.

The control group families received only the services that were normally available in the community and that they sought of their own accord. In addition, they received age-appropriate toys at regular quarterly intervals.

At the three (3) year follow-up data collection point, children whose families were assigned to the treatment group (PAT) showed statistically significant improvement in self-help skills compared to children whose families were assigned to the control group. The effect size reported for this finding was .25.

Beyond the results of the RCT listed above, additional studies provide evidence in support of the goals of the PAT model:

Goal 1: Increase parent knowledge of early childhood development and improve parenting practices

- Parents reported learning how to interact with their child more effectively, a better understanding of child development and spending more time with their children (Pfannenstiel, Seitz, & Zigler, 2002)

- PAT parents engage in more language and are more likely to promote reading in the home (Albritton, Klotz & Roberson, 2004; Pfannenstiel, Seitz, & Zigler, 2002; Zigler, Pfannenstiel & Seitz, 2008).

- PAT parents are more likely to take an active role in their child's schooling through enrolling them in preschool, attending parent-teacher conferences, and school events, volunteering in the classroom, PTA/PTO meetings, talking with their child's teacher and assisting them with homework (Pfannenstiel, 1989; O'Brien, Garnett & Proctor, 2002).

Goal 2: Provide early detection of developmental delays and health issues

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- PAT children are more likely to be fully immunized (Wagner, Iida & Spiker, 2001)

Goal 3: Prevent child abuse and neglect

- PAT children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001)

Goal 4: Increase children's school readiness and school success

- PAT children score higher on kindergarten readiness tests and standardized measures of reading, math, and language in elementary grades (Pfannenstiel, Seitz & Zigler, 2002; Zigler, Pfannenstiel & Seitz, 2008).

PAT, combined with quality preschool education, reduced the achievement gap between poor and more advantaged children at kindergarten entry (Pfannenstiel, Seitz & Zigler, 2002; Zigler, Pfannenstiel & Seitz, 2008).

### 2d. MEMBER TRAINING

In order to become certified Parent Educators, the AmeriCorps members will obtain competency-based professional development through 20 hours of Foundational training provided by Parents as Teachers that lays the groundwork for effective use of the PAT Foundational Curriculum. The training introduces the PAT approach to home visiting with coursework. The main areas of emphasis are: parent-child interaction, development-centered parenting, and family well-being. Model Implementation Training will help the AmeriCorps members successfully replicate the PAT model, and offers implementation strategies that bring quality services to life.

Our PAT AmeriCorps program will utilize various techniques to ensure members do not participate in prohibited activities as determined by CNCS. Beginning with member recruitment and selection, program staff will clearly, both verbally and in writing, articulate member roles and prohibited activities. Non-compliant activities will be covered as part of both member and On-Site Supervisor orientation and training. A list of prohibited activities will be included as part of the member handbook. AmeriCorps members will be expected to maintain a code of conduct and professional behavior at all times. Violations could result in early termination or suspension.

El Paso PAT Program will implement a year-long member training and development plan that supports them as a group and as individual members. An all-member, week-long pre-service orientation will cover topics such as: AmeriCorps, National Service, Rules and Regulations, Forms and Documents, CPR/First AID, Leadership Styles, Information about Communities Served, Early Childhood Development, Behavior Guidance, Risk Management, and Detecting and Reporting Child Abuse and Neglect. During pre-service orientation members will also be provided Disaster Readiness training presented by the local chapter of the American Red Cross. New AmeriCorps members will

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wear the AmeriCorps logo daily. Each member will be provided AmeriCorps branded shirts, identification badges, and a name tag and will be informed of this requirement in their orientation.

### **2e. MEMBER SUPERVISION**

The El Paso PAT program will have a Program Director who will oversee all sites. They will be responsible for communication with the eight (8) On-Site Supervisors at the host agencies, as well as UWEPC staff regarding any issues with member time or performance. The Program Director will also be responsible for reviewing weekly activities and the AmeriCorps members' plans for the monthly Group Connections. Additionally, the Program Director's responsibilities include directing, coordinating, supporting, and evaluating the performance of the AmeriCorps members in accordance with policies and procedures. On-Site Supervisors at host agencies will be responsible for reviewing time sheets and the day-to-day supervision of members.

A year-long supervision plan that will support individual retention, satisfaction, and group cohesion will be implemented. Each member will be supported by two (2) individuals -- one (1) at the site and one (1) from program staff. On a weekly basis, program staff supervisors will meet individually with their site AmeriCorps members to assess their service and determine needed support or additional training. Reflections will be conducted at all trainings. At this time, program staff will also ask questions to elicit challenges, successes, effective practices, and overall service reflection.

At the middle and end of the year, program staff will complete evaluations to assess AmeriCorps member performance, service satisfaction, and improvement areas. Each member will also meet with the Program Director before the mid-point of the service year to: assess hours completed; discuss successes and challenges; assess supervisor and member relationships; receive feedback on past and future trainings and the overall program; and determine "Life After AmeriCorps" goals. On an informal and ongoing basis, members will have the opportunity to seek support and guidance from the identified On-Site Supervisor.

### **2f. COMMITMENT TO AMERICORPS**

UWEPC's well-known previous AmeriCorps funded programs--Character Skills for Life, Ready for Disasters, and Home Instruction for Parents of Preschool Youngster (HIPPE)--are recognized throughout our community. Utilizing previous "best practice" efforts, UWEPC will instill in our members the pride of knowing that they are participating in an honored service effort--AmeriCorps.

## **Organizational Capability**

### **ORGANIZATIONAL CAPABILITY**

#### **3a. ORGANIZATIONAL BACKGROUND AND STAFF**

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UWEPC has 29 full time staff including a President and Chief Executive Officer (CEO), Vice President of Finance and Administration, and a Director of Community Impact. The President and Vice President have more than 55 years of combined UWEPC experience. These staff will spend some time supporting the PAT program. The majority of the responsibility for directing activities under this grant on behalf of UWEPC will be led by the Director of Community Impact, and the program will fit within the Community Impact Department. The Director of Community Impact will ensure continued partnerships and collaboration among all stakeholders, supervise the Program Director, and have oversight of the El Paso PAT program. The Vice President will supervise the finance and administration staff regarding fiscal issues and reporting.

UWEPC has extensive experience leading collaborative projects and managing grants. We have previously served as the lead agency for three (3) programs involving 12 partner agencies. Additionally, we received a three (3) year Compassion Capital Fund (HHS) grant to build the capacity of nine (9) youth service providers, which was completed in 2009. In August of 2013, UWEPC, as the lead agency of a 25 member coalition, was awarded one (1) of only 105 Navigator grants from the Federally-facilitated and State Partnership Marketplaces to assist in the enrollment efforts of the Affordable Healthcare Act.

### **3b. COMPLIANCE AND ACCOUNTABILITY**

To guarantee understanding of prohibited activities, all On-Site Supervisors are required to attend an orientation and ongoing trainings to ensure knowledge of UWEPC, AmeriCorps, and Parents as Teachers policies and procedures. Program staff will monitor all sites to ensure program compliance and high-quality service provision. Using a program-developed monitoring tool, we will conduct interviews with members and staff, checking for unallowable activities. If such activities are found, program staff will work with both members and sites to ensure future compliance. If there is reoccurrence, a site and member action plan will be developed. Each On-Site Supervisor will be responsible for additional training including their host site's mission and vision, introduction of other staff, and review of their site's policies and procedures.

### **3c. PAST PERFORMANCE**

UWEPC's previous AmeriCorps funded program, HIPPY, achieved all program performance outcomes. The program enrolled 100% of slots received during the last full year of program operation, and 90% completed their service hours to receive their educational award. To address retention issues, we will implement proven recruitment efforts by engaging in a comprehensive selection process. Our goal is to engage diverse individuals that are integrated to serve their communities, make a difference,

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increase their own participation levels, and their commitment to completing their service year.

Recruitment and selection materials will also be available in alternative formats, and all materials will be available in both English and Spanish. We will also ensure that posters and other visual materials represent El Paso and program diversity.

### 3d. CONTINUOUS IMPROVEMENT

Internal and external stakeholders will meet at least six (6) times per year. The group will include early childhood professionals, AmeriCorps members, PAT parents, and representatives of the school districts. This group will advise the Program Director, review performance data on outputs and outcomes, and provide guidance on improving the program. Furthermore, program data and suggestions for improvement will be reviewed by UWEPC's Education Community Impact Committee.

### **Cost Effectiveness and Budget Adequacy**

#### 4. COST EFFECTIVENESS AND BUDGET ADEQUACY

The total amount budgeted for El Paso PAT is \$492,453. Total Cost per MSY is \$13,281. The breakdown of expenses for this project is as follows.

Section I A and B - Personnel: El Paso PAT total Personnel Cost for year one is \$79,841. This cost covers the salaries of a Program Director at \$34,000, Director of Community Impact at \$9,000 (20% of \$45,000), and eight (8) On-Site Supervisors at 10% of \$25,000 per site - \$20,000. Fringe benefits include costs for FICA (\$43,000 x 7.65%), health insurance (\$450/mo. x 12 months and \$450/mo. x 12 months x 20%), life and long-term disability insurance (\$30/mo. x 12 and \$30/mo. x 12 months x 20%), thrift plan (Director of Community Impact - \$9,000 x 6%) and workers' compensation (\$43,000 x .0044). On-Site Supervisors' benefits are calculated at 30% (\$20,000 x 30%) - \$6,000. Total cost of Fringe Benefits is \$16,841. All personnel costs will be a match by UWEPC and as an in-kind donation from our five (5) partners.

Section I C - Travel Costs: The budget includes the required \$2,500 for CNCS sponsored trainings (Program Director to attend such trainings as the national Conference on Volunteering and Service) and \$2,000 for OneStar sponsored trainings (Program Director to attend such meetings as the AmeriCorps Grantee Conference or Texas Nonprofit Summit). We have budgeted \$600 for one (1) AmeriCorps member to attend the Texas Leadership Council event.

Additionally, we have budgeted \$2,825 in-town travel for 20 members at 25 miles per month for ten (10) months to perform home visits. United Way pays the federal rate, currently 56.5 cents per mile, for in-town travel (20 members x 10 months x 25 miles x .565). We have also budgeted for the

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Program Director to perform site visits at 100 miles per month for 12 months (\$407), which will be a match by UWEPC. Total travel costs - \$8,332.

Section I E - Supplies: The cost of supplies for the grant is \$17,900: \$700 for member gear (20 members at \$35); program materials such as reading books for 400 families, brochures, materials for parent-child activities at \$10,000 (400 x \$25); Parent Educators' teaching materials at \$6,000 (20 members x \$300); and postage, printing and office supplies for \$1,200 (\$100 x 12 months).

Section I F - Contractual Costs: The total contractual costs for the grant are \$3,500 for the PAT affiliation fee.

Section I G - Training Costs: The total training costs for the grant are \$30,560: One-time PAT training fee for \$600; Foundation and Model Implementation Training Curriculum for 20 members, eight (8) On-Site Supervisors and two (2) program staff (\$1,055 x 29) - \$2,110 and \$21,100; Foundation and Model Implementation Training Curriculum for eight (8) supervisors (8 x \$300) - \$2,400; and cost of \$1,850 for two (2) PAT trainers travel to El Paso to conduct training (hotel \$75x4x2; airfare 2x\$400; per diem \$45x2x5) - \$1,850. Community leaders who are experts in their respective fields will provide \$2,500 (10 trainings x \$250) as in-kind training to the AmeriCorps members.

Section I H and I - Other Costs: We have budgeted for the required evaluation at a cost of \$1,328. The total amount budgeted under Other Program Operating Costs is \$2,127: \$882 (20 members x \$42 plus the Program Director) to perform background checks (FBI fingerprinting checks through MorphoTrust); \$200 (20 members x \$10) for member recognition such as gift certificates and gift baskets; and materials for Group Connections for \$600 (12 meetings x \$50). We have budgeted \$545 for ASQ-3 (\$275), ASQ-SE (\$225), and Family Centered Assessment screenings performed at the beginning of the program (\$45).

Section II - Member Costs: Member costs are budgeted for 20 full-time members at \$12,100, for a total of \$242,000. Member support costs included FICA (\$242,000 x 7.65%); health care (20 members x 10 months x \$150); and AD&D costs of \$1,525 for total support cost of \$50,038. Total member costs are budgeted at \$292,038. UWEPC will provide matching funds for 25% of member costs.

Section III - Indirect Costs: Indirect costs were budgeted using the Corporation Fixed Percentage Method (CNCS Share -- Commission 2% and Grantee 3%; Grantee Share -- 10%). Total indirect costs are budgeted at \$56,827.

Our proposed cost per MSY is \$13,281. This is based on reasonable costs outlined in the grant to

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ensure effective implementation of the PAT program. Most of the funds requested will be utilized for staffing, member costs, PAT curriculum and training, and support needed to ensure effective evaluation of the PAT program.

### SOURCE OF MATCH

UWEPC has always counted on diverse community-wide financial support. Our donor base includes minimum-wage employees, as well as more than 500 individuals contributing at the Leadership Level of more than \$750 annually. Our Community Impact Fund, which our Board allocates based on recommendations from our Community Impact Committees, has been approximately \$1.6 million during the last several years. Our cash match totals \$141,998 and our in-kind match totals \$84,762 for a total of \$226,760 matching funds. Non-federal support will come from corporate and individual contributions to our organization's Community Impact Fund (non-designated dollars), partner sites, and local foundation grants. In-kind and cash contributions are committed by UWEPC, and our site partners listed in section 2b. UWEPC is committed to securing additional resources for the program and sites, as detailed in previous sections. The sites will provide \$2,500 per AmeriCorps member at their sites. This will provide \$50,000 towards to costs of the program. We have also secured \$50,000 from a local company in support of our educational efforts.

Based on our experience with three (3) other AmeriCorps programs and consultation with Parents as Teachers nationally, we feel certain that the proposed program design is adequate, reasonable, and cost effective. We will utilize the following staff: Director of Community Impact will provide oversight of the grant, supervision of the Program Director, and will guide the implementation of the program; the Program Director will provide overall supervision of AmeriCorps members, coordination with On-Site Supervisors on member activities, and will oversee data management, grant reporting, and develop member training. The On-Site Supervisors will provide day-to-day supervision of AmeriCorps members and general oversight of member program activities.

### Evaluation Summary or Plan

#### Evaluation Plan for Parents as Teachers (PAT) Program

##### Introduction:

Parents as Teachers (PAT) is an evidence-based home visiting program that aims to increase parenting knowledge of early childhood development, improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness and school success. The PAT curriculum provides structure, but can also

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be individualized to meet the diverse needs of families. In addition to training in the PAT model, Parent Educators have online curriculum access, a toolkit to help facilitate interactions with families, and annual professional development and recertification. Parents will receive one-on-one home visits from AmeriCorps members trained as Parent Educators. Local sites offer a minimum of nine (9) home visits annually, with at least 18 visits offered to families with two (2) or more high-need characteristics, such as low income, teen parents, or low educational attainment.

PAT services can be provided to families from pregnancy until the child enters kindergarten, with at least two (2) years of service being optimal. El Paso will offer the zero (0) to three (3) curriculum in the first two (2) years of local implementation as a CNCS funded program, with the intent to add the four (4) to five (5) year old curriculum in the third year of the grant. In addition to personal visits, parents will have access to monthly Group Connections, developmental screenings, and a local resource network. Visits are logged with the PAT's Visit Tracker software, which helps monitor developmental milestones and progress through the program, as well as allowing On-Site Supervisors to monitor their Parent Educator's work.

### Background:

Outputs from the Parents as Teachers (PAT) AmeriCorps program are recorded and monitored through the web-based family contact management system Visitor Tracker. Visitor Tracker allows AmeriCorps members to input information including completed home visits, data on families enrolled in the PAT program, completed screenings, and resource referrals. AmeriCorps members will input home visits and Group Connection meeting dates and times into the system, tracking their involvement with PAT program participants. Local PAT AmeriCorps program staff will have the capability to run detailed reports on topics not limited to families with high needs, family goals, rates of retention, and program participation. An Annual Performance Report (APR) completed by our PAT AmeriCorps program will quantify the outputs of PAT through the Visitor Tracker. The Performance Measures Report (PMR), accompanying the APR, will measure the AmeriCorps members' success in meeting program requirements including completing screenings with families, connecting families to resources, and gathering feedback from families.

Outcomes for Parents as Teachers are attainable utilizing pre, interim, and post term assessments such as participant knowledge, skills, and outlook in promoting their children's development. Self-administered surveys combined with home visiting and observational assessments will establish participant profiles, identify growth and areas needing improvement, and monitor progress and

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outcomes.

### Purpose:

The Evaluation Plan will allow a successful Parents as Teachers program resulting in an increase of parental knowledge of early childhood development, improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness and school success. The evaluation will also identify strengths and areas of improvement for future evolution, while ensuring to remain within the quality standards and requirements of the PAT program.

### Audiences and Decisions:

Yearly results of this evaluation will be shared with the Parents as Teachers (PAT) national center. Yearly results will also be shared with the United Way Education Community Impact Committee (CIC), United Way Board, Agency host sites boards and staffs, and community stakeholders including the Northeast Coalition and Early Education Council.

### Questions:

#### Program Success

- Have parents' knowledge and skills grown in promoting their children's development?
- Has PAT increased parental involvement in their child's schooling?
- Are children performing significantly above national norms and their peers on a measure of school-related achievement?
- Are children reading on grade level by third grade?
- Has child abuse and neglect been reduced in families?

#### AmeriCorps Member Contribution

- Have AmeriCorps members completed family screenings within 90 days of enrollment and annually thereafter?
- Have activities administered by AmeriCorps members strengthened parents relationships with their children?
- Have AmeriCorps members delivered at least 12 Group Connection meetings a year?
- Have AmeriCorps members connected families with the correct resources and social services in their

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community to meet their needs?

Methods:

Parent- participants in the Parents as Teachers program will complete a series of surveys and assessments throughout the course of the program. These assessment tools will monitor participants' attitudes, skills, knowledge, and growth from the PAT program in promoting their child's development. The Protective Survey (PFS) is a 20-item self-administered survey measuring protective factors against child abuse and neglect. Participants will complete the survey before and after beginning the program to allow measuring changes and outcomes, and identify areas of improvement. The Life Skills Progression (LSP) is a 43-item rating scale for home visitors to assess family functioning in 7 areas. LSP identifies and analyzes strengths and needs, establishes baseline parent/child profiles, plan interventions, and monitor progress and outcomes. PAT is able to use these tools and methods to identify what is working well, areas needing improvement, and accomplish the goals and impact of the program.

An Annual Performance Report (APR) completed by our PAT AmeriCorps program will quantify the outputs of PAT through the Visitor Tracker. The Performance Measures Report (PMR), accompanying the APR, will measure the AmeriCorps members' success in meeting program requirements including completing screenings with families, connecting families to resources, and gathering feedback from families.

Post Reflection for participants:

To ensure that participants are improving their knowledge and skills designed by the PAT program, the Parenting Reflection survey will be administered. The Parenting Reflection survey asks parent-participants to rate their knowledge and skills as a parent after completing the PAT program. Questions include, "I know how to meet my child's social and emotional needs, I use positive discipline with my child, and I feel supported as a parent." Participants rate each question from a degree of "strongly disagree, disagree, somewhat, agree, and strongly agree". In addition, it asks them to reflect on their knowledge and skills prior to the PAT program and rate the same questions. This reflection allows identifying where growth of skills and knowledge were achieved, and where improvement is needed.

Data Analysis:

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Visits are logged with the PAT's Visit Tracker software, which helps monitor developmental milestones and progress through the program, as well as allowing On-Site Supervisors to monitor their Parent Educator's work. Detailed reports can be produced from the Visit Tracker software to focus on specific trends and focus areas.

### Amendment Justification

N/A

### Clarification Summary

Clarifications related to email sent by Elisa Gleeson from One Star Foundation 4/4/2014 due 4/11/2014

1. Item (a) is related to background checks for members. Clarified in application budget and budget narrative.
2. Item b) asks for clarification about the PAT program. This program is not currently being run in our county by any volunteers. There is a small program using the Parents as Teachers (PAT) program that is administered by the YWCA in their Transitional Living Center. Their Program Supervisor is paid through a grant and the PAT program is one of many programs she coordinates at the center for children that fall in the 0-5 age range.

While writing the application for this AmeriCorps grant, we performed extensive research about the Parents as Teachers program and we are not aware of any other organizations or school districts that are implementing PAT in our community.

The second point in item (b), it states that test and tracking for hearing, sight and vaccinations are not justified in the needs or evidence basis and are not linked to academic outcomes. These tests would be considered relevant to all of the developmental domains of young children and although they are mostly considered part of the physical health and well-being domain, they are connected to language development, cognition and general knowledge and approaches to learning. Sight and hearing abilities correlate to academic success because vulnerability in those sensory areas would impair communication, reading, listening to phonic or phonemic awareness needed while learning how to read, and so many other learning activities related to coordination, mobility and how the child navigates their world. Sight and hearing tests are required to follow the fidelity of the PAT mode as

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they are included in the three areas of assessment. In the 0-5 ages of childhood, children are in their prime developmental stages. Development of the brain, eyes, ears and other physical development needs should be observed and documented by caregivers and pediatricians because interventions and modifications can be made for children having developmental delays or impairments. Certainly sight and hearing would affect mobilization, communication and other abilities that correlate to how the child will be able to learn.

The sight, hearing assessments and scheduled vaccinations will be addressed and scheduled as part of ages /stages assessments during pediatric examinations and will be measured by the instruments and scales within the limits of the medical profession. Pediatricians can refer a family to a specialist or Early Childhood Intervention based on their professional opinion or by following the guidelines they use based on the universal developmental milestones and growth percentiles. Vaccinations prevent disease and children are not able to enroll in school without them. Not being able to attend programs or schools will affect a child's ability to learn.

Item (c) with regard to performance measures will be updated in the Performance Measure section of eGrants. The numbers were changed slightly and still reflect a large percentage of concrete improvements in children, but not 100%, as in our original application. The age of the children is in the prime developmental stages of early learning. Although there will be attrition, it is anticipated that children and families that leave the program will be quickly replaced. The third item in the performance measures asks us to address how the beneficiaries meet the definition of economically disadvantaged: The Texas KIDS COUNT report shows that 75.8 percent of public school students in El Paso County are economically disadvantaged. In El Paso County there are less than 4 elementary schools who are not recognized as Title One schools. With regard to home visits, we clarified that each AmeriCorps member will be visiting more than one family per day, as most families will fall in the category of needing more than one visit a month. There are other requirements to hold to the fidelity of the model such as parent connection meetings and training meetings --therefore each member will be serving more than one family a day.

Item (d) addresses the Strategic Engagement Slots Clarification. There currently is not a percentage of slots that we are targeting to recruit members with disabilities. We did not have a plan in place to recruit members of the disability community, however, we do have a few community partners who

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can help us advertise our member openings to their communities. Therefore, we have added them to our list to receive an announcement of job descriptions and qualifications for potential members. The names of the agencies are Volar Center for Independent Living and Project AMISTAD. The United Way of El Paso County (UWEPC) follows all of the guidelines of the Equal Employment Opportunities Commission and we abide by all of the laws in place to avoid workplace discrimination. UWEPC is not requesting any additional MSY's to be filled by AmeriCorps member positions. UWEPC will not request any No-Cost MSYs in the application.

Item (e) is related to MSY with NO Program Funds Attached. UWEPC will not request No-Cost MSYs.

Item (f) is related to the Healthcare Clarification items for full time members. In our research to provide insurance for the members, we determined that the best option for those full-time members who require insurance is to offer insurance through the marketplace exchange. We will set a reimbursement amount sufficient to obtain insurance on the exchange and all members will be offered the same amount of reimbursement. We do not anticipate having to adjust our budget. We budgeted \$150.00 per month per member. The rate of premiums for insurance with subsidies is currently between \$0 - \$100 (Enroll El Paso Navigators).

### Continuation Changes

N/A

### Grant Characteristics