HOME VISIT TALLY LOG & REIMBURSEMENT FORM

Family _____

Address _____

_____

Home Visitor _____

Date	Call to	Called by	Home visit with...					Cancelled Visit	Rescheduled Visit	Transport Provided to...	Date Home Visit Plan Turned In	Additional Comments
			Infant	Mother	Father	Siblings	Important Others					

***Reimbursements will not be issued until Home Visit Plans
are turned in! Please turn in by first of month for
reimbursement!!!!

P. O. # _____

Amount of
Reimbursement _____

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INNOVATION AND INSTITUTIONALIZATION:
EVALUATION OF PHASE I OF THE
PARENT-TO-PARENT DISSEMINATION PROJECT

Submitted to:

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THE PARENT-TO-PARENT PROGRAM

Northeast Kingdom Mental Health Services
Vermont

This report presents an account of developments in
the Vermont Parent-to-Parent program during the 1980-81
program year. This was the second implementation year
at the Vermont site. It was a year characterized by
continuing adaptation of and experimentation with some
of the organizational features of the Parent-to-Parent
Model expansion of the program in other regions of the
Northeast Kingdom and in numbers of families served,
and continuing institutionalization of the program into
the life of the Northeast Kingdom. It was also a year of
consolidation: the tentative foundations that had been
laid during year one of implementation--the most basic
of which was the hypothesis that the program was needed
and would be effective--proved to be strong ones. During
the second year no one asked whether the program should
be there; rather people asked how it ought to develop.

Program Status

During its first two years of implementation the
Parent-to-Parent program in Vermont served a total of
40 teen parents and their children. It has used a total
of 30 home visitors to work with these families. Two
waves of home visitors were trained during year one of
implementation, and two waves during the second year.
During year two the program expanded into two new regions
of the Northeast Kingdom: the western and northern
segments. To help administer the program in these areas
and in one of the original areas of service, three "area
coordinators" were hired from among the first wave of
home visitors. The program supervisor worked with these
area coordinators, who did much of the week-to-week
supervision of home visitors in their region.

New groups of teen parents have begun participating
in the program in synchronization with the waves of home
visitor training. These took place in the fall of 1980
and eary summer of 1981. As in year one, the program
supervisor maintained a list of pregnant teens who had
expressed interest in participating in the program.
The expansion of the program into new regions reduced
some of the "geographic" pressure from the growing numbers
of teen parents, or expecting parents, that were being
identified (and added to the list) in the western and
northern parts of the Kingdom. Many teen parents who
began being visited between January and June 1980 continued
to be visited during the 1980-81 implementation year.
Termination of home visiting was very much an individual
issue.

Consolidation and Expansion

The most important feature of program development
during year two of implementation was expansion of the
program into the western and northern regions of the
Northeast Kingdom. This expansion affected almost every
area of program operation, leading to re-thinking of
staffing patterns and roles, and creation of new monitoring
and evaluation instruments. The pressure to expand to
new regions had started to build during the first year
of implementation. Although the geographic focus of first
year home visiting was in the southern part of the Kingdom,
extending up into the central area, a few of the home
visitors lived in the north and west and worked with
individual families from those regions. This limited
activity, complemented by growing numbers of referrals
of families from each of these regions, created a climate
of inevitability concerning program expansion.

Three issues confronted the director and supervisor
in contemplating this expansion. First, it was difficult
enough to personally supervise the activiteis of home
visitors working in just one region of the Northeast
Kingdom, especially given the dispersion of families
and home visitors in such a rural setting. Second,
expansion into new regions would create new operating
expenses. A third concern was the broader question of
how quickly the program could expand and retain a sense
of cohesion and identity among home visitors, one of the

keys to program success during the 1979-80 year. The program
staff had learned that in a rural setting personal support
and supervision of home visitor is especially crucial.
Home visitors can easily begin to feel isolated themselves
and lose their sense of identity within the larger effort.

At the same time that administrative staff were
aware of expansion issues, home visitors were developing
a new role for themselves based on their needs. Providing
support to a young, isolated family, especially when there
are intra-familial stresses, can be emotionally exhausting.
Home visitors needed their own support group to keep their
energy up. This support group evolved within the first
wave of home visitors, some of whom represented the
regions being considered for expansion. These home
visitors were feeling ready to move into new roles in the
program after almost a year of home visiting (this was
in late Fall 1980). Thus, their needs intersected with
program needs, and it was decided to make them "area
coordinators" who would supervise new home visitors
trained to work in their region.

Area coordinators were designated for the northern,
western and central regions of the Kingdom. They perform
most of the supervisory and record-keeping tasks done
during year one by the program supervisor, with the
exception of initial and in-service home visitor training.
Their responsibilities thus include: reviewing with home
visitors their plans for and reports of home visits;
maintaining all program records; sseing that evaluation
instruments are applied on schedule, and organizing
evaluation data to send to the supervisor; periodically
evaluating home visitors using the home visitors imple-
mentation scale; helping assign home visitors to families;
and providing ongoing personal support to home visitors--
being accessible when support was requested.

The supervisor's role in the Parent-to-Parent program
shifted in response to the creation of the area coordinator
role. She had to continue to provide supervision to the
home visitors in the southern regions. She had to provide
training to the area coordinators in their new responsi-
bilities. And she had to keep track of the separate
activities of four mini-programs, where home visiting was
starting for individual families all the time. In addition,

she had to continue providing training to all home visitors,
now scattered widely throughout an area of almost 2000
square miles. She was to find, as the year developed,
that supervising a widely geographically dispersed program
was enormously taxing.

The financial cost of expansion were partly offset
by the smaller technical assistance contract with High/
Scope during year two of implementation, and partly by
decreasing the program director's time. In actuality,
the area coordination position never developed into a
formal staff position with full pay. Rather, each of the
three area coordinators received a $1200 stipend for the
year, and was expected to work with the program 10 to
20 hours a week. The demands of the role and the coordinators'
commitment to the program were such that everyone ended
up spending more hours fulfilling the responsibilities of
that role than had originally been anticipated.

Two new waves of home visitors were trained during
year two of program implementation, continuing the first
year's trend of having two program waves a year, instead
of the one suggested in the generic Parent-to-Parent
Model. The training was done in response to the pressures
to expand. But it proved difficult during the year to
provide adequate technical and interpersonal support to
home visitors in such different stages of development as
home visitors, even with the assistance of area coordinators.
The supervisor found that she constantly had to "shift
gears" in thinking about the kinds of in-service training
she should be doing. Newer home visitors were more obviously
needy in terms of support demanded, but first wave home
visitors continued to have their own developmental needs.
What kept the situation in hand, aside from the super-
visor's energy, was the strong support home visitors
were continuingly able to provide to each other. In fact,
the peer support among home visitors, and to a lesser
extent among teen parents, was an element essential to
maintenance of a sense of cohesion and identity among all
the participants within the program.

The second year of program implementation was also
a period of consolidation of gains achieved during the
first year. The program had proved viable, and most
important, had found its place among the various services
to adolescent parents in the Northeast Kingdom. The core
staff had to spend some time assessing what they had achieved.

The core staff--the director, supervisor and first wave
home visitors--also had to shift their perspective from
demonstration to long-term operation. The need for building
a long-term perspective on operation conflicted with the
pressures to expand, even as expansion meant integrating
new communities and people into core program structure.
Early participants needed some time to assimilate their
first year accomplishment and knowledge gains, so that they
could use these as a base for second year activities.
That assimilation would prove especially crucial later
in the year as program staff began looking to a regional
dissemination phase in which they would be helping other
communities implement the Parent-to-Parent program. One
area in which consolidation of knowledge gained took
place was home visiting.

Home Visitng: Gaining Institutional Experience

During the second year of implementation program staff
began to consciously attempt to identify the requirements
for and constraints to effective home visiting. Their
discussions among themselves, and with High/Scope staff,
centered around training and supervision of home visitors
and the most effective roles home visitors can play
vis-a-vis the family.

The most important lesson learned about training
during year two was that the full two weeks of pre-service
training is absolutely essential for prospective home
visitors before they begin to work with families. The
supervisor experimented with slightly less pre-service,
with areas not fully covered to be dealt with in early
in-service sessions; but this strategy proved inadequate.
Less than the two full weeks of training prevents the
fulfillment of a number of basic requirements. It does
not allow: adequate time for home visitors to internalize
the demands of their prospective role and self-select
themselves into or out of the program; adequate time for
home visitors to understand the evaluation and documentary
requirements of the program; and adequate time for home
visitors to integrate the individual elements of knowledge
shared with them, such as program goals, child development
information, and possible home visiting activities.

A nubmer of important aspects of supervision of
home visitors were also identified during year two. The
supervisor needs to keep home visitors focused on program
goals. The latter tend to get wrapped up in the family's
immediate concerns, and can forget that the program is
not designed to solve all of a family's problems. The
supervisor must help maintain home visitors' sense of
identity with the program. Home visiting, expecially in
a rural context, can be a very isolated and isolating
experience, as well as an emotionally exhausting one.
Home visitors need to have the feeling that the program
is behind them, that they have people to turn to when they
need support. The supervisor should recognize points in
a home visitor's development in that role when the latter
is ready to assess progress, problems, and further infor-
mation needs. Home visitors usually need six to eight
weeks of home visiting to work out in practice the re-
quirements of their role and of the program, and to
discover areas in which they lack information. In the
Vermont program, for example, the first waves of home
visitors identified, after that period of time, an urgent
need for information on adolescent development, and a need
to find ways to involve other family members in the
program.

In-service training has proved to be a very useful
support tool in Vermont. It has served to keep home visitors
identified with the program; it has provided information
at crucial points in time; and it has helped home visitors
form a peer support network. With four waves of home
visitors by the end of year two, the supervisor had the
problem of setting in-service agendas that were useful to
all. She found, though, that more experienced home visitors
appreciated an opportunity to share their experience with
their peers.

In informal discussions with home visitors during
year two, High/Scope training and evaluation staff asked
home visitors, the area coordinators, and the supervisor
to identify bases of effective home visiting. Among the
bases identified were:

● Effectively making transitions in the focus of
  the home visit; identifying when it is necessary
  to shift focus, and doing so in a way that keeps
  the mother being visited involved intellectually
  and emotionally. The most important transition
  identified was after the first weeks--shifting the
  focus from the mother's needs to parent-child
  interaction issues.

- Not taking sides in difficult family issues;. being responsive and empathetic, while preventing the mother or father, or other family members, from coming to see the program as an ally of one family member, or even the cause of certain conflicts.

- Being able to reflect objectively about what is occuring during home visits, in order to modify one's own role as home visitor, if necessary; using that self-conscious reflection as a planning tool;

- Communicating to parents that they do have choices in defining what their future will be like; that they can evaluate and re-evaluate decisions they have made, but that they do, nonetheless, have to take responsibility for the consequences of those decisions;

- The ability on the part of the home visitor to judge when it is appropriate to share aspects of their own lives to communicate certain messages to parents being visited; such sharing reduces the parent's sense of isolation with their own problems, and creates a concrete basis for discussing solutions to problems and strategies for meeting family needs.

In general, there was growing awareness among program participants in Vermont that home visiting, as it has been conceptualized in the Parent-to-Parent program (and perhaps other similar programs), creates a unique kind of relationship between home visitor and parent. That relationship is neither completely a peer relationship, nor a professional-client relationship. It is not constrained by emotions typical of intra-family relations; yet it is also not a simple friendship, because in addition to intimacy and mutuality, it is purposeful, with finite goals. Finally, it induces personal growth in both parent and home visitor, because of the purpose, the knowledge and experience exchange, the role demands and self-consciousness that accompanies thinking about what is occurring.

Planning for Regional Dissemination and Training

During the second year of program operation the question of what shape the Parent-to-Parent program would take in future years was discussed actively by program staff and other Northeast Kingdom Mental Health Service staff. Thus, the notion of the program becoming a <u>center</u> for regional dissemination and training--proposed by High/Scope in the early part of that second year--though surprising, was integrated easily into ongoing debate at the Vermont sites. From the time of its introduction it was seen as an attractive idea because it was clear that the Parent-to-Parent program would have to support itself if it were to survive; the program would not be able to continue capturing funds as a demonstration program forever, and the host agency was in no position to pick up program costs. Further, the program had been receiving requests for informatin about its activities from as early as October 1980, from within Vermont, and from neighboring states. Agencies in other communities were finding the program approach attractive.

Regional knowledge of the Vermont Parent-to-Parent program was spread very effectively during the second year by the program director and other staff through a variety of media and through presentations. The Vermont site staff first started doing regional dissemination to enhance the program's visability in order to secure future funding for the core program. They did radio interviews, newspaper stories, presented the program at a number of special interest group meetings, put out a monthly newsletter, and developed a videotape documentary on the program. The Advisory Board proved to be very active promoters of the program throughout the Northeast Kingdom, at the same time trying to identify future regional and state funding sources.

Moving toward the end of the second year, the program was in a very good position to identify itself as a regional center. It was well known, its achievements were respected, and the program model was proving to be attractive to different kinds of human service agencies. These included a Head Start program, Home Health and Visiting Nurses Agencies, other Mental Health Clinics, a regional hospital, and a university-based early intervention program. The state department of Mental Health was following the Parent-to-Parent program's progress closely, and was, in the

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early Fall of 1980, to award the program the first prevention grant it had ever awarded in the state. Program staff were already talking to other local and regional programs about providing particular kinds of technical assistance to them in home visitor training, working with parents, and so forth.

Nonetheless, even as late as the summer of 1981, the program did not have its "core" funding to continue running the Parent-to-Parent program itself in 1981-82. This funding was considered essential to further development of the Regional Training and Dissemination Center (RTDC) idea. High/Scope's new grant with the Bernard van Leer Foundation was to provide technical assistance to sites in implementing the RTDCs, but not the operating funds. By the end of the summer the program received commitment for a third and final year of demonstration funding from the Turrell Fund of New Jersey, funding based on the program's first two years of performance. And in early Fall 1981 it received commitment for a third and final year fo funding from the Public Welfare Foundation of Washington, D.C., half of which was a "challenge" grant to encourage the program to raise new monies.

In the spring of 1981, during the second implementation year, the staff began thinking about the internal organizational implications of developing into an RTDC. The core program was growing and it was proving difficult enough to run that at a constant staffing level. The new, and additional, tasks implied by implementation of an RTDC would require an increase in full-time staffing of at least 100 percent. The question of whether such a center would fit within the Northeast Kingdom Mental Health Service mandates and priorities, increasingly oriented toward direct patient service, also had to be discussed with agency executives. In fact, the agency was itself debating internally how it would support itself in the coming period of reduction in federal and state funding for community mental health. The idea of generating funds through contractual provision of services to other organizations in the region appeared to be one way of supporting staff. Thus, the RTDC concept was seen by some in the host agency to offer a model for the future.

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Late in the summer the core staff set up a planning team to think through the organizational issues in setting up a Regional Training and Dissemination Center. These included how to divide up human resources between the core program and dissemination/training activities, the kinds of new staff roles that had to be developed, and how to approach fund raising. It was decided that the RTDC should be launched formally and fully as an idea, but that staffing would develop incrementally as funds became available. The first significant shift occurred in early fall 1981.

The Public Welfare Foundation challenge grant monies allowed the supervisor to reduce her core program time to 50 percent, and move into an outreach and training role for 50 percent of her time. One of the area coordinators was shifted into a 50 percent supervisory role. It was decided at that time to focus the core program in the lower half of the Northeast Kingdom during year three of implementation. The remaining area coordinators would also begin to specialize more in specific areas such as evaluation, home visitors support and supervision, and so forth.

At the current time--late fall 1981--the Vermont program staff are involved in negotiations with agencies in two communities in the Northeastern United States to provide training and technical assistance in implementing the Parent-to-Parent program. At the same time they are preparing a prospectus to be submitted to private foundations that seeks funds for supporting at least a portion of the total estimated $100,000 annual cost of running a fully staffed RTDC (including core program operation). Over $40,000 has already been raised; the program staff hope to sign at least one training contract in the coming months; and they hope to raise another $24-35,000 in foundation support by spring 1982. This would put the Vermont program in an excellent position to formally begin operations as a Regional Training and Dissemination Center.

Development of Evaluation Capability

One of the central purposes of High/Scope's work
with each of the Parent-to-Parent program sites during the
1980-81 year was to work with them to build their own
local evaluation capability. This work was successful
in most areas of program evaluation, especially in helping
the Vermont staff develop process monitoring capability.
For example, keeping track of how home visits were pro-
ceeding. There was less success in helping the Vermont
staff develop and implement new measures of program
impact. Specific accomplishments by the Vermont staff
in the evaluation area included:

1. modification of home visit plans to make them
   more useful as planning tools, less burdensome,
   and more straightforward in describing impact
   in goal areas;

2. re-development and clarification of local pro-
   gram goals, expected impact in goal areas, and
   means of measuring impact (see Appendix A);

3. development of a procedure for record-keeping
   with families, with a sequential outline of
   information to be collected at different points
   of time in working with a family;

4. developing forms for area coordinators to use
   in their new supervisory responsibilities; and

5. development of two new forms; one an "outcome
   checklist" to be used in conjunction with home
   visit plans in reporting program impact, and
   the other a "case history/experience" form for
   home visitors to use in summarizing their
   experiences with a particular family upon
   termination of home visiting.

Plans to develop a replacement for the pre-post
videotapes, coded and rated to measure impact in the area
of parent-child interaction, never proceeded beyond the
discussion stage. Late in the year, during a June 1981
site visit by a High/Scope evaluation staff member, the
notion of a "second-observor rating system" was discussed.
This would employ pre-post application of a simple rating
scale that captures gross (as opposed to molecular) patterns

of parent-child interaction in the natural home situation. It would be applied by an experienced home visitor, specially trained, who would accompany the family's actual home visitors on an early visit, and then at the end of the program. The technical and operational problems of implementing such a system have not yet been worked out. Meanwhile home visit plans, the parent questionnaire, and the case history-summary remain the primary measures of program impact on families.

Looking back on the first two years of implementation of evaluation plans it would appear that High/Scope staff expectations and site staff expectation did not correspond in the area of examining program impact on parent-child interaction patterns. The original measures designed by High/Scope proved to be too complex and burdensome to implement at the Vermont site. The decision not to use these created a vacuum that has remained unfilled to the present, possibly because Vermont staff expected High/Scope to replace that system with another, and also because they simple were too busy implementing the program. High/Scope staff, on the other hand, felt that those involved at the site had a better perspective on what might be appropriate. Vermont and High/Scope staff have as one goal of year three activities to make joint progress toward implementing a new measure in this area.

The Impact of the Program: Emerging Findings

After two years of operation in the Northeast Kingdom of Vermont the Parent-to-Parent program has proven to be an effective approach to alleviating the impact of social isolation among adolescent parents. Although it is too early to determine the long-term benefits of the program for the children involved, there is tentative evidence that the program has given the parents involved the skills and confidence to solve problems and cope with stresses that were constraining effective parenting and personal develop-ment. The program has also been effective in creating the community a support network for adolescent parents likely to sustain itself into the future.

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Impact on Families

The evaluation design has provided qualitative evidence and case material documenting program impact on families, which will here be summarized in terms of numbers of families for which there is evidence of change, and kinds of change. Within the area of parent-child interaction the most significant impact has been on knowledge of infant's developmental abilities and needs, with the consequent implications for responsiveness to the infant. Three quarters of the 40 adolescent parents visited during the first two program years demonstrated significantly greater ability over time: to respond appropriately to cues from their infant (crying, particular sounds, facial expressions); to expect particular abilities or skills to emerge within a particular age range; to figure out what an infant needed. This knowledge eased anxieties, fears, and even anger at the infant.

Over half the teen parents became significantly better able over time to point out new skills, or milestones their baby was reaching. This helped them enjoy their baby more. About half began interacting with their infant in a "fuller" manner: spending more time playing with their infant and talking to it, enjoying the interaction, setting up play activities. The area where there was the least observable change was in the quality of verbal interaction. About a quarter of the parents visited demonstrated observable improvement in this area, talking with their babies more, and in that verbal contact engaging in more praising, questioning, explaining, and less forbidding, directing and blaming.

The most powerful aspect of program impact during the first two years had been in the personal development of the parents involved. This can be expressed in terms of concrete accomplishments: 15 of the 40 returned to school or resumed study at home; 11 of those completed high school or their GED equivalent; another 10 or so are planning or taking steps to resume education or vocational training in the near future; a number of parents have begun working full or part time; three have joined vocational training programs; two have become home visitors in the Parent-to-Parent program. The more subtle signs of development have been just as important: expressing more positive feelings about themselves as parents and as people, renewing friendships, making new friendships (especially with each other, as a result of the parent group meetings), taking an interest in community life.

In a few cases teen mothers who were particularly unhappy
or depressed, or who were not adjusting to parenthood,
gained the courage to seek counselling to assist in re-
solving problems. While many still feel trapped by
circumstances, about half have demonstrated in actions or
conversation a renewed sense of control over their future.
For example, only three parents have become pregnant
again during participation in the program, and 17 of 21
for which there is information have indicated that they
have begun to use contraceptives more consistently.

Appropriate and effective use of community resources
and services to meet family needs has increased signifi-
cantly for about half the participating families. Services
sought and acquired most frequently have included WIC
(Women, Infants, Children) especially the food that program
provides, public health, family planning, vocational
counselling, and as mentioned above, the GED program.

Impact on families in all the above areas was clearly
related: as parents were able to more effectively meet
their own needs, and reduce stresses in their own lives,
they were better able to provide emotional support and
attention to their infants. Knowledge gained about children's
developmental needs led to more effective and satisfying
parenting, and thus to enhanced sense of self-competence.
Recognition that they had choices and options led some of
the young parents to "choose" parenthood as a priority,
and thus resent their child less. Others realized that
becoming a parent didn't automatically mean shutting
off personal development.

Impact on Home Visitors

It was increasingly evident during the first two years
of program implementation that the program was having
almost as much effect on home visitors as it was on adole-
scent parents. With respect to skills relevant to home
visiting, areas of growth noted included: communication
skills, both expressing ideas concretely and listening;
the ability not to be judgmental with the teen mothers;
ability to respond to teen mothers on a level appropriate
to the latter's requests; and the ability to observe and
make sense of parent-child interaction in the context of

parents' and children's developmental needs. These
skills have helped the home visitors in their own parenting,
and more generally in their interaction in the social
world aroung them.

The home visitors have demonstrated a strength and
consistency of commitment to the program that has not only
benefited the program during its formative period, but
had an effect on their perceptions of themselves. As
they discussed problems, plans, issues in home visiting
and program development, many home visitors began looking
at themselves in a new way: they could make an idea work.
A number of the home visitors have been in a period of
transition back to work, and the program has served as
an excellent vehicle for renewing in them the confidence
and skills needed to compete in the world of work. While
about a third have moved on after a year of home visiting,
almost all have stayed in touch with the program.

Impact on the Community

Evidence from interviews indicates that the Parent-
to-Parent program is beginning to influence the way other
agencies serving adolescent parents view their own activites.
As the director of the Home Health Nursing Agency noted,
"the traditional model of the professional showing mothers,
telling them how to care for their childrn has reached
its limits. We're beginning to learn that people learn
best from each other, and professionals must figure out
how to support that." Another administrator noted that
she had learned from observing the Parent-to-Parent
program that the most important thing a program can do
is to help young mothers feel confident enough of their
own mothering ability to be able to seek assistance when
appropriate. The Parent-to-Parent program approach
appears to have provided a push for professionals in a
number of human service agencies to examine the way they
provide services to young families.

The Future: A Marketable Program Model

The Parent-to-Parent program model, as it has been implemented in Vermont's Northeast Kingdom, demonstrates a family support approach that will prove increasingly attractive to a range of human service agencies in the coming years. It is, in a commercial sense, a marketable model. The following features make it so:

1. The program is integrating itself into the community. The volunteer home visitors are from the community; they work in the community. As home visitors from the first wave have left the program, they have brought back into the community the values and knowledge internalized through participation in the program.

2. The program is creating a constituency among human service agencies by carefully complementing other institutions' sense of their roles, by giving other agencies a concrete role in the referral process, and by identifying the program as the community's program.

3. The program is building a constituency among young families. It is providing long-term, continuous, easily accessible support. It is seen as dependable and non-threatening, and is becoming part of many young families' natural helping network.

4. The program is creating formal and informal social networks. Through its wave design, and structure encouraging the formation of personal relationships among participants, the program is becoming the core of a growing mutual support network among young families.

5. The program is proving to be relatively low-cost. It is a volunteer-based model, with the highest cost period being up front, during start-up. The basic monetary costs of the program at this point in time are the salary of the supervisor and the stipends for the home visitors' transportation and child care expenses. Annual cost per family is averaging about $750. It is a model that seems to potential funders and is implementable in an era of fiscal austerity.

6. The program has reverberating effects, increasing the return on investment in it. Parents visited gain skills and internalize values that they will use throughout their lives as parents. Home visitors have their own parenting and other skills enhanced, with the consequent effects on their family life and personal development. Parents visited become part of a future wave of home visitors.

7. The program is preventive. By working with young families in their children's earliest years, the program is contributing to their ability to prevent problems from developing, and deal with problems that already exist. The home visitor works with the parent to give her the skills and confidence to manage financial, interpersonal, child-rearing, and other stresses; and to enhance parent-child interaction, with the consequent effects for children in academic and social adjustment.

Measuring Program Impact

Program Goal	How to Measure to Use Data
A. Parent-child Interaction	h.v. plans, knowledge scale, IEI (non-videotaping), 2nd observer rating system pre-post; Mary Belenki interview data
1. Verbal communication (questions, explaining, info providing, interactive)	h.v. plans offer descriptions; knowledge scale; 2nd observer rating system; pre-post knowledge in this area; no. of parents in which there were observable changes in this area; possibly characteristic kinds of changes found, combination tabulation and anecdotal.
2. Encouraging exploration	h.v. plans; 2nd observer rating, pre-post; # of parents in which there are observable changes; characteristics of changes found, combination of tabulation and anecdotal.
3. Responding to infant in developmentally appropriate manner.	knowledge scale; h.v. plan; 2nd observor rating system; knowledge of what is developmentally appropriate, pre-post measures; # of parents in which there are observable changes, characteristics.
4. Showing positive affect	h.v. plans; 2nd observor rating system, pre-post, etc, etc. etc.
5. Sensitivity to basic nutritional, health, their needs....	h.v. plans; knowledge scale; increase in sensitivity on knowledge scale; # of parents in which there is observable change....charateristics
B. Personal Development	h.v. plan; Mary Belenki interviews pre-post; parent questionnaire, pre-post
1. Furthering education/ vocational development	h.v. plan, Mary Belenki interviews, parent questionnaire, simply returning to school; # of parents returning to complet H.S. degree in school or G.E.D.; # who sought & obtained vocational training of some sort; # of who sought & obtained employment or improvement in employment.

2. Revised aspirations for self	Mary Belenki interviews; h.v. plans for evidence, B.1 (above); # of parents beginning planning & decision making on a broad scale regarding personal & family life; decision making skills, growth; anecdotal examples of......
3. More positive feelings about self as spouse, parent, person	M.Belenki interviews, esp. sentence completions, h.v. plans; as expressed during home visits...; # of parents in whom there were observably more positive as evidenced by; changes evidences in pre-post Belenki sentence completion....;
4. Sense of responsibility aware of & taking actions to meet obligations.	h.v. plan; expressed in anecdotal terms, examples.....
5. Makes friendships, reaches out socially, being involved	h.v. plan; M. Belenki interviews; changes in answers to M.B. questions; anecdotal evidence, examples...
6. Realism vis-a-vis options, choices; but awareness also that choices exist (family planning, below, one example).	M. Belenki interviews; h.v. plan; pre-post changes in M.B. questions; anecdotal evidence from h.v. plans of choice defining
7. Family planning enhanced	h.v. plans; parent questionnaire? # of parents who take some action in this area, nature of action taken; # of parents who become pregnant again during program or following, (should decrease); # who talk through having another child with spouse, significant others.
C. Improved Interpersonal Relations within the family, outside the family	h.v. plan; M. Belenki interviews; mostly anecdotal; re-establishing contact on improved with family
1. Communication around difficult issues.	
2. efforts made to tackle problems	
3. See B.4.	
4. taking responsibility/meeting obligations	

D. <u>Appropriate use of</u>
<u>community resources/</u>
<u>community involvement</u>

    1. Uses human service
       programs as appro
       priate to meet
       family needs

    2. Takes advantage,
       cultural, recre-
       ational, educational
       opportunities

h.v. plan; parent questionnaire

h.v. plan; # of parents who plan
to and actually acquire services
needed to meet family needs (medical,
nutritional, financial, educational,
etc. etc.); # of parents using
particular kinds of services;
# of parents able to move off
public assistance during perios of
involvement with the program;
# of parents with observable changes
in knowledge of how to use available
services pre-post.

h.v.plans; parent questionnaire;
# of parents...examples of kinds
of use....

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EARLY CHILDHOOD AND FAMILY EDUCATION PROGRAM

Mankato, Minnesota

The Mankato Parent-to-Parent Program operates as one of the options within the Public School's Early Childhood and Family Education Program (ECFE). It is beginning its third year of operation. It is the purpose of this report to look at the status of the Mankato program, comment on three initial long range program goals, and describe a series of events pertaining to the implementation of the Regional Training and Dissemination Center (RTDC).

Mankato Parent-to-Parent: Current Status

Partial funding for the ECFE program is from the Minnesota Council for Quality Education. Additional funds come from the Mankato Public Schools and vocational educational funds. While the latter funding sources continued funding the program at an equivalent level, all Council for Quality Education funded program (32 in all) received funding cuts this year due to the financial and economic stress the State of Minnesota is suffering. Thus, each option within ECFE had less money to operate with, including Parent-to-Parent. When reviewing the money she had to work with, the supervisor felt her highest priority was to retain the level of service that families were receiving. Cuts were therefore made in the area of program support; there is no longer an assistant supervisor; the training hours have been reduced; research activities have been curtailed; and program development has been put on hold.

Even though the program got started late this Fall, due to funding uncertainties and lack of an ECFE Director, the program has gotten off to a good start for the 1981-82 school year. The supervisor completed the home visitor recruitment process in October 1981. She made 60 contacts over a three week period which resulted in the recruitment of eight home visitors. She felt all her recruiting efforts were positive. Several of the women contacted are on the list to be trained during second term. Training sessions Fall 1981 will consist of 8 two-and-a-half hour sessions focusing on child development, observing and recording, and strategies for family support, as well as program philosophy and home visiting skills.

The Supervisor plans to train a second group of home visitors in January. One of the issues she is facing is that those trained in January only serve in the program for 6 months (until June, which is the end of the school year), and have not been carried over into the next school year. The supervisor feels this is a loss of valuable resources. She is considering having those who are trained in January commit themselves to a full calendar year with the program even though home visiting during the summer months would not be as frequent as once a week. This would be more cost-efficient than the current procedure

Staff changes

The Director of ECFE resigned from the position in June, 1981 after seven years with the program. The new Director was appointed to the position on a half-time basis in mid-September. She is, in the supervisor's words, "a practical, efficient person with good vision about programs." According to the Supervisor, the director can differentiate between "gut level programs that hit at the issues versus programs that are frosting and look pretty". The director puts the Parent-to-Parent program in the former category. She is also very interested in developing the RTDC concept. Essentially the supervisor feels comfortable and supported in her role; this is crucial in terms of the program's continuation within Mankato and in terms of its future expansion.

As noted earlier another staff change, for the 1981-82 program year, is that the assistant supervisor position has been eliminated. While the assistant has assumed another role within ECFE (that of facilitating 3 center based parent groups), she continues home visiting five families as an ECFE home visitor.

Meeting Program Goals

During initial discussions (Aug-Dec. 1979) with ECFE around implementing the Parent-to-Parent Model, it was unclear why they would implement High/Scopes Model when they already had a structured home visting component staffed by professionals who worked with families for ten weeks. However, a series of discussions revealed that ECFE staff had goals and concerns

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not met by their current programming. They were:

1. to use peers to reach families experiencing
    stress who would not respond to professionals.
    Initially, the Parent-to-Parent program provided
    home visits to any family in two school attendance
    areas. This was done to provide high visibility for
    the program and to assure some immediate "success"
    experiences. Once the program was firmly based,
    ECFE staff planned to move into serving a more
    specialized population: "at risk" families. The
    supervisor reports that this Fall the program is
    doing more community outreach, allowing them to
    provide service to these families. Home visitors
    are talking about the program, attending events
    where they can come into contact with people not
    seen by churches social services, school services,
    etc. They are starting to reach people who would
    not have called the program on their own nor would
    they have been receptive to professionals. In
    addition, families are being referred to the ECFE
    program from social service agencies in the commu-
    nity who have had to curtail their services.

    The supervisor is interested in applying the princi-
    ples of the Parent-to-Parent program in other
    settings in the community. She feels it would be
    exciting to train lay people around the community
    in listening and family support (i.e., home visiting
    skills). As a normal part of their jobs, barbers,
    bartenders, laundromat workers, waitresses etc.,
    come in contact with people and their problems.
    This naturalistic setting could be capitalized on
    and is a logical expansion of the peer to peer
    concept. The supervisor is familiar with a small
    study that successfully trained lay people as
    family support facilitators, and she is exploring the
    possibility of doing this within EFCE.

2. to create a spinoff effect in the community as
    trained home visitors moved to other roles. ECFE
    staff felt that not only would families served by
    the program benefit from the expertise and skills
    of the home visitor but that, over time, neighbors
    and friends would also be benefited. It was felt
    that each year as the home visitor group moved
    out to other endeavors in the community, they would
    use their skills and many families would be touched.

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The supervisor reports that there is a natural
flow of Parent-to-Parent people to other activities
in the community. One home visitor is acting as
volunteer peer group facilitator for ECFE's center
based program. She has these skills because during
the year the supervisor had encouraged home visitors
to facilitate and plan the Parent-to-Parent in-
service meetings, help out at ECFE parent groups,
etc. Another volunteer has begun doing Parent-to-
Parent through her church, another is seeking employ-
ment in day care, another has become an area LaLeche
leader, another is serving as a Great Books volunteer,
another had a baby, another began helping families
in her neighborhood and one is working in a personnel
office. It is clear that home visitors have not
given their year then lost the skills and knowledge
gained in the program. They have continued on.
Also, two people who were home visited now want
to be home visitors--a natural next step for them.
Additionally, a family day care provider who received
home visits last year wants to be trained as a home
visitor in order to work with the parents of the
children in her care.

3. to provide an option within the ECFE program that
    was not currently available. At this point Parent-
    to-Parent is viable and secure within ECFE. It is
    seen as a practical program in these financially
    troubled times. It is interesting that as a way to
    ease themselves through funding setbacks, ECFE is
    exploring the use of volunteer peer group facilitators,
    drawing from past and present home visitors. In
    the past, ECFE group facilitators have been profes-
    sionals, usually former teachers. The ECFE admini-
    strative staff have been impressed with the skills
    and the competence of the home visitors as well as
    the value and effectiveness of the peer-to-peer
    concept in supporting children and their parents.
    They are open to thinking of new ways to meet
    changing needs/conditions rather than falling back
    on traditional practices.

The Regional Training and Dissemination Center

Last Spring we began introducing and exploring the RTDC concept with Mankato. At the same time initial contacts were made with the Bush Foundation where there was interest in the possibility of funding such an effort. Materials describing the proposed effort were sent to the ECFE Director and the superintendent of schools. They in turn shared and discussed the materials with the head of program curriculum development and a school board member. As a result of their discussion they sent a list of questions (See Attachment A) for us to answer and requested a meeting. In late June the High/Scope Consultant and Family Programs Department Director went to Mankato to meet with the above mentioned people as well as the Parent-to-Parent supervisor. (Between the time we initiated RTDC discussions and the June trip the ECFE Director resigned.) The group was presented with an overview of the rationale for expanding Parent-to-Parent into a RTDC and given a timeline. During discussions questions were answered. The concept was grasped and well received by the group. They were reticent to take on a new endeavor knowing they were facing decreased funding over the next few years. Also, there was no ECFE director to take charge and pull the concept of the expansion together over the summer. They agreed to hold further discussions on the RTDC concept the following week and to let us know quickly if they wanted to be put on hold for a year or work on it over the summer. The decision was made to put it on hold in the absence of a ECFE director to lead, support and coordinate the effort.

A new director was hired in September. As mentioned earlier she is supportive of the Parent-to-Parent program and what she has learned about the RTDC concept. She feels it is practical and wants to see it through. She has been discussing the project with an officer from the Minnesota Council on Quality Education (CQE). They have been talking specifically about the feasibility of training some of the 31 other programs funded by CQE to implement the Parent-to-Parent program.

QUESTIONS FROM MANKATO FOR HIGH/SCOPE

1. What is the local school district's financial commitment over time?

2. How does the training center interrelate with the district's parenting program?

3. What agreements would the district and High/Scope enter into?

4. Under which agency is the control of the training center?

5. How is the staff time in the grant divided between commitments to regional training vs. commitments to local program training?

6. What are the long-term funding possibilities? (contact with sites)

7. What about space needs?

8. Can overhead costs/indirect expenses be written into grant?

9. Does High/Scope have staffing requirement? Type? Number? Qualifications?

10. What advantages does the High/Scope staff see for our district to get involved with this project?

PARENTS PLUS PROGRAM

Toledo, Ohio

Introduction

The Parents Plus Program (formerly referred to as
Parent-to-Parent) in the Toledo Public Schools continues
to successfully provide home-based services to hard-to-
reach handicapped preschool children and their families.
While the basic High/Scope Parent-to-Parent Model serves
as the core of their home-based programming, a number
of adaptations have been made to the model in order to
better meet the needs of the target population and the
goals of the sponsoring institution to increase families'
use of center-based services. In this report we will
provide an update on the program--both interms of the
numbers of people being served as well as in terms of
how the program has been modified. In addition, we will
discuss dissemination activities which have taken place
and the ways in which the Toledo program staff have
developed their own evaluation system.

Families Served

The number of families being served through the program
has increased over the three years of operation. During
the first year nine families were served by eight home
visitors. In the 1980-81 school year thirteen home visitors
had worked with a total of 19 families. By June 1981
fourteen of those families were receiving services,
four children had moved into the classroom, and one
family left the area. As of October 1981 there were 11
families enrolled in the program. Seven were families
continuing from the previous year. Children in the other
seven families from the privious year were old enough
to attend the classroom program. (One child who is
five years old--and has been in the program for three
years--could be mainstreamed into a Head Start classroom,
but his health is so poor that they have decided to continue
providing home visits.) Program staff hope to be serving
between 20 and 30 families by the end of the 1981-82 school
year.

One of the continuing issues is that it is very time-consuming to serve these families. Because the program is meeting its goal of providing services to those hardest to serve, it means that generally the child and family needs are great; home visitors spend from 15-25 hours a month to serve one family. In Table 1 is a breakdown of these hours. The information in this table is given to volunteers when they are recruited so that they have a realistic estimate of the time they must commit to work with a family.

Staffing

The two women who were originally trained to share the role of Supervisor continue to work for the program. While both of them maintain a half-time commitment to the Parents Plus program, one of them has taken on additional responsibilities within the agency, so she is working full-time. Two of the original home visitors who last year assumed the positions of Assistant Supervisors continue in that role this year. They are each doing home visits with one family as well as doing administrative work which supports the program. Thus, at the present time, there are four people who provide supervision and program coordination. Their roles have been differentiated, with each person responsible for a different set of activites covering administrative supervision, evaluation and outreach functions. These roles become more defined over time and a monthly meeting of this coordinating group provides an area for discussion and clarification and for onging communication among the four. The staff have been working together for two years—they are beginning their third year—and obviously respect one another's skills and abilities, and have learned to maximize one another's strengths. This utilization of strengths among program staff has carried over to the ways in which program staff have developed new and expanded roles for the volunteers.

Maximizing Volunteer Strengths

Since the beginning of the Parent-to-Parent implementation process, Toledo program staff have been interested in learning all they can about how to provide worthwhile experiences for and support to the volunteers in the program.

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Table 1

HOME VISITOR MONTHLY TIME COMMITMENT

Estimated amount and percentage of time spent in the
following areas necessary for home visiting:

Home Visits & Parent/Child Classes	5 1/4 to 8 3/4 hours	35%
Travel	3 to 5 hours	20%
Meetings	3 3/4 to 6 1/4 hours	25%
Paper Work & Planning	1 1/2 to 2 1/2 hours	10%
Phone & Co-ordinating	3/4 to 1 1/4 hours	5%
Individual Personal and Phone Contact with Supervisor	3/4 to 1 1/4 hours	5%
Total	15 to 25 hours per month to serve one family	100%

The Supervisors have joined volunteer organizations, adapted many instruments developed for use specifically with volunteers, attended conferences which focus on how to provide supervision to volunteers, etc. All in all, the Toledo program staff have taken their commitment to volunteer growth and development very seriously and have provided helpful information to the other Parent-to-Parent model dissemination sites, based on what they have learned and developed. In this report we will describe recruiting techniques that they have found to be success-ful, ways in which they have diversified the role of the volunteer in the program, and ways they support volunteer recognition.

Recruitment of volunteers. One of the things that the staff have learned is that the most effective technique for recruiting volunteers is by word-of-mouth. People who have been in the program or know of the program do the best recruiting job because they can talk from personal experience; they know what the job demands and they know its rewards. Thus the best source of new volunteers has been former enrollees in the program and friends of people who have been volunteers.

Staff have used other strategies to recruit volunteers as well. With support from Easter Seals, there has been a broader advertising of the program in the community. Program staff were interviewed on a half-hour talk show on public radio and general information on the program has been included in Easter Seal publications. This has greatly facilitated visibility of the program in the community. In addition, program staff personally talked with over 40 staff connected with Toledo's early childhood education program. They explained the program and asked them for the names of friends, relatives, past parents, and neighbors who might be interested in volunteering. The staff then sent each of the individuals named information about the program, asking if they were interested in being involved. While this latter technique has not yet produced a volunteer, the staff felt it was a worthwhile activity. Those they interviewed felt included in the program because they had been asked for assistance. So, even if it doesn't produce many new volunteers, it is a good public relations technique.

Diversification of the volunteer role. One of the
things that all Parent-to-Parent dissemination sites have
learned, but Toledo acted on early, is that to get the
most out of volunteer time there should be a number of
legitimate roles that volunteers can play in the program.
One of the motivations for diversification was the fact
that three of the current home visitors have been with the
program since the first year. Two others that have left
are interested in coming back at some point in the future.
Those who are continuing want to change their role in
the program. Toledo's first response was to create the
assistant supervisor role. Now other options have been
created.

For example, one of the Toledo volunteers had a very
good friend that was interested in being a part of the
program, but she does not drive, so there was no way that
she could become a home visitor. Toledo staff have
asked her to coordinate the Toy Library--a task which
does not require that she drive, but a task which is
important to the program. One other woman who was not
interested in doing home visits was interested in coord-
inating the Parent-child classes that the Toledo program
has added to the model (This will be described more fully
in another section of the report.) She has taken on the
task successfully, relieving coordinating staff of this
development work. Diversification has thus not only
expanded the number of roles available to volunteers,
it has also created opportunities for the program as a
whole to develop and broaden its services.

Recognizing volunteer efforts. As a result of the
Reagan administration's cutbacks in government support
for social services, there has been a renewed emphasis on
the importance and value of community initiatives in
serving its members. There is the expectation that
communities can and should develop and deliver services
which they define as needed by their population and appro-
priate for their context. The volunteer effort is a part
of this process. Thus there is a push to find new and
better ways to recruit, train, and recognize volunteers.
At the federal level, recognition of the volunteer role
by allowing income tax credits and deductions is being
proposed through legislation (see Table 2 for specific
legislation being proposed).

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Table 2

CURRENT LEGISLATION EFFECTING VOLUNTEERS

97th Congress

H.R. 429 Quillen. Provides an income tax deduction of up to $400 per month for dependent care expenses incurred while performing volunteer work for charitable organizations.. Referred to House Ways and Means Committee.

H.R. 767 Mikulski. Grants volunteers who work at least 50 hours per year an annual tax credit of up to $750. The total credit would be computed by multiplying the number of hours volunteers times the prevailing minimum wage. Referred to House Ways and Means Committee.

H.R. 768 Mikulski. H.R. 476 Roe. 8.473 Durenberger. Increases the tax deduction allowed drivers who use their cars for charitable or volunteers purposes to equal the amount allowed drivers who use their cars for business purposes. House bills referred to Ways and Means Committee. Senate bill referred to Committee on Finance.

If you are interested in a specific piece of legislation, you should contact your Congressional representatives and members of relevant committees urging them to support the bill, hold hearings on it, and work toward its passage. Before supporting a bill, you should be familiar with its content, and with which committee has jurisdiction over it. The following list will help you get started.

You may obtain copies of any bill by writing to the following:

House Document Room
U.S. House of Representatives
Washington, D.C. 20515

Senate Document Room
U.S. Senate
Washington, D.C. 20510

You may request up to three bills in any one letter. Request each bill by number and enclose a self-addressed mailing lable with your requests. All copies are free of charge.

You may keep up-to-date on the status of any bill in several ways. We will continue to present updates on legislation in this column. Associates may call or write VOLUNTEER's Washington, D.C. office to obtain information on current volunteer legislation, and you may also obtain information by calling or writing your representatives or the appropriate committees.

Recognition occurs more concretely at the local program level within the agency. Certificates for performance have been designed and awarded at the end of the program year; employers are informed about the volunteer work their employees provide for the program and thus get recognition for their work, and the volunteers are encouraged to create their own file to document their volunteer service. The documented experience can be used to meet the criteria for tax benefits if the proposed legislation is passed, and it can be used in applying for jobs and/or college credit when people leave the program. Another way the volunteer's role is legitimized is through the signing of a contract between the Toledo Parent Plus Program and the volunteer. This is done to assure that expectations for both parties are clear from the beginning and to reinforce, for the volunteer, the importance of her role. (See Attachment A for a copy of the contract being used by the Toledo Parents Plus program and an outline of the home visiting program which defines some of the milestones along the way.)

Adaptations of the Parent-to-Parent Model

Adaptations of the Parent-to-Parent Model, called Parents Plus in Toledo, can best be characterized as additions to the program. They consist of: use of the Toy Library, the development of Parent-Child Classes; the creation of Parent Notebooks; and the development of the Parents Plus Training Manual.

Using the Toy Library. A Toy Library has been in existence in the early childhood program in Toledo longer than the Parents Plus program. The purpose of the Toy Library is to provide a plcae where parents can visit, select toys that are developmentally appropriate for their child, borrow those toys for several weeks, then return them and borrow others. As the parents come in to select toys they can talk with staff about thier child, learn more about child growth and development, and select toys that are developmentally appropriate. The Toy Library is an informal way to interact with parents, supporting their observations of their child and providing activites that meet the child's needs.

During the first two years of the Parents Plus program the Toy Library was located in a school across town; families involved in the Parents Plus program did not use the library. This year the decision was made to house the Toy Library adjacent to the Parents Plus office. This way home visitors can easily access the toys if they want to use them with their families, and families can more easily use the toys. Now, the Toy Library is introduced to parents during the Parent-Child Classes.

One of the volunteers has taken on the task of coordinating the Toy Library and compiling a catalog of all the toys available. Included in the catalog are a description of the toy, the ways in which it can be used, and what its use means developmentally for the child. The catalog also provides a description of how parents can use everyday household items and discards to make their own toys accomplish many of the same goals with their children.

Parent-Child Classes. During winter 1981, staff and home visitors were feeling the need to bring families together so that they could share experiences and provide support to one another through a group experience. Staff felt that the group experience should not replace the home visits, but be done in addition to the more intensive one-to-one weekly contact. While transportation was a problem, and continues to be an issue, staff began Parent-Child Classes in the spring and held them once a month. The Parent-Child Classes occur on Monday mornings. Home visitors bring the parents and children to the class and are thus a part of the process as well. The first 20 minutes of the morning is an informal get acquainted time which occurs in the Toy Library. Parents bring back toys borrowed the month before and find a new toy to take home for the next month. Following the informal toy exchange the parents and children all meet together for a planned activity. Then for the rest of the morning the parents meet alone while some of the home visitors stay with the children. The parents' time alone allows them to hear a speaker, have a discussion about a topic of interest to them, or participate in a workshop (such as a toy-making activity).

In June 1981, when program staff were evaluating the year's activities they felt that they should increase the frequency of the Parent-Child Classes--they suggested that they occur twice a month. Every other week families would participate in home visits; on the alternate weeks the Parent-Child Classes would be held. As of November 1981, the decision had not yet been made about whether or not to adopt this structure.

Parent Notebooks. Throughout the life of the program, home visitors provide parents with information on a variety of topics--home safety, basic health care, re-sources, etc. Parents end up with a stack of materials, generally not organized or readily available when the parent wants it. With the development of the Parent-Child Classes, staff were realizing that they would be giving parents materials more systematically--i.e., every time there was a class--and so they decided to develop a Parent Notebook where parents could keep all the materials they are given. Parents would be asked to bring the notebooks with them to each meeting, and it would be a place where they could keep other materials given them by their home visitor. They could also jot down observations of their child to share and/or make a list of questions or concerns that they would like to have discussed at the parent meetings or during their individual visits. The note-book could also serve as a way of following and documenting their child's growth and development. This fall the Toledo staff are anticipating beginning the Parent Note-book concept. They already have handouts on: the value of play, examples of household items that can be used to make different toys, a list of activities for Christmas, and nutrition information.

Parents Plus Training Manual. Since the Toledo Parents Plus program began, the Supervisors have been collecting a variety of materials that they think are important to include in the pre-and in-service training of staff. In addition, they have collected materials speci-fically relevant to working with and supporting volunteers. After having used these materials and developing their own evaluation system, they decided to compile their own training Manual. This was done during Spring and Summer, 1981. With funds from Easter Seals, the manual was published in Fall 1981 and is now available to others wishing to implement the Parents Plus program in their

setting. Originally created for internal purposes, the manual also represents an important step in Toledo's readiness for dissemination activities. As at other sites, organizing and documenting the core program's training process has become a necessary precursor to sharing the model with others.

Institutionalization

Clearly the Parents Plus Program is a viable program within the Early Childoohd Special Education program in the Toledo Public Schools. One of the goals of the program as first conceived was to make the Parents Plus program the core of the services delivered through home visits. As indicated in the Case Study (April 1981), currently Parents Plus is one of three program options which provide home visits. The intent was for the other program options to be phased out over time, with the Parents Plus concept-- using paraprofessionals to deliver direct service to families with the support of special education specialists--being primary. To some extent this goal is being met. As staff within the other home-based options leave the program for a variety of reasons, they are not being replaced; as other positions in the school system become open, staff are being encouraged to apply for them and switch out of their current role. So, while the consolidation process is moving slowly, it is happening. It is anticipated that in the not too distant future the Parents Plus Program will serve as the core program for the delivery of home-based services within the Early Childhood Special Education Program.

As we have learned at all sites, an important part of the institutionalization process is public relations within the host agency and within the community at large. One of the strategies used by the Toledo staff has his- torically been to maintain a low profile for the Parents Plus program, avoiding administrative "red-tape" within the Toledo Public Schools. Getting the program known has been done by word of mouth and networking among key people in agencies working directly with the target population. A low profile has been maintained. This has not been detrimental to the development of the program, but it has kept it small and focused on the concerns of its immediate community.

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This year, due to Easter Seals involvement in the
program, the program is being publicized on a wider
scale. Last year the Easter Seals Foundation was approached
to provide some financial support for the program. The
Toledo staff of Easter Seals were very impressed with
the program and with its potential to meet the needs of
many families with handicapped children--regardless of
the age of the child. They decided to assist the project
by providing funds for the publication of the Parents
Plus Training Manual. In addition, they have helped in
the recruitment of volunteers by sponsoring a radio
talk show and publicizing the program through their
publications. Easter Seals is interested in seeing
the model used in other communities within Ohio and
nationally. They represent a national network that could
logically disseminate the model in a variety of communities.

Dissemination

Since the program began, it has been the intent of
the administrator who initiated the program to see that
it ultimately becomes a program option within the Ohio
system of programs for handicapped children and their
families. To this end the administrator has been working
closely with state-level program people to assure Parents
Plus as a special education program option. The model has
been presented at a number of state conferences, and it
has become an option for people who apply for State
Implementation Grants (SIGs).

This year a rural community in Southern Ohio received
SIG money to implement the Parents Plus program in their
community. At this present time the woman who will be
operating the program is working on a number of projects,
so she has not had the time necessary to really get the
program underway. One of the issues for her is the fact
that the Parents Plus cannot begin as an extension of an
already existing program--as it did in Toledo and in other
successful dissemination sites--it has to become the core
program out of which other programs would be developed.
The Toledo staff hope that by mid-year she will be able
to commit her time and energy to the program, but they
anticipate that it may be a long time before the program is
fully implemented. However, this first SIG grant is a
step toward state-wide dissemination of the Model.

Evaluation

One of High/Scope's goals duringthe second year of tehcnical assistance to sites was for community personnel to recognize the value and take ownership of the evaluation process. The Toledo staff have been very successful in this endeavor. They have taken the instruments developed by High/Scope in the early phases of the project, and the evaluation questionnaires and processes suggested by the volunteer organizations, and adpated and incorporated them into the ongoing Parents Plus program. With the differentiation of roles among supervisory staff, one of the initial program Supervisors has taken on the primary role of providing formative and summative evaluation for the program

The evaluation process takes place at four levels: for the home visitors; for supervisor/coordinating staff; for families; and within the host agency.

Home Visitor evaluation. Evaluation is seen as a part of the total program. When home visitors sign the contract (Attachment A), they are made aware of the fact they will get regular feedback from their supervisor, and that the feedback is meant to help them develop new skills and provide quality service to the families they are serving. Several instruments are used to provide feedback to the volunteers. Immediate feedback and discussion occurs each week as the Home Visitor turns in the Home Visit Plan (Attachment B). When it is complete the Home Visitor reviews the plan with the coordinator. (Each of the four people serving as coordinators are assigned to be the primary supervisor for approximately four home visitors. That way each home visitor knows with whom she will be working throughout the program year.) During the monthly staff meetings, home visitors receive informal feedback on their work and they are able to see how others are doing and learn from one another. The home visitors are also asked to complete the Organizational Climate Questionnaire (Attachment C) which provides staff with feedback on the volunteer's experiences in the agency. The home visitors also go through a self-evaluation process by rating themselves on 21 different items (Attachment D). In disucsions with High/Scope evaluation staff, the Toledo Supervisors

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stressed that they wanted this self-evaluation to be a formative, rather than a "judgemental", tool. The solution was to have volunteers give themselves two ratings for each item: their level of satisfaction with their skills related to the item; and what help they would like to develop new skills. The self-evaluation is administered when the program begins, midway through the program and at the end of the year. That way home visitors can see their progress over time and they are able to identify areas where they have not gotten the support they need to develop and expand their skills. In addition, home visitors complete a number of record keeping instruments that help monitor their time (Attachment E). All in all, it is a very thorough system.

Supervisor/Coordinator evaluation. At the supervisor/coordinator level several instruments are used. The Time Use Questionnaire (originally developed at High/Scope for all Parent-to-Parent sites) has been adapted to meet the Parents Plus program needs. Since each of the four coordinators is responsible for different tasks, the Time Use Questionnaire allows them, during their monthly meetings, to assess the extent to which they are carrying out the tasks they have taken on, and if greater or lesser amounts of time need to be given to specific activities. The supervisors/coordinators are also continuing to use the Supervisor Implementation Scale (SIS) developed at High/Scope as a way of assessing their own skill level and determining areas where they would like to see growth. The supervisor/coordinating staff complete the instrument at the beginning of the year, identifying strengths and areas for growth, and then review their goals 2-3 times during the course of the program year, with a final review occurring at the end of the school year.

Family evaluation. Families are also involved in the process of evaluating the program's services and components. In the Spring families are sent a questionnaire which they are asked to complete and return to the program in the self-addressed stamped envelope included with the questionnaire. In Spring 1981, about 50% of the families returned the questionnaire. Staff felt that parent's feedback was helpful in thinking about program changes that should be made (e.g., whether or not to increase the number and frequence of Parent-Child Classes). They plan on repeating this process each year.

Agency evaluation. Within the agency an evaluation process has also been implemented. After two years of operating the program, Parents Plus staff felt it was important to know how others in the agency perceived the program. They were particularly interested in getting feedback from the early childhood special education personnel who had direct contact with Parents Plus staff and the families they served. Thus, in the Spring 1971, fifteen staff within the Early Childhood Special Education program were interviewed. Once again, the feedback was helpful and it made the Early Childhood staff feel they were more a part of the program, since they had been able to provide their feedback and have some of their perceptions responded to as Parents Plus staff were making program changes.

Essentially evaluation within the Parents Plus Program has been designed to meet a number of needs for, both formative and summative feedback. Staff have developed instruments and a process (including a timeline and a data analysis procedure) for securing ongoing information about the program's functioning and its impact. They have developed the capability to define their needs and design appropriate techniques and instruments to know if they are meeting their goals. Many of the evaluation techniques have been described in the Parents Plus Manual, and as they continue to refine their own process, additions will be made.

In sum, the Parents Plus program is well institutionalized and is a core part of the Early Childhood Special Education Program in the Toledo Public Schools. In addition, the program is being disseminated through a state-wide network using State Implementation Grants (SIGs) and through a national private network--Easter Seals--which focusses on providing services to families with handicapped children. There is no doubt that the Parents Plus staff have successfully implemented and adapted the Parent-to-Parent Model in a way which best met the needs of the families being served and the institution sponsoring the program.

Attachment A

Agency Volunteer Agreement
Outline of Home Visiting Program

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AGENCY-VOLUNTEER AGREEMENT

Date _____

Between _____, and

    name of agency & program

_____

name of volunteer

The agency agrees to provide the volunteer with education and training to prepare the volunteer for his/her service; an assignment both useful and satisfying; acceptable working conditions, acceptance by both clients and staff as a member of the agency team.

The agency agrees to provide volunteer status, supervision, periodic evaluation in-service education, change of assignments as appropriate, and a letter of reccomendation when requested.

The volunteer agrees to carry out assignments to the best of his/her ability, following the agency's guidelines and respecting both clients and staff as members of the team.

The volunteer will communicate with the assigned coordinator to report problem situations, to request consultations or change of assignment, to provide feedback and suggestions, and to participate in the evaluation process. He/she will observe the time-frame (September through June) for his/her assignment, and report in advance when he/she must be late or absent for an appointment or meeting. He/she also agrees to notify the agency in writing of extended leave or resignation.

The volunteer will respect the dignity of the client and the integrity of the agency by maintaining confidentiality or information received in the course of service.

(signed) _____
                             Volunteer Coordinator

(signed) _____
                             Volunteer

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OUTLINE OF HOME VISITING PROGRAM

September

1. First visit
   Introductions and I.E.P. Meeting

2. Conference with supervisor regarding initial
   goals for family

3. Diagnostic period
   six to ten visits, using informal assessments

4. Conference with supervisor:
   a. review and summarize assessments
   b. develop new plans for family
   c. complete Home Visitor Implementation Scale
      and Self Evaluation

5. Home visit with supervisor to write new I.E.P.

6. On-going home visits based in I.E.P. goals
   and conferences with supervisor as needed.

7. Year-end conference with supervisor to review the
   year and evaluate the program.

8. Year-end reports completed.

June

Parents Plus Home Visit Plan

PARENTS PLUS HOME VISIT PLAN

Dissemination
Project

NAME _____   DATE _____

HOME VISITOR _____   VISIT NUMBER _____

1. THIS WEEK'S GOAL: LENGTH OF VISIT _____

2. ACTIVITIES:

    A. PLANNED

    B. CARRIED THROUGH

3. OBSERVATIONS: CHANGES NOTED: FEELINGS EXPRESSED:

4. PLANS FOR NEXT SESSION:

5. REFERRALS MADE, SERVICES NEEDED:

6. ASSESSMENTS USED:

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ORGANIZATION CLIMATE QUESTIONNAIRE

I. ORGANIZATION AND POLICIES

1. Do you think our agency offers you the chance to have the kind of volunteer job that you will want in the future?
    (1) Yes _____ (2) No _____ (3) Not sure _____

2a. To what extent are you made to feel that you are really a part of our agency?
    (1) Not at all _____ (2) To a small degree _____
    (3) To a large degree _____ (4) In every possible way _____

2b. To what extent do you feel people in our agency are friendly?
    (1) Not at all _____ (2) To a small degree _____
    (3) To a large degree _____ (4) In every way possible _____

3. To what extent have you made social friendships with people you have met through volunteering in our agency?
    (1) Not at all _____ (2) To a small degree _____
    (3) To a large degree _____ (4) Nearly all my friends are involved with the agency in some way _____

4. What progress have you made with our agency?
    (1) Excellant progress _____ (2) Satisfactory progress _____
    (3) Some progress _____ (4) Little progress _____
    (5) No progress _____

5. How do you feel about the appearance of our agency's office?
    (1) Proud _____ (2) Satisfied _____ (3) Neutral _____
    (4) Somewhat dissatisfied _____ (5) Embarrassed _____

6. When you first volunteered, how well were our agency's policies explained to you?
    (1) Very well _____ (2) Adequately _____ (3) Not altogether adequately _____ (4) Inadequately _____

7. Do you think there is sufficient opportunity for volunteer advancement in our agency?
    (1) Much opportunity _____ (2) Some opportunity _____
    (3) Little opportunity _____ (4) No opportunity _____
    (5) Not applicable _____

ORGANIZATION CLIMATE QUESTIONNAIRE (cont'd)

8. When you were first interviewed, did the people who talked with you
   about our agency and the opportunities within it describe them fairly
   and honestly?
   (1) Not as good as described _____
   (2) Fairly and honestly described _____
   (3) Somewhat better than described _____
   (4) Much better than described _____

9. How do you feel about our agency's volunteer training program?
   (1) Highly beneficial _____   (2) Of considerable value _____
   (3) Of some value _____   (4) Of little value _____
   (5) There is no program _____

10. Does our agency keep you informed about its activities and plans?
    (1) Always _____   (2) Usually _____   (3) Sometimes _____
    (4) Seldom _____   (5) Never _____

11. How often do you get involved in planning and decision making in our
    agency?
    (1) Always _____   (2) Sometimes _____   (3) Infrequently _____
    (4) Not at all _____

12. How do you feel about our agency's volunteer recruitment program?
    (1) Highly beneficial _____   (2) Of considerable value _____
    (3) Of some value _____   (4) Of little value _____
    (5) There is no program _____

II. YOUR JOB

13. How do you feel when you tell people what agency you work for?
    (1) Proud _____   (2) Good _____   (3) Just a place to work _____
    (4) Embarrassed _____

14. To what extent do you understand just what work you are supposed to do
    and what your duties are?
    (1) Very poor understanding _____   (2) Fairly good understanding _____
    (3) Clear understanding _____

ORGANIZATION CLIMATE QUESTIONNAIRE (cont'd)

15. Do you find the work assigned to you challenging and interesting?
    (1) Sometimes _____ (2) Usually _____ (3) Always _____

16. In general, how well do you like your present position?
    (1) I like it very much _____ (2) I am satisfied with it _____
    (3) I neither like nor dislike it _____ (4) I dislike it _____

17. In general, how do you feel about the workload expected of you by our agency?
    (1) I would like to have more work to do _____
    (2) The amount of work expected is reasonable _____
    (3) The amount of work expected is somewhat too great _____
    (4) The amount of work expected is unreasonable _____

18. How would you rate the value to society of your work?
    (1) Of great value _____ (2) Of some value _____
    (3) Of little value _____

19. How would you rate the value to society of our agency's work?
    (1) Of great value _____ (2) Of some value _____
    (3) Of little value _____

20. If you were to start again, do you feel you would volunteer for our agency?
    (1) Yes _____ (2) No _____ (3) Don't know _____

21. If you were to start again, do you feel you would volunteer for the same job with our agency?
    (1) Yes _____ (2) No _____ (3) Don't know _____

III. SUPERVISION

22. Are the performance reviews of your work adequate and helpful?
    (1) Always _____ (2) Usually _____ (3) Seldom _____

23. Do your supervisors on the job set a good example in their own work habits?
    (1) All of them do _____ (2) Most of them do _____
    (3) Some of them do _____ (4) None of them does _____

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ORGANIZATION CLIMATE QUESTIONNAIRE (con'd)

24. When you want information or help on a difficult problem, how likely are you to get the help you need? I get:
(1) Very little help _____ (2) Fairly good help _____
(3) All the help I need _____

25. When changes are made in the work you have done, how often are you told the reason for the change?
(1) Rarely _____ (2) Sometimes _____ (3) Usually _____
(4) Always _____

26. When you are corrected or when your work is being criticized, how often is this done in a way helpful to you?
(1) Sometimes _____ (2) Usually _____ (3) Always _____

27. How do you feel about the staff-volunteer interaction at our agency?
(1) Excellent _____ (2) Good _____ (3) OK _____
(4) Poor _____ (5) Not at all _____

28. Are you encouraged to offer ideas and suggestions for new or better ways of doing things?
(1) All the time _____ (2) Often _____ (3) Sometimes _____
(4) Rarely _____ (5) Not at all _____

29. Do you think your personal problems will be given adequate attention if you bring them to our agency's attention?
(1) Substantial attention _____ (2) Some attention _____
(3) Little attention _____ (4) No attention _____

30. When you are given new duties and responsibilities, how well are they explained?
(1) Well explained _____ (2) Adequately explained _____
(3) Partially explained _____ (4) Not satisfactorily explained _____

31. When you started to work for our agency, did you get enough training and help to learn the work properly and quickly?
(1) More than I needed _____ (2) All I needed _____
(3) Almost all I needed _____ (4) Less than I needed _____
(5) Very little _____

32. Please tell us any way in which we can improve our agency (use extra sheets if necessary).

Adapted from Survival and Growth: Management Strategies for the Small Firm by Theodore Cohn et al. (New York: AMACOM, 1978), pp. 225-228.

HOME VISITOR: SELF EVALUATION

Name_____ Date_____

How satisfied are you with your skills in the following areas:

(1 low)   (2 fair)   (3 average)   (4 good)   (5 excellent)

As a home visitor I can:

1. Relate to parents and children on a one to one basis.   1 2 3 4 5

2. Understand child development.   1 2 3 4 5

3. Share my knowledge of child development with the family   1 2 3 4 5

4. Offer assistance to parents on nutritional needs, health
   and education.   1 2 3 4 5

5. Share the use of materials and educational toys made avail-
   able by the center (home-made or purchased).   1 2 3 4 5

6. Communicate effectively with volunteer coordinator and
   appropriate consulting staff.   1 2 3 4 5

7. Work toward involvement of parents in total development of
   their children.   1 2 3 4 5

8. Help strengthen parents' problem-solving and coping skills.   1 2 3 4 5

9. Keep reports and records daily.   1 2 3 4 5

10. Build relationships with parents, child, family members,
    and others involved with the family.   1 2 3 4 5

11. Provide support, reinforcement and encouragement tp parents
    as they strive to meet their goals for themselves and their
    children.   1 2 3 4 5

12. Understand the community resources network system and how
    to use it.   1 2 3 4 5

13. Work in a flexible and cooperative way during sessions with
    families.   1 2 3 4 5

14. Identify with and interpret the agency's programs and goals
    as they relate to the family served.   1 2 3 4 5

15. Relate the person's need to the service which I have been
    trained to offer.   1 2 3 4 5

16. Accept a commitment.   1 2 3 4 5

17. Help the individual develop a new skill and/or attitudes.   1 2 3 4 5

18. Translate the individual needs to the agency.   1 2 3 4 5

19. Be an advocate for the family.   1 2 3 4 5

20. Accurately record what is observed and said during a home
    visit.   1 2 3 4 5

21. Take advantage of conferences and reading materials to
    further my knowledge.   1 2 3 4 5

I would like additional background in the following areas:_____

_____

_____

Attachment E

Time Use Forms

	May	
HOME VISITS		
PARENT/CHILD CLASSES	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
TRAVEL	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
PAPER WORK PLANNING	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
PERSONAL AND PHONE CONTACT WITH SUPERVISOR	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
PHONE AND COORDINATING	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
MEETINGS	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

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SERVICE RECORD
(Reverse side of Permanent Volunteer Registration)

Training Course Completed	Date

Assignments	Dates	Supervisors	Comments

Recognitions

HOME VISITOR/FAMILY TELEPHONE CONTACT

Parents Plus Dissemination Project

NAME_____ DATE_____

HOME VISITOR_____

1. Reason for call:_____

2. Topics discussed:_____

3. Changes noted: Feelings expressed:

    _____   _____

4. Plans made:_____

5. Referrals made, services needed:_____

CONCLUSIONS

Introduction

Two key ingredients--
a firm conceptual frame-
work plus a flexible
operational design--
combine to make the
Parent-to-Parent Model
adaptable to a wide
variety of community
settings, sponsoring
institutions, and
populations served.

The foregoing report on the second year of program implementation confirms our conclusion at the end of the first year: the Parent-to-Parent model is a disseminable peer support system of family programming which enhances parents' relationships with their children and the community institutions which serve them. Two key ingredients--a firm conceptual framework plus a flexible operational design--combine to make the Parent-to-Parent model adaptable to a wide variety of community settings, sponsoring institutions and populations served. As the readiness and initiative of many of the program sites confirms, establishment of Regional Training and Dissemination Centers is a logical next step in the transmission chain. Just as disseminating the model allowed High/Scope to assess the transferability of the program per se, now creation of the RTDCs will permit evaluation of the transfer of training capability and institutionalization of a national family program network.

As the RTDCs begin to take shape, the time is appropriate to synthesize what we have learned about program development and dissemination thus far. Major conclusions or "lessons learned" about the institutionalization of innovative social programs were presented in the final chapter of our previous report (April 1981). In this report, synthesis of the preceding case studies will permit us to reflect upon and extend those earlier conclusions.

A major advantage in the evaluation
activities presented here is that our
Parent-to-Parent sites are at)different
stages of program implementation, from
beginners to veterans. This variation
permits us, in this last chapter, to engage
in a "cross-sectional" analysis of program
development over time. First, analysis of
our "new sites" (Dayton and Ypsilanti) con-
firms our earlier observations regarding
issues of program implementation, evaluation,
impact, and institutionalization. And
second, analysis of the "continuing sites."
(Vermont, Mankato, and Toledo) expands our
view of implementation and evaluation issues
in the core program's ongoing operations
plus adds the new dimension of institutional
planning for the RTDCs.

New Sites

Diversity in the Adaptation of the Model

Taken together,
the program sites
display a wide
diversity of
communities and
needs served.

The addition of two new sites in this
past year, each operating out of a different
institutional setting and serving a different
population of families, has futher impressed
upon us the adaptability of the Parent-to-
Parent Model. Taken together, the program
sites display a wide diversity of communities
and needs served. To date, Parent-to-Parent
has enjoyed successful implementation under
the sponsorship of public schools, Head Start
agencies, a community mental health organi-
zation, and a private nonprofit research
and development foundation. This peer
support program has flourished in both the
inner city and a rugged, rural environment.
Family needs have varied from poverty and
unemployment, to social and economic stresses
contributing to the potential for abuse
and neglect, to multiple educational and
emotional problems associated with having a
handicapped infant, and to developmental
difficulties of both mother and child in
teenage parent homes.

Center-based activities and/, or parent group meetings are important adapta- tions of the Parent- to-Parent Model

Diversity in the number and relative emphasis of program components has also become more apparent with the addition of new sites and evolution of continuing sites during the period reported here. While home visiting continued to form the core around which most of the programs are built, center-based activities and/or parent group meetings have been added on as supplementary program components. In Dayton, by contrast, increasing parent participation in activities at the Head Start center was the primary reason for adapting the Parent-to-Parent program. In this setting then, a great deal of emphasis is placed on the "center"; the home visit however can become the central means by which parents are initially hooked into center involvement, as well as the mecha- nism whereby family advocates can extend the parents' involvement in educational activities with the preschool child. The Dayton Head Start adaptation thus represents the most "drastic" adaptation yet of the model. That program's early and impressive successes in increasing parent participation attests to the model's flexibility.

At several sites the growth and development of the volunteers is an explicit program goal; the program is no longer intended to only have an effect upon families.

A final area of increased diversity which new sites have brought to our attention is the way in which the personal and pro- fessional development of the service providers is now planned for as an explicit program goal. In the model's earliest stages of development, the growth observed in the home visitors was almost a by-product of other program activities. By the time the dissemination project began two years ago, looking at the impact of the program upon the home visitors had become a formal part of the evaluation design. Over time, several sites have now added the growth and development of the volunteers as an explicit program goal; the program is no

longer intended to only have an effect
upon families. Toledo, for example, realized
that continuing to use volunteers in the
same capacity, over an extended period of
time, could become a form of "exploitation" -
until explicit attempts were made to provide
them with enhanced levels of skills and
responsibilities in return for their long-
term service commitments. The concept
of the "family advocate", a term used in
both of our new sites, shows how far the
idea of focusing upon paraprofessional
skill development has come.' Dayton's
three-step plan for delineating levels
of parent participation in the Family
Advocate Program is, in fact, a "profes-
sional development ladder" for parents
within the Head Start system. It formally
defines a set of role expectations and
advancement opportunities at the outset,
a process that several sites up until now
had only engaged in informally as exper-
ienced home visitors took on increased
responsibility for program implementation.

Selected Start-up Issues

Perhaps the most
striking new imple-
mentation issue
which our added
sites brought
home to us was
the need for a
"taste of success"
early in the start-
up year.

In both Dayton and Ypsilanti, initial
institutional skepticism about doing the
program at all was only overcome by the fact
that both programs were able to demonstrate
quickly that the idea was workable. Early
success--in the number of volunteers who
could be recruited, in the receptivity of
families to participating, and in the
visibility of the program within the local
community--was essential in keeping staff
motivated during the initial trying times
that accompany getting any new endeavor
off the ground. For each new site, early
success also had a special significance.
In Dayton, Head Start staff had tried many
other unsuccessful approaches to increase
parent involvement; this latest attempt had

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to work, and work quickly, if any momentum
was going to be built up and maintained.
And in Ypsilanti, early evidence of success
was necessary to begin establishing the
program's base of support within the
community. High/Scope had to follow
through on building its reputation as a
service provider among social service
agencies, a reputation we had not enjoyed
for many years. Only by successfully
responding to needs--and families--targeted
by the rest of the community could the
Family Support Program move from an "idea"
to a credible and legitimate endeavor.

The new sites
confirmed an
earlier con-
clusion that
support for
the volunteers
was a key
ingredient to
success in the
first year.

The Ypsilanti and Dayton programs
also confirmed an earlier conclusion that
support for the volunteer home visitors
and family advocates was a key ingredient
to success in the start-up year. In fact,
in the first round of home visiting in the
Dayton program, the frequent absence of the
supervisor, who was assigned a multiplicity
of roles, threatened to undermine the morale
of the advocates. It was only after the
High/Scope trainer convinced the Dayton
coordinators that the supervisor needed
to be onsite and devoting her time to the
Family Advocate Project that the feeling of
running a successful program began to take
hold. And in Ypsilanti, the importance of
ongoing support and supervision for home

Without the
supervisor's
guidance,
volunteers get
too caught up
in--and ulti-
mately discouraged
by--the overwhelming
emotional demands
of some of their
families.

visitors' morale was also evident. Here,
it fell to the supervisor to constantly keep
volunteers focused on the goals of the Family
Support Program so that they could begin to
limit their responsibilities as home visitors
with families at risk of child abuse and
neglect. Without the supervisor's reminders,
volunteers were getting too caught up in--and
ultimately discouraged by--the overwhelming
emotional demands of some of their families.
It is significant that this same problem
had been independently observed in the early
phase of the Vermont program. There the

supervisor found she had to help the volunteers gradually shift the focus of home visits away from a sole preoccupation with the teenage mother's emotional problems to a simultaneous emphasis on the needs of the baby.

Building Evaluation Capability

Making evaluation and program goals parallel served two important functions. First, the evaluation was designed to measure those processes and outcomes which the program was designed to carry out. Second, we expected sites to take ownership of the evaluation.

The first step in building site evaluation capability in the start-up year has been impressing upon staff the need to link the measurement to the goals of the individual program. In doing this, High/Scope evaluators were applying an important lesson learned in working with our earlier and continuing sites. Making evaluation and program goals parallel served two important functions. First, the evaluation could only be meaningful and useful if it was measuring those processes and outcomes which the program was designed to carry out. Otherwise, the evaluation would be at best irrelevant and at worst inaccurate if it concluded the program had failed to achieve some effect which it was never designed to accomplish in the first place. Second, just as High/Scope wanted sites to take "ownership" of the program implementation itself, we also expected them to adopt the evaluation as their own. Only if the evaluation was designed around their particular project goals, and only if they had a hand in creating and using the measurement instruments, could program staff see the evaluation as belonging to them instead of a procedure imposed from without.

Not surprisingly, given similar problems with sites in the past, there was some difficulty getting the new programs to limit and define the specific goals of their projects. In the initial phase, it is common for sites to expect they can "change the world" for the families and communities they are serving. Fortunately, the High/Scope

evaluators had learned from experience to
be firm in getting program staff to focus
upon clear and realistic objectives. And
fortunately for us, the new sites were farther
along than some of our earliest programs
(most notably Hawaii and the Navy, Orlando)
in having a defined set of family needs which
they had instituted the program to meet.
In both Dayton and Ypsilanti, it was a case
of a "community need in search of a program"
rather than a program searching for an
identity within the community. As we concluded
in our earlier report, a clearly defined
set of needs coming from the community
itself is a key component in a program's
institutionalization. This component is
also central to the delineation of a clear
set of program goals, and this delineation is
in turn responsible for the development of
a focused and meaningful evaluation design.
When need motivates the creation of a pro-
gram, staff are more motivated to discover
whether or not their program is in fact
meeting those needs.

> A clearly defined
> set of needs coming
> from the community
> itself is a key
> component in a
> program's insti-
> tutionalization.

The evaluation capability being developed
at the new sites has a dual thrust--program
implementation and program outcomes. A
third area of evaluation--the institutional-
ization process--will continue to be monitored
and documented by High/Scope. In the areas
of implementation and outcome, we again find
our new sites repeating the process we ob-
served in earlier phases with our continuing
sites. Developing program implementation
measures is much easier; in the first year
staff are concerned about how to "do" the
program and can see the need for recording
and monitoring the process. The concern
about whether the program is having an
effect--i.e., the program outcomes--generally
does not come until later in the first or
early in the second year, after site staff
are confident they can actually deliver the
program itself. Nevertheless, High/Scope is
pushing them hard to develop impact measures
early in the program. In addition to the
obvious need for getting baseline data on the

home visitors/advocates and families being
assessed, early development of the outcome
measures circles back to keeping staff
focused on the goals of the program

Program Impact

Activities are
quickly focused and
program impacts are
easily observed
when programs have
a recognizable and
realistic set of
goals.

When programs have a recognizable and
realistic set of goals, their activities are
quickly focused and program impacts are more
easily observed. Thus, even though it is
too early for a comprehensive evaluation of
outcomes in the new sites, we can already
find indications of program success from
their pilot and/or initial program ventures.

In the Ypsilanti pilot program, despite
limited resources, ten families were seen on
a regular and frequent basis. Of these,
three were identified as extremely needy
and continued to be visited for several months,
even after all funding for the Family Support
Program had ended. The impact of the program
on two of these exceptional families indicates

With the Family
Support Program, the
mother and child
became a viable
family unit.

the power of the support model. In one case,
a failure-to-thrive infant was referred by
the public health nurse. During seven
months of intensive contacts with the family,
the home visitor accompanied the mother to
the doctor and shared practical information
about infant and child development. A tele-
phone call to the public health nurse at the
end of this period revealed that both the
mother and the child were doing very well.
The nurse stated that when she made the
referral, she was convinced that the infant
would have to be removed from the home. With
the Family Support Program, the mother and
child became a viable family unit and the
child was not removed.

A second instance involved a single parent receiving court-ordered home visits in the determination of a child custody case. After the hearing, full custody was returned to the mother, based upon the home visitors report. The foster care worker called the program supervisor several months later. He reported that both the mother and toddler were doing fine and stated that the Family Support Program was "responsible for the successful closure of the case". In fact, the case worker was so impressed that he made two more referrals during the telephone call!

Success has also been the outcome of Dayton's Family Advocate Project. In just a two-month period, significant progress has been made in achieving the primary goal of increasing parent involvement in Head Start activities. The number of parents volunteering in the eight centers has almost tripled; it has gone from an average of 150 to over 420 parents a month. Attendance at Parent Meetings has approximately quadrupled at most centers, and with the addition of a male advocate, fathers are now attending meetings at several of the centers. In addition, family advocates have been helping families meet their needs for essential and emergency services; over a six-week period, six advocates were instrumental in resolving major crises for 29 families. Increases in children's enrollment at the Head Start centers has also been attributed to the presence of the advocates, who have been active in contacting families and assisting them in the enrollment process.

With the legitimacy of the program behind them, advocates are feeling the "status" of their positions and developing a growing sense of confidence in their

Important changes are also occuring for the advocates themselves. They are working well within the agency and impressing the professional staff, particularly the social workers, with their competence. Paid staff acknowledge that the advocates are successfully reaching parents who had been given up

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macy of the program behind them, advocates
are feeling the "status" of their positions
and developing a growing sense of confidence
in their ability to improve conditions for
families and centers. Advocates are also
making strides in their own educational and
professional development. One, a former
recipient of home visits, is now completing
her G.E.D. and plans to pursue a social work
degree. Another is enrolled in the early
childhood education program at the local
community college. And a third is compiling
a portfolio of her training experiences for
use in later job applications.

In sum, our new sites, like our former
sites, are demonstrating the program's impact
upon both those receiving the services and
those delivering them. Family members are
being helped to cope with the daily stresses
in their lives, and are finding support as
they hone their parenting skills. And
home visitors and advocates are using their
training not only to assist families, but
also as a foundation to further develop their
own personal opportunities.

Building Community Support

We can identify
three levels on
which programs must
build their base of
support within the
community. First,
the home visitors/
advocates must be
seen as peers in the
community. Second, the
sponsoring agency must
become part of a larger
network of human ser-
vice organizations
within the community.
The third mechanism
for establishing
community support is
through the families
themselves.

The importance of building community
support, noted in our earlier set of conclusions
about program institutionalization, was
strongly reinforced by our observation of
the new Parent-to-Parent sites. After
synthesizing our observations of continuing
and new sites, we can further identify three
levels on which programs must build their
base of support within the community.

First, the home visitors/advocates must
be seen as peers in the community. In many
cases this has meant they are the "same"
as the parents being served in the program,
i.e., having the same socioeconomic background
and/or having experienced the same set of
problems for which families are referred to

the program. However, effective volunteers
in both our continuing and new sites have
shown us that this "sameness" is not an
essential characteristic. Instead, home
visitors and advocates can be accepted as
"peers" by other parents as long as they share
a set of community values regarding the
importance of families and children, and have
a sense of identity with the local community
and geographical area. It is this sense of
families--those supporting and those being
supported--being part of the same community
which is necessary to establish the program
as an accepted community-based enterprise.

Second, the agency sponsoring the Parent-
to-Parent program must become (or already
be seen as) a part of a larger network of
human service organizations within the
community. In fact, the family support program
may be the instrument for consolidating this
network of agencies serving families. The
crucial dimension that seems necessary in
achieving this community acceptance is that the
new program be seen as complementing rather
than competing with existing programs. As
the Ypsilanti Family Support Program billed
itself to other community organizations,
its intent was to "fill a gap" in meeting the
needs of local families. This approach
fostered cooperation among agencies as their
respective staffs established referral net-
works; when needs were inappropriate or
overwhelming for the services available through
one agency, they now had alternatives--including
the Ypsilanti program--instead of just turning
families away.

The third mechanism for establishing
community support is through the families
themselves. In both of the new programs as
well as many continuing sites, the popula-
tions being served were families whose needs
were not being met through existing service
channels. Often times these families fell
through the cracks because they just missed
meeting eligibility requirements or because
they were somehow "invisible" to the service
providers whose limited resources permitted
identification of only the most extremely

The new program
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needy families. Therefore to reach these families with their services, programs have often had to depend upon "word-of-mouth" networks within the community. Another way of putting this is to say that for a program to be successful participants--home visitors, advocates, and parents--must spread the word within their own circles. As the program's reputation grows through this "underground" network, a more public kind of community support begins to grow and increase in visibility. Ultimately, it is this network of direct contacts with the population being served which forms the basis for an institution to justify its support--financial and political--of the program.

Insuring Institutional Support

During the start-up year, institutional backing has served a dual purpose. First, it is necessary to insure that resources are available to accomplish the start-up tasks. Second, it is essential to provide support in an emotional sense--to maintain morale through the inevitable ups and downs.

In our earlier report, the focus of our implementation analysis culminated in an elaboration of those factors which must be in place for a new social program to achieve institutionalization. Without institutional support, even a good program cannot be maintained; early successes wither and the program is forced to end just as it is on the threshhold of taking hold in the community. During the start-up year of our family support programs, institutional backing has served a dual purpose. First, it has been necessary in a very practical sense to insure that all the human and financial resources are available to accomplish the start-up tasks, e.g, setting up the program's physical space, recruiting and training staff, reimbursing volunteers' operating expenses, etc. Second, the support of the sponsoring institutions is essential in an emotional sense--to maintain program morale through the inevitable ups and downs that go with getting any new program started. The supervisor and her staff must feel they have the agency behind them to make their efforts worthwhile. Otherwise

it is hard for program staff to justify their energy expenditures if there is not a reasonable institutional commitment that their efforts will pay off in a continuing, long-lasting program. This "justification" must occur at several levels. One is personal; people must be able to answer to their own satisfaction the question "Why am I doing this? On another level, justification must occur in internal staff program dynamics, e.g., when supervisors try to maintain volunteer morale during early and often discouraging contacts with families. And, at a very important level, the program must be justified to the community--the agencies and families--who are being asked to participate. Often this sales job falls to the supervisor. And she cannot "sell" the program to the outside community if her home agency has not bought the idea.

It is necessary to convince key staff at the host agency-- not just the new supervisor--that the family support program is a worthwhile venture.

An important lesson learned about insuring institutional support from our two earlier experiences--Hawaii and Navy, Orlando--was applied successfully in our new sites, particularly in Dayton. From previous difficulties, we realized that it is necessary to convince key staff at the host agency--not just the new supervisor--that the family support program is a worthwhile venture. An effective way to do this has been to include them in the orientation and training sessions right from the outset. This has given auxiliary staff members within the institution an opportunity to develop their own commitment to the new program. Perhaps more centrally, they too take "ownership" of the program as an agency, along with those directly responsible for running the program itself. More than once we have seen how dependent new and continuing programs are upon the resources which supportive individuals within the agency can provide. Even major

shifts in the program's core personnel--such as those experienced in Vermont and Mankato-- can be successfully weathered if remaining program staff know they have the continued support of significant people with power in their institution.

Continuing Sites

Core Program Implementation Issues

Home visitor training and dependable support and supervision, are key elements in the success of all our programs.

The importance of home visitor training and dependable support and supervision, emerged as a key element in the success of our on-going sites as well as our new ones. Again, supervisors found that their involvement was necessary to help volunteers keep in mind the goals of the program as they worked with families. Without these goals in perspective, home visitors were attempting to solve too many problems and began to feel they were working on their own. Equipped with an understanding of the objectives, volunteers instead felt that they had the program "behind them" and could fall back on it for direction and support.

Sites have affirmed for themselves that extensive preparation before beginning family contacts is essential to prevent early and sometimes irreversible, problems.

Intensive preservice training re-emerged as an issue of home visitor support as sites continued implementing their programs with new waves of volunteers. The relative merits of spending time on preservice versus inservice training were debated a great deal between High/Scope and our sites in the two preceding years. From experience, High/Scope stressed the importance of adequate preservice training to prepare home visitors before they entered the field and began working with families. Impatient to get started, several sites pushed for shortened preservice training and more intensive training that would build upon volunteers' concurrent experiences with families. While the debate continues, it is clear that our ongoing sites now have a greater appreciation of High/Scope's position. They have affirmed for themselves

that extensive preparation <u>before</u> beginning
family contacts is essential to prevent early,
and sometimes irreversible, problems (e.g.,
fast volunteer burnout, erroneous family
expectations, etc.). In effect, continuing
sites have taken "ownership" of the belief
that program credibility rests, in part,
upon adequate preservice training.

Developing Evaluation Capability

Once the program
has been in operation
for at least a year,
staff are genuinely
interested in finding
out what they are
accomplishing.

As indicated in the foregoing discussion,
it is much easier to get continuing rather
than new sites to take ownership of the
program's evaluation as well as its imple-
mentation. Once the program has been in
operation for at least a year, staff are
genuinely interested in finding out what kind
of an effect they are having. The time is
then appropriate for enhancing their capability
to develop, administer, and analyze their
own program outcome measures. With technical
assistance, site staff can integrate the
anecdotal data about the changes they have
been observing in the families and begin
to translate these informal observations into
more systematic evaluation instruments.

Most often, this development has coalesced
around the refinement of the Home Visit Plan
(or Family Contact Form), the document which
volunteers use to plan their session, record
what happens, and evaluate their efforts.
During this past year, we have seen all our
continuing sites go through several revisions
of this form as they apply it with their
families. Interestingly, each successive
revision process has gone back to the basic
question: What are the program's goals for
families, for parents and children? Each
revision has then been a more explicit listing
of these goals, and a place to record a
family's progress toward them; the extraneous

questions which volunteers come to realize
are not, and should not, be dealt with in
their particular family support program
are eliminated. By sticking to goals in
both delivering and evaluating the program,
significant outcomes are becoming more
apparent to staff as they assess their own
effectiveness.

Program Impact

Many of the newly-developed impact
measures are just now being used with parents
and children who are beginning program
participation this fall. However, with a
clearer sense of goals and their measurement,
some continuing programs are also able
to go back and reconstruct the relevant effects
they have had on families since their programs.
started. While most of these have already
been reported in the foregoing case studies,
a summary of the significant findings
highlights the adaptabily and success of the
Parent-to-Parent model in meeting a diversity
of goals for families.

The Toledo program
has accomplished its
goal of touching hard-
to-reach families
and increasing their
participation in the
public schools' center-
based services for
handicapped preschool
children.

The Toledo Parent-to-Parent program is
still small, and is just now acknowledging the
need to expand and increase the number of
families it serves. Yet, for those 19 families
who have been seen in the last year, the program
has been quite successful. The program has
accomplished its goal of touching hard-to-
reach families and increasing their partici-
pation in the public school's center-based
services for handicapped preschool children.
Before the program, none of these families
availed themselves of the diagnostic and
educational services offered. Now, all have
become involved in varying degrees. Volun-
teers have brought parents and children into
the center, and four of these families have
now enrolled their children in the comprehen-
sive preschool program for handicapped children.

Similar to other Parent-to-Parent sites,
Toledo has also witnessed the growth and
development of the volunteer home visitors
themselves. Over time, the volunteers have
taken on more roles and assumed greater
responsibility for the program's operation.
For example, two of the original home visitors
are now in their second years as part-time
Assistant Supervisors, responsible for a
variety of training, monitoring, administrative,
and community outreach tasks.

The Vermont program
has seen that as teen-
age parents are able
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their own needs, they
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development.

The Vermont program has seen that as
teenage parents are able to reduce the stresses
in their lives and more effectively meet
their own needs, they are better able to
support their infants' development. Inter-
actions between the teenagers and their babies
have improved, and are now characterized by
greater sensitivity and observational skills,
an appreciation of developmental milestones,
and most significantly, by an increase in
verbal interchanges. Many practical and
concrete accomplishments of the young mothers
have also been documented. Fifteen out of
40 participants resumed their education,
with 11 of these completing their high
school degree or its equivalent (G.E.D.).
An additional 10 are currently taking steps
to resume their schooling or receive voca-
tional training. Three more have already
joined vocational training programs and
several are now working full- or part-time;
two have become home visitors.

Personal changes are also evident in
the adolescents as they express more positive
feelings about themselves as people and as
parents. Many are reaching out to form new
friendships and taking an active interest in
community life. This is in contrast to the
feelings of extreme isolation they experienced
in this rural setting--an isolation often
associated with increased risks for child abuse
and neglect. At least half of the young
mothers are described by home visitors as

more appropriately and effectively using community resources to meet their needs-- nutritional, educational, medical, financial, family planning, and vocational and psychological counseling. In sum, the adolescents are realizing that becoming a teenage parent does not have to mean their entire life script is written; they can still make choices and create options for both themselves and their children.

The Parent-to-Parent program in Vermont has also had a significant impact upon the community itself. It has caused human service agencies in the community to examine the way in which they provide services to young families.

The Parent-to-Parent program in Vermont has also had a significant impact upon the community itself. Observing the sensitivity and competence with which home visitors meet the needs of the teenage parents has affected the way professionals in other agencies serving this population view their own activities. Statements from providers and administrators in these other organizations indicate that two factors in the Parent-to-Parent program have partciularly impressed them: one, that people learn best from their peers; and two, that it is important to develop the young mother's sense of confidence in her own ability. The program has thus caused human service agencies in the community to examine the way in which they provide services to young families.

Mankato has seen a "ripple effect" in the way the program builds community competence. As the home visitors and parents move on to endeavors outside the Parent-to-Parent program, they are using their skills to touch other individuals and agencies, making their community as a whole more sensitive and responsive to family needs.

Impact reported in Mankato has also been defined largely in community terms. The project began by just visiting any interested families in two school attendance areas. In its second year, it branched out geographically and in the types of families it served, including those "at risk" of child abuse and neglect. Extensive community outreach efforts were instituted by the supervisor and experienced home visitors. The effects of this outreach are now being seen; the Parent-to-Parent program is reaching families who would not have called on their own or been receptive to approaches by professionals.

Mankato has also noted a "ripple effect" in the way the program builds community competence. At the most immediate level, former recipients of the program (two parents and one family day care provider) have been sufficiently strengthend in their own lives that they are now receiving training to deliver home visits to other families. At a broader, and perhaps more significant level, program participants are changing the way others in the community--neighbors, church groups, social service providers--relate to families with young children. As the home visitors and parents move on to endeavors outside the Parent-to-Parent program, they are using their skills to touch these other individuals and agencies, making their community as a whole more sensitive and responsive to family needs.

The Parent-to-Parent model continues to demonstrate significant outcomes for the families and the volunteers who participate directly in the program. Over time, we are increasingly seeing the program's effect on a third target-- the community itself.

Program impact in our ongoing sites has thus been threefold. As in the new sites, the Parent-to-Parent model continues to demonstrate significant outcomes for the families and the volunteers who participate directly in the program. Over time, we are increasingly seeing the program's effect on a third target--the community itself. Other individuals and agencies who come in contact with families--whether informally or as professional service providers--appear increasingly aware of the needs and stresses confronting parents and children today. This increased awareness, accompanied by a re-examination of how such needs are currently being met, has been brought about, in part, through the example set by the dedicated volunteers in the Parent-to-Parent support programs.

Expansion of the Core Program

The second year for our ongoing sites was one of consolidating their gains. There was no longer a need to ask whether the program would work; early success meant its viability was accepted. Now program staff were forced to address the issues of how to develop and expand.

With evidence of success, core programs have been under pressure--internal in the agency, and external in the community--to expand the size and scope of their services. In a sense, then, the second year for our ongoing sites was one of "consolidating" their gains. There was no longer a need to ask whether the program would work; early success meant its viability was accepted. Now program staff were forced to address the issues of how to develop and expand. And always, in addressing these issues, the ways in which the sponsoring institution would provide the resources and support for expansion had to be negotiated.

Five components were identified in the expansion process. First, defining the real "work" of the program; second, self-evaluation of staff roles and responsibilities within the program; third, financing the expansion; fourth, developing new monitoring systems for quality control; and fifth, how to retain what was good about the initial implementation level while simultaneously creating changes in that system.

The expansion process--whether geographical, numerical, and/or in the comprehensiveness of services--was something new for High/Scope to observe this past year. In our analysis, we were able to identify five components which all of our continuing sites engaged in during this process. First, there was a rethinking of the means by which the program achieved its goals; put another way, staff had to decide what the real "work" of the program was in order to weight options for extending or adding on to that work. Interestingly, in Mankato this process led to a decision against expanding the range of program services. Faced with severe budget cutbacks, Mankato decided that its "work" was providing direct services to families in need; they opted to use their resources to maintain and extend current service levels rather than engaging in further program development.

Second, staff engaged in self-evaluation of their roles and responsibilities within the program, i.e., how did they accomplish their "work" through the division of tasks and assignment of people. Expansion would entail a rethinking of these divisions, and one person's role change had implications for everyone else in an interdependent system.

An obvious third consideration was
financing the expansion. If increased
tasks and/or people were required to handle
the expanded work load, money had to be
identifited to cover these added expenses.
Often, the sponsoring agency itself could
no longer be counted on to absorb these
costs. Staff, particularly supervisors,
were forced to become more sophisitacted
about locating and securing the funds to
operate their programs.

A fourth aspect of the expansion process
was developing new monitoring systems for
quality control. Local site staff began to
get a first-hand sense of High/Scope's
insistent need for evaluation. As programs
expanded their geographical coverage, or
increased their corps of volunteers in the
field, central staff realized they needed
a procedure for supervising these new areas
or individuals. The importance of record-
keeping and documentation became self-evident
as a mechanism for insuring quality control
and informing staff about the kinds of support
they needed to extend to new service deliverers
and recipients.

Finally, all sites struggled with the
issue of how to retain what was good about the
initial implementation level while simul-
taneously creating changes in that system.
For example, how could the essential character
of "staff cohesion" be maintained while the
geographical range and number of staff in-
creased? Answering such questions proved
extremely beneficial for sites; it forced
them to tease out their true program strengths
and the mechanisms that created these strengths.
Thus distilled, the elements of successful
program operation could be adapted, and
transferred, to a revised and expanded effort.

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Over time, we sense that continuing sites are going to place more importance upon the expanded RTDC effort. While core programs will be maintained and even developed as demonstration models, far-sighted institutions will understand the philosophical and economic necessity of "spreading the word".

All continuing sites, excited by the prospect of establishing Regional Training and Dissemination Centers, were now nevertheless confronted with a "tension" between consolidating the core program versus expanding activities at the regional level. The issue was often one of limited energy and resources. With many of the same people (and funds) responsible for both efforts devoted toward one endeavor necessarily meant fewer resources available for the other. Both were seen as important. Yet, over time, we sense that continuing sites are going to place more importance upon the expanded RTDC effort. While core programs will be maintained and even developed as demonstration models, far-sighted institutions will understand the philosophical and economic necessity of "spreading the word". Even in programs where the current emphasis is still on direct service to families (e.g., Mankato as a continuing site; Dayton and Ypsilanti as beginning sites), plans are simultaneously escalating for funding and operating the RTDCs.

Regional planning has produced an increased awarensss of the importance of documenting the local adaptation of the Parent-to-Parent model.

One interesting effect of regional planning upon the core programs themselves has been an increased awareness of the importance of documenting the local adaptation of the Parent-to-Parent model. Staff now realize that formal documentation will be necessary in order for them to train others. Moreover, as each site has become aware of the diversity of model adaptations at other sites, they further appreciate the need to have their system down on paper. Only then can the core program be disseminated within their own region, and to other RTDCs in the network for national dissemination.

From Community to Regional Visibility

Sites interested in becoming RTDCs must
now move beyond the community support they
worked so hard to establish. in their first
two years to broader visibility at the re-
gional level. Building regional support will
mean several things to these sites. First,
they must establish that the demand for
training and dissemination exists in their
region. This process has already begun.
As sites began to disseminate their work,
for example at local and statewide conferences,
requests for more information and technical
assistance started coming in. Second,
support must be monetary. Here again, in
seeking funding to continue even the core
program, sites found they had to convince
funders of their broader visibility and
impact. So, increased connections at the
regional level became a logical outgrowth
of the funding process. And support at the
regional level will also mean establishing
a new network of resources and contact people,
analagous to the cooperative community net-
work sites had to create when operating the
core program. Extrapolating from the techniques
used--and documented--in that earlier phase
will be an important element of the regional
outreach effort.

Institutional Support for the RTDC

Without the backing
of the sponsoring
agency, no site can
undertake to become
an RTDC. The most
important question
that must be answered
is: How does the
RTDC fit into the
mandate of the
institution?

Finally, we come back to the central
importance of institutional support, in this
case for the RTDC rather than just the core
program. Without the backing of the sponsoring
agency, no site can undertake to become an
RTDC. Working with our sites these last
few months as we begin to make the RTDCs a
reality, we are sifting out those issues that
must be dealt with in securing institutional
support. Our continuing sites are grappling
openly and actively with these issues; even
the new sites find they must confront many
questions at a much earlier stage in their
program development than our long-term sites.

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Planning must occur now; it cannot wait
until the core program is fully developed
and functional.

The most important question that must
be answered is: How does the RTDC fit into
the mandate of the institution? Are the
RTDC activities compatible with what the
agency has defined as its mission for providing
services, doing training; disseminating in-
formation, networking with other organizations,
etc.? Second, but related, is the whole
area of financing. Where besides the insti-
tution will funding come from? Are training
contracts a legitimate source of money
given any limitations or restrictions upon
that institution's financial arrangements?

What is the relation-
ship between the core
program and the RTDC?
Will the core program
serve solely as a
demonstration model
and/or should it
have an independent
identity as a major
service project?

Other questions that must be answered
within the institution itself include the
relationship between the core program and
the RTDC. As described above, there is an
inevitable tension about how scarce resources
are divided between these two. Will the core
program serve solely as a demonstration model
in training second generation sites and/or
should the core program have an independent
identity as a major service project. Staffing
considerations must also be handled within
the institution, as new roles and responsi-
bilities are defined and juggled with the old
ones. What institutional supports exist
for the professional development of staff?
Can resources be found which permit people
to change or expand their roles?

There is a set of
inter-institutional
questions which must
be answered: What
is the relationship
between each insti-
tution and High/Scope?

Finally, there is a set of inter-insti-
tutional questions which must be answered
as the RTDCs take shape. These questions deal
first with the relationship between each
institution and High/Scope. What kinds of
technical assistance will be provided? Who
is responsible for insuring quality control?
Is there a mechanism for "certifying" RTDCs
and second generation sites in their quali-
fication for training and implementation of
the Parent-to-Parent Model? Basically:
What kinds of institutional support from
High/Scope can agencies sponsoring RTDCs expect?

And inter-institutional issues also deal with the relationship among the RTDCs themselves. What is meant by a "national network"? How can the regional centers cooperate rather than compete with each other for scarce resources, for prospective clients? What mechanisms can institutions establish for sharing their experiences and their knowledge with one another? How can RTDCs collaborate to insure the "life" of this new network, much as each institution before assumed responsibility for maintaining the life of its fledgling program?

A constant stream of questions arises. This is the challenge of beginning a new and unique venture. The sense of excitment is high...We are optimistic!

The above issues are comprehensive, yet they are not exhaustive. As the sites have begun their RTDC work--with themselves, with High/Scope, with one another--a constant stream of questions arises. This is the challenge of beginning a new, and unique, venture. The sense of excitement is high however. And the energy, competence, and feeling of "community" among all the institutions appears equal to the tasks at hand. At the end of next year, our evaluation report will look at how successfully the national (High/Scope) and regional centers have met this challenge. We are optimistic that the RTDCs will be a functioning reality.

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LETTER TO COMMUNITY AGENCIES/INDIVIDUALS

High/Scope Educational Research Foundation

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(313) 485-2000

David P. Weikart, Ph.D.
President

Good News about the Family Support Program

    The Family Support Program is looking forward
to an active year home visiting families with
young children and to working with you. The basic
purpose of the program is to provide child develop-
ment information and parenting support to families
experiencing difficulties (see attached for details).
We got off to a slow start due to unanticipated
funding uncertainties, but now we are ready to go.

    We are busy recruiting people to train as home
visitors. Please help us by telling people who
might be interested in volunteering about our
program. Any interested individuals should feel
free to contact us to hear more about being a home
visitor. We are including some flyers and infor-
mation sheets for you to post and/or hand out.

    If there is anyway we can help you or fill in
details give us a call.

In the best interests of families,

Barbara Reschly   Laura Gasparrini

Phone   485-2000 ext. 15

<u>LETTER TO PASTORS</u>

High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

David P. Weikart, Ph.D.
President

October 6, 1981

Dear Pastor,

The High/Scope Educational Research Foundation
Family Programs Department is looking forward to the
second year of the Family Support Program. We are
now in the process of recruiting volunteers in the
community to train as home visitors (see attached
for details).

Last year, during our pilot project, we visited
approximately fifteen families. This year, we already
have over fifteen families referred for our services
from local community service agencies. Would you
please help us by announcing our program during your
church services/posting this information in your
church bulletin. We are enclosing some flyers and
information sheets.

If there is any way we can help you or fill in
details give us a call. We will be contacting you
by phone next week.

In the best interests
of families,

Barbara Reschly

Laura Gasparrini

Clarissa Agee

BR:LG:CA/lm

**For those interested in volunteering, we will have an
informal volunteer meeting: Friday, October 16, 1981
at 10:00 AM. Location: High/Scope Foundation
600 North River St.
Ypsilanti, Michigan 48197

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HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
600 North River Street
Ypsilanti, Michigan 48197

Parent-to-Parent Model Fact Sheet

Who We Are

- High/Scope is an independent non-profit organi-
zation whose principal goal is to develop and
disseminate practicial alternatives to the
traditional ways of educating children.

- The Family Programs Department is principally
involved with developing community based programs
to support families. The Parent-to-Parent Model
offers a cost-effective way of training
community members to work with families and
build community support networks.

Purpose of Program: Support & Prevention

- Develop community based support system for
parents and children.

- Strengthen bonds between Medical, Social Services,
Educational and other community services and
families.

Delivery System: Home based; weekly home visits for
approximately a year, or as needed.

Kinds of Families Served:

- Identification: Families, with children, who are
seeking assistance or have been identified as
needing services relevant to parenting and/or
others areas of need.

- Families where a concern or question has been
raised and some outside assistance will be
appreciated, and where a non-professional will
be more readily accepted in the home on a regular
basis.

Referral System:

- Self referral and/or

- From community agencies staff, e.g., visiting nurses, Social Workers, Mental Health Workers, Clinics, Pediatricians, etc.

Role of Home Visitors:

- Provide support, strengthen parenting skills

- Aid parental awareness of child development; model and encourage active parent involvement and age appropriate expectations of child.

- Become link to and resource for community services.

Home Visitor Training:

- Paraprofessionals Parent-to-Parent on-site training, consists of a strong emphasis on effective sensitivity; child development; observational skills; limits of her role as a home visitor; knowledge of community resources; team work; effective liaison/ advocacy skills.

- On-going in-service training and Home Visitor Support by on-site program staff.

Goals:

- To develop a family support system

- To strengthen both parenting and consumer skills of participating families, thus creating an on-going pool of self confident, contributing community members.

For more information contact:
Barbara Reschly or Laura Gasparrini
485-2000

Needed: Sensitive people willing to volunteer as Home Visitors.

For: The High/Scope Foundation Parent Support Program.

To: Provide support and assistance to families with infants and young children.

How: Following intensive training, home visitors will work in direct contact with families.

Time: Approximately 6-10 hours per week with reimbursement for travel and babysitting expenses.

Contact: Barbara Reschly or Laura Gasparrini at 485-2000, 600 N. River Street, Ypsilanti.
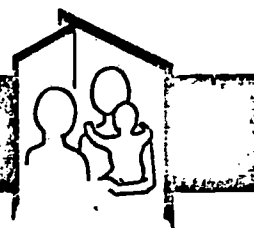
High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

David P. Weikart, Ph.D.
President

September 22, 1981

John Boshoven
Public Service Director
WYFC - AM
17 North Huron St.
Ypsilanti, Michigan   48197

Dear Mr. Boshoven:

The Family Support Program is looking forward to an active year serving families with young children. Right now we are recruiting people to act as volunteer home visitors. <u>Please help us</u> by telling people who might be interested in volunteering about our program.

Could you air the attached public service announcement to aid us in our efforts? If there is anyway we can help you or to gather more information feel free to call us.

In the best interest of
 families,

Barbara Reschly

Barbara Reschly

Laura Gasparrini

Laura Gasparrini

BR:LG/lm

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PUBLIC SERVICE ANNOUNCEMENT

Radio

The Family Program Department of the High/Scope
Foundation is looking for volunteers to work as
home visitors in the Ann Arbor/Ypsilanti area. This is
to provide support and assistance to families
with infants and young children. Willing individuals
with a sensitivity to the needs of others will
receive intensive initial training and on-going
supervision in the areas of child development and
observation, modeling parenting skills, and
linking families with community resources. Home
visitors will be asked to contribute 6-10 hours
per week, for which they will be reimbursed for
travel and babysitting expenses. For more
information please contact: Barbara Reschly
or Laura Gasparrini at 485-2000/

Parent support group director seeks volunteers

By JO
COLLINS-MOUISH
Living Editor

Living '81

Last summer Barbara Reschly became unpleasantly aware of a growing trend in the community.

Nearly every day her office at High/Scope Educational Research Foundation received requests from local agencies unable to support cases they might have before the onset of federal budget cuts.

A 24-year-old Ypsilanti woman would be taking her baby home to an empty apartment off the busline. Did Reschly know of someone who could help?

Another mother was frustrated at being home all day with two active toddlers. Would she help? Did she know of someone who could?

Reschly had the same answer for each: "I'll get back with you this fall."

And now, as coordinator of High/Scope's newly-f-ormed Parent Support Program, Reschly hopes to keep that promise. Unless events take a positive turn, however, the task will not be easy.

"Recruiting volunteers is like pulling teeth," Reschly said. "But we're going to have to start helping each other because help is not going to be there from any other source."

Through the Parent Support program, trained volunteers will visit parents experiencing difficulties with their infants or small children in their homes. The goal of the program is to strengthen parenting skills as well as to aid parental awareness of child development and encourage the parent's active involvement with the child.

The program will seek to aid families not qualified to receive aid from struggling social agencies but which are nonetheless experiencing difficulties.

"As all these services keep cutting back, we're going to see lots more stress in families," she said. "The possibilities of families collapsing around us will increase but these people won't fit in anywhere...We'd like to relieve some of the frustration in the community right now."

The goal of the home visitors is not to prevent violence in the homes, Reschly stressed, but to support families experiencing difficulties before a crisis situation arises. She added that volunteers will not be asked to handle "heavy-duty" cases requiring professional help.

One goal of the program is to have the parents who are visited eventually become home visitors themselves.

Carole Ichesco's family was one of five visited in a pilot program sponsored by High/Scope last fall. Because the experience had a positive effect on her own family, Ichesco now plans to become a home visitor herself.

"You sometimes can't always step back and see your own family for what it is," she said. "Sometimes the power of another person being there to help can really make a difference. When it's a third person making a suggestion, you're more ready to accept it."

Fran Parker-Crawford, a staff member at High/Scope who has worked as a home visitor in other programs for several years, explained why volunteers also benefit.

"There's a human element missing from some jobs," she said. "As a home visitor, you invest yourself in another person — you build a trusting friendship. That's what humans are all about. We need each other."

The home visitors, who receive intensive training in child development and parenting skills, visit two or three families each week for a total of between six and 10 hours.

"We recognize that we're asking for a strong commitment in getting involved in people's lives," said Reschly. "We expect them to get out and perform."

Persons wishing to volunteer can call Reschly at 485-2000.

Volunteers sought to aid young moms

A young mother delivers a healthy baby. She is happy but anxious. She is going home "alone" to a small apartment, no transportation, no job, no phone and no family. She needs a friend, someone to support her.

The purpose of High/Scope's Family Support Program is to provide parenting support and assistance to families with young children. This fall the program has received referrals of families experiencing difficulty but lacks home visitors to work with them. Volunteers are needed to work as home visitors in this area. Volunteers will receive training and on-going supervision in the areas of child development and observation, modeling parenting skills, and linking families with community resources.

Home visitors will be asked to contribute 6-10 hours per week, for which they will receive a small stipend. For more information, contact Barbara Reschly or Laura Gasparrini at High/Scope, 600 North River Street, Ypsilanti, 485-2000.

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Attachment B

Evaluation Forms

1. Recruitment Referral Sheet
2. Family Contact Sheet

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RECRUITMENT REFERRAL SHEET

Family	Address	Phone	Called by	Home Visited With...					Referral·to*	Referred by	Phone	Additional Comments
				Infant	Mother	Father	Siblings	Important Other				

*
Code for agencies
ss = social services
dr = doctor
mh = mental health (social worker)
ph = public health nurse
cpt = child protection team
ps = protective services

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