

# Adolescent Parenting Program



# Policy Manual

North Carolina Department of Health and Human Services  
Division of Public Health  
Women's and Children's Health Section  
Women's Health Branch  
Family Planning & Reproductive Health Unit  
Teen Pregnancy Prevention Initiatives



# The Adolescent Parenting Program

## Helping Teen Parents & Their Babies toward a Better Future

Supporting adolescent parents to get an education, acquire job skills, improve parenting abilities and prevent future pregnancies helps them become self-sufficient and better able to support themselves and their families. It also establishes a strong, stable foundation upon which the baby will be raised. By investing in teen parents today, the Adolescent Parenting Program (APP) protects the future of two generations—the young parents themselves and their babies.

The goals of APP are as follows:

1. Increase the self sufficiency outcomes for APP participants by:
  - a. Increasing the delay of a subsequent pregnancy
  - b. Increasing graduation from high school with diploma or completion of GED
  - c. Increasing successful transition to adulthood including enrollment in post-secondary education, vocational training, or employment at a livable wage, and living in safe and stable housing after graduation from APP
2. Improve developmental outcomes for the children of APP participants by:
  - a. Increasing healthy births
  - b. Increasing incidence of appropriate discipline, of nurturing behavior, and of children who are well cared for
  - c. Increasing age-appropriate physical, emotional, cognitive, and social development, including readiness for school success

The success of APP depends not only on the commitment of the funded agency, but also on the support of the community and the cooperation of other agencies such as local health departments, social services agencies, and public schools.

The program is implemented by at least one full-time coordinator with a caseload of between 15 and 25 first-time teen parents. Through individualized goal plans, home visiting, and group educational sessions, program participants are empowered to become self sufficient and build a better future for their babies.

An explanation of the program components, roles and responsibilities, and administrative policies is provided in this manual.

# Program Components

## Core Program Components

### Community Advisory Council

In order to develop and maintain a local APP and meet the needs of the participants, it is imperative that a Community Advisory Council (CAC) is established and maintained. The CAC consists of representatives at least five public and private community agencies other than the funded agency. These agencies shall include the local health department and some of the following community entities: the public school system, the department of social services, mental health services, local corporations and businesses, media, and other local organizations that serve youth. The CAC is responsible for advising and assisting program staff to provide high quality services to participants, and contributing to the overall success and growth of the program in the community. An APP staffperson may serve as the chairperson of the CAC, or another member of the CAC may be appointed to this position. The CAC shall convene at least quarterly and meeting minutes shall be recorded to account for the work of the CAC.

### Home Visits

The APP staff shall provide at least one 60-minute one-on-one meeting per month with each program participant for a total of 12 per year. At least four of these meetings shall take place in the home of the participant. Other one-on-one meetings may take place in school, the APP office, or another appropriate setting. The focus of the sessions shall be directly related to the goals of APP. APP staff shall use the Partners for a Healthy Baby curriculum or the Parents As Teachers curriculum to plan the home visits.

### Case Management

The local APP staff shall provide case management services for each program participant. An individualized goal plan, which shall be completed between 45-60 days after a participant is enrolled in APP, shall be used to guide case management services. The goal plan of each participant shall be reviewed and updated every six months. The APP staff shall support the participants, connect them with resources, and refer them for services as appropriate to meet the goals of the goal plan.

### Group Educational Sessions and Outings

The local APP staff shall offer at least 24 hours of group instruction annually. The sessions shall be primarily educational in nature and include opportunities for social interaction. Topics of the sessions shall be directly related to the goals of APP and shall include the topics as outlined on the APP Logic Model in Attachment A of this policy manual. In addition to the group instructional time, three educational outings relating directly to the goals of APP shall be provided annually as outlined in the APP Logic Model.

## Supplemental Program Components

### Program Volunteers

Individuals may serve in various capacities as volunteers for APP and can be instrumental in ensuring high quality program delivery. Volunteers may serve as mentors for the program participants. APP mentors are role models and friends for the participants, and they help keep the participants focused on the goals of APP. They also serve as advocates by helping the participants navigate and access the various systems (education, health care, day care, etc.) in the community. Volunteers can also assist with transportation to and from group educational sessions and other program events; provide childcare during group educational sessions; participate in fund-raising activities for the program; and organize an inventory of donated items for the program participants and their babies. Volunteers who will work directly with adolescents and/or children shall be screened carefully through interviews and background checks.

# Roles and Responsibilities

## Community Advisory Council

The CAC shall be responsible for the following:

- Advising and assisting the APP staff to provide high quality services to participants;
- Actively promoting the program in the community;
- Reviewing all educational and promotional materials developed by the program to ensure appropriateness for the community;
- Defining and maintaining cooperative ties with other community institutions in order to meet the needs of program participants;
- Seeking financial support from sources other than TPPI, including sources in the local community;
- Referring volunteers and potential participants to the program; and
- Recruiting additional CAC members.

The CAC may take on other responsibilities, and subcommittees may be established to address specific needs.

## Program Supervisor

The supervisor of the APP staff shall be responsible for the following:

- Supervising and supporting the activities of the APP staff;
- Ensuring that program operation is in accordance with the DHHS contract and this policy manual;
- Serving as a member of the CAC and recruiting additional members;
- Defining and maintaining cooperative ties with other community institutions in order to meet the needs of program participants; and
- Seeking financial support from sources other than the TPPI funds, including sources in the local community.

## APP Staff

Each funded agency shall employ at least one full-time staff person who has appropriate qualifications, training and experiences to assume responsibility for the implementation of the program. The APP staff shall be responsible for the following:

### Program Coordination

- Maintaining hardcopy files of the parental release form and child release form for each program participant;
- Entering data about program activities into the TPPI database in accordance with the TPPI database manual;
- Completing at least 18 hours annually of professional development training aimed at improving program outcomes. This training shall include attendance at TPPI regional meetings, an annual pregnancy prevention conference, and an annual APP graduation conference;
- Recruiting CAC members, maintaining a membership list; holding meetings at least quarterly, and submitting meeting minutes to the appropriate TPPI Program Consultant by the 10<sup>th</sup> of the month following the month that the meeting was held;
- Defining and maintaining cooperative ties with other community institutions in order to meet the needs of program participants;

- Recruiting, screening, training, supervising and recognizing program volunteers;
- Seeking financial support from sources other than the TPPI funds, including sources in the local community; and
- Participating in ongoing efforts within the scope of APP activities that promote the reduction of racial, ethnic, or socio-economic health disparities among program participants and within the community being served. Activities may involve academic assistance, parenting education, linkages with medical and prevention health services, parent (grandparent) involvement, career awareness, job skills development, individual counseling, cultural enrichment, and recreation.

### **Service to Participants**

- Providing case management services for each program participant. An individualized goal plan, which shall be completed within 45-60 days after a participant is enrolled in APP, shall be used to guide case management services. The goal plan of each participant shall be reviewed and updated every six months. The APP staff shall support the participants and connect them with resources as appropriate to meet the goals of the goal plan.
- Providing at least one 60-minute one-on-one meeting per month with each program participant for a total of 12 per year. At least four of these face-to-face meetings shall take place in the home of the participant. Other face-to-face meetings may take place in school, the APP office or another appropriate setting. The focus of the sessions shall be directly related to the goals of APP.
- Scheduling, planning, and conducting at least 24 hours of group instruction annually. The sessions shall be primarily educational in nature and include opportunities for social interaction. Topics of the sessions shall be directly related to the goals of APP and shall include the topics as outlined on the APP Logic Model in Attachment A of this policy Manual.

# Administrative Policies

## Participant Eligibility

APP serves first time parents who are 19 years of age or younger at the time of enrollment and enrolled in school or an equivalent educational program. Pregnant adolescents may be enrolled at any stage of their pregnancy.

## Intake

The APP staff shall have an initial face to face meeting with prospective participants to complete an intake form. The intake form is designed to capture information about the participant to assist the coordinator in identifying the participant's strengths, needs, and current resources. The APP staff shall familiarize the participant with the expectations, requirements, services, structure, and goals of APP as well as the consequences of not fulfilling the requirements of participation. This information shall be presented in an atmosphere of concern and respect and in an encouraging, motivating manner.

## Caseload

The caseload of one full-time APP staff member shall be 15-25 participants. Grantees serving 21-25 participants must either employ a program assistant for at least 10 hours per week or indicate an equivalent in-kind contribution of time by program volunteers or interns to the program operations. A waiting list of potential participants shall be maintained if the caseload reaches the maximum of 25 participants. APP staff shall prioritize APP services for eligible teen parents who are in greatest need. More than 25 participants may be served if additional funds are secured to employ additional staff.

## Graduation

A participant shall graduate from the program when she/he has graduated from high school or earned a GED. In some circumstances, a participant may be in need of the support provided by APP for a short period of time following graduation. The decision to maintain a participant in the program after graduation from high school or receiving an equivalency certificate shall be made at the discretion of the APP staff. In most cases, referrals or other resources shall be provided to the participant to meet her/his needs after graduation.

## Termination before Graduation

Participants may remain in the program until graduation from high school or upon completion of a GED under the following conditions: (1) they avoid a subsequent pregnancy; (2) they remain in school or an equivalent educational program, or re-enroll within 60 days if they drop out; and (3) they demonstrate an active interest in the program as evidenced by measurable progress toward goal achievement, regular contact with the APP staff, and regular attendance at group educational sessions.

Participants who do not meet these criteria may be terminated from the program at the discretion of the APP staff. When possible, time and care shall be devoted to preparing the participant for termination from the program, and a face-to-face meeting shall be held to complete a case closure form. Case closure sessions shall be conducted in an atmosphere of concern and respect. The APP staff shall provide referrals as appropriate and necessary to assist the outgoing participant.

# Attachment A

## Adolescent Parenting Program BDI Logic Model



# Adolescent Parenting Program BDI Logic Model

- = These activities are essential for achieving the goals of APP
- \* = These essential activities are repeated in more than one section of this logic model because they apply indirectly to more than one goal
- = These activities are recommended supplementary activities but are not required

## Goal #1: Increase Self-Sufficiency Outcomes for APP Participants

Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>● Provide at least three hours per year of interactive group instruction by a family planning professional to include the following: 1) sexual anatomy, sexual development, reproduction; 2) condoms and contraception including effectiveness, side effects, advantages and disadvantages, demonstration, opportunities to practice using, community resources where they can be obtained, and how to decide which method is best for them; 3) HIV/AIDS and other STIs including symptoms, risk reduction, and prevention; 4) benefits of delaying a subsequent pregnancy, potential negative consequences of a subsequent pregnancy, and importance of birth spacing; 5) information about the risks of unprotected sex and practice saying no to sex or unprotected sex; 6) practice developing and improving negotiation skills for using condoms and contraception with partners; 7) practice in relationship skills, including listening, communication, and conflict resolution</li> <li>● Provide educational resources on healthy relationships and contraceptives to all participants and their parents/guardians as follow-up to group instruction on these topics</li> <li>● Conduct at least one group outing per year to a family planning clinic to learn where it is, what it offers, how much services cost, and how to ask for services</li> <li>● Make referrals to family planning services for all participants</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Provide opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to public transportation services if available</li> <li>* Make referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant's current partner to participate in APP activities</li> <li>* Provide at least one hour per year of interactive group instruction on awareness and prevention of dating/domestic violence and sexual violence</li> <li>○ Provide opportunities to do community service</li> </ul>	<ul style="list-style-type: none"> <li>Improve belief that using contraception is the right choice if having sex</li> <li>Improve skills and self-efficacy to obtain and use contraception consistently and correctly</li> <li>Improve skills and self-efficacy to say no to sex or unprotected sex and/or insist on using contraception (Improve negotiation skills)</li> <li>Increase perceived risk and consequences of becoming pregnant again before completion of high school/GED</li> <li>Improve quality relationships with adult mentors</li> <li>Increase awareness of interpersonal violence; increase self-efficacy to reduce risks and reject social norms that condone interpersonal violence</li> <li>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</li> </ul>	<ul style="list-style-type: none"> <li>Increase correct and consistent use of condoms</li> <li>Increase correct and consistent use of contraception</li> <li>Decrease unprotected vaginal/penile sex</li> <li>Decrease frequency of sex</li> </ul>	<p><b>Goal 1A:</b> Delay a subsequent pregnancy</p>

### Goal #1: Increase Self-Sufficiency Outcomes for APP Participants

Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>● Provide at least two hours per year of interactive group instruction to include the following: 1) benefits of high school graduation/GED; 2) structured discussions with other teen parents who have faced similar barriers and graduated from high school/earned a GED; 3) study skills (note-taking, test-taking, etc.); 4) practice with goal setting and planning related to school and career; 5) how to develop relationships with school staff to learn about tutoring and ask for help to meet educational requirements when needed</li> <li>● Provide educational or instructional resources related to improving school performance to all participants</li> <li>● Conduct meetings between APP staff and school staff at the beginning of each school year to advocate for access to quality education for APP participants, discuss the laws that protect educational rights of pregnant and parenting teens, and communicate the need for support of the APP participants in their goals for post-secondary education</li> <li>● Advise parent/guardian of APP participant as appropriate and needed on how to communicate with the school to advocate for their teen</li> <li>* Make referrals as needed to academic support services</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to public transportation services if available</li> <li>* Make referrals as needed to child care assistance programs or quality child care facilities</li> <li>* Make referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant’s current partner to participate in APP activities</li> <li>* Provide at least one hour per year of interactive group instruction on awareness and prevention of dating/domestic violence and sexual violence</li> <li>○ Provide opportunities to do community service</li> </ul>	<p>Improve connection to school</p> <p>Improve awareness of benefits of completing high school/GED and belief that educational programs benefit long-term goals</p> <p>Improve self-efficacy to graduate from high school or completing a GED</p> <p>Improve effective study skills</p> <p>Improve quality relationships with adult mentors</p> <p>Increase awareness of interpersonal violence; increase self-efficacy to reduce risks and reject social norms that condone interpersonal violence</p> <p>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</p>	<p>Increase school attendance and progression toward school completion</p>	<p><b>Goal 1B:</b> Increase graduation from high school with diploma or completion of GED</p>

### Goal #1: Increase Self-Sufficiency Outcomes for APP Participants

Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>• Provide at least four hours per year of interactive group instruction to include the following: 1) benefits of post-secondary education, vocational training, and employment at a livable wage; 2) learning about various careers and salaries; 3) structured discussions with other teen parents who have faced similar barriers and graduated from post-secondary education or vocational training program; 4) high school counselors or college admission counselors to explain the process of enrollment in post-secondary education, vocational program, and/or job training programs; 5) bank representatives or financial planners to explain how to initiate and maintain financial services; 6) opportunities to learn about and practice financial planning skills including how to budget and pay bills; 7) learning about and practicing job readiness skills including writing resumes, cover letters, thank you notes, techniques in finding jobs, interview skills, and the importance of maintaining a job; 8) local housing authority representative to explain the process of enrollment in supportive housing programs</li> <li>• Provide educational or instructional resources related to transitioning to adulthood after graduating from APP</li> <li>• Conduct one group enrichment activity per year to a university, college, or vocational school</li> <li>• Arrange a connection to a financial aid resource and help with completion of paperwork</li> <li>• Provide opportunities to learn about and practice job readiness skills</li> <li>• Establish connections as needed to financial aid resources and provide help completing financial aid paperwork</li> <li>* Make referrals as needed to academic support services</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Provide opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to public transportation services if available</li> <li>* Provide referrals as needed to child care assistance programs or quality child care facilities</li> <li>* Provide referrals as needed to transitional or subsidized housing, and other housing supports</li> <li>* Provide referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant’s current partner to participate in APP activities</li> <li>* Provide at least one hour per year of interactive group instruction on awareness and prevention of dating/domestic violence and sexual violence                         <ul style="list-style-type: none"> <li>○ Provide opportunities to develop leadership skills</li> <li>○ Provide a resource guide for services and resources in the county</li> <li>○ Provide opportunities to do community service</li> </ul> </li> </ul>	<p>Improve awareness of benefits of completing post-secondary education / training and being employed at a livable wage</p> <p>Increase knowledge, skills, and self-efficacy to complete post-secondary education, gain employment at a livable wage, and secure stable housing</p> <p>Improve financial knowledge, responsibility, and self -efficacy to manage a personal budget</p> <p>Improve quality relationships with adult mentors</p> <p>Increase awareness of interpersonal violence; increase self-efficacy to reduce risks and reject social norms that condone interpersonal violence</p> <p>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</p>	<p>Increase teen parent involvement in planning and preparing for post-high school education and training or employment</p> <p>Create and access safety net of family, community, and professional resources</p> <p>Increase number of APP participants living in safe and stable environments, including supportive housing</p>	<p><b>Goal 1C:</b> Increase successful transition to adulthood including enrollment in post-secondary education, vocational training, or employment at a livable wage, and living in safe and stable housing after graduation from APP</p>

Goal #2: Improve Developmental Outcomes for Children of APP Participants			
Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>● Provide at least two hours of interactive group instruction to include the following: 1) importance of prenatal care and possible solutions to barriers; 2) importance of nutrition and an exercise routine to a healthy pregnancy; 3) how to plan healthy meals; 4) benefits of delaying a subsequent pregnancy, potential negative consequences of a subsequent pregnancy, and importance of birth spacing (repeated from goal #1a); 5) the importance of going to an Ob/Gyn and learning about the services that are available; 6) the importance of avoiding alcohol, tobacco, and other drugs</li> <li>● Provide educational or instructional resources related to improving healthy births to all participants</li> <li>● Conduct at least one group outing per year to a doctor’s office, hospital, or clinic to learn where they are, what they offer, how much services cost, and how to ask for services</li> <li>● Establish a partnership between APP and a child birth education provider to provide these services to pregnant participants</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Provide opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant’s current partner to participate in APP activities</li> <li>○ Conduct visits to local grocery stores/food co-ops, and food banks to assess which healthy foods are available and best value for healthy food and affordable weekly budget</li> </ul>	<p>Improve knowledge of, belief in, and skills relevant to prenatal care and exercise</p> <p>Improve knowledge of, belief in, and skills relevant to the importance of good nutrition and folic acid in the prenatal period</p> <p>Improve knowledge of the signs and symptoms of preterm labor</p> <p>Improve knowledge of, belief in, and skills relevant to the prevention of harmful prenatal effects of violence, stress, smoking, substance abuse</p> <p>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</p>	<p>Increase on-time receipt of appropriate prenatal care services</p> <p>Increase healthy eating and exercise as prescribed by a health professional</p> <p>Eliminate use of alcohol, tobacco, or other drugs while pregnant</p>	<p><b>Goal 2A:</b> Increase healthy births</p>

## Goal #2: Improve Developmental Outcomes for Children of APP Participants

Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>● Provide at least four hours of interactive group instruction to include the following: 1) importance of positive parenting, appropriate disciplinary skills, and strategies that work for them; 2) mental health issues and maternal depression among teen parents including prevention and treatment of post-partum depression; 3) importance of age- and ability-appropriate infant and toddler play; 4) legal issues and the law related to child welfare; 5) their own stress points, emotions, and how to articulate what they need from others</li> <li>● Provide educational or instructional resources related to parenting skills to all participants</li> <li>* Provide opportunities to practice positive parenting skills (behavior management, discipline, and play time) with APP Staff during home visits</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Provide opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to child care assistance programs or quality child care facilities</li> <li>* Make referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant's current partner to participate in APP activities</li> <li>○ Conduct bi-annual parent support groups for young parents where they can share, discuss, and brainstorm positive conflict resolution strategies that work for them</li> </ul>	<p>Improve positive parenting skills, parent-child attachment skills, and self-efficacy to use these skills</p> <p>Improve knowledge about mental health issues</p> <p>Improve knowledge of legal issues and the law</p> <p>Improve listening and communication skills and self-efficacy to use these skills</p> <p>Improve negotiation and conflict resolution skills and self-efficacy to use these skills</p> <p>Increase awareness of own child-rearing histories and understanding of own approach to parenting</p> <p>Improve healing, as appropriate, from depression, abuse and/or neglect, post-traumatic stress syndrome, multiple stressors</p> <p>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</p>	<p>Increase use of good parenting skills</p>	<p><b>Goal 2B:</b> Increase incidence of appropriate discipline, of nurturing behavior, and of children who are well cared for</p>

## Goal #2: Improve Developmental Outcomes for Children of APP Participants

Intervention Activities	Determinants	Behaviors	APP Goal
<ul style="list-style-type: none"> <li>● Provide at least nine hours of interactive group instruction to include the following: 1) importance of breastfeeding and how to breastfeed; 2) first aid and certification in infant/child CPR; 3) the importance of medical check-ups, how to discuss concerns with a doctor, and when to call a doctor for injury or illness; 4) developmental milestones; 5) importance of using infant/toddler car seats, how to use them properly, and where the child seat check points are located in the community; 6) safe and developmentally appropriate playground use; 7) baby- and child-proofing and safety practices to prevent unintentional injury or poisoning; 8) how to prepare an emergency plan; 9) their own stress points, emotions, and how to articulate what they need from others (repeated from goal #2b); 10) how they are their child’s primary, best teacher; 11) how to build a home library including provision of books and educational toys</li> <li>● Provide educational or instructional resources related to improving age-appropriate development to all participants</li> <li>● Provide individual consultations with young mother about her capacity emotionally and physically to breastfeed</li> <li>● Implement a toy and book exchange program for teen parents to share toys and learn from one another the benefit of playtime with their children</li> <li>● Provide opportunities to observe APP Staff modeling positive interactions with babies/toddlers at group sessions and home visits</li> <li>* Provide opportunities to practice positive parenting skills (behavior management, discipline, and play time) with APP Staff during home visits</li> <li>* Provide at least one 60-minute one-on-one session per month (12 per year with at least 4 in the home) with each participant to reinforce knowledge and skills gained during group instruction or provide make-up instruction if absent from group instruction</li> <li>* Provide ongoing case management services guided by individualized goal plans which are reviewed and updated every six months</li> <li>* Provide opportunities during group sessions or outings for positive social interaction with other teen parents</li> <li>* Provide transportation as needed for education, childcare, and healthcare services</li> <li>* Make referrals as needed to child care assistance programs or quality child care facilities</li> <li>* Make referrals as needed for child developmental evaluations</li> <li>* Make referrals as needed to counseling and/or other support services for sexual abuse or neglect in family of origin, sexual violence, dating/domestic violence, mental health, and substance abuse</li> <li>* Provide opportunities as appropriate for the father of the baby or the participant’s current partner to participate in APP activities</li> <li>○ Establish a connection with Motherhead, Inc., local library, and/or bookstore to provide age-appropriate literacy education for the child of the APP participant</li> <li>○ Conduct group enrichment activities such as outings to libraries, book mobiles, book fairs, story time at bookstores</li> </ul>	<p>Improve knowledge of, belief in, and skills relevant to breastfeeding</p> <p>Improve knowledge and skills to provide first aid and CPR</p> <p>Improve knowledge of, belief in, and skills relevant to positive parenting, child development, and attachment</p> <p>Improve knowledge of, belief in, and skills relevant to parent-child activities that promote physical, emotional, cognitive, and social development of child</p> <p>Increase knowledge of and skills relevant to the use of car seats</p> <p>Increased knowledge of and skills relevant to preventing housing hazards for fetal/infant/child development</p> <p>Improve knowledge of, belief in, and skills relevant to the importance of family literacy</p> <p>Improve healing, as appropriate, from depression, abuse and/or neglect, post-traumatic stress syndrome, multiple stressors</p> <p>Increase support services or resources for meeting needs and dealing with challenges; improve ability to recognize when assistance is needed; improve knowledge of how to find and access support services or resources</p>	<p>Increase on-time receipt of appropriate health and child development services</p> <p>Increase positive attachment using an infant mental health approach</p> <p>Increase breast-feeding incidence and duration, as appropriate</p> <p>Increase the number of children who reach school age without accidental injury</p> <p>Increase incidence of family reading</p>	<p><b>Goal 2C:</b> Increase age-appropriate physical, emotional, cognitive, and social development, including readiness for school success</p>



State of North Carolina • Beverly Eaves Perdue  
Department of Health and Human Services • Al Delia, Acting Secretary  
Division of Public Health • Laura Gerald, State Health Director  
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