



Soaring to Success Through Books and Play...

# The Parent-Child Home Program

SINCE 1965

## At A Glance



For **45** years, The Parent-Child Home Program has been working with low-income families to bridge the achievement gap by building early literacy skills, creating language-rich home environments, and preparing two- and three-year-old children for school success. Trained Home Visitors model reading, play, and conversation activities using books and educational toys, which are gifts to the family. Research has proven that Program participants are more likely to graduate from high school, and are less likely to require special education services.

### The Parent-Child Home Program:

- Is **research-validated and proven successful**
- Makes over **300,000** home visits annually
- Serves families in over **150** communities in **15** states, Bermuda, Canada, and Ireland
- Receives **state funding** in Massachusetts, New York, Pennsylvania, South Carolina, Washington, Illinois, Texas, and California
- Serves major **metropolitan areas**, including New York City, Chicago, Boston, Philadelphia, Seattle, Los Angeles, Minneapolis, and Washington, D.C.

*"An Educational Program that Works"*

*- U.S. Department of Education,  
New York State Department of Education*

### Outcomes:

- **Parents become their children's first and most important teachers** and academic advocates: reading, playing, talking, and learning together.
- **Children are ready for school**, with the cognitive and social-emotional skills they need to succeed.
- Families stay in the Program, with an average **retention rate of 85%**.

### *Early Investment: Long Term Gains*

A **small investment in families when their children are young yields significant long-term outcomes** – positive parent-child interaction, school readiness, school success, and high school graduation.

### *Reaching Underserved and At-Risk Populations*

Working with families in their homes, at times that are convenient for them, enables Home Visitors to reach families facing the most significant obstacles to school success: poverty, language and cultural barriers, limited parental education, and low literacy levels.

#### Those we serve include:

- **Immigrant or non-native English-speaking families**, speaking over **85 different languages and dialects**
- A **wide variety of families and primary care providers**—homeless and migrant families, teen parents, single parents, foster parents, and other relatives raising children
- **Geographically and socially isolated families in urban, suburban, and rural communities** who are struggling to access services and prepare their children for school success

The Parent-Child Home Program has over four decades of research showing program participants are more likely to have increased parent-child interaction, be ready to enter school, and succeed academically. They are over **30% more likely to graduate from high school** than their non-program peers.

“The Parent-Child Home Program arguably has the best cost-benefit ratio of any literacy intervention program. Its years of data demonstrate that it actually changes parental behaviors with excellent outcomes, prompting parents to increase verbal exchange and foster language development in their children.”

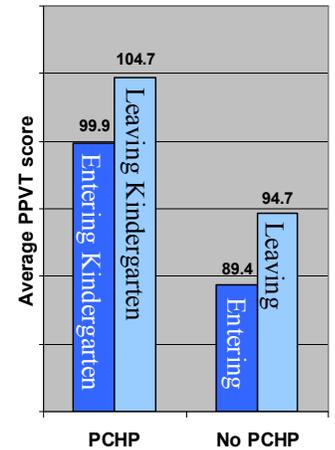
- Dr. Todd Risley, Co-author of “Meaningful Differences in the Everyday Experience of Young American Children”

## Parent-Child Home Program Graduates Outperform Non-Program Children Before AND After Kindergarten



Photo: Lawrence, MA Parent-Child Home Program Graduation

Parent-Child Home Program graduates had an average score on the Peabody Picture Vocabulary Test (PPVT) of 99.9 upon entering kindergarten and an average score of 104.7 upon completing kindergarten. Non-Program students had an average score of 89.4 upon entering kindergarten (10.5 points behind their PCHP counterparts) and an average score of 94.7 upon completing kindergarten (still 10 points behind their PCHP counterparts).



- Study from the King Urban Life Center in Buffalo, New York

### A Replication Model: Effective Implementation, Quality Assurance

Decades of research have proven that The Parent-Child Home Program’s training, technical assistance, and replication process produces high quality, effective, community-based sites.

#### Each replication site is:

- Directed by a Coordinator who is trained by The Parent-Child Home Program’s National Center or a Certified Regional Training Center
  - ★ **Coordinators are the professional staff**, primarily certified early childhood teachers or social workers, but also nurses, librarians, school administrators, and speech therapists
- Staffed by **locally hired Home Visitors**
  - ★ Home Visitors, typically paraprofessionals from the community, receive a minimum of 16 hours of training prior to home visits and at least 2 hours of weekly training and supervision from the site Coordinator
  - ★ Home Visitors are a **cultural match** with the families they serve
  - ★ In most cases, Home Visitors **speak both English and the family’s native language**
  - ★ **30-50%** of our Home Visitors initially **participated in the Program as parents**
  - ★ For many, this job is an entry into the workforce or an improvement in their employment situation
- Monitored through our **web-based Management Information System**, regular quality assurance reviews, annual reporting, and site visits
- **Certified by the National Center** as an authentic replication site



“Twenty years ago I looked at my daughters and said, ‘How am I going to get them through?’ Then these women brought books and toys to my house and showed me the way.”

- Mother of a Program Graduate who now attends medical school in NY

**Our Mission:** The Parent-Child Home Program, a research-proven home visiting model, prepares young children for school success by increasing language and literacy skills, enhancing social-emotional development, and strengthening the parent-child relationship.