

# Building the Foundation for School Success: Introducing The Parent-Child Home Program

Sarah Walzer

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**Solutions**  
*to the Dropout Crisis*

“If a society with such social class differences wants children, irrespective of social class to have the same chance to achieve academic goals, **it should find ways to help lower-class children enter school having the same familiarity with books as middle-class children have.**”

Richard Rothstein, *Class & Schools*



Every year millions of children enter school unprepared to be there – never having held a book; without the social-emotional skills to interact with their teacher and classmates; and without the language skills to engage in the curriculum.

**The Parent-Child Home Program's mission is to ensure that every child has the opportunity to enter school ready to be a successful student.**



# Building the Foundations for School Success With Families in Need

The Parent-Child Home Program reaches, supports, and strengthens families challenged by poverty, isolation, low literacy, limited education, limited English.

- ★ Working with families to prepare children for school success
- ★ Creating literacy-rich home environments
- ★ Building the language and literacy skills children need to enter school
- ★ Preparing parents to be their children's academic advocates

**Results:** Children who go on to graduate from high school at the rate of middle-class students nationally



# Evidenced-Based Key Elements

- ★ Intensive, twice weekly, home visits over 2 years/cycles
- ★ Voluntary
- ★ Weekly Curricular Materials – Books/toys are gifts to families, developmentally appropriate, encouraging parent-child interaction, language, imagination/creativity
- ★ No direct teaching or mandatory tasks
- ★ Respects privacy and cultural differences
- ★ Well-trained, well-supervised staff who are from the community and can be **role models for families**
- ★ Emphasis on the critical role of parent-child interaction in strengthening families and preparing children for school and life success



# Evidenced-Based Program Replication

- ★ Training by the National Center or a Regional Training Center in the model, methodology, and curriculum
- ★ Implementing Program according to Evidenced-based Model
- ★ Continuous Quality Assurance – annual data review, certification/recertification



# Program Outcomes

- ★ Parents and children reading, playing, and talking
- ★ Literacy-rich home environment
- ★ Families stay in the Program, average 85% retention rate
- ★ Children ready for school, with the cognitive and social-emotional skills they need to succeed
- ★ Parents are academic advocates for their children
- ★ Children succeed and graduate from high school



# Parent-Child Interaction Outcomes

In randomized control and quasi-experimental studies from 1967-1984, **The Parent-Child Home Program had significant ongoing positive effects on program parents' interaction with their children.**

★ Program parents' verbal interaction with their children showed a lasting superiority in quality and quantity over that of the control/comparison groups.

★ This superior parent-child interaction correlated with children's superior first grade cognitive and social emotional skills.



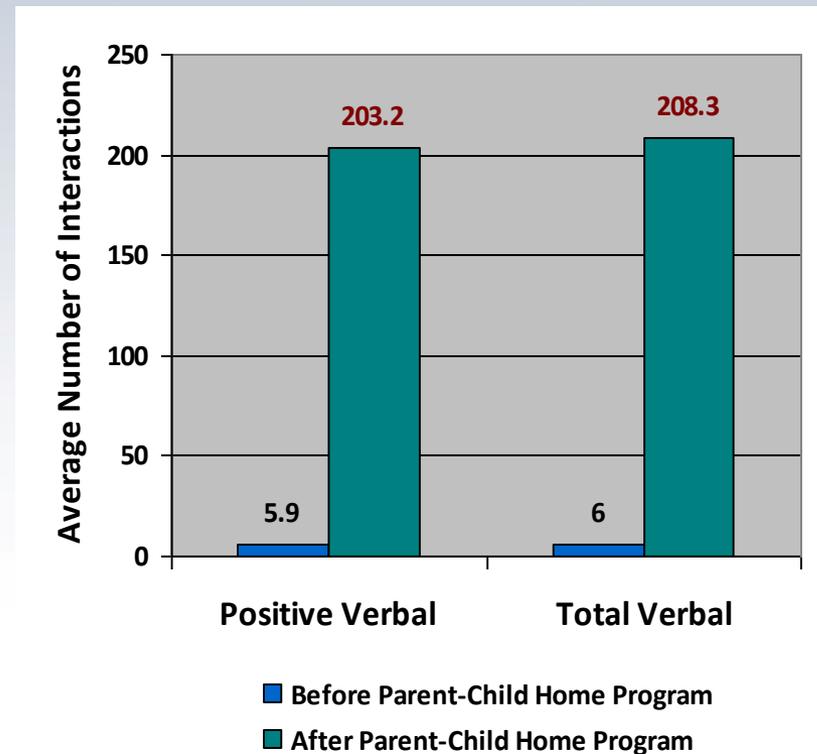
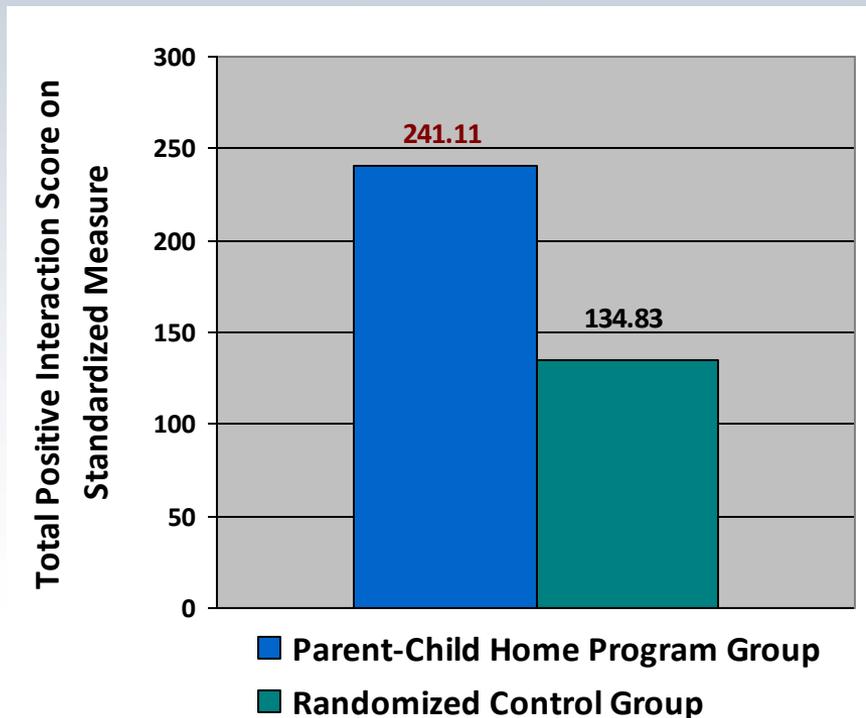
# Parenting Outcomes

An Indiana University of Pennsylvania evaluation shows positive parenting behaviors increasing on all indicators.

- ★ The number of verbal interactions between parent and child increases significantly.
- ★ The instances of praise and/or encouragement observed increases significantly.
- ★ The percentage of children identified as being “at risk” decreased from 41% to 20%.
- ★ This evaluation suggests that Program participation increases protective factors in the home – factors associated with the prevention of child maltreatment and neglect.

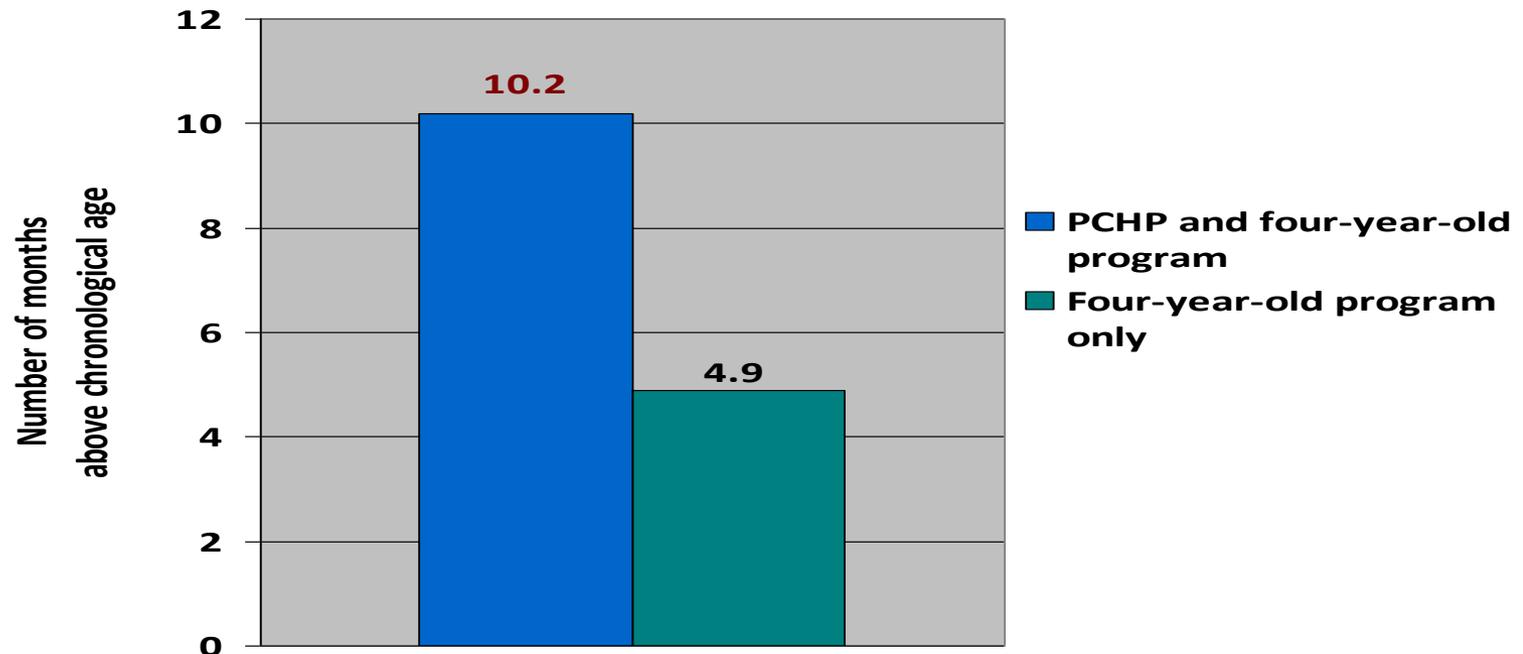


# Parent Interaction: Studies prove a significant increase in the quantity and quality of parents' interaction with their children after participation in the Program



# Prepared for Kindergarten

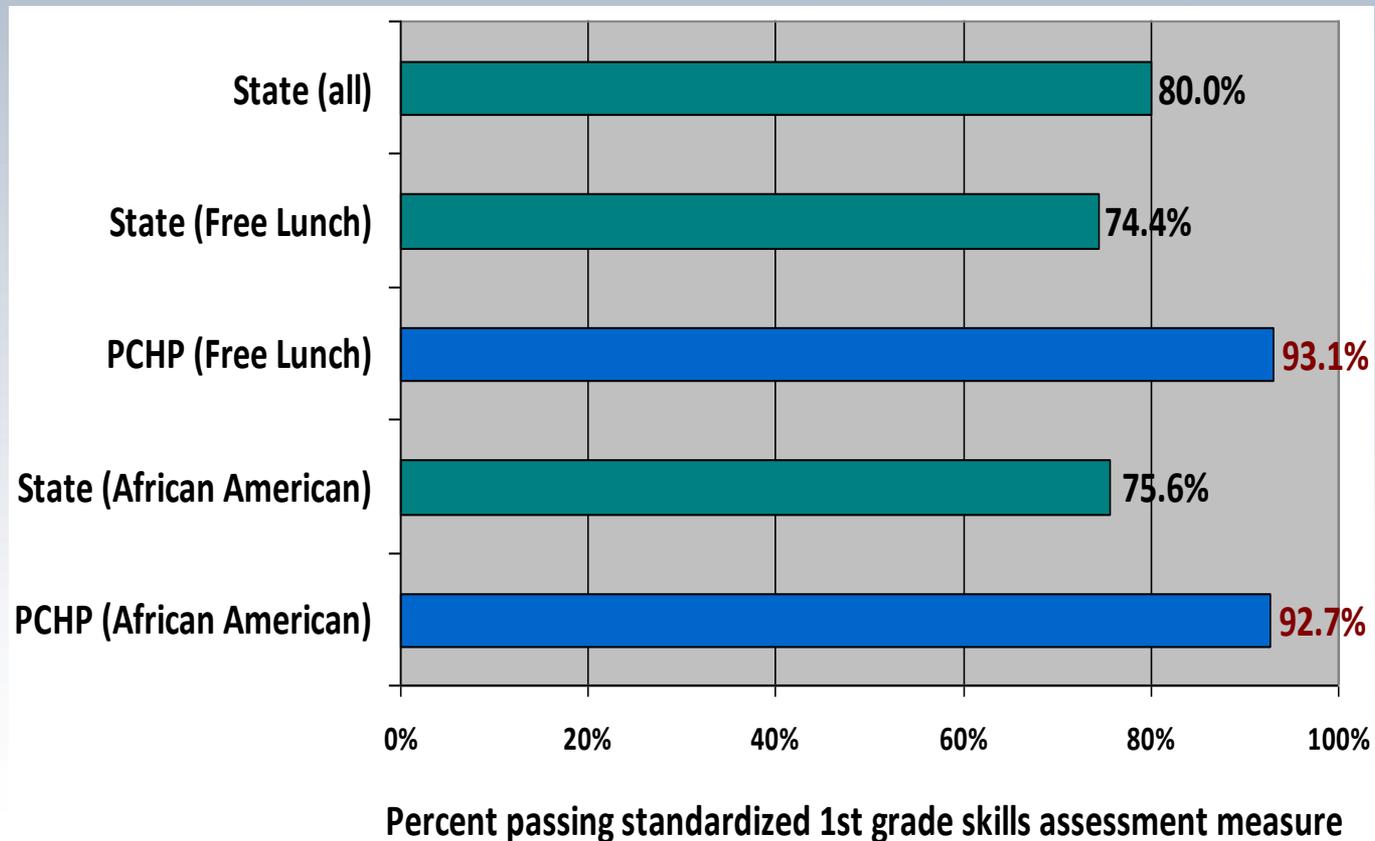
**Average Results of Kindergarten Readiness Screening for Children Who Received The Parent-Child Home Program & 4-year-old Pre-K vs. Children Who Received Only 4-year-old Pre-K**



Ewen, D. and Matthews, H. Title I and Early Childhood Programs: A Look at Investments in the NCLB Era. Center for Law and Social Policy, October 2007



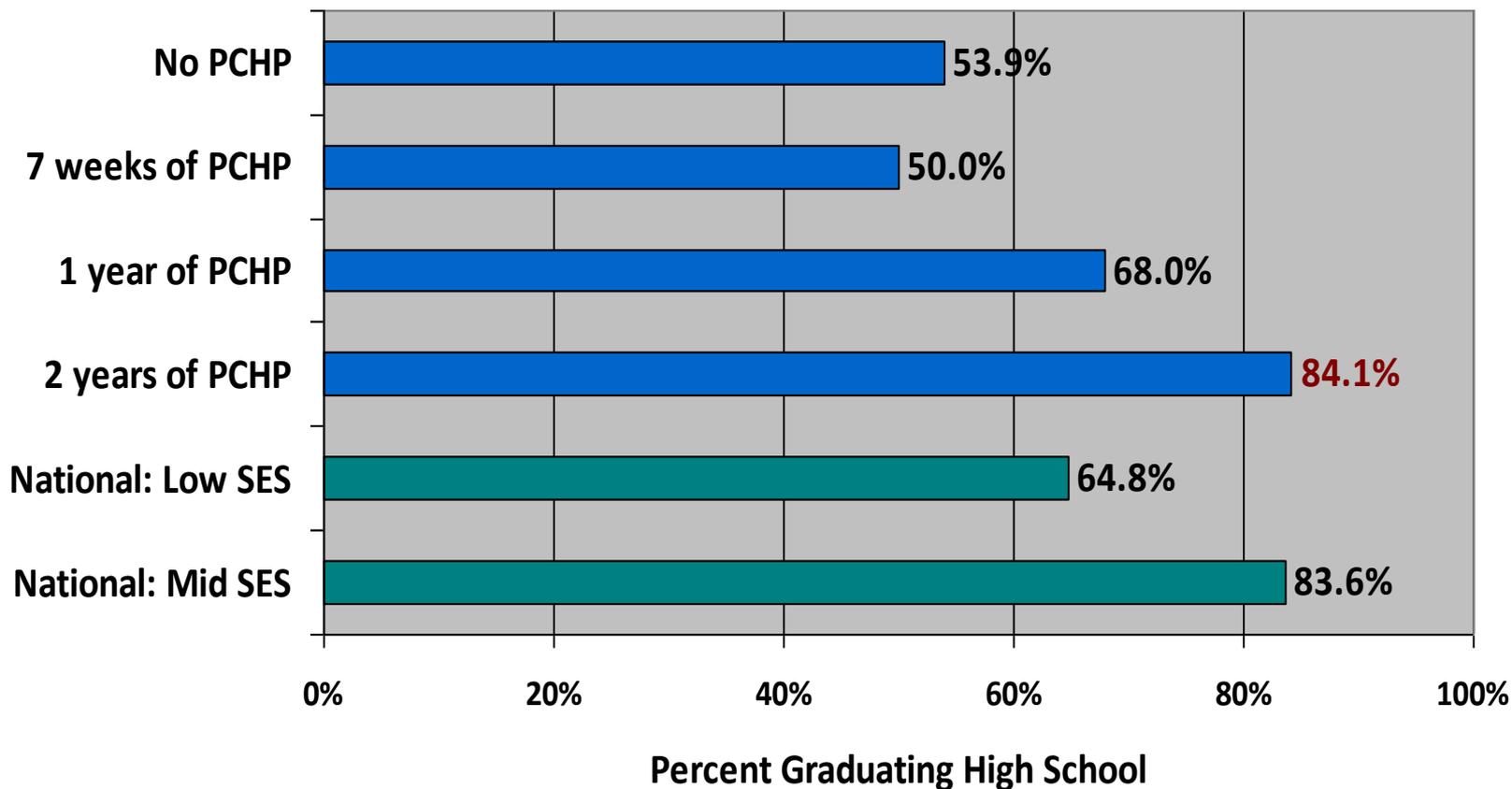
# FIRST GRADE SCHOOL READINESS: South Carolina first graders who received the Program performed better



Levenstein, P., Levenstein S., & Oliver, D. (2002) First grade school readiness of former child participants in a South Carolina replication of the Parent-Child Home Program. *Journal of Applied Developmental Psychology*, 23(3)



# Students who complete the Program graduate from High School at the rate of middle-income students



Levenstein, P., Levenstein S., Shiminski, J.A., & Stolzberg, J.E. (1998) Long-term Impact of a Verbal Interaction Program for An Exploratory Study of High School Outcomes in a Replication of the Mother-Child Home Program. *Journal of Applied Developmental Psychology*, 19 (2): 267-285



# Effective with Diverse Populations

- ★ Over 85 nationalities, ethnicities, and languages.
- ★ Urban, suburban, rural families, struggling to access services and prepare their children for the future.
- ★ Diverse families/primary caregivers – homeless and migrant families, families with limited literacy skills, grandparents and other relatives, teen parents, single parents, and foster parents.



# Evidenced-Based Practice: Continuous Quality Improvement

- ★ Data, including demographics, retention rates, family and child outcomes, collected through web-based management information system (MIS).
- ★ Training regularly updated to address changing demographics, new target populations and challenges, and new research.
- ★ Ongoing training for sites and learning from sites through surveys, conference calls, working groups, and national and regional meetings.
- ★ Site certification includes: site visits – meeting with staff, supervisors, funders; home visit/staff meeting videos; data review; and examining how the model is being implemented both with families and with staff.



# Partnering with other home visiting and center-based early childhood/family support programs

- ★ Continuum of services beginning prenatally and moving through pre-kindergarten, kindergarten or Head Start.
- ★ Cross-referrals based upon the families' needs.
- ★ Embedding the Parent-Child Home Program curriculum in other programs (Early Head Start and Even Start).
- ★ Early childhood education partners include Head Start, school districts, and child-care providers.
- ★ Literacy partners include Reach Out and Read, Raising a Reader, and public libraries.





*Soaring to Success Through Books and Play...*

# The Parent-Child Home Program

SINCE 1965

## Contact Us For More Information

The Parent-Child Home Program, Inc.

National Center

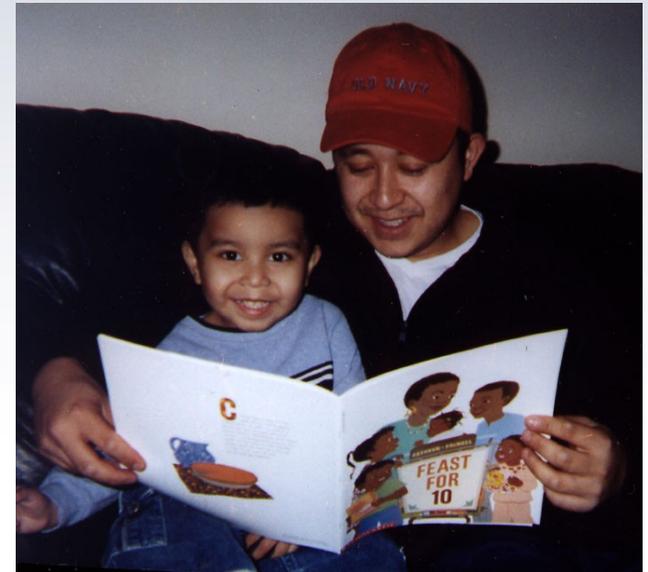
1415 Kellum Place, Suite 101

Garden City, NY 11530

Tel: 516-883-7480

Fax: 516-883-7481

[www.parent-child.org](http://www.parent-child.org)



NATIONAL DROPOUT PREVENTION CENTER/NETWORK AT CLEMSON UNIVERSITY

**Solutions**  
*to the Dropout Crisis*