

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

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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.



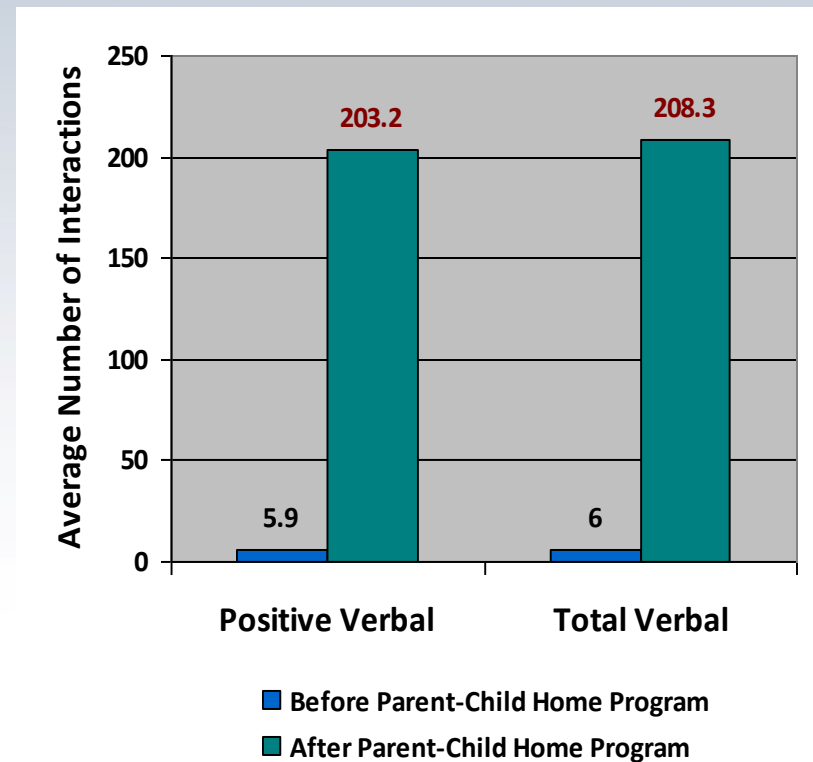
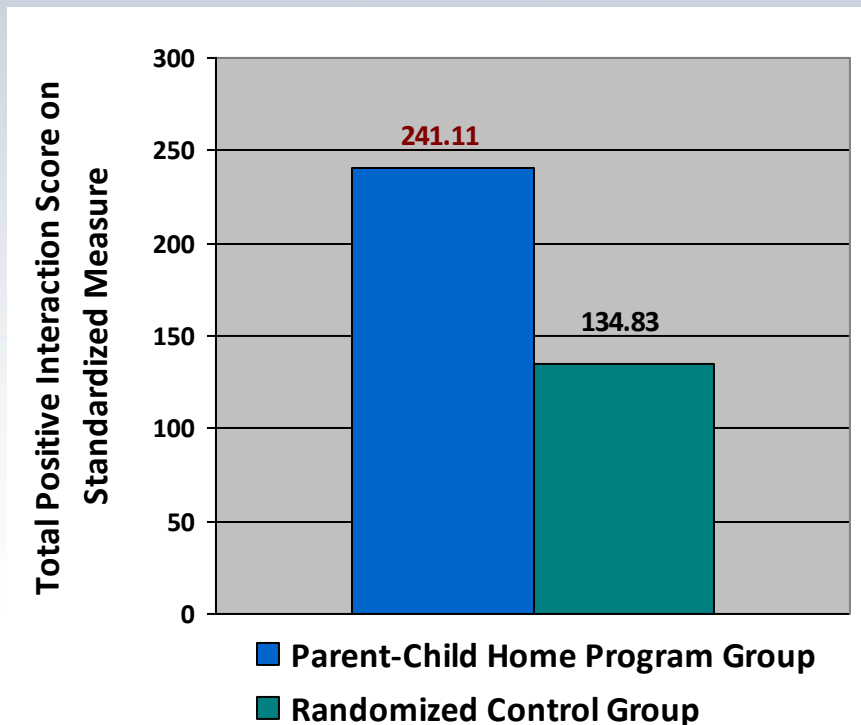
Parenting Outcomes

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.

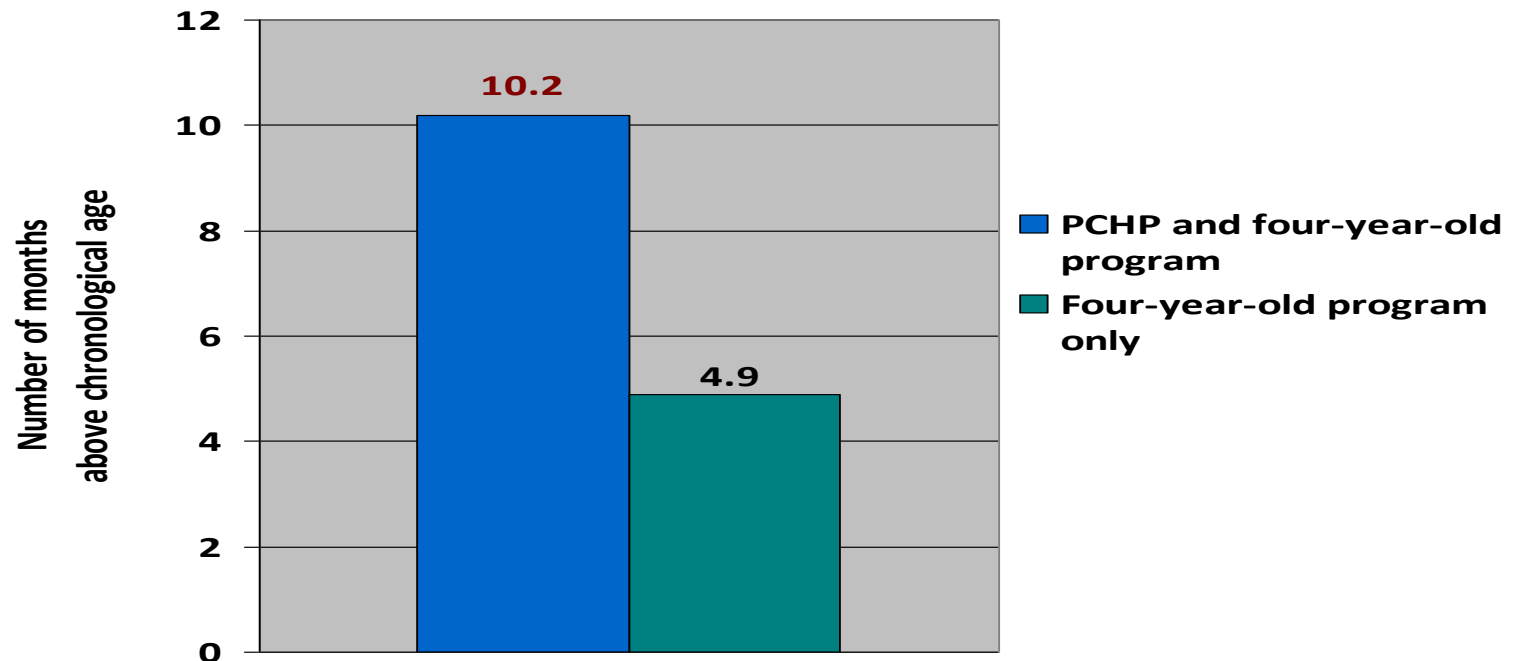


Parent Interaction: Studies prove a significant increase in the quantity and quality of parents' interaction with their children after participation in the Program



Prepared for Kindergarten

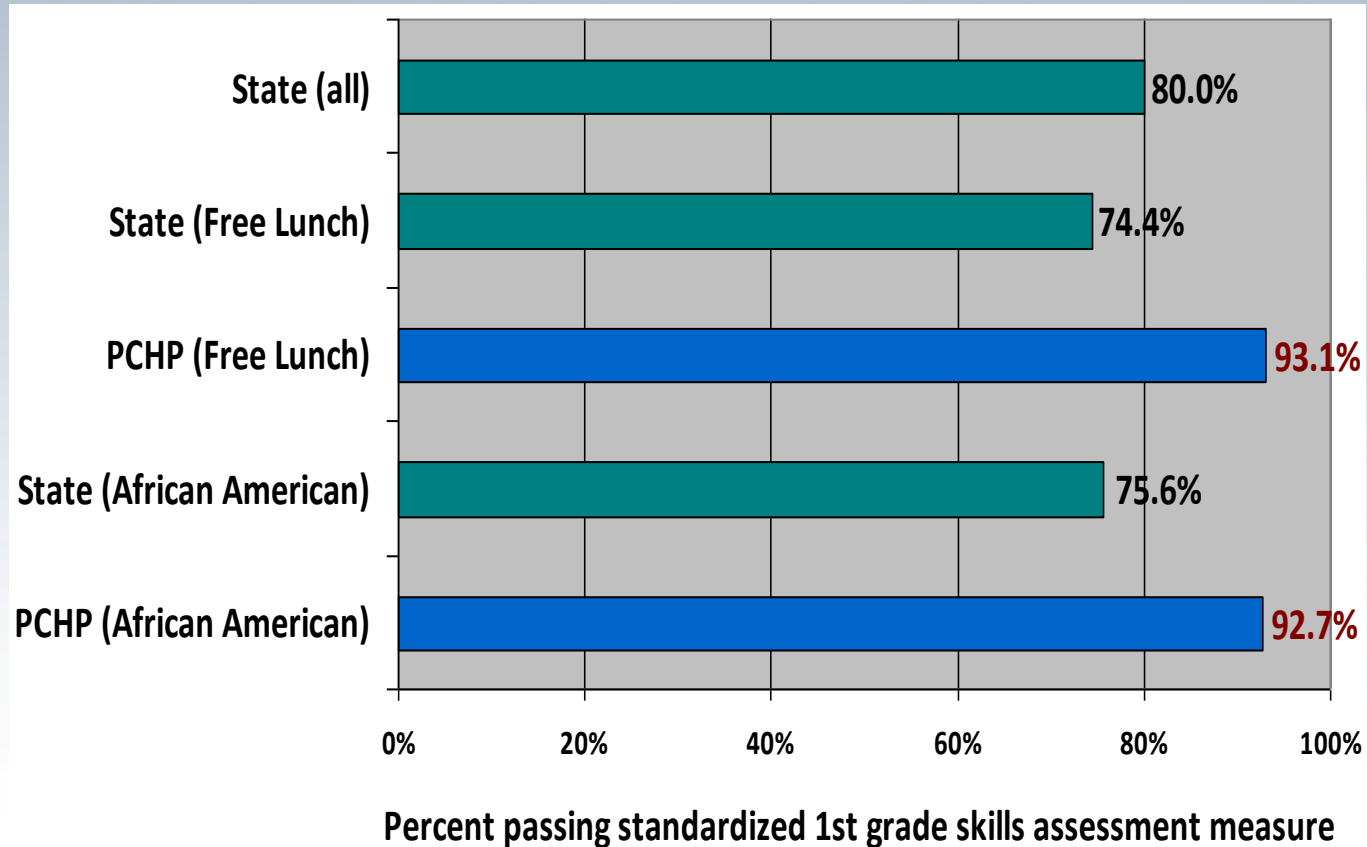
Average Results of Kindergarten Readiness Screening for Children Who Received The Parent-Child Home Program & 4-year-old Pre-K vs. Children Who Received Only 4-year-old Pre-K



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



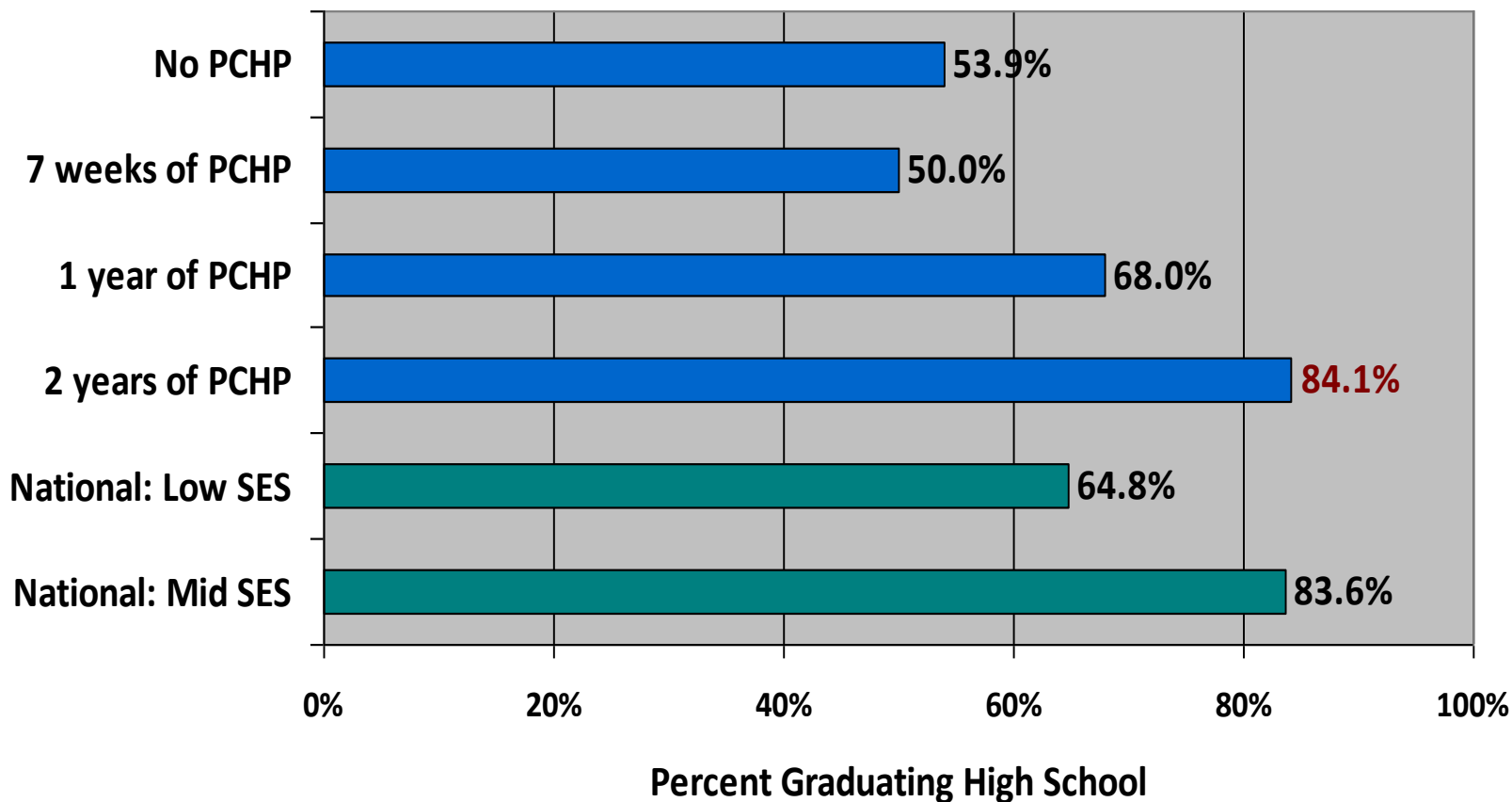
FIRST GRADE SCHOOL READINESS: South Carolina first graders who received the Program performed better



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

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Contact Us For More Information

The Parent-Child Home Program, Inc.

National Center

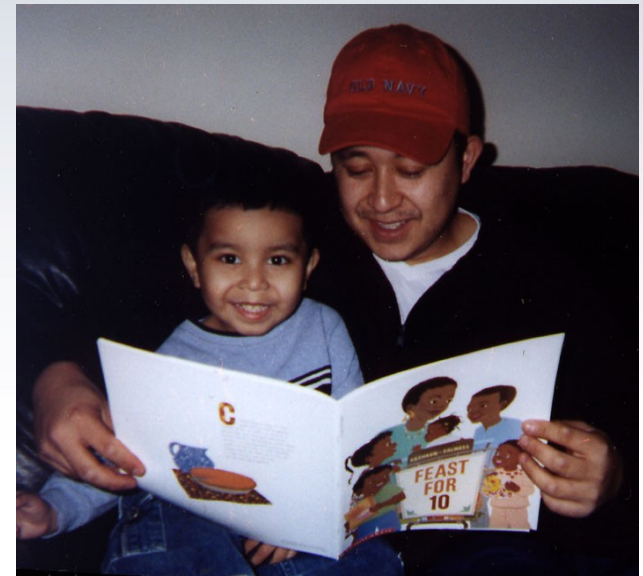
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NATIONAL DROPOUT PREVENTION CENTER/NETWORK AT CLEMSON UNIVERSITY

Solutions
to the Dropout Crisis