



## Parents as Teachers An Evidence-Based Home Visiting Program

A range of research studies conducted and supported through state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a measurable difference in the lives of parents and their children. The following summary lists some of Parents as Teachers' evidence-based research outcomes from across the United States:

### Parents as Teachers Helps All Children Enter School Ready to Learn

- 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households. With at least 2 years of Parents as Teachers combined with a year of preschool, 82% of poor children were ready for school at kindergarten entry -- a level identical to nonpoverty children with no Parents as Teachers or preschool.<sup>i</sup>
- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.<sup>ii</sup>
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).<sup>iii</sup>
- 87% of Native American children served by Parents as Teachers through its Baby FACE program were ready for preschool by age 3.<sup>iv</sup>

### Parents as Teachers Supports Later School Achievement

- The aforementioned 2007 study of 7,710 Missouri public school children also showed that length of participation in PAT was a significant predictor of children's third grade achievement on the Missouri Assessment Program Communication Arts test.<sup>v</sup>
- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children's achievement progress higher than control group children's progress in all areas.<sup>vi</sup>
- PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.<sup>vii</sup>

### Parents as Teachers Prevents Child Abuse

- The U.S. Advisory Board on Child Abuse and Neglect states, "home visiting and center-based programs with a parental focus can help prevent child abuse and neglect."<sup>viii</sup> The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.<sup>ix</sup>
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.<sup>x</sup>
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development.<sup>xi</sup>

- Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.<sup>xii</sup>

### Parents as Teachers Increases Parental Involvement

- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.<sup>xiii</sup>
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of Parents as Teachers children versus 37% of parents of comparison children requested parent-teacher conferences.<sup>xiv</sup>
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.<sup>xv</sup>
- Parents as Teachers parents read more to their children, use more techniques to support book/print concepts, and have more children's books in the home.<sup>xvi</sup>

### Parents as Teachers Improves Children's Health and Development Outcomes

- Annual health and developmental screenings is a core component of Parents as Teachers. Of the 200,000 plus children screened in the most recent program year, 13% were identified with possible health/developmental delays and were referred on for additional follow up services. 70% of those referred received follow-up services.<sup>xvii</sup>
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.<sup>xviii</sup>
- At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame these delays by age 3.<sup>xix</sup>

<sup>i</sup> Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

<sup>ii</sup> Drazen, S., & Haust, M. (1995). The effects of the Parents and Children Together (PACT) program on school achievement. Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

<sup>iii</sup> Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86.

<sup>iv</sup> Research and Training Associates, Inc. (2006). *BIA Baby Family and Child Education Program: 2005 Report. Executive Summary*.

<sup>v</sup> Zigler, E. & Pfannenstiel, J.C., (2007).

<sup>vi</sup> Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.

<sup>vii</sup> Drazen, S., & Haust, M. (1995).

<sup>viii</sup> Panel on Research on Child Abuse and Neglect (1993), p. 169.

<sup>ix</sup> Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. *Center for Disease Control, Morbidity and Mortality Weekly Report*, 52, 109.

<sup>x</sup> Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. *The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

<sup>xi</sup> Wagner, M., Iida, E. & Spiker, D. (2001). *The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community*. Menlo Park, CA: SRI International.

<sup>xii</sup> Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers program*. Overland Park, KS: Research & Training Associates.

<sup>xiii</sup> Wagner, M. & Spiker, D. (2001). *Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families*. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/pat.html](http://www.sri.com/policy/cehs/early/pat.html)

<sup>xiv</sup> Pfannenstiel, J. (1998). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.

<sup>xv</sup> Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). *The Parents as Teachers program: Longitudinal follow-up to the second wave study*. Overland Park, KS: Research & Training Associates.

<sup>xvi</sup> Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. *E-Journal of Teaching and Learning in Diverse Settings*, 1, 188-208.

<sup>xvii</sup> 2005-2006 Parents as Teachers Annual Program Report.

<sup>xviii</sup> Wagner, M., Iida, E. & Spiker, D. (2001).

<sup>xix</sup> Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).