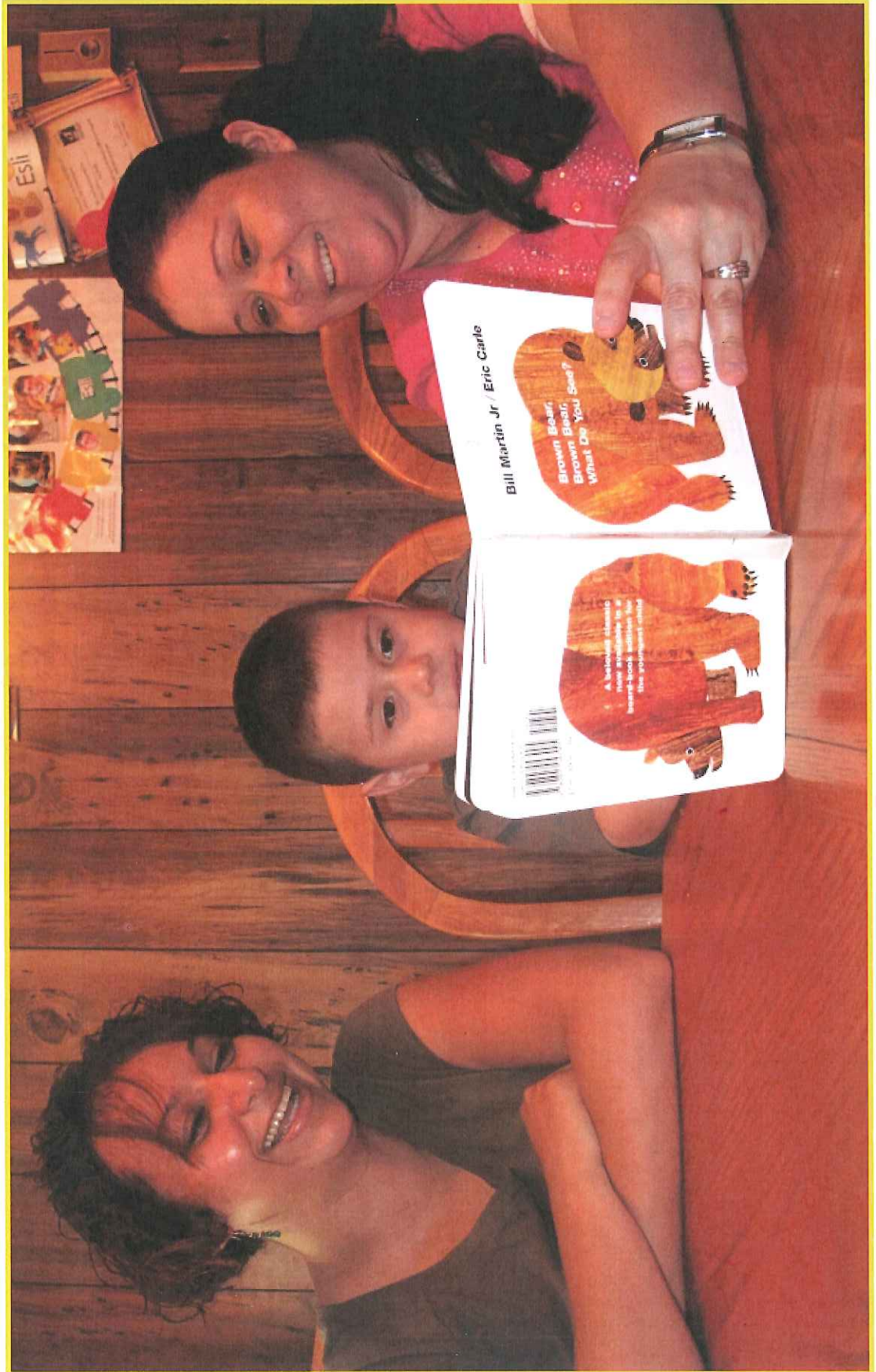


PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965



PCHP: Preparing Children for School Success

“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



The Need for Early Literacy

60% of 3-5 year-olds do not have basic school readiness skills – they cannot count to 10 and do not know the alphabet.

By Kindergarten:

| | <u>Words Heard</u> | <u>One-on-One Reading</u> |
|------------------------|--------------------|---------------------------|
| Low-Income Children | 15 million | 25 hours |
| Middle-Income Children | 55 million | 1,700 hours |

Children who enter kindergarten unprepared are likely to:

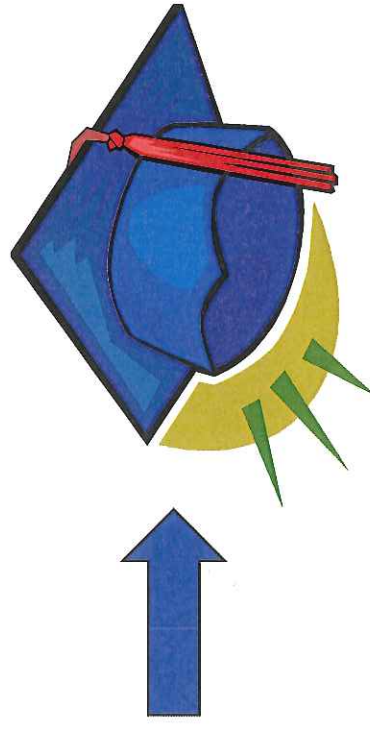
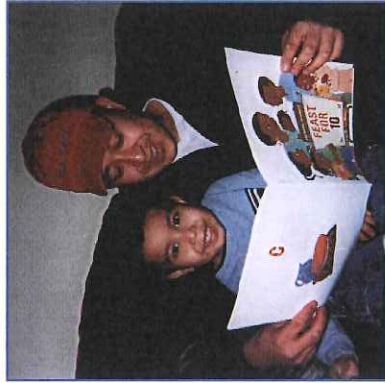
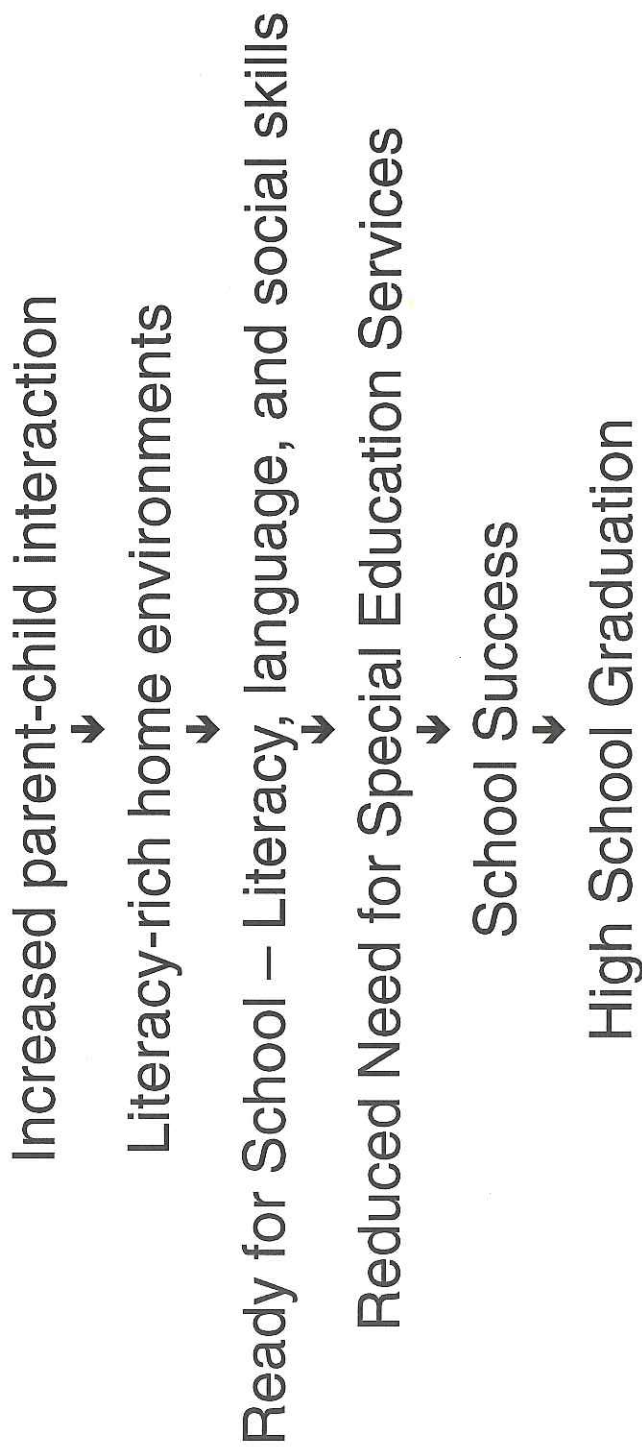
- Be behind in first grade,
- Remain behind in third grade, and
- Drop out of school at a higher rate than their “ready” peers.

Home visiting focused on early literacy bridges this achievement gap.



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PCHP Successfully Bridges the Gap

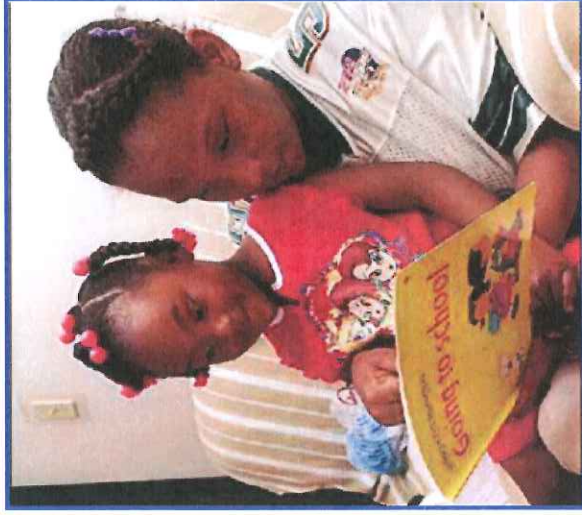


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PCHP: A Unique Model

A targeted home visiting program for low-income families

- Intensive, long-term, one-on-one modeling increases parent-child verbal interaction and school success.
- Gifts of books and educational toys are permanent learning tools.
- Builds literacy-rich home environments
- Requires 92 home visits, each of which involves the parent/primary caregiver and the child.
- Effectively serves families speaking over 50 languages.



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Why Home Visiting?

An effective strategy for reaching at-risk families

- Urban, suburban and rural families, many are isolated by poverty, and are non-English-speaking, low literacy, or may be migrants or homeless.
- Diverse family constellations:
 - Teen parents
 - Single parents
 - Fathers
 - Grandparents and other relatives as primary caregivers
 - Foster Parents
- Families not accessing center-based services.




PCHP: Evidence-Based Key Elements

- Twice weekly, home visits over 2 years/cycles.
- Serves 2- & 3-year olds from low-income families (may serve 16 month-olds through 4 year-olds).
- Books/toys are developmentally appropriate.
- No direct teaching or mandatory tasks.
- Respects privacy & cultural differences.
- Well-trained, well-supervised staff 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.



PCHP: Parent-Child Interaction and School Readiness/Success

- Strengthening parent-child interaction, building literacy-rich home environments  develops the language and emergent literacy skills children need for school success.
- Increasing the quality and quantity of parent-child interaction strengthens the parent-child bond.
 - The number of verbal interactions between parent & child increases significantly.
 - The instances of praise and/or encouragement increase significantly.
- Building attachment and creating an environment in which literacy and language skills will flourish enables children to develop the social-emotional and cognitive skills to enter school ready to be successful.



PCHP: Implementation

- The books and toys that are the curricular materials:
 - Provide incentives to participate;
 - Meet National Center criteria as developmentally appropriate;
 - Stimulate imagination, creativity, vocabulary, and parent-child interaction;
 - Provide structure to visits;
 - Promote social-emotional/cognitive skills; and
 - Stimulate fine and gross motor skills development.
- The modeling techniques bridge:
 - Cultural; Language; and Literacy barriers.



PCHP: The Home Visitors

- Designed to be delivered by paraprofessionals from the community, who know the community and its resources.
- Home Visitors who speak both English and the families' native languages.
- Home Visitors who are a cultural match with the families they are serving.
- Model verbal interaction and parenting skills in a nonjudgmental fashion.
- Life experience and/or work experience with children and families.
- Home Visitors who participated in the Program as parents.



PCHP: Home Visitor Training

- A minimum of 16 hours of training prior to starting home visits.
- Two hours of group supervision weekly – review curricular materials and discuss challenges and successes.
- Additional one-on-one supervision as needed.
- Over **62 hours** of mandatory training and supervision each program year.
- Training paraprofessionals to be effective and connected home visitors through reflective supervision and feedback.



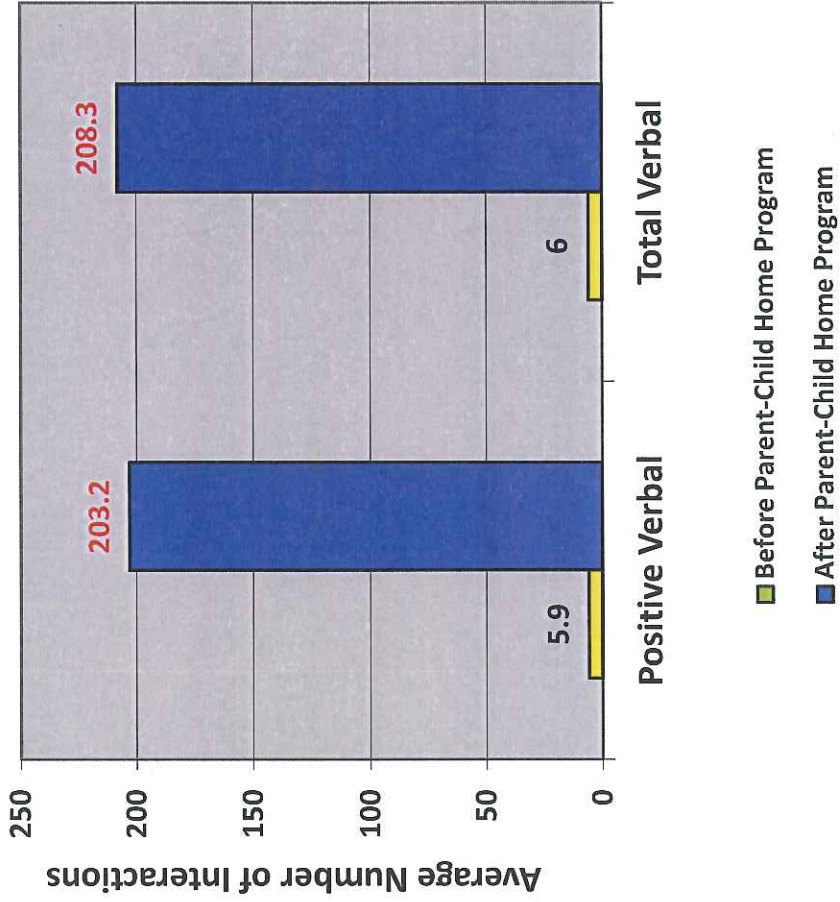
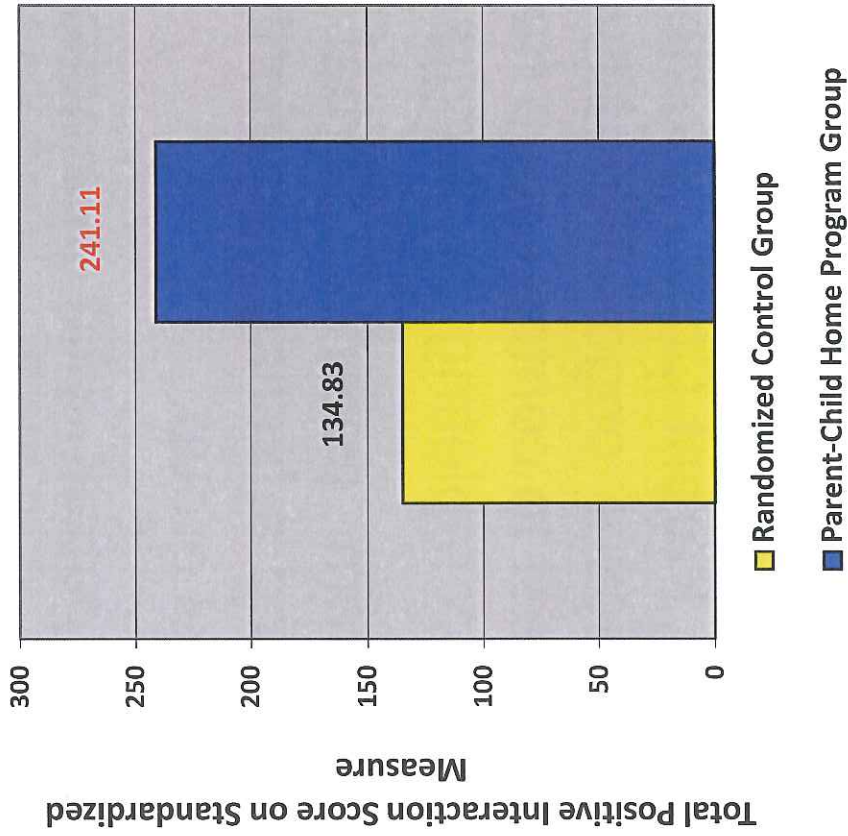
PCHP: Outcome Assessments

CBT - Child's Behavior Traits (1976)
PACT - Parent and Child Together (1976)

- **Examine: Social-emotional development and Parent-Child Interaction Behaviors**
- **Target: Low Income Families/Children, 2-4 years old**
- **Observational Rating Scale of Behaviors: 20 items; 5 subscales**
- **Administered by Home Visitors trained in instrument administration; reviewed by Site Coordinator; entered in MIS**



Positive Parent-Child Interactions



Parent-Child Interaction = School Readiness

- The Parent-Child Home Program has demonstrated significant ongoing positive effects on parenting skills in contrast to control group families before, after, and two years after completing the Program.
- Program parents' verbal interaction with their children showed a lasting superiority in quality and quantity over the control group.
- This parent-child interaction correlated with children's first grade cognitive and social-emotional skills.

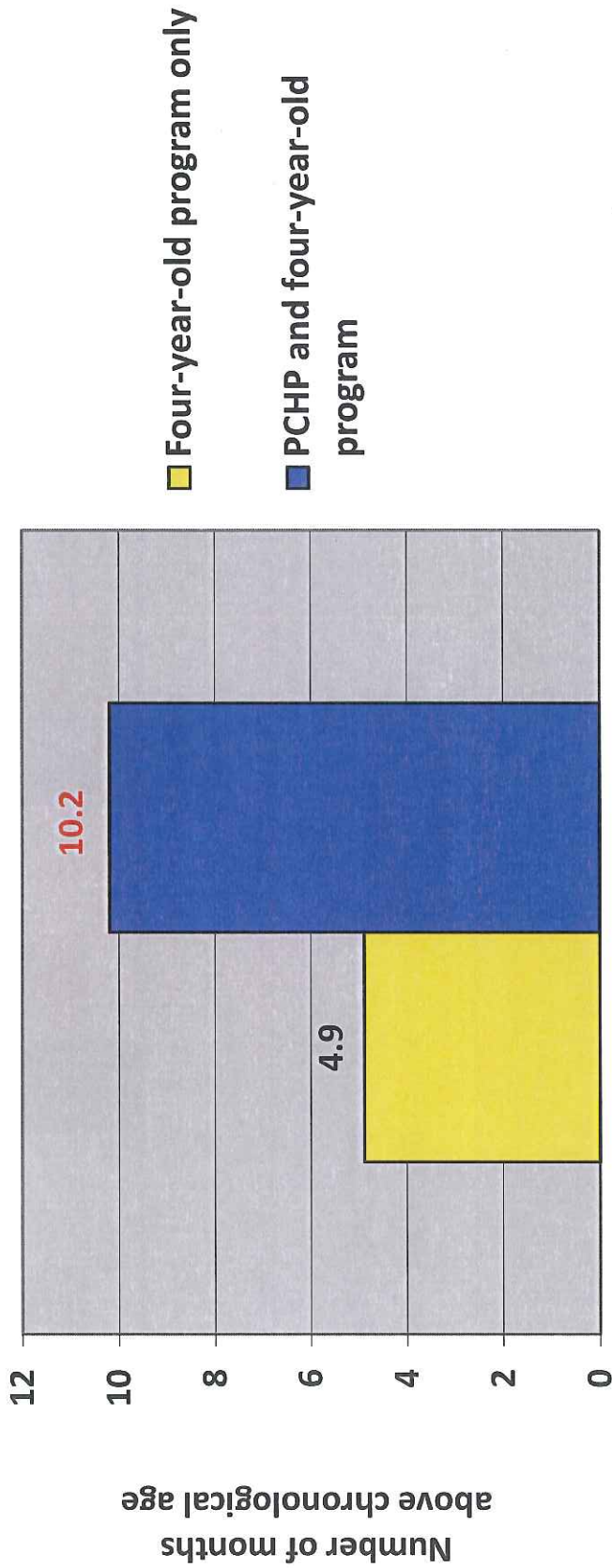
Levenstein, P., O'Hara, J.M., & Madden, J. (1983), "The Mother-Child Home Program of the Verbal Interaction Project", in Consortium for Longitudinal Studies, ed., *As the Twig is Bent Hillsdale, NJ: Lawrence Erlbaum Associates.*



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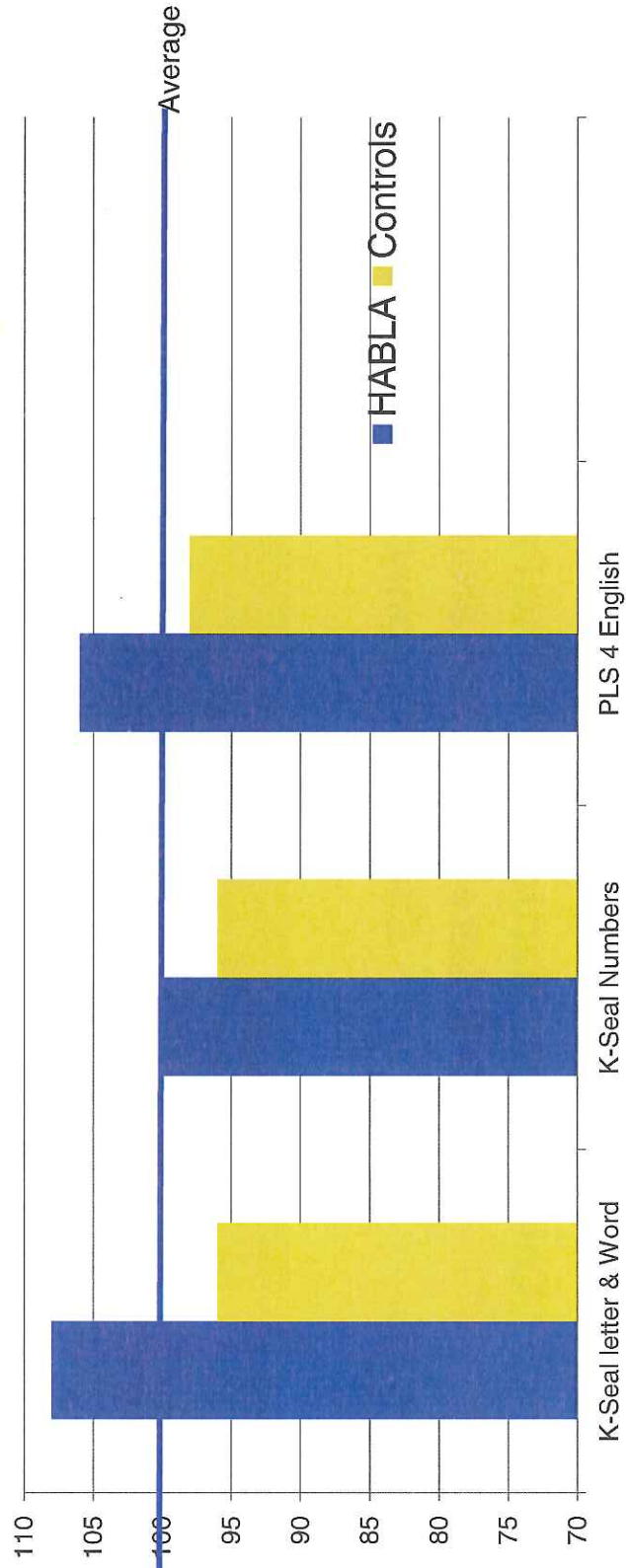
Preparation for Kindergarten

Children who participated in The Parent-Child Home Program and Pre-K were better prepared for Kindergarten than Children who only had Pre-K



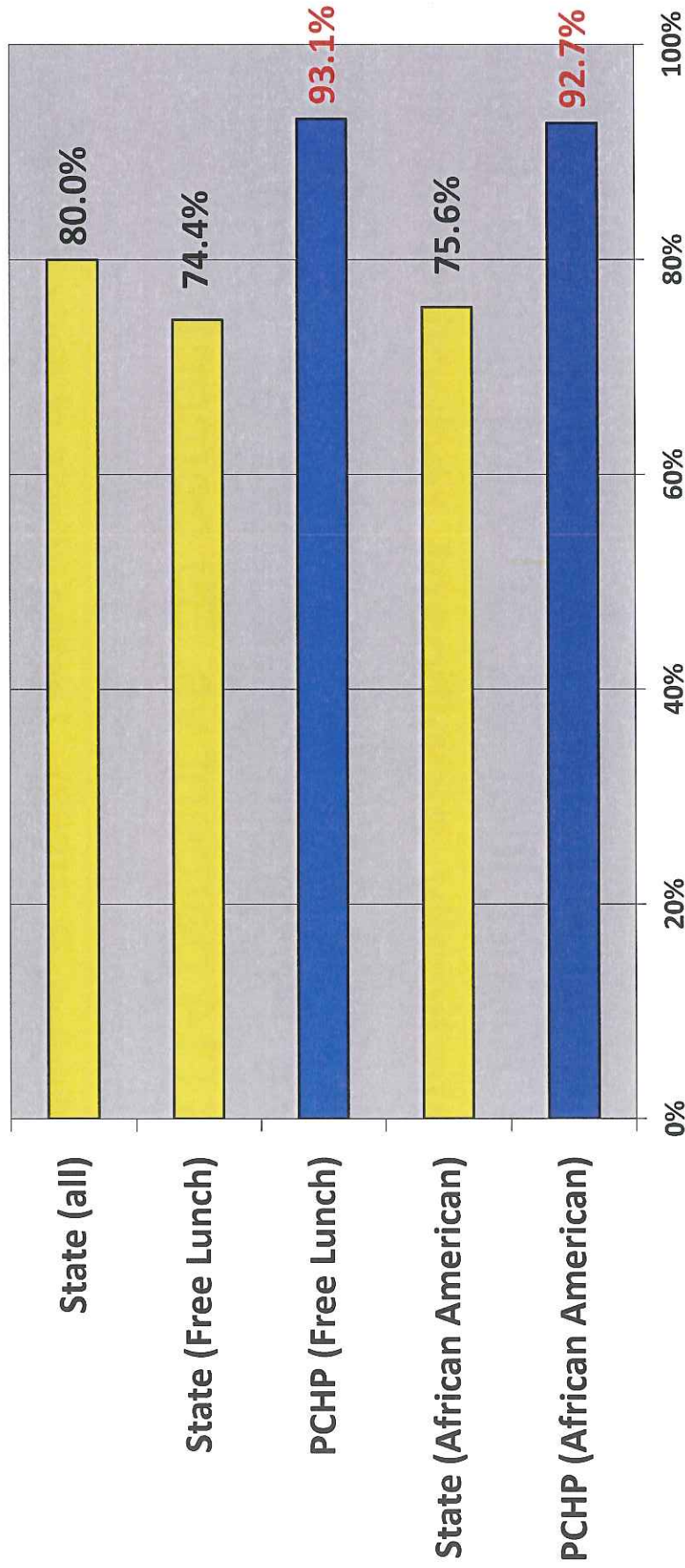
Better Prepared for Kindergarten: Data from UC Irvine/Santa Ana site

Standard Scores, 2008-09
English: K-Seal and PLS-4



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First Grade School Readiness



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)



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Reduced Need for Special Education Services

- Multi-site, longitudinal, location-randomized evaluation found that as of third grade there was a statistically significant reduction in the need for special education classes for Parent-Child Home Program graduates as compared to controls (14 percent vs. 39 percent).

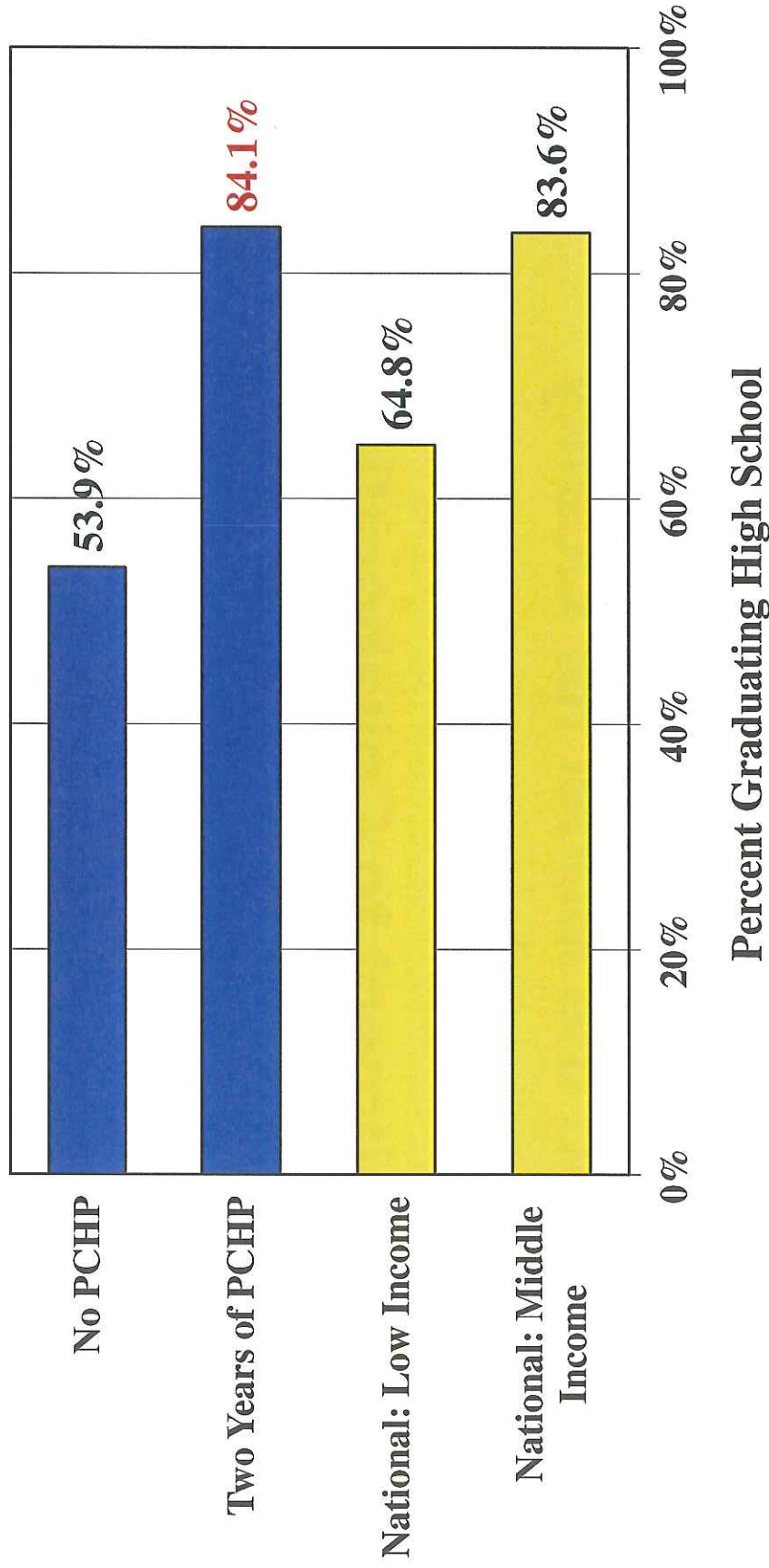
Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium of Longitudinal Studies. Monographs of the Society for Research in Child Development, 47 (Serial No. 195).



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PCHP: An Effective Model

Program participants' high school graduation rate = middle-income students



A National Replication Model

- **Fidelity to the Model for Quality Assurance**
- **A Commitment to Collaborations and Partnerships to create a Continuum of Services**
- **Cultural competency in design, policy, and implementation**



Quality Assurance – Monitoring and Certification

- **Web-based management information system tracks demographics, services provided, and outcomes.**
- **MIS can be adapted to community needs and tracking requirements.**
- **Required annual reports document services provided and adherence to key elements.**
- **Site certification/recertification process ensures that sites are implementing the Program according to National Center standards and providing quality services to families.**



Quality Assurance – Ongoing Site and Staff Support

- Monthly Conference Calls to provide TA to sites on Management Information System.
- Bimonthly individual calls to site staff to check on implementation and provide TA.
- Annual National Conference provides professional development for Home Visitors, Coordinators, and Supervisors
- Regional meetings/conference calls address local and regional issues and initiatives



PCHP Partners – School districts, other home visiting, early childhood, & book distribution programs

- A continuum of services for families (NFP, PAT for younger children) and then the transition to pre-kindergarten, kindergarten or Head Start.
- Cross-referrals based upon the families' needs (i.e. HFA).
- 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, public libraries, & child care providers.
- Book distribution partners include Reach Out & Read and Raising a Reader.

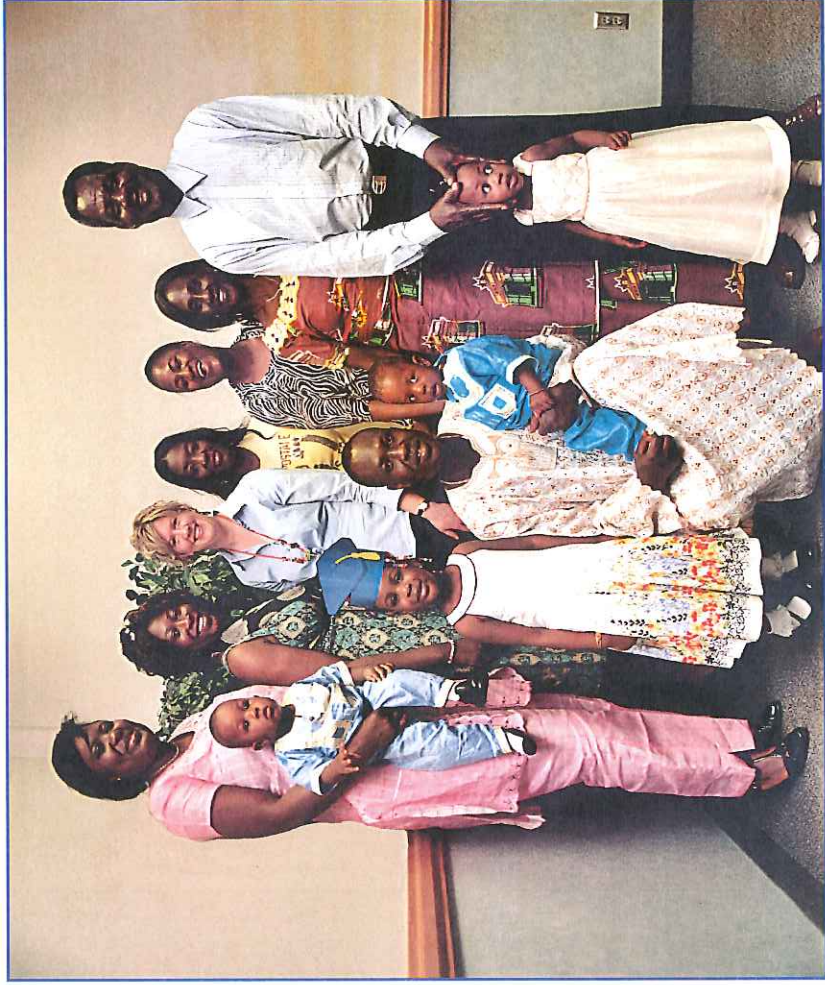


PCHP Local Partners and Sources of Funding

- Parent-Child Home Program sites are sponsored by local partner agencies, including: school districts/individual schools, social service organizations, United Ways, health clinics, libraries, and immigrant aid and community-based organizations.
- Funding for local sites currently comes from state education, early childhood, literacy, and parenting funds; TANF; Title I; McKinney homeless funds; county and local education/early childhood dollars; federal grants like Safe Schools; United Ways; business partnerships; and foundation and corporate donations.



What Does Success Look Like?



“It is my first graduation. She is my first daughter. I am very happy.”

For more information:
The Parent-Child Home Program
Ph: 516.883.7480
E-mail: info@parent-child.org
Visit: www.parent-child.org



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