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

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“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.
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.
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

- PCHP and four-year-old program: 10.2 months above chronological age
- Four-year-old program only: 4.9 months above chronological age

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

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.
Contact Us For More Information

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