



Parents as Teachers™

An Evidence-Based Approach to Engage American Indian Parents in their Children's Futures

Parents as Teachers is well positioned to improve school readiness and increase parent engagement among Native American children and families through the U.S. Department of Education's Investing in Innovation (i3) Grant. This \$1.3 billion investment in school reform supports innovative programs that help close the achievement gap and improve outcomes for high-needs students, including Native American children. The funds allow recipients to expand and develop successful innovative practices that can serve as models for the nation.

Why Parents as Teachers?

Parents as Teachers was chosen out of a field of nearly 1,700 applicants to receive i3 funding based on its record of success in improving school readiness and educational outcomes for young children, especially in high needs areas. Research by Yale researcher Dr. Edward Zigler shows that participation in Parents as Teachers predicts not only school readiness but also later school achievement for underprivileged children. The findings show that for poor children, high intensity Parents as Teachers in combination with preschool participation narrows the achievement gap both at kindergarten entry and again at third grade.

What Parents as Teachers Brings:

Cultural competency

For close to 30 years, Parents as Teachers has honed its expertise in home visiting, increasing in cultural competency and adapting to meet the needs of indigenous populations, including American Indians, around the world. *Parents as Teachers is*

the only evidence-based model selected for the federal Maternal, Infant, Early Childhood Home Visiting Program that is also supported through an i3 grant.

- > Of the 49 original grantees, Parents as Teachers is the only one solely focused on Tribal communities.
- > More than half of the federal Tribal Maternal, Infant, Early Childhood Home Visiting Program grantees chose Parents as Teachers as their preferred home visiting model, citing its history of work with Native families.

Financial resources

With a strong reputation for success, Parents as Teachers has the backing of private and public sector funding streams to support its important work.

- > Within one month, the organization exceeded its required \$2.8 million match through private sector donations, **bringing more than \$17 million** directly to support Native American families.

- > Parents as Teachers increased awareness of and possible future support for Tribal communities by bringing major foundation partners to this work—foundations whose focus has not been on Tribal communities in the past.

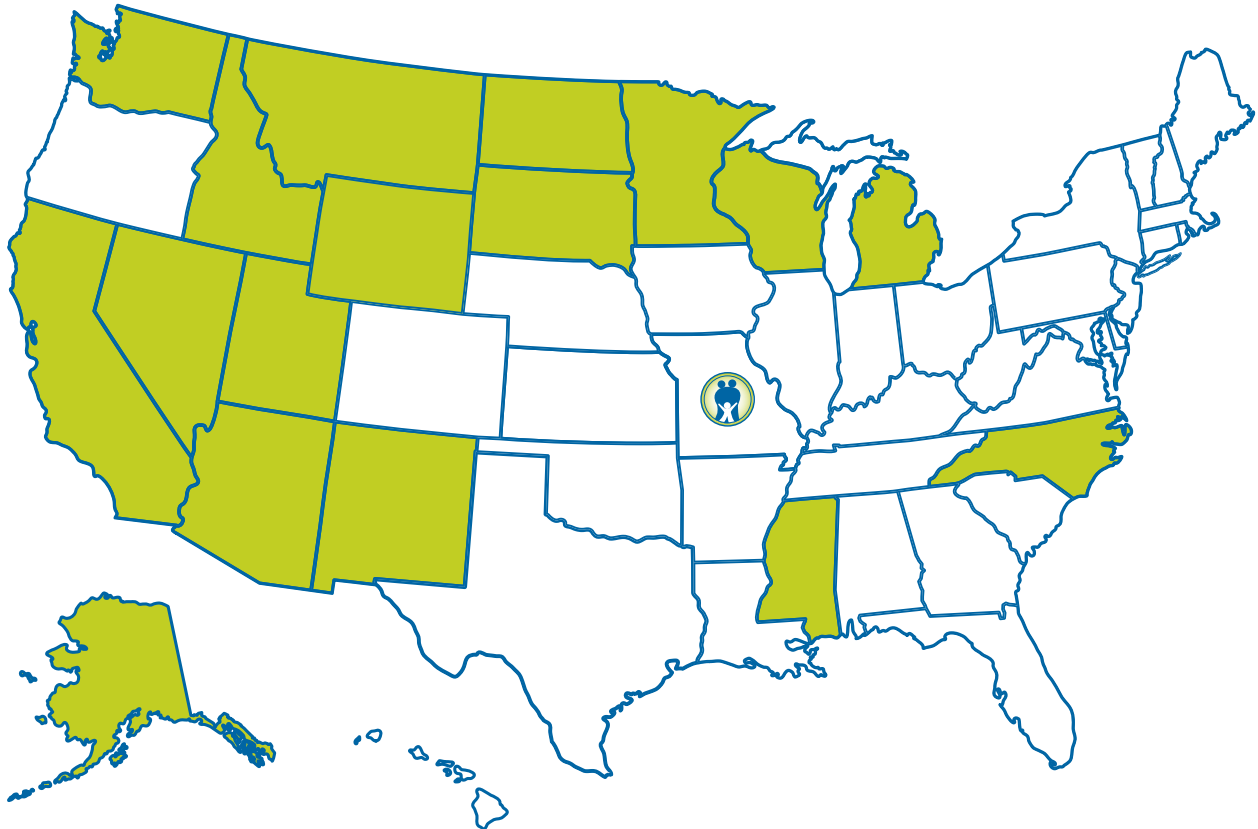
Outcomes

- > In the first year, Parents as Teachers has hired 44 full-time professional positions (with benefits) from within the Tribal community, increasing the economic development of these Tribal communities.
- > Parents as Teachers provided *free* health/developmental screenings for children, supplementing Tribal health services in communities where access to health care can be problematic.
- > Literacy resources have increased as Parents as Teachers provides children with *free* books through a partnership with Imagination Library and through i3 funds.

Our vision is that all children will learn, grow and develop to realize their full potential

FACT SHEET

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Parents as Teachers works with American Indian and Alaska Native communities in these states through Investing in Innovation grants; Tribal Maternal, Infant, Early Childhood Home Visiting Program; Indian Head Start; Tribal Parents as Teachers programs; and a contract with the Bureau of Indian Education.

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