Exploring the Early Head Start Connection

Our approach helps Early Head Start children enter school ready to learn.

Parents as Teachers offers an approach to home visiting that helps achieve Head Start outcomes… an approach that is relationship-based and parenting-focused. Together, our evidence-informed Foundational Curriculum and training prepare staff to promote school readiness and parent engagement, hallmarks of Early Head Start.

Partnering with Parents as Teachers

Some of our best partners are Early Head Start programs...programs that incorporate the Parents as Teachers approach into their existing programming.

In Foundational Training

Early Head Start home visitors learn to work with families in their homes to partner, facilitate and reflect.

> Training builds relationship-based competencies for working with families in their homes.

> Focus is placed on strengthening protective factors to improve parenting and maximize child outcomes.

> Training is facilitated by expert trainers who emphasize reflective practice and hands-on learning.

The Foundational Curriculum features family-friendly activities and resources that engage families in children’s learning and development.

The key areas of emphasis are parent-child interaction, development-centered parenting, and family well-being.

What does Parents as Teachers offer Early Head Start?

> Support for family goal setting consistent with Early Head Start Performance Standard § 1304.40(a).

> Evidence-based practices that support parents’ ability to make a positive impact on their child’s development.

> An approach that engages families in ongoing child assessment consistent with Performance Standard § 1307.3 b(2).

APPLYING FOR EARLY HEAD START FUNDING?

Looking for a family-friendly home-based curriculum? Call to find out how Parents as Teachers can support your Early Head Start program.

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

Parents as Teachers | 2228 Ball Drive, St. Louis, MO 63146 | (314) 432-4330 | ParentsAsTeachers.org
Expected Outcomes for Children and Families  
*(From Program Performance Measures for Head Start Programs Serving Infants and Toddlers, April, 2006)*  

| The Parents as Teachers Connection  
**(Using the Foundational Curriculum)** |
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<td>Programs strengthen parents as the primary nurturers of their children.</td>
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> 200+ parent handouts on developmental and parenting topics, including fatherhood. *(Handouts help parents reinforce the learning in between personal visits.)* |
| Programs support and enhance parent-child relationships. |  
> 200+ activity pages encourage parent-child interaction. *(Individualized activity pages are used on every visit to help parents explore and strengthen their own parenting behaviors and their child’s growth/development.)*  
> Book sharing and literacy activities are part of every personal visit.  
> Activity pages and a family journal involve families in observing, reflecting and documenting children’s developmental progress. |
| Programs enhance children’s growth and development. |  
> Parent educator resources and parent handouts designed to help parents understand what comes next in their child’s development so they can provide support for development and learning.  
> Covers the five Head Start essential child development domains (language, cognitive, social-emotional, physical, approaches to learning).  
> Includes developmental milestones tool that is used with families to track children’s development.¹ |

¹ Tool has shown face validity; milestones are based on reliable indicators of development, such as those developed by the American Academy of Pediatrics. Tool has been used by EHS programs to aggregate data in ChildPlus and is currently being revised so results can more easily be summarized and aggregated across participating children. Parents as Teachers recommends Early Head Start grant applicants seek additional guidance from Head Start around the use of the milestones tool and/or other child assessment tools to satisfy Performance Standard § 1307.3 b(2).