



## Parents as Teachers™

### Why Invest in Parents as Teachers

*An evidence-based home visitation approach builds strong families and promotes positive parent-child interaction so children are healthy, safe and ready to learn.*

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Few investments have the rate of return of early childhood programs. Investing in children, starting with the earliest years, produces significant long-term impacts for individuals and communities.<sup>1</sup> Benefits to the children, families and communities that participate in early education programs can range from reduced child abuse and neglect and lower health care costs to school success and better employment.<sup>2</sup>

#### An independent cost-benefit analysis

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A 2012 study conducted by the Washington State Institute for Public Policy titled “Return on Investment: Evidence-based Options to Improve Statewide Outcomes”<sup>3</sup> found that:

- > Parents as Teachers realized a \$765 return on investment for communities (\$4,992 in benefits of the program minus costs over 3 years).
- > Parents as Teachers had a higher benefit per dollar of cost (\$1.18) than several other home visitation programs reviewed.

#### Parents as Teachers is designed to:

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- 1. Increase parent knowledge of early childhood development and improve parenting practices**
  - > Parents who participated in PAT showed improvements in parent knowledge, parenting behavior and parenting attitudes<sup>4,5,6,7,8</sup>
  - > Parents who participated in PAT engage in more language and are more likely to promote reading in the home<sup>9,10,11,12</sup>
  - > Parents are more likely to take an active role in their child’s schooling by enrolling them in preschool, attending parent-teacher conferences and school events, volunteering in the classroom, attending PTA/PTO meetings, and talking with their child’s teacher and assisting them with homework.<sup>6,13,14</sup>
- 2. Provide early detection of developmental delays and health issues.**
  - > Parents as Teachers detects delays and refers children to appropriate resources for early intervention.

- In the 2011-2012 program year, PAT parent educators identified thousands of delays:<sup>15</sup>
  - 3,500 social emotional problems
  - 2,300 vision problems
  - 2,400 physical delays and health problems
  - 17,500 developmental delays
- 19,400 of the children with delays identified were referred for further assessment and 58% then received services.<sup>15</sup>
- > Early identification and intervention can save costs in the long-term.
  - Annual special education costs per student = \$8,080
  - Annual cost for non-special education per student = \$4,394<sup>16</sup>
- 3. Prevent child abuse and neglect.**
  - > Children who received PAT services are less likely to be treated for injury.<sup>17</sup>
  - > Parents who participated in PAT have significantly fewer cases of abuse and neglect.<sup>6</sup>

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

## FACT SHEET

(continued)

### 4. Improve school readiness and school success.

- > Children score higher on measures of achievement, language ability, social development, prosocial behavior, persistence in task mastery and other cognitive abilities.<sup>5,6,7,8,18</sup>
- > Children score higher on kindergarten readiness tests and standardized measures of reading, math, and language in elementary grades.<sup>10,12</sup>
- > PAT combined with quality preschool education reduced the achievement gap between poor and more advantaged children at kindergarten entry.<sup>10,12</sup>

**Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, more than \$3 billion in benefits could be realized.<sup>2,19</sup>**

<sup>1</sup> Cunha, F., Heckman, J. (2007). Conference Presentation, research funded by Partnership for America's success.

<sup>2</sup> Lee, S., Aos, S., Drake, E., Pennucci, A., Miller, U. & Anderson, L. (2012). *Return on investment: Evidence-based options to improve statewide outcomes*. <http://www.wsipp.wa.gov/rptfiles/3900.PAT.pdf>.

<sup>3</sup> Lee, S., Aos, S., Drake, E., Pennucci, A., Miller, U. & Anderson, L. (2012). *Return on investment: Evidence-based options to improve statewide outcomes*. Washington State Institute for Public Policy. <http://www.wsipp.wa.gov/rptfiles/12-04-1201.pdf>.

<sup>4</sup> Owen, M.T. & Mulvihill, B.A. (1994). Benefits of a parent education and support program in the first three years. *Family Relations*, 43, 206-212.

<sup>5</sup> Wagner, M., Spiker, D. & Linn, M.I. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67-81.

<sup>6</sup> Pfannenstiel, J. C., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers Program*. Overland Park, KS: Research & Training Associates.

<sup>7</sup> Pfannenstiel, J. C., & Seltzer, D. A. (1985). *New Parents as Teachers Project*. Overland Park, KS: Research & Training Associates.

<sup>8</sup> Pfannenstiel, J., & Seltzer, D. (1989). New Parents as Teachers: Evaluation of an Early Parent Education Program. *Early Childhood Research Quarterly*, 4, 1-18.

<sup>9</sup> Albritton, S., Klotz, J., and Roberson, T. (2004) The Effects of Participating in a Parents as Teachers Program on Parental Involvement in the Learning Process at School and in the Home. *E-Journal of Teaching and Learning in Diverse Settings*, 1(2), 108-208.

<sup>10</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>11</sup> Research and Training Associates, Inc. (2006). *BIA Family and Child Education Program: 2005 Report*. Overland Park, KS.

<sup>12</sup> Zigler, E., Pfannenstiel, J., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120.

<sup>13</sup> Pfannenstiel, J. C. (1989). *New Parents as Teachers Project: A Follow-Up Investigation*. Overland Park, KS: Research & Training Associates.

<sup>14</sup> O'Brien, T., Garnett, D.M., & Proctor, K. (2002). *Impact of the Parents as Teachers Program*. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver.

<sup>15</sup> Parents as Teachers National Office (2012). 2011-2012 *Parents as Teachers Affiliate Performance Report*.

<sup>16</sup> U.S. Department of Education (July, 2002). *A new era: Revitalizing special education for children and their families*. President's Commission on Excellence in Special Education. [http://www.nectac.org/~pdfs/calls/2010/earlypartc/revitalizing\\_special\\_education.pdf](http://www.nectac.org/~pdfs/calls/2010/earlypartc/revitalizing_special_education.pdf)

<sup>17</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>18</sup> Drotar, D., Robinson, J., Jeavons, I, Kirchner, H.L. (2009) A randomized, controlled evaluation of early intervention: the Born to Learn curriculum. *Child: Care, Health & Development*. 35(5), 643-649.

<sup>19</sup> Annie E. Casey Foundation. Kids Count 2009 data. [www.kidscount.org](http://www.kidscount.org).