



Parents as Teachers®

Parents as Teachers Increases Children's School Readiness and Achievement

Parents who are supported through Parents as Teachers become more confident in their parenting and more engaged in their children's schooling. These are key components that lead to school readiness and achievement. Children who enter kindergarten ready to learn continue to do well in elementary school, and are more likely to graduate from high school and be successful in life.

Research shows positive outcomes as a result of parenting education and family support provided by Parents as Teachers.

Parents are more involved in their children's school:

- > 63% of PAT parents (vs 37% of non-PAT parents) requested parent-teacher conferences.¹
- > PAT parents are more likely to enroll their children in preschool, attend parent-teacher conferences, PTA/PTO meetings and school events, volunteer in the classroom, talk with their children's teachers, and assist their children with homework.²

Children enter kindergarten ready to learn and the achievement gap is narrowed:

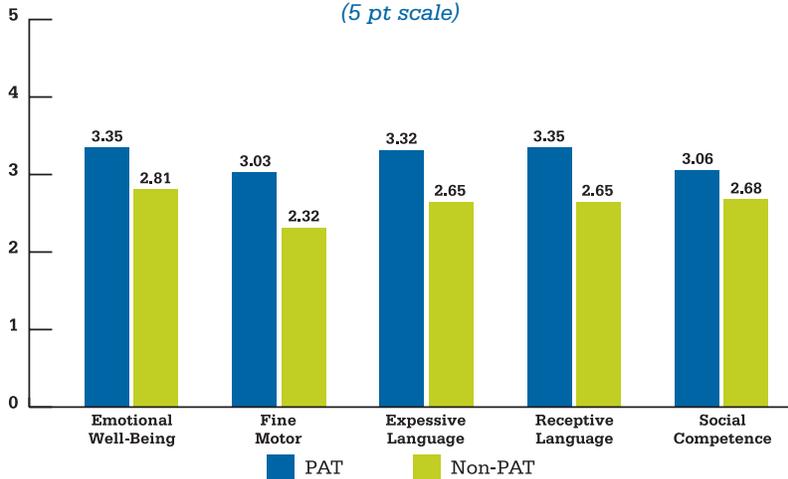
- > PAT children score higher on measures of achievement, language ability, social development, persistence in task mastery and other cognitive abilities.³

- > Parents as Teachers combined with quality preschool education reduced the achievement gap between low-income and more advantaged children at kindergarten entry. More than 75% of the low-income children who participated in PAT and preschool were rated by their teachers as ready for kindergarten.⁴
- > Teachers rated PAT children significantly higher than non-PAT children on multiple, developmental indicators of school readiness (see chart below).⁵

Children continue to succeed in the elementary grades:

- > PAT children score higher on standardized measures of reading, math and language in elementary grades.⁶
- > Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.⁷

Teaching Ratings of Children's Kindergarten Readiness (5 pt scale)



*All differences are statistically significant.

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

FACT SHEET

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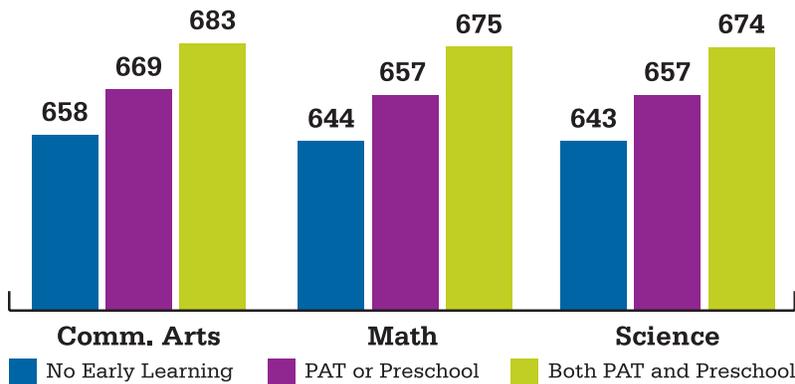
PAT helps schools succeed

The impact of Parents as Teachers on children's school-related performance can be tracked as they progress through school. Positive outcomes can be seen in both the academic and behavioral aspects of children. Some specific examples are:

Ferguson-Florissant School District: One way the suburban St. Louis, Mo., school district's PAT program tracks student performance is through the

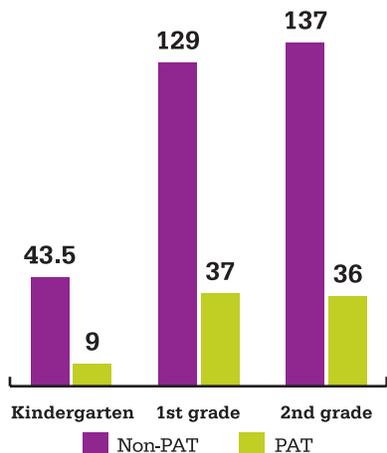
Missouri Assessment Program (MAP) test scores. Students in grades 3-8 take the MAP test each year to monitor their progress in meeting Missouri's Show-Me Standards in education. The chart below shows that, based on the district's recent 5th grade scores, students who earlier participated in a PAT program alone or with additional preschool learning opportunities consistently performed better in all areas of the MAP test.

5th grade Missouri Assessment Program scores
Spring 2013



Sunnyside Unified School District: Located in Tucson, Arizona, the 17,000-student district places high importance on helping its very diverse and economically challenged students and families achieve success. This includes focusing parents on helping their children continue to work toward both academic and social, emotional and behavioral success. The chart at right shows that students who had been involved in the PAT program early in life had significantly lower rates of unexcused absences in their first three years of schooling.

Unexcused Absences
2012-13 school year



¹ Pfannenstiel, J. C. (1989). *New Parents as Teachers Project: A Follow-Up Investigation*. Overland Park, KS: Research & Training Associates.

² 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. Pfannenstiel (1989), *New Parents as Teachers Project*. Pfannenstiel, J. C., Lambson, T., & Yarnell, V. (1996). *The Parents as Teachers Program: Longitudinal follow-up to the second wave study*. Overland Park, KS: Research & Training Associates.

³ 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. Pfannenstiel (1989), *New Parents as Teachers Project*. Pfannenstiel, J. C. & Seltzer, D. A. (1985). *New Parents as Teachers Project*. Overland Park, KS: Research & Training Associates. Pfannenstiel, J. C., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers program*. Overland Park, KS: Research & Training Associates. 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.

⁴ Pfannenstiel, J. C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center.

⁵ O'Brien, T., Garnett, D. M., & Proctor, K., *Impact of the Parents as Teachers Program*.

⁶ 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. 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.

⁷ Drazen, S. & Haust, M. (1995). The effects of the Parents and Children Together (PACT) program on school achievement. Binghamton, NY: Community Resource Center. Drazen, S. & Haust, M. (1996, August). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.