



# Parents as Teachers™

## Why a Promise Neighborhood Program Planning/Implementation Grant Should Include Parents as Teachers as One of its Strategies

*Do you have a Promise Neighborhood Planning grant? Still deciding which strategies to implement? Or are you applying for a Promise Neighborhood Planning grant?*

*The Parents as Teachers home visiting program should be among the evidence-based solutions for your Promise Neighborhood.*

Parents as Teachers can help achieve the early childhood educational and developmental outcomes required as part of this grant program.

Early childhood is a period when investments in health, development and prevention of maltreatment pay high dividends in terms of children's readiness to succeed in school and in life. Home visitation should be one pillar of any coherent system of care for families and young children.

Home visiting programs can address barriers to support services when things like transportation and isolation are issues for families, particularly in rural communities.

Home visiting programs can help fill the gap when there are limited slots in center-based child care (such as Early Head Start) to meet the demand in high risk communities.

Parents as Teachers is an evidence-based home visiting model.

It focuses on achieving results for children and families. As part of the cradle-to-career

continuum of services you provide as part of your Promise Neighborhoods project, Parents as Teachers will help you:

- > Increase parent knowledge of early childhood development and improve parenting practices
- > Provide early detection of developmental delays and health issues
- > Prevent child abuse and neglect
- > Increase children's school readiness and school success

### Absolute Priority 1 for Promise Neighborhood planning grants

Develop a plan to deliver a continuum of solutions that have moderate to strong evidence and have

- 1) **high quality early learning programs and services designed to improve outcomes across multiple domains of early learning for children from birth through third grade and 2) family and community supports.**

- > Parents as Teachers supports families throughout pregnancy and early childhood, transitioning children into school as a first step in a seamless progression of building family engagement. Parents as Teachers emphasizes the parent's role in supporting a child's learning. Starting before school entry lays a solid foundation for continuing that support and engagement once the child is actually in school.
- > Parents as Teachers is a high quality early learning program.
- > The Parents as Teachers model is evidence based; outcome data have been collected on more than 16,000 children and parents.
- > The Parents as Teachers model is designed to improve parenting outcomes and educational and developmental outcomes for children across developmental domains.
- > The Parents as Teachers curriculum addresses the key domains of development – cognitive, social-emotional, physical and language –

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

## FACT SHEET

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and helps parents learn about typical development, how to support their child along the developmental continuum, how to prepare for and support transitions into preschool and kindergarten, and how to address issues that could impact their child's ability to learn and develop.

- > The four component Parents as Teachers Model (Personal Visits, Group Connections, Screening and Resource Network) builds protective factors, including social connections with friends, family members, neighbors and other members of the community who provide emotional support and concrete assistance to parents. As such, Parents as Teachers is a valuable part of a broader effort such as the Promise Neighborhood to build the level of social capital within a community.

### Competitive Preference Priority 4

Comprehensive Local Early Learning Network

- > Parents as Teachers is the largest home visiting program in the country. Services often already exist in many communities, for example, integrated within Head Start/Early Head Start. This simplifies the process of incorporating Parents as Teachers into a local early learning network.

- > As part of a cradle-to-career continuum, Parents as Teachers serves as the gateway into the school system, laying the foundation for school success.
- > Parents as Teachers services are aligned with many state early infant/toddler and kindergarten learning and development standards.
- > Home visiting is specifically mentioned as a type of program that can be part of the local early learning network.

### Parents as Teachers contributes directly to meeting these Promise Neighborhood Education and Family and Community Support Indicators:

- > Number and percentage of 3-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning
- > Number and percentage of parents or family members of children birth through kindergarten entry who report that they read to their child three or more times a week
- > Parents as Teachers can also impact outcomes related to the physical activity and nutrition indicators.

Enhance your Promise Neighborhoods continuum of solutions with the evidence-based Parents as Teachers Model. Contact the national office for additional information.