

Soaring to Success  
Through Books and Play...



The Parent-Child  
Home Program

# The Parent-Child Home Program

**Congressional Black Caucus  
Education Summit**

**Washington, DC**

**July 23, 2007**

**Now I Know My ABCs:**

**The Significance of a Strong  
Beginning**

**Home environment &  
the role of parents**



**[www.parent-child.org](http://www.parent-child.org)**



# Ready for School?

- ★ At least half of the educational achievement gap between poor and non-poor children already exists before children enter kindergarten.
- ★ Every year millions of children enter school unprepared to be there – never having held a book, without the social-emotional skills to interact with their teacher and classmates, and without the language skills to engage in the curriculum.

# School Readiness

**3 to 5 year-old children living in poverty are much less likely than non-poor children to be able to:**

- ★ recognize the letters of the alphabet;
- ★ count to 20 or higher;
- ★ write their name; or
- ★ read or pretend to read

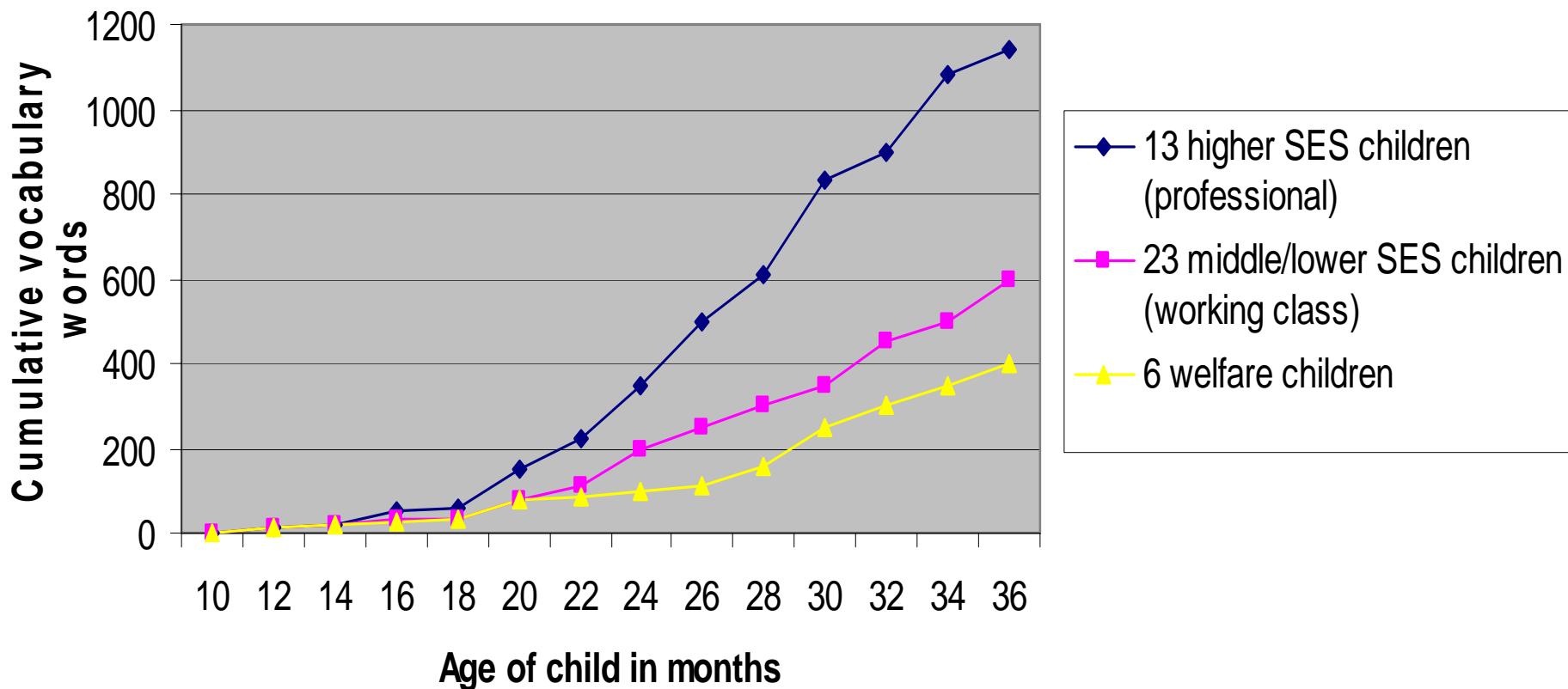
**These children are also more likely to be referred to special education when they get to school.**





# Vocabulary Growth by Income

## Vocabulary Growth



# School Readiness



- ★ **The home environment, including family background & amount of parent-child interaction, is strongly associated with school readiness.**
- ★ **Minority families have fewer reading materials and fewer educationally relevant materials in the home.**

(J. Brooks-Gunn & L.B. Markman, *Future of Children*, V. 15, No. 1, Spring 2005, p, 149)



# Helping PARENTS become full partners in their children's education, Breaking the cycle of poverty

- ★ Parent involvement in early education is a critical way to enrich the home environment and boost school achievement.
- ★ Discovering their role as their children's first and most important teacher, prepares parents to be their children's academic advocates throughout their education.



# School Readiness/Parent Involvement Risk Factors

**The biggest barriers to parent involvement are also the biggest barriers to school readiness:**

- ★ Poverty
- ★ Limited English Proficiency
- ★ Minority status
- ★ Having a ***mother*** with less than a high school education
- ★ Living in a single-parent household



# Empowering Families

- ★ **Parents as the first and most important teachers** – What parents say and do with their children in the first 3 years significantly impacts the parent-child bond, how much language children learn and use, and their future school success.
- ★ **The joy of learning** – Families discover the joy of reading, talking and playing together and parents are empowered to play a key role in their children's education.





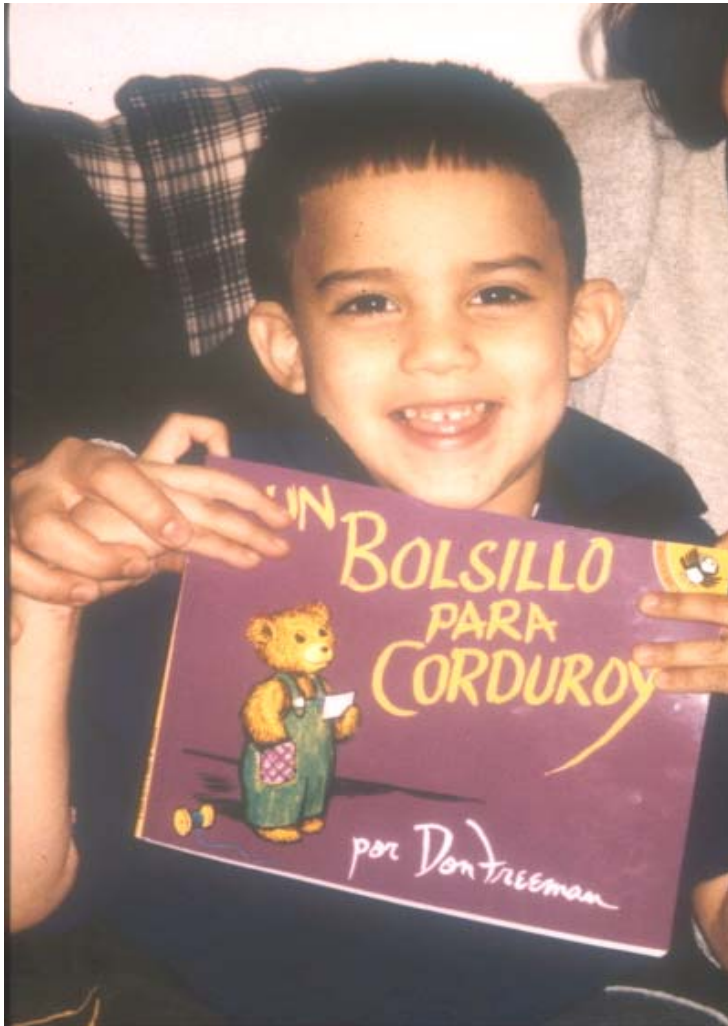
# Reaching Families

**Reaching families who are isolated, low literacy, not accessing center-based programming, & have themselves had negative education experiences:**

- ★ **Build consistent, trusting relationships.**
- ★ **Easy to access** - Providing services at times and places that work for families.
- ★ **Show parents rather than tell them.**
- ★ **Staff who are from the community and can be role models.**



# Preparing for School Success



- ★ Increase **parent-child verbal interaction** and develop the skills children need to be successful in school.
- ★ A gentle approach, modeling quality reading, conversation, and play, **empowers** parents to become their child's **first and most important teacher**.
- ★ Building a **bridge to school**, at the conclusion the child and the parent have the skills and confidence to navigate their next educational step.



# The Parent-Child Home Program

## Key Elements

- ★ Intensive, twice-a-week, home-based services
- ★ Voluntary
- ★ Books and toys are gifts to the families
- ★ No direct teaching or mandatory tasks
- ★ Respects privacy & cultural differences
- ★ Emphasizes the parent's role as the child's first teacher, the most important person in their early education, and their academic advocate



# Program Outcomes

- ★ Literacy-rich home environment
  - ★ Parents and children reading, playing, and talking
- ★ Children ready for school, with the cognitive and social-emotional skills they need to succeed
- ★ Parents are academic advocates for their children
- ★ Children succeed and graduate from high school





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# The Parent-Child Home Program

## PARENTING OUTCOMES

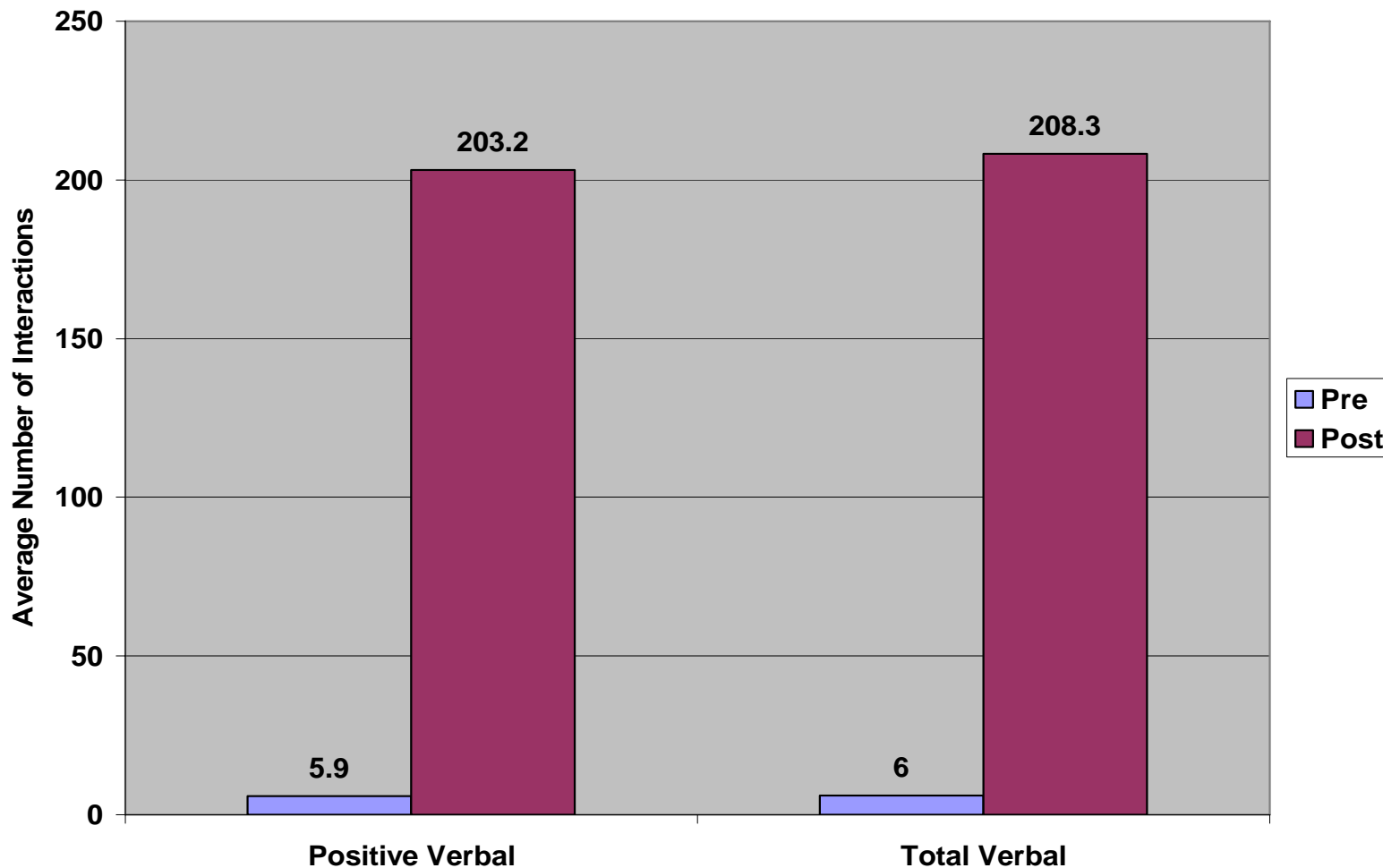
An evaluation by the Center for Educational and Program Evaluation (CEPE) at Indiana University of Pennsylvania of two Parent-Child Home Program sites indicates that **positive parenting behaviors increased dramatically on all indicators assessed.**

- ★ The number of verbal interactions between parent and child increased significantly during program participation.
- ★ The instances of praise and/or encouragement observed increased significantly.
- ★ The percentage of children identified as being “at risk” decreased from 41% to 20%.
- ★ This evaluation suggest that The Parent-Child Home Program contributes to increasing protective factors in the home – protective factors associated with the prevention of child maltreatment and neglect.



# The Parent-Child Home Program

## PARENTING OUTCOMES





# The Parent-Child Home Program

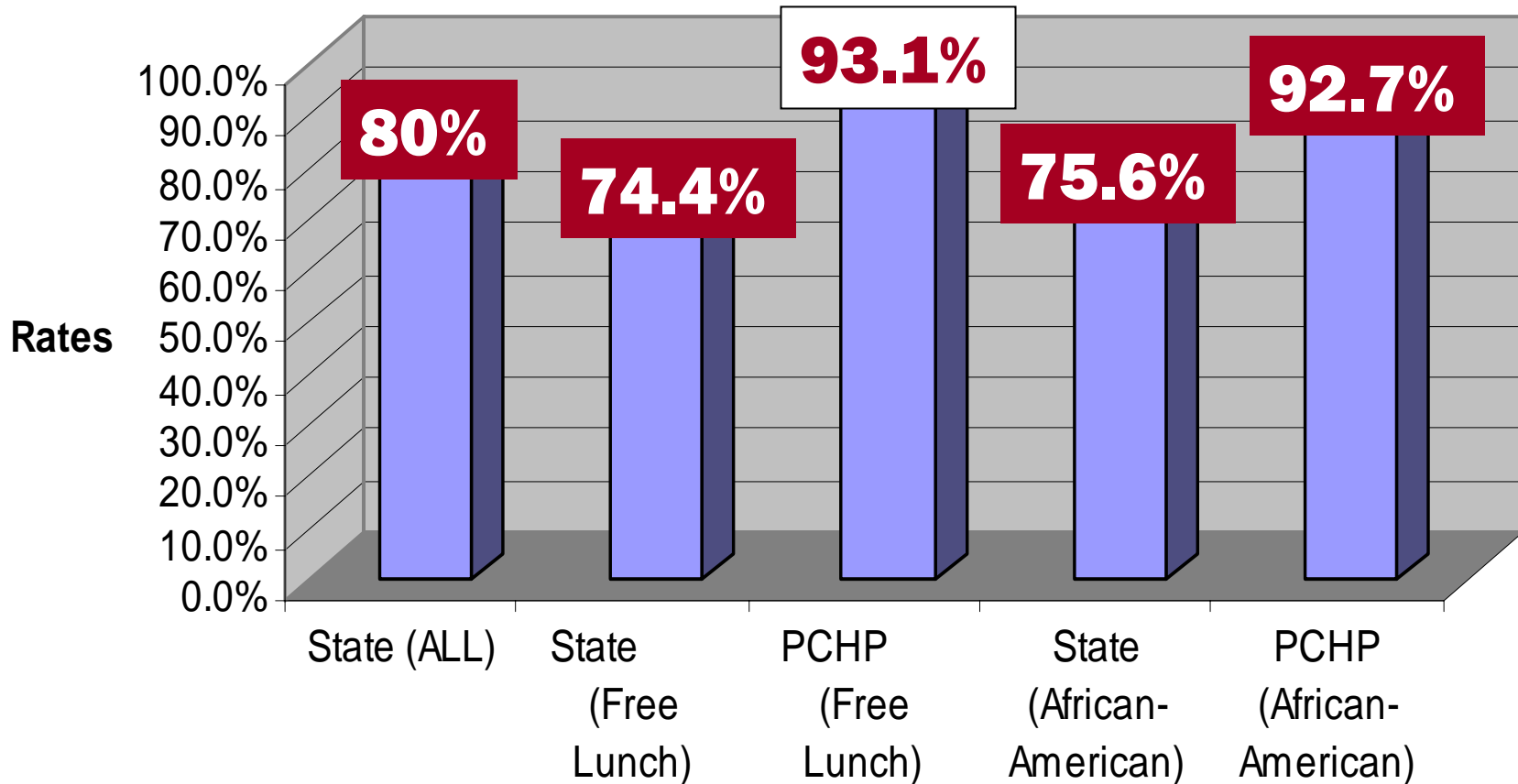
## PARENTING OUTCOMES

- ★ Years after completing the Program, parents' verbal interaction with their children remained 50% higher than similarly-situated families who did not have the Program.
- ★ Program parents' increased verbal responsiveness corresponds with their children's higher scores on school-readiness measures.





# Ready For School South Carolina Study Results



Levenstein, P., Levenstein S., & Oliver, D. (2002) First grade school readiness of former child participants in a South Carolina replication of the Parent-Child Home Program. *Journal of Applied Developmental Psychology*, 23(3): (In Press)





# The Parent-Child Home Program LONG-TERM OUTCOMES

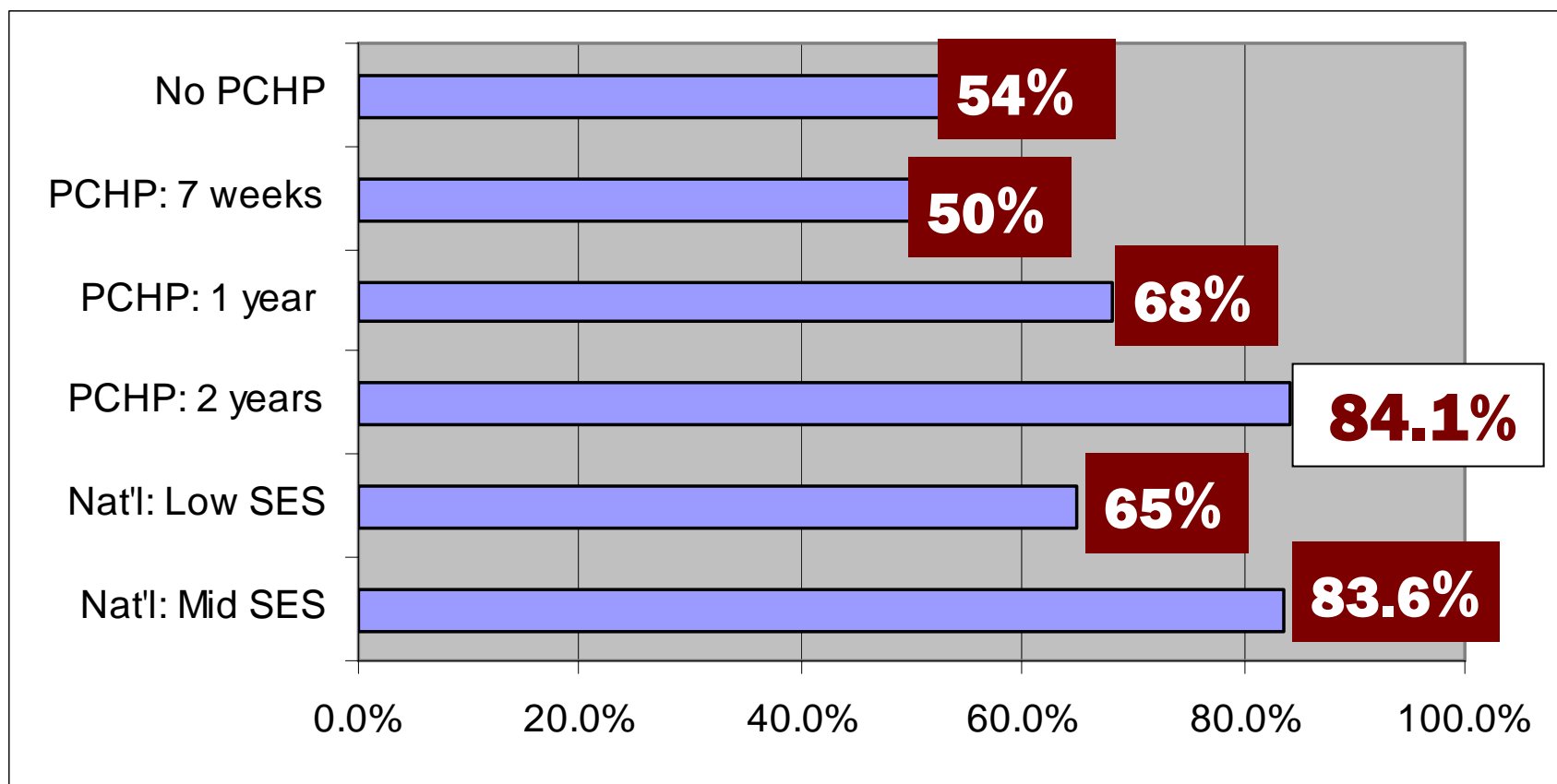
## High School Graduation Rates

**Children who completed The Parent-Child Home Program graduated from high school at substantially higher rates than similarly-situated children who were not in the Program and at rates equal to those of middle-class students.**





# The Parent-Child Home Program High School Graduation Rates

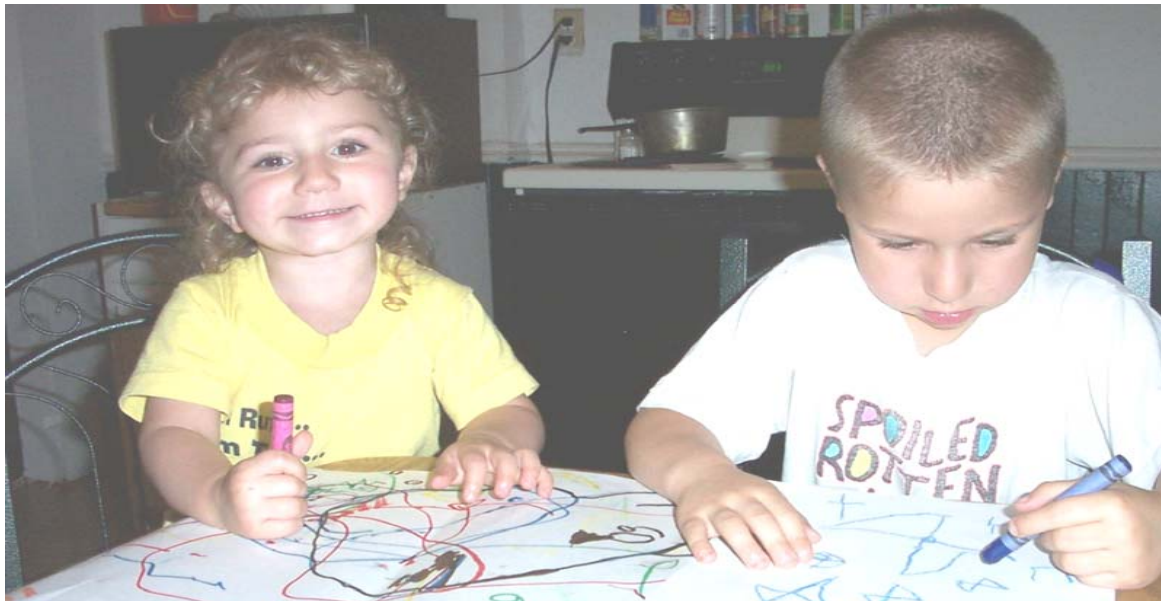


Levenstein, P., Levenstein S., Shiminski, J.A., & Stolzberg, J.E. (1998) Long-term Impact of a Verbal Interaction Program for An Exploratory Study of High School Outcomes in a Replication of the Mother-Child Home Program. *Journal of Applied Developmental Psychology*, 19 (2): 267-285



# The Parent-Child Home Program OUTCOMES

- ★ A 2003 **New York University** study concluded that The Parent-Child Home Program **successfully bridges the *preparation gap***, preparing children to enter school as ready to learn as their more advantaged peers.






# We Can Bridge the Preparation Gap and Ensure that Parents & Children are Ready for School

Working with parents before their children enter school it is possible to bridge the achievement gap for at-risk children. We can provide parents with the tools to create language and literacy-rich home environments, and help them put into place the **three key aspects of later school success:**



- ★ **Early literacy skills**
- ★ **Social competence skills**
- ★ **Parental involvement**



# Contact Us For More Information

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