



Parents as Teachers™

WHY INVEST IN PARENTS AS TEACHERS?

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

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.¹ Children who participate in early education programs receive immediate benefits from improved kindergarten readiness and long-term benefits from school success, better employment, and reduced delinquent and criminal behavior.²

What experts say: An independent cost-benefit analysis

A 2004 study conducted by the Washington State Institute for Public Policy titled “Benefits and Costs of Prevention and Early Intervention Programs for Youth”³ found that:

- > Parents as Teachers realized an **\$800** per child return on investment for communities

(**\$4,300** in benefits of the program minus costs over 2.5 years).

- > Parents as Teachers had the largest benefit per dollar of cost (**\$1.23**) of all reviewed pre-kindergarten education programs for children up to age 3.

The difference

Home visiting is critical to high-quality preschool programs. Parents as Teachers curriculum are often selected by preschool programs as the resource on home visiting to support their early childhood services.

Parents as Teachers is designed to:

- 1. Enhance parent knowledge of child development and improve parenting practices.**
 - Most brain development occurs in the first few years of life and parents

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FACT SHEET

Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, more than **\$17 billion** in benefits could be realized.^{12,13}

¹ Cunha, F., Heckman, J., (2007) Conference Presentation., research funded by Partnership for America's Success

² Washington State Institute for Public Policy, 2004 report. <http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901>

³ Washington State Institute for Public Policy, 2004 Report <http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901> and U.S. Census data

⁴ Pfannenstiel, J. Lambson, T. and Yarnell, V. (1996). Second Wave Study of the Parents as Teachers Program

⁵ Drazen, S.M. & Haust, M. (1994). *Preventing Special Education Costs via Early Intervention*. Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over \$97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.

⁶ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

⁷ U.S. Department of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. Washington, DC, 2002. http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/images/Pres_Rep.pdf

⁸ Parents as Teachers 09-10 Annual Program Report

⁹ Child Welfare Information Gateway, http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

¹⁰ Snow, C.E., Burns, M., and Griffin, P., (1998) Preventing reading difficulties in young children

¹¹ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

¹² U.S. Dept of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. <http://www.ed.gov/inits/commissionsboards/whspecialeducation/>

¹³ Annie E. Casey Foundation, Kids Count 2004 data www.kidscount.org

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

FACT SHEET

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are the most important influence on children during this critical period.

- Parents who participated in Parents as Teachers were more involved in their child's school, increasing the chances of long-term academic success.⁴

2. Increase early detection of developmental delays and health issues.

- Parents as Teachers detects delays and refers children to appropriate resources for early intervention which results in long-term savings.^{5,6}
 - o Annual special education costs per student = **\$8,080**⁷
 - o Annual cost for non-special education student = **\$4,394**
- In the 2009-2010 program year, Parents as Teachers parent educators identified thousands of delays:⁸
 - o 3,000 social emotional problems
 - o 2,400 vision problems
 - o 2,600 physical delays and health problems
 - o 3,400 hearing problems
 - o 18,000 developmental delays

- Nearly 10,000 children with developmental delays received access to specialized follow-up services.

3. Promote safe and healthy relationships to prevent child abuse and neglect.

- Children who are safe, healthy and ready to learn are able to achieve success in school. Children who have been abused and neglected have higher rates of juvenile delinquency, teen pregnancy, school failure, alcohol use and psychiatric illness.⁹
- Parents as Teachers equips families with the information and tools necessary to provide a healthy and safe home using five protective factors to strengthen families: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and children's social and emotional development.

4. Improve school readiness and school success.

- Children who are prepared for kindergarten continue to do well in the early grades of elementary school, are more likely to graduate from high school and achieve success in life.¹⁰
- Parents as Teachers, combined with preschool, narrows the achievement gap between low-income and more affluent students both at kindergarten entry and at third grade.¹¹

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