



Parents as Teachers™

## HOW DOES PARENTS AS TEACHERS SUPPORT SCHOOL READINESS?

Parents as Teachers helps all children enter school ready to learn.

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 to go on to be successful in life.

Parents who participate in Parents as Teachers are more confident about their parenting and are more involved in their children's schooling...a key component of a child's success in school.

Research shows that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and non-poverty households.

**When children had at least two years of Parents as Teachers combined with a year of preschool, 82 percent of poor children were ready for school at kindergarten**

entry—a level identical to non-poverty children who had no Parents as Teachers or preschool experience.<sup>1</sup>

Parents as Teachers children continue to achieve beyond kindergarten:

- > They scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated Parents as Teachers children's achievement progress higher than control group children's progress in all areas.<sup>2</sup>

- > They continued to perform better than non-Parents as Teachers children on standardized tests of reading and math achievement in second grade. Compared to non-Parents as Teachers children, PAT children required half the rate of remedial and special education placements in third grade.<sup>3</sup>

### Did You Know...

Children who participate in Parents as Teachers:

- > Are more advanced at age 3 in language, social development, problem solving and other cognitive abilities;
- > Score higher on kindergarten readiness tests;
- > Score higher on standardized measures;
- > Show better school readiness at the start of kindergarten;
- > Achieve higher reading and math readiness at the end of kindergarten;
- > Achieve higher kindergarten grades; and
- > Require fewer remedial education placements in first grade.<sup>4</sup>

<sup>1</sup> Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center.

<sup>2</sup> Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.

<sup>3</sup> Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

<sup>4</sup> Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

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