



## AMERICAN RECOVERY & REINVESTMENT ACT: HEAD START and EARLY HEAD START FUNDING

The American Recovery and Reinvestment Act (ARRA) increases funding for Head Start by \$1 billion and Early Head Start by \$1.1 billion in support of their efforts to improve early childhood education for those children most at risk of falling behind. The money will help to expand existing Head Start and Early Head Start services and establish a significant number of new programs.

Parents as Teachers is one way you can use the ARRA funding that will soon come your way to add home-based services to your program's existing menu of services or expand existing home-based services.

### WHAT IS PARENTS AS TEACHERS?

Parents as Teachers is the nation's largest evidence-based early childhood home visitation program, serving approximately one-third million children each year through more than 3,000 programs in all 50 states, providing one-on-one services to families with children from before birth to kindergarten age. Parents as Teachers produces measurable results for children and families including:

- increased school readiness
- less child abuse and neglect
- improved parental involvement
- sustained school success

### HOW DOES PARENTS AS TEACHERS FIT WITH HEAD START AND EARLY HEAD START?

- Parents as Teachers and Head Start both believe that parents are children's first teachers and need to be supported to ensure all children enter school ready and able to learn.
- There is a strong correlation between Head Start Performance Standards and Parents as Teachers Quality Standards.

#### 1. Home visitation program

- Head Start/Early Head Start and Parents as Teachers both emphasize the importance of the training of home visitors. Parents as Teachers requires parent educators to go through the Born to Learn<sup>®</sup> Institute before they are certified to conduct home visits. This ensures that home visitors are able to effectively work with parents to help them achieve their goals for their child.
- Like Head Start, Parents as Teachers focuses on working with individual families while also providing group meetings (socializations) that allow parents to interact with and learn from one another in a setting outside the home.
- Research shows that children who were part of the home visiting option in Early Head Start were more advanced in their vocabulary at 24 months than those who did not receive home visits. At 36 months, children in the home visiting program were found to be more engaged in play activities.

#### 2. Family and community partnerships

- Both Parents as Teachers and Head Start understand that parents often need assistance outside of the home but may not know where to find the necessary resources. Referrals made are to high quality organizations willing to collaborate in helping families.



### 3. Child health and developmental screenings

- Both Parents as Teachers and Head Start provide health and developmental screenings for children. In the 2007-2008 school year, more than 210,000 children in Parents as Teachers programs received health and developmental screenings. Of the 16% who were referred for follow up services, 66% received services.
- Parents as Teachers uses the results of each child's screenings to create individualized visit plans aimed at working with parents to ensure the child meets his/her developmental goals on target.

#### CASE EXAMPLE

About 200 Head Start and Early Head Start programs are already using Parents as Teachers for their home-based program option. One such organization is Youth in Need, located in St. Charles, Missouri. Youth in Need serves more than 10,000 children at 25 locations across Eastern Missouri. For its home-based program, Youth in Need employs professionals who have been trained in the Parents as Teachers Born to Learn model. They see the value in the training parent educators (home visitors) receive and the compatibility of the missions of Parents as Teachers and Head Start/Early Head Start.

#### WHY PARENTS AS TEACHERS?

- **Parents as Teachers serves high-need families.** In the 2007-2008 school year, 64% of families served were considered to be high-needs families.
- **Parents as Teachers is responsive to the growing diversity throughout the country.** It is respectful of various family cultures, behaviors, and compositions and is continuously updating and improving its curriculum and training. Parents as Teachers offers professional training and curricula for those working with families of children with special needs and with Spanish-speaking families.
- **Parents as Teachers is an effective and successful program.** Studies show that Parents as Teachers children are better prepared for school and are less likely to need special education services in their later school years.
- **Parents as Teachers focuses on parent-child interaction.** Early Head Start found that children who receive child-focused home visits have more cognitive and language improvements and their parents offered more stimulating home environments than those whose home visits were more parent-focused. The Parents as Teachers Born to Learn® curriculum allows programs to deliver individualized strengths-based personal visits with a focus on child development and parent-child interaction.
- **Parents as Teachers is fast, easy and economical to establish.** Because it is home-based, it requires no additional funding or resources for classroom space.

#### CONTACT INFORMATION

For more information on using the Parents as Teachers Born to Learn model for your Head Start or Early Head Start home-based program option, contact Jan Watson at [Jan.Watson@ParentsAsTeachers.org](mailto:Jan.Watson@ParentsAsTeachers.org) or 314-432.4330 ext 259.

For more information about Parents as Teachers professional development trainings and programs to enhance your home-based or center-based Head Start or Early Head Start program, contact Kerry Caverly at [Kerry.Caverly@ParentsAsTeachers.org](mailto:Kerry.Caverly@ParentsAsTeachers.org) or 314-432-4330 ext 244.

# Similarities in Quality Between Parents as Teachers *Born to Learn*<sup>®</sup> and Early Head Start

This document summarizes the similarities between the Parents as Teachers quality standards and the Head Start Performance Standards (HSPS). This analysis is based on 15 performance indicators extracted from the 8 Parents as Teachers standards areas. The Parents as Teachers standards and accompanying 190 quality indicators establish a blueprint for quality implementation of Parents as Teachers *Born to Learn*. The performance indicators represent key dimensions of program quality that are necessary for model fidelity in both service delivery and program administration.

As can be seen from the table below, the Parents as Teachers quality standards and the HSPS—which apply to both Head Start and Early Head Start programs—address many similar areas.

This analysis is designed to facilitate an understanding of how Parents as Teachers *Born to Learn* can be incorporated into a Head Start/Early Head Start (HS/EHS) program and utilized to make an even greater impact on children and families.

| Parents as Teachers Standards  | Head Start Performance Standards  |
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| <p><b>Personal visits.</b> Intensity of services is an important factor in achieving outcomes for home visiting programs. Both the Parents as Teachers standards and the Head Start Performance Standards outline the frequency that child development and parenting focused home visiting services should be provided, along with the content of the home visit.</p>  |   |
| <p>Parent educators complete at least monthly visits, lasting approximately one hour, to each family during the program year. It is recommended that families with at least one high needs factor receive more frequent visits, such as twice a month or weekly.</p> <p><b>Parents as Teachers—Performance indicator 1</b></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• <i>One high need factor is low income; a main focus of the eligibility criteria for HS/EHS. When Parents as Teachers is blended with Head Start, home-based program option, the frequency of personal visits would reflect this high need characteristic (and others as applicable). Therefore, visit frequency would likely be consistent with what is outlined in the HSPS. To support this, weekly visit plans are provided in the Born to Learn curriculum.</i></li> <li>• <i>Visit duration may be lengthened beyond the hour focused on Parents as Teachers to include other program focuses.</i></li> </ul> | <p>Grantees implementing a home based program option must provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of one and a half hours each.</p> <p><b>45 CFR 1306.33 (a)(1)</b></p> |

<sup>1</sup> This is an updated analysis of a 2004 document. The 2009 version of “Similarities in Quality” is focused on the correspondence between 15 Parents as Teachers performance indicators and corresponding standards from the HSPS.

| Parents as Teachers Standards  | Head Start Performance Standards  |
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| <p>Parent educators use the Born to Learn curriculum to deliver individualized strengths-based personal visits with a focus on child development and parent-child interaction. Each visit includes the five essential elements of a personal visit (rapport, observation, discussion, parent-child activity, and summary).</p> <p><b>Parents as Teachers—Performance indicator 2</b></p> <p><i>Note: The Head Start, home-based program option requires the use of a curriculum. The Parents as Teachers Born to Learn curriculum is a research based, developmentally appropriate home visiting curriculum that can greatly assist the Head start program in meeting its curriculum requirements.</i></p> | <p>The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child’s primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child’s growth and development.</p> <p>Home visits must, over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.</p> <p><b>45 CFR 1306.33 (1)(2)</b></p>  |
| <p><b>Group meetings.</b> Group meetings within a home visiting program provide socialization experiences for children and additional opportunities for parents to gain information about child development and parenting. Both the Parents as Teachers performance indicators and Head Start Performance Standards include information regarding group meetings and socialization activities for children and parents.</p>  |   |
| <p>The program offers at least monthly group meetings in which child development or parenting information is provided and a parent educator or program supervisor is present.</p> <p><b>Parents as Teachers—Performance indicator 3</b></p> <p><i>Note: Parents as Teachers Born to Learn is compatible with Head Start, home-based program option in terms of group meetings because more frequent group meetings can be—and often are—offered.</i></p>   | <p>Grantees implementing a home based program option must provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socialization activities each year).</p> <p>Group socialization activities must be focused on both the children and the parents. The children are to be supervised by the home visitor with parents observing at times and actively participating at other times. These activities must be designed so that parents are expected to accompany their children to the group socialization activities at least twice each month, to observe, to participate as volunteers or to engage in activities designed specifically for the parents.</p> <p><b>45 CFR 1306.33 (a)(2), (c)(1)(2)</b></p> |
| <p><b>Screening.</b> Developmental and health screening provide important information about each child’s health and developmental progress. The Parents as Teachers performance indicators and Head Start Performance Standards each address how screening should be managed within the program, along with appropriate follow up and referral based on screening results.</p>   |   |
| <p>All enrolled and age-eligible children receive developmental, hearing, vision, dental, and health screenings at least once each program year.</p> <p><b>Parents as Teachers—Performance indicator 4</b></p>   | <p>In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child’s developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills.</p> <p><b>45 CFR 1304.20 (b) (1)</b></p>   |

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| Parents as Teachers Standards   | Head Start Performance Standards  |
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| <p>For particular areas of concern identified through screening, parent educators consistently make specific recommendations for follow-up activities to support the child’s development or, if indicated, a referral for further assessment.</p> <p><i>Note: When a recommendation is made for further assessment, parent educators support families in following through on the recommendation.</i></p> <p><b>Parents as Teachers–Performance indicator 5</b></p>   | <p>All children enrolled in Head Start are screened as the first step in the assessment process. Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities.</p> <p>Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation.</p> <p><b>45 CFR 1308.6 (1-3)</b></p> |
| <p><b>Resource Network.</b> Parents as Teachers and Head Start/Early Head Start programs help families access needed resources and take active roles in the community. The standards for both programs outline how staff connect families with community resources.</p>   |   |
| <p><i>At each personal visit, parent educators connect families to resources as needed and then help them to overcome barriers to access.</i></p> <p><b>Parents as Teachers–Performance indicator 6</b></p>   | <p>Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family’s interests and goals.</p> <p><b>45 CFR 1304.40 (b)(1)</b></p>  |
| <p><b>Recruitment and Retention.</b> Both Parents as Teachers and Head Start/Early Head start promote their services in the community, recruit and promptly serve the maximum number of eligible families and facilitate families’ ongoing participation in their programs.</p>   |   |
| <p>A family that indicates a desire to participate is contacted about participation within two weeks.</p> <p><b>Parents as Teachers–Performance indicator 7</b></p> <p><i>Note: The Parents as Teachers performance indicators addressing recruitment and retention differs somewhat in focus from the items addressed in the HSPS. This is likely because Parents as Teachers services are initiated for families throughout the year, while there is a more designated recruitment period for Head Start that occurs prior to the beginning of the enrollment year.</i></p> | <p>A Head Start grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program’s enrollment year.</p> <p><b>45 CFR 1305.7 (b)</b></p>   |
| <p>If no waiting list exists in the program, personal visits begin within four weeks following the family being contacted about participation. For families with at least one high risk factor, personal visits begin within two weeks following the family being contacted about participation.</p> <p><b>Parents as Teachers–Performance indicator 8</b></p>  | <p>Each Head Start program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program’s selection criteria to assure that eligible children enter the program as vacancies occur.</p> <p><b>45 CFR 1305.6(d)</b></p>  |
| <p><b>Program Management.</b> A carefully designed, well managed and efficiently operated home visiting program is better able to make a meaningful impact on children and families. The Parents as Teachers performance indicators and Head Start Performance Standards outline various aspects of program management including caseload, supervision and record-keeping.</p>  |   |

| Parents as Teachers Standards   | Head Start Performance Standards  |
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| <p>A part-time parent educator (20 hours per week) typically completes 24 visits per month while a full-time parent educator (40 hours per week) typically completes 48 visits per month. Parent educators who carry additional program responsibilities complete fewer visits per month.</p> <p><i>Note: This caseload allows parent educators time for group meeting work, connecting families to community resources, recruitment and retention activities, staff meetings and professional development. The average time allotted per personal visit for planning, service delivery, record keeping, and travel is 2.5 hrs.</i></p> <p><b>Parents as Teachers—Performance indicator 9</b></p> | <p>Grantees implementing a home based option must maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor. In addition, grantees must allow staff sufficient employed time to participation in preservice training, to plan and set up the program at the start of the year, to close the program at the end of the year, to maintain records, and to keep component and activities plan current and relevant. These activities should take place when no home visits or group socialization activities are planned.</p> <p><b>45 CFR 1306.33 (a)(4-5)</b></p> |
| <p>Each parent educator participates in reflective supervision that occurs on a regular basis, at least once a month.</p> <p><b>Parents as Teachers—Performance indicator 10</b></p>  | <p>Grantees must provide adequate supervision of their staff.</p> <p><b>45 CFR 1306.20 (b)</b></p> <p><i>Note: While the HSPS do not specifically address the use of reflective supervision, this approach is clearly emphasized in the resources provided to Head Start programs.</i></p>  |
| <p>The program maintains clear, well-organized, and comprehensive records of services for each family reflecting the content of the eight <i>Born to Learn</i>® Essential Records.</p> <p><b>Parents as Teachers—Performance indicator 11</b></p>   | <p>Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.</p> <p><b>45 CFR 1304.51 (g)</b></p>  |
| <p><b>Professional Development.</b> Staff development supports professional growth and increases competence in delivering services to children and families. Both the Parents as Teachers standards and Head Start Performance Standards address how all staff should be actively engaged in a process of professional development.</p>   |   |
| <p>Parent educators access competency based professional development and training to promote quality service delivery and maintain annual Parents as Teachers re-certification. The minimum number of required hours is 20 hours the first recertification year, 15 hours the second year, and 10 hours per year thereafter.</p> <p><b>Parents as Teachers—Performance indicator 12</b></p>   | <p>Each teacher must attend not less than 15 clock hours of professional development per year.</p> <p><b>ACF-IM-HS-08-01</b></p> <p>Head Start grantees must provide preservice training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.</p> <p><b>45 CFR 1306.23 (a)</b></p>  |
| <p><b>Evaluation.</b> Both Parents as Teachers and Head Start/Early Head Start programs’ evaluation activities reflect the programs’ accountability for effective program implementation and outcomes for the children and families served.</p>   |   |

| Parents as Teachers Standards  | Head Start Performance Standards   |
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| <p>The program gathers and summarizes feedback on participant satisfaction with program activities at least annually.</p> <p><b>Parents as Teachers—Performance indicator 14</b></p>   | <p>Annual program self-assessment is conducted; stakeholders are typically included on internal review teams. Specifically, the guidance attached to program self-assessment and monitoring, recommends that programs consider including staff, policy group members, parents, representatives from community organizations, governing body members, and staff from other Head Start agencies on the self-assessment team.</p> <p><b>45 CFR 1304.51(i)(1)</b></p>  |
| <p>Data on family enrollment, participation, service intensity, attrition, and child developmental, health, hearing, and vision screening are tracked and summarized annually, and the data are submitted using the National Center’s Annual Program Report by the required deadline.</p> <p><b>Parents as Teachers—Performance indicator 15</b></p> | <p>Head Start grantees and delegate agencies that served children for any length of time during the enrollment year are required to submit a Program Information Report (PIR).</p> <p>The PIR is an important source of comprehensive data on Head Start programs at the national, regional, and program level. It provides information about the number of children served, staffing, program services and activities, and other areas of importance to national policymaking. PIR information is also used by the Administration for Children and Families to respond to Congressional and public inquiries about the program.</p> <p><b>ACF-IM-HS-08-10</b></p> |