



PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

Increasing High School Graduation Rates for Low-Income Children

For over 40 years, The Parent-Child Home Program has had a proven track record of implementing a Program supported by rigorous evidence. Indeed extensive empirical evidence has consistently supported the predicted effects of The Parent-Child Home Program on at-risk children and their parents. The Parent-Child Home Program has closely scrutinized its method and its outcomes every step of the way. The result has been a large body of scientific literature, summarized below, supporting the value and benefits of The Parent-Child Home Program in relation to positive parent-child interactions, school readiness and later school success, reduction of risks of child abuse and neglect and cost-effectiveness.

School Readiness and Later School Success

- Longitudinal, multi-site, randomized control trials found that Parent-Child Home Program children gained 17 points on IQ assessments, going from 84.9 to 101.9, whereas the combined control groups' IQ remained stable (89.9 to 90.4). A statistically significant increase in receptive vocabulary was also found in Program children and not in the control groups.ⁱ
- A multi-site, longitudinal, location-randomized evaluation of Parent-Child Home Program participants found that as of third grade there was a statistically significant reduction in the need for special ed classes for Parent-Child Home Program graduates as compared to controls (14 percent vs. 39 percent).ⁱⁱ
- A longitudinal randomized control group study of The Parent-Child Home Program found that low-income children who completed two years of the Program went on to graduate from high school at the rate of middle class children nationally, a 20% higher rate than their socio-economic peers, 30% higher than the control group in the community.ⁱⁱⁱ

Reducing the Risk of Child Abuse and Neglect and Increasing Positive Parenting and Parental Involvement

- In randomized control trials, The Parent-Child Home Program had significant ongoing positive effects on participating parents' interaction with their children, in contrast to control group families examined before, after, and two years after completion of the Program. Program parents' verbal interaction with their children showed a lasting superiority over that of the control group, and this parent-child interaction correlated with children's first grade cognitive and social emotional skills.^{iv}
- Indiana University of Pennsylvania's independent evaluation of Parent-Child Home Program replications in two Pennsylvania counties indicates that positive parenting behaviors increased dramati-

cally as a result of program participation. Half of the children identified as “at risk” in their home environments at the start were found to be no longer at risk at the completion of the Program. The number of positive interactions between parent and child increased significantly during program participation, including instances of praise and/or encouragement observed.^v

- Multiple studies show that families participating in home visiting programs, including The Parent-Child Home Program, talk more, read more, and have more positive interactions with their children. They engage in more educational activities at home and in their communities.^{vi}

Cost Effectiveness

- The Parent-Child Home Program utilizes a model of early intervention and remediation that can result in long-term savings by increasing school readiness and reducing the need for school-age special education. An independent study, conducted by the City of New York Office of the Comptroller, calculates savings from the reduced need for special education services for Parent-Child Home Program graduates at \$210,000 per child.^{vii}
- Participating in home visiting programs yields long-term economic benefits. An independent report produced by the City of New York Office of the Comptroller estimates that participation in The Parent-Child Home Program could increase a participant’s lifetime earnings potential by between \$600,000 and \$1 million dollars.^{viii}
- Another independent study of the job creation and earnings creation effects of The Parent-Child Home Program shows that the Program increases state residents’ earnings by 5.66%. The study finds that The Parent-Child Home Program has such a high ratio of earnings effect to net program costs because the Program achieves a considerable increase in the high school graduation rate at a relatively low two-year program cost per child (\$4500).^{ix} The study estimates that if The Parent-Child Home Program were implemented nationally the long-term annual effects (by 2088) on the economy would be:
 - 300,000 jobs
 - \$53 billion in generated earnings
 - \$42 billion in annual government revenue

ⁱ Levenstein, P. (1970). Cognitive growth in preschoolers through verbal interaction with mothers. *American Journal of Orthopsychiatry*, 40, 426-432.

ⁱⁱ Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium of Longitudinal Studies. *Monographs of the Society for Research in Child Development*, 47 (Serial No. 195).

ⁱⁱⁱ Levenstein, P., Levenstein, S., Shiminski, J. A., & Stolzberg, J. E. (1998). Long-term impact of a verbal interaction program for at-risk toddlers: An exploratory study of high school outcomes in a replication of the Mother-Child Home Program. *Journal of Applied Developmental Psychology*; 19, 267-285.

^{iv} Joint Dissemination Review Panel of U.S. Department of Education. (1978). *Unanimous Approval of Research Findings, 1967-1978, Mother-Child Home Program of Verbal Interaction Project*. Freeport, NY: Verbal Interaction Project.

^v Knickebein, B. (2005). *The Parent-Child Home Program Final Report*, Center for Educational and Program Evaluation, Department of Educational and School Psychology, Indiana University of Pennsylvania.

^{vi} Kamerman, S.B. & Kahn, A.J. (1995), *Starting Right*, New York: Oxford University Press

^{vii} Hevesi, Alan G. “Building foundations: Supporting parental involvement in a child’s first years.” A report from the City of New York Office of the Comptroller. 2001.

^{viii} Hevesi, Alan G. “Building foundations: Supporting parental involvement in a child’s first years.” A report from the City of New York Office of the Comptroller. 2001.

^{ix} Bartik, Timothy J., “The Economic Development Effects of Early Childhood Programs.” A report for the Partnership for American’s Economic Success. 2008. 9.