

**PROGRAM GOALS**

- High quality parent education and support emphasizing positive parent-child interaction
- Families engaged in child's development and early learning
- Family stabilization and self-sufficiency via community and intra-agency partner referrals
- Children on path to school readiness

**SHORT TERM GOALS**

- Home visitors, called Early Learning Specialists, facilitate quality, best practices that support positive child engagement
- Parents more engaged with child development milestones and goals
- Children supported in growth and development in all domains (social emotional, language, cognitive, and physical)

**JOB-EMBEDDED PROFESSIONAL DEVELOPMENT ACTIVITIES**

- Coaching of families by Early Learning Specialists helps to build capacity for quality parent-child interactions
- Practice-based coaching of Early Learning Specialists by Supervisors supports quality interactions between children and families through a best practices competency framework
- Supplementing the home environment with developmentally appropriate practice, and culturally appropriate books and toys
- Identifying family strengths and enhancing them with information and strategies to engage in supporting children's development and school readiness
- Using child observation data to inform family goals
- Supporting families with identifying, connecting, and monitoring follow-up of needed resources
- Encouraging a growth mindset and engaging providers in ongoing learning via communities of practice so quality improvement becomes an ongoing pursuit

**RESOURCES:OUTPUTS**

- Twice weekly visits for a total of 92 visits by ELSs who share a community, cultural, and/or linguistic background
- Books, educational toys, and art materials to facilitate positive parent-child interactions
- Books and toys stay with the families to encourage ongoing family engagement
- Guide sheets for families and tip sheets that emphasize child development milestones and suggestions on how to engage with books and toys

**RESOURCES:INPUTS**

- Intensive training and professional development for sites that support meeting both staff and families where they are consistent with adult learning theory
- A pathway for continuing learning beyond the on-boarding, training, and follow-up through an eLearning system and ongoing Communities of Practice
- Support and training on the use of developmental screeners (ASQs), assessments, and centering of child development conversations in the home visiting context
- Use of Management Information System to store all participant data and generate reports during the service delivery period to ensure work is meeting objectives and to support continuous quality improvement.
- Ongoing professional development and reflective supervision for Early Learning Specialists
- Coaching and site support in alignment with a strength-based quality improvement plan based on site reflections and goals

**ENABLERS**

**FAMILIES + COMMUNITIES - THE NEED**

- Low-income, underserved, or socially marginalized and/or isolated communities
- Unique focus on migrant and immigrant families as well as families with a home language other than English
- May not have parent support opportunities available that reflect their language, culture, and community
- Families not accustomed to seeing themselves as leaders
- May not necessarily have resources in the home that support a rich early learning environment

**PROGRAM RESPONSE + RESOURCES**

- Prioritize a home visitor match to families that reflects their culture, language, and values
- Robust referral networks
- Visiting via in-home or virtual modalities
- Books and toys provided at no cost to families
- Flexible support based on family schedules, needs, and goals
- Program enables siblings and other caregivers to participate together

**EVIDENCE**

**Children:**

- Statistically significant increase in the verbal IQ of children (Levenstein & Sunley, 1968). Replication studies have found significant IQ gains at the end of program with comparison groups (DeVito & Karon, 1990).
- Several longitudinal studies found that low-income children were able to maintain their cognitive edge and IQ scores long after the program had ended in comparison to the controls (Lazar & Darlington, 1982).
- A longitudinal evaluation in WA, in which 78% of program children were classified as dual language learners, found that the majority of ParentChild+ graduates outperformed a comparison group on English proficiency upon entry into kindergarten (ORS Impact, 2016).
- Studies have also shown that ParentChild+ children from under resourced and predominantly immigrant communities performed as well as their primarily native English-speaking classmates from more well-resourced communities on most achievement measures in kindergarten.

**Parents:**

- Program parents are more likely to reply to children, verbalize their actions, ask for information (Rafoth & Knickelbein, 2005).
- Parents' verbal interaction with their children showed a lasting superiority over control group; and parent-child interaction correlated with children's first grade cognitive and social-emotional skills (Madden, O'Hara, & Levenstein, 1984).
- Positive interactions were also shown to predict children's first-grade cognitive skills, school performance, and emotional stability (Levenstein, 1986).
- ParentChild+ can also specifically enhance parents' communication with teachers (Allen et al, 2007).

**ASSUMPTIONS**

- Meeting in a family's home provides a safe space and an opportunity to understand needs
- The home environment encourages the creation of a rich learning opportunities built from everyday routines
- Providing culturally and linguistically responsive services increases program participation
- Close, trusting relationships with ELSs are the critical element in families seeking family supportive services
- Joint observation, goal-setting, and strength-based feedback supports the family's ability to be more sensitive and responsive to their child
- Children prepared for kindergarten are more likely to be successful in elementary school and more likely to graduate from high school

