

# Title I Funding and Parents as Teachers FACT SHEET



Georgia PAT Network

## Parents as Teachers and the American Recovery & Reinvestment Act: Title I Funding Opportunities

The American Recovery & Reinvestment Act (ARRA) increases the Title I funding by \$13 billion to support the education of disadvantaged students as outlined in the Elementary and Secondary Education Act (ESEA). The bulk of these funds will be allocated to school districts. While Title I funds are traditionally thought to be a K-12 funding stream, these funds can be used to support a range of activities to help increase the educational achievement of disadvantaged children. **Programs to increase parental involvement and provide educational opportunities for pre-school aged children are specifically mentioned as allowable expenses in the legislation.**

### How does Parents as Teachers fit in with Title I goals?

1. *Closes the achievement gap for low-income children*

**82% of low-income children** with at least two years of PAT combined with a year of preschool **were ready for school at kindergarten entry**

**The gap between children in high-poverty schools and those in low-poverty schools is reduced.** In terms of school readiness, children in high-poverty schools who participate in PAT were equivalent to those of children at low-poverty schools with no pre-school enrichment

2. *Increases parental involvement*

Very low income **PAT families were more likely to read aloud to their children** and to tell stories, say nursery rhymes, and sing with their children, according to a multi-site randomized trial

A significantly higher number of PAT parents initiated contacts with teachers and took an active role in their child's schooling.

3. *Provides cost-effective services*

With an estimated average annual cost of \$1,500 per family (depending on frequency of visits), **PAT is one of the most cost effective home visiting programs**

### What is Parents as Teachers?

Parents as Teachers (PAT) is the nation's largest evidence-based early childhood home visitation program, serving over 300,000 children with programs around the world. Providing individual services to families with children prenatal to kindergarten entry, these programs produce measurable results for children and families, including:

- Increased school readiness
- Decreased child abuse and neglect
- Improved parental involvement
- Sustained school success

*for more information, contact:*

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# What do Title I Guidelines say about programs such as Parents as Teachers?

The Georgia Parents as Teachers Network is the statewide voice for the national Parents as Teachers program.



The Georgia Parents as Teachers Network provides technical assistance to existing PAT programs and assists communities start up new programs.

The mission of Parents as Teachers is to provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. Parents as Teachers is an international voluntary parent education and family support program serving families throughout pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education accessible to all families. It is a universal access model.

Technical assistance is available for those interested in starting a Parents as Teachers program in Georgia. For more information, please contact Georgia PAT Network:

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The following excerpts taken from the U.S. Department of Education's document *Serving Preschool Children Under Title I: Non-Regulatory Guidance* (2004) show how home visiting programs like Parents as Teachers can be offered under Title I:

### D-3 Where may Title I preschool services be provided?

Preschool services may be provided at any location that other Title I services may be provided, including public school buildings, public libraries, community centers, privately owned facilities (including facilities owned by faith-based organizations), **the child's home** and other appropriate settings.

### F-1 Why is parental involvement important in preschool programs?

Early childhood, preschool, and kindergarten that train parents to work with their children **at home** tend to have *significant, positive effects*. Children who participate in these programs have **better grades and ratings from teachers**, both of which tend to improve the longer they are in the program. They also make **greater gains that children who do not participate in such programs** (Henderson & Mapp, 2002).

### F-4 What is the relationship between Title I prenatal involvement policies and those in other programs?

Title I LEA's and schools must, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement strategies and activities with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, **Parents as Teachers Program**, the Home Instruction Program for Preschool Youngsters, and state preschool programs. [Section 1118(a)(2)(D) and 1118 (e)(4), ESEA.]

### F-5 How can Title I preschools build capacity for significant parental involvement?

The quality of family environments and parent-child interactions is central to a child's literacy development and education. Accordingly, **preschools can provide parents with educational training in those parenting skills most closely associated with children's language and cognitive development.**

#### References:

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Wagner, M., & Spiker, D. (2001). *Multisite Parents as Teachers evaluation: Experience and outcomes for children and families*. Menlo Park, CA: SRI International. <http://policyweb.sri.com/cehs/publications/patfinal.pdf>

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