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Parents as Teachers Impact on Community Capacity and Connectedness

During home visits, parent educators may identify specific resources that families need, and caregivers may express desires for certain resources. On average, families in their first year of home visiting receive referrals to three different types of community services.¹ Making referrals to community resources and services is an important way for Parents as Teachers programs to support families. Encouragement and assistance to families in making connections within their community is another helpful component of this. Social connections with other families and resource referrals are both key to families' retention in home visiting.²

Parents as Teachers helps families access resources.

- At 12-month follow-up, Parents as Teachers caregivers were more likely to use a higher number of community resources, including free/reduced lunch programs, subsidized childcare, mental health treatment, parent support groups, and developmental speech therapy for children.³
- The Earned Income Tax Credit (EITC) supports low- and moderate-income workers by providing a tax refund.⁴ Parents as Teachers families who learned about the EITC from their parent educator were more likely to report hearing about, filing for, and receiving the EITC.⁴
- At 15-month follow-up, Parents as Teachers families were less likely to receive Supplemental Nutrition Assistance Program (SNAP) benefits in the past month, indicating greater economic and food security.⁵
- When parent educators used reflective questioning about health literacy topics, Parents as Teachers mothers improved their use of health and medical information and use of community resources.⁶

Parents as Teachers encourages families to connect to their communities.

- Parents as Teachers caregivers improved their social support scores at 12-month follow-up.³
- Parents as Teachers caregivers reported increased social connections and social support.^{7,8}
- Young parents using Parents as Teachers' teen parenting curriculum experienced improved social support, including tangible support, positive social interactions, information support, affectionate support, and emotional support.⁹



- Parents as Teachers parents were more likely to volunteer in the classroom, talk with their child's teacher, and attend parent-teacher conferences, PTA/PTO meetings, and parent workshops or discussion groups.¹⁰
- Parents at Teachers is the home-based model for FACE, a program for American Indian families.¹¹ 95% of FACE (Family and Children Education) parents with K-2 children attended classroom or school events, compared to 85% of parents nationally.¹¹ 76% of these parents also volunteered in the classroom or at school, compared to 56% nationally.¹¹



Resource connections help family thrive

“A young mom with a two-year-old son and expecting a baby girl enrolled in our Parents as Teachers program. The first type of support they needed was related to the son's speech and behavior concerns. The family educator connected them to early intervention services, and the son began receiving support for those needs. They were also connected to multiple resources, such as the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), foodbanks, and sources for diapers. The parent educator also connected mom to day care vouchers and before and after school care. Having stable childcare allowed mom to focus on her two part-time jobs, and she was eventually offered a full-time position with benefits. Ongoing home visiting programs, like Parents as Teachers, build a relationship with families that help them develop resilience and to thrive despite facing challenging situations.”

– Imprints Cares (Winston Salem, NC)

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