



A NEW WAY OF THINKING ABOUT CHILD ABUSE AND NEGLECT PREVENTION

*Jim Hmurovich, President & CEO
Prevent Child Abuse America*

Executive Summary:

No issue is more ripe for change than the prevention of child abuse and neglect. The path to effective policy change involves a 180-degree shift in thinking--from policies that deal with abuse and neglect after they take place to policies that focus on preventing their occurrence. For our nation to embrace child abuse and neglect prevention in a more effective and meaningful manner, six steps must be taken.

- **Step One:** Help the public recognize and understand the connection between child abuse and neglect and other social ills;
- **Step Two:** Establish a national child abuse and neglect prevention policy;
- **Step Three:** Analyze existing funding sources and develop fiscal policies to support activities that prevent child abuse and neglect;
- **Step Four:** Cultivate multiple and diverse prevention champions to rally the public support necessary to change policies to prevent child abuse and neglect;
- **Step Five:** Identify and strengthen governmental planning and quality assurance activities that support a national policy on child abuse and neglect prevention; and,
- **Step Six:** Ensure effective state and local planning and implementation of child abuse and neglect prevention strategies.

Our collective failure to implement effective policies and strategies to prevent child abuse and neglect cost taxpayers \$104 billion per year and does not consider the personal toll on the victimized child. (1) Research shows that child abuse and neglect have life-long consequences, not only for the victimized child but for the nation (2) These studies show a strong correlation between child abuse and neglect and debilitating and chronic health consequences, delinquency, criminal behavior, mental health illness, drug dependency and lower academic performance. Child abuse and neglect are serious national problems affecting families regardless of wealth.

Many recent initiatives and efforts have focused on improving the child protection system. These efforts have resulted in more people looking at prevention strategies as a means to decrease the escalating need and costs incurred for services after the abuse and neglect have occurred. These efforts also provide an opportunity to view the child protection system as a part of a continuum that must include services on the front-end. The current situation can allow policy makers to move the dial



used by UNICEF represent educational, health and safety, material, and family and peer well being; measures that can reduce the potential for child maltreatment. We as a nation have responded decisively whenever our economic stability or national security has been threatened. We have not responded with the same sense of urgency and resolve when our nation's children are abused or neglected. This situation unfortunately may not be that surprising since ***the United States does not have a comprehensive policy or strategy to prevent the abuse and neglect of our nation's children.***

The absence of a comprehensive policy is not the result of a lack of information about child abuse and neglect. The U.S. Department of Health and Human Services issues a "Child Maltreatment Report" (5) each year providing information on the characteristics of children who are maltreated and by whom. Research is abundant on the precipitating factors of child abuse and neglect and much is known about successful prevention strategies. Despite this wealth of information, efforts to prevent child abuse and neglect have been inconsistent. ***Believing child abuse and neglect is a national problem is not enough.*** We must establish a national policy to prevent it, plan a deliberate and thoughtful implementation strategy to accomplish it, ensure an adequate financing mechanism to pay for it and develop a mechanism to build the capacity of states to sustain it. Our nation's children, regardless of their means, deserve nothing less.

SIX STEPS

1. Help the public recognize and understand the many connections between child abuse and neglect and other social ills.

The public recognizes that child abuse and neglect should be prevented but there is not a consistent understanding of child abuse and neglect prevention. Clarity in message is critical to ensure we focus on the same issue consistently so we as a nation can respond effectively to the needs of children and families before abuse or neglect ever happens.

Corporate America spends billions of dollars annually to introduce and maintain their respective brands. Corporate leaders understand the importance of branding and the impact branding has on their ability to successfully market products to consumers. No such brand identity currently exists for the prevention of child abuse and neglect. To address the issue, child abuse and neglect prevention must be understood uniformly and the message must be to prevent child abuse and neglect from ever happening. Through this branding, education and information can help the public uniformly understand child abuse and neglect



This transformation can only be accomplished through state-by-state assessment and planning and implementation based upon the national policy and measured by thoughtfully established national outcomes.

Individual jurisdictions and policy makers develop budgets taking into account legislative mandates related to the use of the funds. When funding criteria are not based on clear public policy, the results achieved from the use of the funds most likely will not advance the policy. The absence of a consistent national policy hampers communities in developing local implementation and financing strategies and attaining positive results for children and families.

We must ask “what type of nation and society do we wish to live in and what are the critical success factors to attain that vision?” Once this question is answered, fiscal policies and management decisions must be implemented to support and provide incentives to promote the public policy not vice versa. Change of this nature is time consuming and often transcends the term(s) of an elected official. By developing a thoughtful, bi-partisan and multi-branch national policy, we increase the potential for success even when leadership changes. Services for children must be viewed as investments, not expenditures, and credible cost benefit analyses must be developed to demonstrate the value of the investment.

4. Cultivate multiple and diverse prevention champions to rally the public support necessary to change policies to prevent child abuse and neglect.

The President of the United States and state and local government leaders should be the leading champions of children. Platforms developed for political campaigns and initiatives frequently support the notion that children are our future and we as a nation should embrace and support family and community development. Often times, however, these campaign platforms fall victim themselves once the rigors of balanced budgets and the realities of governance take hold. It is not that public figures are insincere; often specific initiatives are accomplished but they are small victories for children and families who have much greater needs.

These champions must identify other leaders who can promote the implementation and sustainability of the national policy to prevent child abuse and neglect. Prevention champions can be found in “children’s cabinets” or legislative caucuses that are bi-cameral and bi-partisan. Additionally, the leader can designate key members of the administration such as the deputy chief of staff and a deputy budget director to promote the integration of administration policy across departments, encourage



accountable in the prevention of child abuse and neglect.

6. Ensure effective state and local planning and implementation of child abuse and neglect prevention strategies.

The development of a comprehensive, thoughtful national policy to prevent child abuse and neglect must be undertaken immediately. With that policy in place, real and sustainable change then can be initiated on a state-by-state basis. The focus should be on each state implementing comprehensive, evidence based, community driven child abuse and neglect prevention strategies based upon the state's needs. With an emphasis on healthy child, family and community development, a state could develop benchmarks and measures to assess progress and demonstrate to the public what is being accomplished. These plans cannot merely be a written document; they should be a well-developed process that encourages states to look at inter-agency policy integration, shared funding among the various service delivery systems, information sharing and common goals. These state plans must be a methodology to view prevention services as more than a funding stream or specific program, and instead, as an entirely *new way of thinking* about the long-term safety, health, growth, development and well-being of our nation's children.

Successes have been achieved through the use of the public health model to address such issues as tobacco cessation and the prevention of diabetes and cancer. These models may be instructive in statewide child abuse and neglect prevention planning. The model includes steps that define the problem, identify risk and protective factors, develop and test strategies and promote widespread adoption of those strategies. Some states already have taken some of these steps and state child abuse and neglect prevention planning can build upon this foundation. Statewide prevention planning must be more than a call to action; it must provide the framework to implement and sustain a complete transformation of an outdated service delivery system, financing strategies and a patchwork of related but uncoordinated children's policies. State prevention planning must become a blueprint for change based upon a clear understanding of prevention and the development of fiscal policies that support the child abuse and neglect national prevention policy.

This statewide prevention planning process represents a multi-year effort that should focus on two objectives:

- Understanding the current status of prevention in the state;
- Addressing the actions identified in this paper to initiate and sustain child abuse and neglect prevention strategies.



December 6, 2007

Dear Representative / Senator:

The undersigned organizations urge you to use your leadership position to ensure the enactment of the bi-partisan Education Begins at Home Act (H.R. 2343 / S. 667). This important legislation would establish the first dedicated federal funding stream for quality, voluntary home visiting programs for parents with young children. Research demonstrates that quality home visitation programs are associated with positive outcomes for children and families, including: greater school readiness, enhanced child health and development, improved parenting practices, and reductions in child maltreatment and later criminality. These voluntary programs provide trained home visitors who deliver parent education and family support services to families with young children, providing guidance on enhancing children's development and school readiness from before birth through entry into kindergarten.

The Education Begins at Home Act (EBAH) would allow for the expansion of home visiting in three basic ways. First, the legislation would authorize formula grants to states, tribes and territories to offer a more comprehensive, systematic approach to home visiting. Grantees would be required to develop a plan to build upon existing home visiting programs, to identify target populations, to offer training and technical assistance to home visitation and early childhood care and education staff; to enhance collaboration among programs that serve young children and their families; and to provide direct home visiting services. Second, the legislation would create competitive grants for local entities serving particular populations. One grant would fund programs that focus on serving young children with a military family member, while the second grant would fund programs that focus on serving families with an English language learner. Finally, the legislation would establish a parent and public education and awareness campaign about caring for infants and young children. The authorization level for the formula grants is \$400 million over three years, while the authorization level for each of the competitive grants is \$50 million over three years.

Home visitation is an effective, research-based and cost-efficient way to ensure that all children have the opportunity to grow up healthy, ready to learn and able to become productive members of society. Investing in this research-proven approach now will mean savings down the road in costs associated with health, education, child maltreatment and criminal justice. We urge you to take steps to move EBAH out of your committee/subcommittee and ensure its enactment on the floor so that this important legislation can begin improving the lives of children and families.

Sincerely,

National

American Academy of Pediatrics
American Humane Association
American Psychological Association
Center for Law and Social Policy
Child Welfare League of America
Children's Defense Fund
Coalition for Juvenile Justice
Docs for Tots
Fight Crime: Invest in Kids



West Memphis School District, Home Instruction Program for Parents of Preschool Youngsters (HIPPY)

California

Alum Rock Counseling Center
Bayside Community Center
Berkeley Even Start Program
Alameda County Office of Education
CASA Program of Child Advocates of Nevada County
Catholic Charities Parents as Teachers Program
Charterhouse Center for Families
El Concilio
Even Start Family Literacy Program
Family Connections Cabrillo Family Resource Center
Family Connections Collaborative
Family Resource and Referral Center
Fight Crime: Invest in Kids California
Fontana USD
Foothills Healthy Babies, Child Advocates of Nevada County
Great Kids, Inc.
HABLA (Home-based Activities Building Language Acquisition)
International Rescue Committee
Jump Start School Readiness Program
Pathways to Child & Family Excellence
Prevent Child Abuse California
Sacramento Native American Health Center
SAY San Diego
School Readiness Program - Grayson-Westley Family Resource Center
St. Anne's Maternity Home
Tracy Unified School District

Colorado

Catholic Charities, Diocese of Pueblo Inc.
Colorado Association for the Education of Young Children
Colorado Foundation for Families and Children
Colorado HIPPY
Colorado Parent & Child Foundation
Colorado Parents as Teachers
Invest in Kids - Colorado
Literacy Action Program
Qualistar Early Learning
Rocky Mountain Parents as Teachers

Connecticut

Connecticut's Parents as Teachers State Office
Consolidated School District of New Britain
East Windsor Family Resource Center
New Britain Family Resource Centers
New Britain Public Library
North Branford Family Resource Center
North Windham Family Resource Center
Prevent Child Abuse Connecticut/Wheeler Clinic
Smalley Academy Parent Teachers Club
The Family Resource Center Alliance



Refugee Family Services
Talbot County Even Start
Voices for Georgia's Children
Warren County Parents as Teachers

Hawaii

Child and Family Services - Healthy Start Leeward, Central, Waianae and Enhanced
Family Support Services of West Hawaii
Maui Family Support Services
Prevent Child Abuse Hawaii

Idaho

Advocates Against Family Violence
Family Advocate Program
Family Services Alliance
Idaho Children's Trust Fund / Prevent Child Abuse Idaho

Illinois

Adolescent Health Center, Healthy Families Illinois
Bellwood School District 88
Child Abuse Council
Children's Home + Aid, Healthy Families Program
Children's Home and Aid Society of Illinois
Children's Home Association of Illinois Healthy Families / Good Beginnings
Early Learning Quad Cities / Partnering with Parents
Rock Island County Regional Office of Education
F.A.C.E.S. (Family and Classroom Educational Support)
Family Focus Aurora
Fight Crime: Invest in Kids Illinois
Healthy Families - Will County Health Department
Illinois Parents as Teachers
Lifelink Corporation
Metropolitan Family Services
POINT
Prevent Child Abuse Illinois
Project S.H.I.P, Shiloh Help In Parenting
The Ounce of Prevention Fund - Illinois Birth to Three Institute
Voices for Illinois Children
William Holliday Elementary Pre-K At Risk

Indiana

Birth-to-Five, Inc.
Blue River Services, Inc.
CARS Healthy Families of Parke County
Children's Bureau Parents as Teachers Program
Clarian West Medical Center
Daviss-Martin Healthy Families
Dunebrook – Indiana State Leader for Parents as Teachers
Families United, Inc.
Family Service Society, Inc / Healthy Families Grant County
Family Services and Prevention Programs
Fayette, Rush and Union Counties Healthy Families, Achieva Resources
Gary Neighborhood Services, Inc.
Greene County Healthy Families



Madison County Empowerment Board
 Meskwaki Baby F.A.C.E.
 Mills Co. Public Health - Parents as Teachers
 New Parent Program, Clinton, Iowa
 New Parent Program, Tipton, Iowa
 Oakridge Neighborhood
 Parents as Teachers Greater Regional Outreach
 Partners in Family Development
 Pottawattamie County Public Health
 Pottawattamie Empowerment Board
 Prairie Lakes AEA 8
 Prevent Child Abuse Iowa
 Prevention Concepts
 Primary Health Care, Inc.
 Promise Partners Pottawattamie County Alliance for Youth
 Regional Medical Center Parents as Teachers
 Ringgold County Public Health
 SIEDA - Jefferson / Keokuk Parents as Teachers Program
 SIEDA – Mahaska / Wapello Parents as Teachers Program
 Storybook Project
 United Action for Youth
 Van Buren Parents as Teachers
 Warren County Parents as Teachers
 Washington County Public Health and Home Care
 Waterloo Community Schools Parents as Teachers
 Wayne Family Resource Center

Kansas

Blue Valley Parents as Teachers
 Derby USD #260 Parents as Teachers
 Dighton USD #482 Parents as Teachers
 Geary County USD #475 Parents as Teachers
 Kansas Action for Children
 Kansas Children's Service League / Prevent Child Abuse Kansas
 Kansas Parents as Teachers
 Kansas Parents as Teachers Association
 Labette County USD 506 Parents as Teachers
 Parents as Teachers / Early Head Start (Parents as TeachersHS)
 South Central KS Education Service Center
 TFI Family Services (The Farm, Inc.) of Kansas
 USD #261 Parents as Teachers
 USD #379, USD #378 and USD #334 Parents as Teachers Programs
 USD #609 Southeast Kansas Education Service Center Parents as Teachers Consortium
 Wichita Parents as Teachers Program, USD #259

Kentucky

Family and Children First
 Woodland Family Resource Center

Louisiana

Baton Rouge, LA HIPPY
 Bogalusa City Schools HIPPY Program
 Children's Coalition for Northeast Louisiana
 Louisiana Parents as Teachers State Office

**Minnesota**

Jewish Family and Children's Service of Minneapolis / Parent-Child Home Program
Minnesota Parents as Teachers

Mississippi

Petal School District Parents as Teachers Program

Missouri

Afton School District's Parents as Teachers
Albany R-III Parents as Teachers
Billings Parents as Teachers
Bolivar R-1 Parents as Teachers
Brentwood Parents as Teachers
Camdenton R-III School Parents as Teachers
Carl Junction R1 School District Parents as Teachers
Carthage R-9 Parents as Teachers Program
Centralia Parents as Teachers
Chamois Parents as Teachers
Clopton Parents as Teachers
Crawford Co. R-II Parents as Teachers
DeSoto, Hillsboro, Sunrise and Grandview Parents as Teachers
El Dorado Springs Parents as Teachers
Elm Point Early Childhood Center
Excelsior Springs Schools Parents as Teachers
Fayette R-III School District Parents as Teachers
Festus Parents as Teachers Co-op
Ferguson-Florissant School District - Parents as Teachers
Fort Osage R-1 School District Parents as Teachers
Fox C-6 Schools Parents as Teachers
Gasconade County R-1 School District
Green Forest R2
Greenfield Parents as Teachers
Hale R-I School
Hallsville R-IV Schools
Hancock Parents as Teachers
Hannibal Public Schools
Healthy Families Counseling & Support
Healthy Families Phelps / Maries County
Hollister R-V School District
Johnson County R-VII School District
Kingsville R-1 Parents as Teachers
Kirksville RIII Schools-Parents as Teachers
Kirkwood Parents as Teachers
Lamar R-1 Schools
Lebanon Area Parents as Teachers
Lee Summit R-7 School District Parents as Teachers
Logan-Rogersville R-VIII School District
Marceline Parents as Teachers
Marshfield Parents as Teachers
Maryville Parents as Teachers
Mehlville Parents as Teachers
Milan C-2 School District



Gateway Northwest Maternal & Child Health Network
Parents as Teachers New Jersey State Office - Prevent Child Abuse New Jersey
Robins Nest, Inc.

New Mexico

Healthy Families First / Primeros Pasos
Las Cruces Public Schools Federal Programs Department
Nenahnezad Community School FACE Program

New York

Andrus Children's Center
Behavioral Health Services North
Binghamton School District PACT (Parents and Children Together)
Broome County Health Department
Buffalo / BOCES / Holy Cross Even Start Family Literacy Program
CAMBA
Community Action Partnership for Madison County
Cornell Cooperative Extension / Jefferson - Lewis BOCES
EWC Even Start Program Services Coordinator
Excellence Early Learning Academy
Family Nurturing Center of Central New York
Fight Crime: Invest in Kids New York
Franklin County Even Start – Parents as Teachers
Groton Even Start Family Literacy Program
Healthy Families Niagara
Healthy Families of Oneida County
Healthy Families of Rensselaer County
Healthy Families Schenectady
Healthy Families Staten Island
Lourdes Hospital Parents and Children Together (PACT)
Mobile Outreach Parent-Child Home Program / Eastern Suffolk Boces
Morris Heights Health Center, Healthy Families Program
Niagara Falls City School District Focus on Families Program
Our Lady of Lourdes Memorial Hospital, Inc.
Parsons Child and Family Center
Port Washington Public Library Parent-Child Home Program
Prevent Child Abuse New York
South Bronx Healthy Families
Sullivan Even Start Family Literacy @ Sullivan County BOCES
The Consortium for Children's Services – DBA Children's Consortium
YWCA Parents as Teachers

North Carolina

Adolescent Parenting Program
Block of Hope Parents as Teachers Program
Bolivia Elementary School
Brunswick County Schools
Burke County Health Dept., Baby Love Program
Burke County Literacy Council
Caring for Kids Coalition
Catawba Valley Healthy Families / Appalachian Family Innovations
Cherokee County Parents as Teachers
Child Connections
Children and Family Resource Center



North Central ESD Early Education
Oregon Child Care Resource and Referral Network
Siskiyou Community Health Center
Tillamook Healthy Start
Together For Children
Umatilla County Public Health
Washington County New Parent Network

Pennsylvania

Columbia County Family Centers
Early Head Start in Mercer County
Fight Crime: Invest in Kids Pennsylvania
Indiana County Early Head Start
McKean County Family Centers The Guidance Center
Pennsylvania Partnerships for Children
Perry County Family Center, Inc.

Rhode Island

Bristol Warren Parents as Teachers
North Kingstown Parents as Teachers
Ocean State HIPPY (Home Instruction for Parents of Preschool Youngsters)
RI Parents as Teachers and HIPPY Affiliates
Washington County Parents as Teachers Programs

South Carolina

Greenville Rape Crisis and Child Abuse Center / Prevent Child Abuse Greenville
Greenwood Community Children's Center
ParentingPartners
Prevent Child Abuse Pickens County
Prevent Child Abuse South Carolina
South Carolina Parents as Teachers
South Sumter Resource Center
United Way of Greenville County
Voices for South Carolina's Children

South Dakota

Volunteers of America, Dakotas Even Start Family Literacy Program

Tennessee

Birth to Kindergarten - Parents as Teachers Program
CHP Consultants
Family Education / Methodist Medical Center / Family Birthing Center
Family Resource Center
Fight Crime: Invest in Kids Tennessee
Healthy Start N.W.
Healthy Start of Anderson County / Anderson County Health Council
Lake City Family Resource Center
Maternal Infant Health Outreach Worker Program of the Center for Health Services, Vanderbilt
University Medical Center
MIHOW / Woodbine Community Org.
Tennessee Commission on Children and Youth
The Acorn Tree, Owner
The Center For Family Development
Willow Brook Family Resource Center



Family Services of Grant County Early Head Start
Fight Crime: Invest in Kids Washington
Parent Trust for Washington Children
Parents As Teachers of Kittitas County
Providence Maternal Child Health
S.E.L.F. (Support for Early Learning & Families)
Selkirk Parents as Teachers Program
The Washington Council for Prevention of Child Abuse & Neglect / Children's Trust
Washington Parents as Teachers

West Virginia

ABLE Families
Cabell-Wayne Healthy Families America
East End Family Resource Center
Fayette Co. Family Resource Network
Greenbrier Parents as Teachers
Marshall County Parents as Teachers
Marshall County Starting Points Center
New River Health Association
Ohio County MIHOW Program
Parents as Teachers - Clay County
Pocahontas Parents as Teachers
Prevent Child Abuse West Virginia
REACHH – Family Resources Center Parents as Teachers
TEAM for West Virginia Children
UKV Starting points and Parents as Teachers
United Way of the River Cities
West Virginia Partners in Community Outreach

Wisconsin

Birth to Three and Early Head Start
Children's Service Society of Wisconsin
Family Resource Centers of Sheboygan County
Family Services of Northeast Wisconsin
Madison Even Start
Parents Plus, Inc.
Prevent Child Abuse Wisconsin
The Exchange Center for the Prevention of Child Abuse
Wisconsin Parents as Teachers

Wyoming

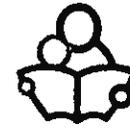
Cheyenne Even Start
Lincoln County School District #2 Parents as Teachers
Parent Education Network
Parents Helping Parents of WY, INC.
Prevent Child Abuse Wyoming
Safe Schools / Healthy Students, Arapahoe School District 38
Wyoming Children's Action Alliance

Northern Mariana Island

Ayuda Network, Inc.

**healthy families america**

The Parent-Child Home Program

**HIPPYUSA**
Home Instruction for Parents of Preschool Youngsters

EVIDENCE-BASED EARLY CHILDHOOD HOME VISITATION PROGRAMS

Home visiting delivers early education and support to families where they are—in their homes and on their terms. Through stand-alone programs or in partnership with center-based services, voluntary home visiting educates families and brings them up-to-date information about health, child development and school readiness, and connects them to critical services. Home visiting is a bridge that links the resources of the community with the safety of the home environment, empowering even hard-to-reach parents to build a better future for themselves and their children. This paper provides snapshots of the evidence supporting the value and benefits of four of the largest early childhood home visitation programs, particularly as they relate to school readiness, preventing child abuse and promoting positive parent-child interactions. The four programs highlighted are: Healthy Families America (HFA), Home Instruction for Parents of Preschool Youngsters (HIPPIY) USA, Parents as Teachers (PAT), and The Parent-Child Home Program (PCHP).

INCREASED SCHOOL READINESS

Home visiting offers parents a personalized approach to enhancing their children's readiness to learn that leads to later school success.ⁱ

- Families participating in home visiting programs talk more, read more and have more positive interactions with their children. They engage in more educational activities at home and in their communities.ⁱⁱ
- Children participating in home visiting programs show improved early literacy, language, problem solving, social awareness and competence, and basic skills.ⁱⁱⁱ
- HIPPIY, Parent Child Home Program and Parents as Teachers children have higher scores on school readiness assessments and on school achievement and standardized tests.^{iv}
- A two-site, two-cohort longitudinal study of HIPPIY examined the effects of HIPPIY on children's school performance through the second grade. The study found that children participating in HIPPIY had better school attendance, scored higher on standardized achievement tests, and were perceived by their teachers as being better.^v
- A randomized control group study of PCHP found that program children graduated from high school at a 30% higher rate than the control group in the community and over 20% higher than low-income students nationally.^{vi}
- 7,710 public school children from stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Path analysis showed that participation in PAT, together with preschool, may not only positively impact children's school readiness and school achievement scores, but also may narrow the achievement gap between children in poverty and those from non-poverty households.
 - With at least 2 years of PAT combined with a year of preschool, the percentage of poverty children ready for school at kindergarten entry increased by 25%, reaching a level identical to nonpoverty children with no PAT or preschool.
 - In third grade, the percentage of poverty children who scored above the lowest levels on the Missouri Assessment Program Communication Arts increased by 14% when they participated in PAT and preschool, narrowing the gap between poverty and nonpoverty children by 66%.^{vii}



in school. A vast majority of HIPPY parents surveyed indicated that they would recommend HIPPY to other parents, that HIPPY had improved their communications with their child, that HIPPY helped them to feel more confident in their role as their child's first teacher, and that HIPPY improved their child's social skills. Based on public school records, HIPPY children were found to have good attendance, good social skills, low suspension rates, and average-to-good academic performance, compared to local expectations for children from similar socio-economic backgrounds.^{xvii}

- A 1998-1999 evaluation looked at the effectiveness of HIPPY in four cities in Texas, by studying areas such as: parental involvement in the child's education, parent-child educational experiences, and child's school adaptability and functioning. The sample population included 353 parents and 94 teachers from 38 schools in Austin, Dallas, Denton, and Houston, reporting on 152 children. 88.5% of parents explained that they became more aware of the importance of reading by participating in the HIPPY program. According to the teachers, the children enrolled in HIPPY show evidence of expected personal and social development and are learning language, literacy, and math.^{xviii}
- A study of Healthy Families Arizona found improved scores on six out of seven scales of the Parenting Stress Index: competence, attachment, feelings of restricted role, depression, social isolation and positive mood at six and twelve months post-enrollment.^{xix}
- Compared to their scores at the initial assessment, mothers participating in the Healthy Families Virginia program had higher scores in the areas of parent-child interaction, bonding, communication and care-giving after two years of participation, while the scores of mothers in the control group decreased during the same time period.^{xx}

IMPROVING CHILD AND MATERNAL HEALTH OUTCOMES

- A Healthy Families America study in Iowa showed that families who received home visiting services were more likely to have health insurance and a medical home, to seek prenatal and well-child care, and to get their children immunized.^{xxi} Another study conducted in Florida showed that 93% of participating Healthy Families children were fully immunized by age two compared to the statewide average of 77%. (can provide citation)
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.^{xxii}
- A Parents as Teachers study on 400 randomly-selected families enrolled in 37 diverse school districts across Missouri showed that at age 3, Parents as Teachers children performed significantly above the national norms on a measure of school-related achievement, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame these delays by age 3.^{xxiii}

By providing critically important primary prevention services to families with young children, these home visiting programs make a real difference in families' lives. Recognizing that America's families are far more complex than just a mother and child, these home visiting programs reach out to and include not only mothers, but also fathers, grandparents and other relatives serving as primary care providers, and foster care parents by providing one-on-one evidence-based services.



-
- ^{xxvii}Knickerbein, 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.
- ^{xxviii}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.
- ^{xxix}O'Hara, J.M. & Levenstein, P. (1981). *Second Year Progress Report: 9/15/80 - 9/14/81: Tracing the Parent-Child Network. Final Report, Grant No. NIEG 800042*, National Institute of Education, U.S. Department of Education.
- ^{xxx}Levenstein, P., O'Hara, J.M., & Madden, J. (1983) , "The Mother-Child Home Program of the Verbal Interaction Project", in Consortium for Longitudinal Studies, ed., *As the Twig Is Bent* Hillsdale, NJ: Lawrence Erlbaum Associates.
- ^{xxxi}Levenstein, P. & O'Hara, J.M., (1993) "The necessary lightness of mother-child play", in K.B. MacDonald, eds., *Parents and Children Playing* Albany, NY: State University of New York Press.
- ^{xxxii}Pfannenstiel, J. (1998). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.
- ^{xxxiii}Byrd, S. (1996) *HIPPY Past and Present*. HIPPY Program, New Orleans Public Schools.
- ^{xxxiv}Jacobson, A.L. and Ramisetty-Mikler, S. (1999) *The HIPPYCorps Initiative: Getting Things Done*. 1998-1999 Annual Program Evaluation Report. Center for Parent Education, University of North Texas.
- ^{xxxv}LeCroy & Milligan Associates, Inc. (2001). *Healthy Families Arizona Evaluation Report 2000*.
- ^{xxxvi}Gelano, J. & Huntington, L. (2001). *Healthy Families Virginia FY 2001 Statewide Evaluation*. Also FY 2002 Healthy Families Partnership Benchmark Study Measuring Community-Wide Impacts.
- ^{xxxvii}Berkenes, J.P. (2001), *HOPEs Healthy Families Iowa FY 2001 Services Report*; Klugholz & Associates (2000), *Healthy Families Montgomery Evaluation Report Year IV*; Greene et al. (2001), *Evaluation Findings of the Healthy Families New York Home Visiting Program*; Katzev, A., Pratt, C. & McGuigan, W. (2001), *Oregon Healthy Start 1999-2000, Status Report*.
- ^{xxxviii}Wagner, M., Iida, E. & Spiker, D. (2001). *The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community*. Menlo Park, CA: SRI International. Obtained from www.sri.com/policy/cehs/early/pat.html.
- ^{xxxix}Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers program*. Overland Park, Kan.: Research & Training Associates.