

# Guide to Public Funding

for programs offering Parents as Teachers services



*Investments in children are always  
investments in tomorrow.*



**NATIONAL CENTER.**  
FOR  
*Parents as Teachers*





# Introduction

## **PUBLIC FUNDING FOR PROGRAMS OFFERING PARENTS AS TEACHERS SERVICES**

Programs offering Parents as Teachers services are supported by a wide range of funding sources including state, local and federal government agencies, private foundations and corporate supporters. Historically, programs offering Parents as Teachers services receive the majority of their support from public funds. While Parents as Teachers National Center is committed to working to establish new federal funding opportunities for home visitation programs, it is incumbent upon programs to aggressively pursue existing public funding to ensure long-term program sustainability.

This resource guide provides current and prospective programs offering Parents as Teachers services with information on potential funding opportunities that can be used to support home visitation programs. Because quality home visitation programs, such as Parents as Teachers, have been found to have positive outcomes for children and families ranging from school readiness to prevention of child abuse and improved health, various government agencies sponsor funding opportunities that can support home visitation as an effective strategy for achieving these outcomes.

All the specific funding opportunities included in this guide are made up of federal dollars, although some require a state or local match. Some of the funds are distributed directly by the federal agency to the community based agency (i.e. Parental Information and Resource Centers—PIRCs). Other funds are distributed through a state formula grant which is typically awarded in subgrants to local government entities or community agencies who actually deliver services to families. Still other funding is available directly from the federal agency to local education agencies (LEAs) such as the Title I program. Many important funding opportunities and decisions for allocation of federal dollars exist at the state and local level.

Regardless of the source of the funding, competition for these funds can be fierce. State, local and federal governments face ongoing fiscal pressure which can limit the availability of funds for home visiting programs. Now more than ever, policy makers are insisting that public resources fund “evidence-based programs” that show documented results for children and families. Parents as Teachers is an evidence-based program. Not only is our curriculum research-based, but our programs have been found to have positive outcomes for children and families in a wide range of domains through rigorous scientific research methodologies. The Parents as Teachers National Center Web site provides up- to-date information about our research findings:

[www.parentsasteachers.org/research/outcomes](http://www.parentsasteachers.org/research/outcomes).

## **LOCAL COMMUNITY FUNDING**

Regardless of which source of funding you pursue, it is essential to build a strong base of

support in your own local community. Some grants are funded by city or county governments or local school districts. As previously mentioned, some federal funds are passed through to local government entities where decisions are made about the use and recipients of the funds. Don't wait until these funds become available in your community to build these important relationships and collaborations—start now! You might begin to build relationships with the following organizations, who may be direct funding decision-makers or influential stakeholders in your community:

- County health department;
- Local school district;
- Local children and family agencies and nonprofits;
- Local mental health associations;
- United Way;
- Faith-based organizations;
- Community early childhood initiatives; and
- Law enforcement officials

## STATE FUNDING

In addition to the federal funds that flow down to states, additional funding opportunities are present in many states that can be used to support home visitation programs. These funding opportunities reflect the unique priorities of the state's stakeholders, the budget situation, and, hopefully, the needs of families and children in that state. Just as it is important to build relationships and collaborations in your local community, it is equally important to cultivate similar relationships at the state level. Once established, these relationships must be groomed and cultivated over time. Work to develop relationships with new and emerging stakeholders to broaden your base of support. This is especially important since the landscape of state elected officials, government agency officials and other key stakeholders is constantly changing, particularly in those states that have term limits in place for state legislators. For more information about advocating for programs offering Parents as Teachers services, refer to our Advocacy Toolkit which can be found at [www.parentsasteachers.org/advocacy/tookit](http://www.parentsasteachers.org/advocacy/tookit).

While it is impossible to list all the funding opportunities in each state, there are a few opportunities that seem to be present in most states. Educate yourself about these opportunities and stay abreast of emerging trends in your state that could, potentially, lead to new funding opportunities.

**State Early Childhood Initiatives:** Many states have their own early childhood and/or community based initiatives. These initiatives may have specific goals around school readiness, or may have broader goals around support for families and children. In many cases, these funds can support programs offering Parents as Teachers services at the local level. A few examples of state early childhood initiatives are:

- Smart Start in North Carolina, which is designed to help ensure that young children enter school healthy and ready to succeed. The funds are administered through local partnerships that determine services based on local needs. Smart

Start funds Programs offering Parents as Teachers services throughout the state of North Carolina.

- The Iowa Community Empowerment Initiative, which created local community empowerment areas with citizen-led efforts to improve the well being of families with young children. Each community empowerment area establishes a board that is responsible for designing and funding services to meet local needs.
- State Children’s Trust Funds—which operate in 50 States, the District of Columbia and Puerto Rico—serve as a catalyst for the development of community based child Abuse and neglect prevention programs in their states. They are also incubators for programs and services related to strengthening families to prevent child Abuse and neglect. State Trust Funds receive revenue from a variety of sources such as surcharge fees on marriage licenses or other vital records, individual and corporate fundraising, and State and Federal resources. The National Alliance of Children’s Trust Funds provides additional information and contacts: [www.msu.edu/user/millsda/index.html](http://www.msu.edu/user/millsda/index.html).
- Some states devote state funds to support a range of early childhood home visitation programs or a specific home visitation program model. For example, Programs offering Parents as Teachers services in Kansas, Missouri and Oklahoma are funded through designated state funds. In other states, funds have been allocated to other home visitation programs, such as Healthy Families America, Nurse Family Partnership, or HIPPIY. The state of Washington recently passed legislation to fund a range of home visiting programs, rather than just one model. These state funded initiatives are an exciting trend in the home visiting field. Parents as Teachers advocates should work to “get a seat at the table” to be involved in early discussions and planning for state legislation. Reach out to other early childhood education and home visiting organizations in your state to foster meaningful collaborations both in terms of advocacy efforts and enhanced service delivery to children and families.

## FEDERAL FUNDING

The remainder of this resource guide focuses on federal funding opportunities. Some of the funding opportunities described in this resource guide are targeted to children and families that meet certain criteria and are deemed to be “at risk.” For example, Temporary Assistance for Needy Families (TANF), which provides funding for many home visitation programs, is a means tested program providing assistance to low income families. Since TANF is a targeted funding source, Programs offering Parents as Teachers services receiving these funds must only serve families that meet the TANF eligibility criteria with these funds.

The following information is meant to provide an overview of federal funding opportunities, which will hopefully spur further consideration and exploration. It is important to learn about each funding source and pursue only those funds that are appropriate for your Parents as Teachers program and local community.

Each of the funding opportunities provides an overview of the program; federal and, if applicable, state contact information; types of activities funded; the connection to Parents as Teachers; research arguments that can be used to support Parents as Teachers; and other issues to consider. The following pages include summaries of these federal funding opportunities:

### **Department of Education**

- Even Start
- Individuals with Disabilities Education Act (IDEA) Part C
- Title I, Part A
- Parental Information Resource Centers (PIRC)

### **Department of Health and Human Services**

- Child Abuse Prevention and Treatment Act (CAPTA)
- Medicaid
- Promoting Safe and Stable Families (PSSF)
- Temporary Assistance for Needy Families (TANF)
- Title V Community Prevention Grants Program



## DEPARTMENT OF EDUCATION:

# Even Start

### Authorizing legislation:

Title I, Part B Subpart 3 of the Elementary and Secondary Education Act (ESEA) of 1965 now incorporated into No Child Left Behind (NCLB):

[www.ed.gov/programs/evenstartformula/legislation.html](http://www.ed.gov/programs/evenstartformula/legislation.html)

### Federal funding agency:

US Department of Education, Student Achievement and School Accountability

Programs: [www.ed.gov/about/offices/list/oese/sasa/index.html](http://www.ed.gov/about/offices/list/oese/sasa/index.html)

### Point of contact:

US Department of Education, Office of Elementary and Secondary Education (OESE):

[www.ed.gov/programs/evenstartformula/index.html](http://www.ed.gov/programs/evenstartformula/index.html)

A list of the Even Start State Coordinators can be found at:

[www.ed.gov/about/offices/list/oese/sasa/escontacts.html](http://www.ed.gov/about/offices/list/oese/sasa/escontacts.html)

### Program purpose:

The Even Start Family Literacy program helps break the cycle of poverty and illiteracy by giving economically and educationally disadvantaged parents the help they need to support early literacy and language development for their young children. Even Start's intergenerational approach recognizes the critical link between adult literacy, parental involvement, children's school readiness and sustained school success. Local programs must provide integrated services that include early childhood education, adult literacy, parenting education and interactive parent and child literacy activities components.

The program has three overarching goals:

- Improve parents' literacy or basic educational skills;
- Help parents become full partners in educating their children; and
- Assist children in reaching their full potential as learners.

### Funding formula:

The majority of Even Start funds are allocated by formula using the state's relative share of Title I, Part A, funds. Title I funds (explained in greater detail in the Title I funding summary) are awarded to school districts based the relative percentage of children ages 5 to 17 in the school district whose family incomes are below the federal poverty level. These state formula grant awards are made to state education agencies which in turn make competitive sub-grants to partnerships of local education agencies (LEAs) and nonprofit community-based organizations. Each state must form a Committee of Practitioners to advise and oversee administration of the state Even Start funds. In awarding these sub-grants, priority must be given to proposals that primarily target areas with large numbers of most-in-need families or to projects located in empowerment zones or enterprise communities. In addition, sub-grants within a state must be equitably

distributed among urban and rural areas. Local sub-grantees must assume an increasing share of program costs during each year of the total grant period.

Beyond the state formula grants, five percent of the total annual Even Start appropriation must be set aside for federal discretionary grants to family literacy programs for migratory worker families, federally-recognized Indian tribes and tribal organizations in outlying areas.

### **Funding recipients:**

Local schools (including public schools, colleges or universities), government agencies and non-profit organizations can submit applications to their state education agencies to compete for Even Start sub-grants within their state. These organizations must use these funds to provide targeted services to low-income families with parents who struggle with low-literacy skills. In order to receive Even Start services, the applicant must serve families that meet the following criterion:

- Have a child between the ages 0 and 7 years;
- Teen parent; or
- An adult (over the age of 16) who meets the eligibility criteria for adult basic education programs which includes:
  - Currently not enrolled in secondary school;
  - Lacking a high school diploma;
  - Lacking mastery of basic education skills; or
  - Inability to speak, read or write English.

### **Activities supported by the funding:**

Even Start programs must provide “high-quality, intensive instructional” services that include the following four program components:

- Early childhood education;
- Adult literacy;
- Parenting education, and
- Interactive parent-child literacy activities for participating families.

According to the Elementary and Secondary Education Act (now incorporated in NCLB), each funded Even Start project **must include** a home-visitation component that ensures that each participating family receives services on a “regular basis.” Programs must provide year-round services to participating families, including some program services during the summer months.

### **Parents as Teachers connection:**

- At its core, Parents as Teachers is literacy-focused; introducing and reinforcing for parents research-based concepts of language and literacy development in every personal visit.
- As of 2008, approximately 250 programs offering Parents as Teachers services are blended with Even Start.
- Parents as Teachers is specifically mentioned in the Even Start authorizing legislation (section 1232) as an ‘eligible organization’ that can provide “technical assistance, program improvement, and replication activities.”

## Parents as Teachers Research support for funding:

- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade. <sup>1</sup>
- The University of Idaho conducted a rigorous analysis of the Parents as Teachers and found that the curriculum “offers a comprehensive early literacy program for families and their young children.” <sup>2</sup>
- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children’s achievement progress higher than control group children’s progress in all areas. <sup>3</sup>

## Things to consider:

- Home visitation is a component of Even Start’s required comprehensive family literacy services. If your organization wants to provide the entire range of Even Start Family Literacy services, you would apply directly for the grant. Otherwise, you will need to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- Even Start has experienced ongoing funding challenges, with a 60 percent federal funding cut from FY02 to FY08. Over this six-year period, more than 200 Parents as Teachers Even Start-funded programs have closed due to these funding cuts, leaving these needy low-income families without home visiting services.

## Related links:

National Even Start Association: [www.evenstart.org/](http://www.evenstart.org/)

National Center for Family Literacy: [www.familit.org/](http://www.familit.org/)

US Dept of Education Even Start Program Guidance:  
[www.ed.gov/policy/elsec/guid/evenstartguidance02.doc](http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc)

## References:

<sup>1</sup> Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY; Drazen, S. & Haust, M. (1996). *Lasting academic gains from an early home visitation program*. Paper presented at the annual meeting of the American Psychological Association, August 1996.

<sup>2</sup> Shaklee, H. & Demarest, D. (2006). *Literacy Content Strong in Parents as Teachers 3-K Curriculum*. University of Idaho Extension Service.

Shaklee, H. & Hardin, D. (2003). *Building Literacy from the Ground Up*. University of Idaho Extension Service.

<sup>3</sup> Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates. Drazen, S., & HaUSt, M. (1995).





# Individuals with Disabilities Education Act (IDEA)—Part C

## Authorizing legislation:

Individuals with Disabilities Education Act Part C—Early Intervention Program for Infants and Toddlers with Disabilities:

<http://idea.ed.gov/explore/view/p/,root,statute,I,C>

## Federal funding agency:

U.S. Department of Education, Office of Special Education:

<http://idea.ed.gov/explore/home>

Point of Contact: At the federal level the DOE's Office of Special Education serves as the primary point of contact: [www.ed.gov/about/offices/list/osers/osep/people.html](http://www.ed.gov/about/offices/list/osers/osep/people.html)

A list of the state level contacts for IDEA Part C can be found at:

[www.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.html](http://www.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.html)

## Program purpose:

IDEA Part C—the Early Intervention Program for Infants and Toddlers with Disabilities, originally established in 1986, was created to:

- Enhance the development of infants and toddlers with disabilities;
- Reduce educational costs by minimizing the need for special education through early intervention;
- Minimize the likelihood of institutionalization, and maximize independent living; and
- Enhance the capacity of families to meet their child's needs.

## Funding formula:

IDEA Part C funds are distributed as state formula grants based on the number children in the state from birth through age two, in the general population, as a percent of the total children in this age cohort nationally.

## Funding recipients:

While each state has discretion to set specific criteria for child eligibility for IDEA Part C services, the authorizing legislation provides overriding guidance on eligibility of a child who:

- is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or
- has a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

In addition, states can also provide, at their discretion, services to children that they deem as being at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual. As part of the 2004

reauthorization of the IDEA, states are given discretion to continue service delivery to children beyond age 2, up to kindergarten entry. (IDEA Part C, sec. 635(c)(1))

### **Activities supported by the funding:**

IDEA Part C funding requires states to establish a statewide system that includes the following components:

- rigorous definition of the term “developmental delay”;
- early intervention services to be based on scientifically based research;
- timely, comprehensive evaluation on each infant/toddler with disability;
- individualized family service plan;
- comprehensive child find system;
- public awareness program;
- central service and resource directory;
- training and professional development system;
- qualification standards for personnel;
- designated lead state agency;
- data collection system; and
- interagency coordinating council.

### **Parents as Teachers connection:**

Home visits and early identification, screening and assessment services are specifically mentioned in the statute as a potential early intervention service. Furthermore, the early intervention services must be grounded in scientifically-based research.

### **Parents as Teachers research support for funding:**

- At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the 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. <sup>1</sup>
- Parents as Teachers detects delays and refers children for early intervention which is more cost effective and successful for children, reducing the need for costly remedial and special services in schools, resulting in long-term savings. <sup>2</sup>

### **Things to consider:**

- To supplement programs offering Parents as Teachers services for children with developmental delays, programs might consider using the *Supporting Families of Children with Special Needs* curriculum. For more information visit the Parents as Teachers National Center Web site at:  
[www.parentsasteachers.org/site/apps/s/content.asp?c=ekIRLcMZJxE&b=289389&ct=396019#special](http://www.parentsasteachers.org/site/apps/s/content.asp?c=ekIRLcMZJxE&b=289389&ct=396019#special)
- In each state, the Governor must designate a lead state agency to administer and oversee program services. Local programs should familiarize themselves with their state’s IDEA Part C guidelines within this administering agency.

## Related links:

NECTAC National Early Childhood Technical Assistance Center:

[www.nectac.org/partc/partc.asp](http://www.nectac.org/partc/partc.asp)

National Center for Learning Disabilities: [www.nclld.org/](http://www.nclld.org/)

## References:

<sup>1</sup> Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers program*. Overland Park, KS: Research & Training Associates.

<sup>2</sup> Drazen, S.M. & HaUSt, M. (1994). *Preventing Special Education Costs via Early Intervention*. Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over \$97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.

Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center.





# Title I, Part A

## Authorizing legislation:

Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB): [www.ed.gov/policy/elsec/leg/esea02/pg2.html](http://www.ed.gov/policy/elsec/leg/esea02/pg2.html)

## Federal funding agency:

US Department of Education—Student Achievement and School: [www.ed.gov/about/offices/list/oese/sasa/index.html](http://www.ed.gov/about/offices/list/oese/sasa/index.html)

## Point of contact:

Specific contact information for DOE's Student Achievement and School Accountability Programs Office can be found at: [www.ed.gov/programs/titleiparta/contacts.html](http://www.ed.gov/programs/titleiparta/contacts.html)

A list of the state specific contacts and information can be found at: [www.ed.gov/about/contacts/state/index.html](http://www.ed.gov/about/contacts/state/index.html)

## Program purpose:

Title I funding helps to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Nearly 60 percent of all public schools in the U.S. currently receive Title I funding.

## Funding formula:

Title I funds are allocated based on the number of school-aged children who fall below the federal poverty level in a school district. These funds flow from the U.S. Department of Education to three levels:

- *State Education Agencies* (SEAs or state departments of education) receive the Title I funding for their state. A limited amount of the funding is set-aside for state-level activities such as Title I administration and technical assistance.
- *Local Education Agencies* (LEAs, or local school districts) utilize the funding for district-level activities such as professional development, transportation and supplemental educational services. As one of the required expenditures, one percent of the funds must support parental involvement. However, 95 percent of the one percent parental involvement set-aside *must* be passed on to schools for their parental involvement activities.
- The remaining funds are distributed to schools in the district with high concentrations of low-income children. Districts do have some discretion over which schools will receive the remaining funds. For example, a district can decide to use Title I funds for only elementary schools, middle schools, high schools, or even preschools. The exception, however, is that any school with more than 75 percent low-income children must receive their share of the Title I funds.

## **Funding recipients:**

At the school level, the proportion of low-income students within a school dictates how the school can use the allocated Title I funds. If more than 40 percent of a school's population is comprised of low-income children, the school can operate a "school-wide" Title I program and the funds can be spent on activities for all children in the school. If less than 40 percent of the school's population is comprised of low-income children, then the funds must be spent for services targeted only to those children that are Title I eligible.

## **Activities supported by the funding:**

Title I funding is very flexible and schools can use it in a variety of ways, including, but not limited to:

- Hiring of instructional staff;
- Professional development;
- Before- or after-school programs;
- Preschool programs;
- Parental involvement activities, and
- School-wide reform.

## **Parents as Teachers connection:**

While Title I is typically considered as a K-12 funding stream, the legislation states that funds can be used to improve school achievement for students as young as preschool age. As described in the following research section, participation in Parents as Teachers increases school readiness and sustained school success.

Increasing parental involvement in their children's education is another key component of Title I funding. By participation in Parents as Teachers, parents get involved in their child's early learning, which leads to increased parental involvement once their child enters school.

## **Parents as Teachers research support for funding:**

### **Closing the achievement gap for low-income children:**

- With at least two years of Parents as Teachers combined with a year of preschool, 82 percent of poor children were ready for school at kindergarten entry—a level identical to non-poverty children with no Parents as Teachers or preschool. <sup>1</sup>
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool). <sup>2</sup>
- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child. <sup>3</sup>

**Increasing parental involvement:**

- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63 percent of parents of Parents as Teachers children versus 37 percent of parents of comparison children requested parent-teacher conferences. <sup>4</sup>
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home. <sup>5</sup>

**Things to consider:**

- Although school districts are required to commit only one percent of their Title I funds to parental involvement activities, this can result in a sizeable funding source. For example, in FY07 the average total amount per state for Title I grants totaled \$244 million. <sup>6</sup>
- The Education Commission of States encourages early childhood advocates to promote school district use of Title I funds for early childhood education, "...the time is ripe for asserting early learning as a critical contributor to academic success later on in school." <sup>7</sup>

**Related links:**

Department of Education—Title I, Part A Non-Regulatory Guidance:  
[www.ed.gov/programs/titleiparta/parentinvguid.doc](http://www.ed.gov/programs/titleiparta/parentinvguid.doc)

Council of Chief State School Officers:  
[www.ccsso.org/federal\\_programs/NCLB/index.cfm](http://www.ccsso.org/federal_programs/NCLB/index.cfm)

**References:**

<sup>1</sup>Ziegler E., Pfannensteil, J.C. & Seitz, V. (2008). The Parents as Teachers Program and School Success: A Replication and Extension. *Journal of Primary Prevention*, 29, 103-129.

<sup>2</sup>Pfannensteil, J.C. & Seitz, V. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A research-to-practice Journal for the Early Intervention Field*, 6, 71-86.

<sup>3</sup>Wagner, M. & Spiker, D. (2001). *Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families*. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/Parents as Teachers.html](http://www.sri.com/policy/cehs/early/Parents%20as%20Teachers.html)

<sup>4</sup>Pfannensteil, J., (1998). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.

<sup>5</sup>Pfannensteil, J., Lambson, T., & Yarnell, V. (1996). *The Parents as Teachers program: Longitudinal follow-up to the second wave study*. Overland Park, KS: Research & Training Associates.

<sup>6</sup>[www.ed.gov/programs/titleiparta/funding.html](http://www.ed.gov/programs/titleiparta/funding.html)

<sup>7</sup>Kauerz, K. and McMaken J., (2004) *No Child Left Behind Policy Brief, Implications for the Early Learning Field, Education, Commission of the States., Denver, CO* [www.ecs.org/ecsmain.asp?page=/html/issuesEL.asp](http://www.ecs.org/ecsmain.asp?page=/html/issuesEL.asp)





# Parental Information and Resource Centers (PIRCs)

## Authorizing legislation:

Elementary and Secondary Education Act (ESEA) of 1965, as amended, Title V, Part D, Subpart 16 now incorporated into No Child Left Behind (NCLB):

[www.ed.gov/policy/elsec/leg/esea02/pg81.html](http://www.ed.gov/policy/elsec/leg/esea02/pg81.html)

## Federal funding agency:

U.S. Department of Education, Office of Innovation and Improvement:

[www.ed.gov/about/offices/list/oii/index.html](http://www.ed.gov/about/offices/list/oii/index.html)

## Point of contact:

U.S. Department of Education, Office of Innovation and Improvement:

[www.ed.gov/programs/pirc/contacts.html](http://www.ed.gov/programs/pirc/contacts.html)

A list of the state specific contacts and information can be found at:

[www.ed.gov/about/contacts/state/index.html](http://www.ed.gov/about/contacts/state/index.html)

## Program purpose:

PIRCs support parental involvement policies, programs and activities with the goal of improving children's academic achievement. To further increase parental involvement, PIRCs work to strengthen partnerships between parents, teachers, principals, school administrators and other school staff.

## Funding formula:

Because the PIRCs are a discretionary grant program, the Department of Education has no specified formula. Individual grant amounts are impacted by total annual funding levels as appropriated by Congress.

## Funding recipients:

Non profit organizations or local educational agencies (LEAs) or consortium of these organizations are eligible applicants for PIRC funding. If a consortium of organization applies for PIRC funding, a nonprofit organization must serve as the fiscal agent.

While specific funding guidelines can change over time, the Department of Education's most recent guidance gives preference to organizations that "would implement broad statewide strategies." Currently the majority of states have just one PIRC.

The authorizing legislation stipulates that at least 50 percent of the funds awarded to an organization must be used to serve areas with high concentrations of low-income families to reach parents who are educationally and/or economically disadvantaged or have limited proficiency in English.

## Activities supported by the funding:

PIRCs have a fair amount of latitude to implement strategies to increase parental involvement in their respective communities and states. Activities that have been funded by PIRCs include:

- Training staff, such as Parents as Teachers parent educators, to provide direct one-on-one services for families;
- Helping parents communicate effectively with teachers and other school staff;
- Providing information about the NCLB school accountability standards and measurement system;
- Establishing an information clearinghouse for parents; and
- Fostering partnerships with other agencies (those serving school aged children and those serving young children) to make services more accessible for families

### **Parents as Teachers connection:**

Although the primary emphasis of the PIRCs is focused on parents of school-aged children, Congress included a specific directive that PIRCs must also serve parents of children from birth through age 5. To address this special mention of parents with young children, the authorizing legislation requires organizations to use 30 percent of the funds to “establish, expand, or operate programs offering Parents as Teachers services, Home Instruction for Parents of Preschool Youngsters programs or other early childhood parent education programs.”

### **Parents as Teachers research support for funding:**

- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes and sing with their child. <sup>1</sup>
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child’s schooling. For example, 63 percent of Parents as Teachers children versus 37 percent of parents of comparison children requested parent-teacher conferences. <sup>2</sup>
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated and supported their children’s learning in the home. <sup>3</sup>

### **Things to consider:**

- Although your organization may not be a direct PIRC grantee, local programs offering Parents as Teachers services should take the initiative to contact their state PIRC to explore potential collaborations. Over time, many state PIRCs have funded *Born to Learn*<sup>®</sup> and other Parents as Teachers professional development trainings for parent educators.
- Some PIRC grantees are more familiar with the K-12 system than with early childhood education. Reach out to them and offer to serve as their subject matter expert on early childhood parent education.
- These grants are no longer awarded on an annual basis. At present the Department of Education has a five-year funding cycle.

### Related links:

National PIRC Coordinating Center: [www.nationalpirc.org/index.html](http://www.nationalpirc.org/index.html)

U.S. Department of Education PIRC Web site: [www.ed.gov/programs/pirc/index.html](http://www.ed.gov/programs/pirc/index.html)

National Center for Family Literacy: [www.famlit.org/](http://www.famlit.org/)

U.S. Department of Education Even Start Program Guidance:  
[www.ed.gov/policy/elsec/guid/evenstartguidance02.doc](http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc)

### References:

<sup>1</sup> Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/pat.html](http://www.sri.com/policy/cehs/early/pat.html)

<sup>2</sup> Pfannenstiel, J. (1998). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.

<sup>3</sup> Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.





## DEPARTMENT OF HEALTH AND HUMAN SERVICES: Child Abuse Treatment and Protection Act (CAPTA)

### Authorizing legislation:

Child Abuse Treatment and Protection Act (CAPTA) [www.acf.hhs.gov/programs/cb/laws\\_policies/cblaws/capta03/index.htm](http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/capta03/index.htm)

### Federal funding agency:

U.S. Department of Health and Human Services—Children’s Bureau—Office on Child Abuse and Neglect:

[www.acf.hhs.gov/programs/cb/index.htm](http://www.acf.hhs.gov/programs/cb/index.htm)

### Point of contact:

At the federal level the DHHS’ Office of Child Abuse and Neglect serves as the primary point of contact: [www.acf.hhs.gov/programs/cb/](http://www.acf.hhs.gov/programs/cb/)

A list of the state level organizations administering Community-Based Child Abuse Prevention (CBCAP) grants can be found at Friends: National Resource Center for Community-Based Child Abuse Prevention Programs

[www.friendsnrc.org/contacts/contacts.asp](http://www.friendsnrc.org/contacts/contacts.asp)

### Program purpose:

The Child Abuse Treatment and Protection Act (CAPTA) was originally enacted in 1974 to:

- Provide states with federal funding to support the prevention of child abuse and neglect;
- Establish a minimum definition of child abuse and neglect;
- Define federal government responsibilities to support research, technical assistance and data collection regarding child abuse and neglect;
- Establish the Office on Child Abuse and Neglect in the DHHS; and
- Establish the Child Welfare Information Gateway: [www.childwelfare.gov/](http://www.childwelfare.gov/)

While the legislation has been reauthorized and amended several times since 1974, the original intent has remained constant: the prevention of child abuse and neglect.

### Funding formula:

Home visiting programs can potentially benefit from two CAPTA grant programs that make funds available to states and community-based organizations with the overriding goal of reducing child abuse and neglect:

**CBCAP Grants:** states are required to submit plans to DHHS that include a statewide needs assessment and strategy to prevent child abuse and neglect in their states. Seventy percent of a state’s CBCAP formula grant is based on the proportion of children residing in the state that are under the age of 18 as compared to the number of children under 18 nationally. The remaining 30

percent of the grant amount is based on the proportion of state, private or other non-federal funds that the state can secure to further leverage funds prevention activities.

**Discretionary Child Abuse Prevention Grants:** these grants are awarded directly to government or nonprofit agencies in varying amounts, but have an emphasis on child abuse and neglect. For example, in 2007 the Administration for Children and Families in DHHS issued an RFP for home visiting programs. Open grant opportunities can be viewed at: [www.acf.hhs.gov/grants/open.html](http://www.acf.hhs.gov/grants/open.html)

### **Funding recipients:**

**CBCAP:** the Governor in each state must designate a public, quasi public or private nonprofit organization as the state lead agency to administer the CBCAP grant. CAPTA specifically mentions State Trust Fund advisory boards, but does not require states to designate this type of entity as the lead. In many states the Children’s Trust Fund is the designated agency.

**Discretionary Child Abuse Prevention Grants:** potential recipients include public or nonprofit organizations.

### **Activities supported by the funding:**

**CBCAP:** Outlined in Title II of CAPTA, CBCAP helps states create and operate statewide coordinated systems and specific programmatic services to “strengthen and support families to prevent child abuse and neglect.” Home visitation is specifically mentioned as a possible family resource and support program service that could be supported with CBCAP funds.

**Discretionary Child Abuse Prevention Grants:** While these grants may fund home visitation programs, interested programs should carefully review the RFP to determine applicability.

### **Parents as Teachers connection:**

- Prevention of child abuse and neglect is one of Parents as Teachers four primary goals.
- Primary prevention programs, like Parents as Teachers, play a crucial role in reducing as well as preventing new cases from occurring. The U.S. Advisory Board on Child Abuse and Neglect defines primary prevention programs as those that “counteract etiological factors before they have a chance to produce child abuse in the next generation.”

### **Parents as Teachers research support for funding:**

- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers. <sup>1</sup>
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with

children, and organized their home environment in a way more conducive to child development.<sup>2</sup>

### Things to consider:

- CBCAP is one of an increasing number of federally funded programs that are diligent about incorporating evidence-based standards in their decision-making process. Because of this emphasis it is critical that programs offering Parents as Teachers services convey our strong research base to make the case for including Parents as Teachers as a CBCAP funded service in your state.
- The Office of Child Abuse and Neglect stresses the importance of a program’s “theory of change.” Use the Parents as Teachers logic model to advocate for our research-based theory of change.
- CAPTA emphasizes the importance of collaboration between child welfare, health, mental health, juvenile justice, education and other services organizations. Many programs offering Parents as Teachers services have established relationships with a wide range of community service organizations.

### Related links:

FRIENDS, National Resource Center for Community-Based Child Abuse Prevention  
[www.friendsnrc.org/index.htm](http://www.friendsnrc.org/index.htm)

### References:

<sup>1</sup>Wagner, M.M. & Clayton, S.L. (1999). *The Parents as Teachers Program: Results from Two Demonstrations. The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

<sup>2</sup>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.





# Medicaid

## **Authorizing legislation:**

Title XIX of the Social Security Act: [www.ssa.gov/OP\\_Home/ssact/title19/1900.htm](http://www.ssa.gov/OP_Home/ssact/title19/1900.htm)

## **Federal funding agency:**

U.S. Department of Health and Human Services Centers for Medicare and Medicaid Services (HHS CMS): [www.cms.hhs.gov/home/medicaid.asp](http://www.cms.hhs.gov/home/medicaid.asp)

## **Point of contact:**

States determine which agency administers their Medicaid programs—in some states there is a stand alone Medicaid agency and in other states it is administered through the department of Health or Social Services. This Web site provides direct links to the state administering agencies: [www.geocities.com/CapitolHill/5974/#State\\_Links](http://www.geocities.com/CapitolHill/5974/#State_Links)

## **Program purpose:**

Medicaid is the country's publicly funded health and long-term care entitlement program for low-income individuals and families, as well as individuals with physical and mental disabilities. To qualify for Medicaid, individuals must meet certain income eligibility requirements. For example, pregnant women and children up to age 6 must have an annual income of no more than 133 percent of the federal poverty guideline. States have considerable flexibility to broaden Medicaid eligibility or to provide additional benefits to recipients. As a result, Medicaid program services vary from state to state.

## **Funding formula:**

The federal government matches state Medicaid funding. The specific reimbursement ratio (Federal Matching Fund Rate) varies depending on the percent of population living in poverty within a state. On average, the federal government funds 57 percent of total Medicaid expense.

## **Funding recipients:**

HHS CMS distributes Medicaid funds to states. Within a state, the Medicaid funds are distributed to various healthcare and service providers, including community based organizations that may implement home visiting programs.

## **Activities supported by the funding:**

States that fund home visiting services through Medicaid typically use one of three program components:

- Early and Periodic Screening, Diagnostic and Treatment (EPSDT) services:
  - Ensures children's health (vision, hearing, dental and healthy developmental) needs are assessed through initial and periodic examinations and evaluations;
  - Ensures potential health and developmental delays are identified, diagnosed and treated early before they become more complex and their treatment becomes more costly.

- **Medicaid Targeted Case Management:**  
States can use Medicaid to fund case management services, defined in Title XIX of the Social Security Act as “...services which will assist individuals eligible under the plan in gaining access to needed medical, social, educational and other services.” Targeted Case Management (TCM) refers to services that are provided to a portion of the state’s Medicaid-eligible population, rather than on a statewide basis.
- **Medicaid Administrative Case Management:**  
Medicaid also allows states to fund Administrative Case Management that supports activities necessary for the “proper and efficient” administration of the State Medicaid Plan. Examples include: outreach, eligibility determinations, utilization review and prior authorization.

In addition, states can submit special Medicaid waiver applications to DHHS CMS state specific programs and categories of services that might include home visiting services. DHHS CMS must approve these applications.

### **Parents as Teachers connection:**

- Parents as Teachers developmental and health screenings present a natural link to Medicaid’s EPSDT services. Federal law and regulations do not stipulate what type of provider should administer the EPSDT services, only that the screening services be provided.
- Programs can also receive funding from Medicaid for case management services. Parent educators providing case management and coordination of health, mental health and education services as part of a team of service providers may be eligible for funding.

### **Parents as Teachers research support for funding:**

- Children who participated 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. <sup>1</sup>
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers. <sup>2</sup>
- Annual health and developmental screenings is a core component of Parents as Teachers. Of the 200,000 plus children screened in the most recent program year, 13 percent were identified with possible health/developmental delays and were referred on for additional follow up services. Seventy percent of those referred received follow-up services. <sup>3</sup>

## Things to consider:

- Most programs offering Parents as Teachers services receiving Medicaid funds rely on additional funding streams to support their operations. The Medicaid funds may support a portion of Parents as Teachers services, such as developmental and health screenings, or provide funding for during a woman's pregnancy and post-partum period; they do not typically fund the entire range of home visiting services.<sup>1</sup>
- Some programs using Medicaid funds implement a team approach to home visiting using both parent educators and nurse home visitors. This expansion of services allows the programs to receive Medicaid funding to support their home visiting program.<sup>2</sup>
- Often Medicaid-funded programs offering Parents as Teachers services operate out of, or have close connections, with child and maternal health prevention service providers.<sup>3</sup>

## Related links:

Kaiser Family Foundation: [www.kff.org/medicaid/index.cfm](http://www.kff.org/medicaid/index.cfm)

US Department of Health and Human Services Centers for Medicare and Medicaid Services: [www.cms.hhs.gov/home/medicaid.asp](http://www.cms.hhs.gov/home/medicaid.asp)

## References:

<sup>1</sup> Wagner, M., Iida, E. & Spiker, D. (2001). The Multisite Parents as Teachers Evaluation of the Parents as Teachers Home visiting Program: Three-year findings from one community. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/pat.html](http://www.sri.com/policy/cehs/early/pat.html)

<sup>2</sup> Wagner, M.M. & Clayton, S.L. (1999). *The Parents as Teachers Program: Results from Two Demonstrations. The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

<sup>3</sup> 2005-2006 *Parents as Teachers Annual Program Report*.





# Promoting Safe and Stable Families (PSSF)

## Authorizing legislation:

Title IV-B, Subpart 2, of the Social Security Act

[www.acf.hhs.gov/programs/cb/laws\\_policies/cblaws/safe2007draft.htm](http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/safe2007draft.htm)

## Federal funding agency:

US Department of Health and Human Services—Administration for Children and Families, Children’s Bureau: [www.acf.hhs.gov/programs/cb/index.htm](http://www.acf.hhs.gov/programs/cb/index.htm)

## Point of contact:

At the federal level the Division of Program Implementation in the Children’s Bureau, US Department of Health and Human Services serves as the primary point of contact: [www.acf.hhs.gov/programs/cb/index.htm](http://www.acf.hhs.gov/programs/cb/index.htm). Program

At the state level the state child welfare agency administers the program and allocates the funds. The following Web site provides a list of state agencies implementing PSSF: [www.childwelfare.gov/pubs/reslist/rl\\_dsp.cfm?rs\\_ID=7&rate\\_chno=11-11272](http://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?rs_ID=7&rate_chno=11-11272)

## Program purpose:

The Promoting Safe and Stable Families Act (PSSF) was originally enacted in 1993, formerly known as the Family Preservation and Support Services Program. Precipitated by the crisis in the nation’s child welfare system, PSSF was established with the following purposes:

- Family preservation;
- Community-based family support;
- Time-limited family reunification; and
- Adoption promotion and support.

Beyond the state grants, the 2007 reauthorization of PSSF included additional funding opportunities for regional partnerships to fund efforts serving children affected by substance abuse, state court improvements and programs mentoring children of prisoners.

**Funding formula:** PSSF provides formula grants to states based on the number of children receiving food stamps in a state as a percentage of the number of children receiving food stamps nationally. States may spend no more than 10 percent on administrative costs. Funds are also allocated to tribal organizations.

**Funding recipients:** Each state submits a five-year plan to the Department of Health and Human Services that puts forth a detailed strategy of how the state will achieve the aforementioned goals and ensure that each of the goals will receive a significant portion of the state grant.

PSSF provides critical funding to support a range of prevention and intervention services for families and children. Within these parameters states have considerable flexibility in designing PSSF funded services and programs.

### **Activities supported by the funding:**

Each state has considerable discretion to outline specific services to be provided to families in their five-year Child and Family Service Plan. Michigan’s “Strong Families/Safe Children”, statewide plan, for example includes the following list of allowable services that can be funded by Title IV-B–PSSF funds:

- Parent education;
- Home-based family support and home-based crisis intervention services;
- Wrap around coordination;
- Supportive visitation;
- Foster and adoptive parent recruitment/education; and
- Post adoption support services.

Programs offering Parents as Teachers services who are interested in pursuing this funding should contact their state child welfare agency and review the Child and Family Service Plan for their state to see if home visiting is an allowable service.

### **Parents as Teachers connection:**

While home visiting is not specifically mentioned in the PSSF authorizing legislation, the definition of family support services makes a strong link to the objectives of home visiting and Parents as Teachers:

The term “family support services” means community-based services to promote the safety and well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended families), to **increase parents’ confidence and competence in their parenting abilities**, to afford children a safe, stable and supportive family environment, to **strengthen parental relationships** and promote healthy marriages and otherwise to **enhance child development**.

### **Parents as Teachers research support for funding:**

- The U.S. Advisory Board on Child Abuse and Neglect states, “home visiting and center-based programs with a parental focus can help prevent child abuse and neglect.”<sup>1</sup>
- The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.<sup>2</sup>
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.<sup>3</sup>
- In another randomized trial, adolescent mothers in an urban community who participated in programs offering Parents as Teachers services for three years scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed

more positive involvement with children, and organized their home environment in a way more conducive to child development.<sup>4</sup>

### Related links:

US Department of Health and Human Services, Administration for Children and Families: [www.acf.hhs.gov/programs/cb/programs\\_fund/state\\_tribal/ss\\_act2.htm](http://www.acf.hhs.gov/programs/cb/programs_fund/state_tribal/ss_act2.htm)

Child Welfare League of America: [www.cwla.org/advocacy/pssf.htm](http://www.cwla.org/advocacy/pssf.htm)

### References:

<sup>1</sup> Panel on Research on Child Abuse and Neglect (1993), p. 169. [www.nap.edu](http://www.nap.edu)

<sup>2</sup> Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). *First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation*. Center for Disease Control, Morbidity and Mortality Weekly Report, 52, 109.

<sup>3</sup> Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. *The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

<sup>4</sup> 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.





# Temporary Assistance for Needy Families (TANF)

## Authorizing legislation:

Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996:  
<http://thomas.loc.gov/cgi-bin/query/z?c104:H.R.3734.ENR>

## Federal funding agency:

U.S. Department of Health and Human Services—Administration for Children and Families—Office of Administration: [www.acf.hhs.gov/programs/ofa/](http://www.acf.hhs.gov/programs/ofa/)

## Point of contact:

TANF is a state administered federal block grant program. This Web site provides direct links to the state TANF directors: [www.acf.hhs.gov/programs/ofa/tanf-dir.htm](http://www.acf.hhs.gov/programs/ofa/tanf-dir.htm)

## Program purpose:

Established in 1996 as part of a major federal welfare reform legislative overhaul, the Temporary Assistance for Needy Families program (TANF) replaced the Aid to Families with Dependent Children program (AFDC). Whereas AFDC was primarily an individual cash assistance entitlement program, TANF is a state administered block grant program with the goal of moving families from welfare to work. While states have flexibility to develop and implement strategies and services, they are also accountable for minimum work participation rates for TANF participating families.

## Funding formula:

As a state block grant, the federal government funds TANF through a complex allocation formula based on a state's spending in the AFDC program. States are also required to fund a portion of the TANF program—an amount unique to each state—through the Maintenance of Effort (MOE) funds that are similarly based on prior state AFDC spending.

## Funding recipients:

HHS distributes TANF funds to states, which in turn implement a range of programs and services in their state to support families as they work toward economic self-sufficiency. In addition to these programmatic supports administered through government and community agencies, states also provide means-tested cash assistance directly to families.

## Activities supported by the funding:

The TANF program has the following objectives:

- Assisting needy families so that children may be cared for in their homes or in the homes of relatives;
- Reducing the dependence of needy parents on government benefits by promoting job preparation, work and marriage;
- Preventing out-of-wedlock pregnancies; and
- Encouraging the formation and maintenance of two-parent families.

When fulfilling the first two aforementioned objectives, states are limited to only spend Federal TANF funds on “needy” families. By contrast, states can offer services to all families when implementing Federal TANF funded services for the last two objectives. TANF activities funded through state MOE resources must always be targeted to needy families, regardless of which objective is being addressed.

### **Parents as Teachers Connection:**

- To achieve the TANF objective of caring for children in their own homes, states may fund parent education and home visiting services to improve parenting skills and prevent child Abuse and neglect.
- Home visits provided for teen parents can also be funded through TANF dollars, if one of the objectives of the service is, at least in part, to reduce the incidence of subsequent teen pregnancies.
- Programs offering Parents as Teachers services that emphasize father involvement in their home visits may be able to utilize TANF funds to achieve the objective of maintaining two-parent families.

### **Parents as Teachers research support for funding:**

- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers. <sup>1</sup>
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development. <sup>2</sup>
- Results of a multisite randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes and sing with their child. <sup>3</sup>
- Participation in Parents as Teachers reduces the incidence of subsequent pregnancies for teen mothers. Only 8.5 percent of the teen mothers who received at least 12 Parents as Teachers contacts (pre and/or post natal), became pregnant during the first postpartum year. By comparison, almost one in three women whose first birth occurred before age 17 have a second birth within 24 months (AGI [www.agi-usa.org](http://www.agi-usa.org)). Teen mothers have higher than average numbers of children, and their children are spaced more closely together than those of older mothers. One in four (25 percent) of Missouri teen births was not a first birth. <sup>4</sup>

### **Things to consider:**

- States have great flexibility in administering their TANF block grant funds, as long as the plan is “reasonably calculated to accomplish the purposes of TANF.”

- Programs should first determine if their state TANF administering agency considers home visiting to be a service that can be funded by TANF dollars.
- Some states administer TANF funds directly from the state to community agencies that may provide home visiting services to families. Other states delegate administration of TANF to local government consortiums that determine the home visiting services to be provided.

**Related links:**

Center for Law and Social Policy: [www.clasp.org/publications.php?id=2](http://www.clasp.org/publications.php?id=2)

National Governor's Association: [www.nga.org/Files/pdf/000204TANF.pdf](http://www.nga.org/Files/pdf/000204TANF.pdf)

**References:**

<sup>1</sup>Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. *The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

<sup>2</sup>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.

<sup>3</sup>Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/pat.html](http://www.sri.com/policy/cehs/early/pat.html)

<sup>4</sup>Parents as Teachers National Center, *The Impact of Pregnant and Parenting Teen Programs* (2000).





# Title V Community Prevention Grants Program

## Authorizing legislation:

Title V Community Prevention Grants Program (also known as the Incentive Grants for Local Delinquency Prevention Programs): [ojjdp.ncjrs.org/titleV/](http://ojjdp.ncjrs.org/titleV/)

## Federal funding agency:

At the federal level the Office of Juvenile Justice and Delinquency Prevention serves as the primary point of contact: [ojjdp.ncjrs.gov/titlev/index.html](http://ojjdp.ncjrs.gov/titlev/index.html)

A list of the state level contacts for Title V Community Prevention Grants Program: [ojjdp.ncjrs.org/titleV/ResourceList.asp](http://ojjdp.ncjrs.org/titleV/ResourceList.asp).

## Program purpose:

Established by Congress in 1992, the Title V Community Prevention Grants Program provides a dedicated federal funding source for local governments to support delinquency prevention and early intervention programs. The grant programs seeks to reduce risk factors that contribute to delinquency and promote protective factors in schools, communities and families to increase front-end prevention strategies at the local level.

## Funding formula:

The Title V Community Prevention Grants Programs provides states with formula grant funding based on the relative number of juveniles below the age of criminal responsibility, which is the minimum age at which a person can be charged with a criminal action. Each state determines its own age of criminal responsibility. In order to receive the federal funds, each recipient state or local government must match the federal grant amount with a 50 percent cash or in kind contribution.

## Funding recipients:

States receive the grant funds, which in turn, award through a competitive process as subgrants to local units (school districts not included) of government to support juvenile delinquency prevention projects. States determine the number of recipients and the size of each grant amount. In order to receive the funds, a local government must designate a local Prevention Policy Board of 15 to 21 members and develop a three-year, comprehensive community delinquency prevention plan to be submitted to the State. The local Prevention Policy Board can contract with public or private agencies to implement the program services outlined in the prevention plan.

## Activities supported by the funding:

The Title V Community Prevention Grants Program provides support for community based prevention initiatives stressing local collaboration, and a multidisciplinary approach. Beginning in 2004, OJJDP established a performance measurement system for the Title V program that includes a list of 18 potential program areas. Two of these program areas present opportunities for local programs offering Parents as Teachers services:

- Child abuse and neglect programs;
- Programs that provide treatment to juvenile offenders who are victims of child abuse or neglect and to their families to reduce the likelihood that such at-risk youth will commit violations of law; and
- Delinquency Prevention: Programs to prevent or reduce the incidence of delinquent acts and directed to youth at risk of becoming delinquent to prevent them from entering the juvenile justice system or to intervene with first-time and non-serious offenders to keep them out of the juvenile justice system. This program area excludes programs targeted at youth already adjudicated delinquent, on probation, in corrections and those programs designed specifically to prevent gang-related or substance abuse activities.

OJJDP’s program measurement system also provides specific program performance measurements in the form of logic models and performance matrices for 35 standard program areas. Local programs receiving Title V funds must report their programmatic outcomes to OJJDP USING these tools.

### **Parents as Teachers connection:**

Parents as Teachers is included as a “promising program” providing parent training in OJJDP’s Model Programs Guide. Parents as Teachers National Center is working with OJJDP to provide sufficient documentation to change PAT’s classification to an “effective” program.

Guidance for the Title V Community Prevention Grants Program encourages states and local grantees to incorporate strategies to create protective factors for youth in their 3-year plans. Parents as Teachers is now incorporating the Strengthening Families™ protective factors in our training and curriculum materials.

### **Parents as Teachers research support for funding:**

- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers. <sup>1</sup>
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development. <sup>2</sup>

### **Things to consider:**

While the Title V Community Prevention Grants Program funding levels have increased over time, the majority of funds have been distributed as earmarks to specific prevention projects, leaving a relatively small amount of funds for the state incentive grants.

Because of the Title V program’s emphasis on community collaboration, programs offering Parents as Teachers services must help to initiate or establish a relationship

with the local Prevention Policy Board. Parents as Teachers would, most likely, be one component in a continuum of services proposed in the community's delinquency prevention plan.

### Related links:

OJJDP Model Programs Guide: [www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm)

OJJDP Performance Measures for Formula Grants:  
[www.dsgonline.com/Program\\_Logic\\_Model/performance\\_measures.htm](http://www.dsgonline.com/Program_Logic_Model/performance_measures.htm)

OJJDP National Training and Technical Assistance Center:  
[www.nttac.org/index.cfm?event=titlev](http://www.nttac.org/index.cfm?event=titlev)

### References:

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