



THE CHALLENGE

if more low-income parents were supported to succeed

in their roles as first teacher, best advocate, coach and most important role model, then more low-income children would be ready for school, have higher attendance rates and sustain learning gains during the summer months — all contributing to more low-income children reading at grade level by the end of third grade.

however, too few parents have

the information, supports and tools that would enable them to know, understand and make good decisions consistent with what the research confirms:

- Prenatal and well-baby care improves healthy births and reduces the incidence of developmental delays and the consequent impact on future well-being and academic success.
- Talking, singing, reading and engaging in nurturing and responsive behavior will enhance language, literacy, social and cognitive skills critical for early school success.
- High-quality home visiting programs will contribute to improved parenting skills, child development and parent engagement and increased student attendance rates.
- Participation in high-quality family engagement programs improves student attendance.
- Receiving information about the risk of summer learning loss motivates parents to take actions to ensure that their children keep learning after the school year ends.

SUCCESSFUL PARENTS



CAMPAIGN MOBILIZATION

STRATEGIES FOR SUCCESS

Community-wide policies and programs that provide information, resources, tools and supports will enable parents to:

promote and track early childhood developmental milestones and recognize early warning signs of potential developmental delays

recognize and address environmental hazards in their homes and communities that lead to elevated blood lead levels, childhood injuries and triggers for asthma and other respiratory diseases

expose their children to a wide range of age-appropriate books and reading materials in the home and in the community

close the word gap by talking, singing and reading to their children

engage in nurturing and responsive interactions with their young children

seek the trusting relationships that will allow partnering with providers, educators and teachers to co-produce good outcomes (attendance, academic performance and behavior) for their children

access and engage their children in summer activities and summer programs that match up to their children's academic needs

illustrative programs in GLR communities

School Readiness

- **Abriendo Puertas/Opening Doors** www.ap-od.org
- **Parents as Teachers** www.parentsasteachers.org
- **Reach Out and Read** www.reachoutandread.org
- **Text4baby** www.text4baby.org

Attendance

- **Parent-Teacher Home Visit Project** www.pthvp.org
- **The Family Engagement Partnership** <http://1.usa.gov/1p0I4aW>
- **New Britain Data, Parent Engagement and Home Visiting** <http://bit.ly/REVyGu>

Summer Learning

- **Passport to Success** www.familiesinschools.org/
- **Summer Matters** www.learninginafterschool.org/documents/SummerMatters.pdf
- **Richmond Public Library Summer Reading Program** www.richmondpubliclibrary.org/summerreading2013/

Some parenting programs are effective at improving both parenting and child outcomes (Nurse-Family Partnership, PALS, PEEP, Incredible Years and Early Head Start). *Brookings, Social Mobility Memos, January 27, 2014*

