

Guide to Funding

for programs offering Parents as Teachers services



**Investments in children are always
investments in tomorrow.**



Parents as Teachers®

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Public Funding



Parents as Teachers®



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 is committed to working to establish new federal funding opportunities for home visitation programs, it is incumbent upon programs to aggressively pursue existing public and private funding to ensure long-term program sustainability.

This resource guide provides information for developing and sustaining funding, as well as tips for writing competitive grant proposals. In addition, the guide includes information on potential funding opportunities that can be used to support home visitation programs. Finally, the end of the guide offers helpful links for finding state-level funding opportunities. Quality home visitation programs, such as Parents as Teachers, have been found to have positive outcomes for children and families, including school readiness, prevention of child abuse and improved health. Because of these outcomes, various government agencies sponsor funding opportunities that can support home visitation.

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. 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 allocating federal dollars exist at the state and local levels.

Regardless of the source of 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. This gives Parents as Teachers model programs an edge because 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 website (www.parentsasteachers.org/results) provides up-to-date information about our research findings and evidence-based listings, as well as a comprehensive guide to understanding what makes Parents as Teachers an evidence-based home visiting model (www.parentsasteachers.org/images/stories/906_EBHVM.pdf).

DEVELOPMENT

Running a successful Parents as Teachers program depends on securing stable and diverse funding that can grow and expand to reflect the needs of the families served. It is important to really examine potential funding sources and pursue only those funds that are appropriate for your Parents as Teachers program and local community.

There are two main categories of funding that support Parents as Teachers programs: public and private funds. Each of these sources has benefits and drawbacks which necessitate a **mixture** of funding that provides for stability and growth. Ideally, no single funding source should account for more than 15 percent of a program's revenue in any single year. Therefore, Parents as Teachers programs should continuously allocate both personnel time and resources to securing a mix of funding.

The development section of this guide offers tips for developing sustainable funding. It also includes some helpful hints for writing a competitive grant proposal.

FEDERAL FUNDING

This section of the guide focuses on federal funding opportunities. Some of the funding opportunities described 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 use them to serve families that meet the TANF eligibility criteria.

The information provided in this guide provides an overview of federal funding opportunities to hopefully spur further consideration and exploration. The descriptions of the federal funding opportunities provide an overview of the program, contact information, types of activities funded, the connection to Parents as Teachers and other useful information. The following federal opportunities are summarized in this guide:

Department of Education

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

Department of Health and Human Services

- > Child Abuse Prevention and Treatment Act (CAPTA)
- > Head Start
- > Healthy Start
- > Maternal, Infant and Early Childhood Home Visiting Program (MIECHV)
- > Medicaid
- > Promoting Safe and Stable Families (PSSF)
- > Temporary Assistance for Needy Families (TANF)
- > Title V Community Prevention Grants Program

STATE FUNDING

In addition to the federal funds that flow 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. It is important to build relationships and collaborations 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 with term limits for state legislators. For more information about advocating for programs offering Parents as Teachers services, refer to our Affiliate Advocacy Tools web page, which can be found at: www.parentsasteachers.org/advocacy/affiliate-advocacy-tools.

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 lead to new funding opportunities. Later in this guide, you will find some websites to help you navigate your state's system, budget, and funding process.

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:

- > The North Carolina Partnership for Children, Inc, Smart Start's state agency, is designed to help ensure 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 (www.smartstart.org).
- > Early Childhood Iowa (ECI) consists of local boards that are responsible for designing and funding services to meet local needs. The state acts as a partner and provides funding to the local boards for early childhood programs, including home visits and parent education (www.state.ia.us/earlychildhood/ECI-initiative).
- > State Children's Trust Funds operate in 50 states, the District of Columbia and Puerto Rico. They 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 and Prevention Funds provides additional information and contacts (www.ctfalliance.org).
- > 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 HIPPPY. In 2010 the state of Washington passed legislation to fund a range of home visiting programs through a home visiting services account. 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.

TOBACCO SETTLEMENT MONEY AND TOBACCO TAXES

Forty states receive tobacco settlement funds from the 2000 Tobacco Master Settlement Agreement. States have great flexibility in how the funds are used. Money is often designated to children's trust funds, or the states general fund through the legislative or appropriations process. Many states, including AL, CO, KS, ME, NM, use tobacco settlement funds to support home visiting. In California, voters passed a cigarette tax to create First 5 California to establish county level commissions and fund early childhood programs. In Arizona, a similar tobacco tax created First Things First, to fund education and health programs for children birth to age five.

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 that 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
- > Law enforcement officials



DEVELOPING SUSTAINABLE FUNDING

- > Become active in local and state initiatives that are working to support families with young children. Build relationships with your elected officials at the federal, state and local levels and identify private funders supporting family and childhood initiatives. Cultivate these relationships long before you are in desperate need of funding. Download *Building a Relationship With Your Elected Officials* toolkit to get started.
- > Think ahead. Develop a three-to-five-year funding plan now for your program's future. Ask questions such as: What is the lifespan of our current funding? What do we need to do to be eligible for other kinds of funding or grants? What are the resources in our community to help with fundraising? What kinds of activities are covered by certain types of funding and which ones are not?
- > Budget time and money for fundraising. Allot time and money to write grants, research potential funding sources and communicate with donors. Make it everyone's job to be on the lookout for funding ideas and sources.
- > Diversify your funding. Develop a mix of sources that includes government, foundation, corporate, event, individual, and agency funding. Do not put all your funding eggs in one or two baskets! Plus, the more diversified your funding sources are the more attractive your program is to a new funder.
- > Leverage your funding. Funds from one source can be used to help secure funds from another source. For example, private funds from individuals and corporations can be used to leverage agency and government funds.

PUBLIC FUNDING DEVELOPMENT

- > Seek only those funds appropriate for your program and local community.
- > Educate yourself about funding sources. It is important to know who the decision makers are, the funding amounts and guidelines for spending the funds.
- > It is extremely important to understand the streams of public funding. Make sure you know where the funding originates. For example, a state agency might administer certain funds but those funds could originally be from a federal block grant. Understanding the streams of public funds will keep you better informed about the status of your funding.
- > Public funding is subject to shifts in needs and the political environment. Part of the responsibility of receiving public funding is to continuously advocate and educate the appropriate decision makers about the importance of their investment in young children and Parents as Teachers specifically.

PRIVATE FUNDING DEVELOPMENT

- > Private fundraising gives you the opportunity to spread the message about the work of your program. It also means involving volunteers, friends, families, neighbors and relatives in the work of Parents as Teachers.
- > Private funding can come from a variety of sources, including private foundations, corporations, unions, religious groups, local agencies, service organizations, events and individuals.
- > It is important to follow all legal guidelines to be eligible for funding. Unless you have the proper non-profit legal documentation, most foundations and corporations will not fund your program. Make sure you have documentation of not-for-profit status, state or local charitable registration requirements, reporting requirements and a board of directors. A lot of foundations or corporations will want to see a copy of the following items before donating: your organization's 990 tax return, an audit and a letter confirming your 501(c) (3) status.
- > The Foundation Center at www.fdncenter.org is a good source for finding foundation and corporate funders.

GRANT WRITING

Structure, attention to specifications, concise persuasive writing and a reasonable budget are the critical elements of writing a grant proposal. Read the guidelines for specifications about required information and how it should be arranged. Standard proposal components are: narrative, budget, appendix of support material and authorized signature. Sometimes applications require abstracts or summaries, an explanation of budget items and certifications.

- > Narratives typically answer the following questions: What do we want? What concern will be addressed and why? Who will benefit and how? What specific objectives can be accomplished and how? How will results be measured? How does this funding request relate to the funder's purpose, objectives and priorities? Who are we and how do we qualify to meet this need?
- > Budgets can show how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects. The budget is assessed by asking: Can the job be accomplished with this budget? Are the costs reasonable? Is the budget consistent with proposed activities? Is there sufficient budget detail and explanation?
- > Supporting materials are usually arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, add information about project personnel and consultants, etc. Make sure to find out if supporting materials are wanted or allowed. If these materials are wanted, allow enough time to collect the resources.
- > Proposals may be rejected for lack of an authorized signature.
- > Tailor the proposal writing to specifications found in the guidelines.
- > After submission, contact the funding source about the status, evaluation and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses, although this information is sometimes unavailable.

Helpful hints

- > Allow plenty of time for careful and thoughtful preparation. Do not rush through the process. Take the time to completely read the application package before writing.
- > Define your purpose and establish goals. Decide who will benefit from the grant money and come up with some measurable, expected outcomes.
- > Identify the right funding sources. Do not limit your search to one source.
- > Contact the funders and make inquiries about the grant and its guidelines. Ask questions if you have them.
- > Follow the instructions and formatting guidelines carefully and precisely.
- > Structure your narrative according to the selection criteria. This helps make sure you cover all the required information and it makes it easier for reviewers to evaluate your grant proposal.
- > Be clear, concise and specific in your responses. Provide accurate and honest information and explain why any information is missing.
- > Justify your funding request in accordance with project activities. Be specific about how the funds will be used and connect them to your program narrative.
- > Check budget figures for consistency.
- > Be aware of the deadline and submit the proposal on or before the deadline date.
- > For federal grants, include a DUNS number, which can be obtained from www.dunandbradstreet.com or 1-866-705-5711.
- > Keep the audience in mind. Reviewers will only use the information in the application, so be sure responses and the application are complete.
- > Be organized and logical.
- > Be careful with appendices. Do not use the appendices for information that is required in the actual body of the application. Make sure cross-references are appropriate.
- > Proofread carefully. Ask someone who was not involved to read the proposal.
- > If the grant is federal, learn how to navigate Grants.gov to file electronically. Applicant resources are available at www.grants.gov/applicants/app_help_reso.jsp.

Some of these helpful hints can be found on the U.S. Department of Education's website at www.ed.gov/admins/grants/apply/techassist/resource_pg5.html and on the U.S. Department of Health and Human Services' website at www.hhs.gov/asfr/ogapa/grantinformation/apptips/html.

Additional information regarding grants from the U.S. Department of Education can be found at www.ed.gov/fund/grant/about/grantmaking/grantmaking.pdf.



U.S. DEPARTMENT OF EDUCATION: 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: www.copyright.gov/legislation/pl108-446.pdf

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

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

Program purpose

Individuals With Disabilities Education Act (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.
- > Enhance the capacity of families to meet their child's needs.
- > Enhance capacity of state and local agencies and providers to identify, evaluate and meet the needs of all children, especially minority and low-income children and those in foster care.

Funding formula

IDEA Part C funds are distributed as state formula grants based on the number of children in the state from birth through age 2, in the general population, as a percent of the total children in this age cohort nationally.

Funding eligibility

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 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.
- > Inter-agency coordinating council.

Parents as Teachers alignment with IDEA Part C goals

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

Parents as Teachers research support for funding

Early detection of developmental delays and health issues

- > 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 (Pfannenstiel, Lambson & Yarnell, 1991).
- > Approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011).

Additional considerations

- > 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 website at www.parentsasteachers.org.
- > 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
- > National Center for Learning Disabilities: www.nclld.org



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

Federal funding agency

U.S. Department of Education – Student Achievement and School: 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

A list of the state-specific contacts and information can be found at: www.ed.gov/about/contacts/state/index.html

Program purpose

Title I, Part A funding helps ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. More than 50,000 public schools in the United States use Title I funds.

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, 1 percent of the funds must support parental involvement. However, 95 percent of the 1 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 receive the remaining funds. For example, a district can decide to use Title I funds only for 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 eligibility

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 instructional staff.
- > Professional development.
- > Before- or after-school programs.
- > Preschool programs.
- > Parental involvement activities.
- > School-wide reform.

Parents as Teachers alignment with Title I goals

- > 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

Closes 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 (Zigler, Pfannenstiel & Seitz, 2008).
- > 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) (Pfannenstiel, Seitz & Zigler, 2002).

Increases 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 (Pfannenstiel, 1989).
- > Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home (Pfannenstiel, Lambson & Yarnell, 1996).



Program example

In South Carolina, the ParentSmart – Partnership Parents as Teachers program utilizes Title I, Part A funding. They use the funding for salaries and supplies. The program director works with their school district's Title I director to set budgets and decide how to use the funds for parent education and involvement. The program director suggests that programs hoping to use Title I, Part A funding get to know their district's Title I coordinator. A large component of a Title I plan is parent involvement and parent education – Parents as Teachers can help fulfill this requirement.

Additional considerations

- > Although school districts are required to commit only 1 percent of their Title I funds to parental involvement activities, this can result in a sizeable funding source. For example, in FY08, the average total amount per state for Title I grants totaled \$241.9 million.¹
- > The Education Commission of States encourages early childhood advocates to promote school district use of Title I funds for early childhood education, saying "...the time is ripe for asserting early learning as a critical contributor to academic success later on in school."²
- > The American Recovery and Reinvestment Act of 2009 provided \$10 billion in additional funds for FY09.³
- > ESEA is currently up for reauthorization to follow the progress of reauthorization visit the U.S. Department of Education's website at www.ed.gov.

Related links

U.S. Department of Education: www.ed.gov/programs/titleiparta

U.S. Department of Education: Title I, Part A Non-Regulatory Guidance: www.ed.gov/programs/titleiparta/parentinguid.doc

Council of Chief State School Officers: www.ccsso.org/Documents/2009/ESEA_Task_Force_Policy_Statement_2010.pdf

References

¹ www.ed.gov/programs/titleiparta/funding.html.

² Kauerz, K. & McMaken J. (2004). *No Child Left Behind Policy Brief, Implications for the Early Learning Field, Education*. Denver, CO: Commission of the States. www.ecs.org/ecsmain.asp?page=/html/issuesEL.asp.

³ www2.ed.gov/policy/gen/leg/recovery/factsheet/title-i.html.

Parental Information and Resource Centers (PIRCs)



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Please note that this funding is not currently available. It was eliminated by the U.S. Department of Education in FY11 and its future depends upon inclusion in the reauthorization of ESEA. Check the U.S. Department of Education's website for updates on the reauthorization of ESEA and the status of PIRC: (www.ed.gov)

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

Federal funding agency

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

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

Program purpose

Parental Information and Resource Centers (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 is a discretionary grant program, the U.S. Department of Education has no specified formula. Individual grant amounts are impacted by total annual funding levels as appropriated by Congress.

Funding eligibility

- > Non-profit organizations, local educational agencies (LEAs) or consortium of these organizations are eligible applicants for PIRC funding. If a consortium applies for PIRC funding, a nonprofit organization must serve as the fiscal agent.
- > While specific funding guidelines can change over time, the U.S. 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 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.
- > At least 30 percent of funds must go toward early childhood parent programs.
- > Although PIRC funding is not currently available. Family engagement is an important theme in the Obama Administration's blueprint for the reauthorization of ESEA. It is important to keep an eye on the progression of reauthorization.

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.
- > Fostering partnerships with other agencies (those serving school-age children and those serving young children) to make services more accessible for families.

Parents as Teachers alignment with PIRC goals

Although the primary emphasis of the PIRCs is focused on parents of school-age 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

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Increases 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 (Pfannenstiel, 1989).
- > Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children’s learning in the home (Pfannenstiel, Lambson & Yarnell, 1996).

Additional considerations

- > Although your organization may not be a direct PIRCs 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 funded *Born to Learn*[®] 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 U.S. Department of Education has a five-year funding cycle.

Related links:

- > National PIRC Coordinating Center: www.nationalpirc.org/index.html
- > U.S. Department of Education PIRC: www.ed.gov/programs/pirc.index.html
- > National Center for Family Literacy: www.familit.org



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES: Child Abuse Prevention and Treatment Act (CAPTA)

Authorizing legislation

Child Abuse Prevention and Treatment Act (CAPTA): www.govtrack.us/congress/bills/111/s3817

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

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/

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/state-lead-agency-contacts

Program purpose

The Child Abuse Prevention and Treatment 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.
- > Establish the Child Welfare Information Gateway: (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 the state can secure to further leverage funds prevention activities. CBCAP Grants also be awarded to selected Indian tribes. In FY08, about \$1.4 million was given to support community-based prevention programs for Indian tribes, tribal organizations and migrant programs. More information is found at www.acf.hhs.gov/programs/cb/programs_fund/discretionary/community.htm.

Discretionary Child Abuse Prevention Grants: These grants are awarded directly to government or non-profit 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.

Funding eligibility

CBCAP: The governor in each state must designate a public, quasi-public or private non-profit 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.” One of the core features of the program is that funds are used to support programs such as voluntary home visiting programs.

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 alignment with CBCAP goals

- > Prevention of child abuse and neglect is one of Parents as Teachers four primary goals.
- > Mentioned as an evidence-based program in CBCAP’s program directory. This can be found at www.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/evidence-based-program-directory.
- > Primary prevention programs, like Parents as Teachers, play a crucial role in reducing abuse and neglect 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

Prevents child abuse and neglect

- > Parents as Teachers children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).
- > Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001) and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).
- > Parents as Teachers parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).

Additional considerations

- > 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 service 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

Community-Based Grants for the Prevention of Child Abuse and Neglect (CBCAP) www.acf.hhs.gov/programs/cb/programs_fund/state_tribal/cbcap.htm



Authorizing legislation

Head Start Act: www.acf.hhs.gov/programs/ohs/legislation/HS_act.html

Federal funding agency

U.S. Department of Health and Human Services – Administration for Children and Families, Office of Head Start: www.acf.hhs.gov/programs/ohs

Point of contact

At the federal level the DHHS' Office of Head Start is the primary point of contact: www.acf.hhs.gov/grants/howto

To find a grantee, program or center, use the Office of Head Start's Center Locator. <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>

Additional information can also be found on the National Head Start Association's website: www.nhsa.org

Program purpose:

Head Start is a federal program that promotes the school readiness of children ages birth to 5 from low-income families by enhancing their cognitive, social, and emotional development.

Head Start programs provide a learning environment that supports children's growth in the following domains:

- > Language and literacy.
- > Cognition and general knowledge.
- > Physical development and health.
- > Social and emotional development.
- > Approaches to learning.

Head Start programs provide comprehensive services to enrolled children and their families, which include health, nutrition, social and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural and linguistic heritage.

Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:

- > Family well-being and positive parent-child relationships.
- > Families as learners and lifelong educators.
- > Family engagement in transitions.
- > Family connections to peers and community.
- > Families as advocates and leaders.

Funding formula

- > To find the latest information on Head Start and Early Head Start funding opportunities, visit: www.acf.hhs.gov/grants/howto#chapter-3.

Funding eligibility

The Office of Head Start (OHS), within the Administration of Children and Families of the Department of Health and Human Services, awards grants to public and private agencies on a competitive basis to provide these comprehensive services to specific communities. Head Start grantees provide the services as described in the Head Start Performance Standards and in accordance with the Head Start Act of 2007. The Office of Head Start is responsible for oversight of these grantees, to ensure performance standards are met and the best quality of care is provided to enrolled children. In addition, some cities, states and federal programs offer funding to expand Head Start and Early Head Start to additional children within their jurisdictions.

Activities supported by the funding

Head Start serves preschool-age children and their families. Many Head Start programs also provide Early Head Start, which serves infants, toddlers, pregnant women and their families who have incomes below the federal poverty level.

Head Start programs offer a variety of service models, depending on the needs of the local community. Programs may be based in:

- > Centers or schools that children attend for part-day or full-day services.
- > Family child care homes.
- > Children's own homes, where a staff person visits once a week to provide services to the child and family.

Children and families who receive home-based services gather periodically with other enrolled families for a group learning experience facilitated by Head Start staff.

Parents as Teachers alignment with Head Start goals

- > Parents as Teachers offers a relationship-based and parenting-focused approach to home visiting that helps achieve Head Start outcomes.
- > Parents as Teachers' Foundational Training equips home visitors with the skills needed to build relationship-based competencies and strengthen protective factors to improve parenting and maximize child outcomes.
- > Parents as Teachers' *Foundational Curriculum* features family-friendly activities and resources that engage families in children's learning and development with an emphasis on the parent-child interaction, development-centered parenting and family well-being.
- > For additional information on the Head Start Connection, visit the Parents as Teachers website, www.parentsasteachers.org/images/stories/documents/Fact-Sheet_EarlyHeadStart_9_05_12.pdf.

Parents as Teachers research support for funding

Increases children's school readiness and school success

- > Parents as Teachers children score higher on measures of achievement, language ability, social development, prosocial behavior, persistence in task mastery and other cognitive abilities (Drotor, Robinson, Jeavons & Kirchner, 2009; Pfannenstiel & Seltzer, 1985, 1989; Pfannenstiel, Lambson & Yarnell, 1991; Wagner, Spiker & Linn, 2002).
- > Parents as Teachers children score higher on kindergarten readiness tests and standardized measures of reading, math and language in elementary grades (Pfannenstiel, Seitz & Ziger, 2002; Zigler, Pfannenstiel & Seitz, 2008).

Closes 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 (Zigler, Pfannenstiel & Seitz, 2008).
- > 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) (Pfannenstiel, Seitz & Zigler, 2002).

Increases parent knowledge of early childhood and improved parenting practices

- > Parents as Teachers parents showed improvements in parent knowledge, parenting behavior and parenting attitudes (Owen & Mulvihill, 1994; Wagner, Spiker & Linn, 2002; Pfannenstiel, Lambson & Yarnell, 1991; Pfannenstiel & Seltzer, 1985, 1989).
- > Parents reported learning how to interact with their child more effectively, better understanding child development and spending more time with their children (Pfannenstiel, Seitz & Zigler, 2002; Research and Training Associates, 2002).
- > Parents engage in more language and are more likely to promote reading in the home (Albritton, Klotz & Roberson, 2004; Pfannenstiel, Seitz & Zigler, 2002; Research Training Associates, 2006; Zigler, Pfannenstiel & Seitz, 2008).
- > Parents are more likely to take an active role in their child's schooling through attending parent-teacher conferences and school events, volunteering in the classroom, attending PTA/PTO meetings, talking with their child's teacher and assisting their child with homework (Pfannenstiel, 1989; Pfannenstiel, Lambson & Yarnell, 1996; O'Brien, Garnett & Proctor, 2002).



Authorizing legislation

Children's Health Act of 2000: www.govtrack.us/congress/bills/106/hr4365

Federal funding agency

U.S. Department of Health and Human Services – Health Resources and Services Administration – Maternal and Child Health Bureau – Division of Perinatal Systems and Women's Health: www.mchb.hrsa.gov/programs/healthystart

Point of contact

At the federal level the DHHS' Maternal and Child Health Bureau serves as the primary point of contact: www.mchb.hrsa.gov/programs/healthystart

A list of the organizations administering community-based Healthy Start grants can be found on the Maternal and Child Health Bureau's website: http://ersrs.hrsa.gov/ReportServer?/HGDW_Reports/FindGrants/GRANT_FIND&ACTIVITY=H49&rs:Format=HTML3.2

Additional information can also be found on the National Healthy Start Association's website: www.nationalhealthystart.org

Program purpose

Under Healthy Start, grants are awarded by enhancing a community's service system to address significant disparities in perinatal health indicators focusing on Hispanics, American Indians, African Americans, Alaska Natives, Asian Pacific Islanders, immigrant populations, or differences occurring by education, income, disability, or living in rural or isolated areas. Communities must provide a scope of project services that cover pregnancy and interconceptional phases for women and infants residing in the proposed project area. Services are to be given to both mother and infant for two years following delivery to promote longer interconceptional periods and prevent relapses of unhealthy risk behaviors.

Based on the premise that community-driven strategies are needed to address factors contributing to infant mortality, low birth weight and other adverse perinatal outcomes in high-risk populations, Healthy Start programs focus on improving maternal and child health outcomes by increasing access to and use of health services for women and their families while strengthening local health systems and increasing consumer input to those systems of care.

Funding eligibility

Any public or private entity, including an Indian tribe or tribal organization, is eligible to apply. Funding also is made available to community-based (and faith-based) projects which have: 1) significant disparities in perinatal indicators which contribute to high infant mortality rates among one or more subpopulations; 2) an existing active consortia of stakeholders which have underway a perinatal disparity reduction initiative or a plan to establish one, and 3) a feasible plan to reduce barriers, improve the local perinatal system of care and work towards eliminating existing disparities in perinatal health.

These sites must have or plan to implement/adapt Healthy Start strategies of consortium, case management and outreach services in a culturally and linguistically sensitive manner. In addition, they must submit documentation of collaboration with the State Title V agency. Applicants must demonstrate existing/planned collaborations with other key state and local services and resources systems. Such key

state and local resources include Title X, Title XIX, Title XXI, WIC, Enterprise Communities/Empowerment Zones, federally funded Community and Migrant Health Centers, federally funded Health Care for the Homeless projects, and Indian/Tribal Health Services.

Activities supported by the funding

Healthy Start grantees have great flexibility implementing their programs but share common characteristics. Healthy Start programs use community/peer outreach workers, home visiting and other techniques to establish relevancy and sensitivity to the families they serve. Every Healthy Start project develops a consortium of residents, clients, medical providers, social service agencies and members of the faith and business communities.

They provide medical care, help at-risk women meet their basic human needs, such as food and housing, and empower their participants to advocate for themselves.

Parents as Teachers alignment with Healthy Start

- > Healthy Start grantees utilize services, such as home visiting, that play a role in the development of a consortium of care for families and the community.
- > Primary prevention programs, like Parents as Teachers, play a crucial role in reducing and preventing new cases of abuse 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

Early detection of developmental delays and health issues

- > Approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011).
- > Parents as Teachers children are more likely to be fully immunized (Wagner, Iida & Spiker, 2001).

Prevents child abuse and neglect

- > Parents as Teachers children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).
- > Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001) and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).
- > Parents as Teachers parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).



Maternal, Infant and Early Childhood Home Visiting Program (MIECHV)

Authorizing legislation

Patient Protection and Affordable Care Act of 2010 (see pages 216-225): www.gpo.gov/fdsys/pkg/BILLS-111hr3590enr/pdf/BILLS-111hr3590enr.pdf

Federal funding agency

U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) and the Administration for Children and Families (ACF): www.hrsa.gov/index.html and www.acf.hhs.gov

Point of contact

At the state and community levels, the MIECHV program provides an opportunity for collaboration and partnership among agencies. States determine which agency administers their MIECHV grants – in most cases, the agency of administration is the U.S. Department of Health. The program requires collaboration and integration from many entities, including Title V agencies, child welfare agencies, State Advisory Councils and many others.

Program purpose

The Maternal, Infant and Early Childhood Home Visiting Program (MIECHV) program is designed to 1) strengthen and improve the programs and activities carried out under Title V of the Social Security Act; 2) improve coordination of services for at-risk communities; and 3) identify and provide comprehensive services to improve outcomes for families who reside in at-risk communities.

Funding formula

MIECHV is authorized and funded for five years at \$1.5 billion, with a 3 percent set-aside each year for Tribal grantees and a 3 percent set-aside for research and evaluation. The federal government distributes formula-based grants to the administering state agencies and organizations electing to receive program funding. In addition to yearly formula-based grants, states are eligible to apply for competitive funding opportunities in both development and expansion categories.

Funding eligibility

Each designated state lead agency administers funding to implementing agencies that include existing home visiting providers, community agencies and county health departments within designated at-risk communities. Authorizing legislation requires that at least 75 percent of grant funds be spent on evidence-based home visiting models, including Parents as Teachers. The Department of Health and Human Services launched Home Visiting Evidence of Effectiveness (HomVEE) to conduct a thorough and transparent review of the home visiting research literature and provide an assessment of evidence of effectiveness for home visiting models that target families with pregnant women and children from birth to age 5. Additionally, up to 25 percent may be spent on promising approaches that must be rigorously evaluated (<http://homvee.acf.hhs.gov>).

State MIECHV websites

mchb.hrsa.gov/programs/homevisiting/states.html

Additional considerations

MIECHV's establishing legislation includes the requirement of quantifiable, measurable improvements for the populations participating in the program. Grantees must demonstrate improvement in the following benchmark areas:

- > Improved maternal and newborn health.
- > Prevention of child injuries, child abuse, neglect, or maltreatment and reduction of emergency department visits.
- > Improvement in school readiness and achievement.
- > Reduction in crime or domestic violence.
- > Improvements in family economic self-sufficiency.
- > Improvement in the coordination of referrals and other community resources and supports.



Program example

In Massachusetts, Parents as Teachers is currently operating in three communities (with a potential fourth on the way). In two of the three communities (New Bedford and North Adams/Pittsfield), the Parents as Teachers program is teamed up with the Healthy Families program (the Parents as Teachers agency is the subcontract). While the models maintain fidelity, they collaborate and meet together frequently to distribute referrals, share support groups, run parent cafes and provide other services and resources for families. In the third Parents as Teachers community (Springfield) there are three home visiting models working together (Healthy Families, Parents as Teachers, and Early Head Start). The team in Springfield has more of a centralized intake process, and referrals are distributed to the home visiting program that best fits the family's needs. Springfield's three-model team also meets frequently to discuss resources and supports for families, and to potentially collaborate to provide cross-model support groups or parent cafes.

Parents as Teachers alignment with MIECHV goals

- > Recognized as one of the evidence-based models, Parents as Teachers is included in a list of home visiting models that states may choose from when selecting home visiting models for implementation.
- > As an approved national model developer, the Parents as Teachers national office is responsible for approving and overseeing the proper implementation of the Parents as Teachers evidence-based home visiting model through this initiative.

Parents as Teachers research support for funding

Early detection of developmental delays and health issues

- > Approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011).
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Prevents child abuse and neglect

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Increases children's school readiness and school success

- > Parents as Teachers children score higher on measures of achievement, language ability, social development, positive social behavior, persistence in task mastery and other cognitive abilities (Drotor, Robinson, Jeavons & Kirchner, 2009; Pfannenstiel & Seltzer, 1985, 1989; Pfannenstiel, Lambson & Yarnell, 1991; Wagner, Spiker & Linn, 2002).
- > Parents as Teachers children score higher on kindergarten readiness tests and standardized measures of reading, math and language in elementary grades (Pfannenstiel, Seitz & Ziger, 2002; Zigler, Pfannenstiel & Seitz, 2008).

Closes 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 (Zigler, Pfannenstiel & Seitz, 2008).
- > 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) (Pfannenstiel, Seitz & Zigler, 2002).

Increases parent knowledge of early childhood and improved parenting practices:

- > Parents as Teachers parents showed improvements in parent knowledge, parenting behavior and parenting attitudes (Owen & Mulvihill, 1994; Wagner, Spiker & Linn, 2002; Pfannenstiel, Lambson & Yarnell, 1991; Pfannenstiel & Seltzer, 1985, 1989).
- > Parents reported learning how to interact with their child more effectively, better understanding of child development and spending more time with their children (Pfannenstiel, Seitz & Zigler, 2002; Research and Training Associates, 2002).
- > Parents engage in more language and are more likely to promote reading in the home (Albritton, Klotz & Roberson, 2004; Pfannenstiel, Seitz & Zigler, 2002; Research Training Associates, 2006; Zigler, Pfannenstiel & Seitz, 2008).
- > Parents are more likely to take an active role in their child's schooling by attending parent-teacher conferences and school events, volunteering in the classroom, participating in PTA/PTO meetings, talking with their child's teacher and assisting their child with homework (Pfannenstiel, 1989; Pfannenstiel, Lambson & Yarnell, 1996; O'Brien, Garnett & Proctor, 2002).



Authorizing legislation

Title XIX of the Social Security Act: 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

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 website provides direct links to the state administering agencies: www.cms.gov/apps/contacts

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. In addition, the Patient Protection and Affordable Care Act of 2010 authorized states to expand Medicaid eligibility up to 138 percent for all citizens by 2014 with an increased Federal Matching Fund Rate (see below); some states are doing so, while others are still evaluating expansion. 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 or FMAP) 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. When Medicaid expansions, authorized in the Patient Protection and Affordable Care Act of 2010, take effect in 2014 in those states that choose to expand eligibility, the FMAP for newly eligible individuals will be 100 percent. This enhanced FMAP will gradually decline to reach 90 percent in 2020 and beyond.

Funding eligibility

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 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.
 - 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.

Program example



Day and Clinical Services – Parents as Teachers in New York uses Medicaid funding because they only serve parents with developmental disabilities. The Parents as Teachers curriculum is one of the teaching sources provided to eligible parents. Other teaching sources include home skills building, socialization skills, communication skills and life skills. The program works with the New York State Office of Persons with Developmental Disabilities and follows its regulations and billing system.

Parents as Teachers alignment with Medicaid goals

- > 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 also can 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

Early detection of developmental delays and health issues

- > 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 (Pfannenstiel, Lambson & Yarnell, 1991).
- > Approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011).
- > Parents as Teachers children are more likely to be fully immunized (Wagner, Iida & Spiker, 2001).

Additional considerations

- > 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 during a woman's pregnancy and post-partum period; they do not typically fund the entire range of home visiting services.¹
- > 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.
- > Often Medicaid-funded programs offering Parents as Teachers services operate out of, or have close connections with, child and maternal health prevention service providers.
- > Changes in Medicaid eligibility approved through the Affordable Care Act are still in process. It is important to talk with your state Medicaid agency to understand what activities and services are approved in your state.

Related links

Kaiser Family Foundation: www.kff.org/medicaid/index.cfm

U.S. Department of Health and Human Services Centers for Medicare and Medicaid Services: www.cms.hhs.gov/home/medicaid.asp



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/safe2010draft.htm

Federal funding agency

U.S. Department of Health and Human Services – Administration for Children and Families, Children's Bureau: 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, U.S. Department of Health and Human Services serves as the primary point of contact: www.acf.hhs.gov/programs/cb/aboutcb/about_cb.htm

At the state level, the state child welfare agency administers the program and allocates the funds. The following website provides a list of state agencies implementing PSSF: 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 and was 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.
- > 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 Supplemental Nutrition Assistance Program (SNAP) benefits 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 U.S. Department of Health and Human Services detailing the state's strategy to achieve the aforementioned goals and ensuring that each goal 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 its 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 assistance.
- > Parent education.
- > Home-based family support and home-based crisis intervention services.
- > Wrap around coordination.
- > Supportive visitation.
- > Foster and adoptive parent recruitment/education.
- > Post adoption support services.

Programs offering Parents as Teachers services that 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 alignment with PSSF goals

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

Prevents child abuse and neglect

- > Parents as Teachers children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).
- > Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001) and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).
- > Parents as Teachers parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).

Related links:

U.S. Department of Health and Human Services, Administration for Children and Families: www.acf.hhs.gov/programs/cb/programs_fund/state_tribal/ss_act2.htm

Child Welfare League of America: www.cwla.org/advocacy/pssf.htm

Parents as Teachers: www.adi.org/pat/resourced/PAT%20as%20Child%20Abuse%20Prevention_blue_logo.pdf



Temporary Assistance for Needy Families (TANF)

Authorizing legislation

Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996: www.fns.usda.gov/snap/rules/Legislation/pdfs/PL_104-193.pdf

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

Point of contact

TANF is a state-administered federal block grant program. This website provides direct links to the state TANF directors: www.acf.hhs.gov/programs/ofa/states/tanf_dir.html

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 also are required to fund a portion of the TANF program – an amount unique to each state – through the Maintenance of Effort (MOE) funds also similarly based on prior state AFDC spending.

Funding eligibility

HHS distributes TANF funds to states, which in turn implement a range of programs and services in their states 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. The American Recovery and Reinvestment Act of 2009 created some changes to TANF. Most notably it created the Emergency Contingency Fund for state TANF programs that provides up to \$5 billion to help states, territories and tribes in FY 2009 and 2010 that have an increase in caseloads and expenditures.

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.
- > 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 that meet 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 alignment with TANF goals

- > 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 also can 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.



Program example

Project RAPPORT in Pennsylvania utilizes TANF funding to help support services to pregnant and parenting teens and also to women of any age facing an unplanned pregnancy. The program director has found TANF funds to be helpful but limiting, because they are restricted for teens and women with unplanned pregnancies. This program relies on multiple funding sources of funding and the director says multiple sources are necessary to sustain program services. The program also has found that having somewhat stable, middle-income, intact families participating with families facing social, emotional and financial needs creates a supportive atmosphere that includes the modeling of some positive parenting practices.

Parents as Teachers research support for funding

Prevents child abuse and neglect

- > Parents as Teachers children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).
- > Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001) and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).
- > Parents as Teachers parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).

Closes 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 (Zigler, Pfannenstiel & Seitz, 2008).
- > 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) (Pfannenstiel, Seitz & Zigler, 2002)

Additional considerations

- > 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 agency administering TANF considers home visiting 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/admin/site/publications/files/TANFBlockGrant.pdf

National Governor’s Association: www.nga.org/Files/pdf/000204TANF.pdf

U.S. Department of Health and Human Services: www.hhs.gov/recovery/programs/tanf/tanf-overview.html

Title V, Community Prevention Grants Program



Parents as Teachers®

Authorizing legislation

Title V Community Prevention Grants Program (also known as the Incentive Grants for Local Delinquency Prevention Programs): www.ojjdp.gov/about/ojjjact.txt

Federal funding agency

Office of Juvenile Justice and Delinquency Prevention (OJJDP): www.ojjdp.gov/index.html

Point of contact

At the federal level the Office of Juvenile Justice and Delinquency Prevention serves as the primary point of contact: www.ojjdp.gov/cpg

A list of the state-level contacts for Title V Community Prevention Grants Program: www.ojjdp.gov/cpg/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 program 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 Program 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 eligibility

States receive the grant funds, which, in turn, use a competitive process to award subgrants to local units (school districts not included) of government to support juvenile delinquency prevention projects. States determine the number of recipients and grant size. 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 that stress 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: 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.

- > 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 alignment with Title V Community Prevention goals

- > Parents as Teachers is included as a “promising program” providing parent training in OJJDP’s Model Programs Guide.
- > 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 three-year plans. Parents as Teachers has now incorporated the Strengthening Families™ Protective Factors in our training and curriculum materials.



Program Example

The Healthy Start Coalition of JMT in Florida uses Title V funding to support parenting services they provide using the Parents as Teachers *Foundational Curriculum*. The funds come to them from the Florida Department of Health. While this funding is very useful, the program also looks for other funds to provide the incentives and supplies necessary to implement Parents as Teachers with fidelity.

Parents as Teachers research support for funding

Prevents child abuse and neglect

- > Parents as Teachers children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).
- > Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001) and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).
- > Parents as Teachers parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).

Additional considerations

- > 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

OJJDP Performance Measures for Formula Grants: www.dsgonline.com/Program_Logic_Model/performance_measures.htm

OJJDP National Training and Technical Assistance Center: www.nttac.org/index.cfm?event=titlev

OJJDP report: www.ncjrs.gov/pdffiles1/ojdp/207694.pdf

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² 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.

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Authorizing legislation

Programs in all states should cultivate relationships with their state legislators, keep informed about potential funding opportunities and encourage their legislators to support these opportunities. Look at the proposed state budget for the coming fiscal year to know whether your program will experience any cuts or gains. Your state departments of education and health can be invaluable resources when searching for funding. Also, join your states advocacy partners who make home visiting a priority.

Alabama

- > Look at the proposed budget for the coming fiscal year: www.budget.state.al.us
- > Cultivate relationships with your state legislators: www.legislature.state.al.us
- > Alabama Department of Education; Office of School Readiness: www.alsde.edu
- > Grant information: <https://web.alsde.edu/home/general/grants.aspx>
- > Alabama Department of Children's Affairs: <http://children.alabama.gov>

Alaska

- > Look at the proposed budget for the coming fiscal year: <http://omb.alaska.gov>
- > Cultivate relationships with your state legislators: w3.legis.state.ak.us
- > Alaska Department of Education & Early Development: www.eed.state.ak.us
- > Check for possible funding or grants: www.eed.state.ak.us/forms/home.cfm
- > Alaska System for Early Education Development: <http://seed.alaska.org>
- > Early Learning resources: www.eed.state.ak.us/earlylearning

Arizona

- > Look at the proposed budget for the coming fiscal year: <http://azgovernor.gov/Priorities/BudgetInfo.asp>
- > Cultivate relationships with your state legislators: www.azleg.gov
- > Arizona Department of Education: www.ade.az.gov
- > Early Childhood Education, Department of Education: www.ade.az.gov/earlychildhood
- > Grants Management Enterprise: www.ade.az.gov/GME
- > Apply for First Things First funding: www.azftf.gov

Arkansas

- > Look at the proposed budget for the coming fiscal year: www.dfa.arkansas.gov/offices/budget/Pages/default.aspx
- > Cultivate relationships with your state legislators: www.arkleg.state.ar.us/assembly/Home.aspx
- > Arkansas Department of Education: <http://arkansased.org>
- > Check for possible funding or grants: <http://arkansased.org/divisions/communications/grants>

California

- > Look at the proposed budget for the coming fiscal year: www.dof.ca.gov
- > Cultivate relationships with your state legislators: www.legislature.ca.gov
- > California Department of Education: www.cde.ca.gov
- > Check for possible funding and grants: www.cde.ca.gov/fg/fo/af

Colorado

- > Look at the proposed budget for the coming fiscal year: www.colorado.gov/ospb
- > Cultivate relationships with your state legislators: www.leg.state.co.us
- > Colorado Department of Education: www.cde.state.co.us
- > Early Childhood Initiatives: www.cde.state.co.us/early/
- > Early Care and Education Organizations: www.colorado.gov/cs/Satellite/CDHSCildYouthFam/CBON/1251583639280
- > Colorado Office of Early Childhood: www.officeofearlychildhood.com

Connecticut

- > Look at the proposed budget for the coming fiscal year: www.ct.gov/omp/site/default.asp
- > Cultivate relationships with your state legislators: www.cga.ct.gov
- > Connecticut State Department of Education: www.sde.ct.gov/sde
- > Office of Early Childhood Education: www.ct.gov/oec

Delaware

- > Look at the proposed budget for the coming fiscal year: <http://omb.delaware.gov>
- > Cultivate relationships with your state legislators: <http://legis.delaware.gov>
- > Delaware Office of Early Learning: www.greatstartsdelaware.com
- > Early Childhood Education: www.doe.k12.de.us

District of Columbia

- > Look at the proposed budget for the coming fiscal year: <http://budget.dc.gov>
- > Cultivate relationships with your council member: www.dccouncil.us/council
- > Office of the Deputy Mayor for Education: www.dme.dc.gov
- > Division of Early Childhood Education: <http://osse.dc.gov/service/early-learning>
- > D.C. Early Learning Funding opportunities: www.osse.dc.gov/service/early-learning-funding-opportunities

Florida

- > Look at the proposed budget for the coming fiscal year: <http://letsgettowork.state.fl.us>
- > Cultivate relationships with your state legislators: www.leg.state.fl.us
- > Florida Department of Education: www.fldoe.org
- > Contracts, Grants & Procurement: www.fldoe.org/grants

Georgia

- > Look at the proposed budget for the coming fiscal year: <http://opb.georgia.gov>
- > Cultivate relationships with your state legislators: www.legis.ga.gov
- > Georgia Department of Education: <http://public.doe.k12.ga.us>
- > Georgia Department of Early Care and Learning: <http://dec.al.ga.gov>

Hawaii

- > Look at the proposed budget for the coming fiscal year: <http://hawaii.gov/budget>
- > Cultivate relationships with your state legislators: www.capitol.hawaii.gov
- > Hawaii Department of Education: <http://doe.k12.hi.us>
- > Hawaii Department of Education Grants Homepage: www.hidoegrants.org
- > Department of Health, Early Intervention: www.health.hawaii.gov/eis

Idaho

- > Look at the proposed budget for the coming fiscal year: <http://legislature.idaho.gov/budget/publications.htm>
- > Cultivate relationships with your state legislators: <http://legislature.idaho.gov/who'smylegislator.htm>
- > Idaho State Department of Education: www.sde.idaho.gov
- > Early Childhood Information Clearinghouse (ECIC): www.healthandwelfare.idaho.gov

Illinois

- > Look at the proposed budget for the coming fiscal year: www.state.il.us/budget/
- > Cultivate relationships with your state legislators: www.ilga.gov
- > Stay up to date. Sign up for alerts from Ounce of Prevention: www.ounceofprevention.org/advocacy-action-center.php
- > Illinois State Board of Education, Early Childhood: www.isbe.net/earlychi

Indiana

- > Look at the proposed budget for the coming fiscal year: www.in.gov/sba
- > Cultivate relationships with your state legislators: www.iga.in.gov
- > Indiana Department of Education: www.doe.in.gov
- > Division of Early Learning and Literacy: www.doe.in.gov/earlylearning

Iowa

- > Look at the proposed budget for the coming fiscal year: www.dom.state.ia.us
- > Cultivate relationships with your state legislators: www.legis.iowa.gov/Legislators/find.aspx
- > Iowa Department of Education: www.educateiowa.gov
- > Early Childhood Iowa: (Join the Early Childhood Initiative) www.state.ia.us/earlychildhood
- > Iowa Department of Public Health: www.idph.state.ia.us/hpcdp/family_health_support.asp

Kansas

- > Look at the proposed budget for the coming fiscal year: <http://budget.ks.gov>
- > Cultivate relationships with your state legislators: www.kslegislature.org
- > Kansas State Department of Education: www.ksde.org
- > Kansas Department of Healthy and Environment: www.kdheks.gov/bfh/home_visiting.htm
- > Join the Kansas Parents As Teachers Association advocacy group: www.kpata.org

Kentucky

- > Look at the proposed budget for the coming fiscal year: <http://osbd.ky.gov>
- > Cultivate relationships with your state legislators: <http://lrc.ky.gov/Legislators.htm>
- > Early Childhood Development: <http://chfs.ky.gov/dph/mch/ecd>
- > Governor's Office of Early Childhood: www.kidsnow.ky.gov

Louisiana

- > Look at the proposed budget for the coming fiscal year: <http://doa.louisiana.gov/OPB/state-budget.htm>
- > Cultivate relationships with your state legislators: <http://legis.state.la.us>
- > Louisiana Bureau of Family Health: www.dhh.state.la.us/index.cfm/page/936
- > Louisiana eGrants Portal: wwwprd.doa.louisiana.gov/LAeGrants/PublicPages/index.cfm

Maine

- > Look at the proposed budget for the coming fiscal year: www.maine.gov/budget
- > Cultivate relationships with your state legislators: www.legislature.maine.gov
- > Maine Department of Education: www.maine.gov/education
- > Child Development Services: www.maine.gov/education/speced/cds/index.html
- > Department of Health and Human Services—request for proposals: www.maine.gov/dhhs/rfp/index.shtml

Maryland

- > Look at the proposed budget for the coming fiscal year: <http://dbm.maryland.gov/agencies/operbudget/Pages/OperatingBudget.aspx>
- > Cultivate relationships with your state legislators: <http://mdelect.net>
- > Maryland State Department of Education: www.mgaleg.maryland.gov
- > Check for possible funding or grants: www.grants.maryland.gov

Massachusetts

- > Look at the proposed budget for the coming fiscal year: www.malegislature.gov/Budget
- > Cultivate relationships with your state legislators: www.malegislature.gov/People/FindMyLegislator
- > Department of Early Education and Care: www.mass.gov
- > DOH, Massachusetts Home Visiting Initiative: www.mass.gov/dph/homevisiting
- > Massachusetts Children's Trust Fund partnership opportunities: www.childrenstrustma.org/about-us/partnership-and-collaboration/partnership-opportunities

Michigan

- > Look at the proposed budget for the coming fiscal year: www.michigan.gov/budget
- > Cultivate relationships with your state legislators: www.legislature.mi.gov
- > Michigan Department of Education: www.michigan.gov/mde
- > Michigan Home Visiting Initiative: www.michigan.gov/homevisiting/

Minnesota

- > Look at the proposed budget for the coming fiscal year: www.mn.gov/mmb
- > Cultivate relationships with your state legislators: www.leg.state.mn.us
- > Minnesota Department of Education, Early Childhood Family Education: <http://education.state.mn.us/mde/stusuc/EarlyLearn/ECFE/>
- > Check for possible funding or grants: <http://education.state.mn.us/EGMS>
- > Join the MinneMinds Coalition: www.minneminds.com
- > Minnesota Department of Health: www.health.state.mn.us/divs/fh/mch/fhv/index.html

Mississippi

- > Look at the proposed budget for the coming fiscal year: www.dfa.state.ms.us
- > Cultivate relationships with your state legislators: <http://billstatus.ls.state.ms.us>
- > Attend the Governor's State Early Childhood Advisory Council meetings: www.mdhs.state.ms.us/public-meetings,-rfps/
- > Mississippi Department of Education: www.mde.k12.ms.us
- > Division of Early Childhood Care and Development: www.mdhs.state.ms.gov

Missouri

- > Look at the proposed budget for the coming fiscal year: <http://oa.mo.gov/budget-planning>
- > Cultivate relationships with your state legislators: www.mo.gov/government/legislative-branch
- > Missouri Department of Elementary and Secondary Education: <http://dese.mo.gov/early-extended-learning/early-learning>
- > Missouri Department of Health, Bureau of Healthy Childhood: www.health.mo.gov/living/families/homevisiting/index.php

Montana

- > Look at the proposed budget for the coming fiscal year: <http://budget.mt.gov>
- > Cultivate relationships with your state legislators: <http://leg.mt.gov>
- > Join your local regional Best Beginnings Council Early Childhood Services Bureau: www.dphhs.mt.gov/hcsd/childcare/BestBeginningsAdvisoryCouncil.aspx

Nebraska

- > Look at the proposed budget for the coming fiscal year: www.budget.ne.gov
- > Cultivate relationships with your state senator: http://nebraskalegislature.gov/senators/senator_find.php
- > Nebraska Department of Education: www.education.ne.gov
- > Nebraska Early Development Network: <http://edn.ne.gov>
- > Office of Early Childhood: www.education.ne.gov/OEC
- > Check for possible funding or grants at the Department of Education: www.education.ne.gov/gms2/index.html#

Nevada

- > Look at the proposed budget for the coming fiscal year: www.budget.nv.gov
- > Cultivate relationships with your state legislators: www.leg.state.nv.us
- > Nevada Department of Education: <http://nde.doe.nv.gov>
- > Nevada Department of Health and Human Services: health.nv.gov/homevisiting.htm

New Jersey

- > Look at the proposed budget for the coming fiscal year: www.state.nj.us/treasury/omb
- > Cultivate relationships with your state legislators: www.njleg.state.nj.us/members/legsearch.asp
- > New Jersey Department of Children and Families: www.state.nj.us/dcf/families/early/visitation/hr.fags.html
- > Division of Early Childhood Education: www.state.nj.us/education/ece
- > Check for possible funding or grants: www.nj.gov/education/grants
- > Join the Department of Education's Council For Young Children, Infant and Child Health Committee: www.nj.gov/education/ece/njcyc

New Mexico

- > Look at the proposed budget for the coming fiscal year: <http://budget.nmdfa.state.nm.us>
- > Cultivate relationships with your state legislators: www.nmlegis.gov/lcs/legislator_search.aspx
- > Early Childhood Education: www.ped.state.nm.us/EarlyChildhood/index.html
- > State of New Mexico Children, Youth and Families Department: www.cyfd.org/homevisiting

New York

- > Look at the proposed budget for the coming fiscal year: www.budget.ny.gov
- > Cultivate relationships with your state legislators: www.nysenate.gov and <http://assembly.state.ny.us/mem>
- > New York State Education Department: www.nysed.gov
- > P-12 Program Offices (including Early Learning and Grants Management): www.p12.nysed.gov/funding/
- > Office of Children & Family Services: www.ocfs.state.ny.us/main

North Carolina

- > Look at the proposed budget for the coming fiscal year: www.osbm.state.nc.us
- > Cultivate relationships with your state legislators: www.ncleg.net
- > Check for possible funding or grants: www.ncdhhs.gov/grantopportunities
- > Smart Start & The North Carolina Partnership for Children, Inc.: www.ncsmartstart.org

North Dakota

- > Look at the proposed budget for the coming fiscal year: www.nd.gov/omb
- > Cultivate relationships with your state legislators: www.legis.nd.gov
- > Children and Family Services: www.nd.gov/dhs/services/childfamily
- > Join the North Dakota Home Visiting Initiative: www.pcand.org/programs/home-visitation.html

Ohio

- > Look at the proposed budget for the coming fiscal year: <http://obm.ohio.gov/sectionpages/Budget>
- > Cultivate relationships with your state legislators: www.legislature.state.oh.us
- > Ohio Department of Education Grants: <http://education.ohio.gov/topics/finance-and-funding/grants>
- > Become a Help Me Grow Home Visiting Contractor: www.helpmegrow.ohio.gov/Home_Visiting/Become_a_Home_Visiting_Provider.aspx
- > United Way of Greater Cincinnati Grants: www.uwgc.org/for-nonprofits/funding-information

Oklahoma

- > Look at the proposed budget for the coming fiscal year: <http://ok.gov/OSF/Budget/index.html>
- > Cultivate relationships with your state legislators: www.ok.gov/redirect.php?link_id=322
- > Oklahoma State Department of Health: www.sde.state.ok.us
- > Apply for an Oklahoma Parents as Teachers Grant: www.ok.gov/sde/oklahoma-parents-teachers

Oregon

- > Look at the proposed budget for the coming fiscal year: www.oregon.gov
- > Cultivate relationships with your state legislators: www.leg.stat.or.us/findlegsltr
- > Oregon Department of Education: www.ode.state.or.us
- > Join your regional Early Learning Hub: www.oregonearlylearning.com

Pennsylvania

- > Look at the proposed budget for the coming fiscal year: www.budget.state.pa.us
- > Cultivate relationships with your state legislators: www.legis.state.pa.us
- > Pennsylvania Department of Education: www.education.state.pa.us
- > Office of Child Development and Early Learning: www.education.state.pa.us/portal/server.pt/community/child_development_early_learning/7200
- > Apply for grants from Pennsylvania Children's Trust Fund: www.pactf.org

Rhode Island

- > Look at the proposed budget for the coming fiscal year: www.budget.state.ri.us
- > Cultivate relationships with your state legislators: www.rilin.state.ri.us
- > Rhode Island Department of Elementary and Secondary Education: www.ride.ri.gov
- > Rhode Island Department of Children, Youth & Families: www.dcyf.ri.gov
- > Rhode Island Department of Health: www.health.ri.gov/homevisiting

South Carolina

- > Look at the proposed budget for the coming fiscal year: www.budget.sc.gov/OSB-index.phtm
- > Cultivate relationships with your state legislators: www.scstatehouse.gov
- > South Carolina State Department of Education: <http://ed.sc.gov>
- > South Carolina First Steps: www.scfirststeps.org
- > Join the Children's Trust of South Carolina Advocacy Network: www.scchildren.org

South Dakota

- > Look at the proposed budget for the coming fiscal year: <http://bfm.sd.gov/budget/>
- > Cultivate relationships with your state legislators: <http://legis.state.sd.us>
- > South Dakota Department of Education: <http://doe.sd.gov>
- > South Dakota Department of Health Office of Family and Community Health: <https://doh.sd.gov/local-offices/community-health-wic/>

Tennessee

- > Look at the proposed budget for the coming fiscal year: www.tennessee.gov/finance
- > Cultivate relationships with your state legislators: www.capitol.tn.gov/legislators
- > Tennessee Department of Education: www.tennessee.gov/education
- > Tennessee Office of Early Learning: www.tennessee.gov/education/earlylearning/index.shtml
- > Tennessee Children's Trust Fund: www.state.tn.us.youth/cap.shtml
- > Join your regional Commission on Children and Youth: <http://www.tn.gov/tccy/councils.shtml>

Texas

- > Look at the proposed budget for the coming fiscal year: www.lbb.state.tx.us
- > Cultivate relationships with your state legislators: www.house.state.tx.us and www.senate.state.tx.us
- > Get involved with with home visiting advocacy and join the Texas Home Visiting Consortium: www.texprotects.org/work/home-visiting-consortium/
- > Texas Department of Family and Protective Services, Prevention and Early Intervention (PEI) Programs: http://www.dfps.state.tx.us/prevention_and_early_intervention/about_prevention_and_early_intervention/programs.asp

Utah

- > Look at the proposed budget for the coming fiscal year: www.gomb.utah.gov/budget-policy/state-budget/
- > Cultivate relationships with your state legislators: <http://le.utah.gov>
- > Utah Office of Education: www.schools.utah.gov
- > Utah Department of Health: www.health.utah.gov/officeofhomevisiting/

Vermont

- > Look at the proposed budget for the coming fiscal year: http://finance.vermont.gov/state_budget
- > Cultivate relationships with your state legislators: www.leg.state.vt.us
- > Vermont Department of Education: <http://education.vermont.gov>
- > Early Education: http://education.vermont.gov/new/html/pgm_earlyed.html
- > Child Development Division: <http://dcf.vermont.gov/cdd>
- > Vermont Department of Public Health: www.healthvermont.gov

Virginia

- > Look at the proposed budget for the coming fiscal year: www.dpb.virginia.gov
- > Cultivate relationships with your state legislators: www.virginia.generalassembly.gov
- > Virginia Department of Education: www.doe.virginia.gov
- > Virginia Department of Social Services, Programs & Services for Children: www.dss.virginia.gov/family/children.html
- > Smart Beginnings: www.smartbeginnings.org
- > Get involved with the Virginia Home Visiting Consortium: www.homevisitingva.com

Washington

- > Look at the proposed budget for the coming fiscal year: www.ofm.wa.gov/budget/default.asp
- > Cultivate relationships with your state legislators: www.leg.wa.gov
- > Washington Department of Early Learning: www.del.wa.gov and Thrive By Five: www.thrivebyfive.org
- > Early Childhood Resources: <http://access.wa.gov/education/childhood.aspx>
- > Bill & Melinda Gates Foundation: www.gatesfoundation.org/topics/Pages/early-learning.aspx
- > Join your Regional Early Learning Coalition: www.thrivebyfivewa.org/partnerships-mobilization/early-learning-coalitions/

West Virginia

- > Look at the proposed budget for the coming fiscal year: www.budget.wv.gov
- > Cultivate relationships with your state legislators: www.legis.state.wv.us
- > West Virginia Department of Education: <http://wvde.state.wv.us>
- > West Virginia Bureau for Children and Families: www.wvdhhr.org/bcf
- > Join the WV Home Visiting Coalition: www.wvpartners.org
- > Join the WV Healthy Kids and Families Coalition: www.wvhealthykids.org

Wisconsin

- > Look at the proposed budget for the coming fiscal year: <http://doa.wi.gov>
- > Cultivate relationships with your state legislators: www.legis.wisconsin.gov
- > Wisconsin Department of Public Instruction: <http://dpi.wi.gov>
- > Wisconsin Department of Health: www.dhs.wisconsin.gov/health/mch/homevisiting/index.htm
- > Wisconsin Department of Children and Families: http://dcf.wi.gov/children/home_visiting_needs_assessment/contact.htm

Wyoming

- > Look at the proposed budget for the coming fiscal year: <http://ai.state.wy.us/budget/>
- > Cultivate relationships with your state legislators: <http://legisweb.state.wy.us/lsoweb>
- > Wyoming Department of Education: www.edu.wyoming.gov/educators/standards/early-childhood-readiness/
- > Wyoming Department of Family Services: <http://dfs.wy.gov>
- > Wyoming Kids First Grants: www.wyokidsfirst.org
- > Get involved in Wyoming home visiting advocacy: www.pcawy.org/advocacy/

Some resources that can be used in all states:

- > National Head Start Association: www.nhsa.org
- > W.K. Kellogg Foundation: www.wkkf.org

Private Funding



Parents as Teachers®



GETTING STARTED

Even more so than with government or public funding, private fund raising gives you the opportunity to spread the message about the work of your Parents as Teachers (PAT) program. Even if you don't receive the funding, you have an opportunity to broaden community awareness of PAT and expand the circle of interest in your work. Private fund raising engages you with a wider group of people – volunteers, friends, families, neighbors and relatives – who also can spread the message about PAT's impact in your community.

Private funding can come from many different sources: private foundations, corporations, unions, religious groups, local agencies (e.g., United Way or Variety Club), service organizations (e.g., PTAs, Kiwanis, Junior League, sororities or fraternities), special events, and from individuals.

In the beginning, keep it simple. Hold a picnic for PAT families and friends and include a bake sale. Ask a local business or union hall to underwrite group meetings by providing space and refreshments. Seek out in-kind donations of office space, supplies, printing, equipment, accounting services or legal assistance. Enlist the local Kiwanis or churches to provide volunteer help; some corporations encourage their employees to volunteer for local nonprofits.

Service groups, such as the Junior League, United Way or Association of Fundraising Professionals, often provide basic courses in how to do fund raising. Other resources to help you get started can be found on the websites listed in this guide.

Develop a checklist of requirements you'll need for your fund raising. Include:

- > Documentation of nonprofit status.
- > State or local charitable registration requirements.
- > Recruitment of a board of directors.
- > Reporting requirements.

It is important to follow all legal guidelines to be eligible for funding. Without the proper nonprofit legal documentation, most foundations and corporations won't fund your program. Nonprofit status also ensures donations are tax-deductible for the donor, an important consideration for most of them. Online resources for starting a nonprofit can be found at:

- > Management Assistance Program for Nonprofits. (www.mapfornonprofits.org)
- > Internet Nonprofit Center (www.nonprofitlegalcenter.com)

Identifying potential funding sources

By far, the single largest source of private funding in the U.S. is individuals. In 2013 nearly 72% of all charitable dollars came from individuals, nearly \$242 billion! In other words, remember to ask your friends, neighbors, coworkers and the community to support your PAT program.

There are dozens of ways to do this ranging from selling candy or food to walk-a-thons or gala dinners. Start small, engage your community committee and involve volunteers. Get more ideas by talking with others in your community about successful grassroots fund raising programs. An online idea resource is www.grassrootsfundraising.org.

When identifying companies and corporations as potential donors, don't overlook neighborhood fast food chains, pharmacies, and discount stores. Almost all national corporations have local giving programs to support community programs, and decision-making is usually left to the local store's manager. Visit the corporate website for more information or talk with the store manager.

When you are ready to write a proposal to a corporation or foundation, one of your best online research resources to identify prospective donors is The Foundation Center (www.fdncenter.org). To find a list of the top foundation and corporate funders in your community or state, under the section "Find Funders," select from a range of lists about grantmakers. Another valuable website for researching prospective funders is Grantsmanship Center (www.tgci.com). This site also has valuable information on a wide range of nonprofit and funding issues, including a list of the regional directories of corporate and foundation funders by state (www.tgci.com/funding-sources).

Other resources include your local library and other nonprofit organizations. Libraries often have volumes about local corporate funding programs and private foundations. The local United Way may have a list of funding sources and area grantmakers. Finally, don't forget to look at other nonprofits' annual reports; most list their funders, which gives you a starting point to identify possible new prospects.

Narrow your prospect search by areas of interest, geographic giving area or grant limitations. Each foundation has a brief description of the types of programs it funds, the grant size ranges, application guidelines, and geographic areas of giving. Read carefully. Further narrow your search by reviewing the funder's most recently filed IRS Form 990. Often funders will list their giving guidelines and Form 990 on their website. You also can find this information online at the Foundation Center website.

Grant writing

For either public or private funds, you likely will need to submit a grant proposal. The most important part of writing a successful proposal is to follow the grantmaker's guidelines carefully. Answer questions directly, and use firm statistics and data only. Many free, online resources take you step-by-step through the process of developing a competitive proposal. One of the most comprehensive is offered by the Minnesota Council of Foundations (www.mcf.org), which provides a detailed guide, "Writing a Successful Grant Proposal." Another comprehensive, free online resource is the Non-Profit Guides website (www.npguides.org), which includes sample proposals.

More and more, programs seek grants for technology funding. Techsoup's website (www.techsoup.org) offers numerous articles and guidelines on writing grants for technology, or to access its library of articles on writing technology grants.

Finally, ask for advice and help from an experienced grant writer. Most are happy to review your proposal and make helpful suggestions.

No matter how you begin your fundraising efforts, the important thing is to get started.

When you are raising funds for your PAT program you are spreading the word about the importance of early childhood development programs and services and building more understanding for the importance of your work in your community. Look at your fundraising efforts as a chance to "sing the praises" of your great program and good things will happen as your message grows.



PREPARATION

You likely will find the preliminary grant writing steps to be the most time consuming, yet they are the most vital aspect of the process. If done well, your preparatory work will simplify the writing stage.

Define your project

- > Clarify your project's purpose and write a mission statement.
- > Define the scope of work to focus your funding search.
- > Determine the broad project goals, then identify specific objectives that define how you will focus the work to accomplish those goals.



Program Example

Goal: Improve production quality

- Objective 1: Recruit advanced production talent.
- Objective 2: Train mid-level producers.
- Objective 3: Upgrade production equipment.

These goals and objectives suggest the proposal will request support for recruitment activity, production training and equipment purchase. In contrast, a different proposal with the same goal might focus only on equipment upgrades.

- > Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions or other groups.
- > Draft expected project outcomes in measurable terms.
- > Draft a timeline that includes the planning phase, period searching for funds, proposal writing, and intended project start date. Periodically update the timeline as you learn more about submission deadlines and award timetables.

Identify the right funding sources

- > Foundation centers, computerized databases, development offices, publications, and public libraries are some of the resources available to assist your funding search.
- > Do not limit your funding search to one source.
- > Look for a match between your project and the grants you seek by looking for consistency between your project's purpose and goals and the funder. Also pinpoint specific funding priorities and preferences.
- > Make direct contact with funders to support projects like yours.
- > Request proposal guidelines. Also request a list of projects previously funded. Perhaps an annual report is available.
- > Inquire about the maximum amount available. Find out the average size and funding range of awards.
- > Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling.
- > Find out whether the funder has other grant sources for which your project is eligible.

Contact the funders

- > Think of the funder as a resource.
- > Identify a project officer who will address your questions.
- > Some funders offer technical assistance, others do not. Ask for technical assistance, including a review of proposal drafts.
- > Inquire about how proposals are reviewed and decisions are made.
- > Inquire about budgetary requirements and preferences. Are matching funds required? Is in-kind acceptable as a portion of applicants' share? What may be counted as in-kind and how might it be applied? Learn about payment processes, including cash flow.
- > Remember, the contacts you make may prove invaluable, even if not right away.

Acquire proposal guidelines

Guidelines usually tell you about:

- > Submission deadlines
- > Eligibility
- > Proposal format: award levels forms, margins, spacing, evaluation process and restrictions on the number criteria of pages, etc.
- > Review timetable
- > Budgets
- > Funding goals and priorities
- > Award levels
- > Evaluation process and criteria
- > Who to contact
- > Other submission requirements

Additionally:

- > Read the guidelines carefully, then read them again.
- > Ask the funder to clarify your questions. Know the submission deadline.
- > Plan to submit your proposal on, or preferably before, the deadline.
- > Be realistic about whether you have time to prepare a competitive proposal by the deadline.
- > Know the funder's policies on late submissions, exceptions and mail delays.
- > Find out how the funder will notify you about receipt and status of your proposal. Factor this into your timeline.

Determine personnel needs

- > Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability, acquire permission to include them in the project, and negotiate compensation. Personnel compensation is important budget information.

Update your timeline

Now that you know about submission deadlines and review timetables, it's a good time to update your timeline. Factor into your schedule enough time to write multiple drafts, gather relevant and permissible materials, and prepare an impartial critique of your proposal for clarity, substance and form.

WRITING THE PROPOSAL

The critical elements in the writing stage are: structure, attention to specifications, concise, persuasive writing, and a reasonable budget.

There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged. Standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Sometimes proposal applications require abstracts or summaries, an explanation of budget items and certifications.

Narratives

- > Statement of need – purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.
- > Approach – method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible.
- > Method of evaluation – some require very technical measurements of results. Ask about expectations.
- > Project timeline – paints a picture of project flow, including start and end dates, schedule of activities, and projected outcomes. This should be detailed enough to include staff selection and start dates.
- > Credentials – information about the applicant that certifies ability to successfully undertake the proposed effort. Typically it includes institutional or individual track record, and resumes.

Tips on writing the narrative

Narratives typically must satisfy the following questions:

- > What do we want?
- > What concern will be addressed and why?
- > Who will benefit and how?
- > What specific objectives can be accomplished and how?
- > How will results be measured?
- > How does this funding request relate to the funder's purpose, objectives and priorities?
- > Who are we (organization, independent producer) and how do we qualify to meet this need?

The HOOK:

There are many ways to represent the same idea. However, the HOOK tailors the description of the idea to the particular interest of a funder. The HOOK aligns the project with the purpose and goals of the funding source. This is a critical aspect of any proposal narrative because it determines how compelling your proposal is to reviewers.

Budget

Budgets are cost projections, and a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects.

Funders use these factors to assess budgets:

- > Can the job be accomplished with this budget?
- > Are costs reasonable for the market – or too high or low?

- > Is the budget consistent with proposed activities?
- > Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal. Don't forget to list in-kind and matching revenue, where appropriate. Be flexible about your budget in case the funder chooses to negotiate costs.

Supporting materials

Policies about including supporting materials differ widely among funders. Often it depends on how materials contribute to a proposal's evaluation. Funders' restrictions are often based on excess volume, the element of bias and relevance. Find out if supporting materials are desired or even allowed.

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications or add information about project personnel and consultants, exhibit tables and charts, etc.

Be prepared to invest the time to collect resources, produce a tape, document capability, update a resume, and collect letters, reference reports or whatever is needed.

Authorized signatures

Authorized signatures are required. Without the signatures, proposals may be rejected. Be sure to allow time to acquire needed signatures.

Specifications

Tailor proposal writing to the funder's guideline specifications. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double-spaced and on 8½x11 inch paper? Are cover pages allowed or desired? **Caution:** the beautifully bound proposal is not always appreciated or allowed.

Many funders have moved to electronic submission only; know all character and count limits, and prepare attachments (e.g., 501(c)3 letter, budget, board lists) in electronic formats. Be concise. Elaborations should add depth and scope, not fill pages. Be prepared to write one or more drafts.

Submission checklist

- > The proposal must be **NEAT, COMPLETE and ON TIME**, with the requested number of copies and original authorized signatures.
- > Address the proposal as directed in the guidelines.
- > Be sure to include required documentation.

FOLLOW-UP

Contact the funding source about your proposal's status, evaluation and outcome. It is important to request feedback about a proposal's strengths and weaknesses, although this information is sometimes unavailable, especially with a large volume of submissions.

This information is also a good reference if you choose to approach the same or different funder again with your idea.



HELPFUL WEBSITES AND PUBLICATIONS

- > The Grantsmanship Center – www.tgci.com
See previous articles online for specific topics.
- > The Foundation Center – www.fdncenter.org
Find foundations; research by topic area and geographic area. Subscribe to receive the *Philanthropic News Digest* e-mail alerts for RFP announcements.
- > GrantsAlert.com – www.grantsalert.com
Subscribe to receive e-mail alerts about RFPs by category.
- > Fundsnet Services – www.fundsnet.com
Basic research for grant opportunities.
- > Charity News – www.charitychannel.com
Subscribe to receive e-mail alerts about grants and RFPs. Also has information on Canada and the UK voluntary sectors.
- > *Chronicle of Philanthropy* – www.philanthropy.com
Lists grants made and grant deadlines, along with basic research in the voluntary sector. **Fee charged.**
- > *The NonProfit Times* – www.nptimes.com
General news about fund raising. Good advice on writing solicitation letters.
- > Federal Grants – www.grants.gov
Electronically find and apply for competitive grant opportunities from all federal agencies.
- > Grantstation – www.grantstation.com
Information about upcoming private grant opportunities and funding trends.
- > Children and Youth Funding Report – www.cdpublications.com
Federal and private grant opportunities. **Subscription fee required.**
- > Technology – www.techsoup.org
Tips on writing grants, funding sources, and how to do online fundraising.
- > *The Grass Roots Fundraising Book* by Joan Flanagan.
- > *Fundraising for Early Childhood Programs* by Matia Finn Stevenson.
- > *Coping with Cutbacks* by Emil Angelica and Vincent Hyman.

WHERE TO LOOK FOR FUNDING DOLLARS

State Children's Trust Fund

Local stores of national chains

- > Target
- > Walgreens
- > Dollar General
- > Hardee's
- > McDonald's
- > Wal-Mart
- > Starbucks
- > Barnes & Noble

Service clubs

- > Kiwanis
- > Rotary
- > Chamber of Commerce
- > American Association of University Women (AAUW)
- > National Council of Jewish Women (NCJW)
- > Junior League
- > Knights of Columbus

Sororities and fraternities

- > Example – Delta Gamma

Community foundations

- > They often control many donor-directed funds.

Churches

Local banks or branches

- > They usually have locally controlled funds for neighborhood giving.

Professional sports teams

TV and radio stations, cable companies and newspapers

- > As part of national chains, they have local giving programs: i.e., Gannett, Pulitzer, Clear Channel Communications, Charter, Comcast, Belo.

Assisted living facilities

- > Residents often support community groups.

Utilities

- > These public service companies have funds to support local groups: Electric, telephone, or waste management companies.

Corporate employee matching gift programs

- > Hundreds of companies will match contributions made by their employees.

Other nonprofits

- > March of Dimes
- > United Way
- > Variety, The Children's Charity

SAMPLE FUND DEVELOPMENT PLANNING CHART

Dates: July 1, 2012 – June 30, 2013

Goal: \$50,000

Source	How	When	Who	Cost	Revenue
Individual Gifts	Letters to 150 people	September December March May	Staff Board	Paper Envelopes Postage Staff time Thank you letters	\$2,500 100 gifts at \$25 average
	Event – book sale	November	Local bookstore Volunteers	Announcement Snacks Volunteers	\$1,500 300 books at \$5 each
Foundation gifts	10 proposals	On-going	Staff	Staff time for research, writing and reporting	\$25,000-\$30,000 5 grants at \$5,000 each
Corporate gifts	10 requests	On-going	Staff	Staff time for research, writing and reporting	\$10,000-\$15,000 5 gifts at \$2,000 average
Organization gifts	7 requests	On-going	Staff Board Volunteers	Staff time for search and writing	\$4,500 3 gifts at \$1,500 each

WHERE DOES MY FUNDING COME FROM?

Source	Directly (grants you solicit) Estimate amounts	Indirectly (regranted through state or local agencies) Estimate amounts
Public Funds		
TANF		
Title I		
Head Start		
Early Head Start		
Even Start		
PIRC		
Other federal funds (list source)		
Total Federal Funds		
State Dept. of Education		
State Dept. of Health		
State Dept. of Family Services		
Other state funds (list source)		
Total State Funds		
Local Health Agency		
Local School District		
Local University		
Local Social Service Agency		
Other local public funds (list source)		
Total Local Funds		
TOTAL ALL PUBLIC FUNDS		

Source	Directly (grants you solicit) Estimate amounts	Indirectly (regranted through state or local agencies) Estimate amounts
Private Funds		
United Way		
Variety		
Faith-based organizations		
Early Head Start		
Fees for service (day care, etc.)		
Foundations		
Individuals (not families served)		
Businesses/clubs		
Families		
Events/sales		
Other (list)		
TOTAL ALL FUNDS		

Source	Directly (grants you solicit) Estimate amounts	Indirectly (regranted through state or local agencies) Estimate amounts
Total all Public Funds		
Total all Private Funds		
TOTAL ALL FUNDS		

TARGETED TALKING POINTS

The following talking points about Parents as Teachers can be helpful as you move forward with your fundraising efforts. By having talking points, you can use the “recommended language” that is more tailored, or specific, based on whether you are communicating with representatives from the education, health, early care and education, mental health or social service fields.

Talking points are most effective when they demonstrate how PAT can help achieve goals or outcomes that are shared with that particular field or system.

You can also refer to the PAT *Evidence-based Home Visiting Model* brochure for specific evaluation data that supports each of PAT’s four program goals (i.e., increasing parent knowledge of early childhood development and improving parenting practices; providing early detection of developmental delays and health issues; prevention of child abuse and neglect; and increasing children’s school readiness and school success). The PAT Logic Model also provides excellent guidance about *how* PAT programs achieve outcomes for families and children.

These talking points, like all talking points, serve only as a starting point; you should always consider tailoring them to fit your needs.

Education system

Alignment: *Ensuring all children enter kindergarten prepared to learn.*

Parents as Teachers:

- > Uses a research-based curriculum that helps parents understand how to prepare their young children for success in school.
- > Has a strong literacy focus; introducing and reinforcing for parents the research-based concepts of language and literacy development in every personal visit.
- > Gets proven results such as:
 - Children score higher on kindergarten readiness tests.
 - Children score higher on standardized measures of reading, math and language in first through fourth grades.
 - Closes the gap between children from high-poverty families and children from more affluent families.
- > Provides developmental, health, hearing and vision screenings that detect problems at an early stage; many of which can be corrected before the child reaches school. Early resolution means cost savings with fewer children placed in special education or remedial classes.

Alignment: *Engaging parents in their child’s education.*

Parents as Teachers:

- > Helps parents understand the importance of their role as their child’s first and best teacher.
- > Works one-on-one with parents, individualizing information, support and resource referrals to each family.
- > Helps parents become involved in their child’s early learning, which
 - Research shows is linked to the development of the child’s academic skills, including reading and writing.
 - Leads to increased level of parental involvement once the child enters school.

Alignment: *Ensuring child care providers are trained, receive ongoing professional development and maintain quality standards.*

Parents as Teachers:

- > Provides information, support and tools to improve the skills of child care providers to promote child development and build partnerships with parents.
- > Improves overall quality of the child care environment through professional development training.

Social services system

Alignment: *Reaching families before crisis and helping to stop cycles of diminished outcomes in high-risk families.*

Parents as Teachers:

- > Is prevention, enhancing the continuum of preventive social services by:
 - Strengthening relationships within families and reducing parent and child stress through regular, on-going support.
 - Providing research-based parenting education that increases parenting confidence and competence.
 - Preventing child abuse and neglect by helping parents to understand child development and set reasonable expectations.
- > Is highly effective in helping impoverished parents prepare their children for school, and in fact helps to close the gap in readiness between children from high-poverty families and children in more affluent families.
- > Is adaptable, working well in conjunction with case management.

Alignment: *Encouraging families to access needed services.*

Parents as Teachers:

- > Helps to match families with most appropriate and needed services by referring families to more intensive or specialized services.

Mental health system

Alignment: *Implementing a primary prevention strategy that reaches families before crisis hits and stops the cycle of diminished outcomes for children in families with mental illness.*

Parents as Teachers:

- > Offers an additional or new method of service delivery through home visiting.
- > Delivers a structured parenting education and family support model with a research basis and developmental focus.
- > Results in better support and outcomes for families, including:
 - Decreased parent stress and increased parent confidence and competence.
 - Increased parent knowledge of child development, leading to more reasonable developmental expectations of their child.
 - Enhanced child development and child outcomes, including providing parents with the skills to support the socio-emotional development of their child.
 - Enhanced family functioning as a result of decreased stress, and increased knowledge and confidence.

Health system

Alignment: *Ensuring young children receive adequate health care and that health problems are identified early.*

Parents as Teachers:

- > Provides developmental, health, hearing and vision screenings that detect problems at an early stage and that confirm on-track development.
- > Provides referrals to pediatricians and other health resources, as needed, and helps ensure that children are up-to-date on immunizations.
- > Coordinates with state early intervention systems to ensure children receive needed services.
- > Refers families to the state children's health insurance programs.

Alignment: *Encouraging and educating parents about good health practices.*

Parents as Teachers:

- > Encourages parents to take an active role in promoting their child's healthy development prenatally and throughout the early years.
- > Educates parents about important health issues, such as prenatal, nutrition, safety and immunizations.
- > Helps parents become better observers of their child's development so they can track developmental milestones.
- > Provides parents with the tools and information they need to respond appropriately to their child's health and developmental needs.

Early care and education system

Alignment: *Addressing the many aspects of children's development – physical, language, social and intellectual – to help them become ready to enter school.*

Parents as Teachers:

- > Uses a comprehensive, research-based curriculum that works *with* parents to promote their child's overall healthy development.
- > Results in better outcomes for children when PAT is added to early care and education services.
- > Provides developmental, health, hearing and vision screenings that detect problems at an early stage.
- > Helps identify family needs and, where appropriate, refer families to more intensive or specialized services.

Alignment: *Actively involving parents in the early education and development of their child.*

Parents as Teachers:

- > Provides a specific and effective approach for promoting parents involvement in their child's early learning.
- > Helps early care and education staff build partnerships with parents by providing staff with tools and information to share with parents.