



**FSU Center for Prevention
& Early Intervention Policy**

Additional Recommended Practices for Teen Parent Child Care Programs

Quality child care is important for the growth and development of all children. However, effectively meeting the special needs of the children of adolescent parents requires specific additional practices. The recommended practices listed below address risk and build resilience in our youngest and most vulnerable families.

PRACTICE	DESCRIPTION
Provide Co-Located Child Care	Child care provided at the same site where parenting students are taught facilitates breastfeeding, the strengthening of attachments, interactive parenting activities, and observations by program staff that are critical to the well being of their children. Staff can model responsive caregiving and actively include teens in the life of the center.
Capitalize on Teachable Moments	The “teachable moment” occurs in a safe, relaxed setting when the teenage parent displays an interest for new or additional information. Often, the student is engaged in new activities that are relevant and important. Skilled, experienced staff learn to seize those opportunities when the parenting student is most receptive to learning.
Promote Family Literacy	For parenting students and their children to acquire the reading skills necessary to succeed in school and the workforce, it is critical that teenage parent programs promote the value of family literacy, which is transferred from one generation to the next. Often, this includes teaching nursery rhymes, creating homemade books, and other activities engaging both the teen and her baby.
Include Employee Child Care	When employee child care is provided at teenage parent programs, parenting students observe independent working adults who competently manage their family needs. This inclusion also creates support for the program among faculty and staff who have a personal investment in high quality care.
Support Basic Needs	Parenting students and their children who live in poverty often lack basic supplies such as food, clothing, diapers, and hygiene items. Providing these items to students in need allows them to attend school more regularly and earn credits toward graduation.
Model Basic Skills	Caregivers and other program staff serve as role models for basic politeness, prioritizing needs, negotiation skills, accessing local resources, hygiene and grooming, food preparation, and anger management. The acquisition of basic skills is important for many parenting students and their children who have not had the benefit of learning these from capable, adaptive adults.

PRACTICE	DESCRIPTION
Promote High Expectations	All aspects of teenage parent programs, including policies and interactions between staff, students, and their children, should reflect high expectations for students and their children. Assisting parenting students in future planning further conveys high expectations.
Allow Optimum Program Participation	Parenting students and their children should be allowed to continue participating in their teenage parent program for a length of time determined by their needs rather than by school district policy or program capacity.