

Parent Child Development Services: FY 2011–12

The Parent-Child Development Services (PCDS) program provides home visitation services and age appropriate parent and young child playgroups and parent education. PCDS uses the Parents as Teachers (PAT) curriculum which is an evidence-based practice designed to teach parenting skills and knowledge. PAT been shown to increase parent knowledge of early childhood development, improve parenting practices, provide early detection of developmental delays and health issues and increase children's readiness for school.¹

Unduplicated Number Served

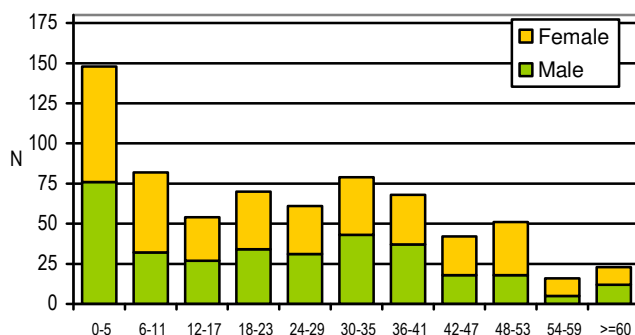
Total:	1,211
Children:	710 ²
Unknown	7
Adults:	494
Households:	469

Demographics, services and outcome summaries describe 275 children, 179 adults, and 164 households who exited services during 2011-12.

Demographics

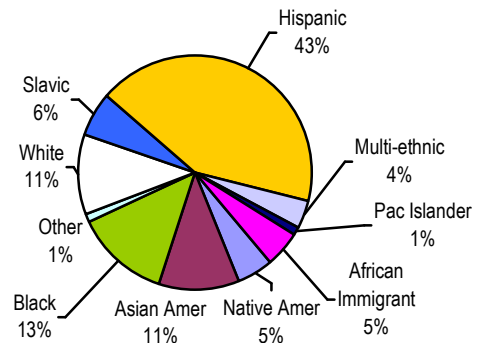
- Over half of the children (53%) were less than 2 years old when they began services; over one third of the children (37%) were less than 1 year old. The average age was 23.6 months. The program served an approximately equal number of males (49%) and females (51%).

Children by Age in Months and Gender



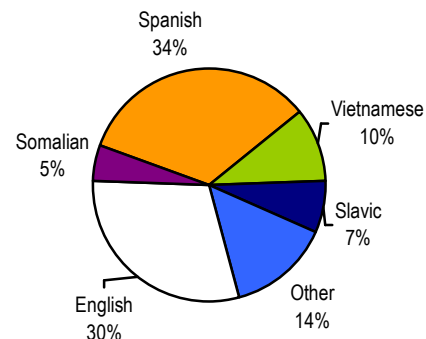
- 89% of the children were of color or from a culturally-specific community

Race/Ethnicity of Children



- Over two thirds of the adults (69%) were not native English speakers

Primary Language Spoken at Home



- 40% of the adults had not completed high school and did not have a GED. One third had a high school diploma (27%) or GED (6%). One in five (19%) had some post secondary education.
- Most of the families included two parents (75%); 23% lived with just one parent and 2% of the families were foster parents

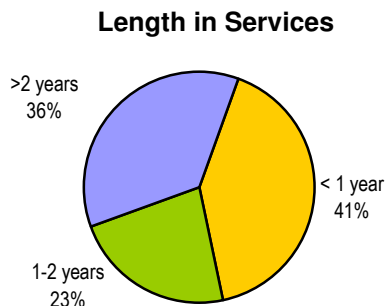
¹ <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=221>

² The target for the number of children served was 611.

Parent Child Development Services Outcomes: FY 2011–12

Services

Length of service is reported on the 275 children who exited services during the year³. On average, children participate in PCDS services for 19.6 months. Over half of the children (59%) participated in services for one year or longer; 36% participated for two or more years. Length enrolled in services ranged from 2 days to 5.7 years.

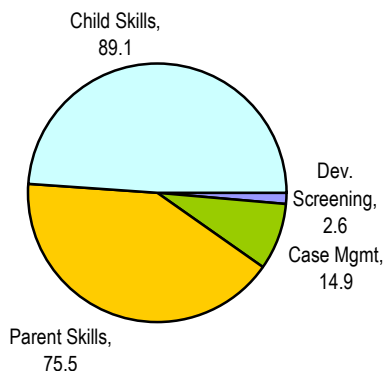


Service amounts are reported on the 164 households that exited during the year. Averages per household include:

- 184.1 total hours of service
- 16.5 home visits
- 9.3 hours of service per month
- 0.8 home visits per month.

Most of the service hours consisted of skill training to children and to parents.

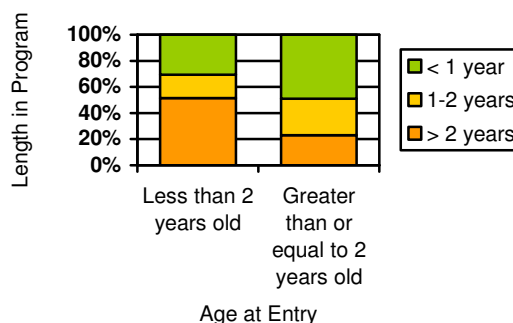
Average Service Hours by Family



Children's Age at Entry and Length in Services

- There is a greater probability ($p < .01$) that younger children will stay in the program longer than older children: 69% of children who enter services before they turn 2 years old stay in the program for one year or longer compared to 51% of children who enter services after they turn 2 years old.

Length in Services by Age at Entry (Cases Closed during 2011/12)



Outcomes

Outcomes are reported on the 164 families and 275 children that exited during the year.

Children's Readiness for School

- 97% of children had up-to-date immunizations
- 95% of children were screened for normal growth and development
- 95% of children who were not at age appropriate development were referred for early intervention services (N=21/22)
- 57% of children aged 3 to 4 years at exit were referred to Head Start or another preschool program at exit
- 52% of children aged 3 to 4 years were both referred and actually enrolled in Head Start or another preschool program at exit; an additional 6% were on the waiting list.
- 81% of parents with children aged 5 years and up were helped to connect to their child's school

³ The 435 children who were still participating in services at the end of the fiscal year had been open an average of 18.0 months.

Parent Satisfaction⁴

- 98% of parents reported that they gained new skills from program participation
- 98% of adults said services were helpful
- 99% of adults said staff demonstrated cultural sensitivity
- 100% of adults said they had access to knowledgeable resources

Summary

1. The program is serving its intended population of children of color and parents whose primary language is not English.
2. Research in the national Parents as Teachers evaluation shows that two years of home visitation combined with one year of pre-school is most effective at getting students ready to start kindergarten.
 - Children who start services at PCDS at a younger age, are more likely to have longer lengths of stay in services. This year a larger percentage of children started services before their first birthday (37% compared to 31% last year).
 - Well over half of the families (57%) stay in the program for at least one year; over one third (36%) stay for at least two years. This is a positive trend; in 2010-11 the corresponding percents were 49% and 18% and in 2009-10 were 50% and 15%.
3. PCDS had positive outcomes in helping to make sure children are up-to-date on immunizations, developmentally screened and referred to early intervention services if indicated.
4. Parent surveys at exit are very positive.
5. Program staff helped children with transitions to new educational opportunities. Well over half (60%) of children aged 3 or 4 years old were referred to Head Start or another preschool at exit; 52% referred and actually enrolled. Over three fourths (81%) of parents of 5 year olds were helped to connect to their child's kindergarten.

Recommendations

1. Continue to increase the percent of children who start services when they are under 2 years old in order to maximize the number of children who receive at least 2 years of PAT services.
2. Increase the percent of 3 and 4 year olds who are referred to and enrolled in Head Start or other preschool at exit.

⁴ Parent satisfaction was obtained from 165 out of the 179 parents that exited services.