

Parent Child Development Services: FY 2009–10

The Parent-Child Development Services (PCDS) program provides age appropriate parent and young child playgroups and parent education. PCDS uses the Parents as Teachers curriculum which is an evidence-based practice designed to teach parenting skills and knowledge and has been shown to increase children's readiness for school.

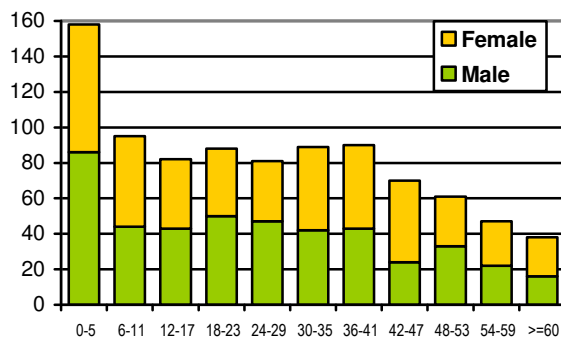
Unduplicated Number Served

Total:	1,548
Children:	899
Adults:	649
Families:	625 ¹

Demographics

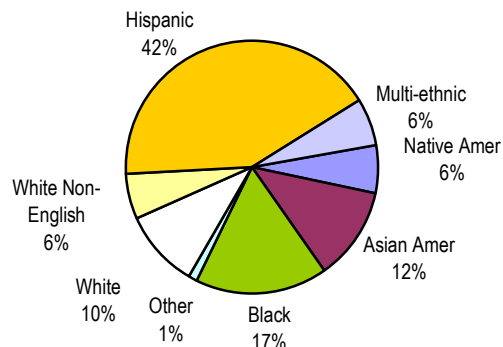
- Half of the children were less than 2 years old and half were older. Almost one third of the children were less than 1 year old. The average age was 28.7 months. The program served an equal number of male and female children.

Age in Months/Gender of Children



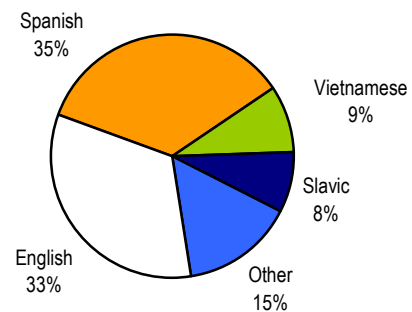
- 90% of the children were of color or from a culturally-specific community

Race/Ethnicity of Children



- Two thirds of the adults (67%) were not native English speakers; 50% of black and 46% of white parents were not native English speakers

Adult's Primary Language



- 54% of the adults had not completed high school and did not have a GED
- Most of the children lived with both parents (68%); 30% lived with just one parent

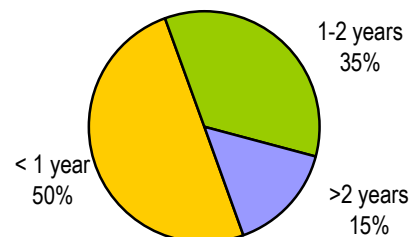
Children's Readiness for School

- 95% of children had up-to-date immunizations
- 95% of children were screened for normal growth and development
- 100% of children who were not at age appropriate development were referred for early intervention services (N=36)

Services

Services and outcomes are reported on the 476 children who exited services during the year. On average, children participate in PCDS services for 14.5 months. Half of the families participated in services for less than one year.

Length in Services

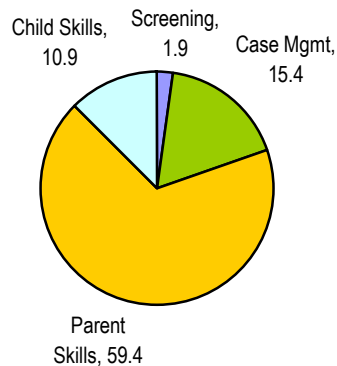


¹ The target for the number of families served was 600.

Parent Child Development Services Outcomes: FY 2009–10

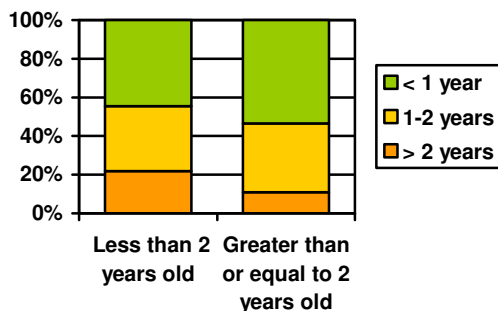
Families receive an average of 154.0 hours of services and 10.7 home visits. Per week each family averages 2.8 hours of services and per month 0.7 home visits. Parent skill training accounts for most of the service hours.

Average Service Hours by Family



Children's Age and Families' Length in Services

- There is a greater probability ($p < .01$) that younger children will stay in the program longer than older children: 56% of children who enter services before they turn 2 years old stay in the program for one year or longer compared to 47% of children who enter services after they turn 2 years old.



Outcomes

Outcomes are reported on the 265 families that exited during the year.

Parent Satisfaction²

- 99% of parents reported that they gained new skills from program participation
- 99% 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

- The program is serving its intended population of children living in poverty, children of color, and parents whose primary language is not English.
- The program serves the full range of children birth to 5 years. Half of the children are aged 2 years or older at intake (52%). Half of the families stay in the program for at least one year. The data shows a statistically significant relationship between age and length of services. 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. It appears that serving younger pre-school aged children will result in longer lengths of stay in services.
- The program does a good job of making sure that children are up-to-date on immunizations, developmentally screened and referred to early intervention services as indicated.
- Parent surveys at exit are very positive.

² Parent satisfaction was obtained from 166 out of the 266 families that exited services.