Kindering Parent-Child Home Program

Key Findings

Demographic Findings

- Most families at Kindering are Spanish-speaking and receive the PCHP program in Spanish from a bilingual home visitor.
- Although 90% of families have two parents in the home, mothers are the participating parent in the home visits.
- Over 90% of families are under the Federal Poverty Level and almost half of our families earn less than $15,000 a year.

Assessments

- Home visitors became more familiar with and skilled at assessing families using PACT and CBT in 2014.
- PACT average scores showed that families improved from the beginning to the end of the program in their communication, consistency, showing affection, and responsiveness to their children.
- CBT average scores also demonstrated that children improved in all areas from the beginning to the end of the program. They reached the desired threshold on all subscales except independence.
- On the pre-literacy assessment, PCHP children at Kindering showed greatest improvement in print concepts, although they also made improvements in language use and reading.

One Family’s Story

“We met a teen mom in the community at a local food bank and invited her to participate in PCHP. As we got to know her, we were very impressed that even though she was so young, she was trying to do all the right things for her toddler son and infant daughter... Her son had some behavioral issues and was referred to Early Intervention and enrolled and is currently in Head Start. Along with these extra supports for her child, the mom continued with her commitment to PCHP.

Little by little, we began to see improvements in her child’s behavior. At first, mom would not redirect his behavior and had a hard time setting firm limits but now she does. Now, even when he is upset, he listens, follows directions and uses his words. This mom has enrolled in community college and just got an A in her psychology class!”

Key to Changes in Parents & Children

Key:

- For overall assessment scores, data bars are oriented horizontally, as seen above. For subscale scores (which are subsets of the assessments that measure particular developmental factors), the bars are oriented vertically.
- Asterisks indicate that the improvement in scores was statistically significant (i.e., whether it was unlikely that they were due to chance), with *** indicating a p-value of ≤ .001, ** indicating a p-value of ≤ .01, * indicating a p-value of ≤ .05, and "no" indicating a score that was not statistically significant.

Changes in Teacher Rating of Oral Language and Literacy (TROLL) Subscale Scores

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Improvement</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Use</td>
<td>2.39</td>
<td>3.19</td>
<td>+0.8***</td>
<td>≤ .001</td>
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<tr>
<td>Reading</td>
<td>2.57</td>
<td>3.13</td>
<td>+0.6***</td>
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<tr>
<td>Print Concepts</td>
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<td>3.94</td>
<td>+0.9***</td>
<td>≤ .001</td>
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