

Executive Summary

Who was served?

The **Parent-Child Home Program** is a research-based early literacy and school readiness program for two- to four-year-olds and their parents. A trained home visitor, typically of the same cultural background, provides twice-weekly visits over a two-year period.

1058 families in King County

9 implementing agencies



90% of participating families had household incomes below the federal poverty line



More than 75% of parents were born outside the United States; many immigrated from Mexico, Somalia, Ethiopia, or China



Participants were extremely diverse; many families served identify as Hispanic (38%), African (27%), African American (9%), and White (5%)



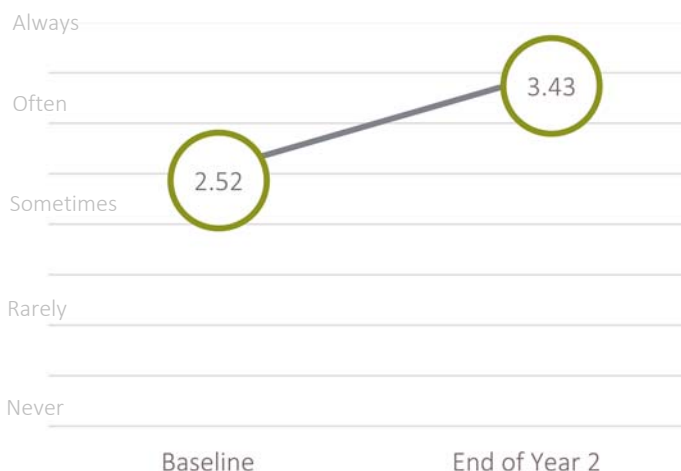
At least three quarters of families primarily speak a language other than English in the home, including Spanish, Somali, and Chinese languages

Outcomes

Changes in parents and children are measured using observational assessment tools, the Parent and Child Together (PACT) for parents and the Child Behavior Traits (CBT) for children. Progress is measured four times over the course of the program: at the beginning of Year 1, at the end of Year 1, at the beginning of Year 2, and at the end of Year 2.

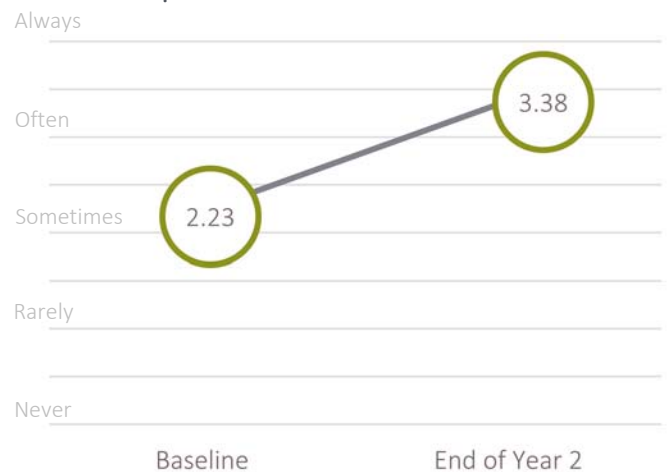
Parents

Analysis of average PACT scores show **increases in parents' positive behavior with their children.**



Children

Analysis of average CBT scores show **increases in children's positive behavior.**



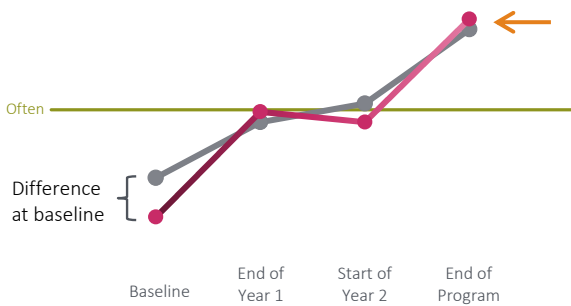
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Outcomes

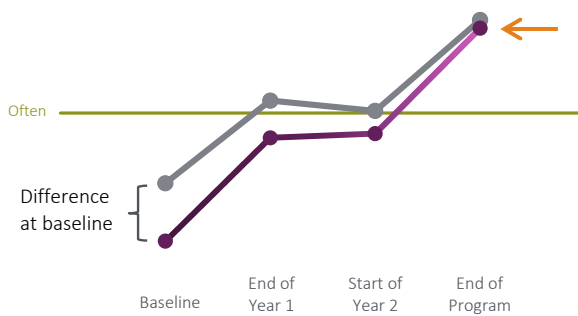
PCHP is particularly effective for non-English-speaking families and for families with parents who did not graduate from high school

Parents

At baseline **Non-English-speaking** parents scored lower on average than **English-speaking** parents on the PACT, but they had **closed the gap** by the end of the two-year program

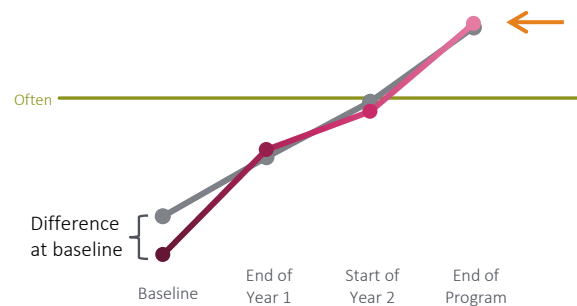


Similarly, average PACT scores for parents that are **high school graduates** were lower at baseline than for **non-high-school graduates**, but the **gap had nearly closed** by the end of the year two

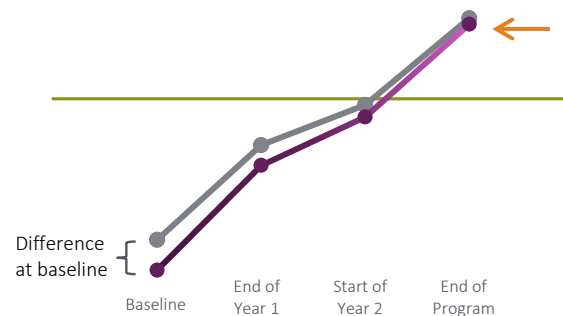


Children

Though children of **Non-English-speaking** families scored lower at baseline on average than children of **English-speaking** families on the CBT, they had **closed the gap** by the end of year two



Likewise, average CBT scores for children of **high school graduates** were lower at baseline than for children of **non-high-school graduates**, but the **gap narrowed** over the two years



The first day she [went] to school, she took a test and she knew every color, every shape, even counting. She was comfortable . . . everything the teacher asked, she knew. And the [teacher] asked me, 'You say this was her first day in school? But I see that you teach her.' – PCHP parent