This report represents The Parent-Child Home Program, Inc.'s responses to Charting Impact, a joint project of BBB Wise Giving Alliance, GuideStar USA Inc, and Independent Sector. Charting Impact uses five simple yet powerful questions to encourage strategic thinking and help organizations share concise information about their plans and progress toward impact.

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Mission:
The Parent-Child Home Program's (PCHP) nationwide network of program sites provides under-resourced families with the necessary tools to ensure their children achieve their greatest potential in school and in life. We assist underserved communities in replicating and expanding our proven school readiness Program that supports early parent-child verbal interaction and learning at home. The proven Program effectively bridges the achievement gap through its unique focus on intensive home visiting (twice a week over a two year period) with two and three-year-olds and their parents. Highly trained community based early literacy specialists model reading, play, and conversation activities using books and educational toys that are gifts to the family. Targeting families challenged by poverty, isolation, language and literacy barriers, and limited educational opportunities, the Program prepares children and families for school success and high school graduation. Local Program staff also link f...
1. What are we aiming to accomplish?

Our country's children continue to fall behind. 40% enter kindergarten unprepared to be there. Under-resourced parents often lack the critical tools to prepare their children for school; the knowledge, the financial means, the necessary resources (such as books and educational materials), and the support to encourage and teach their children. PCHP envisions a world where every child enters school ready to succeed because every parent has the knowledge and resources to build school readiness where it starts: the home. Our nationwide network of program sites works one-on-one with parents in underserved communities to provide the necessary tools to help their children thrive in school and in life. PCHP targets families with children ages 2-4 who are facing significant life challenges including limited income, language and literacy barriers, isolation and/or homelessness. Through two cycles of twice-a-week visits by highly trained community-based early literacy specialists, PCHP provides families the knowledge, skills, and resources they need to engage with and prepare their children for school success. Our proven program builds early parent-child verbal interaction and learning in the home. Over 40 years of research shows that PCHP effectively increases school readiness, decreases the need for special education services by 50%, and increases participants’ high school graduation rates by over 30% - to the same level as their middle income peers. PCHP’s nationwide network of sites currently reaches over 7,000 families per year and, over the next 3-5 years we seek to expand to reach 10,000 families annually (500 in year 1, 1,000 in year 2, 1,500 in year 3) by expanding existing community-based program sites and identifying and partnering with new school districts and community based-organizations in underserved communities across the United States. Together, we will close the achievement gap.

2. What are our strategies for making this happen?

To ensure that low-income children are engaged at home before school, enter school prepared to be successful students, progress through school as successfully as their counterparts from higher income households, and graduate from high school, PCHP: 1) identifies communities and families that would benefit from the Program; 2) visits families intensively and consistently, twice a week for two cycles over a two-year period; and 3) educates families during those visits on building positive parent-child interaction and embracing language, literacy and reading in their home environments. Each week, early literacy specialists bring a book or educational toy that remains with the families permanently. These are often the first books or learning materials in the home. Using the book/toy, the early learning specialists' model reading, conversation, and play activities that stimulate parent-child interaction, develop language and literacy skills, and build school readiness – consistently resulting in children who enter school ready to learn, and go on to be successful students, with increased high-school graduation rates. The PCHP national center, established in 1979, is focused on expanding the proven Program to reach more families by expanding in new communities and by supporting local staff to expand and continue to provide high-quality services. The national center currently supports over 110 program sites by (1) providing guidance on start-up and implementation, staff hiring, training, and supervision, and funding; (2) providing comprehensive training and technical assistance; (3) establishing proven and effective standards and norms and monitoring for quality assurance ; (4) assisting local staff to acquire and utilize high quality, inexpensive, culturally appropriate curricular materials for the families; and (5) providing a national Management Information System to track participant data and Program outcomes across the country. This strategy has helped bring effective programming to over 70,000 families over the past 48 years. Currently the national center staff and the Board of Directors’ Program Expansion Committee are developing strategies to identify underserved communities and strong partners in those communities to expand PCHP’s reach to more under-resourced families. PCHP is also focused on increasing awareness of the important role that programs like PCHP, which increase positive parent-child interaction and at-home learning before school, play in our national efforts to decrease the number of children who enter school unprepared to be there and to increase high-school graduation rates. Through improved communications we hope to increase public and private funding to support interested organizations in implementing PCHP with families in their communities.
3. What are our organization's capabilities for doing this?

With almost 50 years of experience and research proving the effectiveness of PCHP with diverse populations, combined with recent national attention on the importance of early childhood education resulting from President Obama’s Early Learning Plan, PCHP is poised for significant expansion in the next three years. The 21-member Board of Directors’ includes a diverse array of skills and expertise and has particular depth on financial and strategic planning. The Board, therefore, is well positioned to support the organization’s future growth. The national center staff has a combined 80 years of experience in the early childhood policy, programming, and research and evaluation fields, and their work is further strengthened by the input from local Program sites that have been serving families for over 40 years. PCHP also continues to add Board members and staff in regions in which the Program has or is planning to grow significantly. Dedicated NY and MA regional coordinators will be joined by a WA coordinator this year, and over the next two years, two to three additional regional coordinators. PCHP currently receives state funding in five states, receives county, city, and school district funding in communities in 11 states, and works closely with the United Ways in many communities. PCHP staff are also active in early childhood and home visitation coalitions in states where we have a substantial presence. Using these strong networks, PCHP staff continue to expand access to public funding. The Program was recently included in a NYS Office of Children and Family Services (OCFS) RFP and NY PCHP sites were awarded over $320,000 to expand. PCHP also has a dedicated and growing private funding network. Over 25 foundation and corporate partners support the National Center, and hundreds of others fund the network of sites. PCHP has experienced year-over-year funding growth of 10-15% and expects this will continue as the national conversation surrounding the importance of early childhood education intensifies. PCHP has recently launched a Seed Fund to fund expansion of existing sites and start-up of new sites. A portion of a $1,000,000 challenge grant from the Estate of Marian Naumburg, and additional funds are being used both for the Seed Fund and to expand the Program’s capacity to provide enhanced training, quality assurance, and evaluation. The development of the Seed Fund has necessitated intensive collaboration around due diligence procedures to identify the best possible partner organizations to deliver high-quality services. PCHP has also been expanding its research and evaluation reach, working with independent evaluators to ensure the Program’s research base is up-to-date and covers the diverse populations the Program is now serving. NYU is in the process of completing the first phase of a new randomized control trial on the Program’s outcomes with the goal of following children as they move through school.

4. How will we know if we're making progress?

PCHP has proven its effectiveness with families at risk of educational failure for many years and evaluation is critical to this success. All program sites are required to track demographic, program implementation, and outcome data in PCHP’s online management information system (MIS). This data includes: demographics of children and parents, numbers of home visits completed, numbers of books/materials distributed, referrals to other social services, enrollment in the child’s next educational step - typically pre-k or Head Start, and parent and child assessments that monitor progress made in the Program. The MIS enables the national center to monitor the number of families served and how they are benefiting from the Program. Two standardized assessment tools, the Child Behavior Traits (CBT) scale and Parent and Child Together (PACT) scale, are used to evaluate behavioral change. Early Literacy Specialists complete the assessments for each family at the beginning of the Program, at the mid-point, and when the child graduates and enter the data in PCHP’s MIS. Based on the Program’s extensive evidence base, sites can expect to see an improvement of at least 1 to 2 points on the 5-point scale of CBT, demonstrating that the child is substantially improving their school readiness skills. Sites can also expect to see that, of those parents who exhibit a lack of knowledge of age-appropriate developmental expectations and discipline techniques, 80% will display increased knowledge of appropriate techniques such as limit setting and providing choices. 100% of parents are expected to demonstrate increased quality and quantity of parent-child interaction. The national center also works with local to follow children into school, collecting school readiness and school success data, including performance on state tests to assess if children are performing at or above grade level, which is an expected outcome. Using this data, PCHP can track progress towards serving 10,000 families annually (500 year one, 1,000 year 2, 1,500 year 3) and monitor if sites are implementing the Program with fidelity to the model to ensure that sites continue to increase at-home learning, parent-child verbal interaction, school readiness, and high-school graduation of participants as PCHP serves more families. The national
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center uses this data to determine the characteristics of local sites that are best able to implement and expand the program, so that similar organizations can be targeted for expansion. It also uses the data to identify differential impacts of different types of families and ensure that all families, immigrant, homeless, non-native English-speaking, grandparents raising grandchildren are all receiving the service delivery they need to succeed. The data also enables the national center to identify training and technical assistance needs of sites and ensure they are receiving the support necessary to deliver the most effective services.

5. What have and haven't we accomplished so far?

In addition to successfully changing the educational outcomes for more than 7,000 under-resourced families annually, PCHP is progressing toward the 10,000 family goal. During the 2013-2014 Program year, PCHP is on track to achieve our goal of reaching approximately 500 new families through expansion of existing sites and new sites opening in Colorado, California, Georgia, Florida, and Wisconsin. As with any expansion, PCHP national center staff and Board members are keenly aware of the risk of diluting program outcomes. As such, PCHP has put policies in place to ensure that this does not happen. As national center staff work with potential program sites, they carefully evaluate the local staff and organizational structure to ensure the ability and capacity to successfully reach families most in-need of services and effectively implement the model. Furthermore, with the development of the Seed Fund application, PCHP has established specific guidelines based on best practices developed over the past 10 years to ensure that the “seeded” sites have a sustainability plan and the community contacts needed to survive and thrive. These same best practices are shared with all sites, both existing and potential and national center staff continues to build tools and materials that will help sites access a diverse-range of funding streams and build the critical partnerships that will sustain the program site. Changes in public funding streams have always been an obstacle for the expansion of PCHP. Over the past decade, PCHP has had extensive experience with both rapid expansion of public funding streams and severe funding cuts, as well as with the rise and fall of availability of private funding streams. The Program has developed expertise in working at the state and local level to help communities build diversified funding plans that are not overly reliant on a particular source of funding. Through expansion of the national center’s development office, hiring of regional coordinators who are prepared to assist with grant-writing and outreach for public funds, and careful evaluation of the development capabilities of potential program sites, PCHP has developed an approach that focuses on minimizing reliance on a single source of funding and focusing early on a broad and creative array of funding partners.