



ParentChild+ By the Numbers Calendar Year 2023

2023



A heartfelt thank you to the resilient ParentChild+ program staff, our unsung heroes. Your commitment to meticulous data collection, despite increasing compliance demands, forms the backbone of our organization. Your tireless efforts during these uncertain times have played a pivotal role in our quest for equity and quality improvement. This yearbook is a testament to your dedication. We're in this together, stronger and more data-driven than ever before. Thank you for illuminating our path forward.

RESEARCH AND EVALUATION TEAM

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Associate, Research + Data

We are continually amazed by the dedication and resilience of the ParentChild+ network as we work together to serve some of the most underserved communities and center equity in our work. This yearbook not only reviews data but also acknowledges the commitment to collaboration and dedication that each member of our network brings. This is the story we are writing together, a story of resilience and growth etched in data and bound by our shared commitment.

ParentChild+ is built on two fundamental principles: being data-driven and advocating for equity. Within this framework, we hope our yearbook can tell the story of the families and child care providers we work with and the dedicated staff who support them in our program implementation in local communities nationwide. Additionally, we operate outside the US in Bermuda, Canada, Chile, Ireland, Singapore, and the United Kingdom. ParentChild+ currently implements two program models, the family home visiting model and the home-based child care model.

This year, we are delighted to include data from our Home-Based Child Care (HBCC) context. In the spirit of transparency, we want to highlight that while the data within this model continues to be somewhat incomplete, we are confident that significant data collection progress is being made. We have invested heavily in supporting the data infrastructure for the HBCC program, including hiring additional staff and more robustly implementing our data quality check-in calls. These steps demonstrate our commitment to achieving better data quality and transparency. We are excited about the many more investments coming to our data framework and our ongoing efforts to build a more robust data infrastructure for the HBCC context.

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Family Child Care Environment Rating Scale (FCCERS)

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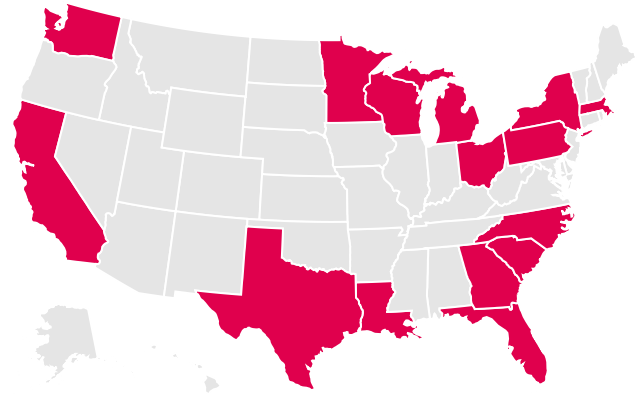
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Program staff information

25

Year at a glance: Family Home Visiting & HBCC models

In 2023, Parent Child+ was implemented across **15** states and **126** partner agencies.



Program participants

Family Home Visiting



6,882 children
7,557 adults
2,529 siblings

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HBCC



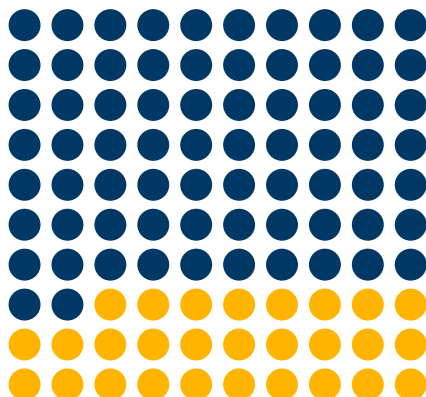
273 child care providers
1,611 children in care
178 providers' staff

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Completed visits

Of the **293,578** completed visits...

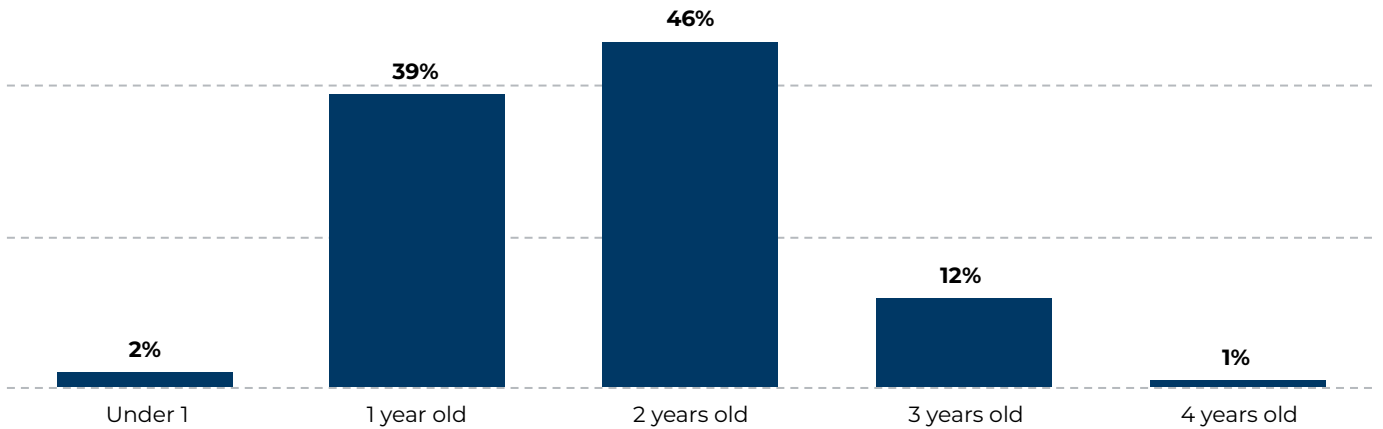


72% were in-person visits
206,722 visits with families
4,996 visits with child care providers

28% were virtual visits
79,869 visits with families
1,991 visits with child care providers

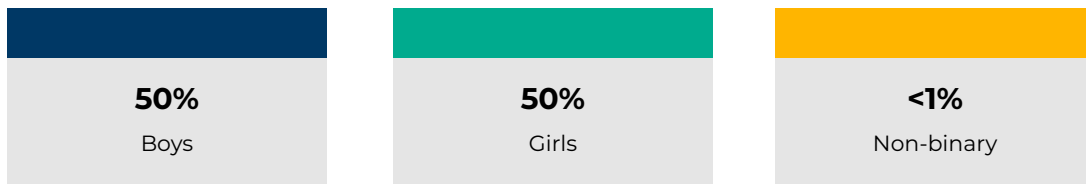
Demographics: Family Home Visiting model

Children's age when entering program



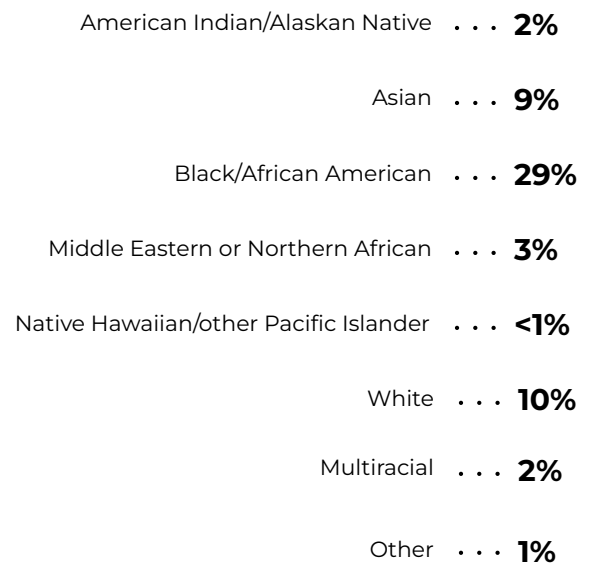
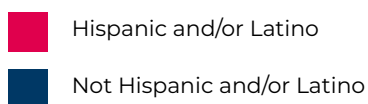
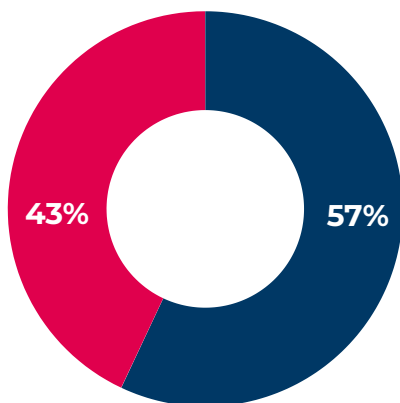
N = 6,017

Children's gender identity



N = 6,165

Children's race/ethnicity

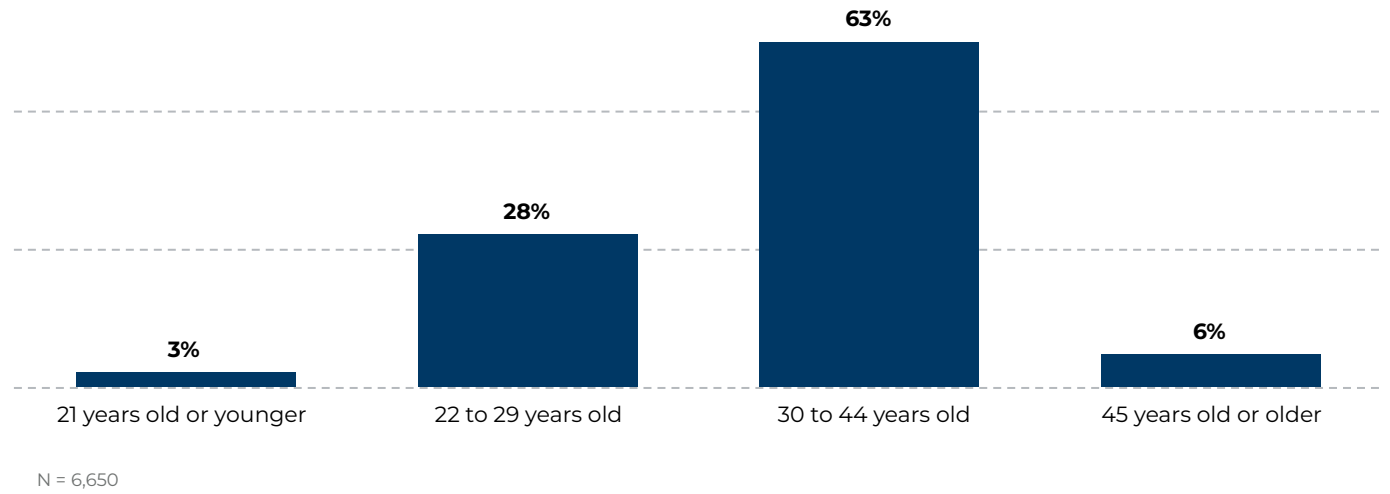


N = 6,197

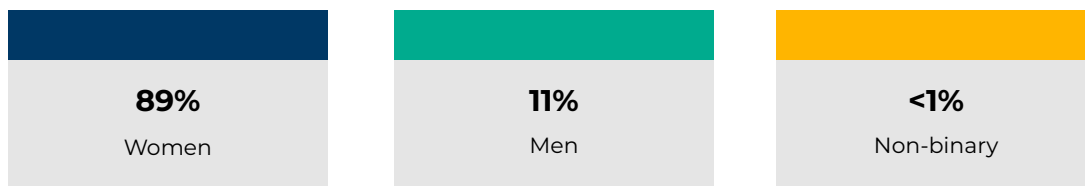
90% children in the program are children of color

Demographics: Family Home Visiting model

Adults' age when entering program

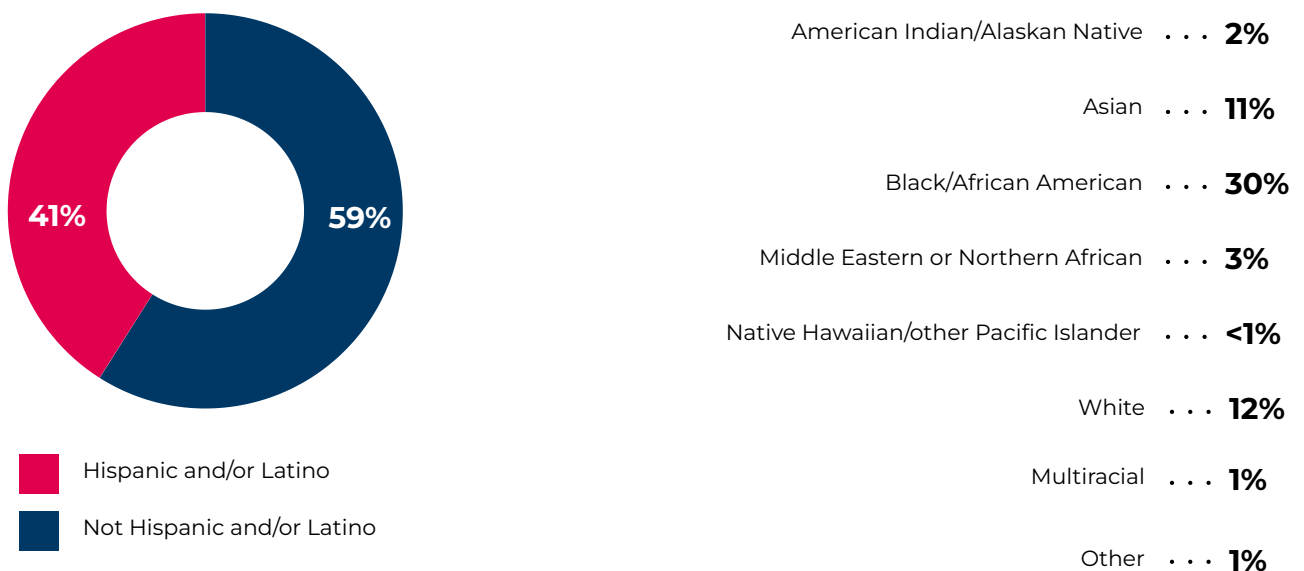


Adults' gender identity



N = 6,813

Adults' race/ethnicity

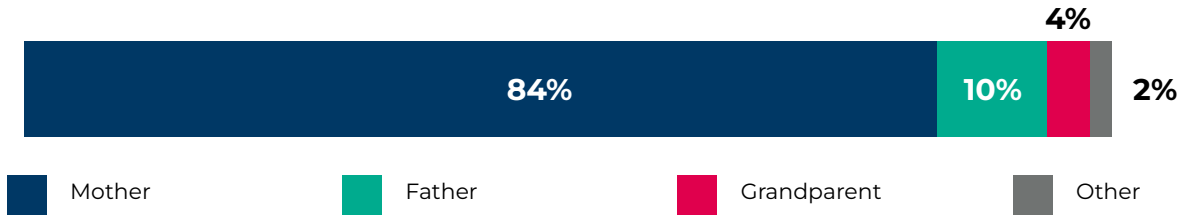


N = 6,776

88% adults in the program are adults of color

Demographics: Family Home Visiting model

Adults' relationship to child

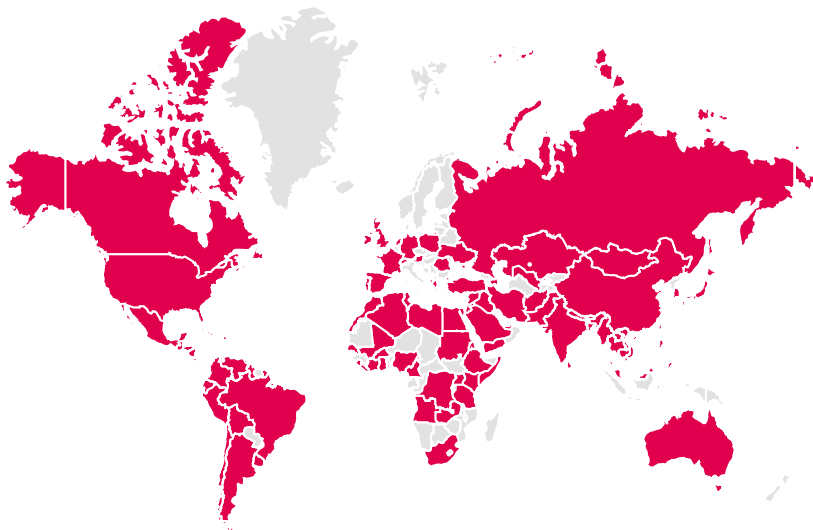


N = 6,814

Adults' country of birth



In 2023, the percentage of adults born outside the United States is **2.3 times more** than in 2002



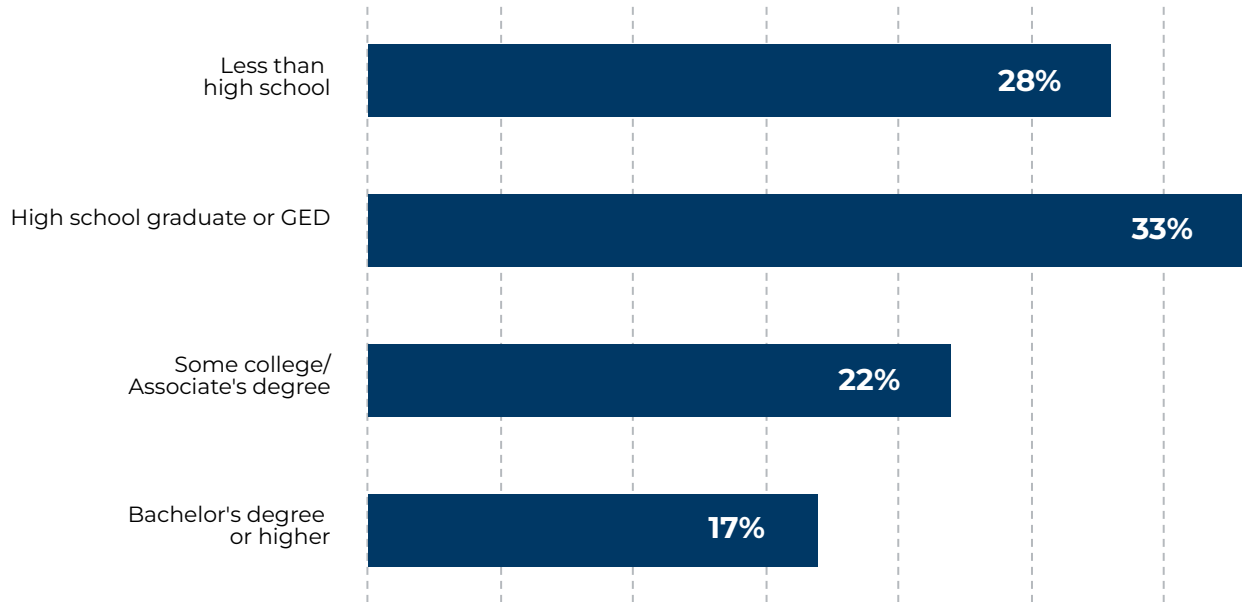
- North America . . . **34%**
- Central America . . . **28%**
- Asia . . . **13%**
- Africa . . . **12%**
- Caribbean . . . **8%**
- Other . . . **6%**

Adults in the program were born in over **120** countries

N = 6,824

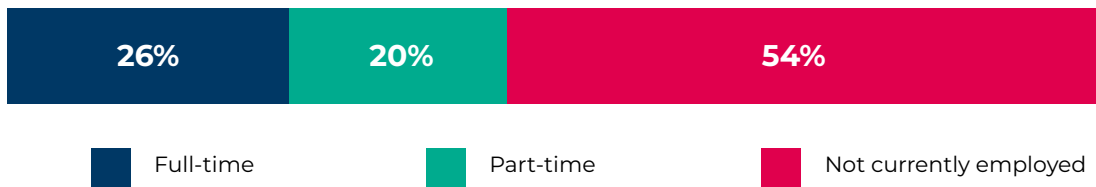
Demographics: Family Home Visiting model

Adults' highest level of education completed



N = 6,562

Adults' employment status

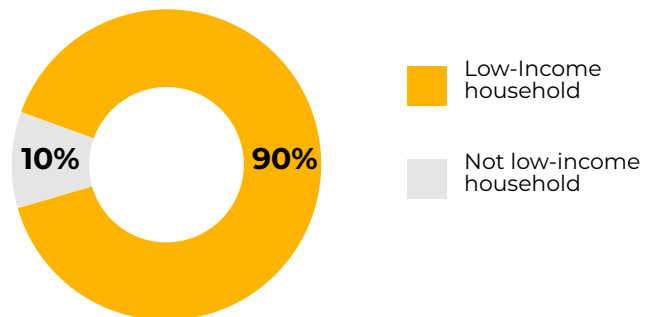


N = 6,671

Household income

We utilized the 2023-24 Reduced Price Meal Eligibility of 185% of the federal poverty guidelines, to determine a low-income household:

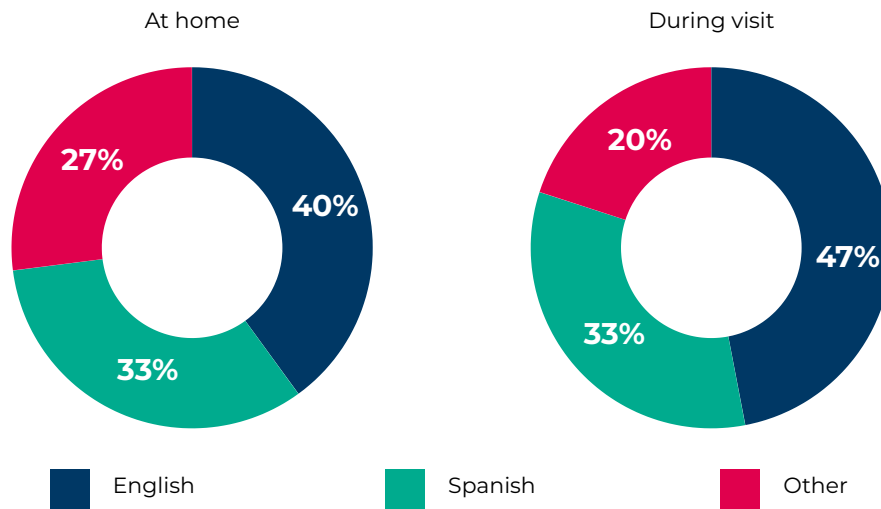
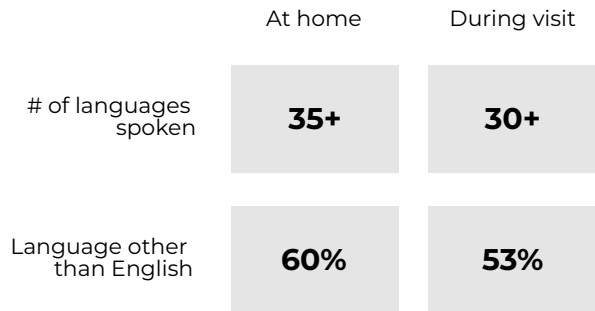
\$55,000 or below (for family of four)



N = 5,624

Demographics: Family Home Visiting model

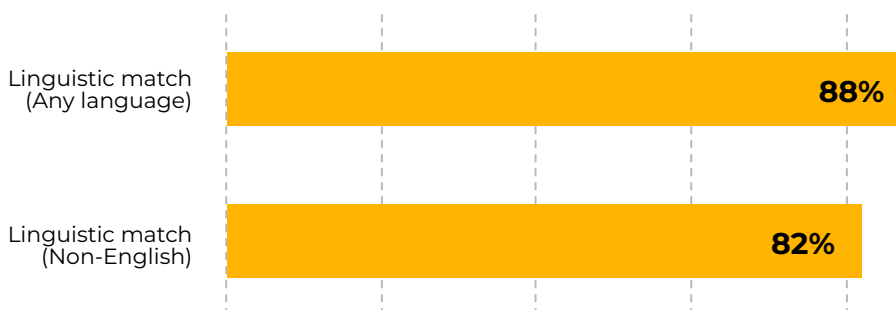
Languages spoken



19% of children in the program live in multilingual households

Linguistic match

We consider a linguistic match between the family and early learning specialists when at least one of the languages spoken in the home matches the language spoken in the visit. In a 2019 statistical analysis, we found that families who had a linguistic match with their early learning specialist were **1.6 times** more likely to complete the program.



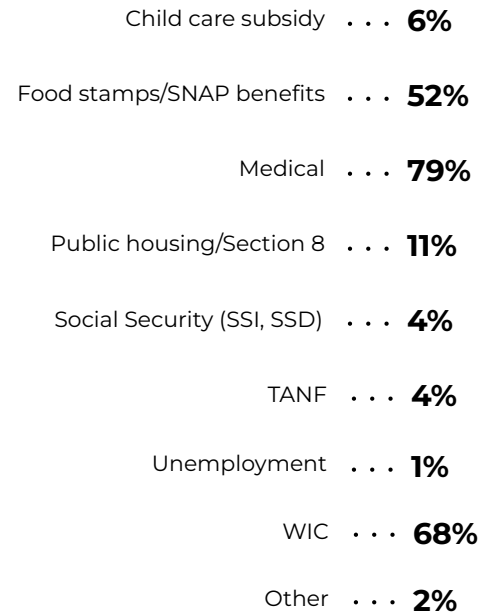
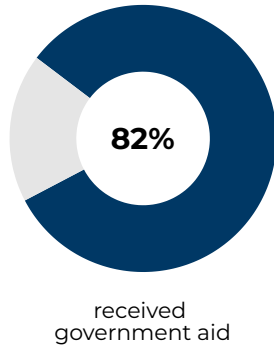
- Arabic
- Armenian
- Bengali
- Cantonese
- English
- French
- Gujarati
- Haitian-Creole
- Hindi
- Hmong
- Ilocano
- Japanese
- Khmer
- Korean
- Malayalam
- Mandarin
- Mixtec
- Nahuatl
- Nepali
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Somali
- Spanish
- Swahili
- Tagalog
- Tamil
- Telugu
- Thai
- Ukrainian
- Urdu
- Vietnamese
- Yoruba

N = 5,963

Percentages may not add to 100 due to rounding.

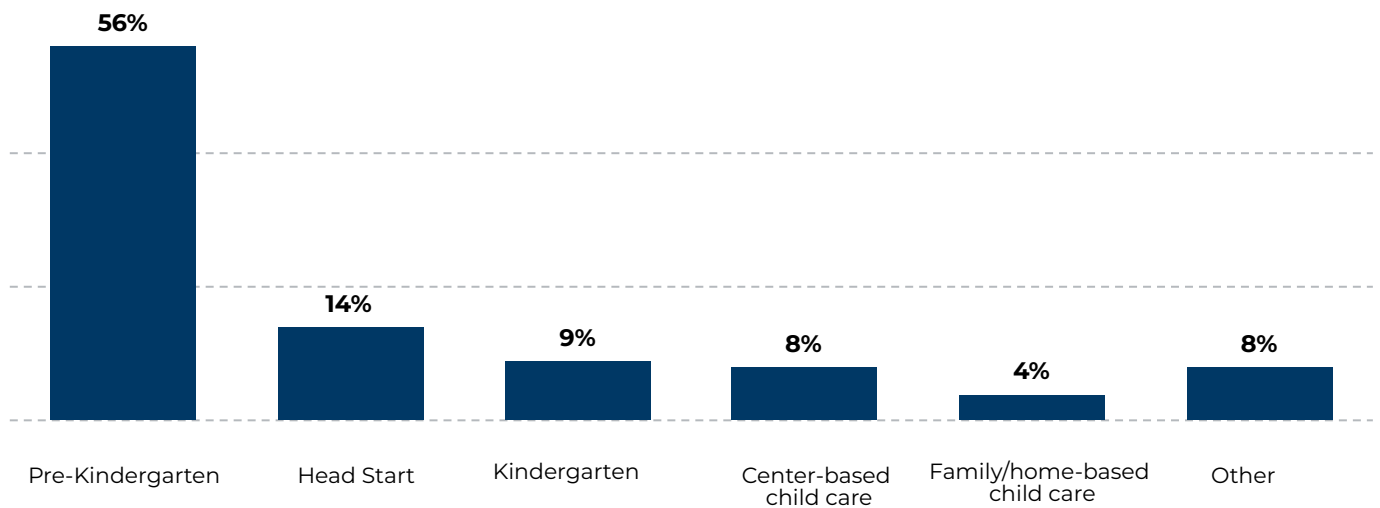
Demographics: Family Home Visiting model

Government aid



N = 5,817

Next steps after program completion: Family Home Visiting model



N = 1,762

Assessments and measures: Family Home Visiting model

Child-level measures

The Child Behavior Traits (CBT) assesses cognitive and social-emotional child traits, and measures the frequency at which these behaviors are observed over the course of a family's participation in the program. Each question is scored on a 5-point scale, ranging from 0 (indicating the home visitor has never witnessed the behavior) to 4 (indicating the home visitor has witnessed the behavior in virtually every home visit, and it has become an established part of the child's behavior).

Chart | Pre-, mid- and post-program total score averages

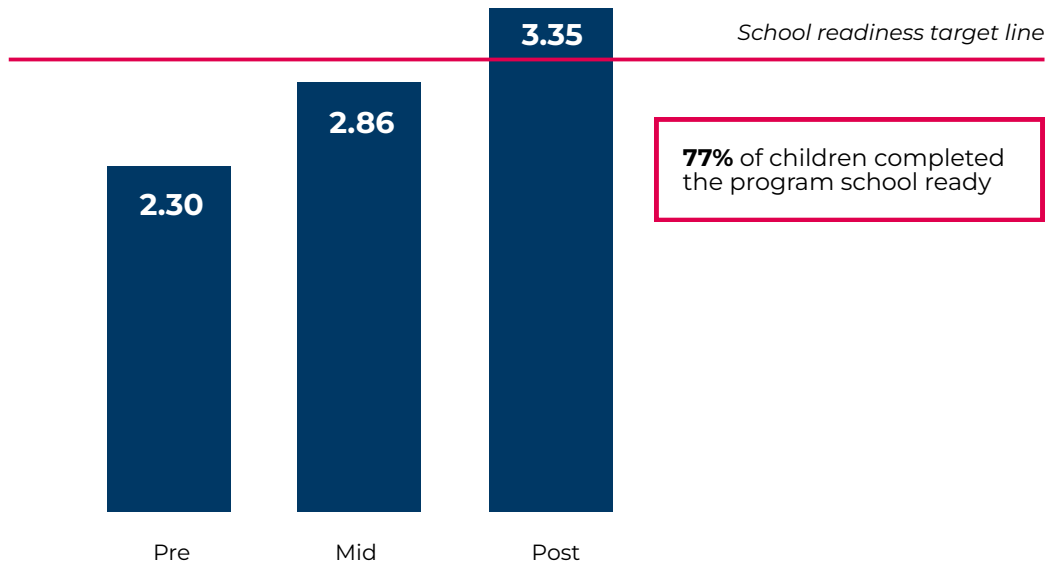


Table 1 | Pre-, mid- and post-program domain averages

Domain	Pre-program	Mid-program	Post-program
Independence	2.31	2.85	3.34
Social Cooperation	2.30	2.75	3.18
Task Orientation	2.45	3.04	3.53
Cognitive Ability	2.06	2.78	3.38
Emotional Stability	2.37	2.85	3.33

Table 2 | Percentage of children completing the program school ready by domain

Domain	School ready (Score of 3 or higher)
Independence	79%
Social Cooperation	72%
Task Orientation	88%
Cognitive Ability	81%
Emotional Stability	79%

N = 1,667

Percentages may not add to 100 due to rounding.

Assessments and measures: Family Home Visiting model

Child-level measures

Studies continue to show that families who are actively involved in their children's development and education are better equipped to support early developmental goals, which in turn makes the children better prepared for school. Using the Ages and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) are a pre-, mid-, and post-measure enables us to measure change in a child's development and social-emotional functioning over their time in our program in conjunction with parents. These tools will provide our local partner sites with outcomes data that will allow us to track and communicate our program's core values and school readiness outcomes.

The ASQ-3 provides scores for each of the five developmental areas it measures (Communication, Gross Motor, Fine Motor, Problem-Solving, and Personal-Social), while the ASQ:SE-2 provides a total score for social-emotional development (self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people). The scores indicate whether a child's development is on track, slightly delayed, or significantly delayed and whether they may be at risk for social-emotional difficulties.

Using both assessment pre-program entry can identify specific areas where a child may need monitoring, which can help Coordinators and Early Learning Specialists guide decisions about how best to support families in supporting their child's ongoing growth and learning and whether further evaluation, intervention, or referrals are needed.

In 2023, ParentChild+ began requiring all sites to utilize ASQ-3 and ASQ:SE-2, below are the preliminary numbers from the first 6 months.

Table 1 | Number of questionnaires completed

	Pre-program	Mid-program	Post-program
ASQ-3	2,950	1,098	940
ASQ:SE-2	1,576	447	137

Charts | ASQ-3: Children scoring above cutoff, close to cutoff, and below cutoff

■ Below cutoff
 ■ Close to cutoff
 ■ Above cutoff

Communication



Gross Motor



Fine Motor



Assessments and measures: Family Home Visiting model

Child-level measures

Charts | ASQ-3: Children scoring above cutoff, close to cutoff, and below cutoff (continued)

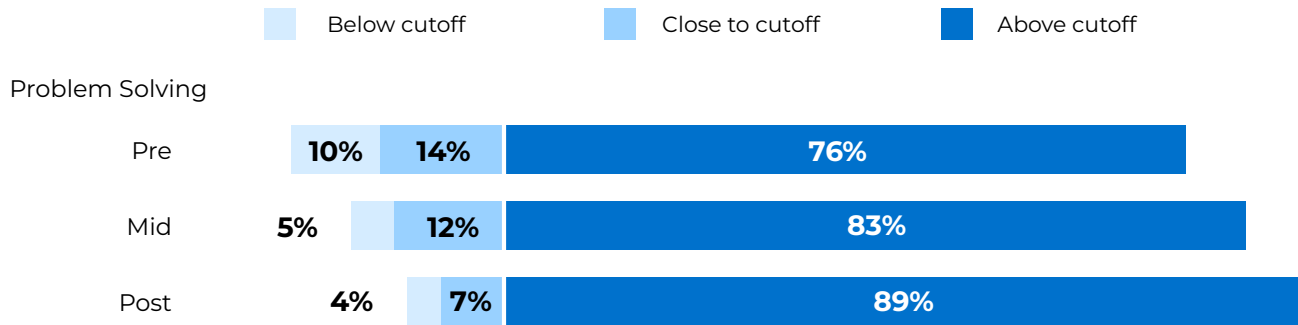
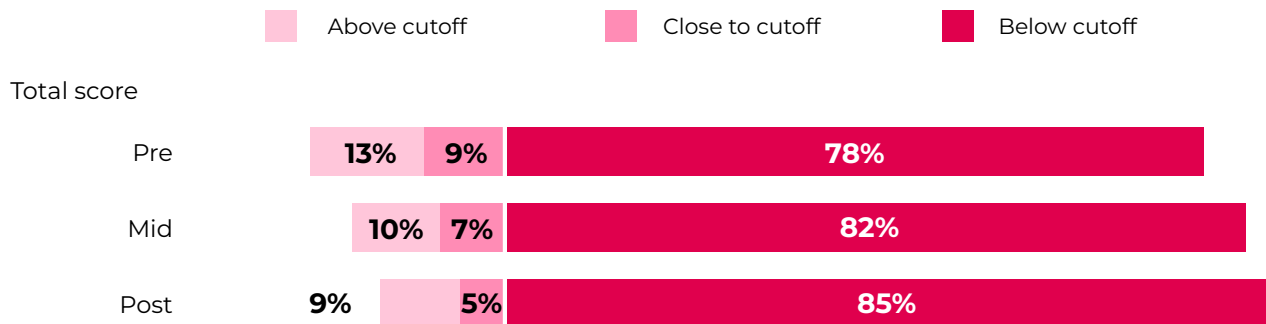


Chart | ASQ:SE-2: Children scoring above cutoff, close to cutoff, and below cutoff



"We've been able to use the ASQ as a way of supporting not only the child, but the parent [...] and this is a tool that is going to support us in identifying those areas where they need more support."

Site Coordinator, California

Assessments and measures: Family Home Visiting model

Parent-level measures

The Parent and Child Together (PACT) measure assesses parenting behaviors and measures the frequency at which these behaviors are observed over the course of a family's participation in the program. Each question is scored on a 5-point scale, ranging from 0 (indicating the home visitor has never witnessed the behavior) to 4 (indicating the home visitor has witnessed the behavior in virtually every home visit, and it has become an established part of the parent's behavior).

Chart | Pre-, mid- and post-program total score averages

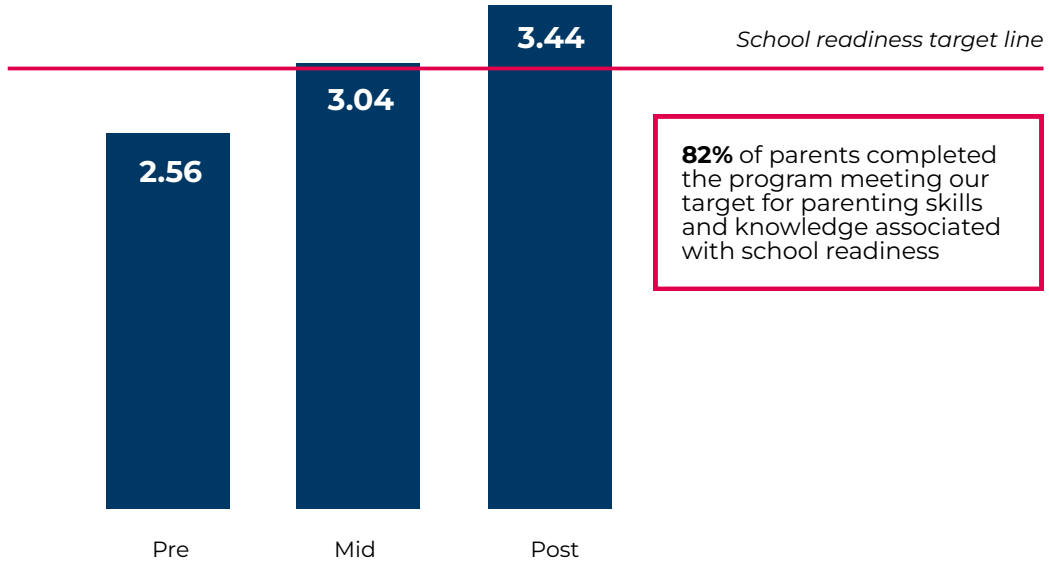


Table 1 | Pre-, mid- and post-program domain averages

Domain	Pre-program	Mid-program	Post-program
Communication	2.45	2.97	3.41
Consistency	2.34	2.86	3.34
Affection	2.81	3.28	3.61
Responsiveness	2.55	2.98	3.36

Table 2 | Percentage of families completing the program school ready by domain

Domain	School ready (Score of 3 or higher)
Communication	81%
Consistency	79%
Affection	90%
Responsiveness	76%

Assessments and measures: Family Home Visiting model

Parent-level measures

Parenting Interactions with Children Checklist of Observations Linked to Outcomes (PICCOLO) is a strength-based observation measure of developmental parenting and tool for early learning specialists to engage parents in supporting children's early development. Each item is scored on a three-point scale. A score of 0 (or absent) indicates no behavior was observed. A score of 1 (or barely) indicates the behavior was brief, minor, or emerging. A score of 2 (or clearly) indicates the behavior was definite, strong, or frequent.

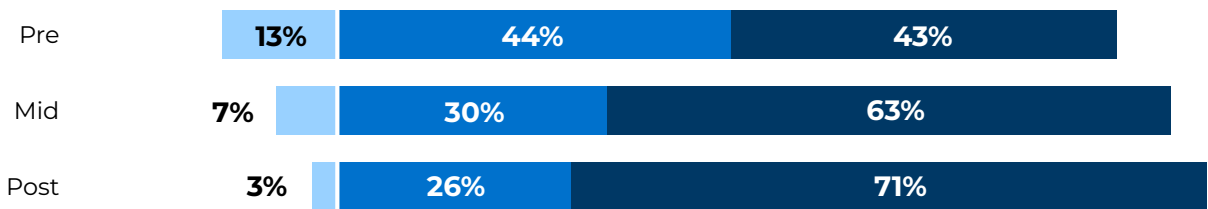
Table 1 | Pre-, mid- and post-program total score averages

	Pre-program	Mid-program	Post-program
Total score average	44.08	48.83	52.09

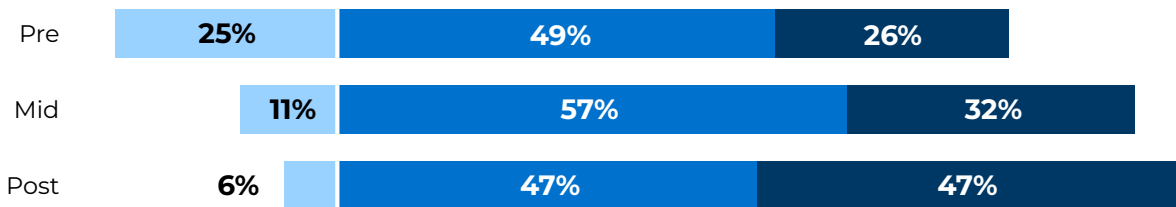
Charts | Adults exhibiting developmentally appropriate behavior

Below average Average Above average

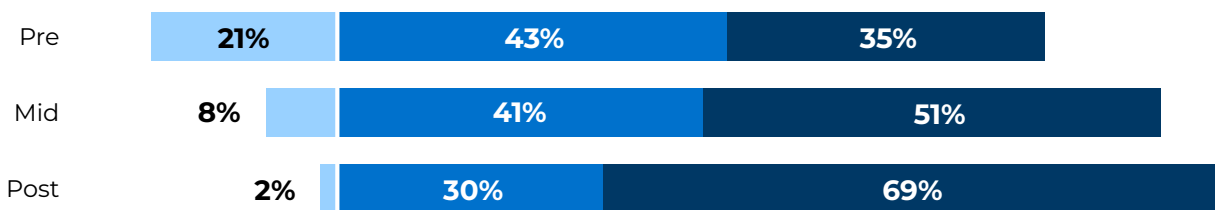
Affection



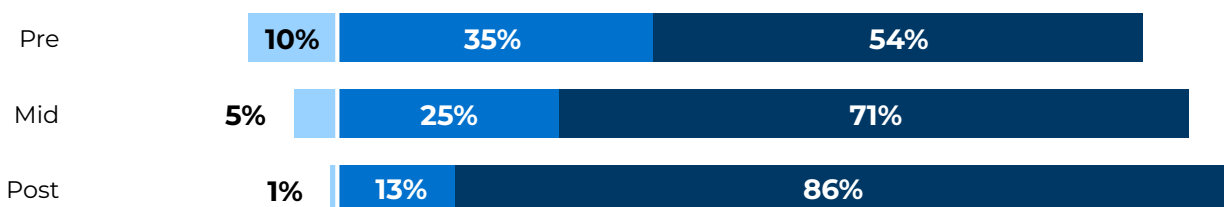
Responsiveness



Encouragement

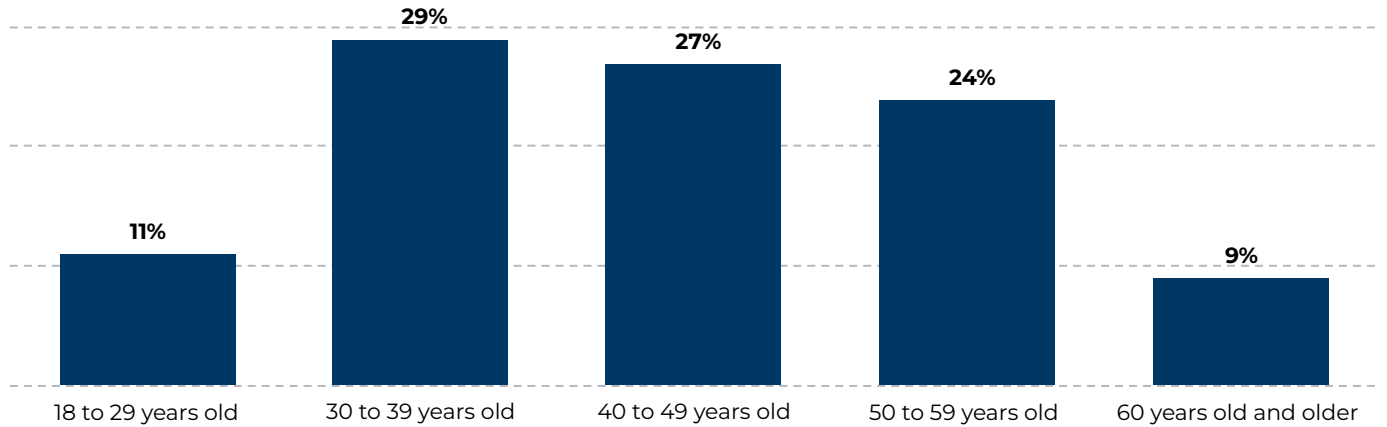


Teaching



Demographics: HBCC model

Child care providers' age when entering program



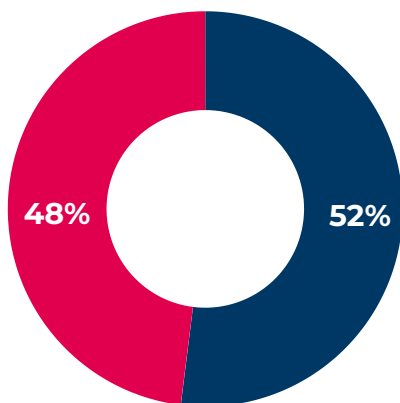
N = 196

Child care providers' gender identity



N = 200

Child care providers' race/ethnicity



- Hispanic and/or Latino
- Not Hispanic and/or Latino

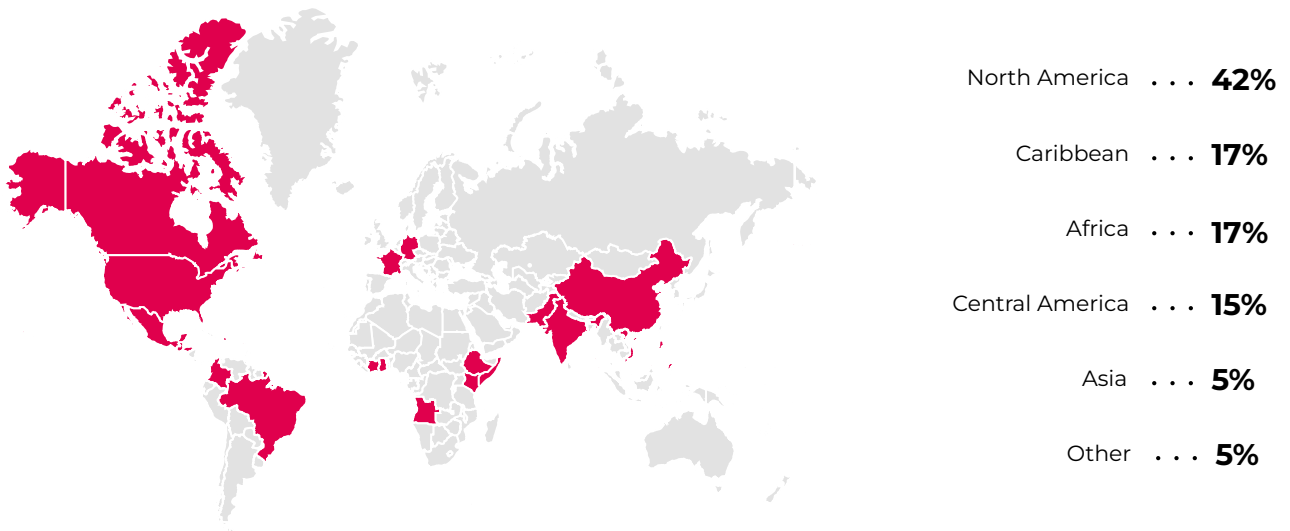
- Asian . . . 5%
- Black/African American . . . 32%
- Middle Eastern or Northern African . . . 2%
- White . . . 13%
- Other . . . <1%

N = 212

87% child care providers in the program are adults of color

Demographics: HBCC model

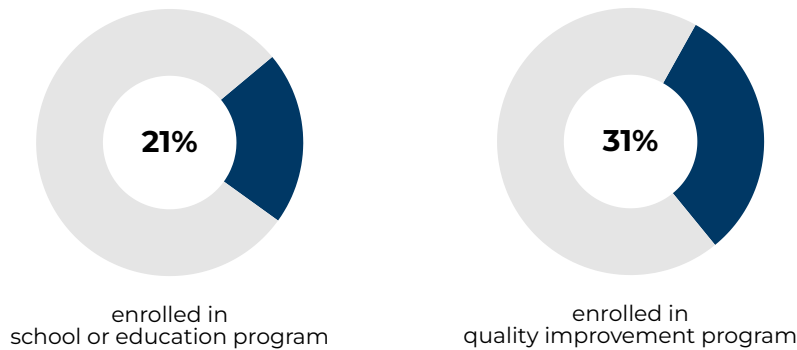
Child care providers' country of birth



Adults in the program were born in over **25** countries

N = 229

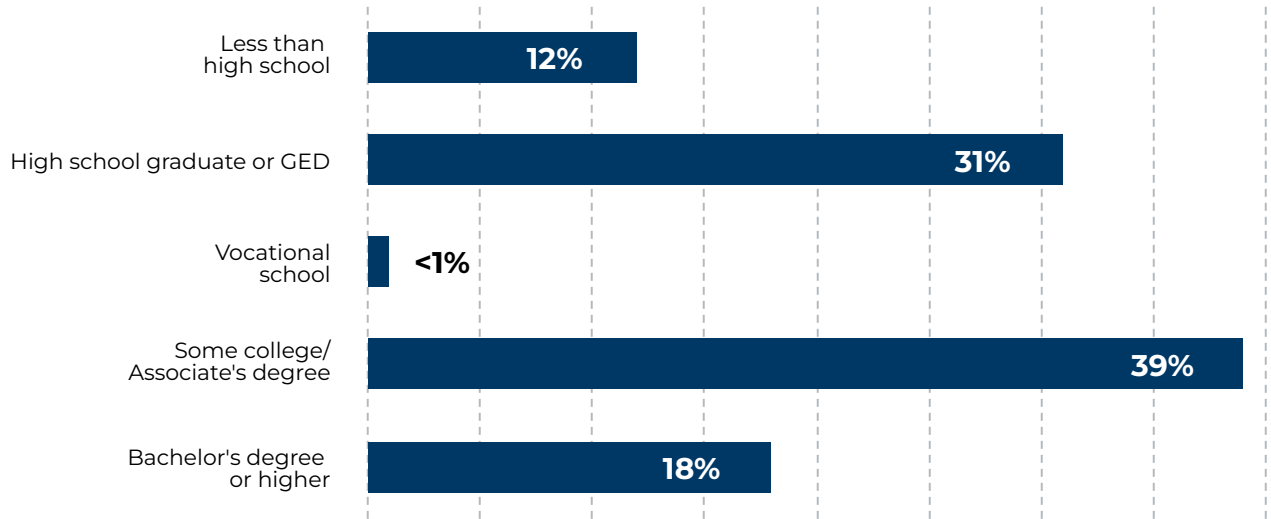
Current program enrollment



N = 226

Demographics: HBCC model

Child care providers' highest level of education completed



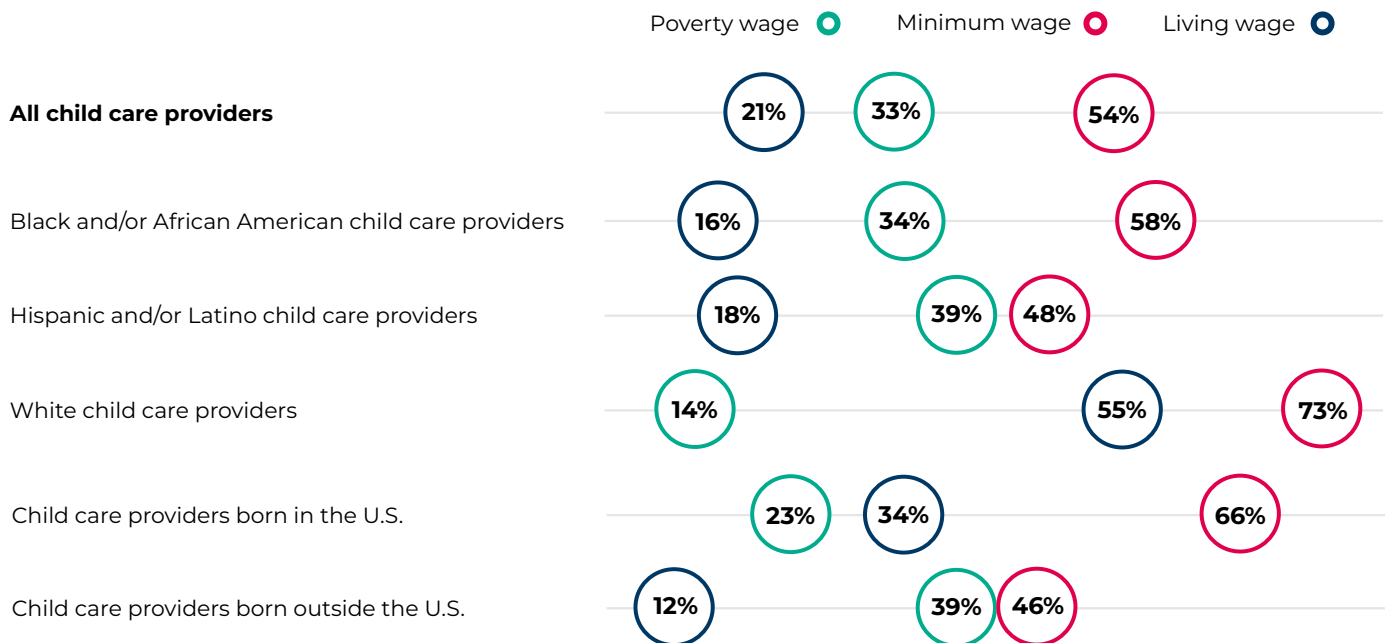
N = 217

Child care providers' annual personal income

Poverty wage is the amount set by the U.S. government to determine eligibility for public programs. Child care providers in this category earn the poverty wage or less in their county.

Minimum wage is the base level pay that employers are required to pay in their county. Child care providers in this category earn a minimum wage or higher in their county.

Living wage is the local wage rate that a full-time worker requires to cover the costs of their family's basic needs where they live. The basic needs that are included in estimating the living wage are food, child care, medical, housing, transportation, civic, internet and mobile, taxes, and other basic needs. Childcare providers in this category earn a living wage or higher in their county.



Massachusetts Institute of Technology's Living Wage Calculator was used to determine poverty wage, minimum wage and living wage. For additional details on how wages are calculated, please visit <https://livingwage.mit.edu>.

N = 199

Percentages may not add to 100 due to rounding.

Demographics: HBCC model

Languages spoken

	Native language	At child care	During visit
# of languages spoken	11+	10+	8+
Language other than English	60%	53%	53%

Home language



At child care



During visit



Percentages will not equal 100% due to cases where more than one language is selected.



Linguistic match

We consider a linguistic match between the child care provider and early learning specialists when at least one of the child care provider's native language matches the language spoken in the visit.

Linguistic match (Any language)



Linguistic match (Non-English)



N = 218

Percentages may not add to 100 due to rounding.

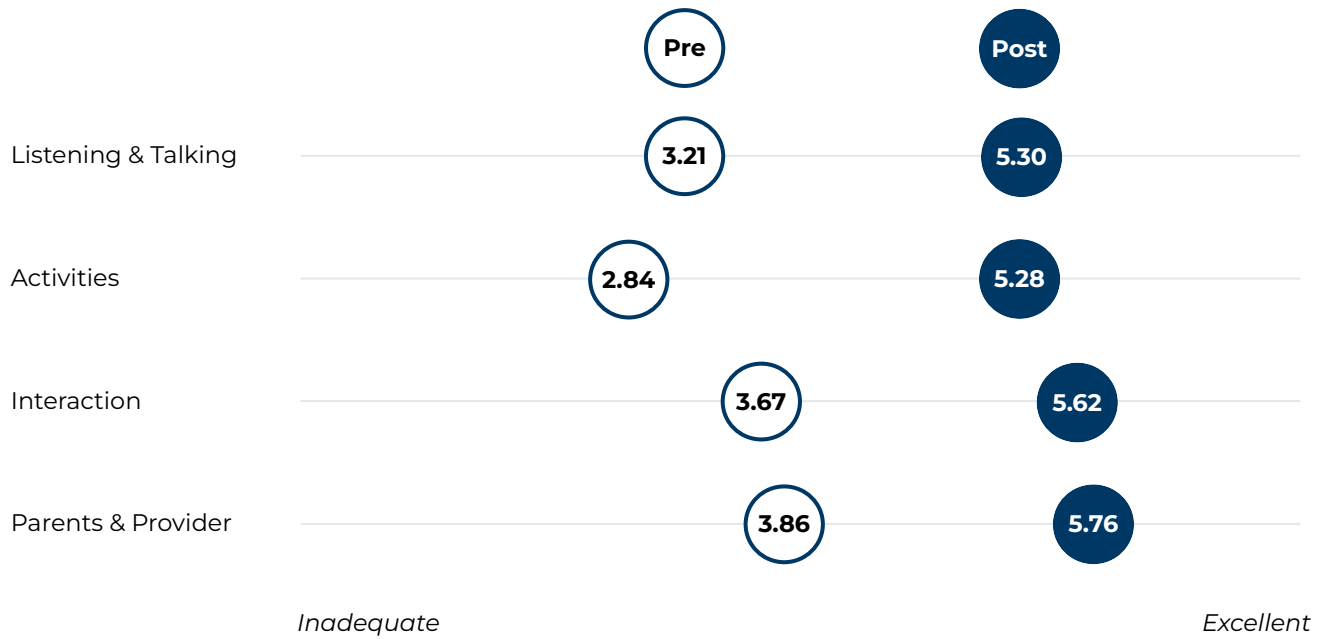
Assessments and measures: HBCC model

FCCERS

The Family Child Care Environment Rating Scale (FCCERS) is used to assess family child care programs conducted in a provider's home for children from infancy through school-age. The scale consists of 38 items organized into seven subscales. ParentChild+ uses 13 items and four of the FCCERS subscales (Listening & Talking, Activities, Interactions, and Parents & Provider) to measure the quality of a child care setting. FCCERS' items use a seven-point scale ranging from 1 (inadequate) to 7 (excellent).

	Pre-program	Post-program
Total score average	3.19	5.40

Chart 1 | Pre- and post-program domain averages



N = 29

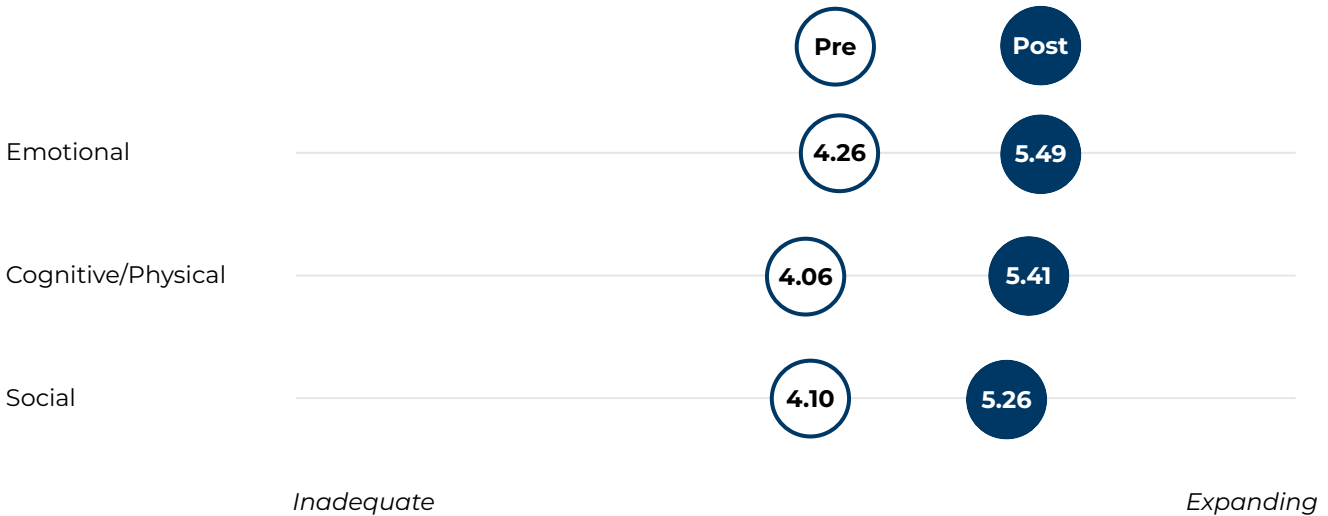
Assessments and measures: HBCC model

CCIS

The Child Caregiver Interaction Scale (CCIS) is used to understand and improve quality child and caregiver interactions. The CCIS is a comprehensive observational measure that assesses the quality of caregiver interaction with all children in care. It consists of fourteen items that are measured into three domains: Emotional, Cognitive/Physical, and Social. Each item uses a seven-point scale ranging from 1 (inadequate) to 7 (expanding). Indicators, which are operationally defined in terms of specific behaviors, exist for each item. This provides assessors with clear anchor points along the scale at 1, 3, 5, and 7.

	Pre-program	Post-program
Total score average	4.13	5.40

Chart 1 | Pre- and post-program domain averages

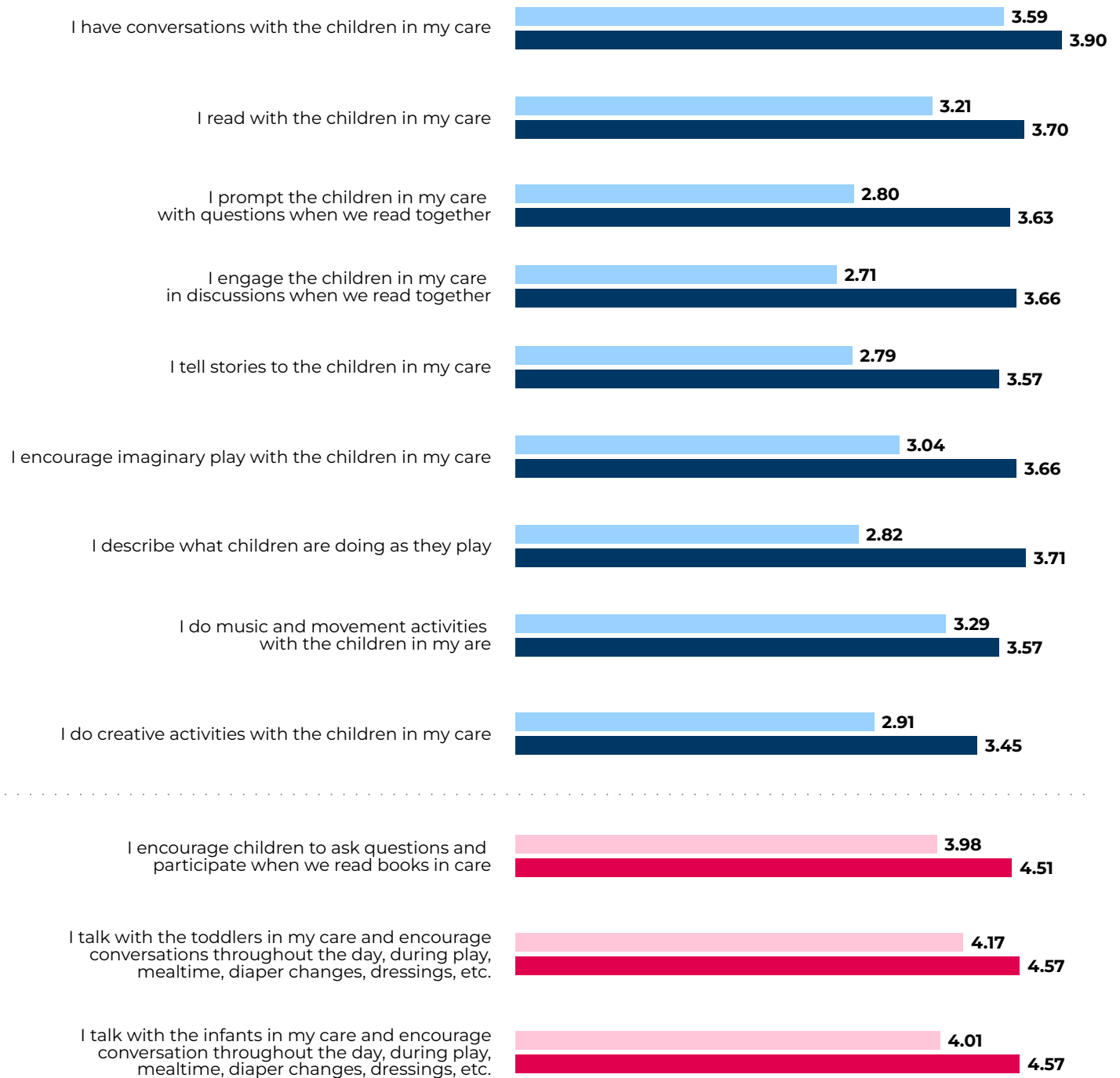


N = 89

Assessments and measures: HBCC model

Provider Survey

The Provider Survey is used to assess provider engagement in a variety of early literacy and school readiness practices. It consists of 12 items that measure these practices at pre-program and post-program for comparison. Items one through nine use a four-point scale ranging from 1 (less than weekly) to 4 (every day). Items ten through twelve use a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).



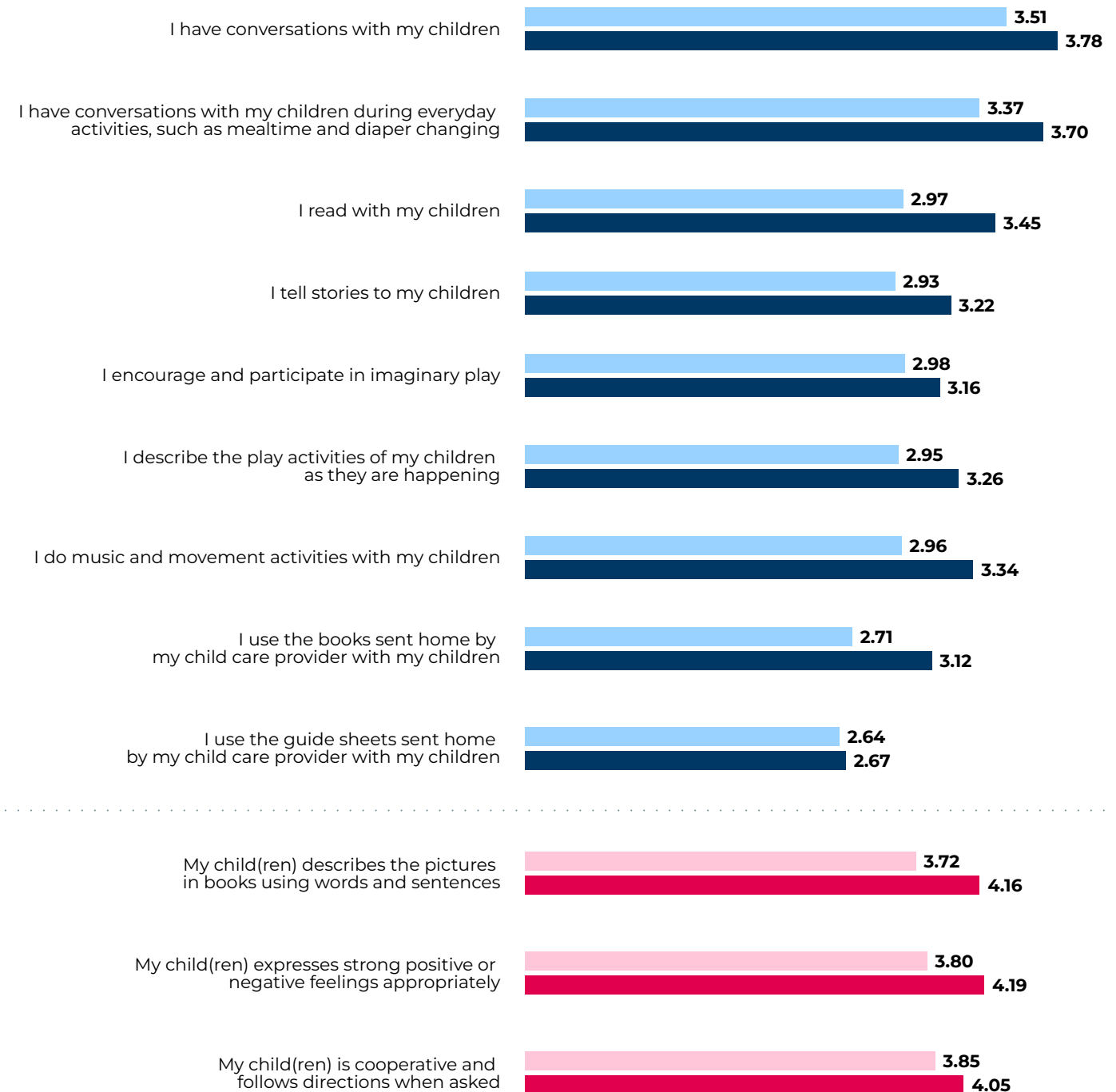
N = 82

Percentages may not add to 100 due to rounding.

Assessments and measures: HBCC model

Parent Survey

The Parent Survey is used to identify early literacy and school readiness practices at home. Parent Surveys are collected for each child in care. It consists of 12 items that measure these practices at pre-program and post-program. However, because Parent Surveys are not linked to an individual child in care, pre-program and post-program comparisons are not possible. Items one through nine use a four-point scale ranging from 1 (less than weekly) to 4 (every day). Items ten through 12 use a five-point scale ranging from 1 (strongly disagree) to 5 (strong agree).



Pre, N = 136; Post, N = 258

Percentages may not add to 100 due to rounding.

Program staff information

951

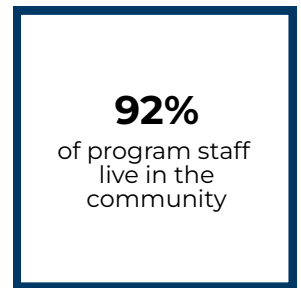
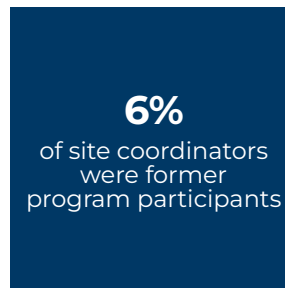
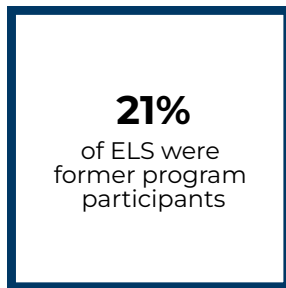
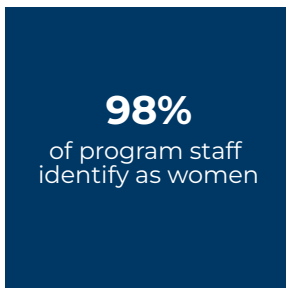
program staff implement ParentChild+ program models across the country

248

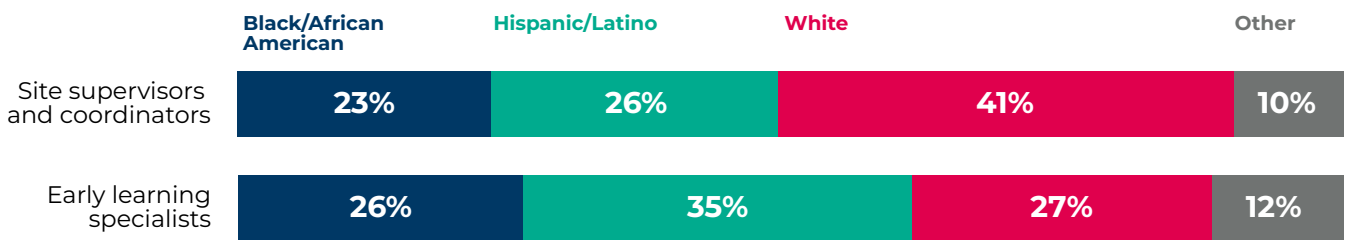
site supervisors and coordinators

703

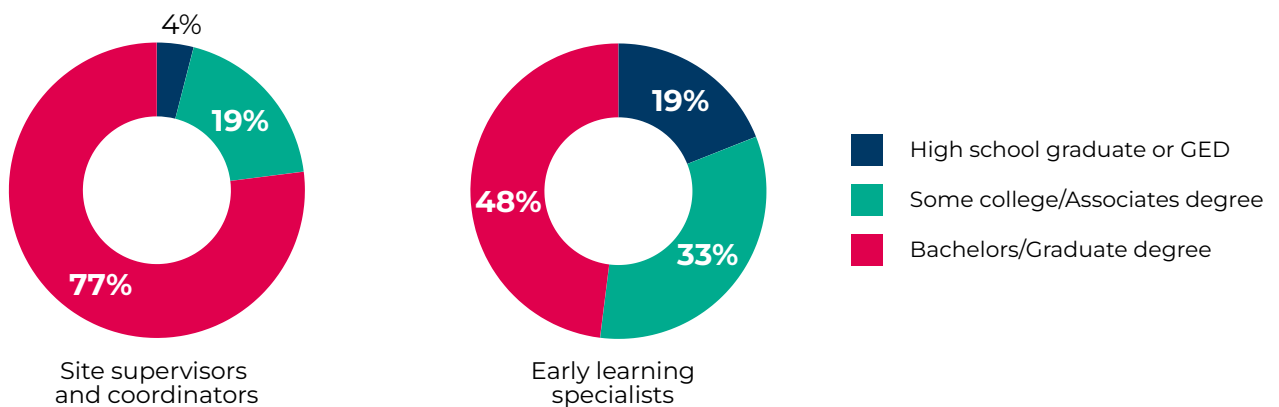
early learning specialists



Program staff's race/ethnicity



Program staff's highest level of education



Site supervisor and coordinator, N = 159 ; Early learning specialist, N = 560

Percentages may not add to 100 due to rounding.