



2017-2018

# END OF YEAR REPORT

Parent-Child Education Program

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This report was created under the direction of the principal investigator, Dr. April Wilson, at Child Trends for AVANCE Austin using data provided by AVANCE headquarters.

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## KEY FINDINGS

- A total of 138 parents along with their 165 children enrolled in the 2017-2018 program year.
- Objective 1 was met: 97% of program graduates increased their knowledge of child development and parenting skills.
- Objective 2 was met: 92% of program graduates reported that they read to their child at least three times per week.
- Objective 3 was met: 95% of graduates planned to attend at least one type of continuing education.
- Out of 138 participants, 114 graduated (83%).



## Introduction

AVANCE is a non-profit, community-based organization first established in the Mirasol Housing Project in San Antonio, Texas in 1973. AVANCE, which derives its name from the Spanish word meaning “to advance or progress,” has five chapter offices, two regional offices, and three licensees across Texas and California. AVANCE aims to unlock America’s potential by strengthening families in at-risk communities through a two-generation, family engagement approach that combines early childhood development and parenting education. In support of this goal, AVANCE developed the Parent-Child Education Program (PCEP). This report documents the 2017-2018 evaluation activities for the PCEP in Austin, Texas.

## Parent-Child Education Program (PCEP)

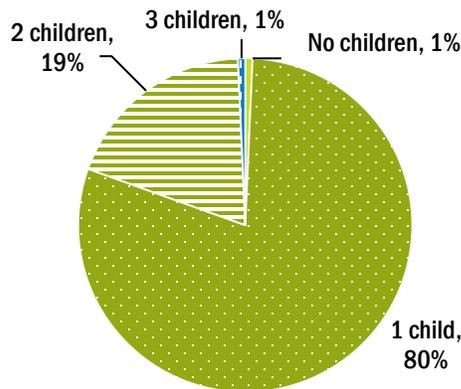
The PCEP uses a two-generation approach, which addresses the needs of under resourced children and parents together. The goal is to address the diverse and complex needs of impoverished children and their families in at-risk communities by providing early childhood education and culturally sensitive parenting education as well as supporting parental empowerment and community building. The PCEP provides services to enhance (a) parenting practices that promote positive parent-child interactions, (b) outcomes for children (such as language development), and (c) adult economic self-sufficiency and psychological well-being. Furthermore, the PCEP curriculum emphasizes that parents are their children’s greatest teachers and that parents should develop the ability to advocate for their own needs as well as those of their child(ren).

Families attend weekly parenting classes lasting four hours from September through May. Striving to make the sessions as accessible as possible, these weekly classes include free transportation to and from class. Children receive developmentally appropriate education during these classes, and parents learn and practice parenting skills through direct interaction with their child(ren) in class. Monthly home visits are designed to reinforce these skills as well as help ensure a child-safe home environment. In addition, each class incorporates an hour dedicated to toy-making for parents who may not otherwise be able to afford educational toys. Parents also receive training on topics such as child health, parent mental health, positive father or male caregiver engagement, and how to maintain a positive co-parenting relationship. These trainings are supplemented with community resource speakers who provide information about other skills or resources available to parents.

## Austin Chapter

The Austin Chapter provided services to families in five groups across two sites in Austin. A total of 138 parent participants, along with their 165 children (see Figure 1), enrolled in the Austin PCEP program during the 2017-2018 program year. Of these 138 participants, 131 were new participants (four were new participants from January), and seven returned from a prior year.

Figure 1. Percentage of Parent Participants with 0, 1, 2, or 3 Children in the PCEP



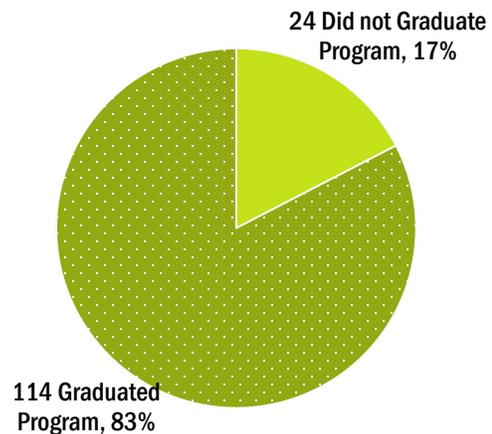
\* 1 participant reported having no children and was pregnant with her first child.

Participants were female (100%) and primarily Latina (93.5%).<sup>1</sup> Over four in five of participants were born in Mexico (81.2%), and the average age of participants was 31 (ages ranged from 19 to 63). Nearly two-thirds of respondents were married and living with their spouse (64.5%). Participants reported speaking primarily Spanish (85.5%), English (1.5%), or both English and Spanish (13.0%). Furthermore, 63.6% of participants born in the US reported being able to speak English, whereas 24.0% of those born outside the US could speak English. Slightly more than half of participants (53.6%) had completed high school or higher. They also had an average household size of almost five people and an average gross household income of \$24,480. Participants were most often stay-at-home moms (70.3%), and partners were the primary source of income in the home for the majority of participants (91.2%).

<sup>1</sup> Percentages reported in this report are based on the number of participants who provided data for each item; missing data are excluded.

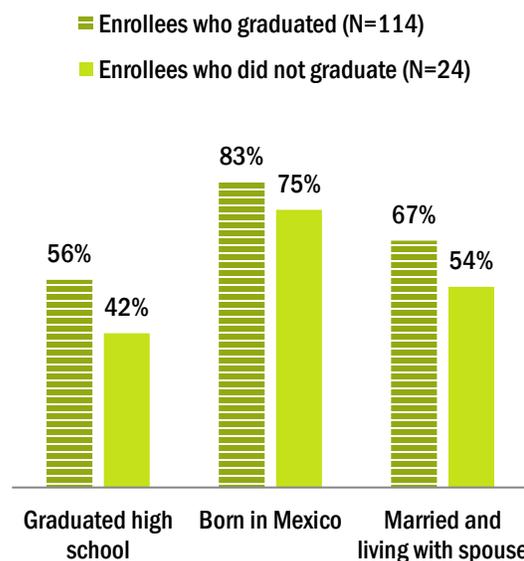
A total of 114 parent participants graduated the PCEP program, and 24 participants did not graduate (see Figure 2). Compared to non-graduates, a slightly higher percentage of graduates were born in Mexico, married and living with a spouse, and graduated high school (Figure 3).

Figure 2. PCEP Program Graduation Status of 138 Austin Families



See Appendix A for additional figures and Appendix B for more detailed descriptions of participants and their families for the program in Austin.

Figure 3. Select Participant Characteristics Among Program Graduates and Non-Graduates



## Results

This report will focus on outcomes for three objectives of the PCEP at the Austin Chapter:

1. Program graduates will increase their knowledge of child development and parenting skills.
  - Objective met if 85% of the graduates demonstrate increased knowledge.
2. Program graduates will report they read to their child at least three times per week.
  - Objective met if 85% of graduates read to their child at least three times weekly.
3. Program graduates will report they plan to pursue further educational opportunities upon program completion.
  - Objective met if 85% of program graduates plan to continue education.

The next sections detail findings for each objective in greater depth. Also described below are responses from graduates about their children's healthy habits as well as their satisfaction with the program and suggestions for the future. All findings reported are from program graduates and are based on valid and non-missing responses to measures drawn from the pre- and post-AVANCE Parenting Questionnaire (APQ) and exit interview, which were collected from participating adults across the two sites in the Austin program. AVANCE identified specific performance measures based on these data, which Child Trends used to assess the extent to which the Austin Chapter is meeting its objectives.

### Objective 1: Program graduates will increase their knowledge of child development and parenting skills.

*Performance Measure: Upon completion of the parenting program, 85% of the graduates will demonstrate an increase in knowledge of child development and parenting skills.*

Parenting is an influential determinant of children's development, and positive parent-child interactions promote the development of children's school readiness. School readiness is a multi-dimensional concept that includes perceptual, motor, and physical

development; social and emotional development; approaches to learning; language and communication; and cognition. The PCEP aims to improve parent's knowledge of child development and positive parenting practices in these domains in an effort to promote a safe and cognitively stimulating home environment in which children can thrive.

Child Trends used scores on the APQ to assess this

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*Most graduates improved their APQ scores by the end of the program, and mean scores significantly increased from pre- to post-APQ.*

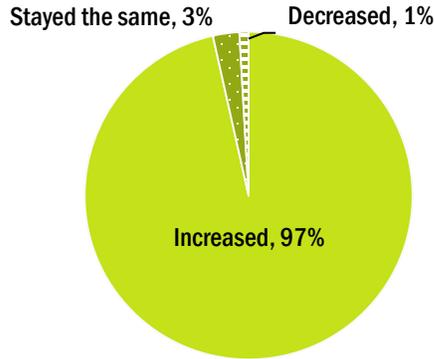
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outcome. Participants complete the APQ at the start of the program (pre-APQ) and upon completion (post-APQ). We assessed performance on this objective by considering:

1. The percentage of graduates whose scores improved from the pre- to post-APQ (primary outcome)
2. The mean change in score from the pre- to post-APQ (secondary outcome)

The objective that at least 85% of program graduates improve their score from pre- to post-APQ was exceeded (see Figure 4). Overall, 96.5% of participants improved their scores. One participant's score decreased, and three participants' score remained the same from pre-APQ to post-APQ; however, all three participants whose scores remained the same scored 24 (out of 25) on the pre-APQ, leaving little room for improvement. In addition, the one participant whose score decreased only scored 1 point lower on the post-APQ.

Figure 4. Change in Scores from Pre- to Post-APQ for 114 Program Graduates



Mean scores also significantly improved from the pre- to post-APQ.<sup>2</sup> On average, program graduates' scores increased from 17.7 to 23.8 (out of 25) by the end of the program (see Table 1).

Table 1. Mean change in APQ scores from pre- to post-test

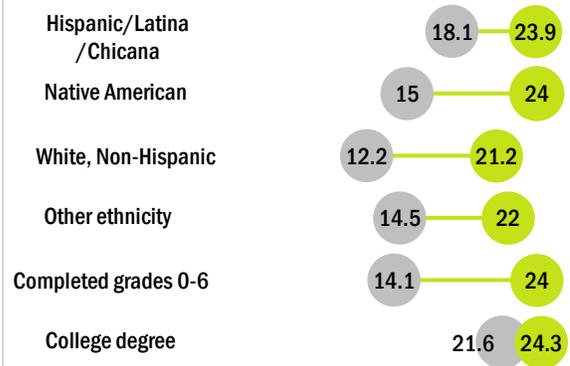
	Mean Score	Min.	Max.	Std. Dev.
Pre-APQ	17.7	4.0	24.0	3.8
Post-APQ	23.8 <sup>1</sup>	15.0	25.0	1.7

<sup>1</sup> The difference between the pre- and post-APQ was significant ( $z = -9.1, p < .001$ )

As shown in Figure 5, at pre-test, Hispanic/Latino/Chicano graduates of AVANCE scored higher than Native American graduates, who in turn scored higher than White, non-Hispanic graduates. However, participants' scores increased regardless of ethnicity and Native American graduates' and White, non-Hispanic graduates' scores increased approximately the same amount, by 9 points, from pre-test to post-test.

<sup>2</sup> Because participants' responses were not normally distributed for any outcome variable, the Wilcoxon signed-rank test was used to determine significance.

Figure 5. Mean Score on Pre- and Post-APQ by Selected Participant Characteristics



In addition, graduates with a college degree scored 7 points higher on the pre-test than graduates who completed grade 0-6, however the scores of these two groups were nearly the same at post-test.

**Objective 2: Program graduates will report they are reading to their child at least three times per week.**

*Performance Measure: Upon completion of the Parent-Child Education Program, 85% of program graduates will report they are reading to their child at least three times per week.*

*By the end of the program, most graduates read to their child at least three times per week, and some graduates read to their children considerably more than three times per week.*

Reading to children has been shown to improve a whole host of positive outcomes for children. For example, children who are read to before preschool perform better in school later, and they enhance their speech, communication, and language proficiency. Reading to young children also is related to the development of logical thinking and enhanced concentration, which helps prepare children for academic success later in life. The PCEP aims to ensure that parents regularly read to their children (at least three times per week).

Child Trends used scores on the APQ to assess this outcome. We considered the:

1. Percentage of graduates who read to their child at least three times per week (primary outcome)
2. Percentage of families with 10 or more books in the home (secondary outcome)
3. Percentage of graduates who take their child to the library (secondary outcome)
4. Mean increase in the number of times a graduating parent reads to their child from pre- to post-APQ (secondary outcome)
5. Mean increase in the number of times a graduating parent takes their child to the library from pre- to post-APQ (secondary outcome)
6. Mean increase in the number of books in the home from pre- to post-APQ (secondary outcome)

The objective that at least 85% of program graduates report reading to their child at least three times per week was reached. Overall, 92.1% of graduates read to their child at least three times per week, and some graduates read to their children considerably more than three times per week. At the start of the program, 61.4% of participants who would eventually graduate read to their child at least three times per week.

In addition, having books in the home and going to the library facilitate child literacy. At the post-APQ, the majority of graduates (86.0%) reported having at least 10 children’s books in the home and over half of

graduates (55.7%) reported having at least 20 children’s books in the home. At the post-APQ, 23.7% of graduates reported taking their child to the library at least four times per month. Although most graduates showed improvements in taking their child to the library, 35% of participants reported no visits to the library.

The majority of graduates significantly increased the number of times per week they read to their child, the number of times per month they took their child to the library, and the number of books in their home from the pre- to post-APQ (see Table 2). Thus, many graduates are meeting and exceeding the goals in this domain, and as a whole, graduates are improving relative to where they started.

**Objective 3: Program graduates will report they plan to pursue further educational opportunities upon program completion.**

*Performance Measure: Upon completion of the Parent-Child Education Program, 85% of program graduates will report they plan to attend some form of continuing education*

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*Most graduates plan to attend some form of continuing education, and many were already enrolled in continuing education with support from the PCEP or program staff.*

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**Table 2. Mean change in promoting reading from pre- to post-test**

	Mean Score	Min.	Max.	Std. Dev.
Number of times per week read to child (pre-APQ)	3.1	0.0	7.0	1.8
Number of times per week read to child (post-APQ)	4.8 <sup>1</sup>	1.0	7.0	1.5
Number of times per month take child to library (pre-APQ)	0.8	0.0	20	2.4
Number of times per month take child to library (post-APQ)	2.0 <sup>2</sup>	0.0	10	2.3
Number of books in the home (pre-APQ)	11.1	1.0	25	7.5
Number of books in the home (post-APQ)	18.0 <sup>3</sup>	1.0	25	7.1

<sup>1</sup> The difference between the pre- and post-APQ was significant (z= -7.8, p < .001)

<sup>2</sup> The difference between the pre- and post-APQ was significant (z= -2.1, p < .007)

<sup>3</sup> The difference between the pre- and post-APQ was significant (z= -7.7, p < .001)

Children who live in poverty are more likely than those not in poverty to suffer from a multitude of harmful outcomes (e.g., academic failure, social and emotional difficulties, poor health, etc.); these outcomes are even more pronounced when poverty is severe, of long duration, or begins early in life. Increasing economic self-sufficiency may prevent such outcomes. AVANCE as an organization aims to lift families out of poverty by providing tools to enhance self-sufficiency. One important tool to achieve this objective involves increasing parental education. Parents receive supports as part of the PCEP to increase education through pursuing a degree (e.g., GED, college) or improving skills (e.g., English as a Second Language course or Adult Education).

Child Trends used scores on the AVANCE Exit Interview to assess this outcome. We assessed performance on this objective by considering the:

1. Percentage of graduates who plan to attend one or more educational courses (primary outcome)
2. Percentage of graduates currently enrolled in one or more educational courses through PCEP or with AVANCE assistance (secondary outcome)

The milestone that at least 85% of program graduates report plans to attend some form of continuing education was met. Overall, 94.6% of graduates planned to attend at least one type of continuing education (see Table 3); of those, more than two in five (42.9%) planned to attend two or more types of continuing education. Moreover, 42.2% of graduates reported they were already enrolled in at least one educational course as part of PCEP or with the assistance of program staff.

**Table 3. Graduating Participants Plans for Future Education**

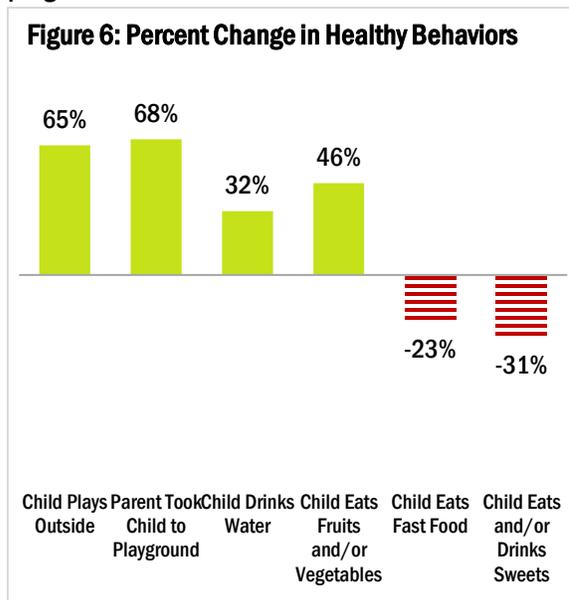
Educational Course	Plan to Attend	Already Enrolled
English Second Language	70%	20%
Adult Basic Education	5%	3%
GED Classes	29%	4%
College or University	19%	0%
Financial Literacy	12%	0%
Fatherhood Services	4%	1%
Other	11%	20%

Note: The numbers above do not total 100% because many graduates plan to attend or are attending multiple types of education programs.

## Additional Analyses

### Healthy Habits

Lifelong Healthy habits start in childhood. The PCEP collects measures of several different nutrition and physical activity habits, such as playing with the child outside, eating fast food, eating fresh fruits and vegetables, eating sweets, drinking water, and playing on playgrounds. These behaviors lay the foundation for lifelong wellbeing. As shown in Figure 6, children of AVANCE graduates showed improvements in a variety of healthy behaviors from the start of the PCEP to the end of the program. For example, 64.9% of children played outside more often, and 23.2% of children ate fast food less often at the end of the program.



## Resource Awareness and Utilization

Throughout the program, PCEP participants receive information about resources available in their community. This includes information about government benefits available for families and children (for example, WIC, EITC, and food stamps) as well as programs and family supports, such as early care and education and workforce development. These programs and family supports can enhance child and family wellbeing by increasing access to financial resources and exposure to stimulating environments with opportunities for skill development. Table 4 provides information about the percentage of participants who reported learning about many of the different resources, and the percentage who reported using them. Most participants reported learning about library resources, safety, and health and health care resources. In addition, more than half indicated that they learned about other resources such as workforce development, child abuse prevention, early childhood education and childcare, and family violence shelters. Of those who reported learning about the different resources, some also used them. In particular, 78% of those who learned about the library also used it, and a

**Table 4. Graduating Participants Reports of Learning about New Resources and Using Them**

Type of Resource	Learned About	Used*
Health and Health Care Resources	80%	56%
Early Childhood Education and Childcare Management	65%	30%
Benefits (EITC, TANF, Food Stamps)	37%	22%
Family Planning	46%	15%
Safety (Police/Fire Department, Poison Control, Pest Control)	89%	12%
Family Violence Shelters	55%	0%
Child Abuse Prevention	68%	10%
Library	91%	78%
Workforce Development (Career Readiness, Adult Literacy, Financial Literacy, Community College)	69%	16%

Note: The numbers above do not total 100% because many graduates learned about and used multiple new resources.

\*Among those who reported learning about that resource.

little over half of those who learned about health and healthcare resources also used them. Fewer participants who learned about the other resources ended up using them by the end of the program.

## Graduate satisfaction

Graduates completed a variety of items on the exit interview that relate to their satisfaction with, and the usefulness of, the PCEP.

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*Overall, participants were satisfied and had few, if any, concerns. In fact, 95.6% of graduates reported being very satisfied with the program, and another 4.4% reported being satisfied. Most also wanted more time in the PCEP.*

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Although all graduates reported satisfaction with the program (95.6% were “very satisfied” and 4.4% were satisfied), graduates were asked to provide some suggestions for ongoing continuous improvement. They also were asked if they ever considered dropping out and why. Among the key findings:

- Graduates liked an average of 12 aspects of the program, and everyone listed at least five aspects of the program that they liked the most. Graduates of the Austin program most frequently mentioned liking learning how to play with their child and the toymaking class the most (see Table 5).
  - Almost all graduates who reported a least favorite aspect either stated that they did not like that the classes were only once a week (64.9%) or that they thought the classes were too short (38.6%). These responses lend further credence to the conclusion that graduates were satisfied with the program and wanted more time in it.
  - Several graduates (17.5%) stated that their least favorite part of the program was that other parents would not pay attention or be on their phone during the classes.

**Table 5. What Graduates Liked the Most About the PCEP classes**

Program Aspect	% Listed as Best Part
Learning how to play with my child	95
Toymaking Class	92
Parenting Class	90
Parent Educator	89
Staff support	89
Learning how to discipline my child without hitting or spanking	89
Child development classroom	89
Toy Educator	88
Home Educator	88
Support and friendships from other parents	87
Home Visits	86
Resources	85
Early Childhood Teachers	84
Program Coordinator/Manager	61
Transportation	27
Driver	27

Note: The numbers above do not total 100% because nearly all graduates reported liking multiple things.

- About a fifth of graduates (22.8%) considered dropping out of the program at some point.
  - The most common reason graduates cited for considering dropping out was because their child would cry when left in the early childhood classroom. However, many participants who provided this rationale stated that this concern was resolved and eventually their child stopped crying.
  - The next most common reason cited by graduates for considering dropping out was because of conflicting school or work schedules. However, these were only mentioned as issues by a small proportion (12%) of graduates who reported thinking of dropping out.

- Graduates who had considered dropping out also reported staying in the PCEP because they realized how important the classes were for them and their children, and they received encouragement from the PCEP staff.
- When asked what they would change about the PCEP, an overwhelming majority of graduates (94.4%) wished they could return next year.
  - A few graduates also suggested changing the class hours (11.1%), the classroom (3%), and the food (3%).
- Some graduates provided suggestions for new topics to cover. Suggestions included: nutrition and recipes, first aid and CPR, cognitive development, exercise and physical health, fatherhood class, and ways for mothers to take care of themselves and boost their self-esteem.

Overall, graduates were highly satisfied with the program, had few suggestions for improvement, and wished they had more time in the program. A couple of the suggestions from satisfied participants provide useful tools for future continuous improvement efforts.

## Conclusion

The PCEP program in Austin surpassed all three of its objectives. Nearly all graduates showed increased knowledge of child development and more than 9 out of 10 graduates reported reading to their child at least three times per week. In addition, most

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*The PCEP program in Austin was effective at meeting the specified goals and satisfying graduates of the program.*

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graduates had plans to attend at least one type of continuing education, such as attaining a GED or attending ESL classes.

It also is important to note that many secondary outcomes were achieved. For example, not only did 97% of graduates significantly improve their knowledge of child development over time, but they did so by an average of six points on the APQ. Interestingly, the program helped close the gap in APQ scores between participants with very low education levels and those with a college education.

At the end of the program, the average graduate reported reading to their child nearly five times per week (compared with about three at the beginning of the program), taking their child to the library about twice a month (compared with only once), and having 18 children's books in the home (compared with about 11). Additionally, more than 4 out of 10 graduates were already attending at least one type of continuing education at the conclusion of the PCEP program.

Moreover, graduates also showed gains in ensuring that their family is healthy. For example, 65% of graduates reported that their children play outside more often and nearly 70% reported taking their child to a playground more often at the end of the PCEP than at the beginning of the program.

Graduates also learned about and used new resources throughout the course of the program. For example, 80% of graduates learned about health and health care resources, and roughly half used these new resources. In addition, more than half of the graduates reported learning about new resources related to early childhood education and childcare management, safety, child abuse prevention, libraries, family violence shelter, and workforce development.

Importantly, all graduates were satisfied with the program, and over 95% reported being very satisfied. Graduates reported wanting even more of the program; nearly two-thirds of graduates wished the classes were offered more than once a week and over a third felt that the classes were too short. When asked what they liked most about the PCEP classes, the majority reported that it was learning how to play

with their child, but nearly all graduates reported liking many aspects of the program.

In addition, the graduation rate in the 2017-2018 year was 83%, up from 69% in the previous year. This represents a meaningful improvement from the last year, and it likely reflects the staff's commitment to participants and their encouragement throughout the course, as indicated by participants. Still, certain groups of participants are more likely to complete the program than others. Program completion was more common among those with at least a high school education and those who were married and living with their spouse. It is possible that these participants have more supports and predictable work schedules that facilitate participation in the program. It would be helpful to identify what factors contributed to participants' decision to abandon the program in order to build systems that can support their continued participation.



Reviewing results from follow-up surveys or telephone calls to participants who leave mid-way could yield valuable information to continue to increase the graduation rate. Additionally, considering that graduation rates varied by group, meeting as a team to try and identify what factors contributed to higher graduation rates in certain groups may help providers develop strategies to address this concern across PCEP groups.

Despite the overwhelmingly positive outcomes, participant satisfaction among graduates, and increased completion rate relative to the previous year, continuous improvement efforts always are important to consider. One area that Austin may want to address in the coming year is the gap between learning about resources and programs in the community and using them. For example, many graduates reported learning about early childhood education and childcare management, government benefits, family planning, safety, workforce development, family violence shelter, and child abuse prevention, but only a few reported using them. This discrepancy may in some cases be due to the lack of a need for these resources, but it may also be that parents have insufficient information about how to seek out these opportunities or that they do not feel comfortable doing so. Importantly, among Latino populations, misconceptions about eligibility for government benefits and the negative consequences of utilizing government assistance programs often deter families from taking up services that can benefit families and children<sup>3</sup>. It is important to learn about the reasons for not using services available in the community to address any barriers upfront.

Similarly, even though the majority of participants indicated that they planned to attend additional educational courses, fewer than half of them had enrolled in any of these activities by the end of the program. Programs might want to consider capitalizing on participants' motivation to further their

education and build in activities that facilitate enrollment in such programs while participants are still engaged in the PCEP program. For example, programs might consider concluding with a "fair" in which representatives from different programs or classes are present and participants can enroll at that time. Additionally, identifying barriers to enrollment could help build in systems that support participation in such programs.

Engaging fathers continues to be a challenge. Fathers play a critical role in the family and in the well-being of children, and it is important to ensure that fathers are learning the important parenting practices taught in the PCEP. Additional efforts may be needed to recruit and engage dads. These may include: creating promotional materials that directly target fathers and highlight the critical role that they play in their children's lives, providing additional incentives to participate (for example, door prizes geared for dads, work clothes or tools), and identifying community leaders who can help recruit fathers and spread the word with other fathers. Once enrolled, it will be important to identify facilitators whose background is similar to that of participants and for lesson plans to be guided by the topics that fathers are most interested in learning about.

Graduates were universally happy with the program, but results from the exit interview can still provide useful areas for additional exploration even among highly satisfied participants. For example, the majority of graduates who considered dropping out did so because their child would cry when being left. However, many participants who reported this also stated that their child eventually stopped crying and this concern was resolved. Because many of the children are young, this is a normal and age-appropriate response to separation from their parent(s). One of the most important strategies for addressing this challenge is for facilitators to prepare parents and remind them often that crying or showing signs of distress initially is an age-appropriate response to a new situation, and ensure parents that the situation improves for most children (and

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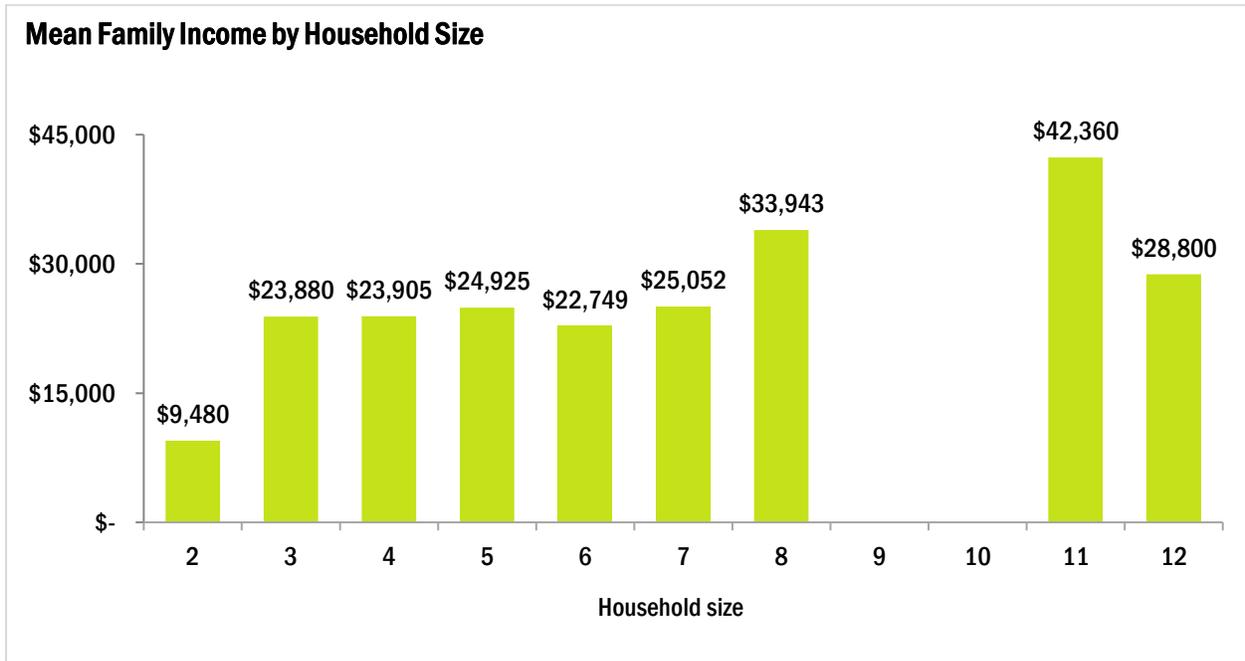
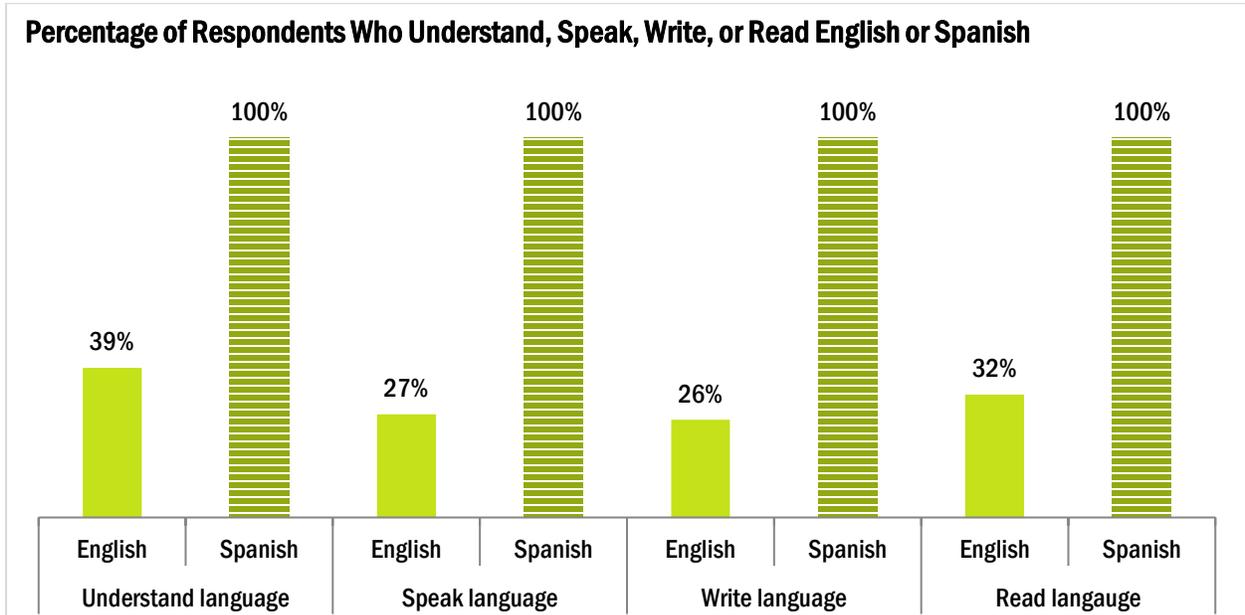
<sup>3</sup> Alvira-Hammond, M., Gennetian, L. (2015). How Hispanic parents perceive their need and eligibility for public assistance. Brief 2015-46.

parents). Other strategies that may help minimize the child's distress include having an "orientation" day in which parents and children get to spend some time in the area where children will eventually be cared for so that children start to get familiarized with that environment; adding a sensory station near the entry of the classroom; and offering concerned parents the opportunity to speak with program graduates who experienced similar issues and were able to overcome them to provide reassurance that children will eventually stop crying. Some of these strategies may already be implemented by facilitators. However, this may continue to be a challenge for parents because this is an age-appropriate response for children that frequently upsets parents.

Some participants noted being upset by other parents who did not pay attention or were on their phone during the class. This concern may be alleviated in part by setting ground rules for classes at the start of the program year and reminding participants of these throughout the program. Participants should have an active voice in adding rules that will improve the overall experience for all involved.

Overall, Austin continues to demonstrate extremely positive program results. Although continuous improvement always is possible and an essential part of sustaining long-term results, nearly all graduates left the PCEP program in Austin having increased their knowledge of parenting practices and the time they spend with their children in literacy-promoting activities. Graduates also planned to or were currently pursuing additional educational opportunities. These successes may explain why participants as a whole were highly satisfied with the PCEP.

## Appendix A. Additional figures of English/Spanish fluency and mean family income by household size



## Appendix B. Participant and child characteristics at AVANCE Austin

<b>PARTICIPANT STATUS AND HOUSEHOLD CHARACTERISTICS</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Austin Total</b>
Total number of parent participants	27	30	30	28	23	138
New participants (percent)*	100%	83.3%	96.7%	100%	95.7%	94.9%
Returning participants (percent)	0%	16.7%	3.3%	0%	4.3%	5.1%
Graduated (percent)	77.8%	80.0%	83.3%	78.6%	95.7%	82.6%
Total number of children participating	36	34	36	35	24	165
Mean household size	4.7	5.3	4.4	5.1	4.7	4.9
Mean number of adults in the household	2.1	2.6	2.4	2.5	2.6	2.4
Mean number of children in the household	2.6	2.6	2.1	2.6	2.1	2.4
Mean gross family income	\$24,694	\$21,997	\$24,538	\$27,949	\$23,169	\$24,480
Percent with government assistance as part of family income	92.6%	93.3%	90.0%	92.6%	81.8%	90.4%
<b>CHARACTERISTICS OF FOCAL PARTICIPANTS</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Austin Total</b>
<i>Mean Age</i>	32.3	29.5	31.2	30.6	32.6	31.2
<i>Gender (percent)</i>						
Female	100%	100%	100%	100%	100%	100%
<i>Ethnicity (percent)</i>						
Hispanic/Latino/Chicano	92.6%	93.3%	86.7%	100%	95.7%	93.5%
White non-Hispanic	7.4%	0%	10.0%	0%	4.3%	4.3%
Native American	0%	0%	3.3%	0%	0%	0.7%
Other	0%	6.7%	0%	0%	0%	1.4%
<i>Country of Birth (percent)</i>						
El Salvador	3.7%	0%	6.7%	0%	0%	2.2%
Honduras	0%	6.7%	3.3%	14.3%	0%	5.1%
Mexico	81.5%	70.0%	83.3%	82.1%	91.3%	81.2%
USA	14.8%	10.0%	6.7%	3.6%	4.3%	8.0%
Other	0%	13.3%	0%	0%	4.3%	3.6%
<i>Mean number of years in the US (for those born outside the US)</i>	13.8	9.3	11.1	8.1	12.9	10.9
<i>Highest grade completed (percent)</i>						
Grades 0-6/Primaria	18.5%	13.3%	3.3%	3.6%	8.7%	9.4%
Grades 7-9/Secundaria	18.5%	23.3%	43.3%	32.1%	26.1%	29.0%
Some grades 10-12 (not graduated)	14.8%	6.7%	10.0%	3.6%	4.3%	8.0%
Graduated high school/Preparatoria or obtained GED	25.9%	23.3%	33.3%	32.1%	47.8%	31.9%
Some college or technical school	18.5%	23.3%	10.0%	3.6%	13.0%	13.8%
College degree	3.7%	10.0%	0%	25.0%	0%	8.0%
<i>Percent pregnant at intake</i>	3.8%	7.1%	7.1%	7.4%	4.8%	6.2%
<i>Mean age at birth of first child</i>	22.9	22.2	23.5	23.1	23.5	23.0
<i>Percent with medical insurance</i>	55.6%	56.7%	44.8%	57.1%	54.5%	46.3%
<i>Employment status (percent)**</i>						

Full-time job	7.4%	13.3%	13.3%	17.9%	21.7%	14.5%
Job training program	0%	0%	0%	0%	0%	0%
Part-time or seasonal job	3.7%	20.0%	6.7%	7.1%	0%	8.0%
School/educational program	7.4%	0%	%	0%	13.0%	3.6%
Retired/disabled	3.7%	0%	0%	0%	0%	0.7%
Stay-at-home parent	77.8%	66.7%	80.0%	67.9%	56.5%	70.3%
Currently seeking employment	0%	0%	0%	7.1%	8.7%	2.9%
<i>Marital status (percent)</i>						
Married and Living with spouse	77.8%	46.7%	70.0%	71.4%	56.5%	64.5%
Separated or divorced	0%	6.7%	0%	0%	8.7%	2.9%
Living with partner (unmarried)	14.8%	40.0%	26.7%	25.0%	30.4%	27.5%
Single/never married	3.7%	6.7%	3.3%	3.6%	4.3%	4.3%
Widowed/spouse is deceased	3.7%	0%	0%	0%	0%	0.7%
<i>Language spoken at home</i>						
Speak primarily English at home	3.7%	0%	0%	3.6%	0%	1.5%
Speak primarily Spanish at home	81.5%	90.0%	93.3%	82.1%	78.3%	85.5%
Speak both English and Spanish at home	14.8%	10.0%	6.7%	14.3%	21.7%	13.0%
<b>CHARACTERISTICS OF CHILDREN IN AVANCE</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Austin Total</b>
<i>Ages of children in years (percent)</i>						
Age 0	36.1%	21.2%	22.9%	20.0%	16.7%	23.9%
Age 1	19.4%	30.3%	37.1%	42.9%	25.0%	31.3%
Age 2	27.8%	42.4%	25.7%	22.9%	45.8%	31.9%
Age 3	16.7%	6.1%	14.3%	14.3%	12.5%	12.9%
<i>Gender (percent)</i>						
Female	45.7%	51.4%	39.5%	45.7%	60.9%	47.6%
Male	54.3%	48.6%	60.5%	54.3%	39.1%	52.4%
<i>Country of Birth (percent)</i>						
USA	94.4%	88.6%	91.4%	94.4%	82.6%	90.9%
Mexico	5.6%	11.4%	5.7%	5.6%	17.4%	8.5%
Honduras	0%	0%	2.9%	0%	0%	0.6%
<i>Percent with medical insurance at beginning of program</i>	94.6%	100%	91.4%	97.0%	87.5%	94.5%
<i>Percent of parents concerned about child's health or development at beginning of program</i>	16.7%	26.5%	21.9%	25.0%	31.8%	23.7%

Responses above are from valid responses only (missing excluded).

\*Participants who began in January are included in "new participants".

\*\*Two participants reported that they were enrolled in an educational program *and* a stay-at-home parent. These participants were included in "school/educational program" only. One participant reported that they were seeking employment *and* a stay-at-home parent. This participant was included in "currently seeking employment" only.



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