



2018-2019

END OF YEAR REPORT

Parent-Child Education Program





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 140 parents along with their 160 children were served in the 2018-2019 program year.
- Objective 1 was met: 93% of program graduates increased their knowledge of child development and parenting skills.
- Objective 2 was met: 95% of program graduates reported that they read to their child at least three times per week.
- Objective 3 was met: 86% of graduates planned to attend at least one type of continuing education.
- Out of 140 participants, 106 graduated (76%).



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 2018-2019 evaluation activities for the PCEP in Austin, Texas.

Parent-Child Education Program (PCEP)

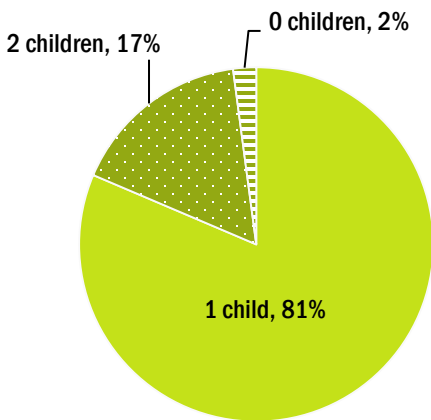
The PCEP uses a two-generation approach, which addresses the needs of under-resourced children and parents together. The goal is to address the diverse and complex needs of impoverished children and their families in at-risk communities by providing early childhood education and culturally sensitive 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 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 three 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 140 parent participants, along with their 160 children (see Figure 1), enrolled in the Austin PCEP during the 2018-2019 program year. Of these 140 participants, 134 were new participants, and 6 returned from a prior year.

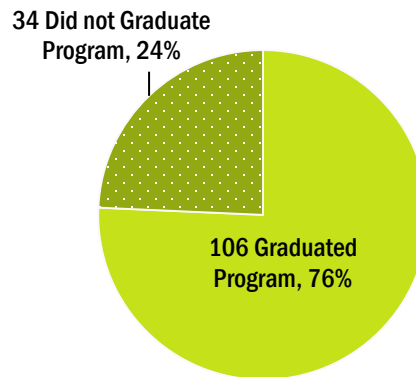
Figure 1. Percentage of Parent Participants with 0, 1, or 2 Children in the PCEP



Note: 3 participants reported having no children and were pregnant with their first child.

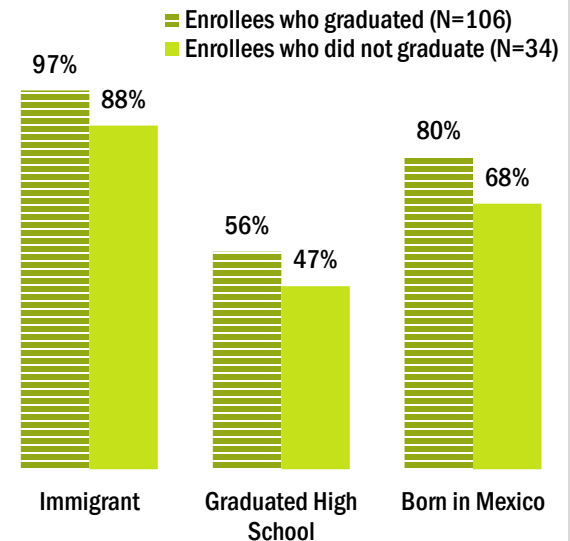
Participants were mostly female (97.1%) and primarily Latino (90%).¹ Over half of participants were born in Mexico (77%), and the average age of participants was 32 (ages ranged from 19 to 63). More than half of respondents were married and living with their spouse (65%). Participants reported speaking primarily Spanish (83.6%) or both English and Spanish (16.4%) at home. Furthermore, 100% of participants born in the US reported being able to speak English, whereas 26% of those born outside the US could speak English. 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 a gross household income of \$27,761. Participants were most often stay-at-home parents (70.5%), and partners were the primary source of income in the home for the majority of participants (77.1%).

Figure 2. PCEP Graduation Status of 140 Austin Participants



A total of 106 parent participants graduated the PCEP, and 34 participants did not graduate (see Figure 2). Compared to non-graduates, a slightly higher percentage of graduates were immigrants, high school graduates, and born in Mexico (Figure 3).

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



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

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

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, their resource awareness and utilization, and their satisfaction with the program as well as 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.

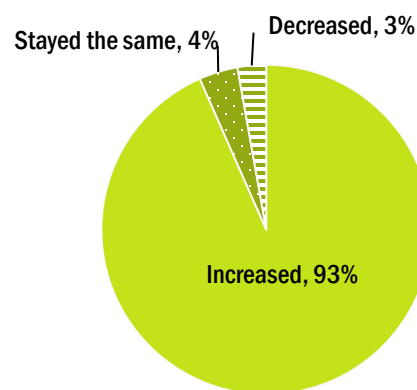
Child Trends used scores on the APQ to assess this outcome. Participants complete the APQ at the start of the program (pre-APQ) and upon completion (post-APQ). We assessed performance on this objective by considering:

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)

More than 9 out of 10 graduates improved their APQ scores by the end of the program, and mean scores significantly increased from pre- to post-APQ.

The objective that at least 85% of program graduates improve their score from pre- to post-APQ was exceeded (see Figure 4). Overall, 93.4% of participants improved their scores. Four participants' scores remained the same and three participants' scores decreased from pre-APQ to post-APQ. All participants whose score decreased or stayed the same had a pre-APQ score of 22 (out of 25) or higher. Of those whose scores decreased, two participants' scores decreased by just one point and one participant's score decreased by 2 points. Thus, participants' whose scores stayed the same or decreased still scored relatively high on the APQ both at pre-test and at post-test.

Figure 4. Change in Scores from Pre- to Post-APQ for 106 Graduates



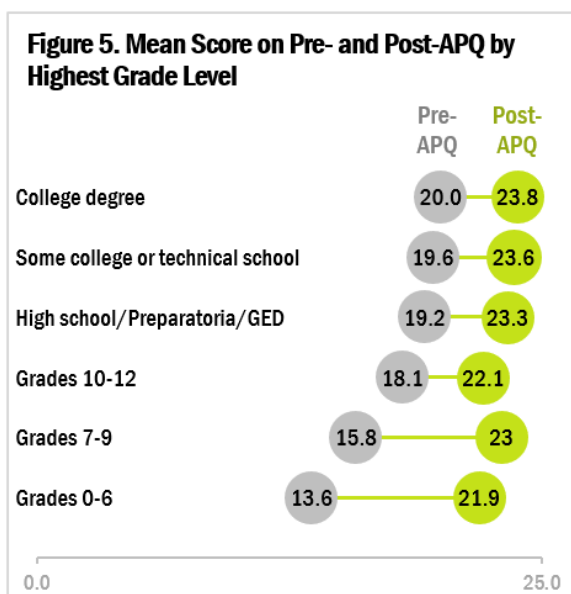
Mean scores also significantly improved from the pre- to post-APQ. On average, program graduates' scores increased from 17.8 to 23.1 by the end of the program (see Table 1).

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

	Mean Score	Min.	Max.	Std. Dev.
Pre-APQ	17.8	5	24	4.3
Post-APQ	23.1	16	25	2.0

* The difference between the pre- and post-APQ was significant.

As shown in Figure 5, graduates of AVANCE with lower education generally scored lower on the pre-test. However, graduates' scores increased regardless of educational background. Graduates of the PCEP who had completed ninth grade or below showed a much larger increase in their APQ score from pre-test to post-test compared with those who completed grade ten or above. At pre-test, graduates who completed grades 0-6 or less scored an average of about 6 points lower than those who had received a college degree; however, at post-test, those who completed grades 0-6 scored only about 2 points lower than those who had a college degree. These findings suggest that the PCEP successfully led to an increase in parenting knowledge among all parents, regardless of education level, and lessened the gap in parenting knowledge between those who had completed higher vs. lower levels of education.



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 read to their child at least 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 is also 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)

By the end of the program, most graduates read to their child at least three times per week, and more than half read to their child at least five times per week.

The objective that at least 85% of program graduates report reading to their child at least three times per week was reached. Overall, 95.3% of graduates read to their child at least three times per week, and more than half of graduates (55.6%) read to their children five or more times per week. At the start of the program, 70.8% 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 (88.7%) reported having at least 10 children’s books in the home and over half of graduates (60.4%) reported having at least 20 children’s books in the home. More than half (60.4%) of graduates reported taking their child to the library at least once in the past month. Moreover, nearly one quarter (22.6%) of graduates reported taking their child to the library four or more times in the past month.

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.

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 the PCEP or with AVANCE assistance (secondary outcome)

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.

The milestone that at least 85% of program graduates report plans to attend some form of continuing education was met. Overall, 86% of graduates planned to attend at least one type of continuing education (see Table 3); of those, 40% planned to attend two or more types of continuing education. Moreover, 43% of graduates reported they were already enrolled in at least one educational course as part of the PCEP or with the assistance of program staff.

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)	3.4	0	7	2.0
Number of times per week read to child (post-APQ)	4.7*	1	7	1.5
Number of times per month take child to library (pre-APQ)	1.3	0	10	2.3
Number of times per month take child to library (post-APQ)	2.0*	0	10	2.3
Number of books in the home (pre-APQ)	13.8	0	25	8.6
Number of books in the home (post-APQ)	18.4*	4	25	7.1

* The difference between the pre- and post-APQ was significant.

Table 3. Graduating Participants Plans for Future Education

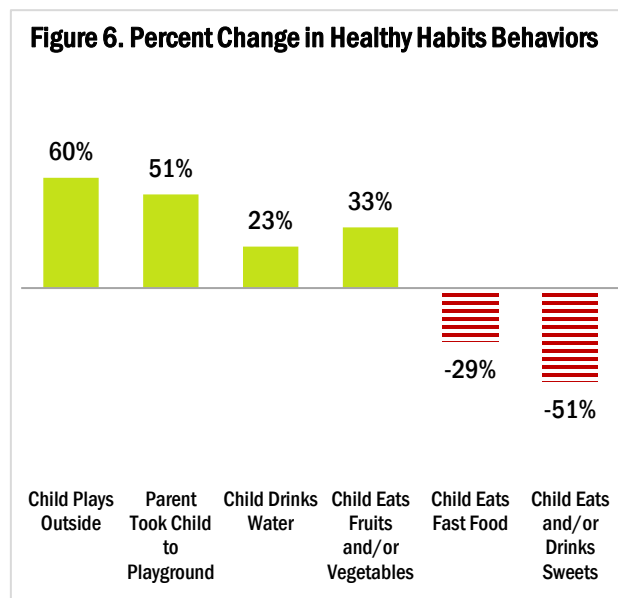
Educational Course	Plan to Attend	Already Attending
English Second Language	65.4%	25.3%
Adult Basic Education	7.7%	2.1%
GED Classes	23.1%	2.1%
College or University	10.6%	0%
Financial Literacy	24.0%	12.6%
Fatherhood Services	1.9%	0%
Other	1.9%	10.5%

Note: The numbers above do not sum to 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 well-being. 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, 60% of children play outside more often, and 51% of children eat or drink sweets less often.



Resource Awareness and Utilization

Throughout the program, participants in the PCEP 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 well-being 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 safety resources, library resources, and health and health care resources. Of those who reported learning about the different resources, some also used them. In particular, 78% of those who learned about health and health care resources also used them, and 71% of those who learned about library resources used them. Less than half of participants who learned about the other resources ended up using them by the end of the program.

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

Type of Resource	Learned About	Used*
Health and Health Care Resources	57.6%	77.8%
Early Childhood Education and Childcare Management	37.0%	32.3%
Benefits (EITC, TANF, Food Stamps)	23.9%	44.4%
Family Planning	18.5%	14.3%
Safety (Police/Fire Department, Poison Control, Pest Control)	71.7%	25.9%
Family Violence Shelters	27.2%	10.5%
Child Abuse Prevention	26.1%	10.0%
Library	66.3%	70.6%
Workforce Development (Career Readiness, Adult Literacy, Financial Literacy, Community College)	47.8%	27.8%

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.

Graduate Satisfaction

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

Overall, participants were satisfied and had few, if any, concerns. In fact, 88% of graduates reported being very satisfied with the program, and another 12% reported being satisfied. Most also wanted more time in the PCEP.

All graduates reported being satisfied with the program (88% were “very satisfied” and 12% were satisfied). Nevertheless, 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:

- On average, graduates liked nearly 10 aspects of the program, and 95% of graduates listed at least three aspects they liked the most. Graduates of the Austin program most frequently mentioned liking the parent educator and learning how to play with their child (see Table 5).
 - Participants most frequently reported that a least favorite aspect was that the classes were only once a week (48%). Additionally, 21% said they thought the classes were too short. These responses lend further credence to the conclusion that graduates were satisfied with the program and wanted more time in it.
 - About a quarter of graduates (24%) stated that their least favorite part of the program was other parents who would not pay attention or be on their phone during the classes.
 - About three in ten (31%) of participants said there was some other aspect that they disliked.
 - Thirty-seven percent of participants said there was nothing they disliked.
- Nearly a quarter of graduates (24%) considered dropping out of the program at some point.
 - Among the graduates who considered dropping out, a third (33%) considered dropping out because their child would cry when being left in the early childhood classroom.

- About a fifth of these graduates (21%) considered dropping out because of conflicting school or work schedules.
- About a fifth (21%) considered dropping out because of a lack of support from family and friends (21%).
- However, the most common reason these graduates cited for considering dropping out was “other” (38%).
- Graduates who had considered dropping out reported staying with the PCEP because they realized how important the classes were for them and their children (80%), they received encouragement from the PCEP staff (32%), their child stopped crying when being dropped off in the classroom (24%), and they were able to adjust conflicting schedules (4%).
- When asked what they would change about the PCEP, a majority of graduates (82%) said they wished they could return next year.
 - A few graduates also suggested changing the hours of the class (9%), the food (6%), the location (3%), or changing some other aspect (13%).

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

Program Aspect	% Listed as Best Part
Parent Educator	82.1%
Learning how to play with my child	80.2%
Support and friendships from other parents	75.5%
Staff support	74.5%
Home Educator	73.6%
Learning how to discipline my child without hitting or spanking	73.6%
Parenting Class	73.6%
Home Visits	72.6%
Toy Educator	66.0%
Child development classroom	62.3%
Toymaking Class	60.4%
Resources	58.5%
Early Childhood Teachers	56.6%
Program Coordinator/Manager	38.7%
Transportation	13.2%
Driver	13.2%
Other	77.4%

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

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

Conclusion

The PCEP in Austin achieved all three of its objectives. More than 9 out of 10 graduates showed increased knowledge of child development (93%) and reported reading to their child three or more times per week (95%). In addition, 86% of 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, among the 93% of graduates that significantly improved their knowledge of child development over time did so by an average of six points on the APQ. As with last year, the program helped close the gap in APQ scores between participants with very low education levels and those with a college education.

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

Notably, graduates increased the amount of time spent with their child in activities that promote literacy. 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) and taking their child to the library about twice a month (compared with only once at the start of the program). In addition, graduates reported having an average of 18 children's books in the home at the end of the program (compared with about 14 at the beginning).

Graduates not only planned to continue their education, but they had already taken steps to advance their knowledge, particularly of English and of financial literacy. Specifically, more than four out of ten graduates were already attending at least one type of continuing education at the conclusion of the PCEP. More than one quarter of graduates were already attending an English as a Second Language course, and more than one in ten were already attending a financial literacy course.

Graduates also showed gains in ensuring that their family is healthy. For example, 60% of graduates reported that their children play outside more often, and more than half (51%) reported that their child ate or drank sweets less often at the end of the program.

Graduates also learned about and used new resources throughout the course of the program. For example, 58% of graduates learned about health and health care resources, and more than three quarters of these graduates (78%) reported that they had also used these resources. In addition, 72% of the graduates reported learning about safety resources, and 66% reported learning about library resources. It is interesting to note that the percentage of participants who learned about each resource was lower this year than in the previous year. However, among those who did learn about new resources, the percent that used them was higher this year than in the previous year. For example, fewer graduates reported learning about benefits, safety, or workforce development. Although less than one half of those who learned about them went on to use them, up to twice as many utilized these resources compared to the previous year. It is important to examine why the rates of learning about new resources declined, as well as what worked for increasing the use of these benefits.

Importantly, all graduates were satisfied with the program, and over 88% reported being very satisfied. Graduates reported wanting even more of the program; nearly half of graduates wished the classes were offered more than once a week, and over a fifth felt that the classes were too short. When asked what they liked most about the PCEP classes, the most common answers were the parent educator, learning how to play with their child, and support and friendships from other parents. On average, graduates reported 10 aspects of the program they liked the most.

Despite the significant successes related to increases in parenting knowledge, literacy enhancing activities, and plans to pursue further education, as well as participant satisfaction among graduates, continuous improvement efforts are always important to consider.

One area that Austin may want to address in the coming year is the decrease in the number of graduates who reported learning about useful resources. It is possible that these graduates did

receive the same information as in previous years, but they simply forgot, perhaps because the information was not as relevant to them. Another possibility is that graduates did not attend the relevant session. AVANCE could look at attendance data to determine if participants missed those sessions. If this information was provided and graduates attended those sessions, it will be important to identify why graduates feel they are not receiving this information. For instance, staff may want to ask participants at the end of each resource session if they found this information useful, whether they see a need for these services, and if after learning about the resource they feel confident using it. AVANCE also could provide handouts to participants with a list of resources in case this information becomes more relevant later.

Another possibility is that the Austin sites used different community speakers this past year, and these speakers provided different information and/or were not as engaging to participants as in previous years. It will be important for AVANCE to standardize the core information they want participants to receive during the third-hour community speaker session (while still leaving some room to attend to the unique needs of each group of families). Chapters also may want to assess the quality of the community resource speakers so they know who to bring in again in the future.

In addition, even though the majority of graduates indicated that they planned to attend additional educational courses and some already were attending, slightly 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 additional activities that facilitate enrollment in such programs while participants are still engaged in the PCEP. For example, the Austin program already dedicates the month of April to "life after AVANCE" and brings in speakers from continuing education institutions. It may be helpful to add additional supports to help participants fill out applications for enrollment in continuing education programs and provide information and support to apply for financial aid. It also may be worthwhile to follow up with participants after AVANCE ends because it may be difficult to find the time to participate in AVANCE and another educational program simultaneously. Even though many had not enrolled in continuing education by

the time the exit survey was administered, they may have enrolled after completing AVANCE.

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 vital to ensure that fathers are learning the important parenting practices taught in the PCEP. AVANCE Austin has specific plans to more directly involve dads by planning home visits when fathers are present and holding a breakfast event specifically for dads. These planned activities seem like great ways to get dads more familiar with and excited about AVANCE. Other strategies to consider in the future 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), asking the small number of fathers who enroll how they heard about the program and what motivated them to participate, 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 backgrounds are similar to those of participants and for lesson plans to be guided by the topics that fathers are most interested in learning.

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, among graduates, the most common reason for considering dropping out was that their child would cry when being left. However, about one quarter of graduates who considered dropping out reported that they stayed in the program because 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 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

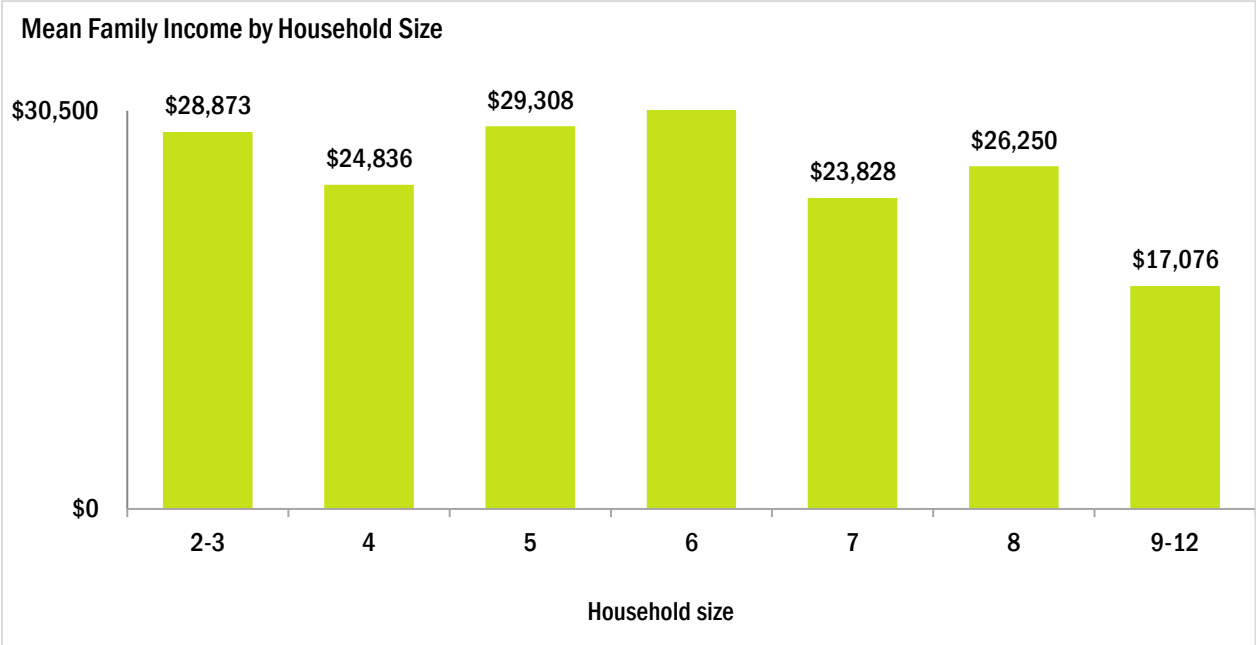
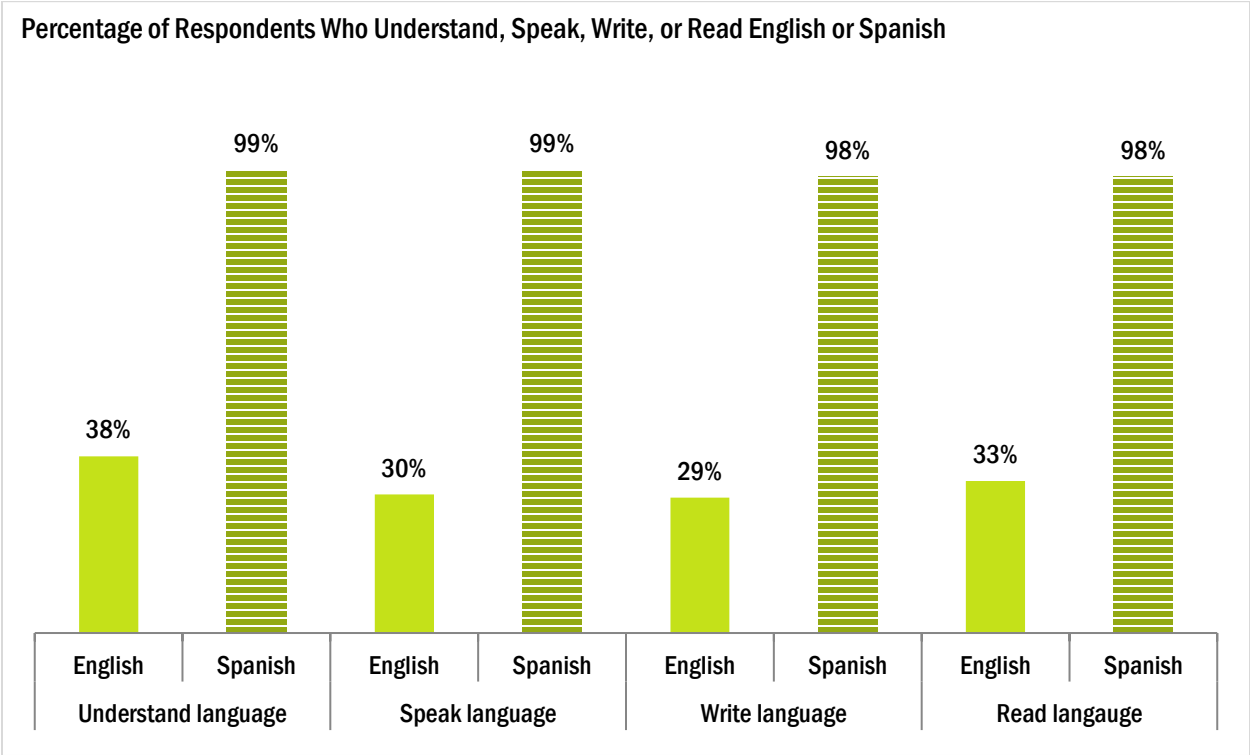
station near the entry of the classroom; and offering concerned parents the opportunity to speak with program graduates who experienced similar issues and were able to overcome them to provide reassurance that children will eventually stop crying. Some of these strategies may already be implemented by facilitators. However, this may continue to be a challenge for parents because this is an age-appropriate response for children that frequently upsets parents.

One fifth of graduates cited conflicting work or school schedules as another reason for considering dropping out. Given that this was a common reason for considering dropping out, programs might consider offering classes at different times of day. Moreover, it may be useful to ask participants about their schedules and when they would be able to attend classes when they first enroll and attempt to schedule classes at times that are convenient for the most participants.

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 is always possible and an essential part of sustaining long-term results, the clear majority of graduates left the PCEP 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 improvements likely contribute to all participants reporting being satisfied with the program.

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



Appendix B. Participant and child characteristics at AVANCE Austin

PARTICIPANT STATUS AND HOUSEHOLD CHARACTERISTICS	Group 1	Group 2	Group 3	Group 4	Group 5	Austin Total
Total number of parent participants	25	27	29	28	31	140
New participants (percent)	100%	100%	96.6%	92.9%	90.3%	95.7%
Returning participants (percent)	0%	0%	3.4%	7.1%	9.7%	4.3%
Graduated (percent)	88.0%	81.5%	93.1%	67.9%	51.6%	75.7%
Total number of children participating	29	31	32	34	34	160
Mean household size	5.0	4.8	4.6	4.5	5.0	4.8
Mean number of adults in the household	2.2	2.5	2.4	2.2	2.8	2.4
Mean number of children in the household	2.8	2.3	2.2	2.4	2.3	2.4
Mean gross family income	\$27,701	\$32,602	\$23,520	\$29,587	\$25,697	\$27,761
Percent with government assistance as part of family income	92.0%	88.9%	93.1%	77.8%	90.3%	88.5%
CHARACTERISTICS OF FOCAL PARTICIPANTS	Group 1	Group 2	Group 3	Group 4	Group 5	Austin Total
Mean Age	33.3	31.9	33.5	31.3	31.1	32.2
Gender (percent)						
Female	96.0%	96.3%	93.1%	100%	100%	97.1%
Male	4.0%	3.7%	6.9%	0%	0%	2.9%
Ethnicity (percent)						
Black Afro-Caribbean African-American	4.0%	0%	0%	0%	0%	0.7%
Hispanic/Latino/Chicano	88.0%	88.9%	93.1%	96.4%	83.9%	90.0%
White non-Hispanic	8.0%	11.1%	6.9%	3.6%	16.1%	9.3%
Country of Birth (percent)						
Cuba	4.0%	0.0%	0.0%	3.6%	0.0%	1.4%
El Salvador	4.0%	0.0%	13.8%	3.6%	0.0%	4.3%
Honduras	4.0%	11.5%	10.3%	3.6%	6.5%	7.2%
Mexico	80.0%	73.1%	69.0%	78.6%	83.9%	77.0%
Puerto Rico	0.0%	3.8%	0.0%	0.0%	0.0%	0.7%
USA	8.0%	3.8%	0.0%	7.1%	6.5%	5.0%
Other	0.0%	7.7%	6.9%	3.6%	3.2%	4.3%
Mean number of years in the US (for those born outside the US)	10.4	12.0	9.0	10.5	12.5	10.9
Highest grade completed (percent)						
Grades 0-6/Primaria	8.0%	14.8%	13.8%	10.7%	12.9%	12.1%
Grades 7-9/Secundaria	32.0%	33.3%	17.2%	25.0%	16.1%	24.3%
Some grades 10-12 (not graduated)	16.0%	11.1%	3.4%	3.6%	16.1%	10.0%
Graduated high school/Preparatoria or obtained GED	36.0%	11.1%	27.6%	42.9%	25.8%	28.6%
Some college or technical school	8.0%	14.8%	13.8%	0.0%	19.4%	11.4%
College degree	0.0%	14.8%	24.1%	17.9%	9.7%	13.6%
Percent pregnant at intake	8.3%	0.0%	0.0%	7.1%	9.7%	5.1%
Mean age at birth of first child	21.7	22.3	25.4	23.8	22.7	23.2

<i>Percent with medical insurance</i>	56.0%	66.7%	51.7%	60.7%	67.7%	60.7%
<i>Employment status (percent)***</i>						
Full-time job	12.0%	14.8%	20.7%	11.1%	12.9%	14.4%
Job training program	0.0%	3.7%	0.0%	0.0%	0.0%	0.7%
Part-time or seasonal job	12.0%	7.4%	17.2%	18.5%	6.5%	12.2%
School/ educational program	0.0%	7.4%	0.0%	3.7%	0.0%	2.2%
Retired/ disabled	0%	0%	0%	0%	0%	0%
Stay-at-home parent	76.0%	66.7%	62.1%	66.7%	80.6%	70.5%
Currently seeking employment	0%	0%	0%	0%	0%	0%
<i>Marital status (percent)</i>						
Married and living with spouse	64.0%	59.3%	75.9%	64.3%	61.3%	65.0%
Separated or divorced	4.0%	3.7%	0.0%	0.0%	6.5%	2.9%
Living with partner (unmarried)	28.0%	33.3%	20.7%	32.1%	29.0%	28.6%
Single/never married	4.0%	3.7%	3.4%	3.6%	3.2%	3.6%
<i>Language spoken at home</i>						
Speak primarily English at home	0%	0%	0%	0%	0%	0%
Speak primarily Spanish at home	84.0%	85.2%	89.7%	92.9%	67.7%	83.6%
Speak both English and Spanish at home	16.0%	14.8%	10.3%	7.1%	32.3%	16.4%
CHARACTERISTICS OF CHILDREN IN AVANCE****	Group 1	Group 2	Group 3	Group 4	Group 5	Austin Total
<i>Ages of children in years (percent)</i>						
Age 0	25.8%	21.2%	31.4%	11.8%	31.4%	24.4%
Age 1	25.8%	18.2%	17.1%	41.2%	28.6%	26.2%
Age 2	35.5%	51.5%	48.6%	29.4%	34.3%	39.9%
Age 3+	12.9%	9.1%	2.9%	17.6%	5.7%	9.5%
<i>Gender (percent)</i>						
Female	29.0%	39.4%	55.9%	44.1%	48.6%	43.7%
Male	71.0%	60.6%	44.1%	55.9%	51.4%	56.3%
<i>Country of Birth (percent)</i>						
USA	100.0%	93.9%	94.1%	94.1%	94.3%	95.2%
Mexico	0.0%	3.0%	2.9%	0.0%	2.9%	1.8%
El Salvador	0%	0%	0%	2.9%	0%	0.6%
Puerto Rico	0.0%	3.0%	0.0%	0.0%	0.0%	0.6%
Other	0.0%	0.0%	2.9%	2.9%	2.9%	1.8%
<i>Percent with medical insurance at beginning of program</i>	93.5%	93.9%	97.1%	87.9%	94.1%	93.3%
<i>Percent of parents concerned about child's health or development at beginning of program</i>	22.6%	24.2%	14.7%	29.4%	23.5%	22.9%

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

**Some mutually exclusive categories range in sum from 99.8% to 100.2% due to rounding.

***One participant reported their employment status as “full-time job” and “part-time or seasonal job”. They are included in the table as having a full-time job. One participant reported that they have a “part-time or seasonal job” and are “currently enrolled in school”. They are included in the table as enrolled in school.

**** Parents provided demographic information on up to 182 children, included in the section, “Characteristics of children in AVANCE”. However, according to respondents, only 174 children participated in the program.