2018-2019 COLORADO PARENTS AS TEACHERS EVALUATION

PARENT POSSIBLE

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EXECUTIVE SUMMARY

Many families enrolled in Parents as Teachers (PAT) encounter challenges that may interfere with parents' ability to support their child's learning and growth. PAT can mitigate these difficulties by providing the social connections, tailored support, and personal accountability that guides parents and children as they build a successful future for their families.

Parents that enroll in PAT tend to enter the program knowing what they do in the early years of their child's life can support brain development and prepare their child for success in school and later in life. While parents may understand their role as their child's first and most important teacher is a critical one, they may not know exactly what to do. PAT provides parents with a deeper knowledge of child development and concrete skills they can use to support their child's growth. As a result, parents report engaging in more frequent literacy activities and higher quality interactions with their child, and children graduate the program ready for school.

KEY FINDINGS

Parents report the PAT program increases their knowledge of parenting practices and show statistically significant increases in their knowledge of child development.

- Ninety to ninety-five percent of parents reported PAT increased their knowledge "quite a bit" or "a lot" around recognizing developmental milestones, interacting to help development, using good parenting practices, finding resources, and positive discipline techniques.
- PAT increases parents' ability to recognize developmental delays and other health problems and access support for those issues. Eighty-eight percent of parents reported PAT increased their knowledge "quite a bit" or "a lot" in these areas.
- When asked questions about child development, there were statistically significant increases from pre to post in five of six items.

Parents participating in PAT report strong protective factors and demonstrate statistically significant growth in most areas assessed.

- Overall, parents reported the strongest protective factors in nurturing and attachment, social support, and knowledge of parent practices and child development.
- Families demonstrated statistically significant increases in two of four subscales and four of the five questions on knowledge of parent practices and child development.
- Changes in instrumentation this year might have influenced results and lowered some reporting values, suggesting these findings are conservative estimates of the change families experienced.

After participating in PAT, parents engage in reading and literacy activities more often and increase the frequency of brain-building behaviors used in those interactions.

- Parents demonstrated statistically significant increases in the frequency in which they or someone in the household practiced all seven literacy activities included in the survey (e.g. reading or looking at books, singing songs, looking for letters on signs, labels, etc.).
- More than half of parents reported reading or looking at books and singing songs every day at post-test.
- At post-test, 83 percent of parents reported having a designated reading time with their child—representing a statistically significant increase from pre-test (66 percent).

- When asked about various behaviors promoting child literacy, there were significant increases in six of the nine items. The three behaviors that did not show statistically significant increases were the most frequently practiced at both pre and post, however, and include letting the child turn the pages, having the child identify objects in pictures, and pointing out pictures that show what was in the story.

The vast majority of parents exercised developmentally-appropriate behaviors when interacting with their children when first assessed. Even with this strong foundation, parents demonstrated significant increases in the frequency of these behaviors over the course of the program.
- Ninety-five percent of parents exhibited average or above average developmentally-appropriate behavior at post—up from 87 percent at the time of the first assessment.
- The proportion of parents demonstrating *below average* developmentally-appropriate behaviors overall and in each of the four subscales measured on the parent-child observation assessment *decreased significantly* from pre to post.
- The proportion of parents demonstrating *above average* developmentally-appropriate behaviors overall and in each of the four subscales measured on the parent-child observation assessment *increased significantly* from pre to post.

Children showed statistically significant gains in school readiness when controlling for age and in each of the five subtests assessed: colors, letters, numbers and counting, sizes and comparisons, and shapes.
- On average, children scored better than 58 percent of their same-aged peers at post after only scoring better than 53 percent at pre.
- The proportion of children whose school readiness proficiency level was advanced increased significantly from pre to post.
- The proportion of children whose school readiness proficiency level was delayed did decrease from pre to post, though this change was not statistically significant.
- Children demonstrated statistically significant growth in percent mastery overall and in each of the five subtests assessed. At post, children scored highest in colors followed by sizes and comparisons and shapes.
- Children doubled and nearly doubled their percent mastery in numbers and letters, respectively.

INTRODUCTION

PARENT POSSIBLE

Parent Possible promotes and supports evidence-based, high-quality programs in Colorado focused on parents of children aged birth through kindergarten. Each program seeks to engage with parents[1] where they are – inspiring parent involvement, facilitating school readiness, and strengthening opportunities for children to achieve their full potential. This report contains results from an evaluation of one of these programs—Parents as Teachers.

PARENTS AS TEACHERS (PAT)

Parents as Teachers (PAT) is an evidence-based parent education and support program designed to empower parents as their child's first teacher. PAT utilizes a home visitation model, working with families from pregnancy until their child enters kindergarten.

PAT aims to improve parenting practices by increasing a parent's knowledge of early childhood development. Through home visits and ongoing assessment, parent educators are able to provide early detection of developmental delays and health issues, help in the prevention of child abuse and neglect, and increase children's school readiness and success.

The PAT model has four dynamic components that together create a cohesive package of services for families with young children:
- Personal Visits: certified parent educators share age-appropriate child development information with parents and caregivers to engage the family in activities that provide meaningful parent and child interaction.
- Group Meetings: relay of important information about child development, offering parents opportunities to interact and support one another.
- Health and Developmental Screenings: detect any developmental delays or health issues early in a child's life.
- Resource Network: connects families with resources to help them reach their goals and address their individual needs.

In 2018-2019, Parent Possible supported 27 PAT program sites across the state of Colorado. Part of its role as a state office is to facilitate and support an annual evaluation for each of these program sites. This report includes results from three tools: a self-report parent survey, observations of parent-child interactions (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes), and an assessment of child school readiness (Bracken School Readiness Assessment Third Edition). More information on these tools, administration protocols, and analyses completed is described in the following sections.

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[1] This report uses "parent" and "guardian" interchangeably. These terms refer to the primary adult participant in PAT, regardless of their relationship with the child(ren) enrolled.

PAT PARENT SURVEY

The Colorado Parents as Teachers Parent Survey is a 51-item tool that asks guardians about protective factors, knowledge of parenting practices and child development, and current parenting practices around reading and literacy activities. Families participating in PAT complete a survey within 90 days of enrolling in the program and then again each spring. The following results include comparisons between the first and last survey completed by a family. Because PAT practices rolling enrollment and families complete the parent survey at enrollment and each spring, this can mean the time between pre- and post-surveys ranges from 3 months to many years.

In the 2018-2019 program year, 896 guardians completed a valid pre- and post-survey and are included in this analysis.[2,3]

PARENT DEMOGRAPHICS

The following demographics represent data collected on survey respondents with matched assessments (n=896). Spanish-speaking and Hispanic guardians and women are over-represented among those with matched survey results as compared to all guardians served last year. Other characteristics such as employment, education, and income largely reflect all of those served. A more detailed table of demographics is available in APPENDIX A: DEMOGRAPHICS. Values reported below exclude missing data and may not total 100% due to rounding.

Guardian Race	White, Hispanic	56%
	White, Non-Hispanic	30%
	Multiracial	8%
	Black or African American	3%
	Asian	1%
	American Indian or Alaskan Native	1%
Guardian Ethnicity	Hispanic/Latino	64%
	Non-Hispanic/Latino	36%
Gender	Female	97%
	Male	3%

Guardian Education Level	Less than HS Diploma	29%
	HS Diploma/GED	26%
	Some College/ Training	13%
	Assoc. Degree/ Tech. Training	11%
	Bachelor's or Higher	19%
Household Income	<$15K	23%
	$15-$30K	35%
	$30-$45K	19%
	$45-$60K	11%
	$60K+	11%

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[2] Note that families enrolled prior to July 1, 2017 did not complete a pre-survey upon enrollment. For these families, we use the first parent survey available as their pre-survey, regardless of how long they were enrolled when they completed it. This likely means the following pre-survey results are higher than what we would find if all families included had a pre-survey immediately upon enrollment.

[3] METHODS: The Protective Factors Survey (PFS) results were analyzed according to the guidance provided by the tool developers. Responses are calculated into four subscales and the mean is calculated for the five remaining questions about knowledge of parenting practices and child development. For the PFS and other survey items, statistical significance was tested using the Wilcoxon signed rank, paired sample t-tests, and McNemar's tests, depending on the variable type. For most items, results were tested with both Wilcoxon signed rank and paired sample t-tests to ensure the accuracy of the results. P-values were similar for all items except for one PFS subscale (nurturing and attachment) and one item testing parent knowledge where the p-value was less than 0.05 using the paired sample t-test but not the Wilcoxon signed rank test. In these cases, results below reflect significance found using Wilcoxon signed rank tests.

PARENT KNOWLEDGE

As a whole, PAT participants enter the program with the right idea about child development and continue to build on this knowledge through tailored home visits.

When asked questions testing parents' knowledge, PAT families demonstrated statistically significant increases in five of six items. On both pre- and post-assessments, almost all parents believed children are learning from the moment they are born, and that children's brains develop better when engaging with them by reading, playing, and holding.

The following figure represents the percentage of parents who reported agreeing or strongly agreeing with each statement at pre- and post-assessment. Two items—designated by a "^" next to the statement—are reversed, so higher values reflect high parental knowledge in all areas.

Figure 1: Percent of parents agreeing with statements about child development

■ Pre   ■ Post

	Pre	Post
Children's brains develop better when parents do things like read to them, play with them, and hold them.*	95%	98%
Children are learning from the moment they are born.*	95%	97%
Holding, playing with, and talking to children spoils them.^*	87%	90%
Parents' emotional closeness with their children can strongly affect their children's development.*	84%	86%
Parents can do very little to change the intelligence that children are born with.^*	78%	82%
Children's experiences before age three will affect their ability to do well in school.	80%	81%

^ = reverse coded; * = statistically significant, p < .05

Nearly all parents reported PAT increased their knowledge about parenting practices and child development.

While over 88 percent of respondents noted PAT increased their knowledge in all eight areas included on the post-survey, the most families reported learning how to interact with their child(ren) in order to support their development, recognizing developmental milestones in their child, and how to use good parenting practices.

Figure 2: Percentage of guardians enrolled in PAT for at least three months reporting that the program increased their knowledge "quite a bit" or "a lot"

How to Interact to Support Development — 95%

Recognizing Developmental Milestones — 95%

How to Use Good Parenting Practices — 94%

Finding Resources for Parent Support — 93%

Positive Discipline Techniques — 90%

How to Get Help for Health Problems — 89%

Recognizing Developmental Delays — 89%

Recognizing Health Problems — 88%
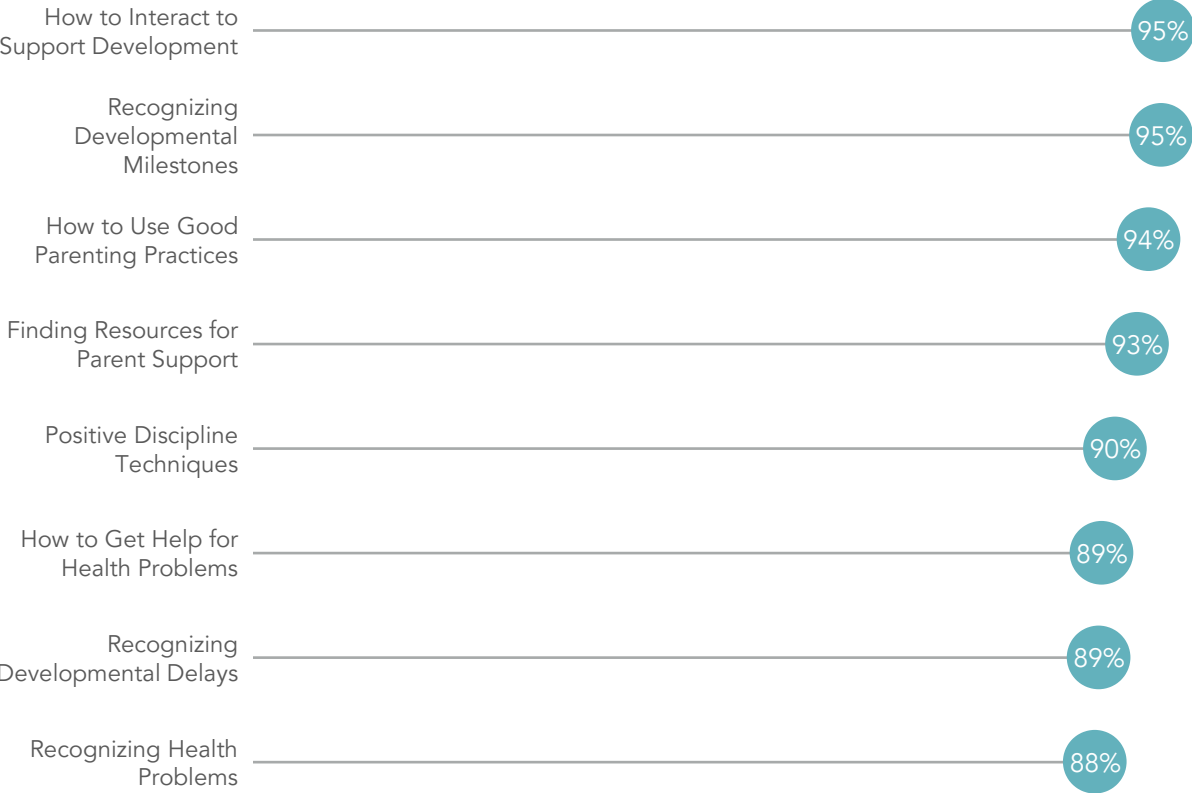
PROTECTIVE FACTORS SURVEY

The Protective Factors Survey (PFS) is a 20-item measure designed for use with caregivers receiving services such as home visiting, parent education, and family support. The PFS is completed by parents as part of the parent survey and measures protective factors in five areas: family functioning and resiliency; concrete support; social emotional support; nurturing and attachment; and knowledge of parenting practices and child development.[4]

Parents in PAT report strong protective factors in all areas assessed and demonstrate statistically significant growth in most areas assessed.

Parents reported the strongest protective factors in nurturing and attachment, social support, and knowledge of parent and child development. In addition, families demonstrated statistically significant increases in two of four subscales and four of the five questions on knowledge of parent practices and child development.[5]

Figure 3: PFS Subscales

	Pre	Post
Nurturing/Attachment	6.46	6.53
Social Support*	5.84	6.02
Family Functioning/Resiliency*	5.79	5.97
Concrete Support	5.50	5.62
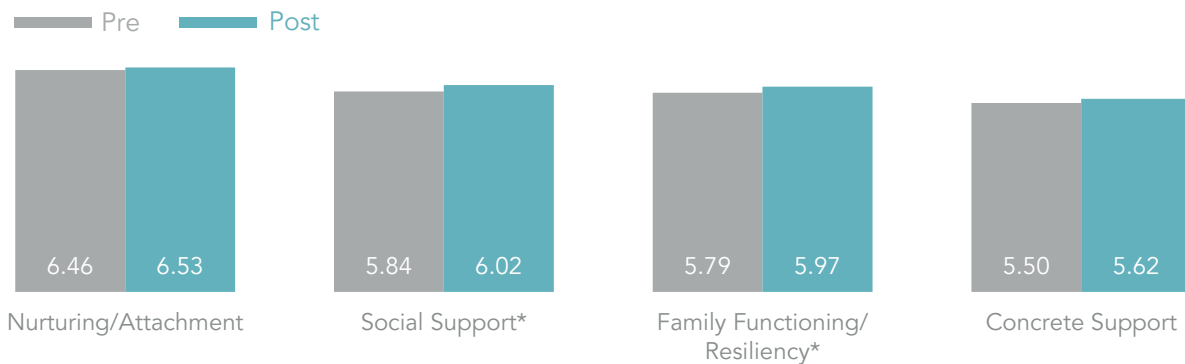
Figure 4: Knowledge of Parenting Practices and Child Development Items on the PFS

	Pre	Post
I praise my child when he/she behaves well.*	6.21	6.45
When I discipline my child, I lose control.^	6.11	6.18
My child misbeha____ just to upset me.*^	5.75	6.03
____ child learn.*	5.60	6.02
____ when I don't know what to do as a parent.*^	4.88	5.24

^ = reverse coded; * = statistically significant, p < .05

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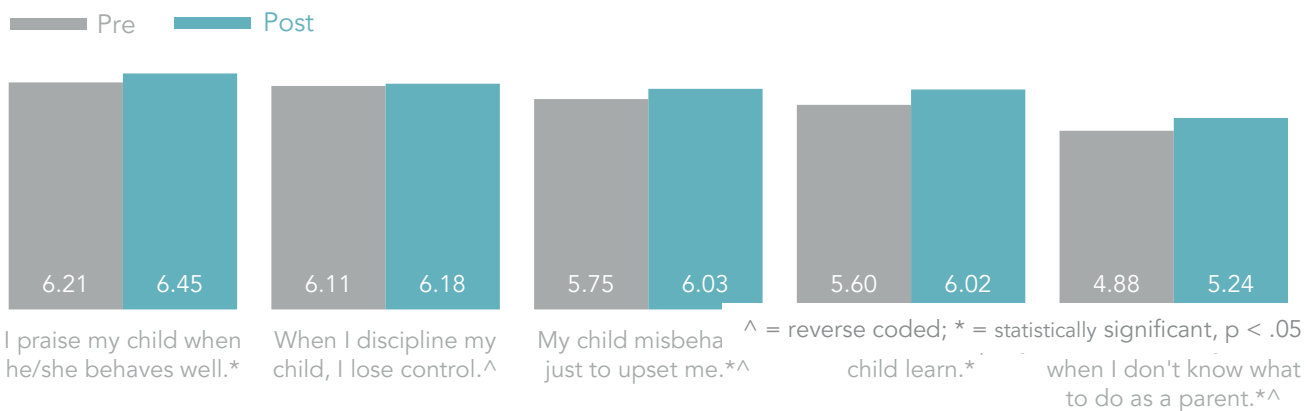
4 For more information on the Protective Factors Survey, see https://friendsnrc.org/protective-factors-survey/pfs/
5 Changes in instrumentation this year might have influenced results and lowered some reporting values, suggesting the following findings are conservative estimates of the change families experienced.

PARENT PRACTICES

After participating in PAT, parents engage in reading and literacy activities with their child more often.

At post-test, more than 12 out of 15 parents reported having a designated reading time with their child—representing a statistically significant increase from pre-test (10 out of 15 parents or 66 percent).

Figure 5: Proportion of families with designated reading times with their children

	No Designated Reading Time	Have Designated Reading Time
Pre	34%	66%
Post*	17%	83%

No Designated Reading Time · Have Designated Reading Time

* = statistically significant, p < .05

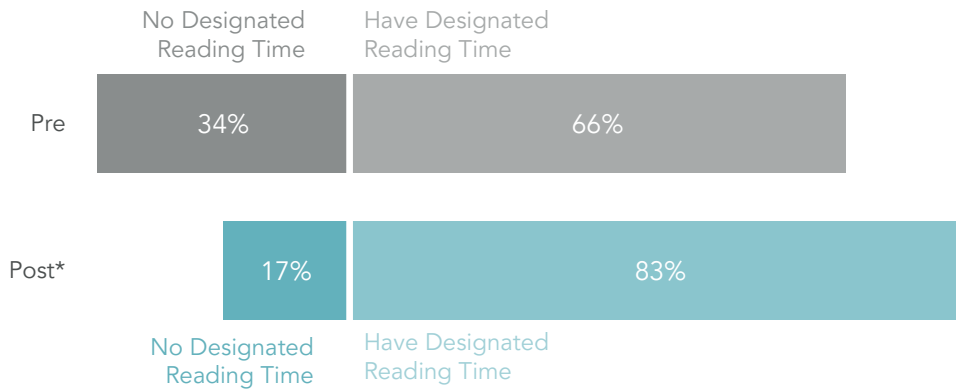Parents demonstrated statistically significant increases in the frequency in which they or someone in the household practiced all seven literacy activities included in the survey.

At the time of the post-assessment, half of parents reported singing songs and reading or looking at books with their child every day. The other half of families are reading or singing with their child regularly, though less frequently. The number of parents who reported doing these activities less than once a week decreased to only three percent.

The table below includes the proportion of parents in each category at pre- and post-assessment for the questions about literacy activities on the survey. The three activities listed last are only asked of parents with children who are at least two years old.

	Pre					Post				
	Less than once per week	1-2 days per week	3-4 days per week	5-6 days per week	Every day	Less than once per week	1-2 days per week	3-4 days per week	5-6 days per week	Every day
Sing songs*	5%	12%	18%	16%	49%	3%	10%	21%	13%	53%
Read or look at books*	8%	15%	24%	15%	38%	3%	9%	17%	22%	50%
Talk to child about books you read together*	13%	15%	22%	18%	32%	6%	12%	18%	22%	42%
Tell stories*	14%	18%	20%	18%	31%	8%	16%	21%	19%	36%
Look for letters and words on signs, labels, etc.*	26%	17%	18%	14%	24%	12%	22%	21%	20%	25%
Talk about and draw letters of child's name*	25%	18%	22%	16%	19%	13%	20%	22%	21%	24%
Read to child from materials other than books*	27%	21%	19%	12%	21%	15%	22%	24%	18%	21%

* = statistically significant, p < .05

The activities parents reported practicing most regularly at pre-test remained popular activities on the most recent assessment. In fact, families reported the largest increases in two of the most common activities: reading or looking at books and talking about the books they read together.

Families engage in a more diverse set of literacy activities after joining PAT.

While not done as frequently, the proportion of parents engaging in literacy activities that go beyond reading and singing increased significantly from pre to post. About half of those reporting doing activities like looking for words on signs and labels less than once a week on the first survey engaged in these same activities at least one to two days per week by the time of the post-survey.

The table below includes the change in the proportion of people reporting each response from pre to post. For example, the percentage of parents reporting looking for letters and words on signs, labels, etc. less than once a week decreased from 26 percent at pre to 12 percent at post, representing a 14-point decrease. The darker the orange of the cell, the greater the decrease; the darker the teal, the greater the increase.

	Change from Pre to Post				
	Less than once per week	1-2 days per week	3-4 days per week	5-6 days per week	Every day
Sing songs	-2%	-2%	3%	-2%	4%
Read or look at books	-5%	-7%	-7%	7%	12%
Talk to child about books you read together	-7%	-3%	-4%	4%	10%
Tell stories	-6%	-2%	1%	1%	5%
Look for letters and words on signs, labels, etc.	-14%	4%	3%	6%	1%
Talk about and draw letters of child's name	-12%	2%	0%	5%	5%
Read to child from materials other than books	-13%	2%	4%	6%	0%

After participating in PAT, parents increase the frequency of brain-building behaviors used in their interactions with their children.

There were significant increases in six of the nine items pertaining to behaviors promoting child literacy. The three behaviors that did not show statistically significant increases were the most frequently practiced at both pre and post, however, and include letting the child turn the pages, having the child identify objects in pictures, and pointing out pictures that show what was in the story.

While about one-third of parents reported never or rarely asking their child to guess what happens next in the story at pre-test, this dropped by almost half to 18 percent of parents—or about one in five—at post-test.

The following figure shows the percent of parents reporting never or rarely engaging in the listed behaviors on the left side and usually or always doing those same behaviors on the right side. For each behavior, the proportion of parents in the never or rarely group decreased (shifted farther left) and the proportion of parents in the usually or always group increased (shifted farther right). The behaviors are listed in order of most to least common on the post-assessment.

Figure 6: Percent of parents engaging in interactive reading behaviors

Never/Rarely Post ← Never/Rarely Pre

Usually/Always Pre → Usually/Always Post

Have child identify objects in pictures: 3% 5% | 86% 88%

Point out pictures that show what was told in the story: 5% 6% | 82% 85%

Let child turn pages while reading together: 4% 6% | 81% 83%

Explain what the story is about*: 7% 13% | 70% 75%

Point to words while reading*: 9% 16% | 67% 74%

Encourage child to repeat simple rhymes or phrases from the book*: 13% 16% | 60% 68%

Point out letters*: 15% 22% | 59% 64%

Make the story personal by talking about family, pets, or community*: 17% 26% | 51% 59%

Have child guess what will happen next*: 18% 34% | 44% 57%

At both pre- and post-assessment, more than four out of five parents let children turn pages and had children point out pictures and identify objects when reading together.

The largest shifts are among parents who report never or rarely engaging in behaviors such as making the story personal and having the child guess what will happen next.

* = statistically significant, p < .05

PARENT-CHILD INTERACTIONS ASSESSMENT (PICCOLO)

FAMILY DEMOGRAPHICS

The following demographics represent observations of guardians with matched assessments (n=1,172). Spanish-speaking and Hispanic guardians, women, and those with less than a high school diploma are over-represented among those with matched pre- and post-observations as compared to all guardians served. Other characteristics such as employment and income largely reflect all of those served. A more detailed table of demographics is available in APPENDIX A: DEMOGRAPHICS. Values reported below exclude missing data and may not total 100% due to rounding.

Guardian Race	White, Hispanic	59%
	White, Non-Hispanic	28%
	Multiracial	9%
	Black or African American	2%
	Asian	1%
	American Indian or Alaskan Native	1%
Guardian Ethnicity	Hispanic/Latino	68%
	Non-Hispanic/Latino	32%
Gender	Female	97%
	Male	3%

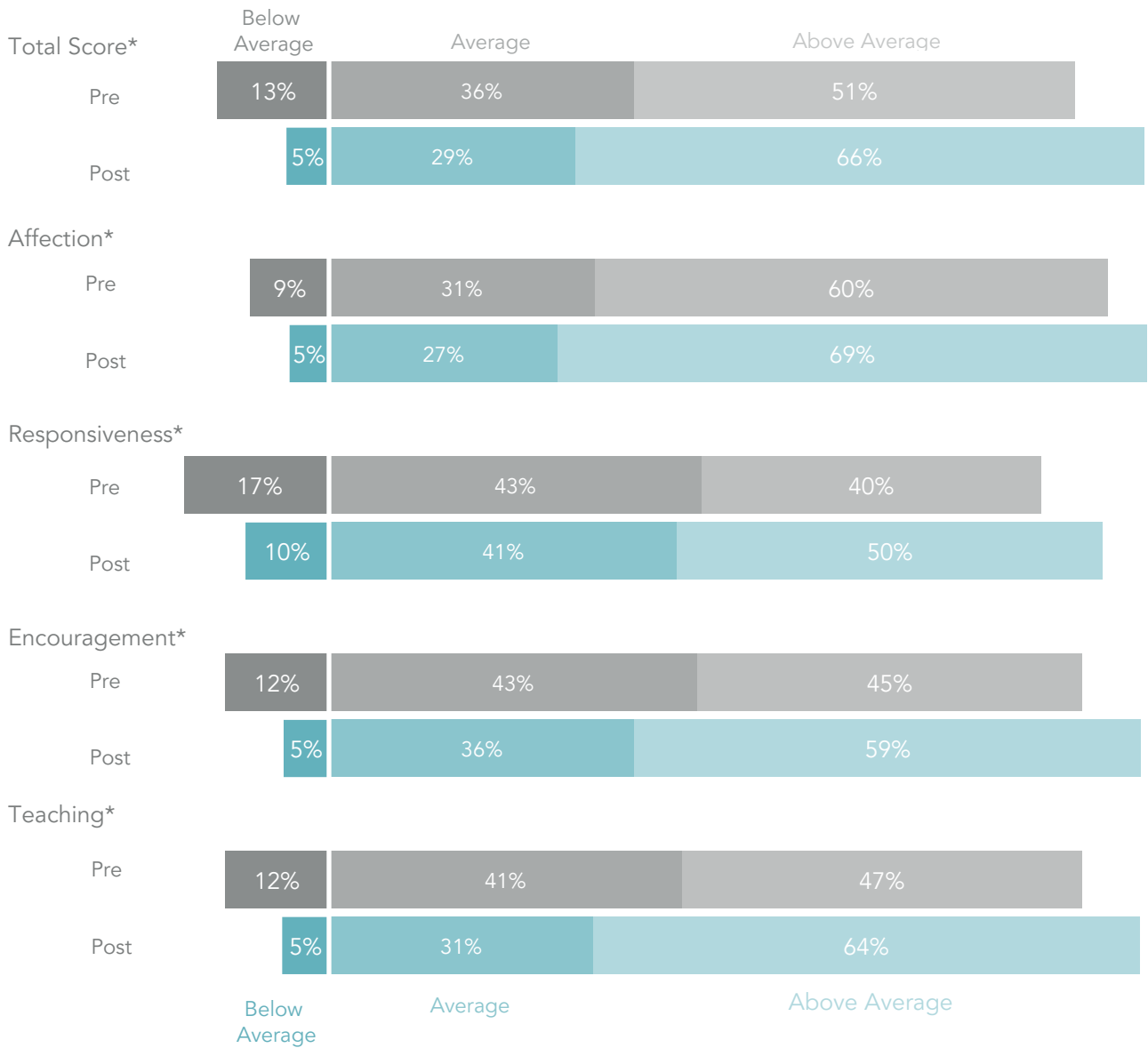|		
Guardian Education Level	Less than HS Diploma	33%
	HS Diploma/GED	26%
	Some College/ Training	13%
	Assoc. Degree/ Tech. Training	12%
	Bachelor's or Higher	16%
Household Income	<$15K	25%
	$15-$30K	35%
	$30-$45K	21%
	$45-$60K	10%
	$60K+	9%

PICCOLO ASSESSMENT RESULTS

The vast majority of parents exercised developmentally-appropriate behaviors when interacting with their children when first assessed. Even with this strong foundation, parents demonstrated significant increases in the frequency of these behaviors over the course of the program.

Ninety-five percent of parents exhibited average or above average developmentally-appropriate behavior at post—up from 87 percent at the time of the first assessment.

In addition, the proportion of parents demonstrating *below average* developmentally-appropriate behaviors *decreased significantly* while the proportion of parents demonstrating *above average* developmentally-appropriate behaviors *increased significantly* on the PICCOLO overall and in each of the four subscales from pre to post.

Figure 7: PICCOLO results

Total Score*

	Below Average	Average	Above Average
Pre	13%	36%	51%
Post	5%	29%	66%

Affection*

	Below Average	Average	Above Average
Pre	9%	31%	60%
Post	5%	27%	69%

Responsiveness*

	Below Average	Average	Above Average
Pre	17%	43%	40%
Post	10%	41%	50%

Encouragement*

	Below Average	Average	Above Average
Pre	12%	43%	45%
Post	5%	36%	59%

Teaching*

	Below Average	Average	Above Average
Pre	12%	41%	47%
Post	5%	31%	64%

* = statistically significant, p < .05

CHILD SCHOOL READINESS ASSESSMENT (BRACKEN)

The Bracken School Readiness Assessment Third Edition (BRSA-3) is a validated assessment that measures preschool-aged children's skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. Children complete a Bracken within 90 days of enrollment in PAT or turning 36 months old and then again each fall and spring.

Children who speak English as their primary language and complete the Bracken in English receive three types of results: percentile rank, proficiency level, and percent mastery. Children who do not speak English as their primary language or who complete the Bracken in a language other than English only receive percent mastery scores, as the BRSA-3 tool is only normed for English-speaking children.

Percentile Rank allows for comparison of an individual child's school readiness to those of their same-age peers. The percentile rank controls for age (i.e. when a child improves their percentile rank over time, that increase can be attributed to factors beyond the natural growth that occurs over time for the average child). This report includes percentile rank results from 304 English-speaking children.

Proficiency Level results from a combination of a child's raw score and age at the time of assessment. Depending on the result, children fall into one of five school readiness categories: very delayed, delayed, average, advanced, or very advanced. Again, this is only calculated for the 304 English-speaking children with matched assessments.

Percent Mastery is the percent of correct responses a child provides. This is calculated for each subtest and for the Bracken overall no matter the language of assessment or a child's primary language. These results are not controlled for age, so one would expect most children to increase their percent mastery over time as they learn and grow. All 511 children with matched assessments are included in the percent mastery results on the following page.[8]

CHILD DEMOGRAPHICS

Other than age, the demographics of the children who completed both pre- and post-assessments do not differ meaningfully from the demographics of children served by PAT as a whole. The majority of children included in these results are Hispanic and speak English as their primary language. While PAT serves children from birth through kindergarten, the children included here are all over 36 months of age due to the nature of the assessment.

	White, Hispanic	54%
	White, Non-Hispanic	34%
	Multiracial	8%
Child Race	Black or African American	2%
	Asian	1%
	American Indian or Alaskan Native	1%

Child Ethnicity	Hispanic/Latino	60%
	Non-Hispanic/Latino	40%
Primary Language	English	61%
	Spanish	39%
	Other	6%
Age at Most Recent Bracken	3	31%
	4	44%
	5 or older	26%

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[8] METHODS: Changes in percentile rank, standard score, raw score, and percent mastery were tested using both Wilcoxon signed rank and paired sample t-tests. P-values showed statistical significance in each area tested. Change in proficiency level from pre to post were tested in two ways: to determine if children scoring as delayed or very delayed decreased and to determine if children scoring advanced or very advanced increased.

BRACKEN ASSESSMENT RESULTS

Children showed statistically significant gains in school readiness when controlling for age and in each of the five subtests assessed: colors, letters, numbers and counting, sizes and comparisons, and shapes.

SCHOOL READINESS PERCENTILE RANKS (N=304)
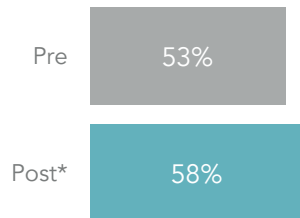
|	
Pre	53%
Post*	58%

On average, children scored better than 58 percent of their same-aged peers at post after only scoring better than 53 percent at pre.

SCHOOL READINESS PROFICIENCY LEVEL (N=304)
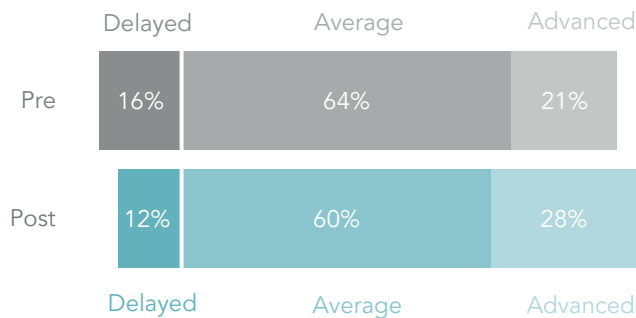
	Delayed	Average	Advanced
Pre	16%	64%	21%
Post	12%	60%	28%
	Delayed	Average	Advanced

The proportion of children whose school readiness proficiency level was advanced increased significantly from pre to post. While the proportion of children whose school readiness proficiency level was delayed did decrease from pre to post, this change was not statistically significant.

SUBTEST MASTERY LEVELS (N=511)
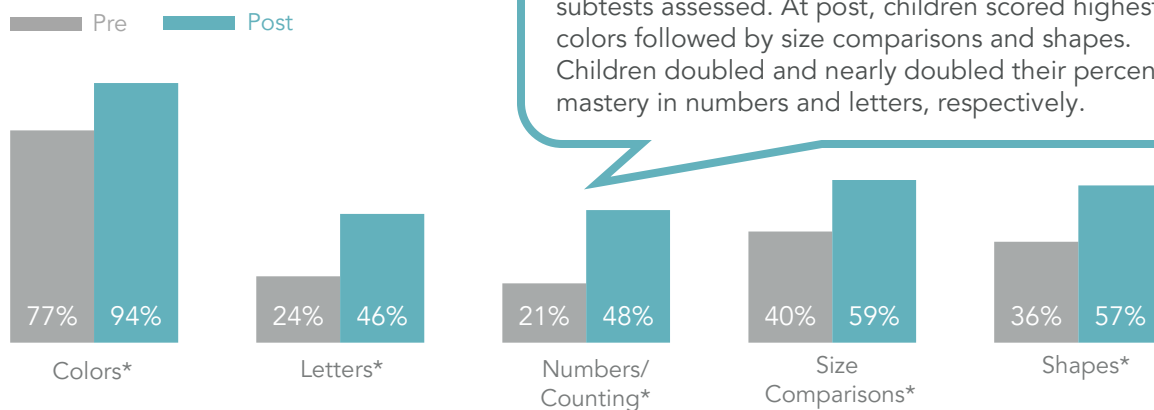
Children demonstrated statistically significant growth in percent mastery overall and in each of the five subtests assessed. At post, children scored highest in colors followed by size comparisons and shapes. Children doubled and nearly doubled their percent mastery in numbers and letters, respectively.

Legend: Pre / Post

	Pre	Post
Colors*	77%	94%
Letters*	24%	46%
Numbers/Counting*	21%	48%
Size Comparisons*	40%	59%
Shapes*	36%	57%

* = statistically significant, p < .05

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APPENDIX A: DEMOGRAPHICS

		TOTAL SERVED	PARENT SURVEY	PICCOLO
Guardian Race	White, Hispanic	51%	56%	59%
	White, Non-Hispanic	34%	30%	28%
	Multiracial	9%	8%	9%
	Black or African American	2%	3%	2%
	Asian	1%	1%	1%
	American Indian or Alaskan Native	2%	1%	1%
Guardian Ethnicity	Hispanic/Latino	59%	64%	68%
	Non-Hispanic/Latino	41%	36%	32%
Guardian Education Level	Less than HS Diploma	28%	29%	33%
	HS Diploma/GED	28%	26%	26%
	Some College/Training	14%	13%	13%
	Assoc. Degree/Tech. Training	12%	11%	12%
	Bachelor's or Higher	17%	19%	16%
	Unknown/Other	2%	1%	1%
Employment Status	Full-Time	38%	37%	35%
	Part-Time	13%	13%	13%
	None	49%	51%	52%
	Unknown	1%	0%	0%
Household Income	<$15K	26%	23%	25%
	$15-$30K	32%	35%	35%
	$30-$45K	20%	19%	21%
	$45-$60K	10%	11%	10%
	$60K+	11%	11%	9%
	Unknown	2%	0%	0%
Percentage of Federal Poverty Line	At or Below 100%	51%	48%	50%
	At or Below 200%	84%	83%	85%
Primary Language	English	57%	49%	47%
	Spanish	41%	48%	51%
	Other	2%	2%	2%
Gender	Female	91%	97%	97%
	Male	9%	3%	3%

APPENDIX B: TABLES OF RESULTS

The following table displays the number of valid matched Parent Surveys, PICCOLOs, and Bracken School Readiness Assessments completed by each PAT program site and the proportion of the total analysis this represents. Findings throughout this report are weighted towards program sites with more matched assessments as a result. Note that the sample sizes for each section of the report vary based on the amount of missing data per item, and the numbers below represent the maximum.

PROGRAM SITE	PARENT SURVEY		PICCOLO		BRACKEN			
	# Matched Surveys	Percent of Analysis	# Matched PICCOLOs	Percent of Analysis	# Matched Brackens	Percent of Analysis	# Matched English Brackens	Percent of Analysis
Growing Home	134	15%	244	21%	89	17%	16	5%
Catholic Charities Diocese of Pueblo	129	14%	182	16%	65	13%	61	20%
Family & Intercultural Resource Center	112	13%	122	10%	60	12%	17	6%
Focus Points Family Resource Center	50	6%	50	4%	0	0%	0	0%
Early Childhood Council of the San Luis Valley	47	5%	86	7%	50	10%	33	11%
La Familia/The Family Center	44	5%	51	4%	28	5%	12	4%
Metro State University of Denver	33	4%	43	4%	17	3%	2	1%
Mountain Resource Center	33	4%	36	3%	22	4%	22	7%
Starpoint First Steps	30	3%	27	2%	41	8%	40	13%
Divide Community Partnership	27	3%	23	2%	22	4%	22	7%
Family Star	27	3%	35	3%	0	0%	0	0%
Family Development Center Newborn Network	25	3%	20	2%	0	0%	0	0%
Arapahoe County Early Childhood Council	22	2%	20	2%	11	2%	9	3%
Roots Family Center	22	2%	18	2%	0	0%	0	0%
Bright Futures for Early Childhood & Families	20	2%	17	1%	14	3%	13	4%
Families First	19	2%	34	3%	20	4%	14	5%
Boulder County DHHS	19	2%	22	2%	14	3%	7	2%
Morgan County Family Center	17	2%	25	2%	12	2%	5	2%
Tri County Family Care Center	14	2%	15	1%	0	0%	0	0%
Hilltop Family First	14	2%	40	3%	23	5%	19	6%
Adult & Family Education/ Colorado Springs School Dist 11	13	1%	13	1%	6	1%	0	0%
The Pinon Project	11	1%	7	1%	4	1%	4	1%
Delta Family Center	11	1%	16	1%	12	2%	7	2%
Florence Crittenton	8	1%	11	1%	0	0%	0	0%
Family Connects	7	1%	7	1%	0	0%	0	0%
La Plata Family Centers Coalition	5	1%	4	0%	1	0%	1	0%
Estes Valley Investment in Childhood Success	3	0%	4	0%	0	0%	0	0%
Total	896	100%	1,172	100%	511	100%	304	100%