Colorado Parent and Child Foundation

**Social Innovation Fund
Evaluation Report
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Executive Summary

The Colorado Parent and Child Foundation (CPCF) administers two evidence-based early childhood home visiting programs that aim to accomplish the vision that *parents are their child's first and most influential teachers who prepare children for success in school and life*. The two programs—**Parents as Teachers (PAT)** and **Home Instruction for Parents of Preschool Youngsters (HIPPY**)— together are administered to families of children age birth through kindergarten entry in 36 programs throughout Colorado. Parents as Teachers also serves women throughout pregnancy.

In 2012, the Colorado Parent and Child Foundation (CPCF) began participating in the Mile High United Way (MHUW) Social Innovation Fund (SIF). The SIF, managed by MHUW, aims to increase the evidence-base of early childhood literacy programs in Colorado by funding multiple child-serving organizations to implement rigorous programming and evaluation over a 5-year period. The CPCF participated in SIF for 2 years (2012-2014), providing eight PAT and HIPPY program sites resources to expand capacity by 33%, ultimately serving 251 more children.

This report is based upon work supported by the Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS). The Social Innovation Fund combines public and private resources to grow the impact of innovative, community-based solutions that have compelling evidence of improving the lives of people in low-income communities throughout the United States.

The seven PAT programs and one HIPPY program funded through CPCF-SIF aimed to reach more families in need, and to help strengthen the evidence-base for early childhood literacy programs in Colorado. Participating PAT programs collected information from parents about their home literacy activities, children's language and communication skills, and experiences receiving home visiting. These data, combined with parent educator accounts, director interviews and focus groups, and administrative program information, are used to describe the impact of the Social Innovation Fund in these communities through this report. Evaluation was conducted by the Butler Institute for Families at the University of Denver beginning in 2014.

Executive Summary. Overall, programs reported achieving what they hoped to achieve with the CPCF-SIF grant. Programs reported increasing capacity to serve new families by hiring new staff, adding programs or program components, and expanding services to new communities or families. ***Programs well-exceeded the goal of increasing capacity to serve 184 more families by serving an additional 251 families within just 2 years of receiving the CPCF-SIF award.***

Infants (age 8 to 15.99 months) in the study appear developmentally "on-track" related to their early childhood language development. Infants score on average or within expected ranges on the two developmental measures used in the study—the MacArthur Communicative Development Inventories (CDI) and the Ages and Stages Questionnaire, Communication Subscale (ASQ).

However, *toddlers* (age 16 to 38 months) have high rates of ASQ Communication concerns, indicating the need for referral for further developmental assessment. Rates of ASQ concerns among toddlers in the CPCF-SIF study were twice the rate expected among children in the general population, and four to five times higher at the follow-up time point compared with other children. Boys were four times more likely to have ASQ scores in the concern-range compared with girls.

The following summarizes other primary findings of the CPCF-SIF study.

Characteristics of families served

- Across the seven PAT programs, 1,143 children were served, of which 251 (24%) were served through the SIF program specifically. This well-exceeds the goal of serving 184 more children through SIF.

- Most children who received services were infants (n=375; 33%) or toddlers (n=410; 37%). Services were also provided to 116 expectant mothers (10%).

- For 448 children, Spanish is their primary language.

- A large number of families (n=848) are two-parent households.

- One-third of parents have *less* than a high school education, well above the 12% of adults age 25 and older in the U.S. who have less than a high school education (U.S. Census, 2011).

- Parent educators are diverse; 67% are Hispanic or Latino ethnicity, and 56% reported "bilingual" English-Spanish as their primary language.

- 40% of parent educators have a bachelor's degree and 6% have a master's degree.

Child outcomes

- Infants appear to be on-course in language development. No infants had ASQ Communication scores that indicated the need for referral to early intervention services, and vocabulary comprehension and word production were also comparable to other children.

- Early toddlers (16-30 months), however, showed the most need, and ASQ concern rates among both early and late toddlers (30.1-38 months) at study intake were two times the rate or more observed among other children. Among late toddlers, 25% had ASQ Communication scores in the concern-range at follow-up, compared with 2.5% of children in the general population.

- Early toddlers also showed below-average word production; 42% of early toddlers were at or below the 25th percentile in word production at intake to the study.

- The high ASQ concern rate was concentrated among boys. Concern rates among boys were four times higher than girls at study intake.

- More frequent home literacy activities were associated with lower rates of ASQ Communication concerns. In other words, parents who reported *fewer* home literacy activities were *three times more likely to have a child with ASQ concerns* compared with parents who reported more frequent home literacy activities.

Parents

- Parents are confident in their skills and knowledge related to child development, both at the time of study enrollment and follow-up assessments. Parents recognize the importance of well-child visits, healthy physical activity for children, and healthy diet. Parents reported slightly lower ratings of knowledge and skills related to preparing healthy foods and preventing obesity in their children.

- There was a slight increase in parent's reports of being knowledgeable about where to find community resources at follow-up.

- Parents reported a significant increase in talking with children about books over time.

- Parents reported significant increases over time in several other literacy activities, such as talking about stories without words, talking about and writing their child's name, looking at and talking about shapes, and encouraging their child to read along with them, but the increases were likely due to children "aging into" these activities over time.

- Parents feel very positive about their parent educators. Parent educators are considered culturally-respectful and competent.

- The lowest ranking of parent educators had to do with knowledge and efficacy concerning children's challenging behaviors. Helping to plan healthy meals and knowledge of developmental delays were also ranked lower than other items, but the mean scores were still high (~4.5 of 5.0).

Program Feedback
- All programs reported that they achieved what they hoped to with the CPCF-SIF grant.

- Programs reported increasing capacity to serve new families by hiring new staff, adding programs or program components, and expanding services to new communities or families.

- The CPCF-SIF program added value to the 8 programs by: (1) providing start-up funding to add a new program or program component, (2) encouraging integration with the larger community by requiring match funding, (3) enhancing services to integrate families better into the community, and (4) increasing the emphasis on early literacy.

- Family service needs and gaps highlighted the ongoing need for: (1) expanding the age-range of the programs, (2) mental health resources, (3) economic resources such as food, bills and transportation, (4) more Spanish speaking staff, and (5) specialized information to provide to families such as information on prematurity and child development.

- There is a hunger for reading and literacy, and parent educators helped families build their home libraries. Some families didn't have any books at home prior to the CPCF-SIF study.

Grant Administration
- Staff suggested that at the start of a program similar to CPCF-SIF, there should be clear and consistent information about the process and requirements. Despite having positive feelings about CPCF and the SIF funding mechanism, programs reported challenges to grant management, including undue complexity related to invoicing, not knowing who to go to for questions, and collecting fairly substantial amounts of data with families.

- The match funding, while difficult to achieve for some programs, provided a way to integrate with community partners and gain momentum, support and enthusiasm for the programs.

Methods

This report includes data on all children receiving PAT services at seven participating programs over an 18-month period, as well as more extensive data on a subset of children participating in the CPCF-SIF research study. The CPCF-SIF study aimed to address questions related to children's developmental functioning and literacy activities between parents and children. Parents of children ages 8 to 38 months old at entry to PAT and receiving services through SIF beginning in March 2013 were invited to participate in the study. (The HIPPY program resourced through SIF participated in the study focus groups and interviews, but did not participate in the child and parent outcomes study due to resource limitations.)

The evaluation conducted by the Butler Institute for Families was designed to address three primary questions:

◊ What is the *geographic scope* and what are the *characteristics of families served*?

◊ What are the *early literacy outcomes* for children included in the study, including parent engagement in early literacy activities, child language development, and communication?

◊ What do PAT and HIPPY program coordinators, parent educators, and agency directors report about the *impact, administration, and sustainability* related to participating in the Social Innovation Fund through CPCF?

To assess these questions, three methods were used: (1) tracking of child and parent enrollments into PAT programs through administrative data maintained by CPCF, (2) surveys of parents receiving services in seven of the eight program sites, and (3) interviews and focus groups with staff at the program sites.

Administrative database. These data, provided by programs to CPCF, include the demographic characteristics of all children and parents receiving PAT from the start of SIF through June 2014. This includes age, race, ethnicity, language, and gender of children and parents, parents' household income and education status, disability status, and single or two-parent household. Data also include free and reduced lunch status of children, entry date to the program, and whether the family is served through the SIF specifically. Families who were reported by the PAT programs to be enrolled through SIF were invited to participate in the research study.

Parent surveys. Parents completed surveys at entry to the PAT program and approximately 6 months later. Surveys were administered by the parent educator. The survey included measures of their knowledge and views of child development, home literacy activities, and perceptions of the parent educator using an established PAT survey. Parents also completed information about their child's early language skills. This included:

Ages and Stages Questionnaire (ASQ), Communication subscale. Parents responded to six questions about their child's communication, with items varied according to child age. The ASQ results in a classification of children that are developmentally *on schedule* or *showing concerns.* Children with concerns are recommended to be referred to early intervention services for further developmental assessment.

MacArthur Communicative Development Inventories (CDI). The CDI-Short Form is a list of vocabulary words, sentences, and parent questions designed to measure children's comprehension and production of language. The CDI produces scores that when standardized result in a percentile ranking that shows children's communicative development in comparison with other children the same age.

Staff interviews and focus groups. Interviews and focus groups were conducted by phone with staff in each of the eight programs in October and November, 2014. Individual or two-person interviews were conducted with Executive Directors, Fiscal Administrators, and Program Coordinators or Supervisors. Focus groups were held with parent educators via phone. In total, 18 sessions were held including 39 individuals. Questions centered in three areas related to the CPCF-SIF award: (1) Impact, (2) Administration, and (3) Sustainability.

DATA ANALYSIS

The administrative data were used to describe all children and parents receiving PAT in the seven programs from October 2012 through June 2014. These analyses included descriptive proportions, means, and mapping of families receiving services in the eight programs across Colorado.

Children enrolled in the research study were further analyzed for developmental status using the ASQ and CDI, and literacy activities reported by parents. Parent reports of their parent educator are also included. Analyses used were descriptive (proportions, means) and bivariate using paired t-tests and chi-square analysis.

Qualitative data were analyzed for themes within the three categories of impact, administration, and sustainability. Data were also analyzed for overall themes—what were the consistent messages expressed and how might programs like SIF use the results to inform future planning?

PROGRAMS

The programs that were selected to participate in CPCF-SIF received grant funding to increase capacity and provide PAT and HIPPY services relative to the overarching goal of the SIF to increase the evidence-base of early childhood literacy programs in Colorado. *Eight programs serving families in thirteen counties were selected in 2012 to participate.* These are shown in **Table 1**.

Table 1. Programs selected to participate in the CPCF-SIF, 2012-2014

Subcontracted Service Partner	Counties	Program
Bright Futures for Early Childhood & Families	Montrose, Ouray, San Miguel	PAT
La Familia/The Family Center Fort Collins	Larimer	PAT
Starpoint/Developmental Opportunities	Fremont	PAT
Catholic Charities, Diocese of Pueblo	Crowley, Pueblo	HIPPY
Family & Intercultural Resource Center	Summit	PAT
Focus Points Family Resource Center	Adams, Denver	PAT
Parenting Place	Boulder	PAT
La Llave Family Resource Center	Alamosa, Rio Grande, Saguache	PAT

RESULTS

PROGRAM AND FAMILY CHARACTERISTICS

This section describes enrollment in PAT across the seven programs overall, as well as enrollment through SIF specifically. In total, 1,143 children were served.

Child demographics. According to parent-reported demographic data, slightly more than half of PAT children across all sites are Hispanic or Latino (53%) (**Figure 1**). Although almost two-thirds speak English as their primary language (60%), many are primarily Spanish-speaking (39%).

Most PAT children are white (93%), and roughly equal proportions of male and female children are represented.

Demographic data indicate that 30% of children are eligible for free/reduced lunch. However, free/reduced status, which was self-reported by parents, was not provided for about one-third of children. Also, parents may not have reported this for children who are not of school age. Thus, this measure likely drastically underestimates the number of PAT children who live close to the poverty line.

The PAT program represented a wide range of children by age/grade, from prenatal to kindergarten. Most children were infants and toddlers. The proportion of children by age/grade at program entry is shown in **Figure 2**.

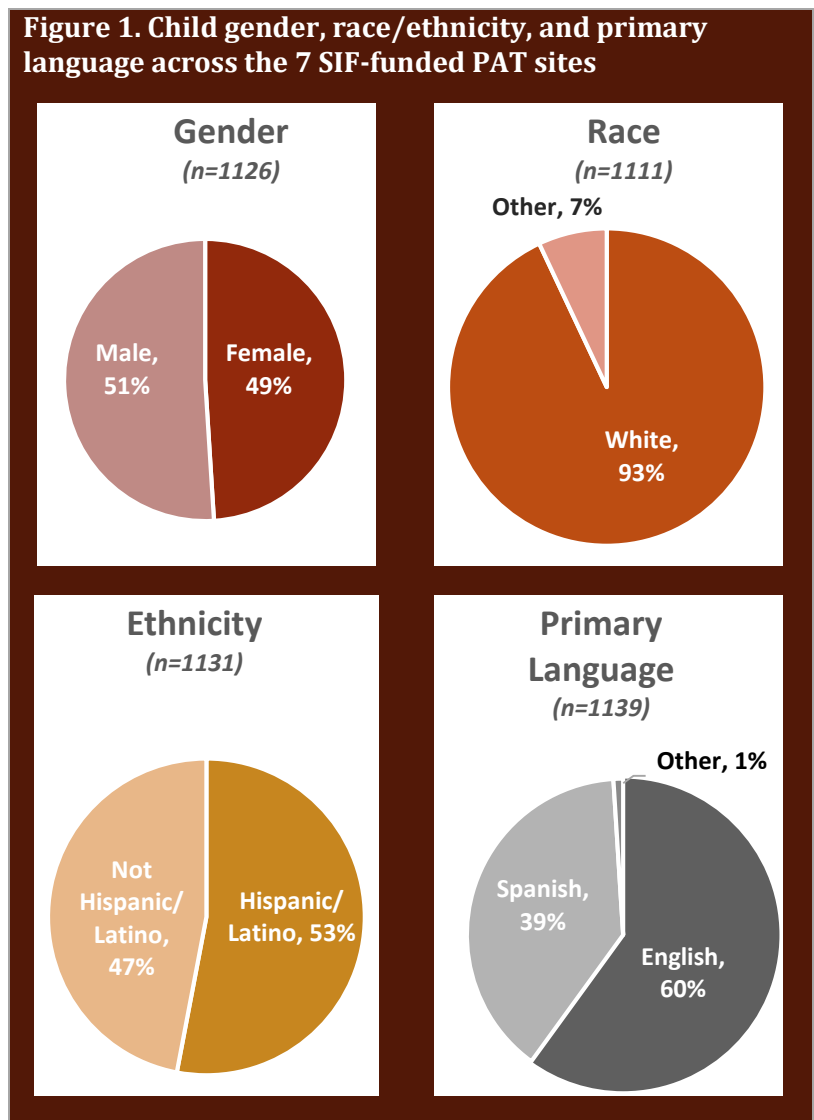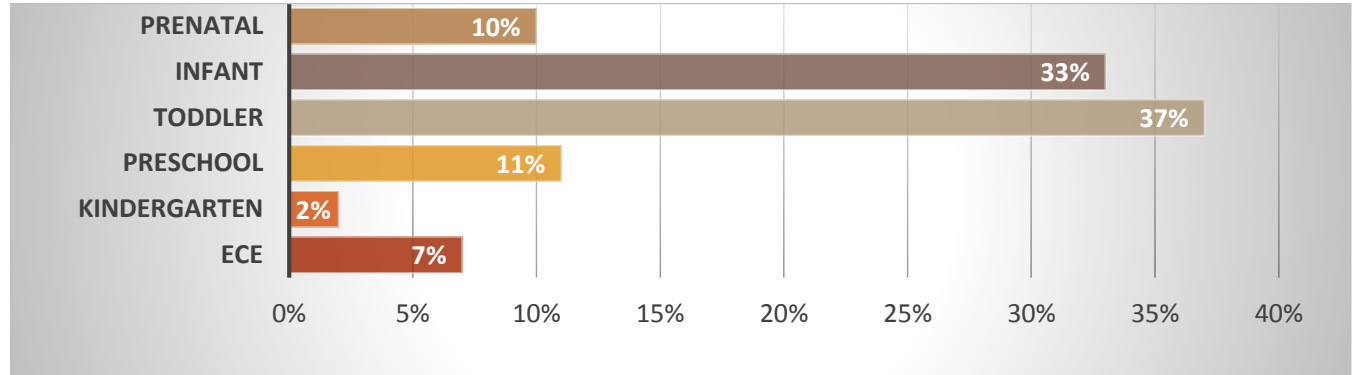**Figure 1. Child gender, race/ethnicity, and primary language across the 7 SIF-funded PAT sites**

Gender
(n=1126)

Male, 51%

Female, 49%

Race
(n=1111)

Other, 7%

White, 93%

Ethnicity
(n=1131)

Not Hispanic/ Latino, 47%

Hispanic/ Latino, 53%

Primary Language
(n=1139)

Other, 1%

Spanish, 39%

English, 60%

Figure 2. Children by age/grade at program entry across the 7 SIF-funded PAT sites (n=1119)

Age/Grade	Percent
PRENATAL	10%
INFANT	33%
TODDLER	37%
PRESCHOOL	11%
KINDERGARTEN	2%
ECE	7%

Child involvement in PAT. Almost one-third of the children in the CPCF PAT sample (31%) were enrolled the Mile High United Way Social Innovation Fund (SIF) research study (**Table 2**).

Approximately one-quarter of children in the sample (24%) were reported to have been served by SIF funding (n=251).

By PAT site, about one-quarter of children were served by the Family Intercultural Resource Center (n=256), and approximately 20 percent each were served by Bright Futures (n=204) and Starpoint First Steps (n=200). Other sites represented about 10 percent of children each (n=103-144).

Table 2. PAT children by enrollment characteristics[1]

Research enrollment (n = 1143)	
Enrolled in research	31%
Not enrolled in research	69%
Site (n=1143)	
Bright Futures	18%
Family Intercultural Resource Center	22%
Focus Points	11%
La Familia	13%
La Llave Family Literacy Center	9%
Parenting Place	9%
Starpoint First Steps	18%
Receives SIF Funding (n = 1065)	
Yes	24%
No	76%

All new enrollees to the 7 PAT programs (8-38 months old) were eligible to participate in the research study regardless of whether they were served by SIF funds.

Figure 3 shows the reach of the CPCF PAT program across Colorado by PAT site. Programming impacted many parts of the state, including the Denver Metropolitan Area, Northern Central Colorado, Southern Central Colorado, the High Country, and the Western Slope.
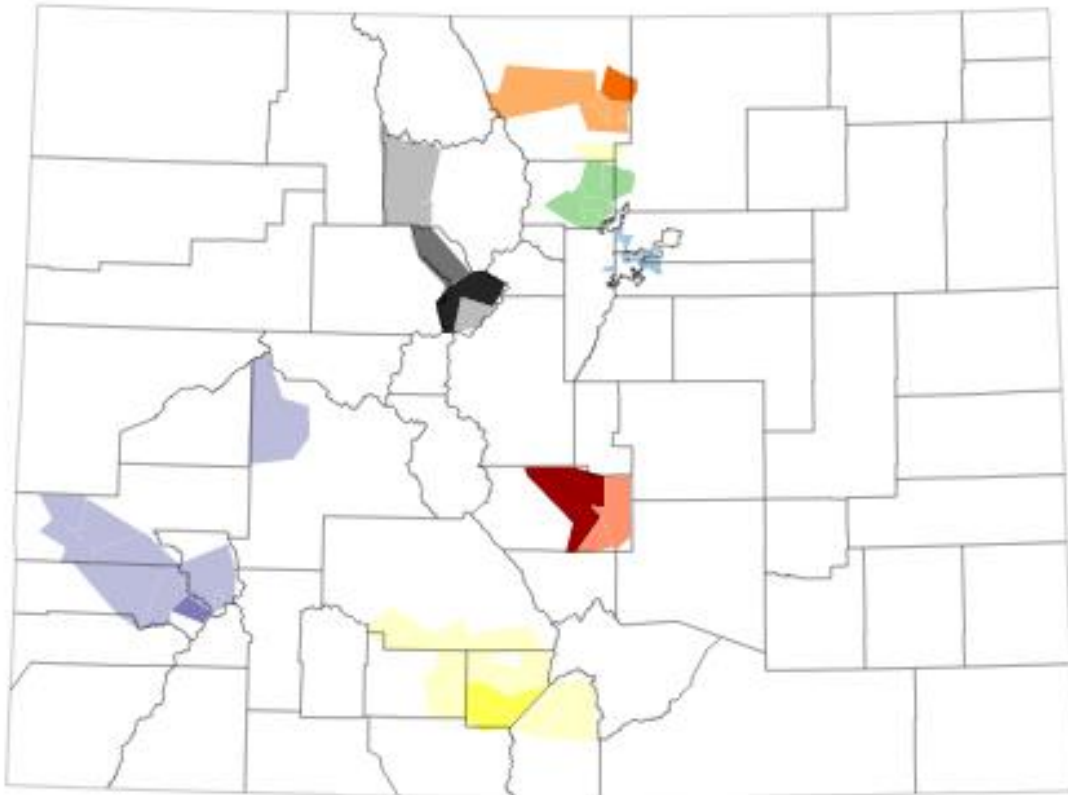
The geographical distribution of children served by each site typically includes an area in which a large number of children were served (100+), as well as a larger area with a lower density of children served. For example, for the La Familia program, the darker orange area represents Fort Collins zip codes, while the lighter orange shows that the program extended its reach into other areas of Larimer County.

Darker shades on the map represent a greater density of children served in a particular zip code.

Figure 3.

Children Served by Program

Number of children served	Bright Futures	Family Intercultural Resource Center	Focus Points	La Familia	La Llave Family Literacy Center	Parenting Place	Starpoint First Steps
1-50							
51-100							
101+							

Child enrollment by program.

These graphs show the number of children by quarter and site who entered into the PAT program during the period in which the SIF project was active.

For some programs, such as La Llave, enrollments varied over time, while for others, such as La Familia, they were relatively consistent. There were also programs in which enrollments seem to have slowed over the course of the funding period, possibly because the program reached capacity.
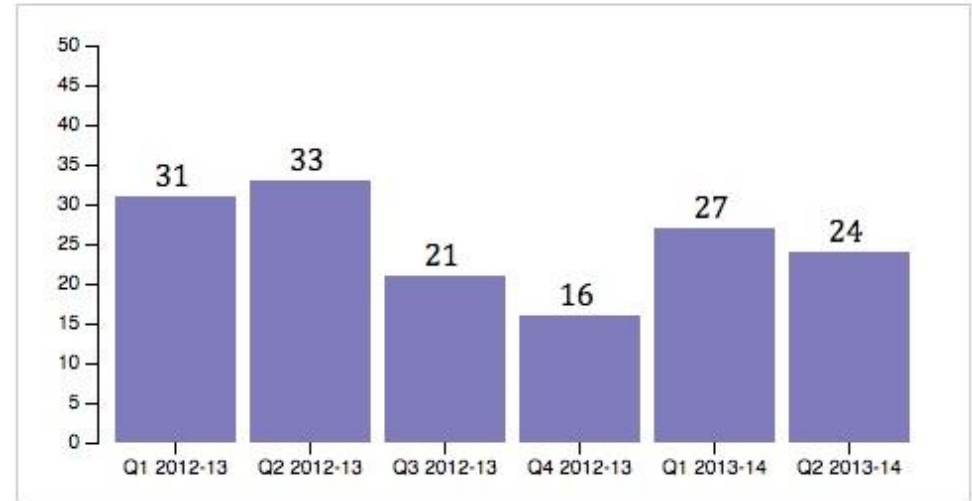

Quarterly Program Enrollments

2012-2013 school year
☐ *Quarter 1: Sept.-Nov. 2012*
☐ *Quarter 2: Dec. 2012-Feb. 2013*
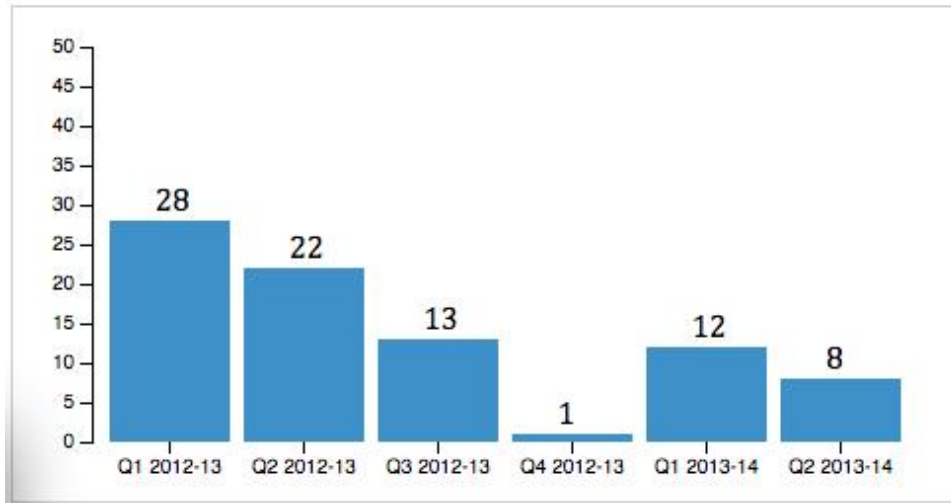☐ *Quarter 3: March- May 2013*
☐ *Quarter 4: June-Aug. 2013*

2013-2014 school year
☐ *Quarter 1: Sept.-Nov.2013*
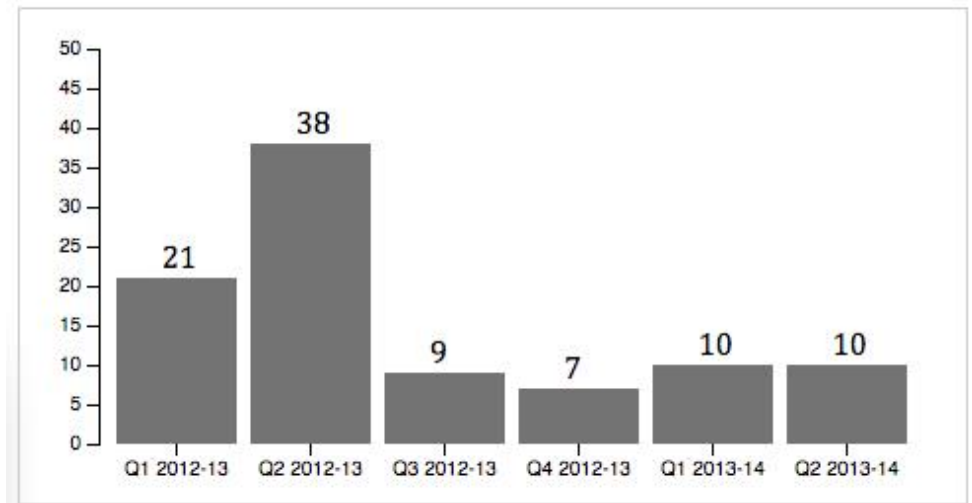☐ *Quarter 2: Dec. 2013-Feb. 2014*

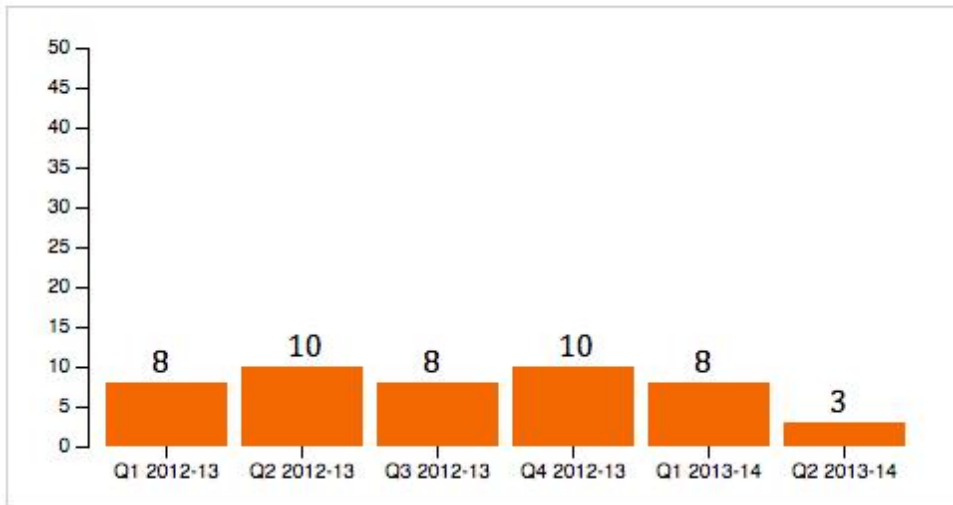## New Children by Quarter - Bright Futures
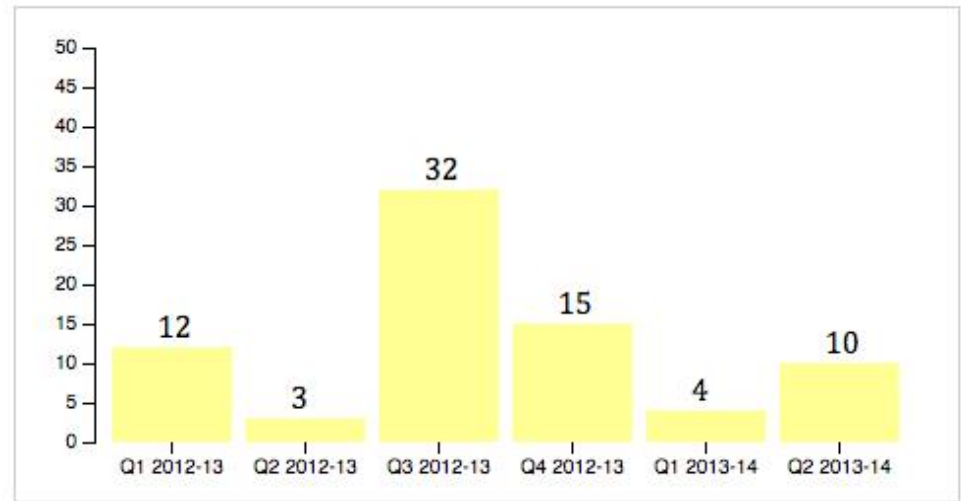

New Children by Quarter - Focus Points

New Children by Quarter - Family Intercultural Resource Center

New Children by Quarter - La Familia

Quarter	New Children
Q1 2012-13	8
Q2 2012-13	10
Q3 2012-13	8
Q4 2012-13	10
Q1 2013-14	8
Q2 2013-14	3

New Children by Quarter - La Llave Family Literacy Center

Quarter	New Children
Q1 2012-13	12
Q2 2012-13	3
Q3 2012-13	32
Q4 2012-13	15
Q1 2013-14	4
Q2 2013-14	10

New Children by Quarter - Parenting Place

Quarter	New Children
Q1 2012-13	27
Q2 2012-13	25
Q3 2012-13	23
Q4 2012-13	18
Q1 2013-14	7
Q2 2013-14	3
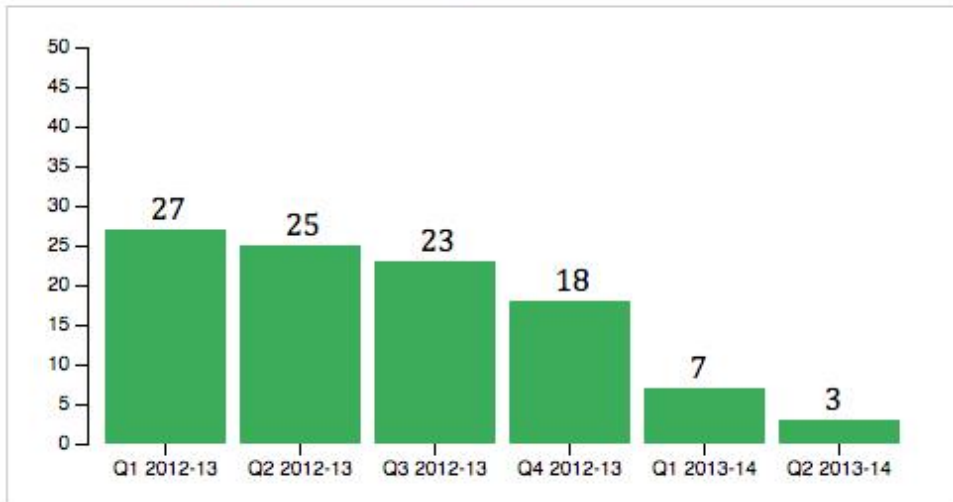
New Children by Quarter - Starpoint

Quarter	New Children
Q1 2012-13	18
Q2 2012-13	17
Q3 2012-13	3
Q4 2012-13	10
Q1 2013-14	12
Q2 2013-14	10
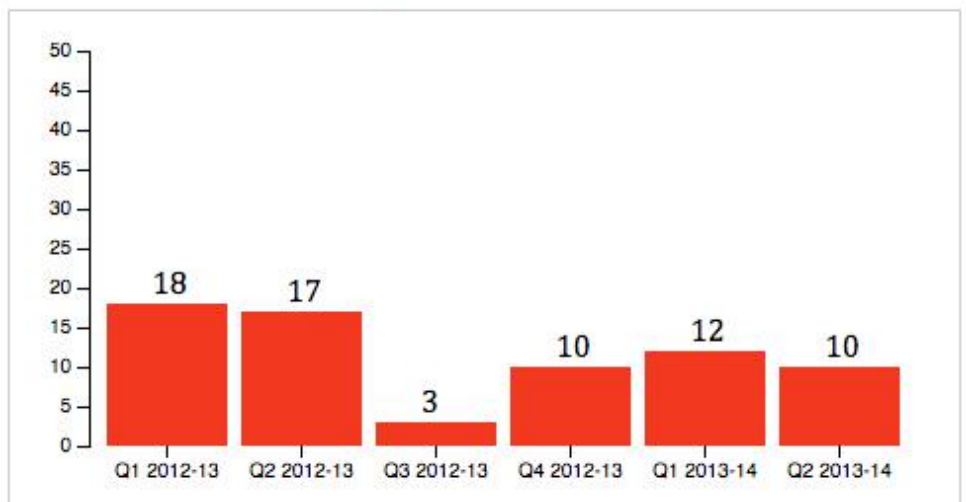
Parent demographics.

As shown in **Figure 4**, most parents are white, Hispanic, and primarily English-speaking. About one-third of parents across sites speak Spanish as their primary language and English as a second language.

Overall, demographic characteristics of PAT parents are similar to those of PAT children.

Level of education was available for about one-half of PAT parents (**Figure 5**). Of those, one-third had less than a high school diploma or GED, and roughly one-quarter had a high school diploma or GED. Just over 20 percent had at least a bachelor's degree (21%).

Race
(n=941)

Other, 6%
White, 94%

Ethnicity
(n=991)

Not Hispanic/Latino, 48%
Hispanic/Latino, 52%

Primary Language
(n=972)

Other, 1%
Spanish, 38%
English, 61%

English as a Second Language
(n=997)

Yes, 37%
No, 63%
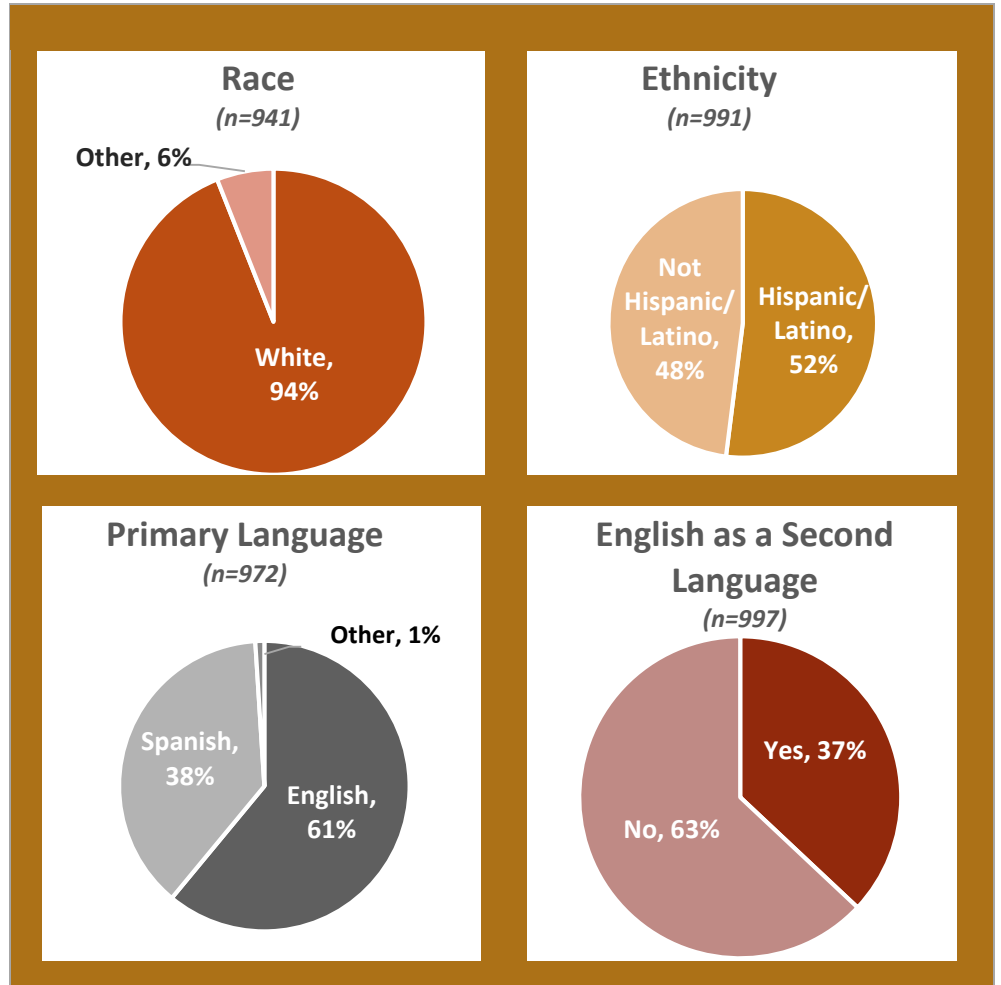
Figure 5. PAT primary parents by level of education (n=536)[1]

Level of Education	Percentage
LESS THAN HS DIPLOMA/GED	33%
HIGH SCHOOL GRADUATE/GED	23%
SOME COLLEGE	15%
ASSOCIATES/VOCATIONAL TRAINING	7%
BACHELORS	16%
MASTERS	5%
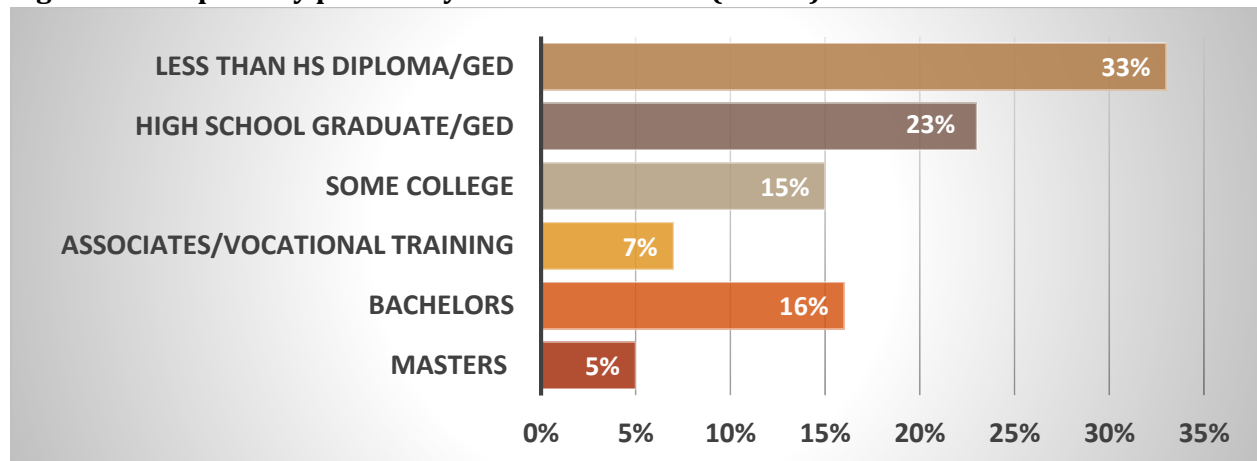
[1]Data on level of education was available for only about 50 percent of PAT parents.

Family-level characteristics

86% of PAT families had two-parent households *(n=848).*

Services for 24% of families were SIF-funded *(n= 251).*

Household income was reported by less than one-half of PAT families *(n=411).* **Among the 411 families:**

- ❖ **31% had incomes less than $20,000**
- ❖ **39% had incomes between $20,000 and $40,000**
- ❖ **30% had incomes greater than $40,000.**

Parent educator demographics.

As part of the evaluation of the CPCF PAT program, demographics were collected for a total of 66 Parent Educators (PEs).

Like the children and parents served in the PAT program, PEs are generally white and Hispanic or Latino (**Figure 6**). About one-half are bilingual (56%), speaking both English and Spanish equally.

Nearly all PEs are female (94%).

As shown in **Figure 7** (page 13), many PEs across CPCF PAT sites have a bachelor's degree (40%) and 6% have a master's degree. One-half have high school to associates degree training.

Figure 6. Parent educator gender, race/ethnicity, and language across the 7 SIF-funded PAT sites
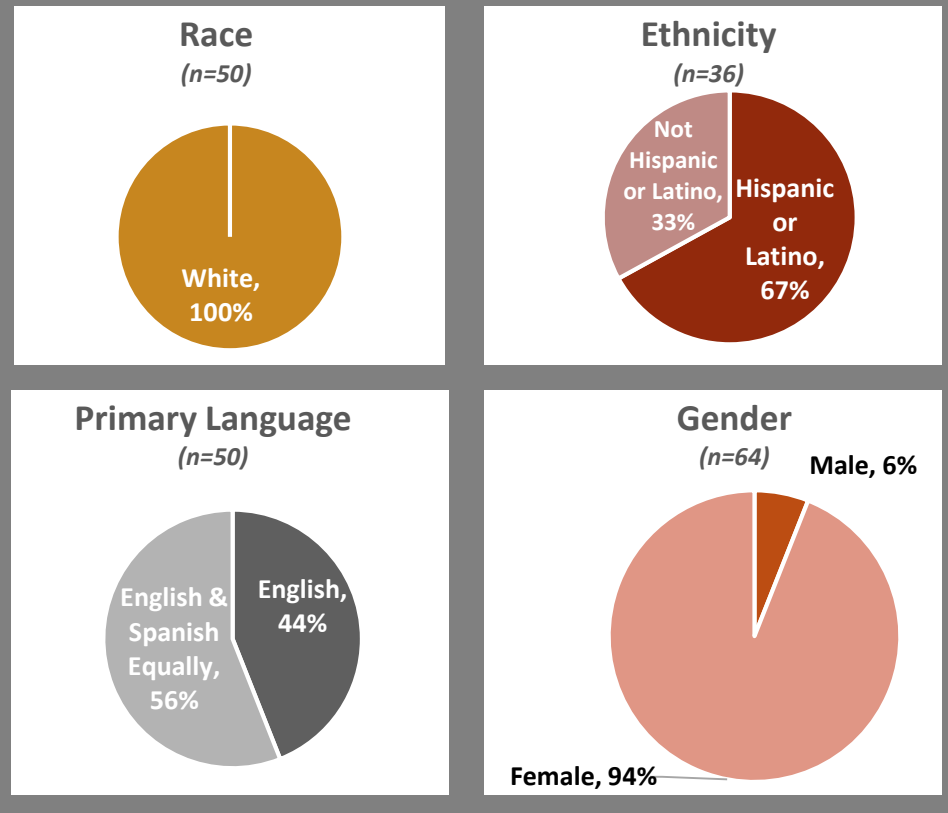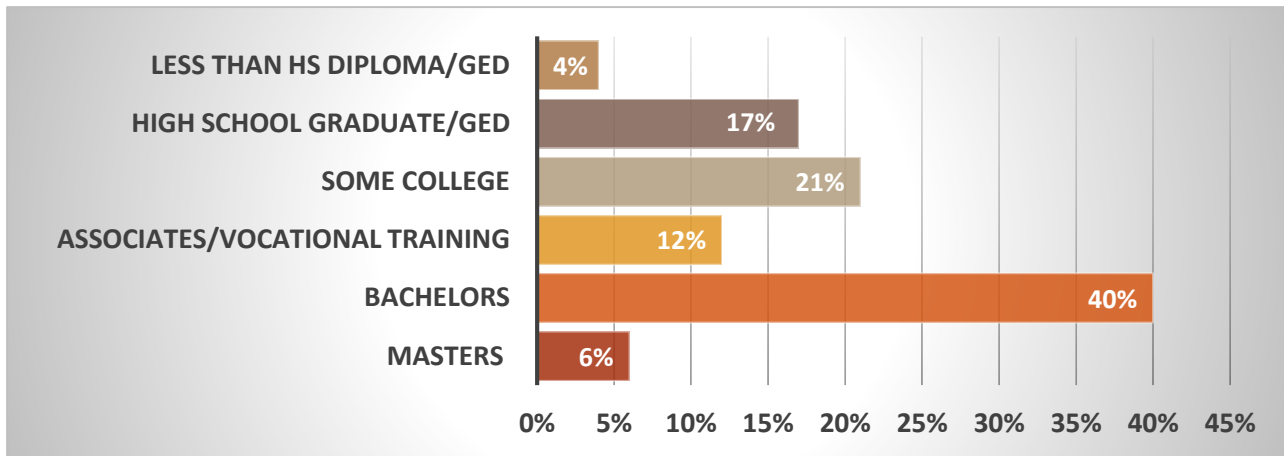
Race
(n=50)

White, 100%

Ethnicity
(n=36)

Not Hispanic or Latino, 33%

Hispanic or Latino, 67%

Primary Language
(n=50)

English & Spanish Equally, 56%

English, 44%

Gender
(n=64)

Male, 6%

Female, 94%

Figure 7. PAT Parent Educators by level of education (n=48)

In summary, demographic data collected during the evaluation of the SIF project show that a diverse group of children and families were reached with PAT services across Colorado. This includes many families who were Hispanic or Latino and/or had household incomes below $20,000.

Parent Educators represented similar demographic backgrounds to PAT families, which may have facilitated their ability to engage effectively with parents and children. Most PEs had education or training beyond high school, which is likely helpful in working with parents – many of whom did not have postsecondary education – to become their child's first teacher.

RESULTS

CHILD LITERACY & COMMUNICATION

The emergence of language is a developmental milestone that parents and families look forward to with their children. At the same time, there are many factors that may influence children's language development and ability to communicate with others. Research shows that children who live in poverty, for example, have a very large literacy gap compared with other children. Programs such as PAT and HIPPY are designed to address children's development by providing peer-led home visiting to parents. During home visits, parent educators and parents engage in reading, play, and other activities targeted at skills and education concerning normative development and recognizing developmental delays.

The PAT programs involved in CPCF-SIF (n=7) were instrumental in implementing the research study, collecting questionnaires from parents at study intake and over time that included child communication measures, the ASQ and CDI. These results are presented next.

Children's Ages and Stages Communication Scores. The ASQ Communication subscale includes 6 items that result in classifying children as above the cut-off (indicating no concerns), near the cut-off (indicating moderate concerns), and below the cut-off (indicating that developmental assessment is needed) (Squires et al., 2009). Children with scores below the cut-off show communication at a level that is 2 standard deviations below the mean observed among children in the general population. Typically, 2.5% of children would score in this range.

Table 3. Percentage of children with ASQ Communication Concern Scores (n=207 total) ^

Infants		Early Toddlers		Late Toddlers		Total	
Baseline *(n=42)*	Follow-up *(n=9)*	Baseline *(n=104)*	Follow-up *(n=32)*	Baseline *(n=61)*	Follow-up *(n=8)*	Baseline *(n=207)*	Follow-up *(n=49)*
0%	0%	5%	12%	8%	25%	5%	12%

^207 children with baseline scores and 49 children with follow-up scores

As shown in **Table 3,** there were no *infants* with ASQ Communication scores in the concern-range at study enrollment or follow-up. Among early toddlers at baseline (age 1 to 2), 5% had ASQ scores in the concern range, and 12% had ASQ concern scores at follow-up. Among late toddlers at baseline (age 2 to 3), 8% had ASQ concern scores and 25% had ASQ concern scores at follow-up. Among all children, 5% had ASQ concern scores at baseline and 12% had ASQ concern scores at follow-up.

This shows that children enrolled in the CPCF-SIF study have higher need for developmental assessment related to communication relative to children in the general population. Compared to 2.5% of the general population, CPCF-SIF children have baseline concern-rates that are double the rate expected in the general population. At follow-up, CPCF-SIF children have concern rates that are 4 to 5 times higher than rates expected among other children. This may be because the number of children with ASQ follow-up measures was small (n=49) and could possibly reflect parents that were more motivated to complete the measure due to having concerns. Regardless, results clearly depict above-average communication challenges among the toddlers, particularly, in this study.

What factors predict ASQ scores? We examined child and family factors that may be associated with children's language development using the ASQ measure at baseline. Factors that may relate to children's language development are age, gender, primary language and ethnicity, family type (single-parent vs. two-parent) and household income (< $20,000 vs $20,001 and above). We also viewed the relationship between ASQ scores and the frequency of literacy activities in the home reported by parents. We included these factors in a multivariate, predictive analysis of child communication classification at baseline as "concerns" or "no concerns."

Results showed that **gender and the frequency of literacy activities in the home were significant predictors of ASQ scores.** Specifically, boys were 3.8 times more likely to have scores below or near the cutoff at baseline compared with girls. Children whose parents reported fewer literacy activities in the home were 3.3 times more likely to have ASQ concern scores compared with children whose parents reported more literacy activities. These results are shown in **Figures 8 and 9**. There were no other child- and family factors that predicted ASQ concern scores. See **Appendix 1** for the full model.

Figure 8. ASQ Communication concern-rates among boys (n=99) compared with girls (n=84)

NEED FOR DEVELOPMENTAL ASSESSMENT

Boys were 4x more likely to have ASQ communication concern scores compared with girls at study enrollment.

Figure 9. Mean frequency of home literacy activities

Statistical modeling showed...

A child whose parent reported lower levels of home literacy activities was 3.3 times more likely to have ASQ concern scores compared to a child whose parent reported more literacy activities.
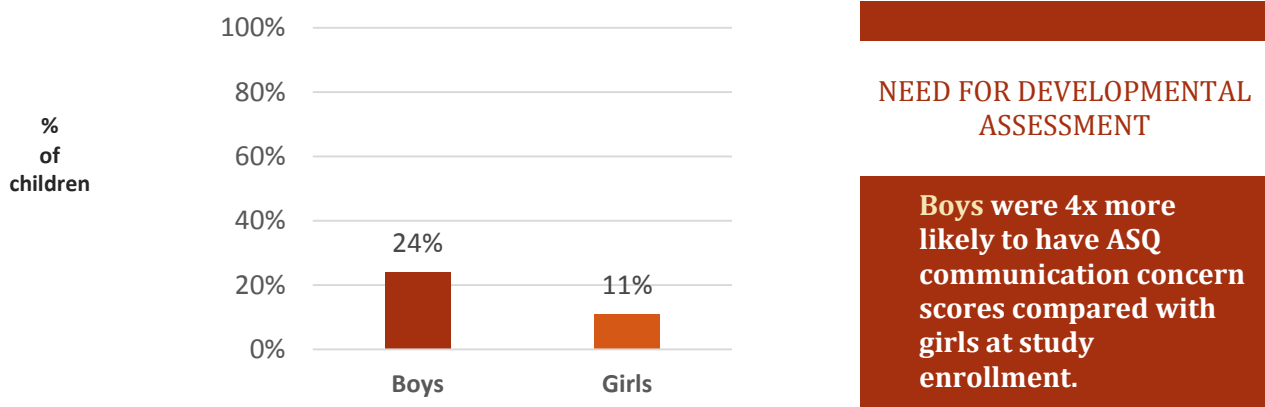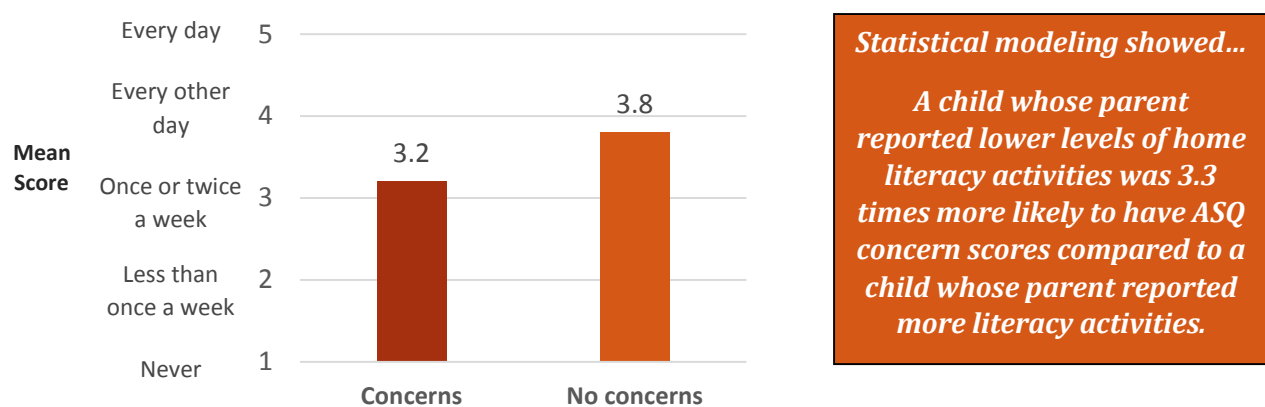
MacArthur-Bates Communicative Development Inventory (CDI)

Language comprehension and production. CDI short forms were used in this study (Fenson et al., 2007). The short-form for infants includes an 89-word checklist for vocabulary comprehension ("words understood") and production ("words produced"). The toddler short-form includes a 100-word vocabulary production checklist and a question about word combinations. By tallying the number of words, children are given percentile rankings, or the ranking of CPCF-SIF study children in comparison with children in the general population. These results are presented in **Table 4**.

Table 4. CDI percentile rankings of CPCF-SIF study children

		25th percentile and below		26th-50th percentile		51st-75th percentile		Above 75th percentile	
		N	%	N	%	N	%	N	%
Infants (8-15.99 months)	Words Understood	20	25.3	17	21.5	17	21.5	25	31.6
	Words Produced	21	26.6	24	30.4	13	16.5	21	26.6
Early Toddlers (16-30 months)	Words Produced	58	42.0	35	25.4	27	19.6	18	13.0
	Combining Words	1	0.7	11	8.0	37	26.8	89	64.5

NOTE: only 21 "later toddlers" had a baseline CDI
Percentiles were obtained using the CDI Scoring Program (Marchman, 2013).

Among **infants**, 43% fall in an average-range of words understood (26th-75th percentiles), and one-third are above-average (above 75th percentile; 32%). One-quarter are at the 25th percentile or lower at intake to the CPCF-SIF study. These scores are comparable to scores expected among other infants.

Many i**nfants** in the CPCF-SIF study are also average in their word production, with 46.9% in the 26th to 75th percentile ranges. About one-quarter are at or below the 25th percentile (26.6%), ranking lower than other infants, and another one-quarter are above the 75th percentile (26.6%), ranking higher than other infants.

While infants are roughly equivalent to other infants in the general population regarding word production, **early toddlers** in the CPCF-SIF study are below-average in word production. Among 138 early toddlers with intake CDI scores, 42% were at or below the 25th percentile in word production. Just 13% were above the 75th percentile in word production, and 45% were average (26th to 75th percentiles).

Early toddlers rated more highly in combining words—64% of early toddlers were above the 75th percentile at study intake and another 35% were average, in the 26th to 75th percentile.

42% of *early toddlers* in the CPCF-SIF study are below average in word production, a rate that is 68% higher than other children.

Most *infants* in the study are "on course" or average in word comprehension and production.

CDI Norms for combining words (% in general population expected to combine words by age and gender)*		
Age (months)	Girls	Boys
16	35.1	21.6
17	50.0	32.6
18	65.9	44.1
19	78.2	53.5
20	70.0	68.4
21	72.5	72.7
22	86.0	72.5
23	84.6	96.1
24	85.9	85.7
25	98.3	87.5
26	95.7	88.7
27	96.3	91.5
28	97.6	95.3
29	97.4	100.0
30	100.0	100.0

*Fenson et al. 2007

Combining words. Combining words is also an important developmental milestone, and among girls, nearly all (95%) should be combining words by age 2 to 2½ years (24-30 months). Among boys, about 87% or more should be combining words at age 2 to 2½ years. **Table 5** presents the proportion of boys and girls combining words in the CPCF-SIF study at intake.

Table 5. Combining words among study children

	Girls (n=61)	Boys (n=64)
16-20 months (n=28)	62.6	58.3
20.1-24 months (n=37)	82.3	70.0
24.1-30 (n=60)	100.0	93.8

In the CPCF-SIF study, results showed that 100% of girls were combining words between ages 2 to 2½, and 93.8% of boys were combining words at the same age. This shows that PAT children participating in the CPCF-SIF study were comparable to other children in terms of the level of combining words measured by the CDI.

Prior to age 2, there should be a linear increase in the proportion of children combining words, from roughly 35% of girls and 22% of boys at age 16 months and progressing to 86% of both boys and girls at age 24 months. Among CPCF-SIF children, two-thirds of girls, age 16-20 months, were combining words, which is similar to the CDI norm

Combining words is defined as a parent response that their child "sometimes" or "often" combines words, such as "nother cookie" and "doggie bite".

at 18 months. For boys, age 16-20 months, 58% were combining words, which is close to the 19-month norm. For children age 20 to 24 months old, CPCF-SIF study children were similar to CDI norms at 22 months for both genders.

Overall, CPCF-SIF study children appear to be on course in language development measured by the CDI vocabulary checklist and combining words item. The most notable gap is among early toddlers, wherein the proportion of children with low scores is 42%. This is nearly 70% higher than the expected rate of 25% of children.

RESULTS

PARENT SELF-RATED KNOWLEDGE AND SKILLS

_____

In the PAT Parent Survey, parents were asked to rate their knowledge and skills related to child development, parenting practices, and child health. Results are summarized in the sections below.

Parent support of child's emerging development. The PAT program aims to help parents understand their child's development, including strengths and possible delays.

Six questions assessed parents' level of confidence in their knowledge of child development, including their understanding of developmental milestones, their ability to recognize possible developmental issues, and how to support their child's learning.

Items were rated on a scale of 1= "no confidence at all" to 5 = "a lot of confidence"

Results are shown in **Figure 10**. **Parent ratings of their confidence related to understanding their child's development**

Results are reported for families who took the survey when they enrolled in the study (Time 1), and approximately six months later (Time 2).

were high, with average scores of 4.0 or greater, indicating moderate-to-high ratings.

It is notable that scores were slightly higher for items about supporting their child's development and learning, versus recognizing potential developmental issues.

Although some scores went up or down between time points, **changes were not statistically significant.[1] However, parents' confidence in knowing how to find resources showed a marginally significant increase.[2]** Thus, it appears that parents are slightly more confident in their ability to find resources after taking part in PAT.

INTERPRETING THESE RESULTS

The small amount of change over time may be due to:
- ❖ The high ratings at Time 1 – there is no room for improvement
- ❖ The scale or the method of assessment (parent report)
- ❖ A small group with post assessments
- ❖ Insufficient amount of time between assessments to be able to detect change.

Figure 10. Parent self-ratings of skills to support their child's development (n=75)
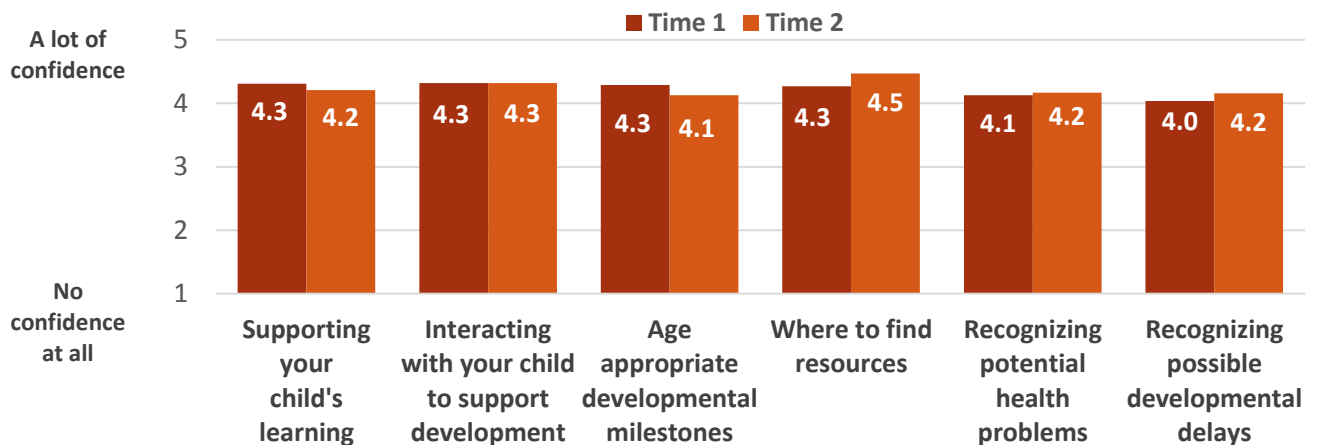
[1]According to paired samples t-tests and Wilcoxon signed rank tests for analysis of nonparametric paired samples.
[2] p = .05

Knowledge of child development.

The survey also had six true/false questions assessing parents' knowledge of child development concepts.

Results are shown in **Figure 11**.

Parents generally answered questions 1-4 correctly, indicating that they understand the nature of how very young children learn and the influence of parent engagement. Because these items were answered correctly so consistently, there was little – if any – room for improvement over time. There were no statistically significant differences in scores over time for Items 1-4.

For Items 5 and 6, lower proportions of parents (60%-90%) answered correctly, indicating that some were unsure about the impact of interacting with their child on his/her development. Scores for Item 6 showed a statistically significant *decrease* over time.[1] However, because the statements were "false," it is possible that the negative wording of these questions was confusing.

#### INTERPRETING THESE RESULTS

Consistent scores over time may be due to:
❖ High ratings at Time 1 – no room for improvement
❖ Parent self-report
❖ Small number of responses to detect changes
❖ Insufficient duration between assessments.

Survey Items on knowledge of child development

1. *Children are learning from moment they are born.*
2. *Parents' emotional closeness with their child can strongly influence their child's development.*
3. *The things a child experiences before the age of three will greatly influence his/her ability to do well in school.*
4. *If a child does not receive appropriate stimulation… his/her brain will develop as well as the brain of a baby who does receive these types of stimulation.*
5. *Every child is born with certain level of intelligence, which cannot be either increased or decreased by how parents interact with him/her.*
6. *The more stimulation a child receives by holding and talking to them, the more you spoil them.*

Results are for families who took the survey when they enrolled in the study (Time 1), and about 6 months later (Time 2).

Figure 11. Parent knowledge of child development (% correct; n=74)

Item	Time 1	Time 2
1.	100%	96%
2.	100%	97%
3.	97%	97%
4.	96%	97%
5.	63%	65%
6.	91%	76%
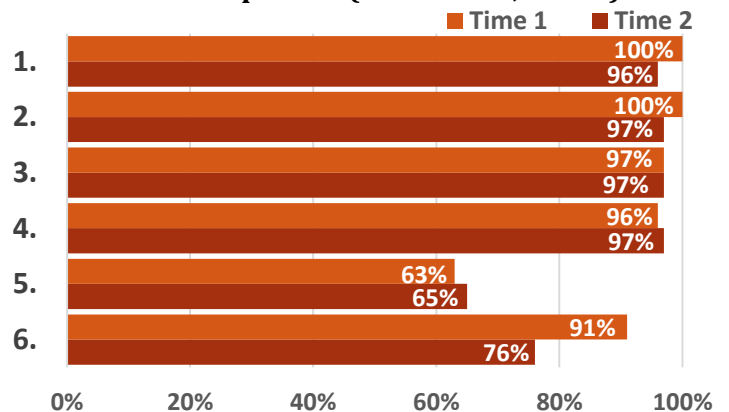
Parenting practices. To assess how confident parents feel in their *knowledge* and *ability to use* appropriate parenting practices, the survey included four questions about "good parenting practices" and "positive discipline techniques." Results are shown in **Figures 12 and 13**.
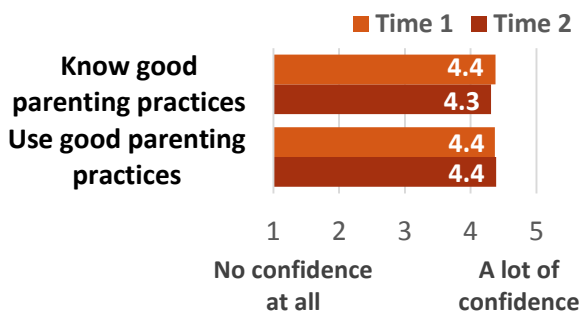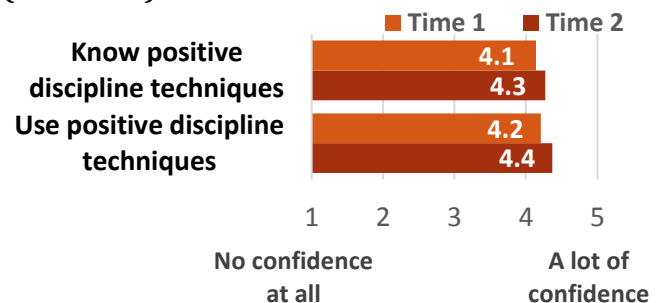

Figure 12. Parenting practices (n=71-74)

	Time 1	Time 2
Know good parenting practices	4.4	4.3
Use good parenting practices	4.4	4.4

1   2   3   4   5
No confidence at all — A lot of confidence

Figure 13. Positive discipline techniques (n=73-74)

	Time 1	Time 2
Know positive discipline techniques	4.1	4.3
Use positive discipline techniques	4.2	4.4

1   2   3   4   5
No confidence at all — A lot of confidence

[1]Item 6 was statistically significant according to a Wilcoxon signed rank tests for analysis of nonparametric paired samples (p = .012).

As shown, parents are generally confident in their parenting skills, with mean scores greater than 4.0. There were no significant changes in scores over time, but there were slight increases in scores for the use of positive discipline techniques.

Child health. Parents were also asked to rate their knowledge of six key issues related to a child's health and well-being. These items were rated of a scale of 1 = Not at all knowledgeable to 5 = Very knowledgeable. **Figure 14** shows these results.

INTERPRETING THESE RESULTS

The small amount of change over time may be due to:
❖ The high ratings at Time 1 – there is no room for improvement
❖ The scale or the method of assessment (parent report)
❖ A small group with post assessments
❖ Insufficient amount of time between assessments to be able to detect change.

Figure 14. Parent-reported knowledge of child health at enrollment in the PAT study and 6 months later (n=91)
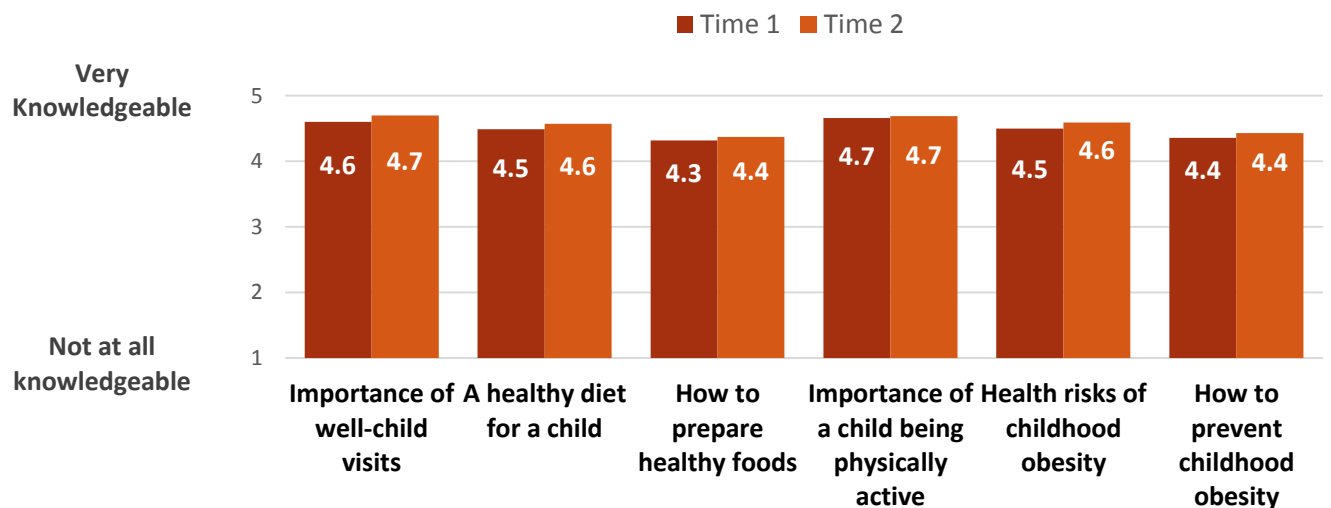
Parents' highest scores were for understanding the importance of well-child visits and being physically active, with mean scores of 4.6 or greater. Scores were slightly lower for items about parents' knowledge of *how* to encourage a healthy lifestyle for their child, such as by preparing healthy foods and preventing childhood obesity. There were no statistically significant differences in parent-reported knowledge of child health over time.

Overall, parent ratings of their knowledge and skills were positive and did not change significantly over time. There are several possible explanations for the consistency of scores over time in these self-reported scores:

- **With favorable scores at Time 1, there was little room for improvement.**
- **With scores clustering around 4.5 on a 5-point scale, perhaps respondents were reluctant to assign themselves the highest rating.**
- **A relatively small number of respondents (approximately 70) completed the survey at Time 1 *and* Time 2, and significant increases over time might be detected with a larger sample.**
- **Some families completed Time 1 assessment after they had been in the program for several months.**

RESULTS

HOME LITERACY ACTIVITIES

Families reported engaging in several literacy activities more frequently over time.

Parents were asked about the frequency with which they or others in the household engage in literacy activities with the child in a typical week.

Results are shown in **Figure 15**. On average, parents or caregivers sing songs, tell stories, read board books, and have conversations with their child about every other day.

Between Time 1 and Time 2, there were statistically significant increases in scores for items on talking about books and stories without words, as well as writing/talking about the child's name and looking at/talking about shapes.[1]

It is important to note that some parents reported that children were "too young" for certain activities Time 1. Thus, gains over time may be due to a child "aging in" to the activities. However, even among only children who were "old enough" at both points (n=39), there was a significant increase over time for talking about books ($p < .01$).

Figure 15. Frequency of literacy activities in the home (n=94-99)
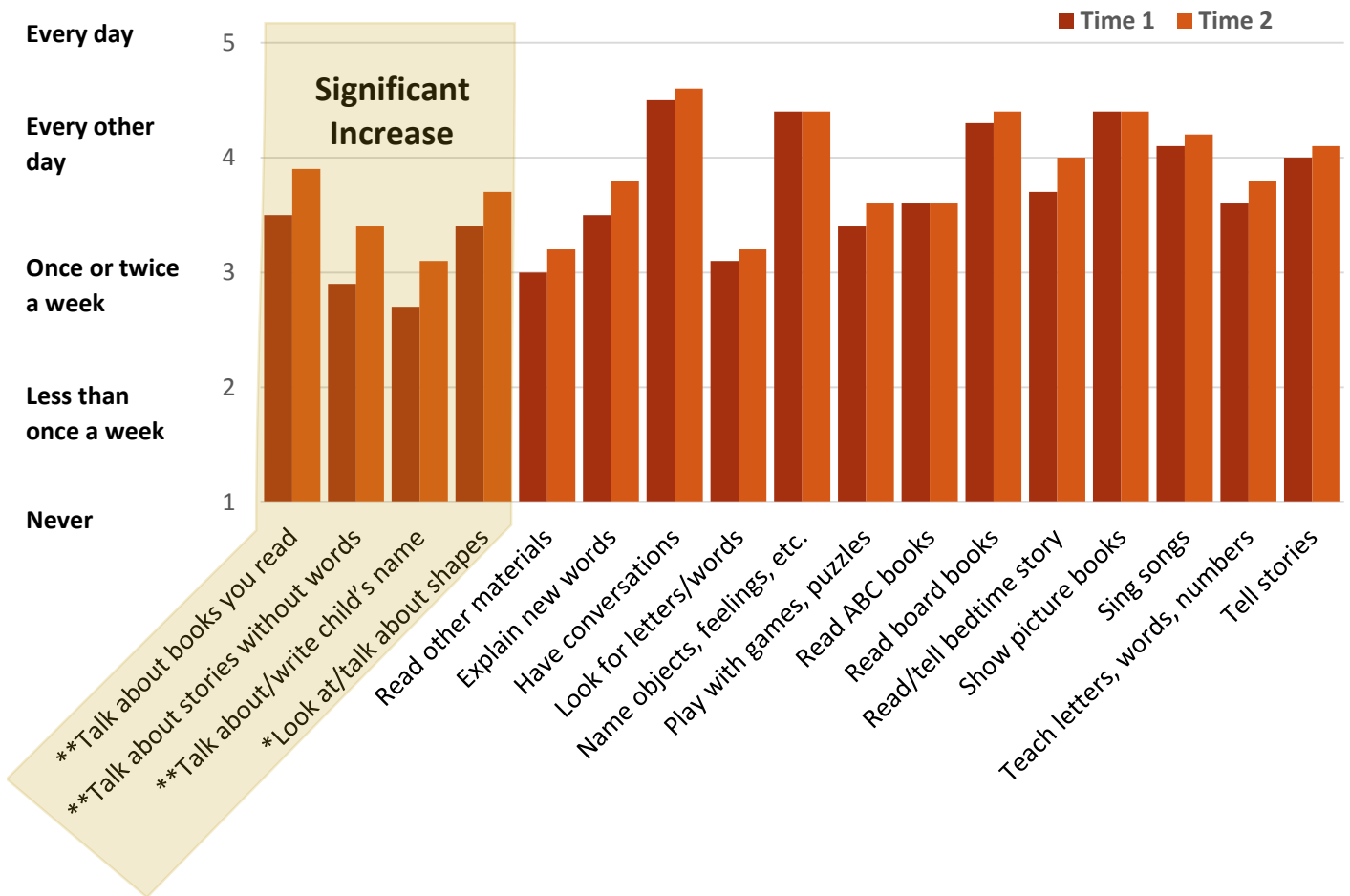
** $p < .01$ * $p < .05$

[1]According to paired samples t-tests and Wilcoxon signed rank tests for analysis of nonparametric paired samples.
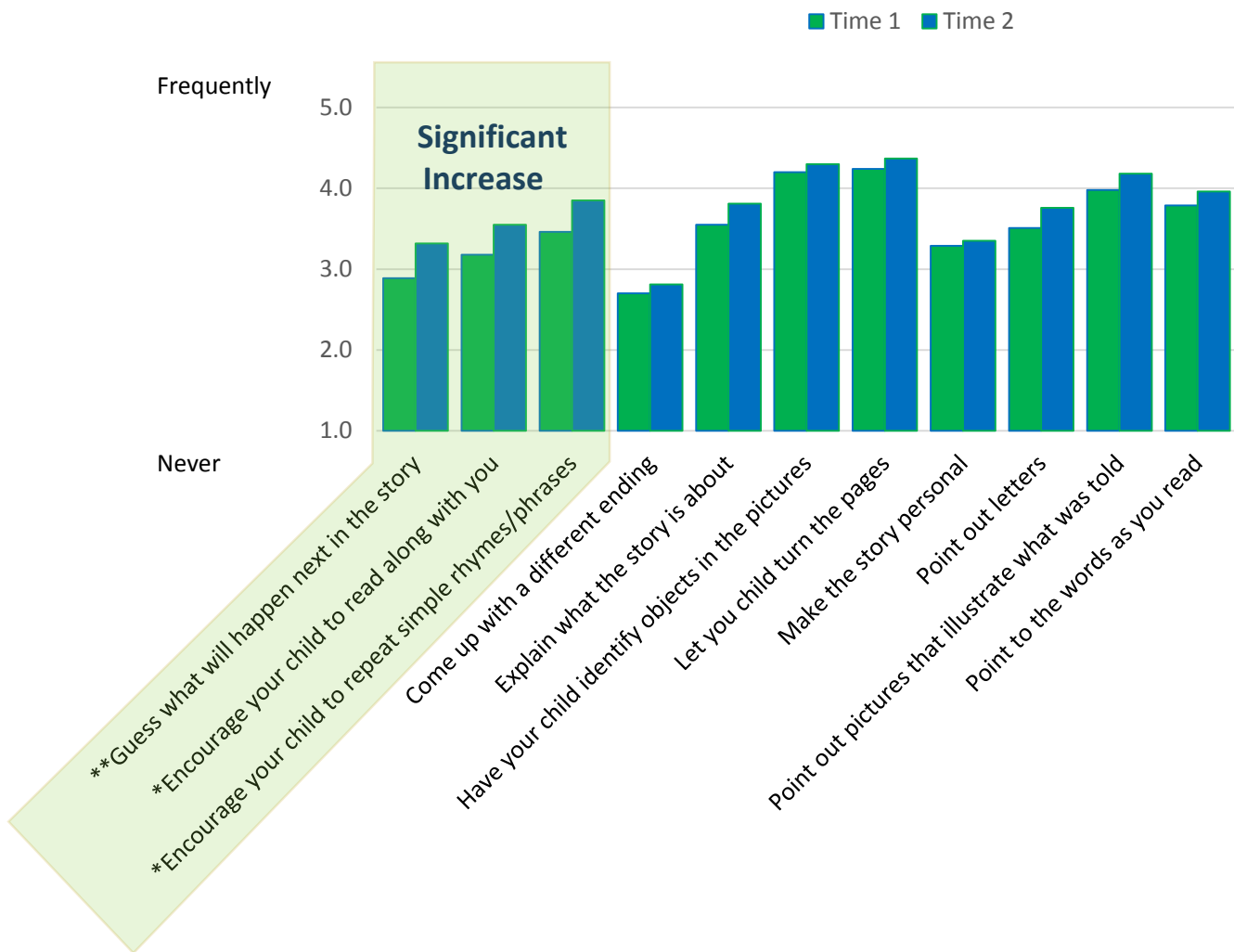
RESULTS

INTERACTIVE READING TECHNIQUES

Parents were asked about the techniques they use when reading with their child and whether they engage interactive reading techniques, such as pointing out letters and words, talking about the story with the child, letting the child turn the pages.

Results are shown in **Figure 16**. Overall, parents were "in the middle" of the scale in terms of how often they use the interactive techniques. There were statistically significant increases over time in the frequency of guessing what will happen next, as well as encouraging the child to read along and repeat simple rhymes or phrases.[1] This was among the full sample of children (n=95-99). However, when the analyses were limited to children whose parents felt they were old enough for the activities at both time points, there were no statistically significant differences. This indicates that increases were likely due to children "aging into" the activities over time.

Figure 16. Frequency of interactive reading techniques in the home (n=95-99)

** p < .01   * p < .05

[1]According to paired samples t-tests and Wilcoxon signed rank tests for analysis of nonparametric paired samples.
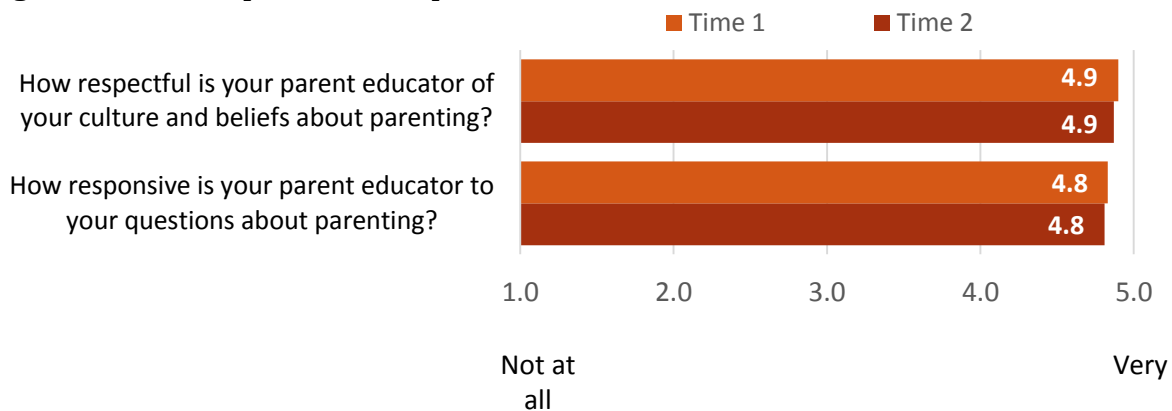
RESULTS

PARENT PERCEPTIONS OF PARENT EDUCATORS

In the survey, parents also provided feedback on their parent educator (PE), including his/her knowledge and effectiveness at helping families. An overview of their responses is provided below.

Parent educator knowledge (At Time 1)

- OVERALL, PARENTS BELIEVE PEs ARE KNOWLEDGEABLE ABOUT CHILD DEVELOPMENT AND PARENTING TOPICS.
- SCORES WERE CONSISTENT OVER TIME.
- **HIGHEST RATINGS:** KNOWLEDGE OF WELL-CHILD VISITS (4.70) & HEALTHY DIET/FOODS(4.60)
- **LOWEST RATING:** KNOWLEDGE OF DEVELOPMENTAL DELAYS (4.44) AND HOW TO DEAL WITH A CHILD'S CHALLENGING BEHAVIORS (4.39)

Parent educator effectiveness (At Time 1)

- OVERALL, PARENTS BELIEVE PEs ARE EFFECTIVE AT PROVIDING SUPPORT TO THEIR FAMILY.
- SCORES WERE CONSISTENT OVER TIME.
- **HIGHEST RATING:** DOING A GOOD JOB OVERALL (4.72) AND SUGGESTING RESOURCES (4.68)
- **LOWEST RATING:** HELPING DEAL WITH CHALLENGING BEHAVIORS IN YOUR CHILD (4.59) AND HELPING PLAN HEALTHY MEALS FOR CHILD (4.55)

As shown in **Figure 17**, feedback on PEs' respect for the family's culture and beliefs and responsiveness to parents' questions was very positive, with mean scores close to 5.0 – the highest possible rating.

Figure 17. PE respect and responsiveness

Legend: Time 1, Time 2

	Time 1	Time 2
How respectful is your parent educator of your culture and beliefs about parenting?	4.9	4.9
How responsive is your parent educator to your questions about parenting?	4.8	4.8

Scale: 1.0 (Not at all) to 5.0 (Very)

RESULTS

FEEDBACK FROM STAFF IN
INTERVIEWS AND FOCUS GROUPS

Qualitative phone interviews were conducted with staff at each organization. There were 18 total sessions including 39 individuals. Of the 39 individuals, 8 were program coordinators, 11 were executive directors or fiscal management staff, and 20 were Parent Educators. This section summarizes the feedback from staff, using excerpts from interview notes.[1]

Table 6. Participants in interviews and focus group participants

Role	Number of participants
Executive Director and Fiscal	11
Program Coordinator	8
Parent Educators	20
Total	39

The sessions included 12 to 15 questions centering on successes and challenges relative to participating in CPCF-SIF, and needs of the program and families. Questions were designed to address impact, administration, and sustainability. While questions varied somewhat according to participants' roles, several questions were asked of all participants (see Right).

Parent educators were asked specific questions about program services—benefits to families, family needs and service components related to SIF. All management staff were asked to comment on sustainability, and how a program like SIF could further assist them in their work.

Qualitative data were analyzed for themes and grouped into the three categories of impact, administration, and sustainability. Responses were also analyzed for the overall story—what were the consistent messages expressed and how might programs like SIF use the information for program improvement?

Some questions asked of all participants:

1. Did you achieve what you hoped to achieve with this grant? (How so or why not)?

2. How did implementation processes for your program change as a result of participation in this? (e.g. changes in staffing, professional development or coaching, program structure)?

3. What overall impact did the SIF have? What did SIF allow you to do? Was there value add?

4. What was your greatest challenge? What worked well? What would you change if you had a "Do Over" button?

5. Think about an amazing story – an aspect of the work that stands out to you in a positive way. This could be about families, staff or impact in the community. Please share this amazing story.

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[1]Although is likely that interview notes capture many comments from interviewees word-for-word, it cannot be guaranteed that excerpts from interview notes are verbatim quotations.

Impact. All programs reported that they achieved what they hoped to achieve with the grant. Several discussed how the grant increased capacity and a few discussed how they were able to benefit families through the services offered and further integrate their organization into the community. There were two programs that noted there were not specific impacts of the CPCF-SIF funding, but rather the funding allowed them to continue what they were already doing through supporting programs already in place.

Participants reported that the **primary impact** was increasing capacity—to serve families, to provide a new aspect of programming, or to continue their existing program with greater reach.

Increased capacity. Most organizations reported that capacity increased from receiving the SIF grant. They were able to hire and train new staff, increase the number of families served, expand their service area, and add to the services they offer. Among the programs, 5 reported using SIF funding for new staff, 4 reported using SIF funding primarily for additional or new services, and 4 used SIF funding primarily to expand their reach to a new county or population not already served.

New Staff. Five organizations reported that they hired and trained new Parent Educators in order to serve more families. Other hired staff also included coordinators, data management staff, assistants, and even volunteers.

Increasing the number of families served. Four programs specifically noted that they increased *the number of families* served, either by expanding to a new county or area, or by providing services in an underserved population. *As mentioned, hiring new staff* helped *increase the number of families served. Other organizations were able to increase the number of families that* current *Parent Educators visited.*

Staff members working in rural areas interviewed said that they were able to increase the areas that their program reached given that large parts of surrounding areas have not qualified for other types of funding: *It allowed us to expand to an area that wasn't allowed to be served. – Program Coordinator.*

A couple of staff members mentioned how the Latino community was able to be served with the grant, *Integration is one of my goals but in our community, it is a challenge; the Latino community here is not well integrated they are seen as the working class; I think what you are doing is making an impact on families and it is achieving its objectives; I think it's amazing; we have real engagement with our families and parents have better engagement and through the opportunities that we tell them about. - Parent Educator/Coordinator*

Adding programs or services. Four programs specifically discussed new services added related to the CPCF-SIF grant. The following list details some of those services.

◊   HIPPY program
◊   Bilingual family nights
◊   The additional information provided during home visits. *Home visiting offers passports, which are not like real passports. They are a book that provides information such as healthcare and other resources that we could offer them. – Parent Educator*

> *Most definitely, without the SIF program we wouldn't have been able to start the HIPPY program in Pueblo. Without those funds we would not have brought that program here.* **– Coordinator**

Value-add. Respondents were asked whether there was "value add" to participating in the CPCF-SIF program. Responses varied, but most programs mentioned the value of start-up funds for HIPPY, PAT, or an aspect of programming. Value-add also related to integration, literacy, and increasing capacity.

Table 7. What was the "*value-add*" to participating in CPCF-SIF?

Response	Example
Start-up of either HIPPY or PAT	*I mean I keep going back to the initial getting started. I really do believe if we did not have this money we wouldn't have had the funds to start the program when we needed to start it. And being able to sustain it the second year.* – Program Coordinator *It created a consistency in our bilingual story time event that was not there before. We had the same parent educators working that event each month and it created routines and boosted the quality of the event.* – Program Coordinator
The organization integrating more heavily into the community	Organizations reported that the match funding requirements helped with how they were able to find support in their communities and build their networks. *Since starting HIPPY, it integrated our agency more into the business community because the business community really bought into the HIPPY model.* – Executive Staff
Helping *families* to integrate better with the community, for social support or resources	Families were able to build their networks of community resources by having increased support from Parent Educators. Several staff stated that they would accompany parents to hospitals, schools, and food banks, among other resources. *In rural areas*, staff mentioned how the home visits to families provided relief for isolation and encouraged families to connect with the community.
Increased capacity	The increase in capacity of additional staff really helped the organizations by easing the workload of other staff while being able to increase the services offered.
The importance of financial support	Many organizations mentioned how much the SIF's financial support enabled program continuation, sustainability, or provision of services.
A larger focus on literacy	The early literacy emphasis in CPCF-SIF that provided books, curriculum, and additional literacy services for families was a "*value add,*" such as the bilingual family night: *[The bilingual family night] helped with early literacy, getting books to the families. It helped build libraries at home that they didn't have before. – Parent Educator* *It reminded us all just by having two years thinking of literacy… it really helped to drill that into our Educator's minds.* -Executive Staff/Coordinator

Family service needs met and gaps. The PAT and HIPPY programs will likely continue as long-standing evidence-based models of early childhood home visiting. However, are there gaps in what PAT and HIPPY provide? Parent educators were asked about specific family needs that are met through PAT and HIPPY and the gaps that still remain. The following are the main themes reported by parent educators.

Family Needs Met	**Gaps Remaining**
◊ School readiness and preparation	◊ Expanding the age range of PAT or HIPPY overall or a couple of years into the school system
◊ Literacy building	
◊ School advocacy	◊ Economic support – bills, food, transportation
◊ Child development	
◊ Connecting families to community resources	◊ Mental health resources
	◊ Additional information – limited supplemental information, premature children, child development
	◊ More Spanish speaking staff

Family service needs met. Parent Educators spoke very highly of the PAT and HIPPY programs and mentioned how beneficial it was for families to receive home visits. They were able to prepare families for school, increase preschool enrollment, and educate parents about early childhood literacy and development. The home visits also provide a way to connect families to local resources, and intervene when families were having health or developmental problems. This Parent Educator reports:

Every visit I go, I bring a basin of books and every kid gets to get a book and keep it- they love it and that way I am always sure that the home has books in it- it's almost like Santa, I think that there is this hunger for reading and literacy and they realize that this is something important to them- we build a love for reading. – Parent Educator

Gaps remaining. However, there were many service gaps remaining for families. A Parent Educator mentioned: *There are a lot of [gaps]; they need help with their costs. But we don't know if this is a PAT objective because we are working with such low income families [Translated]."*

The remaining needs were mainly around **additional services and information** such as prematurity, as well as adjusting current services to families with more **Spanish speaking staff** and **expanding the age-range of services** to older children, such as several years into school.

Grant administration. The overarching finding reported by programs regarding the administration of the CPCF-SIF grant was that there was inconsistency—some programs felt that the administration process was smooth and clear, and others thought it was exactly the opposite. Several financial management staff mentioned the difficulty of invoicing and others mentioned how easy it was because of the reporting format. One program coordinator reported that, *No, it was easy. It was actually really easy to coordinate this program with the funds,* while another stated, *I think that there were a lot of people involved in the chain of communication. I felt confused as to who I should be asking my question to.*

Some Parent Educators were frustrated with the data collection process while others were happy with the information that they were gathering. Staff from the same organizations even differed on their views of the difficulties or ease of grant administration. Overall, however, staff expressed positive relationships with CPCF, and the responsiveness of CPCF staff, even when there was inconsistency in the process or confusion about requirements.

Executive Directors and Fiscal Management Staff. Many executive and fiscal staff stated that the financial side of the grant administration was very challenging. Administrative staff mentioned that the invoicing and reporting for the grant was difficult and confusing. Several organizations mentioned the difficulty of matching and the matching process. Others reported that there was a lag in communication and confusion around the requirements of the grant.

> *From an economics of scale perspective, the monthly invoices for SIF were about $3,000 and it took more hours each month to even process the invoices for that than for other grants for $200-300,000 reimbursement.*
>
> *– Financial Management Staff*

Two programs mentioned that the grant was fairly easy to manage and that they appreciated the reporting format.

Program Coordinators. As mentioned before, there was not really a consensus among coordinators about the ease or difficulty of administration. However, most coordinators did state that the program implementation was simple while the grant requirements were confusing.

Parent Educators. Parent educators expressed some concern that the data collection took away from the amount of time available to do the substantive work of home visits. In some communities, parent educators added an extra home visit to accomplish getting measures from families, and in other communities, a home visit would be mostly replaced by helping families complete the tools.

Parent educators discussed the time lags in receiving the evaluation surveys, and difficulty when surveys were sent in the wrong language or age-range. Some Parent Educators mentioned how the additional questions—specifically, income—created mistrust between them and the families, and that some families opted to leave the program because of evaluation requirements.

These were the major points discussed by parent educators, which, importantly, had to do with evaluation and research rather than administration related specifically to CPCF.

Positively, some staff discussed the utility of the CDI—the list of vocabulary words really helped parents recognize gaps in words their child was saying, and to understand words that might be expected given the age of their child.

The following table summarizes the findings related to grant administration.

Table 8. Successes and challenges in grant administration reported by participants

		Successes	Challenges
Grant Matching		*The idea of the match worked well, it drove up the enthusiasm in the community; it helped even drive some local community money; I think people liked that part and I haven't really had that come along often. –* Fiscal Management	*The **match piece was a challenge** – we were not allowed to use the other federal grant money. –* Executive Staff
Requirements		*From the financial standpoint, everything was straight forward, most was for salary for programs. –* Fiscal Management Staff *By following SIF requirements, we were able to take a look at figuring out where our parent educators were in regard to education and experience and where we wanted them to be. –* Financial Management	*The whole thing was a **little convoluted and created an administration burden** that wasn't worth the funds we were getting – Executive Staff/Coordinator* *We considered cancelling and withdrawing sometimes, we felt **far too much effort** between what we were told and the money we were getting. –* Coordinator
Communication		*Like I mentioned for me it was really helpful when the coordinator in Denver began to interact with the educators on an individual level. I was still getting notifications but not having to do paperwork at a 150 mile radius was really helpful. I was happy for him to take that over and that was really, really helpful for all of the staff and for me, it saved a lot of headaches. –* Executive Staff/Coordinator	*I think that there were a lot of people involved in the chain of communication* (and sometimes) ***I felt confused as to who I should be asking my question to**. Also, lot of good clear information presented in beginning when we started SIF would have been good.* - Coordinator
Data Collection		*I think it helps when we do a pre and post survey because it shows us as a home visitor what we can work on or where we're at. It's great to see where they end up but it's good to see how they are starting off as. –* Parent Educator	*There seemed to be no parameters for data collection. It was a frustrating grant. –* Executive Staff *It was [a] requirement and sometimes challenging. We use other assessment tools for other things and sometimes we don't have enough time to do the activity and curriculum and do all the paperwork with parents. So, we can't be actively engaged in the activity as well. –* Parent Educator

Evaluation learning. Because the Social Innovation Fund aims to increase the evidence-base of early literacy programs, there were research requirements of programs. Participants were asked about any changes in evaluation capacity resulting from CPCF-SIF, and learnings regarding the evaluation. While many programs expressed a minimal amount of evaluation capacity-building related to the grant, some expressed becoming more data-driven throughout the process. Most programs looked forward to receiving data back from the surveys they administered as a learning opportunity.

As we've matured as a program we've become more data driven. As a culture, we're moving towards that. Making sure that we're more accurate and that we have more people doing that. – Program Coordinator

More communication surrounding grant requirements and expected outcomes:

◊ ***Setting down parameters before we start****. I don't feel like anyone was trying to make it harder than it was, but understanding what we needed to do from the start would have been better. – Financial Management Staff*

◊ *I guess **understanding exactly what SIF's purpose was** and knowing exactly what they were trying to achieve from the beginning. – Executive Staff*

Additional data support:

◊ *They can help us lobby with VisiTracker to make it more streamlined and make reports more accessible. Just funny little things like how many kiddos are enrolled in your program…we can only see families, things like that. **Or how to get more data to get funding***. – Coordinator*

◊ ***Receiving any of the data back** from what we collected so we can see what the results and efforts were. – Coordinator*

◊ *I would say if something like this continues where I feel like it's supposed to be around, **having programs be more data driven, being able to do more.** I think if there was a really great plan in place before distributing the funds or receiving them, it would be able to have a lot more impact for data… for funding purposes or having more of an impact in the community. If something like this would continue if they were having more of a streamlined purpose. –* Executive Staff

Additional funding or capacity building:

◊ *The funding itself is really great in the way it was designed for literacy. Because that's what we're about, school readiness and early literacy. Just being able to build that into our program. We have so many children under the age of 5 from low income high risk families. Just the more people that we could serve if we could get more funds. You always hear about the word gap and **are you really making a difference if you're serving 180 children out of tens of thousands**? – Coordinator*

Grant requirements:

◊ ***The match piece*** *– I am fine giving reports with the funds, but the match piece was like "this is not allowed, this is allowed. For me, there was a learning curve. –* Financial Management

◊ ***The invoicing****. Everything really did go well and I mean it's a program being administered by other organizations that we weren't able to administer here. The SIF requirements are similar to other programs following fidelity. –* Executive Staff

No changes:

◊ *You know I think whenever I called them, we mostly emailed back and forth, **they've always been very responsive**. – Financial Management Staff*

◊ *I don't think there was any other way they could have assisted us – it was pretty good the way it was. They provided a lot of technical assistance and, as things changed at the federal level, […], the accountant that was with CPCF. She answered all of our questions. **They could not***

have done any better *– she provided clear, up to date answers and was available on the finance piece.* – Executive Staff

Sustainability. Most programs were able to sustain the changes that were funded with the SIF grant by receiving additional funding. Some mentioned that the SIF grant was only a small part of their funding so they were easily able to transition. These changes include the additional program staff, additional services such as the bilingual family night, and families/areas served. Many staff members also mentioned that their program has continued to expand.

> *We still have that parent educator, so it allowed us to have a couple years to figure out what we were going to do to keep on a parent educator; and we were able to figure it out. The grant was helpful, it gave us some time to figure out our future and to get someone in the door and trained to become a parent educator. It really helped.* – Financial Management Staff

A small minority of organizations in rural areas that rely on local funding are having trouble finding funding from other sources. Some mentioned that there was not a large corporate response in their area or that they were ineligible for certain funding because of their region.

> *We're having a hard time. There was the SIF grant and the new director is writing all these grants for the first time, and some other grant didn't go through that we qualified for but we were ineligible because of our region. We're having a hard time with funding right now, we're having to look for local resources. We're sure hoping to sustain what we have.* – Coordinator

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Appendix 1. Logistic Regression Model Results

As shown below, the model predicting ASQ results for PAT children (concern/no concern) was statistically significant, χ^2 (1, N=117), = 19.52, p = .01. This means that the child- and family-related factors, as a set, significantly distinguished between children with an ASQ score above or close to/below the clinical cutoff. Model fit was acceptable, χ^2 (8) = 11.49 p = .17. Two predictors significantly predicted ASQ scores, child gender χ^2 (1, N=117) = 5.1, p = .01 and frequency of literacy activities χ^2 (1, N=117 = 10.2 p < .01.

Predictor	β	SE β	Wald's χ^2 (1)	P	OR
Child Gender	1.3	.59	5.1	.02*	3.8
Child Ethnicity	.88	.88	1.0	.31	2.4
Child Primary Language	-.90	.79	1.3	.26	.41
Age at time of assessment (months)	-.06	.04	2.4	.12	.94
Household type (single-parent vs. two-parent)	-.01	1.3	.00	.99	.99
Household income	-1.2	.69	3.3	.07	.29
Frequency of literacy activities	1.2	.38	10.2	< .01**	3.3

*p<.05. **p<.01. **_Note_**. 10 children are siblings. Analyses were conducted excluding these children and results did not differ.
Model χ^2 = 19.52, p = .01
Pseudo R^2 = .25
n = 117