

2013 Program Report Card: Family Resource Center (Connecticut State Department of Education)

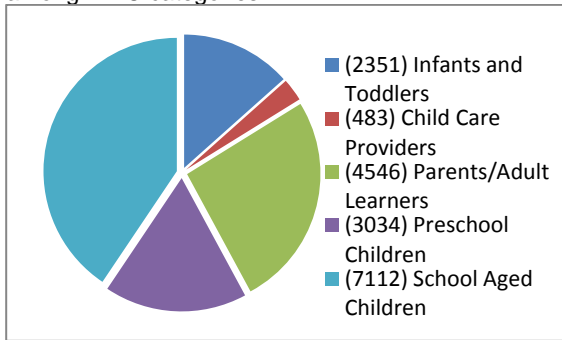
Quality of Life Result: All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

Contribution to the Result: The FRC Program is a positive contributor to Connecticut’s investment in early childhood education. Given the population FRCs serve and its unique position with respect to disseminating information to families and caregivers, FRCs provide opportunities for prevention, early intervention and support services designed to enhance child development and school performance through parent education and developmental screening.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 12	5,730,970	0	0	5,730,970
Estimated SFY 13	7,582,413	0	0	7,582,413

Partners: Locals schools and districts, including special education; Connecticut’s Birth to Three System; Connecticut Parents as Teachers; School Readiness Councils and early childhood communities.

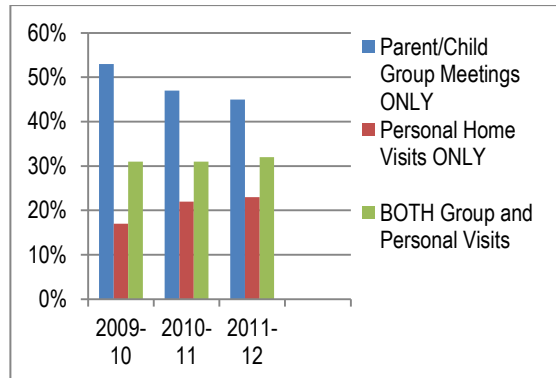
How Much Did We Do? Number of participants among FRC categories.



Story behind the baseline: FRCs serve a broad customer base. In total, in the 2011-12 program year, 17,527 people were enrolled in FRC programs. The above graph represents the breakout of customers among defined categories. Overall, 44 percent of all individuals enrolled in FRCs actively participated in Parents as Teachers (PAT) programs and services. This national, evidence-based home visitation and parent support program represents the leading program effort to foster a collective impact of FRCs on at-risk children and families. A decrease in PAT participation compared to 48 percent in 2009-010. This mild decline in participation among parent education and family supports is strongly attributed to the 5 percent FRC budget reduction and programs ability to maintain staff hours to administer PAT services.

Trend: ▼

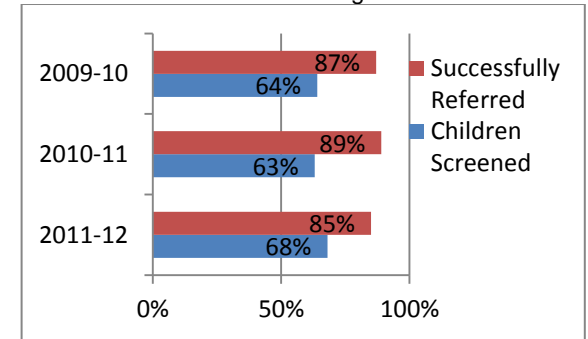
How Well Did We Do It? Percentage of group meetings and home visits with families delivered as Parents as Teachers services offered through FRCs.



Story behind the baseline: A primary focus of the PAT model is personal/home visits with families. Research supports frequency of visits as critical to delivering child development information to families. Personal visits are also recognized as the most effective way for parent educators to engage parents in learning to observe their child’s development, address concerns, and provide activities that support meaningful parent/child interaction. In 2011-12, 55 percent (23% and 32% combined) received personal/home visits, a 7 percent increase over the past two program years. Report card data continue to demonstrate that more families are receiving home/personal visits, reducing the number of families that only participate in group meetings. Increased visits are attributed to a continued emphasis placed on the PAT logic model and program effectiveness.

Trend: ▲

Anyone Better Off? Percent of young children screened with the Ages and Stages Questionnaire (ASQ) and the percent of subsequent, successful referrals as a result of screening.



Story behind the baseline: Universal developmental screenings remain a priority in many Connecticut communities and FRCs are helping to achieve this. Screening always involves the use of a standardized tool and implemented as an ongoing process involving repeat administration, along with continuous, quality observations made by parents and other adults familiar with the child. Comparison data show a continued increase number of infants, toddlers and preschoolers (*children screened*) are receiving appropriate developmental screenings. Data also shows that among these “children screened” there was a slight decline in the number of children “successfully referred” and connected with appropriate diagnostic testing and/or intervention services. FRCs continue to play a central role in early identification and intervention for children at risk of learning or other developmental challenges.

Trend: ▲

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Proposed Actions to Turn the Curve:

- Remain consistent in employing the use of both state and national PAT technical assistance, professional development and training to effectively ensure fidelity to the PAT logic model.
- Continue to emphasize and expand the use of home/personal visits with FRC families as an effective way to improve the knowledge of parenting skills and developmental milestones for children.
- The creation and current implementation FRC data system improves program's ability to track services and clients for program improvement.
- Newly created FRC Family/Child Assessment, which is now being administered, enables the FRCs to assess risk level and target services more effectively.

Data Development Agenda: The CSDE has worked to modify a national data collection and reporting system, developed for use by state and federally funded after school programs, to meet the needs of the FRC program. This data system provides for uniform data collection and reporting on all FRC customer demographics and services. It has also been improved with the PAT model in mind to produce an annual report that all FRCs must file with the national PAT organization and will allow for the reporting of other statewide results based accountability performance measures for other FRC core components.

The data collection system was originally piloted with 16 FRC sites located and is currently being expanded to an additional 29 sites. This phase of the pilot will capture data across all of the 41 communities where FRCs are currently located. By June 2013, each community will be operating with at least one FRC using the new data collection system. Data will include detailed information about the demographics of FRC customers and the range of services they received. The use of data developed in this program year will inform the data collection process and assist in identifying promising practices and opportunities for improvement.