



PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

Kindergarten Readiness and School Success for Buffalo Parent-Child Home Program Graduates

“That’s why I’m issuing a challenge to our states: Develop a cutting-edge plan to raise the quality of your early learning programs; show us how you’ll work to ensure that children are better prepared for success by the time they enter kindergarten.” President Obama, 3/10/09

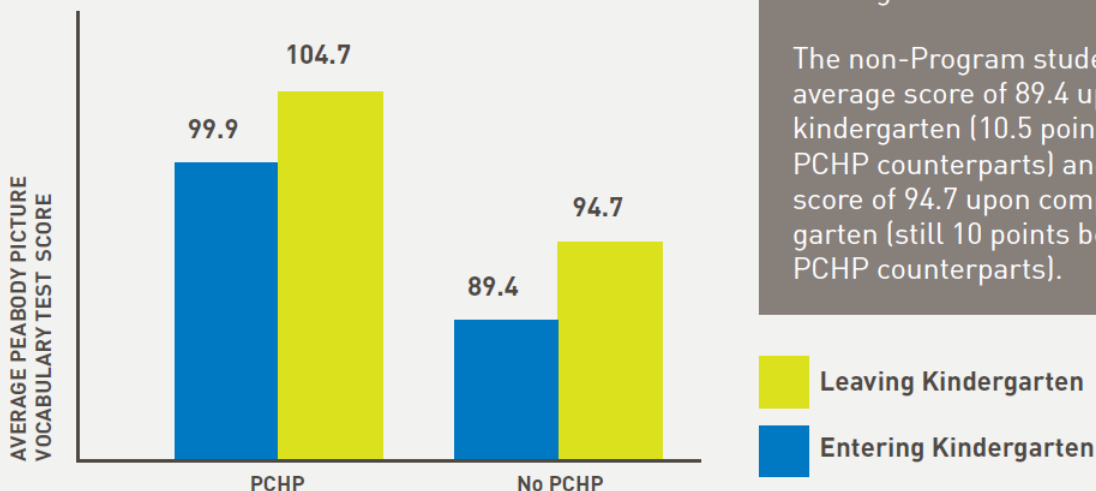
For the past five years, The King Center Charter School at the King Urban Life Center in Buffalo, New York, has provided an Early Admission Program for three- and four-year-old children from low income, minority families. Upon admission to this program, families are given the option to also participate in The Parent-Child Home Program. An ongoing data analysis project has been tracking these children in order to examine the efficacy of The Parent-Child Home Program in preparing young children who are at-risk for educational disadvantage for school success by the time they enter kindergarten.

ALL students, those that completed The Parent-Child Home Program and those that did not, were assessed at three different times: 1) entering kindergarten; 2) leaving kindergarten; and 3) as third and fourth graders.

Literacy skills and school readiness were measured when entering and leaving kindergarten by the Peabody Picture Vocabulary Test (PPVT).

Parent-Child Home Program graduates begin kindergarten with better literacy skills than similarly-situated non-Program children have when they finish kindergarten. The non-Program children do not catch up, even after being in the same kindergarten program.

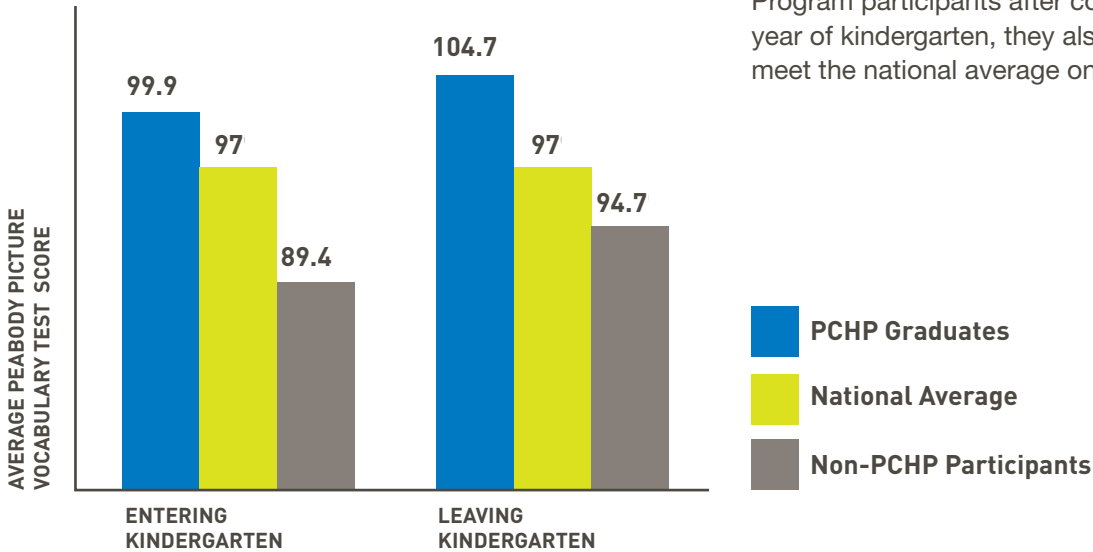
Program Graduates Outperform Non-Program Children Before and After Kindergarten



The Parent-Child Home Program graduates earned an average score of 99.9 upon entering kindergarten and an average score of 104.7 upon completing kindergarten.

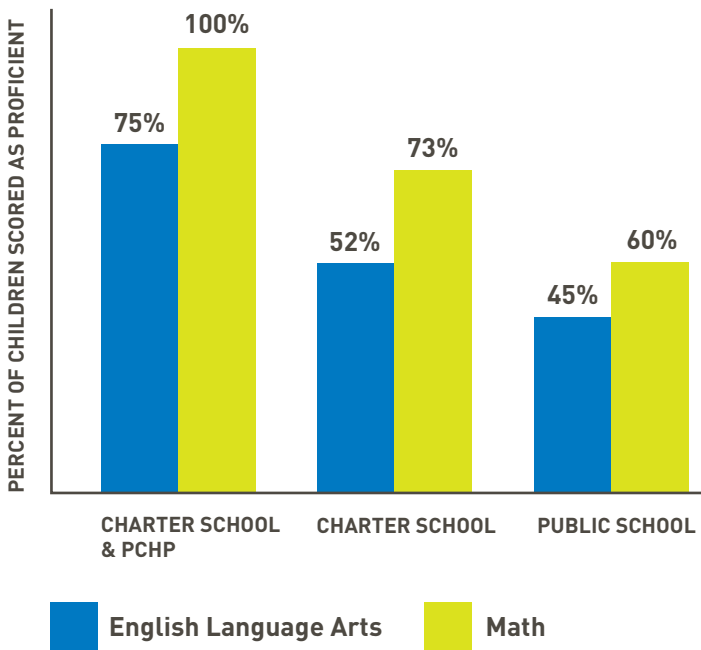
The non-Program students earned an average score of 89.4 upon entering kindergarten (10.5 points behind their PCHP counterparts) and an average score of 94.7 upon completing kindergarten (still 10 points behind their PCHP counterparts).

Program Children Score Higher Than National Average



The children who had not participated in The Parent-Child Home Program were not only still behind The Parent-Child Home Program participants after completing a year of kindergarten, they also still did not meet the national average on the PPVT.

Program Graduates Outperform Non-Program Children in Third and Fourth Grade



School success was measured by the children's scores in third and fourth grade on the New York State English Language Arts and Math assessments. Parent-Child Home Program graduates performed significantly better than non-Program children on the New York State tests of English Language Arts (ELA) and Math.

Significantly more of the PCHP children scored as "Proficient", a score level of 3 or 4, than the non-PCHP children, both in comparison to the non-PCHP students in the charter school (27% more in Math, 23% more in ELA) and to those in the Buffalo Public School District overall (40% more in Math, 30% more in ELA).

New York State test scores are divided into four performance levels that measure whether the child meets New York State's established Learning Standards. A Level 3 means the child meets the Learning Standards, and a Level 4 means the child meets the Learning Standards with distinction.