

2017 Program Report Card: Teen Pregnancy and Parenting Supports



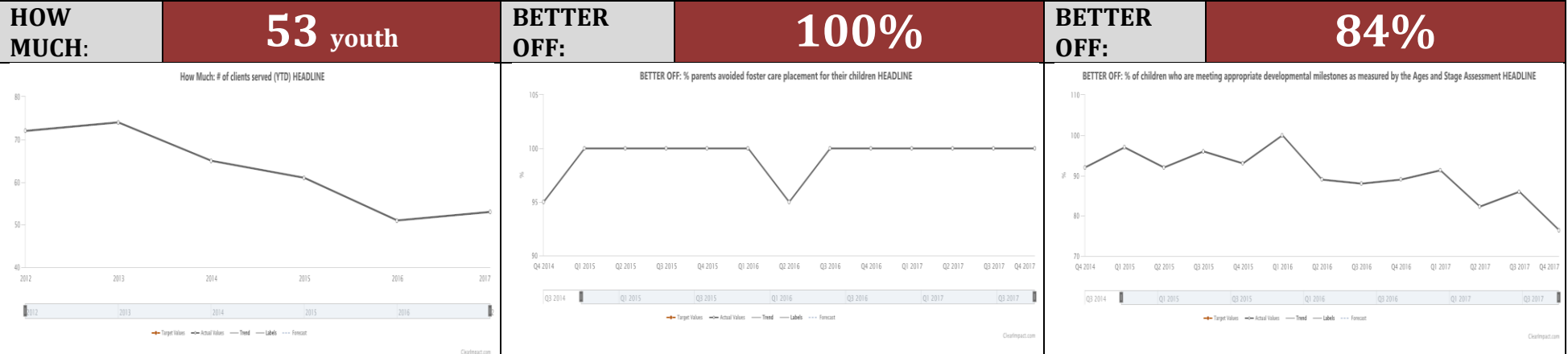
Achieving Youth Results (AYR) Goal:
Children will grow up within safe environments.

Program: Teen Pregnancy and Parenting Program (TP3)
Agency: Child Development Council

CLIENTS:
Young people 14-21 who are pregnant or parenting

PARTNERS:
Tompkins County Health Department, schools, mental health and community agencies

RESULTS BASED ACCOUNTABILITY HEADLINE PERFORMANCE MEASURES



THE STORY BEHIND THE DATA

GRAPH 1: # of youth served - The national trend shows a steady decrease in overall teen pregnancies. Longer retention of individuals in the program reduces the overall number of participants served in a year. Currently, about 25% of program participants have been engaged in the program for one year or more.

GRAPH 2: % parents avoiding foster care placement for their children - TP3 has seen multiple CPS investigations this year stemming from the realities of drug use and addiction, chronic homelessness, substandard housing, domestic violence, and sexual abuse. Through participation in the program, families are connected to the resources they need to combat these issues and meet their basic needs. Once these needs are met, families are better able to engage in child development and parenting skills education. The occurrence of child abuse and neglect is reduced when parents understand child development and know what to expect from their children at all developmental stages. Participants develop parenting skills so they are confident in working through tough situations with their children and also gain a clearer sense of how their actions affect their children now and in the future.

GRAPH 3: % of children who are meeting developmental milestones as measured by Ages and Stages Assessment - Staff model appropriate interactions and activities for parents to help them understand the importance of play for young children and the necessity of bonding with children for all areas of development. Performing ASQs helps parents know what to reasonably expect from their child at all stages of development and that there is a

range of time for typical development. Staff provide parents with ideas and activities to help support a child in the area(s) he or she may be struggling. Staff provide referrals to Early Intervention so children can get the supports they need early on. Continued professional development for staff helps them to learn the most current techniques to best serve families.

AGENCY ACTION PLAN TO "TURN THE CURVE"

2018 Action Plan

HOW MUCH

- Reassess the logistics of staff meeting with teens in the afternoon/evening in order to provide services to those who are attending school and/or working.
- Complete teen pregnancy/parenting curriculum to be presented at high schools, allowing for education on the realities of teen parenting and information on accessing supports for both students and school staff.
- Develop a closer working relationship with the OB-GYN and Midwifery Associates of Ithaca so they better understand the services provided and to increase referrals to the program, since many teens use the midwives as their care provider.

BETTER OFF

- Work with participants to make sure their basic needs are met so they are less vulnerable to abuse, exploitation, etc.
- Develop a wrap-around service program for teens to better assist them through times of crisis, possibly requiring additional staff time to be able to provide as many visits as an individual may need while working through the crisis.
- Include more child development and baby bonding information on the website and via social media.

BETTER OFF

- Create activity kits that can be modeled with families at a visit and then left until the next visit for families to enjoy together; kits would be designed to target specific skills and ages and include low-literacy friendly instructions.
- Develop a monthly play group so children can receive developmental support and socialization, and parents can receive parenting and child development information while building social supports.
- Include more age-appropriate activity suggestions for families on the website.

2017 Action Plan & Status

HOW MUCH – ↑ Accomplished

Continue individualized services to make sure teens that enroll stay enrolled. We identify our programs as family-led, meaning that the participant identifies his or her goals and needs, we then individualize services to work toward those needs/goals.

Provide opportunities to advertise the program at appropriate community events. The Child Development Council has been present at multiple festivals and community gatherings during this contract year, with more scheduled for the future. There has been no evidence that this has led to individuals enrolling in our programs, though it has shown to be effective in other organizations knowing about our services and referring their participants to programs.

Coordinate home visits with the MOMS nurses for teens that are unsure about enrollment. Staff is available for joint visits with the MOMS nurses or staff from other programs to meet prospective participants and provide information about programs.

BETTER OFF – (New Headline measure, no Previous Action Plan)

BETTER OFF – ↑ Accomplished

Continue to stress the importance of opportunities for children to explore and learn.

Staff continue to promote opportunities for play and early learning through education of parents, modeling of appropriate interactions, suggestions of activities, encouragement to have visits out in the community so children can explore the park, a walking path, the Sciencenter, the library, etc. Staff members facilitate the claiming of benefits such as Sciencenter memberships, free or reduced activities at the Ithaca Youth Bureau, etc., and also provide free day family passes to the Sciencenter.

Reinforce that early learning is the best way to have children ready for school.

Staff receive professional development trainings to keep current on the research supporting the importance for play and the benefits it has for children. The program purchases many organic, open-ended play items that could be taken on visits and enjoyed with families. Staff also share activities and ideas for play using everyday household items.

Using the ASQ as a teaching tool. By completing the ASQ assessment, parents are better able to see in what areas their child is excelling and in what areas their child may need some additional supports. This helps parents be more engaged with their child's learning and more open to referrals for special services, such as Early Intervention.