

Changing Lives Through Education

Academic Year 2022/23
Impact Report



An update on the impact that you are making to children, families and young people in Dublin's inner-city and beyond



2023

Impact Report for basis.point 2022-23

This report is to thank you for your ongoing sustained support for the Early Learning Initiative (ELI) and to keep you informed of how your generous donation of €276,000 over the two year period between June 2021 to June 2023 (via basis.point as GA31) has enabled **121** vulnerable children and their parents to date, to change their lives through education. With your support, families across Dublin's Inner City, Ballinasloe, Co. Galway, Limerick City, Dundalk, Co. Louth and New Ross, Co. Wexford are now benefiting from ELI's flagship ParentChild+ Programme. This report also includes the families that benefitted from previous basis.point funding (GA2 and GA18).

Over the past year, through your generosity, these families have received:

- ✓ **Two weekly indoor, outdoor or virtual visits, during which the Home Visitor models language, social skills and positive parenting approaches.**
- ✓ **A range of high-quality educational books and toys, which cater to the children's developmental stage.**
- ✓ **Opportunities to participate in parent support sessions hosted by ELI's Home Visitors both in local outdoor facilities and online.**

More details of the programme, family engagement and data measuring children's developmental outcomes and parent-child interactions are outlined in the rest of the report.

Your support has helped ELI to reach 16,433 children, young people, parents and members of the community in 2022-23. Our programmes span across age groups with STEM, educational guidance and restorative practice programmes proving ever-popular this year. Satisfaction rates remain high at 94% (n=2,441) amongst our programme participants as we return to in-person delivery of our activities.

Without the support and active engagement of partners like basis.point, ELI would not be successful in improving educational outcomes for children and their families in Dublin's inner-city, Galway, Limerick, Louth, and Wexford. Thank you for your support, you are changing lives through education.

Extending ParentChild+ to other disadvantaged communities across Ireland is central to ELI's 2020-25 Strategic Plan as we want to ensure that all children get the support needed to start school with the language, literacy and numeracy skills needed for success in education, no matter what their background is or where they live. The ParentChild+ National Home Visiting Training, Research and Support Centre is committed to scaling up ParentChild+ in a sustainable way with two new sites in Laois, Offaly and a sister site for Ballinasloe in Galway, Tuam, coming on board in 2023-24.

If you have any questions, please contact myself or Lána Cummins, National Assistant Director (lane.cummins@ncirl.ie) We are always more than happy to discuss the details of this report or any aspect of our work with you, your board or your esteemed patrons.

Dr Josephine Bleach
Director of ELI



The ParentChild+ Programme

Originally from the US, the ParentChild+ Programme is an innovative, home-based literacy and parenting programme that strengthens families and prepares children to succeed academically. Home Visitors model oral language, reading and play in their twice-weekly visits/virtual visits over a 92-visit period. The families then continue the activities in their own time, thereby enabling the ParentChild+ child and his/her siblings to develop their language, literacy and numeracy skills.

Expected Outcomes:

- The educational outcomes for children, particularly in pre-numeracy and pre-literacy skills, will be improved as a result of their engagement in ParentChild+. They will start school ready to learn, thereby maximising their chances of success in education and life.
- Parent involvement in their children's educational development will increase. Parents will have the self-confidence and skills to support their children's learning as they progress through the education system and on to employment.

Short-term Targets:

- Parents will continue the learning activities with the children in their own time.
- Children's oral language, literacy, and numeracy skills will improve.

Medium-term Targets:

- The oral language, literacy, and numeracy levels of ParentChild+ children will be on a par with the national norms when they start school.
- Parents will have an improved understanding of their children's development in oral language, literacy and numeracy, and be able to monitor and support their children's progress.
- Parenting strategies, personal skills and involvement of the parents in their children's learning will be improved.

Long-term targets:

- Increased parental awareness and engagement in children's education.
- Improvement in the long-term educational outcomes for the children.

World Book Day Sensory Event

Throughout the month of March, 11 of our ParentChild+ sites around Ireland celebrated World Book Day with a sensory event for families in their local communities. The environment was set up to allow children and their parents/guardians to explore with all their senses and included sand and water play, a sensory toy area, arts, and crafts, and exploring different sounds, lights, and music. 240 families with 294 children attended the events around Ireland and families came from a wide variety of backgrounds and countries including Ireland, Ukraine, Syria, Somalia, Georgia, India, Brazil, also, Roma and Irish Travellers too. As well as the sensory play event, all families received a developmentally appropriate book for the children to read at home and a World Book Day book token to use in their local book shop provided to ELI by Children's Books Ireland, these books are displayed in picture below.



ParentChild+ basis.point Cohort: Demographics and Data

The following report presents and analyses the collated data from all families engaging with ParentChild+ that have benefitted from funding from basis.point across the five sites (Dublin Docklands, Ballinasloe, Limerick, Louth, and Wexford). This includes families that were engaged through previous funding streams GA 2 and GA 18.

If individual detailed reports for each of the site cohorts would be preferable in the future, please let us know and we would be happy to oblige.

Demographics

Thus far, **322 families** engaging in ParentChild+ across the **five** sites have benefitted from funding from **basis.point GA 2, GA 18 and GA 31**. Of these families, 123 have completed 92 visits and have graduated from the programme. A further 141 have unfortunately finished the programme prematurely for reasons such as the family moving from the catchment area, the parent returning to work or changes in childcare arrangements. There are also many other challenges associated with engaging particularly vulnerable and at-risk children e.g. parental mental health or general well-being. While these programme attrition rates are not unexpected, every effort is being made by the dedicated Home Visiting team to keep families on the programme. Families who finish early still benefit, receiving a book or toy weekly which remain in the home and parents are learning skills from day one on the programme. Families are always welcome to re-engage with the service again and participate in groups or other events facilitated locally by the Home Visiting team. A further breakdown of these families and their status is provided in Table 1.

Table 1. Breakdown of basis.point families across sites and funding streams.

Site	Number Active Families	Number Completed Programme	Number Left Programme Early
Dublin Docklands (GA 2)	0	24	11
Dublin Docklands (GA 18)	1	16	16
Dublin Docklands (GA 31)	18	10	14
Garryowen, Limerick (GA 2)	0	24	10
Garryowen, Limerick (GA 18)	2	19	33
Garryowen, Limerick (GA 31)	7	7	28
Dundalk, Louth (GA 31)	11	7	0
Wexford (GA 31)	10	3	8
Ballinasloe, Galway (GA 18)	0	10	14
Ballinasloe, Galway (GA 31)	9	3	7
Total	58	123	141

The families engaging in ParentChild+ funded by basis.point come from diverse backgrounds spanning 33 countries across four continents. Illustrated in Figure 1, the nationality with the highest number of families is Irish (n=173), followed by ten families from Nigeria and Poland along with seven families from China. In keeping with this diversity, participants list a total of 29 different languages spoken in their homes, including Polish, Romanian, Urdu, Punjabi and Dari. Fifty-nine of the parents reported their children are living in bi- or tri-lingual households.

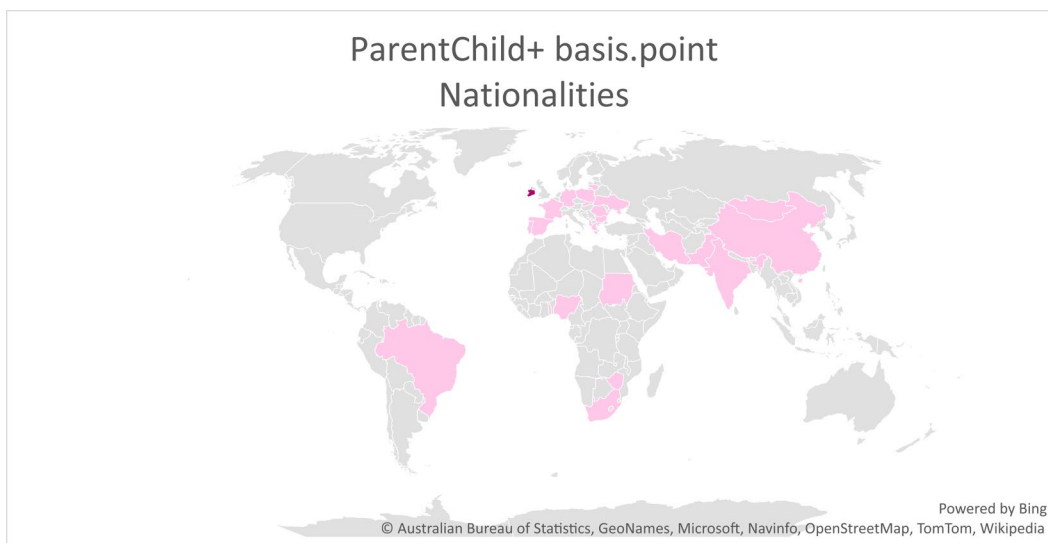


Figure 1. Map illustrating the nationalities of ParentChild+ basis.point families.

The vast majority of the primary caregivers that are engaging in the programme with their children are mothers (n=282), with just nine fathers participating alone, and another thirteen fathers participating alongside the mothers. Most of the parents participating completed their own educational journey at second level (56%, n=147), with 5% (n=14) finishing at primary school, 4% (n=11) received their junior certificate or equivalent, 8% (n=21) received their leaving certificate or equivalent, 8% received a non-degree qualification and 19% (n=50) proceeding to further education. Due to logistical challenges, we do not have the demographics data for the 30 families that engaged in the Limerick site in 2018/19.

Child and Parent Observational Assessments

Family progress is monitored through the Child Behaviour Trait (CBT) assessment and the Parent and Child Together (PACT) assessment tools. These are completed twice yearly by the Home Visitors, which allows us to see the developmental trajectory of the children across the year and the interaction between them and their parents.

Home Visitors are asked to complete the first of the forms (CBT 1 and PACT 1) after the 6th visit with the child and their parent/guardian, the second forms (CBT 2 and PACT 2) between the 44th and 48th visit, the third forms (CBT 3 and PACT 3) between the 68th and the 72nd visit and the end of programme forms (CBT 4 and PACT 4) between the 89th and 92nd (final) visit.

In this report data from the CBT and PACT assessments for all basis.point funded families across the five sites are collated and reported on together. Comparisons are made with this cohort and the total ParentChild+ 2022/23 national cohort (N=402), totalling eleven sites across Ireland. See the figures and charts below for visual presentation.

In the following graphs the percentages displayed are calculated based on the proportion of Home Visitors answering 'often' or 'always' in the CBT and PACT assessments. According to the coding scheme of the two forms, children scoring 'often' (=4) or 'always' (=5) tend to meet their developmental milestones, and parents scoring 'often' (=4) or 'always' (=5) indicate positive parent-child relationships.

Child Behaviour Trait (CBT) Assessment

Baseline (CBT 1) assessments have been completed for 307 children who have engaged in ParentChild+ funded by basis.point. Assessments have yet to be completed for eight children who have joined the programme in the last few weeks and are progressing through their visits. Assessments were not completed for seven additional children who unfortunately had to leave the programme prematurely. CBT 2 has been completed for 236 of the children, 143 have completed CBT 3 and 123 children have completed CBT 4 the full assessment cycle.

Figure 2 below illustrates the developmental trajectory of the basis.point funded cohort of children engaging with ParentChild+. The figure below indicates that the basis.point cohort entered the programme at a slightly higher level of need than the ParentChild+ National cohort, with only 20% reaching their developmental milestones. The basis.point cohort experienced a similar positive level of progressions as ParentChild+ National, with a higher percentage of children reaching developmental milestones at the final assessment stage. **Overall, the basis.point cohort demonstrated a 60% increase from CBT 1 (20%) to CBT 4 (80%).**

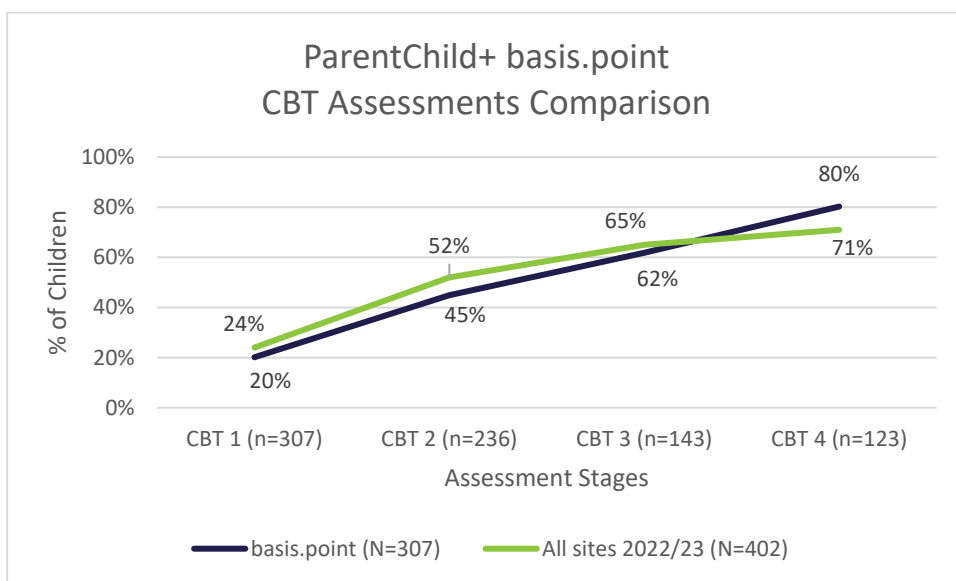


Figure 2. Comparison of ParentChild+ basis.point cohort (N=307) and ParentChild+ 2022/23 cohort (N=402) CBT Assessment Stages. Percentage of children reaching their developmental milestones i.e. scoring 4 (often) or 5 (always).

A breakdown of this development across the three subscales of the CBT assessment (cognition, behaviour and language) is presented in Figure 3 below. The percentage of children from the basis.point cohort reaching their developmental milestones increased throughout each of the three CBT subscales. **The greatest increase can be seen in children’s cognition, in which the percentage of children reaching their developmental milestones increased by 69% from CBT 1 (16%) to CBT 4 (85%).** This was followed by a 64% increase in children reaching their language milestones and, finally, a 55% increase in children exhibiting positive behaviour. The basis.point cohort experienced greater increases in each of the domains compared to the total ParentChild+ 2022/23 cohort, which were cognition (57%), followed by language (52%) and behaviour (40%).

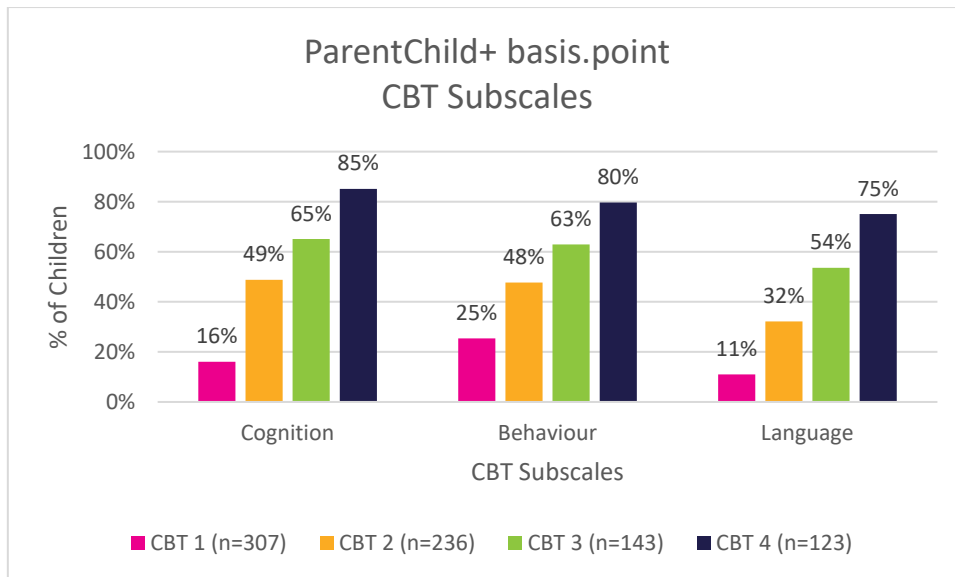


Figure 3. ParentChild+ basis.point cohort (N=307) CBT Subscales (Cognition, Behaviour and Language) for CBT 1 to 4. Percentage of children reaching their developmental milestones i.e. scoring 4 (often) or 5 (always).

Parent and Child Together (PACT) Assessment

PACT 1 assessments have been completed for 289 of the families funded by basis.point. PACT 2 has been completed for 211 of the families, PACT 3 for 137 and, finally, PACT 4 has been completed for 111 of the families funded by basis.point that have graduated from the programme. As a number of the basis.point families from the Grant 2 cohort began the programme before this assessment was introduced, a set of PACT data is unavailable, thus there are some disparities between the CBT and PACT cohort sizes.

As can be seen in Figure 4 below, the basis.point families entered the programme with a higher level of need to the national average. However, **the basis.point cohort has demonstrated positive progressions throughout the programme, with a 19% increase from PACT 1 to 2, a 7% increase at PACT 3, and overall increase of 34% at PACT 4 (82%).**

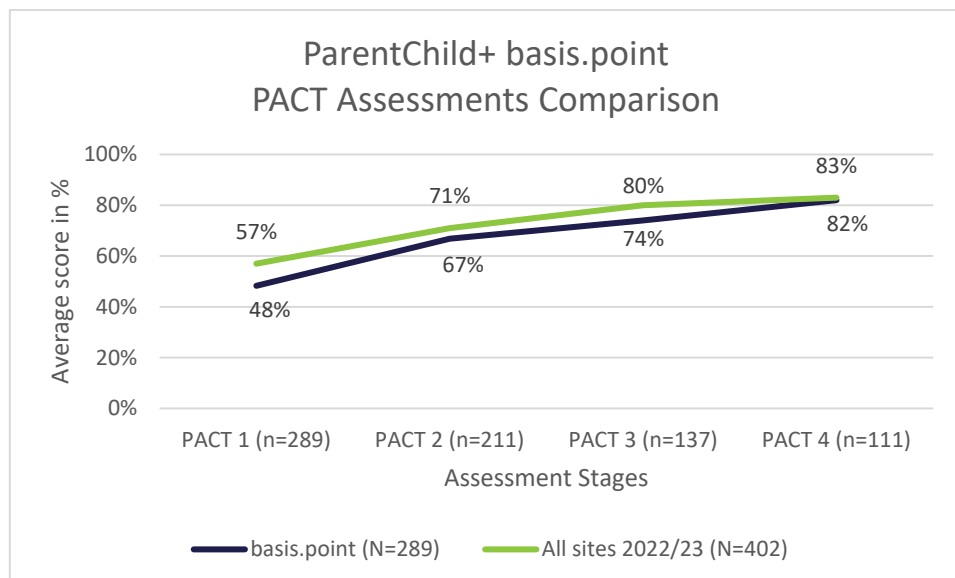


Figure 4. Comparison of ParentChild+ basis.point cohort (N=289) and ParentChild+ 2022/23 Cohort (N=391) PACT Assessment Stages. Percentage of parents having positive interactions with their children i.e. scoring 4 (often) or 5 (always).

Figure 5 illustrates a breakdown of the development of positive parent-child interactions across the four PACT subscales (responsiveness, affection, communication, consistency). Each of the four subscales experienced an increase in positive parent-child interactions from PACT 1 to PACT 4. **The greatest increase was in parents' communication with their children in which 45% more families were having positive parent-child interactions at PACT 4 (82%) than PACT 1 (37%).** This was followed by a 42% increase in parents' consistency with their children, and a 35% in parents' responsiveness towards their children. The final subscale, parents' affection towards their children increased by 20%. **These percentage increases are greater than the increases experienced by the ParentChild+ 2022/23 cohort** which were 34%, 32%, 30% and 18% for communication, consistency, responsiveness and affection respectively.

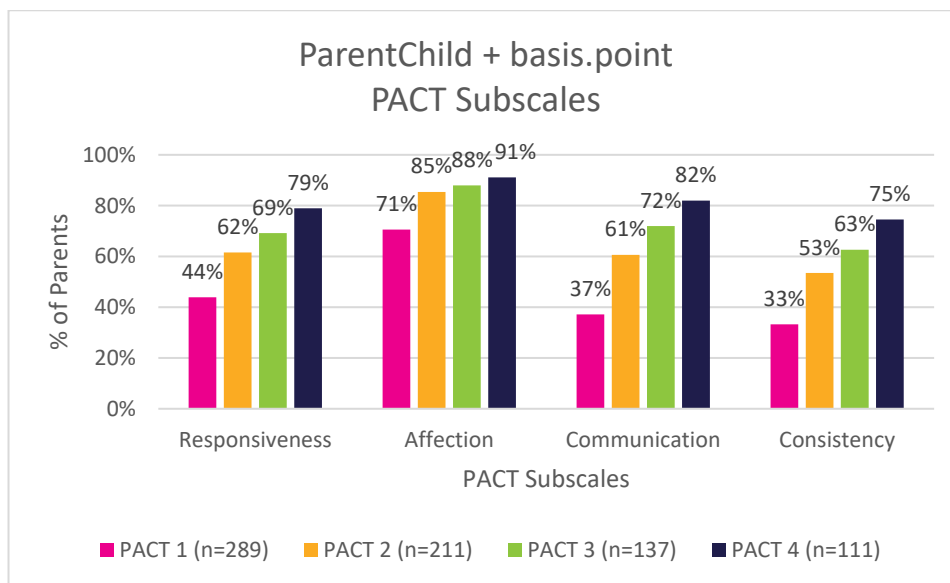


Figure 5. ParentChild+ basis.point cohort (N=289) PACT Subscales (Parent's responsiveness to the child, Parent's affection towards the child, Parent's communication with the child and Parent's consistency with the child). Percentage of parents having positive interactions with their child i.e. scoring 4 (often) or 5 (always).

Home Visitor Feedback

Home Visitors from each site had the opportunity to share their comments relating to children's developmental milestones and parent-child interactions in their progress notes. For the purposes of a more thorough understanding of the results presented above, several indicative comments from Home Visitors are listed below:

Child is a very bright little girl. She has shown a real intelligence throughout the programme. She is confident to take the lead during visits and has the ability to problem solve and extend the play. She has developed fantastic communication and participates in conversation well advanced for her age.

Child is in good stage, and I can see her different from start of programs to now. She can tell us very well what she wants and description the story to me. She was shy to speak when I first met her. She had good emotional development, for new things I only need tell her ones, some new word, she can remember them all when I do a review visit. For fine motor skill, child loves colouring, she can coloured most in the line, she can draw eye and happy mouth by herself.

Child has recently been diagnosed with Autism and global developmental delay. He is a very intelligent little boy who loves puzzles and books. His speech and vocabulary has improved immensely however his communicative language in social situations is something that needs support.

This mum has worked hard to help child reach her potential. She has always taken on board tips and suggestions that I gave. She has seen the benefits of following child's lead and has a better understanding of her child's ability and needs.

Child's parents always engaged her and give her a lot of patients. Child's parents have given her good company, are very patient with her, and will try their best to meet her requirements. Dealing with child's mistakes can also be well corrected. Treating the books and toys I brought over can encourage child to use them. Every time I visit, parents actively participate.

Story of Change

Told by a Home Visitor from Louth

Little boy aged 3 living with his maternal Grandmother. Family came from the Irish Traveller Community. Grandmother did not receive a lot of education and could not read or write. Little boy was pre language, had very poor social skills and was not toilet trained.

At first the Grandmother was very cautious and seemed to lack trust in the programme. We put this down to trauma experienced in the past. The Home Visitor focused on building a relationship with the Grandmother and they became very fond of each other. Even though the Grandmother did not read or write this didn't stop her getting involved because the Home Visitor had the skills to make the books fun by telling the story through the pictures. This approach opened up the world of books to the Grandmother.

The little boy began to use words, his social skills such as turn taking, waiting and listening to directions improved immensely and thanks to the Toilet Training book and the Home Visitors skills he was toilet trained. One of his favourite resources was the baby doll. He was so kind and caring towards the doll, and had great fun doing pretend play.

The little boy graduated the programme at session 92. This in itself was an amazing achievement the fact that the Grandmother saw the programme right through to the end considering how cautious she had been at the beginning. This little boy went onto junior infants in primary school and is getting on very well thanks to the great start he got because of the ParentChild+ Programme.

Thank You

We want to express a final word of thank you to the basis.point team for your ongoing support and indeed the successful partnership we have built with thanks to your ongoing generosity to ELI programmes. The commitment of your staff, committees and patrons is certainly bearing fruit in various communities around Ireland with children and families of all backgrounds. This investment has made a positive impact and its ripple effects are set to be seen for years to come as children begin school ready to succeed and as parents grow in confidence as their child's first and best teacher.

If you have any questions, or concerns relating to the data in this report or indeed, you would like for us to present your impact, our research and findings to your board or patrons at any point please feel free to make contact with Lána Cummins, ELI National Assistant Director (by phone: 086 467 2204 or email: lana.cummins@ncirl.ie)



Early Learning Initiative
National College of Ireland

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