# *First 5 Contra Costa:*

# *Annual Center Survey of Families, 2010*

## *COMPREHENSIVE REPORT*

*(DRAFT ~ 9/10/2010)*

Applied Survey Research

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# Introduction

First 5 Contra Costa has established five Centers in areas of the county that contain low-performing schools and/or a paucity of services. The Centers provide classes and activities to improve children's development and adults' parenting skills. The focus for the first several years was specifically on parenting and child development, rather than on a broader set of services / activities recommended for Family Resource Centers in other states. In the past couple of years, the Centers have adapted to provide other services / programming, such as the newest endeavor to incorporate Community Resource Specialists on-site. ASR was asked to interview families who attend the Centers, as one part of an overall evaluation of the First 5 Centers program.

## First 5 Center Family Interviews and Parenting Strengths and Supports Survey

In the fall of 2008, First 5 Contra Costa contracted with Applied Survey Research (ASR) to gain a deeper understanding of the families who visit the Centers via telephone interviews and focus groups. The findings provided First 5 Contra Costa and the Centers' staffs with greater insight of:

A. The populations served by the Centers and the effect of Center participation;
   - Who attended First 5 Centers in 2009?
   - What kinds of changes in parenting practices occur through interaction with First 5 Centers?

B. Services used by Center participants and their assessment of Center quality;
   - How are families using the Centers?
   - What is the perception of staff and Center quality?

C. Parenting strengths and supports among Center participants;
   - What are the parenting strengths and supports?
   - How do they cluster across families?
   - What are the defining traits of each cluster?

In 2010, First 5 Contra Costa again asked ASR to conduct lengthy interviews (approximately 30 minutes by telephone) with families, using many of the same questions. Additionally, because Centers have been moving toward incorporating the use of information from a sub-set of questions, dubbed the Parenting Practices Styles or Parenting Strengths and Supports survey, these questions were again asked and the same sophisticated analysis was conducted to identify clusters of parenting strengths and supports.

These 2010 interviews do not constitute a "follow-up", and cannot be compared with findings from 2008-09 to see if *individual* families have increased their parenting strengths over time. In both the 2008-09 and 2010, the samples were selected from the registration list of families relatively new to the Center – within the prior year. Individual survey respondents will not be the same from 2008 to 2010. Thus the data is used to present comparisons of the population of families who visit Center and group shifts which may have occurred.

**Despite slight variations between the sample and Centers' populations, we are confident that our sample fairly well reflects the population.**

With only 9% of all persons contacted declining to be interviewed, the response rate is very strong – 91%. With 251 completed interviews from the population of 1,386, the confidence interval is 5.6% at the 95% confidence level. This means that given any survey response, we

can be approximately 95% confident that the entire First 5 Center family population would respond the same way within ±5.6 percentage points.

# Section A.
# The Populations Served by the Centers
# and
# The Effects of Center Participation

# Who Attends the First 5 Centers?

## How has the population of First 5 families changed between 2007-2009?

In the calendar year 2009, 1,386 families registered at the First 5 Centers. Since the initial implementation of the First 5 Center Survey in 2008, there has been a shift in the characteristics and numbers of families attending the Centers.[1]

As shown in Figure 1, the service population has shifted somewhat between the 2008 and 2010 implementations of the Survey across all First 5 Centers. These shifts include:

- A substantial decrease in Hispanic and Spanish-speakers to the Antioch Center. This Center has also seen an increase in African American visitors.
- An approximate 10% decrease in Hispanic/Latino families and a similar increase in Caucasian families in Bay Point.
- An increase in English speaking visitors to the Delta, Monument, and West County Centers.

In addition, the number of families registered at Centers in 2009 also differs considerably from registrants in fiscal year 2007-08 at three Centers – West County saw a 38% *decrease* in registrants, Monument saw a 51% *increase* in registrants, and Delta saw a 47% *increase*.

Explanations for these changes include:

- Shifts in the region's population due to foreclosures and unemployment that in some cases increase the target population of persons likely to attend the center (e.g., unemployed or underemployed family members with more time available to attend Center activities) and in other cases decrease the likelihood of attendance (e.g., family members working harder to support the family, leaving less time for Center activities; families moving away).

  According to the U.S. Bureau of Labor Statistics, the unemployment rate in Contra Costa County has risen from 4.3% in May, 2007 to 10.9% in May, 2010[2]. While the data we collected do not enable a direct examination of the effect of county economic conditions on Center attendance, Center directors do perceive an impact of the economic downturn on attendees such that more fathers are involved, and more English-speaking families are attending, who previously would have been working and unable to attend.

- Changes in data collection procedures: In 2007-08, paper forms were completed by family members at registration and sent to Harder+Company (H+C) by First 5 Center staff for data entry. In 2009, procedures were changed dramatically with the adoption of the ETO database which Center staff use to enter data themselves.

  Further, the transfer of Harder+ data from the first part of 2009 into ETO and the complexities of the ETO system which is still in development, create the possibility of data errors and

[1] The fiscal year has just been completed, and all numbers referring to current F5 Center populations are not yet audited.

[2] http://www.google.com/publicdata?ds=usunemployment&met=unemployment_rate&idim=county:CN060130&dl=en&hl=en&q=unemployment+rate+contra+costa+county

misreporting as a result. The First 5 Evaluation Department staff members continue to monitor this situation.

**Figure 1. Demographic Comparison of Registered Families, 2007-2008 and 2009**

| | Antioch | | Bay Point | | Delta | | Monument | | West County | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2009 | 2007-08 | 2009 | 2007-08 | 2009 | 2007-08 | 2009 | 2007-08 | 2009 |
| **Language** | | | | | | | | | | |
| English | 29% | 52% | 33% | 34% | 60% | 76% | 24% | 32% | 37% | 44% |
| Spanish | 67% | 48% | 67% | 66% | 25% | 24% | 64% | 66% | 57% | 55% |
| Other | 4% | % | 0% | 0% | 14% | 0% | 12% | 0% | 4% | 0% |
| Size | 199 | 134 | 121 | 120 | 156 | 290 | 241 | 331 | 531 | 286 |
| **Ethnicity** | | | | | | | | | | |
| Hispanic/ Latino | 82% | 63% | 82% | 71% | 35% | 35% | 76% | 79% | 75% | 71% |
| Caucasian | 8% | 11% | 5% | 15% | 46% | 42% | 7% | 12% | 3% | 3% |
| Asian | 3% | 5% | 7% | 4% | 9% | 8% | 12% | 7% | 6% | 4% |
| African American | 3% | 18% | 4% | 4% | 3% | 8% | 0% | 1% | 11% | 16% |
| Other/ Multi | 4% | 3% | 2% | 6% | 7% | 7% | 5% | 1% | 3% | 6% |
| Size | 190 | 132 | 131 | 119 | 203 | 298 | 217 | 327 | 507 | 314 |

Source: Families registered in 2009 is from *ETO* Data; 2007-08 data from Harder+Company First 5 Centers 2007-2008 Evaluation Data Summary.
Percentage changes greater than 5% are indicated in red.

## What are the Characteristics of Families?

### Ethnicity and Language

Almost three-quarters of respondents in the sample (71%) are Hispanic/Latino. A little over one-half (56%) are Spanish-speaking and 44% are English-speaking.

**Figure 2. Ethnicity of Families Surveyed**

| Ethnicity | Families Surveyed | |
|---|---|---|
| Hispanic/Latino | 172 | 71% |
| Caucasian | 36 | 15% |
| African American | 14 | 6% |
| Asian | 10 | 4% |
| Multi-ethnic/Other | 8 | 3% |
| Total | 243 | 100% |

Note: 8 respondents did not indicate their ethnicity.

### Household Composition

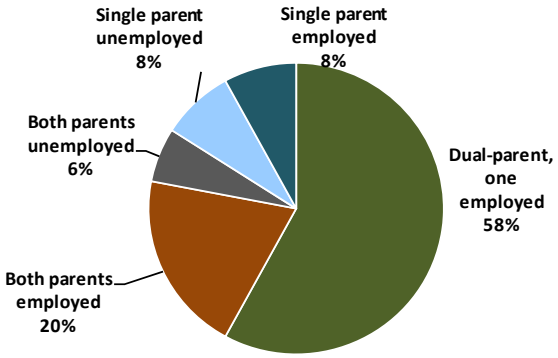
Most of the households sampled have two parents; however, almost one in seven families (16%) are headed by a single parent.

Approximately one-third of families have one child and another one-third have two children (35% each). Almost one in five families (19%) has three children and 10% have four or more children. Almost one-half of the families involve one child and one-half involve two children in Center activities (47% each), while 6% of families have three children involved.

### Employment Status

Almost six out of every ten families (58%) interviewed are two-parent households with one parent employed, and in one-fifth of the households, both parents are employed. Eight percent (8%) of families are headed by a single parent who is employed; thus, 86% of the families have at least one employed parent. (However, employment may be part time, full-time or seasonal.) Only 6% of the households have two unemployed parents. Of the 16% of households headed by a single parent, one-half are employed, and the other half are unemployed.

**Figure 3. Employment Status of Center Families**



### First 5 Center Families – Findings and Implications for Programming

- First 5 Center Directors have observed a shift in the last two years in who comes to the Centers. Due to the economic downturn, it may be that families who would have otherwise paid for similar services are now using the Centers. It also may be that their education backgrounds and exposure to information on parenting practices may differ from the families seen in the past. Thus, Center staff may want to discuss how to best ensure that families participate in classes which are best matched to their needs, as those needs change with a changing population.
- Center Directors have also seen shifts in ethnic distribution of families that differ by Center. Some of this is due to targeted outreach and efforts to diversify the cultural backgrounds of Center users. This is also the result of shifting demographics, perhaps partially due to economic factors.
- The great majority of families have at least one employed parent and some have two. The programming needs of unemployed and employed parents are likely to differ greatly both in which hours they can attend and what classes or activities they desire.

# What is the Impact on Families of Center Participation?

## Did Center Participation Foster Observable Growth in Child Development?

Parents were asked if they had noticed any changes in their child's development that they attribute to their Center participation. Nine out of ten, 89%, did note changes in their child.

The areas of growth most frequently cited include: greater ability to socialize with others, increased interest in learning/engagement in crafts and play, and generally improved behavior and mood.

One in ten parents interviewed indicated they noticed changes in their own parenting skills. These responses suggest that parents and children experience positive change in behaviors as a result of Center involvement.

**Figure 4. Child Development Growth Areas**

| Topic | Number | Percent |
|---|---|---|
| Greater ability of children to socialize with others | 73 | 36% |
| Interest in learning, crafts, play | 31 | 15% |
| Generally improved behavior, mood | 24 | 12% |
| Improved adult parenting skills | 18 | 9% |
| Improved child communication/expression | 17 | 8% |
| Listens more, more disciplined, pays attention | 15 | 7% |
| Increased independence | 11 | 5% |
| Development of speech/language | 8 | 3% |
| Improved motor skills | 6 | 3% |
| Total responses | 203 | 100% |

Note: Excludes respondents who report never having attended a Center. We recorded parents responses verbatim and then categorized responses during analysis.

**The overwhelming majority of parents noted growth in their child's development as a result of Center participation.**

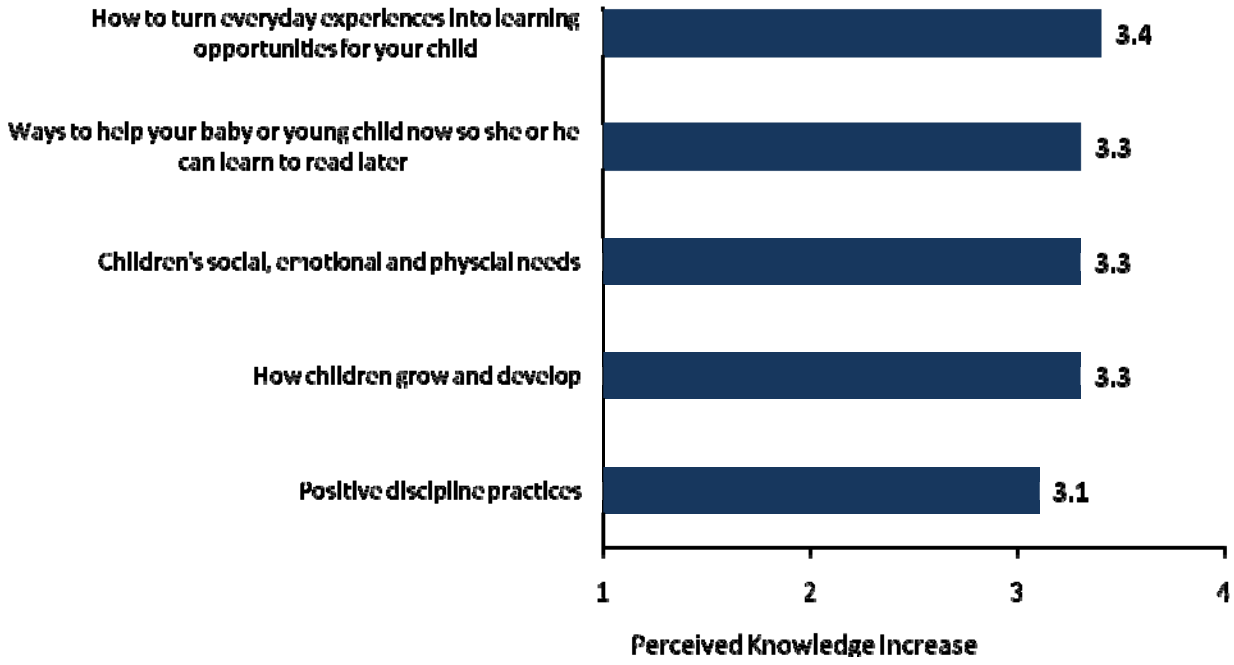
## Did Center Participation Increase Parental Knowledge of Child Development and Positive Discipline?

Families were asked how much they have learned about child development and parenting as a result of coming to the Center. Respondents were asked to rate their knowledge increase and those responses were ranked on a scale from one to four with 1=Nothing, 2=A little, 3=Some, and 4=A lot. Average scores ranged from 3.1 to 3.4, indicating that the large majority of families report learning "some" or "a lot."

Parent responses show that they gained the greatest knowledge about how to help their child learn and foster early literacy skills. "How to turn everyday experiences into learning opportunities for your child" and "Ways to help your baby or young child now so she or he can learn to read later" received among the highest average ratings in perceived change in knowledge.

Knowledge of positive disciplinary approaches increased the least, which points to a topical area towards which Centers might direct additional attention.

**Figure 5. Perceived Change in Knowledge of Child Development as a Result of First 5 Classes**




Note: Excludes respondents who report never having attended a Center.

## What is the Impact of Centers on Family Social Network Building?

An important feature of quality Family Resource Centers is to enable opportunities for families to meet each other and develop social networks that carry over in their lives outside the Center. Through our interviews we found that the Centers do provide many opportunities for families to increase and

strengthen their social network. This occurs during drop-in Free Play time, social events, during class breaks, and before or after classes.

- Three-quarters of respondents (74%) reported that they had made friends with parents that they had met at a First 5 Center; and
- Over one-third of those who had made friends (38%) had met up with their friends outside of the Center.

### Impact of Center Participation for Families - Discussion & Implications

- Parents were asked to assess their perceived change in knowledge in a number of parenting activities. It should be noted that respondents who come to the Center with a higher level of familiarity with these topics may rank the degree to which their knowledge changed lower because they have less room for growth. Positive discipline practices was the area that received the lowest rating for knowledge increase. Some Center Directors told us that they refer to "discipline" (as opposed to punishment) rather than "Positive discipline" and our survey wording may have confused some respondents. Yet, this is likely an area on which to continue to work with parents. Parents come to the Centers with a diversity of parenting styles. Teaching positive ways to discipline children is one of the most challenging topics to engage parents.
- Nearly all parents indicated on the survey that they had observed growth in their child's development. These findings are corroborated by vignettes submitted by Centers on their quarter reports. Increased verbal communication, socializing, and skills important for school readiness were noted on the surveys. Observable advances by families should be celebrated by Centers and continue to be affirmed and supported.
- Centers have become places where members of the community can come together to develop friendships and decrease isolation. Extending ways to grow social networks beyond the setting of the Center should be considered.

# Section A Future Directions and Recommendations

## Increasing Knowledge of Child Development

The great majority of those surveyed identified developmental growth areas they have observed in their child as a result of their Center involvement. The large majority of parents also perceived an increase in their knowledge of child development as well. Yet, there is still room for improvement. On the survey items that focused on knowledge of development of infants and younger children, most parents were unable to correctly identify the age at which a parent can begin to influence a child's brain development and the age at which an infant or young child begins to really take in and react to the world around them. In addition, positive discipline practices ranked the lowest of respondents' perceived knowledge change areas (3.1 on a scale ranging from one to four). With the shift in Center programming to a focus primarily on classes and activities for children zero to three, there is an opportunity for greater emphasis to be placed on child development for that age group. This might include prenatal education that sets the stage for the first six months postnatal as well as developmental milestones for zero to three and age appropriate expectations.

## Providing Social Network Building Opportunities

Centers have been successful in their efforts to help families increase their social supports. Three-quarters of respondents reported that they had made friends with parents they had met at a First 5 Center and over one-third of those had met up with these friends outside of the Center. Efforts in this area should continue and expand, depending upon the current efforts taking place at each Center, in order to decrease isolation and build upon a sense of community with the local neighborhoods surrounding the Centers. There are also opportunities to build social networks in the prenatal area as well with expansion into prenatal class offerings.

# Section B.
# Services Used by Center Participants
# and
# Their Assessment of Center Quality

# How are Families Using Center Services?

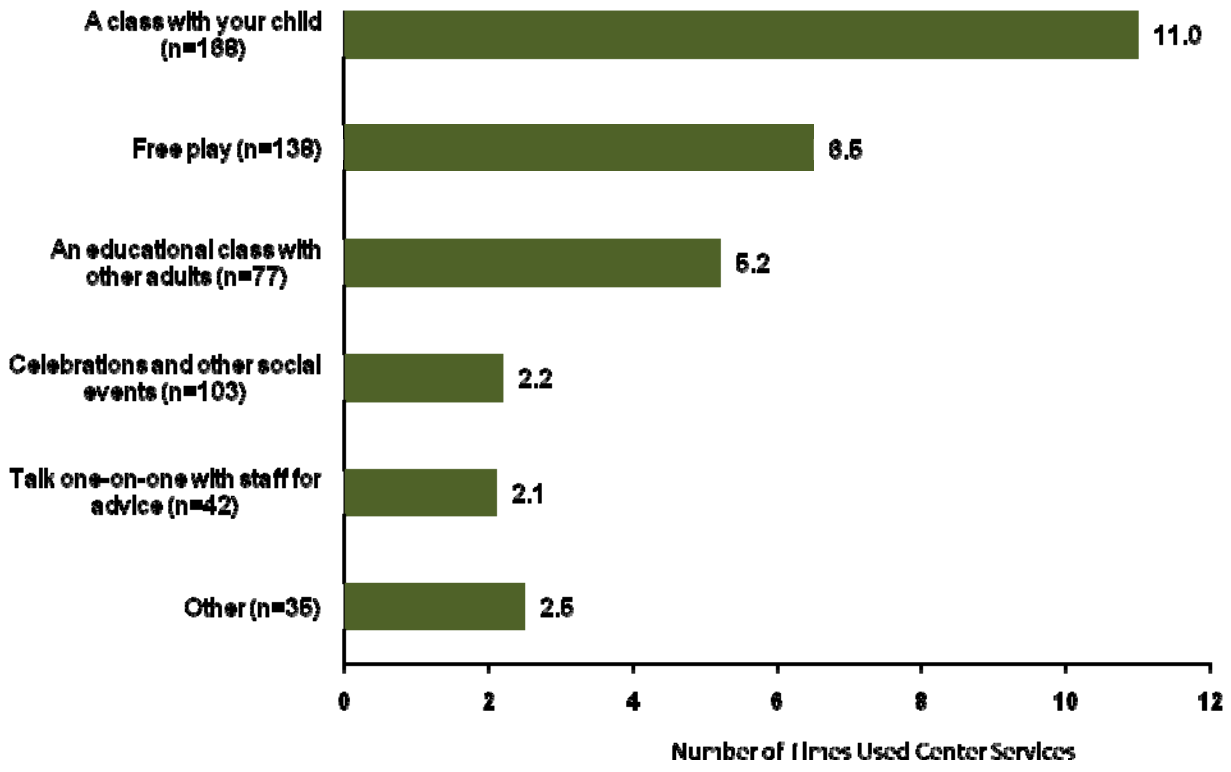
## What Services are Center Families Using?

Respondents were asked if anyone in their family has ever attended Center services. If they had they were then asked the number of times they attended the various types of Center activities between January and the time of the interview (a period of approximately 20 weeks).The figure below represents the average number of times families who had attended a program at one time or another, had recently used services based on their recollection. (The new ETO database soon will be able to provide more precise information based on activity attendance sheets.)

As shown in Figure 6, families come to the Centers most frequently for classes with their children. Families are least likely to come to their Center to talk with staff for advice.

**On average, families participated in a First 5 Center program or event just under four times per month.**

**Figure 6. Average Times Families Used Services in the approximately 20 weeks since January, 2010**



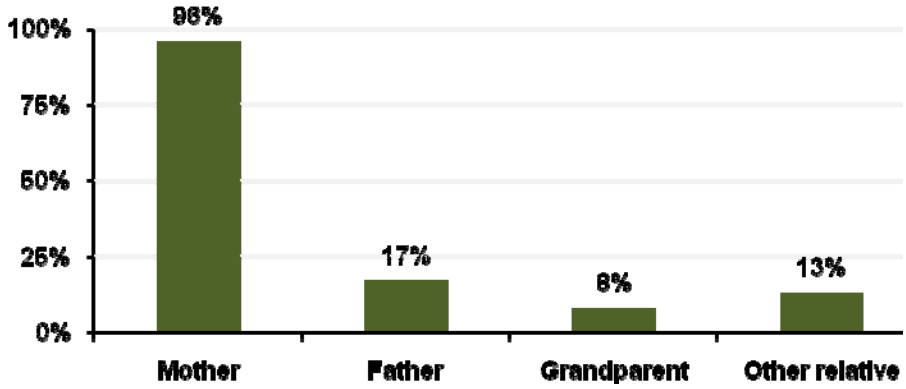

Note: Averages are based on the number of families who have ever used that service or program.

## Who in the Family is Using Center Services?

While mothers and their children are not the exclusive users of Center services they do comprise the majority. Naturally, they also made up the great majority of interviewees for the 2010 First 5 Center Survey, 93%. Respondents were asked who besides themselves used any Center services in the prior two months. Information is based on the 198 families who attended the Center at least once since January.

The mothers in nearly all of families, 96%, had been to their Center recently. In addition, 17% of families had a father who attended, 8% had a grandparent who attended, and for 13% of families another relative attended. Other relatives included the child's aunt or uncle, siblings, or a specifically named relative whose relationship was not identified. Some of the Centers have been creating programming and conducting outreach targeted to fathers and this was reflected in their Center specific findings.

**Figure 7. Family Members who have Recently Used Services**




Note: Percentages based on the number of families who reported at least one Center visit since January, 2010. The sum of the percentages exceeds 100 because multiple family members may attend Center programs.

**While mothers are the most frequent adult family members to visit the Centers, fathers also have a presence.**

### First 5 Center Utilization – Findings and Implications for Programming

- The Community Resource Specialist is a new position at the Centers. At the time of this survey, few families had made use of this new service. It will be important over time to track utilization of this new resource by families.
- Classes with children were the most frequently attended of all Center services. This remains the core of Center programming, as it was intended from inception.
- Because a prior Strategic Review report (by Rosalie Streett) recommended that Centers offer more ways for parents to congregate, Centers have expanded Free Play time, and interview responses indicate that this is well received. With that firmly established, Center staffs may now consider whether further support for parents to get to know each other are needed.

# What are Family Perceptions of Center Staff, Facilities, and Services?

The First 5 Centers are intended to be supportive places with sensitive, knowledgeable staff, safe and clean facilities, and opportunities to get to know other families as a way to increase social support networks.

We asked parents to rate how often they experienced several features widely considered to define high quality Family Resource Centers.[3] Overall, interviewees rated the Centers very high – so high, in fact that we present only the highest response category in this section, such as "Strongly agree" or "All the time."

## How do Families Rate Quality of Staff?

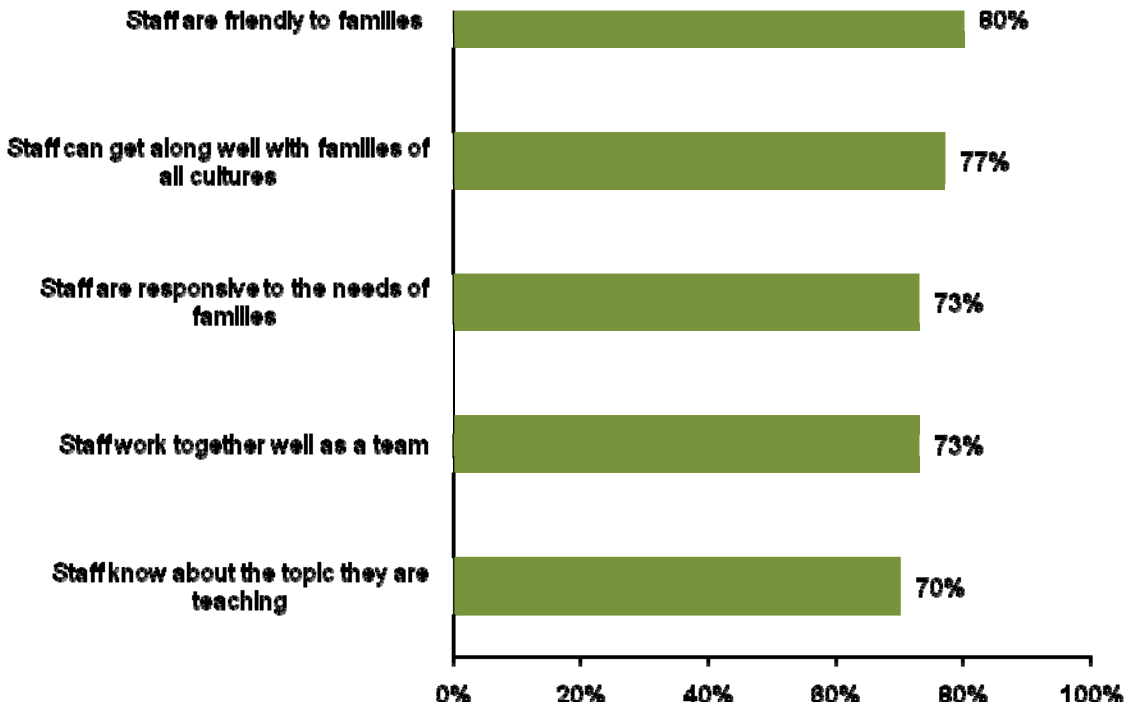
We asked parents to rate several qualities that are considered to define excellence in staffing of Family Resource Centers. Between 70% and 80% rated the staff as having the desired attribute "All of the time".

The quality rated most highly was staff friendliness to families. Eighty percent of families believed staff are friendly "All of the time". And approximately three-quarters of interviewees felt that staff's cultural sensitivity, responsiveness and team work were always present. While all ratings about staff were very high, more than one-quarter of interviewees did not think staff are responsive to the needs of the family all the time, that staff do not always work well as a team, and staff do not always know the topic there are teaching.

**First 5 Center staff receive highest ratings in friendliness.**

[3] Streett, Rosalie. Practice Standards to Guide Further Development, 2008.

**Figure 8. Center Staff Quality Ratings – Percent Indicating that this Happens "All of the Time"**




Note: Excludes respondents who report never having attended a Center.

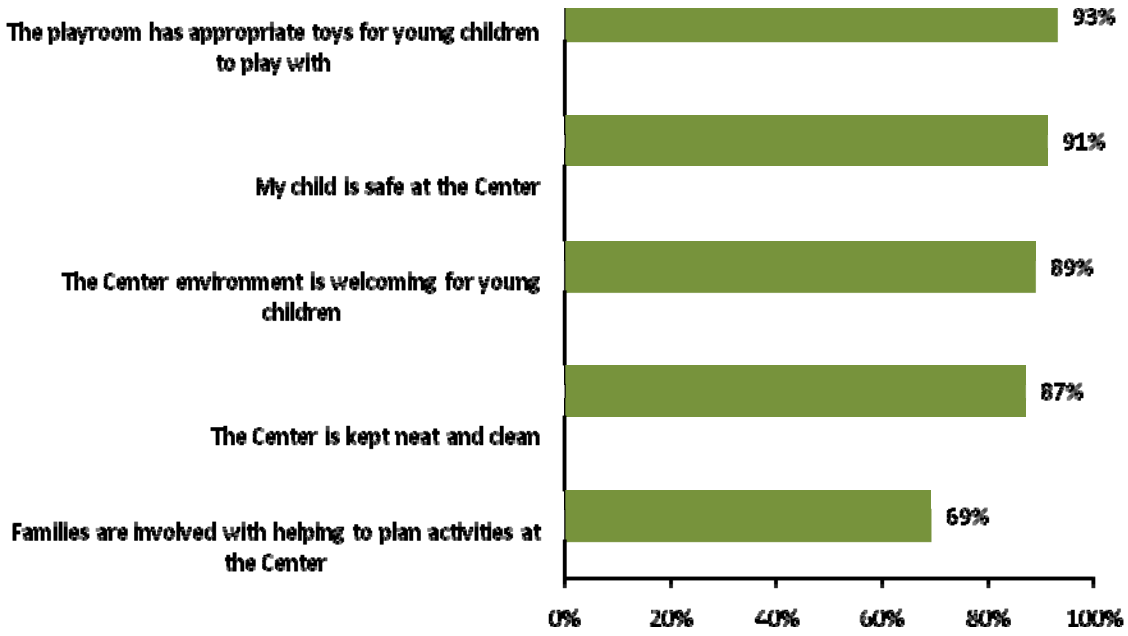
## How do Families Perceive the Quality of the Facility?

Are Centers child-centered, safe and clean? Families were asked to rate their agreement with statements regarding their Center facilities. (These items were drawn from the practice standards cited in 2008 Strategy Review by consultant Rosalie Streett.

Nine out of every 10 families strongly agree that the Centers are safe, welcoming environments appropriate for young children. Families agree somewhat less with the statement that families are involved with helping to plan activities at the Center.

**Centers received extremely high ratings on key factors of facility quality.**

**Figure 9. Center Facility Quality Ratings – Percent Indicating they "Strongly Agree"**




Note: Excludes respondents who report never having attended a Center.

## Most Important Features of Quality

We asked parents to list the three most important features that they think make any First 5 Center a high quality one. Responses reflected a strong emphasis on the Center classes. The two most frequently cited features were: quality of the classes, and staff who are qualified to teach the classes.

Rounding out the top five factors of facility quality, families also cited child safety at the Center, friendliness of Center staff, and neatness or cleanliness of the facility. For these latter factors there was a great deal of consistency between what parents seek in a high quality center and how their rated their facilities (refer to Figures 8 & 9). However, the survey did not specifically ask about the feature most important to families, overall quality of classes. However, they were asked if they feel staff are qualified to teach classes, and as indicated in Figure 8, less than three-quarters of families indicated this to be the case at their Center "all of the time".

**The quality of Center classes is extremely important to families.**

Figure 10 summarizes responses to questions about feathers that families think are important, and features that families see at their Centers.

**Figure 10. Center Facility Quality Features**

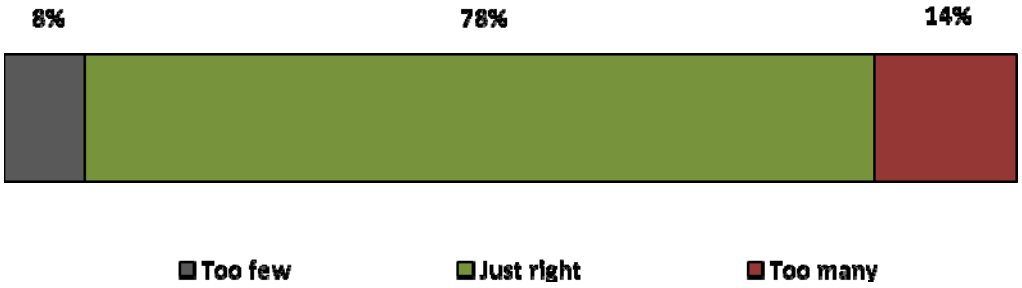
| Features of Quality | Features families think are important | Features families see at their Center (from Figs 8& 9) |
|---|---|---|
| Quality of the classes | 43% | Not asked |
| Staff who are qualified to teach classes | 37% | 70% |
| Safety of child in the Center | 37% | 91% |
| Friendliness of the staff | 35% | 80% |
| Neatness or cleanliness of facility | 27% | 87% |
| Having staff who understand my culture | 9% | Not asked |
| Activities/toys for kids | 5% | Not asked |
| Ability to get into a class | 4% | Not asked |
| Participants being able to drop-in | 3% | Not asked |
| Variety of classes | 3% | Not asked |
| Friendliness of other participants | 2% | Not asked |
| Trust | 1% | Not asked |

246 respondents offered 603 responses (each respondent listed up to three features). Percentages are based on total number of respondents.

## Do Classes have the Right Number of Students Registered?

Families were asked to consider the last class they took at their Center and judge in their opinion if the number of students was too few, about the right number, or too many. The large majority, just over three-quarters of respondents (78%), felt that there were just the right number of students in their class. Fourteen percent felt there were too many students in their last class. Eight percent thought there too few students in their last class.

**Figure 11. Satisfaction with Number of Students in Classes**



## Financial Supports as a Future Service

The First 5 Contra Costa Commission developed a five-year strategic Plan, with a new area that focuses on Family Financial stability.[4] One of the 2010-2015 Strategic Goals is: "Families earn, keep, and grow financial assets". One way to achieve this goal is for family support providers to offer a range of asset-building services. Another is for agencies serving families to provide low-income families with resources and referrals to address their financial needs.

In an effort to learn what kinds of financial support families attending First 5 Centers would like, we asked several questions on this topic. With the continuation of the deep recession, families are more than ever effected by the economic climate in Contra Costa, with its foreclosure and unemployment rates among the highest anywhere in the state.

**Many families would welcome educational opportunities to increase financial literacy.**

Most families attending the Centers have annual family incomes of less than $15,000 a year and are experiencing financial strain. We asked if they would accept services such as financial education classes, credit assistance, job training referrals, and opening a bank account if such resources were offered.

Families indicated that they would be quite receptive to education and supports around financial issues. In fact, seven in ten respondents (69%) said they would be interested in such support. This percentage varied by Center, with families from the Antioch, Bay Point, and West County Centers expressing greater interest, and families from the Delta Center expressing less interest.

**Figure 12. Interested in Receiving Financial Information at Centers**

| Center | Percent Yes |
|---|---|
| Antioch (n=31) | 87% |
| Bay Point (n=38) | 84% |
| Delta (n=54) | 44% |
| Monument (n=42) | 64% |
| West County (n=72) | 75% |
| Total (n=237) | 69% |

The topics of interest expressed by respondents in the open-ended interview questions fell into four main areas:

- Basic money management,
- Credit assistance/counseling,
- Opening a bank account, and
- Job seeking support.

[4] First 5 Contra Costa's 2010-2015 Strategic Plan (http://www.firstfivecc.org/index.php?page=strategic-plan)

We gathered additional information about family interest in financial resources. Center registrations forms include a place for families to indicate their interest in a variety of services. One-quarter (24%) of the 377 registration forms collected between January and June, 2010, (92 registrations) indicated an interest in employment/job training and 7% (26 forms) showed an interest in information on financial planning/budgeting.

Figure 13 shows the number of respondents to both the First 5 Center Family Interviews and the registration form who indicated interest in receiving educational supports around financial issues.

**Figure 13. Financial Issues on which Clients Want More Information based on Family Survey and Center Registration Forms**

| Topic | Family Survey | Center Registration |
|---|---|---|
| General/basic money management / budgeting | 47 | 26 |
| Finding a job | 37 | 92 |
| Credit assistance/ counseling | 34 | ---- |
| How to open a bank account | 22 | ---- |

## First 5 Center Quality – Discussion & Implications

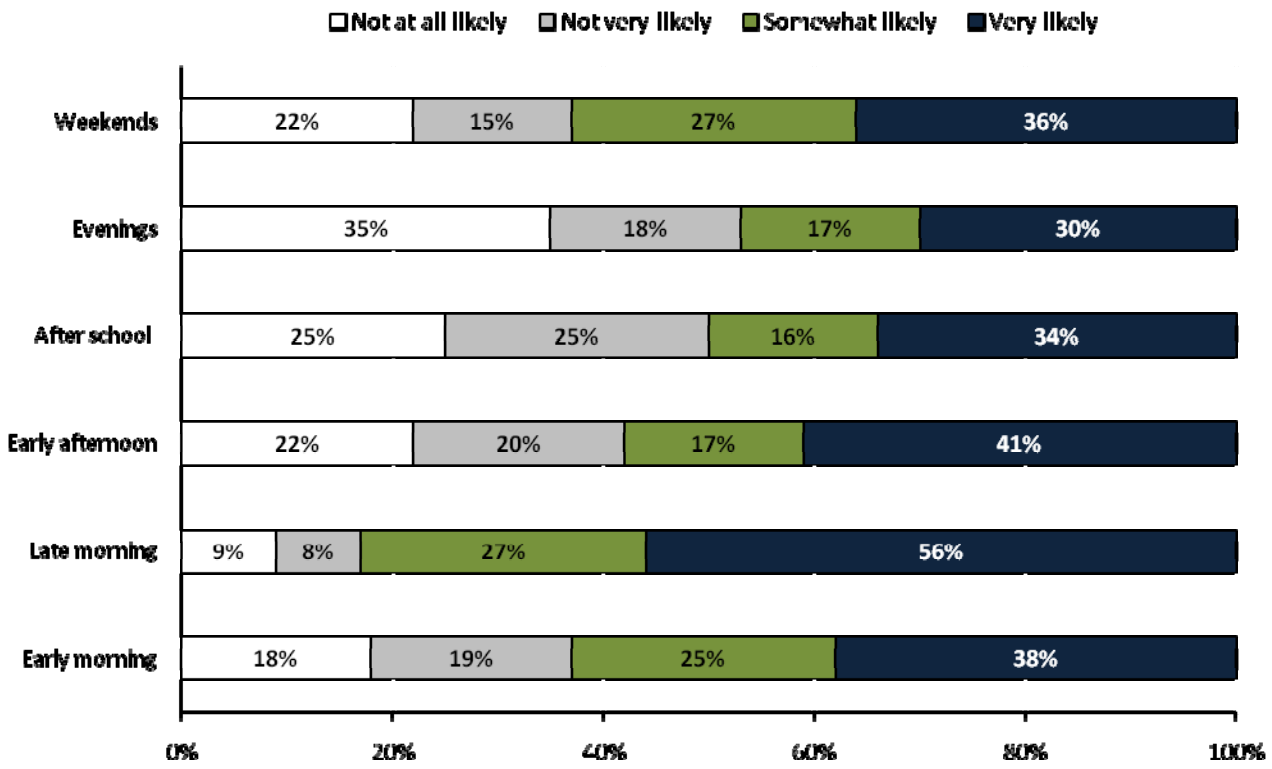
- A recommendation from a 2009 Strategic Review report encouraged Centers to involve parents more in planning Center activities. Center Directors have considered the recommendation and are establishing formal mechanisms to achieve it. At this early stage, it is encouraging that many parents (two-thirds of those interviewed) indicate that they do feel that families are involved in planning activities. A discussion of additional ways to formalize this parent involvement in decision-making would be fruitful.
- Thirty percent of families don't think staff "always" know the topic about which they are teaching. First 5 and the Center Directors should work together to identify ways to assess teachers in addition to the current administration of participant evaluations which generally result in high ratings. One idea that has been suggested by First 5 staff is for instructors to conduct peer observation processes so that teachers get assessed once a year or every six months by another teacher. There may also be a way that Center families can take part through peer discussions or other avenues.
- The survey confirmed that Centers are in a position to support families' efforts at economic self-sufficiency and growth. The great majority of families would welcome financial literacy education and job finding supports. That these activities are consistent with the current Strategic Plan affirms efforts to provide services in this area. Differences in needs among Centers should be considered as well.

# Do Families Think the Hours of Centers' Programming Meet their Needs?

## Are Classes Held at the Most Convenient Times?

We asked parents how likely they would be to attend their favorite classes if they were held at different times of the day. We found that late morning is the most desired time spot. However, early afternoon and weekends also hold possibilities. Currently most classes are offered in the last morning. Some have been offering evening and weekend classes.

**Figure 14. Likelihood of Attending Classes at Different Times of the Day**




As a way to explore how those families who have not been to the Center since January may differ in their programming needs a comparison of preferred days and times for classes was conducted.

Those families who had not attended since January were more likely than those who had attended recently to indicate that they would be very likely to attend a class in the evenings, weekends, or after school. They were less likely to attend in the mornings or early afternoon. That there is a difference in the likelihood of attending classes at different times is not surprising given that some of the top reasons provided for not attending the Center related to timing (refer to Figure 15 discussed below).

**While late morning is the most popular time to hold classes, evenings and weekends also have potential – particularly for those who have not attended their Center recently.**

One Center reported experiencing a great deal of success offering an evening parenting class and Saturday literacy program as indicated in their quarter report narrative. They found that these time slots brought in new families which could not attend weekday classes.

## Why have Families Not Attended a Center?

Fifty-three families interviewed had not attended a Center in the approximately 20 weeks prior to the interview. Among those were 31 families who had registered for a Center but who reported never having participated in a class or event. [5]

We asked these 53 families why they had not attended. The top four reasons given for not attending a Center included three issues having to do with time: the hours are not convenient, time conflicts with work and conflicts with other engagements. Thus, the timing of Center activities appears to figure centrally in families' decisions to attend a Center.

Of these 53 respondents who had not been since January (or ever), the large majority, 85%, said that they do plan to return to their Center another time in the future to take classes or use other services.

**Figure 15. Reasons for not attending a Center since January, 2010**

| Reason | TOTAL (n=53) |
|---|---|
| Hours not convenient | 9 |
| The class I wanted was full | 8 |
| I was working | 7 |
| No time due to other activities/appts | 5 |
| Children are in school | 4 |
| I moved away from the Center | 4 |
| I was sick | 3 |
| I do not have transportation | 2 |
| I did not feel welcome | 2 |
| I was pregnant | 2 |
| The times I attended previously satisfied my needs | 1 |
| My child(ren) are too old to participate (over age 5) | 1 |

[5] The families who have not attended a Center are excluded from analyses of questions which would require their participation in order to provide a valid response. This is noted in tables where applicable.

### Scheduling of First 5 Center Classess– Discussion & Implications

- There were 53 respondents (20% of the survey sample) who had not been to their Center since January. However, the large majority of these, 85%, said that they do plan to return to their Center another time in the future to take classes or use other services. Thus, outreach to recently registered families who do not quickly engage in programming or Center activities is a justified engagement approach to encourage attendance.
- Respondents expressed some interest in a variety of hours for attending Center classes. Those families who have not attended their Center recently were more likely to express interest in evening and weekend programming. However, the experience of Centers in offering classes during these time slots has varied in terms of success. Interest in different time slots does vary from Center to Center and it cannot be assumed that what will meet needs at one will be successful at another. Thus each Center should examine their Center specific survey data and assess the potential for their facility. Demographic, economic, and family structure issues will likely be important factors.

# Section B Future Directions and Recommendations

## Delivering High Quality Classes

When asked what the most important features are in determining Center quality, families listed quality of classes first and staff being qualified to teach classes second. Because service most frequently used by families is the classes, the importance placed on quality is not surprising. Yet, thirty percent of respondents did not feel that staff know about the topic they are teaching "all of the time." It is important to note that this item did not differentiate between classes taught by Center staff and those provided by sub-contractors who are generally experts on the topic they teach. Nonetheless, given that families rely on the classes offered at the Centers, providing class content that meets families' needs and hiring qualified instructors must be of high priority. Families completing evaluations directly following the conclusion of classes generally give high ratings. A peer review tool could be developed to monitor quality by staff and identify the more successful components of each class, teaching style, method of delivery, curriculum content, activities and level of parent engagement.

## Timing of Classes

Families differ in their preferred time for attending classes. While late morning is the most popular time for families to attend classes, Centers should continue to explore alternative times including weekends. The sample included families who registered in 2009 who had a variety of attendance patterns and we found that sub-groups of families have differing needs. For example, those who have not attended program services recently indicated that they would be more interested in evening and weekend classes than families who have attended recently. Needs are likely to vary by age of child, number of children in the household, family composition, and employment status.

## Maintaining Facility and Staff Quality

When asked to judge their Center on a number of specified criteria, families rated Center facilities extremely high in the areas of cleanliness, safety, and providing a welcoming environment for children. The one area that ranked lower was the level to which families are involved in helping to plan activities at their Center. This was also identified by consultant Rosalie Streett as an area for potential improvement. Given that Centers are actively engaged in developing this capacity, the finding that 69% of families perceive family involvement in planning Center activities is a strong indication that movement in this direction is well under way and that families can feel the impact of this development.

Rosalie Streett assessed Centers according to a standard for Family Resource Centers, though this was never in the Center's scope of work nor a strategic direction. Centers have not been guided by First 5 to incorporate this standard. However, it may be worthy of consideration to adopt this standard and find further ways to incorporate parent volunteers. For example, staff could give more recognition to volunteers and invite families to planning meetings.

## Community Resource Specialist

Although the survey interviews did not ask specific questions regarding the new Community Resource Specialists located at the Centers, the questions about follow-up resources indicate that families from four out of five Centers would be receptive to receiving financial support services at the Centers. However, in Delta, the interviews suggest that their families would be less receptive. This could be due to changes in the Delta Center population and its needs.

# Section C.
# Parenting Strengths and Supports Among Center Participants

# Parenting Strengths and Supports

In 2008, we asked families a set of questions that provided insights into three clusters of parenting strengths and supports. From the data contained in this subset of questions (then called the *Parenting Practices Survey*, renamed in 2010 the *Parenting Strengths and Supports Survey*), our analysis derived three clusters of families, each with their own strengths, challenges, attitudes, and child-rearing values. (See Study Methodology in the Appendix for additional information on cluster analysis.) For data from the 2010 family interviews, we used this same clustering methodology.

- **COMMONALITIES**: From the 2010 analysis of interviews, we found that all three groups have a much higher rate of depression than found among California adult women. All three groups expressed only moderate empathy for their children, and the mean scores on this domain are substantially lower than found in the 2008 interviews. In all three groups, high levels of parents' confidence in knowing what to expect at each stage of development is not matched by the relatively low levels of actual knowledge about child development. Beyond these similarities, many distinctions were found; however, these were not as clear in this interview sample as they were in the previous one (2008-09).

- **GREATER STRENGTHS AND SUPPORTS:** This cluster is distinguished by higher levels of tolerance of caregiver duties and knowledge of child development. These parents have plenty of social support, and lower levels of overall stress. The children in these families watch less than one hour of television a day; however, they are least likely to be engaged in family activities such as reading, playing music, going to parks, and are least likely to have been to a dentist in the past year.

- **MEDIUM STRENGTHS AND SUPPORTS:** This parenting cluster and the *Fewer Strengths and Supports* cluster are very similar in that these parents have similarly **low** levels of both **knowledge** of child development and **confidence** of what to expect at each stage of development. They have comparable levels of stress that is much higher than the *Greater Strengths and Supports* cluster. What distinguishes this group from the *Fewer Strengths and Supports* cluster is more parental social support but lower tolerance of care giving duties. They spend the most amount of time with their children in various daily activities of the three clusters, and their children tend to watch very little television, on average only about half an hour a day. They are much more likely to have visited a dentist than either of the other two groups.

- **FEWER STRENGTHS AND SUPPORTS:** This parenting cluster exhibits relatively low levels of knowledge of child development, confidence, and empathy towards their children that are comparable to the *Medium Strengths and Supports* group. These parents have moderate levels of tolerance for caregiver duties; however, these families are struggling with the highest levels of life stress coupled with the least amount of social support among the clusters. Their children watch the greatest amount of television, about 3 hours a day. Despite these challenges, this group engages in a moderate amount of activity with their children, and most of these children have been to the dentist in the last year.

## What are the Strengths and Challenges of Each Cluster?

Figure 16 provides an overview of the strengths and challenges of the three Parenting Strengths and Supports clusters relative to each other on all items that contributed to the creation of the clusters. Plus signs indicate greater strengths, whereas minus signs indicate greater needs; boxes indicate that the cluster displayed middling results on that dimension.

- ☆ Parenting cluster has greater relative strengths in the specified area by at least one standard error from the overall mean score
- ☐ Parenting cluster is in the middle, within one standard error from the overall mean score
- – Parenting cluster has greater relative needs in the specified area by at least one standard error from the overall mean score

**Figure 16. An Overview of Strengths and Challenges of Each Parenting Strengths and Supports**

| | Greater Strengths and Supports | At Risk | Fewer Strengths and Supports |
|---|---|---|---|
| **PARENT KNOWLEDGE AND ATTITUDES** | | | |
| Empathy towards their children (comforts child when cries, attends to needs, communicates with child, physical discipline) | ☆ | ☐ | ☐ |
| Knowledge of child development* | ☆ | ☐ | ☐ |
| Tolerance of caregiver duties* | ☆ | – | ☐ |
| Confidence in what to expect at each stage of child's development | ☆ | ☐ | – |
| **PARENT STRESSORS AND SUPPORTS** | | | |
| Prevalence of life stressors (Worries about child care, money, abuse, and/or alcohol/drug use in the family)* | ☆ | ☐ | ☐ |
| Parental social support | ☆ | ☐ | – |
| Parental sadness, depression, or anxiety | ☐ | ☐ | ☐ |
| **PARENTAL ACTIVITIES** | | | |
| Number of times families read, play music and tell stories, involve children in cooking, cleaning, caring for pets, play sports, exercise, go for a walk together, go to park per week | – | ☐ | ☐ |
| Hours/day child watches television or videos* | ☆ | ☐ | – |
| Child has been to dentist in last year * | – | ☆ | ☐ |

Note: * Indicates statistically significant differences between Parenting Strengths and Supports cluster.

## Comparing 2008 to 2010 Parenting Strengths and Supports Clusters Across Cluster Dimensions

The following two pages (Figures 17 and 18) visually depict the mean scores of each of the three parenting clusters on each of the clustering dimensions. The first page illustrates the parenting cluster scores in 2008 and the second page illustrates parenting clusters in 2010. However, what is "very high", "low", or "at risk"? For most dimensions, we do not know. For three items, we have a trustworthy California average for comparable populations – depression, television viewing, and visits to the dentist.[6] We are in the exploratory stages of finding new ways to provide useful interpretations of cluster data, and in the future, we hope to provide comparisons for more of the items. For now, this chart serves as an indication of the relative levels of each dimension, but we are not certain that items falling towards the top of the scale are, in fact, higher or lower than found in the general population of California.

It must be noted that both the 2010 and the 2008-09 samples are of families who are relatively new to the centers (less than one year). Therefore, the charts do not display changes in outcomes for a particular set of families. However, the findings can be used by Center directors to anticipate shifting needs with shifts in the Center populations over time.

Generally, the 2010 sample shows higher levels of knowledge of child development among the *Greater Strengths and Supports* cluster than in 2008, while the other two clusters remained stable on this dimension. Slightly lower levels of tolerance of caregiving are observed in 2010 among the *Greater* and *Medium Strengths and Supports* clusters, compared to 2008.

Each of the three parenting clusters has considerably lower mean scores on the empathy toward their children in 2010 than in 2008. In addition, a greater proportion of parents in all clusters in 2010 appear to be struggling with sadness, depression, and/or anxiety as compared to 2008.

The *Fewer Strengths and Supports* cluster appears to have more social supports in 2010 than that cluster had in 2008, and engagement in family activities is higher for the *Fewer Strengths and Supports* and *Medium Strengths and Supports* clusters, although the *Greater Strengths and Supports* cluster engaged in fewer family activities in 2010 as compared to 2008.

Minutes of television watching reduced among *Greater* and *Medium Strengths and Supports* clusters, although minutes per day of television watching increased among *Fewer Strengths and Supports* children.

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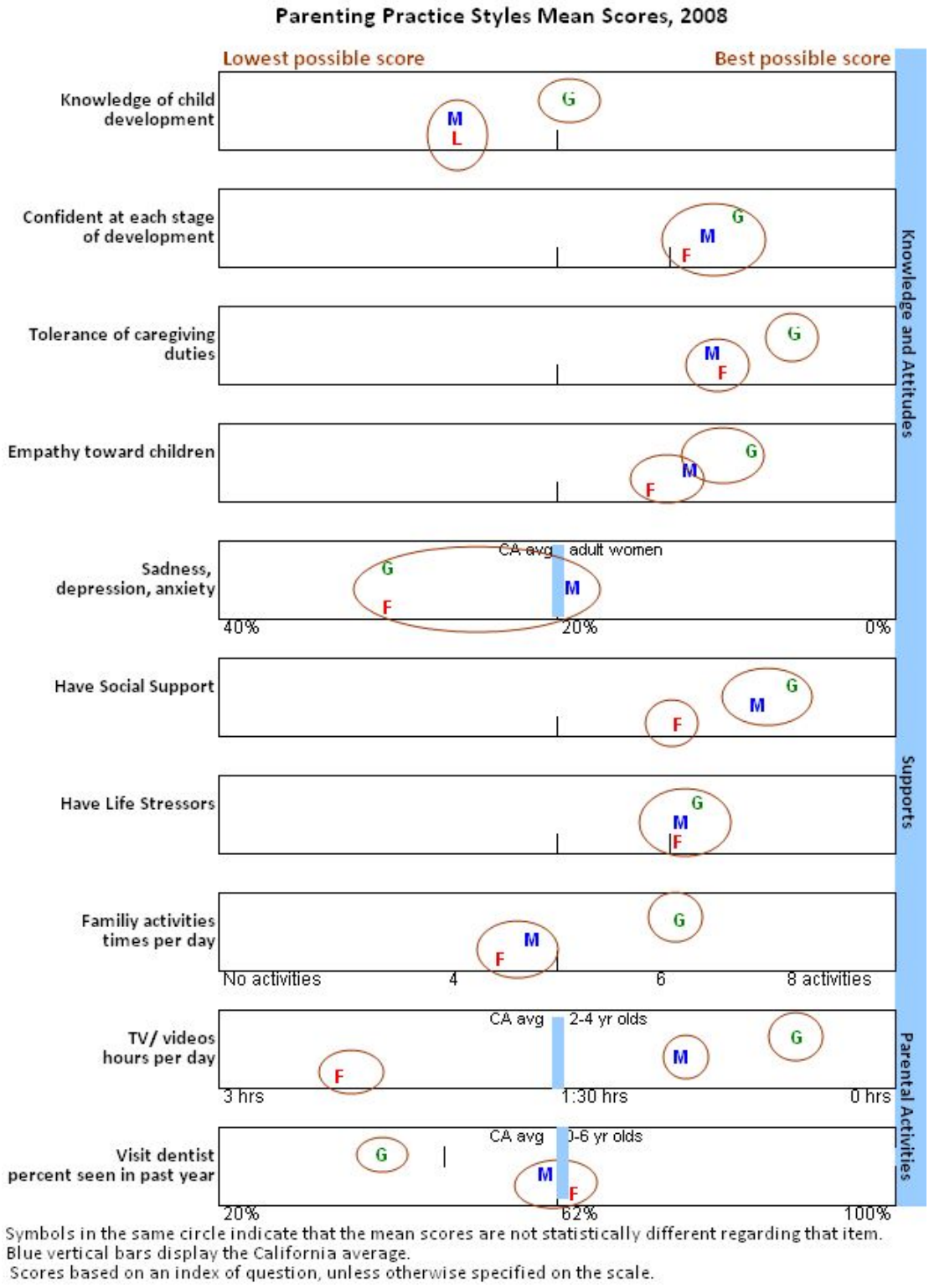
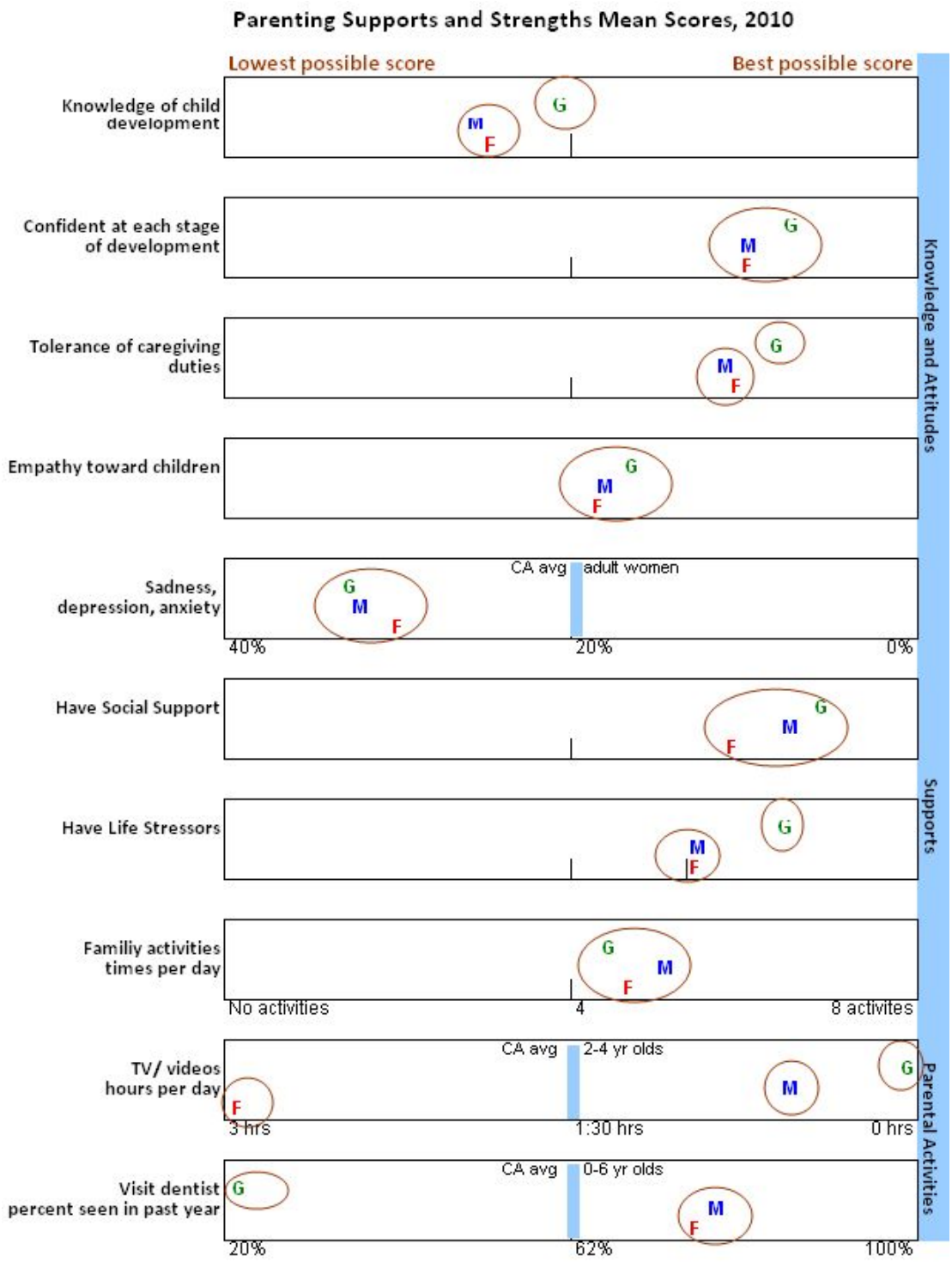
[6] Sources for averages:
Sadness, depression, anxiety: 2001 California Health Interview Survey (CHIS); adult women, California. "Have you felt downhearted and sad… "all or most of the time" and "some of the time" is 21.9%, versus "a little of the time" and "not at all".
Been to the dentist: 2007 California Health Interview Survey (CHIS); 0-6 years, California. 61.5% have been to dentist or not been in past 12 months; 35.3% have never been to a dentist and 3.2% have not been in the past 1 year
TV/Video time: 2005 California Health Interview Survey (CHIS); 2-4 years, California.
Rideout, V. and Hamel, E. May 2006. "The Media Family: Electronic Media in the Lives of Infants, Toddlers, Preschoolers, and Their Parents". Kaiser Family Foundation.

**Figure 17. 2008 Parenting Strengths and Supports Cluster Means**




Symbols in the same circle indicate that the mean scores are not statistically different regarding that item.
Blue vertical bars display the California average.
Scores based on an index of question, unless otherwise specified on the scale.

**Figure 18. 2010 Parenting Strengths and Supports Cluster Means**



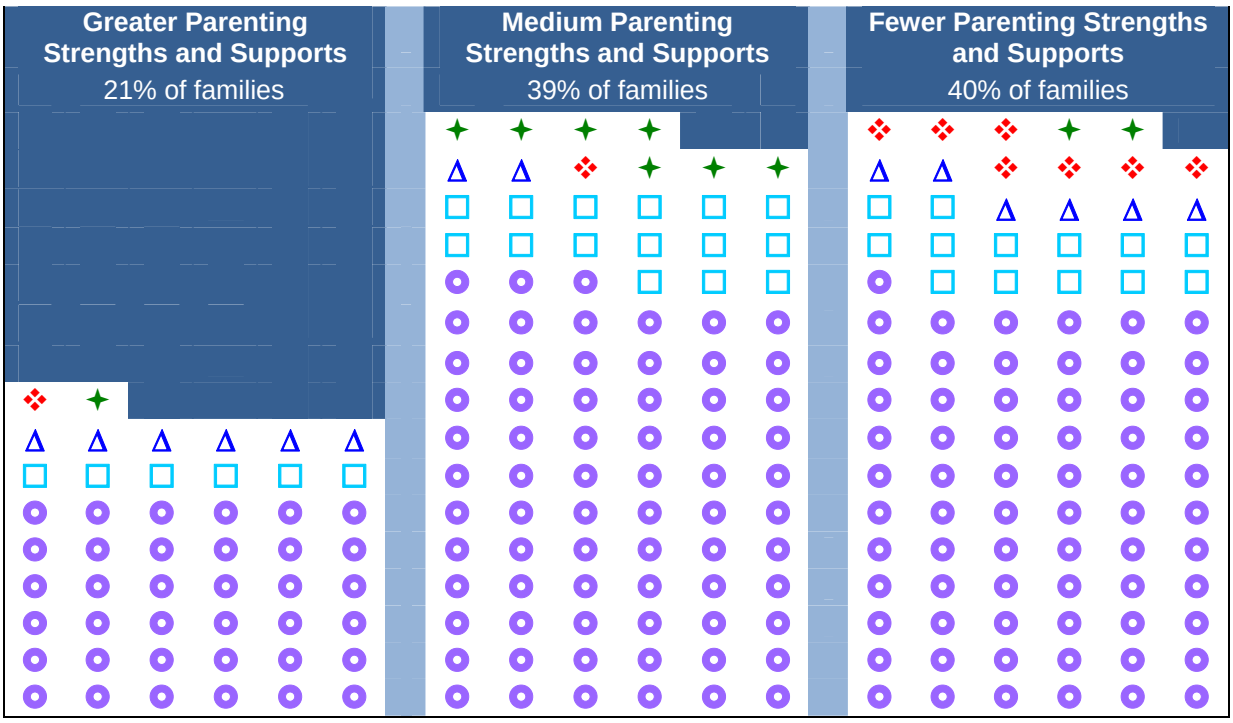

Name of the 2010 Scale changed, but all questions are identical to those asked in 2008-09.
Symbols in the same circle indicate that the mean scores are not statistically different regarding that item.
Blue vertical bars display the California average.
Scores based on an index of question, unless otherwise specified on the scale.

## Demographic Composition of Parenting Strengths and Supports Clusters

### Race/Ethnicity

Figure 19 shows the race/ethnic distribution of the survey sample by Parenting Strengths and Support clusters. The African American respondents in the sample are evenly divided among the *Greater Strengths and Supports* and the *Fewer Strengths and Supports* clusters. Asians were most highly concentrated in the *Fewer Strengths and Supports* Style: 70% of the 9 Asian respondents clustered into this group. The Hispanic/Latino as well as the White/Caucasian samples were evenly divided among the *Medium Strengths* and *Fewer Strengths and Supports* clusters.

**Figure 19. 2010 Parenting Strengths and Supports Demographic Composition**




| Legend | Each symbol = 5 persons* |
|---|---|
| Hispanic/Latino<br>White/Caucasian<br>African American<br>Asian<br>Multiethnic/Other | *(Proportions of parenting styles and family ethnicity from the interview sample were extrapolated to the all families registered in 2009 at a Center) |

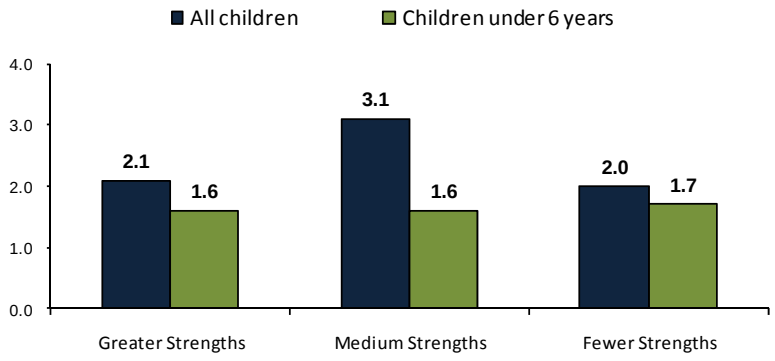
English and Spanish speakers are fairly evenly distributed across clusters, with no one cluster containing a disproportionate number of English or Spanish speakers.

## Household Composition

While these differences are not statistically significant, families in the *Medium Strengths and Supports* cluster are slightly larger than the other clusters, with an average of 3 children in the home as compared to an average of 2 for the other groups.

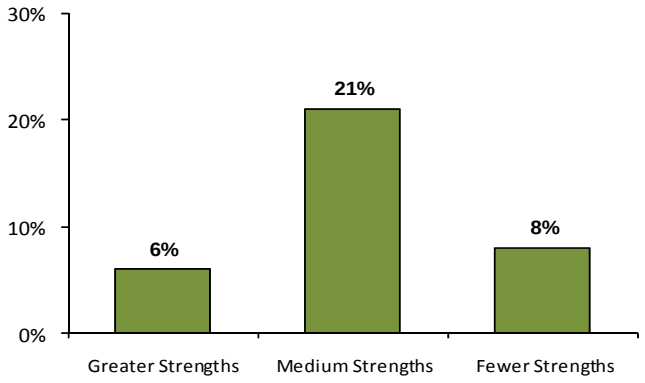
Single parent families are fairly evenly distributed between *Medium Strengths and Supports* and *Fewer Strengths and Supports* clusters.

**Figure 20. Average Number of Children by Parenting Strengths and Supports Cluster**




A much higher percentage of *Medium Strengths and Supports* families express concern that their child is not developing like other children their age.

**Figure 21. Percentage of Parents Concerned about their Child's Development**



### Employment Status

While families in which both parents are unemployed comprise only 6% of the overall sample (recall Figure 5 above), the greatest proportion (47%) of unemployed families represent the *Fewer Strengths and Supports* cluster. The *Greater Strengths and Supports* cluster represents only 13% of families in which both parents are unemployed.

## Parenting Strengths and Supports Distribution

The following figure depicts the distribution of the Parenting Strengths and Supports that are represented at the First 5 Centers. Figure 23 that follows shows the change in the distribution of Styles between the 2008 and 2010 implementations of the Survey.

**Figure 22. Distribution of Parenting Strengths and Supports, 2010**

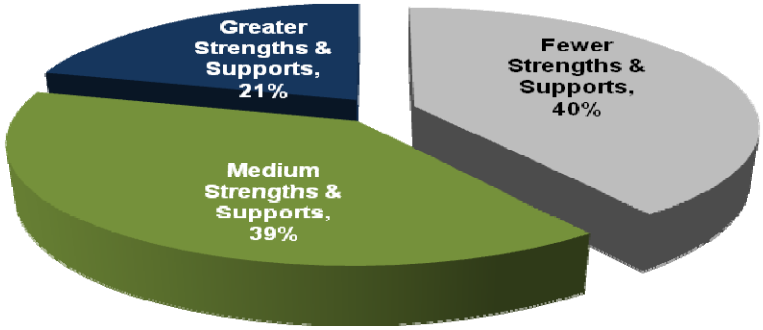
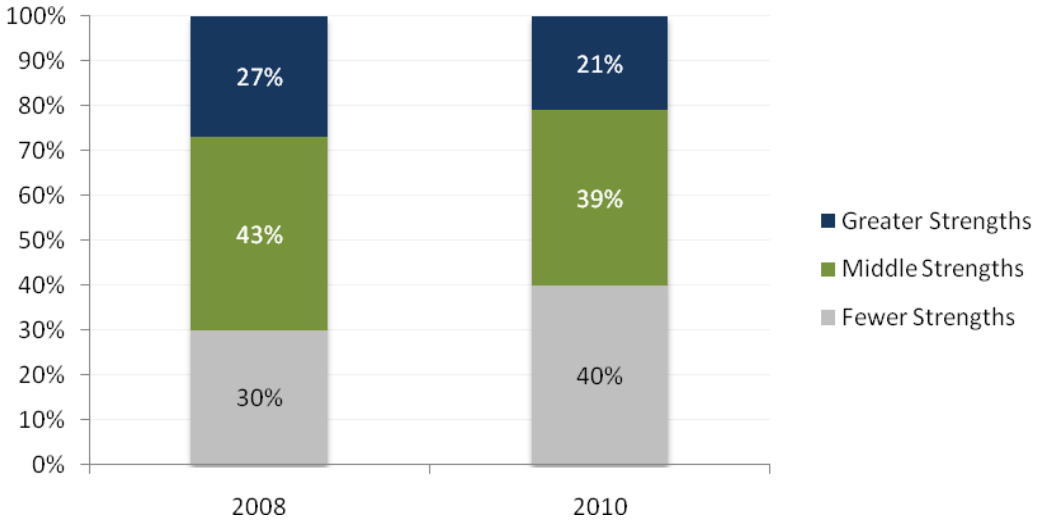



**Figure 23. Comparing Distributions of Parenting Strengths and Supports, 2008, 2010**



Between the 2008 and 2010 surveys, the proportion of *Fewer Strengths and Supports* families saw an increase of ten percentage points. *Greater Strengths and Supports* families saw a decrease of six percentage points, and the proportion of *Medium Strengths and Supports* families decrease by 4 percentage points.

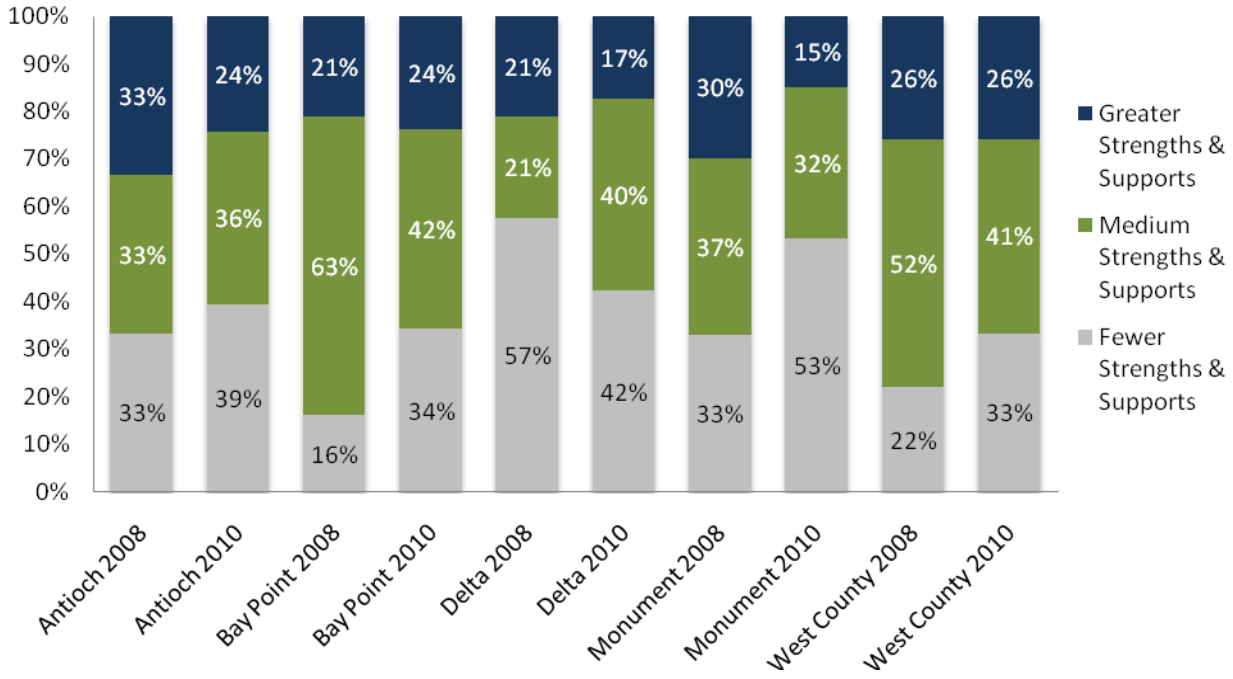
Given the economic downturn during this period, it is perhaps not surprising that more families experience challenges consistent with the *Fewer Strengths and Supports* Parenting cluster in 2010 than was found in 2008.

## Parenting Strengths and Supports by Center

The figure below depicts the distribution of Parenting Strengths and Supports across each of the First 5 Centers for the 2008 and 2010 administration of the survey. Compared to other Centers, Monument serves the greatest proportion of *Fewer Strengths and Supports* families and the smallest proportion of *Greater Strengths and Supports* families, while the inverse is true of West County.

As a result of the overall increase in *Fewer Strengths and Supports* families from 2008 to 2010, every Center experienced an increase in the proportion of *Fewer Strengths and Supports* families served, with the exception of Delta, who saw a 15% decrease in these families.

**Figure 24. Parenting Strengths and Supports by Center**



## PARENTING STRENGTHS AND SUPPORTS – DISCUSSION & IMPLICATIONS

- Between January 2008 and January 2010, Contra Costa county has seen a dramatic increase in the unemployment rate, which has more than doubled from 5.3% in 2008 to 12.1% in 2010. Given the economic downturn between the 2008 and 2010 surveys, it is perhaps not surprising that the First 5 Centers are seeing a greater proportion of families with *Fewer Strengths and Supports.*

- In addition, compared to families in 2008, families in 2010 are more likely to experience sadness, depression, and/or anxiety. These feelings may in turn lead to decreases in tolerance and empathy toward children. Moreover, among *Fewer Strengths and Supports* families, children's television watching has increased. Taken together, these findings suggest that when families with fewer strengths and supports are faced with even greater challenges in an economic downturn such as Contra Costa has seen between 2008 and 2010, parenting behaviors and attitudes also take a downturn.

- Although these findings are somewhat alarming, they point to opportunities for First 5 Centers to target efforts around building greater capacity for tolerance of caregiving responsibilities and empathy.

- On a positive note, the *Fewer Strengths and Supports* parents appear to be reaching out and receiving support from their social networks in 2010. They and *Medium Strengths and Supports* parents are also spending more time engaged with their children in family activities. The *Fewer Strengths and Supports* cluster is also characterized by higher proportions of families in which both parents are unemployed (these findings discussed below), which suggests that during these difficult economic times, families in greater need are turning more to their support systems and spending more time in family activities.

# Section C Future Directions and Recommendations

## Supporting Families at their Level of Need

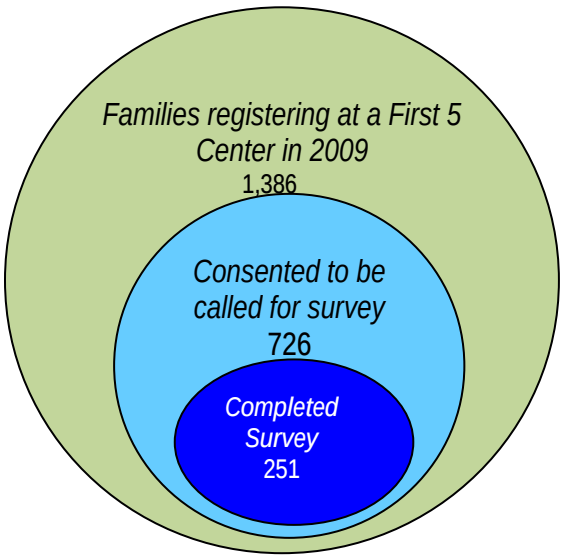
From the survey we can see that families enter the Centers with different sets of needs faced by parents. The proportion of families with *Fewer Strengths and Supports*, as identified by the cluster analysis, grew from 30% to 40% since this survey was last administered in 2008. The implication is that there is a place for supporting families at the appropriate level of need based on factors such as social supports, life stressors, knowledge of child development and familiarity with ways in which to engage their children. Mechanisms for identifying the needs of families and matching them to services should continue to be developed. One such mechanism may be the use of select items on the interview tool employed in the First 5 Center Interviews with Families, to aid staff in prioritizing class participants in the registration process and as a guide for staff to use in recommending classes to parents.

# Appendix A. Study Methodology Overview

## Sample

All families who registered at a First 5 Center between January 1, 2009 and January 1, 2010 and who consented upon registration to be contacted for research and evaluation purposes were eligible to complete the survey. According to First 5 Contra Costa's proprietary database *Efforts-to-Outcomes* (ETO) data, this included 726 families, out of a total of 1,386 families who registered at a First 5 Center in 2009. The survey was administered by telephone in English and Spanish during May and June 2010, and was completed by a total of 251 respondents. Figure 25 depicts the relationship between the completed survey sample and the population of families served by the First 5 Centers in 2009.

**Figure 25. Consent and Survey Sample**




To obtain a representative sample from each Center, a list of 726 eligible families was created, and every third name on the list was contacted by telephone by a Computer-Assisted Telephone Interview (CATI) call center. Thirteen percent (13%) of the registrant telephone numbers were invalid (e.g., disconnected, wrong number, fax machine, etc.). All valid numbers (87%) were tried an average of approximately 6.5 times. Interviews were conducted in English or Spanish, and incentive gifts of $15 Target gift cards were provided to those who completed the surveys.

A few eligible families were successfully contacted but declined to be interviewed -- approximately 9% of those with valid phone numbers. Thus, readers should keep in mind that while this represents a relatively small proportion of the sample, persons who declined to participate may have responses that would vary in some systematic way from the responses of those who were interviewed. For example, people who did not wish to be interviewed may have had a negative experience at a Center or may not be as involved in the Centers as people who agree to give of their time to complete the interview.

## Sample Comparisons to the First 5 Centers Service Population

Figure 26 contains the distribution of families registered in 2007-2008 and 2009 by Center.

**Figure 26. Number of Families Surveyed from Each First 5 Center**

| First 5 Center | Families Surveyed | | Families Registered in 2009 | | Families Registered in 2007-08 | |
|---|---|---|---|---|---|---|
| Antioch | 34 | 14% | 169 | 12% | 267 | 17% |
| Bay Point | 41 | 16% | 143 | 10% | 182 | 11% |
| Delta | 54 | 22% | 321 | 23% | 219 | 14% |
| Monument | 49 | 20% | 415 | 30% | 384 | 24% |
| West County | 73 | 29% | 338 | 24% | 544 | 34% |
| TOTAL | 251 | 100% | 1,386 | 100% | 1,596 | 100% |

Source: Families Surveyed is from ASR Parenting Practices Survey, 2009. Families registered in 2009 is from ETO Data; 2007-08 data from Harder+Company First 5 Centers 2007-2008 Evaluation Data Summary.

As illustrated in Figures 27 and 28, the sample is slightly overrepresented by Spanish-speaking respondents (particularly in Bay Point and Delta Centers), such that 51% of the families registered in 2009 are Spanish-speaking and 56% of the sample are. Likewise, 63% of the families registered in 2009 are Hispanic/Latino, whereas 71% of the sample are (Hispanic families Antioch, Bay Point, and Delta are slightly over-represented).

Conversely, 49% of the families registered are English-speaking, while 44% of the sample are. In addition, the sample is slightly underrepresented by African Americans (particularly in Delta and West County) and Asian families (in Antioch and Bay Point) relative to the population of Center registrants. While 9% of the families registered in 2009 are African American, 6% of the sample are; 6% of registrants are Asian, 4% of the sample are.

**Figure 27. Primary Language of Families Surveyed**

| Language | Families Surveyed | | Families Registered in 2009 | | Families Registered in 2007-08 | |
|---|---|---|---|---|---|---|
| Spanish | 140 | 56% | 586 | 51% | 716 | 57% |
| English | 109 | 44% | 564 | 49% | 442 | 35% |
| Other | 0 | 0% | 11 | <1% | 89 | 7% |
| TOTAL | 249 | 100% | 1,190 | 100% | 1,247 | 100% |

Source: Families Surveyed is from ASR Parenting Practices Survey, 2009. Families registered in 2009 is from ETO Data; 2007-08 data from Harder+Company First 5 Centers 2007-2008 Evaluation Data Summary.

**Figure 28. Ethnicity of Families Surveyed**

| Ethnicity | Families Surveyed | | Families Registered in 2009 | | Families Registered in 2007-08 | |
|---|---|---|---|---|---|---|
| Hispanic/Latino | 172 | 71% | 752 | 63% | 879 | 71% |
| Caucasian | 36 | 15% | 204 | 17% | 146 | 12% |
| African American | 14 | 6% | 105 | 9% | 73 | 6% |
| Asian | 10 | 4% | 71 | 6% | 90 | 7% |
| Multi-ethnic/Other | 8 | 3% | 58 | 5% | 50 | 4% |
| Total | 243 | 100% | 1,190 | 100% | 1,238 | 100% |

Source: Families Surveyed is from ASR Parenting Practices Survey, 2009. Families registered in 2009 is from ETO Data; 2007-08 data from Harder+Company First 5 Centers 2007-2008 Evaluation Data Summary.

Given the population size of 1,386, our sample of 251 completed surveys produces a 5.6% confidence interval at the 95% confidence level. This means that given any survey response, we can be approximately 95% confident that the entire First 5 Center family population would respond the same way within 5.6 percentage points. For example, if 34% of the sample responded to a survey item with a particular answer, we can be 95% "sure" that if we asked the question to the First 5 Center population, between 28.4% and 39.6% (34% +/- 5.6%) would respond in the same way.

The figure on the following page provides the language and ethnicity distribution of families surveyed for each Center, as well as the distribution of families registered.

**Despite slight variations between the sample and Centers' populations, we are confident that our sample fairly well reflects the population.**

**Figure 29. Demographic Comparison of Surveyed and Registered Families**

| | Antioch | | Bay Point | | Delta | | Monument | | West County | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Families Surveyed | Families Registered | Families Surveyed | Families Registered | Families Surveyed | Families Registered | Families Surveyed | Families Registered | Families Surveyed | Families Registered |
| **Language** | | | | | | | | | | |
| English | 52% | 52% | 15% | 34% | 63% | 76% | 40% | 32% | 42% | 44% |
| Spanish | 48% | 48% | 85% | 66% | 33% | 24% | 60% | 66% | 58% | 55% |
| Other | 0% | % | 0% | 0% | 4% | 0% | 0% | 0% | 0% | % |
| Size | 33 | 134 | 40 | 120 | 54 | 290 | 47 | 331 | 72 | 286 |
| **Ethnicity** | | | | | | | | | | |
| Hispanic/Latino | 72% | 63% | 90% | 71% | 43% | 35% | 78% | 79% | 75% | 71% |
| Caucasian | 3% | 11% | 3% | 15% | 43% | 42% | 15% | 12% | 5% | 3% |
| Asian | 0% | 5% | 0% | 4% | 8% | 8% | 4% | 7% | 5% | 4% |
| African American | 19% | 18% | 8% | 4% | 2% | 8% | 0% | 1% | 5% | 16% |
| Other/Multi | 6% | 3% | 0% | 6% | 4% | 7% | 2% | 1% | 8% | 6% |
| Size | 32 | 132 | 39 | 119 | 53 | 298 | 46 | 327 | 73 | 314 |

Source: Families registered is from ETO 2009 Data. Families Surveyed is from ASR Parenting Practices Survey, 2009.

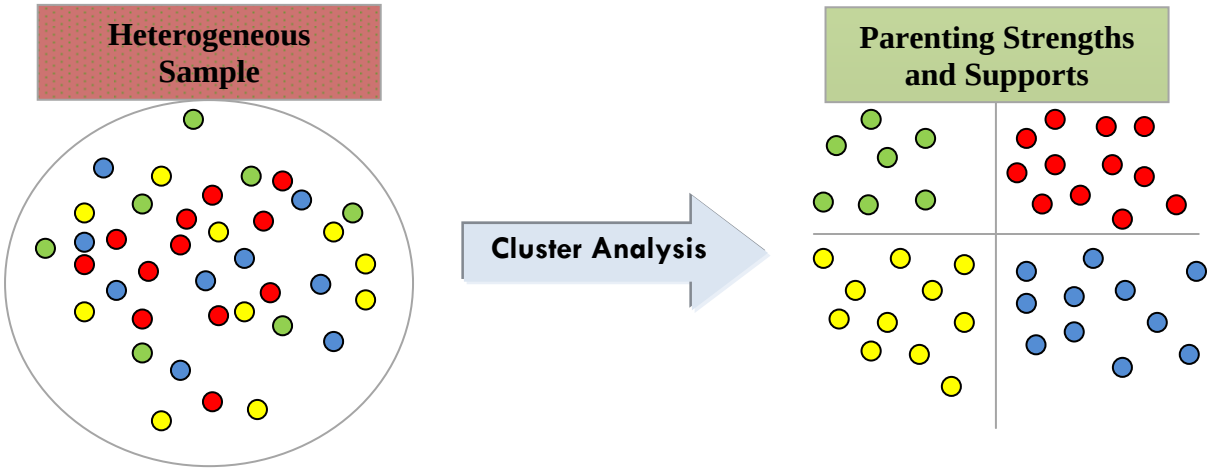
## Parenting Strengths and Supports

The Parenting Strengths and Supports were derived by a cluster analysis on a sub-set of the Parenting Practices Survey items. These same survey items were used in 2008 to create the original clusters from the Family Portrait Survey.[7]

Cluster analysis can be used to identify broad commonalities between individuals within the sample in order to help us better understand the population. Cluster analysis can help us define and identify patterns in the population that go beyond simple demographic characteristics. This categorization method assigns observations into subsets, or clusters, based on how each case responds to particular survey items and/or scores on a battery of scales.

As depicted in the figure below, the method seeks to identify homogenous groups within the heterogeneous data and sorts cases into groups in such a manner as to maximize differences between groups and maximize similarities within groups.

**Figure 30. Cluster Analysis**




An examination of missing data does not reveal any pattern of skips or persons who discontinued responses. This suggests that respondents are no less likely to respond to the items that comprise the clusters than any other item on the survey.

[7] During the 2008-09 interviews and initial analysis, this sub-set of questions was called the Family Portraits; through discussions with Centers staffs, it was renamed Parenting Practices Styles. This year, the same set of questions and cluster analysis is referred to as Parenting Strengths and Supports to take into account that some questions refer to parental attitudes, knowledge, and actions, while several questions ask about the presence or absence of social support and life stressors.

## Changes in Clustering from 2008

Although the 2010 Parenting Strengths and Supports Index was derived from a cluster analysis of the same survey items used in 2008, the terms applied to the clusters in 2008 do not well describe the clusters in 2010.

As such, staff at First 5 suggested the assignment of generic names to clusters that can be used in future cluster analysis of this population. These changes are outlined in the following table.

**Figure 31. Changes in Terminology between 2008 and 2010 Survey Implementations**

| Terminology in 2008 | Terminology in 2010 |
|---|---|
| Parenting Practice Styles or Parenting Portraits | Parenting Strengths and Supports |
| Attentive and Active | Greater Parenting Strengths & Supports |
| Positive Outlook | Medium Parenting Strengths & Supports |
| Greatest Challenges | Fewer Parenting Strengths & Supports |
| Portrait | Cluster |

The table on the next page displays details about the Parenting Strengths and Supports Clusters. It provides the items or indices of items for each element of the Cluster, the scale of the items/ indices, the mean scores for each cluster, and a notation of statistical differences.

**Figure 32. 2010 Parenting Strengths and Supports Cluster Means**

| | Greater Strengths & Supports (A) | Medium Strengths & Supports (B) | Fewer Strengths & Supports (C) |
|---|---|---|---|
| **PARENT KNOWLEDGE AND ATTITUDES** | | | |
| Knowledge of child development<br>(range: 0-2 for number correct) | .98<br>BC* | .84<br>A* | .88<br>A* |
| Confidence in what to expect<br>• How confident are you that you know what to expect at each stage of your child's development? (3=very confident, 0=not at all confident) | 2.50 | 2.28 | 2.26 |
| Tolerance of caregiver duties<br>• How much of the time have you felt that child does things that bother you?<br>• How much have you felt angry with child?<br>• How much of the time have you felt that you were giving up too much of your life to meet your child's needs? (Additive index range: 3-12; lower scores indicate greater tolerance) | 4.72<br>B* | 5.26<br>A* | 5.12 |
| Empathy towards their children<br>(range: 4-20; higher scores indicate greater empathy) | 13.76 | 13.55 | 13.41 |
| **PARENT STRESSORS AND SUPPORTS** | | | |
| Social Support:<br>• Is there someone that you can talk to when you need advice with parenting?<br>• Is there someone you can count on to watch child if you need a break?<br>(Additive index, range: 0-2) | 1.71 | 1.64 | 1.57 |
| Mental Health<br>• Felt like you needed help w/sadness, depression, anxiety (percent yes) | 36% | 35% | 33% |
| Life Stressors:<br>• Worries about finding child care<br>• Money worries like paying bills, mortgage or rent<br>• Sexual, emotional, or physical abuse of anyone in the family<br>• Problems with alcohol or drugs of anyone in the family<br>(Additive index, range: 4-16) | 6.76<br>BC | 7.71<br>A | 7.72<br>A |
| **PARENTAL ACTIVITIES** | | | |
| Family Activities<br>• Number of times families read, play music and tell stories, involve children in cooking, cleaning, caring for pets, play sports, exercise, go for a walk together, go to park per week. | 29.94<br>4.3 times per day | 31.77<br>4.54 times per day | 31.19<br>4.46 times per day |
| Screen time<br>• Number of hours/day that child watches television or plays videogames. | Almost no TV (5 mins/day)<br>BC | 32 mins/day<br>AC | About 3 hours/day<br>AB |
| Dental health<br>• Child has been to dentist in last year. (percent yes) | 24%<br>BC | 73%<br>A | 70%<br>A |

Note: Capital letters indicate statistically significant differences among Clusters. For example, a "BC" in the Greater Strengths and Supports column indicates that the Greater Strengths and Supports group differs significantly from both the Medium and the Fewer Parenting Strengths and Supports groups. *An asterisk by the item indicates the differences are marginally significant ($p < .10$). All other differences noted are significant at $p < .0$

# Appendix B: Parenting Strengths and Supports Survey Instrument

# Introduction & Screener

**CASENUMBER** _____ (retain in file)

Hello. May I please speak with _____? Hi. My name is ____ and I'm calling on behalf of First 5 Contra Costa. First 5 would like to ask a few questions about your experience with their Centers.

**A. Would you prefer that I continue in English or Spanish**?

- ☐ (01) English
- ☐ (02) Spanish (CONTINUE WITH SPANISH VERSION)

When you registered for classes at your First 5 Center you gave them permission for you to be contacted to participate in a telephone survey. That is why I am calling you now. This survey is voluntary. However, your answers will help First 5 improve the services at the Center. Your participation will not affect whether or not you receive services and your answers will remain confidential. To thank you for talking with me today, I want to give you a $15 Target card that we can either mail to your home or you can pick up at the Center.

Can you talk with me for about 20 minutes right now, or should I call back at a more convenient time? (IF REFUSES TO PARTICIPATE THEN TERMINATE CALL WITH OK THANK YOU) (RECORD BETTER TIME TO CALL BACK, IF INDICATED.)

Thanks so much for talking with me!

CATI – RECORD REGION FROM SAMPLE.

**B. Are the children you are taking to the First 5 Center …?** READ LIST.

- ☐ (01) Your own children (CONTINUE)
- ☐ (02) Your relatives (CONTINUE), or
- ☐ (03) Children that you take care of as a child care provider (TERMINATE WITH "OK. Unfortunately, the questions I have are for parents and relatives and not child care providers, so the survey isn't appropriate for you. But thanks for your time so far, and have a good day/evening.")

OK! Please know that everything you say is completely confidential, and I won't put your name or contact information with your responses. I'll ask questions about your experiences at the First 5 Center, and questions about your family. If I ask you a question that makes you uncomfortable, just say "Skip" and we'll move on. Ready?

# Center Utilization

**First I'd like to hear about your experience with First 5 Centers.**

**1. Which First 5 Centers have you attended in the past year?** ONLY READ LIST IF NEEDED. IF NECESSARY, EXPLAIN: "First 5 Centers offer free classes for parents and children aged zero to five". (IF RESPONDENT CHOOSES MORE THAN ONE CENTER, ASK THEM TO CHOOSE THE CENTER THEY ATTEND MOST OFTEN.)

- ☐ The Antioch First 5 Center on West 5th Street in Antioch
- ☐ The Bay Point First 5 Center on Willow Pass Road in Bay Point
- ☐ The Delta First 5 Center on First Street in Brentwood
- ☐ The Monument Community First 5 Center on Clayton Road in Concord
- ☐ The West County First 5 Center on Dover Avenue in San Pablo

**2 a. I am going to read you a list of services available at the First 5 Center. Please tell me if anyone in your family has *ever* used that service and (2b.) If so how many times since January 1st of this year (2010).** (FOR EXAMPLE READ AS FOLLOWS: Has anyone in your family ever come to the Center to attend a class together with your child(ren)? IF YES, How many times since January 1 has anyone in your family come to the Center to attend a class with your child(ren)?) (IF RESPONDENT OFFERS THAT THEY GO TWICE A WEEK TO A CLASS ASK THEM HOW MANY WEEKS THE CLASS WAS OFFERED AND MULTIPLY TIMES THAT NUMBER.)

| | **2a. Ever Used** | | **2b. Used since January** |
|---|---|---|---|
| | Yes (01) | No (00) | Number of times |
| a. Come to the Center to attend a class together with your child(ren). | | | |
| b. Come to the Center to attend an educational class with other adults. | | | |
| c. Free Play in the play room. | | | |
| d. To talk to staff one-on-one for advice on personal issues or parenting. | | | |
| e. Help on financial issues (for example tax preparation). (ASK OF WEST COUNTY ONLY) | | | |
| f. Celebrations, festivals or other social events. | | | |
| g. Other | | | |

IF ALL ANSWERS TO 2b= 0 OR ARE MISSING ASK Q3

**3a. There are a number of reasons why someone might not have attended a Center in the past few months. Can you share why you have not attended the Center since January?**(DON'T READ LIST. MULTIPLE RESPONSES OK. TRY FOR 2-3 REASONS.

- ☐ The hours are not convenient for me
- ☐ The times that I attended the Center previously satisfied my needs
- ☐ I do not have time due to other activities and appointments.
- ☐ The class I wanted was full
- ☐ There were no classes offered that interested me or my child
- ☐ I cannot get childcare for my other children.
- ☐ My child(ren) are too old to participate (over age 5)
- ☐ Child(ren) are in school
- ☐ I do not have transportation.
- ☐ I moved away from the Center
- ☐ I did not feel welcome (IF OFFERS THIS AS AN ANSWER, THEN ASK:)
    - o **What might make you feel more welcome?** _____
- ☐ I was working
- ☐ I was on vacation or taking a break
- ☐ Other: _____

**3b. Do you plan to return to your Center another time in the future to take classes or use other services?**

- ☐ (01) Yes
- ☐ (02) No
- ☐ (98) Don't Know

**4. In the last 2 months who ELSE in your family including the child's father/other parent** (OR MOTHER IF FATHER IS COMPLETING SURVEY**), grandparent or other relative has attended Center activities** (DON'T READ. MULTIPLE ANSWERS OK)

- ☐ Child's father
- ☐ Child's mother
- ☐ A grandparent
- ☐ Other relative: _____

# Your Child(ren)

**An important reason for conducting this survey is to let the First 5 Centers know more about who comes to the Centers and how to provide services to meet their needs. So, now I'd like to ask you a few questions about the members in your household.**

5. **How many children do you have?** _____ children

6. **Can you tell me the name(s) and birthday(s) for your children under 6 years of age and whether they're a boy or girl?** RECORD GENDER & AGES FOR FIRST 8 CHILDREN FAMILY REPORTS.

| | 6A. Gender | 6B. Dates of Birth |
|---|---|---|
| NAME OF FIRST CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF SECOND CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF THIRD CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF FOURTH CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF FIFTH CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF SIXTH CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF SEVENTH CHILD | (1) Boy (2) Girl | Month/Day/Year |
| NAME OF EIGHTH CHILD | (1) Boy (2) Girl | Month/Day/Year |

7. (IF MORE THAN 1 CHILD) **How many of your children have ever been involved in First 5 Center activities?** (CHILDREN NOW OVER 6 MAY HAVE FORMERLY BEEN INVOLVED AND CAN BE INCLUDED IN THIS COUNT)

_____ children

CATI PROGRAMMER: PLEASE DESIGNATE ONE CHILD AS THE FOCAL CHILD FOR THE REMAINDER OF THE SURVEY. CHOOSE AT RANDOM ONE OF THE CHILDREN WHO IS 6 YEARS OF AGE OR YOUNGER LISTED IN RESPONSE TO Q6.

(IF MORE THAN ONE CHILD) **I have randomly selected one of your children, (CHILD'S NAME), to ask you a few questions about. Again, your answers to these**

**questions will remain confidential and not affect you or your child receiving services.**

## PARENTING STRENGTHS & SUPPORTS

**Now I'll ask you a few questions about CHILD'S NAME's health and development.**

8. **Has CHILD'S NAME ever seen a dentist or dental hygienist, pediatrician or has someone else providing health care-ever examined your child's mouth for dental care?** DON'T READ.

☐ (01) Yes
☐ (02) No
☐ (98) Don't Know

9. **Do you have any concerns that your child is not developing like other children of the same age, like walking, talking, seeing or hearing?** DON'T READ.

☐ (01) Yes (GO TO Q9A)
☐ (02) No (SKIP TO Q10)
☐ (98) Don't Know (SKIP TO Q10)
☐ (99) No response (SKIP TO Q10)

**9A.** IF YES TO Q9, ASK: **I can suggest a resource for you if you'd like to talk with someone more about your concerns … would you like that number?**

(01) No (GO TO Q10)
(02) YES – SAY: "Let me know when you have a pen or pencil ready … you could give the CARE Parent Network a call at 1-800-281-3023. They provide support, information, and resources to help families with the challenges of parenting a child that may have special needs."

**Now I am going to ask you some questions about CHILD'S NAME's activities.**

10. **In the last week, since ____ (DAY OF WEEK 7 DAYS AGO), how many times did you or any other family member do the following things with CHILD'S NAME?** (RECORD # OF TIMES) (REPEAT STEM AS OFTEN AS NEEDED, FOR EXAMPLE, How many times in the last week did you or any other family member read, tell stories, or look at picture books together with CHILD'S NAME?)

| | # of TIMES | REF | DK |
|---|---|---|---|
| a. Read, tell stories, or look at picture books together | _____ | 99 | 98 |
| b. Play children's music or sing songs | _____ | 99 | 98 |

c. Involve (_NAME_) in activities like cooking, cleaning, setting the table or caring for pets ..... _____ .. 99 .. 98

d. Play a sport or exercise, go for a walk together, or go to a park..... _____ .. 99 .. 98

e. Eat meals together..... _____ .. 99 .. 98

**11. Now please think about yesterday … Yesterday, how many hours did (_NAME_) watch TV or videos, play video games, or play on the computer?** DON'T READ

_____Hours _____ Minutes

**12. Thinking about the past month, how much of the time have you felt …** RANDOMIZE ITEMS **– all of the time, most of the time, some of the time or none of the time?**

| | ALL OF THE TIME | MOST OF THE TIME | SOME OF THE TIME | NONE OF THE TIME | REF | DK |
|---|---|---|---|---|---|---|
| a. that (NAME) was much harder to care for than most children | 4 | 3 | 2 | 1 | 99 | 98 |
| b. that (NAME) does things that really bother you a lot | 4 | 3 | 2 | 1 | 99 | 98 |
| c. that you were giving up too much of your life to meet (NAME'S) needs | 4 | 3 | 2 | 1 | 99 | 98 |

**Sometimes, parenting can be a real challenge!**

**13. Is there someone you can talk to when you need advice about raising CHILD'S NAME?** DON'T READ.

YES..... 1
NO ..... 0
REFUSED..... 99
DON'T KNOW ..... 98

**14. Is there someone you can count on to watch CHILD'S NAME if you need a break?** DON'T READ.

YES..... 1
NO ..... 0
REFUSED..... 99
DON'T KNOW ..... 98

**As a (FILL IN RELATIONSHIP FROM Q4), you know a lot about parenting. Please think about all of the babies and young children that you know as you give your opinions on the following issues.**

**15. At what age do you think a baby or young child begins to really take in and react to the world around them?** (IF NEEDED, SAY: MEANING TAKES IN THE SIGHTS, SOUNDS AND OF THEIR SURROUNDINGS AND REACTS TO THEM) DON'T READ.

☐ (01) Prenatal (when child is in womb)
☐ (02) Right from birth

- ☐ (03) About one week
- ☐ (04) Two to three weeks
- ☐ (05) About one month
- ☐ (06) Two months
- ☐ (07) Three months
- ☐ (08) Four months
- ☐ (09) Five months
- ☐ (10) Six months
- ☐ (11) Seven to eleven months
- ☐ (12) About one year or more
- ☐ (99) Refused
- ☐ (98) Don't know

**16. When do you think a parent can begin to significantly influence a child's brain development, for example influence the child's ability to learn?** DON'T READ.

- ☐ (01) Prenatal (when child is in womb)
- ☐ (02) Right from birth
- ☐ (03) Two to three weeks
- ☐ (04) One month
- ☐ (05) Two months
- ☐ (06) Three months
- ☐ (07) Four months
- ☐ (08) Five months
- ☐ (09) Six months
- ☐ (10) Seven months
- ☐ (11) Eight months
- ☐ (12) Nine months
- ☐ (13) Ten months
- ☐ (14) Eleven months
- ☐ (15) One year or more
- ☐ (99) Refused
- ☐ (98) Don't know

**17. OK. Now I'd like to know how confident you are that you know what to expect at each stage of your child's development. Would you say you are …** READ OPTIONS.

(04) Very confident
(03) Somewhat confident
(02) A little confident, or
(01) Not at all confident
(98) Don't know (DON'T READ)
(99) Refused (DON'T READ)

**18. .. Please tell me how strongly you agree or disagree with the following statements. There are no right or wrong answers. Your first impression is usually the best reflection of your feelings. Here's the first one: _____.**(READ STATEMENTS IN RANDOM ORDER, ASKING:) **Would you say you strongly agree, somewhat agree, somewhat disagree, strongly disagree or are you uncertain? OK, here's the next one: _____.**ONLY READ SCALE FOR FIRST TWO ITEMS, UNLESS NEEDED.

| | STRONGLY AGREE | SOMEWHAT AGREE | UNCERTAIN | SOMEWHAT DISAGREE | STRONGLY DISAGREE | REF | DK |
|---|---|---|---|---|---|---|---|
| a. Parents will spoil their children by picking them up and comforting them when they cry .. | 1 | 2 | 3 | 4 | 5 | 99 | 98 |
| b. Children whose needs are left unattended will often grow up to be more independent ..... | 1 | 2 | 3 | 4 | 5 | 99 | 98 |
| c. Parents who encourage communication with their children only end up listening to complaints ..... | 1 | 2 | 3 | 4 | 5 | 99 | 98 |
| d. Using physical discipline like spanking is more effective than techniques like "time outs." | 1 | 2 | 3 | 4 | 5 | 99 | 98 |

**19. I am going to ask you about some things that might have occurred in the last year that might have made you feel stressed or upset. I want to remind you that all of your information is confidential and that you can skip any questions you don't want to answer.**

**Please respond with: very much, somewhat, not much, or not at all. In the last year, how concerned were you about _____? Would you say very much, somewhat, not much or not at all concerned?** RANDOMIZE ITEMS. REPEAT STEM AND RESPONSE SCALE IF NEEDED.

| | | | | | | |
|---|---|---|---|---|---|---|
| a. Finding child care | Very much (04) | Somewhat (03) | Not much (02) | Not at all (01) | Don't know (98) | No response (99) |
| b. Money worries like paying bills, mortgage or | Very much (04) | Somewhat (03) | Not much (02) | Not at all (01) | Don't know) (98) | No response (99) |

| | | | | | | |
|---|---|---|---|---|---|---|
| rent | | | | | | |
| c. Sexual, emotional, or physical abuse of anyone in the family | Very much (04) | Somewhat (03) | Not much (02) | Not at all (01) | Don't know (98) | No response (99) |
| d. Problems with alcohol or drugs of anyone in the family | Very much (04) | Somewhat (03) | Not much (02) | Not at all (01) | Don't know (98) | No response (99) |

**Now we would like to ask you about some feelings you might or might not have experienced recently.**

**20. In the past year have you felt that you needed help with sadness, depression, or anxiety?** DON'T READ.

(01) Yes (ASK Q20A)
(00) No (SKIP TO Q21)
(98) Don't know
(99) Refused

**20A. (IF YES TO Q20 OR IF "VERY" OR "SOMEWHAT" TO Q19A-E, ASK**) I can refer you to local services that may address these issues – would you like a toll-free number where you can talk to someone confidentially?

(01) Yes (SAY: You can call 2-1-1 – it's totally confidential, toll free and staffed 24 hours a day … you could also go online to www.211database.org if you prefer)
(00) No DON'T READ
(98) Don't know (DON"T READ)
(99) Refused (DON'T READ)

## Change in Parenting Practices and Attitudes as a Result of Center Participation

**Now we would like to know about how much you think the Center might have helped your family.**

**21. Have you noticed any changes in your child's development that you believe are due to classes you have taken or activities you have participated in at the Center?**

☐ (01) Yes (ASK 21 a)
☐ (00) No (SKIP to 22
☐ (99) Don't know

**21a.** IF YES to 21, ASK: **What changes have you noticed?** RECORD VERBATIM RESPONSES. PROBE FOR AT LEAST 2 SENTENCES OR IDEAS SUCH AS NEW

BEHAVIORS OR GROWTH AND LEARNING THEY MIGHT HAVE OBSERVED. WHEN RESPONDENT FINISHES TALKING, ASK "Anything else?"

---

**22. We would like to know what changes you may have made in a couple of specific areas as a result of First 5 Center classes. For the following questions please answer with a lot, some, a little, or nothing.**

**Since you have started coming to the Center how much have you learned about _____? (**RANDOMIZE PRESENTATION OF Q22a-e. READ STEM AND RESPONSE OPTIONS AND REPEAT IF NEEDED.)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. How children grow and develop | A lot (04) | Some (03) | A little (02) | Nothing (01) | Don't know (98) | No Response (99) |
| b. Children's social, emotional and physical needs | A lot (04) | Some (03) | A little (02) | Nothing (01) | Don't know (98) | No Response (99) |
| c. Positive discipline practices. | A lot (04) | Some (03) | A little (02) | Nothing (01) | Don't know (98) | No Response (99) |
| d. Ways to help your baby or young child now so she or he can learn to read later. | A lot (04) | Some (03) | A little (02) | Nothing (01) | Don't know (98) | No Response (99) |
| e. How to turn everyday experiences into learning opportunities for your child. | A lot (04) | Some (03) | A little (02) | Nothing (01) | Don't know (98) | No Response (99) |

## QUALITY of Center Programming, Staff and Facility

**Now I'll ask you some questions about your general impressions of the Center.**

**23. I'd like to know your experiences with the staff at your Center. This includes directors, teachers and staff. Please respond to the questions with: all of the time, most of the time, some of the time or none of the time.**
**How often is it your experience that staff at the Center_____?** (READ STEM AND RESPONSE SCALE. RANDOMIZE ORDER OF ITEMS a-e. IF RESPONDENT MENTIONS CONTRACTORS INCLUDE AS TEACHERS)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. Are friendly to families | All of the time (04) | Most of the time (03) | Some of the time (02) | None of the time (01) | Don't know (98) | No response (99) |
| b. Are responsive to the needs families. | All of the time | Most of the time | Some of the time | None of the time | Don't know) (98) | No response (99) |

| | | | | | | |
|---|---|---|---|---|---|---|
| | (04) | (03) | (02) | (01) | | |
| c. Can get along well with families of all cultures. | All of the time (04) | Most of the time (03) | Some of the time (02) | None of the time (01) | Don't know) (98) | No response (99) |
| d. Work together well as a team. | All of the time (04) | Most of the time (03) | Some of the time (02) | None of the time (01) | Don't know (98) | No response (99) |
| e. Know about the topic they are teaching | All of the time (04) | Most of the time (03) | Some of the time (02) | None of the time (01) | Don't know (98) | No response (99) |

**24. a. Do you have any additional comments about the answers you gave me about staff at your Center?** (IF RESPONDENT SAYS NONE ASK IN PARTICULAR ABOUT ANY ANSWERS OF SOME OF THE TIME OR NONE OF THE TIME FROM Q23. (*For example: You mentioned that in your experience, the staff at the Center is responsive to the needs of families only some of the time. Do you have any additional comments about that*?)

_____

**NOW I WANT TO ASK A COUPLE OF QUESTIONS ABOUT THE CLASSES OFFERED AT YOUR CENTER.**

**25. Think about the class you are currently enrolled in or took most recently. What is the name of that class? _____ do you feel that there are (OR WERE) too many, too few or about the right number of students in the _____ class?**

(01) Too many students

(02) About the right number of students

(03) Too few students

(98) Don't know (DON'T READ)

(99) No response (DON'T READ)

**26. We would like to know how the times that classes are offered affects the likelihood that you would attend. For the following questions please answer: very likely, somewhat likely, not very likely, or not at all likely.**

**How likely would you be to attend your favorite classes if they were held . . .** (READ STEM AND RESPONSE SCALE THE FIRST TWO TIMES AND THEN ONLY IF NEEDED)

| | | | | | | |
|---|---|---|---|---|---|---|
| **a.** EARLY in the morning? (before 10am) | Very likely (04) | Somewhat likely (03) | Not very likely (02) | Not at all likely (01) | Don't know (98) | No response (99) |
| b. LATE in the morning? (10am- | Very likely (04) | Somewhat likely | Not very likely | Not at all likely | Don't know) (98) | No response (99) |

| | | | | | | |
|---|---|---|---|---|---|---|
| noon) | | (03) | (02) | (01) | | |
| c. EARLY in the afternoon?(noon-3) | Very likely (04) | Somewhat likely (03) | Not very likely (02) | Not at all likely (01) | Don't know) (98) | No response (99) |
| d. AFTER school? (3-5) | Very likely (04) | Somewhat likely (03) | Not very likely (02) | Not at all likely (01) | Don't know (98) | No response (99) |
| e. in the EVENING? (after 5) | Very likely (04) | Somewhat likely (03) | Not very likely (02) | Not at all likely (01) | Don't know (98) | No response (99) |
| f. on WEEKENDS | Very likely (04) | Somewhat likely (03) | Not very likely (02) | Not at all likely (01) | Don't know (98) | No response (99) |

**27. We all know that many people are having financial trouble due to the economic crisis facing our country. If the Center offered information resources such as financial education classes, credit assistance, job training referrals, help opening a bank account) would you be inclined to accept the service?**

- ☐ (01) Yes (ASK 27A)
- ☐ (00) No (SKIP TO 28)
- ☐ (98) Don't Know **(**DON'T READ
- ☐ (99) No answer**(**DON'T READ

**27a. (IF YES TO 33 ASK) What particular financial issues would you want help with? (**RECORD VERBATIM RESPONSES. PROBE FOR AT LEAST 2 IDEAS. WHEN RESPONDENT FINISHES TALKING, ASK "Anything else?")

_____

**28. To what extent do you agree with the following statements about your Center? Please respond with: strongly agree, agree somewhat, disagree somewhat, and strongly disagree. (**READ STATEMENT AND SCALE)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. The Center is kept neat and clean. | Strongly Agree (04) | Agree Somewhat (03) | Disagree Somewhat (02) | Strongly Disagree (01) | Don't know (98) | No response (99) |
| b. The Center environment is welcoming for young children. | Strongly Agree (04) | Agree Somewhat (03) | Disagree Somewhat (02) | Strongly Disagree (01) | Don't know) (98) | No response (99) |
| c. My child is safe at the Center. | Strongly Agree (04) | Agree Somewhat (03) | Disagree Somewhat (02) | Strongly Disagree (01) | Don't know) (98) | No response (99) |
| d. The playroom | Strongly | Agree | Disagree | Strongly | Don't | No |

| | | | | | | |
|---|---|---|---|---|---|---|
| has appropriate toys for young children to play with. | Agree (04) | Somewhat (03) | Somewhat (02) | Disagree (01) | know (98) | response (99) |
| e. Families are involved with helping to plan activities at the Center | Strongly Agree (04) | Agree Somewhat (03) | Disagree Somewhat (02) | Strongly Disagree (01) | Don't know (98) | No response (99) |

**29. What are the three most important features that YOU think make a First 5 Center high quality? This might be something that we have already asked you about or something else that we have not asked you about. We would just like to know what the most important features are to YOU.** (DO NOT READ LIST INITIALLY. CHECK OFF **3** FROM LIST BELOW OR WRITE IN OTHER SPACES IF ANSWER IS NOT IN LIST. IF THEY ARE NOT SURE THEN CAN READ LIST. IF NOT SURE WHAT HIGH QUALITY MEANS SAY EXCELLENT, SUPERIOR, A PLACE YOU WANT TO GO AND WOULD RECOMMEND TO FRIENDS )

- ☐ Neatness or cleanliness of facility
- ☐ Safety of your child in the Center
- ☐ Friendliness of staff
- ☐ Quality of classes
- ☐ Ability to get into a class (not full or long waiting lists)
- ☐ Friendliness of other participants
- ☐ Having staff who understand my culture/ speak my language
- ☐ Staff who are qualified to teach class or who know about parenting and how children learn and grow
- ☐ Participants being able to drop-in
- ☐ Other 1: _____
- ☐ Other 2:_____
- ☐ Other 3: _____

**30. We would like for the Center to be welcoming to everyone but realize that might not always be the case. Are there groups of people at the Center who you think feel less comfortable participating?**

- ☐ (01) Yes (ASK Q30A)
- ☐ (00) No (SKIP TO 31)

☐ (98) Don't know (DON'T READ)
☐ (99) No answer (DON'T READ)

**30a. Who might that be, do you think?**

_____

**30b. What might make them more comfortable?**

---

**31. Have you become friends with any of the parents that you first met at a First 5 Center?**

☐ (02) Yes (ASK Q31A)
☐ (01) No (SKIP TO QC1)
☐ (98) Don't know (DON'T READ)
☐ (99) No answer (DON'T READ)

**31a. Have you ever met up with these friends away from the First 5 Center?**

☐ (01) Yes
☐ (00) No
☐ (98) Don't know (DON'T READ)
☐ (99) No answer (DON'T READ)

## Socio-Demographic Information

**We're almost done! I just have some quick questions about you. I want to remind you that all of your information is confidential and that you can skip any questions you don't want to answer.**

**C1. Are you a single parent?** DON'T READ.

(01) Yes
(00) No
(99) No response

**C2.** (DETERMINE THE EMPLOYMENT STATUS OF BOTH THE RESPONDENT AND SPOUSE/PARTNER. SKIP C2b IF NO PARTNER OR SPOUSE IN HOUSEHOLD)

**a. Are you currently employed or have a job even if part time or occasional?** (IF SAYS NO THEN MARK NOT EMPLOYED. IF SAYS YES THEN ASK IF FULL TIME, FULL TIME PLUS ANOTHER JOB, PART TIME, OR OCCASIONAL/SEASONAL WORK)

**b. Is your spouse or partner currently employed or have a job even if part time or occasional?** (IF SAYS NO THEN MARK NOT EMPLOYED. IF SAYS YES THEN ASK IF FULL TIME, FULL TIME PLUS ANOTHER JOB, PART TIME, OR OCCASIONAL/SEASONAL WORK)

| | | **C2aYou** | **C2bPartner or spouse** |
|---|---|---|---|
| (01) | Full time | | |
| (02) | Full time plus another job | | |
| (03) | Part time | | |
| (04) | Not employed | | |
| (05) | Occasional or seasonal work | | |
| (99) | No response | | |

**Those are all the questions I have. I want to thank you for participating in this study. Your contributions are greatly appreciated! As I said at the beginning you will receive a $15 Target gift card as a thank you. Would you prefer to pick this up at your Center,** INSERT NAME OF FIRST FIVE CENTER FROM SAMPLE**, or have it mailed to your home?** (IF CENTER) **Great, it will be ready for you in about two weeks).** (IF HOME) **Can you provide me with the address to send the card?**

**Street number and name:** _____

**City and Zip code:** _____

**Thank you!**
IF RESPONDENT HAS ANY QUESTIONS ABOUT THE SURVEY OR THE PROJECT, INVITE THEM TO CALL Denece Dodson at First 5 at 925-771-7335.