

CELC Parent Survey Report

During the 2016-2017 school year a parent survey was conducted using many of the same questions as in the initial survey from 2014-2015. The survey was administered electronically using Qualtrics (www.qualtrics.com) with follow-up paper copies made available to parents. Three-hundred eighty survey links were emailed to families, with some families having more than one email address and being contacted through more than one outlet. Overall, 168 surveys were completed (91 online, 77 paper). Electronic administration of the surveys decreased the time needed to compile data and allowed analyses to be conducted more quickly. Tabling and incentives were used when paper copies of the surveys were offered to reward and encourage completion. In the future additional methods of advertising the online survey should be used to increase parent awareness of the survey and completion rates. For example, signage can be used to notify parents that they will be receiving an email with the survey and the importance of providing their feedback for continued improvement. A simple flier can also be sent home and incentives for completion can be offered.

Return Rate

Of the surveys distributed, 168 families completed the survey representing 183 children using CELC services during the 2016-2017 school year.

Participant Demographics

Parents were the main respondents (99%) to the survey with a majority of the respondents being female (84.6%). Of the responding families, 50.4% are eligible for free and reduced lunch services and 19.7% responded that they were unsure of their eligibility (See Table 1). Some families using the Head Start and Even Start services responded they were unsure of their status for free and reduced lunch. However, due to the qualifications for receiving these services, these families most likely do qualify for this program.

The majority of survey-takers reported having one child currently using services at the



CELC (n=133). A small portion of families had two (n=20), three (n=2) and four children (n=1) currently using services at the CELC. Table 2 displays demographic data for children receiving services through the CELC. Approximately 47% of children represented on the survey are white, 17.5% are Hispanic/Latino, 10.9% are Asian American/Asian Pacific Islander, 8.7% are Black/African American, 1% are Indian/ Alaska Native, and 14.8% identified as Other. The majority of children are male

(56.3%) and English is the dominate primary language (79.8%).

Table 1. Demographic Information for Parent Survey Respondents and their Children
2016-2017 School Year

| | Even Start (n = 10) | Head Start Preschool (n = 51) | Head Start 4K (n = 51) | Appeton 4K (n = 25) | Bridges 4K (n = 27) | Bridges Daycare (n = 55) | Birth to 5 (n = 7) | Developmental Screening (n = 7) | Early Intervention (n = 4) |
|---|------------------------|-------------------------------------|------------------------------|---------------------------|---------------------------|--------------------------------|-----------------------|---------------------------------------|----------------------------------|
| Used Program During 2016-2017 School Year | 10 | 51 | 51 | 25 | 27 | 55 | 7 | 7 | 4 |
| Used in Past | 4 | 21 | 12 | 4 | 6 | 5 | 17 | 40 | 25 |
| Gender | | | | | | | | | |
| Female | 8 | 50 | 47 | 22 | 18 | 40 | 5 | 5 | 3 |
| Male | 2 | 1 | 4 | 3 | 8 | 13 | 2 | 2 | 1 |
| Relationship to Child | | | | | | | | | |
| Parent | 10 | 51 | 51 | 25 | 26 | 53 | 7 | 7 | 4 |
| Other | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 |
| Free/Reduced Lunch | | | | | | | | | |
| Eligible | 6 | 38 | 34 | 10 | 6 | 13 | 3 | 5 | 3 |
| Unsure | 0 | 11 | 12 | 7 | 6 | 9 | 1 | 0 | 0 |

*Note: The total sums of responses in the table does not match the total number of respondents. 42 respondents reported currently using 2 or more services across children at the time of the survey, therefore some respondents fall into more than one category above.

Table 2. Demographic Data for Children Represented on Survey (183 children represented).

| | Even Start (n = 10) | Head Start Prescho (n = 51) | Head Start 4K (n = 51) | Appeto n 4K (n = 25) | Bridges 4K (n = 27) | Bridges Daycare (n = 55) | Birth to 5 (n = 7) | Developmental Screening (n = 7) | Early Interventi on (n = 4) | Total (n=183) |
|---|------------------------|-----------------------------------|---------------------------|----------------------------|---------------------------|--------------------------------|--------------------------|---------------------------------------|--------------------------------------|------------------|
| Ethnicity of Child | | | | | | | | | | |
| Indian/ Alaska Native | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Asian American /Asian Pacific Islander | 3 | 5 | 10 | 2 | 4 | 0 | 1 | 1 | 0 | 20 |
| Black/ African American | 0 | 7 | 9 | 4 | 3 | 4 | 0 | 3 | 2 | 16 |
| Hispanic/ Latino | 3 | 17 | 12 | 2 | 2 | 4 | 1 | 0 | 2 | 32 |
| White | 3 | 14 | 18 | 14 | 18 | 46 | 5 | 2 | 1 | 86 |
| Other | 5 | 11 | 11 | 5 | 4 | 5 | 2 | 3 | 2 | 27 |
| Age of Child | | | | | | | | | | |
| < 1yr old | 4 | 0 | 5 | 0 | 0 | 3 | 0 | 0 | 0 | 8 |
| 1-2 years old | 1 | 0 | 1 | 0 | 0 | 14 | 1 | 0 | 1 | 16 |
| 2-3 years old | 3 | 4 | 2 | 1 | 3 | 7 | 1 | 1 | 0 | 14 |
| 3-4 years old | 1 | 26 | 8 | 2 | 2 | 15 | 2 | 2 | 2 | 46 |
| 4-5 years old | 5 | 25 | 44 | 27 | 25 | 19 | 5 | 5 | 3 | 95 |
| Gender | | | | | | | | | | |
| Male | 7 | 33 | 36 | 19 | 18 | 31 | 5 | 6 | 6 | 103 |
| Female | 7 | 24 | 22 | 9 | 13 | 29 | 5 | 3 | 1 | 82 |
| Primary Language | | | | | | | | | | |
| English | 3 | 40 | 45 | 23 | 27 | 54 | 6 | 5 | 4 | 146 |
| Spanish | 5 | 8 | 8 | 1 | 1 | 2 | 1 | 0 | 1 | 19 |
| Other | 7 | 7 | 7 | 3 | 3 | 3 | 2 | 4 | 2 | 18 |

Figure 1 shows parent education levels, indicating that the majority of parents completed at least some college (65.7%). When asked to self-report yearly income, 63.7% of families earn \$55,000 a year or less, 23.8% earn \$56,000 a year or more, and 12.5% did not report an income (Figure 2).

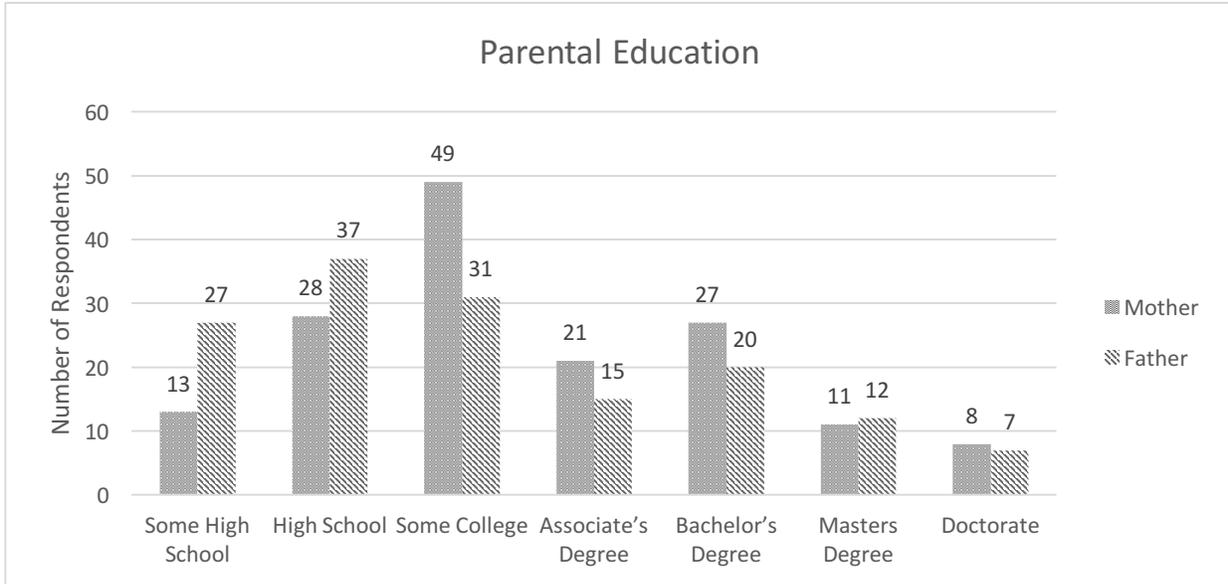


Figure 1. Frequency of parental education responses for the total sample (N = 168).

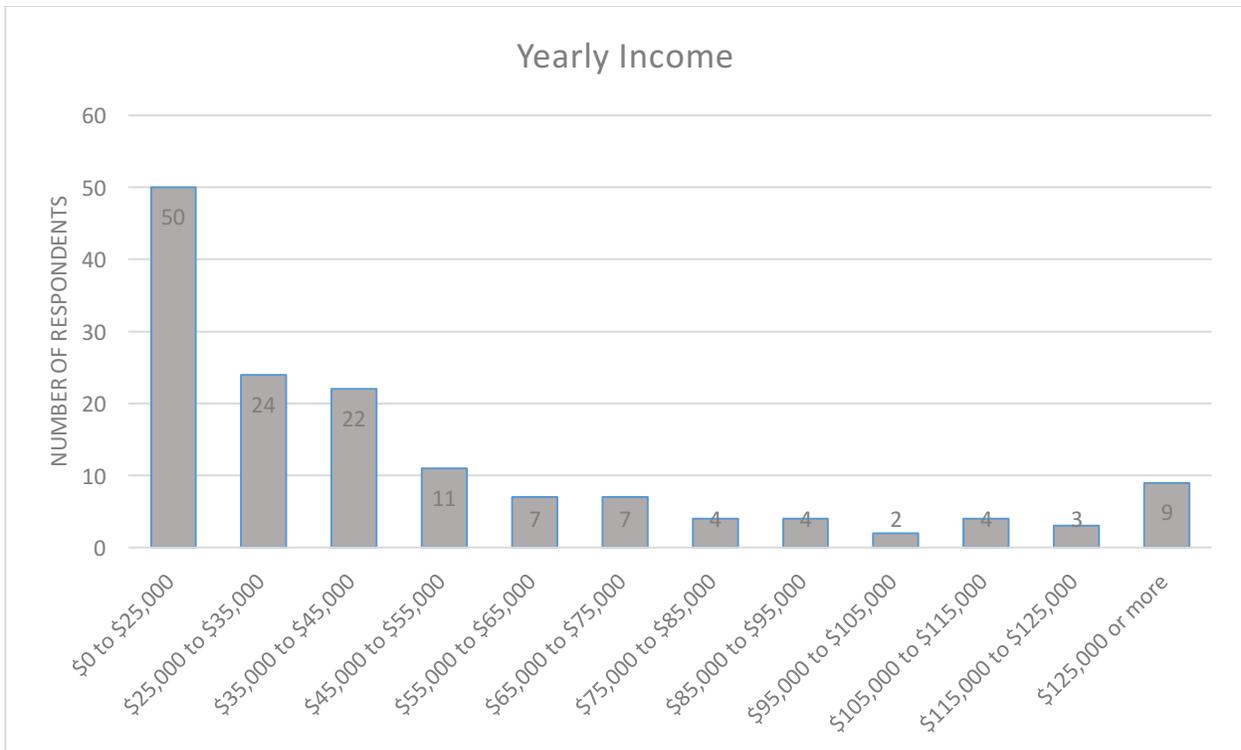


Figure 2. Self-reported yearly income responses (N = 147).

Accessibility of the CELC

Survey respondents were asked to rate their level of satisfaction with the CELC on a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied). As displayed in Figure 3, high levels of satisfaction were reported across all questions. Survey-takers were least satisfied with the hours of availability at the CELC ($M=4.45$) and the facilities ($M=4.48$) although these responses were still well above average. In the open response items asking how to better meet parents' expectations and for areas of improvement (question numbers 1, 6, 7, 8), parents listed longer hours of operation, including earlier mornings and later evenings, as ways to improve their experience with the CELC. This was especially relevant for parents using the daycare programs. Additionally, respondents voiced concerns with safety outside of the building and would like to see better parking for drop-off and pick-up, school zone policies implemented, and better enforcement of the crosswalks. The winter weather also created concerns with the streets, parking spaces, and sidewalks remaining hazardous. A comparison of satisfaction between those eligible for and not eligible for Free and Reduced Lunch indicated slightly different perceptions of the programs, facilities, and resources between the two groups. However, all measurements remained above 4 meaning respondents were satisfied to very satisfied.

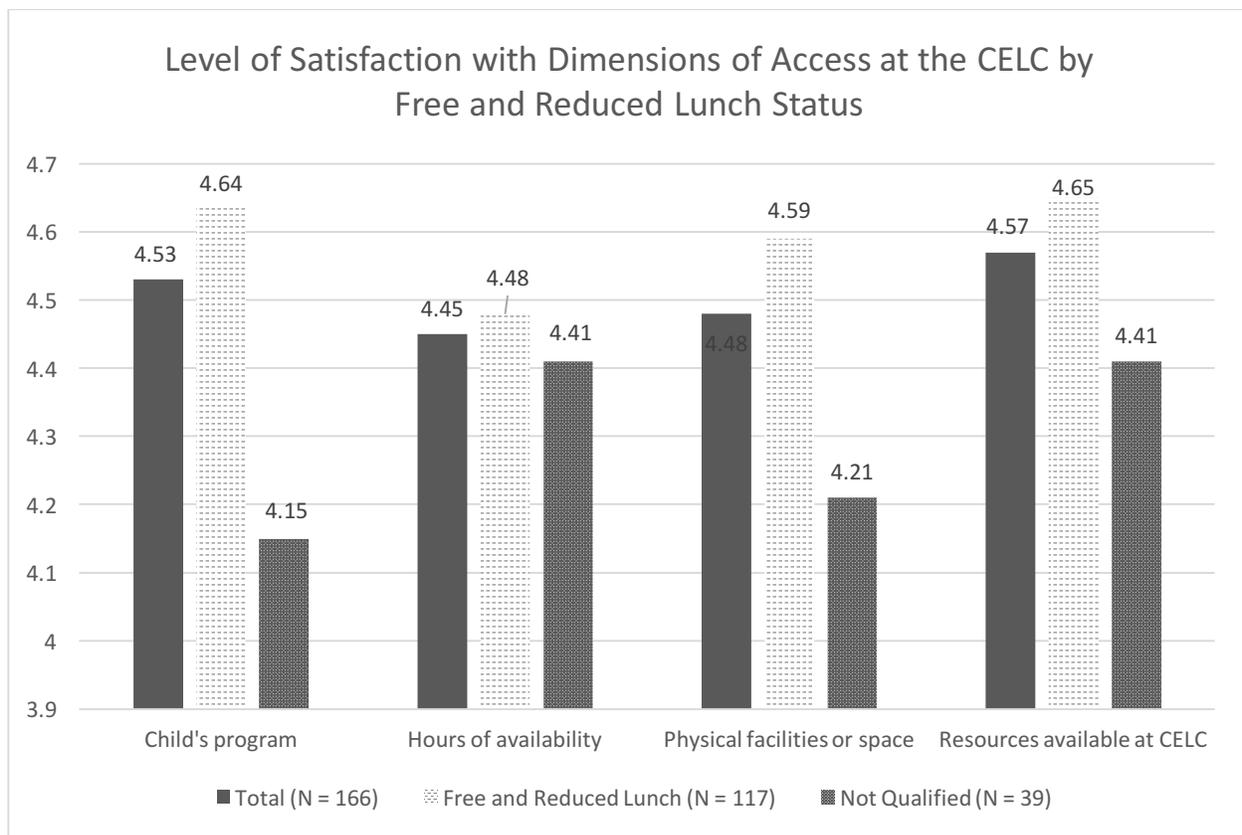


Figure 3. Respondents' level of satisfaction with statements about the CELC for the total sample, respondents eligible for Free and Reduced Lunch, and those not eligible.

Families were also asked to rate their level of agreement with a list of statements about dimensions of access at the CELC from 1 (strongly disagree) to 5 (Strongly agree). Figure 4 shows consistent ratings of agreement across the four statements for the total number of

respondents. A further breakdown of level of agreement by free and reduced lunch status shows slightly different levels of agreement between the two groups (eligible and not eligible). The two lowest rated statements by the overall group, “The CELC meets my families’ needs” and “The CELC meets my expectations”, are further explored through the open response items discussed below.

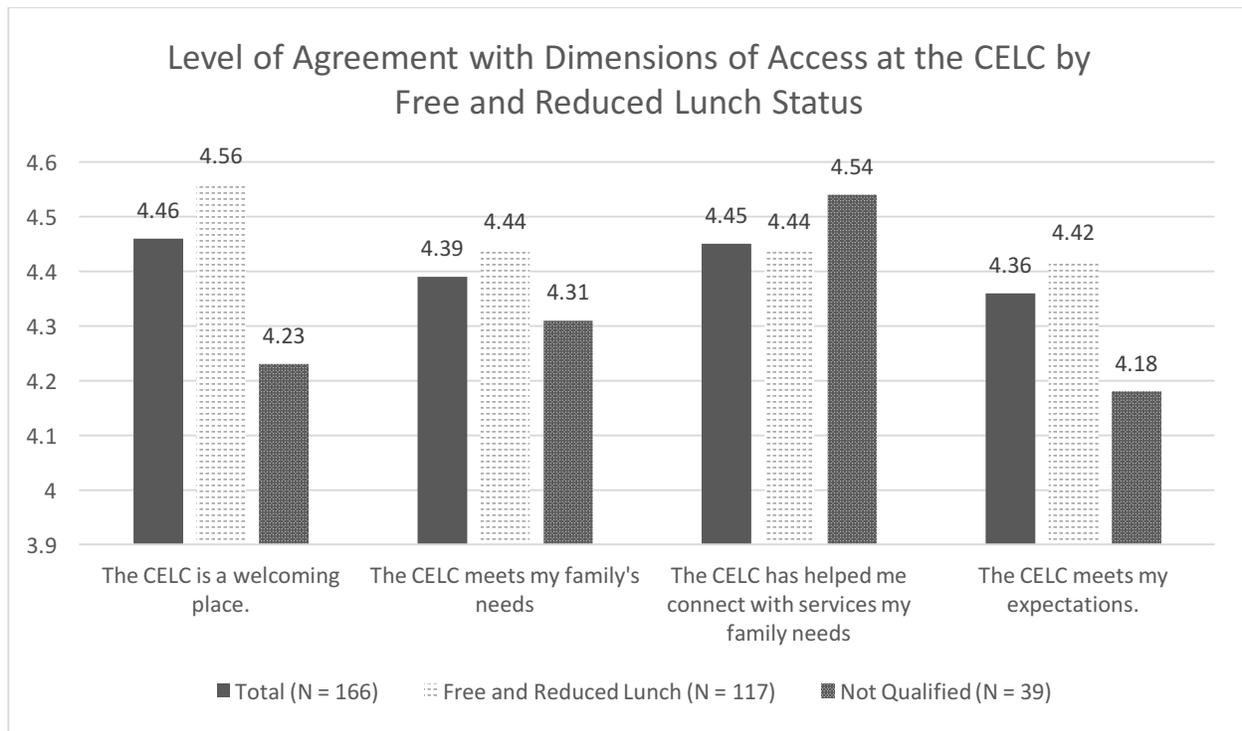


Figure 4. Respondents’ level of agreement with statements about the CELC for the total sample, respondents eligible for Free and Reduced Lunch, and those not eligible.

Accessibility at the Child’s Program

A mean level of 4.53 was reported for overall satisfaction with child’s program (Figure 3). Means across individual agencies were all above 4.00.

Reported Wait Time

A majority of respondents (61.6%) reported less than 1 month of wait time before beginning services at the CELC. Approximately 19.5% reported waiting between 1 and 2 months, 12.2% waited 3 to 4 months, 3% waited 5 to 6 months, and 1.2% waited 7 to 8 months. Two respondents noted that they were able to begin services at Head Start immediately, but waited a year or more for Project Bridges.

Identifying Needed Services and Resources

When asked if there was one thing they could add or change about the CELC, 21% of



respondents said no. The 79% who responded yes offered a variety of suggestions and a few themes emerged. Ideas that were mentioned frequently were extended hours (4.8%), improved parking and drop off/pick-up safety (3.6%), and increased bussing availability (3.6%). Although these numbers seem low, these three themes emerged in several open response items concerning changes to the programs.. Additionally,

families were concerned with the playground equipment not being appropriate for the children and with the limited amount of space available in the classrooms for children to play, particularly in Project Bridges' daycare facilities. A few parents would like more opportunities to be involved in their students' classrooms, field trips, and after school programs.

Identifying Unmet Needs

Respondents were asked to identify any unmet needs that the CELC could provide. The majority of respondents felt all their needs were being met (94%). Of the six percent who listed unmet needs, bussing and extended hours were listed again. A parent from Head Start Preschool mentioned sometimes needing help with getting diapers for their child. Another parent wanted to see more educational activities and learning-focused



projects occurring during the day. One respondent felt there are inconsistencies in how children with special needs are treated in the classrooms and another wanted to be more involved in making decisions for their child. Another respondent indicated that a formal Spanish curriculum

would be a nice addition and another wanted to see a school-aged summer program created at the center.

Parent Satisfaction with Staff

Overall, high levels of satisfaction with staff were reported by families. Survey-takers reported high levels of satisfaction in reference to their child’s relationship with staff (4.65) and staff interactions with their children (4.64; See Figure 5). In response to the question “What are the things you have been especially happy with so far at your CELC program?”, 39.9% of respondents specifically mentioned the staff. Survey-takers felt the staff is caring, welcoming, and go out of their way to help. For example, a respondent said the, “Amazing staff who are kind, patient, accommodating and want to see my child succeed” have been a positive aspect of the CELC programs. Additionally, it was noted that staff members treat students with respect and genuinely seem to care.

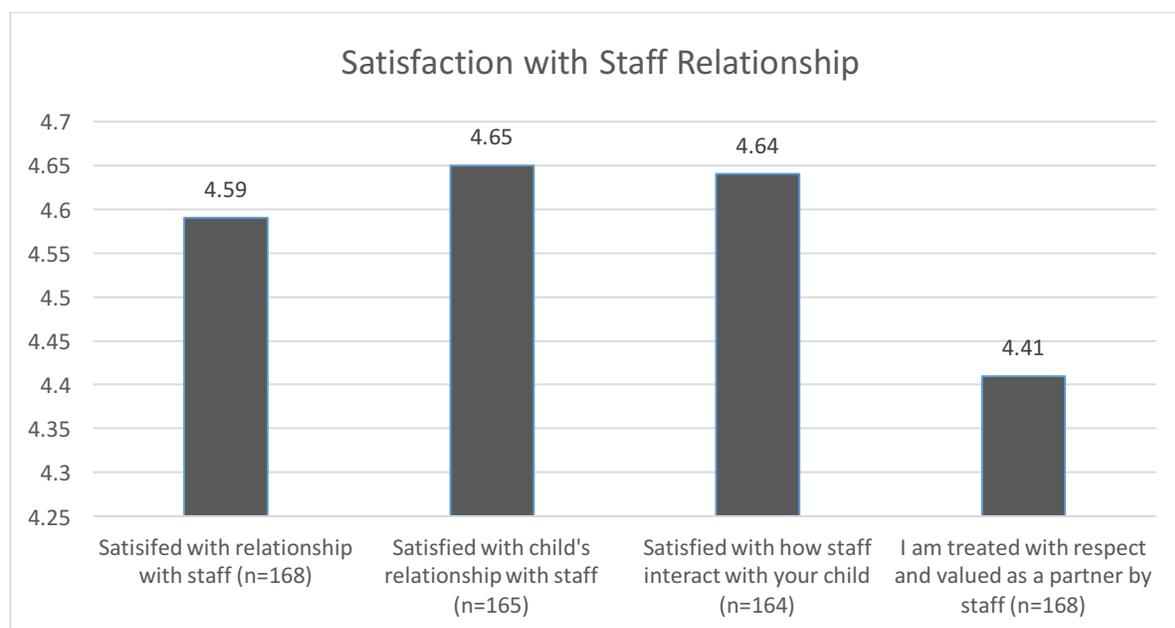


Figure 5. Respondents’ satisfaction with staff relationships.

Families also reported high levels of satisfaction with staff feedback on their children and professionalism (Figure 6). Respondents seem especially satisfied with feedback on their children and staff’s competence and knowledge. In the open response item “Are there things that you don’t like or that have concerned you?”, the following concerns were highlighted. Two respondents noted that sometimes the teachers seemed impersonal or that staff were short tempered with students in the hallways. Four families would also like to be introduced to new staff members working with their children and provided information about staff changes.

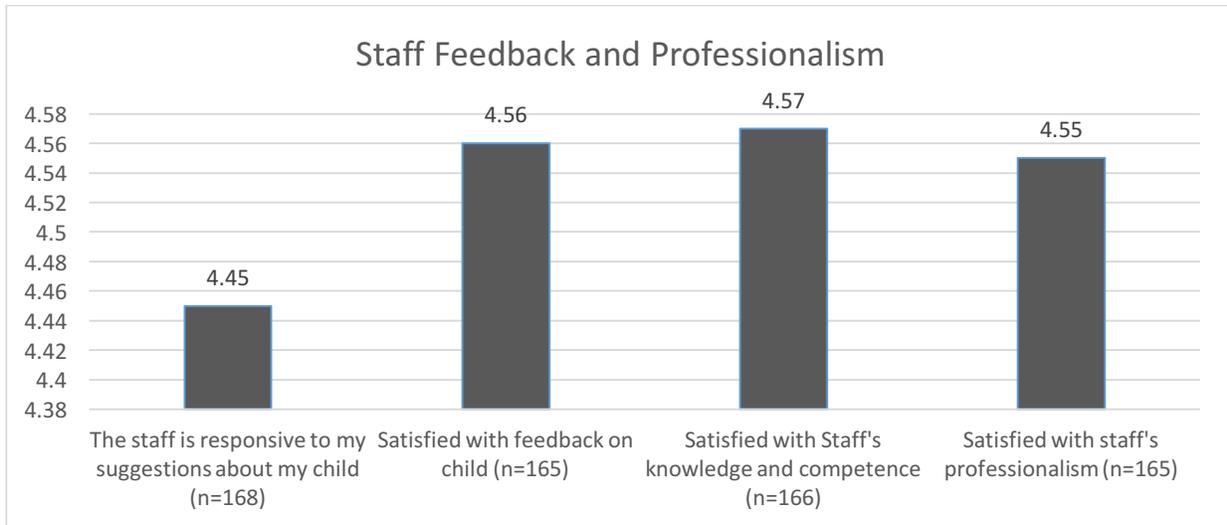


Figure 6. Respondents' satisfaction with the feedback provided by staff about their children and staff's professionalism.



Areas of Strength

When asked “What does your child get the most out of or like best?”, survey-takers were very positive about their CELC programs' ability to educate their children. Respondents felt as though their children were learning basic skills, making academic progress, learning social and emotional skills, and preparing for kindergarten with the emphasis on routines. Respondents felt their children were most excited about their interactions with both peers and teachers. Children's excitement to attend school and enjoyment of learning was considered a positive point for families.

Meeting Family's Expectations

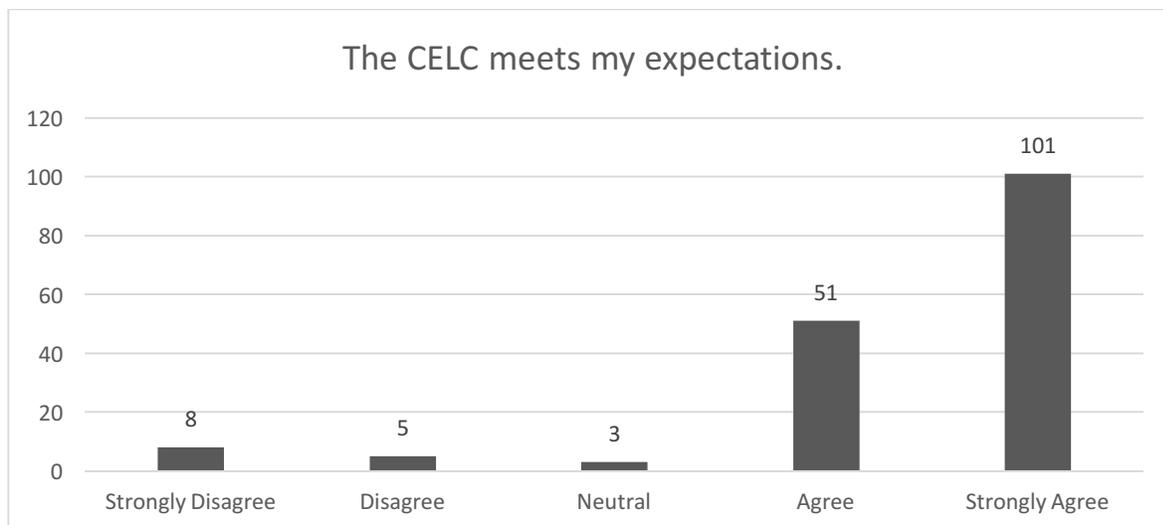


Figure 7. Number of respondents reporting each level of agreement with the statement “The CELC meets my expectations”.

Families were asked to rate their level of agreement with the statement “The CELC meets my expectations”. As shown in Figure 7, 90.5% of respondents agreed that their expectations were being met. Participants who disagreed with this statement were asked to elaborate in an open response question. Of these responses, three indicated issues with staff consistency and treatment of students. Families would like teachers to stay for the entire year for more consistency in their child’s education. One parent felt as though their child was safe at the center, but not necessarily cared for by all staff. Another comment indicated that the payment system at Project Bridges was outdated and online access to their accounts and payments would be helpful. One parent did not feel as though the building’s security measures were working for their child’s safety.



Influence on Child Development

When asked if the CELC is helping their child develop positively, the majority of parents responded yes (97%). Families were pleased their children are excited about learning and attending school. Students learning to interact with peers constructively is seen

as a positive outcome, as was developing academic knowledge.

Of the five respondents that did not feel the CELC was helping their child develop positively, a few provided critiques of the programs. These families felt as though social skill development was coming before academic learning. One respondent did not agree with the play-based approach to learning and wanted to see more instruction. Two families would like to see more music in their child's program, as well as sensory play and discovery learning. One parent did not feel the discipline models in the older rooms were helpful for students' development of emotional control.



Parental Concerns

Respondents listed several areas of concern when asked “Are these things that you don’t like or that have concerned you?”. As mentioned above there were concerns about the safety measures being used outside of the building (crosswalks, school zone rules,

snow/ice removal). The playground equipment was also listed as a safety concern (age appropriate and accessible equipment needed, more shaded areas). Parental concerns about the hours of operation were also noted as discussed above. Additionally, a few parents would like to see transportation provided for students participating in the extended care programs.

Several respondents also listed classroom use of iPads as an area of concern, particularly in the younger rooms where parents did not feel technology was appropriate for the children. The frequency of their use in the older rooms was a concern as well as the content of the videos being shown to children.

Summary

Overall respondents indicated high levels of satisfaction on all dimensions measured. One parent even noted, “The amount of programs housed under one roof is a valuable tool as a parent. This makes it easy to get the best education for my young child.” This sentiment indicates the CELC is an important resource for families to access services. Families were also complimentary concerning their children’s experience with staff members and the excitement generated about learning academic and social skills.

When given the opportunity to respond to open-ended questions parents expressed concerns with basic accessibility issues and made suggestions for how to improve their experiences with staff and offerings at the CELC. Parents would like to see facility

improvements aimed at increasing student safety, particularly in the parking areas and playground. Families were interested in expanded hours of operation to match their schedules and transportation options for older children.