



First 5 Monterey County Early Learning Opportunities

2011-12 Parent Interview Databook

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Prepared for



Prepared by



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Parent Interview Sample

- Total Parent Interview sample at the start of the evaluation = 206 randomly selected newly enrolled parents with children five years of age and younger¹
 - 172 interviews were completed at Time 2 which equaled an 83 percent retention rate.
- This sample is representative of families that were newly enrolled from September 2010 through February 2011. (Newly enrolled = families that were enrolled in a First 5 Monterey County (F5MC) program within the previous three months.) Time 2 interviews were conducted from December 2011 – April 2012.

Exhibit 1. Parent Interview contact summary

Number of surveys completed	Percentage of Total Sample (N=206)
172	83.0%
Reasons for not participating	Number of families
Unable to reach*	16
No valid number**	14
Refused/Declined to participate	4
*Families were contacted multiple times, but were unable to speak with or schedule an appointment	
**In addition to reaching out to additional contacts, funded partners were also contacted. No valid number was obtained	

- The F5MC programs listed in Exhibit 2 represent the newly enrolled survey participants’ initial entry point into F5MC services. In many cases these parents participate in multiple F5MC programs (For a complete listing of F5MC program types represented in this study please see Appendix B and for service utilization see Exhibits 42 and 43).

Exhibit 2. First 5 Monterey County entry points represented by the Parent Interview Sample

	Frequency	Percent
Special Needs Initiative/Go Kids	64	31.1
Alisal FRC	57	27.7
Salinas Adult School	17	8.3
Cabrillo FRC/Monterey Peninsula School District	16	7.8

¹ Due to missing responses on some survey items, the tables may not necessarily contain the full sample for all analyses. Additionally, some items had skip conditions (some respondents were not asked the questions because they did not apply) and as a result the valid sample will be smaller than the full sample for those items.

	Frequency	Percent
MCSTART/Door to Hope	12	5.8
Castro Plaza FRC/N. Monterey School District	10	4.9
Pajaro FRC/School District	10	4.9
King City FRC/School District	7	3.4
Monterey County Probation/CAP	4	1.9
Monterey County Behavioral Health/Secure Families	4	1.9
Soledad Adult School/PAT	2	1.0
Centro Binacional	2	1.0
Easter Seals PLAY	1	.5
Total	206	100.0

Source: First 5 Monterey County Persimmony database, 2011

*Service data is missing from five survey participants in Persimmony.

- Exhibit 3 represents survey participants' total utilization and/or access to F5MC programs at the baseline period of the Parent Interview..

Exhibit 3. F5MC programs utilized by service participants within their first three months of enrollment*

	Frequency**	Percent
Salinas Union High School District – Salinas Adult School	621	22.2
Go Kids - Special Needs Initiative	465	16.6
Alisal Unified School District – Alisal Healthy Start Family Resource Center	427	15.2
Monterey Peninsula Unified School District - Family Connections at Cabrillo Family Resource Center	402	14.3
Door to Hope – MCSTART (Monterey County Screening Team for Assessment, Referral and Treatment)	217	7.7
North Monterey Unified School District - Castro Plaza Family Resource Center Family Early Learning Program	181	6.5
King City Union School District – King City Family Resource Center	111	4.0
Go Kids - Family Friends and Neighbors	78	2.8
Monterey Peninsula Unified School District – Family Connections at Marina Del Mar Playgroup	78	2.8
Monterey County Health Department - Behavioral Health Secure Families	61	2.2

	Frequency**	Percent
Referrals	47	1.7
Monterey County Probation Dept - Child Advocate Program	34	1.2
Unspecified	30	1.1
Pajaro Valley Unified School District – Pajaro Healthy Start Resource Center	24	.86
Soledad Unified School District – Soledad Adult School	11	.39
Easter Seals Central California – PLAY (Play and Language for Autistic Youngsters) Project	10	.36
Centro Binacional	4	.14
Parent Kits	2	.07
TOTAL	2,803	100

*Type of utilization and/or access of programs varies, including, but not limited to referrals, phone calls, home visits, receipt of a kit , consultation, etc.

**Frequency equals one service unit and is not standardized. Frequencies and can range from one 15 minute service to one three hour service.

Family Characteristics

Exhibit 4. Age of children in Parent Interview sample

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=172)
0-2 years	109	38	52.9	22.1
3-4 years	80	73	38.8	42.4
5-7 years	17	61	8.3	35.5

- Year 1 average age of children (n=206) = 2.6 years
- Year 2 average age of children (n=172) = 3.9 years

Exhibit 5. Child's Ethnicity

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=198)	Year 2 Percent (n=171)	Medi-Cal Births in Monterey County*
Hispanic	181	159	91.4	93.0	90.4
White, Non-Hispanic	7	4	3.5	2.3	5.5
Multiracial/biracial	9	8	4.5	4.7	.73
Black/African American	0	0	--	--	1.2
Asian	0	0	--	--	1.8
Indigenous/Native American	0	0	--	--	.38
Other race	1	0	0.5	--	

*Source: State of California Department of Public Health, Birth Statistical Master File, 2009

Exhibit 6. Child's Ethnicity (3 categories)

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=198)	Year 2 Percent (n=171)
Hispanic	181	159	91.4	93.0
White, Non-Hispanic	7	4	3.5	2.3
Other	10	8	5.1	4.7

Exhibit 7. Mother's Ethnicity and Immigrant Status

Ethnicity	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=205)	Year 2 Percent (n=168)	Medi-Cal Births in Monterey County*
Hispanic	190	157	92.7	93.5	90.4
White, Non-Hispanic	8	6	3.9	3.6	5.5
Asian	0	0	--	--	1.8
Black	0	0	--	--	1.2
Multiracial/biracial	5	4	2.4	2.4	.73
American Indian	2	1	1.0	0.6	.38
Other	0	0	--	--	
Immigrant Status			n=204	n=170	
Not immigrant	39	35	19.1	20.6	--
Immigrant	165	135	80.9	79.4	--
Recent Immigrant **			n=165	n=135	
No	164	134	99.4	99.3	--
Yes	1	1	0.6	0.7	--

*Source: State of California Department of Public Health, Birth Statistical Master File, 2009

**Equal to or less than one year and ten months in the United States

- In Year 1, mothers' average age was 30.1 (n=198).
- In Year 2, mothers' average age was 31.2 (n=168)

Exhibit 8. Mother's Educational Attainment

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=199)	Year 2 Percent (n=169)	2010 Monterey County Births – Mother's Education
8th grade or less	101	80	50.8	47.3	23.5
Some High School	35	34	17.6	20.1	16.7
High school diploma or GED, some voc/tech	33	31	16.6	18.3	18.3
Voc/Tech diploma/Associate degree	25	14	12.6	8.3	41.5
Bachelor degree	5	9	2.5	5.3	
Graduate degree	0	1	--	.6	

Exhibit 9. Mother's Educational Attainment (3-level)

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=199)	Year 2 Percent (n=169)
Less than high school	136	114	68.3	67.5
High school or equivalent	34	45	17.1	26.6
More than high school	29	10	14.6	5.9

Exhibit 10. Mother's Employment Status

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=172)
Working full-time	22	23	10.7	13.4
Working part-time	27	25	13.1	14.5
Looking for work	28	1	13.6	0.6
Not in labor force	122	118	59.2	68.6
Mother not in household	7	5	3.4	2.9

Exhibit 11. Father's Ethnicity and Immigrant Status

Ethnicity	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=202)	Year 2 Percent (n=168)	2010 Monterey County Births – Father's race/ethnicity♦
Hispanic	184	157	91.1	91.3	72.6
White, Non-Hispanic	9	5	4.5	3.0	19.4
Asian	1	1	.5	.6	4.6
Black	1	1	.5	.6	2.7
Multiracial/biracial	5	3	2.5	1.7	
American Indian	0	0	--	--	0.7
Other	2	1	1.0	.6	
Immigrant Status			n=197	n=168	
Not immigrant	36	31	18.3	18.5	--
Immigrant	161	137	81.7	81.5	--
Recent Immigrant♦♦			n=137	n=123	
No	136	120	99.3	97.6	--
Yes	1	3	0.7	2.4	

♦Source: 2008 Monterey County Birth Outcomes, Monterey County Health Department

♦♦Equal to or less than one year and ten months in the United States

- In Year 1, on average, fathers were 33.2 years old (n=175).
- In Year 2, on average, fathers were 34.5 years old (n=153)

Exhibit 12. Father's Educational Attainment (n=151)

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent	Year 2 Percent	2010 Monterey County Births – Mother's Education
8th grade or less	104	93	60.5	61.6	24.4
Some High School	28	24	16.3	15.9	20.0
High school diploma or GED, some voc/tech	27	21	15.7	13.9	20.5
Voc/Tech diploma/Associates degree	7	8	0.6	5.3	35.0
Bachelor degree	5	4	2.9	2.6	
Graduate degree	1	1	0.6	0.7	

Note: In Year 1, 20 respondents did not know father's education. In Year 2, 21 respondents did not know father's education.

Exhibit 13. Father's Educational Attainment (3-level)

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=172)	Year 2 Percent (n=151)
Less than high school	132	117	76.7	77.5
High school or equivalent	28	29	16.3	19.2
More than high school	12	5	7.0	3.3

Exhibit 14. Father's Employment Status

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=203)	Year 2 Percent (n=171)
Working full-time	77	65	38.0	38.0
Working part-time	13	18	6.4	10.5
Looking for work	28	7	13.8	4.1
Not in labor force	35	37	17.2	21.6
Father not in household	50	44	24.6	25.7

Exhibit 15. Parent's Educational Attainment♦

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=200)	Year 2 Percent (n=170)
8th grade or less	90	66	45.0	38.8
Some High School	35	35	17.5	20.6
High school diploma or GED, some voc/tech	41	38	20.5	22.4
Voc/Tech diploma/Associates degree	24	19	12.0	11.2
Bachelor degree	9	11	4.5	6.5
Graduate degree	1	1	0.5	0.6

♦Note: Calculated by taking highest educational attainment between mothers and
thers.

Exhibit 16. Parent's Educational Attainment (3-level)

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=200)	Year 2 Percent (n=170)
Less than high school	125	101	62.5	59.4
High school or equivalent	43	57	21.5	33.5
More than high school	32	12	16.0	7.1

Exhibit 17. Other caregiver's ♦ ethnicity and immigrant status

Ethnicity	Year 1	Year 2	Year 1	Year 2
	Frequency	Frequency	Percent (n=9)	Percent (n=7)
White, Non-Hispanic	4	3	44.4	42.9
Hispanic	4	3	44.4	42.9
Multiracial/biracial	1	1	11.1	14.3
Black	0	0	--	--
Other race	0	0	--	--
Immigrant Status				
Not immigrant	5	4	55.6	57.1
Immigrant	4	3	44.4	42.9
Recent Immigrant				
No	4	3	100.0	100.0
Yes	0	0	--	--

♦ These are primary caregivers who did not identify themselves as the child's mother or father.

Exhibit 18. Family Structure

	Year 1	Year 2	Year 1	Year 2
	Frequency	Frequency	Percent (n=205)	Percent (n=170)
Two-parent household♦	176	147	85.9	86.5
Single-parent household♦	28	21	13.2	12.4
Unknown	2	2	1.5	1.2

♦ This includes biological and adoptive parents.

- In Year 1, Family size ranged from 2 to 11. The average family had 5 members (Median=5).
- In Year 2, Family size ranged from 2 to 10. The average family size had 5 members (Median = 5).

Exhibit 19. Languages Spoken to Children

Number of Languages Spoken to children	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=171)
1 language	135	104	65.5	60.8
2 languages	69	66	33.5	38.6
3 languages	2	1	1.0	0.6
Languages Spoken to Children			Percent of all Families	
Spanish	189	156	91.7	91.2
English	84	79	40.8	46.2
Indigenous Mexican	3	3	1.5	1.8
Other language*	3	1	1.5	0.6

* Other languages include Japanese, American Sign Language, and Tagalog.

Exhibit 20. Family Income

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=146)	Year 2 Percent (n=124)	American Community Survey 2009
\$15,000 or less	49	23	33.6	18.5	6.6
\$15,000 to \$30,000	57	64	39.0	51.6	17.9
\$30,000 to \$50,000	26	30	17.8	24.2	13.7
\$50,000 or more	14	7	9.6	5.6	61.9

Note: In Year 1, 60 respondents did not know family income. In Year 2, 48 respondents did not know family income.

Exhibit 21. Poverty Status

Poverty has been defined as families whose family incomes are at or below the 2010 Federal Poverty Level.

Poverty Level	Year 1 Baseline (n=146)		Year 2 Baseline (n=124)	
	Frequency	Percent	Frequency	Percent
At or below	99	67.8	70	56.5
Above	47	32.2	54	43.5

- 15.0 percent of the population of families with children under 18 in Monterey County live below the Federal Poverty Level. Of those, 45.4 percent are families with children 0-5 years. (American Community Survey, 2009, US Census). [need to update with Census 2010 data]

Child Health

Exhibit 22. Does Child Have Health Insurance?

	Year 1 Baseline (n=206)		Year 2 Baseline (n=170)	
	Frequency	Percent	Frequency	Percent
Yes	198	96.1	166	97.6
No	8	3.9	4	2.4

- 48.8 percent (79) noted that a program/agency in Monterey County helped them enroll in health insurance.
- Among those who reported having health insurance, the largest proportion (89.8 percent) had government/public health insurance, followed by employer-sponsored insurance (7.8 percent), and private pay (1.8 percent).
- About fourteen percent (13.9 percent) reported having difficulty accessing health care due to their health insurance coverage.

Exhibit 23. Number of Routine Check-ups in the Past Year

	Year 1 Baseline (n=199)		Year 2 Baseline (n=170)	
	Frequency	Percent	Frequency	Percent
Never	2	1.0	4	2.4
Once or twice	116	58.3	120	70.6
3-4 times	43	21.6	31	18.2
5-9 times	28	14.1	14	8.2
10 times or more	10	5.0	1	0.6

- **98 percent of children** reportedly received a medical check up at least once in the past year.
- In Monterey County in 2007, 98.6 percent of children ages 0-5 visited a medical doctor within the past 12 months (source: CHIS, 2009).

Exhibit 24. Does Child Have Dental Insurance?

	Year 1 Baseline (n=206)		Year 2 Baseline (n=172)	
	Frequency	Percent	Frequency	Percent
Yes	154	74.8	155	90.1
No	30	14.6	8	4.7
Don't know	22	10.7	9	5.2

- Of those who reported having dental coverage, 91.0 percent reported having government/public insurance followed by employer-sponsored coverage (8.4 percent, and private pay (0.6 percent).
- 50.3 percent of those with dental coverage reported that an agency or program in Monterey County helped them with enrollment.

Exhibit 25. Has child been to the dentist or dental hygienist in past year?

	Year 1	Year 2	Year 1	Year 2
	Frequency	Frequency	Percent (n=206)	Percent (n=172)
Yes	127	142	61.7	82.6
No	77	30	36.3	17.4
Don't know	2	0	2.0	--

Exhibit 26. Has parent been told child has special need or disability?

	Year 1	Year 2	Year 1	Year 2
	Frequency	Frequency	Percent (n=205)	Percent (n=172)
Yes	21	26	10.2	15.1
No	184	146	89.8	84.9
Does child have IEP/IFSP?			n=21	n=26
Yes	10	15	47.6	57.7
No	9	10	42.9	38.5
Don't know	2	1	9.5	3.8

- Of those who reported having an IEP/IFSP plan, 100 percent (15) reported that a person or agency supported them at the IEP/IFSP meeting.
 - Ten reported that another agency/service provider helped (ASPIRA NET, child's teacher, Headstart, Kaiser psychologist, Sandra Arriola, social worker)
 - Five reported that a First 5 funded program helped

Early Care and Education

- 5.8 percent (n=10) of children were currently receiving childcare in a private home from a non-relative on a regular basis. Children on average receive private home care 23.7 hours per week (compared to 32.6 hours at Time 1).

Exhibit 27. Parent satisfaction with non-relative child care

		Not satisfied	Somewhat satisfied	Satisfied	Don't know
Helping child to grow and develop	Year 1 (n=11)	9.1	18.2	72.7	--
	Year 2 (n=9)	--	--	100	--
Being open to your ideas and participation	Year 1 (n=11)	--	36.4	63.6	--
	Year 2 (n=9)	--	--	100	--
Supporting and respecting your family's culture and background	Year 1 (n=11)	--	18.2	72.7	9.1
	Year 2 (n=9)	--	--	100	--
Maintaining safe environment	Year 1 (n=11)	--	18.2	81.8	--
	Year 2 (n=9)	--	--	100	--
Preparing child to enter kindergarten	Year 1 (n=9)	55.6	11.1	33.3	--
	Year 2 (n=8)	--	25.0	75.0	--

- On a scale from 1 to 3 ("3" being satisfied), respondents (n=9) on average rated their satisfaction with their family child care provider at 3.0.

- 41.7 percent (n=50) (compared to 28.9 percent at Time 1) of children 3 years and older were attending a preschool, child care center, pre-kindergarten, or Head Start center regularly at the time of the survey. Children on average attended these centers 17.4 hours per week.

Exhibit 28. Parent satisfaction with preschool or center-based care

		Not satisfied	Somewhat satisfied	Satisfied	Don't know
Helping child to grow and develop	Year 1 (n=28)	--	3.6	96.4	--
	Year 2 (n=50)	--	2.0	96.0	2.0
Being open to your ideas and participation	Year 1 (n=28)	3.6	3.6	92.9	--
	Year 2 (n=50)	--	2.0	96.0	2.0
Supporting and respecting your family's culture and background	Year 1 (n=28)	--	3.6	92.9	3.6
	Year 2 (n=50)	--	--	98.0	2.0
Maintaining safe environment (n=11)	Year 1 (n=28)	--	--	100.0	--
	Year 2 (n=50)	--	2.0	96.0	2.0
Preparing child to enter kindergarten	Year 1 (n=28)	3.6	3.6	89.3	3.6
	Year 2 (n=50)	--	--	98.0	2.0

- On a scale from 1 to 3, respondents (n=49) on average ranked their satisfaction with their early childhood education provider at 3.0.

Exhibit 29. Total Number of Child Care Arrangements

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=38)	Year 2 Percent (n=58)	<i>Head Start FACES 2003</i>
None	0	0	--	--	2.1
One	25	51	89.3	87.9	65.2
Two	3	6	10.7	10.3	23.3
Three	0	0	--	--	9.4
Four	0	1	--	1.7	--

Parent and Caregiver Capacity

Parent-child Activities

Exhibit 30. Frequency Respondent Read to Child

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=167)	Year 2 Percent (n=170)
Not at all in last week	6	2	3.6	1.2
Once or twice	32	22	19.2	12.9
Three or more	53	62	31.7	36.5
Every day	76	84	45.5	49.4

Exhibit 31. Parent-Child activities done in the past week

Parent-Child Activity		none	1 or 2 times	3 or more times
Played with toys or indoor games	Year 1 (n=168)	2.4	9.5	88.1
	Year 2 (n=170)	--	8.8	91.2
Helped child learn letters, words or numbers♦	Year 1 (n=135)	3.0	17.0	80.0
	Year 2 (n=143)	--	16.8	83.2
Sung songs or music to or with child	Year 1 (n=168)	9.5	20.8	69.6
	Year 2 (n=156)	--	19.2	80.8
Played any outdoor games or sports	Year 1 (n=168)	12.5	18.5	68.5
	Year 2 (n=156)	--	30.8	69.2
Played counting games like singing songs or reading books with numbers♦	Year 1 (n=135)	20.7	22.2	56.3
	Year 2 (n=133)	--	27.1	72.9
Talked about what happened in preschool or early education program♦	Year 1 (n=126)	40.5	15.1	44.4
	Year 2 (n=102)	--	29.4	70.6
Told child a story	Year 1 (n=168)	19.6	39.3	41.1
	Year 2 (n=151)	--	38.4	61.6
Watched a children's movie together♦	Year 1 (n=135)	8.9	48.9	41.5
	Year 2 (n=102)	--	57.9	42.1
Talked about tv, radio programs or videos♦	Year 1 (n=135)	40.7	27.4	31.9
	Year 2 (n=99)	--	45.5	54.5
Cooked or prepared meal together♦	Year 1 (n=135)	29.6	43.0	27.4
	Year 2 (n=104)	--	57.7	42.3

♦These questions were asked only if child was two years or older

♦♦source: FACES, Fall 2003

- Parents or caregivers averaged doing **five** activities with children three or more times a week (compared to four at Time 1) and 2.5 activities 1-2 times a week (compared to 1.8 activities at Time 1) (n=172).
- Parents reported that their children watched an average of 1.8 hours of television per day.

Parent Emotional Well-being

The parent emotional well-being scale listed in Exhibit 32 below should be interpreted as follows:

- The score for the *Emotional Support Subscale from MOSS*, represents the average of all seven subscale items (Exhibit 33). The mean score ranges from one to five.
 - A higher score indicates that the parent received greater emotional support, therefore a **higher score is more desirable**.

Exhibit 32. Parent Emotional Well-being Scale: Emotional Support

Scale	n	Mean	
Emotional Support Subscale Score from MOSS (1 to 5)	Year 1	206	3.3
	Year 2	172	3.6

Exhibit 33. Emotional Support

How often is someone available...		None	Little	Some	Most	All
to confide in or talk to about yourself or your problems?	Year 1 (n=206)	9.2	19.9	20.4	13.6	36.9
	Year 2 (n=172)	6.4	13.4	21.5	15.7	43.0
to share your most private worries and fears with?	Year 1 (n=206)	12.6	18.4	19.4	16.5	33.0
	Year 2 (n=172)	8.1	15.7	18.6	15.7	41.9
that you can count on to listen to you when you need to talk?	Year 1 (n=206)	9.8	12.7	29.3	17.6	30.7
	Year 2 (n=172)	2.3	12.8	23.8	18.6	42.4
whose advice you really want?	Year 1 (n=206)	11.2	17.5	26.7	18.0	26.7
	Year 2 (n=172)	5.8	21.5	25.0	13.4	34.3
to give you information to help you understand a situation?	Year 1 (n=206)	7.4	20.1	33.8	15.2	23.5
	Year 2 (n=172)	2.3	15.7	26.2	19.8	36.0
who understands your problems?	Year 1 (n=206)	11.7	25.2	24.3	15.5	23.3
	Year 2 (n=172)	5.2	20.9	23.8	13.4	36.6
to turn to for suggestions about how to deal with a personal problem?	Year 1 (n=206)	13.6	21.8	25.7	16.0	22.8
	Year 2 (n=172)	7.0	18.6	27.3	15.1	32.0

The parent emotional well-being scale listed in Exhibit 34 below should be interpreted as follows:

- The score for the *Parental Distress Subscale* of the *Parenting Stress Inventory Short Form*, represents the average of all seven subscale items (Exhibit 34). The mean score ranges from one to five.
 - A higher score indicates lower levels of parental distress, therefore a **higher score is more desirable**.

Exhibit 34. Parent Emotional Well-being Scale: Parental Distress

Scale		n	Mean	Published Mean
Parenting Stress Inventory Short Form, Parental Distress Subscale (1 to 5)	Year 1	206	3.5	2.35
	Year 2	170	3.6	

Note: The published mean from the Parental Distress scale was for a normative sample of 185 parents from a broad range of backgrounds (Haskett et al, 2006).

Exhibit 35. Parenting stress

		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel alone and without friends	Year 1 (n=206)	3.9	17.9	4.9	60.5	13.2
	Year 2 (n=172)	1.2	17.4	4.1	62.8	14.5
There are quite a few things that bother me about my life	Year 1 (n=206)	2.9	17.6	6.8	59.5	13.2
	Year 2 (n=172)	1.7	15.7	7.0	62.2	13.4
I don't enjoy things as I used to	Year 1 (n=206)	2.4	22.4	3.4	59.0	12.7
	Year 2 (n=172)	1.2	16.3	6.4	65.7	10.5
I feel trapped by my responsibilities as a parent	Year 1 (n=206)	3.4	24.4	3.4	54.1	14.6
	Year 2 (n=172)	1.7	13.4	7.6	66.3	11.0
Since having a child, I feel that I am almost never able to do things that I like to do	Year 1 (n=206)	0.5	25.9	6.3	54.6	12.7
	Year 2 (n=172)	0.6	22.1	3.5	61.6	12.2
Since having a child, I have been unable to do new and different things	Year 1 (n=206)	4.4	27.0	5.9	52.0	10.8
	Year 2 (n=171)	2.3	24.6	5.3	59.1	8.8
I find myself giving up more of my life to meet my child's needs than ever expected	Year 1 (n=206)	12.7	32.7	7.3	39.5	7.8
	Year 2 (n=171)	8.8	30.4	9.4	42.7	8.8

- 27.8 percent (n=47) of mothers and 19.3 percent (n=28) of fathers attended programs, courses, classes, or workshops for personal, vocational or professional development (not necessarily a F5MC program) in the past 12 months.

Services and Essential Program Characteristics

The data presented in this section represent responses regarding First 5 Monterey County programs and services.

- **48.3 percent** (n=83) participants responded that they were still receiving services from First 5 funded partners at the time of the interview. **9.4 percent** were also receiving services from an additional funded partner(s).

Exhibit 36. Reasons for not participating in F5 program any longer (n=87)

	Frequency	Percent
I no longer needed the service	22	25.3
Program didn't follow up with or contact me about participation	18	20.7
Hours made it difficult for me to participate	10	11.5
We moved from the area	9	10.3
Location made it difficult for me to participate	7	8.0
Graduated/completed program	7	8.0
Child aged out	6	6.9
Program couldn't meet my child's needs	3	3.4
Center closed	3	3.4
Staff did not communicate in a language I felt comfortable with	1	1.1
Other	11	12.6

Other responses included: personal reasons, not well organized, started school, changed daycare, child no longer with parent

- Among those who no longer participate, **93.1 percent** (82) responded that the program was important to them, (n=88).
- Among those who continue to participate, **all** (n=83) responded that the program is important to them

Exhibit 37. Locations respondents received F5MC services

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=82)
Agency's location	109	45	52.9	54.9
Client home	65	24	31.6	29.3
Child's school	60	11	29.1	13.4
Community fair or other public space	3	7	1.5	8.5
Other♦	1	1	0.5	1.2

♦Year 2 – "parent's school"

Exhibit 38. Number of Service Locations utilized by respondent

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=82)
1 location	175	69	85.0	84.1
2 locations	30	12	14.6	14.6
3 locations	1	1	0.5	1.2

Exhibit 39. Are Services Available for Other Family Members at Funded Partner?

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=82)
Yes	70	33	44.7	40.2
No	92	29	34.0	35.4
Don't know	44	20	21.4	24.4

Exhibit 40. Services Available through Funded Partner for Other Family Members

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=70)	Year 2 Percent (n=33)
Parent and child play groups	28	17	40.0	51.5
Family literacy activities	25	11	35.7	33.3
Adult classes	24	13	34.3	39.4
Child care	17	10	24.3	30.3
Resource and referral	14	5	20.0	15.2
Parent council	11	7	15.7	21.2
Other activity	9	12	12.9	36.4
Family outings	4	4	5.7	12.1
Men's group	4	5	5.7	15.2

Exhibit 41. Participant Satisfaction with Services

		Never	Sometimes	Always	Don't know
Program staff are able to communicate with me in a language I feel comfortable in	Year 1 (n=206)	1.5	5.4	92.6	--
	Year 2 (n=172)	--	4.7	94.8	0.6
The services offered in this program are respectful of my culture	Year 1 (n=206)	1.9	5.3	91.3	1.5
	Year 2 (n=172)	--	2.9	96.5	0.6
The program's location made it easy for me to participate in the services offered	Year 1 (n=206)	1.0	7.8	89.8	1.5
	Year 2 (n=172)	0.6	9.3	89.5	0.6
I feel that staff in this program care about my children 0-5, myself and my family	Year 1 (n=206)	--	10.7	88.8	.5
	Year 2 (n=172)	0.6	7.6	91.3	0.6
I can trust program staff	Year 1 (n=206)	0.5	10.2	88.3	1.0
	Year 2 (n=172)	--	11.0	88.4	0.6
My ideas as a parent of children 0-5 are welcome and included in the program	Year 1 (n=206)	0.5	8.7	88.3	2.4
	Year 2 (n=172)	--	5.8	92.4	1.7
The program's hours of operation made it easy for me to participate in the services offered	Year 1 (n=206)	1.5	13.1	84.0	1.5
	Year 2 (n=172)	0.6	13.4	85.5	0.6
I feel like services between different agencies are connected.	Year 1 (n=206)	1.9	11.2	75.7	11.2
	Year 2 (n=172)	1.7	12.8	82.0	3.5

- On a scale from 1 to 3, respondents (n=171) on average ranked their satisfaction with the funded partner at 2.9.
- Participants were most satisfied with how programs were respectful of their culture and language.
- Participants were least satisfied with programs' hours of operation and connection between organizations.

Exhibit 42. Number and percent of families that utilized services by Modality Service Categories♦

	Time 1 Frequency	Time 1 Percent (n=204)	Time 2 Frequency	Time 2 Percent (n=115)
Information & Referral	78	37.9	37	32.2
Screenings & Assessments	74	35.4	42	36.5
High Intensity Consultations and Interventions	43	20.9	51	44.3
Parent Education	38	18.4	14	13.0
Play Groups	36	17.4	23	20.0
Home Visits	21	10.2	20	17.4
Literacy and School Transition	13	6.3	14	13.0
Community Capacity Building	7	3.4	0	0

Source: First 5 Monterey County Persimmony Database, 2011

♦Please refer to Appendix B for a list of which service types/modalities are included in each of the nine service categories.

Exhibit 43. Total service utilization (units of service) by Modality Service Categories

	Time 1 Frequency	Time 2 Frequency
1 Play Groups	618	1 High-intensity Consultations and Interventions 840
2 Parent Education	579	2 Play Groups 440
3 High Intensity Consultations and Interventions	393	3 Home Visits 290
4 Information & Referral	318	4 Information and Referral 166
5 Home Visits	155	5 Parent Education 108
6 Screenings & Assessments	140	6 Screenings and Assessments 74
7 Child Development Services	59	7 Literacy and School Transition 59
8 Community Capacity Building	21	8 Community Capacity Building 0

Source: First 5 Monterey County Persimmony Database, 2011

♦Please refer to Appendix B for a list of which service types/modalities are included in each of the nine service categories.

- **115 (56.4 percent)** of families continued to receive services throughout the year. This compares to 33 percent at Time 2 of the first Parent Interview cohort.

Exhibit 44. Number of Services Received per Respondent (n=205)

Number of services received	Time 1 Frequency	Time 1 Percent	Time 2 Frequency	Time 2 Percent
1 service	29	14.1	18	15.7
2-5 services	85	41.5	40	15.3
6-10 services	31	15.1	18	6.8
11 or more services	60	27.3	187	71.1

Source: First 5 Monterey County Persimmony Database, 2011

- At Time 1, the number of services received ranged from 1 to 112. Respondents, on average, received/accessed 11.1 services. The median number of services was 5.
- At Time 2, the number of services received ranged from 1 to 263. Respondents on average received/accessed 17.7 services.

Exhibit 45. Average duration in hours per respondent of services received

	Mean Hours	Median Hours
Play Groups	39.6	14.0
Home Visits	20.0	15.6
High Intensity Consultations and Interventions	16.1	4.0
Literacy and School Transition	11.4	5.5
Parent Education	10.6	3.5
Information & Referral	4.1	2.0
Screenings & Assessments	3.7	2.0

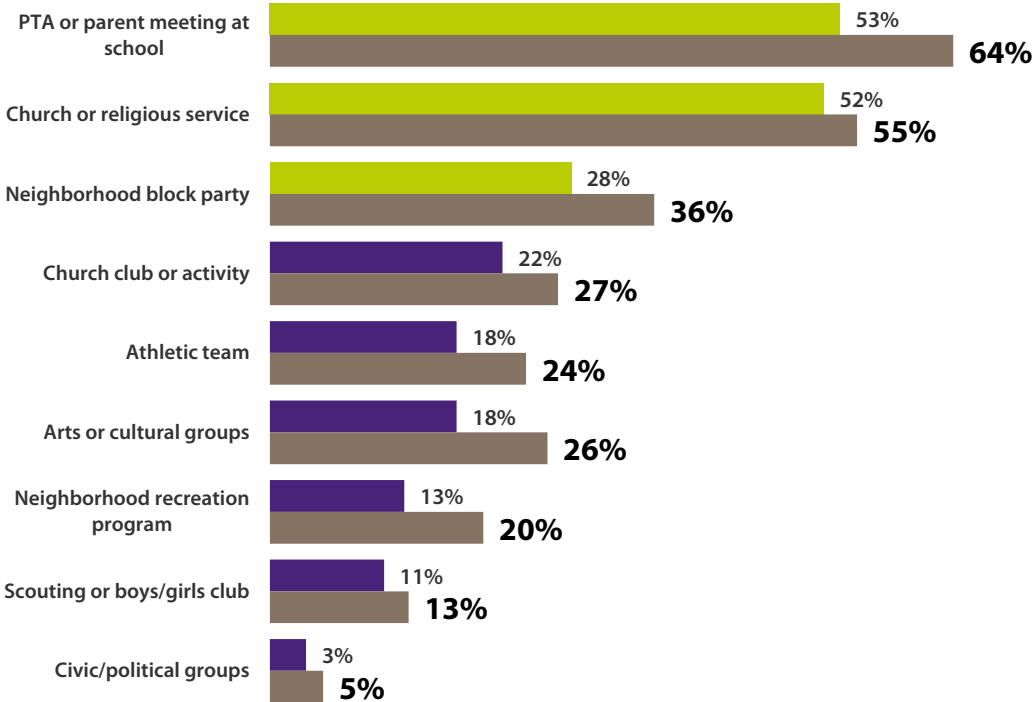
Source: First 5 Monterey County Persimmony Database, 2011

•Please refer to Appendix B for a list of which service types/modalities are included in each of the nine service categories.

Neighborhood Connectedness and Community Resources

In this evaluation, only one item from the Neighborhood Environment for Children Rating Scales (NECRS) was used asking respondents to indicate how long they have lived in their current neighborhood. Additionally, there were 9 items (not part of the NECRS) which asks about the respondents' participation in activities in their community. Activities were rated as being used (yes) or not (no) and the number of "yes" responses was summed to create a score for the total number of community activities in which the respondent engaged. A higher score on this scale indicates greater involvement in community activities, which would be indicative of their connectedness to the neighborhood. As well, the more years the respondent has lived in the neighborhood also indicates greater connectedness.

Exhibit 46. Neighborhood activities that respondents reported participating in last 2 months
(Time 1 n=206; Time 2 n=174)



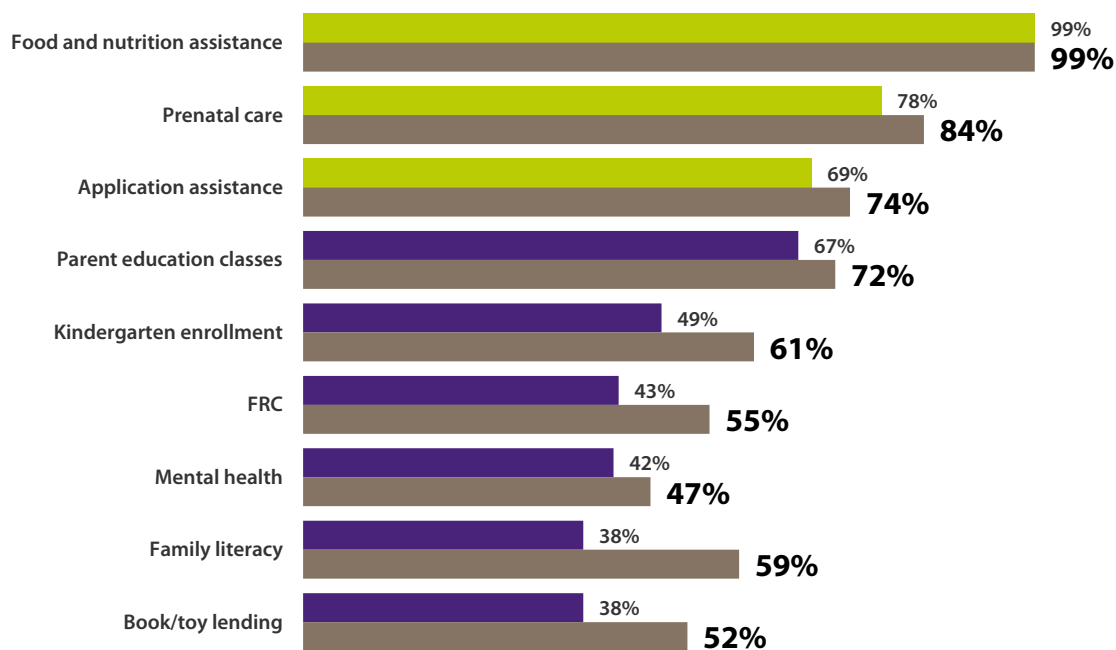
- There was an overall increase in the percentage of respondents who reported participating in neighborhood activities.

Exhibit 47. Number of Neighborhood Activities in last 2 Months

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=172)
No activities	34	19	16.5	11.0
1-2 activities	91	74	44.2	43.0
3-4 activities	62	50	30.1	29.1
5 or more activities	19	29	9.2	16.9

- Respondents on average participated in 3 activities in the past 2 months, compared to 2 activities at Time 1.
- The average respondent (n=171) had lived in their neighborhood for 67.4 months (5.6 years).

Exhibit 48. Monterey County services respondents reported knowing



- Overall there was an increase in the percent of families who reported knowing about a community service at Time 222

Exhibit 49. Number of Community Services that Respondents Knew

Percent of Services (9 total)	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=206)	Year 2 Percent (n=172)
0-2 services	22	10	10.7	5.8
3-5 services	99	60	48.1	34.9
6-7 services	49	55	23.8	32.0
8-9 services	36	47	17.5	27.3

- In Year 1, on average, respondents were aware of 58% of services. In Year 2, on average, respondents were aware of 67% of services.

Exhibit 50. Monterey County services respondents reported receiving

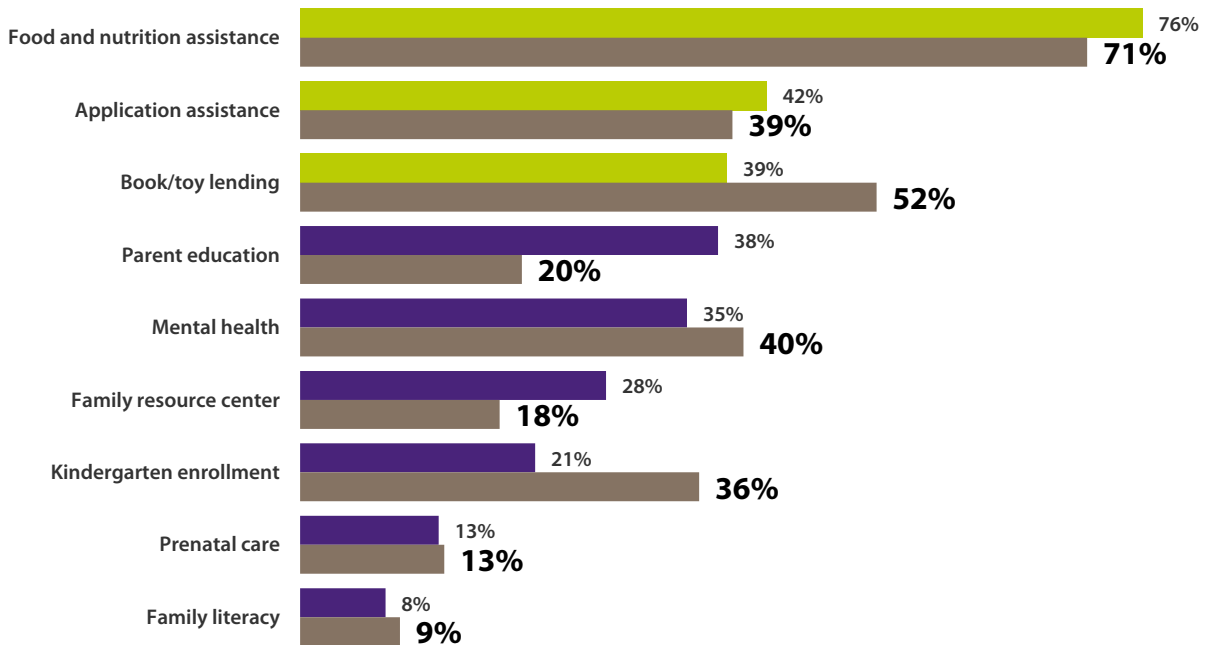


Exhibit 51. Number of Community Services Respondents Received

Percent of Services Received (9 total)	Time 1 Frequency	Time 1 Percent (n=206)	Time 2 Frequency	Time 2 Percent (n=174)
0-2 services	147	71.4	118	67.8
3-5 services	56	27.2	53	30.5
6-7 services	3	1.5	3	1.7

Exhibit 52. Neighborhood Family Environment

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
People in my neighborhood generally don't get along with each other	Year 1 (n=?)	6.5	60.0	18.8	12.9	1.8
	Year 2 (n=160)	3.8	68.1	11.3	15.0	1.9
People in my neighborhood can be trusted	Year 1 (n=?)	3.6	17.4	11.4	56.9	10.8
	Year 2 (n=160)	1.9	26.9	12.5	54.4	4.4
My neighborhood is a good place to raise children	Year 1 (n=?)	1.2	10.5	4.7	55.2	28.5
	Year 2 (n=169)	0.6	14.8	6.5	63.3	14.8
People in my neighborhood are willing to help their neighbors	Year 1 (n=?)	2.9	11.7	9.4	53.8	22.2
	Year 2 (n=162)	1.2	14.8	8.0	65.4	10.5
I live in a close-knit neighborhood	Year 1 (n=?)	2.4	20.7	15.4	50.9	10.7
	Year 2 (n=168)	1.8	32.7	13.7	46.4	5.4
I disagree with the way my neighbors discipline their children	Year 1 (n=?)	3.1	32.5	40.6	21.9	1.9
	Year 2 (n=141)	2.1	44.7	27.7	22.7	2.8
People in my neighborhood do not share the same values as me	Year 1 (n=?)	4.3	39.6	20.7	33.5	1.8
	Year 2 (n=155)	2.6	47.1	20.6	28.4	1.3
Any adult has the right to verbally correct a neighborhood child if the parents are not around.	Year 1 (n=?)	9.4	38.6	9.4	36.3	6.4
	Year 2 (n=169)	3.0	46.2	10.1	39.6	1.2
Neighbors should mind their own business about their neighbor's children	Year 1 (n=?)	6.5	31.5	14.3	35.7	11.9
	Year 2 (n=164)	3.0	43.9	10.4	37.8	4.9

- On a scale of 1-5 (“5” being a safe and family neighborhood environment) the average score was 3.3. There was no change from Time 1.

Internet Access

Exhibit 53. Internet Access

		Frequency	Percent
Yes	Year 1 (n=206)	77	37.4
	Year 2 (n=172)	101	58.7

Exhibit 54. How is internet accessed?

	Year 1 Frequency	Year 2 Frequency	Year 1 Percent (n=77)	Year 2 Percent (n=101)
Home Computer	69	72	33.5	71.3
Library	60	34	29.1	33.7
Friend's/relative's house	27	18	13.1	17.8
Mobile phone	46	51	22.3	50.5
Other	5	2	2.4	2.0

Preliminary Associations

Outcomes by Key Independent Variables

Parent-Child Activities

Exhibit 55. Key independent variables associated with frequency of reading to child

	Chi-square analysis (p-value)		T-test (p-value)	
	Time 1	Time 2	Time 1	Time 2
Parent Level of Education	p<.05*	ns	p<.05*	ns
Primary Family Language			p<.01**	ns

*p<.05, **p<.01, ***p<.001

Exhibit 56. Frequency of Reading to Child by Parent's Education

	Not at all in last week	Once or twice	Three or more	Every day
Less than high school (n=107)	4.7%	24.3%	26.2%	44.9%
Time 2(n=100)	0%	17.0%	35.0%	48.0%
High school graduate (n=29)	3.4%	13.8%	51.7%	31.0%
Time 2(n=56)	3.6%	7.1%	41.1%	48.2%
More than high school (n=26)	0%	7.7%	30.8%	61.5%
Time 2(n=12)	0%	8.3%	25.0%	66.7%

- At Time 2 parents with less than a high school education were no more likely than parents with more than a high school education to read to their children everyday.
- A higher proportion of parents with a high school education read to their children compared to Time 1. More than one-third reported reading 3 or more times per week and almost half reported reading everyday. This is nearly the same proportions as those with a high school degree at Time 2.

Exhibit 57. T-test findings for frequency of reading to child

Independent Variables		T1 n	T1 Mean	T2 n	T2 Mean
Parent level of education	Less than high school	99	3.1	113	3.4
	High school graduate	35	3.1	44	3.2
	More than high school	29	3.5*	10	3.5
Primary language spoken to child	English only	10	3.6**	14	3.7
	English and another language	55	3.4	62	3.4
	Other language only	102	3.0	93	3.2

- Parents who speak a language other than English to their child are just as likely to read frequently to their child as those who speak English only.

Exhibit 58. Key independent variables associated with daily reading to child

	Chi-square analysis (p-value)	
	Time 1	Time 2
Mother's Ethnicity	p<.05	ns
Parent Level of Education	p<.05	ns
Family Income	p<.01**	ns

Exhibit 59. Reads Daily to Child by Mother's Ethnicity

	No	Yes
Hispanic (n=157)	56.7%	43.3%
Time 2 (n=155)	52.3%	47.7%
White, Non-Hispanic (n=5)	0%	100%
Time 2 (n=6)	16.7%	83.3%
Other (n=5)	40.0%	60.0%
Time 2 (n=5)	40.0%	60.0%

Exhibit 60. Reads Daily to Child by Parent's Education

	No	Yes
Less than high school (n=107)	55.1%	44.9%
Time 2 (n=100)	52.0%	48.0%
High school graduate (n=29)	69.0%	31.0%
Time 2 (n=56)	51.8%	48.2%
More than high school (n=26)	38.5%	61.5%
Time 2 (n=12)	33.3%	66.7%

Exhibit 61. Reads Daily to Child by Family Income

	No	Yes
\$15,000 or less (n=50)	60.5%	39.5%
Time 2 (n=23)	52.2%	47.8%
\$15,000 to \$30,000 (n=50)	59.6%	40.4%
Time 2 (n=64)	46.9%	53.1%
\$30,000 to \$50,000 (n=26)	41.7%	58.3%
Time 2 (n=30)	50.0%	50.0%
\$50,000 or more (n=18)	18.2%	81.8%
Time 2 (n=7)	28.6%	71.4%

Exhibit 62. Key independent variables associated with parent-child activities done 3 or more times in the past week

	T-test (p-value)	
	Time 1	Time 2
Mother's education	p<.01**	ns
Parent Level of Education	p<.01**	ns
Primary Family Language	p<.05*	ns

Exhibit 63. T-test results for parent-child activities done 3 or more times in the past week

Independent variables		T1 n	T1 Mean	T2 n	T2 Mean
Mother's Education	Less than high school	136	3.7	114	5.4
	High school graduate	34	4.2	45	5.2
	More than high school	29	5.2**	10	6.0
Parent level of education	Less than high school	125	3.7	101	5.3
	High school graduate	43	3.8	57	5.3
	More than high school	32	5.5**	12	6.1
Primary language spoken to child	English only	16	5.3*	14	6.5
	English and another language	68	4.4	63	5.3
	Other language only	122	3.6	94	5.2

Parent Well-being

Exhibit 64. Key independent variables associated with emotional support subscale

	T-test (p-value)	
	Time 1	Time 2
Child's Ethnicity	p<.01**	ns
Mother's ethnicity	p<.01**	ns
Mother's education	p<.001***	p<.05*
Father's education	p<.01**	p<.05*
Parent Level of Education	p<.001***	p<.01**
Primary Family Language	p<.001***	ns
Poverty Status	p<.01**	ns
Family Income	p<.01**	ns

Exhibit 65. Emotional support subscale t-test results

Independent variables		T1 n	T1 Mean	T2 n	T2 Mean
Child's ethnicity	Hispanic/Latino	181	3.3	159	3.6
	White, Non-Hispanic	7	4.5**	4	4.4
	Other	10	3.6	8	3.8
Mother's ethnicity	Hispanic/Latino	190	3.3	157	3.6
	White, non-Hispanic	8	4.4**	6	4.5
	Other	8	2.8	5	3.6
Mother's level of education	Less than high school	136	3.0	114	3.5
	High school graduate	34	3.6	45	4.0*
	Some college	29	4.0***	10	3.8
Father's level of education	Less than high school	132	3.2	117	3.5
	High school graduate	28	3.6	29	4.1*
	Some college	12	4.0**	5	3.4
Parent level of education	Less than high school	125	3.0	101	3.4
	High school graduate	43	3.6	57	4.0**
	Some college	32	4.0***	12	3.7
Primary language spoken to child	English only	16	4.0***	14	4.2

Independent variables		T1 n	T1 Mean	T2 n	T2 Mean
	English and another language	68	3.6	63	3.6
	Other language only	122	3.0	94	3.6
Family in poverty	Yes	99	3.1	70	3.6
	No	52	3.7**	54	3.8
Family income	\$15,000 or less	49	3.1	23	3.6
	\$15,000 to \$30,000	57	3.3	64	3.8
	\$30,000 to \$50,000	26	3.3	30	3.7
	\$50,000 or more	14	4.2**	7	3.7

Exhibit 66. Key independent variables associated with parental distress subscale

	T-test (p-value)	
	Time 1	Time 2
Mother's ethnicity	p<.05*	ns
Poverty Status	p<.05*	ns

Exhibit 67. Parental distress subscale t-test results

Independent variables		T1 n	T1 Mean	T2 n	T2 Mean
Mother's ethnicity	Hispanic/Latino	190	3.4	114	3.5
	White, non-Hispanic	8	3.8*	45	3.7
	Other	8	2.8	10	3.7
Family in poverty	Yes	99	3.36	70	3.6
	No	52	3.63*	54	3.5

Early Care and Education

Exhibit 68. Key independent variables associated with child attending preschool/child care center/pre-K

	Chi-square analysis (p-value)	
	Time 1	Time 2
Child's ethnicity	p<.05*	ns
Mother's ethnicity	p<.05*	ns

Exhibit 69. Attends preschool by Child's Ethnicity

	No	Yes
Hispanic (n=84)	75.0%	25.0%
Time 2 (n=111)	58.6%	41.4%
White, Non-Hispanic (n=4)	50.0%	50.0%
Time 2 (n=3)	66.7%	33.3%
Other (n=5)	20.0%	80.0%
Time 2 (n=5)	40.0%	60.0%

Exhibit 70. Attends preschool by Mother's Ethnicity

	No	Yes
Hispanic (n=85)	75.3%	24.7%
Time 2 (n=109)	59.6%	40.4%
White, Non-Hispanic (n=5)	40.0%	60.0%
Time 2 (n=4)	75.0%	25.0%
Other (n=6)	33.3%	66.7%
Time 2 (n=3)	33.3%	66.7%

Service Utilization by Key Independent Variables

Exhibit 71. Percent of Respondents who Received Services by Child’s Ethnicity

	Home Visits	Play Groups	High-intensity consultations/ Interventions	Information & Referral	Parent Education	Screening and Assessments	Literacy and SchI Transition
Hispanic (n=181)	9.4% (17)	16.0% (29)	18.8% (34)	39.2% (71)	17.7% (32)	36.5% (66)	6.6% (12)
Time 2 (n=159)	9.4% (15)	12.6% (20)	26.4% (42)**	22.0% (35)	8.2% (13)	24.5% (39)	8.8% (14)
White, Non-Hispanic (n=7)	14.3% (1)	71.4% (5)**	14.3% (1)	14.3% (1)	42.9% (3)	0	14.3% (1)
Time 2 (n=4)	0	50.0% (2)	0	0	0	0	0
Other (n=10)	20.0% (2)	20.0% (2)	60.0% (6)**	20.0% (2)	20.0% (2)	50.0% (5)	0
Time 2 (n=8)	37.5% (3)*	12.5% (1)	75.0% (6)**	25.0% (2)	12.5% (1)	25.0% (2)	0

*p<.05, **p<.01, ***p<.001

- At Time 2, parents of “other” race(s) were more likely to have participated in home visits than in other services compared to the services other ethnicities were likely to participate in.
- Parents identified as “other” race/ethnicities were more likely to have participated in high intensity consultation and intervention services than in other services compared to the services other ethnicities were likely to participate in, however there was an increase in the proportion of Hispanic families who received these services. .

Exhibit 72. Percent of Respondents who Received Services by Parent’s Education

	Home Visits	Play Groups	High-intensity consultations/ Interventions	Information & Referral	Parent Education ⁺	Screening and Assessments	Literacy and Schl Transition
Less than high school (n=125)	10.3% (14)	12.0% (15)	17.6% (22)	40.0 (50)	13.2% (18)	37.6% (47)	5.6% (7)
Time 2 (n=101)	10.9% (11)	9.9% (10)	26.7% (27)	23.8% (24)	7.9% (8)	27.7% (28)	6.9% (7)
High school graduate (n=43)	8.8% (3)	25.6% (11)	20.9% (9)	39.5% (17)	35.3% (12)	32.6% (14)	9.3% (4)
Time 2 (n=57)	7.0% (4)	19.3% (11)	29.8% (17)	19.3% (11)	5.3% (3)	21.1% (12)	10.5% (6)
More than high school (n=32)	6.9% (2)	28.1% (9)	28.1% (9)	31.3% (10)	24.1% (7)	28.1% (9)	3.1% (1)
Time 2 (n=12)	16.7% (2)	16.7% (2)	25.0% (3)	8.3% (1)	25.0% (3)	8.3% (1)	8.3% (1)

*p<.05, **p<.01, ***p<.001

- Parents with more than a high school education were more likely to have participated in play groups than those with a high school education or less.
- Parents less than a high school education were more likely to have participated in parent education services than parents with higher levels of education.

Exhibit 73. Percent of Respondents who Received Services by Primary Family Language

	Home Visits	Play Groups	High-intensity consultations/ Interventions	Information & Referral	Parent Education	Screening and Assessments	Literacy and Schl Transition
English (n=16)	18.8% (3)*	31.3% (5)*	50.0% (8)**	18.8% (3)	18.8% (3)	43.8% (7)	6.3% (1)
Time 2 (n=14)	21.4% (3)	14.3% (2)	42.9% (6)	28.6% (4)	7.1% (1)	14.3% (2)	0
English and another language (n=68)	16.2% (11)	23.5% (16)	20.6% (14)	39.7% (27)	23.5% (16)	25.0% (17)	7.4% (5)
Time 2 (n=63)	14.3% (9)	17.5% (11)	31.7% (20)	20.6% (13)	9.5% (6)	19.0% (12)	7.9% (5)
Other language only (n=122)	5.7% (7)	12.3% (15)	17.2% (21)	39.3% (48)	15.6% (19)	40.2% (49)	5.7% (7)
Time 2 (n=94)	7.4% (7)	10.6% (10)	24.5% (23)	21.3% (20)	7.4% (7)	29.8% (28)	9.6% (9)

*p<.05, **p<.01, ***p<.001

Exhibit 74. Percent of Respondents who Received Services by Family Income

	Home Visits	Play Groups	High-intensity consultations/ Interventions	Information & Referral	Parent Education	Screening and Assessments	Literacy and School Transition
\$15,000 or less (n=49)	8.2% (4)	10.2% (5)	34.7% (17)	40.8% (20)	8.2% (4)	44.9% (22)	8.2% (4)
Time 2 (n=23)	4.3% (1)	13.0% (3)	34.8% (8)	8.7% (2)	13.0% (3)	4.3% (1)	21.7% (5)*
\$15,000 to \$30,000 (n=57)	7.0% (4)	24.6% (14)	12.3% (7)**	40.4% (23)	19.3% (11)	31.6% (18)	10.5% (6)
Time 2 (n=64)	12.5% (8)	15.6% (10)	32.8% (21)	28.1% (18)	4.7% (3)	28.1% (18)	7.8% (5)
\$30,000 to \$50,000 (n=26)	3.8% (1)	7.7% (2)	3.8% (1)**	34.6% (9)	19.2% (5)	38.5% (10)	3.8% (1)
Time 2 (n=30)	10.0% (3)	3.3% (1)	16.7% (5)	16.7% (5)	6.7% (2)	20.6% (6)	0
\$50,000 or more (n=14)	21.4% (3)	28.6% (4)	35.7% (5)	28.6% (4)	35.7% (5)	35.7% (5)	0
Time 2 (n=7)	0	14.3% (1)	28.6% (2)	0	14.3% (1)	14.3% (1)	0

*p<.05, **p<.01, ***p<.001

- Families that earn \$15,000 or less in household income were more likely to receive literacy and school transition services.

Exhibit 75. Percent of Respondents who Received Services by Father's employment status

	Home Visits	Play Groups	High-intensity consultations/ Interventions	Information & Referral	Parent Education	Screening and Assessments	Literacy and Schl Transition
Employed (n=102)	9.8% (10)	24.5% (25)**	20.7% (17)	31.4% (32)	23.5% (24)*	29.4% (30)	9.8% (10)*
Time 2 (n=94)	5.3% (5)	17.0% (16)	20.2% (19)	17.0% (16)	9.6% (9)	18.1% (17)	7.4% (7)
Not employed (n=82)	4.9% (4)	7.3% (6)	17.6% (18)	48.8% (40)*	12.2% (10)	42.7% (35)	2.4% (2)
Time 2 (n=54)	14.8% (8)*	11.1% (6)	33.3% (18)*	29.6% (16)	5.6% (3)	29.6% (16)	5.6% (3)

*p<.05, **p<.01, ***p<.001

- At Time 2, families where the father was not employed were significantly more likely to receive home visitation services and high intensity consultation services.
- It is interesting to see the possible connection between a significant number of families receiving information and referral services at Time 1 and home visit and high-intensity consultation/intervention services at Time 2.

Appendix A

Descriptions of Existing Scales and Measures Used in Parent Survey

Parenting Stress Index Short Form Parental Distress Scale

Parental stress is an important indicator of parenting behavior and attitudes and has been found to be related to the quality of the parent-child relationship in infancy and beyond, and to children's social skills. Parents with high levels of stress have been found to be less sensitive to their infants, and higher levels of children's attachment insecurity were found in dyads with more stressed parents. Parental stress also influences parent disciplinary practices (e.g., commands to the child, inadvertent or unwitting reinforcement of aversive child behavior, and coercive interchanges) that directly promote and escalate aggressive and oppositional child behavior (Patterson, Reid, & Dishion, 1992; Sanders, Dadds, & Bor, 1989). More specifically, stress appears to increase parent irritability and attention to deviant behavior and the likelihood that parents initiate or maintain aversive interchanges with their children or counterattack in response to child aggression (Patterson, 1988; Patterson & Forgatch, 1990; Wahler & Dumas, 1989).

In this evaluation, all seven items from the Parental Distress subscale, one of the three main subscales of the PSI Short Form (PSI/SF; Abidin, 1990; 1995) were used. Parental Distress indicates the level of distress resulting from personal factors such as depression or conflict with a partner and from life restrictions due to the demands of child-rearing. All items were rated by parents on a five-point scale, and the total score reflects the average of all items on the five-point scale with high scores indicating lower levels of parental distress.

MOSS – social support survey

Low levels of perceived social support by parents has been related to less effective parenting styles and to parents not making use of resources in the community to obtain help. Lower perceived social support has also been related to poor health and parental depression among a variety of other factors which can affect the parent's ability to be nurturant and responsive to the child. Seven items from the emotional support subscale of the Medical Outcomes Study Social Support Survey were used in this evaluation. The Social Support Survey instrument was developed for patients in the Medical Outcomes Study (MOS), a two-year study of patients with chronic conditions. All items are rated by parents on a 5-point scale from less to more support and a higher score indicates the individual reports receiving greater emotional support.

Neighborhood Environment for Children Rating Scale

The Neighborhood Environment for Children Rating Scales (Coulton and Korbin, 1996) measure parental perceptions of neighborhood quality. This instrument recorded parents' perceptions of various characteristics of their neighborhoods. Investigators subsequently used parents' responses to derive neighborhood level process measures. The neighborhood characteristics studied by the scale included neighborhood resources, conceptualized to include neighborhood quality and facility availability, and social control, conceptualized to involve lack of control of children and level of neighborhood disorder. In this evaluation, only one item was used asking respondents to indicate how long they have lived in their current neighborhood. Additionally, there were 9 items not actually part of the NECRS which asks about the respondents' participation in activities in their community. Activities were rated as being used (yes) or not (no) and the number of "yes" responses was summed to create a score for the total number of community activities in which the respondent engaged.

A higher score on this scale indicates greater involvement in community activities, which would be indicative of their connectedness to the neighborhood, as well the more years the respondent has lived in the neighborhood also indicates greater connectedness. Neighborhood connectedness is related to greater supports and resources that parents can call upon to assist in times of need and is related to positive mental health, lower depression and more positive parenting behaviors.

Parental Reading

Research has consistently shown the strong relationship between parents who read to their children daily and the children's subsequent language and emergent literacy skills as they enter kindergarten. This evaluation has used two questions that have been widely used in local, state, and national studies. The first question asks how often a member of the family read to the child in the past week, from none, once or twice, three or more times, or every day. The second question asks how much time was spent at each sitting reading to the child. Percentages of parents who read at each level are reported and in particular the percentage of parents who read daily, and these are compared with national norms for a national Head Start sample of preschool-aged children.

Parent-Child (Home Educational) Activities

The level of stimulation the child receives in the home environment, principally through joint activities with a parent or another household member, has been shown to be strongly predictive of the child's later emergent literacy skills and is also significantly related to parental warmth and use of positive discipline practices. In this evaluation, 10 items asked respondents to indicate which family activities (such as telling a story; teaching letters, words, or numbers; teaching songs; or going on errands) were undertaken by the family members with the children in the past week. These items were developed for several national studies and the frequency of each activity as well as the number of total activities done on a weekly basis and for three or more times in the week can be calculated and compared to a national Head Start sample.

Appendix B: Service Categories and Types

The table below lists the broad service categories used to group the many First 5 Monterey County service types provided by the funded partners.

Service Categories	Service types/modalities
Home Visit	Soledad PAT Home Visit, Salinas Adult School Home Visit, Behavioral Health: Home Visit, Alisal Home Visit, Cabrillo PAT Home Visit, CAP Home Visit, Castro PAT Home Visit, Home Visit, King City PAT Home Visit
Playgroups	Cabrillo Play and Learn - evening, Cabrillo Play and Learn, Castro Parenting and Play session, Crumpton Play and Learn, Highland Play and Learn, King City Mommy and Me Class (a.k.a. King City Group Meeting), Marshall Play and Learn, Pueblo del Mar Play and Learn
High-intensity Consultation and Interventions	Behavioral Health (BH) Collateral, BH Dyadic Therapy, BH Case Management Session, BH Individual Therapy, BH PCIT, BH Group Therapy, BH Medical Intervention, BH Plan Development, BH Consultation, BH Home-based Therapy, MCSTART FRC Session, MCSTART Occupational Therapy Session, MCSTART Individual Therapy Session, MCSTART Group Therapy Session, MCSTART Medical Intervention, MCSTART Case Management Session, MCSTART-DTH Case Management follow-up, MCSTART-DTH Case Management phone call, MCSTART-DTH Case Management Session, Avance PCIT Therapy, CAP Counseling Session, CAP Eduardo Eisner Therapy, CAP Office Visit, Easter Seals PLAY Instruction
Information and Referral	Alisal Information Provided, Alisal Phone Call, All Parent Kit, Cabrillo Resource Room, Castro Toy Lending, Support Center with completing forms: food stamp forms, welfare forms, unemployment forms, Information/ Referral Center on health services and social programs, other aid center, La Hora Triqui Caller, Referrals: Alisal FRC, Avance, Centro Binacional, Children's Behavioral Health, Community Oral Health Services, Dads in Action, MCSTART Door to Hope, King City FRC, Pajaro FRC, Probation Department, Salinas Adult School, Salinas Public Library, Soledad Adult School, MCSTART Phone Call, Alisal Healthy Families Application Assistance, Alisal Health Families Extra Assistance, Information/ Enrollment Center for health insurance, Pajaro Health Insurance
Parent Education Classes	Soledad Parent Group, Salinas Public Library Adult Literacy, Salinas Public Library English Literacy Tutoring, Salinas Public Library Spanish Literacy Tutoring, Salinas Public Library Story Time, Salinas Public Library GED, Alisal Nutrition Class, Alisal Respite Care, Alisal Support Group, Cabrillo Parent Topic Day, Cabrillo Parenting Class, Cabrillo Yoga, CAP PEACCE Class, Castro Parent Education Class, Dads Boot Camp, Dads Father development Class, Dads Teen Father Workshop, King City Book Club session, King City Workshop, Pajaro Parent Education Meetings, Alisal Stories of my Family, Alisal Community Plaza, Pajaro Hall Preschool Parent Meeting
Screenings and/or Assessments	MCSTART Intake, MCSTART Assessment, MCSTART Assessment, MCSTART-DTH Initial Screening, Behavioral health Assessment/Screening
Community Capacity Building	Salinas Public Library Story Time Training for Providers, Cabrillo FFN Training, ECERS Training, Neighborhood Grants (NG) Information Dissemination Funding Opportunities, NG Information Dissemination Tobacco Cessation, NG Technical Assistance Member Development, NG Technical Assistance Organizational Assessment Vision and Mission Statement
Literacy and School Transition	Castro Kinder Transition Activity, Castro Summer Bridge Day, Pajaro Student-in-Transition, Cabrillo Book Lending Library, Pajaro Raising a Reader sites (9),