

*Windows of Opportunity Coalition for
Children and Youth*

Access Strategies

Parent Peer Evaluation

April-July 2007



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Goals of the Project

1. Train a group of parents from different neighbourhoods/groups and different cultural backgrounds to interview parents and gather information related to ECD programs and services.
2. Identify what programs and services parents with young children can access in Vancouver and find out what works well and what should be changed/improved.
3. Identify issues/barriers that families encounter when trying to access services.
4. Find out how to involve parents more in early childhood development (ECD) activities.
5. Find out how valuable written information on ECD is.

Background

Windows of Opportunities for Children and Youth identified the evaluation of ECD programs and services as one of its priorities. After receiving the Success by 6 Access Strategies Fund the Coalition conducted research into Early Childhood Development Programs and Services in Vancouver.

The first part of the consultation was focused on ECD service providers in Vancouver. In the second phase, which is the focus of this report, parent peer evaluators interviewed over 300 parents/caregivers to find out what the community and the end-users thought about the ECD programs and services offered in Vancouver.

Twenty-eight parent peer evaluators interviewed 302 parents and caregivers in each of Vancouver's six networks and three special groups – Aboriginal, multicultural and Special Needs.

The interviewed parents came from almost 20 different cultural and linguistic backgrounds.

Languages Used During the Project:

Fourteen different languages were used by parent peer evaluators during the project: English, Mandarin, Cantonese, Spanish, Farsi, Tagalog, Japanese, Hindi, Punjabi, Arabic, Vietnamese, French and Malay.

About the Parent Peer Evaluation Project

Parent Recruitment

In April 2007, the call for parents was sent to agencies providing programs for families with young children across Vancouver. The project required three parents from each of 6 networks in Vancouver as well as 3 parents from each of the following special groups: Aboriginal, multicultural and Special Needs.

It was relatively easy to recruit parents interested in the project from most of the networks and groups. However, some networks/groups were more challenging and it took a lot of time to recruit enough parents. Telephone interviews were used to select parents able to commit to the project. In our group of parent peer evaluators, we had three fathers, one grandmother (who was also the mother of a 4 year old child) and the rest were mothers.

Evaluation Tools

A questionnaire to be used as an evaluation tool was developed. The draft of the questionnaire was sent to the Windows Management Committee and revised upon receiving the feedback. (*See Appendix 1*)

Training

Three training sessions were organized for interested parent evaluators, with an average attendance of 24 parents.

The topic of the first workshop was an introduction to Values and Principles of Family Resource Programs and other programs and services for families with young children. At the first day of training Outreach and ECD Issues were also covered.

During the second training session, the participants learned about the Access Strategies Project. The questionnaire was presented and explained, and the participants had a chance to practice completing the questionnaire.

On the third day, two facilitators, who had run similar projects in one of Vancouver neighbourhoods, introduced various recruitment strategies and communication strategies to the parents.

Most of the participants had to bring their children to the workshop, so three to four experienced childminders took care of the children. Most of the parents had very young children, who were not used to staying on their own which proved difficult.

Refreshments/food and bus tickets were provided at each training session.

Evaluation Process

The parents were allowed two weeks to interview eight to ten parents in their network/group and advised to conduct interviews in their home languages. In that way it was possible to find out what parents who do not speak English like about programs currently offered, and what obstacles they encounter when accessing programs.

In June one more final workshop was offered when all participating parents got together. They summarized their findings and reported on the findings in their network/group.

Each parent received an honorarium of \$250 for their participation in the project.

Findings

Accessibility of ECD Programs and Services

The majority of interviewed parents (or 89%) said that they were attending ECD programs and services. Most of the families (or 45%) attended programs once to twice per week and others (22%) attended three to four times per week, while 11% attended programs even more often. Some parents, (11%) went to the programs occasionally and 11% did not attend programs. Reasons for not attending were: not knowing about programs, the child is too small, or too far away. Some interviewed parents noted that they did not need any programs. The highest percentage of parents not attending the programs and services were in the Aboriginal group (29%).
(See Table A for Vancouver results).

The percentage of parents saying that they did not attend programs was relatively high, over 10% in networks 4, 5 and 6. In network 1 all interviewed families attended some of the programs.

How Do Families Find about Programs?

Most of the time (60%), families found out about services and programs through word of mouth (friends, neighbours, family). In 20% of cases they found out about services from flyers, magazines or brochures, 10% of families found the information on the Internet and 8% from community health nurses. The highest percentage of families that found out about programs through word of mouth was in network 2 and in the Aboriginal group (around 70%). The Special Needs group had the highest percentage of families finding about programs on the Internet, through written information and from community health nurses.

Where Do Families Attend Programs?

The highest number of interviewed families (51%) attended programs offered by community centres, 46% went to Family Places, 45% to libraries, 31% to neighbourhood houses, and 24% to local schools. The percentage varied depending on the network or group. For example, in network 3, 67% of families attended programs offered by neighbourhood houses; in network 5, that number was 63%, while in network 6 it was 9%. The multicultural group had almost similar percentages for community centres, libraries and neighbourhood houses, as well as MOSAIC. The percentage of parents going to local schools was highest in network 2 (39%) and lowest in the Special needs group – 3%. Network 2 had the highest percentage for libraries (60%) with the lowest being in the Multicultural group (24%).

Benefits from Programs

Socializing with other children was listed as one of the most important benefits by the majority of interviewed parents/caregivers – 87%. That reason netted 100% in network 1. Most of the families (73%) attended programs and services to meet other families, 63% attended to find about other resources, 56% to take a break from home and 50% wished to get their children ready for kindergarten. Other identified benefits were: improving English, exchanging information, playing with typical children as well as learning rhymes and songs.

When parents were asked to think about their favourite program, and why they thought it was great, they answered variously: sense of belonging, it is like our extended family, good place to meet friends, networking, great for new immigrants, educational, safe and supportive environment, story time, learning rhymes and songs. Quite a few interviewed parents or caregivers mentioned healthy food and snacks. When parents talked about staff running the programs they, used some of the following attributes: knowledgeable, caring, enthusiastic, fantastic and great.

Overall Satisfaction with Programs

Parents/caregivers were asked to rate ECD programs and services offered in Vancouver. The scale was from 1 (not satisfied) to 5 (very much). Over one hundred interviewees or 35% rated programs at 5, 44% or 133 chose 4, 52% rated them at 3 and less than 1% chose 2 and 1 combined. The highest rating was received from the Multicultural group: 48% of interviewees rated them at 5, and 45% rated them 4. Lower ratings were within Special Needs group: 38% chose 5, 21% chose 4 while 21% rated programs at level 3.

Changes Parents/Caregivers Would Like to See

Parents were asked about changes they would make in the ECD programs/services offered in Vancouver. Across networks and groups, evaluators heard the same wish:

More affordable childcare with more spaces. There is also a pressing need for more preschool spaces. The interviewees would also like to see more programs in evenings and at weekends for working parents and fathers. Some programs need more toys and craft supplies and venues should be renovated. Parents and caregivers would like to have programs offered in more locations.

Here are programs from the parents/caregivers' "wish list": outdoor programs, field trips, programs offered on weekends, more programs for fathers, more parenting workshops and workshops on the following topics: food safety, child safety, sign language, toy selection, cooking for families etc.

Barriers

Parents/caregivers were also asked to identify barriers that they and other families in their area encounter when trying to access services. The most often mentioned barrier was the times when programs are offered. That was a barrier for 60% of interviewed families in Vancouver. That number was even higher in network 1 and network 3, where it reached 71%. However, that was the barrier for a much smaller percentage of parents/caregivers in the Multicultural group and Aboriginal group – 30% and 36% respectively. Transportation was identified as a barrier by 27% of interviewed parents. Over 50% Aboriginal parents/caregivers said that transportation is among the barriers for them and that is encountered by 42% of interviewees from the Multicultural group and 40% from network 3. At the same time, in network 4, only 8% of parents/caregivers mentioned transportation.

More than 20% of parents/caregivers said that the cost was too high. The parent evaluators often heard complaints about the high cost of childcare and inadequate subsidies. Some parents also found some programs offered by community centres too costly. Half of the interviewed aboriginal parents/caregivers said that programs cost too much in comparison with 17% of parents from the Special Needs group. Language is one of the barriers for 18% of interviewed parents, and that number reached 50% in network 3, in comparison with 6% in network 1.

The parents also mentioned the following issues: lack of preschool and childcare spaces, some staff not very helpful, and they also noted that some bus drivers are not helpful to parents with strollers.

Ways to Be More Involved

The parents/caregivers were also asked how they would like to become more involved in the ECD activities in their neighbourhoods. Almost 50% of parents chose attending parenting classes and 28% would like to volunteer during drop-ins and other programs. 20% of parents would like to participate in planning sessions. However, 38% of parents said that they were not able to be more involved at this time. That number was highest in the Aboriginal group, reaching 71%, it reached 58% in the Special Needs group and 52%

in network 2. However, in network 2, a comparatively low 8% of interviewees said that they were not able to be more involved.

Written Information

With the Windows coalition working on the ECD calendar for 2008 and planning to produce more written information, it was interesting to find out how useful and valuable the written information parents and caregivers really was. Parents/caregivers were asked to rate the usefulness of written information using a scale from 1 (not very) to 5 (very much). 29% of the interviewees chose 5, 36% chose 4, while 22% rated usefulness at 3, 2% at 2 and 3% at 1. The majority of the interviewees wanted information in English. However, 51% of parents/caregivers in network 5, and 42% in network 3, would like to receive information in Chinese. The multicultural group also mentioned Spanish (27%) and Vietnamese (21%). Other languages requested were Korean, Punjabi and Arabic.

Networks and Special Interest Groups

Network 1

Network 1 had the biggest language diversity. In this network, all parents were attending ECD programs with 52% attending programs once or twice per week, 29% three to four times, and 13% attending programs even more often.

In this network, 58% of families found out about the programs through word of mouth, and the percentage from the Internet was 26%, much higher in comparison with some other networks.

The parent evaluators representing network 1 reported to the other evaluators that one of the biggest challenges for parents living in their area is the inadequate number of childcare and preschool spaces. They would like to see more affordable programs for families with more educational elements.

They would like to have more evening and weekend programs for working parents. There is also a need for more parenting programs for new parents.

The parents/caregivers would like to learn how to get their children ready for kindergarten and how to choose culturally and socially appropriate schools. They were also concerned about lack of programs for older children (for ages 7 and up).

(See Table B)

Network 2

In this network, half of the interviewed parents spoke Chinese (Cantonese or Mandarin) at home and 28% spoke Spanish. As in the other areas, word of mouth was the best way to find out about the programs and services, with 71% of interviewees finding the programs that way. This network had the lowest number (9%) of parents saying that they were not able to be involved in ECD activities.

During their presentation, the group of evaluators from this network mentioned the following:

- Some venues for children are too old and should be renovated and new toys should be purchased.
- They would like their children to be able to enjoy and play on safer playgrounds (high incidence of drug paraphernalia in this network).
- They would like to have longer programs and more choices; evening and weekend programs.
- ESL mothers would like to see more programs teaching them how to help their children.
- This network needs more outdoor activities for families.
- The group also mentioned that lots of parents would like to see regular eye and dental check-ups for children, as well as more music programs at lower prices.

(See Table C)

Network 3

In this network, 75% of the interviewed parents spoke Chinese (two-thirds Cantonese and one-third Mandarin). 65% of families found out about programs through word of mouth, 10% school and 7% from community health nurses. One of the biggest barriers identified in this area was language – for 50% of interviewed families. Cultural misunderstanding was mentioned among issues.

The evaluators from this network mentioned a high need for more ESL programs for parents. They would also like to see more money going to support childcare and creating more spaces.

(See Table D)

Network 4

This network had the highest percentage of interviewed parents or caregivers (63%) speaking English at home. Most of the interviewees (76%) attended programs in community centres. (Due to another evaluation in this network, the parent evaluators did not interview parents attending programs in family places and neighbourhood houses).

Half of the parents found out about programs from friends, 26% from brochures and other written sources, and 23% from the Internet. This network would like to see lower waiting lists and more weekend programs that could be attended by working fathers. They also noted a need for programs for different age groups that could be attended by

siblings. For this area, transportation was not a big issue, it was mentioned by only 8% parents. “Parents need more programs, more space and less waiting lists,” the parent evaluators concluded.

Network 5

In this network, 57% of interviewed parents spoke Chinese at home and 31% spoke other languages. Programs offered by neighbourhood houses were attended by 63% of interviewees and the ones offered by Family Places by 54%. Over 90% of families considered programs to be great for socializing with other children; 80% go to programs to meet other families.

The parent evaluators representing this network noted that sometimes parents were given too much written information (for example, by hospitals). They feel overwhelmed by receiving too much literature at one time. They think that it would be valuable to send information about ECD programs and services in their area to families one month after the birth of a child.

There is not too much help for new immigrants, the evaluators noted. That makes ECD programs even more valuable because they represent for them in some way their new extended families.

This network would, among other services and programs, like to see more organized outdoor programs.

(See Table F)

Network 6

The parents interviewed in this area spoke 8 different languages. The percentage of interviewed parents/caregivers finding about programs through word of mouth was lower than in other areas (36%), while 30% found out about programs from brochures, magazines and similar sources. Several parents identified practising English as one of the benefits they get from attending the ECD programs.

The parent evaluators noted the following:

- Need for ESL classes for parents and children.
- Need for variety of programs including music and sport
- Different hours for programs
- More activities and outdoor programs.
- More space and more toys in Family Places.

(See Table G)

Aboriginal Group

The Aboriginal group had the highest percentage of parents/caregivers (29%) reporting that they did not attend ECD programs because of the following reasons: not enough time

(work, school), not enough programs for fathers or not wishing to attend. 67% of interviewed parents found out about programs from friends and neighbours.

Among changes parents would like to make they noted: traditional learning, more Aboriginal programs, lunch programs, bus tickets, more snacks. They would like to attend programs teaching traditional parenting skills, programs for both parents, and programs with free food and toys. There is also need for more organized outings and programs for grandparents and fathers.

Transportation was the barrier for 53% of interviewees and cost for 50%. Almost 30% said that some of the programs were not culturally appropriate.

When the parents/caregivers were asked about the ways to be involved in ECD activities in their neighbourhood, 11% said that they would like to attend parenting classes, 4% would volunteer during programs, and 7% would like to participate in a planning session. 71% noted that they were not able to help at this time.

The parent evaluators noted that Aboriginal families would like to have more spaces for programs for children and bus tickets for parents. They would also like to have programs like Mother Goose for older children and programs for dads or for both parents. When asked about attending other programs offered in their neighbourhood, they noted that some Aboriginal parents might feel intimidated, judged and out of place if there were no other Aboriginal families attending the program.

(See Table H)

Multicultural Group

64% of interviewed parents/caregivers from this group attend ECD programs once or twice per week and 15% attend - every day. They (63%) found out about programs from their friends. They like going to the programs because they can find a safe and supportive environment there and also get more confident in how to raise their children. That is our extended family, one parent evaluator noted. One of the common barriers for this group is transportation (for 42% of parents).

This group also needs more organized outdoor activities and weekend programs. They would like to have more programs in different languages, more musical instruments in playgroups as well as dancing programs for kids.

(See Table I)

Special Needs Group

One of the most important benefits for special needs group (for 86% of parents) was finding about other resources and special need services and programs. The interviewees from this group found about programs mostly from the word of mouth (69%). However, brochures, magazines and other written sources were also high on the list (55% of parents find about programs that way) and 34% found from community health nurses or hospitals.

The parents noted that they would like to see more parent support groups and more locations. There should also be slower pace programs for special needs children, parent evaluators reported. They would like to see more enhanced facilities with educated and experienced facilitators. *(See Table J)*

Project Evaluation by Parent Peer Evaluators

Twenty-three participants evaluated the project at the end of the last workshop.

When asked if they liked the project, 11 participants chose 5 and 12 participants chose 4 (rating was from 1 – not at all to 5 – very much).

Participants expected the following from the project:

- Help those who need help.
- Learn more about the community and organizations
- Practice their English
- Meet and talk to new people
- Get more information for other parents
- Make a difference in childcare
- Be more informed about programs and learn more about neighbourhoods
- Make a difference in the community
- Help create more programs for families with young children
- Find out about programs for children with Special Needs

Participants noted that they learned the following:

- There are many citizens who do not know about the variety of program for children
- New skills
- How to approach and interview people and how to work with other parents
- “Parents’ desires and expectations and what we need to improve in a community”
- Numerous resources in our community
- Programs and places for volunteering

Participant liked:

- The workshop and coordination
- Meeting and talking to parents from different neighbourhoods
- Listening what others had to say and being heard
- Learning about programs and resources in the community
- Learning about concerns and needs of special need families
- Well-organized, considerate facilitators
- Childminding
- This project helps a new parents and gives them new information
- The experience and being paid for their participation
- Great way to involve parents
- Attempt to improve programs and services for children

Some Comments:

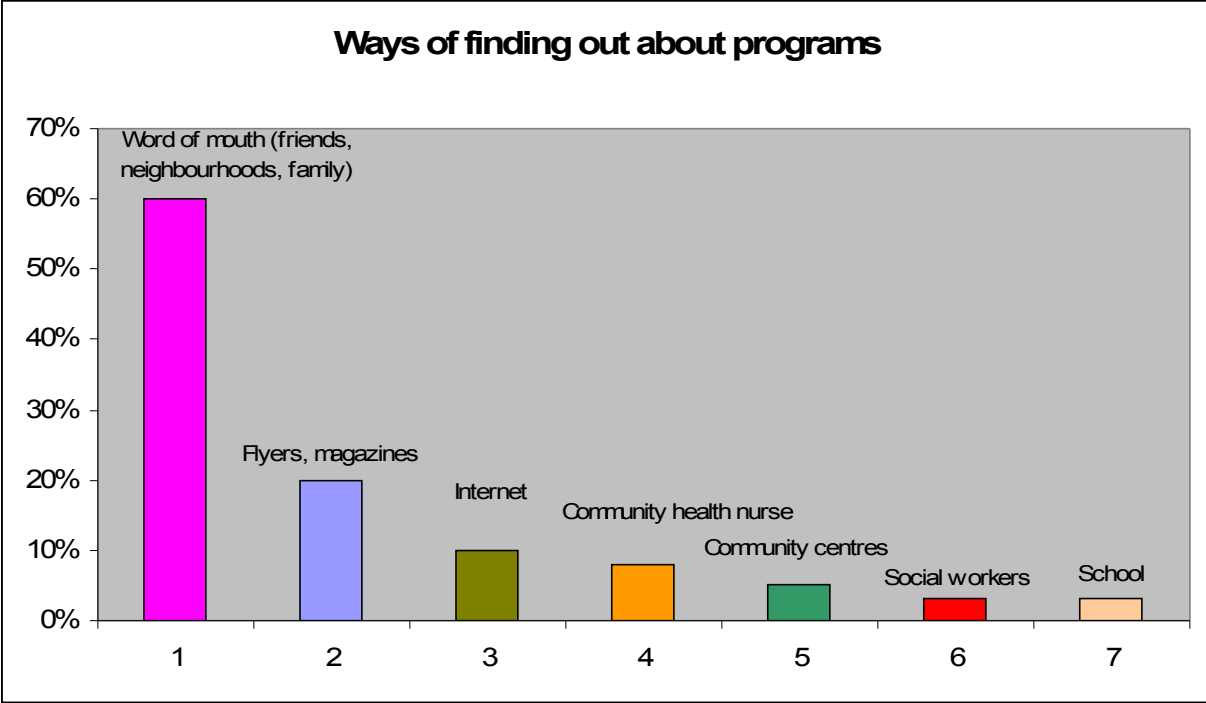
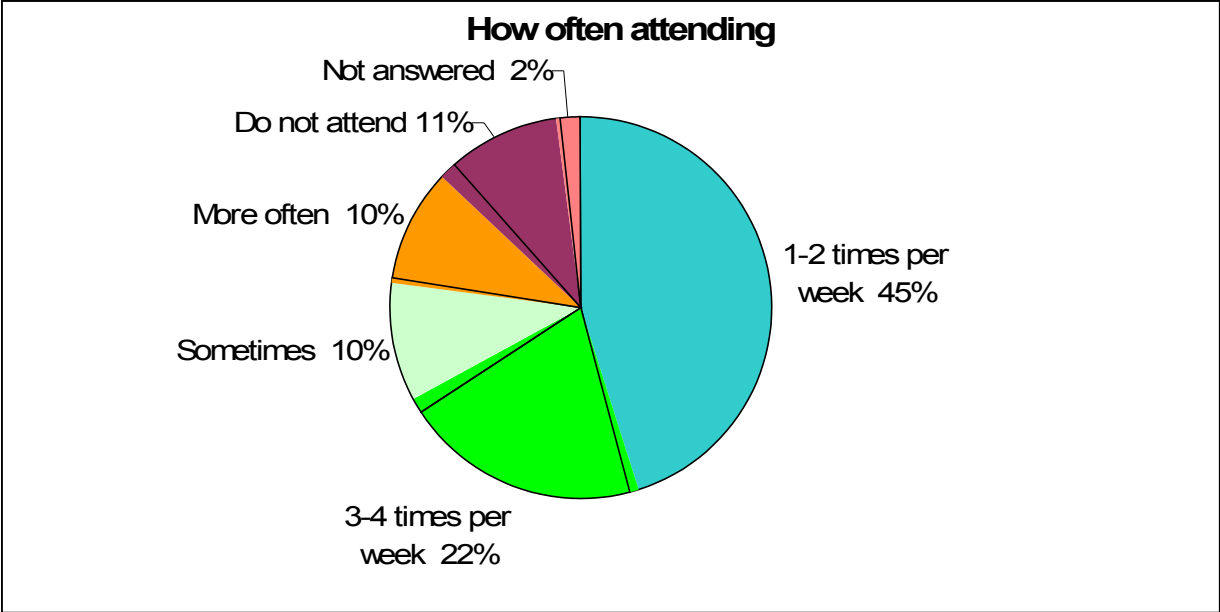
- “I had lots of rejections when trying to get information. But I tried to make everyone understand that I was doing this not only for my child but for everybody’s children as well”
- It would be good if you could use and realize our ideas
- Thank you so much for listening to our opinions
- It would have been great to receive the information about what programs are offered
- Great job – planning, organizing and making it fun
- It was fun and informative
- Have more similar projects
- Great program
- Great job, keep it up

Conclusion

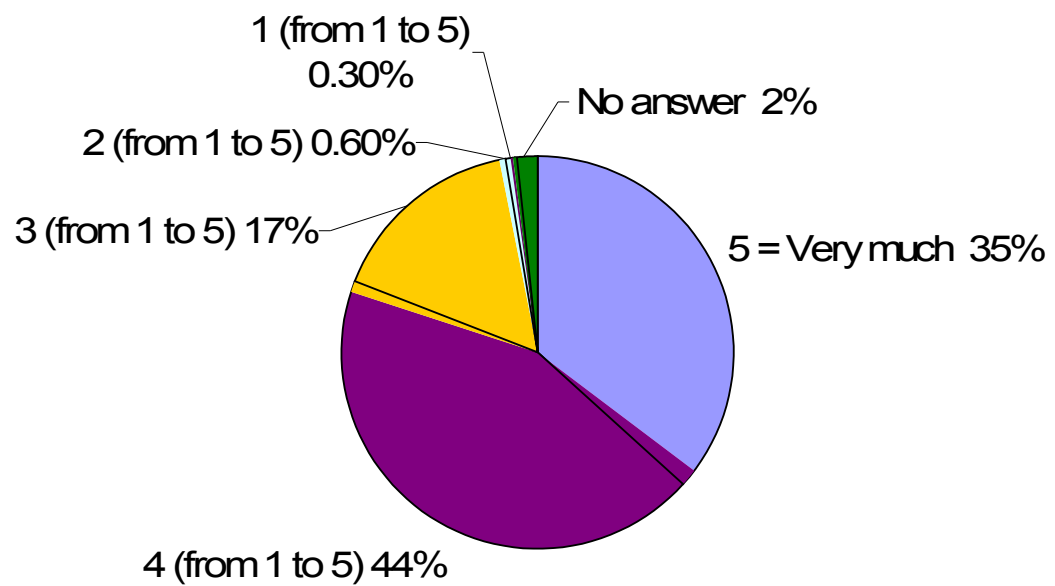
In this project it became apparent that a large section of the Vancouver community is aware of ECD programs and services. The parent peer evaluation was of great value in identifying certain areas where improvements might be made, should funding permit. Parents seem committed to improving their children’s development and increasing numbers of parents can cope with written information or information disseminated by the Internet.

The reports of barriers faced by certain families when trying to access services and attend classes show that that their socio-economic situation can prevent participation. The gratitude for bus fares, free food etc was very evident in some networks and some groups.

The community agencies might benefit from focusing on modifying and enhancing their programs, as funding permits, to address the parent peer evaluators findings.



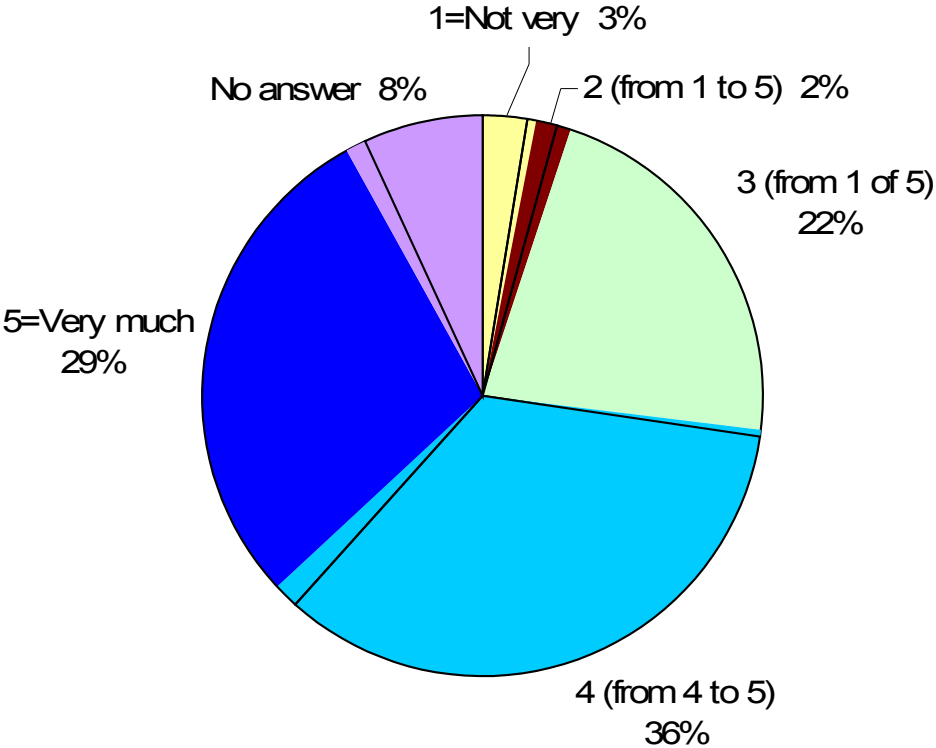
Overall satisfaction with program



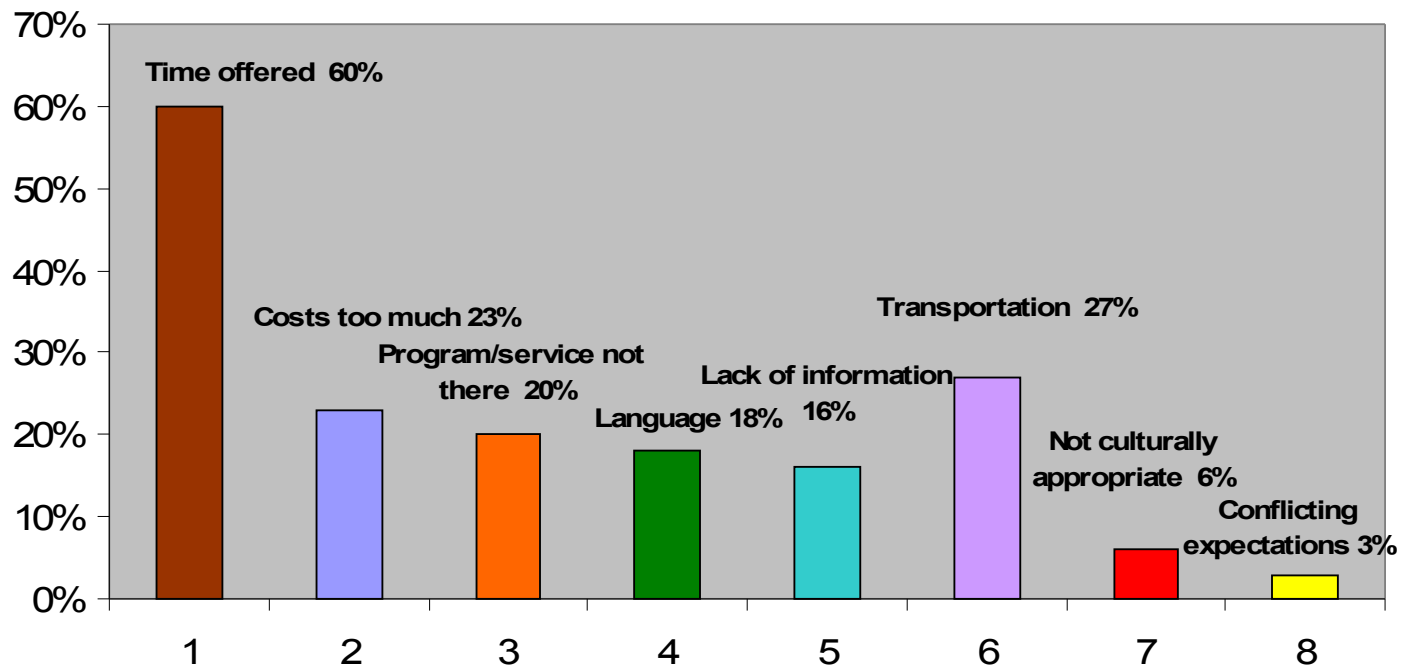
VANCOUVER (Table A)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Information	Barriers Families Encounter	Other Issues	Ways to Be Involved
<ul style="list-style-type: none"> - More spaces in daycares - Lower waiting lists - Daycares should have more structure - More parenting programs for first-time parents - More programs in evenings and weekends for working parents - Divide children into age groups - More toys and craft supplies - More staff - Renovating areas for children - Programs at schools after school hours - More locations - More snacks 	Parenting programs on: <ul style="list-style-type: none"> - Outdoor programs - Field trips - Programs on weekends - Music, music therapy - More programs for fathers - Programs for grandparents - Food safety - Child safety - Sign Language - Toys selection - Resources - School choice - Lunch programs - Cooking for families 	1- not very – 5 very much 1 – 3% (9) 2 – 2% (5) 3-22% (66) 4-36% (110) 5- 29% (88) No answer: 8% (24)	English Chinese Spanish Vietnamese Some in: Korean Punjabi	<ul style="list-style-type: none"> - Time offered – 60% (184) Costs too much – 23% (68) Program/service not there – 20% (61) Language -18% (53) Lack of information -16% (81) Transportation – 27% (81) Not culturally appropriate 6% (19) Conflicting expectations 3% (8) 	<ul style="list-style-type: none"> -Cost of childcare - Inadequate subsidies -Lack of childcare spaces - Lack of preschool spaces - Some programs too expensive - Sometimes staff not too helpful - Learning disabilities - Cultural misunderstandings - More after-school programs 	48% (145) - Attending parenting classes 28% (85) - Volunteering during drop-ins/other programs 20% (60) Participating in a planning session 13% (39) - Helping organize a volunteer-led activity 12% (37) Attending volunteer led parent support groups 38% (115) Not able to be more involved

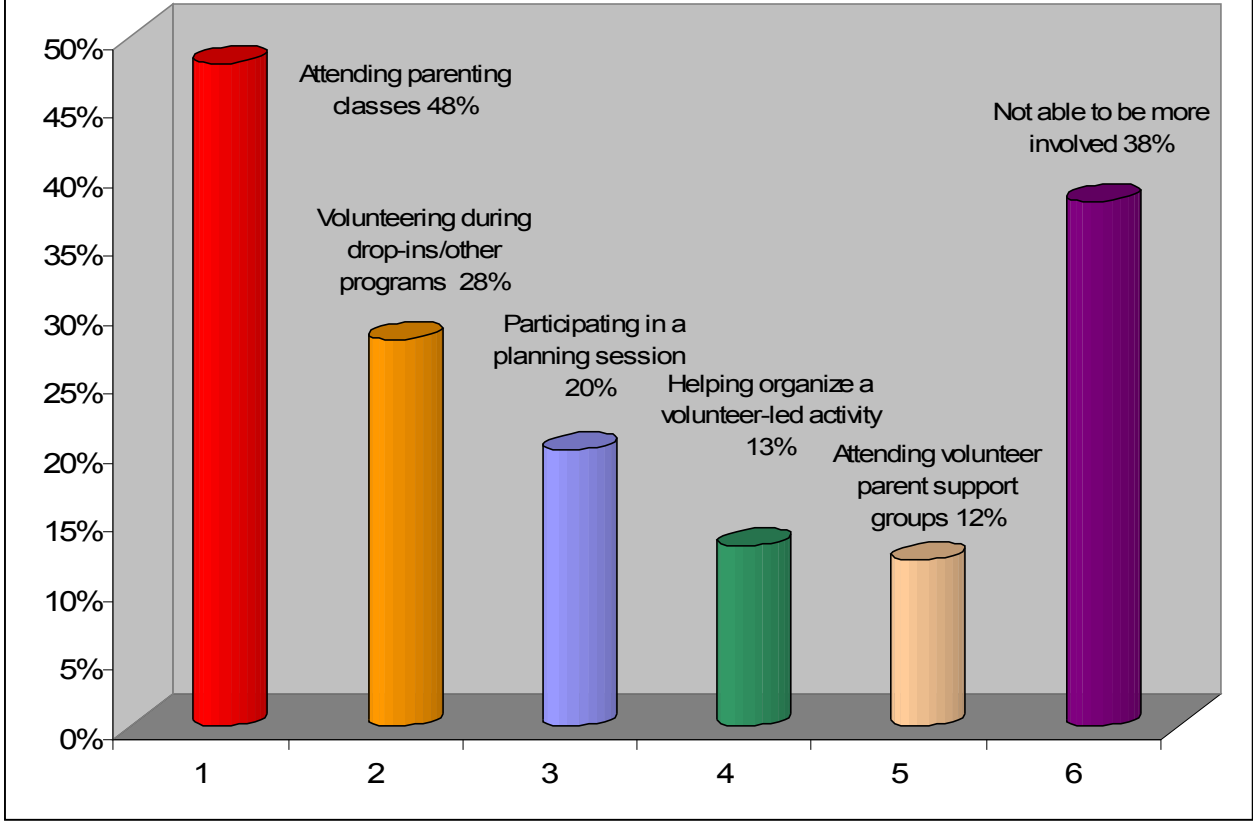
Usefulness of written information



Barriers families encounter



Ways to be involved



Network 1 (Table B)

31 Parents/Caregivers Interviewed

(20 (65%) mothers, 9 (29%) fathers, 1 (3%) nanny, 1 (3%) grandparent)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall Satisfaction with Programs
English Cantonese Arabic Polish Punjabi Bengali Tagalog Spanish Mandarin Farsi Korean (total: 11)	Gordon N. H. Round House VPL Dorothy Lam Quayside VOCS Neighbourhood Houses – 26% (8) Community centres – 58%(18) Local schools – 13% (4) Library -66% (20) Family Place -68 % (21)	5% (17) 1-2 times/week 32% (10) 3-4 times/week 13% (4) more often Transportation - walk/cycle 81% (25) - drive 19% (6)	58% (18) - word of mouth (friends, neighbours, family) other ways: - information boards 29% (9) - Internet/research 26% (8) - flyers/handouts - community health nurse	Socializing with other Children – 100% (31) Getting ready for kindergarten – 42% (13) Meeting other families- 90% (28) Finding about other Resources – 68% (21) Taking a break from Home – 45% (14) Other: Improving English	- age appropriate - good, healthy food - good place to meet friends - no worries about dinner for parents - fun - knowledgeable staff - educational environment - story time - gym – way to burn energy	1- not very – 5 very much 5 - 13% (4) 4 -58% (18) 3 - 26% (8)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- more spaces in daycares - daycares should have more structure - more parenting programs for first-time parents - More programs in evenings and weekends for working parents - More hand- on activities - Divide children in the age groups - More toys and craft supplies	Parenting programs on: - Food safety - Child safety - Sign Language - Toys selection - Resources - School choice	1- not very – 5 very much 1 – 3% (1) 2 – 3% (1) 3-23% (7) 4-39% (12) 5- 23% (7)	English (22) Chinese (1) Arabic (1) Spanish (2)	-Time offered 71% (22) -Transportation 13% (4) - Language 6% (2) - Lack of Information 19% (6) - Cost (Round House Drop-in) 26% (8) - Program/service not there 23% (7)	-Cost of daycares -Lack of daycare spaces - Lack of preschool spaces - Some programs too expensive - Sometimes staff not too helpful	71% (22) - attending parenting courses 26% (8) - participating in a planning session 26% (8)- not able to be involved (kids too young, too busy) 23% (7) volunteering during programs 19% (6) attending volunteer-led parent support groups

Network 2 (Table C)

35 Parents/Caregivers Interviewed

(32 (91%) mothers, 3 (9%) fathers)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
Chinese – 50% (16) English 14% (5) Spanish – 28% (9) - Vietnamese - English and another languages	Strathcona RayCam Britannia Grandview Programs: Mother goose Family place Drop-ins Nobody is perfect Activities for families Where: Community centres – 76% (26) Family Places 65% (23) Library – 60% (21) School – 39% (14) Others: Church, MOSAIC, home	1-2 times/week- 43% (15) 3 times/week – 17% (6) 4+ times/week 27% (9) Sometimes 11% (4) Not attending (3) 1 (not necessary, helped by family) Transportation - walk/cycle 63% (22) - drive 29% (10) - bus 8% (3)	Word of mouth – 71% (25) Nurse – 11% (4) Other ways: Program guide, Internet, Church, Newspaper , Brochures School	Socializing with other children – 92% (32) Getting ready for Kindergarten – 68% (24) Meet other families- 82% (28) Find about other resources – 69% (24) Take a break from home – 45% (16) Other: Both mother and baby enjoying the program	- enthusiastic, caring instructors - get to meet other parents from the same neighbourhood - Fun during Cooking for Kids program - My child learns routine - Good environment	1- not very – 5 very much 5 – 32% (11) 4 – 60% (21) 3 – 8 % (3)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- Longer hours - More toys - Renovating areas for kids - More funding - Outdoor trips - More staff - Translator	- Music classes - Sign language - Outdoor Trips - Bilingual ECD More outdoor programs - More activities for fathers	1- not very – 5 very much 1 – 2.5% (1) 3- 2.5% (1) 4-- 60% (21) 5- 35% (12) Why not – Lack of information	English Chinese (19) Spanish (5) Vietnamese (1) French/English Punjabi	47% (16) - Time offered 26% (9)- Transportation 29% (10)- Language Others: Lack of information Program not there Costs too much	- Some activities filled too quickly	65% (23) - Attending parenting classes 55% (19) - Volunteering during programs 52% (18)- Participating in a planning session Attend volunteer led groups 37% (13) Help organize activity 34 (12) 9% (3) – not able to be involved

Network 3 (Table D)

40 Parents/Caregivers Interviewed

(32 (80%) mothers, 4 (10%) fathers, 4 (10%) grandparents)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English 10 Cantonese 20 Mandarin 10 Japanese 1 Tagalog 5 Vietnamese 1 (Total: 6)	-Collingwood -Cedar CottageNH -Kiwassa -Frog Hollow -Neighbourhood Houses – 67% (27) -Community centres – 47% (19) -Local schools – 38% (15) -Library -33% (13) -Family Place -27% (11)	1-2 times/week 55% (22) More often 20% (8) Once-twice/month 17% (7) Not attending: 8% (3) -too busy	Word of mouth 65% (25) Several: Brochures 7% (3) Social workers 7% (3) School 10% (4) Nurse 7% (3)	Socializing with other children -75% (30) r Getting ready for Kindergarten – 70% (28) Meet other families -75% (30) Find about other resources – 77% (31) Take a break from home -65% (25)	- sharing parenting experience with other parents - The staff is great - Great for kids	1 not very ---- 5 very much 5 – 53% (21) 4 - 38% (15) 3 – 8% (3) 2 – 3 (1)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- More childcare programs for middle class parents - More toys - More days for programs - Transportation services	- More preschool programs - Outings - Community events in parks - Cooking classes - Program for parents and school age children - School readiness programs	1 not very ---- 5 very much 5 – 50% (20) 4 - 23% (9) 3 – 7% (3) 2 – 3% (1)	English Chinese (17) Vietnamese (1)	Time offered – 70% (28) Language -50% (20) (Lots of parents spoke only Chinese) Lack of information -40% (16) Transportation – 40% (16)	- Not enough childcare spaces - Cultural misunderstandings - Support from the government - Not enough information about programs	62% (25)- Attending parenting classes 47% (10) Attending volunteer-led group 35% (14)- Volunteering during drop-ins/other programs 30% (12)- Participating in a planning session 33% 13 Not able to be more involved

Network 4 (Table E)

38 Parents/Caregivers Interviewed

(31 (81%) mothers, 5 (13%) fathers, 2 (5) nannies)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English -24 Spanish - 7 Czech - 1 German - 1 French -1 Japanese -2 Punjabi -1 Chinese – 1 Total: 8	Neighbourhood Houses –8% (3) Community centres 76%(29) Local schools – 15% (6) Library 47%(18) Family Place -23% (9) - organized sports - church	60% (23) 1-3 times/ week 18% (7) 4-5 times a week Sometimes 10% (4) Not attending 10% (4) - did not know - baby too small - do not need Transportation - walk/cycle 60% (23) - drive 37% (14) - bus 3% (1)	Friends 50% (19) Internet 23% (9) Brochures/ Magazines 26% (10) Community Centres 18% (7) Community Health Nurse 10% (4)	Socializing with other Children -89% (34) Getting ready for Kindergarten – 32% (12) Meet other families -71% (27) Find about other resources – 71% (27) Take a break from home -63% (24) Other: Learn new skills, learn English, can talk to the nurse, exercise on rainy days	- Playtime and play experience - Give kids structure - Community atmosphere - Fantastic teachers - Kind people - Fitness	1 not very ---- 5 very much 5 – 34% (13) 4 - 44% (17) 3 – 13% (5) not answered – 8% (3)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- More programs and variety - More weekend programs - Programs at schools after school hours - Lower the waiting lists - Programs for siblings of different ages - Programs for parents - Locations within walking distance	- Different languages - More creative, art programs - More parenting classes (child behaviour) - More camps for children - More programs for fathers	1 not very ---- 5 very much 5 – 21% (8) 4 - 53% (20) 3 – 16% (6) 2 – 3% (1) 1 – 3% (1) Not answered 5% - Prefers the information on the web - Not interested in written info	English Spanish (1)	Time offered – 42% (16) Costs too much – 26% (10) Program/service not there – 26% (10) Language -5% (2) Lack of information -10 % (4) Transportation – 8% (3) - waiting lists - libraries too crowded	Waiting lists too frequent Programs need to be more accessible and affordable - More after-school programs	26% (10) - Attending parenting classes 29% (11)- Volunteering during drop-ins/other programs 21% -(8) Participating in a planning session 21% (8)- Helping organize a volunteer-led activity 50% (19) Not able to be more involved

Network 5 (Table F)

35 Parents/Caregivers Interviewed

(27 (77%) mothers, 2 (5%) fathers, 3 (9%) nannies, 3 (9%) grandparents)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English -8 Chinese – 20 Tagalog – 5 Indonesian – 3 Achenese (Malay) – 2 Spanish - 1 Total: 6	-MPNH -Grays’ Park -Kensington CC -Riley Park -Salvation Army Neighbourhood Houses – 63% (22) Community centres – 40%(14) Local schools – 34% (12) Library -51% (18) Family Place -54 % (19) Salvation Army 9% (3)	1-2 times/week 29% (10) 3-4 times/week 29% (10) Every day 26% (9) Sometimes 6% (2) Not attend 11% (4) - too far - too busy - did not know about program Transportation - walk/cycle 77% (27) - drive 11% (4) - bus 11% (4)	Friends 60% (21) Brochures/ Magazines 14% (5) Community Centres 9% (3) School 9% (3) Community Health Nurse 6% (2) Social worker 6% (2)	Socializing with other children -94% (33) Getting ready for Kindergarten – 46% (16) Meeting other families -80% (28) Finding about other resources – 60% (21) Take a break from home -34% (19) Other: Getting a job	- Children learn good habits - Improving communication - Very helpful staff - Learning how to get organized	1 not very ---- 5 very much 5 – 17% (6) 4 - 51% (18) 3 – 26% (9) no reply – 9% (3)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- Outdoor play - More time for mothers (7) - More toys - More information on how to teach children (6) - More programs for older children (4-6 years old) - More information in Chinese - More interesting story time (6)	- Cooking program - Outdoor programs in summer - More parenting classes (child behaviour) - Mother Goose - Nobody is Perfect	1 not very ---- 5 very much 5 – 29% (10) 4 - 51% (18) 3 – 26% (9) 2 – 3% (1) No reply – 5% If not why- Not in Chinese	English (18) Chinese (14) Japanese (1)	Time offered – 48% (17) Costs too much – 17% (6) Program/service not there – 14% (5) Language -29% (10) Lack of information -19% (7) Transportation – 26% (9)	- Working - Program too far	40% (17) - Attending parenting classes 17% (6) - Volunteering during drop-ins/other programs 9% (3) Participating in a planning session 14% (5) - Help organize a volunteer-led activity 40% (14) Not able to be more involved

Network 6 (Table G)

33 Parents/Caregivers Interviewed

(26 (79%) mothers, 4 (12%) fathers, 3 (9%) nannies)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English -17 Farsi - 4 Japanese - 7 Arabic - 1 Spanish - 3 Punjabi – 1 Tagalog – 1 Chinese – 1 Total: 8	-Marpole -South Van Neighbourhood Houses – 9% (3) Community centres – 39% (13) Local schools – 3% (1) Library -33% (11) Family Place -84 % (28)	1-2 times/week 33% (11) 3-4 times/week 42% (14) Occasionally 12% (4) Not attend 12% (4) - too busy - did not know where Transportation - walk/cycle 52% (17) - drive 36% (12) - bus 12% (4)	Friends 36% (12) Brochures/ Magazines 30% (10) Community Health Nurse 6% (2) Library Internet Walking by	- Socializing with other children -81% (27) - Getting ready for Kindergarten – 36% (12) - Meeting other families -71% (22) - Finding about other resources – 66% (19) - Taking a break from home -54% (18) - Other: - Practice English - Exchange info - Learn and enjoy	- Kids can play with other children - Nice break from home, but close to home - Get information	1 not very ---- 5 very much 5 – 24% (8) 4 - 48% (16) 3 – 24% (8)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- Have child-minding (2) - More programs (3) - More toys (2) - More programs (3) - More space (1) - Outdoor programs - Programs on Saturdays (2) - More staff (2) - No idea (4)	- ESL (4) - More parenting classes (3) - Cooking - Outdoor programs/field trips	1 not very ---- 5 very much 5 – 21% (7) 4 - 27% (9) 3 – 42% (14) 1 – 3% (1) No reply – 6% (2)	English (19) Chinese (1) Japanese (6) Farsi (2) Arabic (1)	- Time offered – 42% (14) - Costs too much – 21% (7) - Program/service not there – 21% (7) - Language -18% (6) - Lack of info.-15% (5) - Transportation – 21% (7) -Not culturally appropriate 6% (2) - Conflicting expectations 6% (2)	- Different languages/cultures - Childcare subsidy - Child-minding - Not knowing about any Arabic centres or organizations for kids/parents	48% (16) - Attending parenting classes 30% (10) - Volunteering during drop-ins/other programs 6% (2) Participating in a planning session 9% (3) - Helping organize a volunteer-led activity 33% (11) Not able to be more involved

Aboriginal Group (Table H)

28 Parents/Caregivers Interviewed

(17 (61%) mothers, 5 (18%) fathers, 6 (21%) grandparents)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English - 28	<ul style="list-style-type: none"> - Commercial - Grandview Park - Eaglets Daycare - Collingwood - Mother Centre - Kiwassa - Sheway - Neighbourhood Houses – 18% (5) - Community centres 35% (10) - Local schools 18% (5) - Library 35% (10) - Family Place 25% (7) - Others 25% (7) 	<p>1-5 times/week 53% (15) Sometimes 18% (5) 29% (8)– not attending - work - school - no programs for fathers - not enough time - told to attend</p>	<p>Friends Neighbourhood 67% (19) Internet 14% (4) - Social worker 7% (2) - counsellor</p>	<p>Socializing with other children -71% (20) Getting ready for Kindergarten – 39% (11) Meeting other families -57% (16) Finding out about other Resources – 64% (18) Taking a break from home -57% (16) Other: Food</p>	<ul style="list-style-type: none"> - My child learned to share and interact with other children - Learning about rhymes and songs - Snack time (5) - Learning about my kids - Facilitators - Participants became a resource and support for each other 	<p>1 not very ---- 5 very much</p> <p>5 – 50% (14) 4 - 25% (7) 3 – 25% (7)</p>

Changes Parents Would Make	Programs They Would Like to Attend	Usefulness of Written Info	Languages for Written Info	Barriers Families Encounter	Other Barriers/Issues	Ways to be Involved
<ul style="list-style-type: none"> - More snacks - Transportation - Lunch programs - Traditional Learning - More outings/trips - Native language - More Aboriginal programs 	<ul style="list-style-type: none"> - Traditional parenting skills - Programs for both parents - Programs with free food, toys and bus tickets - Field trips/outings - Programs for grandparents - Programs for dads 	<p>1 not very ---- 5 very much</p> <p>5 – 14% (4) 4 - 11% (3) 3 – 28% (8) 2 – 4% (1) 1 – 11% (3) Not answered – 32% (9) Some noted that they do not receive any information</p>	English	<ul style="list-style-type: none"> - Time offered – 36% (10) - Costs too much – 50% (14) - Program/service not there – 39% (11) - Lack of information -11% (3) - Transportation – 53% (15) -Not culturally appropriate 28% (8) - Conflicting expectations 4% (1) 	<ul style="list-style-type: none"> - Not enough child care spaces (3) - Inadequate child care subsidy (3) -Learning disabilities - No money for lunch programs 	<p>11% (3) - Attending parenting classes 4% (1) - Volunteering during drop-ins/other programs 7% (2) Participating in a planning session 7% (2) - Help organize a volunteer-led activity 71% (20) Not able to be more involved</p>

Multicultural Group (Table I)

33 Parents/Caregivers Interviewed

(28 (85%) mothers, 4 (12%) fathers, 1 (3%) nanny)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English -8 Spanish – 13 Tagalog – 1 Vietnamese– 8 Punjabi 1 Korean 1 German 1	- MOSAIC Neighbourhood Houses – 24% (8) Community centres – 33%(10) Local schools – 15% (5) Library -24% (8) Family Place -33 % (10) MOSAIC 24% (8) Other - Church	1-2 times/week 57% (19) 3-4 times/week 12% (4) Every day 15% (5) Occasionally 9% (3) Not attending 6% (2) - Very difficult to go out with 2 children - My child plays with her older brothers	Friends 63% (21) Brochures/ Magazines 18% (6) Community centres 6% (2) Social worker 6% (2) Internet 6% (2) Others - school - library	Socializing with other children -91% (30) Getting ready for Kindergarten – 64% (21) Meeting other families -39% (19) Finding about other resources – 79% (26) Taking a break from Home -70% (23) Other: - My child can hear English spoken	- Being in a safe and supportive environment - Getting more confident(how to raise my child) - It is an extension of our family - Learn from others about parenting (4)	1 not very ---- 5 very much 5 – 48% (16) 4 - 45% (15) did not answer – 6% (2)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- More sessions(2) - More programs on weekends (2) - Longer hours (2) - More toys (2) - More outdoor programs and activities (2) - Multicultural staff - Bigger play room	- Programs on weekends - Outdoor programs in parks - Music and dancing for kids (2) - You Make the Difference (1) - Nobody is Perfect (3)	1 not very ---- 5 very much 5 – 36% (12) 4 - 36% (12) 3 – 21% (7) No answer- 6%(2)	English (15) Spanish (9) Vietnamese(7) Korean (1)	Time offered – 30% (10) Costs too much – 24% (8) Program/service not there – 30% (10) Language -15% (5) Lack of information -18% (6) Transportation – 42% (14) Not culturally appropriate 9% (3)	- Some bus drivers rude when they see a stroller - I have 3 kids, no time to attend programs - The programs starts too early (9:30) - Only for 30 kids	55% (18) - Attending parenting classes 21% (7) - Volunteering during drop-ins/other programs 3% (1) Participating in a planning session 9% (3) - Helping organize a volunteer lead activity 30% (10) Not able to be more involved 18% (6) Attending volunteer-led program

Special Needs (Table J)

29 Parents/Caregivers Interviewed

(19 (66%) mothers, 4 (14%) fathers, 1 (3%) nanny, 5 (17%) grandparents)

Languages Used at Home	Agencies/ Programs Attended	How Often Attending	Ways of Finding about Programs	Benefits from Programs	Best about Favourite Program	Overall satisfaction With Programs
English -13 Cantonese – 15 Mandarin – 5 Arabic -1 Vietnamese - 1	- Frog Hollow - Downs Syndrome Support Network - Renfrew Library - Gordon NH - Thunderbird CC Neighbourhood Houses – 55% (16) Community Centres – 51%(15) Local schools – 3% (1) Library -34% (10) Family Place -38 % (11)	1-2 times/week 43% (12) 3-4 times/week 36% (10) Not often 14% (4) 3 (10%) not attend - do not have time, - will start in September - not appropriate for special needs children Transportation - walk/cycle 35% (10) - drive 55% (16) - bus 10% (3)	Word of Mouth 69% (20) Brochures/ Magazines 55% (16) Internet 14% (4) Community Centres 9% (3) Community Health Nurse 34% (10) Other: From school, Walk in	Socializing with other children -81% (25) Getting ready for Kindergarten – 48% (14) Meeting other families -72% (21) Finding about other Resources – 86% (25) Taking a break from Home -61% (17) - Playing with typical kids - Learn sports	- Finding friends, great for new immigrants - Get along with children with different challenges - Networking and exchanging info - Sense of belonging - Coffee and cake	1 not very ---- 5 very much 5 – 38% (11) 4 - 21% (6) 3 – 21% (9) 2- 3% (1) 1- 3% (1)

Changes Parents Would Make	Other Programs They Would Like to Attend	Usefulness of Written Information	Languages for Written Info	Barriers Families Encounter	Other Issues	Ways to be Involved
- Produce a program calendar so parents can plan ahead - Interpreters for parents not speaking English - More special needs programs - More parent support groups - More time options - Longer hours - More music classes - More locations - Experienced and friendly instructors	- Programs for children 6 and up (3) - Slower programs for special needs kids - Music therapy, music related classes (7) - Sports related (6) - Short camps (7)	1 not very ---- 5 very much 5 – 28% (8) 4 - 21% (6) 3 – 38% (11) 2 – 3% (2) Not much available	English (20) Chinese (11) Vietnamese (1)	Time offered – 52% (15) Costs too much – 17% (5) Program/service not there – 34% (10) Language -10% (3) Lack of information -21% (6) Transportation – 24% (7) Conflicting expectations 14% (4)	- Parents time/energy limitations - ballet, skating etc too expensive - Lots of programs appropriate for typical children - Wasted resources – similar programs offered at the same time	38% (11) - Attending parenting classes 34% (10) - Volunteering during drop-ins/other programs 21% (6) Participating in a planning session 21% (6) - Helping organize a volunteer-led activity 58% (17) Not able to be more involved

Appendix 1

***Windows of Opportunity Coalition for Children and Youth
Access Strategies
Questionnaire***

Date: _____

Neighbourhood: _____ (Program) _____

1. *How old is your child/children?*
€ Under 1 € 1 to 2 € 3 to 4 5 and up
2. *What language do you use at home?* _____
3. *Are you?* Mother Father Nanny Grandparent Other _____
4. *Do you attend programs for families with young children?*
If yes – how often? _____
If no – why? _____
5. *How do you get there?*
Walk/Cycle Drive Bus Other _____
6. *Where do you attend programs? (please circle one or more)*
€ Family place
€ Neighbourhood house
€ Community centre
€ Local school
€ Library
€ Others _____
7. *How did you find out about program(s)?* _____
8. *How satisfied are you with programs/services for families with young children?*
1 2 3 4 5
1 - not very -----5 - very much
9. *How useful is the written information you receive?* 1- not very -----5 - very much
1 2 3 4 5
If your answer is number 1 or 2 – why? _____
What language would you like the information to be in? _____
10. *What benefit do you get from the program(s)?*
€ My child gets to socialize with other children
€ My child gets ready for kindergarten
€ Meet other families
€ Find out about other resources
€ Take a break from home

€ No benefit

€ Other _____

11. Tell us about this program/group and why you thought it was so great _____

12. How would you like to become more involved in the Early Childhood Education activities in your neighbourhood?

€ Attending parenting classes

€ Attending volunteer-led parent support groups

€ Volunteering during drop-ins or other programs

€ Participating in a planning session

€ Helping to organize a volunteer-led activity such as a parent drop-in

€ I am not able to become more involved at this time

€ _____

13. Name one to three changes you would make _____

14. What other programs would you like to attend?

15. Barriers that you/families in your area encounter when trying to access services: (circle one or more)

€ Program or service not there

€ Costs too much

€ Transportation

€ Time offered

€ Language

€ Not culturally appropriate

€ Lack of Information

€ Conflicting Expectations

€ Other _____

16. Any other barriers/issues you would like to mention _____

Thank you very much for completing the questionnaire

Appendix 2
SIX NETWORKS

