



**California State University San Marcos (CSUSM)**

**Child Care Access Means Parents in School Program (CCAMPIS)  
Evaluation**

**Report prepared by**

**National Latino Research Center  
California State University, San Marcos**

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The overall goal of the project is to increase rates of retention and graduation among CSUSM low income parents of preschool children by providing affordable, quality campus-based child care, academic advising and parent education. The program provides scholarships to low income parents of preschool children based on a sliding scale fee structure so that they have access to a state-of-the-art childcare center (CCF). In addition to the provision of childcare, CCAMPIS scholars will receive ongoing academic advising, be involved in their children's education, and participate in a series of parent education workshops.



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The National Latino Research Center (NLRC) was contracted to carry out the evaluation of the Child Care Access Means Parents in School Program (CCAMPIS) at California State University San Marcos. The project will increase retention and graduation rates among low-income students who are receiving Pell grants.

The NLRC is located at California State University San Marcos. NLRC promotes scientific research, training, and dissemination of information on Latino populations in the United States. The NLRC's evaluation of CCAMPIS utilizes a qualitative research model consisting of semi-structured surveys with participants. Using a reliable and culturally-sensitive approach, the research design gathers measurable baseline and process data. This report provides descriptive and narrative summary of survey data. The structured surveys assess participants' experiences of program services; their relationships with staff, fellow students, and faculty; and their perceptions of the effectiveness of CCAMPIS in helping them achieve their educational goals.

## **Demography**

At the time of survey, the CCAMPIS program participants included three male students and 13 female students. According to their self-reported race/ethnicity, 43.8% were Hispanic/Latino, 43.8% were Caucasian/White and 2 respondents were multiracial. The average age for the current participants was 26.1 with the youngest of 21 and oldest of 35.

As the CCAMPIS grant focuses on providing additional support for students of low-income backgrounds, the respondents in this survey included 14 students whose annual household income was below \$30,000. Nine participants reported their annual household income less than \$20,000. Most students (81.3%) have one child in their households, and 50% of the respondents are currently married.

Currently, most participants are juniors (43.8%) and seniors (43.8%), and all participants started the CCAMPIS program in the semester of spring 2011. 15 students started at CSUSM as transfer students (from local community colleges), and 56.30% started the CCAMPIS program as transfer students. 75% of the program participants have received some kind of financial aids, but 25% are not receiving any student financial aid. Most participants are full-time students and the average

number of units they were enrolled in spring 2011 was 13.31 (12 units = full-time) with the maximum of 21 and minimum of 8.

### **Impact of CCAMPIS Scholarship**

The CCAMPIS program has helped participants in many different ways. 90% of the respondents reported that the CCAMPIS staff members are there to help them if needed. Although, many did not feel that they learned more about various programs on campus, they consider CCAMPIS a valuable resource on campus. A possible consideration for CCAMPIS is to increase collaboration with other programs available on campus to increase the network of support CCAMPIS participants can access.

One of the objectives of the program is to provide financial support to students of low-income backgrounds by offering a scholarship to help cover childcare expenses. As a result of having this scholarship, 80% of the respondents worry less about finances. However, despite the financial support the CCAMPIS offer, still 18% of the respondents reported that they worry about their financial situation.

### **Educational Success**

Participants' educational success is one of the key objectives of the CCAMPIS program. Based on respondents' academic self-reports, the program has helped them to succeed educationally. All respondents (100%) felt that they are more likely to succeed with their educational goals. Most respondents (more than 90%) are aware that the CCAMPIS staff wants them to succeed and motivates them. However, participants did not find the meeting with academic advisors twice per semester as helpful in advancing their educational goals. Respondents did not see the connection between the type and frequency of their meetings with academic advisors and their progress towards completing their degree objectives. A possible consideration for program staff is to include a question about progress towards completion of degree objective in their meetings with the academic advisors.

## Parenting Skills Improvement

Another CCAMPIS program objective is parenting skills improvement. Participants are expected to participate in educational activities and to volunteer at the childcare facility. During the semester of spring 2011, CCAMPIS offered yoga, language development and emotional development workshops for program participants. About 90% of the respondents reported that they have learned about child development and felt that they have learned more about how to be a better parent after participating in program workshops and activities.

## Empowerment and Engagement

All respondents (100%) agreed that they felt very comfortable with the quality of the daycare that their children are receiving, and about 85% of the respondents reported that they felt more empowered to interact with their childcare providers. In addition, 12 respondents (75%) mentioned that the volunteer requirement in their classroom has made them feel more connected to their children, and 14 respondents (87.5%) of the respondents felt that they have more of a support system, which is very important for the program participants to succeed in parenting, education and professional career. Meeting and connecting with other parents who have the same struggle was also important for about 70% of the respondents to develop stronger sense of solidarity.

## Positive and Helpful Aspects of the Program

According to the comments that respondents wrote at the end of the survey, we found that there are a variety of helpful and positive aspects of the program. As described in the previous section, many respondents reported that being able to use the on-campus Child Development Center (CDC) and volunteering in their children's school are the most helpful aspects of the program. A participant said that it **“allowed me to take time out of my busy schedule to make time for my daughter in an environment I hadn't taken the time to do before.”** For this participant, this program requirement allowed him/her to spend more time with his/her child. A lot of students may not be able to find as much time to spend with their children since they are busy with their jobs and school work, so this program requirement can be very helpful. Other respondent also said that **“It has been fun to volunteer in my child's class and get to know the staff at the center for children and families. I now feel I have a support system there.”** The program has

helped parents to better connect with their own children and with their classmates and teachers/staff. Furthermore, the program has made it possible for participants to feel that their children are in a safe place and that they have a very reliable and trusting support network.

## **Suggestions for Program Improvement**

As described above, participants made very positive comments about the program and also provided meaningful suggestions for improvement. For instance, volunteer hour requirement was unfavorable and/or unnecessary for some participants even though it was very positive for others. One participant reported that “I connect better with my child at home and I don't like him to be there for too long. When I am there with him he is more distracted. I feel that he has to stay longer just so I get my hours in.” Like this participant, some might feel that this volunteer activity was simply a program requirement and did not help them connect or did not take advantage of the opportunity to connect better with their children. Another participant described how she/he is unfamiliar with the site's volunteering policy and procedures and she/he could not actively participate in this volunteer activity with children. She/he says:

I feel the volunteering was NOT useful. I felt like the teachers didn't have anything to do, so I was sitting around taking up space. I was interacting with the children, but I was unfamiliar with their policy and procedures so I felt a little ineffectual.

It is true that some participants may hesitate to interact with someone else's children or to help teachers for various reasons. In this particular case, volunteers might not have been trained or, at least, not have had enough orientations to comply with the institutional regulations and procedures or to make volunteers feel confident and comfortable to actively participate. Because we did not conduct in-depth interviews or focus groups with participants, the qualitative analysis in these sections is solely based on the comments that survey respondents provided. Further investigation is recommended to explore areas of improvement from participants' perspectives.

## **Means of Communication**

Most CCAMPIS participants prefer email as the most effective means of communication (93.8%) followed by phone (37.5%) and in-person (37.5%). It may not be convenient, but less-personalized means of communication may be less preferred by this particular population. Only 6.3% reported that social media (Facebook and Twitter) is an effective means of communication. However, only 43.8% of participants answered that one-to-one person meeting is effective to deliver or present information to them. Virtual or online classes (50%) are also less preferable means to deliver or present information. Although most participants prefer email as the most effective means of communication, the most effective means to deliver or present important information to these students is through workshops or actual classes. Except yoga workshop, about  $\frac{3}{4}$  of the respondents participated language development and emotional development workshops during the semester. About 80% of the respondents reported that the workshops were offered at times and days that were convenient for them.

## **Conclusion**

The results of the surveys reveal that on average students are satisfied with the program and find its services valuable. The survey also helped to identify a few areas for improvement. The program is promoting volunteerism, parent engagement, and academic success and based on student self reports, the program is successfully achieving its goals and objectives.

# Appendices

## Appendices: CCAMPIS 2011 Online Survey Results

### 1. Program Participants Demographic Info

Current Class Level			
	Sophomore	1	6.30%
	Junior	7	43.80%
	Senior	7	43.80%
	Teaching Credential	1	6.30%
Gender			
	Male	3	18.30%
	Female	13	81.30%
Race/Ethnicity			
	Hispanic/Latino	7	43.80%
	Caucasian/White	7	43.80%
	More than one race	2	2%
Marital Status			
	Single, never married	5	31.30%
	Married	8	50.00%
	Divorced/Separated	2	12.50%
	Living together but not married	1	6.30%
# of child(ren) in the household			
	1	13	81.03%
	2	1	6.30%
	3	2	12.50%
Mean = 1.31 Std, Deviation = 0.704 Min = 1 Max = 3 N = 16			
Household Income			
	Less than \$20,000	9	56.30%
	\$20,001 - 30,000	5	31.30%
	\$30,001 - 40,000	1	6.30%
	\$49,001 - 50,000	1	6.30%
Mean = 1.625 (less than \$20K) Std. Deviation = 0.885 N = 16 Min = 1 (less than \$20K) Max = 4 (\$40,001 - 50K)			
Age			
Mean = 26.31 Std. Deviation = 3.928 Min = 21 Max = 35 N = 16			
Started at CSUSM as:			
	First year student	1	6.30%
	Transfer student	15	93.80%
Started the CCAMPIS program as:			



Transfer student	9	56.30%
Continuing student	7	43.80%
# of semesters enrolled in this program?		
1 semester	15	93.80%
# of units enrolled this semester?		
Mean = 13.31 Std. Deviation = 3.665 Min = 8 Max = 21 N = 16		
Currently receiving financial aid?		
Yes	12	75%
No	4	25%

2. Impact of CCAMPIS scholarship

<b>I feel that I have learned more about child development</b>				
Strongly agree	6	37.50%		
Agree	8	50.00%		
Disagree	1	6.30%	Mean = 1.8125	
Strongly disagree	1	6.30%	Std. Deviation = 0.834	
			Min = 1 Max = 4 N = 16	
<b>I feel that I have learned more about how to be a better parent</b>				
Strongly agree	5	31.30%		
Agree	9	56.30%		
Disagree	1	6.30%	Mean = 1.875	
Strongly disagree	1	6.30%	Std. Deviation = 0.806	
			Min = 1 Max = 4 N = 16	
<b>I feel that I have learned more about various programs on campus</b>				
Strongly agree	2	12.50%		
Agree	7	43.80%		
Disagree	5	31.30%	Mean = 1.938	
Strongly disagree	0	0.00%	Std. Deviation = 0.998	
No Answer	2	12.50%	Min = 0 Max = 3 N = 16	
<b>Meeting with my academic advisor twice a semester has helped me understand more about what is required to complete my degree</b>				
Strongly agree	4	25.00%		
Agree	4	25.00%		
Disagree	4	25.00%	Mean = 2.25	
Strongly disagree	3	18.80%	Std. Deviation = 1.238	
No Answer	1	6.30%	Min = 0 Max = 4 N = 16	
<b>Volunteering in my child's classroom has made me feel more connected to my child</b>				
Strongly agree	5	31.30%		
Agree	7	43.80%		
Disagree	0	0.00%	Mean = 1.6875	
Strongly disagree	2	12.50%	Std. Deviation = 1.1384	
No Answer	2	12.50%	Min = 0 Max = 4 N = 16	
<b>I am more comfortable with the quality of the daycare that my child is receiving</b>				
Strongly agree	11	68.80%		
Agree	5	31.30%		
Disagree	0	0.00%	Mean = 1.3125	
Strongly disagree	0	0.00%	Std. Deviation = 0.4787	
			Min = 1 Max = 2 N = 16	
<b>I worry less about finance</b>				
Strongly agree	9	56.30%		
Agree	4	25.00%		
Disagree	1	6.30%	Mean = 1.75	
Strongly disagree	2	12.50%	Std. Deviation = 1.065	
			Min = 1 Max = 4 N = 16	
<b>I feel more empowered to interact with my childcare provider(s)</b>				

Strongly agree	10	62.50%	Mean = 1.50 Std. Deviation = 0.73 Min = 1 Max = 3 N = 16
Agree	4	25.00%	
Disagree	2	12.50%	
Strongly disagree	0	0.00%	
<b>I feel that I am more likely to succeed with my educational goals</b>			
Strongly agree	14	87.50%	Mean = 1.125 Std. Deviation = 0.342 Min = 1 Max = 2 N = 16
Agree	2	12.50%	
Disagree	0	0.00%	
Strongly disagree	0	0.00%	
<b>I feel that I have more of a support system</b>			
Strongly agree	10	62.50%	Mean = 1.15 Std. Deviation = 0.73 Min = 1 Max = 3 N = 16
Agree	4	25.00%	
Disagree	2	12.50%	
Strongly disagree	0	0.00%	
<b>I have met and connected with other parents who have the same struggles</b>			
Strongly agree	3	18.80%	Mean = 2.0 Std. Deviation = 0.966 Min = 0 Max = 4 N = 16
Agree	8	50.00%	
Disagree	3	18.80%	
Strongly disagree	1	6.30%	
No answer	1	6.30%	
<b>I feel that the CCAMPIS staff are there to help me if I need them</b>			
Strongly agree	9	56.30%	Mean = 1.4375 Std. Deviation = 0.892 Min = 0 Max = 4 N = 16
Agree	5	31.30%	
Disagree	0	0.00%	
Strongly disagree	1	6.30%	
No answer	1	6.30%	
<b>I feel that the CCAMPIS staff want me to succeed</b>			
Strongly agree	9	56.30%	Mean = 1.5 Std. Deviation = 0.632 Min = 1 Max = 3 N = 16
Agree	6	31.30%	
Disagree	1	6.30%	
Strongly disagree	0	0.00%	

3. Miscellaneous

CCAMPIS workshop attended			
Yoga	6/16	37.50%	
Language development	10/16	62.50%	
Emotional development	12/16	75%	
CCAMPIS workshops offered at times/days that are convenient			
Strongly agree	4	25.00%	Mean = 1.938 Std. Deviation = 0.772 Min = 1 Max = 4 N = 16
Agree	10	62.50%	
Disagree	1	6.30%	
Strongly disagree	1	6.30%	
Effective means of communication			
Email	15/16	93.80%	
In person	6/16	37.50%	
Posting on social media	1/16	6.30%	
Mail	2/16	12.50%	
Phone	6/16	37.50%	
Effective means to deliver or present information to you			
Workshops or classes	13/16	81.30%	
Virtual or online classes	8/16	50.00%	
One-to-one person meeting	7/16	43.80%	
What have you found to be the most helpful/positive aspects?			
<p>Attending the workshops and volunteering in the classroom really was a positive aspect and allowed me to take time out of my busy schedule to make time for my daughter in an environment I hadn't taken the time to do before</p> <p>Being involved in my child's classroom. Being able to see who my son is interacting with and how they are interacting. I really like being in the classroom with my child and his peers.</p> <p>Having the option to place my son in a great, secure and clean child development center.</p> <p>High quality childcare on campus (Convenient) and I feel that there is a great support system. It is great for people with children to have this opportunity to know their children are being taken care of well!</p> <p>I cannot express enough how thankful I am to have received this scholarship. Without it, I could not have attended school.</p> <p>I enjoyed, and learned a lot by attending the workshops. I also liked volunteering in my son's class room.</p> <p>i feel i have more support</p>			

I feel that it has given my son a chance to grow mentally and emotionally

I know that my child is in a safe place. I can focus on my studies.

I was able to be more involved in my sons school, the workshops also taught me different ways to interact with my child, we started our own yoga routine

It has been fun to volunteer in my child's class and get to know the staff at the center for children and families. I now feel I have a support system there.

Meeting other students on campus who have to juggle work, school and family life. Before this I felt I was alone in this because I hadn't come across other young parents.

My wife and I have developed a strong relationship with some of the staff at the daycare center.

Peace of mind; my children are in a safe, healthy, fun program with caring and thoughtful teachers and staff!

The classes were fun and also very informative.

The teachers have expectations of the parents as well as the children, like no cell phones when picking up children.

What have you found to be the least helpful/positive aspects?

advising, it would be better if we met during the semester and after grades post

For me, my time is extremely important and the paperwork, meetings with advisors, tend to be pushed to the bottom of the to do list

Having to volunteer it was often difficult to schedule time and when at the center there was often nothing to help with.

Honestly, for me, the volunteer hours at my son's school seemed unnecessary to me. I am a single mother with no family, so if my son isn't in school, he is with me. I feel I could have used those 10 hours doing homework, or taking my son somewhere else, other than school. I see how this is useful for people who feel that they don't see enough of their children, or have other people watch their children, but for me, it wasn't necessary. I am the sole care giver of my son, and I would have rather taken that time, and put it towards my school.

I don't think there was anything that would make this scholarship least helpful. Every aspect of this scholarship helped me in tremendous ways and allowed me to work less and focus on my child and school! Thank you!

I feel the volunteering was NOT useful. I felt like the teachers didn't have anything to do, so I was sitting around taking up space. I was interacting with the children, but I was unfamiliar with their policy and procedures so I felt a little ineffectual. Other than that, it is a great program!

I found the entire program helpful

I liked everything that formed part of this scholarship was relevant and beneficial to me.

I think that having one academic advising appointment per semester would be enough to make sure that students are on track.

It was hard to get all the requirements met by the deadline due to a school demands.

Not having more options for classes, I think that if there were more classes, with a broader range of topics, students/parents would be able to connect and learn more.

Since I'm graduating this semester and have not been able to get a full time job to pay for regular child care, I feel it would have been beneficial for me to continue my scholarship after graduation, at least for summer.

Sometimes it can be hard to schedule in the time to volunteer. Not having enough time is always an issue for me.

Volunteering. I connect better with my child at home and I don't like him to be there for too long. When I am there with him he is more distracted. I feel that he has to stay longer just so I get my hours in.