



**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 quantitative 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. The data was collected through an online survey service in December 2011 and analyzed by NLRC staff in January 2012. Invitation emails were sent to 33 program participating students, and, as of December 16, all 33 students responded (100% response rate). 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**

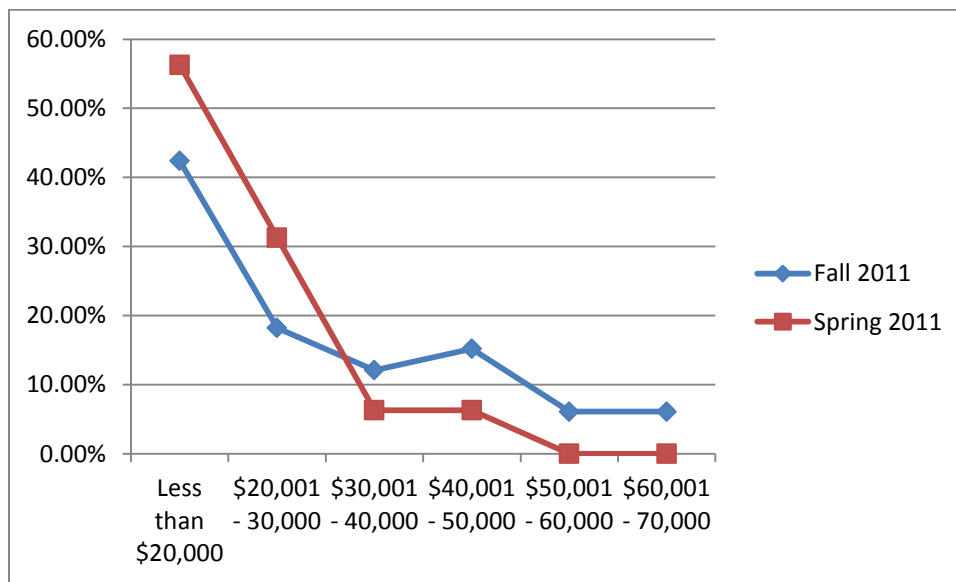
As compared to the results from the last survey conducted after the spring 2011 semester, there seems to be some significant changes in this cohort' demography (fall 2011 CCAMPIS students). In fall 2011, CCAMPIS has supported more diverse group of students – students with different racial backgrounds, marital status, class level, socioeconomic status (SES), age, etc.

At the time of survey, the CCAMPIS program participants included 6 male students and 27 female students. According to their self-reported race/ethnicity, 54.50% were Caucasian/White, 24.2% were Hispanic/Latino, 9.1% were African American/Blacks, another 9.1% were multiracial, and one respondent was Asian. The average age for the current participants was 27.45 with the youngest of 19 and oldest of 42.

As the CCAMPIS grant focuses on providing additional support for students of low-income backgrounds, the respondents in this survey included 20 students whose annual household

income was below \$30,000. 14 participants reported their annual household income less than \$20,000. However, as shown in Table 1, there was more economic diversity among participant students in fall 2012 than in spring 2012. In spring 2012, about 90% of CCAMPIS students reported their annual income less than \$30,000, while, in fall 2011, about 60% of the participants reported their annual income less than \$30,000 and about 30% of students' annual household income was more than \$40,000. Most students (78.8%) have one child in their households, and 51.50% of the respondents are currently married.

Table 1: CCAMPIS Participants Income Level Comparison (Fall and Spring 2011)

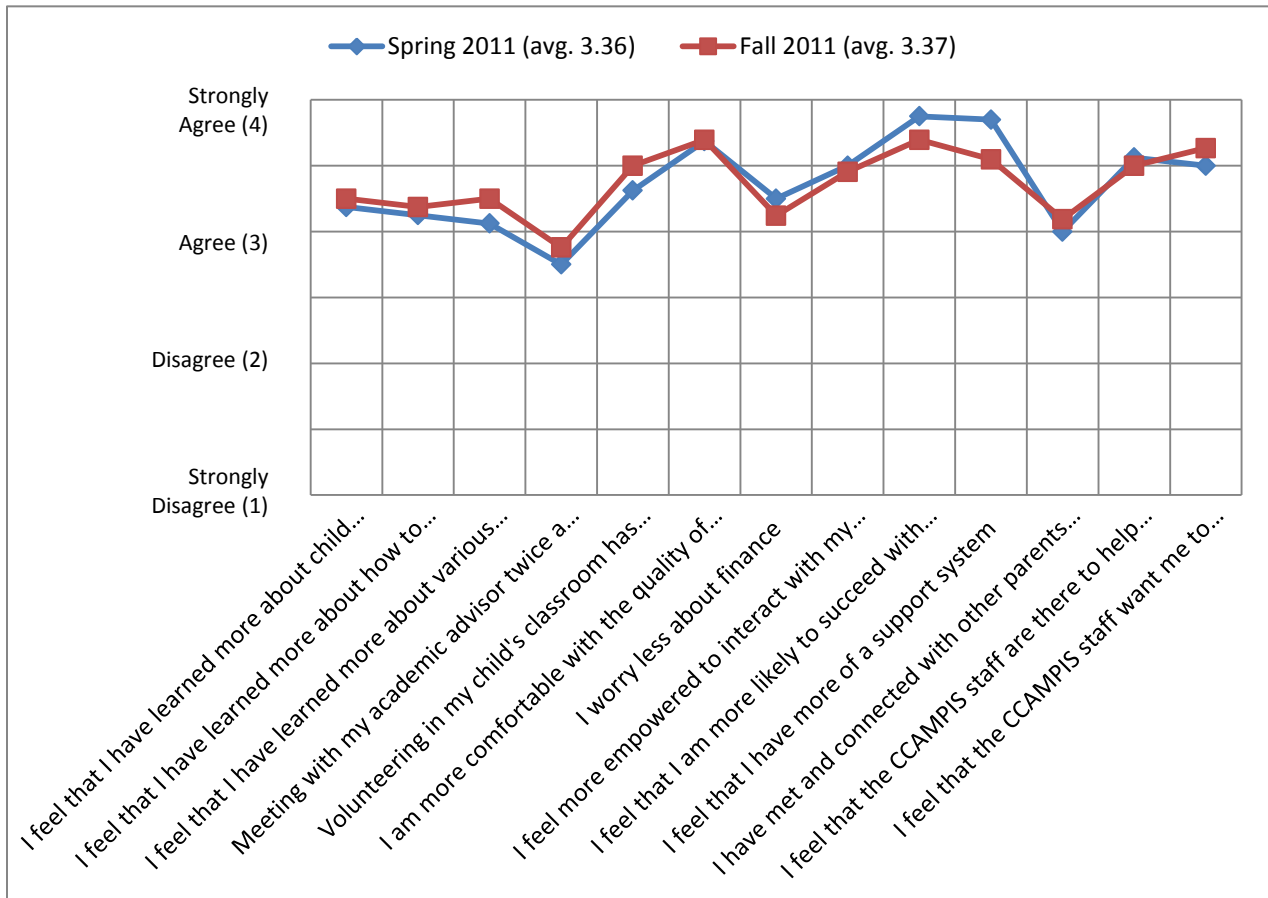


Currently, most participants are juniors (35.3%) and seniors (38.2%), and all participants started the CCAMPIS program in the semester of spring 2011. 30 students started at CSUSM as transfer students (from local community colleges), and 68.8% started the CCAMPIS program as transfer students. 78.1% of the program participants have received some kind of financial aids, but 21.9% 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 12.44 (12 units = full-time) with the maximum of 19 and minimum of 6.

## Impact of CCAMPIS Scholarship

The CCAMPIS program has helped participants in many different ways, and the impact of CCAMPIS scholarships varies. As shown in Table 1, the overall average (on the scale of: 1=Strongly Disagree to 4=Strongly Agree) has slightly increased from 3.36 to 3.37 in fall 2011. In fall 2011, 90% of the respondents reported that the CCAMPIS staff members are there to help them if needed. Many (more than 90%) felt that they learned more about various programs on campus, demonstrating that CCAMPIS has increased collaboration with other programs available on campus to increase the network of support CCAMPIS participants can access. CCAMPIS is a valuable resource on campus for them.

**Table 2: Impact of CCAMPIS Scholarship (Fall and Spring 2011 Comparison)**



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, 75.9% of the respondents worry less about finances. However, despite the financial support the CCAMPIS offer and higher income level among the fall 2011 cohort, still 24.3% of the respondents reported that they worry about their financial situation, and students are, indeed, more worried about finances in fall 2011 than in spring 2011. This is possibly due to the continuing tuition increase, budget cuts, economic recession, etc., which might have made many already low-income financially struggling students feel even more financially unstable.

## **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. Most respondents (97%) felt that they are more likely to succeed with their educational goals. All respondents 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 as other program services. 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. Furthermore, it will be supplemental yet helpful to use students' actual GPA for a part of this evaluation if accessible.

## **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. CCAMPIS offers three educational activities/workshops each semester, and, during the semester of fall 2011, CCAMPIS offered nutrition for toddlers, discipline for toddlers and sign language with babies and toddlers workshops for program participants. About 85% 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.

In addition, the results from three brief evaluation surveys, which CCAMPIS staff administered after each workshop, also show that these workshops were very helpful and valuable for the

participants. On an evaluation scale of 1 (low) to 5 (high) to assess the effectiveness of workshops, the average score for nutrition for toddlers workshop was 4.40, the average score for discipline for toddlers workshop was 4.58, and the average score for sign language with babies and toddlers workshop was 4.46. Participants demonstrated very high level of satisfaction for these workshops and reported that they enjoyed the workshops (4.65 – 4.79), and they learned some information that they could/will use with their children (4.35 – 4.74). Participants also reported that knowledgeable facilitators/instructors helped these workshops more effective and valuable. Although these workshops were very informative for CCAMPIS students, the workshops did not help them make friends/bond with other parents as much.

### **Empowerment and Engagement**

Most respondents (97%) agreed that they felt very comfortable with the quality of the daycare that their children are receiving, and 93.9% of the respondents reported that they felt more empowered to interact with their childcare providers. In addition, 29 respondents (90.9%) mentioned that the volunteer requirement in their classroom has made them feel more connected to their children, and 29 respondents (93.5%) 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 respondents (75%) to develop stronger sense of solidarity.

### **Positive and Helpful Aspects of the Program**

The comments that respondents wrote at the end of the survey are very helpful in adding brief qualitative analysis in this evaluation. According to these comments, 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 financial assistance, 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. As there are many single parents in the program who have to accomplish triplet-tasks such as being a student, being an income earner and being a good parent, these CCAMPIS features can be extremely helpful. A participant said that:

If I didn't have the financial assistance of this scholarship, my daughter would not be attending a preschool. I am so happy that I am able to have her enrolled in this preschool because I feel so comfortable leaving her there and reassured that she is receiving the best possible care, other than what I would provide. She loves going to school and I love hearing about what she and her friends did that day. My daughter started at CCLC about 6 months ago; she didn't really recognize her letters, numbers, or know how to write her name. She can now write her name very well, and knows all her numbers and letters! It feels great to know that I am seeing a difference already. There's also another mom in my daughter's class who is receiving this scholarship, and I met her on a day we were both volunteering in their class. We talked for a little bit, and it was just really nice to know that there was another girl my age that was in the same "hard" situation as myself.

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.

My daughter learned a lot while going to CCF. Her vocabulary increased and her social skills improved. My daughter being able to go to a quality day care has helped my wife be able to get back in school.

Other respondent also said that:

It was great that it was mandatory to volunteer in our children's classrooms this semester. It was great to see the girls interacting with their peers, while also alleviating some of the stresses of preparing the classroom for daily activities.

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.

For myself, the least helpful aspect of receiving the CCAMPIS has been the advising requirements. For some it might help, but I have made sure that I am on track and up to speed as far as my degree progress. I do think it is necessary for those who might need the help but in my case, all the information I have been given is the same information that I have found in my degree progress audit from MYCSUSM.EDU site. Perhaps some sort of career workshop/seminar would be more beneficial in place the 2nd meeting with an academic advisor. I know it is easier said than done, but just a thought.

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 (100%) followed by phone (37.5%) and in-person (18.2%). It may not be convenient, but less-personalized means of communication may be less preferred by this particular population. Only 6.1% reported that social media (Facebook and Twitter) is an effective means of communication. However, only 18.2% of participants answered that one-to-one person meeting is effective to deliver or present information to them. Workshops or classes (78.8%) and irtual or online classes (63.6%) are also more 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. 50-75%, depending on subjects, of respondents actually attended workshops

offered in the fall 2011 semester. The Discipline for Toddlers workshop was the most popular (75.8% attended), followed by the Nutrition for Toddlers workshop). 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: CCAMPIS 2011 Online Survey Results

### 1. Program Participants Demographic Info

Current Class Level (n=33)		
Freshman	1	2.90%
Sophomore	2	5.90%
Junior	12	35.30%
Senior	13	38.20%
Teaching Credential	3	8.80%
Graduate	1	2.90%
Other	1	2.90%
Gender (n=33)		
Male	6	18.20%
Female	27	81.80%
Race/Ethnicity (n=33)		
Asian	1	3.00%
African American/Blacks	3	9.10%
Hispanic/Latino	8	24.20%
Caucasian/White	18	54.50%
More than one race	3	9%
Marital Status (n=33)		
Single, never married	11	33.30%
Married	17	51.50%
Divorced/Separated	4	12.10%
Living together but not married	1	3.00%
# of child(ren) in the household (n=33)		
1	26	78.80%
2	5	15.20%
3	2	6.10%
Mean = 1.27 Std, Deviation = 0.574 Min = 1 Max = 3 N = 33		
Household Income (n=33)		
Less than \$20,000	14	42.40%
\$20,001 - 30,000	6	18.20%
\$30,001 - 40,000	4	12.10%
\$40,001 - 50,000	5	15.20%
\$50,001 - 60,000	2	6.10%
\$60,001 - 70,000	2	6.10%
Mean = 2.424 (about \$25K) Std. Deviation = 1.601 N = 33 Min = 1 (less than \$20K) Max = 6 (\$60k - 70K)		
Age		
Mean = 27.45 Std. Deviation = 4.790 Min = 19 Max = 42 N = 33		
Started at CSUSM as: (n=32)		
First year student	3	9.10%
Transfer student	30	90.90%
Started the CCAMPIS program as: (n=32)		

First year student	1	3.10%
Transfer student	22	68.80%
Continuing student	9	28.10%
# of semesters enrolled in this program? (n=32)		
1 semester	19	59.40%
2 semester	10	31.30%
3 semester	2	6.30%
# of units enrolled this semester? Mean = 12.44 Std. Deviation = 3.242 Min = 6 Max = 19 N = 32		
Currently receiving financial aid? (n=32)		
Yes	25	78.10%
No	7	21.90%

2. Impact of CCAMPIS scholarship

I feel that I have learned more about child			
Strongly agree	14	43.80%	Mean = 1.750
Agree	13	40.60%	Std. Deviation = 0.803
Disagree	4	12.50%	Min = 1 Max = 4 N = 32
Strongly disagree	1	3.10%	
I feel that I have learned more about how to be a better parent			
Strongly agree	14	42.40%	Mean = 1.813
Agree	12	39.40%	Std. Deviation = 0.896
Disagree	4	12.10%	Min = 1 Max = 4 N = 32
Strongly disagree	2	6.10%	
I feel that I have learned more about various programs on campus			
Strongly agree	13	39.40%	Mean = 1.750
Agree	15	45.50%	Std. Deviation = 0.762
Disagree	3	9.10%	Min = 1 Max = 4 N = 32
Strongly disagree	1	3.00%	
Meeting with my academic advisor twice a semester has helped me understand more about what is required to complete my degree			
Strongly agree	13	39.40%	Mean = 2.121
Agree	7	21.20%	Std. Deviation = 1.083
Disagree	9	27.30%	Min = 1 Max = 4 N = 33
Strongly disagree	4	12.10%	
Volunteering in my child's classroom has made me feel more connected to my			
Strongly agree	19	57.60%	Mean = 1.500
Agree	10	30.30%	Std. Deviation = 0.672
Disagree	3	9.10%	Min = 1 Max = 3 N = 32
Strongly disagree	0	0.00%	
I am more comfortable with the quality of the daycare that my child is receiving			
Strongly agree	24	72.70%	Mean = 1.303
Agree	8	24.20%	Std. Deviation = 0.529
Disagree	1	3.00%	Min = 1 Max = 3 N = 33
Strongly disagree	0	0.00%	
I worry less about finance			
Strongly agree	14	42.40%	Mean = 1.879
Agree	11	33.30%	Std. Deviation = 0.927
Disagree	6	18.20%	Min = 1 Max = 4 N = 33
Strongly disagree	2	6.10%	
I feel more empowered to interact with my childcare provider(s)			
Strongly agree	17	51.50%	Mean = 1.546
Agree	14	42.40%	Std. Deviation = 0.617
Disagree	2	6.10%	Min = 1 Max = 3 N = 33
Strongly disagree	0	0.00%	
I feel that I am more likely to succeed with my educational goals			
Strongly agree	24	72.70%	Mean = 1.303

Agree	8	24.20%	Std. Deviation = 0.529
Disagree	1	3.00%	Min = 1 Max = 3 N = 33
Strongly disagree	0	0.00%	
I feel that I have more of a support system			
Strongly agree	19	61.30%	Mean = 1.452
Agree	10	32.30%	Std. Deviation = 0.624
Disagree	2	6.50%	Min = 1 Max = 3 N = 31
Strongly disagree	0	0.00%	
I have met and connected with other parents who have the same struggles			
Strongly agree	3	33.30%	Mean = 1.906
Agree	8	42.40%	Std. Deviation = 0.818
Disagree	6	18.20%	Min = 1 Max = 4 N = 32
Strongly disagree	1	3.00%	
I feel that the CCAMPIS staff are there to help me if I need them			
Strongly agree	19	60.00%	Mean = 1.500
Agree	9	30.00%	Std. Deviation = 0683
Disagree	3	10.00%	Min = 1 Max = 3 N = 30
Strongly disagree	0	0.00%	
I feel that the CCAMPIS staff want me to			
Strongly agree	19	63.30%	Mean = 1.367
Agree	11	36.70%	Std. Deviation = 0.490
Disagree	0	0.00%	Min = 1 Max = 2 N = 30
Strongly disagree	0	0.00%	

3. Miscellaneous

CCAMPIS workshop attended			
Nutrition for Toddlers	21/33	63.60%	
Discipline for Toddlers	25/33	75.80%	
Sign Language with Babies and Toddlers	16/33	48.50%	
Other	1/33	3.00%	
CCAMPIS workshops offered at times/days that are convenient			
Strongly agree	8	24.20%	Mean = 2.061
Agree	18	54.50%	Std. Deviation =
Disagree	4	12.10%	0.864
Strongly disagree	3	9.10%	Min = 1 Max = 4
Effective menas of communication			
Email	33/33	100.00%	
In person	6/33	18.20%	
Posting on social media	2/33	6.10%	
Mail	3/33	9.10%	
Phone	8/24.2	37.50%	
Effective menas to deliver or present information to you			
Workshops or classes	26/33	78.80%	
Virtual or online classes	21/33	63.60%	
One-to-one person meeting	6/33	18.20%	
What have you found to be the most helpful/positive aspects?			
<p>Be a part of my my son day care experience</p> <p>Being able to be in the classroom with her</p> <p>Being able to concentrate on my academics</p> <p>Being able to send my daughter to a wonderful place like CCF at CSUSM</p> <p>Building a support system for me and my son, being able to focus more on school and succeed.</p> <p>Feeling really good about the quality of care my child is receiving</p> <p>Helps me in knowing that my child is happy and receiving good care and is safe.</p> <p>I enjoyed spending the time in my child's class.</p> <p>I enjoyed spending time at my child's school, and getting to know his teachers. Having that time to talk with them about my son, really helped me feel more comfortable.</p> <p>I have been able to stop working part time allowing more time for my school work and family this has made me feel better emotionally. This took away stress from my life.</p>			

I learned more about sign language

I really liked the discipling toddlers class and learned some things that will help me be a better parent.

I received helpful information during the parenting workshops. Most of the information presented I already knew, but reinforcement helps.

If I didn't have the financial assistance of this scholarship, my daughter would not be attending a preschool. I am so happy that I am able to have her enrolled in this preschool because I feel so comfortable leaving her there and reassured that she is receiving the best possible care, other than what I would provide. She loves going to school and I love hearing about what she and her friends did that day. My daughter started at CCLC about 6 months ago; she didn't really recognize her letters, numbers, or know how to write her name. She can now write her name very well, and knows all her numbers and letters! It feels great to know that I am seeing a difference already. There's also another mom in my daughter's class who is receiving this scholarship, and I met her on a day we were both volunteering in their class. We talked for a little bit, and it was just really nice to know that there was another girl my age that was in the same "hard" situation as myself.

It has helped me worry less since my son is so close to me on campus in a good center..

It was great that it was mandatory to volunteer in our children's classrooms this semester. It was great to see the girls interacting with their peers, while also alleviating some of the stresses of preparing the classroom for daily activities.

knowing someone is there if i need

Learning how to be a better parent.

My child has been able to develop better social skills and is

My child has blossomed into a fun loving happy baby, before this program she was very shy and introverted. Also, I have learned various parenting techniques through the workshops that have helped our relationship. Overall, this is a very positive, effective program for full time students/parents.

My daughter gets help with her speech therapy and my son is in school early so he does not have a speech delay like his sister.

My daughter learned a lot while going to CCF. Her vocabulary increased and her social skills improved. My daughter being able to go to a quality day care has helped my wife be able to get back in school.

receiving the scholarship helped me go to school. I didn't have to constantly have to find a day to



day babysitter for my daughter

That my daughter has access to quality preschool and care where she's in a safe, and academically stimulating environment. The workshops are another plus for both of us.

The educational component in regards to discipline.

The most helpful aspect of receiving this scholarship has been the peace of mind the scholarship brings. I know my child is in good hands and very close to the school should a problem arise.

The opportunity to take the informative classes and gain more knowledge

The satisfaction that I know that my child is receiving the best education that she can receive.

The support has been tremendous and I think that sets a great foundation for a successful program and for feeling like you can succeed in your educational goals as well.

Volunteering at my daughter's daycare does make me feel more connected to/comfortable with her childcare providers.

Workshops, need more, I think we could have had a 4 hour lecture on it def needed more on that

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

Academic advising session is useful to a degree. I feel that I have that portion under control.

advising, its hard to get an appt and nothing changes within the semester

everything about the scholarship I had to do was helpful

For myself, the least helpful aspect of receiving the CCAMPIS has been the advising requirements. For some it might help, but I have made sure that I am on track and up to speed as far as my degree progress. I do think it is necessary for those who might need the help but in my case, all the information I have been given is the same information that I have found in my degree progress audit from MYCSUSM.EDU site. Perhaps some sort of career workshop/seminar would be more beneficial in place the 2nd meeting with an academic advisor. I know it is easier said than done, but just a thought.

Having to do the volunteer hours in my daughter's classroom has been the least helpful. My daughter is only in school on Tues/Thurs and, honestly, those are the only days I get good "quality" studying done. Having to do the volunteer hours took away from my study time. I love spending time with my daughter and I am with her every day other than when she is at school, so I just feel like it would be beneficial to not have volunteer hours (or maybe less?) so I could take advantage of all the study time I could get. I'm in the Generic/Basic RN program and nursing school is very difficult and requires a TONNNN of studying, so all the studying I could get would be very beneficial. It's not that I didn't enjoy doing the volunteer hours, because it was nice to see how the day was carried out, how my daughter interacted with her friends and teacher, etc., but it was just very inconvenient. The workshop days kind of interfered with my school schedule as well. I had to miss a clinical day (days at the hospital to take care of our "own" patient to start getting experience), which I had to write like an 8 page paper to make up for missing that day. We are only allowed to miss ONE clinical day per semester, so if I had ended up sick or something I would have had to go to the clinical, or if I really had to miss it I would have most likely been kicked out of the nursing program. I think it may be beneficial to offer workshops online that can be monitored who signs in and watches them. It's kind of contradictory because we receive this financial assistance to help us successfully finish college, yet some of us are required to miss classes or study time to meet some of the requirements of the scholarship. It would help if it was more flexible.

having to take off work to attend workshops. I wish there were more workshops offered at night

I am a parent of three, I am also a certified foster parent for children with behavioral challenges.... I have a medical field background and am a nursing/psych major. The workshops weren't helpful for me.

I can't think of any unhelpful aspect of this scholarship.

I don't see any aspect as least helpful. All aspects of the program worked hand in hand together and I feel honored to be involved!

I don't really think that two academic advising appointments are necessary per semester

I feel that the hours spent in the classroom do not really help me connect with my child, and I feel out of place and ineffectual.

I feel that there is nothing that is not helpful in this scholarship. I gained a lot of confidence in my parenting through this program and am very excited for next semester!

It is difficult to say anything negative about such a wonderful program. The one thing I would say is to try to make the workshops easier to attend by making them online workshops. The workshops are great the way they are, but unfortunately they are difficult to setup because of everyone's busy schedules. Thank you.

It was slightly difficult to make an appointment to see the Department advisor. However, I am sure that if I had done it sooner in the semester I might not have had issues ;)

Limited times for classes/ workshops

Meeting all the requirements in time with work and an internship it was hard to juggle all of it.

Nothing really it is a great program!

Since I am in the teaching credential program, the workshops were hard to go to (on Fridays) because I had to ask for time off from my Cooperating Teacher. Also, seeing an advisor was difficult because I am so busy from 7am-5/6pm with student teaching... It was all worth it though to get help financially for daycare.

The 2 required advising appointments were extremely hard to schedule and provided no new help or information to me. Simply 1 appointment would be much better.

The amount of hours required to volunteer in a short period of time. And the parking is not available during workshops.

The ten hours of volunteer were hard at times because of scheduling my classes during times the center preferred parents to come in. I now know to take that into account for next time. I started early so I was able to work my hours in no problem.

The times for the workshop are inconvenient.

the two counseling because one covers everything

The workshops were difficult for me to attend because of my schedule and often times the requirements affected my studies.

There were only 3 workshops available, and I felt that 2 of them didn't really apply to me (because of my daughter's age) or didn't interest me. I understand, though, that there are a lot of other parents so not everyone will be satisfied.

Volunteering in the classroom may harm my daughter's behavior. She has gotten used to me being there and now expects me to stay when before she was comfortable when I left the classroom.