



California State University San Marcos (CSUSM)

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

Report prepared by

**National Latino Research Center
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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 and qualitative research model consisting of structured and semi-structured surveys with participants. The online survey was conducted in spring 2012, and an invitation email was sent to 38 current CCAMPIS participants (94.7% response rate: 36 students responded). 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 in May 2012, the CCAMPIS program participants included six male students and 30 female students. According to their self-reported race/ethnicity, 58.3% were Caucasian/White, 22.2% were Hispanic/Latino, three respondents were bi- or multiracial (8.0%), two respondents were African American (5.6%), one respondent was Native American or Alaskan Native (2.8%) and another was Asian (2.8%). The average age for the current participants was 27.64 with the youngest of 19 and oldest of 43.

As the CCAMPIS grant focuses on providing additional support for students of low-income backgrounds, the respondents in this survey included 25 students whose annual household income was below \$30,000 (69.4%). 18 participants reported their annual household income less than \$20,000. Most students (67.6%) have one child in their households, and 23.5% have two children. 47.2% of the respondents are currently married (13.9% are currently living with

partners but not married), while 22.2% are single and have never married (other 16.7% are divorced/separated).

Currently, most participants are seniors (44.4%) and juniors (30.6%). 32 students (88.9%) started at CSUSM as transfer students (from local community colleges), and 66.7% started the CCAMPIS program as transfer students. 77.8% of the program participants are receiving some kind of financial aids, but 22.2% are not receiving any student financial aid. Most participants are full-time students and the average number of units they were enrolled in spring 2012 was 12.39 (12 units or more = full-time) with the maximum of 18 and minimum of 6.

Impact of CCAMPIS Scholarship

The CCAMPIS program has continuously helped participants in many different ways. In this evaluation survey, 100% of the respondents reported that the CCAMPIS staff members are there to help them if needed. All respondents also agreed that they have felt that the CCAMPIS staff wants them to succeed. However, many CCAMPIS students still did not feel that they learned more about various programs on campus. Just like a recommendation based on the last evaluation conducted in spring 2011, a consideration for CCAMPIS is to increase collaboration with other on- and off-campus programs to increase the network of support CCAMPIS participants can access or to offer more information about other programs/services, so students may benefit from other programs as well as the CCAMPIS program. Some program participants might have needed services that the CCAMPIS program did not offer.

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, 63.8% of the respondents worry less about finances. However, 22.2% were not receiving any financial aids at the time of evaluation, and 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, only 76.4% of participants 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.

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 2012, CCAMPIS offered Separation Anxiety: Healthy Bonding and Attachment, Positive Behavioral Support, and the Importance of Early Literacy workshops for program participants. About 100% of the respondents reported that they have learned about child development, and 94.1% 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 (91.6%) agreed that they felt very comfortable with the quality of the daycare that their children are receiving, and almost 100% of the respondents reported that they felt more empowered to interact with their childcare providers. In addition, 34 respondents (97.1%) mentioned that the volunteer requirement in their classroom has made them feel more connected to their children, and 34 respondents (97.1%) 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 the CCAMPIS students, and it was helpful for about 75% 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 some of the most helpful aspects of the program. As many CCAMPIS students consistently mention, the extra time that these participants could spend for school work was very significant. A participant reported that

[she/he] was able to have the time needed to finish homework. [T]he scholarship was also helpful in the sense of helping my daughter with her speech delay by being in a classroom with other kids.

For this participant, CCMPIS program provides productive and significant time not only for the program participants to study but also for their children to socialize with other children, which she/he feels very helpful for her/his child with her speech delay. She/he perceived that letting her daughter spend more time in a classroom with other kinds is extremely helpful in this particular instance. Other respondent said:

I think that the opportunity to focus on school without worrying about day to day childcare arrangements, has allowed me to succeed in school. I have grown as a parent and my child is receiving high quality education and care as well.

This is another instance that the program is very helpful for these students in allowing them to spend extra time for their school work without worrying or getting stressed about childcare related everyday tasks. A respondent also said that “[t]he staff is over the top friendly and willing to work with students schedules. The comfort of not worrying about my child while she is in school is the biggest stress relief.” The program has made it possible for participants to feel that their children are in a safe place and that they have a very flexible, reliable and trusting support network.

While CCAMPIS program allows the participants to focus more on school and have more time to study, the program requirement also allows 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. Indeed, the program has helped parents to better connect with their own children and with their classmates and teachers/staff. For example, a respondent said that:

[h]aving to complete hours in the classroom allowed me to get to know my daughter's teachers and staff at the school. I felt more welcome and was comfortable visiting her at school.

Similarly, another respondent explained that: **“I have a better understanding of how my daughter's class is run doing volunteer hours. I have been able to know who her friends are and a couple of their parents who are my age.”** The volunteer requirement is beneficial for parents not only to spend more time with their children and better connect with them but also to know their children's peers, parents and staff members, establishing a reliable support network with them. In addition to the volunteer requirement, workshops offered in spring 2012 were also helpful for participating parents to know their children more. A respondent explained that one of the most helpful aspects of the program is **“[a] better connection with my child through the knowledge I've gained at the workshops.”**

Suggestions for Program Improvement

Participants made very positive comments about the program and also provided meaningful suggestions for improvement. For instance, even though volunteer hour requirement was helpful for many parents, it was unfavorable and/or unnecessary for some participants. One participant reported that: **“The 10 hours of volunteering were not possible to fit into my schedule, and after 3 semesters of the program I feel it is a little redundant.”** Again, some participating students are very busy with their everyday tasks such as school work, job and other on- and off-campus activities to complete their volunteer requirement. It is critical for some parents to complete this requirement, but some flexibility might be helpful for some other parents.

Other important issue that we found this time was the fact that the scholarship was offered semester per semester. Some students needed to go without the crucial services such as childcare through the summer semester, and others mentioned that they do not necessarily qualify for every single semester. A participant described that:

I also did not like how they give scholarship semester per semester. I qualified for one semester for scholarship, and next semester I did not qualify. This could be confusing for a young child taking them out of a center, and then transitioning them to another center. It becomes a difficult transition for the whole family.

Some participants explain that receiving scholarships semester per semester is somewhat problematic and confusing for them and their children who experienced frequent transitions from one center to the other. Like this participant, some felt that it would be very helpful not only for

CCAMPIS students but also for their children if they could consistently benefit from the CCAMPIS scholarships without any gaps between semesters.

Selecting a topic for workshops is very crucial because workshops can be very beneficial for many participants or participating in workshops can be a negative aspect of the program. Particularly in spring 2012, workshops were helpful for some participants as described previously, but some felt that it was too age specific and was not applicable to their children. A respondent explained that:

Some of the workshops I felt were more aimed at the infant/toddler age, whereas my daughter is in Pre-K. A workshop geared more towards 4-5 year olds, or prep for kinder would have been nice.

Other respondent also described that:

The classes/workshops I attended were not needed in my present life. If I was attending these at the time of my first child being an infant it would have been extremely helpful. I would be more interested in a workshop pertaining to redirecting the defiant child, or how to cope with anxiety of a child, or present day medical issues such as adhd/autism, what to do if your child has a learning disability, or how to encourage a child's individualism.

As you can see, some participants felt that workshops were very age specific, and they feel that they did not benefit as much as they could. Offering more variety or conducting a vote/survey with the program participants to select workshop topics might be very helpful in providing the information more beneficial and effective for parents.

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 (97.2%) followed by phone (41.7%) and in-person (25.0%). It may not be convenient, but less-personalized means of communication may be less preferred by this particular population. Only

2.8% reported that social media (Facebook and Twitter) is an effective means of communication. However, only 22.2% of participants answered that one-to-one person meeting is effective to deliver or present information to them. Virtual or online classes (61.1%) 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 the Early Literacy workshop, about $\frac{3}{4}$ of the respondents participated the other two workshops (Separation Anxiety: Healthy Bonding and Attachment, and Positive Behavior Support) during the semester. About 90% 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 2012 Spring Online Survey Results

1. Program Participants Demographic Info (n=36)

Current Class Level			
	Sophomore	4	11.10%
	Junior	11	30.60%
	Senior	16	44.40%
	Teaching Credential	4	11.10%
	Graduate	1	2.80%
Gender			
	Male	6	16.70%
	Female	30	83.30%
Race/Ethnicity			
	American Indian/Alaskan Native	1	2.80%
	Asian	1	2.80%
	African American/Blacks	2	5.60%
	Hispanic/Latino	8	22.20%
	Caucasian/White	21	58.30%
	More than one race	3	8%
Marital Status			
	Single, never married	8	22.20%
	Married	17	47.20%
	Divorced/Separated	6	16.70%
	Living together but not married	5	13.90%
# of child(ren) in the household			
	1	23	67.60%
	2	8	23.50%
	3	3	8.80%
	Mean = 1.41 Std. Deviation = 0.657 Min = 1 Max = 3 N = 34		
Household Income			
	Less than \$20,000	18	50.00%
	\$20,001 - 30,000	7	19.40%
	\$30,001 - 40,000	6	16.70%
	\$40,001 - 50,000	1	2.80%
	\$50,001 - 60,000	4	11.10%
	Mean = 2.056 (about \$20,000) Std. Deviation = 1.351 N = 36 Min = 1 (less than \$20K) Max = 5 (\$50,001 - 60K)		
Age			
	Mean = 27.64 Std. Deviation = 4.524 Min = 19 Max = 43 N		

= 36

Started at CSUSM as:			
First year student	4	11.10%	
Transfer student	32	88.90%	
Started the CCAMPIS program as:			
First year student	1	2.80%	
Transfer student	24	66.70%	
Continuing student	10	27.80%	
# of semesters enrolled in this program?			
1 semester	8	22.20%	
2 semesters	17	47.20%	
3 semesters	7	19.40%	
4 semesters	3	8.30%	
12 semester	1	2.80%	
# of units enrolled this semester?			
Mean = 12.39 Std. Deviation = 3.515 Min = 6 Max = 18 N = 36			
Currently receiving financial aid?			
Yes	28	77.80%	
No	8	22.20%	

2. Impact of CCAMPIS scholarship

I feel that I have learned more about child development			
Strongly agree	15	42.90%	Mean = 1.5714 Std. Deviation = 0.502 Min = 1 Max = 2 N = 35
Agree	20	57.10%	
Disagree	0	0.00%	
Strongly disagree	0	0.00%	
I feel that I have learned more about how to be a better parent			
Strongly agree	15	44.10%	Mean = 1.647 Std. Deviation = 0.691 Min = 1 Max = 4 N = 34
Agree	17	50.00%	
Disagree	1	2.90%	
Strongly disagree	1	2.90%	
I have learned more about various programs on campus			
Strongly agree	11	12.50%	Mean = 1.941 Std. Deviation = 0.814 Min = 1 Max = 4 N = 34
Agree	15	43.80%	
Disagree	7	31.30%	
Strongly disagree	1	0.00%	
Meeting with my academic advisor twice a semester has helped me understand more about what is required to complete my degree			
Strongly agree	8	23.50%	Mean = 2.088 Std. Deviation = 0.866
Agree	18	52.90%	

Disagree	5	14.70%	Min = 1 Max = 4 N = 34
Strongly disagree	3	8.80%	
Volunteering in my child's classroom has made me feel more connected to my child			
Strongly agree	24	68.60%	Mean = 1.343
Agree	10	28.60%	Std. Deviation = 0.539
Disagree	1	2.90%	Min = 1 Max = 3 N = 35
Strongly disagree	0	0.00%	
I am more comfortable with the quality of the daycare that my child is receiving			
Strongly agree	25	69.40%	Mean = 1.417
Agree	8	22.20%	Std. Deviation = 0.732
Disagree	2	5.60%	Min = 1 Max = 4 N = 36
Strongly disagree	1	2.80%	
I worry less about finance			
Strongly agree	16	44.40%	Mean = 2.000
Agree	7	19.40%	Std. Deviation = 1.042
Disagree	10	27.80%	Min = 1 Max = 4 N = 36
Strongly disagree	3	8.30%	
I feel more empowered to interact with my childcare provider(s)			
Strongly agree	22	62.90%	Mean = 1.429
Agree	12	33.30%	Std. Deviation = 0.655
Disagree	0	0.00%	Min = 1 Max = 4 N = 36
Strongly disagree	1	2.90%	
I feel that I am more likely to succeed with my educational goals			
Strongly agree	27	77.10%	Mean = 1.229
Agree	8	22.90%	Std. Deviation = 0.426
Disagree	0	0.00%	Min = 1 Max = 2 N = 35
Strongly disagree	0	0.00%	
I feel that I have more of a support system			
Strongly agree	20	57.10%	Mean = 1.457
Agree	14	40.00%	Std. Deviation = 0.561
Disagree	1	2.90%	Min = 1 Max = 3 N = 35
Strongly disagree	0	0.00%	
I have met and connected with other parents who have the same struggles			
Strongly agree	11	31.40%	Mean = 1.942
Agree	15	42.90%	Std. Deviation = 0.765
Disagree	9	25.70%	Min = 1 Max = 3 N = 35
Strongly disagree	0	0.00%	
I feel that the CCAMPIS staff are there to help me if I need them			
Strongly agree	20	55.60%	Mean = 1.429
Agree	15	41.70%	Std. Deviation = 0.502
Disagree	0	0.00%	Min = 1 Max = 3 N = 35
Strongly disagree	0	0.00%	

I feel that the CCAMPIS staff want me to succeed

Strongly agree	24	68.60%	Mean = 1.314 Std. Deviation = 0.471 Min = 1 Max = 2 N = 35
Agree	11	31.40%	
Disagree	0	0.00%	
Strongly disagree	0	0.00%	

3. Miscellaneous

CCAMPIS workshop attended

Separation Anxiety: Healthy Bonding and Attachment	28/36	77.80%
Positive Behavioral Support	26/36	72.20%
The Importance of Early Literacy	18/36	50%

CCAMPIS workshops offered at times/days that are convenient

Strongly agree	12	33.30%	Mean = 1.750 Std. Deviation = 0.604 Min = 1 Max = 3 N = 36
Agree	21	58.30%	
Disagree	3	8.30%	
Strongly disagree	0	0.00%	

Effective means of communication

Email	35/36	97.20%
In person	9/36	25.00%
Posting on social media	1/36	2.80%
Mail	3/36	8.30%
Phone	15/36	41.70%

Effective means to deliver or present information to you

Workshops or classes	31/36	86.10%
Virtual or online classes	22/36	61.10%
One-to-one person meeting	8/36	22.20%

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

A better connection with my child through the knowledge I've gained at the workshops.

Being able to be fully engaged in my sons classroom with the teachers, other children, and other faculty members.

being able to have the time needed to finish homework. the scholarship was also helpful in the sense of helping my daughter with her speech delay by being in a classroom with other kids.
communication

Focus on class and my family's future has become a lot easier with the child care scholarship.
gaining confidence in myself as a mother and being able to honestly say that I am providing my child with the best environment to learn and develop during such crucial developmental years of life!

Getting to spend more time at cclc

Having to complete hours in the classroom allowed me to get to know my daughter's teachers and staff at the school. I felt more welcome and was comfortable visiting her at school.

I am happy that my child has had the opportunity to develop better social skills and the chance to be in a school setting.

I could bring my son to a place that was safe.

I feel that my daughter has gained a lot of vocabulary and great behaviors due to the continuous attention and less stress she is around.

I greatly enjoy the workshop speakers, as that has been a highlight of my educational advancement throughout the semesters.

I have a better understanding of how my daughter's class is run doing volunteer hours. I have been able to know who her friends are and a couple of their parents who are my age.

I knew my child was receiving the care that she needed to prepare for preschool

I like the support system offered by the CCAMPIS staff and I do feel more connected to my daughters' daycare.

I think that the opportunity to focus on school without worrying about day to day childcare arrangements, has allowed me to succeed in school. I have grown as a parent and my child is receiving high quality education and care as well.

It fits my schedule and my son has fit in very well at the childcare center.

It is a HUGE convenience to be able to drop my son off on campus instead of driving an extra 20 miles each day like I did previously. The school is fantastic!

My child is able to receive an amazing educational opportunity.

My children have shown much growth due to their interaction with their peers. I feel this has benefited their development.

My daughter has grown into a very capable Child because of the Program and I have been able to succeed as a student!

Our children having the opportunity to engage with peers, and be encouraged to learn.

Spent more time with my child to observe her learning skills in a group setting.

Staff support has been huge...I think with their support, graduation seems more attainable!

That my daughter gets to interact with other kids, have fun and learn.

The community: staff, other parents, and administrators. All show support and perhaps the same present life experiences as myself.

The fact that my child is in a safe environment that promotes social, cognitive, and safe learning. I know if my child is there, she is well taken care of. Also, the time that I have to study and work is really beneficial. There is no way I would have graduated without this scholarship

The meetings

The most positive aspect of receiving the scholarship is that my daughter is able to be around children her own age doing learning activities in a safe and loving environment. I know she is well cared for and she thoroughly enjoys going to school everyday.

the presence I've had in the preschool

The resources available to us.

The staff is over the top friendly and willing to work with students schedules. The comfort of not worrying about my child while she is in school is the biggest stress relief

The workshops

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

academic advising

advising

Classroom volunteer hours are okay, but there are some aspects I don't like about it such as the teacher being uncomfortable with the presence of parents in the classroom for long periods and my daughter being confused by my length of stay when she is trying to become comfortable in a new classroom by herself.

Everything was useful

For some reason I didn't get it again so now all the relationships we created are for nothing and we have to either take my baby to the shifty free day care or I have to stop attending school until I can get the scholarship again. Changing day cares is hard on baby and me.

Frustration that my child acts SOOO very different with me than she does at CCLC and not knowing how to handle my child's negative behavior on my own.

I can't say that I have found any unhelpful aspects. I am very pleased with the scholarship program

I feel that everything has helped.

i have no complaints

I really do not like the childcare facility itself. I feel the director was very judgemental and made me not want to bring my kids there everyday.

I'm not sure, I am extremely grateful for this scholarship. If I had to name one thing it would be meeting with my advisor twice a semester (not a bad thing).

more workshop choices/times would have been nice

No aspect of the program is insignificant! Although it would be nice to have a more comprehensive understanding of what "re-qualifying" means when it comes to applying in future semesters. Since I did not attain the scholarship for Fall 2012, things are going to be challenging come next semester. It was my understanding that the scholarship, as long as you qualified, was to help you through to graduation. I "qualify" and have seen immense improvement in my grades and all aspects of school attendance etc., and wish to continue the program. However, other students that also "qualify" are deemed more financially in need than I. I guess what I mean is that its really hard to tell how well the program is working for students if "qualifying" is solely based on financial need and not other life factors involved in the process like medical issues etc.

Nothing! It is a great help in many ways. Financial and friends.

None

None

Nothing

Nothing. The program is a true success.

Some of the workshops I felt were more aimed at the infant/toddler age, whereas my daughter is in Pre-K. A workshop geared more towards 4-5 year olds, or prep for kinder would have been nice.

The 10 hours of volunteering were not possible to fit into my schedule, and after 3 semesters of the program I feel it is a little redundant.

The CCLC daycare is still very expensive, even with the help of the scholarship...I pull out thousands and thousands of dollars from expensive loans each semester just to pay for daycare expenses. Maybe there could be a way for students to work at the daycare to help lower fees? I am going to have two children in the program next fall and it is going to cost \$1600/month, even after the scholarship! I'm grateful for the scholarship and the fantastic daycare, but I wish it was cheaper for students.

The childcare facility which this grant works with is not on the same page as CSUSM in allocating spaces for returning students each semester. It is of grave concern of mine that I will not be able to retain my child's seat this fall, as the school has informed me. Unless I pay for summer at CCF out of my own pocket, I will not be guaranteed a place for my child this fall. Having affordable and reliable childcare for my son is THE ONLY WAY I am able to attend school at all. Since the scholarships do not continue during the summer for our children, it is of immense concern how they expect students to complete school without adequate childcare.

The classes/workshops I attended were not needed in my present life. If I was attending these at the time of my first child being an infant it would have been extremely helpful. I would be more interested in a workshop pertaining to redirecting the defiant child, or how to cope with anxiety of a child, or present day medical issues such as adhd/autism, what to do if your child has a learning disability, or how to encourage a child's individualism.

The scholarship isn't covered for summer, there is limited space with the scholarship. The whole issue of having to pay your full months fee for May when your scholarship only lasts two weeks. It's defiantly not flexible with a student-parents needs. Many of us work in addition to school to support ourselves & or children.

The staff helping with the scholarship process. It tends to get confusing as far as to what they expect. I also did not like how they give scholarship semester per semester. I qualified for one semester for scholarship, and next semester I did not qualify. This could be confusing for a young child taking them out of a center, and then transitioning them to another center. It becomes a difficult transition for the whole family.

The workshops haven't been as helpful as I had hoped. The early literacy was okay, but there was no scientific background that showed the importance of early reading...if it was indeed beneficial. Also the nutrition workshop a while back was basic stuff. I feel most parents know basic information

trying to work my schedule around volunteer hours and only 3 classes offered made it a time crunch to fit into my schedule. (This is nothing compared to the benefits that have followed though, it has been a blessing to be apart of the program that I have been in)

While I do enjoy the workshops I feel that as far as benefiting from them? certain classes are age specific so keeping that in mind perhaps more options or a general class that applies to all.

Wished that the workshops targeted older children - most of them in my opinion emphasized on infants and toddlers.