

PARTNERSHIP FOR COMMUNITY ACTION

WORKING FOR A STRONGER
AND HEALTHIER NEW MEXICO

**Using Community-based Participatory Research and
ArcGIS Mapping to Understand Parent Engagement and
Decision-Making in Early Childhood Education in
South West Albuquerque**



www.forcommunityaction.org



**Using Community-based
Participatory Research and
ArcGIS Mapping to Understand
Parent Engagement and
Decision-Making in Early
Childhood Education in
South West Albuquerque
(Part 1 of 2)**

**Project Co-Developed by the
Partnership for Community Action &
The UNM Center for Education
Policy Research**

**Document Written By:
Adai Tefera, Ph.D. &
Meriah Heredia Griego, MCRP**

November 2012



Acknowledgements

This report reflects the hard work and dedication of a team of people. We appreciate the commitment of each of the parent researchers who participated in every aspect of this study, particularly in collecting the surveys and analyzing the data - Linda Corona, Cristina Domínguez, Norma Dorado, Lucila Lozoya, Perla Montoya, Josefina Ramírez, Alejandra Ramírez, Zully Rodríguez, Alma Sandoval, Jaen Ugalde, and Marilu Ugalde. This project would not have run smoothly without the leadership of the Project Manager, Rose Gonzales, and the Field Coordinator, Dennis Aragon. In addition, we are extremely grateful to Francisco Ronquillo who translated all the documents. Finally, this study was made possible because of vision of the Executive Director of the Partnership for Community Action, Adrián Pedroza, who was committed to engaging in conducting community-based participatory research – an approach that ultimately led to a unique and inspiring collaboration between the Partnership for Community Action and the University of New Mexico's Center for Education Policy Research. We are especially grateful to the W.K. Kellogg Foundation who provided support for this collaborative effort.

Introduction & Background

High quality early childhood education is critical to positive child development and has been shown to provide significant benefits to students of color, particularly in helping to narrow racial gaps in school readiness and promote early academic success (Barnett, 2001; Loeb et al., 2004; and Peisner-Feinberg et al., 2001). In recent years, more focus and attention have been given to the use of child care centers by immigrant families, broadly, and Latino families, specifically (Takanishi, 2004; Hernandez, 2006; Matthews & Ewen, 2006). Research focused on Latino children and their families has shown Latinos are the least likely of all racial groups to participate in early childhood education, particularly center-based programs (Iglehart & Becerra, 2002; Buysse, Castro, West, & Skinner, 2005). While some research suggests the possibility of a cultural preference by Latina mothers for family care over center-based care (Fuller, Holloway, & Liang, 1996; Buriel & Hurtado-Ortiz, 2000), a study conducted by Hernandez (2006) provided evidence that significant structural barriers to quality early childhood education exist in predominantly Latino communities and are likely critical factors that explain Latino early education enrollment patterns. Other studies suggest barriers related to issues of insufficient access to quality early childhood education programs, reflecting a shortage of center-based and culturally competent child care in neighborhoods that are predominately Latino (Howes, 2003; Barrueco, Lopez, & Miles, 2007).

According to the 2012 Kids Count Report (2012), New Mexico ranks 49th in the nation for overall child wellbeing, which is based on a composite index that combines data across four domains: (1) Economic Well-Being, (2) Education, (3) Health, and (4) Family and Community. The composite scores are then translated into a single state ranking for child wellbeing. Most significantly, the report highlighted high numbers of children living in poverty, high teen birth rates, and low academic achievement. While there are no easy fixes when it comes to addressing issues of poverty, health, and education, improving access to high quality early childhood education and ensuring parents are involved early on is an important step to improving the wellbeing of children in our state.

In an attempt to understand parent engagement and decision-making in early childhood education in SW Albuquerque – a predominately Latino community – the Partnership for Community Action (PCA) partnered with the University of New Mexico’s Center for Education Policy Research (CEPR). PCA is a local non-profit organization that has been serving Albuquerque since 1990. PCA’s mission is to build strong, healthy communities throughout New Mexico by investing in people and families- helping them become strong leaders in our neighborhoods and in our state. One of the principal initiatives of the organization is to develop the capacity of parents to be advocates for early childhood education. CEPR has been at UNM since January 2011 and is a policy research organization that uses data for advocacy. In early April 2012, PCA partnered with CEPR to develop this preliminary study, which was intended to inform the early childhood education initiative. The purpose of this initial study was to develop a community-based participatory research project focused on parent engagement and decision-making concerning early childhood education in SW Albuquerque. It is our hope that the findings related to this study will provide both PCA and Albuquerque with essential information regarding the needs of parents and their young children when it comes to early childhood education in SW Albuquerque.

Using Community-based Participatory Research

In an effort to change the traditional relationship that often exists between researchers and research participants, a community based participatory research (CBPR) design was used in this study. While traditional research tends to rely heavily on the researchers or those in the academy to design the research questions, methodology, data collection and analysis, CBPR intentionally requires that there be a mutual ownership of the research (Faridi, et al., 2007). O’Fallon and Dearth (2006) provide six guiding principles for conducting CBPR, which are to: (1) promote active collaboration and participation at every stage of research; (2) foster co-learning; (3) ensure that projects are community-driven; (4) disseminate results in useful terms; (5) ensure that research and intervention strategies are culturally appropriate; and (6) define community as a unit of identity. Throughout this process, PCA and CEPR worked collaboratively to develop every aspect of this study from the research questions, to the design of the study, to the analysis of the findings.

Research Questions

A number of research questions helped to guide this study. This report highlights three specifically:

1. Where do parents of children between the ages of 12 weeks – 5 years old send their children for child care in southwest Albuquerque and why?
 - What, if any, are the geographic differences in the types of child care parents provide their children between the ages of 12 weeks – 5 years old?
2. What are parents’ perceptions of what constitutes quality early learning between the ages of 12 weeks – 5 years old?
3. What types of experiences (both positive and negative) do families have with enrolling their children in early child care?

Methodology

Setting

According to the U.S. Census, nearly 41,000 people lived in the southwest quadrant of Albuquerque in 2010. Eighty percent of the population in southwest Albuquerque was Hispanic, 16.5% Caucasian, and 3.2% Native American. Nearly 22% percent of people in the area lived below the federal poverty level. (In 2010, a family of four that made less than \$23,050 lived in poverty.) Nearly 53% of residents in southwest Albuquerque speak a language other than English at home, and approximately 7% of those in the southwest population were below the age of five. Comparatively, in 2010, Albuquerque’s population was 46.7% Hispanic, 42.1% Caucasian, and 4.6% Native American. Nearly 16% of people in Albuquerque lived below the federal poverty level, 30% spoke a language other than English, and 7% of Albuquerque’s population was below the age of five.

This study took place in southwest Albuquerque from April 2012 to July 2012. The first step in conducting this study involved PCA reviewing applications, interviewing potential participant researchers, and selecting ten parents or participant researchers – both monolingual and bilingual Spanish speakers – to be participant researchers in this study. The PCA team – the Executive Director, Project Manager and Field Coordinator, participant researchers, and two researchers from CEPR – designed the study, created the survey instrument, and organized the data collection method. All participant researchers were provided training from CEPR researchers on data collection techniques, particularly on how to conduct survey interviews and ensure that surveys were conducted with accuracy.

PCA selected six elementary school communities – Adobe Acres, Armijo, Dolores Gonzales, Edward Gonzales/Helen Cordero, Mary Ann Binford, and Pajarito. The schools were chosen based on the strong relationship PCA has developed working with parents from each of the schools over the years. In addition, surveys were collected from key local sites that parents were known to frequent, including community centers, state and local social service providers, and local parks. Map 1 (see below) illustrates where and how many surveys were collected by census tract.

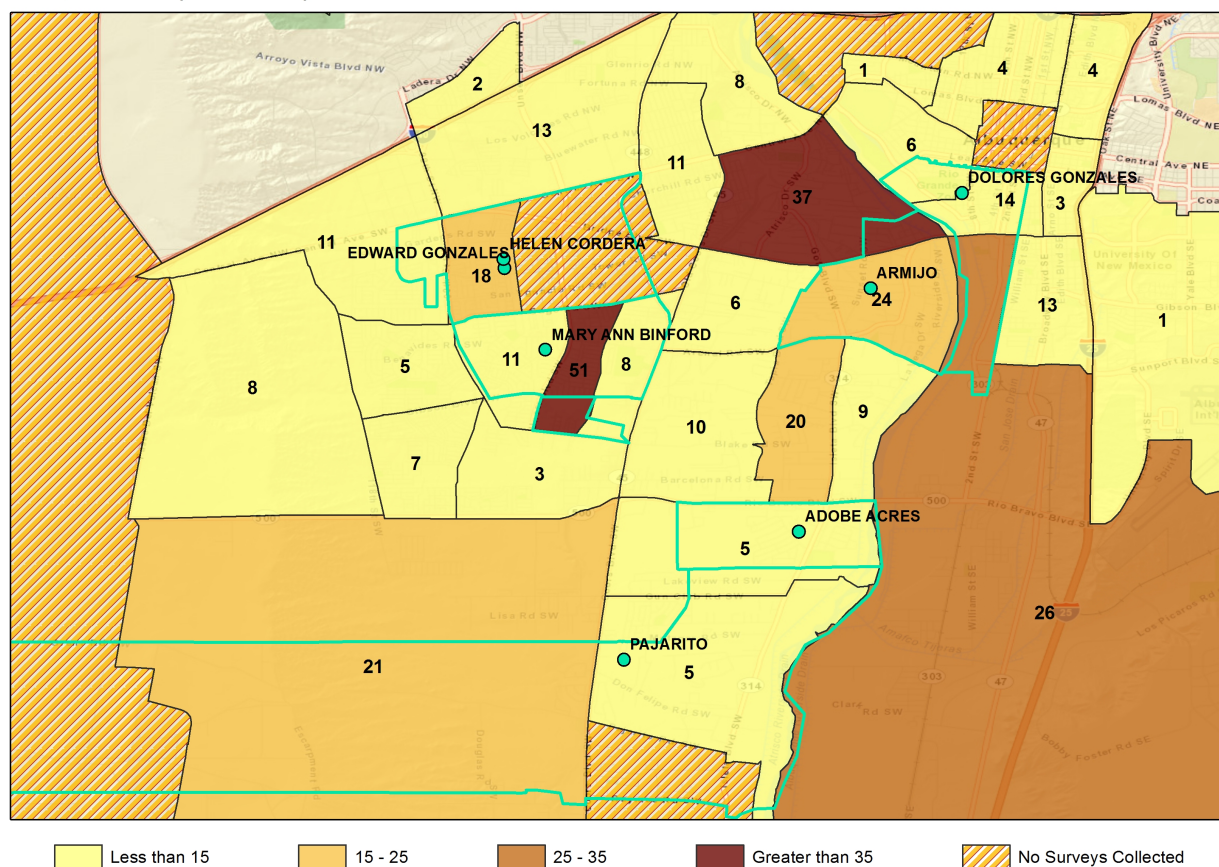
Twelve residents of southwest Albuquerque were selected to be participant researchers in this study. Nine of the twelve were parents, and each of them had several years of experience working with PCA as advocates and/or parent leaders. Their ages ranged from the early twenties to the late fifties. The group consisted of both monolingual and bilingual Spanish speakers. Half of the team had higher education degrees or were enrolled in higher education institutions. The team had various levels of experience in early childhood education. For example, one parent participant researcher made an appearance on public television to discuss access to and quality of early childhood education programs, while another had over 14 years of experience directing a learning after-school center.

Data Sources

Approximately 350 parents participated in the survey; 64 participated in the English survey and 287 participated in the Spanish survey. The surveys were conducted in either English and Spanish based on the preference of the survey participants. Ninety-two percent of parents who participated in this survey were Hispanic. Four percent were white, and 3.2% identified another race. The vast majority - 87.9% - of participants was female and 12% were male. A significant number - 43.4% - of the survey participants identified as being unemployed and 19.1% of the participants said that their spouse/partner was unemployed.¹ Most survey participants – 84% - care for one or two children under the age of nine. The remaining 16% said they care for 3 to 6 children under the age of nine. Participant researchers asked caregivers to respond to the survey questions pertaining to the child care decisions they made for the oldest child, under the age of nine. The average age of the oldest child was 5 and half years old.

¹ For additional demographic information, please refer to the appendix.

Map 1: Survey Counts By Census Tract



Data Analysis

The principal technique used for data analysis of the multiple-choice questions was ArcGIS mapping. ArcGIS is a spatial analysis tool that was used here to visually represent data based on the geographic location of the participants' residence. In many cases the survey data were disaggregated by age group (parents with children between the ages of 12 weeks – 2 years old, 3 – 5 years old, and 12 weeks – 5 years old). This approach was used to begin to understand whether differences exist in enrollment patterns or experiences based on the age groups of the children.

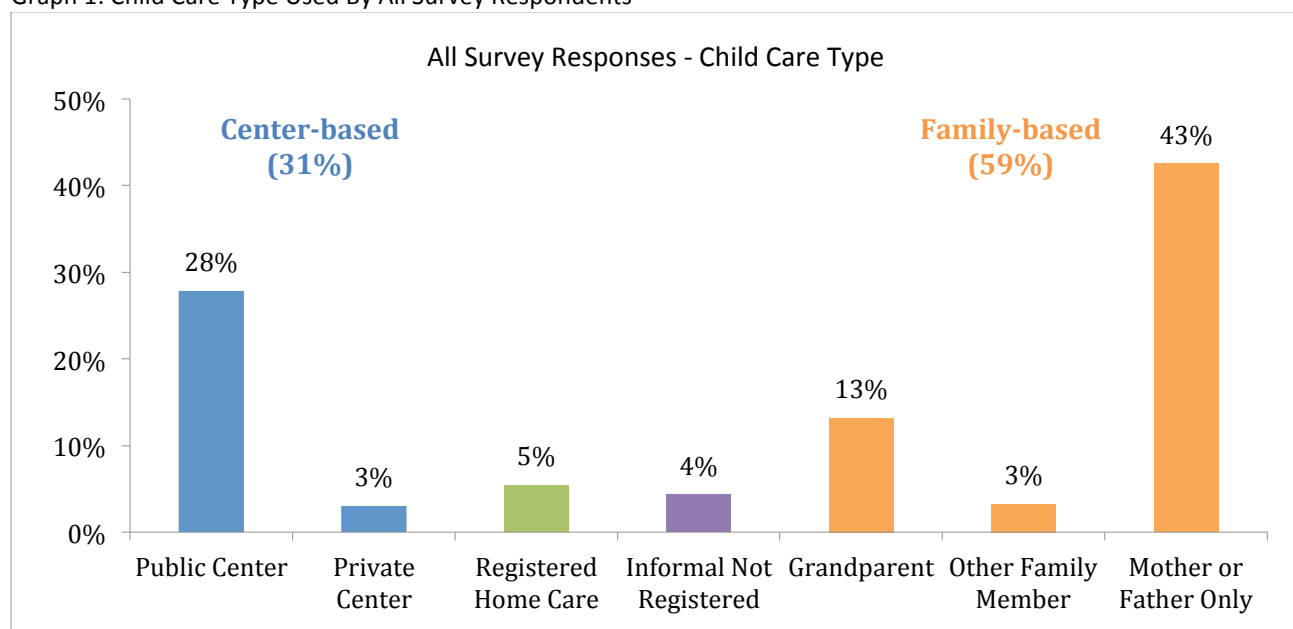
In addition to the multiple choice questions asked on the survey, there were also open-ended questions asked of survey participants. It is important to note that three key open-ended questions – regarding parents' decisions not to send their children to child care, definitions of quality care, and positive and negative experiences with child care – were each analyzed by both the PCA and CEPR teams. Researchers from CEPR helped to train the participant researchers on how to conduct qualitative analysis of results. This process proved to be invaluable, as the participant researchers provided insightful analysis regarding the three key findings.

Three Key Findings

Finding 1: Geographic Differences in the Use of Family- & Center-Based Care

The analysis of the survey data, ArcGIS maps and analysis of open-ended survey questions revealed three overarching results. First, we found that parents surveyed were less likely to send their children to a (public or private) child care center (31%) than at home with a parent, grandparent, or other relative (59%) (see graph 1 below). However, parents in the rural or more isolated parts of the city – namely near Pajarito Elementary School – were more likely to keep their children at home with a relative, particularly when the child was young. On the other hand, those living closer to the center of the city were more likely to send their children outside of the family for care. This was particularly true of parents who had the same child care provider for their children between the ages of 12 weeks and 5 years old. For the purpose of this analysis the seven child care types were grouped into center-based care (blue), registered home care (green), informal – not registered – care (purple), and family-based care (orange). Family-based care included mother or father care, grandparent care, and care by another family member. Center-based care, on the other hand, included public centers and privately owned centers.

Graph 1: Child Care Type Used By All Survey Respondents

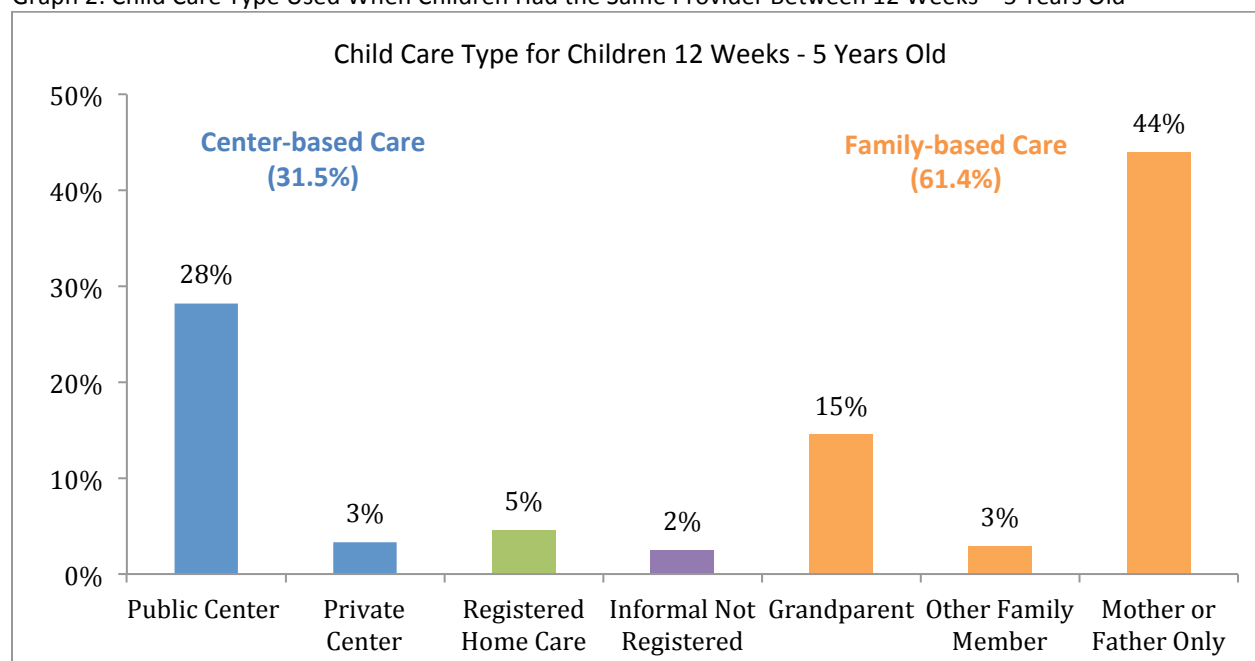


Importantly, once survey responses were disaggregated by type of child care we learned that the top three types of care parents used were: (1) mother or father care only, (2) a public center, and (3) grandparent care. Interestingly, more respondents used informal/not registered child care (purple) providers than private centers. For the purpose of this study, informal child care was defined as a caretaker who is not a state-registered provider or licensed child care provider and is not a family member. These caretakers were also referred to in the survey as babysitters or nannies.

According to the New Mexico Children Youth and Families Department 2010 list of licensed and registered home care providers in the area, there were a total of 400 registered providers in southwest Albuquerque. Nearly 10% (34) of the providers are center-based (public or private) and 91.5% (366) are registered home care providers. Upon making contact with the registered home care providers, it was determined that a significant number of them were no longer in business or had changed their contact information. It is unclear if the family-based child care providers, selected by survey participants, are also registered home care providers.

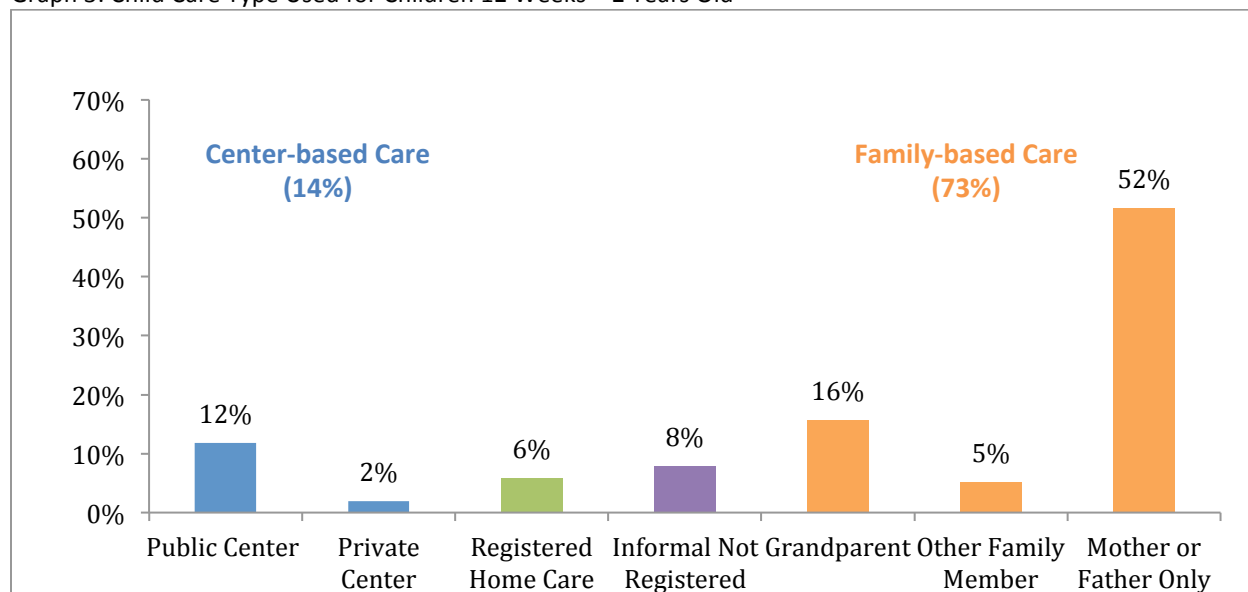
Graph 2 (see below) reveals the choices made by parents regarding child care when children had the same child care provider between the ages of 12 weeks and 5 years old. Approximately 61.4% of parents used family-based care for their children, while 28% used center-based care. Alternatively, 5% of parents selected a registered homecare provider and 2% chose an informal – not registered – child care provider for their children.

Graph 2: Child Care Type Used When Children Had the Same Provider Between 12 Weeks – 5 Years Old

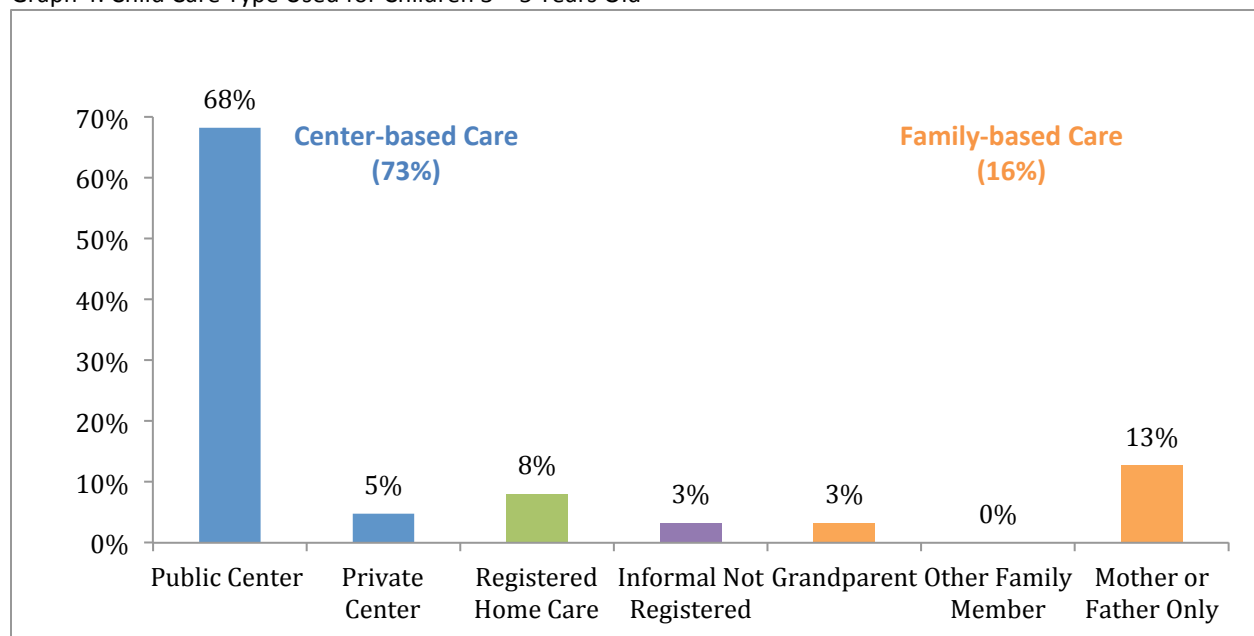


Additionally, we found that the child care decisions made by parents whose children had different providers between the ages of 12 weeks – 2 years old and 3 – 5 years old were starkly different depending on the age of the child. Specifically, parents' child care decisions between the ages of 12 weeks and 2 years old were more likely to be family-based, at 73% (see graph 3). Conversely, graph 4 (see below) shows that when parents changed child care providers as their children grew closer to school age (3 – 5 years old) parents were more likely to send their child to a center-based provider (73%).

Graph 3: Child Care Type Used for Children 12 Weeks – 2 Years Old



Graph 4: Child Care Type Used for Children 3 – 5 Years Old



Similar to findings in previous studies regarding Latino parent decision-making about child care (Zucker, Howes, & Garza-Mourino, 2007), the parents in this study were more likely to send their child to center-based child care after three years of age. After analyzing one of the open-ended survey questions focused on why parents chose not to send their child to a center-based child care program, the primary responses among those who took the English language survey were: (1) unemployment; (2) availability of family to care for child; and (3) safety and health concerns. The top responses for those who took the Spanish language survey were: (1) center-based care

was not necessary (this includes unemployment or availability of family members); (2) dislike of center-based care (this includes safety and health concerns); and (3) inaccessibility of child care centers (this was related to high cost of care, excessive paperwork, child's medical needs, and needs of a child with a disability).

Overall, parents expressed a slight preference for family-based care over center-based care. Based on the survey data and feedback from participant researchers, the preference for family-based care may be due to issues related to safety, which was of great concern to parents. One participant researcher explained that a parent in the field said, "If he [the child] can't communicate with me, how will I know if something is wrong?" This may help shed some light on why a significant number of parents were more likely to keep their children in the care of family and less comfortable sending their child to a center-based child care provider, particularly when the child was young.

It is also important to note that differences existed between the participants who took the surveys in English and Spanish. Parents who took the survey in English were more likely to use a grandparent (26%) for child care and less likely to have mother or father care only (40%), while parents who took the survey in Spanish were more likely to use mother or father care (43%) and less likely to use grandparents (10%) for child care (see appendix). This could be attributed to a higher percentage of unemployed participants who took the Spanish survey (51%) than took the English survey (35%). If a parent, for example, is unemployed then they are more likely to be the primary caretaker for their child. Additionally, 54% of participants selected *not applicable* when asked how they heard about their child care or early learning service provider (see appendix). This is likely akin to the 59% of participants who said they use family-based care for their child, therefore this question did not apply.

Finding 2: Defining Quality - The Importance of Care, Safety & Educational Preparation

Second, when we asked parents how they would define quality early childhood education, we found that while both Spanish and English survey takers tended to have similar ideas about what constitutes quality early child care – strong educational preparation, caring/nurturing environment, good teachers, opportunities for socialization, clean/safe facilities, strong communication between parents and providers, and small class sizes – the order of these preferences differed slightly between the two groups. Those who participated in the Spanish survey overwhelmingly answered that safety was of primary importance, and those who participated in the English survey answered repeatedly that educational preparation, including learning the alphabet, numbers, reading, and writing, were the priority. Recognizing the importance of interpreting these findings accurately, both the PCA and CEPR teams spent a considerable amount of time discussing the responses in detail. The participant researchers, many of whom are parents themselves, highlighted key stories the parents they interviewed spoke of, including issues related to trusting strangers with their young children, particularly given the media and local news where stories of safety being compromised are common. Safety, therefore, referred to both safe facilities for children and being able to trust staff at center-based programs with their children, particularly young children between the ages of 12 weeks – 2. Importantly, participant researchers revealed that education is important for many families, but chief among many of the parents' concerns was safety.

An additional question we asked regarding quality was whether parents believed most child care centers have the same level of quality. A vast majority (76%) did not believe most child care centers have the same level of quality, while 10% believed child care centers do have the same level of quality. A significant number (16%) responded that they did not know if most child care centers have the same level of quality. After analyzing these responses further, we found there was a difference in the response to this question based on the parents who took the English and Spanish surveys. Of those who took the Spanish survey, for example, 65% responded that not all child care centers have the same level of quality, while 15% said they do have the same level of quality. The percentage of parents who responded that they did not know was 20%. Among those parents who participated in the English survey, 83% responded that not all child care centers have the same level of quality, a difference of 18% between those who participated in the Spanish and those who participated in the English survey. Six percent of English language respondents said they do have the same level of quality, while the percent of people who responded that they did not know was 12%.

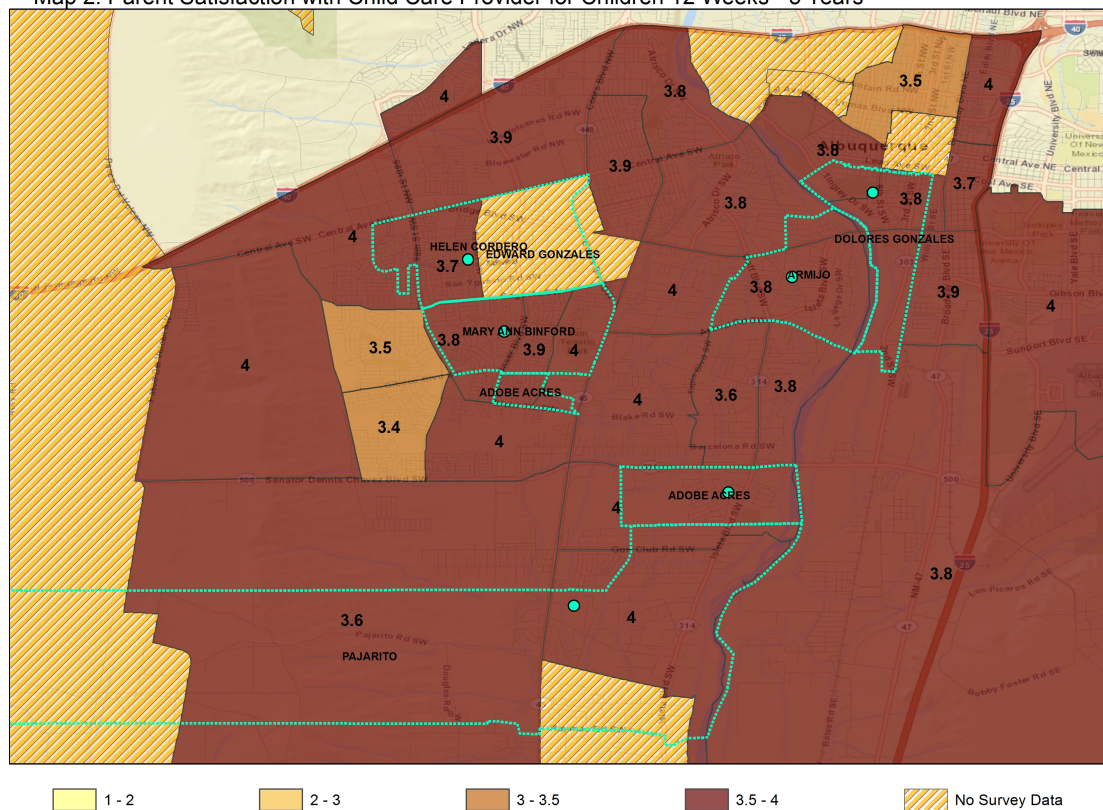
We are currently in the process of collecting survey data on the educational preparation that providers (both center-based and family-based) provide children, as some questions in the parent survey did ask questions regarding the time parents spent reading and speaking with their children. Our initial analysis did not reveal any geographic differences in the amount of time parents spent reading or speaking to their children. Responses ranged from little time spent reading or speaking to a great deal of time (over an hour a day). We suspect that we will be able to understand educational preparation and other dimensions related to quality of care in greater detail once an analysis of the provider surveys has been completed.

Finding 3: Positive & Negative Experiences Enrolling Children in Child Care: Friendly Staff, Excessive Paperwork, & Scarcity of Centers

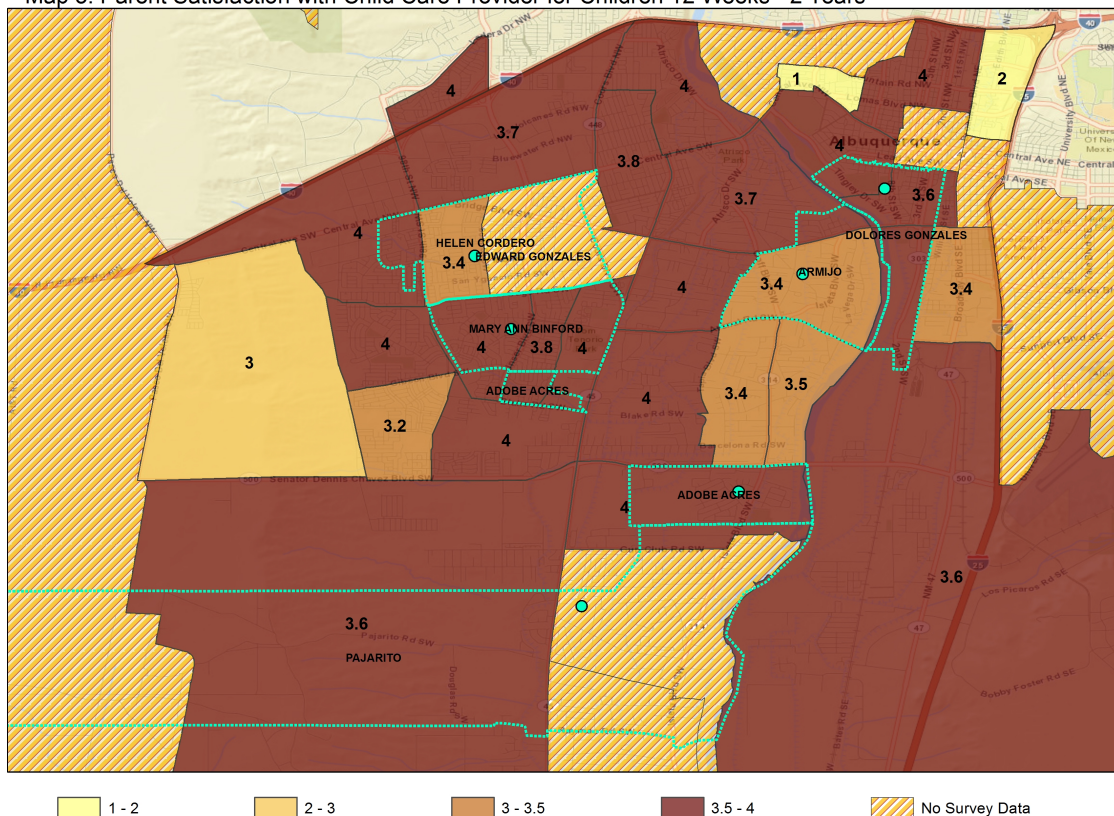
In our attempt to understand parents' experiences enrolling their children in early child care, it was clear that a vast majority (74%) of the parents who took either the English and Spanish surveys reported that they had positive experiences enrolling their children in child care. Only 6.5% of parents reported having negative experiences. Maps 2 – 4 (see below) demonstrate the overall high satisfaction parents had with their child care provider. Map 2 shows that of those parents who kept their children at the same provider between the ages of 12 weeks – 5, satisfaction ranged from 3.4 to 4 (1 being not satisfied at all and 4 being very satisfied). Interestingly, map 3 and map 4 show that parents who had different providers for their children between the ages of 12 weeks – 2 and 3 – 5 had pockets of lower levels of satisfaction. Specifically, map 6 shows that when parents sent their children to child care between the ages of 3 – 5, satisfaction dropped from when the children were 12 weeks – 2. It would be important to understand whether this is at all related to the fact that younger children (12 weeks – 2) were more likely to be placed in family-based care while older children (3 – 5) were more likely to be placed in center-based care. While we did not have a high number of survey responses for the satisfaction of parents of children between the ages of 3 – 5, of those responses we did receive, lower levels of satisfaction were reported.

This finding was consistent with other studies, namely Zucker et al. (2007) who found the majority of Latino parents were significantly more likely to have positive experiences enrolling their children in child care than negative experiences. In addition, Zucker et al. (2007) found that of those who had negative experiences, the main reasons cited were long waiting lists and burdensome paperwork and eligibility requirements. Similarly, we found that of the 6% who responded having negative experiences enrolling their children in child care, the amount of paperwork required was a major factor. Second to overly burdensome paperwork and documentation requirements, were parent reports of a lack of center-based programs in the area. While those who responded to the English and Spanish surveys cited similar positive experiences – helpful staff, friendly personnel, caring teachers, sufficient academic preparation and safety, the negative experiences did differ among those who took the English and Spanish surveys. Importantly, parents who participated in the Spanish survey reported overwhelmingly that the paperwork involved and the challenges they faced in filling out the paperwork, along with a lack of sufficient programs, were primarily responsible for their negative experiences. On the other hand, those who participated in the English survey reported that their negative experiences were due to inadequate curriculum offered. It is important to reiterate that the vast majority of respondents answered having positive experiences enrolling their children in child care. The overwhelming response that parents had a positive experience enrolling their children in child care may be due to the fact that parents chose to keep their children at home or with a relative.

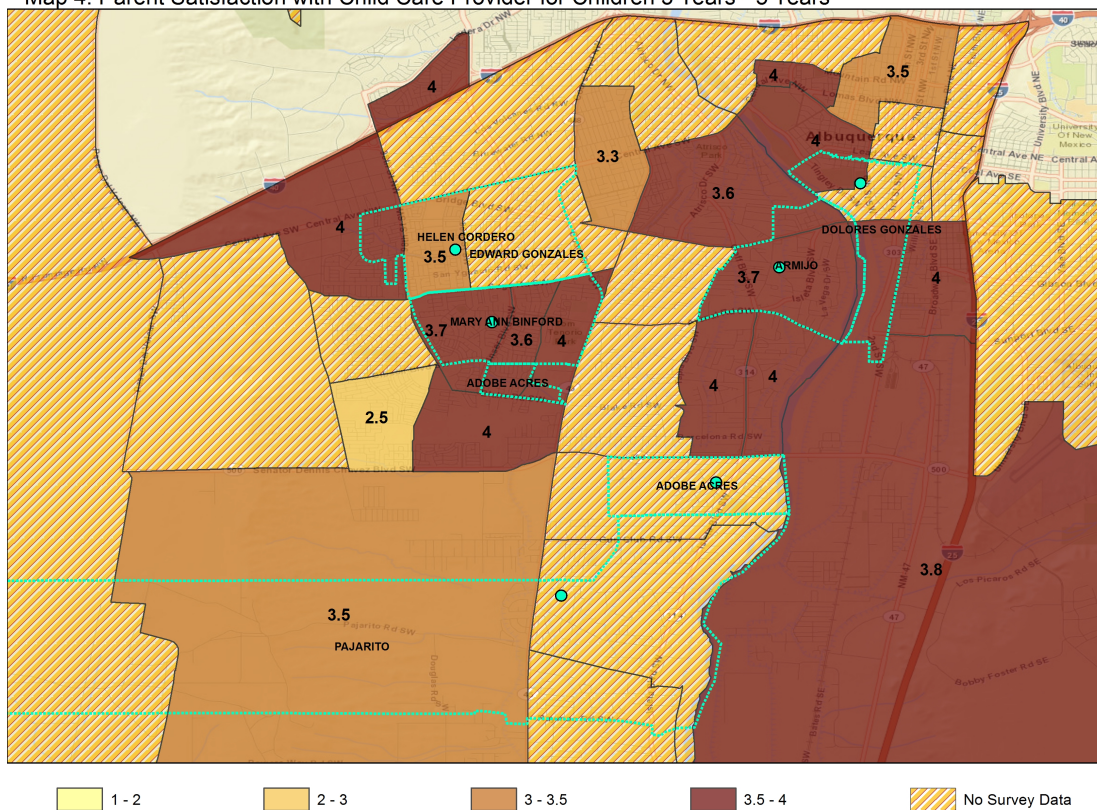
Map 2: Parent Satisfaction with Child Care Provider for Children 12 Weeks - 5 Years



Map 3: Parent Satisfaction with Child Care Provider for Children 12 Weeks - 2 Years



Map 4: Parent Satisfaction with Child Care Provider for Children 3 Years - 5 Years



Discussion of Findings

First, it is important to recognize the likely influence that the current U.S. economic recession is having on families' decision-making and experiences with child care. In fact, according to the National Institute for Early Education Research, the most important family characteristics associated with early childhood education are income, maternal employment, parental education, and marital status (NIEER, 2008). A significant number of participants in this survey were in fact unemployed (one must consider that a major limitation of this study was that the majority of the surveys were conducted in the middle of the day when most people work, which may have led to an oversampling of those who are unemployed). Additional research, however, indicates that immigrant families seem to be less likely to live in families with two working parents (Capps et al., 2005; Matthews & Ewen, 2006), which not only results in lower income but also increases the likelihood that parents would keep their children at home with a parent. In terms of non-family care, parents were nearly equal in their preference for privately owned home care and informal/not registered care. Given parents' use of family-care, it would be important to understand this phenomenon in more detail. As of now, we can only assume that a major barrier may be related to parents' financial circumstances and/or personal preferences due to issues of health/safety and trust. Continuing to build on PCAs relationship with families in SW Albuquerque is invaluable, particularly in emphasizing the importance of quality early childhood education before the age of three. Additionally, it would be important to gather more data on the influence of negative experiences parents are having enrolling their children in child care due to burdensome paperwork and other documentation requirements. Particularly important would be to focus on potential differences that may exist in experience based on family income, language, and/or immigration status. Understanding these factors is critical, as it allows us to understand the social, economic, and political factors that influence parents' decision-making and the degree to which structural barriers influence parents' child care decisions.

Limitations

There were a number of limitations in this study. First, ideally we would have conducted a random sample of parents in SW Albuquerque with a larger number of participants. This would have allowed us to make generalizations about parent engagement and decision-making patterns. An additional limitation was the fact that we conducted the study mostly during the middle of the day, which likely influenced some of our findings, particularly the use of family-based care. Finally, it is difficult to understand many of these findings given that many of the questions were geared towards understanding general decision-making patterns of parents. If provided additional time and/or resources, conducting in-depth individual and/or focus group interviews would likely help to illuminate or describe many of these findings in greater detail.

Moving Forward

This initial study yielded a great deal of important data. Specifically, it would be important to dissect some of the data further by conducting cross-tabulations of critical data points. Much of the data suggest a need for an in-depth understanding of the perceptions and use of informal care

by parents in SW Albuquerque. A targeted study on informal care may help us understand why parents chose to send their child to a non-registered, non-licensed, non-family care, who these informal providers are, and the learning experiences of children in the informal care setting.

Additionally, the provider survey (part II of this project) will help us to understand the types and quality of early child care available in the SW Albuquerque. Lastly, the participant researchers and the relationship of PCA with the local community brought rich analysis that should be expanded upon and carried throughout any further research done on early childhood education and child care in the SW Albuquerque.

Conclusions

Using community-based participatory research provided not only rich data in the examination of parents' decision-making and engagement patterns of child care, but also provided an opportunity for PCA and CEPR to collaboratively analyze many of the key findings. The participant researchers provided invaluable perspectives during each phase of this study. Key findings, including where and why parents are or are not sending their children to child care, along with definitions of quality early learning, and positive and negative experiences were explored in this study. Ultimately, CBPR offered a unique and rewarding opportunity for both PCA and CEPR to begin to address the needs that were identified by families living in SW Albuquerque. In addition, it provided an opportunity to improve research quality and validity by using local knowledge and expertise, which we are hopeful will help translate research into effective policy change.

Appendix

Demographic Information about Survey Respondents²

What is your race/ethnicity?		
Answer Options	Response Percent	Response Count
African American/Black	0.0%	0
American Indian/Alaskan Native	0.3%	1
Asian/Pacific Islander	0.3%	1
Hispanic or Latino	94.6%	332
White or Caucasian	2.6%	9
Other	2.3%	8
<i>answered question</i>		351

What is your gender?		
Answer Options	Response Percent	Response Count
Female	89.2%	313
Male	10.8%	38
Other	0.0%	0
<i>answered question</i>		351

What language do you speak at home?		
Answer Options	Response Percent	Response Count
English	62.5%	40
Spanish	3.1%	2
Tribal language	0.0%	0
English and Spanish	40.6%	26
English and a Tribal Language	0.0%	0
Other	0.0%	0
<i>answered question</i>		351

² Demographic information represents both English and Spanish survey Responders



What is the highest level of education you have completed?		
Answer Options	Response Percent	Response Count
No school	0.6%	2
Some elementary school	1.4%	5
Elementary School	8.8%	31
Some middle school	4.3%	15
Middle School	24.8%	87
Some High School	12.5%	44
High School	29.1%	102
Some College	10.0%	35
College	7.1%	25
Graduate or Professional School	1.4%	5
<i>answered question</i>		351
What is your marital status?		
Answer Options	Response Percent	Response Count
Single	13.4%	47
Married	61.8%	217
Divorced	3.4%	12
Not married, living with partner	21.4%	75
<i>answered question</i>		351

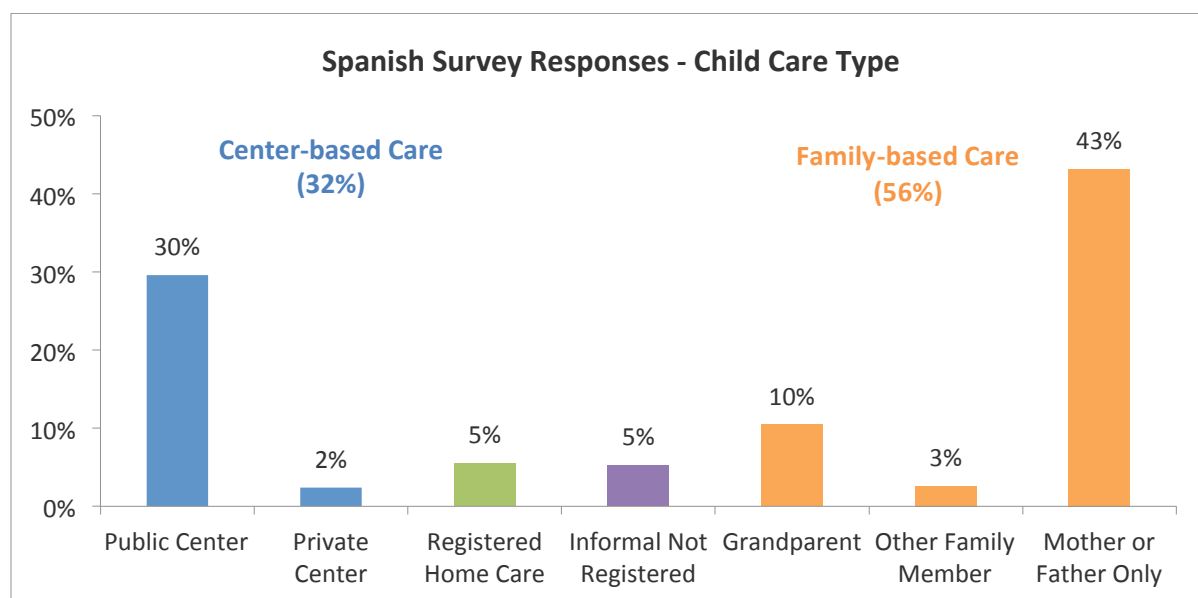
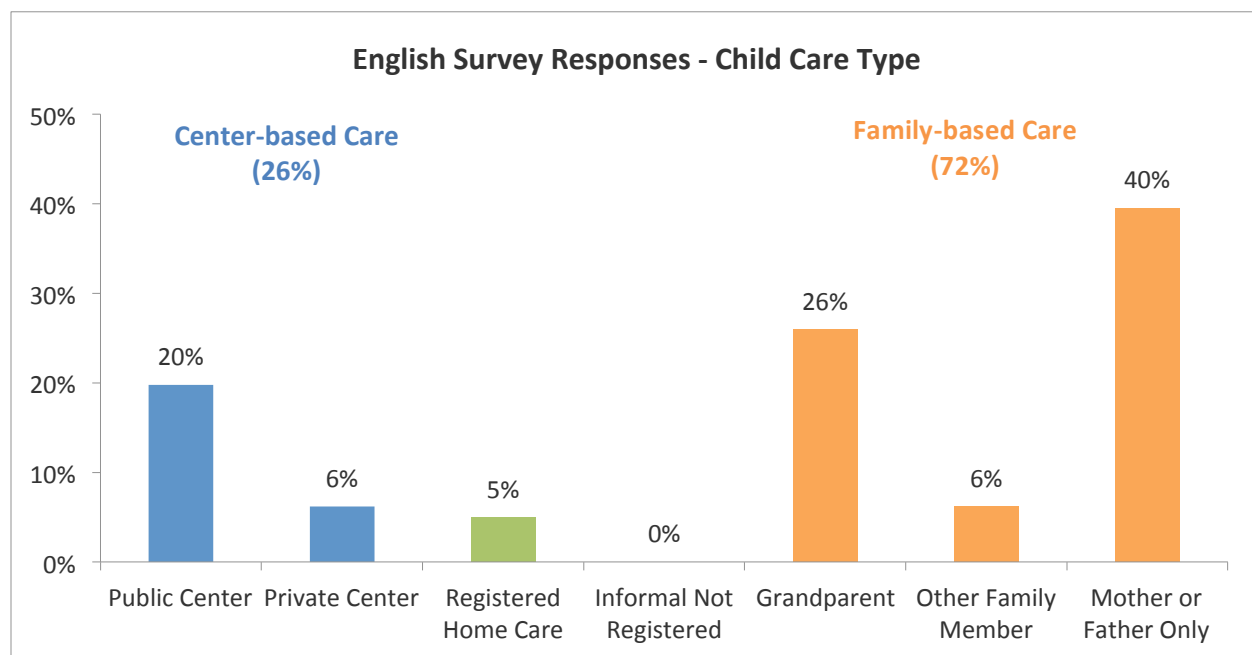
What is your employment status?		
Answer Options	Response Percent	Response Count
Unemployed	48.1%	169
Part-time	18.2%	64
Full-time	24.8%	87
Self-employed	8.8%	31
<i>answered question</i>		351

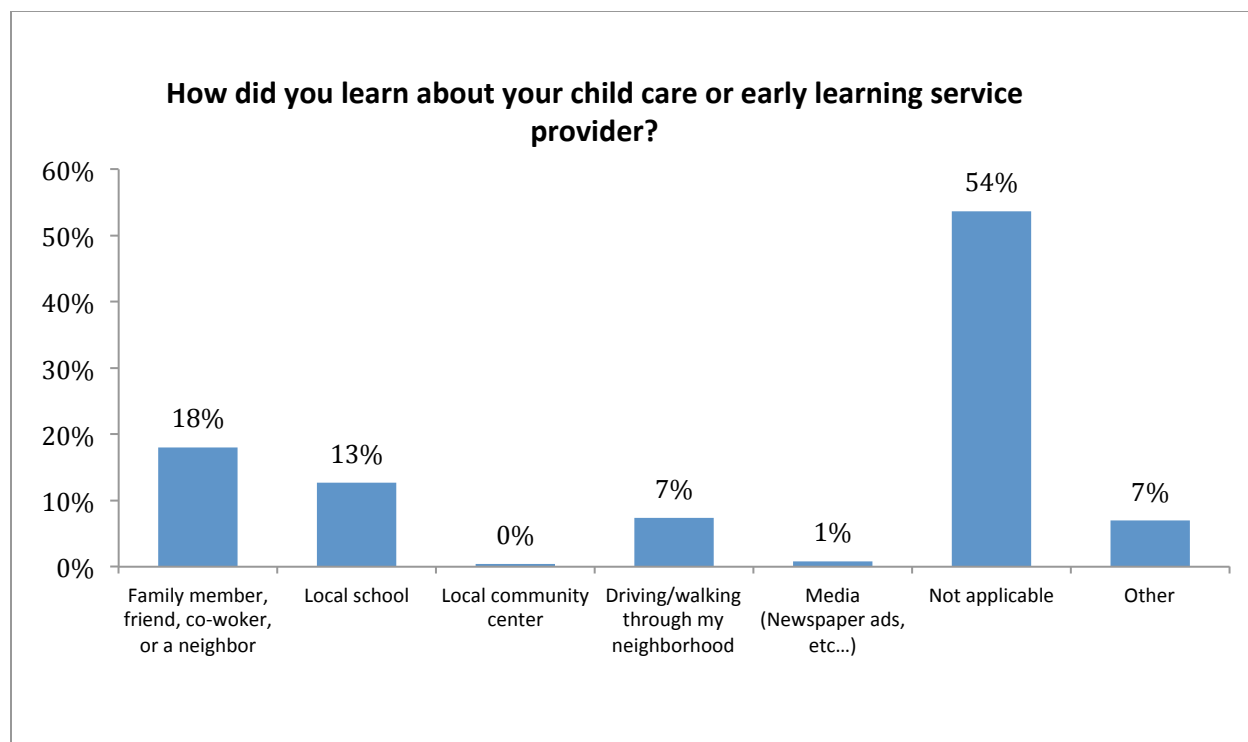
What is the employment status of your spouse/partner?		
Answer Options	Response Percent	Response Count
Unemployed	13.4%	47
Part-time	12.0%	42
Full-time	57.0%	200
Self-employed	6.3%	22
Not applicable	11.4%	40
<i>answered question</i>		351



Family- & Centered-Based Care

Survey Question: Where did you send your child between the ages of 12 weeks old-5 years old, 12 weeks old – 2 years old, and 3 years old – 5 years old? Please note that child care refers to sending a child to a caregiver at least 2-3 times per week.





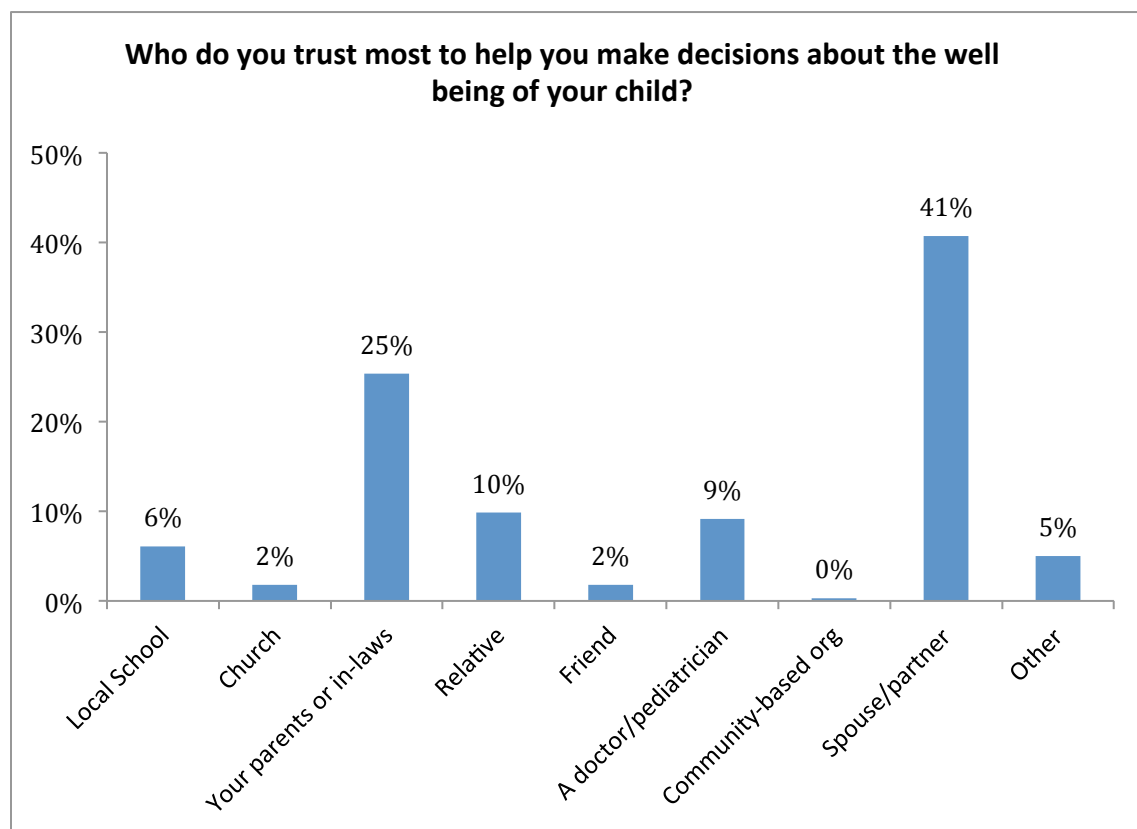
Please tell us which local school or community center.

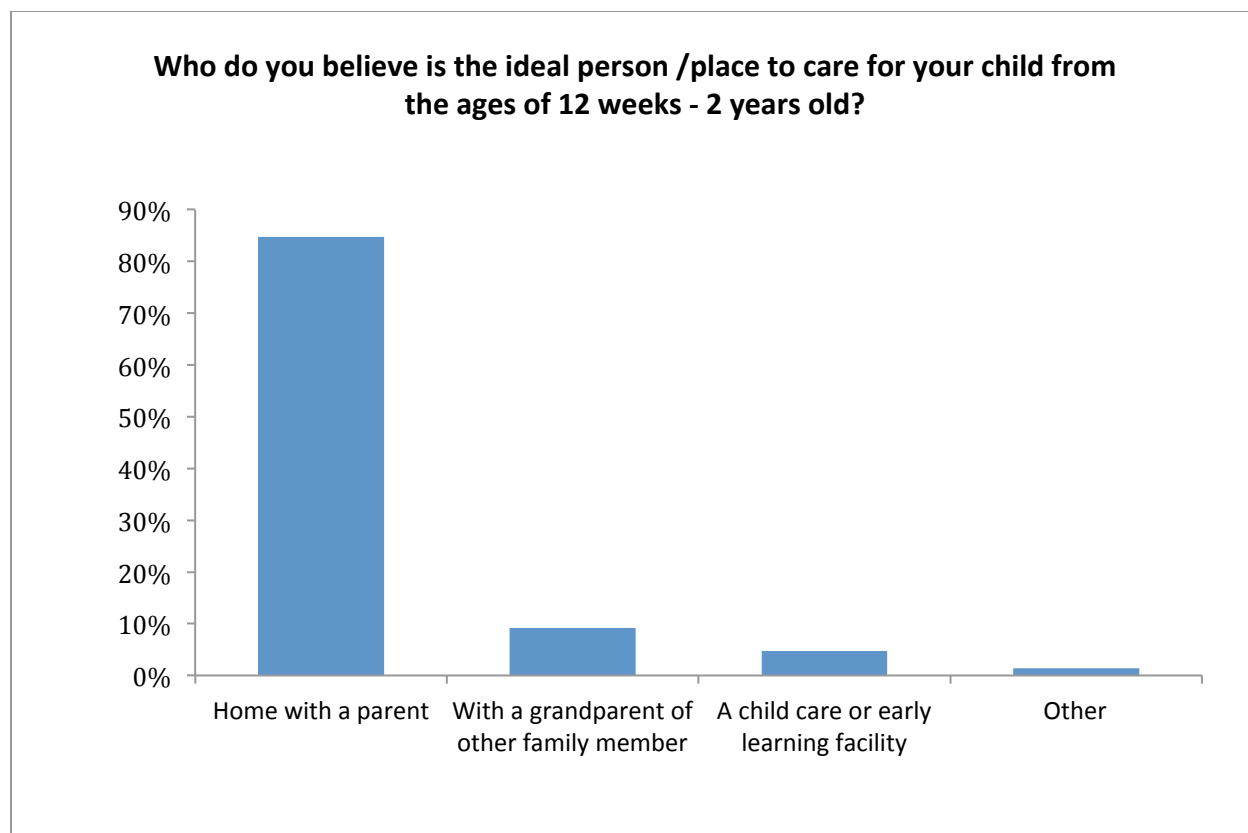
Answer Options	Response Percent
Local School	93.3%
Community Center	29.5%

Local School	Count	Community Center	Count
N/A	24	Alamosa CC	17
MaryAnn Binford ES	14	Pajarito CC	3
Armijo ES	10	Tierra West Estates	2
Adobe Acres ES	8	Alamosa Head Start	1
Dolores Gonzales	7	Alta Mira	1
East San Jose ES	6	Building Bridges	1
Carlos Rey	5	Catholic Services	1
Helen Cordero ES	5	Faith Tabernacle	1
Edward Gonzales	4		
Eugene Field ES	3		
Barcelona ES	2		
John Adams ES	2		
Kit Carson ES	2		
Painted Sky ES	2		
Pajarito ES	2		
Rio Grande HS	2		



Alamosa ES	1
Bella Vista ES	1
Highland HS	1
Kennedy MS	1
Navajo ES	1

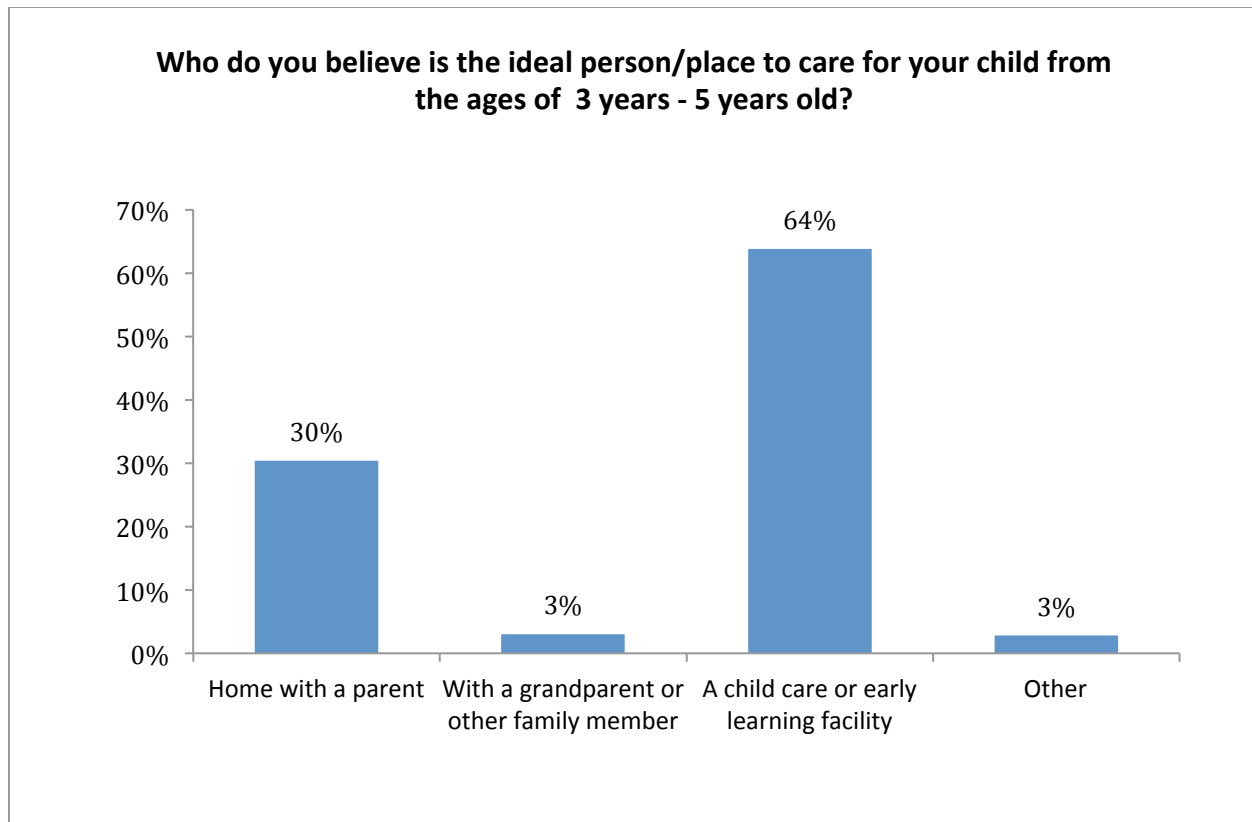




THEMES: (QUESTION 43)

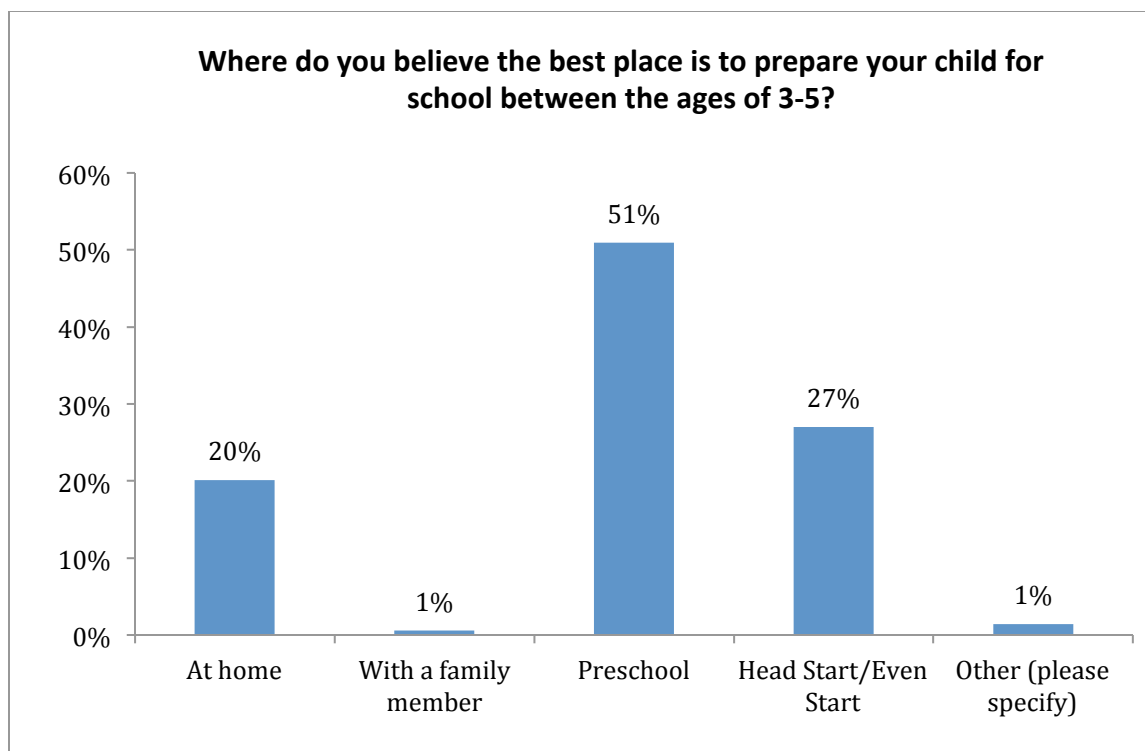
Survey Question: Why do you believe this is the ideal person/place for your child from the ages of 12 weeks- 2?

Parent responses unequivocally pointed to a preference by parents to keep very young children at home or with a relative. Almost all responses followed one of two dominant trends: (1) a child at that age will be safer at home or (2) parents know what a young child needs best. In both cases, it was presumably out of the parents' own consideration of what the child needs that influenced their decision to keep a very young child at home.



Survey Question: Why do you believe this is the ideal person/place for your child from the ages of 3-5?

Two large clusters of themes emerged from parent responses: (1) concern regarding the safety of the participants' children and (2) interest in selecting a provider with a nurturing environment. The first theme, parents were mainly concerned with safety and almost universally remarked that their children would be better protected and taken care of at home; as for the second theme, parents offered a variety of related subthemes including that their child would learn more with the selected provider, that their child would be better prepared for kindergarten, that the child would develop as individuals, and, finally, that their child would have an opportunity to be around other children.



Questions on Quality

<i>On a scale from 1-10, how important is it that your child exhibits the following behaviors before entering kindergarten?</i>	Rating Average
Knows the alphabet, colors, counting to 10	8.70
Knows how to write some letters and write own name	8.69
Shows an interest in reading and looking at books	9.03
How to get along and play well with others	9.31
How to listen to and follow directions in a group	9.21
How to control [child]'s own behavior & emotions - waiting for a turn and sharing toys	8.95
How to ask questions and tell stories	8.68
Catching a ball and balancing that use coordination of big muscles – arms/leg	8.82
Using pencils, scissors, and other things that use coordination of small muscles such as hands/fingers	8.92

Survey question: When your child was (12 weeks old – 2 years old) or (3-5 years old), on average, how many hours per day did you talk to your child about things like, “how was your day?” or “What did you learn?” Don’t include parenting talk such as, “don’t touch that”, “eat your food”, or “pick up your toys?”

(Note: Some parents answered in minutes and some in hours. All answers were converted to minutes for consistency. Further analysis is need.)

Time talking 12 weeks- 2 years – 131.2 minutes per day

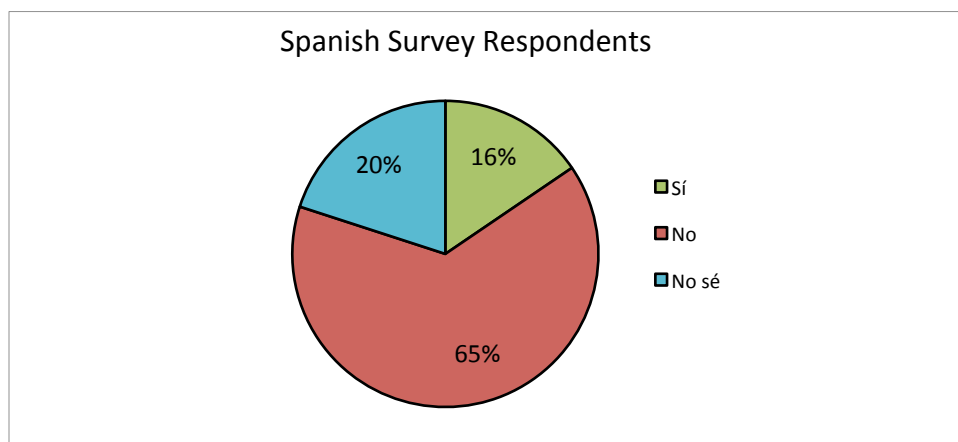
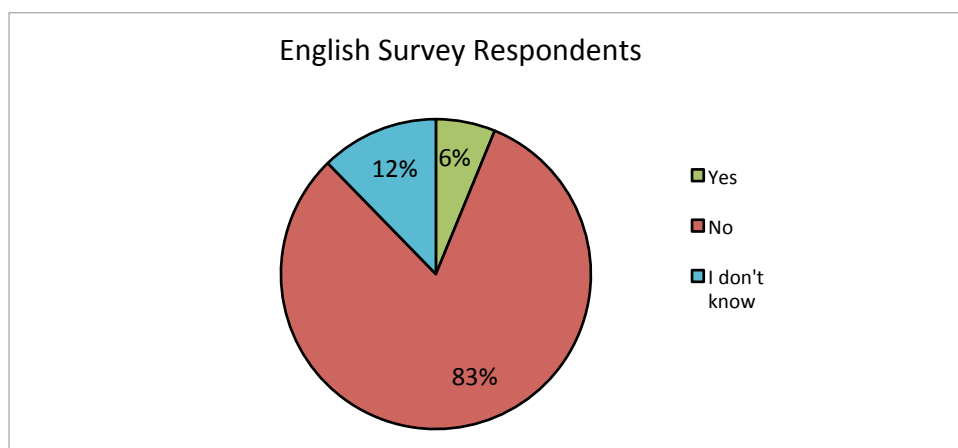
Time talking 3 years - 5 years – 155.5 minutes per day

Survey question: When your child was (12 weeks old – 2 years old) or (3 – 5 years old), on average how much time per day did you spend reading to your child? (Note: Some parents answered in minutes and some in hours. All answers were converted to minutes for consistency. Further analysis is need.)

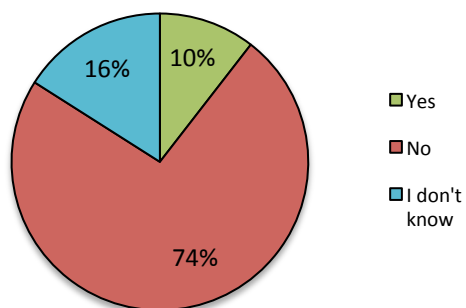
Time reading 12 weeks - 2 years – 40 minutes per day

Time reading 3 years - 5 years – 40.1 minutes per day

Survey Question: Do you believe most child care centers have the same level of quality?



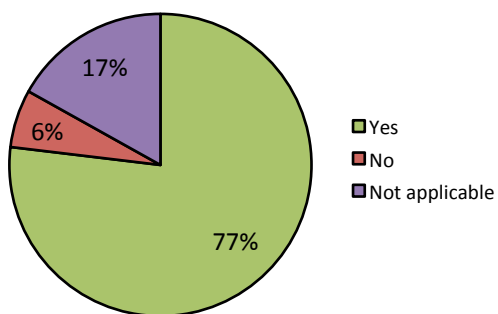
Spanish and English Respondents



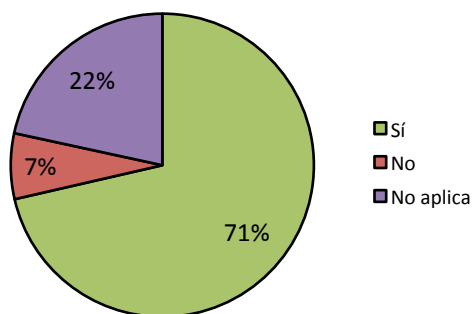
Parents' Experiences with Early Childhood Education

Survey Question: Has your overall experience with the child care enrollment process been positive or negative?

English Survey Respondents



Spanish Survey Respondents



References

- Barnett, W. (2001). School Reform Proposals: The Research Evidence. *Education Policy Studies Laboratory, University of Arizona*.
- Barrueco, S., Lopez, M., Miles, J. (2007). Parenting behaviors in the first year of life: A national comparison of Latinos and other cultural communities. *Journal of Latinos and Education*, 253-265.
- Buriel, R., & Hurtado-Ortiz, M. (2000). Child care practices and preferences of native- and foreign born Latina mothers and Euro-American mothers. *Hispanic Journal of Behavioral Sciences*, 22, 314-331.
- Buyse, V., Castro, D., West, T., & Skinner, M. (2005). Addressing the needs of Latino children: A national survey of state administrators of early childhood programs. *Early Childhood Research Quarterly*, 20(2), 146-163.
- Capps, R., Fix, M., Ost, J., Reardon-Anderson, J., & Passel, J. (2005). The health and well-being of young children of immigrants. Retrieved online <http://www.urban.org/url.cfm?ID=311139>.
- Faridi, Z., Grunbaum, J., Gray, B., Franks, A., & Simoes, E., (2007). Community-based Participatory Research: Necessary Next Steps. *Preventing Chronic Disease* 4(3), 1-5.
- Fuller, C., Holloway, X., & Liang, M. (1996). Family selection of child-care centers: the influence of household support, ethnicity, and parental practices. *Child Development*, 67(3), 400-418.
- Hernandez, D. (2006). *Young Hispanic children in the US: A demographic portrait based on Census 2000*. University at Albany, State University, NY: A report to the National Task Force on Early Childhood Education for Hispanics.
- Holloway, S. & Fuller, B. Family selection of child-care centers: The influences of household support, ethnicity, and parental practices. *Child Development*, 67(6), 3320-3337.
- Howes, C. (2003). Exploring patterns in time children spend in a variety of child care activities: Associations with environmental quality, ethnicity, and gender. *Early Childhood Research Quarterly*, 18(1), 121-142.
- Iglehart, A., & Becerra, R. (2002). Hispanic and African American youth: Life after foster care emancipation. *Social Work with Multicultural Youth*, 11, 79-107.
- Kids Count (2012).
- Loeb, B., Fuller, S., and Kagan, B. (2004). Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*, 75(1), 47-65.

- Matthews, H. & Ewen, D. (2006). Reaching all children? Understanding early care and education participation among immigrant families. *Center for Law and Social Policy*, Washington, DC.
- National Institute for Early Education Research (NIEER), (2008). The state of preschool. State Preschool Yearbook. Retrieved online July 24, 2012 at <http://nieer.org/sites/nieer/files/2008yearbook.pdf>.
- O'Fallon, L.R. & Dearry A. (2006). Community-based participatory research as a tool to advance environmental health sciences. *Environ Health Perspect.* 2002;110 (Suppl 2) 155–159.
- Peisner-Feinberg, M., Burchinal, M., Clifford, R., Culkin, M., Howes, S., Kagan, S., & Yazejian, N. (2001). The relation of pre-school child-care quality to children's cognitive and social development trajectories through second grade. *Child Development* 72(5), 1534-1553.
- Takanishi, R. (2004). Leveling the playing field: Supporting immigrant children from birth to eight. *The Future of Children* 14(2) 61-79.
- Zucker, Howes, & Garza-Mourino. (2007). Research report: Early childhood care and education preferences among Latino families in Los Angeles. *Center for Improving Child Care Quality*. University of California, Los Angeles. Retrieved online July 24, 2012 at <http://legacy.gseis.ucla.edu/~cicq/pubs.html>.