

# A COMMUNITY NEEDS AND RESOURCES ASSESSMENT TOOLKIT FOR PRENATAL-GRADE 3 INITIATIVES

BY BETH L. GREEN, PH.D.

For The Oregon Community Foundation



*Here for Oregon. Here for Good.*

## CONTENTS

1.	Introduction .....	1
2.	Getting Started.....	2
3.	The Six Key Questions: What Do You Know Already and What Do You Need to Know?.....	5
4.	Planning the CNRA .....	6
5.	Selecting Appropriate and Feasible Data Collection Strategies.....	6
5.1	Question 1.....	7
5.2	Question 2.....	9
5.3	Question 3.....	11
5.4	Question 4.....	13
5.5	Question 5.....	15
5.6	Question 6.....	17
6.	Selecting Feasible Strategies.....	19
7.	Collecting the Data.....	19
7.1	Existing Data Sources.....	20
7.2	Parent Surveys .....	20
7.3	Interviews .....	21
7.4	Discussion or Focus Groups .....	22
8.	What Does It All Mean? Putting the Information Together & Moving Forward.....	23
9.	Wrap Up & Final Guidance.....	24
10.	List of Appendices .....	26

## ***What is a community needs and resources assessment and how can it help inform P-3 planning initiatives?***

### **1. INTRODUCTION**

Welcome to the Oregon Community Foundation P-3 Community Needs & Resources Assessment Toolkit! The purpose of this toolkit is to provide you with resources to support early childhood initiatives that seek to link, align, and expand supports for children from birth to grade 3.

#### **What is a community needs and resource assessment?**

A community needs and resources assessment is a process for gathering information to describe a community for the purpose of planning strategic planning and action. This tool kit focuses specifically on assessing needs and resources that can inform P-3 initiatives. It is important to note that this toolkit focuses both on understanding community **needs** – what the gaps are and what might be most beneficial; as well as the existing strengths and resources (sometimes called **community assets**). Both kinds of information are important to inform your P-3 initiative.

#### **Why do a Community Needs & Resources Assessment (CNRA) for your P-3 Initiative?**

There are many reasons why a community might conduct a needs and resource assessment, including:

1. To learn about what services or supports are most needed and appropriate
2. To identify community strengths and resources
3. To gauge community readiness for change

4. To establish a community baseline for tracking changes over time
5. To build buy in for early childhood work

All of these are good reasons to engage in a CNRA and will be addressed in this toolkit. But perhaps the most important reason is to avoid planning and implementing activities that fail to meet the needs of your community. Many well-intended programs simply never work because they fail to address what is most needed by the community. Take for example, a well-intentioned program designed to improve the quality of child care – in a community where few children participate in paid child care programs! Or, a research-based, state of the art parenting education program delivered through an interactive website – in a community where most homes lack internet access. Conducting a CNRA can help your community avoid these “mismatches” between planned activities and what is feasible, appropriate, and will be embraced by intended participants.

## 2. GETTING STARTED

In this toolkit, we will lead you through a process for planning and implementing a feasible, cost-efficient CNRA to inform your P-3 initiative. We provide a variety of resources and tools that may assist you in this effort that we have collected from other communities engaged in similar work.

First, you will consider and prioritize the key questions that are most important for your CNRA to address. Then, we will review ways to collect information to answer these questions, and how to establish a process for organizing and using the data you’ve collected. But, before moving forward it is important for you to answer the following questions:

### **1. *Who is helping to plan the CNRA? Who is the CNRA leader?***

The CNRA should be informed by your P-3 planning group, but led by one (or possibly two) key individuals who are willing to be in charge of the process. Depending on the size of your P-3 planning group, you may want to consider a smaller subcommittee or

work group tasked with developing the CNRA plan. Ideally, your P-3 planning group already includes key community stakeholders such as:

1. Elementary school staff and principal;
2. School district representatives;
3. Preschool and child care program providers;
4. Key early childhood service providers active in your community, such as Early Intervention, Maternal-Child Health, Relief Nurseries, and others;
5. Parents and other community members.

The P-3 CNRA Leader should be someone who has the ability to implement decisions made by the group. Ideally, this person is: (1) knowledgeable about the importance of early childhood; (2) is strongly committed to improving alignment and integration between birth-5 and K-12 systems; (3) able to build consensus and strengthen community partnerships; and (4) someone with available time dedicated to the P-3 activities.

***2. Who will be using the results from the CNRA to develop and plan P-3 related work and when do they need the information?***

Depending on your project timeline, you may want to prioritize key pieces of information or key questions to address at different stages of the CNRA.

***3. Define “community” – just your school? Or the broader community?***

How are you defining community for your initiative? This could be a town, a school catchment area, a particular neighborhood or something else. It is important to be clear about what you mean when you talk about your community.

Take some time at your next P-3 meeting to complete the P-3 Planning Worksheet (see Appendix-Worksheet #1) that aids in identifying your community, your timeline, group membership (and any sectors that need better representation) and roles.

### Other important things to keep in mind while you do your CNRA:

1. Involving a planning, oversight, or other work group in your CNRA process will improve the data you collect and the quality of what you learn.
2. A CNRA should be part of a larger process for using data to inform your P-3 initiative – start thinking about how data collected for your CNRA can be used for other purposes. Make sure you are planning to use the information you collect – not just compile it and leave it behind!
3. A CNRA is a one-time snapshot—you may want to collect additional information or ask other questions at different points in the evolution of your P-3 Initiative.

### Making a Plan: Ongoing Learning & Data Collection

In order to make the best use of the data that you collect for your CNRA (and for your P-3 Initiative as it moves forward), it is important to think about how the data will be used before you even start to collect it. Typically, information is collected and reported – and often not much happens after that. A better plan sees data collection as part of an ongoing process.



**Figure 1: A Model For Data Use**

### 3. THE SIX KEY QUESTIONS: WHAT DO YOU KNOW ALREADY AND WHAT DO YOU NEED TO KNOW?

One of the first things you need to think about is what questions you want your CNRA to answer. You may have a lot of questions at the beginning, and this is OK — but unless you have unlimited time and resources (which most of us don't!), at some point you will need to prioritize the most important questions. There are at least six key questions that may be important for you to address in planning your P-3 Initiative:

- 1. *Who is in your community?***
- 2. *How are children doing in terms of school readiness and school success and what are the key achievement gaps or concerns that need to be addressed?***
- 3. *What early childhood services and resources already exist in your community?***
- 4. *How connected are early childhood and elementary schools in your community? Where are gaps that need to be addressed?***
- 5. *What kind of learning and development supports do children experience before starting school and what is needed for children be ready for school? (at home, at PreK and other programs?)***
- 6. *What is the level of family engagement and involvement in schools and other programs and activities in your community? How can family engagement be strengthened?***

## 4. PLANNING THE CNRA

**The following sections of the toolkit include:**

- A. Identifying and prioritizing key CNRA questions
- B. Selecting appropriate and feasible data collection strategies
- C. Collecting data
- D. Compiling and using information

**As you prioritize, ask your planning group:**

- ✓ Why do we need to know this?
- ✓ How will we use the answer to drive decision making?

There may be other questions that your community needs to address as well. Use Worksheet #2 (see Appendix) to help you prioritize and clarify which questions you most need to answer.

## 5. SELECTING APPROPRIATE AND FEASIBLE DATA COLLECTION STRATEGIES

Depending on which questions are most important, different kinds of data collection may be more or less useful. We walk you through the process of thinking about each possible data source and selecting the one(s) that might be most feasible for your P-3 Initiative. The table that follows suggests different kinds of data that are best suited to answer these six key questions.

## 5.1 QUESTION 1

### ***Who is in the community?***

Answers to this question should provide important contextual information about the children and families who live in your community. Key pieces of information for your CNRA might include:

- Race/ethnicity of families and children
- Numbers of children ages 0-5 living in the community
- Poverty rate for families
- Child poverty rate
- Number of single-parent households
- Number of teenage parents
- Number of immigrant families
- Number of mothers in the labor force
- Mobility rate for families in your community
- Child health information
- Child maltreatment rates

Appendix A has several data matrix “guides” along with associated links to web-based data sources of information. Don’t feel you have to collect all of these pieces of information – focus on the information that is most important for you to learn and share with your constituents. Also, one of your partners may have compiled this information for other purposes, so use existing information if at all possible – no need to recreate the wheel. Keep in mind that this type of information doesn’t *usually* change dramatically from year to year so you don’t necessarily need the most recent data to have a reasonably good picture of what your community looks like.

One challenge in compiling this data may be finding information that is defined in the same way you are defining your community. For example, your community might be a school district, an elementary school catchment area, or an entire town. Not all of this information will be available for these smaller areas; most frequently data are available for states, counties, and cities/towns. Do the best you can to find data that is specific to your community – but if it isn’t readily available, use the closest possible estimate.

Data Collection Method	Tools & Resources
<b>#1: Who is in your community?</b>	
1. Demographic and social indicator datasets	<p>1a. CLASP data matrix (Appendix A)</p> <p>1b. National League of Cities Needs Assessment Data Worksheet (Appendix A)</p> <p>1c. School and school district data (available from your local school or from the Oregon Department of Education website): <a href="http://www.ode.state.or.us/search/page/?id=1722">http://www.ode.state.or.us/search/page/?id=1722</a></p> <p>1d. Other useful data websites:</p> <ul style="list-style-type: none"> <li>✓ <a href="http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml">http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml</a></li> <li>✓ <a href="http://proximityone.com/or_sdc.htm">http://proximityone.com/or_sdc.htm</a></li> <li>✓ <a href="http://datacenter.kidscount.org/data/bystate/Default.aspx?state=OR">http://datacenter.kidscount.org/data/bystate/Default.aspx?state=OR</a> –click on “view community level profiles”</li> </ul>

## 5.2 QUESTION 2

### ***How are children doing in terms of school readiness and school success and what are the key achievement gaps or concerns that need to be addressed?***

This question includes two parts. The first question (“How are children doing in terms of school readiness and school success?”) requires information about student readiness and school success that is most likely to come from administrative and other datasets. Oregon is just beginning to collect kindergarten readiness data that will be consistent across all Districts and Elementary schools in fall 2013, so no historical data will be available until after that school year. However, your local school or school district may have had other tools in place to measure kindergarten readiness (such as the Dibels test, or the Easy CBM, two tools widely used across Oregon). It might be possible for you to collect this information from your local school or school district.

Indicators of school achievement based on test scores and other factors are available on the ODE website, and include such information as:

- 3<sup>rd</sup> Grade Reading Achievement
- 3<sup>rd</sup> Grade Math Achievement
- 5<sup>th</sup> Grade Science Achievement
- High School Graduation Rates
- Attendance Rate

It may be important for your P-3 initiative to also look at this information broken out by children’s race/ethnicity or other factors, depending on the characteristics of the students in your community.

In addition to helping your P-3 initiative identify the key achievement and school-related concerns, tracking this information over time provides a source of outcome information for your initiative.

Data Collection Method	Tools & Resources
<b>#2: How are children doing in terms of school readiness and school success and what are the key achievement gaps or concerns that need to be addressed?</b>	
1. Starting Fall 2013, Oregon Statewide Kindergarten Readiness Assessment data	1. For more information about Oregon’s Kindergarten Readiness assessment, see: <a href="http://www.oregon.gov/gov/docs/OEIB/aKRARReport.pdf">http://www.oregon.gov/gov/docs/OEIB/aKRARReport.pdf</a> <a href="http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8933">http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8933</a>
2. ODE and other social indicators datasets	2a. School and school district data (available from your local school or from the Oregon Department of Education website: <a href="http://www.ode.state.or.us/search/page/?id=1722">http://www.ode.state.or.us/search/page/?id=1722</a> 2b. Casey Family KidsCount datacenter: <a href="http://datacenter.kidscount.org/data/bystate/Default.aspx?state=OR">http://datacenter.kidscount.org/data/bystate/Default.aspx?state=OR</a> –click on “view community level profiles”
3. Survey of incoming kindergarten parents (school readiness) or other parents (school success)	3. See Appendix B for examples of parent surveys that include questions about kindergarten readiness.
4. Interviews or brief surveys with school staff	4. See Appendix C for interview questions that address kindergarten teachers’ perceptions of students’ school readiness.

***What early childhood services and resources already exist in your community?***

In order to plan the services and supports that are most needed, and most likely to benefit children and families in your community, it is important to understand the resources that are already there. Key strategies for identifying these resources include:

1. Asking incoming kindergarten parents (through a survey or discussion group) about what programs, resources, and services they have used prior to starting kindergarten.
2. Having a discussion in your P-3 initiative leadership team to generate and list the community's early childhood resources.
3. Identifying key early childhood programs and resources, and asking staff from those programs to identify other resources.
4. Identify service "hubs" that might exist and contact them for more comprehensive lists of programs and resources (for example, local Parent Education Hubs and Child Care Resource and Referral Networks).

Your goal here is to learn about what services and resources: (1) exist in your community; (2) are used most often and valued most by parents and others; and (3) what the capacity of these programs might be –do they have waiting lists? Can they be expanded? How many parents would like to participate in this type of program?

Data Collection Method	Tools & Resources
<b><i>#3: What early childhood services and resources already exist in your community?</i></b>	
1. Surveys or focus groups with incoming kindergarten parents	1. See Appendix B for parent survey items related to identifying early childhood programs and resources.
2. Gather input from your P-3 planning group	2. See Appendix E for discussion group questions for parents or other stakeholders related to identifying early childhood programs and resources.
3. Interview representatives from key early childhood programs	3. See Appendix D for interview questions for early childhood and other stakeholders related to identifying early childhood programs and resources.
4. Identify service “hubs” that might exist and contact them for more comprehensive lists of programs and resources (for example, local Parent Education Hubs and Child Care Resource and Referral Networks; local public health office).	4. Use Worksheet #3 for an example format for listing key early childhood resources in your community.

***How connected are early childhood and elementary schools in your community?***

One of the important goals for most P-3 initiatives is to increase alignment and connection between early childhood services and supports and elementary schools. So it's important to know how connected and aligned these communities are to begin with. Sometimes there are already strong connections between early childhood providers and schools – more often, there is a desire for connections but no concrete ways to build these relationships.

A few programs, such as Head Start and Early Intervention, are required to have at least some relationship with local elementary schools in order to support children's transitions to kindergarten. These connections often differ considerably from community to community.

Key issues to be addressed in understanding these connections include:

1. What formal and informal connections already exist?
2. How interested are these two groups in strengthening these relationships?
3. What barriers might exist in connecting these two groups? There might be logistical (time, distance), or attitudinal barriers (perceptions that one group doesn't value or understand the other).
4. To what extent does elementary school staff see early childhood programs as effective and important in increasing school readiness? Similarly, do early childhood providers see their work in terms of strengthening school readiness?
5. Do early childhood and elementary school staff share a common understanding of what it means to be "school ready"?

You might also want to get parents' perceptions of how connected these two systems are – this can be learned from parents who've experienced early childhood programs whose children have gone on to elementary schools.

Appendices B & D include survey and interview/discussion questions that can help you collect data to better understand these connections.

Data Collection Method	Tools & Resources
<b><i>#4: How connected are early childhood and elementary schools in your community and where are gaps between these two systems needs to be addressed?</i></b>	
1. Interview/Discussion groups with elementary staff and early childhood program representatives.	1. See Appendix D for interview questions for early childhood and elementary school stakeholders related to understanding connections between these two systems.
2. Surveys of parents with children in early childhood and elementary school.	2. See Appendix B for parent survey items related to parents' perceptions of the linkages between these two systems.

***What kind of learning and development supports do children experience before starting school and how can these be strengthened to support children’s readiness and school success?***

In order to develop the most effective P-3 strategies, it is important to understand the kinds of experiences that children are having before they start school. This includes understanding both the kind of formal programs and supports children participate in, as well as the level of developmental and educational support they are getting at home. Some of the information about children’s formal PreK and other program participation may be addressed through strategies described for Question #3 (What Early Childhood Programs Exist?).

However, we strongly encourage you to gather more information about both what programs incoming kindergarteners have participated in, and how much learning support they are getting at home. In order to gather the best information about children’s program participation, you will want to develop a list of the names of community programs that is tailored specifically to your community and use these in your survey to find out the kinds of programs that children have experienced. Appendix B includes a number of parent surveys, with ideas of questions to help you understand children’s learning experiences before they start school.

Teachers and early childhood providers may also have ideas about what services and supports might be most important to help children be more school-ready, based on their experiences in your community. Interviews or a discussion group with these stakeholders can generate intervention ideas for consideration (see Appendices C & D).

Data Collection Method	Tools & Resources
<p align="center"><b><i>#5: What kind of learning and development supports do children experience before starting school (at home, at PreK and other programs?) and what else is needed for children to be ready?</i></b></p>	
<p>1. Survey of parents (in PreK, kindergarten, or early elementary grades)</p>	<p>1. See Appendix B for parent survey items related to home environment and parent involvement in children’s learning at home.</p>
<p>2. Interviews/discussion groups with early childhood providers and teachers in early elementary grades.</p>	<p>2a. See Appendix D for interview/discussion group questions for early childhood providers.</p> <p>2b. See Appendix C for interview/discussion group questions for early elementary school teachers.</p>

***What is the level of family engagement and involvement in schools and other programs and activities in your community? How can family engagement be strengthened?***

Family engagement and involvement is one of the most important aspects of successful P-3 initiatives, and has been shown to be vitally important to children’s learning and school success. To understand family engagement, it is important to understand the experiences of both parents and teachers. Family engagement means many different things to different people. Parents may want to be involved in school, but lack the confidence or skills to know how to engage successfully with teachers. Similarly teachers may not be comfortable with, or know how, to best involve parents. Parents may also face barriers to more “traditional” forms of parent involvement such as volunteering in classrooms or providing leadership or time to support school-based extracurricular events such as fairs or fundraisers.

In your CNRA it will be important to understand how parents and teachers define “parent engagement” and what the barriers might be to strengthening these important connections between parents and schools. Appendix B includes parent survey questions that can help address parents’ understandings; Appendix C includes questions for elementary teachers about parent involvement. Finally, Appendix F includes a brief survey that can be collected from teachers about their perceptions of parent involvement.

The field of parent involvement has moved towards a broader understanding of the myriad ways that parents can support children and schools, and your P-3 initiative may want to do further reading or education of both parents and teachers around these ideas. Two key resources for this include the Office of Head Start’s National Center for Parent, Family & Community Engagement. This Center has developed extensive resources related to family engagement, and although they are specifically for Head Start programs, much of their information and tools are readily adaptable and useful for other programs as well (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center>). Of particular interest in your CNRA is their “program self-assessment” which leads a program through the process of thinking about current family engagement strategies and planning to strengthen these efforts, available here: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-assessment-101411.pdf>

Second, the National Association for the Education of Young Children (NAEYC) also has recently published a review of key strategies for family engagement focusing on culturally diverse families. This publication is available here:

[http://www.naeyc.org/files/naeyc/file/ecprofessional/EDF\\_Literature%20Review.pdf](http://www.naeyc.org/files/naeyc/file/ecprofessional/EDF_Literature%20Review.pdf)

Data Collection Method	Tools & Resources
<b><i>#6: What is the level of family engagement and involvement in schools and other programs and activities in your community and how can family engagement be strengthened?</i></b>	
1. Survey of parents.	1. See Appendix B for parent survey items.
2. Discussion groups with parents.	2. See Appendix E for interview/discussion group questions for parents.
3. Interviews/discussion groups with key P-3 representatives and stakeholders.	3. See Appendices C (school staff) and D (early childhood representatives) for interview/discussion group questions for other stakeholders.

## 6. SELECTING FEASIBLE STRATEGIES

Now that you have a better understanding of the kinds of data that might be important to collect, it's important to decide what data collection strategies are **most important** and **most feasible** for your P-3 initiative.

Using Worksheet #2 (see Appendix), review your high-priority questions and rate the possible data collection strategies in terms of how feasible each might be for your initiative. Consider your available resources (time, person-power, know-how, and other resources). Use the following rating scale:

- ✓ **Highly feasible** data collection would be something that could readily be collected with current resources, and would likely not take a large investment of those resources.
- ✓ **Moderately feasible** activities that might take a moderate amount of effort to collect and/or compile, but might be worth the investment of resources to gain the information.
- ✓ **Low feasibility** strategies are those that are likely not possible to implement given your available resources (time, skills, resources).

## 7. COLLECTING THE DATA

There are four main ways that we suggest collecting data for your CNRA: (1) Using existing data sources; (2) Conducting parent surveys; (3) Doing interviews; and (4) Conducting discussion/focus groups. Below we describe some helpful tips and tools for collecting data. In order for data to be useful, it needs to be systematically collected in a way that makes sure that you are collecting the information from the people you most want and need to hear from. This will take some effort and planning on the part of your P-3 Initiative.

Oregon's Early Learning Hubs will be charged with completing their own community needs assessment. The asset mapping completed by the Early Learning Hubs could have data that would be useful for your process. Seek out the results of this mapping work to discover what

research has already been done. In addition to your region’s Early Learning Hub, a parenting education Hub and/or 211info will also be good sources of information on available services, the community and families in your area.

## 7.1 EXISTING DATA SOURCES

Existing data sources, such as the Census and school-related websites described above, are relatively easy to access and use to pull key information. As noted above, the most challenging thing may be finding the data you need that is specific to your community – often you may have to use the closest available estimate, or proxy. This data collection strategy requires:

- ✓ Computer access (preferably high-speed)
- ✓ Access to a printer (preferably color)
- ✓ Someone with skills in searching and retrieving data from the Internet

## 7.2 PARENT SURVEYS

Parent surveys are a good way to gather information from a broad group of parents. Use surveys when you need to get information from a large group of people, and when most of the questions you have can be asked in structured ways (quantitative). There are several effective ways to collect this information, including:

1. Web-based surveys (such as Survey Monkey, a tool that offers free surveys with up to 10 questions and 100 responses – or other affordable packages with more flexibility).
2. Sending surveys home with children for parents to complete and return.
3. Having a table placed in a strategic location (school front hall) during key times when parents are at the school (e.g., drop off/pick up, kindergarten round up, school events, etc.) where parents can complete the survey (this is most effective if you have a few volunteers to actively engage parents in completing the surveys on the spot).

The biggest challenge to doing a parent survey is getting parents to complete them! Here are a few tips to getting parents to complete surveys:

1. Provide the survey in several different ways (for example, do a web based survey, a send-home survey, and have a table in the hallway!)
2. Provide multiple opportunities for parents to complete the survey (for example, if sending surveys home with children, you will want to send the surveys home **at least three times** in order to maximize opportunities for parents to complete them.
3. Make sure the survey is translated if you have groups of children whose parents do not speak English.
4. Communicate to parents about the importance of the survey in as many different ways as possible.
5. Have teachers remind children and talk to parents personally about the survey. Personal outreach works the best in terms of helping to increase survey returns.
6. If possible, provide a gift card or other incentive for parents who complete the survey (or, for example, a prize for the class whose parents return the most surveys).

Appendix G includes resources that can help you to develop, implement and analyze effective surveys.

### 7.3 INTERVIEWS

Interviews are useful when you have a smaller number of persons that you'd like to collect information from and when you are interested in asking questions that are more open-ended. Interviews should never be lengthy (no more than 8-10 questions), and can be done either in person or on the phone. Interviewing key representatives and stakeholders can also be a great way to build relationships with these groups. Once you develop a set of interview questions, you might consider asking members of your P-3 planning to group to interview 2-3 people and bring their responses back to the group for discussion. Sometimes individual interviews are easier to do than focus or discussion groups because they can be scheduled at the individual's convenience. Interviews may be better than focus groups if you think that you have questions that people might not be comfortable answering in front of other people.

Keys to effective interviewing include:

1. Keep the interviews relatively short.
2. Take good notes.
3. Develop interview questions that are open-ended and not “yes/no”. If you find yourself developing an interview that includes mostly “yes/no” type questions, consider doing a survey instead!
4. Make sure the persons doing the interview understand that their role is to ask questions and gather information, not to have a conversation or to provide information to the person that is being interviewed.

A guide for collecting interview data is included in Appendix H.

#### 7.4 DISCUSSION OR FOCUS GROUPS

Gathering information from a group of people (like a group of teachers, or from your P-3 planning group, or a group of parents) can be an efficient and effective method for collecting information. Parent focus groups are likely the most challenging, as parents must be identified, recruited, and supported to attend – which takes considerable effort in most situations. However, you may be able to have a focus group with an existing parent group, such as your PTA or other group that already comes together on a regular basis. If such a group exists, those parents can be a key source of information for your CNRA; however, keep in mind that those parents are already likely to be highly engaged and motivated to be involved with the school, so may have a different perspective than parents who are not involved in these formal groups.

Similarly, there may be a regular gathering of early childhood providers and/or teachers that you could use as a “ready made” focus group. By all means take advantage of these existing groups by requesting time on their agenda for collecting information. A typical focus group should take no more than 60-90 minutes, and involve no more than about 10-12 people. Groups larger than this can be broken out into multiple groups.

Focus groups are most useful when you have questions that can benefit by having a group discussion – for example, when ideas generated by one person might “spark” ideas in others. For example, brainstorming ideas for how to engage parents might be a great topic for a discussion group of parents or teachers. Some tips for successful focus groups:

1. Keep the number of questions small – no more than 6 or 7 questions.
2. Have a facilitator who is skilled at managing a group discussion.
3. Make sure the facilitator has a good understanding of what you are hoping to learn from the group so that s/he can keep them “on task” as much as possible.
4. Make sure your recruitment efforts start early and get firm commitments from those who agree to participate. Attendance at parent focus groups can be enhanced by providing food, child care, and incentives for participation.
5. Record the discussion, or have at least one person whose job is only to take notes.

Appendix I has comprehensive resources for planning and implementing focus groups.

## 8. WHAT DOES IT ALL MEAN? PUTTING THE INFORMATION TOGETHER & MOVING FORWARD

Before you even start to collect the data, make sure that you plan for time to compile and analyze it. If you have done surveys using a web-based resource such as Survey Monkey, there are easy ways to compile the data into tables. If you’ve done your own paper and pencil survey, you’ll need to enter the answers into a spreadsheet or other table so that you can compile the data. There’s no need for fancy statistics for this type of project. You are probably mostly interested in counting up responses, or taking averages. One good way to present survey data is to show the percentage of persons who responded in each category on a copy of the survey itself (see Appendix J for an example).

If you’ve collected focus group or interview data that is qualitative, you now have documents that need to be read and reviewed. This might be an important activity for your P-3 Initiative members. Copies of the focus group transcripts can be shared and discussed at a meeting to pull out key ideas and themes from the group. Alternatively, two or three identified persons could read the transcripts and develop a summary to share with the group. Similarly, notes from interviews can be read and summarized by identified people in your P-3 planning group.

A group process works best for “analyzing” this kind of data—does everyone agree with the key ideas? What are the main ideas that keep coming up? Analysis of this type of information can involve a process of reading and summarizing the results in terms of:

1. What are the key shared/similar ideas expressed for each question?
2. Are there key differences of opinion in those who you interviewed?
3. Are there interesting or noteworthy ideas that emerge, even if only mentioned by one person?

It is important to generate a useful, usable summary of the information you’ve collected. This can take a variety of different forms. Someone in your group should be assigned responsibility for developing a data document or summary that compiles what you have learned.

## 9. WRAP UP & FINAL GUIDANCE

As your team works on planning and implementing an early childhood CNRA, there are a number of important things to keep in mind.

First, remember why you are collecting the information. Be clear about the purpose and how you will use the data, and make sure not to “drift” away from your core reasons. Reflect on Worksheet #2 and the Key Questions and Priorities you’ve identified. A common mistake that community groups make in doing data collection is to try to ask too many questions and collect too much information at the same time. Lengthy surveys, long interviews, or overly-ambitious discussion group protocols will result in low participation in your efforts and may not yield the most important pieces of information that you need. Keep your efforts simple, concise, and focused.

Don’t “recreate the wheel” – take advantage of data that are already collected by community partners. Schools, Head Start, and other programs regularly collect information about children and families that, while it may not be perfect, can be useful for planning purposes. Focus your CNRA on identifying the key data points you most need both to plan the right programs to fit your community context, and to track changes and outcomes over time.

After the information has been collected, make sure that your group continues to use the information in the planning process. Dedicate meeting time to discussing the results and thinking about the implications for your work. Having too much information can be a barrier to identifying the key pieces of information that are most important to helping your group make decisions. Related to this, don't rush into decision-making and planning before you have your CNRA data in hand! Dedicate the planning time to collect the information and don't be tempted to forge ahead until you have the information you need to make good, data-driven decisions. Identifying a key person who is in charge of the CNRA and responsible for keeping the CNRA data alive during decision making in planning can help to ensure that the data continue to be used and useful.

Finally, remember that a needs and resources assessment is a first step in what should, ideally, be ongoing data collection to help support your P-3 Initiative. Schedule regular time (at least annually) to revisit the CNRA results, and to identify any other information that may be needed as your initiative develops. As your P-3 group evolves, you may decide to have a "Data Subcommittee" or other working group that regularly reviews information and plans any other needed data collection or compilation to feed your efforts. Implement a data feedback process that is formally embedded in your P-3 structure, following the model in Figure 1, to ensure continual data-driven planning and decision making.

## 10. LIST OF APPENDICES

- Worksheet #1: P-3 Planning Group Key Information Worksheet
- Worksheet #2: Selecting and Prioritizing CNRA Questions and Data Collection Strategies
- Worksheet #3: Identifying Existing Early Childhood Community Resources
- Appendix A. Tools for Organizing Census and Social Indicator Data
1. CLASP Data Matrix
  2. National League of Cities Data Worksheet
- Appendix B. Parent Survey Examples
1. Early Works Kindergarten Parent Survey
  2. Harvard Graduate School of Education PreK-12 Parent Survey Databank
  3. Parental Involvement Effectiveness Assessment
  4. Promise Neighborhood Community Member and Parent Survey
- Appendix C. Elementary School Staff Interview/Discussion Group Example
- Appendix D. Early Childhood Stakeholder Interview Example
- Appendix E. Parent Focus Group Example
- Appendix F. Teacher Survey of Parent Involvement Example
- Appendix G. Technical Resources for Survey Data Collection
- Appendix H. Technical Resources for Interviewing
- Appendix I. Technical Resources for Focus Groups
- Appendix J. Parent Survey Report Example
- Appendix K. Links to Other Community Needs Assessment Toolkits

## P-3 Planning Group – Key Information Worksheet

**Defining your community:** What are the physical or other geographic boundaries of your community?

**What is your timeline?** When will the first CNRA activities need to be completed?

**Start Date:**

**End Date:**

### Key P-3 Group Members & Roles

Representatives from these Sectors (examples)	Person Identified	Role (e.g, leader, program partner, other stakeholder) also identify any roles specifically related to P-3 group (e.g., note-taker, facilitator, etc.)
1. Elementary School Principal/Leader		
2. Elementary School Teachers		
3. Parents		
4. Head Start		
5. Relief Nursery		
6. Other infant-toddler programs		
7. Child Care Providers		
8. Maternal Child Health		
9. Libraries/community activities		
10. School district		

## P-3 Toolkit Worksheet #2: Selecting & Prioritizing Questions and Data Collection Strategies

<b>CNRA Question</b>	<b>Priority Level</b> ✓ <b>High Priority</b> —Must Have this information to move forward ✓ <b>Moderate Priority</b> —Helpful but not necessary ✓ <b>Low Priority</b> —Not needed to move forward ✓ <b>Already Have</b> – Already have this data	<b>Data Collection Methods and Feasibility</b> ✓ <b>Highly feasible</b> - readily collected with current resources ✓ <b>Moderately feasible</b> - moderate amount of effort, some additional resources (time, skill, money) might be needed ✓ <b>Low feasibility</b> – probably not possible given current resources	<b>Selected?</b> Select High Priority Questions with High or Moderate Feasibility
1. Who is in your community?	<input type="checkbox"/> <b>High Priority</b> <input type="checkbox"/> <b>Moderate Priority</b> <input type="checkbox"/> <b>Low Priority</b> <input type="checkbox"/> <b>Already Have</b>	1. Demographic and social indicator datasets <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>	
2. How are children doing in terms of school readiness and school success and what are the key achievement gaps or concerns that need to be addressed?	<input type="checkbox"/> <b>High Priority</b> <input type="checkbox"/> <b>Moderate Priority</b> <input type="checkbox"/> <b>Low Priority</b> <input type="checkbox"/> <b>Already Have</b>	1. Starting Fall 2013, Oregon Statewide Kindergarten Readiness Assessment data <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>  2. ODE and other social indicators datasets <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>  3. Survey of incoming kindergarten parents (school readiness) or other parents (school success) <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>  4. Interviews or brief surveys with school staff <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>	
3. What early childhood services and resources already exist in your community?	<input type="checkbox"/> <b>High Priority</b> <input type="checkbox"/> <b>Moderate Priority</b> <input type="checkbox"/> <b>Low Priority</b> <input type="checkbox"/> <b>Already Have</b>	1. Surveys or focus groups with incoming kindergarten parents <input type="checkbox"/> <b>Highly feasible</b> <input type="checkbox"/> <b>Moderately feasible</b> <input type="checkbox"/> <b>Low feasibility</b>	

<p><b>CNRA Question</b></p>	<p><b>Priority Level</b></p> <ul style="list-style-type: none"> <li>✓ <b>High Priority</b>—Must Have this information to move forward</li> <li>✓ <b>Moderate Priority</b>—Helpful but not necessary</li> <li>✓ <b>Low Priority</b>—Not needed to move forward</li> <li>✓ <b>Already Have</b> – Already have this data</li> </ul>	<p><b>Data Collection Methods and Feasibility</b></p> <ul style="list-style-type: none"> <li>✓ <b>Highly feasible</b> - readily collected with current resources</li> <li>✓ <b>Moderately feasible</b> - moderate amount of effort, some additional resources (time, skill, money) might be needed</li> <li>✓ <b>Low feasibility</b> – probably not possible given current resources</li> </ul>	<p><b>Selected?</b></p> <p>Select High Priority Questions with High or Moderate Feasibility</p>
		<ul style="list-style-type: none"> <li>2. Gather input from your P-3 planning group               <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>3. Interview early childhood representatives               <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>4. Identify service “hubs” that might exist and contact them for more comprehensive lists of programs and resources               <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> </ul>	
<p>4. How connected are early childhood and elementary schools in your community and where are gaps between these two systems need to be addressed?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>High Priority</b></li> <li><input type="checkbox"/> <b>Moderate Priority</b></li> <li><input type="checkbox"/> <b>Low Priority</b></li> <li><input type="checkbox"/> <b>Already Have</b></li> </ul>	<ul style="list-style-type: none"> <li>1. Interview/Discussion groups with elementary staff and early childhood program representatives.               <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>2. Surveys of parents with children in early childhood and elementary school.               <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> </ul>	

<p align="center"><b>CNRA Question</b></p>	<p align="center"><b>Priority Level</b></p>	<p align="center"><b>Data Collection Methods and Feasibility</b></p>	<p align="center"><b>Selected?</b></p>
<p>5. What kind of learning and development supports do children experience before starting school (at home, at PreK and other programs?) and what else is needed for children to be ready?</p>	<ul style="list-style-type: none"> <li>✓ <b>High Priority</b>—Must Have this information to move forward</li> <li>✓ <b>Moderate Priority</b>—Helpful but not necessary</li> <li>✓ <b>Low Priority</b>—Not needed to move forward</li> <li>✓ <b>Already Have</b> – Already have this data</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Highly feasible</b> - readily collected with current resources</li> <li>✓ <b>Moderately feasible</b> - moderate amount of effort, some additional resources (time, skill, money) might be needed</li> <li>✓ <b>Low feasibility</b> – probably not possible given current resources</li> </ul>	<p>Select High Priority Questions with High or Moderate Feasibility</p>
<p>6. What is the level of family engagement and involvement in schools and other programs and activities in your community and how can family engagement be strengthened?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>High Priority</b></li> <li><input type="checkbox"/> <b>Moderate Priority</b></li> <li><input type="checkbox"/> <b>Low Priority</b></li> <li><input type="checkbox"/> <b>Already Have</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Survey of parents (in PreK, kindergarten, or early elementary grades) <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>2. Interviews/discussion groups with early childhood providers and teachers in early elementary grades. <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> </ol>	
		<ol style="list-style-type: none"> <li>1. Survey of parents. <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>2. Discussion groups with parents. <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> <li>3. Interviews/discussion groups with key P-3 representatives and stakeholders. <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Highly feasible</b></li> <li><input type="checkbox"/> <b>Moderately feasible</b></li> <li><input type="checkbox"/> <b>Low feasibility</b></li> </ul> </li> </ol>	

Worksheet #2: Template for Identifying Early Childhood and Other Programs in Your Community

Program or Service	Availability in your community?	Describe the scope of services (how many served, who is not served?) Are there waiting lists? Is the program under utilized?
Home Visiting, such as public health nursing, Healthy Families Oregon (formerly Healthy Start), Early Head Start home visiting, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relief Nursery	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Head Start	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Preschool Programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Care for Infants and Toddlers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Care for Other Children	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent Education Programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent-Child Groups (e.g. Mommy & Me)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lactation Support Groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Elementary Parent-Teacher Association	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Library programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
SMART (Start Making A Reader Today)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Programs:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Appendix A: Tools For Organizing Census and Social Indicator Data

1. CLASP Data Tool for Informing Early Childhood Agendas. Downloaded from:  
<http://www.clasp.org/babiesinchildcare/publications?id=0010>
2. National League of Cities Early Childhood Needs and Resources Community Assessment Tool.  
Downloaded from: [www.nlc.org](http://www.nlc.org)

## Who are the children (and their families)?

Data Source	Question	National	Your Community
See the <a href="#">KIDS COUNT data center</a> .	How many children are between birth and age 3 (ages 0, 1, and 2)? How many children are in each age cohort?	<p>In the U.S., there were about 12.8 million children between birth and age three in 2009.</p> <ul style="list-style-type: none"> <li>• Under 1: 4.26 million</li> <li>• Age 1: 4.30 million</li> <li>• Age 2: 4.34 million</li> </ul>	Insert data here.
	How many children are between birth and age 6? How many children are in each age cohort?	<p>In the U.S., there were about 25.5 million children between birth and age six in 2009.</p> <ul style="list-style-type: none"> <li>• Age 3: 4.22 million</li> <li>• Age 4: 4.18 million</li> <li>• Age 5: 4.19 million</li> </ul>	Insert data here.
Available through <a href="#">CLASP DataFinder</a> .	What proportion of children under age 6 live in families with incomes under the federal poverty level (FPL)?	24.8 percent (5,908,929) of young children, under age 6, lived in poor families in 2010.	Insert data here.
Available through <a href="#">CLASP DataFinder</a> .	What proportion of children under age 6 are low-income (in families with incomes under	48.0 percent (11,447,740) of young children, under age 6, lived in low-income families in	Insert data here.

Data Source	Question	National	Your Community
	200 percent of FPL)?	2010.	
Available through <a href="#">CLASP DataFinder</a> .	What is the race/ethnicity of young children under age 5?	Race/ethnicity of children, under age 5, in 2010: <ul style="list-style-type: none"> <li>• 60.8 percent White</li> <li>• 30.8 percent Black or African American</li> <li>• 7.9 percent Hispanic or Latino Origin</li> <li>• 1.6 percent Asian</li> <li>• 3.6 percent Bi/Multi-Racial</li> <li>• 0.5 percent American Indian</li> </ul>	Insert data here.
See <a href="#">NCCP Demographic Profiles</a> .	What percentage of young children (under age 6) in the following racial/ethnic groups are low-income? (white, black, Latino, Asian, and American Indian)	In 2009, for young children: <ul style="list-style-type: none"> <li>• 32 percent (4,200,759 ) of white children;</li> <li>• 66 percent (2,322,991 ) of black children;</li> <li>• 65 percent (4,219,567 ) of Latino children;</li> <li>• 31 percent (376,759 ) of Asian children; and</li> <li>• 73 percent (108,183 ) of American Indian children were low-income.</li> </ul>	Insert data here.

Data Source	Question	National	Your Community
Available through <a href="#">CLASP DataFinder</a> .	What proportion of children under age 6 are children of immigrants?	25 percent (6,128,872 children) of children under age 6 lived in immigrant families (i.e., with at least one foreign-born parent) in 2009.	[Insert data here.]
See <a href="#">Migration Policy Institute Data Hub</a> – State Profiles.	What share of the foreign-born population in the state are limited English proficient (LEP)?	52.0 percent of the foreign-born population, age 5 and older, were LEP in 2009, compared with 51.0 percent in 2000 and 47.0 percent in 1990. Between 2000 and 2009, the number of foreign-born persons, age five and older, in the U.S. who were LEP increased by 27 percent.	[Insert data here.]
See <a href="#">Migration Policy Institute Data Hub</a> – State Profiles.	What are the primary languages spoken in households in the state after English?	In 2009, the primary language spoken in U.S. households after English was Spanish. Approximately 62 percent of households that spoke a language other than English at home spoke Spanish, followed by Chinese at 4.6 percent and	[Insert data here.]

Data Source	Question	National	Your Community
		Tagalog at 2.7 percent.	
See <a href="#">NCCP Early Childhood Profiles</a> .	What proportion of children under age 6 are exposed to three or more risk factors for young children? (Risk factors include any combination of the following: single parent, living in poverty, linguistically isolated, parents have less than a high school education, and parents have no paid employment.)	25 percent of children under age 6 were exposed to three or more risk factors in 2009.	Insert data here.
See <a href="#">NCCP Early Childhood Profiles</a> .	How many young children (under age 6) have mothers with a high school education or less?	40 percent of young children had mothers with a high school education or less in 2009.	Insert data here.
See <a href="#">U.S. Department of Health and Human Services, Administration for Children and Families</a> , Child Abuse and Neglect Research, Child Maltreatment Annual Reports,	How many infants (under age 1) are maltreated? What is the rate per 1,000 children of infant maltreatment? How many children, ages 1 through 3, are maltreated? What is their rate	In 2010, 87,661 infants under age 1 were reported as maltreated. Nationally, infants had the highest rate of child maltreatment cases at 20.6 per 1,000 children. In 2010,	Insert data here.

Data Source	Question	National	Your Community
<p>Table 3-9: Age Group of Victims by State.</p>	<p>of maltreatment?</p>	<p>146,967 children, ages 1, 2, and 3, were maltreated, at rates of 11.9, 11.4, and 11.0 per 1,000 children, respectively. Overall, one-third of all victims were younger than 4 years old.</p>	
	<p>How many young children (ages 4-7) are maltreated? What is the rate per 1,000 children of young child maltreatment?</p>	<p>In 2010, 160,843 children, ages 4-7 were reported as maltreated. The rate of child maltreatment cases was 9.7 per 1,000 children. Overall, about one-fifth of all victims were ages 4-7.</p>	<p>Insert data here.</p>
<p>See U.S. Department of Health and Human Services, Administration for Children and Families, <a href="#">Child Welfare Outcomes 2004-2007: Report to Congress</a>, Chapter VI, State Data Pages.</p>	<p>What percentage of children entering foster care in 2007 were birth to age 6?</p>	<p>A median 16 percent of children entering foster care were under age 1, while a median 27 percent of children entering foster care were ages 1 through 5.</p>	<p>Insert data here.</p>

Data Source	Question	National	Your Community
<p>See the <a href="#">Henry J. Kaiser Family Foundation State Health Facts</a>. Note that the majority of states use the 1989 standard birth certificate but 18 states use the 2003 revised birth certificate (listed in the footnotes of the State Health Facts web page), and prenatal care data is not comparable across these two different types of birth certificates.</p>	<p>What percentage of mothers begin prenatal care in the first trimester? How does this percentage differ by race/ethnicity?</p>	<p>In 2006, for states using the 1989 standard birth certificate, the following percentages of mothers began prenatal care in the first trimester:</p> <ul style="list-style-type: none"> <li>• Total: 83.2 percent</li> <li>• White non-Hispanic: 88.1 percent</li> <li>• Black non-Hispanic: 76.1 percent</li> <li>• Hispanic: 77.3 percent</li> </ul> <p>In 2006, for states using the 2003 revised birth certificate, the following percentages of mothers began prenatal care in the first trimester:</p> <ul style="list-style-type: none"> <li>• Total: 69.0 percent</li> <li>• White non-Hispanic: 76.2 percent</li> <li>• Black non-Hispanic: 58.4 percent</li> <li>• Hispanic: 57.7 percent</li> </ul>	<p>Insert data here.</p>
<p>See the <a href="#">Henry J. Kaiser Family Foundation State Health Facts</a>.</p>	<p>What percentage of births are financed by Medicaid?</p>	<p>41 percent of births were financed by Medicaid in 2003.</p>	<p>Insert data here.</p>

Data Source	Question	National	Your Community
See the <a href="#">Henry J. Kaiser Family Foundation State Health Facts</a> .	What proportion of births are to teen mothers?	39.5 births per 1,000 were to teen mothers (15 to 19 years old) in 2009.	Insert data here.
See <a href="#">National Vital Statistics Reports</a> , Table C in “Births: Final Data for 2009,” Volume 60, Number 1.	What percentage of births are to unmarried mothers?	41.0 percent (1,693,658) of births were to unmarried mothers in 2009.	Insert data here.
See the IDEA <a href="#">Data Accountability Center</a> , Part C Child Count data (Table 8-1).	What proportion of infants and toddlers receive IDEA Part C services?	2.82 percent (342,389 children) of all infants and toddlers, birth to 3, received IDEA part C services in 2010.	Insert data here.
See the IDEA <a href="#">Data Accountability Center</a> , Part B Child Count data (Table 1-1). To calculate the percentage, use the estimated population data (Table C-3).	What proportion of preschoolers receive Part B?	5.94 percent (734,692 children) of all preschoolers, ages 3 to 5, received part B services in 2010.	Insert data here.
See the <a href="#">KIDS COUNT data center</a> .	What percent of children under age 6 have no health insurance?	9 percent of children under age 6 had no health insurance in 2009.	Insert data here.

Data Source	Question	National	Your Community
See <a href="#">USDA Program Data, WIC Program</a> . For state data by age group, download the Excel (.xls) Monthly Data Agency Level file.	How many infants (under age 1) participate in WIC each month?	The average monthly WIC participation in FY 2011 was 2,102,632 infants.	Insert data here.
	How many children, ages 1 to 5, participate in WIC each month?	The average monthly WIC participation in FY 2011 was 4,760,860 children.	Insert data here.
See <a href="#">Center for Disease Control and Prevention</a> , National Immunization Survey, Tables, Vaccine - Specific Coverage Levels by Race/Ethnicity and Poverty Level	What percent of all toddlers (ages 19-35 months) have received their recommended immunizations (the 4:3:1:3:3:1 series <sup>1</sup> )? What percent of toddlers below poverty?	74.9 percent of all toddlers had received the series of recommended vaccines in 2010.  73.5 percent of low-income toddlers had received the series in 2010.	Insert data here.
See <a href="#">NCCP Early Childhood Profiles</a> or Centers for Medicare and Medicaid Services, <a href="#">The Annual EPSDT Report</a> .	What proportion of eligible infants (under age 1) and toddlers (ages 1-2) received at least one EPSDT screen?	An 80 percent participation rate of eligible children is considered to be the national benchmark.  In 2009, 89 percent of eligible infants (under age one) and 73 percent of eligible toddlers (ages 1-2) received at least one EPSDT screen.	Insert data here.

Data Source	Question	National	Your Community
	What proportion of eligible children, ages 3-5, received at least one EPSDT screen?	In 2009, 69 percent of eligible children, ages 3-5, received at least one EPSDT screening.	Insert data here.

**How to Use this Tool:** This tool is organized as a matrix with four columns. In the first three columns, CLASP has identified a series of key questions relevant to informing a policy agenda for young children; highlighted a suggested data source, including hyperlinks to online resources when possible; and provided a national data point as appropriate. Infant/toddler specific data questions are identified by colored rows. Users can download and save a copy of this tool, open the tool in Microsoft Word, then fill in the last column with their state’s data. To fill in state information, click on any of the editable regions (denoted with a pale yellow background) and begin typing. Note that users must start typing at the top of a cell in the table, but that the table will expand to accommodate all inserted text, which may flow across page lines.

**Note:** Much of the data in this tool is updated annually. The hyperlinks in the Data Source column strive to be specific to the data sought, yet broad enough that users can easily find the most recent data available. All data reported in the national column includes a date, which indicates the most recent data available at the time of publication of this tool. If users find that newer data have been posted for their state, they may wish to look up the newer national data as well, in order to compare the same years of data.

**Other Availability:**

The full version of the data tool contains five sections:

- Who are the children (and their families)?

- Where are children in child care and early education?
- How strong is the child care licensing/monitoring floor in your state?
- How does your state help low-income families with babies and toddlers afford quality child care through subsidies and other mechanisms?
- How is your state thinking about improving the quality of care for babies and toddlers?

The full data tool, other individual sections, and other tools for CLASP's *Charting Progress for Babies in Child Care* project are available at [www.clasp.org/babiesinchildcare/tools](http://www.clasp.org/babiesinchildcare/tools).

---

**Endnotes:** Where indicated, the data source for the national column differs from that listed in the Data Source column.

<sup>i</sup> The Centers for Disease Control and Prevention track a variety of vaccines. The numbers in this vaccine series refer to the number of doses recommended for children to receive of the following vaccines: diphtheria/tetanus/pertussis, poliovirus, measles/mumps/rubella, Hib, hepatitis B, and varicella.



*National League of Cities*

***EARLY CHILDHOOD NEEDS AND RESOURCES***  
**COMMUNITY ASSESSMENT TOOL**

**National League of Cities**

*Institute for Youth, Education, and Families*

1301 Pennsylvania Avenue, NW

Washington, DC 20004

202 626-3000

[www.nlc.org](http://www.nlc.org)



## COMMUNITY ASSESSMENT OF EARLY CHILDHOOD NEEDS AND RESOURCES

NLC's Early Childhood Needs and Resources Community Assessment tool is designed to help city officials and other community leaders gain a better understanding of how young children (ages 0-5) and their families are faring and where assistance is needed. It can be used as the first step in developing a local agenda around early childhood; to evaluate the success of current initiatives; or to focus future strategies to help improve outcomes for young children.

The community assessment is not a survey to be submitted to NLC, and there are no right and wrong answers. It is meant to be a flexible guide for city leaders to investigate the state of early childhood in their community. Therefore, cities should feel free to adapt the tool to their specific goals. For example, a mayor or city councilmember could ask a staff member to spend just a few hours completing the inventory of local resources for children ages 0-5. Cities interested in more intensive review could use the tool to collect baseline data to track over time, guide community consultations, and serve as a starting point for a local early childhood task force charged with making policy recommendations.

### **The community assessment has three sections:**

- 1) **Conditions of Young Children:** A set of ten data measures aimed at giving an overall summary of the well-being of children ages 0-5. A Data Guide provides assistance with data sources and alternate measures.
  - *Use the indicators listed as a guide.* If your locality does not collect some of these data, or does not have it broken down at the city-level, do not be overly concerned. Use alternate measures or add other available data that will help provide a picture of the conditions of young children in the community.
  - *Work with local colleges* or child care resource and referral agencies (CCR&Rs) to locate or analyze data.
  - *Save time* by having staff from "data collecting agencies" work together to complete this section.
- 2) **Inventory of Local Resources to Promote Early Childhood Success:** A check-off list of programs, activities or other resources available for young children and their families.
  - *Create a more comprehensive inventory* by using the blanks under each category to record specific program names, services, or other activities that are not listed. Identifying key contacts at these organizations or programs can also be helpful.
  - *Consider collecting detailed information* about each program in the community. For example, in Louisville, KY, the city used the inventory process as an opportunity to create a central catalog of written information (pamphlets, publications etc) about community programs.
- 3) **Open-Ended questions:** A list of questions that can be used to help focus discussions with various community stakeholders, including parents, early childhood service providers, and other stakeholders.
  - *View as an opportunity for engaging constituents* in a meaningful way around early childhood issues. For example, staff from Richmond, VA's Department of Human Resources, met with parents at a local family resource center to solicit feedback on the needs of families with young children in the city.

Listed below are some general suggestions about the community assessment process:

- **Consider using a team approach** to the assessment. Since data and other information about local resources will most likely come from a variety of sources, it may be helpful to bring key experts (both within and outside city government), data suppliers and other knowledgeable partners together to work on the assessment as a group, rather than requiring one person to track down all the information
- **High-level leadership** from a mayor or city/town councilmember can help secure buy-in from the agencies and partners needed to collect data and other important information for the assessment. For example, in Houston, TX, a city councilmember convened a group of key community leaders to work on the assessment.
- **Provide opportunities to reflect on the information gathered.** After completing the community assessment, do not just file it away! Instead, set aside time to discuss the results with other municipal leaders, staff from key city agencies, and stakeholders. Use these sessions to determine priorities, develop strategies, and build support for taking the next steps to address early childhood needs identified by the assessment.

## PART I: CONDITION OF YOUNG CHILDREN

*For each measure, it will be most helpful to locate city-level data on children ages 0 to 5 years old (under age 6.) However, when this is not possible, data may be available for a different age range or at the county level. Refer to the Data Guide at the end for assistance with data sources and alternate or additional measures.*

	<i>City</i>	<i>- OR -</i>	<i>County</i>
<b>Number of children under age 6</b> (or under age ____)	_____		_____
<b>Percent of families with children under age 6</b> (or under age ____)	_____%		_____%
<b>Percent of children under age 6 living in poverty</b> (or under age ____)	_____%		_____%
<b>Percent of infants born with low-birth weight</b>	_____%		_____%
<b>Percent of children immunized by age 2</b>	_____%		_____%
<b>Child abuse and neglect rate for children (0-5 or ages: ____ to ____)</b> (reported cases per 1,000 children)	_____		_____
<b>Percent of children covered by health insurance (0-5 or ages: ____ to ____)</b>	_____%		_____%
<b>Total number of children served in:</b>			
• Head Start	_____		_____
• School-based Pre-School	_____		_____
• Private Profit or Non-Profit Child Care	_____		_____
• Family Child Care	_____		_____
<b>Total number of children receiving subsidies for child care</b>	_____		_____
<b>Percentage of first graders promoted to next grade</b> (Indicator of school readiness)	_____%		_____%

**PART II: INVENTORY OF LOCAL RESOURCES TO PROMOTE EARLY CHILDHOOD SUCCESS**

*Under each category, use the space provided to specify the type of activity, the name of the program(s), or additional activities. For each activity that is available in your city or town, check all entities that are engaged or provide this service.*

	City	County	For-Profit	Nonprofit	Not Available
<b>Planning/Public Awareness</b>					
▪ Task force/coalition	_____	_____	_____	_____	_____
▪ Public awareness campaign	_____	_____	_____	_____	_____
▪ City-wide needs assessment	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Parent Education/Support**  
 (Specify, e.g. family resource centers, home visiting, parenting classes, family literacy programs, etc).

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Early Care and Education**  
 ▪ Quality Initiatives (Specify, e.g. provider training, programs to enhance provider wages/benefits, etc.)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

▪ Child Care Access/Supply (Specify, e.g. resource & referral, facility development, transportation, direct provision of early childhood programming, etc.)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**PART II: INVENTORY OF LOCAL RESOURCES (continued)**

	City	County	For-Profit	Nonprofit	Not Available
--	------	--------	------------	-----------	---------------

**Early Care and Education** (continued)

- Affordability (Specify, e.g. child care benefits for city employees)

	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---

**Child Health and Safety**

- Health Outreach (immunizations, information about low-cost health insurance, food stamps, or WIC)

	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---

- Safety Programs (safety seat program, smoke detector distribution, lead abatement)

	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---

- Child abuse prevention

	---	---	---	---	---
--	-----	-----	-----	-----	-----

**Other**

	---	---	---	---	---
	---	---	---	---	---
	---	---	---	---	---

### **PART III: OPEN-ENDED QUESTIONS**

*These questions are provided to help you gain a deeper understanding of the local context through discussions with parents and other community stakeholders.*

#### ***General:***

1. How would you assess your community's readiness to tackle early childhood issues? What is the evidence of this?
2. Is there a general awareness of the importance of successful early childhood in your community? How do you know this?
3. What types of people/organizations in your community are important to have "at the table" when designing an early childhood agenda?
4. Do you anticipate sources of resistance to municipal action to promote early childhood success? What is the nature of the anticipated resistance?
5. What are some potential barriers to, and opportunities for, reaching out to parents of young children in your community?

#### ***For Meetings with Parents:***

- What are the most important sources of information and support for you as a parent? (i.e. extended family, church, pediatrician, family resource center, etc.)
- What programs/services in the city/town have been most helpful to you, if any, in raising your young children?
- What do you find to be the hardest part of raising a child in this city/town?
- If you could make one suggestion to help make the system work better to support families of young children, what would it be?

#### ***For Meetings with Early Childhood Providers and Other Stakeholders:***

- What services do each of you offer? Do all of these services function as a cohesive system? If not, why?
- Is there an existing coalition or other mechanism that promotes communication and coordination among providers of early care and education, health services, and parent support programs in the city/town? If so, what is it? How does it work?
- What is the nature of your linkage with the schools?
- What are the biggest unmet needs for young children and families? How do these relate to the data on the condition of young children in our city that we've collected?
- What roles could the city/town play in order to improve outcomes for young children?

## DATA GUIDE: SOURCES AND ALTERNATE MEASURES

### ❖ Number of children under age 6

**Sources:** State/City Department of Human Services/Planning or US Census Bureau

For Census 2000 data:

- 1) Go to [www.census.gov](http://www.census.gov) and click on “American Fact Finder” on the left-hand side.
  - 2) In the “Basic Facts” box, choose “Tables.”
  - 3) In the “Show Me” drop-down menu, choose “General Characteristics: Population & Housing” under “Census 2000 Quick Tables (QT).” Wait for page to re-load.
  - 4) In the “For” drop-down menu, choose “City or Town.” Wait for page to re-load.
  - 5) Next, select your state from the drop-down menu. Wait for page to re-load.
  - 6) Finally, select a place (your town/city) from the drop-down menu that appears after the page re-loads and click the: “GO!” button
  - 7) Population figures are at the top of the table. *Note: Data are for children under age 5.*
- 

### ❖ Percent of households with children under age 6

**Sources:** City/State Department of Human Service/Planning or US Census Bureau.

For Census 2000 data:

1. Go to [www.census.gov](http://www.census.gov) and click on “American Fact Finder.”
  2. Under the “Data Sets Menu,” box choose “Summary File 1.”
  3. Choose “Quick Tables” from the list on the right-hand side of the page.
  4. On the next screen, make sure “List” is indicated for “Choose a Selection Method.”
  5. Choose County or Place (city) from the drop-down menu for “Select a Geographic Type.” Wait for the page to re-load.
  6. Next, choose your state from the “Select a State” drop-down menu. Wait for the page to re-load.
  7. Choose the area(s) you wish to see data for under “Select one or more geographic areas” and click “Add” button and then click “Next” button.
  8. Make sure “Show All Tables” is selected under Search.
  9. Scroll down the “Select one or more tables” drop-down menu and choose “QT:P10 Households and Families 2000”, then click the “Add” button and the “Show Table” button.
  10. On the table, look for the “Family Type and Presence of Own Children” category. To capture all families with children under age 6 you must add together the percentages for “Under 6 years only” and “Under 6 & 6-17 years.”
- 

### ❖ Percent of children under age 6 living in poverty

**Sources:** *City/State Department of Health/Human Services may calculate or estimate this figure. The US Census Bureau is also a main source for poverty statistics and 2000 Census data (the most recent) have been released.*

For Census 2000 data:

1. Go to US Census Bureau at [www.census.gov](http://www.census.gov) and click on “American Fact Finder.”
2. Under the Data Sets Menu, choose “Summary File 3.”
3. Choose “Quick Tables” from list on the right-hand side of page.
4. On the next screen make sure “List” is indicated for “Choose a Selection Method.”
5. Choose County or Place (city) from the drop-down menu for “Geographic Type.” - Wait for the page to re-load.
6. Next choose a State from the drop-down menu – Wait for the page to re-load.
7. Choose the area(s) you wish to see data for under “Select one or more geographic areas.” Then click the “Add” button and the “Next” button. - Wait for page to load.
8. Make sure “Show all tables” is selected under “Search.”



9. Scroll down the “Select one or more tables” drop-down menu and choose “QT-P34 Poverty Status in 1999 of Individuals: 2000” Then click the “Add” button and the “Show Table” button.
10. On the table, look for “Related children under 6 years.” The percentage below poverty level will be listed in the far right column.

▪ *Alternate measure: Percent of families with children under age 5 living in poverty*  
Follow directions 1-8 above. When asked to select a table, choose “QT-P35 Poverty Status in 1999 of Families and Nonfamily Householders: 2000” and continue from there. *Note: The data for families in poverty uses a different child age range. It will have families “with related children under 5.”*

---

- ❖ **Percent of infants born with low-birth weight** [*Alternate measures: Percentage of women receiving prenatal care in the first trimester; Infant mortality rate (deaths per 1,000 births)*]
- ❖ **Percent of children immunized by age 2**
- ❖ **Child abuse and neglect rate for children ages 0-5 (reported cases per 1,000 children)**
- ❖ **Percent of children covered by health insurance** [*Alternate measure: Uninsured children*]

*Sources:* City or State Department of Health and Human Services

---

- ❖ **Total number of Children Served in:**
  - Head Start**
  - School-based Pre-K**
  - Private child care**
- ❖ **Total number of children receiving subsidies for child care**

*Sources:* If not collected by a Health and Human Services agency in your city, the local Child Care Resource and Referral (CCR&R) should have this information. To find the CCR&R that serves your city, you can contact Child Care Aware at 1-800-424-2246 or on-line at [www.childcareaware.org](http://www.childcareaware.org).

---

- ❖ **Percent of first graders promoted to next grade**

*Source:* Local school district

**Alternate measure: Percent of children held back in first grade**

- ❖ For questions about the Community Assessment Tool or for more information about NLC's work to support municipal leadership on early education, please contact:

**Tonja Rucker**

Senior Program Associate

Institute for Youth, Education, and Families

National League of Cities

(202) 626-3004

[rucker@nlc.org](mailto:rucker@nlc.org)

- ❖ To download the Community Assessment Tool, go to: [www.nlc.org/iyef](http://www.nlc.org/iyef)

## Appendix B: Parent Survey Example Items

1. Early Works Kindergarten Parent Survey. By permission, Portland State University and the Children's Institute.
2. Harvard Graduate School of Education Parent Survey Databank. Downloaded from:  
<http://www.surveymonkey.com/mp/harvard-education-surveys/>
3. Assessment of parent involvement in schools. Downloaded from:  
<http://www.thelearningcoalition.org/wp-content/uploads/2012/10/Parent%20Involvement%20Effectiveness%20Assessment%20for%20Elementary%20Schools%20Appleseed%202010.pdf>
4. Promise Neighborhoods Example Parent survey. Downloaded from:  
<http://promiseneighborhoods.org/measures/>

### Kindergarten Parent Fall Survey 2012

**Child's Name (Kindergartener):** \_\_\_\_\_

**Your Name:** \_\_\_\_\_

**What is your relationship to this child?** \_\_\_\_\_ Mother \_\_\_\_\_ Father \_\_\_\_\_ Grandparent \_\_\_\_\_

Other, please describe: \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
month date year

**Instructions:** Questions on this survey have to do with your child who is starting kindergarten this year. Please think about this child when you are answering the questions. Thank you for helping us learn about children's experiences before they start kindergarten!

**1. In the year before this child started kindergarten, were you and/or this child involved in any programs?**

<i>In the last year:</i>	<b>Never</b>	<b>A few times</b>	<b>6 months of more</b>	<b>Don't Know</b>
a. A home visitor or nurse came to my home to talk to me about parenting and do activities with me and my child.	0	1	2	DK
b. I attended "mommy and me" or other parent-child play groups.	0	1	2	DK
c. I attended a parenting class or parent support group.	0	1	2	DK
d. My child attended Head Start.	0	1	2	DK
e. My child attended a preschool program that was <b>not Head Start</b> . If yes, what was the <b>name</b> of the preschool? _____	0	1	2	DK
f. My child received special education services before entering kindergarten (had an IEP/IFSP).	0	1	2	DK
g. Other (please describe): _____ _____	0	1	2	DK

**2. In the year before school started, was your child cared for in any of the following ways on a regular basis?** By regular, we mean more than 8 hours per week on a consistent basis (not just one-time or occasional babysitting).

**Please check all settings where your child spent more than 8 hours per week:**

- A babysitter or nanny in my/the child's home
- A relative in their home (grandma, aunt, etc.)
- A friend or neighbor in their home
- A "family" day care (usually a small, family-based setting with other children)
- Head Start
- A day care center or preschool that was **NOT Head Start** (a center with more than one classroom)
- Other, please describe: \_\_\_\_\_
- None of the above, my child usually stays with me/a parent or guardian

3. In a typical week, about how many hours does your child usually spend being cared for by someone besides yourself or a parent/legal guardian: About \_\_\_\_\_ hours per week.

4. About how many children's books do you own?

\_\_\_ 1-10      \_\_\_ 11-25      \_\_\_ 26-50      \_\_\_ More than 50

5. In the past week, how many times have you or someone in your family read to your child?

\_\_\_ Not at all    \_\_\_ Once or twice a week    \_\_\_ 3 or more times a week    \_\_\_ Every day

6. In a typical day, about how many hours does your child watch TV, videos, or play video or computer games?

About \_\_\_\_\_ hours per day

<b>7. In the past week, have you or someone in your family:</b>	<b>No</b>	<b>Yes, 1-2 times</b>	<b>Yes, 3+ times</b>
a. Told your child a story?	0	1	2
b. Taught him/her letters, words, or numbers?	0	1	2
c. Taught him/her songs or music?	0	1	2
d. Worked on art projects or crafts with him/her?	0	1	2
e. Played with toys or games indoors?	0	1	2
f. Played a game or sport, or exercised together?	0	1	2
g. Took him/her along when doing errands like going to the grocery store, bank, shopping?	0	1	2
h. Involved him/her in household chores like cooking, cleaning, setting the table, or caring for pets?	0	1	2

<b>8. In the upcoming year, how often do you <u>hope</u> to do the following:</b>	<b>Never</b>	<b>1-2 times</b>	<b>Almost every month</b>	<b>Almost every week</b>	<b>More than once/week</b>
a. Talk to or email your child's teacher about what your child is learning in school	0	1	2	3	4
b. Talk to or email your child's teacher about your child's behavior	0	1	2	3	4
c. Volunteer in your child's classroom	0	1	2	3	4
d. Attend special events at the school (Open houses, music nights, etc.)	0	1	2	3	4
e. Help out with parent booster group or Parent-Teacher Association	0	1	2	3	4
f. Participate in school field trips	0	1	2	3	4
g. Receive information about your child's progress from the teacher	0	1	2	3	4

9. How far do you think your child will go in school? Please check one:

- Finish high school or get a GED
- Attend technical school after high school, or take some college courses
- Finish 2-year college and get an Associate's (AA) degree
- Finish 4-year college and get a Bachelor's (BA, BS) degree
- Attend graduate or professional (law, medical, etc.) school after college

<b>10. About the school</b>	<b>Definitely Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Definitely Agree</b>
a. I feel welcome at the school.	0	1	2	3	4
b. I know that school attendance is important to my child's academic success.	0	1	2	3	4
c. I understand the teacher's expectations for my child's behavior in class.	0	1	2	3	4
d. I feel confident in knowing how to become a volunteer at the school.	0	1	2	3	4
e. I feel confident in knowing how to best promote my child's reading at home.	0	1	2	3	4
f. I feel confident in knowing how to best promote my child's writing at home.	0	1	2	3	4
g. I feel confident in knowing how to best promote my child's math at home.	0	1	2	3	4
h. I would like to have a leadership role in school activities.	0	1	2	3	4
i. I have the skills to be a good parent leader.	0	1	2	3	4

<b>11. How would you rate your neighborhood?</b>	<b>Definitely Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Definitely Agree</b>
a. My child is safe in my neighborhood.	0	1	2	3	4
b. People in this neighborhood watch out for each others' children.	0	1	2	3	4
c. People in this neighborhood help each other out.	0	1	2	3	4
d. There are adults nearby who you trust to help your child if she/he got hurt playing outside.	0	1	2	3	4
e. I have people who will listen when I need to talk about my problems.	0	1	2	3	4
f. I would have no idea where to turn if my family needed food or housing.	0	1	2	3	4
g. I wouldn't know where to go for help if I had trouble making ends meet.	0	1	2	3	4
h. If there is a crisis I have others I can talk to.	0	1	2	3	4

**12. If you have been to Earl Boyles before, what were your reasons for being at the school (check all that apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> This is my first time at Earl Boyles     | <input type="checkbox"/> Attending SUN activities or classes |
| <input type="checkbox"/> Registering for kindergarten             | <input type="checkbox"/> Attending parent groups             |
| <input type="checkbox"/> Kindergarten round-up                    | <input type="checkbox"/> Meeting with the principal          |
| <input type="checkbox"/> Meeting with teachers of older siblings  | <input type="checkbox"/> Other, please describe:             |
| <input type="checkbox"/> Playing on the playground                | _____  |
| <input type="checkbox"/> Attend family fun nights or other events |  |

<b>13. How ready do you think your child is to start kindergarten, in terms of being able to:</b>	<b>Not really ready</b>	<b>Somewhat Ready</b>	<b>Very Ready</b>
a. Share and play well with other children	0	1	2
b. Sit still and be quiet while being read a story	0	1	2
c. Listen to the teacher (follow instructions)	0	1	2
d. Knowing his/her "ABC's"	0	1	2
e. Count to 10	0	1	2
f. Take care of his/her basic needs (put on coat, tie shoes, etc.)	0	1	2
g. Be away from you/parents for the day	0	1	2

**14. What is the highest level of school that you have completed?**

- |   |  |
|---|--|
| <input type="checkbox"/> Some high school/no diploma      | <input type="checkbox"/> Associate's degree (AA)               |
| <input type="checkbox"/> High school diploma or GED       | <input type="checkbox"/> Bachelor's degree (BA,BS)             |
| <input type="checkbox"/> Some college or technical school | <input type="checkbox"/> More than a Bachelor's degree (BA/BS) |

**15. Are you currently employed?**

\_\_\_\_\_ No      \_\_\_\_\_ Yes, part time (30 hrs/week or less)      \_\_\_\_\_ Yes, full time

**16. What is your marital status?**

\_\_\_\_\_ Single    \_\_\_\_\_ Divorced/Separated/Widowed    \_\_\_\_\_ Married    \_\_\_\_\_ Living with unmarried partner

**17. Is your spouse/partner currently employed?**

\_\_\_\_\_ N/A (not married/partnered)    \_\_\_\_\_ Not employed  
 \_\_\_\_\_ Yes, part time (30 hrs/wk or less)    \_\_\_\_\_ Yes, full time

**18. Which of the following best describes your race/ethnicity? Check all that apply.**

- White/Caucasian
- African American
- Asian/Pacific Islander
- Hispanic/Latino(a)
- American Indian/Alaska Native
- Other, please describe: \_\_\_\_\_

**19. What language(s) do you most often speak at home? Check all that apply.**

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> English   | <input type="checkbox"/> Vietnamese             |
| <input type="checkbox"/> Spanish   | <input type="checkbox"/> Cantonese              |
| <input type="checkbox"/> Russian   | <input type="checkbox"/> Other, describe: _____ |
| <input type="checkbox"/> Ukrainian |   |

**20. How many children do you have in your family?**

\_\_\_\_\_ children ages 4 or younger  
 \_\_\_\_\_ children ages 5-10 years  
 \_\_\_\_\_ children 11 or older

That is all the questions we have for you today! Thank you so much for taking the time to complete this survey.

# **A New Tool for Understanding Family–School Relationships: The Harvard Graduate School of Education PreK-12 Parent Survey**

Increasingly, schools are interested in developing parents' capacity to productively engage with schools and support their children academically. This new direction in family–school relationships builds upon the work of Vanderbilt University researchers Kathleen Hoover-Dempsey and Howard Sandler and their colleagues, whose research established a multidimensional understanding of why parents become involved with schools and how their involvement influences student outcomes. As schools increasingly focus on building parent capacity to support their children's learning and on promoting positive home–school relationships, schools and districts need new measures to ascertain which types of approaches work best.

Recognizing the need for such measures, our Harvard Graduate School of Education (HGSE) research team recently developed a set of survey “scales”—groups of related questions that are analyzed as a whole to improve measurement precision—to assess family–school relationships in schools serving Pre-K to 12th grade students. The scales, designed to elicit input from parents, can help schools evaluate interventions that they are implementing to try to improve family–school relationships, see how family–school relationships develop as students advance from one grade to the next, or simply collect baseline information on their strengths and areas that need improvement in their family–school relationships. The tool is unique in that it is a rigorously developed, web-based set of survey scales that schools and districts can access online and administer to parents with school children of all ages.

## **Available Surveys & Items**

Schools and districts can use this tool for a variety of purposes. For example, a school or district implementing a new family engagement program may want to use the scales in the survey to determine whether family–school engagement and parent self-efficacy increase as a result of their intervention. Another district may be interested in understanding whether families encounter specific barriers to becoming involved as their children transition from elementary to middle school. Or a school might use the scales to learn how well families are able to provide learning support to students at home.

To measure the important aspects of family–school relationships, the survey currently includes the following scales, which can help schools and districts answer the accompanying questions:

- Parental support— How much help are students getting at home?
- Child behaviors—What habits have students developed that shape their success?

- Parent engagement — How engaged are parents in their child’s schooling, and what potential barriers exist?
- Parent self-efficacy—How confident are parents in supporting their child’s schooling?
- School climate —How do parents view their school regarding academic and social standards?
- Parent roles and responsibilities—How do parents view their roles as well as teachers’ roles in different aspects of their child’s schooling?
- School program fit—How well do a school’s academic program, social climate, and organizational structure match a student’s needs?

Addressing these key topics can help schools and districts answer a number of crucial questions: Which aspects of family–school relationships are most in need of improvement in our district? Do different groups of parents relate to the school differently? Do parents feel more or less engaged with our school over time as their children progress through the grade levels? Which aspects of our intervention are most/least effective?

The web-based company, SurveyMonkey, hosts the survey. An important benefit of our collaboration with SurveyMonkey is that they will eventually develop benchmarking data so that schools can compare the family–school relationships at their school to the relationships at similar schools outside of their district. For example, a school could use these benchmarks to determine how parent perceptions of their school climate compare to parent perceptions at similar schools. Additionally, we have developed a Spanish language version of the scales, which will allow schools to expand the reach of their information-gathering efforts.

**For copies of all the survey items see:** <http://www.surveymonkey.com/mp/harvard-education-surveys>

### Who Should Use This Survey?

Principals, district staff, school boards, or parent/teacher organizations from any K-12 school — public, private, independent, charter, urban, or rural — should use this survey to understand how they're doing with parents.

### How Should My School Use This Survey?

In the survey template embedded below, there are several groups of questions such as Parent Engagement, School Climate, etc. When creating your survey, choose groups of questions that make sense for your school. But we urge you to include every question in the groups that make sense. This will minimize errors in your response data and help you gather the best results.

In addition to the template's questions, add any other questions that might help you gain insights from your parents that are unique to your school. Our Question Bank's *Education* category has many pre-written questions to choose from. And if you'd like to write your own, refer to Dr. Phil Garland's [tips for writing great survey questions](#).

To use the template, sign up for a SurveyMonkey account, click on "Create Survey," then select "Use an expert survey template," and choose "K-12 Parent Survey."

### Have More Questions?

If your school or district We have a list of [common questions from schools](#) answered in our help center. is interested in using the survey and has further questions, please [get in touch](#) with us.

### ACCESSING THE SURVEY

Districts, schools, researchers, and others interested in family–school partnerships can view the scales by visiting the following website:<http://www.surveymonkey.com/mp/harvard-education-surveys/>

If your school would like to participate in the pilot program for deploying the parent survey, please contact Mark Muse ([markmuse@surveymonkey.com](mailto:markmuse@surveymonkey.com)), who can assist with any questions about getting started with SurveyMonkey or sending out the survey. Otherwise, to use the survey template, sign up for a SurveyMonkey account, click on "Create Survey," select "Use an expert survey template," and choose "Harvard Graduate School of Education Pre K-12 Parent Survey."

Our research team welcomes feedback about the scales and would be particularly interested to hear about your experiences using them. Please direct any comments or questions to Beth Schueler at: [schuelbe@gmail.com](mailto:schuelbe@gmail.com).

Research Team:

Dr. Hunter Gehlbach, Principal Investigator

Dr. Karen Mapp, Co-Principal Investigator

Dr. Richard Weissbourd, Co-Principal Investigator

Research Assistants: Lauren Capotosto, Sofia Bahena, James Noonan, Soojin Oh, Beth Schueler

---

*This resource is part of the February 2013 FINE Newsletter. The FINE Newsletter shares the newest and best family involvement research and resources from Harvard Family Research Project and other field leaders. To access the archive of past issues, please visit [www.hfrp.org/FINENewsletter](http://www.hfrp.org/FINENewsletter).*

**Parental Involvement Effectiveness Assessment  
For Elementary Schools  
Appleseed 2010**

**PARENT INFORMATION FORM**

Date: \_\_\_\_\_

School: \_\_\_\_\_

How many of your children attend(ed) this school? \_\_\_\_\_

How many years have you been connected to this school? \_\_\_\_\_

What is your role in this school?

- Parent
- School leadership (principal, assistant principal, etc.)
- Classroom teacher
- Other: \_\_\_\_\_

Do you serve on school committees or in other leadership capacities? \_\_\_\_\_

In what other ways are you involved at the school? (Check all that apply)

- I help out at this school (for example, volunteering).
- I attend special events at the school.
- I volunteer to go on class field trips.
- I attend Parent Teacher Association (PTA) or other parent organization meetings.
- I go to the school's open-house.
- Other: (please specify) \_\_\_\_\_

This series of questions will help parents, principals and teachers measure parental involvement effectiveness in elementary schools. It was not designed with middle or high schools in mind. Together, educators and parents can use these questions to gain initial insights into a school's parental involvement activities, and whether actions are properly connected to student learning. The parental involvement index below is based on the opinions of participants; therefore, individuals using the assessment should be knowledgeable about the school being measured.

Specific training or expertise in evaluating school environments is not necessary. However, honest and searching answers will provide parents, teachers, administrators and central office personnel with a sincere snapshot of how well parental involvement is working in a specific elementary school. The results should not be considered iron-clad without additional information. In addition, while the assessment is designed to be completed in its entirety, users can extract useful information by looking at the *Parent Engagement* section, *School Efforts* section and *Transition from Early Childhood Learning to Kindergarten* section as stand-alone items.

School officials and parents might reflect on whether questions here create a roadmap of sound practices that could inspire a more robust parent involvement scenario and ultimately raise student learning and achievement.

# PARENTAL INVOLVEMENT EFFECTIVENESS SCORING SYSTEM

TOTAL SCORE	ASSESSMENT
260-209	Exceptional Parental Involvement
208-157	Commendable (above average)
156-105	Adequate Parental Involvement
104-53	Improvements Needed
52-0	Inadequate Parental Involvement

This assessment received generous support from the W.K. Kellogg Foundation and was developed in conjunction with Professor Brian Perkins of Columbia University Teachers College and the Center for the Study of School Climate and Professor Joan Walker of Long Island University.

In addition, more than 100 parental involvement experts, teachers, principals, parents and others from across the U.S. gathered at a convening to provide Appleseed with input on how to measure what parents do at school and whether their involvement activities support student learning.

For more information, contact:

**Appleseed**  
727 15<sup>th</sup> Street, NW, 11th Floor  
Washington, DC 20005  
202.347.7960 | 202.347.7961 (fax)  
[www.appleseednetwork.org](http://www.appleseednetwork.org)

**Part 1: Participation in Academics and Decision-Making**

**Section A: Parent Engagement** ~ Parents can participate in their children’s education in many ways. This section asks you to rate parents’ engagement in a range of academic and decision-making activities. For each activity, indicate *your knowledge* of parents’ engagement by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

1. Parents help develop a school-parent agreement that explains how parents, the entire school staff, and students will develop a partnership that supports student achievement.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

2. Parents help create and write the school’s yearly school improvement plan.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

3. School staff and parents work together to create a parental involvement policy.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

4. Parents are invited to speak at staff meetings on important issues & topics.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

5. Parents attend opportunities to learn about how to support classroom learning through home-based activities.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

6. Parents share in deciding how the school will be run.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

7. Parents help plan and review school activities (for example, field trips and extra-curricular events).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

8. Parents regularly participate in deciding how their children will be educated.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

9. Parents' expertise, interests and strengths are used in classroom activities.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

10. Parents work with school staff to lead after-school tutoring sessions, laboratories or study groups.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up the scores for each page in this section (pages 3-4) and write the total amount in the box provided. That number, out of a potential 50 points in this section, reflects your knowledge of *parents' engagement in academics and decision-making*.

**TOTAL for all items in SECTION A =**

**Section B: School Efforts** ~ This section asks you to rate the school's efforts to engage parents in a range of activities. For each item, indicate *your knowledge* of the school's efforts by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

11. Parents are welcome in the school and contribute to student learning.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

12. The school encourages parents' involvement by offering activities at convenient times.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

13. Parents are told in advance and in a variety of ways (flyers, spoken reminders, signs in the building, phone calls, the Internet, and more...) about upcoming events.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

14. Parents get a friendly greeting from all school employees.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

15. Parents are invited to stop by during the school day.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

16. Parents whose first language is not English are provided with school information translated into a language they can understand.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

17. Interpreters are provided for parents during activities, including parent-teacher conferences.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

18. The school creates ways to address parents in their primary language, including asking other parents to help with interpreting.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

19. The school consistently recognizes and thanks parents for their participation.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

20. Where needed, family support services (such as medical, dental, mental health, job and after-school care) are easily available to parents within the school building.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

21. Parents are told in several ways (flyers, spoken reminders, signs in the building, phone calls, the Internet, and more...) about the availability of school-based family support services.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

22. Parents are given easy-to-understand information about student performance as required by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

23. Parents are given easy-to-understand information about school performance as required by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

24. The school has a plan for dealing with student learning issues before they become serious.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

25. Teachers are trained to identify learning problems early and to deal with them in effective ways.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

26. Teachers effectively use communication with parents to minimize student learning problems.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

27. The school always tells parents about students' positive academic performance.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

28. The school tells parents when a student's academic performance is above grade level, and helps to develop that student's talent.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

29. Teachers are trained how to involve parents from a variety of cultures and backgrounds.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up your ratings for each page in this section (Pages 5-8) and put the total in the box provided. That number, out of a potential 95 points in this section, reflects your knowledge of the *school's efforts to engage parents*.

**TOTAL for all items in SECTION B =**

## Part 2: Transition from Early Childhood to Kindergarten

Entry to kindergarten is a critical time in children's education. For each item, indicate *your knowledge* of the school's efforts to support children and families' transition into kindergarten by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

1. Parents receive information (for example, in writing, by telephone and in person) about how to support their child's move from pre-school to elementary school.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

2. The school tells parents of pre-school children how they can support learning at home (for example, by sending home materials and suggested activities).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

3. Parents are told, in their primary language, about how to help their child enter kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

4. The school sets up regular meetings for parents, pre-school teachers and elementary school staff to talk about what children will learn in kindergarten and how specific children are progressing.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

5. Parents attend workshops to talk about children's "readiness" for school and the importance of early reading experiences at home and at school.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

6. Before the school year begins, parents (of kindergarteners) are told which school their child will attend.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

7. Before the school year begins, parents are told who their child's kindergarten teacher will be.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

8. Parents of pre-kindergarten children are invited to visit a kindergarten class.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

9. Pre-school students visit kindergarten classes to meet teachers, parents and school staff.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

10. Parents are invited to attend a school-wide activity for their pre-kindergarten children.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

11. When allowed by the school, kindergarten teachers visit the homes of their future students.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

12. At the opening of the school year, Children's entry into kindergarten is eased by shortening the school day or by other steps.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

13. Parents help create policies for connecting children's pre-school and elementary school experiences.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

14. Materials about the kindergarten move are translated into the parent's first language.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

15. When a family's first language is not English, interpreters are used to talk about entry into kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

16. Workshops about how to prepare children to enter kindergarten are available in the parent's first language.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

17. Parents are told about the school's rank as measured by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

18. Parents are given information about student and school performance as measured by federal law

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

19. Federal law measurements and requirements are explained to parents during the move to kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

20. Federal law measurements and requirements are explained to parents in their own language during the move to kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

21. Parents are told during the move to kindergarten about how the school prevents behavior problems.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

22. Parents are asked to describe their child's preschool behavior as part of the changeover process.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

23. Parents receive information (in writing and by telephone) about how to support their child's move from elementary school to middle or junior high school (even if in the same building).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up your ratings for each page in this part (Pages 9-13) and put the total for all items in the space provided. That number, out of a potential 115 points, reflects your knowledge of the *school's efforts to ease the move to kindergarten*.

**TOTAL for all items in SECTION B =**

# SUMMARY SCORING SHEET

This sheet tallies your score for each section into a grand total score. Put the total score for each of the three subsections in the space provided. Add these three scores to calculate your Total Score, which is your school's overall rating on parent involvement effectiveness.

## Part 1: Participation in Academics and Decision-Making

### Section A: Parent Engagement

This rating indicates *your knowledge* of parents' engagement in a range of academic and decision-making activities.

Score for this section = \_\_\_\_\_

### Section B: School Efforts

This rating indicates *your knowledge* of the school's efforts to engage parents' participation.

Score for this section = \_\_\_\_\_

## Part 2: Transition from Early Childhood to Kindergarten

This rating indicates *your knowledge* of the school's efforts to support children and families as they transition into kindergarten.

Score for this section = \_\_\_\_\_

TOTAL SCORE =

*See Score Box on Page 2 to see what the overall number tells you about your school's parent involvement.*

# DEMOGRAPHIC INFORMATION

We understand that the following information may be sensitive or considered private. We ask because it will help your school determine the range of families in its response group. Please select the answer that best describes you and your family. You can choose not to respond to any of these items. When you have completed the form, please submit it, along with the survey results, to the appropriate administrator.

**What is your gender?**  Male  Female

**On average, how many hours do you work per week?**

0-5  21-40

6-20  41 or more

**What is your level of education? (please check highest level completed):**

less than high school  bachelor's degree  master's degree

high school or GED  some graduate work  PhD or other (e.g. JD or MD)

some college, 2-year

**What is the first language spoken in your home?**

English

Spanish

Other: (please specify) \_\_\_\_\_

**Your Race/Ethnicity (choose all that apply):**

Asian/Asian-American

Black/African-American

Hispanic/Hispanic-American

White/Caucasian

**Promise Neighborhoods Research Consortium (PNRC)  
Community Member and Parent Survey**

Thank you for agreeing to complete the PNRC Community Member and Parent Survey! Your participation is very important and helpful. This survey has three parts. Part one asks about your neighborhood, part two asks about your child/teenager, and part three asks about you.

Part one will help us to understand what *is* working and what *isn't* working in your neighborhood. Answering questions about your experiences will help community organizers build on neighborhood strengths and identify areas most in need of help.

Part two is about how you interact with your child or teenager, and about their behaviors. The information you give will be used to develop better programs for young people.

Part three will help us describe the types of community members completing this survey. The information will not be used to find out your name.

Completing this survey is voluntary. If you are not comfortable answering a question, just leave it blank. DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write.

Please make sure to read every question. Answer the questions completely and honestly, as there are no right or wrong answers.

***Thank you very much for your help!***

**Part 1**

First, we are going to ask you a few questions about the neighborhood where you currently reside. For this survey, "neighborhood" refers to the area you live in that surrounds the nearest elementary school.

**Section A**

**A.1** How long have you lived in this neighborhood? \_\_\_\_\_ years and \_\_\_\_\_ months

**A.2** Do you plan on moving to a new neighborhood in the next year? **No** **Yes**

Select the response that best matches your feelings about your neighborhood.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>A.3</b> People around here are willing to help their neighbors.....	1	2	3	4	5
<b>A.4</b> People in my neighborhood generally get along with each other.....	1	2	3	4	5
<b>A.5</b> People in my neighborhood can be trusted.....	1	2	3	4	5
<b>A.6</b> This is a close-knit neighborhood.....	1	2	3	4	5

How often do you feel the following happens in your neighborhood?

	Never	Almost Never	Some-times	Fairly Often	Very Often
<b>A.7</b> You are treated disrespectfully.....	1	2	3	4	5
<b>A.8</b> People act as if they don't trust you or are afraid of you .....	1	2	3	4	5
<b>A.9</b> You are threatened, harassed, or called names.....	1	2	3	4	5
<b>A.10</b> You are discriminated against.....	1	2	3	4	5

How many people in your neighborhood:

	None	Some	Most	All
<b>A.11</b> Study hard and try to do well in school? .....	1	2	3	4
<b>A.12</b> Work hard and try to do well in their job?.....	1	2	3	4
<b>A.13</b> Lead a healthy lifestyle (eat a healthy diet and exercise)?.....	1	2	3	4
<b>A.14</b> Show respect for other people?.....	1	2	3	4
<b>A.15</b> Smoke cigarettes?.....	1	2	3	4
<b>A.16</b> Are drunk in public?.....	1	2	3	4
<b>A.17</b> Use illegal drugs?.....	1	2	3	4
<b>A.18</b> Act violently?.....	1	2	3	4

**Section B**

How much do you agree or disagree with the following statements about your neighborhood?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>B.1</b> There is a lot of trash and litter on the street.....	1	2	3	4	5
<b>B.2</b> There is a lot of noise.....	1	2	3	4	5
<b>B.3</b> Homes and other buildings are well-maintained.....	1	2	3	4	5
<b>B.4</b> Street signs and lighting are maintained.....	1	2	3	4	5
<b>B.5</b> There is concern about lead, cockroaches or other health issues in many buildings.....	1	2	3	4	5
<b>B.6</b> The air quality is good.....	1	2	3	4	5
<b>B.7</b> I feel safe walking in my neighborhood, day or night.....	1	2	3	4	5
<b>B.8</b> Violence and crime are <u>not</u> a problem in my neighborhood.....	1	2	3	4	5
<b>B.9</b> Local parks, sports clubs, and other facilities offer many opportunities to play and be physically active.....	1	2	3	4	5
<b>B.10</b> It is pleasant to walk or run outside.....	1	2	3	4	5
<b>B.11</b> I often see children and other people playing or exercising outside.....	1	2	3	4	5
<b>B.12</b> Parks and playgrounds are well-maintained and safe.....	1	2	3	4	5

**Part 2**

**Section C**

- C.1** How many people currently live in your household? \_\_\_\_\_ people
- C.2** How many adults (aged 18 years and older) live in your household? \_\_\_\_\_ adults
- C.3** How many children under age 18 live in your household? \_\_\_\_\_ children under age 18
- C.4** How old is your youngest child? \_\_\_\_\_ months/years

**WE WILL NOW BE ASKING YOU QUESTIONS ABOUT YOUR YOUNGEST CHILD.**  
**IF YOUR YOUNGEST CHILD IS 18 OR YOUNGER, PLEASE GO ON TO QUESTION C.5.**  
**IF YOUR YOUNGEST CHILD IS OLDER THAN 18 YEARS, PLEASE GO TO PART 3 (Page 11)**

**C.5 What type(s) of child care arrangements do you have for this child? (Check all that apply)**

- Attends a part-day Preschool program
- Attends a Head Start program
- Attends child care in a professional center
- Attends child care in a private home
- Receives child care in your own home using a nanny
- Before school care
- After school care
- Attends Summer programs
- Receives child care in your own home from yourself, other family, or friends/neighbors

**C.6 Is this child a girl or a boy (circle one)?**

- |             |            |
|-------------|------------|
| <b>Girl</b> | <b>Boy</b> |
| 1           | 2          |

**C.7 What grade is this child in at school?**

- 1 Not yet in school
- 2 Head Start or similar program
- 3 Pre-Kindergarten
- 4 Kindergarten to Grade 12

**C.8** Was your child born before 37 weeks gestation? Yes 1      No 2      Don't Know 3

**C.9** How much did your child weight at birth? \_\_\_\_\_ pounds; \_\_\_\_\_ ounces

**C.10** Overall, how would you rate your child's health? Excellent 1      Very Good 2      Good 3      Fair 4      Poor 5

**C.11** In the past 7 days, how often did your child eat breakfast?

- 1 My child did not eat breakfast during the past 7 days
- 2 1 to 3 times total
- 3 4 to 6 times total
- 4 Everyday

**C.12** During the last month (30 days), how would you rate your child's sleep quality overall?..... Very Good 1      Fairly Good 2      Fairly Bad 3      Very Bad 4

**C.13** Is there a television in the room where your child sleeps?..... Yes 1      No 2

**C.14** On a usual night, how many hours of sleep does your child get?

- 1 Four or five hours
- 2 Six hours
- 3 Seven hours
- 4 Eight hours
- 5 Nine hours
- 6 Ten or more hours

**C.15** **How often:** Is your youngest child cooperative when he/she is asked to do something? Never 1 Rarely 2 Sometimes 3 Often 4

**C.16** Does your youngest child play well with other children? 1 2 3 4

**C.17** **About how many hours is the TV on each day in your home?**

- 1 Do not have a TV
- 2 0 to 4 hours
- 3 More than 4 hours

**C.18** **How many days per week does this child watch two or more hours of television?**

- 0 0 days
- 1 1 day
- 2 2 days
- 3 3 days
- 4 4 days
- 5 5 days
- 6 6 days
- 7 7 days

	Not In The Past 30 Days	1 to 2 Times	About Once A Week	Several Times A Week	Every Day	Several Times Most Days
<b>C.19</b> Told your child that you love him/her?.....	1	2	3	4	5	6

	Not Important At All	Somewhat Important	Very Important	Extremely Important
<b>C.20</b> Graduates from high school?.....	1	2	3	4
<b>C.21</b> Continues his/her education after high school?.....	1	2	3	4
	Not Likely At All	Somewhat Likely	Very Likely	Extremely Likely
<b>C.22</b> Graduate from high school?.....	1	2	3	4
<b>C.23</b> Continue his/her education after high school?.....	1	2	3	4

**IF THIS CHILD IS LESS THAN 1 YEAR OLD, PLEASE GO TO SECTION D**  
**IF THIS CHILD IS 1-5 YEARS OLD, PLEASE GO TO SECTION E**  
**IF THIS CHILD IS 6-8 YEARS OLD, PLEASE GO TO SECTION F**  
**IF THIS CHILD IS 9 YEARS OR OLDER, PLEASE GO TO SECTION G**

**Section D (Answer only if your child is less than 1)**

	Never	Once Or Twice	Less Than Half Of The Time	About Half Of The Time	More Than Half Of The Time	Almost Always	Does Not Apply
<b>During the past week, how often did this child...</b>							
<b>D.1</b> Recognize family members (mom, dad, grandparents, brothers or sisters) by smiling or making noises when they walk into the room?.....	1	2	3	4	5	6	7
<b>D.2</b> Notice a routine or activity that you've done with him or her many times (for instance, changing a diaper or having clothes changed), and let you complete the activity easily?.....	1	2	3	4	5	6	7
<b>During the past week, how often:</b>							
<b>D.3</b> Did this child smile and laugh with an adult caregiver (for example, yourself or a nanny)?.....	1	2	3	4	5	6	7
<b>D.4</b> Did you find it easy to comfort this child when he/she was fussing, crying, or distressed?.....	1	2	3	4	5	6	7
<b>During the past week, how often did this child:</b>							
<b>D.5</b> Squirm and move his/her arms and legs around?....	1	2	3	4	5	6	7
<b>D.6</b> Seem distressed?.....	1	2	3	4	5	6	7
<b>D.7</b> Act afraid of new things or people?.....	1	2	3	4	5	6	7
<b>D.8</b> Become bothered by noise?.....	1	2	3	4	5	6	7
<b>D.9</b> Dislike being left alone, even for a few minutes?.....	1	2	3	4	5	6	7
<b>D.10</b> Fuss, cry, or become distressed when not able to get something he/she wants (for example, food)?...	1	2	3	4	5	6	7
<b>D.11</b> Focus on an object or person for a period of time?..	1	2	3	4	5	6	7
<b>Do you, or your doctor, have any concerns about how this child uses his/her</b>							
	<b>No</b>		<b>Yes, A Little</b>		<b>Yes, A Lot</b>		<b>Don't Know</b>
<b>D.12</b> Arms or legs, such as stretching legs out when lying on his/her stomach or back, supporting whole weight on legs, or pulling himself/herself up to stand?.....	1		2		3		4
<b>D.13</b> Hands or fingers to do things, such as grasping or reaching for toys or feeding himself/herself finger foods?.....	1		2		3		4

	Overweight	Underweight	About The Right Weight	Don't Know
<b>D.14</b> How does your child's doctor or health care provider classify his/her weight?.....	1	2	3	4

**IF YOUR YOUNGEST CHILD IS LESS THAN 1, PLEASE NOW GO TO PART 3 ON PAGE 11**

**Section E (Answer only if your child is between 1 and 5 years old)**

How often does your child tell you what s/he wants or needs by:	Never	Rarely	Sometimes	Most Of The Time	Always	Don't Know
<b>E.1</b> Using gestures, for example, pointing, holding up his/her hands, or touching an object?.....	1	2	3	4	5	6
<b>E.2</b> Making sounds that are not words (for example, words that only you or others who spend a lot of time with the child can understand) or sounds that get your attention, or sounds that tell you something?.....	1	2	3	4	5	6
<b>E.3</b> Using one or two words (like "milk" or "more milk")?.....	1	2	3	4	5	6
<b>E.4</b> Using sentences that have three or more words?.....	1	2	3	4	5	6
<b>E.5</b> How often does your child "play" with words, making rhymes (even silly ones that aren't real words) or purposely saying words in funny ways?.....	1	2	3	4	5	6
<b>E6</b> How high can this child count with you, even if the order is a bit wrong?	1	This child cannot count yet				
	2	This child can count up to the number ____				
<b>E.7</b> How high can your child count, without making any mistakes?	1	This child cannot count yet				
	2	This child can count up to the number ____				
		<b>Not At All</b>	<b>Once Or Twice</b>	<b>3 To 6 Times</b>	<b>Everyday</b>	
<b>E.8</b> In a typical week, how often do you or any other family member read or show picture books to this child?.....	1	2	3	4		
<b>E.9</b> How many letters of the alphabet can this child say in the right order?.....	1	This child cannot name letters yet				
	2	This child can name up to the letter ____				
		<b>No</b>	<b>He/She Tries</b>	<b>He/She Is Sometimes Successful</b>	<b>He/She Is Always Successful</b>	
<b>E.10</b> Can your child spell his or her own name?.....	1	2	3	4		

How often do you...	Never	Almost Never	Sometimes	Fairly Often	Very Often
E.11 Set rules or limits on the amount of sweets or snacks your child eats? .....	1	2	3	4	5
E.12 Ask your child to consider how others will feel if she/he misbehaves? .....	1	2	3	4	5
E.13 Discipline your child by reasoning, explaining or talking to your child? .....	1	2	3	4	5
E.14 Let your child know you are pleased and/or reward him/her when your child has done something you like or approve? .....	1	2	3	4	5

**IF YOUR CHILD IS 1-2 YEARS OLD, PLEASE NOW GO TO PART 3 ON PAGE 11**  
**IF YOUR CHILD IS 3-8 YEARS OLD, PLEASE NOW GO TO SECTION F**  
**IF YOUR CHILD IS 9 AND OLDER, PLEASE GO TO SECTION G**

**Section F (Answer only if your child is between 3 and 8 years old)**

How often are the following true for your child?	Don't Know	None Of The Time	Some Of The Time	Most Of The Time	All Of The Time
F.1 Your child can look at individual letters and tell the letter <u>names</u> .....	1	2	3	4	5
F.2 Your child can look at individual letters and tell the letter sounds (like sss for S).....	1	2	3	4	5
F.3 Your child can sound out and pronounce simple words like CAT or SMALL .....	1	2	3	4	5
F.4 Your child can read, out loud, short sentences and stories .....	1	2	3	4	5
F.5 Your child reads chapter books and seems to enjoy and understand the story being told .....	1	2	3	4	5
F.6 Your child can look at individual numbers from 0 to 10 and name them (for instance, "three" for 3).....	1	2	3	4	5
F.7 Your child can count out loud from 0 to 20 with only a couple mistakes.....	1	2	3	4	5
F.8 Your child can count out loud from 0 to 50 with less than three mistakes.....	1	2	3	4	5
F.9 Your child can do simple addition, adding two numbers that total less than 10 (for example, 2+3) .....	1	2	3	4	5
F.10 Your child can do simple subtraction, working with two numbers less than 10 (for example, 6 - 4) .....	1	2	3	4	5
F.11 Your child can add two-digit numbers (like 21+33) .....	1	2	3	4	5

**IF YOUR YOUNGEST CHILD IS 1-2 YEARS OLD, PLEASE NOW GO TO PART 3 ON PAGE 11**  
**IF YOUR YOUNGEST CHILD IS 3 YEARS AND OLDER, PLEASE CONTINUE TO SECTION G**

**Section G (Answer only if child is 3 years and older)**

<b>During the past month (30 days), how much of the time were the following statements true for your child? He or she...</b>		<b>None Of The Time</b>	<b>Some Of The Time</b>	<b>Most Of The Time</b>	<b>All Of The Time</b>
<b>G.1</b>	Was able to follow instructions in school.....	1	2	3	4
<b>G.2</b>	Was able to set goals in school and find ways to reach them.....	1	2	3	4
<b>G.3</b>	Was able to understand what was taught in school.....	1	2	3	4
<b>G.4</b>	Cared about people’s feelings.....	1	2	3	4
<b>G.5</b>	Understood how other kids felt.....	1	2	3	4
<b>G.6</b>	Felt happy when he/she saw another person happy.....	1	2	3	4
<b>G.7</b>	Was really bothered by other people’s problems.....	1	2	3	4
<b>G.8</b>	Liked to help other people.....	1	2	3	4
<b>G.9</b>	Did things to help make his/her neighborhood a better place.....	1	2	3	4
<b>G.10</b>	Did things to helps make his/her school a better place (for example, was nice to other kids and helpful to teachers).....	1	2	3	4
<b>G.11</b>	Respected other people.....	1	2	3	4
<b>G.12</b>	Felt positive about things he/she did.....	1	2	3	4
<b>G.13</b>	Expected things to turn out okay, despite setbacks from time to time.....	1	2	3	4
<b>G.14</b>	Expected to have a good day.....	1	2	3	4
<b>G.15</b>	Could be counted on to do things right .....	1	2	3	4
<b>G.16</b>	Behaved in a responsible way.....	1	2	3	4
<b>G.17</b>	Followed the rules even when nobody was watching.....	1	2	3	4
<b>G.18</b>	Had one or more good friends his/her own age.....	1	2	3	4
<b>G.19</b>	Was liked by others his/her own age.....	1	2	3	4
<b>G.20</b>	Got along with all of his/her own friends.....	1	2	3	4
<b>G.21</b>	Was treated fairly by most of his/her friends.....	1	2	3	4
<b>G.22</b>	Could solve problems if he/she tried hard enough.....	1	2	3	4
<b>G.23</b>	Was good at solving problems.....	1	2	3	4
<b>G.24</b>	Could work problems out with his/her friends.....	1	2	3	4
<b>G.25</b>	Could think of a solution when he/she was in trouble.....	1	2	3	4
<b>G.26</b>	Told the truth even when it was not easy.....	1	2	3	4
<b>G.27</b>	Kept promises he/she made.....	1	2	3	4
<b>G.28</b>	Admitted his/her mistakes.....	1	2	3	4
<b>G.29</b>	Told the truth when he/she did something wrong.....	1	2	3	4
<b>G.30</b>	Was restless, could not stay still for long.....	1	2	3	4
<b>G.31</b>	Was easily distracted.....	1	2	3	4
<b>G.32</b>	Found it difficult to concentrate.....	1	2	3	4
<b>G.33</b>	Was impatient.....	1	2	3	4
<b>G.34</b>	Was unhappy or depressed.....	1	2	3	4
<b>G.35</b>	Was nervous in new situations, easily lost confidence.....	1	2	3	4
<b>G.36</b>	Had many fears, was scared of lots of things.....	1	2	3	4
<b>G.37</b>	Worried but didn’t know why.....	1	2	3	4

<b>About how often in the past month (30 days) have you:</b>		<b>Not In The Past 30 Days</b>	<b>1 To 2 Times</b>	<b>About Once A Week</b>	<b>Several Times A Week</b>	<b>Every Day</b>	<b>Several Times Most Days</b>
<b>G.38</b>	Spent time with your child doing one of his/her favorite activities? .....	1	2	3	4	5	6
<b>G.39</b>	Talked with your child about things that are important to him/her? .....	1	2	3	4	5	6

<b>How often do you...</b>		<b>Never</b>	<b>Almost Never</b>	<b>Some- times</b>	<b>Fairly Often</b>	<b>Very Often</b>
<b>G.40</b>	Set rules or limits on how your child spends time (such as when they do their homework, how late they stay up at night, or how often they spend time with friends)? .....	1	2	3	4	5

<b>During the past month (30 days), how often have you:</b>		<b>Never</b>	<b>Once</b>	<b>A Few Times</b>	<b>Every Week</b>	<b>Almost Every Day</b>
<b>G.41</b>	Helped with or checked your child's homework assignments?.....	1	2	3	4	5
<b>G.42</b>	Talked to your child about what goes on at school?.....	1	2	3	4	5

<b>How many people...</b>		<b>None</b>	<b>Some</b>	<b>Most</b>	<b>All</b>
<b>G.43</b>	In the neighborhood are positive influences on your child?.....	1	2	3	4
<b>G.44</b>	At school are positive influences on your child?.....	1	2	3	4

<b>During the past week, how often ...</b>		<b>Never</b>	<b>1-2 Days</b>	<b>3-4 Days</b>	<b>5-6 Days</b>	<b>Every Day</b>	<b>More Than Once Most Days</b>
<b>G.45</b>	Was this child physically active for at least 60 minutes at a time? (For example, walking, running, playing active sports or games, lifting weights).....	1	2	3	4	5	6

<b>During the past week, how often ...</b>		<b>Never</b>	<b>Some Days</b>	<b>Once Most Days</b>	<b>Once Every Day</b>	<b>2 Times Per Day</b>	<b>3 Or More Times Per Day</b>
<b>G.46</b>	Did this child drink a can, bottle or glass of soda or pop?.....	1	2	3	4	5	6

<b>During the past week, how often ...</b>		<b>Never</b>	<b>Once Most Days</b>	<b>Once Every Day</b>	<b>2 Times Per Day</b>	<b>3-4 Times Per Day</b>	<b>5 Or More Times Per Day</b>
<b>G.47</b>	Did this child eat vegetables (for example, green salad, potatoes, and carrots)?.....	1	2	3	4	5	6

<b>G.48</b>	Did this child eat fruits (do not include fruit juice)?.....	1	2	3	4	5	6
-------------	--	---	---	---	---	---	---

## **Part 3**

Lastly, we would like to ask you questions about yourself.

### Section H

		<b>Very Good</b>	<b>Fairly Good</b>	<b>Fairly Bad</b>	<b>Very Bad</b>	
<b>H.1</b>	During the past month (30 days), how would you rate your sleep quality overall?	1	2	3	4	
	<b>During the past month (30 days), how often did...</b>	<b>Never</b>	<b>Once</b>	<b>A Few Times</b>	<b>Every Week</b>	<b>Almost Every Day</b>
<b>H.2</b>	Your family have a meal together that was prepared at home?.....	1	2	3	4	5
<b>H.3</b>	You have a meal from a fast food restaurant?.....	1	2	3	4	5
<b>H.4</b>	You have low fat, skim milk in your home?.....	1	2	3	4	5
<b>H.5</b>	During the past 7 days, how many times did you eat breakfast?					
	1 I did not eat breakfast during the past 7 days					
	2 1 to 3 times					
	3 4 to 6 times					
	4 Everyday					
<b>H.6</b>	During the past 7 days, how often did you eat fruits (do not include fruit juice)?					
	1 Never					
	2 Once most days					
	3 Once every day					
	4 2 times per day					
	5 3-4 times per day					
	6 5 or more times per day					
<b>H.7</b>	During the past 7 days, how often did you eat vegetables (including green salad, potatoes, and carrots)?					
	1 Never					
	2 Once most days					
	3 Once every day					
	4 2 times per day					
	5 3-4 times per day					
	6 5 or more times per day					
<b>H.8</b>	When was your last visit with a medical professional?					
	1 Past month					
	2 More than a month, less than a year					
	3 One year					
	4 More than one year, less than 3 years					
	5 3 years or more					

**H.9** Has a medical professional EVER told you to lose weight?

- 1 No
- 2 Yes
- 3 Not Sure/ Don't Remember

**H.10** During the past month(30 days), on how many days did you smoke cigarettes?

- 1 0 days
- 2 1 or 2 days
- 3 3 to 5 days
- 4 6 to 9 days
- 5 10 to 19 days
- 6 20 to 29 days
- 7 All 30 days

**H.11** During the past month (30 days), on the days you smoked, how many cigarettes did you smoke?

- 1 I did not smoke cigarettes during the past 30 days
- 2 Less than 1 cigarette per day
- 3 1 cigarette per day
- 4 2 to 5 days
- 5 6 to 10 cigarettes per day
- 6 11 to 20 cigarettes per day
- 7 More than 20 cigarettes per day

**The next three questions are about drinking alcohol. For these questions, the definition of an alcoholic drink is:**

- A bottle or can of beer
- A bottle or can of malt liquor; for example, Colt 45, or Schlitz Red Bull
- A glass of wine or wine cooler
- Flavored alcohol drink; for example, Sublime, Hooper's Hooch, Mike's Hard Lemonade, Apple Jack
- A shot glass of hard liquor; for example, whiskey, vodka, or rum
- A mixed drink; for example, a rum and coke

In the past year...	Never	Once A Month Or Less	2-4 Times A Month	2-3 Times Per Week	4 Or More Times A Week	
<b>H.12</b> How often did you have a drink containing alcohol?.....	1	2	3	4	5	
	<b>0 Drinks</b>	<b>1 Or 2 Drinks</b>	<b>3 Or 4 Drinks</b>	<b>5 Or 6 Drinks</b>	<b>7 To 9 Drinks</b>	<b>10 Or More</b>
<b>H.13</b> How many drinks containing alcohol did you have on a typical day when you were drinking?.....	1	2	3	4	5	6
		<b>Never</b>	<b>Less Than Monthly</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily Or Almost Daily</b>
<b>H.14</b> How often did you have six or more drinks on one occasion?.....	1	2	3	4	5	
<b>PNRC Community Member and Parent Survey (CMP V38)</b>					12	

During the past month (30 days), how often did you feel...		Never	Once	A Few Times	Every Week	Almost Every Day
H.15	Sad, blue, or depressed?.....	1	2	3	4	5
H.16	Worried, tense, or anxious?.....	1	2	3	4	5
H.17	You did <u>NOT</u> get enough restful sleep?.....	1	2	3	4	5
H.18	Very healthy and full of energy?.....	1	2	3	4	5

**Section I**

In the past month (30 days), how often did you feel...		Never	Once Or Twice	About Once A Week	About 2 Or 3 Times A Week	Almost Every Day	Every Day
I.1	Happy?.....	1	2	3	4	5	6
I.2	Interested in life?.....	1	2	3	4	5	6
I.3	Satisfied?.....	1	2	3	4	5	6
I.4	That you had something important to contribute to society? .....	1	2	3	4	5	6
I.5	That you belonged to a community (like a social group, or your neighborhood)?.....	1	2	3	4	5	6
I.6	That people are basically good?.....	1	2	3	4	5	6
I.7	That the way our society works made sense to you? .....	1	2	3	4	5	6
I.8	Good at managing the responsibilities of your daily life?.....	1	2	3	4	5	6
I.9	That you had warm and trusting relationships with others? .....	1	2	3	4	5	6
I.10	That you had experiences that challenged you to grow and become a better person?.....	1	2	3	4	5	6
I.11	Confident to think or express your own ideas and options? .....	1	2	3	4	5	6
I.12	That your life has a sense of direction or meaning to it? .....	1	2	3	4	5	6

**Section J**

		No	Yes
J.1	Do the adults in your household have health insurance coverage?.....	1	2
J.2	Do the children in your household have health insurance coverage?.....	1	2

<b>During the past 12 months...</b>		<b>No</b>	<b>Yes</b>
<b>J.3</b>	Have you had a dental examination at a dental clinic or office?.....	1	2
<b>J.4</b>	Was there any time when you needed medical, dental, or vision services, or prescription drugs, but didn't get them because you couldn't afford it?.....	1	2
<b>J.5</b>	Was there any time when you needed mental health, substance abuse counseling/treatment, or other health-related support, but didn't get it because you couldn't afford it?.....	1	2

**Section K**

<b>K.1</b>	How old are you? .....	_____ years old				
<b>K.2</b>	What is your gender? .....	<b>Female</b> 1	<b>Male</b> 2	<b>Transgender</b> 3		
<b>K.3</b>	What is your marital status?.....	<b>Currently Married/ Partnered</b> 1	<b>Widowed</b> 2	<b>Divorced</b> 3	<b>Separated</b> 4	<b>Never Married/ Partnered</b> 5
<b>K.4</b>	Do you plan to have a new child or infant in your home in the next 9 months?.....	<b>No</b>		<b>Yes</b>		
		1	2			
<b>K.5</b>	Can you get online (for example, onto the Internet or Web) on a computer at home?.....	1	2			
<b>K.6</b>	Are you of Hispanic, Latino, or Spanish origin?	1	No, not of Hispanic, Latino, or Spanish origin			
		2	Yes, Mexican, Mexican American, Chicano			
		3	Yes, Puerto Rican			
		4	Yes, Cuban			
		5	Yes, another Hispanic, Latino, or Spanish origin: _____			
<b>K.7</b>	What is your race (Check all that are true for you)?	1	White			
		2	Black or African American			
		3	American Indian or Alaska Native			
		4	Asian Indian			
		5	Chinese			
		6	Filipino			
		7	Other Asian: _____			
		8	Japanese			
		9	Korean			
		10	Vietnamese			
		11	Native Hawaiian			
		12	Guamanian or Chamorro			
		13	Samoan			
		14	Other Pacific Islander: _____			
		15	Some other race: _____			

- K.8** What is the highest degree or level of school that ANYONE (including yourself) in your household has completed?
- |    |  |
|----|--|
| 1  | No Schooling Completed                                       |
| 2  | Grade 1 – 11; Specify Grade _____                            |
| 3  | 12 <sup>th</sup> Grade                                       |
| 4  | Regular High School diploma                                  |
| 5  | GED or alternative credential                                |
| 6  | Some college credit but less than one year of college credit |
| 7  | 1 or more years of college credit, NO Degree                 |
| 8  | Associate’s Degree (for example, AA, AS)                     |
| 9  | Bachelor’s Degree (for example, BA, BS)                      |
| 10 | Master’s Degree (for example, MA, MA, MBA)                   |
| 11 | Professional Degree (for example, MD, DDS, DVM)              |
| 12 | Doctorate Degree (for example, PhD, EdD)                     |
- K.9** How many people aged 16 and older in your home have a full-time job (for example, one job that is 40 or more hours per week)? \_\_\_\_\_ people
- K.10** How many people aged 16 and older in your home have a part-time job? \_\_\_\_\_ people
- K.11** How many people contribute to your household’s total income? \_\_\_\_\_ people
- K.12** What is your household's total income for the past 12 months?
- |    |                     |
|----|---------------------|
| 1  | Less than \$4,999   |
| 2  | \$5,000 - 9,999     |
| 3  | \$10,000 - \$14,999 |
| 4  | \$15,000 - \$19,999 |
| 5  | \$20,000 - \$29,999 |
| 6  | \$30,000 - \$39,999 |
| 7  | \$40,000 - \$49,999 |
| 8  | \$50,000 - \$59,999 |
| 9  | \$60,000 - \$79,999 |
| 10 | \$80,000 - \$99,999 |
| 11 | \$100,000 and above |
- K.13** Have you applied for or received Earned Income Tax Credit (EITC)?
- |   |                             |
|---|-----------------------------|
| 1 | Not Eligible                |
| 2 | Eligible but did not apply  |
| 3 | Applied and did NOT receive |
| 4 | Applied and DID receive     |
- K.14** Which of the following income supports does this household receive? (Check all that apply)
- |       |   |
|-------|---|
| _____ | Temporary Assistance to Needy Families (TANF) |
| _____ | Food Stamps;                                  |
| _____ | Employment Related Day Care (ERDC);           |
| _____ | Unemployment;                                 |
| _____ | Disability;                                   |
| _____ | Earned Income Tax Credit (EITC);              |
| _____ | Other (please specify): _____                 |

**Your Survey Is Now Complete! Thank You For Your Time!**

## **Appendix C:**

Example Interview/Discussion Group Questions for Elementary School Staff

## Example Interview Questions for Elementary School Staff

Person Being Interviewed: \_\_\_\_\_

Role: \_\_\_\_\_ Organization: \_\_\_\_\_

Date: \_\_\_\_\_ Interview conducted by: \_\_\_\_\_

*The first questions I have for you have to do with your goals for children and families.*

1. What do you see as the primary goals for the work you do with children and families?
2. In what ways do you think your goals are similar to or different from the goals of early childhood programs (programs that serve children ages birth to five)?
3. How, if at all, do you see the work of programs serving children ages birth-to five as connected to the work you do?
4. What do you think are the most important things for children to know or do before they enter kindergarten?
5. What do you think children and families need that they can't get right now to help them be ready for kindergarten?
  - a. What most gets in the way of children being ready for school?

*The next questions have to do with helping children success once they have started elementary school.*

6. What do you think are the most important things that parents/caregivers can do to help their children be successful in school?
  - a. What most gets in the way of children succeeding in school?
7. Tell me a little bit about parent involvement at [your community/school] Elementary School. What kinds of things can parent/caregivers do to be involved?
  - a. What is working well right now in terms of family involvement?
  - b. What are the biggest barriers to family involvement?
8. What would help parent/caregivers be more involved with the school?
9. What would help parent/caregivers be more involved in supporting their children's learning at home? [Probe for what teachers, the school could do to help parents support their children's learning.]
10. Do you see any challenges in involving parents from different social or cultural groups in school?
11. What is currently available for children ages 0-5 at the elementary school?
12. What do you think are the biggest benefits of having services and supports for children birth to age five available on-site at [your community/school] ?
13. What are the biggest challenges of having on-site services and supports for children 0-5 at school?
14. What is currently available for [your community/school] children ages 0-5 in the community?

15. What do you think are the biggest benefits of having these services and supports for children birth to age five available in the [your community/school]?
16. What are the biggest challenges for families to access or use these services?

## **Appendix D**

### **Example Interview/Discussion Group Questions for Early Childhood Community Providers**

## Early Childhood Stakeholder Interview Questions

Person Being Interviewed: \_\_\_\_\_

Role: \_\_\_\_\_ Organization: \_\_\_\_\_

Date: \_\_\_\_\_ Interview conducted by: \_\_\_\_\_

1. What do you see as the primary goals for the work you do with/for children and families?
2. Do you serve families in the [your community/school area]?

**If NO...**

- a. What are the barriers to providing services in those areas?
  - b. What would need to happen for you to reach more families in those communities?
3. What are the most important things that you do in your work to help children and families be ready to be successful in school?
  4. What do you think most gets in the way of children being ready for school? [what are the biggest barriers?]
  5. What typically happens when children and families leave your program/s? Do they transition smoothly into other services or school?
    - a. Why/why not?
    - b. What would help make these transitions easier for children?
    - c. When children and families leave your program, do you see any differences for parents or children from different social or cultural groups?
  6. Do you work with [your Elementary school]?

**If YES...**

- a. How?
  - b. What are the challenges you face working with [your Elementary school]?
7. In what ways do you think your goals are similar to or different from the goals of [your community/school] elementary teachers and staff?
  8. What ideas do you have for forming or strengthening a partnership with [your Elementary School]?
  9. What do you think would be the biggest benefits (or potential benefits) of having services and supports for children birth to age five available on-site at [your Elementary School]?
  10. What would be the biggest challenges (or potential biggest challenges) of having on-site services and supports for children 0-5 at the school?

11. What key services and supports are currently available for [your community/school] families and children ages 0-5 in the community? [Get at current resource map; do providers know what's out there?]
  - a. Are there services and supports that are under-utilized by families in the [your community/school] community?
  - b. What would need to happen for [your community/school] families to better utilize these services?
12. What services or supports would most help [your community/school] children ages 0-3 to build language and other skills needed for school success?
13. What services or supports would most benefit [your community/school] children ages 4-5 to build language and other skills needed for school success?
14. Ok, our last question is about what you'd like to know about the [your community/school] Early Works Initiative: If you could ask questions about the Initiative, or give advice to the people designing the initiative, what would you tell them?

*Thank you so much for your time. Do you have any other questions for me?*

*Please reach me at [number] if you would like to add anything else or have any questions. Thank you!*

## **Appendix E**

### **Example Interview/Discussion Group Questions for Parents**

## Example Parent Focus Group Protocol P-3 Projects

### Introduction

**(Facilitator)**

**(5 minutes)**

Thank you all for coming today to participate in this discussion about what it is like for parents raising young children in this community.

- My name is \_\_\_\_\_ and this is my colleague, \_\_\_\_\_.
- We're with ----- and are working with the \_\_\_\_\_ on a project with the ----- school district.

The purpose of the discussion today is to find out about the kinds of things parents do to help their children learn and be ready for school. We'll also be talking about what kinds of services and supports you think would be helpful to have in [your community/school]. Before we start, I want to let you know that we will be tape recording this conversation because we don't want to miss any of your comments. We know that you have a lot of experiences and insights, and we can't write fast enough to get everything down. When we transcribe the tape, rest assured that your names will not be used in the final write-up, and to protect confidentiality, we will only use your first names here today. Does anyone have any objections to my using the tape recorder?

### Ground Rules

**(Facilitator)**

**(5 minutes)**

We also have just a few "ground rules" for the discussion today. We've written these down so that everyone can see them. Let's take a minute and review these together

*Ground Rules (Already written and taped to wall)*

- No right or wrong answer, only differing points of view
- Listen respectfully to others
- We want to hear from everyone
- Turn off cell phones
- Moderator role is to guide the discussion
- What is said in this group, stays in this group (maintain confidentiality)
- If something comes up with your child/ren, please feel free to attend to their needs minimizing disruptions to the group

### Introductions

**(Facilitator)**

**(5 minutes)**

Before we jump into the discussion, why don't we go around the room and just tell us your first name, how many children you have and their ages, and how long you have lived in the [your community/school] community.

I'd also like for each of you to tell me:

1. One thing about this community that makes it a good place to raise young children.
2. One thing that would make this community a better place to raise young children.

[Go around, write down things "good place" and "things to change" on separate large post-its].

## **A. Community Parent-Child Activities**

The first thing I'd like to do today is to talk about the kinds of things that you typically do with your children who are under age 8.

[Refer to list of possible places already posted on a large post-it, generated by teacher and early childhood provider interviews, to help participants]

- A1. What kinds of things do you and your child like to do?
- A2. Where do you like to go with your child?
- A3. Where do your children get a chance to play with other children?

Probe for:

- Learning activities—parents role in helping child learn
- Connections to existing services or supports (child care, Head Start, Relief Nursery, churches, library, community groups)
- Level of social connection between parents

**B. Additional Services/Supports**

[Building off of things that they do with children, and things they'd like to see in their neighborhood, ask the following, focusing on 0-5 age range, using large post-its to display questions:]

Imagine if [your community/school] Elementary School was able to offer things for parents and young children – children ages birth to five

- B1. What would you see as most important?
- B2. How would you feel about having these things located at the school?
- B3. Would that make it easier or more difficult for you/your family to get involved?

**C. School Readiness**

[Use large post-its to display questions]

C1. Definitions: In your own words, what do you think it means for a child to be “ready for school”?

C2. Supporting School Readiness/Success

- C2.1. What do you think are some of the most important things that parents can do to help their children be ready to start school?
- C2.2. What services, information, or supports do you feel would be helpful in getting your child ready for school?
- C2.3. Once children are in school, what can parents do to help their children be successful?
- C2.4. What services, information, or supports would be helpful to you in supporting your child to be successful in school?

C3. Parent involvement in School

C3.1. Can you tell me about ways that you have been involved or connected with [your community/school] Elementary?

C3.2. What do you think the school can do to be more welcoming of parents and families, or to help parents be more involved in what's happening at the school?

C3.3. What are the barriers to being involved?

C3.4. How much of a barrier is transportation to events at the school?

We're almost done, but before we wrap-up, we're interested in hearing a little bit about health care for your family, since child health and wellness connect to school readiness and success.

#### C4. School Readiness and Health

C4.1. If your child/ren were born while you lived in [your community/school] or surrounding area, where were they delivered?

C4.2. What kind of health care do you receive for your child/ren?

C4.3. Where is your child/ren's health care provided?

C4.4. What are barriers to accessing health care for you or your children?

#### Wrap Up

**(Facilitator)**

**(5 minutes)**

All right, that is all the questions we have for you today. I want to thank you all for participating. This has been a great opportunity for us to come out and talk with you. It's been extremely helpful for us to hear your thoughts and to learn about your experiences.

If you have any questions at all for us please email or call us. Our contact information is on the consent form we passed out to you.

Before you go, we will give you your gift card and we will just need you to sign a receipt for our records that you've received it. Again, thank you very much for spending time with us today.

## **Appendix F**

### **Example Teacher Survey of Parent Involvement**

Child Name: \_\_\_\_\_  
 Date: (mm/dd/yyyy) \_\_\_\_\_

## End of Year Kindergarten Survey

### Teacher Report of Parent Involvement

Please circle the response that best indicates how often this child's parent or primary caregiver did the following activities **during the past year** (if more than one parent/caregiver participated, please answer for the frequency of activities for both parents combined):

<i>Did the parent/primary caregiver...</i>	<b>Almost all</b>	<b>Some</b>	<b>None</b>	<b>Don't Know</b>	<b>Not Applicable</b>
1. Attend parent-teacher conferences	2	1	0	99	88
2. Attend school performances involving the class?	2	1	0	99	88
<i>How often did the parent/primary caregiver...</i>	<b>Often</b>	<b>A few times</b>	<b>Never</b>	<b>Don't Know</b>	<b>Not Applicable</b>
3. Attend field trips	2	1	0	99	88
4. Volunteer/spend time in the classroom	2	1	0	99	88
5. Attend parent meetings or events	2	1	0	99	88
6. Communicate with the teacher via phone or email	2	1	0	99	88
7. Talk to the teacher during pick up/drop off?	2	1	0	99	88

**To the best of your knowledge**, to what extent did any of the following factors make it *more* difficult for this child's family to have at least one parent or caregiver who was involved in the activities described above.

<i>Which factors were a barrier to participation?</i>	<b>Definitely a barrier</b>	<b>A small barrier</b>	<b>Not a barrier</b>	<b>Don't Know</b>
1. Language/lack of English skills	2	1	0	99
2. Parent's work schedule	2	1	0	99
3. Parent's school schedule	2	1	0	99
4. Parent's health problems	2	1	0	99
5. Lack of transportation to the school	2	1	0	99
6. Presence of younger siblings in the home	2	1	0	99
7. Parental mental health problems	2	1	0	99
8. Other barriers, please explain:				

**Thank you for completing this survey!!**

## **Appendix G**

### **Technical Resources for Survey Data Collection**

# Conducting Surveys

Contributed by Chris Hampton and Marcelo Vilela

## Main Section

Edited by Phil Rabinowitz, Kate Nagy, and Jerry Schultz

### What are surveys?

### Why should you conduct a survey?

### When should you conduct a survey?

### How do you prepare a survey?

### How do you distribute your survey?

### How do you analyze and compile the results of your survey?

When you want somebody's opinion, you ask for it. Right? That's easy enough when you're just dealing with one or a few people. But what if you want to know the opinion of an entire town or an entire population? Getting an answer out of everyone in your town or every member of a particular group is nearly impossible. So how do you get an idea of what these folks think? You use a survey.

Conducting surveys can be done very simply, or it can be very complicated, depending on how much you want to ask on the survey and the number of people to whom it is administered. This section will mainly focus on doing surveys on a fairly small local scale, and we will give you some ideas about where to find information should you need to do a survey on a larger scale.

### What are surveys?

A survey is a way of collecting information that you hope represents the views of the whole community or group in which you are interested.

There are three main ways of going about this:

- 1) *Case study surveys*, which collect information from a part of a group or community, without trying to choose them for overall representation of the larger population. You may need to

conduct several of these before you get a sense of how the larger community would respond to your survey. Case study surveys only provide specific information about the community studied.

2) *Sampled surveys*, which are the type we'll be focusing on in this section, ask a sample portion of a group to answer your questions. If done well, the results for the sample will reflect the results you would have gotten by surveying the entire group. For example, let's say you want to know what percentage of people in your county would make use of an adult literacy program. Getting every person in a county with 10,000 people to fill out a survey would be a huge task. Instead you decide to survey a sample of 500 people and find out what they think. For the sample to accurately represent the larger group, it must be carefully chosen. We'll speak to that later in this section.

3) *Census surveys*, in which you give your survey questionnaire to every member of the population you want to learn about. This will give you the most accurate information about the group, but it may not be very practical for large groups. A census is best done with smaller groups -- all of the clients of a particular agency, for example, as opposed to all of the citizens of a city.

Surveys are usually written, although sometimes the surveyor reads the questions aloud and writes down the answers for another person; they can be distributed by mail, fax, e-mail, through a web page, or the questions can be asked over the phone or in person.

Surveys collect information in as uniform a manner as possible -- asking each respondent the same questions in the same way so as to insure that the answers are most influenced by the respondents' experiences, not due to how the interviewer words the questions.

## **Why should you conduct a survey?**

You can collect information about the behaviors, needs, and opinions using surveys. Surveys can be used to find out attitudes and reactions, to measure client satisfaction, to gauge opinions about various issues, and to add credibility to your research. Surveys are a primary source of information -- that is, you directly ask someone for a response to a question, rather than using any secondary sources like written records.

You can use surveys to measure ideas or opinions about community issues related to your initiative. For example, you may want to know how many people use your services, what users think about your services, what new users expect from your services, and whether users are satisfied with what you provide. Check out [Chapter 39, Section 2: Providing Feedback to Improve the Initiative](#) and [Chapter 38, Section 2: Gathering Information: Monitoring Your Progress](#).

## **Deciding whether to conduct a survey**

There are advantages in doing surveys, but you should consider whether a survey will be the best way of obtaining the information you need. Even though surveys are a useful method of gathering information, they are not the only way. You will need to decide whether a survey will

produce the information you need. The information you need may be obtained through other means, such as informal unstructured conversation that takes place in the course of another activity; census figures; meeting with people in the community; interviews; or observation. Here are some sections in the Community Tool Box that describe how to use surveys:

- [Chapter 3, Section 7: Conducting Needs Assessment Surveys](#)
- [Chapter 3, Section 10: Conducting Concerns Surveys](#)
- [Chapter 38, Section 5: Constituent Survey of Outcomes: Ratings of Importance](#)
- [Chapter 38, Section 7: Using Behavioral Surveys](#)

## **When should you conduct a survey?**

A survey may be your best choice when:

- You need a quick and efficient way of getting information.
- You need to reach a large number of people.
- You need statistically valid information about a large number of people.
- The information you need isn't readily available through other means.

## **Written surveys: Pros and Cons**

*Advantages of written surveys:*

- Large numbers of people can give their input
- Low cost
- People can respond at their convenience
- Avoids interviewer bias
- Provides a written record
- Easy to list or tabulate responses
- Wide range of respondents
- No training needed as with interviewing

*Disadvantages of written surveys:*

- Often has low return rate
- Limited alternative expression of respondent's reaction
- Depends on the selected sample
- May not truly represent of the whole group
- Respondent may skip sections

If you have decided that what you need is a large-scale, formal survey, hiring someone to do it for you or working with local colleagues or a nearby university may be your best bet. If you're going to do it on your own, keep in mind that some people you present your report to may not give much credit to a survey you did on your own.

## How do you prepare a survey?

### *1. Decide on the purpose of the survey.*

If you have decided to do a survey, you must first be sure exactly why you're doing it. What questions do you want to answer? Is it to get a general idea of the demographics of your area? To find out what people think about a particular issue or idea? Or is there another reason you're considering a survey?

In any case, you will need to keep the purpose of the survey in mind throughout the process, as it will influence the choice of questions, the survey population, and even the way the survey is delivered (e.g., a computer-savvy population can be surveyed over the Internet; a population that is largely illiterate shouldn't be asked to take a written survey, and so forth).

### **Example: 1997 Youth Risk Behavioral Survey purpose**

The Youth Risk Behavioral Survey (or YRBS) is done annually by the Centers for Disease Control to identify behaviors that pose health risks among young people in America. We will be using the 1997 and 1999 YRBS for examples in this section.

The CDC decided its purpose in this survey was to track the health risk behaviors that cause the most deaths among youth. Also, many of those behaviors are included in the survey because they begin in youth and continue into adulthood, having significant impact on adult health later on. Here are some of the behaviors the YRBS attempts to measure:

- Behaviors that contribute to unintentional and intentional injuries (like not using a safety belt when driving)
- Tobacco use
- Alcohol and other drug use
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV
- Unhealthy dietary behaviors
- Physical inactivity

Read [more detailed documentation about the YRBS](#).

### *2. Decide whom you will survey.*

The next step is finding out who has the answers to your question or questions. In other words, it's time for you to determine your audience -- the people who can best answer the questions your initiative needs to ask. Who will you survey? Is it the general public? The current program beneficiaries? People in a specific neighborhood or segment of the community? Potential members?

## Sampling

Almost all surveys rely on sampling -- that is, identifying a section of your population that satisfies the characteristics you're trying to survey, rather than trying to do a census.

To have a truly representative sample, you must be sure that every member of the group you want to survey has an equal chance of being in the sample, and/or you must have a fairly large sample. It's important to make sure that the sample size you choose is adequate and not excessively large or small. If too large, it may be impossible to survey everybody effectively and within your budget; if too small, your credibility may suffer. A general rule to keep in mind is that the larger the sample size, the more accurate a reflection of the whole it will be.

You can figure out how big your sample should be by using a sample size calculator, several of which can be found online. Here are where a few of these calculators are located:

- [The Sample Size Calculator](#) at ResearchInfo.com allows you to decide whether you want to calculate for 95% or 99% confidence level (the statistical term for the amount of certainty you have about the accuracy of your results).
- [The Sample Size Calculator](#) from UCLA's online statistics textbook is a bit more advanced.

## Sample Design Issues

You might also need to give some thought to the design of your sample, especially if you are hoping to get representative responses from two or more groups. For example, let's say you are doing a survey on youth violence and you want to get responses from youth, parents, and educators; this means that you'll need to come up with separate population counts for each of these groups and then select a sample from each. The samples should be large enough to represent the group it is drawn from, but the sample sizes should be proportional to the groups they represent.

Sampling is a big topic; there are many different kinds of sampling and we could easily devote an entire section to sampling methods and practices. Rather than do that, we'll direct you to some sites on the Internet with more detailed information on sampling to get you started. You don't have to be a professional statistician to understand sampling, but knowing some of the terminology and concepts on the following pages will help you better understand what you're doing:

- [Sampling Terminology](#) from by William M. Trochim's "[Research Methods Knowledge Base](#)" at Cornell University.
- [Sample Sizes - Survey Sample Sizes](#) from "Statistics Every Writer Should Know" at Niles Online.

## Potential pitfalls

Sampling is a challenge to conducting good surveys, but there are other pitfalls. For example, when people volunteer to respond to a survey, we say they are self-selected. These people may have a special interest in answering your survey, so their answers may not be truly representative of the group you're interested in. There are ways of dealing with self-selected audiences, such as only using a random selection of their surveys when only self-selection is involved. For example, if you get back 300 completed surveys, you might decide to only use every third one in order to randomize the results.

### *3. Decide what method you will use to collect your survey data.*

Will your survey be written or oral? Is there going to be a number where people can call to register their results? Are you going to have a post office box to which completed surveys should be mailed? You need to decide whether it's going to be administered by people known to the audience and whether it will be done in person, by phone, or by mail. Remember that the more personal you make it, the higher the return rate will be. Surveys that are delivered cold have a return rate of only two to three percent, unless they're on a very hot topic for the community you're surveying.

Keep in mind whom you want to survey. Does your public feel more comfortable writing or speaking? Will it be efficient to leave surveys somewhere for people to pick up at their will, or should you do something to make sure they get one? If your survey is to be administered orally, will people feel honored or annoyed about being asked for their opinions?

Mailed questionnaires are a very useful tool in your information-gathering bag of tools. It's a much cheaper alternative to other types of information gathering and it allows you to get information from many people across long distances without paying extremely high phone bills. If you're considering doing a mailed survey, be sure to check with your local post office for information on mailing regulations, bulk mail rates, and so on.

Some advantages of mailed questionnaires are:

- The respondent can fill out the survey at his or her convenience -- it can be filled out whenever the respondent has time.
- You can make it anonymous, which is much more comfortable for some respondents.
- All respondents will have read the same questions, eliminating any interviewer bias.
- The respondent will have time to check his or her records before answering -- if he or she needs to verify information, he or she will have the chance to be accurate.

Some disadvantages of mailed questionnaires are:

- They're not very flexible; there is no interviewer present to probe for answers, so you can only read what the respondent has written, with no opportunity to look at facial expressions or body language.
- The return rate is generally low
- Respondents may leave answers blank
- You can't control when respondents will send the survey back

- You may not be able to tell the difference between those who simply didn't return the survey and those for whom you had an incorrect address.

### **How long should your survey be?**

When determining the length of your survey, remember that less is more. The longer it is, the less likely it is that people will take the time to do it. People get bored with long surveys, and usually won't even bother to look at a survey that is more than a page and a half long. Also, requiring long answers may lose your audience. Through editing and condensing, you should try to keep your survey down to one page.

What it is you want to know and the method of survey (e.g., phone survey, mailed survey) will also influence the length of your survey. Phone surveys, for example, can take a little longer to complete.

Once you've decided on your method, you can go on to write your questions. We'll talk in more detail about distributing your survey later on.

### **Example: 1997 Youth Risk Behavioral Survey sampling**

The 1997 YRBS used a type of sampling called cluster sampling. In cluster sampling, the entire population is divided into groups, or clusters, and a random sample of these clusters are selected. For example, age group or geographical location determined the YRBS's clusters. All observations in the selected clusters are included in the sample. This technique is used in large-scale surveys where it may be more convenient to sample clusters than to do a pure random sample.

#### *4. Write your questions.*

When preparing the questions, bear in mind that they can take many forms. Questions might be:

- **Open-ended:** Designed to prompt the respondent to provide you with more than just one or two word responses. These are often "how" or "why" questions. For example: "Why is it important to use condoms?" These questions are used when you want to find out what leads people to specific behaviors, what their attitudes are towards different things, or how much they know about a given topic; they provide good anecdotal evidence. The drawback to using open-ended questions is that it's hard to compile their results.
- **Closed-ended (also sometimes referred to as forced choice questions):** Specific questions that prompt yes or no answers. For example: "Do you use condoms?" These are used when the information you need is fairly clear-cut, i.e., if you need to know whether people use a particular service or have ever heard of a specific local resource.
- **Multiple choice:** Allow the respondent to select one answer from a few possible choices. For example: "When I have sex, I use condoms... a) every time, b) most times, c) sometimes, d) rarely, e) never." These allow you to find out more detailed information than closed-ended questions, and the results can be compiled more easily than open-ended questions.
- **Likert scale:** Each respondent is asked to rate items on a response scale. For instance, they could rate each item on a 1-to-5 response scale where:

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

If you want to weed out neutral and undecided responses you can use an even-numbered scale with no middle "neutral" or "undecided" choice. In this situation, the respondent is forced to decide whether he or she leans more towards the "agree" or "disagree" end of the scale for each item. The final score for the respondent on the scale might be the sum of his or her ratings for all of the items.

### **Example: Using the Likert scale**

Here are a few sample survey questions in Likert scale format, done without a neutral category:

**Please check the answer indicating your reaction to the questions listed below. Indicate whether you: Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement.**

1. Violent crime is a significant problem in my neighborhood
2. The police have done enough to prevent crime in my neighborhood.
3. If a citizens watch program were implemented in my neighborhood, I would participate in it.
4. I would be supportive of organized activities for youth in my neighborhood.

The questions you ask depend on the audience you're trying to reach and the information you're trying to obtain. For example, for demographic information (e.g., questions that determine where people are from, their ages, and their incomes), you should make the survey all check-offs, yes/no questions, and fill-in-the-blank questions so that it's as easy as possible to complete.

### *Creating surveys people will answer with the Total Design Method*

Low response rates are a major problem with surveys; it's common for the response rate to be as low as 30%. One way of avoiding low response rate is to use the Total Design Method, which was developed by Don Dillman of Washington State University. Dillman's method has been shown to yield an average return rate of 73%.

- 1) Mailed questionnaires should be printed on standard letter paper (8.5 x 11"), then folded in half into a booklet. This size of envelope is less likely to be viewed as advertisement or "junk" mail by the recipient, so more people will open your survey.

- 2) There should be no questions on the front or back of the folded booklet.
- 3) The first question should be directly related to the overall topic of the survey, and it should be something that is easy to answer. Any questions that may be threatening to the reader should appear later in the survey, but not grouped together. Demographic questions should come towards the end; having them at the beginning often puts people off and prevents them from completing the survey at all, but they will be more likely to complete them if they are asked after responding to other questions.
- 4) In layout, avoid cramming too much type onto a single page. It's better to use more pages with a good amount of white space than to try to save on paper by crowding the pages, because overly-dense type is intimidating to a potential survey participant. You should also make sure you don't break any questions up over a page break -- the entire question and its possible answers should appear on the same page.
- 5) Your questionnaire should be no more than 125 questions or 12 pages long -- anything longer is going to reduce your response rate.
- 6) Including a well-written cover letter is extremely important. It needs to be clear about what you're looking for, why you're looking for it, what member of the household should complete the survey, and what will be done with the results. For instance, if you're doing a literacy program survey, you may want to explain that the answers will help determine whether the community might need an adult education program and what kind of program it might need, and that the results of the survey will be presented to possible funders. Your cover letter should be individually typed or laser printed and signed personally with a blue ballpoint pen (survey participants pay more attention to real letters with real signatures).
- 7) Typing the recipient's name directly on the envelope, instead of using mailing labels, will bring a higher response rate. Using first class postage -- especially commemorative, colorful stamps -- will increase your response rate even more.
- 8) Follow up with those who haven't responded after a week with a postcard, politely reminding them about the survey. After the second week, send a new cover letter and questionnaire to those who have not yet responded. After the fourth week, send yet another questionnaire, this time by certified mail, along with a letter reminding the recipient that you haven't yet received his or her survey and that his or her response is very important.

Questions should be worded carefully in order to yield exactly the information you're looking for.

To make sure your survey works the way you want it to, try it out on a few members of the population you're aiming at before you actually distribute it.

*Some guidelines for writing your survey questions:*

- Place easier questions first

- Address sensitive issues as discreetly and sensitively as possible
- Avoid words that provoke bias or emotional responses
- Use a logical order and place similar questions together

### **Example: 1999 Youth Risk Behavioral Survey questions**

Here are a few examples of questions from the 1999 YRBS.

10. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

23. During the past 12 months, did you ever seriously consider attempting suicide?

- A. Yes
- B. No

28. How old were you when you smoked a whole cigarette for the first time?

- A. I have never smoked a whole cigarette
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

50. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

59. During your life, with how many people have you had sexual intercourse?

- A. I have never had sexual intercourse
- B. 1 person

- C. 2 people
- D. 3 people
- E. 4 people
- F. 5 people
- G. 6 or more people

This should give you some idea of the types of questions asked on this survey.

### **How do you distribute your survey?**

There are several strategies for distributing surveys. We'll talk about the most common one -- direct mail -- in the most detail, but there are many methods to choose from and there is no one perfect method. You may want to use a combination of methods.

Here are a few thoughts to help you decide on your method:

- Self-administered questionnaires are better than interviews when you're dealing with respondents who can read and write and the questions you're asking don't require any visual aids like charts, graphs, etc. that might need explanation.
- Phone surveys work well in the place of self-administered questionnaires if at least 80% of the population you're working with have phones in their homes. They also work better if the questions are of a nature that respondents might be uncomfortable or embarrassed to give their answers to an interviewer. For example, if you are doing a survey on sexual risk behaviors, people may be uneasy telling an interviewer how many partners they've had or other such details.
- Drop boxes work best if you have limited human resources or if you are in a place where the mail and phone systems aren't adequate.

### **Direct mail**

Direct mailing your survey to people whose addresses are known is the most common strategy. Distributing a survey by mail has a high percentage of non-responders (you're lucky if 30% respond, although it tends to be higher in small communities), but it's a lot easier than many other methods and takes less staff hours.

1. Gather the items you'll need to do a direct mailing:

- **Mailing labels or a mailing list:** If you're mailing the survey to everyone in town, the city's billing lists for water bills might be a good source of a mailing list. The mailing list of relevant agencies can also be useful. Good resources might be the public health department, the Salvation Army, relevant United Way agencies, emergency medical services, or companies that develop phone books. If you're using an agency's mailing list, be sure to get permission from the agency's director before doing the mailing. Give the director a sample survey and a copy of the cover letter to review and invite him or her to suggest any changes that might further protect his or her clients.

- **Two business envelopes and two stamps for each participant:** One set to send the survey to the participant and one for it to be returned in. The return envelope should be pre-stamped and pre-addressed.
- **One copy of the survey, demographics sheet, and cover letter for each participant.**

2. Complete the cover letter. A sample cover letter you may want to use as a guide appears in the *Examples* section.

3. Make enough copies of the survey, demographic sheet, and cover letter for each survey recipient.

4. Prepare the two business-size envelopes for each person. One should have the agency's return address and a mailing label for the survey participant; the other should have the agency's address listed as both the mailing and the return addresses. Stamp both envelopes.

5. Stuff the envelopes that have the recipient's mailing address with all the survey materials -- the survey, the demographic sheet, the cover letter, and the return envelope.

6. If you want to track the surveys in any way -- trying to see what sort of answers you get from different parts of town, for example -- you may wish to code the envelopes in some way. One way you can do this is by numbering each return envelope and keeping a copy of the mailing list with matching numbers -- for example, if John Doe at 123 Main Street is assigned number 007, then the number 007 will also be on his return envelope. Another option is to color code the surveys by zip code.

7. Mail them out! Try to get a bulk rate to reduce costs.

8. If less than 10% of the distributed surveys are returned, try one or more of the following strategies:

- Send a reminder to all or a random sample of people on the mailing list.
- Contact the local newspaper and request an article on the survey, submit a letter to the editor about it, or publish an announcement about the survey. This is something you should do before you send out the survey.
- Contact radio stations to run announcements inviting people to take part in the survey.
- Invite citizens to participate in the survey through announcements in local agency newsletters, consumer group meetings, and public community events.
- Post announcements of the survey in public places, like the library or grocery stores.

## **Interviews and phone surveys**

For those who have difficulty reading or using printed materials, or for surveys that require more in-depth answers, interviews might be the most appropriate thing for you to do. Phone surveys work similarly to face-to-face interviews, so we've grouped these two methods together.

1. Put together a team of interviewers. The people you choose should be able to answer any questions respondents might have, and if necessary they should be people who can handle

meeting diverse respondents. People who work in the social sciences often have interviewing experience.

2. Train the interviewers to act as a team. They should all be given the same information about the survey, its purpose, and your organization or initiative to make sure that the information they pass on to respondents is uniform.
3. For a phone survey, your sample can be as simple as every fifth phone number in the white pages of your local phone book, or you may need to work with a survey consultant to get a phone list of a more specific sample group.
4. Phone interviewers should be polite, call during reasonable hours (not at meal time and not too late at night or early in the morning, etc.), and they should all be consistently asking the same questions.

### **Drop boxes**

Agencies that have relatively frequent contact with clients -- such as once a month -- you may find that setting up a drop box in their offices are a good source point for distributing surveys. This may also be a good option for agencies that have an incomplete mailing list. It can also be a good way to contact clients of other agencies who have little contact with your group or agency. However, if you use this method of distributing surveys, consider using it along with at least one other method of distribution, because only those already using the services can respond.

### **Media distribution**

For general distribution, publishing a survey in the local paper or attaching a survey to your newsletter might be a good idea.

### **Convenience sampling**

Taking surveys in a public place -- setting up a booth or table in the parking lot at a local discount store, on the sidewalk in the shopping district, etc. -- provides an opportunity to get some exposure for your organization.

### **Group administration**

If your group or organization tends to have large group gatherings, providing surveys to everyone who attends a particular gathering might be a really efficient way for you to gather information. Examples of gatherings where you might want to distribute your survey would include: immunization clinics, commodity food distribution sites, health fairs, and meal sites for older adults. If you want to give your survey out at some sort of group meeting or gathering, get the group's director to put you on the agenda. At the meeting, introduce yourself and explain the purpose of the survey. Then distribute the survey, answer any questions, and collect completed surveys. Don't forget to thank everyone for their participation!

*Using multiple methods of distribution:* You can combine or adapt two or more of the above methods to suit your own purposes, if you'd like. If more than one method is used, each survey should include instructions that each citizen should complete only one survey. So, for example, if you're having people complete surveys at a booth at the county fair, they should not complete the survey if they've already completed one that came in the mail to their homes.

### ***Collecting the surveys***

Soon after the surveys are distributed, some of them will begin to arrive at the sponsoring organization. Here are the steps you should take to collect your surveys:

1. Gather incoming surveys collected at participating sites. A representative of your organization should collect incoming surveys as they arrive in the mail or your drop box. He or she should also call or stop by collection sites from time to time to pick up any surveys that have been dropped off.
2. Review returned surveys, checking for any that are incomplete. If any surveys were returned for having an improper mailing address, try to find the correct address and mail it out again, if you can.
3. Secure a larger return, if necessary. This may mean distributing surveys again or expanding your sample size.

### **Example: Administering and collecting the 1997 Youth Risk Behavioral Survey**

The CDC wanted to do everything it could to protect the students' privacy and insure that questions would be answered honestly while completing the YRBS. In order for the survey to be administered voluntarily and anonymously, it was done in a self-administered written questionnaire containing 84 multiple-choice questions. Before the surveys were administered, parental permission was obtained through whatever methods those local schools used. Students recorded their responses to the questionnaires on computer-scannable answer sheets, further allowing for anonymity.

### **How do you analyze and compile the results of your survey?**

Now that you've gathered the completed surveys, you'll need to figure out the results. Sometimes all you have to do is tabulate the results -- that is, add them up and display in a table. For instance, if 100 questionnaires were returned in a survey about problems in the neighborhood, you just need to count the answers. Let's say that there was a question asking what people felt was the biggest challenge facing the neighborhood; 70 people mentioned law enforcement, 10 cited transportation, 15 marked potholes, and 5 said noise. The result in cases like this is clear.

However, analysis can be far more complicated than that. If you're looking, for instance, at how people feel about a service or problem, you may end up with a lot of answers to open-ended questions that are apparently unrelated. In this case, you will need to try to find patterns.

Once you've done that, what do these numbers mean? Well, you will need to look at the overall survey to see how each percentage compares to the others. For example, what questions had the highest proportions of similar responses?

We suggest that you write up a brief report -- one page is sufficient -- summarizing the results of the survey. In your report, look for any patterns -- do people in a particular part of town feel more strongly about a particular issue than those in other areas?

Share this information with your staff. Get their feedback and discuss whether any further surveying needs to be done before completing.

Now that you've figured out what the results mean, you need to decide what to do with them. To whom are you going to communicate them, and how? In case of a community initiative, the results should be made public as soon as possible so that members in the community and community leaders can be made aware of a problem or potential problem and start working to solve it. If other similar surveys have been done in the same area, you may want to compare your results with the other surveys' results.

An organization conducting a survey about its' services might want to use results to provide a better service or to change a current policy to a more efficient one. In a situation where funding is at stake, the results would need to go to the funder to convince the funder of the need for new or continued support. The results could also be used by the organization itself to determine where and what kinds of services are needed.

To get some idea of what a survey result report looks like, you might want to look over the report outlining the results of the [1997 Youth Risk Behavior Survey](#).

## **In Summary**

A well-executed survey can provide your initiative with a wealth of information about your constituents and their needs. We hope this section has given you the tools you need to conduct surveys that are effective and that give you the information you need to serve your constituents better!

We encourage the reproduction of this material, but ask that you credit the  
Community Tool Box: <http://ctb.ku.edu/>

## Resources

Bailey, K. D. (1978). Methods of social research. New York: Free Press.

Berg, B. L. (1995). Qualitative research methods for the social sciences. Boston: Allyn and Bacon.

de Leeuw, J. (1997). [Sample Size Calculator](#). [Online].

Easton, V.J., and McColl, J.H. (1999). Statistics Glossary, v.1.1.1. [Online].

Fink, A. (1985). How to conduct surveys: A step-by-step guide. Beverly Hills: Sage Publications.

Hassett, Nancy. (1997). Sample design issues. In FOCUS: An information newsletter for health care professionals, Winner 1997. [Online].

Kalsbeek, B. (1995). How to Plan a Survey. [Online].

Kalsbeek, B. (1995). How to Collect Survey Data. [Online].

Niles, R. (1999). [Statistics Every Writer Should Know](#). [Online].

## **Appendix H**

### **Technical Resources for Interviewing**

# Conducting Interviews

Contributed by Marcelo Vilela

## Main Section

Edited by Kate Nagy

### What is an interview?

### Why should you conduct interviews?

### Whom should you interview?

### How should you conduct interviews?

### What is an interview?

When you're watching the news at night or reading the paper in the morning, you'll notice that all the stories have a point in common: They all contain interviews. No matter what subject is being tackled, there'll always be people willing to be interviewed about it. And that's great, because that way we can get a sample of what people think and feel about different issues.

Interviews are usually defined as a conversation with a purpose. They can be very helpful to your organization when you need information about assumptions and perceptions of activities in your community. They're also great if you're looking for in-depth information on a particular topic from an expert. (If what you really need is numerical data--how much and how many--a written questionnaire may better serve your purposes.)

Interviewing has been described as an art, rather than a skill or science. In other cases, it has been described as game in which the interviewee gets some sort of reward, or simply as a technical skill you can learn. But, no matter how you look at it, interviewing is a process that can be mastered by practice. This chapter will show you how.

### Why should you conduct interviews?

Using an interview is the best way to have an accurate and thorough communication of ideas between you and the person from whom you're gathering information. You have control of the question order, and you can make sure that all the questions will be answered.

In addition, you may benefit from the spontaneity of the interview process. Interviewees don't always have the luxury of going away and thinking about their responses or, even to some degree, censoring their responses. You may find that interviewees will blurt things out that they would never commit to on paper in a questionnaire.

## **When interviews are not the best option:**

Interviews are not the only way of gathering information and depending on the case, they may not even be appropriate or efficient. For example, large-scale phone interviews can be time-consuming and expensive. Mailed questionnaires may be the best option in cases where you need information from a large number of people. Interviews aren't efficient either when all you need is collecting straight numeric data. Asking your respondents to fill out a form may be more appropriate.

Interviews will not be suitable if respondents will be unwillingly to cooperate. If your interviewees have something against you or your organization, they will not give you the answers you want and may even mess up your results. When people don't want to talk, setting up an interview is a waste of time and resources. You should, then, look for a less direct way of gathering the information you need.

## **Problems with interviews:**

You must also be well prepared for traps that might arise from interviews. For example, your interviewee may have a personal agenda and he or she will try to push the interview in a way to benefit their own interests. The best solution is to become aware of your interviewee's inclinations before arranging the interview.

Sometimes, the interviewee exercises his or her control even after the interview is done, asking to change or edit the final copy. That should be a right of the interviewer only. If the subject you're addressing involves technical information, you may have the interviewee check the final result for you, just for accuracy.

## **Whom should you interview?**

Your choice of interviewees will, obviously, be influenced by the nature of the information you need. For example, if you're trying to set up a volunteer program for your organization, you may want to interview the volunteer coordinator at one or two other successful agencies for ideas for your program.

On the other hand, if you're taking a look at the community's response to an ad campaign you've been running, you'll want to identify members of the target audience to interview. In this case, a focus group discussed briefly in this section and in more detail in [Chapter 3, Section 6: \*Conducting Focus Groups\*](#) can be extremely useful.

If you're reluctant to contact a stranger for an interview, remember that most people enjoy talking about what they know and are especially eager to share their knowledge with those who are interested. Demonstrate interest and your chances of getting good interviews will improve.

## **How should you conduct interviews?**

Sometimes, being a good interviewer is described as an innate ability or quality possessed by only some people and not by others. Certainly, interviewing may come more easily to some people than to others, but anybody can learn the basic strategies and procedures of interviewing. We're here to show you how.

## **Interview structure:**

First you should decide how structured you want your interview to be. Interviews can be formally structured, loosely structured, or not structured at all. The style of interviewing you will adopt will depend on the kind of result you're looking for.

In a highly structured interview, you simply ask subjects to answer a list of questions. To get a valid result, you should ask all subjects identical questions. In an interview without a rigid structure, you can create and ask questions appropriate the situations that arise and to the central purpose of the interview. There's no predetermined list of questions to ask. Finally, in a semi-structured setting, there is a list of predetermined questions, but interviewees are allowed to digress.

## **Types of interviews:**

Now that you've decided how structured you want the interview to be, it's time to decide how you want to conduct it. Can you do it through the phone, or do you need to it face-to-face? Would a focus group be most appropriate? Let's look at each of these interview types in depth.

### ***Face-to-face interviews***

Face-to-face interviews are a great way to gather information. Whether you decide to interview face-to-face depends on the amount of time and resources you have available at your disposal. Some advantages of interviewing in person are:

- You have more flexibility. You can probe for more specific answers, repeat questions, and use discretion as to the particular questions you ask.
- You are able to watch nonverbal behavior.
- You have control over the physical environment.
- You can record spontaneous answers.
- You know exactly who is answering.
- You can make sure the interview is complete and all questions have been asked.
- You can use a more complex questionnaire.

However, if face-to-face interviews prove to be too expensive, too time-consuming, or too inconvenient to be conducted, you should consider some other way of interviewing. For example, if the information you're collecting is of a sensitive and confidential nature, your respondents may prefer the comfort of anonymity, and an anonymous questionnaire would probably be more appropriate.

### ***Telephone interviews***

Telephone interviews are also a good way of getting information.

They're particularly useful when the person you want to speak to lives far away and setting up a face-to-face interview is impractical. Many of the same advantages and disadvantages of face-to-face interviewing apply here; the exception being, of course, that you won't be able to watch nonverbal behavior.

Here are some tips to make your phone interview successful:

- Keep phone interviews to no more than about ten minutes--exceptions to this rule may be made depending on the type of interview you're conducting and on the arrangements you've made with the interviewee.
- If you need your interviewee to refer to any materials, provide them in advance.
- Be extra motivating on the phone, because people tend to be less willing to become engaged in conversation over the phone.
- Identify yourself and offer your credentials. Some respondents may be distrustful, thinking they're being played a prank.
- If tape-recording the conversation, ask for authorization to do so.
- Write down the information as you hear it; don't trust your memory to write the information down later.
- Speak loud, clear and with pitch variation -- don't make it another boring phone call.
- Don't call too early in the morning or too late at night, unless arranged in advance.
- Finish the conversation cordially, and thank the interviewee.

With the increasing use of computers as a means of communication, interviews via e-mail have become popular. E-mail is an inexpensive option for interviewing. The advantages and drawbacks of e-mail interviews are similar to phone interviews. E-mails are far less intrusive than the phone. You are able to contact your interviewee, send your questions, and follow up the received answers with a thank-you message. You may never meet or talk to your respondent.

However, through e-mail your chances for probing are very limited, unless you keep sending messages back and forth to clarify answers. That's why you need to be very clear about what you need when you first contact your interviewee. Some people may also resent the impersonal nature of e-mail interaction, while others may feel more comfortable having time to think about their answers.

### ***Focus groups***

A focus group, led by a trained facilitator, is a particular type of "group interview" that may be very useful to you. Focus groups consisting of groups of people whose opinions you would like to know may be somewhat less structured; however, the input you get is very valuable. Focus groups are perhaps the most flexible tool for gathering information because you can focus in on getting the opinions of a group of people while asking open-ended questions that the whole group is free to answer and discuss. This often sparks debate and conversation, yielding lots of great information about the group's opinion.

During the focus group, the facilitator is also able to observe the nonverbal communication of the participants. Although the sample size is generally smaller than some other forms of information gathering, the free exchange of opinions brought on by the group interaction is an invaluable tool. More on focus groups can be found on [Chapter 3, Section 6: Conducting Focus Groups](#).

So you've chosen your interviewees, set up the interview, and started to think about interview questions. You're ready to roll, right?

Not quite. First, you need to make sure you have as much information as possible about your interview topic. You don't need to be an expert -- after all, that's why you're interviewing people! -- but you do want to be fairly knowledgeable. Having a solid understanding of the topic at hand will make you feel more comfortable as an interviewer, enhance the quality of the questions you ask, and make your interviewee more comfortable as well.

In addition, it's important to understand your interviewee's culture and background before you conduct your interview. This understanding will be reflected on the way you phrase your questions, your choice of words, your ice-breakers, the way you'll dress, which the material you'll avoid so that the questions remain inoffensive to your interviewee.

### ***How should you conduct the interview?***

Now that you're prepared, it's time to conduct the interview. Whether calling or meeting someone, be sure to be on time -- your interviewee is doing you a favor, and you don't want to keep him or her waiting.

When interviewing someone, start with some small talk to build rapport. Don't just plunge into your questions -- make your interviewee as comfortable as possible.

This box offers more hints on how to conduct a successful interview:

### **Points to remember:**

- **Practice** -- prepare a list of interview questions in advance. Rehearse, try lines, mock-interview friends. Memorize your questions. Plan ahead the location and ways to make the ambient more comfortable.
- **Small-talk** -- never begin an interview cold. Try to put your interviewee at ease and establish rapport.
- **Be natural** -- even if you rehearsed your interview time and time again and have all your questions memorized, make it sound and feel like you're coming up with them right there.
- **Look sharp** -- dress appropriately to the ambient you're in and to the kind of person you're interviewing. Generally you're safe with business attire, but adapt to your audience. Arrive on time if you are conducting the interview in person.
- **Listen** -- present yourself aware and interested. If your interviewee says something funny, smile. If it's something sad, look sad. React to what you hear.

- **Keep your goals in mind** -- remember that what you want is to obtain information. Keep the interview on track, don't digress too much. Keep the conversation focused on your questions. Be considerate of your interviewee's limited time.
- **Don't take "yes/no" answers** -- monosyllabic answers don't offer much information. Ask for an elaboration, probe, ask why. Silence may also yield information. Ask the interviewee to clarify anything you do not understand
- **Respect** -- make interviewees feel like their answers are very important to you (they are supposed to be!) and be respectful for the time they're donating to help you.

## Questions:

Questions are such a fundamental part of an interview that's worth taking a minute to look at the subject in depth. Questions can relate to the central focus of your interview, with to-the-point, specific answers; they can be used to check the reliability of other answers; they can be used just to create a comfortable relationship between you and the interviewee; and they can probe for more complete answers.

It's very important that you ask your questions in a way to motivate the interviewee to answer as completely and honestly as possible. Avoid inflammatory questions ("Do you always discriminate against women and minorities, or just some of the time?"), and try to stay polite. And remember to express clearly what you want to know. Just because interviewer and interviewee speak the same language, it doesn't mean they'll necessarily understand each other.

There are some problems that can arise from the way you ask a question. Here are several of the most common pitfalls:

1. Questions that put the interviewee in the defensive -- These questions bring up emotional responses, usually negative. To ask, "Why did you do such a bad thing?" will feel like you are confronting your interviewee, and he or she will get defensive. Try to ask things in a more relaxed manner.
2. The two-in-one question -- These are questions that ask for two answers in one question. For instance, "Does your company have special recruitment policy for women and racial minorities?" may cause hesitation and indecision in the interviewee. A "yes" would mean both, and a "no" would be for neither. Separate the issues into two separate questions.
3. The complex question -- Questions that are too long, too involved, or too intricate will intimidate or confuse your interviewee. The subject may not even understand the questions in its entirety. The solution is to break down the question and make brief and concise.
4. In addition, pay attention to the order in which you ask your questions. The arrangement or ordering of your question may significantly affect the results of your interview. Try to start the interview with mild and easy questions to develop a rapport with the interviewee. As the interview proceeds, move to more sensitive and complex questions.

## **Final thoughts**

Remember to take good notes, if you're taking notes. Put quotation marks around the person's actual words, and don't embellish their quotes. You may tape-record the conversation, but make sure your tape recorder is working well, or hours of work can go down the drain. If you're going to tape-record your interview, make sure you obtain the interviewee's permission beforehand and on tape.

Finally, it's important to time your interview so that it won't last for hours. Some people may refuse to (or may be too busy to) engage on an interview they know will last for two or more hours. Others may lose interest during a long interview. So, try to be concise. A good rule of thumb is to make your interview long enough that you get useful information from it and short enough that you don't tire your interviewee. If you know you'll need to spend a lot of time interviewing somebody, consider dividing your interviews in two or more sessions.

### **Interviewing in a nutshell -- summary:**

- Determine what you want to know
- Discuss the kinds of questions you want to ask (open ended: How do you feel about...) or (close ended: Which do you like better: A or B?)
- Draft your interview questions
- Determine who you'd like to interview (samples) Train your interviewers so they will all ask the same questions the same way
- Contact the people you want to interview
- Make appointments and follow up on them unless you are soliciting people on the street or in a mall, for instance
- Collect and analyze the data

## **In Summary**

So, your interview is done and it you've got the information you needed. It's time to thank you interviewee for his or her kind cooperation. Send them a thank you note soon after the interview. Be cordial and appreciative. You never know when you may need or want to interview this person again!

We encourage the reproduction of this material, but ask that you credit the  
Community Tool Box: <http://ctb.ku.edu/>

## Appendix I

### Technical Resources for Focus Groups

Downloaded from: <http://www.socialent.com/wp-content/uploads/2009/05/needs-assessment-focus-group-toolkit.pdf>

# Needs Assessment Focus Group Toolkit

The Focus Group Toolkit is provided so that multiple people can gather input from community members about the issues and concerns facing families and individuals related to health, learning and school readiness/education, strong/functioning families, and other critical areas in a consistent manner. By using the tools provided, outreach activities can be compiled and analyzed across the community.

There are five tools:

1. Facilitation Agenda
2. Talking Points
3. Participant sign-in sheet
4. Focus Group Cover Sheet
5. Focus Group Documentation Tables

## How to Use the Tools:

- Complete a separate summary for each focus group.
- Transfer any handwritten notes from flip charts, sign-in sheets and the cover sheet into the Word document.
- Keep a copy of the sign-in sheet for your records.
- Save the document with the name of the focus group and date (e.g. FRC Advisory Board 8-15-07)
- Email completed forms as soon after the focus group as possible to Kellie Bates at [kbates@socialent.com](mailto:kbates@socialent.com)

## Suggested Process (modify as needed based on the group)

1. **Room Set-Up.** Before the group arrives, tape up three flip chart pages (you will need more pages as the group begins responding to the facilitation questions). Label one sheet Problems/Concerns, one Resources/Barriers, and one Solutions. (see examples on Facilitation Agenda page).
2. **Welcome.** After the group is seated send the sign-in sheet around the room and ask participants to indicate their age group on the sheet. Let them know that we are tracking this information so that we can evaluate how well we did reaching a broad spectrum of community members.
3. **Introduction.** As the sign-in sheet is going around the room.
4. **Documentation.** After the sign-in sheet has gone around or at the end of the meeting, the focus group facilitator or an assistant can determine participant demographics based on visual observation of the group. Transfer all flip chart notes into the Word file and submit to SEI.

## Facilitation Agenda:

Before beginning determine how much time you have to work with. The following time frame assumes 45 minutes total.

### 1. Introduction - 5 minutes

- Provide a brief introduction to the Community Needs Assessment (see "Talking Points," page 4) purpose and process.
- Explain that you will ask the group to spend a few minutes identifying their concerns for their community in a particular area (e.g. health, education/learning, families, etc.), After that you will ask them to identify any resources currently available in their community to address the problems identified. And, finally you will ask them to identify any barriers for accessing the services. Emphasize that their input is vital in helping to identify and prioritize needs, create solutions, and plan for services.
- Explain that we are not trying to evaluate or judge any one person's opinions or experiences, but rather to capture the thinking of as many people as possible.
- Ask if there are any questions before you begin. Answer questions and then begin with the facilitation questions.

### 2. Problems/Concerns Identification - 20 minutes total

Ask the following four questions and document answers on flipcharts.

- What are the most significant problems related to **health** in your community? What ages are affected by the issue? (Check the ages affected) - 5 minutes
- What are the most significant problems related to education, **learning and school readiness** (e.g. individuals reaching their developmental potential and ready for school/learning) in your community? What ages are affected by the issue? (Check the ages affected) - 5 minutes
- What are the most significant problems affecting **families** in your community (e.g., families able to provide parenting, economic security and a healthy environment)? What ages are affected by the issue? (Check the ages affected) - 5 minutes
- What **other problems or concerns** significantly affect members of your community?\* What ages are affected? (Check the ages affected) - 5 minutes

\* This question is intentionally broad and open ended so that people can respond in whatever way they need to. Facilitators can offer some possible issues/concerns to get the group going as long as they don't intentionally lead the discussion in a particular direction.

3. **Community Resources and Barriers** - 10 minutes

Have participants look at the list of problems, issues and concerns, and then ask:

- What recourses are available in their community to address these issues? (List each resource on the left side of the flip chart page)
- What are the barriers (if any) to accessing these resources? (List barriers next to the resource they apply to).

Community Resources Available to Address Problems / Issues	Barriers to Accessing Available Resources
(List resources currently available in the community)	(List barriers next to the appropriate resources)

4. **Solutions.** - 10 minutes

Have participants look at the list of problems, issues, resources and barriers, and then ask:

- What actions, programs, strategies do they think would make the biggest difference in their community? (e.g., What solutions would help solve the problems and reduce/remove the barriers listed?)

Solutions <small>(List each possible solution on a separate line and check the concern area the solution would address)</small>	Concern Area Affected			
	Health	Learning/ School Readiness	Families	Other

5. **Conclusion.** Thank folks for their time. Let them know we expect to have the data compiled, analyzed and a draft report ready early in September. They can check back with your agenda to receive a copy of the draft report and/or participate in future planning. (After the meeting, summarize flip charts into the appropriate tables in the toolkit.)

## Community Needs Assessment Talking Points

- ❑ Our organization is interested in conducting periodic needs assessments for children 0-5 and their families. The results of these assessments guide the FRC planning and decisions.
- ❑ The Community Assessment looks at a wide range of issues, which can be grouped broadly into four categories:
  1. Health - all aspects of health fall into this category, including physical, oral, mental, etc.
  2. Learning and Ready for School - anything that relates to education and an individual's ability to reach their potential and be ready for school/learning
  3. Strong/Functioning Families - issues that relate to a family's ability to provide parenting, economic security, and a healthy environment for people living in the household
  4. Other - any other issues that do not fall into one of the above categories.
- ❑ In addition to information collected through focus groups and community outreach activities, assessment data is also being compiled from family surveys, provider surveys and client satisfaction forms.
- ❑ Explain how the information will be used. It is also good to explain the timeline for gathering community input and then using that input for planning or other purposes.
- ❑ Community members are encouraged to participate in focus groups, surveys, and by completing customer satisfaction surveys.



## Focus Group Cover Page

Meeting Date	
Location	
Group Facilitator (s)	

Meeting Type  (Place "X" in the appropriate box)	Community Meeting / Focus Group (e.g., PTA, Chamber, Service Clubs, Advisory Boards, etc)	Service Provider Group (Public and/or private service providers, e.g., educators/teachers, counselors, health providers, etc.)	Tribal Council Meeting	Other (describe)

### Meeting Attendance

(Total attendance should be sum of service providers, other stakeholders, family members, and consumers).

Total Attendance	Service Providers	Other Stakeholders	Family Members	Consumers/Clients

### Participant Demographics

	Total	White	Hispanic	Black/ African Am.	Native American	Asian	Pacific Islander	Other
Children/ Youth								
Adults (18-65)								
Seniors (65+)								

### How was meeting advertised? (Mark all that apply)

Personal Contact		Letters to Groups	
Home Visitors		Newspaper articles/adv.	
Peer to Peer		Flyers	
Others (List)			

**Were Incentives Used?** No \_\_\_\_ Yes \_\_\_\_ If yes, please number and types of incentives

	Number provided	
Child Care		
Food		
Other		(Describe)
Other		(Describe)













## **Appendix J**

### **Example Survey Report with Data**

# Example Data Report: Parent Survey Data

Used by permission of Yoncalla Early Works.

## Yoncalla Early Works Kindergarten Parent/Caregiver Fall Survey 2012

### 1. In the year before this child started kindergarten, were you and/or this child involved in any programs?

<i>In the last year:</i>	Never	A few times	6 months or more
a. A home visitor or nurse came to my home to talk to me about parenting and do activities with me and my child.	82% (14)	12% (2)	6% (1)
b. I attended "mommy and me" or other parent-child play groups.	82% (14)	18% (3)	--
c. I attended a parenting class or parent support group.	82% (14)	12% (2)	6% (1)
d. My child attended Head Start.	71% (12)	--	29% (5)
e. My child attended a preschool program. <i>If yes, what was the name of the preschool?</i>	53% (9)	6% (1)	41% (7)
▪ 35% (6) Yoncalla Preschool			
▪ 6% (1) "Private"			
▪ 6% (1) "Early Interventions"			
f. My child received special education services before entering kindergarten (had an IEP/IFSP).	82% (14)	--	18% (3)
g. My child attended classes or activities at our church or other house of faith.	47% (8)	12% (2)	41% (7)
h. My child attended classes or activities at the library and/or community center.	59% (10)	24% (4)	18% (3)
i. Other (please describe):	94% (16)	--	6% (1)
▪ YMCA			

### 2. In the year before school started, was your child cared for in any of the following ways on a regular basis? By regular, we mean more than 8 hours per week on a consistent basis (not just one-time or occasional babysitting). *Please check all settings your child spent more than 8 hours per week:*

- 6% (1) A babysitter or nanny in my/the child's home
- 35% (6) A relative in their home (grandma, aunt, etc.)
- 18% (3) A friend or neighbor in their home
- 6% (1) A "family" day care (usually a small, family-based setting with other children)
- 24% (4) Head Start
- 6% (1) A day care center or preschool that was **NOT Head Start** (a center with more than one classroom)
- 6% (1) Relief Nursery
- 6% (1) Other, please describe: Daycare at home
- 35% (6) None of the above, my child usually stays with myself/a parent or guardian

**3. In a typical week, about how many hours does your child usually spend being cared for by someone besides yourself or a parent/legal guardian:**

- 35% (6) None
- 6% (1) 1 hr/wk
- 6% (1) 2 hrs/wk
- 18% (3) 5 hrs/wk
- 6% (1) 6 hrs/wk
- 6% (1) 8 hrs/wk
- 6% (1) 10 hrs/wk
- 6% (1) 25 hrs/wk
- 6% (1) 30 hrs/wk
- 6% (1) 45 hrs/wk
- 13 hrs/wk Average, among those that have other child care besides themselves/guardian

**4. Which of the following did you or your child do to get ready for kindergarten before the first day of school?**

- 18% (3) I attended a parent meeting/kindergarten round-up
- 41% (7) I met with the kindergarten teacher one-on-one at the school
- 6% (1) My child attended a class or play group for entering kindergarteners at the school
- -- -- We had a visit at my home from the kindergarten teacher
- 41% (7) I visited the school playground with my child
- 12% (2) I received a letter from the kindergarten teacher addressed to me and/or my child
- 35% (6) I read books or watched videos about kindergarten with my child
- 77% (13) I talked with my child about what kindergarten would be like
- 35% (6) My child's preschool teacher/class did activities to get ready for kindergarten
- 18% (3) My child's child care provider/babysitter did activities to get ready for kindergarten
- 6% (1) None of the above
- 2.8 Average number of kindergarten readiness activities

**5. About how many children's books do you own?**

- 6% (1) 1-10
- 12% (2) 11-25
- 47% (8) 26-50
- 35% (6) More than 50

**6. In the past week, how many times have you or someone in your family read to your child?**

- 6% (1) Not at all
- 29% (5) Once or twice a week
- 29% (5) 3 or more times a week
- 35% (6) Every day

**7. In a typical day, about how many hours does your child watch TV, videos, or play video or computer games?**

- 25% (4) 1 hr/day
- 31% (5) 2 hrs/ day
- 19% (3) 3 hrs/ day
- 13% (2) 4 hrs/ day
- 6% (1) 5 hrs/ day
- 6% (1) 6 hrs/ day
- 2.6 hrs/day Average number of hours per day

<b>8. In the past week, have you or someone in your family:</b>	<b>No</b>	<b>Yes, 1-2 times</b>	<b>Yes, 3+ times</b>
a. Told your child a story?	6% (1)	29% (5)	65% (11)
b. Taught him/her letters, words, or numbers?	6% (1)	18% (3)	77% (13)
c. Taught him/her songs or music?	6% (1)	24% (4)	71% (12)
d. Worked on art projects or crafts with him/her?	18% (3)	24% (4)	58% (10)
e. Played with toys or games indoors?	--	18% (3)	82% (14)
f. Played a game or sport, or exercised together?	6% (1)	18% (3)	77% (13)
g. Took him/her along when doing errands like going to the grocery store, bank, shopping?	6% (1)	6% (1)	88% (14)
h. Involved him/her in household chores like cooking, cleaning, setting the table, or caring for pets?	--	12% (2)	88% (15)

**11. How far do you think your child will go in school? Please check one:**

- 12% (2) Finish high school or get a GED
- 12% (2) Attend technical school after high school, or take some college courses
- 12% (2) Finish 2-year college and get an Associate's (AA) degree
- 24% (4) Finish 4-year college and get a Bachelors (BA, BS) degree
- 41% (7) Attend graduate or professional (law, medical, etc.) school **after college**

<b>12. In the upcoming year, how often do you <u>hope</u> do the following:</b>	<b>Never</b>	<b>1-2 times</b>	<b>Almost every month</b>	<b>Almost every week</b>	<b>More than once a week</b>
a. Talk to or email your child's teacher about what your child is learning in school.	--	6% (1)	53% (9)	35% (6)	6% (1)
b. Talk to or email your child's teacher about your child's behavior.	12% (2)		29% (5)	53% (9)	6% (1)
c. Volunteer in your child's classroom	--	59% (10)	18% (3)	18% (3)	6% (1)
d. Attend special events at the school (Open houses, music nights, etc.)	--	12% (2)	53% (9)	18% (3)	18% (3)
e. Help out with parent booster group or Parent-Teacher Association	24% (4)	53% (9)	6% (1)	12% (2)	6% (1)
f. Participate in school field trips	6% (1)	41% (7)	35% (6)	12% (2)	6% (1)
g. Receive information about your child's progress from the teacher	--	6% (1)	18% (3)	41% (7)	35% (6)

<b>13. How would you rate the school?</b>	<b>Definitely Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Definitely Agree</b>
a. I feel welcome at the school.	--	--	12% (2)	6% (1)	82% (14)
b. The school sends home clear notices I can read easily.	6% (1)	--	18% (3)	6% (1)	71% (12)
c. I know that school attendance is important to my child's academic success.	--	--	--	6% (1)	94% (16)
d. I have a good understanding of what is expected of my child in kindergarten.	--	--	--	6% (1)	94% (16)
e. I feel confident in knowing how to become a volunteer in the classroom or school.	--	--	6% (1)	18% (3)	77% (13)
f. I feel confident in knowing how to best promote my child's reading at home.	--	--	--	18% (3)	82% (14)
g. I feel confident in knowing how to best promote my child's writing at home.	--	--	--	24% (4)	77% (13)
h. I feel confident in knowing how to best promote my child's math skills at home.	--	--	--	24% (4)	77% (13)
i. I would like to have a leadership role in school activities.	6% (1)	18% (3)	29% (5)	24% (4)	24% (4)
j. I have the skills to be a good parent leader.	--	--	29% (5)	18% (3)	53% (9)
<b>14. How would you rate your community?</b>	<b>Definitely Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Definitely Agree</b>
a. Your child is safe in your community.	--	--	12% (2)	35% (6)	53% (9)
b. People in the community watch out for each others' children	--	--	24% (4)	41% (7)	35% (6)
c. People in the community help each other out.	--	--	24% (4)	35% (6)	41% (7)
d. There are adults nearby who you trust to help your child if she/he got hurt playing outside.	12% (2)	--	18% (3)	24% (4)	47% (8)
e. I have people who will listen when I need to talk about my problems.	6% (1)	--	35% (6)	6% (1)	53% (9)
f. I would have no idea where to turn if my family needed food or housing.	41% (7)	24% (4)	6% (1)	12% (2)	18% (3)
g. I wouldn't know where to go for help if I had trouble making ends meet.	35% (6)	24% (4)	6% (1)	--	35% (6)
h. If there is a crisis I have others I can talk to.	6% (1)	6% (1)	18% (3)	12% (2)	59% (10)
i. If I needed help finding a job, I wouldn't know where to go for help.	35% (6)	29% (5)	18% (3)	6% (1)	12% (2)

<b>15. How ready do you think your child is to start kindergarten, in terms of being able to:</b>	<b>Not really ready</b>	<b>Somewhat Ready</b>	<b>Very Ready</b>
a. Share and play well with other children	--	12% (2)	88% (15)
b. Sit still and be quiet while being read a story	--	41% (7)	59% (10)
c. Listen to the teacher (follow instructions)	--	24% (4)	77% (13)
d. Knowing his/her "ABC's"	--	24% (4)	77% (13)
e. Count to 10	--	6% (1)	94% (16)
f. Take care of his/her basic needs (put on coat, tie shoes, etc.)	--	18% (3)	83% (14)
g. Be away from you/parents for the day	--	18% (3)	83% (14)

**16. Do you have any younger children in your household?**

- 65% (11) Yes
- 35% (6) No

***If yes, is your younger child or children cared for in any of the following ways on a regular basis?*** By regular, we mean more than 8 hours per week on a consistent basis (not just one-time or occasional babysitting). *Please check all settings your child spent more than 8 hours per week:*

- 18% (3) A babysitter or nanny in my/the child's home
- 27% (3) A relative in their home (grandma, aunt, etc.)
- 9% (1) A friend or neighbor in their home
- -- -- A "family" day care (usually a small, family-based setting with other children)
- -- -- Head Start
- -- -- A day care center or preschool other than Head Start/Early Head Start (a center with more than one classroom)
- -- -- Relief Nursery
- -- -- Other, please describe: \_\_\_\_\_
- 54% (6) None of the above, my child usually stays with myself/a parent or guardian

**17. Do you have other children who attend Yoncalla Elementary?**

- 65% (11) Yes
- 35% (6) No

**18. Before today, how many times had you been to Yoncalla Elementary school?**

- 18% (3) 1-2 times
- 82% (14) more than 5 times

## **Appendix K: Community Needs and Resources Toolkit**

**An extensive set of web-based resources for community development and needs assessment can be located at: <http://ctb.ku.edu/en/dothework/tools tk content page 78.aspx>**

This “Community Tool Box” is a service of the [Work Group for Community Health and Development](#) at the University of Kansas.