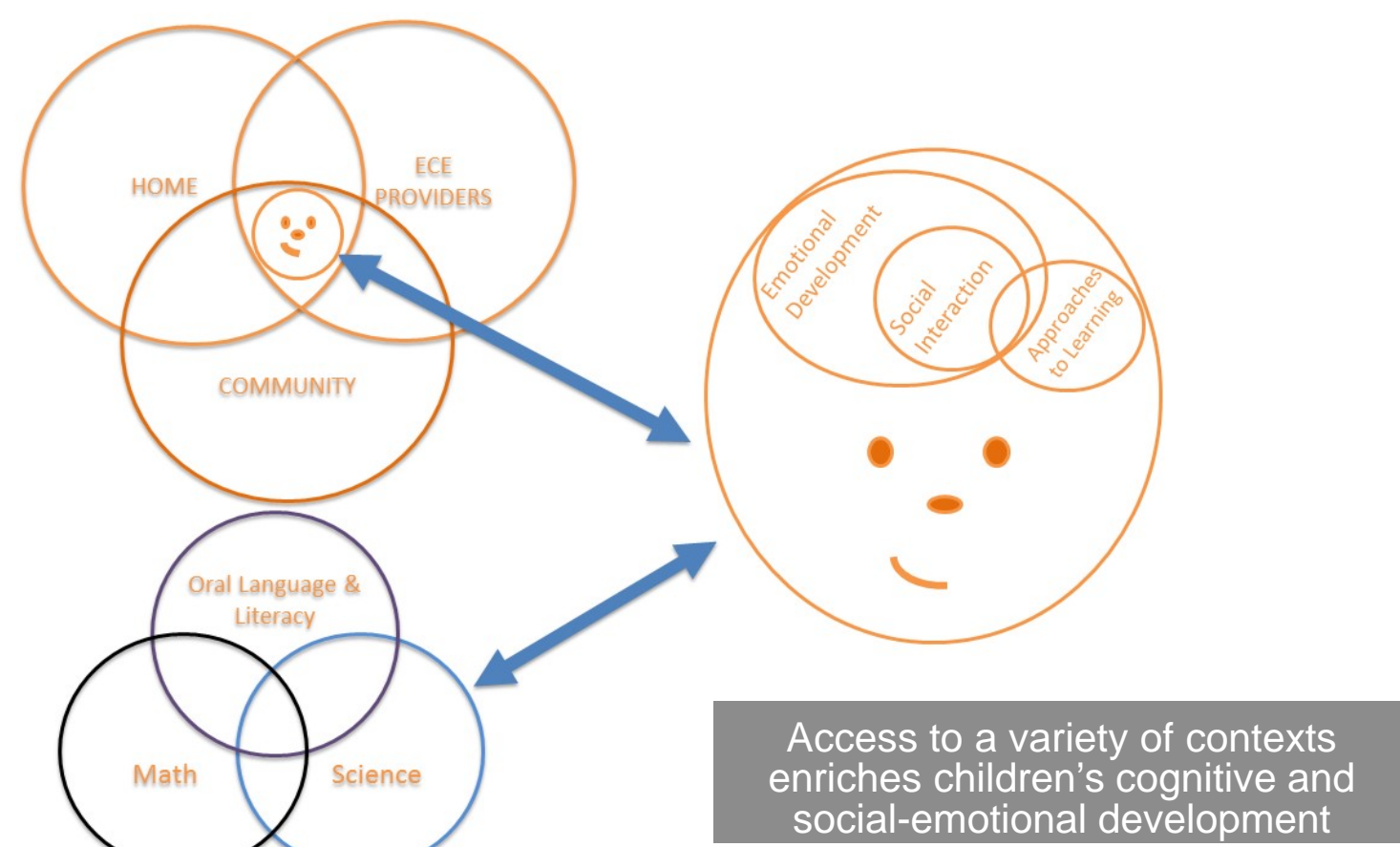


Background

- The field of early childhood care and education (ECE) spends considerable resources on developing and implementing interventions, program and policies intended to enhance engagement and improve child outcomes
- Yet, there is a significant gap in our understanding of low-SES families' lived-experiences, beliefs, values and needs surrounding ECE
- As a consequence, researchers and practitioners run the risk of developing programming that does not meet parent expectations, beliefs or needs
- As a leading local ECE stakeholder and funder, the Kenneth Rainin Foundation commissioned a study to obtain the perspectives of low-SES families with 0 to 6-year-old children in diverse, primarily low-income neighborhoods in Oakland, CA
- The goal of the study was to hear directly from families so that the Foundation could inform local ECE stakeholders, and strategically target funding towards programs and interventions that parents would actively want to engage with - setting the stage for the largest possible impacts on child outcomes

Child Development in Context



Methods

- 1.5-2 hour in person interview with primary caregivers

Sample

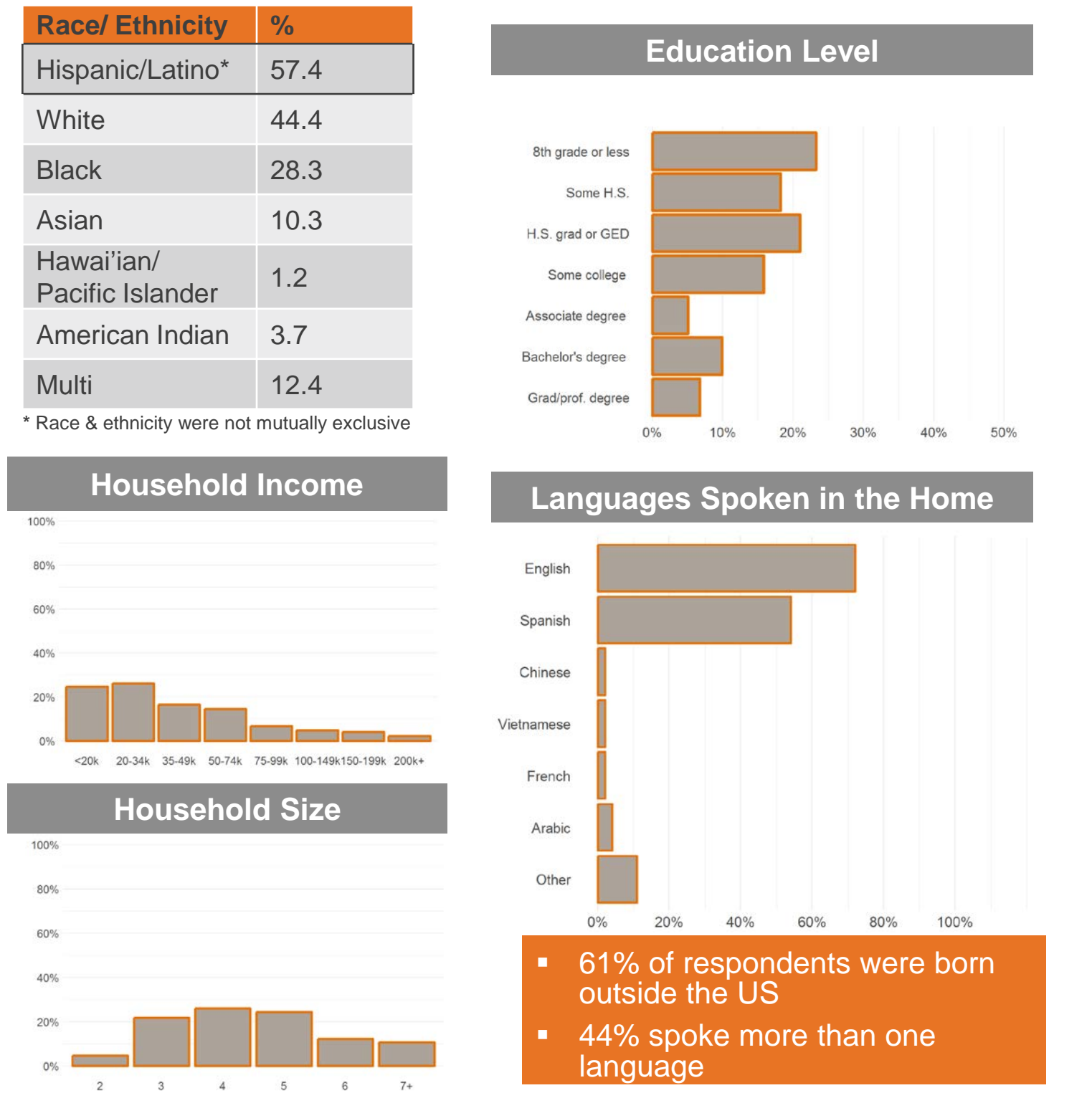
- Random address-based sampling produced a representative sample of families across 14 historically low-income Oakland neighborhoods
- N=5,618 households were screened
- N=420 families were chosen via stratified random sampling, to ensure representative distributions of families with
 - one child 0 to 36-months-old (44%)
 - one child 3-6 years old (41%)
 - two children (one of each age; 15%)
- 61% completed the interview in English and 39% in Spanish

Interview

Topic Areas	Sample Content
Household Demographics	Finances, language(s) spoken, race, education, etc.
Household History	Residence in Oakland, mobility
Household Context	Activities, schedule, technology
Neighborhood Context	Safety, trust, resources
Health Care	Parents and children
Child Care	Search, arrangements, pay, subsidies
Services	Past, present, future
Children	Academic and social-emotional development, vocabulary size
Parents	Loneliness, stress, perceived social status, self-efficacy, ACES, child development, math anxiety
Biomeasures	Parent heart rate and respiration

Statistical Analysis
 Childcare hours: Children receiving 20-40 hours/week of ECE had larger vocabularies than those who received no ECE (b=11, p<.01); children receiving >40 hours/week of ECE had larger vocabularies than those who received no ECE (b=17, p<.01); and children receiving 1-19 hours/week of ECE had no reliable effect on vocabulary size (b = 5, p>.25).
 Childcare type: Children receiving home-based ECE had larger vocabularies than those who received no ECE (b=.9, p<.05); children receiving center-based ECE had larger vocabularies than those who received no ECE (b=.20, p<.001); and children receiving 1-19 hours/week of ECE had no reliable effect on vocabulary size (b=.5, p>.25).
 Genetics: Intelligence: Children of parents who agreed with the statement had significantly smaller vocabularies than those who disagreed (b=-11, p<.05) 1st six months: Children of parents who agreed with the statement had significantly smaller vocabularies than those who disagreed (b=-10, p<.01).
 Number of books: Children who had 3-9 children's books had larger vocabularies than those who had none (b=.20, p<.05); children who had 10 or more children's books had larger vocabularies than those who had none (b=.26, p<.01); and there was no significant difference in vocabulary scores between children who had no children's books and those who had 1-2 (b=-1.5, p>.8).
 Model coefficients presented here should "not" be interpreted directly as the effect of a one-unit increase in x on y (McDonald & Moffitt 1980). For more information on the interpretation of coefficients from censored "tobit" models, see Roncek 1992 and McDonald & Moffitt 1980.

Demographics



Community



Home

Number of ACES	National Average	Oakland Sample
0	36%	40%
1	26%	21%
2	16%	12%
3	9.5%	7%
4	12.5%	20%

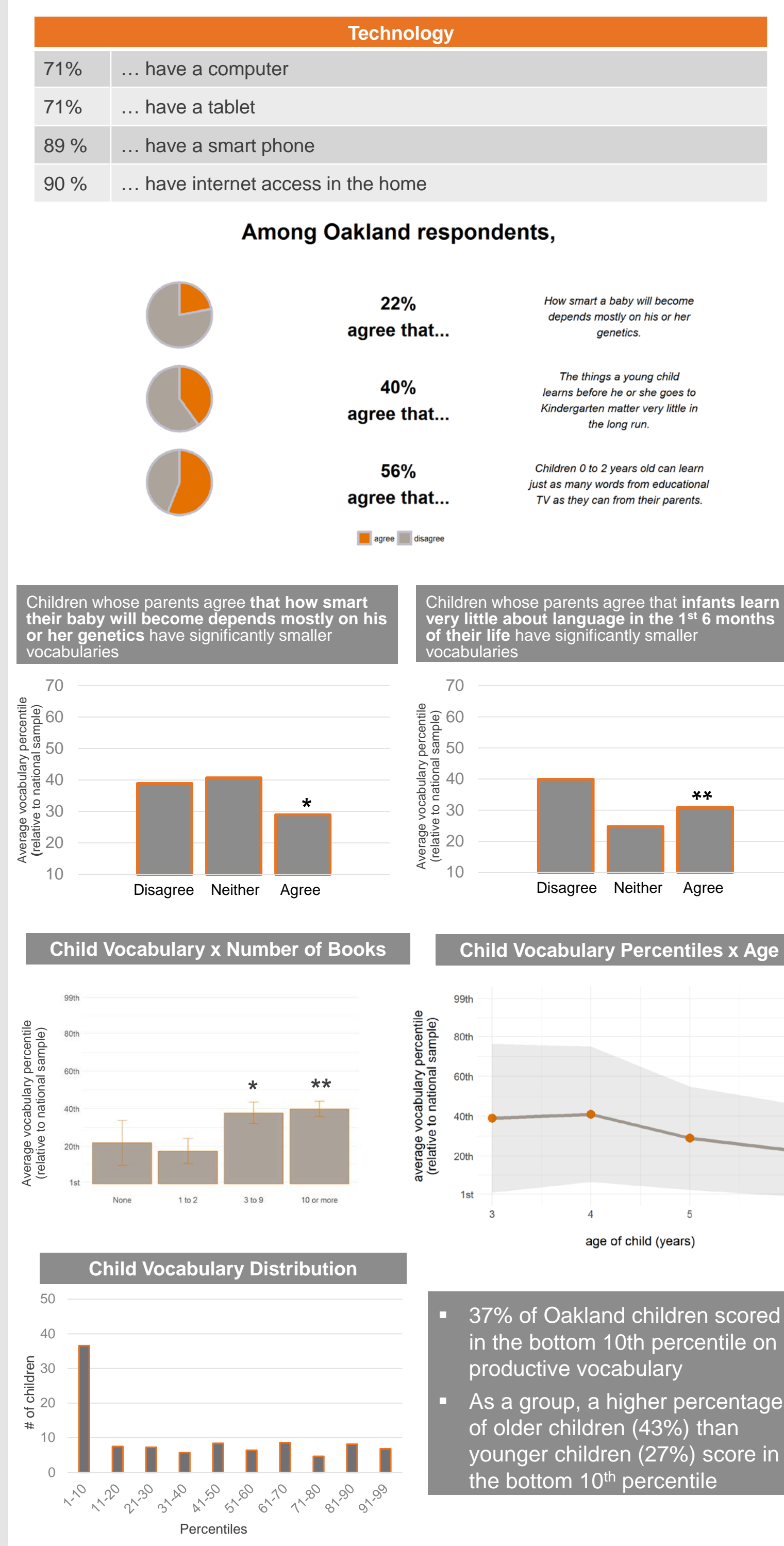
Perceived Stress

Oakland respondents scored an average of 14 on the Perceived Stress Scale (PSS). The average score of a healthy adult is 10.5 (Range 0-40).

Perceived Control

Oakland respondents scored an average of 4.1 on Pearlin's Personal Mastery Scale. The average score of a healthy adult is 4.5 (Range 1-7).

Home



Beliefs about Reading

- 73% agree or strongly agree that parents who have trouble reading themselves can still help their young child learn to read
- 74% of respondents strongly agree that letting *babies* play with picture books is the first step in teaching them how to read
- 59% of respondents think a child is ready to be exposed to reading and books as an *infant* (0-6 months)
- 53% strongly agree that adding descriptions and other words when reading a story helps *toddlers* understand the story
- 39% somewhat or strongly agree that letting a *toddler* move around while listening to a story teaches the toddler bad listening skills
- 32% somewhat or strongly agree that reading the same book over and over will keep *toddlers* from learning new words

ECE



Conclusions

The results of this novel, community driven survey, provided ECE stakeholders in Oakland, CA, with invaluable information about local families, enabling better informed decision making about programming, parent engagement, and resource allocation.

Key Take Aways

Community

- Very few respondents knew of local organizations to turn to for help
- The local library emerged as a good place to reach families
- Half of all respondents trusted people in their neighborhood
- Half of all respondents did not feel that their local park was safe for children during the day

Home

- Almost 40% of Oakland children scored in the bottom 10% percentile on nationally-normed vocabulary measures
- A large majority of parents did not believe that children's intelligence depends on genetics
- Yet, more than half of parents did not recognize the importance of early input for children's later academic success

ECE

- Children who had access to ECE had significantly larger vocabularies than those who did not
- Children who spent at least 20 hours in ECE had significantly larger vocabularies than those who did not

Acknowledgements/Contact

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Learn more at: <http://krfoundation.org/education/initiatives/research/>

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¹ NORC at the University of Chicago; ² Kenneth Rainin Foundation