



Montgomery County Early Childhood Advisory Council

Focus Group Report August 2015



*Montgomery County Department of Health and
Human Resources
Children, Youth and Families Services
Early Childhood Services*



*Isiah Leggett, County Executive
Uma S. Ahluwalia, Director
JoAnn Barnes, Chief*

*Montgomery County Department of Health and Human Services
Children, Youth and Families Services
Early Childhood Services
7300 Calhoun Place, Suite 700
Rockville, Maryland 20855
240-777-4769 Voice, 240-777-1009 TTY, 240-777-1153 FAX*

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OVERVIEW

The Montgomery County Early Childhood Advisory Council (ECAC) was formed in the spring of 2013. The ECAC builds on the work of prior Montgomery County early childhood groups (including the Universal Pre-K Task Force and the Early Childhood Congress) to focus on the goals of the Maryland State Department of Education (MSDE) Race to the Top initiative. The group has brought together key stakeholders from across the early childhood community to advise the County on issues related to the well-being of children and families and to assist in the development of initiatives that help children enter school ready to learn. The membership of the ECAC is a professional, multi-agency, multi-disciplinary group which includes community groups.

In May 2013, the Montgomery County ECAC determined several priorities for its work. It determined that the top priority of the council would be the creation of a public outreach and media campaign aimed at school readiness. One building block of this larger priority was the facilitation of focus groups with child care providers, parents, and Montgomery County Public School (MCPS) early childhood teachers. The groups were designed to engage these residents in a dialogue focused on school readiness. In May 2014 a sample/test set of survey questions was introduced at the Early Childhood Symposium. Focus groups began in July of 2014 and were completed by the end of January of 2015. In May 2015 focus group results were shared at the Early Childhood Symposium.

IMPLEMENTATION

In determining where to implement the focus groups and other aspects of the public outreach and media campaign, the ECAC examined MCPS individual school readiness data, State and jurisdiction readiness data, MCPS data on Free and Reduced Priced Meals (FARMS) and English as a Second Language (ESOL) data. These last two data points are specific to examining gaps in Montgomery County readiness for kindergarten children. Focus groups were bilingual or held in Spanish as needed.

A total of eleven focus groups were completed, with each focus group lasting approximately two hours, each with five to fifteen participants (Appendix A). Each focus group was facilitated by

staff from Early Childhood Services, Department of Health and Human Services (DHHS) and supported by staff from MCPS and by ECAC members. Each of the eleven focus groups was asked three questions (Appendix B). At the conclusion of each focus group, participants were asked to complete a set of questions that captured information regarding teacher/caregiver attributes, school readiness, and domains of learning (Appendix C).

The first parent focus group was facilitated at the Gaithersburg Judy Center, which is located within a Title I school community. Additional parent focus groups were facilitated in Olney, Silver Spring, and Takoma Park. Members of the ECAC offered venues, recruitment of participants, child care and food. The groups were conducted in English, Spanish and bilingually in English and Spanish, as needed. Free child care was provided during the parent focus groups to encourage full participation by parents and meals were served to the parents and to the children and refreshments served to the other focus group participants. Each family also received a free children's book.

Three focus groups with the child care provider community were held with Child Care Center Directors, center staff (teachers, assistants and aides) and Family Child Care Providers. MCPS teacher focus groups were on a sign-up schedule with each of three groups initially filled to capacity at 20 participants each. Each MCPS group had a mixture of Pre-K, Head Start, Kindergarten and PEP teachers. Child care and MCPS focus groups were held in Rockville with participants who work in various parts of Montgomery County. It is notable that when the first electronic (eblast) mailing to child care providers was sent, the child care groups were filled to capacity within an hour.

Licensed child care providers each received State issued Professional Activity Units through the Montgomery County Child Care Resource and Referral Center for their participation, and each Montgomery County Public School teacher who participated received a per hour stipend from the school system. Parents and child care providers were provided with a new children's book and child care was offered at each parent focus group session. Each group also received ChildLink information and outreach materials.

RESPONSES AND ANALYSIS

The eleven focus groups and their subsequent survey questions yielded much information and all participants mentioned their anticipation at seeing the results of their efforts. Common themes that emerged from all groups fell into two categories: primary concerns related to readiness and secondary concerns that the groups determined after discussion.

Primary Concerns

Social/Emotional Skills are Crucial to School Readiness

When asked “What do you think children need to be ready for school?” over 70% of the participants responded with the need for well developed social/emotional skills which include, but are not limited to, self help skills, independence, the ability to express needs and the need for some prior experience in group settings that help children understand how to function in a group and how to solve problems with others (Appendix D).

When asked “What challenges/barriers get in the way of children being ready for school?” the largest percentage of responses (16%) cited children “lacking social/emotional skills” as a primary barrier to school readiness (Appendix D). The child care providers and MCPS teachers groups were both concerned that required standards and curriculum, as well as an overemphasis in some early childhood programs on “academic skills”, to the deficit of social/emotional skills, is an issue. MCPS teachers also cited that the curriculum and a large number of required assessments interfere with the ability to spend time on social emotional skills at the beginning of the school year.

Language Abilities Open Doors to Readiness

The second largest percentage of responses (12%) to the question “What challenges/barriers get in the way of children being ready for school?” (Appendix D) was limited English proficiency for parents and children. This issue was discussed at each focus group, but with further discussion it was determined by most groups that children need to have language and language skills that includes language in their native language. It was a major concern of MCPS teachers in focus groups that many children are coming to school without enough language in any language and this acts as a barrier to readiness for academic learning, but also for the

social/emotional skills listed above. Some of the reasons given for this lack of language are children not experiencing enough talking and discussion in their home (hearing enough words/conversing), children not being exposed to books, not being read to and discussing stories and an over dependence on electronic media use, including tablets and cell phones that replace opportunities for interaction and language development. When one MCPS Pre-K teacher noted that she works with the lowest income families and that plays a role in these issues, a Kindergarten teacher from a high income area of the County remarked that she has the same issue with her families.

Communication is Key to School Readiness for Children

Parent focus groups resulted in discussion about the communication that parents and families need in order to be prepared for school and in order to help their children be ready for school. Parents across the focus groups were concerned that they do not receive enough information from MCPS related to kindergarten readiness and that much of the information they find on the website or do receive can be overwhelming. Higher income parents and lower income parents were both concerned that their children would not be ready for school upon entry to kindergarten. Each parent group expressed concern that they were not looked at as partners in their child's school success and were often perceived by schools to be disinterested if they were unable to attend night meetings due to family or work schedule pressures.

Immigrant families were concerned that they do not understand "how the system works" in this country and that there needs to be more communication from the schools and support for these families in entering and managing the system. One group of immigrant parents stated that if MCPS could provide appropriate literature and materials about readiness and entry to kindergarten that they would work with the schools to get the information out to their community. Spanish speaking families were concerned that assumptions are made by the schools system about their children's language and parent's abilities based on the family surname. These families' experiences had been that children were recommended for ESOL classes who did not need them and that schools were too focused on the family surname and not focused enough on the knowledge of the parents. Spanish speaking families also noted that they see the schools (as well as programs for young children) as the experts and count on teachers and

other educators in their child's school or program to communicate with them on issues related to school readiness and on their children's development and learning.

Discussion with child care provider focus groups also examined the importance of parents understanding "red flags" in their children's development and how difficult it is to communicate developmental issues to parents that may require and whose children could benefit from early intervention and referral to appropriate services in the County. After much discussion about parental responsibilities the providers also determined that they need more strategies and skills on how to communicate developmental issues to parents and on how to provide appropriate referrals for early intervention services.

Each focus group raised the importance of strong communication between teachers or child care providers (in all types of programs). Parents emphasized the role of parents in sharing information and having knowledge about their children. Child care provider groups emphasized the importance of parents sharing developmental concerns about their children with pediatricians. All focus groups noted that there needs to be more connection and stronger communication between parents, child care programs and MCPS so as to monitor a child's development and learning and to assist in a smooth transition to kindergarten.

Secondary Concerns

Finding and Accessing Resources: Getting the Word Out

Parents enrolled in programs such as the Judy Center or CentroNia felt that they had more preparation and assistance in finding and accessing resources in the County. The majority of the parents in the focus groups had never heard of ChildLink (the DHHS "one number" for resources and referral for families with children birth to age five) and confused the name with Child Find. The MCPS teachers were also unfamiliar with ChildLink and seemed to only be familiar with resources within the MCPS system.

Child care provider and MCPS teacher groups were asked in the surveys (Appendices E & F) if they knew where to find County resources, what they thought the barriers to families accessing resources are and if they have been successful in helping families find County resources. In each

group – Child Care Directors, Child Care Staff, Family Child Care Providers and MCPS Teachers - 82-100% of participants stated that they knew where to find resources that time constraints and knowing where to find resources are the primary barriers in families finding and accessing resources and 83-100% of participants stated they were successful in helping family's access resources.

Schools and Neighborhoods: A Family Hub

Parent focus groups all saw the neighborhood public school as a place that should act as a hub for families in the neighborhood; providing support and resources. Spanish speaking families were interested in ESOL and other classes, including parenting classes and parent engagement activities as ways to engage families in the school community and help them feel more connected to their children's learning environment, while also receiving helpful courses or information for adults. Parents enrolled in the Judy Center were especially interested in what more their neighborhood school might be able to offer families.

Managing Expectations: The Role of Development

One of the MCPS Pre-K teachers remarked, "You know, a lot happens in a child's life before they turn four". All of the professionals in focus groups discussed at length the need for parents to have information about their children's development that is developmentally accurate and appropriate. In the same context as child care provider's discussion about learning how to communicate developmental issues and the need for early intervention to parents, they also see the need for parents to have a stronger understanding about child development and "red flags" in their children's growth. Additionally, nutrition and sleep schedules were discussed as primary concerns both providers and MCPS teachers have for the children in their care. Early health issues play a huge role in later developmental and learning issues, including readiness for school. Parents need information and support around health and nutrition, sleep, and schedules.

Early Childhood is the Base

In every focus group, whether professionals or parents, there was a call for Universal Pre-K. One of the higher income parent groups who were able to have their children in a high quality child care program felt that all children should have access to publicly funded Pre-K. Other

groups noted that half day Pre-K programs are not a viable option for working parents. One of the fathers in a group of Ethiopian parents stated, “Early childhood is the base and if you have a strong base, you have a strong society”. At the very least children need opportunities for group experiences based in developmental activities and play that teach the social and emotional skills deemed so necessary by all of the focus groups.

Surveys Responses

Survey information collected at the end of each focus group (Appendices E & F) showed that the majority of child care providers and MCPS teachers see the social and personal domain of learning as the primary indicator of Kindergarten readiness. They see the primary skill set of Kindergarten readiness as self direction and managing one’s own behavior.

Questions related to teacher or provider preparation also yielded interesting information. One question was posed, “Which provider/teacher attribute is most important in helping children grow and develop?” Another question was posed, “Which provider/teacher attribute is most important in helping children be ready for kindergarten?”. In answering the first question all of the focus groups, but one, overwhelmingly agreed that a caring or nurturing teacher is essential to helping children grow and develop (between 46% and 85%). The Child Care Center Staff group saw provider/teacher knowledge as being primary indicator at 54% and a caring provider/teacher at 23%.

In answering the second question the child care and MCPS teacher groups saw provider/teacher knowledge as essential in helping children be ready for school (ranging from 43-83%) and the parent focus groups (with a slightly different set of questions) responded that a degree in education and experience are both essential to children’s readiness for school (both responses were at 50% strongly agree).

Finally when asked what they saw as the primary barrier to readiness for Kindergarten all of the child care provider and MCPS teacher groups saw access to high quality child care as an issue with a range of 33% to 50% being concerned about quality, access and affordability.

Surveys for child care and MCPS teacher groups additionally addressed length of time in the field and second language ability. Child Care Providers, when asked if they had participated in activities with the Montgomery County Child Care Resource and Referral Center, responded with 100% at “yes”. Parents were asked about a provider or teacher’s communication and relationship with parents and if these are important to readiness for kindergarten.

Closing

The information from the focus groups informs the work of the Montgomery County Early Childhood Advisory Council, County leadership, and stakeholders as to future plans for supporting children and families and addressing the readiness gaps. The Montgomery County Early Childhood Advisory Council would like to thank the child care providers, Montgomery County Public School teachers, and parents who made the focus groups a success. We would also like to thank the members of the ECAC who provided support in the implementation of the focus groups.

The ECAC annual report for 2014-2015 will provide recommendations to the County Executive, the County Council and the MCPS Superintendent based on the results of these focus groups and based on other research and discussion completed by the ECAC this year. The report will be published on October 1, 2015. Copies of both reports will be available online at <http://www.montgomeryschoolsmd.org/departments/earlychildhood/ecac.aspx> and www.montgomerycountymd.gov/ECAC.

APPENDIX A
Focus Group Participation

DATES	LOCATION	PARTICIPANTS	FOCUS GROUP
July 17, 2014	Gaithersburg	12	Parent
July 24, 2014	Takoma Park	14 (Spanish)	Parent
July 24, 2014	Takoma Park	11 (English)	Parent
October 9, 2014	Olney	9	Parent
November 6, 2014	Rockville	14	MCPS Teacher
November 10, 2014	Rockville	13	MCPS Teacher
November 19, 2014	Rockville	13	MCPS Teacher
December 13, 2014	Silver Spring	5	Parent
December 18, 2014	Rockville	13	Child Care Provider
January 14, 2015	Rockville	15	Child Care Provider
January 22, 2015	Rockville	15	Child Care Provider

APPENDIX B

Focus Group Questions

PARENT FOCUS GROUP QUESTIONS

1. What do you think children need to be ready for school?
2. Where do you go to access supports for you and your family?
3. What are the challenges/barriers that you face helping your child be ready to learn in school?

MCPS TEACHER FOCUS GROUP QUESTIONS

1. What do you think children need to be ready for school?
2. What challenges/barriers get in the way of children being ready for school?
3. What can families do to help children be ready for school?

CHILD CARE PROVIDER FOCUS GROUP QUESTIONS

1. What do you think children need to be ready for school?
2. What challenges/barriers get in the way of children being ready for school?
3. What preparation/support does child care staff need to help children be ready for school?

APPENDIX C

Focus Group Survey Questions

Parent Focus Group Post Survey Questions

1. Caregiver/teacher has a degree in Education (strongly agree, agree, undecided, disagree, strongly disagree)
2. Caregiver/teacher has years of experience (see above for rating scale)
3. Caregiver/teacher is nurturing towards children (see above for rating scale)
4. Caregiver/teacher has good communication with parents (see above for rating scale)
5. Caregiver/teacher has a positive relationship with parents (see above for rating scale)

Child Care and MCPS Post Focus Group Survey Questions

1. How many years have you worked in the Early Childhood Education field?

Less than 1 year
1-5 years
5-10 years
10-15 years
15-20 years
20+ years

2. Do you speak a language other than English? (include in addition to English)

Yes
No

3. Which domain of learning do you see as a primary indicator of Kindergarten readiness?

Language and Literacy
Health and Physical Development
Social and Personal Development
Mathematical Thinking
The Arts
Scientific Thinking
Social Studies

4. Which skill set do you see as a primary indicator of Kindergarten readiness?

Early Literacy Skills
Self Direction/Managing Own Behavior
Early Math Skills
Communication Skills
Creativity
Thinking and Problem Solving Skills
Collaboration Skills
Technology Skills

5. Which provider attributes are most important in helping children grow and develop?

Experienced
Caring
Degreed
Knowledgeable
Other _____(provide detail)

6. Which provider attributes are most important in helping children be ready for Kindergarten?

Degreed
Caring
Experienced
Knowledgeable
Other _____(provide detail)

7. Do you know where to find resources for children and families in Montgomery County?

Yes
No

8. Which of the following do you see as a primary barrier to readiness for Kindergarten?

Income
Access to High Quality Child Care
English as a Second Language
Access to Affordable Child Care
Disabilities
Smooth Transition to kindergarten
Other _____(provide detail)

9. What do you see as a primary concern for families in accessing resources in Montgomery County?

- Lack of Resources in the County
- Difficulty in Finding Resources in the County
- Lack of Time to Pursue Resources
- Knowing Where to Go or Call
- Too Many Choices
- Families have no Trouble Accessing Resources
- Other_____ (provide detail)

10. Have you been successful in accessing resources for children and families in Montgomery County?

- Yes
- No

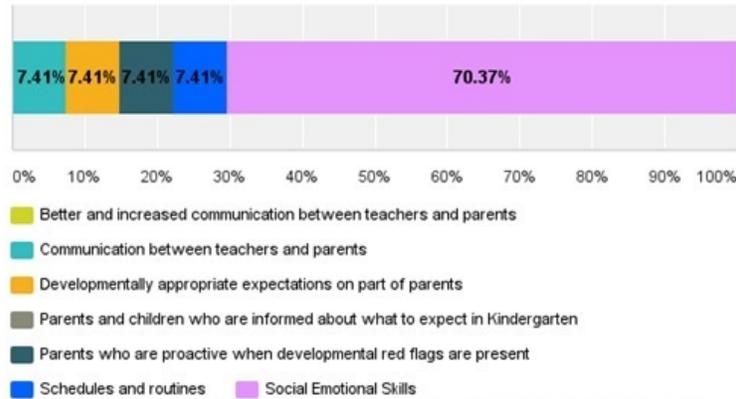
11. Have you participated in activities with the Montgomery County Resource and Referral Center (such as, professional development, technical assistance, EXPO, conferences, etc.)?

- Yes
- No

APPENDIX D

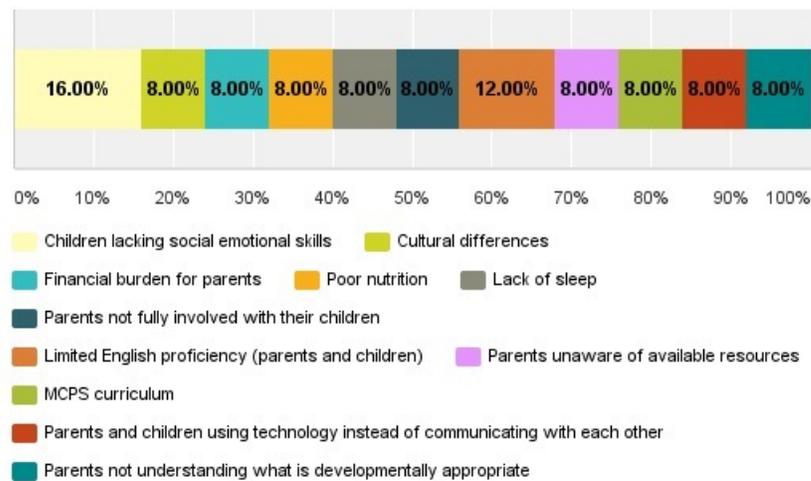
Readiness, Challenges, and Barriers for All Groups

What do you think children need to be ready for school?



Note: Social Emotional Skills includes ability to follow rules, follows directions, independence, self-help skills, uses bathroom on their own, self-regulation, and social emotional skills

What challenges/barriers get in the way of children being ready for school?

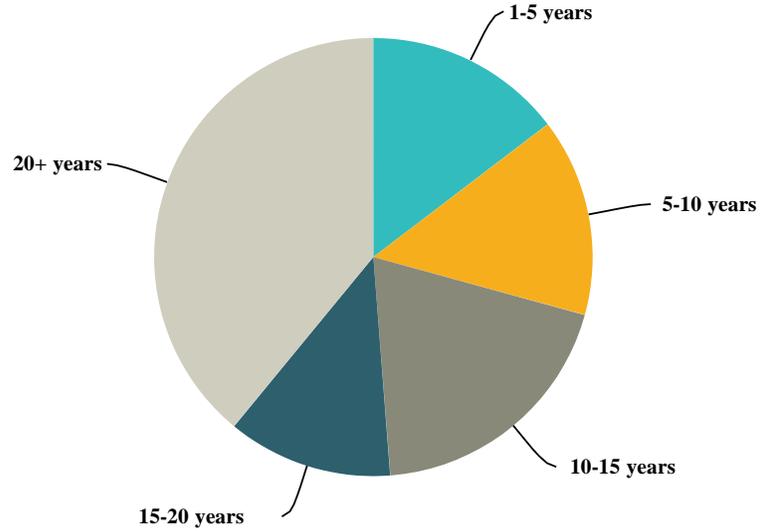


APPENDIX E

ECAC Child Care Provider Focus Groups Surveys

Q1 How many years have you worked in the Early Childhood Education field?

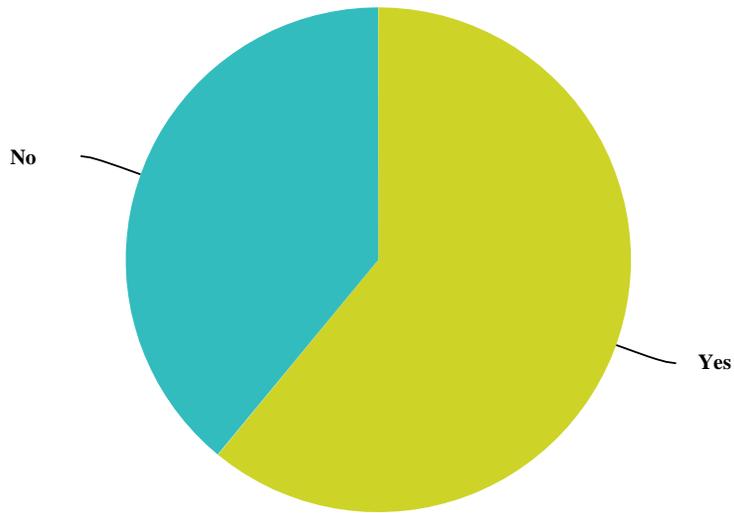
Answered: 41 Skipped: 0



Answer Choices	Responses	
Less than 1 year	0.00%	0
1-5 years	14.63%	6
5-10 years	14.63%	6
10-15 years	19.51%	8
15-20 years	12.20%	5
20+ years	39.02%	16
Total		41

Q2 Do you speak a language other than English? (include in addition to English)

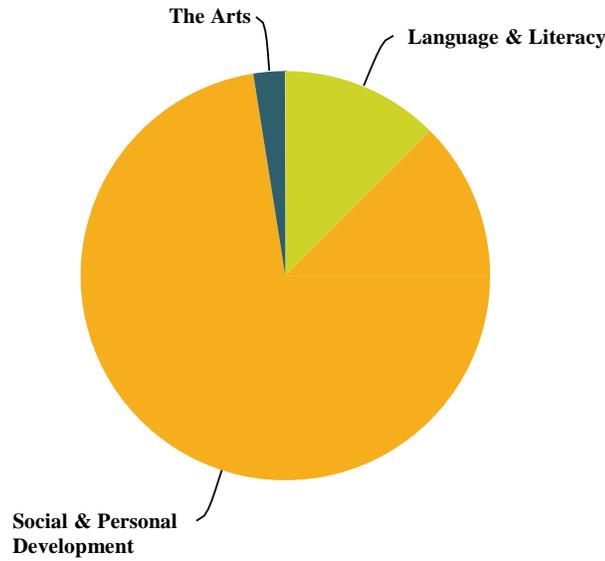
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	60.98%	25
No	39.02%	16
Total		41

Q3 Which domain of learning do you see as a primary indicator of Kindergarten readiness?

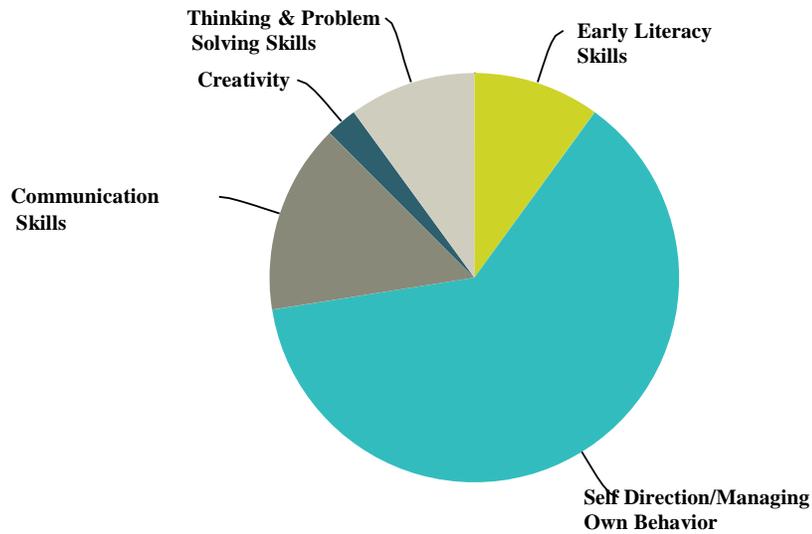
Answered: 40 Skipped: 1



Answer Choices	Responses	
Language & Literacy	12.50%	5
Health & Physical Development	0.00%	0
Social & Personal Development	85.00%	34
Mathematical Thinking	0.00%	0
The Arts	2.50%	1
Scientific Thinking	0.00%	0
Social Studies	0.00%	0
Total		40

Q4 Which skill set do you see as a primary indicator of Kindergarten readiness?

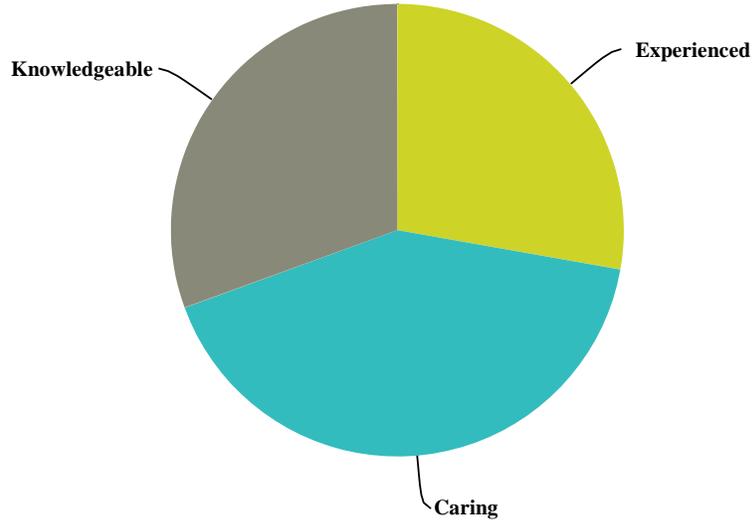
Answered: 40 Skipped: 1



Answer Choices	Responses	Count
Early Literacy Skills	10.00%	4
Self Direction/Managing Own Behavior	62.50%	25
Early Math Skills	0.00%	0
Communication Skills	15.00%	6
Creativity	2.50%	1
Thinking & Problem Solving Skills	10.00%	4
Collaboration Skills	0.00%	0
Technology Skills	0.00%	0
Total		40

Q5 Which provider attributes are most important in helping children grow and develop?

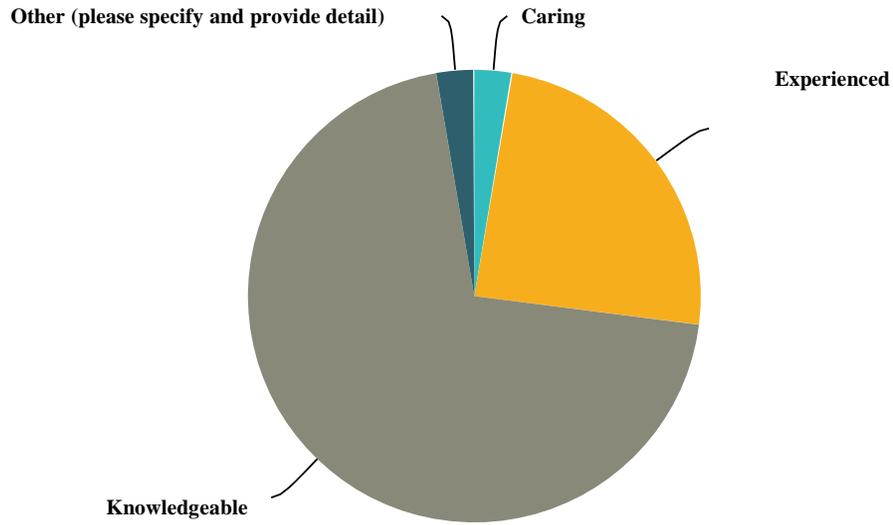
Answered: 36 Skipped: 5



Answer Choices	Responses	
Experienced	27.78%	10
Caring	41.67%	15
Degreed	0.00%	0
Knowledgeable	30.56%	11
Other (please specify and provide detail)	0.00%	0
Total		36

Q6 Which provider attributes are most important in helping children be ready for Kindergarten?

Answered: 37 Skipped: 4

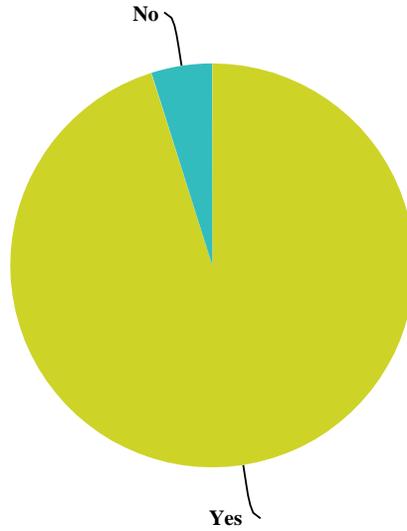


Answer Choices	Responses	
Degreed	0.00%	0
Caring	2.70%	1
Experienced	24.32%	9
Knowledgeable	70.27%	26
Other (please specify and provide detail)	2.70%	1
Total		37

#	Other (please specify and provide detail)	Date
1	Patience	7/17/2015 11:33 AM

Q7 Do you know where to find resources for children and families in Montgomery County?

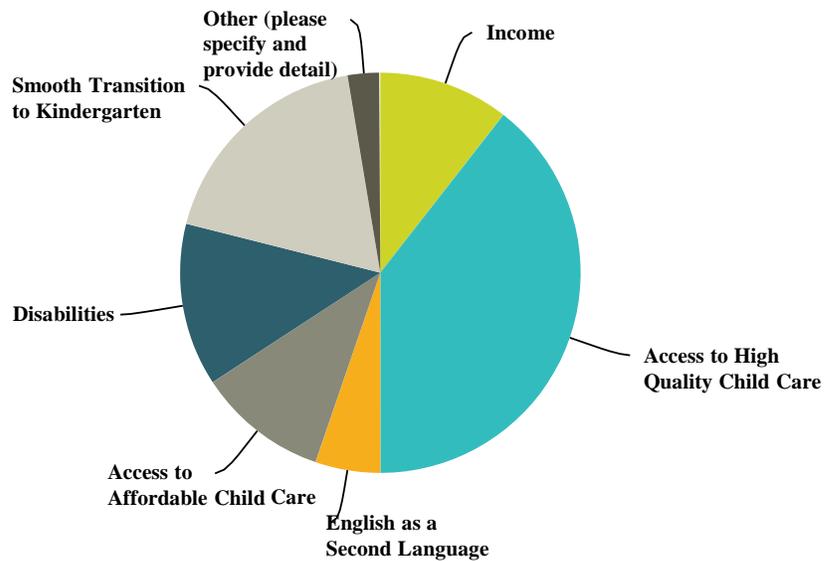
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	95.12%	39
No	4.88%	2
Total		41

Q8 Which of the following do you see as a primary barrier to readiness for Kindergarten?

Answered: 38 Skipped: 3

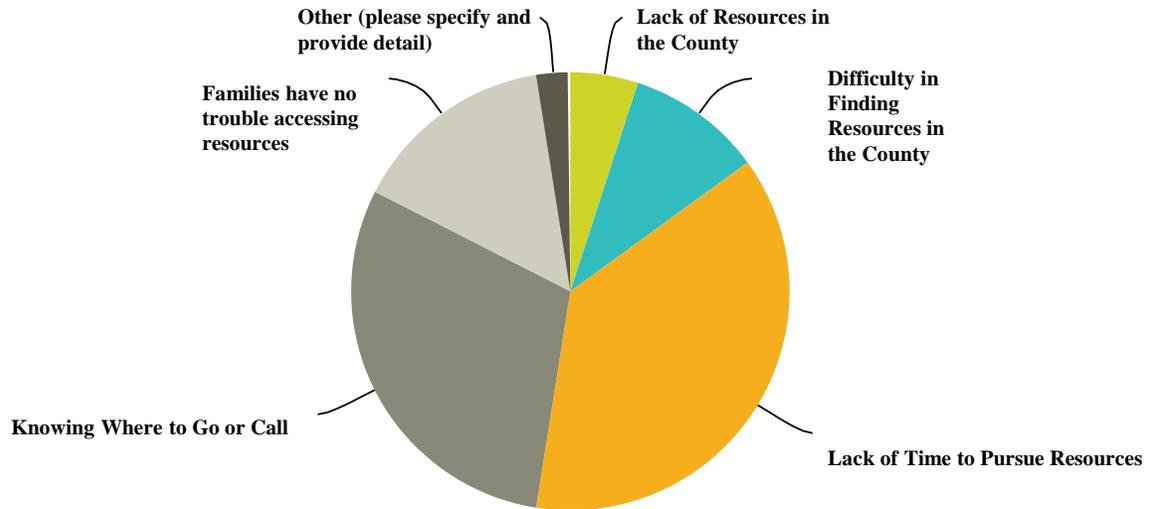


Answer Choices	Responses
Income	10.53% 4
Access to High Quality Child Care	39.47% 15
English as a Second Language	5.26% 2
Access to Affordable Child Care	10.53% 4
Disabilities	13.16% 5
Smooth Transition to Kindergarten	18.42% 7
Other (please specify and provide detail)	2.63% 1
Total	38

#	Other (please specify and provide detail)	Date
1	Child care and MCPS being able to work together and have the same goals for the child.	7/17/2015 11:33 AM

Q9 What do you see as a primary concern for families in accessing resources in Montgomery County?

Answered: 40 Skipped: 1

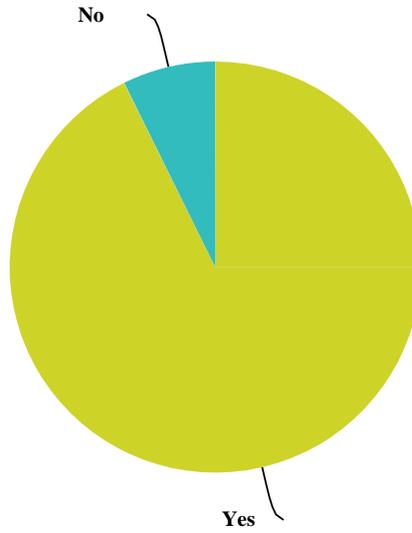


Answer Choices	Responses
Lack of Resources in the County	5.00% 2
Difficulty in Finding Resources in the County	10.00% 4
Lack of Time to Pursue Resources	37.50% 15
Knowing Where to Go or Call	30.00% 12
Too Many Choices	0.00% 0
Families have no Trouble Accessing Resources	15.00% 6
Other (please specify and provide detail)	2.50% 1
Total	40

#	Other (please specify and provide detail)	Date
1	Lack of interest from the parent	7/17/2015 11:21 AM

Q10 Have you been successful in accessing resources for children and families in Montgomery County?

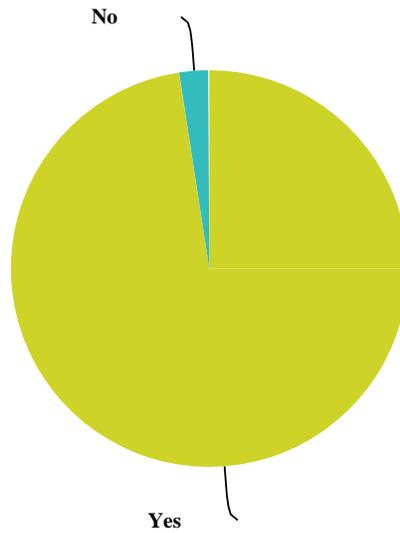
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	92.68%	38
No	7.32%	3
Total		41

Q11 Have you participated in activities with the Montgomery County Resource and Referral Center (such as, professional development, technical assistance, EXPO, conferences, etc.)?

Answered: 41 Skipped: 0



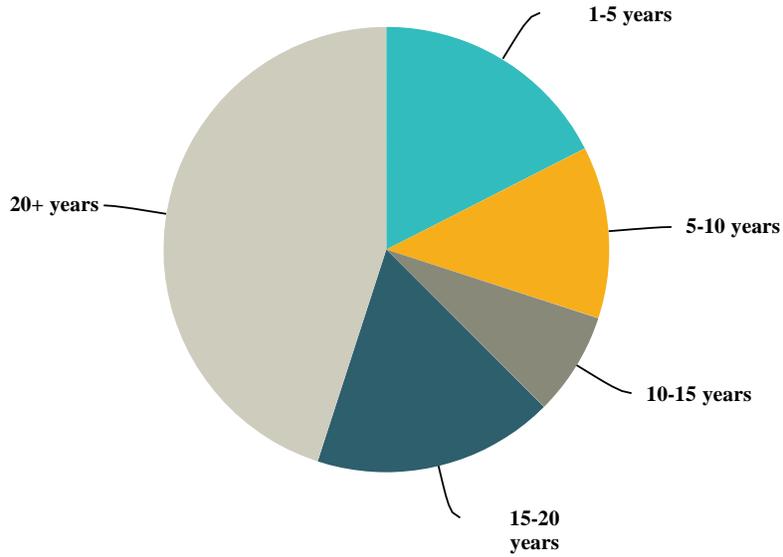
Answer Choices	Responses	
Yes	97.56%	40
No	2.44%	1
Total		41

APPENDIX F

ECAC MCPS Teacher Focus Groups

Q1 How many years have you worked in the Early Childhood Education field?

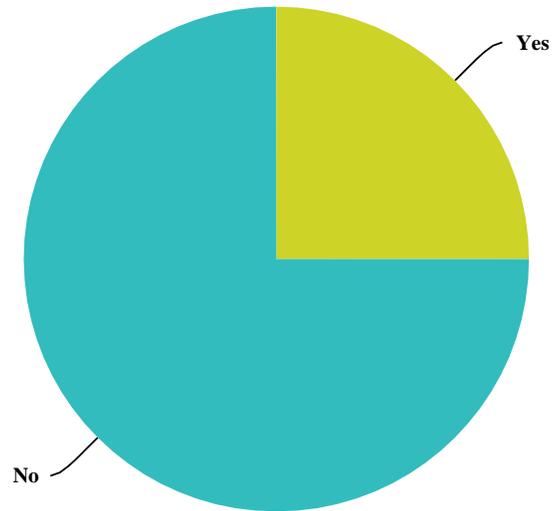
Answered: 40
Skipped: 1



Answer Choices	Responses	
Less than 1 year	0.00%	0
1-5 years	17.50%	7
5-10 years	12.50%	5
10-15 years	7.50%	3
15-20 years	17.50%	7
20+ years	45.00%	18
Total		40

Q2 Do you speak a language other than English? (include in addition to English)

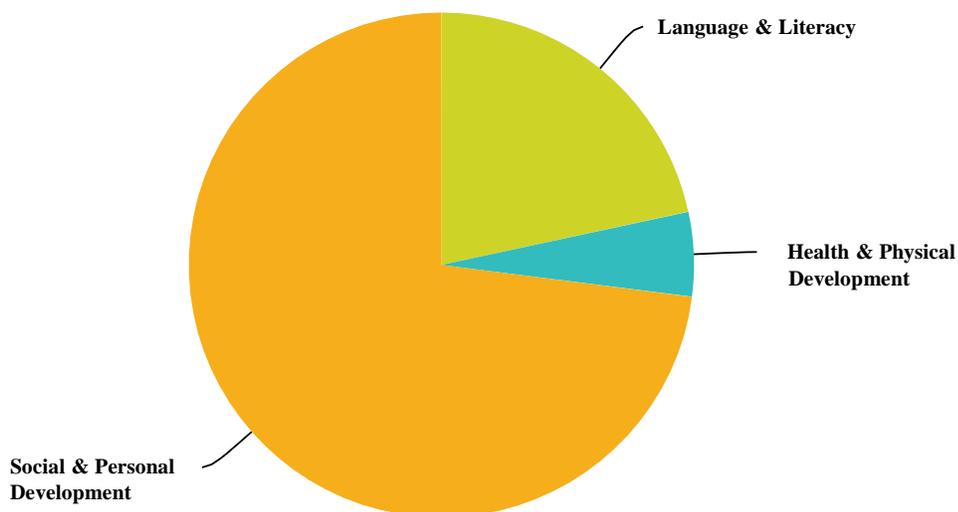
Answered: 40 Skipped: 1



Answer Choices	Responses	
Yes	25.00%	10
No	75.00%	30
Total		40

Q3 Which domain of learning do you see as a primary indicator of Kindergarten readiness?

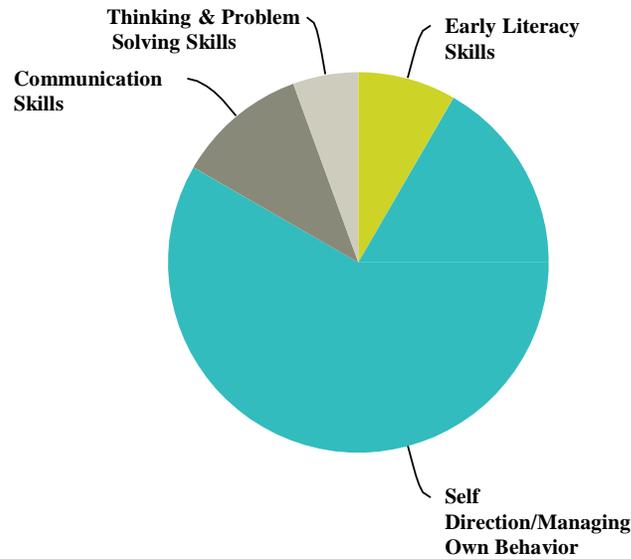
Answered: 37 Skipped: 4



Answer Choices	Responses	
Language & Literacy	21.62%	8
Health & Physical Development	5.41%	2
Social & Personal Development	72.97%	27
Mathematical Thinking	0.00%	0
The Arts	0.00%	0
Scientific Thinking	0.00%	0
Social Studies	0.00%	0
Total		37

Q4 Which skill set do you see as a primary indicator of Kindergarten readiness?

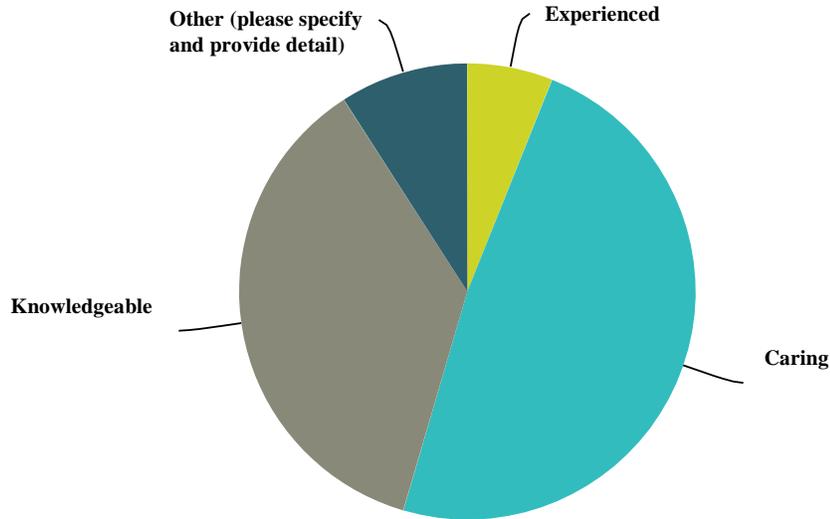
Answered: 36 Skipped: 5



Answer Choices	Responses	Count
Early Literacy Skills	8.33%	3
Self Direction/Managing Own Behavior	75.00%	27
Early Math Skills	0.00%	0
Communication Skills	11.11%	4
Creativity	0.00%	0
Thinking & Problem Solving Skills	5.56%	2
Collaboration Skills	0.00%	0
Technology Skills	0.00%	0
Total		36

Q5 Which teacher attributes are most important in helping children grow and develop?

Answered: 33 Skipped: 8

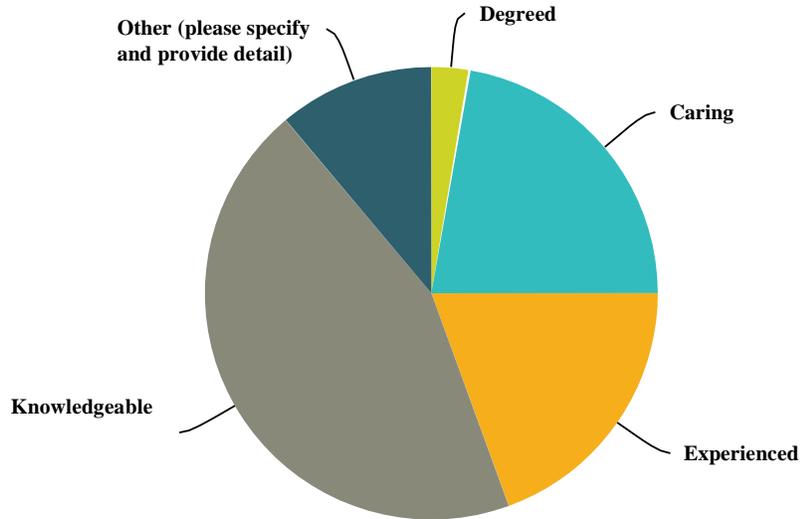


Answer Choices	Responses
Experienced	6.06% 2
Caring	48.48% 16
Degreed	0.00% 0
Knowledgeable	36.36% 12
Other (please specify and provide detail)	9.09% 3
Total	33

#	Other (please specify and provide detail)	Date
1	Understanding differences in children	11/20/2014 1:22 PM
2	Invested	11/20/2014 1:14 PM
3	Solid understanding of child development & developmentally appropriate practice	11/18/2014 12:48 PM

Q6 Which teacher attributes are most important in helping children be ready for Kindergarten?

Answered: 36 Skipped: 5

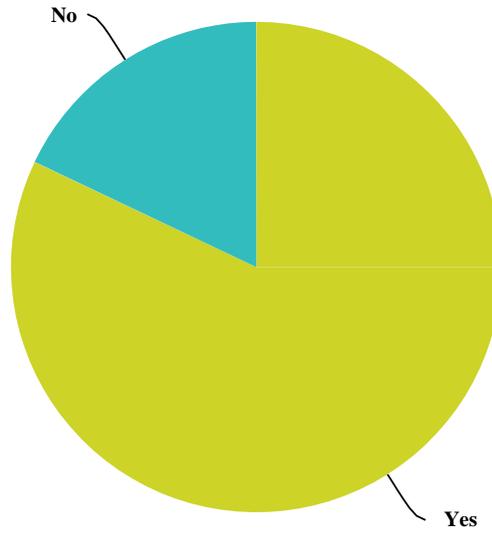


Answer Choices	Responses
Degreed	2.78% 1
Caring	22.22% 8
Experienced	19.44% 7
Knowledgeable	44.44% 16
Other (please specify and provide detail)	11.11% 4
Total	36

#	Other (please specify and provide detail)	Date
1	Structured & caring	11/20/2014 1:22 PM
2	Flexible	11/20/2014 1:17 PM
3	Solid understanding of child development & developmentally appropriate practice	11/18/2014 12:48 PM
4	Consistently teaches to real life and every day classroom experiences	11/18/2014 11:47 AM

Q7 Do you know where to find resources for children and families in Montgomery County?

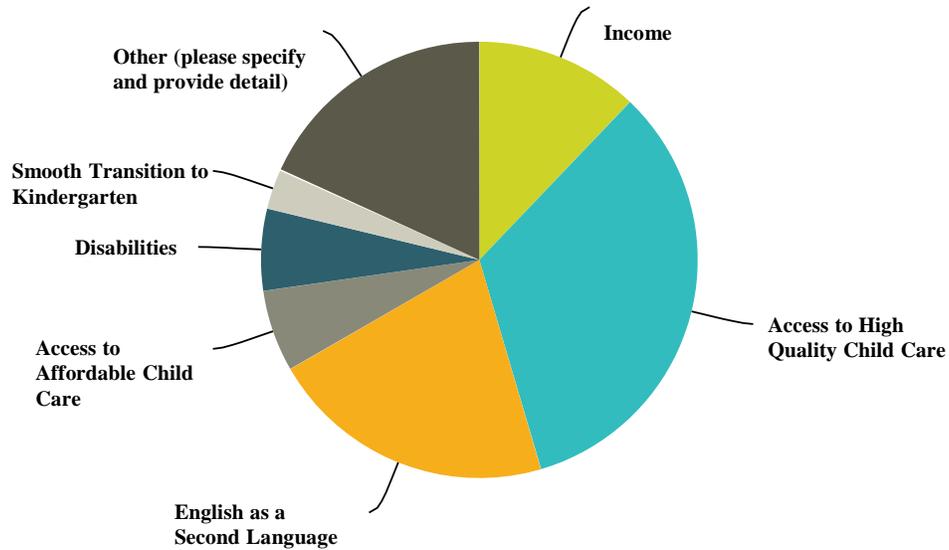
Answered: 39 Skipped: 2



Answer Choices	Responses	
Yes	82.05%	32
No	17.95%	7
Total		39

Q8 Which of the following do you see as a primary barrier to readiness for Kindergarten?

Answered: 33 Skipped: 8

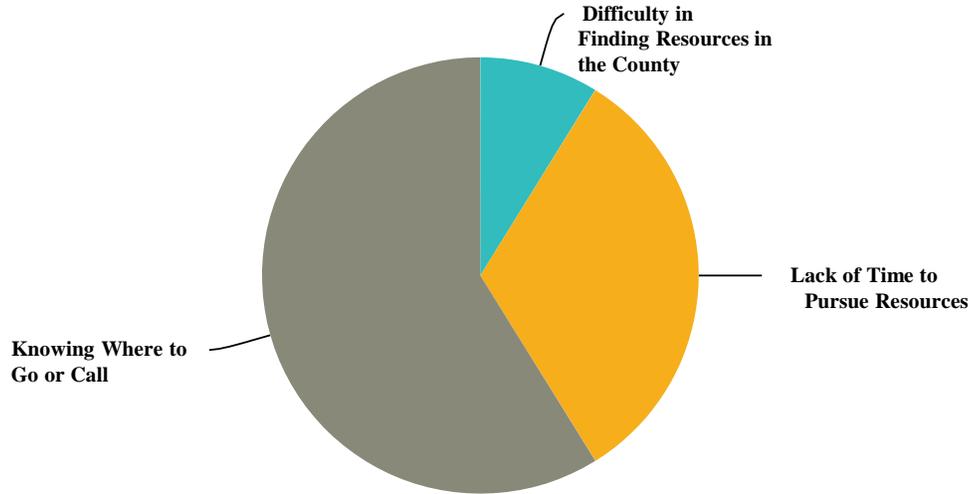


Answer Choices	Responses	Count
Income	12.12%	4
Access to High Quality Child Care	33.33%	11
English as a Second Language	21.21%	7
Access to Affordable Child Care	6.06%	2
Disabilities	6.06%	2
Smooth Transition to Kindergarten	3.03%	1
Other (please specify and provide detail)	18.18%	6
Total		33

#	Other (please specify and provide detail)	Date
1	Not understanding the expectations in Kindergarten	11/20/2014 1:22 PM
2	Access to developmentally appropriate life experiences that build cooperative & independent skills	11/20/2014 1:17 PM
3	Family Stability-ability of the family to provide a stable home where children can thrive	11/20/2014 1:14 PM
4	Basic social and emotional development	11/18/2014 12:47 PM
5	Parent understanding of child development	11/18/2014 12:42 PM
6	Developmentally inappropriate expectation in Kindergarten	11/18/2014 11:45 AM

Q9 What do you see as a primary concern for families in accessing resources in Montgomery County?

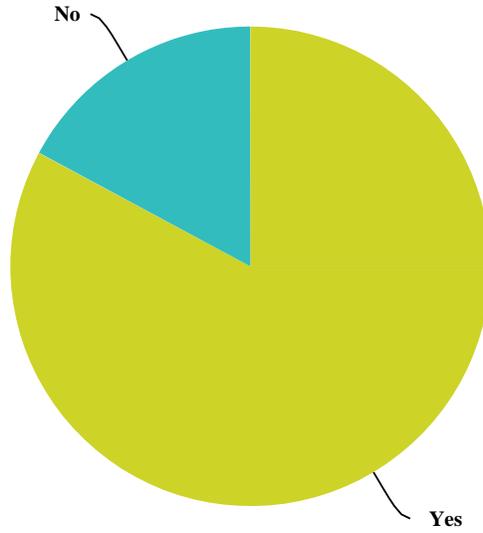
Answered: 34 Skipped: 7



Answer Choices	Responses	
Lack of Resources in the County	0.00%	0
Difficulty in Finding Resources in the County	8.82%	3
Lack of Time to Pursue Resources	32.35%	11
Knowing Where to Go or Call	58.82%	20
Too Many Choices	0.00%	0
Families have no Trouble Accessing Resources	0.00%	0
Other (please specify and provide detail)	0.00%	0
Total		34

Q10 Have you been successful in accessing resources for children and families in Montgomery County?

Answered: 35 Skipped: 6



Answer Choices	Responses
Yes	82.86% 29
No	17.14% 6
Total	35

Q11 The answers/comments below were not captured in the specific survey questions, but were important to capture.

Answered: 2
Skipped: 39

#	Responses	Date
1	I know some resources, but I know there are more that I don't know where to find.	11/18/2014 12:45 PM
2	Teacher attributes most important in helping children grow & develop: caring, knowledgeable, degreed, experienced as parent & teacher, tolerance, sense of humor	11/18/2014 12:17 PM

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