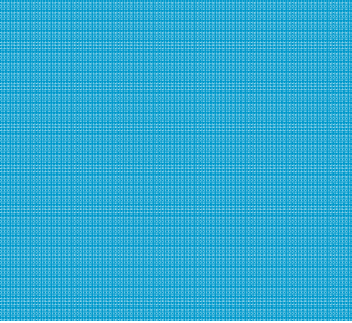


**EXECUTIVE SUMMARY:
PARENTAL PREFERENCES FOR THE SWFRC SUMMER
PROGRAM: ACTIVITIES, RESULTS AND ENVIRONMENT**



GUILLERMO MONTES, PH.D.
JENNIFER FRITTON, B.A.
JUNE, 1998

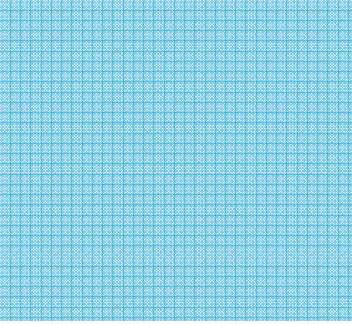
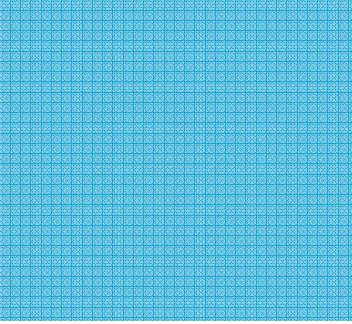
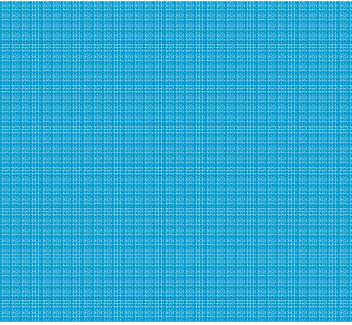



children's institute
Strengthening social and emotional health



EXECUTIVE SUMMARY

During the Summer of 1996 REEP evaluation team met with the participants of the SWFRC Summer program. We met with 15 parents who had enrolled children in the program. This sample is 93.7% of the entire population of the program. The main objective of the study is to determine parental preferences for preschool environment and to better understand how parents made choices regarding Summer programs. Here are the main findings:

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- 53% of the participants worked 35 hours a week or more, 13% identified themselves as single-parent families, 66 % of the participants stated that there was a person who could stay home with the child (typically the mother).
 - 73% had read articles or books on parenting during the last month.
 - 80% were looking for information on how to improve their parenting.
 - Parents wanted an environment which was 1) safe from strangers, 2) clean, and 3) wherein children would be treated with respect.
 - Parents wanted the preschool to teach their children conflict resolution skills and how to properly identify their feelings.
 - The most important result for parents (and there was universal agreement) was that as a result of the preschool experience children will like to learn.
 - Being ready for school in the academic area, learning to express their feelings appropriately and distinguishing clearly right from wrong were also considered very important results of the preschool experience.
 - Respect towards parents and content of the program were identified as vital factors influencing the decision to enroll in a Summer program.
 - The program's frequency (number of sessions per week) was also identified as an important factor.
 - Child care arrangements during 'a typical workweek during the academic year' are complex. Children spend time in a variety of settings.

Note: Reference T98-518.1

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