

New York State Family Resource Center Community Study

A report submitted to:

New York State Office of Children and Family Services

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New York State Family Resource Center Network

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Overview

This report was prepared by the Center for Human Services Research (CHSR) at the University at Albany as part of an evaluation of New York State Family Resource Centers (FRCs) supported by the New York State Office of Children and Family Services (NYS OCFS). In the summer of 2009, NYS OCFS established a contractual agreement with CHSR to conduct a community survey of FRC programs, building on previous contracts with CHSR to provide database management and evaluation services. This report presents the results of the community survey and CHSR's recommendations for future practice.

Background

New York State Family Resource Centers are voluntary programs that offer services and support for families in their communities, with an emphasis on families with young children. They receive NYS OCFS funding through the William B. Hoyt Memorial Children and Family Trust Fund, established in 1984 to combat family violence, and through the federal Community-Based Child Abuse Prevention (CBCAP) program.

Family Resource Centers are diverse in their program offerings and populations served, but all promote the strengthening of families through developing social support, increasing knowledge of effective parenting, fostering child development, and enhancing family functioning. To achieve these goals, FRCs are guided by a set of values and practice principles that are applied to a set of core services. These principles include providing services that are strength-based, culturally competent, flexible, family-centered, and empowering. Services include parent education classes and workshops, child playgroups, information and referral services, family social and recreational programs, lending libraries, supervised visitation, adult education (e.g., job readiness, English as a Second Language programs), family support counseling, home visiting, early childhood education, concrete services (e.g., food and clothing pantries), and early intervention.

Increasingly there is a call for family support programs to provide evidence of program effectiveness, including requirements under the federal CBCAP program that supports the family resource centers. In addition, NYS OCFS is promoting the adoption of evidence based strategies to maximize the use of existing resources in the most effective way. However, the programming and client population diversity of FRCs make it particularly difficult to evaluate outcomes.

OCFS contracted with CHSR to embark on an outcome study to examine the effects of FRCs on participants¹ which was completed in February of 2010. In addition, an evaluation examining the broader effects on the communities served by FRCs was initiated.

Community impact studies are often used to evaluate organizations, such as libraries and colleges, which directly or indirectly affect a community's quality of life. These studies typically focus on the perceived benefits of having such a facility in the area, awareness of and satisfaction with programs and services, and barriers to access to the facility. Most of these studies collect data both through random

¹ Center for Human Services Research. (2010). *New York State Family Resource Center Outcome Study*. Albany, NY: University at Albany.

surveys of local residents and through focus groups (of users, potential users, community leaders, and staff).

Because Family Resource Centers (FRCs) are less likely than larger institutions to be utilized by the general population, a random survey of residents was not a suitable approach. Instead, we obtained a sense of the connections that exist between FRCs and their communities by conducting structured interviews with providers at other organizations serving the same target population of children and families.

The surveys, collaboratively developed by CHSR and OCFS, addressed the following research questions:

1. What is the level of awareness of the FRCs by other community agencies that serve similar populations? Are they informed of the services and offerings provided by FRCs?
2. How do other agencies interact with and use the FRCs? To what extent are FRCs tied into local service networks?
3. What are the perceptions of FRCs by the community? Are FRCs seen as important community resources?
4. Are referrals made to FRCs and received from FRCs?

Data Source

Interviews were conducted by telephone, following a standardized protocol of primarily open-ended questions (see Appendix A) that addressed the agency staff's awareness and perceptions of FRCs in their communities.

Six of the same types of agencies were contacted in all 15 Upstate New York FRC communities to facilitate cross-site comparisons: Family Court, Local Department of Social Service (DSS) Child Welfare Office, Head Start, Early Intervention, Child Care Coordinating Council, and the public library. TANF Prevention and Post Adoption programs were also surveyed in each of the three counties that had one. (New York City sites were not included in this study because of the different patterns of agency connections in dense urban areas.)

Additional community agency contacts were chosen from lists provided by each FRC. Most chose agencies with which they have relationships. OCFS staff compiled and, when necessary, added to the contact information provided, with the goal of conducting 10 interviews per site.

In many cases, the name of the most appropriate respondent at each agency was provided by the FRC. If a name was not provided, or if that person was no longer with the agency, the interviewer asked who would be the best person to answer questions about FRCs. At DSS Child Welfare Offices, the Directors of Services were always interviewed.

Data Collection

CHSR conducted telephone interviews with 136 community agencies regarding 15 FRCs from April through July of 2010. (Throughout this report, FRCs will be identified by their town or city.)

Table 1. Participating Family Resource Centers

County	Town/ City	Name of FRC	Collaborative
Broome	Binghamton	Parents As Leaders (PAL) Family Resource Center	
Clinton	Plattsburgh	Family Connections	Adirondack Network of Family Resource Centers
Cortland	Cortland	Family Fun & Resource Center	
Essex	Elizabethtown	Families First	Adirondack Network of Family Resource Centers
Franklin	Malone	Families R'US	Adirondack Network of Family Resource Centers
Franklin	Tupper Lake	Family Matters	Adirondack Network of Family Resource Centers
Monroe	Rochester	Peter Castle Family Resource Center Southwest Family Resource Center	Family Resource Centers of Crestwood Children's Center
Montgomery	Amsterdam	The Family Room/ Un Centro para Familias	
Niagara	Niagara Falls	Niagara Falls School District Family Resource Centers	
Ontario	Geneva	Geneva Resource Center	
St. Lawrence	Gouverneur	Gouverneur Activity and Learning Center	
Steuben	Addison	Jennie Mose FRC	Steuben Family Enrichment Collaborative
Steuben	Corning	Nonnie Hood Parent Resource Center	Steuben Family Enrichment Collaborative
Steuben	Woodhull	Woodhull Community Resource Center	Steuben Family Enrichment Collaborative
Tioga	Owego Waverly	Owego Family Resource Center Waverly Family Resource Center	Family Resource Centers of Tioga County

Table 2. Number of interviews completed by agency type

Agency type	Number interviewed
Public library*	15
Local DSS Child Welfare office*	13
Early Intervention*	12
Head Start*	11
Family Court*	10
Child Care Resource and Referral*	9
Cornell Cooperative Extension	7
BOCES	5
Healthy Families New York	5
Catholic Charities	3
Literacy Volunteers	3
TANF Prevention Program*	3
WIC	2
School District	2
Other ¹	37

* These agencies were included for all sites whenever possible.

¹Other includes many types of agencies including a police department; Office for the Aging; domestic violence, employment, and substance abuse service providers; etc.

Interviews were conducted with 136 people. Ten were completed for each site except for Woodhull, which had nine, and Amsterdam and Gouverneur, which had 11 and 12 respectively. Some individuals' interviews were applicable to more than one site (for example, one representative from the Steuben Childcare Project was interviewed about all three Steuben County FRCs) and one individual responded on behalf of more than one agency (TANF Prevention Program and Healthy Families New York).

Findings

This summary presents overall findings from the survey. A detailed analysis of each site is included in Appendix B.

Awareness and contact with FRCs

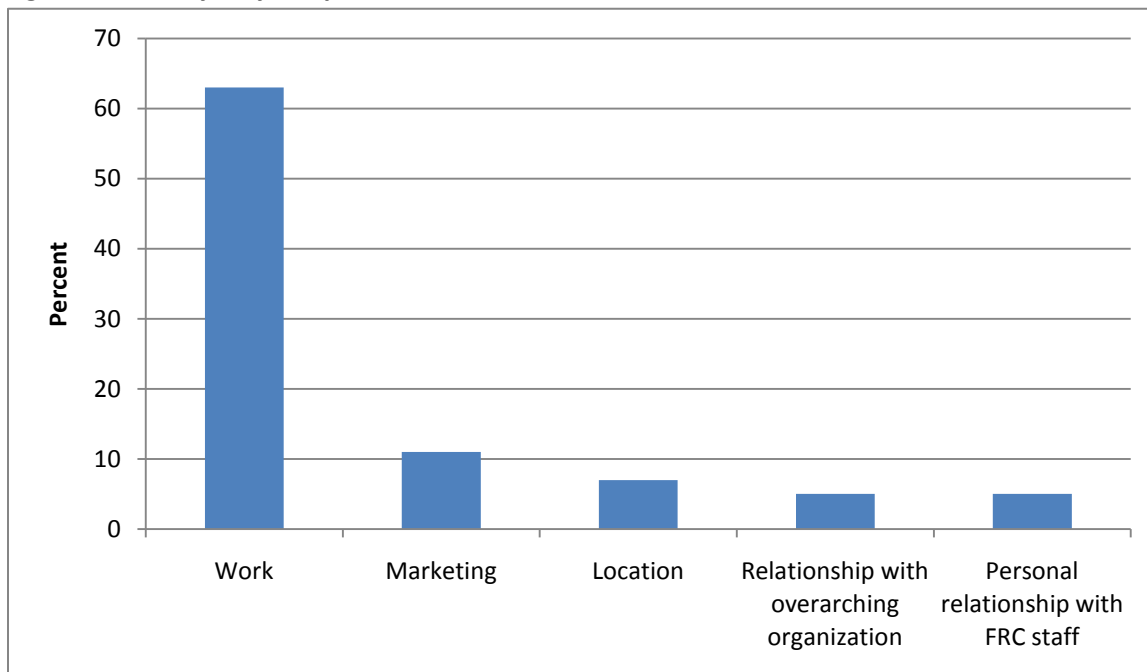
The vast majority of respondents had heard of the local FRC. Only six were unaware of the FRC in their community. These six included two family court representatives (in the counties of three FRCs) and representatives of a TANF prevention program, a public library, a county BOCES, and a job training program.

Table 3. Agencies Unaware of Local FRCs

Site	Agency
Malone	Family Court
Tupper Lake	Family Court
Gouverneur	Family Court
Woodhull	public library
Rochester	TANF Prevention Program
Addison	BOCES
Corning	job training program

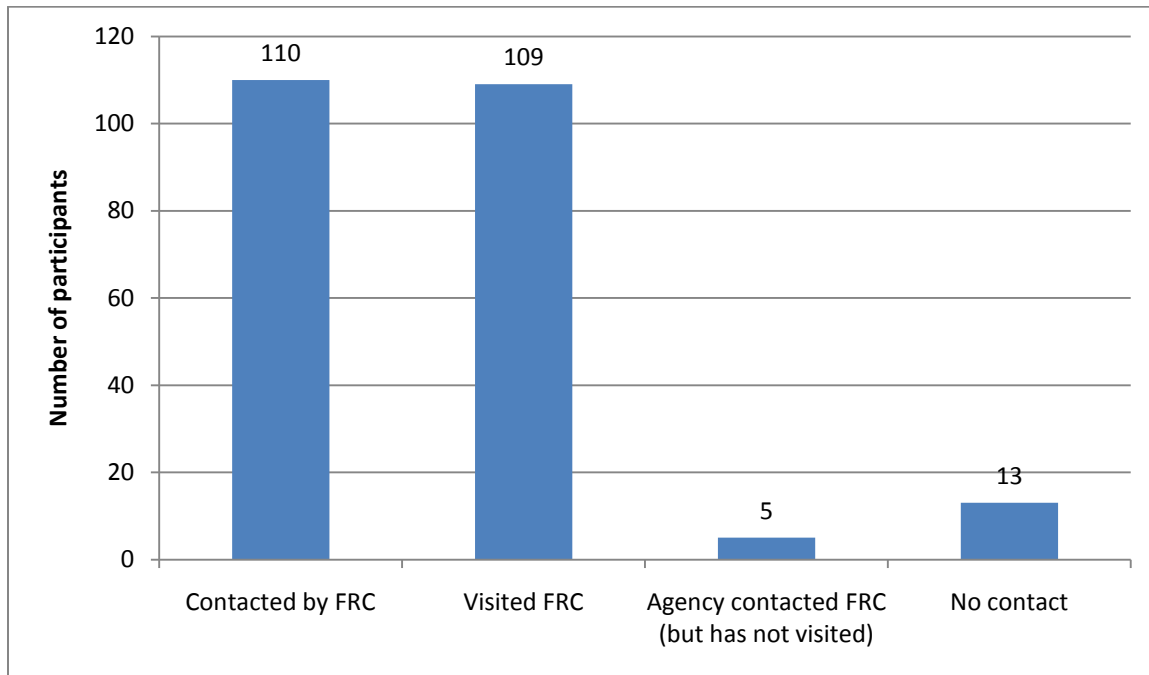
Among those who have heard of the FRC, many could not remember exactly how they first became aware of the FRC, but most knew about the FRC through some aspect of their work. 11% learned of the FRC through marketing (newsletter, flyers, outreach events) and 7% had noticed its location from passing by or from working near the FRC.

Figure 1. Primary ways respondents became aware of FRCs



81% of the 136 agencies had been contacted by an FRC representative and a large majority (80%) of the respondents had visited at least one FRC.

Figure 2. Types of agency contact with FRCs



The type of contact varied by agency and location. For example, 86% of Head Start respondents were contacted by the FRC, but only 46% of Family Courts had been contacted. 30% or more of the agencies interviewed regarding the Steuben Family Enrichment Collaborative, Gouverneur, and Rochester sites said the FRCs had not contacted them.

Knowledge and perceived importance of FRC services

Appendix C shows the number of times different activities were mentioned when respondents were asked, “What is your impression of what the FRC does?” Because these responses were so diverse and site-specific, this section focuses on the question, “What are the most important services you feel the FRC provides in your community?”

Each FRC provides different kinds of services to their communities, so it is not surprising that the different respondents for each FRC offered varied responses. Table 4 shows this variety, with the most commonly mentioned activities listed first for each site, and Figure 3 shows some commonalities in services considered “most important.”

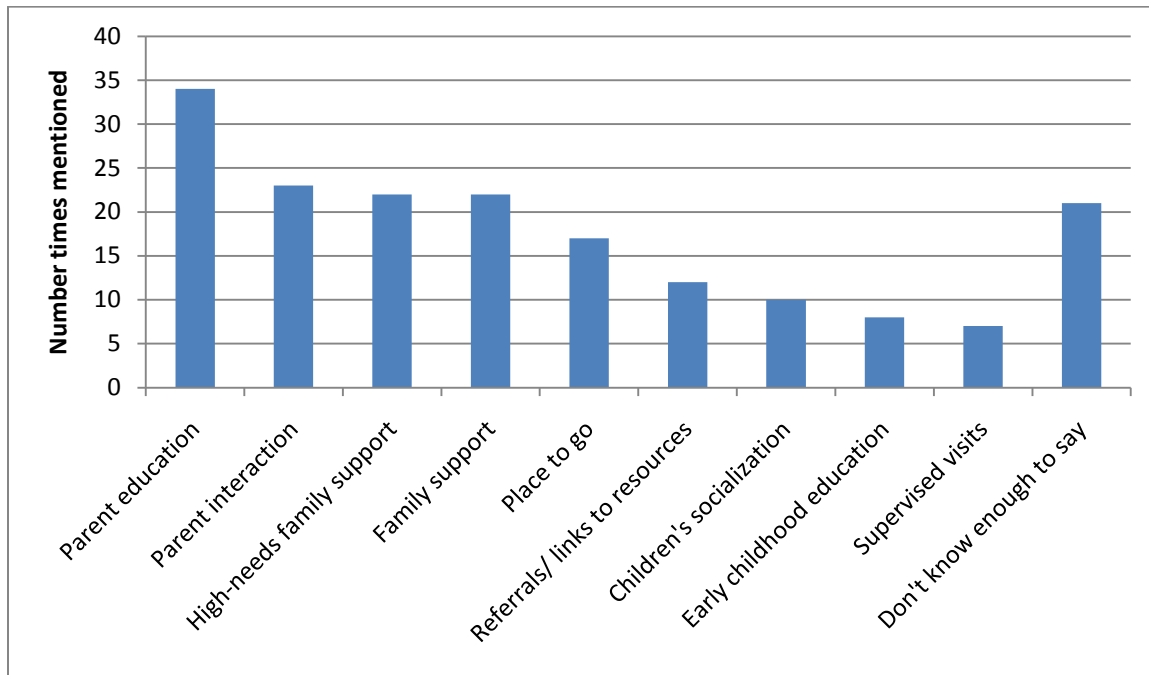
Table 4. FRC activities listed as “most important,” by site

Addison	A place to go, high-needs family support, early childhood education, parent networking, kids’ socialization, links to resources, child abuse prevention, after-school program, parent education
Amsterdam	Parent education, family support, a place to go, parent interaction, supervised visits, high-needs family support
Binghamton	Parent education, parent interaction, referrals, children’s socialization, family support, a place to go, high-needs family support
Corning	A place to go, parent networking, high-needs family support, supervised visitation, children’s socialization, referrals, early childhood education, parent education, child abuse prevention, getting to know individual families’ needs
Cortland	Supervised visitation, a place to go, parent networking, high-needs family support, referrals, parent education, kids’ socialization, early childhood education, family support
Elizabethtown	Family support, high-needs family support, case management, keeping families intact, outreach into homes, wraparound care, referrals
Geneva	Child care referral, high-needs family support, supervised visitation, parent education, home visiting, overseeing local day cares
Gouverneur	Parent interaction, high-needs family support, parent education, a place to go, early childhood education, early literacy, a space to learn parenting skills with children present
Malone	Children’s socialization, a place to go, high-needs family support, parent education, family support
Niagara Falls	Parent education, links to other resources, high-needs family support, family support
Owego/ Waverly	Parent education, parent interaction, family support, supervised visitation, high-needs family support, early childhood education
Plattsburgh	Parent education, children’s socialization, family support, early childhood education, parent interaction, resource linkages, high needs family support, bringing services directly to the community through schools
Rochester	Early childhood education, parent education, family support, high-needs family support, parent interaction, good locations, PAT, Skip Generations
Tupper Lake	Parent interaction, high-needs family support, a place to go, referrals, parent education, Parents Anonymous
Woodhull	A place to go, parent socialization, referrals, high-needs family support, parent education, family support, children’s socialization, child abuse prevention

Plattsburgh and Malone, both part of the Adirondack Network of Family Resource Centers, accounted for 70% of the mentions of children’s socialization. More than half of the references to “a place to go” come from the Steuben Family Enrichment Collaborative, with Woodhull alone accounting for 24%. Cortland accounts for 43% of the references to supervised visits, and Rochester for 30% of the references to early childhood education.

As displayed in Figure 3, the most frequently cited “most important” activity was parent education (including informal education as well as formal classes and workshops), mentioned by 34 respondents. Opportunities for parents to interact with other parents, general family support, and support of families with characteristics that put them at greater risk of child maltreatment were each mentioned more than 20 times. Other frequently mentioned important services were providing families with a place to go, referrals and links to other resources, socialization opportunities for children, early childhood education, and supervised visits. (Many respondents listed more than one.) 21 did not know enough about FRC programs to say which ones were most important.

Figure 3. FRC activities listed as most important



Unsurprisingly, the activities considered most important varied by the focus of agency with which the respondent was affiliated. High needs family support and parent education were commonly mentioned by representatives of the local DSS child welfare office, Head Start, and Child Care Resource and Referral Agencies. Family court respondents most often cited supervised visitation and library respondents cited early childhood education (including literacy programs), although many respondents from these two types of agencies said they did not know enough about FRC programs to list their most important services. Two core services, drop in play and playgroups, were not mentioned by any respondents.

Work with FRCs

Community agencies cited a number of ways that they work with FRCs. 107 of the 136 refer families or child care providers to FRCs.

49 use an FRC’s physical space to provide services to their own clients, to give presentations to FRC participants, to provide joint programming with FRC staff, or to hold meetings or trainings. More than 50% of the agencies interviewed at the Plattsburgh, Tupper Lake, Amsterdam, Woodhull, Addison, and Corning sites use FRC space.

37 coordinate services with FRCs by collaborating on programs, discussing individual participants’ needs, or focusing their agency efforts on areas the FRC does not already cover. More than a third of the local DSS child welfare offices, Head Start, Early Intervention, Cornell Cooperative Extension, and BOCES organizations coordinate services with FRCs. Fewer than 25% of the agencies interviewed at the Tupper Lake, Binghamton, Niagara, Gouverneur, and Rochester sites coordinate services with them.

In addition, 65 believe that the FRC refers participants to their organization. Public libraries, Child Care Resources and Referral Agencies, Local Districts, and Family Courts were least likely to feel that FRCs

refer to them. Fewer than 25% of the agencies interviewed at the Binghamton and Cortland sites believe that FRCs refer to them.

Figure 4. Ways community agencies work with FRCs

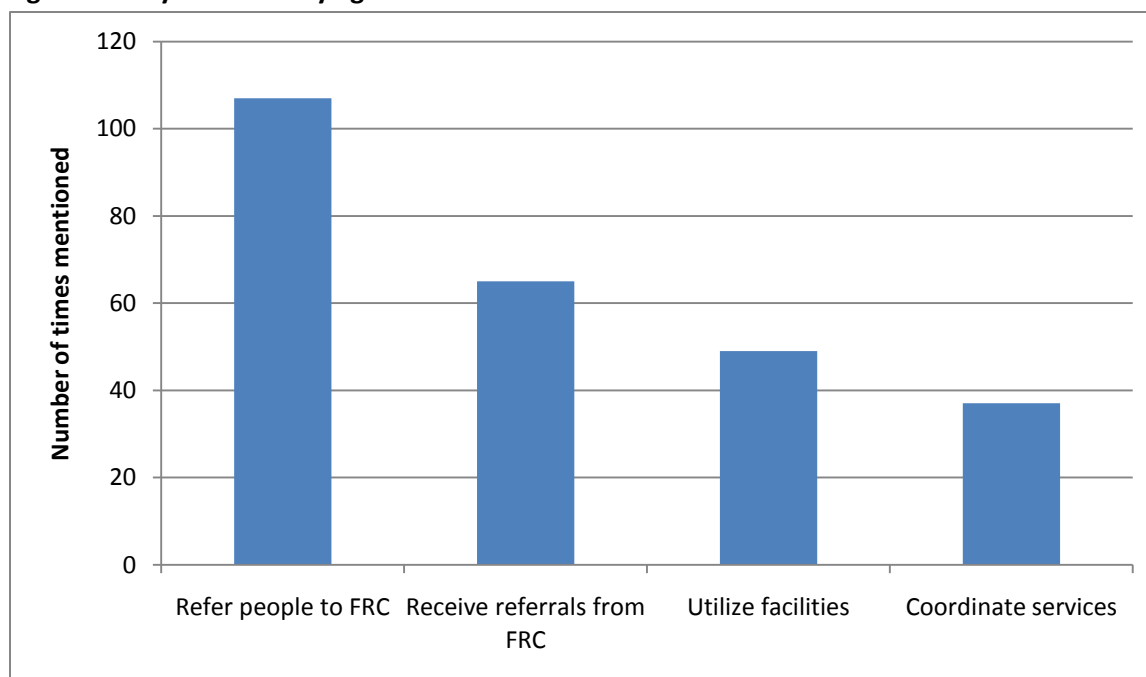


Table 5. Percentage of agencies working with FRCs in specific ways

Agency type	Refer to FRC	Utilize facilities	Coordinate services	N
Local DSS Child Welfare office	92%	62%	46%	13
Family Court	50%	20%	0%	10
Head Start	91%	46%	46%	11
Child Care Resource and Referral	89%	33%	22%	9
Early Intervention	92%	67%	42%	12
Public Library	40%	13%	7%	15
TANF Prevention Program	50%	0%	0%	2
School District	100%	50%	50%	2
WIC	100%	0%	50%	2
Cornell Cooperative Extension	86%	14%	43%	7
BOCES	80%	80%	80%	5
Healthy Families New York	100%	80%	20%	5
Other	81%	26%	19%	43
				136

Overall, 118 (87%) of the respondents say that their organizations work with FRCs. Among the agencies surveyed at all sites, Family Courts and public libraries tend to be less likely to work with FRCs, with fewer than 50% of those interviewed doing so.

Perceptions of FRCs

Most (77%) respondents indicated that the FRCs reach a lot of families with young children in their communities. However, about one quarter of the respondents either don't know or do not think a lot of families are reached.

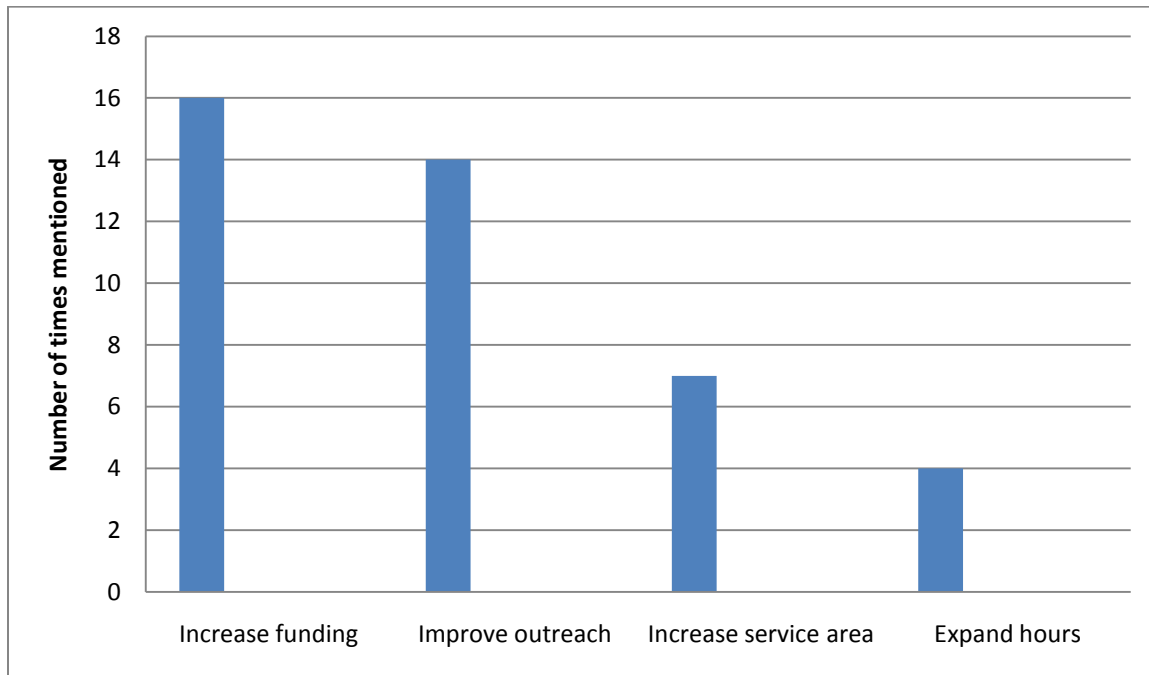
Table 6. Number of respondents stating FRC reaches a lot of families, by site

Site	No	Yes	Don't know	Total
Plattsburgh	0	10	0	10
Malone	0	9	1	10
Tupper lake	0	8	2	10
Amsterdam	0	8	3	11
Binghamton	0	6	4	10
Woodhull	0	7	2	9
Geneva	0	9	1	10
Niagara	1	7	2	10
Cortland	0	9	1	10
Elizabethtown	0	8	2	10
Addison	0	7	3	10
Corning	0	7	3	10
Gouverneur	1	8	3	12
Rochester	0	9	1	10
Owego/Waverly	0	5	5	10
Total	2 (1%)	117 (77%)	33 (22%)	152

*Note: The table counts respondents more than once if they refer to more than one FRC.

72 respondents (53%) did not feel that there was anything FRCs could be doing better. Most suggestions were very site-specific, but there were some common trends across sites. 16 explicitly said that increased funding would enable FRCs to provide more or better services. 14 mentioned that improving outreach would be beneficial, with many noting the importance of publicizing programs throughout the FRC's entire service area, rather than just in their own city or town. Similarly, seven wished that other parts of their county were served through expanded programming, transportation provision, or new centers. Four suggested expanding hours of operation.

Figure 5. Most common suggestions of what FRCs could be doing better



Summary and Conclusions

In general, it appears that most family-serving agencies are aware that FRCs are providing services in their communities. Most of the community contacts were provided by the FRCs themselves, which makes it difficult to say whether a sampling of other community agencies would provide the same results, but this study does indicate that a significant number of agencies know about their local FRCs.

Relative to respondents from other types of agencies, Family Court respondents tended not to know about the FRC in their area. Also, Family Court and public library respondents tended not to know enough about FRC activities to be able to say which ones were most important and to report not working with FRCs. Further contact with courts and libraries may help increase connections with these facilities, both of which often serve families with young children.

Overall, 15% of respondents did not know enough about FRC program activities to say which ones were most important. This suggests that many agencies have a general awareness of the existence of an FRC but do not know much about the kinds of programming they have to offer. Outreach and marketing to ensure a broader understanding of FRC services may help remedy this.

Most respondents feel that the FRC reaches a lot of families with young children in their communities. However, about one quarter of respondents either don't know or do not think a lot of families are reached. FRCs can increase the number of families they serve and better publicize their successes to show their communities how many people they are reaching.

While most respondents did not have suggestions for things that FRCs could be doing better, a number mentioned a need for increased outreach and publicity. The FRC Network has been working on ideas for sites to increase outreach and community awareness of programs, and this finding highlights the importance of these activities.

Appendix A. Community survey questions

1) Have you heard of [local name of FRC]?

If no: Family Resource Centers provide support to families and caregivers of young children. Is there anyone else in your organization who might be more familiar with Family Resource Centers?

If no: Thank you for talking with me today. That is all I needed to know. Would you like me to send you some information about [FRC]?

2) How did you become aware of [FRC]?

3) What is your impression of what the FRC does?

4) Have you ever contacted or visited this FRC?

(code whether contacted or visited)

Follow-up questions: Why did you contact/ visit them?

5) Has the FRC ever contacted you?

If yes: Why did they contact you?

6) Does your organization work with [FRC]?

If yes: In what ways?

Or, if more appropriate based on earlier responses: In what other ways does your organization work with [FRC]?

If not offered, prompt: Do you: Refer parents or caretakers to the FRC? *If no:* Why not?

Coordinate services?

Share facilities?

7) Are you aware of any families referred to your program from [FRC]?

8) Do you think that [FRC] reaches a lot of families with young children in your community?

9) What are the most important services you feel [FRC] provides in your community?

10) Is there anything you feel [FRC] could be doing better?

Appendix B. Site-Specific Analyses

Addison

How does the community learn about the Family Resource Center?

- 9 of the 10 survey participants are aware of the FRC.
- 7 people first learned about the FRC through their work.
- 2 first heard about the FRC through marketing.

What does the community know about FRC activities?

- 3-6 mentioned parent education or family support.
- 1-2 mentioned drop-in play, WIC, literacy programs, after-school programs, or off-site outreach.

How do these organizations work with the FRC?

- 7 participants refer families to the FRC
- 5 believes that the FRC refers to their organization
- 5 coordinate services with the FRC
- 6 utilize the FRC's space for programs or services

7 participants feel that the FRC reaches a lot of families with young children in the community. A place to go, high-needs family support, early childhood education, parent networking, kids' socialization, links to resources, child abuse prevention, the after-school program, and parent education were cited as the most important FRC services. (3 participants didn't know enough about the programs to respond.)

Most participants do not believe there is anything the FRC could be doing better. Conducting more evaluation and remembering that many families are struggling with basic needs were suggested as ways to improve FRC services.

Amsterdam

How does the community learn about The Family Room?

All 11 of the survey participants are aware of The Family Room.

Five people first learned about the FRC through their work.

2 participants knew about The Family Room through a relationship with Catholic Charities, from its location, or through marketing activities.

What does the community know about FRC activities?

3-6 each mentioned supervised visitation, the food pantry, toddler activities, parenting classes, or parent support groups

1-2 mentioned drop-off child care, Trunk or Treat, the wellness fair, family nights, or open play

How do these organizations work with the FRC?

8 participants refer families to the FRC

6 believe that the FRC refers to their organization

3 coordinates services with the FRC

6 utilize the FRC's space for programs or services

8 participants feel that the FRC reaches a lot of families with young children in the community. Parent education, family support, a place to go, parent interaction, supervised visits, and high-needs family support were mentioned as the FRC's most important services. (2 did not know enough specifics about the programs offered to respond.)

When asked if there is anything the FRC could be doing better, participants suggested extending services further outside of Amsterdam to the rest of the county, increasing evening and weekend hours, and decreasing the cost of parenting classes.

Binghamton

How does the community learn about the PAL Center?

All 10 of the survey participants are aware of the FRC.

6 people first learned about the FRC through their work.

A relationship with Mothers & Babies, marketing activities, and community meetings were each mentioned once.

What does the community know about FRC activities?

7 participants mentioned general family support

Referrals, drop-in play, and connections with other parents were each mentioned by 3-6 participants
1-2 mentioned clothing closet, weekly dinners, supervised visitation, parenting programs or speakers, parenting classes, or educational activities for children

How do these organizations work with the FRC?

8 participants refer families to the FRC

2 believe that the FRC refers to their organization

2 coordinates services with the FRC

4 utilize the FRC's space for programs or services

6 participants feel that the FRC reaches a lot of families with young children in the community. Parent education, parent interaction, referrals, children's socialization, family support, a place to go, and high-needs family support were mentioned as the FRC's most important services. (2 did not know enough specifics about the programs offered to respond.)

When asked if there is anything the FRC could be doing better, participants suggested increasing hours, better promoting services, getting out the message that it is for everyone, and being careful to avoid deterring fathers because of the name "Mothers & Babies."

Corning

How does the community learn about the Family Resource Center?

9 of the 10 survey participants are aware of the FRC.

5 people first learned about the FRC through their work.

3 first heard about the FRC through marketing and 1 through its location.

What does the community know about FRC activities?

3-6 mentioned drop-in play and parenting classes or speakers.

1-2 mentioned parents of multiples meetings, literacy programming, off-site outreach, family support, birthday parties, supervised visitation, or parent networking

How do these organizations work with the FRC?

- 8 participants refer families to the FRC
- 6 believes that the FRC refers to their organization
- 4 coordinate services with the FRC
- 6 utilize the FRC's space for programs or services

7 participants feel that the FRC reaches a lot of families with young children in the community. A place to go, parent networking, high-needs family support, supervised visitation, children's socialization, referrals, early childhood education, parent education, child abuse prevention, and getting to know individual families' needs were cited as the most important FRC services. (2 participants didn't know enough about the programs to respond.)

Some participants feel that the FRC does not feel open to everyone in the community, and is catering more toward wealthier stay-at-home moms. Providing separate times for parents of kids with special needs, not charging for programs, conducting more evaluation, and remembering that many families are struggling with basic needs were suggested as ways to improve FRC services.

Cortland

How does the community learn about the Family Resource Center?

- All of the 10 survey participants are aware of the FRC.
- 8 people first learned about the FRC through their work.
- 1 first heard about the FRC through receiving services there and another through marketing.

What does the community know about FRC activities?

- 3-6 mentioned parent/child activities, parenting classes, or kids' activities
- 1-2 mentioned family support, parent networking, supervised visitation, or the benefit of having no requirements for receiving services

How do these organizations work with the FRC?

- 8 participants refer families to the FRC
- 1 believes that the FRC refers to their organization
- 4 coordinate services with the FRC
- 3 utilize the FRC's space for programs or services

9 participants feel that the FRC reaches a lot of families with young children in the community. Supervised visitation, having a place to go, parent networking, high-needs family support, referrals, parent education, kids' socialization, early childhood education, and family support were listed as the most important FRC services. (One participant did not know enough about the programs to say.)

Most participants do not believe there is anything the FRC could be doing better. Starting satellite FRCs outside of the city, increasing outreach and publicity, providing private rooms for supervised visitation, increasing family literacy programming, and keeping in mind that many families are struggling with basic needs were all suggested as ways to improve FRC services.

Elizabethtown

How does the community learn about the Family Resource Center?

All of the 10 survey participants are aware of the FRC.
5 people first learned about the FRC through their work.
2 first heard about the FRC through a personal relationship with a staff member, 1 through its location, and another through marketing.

What does the community know about FRC activities?

7 mentioned intensive case management
5 mentioned support for families with children with mental health issues
1-2 mentioned respite care, playgroups, the lending library, parent support groups, school break groups, or help with basic needs.

How do these organizations work with the FRC?

8 participants refer families to the FRC
5 believes that the FRC refers to their organization
3 coordinate services with the FRC
4 utilize the FRC's space for programs or services

8 participants feel that the FRC reaches a lot of families with young children in the community. Family support, high-needs family support, case management, keeping families intact, outreach into homes, wraparound care to keep all providers on the same page, and referrals were listed as the most important FRC services.

Most participants do not believe there is anything the FRC could be doing better. Increasing marketing throughout the entire county rather than just certain towns, working more closely with other agencies, and expanding to be able to take on more families were all suggested as ways to improve FRC services.

Geneva

How does the community learn about the Family Resource Center?

All of the 10 survey participants are aware of the FRC.
9 people first learned about the FRC through their work.
Obtaining a day care referral, flyers, and outreach were each mentioned once.

What does the community know about FRC activities?

3-6 mentioned child care referrals, parenting classes or programs, and day care provider trainings.
1-2 mentioned supervised visitation; carseat programs; Healthy Families; sign-ups for pre-k; drop-off babysitting; working with the Hispanic population, single parents, teen moms, and fathers; or participating in collaborative efforts throughout Geneva

How do these organizations work with the FRC?

10 participants refer families to the FRC
8 believe that the FRC refers to their organization
4 coordinate services with the FRC
4 utilize the FRC's space for programs or services

9 participants feel that the FRC reaches a lot of families with young children in the community. Child care referral, high-needs family support, supervised visitation, parent education, home visiting, and overseeing local day cares were all cited as the most important services provided. (Two participants did not know enough about the programs to say.)

Increasing time slots available for supervised visitation, providing transportation, expanding Healthy Families, and stabilizing the staff were all suggested as ways to improve FRC services.

Gouverneur

How does the community learn about the Gouverneur Activity and Learning Center?

11 of the 12 survey participants are aware of the FRC.

6 people first learned about the FRC through their work.

2 first heard about the FRC through personal relationships with staff, 1 through marketing, and 1 through a relationship with the overarching organization.

What does the community know about FRC activities?

4 mentioned drop-in play.

1-2 mentioned family support, services to underserved populations, referrals, supervised visits, parent education, or children's activities.

How do these organizations work with the FRC?

9 participants refer families to the FRC

3 believes that the FRC refers to their organization

2 coordinate services with the FRC

4 utilize the FRC's space for programs or services

8 participants feel that the FRC reaches a lot of families with young children in the community. Parent interaction, high-needs family support, parent education, a place to go, early childhood education, early literacy, and a space to learn parenting skills with children present were cited as the most important FRC services. (1 participant didn't know enough about the programs to respond.)

More outreach, especially to communities outside Gouverneur, keeping in mind that social service agencies' staff turnovers are high so they need to be contacted regularly; providing transportation; and opening FRCs in other parts of the county were suggested as ways to improve FRC services.

Malone

How does the community learn about Families R Us?

9 out of 10 survey participants are aware of Families R Us in Malone. (The Family Court representative is not.)

Seven people first learned about the FRC through their work.

Marketing, its location, and a personal relationship with someone working there were each mentioned once.

What does the community know about FRC activities?

7 or more mentioned family activities or kids' activities

3-6 mentioned playgroups

1-2 mentioned referrals, screenings, snacks, parent education, or parent support

How do these organizations work with the FRC?

9 participants refer families to the FRC

5 believe that the FRC refers to their organization
3 coordinate services with the FRC
3 utilize the FRC's space for programs or services

9 participants feel that the FRC reaches a lot of families with young children in the community. Children's socialization, having a place to go, high-needs family support, parent education, and family support were all cited as the most important services provided. (Three did not know enough specifics about the programs offered to respond.)

Most respondents do not believe that there is anything the FRC could be doing better. It was suggested that better signage would be helpful (although the location makes that difficult), and that while the staff are working very hard on outreach, more would still be better.

Niagara

How does the community learn about the Family Resource Center?

All of the 10 survey participants are aware of the FRC.

8 people first learned about the FRC through their work.

Receiving correspondence, knowing someone who worked there, and being part of the school board were each mentioned once.

What does the community know about FRC activities?

3-6 mentioned parenting classes, connecting families with basic needs resources, or teen programs

1-2 mentioned community events, family movie nights, family intervention, training parents as outreach workers to help other parents, parent empowerment, or GED classes.

How do these organizations work with the FRC?

7 participants refer families to the FRC

5 believe that the FRC refers to their organization

1 coordinates services with the FRC

1 utilizes the FRC's space for programs or services

7 participants feel that the FRC reaches a lot of families with young children in the community. Parent education, links to other resources, high-needs family support, and family support were cited as the most important FRC services. (One participant did not know enough about the programs to say.)

Most participants do not believe there is anything the FRC could be doing better. Improving marketing, reminding other services that they're there (perhaps through service provider networks), and returning in-home intensive case management were all suggested as ways to improve FRC services. The Local District representative was disappointed that the FRC did not partner with them, and felt the FRC should be working with them to develop a collaboration and referral process.

Plattsburgh

How does the community learn about Family Connections?

All of the 10 survey participants are aware of Family Connections in Plattsburgh.

Seven people first learned about the FRC through their work.

Marketing was cited by two participants, and its location and a relationship with the FRC's overarching organization were each mentioned once.

What does the community know about FRC activities?

7 or more mentioned parent education

3-6 mentioned referrals, Parents Anonymous, playgroups, or supervised visits

1-2 mentioned programs to help parents with custody situations, child care provider trainings, storytimes, Even Start, lending library, grandparent support, or child care for GED students

How do these organizations work with the FRC?

All 10 participants refer families to the FRC

8 believe that the FRC refers to their organization

5 coordinate services with the FRC

6 utilize the FRC's space for programs or services

10 participants feel that the FRC reaches a lot of families with young children in the community. Parent education, children's socialization, family support, early childhood education, parent interaction, resource linkages, high needs family support, and bringing services directly to the community through schools were all cited as the most important services provided.

Most respondents do not believe that there is anything the FRC could be doing better. One said there had been occasional communication errors with the school sites, and one noted that she missed the Even start program.

Rochester

How does the community learn about the Family Resource Centers of Crestwood Children's Center?

9 of the 10 survey participants are aware of the FRCs.

8 people first learned about the FRCs through their work.

Networking activities were mentioned once.

What does the community know about FRC activities?

Parenting classes (including Effective Black Parenting, Skip Generations, fathering classes), family support, pre-K, and home visiting/ PAT were each mentioned by 3-5 participants.

1-2 mentioned community-based locations, day care/ preschool, or group services for kids with disabilities

How do these organizations work with the FRCs?

7 participants refer families to the FRCs

5 believe that the FRC refers to their organization

2 coordinates services with the FRCs

2 utilize the FRCs's spaces for programs or services

9 participants feel that the FRCs reaches a lot of families with young children in the community. Early childhood education, parent education, family support, high-needs family support, parent interaction, good locations, PAT, and Skip Generations were mentioned as the FRC's most important services. (3 did not know enough specifics about the programs offered to respond.)

Most respondents do not believe that there is anything the FRC could be doing better. One suggested that offering wraparound services for universal pre-K might get more parents interested in the program.

Tioga

How does the community learn about Family Resource Centers?

All of the 10 survey participants are aware of the FRCs of Tioga.

Seven people first learned about the FRC through their work.

Location, an open house, and a funding application were each mentioned once.

What does the community know about FRC activities?

7 or more mentioned classes or workshops

3-6 mentioned kids' activities, the staff as a child development resource, or social opportunities for the parents and children

1-2 mentioned supervised visitation, the lending library, referrals, child abuse prevention programs, or field trips

How do these organizations work with the FRC?

8 participants refer families to the FRC

6 believe that the FRC refers to their organization

3 coordinate services with the FRC

2 utilize the FRC's space for programs or services

5 participants feel that the FRC reaches a lot of families with young children in the community. Parent education, parent interaction, family support, supervised visitation, high-needs family support, and early childhood education were all cited as the most important services provided. (One participant did not know enough about the programs to say.)

Most respondents do not believe that there is anything the FRC could be doing better. Increasing operating hours, returning to a larger space in Waverly, and opening more Centers in the northern part of the county were all suggested. One participant wished that the FRCs reached more people and that schools worked with them more.

Tupper Lake

How does the community learn about Family Matters?

9 of the 10 survey participants are aware of Family Matters in Tupper Lake. (The Family Court representative is not.)

Five people first learned about the FRC through their work.

The FRC's location was cited by two participants, while marketing and a personal relationship with the coordinator were each mentioned once.

What does the community know about FRC activities?

3-6 mentioned parent support groups or Parents Anonymous, family or kids' activities, parent education, or family services

1-2 mentioned playgroups, music for young kids, hands-on activities, day care provider certification, or storytimes

How do these organizations work with the FRC?

7 participants refer families to the FRC

5 believe that the FRC refers to their organization

1 coordinates services with the FRC
5 utilize the FRC's space for programs or services

8 participants feel that the FRC reaches a lot of families with young children in the community. Parent interaction, high-needs family support, a place to go, referrals, parent education, and Parents Anonymous were all cited as the most important services provided. (2 did not know enough specifics about the programs offered to respond.)

Most respondents do not believe that there is anything the FRC could be doing better. It was mentioned that more outreach is always better, and that many people don't know what it is or that it exists. Not all of the participants receive monthly calendars.

Woodhull

How does the community learn about the Woodhull Community Resource Center?

8 of the 9 survey participants are aware of the FRC.

6 people first learned about the FRC through their work.

Marketing activities and a relationship with Pro Action were each mentioned once.

What does the community know about FRC activities?

Parent education, community outreach, and parent and child activities were each mentioned by 3-5 participants

1-2 mentioned encouraging wellness, opportunities for parents to socialize, support for young parents, literacy program, lending library, food pantry

How do these organizations work with the FRC?

5 participants refer families to the FRC

5 believe that the FRC refers to their organization

5 coordinates services with the FRC

5 utilize the FRC's space for programs or services

7 participants feel that the FRC reaches a lot of families with young children in the community. A place to go, parent socialization, referrals, high-needs family support, parent education, family support, children's socialization, and child abuse prevention were mentioned as the FRC's most important services. (2 did not know enough specifics about the programs offered to respond.)

When asked if there is anything the FRC could be doing better, participants suggested more evaluation, more family literacy programming, and remembering that families are often struggling with basic needs.

Appendix C. Number of times specific FRC activities listed as “what the FRC does,” by site

	7+	3 to 6	1 or 2
Binghamton	family support	referrals, drop-in play, connections with other parents	clothing closet, weekly dinners, supervised visitation, parenting programs or speakers, parenting classes, educational activities for children
Plattsburgh	parent education	referrals, Parents Anonymous, playgroups, supervised visits	programs to help parents with custody situations, child care provider trainings, storytimes, Even Start, lending library, grandparent support, child care for GED students
Cortland		parent/child activities, parenting classes, kids’ activities	family support, parent networking, supervised visitation, having no requirements for receiving services
Elizabethtown	intensive case management	support for families with children with mental health issues	respite care, playgroups, lending library, parent support groups, school break groups, help with basic needs
Malone	family or kids’ activities	playgroups	referrals, screenings, snacks, parent education, parent support
Tupper Lake		parent support groups or Parents Anonymous, family or kids’ activities, parent education, family services	playgroups, music for young kids, hands-on activities, day care provider certification, storytimes
Rochester		parenting classes , family support, pre-K, home visiting/ PAT	community-based locations, day care/ preschool, group services for kids with disabilities
Amsterdam		supervised visitation, food pantry, toddler activities, parenting classes, parent support groups	drop-off child care, Trunk or Treat, wellness fair, family nights, open play
Niagara Falls		parenting classes, connecting families with basic needs resources, teen programs	community events, family movie nights, family intervention, training parents as outreach workers to help other parents, parent empowerment, GED classes
Geneva		child care referrals, parenting classes or programs, day care provider trainings	supervised visitation; carseat programs; Healthy Families; Pre-K sign-ups; drop-off babysitting; working with the Hispanic population, single parents, teen moms, and fathers; participating in collaborative efforts throughout Geneva
Gouverneur		drop-in play	family support, services to underserved populations, referrals, supervised visits, parent education, children’s activities
Addison		parent education, family support	drop-in play, WIC, literacy programs, after-school programs, off-site outreach
Corning		drop-in play, parenting classes or speakers	parents of multiples meetings, literacy programming, off-site outreach, family support, birthday parties, supervised visitation, parent networking
Woodhull		parent education, community outreach, parent and child activities	encouraging wellness, opportunities for parents to socialize, support for young parents, literacy program, lending library, food pantry
Owego/ Waverly	classes or workshops	kids’ activities, the staff as a child development resource, social opportunities for the parents and children	supervised visitation, the lending library, referrals, child abuse prevention programs, field trips

