



Washington State Department of Early Learning

Parent and Primary Caregiver Needs Assessment

December 17, 2018

PCG | *Human Services*
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I. EXECUTIVE SUMMARY

The Washington State Department of Early Learning (DEL)'s vision is that "all Washington's children and youth grow up safe and healthy—thriving physically, emotionally, and educationally, nurtured by family and community". To better understand the needs of families and inform their work, DEL conducted a Parent and Primary Caregiver Needs Assessment to hear directly from parents and caregivers across the state about child care preferences and experiences, child development practices, and the use of government and community resources. The survey was conducted June 6, 2018 to August 1, 2018. By examining the responses, DEL will gain an understanding of the families they serve across the state and the needs or gaps in services these families are accessing for their young children. The results will inform DEL as they make decisions on serving families with young children.

Overview of Parent and Primary Caregiver Needs Assessment

- The final sample analyzed consists of 1,004 parents and primary caregivers of children who have participated in DEL programming and may have utilized programs such as Working Connections Child Care (WCCC), Early Supports for Infants and Toddlers (ESIT), Early Childhood Education and Assistance Program (ECEAP), or similar programs.
- Of the respondents, 61 percent speak English, 31 percent speak Spanish, and 3 percent speak Somali as their primary household languages. This constitutes an oversampling of Spanish and Somali speakers compared to the overall population of Washington.
- Children residing in urban communities constitute 78 percent of the sample, and 22 percent reside in rural communities.

Child Care Preferences and Experiences

- Parents with incomes less than \$30,000 are more likely to have their child attend child care outside the home (66 percent) than those in the higher income brackets (47 percent and 44 percent for \$30,000 to \$50,000 $p = 0.002$, and \$50,000 or more, $p < 0.0005$, respectively).
- Word of mouth from friends and family is the most common way parents find child care (54 percent). An online search was next, with 23 percent of parents overall. 46 percent of parents with an income \$50,000 or higher reported using an online search (significantly higher than other incomes, where $p = 0.001$).
- The strongest barrier to care for parents is the cost; over half report care is too expensive (54 percent), followed by waitlists or the provider not having openings for their child (41 percent). Interestingly, parents in the highest income bracket of \$50,000 or more report care being too expensive is the greatest barrier for them, perhaps because they receive no assistance or subsidies.
- Over 90 percent of parents overall have spoken with their care provider in the past 12 months, with the exception of Somali speaking parents (62 percent).
- Only 30 percent of Somali speaking parents felt it was "very true" their providers speak their language and make them feel welcomed. As a whole, Somali speaking parents rate their providers less favorably than other parents on all of the description items, perhaps signifying a more difficult relationship with their child care providers. Spanish speaking parents however seem very pleased with their providers' welcoming environment, interest in their child, recommendations for other services, and encouragement.
- 54 percent of parents say they are either unsure or don't know what Early Achievers is, indicating an awareness problem, particularly amongst Somali speaking parents (64 percent report they do not know what Early Achievers is).

Child Development

- Parents in higher income households indicate at a higher frequency than parents with lower household incomes having concerns regarding their child's development, the child being identified with a developmental delay or disability, and the child having an IFSP or IEP.

- Somali speaking parents indicate at the highest frequency not knowing what a developmental screening is at 20 percent, compared to less than 3 percent for parents speaking English, Spanish, or other languages.
- 58 percent of parents report reading or showing a picture book to their child on a daily basis.

Government Programs and Resources

- Somali speaking parents (64 percent) are far more likely to participate in community-organized groups than English and Spanish speaking parents (38 percent and 4 percent, respectively); while English speaking parents are more likely than Spanish and Somali speaking parents to have their child participate in activities or classes such as sports, music, or art.
- Parents indicate most frequently their child's health care provider is the source of information they go to a lot, with 45 percent of parents overall.
- A TURF analysis shows a child's health care provider has the potential to reach 82 percent of the parent population overall and by subpopulations of language and household income. For the Somali speaking community, the secondary source to increase the reach of information is the faith or religious community, which is unique from populations speaking English, Spanish, or other languages.

II. INTRODUCTION

The Washington State Department of Early Learning (DEL)'s vision is that "all Washington's children and youth grow up safe and healthy—thriving physically, emotionally, and educationally, nurtured by family and community". To better understand the needs of families and inform their work, DEL conducted a Parent and Primary Caregiver Needs Assessment to hear directly from parents and caregivers across the state.

The Parent and Primary Caregiver Needs Assessment collected data about child care preferences and experiences, child development practices, and the use of government and community resources. DEL contracted with Public Consulting Group (PCG) to conduct a survey of parents and primary caregivers across the state, as well as conduct in-person focus groups.

This report presents the findings from the survey, which includes:

- Child care preferences and experiences
- Child development practices
- Use of government and community resources

This data is examined by language spoken in the household, family income, geographic location, and whether the family currently receives services from DEL. By examining the data through these lenses, DEL will gain an understanding of the families they serve across the state and the needs or gaps in services these families are accessing for their young children. The results will inform DEL as they make decisions on serving families with young children. These results are also compared to the 2008 Parent Needs Assessment (see **Section VII. Comparison to 2008 Parent Needs Survey**) to see how the needs of families have changed over time.

Results of the focus groups and the supplemental convenience survey are found primarily in **Appendix I. Focus Groups** and **Appendix II. Convenience Sample**.

Primary Sample

Methodology and Guidance

DEL required at least 1,000 unique responses from parents and primary caregivers with children under the age of five years old from across the state of Washington. They desired an oversampling of responses to be parents and primary caregivers receiving services from DEL, such as Working Connections Child Care (WCCC) Subsidy, Early Childhood Education Assistance Program (ECEAP), or Early Intervention (ESIT) Services. DEL also desired to gain a clearer understanding of the needs of families whose primary household language is Somali; to do so, Somali speakers were oversampled, making up 3 percent of the total sample, compared to approximately half a percent of the total population of Washington.

Sampling Protocols

DEL provided parent contact information for parents and primary caregivers currently participating in Early Support for Infants and Toddlers, and Subsidy programs, as well as those listed in the Early Learning Management System, a database built to support the Early Childhood Education Assistance Program (ECEAP). To reach parents not currently participating in DEL services, PCG purchased parent contact data from a national marketing firm. All parents in the sample were assigned a unique survey ID for tracking purposes. PCG prepared the following inventory of population counts and current known contact data to build the sample.

TABLE #1. POPULATION INVENTORY

Inventory	Total Count	% Total population
Total Number of Children 0-5 (2016 ACS ¹ Data)	447,143	49.92%
Total Number of Children 5-9 (2016 ACS Data)	448,647	50.08%
Number of Subsidy Families	24,671	2.75%
Number of ESIT Families	8,055	0.90%
Number of ECEAP Families	11,586	1.30%
TOTAL Number of children 0-9 (2016 ACS Data)	895,790	100.00%

In order to achieve a set response rate, populations must be oversampled to account for lower response rates. Much of the time, participants who may be invited to complete a survey do not ultimately take the survey. To account for this, PCG believed that parents, many of whom were not already familiar with DEL, would not be likely to take the survey upon invitation. Given this, we estimated that response rates may range as low as 8-10%. PCG assumed that 8% of all of the parents and families invited would take the survey and built a random sample of approximately 12,500 unique families. Families were randomly chosen in our database for contact without replacement, which led to a total response rate of 8.7%, or 1,093 unique responses.

TABLE #2. SAMPLING PLAN

Population	% of total population	Target Sample ²	Outreach sample if assume 8% response rate
Subsidy Families	2.75%	28	344
ESIT Families	0.90%	9	113
ELMS Families	1.30%	13	163
All other families	95.05%	951	11881
Total	100%	1,000	12,500

The survey was designed with an opt-out option for parents who preferred to be removed from the sample pool. By phone or through the online outreach, if a parent indicated they would like to opt-out of the survey, their contact information was removed from all additional outreach.

To achieve an additional oversample from Somali speaking parents, a postcard mailer was developed in Somali for this population and a Somali speaking call team member was available to take surveys over the phone. The total number of Somali speakers in Washington is generally estimated to be 1 percent of the population, or approximately 6 percent of King County.³ In order to oversample, DEL and PCG agreed to target approximately 2 percent of all responses to be Somali-speaking, which required additional focused efforts on outreach on that population as described above. Our final sample was ultimately composed of 3 percent Somali speakers.

Data Collection

PCG and DEL staff worked with a group of stakeholders to review the 2008 Parent Needs Assessment Survey and develop the 2018 Parent and Primary Caregiver Needs Assessment. This working group included:

- ESIT staff
- DEL QRIS Specialists
- DEL Child Care Subsidy program staff

¹ American Community Survey (ACS) 2016 data provided by the U.S. Census Bureau.

² In our initial sampling plan, PCG intended on collecting a proportional number of responses from DEL-participating families that reflected the population of the full state, as described in Table #1.

³ Estimation from: <https://www.kingcounty.gov/-/media/exec/PSB/documents/AGR/KingCountyDemographics2012.ashx?la=en>

- DEL Racial Equity Administrator
- DEL Strengthening Families WA Program Administrator
- FFN Registry Support Specialist
- DEL Research staff
- Child Care Centers Association staff and parent representation
- Thrive WA staff
- ECEAP Specialists

The working group identified questions from the 2008 survey to be included in the 2018 survey, to provide comparison data over time, and developed new questions to be included. Other revisions to the 2018 survey include:

- Elimination of questions yielding duplicate information.
- Removing questions yielding data which is currently available through other means; for example, this includes removal of questions related to subsidy applications and renewal, as data is currently collected through the Child Care Subsidy program.
- Expanding or reducing multiple choice response options; for example, this includes expanding a question related to family activities supporting a child's development to include social-emotional activities and math activities.
- Adding of questions related to child expulsion or removal from early learning programs.
- Revising demographic questions; for example, parents were not asked to disclose their exact household income, rather to answer an optional question related to income brackets. Additionally, questions related to a child's 'mother' or 'father' were edited to read 'primary guardian' and 'partner of the primary guardian' to be more inclusive.
- Adding questions related to Early Achievers, which was implemented after 2008, and focusing questions on quality of care.
- In 2008, parents were asked to complete the survey about 1 of their children; in the 2018 draft, some sections allow for parents to answer generally about any of their children, while some sections focus on their youngest (or only) child.

The survey draft, along with drafts of outreach materials and focus group materials, were submitted through the Washington State Institutional Review Board (WSIRB) process. Since the project proposal did not involve "research" as defined under federal regulation 45 CFR 46.102 (d) and the Washington State Agency Policy on Protection of Human Research Subjects, Chapter IV, IRB approval was not required to complete this project. PCG received official confirmation from the WSIRB on May 30, 2018 that Project E-031918-E was classified as "not research," and was granted an Exempt Determination to proceed with the survey.

Once the draft of the survey was finalized, the survey was translated into Spanish and Somali. PCG developed an online survey tool using Survey Gizmo and translated into three language options. The survey instrument included logic to filter specific questions by age groups of children and child care types. The guided-logic questions screened responses during the data analysis process. To minimize further data entry errors, the online survey instrument included several features, including requirements for mandatory responses and validated fields.

Prior to entering the survey online, participants were asked to accept a voluntary consent statement, which reads below:

I am voluntarily choosing to take this survey, it is a part of a study to understand parent and primary caregiver needs in the State of Washington. I know that what I submit will not be tied to me directly, instead, the state, will use all information from the survey to help better serve Washington children and families. I understand that I can skip any questions I do not feel comfortable answering. I know I can contact the Department of Early Learning with any questions about this research.

To boost response rates, respondents completing the survey were able to opt-in to a drawing for one of five \$100 gift cards.

Outreach Efforts

The online survey tool was available from June 6, 2018 to August 1, 2018. To initiate the survey collection period, PCG sent an email to all parents and primary caregivers in the sample. Subsequently, PCG sent a weekly email reminder, with the link to the survey, the parent’s unique survey ID, and instructions to opt-out of the survey reminders to participants in the sample, removing those who indicated they would like to opt-out.

On July 17, 2018, a postcard in Somali was sent to all identified Somali speakers’ mailing addresses within the DEL data set. This was done in support of DEL’s goal to oversample the Somali speaking population.

A PCG call center team operated from June 6, 2018 to August 1, 2018 to collect information by phone in English, Spanish, and Somali. The team made approximately 17,000 phone calls to parents and primary caregivers across the state, including both DEL Program Users and non-program users. Throughout the collection period, the call team also responded to incoming calls and returned voicemails. Members of the call team also focused on reaching out to respondents who partially completed the survey to improve response rates.

Data Cleaning and Statistical Significance

When the survey collection period closed on August 1, 2018, PCG cleaned the data set to promote integrity. PCG confirmed respondents unique survey ID, removed duplicate entries, and removed partially submitted surveys.

The final response count was 1,093 unique respondents; however, the majority of responses ultimately came from DEL Program Users due to unexpectedly low response rates from non-program users (a total of 89). Due to the low amount of non-program user responses, the responses from that population could not be used to make evidenced-backed descriptions of the population as a whole. In contrast, 1,004 responses were ultimately collected from DEL Program Users, which can be used to infer information about the program user population. The table below details the high level of statistical significance and confidence we have in the data to make inferences on the DEL Program User population.

TABLE #3. STATISTICAL SIGNIFICANCE

Components of Statistical Significance	Results
Total DEL Program Users (Subsidy, ESIT, ECEAP)	44,312
Total DEL Responses (Sample)	1,004
Margin of Error (95% Confidence Level)	+/- 3.06

A detailed look at the characteristics of the sample can be found in **Section III. Demographics and Respondent Characteristics**.

Statistical significance testing was completed on all data during the analysis. To improve readability, this report contains highlights of significant findings, with calculated probability (p-value) in parenthesis. **Appendix II. Convenience Sample** and **Appendix III. Primary Sample** note in bold where all findings are significant.

Limitations

Throughout the data collection phase, PCG and DEL collaboratively monitored total responses in varying populations and sub-populations. Early in the process, it was found that DEL program users had a much higher likelihood of completing the survey either via telephone or online than non-DEL program users. As total responses increased closer to our 1,000-total response target, PCG focused efforts on increasing non-program user responses by telephone and email but were unable to achieve usable response rates for that population.

Upon reviewing the clean data set of respondents, it was apparent the sample reflected predominately parents and primary caregivers accessing DEL services. As shown in the table below, more than 90 percent of respondents to the survey receive DEL services, which is not reflective of the statewide population.

TABLE #4. DEL AND NON-DEL PROGRAM USERS

Demographics	Total Survey Responses (%) n = 1093	Statewide Population (%) N = 895,790 ⁴
DEL Program User	92	5
Non-DEL Program User	8	95

Because of this, the non-DEL program users were removed from the analysis because we are unable to compare the results to greater population data of non-program users in the state due to the little to no statistical significance in the total amount of responses. This very clearly created a self-selection bias in participation in the survey, where DEL-program users were several times more likely to be interested in taking the survey than non-program users. Additionally, it should be taken into consideration as a further limitation that there still may be additional self-selection bias within the DEL-program user population.

The results of the data examined in this report will focus on parents receiving DEL services which as previously mentioned we have a higher rate of confidence in due to the low margin of error. Therefore, this report examines the experiences, needs, and perceptions of parents currently being served by DEL services. The information can be used to inform DEL on serving the needs of parents with young children who have experience accessing DEL services.

⁴ Total number of children statewide based on 2016 American Community Survey (ACS) estimation of children 0-9 years of age: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

III. DEMOGRAPHICS AND RESPONDENT CHARACTERISTICS

The final sample of the Parent and Primary Caregiver Needs Assessment is composed of varied demographic representation across Washington. Primary language spoken, annual household income (HHI), geographic location, and many other factors are used in this analysis. The final sample is composed of families who participate in DEL programming, including but not limited to ESIT, ECEAP, ELMS, and child care subsidy (WCCC). The table below outlines the final sample of families participating in the survey⁵.

TABLE #5. FINAL SAMPLE RESPONSE

Demographics	Survey Sample (%) n = 1,004	Statewide Population (%) N = 895,790 ⁶
Distribution of Children by Age		
0 to 3 Years	36	50
4 to 5 Years (Preschool)	26	
5 Years and Above (School-Age)	38	
Primary Language Spoken in Household⁷		
English	61	79
Spanish	31	13
Somali	3	0.4
Other	5	7.6
Type of Community		
Urban	78	84
Rural	22	16
Household Income (HHI)		
\$50,000 or Greater	49	58
\$30,000 - \$50,000	15	42 percent less than \$48,072 ⁸
Less than \$30,000	36	
Education Level		
Less than High School	18	10
High School/Equivalent	19	23
Some College, No Degree	18	24
Associate or Technical Degree	10	10
Bachelor's Degree	20	21
Graduate or Professional Degree	14	12

Based on these responses, we found the sample of 1,004 responses to have the following notable characteristics:

- English is the most commonly spoken language (62 percent), and Spanish is the second highest spoken language at 31 percent. Somali speakers were purposefully oversampled and constitute 3 percent of the sample.
- Just under half (49 percent) of families report a household income of over \$50,000 per year; families with incomes less than \$30,000 make up 36 percent. The National Center for Children in Poverty reports 42 percent of young children live in low-income households (200 percent or less of the Federal Poverty Level) making \$48,072 or less.

⁵ Of the universe of parents utilizing DEL programs (N = 44,312), the following outlines their primary household language spoken: 82.6 percent English, 12.8 percent Spanish, 0.7 percent Somali, and 3.9 percent Other. 75 percent live in urban communities, while 21 percent live in rural communities. Information on household income, education levels, or ages of children was not consistently available for this analysis.

⁶ Total number of children statewide based on 2016 American Community Survey (ACS) estimation of children 0-9 years of age: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁷ Statewide percentages based on K-12 student data. Data from 2016 WA OFM estimates: <https://ofm.wa.gov/washington-data-research/population-demographics/population-estimates/special-subject-estimates>

⁸ For a family of four with two children in 2015 dollars – report retrieved from: http://www.nccp.org/profiles/WA_profile_8.html

- 22 percent of the population lives in a rural setting based on their zip code, classified as “large towns” and “rural” by the Washington State Department of Health⁹ (DOH); the remainder live in an urban setting, classified as “urban core” or “suburban” by DOH.
- Educational attainment of parents and caregivers is generally comparable with the greater population of 25 years and over in the state, though parents and caregivers who indicate less than high school take a slightly greater percentage than the state as a whole, while high school graduates and some college take slightly less.

FIGURE #1. PRIMARY HOUSEHOLD LANGUAGE

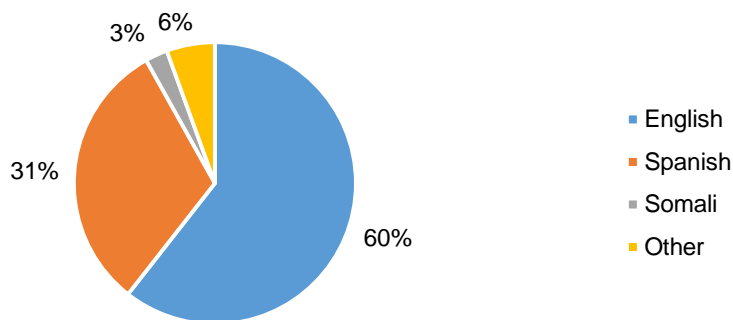


FIGURE #2. ANNUAL HOUSEHOLD INCOME

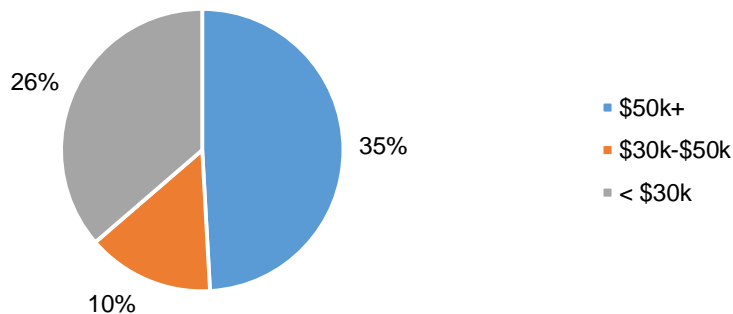
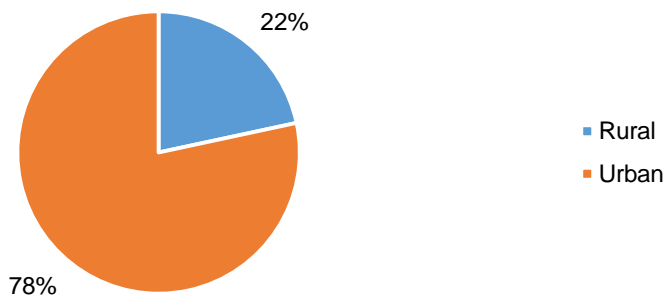


FIGURE #3. LOCATION OF SURVEY RESPONDENTS



⁹ Found at: <https://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/RuralHealth/DataandOtherResources/RuralHealthData>

FIGURE #4. BREAKDOWN OF LANGUAGES SPOKEN IN URBAN AND RURAL AREAS

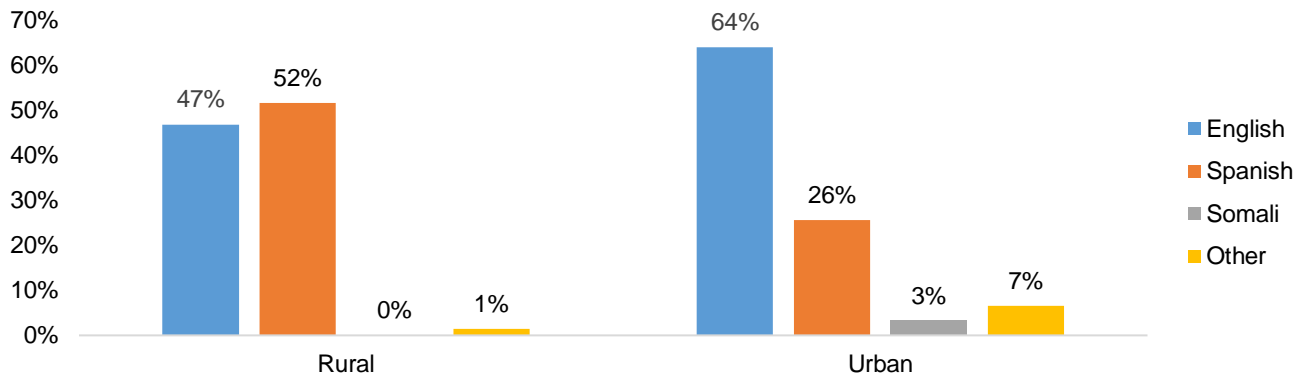
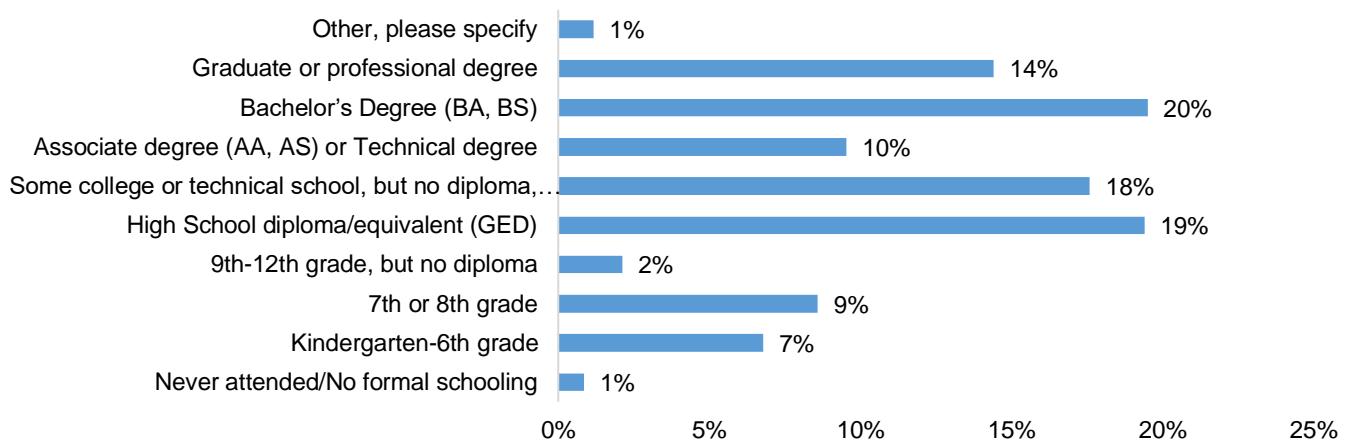


FIGURE #5. EDUCATION LEVEL OF RESPONDENT



There are several other characteristics captured in the survey, of which the following observations were made:

- The bulk of caregivers who responded (86 percent) are the parents of the child; 10 percent of primary caregivers are not the child's parents but are related to the child; 4 percent are not related to the child.
- Nearly half (47 percent) of primary caregivers report they are White/Caucasian, 38 percent report as Hispanic/Latino, and 8 percent report as Black/African American. Children represented have similar racial proportions as their caregivers.
- 1 percent of caregivers and 3 percent of children identify as Alaska Native or American Indian. 15 responses indicate the primary caregiver is affiliated with a Tribal Community and 34 responses indicate the same for the child.

FIGURE #6. MIX OF CAREGIVERS BY RELATIONSHIP TO THE CHILD

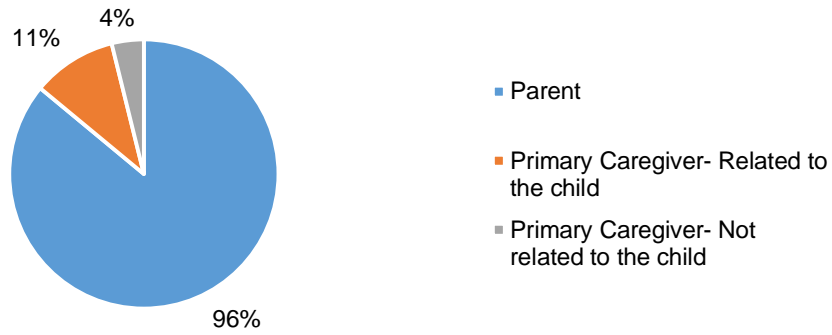


FIGURE #7. NUMBER OF CHILDREN, BY AGE GROUP AND GENDER¹⁰

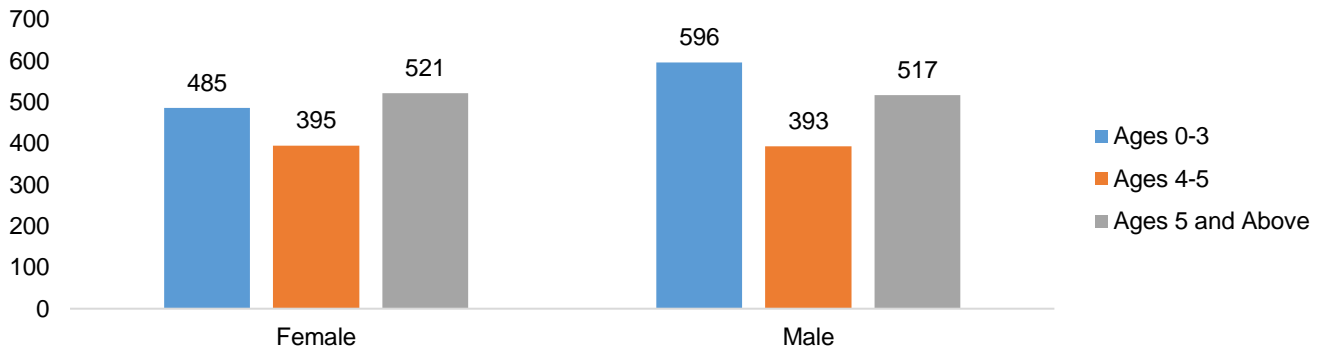
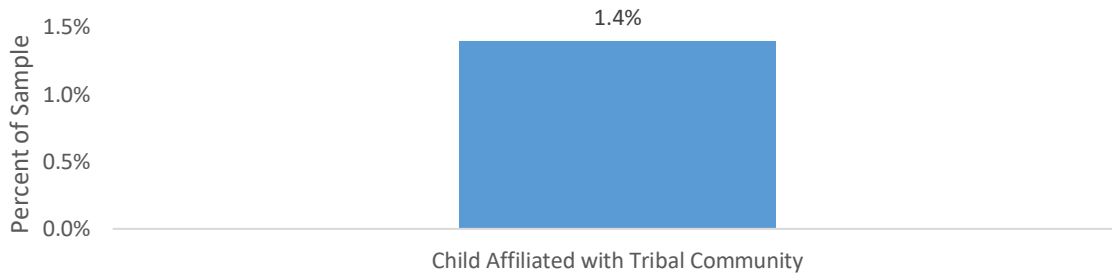


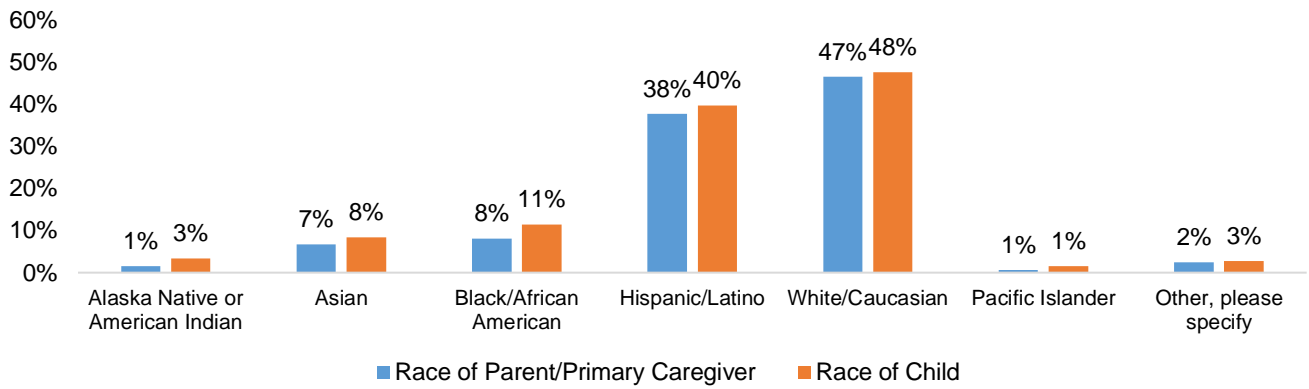
FIGURE #8. PERCENT OF CHILDREN WITH TRIBAL AFFILIATION¹¹



¹⁰ A small number of responses indicated "other" as their child(ren)'s gender. These have been redacted for confidentiality.

¹¹ Parents and caregivers who indicated they had tribal affiliation have been redacted to protect confidentiality due to the low number.

FIGURE #9. RACE OR ETHNICITY OF PARENT OR PRIMARY CAREGIVER



IV. CHILD CARE PREFERENCES AND EXPERIENCES

In this portion of the survey, parents were asked about preferences and participation in early learning programs and child care. Information gained from this section of the survey may provide the state with insight about the types of early learning programs parents are seeking, barriers to care, and parents' experiences with child care providers.

Key Findings

Language

Care Enrollment

An overwhelming majority of Spanish and Somali speaking parents, 71 percent of Spanish speaking and 92 percent of Somali speaking parents, report their child attends care outside the home. Significantly more Somali speaking parents have their child attend care than Spanish speaking parents ($p = 0.032$), and more Spanish speaking parents have their child attend care than English speaking parents ($p < 0.0005$). 91 percent of Somali speaking parents whose children attend care say their child attends, so they can go to work or school. This is significantly more than English speaking parents at 69 percent ($p = 0.029$), and even English speaking parents report sending their child to care so they can work significantly more than Spanish speaking parents ($p < 0.0005$).

Care Sources and Barriers

Word of mouth from friends and family is the most common way parents find child care (54 percent). This is especially true for Spanish speakers, with 63 percent reporting this is how they find care. An online search was second highest, with 23 percent of parents overall, though only four percent of Spanish speaking parents report using online searches.

Over three quarters of Somali speaking parents (76 percent) say "no" they are not able to find care that suits their needs most of the time, which is significantly higher than Spanish (14 percent, $p < 0.0005$) and English speaking parents (nine percent, $p < 0.0005$).

Care Characteristics

For Somali speaking parents "Programming and Activities" are the most important reason they choose care. However, their second-most important reason for choosing and keeping care are the "Additional Services" offered (45 percent), a reason Somali speaking parents chose significantly more than parents who speak other languages ($p < 0.0005$). The type of activities available followed by the growth they see in their children are what parents refer to when describing "Programming and Activities" as the most important reason for choosing care.

Access to wraparound services surpassed special learning for parents who rated "Additional Services" as most important. 54 percent of parents say they are either unsure or don't know what Early Achievers is, potentially indicating an awareness problem, particularly amongst Somali speaking parents (64 percent report they do not know what Early Achievers is).

Only 30 percent of Somali speaking parents feel it is "very true" that their providers speak their language and make them feel welcomed. As a whole, Somali speaking parents rate their providers less favorably than other parents on all of the description items; additional research would need to be completed to determine if this signifies a disconnect or lack of culturally responsive practices from their child care providers.

Spanish speaking parents, however, report being pleased with their providers' welcoming environment, interest in their child, recommendations for other services, and encouragement.

More than 90 percent of parents overall have spoken with their care provider in the past 12 months, with the exception of Somali speaking parents (62 percent).

Household Income Level

Care Enrollment

Significantly more parents with incomes less than \$30,000 have their child attend child care outside the home (66 percent) than those in the higher income brackets (47 percent for \$30,000 to \$50,000 ($p = 0.002$) and 44 percent for \$50,000 or more ($p < 0.0005$)).

Of those in the lowest income bracket who send their child to care outside the home, 66 percent report they send their child to care so they can work. Similarly, of the 44 percent of parents making \$50,000 or more whose children do attend care, 66 percent report sending their child to care so they can work or go to school.

Parents in the highest income group, those who make \$50,000 or more, are most likely to report using a nanny or babysitter (11 percent). Parents in this income group also report they are more likely to prefer a family, friend, neighbor, or licensed family home provider than parent reporting from other income brackets. Across all income groups, the majority of parents prefer a licensed child care center over licensed family home providers or family, friend, and neighbor care.

Care Sources and Barriers

Word of mouth from friends and family is the most common way parents report finding child care (54 percent). An online search is next, with 23 percent of parents overall. 46 percent of parents with an income \$50,000 or higher report using an online search (significantly higher than other incomes, where $p = 0.001$).

The strongest reported barrier to care is the cost for child care services with over half reporting care is too expensive (54 percent). This reporting includes parents from the highest income bracket of \$50,000 or more which could be due to their lack of eligibility for child care subsidies or assistance. The second highest reported barrier is program waitlists or the provider not having openings for their child (41 percent).

Care Characteristics

For 45 percent of parents, “Programming and Activities” is the most important reason for choosing and keeping their child care arrangement, followed by “Cost and Hours” at 22 percent and “Staffing” at 20 percent. Notably, those parents with a household income less than \$30,000 report valuing “Programming and Activities” more, with 52 percent responding it is the most important reason they choose care.

Community

Care Enrollment

Significantly more of those who attend care in urban areas do so to allow their parents to go to work or school (59 percent compared to 49 percent, $p = 0.037$, respectively).

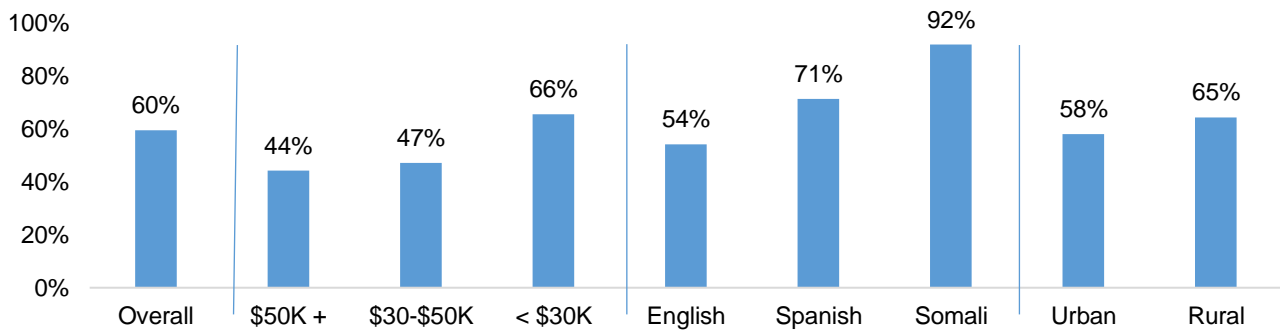
Care Sources and Barriers

Word of mouth from friends and family is the most common way parents find child care (54 percent). An online search is next, with 23 percent of parents overall; only 12 percent of rural parents report using online searches

Care Enrollment

Overall, 60 percent of parents report their child attends child care, preschool, or before/after school care outside their home. More parents with incomes less than \$30,000 have their child attend child care outside the home (66 percent) than those in the higher income brackets (47 percent and 44 percent for \$30,000 to \$50,000, $p = 0.002$, and \$50,000 or more, $p < 0.0005$, respectively). An overwhelming majority of Spanish and Somali speaking parents, 71 percent of Spanish speaking and 92 percent of Somali speaking parents, report their child attends care outside the home. Significantly more Somali speaking parents have their child attend care than Spanish speaking parents ($p = 0.032$), and more Spanish speaking parents have their child attend care than English speaking parents ($p < 0.0005$).

FIGURE #10. ATTENDS CHILD CARE

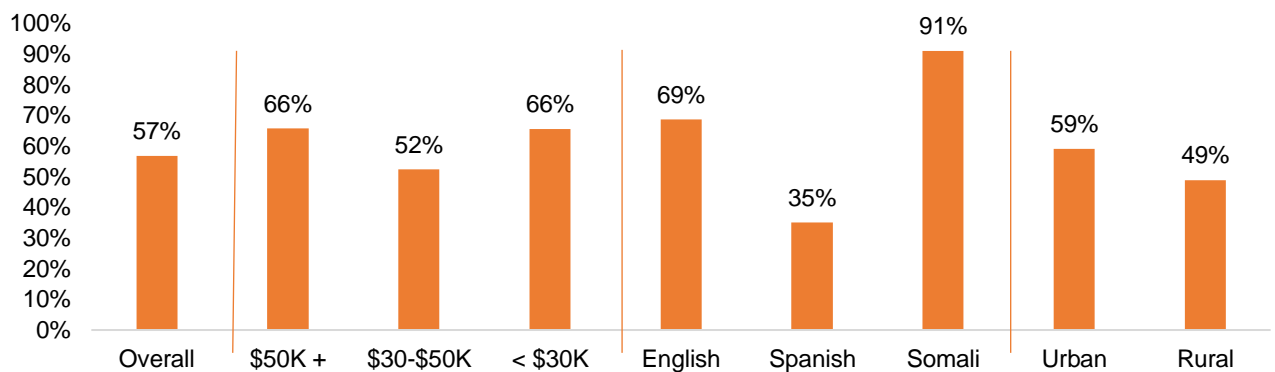


A total of 57 percent of parents who send their child to care report their child attends care, so they can go to work or school. Of those in the lowest income bracket who send their child to care, 66 percent report they send their child to care so they can work. Similarly, of the 44 percent of parents making \$50,000 or more whose children do attend care, 66 percent report sending their child to care so they can work or go to school.

Key findings from this data set indicates 91 percent of Somali speaking parents whose children attend care say their child attends, so they can go to work or school. This is significantly more than English speaking parents at 69 percent ($p = 0.029$). English speaking parents report sending their child to care so they can work significantly more than Spanish speaking parents ($p < 0.0005$).

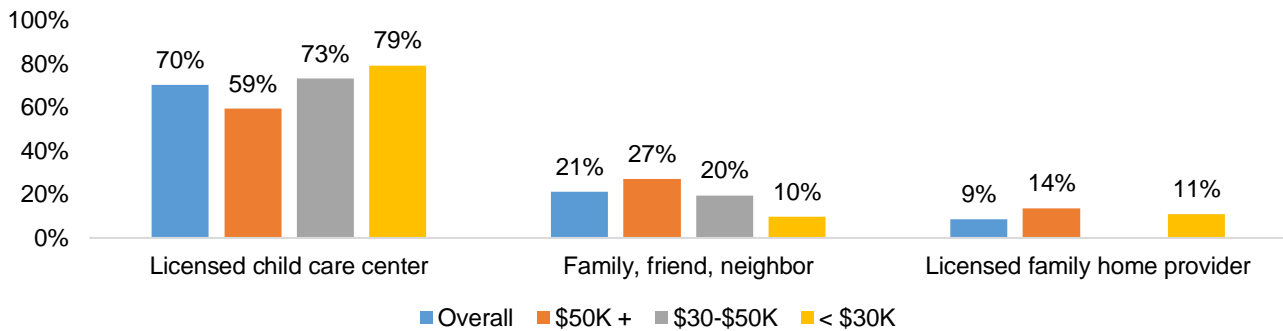
Also, significantly more of those who attend care in urban areas do so to allow their parents to go to work or school (59 percent compared to 49 percent, $p = 0.037$, respectively).

FIGURE #11. ATTENDS CHILD CARE SO PARENT CAN WORK



In terms of types of care for children who do not attend care outside their home, 92 percent of parents report either a parent or step-parent (82 percent) or a grandparent or other family member (10 percent) care for their child. Parents in the highest income group, those who make \$50,000 or more, are most likely to report using a nanny or babysitter (11 percent). Similarly, for parents making \$50,000 or more, they are significantly more likely to prefer a family, friend, neighbor than the lowest income bracket ($p < 0.0005$), while those making less than \$30,000 are significantly more likely to prefer a licensed child care center ($p < 0.0005$). Still, a majority of parents of any income prefer a licensed child care center.

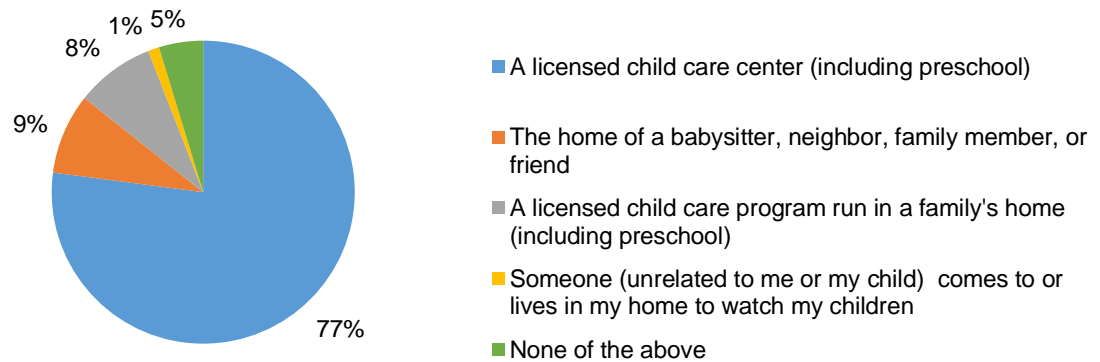
FIGURE #12. OUT-OF-HOME CARE PREFERENCES BY HHI



There is a slight disconnect between where parents prefer to place their children for regular child care and where they actually attend care. A total of 77 percent of parents report their child attends a licensed child care center on a regular basis, compared to the 70 percent of parents who reported a licensed child care center as their preference.

Licensed child care center is the most regularly used care setting (77 percent), with the home of a babysitter or family member (9 percent) and a licensed family home provider (8 percent) trailing behind. Interestingly, a higher percentage of Spanish speaking parents report having their child attend a licensed child care center (87 percent) than English speaking parents (74 percent, $p < 0.0005$), while a significantly lower percentage of Somali speaking parents use licensed child care centers (41 percent, $p < 0.001$).

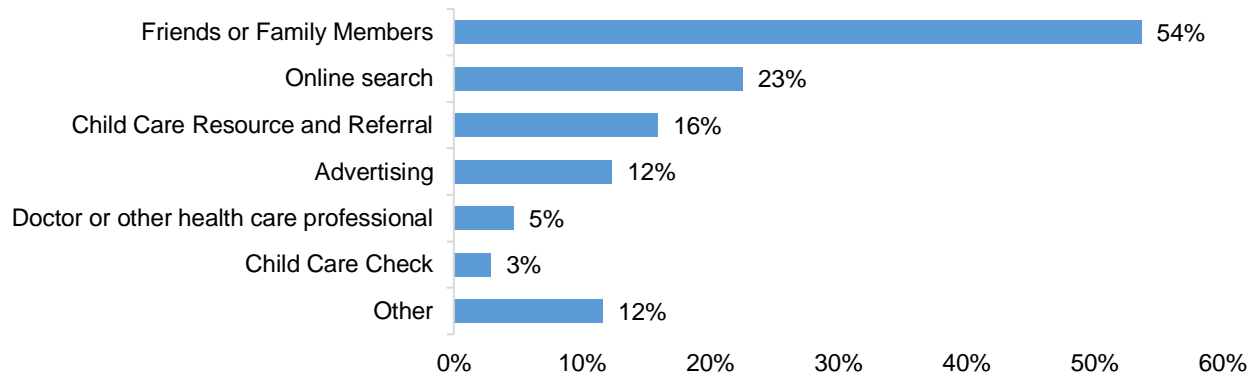
FIGURE #13. REGULAR CARE SETTING



Care Sources and Barriers

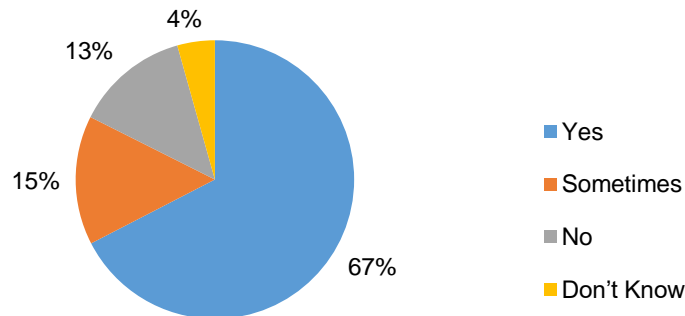
Word of mouth from friends and family is the most common way parents find child care (54 percent) especially for Spanish speakers (63 percent of whom report this is how they find care). An online search is next, with 23 percent of parents overall. 46 percent of parents with an income \$50,000 or higher report using an online search (significantly higher than other incomes, where $p < 0.001$), while only 12 percent of rural parents (significantly lower than urban parents, where $p < 0.001$) and 4 percent of Spanish speaking parents report using online searches (significantly lower than English speaking parents, where $p < 0.0005$).

FIGURE #14. CARE SOURCES



Overall, 67 percent of parents say “yes” they are able to find child care for their child most of the time, with only 13 percent reporting “no” they are unable to find child care most of the time. However, this is not the case amongst Somali speaking parents, who indicate having the most trouble finding care. Over three quarters of Somali speaking parents (76 percent) say “no” they are not able to find care that suits their needs most of the time, which is significantly higher than Spanish (14 percent, $p < 0.0005$) and English speaking parents (9 percent, $p < 0.0005$).

FIGURE #15. CARE AVAILABILITY



The strongest barrier to care for parents is the cost; over half report care is “too expensive” (54 percent), followed by “waitlists or the provider not having openings for their child” (41 percent). Parents of children zero to three years old have the most trouble with provider openings, with 50 percent of them reporting this as a barrier, compared to only 31 percent of parents with children four or older. Interestingly, parents in the highest income bracket of \$50,000 or more report care being “too expensive” is the greatest barrier for them, perhaps because they receive no assistance or subsidies.

FIGURE #16. BARRIERS TO CARE

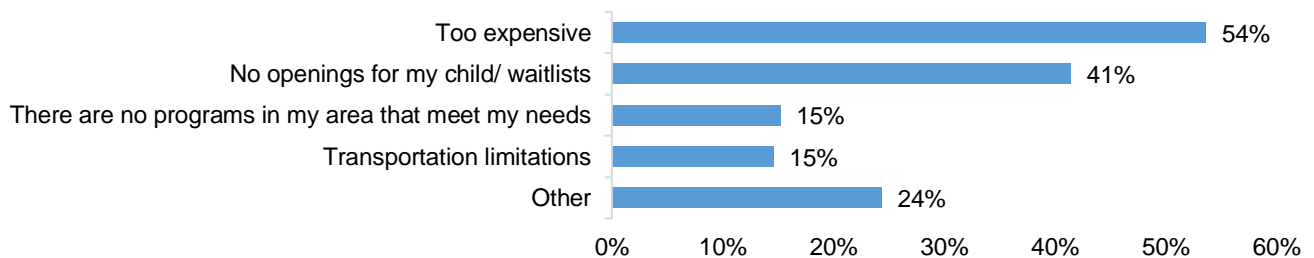


FIGURE #17. TOP TWO BARRIERS TO CARE

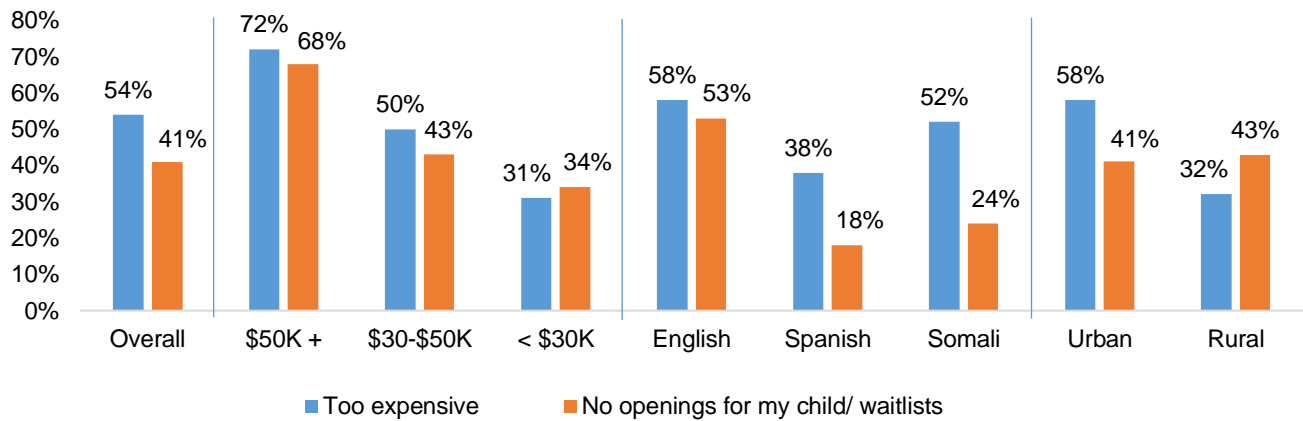
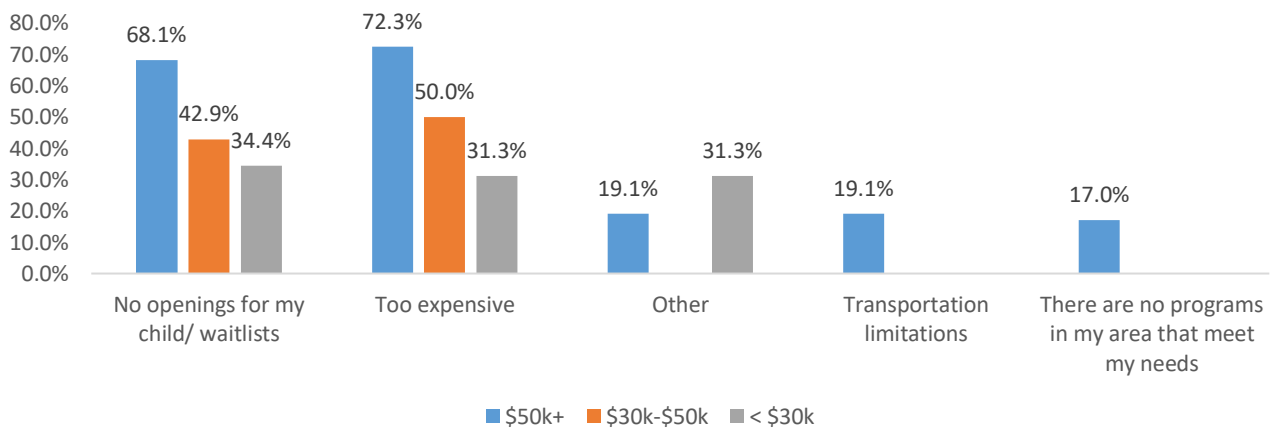


FIGURE #18. TOP BARRIERS TO CARE BY HHI*



*Items with counts fewer than five were removed.

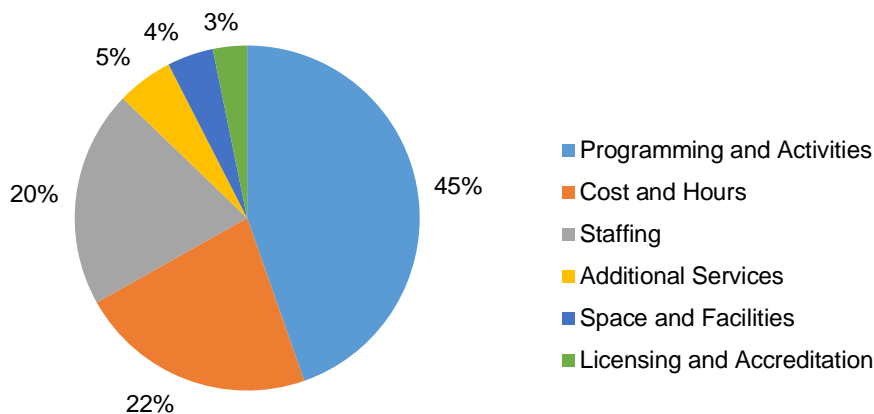
31 percent of respondents with a household income less than \$30,000 and 19 percent of those with an income higher than \$50,000 annually cite “Other” reasons as barriers to care. The most common type of write-in response is categorized as “Concerns with the Program” (33 percent); these responses include themes like “Program structure was lacking”, “Staff need more training”, or “My child had a bad experience and the program was not responsive”. The second most common type of write-in response relates to special needs (15 percent). Write-in responses include “Most places will not take my child who has special needs” or “A program is not willing to accommodate for my child with special needs”.

Care Characteristics

For 45 percent of parents overall “Programming and Activities” is the most important reason for choosing and keeping their child care arrangement, followed by “Cost and Hours” at 22 percent and “Staffing” at 20 percent. Notably, those parents with a household income less than \$30,000 valued “Programming and Activities” at a higher rate with 52 percent reporting it is the most important reason they choose care.

For Somali speaking parents, “Programming and Activities” are still the most important reason. However, their second-most important reason for choosing and keeping care are the “Additional Services” that are offered (45 percent), a reason that Somali speaking parents chose significantly more than parents who speak other languages ($p < 0.0005$).

FIGURE #19. MOST IMPORTANT REASON



The “type of activities available” followed by the “growth they see in their children” are what parents have in mind when they say "Programming and Activities" are the most important reason for choosing care. “Affordable cost” is a better descriptor of "Cost and Hours" than “convenient hours” for those parents who choose “Affordable cost” as their most important reason.

The “care providers' interactions and experience” are the main thing parents have in mind when they say "Staffing" is the most important. “Access to wraparound services” surpasses “special learning” for parents who rate "Additional Services" as most important. A “clean and safe environment” is overwhelmingly what parents mean to describe "Space and Facilities" (77 percent of those parents who think it was most important said so).

Early Achievers is not a factor in parents' reporting "Licensing and Accreditation" as their most important reason for choosing care, likely because the awareness for the program is so low. 54 percent of parents say they are either unsure or don't know what Early Achievers is, indicating an awareness problem. This is particularly seen amongst Somali parents; 64 percent report they do not know what Early Achievers is.

Parents who choose “Licensing and Accreditation” as their most important reason are most interested in the preschool having a license from the state.

FIGURE #20. PROGRAMMING AND ACTIVITIES DESCRIPTION

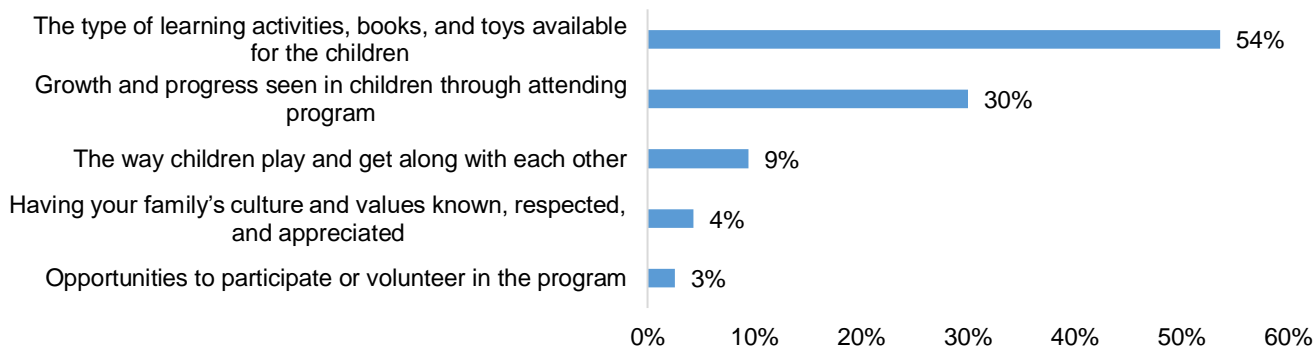


FIGURE #21. COST AND HOURS DESCRIPTION

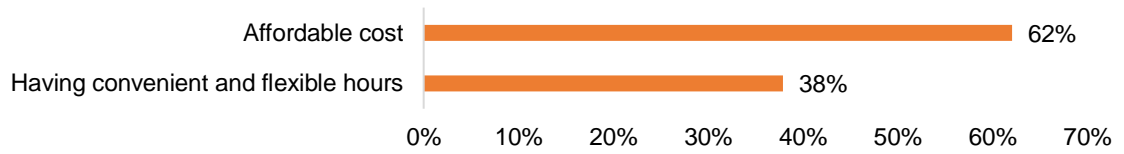


FIGURE #22. STAFFING DESCRIPTION

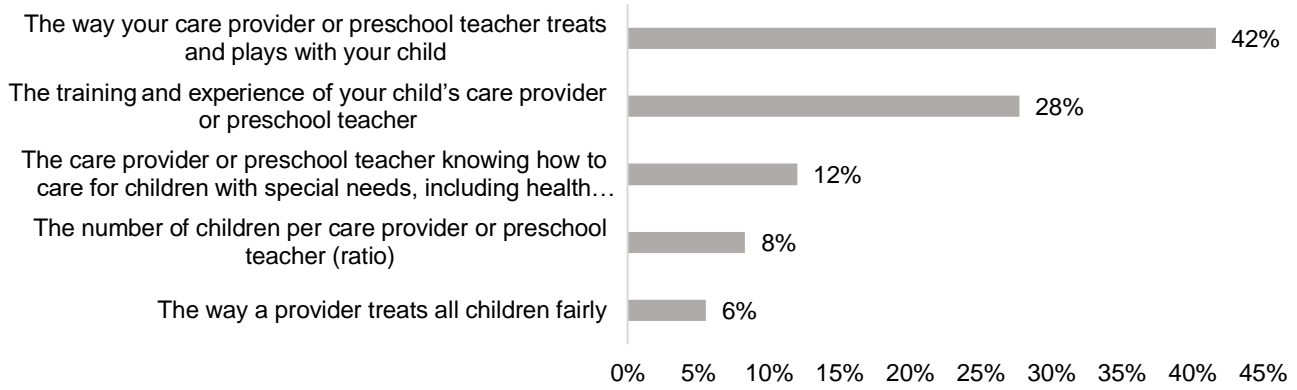


FIGURE #23. ADDITIONAL SERVICES DESCRIPTION

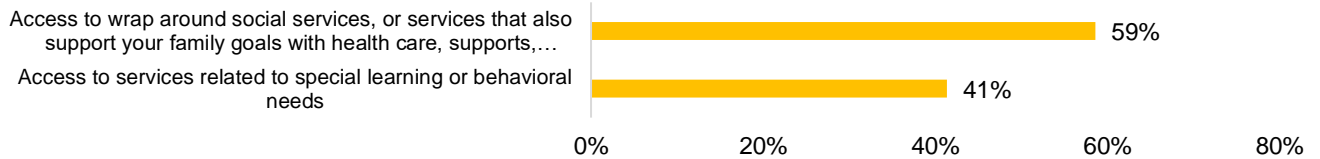


FIGURE #24. SPACE AND FACILITIES DESCRIPTION

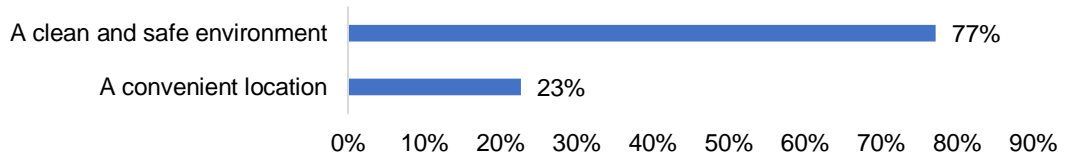
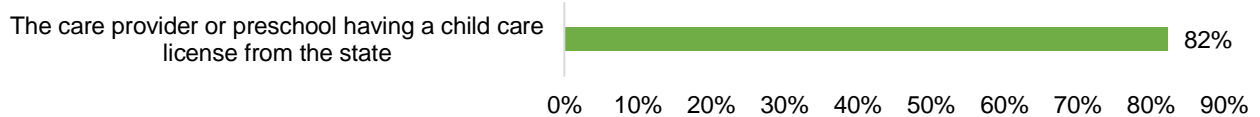


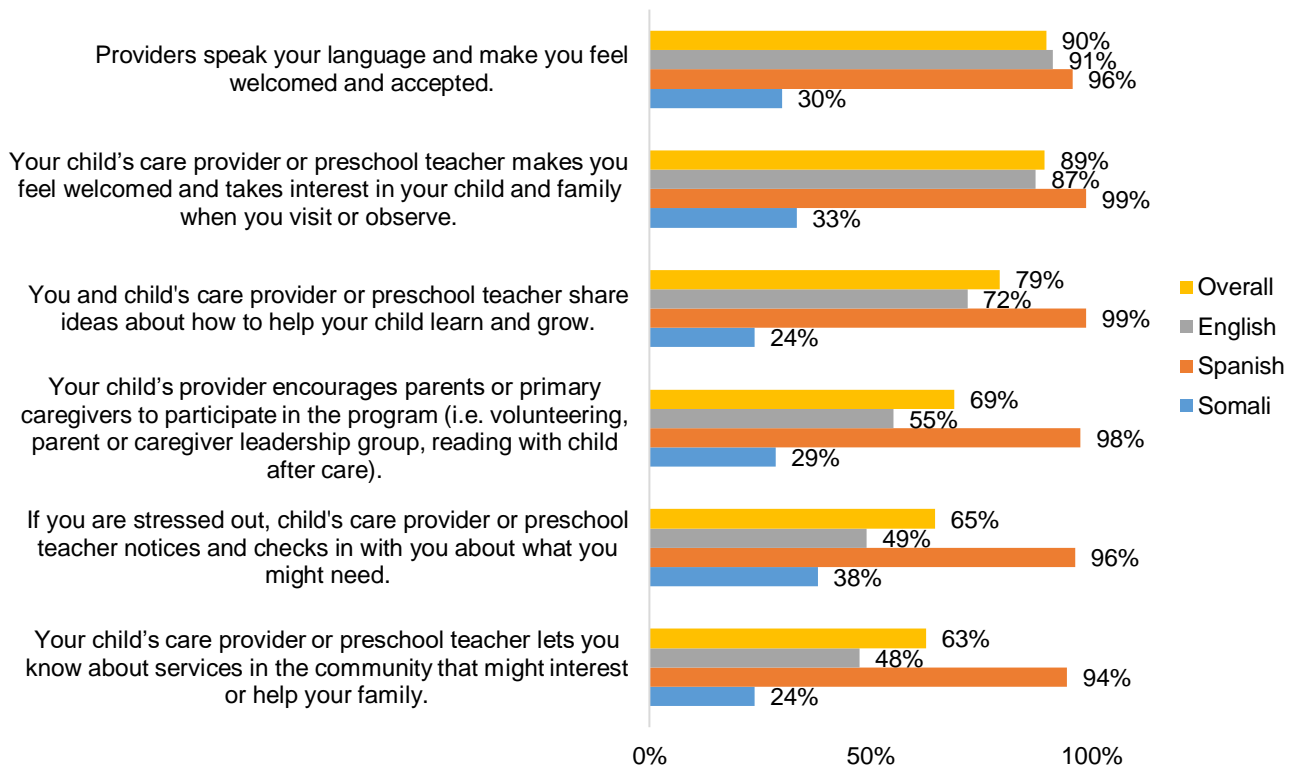
FIGURE #25. LICENSING AND ACCREDITATION DESCRIPTION



In general, parents feel welcomed and accepted by their children's care providers, with 90 percent and 89 percent of parents agreeing it's "very true" the providers make them feel welcomed, speaks their language, and take interest in their child. Also, 79 percent of parents agree it is "very true" providers share ideas about "how to help [their] child learn and grow." Least endorsed is the statement providers share community services that might be of interest to the parent.

However, when we look at the language subgroups, there are a number of places where Somali speakers differ significantly from the general population. Only 30 percent of Somali speaking parents feel it is "very true" their providers speak their language and make them feel welcomed ($p < 0.0005$). As a whole, Somali speaking parents rate their providers less favorably than other parents on all of the description items, perhaps signifying a more difficult relationship with their child care providers. Spanish speaking parents however seem very pleased with their providers' welcoming environment, interest in their child, recommendations for other services, and encouragement ($p < 0.0005$).

FIGURE #26. PROVIDER DESCRIPTIONS- VERY TRUE



Over 90 percent of parents overall have spoken with their care provider in the past 12 months, with the exception of Somali speaking parents (62 percent). This may be due to a language barrier or not feeling welcomed by their provider, as noted above. The majority of parents who did speak with their provider felt their input was valued (82 percent) and note the provider shared tips and strategies (73 percent). The majority of those parents who did speak with their care providers "felt heard and that [their] input was valued" (82 percent) and "shared tips or strategies for supporting [their] child" (73 percent).

Nearly 95 percent of parents indicate they have not been asked to permanently or temporarily leave an early learning program due to their child's behavior. Parents least likely to indicate their child was asked to leave a program have a household income of less than \$30,000 annually; by primary household language, 99 percent of Spanish speaking parents report they have not been asked to leave a program.

Overall, 2.5 percent of parents indicate their child has been asked to leave temporarily, while 2.2 percent have been asked to leave permanently.

6.6 percent of parents indicate their child has been removed from a classroom due to behavior. Those most likely to report their child was removed from a classroom due to behavior earned more than \$50,000 annually (9.8 percent) and spoke English as a primary household language (10.9 percent).

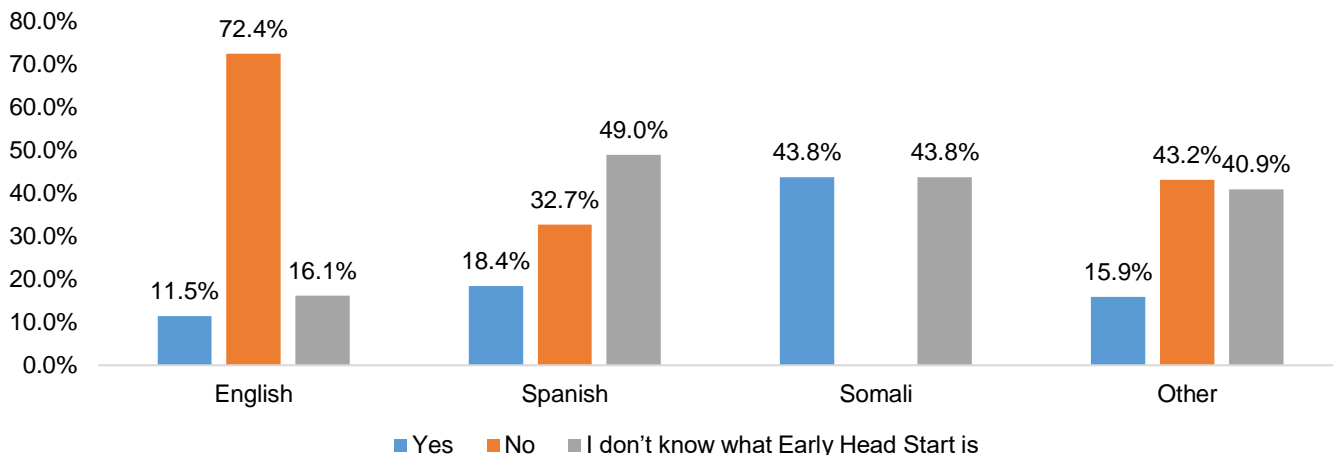
6.5 percent of parents indicate they've been asked to pick their child up early from an early learning program due to behavioral issues. Again, the rate is highest among parents who spoke English as a primary household language (10.5 percent), and by those earning more than \$50,000 annually (8.2 percent) and those earning less than \$30,000 (7.7 percent).

Birth to Age Three

Of the 715 respondents to questions related to Early Head Start, only 14 percent have children who participated in Early Head Start.

A quarter of respondents indicate they do not know what Early Head Start is; including 21 percent of parents with a household income of less than \$30,000 annually. The lack of awareness of Early Head Start is higher among Spanish (49 percent), Somali (41 percent), and other household languages speakers (41 percent), than English speakers (16 percent).

FIGURE #27. PARTICIPATION IN EARLY HEAD START BY PRIMARY LANGUAGE*



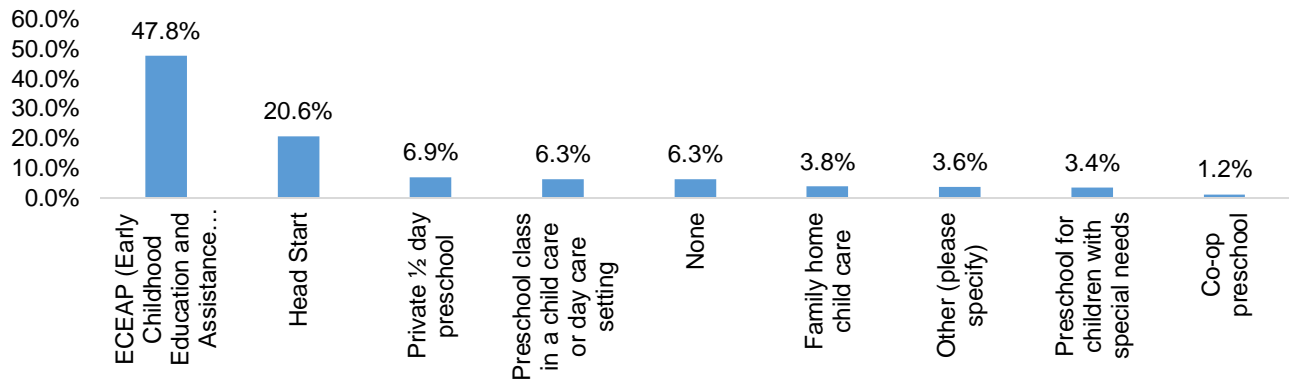
*Responses of Somali speaking parents who indicate "No" have been redacted as there were five or fewer respondents in these categories.

For those with children participating in Early Head Start, a child is in care for a median of 3 hours daily and a mean of 6.5 hours daily.

Preschool

Almost half of survey respondents indicate their child participates in ECEAP (48 percent); this is to be expected given the population of this survey is parents receiving DEL services and ECEAP was a primary source of parent contacts.

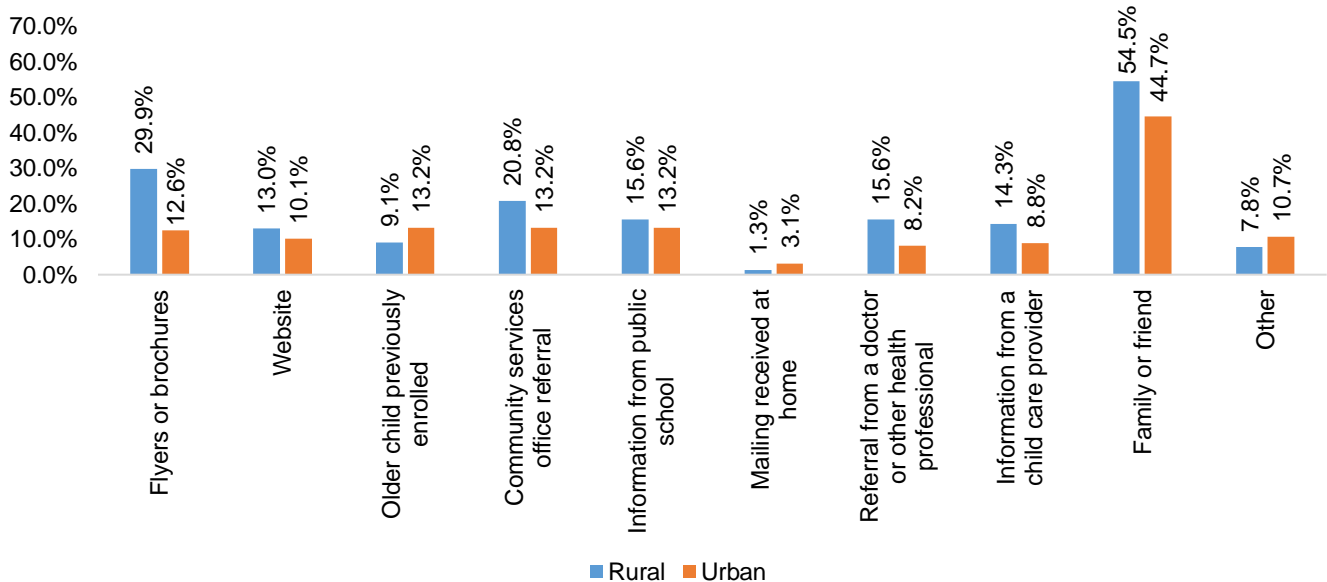
FIGURE #28. EARLY LEARNING TYPE PARTICIPATION



Spanish speakers have the highest rate of ECEAP participation (59 percent) compared to 38 percent of English speakers. Those in rural communities attend ECEAP at a slightly higher rate than in urban communities (56 percent compared to 45 percent). Families with a household income more than \$50,000 annually are most likely to cite their child in private 1/2 day preschool (36 percent) or not in care at all (13 percent).

The top cited methods for hearing about ECEAP are through family or friends (48 percent), flyer or brochure (18 percent), and community services office referral (15 percent). Those living in rural communities cite these methods at a higher frequency than those living in urban communities.

FIGURE #29. METHOD OF HEARING ABOUT ECEAP BY COMMUNITY



V. CHILD DEVELOPMENT

In this portion of the survey, parents were asked about their child's development and how concerns regarding their child's development have been addressed. Information gained from this section of the survey may provide the state with insight about how to support parents as they seek supports related to their child's development.

Key Findings

Language

Parents primarily speaking Somali are most likely to report they have no concerns about their child's development (92 percent). Comparatively, 67 percent of English speaking parents and 75 percent of Spanish speaking parents express they have or had concerns about their child's development. Though regardless of primary language spoken, more than 93 percent of parents have expressed their concern to their child's health care providers.

The child's health care provider is the most frequently cited source of information by all language populations. Though the second most frequently cited source of information differs among language populations; English speaking parents indicate online resources, Spanish speaking parents note the child's child care provider, and Somali speaking parents cite the child care provider and school district as their secondary sources of information related to child development.

Somali speaking parents have the lowest rate of developmental screenings at 52 percent (significantly different than English and Spanish speaking parents, $p < 0.0005$), with 20 percent noting they don't know what a developmental screening is. Among English and Spanish speaking parents, between 1-3 percent note they don't know what a developmental screening is.

English speaking parents have the highest rate of indicating they had been told by a health care provider their child has a developmental delay or disability (67.8 percent) and the highest rate noting their child has an IEP or IFSP (67.8 percent).

English speaking parents are most likely to read or show a picture book to their child daily (70 percent), while for Spanish speaking parents the rate is 39 percent and among Somali speaking parents, it is 50 percent. Spanish speaking parents are more likely to talk with their child about feelings (94 percent) or talk with their child about sharing (96 percent) than English or Somali speaking parents. Of all the daily developmental activities listed for this question, Somali speaking parents most frequently indicate they would play or be physical with their children daily (69 percent).

Household Income

Parents with a household income greater than \$50,000 annually indicate most frequently they have concerns about their child's development at 79.7 percent; as income brackets in this survey decrease, so does the rate of parents indicating their concern about their child's development.¹² Parents with a household income of less than \$30,000 annually are most likely to report their concerns to their child's health care provider (100 percent).

Among all income levels, the child's health care provider is the most cited source of information regarding development. In households where income is more than \$50,000 annually, the secondary source of information is an online resource (50.7 percent); in households where the income is less, the child's child care provider is the secondary source of information (27 percent in households earning \$30,000-\$50,000 and 30 percent in households earning less than \$30,000).

Households where the annual income is less than \$30,000 have the lowest rate of children having a developmental screening, at 78.6 percent, and their screening is most likely to take place at a health care provider's office (57 percent). In households earning more than \$30,000, developmental screenings most frequently happen in the early

¹² A correlation analysis was run to examine if there was a correlation between household income and the frequency a parent indicated their concern about their child's development; the correlation coefficient was less than .5, which is weak.

learning program (65.4 percent for households earning between \$30,000-\$50,000 and 56 percent for households earning more than \$50,000).

Those in the highest income households are significantly more likely to cite their child has been identified with a developmental delay or disability, and their child had an IEP or IFSP ($p < 0.0005$).

Parents earning more than \$50,000 annually have the highest frequency among all income groups of reading or showing a picture book to their child daily (72 percent). Parents earning between \$30,000-\$50,000 cite counting or doing simple math daily with their child at a higher rate than the other income groups at 60 percent. Parents earning less than \$30,000 annually have the highest frequency among all income groups of talking about sharing with their child (88.3 percent) and eating a meal with their child daily (87.4 percent).

Community

Parents in urban communities are significantly more likely to indicate they have concerns about their child’s development than parents in rural communities (54 percent to 40 percent, $p < 0.0005$), though parents in rural communities share their concerns with a health care provider at a slightly higher rate (100 percent compared to 98 percent). Both communities cite most frequently their child’s health care provider as a source of information on their child’s development. Urban parents indicate online resources as the secondary source of information (31.7 percent), while rural parents more frequently go to their child care provider as a secondary source of information (26.1 percent).

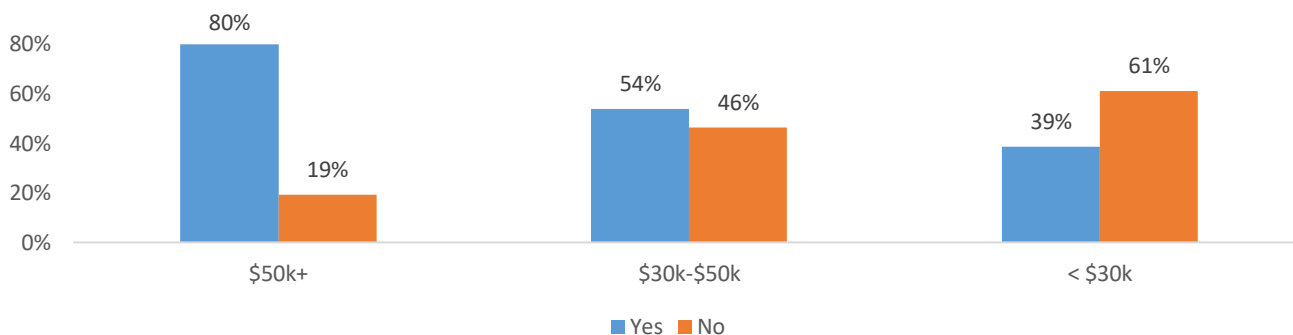
Urban parents have a slightly higher rate of developmental screenings, 87 percent compared to 84 percent for rural parents. 61.8 percent of rural parents note the developmental screening took place at the health care provider’s office; while 54 percent of urban parents report developmental screenings took place at the early learning program. Rural parents are less likely to report their child had a developmental delay or disability than urban parents (42 percent compared to 54 percent).

Parents in rural communities are more likely engage in 7 of the 8 daily developmental activities with their child polled in this survey than parents in urban communities, with the exception of reading or showing a picture book to their child. 59.7 percent of parents in urban communities engage in this activity daily with their child, compared to 53.4 percent of parents in rural communities.

Concerns and Seeking Information

52 percent of parents report they have or had concerns related to their child’s development. The percentage of parents expressing concern regarding their child’s development is higher among those with higher incomes and decreases as income level decreases.

FIGURE #30. CONCERNS RELATED TO CHILD’S DEVELOPMENT BY HHI



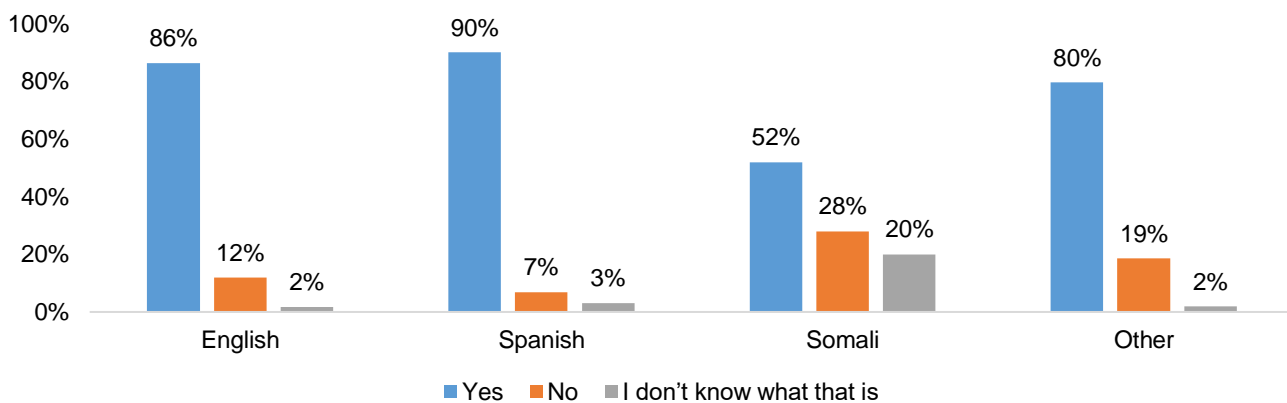
Overall, parents are most likely to seek out information or resources related to their child’s development from a pediatrician or health care provider (84 percent), an online resource (29 percent), and their child care provider (28 percent). For all household income levels, preferred language spoken, and community setting, the pediatrician or health care provider is the most frequently reported source of information.

Online resources are heavily favored by higher income households (51 percent, $p < 0.0005$), English speakers (43 percent, $p < 0.0005$ when compared to Spanish and Somali speakers), and those in urban communities (32 percent, $p < 0.0005$). For Somali speakers, the school district (32 percent) ranks in the top three sources for seeking out information regarding development, following pediatrician or health care provider (48%) and tied with child care provider (32 percent).

Developmental Screenings and Early Identification

More than 86 percent of survey respondents note their child has had a developmental screening. Somali speaking parents report the lowest frequency of their child having developmental screenings (52 percent). 20 percent of Somali speaking parents indicate they do not know what a developmental screening is, compared to less than 3 percent for all other primary languages spoken. This is significantly different than English and Spanish speaking responses ($p < 0.0005$) and respondents who speak other languages ($p = 0.011$).

FIGURE #31. DEVELOPMENTAL SCREENING RATES BY PRIMARY LANGUAGE

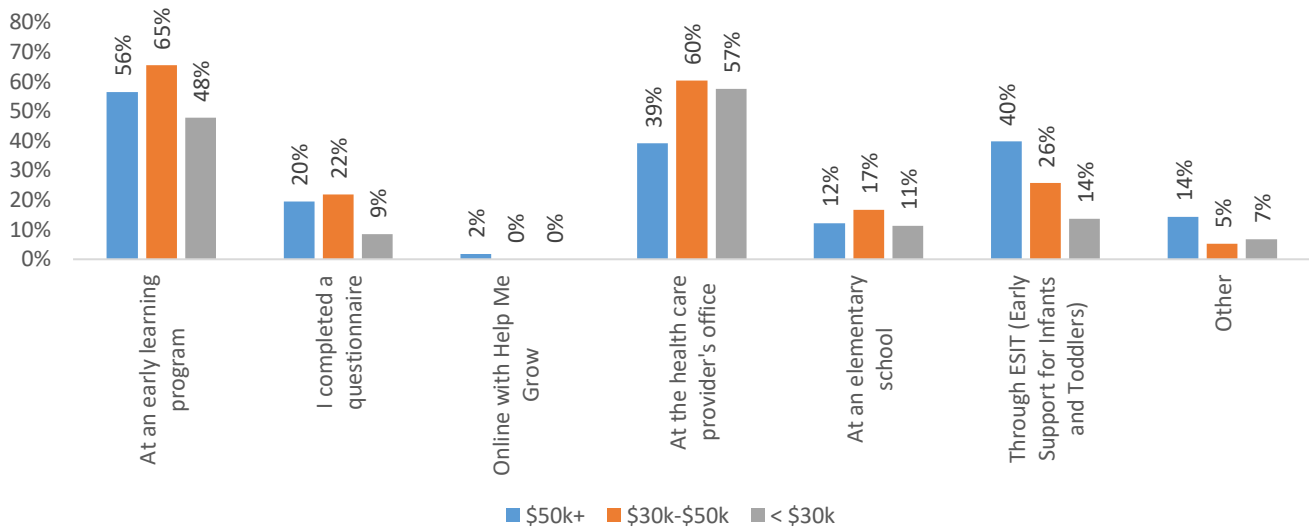


The most frequently cited locations for receiving a developmental screening are: at an early learning program (53 percent), at a health care provider’s office (52 percent), and through ESIT (22 percent). Overwhelmingly, 92 percent of Somali speakers had a developmental screening take place at an early learning program. For Spanish speakers, the health care provider’s office is the predominant location (79 percent). English speakers’ response follows the overall response ranking for this question.

33 percent of English speakers had a developmental screening conducted at an ESIT program, where less than 2 percent of Spanish speakers and no Somali speakers report a developmental screening being conducted through ESIT.

Parents with a higher household income report developmental screening being completed through ESIT more frequently than those with lower household incomes as shown in the chart below. Only those in households with an annual income of more than \$50,000 report using the online Help Me Grow tool.

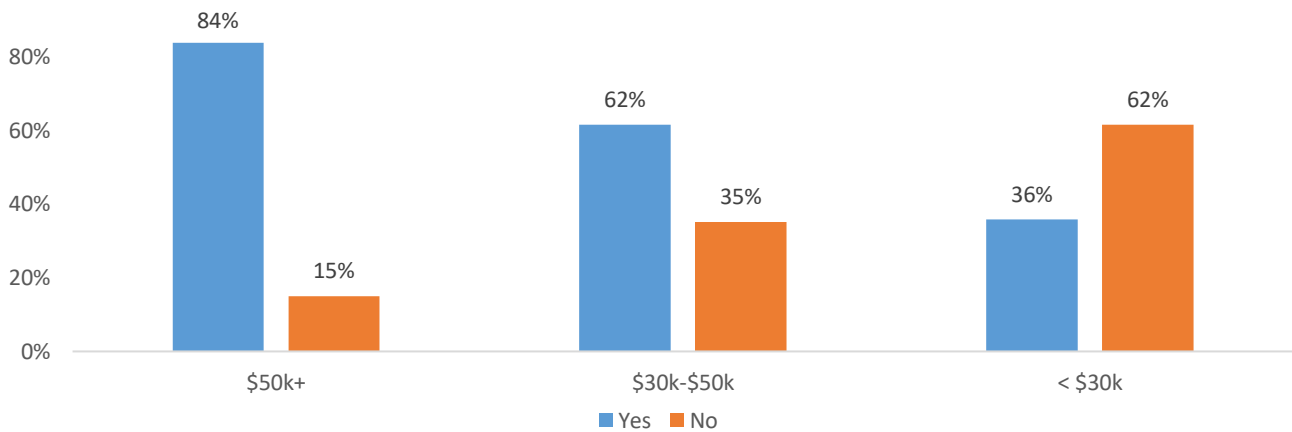
FIGURE #32. LOCATIONS OF DEVELOPMENTAL SCREENINGS BY HHI



More than half of parents (51 percent) of parents have been told by a health care provider their child has a disability or developmental delay. Given Early Intervention was a source of the parent sample, this rate being significantly higher than the national estimates is reasonable.¹³

Parents with higher household incomes more often indicate they have been told their child has a developmental delay or disability. This is keeping with the trend noted in Figure #30, where parents with higher incomes expressed more frequently a concern related to their child's development.

FIGURE #33. DEVELOPMENTAL DELAY OR DISABILITY RATES BY HHI

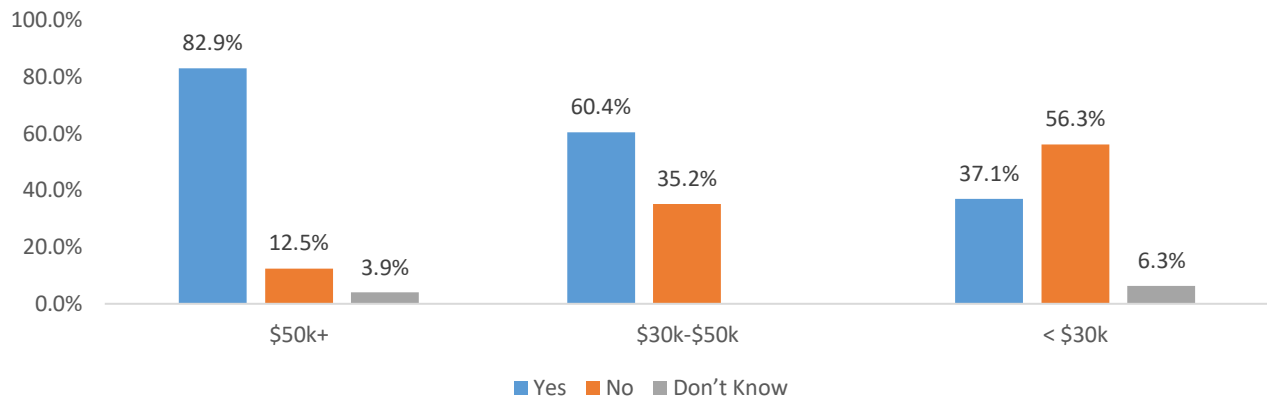


Supports

Overall, 51 percent of respondents report their child has an IEP or IFSP. As noted above in Figures #30 and #33, parents in higher income households report their child has an IEP or IFSP at a higher rate than those in householders with lower incomes.

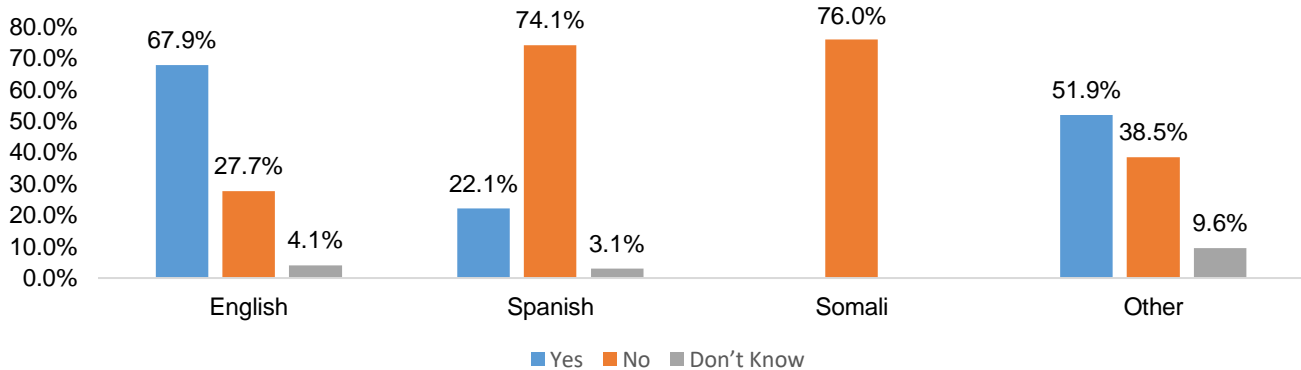
¹³ The Center for Disease Control and Prevention estimates 1 in 6 children, or 15 percent of children in the US have one or more developmental disabilities. Retrieved from <https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>

FIGURE #34. IEP OR IFSP RATES BY HHI



English speaking parents are significantly more likely to report their child has an IEP or IFSP than those in households that primarily speak Spanish or Somali as a primary language ($p < 0.0005$).

FIGURE #35. IEP OR IFSP RATES BY PRIMARY LANGUAGE*



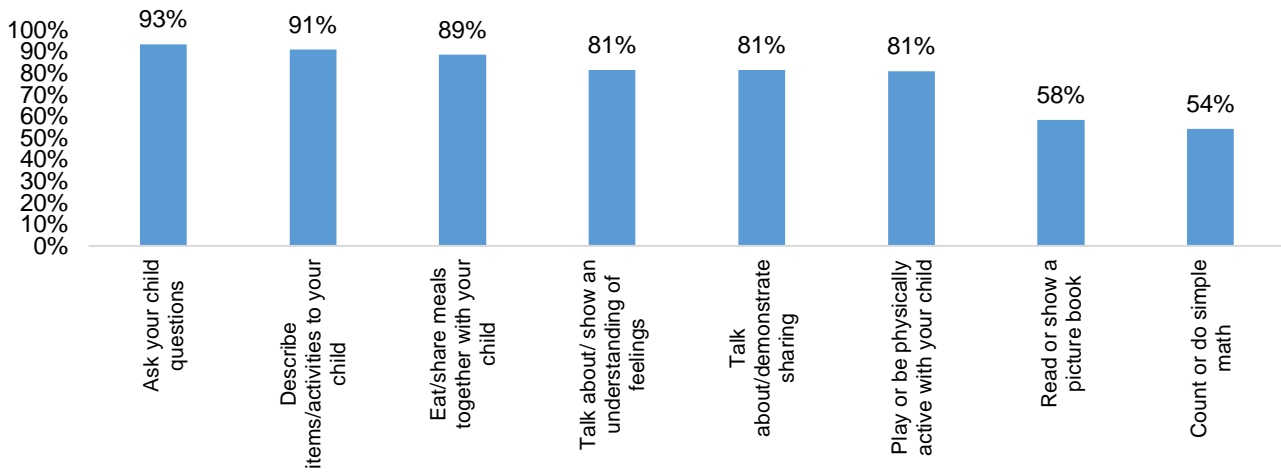
*Responses of Somali speaking parents who indicate “Yes” or “Don’t Know” have been redacted as there were five or fewer respondents in these categories.

Of the services children receive, speech or language therapy is the most frequently cited support (75 percent of question respondents), followed by Early Intervention Home Visitation Services (42 percent), and occupational therapy (41 percent). While Early Intervention Home Visitation Services are a common service, it is least commonly cited by Spanish speakers (15 percent) and Somali speakers (none reported), compared to English speakers (47 percent) and those speaking other languages (52 percent).

Daily Developmental Activities

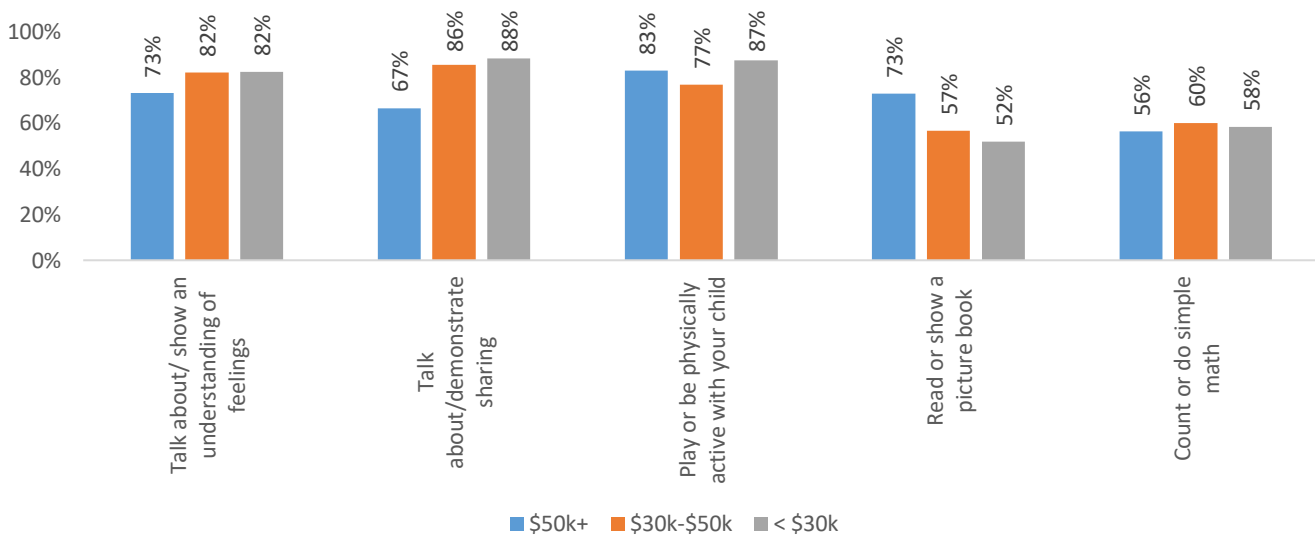
Parents were also asked about activities they could do with their child to support their child’s development on a daily basis. Of these activities, social-emotional activities, like “asking your child questions” (93 percent) or “describing items to your child” (91 percent), are most frequently cited; “counting or doing simple math” is cited least frequently (54 percent). Less than 60 percent of respondents read or show a picture book to their child on a daily basis.

FIGURE #36. PARTICIPATING IN DAILY DEVELOPMENTAL ACTIVITIES



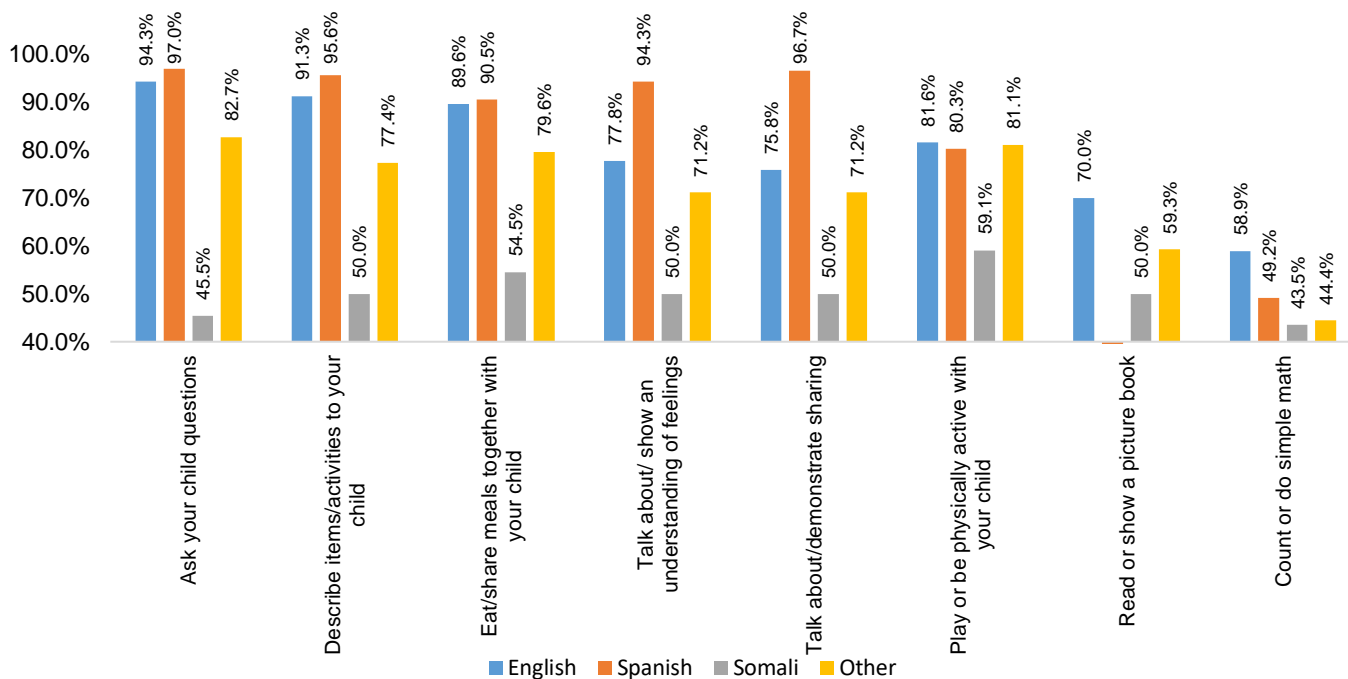
Parents from higher income households (those earning more than \$50,000) are significantly more likely to read daily to their child (73 percent) than to those in households with lower incomes (57 percent for those earning between \$30,000-\$50,000, $p < 0.003$, and 52 percent for those earning less than \$30,000, $p < 0.0005$); however, in households earning less than \$50,000 annually report talking/demonstrating sharing at a higher rate than those in higher income households. The figure below compares five of the daily developmental activities with the widest range in participation among household income levels.

FIGURE #37. PARTICIPATING IN DAILY DEVELOPMENTAL ACTIVITIES BY HHI



Spanish speakers are least likely to report they read daily with their child (39 percent) and most likely to report asking their child questions daily (97 percent). For all of the developmental activities, less than 60 percent of Somali speakers report participating in these activities daily with their child.

FIGURE #38. PARTICIPATING IN DAILY DEVELOPMENTAL ACTIVITIES BY PRIMARY LANGUAGE



Parents living in rural communities indicate participating in the social-emotional developmental activities of “talking/demonstrating sharing” (91 percent) and “talking about feelings” (90 percent) at a higher rate than families living in urban communities (78 percent and 79 percent respectively). Those in urban areas were more likely to “read daily” to their children than those in rural areas (59 percent compared to 53 percent), but less likely to practice “counting or do simple math” (53 percent compared to 58 percent in rural communities).

VI. GOVERNMENT PROGRAMS AND RESOURCES

In this portion of the survey, parents were asked about various programs they may access and how often they accessed them. Information gained from this section of the survey may provide the state with insight about the most impactful programs and initiatives.

Key Findings

Household Income

Across all income categories, information on ways to support their children's development and kindergarten/school readiness is ranked as the most valued information. Overall, parents earning less than \$30,000 (50 percent) are more likely to seek out additional information on the topics presented than parents in either of the other income categories (42 percent for those earning between \$30,000-\$50,000 and 35 percent for those earning more than \$50,000).

Apple Health is the most used program by parents across all three income levels by a margin of at least 30 percent. Parents earning more than \$50,000 utilize Home Visiting and ECEAP at an equal rate of 36 percent, while parents earning between \$30,000-\$50,000 access these programs at 24 percent and 44 percent respectively. Forty-three percent of parents earning less than \$30,000 use ECEAP, with Head Start being the next most frequently used (19 percent).

Across all three income categories, WIC is the most frequently used public assistance program, while TANF is accessed by 7 percent or less. In fact, no families in the lowest income category report using the program. The rate of SNAP usage is higher for families with a household income between \$30,000-\$50,000 (58 percent) than in households earning less than \$30,000 (34 percent).

The highest percentage of parents who indicate they are not eligible for child care subsidies are in households earning less than \$30,000 (71 percent), compared to 54 percent (household income of more than \$50,000) and 27 percent (households earning between \$30,000-\$50,000). One percent or less of all groups of parents indicate they are eligible, but "unable to find a provider to accept the subsidy". It is interesting to note the highest percentage of parents who report "they would like to but can't afford the co-pay" are those in households earning more than \$50,000 annually.

Language

Information around "places to go to in your community designed for families" is ranked highest by Somali speaking families (72 percent). Among English and Spanish speaking families, information on "ways to make sure your child is ready for kindergarten/school" rank the highest as the resource parents would like to learn more about (50 percent and 63 percent respectively).

Both Spanish and Somali speaking families rank "information about child health, nutrition, wellness, and physical activity" the lowest, while English speaking families rank information on "help making ends meet or help finding community resources" as their lowest priority topic for additional information.

Apple Health is most used, with 85 percent of English speaking and 76 percent of Spanish speaking families reporting they use the program. ESIT is the most used program by families speaking a household language other than English, Spanish, or Somali at a rate of 50 percent, while only 4 percent of both English and Spanish speaking families report using the program.

The percentage of parents who indicate they use no programs is highest for Spanish speaking families (8 percent) and Somali speaking families (7 percent). Only 1 percent of English speaking families indicate they accessed no programs.

Community

Each of the other six informational topics rankings follow the same general order with both urban and rural parents, with both groups identifying “ways to make sure your child is ready for kindergarten/school” and “information for supporting your child’s development” as their highest-priority areas for additional information.

Once again, Apple Health is the most used program with 53 percent of urban families and 70 percent of rural parents reporting their access of the program. There are also significant differences in the rate of use of ECEAP (p<0.0005), ESIT (p=0.001), and No Program Use (p=0.006) when comparing urban and rural parents.

There were no significant differences in the use of child care subsidy when comparing the two populations, with the overwhelming majority (59 percent each) reporting they are not eligible. Only 13 percent of rural parents and 14 percent of urban parents indicate they do receive the subsidy.

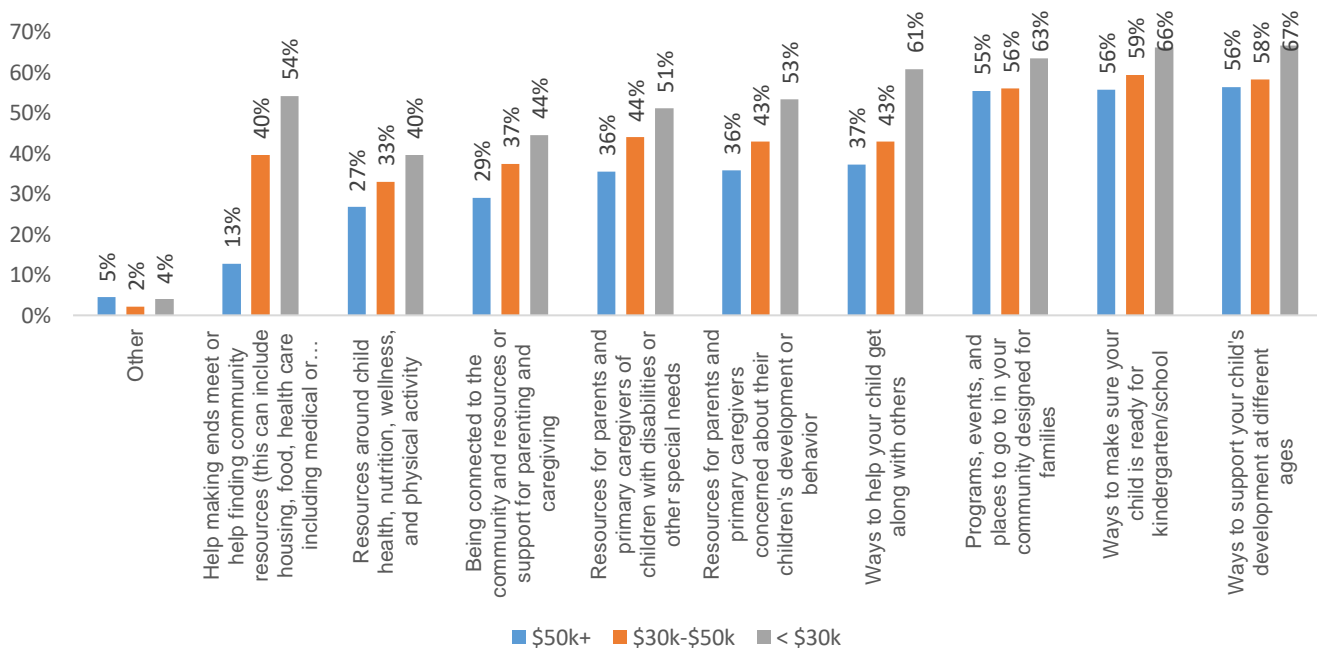
Informational Resources and Interest

Parents were asked to indicate topics they would be more interested in learning about. Overall, 54.3 percent of parents indicate they are interested in “ways to make sure your child is ready for kindergarten/school”. 53.5 percent of parents note they are interested in “ways to support your child’s development at different ages”.

Parents in all household incomes express interest in learning; though parents in households earning less than \$30,000 annually express interested at a higher rate than those with higher incomes.

The lowest-ranked topic by parents in households earning less than \$50,000 annually is “information around child health, nutrition, wellness, and physical activity”; while “help making ends meet or finding community resources” is the lowest ranked resource identified by parents earning more than \$50,000 annually.

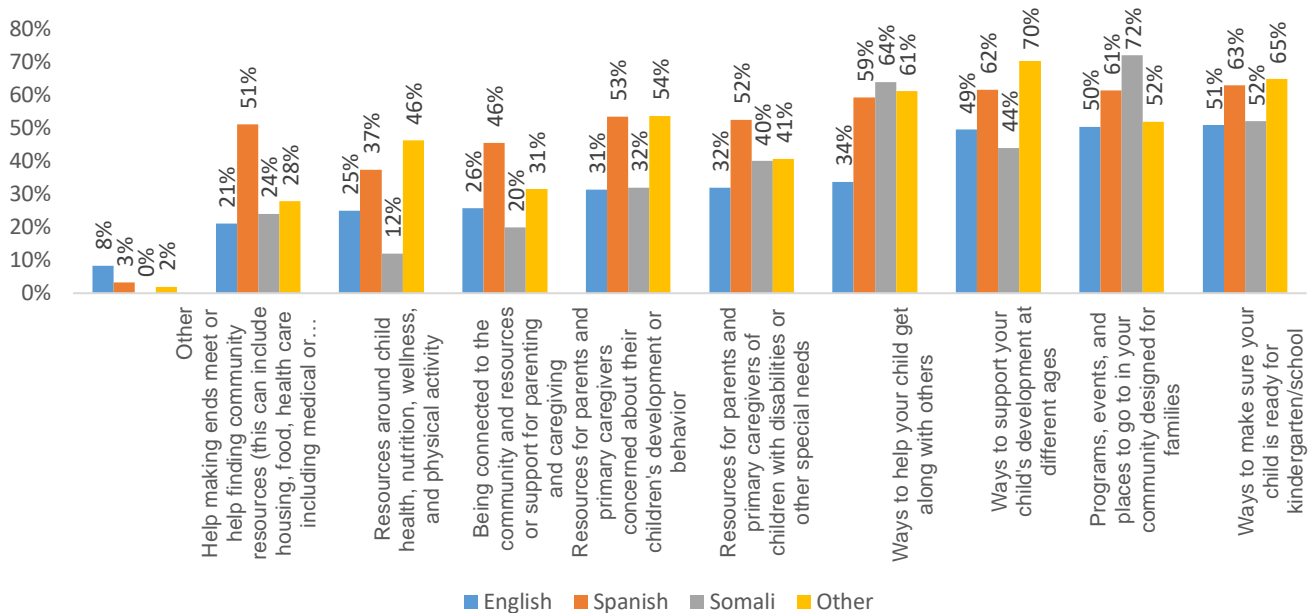
FIGURE #39. TOPICS OF INTEREST BY HHI



Generally, parents speaking English and Spanish rank topics they’d like to learn more about the same way, while the rank order of the Somali speaking families differed slightly. Information around “places to go to in your community designed for families” ranks highest by Somali speaking families (72 percent). Among English and Spanish speaking families, information on “ways to make sure your child is ready for kindergarten/school” rank the highest as the resource parents would like to learn more about (50 percent and 63 percent respectively).

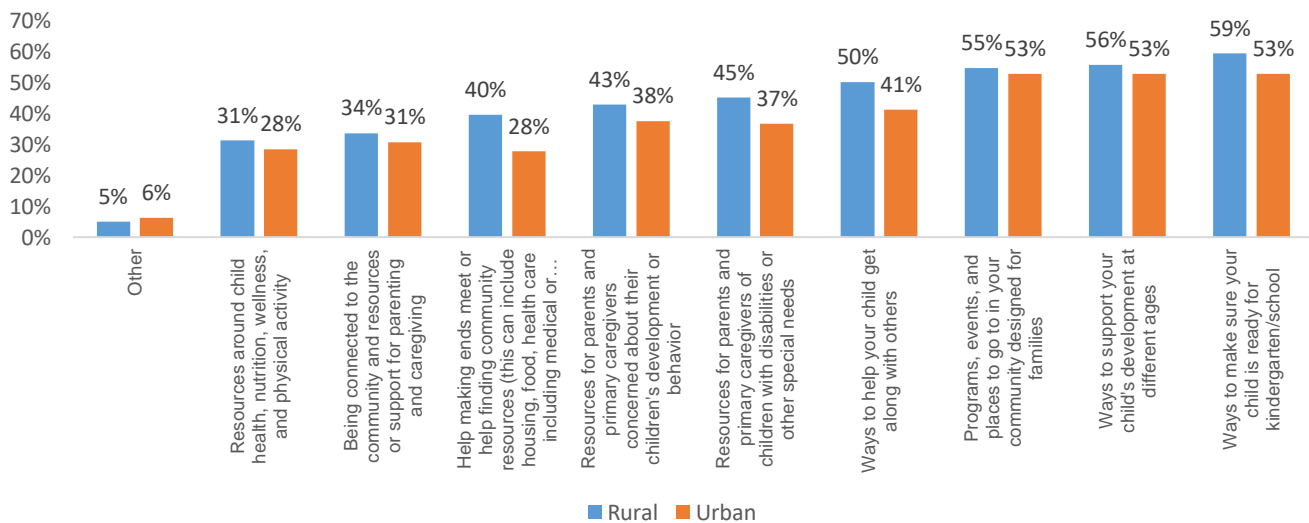
Spanish speaking parents most frequently indicate they are interested in learning more about “making ends meet or help finding community resources” (51 percent, $p < 0.0005$ compared to English speakers and $p = 0.009$ compared to Somali speakers). Both Spanish speakers and those whose household language is categorized as “Other” have higher rates of interest in resources for parents concerned about their child’s development or behavior (53 percent and 54 percent respectively).

FIGURE #40. TOPICS OF INTEREST BY PRIMARY LANGUAGE



As evidenced in the chart below, urban and rural parents rank their top 3 interests in the same order. Rural parents (40 percent, $p = 0.001$) are more likely to be interested in “help making ends meet or finding community resources” than urban parents (28 percent).

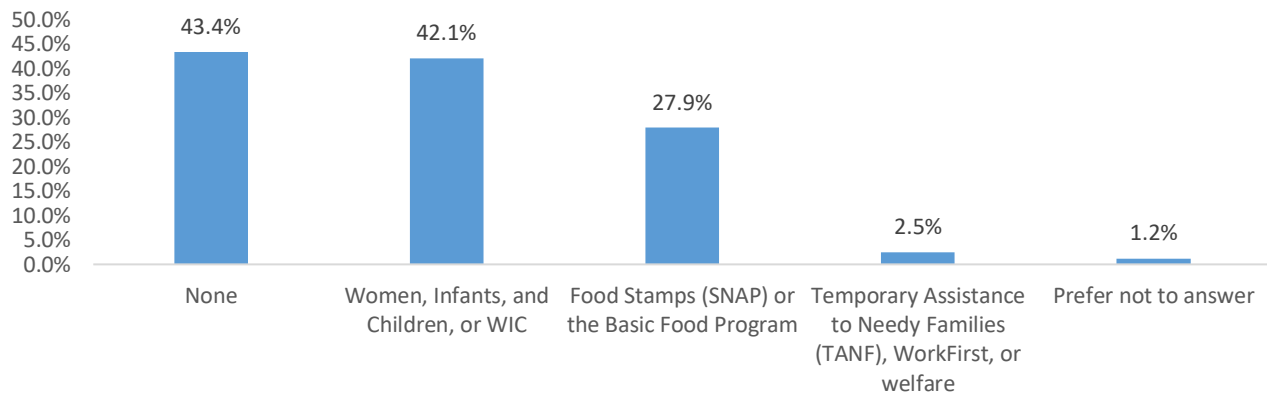
FIGURE #41. INFORMATIONAL NEEDS BY COMMUNITY



Government Services Accessed

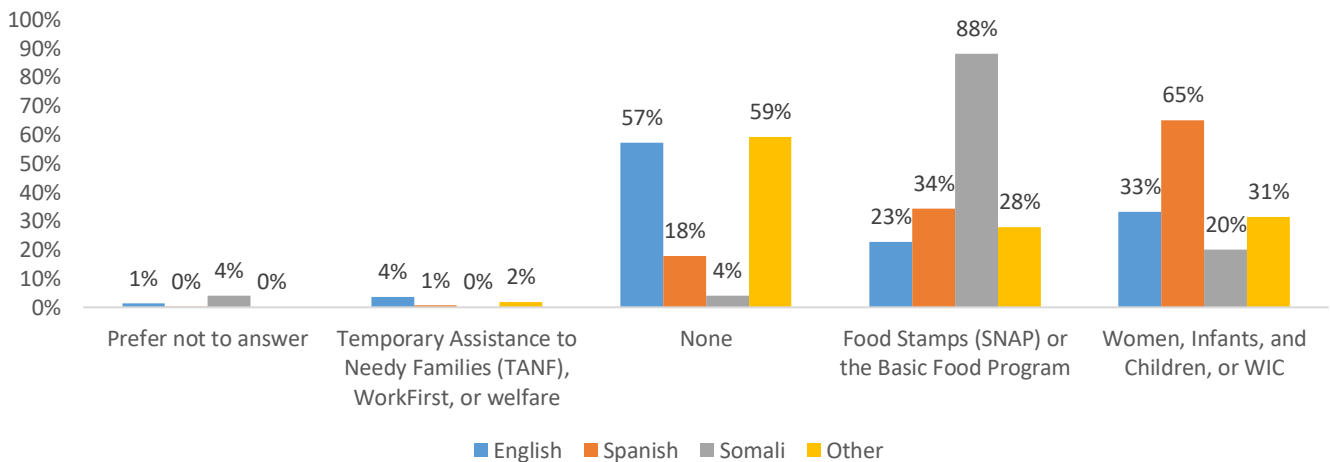
Overall, 42 percent of survey respondents indicate they received Women, Infants, and Children (WIC) support in the last 12 months; while 43 percent of parents received no services listed.

FIGURE #42. SERVICES ACCESS IN THE PAST 12 MONTHS



The largest population of parents who indicate they did not use any of the public assistance programs are the English speaking parents (57 percent, $p < 0.0005$ when compared to Spanish and Somali speaking families). Among English speaking families, WIC is the most frequently used program (33 percent) followed by SNAP (23 percent). Spanish speaking parents are most likely to access WIC (65 percent, $p < 0.0005$). 88 percent of Somali speaking parents indicate they have accessed SNAP in the last 12 months. TANF is the least-accessed program by all populations, at a rate of 2 percent or less.

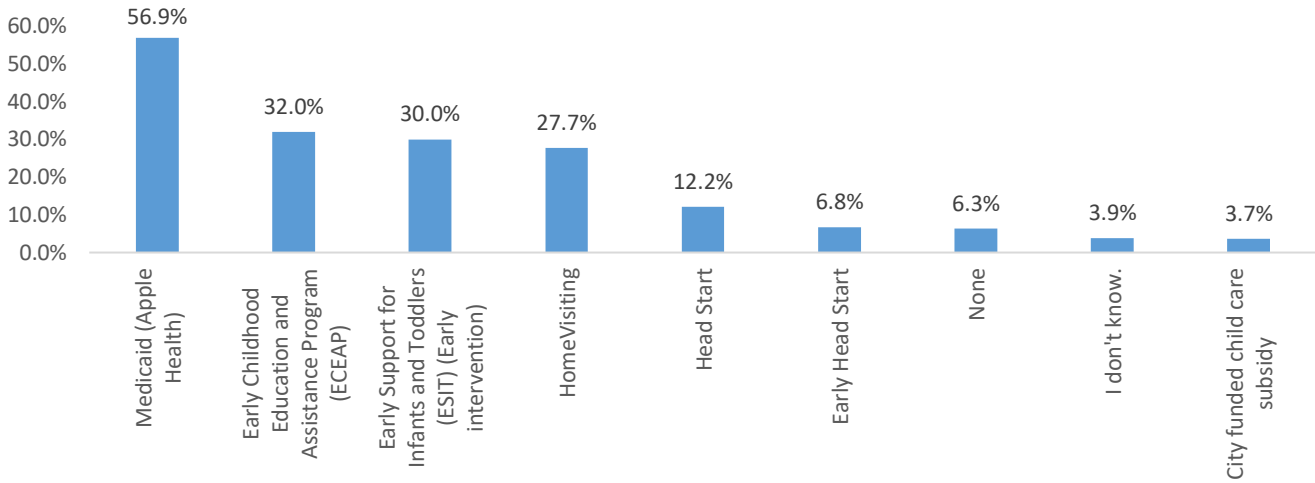
FIGURE #43. SERVICES ACCESS IN THE PAST 12 MONTHS BY PRIMARY LANGUAGE



Rural parents are more likely to access these programs than urban parents. 48 percent of urban parents indicate they had not accessed any of these programs. Among rural parents, 64 percent accessed WIC in the last 12 months (compared to 36 percent of urban parents) and 34 percent accessed SNAP; only 25 percent indicate they had not accessed any services in the last 12 months.

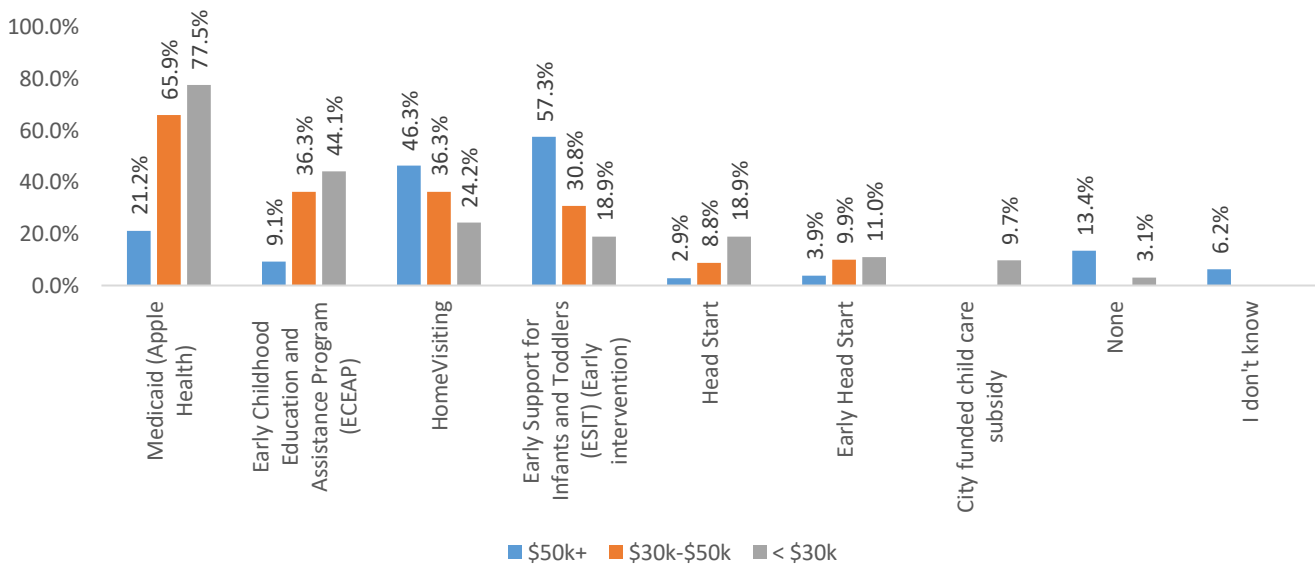
Parents were also asked about health, child development, and care programs they are currently accessing or have accessed in the past. More than half of survey respondents indicate they utilize Medicaid (Apple Health) and 32 percent participate in ECEAP. Given the sample used for this survey, high rates of utilization in these programs are to be expected.

FIGURE #44. PROGRAM PARTICIPATION



57.3 percent of parents in households earning more than \$50,000 participate in ESIT; as income decreases, so does frequency in reporting participation in this program. Only 18 percent of parents with an income less than \$30,000 participate in ESIT. Parents earning less than \$30,000 annually most frequently report using Head Start, Early Head Start, ECEAP, Medicaid, and City funded child care subsidy.

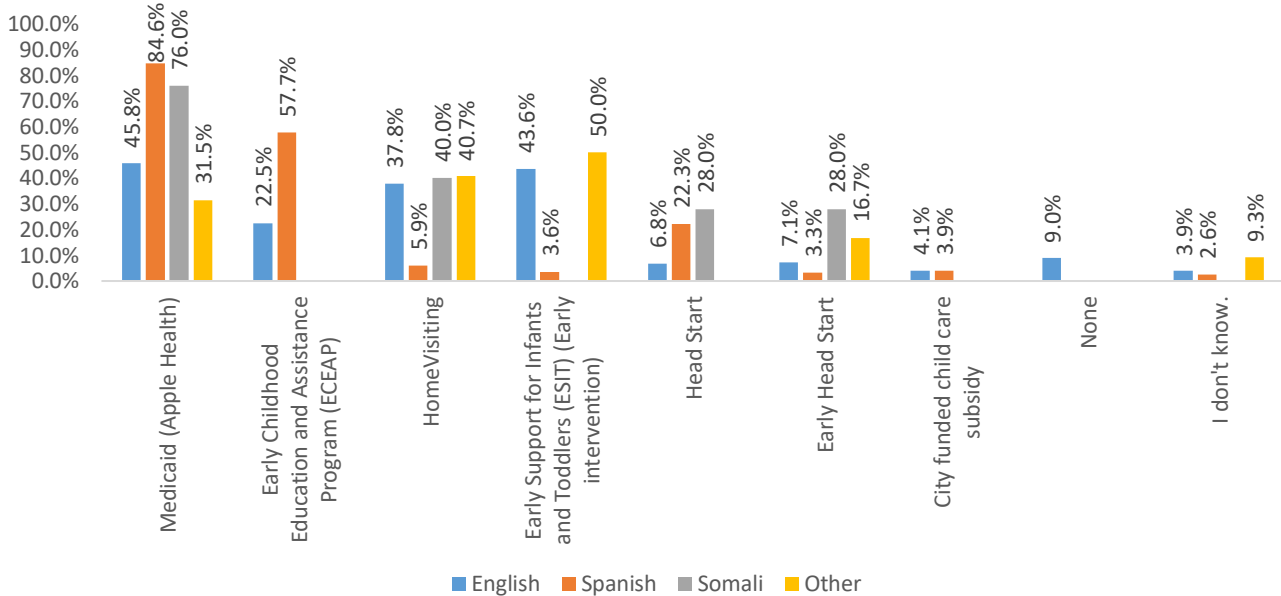
FIGURE #45. PROGRAM PARTICIPATION BY HHI*



*Some responses related to “City funded child care subsidy”, “I don’t know”, and “None” were redacted as five or fewer respondents in these categories.

Aside from Medicaid, Spanish speaking parents are most likely to access ECEAP (58 percent), while Somali speaking parents most frequently indicate they used home visiting services (40 percent). English speaking parents most frequently cite using ESIT services (44 percent).

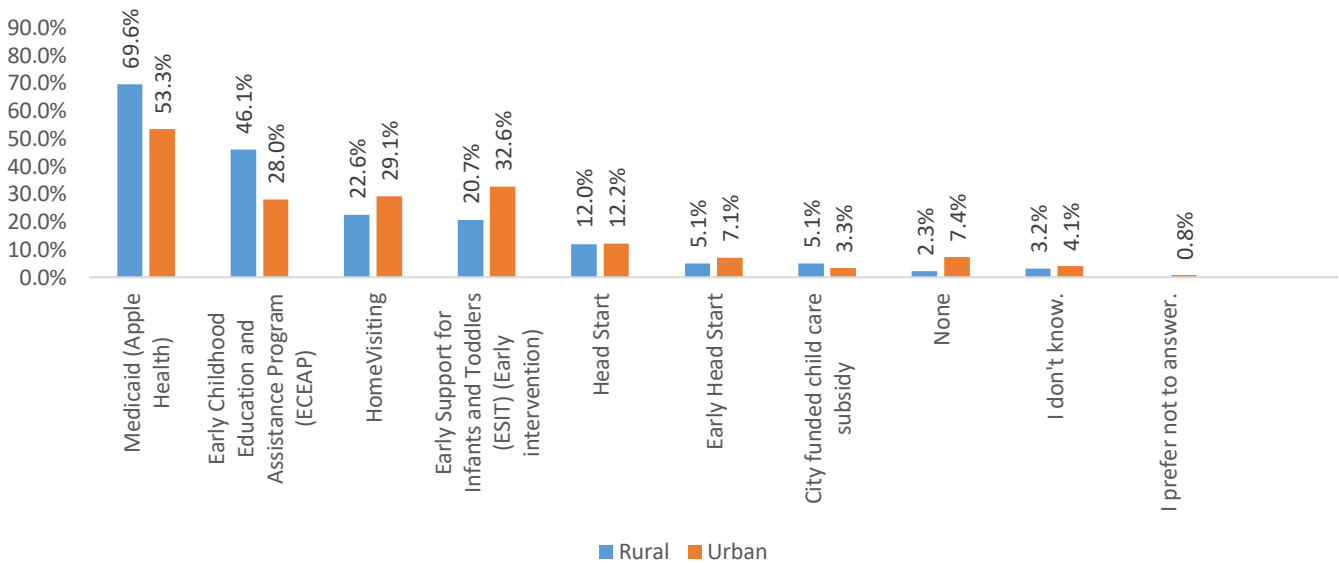
FIGURE #46. PROGRAM PARTICIPATION BY PRIMARY LANGUAGE*



* Some responses related to “City funded child care subsidy”, “I don’t know”, “None”, “Head Start”, and “I prefer not to answer” were redacted as five or fewer respondents in these categories.

Parents in urban communities are more likely than rural families to use home visiting and ESIT services; while rural parents access ECEAP at a higher rate than urban families.

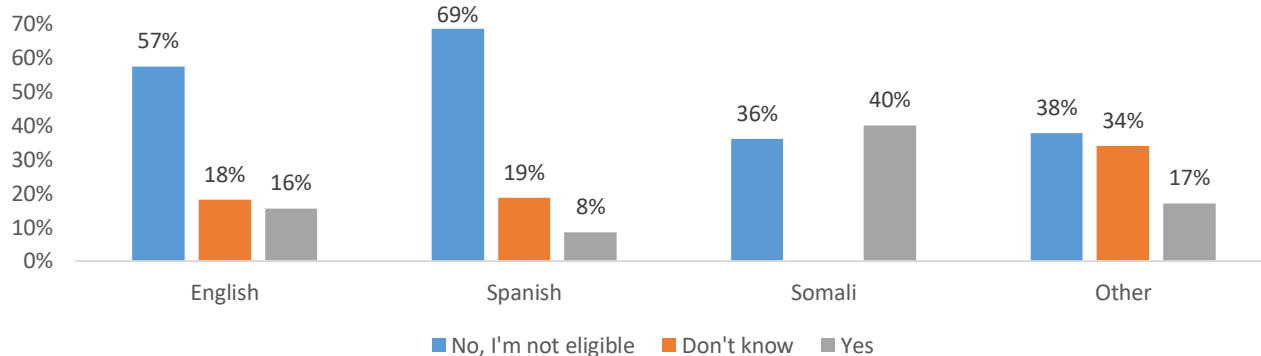
FIGURE #47. PROGRAM PARTICIPATION BY COMMUNITY*



* Some responses related “I prefer not to answer” were redacted as five or fewer respondents in these categories

Overall, 58 percent of parents surveyed indicate they are not eligible for child care subsidy. Spanish speaking parents report the highest percentage of ineligibility at 69 percent. Most English speaking parents indicate they are not eligible (57 percent). Somali speaking families receive subsidies at a rate more than double that of English and Spanish speaking families. It is of interest to note 34 percent of parents speaking a language other than English, Spanish, or Somali do not know if they are eligible for subsidies.

FIGURE #48. USE OF CHILD CARE SUBSIDY BY PRIMARY LANGUAGE*

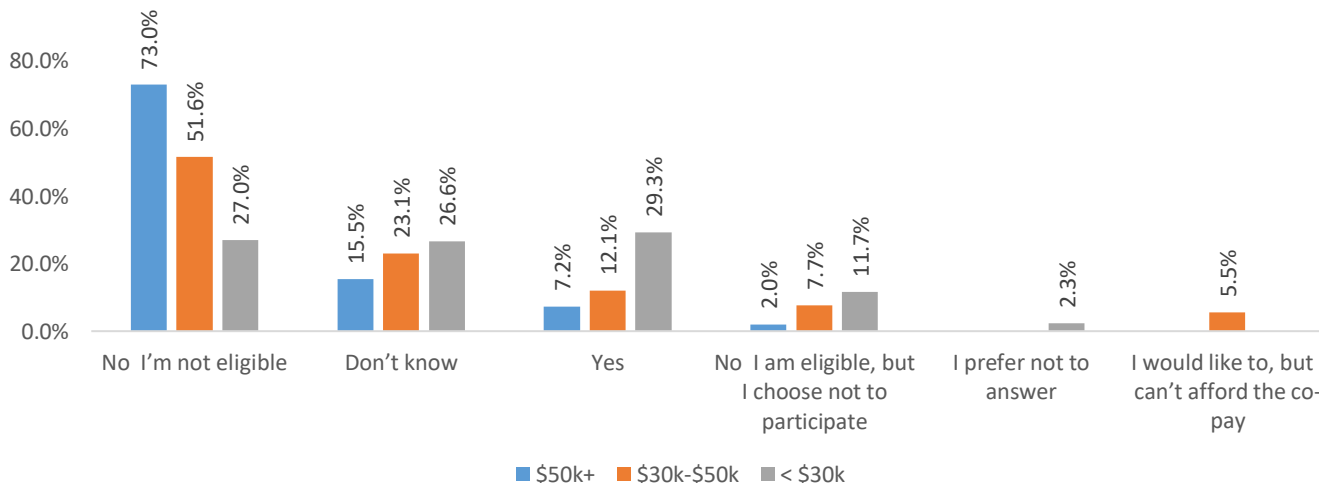


* Somali speaking responses for "Don't Know" were redacted as 5 or fewer respondents in this category

By household income, those accessing child care subsidy at the highest rate are families with a household income of less than \$30,000 at 29 percent, followed by 12 percent of families earning between \$30,000-\$50,000 annually. 5 percent of families with a household income between \$30,000-\$50,000 indicate they "would like to but can't afford the co-pay". Less than 1 percent of respondents indicate they were "eligible, but unable to find a provider who would take subsidy".

More than 27 percent of parents earning less than \$30,000 indicate they don't know if they are eligible for child care subsidy; while 23 percent of parents earning between \$30,000 and \$50,000 report they are unsure of their eligibility.

FIGURE #49. USE OF CHILD CARE SUBSIDY BY HHI*



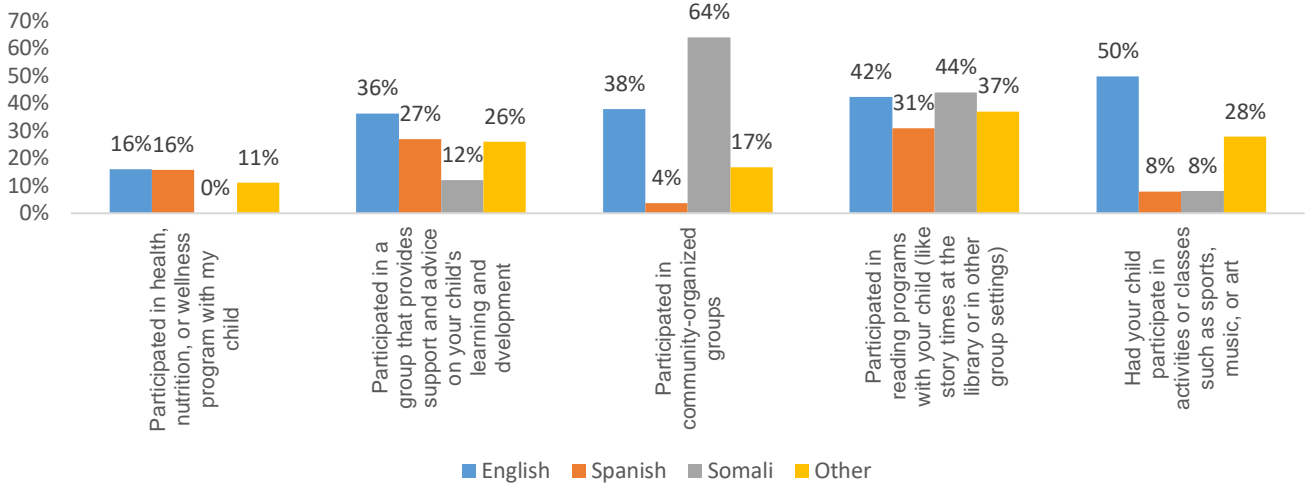
* Some responses related "I'm eligible but I can't find a provider who will take the subsidy", "I would like to, but I can't afford the co-pay", and "I prefer not to answer" were redacted as five or fewer respondents in these categories.

Generally, those in urban and rural communities' responses and access to child care subsidy is fairly even; 13 percent of rural parents are eligible for subsidy while 14 percent of urban families are eligible.

Participation in Activities

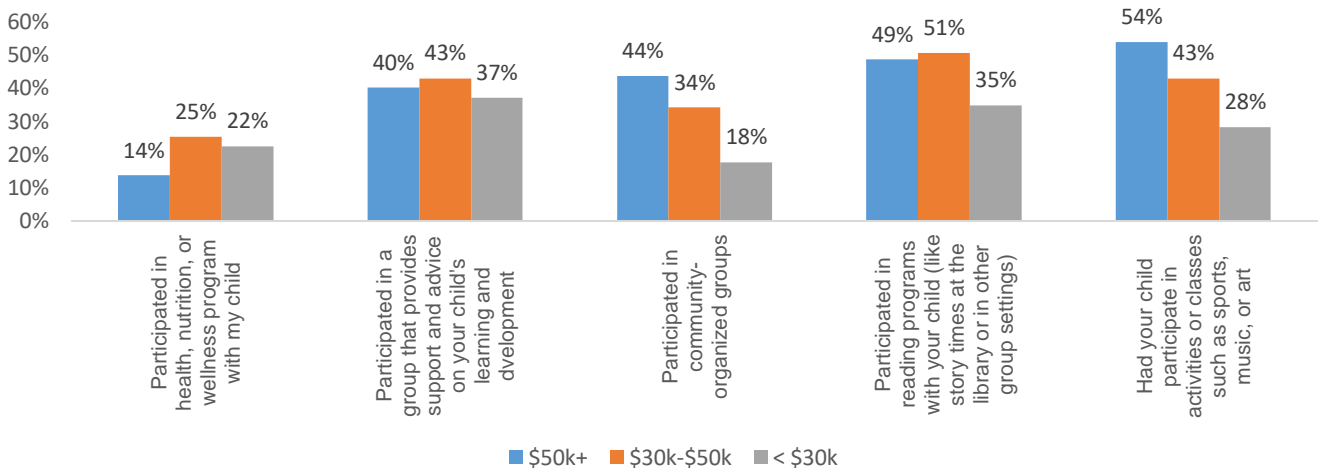
At a rate of 64 percent, Somali speaking parents are far more likely to participate in community-organized groups than English and Spanish speaking parents (38 percent and 4 percent, respectively). English speaking parents are 42 percent more likely than Spanish and Somali speaking parents to have their child participate in activities or classes such as sports, music, or art.

FIGURE #50. ACTIVITY PARTICIPATION BY PRIMARY LANGUAGE



Those in households earning between \$30,000-\$50,000 are most likely to participate in reading programs with their child. Those with a household income of less than \$30,000 most frequently cite participating in a group that provides support or advice about a child's learning or development; though, parents in this income bracket also least frequently cite participating in community organized groups.

FIGURE #51. ACTIVITY PARTICIPATION BY HHI



Urban parents participate in all activities at a higher rate than rural parents, with the exception of “health, nutrition, or wellness programs with my child” by a 1 percent differential.

Where are Washington’s Families Going for Information?

Parents were asked to indicate how frequently they went to 19 different resources for information. 45 percent of parents indicate they go to their child’s health care provider “a lot”, followed by 39 percent of parents indicating they go to their child’s child care provider or teacher for information “a lot”. The third source most frequently reported resource is family members or friends at 36 percent.

A TURF¹⁴ analysis was run across all categories to find out which sources of information have the deepest reach into the parent population. The results may be helpful to DEL when determining the most effective and efficient ways to increase the awareness and reach the most parents.

Overall, parents indicate at the highest rate going to their child’s health care provider for information (45.6 percent). The TURF analysis shows a child’s health care provider has the potential to reach 82 percent of the parent population. Following the child’s health care provider, the child’s child care provider or teacher can reach an additional 2.93 percent of the population, while a website will reach an additional 1.01 percent of the parent population. Together, these three sources can be expected to reach 86 percent of the parent population.

TABLE #6. SOURCES OF INFORMATION TO REACH PARENTS

Source of Information	Reach
Your child's health care provider	82.07%
Your child's child care provider or teacher	+2.93%
A Website	+1.01%

These are the three top methods to reach parents who speak English and Spanish according to the TURF analysis. However, to reach the most Somali speaking parents, only 2 top sources of information resulted. These were the child’s health care provider, which would reach 88 percent of the Somali speaking parents, and a faith or religious community (8 percent). The TURF analysis illustrates to effectively reach Somali speaking parents, efforts to disseminate information through the faith or religious community could be considered.

TABLE #7. SOURCES OF INFORMATION TO REACH SOMALI SPEAKING PARENTS

Source of Information	Increased Reach
Your child's health care provider	88.00%
Your faith or religious community	8.00%

The TURF analysis also revealed differences in the methods to reach parents of different household incomes. The top 2 sources of information to reach the most parents with a household income of more than \$50,000 annually are the child’s health care providers, with a reach of 96 percent, and a website, reaching an additional 2 percent. For parents with a household income between \$30,000-\$50,000 annually, the top 2 sources for reaching parents are the child’s health care provider (89 percent reach) and magazines or books, with an additional 2 percent reach. For parents in households earning less than \$30,000 annually, the top sources to reach these parents are the child’s health care provider (86 percent reach) and the child’s child care provider (3 percent additional reach).

¹⁴ TURF stands for Total Unduplicated Reach and Frequency. It is a statistical model that “estimates market potential with limited resources. It can help you choose the best configuration in order to reach the maximum people in your target audience.” (<https://help.surveygizmo.com/help/turf-report>)

VII. COMPARISON TO 2008 PARENT NEEDS ASSESSMENT

In 2008, DEL conducted a Parent Needs Assessment where information was collected on “the types of services and information that parents use and desire as they nurture and educate their young child”¹⁵. The survey gathered information from 823 parents across the state of Washington. Differences in the methodology for conducting the assessment in 2008 and 2018 are outlined in the matrix below.

TABLE #8. METHODOLOGY COMPARISON BETWEEN 2008 AND 2018 PARENT NEEDS ASSESSMENTS

Survey	2008 Parent Needs Assessment	2018 Parent and Primary Caregiver Needs Assessment
Survey data collection tool	Phone interview	Phone interview
		Online survey tool
Survey languages	English	English
	Spanish	Spanish
		Somali
Method for obtaining parent contact information	Data received from DEL for parents receiving DEL services	Data received from DEL for parents receiving DEL services
	Purchased data for Spanish speaking households	Purchased data for households with children ages 5 and under
	Random-digit-dialing sampling method	
Parents participating in DEL services contacted	Working Connections Child Care Subsidy	Working Connections Child Care Subsidy
	ECEAP	ECEAP
		ESIT
		ELMS
Survey collection period	6 weeks	9 weeks
Outreach to parents	Phone calls	Phone calls
	Recruitment letters and postcards sent to parents receiving DEL services	Postcards sent to Somali speaking parents
		Weekly email, with opt-out option
Incentives offered	Random drawing for \$50 gift certificates; 20 awarded	Random drawing for \$100 gift certificates; 5 awarded

In 2008, 823 surveys were completed. Data was weighted to be representative of all Washington State children younger than 6 and not yet in kindergarten and by subpopulations studied: child’s age (0-17 months, 18-35 months, 3-5 years old), primary language (English and Spanish), family income level (percentage of Federal Poverty Limit), and community type (urban and rural).

In 2018, as described in **Section II. Introduction**, 1,004 surveys were completed by parents and primary caregivers receiving DEL services. The data was examined by subpopulations: primary language (English, Spanish, Somali, and Other), family income level (annual household income), and community type (urban and rural).

In both 2008 and 2018, differences among subpopulations examined were tested for significance.

¹⁵ SRI International. (2008). Parent Voices: A Statewide Look Washington State Department of Early Learning Parent Needs Assessment Phone Survey. Retrieved from https://del.wa.gov/sites/default/files/imported/publications/research/docs/WA_DEL_PNA_ExecutiveSummary.pdf

As noted in **Section II. Introduction**, changes between the 2008 Parent Needs Assessment and the 2018 Parent Needs Assessment tools include:

- Elimination of questions yielding duplicate information.
- Removing questions yielding data which is currently available through other means; for example, removal of questions related to subsidy applications and renewal, as data is currently collected through the Child Care Subsidy program.
- Expanding or reducing multiple choice response options; for example, expanding a question related to family activities supporting a child's development to include social-emotional activities and math activities.
- Adding questions related to child expulsion or removal from early learning programs.
- Revising demographic questions; for example, parents were not asked to disclose their exact household income, rather to answer an optional question related to income brackets. Additionally, questions related to a child's 'mother' or 'father' were edited to read 'primary guardian' and 'partner of the primary guardian' to be more inclusive.
- Adding questions related to Early Achievers, which was implemented after 2008, and focusing questions on quality of care.
- In 2008, parents were asked to complete the survey about 1 of their children; in the 2018 draft, some sections allow for parents to answer generally about any of their children, while some sections focus on their youngest (or only) child.

Where possible, comparisons between data collected in the 2008 and 2018 Parent Needs Assessments have been examined to see changes over time. Comparison on subcategories and limitations are listed below:

Demographics

As noted in **Section II. Introduction**, due to the sample of respondents, the 2018 survey examines the responses of parents currently receiving DEL services; while the 2008 survey examines both all parents- those receiving DEL services and those not receiving DEL services.

Age

In comparing 2008 results to 2018 results, the subcategory of ages of children is not examined below, as the methodology around collecting this information changed between the two surveys. In 2008, parents were asked to respond to the survey with 1 child in mind; in 2018, some sections allowed for parents to answer questions generally about any of their children, while others were specific to the youngest child in their household for particular categories.

Household Income

Because some demographic data was collected differently in 2018, some subpopulations are unable to be compared across reports. For example, in 2008, exact family incomes were collected, and the family's percentage of the federal poverty income level was calculated. In 2018, families were asked to answer an optional question related to a range of household income. The question was revised to increase the likelihood of participant responses to a question asking sensitive information. As a result, the 2018 report examines annual household income ranges, not a family's percentage of federal poverty limit.

Language

In 2018, the results of the survey were examined looking at English, Spanish, Somali, and Other preferred household languages spoken. In 2008, only English and Spanish languages were examined. In the comparison below, the subcategories of English and Spanish are compared where possible.

Community

Both the 2008 and 2018 survey examine the community a participant resides in by classifying the community as urban or rural based on their zip code.

Demographics

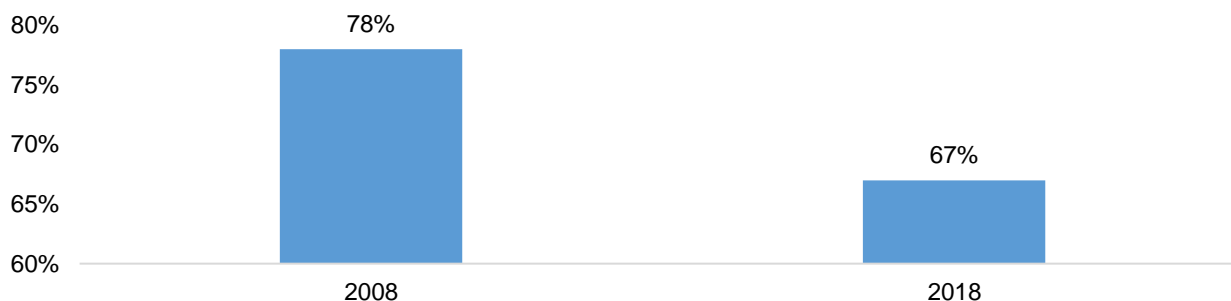
Demographically, the two samples used for these surveys are highly dissimilar since the 2008 survey had a greater focus on non-DEL program users and the 2018 ultimately was composed of DEL Program users entirely. Comparing overall demographics of these two populations would not be a precise or helpful measurement between the two surveys due to the difference in population samples.

Child Care Experiences and Preferences

From the 2018 survey, a majority of parents who use out-of-home care prefer a licensed child care center (70 percent). However, this question was asked differently in 2008, going to all parents and not just those who use out-of-home care. Therefore, the survey logic and response options are not comparable.

Overall, 67 percent of parents in the 2018 survey say “yes” they are able to find child care for their child most of the time, with only 13 percent reporting “no” they are unable to find child care most of the time. This is down over ten percent from 2008, when 78 percent of parents reported “yes” they were able to find care for their child most of the time.

FIGURE #52. PARENTS ABLE TO FIND CARE MOST OF THE TIME



In 2008, Spanish speaking parents had a more difficult time finding care than English speaking parents. We no longer see this in 2018 for Spanish speaking parents; Somali speaking parents are currently experiencing difficulties finding care that meets their needs.

The 2008 Barriers to Care question had a different structure than the 2018 version as well as more options, making comparisons of percentages and even rankings impossible. Similarly, the Important Reasons question from 2008 was a scaled question over a number of reasons, while in 2018 it was a single select with different choice options, making a comparison impossible.

Generally, in 2018, parents feel welcomed and accepted at their children's care providers, with 90 percent of parents agreeing it's "very true" the providers speak their language and make them feel welcomed and accepted. Least endorsed was the statement providers share community services that might be of interest to the parent (63 percent). The statement “Provider lets you know about services in the community that might interest your family” (31 percent) was the least endorsed then in 2008, as it is now (63 percent). However, in 2008, 64 percent of Spanish speaking parents rated “very true” that the “Provider lets parent know about services in the community”, compared to 31 percent overall.

Also, the 2008 statement “Provider makes you feel comfortable when you visit or observe” (93 percent) was the most endorsed of any of the options, and it is similar to the 2018 most endorsed statement worded “Providers speak your language and make you feel welcomed and accepted” (90 percent). English and Spanish speakers and urban and rural parents in 2008 endorsed this statement at equal rates, all of which were higher than 90 percent.

Over 90 percent of parents in 2018 overall have spoken with their care provider in the past 12 months, while in 2008 this was 76 percent of parents. There was no real difference between English and Spanish speaking parents in

2008, though perhaps urban parents were more likely to speak with their provider than rural parents (77 percent versus 73 percent, respectively).

FIGURE #53. PARENTS SPOKEN TO PROVIDER IN PAST 12 MONTHS



Preschool

In 2008, parents were asked to indicate reasons their child did not attend preschool (specific to 3-5-year old) and reasons they did not use child care or day care for their child. The question included 4 optional answers: Not interested or needed; Child too young; Not aware of services; and Other.

In 2018, these two questions were revised into a single question of why a parent had not used child care or preschool for their child. The responses were also expanded to include 18 possible responses.

Below is table representing the top three most cited responses for each question.

TABLE #9. COMPARISON OF TOP REASONS WHY USERS HAVE NOT USED CHILD CARE OR PRESCHOOL

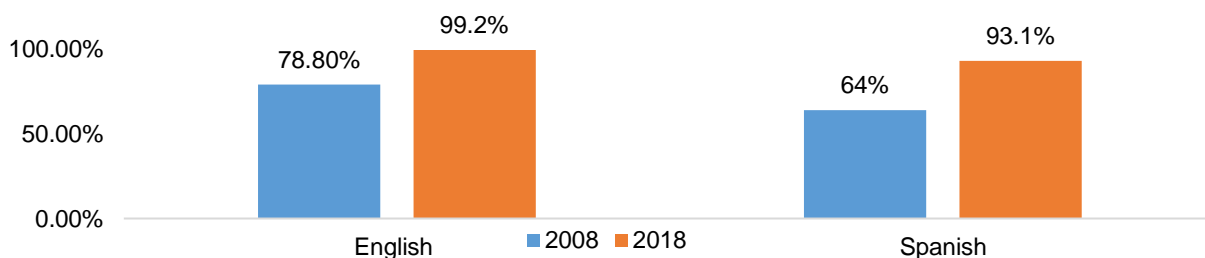
	2008: Reasons their child did not attend preschool	2008: Reason did not user child care or day care for child	2018: Reason why user have not used child care or preschool
1	Not interested or needed	Not interested or needed	Other
2	Child too young	Child too young	Not interested or needed
3	Other	Other	I could not afford it.

Child Development

In 2008, 26 percent of parents reported they had "a lot" of concern about at least one developmental delay. In 2018, parents were asked a single question related to concerns about their child’s development, whether developmental or physical. In 2018, 51.7 percent of parents indicate they had a concern about their child’s development. As noted in the **Section V. Child Development** for this question, a portion of the parent sample was pulled from DEL records of families receiving Early Intervention services; which may explain the large increase in parents expressing concern.

In 2008, 77.8 percent of parents noted they shared their concerns regarding their child’s development with their health care provider. In 2018, this number increased to 98.4 percent. For English and Spanish speakers, this number also increased as noted in the figure below.

FIGURE #54. RATE OF SHARING DEVELOPMENTAL CONCERNS BY PRIMARY LANGUAGE

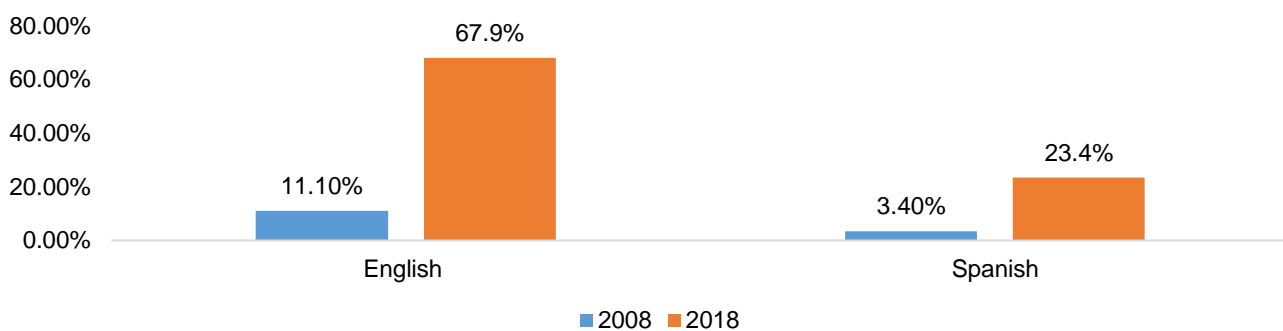


In 2018, 100 percent of parents living in urban communities report they shared their concerns with their health care provider, up from 77.6 percent in 2008. This also increase in rural communities; to 98.1 percent in 2018 from 79.1 percent in 2008.

Parents were asked if a health care provider has ever told them their child has a developmental delay or disability. The percentage of parents reporting a health care provider has told them this increased significantly between 2008 and 2018. Again, it needs to be noted in 2018, the sample of parents responding includes parents receiving Early Intervention services.

In 2008, 9.8 percent of all parents reported a health care provider told them their child had a developmental delay or disability; this increased to 52.2 percent in 2018. For English speaking households, this was 11.1 percent in 2008 and for Spanish speaking households the response was 3.4 percent. In 2018, these numbers jump to 67.9 percent of English speaking households and 23.4 percent of Spanish speaking households. The ratio of Spanish speaking responses to English speaking responses increased slightly over time; 30.6 percent in 2008 to 34.5 percent in 2018, showing proportionally an increase in responses where a child was identified with a developmental delay or disability from Spanish speaking households.

FIGURE #55. RATE OF DEVELOPMENTAL DELAY OR DISABILITY IDENTIFICATION BY PRIMARY LANGUAGE

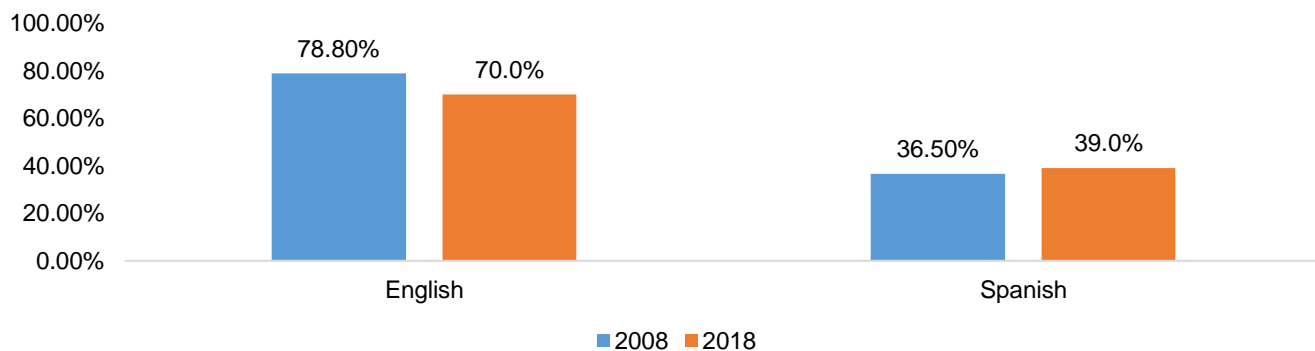


More parents living in rural communities (54.9 percent) respond their child was identified with a developmental delay or disability than those in urban communities (42.6 percent) in 2018. In 2008, the responses from rural and urban communities were nearly the same, 9.3 percent and 9.8 percent respectively.

In 2008, parents were asked if they daily read or showed a picture book to their child. In 2018, this question was expanded to include additional developmental activities in addition to reading. Less than 60 percent of parents in 2018 report reading to their child on a daily basis (58.4 percent), down from 73.2 percent in 2008.

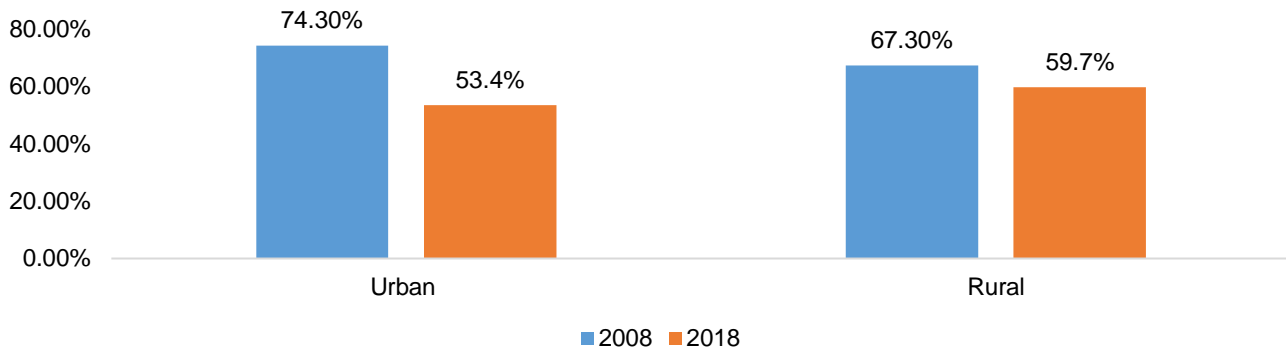
While the percent of parents reading daily to their children dropped in English speaking households, the rate increased in households where Spanish was the primary household language.

FIGURE #56. READING DAILY TO CHILDREN BY PRIMARY LANGUAGE



In urban and rural communities, the rate of daily reading also decreased in 2018 when compared to 2008. The percentage change is greater in urban communities.

FIGURE #57. READING DAILY TO CHILD BY COMMUNITY



Government Services and Resources

Consistent with the 2008 findings, high percentages of parents continue to want information about events and activities for families in their community, kindergarten/school readiness activities, and ways to support their child's development at different ages. On average, less than half the parents surveyed were interested in information about the following:

- Resources for parents and primary caregivers of children with disabilities or other special needs
- Resources for parents and primary caregivers concerned about their children's development or behavior
- Help making ends meet or help finding community resources (including housing, food, health care, financial help, or transportation)
- Being connected to the community and resources or support for parenting and caregiving
- Resources around child health, nutrition wellness, and physical activity.

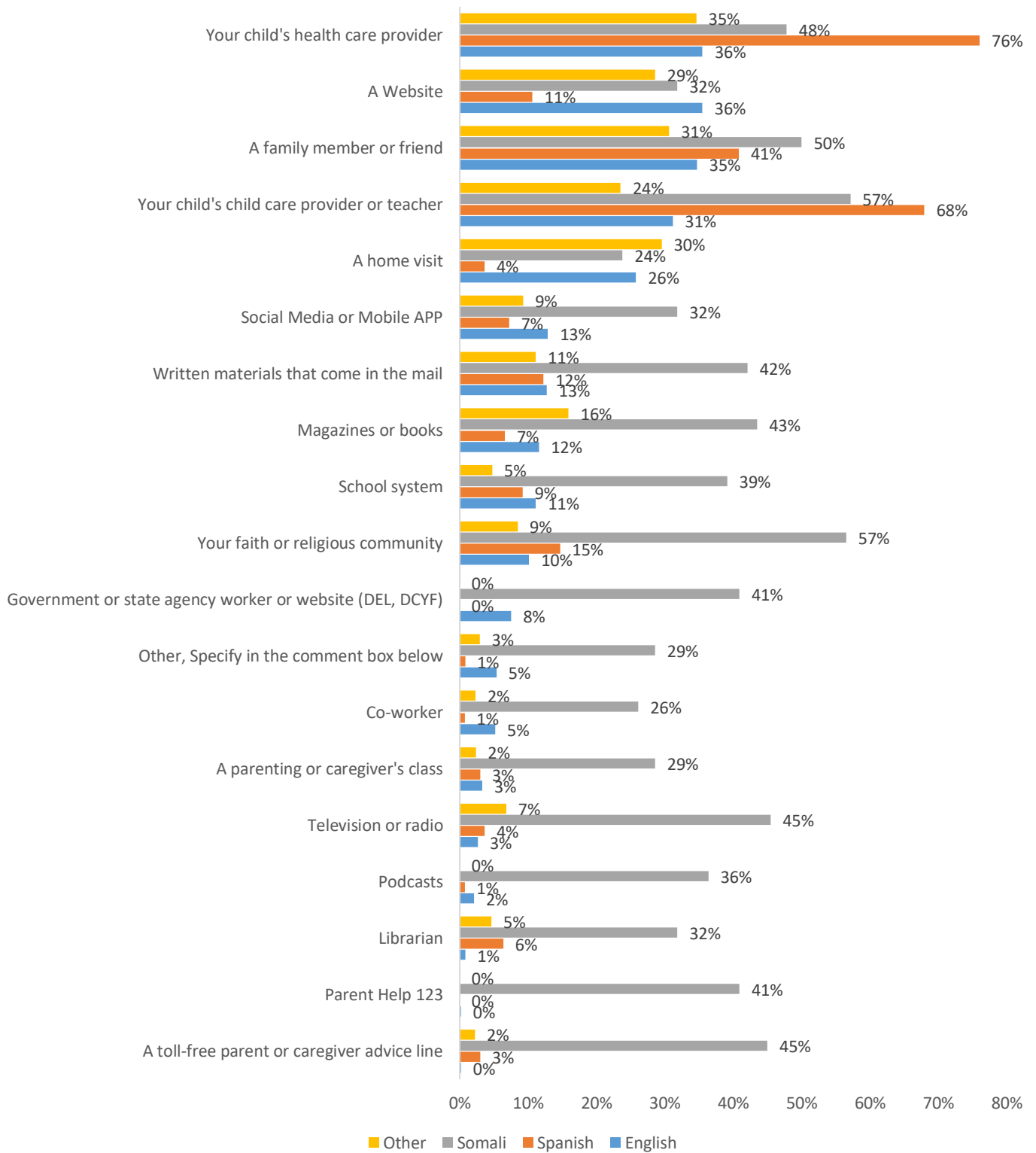
These findings were consistent across income, language, and location demographics.

As in 2008, most parents get information about their child's development from a health care provider, their child's teacher, or a family member or friend. As would be expected, the use of websites to get information has increased in 2018. The utilization of home visits as a resource has increased quite significantly and the use social media and apps have emerged since the last survey as a way for parents to get information. Parents still do not seem interested in getting information from television or radio, a toll-free parent or caregiver advice line, and/or Parent Help 1-2-3.

Community and faith-based resources, as well as a child's teacher or child care provider are the most valuable assets to Somali speaking parents in 2018.

Since there was not a sample of Somali speaking parents in the 2008 survey, it is interesting to note the high rate at which Somali speaking parents want to get information about their child's growth and development. The chart on the following page shows the rate at which Somali parents indicate they go to these sources for information "a lot".

FIGURE #58. INFORMATION SOURCES IN 2018 BY PRIMARY LANGUAGE



APPENDIX I. FOCUS GROUPS

Methodology

PCG worked with DEL to select cohorts of parents and primary caregivers to participate in facilitated stakeholder focus groups¹⁶ across the state of Washington. The purpose included soliciting information from populations who may have been underrepresented in past surveys, including:

- Parents using informal care systems provided by family, friend, and neighbor (FFN) providers
- Parents using part-day preschool and/or outdoor preschool
- Families headed by teen parents
- Families using licensed, unsubsidized child care
- Families experiencing homelessness
- Families receiving child care through the Seasonal Child Care Program
- Families with infants and toddlers, especially those receiving early intervention services
- Immigrant and ethnic minority families.

PCG staff collaborated with DEL and their network of partners/stakeholders to identify and work with Hosting Agencies to assist in the outreach and organization of in-person focus groups. Outreach and scheduling were conducted via telephone and e-mail. If requested, PCG provided sample language and/or personalized flyers for Hosting Agencies to make available to potential participants. In some cases, where identified partners or stakeholders were unable to host a focus, they were provided information to share with parents in their network to join a focus group scheduled in their area. This included liaisons working with Tribal Affairs, FFN, and kinship caregivers.

The focus groups conducted between April to May 2018 included:

TABLE #10. FOCUS GROUP SUMMARY

Hosting Agency	Location	Count (#)
Parent Advisory Group	Seattle	6
Head Start	Seattle	2
Educare	Seattle	6
Arc of King County	Seattle	6
Children First Therapy	Spokane Valley	4
Arc of Spokane Parent to Parent & The Guild School	Spokane	8
St. Anne's Children and Family Center	Spokane	5
Sammamish Montessori	Redmond	10
Childhaven	Seattle	11
Yakima Valley Libraries-Selah Library	Selah	4

Three Hosting Agencies Head Start (Seattle), St. Anne's Children's and Family Center (Spokane), and Yakima Valley Libraries- Selah Library (Yakima) scheduled to host a second focus group, though no participants attended. Additionally, no participants attended the focus group hosted by Children's Village in Yakima.

Each in-person focus group was conducted by at least two PCG team members across the eastern, middle, and western regions of the state. The table below provides more specific detail about the locations and number of groups conducted. PCG conducted a convenience sample survey (See **Appendix II. Convenience Sample** for more

¹⁶ As noted in **Section II. Introduction**, focus group questions and methodology were submitted through the Washington State Institutional Review Board (WSIRB) process. Since the project proposal did not involve "research" as defined under federal regulation 45 CFR 46.102 (d) and the Washington State Agency Policy on Protection of Human Research Subjects, Chapter IV, IRB approval was not required to complete this project.

information) for parents who were interested in participating in the survey who but were unable to attend scheduled focus groups.

TABLE #11. FOCUS GROUP SUMMARY BY REGION

Region	Cities	Scheduled	Completed
Western	Seattle, Redmond	7	6
Central	Yakima, Selah	3	2
Eastern	Spokane, Spokane Valley	4	2

Each focus group lasted approximately one hour and followed the same general format. The facilitator began with introductions and explained the purpose of the focus group. Attendees were assured all information they shared would remain confidential. A script was used to aid with consistent focus group facilitation and contained both general and group-specific questions. Some examples of the general focus group questions are:

- Who do you rely on/trust for receiving information related to your child?
- What is the most important reason you chose and keep your child in their current child care setting?
- If you could do one thing to improve the service/community value of (group name), what would it be?

An optional demographic survey was distributed at the end of each focus group to collect anonymous information from the participants. Attendees were once again assured participation in this survey was optional and information would remain confidential. The demographic survey collected information about race, ethnicity, language, sex, education, income, and family size.

Anecdotal notes were captured throughout each of the focus groups and coded. In order to identify and quantify the qualitative recurring themes, the notes were color-coded under one of the following categories, as appropriate: Childcare/Preschool, Resources and Information, Child Development, or Government Services. If a specific theme was repeated during a focus group, a tally mark was placed to indicate the number of times the theme was referenced. After the notes were captured and remarks tallied, each of the emerging themes were categorized. The following key was used to classify respondents in categories: Few, Some, Many, All.

TABLE #12. DESCRIPTORS

Descriptor	Count
None	0 Parents
Few	1 Parent
Some	Less than 50% of parents
Many	50% or more of parents
All	All parents

Upon completion of all focus groups, a matrix was built to compare the themes and frequency each theme emerged across all focus groups. Total counts were taken to determine how many times each theme emerged during all focus groups, and themes were then ordered by total count to identify the top emerging themes.

Participant Demographics

The tables below summarize the findings of the optional demographic surveys collected. Three parents opt-ed out of completing the demographics survey. The demographic survey captures 58 responses.

The focus groups were predominately comprised of females, making up 93% of the participants. Seven different races/ethnicities and approximately 13 various languages were represented throughout the groups. In two focus groups, interpretation services for Spanish speakers were present.

TABLE #13. FOCUS GROUP ATTENDEES BY GENDER

Focus Group Attendees	Count (#)
Total	58
Male	3
Female	54
Prefer Not to Answer	1

TABLE #14. TOTAL HOUSEHOLD MEMBERS OF FOCUS GROUP ATTENDEES

Total Household Members	Count (#)
Total	222
Adults 18 years and older	109
Children younger than 18	113

TABLE #15. FOCUS GROUP ATTENDEES BY RACE/ETHNICITY

What is your race/ethnicity? (Select all that apply)	Count (#)
White	38
Black/African American	6
Asian	11
Pacific Islander	2
Alaska Native or American Indian	4
Hispanic/Latino	6
Other	1
Don't Know	0
Prefer not to answer	1

TABLE #16. PRIMARY HOUSEHOLD LANGUAGE

What language is predominately spoken in your home?	Count (#)
English	18
Spanish	4
Somali	0
Russian	1
Vietnamese	1
Ukrainian	0
Korean	0
Chinese	0
Other	3
Other	Thai, Ilokano, Tagalog, ASL, Tamil, Hindi, Arabic, Amharic, Native American

The level of education, average income, and government assistance program participation varied greatly across the state but tended to be consistent within focus groups.

TABLE #17. PARENT/PRIMARY CAREGIVER LEVEL OF EDUCATION

What is the highest grade or year of school that you completed	Count (#)
Never attended	0
Kindergarten-6th grade	2
7th or 8th grade	1
9th-12th grade, but no diploma	4
HS diploma/equivalent GED	2
Some college or tech school, but no diploma	2
Associate degree (AA, AS) or technical degree	3
Bachelor's degree (BA, BS)	3
Graduate or professional degree	6
Don't know	0
prefer not to answer	0
Never attended	0
Kindergarten-6th grade	2
7th or 8th grade	1

TABLE #18. SERVICES ACCESSED BY FOCUS GROUP PARTICIPANTS

In the past 12 months has your family received:	Count (#)
Women, Infants and Children (WIC)	6
Food Stamps or Basic Food Program	7
TANF, WorkFirst, or Welfare	2
Medicaid	12

TABLE #19. AVERAGE ANNUAL FAMILY INCOME

Household Income	Count (#)
\$50k+	19
\$30k-\$50k	5
< \$30k	14
Don't Know	2
Prefer Not to Answer	14

Findings

Child Care Preferences and Experiences

Accessibility and Affordability

Though they reported using a variety of care options, (e.g., private center, ECEAP, Head Start, etc.), parents across the state share many of the same views about child care.

- The high cost of care emerged as a theme during each focus group, with parents agreeing childcare has a significant financial impact on their families, some comparing the expense to their monthly mortgage.
- The lack of accessibility to quality programs was another concern expressed by parents; some even sharing they had been placed on waiting lists for their preferred programs prior to their child being born.

Only a **few** parents represented in the focus groups indicated they used a nanny, friend, or co-op preschool to help provide care for their children.

For parents of children with special needs, these issues were magnified due to even fewer options for center-based and informal (e.g., family, friends, neighbors) care. **Some** families indicated their childcare options were limited because of their child's special needs. In some families, a parent had to leave the workforce to provide the care needed for their child with a disability. The limited availability of trained respite and/or in-home care providers often means these caregivers rarely get the "break" they feel is needed.

Families want child care centers that are part of their community and/or make them feel as though they are part of the community. The proximity of a center to the family's home is important, but **many** parents indicated they would be willing to compromise on the location if the center better met the needs of their child and family. Responses ranged from **some** parents who reported choosing their living location based on the location of the preferred program to some parents who use public transportation to get their child to a center because there are none available in their community. A **few** families indicated there were limited care options in their community unless families are able to afford a private program.

Families want child care centers that are part of their community and/or make them feel as though they are part of the community.

Quality

Across the state, **many** parents agreed on the characteristics of quality child care. These characteristics include programs with low teacher-child ratios with providers who take the time to build relationships with the family. **Many** voiced preferences for those that look more "educational" and not just "play based" or "babysitting." Parents want child care programs that are safe, clean, and calm and where they feel their child is involved in a balance of structured and free play activities. A **few** indicated they appreciate the diverse cultures and abilities represented at their centers.

Some parents addressed the low wages paid to child care providers. They feel better benefits and higher salaries would attract and retain better providers, which equates to a higher quality of care for their children.

Generally, parents also feel it is important they can communicate with their children's teachers (in their native language) and that the lines of communication are open between the family and the center.

Many parents want a program that welcomes parent involvement. A **few** parents indicated their child had been asked to leave a program or told the program could not accommodate their child's special needs.

Many parents want a program that welcomes parent involvement.

Child Development

Regardless of socio-economic status, culture, or age of their children almost **all** parents reported engaging in activities each day to support their child's development, including:

- Talking about shapes, colors, and/or numbers while riding the city bus, in the car, taking a walk, etc.
- Reading or exploring books.
- Playing outdoors

Some families reported their child had been identified with a developmental delay. If their child was not identified at (or before) birth, families were often alerted to concerns by family members, home visitors, or teachers. **Some** families indicated their child care program allows therapists to come in and work with their child.

Social and emotional development opportunities and activities were important to **many** parents. A **few** indicated the socialization opportunities available at their child's center was one of the most important factors for choosing the program. Parents reported wanting their children to know how to talk about feelings and how to interact with children who may be different from them. **Many** parents also feel their child is excelling because of the care they are receiving at the program, regardless of whether they have special needs.

Birth to Age Three

Many parents felt supported by various DEL and other state programs while their children were participating in birth to three programs. However, **many** reported feeling “cut off” when their child turned three-years-old and were unsure what to do in the time before their child started school (i.e., public preschool, kindergarten, etc.).

“I don’t know where to go when he turns three and everything goes away.”

One parent summed up her feelings by stating, *“I don’t know where to go when he turns three and everything goes away. We need support until our kids start public school.”* Several parents in this focus group vocalized their agreement with the comment. **Some** families preferred programs that continue with the family until the child starts school.

Preschool (Fours-Fives)

Some parents expressed appreciation for programs like Head Start, saying they offered structured events where parents and children could learn together and interact. **Many** parents whose children attended preschool at a private program or child care center were happy with the support they received and unsure what to expect with an upcoming transition to public pre-k or kindergarten programs.

Some parents, whose children had already transitioned into the local school system, indicated their child’s school did not refer for developmental testing and/or it was difficult to get an evaluation completed or an IEP written for their child with special needs.

Government Programs

Some families indicated they receive “wrap-around” services such as: TANF, child care subsidy, SSI, but these were not easy to get. **Many** did not know what was available to them and only learned by “word of mouth” when talking with other families. A **few** reported losing their access to medical and mental health services for various unspecified reasons. **Some** families did not attempt to access public assistance because of perceptions related to their race and/or accent.

Parents of children with special needs indicated they often did not qualify for subsidies, despite the additional expenses of caring for their children. As one parent expressed, *“Sometimes it seems like there are lots of resources when you have a child with special needs or are very poor, but there is nothing for middle class families, even though care is extremely expensive.”* **Some** families suggested the income eligibility scales should be adjusted to assist more families across the state.

Resources and Information

Families reported getting information about their child’s development and available resources from multiple formal and informal sources.

All families viewed their pediatrician as a good resource of general developmental information. **Many** families reported using the Internet to research development and resources. Other sources of information for families include: other parents, teachers/care providers, home visiting program staff, friends/family, parenting classes, case managers, and the foster care system/CPS.

All families viewed their pediatrician as a good resource of general developmental information.

In a **few** focus groups, parents in attendance held a dual role as a parent and professional working in supportive services for children and families. Those who fell into this category reported, even as providers, they also felt they are not always aware of what is available in the state. Therefore, they are not able to share that information with families they see.

As one attendee stated, *“As a pediatric nurse practitioner, no one keeps me up to date on what is available in my state/community. It would be very helpful if someone would because, as it is, I have to seek out that information on my own. Some providers just won’t/can’t do that.”*

A **few** families mentioned receiving the “Health Profiles” from the state in the mail as a helpful resource to them. **Many** parents indicated state resources available to them were not well advertised and they would not have been aware of them if not for “word-of-mouth” conversations with other families who were using or were familiar with the resources.

“All the services and information are so scattered...you get passed from one agency to the next and usually still don’t get results.”

Parents indicated they often feel frustrated when trying to find and access resources. They expressed a desire for universal case management services as well as a central location for accessing information about various available resources (in multiple languages). One parent commented, *“All the services and information are so scattered...you get passed from one agency to the next and usually still don’t get results.”*

A **few** parents communicated if the whole family was supported, outcomes for children would improve. **Some** of the areas specifically mentioned were:

- Access to affordable housing
- Access to safe and clean public transportation
- Assistance with feeding and caring children during school/program breaks, especially during the summer months.

APPENDIX II. CONVENIENCE SAMPLE

Methodology

While coordinating and conducting focus groups across the state, PCG received feedback from stakeholders partnering in organizing focus groups that there were parents interested in participating in the survey who were unable to attend scheduled focus groups. To allow for their feedback to be captured, PCG opened a supplemental convenience sample survey.

Sampling Protocols

PCG provided the link to the convenience sample survey to stakeholders/partner agencies who were approached to host a focus group. These groups included:

- The Arc of King County, Seattle
- The Arc of Spokane and Spokane Guilds' School & Neuromuscular Center, Spokane
- Baby Storytime at the Yakima Valley Libraries, Selah
- Childhaven's Broadway Branch, Seattle
- Children FIRST Therapy, Spokane
- The Children's Village, Yakima
- Down Syndromes Connection Northwest, Spokane
- DEL Early Intervention, statewide
- DEL Homeless or Subsidy Programs, statewide
- Relatives Raising Children (Kinship Caregivers) at Hope Sparks, Tacoma
- DEL Medicated Treatment Child Care (MTCC)/Early Childhood Intervention and Prevention Services (Eclipse), statewide
- Open Doors for Multicultural Families, Central WA
- Parent Advisory Group, statewide
- Puget Sound Educational Service District 121 Head Start, Renton
- Sammamish Montessori School, Sammamish
- Seattle Public Library, Seattle
- St. Anne's Children & Family Center, Spokane
- Tribal Community, statewide

Data Collection

PCG duplicated the majority of the language and format of the representative survey online tool. A new link was created to access the convenience sample survey. A question was included to identify from which partner organization the respondent received the survey invitation.

The survey collection period was open from June 12, 2018- August 1, 2018.

Outreach Efforts

PCG provided the following information to stakeholders participating in organizing focus groups for their outreach to parents in their networks:

- A draft of an initial outreach email and link to the convenience sample survey
- A draft of a follow up outreach email and link to the convenience sample survey
- A draft of a final outreach email and link to the convenience sample survey

These partnering stakeholders were responsible to reaching out to parents in their network.

Response and Data Cleaning

When the survey collection period closed on August 1, 2018, PCG removed partial survey responses from the data set. The final response count was 44 responses. It is difficult to estimate a response rate given focus group

stakeholder organizations were not required to distribute the survey to parents in their network; they were also not required to report to PCG if they distributed the survey and to how many parents. A detailed account of responses can be found on the following pages.

Key Findings

- Respondents to the convenience sample rely heavily on their health care providers for information about their child's development. DEL may increase awareness of, and access to, many early childhood programs by conducting focused education and outreach to the healthcare community across the state.
- As in the 2008 survey, respondents to the convenience sample remain most interested in finding out about events and activities in their communities that are good for families.

Convenience Sample (CS) Results

Analysis for all questions include statistical significance testing at the 95 percent confidence interval. Where percentages are bold, the outcomes are statistically significantly different at a 95 percent confidence level. This means there is a statistically-backed difference in how the different sub-populations answered the specific question.

Questions related to household income, preferred household language, and community designation were optional. As a result, the sum of each category sample size may not equal the overall sample size.

Parents were able to indicate if they had children in any of the age categories, as a result adding all age groups together will yield a sum greater than the number of total respondents, as parents may have children in multiple age groups. Significance testing was not completed for data related to age groups because they were not unique groups.

Responses where 5 or fewer individuals responded have been redacted for confidentiality; these are indicated with an asterisk (*).

The following questions are redacted as there were 5 or fewer responses:

- i. CS 11c: What description of 'Additional Services' is most important to you?
- ii. CS 11d: What description of 'Space and Facilities' is most important to you?
- iii. CS 11f: What description of 'Licensing and Accreditation' is most important to you?
- iv. CS 14: Select the following statements that describe why you have not talked with your child's provider in the last 12 months?
- v. CS 16c: What description of 'Accreditation' is most important to you?
- vi. CS 22: For how many hours per day? Birth to Three)
- vii. CS 24: For how many hours per day? (Preschool)
- viii. CS 25: Please tell me more about why you have not used child care or preschool.
- ix. CS 25a: Since you selected "The Program did not have the hours I needed or did not work with my schedule", please respond to the following questions with a Yes or No: Did you require weekend care?
- x. CS 25b: Since you selected "The Program did not have the hours I needed or did not work with my schedule", please respond to the following questions with a Yes or No: Did you work an evening or swing shift schedule?
- xi. CS 25c: If you were told you could not enroll your child, did the program say any of the following reasons? No capacity (seat) for the age of the child; Child had a health condition or special need that could not be met by the program; Child had a behavioral or learning need(s) that could not be met by the program; The program did not accept subsidy; None
- xii. CS 26: How did you hear about ECEAP (Early Childhood Education Assistance Program)?

Child Care Preferences and Experiences

CS 1: Does your child attend child care, preschool, before/after school or summer care outside of your home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Yes	68.2%	82.1%	68.8%	59.1%	71.9%	*	*	*	70.0%	-	-	*	-	66.7%	68.8%
No	31.8%	17.9%	31.3%	40.9%	28.1%	*	*	*	30.0%	-	-	*	-	*	31.3%

CS 2: If your child is not in a formal child care or preschool (at least two days a week), who primarily cares for your child in the home? (select all that apply).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample size	14	5	5	9	9	-	*	*	12	-	-	*	-	*	10
A parent or step-parent	64.3%	*	*	55.6%	77.8%	-	*	*	58.3%	-	-	*	-	*	60.0%
A grandparent or other family member	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
A friend or neighbor	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
A nanny or babysitter	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Don't know	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
I prefer not to answer	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

CS 3: For how many hours a week is your child in child care, preschool, before/after school or summer care outside of your home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Mean (Hours)	37.85	37.20	38.27	36.65	39.11	30.00	45.00	30.50	38.77	-	-	25.00	-	42.44	36.18
Median (Hours)	40.00	40.00	40.00	40.00	40.00	30.00	45.00	30.50	40.00	-	-	25.00	-	43.75	40.00
Std. Dev. (Hours)	10.30	11.04	11.95	10.47	9.56	-	7.07	13.44	9.66	-	-	14.14	-	6.07	11.10

CS 4: Does your child receive child care (or before/after school or summer care) outside of your home so that you can work or attend an educational/learning program?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes	86.7%	82.6%	90.9%	92.3%	87.0%	*	*	*	89.3%	-	-	*	-	75.0%	90.9%
No	*	*	*	*	*	*	*	*	*	-	-	*	-	-	*

CS 5: What is your preference for child care outside the home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Licensed child care center	96.7%	95.7%	100.0%	92.3%	100.0%	*	*	*	100.0%	-	-	*	-	100.0%	95.5%
Family, friend, neighbor	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Licensed Family Home Provider	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 6: If your child attended child care, an early learning program or preschool, did the program participate in Early Achievers?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes	60.0%	56.5%	54.5%	69.2%	60.9%	*	*	*	57.1%	-	-	*	-	87.5%	50.0%
No	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Unsure	23.3%	21.7%	*	*	30.4%	*	*	*	25.0%	-	-	*	-	*	27.3%
I don't know what that is	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 7: What type of child care setting is your child in on a regular basis?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
A licensed child care center (including preschool)	96.7%	100.0%	90.9%	100.0%	100.0%	*	*	*	96.4%	-	-	*	-	100.0%	95.5%
A licensed child care program run in a family's home (including preschool)	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
The home of a babysitter, neighbor, family member, or friend	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Someone (unrelated to me or my child) comes to or lives in my home to watch my children	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
None of the above	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
I don't know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 8: Are you able to find child care for your child (including preschool) that meets the needs of your child and family most of the time?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	29	23	11	12	22	*	*	*	27	-	-	*	-	8	21
Yes	79.3%	73.9%	63.6%	66.7%	86.4%	*	*	*	85.2%	-	-	*	-	100.0%	71.4%
Sometimes	17.2%	21.7%	*	*	*	*	*	*	*	-	-	*	-	*	23.8%
No	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Don't Know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 9: What barriers kept your child or family from accessing care for your child?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	6	6	*	*	*	-	*	*	*	-	-	*	-	-	6
No openings for my child/ waitlists	*	*	*	*	*	-	*	*	*	-	-	*	-	-	*
Too expensive	*	*	*	*	*	-	*	*	*	-	-	*	-	-	*
Transportation limitations	*	*	*	*	*	-	*	*	*	-	-	*	-	-	*
There are no programs in my area that meet my needs	*	*	*	*	*	-	*	*	*	-	-	*	-	-	*
Other	*	*	*	*	*	-	*	*	*	-	-	*	-	-	*

CS 10: How do you find child care?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	2	-	8	22
Friends or Family Members	73.3%	69.6%	63.6%	69.2%	73.9%	*	*	*	71.4%	-	-	*	-	75.0%	72.7%
Child Care Resource and Referral (Childcare Aware - Family Call Center)	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Child Care Check	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Advertising	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Doctor or other health care professional	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Online search	50.0%	47.8%	63.6%	46.2%	56.5%	*	*	*	50.0%	-	-	*	-	*	50.0%
Other	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 11: Select the most important reason that is important to you in choosing and keeping your main child care arrangement for your child.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Staffing	23.3%	26.1%	*	*	*	*	*	*	21.4%	-	-	*	-	*	*

Programming and Activities	30.0%	30.4%	*	*	34.8%	*	*	*	32.1%	-	-	*	-	*	31.8%
Additional Services	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Space and Facilities	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Cost and Hours	20.0%	*	*	*	*	*	*	*	17.9%	-	-	*	-	*	22.7%
Licensing and Accreditation	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 11a: What description of "Staffing" is the most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	7	6	*	*	*	-	-	*	6	-	-	*	-	*	*
The training and experience of your child's care provider or preschool teacher	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
The number of children per care provider or preschool teacher (ratio)	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
Low staff turnover	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
The way your care provider or preschool teacher treats and plays with your child	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
The way a provider treats all children fairly	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
The care provider or preschool teacher knowing how to care for children with special needs, including health needs like asthma	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*
The language spoken by your care provider or preschool teacher	*	*	*	*	*	-	-	*	*	-	-	*	-	*	*

CS 11b: What description of "Programming and Activities" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	9	7	*	*	8	-	*	-	9	-	-	-	-	*	7

CS 11b: What description of "Programming and Activities" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
The type of learning activities, books, and toys available for the children	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
The way children play and get along with each other	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Having your family's culture and values known, respected, and appreciated	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Opportunities to participate or volunteer in the program	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Growth and progress seen in children through attending program	66.7%	*	*	*	75.0%	-	*	-	66.7%	-	-	-	-	*	*

CS 11e: What description of "Cost and Hours" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	6	*	*	*	*	*	*	-	5	-	-	*	-	*	5
Affordable cost	*	*	*	*	*	*	*	-	*	-	-	*	-	*	*
Having convenient and flexible hours	*	*	*	*	*	*	*	-	*	-	-	*	-	*	*

CS 12: Respond to the following statements with whether the statement is very true, somewhat true, or not true. *This table represents VERY TRUE only

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Your child's care provider or preschool teacher makes you feel welcomed and takes interest in your child	80.0%	73.9%	81.8%	84.6%	82.6%	*	*	*	82.1%	-	-	*	-	75.0%	81.8%

CS 12: Respond to the following statements with whether the statement is very true, somewhat true, or not true. *This table represents VERY TRUE only

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
and family when you visit or observe															
You and child's care provider or preschool teacher share ideas about how to help your child learn and grow.	86.7%	82.6%	81.8%	92.3%	87.0%	*	*	*	89.3%	-	-	*	-	100.0%	81.8%
If you are stressed out, child's care provider or preschool teacher notices and checks in with you about what you might need	33.3%	26.1%	45.5%	46.2%	34.8%	*	*	*	32.1%	-	-	*	-	62.5%	22.7%
Your child's care provider or preschool teacher lets you know about services in the community that might interest or help you	46.7%	43.5%	45.5%	46.2%	52.2%	*	*	*	50.0%	-	-	*	-	75.0%	36.4%
Your child's provider encourages parents or primary caregivers to participate in the program (i.e. volunteering, parent or caregiver leadership group, reading with child after care)	60.0%	56.5%	54.5%	61.5%	60.9%	*	*	*	60.7%	-	-	*	-	87.5%	50.0%
Providers speak your language and make you feel welcomed and accepted.	90.0%	87.0%	81.8%	92.3%	91.3%	*	*	*	92.9%	-	-	*	-	87.5%	90.9%

CS 13: In the past 12 months, have you personally talked with your child care provider or preschool teacher about how your child is learning and growing?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes	93.3%	95.7%	100%	92.3%	91.3%	*	*	*	92.9%	-	-	*	-	100%	90.9%

No	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Don't know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 15: Please select the following statements that describe the outcome of the discussion.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	28	22	11	12	21	*	*	*	26	-	-	*	-	8	20
I felt heard and my input was valued.	67.9%	59.1%	63.6%	58.3%	71.4%	*	*	*	73.1%	-	-	*	-	62.5%	70.0%
We shared tips or strategies for supporting my child.	71.4%	68.2%	81.8%	66.7%	71.4%	*	*	*	73.1%	-	-	*	-	*	80.0%
The feedback I received was not clear or did not feel genuine.	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Other- Please specify	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 16: What does a quality program look like to you? Select your top answer.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Health and Safety	30.0%	34.8%	*	38.5%	26.1%	*	*	*	25.0%	-	-	*	-	*	31.8%
Quality Programming	30.0%	21.7%	*	*	34.8%	*	*	*	32.1%	-	-	*	-	*	27.3%
Quality of Staff	36.7%	39.1%	45.5%	38.5%	34.8%	*	*	*	39.3%	-	-	*	-	*	36.4%
Accreditation	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 16a: What description of "Health and Safety" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	9	8	*	5	6	*	*	-	7	-	-	*	-	*	7
Clean and safe environment	77.8%	75.0%	*	100%	*	*	*	-	71.4%	-	-	*	-	*	85.7%

CS 16a: What description of "Health and Safety" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Program provides healthy meals and snacks	*	*	*	*	*	*	*	-	*	-	-	*	-	*	*

CS 16b: What description of "Quality Programming" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	9	5	*	*	8	-	*	-	9	-	-	-	-	*	6
Age appropriate activities and curriculum	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Program supports breastfeeding	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Program provides opportunities for my child to be physically active	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Program limits screen time	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Children are encouraged to make choices and be independent	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*
Children are "kindergarten ready"	*	*	*	*	*	-	*	-	*	-	-	-	-	*	*

CS 16d: What description of "Quality of Staff" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	11	9	5	5	8	-	-	2	11	-	-	-	-	*	8
Low teacher to child ratio	*	*	*	*	*	-	-	*	*	-	-	-	-	*	*
Qualified teachers	*	*	*	*	*	-	-	*	*	-	-	-	-	*	*
Positive interactions between children and providers	72.7%	77.8%	*	100.0%	87.5%	-	-	*	72.7%	-	-	-	-	*	62.5%

CS 16d: What description of "Quality of Staff" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Positive interactions between providers and families	*	*	*	*	*	-	-	*	*	-	-	-	-	*	*
Demonstrated new knowledge or skills by children	*	*	*	*	*	-	-	*	*	-	-	-	-	*	*

CS 17: Have you ever been asked to leave (temporarily or permanently) a child care or preschool program because of concerns about your child's behavior?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes temporarily	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Yes, permanently	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
No	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	*	*	*	100.0 %	-	-	*	-	100.0 %	100.0 %
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 18: Have you ever been asked to pick up your child early because of concerns about your child's behavior?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
No	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	*	*	*	100.0 %	-	-	*	-	100.0 %	100.0 %
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 19: Has your child been removed from the classroom for part of the day because of concerns about your child's behavior?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	23	11	13	23	*	*	*	28	-	-	*	-	8	22
Yes	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
No	86.7%	87.0%	90.9%	92.3%	87.0%	*	*	*	85.7%	-	-	*	-	87.5%	86.4%
I don't know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

Birth to Age Three

CS 20: Has your child participated in Early Head Start?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	28	28	7	9	21	-	*	*	25	-	-	*	-	9	19
Yes	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
No	85.7%	85.7%	85.7%	100.0%	90.5%	-	*	*	88.0%	-	-	*	-	100.0%	78.9%
I don't know what Early Head Start is	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

CS 21: Did your family meet the eligibility requirements?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	24	24	6	9	19	-	*	*	22	-	-	*	-	9	15
Yes	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
No	50.0%	50.0%	*	*	57.9%	-	*	*	45.5%	-	-	*	-	55.6%	46.7%
Don't know	41.7%	41.7%	*	*	42.1%	-	*	*	45.5%	-	-	*	-	*	40.0%
I prefer not to answer	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

Preschool

CS 23: Which best describes the type of child care, early learning program, or preschool has your child attended on a regular basis? By a regular basis, we mean at least two times a week.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	16	7	16	10	10	*	*	*	15	-	-	*	-	*	14
Head Start	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
ECEAP (Early Childhood Education and Assistance Program)	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Preschool for children with special needs	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Private ½ day preschool	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Preschool class in a child care or day care setting	56.3%	*	56.3%	60.0%	70.0%	*	*	*	53.3%	-	-	*	-	*	50.0%
Tribal preschool	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Co-op preschool	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Family home child care	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
None	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Other (please specify)	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

Child Development

CS 27: In a typical week, how often do you or other family members do the following activities with your child daily?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	43	28	16	21	31	*	*	5	39	-	-	*	-	12	31
Read or show a picture book	72.1%	71.4%	75%	71.4%	64.5%	*	*	100%	71.8%	-	-	*	-	75.0%	71.0%
Count or do simple math	58.1%	50.0%	68.8%	61.9%	61.3%	*	*	*	61.5%	-	-	*	-	66.7%	54.8%
Talk about/ show an understanding of feelings	79.1%	78.6%	93.8%	76.2%	80.6%	*	*	*	76.9%	-	-	*	-	83.3%	77.4%
Talk about/demonstrate sharing	60.5%	60.7%	68.8%	57.1%	61.3%	*	*	*	64.1%	-	-	*	-	58.3%	61.3%

CS 27: In a typical week, how often do you or other family members do the following activities with your child daily?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Ask your child questions	100%	100%	100%	100%	100%	*	*	100%	100%	-	-	*	-	100%	100%
Describe items/activities to your child	86.0%	89.3%	87.5%	81.0%	93.5%	*	*	*	84.6%	-	-	*	-	83.3%	87.1%
Eat/share meals together with your child	93.0%	92.9%	87.5%	90.5%	96.8%	*	*	*	92.3%	-	-	*	-	100%	90.3%
Play or be physically active with your child	81.4%	85.7%	75.0%	76.2%	80.6%	*	*	*	82.1%	-	-	*	-	66.7%	87.1%

CS 28: Have you, or do you, have concerns about any of your children's development? Examples could include: speech and language, sight or hearing abilities, comprehension, or physical development.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Yes	25.0%	21.4%	31.3%	31.8%	21.9%	*	*	*	22.5%	-	-	*	-	*	31.3%
No	75.0%	78.6%	68.8%	68.2%	78.1%	*	*	*	77.5%	-	-	*	-	91.7%	68.8%
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 29: Have you shared your concern(s) with your child's health care provider, child care provider, or any other expert?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	11	6	5	7	7	*	*	*	9	-	-	*	-	*	10
Yes	90.9%	83.3%	100.0%	100.0%	100.0%	*	*	*	88.9%	-	-	*	-	*	90.0%
No	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Don't know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 30: When you have a concern about any of your children's development, where do you go for information or resources?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	*	40	-	-	*	-	12	32
Child's child care provider	45.5%	57.1%	50.0%	31.8%	43.8%	*	*	*	47.5%	-	-	*	-	50.0%	43.8%
Pediatrician or Health care provider	81.8%	78.6%	81.3%	90.9%	78.1%	*	*	*	80.0%	-	-	*	-	83.3%	81.3%
School District	13.6%	*	*	27.3%	*	*	*	*	12.5%	-	-	*	-	*	15.6%
Family member or friends	50.0%	53.6%	43.8%	45.5%	46.9%	*	*	*	47.5%	-	-	*	-	58.3%	46.9%
I don't feel like I have anyone I can go to.	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Online resource	45.5%	42.9%	56.3%	40.9%	53.1%	*	*	*	42.5%	-	-	*	-	*	53.1%
Books or magazines	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Other	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 31: Have any of your children ever had a developmental screening?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Yes	45.5%	42.9%	31.3%	63.6%	43.8%	*	*	*	42.5%	-	-	*	-	*	53.1%
No	40.9%	46.4%	37.5%	27.3%	46.9%	*	*	*	45.0%	-	-	*	-	75.0%	28.1%
I don't know what that is	13.6%	*	31.3%	*	*	*	*	*	12.5%	-	-	*	-	*	18.8%

CS 32: Where was the developmental screening done?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	20	12	5	14	14	-	*	*	17	-	-	*	-	*	17
At an early learning program I completed a questionnaire	35.0%	*	*	42.9%	*	-	*	*	35.3%	-	-	*	-	*	35.3%
Online with Help Me Grow	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
At the health care provider's office	55.0%	66.7%	*	50.0%	57.1%	-	*	*	58.8%	-	-	*	-	*	52.9%

CS 32: Where was the developmental screening done?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
At an elementary school	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Through ESIT (Early Support for Infants and Toddlers)	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Other	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

CS 33: Has a health care provider or other expert ever told you that any of your children have a disability or developmental delay?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	42	27	15	21	31	*	*	5	38	-	-	*	-	12	30
Yes	28.6%	18.5%	33.3%	42.9%	29.0%	*	*	*	28.9%	-	-	*	-	*	36.7%
No	71.4%	81.5%	66.7%	57.1%	71.0%	*	*	*	71.1%	-	-	*	-	91.7%	63.3%
Don't know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 34: Does your child have an IFSP (Individual Family Service Plan) or IEP (Individualized Education Plan)?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	43	28	15	21	31	*	*	5	39	-	-	*	-	12	31
Yes	23.3%	17.9%	*	42.9%	22.6%	*	*	*	20.5%	-	-	*	-	*	29.0%
No	74.4%	78.6%	66.7%	57.1%	74.2%	*	*	*	76.9%	-	-	*	-	91.7%	67.7%
Don't Know	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 35: What services did they receive? (If indicating child has an IFSP or IEP)

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	10	5	*	9	7	-	*	*	8	-	-	2	-	1	9
Occupational Therapy	60.0%	*	*	55.6%	*	-	*	*	62.5%	-	-	*	-	*	66.7%
Speech or Language Therapy	90.0%	*	*	88.9%	85.7%	-	*	*	100.0%	-	-	*	-	*	88.9%
Vision Services	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Hearing Services	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Physical Therapy	50.0%	*	*	*	*	-	*	*	*	-	-	*	-	*	55.6%
Early Intervention Home Visitation Services	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Special Education Preschool services	70.0%	*	*	66.7%	*	-	*	*	75.0%	-	-	*	-	*	77.8%
Other	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

Government Services and Resources

CS 37: Please select any programs you use (current or in the past).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Home Visiting	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Early Support for Infants and Toddlers (ESIT) (Early intervention)	11.4%	*	*	*	*	*	*	*	*	-	-	*	-	*	15.6%
Medicaid Treatment Child Care MTCC/ECLIPSE (Early intervention for children at risk of child abuse and neglect)	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Head Start	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Early Head Start	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Early Childhood Education and Assistance Program (ECEAP)	11.4%	*	*	*	*	*	*	*	12.5%	-	-	*	-	*	15.6%

CS 37: Please select any programs you use (current or in the past).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Medicaid (Apple Health)	25.0%	*	31.3%	40.9%	21.9%	*	*	*	27.5%	-	-	*	-	*	28.1%
City funded child care subsidy	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
None	65.9%	85.7%	56.3%	45.5%	68.8%	*	*	*	65.0%	-	-	*	-	83.3%	59.4%
I don't know.	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
I prefer not to answer.	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 38: Do you receive a subsidy to cover the cost of child care from either the Working Connections Child Care, or through the foster care program?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	4	-	12	32
Yes	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
No, I'm not eligible	84.1%	92.9%	75.0%	86.4%	90.6%	*	*	*	82.5%	-	-	*	-	100.0%	78.1%
No, I am eligible, but I choose not to participate	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
I would like to, but I can't afford the co-pay	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
I'm eligible but I can't find a provider who will take the subsidy	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Don't know	11.4%	*	*	*	*	*	*	*	12.5%	-	-	*	-	*	15.6%
I prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 39: In the past 12 months, has your family received money or services from any of the following programs?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Women, Infants, and Children, or WIC	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 39: In the past 12 months, has your family received money or services from any of the following programs?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Food Stamps (SNAP) or the Basic Food Program	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
Temporary Assistance to Needy Families (TANF), WorkFirst, or welfare	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
None	86.4%	85.7%	75.0%	81.8%	90.6%	*	*	100.0%	85.0%	-	-	*	-	100.0%	81.3%
Prefer not to answer	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 40: Select the topics you'd like to learn more about.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Ways to support your child's development at different ages	52.3%	64.3%	43.8%	36.4%	53.1%	*	*	*	52.5%	-	-	*	-	*	62.5%
Ways to make sure your child is ready for kindergarten/school	50.0%	60.7%	56.3%	27.3%	50.0%	*	*	*	52.5%	-	-	*	-	41.7%	53.1%
Ways to help your child get along with others	36.4%	39.3%	43.8%	22.7%	28.1%	*	*	*	40.0%	-	-	*	-	*	43.8%
Programs, events, and places to go to in your community designed for families	56.8%	53.6%	56.3%	63.6%	46.9%	*	*	*	52.5%	-	-	*	-	41.7%	62.5%
Resources for parents and primary caregivers concerned about their children's development or behavior	29.5%	25.0%	43.8%	36.4%	21.9%	*	*	*	30.0%	-	-	*	-	*	31.3%
Resources for parents and primary caregivers of children with disabilities or other special needs	18.2%	*	*	27.3%	*	*	*	*	20.0%	-	-	*	-	*	25.0%
Help making ends meet or help finding community	13.6%	*	*	27.3%	*	*	*	*	15.0%	-	-	*	-	*	15.6%

CS 40: Select the topics you'd like to learn more about.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
resources (this can include housing, food, health care including medical or dental, financial help, or transportation)															
Being connected to the community and resources or support for parenting and caregiving	34.1%	28.6%	50.0%	45.5%	25.0%	*	*	*	32.5%	-	-	*	-	*	43.8%
Resources around child health, nutrition, wellness, and physical activity	40.9%	42.9%	43.8%	40.9%	34.4%	*	*	*	37.5%	-	-	*	-	*	50.0%
Other	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*

CS 41: Select how often you go to these sources for information. - "A LOT" SUMMARY TABLE

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	42	27	15	21	30	*	*	*	38	-	-	*	-	11	31
Your child's health care provider	35.7%	40.7%	40.0%	33.3%	33.3%	*	*	*	34.2%	-	-	*	-	*	38.7%
Your child's child care provider or teacher	36.6%	37.0%	40.0%	25.0%	41.4%	*	*	*	35.1%	-	-	*	-	*	38.7%
A family member or friend	33.3%	51.9%	*	*	36.7%	*	*	*	31.6%	-	-	*	-	*	34.4%
Your faith or religious community	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Written materials that come in the mail	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
A parenting or caregiver's class	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
A home visit	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Television or radio	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Magazines or books	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
A Website	36.6%	48.1%	40.0%	*	33.3%	-	*	*	35.1%	-	-	*	-	*	38.7%

CS 41: Select how often you go to these sources for information. - "A LOT" SUMMARY TABLE

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
A toll-free parent or caregiver advice line	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Social Media or Mobile APP	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Librarian	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Podcasts	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Co-worker	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Government or state agency worker or website (DEL, DCYF)	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
School system	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Parent Help 123	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*
Other, Specify in the comment box below	*	*	*	*	*	-	*	*	*	-	-	*	-	*	*

CS 42: Select the programs you or a family member ever used.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	44	28	16	22	32	*	*	5	40	-	-	*	-	12	32
Participated in a group that provides support and advice on your child's learning and development	29.5%	28.6%	43.8%	31.8%	21.9%	*	*	*	30.0%	-	-	*	-	*	31.3%
Participated in community-organized groups	36.4%	35.7%	43.8%	50.0%	28.1%	*	*	*	32.5%	-	-	*	-	*	40.6%
Participated in reading programs with your child (like story times at the library or in other group settings)	47.7%	46.4%	56.3%	54.5%	43.8%	*	*	*	45.0%	-	-	*	-	58.3%	43.8%
Had your child participate in activities or classes such as sports, music, or art	63.6%	64.3%	75.0%	68.2%	62.5%	*	*	*	60.0%	-	-	*	-	66.7%	62.5%
Participated in health, nutrition, or wellness program with my child	25.0%	17.9%	31.3%	40.9%	21.9%	*	*	*	25.0%	-	-	*	-	*	28.1%

APPENDIX III. PRIMARY SAMPLE

Analysis for all questions include statistical significance testing at the 95 percent confidence interval. Where percentages are bold, the outcomes are statistically significantly different at a 95 percent confidence level. This means there is a statistically-backed difference in how the different sub-populations answered the specific question.

Questions related to household income, preferred household language, and community designation were optional. As a result, the sum of each category sample size may not equal the overall sample size.

Parents were able to indicate if they had children in any of the age categories, as a result adding all age groups together will yield a sum greater than the number of total respondents, as parents may have children in multiple age groups. Significance testing was not completed for data related to age groups because they were not unique groups.

Responses where 5 or fewer individuals responded have been redacted for confidentiality; these are indicated with an asterisk (*).

The following questions are redacted as there were 5 or fewer responses:

- i. 25a: Since you selected "The Program did not have the hours I needed or did not work with my schedule", please respond to the following questions with a Yes or No: Did you require weekend care?
- ii. 25b: Since you selected "The Program did not have the hours I needed or did not work with my schedule", please respond to the following questions with a Yes or No: Did you work an evening or swing shift schedule?
- iii. 25c: If you were told you could not enroll your child, did the program say any of the following reasons? No capacity (seat) for the age of the child; Child had a health condition or special need that could not be met by the program; Child had a behavioral or learning need(s) that could not be met by the program; The program did not accept subsidy; None

Child Care Preferences and Experiences

1: Does your child attend child care, preschool, before/after school or summer care outside of your home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample size	1,004	733	517	523	307	91	227	243	590	305	25	54	*	217	786
No	40.3%	47.9%	33.1%	35.2%	55.7%	52.7%	34.4%	29.6%	45.6%	28.5%	*	64.8%	*	35.5%	41.7%
Yes	59.7%	52.1%	66.9%	64.8%	44.3%	47.3%	65.6%	70.4%	54.4%	71.5%	92.0%	35.2%	*	64.5%	58.3%

2: If your child is not in a formal child care or preschool (at least two days a week), who primarily cares for your child in the home? (select all that apply).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample size	395	341	167	182	164	48	76	72	263	85	*	33	*	77	318
A parent or step-parent	82.0%	82.7%	85.6%	86.8%	79.9%	81.3%	84.2%	81.9%	81.0%	89.4%	*	72.7%	*	88.3%	80.5%
A grandparent or other family member	10.1%	10.0%	9.0%	8.8%	7.9%	14.6%	14.5%	9.7%	10.6%	5.9%	*	18.2%	*	6.5%	11.0%
A friend or neighbor	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
A nanny or babysitter	6.3%	6.2%	5.4%	3.3%	11.0%	*	*	*	7.2	*	*	*	*	*	7.2%
Don't know	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
I prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

3: For how many hours a week is your child in child care, preschool, before/after school or summer care outside of your home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	577	369	328	325	133	42	147	161	314	207	22	19		133	443
Mean (Hours)	23.19	24.26	21.15	21.71	25.61	23.00	25.54	19.95	26.39	17.86	24.23	26.11		21.55	23.62
Median (Hours)	20.00	20.00	15.50	16.00	27.00	15.50	25.00	15.00	29.00	15.00	10.00	25.00		16.00	20.00
Std. Dev. (Hours)	14.17	15.00	12.70	13.24	15.84	15.20	13.90	13.68	14.81	9.93	18.43	20.94		11.82	14.75

4: Does your child receive child care (or before/after school or summer care) outside of your home so that you can work or attend an educational/learning program?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	581	374	332	325	134	42	148	167	315	214	22	19	-	133	447
No	43.2%	39.3%	50.9%	48.6%	34.3%	47.6%	34.5%	53.9%	31.4%	65.0%	*	31.6%		51.1%	40.9%
Yes	56.8%	60.7%	49.1%	51.4%	65.7%	52.4%	65.5%	46.1%	68.6%	35.0%	90.9%	68.4%		48.9%	59.1%

5: What is your preference for child care outside the home?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	562	365	317	307	133	41	145	152	315	195	22	19	-	128	433
Licensed child care center	70.3%	68.8%	73.5%	70.7%	59.4%	73.2%	79.3%	81.6%	60.0%	85.1%	63.6%	89.5%	60.0%	75.0%	69.1%
Family, friend, neighbor	21.2%	19.7%	22.1%	22.5%	27.1%	19.5%	9.7%	13.2%	27.9%	13.3%	*	*	27.9%	18.0%	22.2%
Licensed Family Home Provider	8.5%	11.5%	4.4%	6.8%	13.5%	*	11.0%	5.3%	12.1%	*	*	*	12.1%	7.0%	8.8%

6: If your child attended child care, an early learning program or preschool, did the program participate in Early Achievers?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	579	373	332	325	133	41	146	168	313	213	22	19	-	132	446
No	20.6%	20.9%	21.7%	20.9%	20.3%	14.6%	13.7%	28.6%	16.9%	27.7%	*	*	16.9%	16.7%	21.7%
Yes	25.0%	24.4%	25.0%	26.2%	17.3%	31.7%	39.7%	19.0%	29.4%	20.2%	*	26.3%	29.4%	27.3%	24.2%
Unsure	32.5%	31.6%	34.9%	33.8%	31.6%	31.7%	31.5%	26.2%	34.5%	31.0%	*	52.6%	34.5%	36.4%	31.4%
I don't know what that is	21.9%	23.1%	18.4%	19.1%	30.8%	22.0%	15.1%	26.2%	19.2%	21.1%	63.6%	*	19.2%	19.7%	22.6%

7: What type of child care setting is your child in on a regular basis?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	596	380	345	339	135	43	147	171	319	218	22	19	-	140	455
A licensed child care center (including preschool)	76.7%	72.6%	85.2%	78.2%	69.6%	74.4%	79.6%	78.9%	73.7%	86.7%	40.9%	78.9%	73.7%	83.6%	74.5%
A licensed child care program run in a family's home (including preschool)	8.4%	10.3%	3.5%	7.1%	9.6%	11.6%	8.2%	7.6%	10.7%	2.8%	36.4%	*	10.7%	5.0%	9.5%
The home of a babysitter, neighbor, family member, or friend	8.6%	11.1%	4.1%	6.8%	15.6%	*	7.5%	7.0%	11.9%	3.2%	22.7%	*	11.9%	7.9%	8.8%
Someone (unrelated to me or my child) comes to or lives in my home to watch my children	1.2%	1.8%	*	*	*	*	*	*	2.2%	*	*	*	2.2%	*	1.5%

None of the above	4.7%	6.8%	2.3%	5.0%	11.1%	*	4.1%	*	7.2%	*	*	*	7.2%	*	5.9%
I don't know	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

8: Are you able to find child care for your child (including preschool) that meets the needs of your child and family most of the time?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	574	369	329	320	133	42	147	160	314	210	21	18	*	135	438
No	13.2%	13.0%	11.9%	14.7%	11.3%	11.9%	13.6%	19.4%	9.2%	13.8%	76.2%	*	9.2%	13.3%	13.2%
Yes	67.4%	67.8%	71.1%	68.4%	63.2%	64.3%	75.5%	63.8%	68.2%	71.4%	*	77.8%	68.2%	75.6%	64.8%
Sometimes	15.0%	16.0%	10.6%	12.5%	24.1%	21.4%	8.2%	7.5%	21.3%	5.2%	*	*	21.3%	7.4%	17.4%
Don't Know	4.4%	3.3%	6.4%	4.4%	*	*	*	9.4%	*	9.5%	*	*	*	3.7%	4.6%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

9: What barriers kept your child or family from accessing care for your child?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	164	109	75	88	47	14	32	45	96	40	21	*	-	28	136
No openings for my child/ waitlists	41.5%	50.5%	30.7%	30.7%	68.1%	42.9%	34.4%	31.1%	53.1%	17.5%	23.8%	*	-	42.9%	41.2%
Too expensive	53.7%	60.6%	48.0%	52.3%	72.3%	50.0%	31.3%	57.8%	58.3%	37.5%	52.4%	*	-	32.1%	58.1%
Transportation limitations	14.6%	13.8%	13.3%	12.5%	19.1%	*	*	*	19.8%	*	*	*	-	*	16.9%
There are no programs in my area that meet my needs	15.2%	19.3%	14.7%	12.5%	17.0%	*	*	20.0%	16.7%	20.0%	*	*	-	21.4%	14.0%
Other	24.4%	22.0%	22.7%	21.6%	19.1%	*	31.3%	11.1%	36.5%	*	*	*	-	28.6%	23.5%

10: How do you find child care?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	559	367	311	308	136	40	145	147	319	188	22	19	-	127	431
Friends or Family Members	53.7%	53.7%	56.3%	54.2%	55.1%	52.5%	42.8%	59.2%	48.9%	62.8%	45.5%	63.2%	-	59.1%	52.0%
Child Care Resource and Referral (Childcare Aware - Family Call Center)	15.9%	15.8%	14.8%	14.9%	15.4%	25.0%	22.8%	12.9%	14.4%	16.0%	22.7%	*	-	20.5%	14.6%
Child Care Check	2.9%	2.7%	*	3.2%	*	*	4.1%	3.4%	3.1%	*	*	*	-	*	2.8%
Advertising	12.3%	13.6%	10.6%	13.6%	14.7%	15.0%	14.5%	9.5%	13.2%	12.2%	*	*	-	11.0%	12.8%

Doctor or other health care professional	4.7%	6.3%	2.3%	4.5%	9.6%	*	*	4.1%	5.3%	4.3%	*	*	-	*	5.1%
Online search	22.5%	29.4%	13.5%	17.9%	46.3%	17.5%	13.8%	11.6%	35.1%	3.7%	*	*	-	11.8%	25.8%
Other	11.6%	12.3%	9.6%	10.4%	14.0%	*	9.0%	6.1%	19.7%	*	*	*	-	11.0%	11.8%

11: Select the most important reason that is important to you in choosing and keeping your main child care arrangement for your child.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	531	351	289	288	134	40	142	130	310	174	20	17	-	123	407
Staffing	20.3%	20.8%	20.1%	19.4%	23.1%	25.0%	12.7%	14.6%	27.4%	10.9%	*	*	-	15.4%	21.9%
Programming and Activities	44.6%	39.9%	50.5%	48.6%	35.8%	42.5%	52.1%	55.4%	31.6%	66.1%	50.0%	52.9%	-	47.2%	44.0%
Additional Services	5.3%	6.3%	3.5%	5.2%	3.7%	*	4.9%	7.7%	4.5%	*	45.0%	*	-	4.1%	5.7%
Space and Facilities	4.3%	3.7%	3.8%	4.5%	3.7%	*	*	*	6.1%	*	*	*	-	*	4.9%
Cost and Hours	22.2%	24.8%	20.4%	18.8%	27.6%	20.0%	26.1%	17.7%	25.8%	19.0%	*	*	-	26.0%	20.9%
Licensing and Accreditation	3.2%	4.6%	1.7%	3.5%	6.0%	*	*	*	4.5%	*	*	*	-	4.9%	2.7%

11a: What description of "Staffing" is the most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	108	73	59	56	31	10	19	19	84	19	*	*	-	19	89
The training and experience of your child's care provider or preschool teacher	27.8%	24.7%	35.6%	32.1%	19.4%	50.0%	26.3%	*	23.8%	42.1%	*	*	-	31.6%	27.0%
The number of children per care provider or preschool teacher (ratio)	8.3%	11.0%	8.5%	*	*	*	*	*	8.3%	*	*	*	-	*	7.9%
Low staff turnover	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
The way your care provider or preschool teacher treats and plays with your child	41.7%	46.6%	30.5%	41.1%	67.7%	*	*	*	47.6%	*	*	*	-	26.3%	44.9%
The way a provider treats all children fairly	5.6%	*	10.2%	*	*	*	*	*	*	*	*	*	-	*	*
The care provider or preschool teacher knowing how to care for children with special needs, including health needs like asthma	12.0%	13.7%	8.5%	8.9%	*	*	26.3%	*	15.5%	*	*	*	-	*	11.2%
The language spoken by your care provider or preschool teacher	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

11b: What description of "Programming and Activities" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	233	136	143	137	47	17	72	71	98	112	9	9	-	56	177
The type of learning activities, books, and toys available for the children	53.6%	54.4%	60.8%	54.7%	36.2%	52.9%	68.1%	52.1%	42.9%	67.0%	*	*	-	64.3%	50.3%
The way children play and get along with each other	9.4%	8.8%	6.3%	8.0%	10.6%	*	*	14.1%	10.2%	*	66.7%	*	-	*	10.7%
Having your family's culture and values known, respected, and appreciated	4.3%	*	*	5.1%	*	*	*	*	*	*	*	*	-	*	5.6%
Opportunities to participate or volunteer in the program	2.6%	4.4%	*	*	*	*	*	*	5.1%	*	*	*	-	*	*
Growth and progress seen in children through attending program	30.0%	29.4%	28.0%	30.7%	44.7%	*	23.6%	26.8%	38.8%	25.9%	*	*	-	26.8%	31.1%

11c: What description of "Additional Services" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	29	23	10	15	5	*	8	10	15	*	9	*	-	5	24
Access to services related to special learning or behavioral needs	41.4%	47.8%	*	40.0%	*	*	*	*	66.7%	*	*	*	-	*	37.5%
Access to wrap around social services, or services that also support your family goals with health care, supports, school/job, learning about parenting or caregiving	58.6%	52.2%	70.0%	60.0%	*	*	75.0%	80.0%	33.3%	*	100.0%	*	-	*	62.5%

11d: What description of "Space and Facilities" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	22	12	10	13	5	*	*	*	19	-	-	*	-	*	19
A clean and safe environment	77.3%	75.0%	80.0%	84.6%	*	*	*	*	73.7%	-	-	*	-	*	78.9%
Accessibility of building and program for children and families with special needs	*	*	*	*	*	*	*	*	*	-	-	*	-	*	*
A convenient location	22.7%	*	*	*	*	*	*	*	26.3%	-	-	*	-	*	*

11e: What description of "Cost and Hours" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	116	87	57	53	37	8	35	23	80	31	-	*	-	31	84
Affordable cost	62.1%	65.5%	57.9%	64.2%	67.6%	62.5%	60.0%	52.2%	68.8%	51.6%	-	*	-	58.1%	63.1%
Having convenient and flexible hours	37.9%	34.5%	42.1%	35.8%	32.4%	*	40.0%	47.8%	31.3%	48.4%	-	*	-	41.9%	36.9%

11f: What description of "Licensing and Accreditation" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	17	16	5	10	8	*	*	*	14	*	-	-	-	6	11
The care provider or preschool having a child care license from the state	82.4%	81.3%	100.0%	80.0%	87.5%	*	*	*	85.7%	*	-	-	-	*	90.9%
Participation in Early Achievers (QRIS)	*	*	*	*	*	*	*	*	*	*	-	-	-	*	*

12: Respond to the following statements with whether the statement is very true, somewhat true, or not true. *This table represents VERY TRUE only

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	517	348	279	276	133	39	141	125	309	162	20	17	-	122	394
Your child's care provider or preschool teacher makes you feel welcomed and takes interest in your child and family when you visit or observe	89.4%	88.8%	93.3%	90.8%	87.1%	90.0%	90.2%	90.4%	87.4%	98.8%	33.3%	100.0%	-	94.2%	88.0%
You and child's care provider or preschool teacher share ideas about how to help your child learn and grow.	79.3%	74.9%	89.1%	84.0%	61.4%	87.5%	85.1%	85.7%	71.9%	98.8%	23.8%	83.3%	-	88.5%	76.4%
If you are stressed out, child's care provider or preschool teacher notices and checks in with you about what you might need	64.6%	56.1%	80.7%	72.1%	29.3%	74.4%	76.6%	80.6%	49.2%	96.3%	38.1%	58.8%	-	84.6%	58.5%
Your child's care provider or preschool teacher lets you know about services in the community that might interest or help you	62.5%	54.5%	79.6%	71.7%	27.5%	76.9%	78.9%	74.0%	47.5%	94.5%	23.8%	70.6%	-	79.7%	57.3%
Your child's provider encourages parents or primary caregivers to participate in the program (i.e. volunteering, parent or caregiver leadership group, reading with child after care)	69.0%	60.6%	83.1%	77.4%	38.2%	77.5%	81.9%	80.3%	55.3%	97.5%	28.6%	82.4%	-	87.1%	63.5%
Providers speak your language and make you feel welcomed and accepted.	89.7%	89.9%	91.0%	90.9%	90.2%	89.7%	90.8%	85.6%	91.3%	95.7%	30.0%	76.5%	-	93.4%	88.6%

13: In the past 12 months, have you personally talked with your child care provider or preschool teacher about how your child is learning and growing?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	534	355	293	290	133	41	143	133	309	178	21	18	-	123	410
Yes	91.2%	91.5%	91.8%	91.4%	93.2%	90.2%	95.8%	84.2%	92.6%	92.1%	61.9%	94.4%	-	93.5%	90.5%
No	5.6%	5.9%	5.5%	5.2%	4.5%	*	3.5%	8.3%	5.8%	5.1%	*	*	-	4.9%	5.9%

13: In the past 12 months, have you personally talked with your child care provider or preschool teacher about how your child is learning and growing?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Don't know	2.4%	2.3%	1.7%	2.4%	*	*	*	5.3%	*	*	28.6%	*	-	*	2.9%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

14: Select the following statements that describe why you have not talked with your child's provider in the last 12 months

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	30	21	16	15	6	*	5	11	18	9	*	-	-	6	24
I didn't have a need to talk with them.	36.7%	52.4%	*	*	100.0%	*	*	*	55.6%	*	*	-	-	*	41.7%
I wanted to speak with them, but they were unavailable when I reached out.	*	*	*	*	*	*	*	*	*	*	*	-	-	*	*
I don't feel comfortable talking with my child's provider.	*	*	*	*	*	*	*	*	*	*	*	-	-	*	*
There is a language barrier between myself and my child's provider.	*	*	*	*	*	*	*	*	*	*	*	-	-	*	*
Other	26.7%	33.3%	*	*	*	*	*	*	38.9%	*	*	-	-	*	20.8%

15: Please select the following statements that describe the outcome of the discussion.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	485	323	268	265	122	37	137	112	285	163	13	17	-	115	369
I felt heard and my input was valued.	81.6%	78.9%	89.9%	84.2%	69.7%	83.8%	80.3%	92.9%	73.7%	95.7%	76.9%	82.4%	-	86.1%	80.2%
We shared tips or strategies for supporting my child.	73.4%	74.9%	75.7%	71.3%	72.1%	86.5%	77.4%	92.0%	60.4%	93.3%	84.6%	88.2%	-	77.4%	72.1%
The feedback I received was not clear or did not feel genuine.	3.9%	3.7%	3.0%	3.8%	4.9%	*	6.6%	*	5.3%	*	*	*	-	*	4.3%
Other- Please specify	1.9%	*	2.2%	*	*	*	*	*	2.1%	*	*	*	-	*	1.6%

16: What does a quality program look like to you? Select your top answer.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	525	345	284	286	133	40	143	129	308	171	21	18	-	122	402
Health and Safety	21.3%	23.2%	17.3%	19.2%	23.3%	37.5%	22.4%	12.4%	26.0%	15.2%	*	*	-	23.8%	20.6%
Quality Programming	42.3%	37.1%	51.8%	47.9%	25.6%	35.0%	44.8%	62.8%	25.0%	63.7%	90.5%	66.7%	-	48.4%	40.3%
Quality of Staff	35.0%	38.6%	30.3%	31.5%	50.4%	25.0%	30.8%	23.3%	48.1%	18.7%	*	*	-	27.0%	37.6%
Accreditation	1.3%	*	*	*	*	*	*	*	*	*	*	*	-	*	1.5%

16a: What description of "Health and Safety" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	111	79	49	55	31	15	33	16	80	26	*	*	-	29	82
Clean and safe environment	93.7%	94.9%	95.9%	92.7%	90.3%	100%	90.9%	100%	92.5%	100%	*	*	-	86.2%	96.3%
Program provides healthy meals and snacks	6.3%	*	*	*	*	*	*	*	7.5%	*	*	*	-	*	*

16b: What description of "Quality Programming" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	217	126	144	131	35	14	64	77	76	106	18	12	-	57	159
Age appropriate activities and curriculum	45.2%	54.0%	46.5%	42.7%	71.4%	50.0%	53.1%	37.7%	44.7%	53.8%	*	*	-	56.1%	41.5%
Program supports breastfeeding	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Program provides opportunities for my child to be physically active	12.9%	12.7%	7.6%	11.5%	*	*	10.9%	19.5%	11.8%	*	66.7%	41.7%	-	*	15.1%
Program limits screen time	2.8%	*	*	3.8%	*	*	*	*	*	*	27.8%	*	-	*	3.1%
Children are encouraged to make choices and be independent	6.0%	6.3%	4.2%	5.3%	*	*	*	6.5%	9.2%	4.7%	*	*	-	*	5.7%
Children are "kindergarten ready"	33.2%	24.6%	40.3%	36.6%	17.1%	35.7%	26.6%	32.5%	32.9%	39.6%	*	*	-	29.8%	34.6%

16c: What description of "Accreditation" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	7	*	*	*	*	*	*	*	*	*	-	-	-	*	6
Program participates in Early Achievers	*	*	*	*	*	*	*	*	*	*	-	-	-	*	*
Program is nationally accredited	85.7%	*	*	*	*	*	*	*	*	*	-	-	-	*	83.3%

16d: What description of "Quality of Staff" is most important to you?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	183	133	85	89	67	10	44	29	148	31	*	*	-	33	150
Low teacher to child ratio	3.8%	5.3%	*	*	*	*	*	*	4.1%	*	*	*	-	*	4.0%
Qualified teachers	20.8%	17.3%	28.2%	19.1%	13.4%	*	31.8%	24.1%	15.5%	45.2%	*	*	-	24.2%	20.0%
Positive interactions between children and providers	54.6%	57.9%	48.2%	55.1%	68.7%	60.0%	40.9%	34.5%	63.5%	16.1%	*	*	-	36.4%	58.7%

16d: What description of "Quality of Staff" is most important to you?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Positive interactions between providers and families	4.9%	*	8.2%	6.7%	*	*	*	*	5.4%	*	*	*	-	*	4.7%
Demonstrated new knowledge or skills by children	15.8%	16.5%	14.1%	16.9%	10.4%	*	25.0%	27.6%	11.5%	35.5%	*	*	-	30.3%	12.7%

17: Have you ever been asked to leave (temporarily or permanently) a child care or preschool program because of concerns about your child's behavior?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	558	361	315	310	134	42	145	152	313	197	21	19	-	129	428
Yes temporarily	2.5%	2.2%	1.6%	2.3%	*	*	3.4%	*	3.5%	*	*	*	-	*	2.6%
Yes, permanently	2.2%	1.4%	1.6%	2.6%	*	*	3.4%	*	2.2%	*	*	*	-	*	2.1%
No	94.8%	95.6%	96.8%	94.5%	94.8%	97.6%	93.1%	95.4%	93.6%	99.5%	81.0%	89.5%	-	95.3%	94.6%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*

18: Have you ever been asked to pick up your child early because of concerns about your child's behavior?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	557	361	314	309	134	41	142	155	314	197	19	19	-	128	428
Yes	6.5%	7.5%	4.1%	5.5%	8.2%	*	7.7%	3.2%	10.5%	*	*	*	-	6.3%	6.5%
No	93.4%	92.2%	95.9%	94.5%	91.0%	92.7%	92.3%	96.8%	89.2%	100.0%	100.0%	100.0%	-	93.8%	93.2%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*

19: Has your child been removed from the classroom for part of the day because of concerns about your child's behavior?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	563	361	320	316	132	42	147	157	311	204	21	19	-	132	430
Yes	6.6%	8.0%	4.7%	5.7%	9.8%	*	8.8%	3.2%	10.9%	*	*	*	-	6.1%	6.7%

19: Has your child been removed from the classroom for part of the day because of concerns about your child's behavior?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
No	91.1%	89.2%	93.8%	93.0%	85.6%	95.2%	89.1%	94.3%	85.2%	99.5%	100.0%	94.7%	-	93.9%	90.2%
I don't know	2.1%	2.5%	1.6%	*	3.8%	*	*	*	3.5%	*	*	*	-	*	2.8%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*

Birth to Age Three

20: Has your child participated in Early Head Start?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	715	708	270	321	297	73	144	137	496	147	16	44	*	143	571
Yes	13.8%	14.0%	16.3%	16.8%	7.4%	16.4%	22.2%	17.5%	11.5%	18.4%	43.8%	15.9%	*	16.8%	13.0%
No	60.7%	61.2%	55.9%	59.8%	68.4%	64.4%	56.9%	45.3%	72.4%	32.7%	*	43.2%	*	55.9%	62.0%
I don't know what Early Head Start is	25.5%	24.9%	27.8%	23.4%	24.2%	19.2%	20.8%	37.2%	16.1%	49.0%	43.8%	40.9%	*	27.3%	25.0%

21: Did your family meet the eligibility requirements?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	421	420	140	182	202	46	81	54	355	39	*	19	-	76	345
Yes	22.6%	22.6%	23.6%	29.1%	10.4%	15.2%	53.1%	18.5%	22.8%	12.8%	*	31.6%	-	30.3%	20.9%
No	26.4%	26.4%	25.7%	24.2%	33.7%	23.9%	11.1%	31.5%	26.8%	28.2%	*	*	-	26.3%	26.4%
Don't know	49.4%	49.3%	47.9%	44.5%	55.0%	60.9%	35.8%	42.6%	49.9%	48.7%	*	52.6%	-	40.8%	51.3%
I prefer not to answer	1.7%	1.7%	*	*	*	*	*	*	*	*	*	*	-	*	1.4%

22: For how many hours per day? (Hours)

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	94	94	39	51	22	12	31	20	55	25	6	7	*	22	71
Mean	6.59	6.59	6.83	6.71	3.83	1.79	11.82	5.23	7.79	3.98	4.50	8.71	3.00	7.91	6.21
Median	3.00	3.00	4.00	3.50	2.00	1.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	3.25	3.00
Std. Dev.	10.17	10.17	8.78	9.45	8.33	1.27	14.67	3.81	12.01	4.42	1.22	13.10	-	11.49	9.85
Min	0.00	0.00	1.00	0.00	0.00	1.00	0.00	1.00	0.00	1.00	3.00	1.50	3.00	0.00	0.00
Max	40.00	40.00	40.00	40.00	40.00	5.00	40.00	19.00	40.00	20.00	6.00	38.00	3.00	40.00	40.00

Preschool

23: Which best describes the type of child care, early learning program, or preschool has your child attended on a regular basis? By a regular basis, we mean at least two times a week.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	494	270	492	308	70	35	137	174	204	254	11	15	*	137	356
Head Start	20.6%	17.8%	20.7%	23.1%	*	17.1%	21.9%	28.7%	9.8%	28.3%	*	*	*	16.8%	21.9%
ECEAP	47.8%	36.7%	48.0%	53.2%	10.0%	60.0%	56.2%	48.3%	38.2%	59.4%	*	*	*	56.2%	44.7%
Preschool for children with special needs	3.4%	4.4%	3.3%	1.9%	8.6%	*	*	*	5.4%	*	*	*	*	*	3.7%
Private ½ day preschool	6.9%	12.2%	6.9%	3.9%	35.7%	*	*	*	13.7%	*	*	*	*	3.6%	8.1%
Preschool class in a child care or day care setting	6.3%	5.9%	6.3%	3.9%	11.4%	*	5.8%	4.6%	11.3%	*	*	*	*	*	7.6%
Tribal preschool	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Co-op preschool	1.2%	1.9%	1.0%	*	*	*	*	*	*	*	*	*	*	*	1.7%
Family home child care	3.8%	6.7%	3.9%	3.6%	8.6%	*	6.6%	*	6.9%	*	*	*	*	6.6%	2.8%
None	6.3%	10.4%	6.3%	6.8%	12.9%	*	3.6%	5.7%	9.8%	3.5%	*	*	*	5.8%	6.5%
Other (please specify)	3.6%	4.1%	3.7%	2.9%	*	*	*	5.7%	2.9%	4.7%	*	*	*	5.1%	3.1%

24: For how many hours per day?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	406.0	208.0	405.0	254.0	58.0	30.0	124.0	126.0	171.0	205.0	8.0	12.0	*	109.0	296.0

24: For how many hours per day?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Mean	6.4	6.5	6.4	6.1	7.2	4.4	8.2	6.0	7.9	4.9	9.9	11.0	3.0	5.6	6.8
Median	4.0	4.0	4.0	4.0	3.0	3.5	4.0	4.0	4.0	4.0	7.0	5.0	3.0	4.0	4.0
Std. Dev.	8.7	9.7	8.8	7.9	10.6	2.5	10.0	9.3	11.3	5.1	10.3	12.9	-	6.6	9.4
Min	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	4.0	2.0	3.0	1.0	1.0
Max	80.0	80.0	80.0	80.0	45.0	12.0	45.0	80.0	80.0	50.0	35.0	40.0	3.0	40.0	80.0

25: Please tell me more about why you have not used child care or preschool.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	31	28	31	21	9	*	5	10	20	9	*	*	-	8	23
Not interested	19.4%	21.4%	19.4%	*	*	*	*	*	*	*	*	*	-	*	*
Did not need it	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Child too young	16.1%	17.9%	16.1%	*	*	*	*	*	*	*	*	*	-	*	21.7%
Hard to get to or did not have transportation	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Program did not have the hours I needed or did not work with my schedule	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
I do not know what Head Start is.	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
I don't know what ECEAP is	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
I was told that we could not enroll my child	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Program full or on wait list	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Did not like the quality of the program	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Staff did not speak my language	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Not aware of services	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Not available in my community or could not find program	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*
Program and/or staff didn't reflect my family's culture of values	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*

25: Please tell me more about why you have not used child care or preschool.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
I don't feel comfortable with staff and/or families in the program in my community	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
I could not afford it.	19.4%	*	19.4%	23.8%	*	*	*	*	30.0%	*	*	*	*	*	26.1%
Other	25.8%	21.4%	25.8%	28.6%	*	*	*	*	40.0%	*	*	*	*	*	26.1%
I prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

26: How did you hear about ECEAP (Early Childhood Education Assistance Program)?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	236	99	236	164	7	21	77	84	78	151	*	*	-	77	159
Flyers or brochures	18.2%	19.2%	18.2%	18.3%	*	28.6%	24.7%	13.1%	9.0%	23.2%	*	*	-	29.9%	12.6%
Website	11.0%	11.1%	11.0%	12.2%	*	*	10.4%	13.1%	6.4%	13.2%	*	*	-	13.0%	10.1%
Older child previously enrolled	11.9%	8.1%	11.9%	15.9%	*	*	11.7%	11.9%	14.1%	10.6%	*	*	-	9.1%	13.2%
Community services office referral	15.7%	11.1%	15.7%	16.5%	*	*	26.0%	14.3%	9.0%	19.9%	*	*	-	20.8%	13.2%
Information from public school	14.0%	13.1%	14.0%	15.9%	*	*	16.9%	17.9%	10.3%	16.6%	*	*	-	15.6%	13.2%
Mailing received at home	2.5%	*	2.5%	3.0%	*	*	6.5%	*	*	4.0%	*	*	-	*	3.1%
Referral from a doctor or other health professional	10.6%	11.1%	10.6%	9.1%	*	*	14.3%	10.7%	7.7%	12.6%	*	*	-	15.6%	8.2%
Information from a child care provider	10.6%	8.1%	10.6%	9.8%	*	*	14.3%	10.7%	10.3%	11.3%	*	*	-	14.3%	8.8%
Family or friend	47.9%	49.5%	47.9%	45.7%	*	47.6%	44.2%	56.0%	26.9%	58.9%	*	*	-	54.5%	44.7%
Other	9.7%	10.1%	9.7%	9.1%	*	*	*	*	24.4%	*	*	*	-	7.8%	10.7%

Child Development

27: In a typical week, how often do you or other family members do the following activities with your child daily?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	954	709	484	490	305	90	222	235	563	299	22	52	*	201	752
Read or show a picture book	58.4%	63.1%	53.6%	51.4%	72.9%	56.7%	51.8%	46.2%	70.0%	39.0%	50.0%	59.3%	*	53.4%	59.7%
Count or do simple math	54.1%	54.9%	54.9%	51.2%	56.3%	60.0%	58.2%	44.5%	58.9%	49.2%	43.5%	44.4%	*	57.9%	53.0%
Talk about/ show an understanding of feelings	81.5%	80.2%	88.4%	83.8%	73.0%	82.2%	82.4%	89.7%	77.8%	94.3%	50.0%	71.2%	*	90.1%	79.1%
Talk about/demonstrate sharing	81.3%	78.8%	91.7%	85.5%	66.6%	85.6%	88.3%	90.6%	75.8%	96.7%	50.0%	71.2%	*	91.5%	78.6%
Ask your child questions	93.3%	93.8%	96.3%	93.5%	92.8%	95.6%	93.7%	92.8%	94.3%	97.0%	45.5%	82.7%	*	95.0%	92.8%
Describe items/activities to your child	90.9%	91.1%	93.6%	90.8%	88.8%	95.5%	90.6%	91.1%	91.3%	95.6%	50.0%	77.4%	*	92.6%	90.4%
Eat/share meals together with your child	88.5%	90.1%	89.6%	88.9%	89.8%	88.9%	89.7%	86.6%	89.6%	90.5%	54.5%	79.6%	*	91.5%	87.7%
Play or be physically active with your child	80.8%	83.0%	78.5%	78.2%	83.0%	76.7%	87.4%	76.0%	81.6%	80.3%	59.1%	81.1%	*	85.9%	79.4%

28: Have you, or do you, have concerns about any of your children's development? Examples could include: speech and language, sight or hearing abilities, comprehension, or physical development.

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	983	721	502	510	306	91	225	239	587	299	25	54	*	207	775
Yes	51.7%	60.2%	37.8%	45.3%	79.7%	53.8%	38.7%	26.8%	67.0%	24.4%	*	61.1%	*	40.1%	54.8%
No	47.6%	38.8%	61.8%	54.1%	19.3%	46.2%	60.9%	72.8%	32.2%	75.3%	92.0%	37.0%	*	59.4%	44.4%
Prefer not to answer	0.7%	1.0%	*	*	*	*	*	*	0.9%	*	*	*	*	*	0.8%

29: Have you shared your concern(s) with your child's health care provider, child care provider, or any other expert?

Overall	Child			Household income				Preferred Household Language					Community		
	0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural	
Sample Size	505	432	187	231	243	49	86	63	392	72	*	33	*	83	422

29: Have you shared your concern(s) with your child's health care provider, child care provider, or any other expert?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Yes	98.4%	98.6%	97.9%	98.7%	99.6%	98.0%	100.0%	93.7%	99.2%	93.1%	*	100.0%	*	100.0%	98.1%
No	1.4%	1.2%	*	*	*	*	*	*	*	*	*	*	*	*	1.7%
Don't know	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

30: When you have a concern about any of your children's development, where do you go for information or resources?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	984	724	499	508	306	91	227	236	590	296	25	54	*	207	776
Child's child care provider	27.5%	27.6%	24.4%	27.8%	30.7%	27.5%	30.4%	14.4%	35.9%	12.5%	32.0%	18.5%	*	26.1%	28.0%
Pediatrician or Health care provider	83.5%	84.8%	83.1%	83.4%	88.6%	88.9%	76.2%	83.5%	84.1%	85.4%	48.0%	87.0%	*	83.5%	83.5%
School District	12.4%	14.6%	7.2%	14.2%	17.0%	13.3%	7.9%	10.6%	16.9%	2.4%	32.0%	9.3%	*	10.2%	13.0%
Family member or friends	20.8%	26.2%	10.8%	16.0%	34.3%	26.7%	15.4%	7.6%	30.0%	*	*	35.2%	*	11.7%	23.2%
I don't feel like I have anyone I can go to.	0.9%	1.0%	*	*	*	*	2.2%	*	0.8%	*	*	*	*	*	0.6%
Online resource	28.7%	35.4%	16.7%	23.5%	50.7%	25.6%	18.9%	8.9%	43.4%	*	*	37.0%	*	17.5%	31.7%
Books or magazines	7.3%	9.4%	5.2%	5.1%	12.7%	5.6%	4.8%	3.0%	10.8%	*	*	9.3%	*	5.3%	7.9%
Other	9.1%	10.5%	6.0%	5.9%	15.0%	6.7%	6.6%	3.0%	14.4%	*	*	*	*	6.3%	9.8%

31: Have any of your children ever had a developmental screening?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	984	724	499	508	306	91	227	236	590	296	25	54	*	207	776
Yes	86.3%	87.6%	86.2%	87.4%	94.1%	85.7%	78.6%	85.7%	86.3%	90.0%	52.0%	79.6%	*	82.8%	87.4%
No	11.1%	9.8%	11.0%	10.2%	3.9%	11.0%	19.2%	10.4%	12.0%	6.9%	28.0%	18.5%	*	13.9%	10.2%
I don't know what that is	2.6%	2.6%	2.8%	2.4%	2.0%	*	2.2%	3.9%	1.7%	3.1%	20.0%	*	*	3.3%	2.4%

32: Where was the developmental screening done?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	983	724	498	507	306	90	227	236	590	295	25	54	*	206	776
At an early learning program	53.0%	53.8%	49.4%	53.0%	56.4%	65.4%	47.7%	41.4%	58.0%	37.8%	92.3%	69.8%	*	45.7%	54.9%
I completed a questionnaire	11.9%	15.3%	5.4%	9.4%	19.5%	21.8%	8.5%	5.6%	15.8%	1.9%	*	27.9%	*	6.9%	13.2%
Online with Help Me Grow	0.6%	0.8%	*	*	1.7%	*	*	*	1.0%	*	*	*	*	*	0.8%
At the health care provider's office	51.6%	47.8%	61.9%	55.7%	39.0%	60.3%	57.4%	69.7%	40.2%	79.4%	*	34.9%	*	61.8%	48.9%
At an elementary school	9.8%	11.6%	7.5%	13.3%	12.2%	16.7%	11.4%	*	13.1%	4.2%	*	*	*	5.8%	10.8%
Through ESIT (Early Support for Infants and Toddlers)	22.0%	28.8%	12.0%	18.3%	39.7%	25.6%	13.6%	6.1%	32.9%	1.9%	*	23.3%	*	16.8%	23.3%
Other	8.8%	10.5%	5.4%	7.1%	14.3%	*	6.8%	4.5%	13.5%	*	*	*	*	5.8%	9.6%

33: Has a health care provider or other expert ever told you that any of your children have a disability or developmental delay?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	959	704	486	498	301	91	221	230	579	286	24	54	*	204	754
Yes	52.2%	61.5%	37.4%	46.6%	83.7%	61.5%	35.7%	26.5%	67.9%	23.4%	20.8%	57.4%	*	42.6%	54.9%
No	45.0%	35.9%	60.5%	51.2%	15.0%	35.2%	61.5%	69.6%	30.2%	74.1%	62.5%	38.9%	*	55.4%	42.2%
Don't know	1.9%	1.7%	1.2%	1.8%	*	*	2.7%	2.6%	1.0%	1.7%	*	*	*	*	2.1%
Prefer not to answer	0.8%	0.9%	*	*	*	*	*	*	0.9%	*	*	*	*	*	0.8%

34: Does your child have an IFSP (Individual Family Service Plan) or IEP (Individualized Education Plan)?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	970	711	494	505	304	91	224	235	582	294	25	52	*	207	762
Yes	51.1%	61.9%	33.4%	46.5%	82.9%	60.4%	37.1%	24.7%	67.9%	22.1%	*	51.9%	*	41.1%	53.9%
No	44.0%	32.8%	63.8%	50.7%	12.5%	35.2%	56.3%	71.9%	27.7%	74.1%	76.0%	38.5%	*	54.6%	41.1%
Don't Know	4.4%	4.8%	2.4%	2.6%	3.9%	*	6.3%	3.0%	4.1%	3.1%	*	9.6%	*	4.3%	4.5%
Prefer not to answer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

35: What services did they receive? (If indicating child has an IFSP or IEP)

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	496	440	165	235	252	55	83	58	395	65	*	27	*	85	411
Occupational Therapy	41.3%	44.8%	29.7%	36.2%	46.0%	41.8%	34.9%	34.5%	43.0%	23.1%	*	55.6%	*	38.8%	41.8%
Speech or Language Therapy	74.6%	75.2%	72.1%	78.7%	74.2%	72.7%	77.1%	74.1%	72.9%	83.1%	*	81.5%	*	74.1%	74.7%
Vision Services	7.7%	8.4%	7.9%	5.5%	7.9%	*	9.6%	*	8.1%	*	*	*	*	8.2%	7.5%
Hearing Services	7.1%	7.0%	5.5%	7.7%	7.9%	9.1%	6.0%	*	6.8%	*	*	*	*	*	7.8%
Physical Therapy	26.4%	27.7%	25.5%	21.7%	31.3%	20.0%	18.1%	24.1%	29.9%	9.2%	*	18.5%	*	27.1%	26.3%
Early Intervention Home Visitation Services	42.3%	47.0%	27.9%	36.2%	52.4%	45.5%	31.3%	32.8%	46.6%	15.4%	*	51.9%	*	30.6%	44.8%
Special Education Preschool services	21.4%	22.7%	17.6%	24.3%	24.2%	23.6%	18.1%	13.8%	23.8%	7.7%	*	22.2%	*	20.0%	21.7%
Other	8.1%	5.9%	12.4%	10.1%	5.2%	*	*	*	7.9%	*	*	*	*	12.3%	7.4%

Government Services and Resources

37: Please select any programs you use (current or in the past).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	1,004	733	517	523	307	91	227	243	590	305	25	54	*	217	786
Home Visiting	27.7%	34.7%	12.6%	22.4%	46.3%	36.3%	24.2%	11.9%	37.8%	5.9%	40.0%	40.7%	*	22.6%	29.1%
Early Support for Infants and Toddlers (ESIT) (Early intervention)	30.0%	40.1%	13.0%	22.6%	57.3%	30.8%	18.9%	11.1%	43.6%	3.6%	*	50.0%	*	20.7%	32.6%
Medicaid Treatment Child Care MTCC/ECLIPSE (Early intervention for children at risk of child abuse and neglect)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	12.2%	10.2%	18.0%	16.8%	2.9%	8.8%	18.9%	19.3%	6.8%	22.3%	28.0%	*	*	12.0%	12.2%
Early Head Start	6.8%	7.2%	5.8%	8.4%	3.9%	9.9%	11.0%	7.0%	7.1%	3.3%	28.0%	16.7%	*	5.1%	7.1%
Early Childhood Education and Assistance Program (ECEAP)	32.0%	22.2%	49.3%	43.0%	9.1%	36.3%	44.1%	43.2%	22.5%	57.7%	*	*	*	46.1%	28.0%
Medicaid (Apple Health)	56.9%	47.5%	73.1%	68.1%	21.2%	65.9%	77.5%	80.2%	45.8%	84.6%	76.0%	31.5%	*	69.6%	53.3%
City funded child care subsidy	3.7%	2.9%	5.4%	4.2%	*	*	9.7%	2.5%	4.1%	3.9%	*	*	*	5.1%	3.3%

37: Please select any programs you use (current or in the past).

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
None	6.3%	7.8%	5.0%	3.4%	13.4%	*	3.1%	2.9%	9.0%	*	*	*	*	2.3%	7.4%
I don't know.	3.9%	5.0%	1.9%	2.9%	6.2%	*	*	4.1%	3.9%	2.6%	*	9.3%	*	3.2%	4.1%
I prefer not to answer.	0.6%	*	*	*	*	*	*	*	*	*	*	*	*	*	0.8%

38: Do you receive a subsidy to cover the cost of child care from either the Working Connections Child Care, or through the foster care program?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	958	703	481	493	304	91	222	229	580	284	25	53	*	199	758
Yes	14.2%	12.8%	13.7%	15.4%	7.2%	12.1%	29.3%	13.1%	15.5%	8.5%	40.0%	17.0%	*	13.1%	14.4%
No, I'm not eligible	58.7%	57.5%	61.5%	59.0%	73.0%	51.6%	27.0%	70.7%	57.4%	68.7%	36.0%	37.7%	*	59.3%	58.6%
No, I am eligible, but I choose not to participate	4.6%	5.7%	4.2%	5.5%	2.0%	7.7%	11.7%	*	5.5%	2.1%	*	*	*	6.5%	4.1%
I would like to, but I can't afford the co-pay	1.4%	1.7%	*	1.4%	*	5.5%	*	*	1.4%	*	*	*	*	*	1.6%
I'm eligible but I can't find a provider who will take the subsidy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Don't know	19.2%	20.3%	18.5%	17.0%	15.5%	23.1%	26.6%	13.1%	18.1%	18.7%	*	34.0%	*	19.1%	19.3%
I prefer not to answer	1.6%	1.7%	1.5%	1.2%	*	*	2.3%	*	1.6%	*	*	*	*	*	1.7%

39: In the past 12 months, has your family received money or services from any of the following programs?

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	996	728	510	516	307	91	226	242	590	303	25	54	*	213	782
Women, Infants, and Children, or WIC	42.1%	40.7%	51.8%	48.8%	12.1%	63.7%	61.9%	55.0%	33.2%	65.0%	20.0%	31.5%	*	63.8%	36.1%
Food Stamps (SNAP) or the Basic Food Program	27.9%	23.9%	35.1%	33.3%	*	14.3%	58.0%	34.3%	22.7%	34.3%	88.0%	27.8%	*	33.8%	26.2%
Temporary Assistance to Needy Families (TANF), WorkFirst, or welfare	2.5%	2.2%	2.4%	2.3%	*	*	6.6%	*	3.6%	*	*	*	*	2.8%	2.4%
None	43.4%	50.4%	28.4%	33.9%	86.3%	31.9%	18.6%	23.6%	57.1%	17.8%	*	59.3%	*	25.4%	48.3%
Prefer not to answer	1.2%	1.2%	*	1.2%	*	*	*	*	1.4%	*	*	*	*	*	1.4%

40: Select the topics you'd like to learn more about.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	1,004	733	517	523	307	91	227	243	590	305	25	54	*	217	786
Ways to support your child's development at different ages	53.5%	55.0%	52.0%	50.7%	56.4%	58.2%	66.5%	49.4%	49.5%	61.6%	44.0%	70.4%	*	55.8%	52.9%
Ways to make sure your child is ready for kindergarten/school	54.3%	55.8%	54.9%	49.5%	55.7%	59.3%	66.1%	52.3%	50.8%	63.0%	52.0%	64.8%	*	59.4%	52.9%
Ways to help your child get along with others	43.1%	40.8%	48.4%	43.2%	37.1%	42.9%	60.8%	48.6%	33.7%	59.3%	64.0%	61.1%	*	50.2%	41.2%
Programs, events, and places to go to in your community designed for families	53.2%	52.8%	52.6%	51.6%	55.4%	56.0%	63.4%	52.3%	50.3%	61.3%	72.0%	51.9%	*	54.8%	52.8%
Resources for parents and primary caregivers concerned about their children's development or behavior	38.6%	37.5%	41.0%	40.3%	35.8%	42.9%	53.3%	38.7%	31.4%	53.4%	32.0%	53.7%	*	42.9%	37.5%
Resources for parents and primary caregivers of children with disabilities or other special needs	38.4%	36.7%	42.2%	40.0%	35.5%	44.0%	51.1%	41.2%	32.0%	52.5%	40.0%	40.7%	*	45.2%	36.6%
Help making ends meet or help finding community resources (this can include housing, food, health care including medical or dental, financial help, or transportation)	30.3%	26.3%	37.9%	34.6%	12.7%	39.6%	54.2%	31.3%	21.0%	51.1%	24.0%	27.8%	*	39.6%	27.7%
Being connected to the community and resources or support for parenting and caregiving	31.4%	30.4%	35.0%	33.1%	29.0%	37.4%	44.5%	29.2%	25.8%	45.6%	20.0%	31.5%	*	33.6%	30.8%
Resources around child health, nutrition, wellness, and physical activity	29.1%	28.8%	32.7%	29.8%	26.7%	33.0%	39.6%	29.2%	24.9%	37.4%	*	46.3%	*	31.3%	28.5%
Other	6.0%	4.8%	6.8%	6.9%	4.6%	*	4.0%	2.1%	8.3%	3.3%	*	*	*	5.1%	6.2%

41: Select how often you go to these sources for information. - "A LOT" SUMMARY TABLE

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	849	656	381	417	303	85	209	154	566	196	23	52	*	172	676
Your child's health care provider	45.6%	39.3%	59.6%	52.5%	28.4%	45.9%	45.9%	64.9%	35.5%	76.0%	47.8%	34.6%	*	53.5%	43.6%
Your child's child care provider or teacher	39.6%	32.0%	53.1%	45.6%	22.8%	28.6%	45.3%	56.6%	31.2%	67.9%	57.1%	23.5%	*	46.2%	37.9%
A family member or friend	36.4%	33.9%	41.6%	37.4%	30.3%	31.0%	32.5%	45.3%	34.7%	40.8%	50.0%	30.6%	*	37.8%	36.0%
Your faith or religious community	12.6%	10.8%	16.6%	17.0%	8.5%	11.3%	11.8%	22.6%	10.1%	14.7%	56.5%	*	*	13.8%	12.2%
Written materials that come in the mail	13.1%	10.5%	16.8%	12.7%	7.5%	6.2%	12.9%	15.3%	12.7%	12.2%	42.1%	11.1%	*	15.8%	12.5%
A parenting or caregiver's class	3.9%	3.3%	1.9%	3.7%	2.8%	*	*	10.2%	3.3%	*	28.6%	*	*	3.6%	4.0%
A home visit	21.6%	24.2%	11.4%	17.8%	28.1%	22.5%	10.2%	15.7%	25.8%	3.6%	23.8%	29.5%	*	17.9%	22.5%
Television or radio	4.6%	2.9%	3.6%	5.1%	*	*	5.6%	11.5%	2.7%	3.6%	45.5%	*	*	*	5.1%
Magazines or books	12.2%	10.6%	13.5%	11.2%	10.6%	11.3%	7.8%	12.9%	11.6%	6.6%	43.5%	15.9%	*	12.3%	12.0%
A Website	30.4%	31.9%	28.6%	28.6%	32.8%	22.0%	19.9%	23.6%	35.5%	10.6%	31.8%	28.6%	*	22.4%	32.1%
A toll-free parent or caregiver advice line	2.2%	1.1%	*	2.5%	*	*	3.4%	8.2%	*	*	45.0%	*	*	*	2.6%
Social Media or Mobile APP	12.4%	11.9%	14.3%	12.1%	11.7%	7.5%	7.9%	12.7%	12.9%	7.2%	31.8%	*	*	9.9%	13.0%
Librarian	3.2%	2.4%	2.2%	3.4%	*	*	4.4%	9.0%	*	6.4%	31.8%	*	*	3.6%	3.1%
Podcasts	2.8%	1.9%	*	3.1%	1.7%	*	*	10.0%	2.1%	*	36.4%	*	*	*	3.3%
Co-worker	4.9%	3.5%	4.0%	6.5%	4.1%	*	2.8%	7.2%	5.2%	*	26.1%	*	*	*	5.4%
Government or state agency worker or website (DEL, DCYF)	6.7%	3.8%	8.2%	7.1%	3.1%	*	*	9.6%	7.5%	*	40.9%	*	*	7.2%	6.6%
School system	11.3%	9.4%	13.1%	14.2%	5.8%	12.7%	8.3%	14.9%	11.1%	9.2%	39.1%	*	*	11.3%	11.3%
Parent Help 123	1.6%	*	*	1.9%	*	*	*	8.3%	*	*	40.9%	*	*	*	2.0%
Other, Specify in the comment box below	5.0%	3.9%	3.1%	3.8%	5.8%	*	*	8.7%	5.4%	*	28.6%	*	*	*	5.3%

42: Select the programs you or a family member ever used.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k-\$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
Sample Size	996	728	510	516	307	91	226	242	590	303	25	54	*	213	782
Participated in a group that provides support and	31.6%	35.3%	26.3%	29.8%	40.1%	42.9%	37.0%	18.5%	36.3%	26.9%	*	25.9%	*	30.4%	31.8%

42: Select the programs you or a family member ever used.

	Overall	Child			Household income				Preferred Household Language					Community	
		0 to 3	4 to 5	5+	\$50k+	\$30k- \$50k	<\$30k	N/A	English	Spanish	Somali	Other	N/A	Urban	Rural
advice on your child's learning and development															
Participated in community-organized groups	26.1%	30.3%	20.3%	25.4%	43.6%	34.1%	17.6%	9.9%	38.0%	3.6%	64.0%	16.7%	*	13.8%	29.4%
Participated in reading programs with your child (like story times at the library or in other group settings)	37.7%	39.2%	36.2%	39.0%	48.5%	50.5%	34.8%	24.3%	42.2%	30.8%	44.0%	37.0%	*	33.6%	38.9%
Had your child participate in activities or classes such as sports, music, or art	33.6%	39.6%	26.9%	35.8%	53.7%	42.9%	28.2%	11.5%	49.8%	7.9%	*	27.8%	*	21.7%	36.9%
Participated in health, nutrition, or wellness program with my child	14.8%	15.7%	14.5%	16.6%	13.7%	25.3%	22.5%	7.8%	15.9%	15.7%	*	11.1%	*	16.1%	14.5%



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