

Early Learning Survey in Washington State

Executive Summary and Detailed Survey Results

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Prepared for

Children's Administration
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Submitted by

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Executive Summary and Key Results from the Early Learning Survey

The Children's Administration (CA) contracted with the Social and Economic Sciences Research Center (SESRC) at Washington State University (WSU) to develop and administer an early learning survey. The purpose of this survey was to gather information about the types of early learning and child care environments that foster parents and relative caregivers are or are not able to access, in an effort to better assess the unmet early learning and child care needs for children and families.

A total of 3487 foster parents, licensed and unlicensed relative caregivers¹ caring for children age five and under in the custody of CA, were asked to complete the survey, either by mail or Internet. WSU received 602 completed questionnaires, yielding a response rate of 17.3 percent. This level of response is consistent with similarly conducted surveys.

Highlights

Children Participating Child Care Programs

Fifty-six percent² of caregivers reported having a child currently enrolled in a child care program and 90.2 percent of those programs were licensed. Of those children enrolled in licensed child care, 73.8 percent were also participating in a child care that provided an early learning component.

Children Participating in Early Learning Programs

Caregivers were asked if their child participated in any of the following: Early Head Start, Head Start, Early Childhood Education and Assistance Program, "other preschool" and "other early learning program"³. We included the categories of "other preschool and "other early learning program" to identify children who might be enrolled in other programs such as cooperative preschools, Montessori, or play and learn groups.

Child is enrolled in:

| | |
|--|-----|
| Early Head Start | 18% |
| Head Start | 19% |
| Early Childhood Education and Assistance Program (ECEAP) | 23% |
| Other preschool | 41% |
| Other early learning programs | 34% |

The percentage of responses to this question was greater than 100, suggesting that caregivers selected more than one program. This is plausible, since Head Start/ ECEAP, preschools, and other early learning programs offer both part-day and full-day programs. Sometimes parents/caregivers may choose a combination of programs in order to access full-day care.

¹ For this remainder of this report, foster parents, licensed and unlicensed relative caregivers shall be referred to either as caregivers, or respondents.

² Of those responding to the question, 56% (240 respondents) reported having their child in a child care program. 43% (188 respondents) reported not having their child in child care. 149 caregivers skipped the question.

³ Caregivers who answered this question also had a child enrolled in licensed child care.

Children Participating in Infant Toddler Early Intervention Program (ITEIP)

Thirty-three percent of caregivers with a child birth up to two years of age in their care responded that their child was enrolled in Infant Toddler Early Intervention Program (ITEIP). Thirty-six percent of caregivers with a child two to three years of age in their care responded that their child was enrolled in ITEIP⁴.

Caregiver Views of the Early Learning Benefits to the Child

Of the caregivers who had children enrolled in early learning programs, 70.6 percent said that the child benefited greatly from program participation. The benefits reflected in percentages for the different developmental domains were generally high, ranging from 39.5 percent in reading, to almost 90 percent in language/communication.

| | |
|---|-------|
| Caregiver opinion that the child benefited greatly from early learning program participation | 70.6% |
| Developmental area in which the caregiver reports the child benefited: | |
| • Language/communication | 90.0% |
| • Social-emotional skills | 88.9% |
| • Cognitive skills | 80.0% |
| • Physical development | 75.3% |
| • Problem-solving skills | 68.9% |
| • Other ways | 61.1% |
| • Mathematics skills | 40.0% |
| • Reading skills | 39.5% |
| Caregiver reported that his/her expertise of the child was asked for a lot, and included in the child's early learning planning by the child care/early learning provider | 48.8% |

⁴ Caregivers who answered this question also had their child in licensed child care.

Barriers to Enrollment of Early Learning Programs

The percentages below reflect reasons that caregivers did not enroll their children in early learning programs⁵.

| | |
|--|-------|
| Caregiver provides an enriched environment in her/his own home | 58.0% |
| Child care provider doesn't offer an early learning program | 35.8% |
| Need before or after hours child care | 25.9% |
| Cost | 29.6% |
| Lack of programs nearby | 19.8% |
| Transportation Issues | 18.5% |
| Waitlists | 19.8% |
| Caregiver's schedule has too many demands | 14.8% |
| Child not in caregiver's care long enough | 13.6% |
| Caregiver doesn't see the benefit of an early learning program | 6.2% |
| Child was asked to leave or expelled from the program | 1.2% |

Early Learning/Child Care Information

The percentages below reflect caregiver knowledge and interest in early learning programs and/or child care in their communities, and whether or not their social workers discussed early learning programs with them⁶.

| | |
|---|-------|
| Caregiver reported knowing little or nothing about child care or early learning opportunities in their area | 43.0% |
| Caregivers wanting more information about child care or early learning opportunities in their area | 63.0% |
| Caregivers reporting that their social worker did not discuss early learning programs with them | 61.5% |

Differences by Region, Age, Education and Gender

For all survey questions WSU also conducted an analysis of responses by geographic area (city, suburb, small town, rural), respondent age, education, and gender. For most of the survey questions no significant differences were found by these variables. Identified differences are noted in the body of the report in correlation to the appropriate survey question.

⁵ The respondents who answered this question were those who had their child in licensed child care, but who did not have their child in an early learning program.

⁶ This question was answered by all caregivers, whether or not they had a child enrolled in early learning and/or child care.

Methodology

Overview

As stated in the Executive Summary, The Department of Social and Health Services' (DSHS) Children's Administration (CA) contracted with the Social and Economic Sciences Research Center (SESRC) at Washington State University (WSU) to develop and administer an early learning survey. The purpose of this survey was to gather information about the types of early learning and child care environments that caregivers are or are not able to access, in an effort to better assess the unmet early learning and child care needs for children and families.

Survey

The mail survey of caregivers was conducted in November and December 2007. The population for the survey consisted of all foster parents, licensed and unlicensed relative caregivers in the State of Washington, with children age five and younger in the custody of CA. The survey sample included all such caregivers, or a total of 3,487 individuals. In order to maintain anonymity, SESRC was not provided with the names in the sample. Instead, the SESRC worked with CA who handled the mailings to survey respondents. The mailing packets were assembled and mailed by the Washington State Department of Printing. SESRC generated access codes that were included in the mailing. These codes were used to access the internet version of the survey but were not in any way linked to any respondent names or contact information. This strategy helped to ensure anonymity for this project.

The Social & Economic Sciences Research Center worked together with CA staff to develop the questionnaire. The questionnaire contained 31 questions and 55 variables. The paper questionnaire was printed on 8.5" x 11" paper, in an 8-page booklet format. The respondent had a choice of either completing a paper copy or Internet version of the questionnaire. Copies of both the paper questionnaires and the web screens are available in the project data report (08-02).

In order to ensure anonymity for this project, SESRC developed survey procedures for CA staff to implement the survey. Children's Administration, through the Washington State Department of Printing, printed all survey materials and applied address labels to the questionnaire packets and postcards before mailing them. Two mailings were sent out by CA. The first mailing, which occurred on November 19, 2007, was comprised of a cover letter, the paper questionnaire and a business reply envelope. The second mailing, which occurred on November 26, 2007, was a postcard reminder which was sent out one week later. The Internet address for the survey was included in both mailings.

Since the survey was anonymous to SESRC, paper questionnaires were prepared without an identification number. As the questionnaires were returned, SESRC affixed an ID number at that time. This ID number was only used to access the data entry program. It was not linked to the respondent in any way. All questionnaires received by SESRC in the mail were entered using SESRC web data entry utility.

SESRC used the sample disposition calculations recommended by the American Association for Public Opinion Research (AAPOR) to calculate the final survey response rates for the survey. Of the 3,487 questionnaires sent to caregivers, 531 responded by mail and 71 by web, for a 17.3 percent response rate. This rate is lower than we hoped, but is approximately what can be expected for this kind of survey with no follow-up of nonrespondents possible, since names and addresses could not be released to SESRC. The response rate is similar to other surveys conducted with this same methodology. The survey's response disposition table is included at the end of the executive summary.

Sample Error

The survey results have no sample error since the entire population of foster parents, licensed and unlicensed relative caregivers of record in Washington State was included in the survey.

Response Rate

The following table displays the response rate calculations for all completed questionnaires received both by mail and completed online. With 602 total responses (531 mail plus 71 web), the overall response rate (completed and ineligible questionnaires divided by the total sample size) is 17.3 percent⁷.

| Sample Disposition | Number |
|------------------------|------------|
| Completed by web | 71 |
| Completed by mail | 531 |
| <i>Total completes</i> | <i>602</i> |
| Refused | 3 |
| Ineligible | 4 |
| Undeliverable | 200 |
| Nonresponse | 2598 |
| Starting Sample | 3487 |
| Response Rate | 17.3% |

Data Report

The project data report for this survey contains the project information used in conducting the survey and in preparing this executive summary. The data report includes copies of the questionnaire, cover letter, postcard and frequency tabulations of all survey variables. The data report also includes a CD containing other survey deliverables. Included on the CD are: a survey dataset of the mail survey responses; open ended comments to the survey; and additional note files.

⁷ Because the sample is anonymous and the mailings were conducted by Children's Administration, we do not have complete information regarding number of undeliverable questionnaires, ineligible, or refusals.

Detailed Survey Results

The remaining pages of this report display the survey results from caregivers participating in this survey. The results are based on the 529 caregivers who completed a questionnaire by mail and the 73 who completed it on the Internet (602 total respondents). Each page displays a frequency table showing the number and percent of respondents giving responses to each question. When possible, a graphic chart showing the results is presented as well. For open-ended questions we present an overall summary of responses, and examples of the kinds of comments made by respondents.

Please note that for some questions the total number of respondents is less than 602 due to missing values and questions that may have been skipped because they do not apply.

For all survey questions we also conducted an analysis of responses by geographic area (city, suburb, small town, rural), respondent age (<40, 40-49, 50-59, 60+), education (high school, 1st two years of college, upper division college and postgraduate), and gender. For most survey questions we found no significant differences by these variables. Where we found a difference, it is noted on the pages for that survey question.

Note:

The frequency tables show the percent of people giving each possible response to questions. This percent includes any "missing" responses that are due to people not answering a question. The tables also show a "valid" percent, which excludes these "missing" values in the calculation of the percent.



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Early Learning Survey

Question 1 of 31

[Definitions](#)

Within the past 12 months have you cared for any children who are five years of age or less?

- Yes
- No

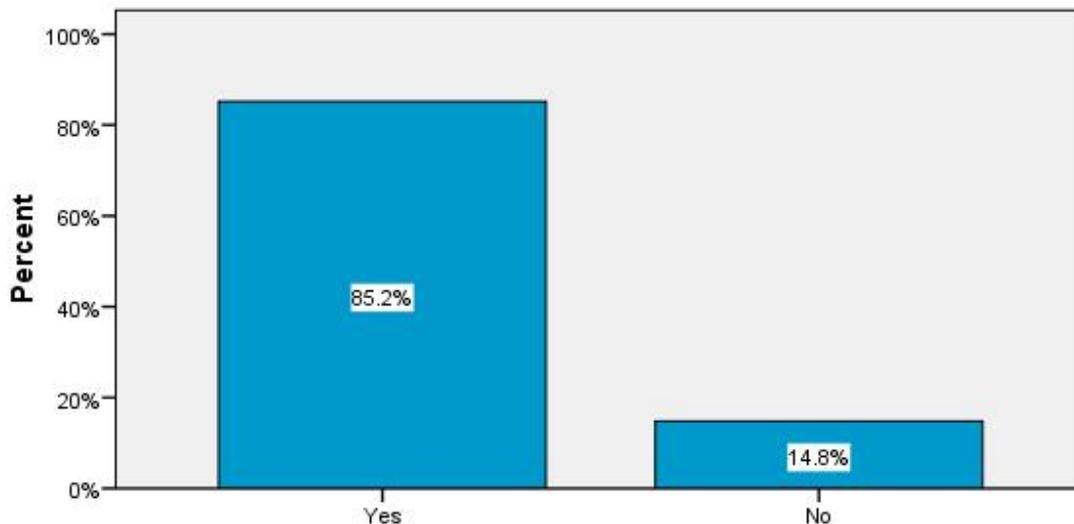
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Within the past 12 months have you cared for any children who are five years of age or less?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Yes | 511 | 84.9 | 85.2 | 85.2 |
| | No | 89 | 14.8 | 14.8 | 100.0 |
| | Total | 600 | 99.7 | 100.0 | |
| Missing | Skipped | 2 | .3 | | |
| Total | | 602 | 100.0 | | |



Within the past 12 months have you cared for any children who are five years of age or less?

No significant differences were found for this question by geographic area, education, or gender. There is a significant difference by age, with younger respondents being much more likely to have cared for a child age five or less within the past 12 months. Almost 91% of respondents younger than 40 cared for such a child, in comparison to only 76% of respondents age 60 and older.



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Early Learning Survey

Question 2 of 31

[Definitions](#)

Are you currently caring for a child who is five years of age or less?

- Yes
- No

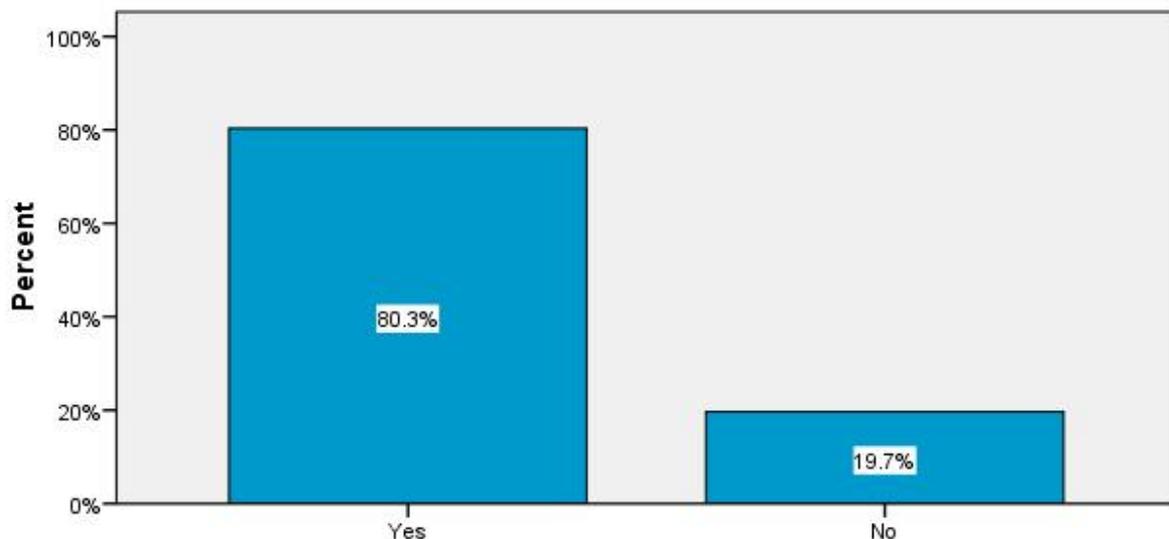
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Are you currently caring for a child who is five years of age or less?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Yes | 421 | 69.9 | 80.3 | 80.3 |
| | No | 103 | 17.1 | 19.7 | 100.0 |
| | Total | 524 | 87.0 | 100.0 | |
| Missing | Skipped | 67 | 11.1 | | |
| | System | 11 | 1.8 | | |
| | Total | 78 | 13.0 | | |
| Total | | 602 | 100.0 | | |



Are you currently caring for a child who is five years of age or less?

No significant differences were found for this question by geographic area or gender. There is a significant difference by age, with younger respondents being much more likely to be currently caring for a child age five or less. About 91% of respondents younger than 40 are currently caring for such a child, in comparison to only 68% of respondents age 60 and older.

There is also a significant difference by education, although the difference is not large. Respondents with less education are less likely to be currently caring for children age five or less (77% caring for these children) in comparison to respondents with a higher level of education (87% caring for these children).



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Early Learning Survey

Question 3 of 31 [Definitions](#)

How many children age five or less are you caring for?

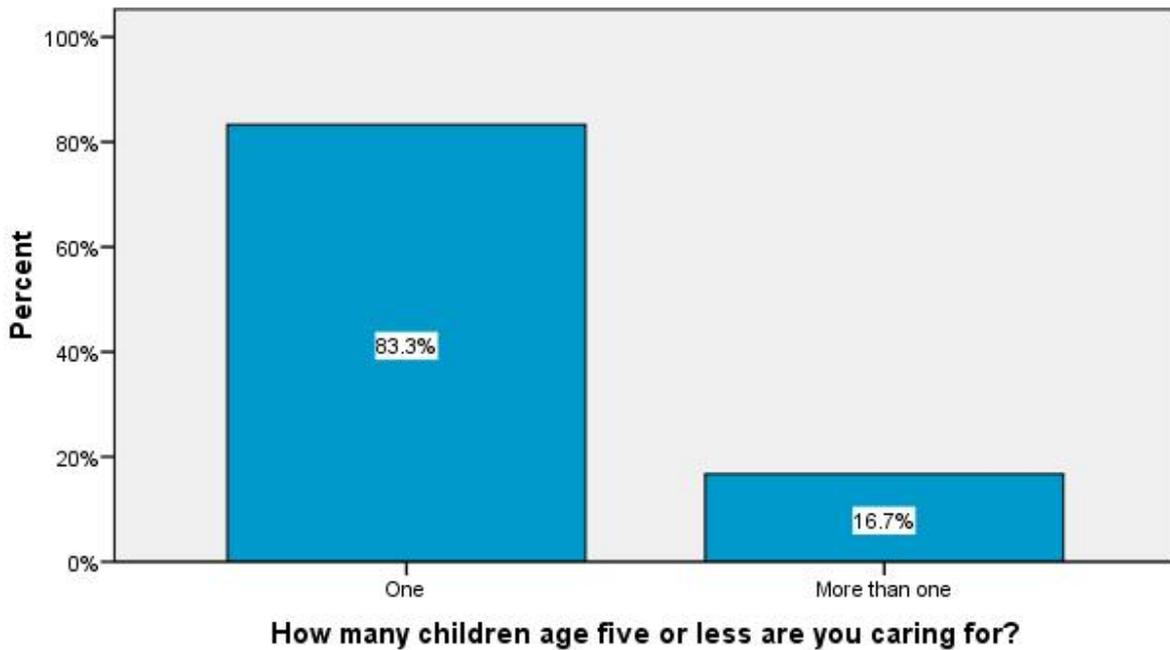
children age five or less

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How many children age five or less are you caring for?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid | One | 354 | 58.8 | 83.3 | 83.3 |
| | More than one | 71 | 11.8 | 16.7 | 100.0 |
| | Total | 425 | 70.6 | 100.0 | |
| Missing | 0 | 5 | .8 | | |
| | System | 172 | 28.6 | | |
| | Total | 177 | 29.4 | | |
| Total | | 602 | 100.0 | | |



No significant differences were found for this question by geographic area, education, gender, or age.



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Early Learning Survey

Question 4 of 31

[Definitions](#)

For the next questions, if you are caring for more than one child, please answer for the *oldest* child age five or less.

What age is this child?

Years Months

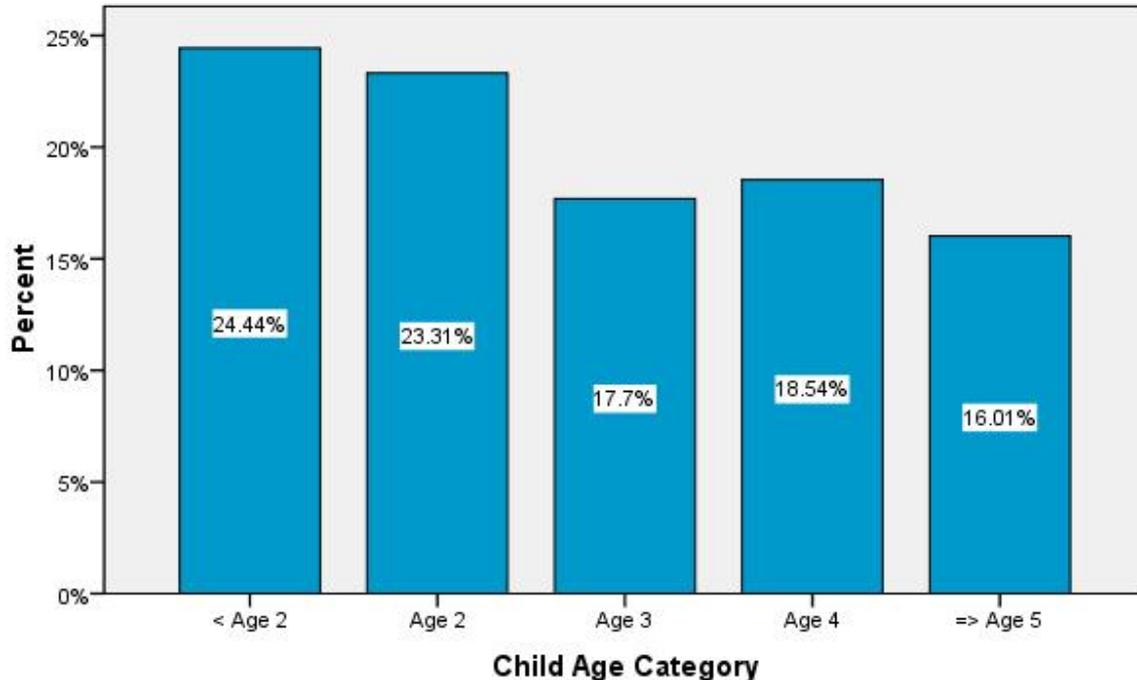
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Child Age Category

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | < Age 2 | 87 | 14.5 | 24.4 | 24.4 |
| | Age 2 | 83 | 13.8 | 23.3 | 47.8 |
| | Age 3 | 63 | 10.5 | 17.7 | 65.4 |
| | Age 4 | 66 | 11.0 | 18.5 | 84.0 |
| | => Age 5 | 57 | 9.5 | 16.0 | 100.0 |
| | Total | | 356 | 59.1 | 100.0 |
| Missing | System | 246 | 40.9 | | |
| Total | | 602 | 100.0 | | |



No significant differences were found for this question by geographic area, education, gender, or age.



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Early Learning Survey

Question 5 of 31

[Definitions](#)

When was this child placed with you? (Choose the month and the year)

- | | |
|---------------------------------|----------------------------|
| Month | Year |
| <input type="radio"/> January | <input type="radio"/> 2003 |
| <input type="radio"/> February | <input type="radio"/> 2004 |
| <input type="radio"/> March | <input type="radio"/> 2005 |
| <input type="radio"/> April | <input type="radio"/> 2006 |
| <input type="radio"/> May | <input type="radio"/> 2007 |
| <input type="radio"/> June | <input type="radio"/> 2008 |
| <input type="radio"/> July | |
| <input type="radio"/> August | |
| <input type="radio"/> September | |
| <input type="radio"/> October | |
| <input type="radio"/> November | |
| <input type="radio"/> December | |

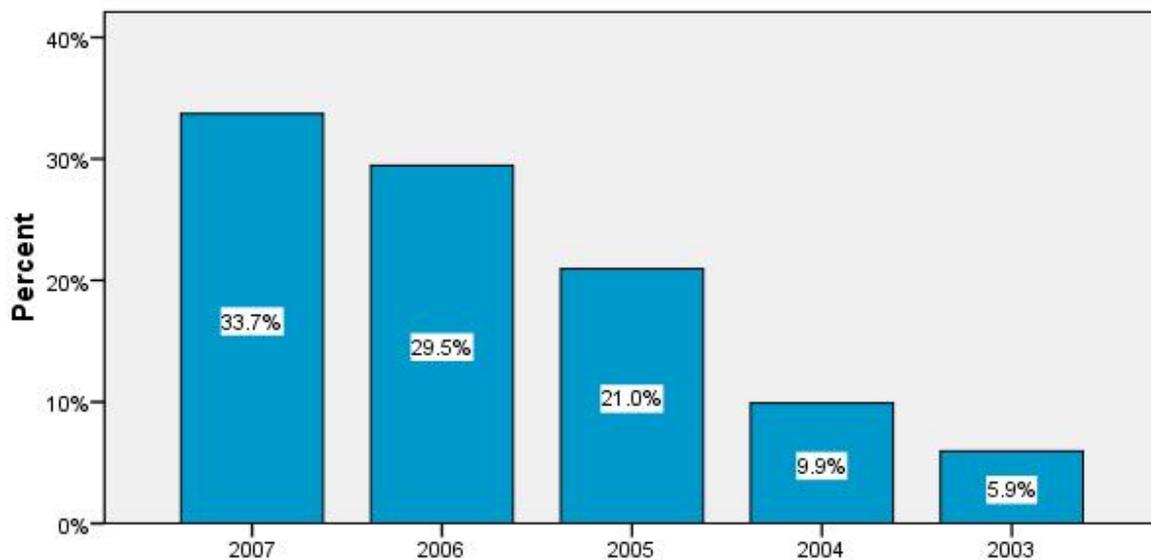
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When was this child placed with you? - Year

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | 2003 | 21 | 3.5 | 5.9 | 5.9 |
| | 2004 | 35 | 5.8 | 9.9 | 15.9 |
| | 2005 | 74 | 12.3 | 21.0 | 36.8 |
| | 2006 | 104 | 17.3 | 29.5 | 66.3 |
| | 2007 | 119 | 19.8 | 33.7 | 100.0 |
| Missing | Total | 353 | 58.6 | 100.0 | |
| | Skipped | 224 | 37.2 | | |
| | System | 25 | 4.2 | | |
| | Total | 249 | 41.4 | | |
| Total | | 602 | 100.0 | | |



When was this child placed with you? - Year

No significant differences were found for this question by geographic area, education, gender, or age.



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Early Learning Survey

Question 6 of 31

[Definitions](#)

Is this child currently enrolled in child care?

- Yes
- No

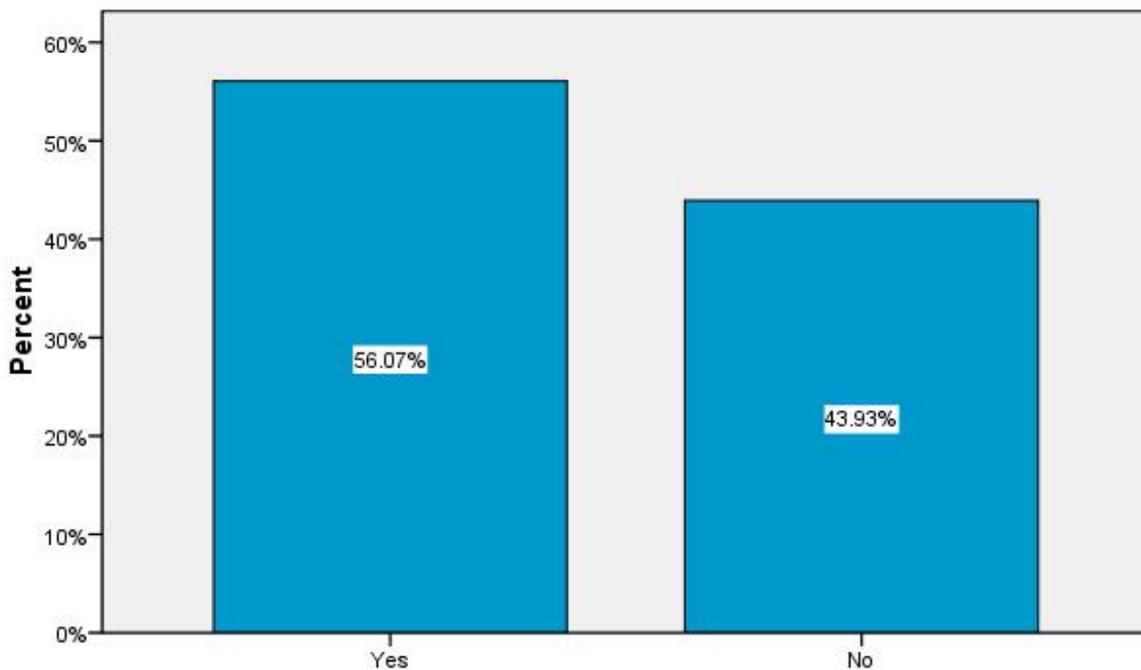
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Is this child currently enrolled in child care?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Yes | 240 | 39.9 | 56.1 | 56.1 |
| | No | 188 | 31.2 | 43.9 | 100.0 |
| | Total | 428 | 71.1 | 100.0 | |
| Missing | Skipped | 149 | 24.8 | | |
| | System | 25 | 4.2 | | |
| | Total | 174 | 28.9 | | |
| Total | | 602 | 100.0 | | |



Is this child currently enrolled in child care?

No significant differences were found for this question by geographic area, gender, or age. However, there is a significant difference by respondent education. Respondents with less education are the least likely to have their children in child care, and the most educated respondents are the most likely to do so. About 42% of those with a high school degree or less education had their child enrolled in child care, compared with over 60% of those with more education.



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Early Learning Survey

Question 7 of 31

[Definitions](#)

Is the child care licensed or unlicensed?

- Licensed
- Unlicensed
- Not sure

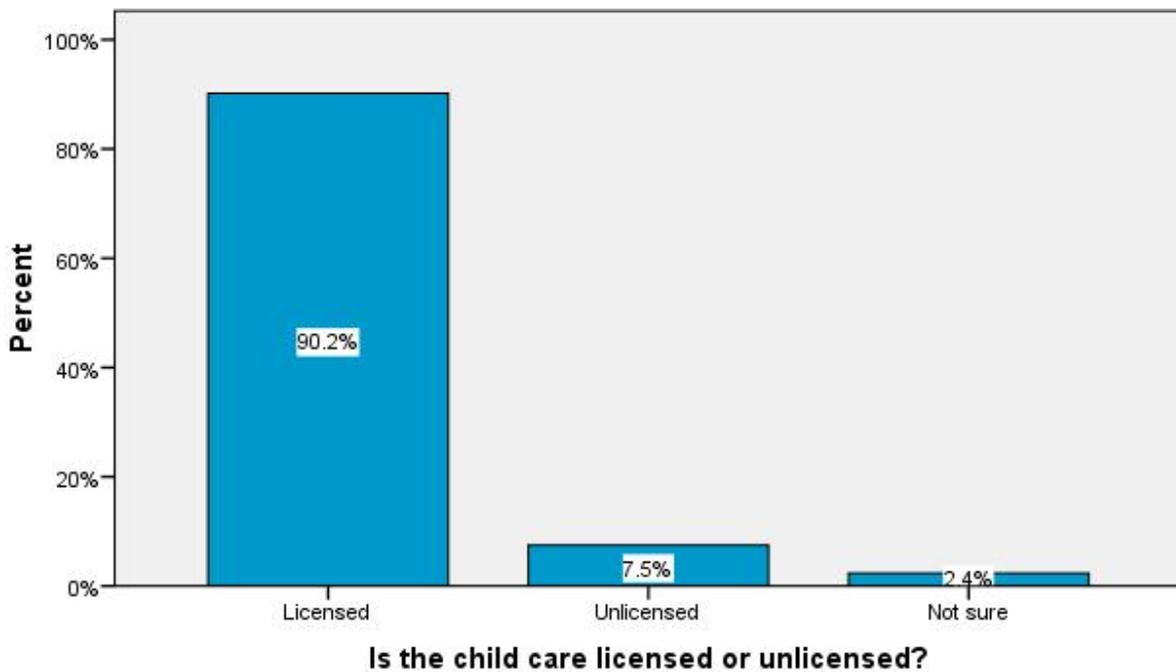
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Is the child care licensed or unlicensed?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Licensed | 230 | 38.2 | 90.2 | 90.2 |
| | Unlicensed | 19 | 3.2 | 7.5 | 97.6 |
| | Not sure | 6 | 1.0 | 2.4 | 100.0 |
| | Total | 255 | 42.4 | 100.0 | |
| Missing | Skipped | 307 | 51.0 | | |
| | System | 40 | 6.6 | | |
| | Total | 347 | 57.6 | | |
| Total | | 602 | 100.0 | | |



No significant differences were found for this question by geographic area, education, gender, or age.



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Early Learning Survey

Question 8 of 31 [Definitions](#)

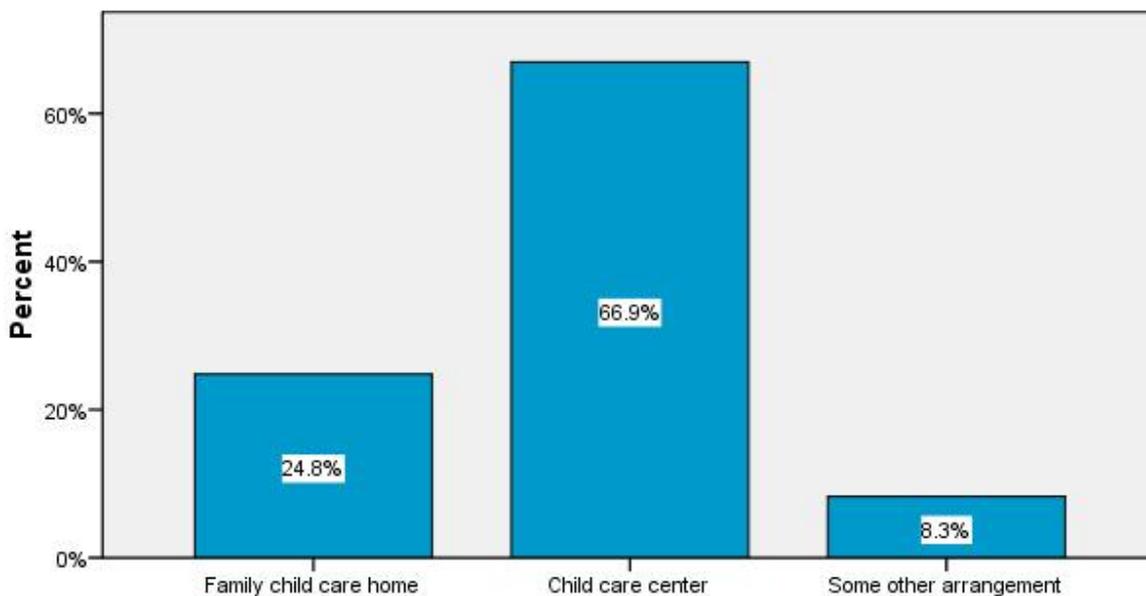
What type of child care are you currently using for the child?

- Licensed family child care home
- Child care center
- Some other arrangement, please describe

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In what type of child care is the child currently?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Family child care home | 60 | 10.0 | 24.8 | 24.8 |
| | Child care center | 162 | 26.9 | 66.9 | 91.7 |
| | Some other arrangement | 20 | 3.3 | 8.3 | 100.0 |
| | Total | 242 | 40.2 | 100.0 | |
| Missing | Skipped | 319 | 53.0 | | |
| | System | 41 | 6.8 | | |
| | Total | 360 | 59.8 | | |
| Total | | 602 | 100.0 | | |



In what type of child care is the child currently?

No significant differences were found for this question by education, gender, or age. However, there is a significant difference in the type of child care by geographic region. 40% of respondents in rural areas have their child enrolled in family home child care, in comparison to respondents living in other regions, where only about 20% of respondents have their child in family home child care. Almost 58% of rural respondents have their child in a child care center, in comparison to 70% of respondents living in urban or suburban areas or small towns.



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Early Learning Survey

Question 9 of 31 [Definitions](#)

Does this child care provide early learning programs to the child?

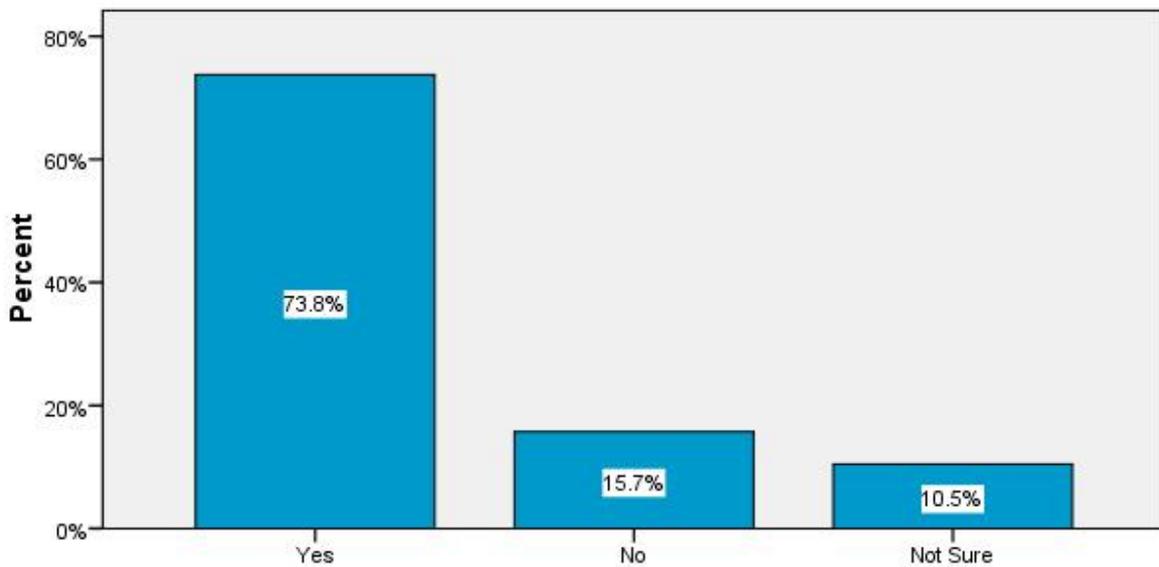
Yes
 No
 Not sure

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Does this child care provide early learning programs to the child?

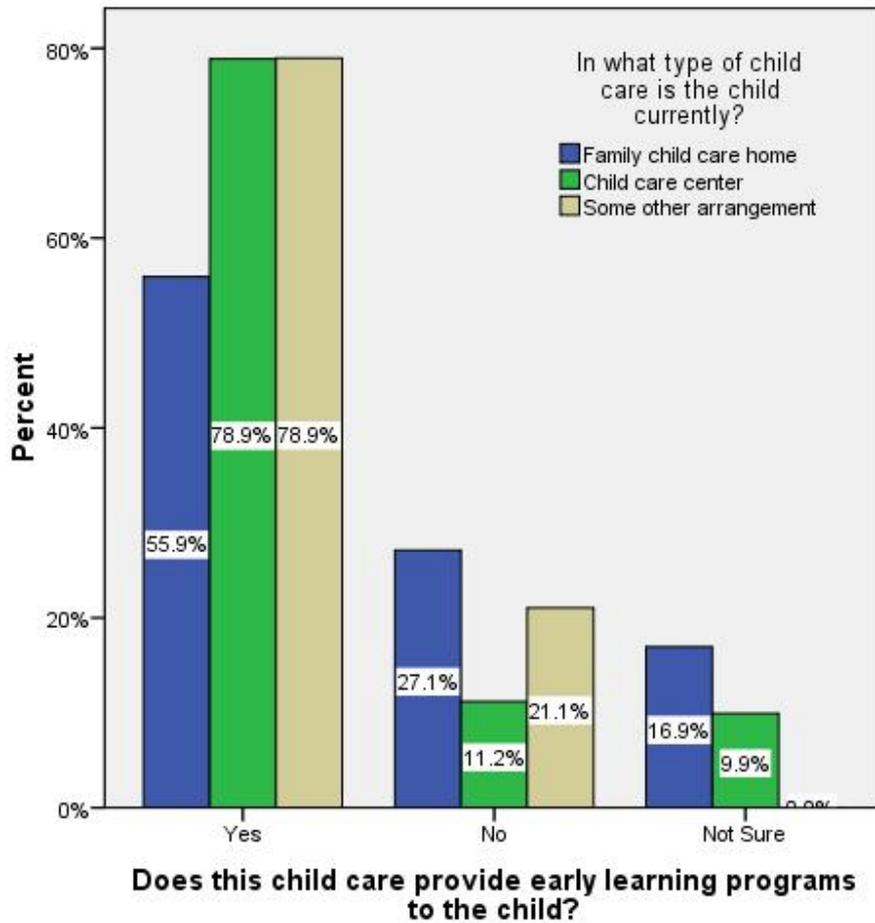
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 183 | 30.4 | 73.8 | 73.8 |
| | No | 39 | 6.5 | 15.7 | 89.5 |
| | Not Sure | 26 | 4.3 | 10.5 | 100.0 |
| | Total | 248 | 41.2 | 100.0 | |
| Missing | Skipped | 313 | 52.0 | | |
| | System | 41 | 6.8 | | |
| | Total | 354 | 58.8 | | |
| Total | | 602 | 100.0 | | |



Does this child care provide early learning programs to the child?

No significant differences were found for this question by geographic area, education, or gender. There was a significant difference by respondent age, with almost 24% of the youngest respondents indicating that their child care did not provide early learning programs. In comparison, only 11% of older respondents said that their child care does not provide early learning programs.

Family child care homes are significantly less likely than other child care arrangements to provide early learning programs, as shown in the chart below. Whereas 56% of family child care homes provide early learning programs, almost 79% of other child care arrangements provide them.





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Early Learning Survey

Question 10 of 31

[Definitions](#)

Does this child participate in any of the following early learning programs?

| | Yes | No |
|--|-----------------------|-----------------------|
| Early Head Start (children birth to age three) | <input type="radio"/> | <input type="radio"/> |
| Head Start | <input type="radio"/> | <input type="radio"/> |
| Early Childhood Education and Assistance Program (ECEAP) | <input type="radio"/> | <input type="radio"/> |
| Other Preschool | <input type="radio"/> | <input type="radio"/> |
| Other programs | <input type="radio"/> | <input type="radio"/> |

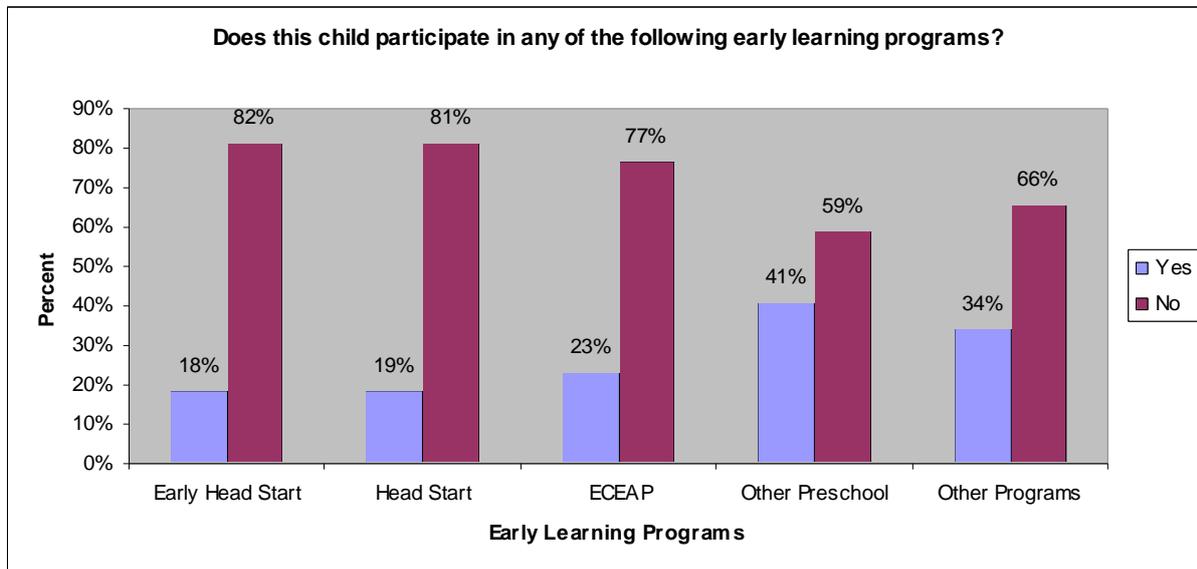
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Does this child participate in the following early learning programs?

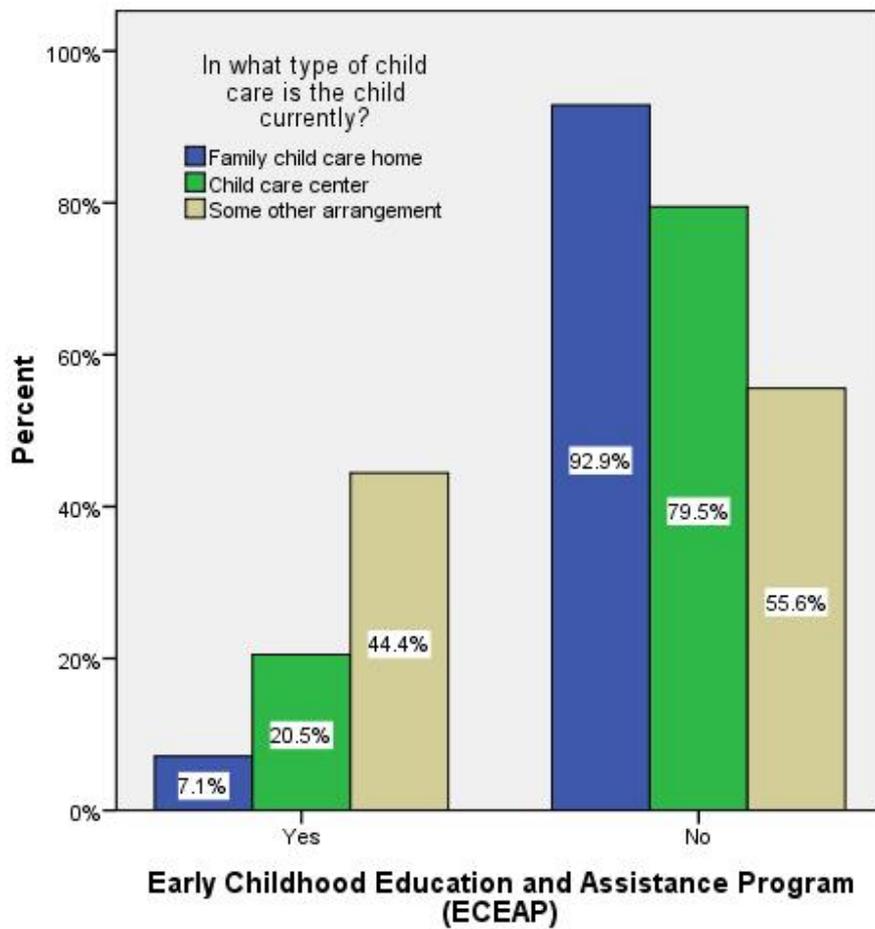
| | Number | | | Percent | |
|------------------|--------|-----|-------|---------|-----|
| | Yes | No | Total | Yes | No |
| Early Head Start | 34 | 150 | 184 | 18% | 82% |
| Head Start | 33 | 144 | 177 | 19% | 81% |
| ECEAP | 43 | 143 | 186 | 23% | 77% |
| Other Preschool | 77 | 110 | 187 | 41% | 59% |
| Other Programs | 62 | 118 | 180 | 34% | 66% |



No significant differences were found for this question by geographic area, gender, or respondent age. But, respondent education was significantly related to participation in some of these programs. Among the least educated respondents, 30% said their child participates in Early Head Start, in comparison to only 6% of the most educated respondents. Similarly, 38% of respondents with the lowest education said their child participates in Early Childhood Education and Assistance Program (ECEAP), in comparison to only 14% of the most educated respondents.

On the other hand, the most educated respondents were more likely to have their child in other programs (43%), as compared with the least educated (13%).

Children in family child care homes are significantly less likely than children in other child care arrangements to participate in Early Childhood Education and Assistance Programs (ECEAP), as shown in the chart below. Whereas 7% of children in family child care homes participate in ECEAP, over 20% of children in child care centers, and over 44% of children in other child care arrangements participate in ECEAP.



As might be expected, there are some significant associations with the age of the child and in which programs the child participates. The correlation between child age and program participation can be seen in the crosstab charts on the next page.

Participates in Early Head Start (children birth to age three)

| | | Child Age Category | | | | | Total |
|-------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 4 | 8 | 6 | 5 | 3 | 26 |
| | % | 10.0% | 22.9% | 18.8% | 17.9% | 15.0% | 16.8% |
| No | Count | 36 | 27 | 26 | 23 | 17 | 129 |
| | % | 90.0% | 77.1% | 81.3% | 82.1% | 85.0% | 83.2% |
| Total | Count | 40 | 35 | 32 | 28 | 20 | 155 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Participates in Head Start

| | | Child Age Category | | | | | Total |
|-------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 1 | 2 | 7 | 16 | 4 | 30 |
| | % | 2.6% | 6.7% | 20.6% | 50.0% | 20.0% | 19.5% |
| No | Count | 37 | 28 | 27 | 16 | 16 | 124 |
| | % | 97.4% | 93.3% | 79.4% | 50.0% | 80.0% | 80.5% |
| Total | Count | 38 | 30 | 34 | 32 | 20 | 154 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Participates in Early Childhood Education and Assistance Program (ECEAP)

| | | Child Age Category | | | | | Total |
|-------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 4 | 5 | 7 | 14 | 6 | 36 |
| | % | 10.3% | 15.2% | 22.6% | 42.4% | 27.3% | 22.8% |
| No | Count | 35 | 28 | 24 | 19 | 16 | 122 |
| | % | 89.7% | 84.8% | 77.4% | 57.6% | 72.7% | 77.2% |
| Total | Count | 39 | 33 | 31 | 33 | 22 | 158 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Participates in Other Preschool

| | | Child Age Category | | | | | Total |
|-------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 8 | 10 | 20 | 26 | 7 | 71 |
| | % | 20.5% | 28.6% | 57.1% | 76.5% | 35.0% | 43.6% |
| No | Count | 31 | 25 | 15 | 8 | 13 | 92 |
| | % | 79.5% | 71.4% | 42.9% | 23.5% | 65.0% | 56.4% |
| Total | Count | 39 | 35 | 35 | 34 | 20 | 163 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Participates in Other Programs

| | | Child Age Category | | | | | Total |
|-------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 10 | 14 | 12 | 4 | 15 | 55 |
| | % | 25.0% | 37.8% | 42.9% | 17.4% | 60.0% | 35.9% |
| No | Count | 30 | 23 | 16 | 19 | 10 | 98 |
| | % | 75.0% | 62.2% | 57.1% | 82.6% | 40.0% | 64.1% |
| Total | Count | 40 | 37 | 28 | 23 | 25 | 153 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |



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Early Learning Survey

Question 11 of 31 [Definitions](#)

Does this child participate in the Infant Toddler Early Intervention Program/ITEIP (for children birth to three years)?

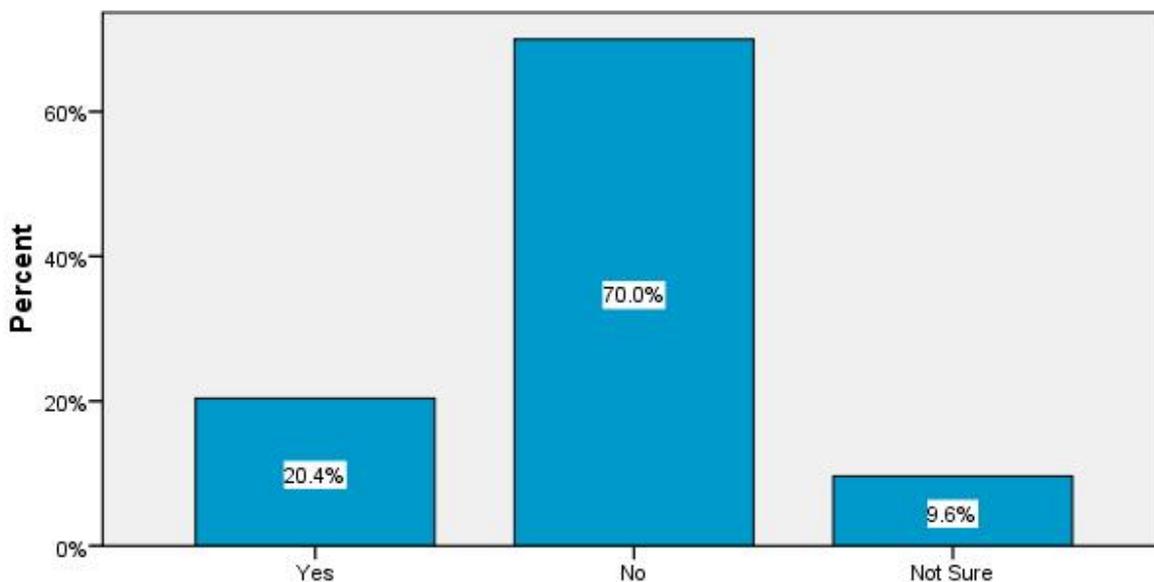
Yes
 No
 Not sure

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Does this child participate in the Infant Toddler Early Intervention Program/ITEIP?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 53 | 8.8 | 20.4 | 20.4 |
| | No | 182 | 30.2 | 70.0 | 90.4 |
| | Not Sure | 25 | 4.2 | 9.6 | 100.0 |
| | Total | 260 | 43.2 | 100.0 | |
| Missing | Skipped | 300 | 49.8 | | |
| | System | 42 | 7.0 | | |
| | Total | 342 | 56.8 | | |
| Total | | 602 | 100.0 | | |

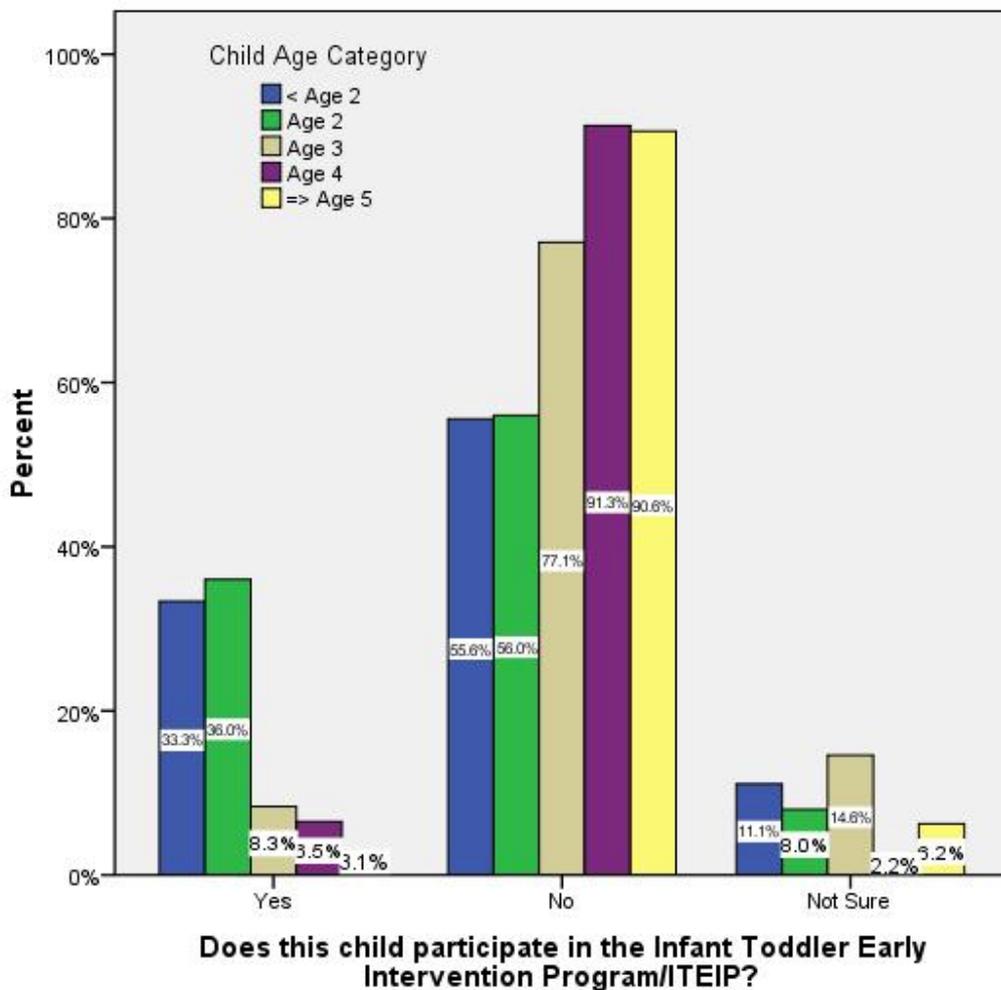


Does this child participate in the Infant Toddler Early Intervention Program/ITEIP?

No significant differences were found for this question by geographic area, education, gender, or age. However, as shown in the crosstab table and the chart on the next page, there is a correlation with the age of the child and participation in this program, as should be expected. 33% of children birth to less than two years of age participate in the program, and 36% of children age two participate, as compared with less than 10% of children who are older than two years.

Does this child participate in the Infant Toddler Early Intervention Program/ITEIP (for children birth to three years?)

| | | Child Age Category | | | | | Total |
|----------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 15 | 18 | 4 | 3 | 1 | 41 |
| | % | 33.3% | 36.0% | 8.3% | 6.5% | 3.1% | 18.6% |
| No | Count | 25 | 28 | 37 | 42 | 29 | 161 |
| | % | 55.6% | 56.0% | 77.1% | 91.3% | 90.6% | 72.9% |
| Not Sure | Count | 5 | 4 | 7 | 1 | 2 | 19 |
| | % | 11.1% | 8.0% | 14.6% | 2.2% | 6.3% | 8.6% |
| Total | Count | 45 | 50 | 48 | 46 | 32 | 221 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |





Washington State University

Early Learning Survey

Question 12 of 31

[Definitions](#)

Does this child participate in special education through your school district (for children three to five years)?

- Yes
- No
- Not sure

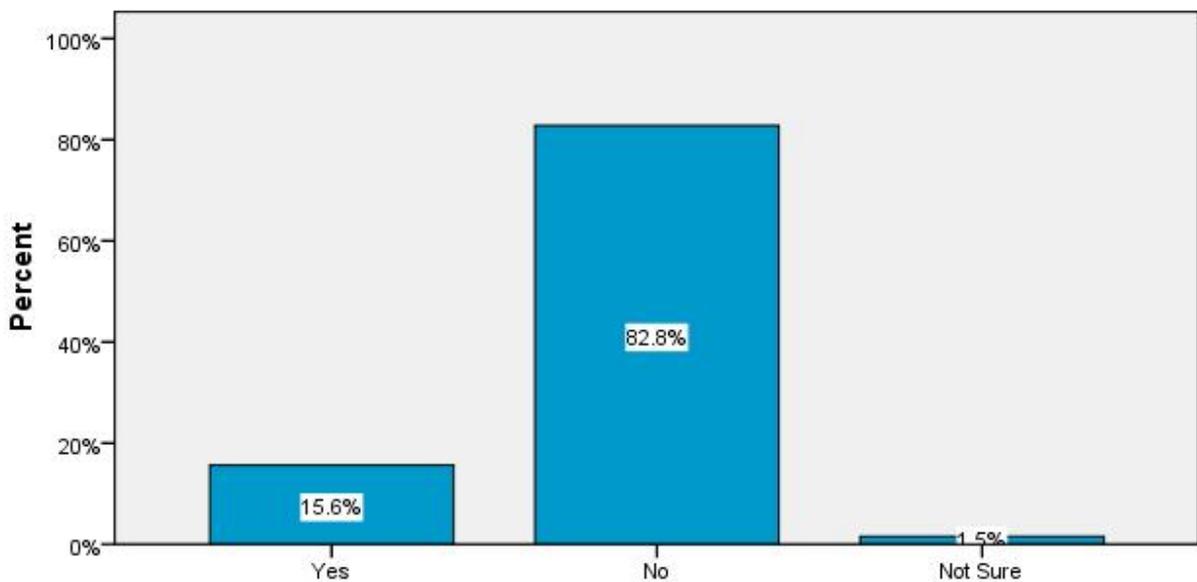
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Does this child participate in special education through your school district?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 41 | 6.8 | 15.6 | 15.6 |
| | No | 217 | 36.0 | 82.8 | 98.5 |
| | Not Sure | 4 | .7 | 1.5 | 100.0 |
| | Total | 262 | 43.5 | 100.0 | |
| Missing | Skipped | 298 | 49.5 | | |
| | System | 42 | 7.0 | | |
| | Total | 340 | 56.5 | | |
| Total | | 602 | 100.0 | | |



Does this child participate in special education through your school district?

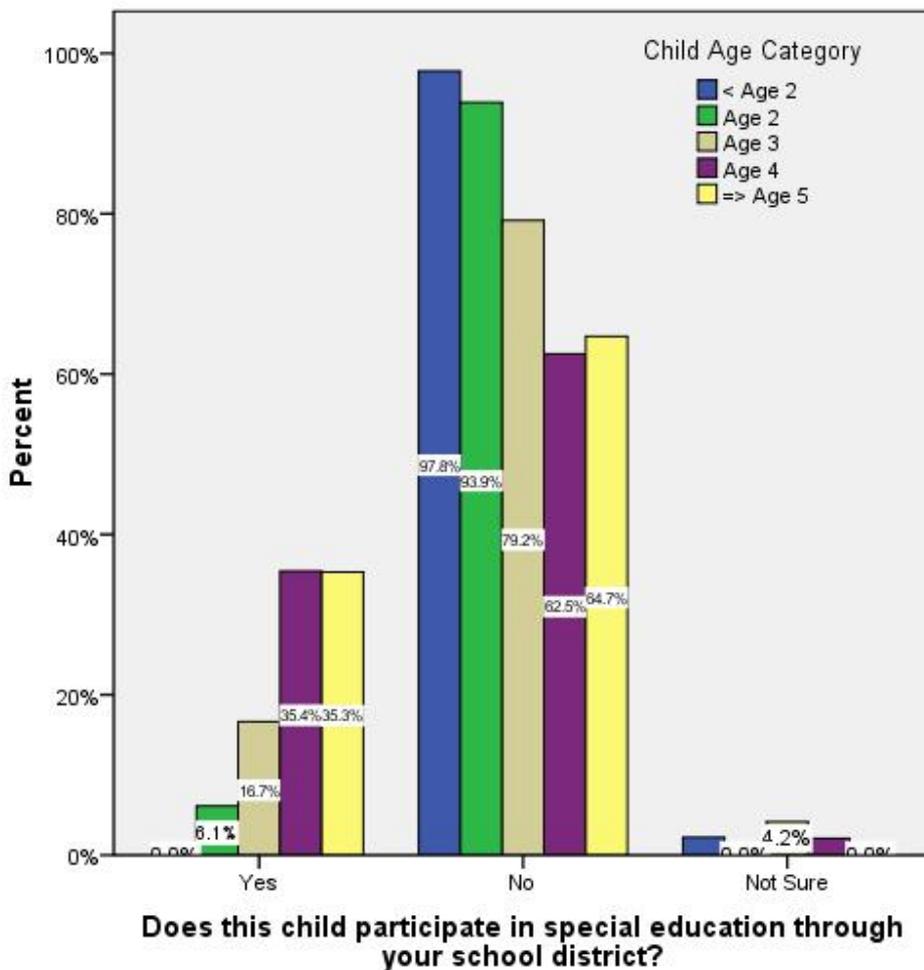
No significant differences were found for this question by geographic area, education, gender, or age.

However, as shown in the crosstab table and the chart on the next page, there is a correlation with the age of the child and participation in this program, as should be expected.

The highest participation is among the oldest children who are four or older (35%), and fewer than 17% of children age three participate in the program. About 6% of children who are two years of age participate as well.

Does this child participate in special education through your school district (for children age three to five years)?

| | | Child Age Category | | | | | Total |
|----------|-------|--------------------|--------|--------|--------|----------|--------|
| | | < Age 2 | Age 2 | Age 3 | Age 4 | => Age 5 | |
| Yes | Count | 0 | 3 | 8 | 17 | 12 | 40 |
| | % | .0% | 6.1% | 16.7% | 35.4% | 35.3% | 17.9% |
| No | Count | 44 | 46 | 38 | 30 | 22 | 180 |
| | % | 97.8% | 93.9% | 79.2% | 62.5% | 64.7% | 80.4% |
| Not Sure | Count | 1 | 0 | 2 | 1 | 0 | 4 |
| | % | 2.2% | .0% | 4.2% | 2.1% | .0% | 1.8% |
| Total | Count | 45 | 49 | 48 | 48 | 34 | 224 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |





Washington State University

Early Learning Survey

Question 13 of 31 [Definitions](#)

Here are some reasons that people do not have their children participate in early learning programs. For each one, please indicate whether it is a reason that this child does not participate in an early learning program:

| | Yes | No |
|--|-----------------------|-----------------------|
| Transportation issues | <input type="radio"/> | <input type="radio"/> |
| Lack of programs near you | <input type="radio"/> | <input type="radio"/> |
| Waiting lists | <input type="radio"/> | <input type="radio"/> |
| Child care provider doesn't offer early learning program | <input type="radio"/> | <input type="radio"/> |
| Need before or after hours child care | <input type="radio"/> | <input type="radio"/> |
| Cost | <input type="radio"/> | <input type="radio"/> |
| I provide an enriched environment in my own home | <input type="radio"/> | <input type="radio"/> |
| Don't see the benefit of an early learning program | <input type="radio"/> | <input type="radio"/> |
| Child was asked to leave early learning program | <input type="radio"/> | <input type="radio"/> |
| Child was expelled from early learning program | <input type="radio"/> | <input type="radio"/> |
| Too many demands on my schedule | <input type="radio"/> | <input type="radio"/> |
| Child not in my care long enough | <input type="radio"/> | <input type="radio"/> |
| Other reasons | <input type="radio"/> | <input type="radio"/> |

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Survey respondents were able to select any, all, or none of several reasons that their child does not participate in an early learning program, thus there are two kinds of results:

- Percent = The percent of all 13 reasons that were selected by caregivers.
- Percent of Cases = The percent of all caregivers that selected a particular reason.

For example:

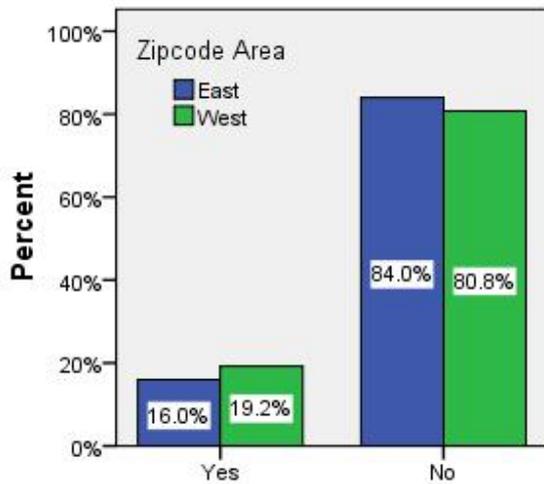
- "Cost" is 10.7% of all the reasons selected by caregivers.
- But, 29.6% of all caregivers said that "cost" is a reason their child does not participate in an early learning program.

Reasons that this child does not participate in an early learning program

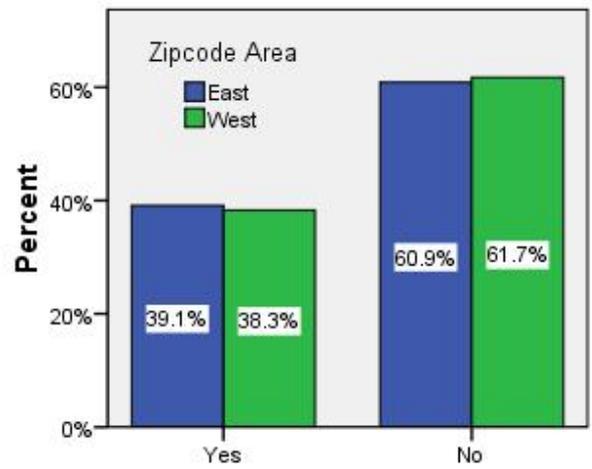
| | Responses | | Percent of Cases |
|--|------------|---------------|------------------|
| | N | Percent | |
| ^a Transportation issues | 15 | 6.7% | 18.5% |
| Lack of programs near you | 16 | 7.1% | 19.8% |
| Waitlists | 16 | 7.1% | 19.8% |
| Child care provider doesn't offer early learning program | 29 | 12.9% | 35.8% |
| Need before or after hours child care | 21 | 9.3% | 25.9% |
| Cost | 24 | 10.7% | 29.6% |
| I provide an enriched environment in my own home | 47 | 20.9% | 58.0% |
| Don't see the benefit of an early learning program | 5 | 2.2% | 6.2% |
| Child was asked to leave early learning program | 1 | .4% | 1.2% |
| Child was expelled from early learning program | 1 | .4% | 1.2% |
| Too many demands on my schedule | 12 | 5.3% | 14.8% |
| Child not in my care long enough | 11 | 4.9% | 13.6% |
| Other reasons | 27 | 12.0% | 33.3% |
| Total | 225 | 100.0% | 277.8% |

a. Dichotomy group tabulated at value 1.

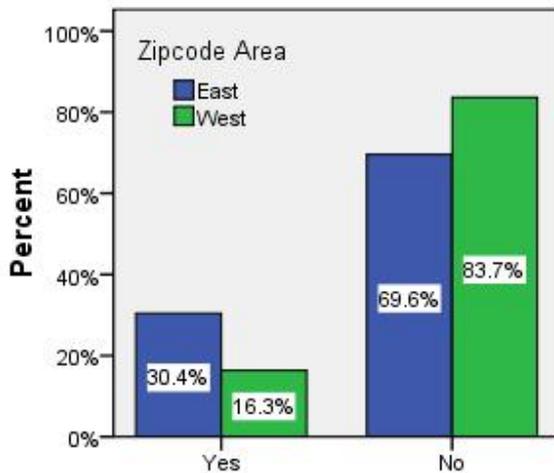
Results by east versus west side of the State are shown in the following pages.



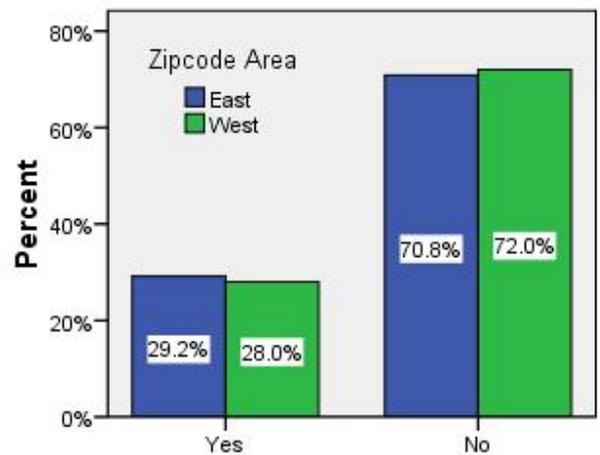
Transportation issues



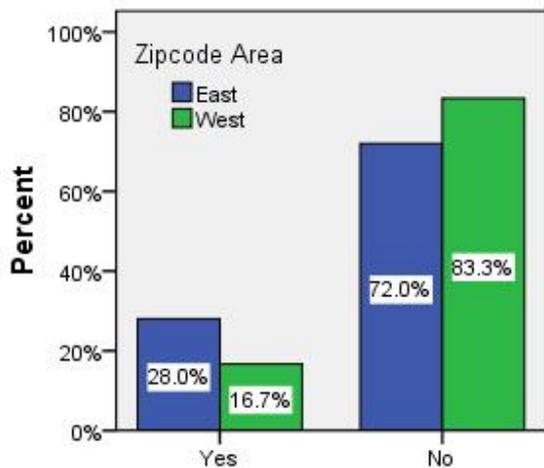
Child care provider doesn't offer early learning program



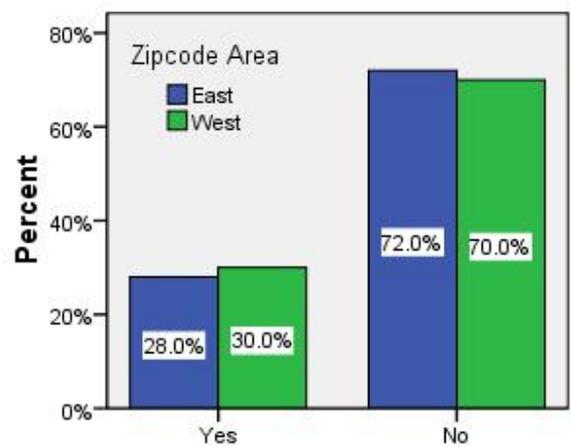
Lack of programs near you



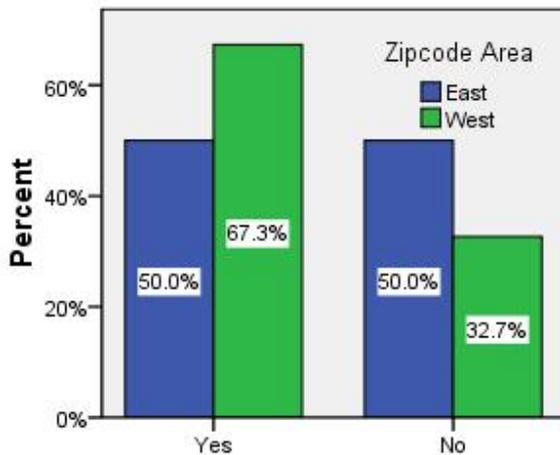
Need before or after hours child care



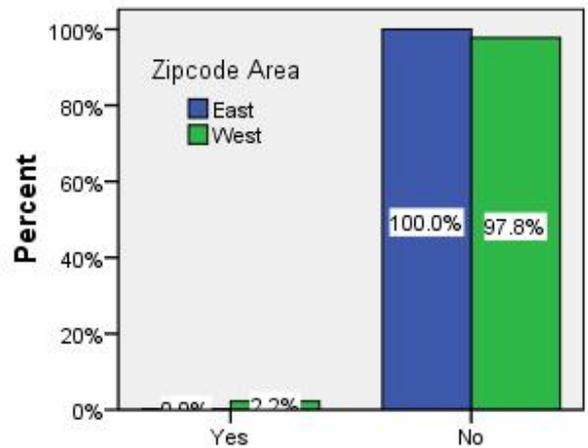
Waitlists



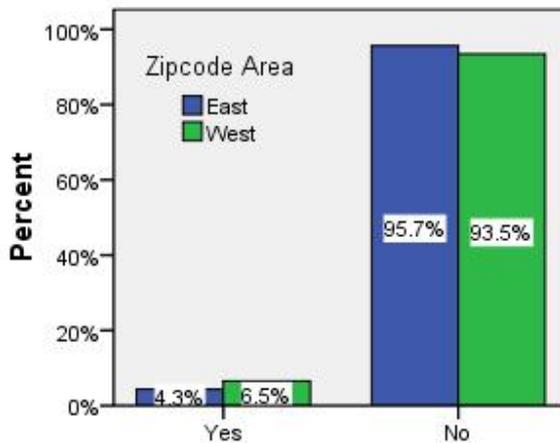
Cost



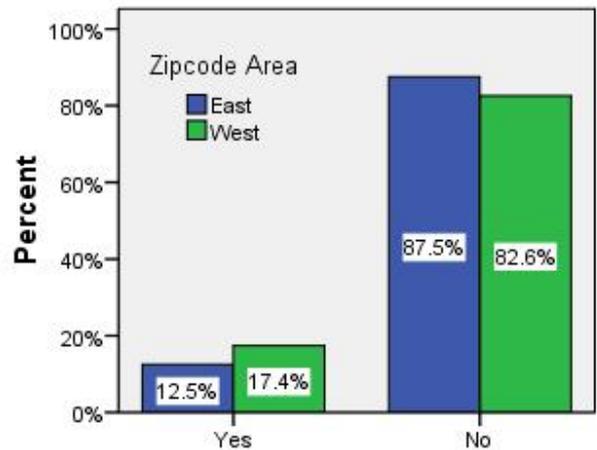
I provide an enriched environment in my own home



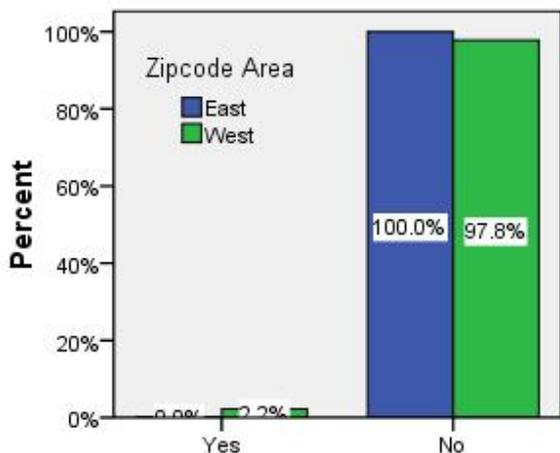
Child was expelled from early learning program



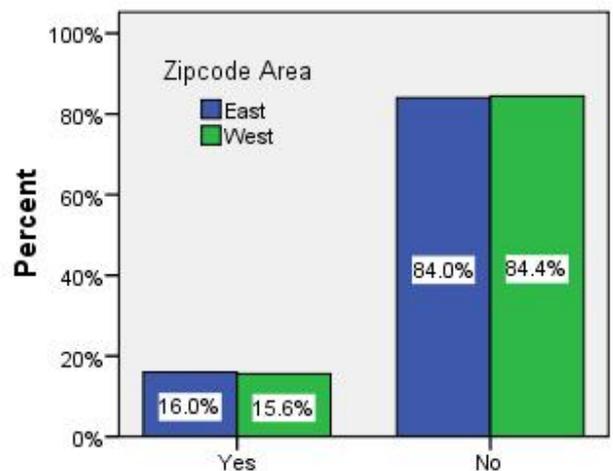
Don't see the benefit of an early learning program



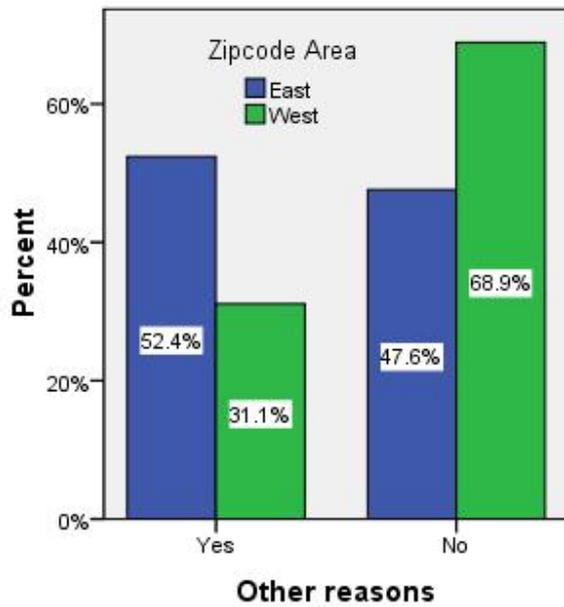
Too many demands on my schedule



Child was asked to leave early learning program



Child not in my care long enough



While there are some differences by geographic region, most differences are relatively small, and none are statistically significant by zip code region. We also compared responses to Question 13 by rural versus urban vs suburban vs small town, and again found no statistically significant differences.



Washington State University

Early Learning Survey

Question 14 of 31

[Definitions](#)

In your opinion how much did this child benefit from participating in an early learning program? Would you say that . . .

- Child benefited greatly
- Child benefited somewhat
- Participation made no difference
- Participation was negative for child
- Not sure

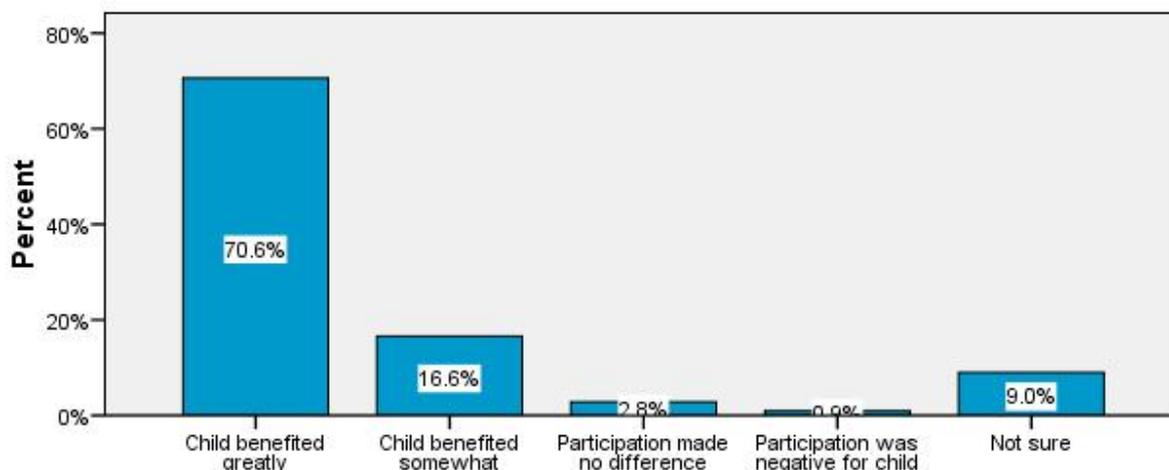
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In your opinion how much did this child benefit from participating in an early learning program? Would you say that . . .

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Child benefited greatly | 149 | 24.8 | 70.6 | 70.6 |
| | Child benefited somewhat | 35 | 5.8 | 16.6 | 87.2 |
| | Participation made no difference | 6 | 1.0 | 2.8 | 90.0 |
| | Participation was negative for child | 2 | .3 | .9 | 91.0 |
| | Not sure | 19 | 3.2 | 9.0 | 100.0 |
| | Total | | 211 | 35.0 | 100.0 |
| Missing | Skipped | 342 | 56.8 | | |
| | System | 49 | 8.1 | | |
| | Total | 391 | 65.0 | | |
| Total | | 602 | 100.0 | | |



In your opinion how much did this child benefit from participating in an early learning program? Would you say that . . .

No significant differences were found for this question by geographic area, education, gender, or age.



Washington State University

Early Learning Survey

Question 15 of 31 [Definitions](#)

Has your child benefited from an early learning program in any of the following ways?

| | Yes | No | Not sure |
|---|-----------------------|-----------------------|-----------------------|
| Social-emotional skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language/communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cognitive skills (learning and remembering) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problem-solving skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other ways | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Survey respondents were able to select any, all, or none of several ways that their child benefited from an early learning program, thus there are two kinds of results:

- Percent = The percent of all 8 benefits that were selected by caregivers.
- Percent of Cases = The percent of all caregivers that selected a particular benefit.

For example:

- "Reading skills" is 7.3% of all the benefits selected by caregivers.
- But, 39.5% of all caregivers said that "Reading skills" was a benefit for their child of participating in an early learning program.

Has your child benefited from an early learning program in any of the following ways?

| | Responses | | Percent of Cases |
|--------------------------------------|-----------|---------|------------------|
| | N | Percent | |
| ^a Social-emotional skills | 169 | 16.4% | 88.9% |
| Mathematics skills | 76 | 7.4% | 40.0% |
| Reading skills | 75 | 7.3% | 39.5% |
| Physical development | 143 | 13.8% | 75.3% |
| Language/communication | 171 | 16.6% | 90.0% |
| Cognitive skills | 152 | 14.7% | 80.0% |
| Problem-solving skills | 131 | 12.7% | 68.9% |
| Other ways | 116 | 11.2% | 61.1% |
| Total | 1033 | 100.0% | 543.7% |

a. Dichotomy group tabulated at value 1.



Washington State University

Early Learning Survey

Question 16 of 31

[Definitions](#)**What is the main reason that you feel your child has not benefited by participating in an early learning program?**

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| Response Category | Frequency |
|-------------------------------|-----------|
| Too soon to know | 4 |
| Child is too young | 3 |
| Child not in a formal program | 3 |
| Child shows no improvement | 4 |
| Miscellaneous | 28 |
| NA | 7 |
| Total | 50 |

Only survey respondents who answered Q14 that their child had not benefited from participating (6) in an early learning program, or who said participation was negative (2), or said they were not sure (19) were supposed to answer this question. However, several other respondents answered this question, mostly with miscellaneous comments, some indicating that the program had benefited the child.

Of the 27 valid responses, four respondents (15%) said that it was too soon to tell because their child had not been in the program long enough, and three respondents (11%) said that their child was too young. Only four respondents (15%) said that their child showed no improvement as a result of participating.



Washington State University

Early Learning Survey

Question 17 of 31

[Definitions](#)

How much was your expertise of this child asked for and included in the child's early learning planning by the child care/early learning provider

- A lot
- Somewhat
- A little
- Not very much
- Not at all

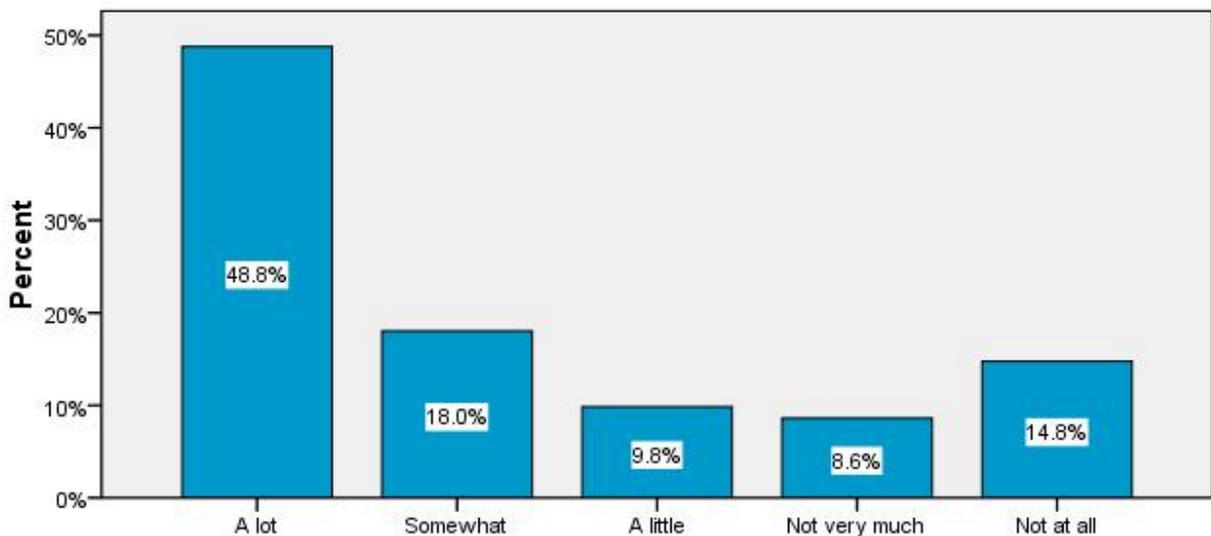
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How much was your expertise of this child asked for and included in the child's early learning planning by the child care/early learning provider

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid | A lot | 119 | 19.8 | 48.8 | 48.8 |
| | Somewhat | 44 | 7.3 | 18.0 | 66.8 |
| | A little | 24 | 4.0 | 9.8 | 76.6 |
| | Not very much | 21 | 3.5 | 8.6 | 85.2 |
| | Not at all | 36 | 6.0 | 14.8 | 100.0 |
| | Total | 244 | 40.5 | 100.0 | |
| Missing | Skipped | 316 | 52.5 | | |
| | System | 42 | 7.0 | | |
| | Total | 358 | 59.5 | | |
| Total | | 602 | 100.0 | | |



How much was your expertise of this child asked for and included in the child's early learning planning by the child care/early learning provider

No significant differences were found for this question by geographic area, education, gender, or age.



Washington State University

Early Learning Survey

Question 18 of 31

[Definitions](#)

How much do you know about child care and/or early learning opportunities in your area?

- A lot
- Somewhat
- A little
- Not very much
- Not at all

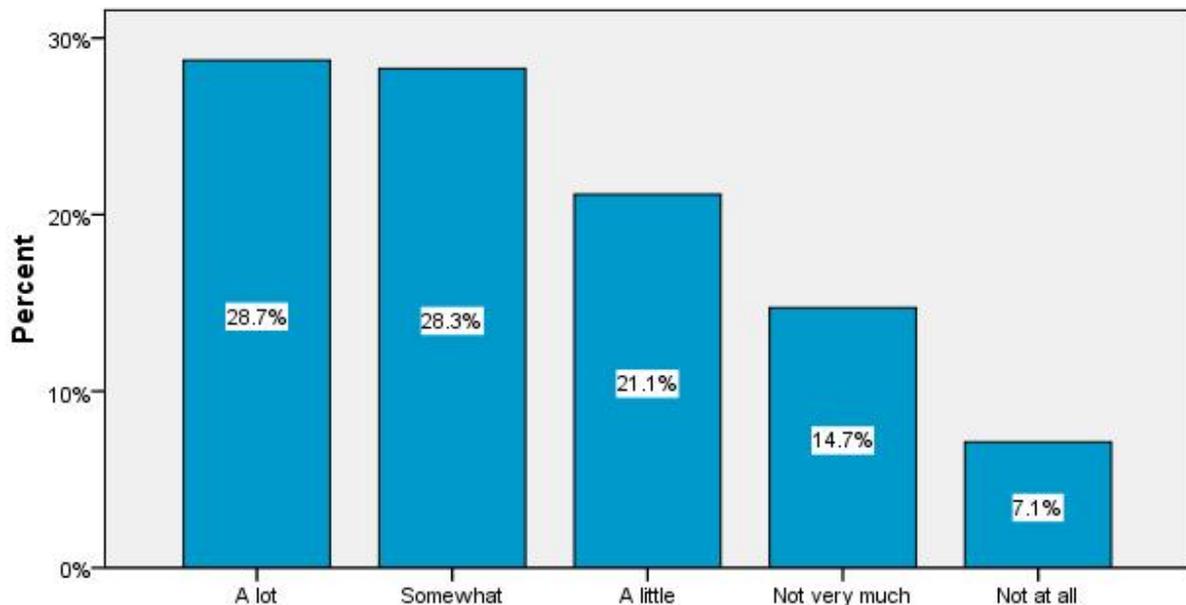
Next >>

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How much do you know about child care and/or early learning opportunities in your area?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid | A lot | 121 | 20.1 | 28.7 | 28.7 |
| | Somewhat | 119 | 19.8 | 28.3 | 57.0 |
| | A little | 89 | 14.8 | 21.1 | 78.1 |
| | Not very much | 62 | 10.3 | 14.7 | 92.9 |
| | Not at all | 30 | 5.0 | 7.1 | 100.0 |
| | Total | | 421 | 69.9 | 100.0 |
| Missing | Skipped | 156 | 25.9 | | |
| | System | 25 | 4.2 | | |
| | Total | 181 | 30.1 | | |
| Total | | 602 | 100.0 | | |



How much do you know about child care and/or early learning opportunities in your area?

No significant differences were found for this question by geographic area, education, gender, or age.



Washington State University

Early Learning Survey

Question 19 of 31

[Definitions](#)

Has your social worker discussed with you having your child in an early learning program?

- Yes
- No
- Not sure

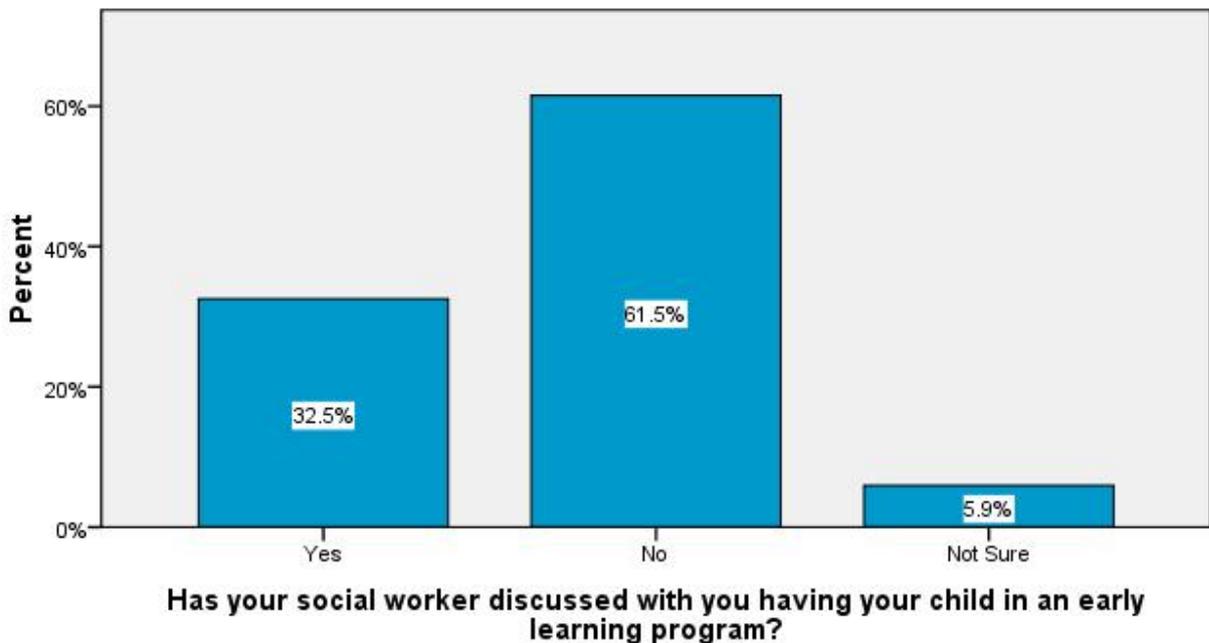
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Has your social worker discussed with you having your child in an early learning program?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 137 | 22.8 | 32.5 | 32.5 |
| | No | 259 | 43.0 | 61.5 | 94.1 |
| | Not Sure | 25 | 4.2 | 5.9 | 100.0 |
| | Total | 421 | 69.9 | 100.0 | |
| Missing | Skipped | 156 | 25.9 | | |
| | System | 25 | 4.2 | | |
| | Total | 181 | 30.1 | | |
| Total | | 602 | 100.0 | | |



No significant differences were found for this question by geographic area, education, gender, or age.



Washington State University

Early Learning Survey

Question 20 of 31

[Definitions](#)

Which ONE of these is the best way of keeping you informed about early learning programs in your area?

- By postal mail
- Through a regular newsletter
- E-mail
- On an Internet website
- No preference
- Some other way, please describe

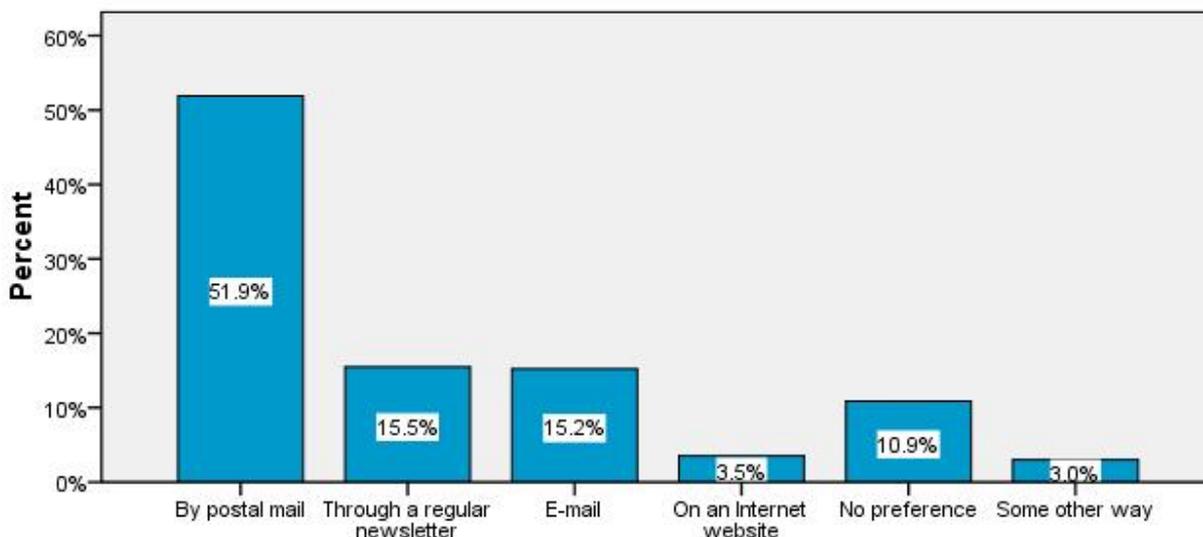
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Which ONE of these is the best way of keeping you informed about early learning programs in your area?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------------|-----------|---------|---------------|--------------------|
| Valid | By postal mail | 191 | 31.7 | 51.9 | 51.9 |
| | Through a regular newsletter | 57 | 9.5 | 15.5 | 67.4 |
| | E-mail | 56 | 9.3 | 15.2 | 82.6 |
| | On an Internet website | 13 | 2.2 | 3.5 | 86.1 |
| | No preference | 40 | 6.6 | 10.9 | 97.0 |
| | Some other way | 11 | 1.8 | 3.0 | 100.0 |
| | Total | 368 | 61.1 | 100.0 | |
| Missing | Skipped | 209 | 34.7 | | |
| | System | 25 | 4.2 | | |
| | Total | 234 | 38.9 | | |
| Total | | 602 | 100.0 | | |



Which ONE of these is the best way of keeping you informed about early learning programs in your area?

No significant differences were found for this question by geographic area, gender, or age. However, e-mail was a preferred way of keeping informed by a significantly higher percentage of the most educated respondents (21%) compared to the less educated respondents (15%).



Washington State University

Early Learning Survey

Question 21 of 31 [Definitions](#)

Would you like more information about child care and/or early learning program opportunities in your community?

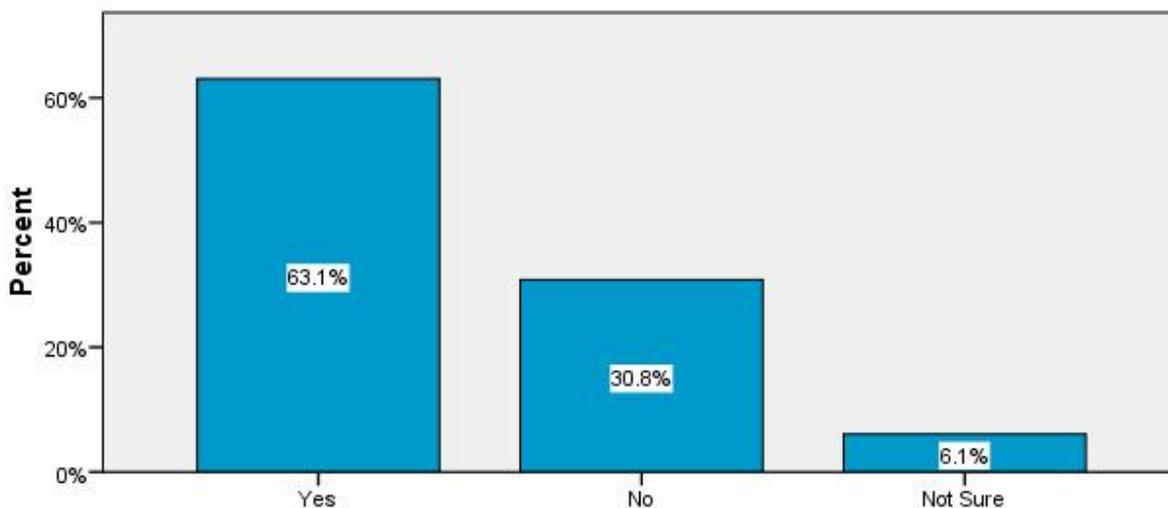
Yes
 No
 Not sure

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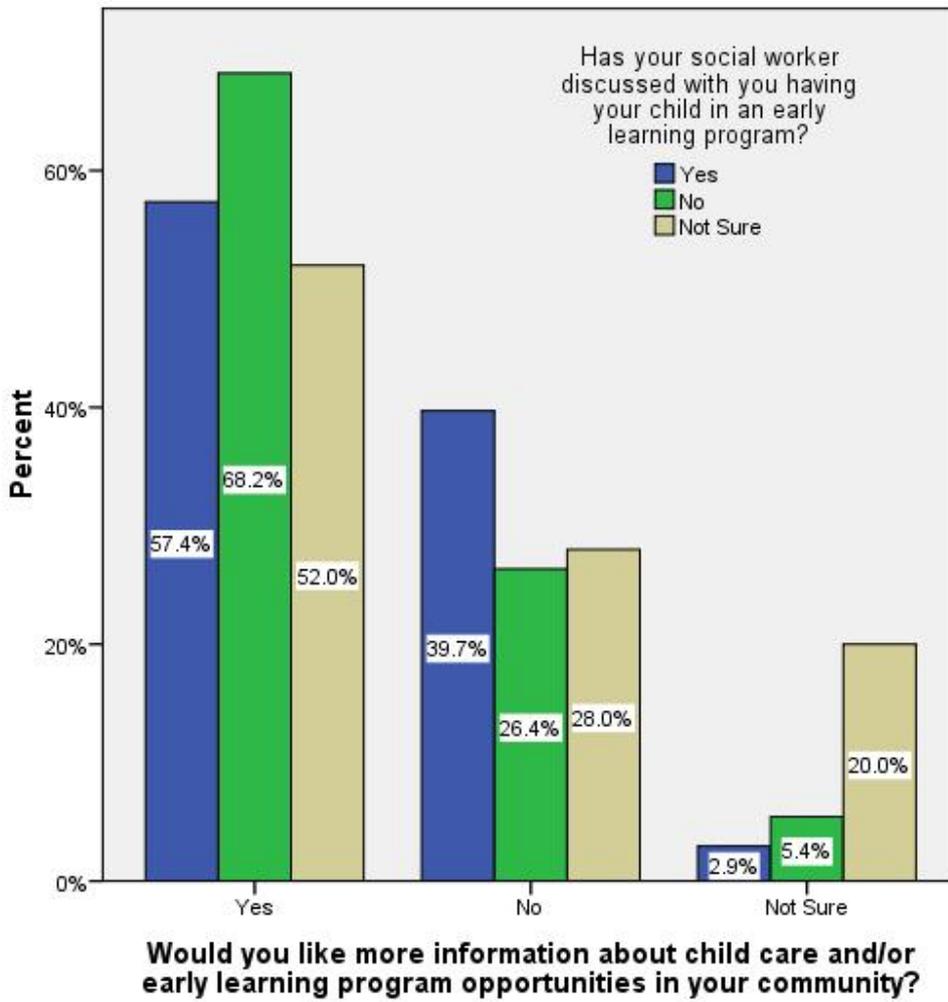
Would you like more information about child care and/or early learning program opportunities in your community?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 270 | 44.9 | 63.1 | 63.1 |
| | No | 132 | 21.9 | 30.8 | 93.9 |
| | Not Sure | 26 | 4.3 | 6.1 | 100.0 |
| | Total | 428 | 71.1 | 100.0 | |
| Missing | Skipped | 149 | 24.8 | | |
| | System | 25 | 4.2 | | |
| | Total | 174 | 28.9 | | |
| Total | | 602 | 100.0 | | |



Would you like more information about child care and/or early learning program opportunities in your community?

No significant differences were found for this question by geographic area, education, gender, or age. However, there is a statistically significant difference between respondents whose social workers discussed having their child in an early learning program and those that didn't. As shown in the chart on the next page, while the majority of respondents say they would like more information about child care and/or early learning program opportunities, the percentage is highest for those whose social workers did not discuss this with them (68%), in comparison to those whose social workers did (57%), or who are not sure (52%).





Washington State University

Early Learning Survey

Question 22 of 31

[Definitions](#)

Do you have access to the Internet in your home?

- Yes
- No
- Plan to have access soon

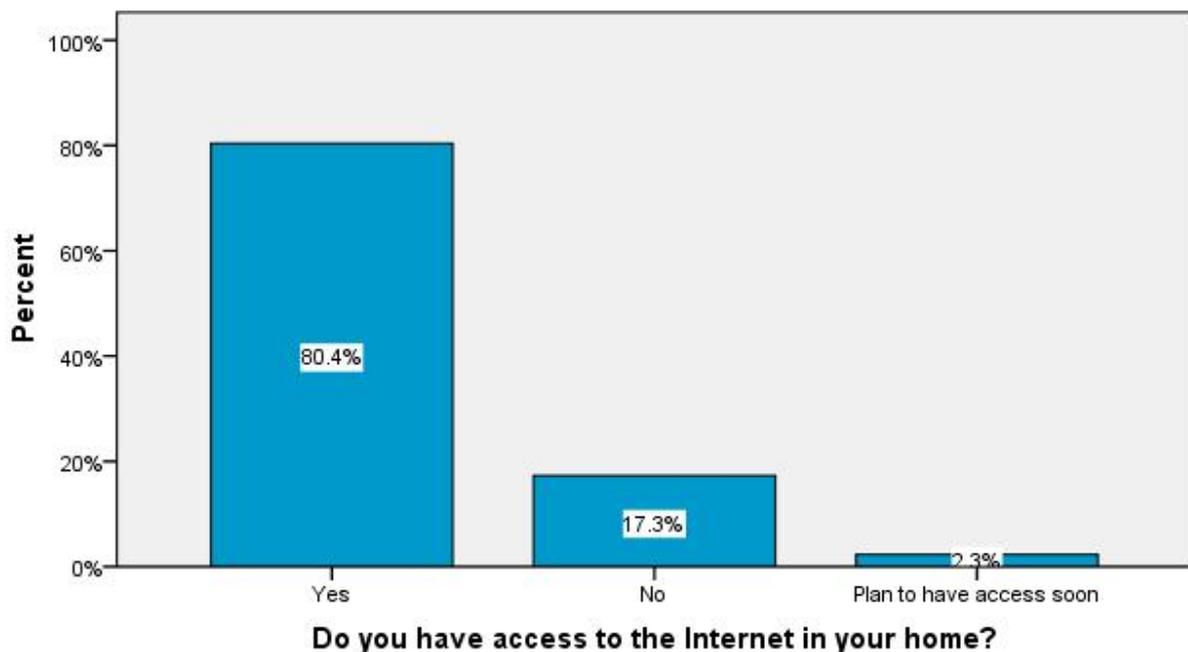
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Do you have access to the Internet in your home?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------------|-----------|---------|---------------|--------------------|
| Valid | Yes | 349 | 58.0 | 80.4 | 80.4 |
| | No | 75 | 12.5 | 17.3 | 97.7 |
| | Plan to have access soon | 10 | 1.7 | 2.3 | 100.0 |
| | Total | 434 | 72.1 | 100.0 | |
| Missing | Skipped | 143 | 23.8 | | |
| | System | 25 | 4.2 | | |
| | Total | 168 | 27.9 | | |
| Total | | 602 | 100.0 | | |



No significant differences were found for this question by geographic area, or gender. However, education and age were significantly related to having Internet access in the home. While over 89% of the most educated respondents had Internet access, this compares with only 66% among the least educated respondents.

86% of the youngest respondents said they had Internet access in the home, compared with less than 63% of respondents age 60 or older.



Washington State University

Early Learning Survey

Question 23 of 31 [Definitions](#)

Do you access the Internet at a nearby library or somewhere else?

Yes
 No

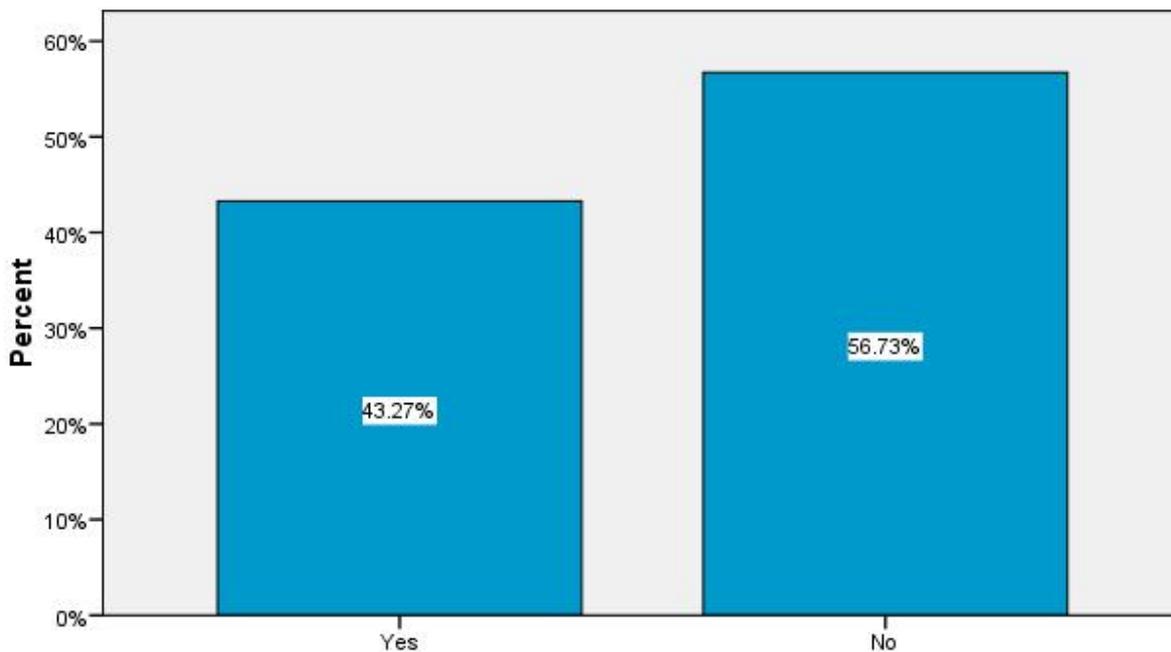
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Do you access the Internet at a nearby library or somewhere else?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Yes | 45 | 7.5 | 43.3 | 43.3 |
| | No | 59 | 9.8 | 56.7 | 100.0 |
| | Total | 104 | 17.3 | 100.0 | |
| Missing | Skipped | 425 | 70.6 | | |
| | System | 73 | 12.1 | | |
| | Total | 498 | 82.7 | | |
| Total | | 602 | 100.0 | | |



Do you access the Internet at a nearby library or somewhere else?

No significant differences were found for this question by geographic area, or gender. However, education and age were significantly related to having Internet access at a nearby library or somewhere else, for those respondents that don't have Internet access at home. While over 58% of the most educated respondents said they could access the Internet at a nearby library, this compares with less than 30% for the least educated respondents. 79% of the youngest respondents said they could access the Internet at a nearby library, compared with less than 24% of respondents age 60 or older.



Washington State University

Early Learning Survey

Question 24 of 31

[Definitions](#)

Have you ever accessed the DSHS Children's Administration website for foster parents (http://www1.dshs.wa.gov/ca)?

- Yes
- No
- Not sure

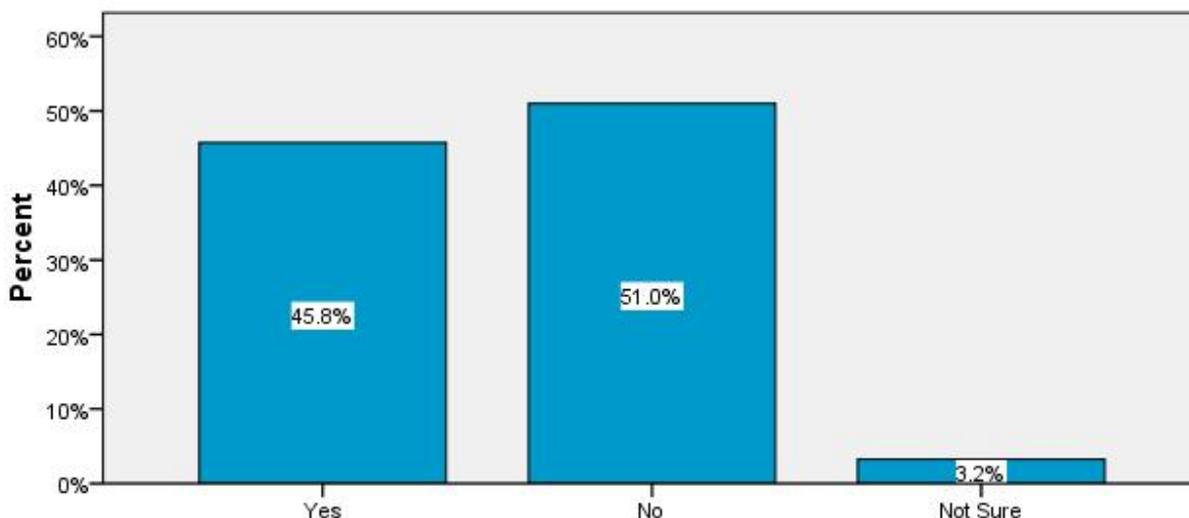
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Have you ever accessed the DSHS Children's Administration website for foster parents (http://www1.dshs.wa.gov/ca)?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 183 | 30.4 | 45.8 | 45.8 |
| | No | 204 | 33.9 | 51.0 | 96.8 |
| | Not Sure | 13 | 2.2 | 3.3 | 100.0 |
| | Total | 400 | 66.4 | 100.0 | |
| Missing | Skipped | 177 | 29.4 | | |
| | System | 25 | 4.2 | | |
| | Total | 202 | 33.6 | | |
| Total | | 602 | 100.0 | | |



Have you ever accessed the DSHS Children's Administration website for foster parents (http://www1.dshs.wa.gov/ca)?

No significant differences were found for this question by geographic area, or gender. However, education and age were significantly related to having ever accessed the DSHS Children's Administration website. While over 58% of the most educated respondents said they had accessed the DSHS website, this compares with only 29% for the least educated respondents. Almost 58% of the youngest respondents said they had accessed the DSHS website, compared with less than 23% of respondents age 60 or older.



Washington State University

Early Learning Survey

Question 25 of 31

[Definitions](#)

Are you . . . ?

- Male
- Female

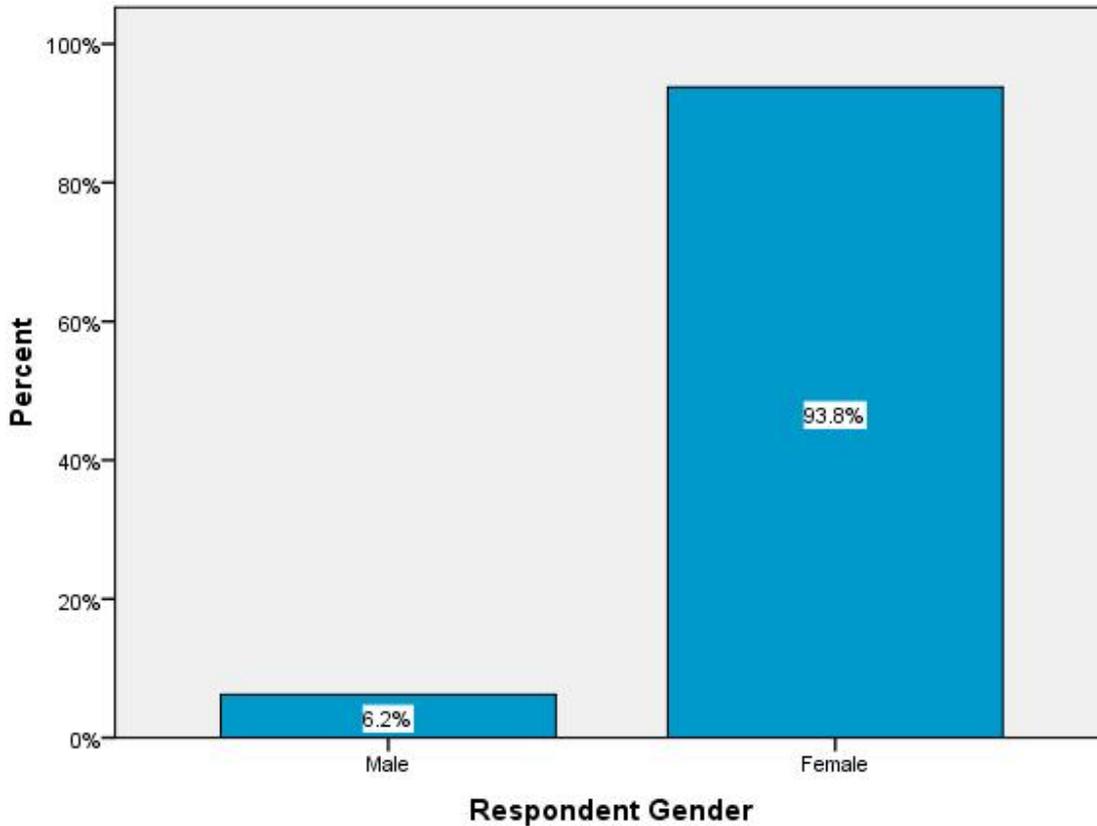
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Respondent Gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Male | 37 | 6.1 | 6.2 | 6.2 |
| | Female | 556 | 92.4 | 93.8 | 100.0 |
| | Total | 593 | 98.5 | 100.0 | |
| Missing | Skipped | 9 | 1.5 | | |
| Total | | 602 | 100.0 | | |





Washington State University

Early Learning Survey

Question 26 of 31 [Definitions](#)

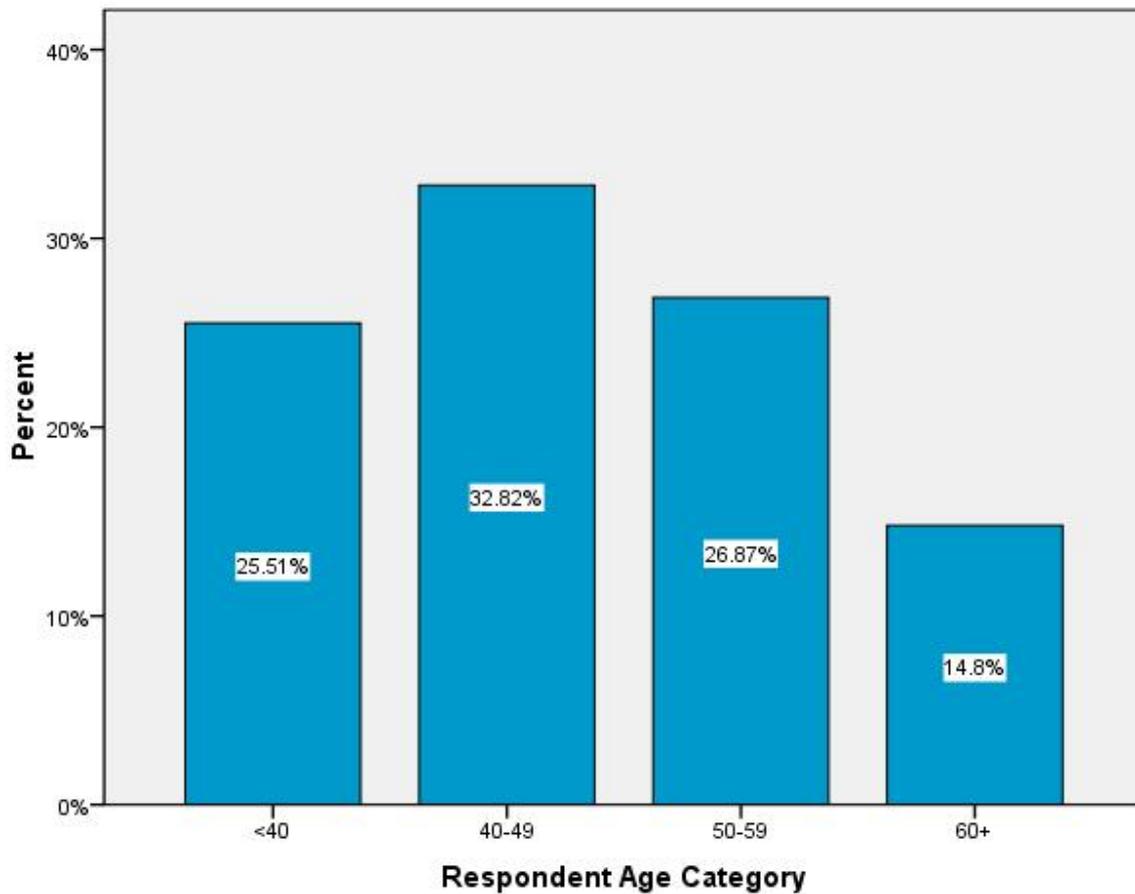
What is your age?

Years

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Respondent Age Category

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | <40 | 150 | 24.9 | 25.5 | 25.5 |
| | 40-49 | 193 | 32.1 | 32.8 | 58.3 |
| | 50-59 | 158 | 26.2 | 26.9 | 85.2 |
| | 60+ | 87 | 14.5 | 14.8 | 100.0 |
| | Total | 588 | 97.7 | 100.0 | |
| Missing | System | 14 | 2.3 | | |
| Total | | 602 | 100.0 | | |





Washington State University

Early Learning Survey

Question 27 of 31

[Definitions](#)

How would you describe the geographic area in which you live?

- A Rural Area
- A Small Town
- A Suburb
- A City or Urban Area
- Other

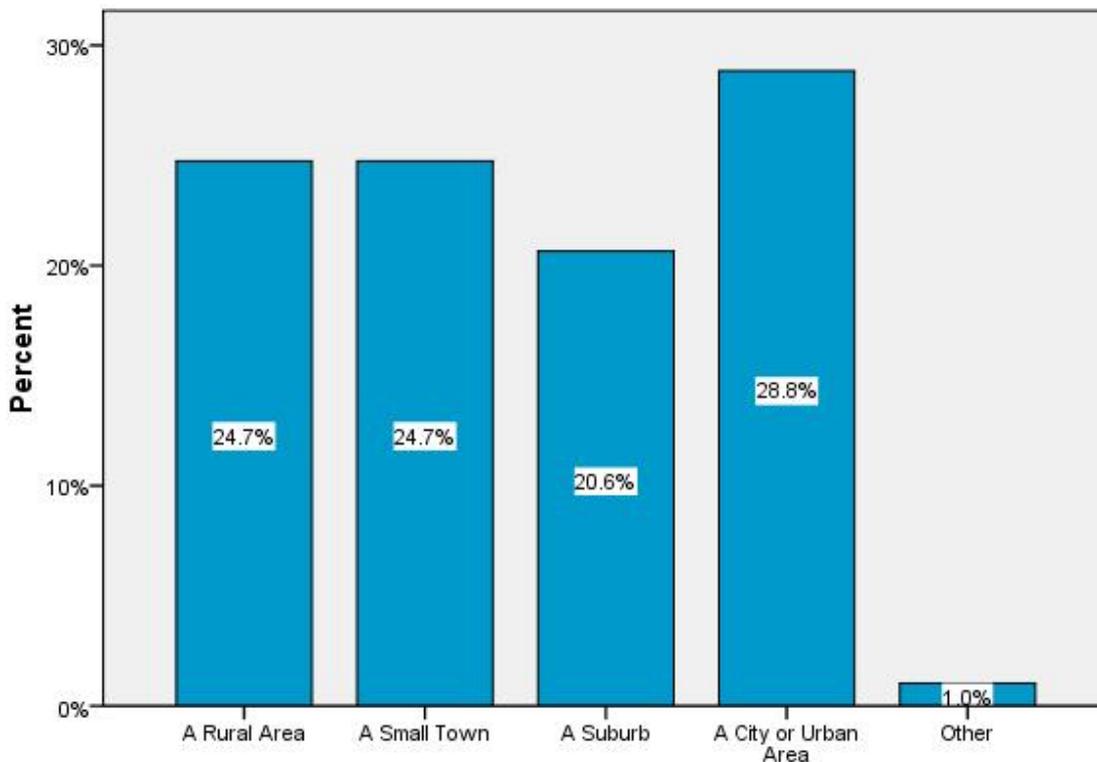
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How would you describe the geographic area in which you live?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------|-----------|---------|---------------|--------------------|
| Valid | A Rural Area | 145 | 24.1 | 24.7 | 24.7 |
| | A Small Town | 145 | 24.1 | 24.7 | 49.5 |
| | A Suburb | 121 | 20.1 | 20.6 | 70.1 |
| | A City or Urban Area | 169 | 28.1 | 28.8 | 99.0 |
| | Other | 6 | 1.0 | 1.0 | 100.0 |
| | Total | | 586 | 97.3 | 100.0 |
| Missing | Skipped | 16 | 2.7 | | |
| Total | | 602 | 100.0 | | |



How would you describe the geographic area in which you live?



Washington State University

Early Learning Survey

Question 28 of 31

[Definitions](#)**What race or ethnic background do you consider yourself?** (Select all that apply)

- Black or African-American
 Native American or Indian
 Asian or Pacific Islander
 White or Caucasian
 Latino or of Spanish Origin
 Other Ethnicity/Ethnicities

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Survey respondents were able to select any, all, or none of these ethnic categories, thus there are two kinds of results:

- Percent = The percent of all 6 ethnic categories that were selected by caregivers.
- Percent of Cases = The percent of all caregivers that selected a particular ethnic category.

For example:

- "Black or African-American" caregivers are 6.9% of all ethnic categories selected by caregivers.
- 9.2% of all caregivers said that they are "Native American or Indian."

Race or Ethnic Background

| | Responses | | Percent of Cases |
|--|-----------|---------|------------------|
| | N | Percent | |
| ^a Black or African-American | 44 | 6.9% | 7.4% |
| Native American or Indian | 55 | 8.7% | 9.2% |
| Asian or Pacific Islander | 12 | 1.9% | 2.0% |
| White or Caucasian | 482 | 76.0% | 80.7% |
| Latino or of Spanish Origin | 25 | 3.9% | 4.2% |
| Other Ethnicity/Ethnicities | 16 | 2.5% | 2.7% |
| Total | 634 | 100.0% | 106.2% |

a. Dichotomy group tabulated at value 1.



Washington State University

Early Learning Survey

Question 29 of 31

[Definitions](#)

What is the highest year in school or degree that you have COMPLETED? (Please select one answer)

| | Year or Degree | | | | | | | |
|---------------------|---|--------------------------|--|--------------------------|---|-------------------------|-------------------------|-------------------------|
| Elementary School | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| High School | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> GED | | | |
| Trade School | <input type="radio"/> 1 <input type="radio"/> 2 | | | | | | | |
| Community College | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> Associate's Degree | | | | | |
| Four-Year College | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> Bachelor's Degree | | | |
| Graduate School | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> Master's Degree | | <input type="radio"/> Doctorate | | | |
| Professional School | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | | | | |

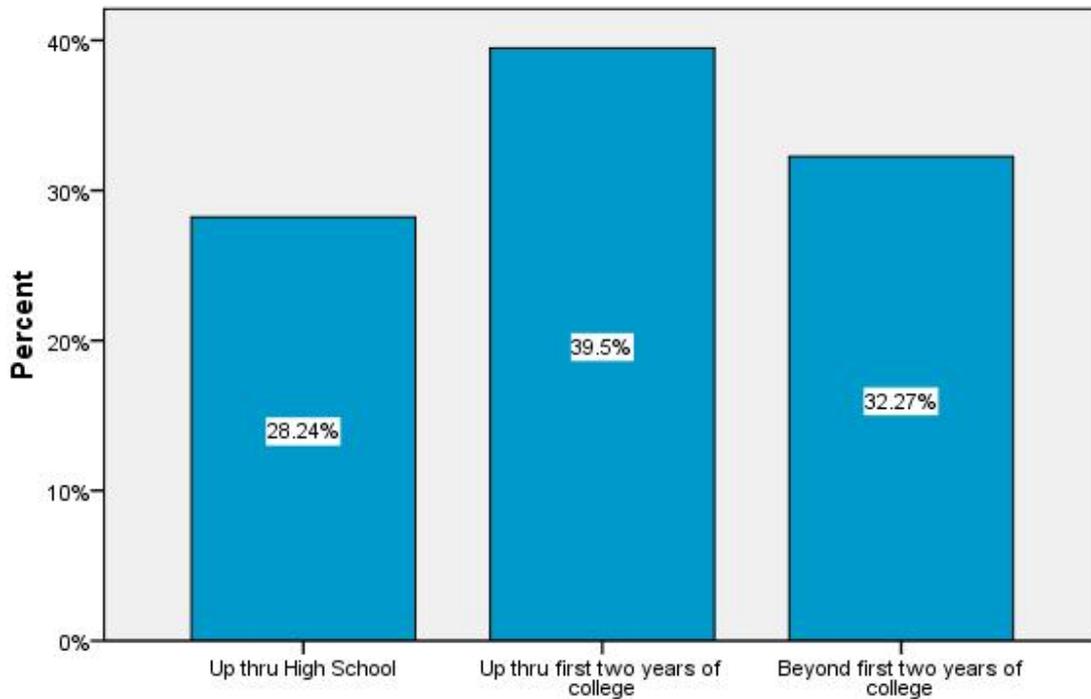
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Respondent Education Category

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Up thru High School | 168 | 27.9 | 28.2 | 28.2 |
| | Up thru first two years of college | 235 | 39.0 | 39.5 | 67.7 |
| | Beyond first two years of college | 192 | 31.9 | 32.3 | 100.0 |
| | Total | 595 | 98.8 | 100.0 | |
| Missing | System | 7 | 1.2 | | |
| Total | | 602 | 100.0 | | |



Respondent Education Category



Washington State University

Early Learning Survey

Question 30 of 31

[Definitions](#)

What is your zip code?

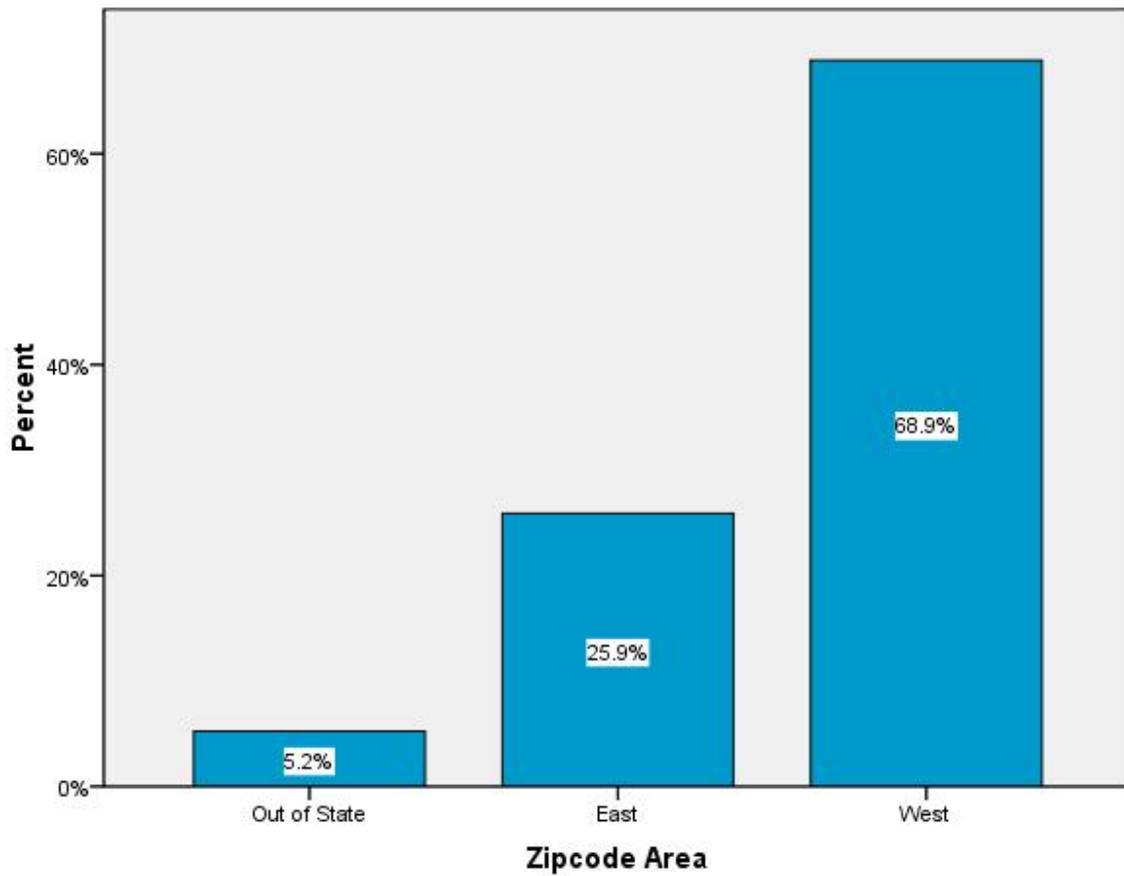
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Zipcode Area

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Out of State | 31 | 5.1 | 5.2 | 5.2 |
| | East | 153 | 25.4 | 25.9 | 31.1 |
| | West | 407 | 67.6 | 68.9 | 100.0 |
| | Total | 591 | 98.2 | 100.0 | |
| Missing | System | 11 | 1.8 | | |
| Total | | 602 | 100.0 | | |





Washington State University

Early Learning Survey

Question 31 of 31 [Definitions](#)

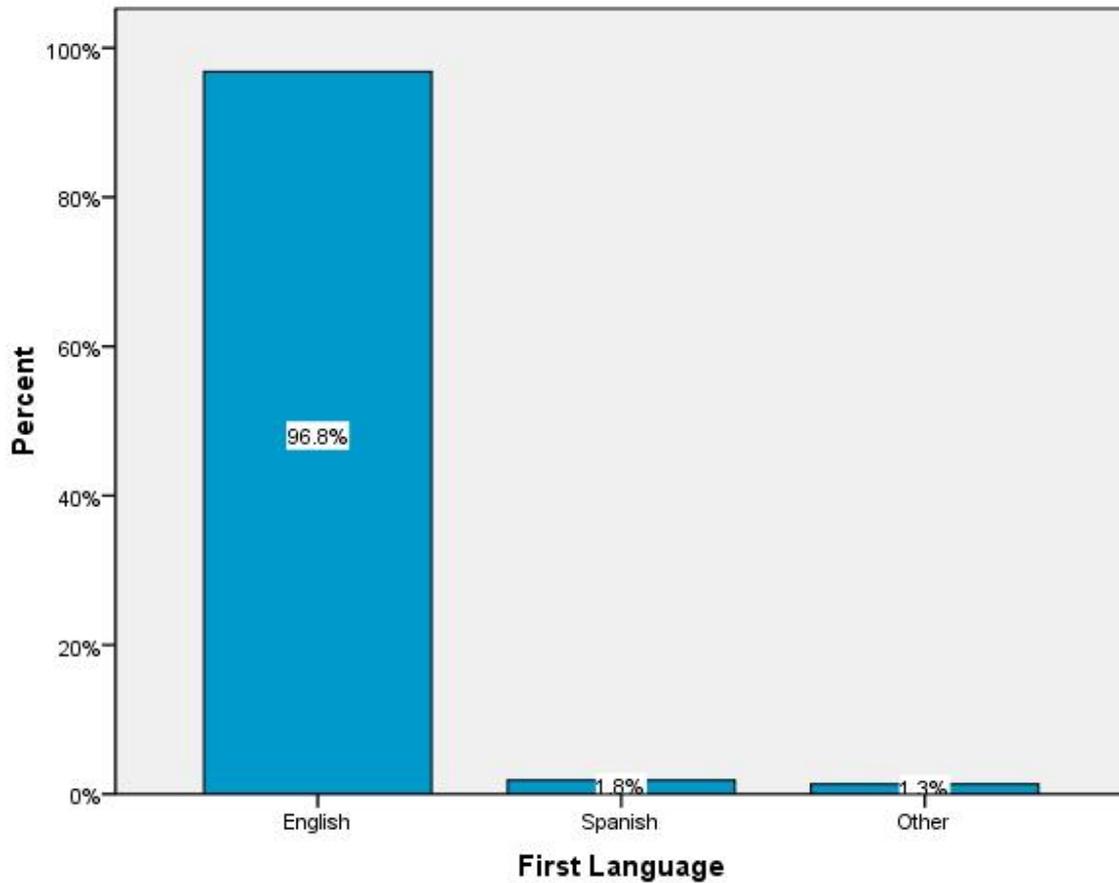
What is your first language?

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First Language

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | English | 579 | 96.2 | 96.8 | 96.8 |
| | Spanish | 11 | 1.8 | 1.8 | 98.7 |
| | Other | 8 | 1.3 | 1.3 | 100.0 |
| | Total | 598 | 99.3 | 100.0 | |
| Missing | System | 4 | .7 | | |
| Total | | 602 | 100.0 | | |





Washington State University

Early Learning Survey

Thank you for taking the time to participate in this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about this survey or your experiences with early learning, please do below or on a separate piece of paper.

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Below are a few representative comments that respondents gave to this last open-ended question:

- I think that every foster child is probably at risk and should be, at the minimum, screened by an early childhood intervention program. Their lives can be so different if we intervene early.
- The school environment has greatly improved all areas of my child's life. I would have enrolled her earlier if I had support thru the state to do so. State ran schools should be ran closer to the Montessori type of school to improve the learning, and knowledge that young children receive.
- Our foster child is too young now, but as he gets older I'd like to know of opportunities for educational daycare in the area that accept DSHS.
- It would be helpful if caseworkers could receive training regarding early learning~ ours does not seem to be aware of programs (or may just not be communicating her awareness of programs).
- Early learning programs are helpful for not only the actual cognitive stimulation but also the structure. Children in need of such intervention are often from chaotic, dysfunctional homes.
- If there are any other Early Learning classes I can use in Foster care I'm Interested Thanks (Respondent left name)
- The state should work with these programs more so that day care centers who offer these services are willing to accept state pay. In addition, it would be nice if CPS helped w/some of the referrals for foster parents. I am very new and never had kids in daycare so it's been a struggle.
- I feel that children at 1 1/2 yrs that have no siblings, should go to a learning day care as they can learn more (last two words dbl undl) than an individual person at home can teach them. Such as social skills in learning how to interact with other children & manners to be put to use.

APPENDIX

MAIL
QUESTIONNAIRE

Early Learning Survey



Fall 2007

Access the Online Version at
<http://opinion.wsu.edu/earlylearning/>

Survey Definitions

Licensed child care:

A child care program that has been inspected by a Washington State licenser and meets the minimum requirements in areas such as health and safety, criminal history clearance, first aid, and staff child care training.

Unlicensed child care:

A family member who takes care of your child, OR friends, neighbors or other individuals that have not been licensed that take care of your child.

Licensed family child care home:

People licensed to provide child care in their own homes for up to 12 children (0-12 years old).

Child care center:

A child care program in a facility for 12 or more children (0-11 years old), usually grouped by age

Early Learning Program:

- Promotes learning in each area of a child's development (social/emotional, physical, language, cognitive, adaptive).
- Provides a safe and healthy environment.
- Gives children opportunities to develop through play and exploration.
- A curriculum is followed and materials and activities are provided that peak a child's interests and promote reasoning and problem-solving.
- Prepares children for kindergarten.

The Early Childhood Education and Assistance Program (ECEAP):

A whole-child, family-focused preschool program designed to help low-income and at-risk children and their families succeed in school. Because many factors affect a child's learning ability and development, ECEAP has four interactive components: education; health and nutrition; family support; and parent involvement.

Infant Toddler Early Intervention Program (ITEIP):

When a child birth to three years of age has a delay in development, ITEIP coordinates an effort to help families get these early intervention services.

Early Learning Survey

Q1. Within the past 12 months have you cared for any children who are five years of age or less?

- 1 Yes
- 2 No à SKIP to Q25

Q2. Are you currently caring for a child who is five years of age or less?

- 1 Yes
- 2 No à SKIP TO Q25

Q3. How many children age five or less are you caring for?

_____ # children age five or less

FOR THE NEXT QUESTIONS, IF YOU ARE CARING FOR MORE THAN ONE CHILD, PLEASE ANSWER FOR THE OLDEST CHILD AGE FIVE OR LESS

Q4. What age is this child?

_____ Years _____ Months

Q5. When was this child placed with you?

_____ Month _____ Year

Q6. Is this child currently enrolled in child care?

- 1 Yes
- 2 No à SKIP to Q18

Q7. Is the child care licensed or unlicensed?

- 1 Licensed
- 2 Unlicensed à SKIP to Q17
- 3 Not sure à SKIP to Q17

Q8. What type of child care are you currently using for the child?

- 1 Family child care home
- 2 Child care center
- 3 Some other arrangement _____
(please describe)

Q9. Does this child care provide early learning programs to the child?

- 1 Yes
- 2 No
- 3 Not sure

Q10. Does this child participate in any of the following early learning programs?

- | | | |
|---|-----|----|
| a. Early Head Start (children birth to age three) | YES | NO |
| b. Head Start | YES | NO |
| c. Early Childhood Education and Assistance Program (ECEAP) | YES | NO |
| d. Other Preschool | YES | NO |
| e. Other programs | YES | NO |

Q11. Does this child participate in the Infant Toddler Early Intervention Program/ITEIP (for children birth to three years)?

- 1 Yes
- 2 No
- 3 Not sure

Q12. Does this child participate in special education through your school district (for children three to five years)?

- 1 Yes
- 2 No
- 3 Not sure

If you answered "YES" to Q9, Q10, Q11, OR Q12 a please skip to Q14

If you answered "NO" to Q9, Q10, Q11, AND Q12 a please continue with Q13

Q13. *(If the child does not participate in an early learning program)* Here are some reasons that people do not have their children participate in early learning programs. For each one, please indicate whether it is a reason that this child does not participate in an early learning program:

- | | | |
|---|-----|----|
| a. Transportation issues | YES | NO |
| b. Lack of programs near you | YES | NO |
| c. Waiting lists | YES | NO |
| d. Child care provider doesn't offer early learning program | YES | NO |
| e. Need before or after hours child care | YES | NO |
| f. Cost | YES | NO |
| g. I provide an enriched environment in my own home | YES | NO |
| h. Don't see the benefit of an early learning program | YES | NO |
| i. Child was asked to leave early learning program | YES | NO |
| j. Child was expelled from early learning program | YES | NO |
| k. Too many demands on my schedule | YES | NO |
| l. Child not in my care long enough | YES | NO |
| m. Other reasons | YES | NO |

a SKIP TO Q17

Q14. In your opinion how much did this child benefit from participating in an early learning program? Would you say that . . .

- 1 Child benefited greatly
- 2 Child benefited somewhat
- 3 Participation made no difference à SKIP to Q16
- 4 Participation was negative for child à SKIP to Q16
- 5 Not sure à SKIP to Q16

Q15. Has your child benefited from an early learning program in any of the following ways?

- | | | | |
|--|-----|----|----------|
| a. Social-emotional skills | YES | NO | NOT SURE |
| b. Mathematics skills | YES | NO | NOT SURE |
| c. Reading skills | YES | NO | NOT SURE |
| d. Physical development | YES | NO | NOT SURE |
| e. Language/communication | YES | NO | NOT SURE |
| f. Cognitive skills (learning and remembering) | YES | NO | NOT SURE |
| g. Problem-solving skills | YES | NO | NOT SURE |
| h. Other ways | YES | NO | NOT SURE |

à SKIP TO Q17

Q16. What is the main reason that you feel the child has not benefited by participating in an early learning program?

Q17. How much was your expertise of this child asked for and included in the child's early learning planning by the child care/early learning provider

- 1 A lot
- 2 Somewhat
- 3 A little
- 4 Not very much
- 5 Not at all

Q18. How much do you know about child care and/or early learning opportunities in your area?

- 1 A lot
- 2 Somewhat
- 3 A little
- 4 Not very much
- 5 Nothing at all

Q19. Has your social worker discussed with you having your child in an early learning program?

- 1 Yes
- 2 No
- 3 Not sure

Q20. Which ONE of these is the best way of keeping you informed about early learning programs in your area?

- 1 By postal mail
- 2 Through a regular newsletter
- 3 E-mail
- 4 On an Internet website
- 5 No preference
- 6 Some other way _____
(please describe)

Q21. Would you like more information about child care and/or early learning program opportunities in your community?

- 1 Yes
- 2 No
- 3 Not sure

Q22. Do you have access to the Internet in your home?

- 1 Yes à SKIP to Q24
- 2 No
- 3 Plan to have access soon

Q23. Do you access the Internet at a nearby library or somewhere else?

- 1 Yes
- 2 No à SKIP to Q25

Q24. Have you ever accessed the DSHS Children's Administration website for foster parents (<http://www1.dshs.wa.gov/ca>)?

- 1 Yes
- 2 No
- 3 Not Sure

Q25. Are you . . . ?

- 1 Male
- 2 Female

Q26. What is your age?

_____ Years

Q27. How would you describe the geographic area in which you live?

- 1 A Rural Area
- 2 A Small Town
- 3 A Suburb
- 4 A City or Urban Area
- 5 Other _____

Q28. What race or ethnic background do you consider yourself? *(Select all that apply)*

- 1 Black or African-American
- 2 Native American or Indian
- 3 Asian or Pacific Islander
- 4 White or Caucasian
- 5 Latino or of Spanish Origin
- 6 Other Ethnicity/Ethnicities _____

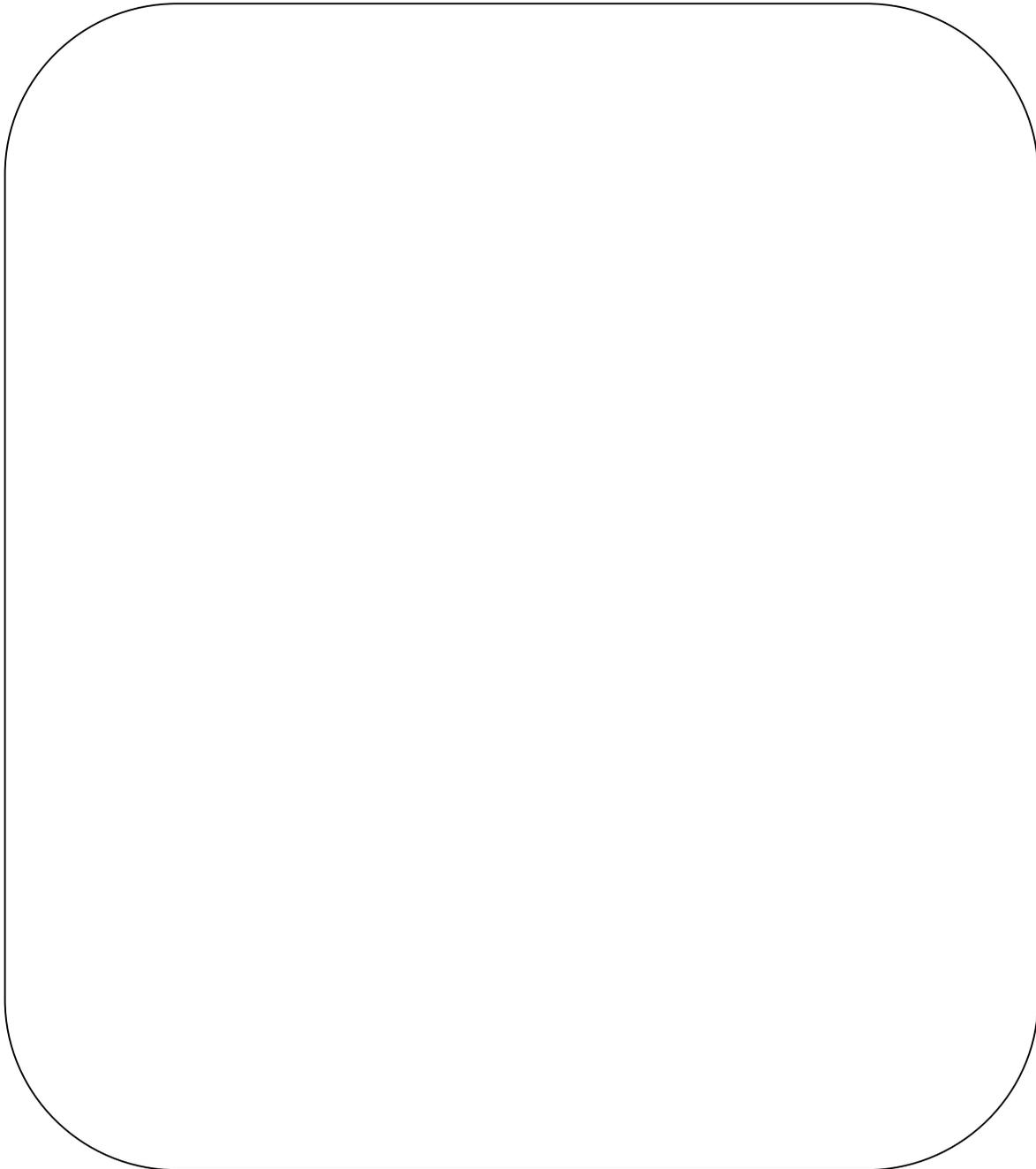
Q29. What is the highest year in school or degree that you have COMPLETED?
(Please circle one answer)

| | Year or Degree | | | | | | | |
|---------------------|----------------|----|-------------|----|------------|---|---|---|
| Elementary School | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| High School | 9 | 10 | 11 | 12 | GED | | | |
| Trade School | 1 | 2 | | | | | | |
| Community College | 1 | 2 | Associate's | | | | | |
| Four-Year College | 1 | 2 | 3 | 4 | Bachelor's | | | |
| Graduate School | 1 | 2 | Master's | | Doctorate | | | |
| Professional School | 1 | 2 | 3 | 4 | | | | |

Q30. What is your zip code?

Q31. What is your first language?

Thank you for taking the time to participate in this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about this survey or your experiences with early learning, please do below or on a separate piece of paper.



Please return your completed questionnaire
In the enclosed envelope to:

Social & Economic Sciences Research Center
Washington State University
PO Box 641801
Pullman, WA 99164-1801

This study has been reviewed and approved by Washington State University's Institutional Review Board for human subject participation. (IRB # 10069-001).

Final survey materials, documents, and datasets are included in the project data report (SESRC 08-002).



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