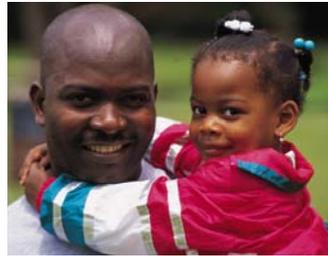




Washington State Department of
Early Learning



June 27, 2008

Parent Voices: A Statewide Look

Washington State Department of Early Learning Parent Needs Assessment: Phone Survey

SRI Project 18252

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Contents

Overview.....	1
Purpose of the Parent Needs Assessment	1
Phone Survey Methods	2
Organization of the Report.....	5
Characteristics of Children Younger Than Age 6 and Their Families	6
Parental Preferences for Early Learning Services.....	9
A Statewide Look at Participation in Early Learning Services	9
A Closer Look at Early Learning Services, by Family Demographics.....	10
A Statewide Look at Reasons for Not Participating in Early Learning Services.....	12
A Closer Look at Reasons Given for Not Participating in Early Learning Services, by Family Demographics	16
A Statewide Look at Participation in Public Medical, Nutrition, and Family Support Programs	23
A Closer Look at Participation in Public Medical, Nutrition, and Family Support Services, by Family Demographics	24
Parental Preferences for Early Learning Information.....	27
A Statewide Look at Information Parents Want to Receive About Early Learning Topics....	27
A Closer Look at Information Parents Want to Receive About Early Learning Topics, by Family Demographics	28
A Statewide Look at How Much Parents Trust and Want Early Learning Information from Various Sources	30
A Closer Look at How Much Parents Trust and Want Early Learning Information from Various Sources, by Family Demographics	32
Parental Preferences for Early Care and Education.....	35
A Statewide Look at Parents' Use of Various Child Care Arrangements.....	35
A Closer Look at Parents' Use of Various Child Care Arrangements, by Family Demographics	36
A Statewide Look at Availability of Child Care/Preschool Programs That Meet Families' Needs.....	36
A Statewide Look at Communication Between Parents and Child Care Providers.....	37
A Statewide Look at Family Support Received from Child Care Providers and Preschool Teachers.....	38
A Closer Look at Family Support Received from Child Care Providers and Preschool Teachers, by Family Demographics	39
A Statewide Look at Characteristics of Child Care That Are Very Important to Parents	41
A Closer Look at Characteristics of Child Care That Are Very Important to Parents, by Family Demographics	42
A Statewide Look at Preschool Learning Goals	46
A Closer Look at Preschool Learning Goals, by Family Demographics.....	48

Children’s Development and Parental Concerns.....	49
Parental Concerns About Their Children’s Development.....	49
A Statewide Look at Parental Concerns About Children’s Development.....	49
A Closer Look at Parental Concerns About Children’s Development, by Family Demographics.....	50
A Statewide Look at Parental Concerns About Children’s Behavior.....	51
A Closer Look at Parental Concerns About Children’s Behavior, by Family Demographics.....	52
A Statewide Look at Parental Concerns About Their Child’s Health.....	52
A Statewide Look at Sharing of Concerns with Professionals.....	53
A Statewide Look at Identification of Disabilities and Developmental Delays.....	53
A Closer Look at Identification of Disabilities and Developmental Delays, by Family Demographics.....	55
Family Literacy Practices.....	56
A Statewide Look at Family Literacy Practices.....	56
A Closer Look at Family Literacy Practices, by Family Demographics.....	56
Conclusion.....	58
Statewide Findings.....	58
Subpopulation Findings.....	59
Appendix A: Phone Survey.....	63
Appendix B: Federal Poverty Thresholds.....	89
Appendix C: Estimated Percentages and Standard Errors.....	91

OVERVIEW



Purpose of the Parent Needs Assessment

The Washington State Department of Early Learning (DEL) is committed to supporting parents and others who care for and teach young children so that children are happy, healthy, and well prepared to succeed in school and life. To inform DEL's work, the Washington State Legislature funded a Parent Needs Assessment to gather information directly from parents and guardians (referred to as "parents" throughout the remainder of the report) about parent and family priorities, issues, strengths, and challenges. Through the Parent Needs Assessment, DEL wanted to learn about the types of services and information that parents use and desire as they nurture and educate their young children. The valuable findings of the assessment will help DEL set priorities and allocate resources in ways that are most likely to meet parents' needs and preferences. DEL contracted with SRI International (SRI) in November 2007 to conduct the Parent Needs Assessment.

To gather information from parents, the Parent Needs Assessment included a statewide phone survey. A random sample of parents were surveyed to provide findings that would be representative of all young children in Washington State and would also provide information about children belonging to different subpopulations—based on age, primary language, family income, and type of community (a more detailed description of these groups is provided below).

Data from the phone survey provide information about the following:

- Characteristics of children who are younger than age 6 and have not yet entered kindergarten in Washington State
- Types of early learning programs and services some parents have used and the reasons other parents have not
- Types of early learning information parents would like to receive more of and the sources from which they would like to receive that information
- Parents' experiences with, and preferences for, early care and education programs
- Concerns parents have about their child's development and access to appropriate services
- Family literacy practices involving their child

DEL also requested that focus groups be conducted across Washington State to learn about differences in ideas and preferences among parents with children participating in different early childhood programs and among parents from different cultural, language, and other backgrounds. The focus groups included parents who were most likely to use programs that DEL oversees (e.g., ECEAP—the Early Childhood Education and Assistance Program), as well as parent groups that may have been underrepresented in the phone survey, such as parents who spoke a language other than English or Spanish or did not have a home telephone.

Data from the focus groups provide information about the following:

- Services and resources important to parents of young children
- Accessibility and availability of services and information
- Parental perceptions of what defines high quality in child care and early education programs
- Parental preferences for how they receive services and information
- Services and resources of particular interest to specific parent groups

Holding the focus groups signifies DEL's ongoing commitment to enter into dialogue with parents from various ethnic, linguistic, and other diverse backgrounds across the state to learn about each group of parents' unique preferences and needs and to determine how DEL can better support all parents in Washington State.

Findings from the focus groups are available in a separate report, *Parent Voices: A Closer Look. Washington State Department of Early Learning Parent Needs Assessment: Focus Groups.*

Phone Survey Methods

The phone survey and focus group instruments were developed in coordination with each other and relied on similar processes. The methods used to develop the phone survey instrument, collect the data, and conduct data analyses are described below.

Development of the phone survey instrument. The phone survey instrument was developed in several steps. First, SRI reviewed the priorities for the types of information that DEL, in collaboration with the DEL parent advisory group and other stakeholders, wanted to capture in the Parent Needs Assessment.

Then SRI solicited information from more than 50 organizations that had conducted research over the past 3 years in Washington State to measure parental preferences, strengths, needs, and interest in early learning services and information. SRI reviewed and summarized relevant information from this research for DEL in a separate report, *Summary of Relevant Reports about Parents' Perspectives on Early Learning in Washington*. SRI's summary of the relevant research served to identify areas that had been well documented and that therefore did not necessarily need to be included in the Parent Needs Assessment, as well as areas for which additional information was needed.

Next, using the priorities identified by DEL and its stakeholders and the findings from the review of relevant research, SRI prepared an initial set of survey questions for DEL's consideration. SRI suggested using questions from national surveys for some of the concepts and helped DEL develop new questions when nationally used questions were not appropriate for the study population or did not address DEL's concerns. For example, SRI suggested using a set of survey items that assess parents' concerns about their children's development, behavior, and health that have been used in several large-scale studies and are known to be predictive of serious issues in these areas.¹ SRI also developed survey items that would capture what characteristics of early care and education programs are important to parents to inform DEL's work on development of a Quality Rating and Improvement System (QRIS). Similarly, SRI

¹ The items were drawn from the survey edition of the Parents' Evaluation of Developmental Status (PEDS) developed by Frances Glascoe and are listed in question E1 of the survey in Appendix A.

developed items that would gather parent perspectives that could inform DEL's family support efforts and communication strategies.

More questions were deliberately included in the draft phone survey than could be asked in the time allotted. Review of the draft by numerous DEL central and regional staff served to narrow the questions in the final survey to those that had direct implications for decisions DEL would make about activities and funding priorities. The survey was then translated from English into Spanish. Finally, the survey was pilot-tested with English- and Spanish-speaking parents to ensure that the questions were well understood by parents and that the answers would provide meaningful information.

Data collection. Before selecting the sample of parents from whom to collect data, SRI worked with DEL to determine key child and family characteristics for which the data needed to be analyzed and the natural incidence of those characteristics in the statewide population. DEL determined that the following child and family subpopulation characteristics were needed for data analysis:

- Children's ages (0 through 17 months, 18 through 35 months, and 3 through 5 years)
- Primary language spoken (English or Spanish)
- Family income level (at or below 100% of the federal poverty threshold [FPT], above 100% and at or below 185% of FPT, and above 185% of FPT)²
- Type of communities in which families live (rural or urban)
- Participation in Working Connections Child Care (WCCC) and ECEAP programs

SRI's subcontractor, LHK Partners Incorporated, conducted the phone survey interviews in the language of the home (either English or Spanish) between February 15 and March 30, 2008, with 823 randomly selected parents; the interviews lasted an average of 20 minutes. Each parent was interviewed about only one child, who was selected randomly (e.g., based on month of birth). Response rates for subpopulations of interest were monitored during the 6 weeks that interviews were conducted to determine whether supplemental sampling of certain subpopulations was needed to obtain enough completed surveys to provide reliable estimates that would generalize to the larger population. Families who completed the survey were entered in a drawing for a \$50 gift certificate as an added incentive to participate; 20 gift certificates were awarded.

Parents in the general population statewide were selected for the survey through a simple random-digit-dialing sampling method. Given a known area code, a computer generated a telephone number at random and dialed it. Once connected, the interviewer conducted a brief screening interview to see whether the family qualified to be in the sample. If the family qualified to be in the sample, the interviewer asked to speak to the parent most knowledgeable about the children in the household. This method was used to complete 655 interviews.

From U.S. Census Bureau data on households in Washington State, SRI determined that the expected number of Spanish-speaking households in the sample would not be sufficient to provide reliable estimates. To ensure that at least 100 Spanish-speaking households were included, SRI purchased a supplemental sample of listed phone numbers with Hispanic

² For example, a family of four (with two children) would be at or below 100% of the federal poverty threshold if its income was less than \$21,027 in 2007. That same family would be above 100% and at or below 185% of FPT if its income were \$21,027 through \$38,900. See Appendix B for a complete listing of the poverty index thresholds using family size and annual income.

surnames to increase the likelihood of reaching Hispanic households. Dialing these numbers randomly resulted in the completion of 102 interviews.

Finally, SRI tried to recruit 300 parents belonging to two programs that DEL oversees—200 WCCC subsidy families and 100 ECEAP families—through recruitment letters and postcards with a toll-free number to call to complete the survey. Unfortunately, that recruitment proved more challenging than anticipated within the project’s time frame. Even though recruitment materials were sent to 1,600 WCCC families and 400 ECEAP families, only 36 WCCC families and 30 ECEAP families agreed to participate and completed the phone survey.

Exhibit 1 presents the percentage of parents interviewed in each subpopulation. As noted, each parent was interviewed about only one child.

Exhibit 1. Survey Sample

Demographics	Survey Sample (%) N = 823	Statewide Population (%) N = 487,484
Child’s age		
0 through 17 months (infants)	21	27
18 through 35 months (toddlers)	28	27
3 through 5 years (preschoolers)	51	46
Child’s primary language		
English	73	83
Spanish	24	7
Other	3	10
Family income level*		
At or below 100% of the federal poverty threshold (FPT)	32	18
Above 100% of FPT	68	82
Type of community		
Rural	20	16
Urban	80	84

*Statewide population data were not available for children living in families above 100% and at or below 185% of FPT.

Data analysis. The phone survey data were weighted to be representative of **all** Washington State children younger than 6 not yet in kindergarten and by each of the subpopulations studied. Weights based on Washington State population demographics obtained from the Washington State Office of Financial Management and other sources were used to correct for under- and overrepresentation of various demographic subpopulations. In addition, even though parents were interviewed about only one child, the sample was also weighted to reflect the number of children younger than 6 in each household. Thus, the information obtained from the survey respondents provides estimates of what would have been obtained if interviews had been conducted with the parents of every child age 0 through 5 in the state. Each estimate has a standard error, which can be used to determine the range of values within which the true population value would fall (reported in Appendix C).

Differences among subpopulations were tested for significance with a chi-square test. Only those differences that were statistically significant at the conservative level of $p < .01$ should be treated as true differences. In the charts throughout the report, significant differences are marked with green asterisks and numbers, both for individual entries in the exhibits that are significant and for entire exhibits (in the exhibit title) when all information in the exhibit is significant. Other estimates may appear different from one another but actually may be the same because of large confidence intervals.

Organization of the Report

This report presents findings from the parent phone survey about the following:

- Characteristics of children younger than age 6 and their families in Washington State
- Parental preferences for early learning services
- Parental preferences for early learning information
- Parental preferences for early care and education
- Children's development and parental concerns
- Family literacy practices

The early learning and family support services, programs, and resources that parents cited most frequently and indicated that they use, want, and value are described below. Each section presents statewide findings, followed by a presentation of findings for each subpopulation—age, primary language, family income level, and type of community.

Appendix A presents a copy of the phone survey instrument, Appendix B is a table of the federal poverty threshold guidelines, and Appendix C is a table with the standard errors for all the statewide and subpopulation estimates provided in this report.

CHARACTERISTICS OF CHILDREN YOUNGER THAN AGE 6 AND THEIR FAMILIES



To set the context for understanding the data on families' uses of and preferences for services and information for children under age 6 in Washington State, it is important to understand their demographic characteristics. According to the Washington State Office of Financial Management, 487,484 children ages 0 through 5 were living in Washington State in 2005.

The demographic characteristics of children under age 6 who have not yet entered kindergarten statewide are as follows:

- Age: 27% are younger than 18 months, 27% are 18 through 35 months old, and 46% are 3 through 5 years old (Exhibit 2).
- Primary language: 83% speak English, 7% speak Spanish, and 10% speak another language (Exhibit 3).
- Family income level: 18% of children live at or below 100% of the federal poverty threshold, 21% live above 100% but at or below 185% of FPT, and 61% live above 185% of FPT (Exhibit 4).
- Type of community: 84% live in urban and 16% in rural communities (Exhibit 5).
- Maternal education: 11% of their mothers have less than a high school diploma/GED, 16% have a high school diploma/GED, 31% have some college, and 42% have a college degree (Exhibit 6).
- Paternal education: 12% of their fathers have less than a high school diploma/GED, 19% have a high school diploma/GED, 26% have some college, and 43% have a college degree (Exhibit 7).
- Marital status of mothers: 87% of their mothers are married or live with a partner, and 13% of their mothers are single parents (Exhibit 8).
- Number of children younger than age 6 in the household: 48% are the only child under age 6 in the household, 43% live in a household with two children under age 6, and 9% live in a household with three or more children under age 6 (Exhibit 9).

Exhibit 2. Young Children by Age in Washington State

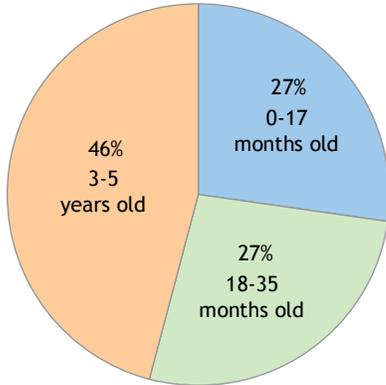


Exhibit 3. Primary Language of Children Ages 0 Through 5 in Washington State

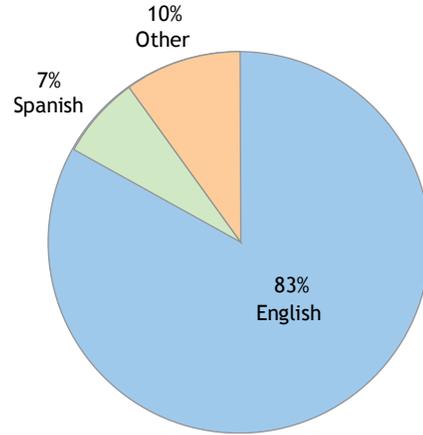


Exhibit 4. Family Income Level of Children Ages 0 Through 5 in Washington State, by Federal Poverty Threshold (FPT)

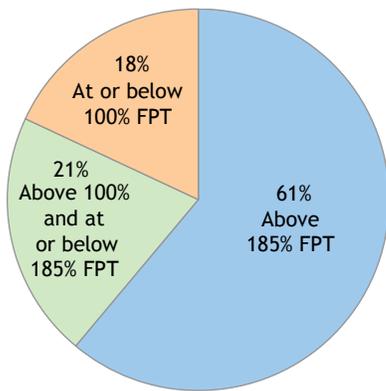


Exhibit 5. Type of Communities in Which Children Ages 0 Through 5 Reside in Washington State

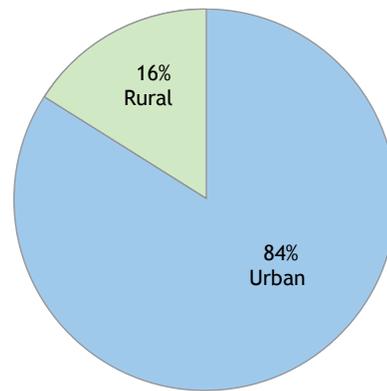


Exhibit 6. Level of Education of Mothers of Children Ages 0 Through 5 in Washington State

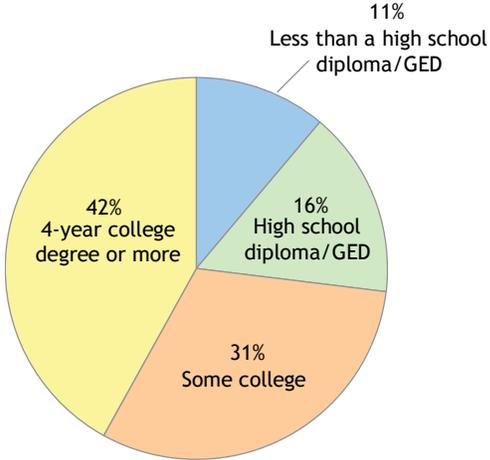


Exhibit 7. Level of Education of Fathers of Children Ages 0 Through 5 in Washington State

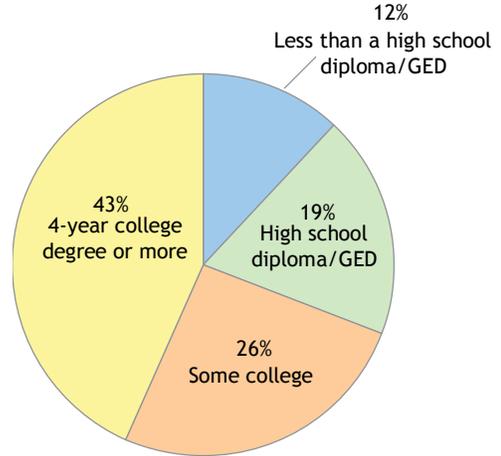


Exhibit 8. Marital Status of Mothers of Children Ages 0 Through 5 in Washington State

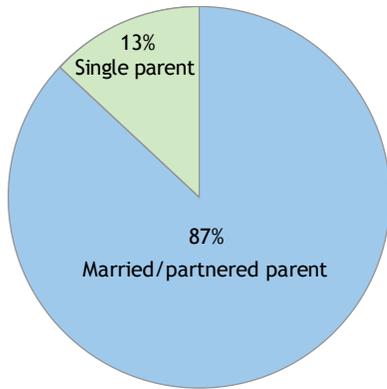
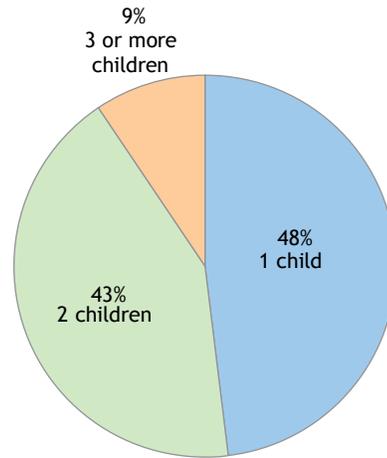


Exhibit 9. Number of Children Ages 0 Through 5 in the Household in Washington State



PARENTAL PREFERENCES FOR EARLY LEARNING SERVICES



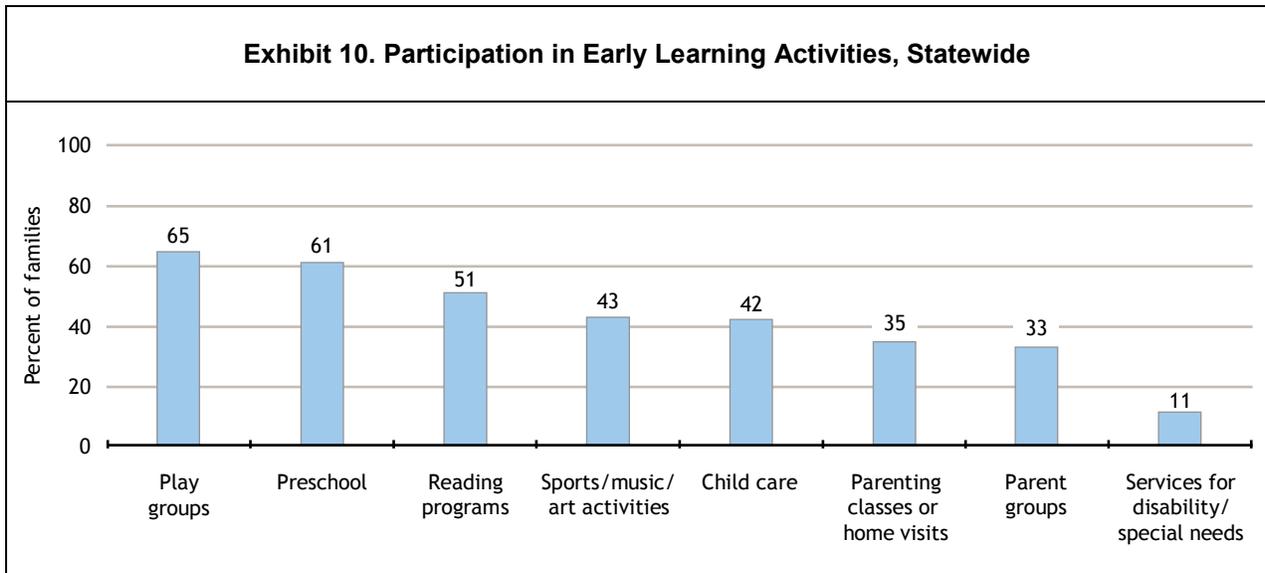
A Statewide Look at Participation in Early Learning Services

Parents of children ages 0 through 5 statewide were asked whether they or another family member had **ever** participated in a range of early learning services.

Many parents have used early learning services that focus on stimulating their child’s learning and socialization. Almost two-thirds of families have had their child participate in a play group (Exhibit 10), approximately half have had their child participate in a story time or reading program, 43% have had their child participate in a recreation activity or class, and 42% have used child care for their child. Finally, 61% of parents of 3- through 5-year-old children have had their child attend a preschool program.

Fewer families have used services that focus on parenting. Approximately one-third of parents have participated in classes or home visits to help them support their child’s learning and development, and a similar percentage of parents have participated in parent groups that provide support and advice.

Eleven percent of families have had their child participate in services for children with disabilities or other special needs. That percentage closely matches the percentage of children 0 through age 5 who have been identified with a disability or special need (10%), as discussed later in the report.



Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

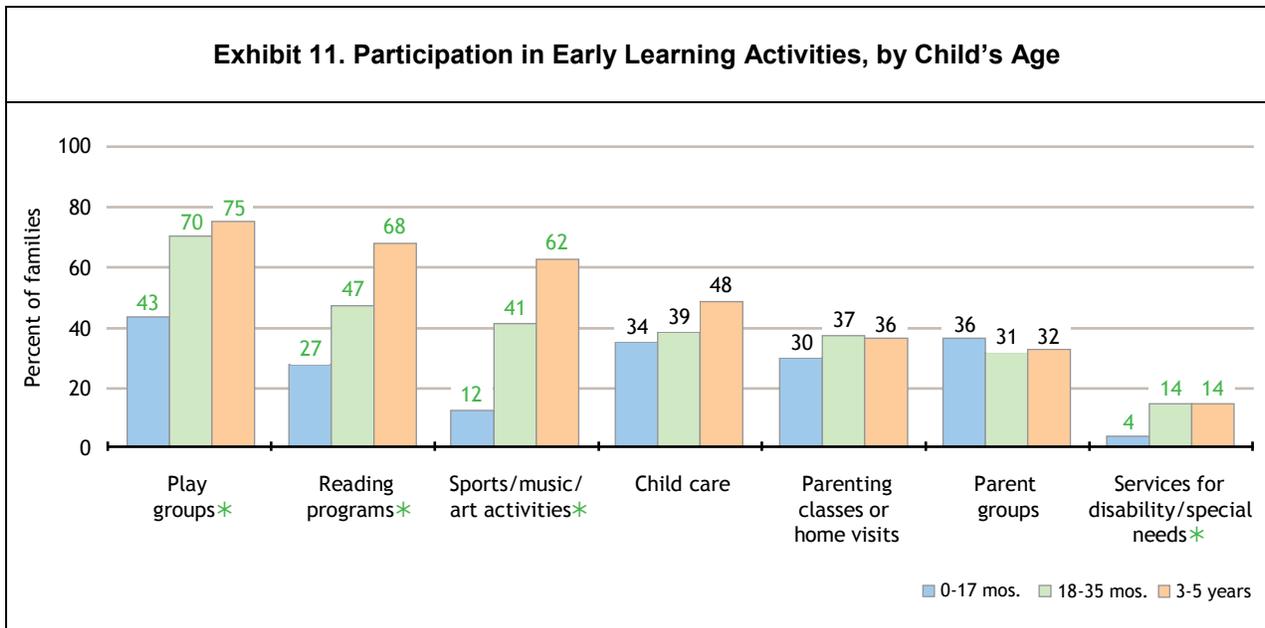
A Closer Look at Early Learning Services, by Family Demographics

Whether a family’s child has **ever** participated in certain early learning services differs in regard to the child’s age and primary language and the family’s income level. No significant differences in participation were found between children living in rural communities and those living in urban communities.

Age. The percentage of families who have ever used a variety of services that focus on children’s learning and socialization—play groups, reading programs, recreation activities or classes, and services for children with disabilities and other special needs—increases with their child’s age (Exhibit 11). However, the percentage of parents who have participated in parent-focused services such as parenting classes, home visits, or parent support groups does not rise significantly with their child’s age.

Language. More English-speaking families than Spanish-speaking families have participated in certain services (Exhibit 12). In particular, more English-speaking families than Spanish-speaking families have participated in a play group, parent group, or services for children with disabilities and other special needs.

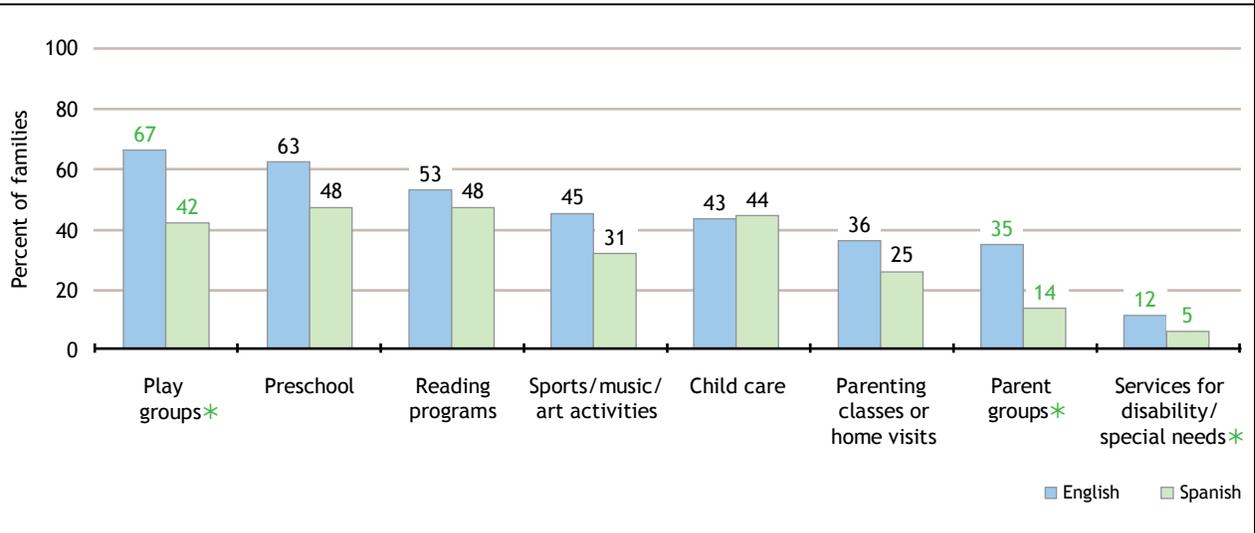
Family income level. More families with higher incomes than families with limited incomes (i.e., those at or below 100% or 185% of the federal poverty threshold) have participated in early learning services (Exhibit 13). For example, more families with higher incomes have had their child participate in play groups than families with incomes at or below the federal poverty threshold. Likewise, a child’s participation in recreation activities or classes such as sports, music, and art has been higher among families above 185% of the federal poverty threshold.



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service.

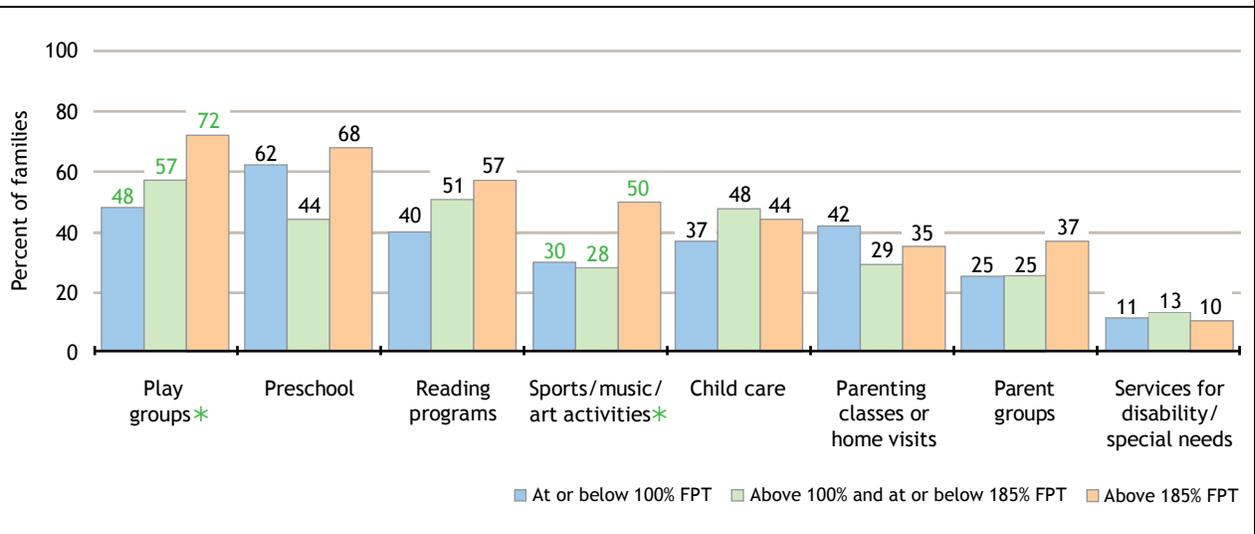
Exhibit 12. Participation in Early Learning Activities, by Child's Primary Language



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

Exhibit 13. Participation in Early Learning Activities, by Family Income Level



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

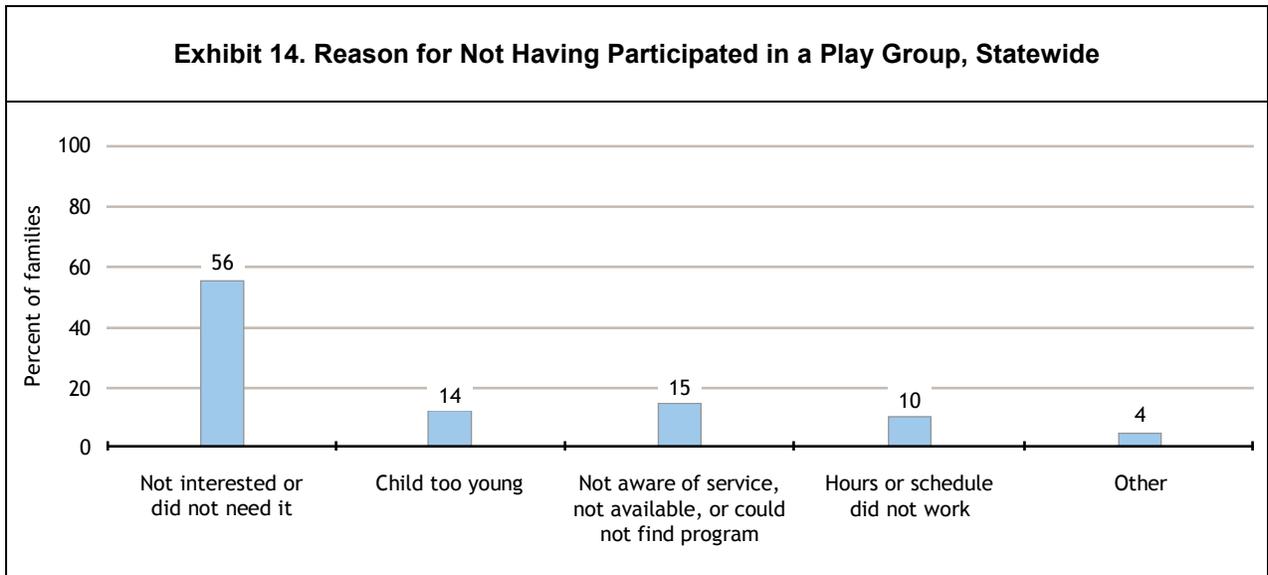
A Statewide Look at Reasons for Not Participating in Early Learning Services

When applicable, parents also provided a reason for **not ever** having participated in each of the eight early learning services discussed above. Their responses were coded by the following possible reasons: the family was not interested in or did not need the service, the child was too young, the service was hard to get to or the family did not have transportation, the program was not offered at the hours or on the days of the week that were needed or did not work with the family’s schedule, the program was too expensive or the family could not afford it, the family or child was not eligible for the program, the program was full, the parent did not like the quality of the program, the program staff did not speak the family’s language, the family was not aware of any available program in their community, or another reason.

Not being interested in or not needing the service was the most common reason parents gave for not ever participating in seven of the services—play groups, reading programs, services for children with special needs, parenting classes/home visits, parent groups, child care, and preschool (Exhibits 14, 15, and 17 through 20). In contrast, parents whose child had not attended sports, music, and art recreation activities or classes were most likely to say that the child was too young to participate (53%). Another one-fourth of parents were not interested in or did not think their child needed them (Exhibit 16).

Other reasons some parents gave for not having participated in various services concerned accessibility. For example, some parents were not aware of the service, or the service was not available or the hours of the program were inconvenient for the family. Others reported not participating because the program was too expensive.

Some potential barriers to participation were reported infrequently. For almost all services, fewer than 1% of parents mentioned transportation barriers, staff who did not speak the family’s language, a full program, lack of family eligibility, or dislike of the quality of the program as reasons for not participating in services.



Note: Percentages do not add to 100 because of rounding.

Exhibit 15. Reason for Not Having Participated in a Reading Program, Statewide

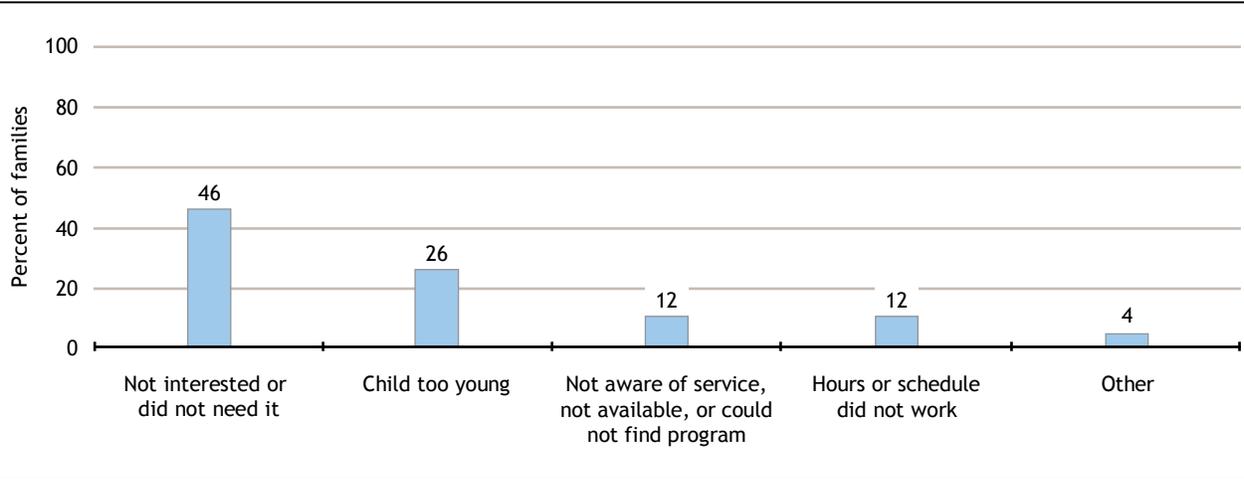
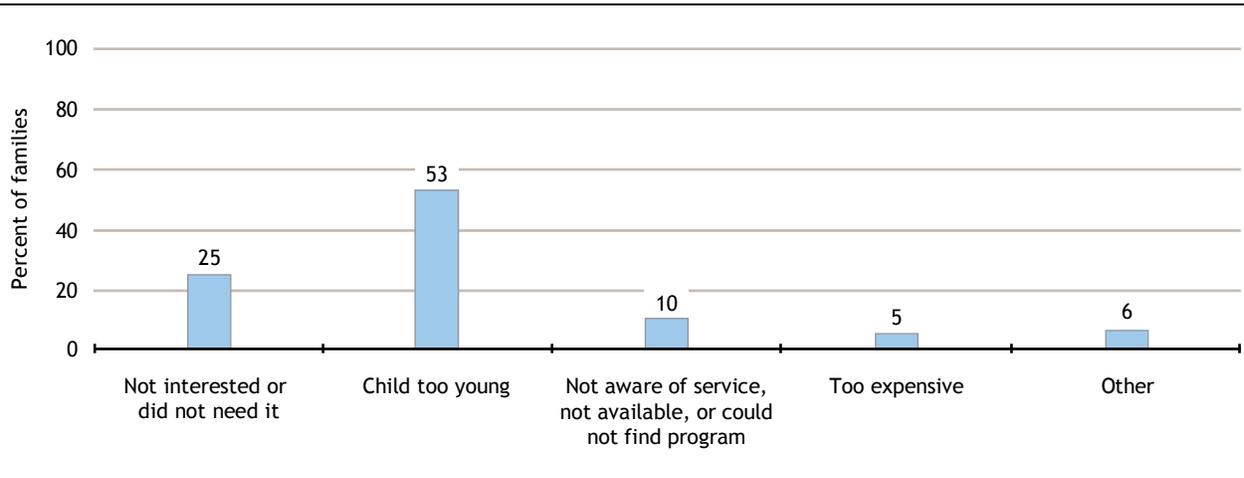


Exhibit 16. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, Statewide



Note: Percentages do not add to 100 because of rounding.

Exhibit 17. Reason for Not Having Participated in Services for Children with Special Needs, Statewide

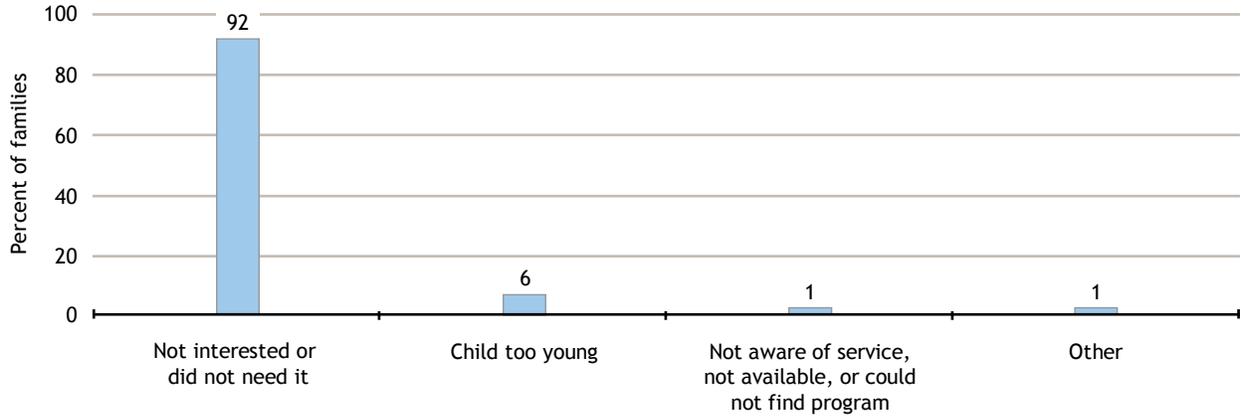
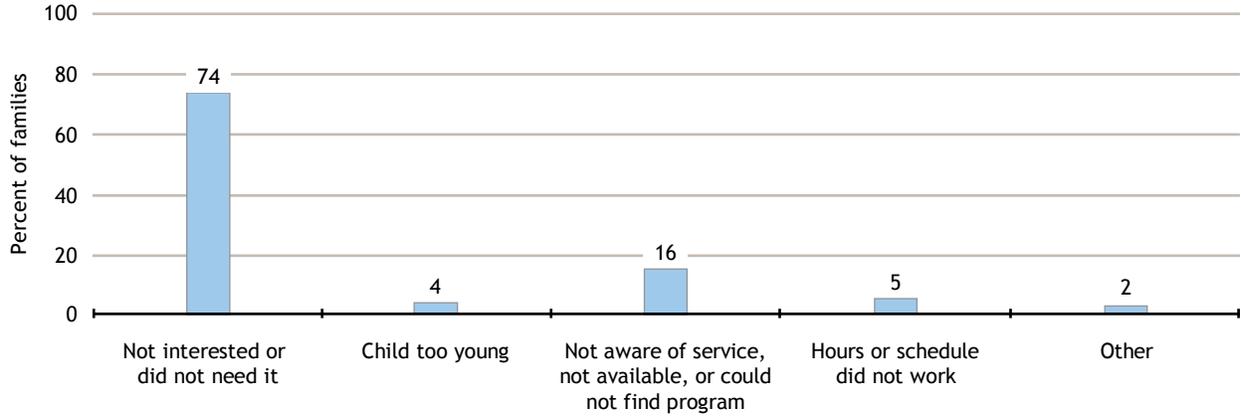


Exhibit 18. Reason for Not Having Participated in Parenting Classes or Home Visits, Statewide



Note: Percentages do not add to 100 because of rounding.

Exhibit 19. Reason for Not Having Participated in a Parent Group, Statewide

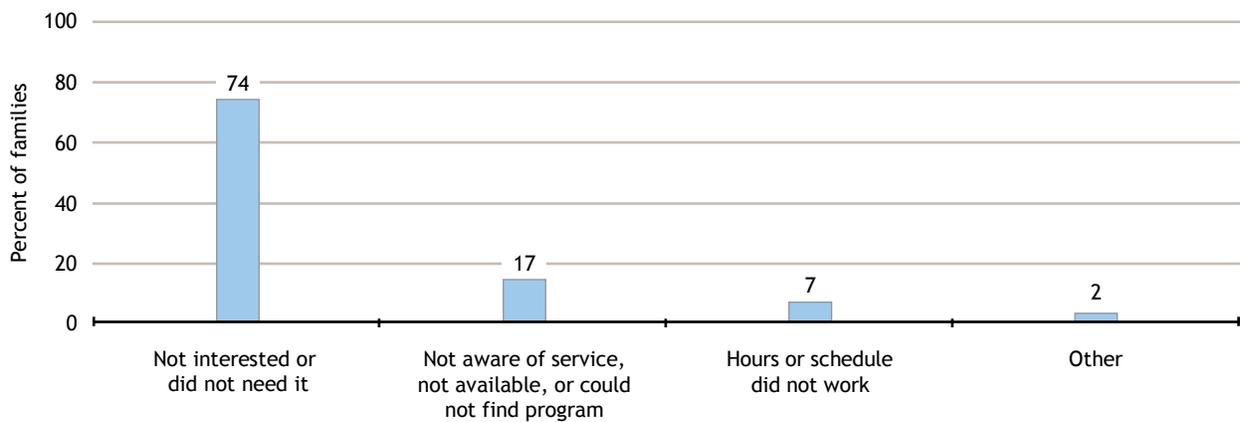
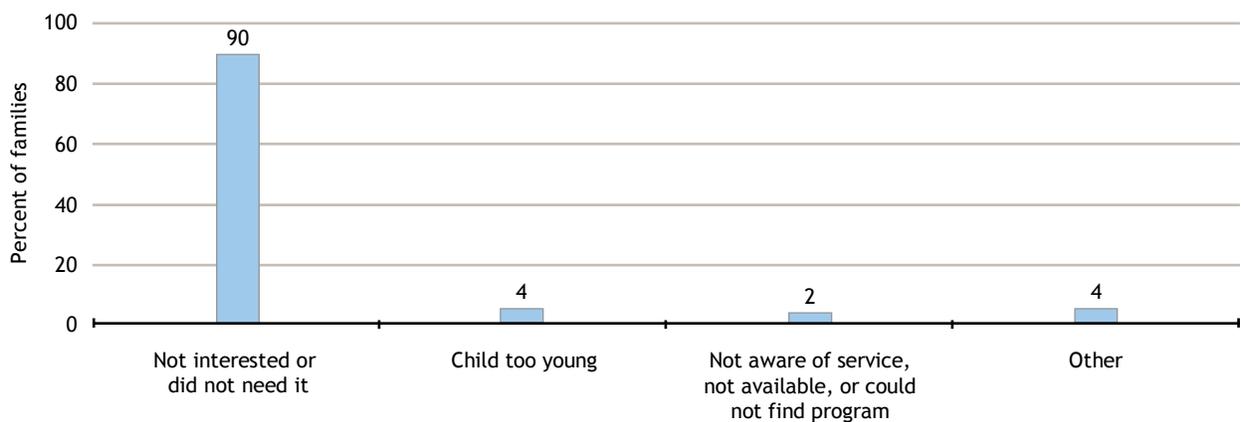
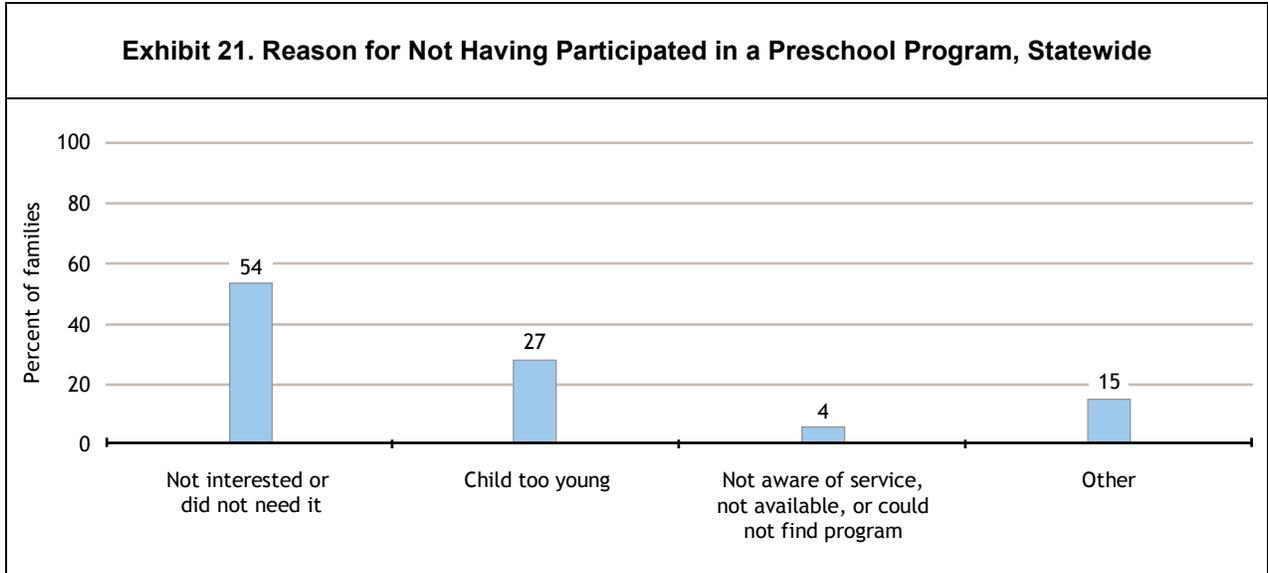


Exhibit 20. Reason for Not Having Used Child Care, Statewide





Note: Only parents with a child age 3 through 5 were asked whether their child had attended a preschool program.

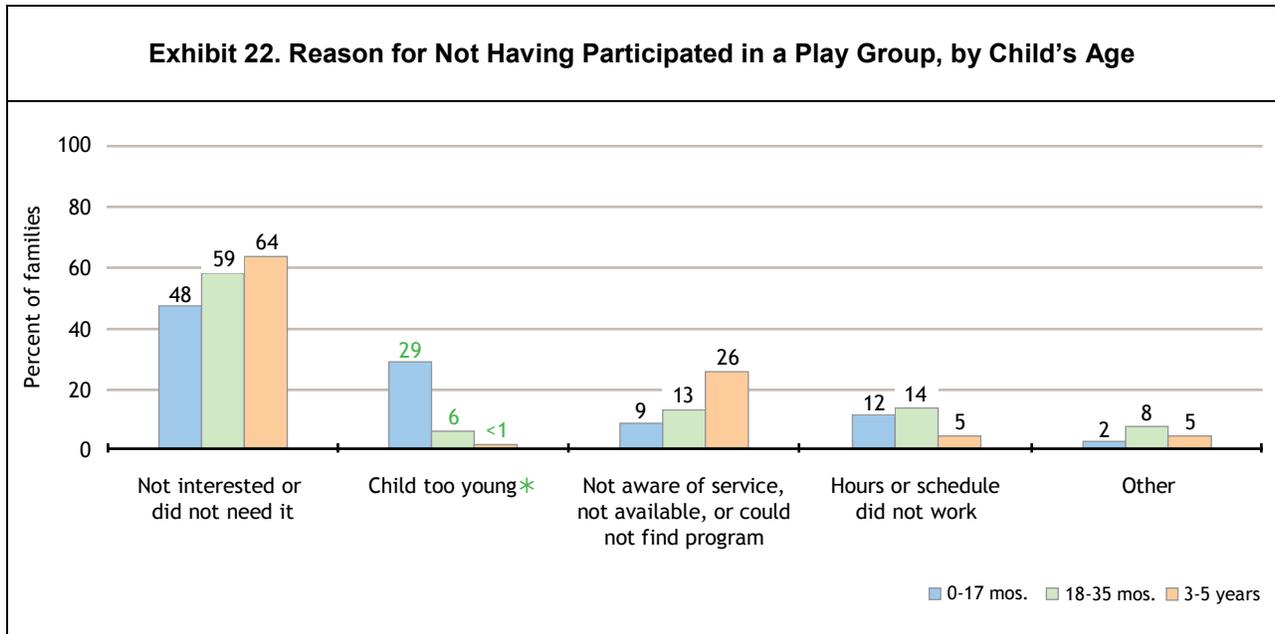
A Closer Look at Reasons Given for Not Participating in Early Learning Services, by Family Demographics

Differences in reasons parents gave for **not ever** having participated in services are discussed below by children’s age, primary language, and family income level. As with parents’ reports of participation in services, there were no significant differences in reasons for not having participated between children living in rural communities and those living in urban communities.

Age. Parents cited their child’s age as the reason for not participating in four services that focus on learning and socialization: play groups; reading programs; sports, music, and art recreation activities or classes; and services for children with special needs. In regard to these services, parents of a younger child were more likely than parents of an older child to report that their child was too young as the reason for not having participated (Exhibits 22 through 25).

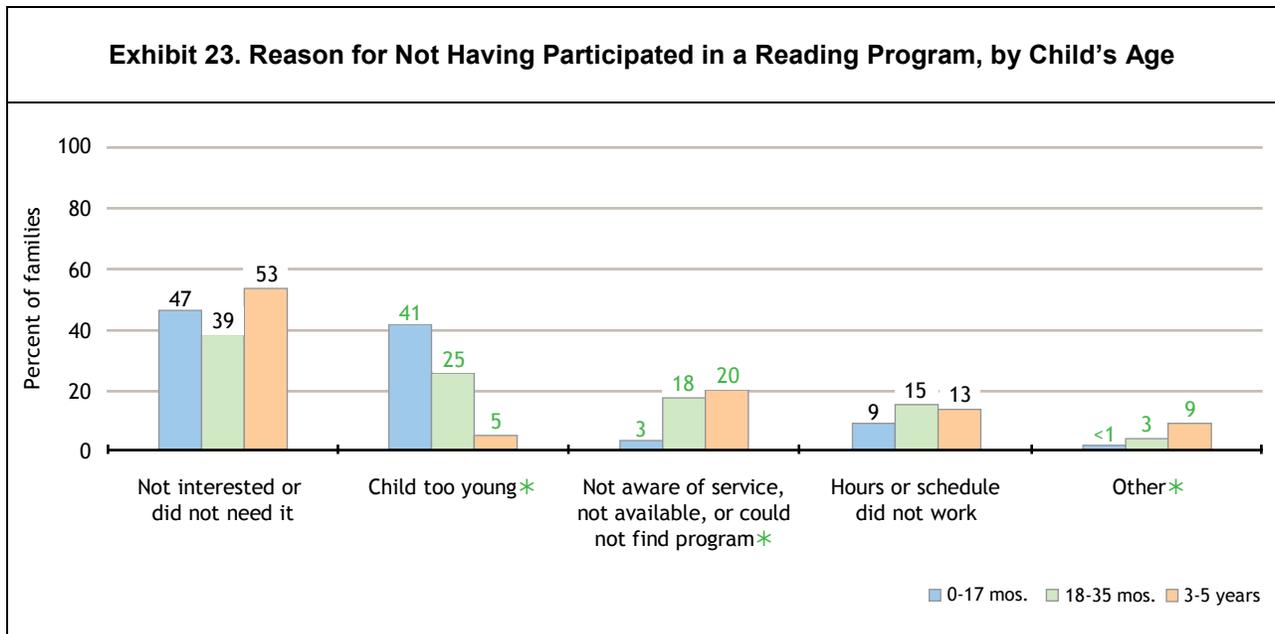
Language. English-speaking families gave different reasons than Spanish-speaking families for not having participated in 7 of the 8 early learning services (i.e., play groups; reading programs; sports, music, and art recreation activities or classes; parenting classes and home visits; parent groups; child care; and preschool). English-speaking families most often have not participated in services because they are not interested in or do not need the service or because their child is too young. Spanish-speaking families are more often not aware of an available service (Exhibits 26-32).

Family income level. Families with higher incomes had different reasons than families living at or below the federal poverty threshold for not participating in recreation activities or classes and in programs for children with disabilities or other special needs. In terms of sports, music, and art recreation activities or classes, families living at or below the federal poverty threshold more often were not aware of available programs and more often cited the program’s expense as a barrier than more affluent families (Exhibit 33). Families living in poverty also were more likely than families with higher incomes to report not being aware of available programs for children with disabilities or other special needs (Exhibit 34).



*Difference significant at $p < .01$.

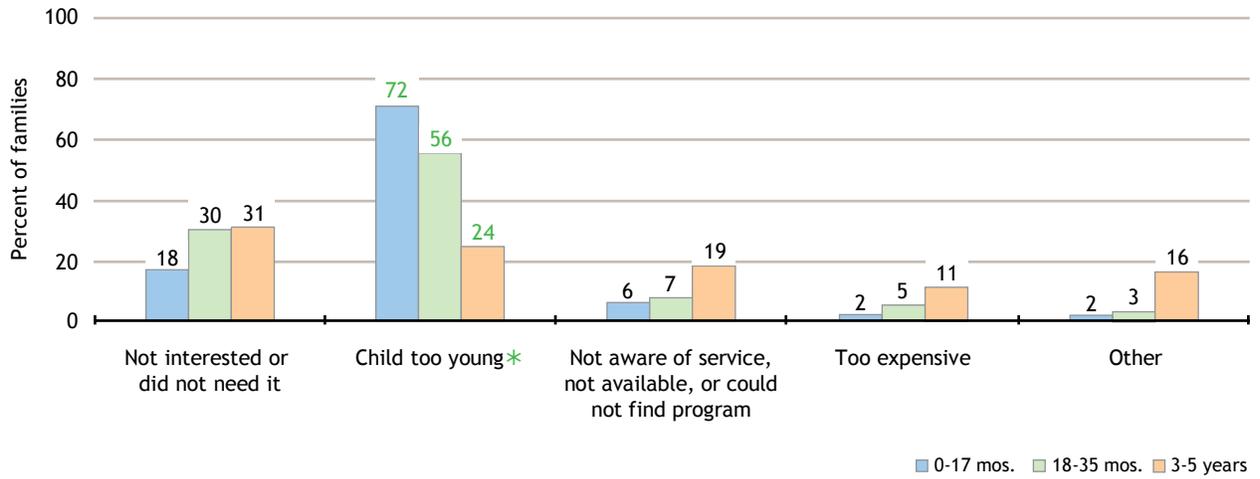
Note: Percentages may not add to 100 because of rounding.



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

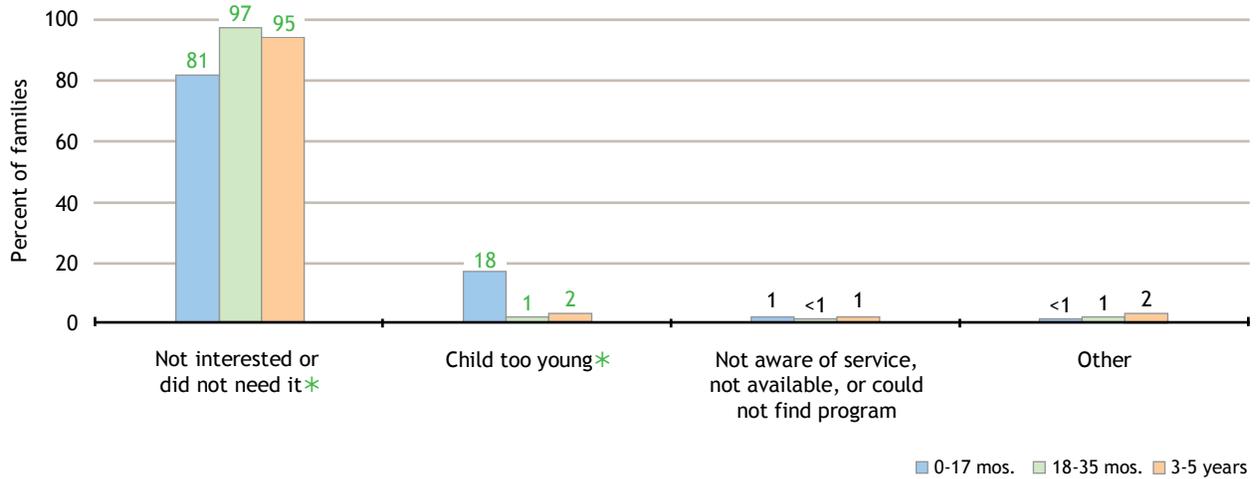
Exhibit 24. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, by Child's Age



*Difference significant at $p < .01$.

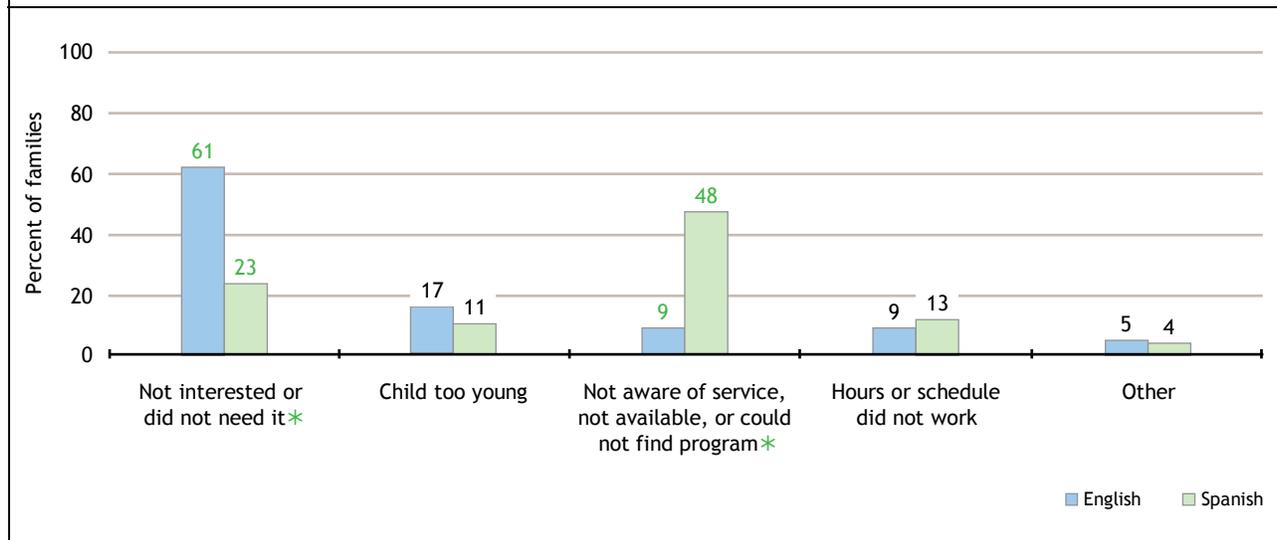
Note: Percentages may not add to 100 because of rounding.

Exhibit 25. Reason for Not Having Used Services for Children with Special Needs, by Child's Age



*Difference significant at $p < .01$.

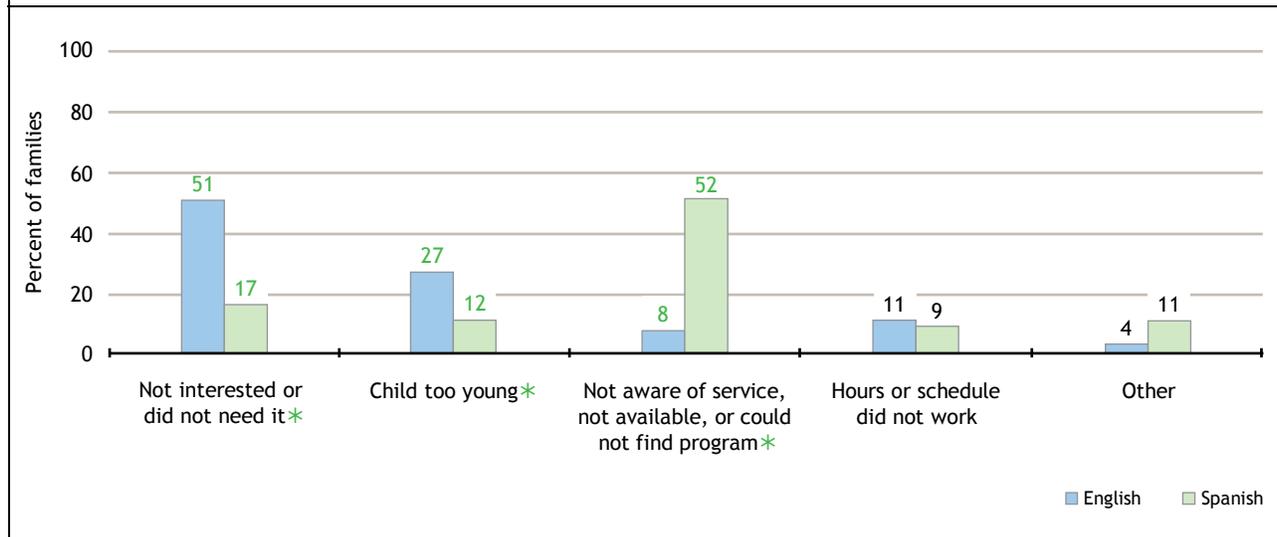
Exhibit 26. Reason for Not Having Participated in a Play Group, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

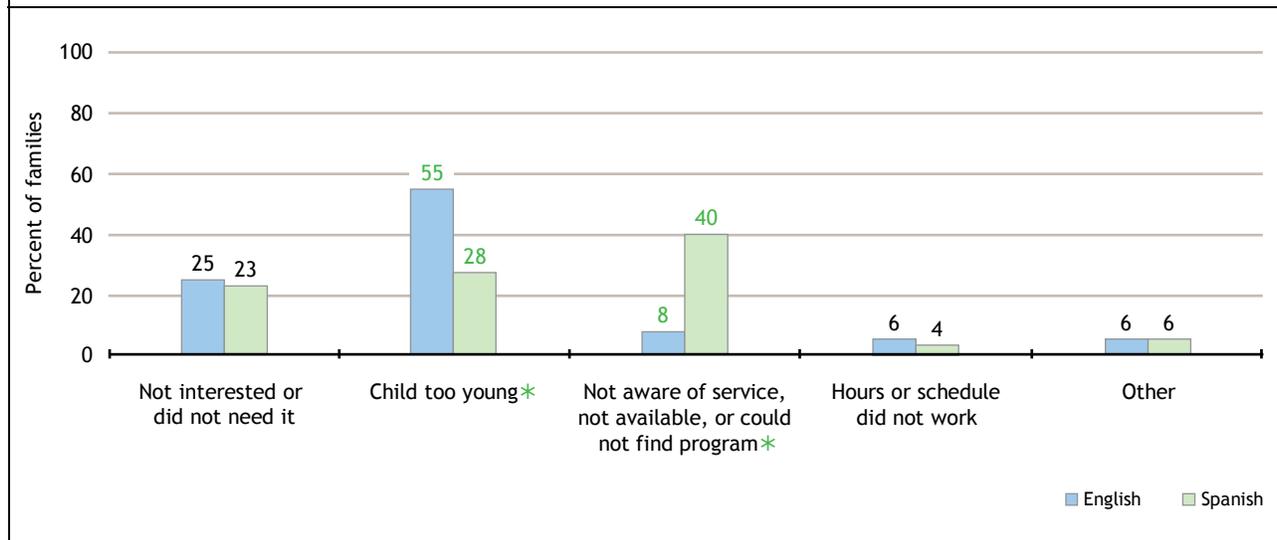
Exhibit 27. Reason for Not Having Participated in a Reading Program, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

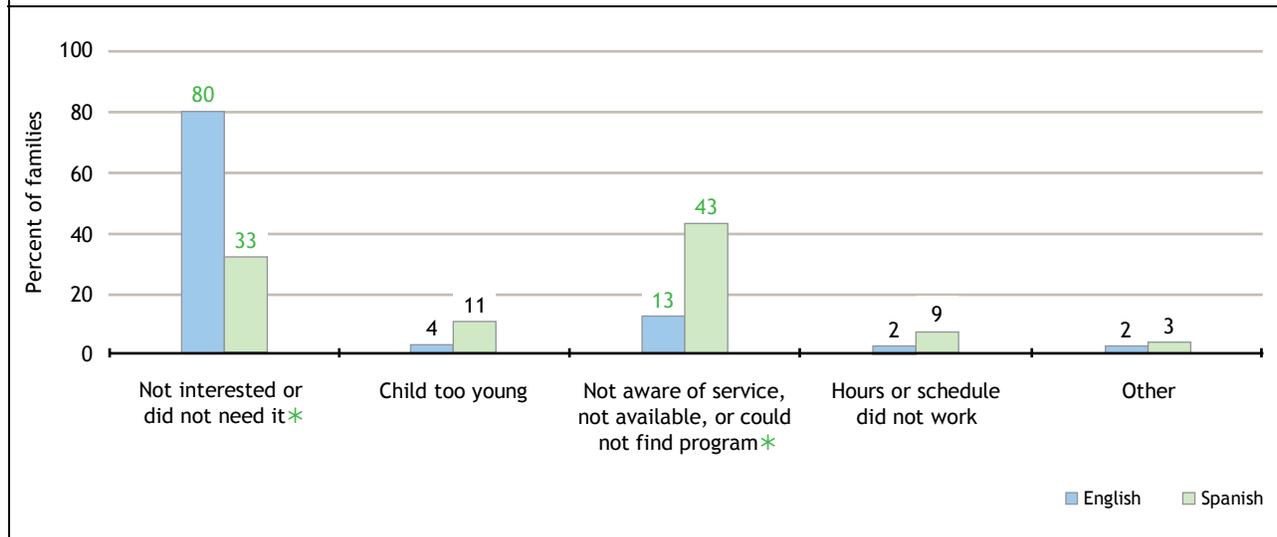
Exhibit 28. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

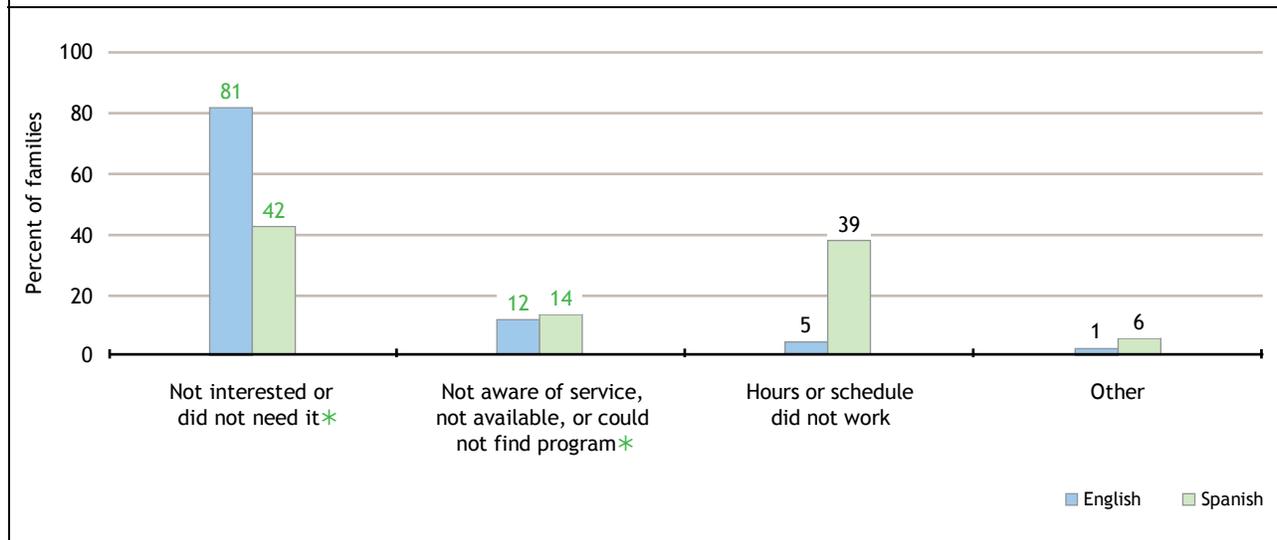
Exhibit 29. Reason for Not Having Participated in Parenting Classes or Home Visits, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

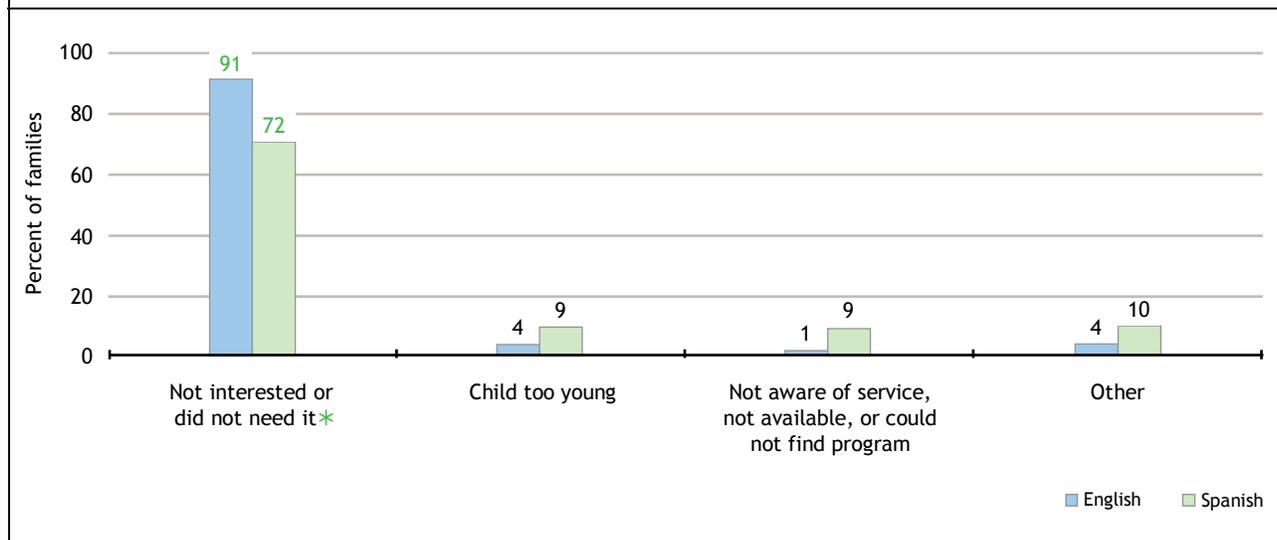
Exhibit 30. Reason for Not Having Participated in a Parent Group, by Primary Language



*Difference significant at $p < .01$.

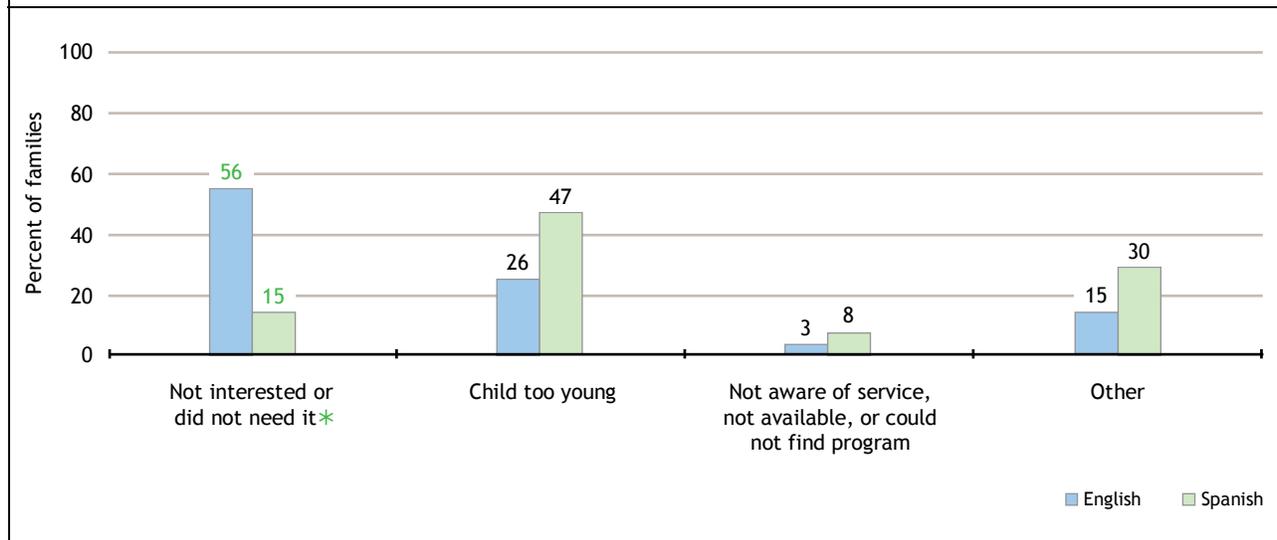
Note: Percentages do not add to 100 because of rounding.

Exhibit 31. Reason for Not Having Used Child Care, by Primary Language



*Difference significant at $p < .01$.

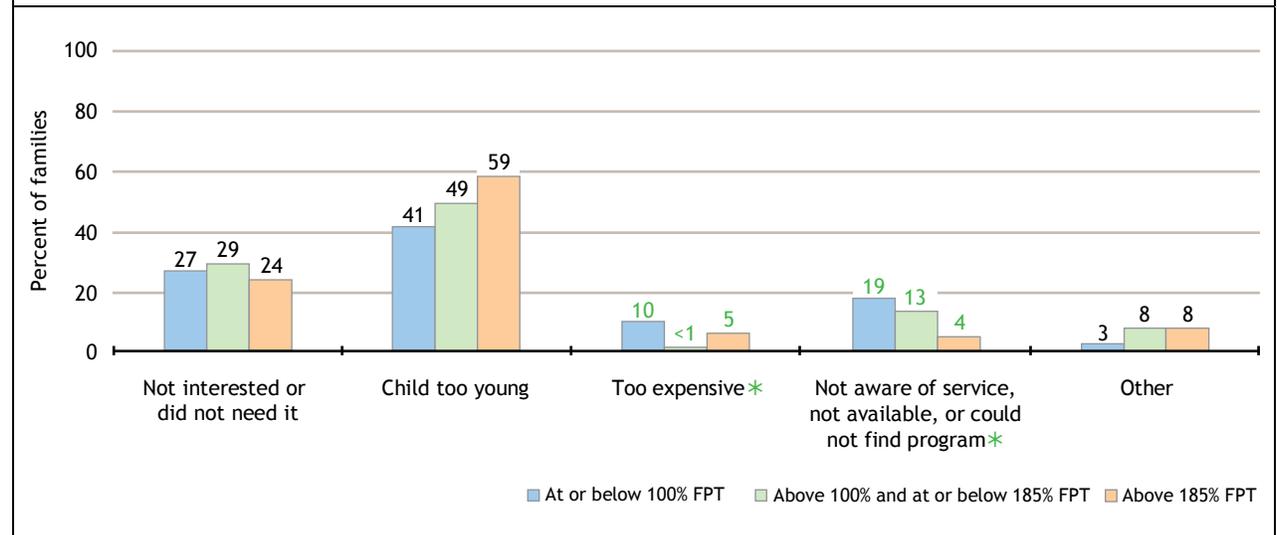
Exhibit 32. Reason for Not Having Participated in a Preschool Program, by Primary Language



*Difference significant at $p < .01$.

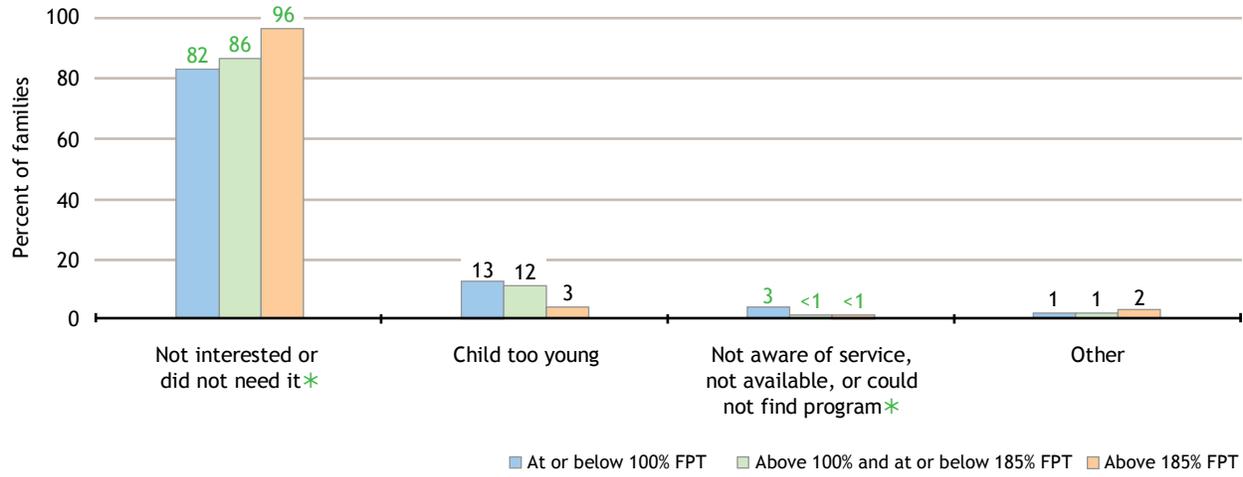
Note: Only parents with a child age 3 through 5 were asked whether their child had attended a preschool program.

Exhibit 33. Reason for Not Having Participated in a Sport/Music/Art Class, by Family Income Level



*Difference significant at $p < .01$.

Exhibit 34. Reason for Not Having Participated in Services for Children with Special Needs, by Family Income Level



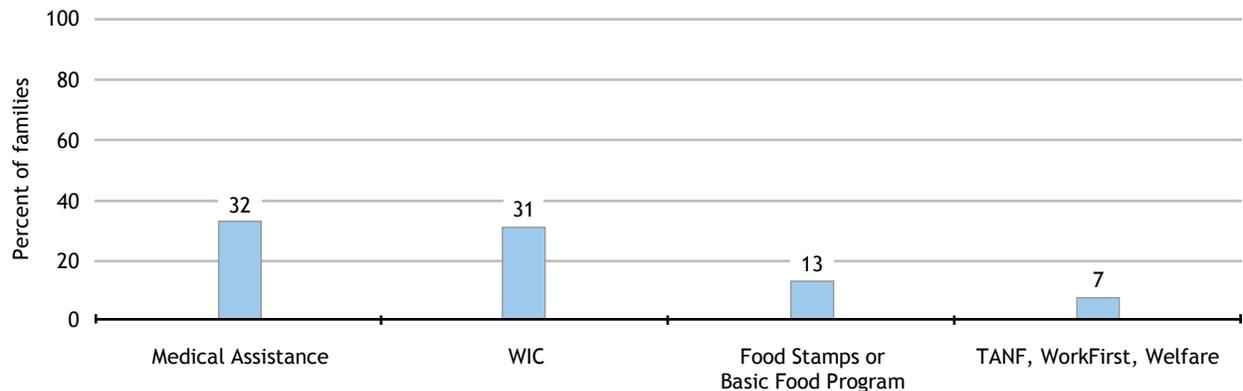
*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

A Statewide Look at Participation in Public Medical, Nutrition, and Family Support Programs

Parents were asked whether they had received services or money in the past 12 months from various public medical, nutrition, and family support programs, which are designed to assist families having limited incomes. Almost one-third of parents with a child younger than age 6 participated in the Medical Assistance program in the past 12 months, and a similar percentage of parents participated in the Women, Infants, and Children (WIC) program. Family participation in the Food Stamp and state welfare programs was much less common (Exhibit 35).

Exhibit 35. Received Public Assistance Within the Past 12 Months, Statewide



A Closer Look at Participation in Public Medical, Nutrition, and Family Support Services, by Family Demographics

Families' participation in public assistance services within the past 12 months differs according to the child's age and primary language, the family's income level, and the type of community in which families live.

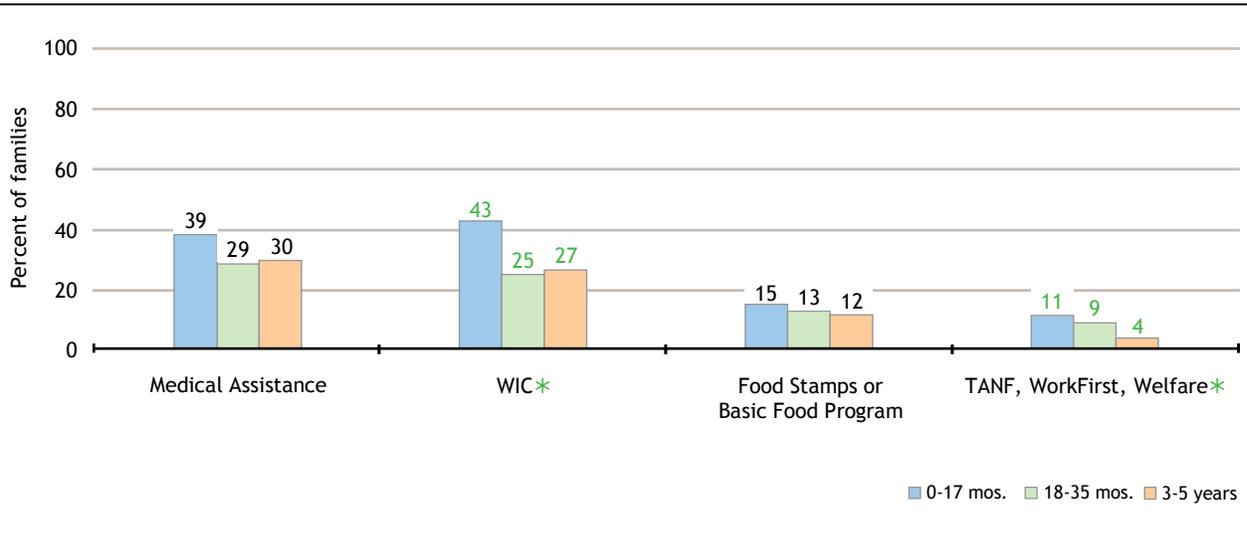
Age. Families having a younger child participated in certain public assistance services in the past 12 months more often than families having an older child. For example, 43% of parents of an infant participated in WIC, whereas only about one-quarter of parents of a preschool child participated (Exhibit 36). Likewise, more families having a child younger than 3 years received services from state welfare programs (e.g., TANF—Temporary Assistance for Needy Families—and WorkFirst) than families having a 3- through 5-year-old child (11% with infants and 9% with toddlers versus 4% with preschool-age children) (Exhibit 36).

Language. More Spanish-speaking families than English-speaking families participated in certain public assistance services within the past 12 months. About three-quarters of Spanish-speaking families participated in Medical Assistance and WIC programs, whereas fewer than one-third of English-speaking families did so. More Spanish-speaking families also participated in the Food Stamp program, although far fewer families speaking either language participated in this program than in Medical Assistance and WIC programs (Exhibit 37).

Family income level. Eligibility for participation in public service programs is determined partly by family income. For all the public assistance programs, more families having incomes at or below the federal poverty threshold than families having higher incomes participated in the past 12 months. Very few families whose incomes were more than 185% of the federal poverty threshold participated in any of these programs. Families living at or below the federal poverty threshold most often participated in Medical Assistance and WIC programs. More than half of families living at or below 185% of the federal poverty threshold participated in these programs. Also, half of families with incomes at or below the federal poverty threshold participated in the Food Stamp program, compared with only 16% of families whose incomes were between the federal poverty threshold and 185% of that level and only 1% of families with higher incomes. Nearly one-quarter of families having the lowest incomes also participated in a state welfare program, compared with only 2% of families whose incomes were above 185% of the federal poverty threshold (Exhibit 38).

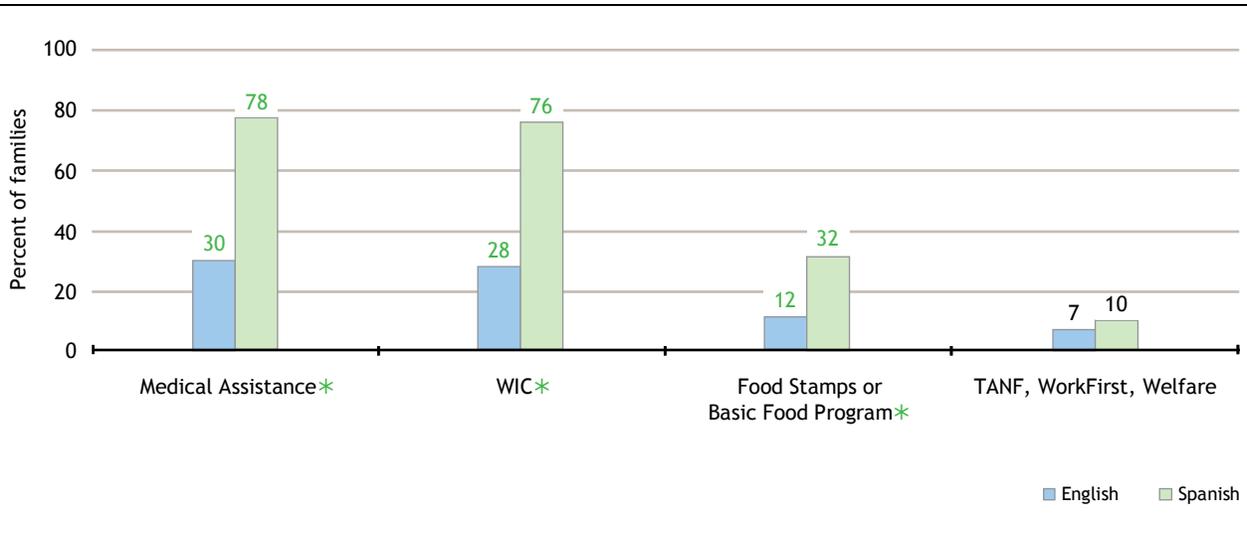
Type of community. In the past 12 months, more families living in rural communities than families living in urban communities (43% versus 28%) participated in WIC (not shown in an exhibit).

Exhibit 36. Received Public Assistance Within the Past 12 Months, by Child's Age



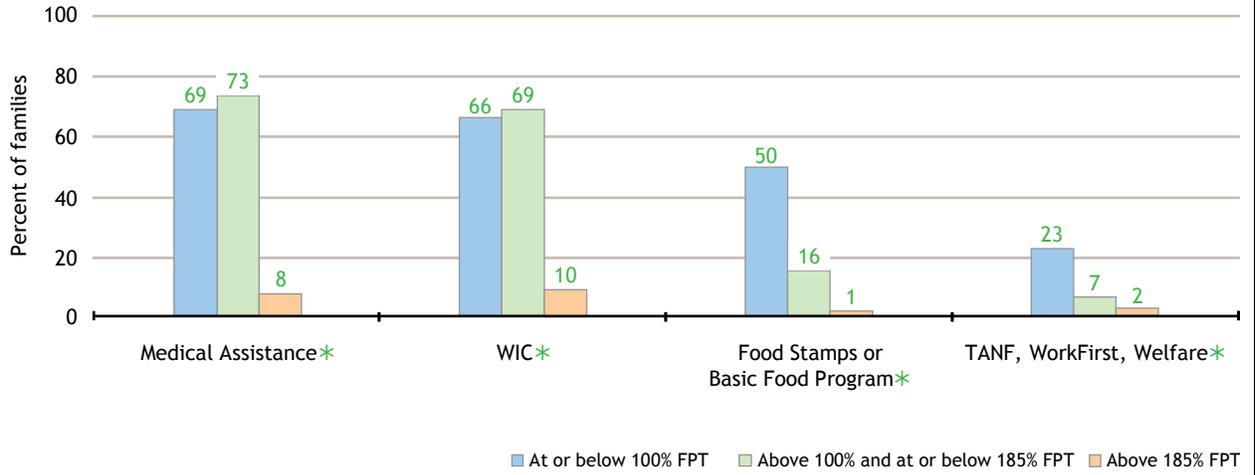
*Difference significant at $p < .01$.

Exhibit 37. Received Public Assistance Within the Past 12 Months, by Primary Language



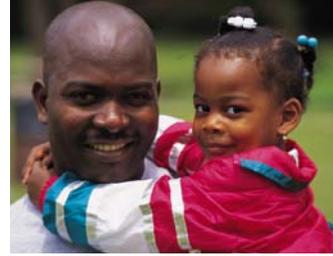
*Difference significant at $p < .01$.

Exhibit 38. Received Public Assistance Within the Past 12 Months, by Family Income Level



*Difference significant at $p < .01$.

PARENTAL PREFERENCES FOR EARLY LEARNING INFORMATION



A Statewide Look at Information Parents Want to Receive About Early Learning Topics

Parents were asked whether they would want more information about several topics related to their child's early learning. These topics included children's cognitive, physical, social, and emotional development, as well as information to help parents make decisions about services and care for their children.

A majority of parents would like to have more information on most of these topics. In particular, parents want more information about activities, events, and places in the community that are designed for families. More parents (80%) want this information than any other type of information discussed (Exhibit 39).

Parents are also interested in getting more information about how to support their child's early reading skills and how to help their child get ready for kindergarten. More than two-thirds of parents are interested in each of these topics.

A majority of parents want more information about how to support their child's social-emotional development, including helping their child manage emotions and get along with others. Many parents are also interested in receiving more information about positive ways to discipline their child.

More than half of parents want more information about how to promote their child's physical health (e.g., through diet and exercise) and about how to support their child's development at different ages. Half of parents also want more information about resources for parents who have concerns about their children's development or behavior.

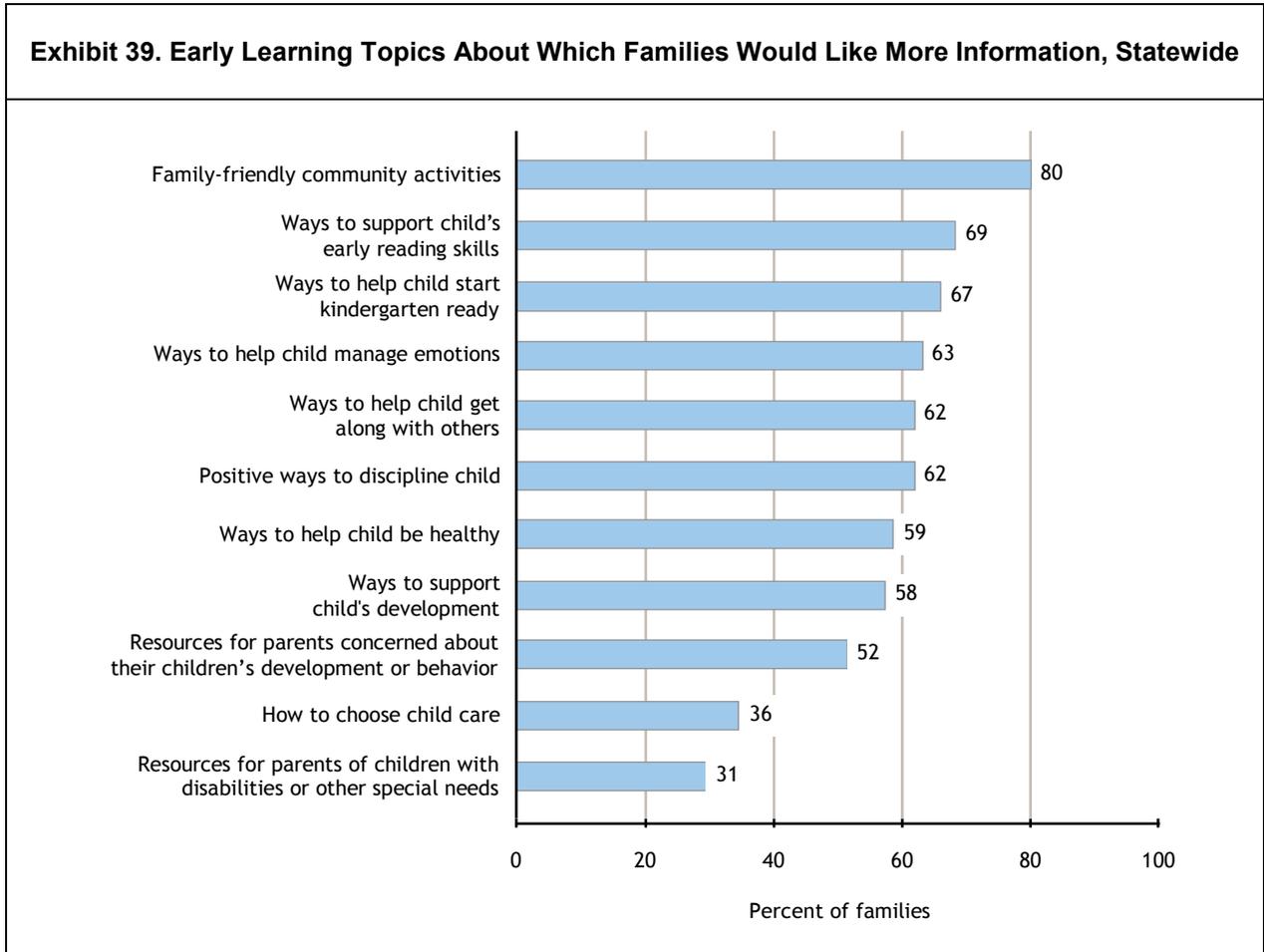
Fewer parents (36%) want more information about how to choose child care. Fewer may be interested in this topic than in others because parents who have their child in child care already have made a child care choice, and other parents may not need or want it (as discussed later in the report, only 50% of children under age 6 statewide are in nonparental care). Although relatively few parents are interested in getting more information on choosing child care, it is important to keep in mind that 36% translates to more than 150,000 parents statewide.

Nearly a third of parents (31%) are interested in having more information about resources for serving children with disabilities and other special needs. This percentage is similar to the percentage of parents who expressed a serious concern about their child's development, behavior, or health (29%), and it is three times that of parents who have been told that their child has a disability or developmental delay (10%). As reported above, half of parents want more information about resources for those who have concerns about their children, and some parents may seek more specific information about disabilities and other special needs.

Although many parents are interested in getting more information about various issues that apply to their child's early learning and development, parents may have a variety of reasons for

not wanting more information on some topics. They may not be interested in or need the information, or they may already be receiving good information.

Exhibit 39. Early Learning Topics About Which Families Would Like More Information, Statewide



A Closer Look at Information Parents Want to Receive About Early Learning Topics, by Family Demographics

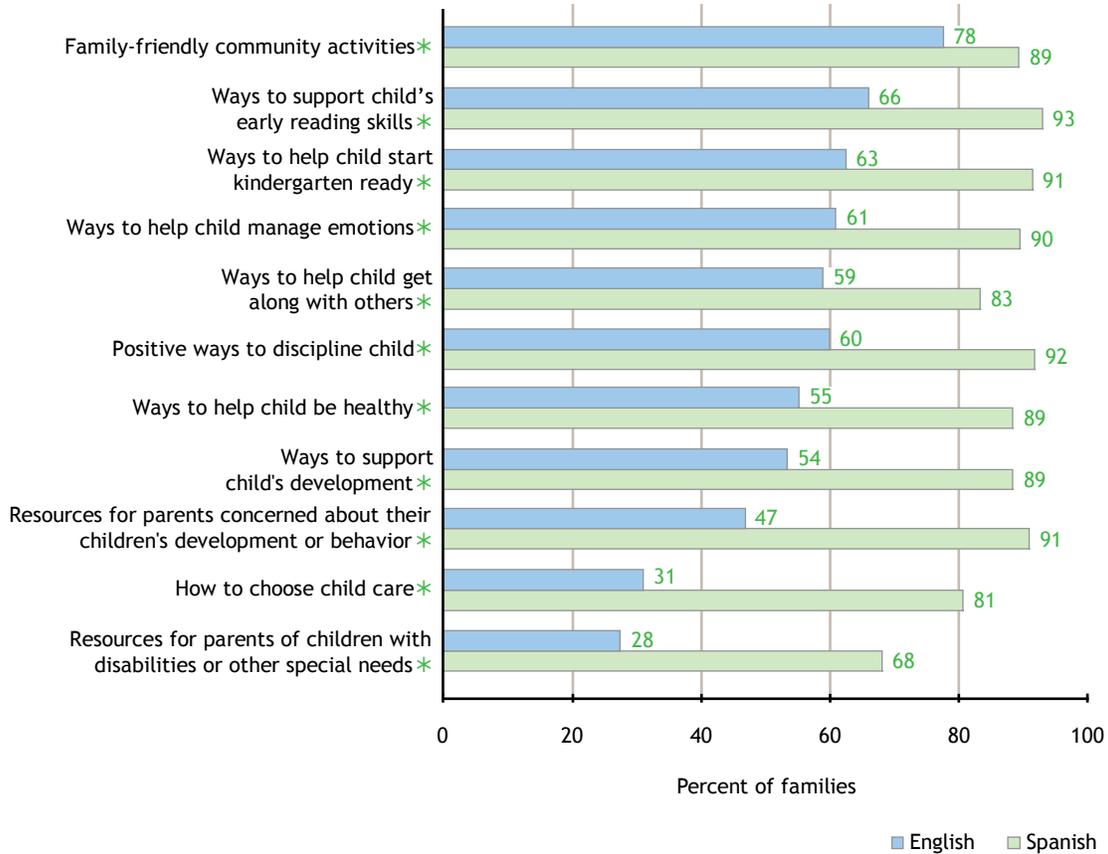
Depending on the child's primary language and the family's income level, parents' desires differ in regard to having more information about various topics in early learning. No significant differences in the types of information parents want were found relative to their child's age or between families living in rural communities and those living in urban communities.

Language. For most early learning topics discussed, a large majority of Spanish-speaking families would like more information. Moreover, for all of the topics, more Spanish-speaking families than English-speaking families want additional information. For example, 91% of Spanish-speaking families want information on resources for addressing concerns about children's development and behavior, compared with 47% of English-speaking families. Likewise, 68% of Spanish-speaking parents want more information about disabilities and other special needs, compared with only 28% of English-speaking families. A large majority of

Spanish-speaking parents are interested in having more information about child care (81%), compared with fewer than a third (31%) of English-speaking parents (Exhibit 40).

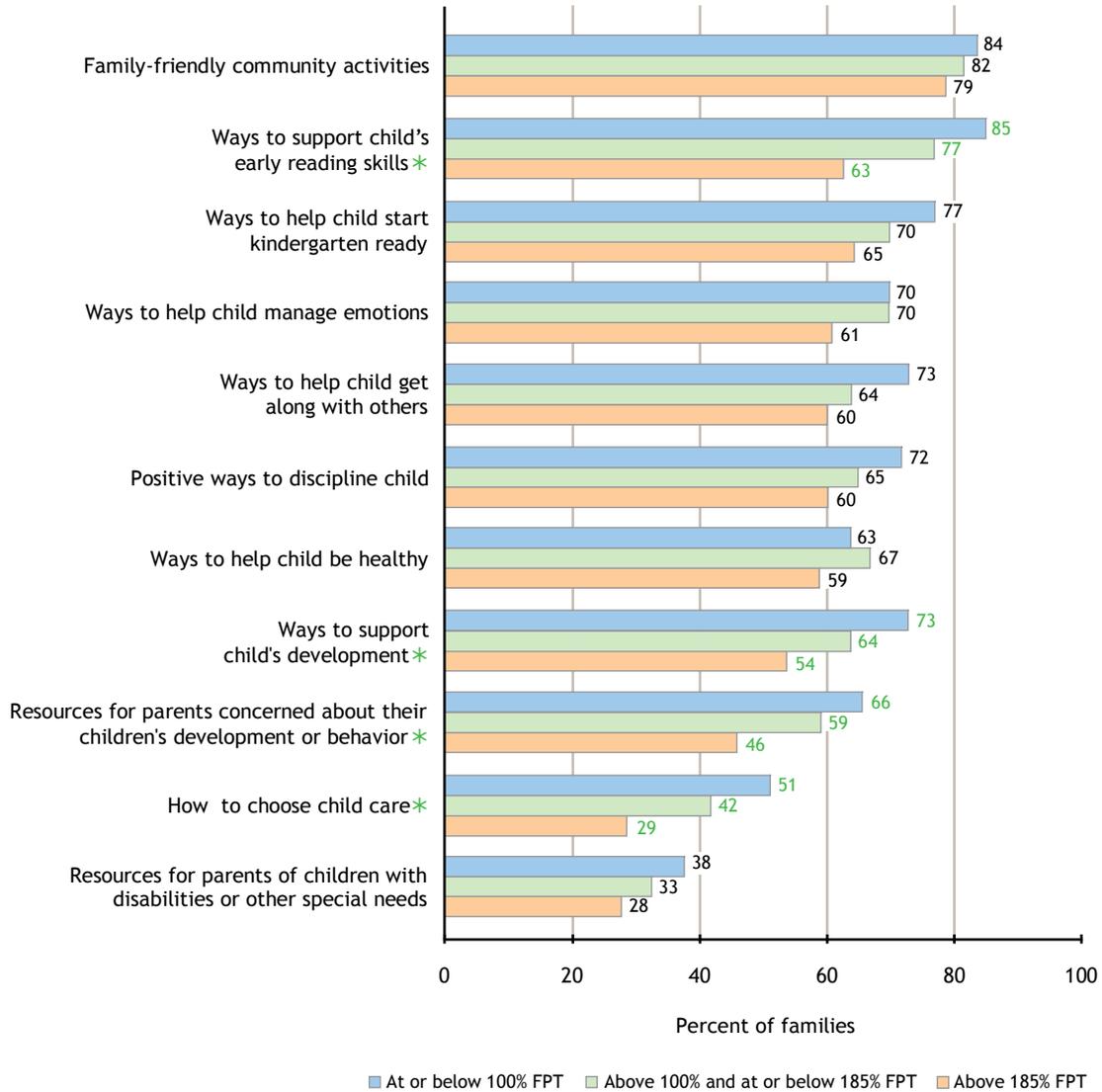
Family income level. Many more families with incomes at or below the federal poverty threshold than families having incomes above 185% of the federal poverty threshold want more information on several early learning topics: ways to support their child’s early reading skills (85% versus 63%), ways to support their child’s development at different ages (73% versus 54%), resources for addressing concerns about the child’s development or behavior (66% versus 46%), and how to choose child care (51% versus 29%) (Exhibit 41).

Exhibit 40. Early Learning Topics About Which Families Would Like More Information, by Primary Language



*Difference significant at $p < .01$.

Exhibit 41. Early Learning Topics About Which Families Would Like More Information, by Family Income Level



*Difference significant at $p < .01$.

A Statewide Look at How Much Parents Trust and Want Early Learning Information from Various Sources

Parents were asked how much they would **both trust and want to receive** information about their child’s learning, development, and health from 11 sources—a health care provider, a child care provider or teacher, a family member or friend, the parent’s faith or religious community, a parenting class, magazines or books, a home visit, materials that come in the mail, the Internet, a toll-free parent advice line, and TV or radio. For each source, parents indicated that they trust and want the information “a lot,” “a little,” or “not at all.”

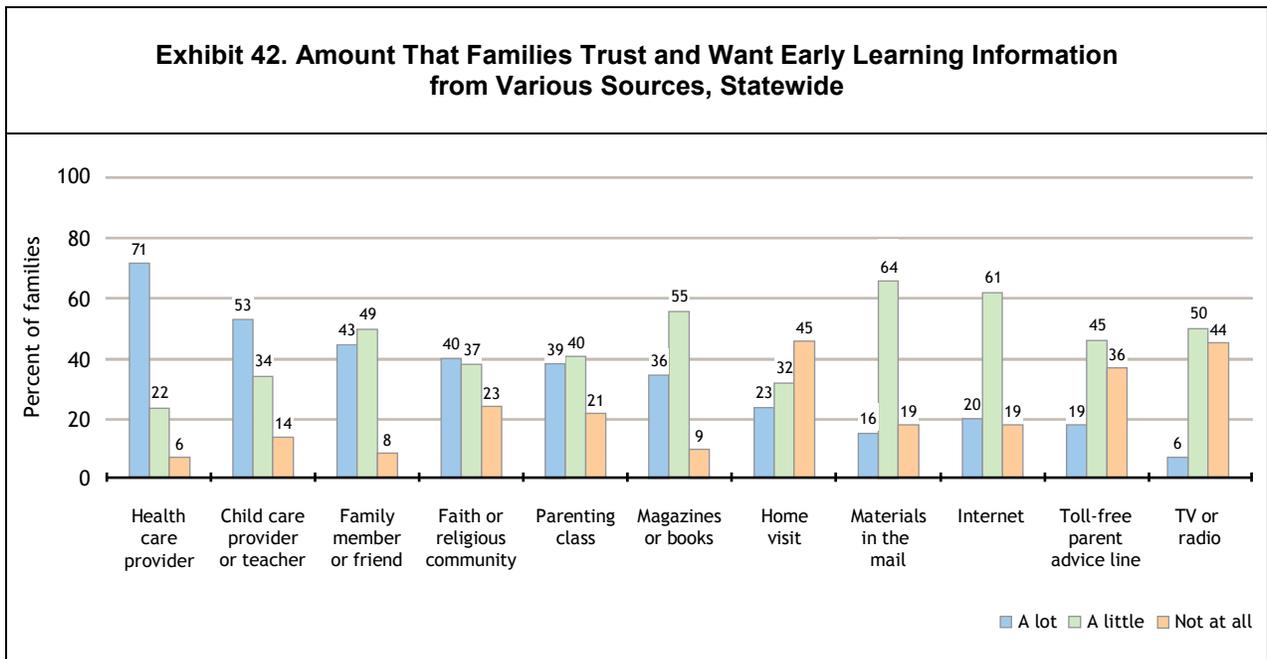
There is no one source that all parents trust and want information from to support their child’s learning, development, and health. Sources that some parents trust “a lot” are trusted “not at all” by many other parents. Nevertheless, more parents by far (71%) trust and want early learning information “a lot” from a health care provider. Another 22% of parents trust and want this information “a little.” A child care provider is another highly trusted source. About half (53%) of parents want and trust information from a child care provider “a lot,” whereas another 34% do so “a little” (Exhibit 42).

Personal connections such as friends, family, and the family’s faith or religious community are sources of information about early learning that many parents trust and want. Many parents trust and want information from a family member or friend either “a lot” (43%) or “a little” (49%). Forty percent of parents trust and want information from their faith or religious community “a lot” and another 37% “a little.” Close to a quarter of parents (23%) do “not at all” trust and want information from their faith or religious community. Nearly equivalent percentages of parents want and trust information from parenting class “a lot” (39%) or “a little” (40%), and a large minority (21%) do “not at all” want or trust this kind of information.

Many parents trust and want information from various reading materials only “a little.” For example, a majority of parents trust and want information from magazines or books (55%), materials that come in the mail (64%), and the Internet (61%) only “a little.”

The least trusted and wanted sources for early learning information among parents statewide are a home visit, a toll-free advice line, and TV or radio. Nearly half of parents do “not at all” trust or want information from a home visit and TV or radio programs. More than a third (36%) of parents do “not at all” trust or want information from a toll-free advice line for parents, and another 45% trust and want this information only “a little”.

However, preferences in sources for early learning information differ considerably for subpopulations of parents.



Note: Percentages may not add to 100 because of rounding.

A Closer Look at How Much Parents Trust and Want Early Learning Information from Various Sources, by Family Demographics

Differences in the extent to which families trust and want early learning information from various sources were noted by their child's age and primary language and the family's income level. There were no significant differences between children living in rural and urban communities.

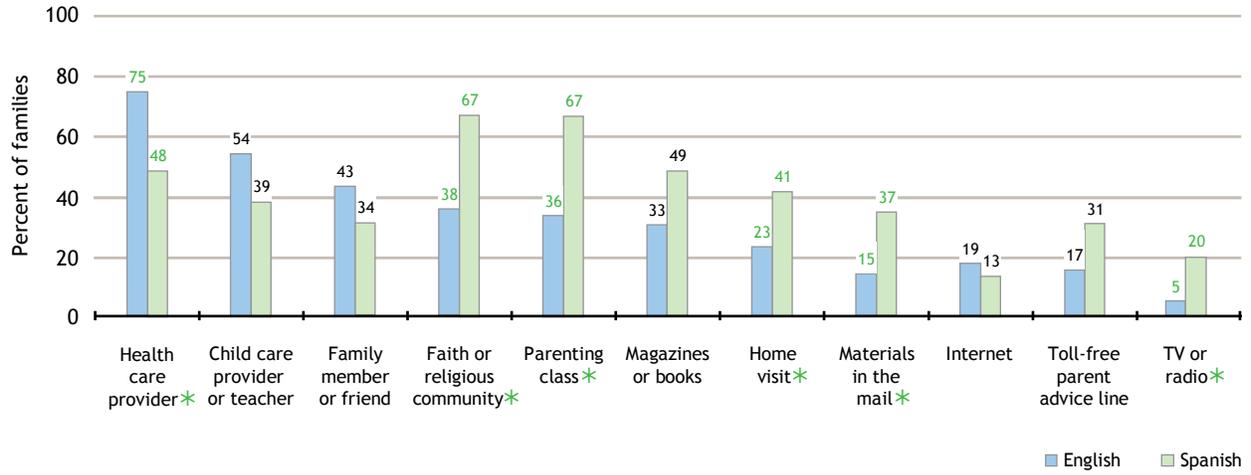
Age. Parents of a child ages 3 through 5 years trust and want to receive information from their child's care provider more than parents of a child younger than 18 months (not shown in an exhibit). This finding may reflect the fact that twice as many children ages 3 through 5 as children younger than 18 months attend child care.

Language. English- and Spanish-speaking families differ in their preferences for many sources of early learning information. First, they differ in the sources of information they trust and want "a lot." More Spanish-speaking than English-speaking families have "a lot" of trust in their faith or religious community (67% versus 38%), a parenting class (67% versus 36%), a home visit (41% versus 23%), materials that come in the mail (37% versus 15%), and information from radio or TV (20% versus 5%). Conversely, more English-speaking than Spanish-speaking families have "a lot" of trust in their health care provider (75% versus 48%) (Exhibit 43).

Spanish- and English-speaking families also differ in terms of the sources of information that they do "not at all" trust and want. More English-speaking families than Spanish-speaking families do "not at all" trust and want information from their faith or religious community (25% versus 7%), a parenting class (20% versus 10%), a home visit (47% versus 11%), a toll-free advice line (38% versus 19%), and radio or TV (45% versus 23%). In contrast, many more Spanish-speaking families than English-speaking families do "not at all" trust and want information from the Internet (42% versus 19%) (Exhibit 44).

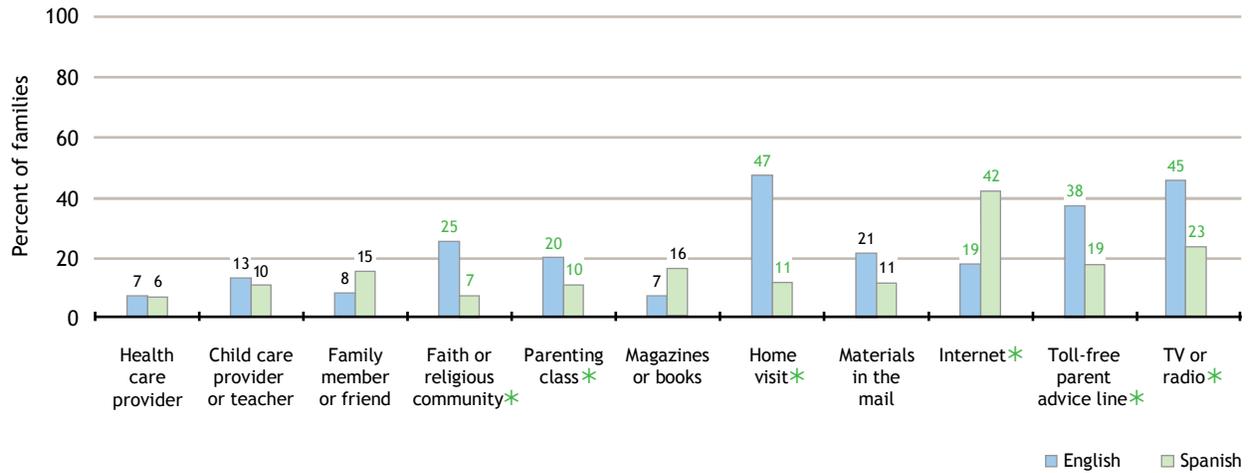
Family income level. Families with limited incomes at or below the poverty threshold differ from families having higher incomes in their preferences for some sources of information about early learning. More families with limited incomes trust and want information from a home visit "a lot," compared with families having higher incomes (40% versus 18%). The same is true of information from radio and TV (14% versus 3%) (Exhibit 45). More families with limited incomes do "not at all" trust and want information from the Internet, compared with families with higher incomes (32% versus 14%) (Exhibit 46).

Exhibit 43. Sources of Early Learning Information That Families Trust and Want “A Lot,” by Primary Language



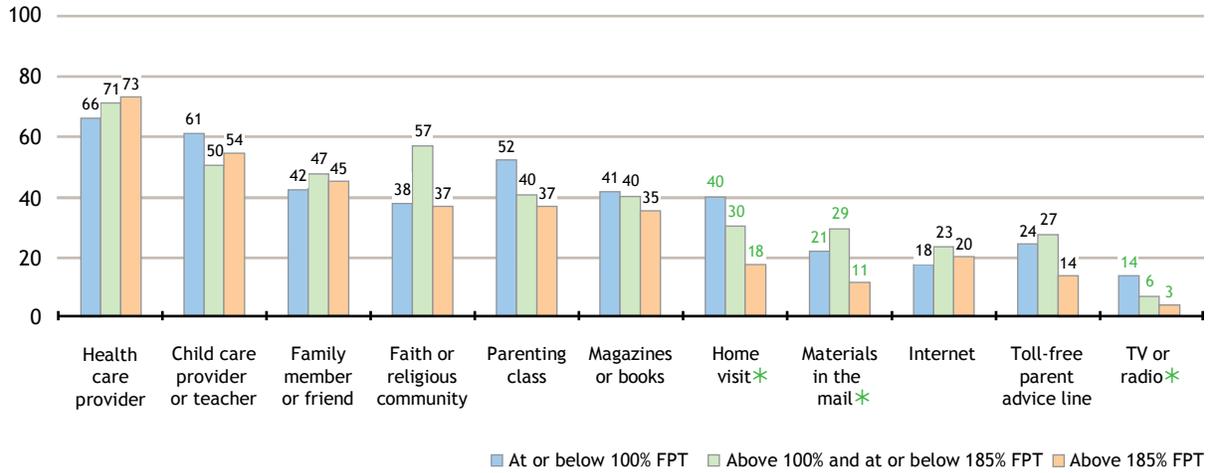
*Difference significant at $p < .01$.

Exhibit 44. Sources of Early Learning Information That Families Trust and Want “Not at All”, by Primary Language



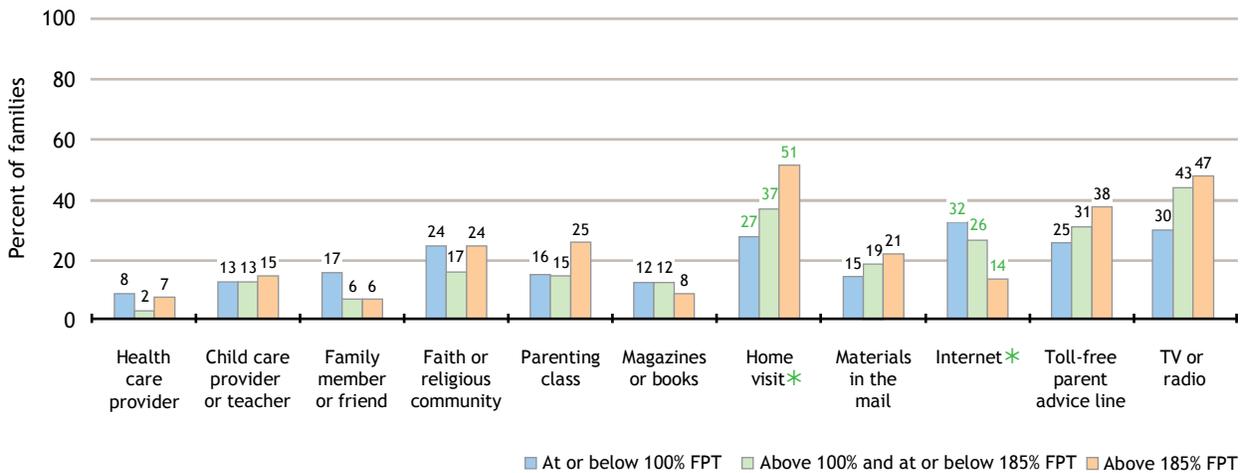
*Difference significant at $p < .01$.

Exhibit 45. Sources of Early Learning Information That Families Trust and Want “A Lot”, by Family Income Level



*Difference significant at $p < .01$.

Exhibit 46. Sources of Early Learning Information That Families Trust or Want “Not at All,” by Family Income Level



*Difference significant at $p < .01$.

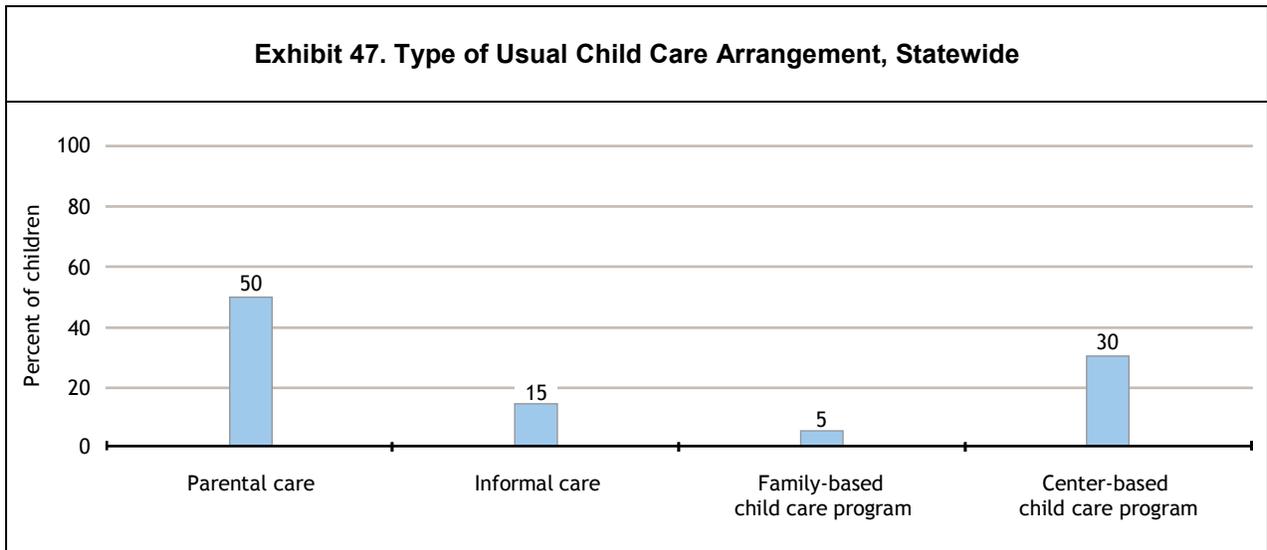
PARENTAL PREFERENCES FOR EARLY CARE AND EDUCATION



A Statewide Look at Parents' Use of Various Child Care Arrangements

Parents were asked whether their child currently receives care from anyone other than a parent on a regular basis (i.e., at least two times a week). Care includes that provided by another family member, a friend, a neighbor, a nanny, or a child care or preschool program.

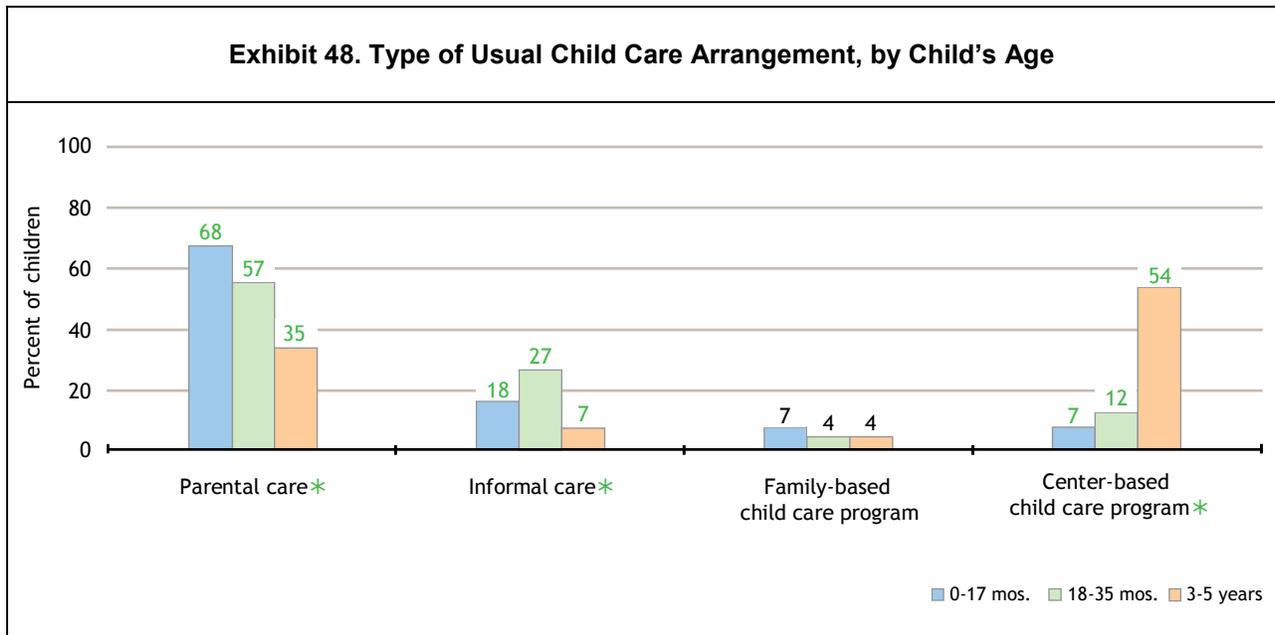
Half (50%) of the children younger than age 6 who have not yet entered kindergarten in the state do not participate in child care outside of their immediate family; they receive care only from a parent or guardian. Nearly a third of children (30%) are in center-based child care (preschool is considered to be center-based care). Fifteen percent of children are in informal care arrangements (i.e., have a relative, friend, or nanny who cares for them in either the parent's home or the home of the caregiver). Five percent of children receive care from a family-based child care program (i.e., a child care program run in a family's home with 12 or fewer children) (Exhibit 47).



A Closer Look at Parents' Use of Various Child Care Arrangements, by Family Demographics

Types of child care arrangements vary according to the child's age. However, there were no significant differences in the types of arrangements used in terms of the child's primary language, the family's income level, or the type of community in which families live.

Age. Younger children are more likely to be in parental or informal child care arrangements, and older children are more likely to be in center-based care (preschool is considered to be center-based care). A majority of children younger than 18 months are cared for by their parent(s) (68%), compared with only about a third of children ages 3 through 5 years. Also, about three times as many children under age 3 as older children are in informal care. In contrast, only 7% of the youngest children attend a center-based child care program, compared with more than half of 3- through 5-year-old children (Exhibit 48).



*Difference significant at $p < .01$.

A Statewide Look at Availability of Child Care/Preschool Programs That Meet Families' Needs

Parents with a child participating in child care or preschool were asked whether they had been able to find care for their child that meets the needs of their family most of the time. Parents responded “yes,” “somewhat,” or “no.”

More than three-quarters of families have been able to find child care that meets their needs. However, 16% of families have been only “somewhat” able to find child care that meets their needs, and an additional 6% indicate they have not been able to find child care that meets their needs. Thus, 22% of families have at least some difficulty in finding child care that meets their needs (Exhibit 49).

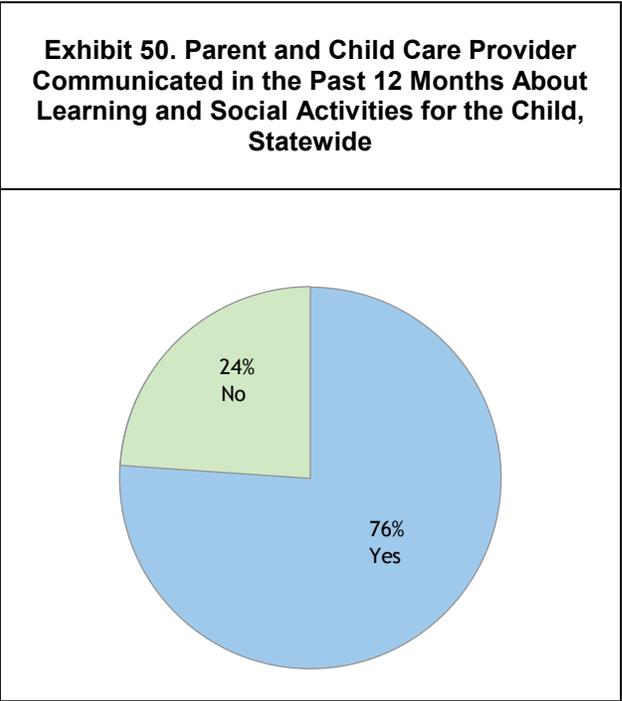
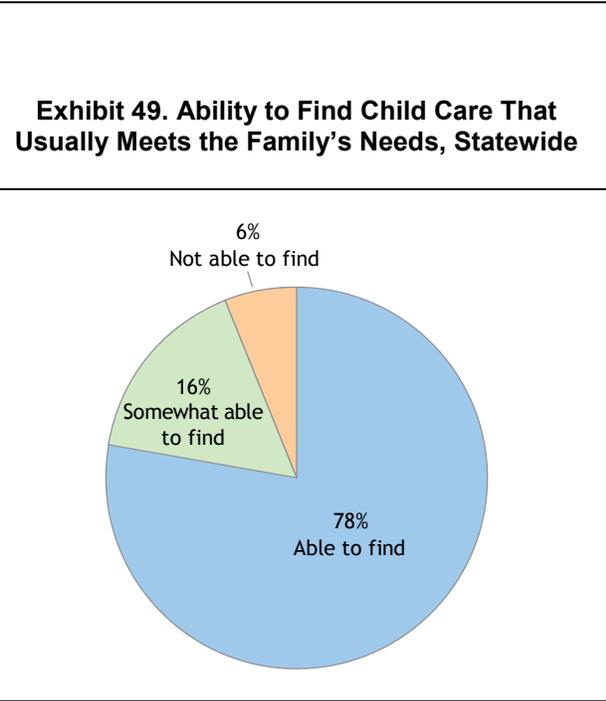
There were no significant differences in families' ability to find child care that meets their needs among the subpopulations examined (i.e., age, language, income, and type of community).

A Statewide Look at Communication Between Parents and Child Care Providers

Parents with children in child care or preschool were asked whether in the past 12 months they had talked with their child care provider or preschool teacher about the kinds of activities they would like the provider to engage in with their child. These included learning and social activities.

More than three-quarters of the parents have talked with their child's care provider or preschool teacher at least once in the past 12 months about the kinds of learning and social activities they want for their child, but almost one-quarter of parents have not had such a conversation (Exhibit 50).

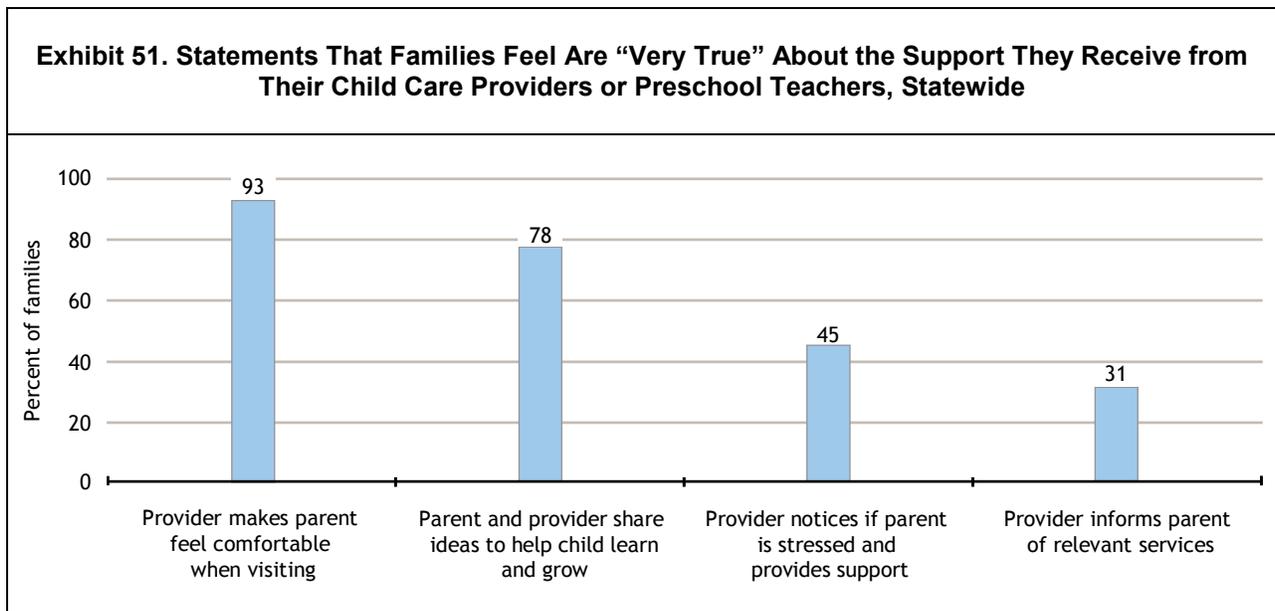
Parents' reports of communication with their child's care provider did not differ across the subpopulations examined.



Note: Only parents with a child attending child care or preschool were asked these questions.

A Statewide Look at Family Support Received from Child Care Providers and Preschool Teachers

As noted earlier in the report, parents consider child care providers to be the second most preferred source of information about early learning. As part of the survey, parents whose child is in child care or preschool also were asked about four other types of support that their child’s care provider or preschool teacher might offer—making the parent feel comfortable when visiting or observing, sharing ideas about how to help children learn and grow, noticing when the parent feels stressed and providing support, and informing the parent about community services that might interest or help the family. For each type of support, parents indicated that a statement was “very true,” “somewhat true,” or “not true” of their child’s care provider (Exhibit 51).



Note: Only parents with a child attending child care or preschool were asked these questions.

Almost all parents (93%) find that it is “very true” that their child’s care provider makes them feel comfortable when visiting or observing. A large majority of parents (78%) also feel that it is “very true” that they share ideas with their provider about how to help their child learn and grow. (This percentage is similar to the 76% of parents noted in Exhibit 50 who have communicated with their provider in the past 12 months about learning and social activities for their child.)

Fewer than half (45%) of parents find that it is “very true” that their child’s care provider or preschool teacher notices if they are stressed and checks with them about what they may need. Fewer than a third (31%) of parents find that it is “very true” that their child’s care provider or preschool teacher lets them know about services in the community that may interest or help their family.

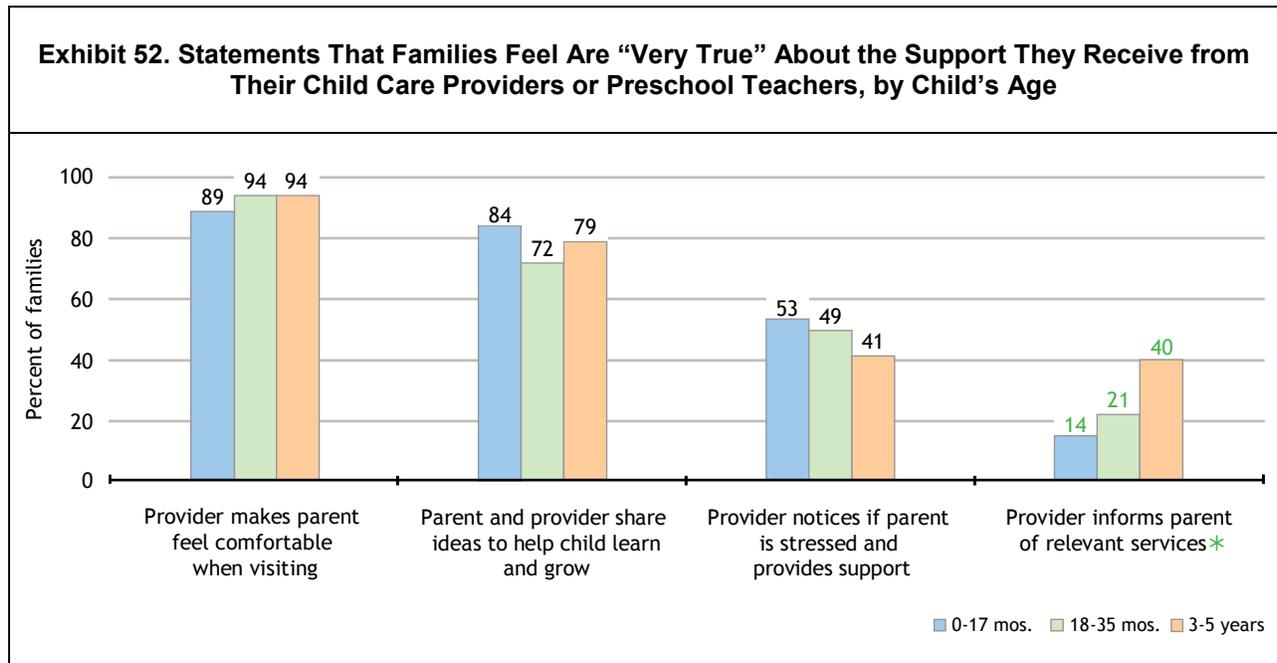
A Closer Look at Family Support Received from Child Care Providers and Preschool Teachers, by Family Demographics

The extent to which parents receive support from child care providers differs according to their child’s age and primary language and the family’s income level. No significant differences were found between families living in rural and urban communities.

Age. More parents of older children than parents of younger children find it “very true” that their child’s care provider or preschool teacher lets them know about services in the community that may interest or help their family. Forty percent of parents with children ages 3 through 5 years find this to be the case, compared with 21% of parents with children ages 18 months to less than 3 years and only 14% of parents with children younger than 18 months (Exhibit 52).

Language. More Spanish-speaking families than English-speaking families receive certain types of support from their care providers. Specifically, many more Spanish-speaking families than English-speaking families feel that it is “very true” that their child’s care provider or preschool teacher notices if they are stressed and checks with them about what they may need (71% versus 44%). Likewise, more than twice as many Spanish-speaking families as English-speaking families feel that it is “very true” that their child’s care provider or preschool teacher lets them know about community services that may interest or help their family (64% versus 31%) (Exhibit 53).

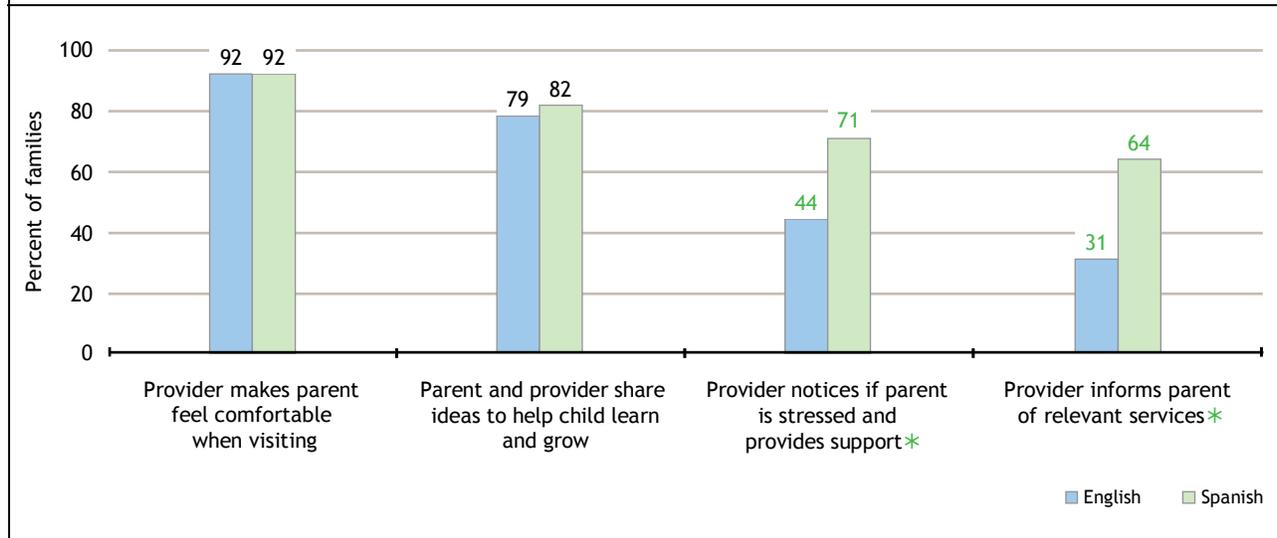
Family income level. More families with limited incomes than families with higher incomes feel it is “very true” that their child’s care provider or preschool teacher lets them know about services that may interest or help their family. This is the case for more than half (54%) of those living at or below the federal poverty threshold, compared with about one-quarter (26%) of families having incomes above 185% of the federal poverty threshold (Exhibit 54).



*Difference significant at $p < .01$.

Note: Only parents with a child attending child care or preschool were asked these questions.

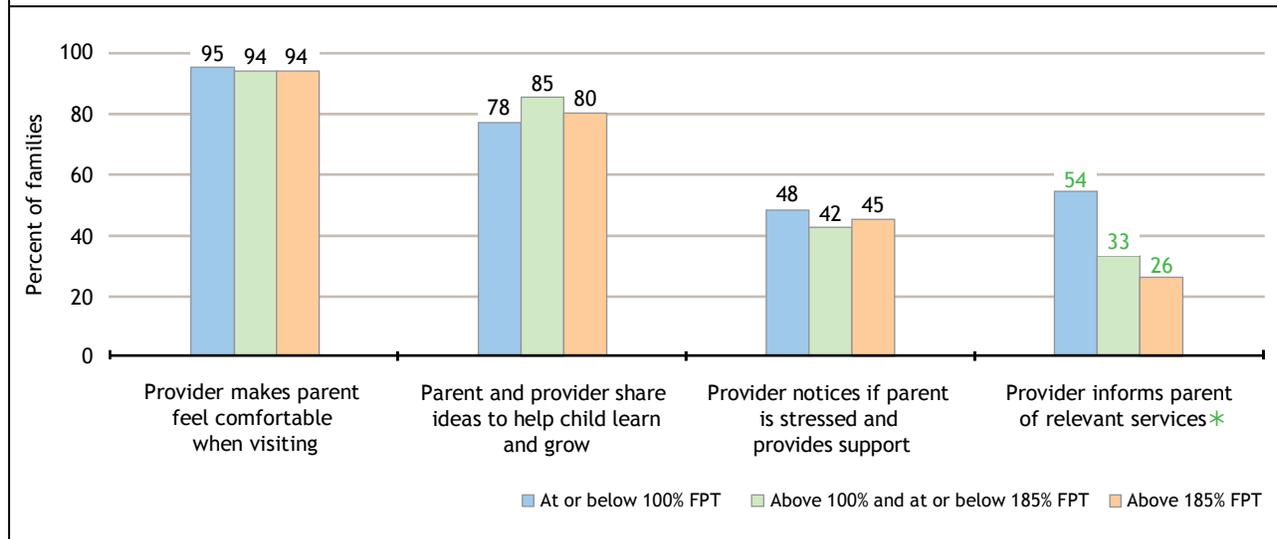
Exhibit 53. Statements That Families Feel Are “Very True” About the Support They Receive from Their Child Care Providers or Preschool Teachers, by Primary Language



*Difference significant at $p < .01$.

Note: Only parents with a child attending child care or preschool were asked these questions.

Exhibit 54. Statements That Families Feel Are “Very True” About the Support They Receive from Their Child Care Providers or Preschool Teachers, by Family Income Level



*Difference significant at $p < .01$.

Note: Only parents with a child attending child care or preschool were asked these questions.

A Statewide Look at Characteristics of Child Care That Are Very Important to Parents

Parents whose children attend a child care or preschool program were asked how important 15 reasons were in **choosing and keeping** their main child care arrangement. Parents indicated, for each reason, whether it was “very important,” “somewhat important,” or “not important.”

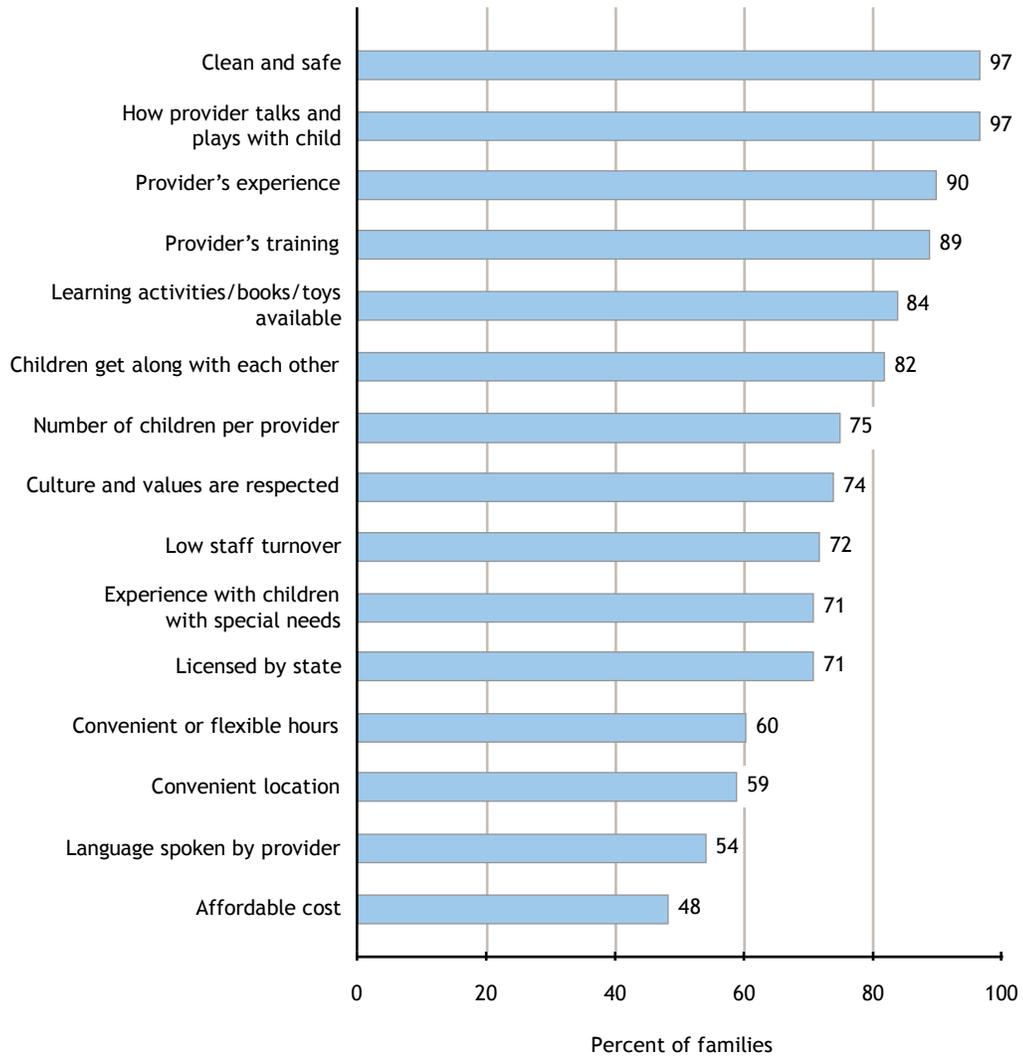
Parents consider many factors when choosing and keeping care arrangements for their children. For almost all parents, having a clean and safe environment and the way a provider talks and plays with their child are “very important” (Exhibit 55). As discussed below, most parents also pay attention to various aspects of program quality and program accessibility in their choices. In fact, the only program characteristic that fewer than half of parents consider “very important” is the program’s affordability.

The vast majority of parents (82% to 90%) view several indicators of program quality as “very important.” These indicators include the provider’s experience and training, the learning activities and materials available for the child, and the social environment for the child (i.e., the way children play and get along together).

More than two-thirds of parents (71% to 75%) consider several other program quality characteristics “very important.” These include the child-to-staff ratio, the provider’s respect for their family’s culture and values, low staff turnover, the provider’s experience with children with special needs (including health needs such as asthma), and the provider’s being licensed by the state.

Approximately half or more of parents (48% to 60%) consider certain aspects of the program’s accessibility “very important,” including convenient hours, a convenient location, the language spoken by the provider, and affordable cost.

Exhibit 55. “Very Important” Reasons for Parents in Choosing and Keeping Child Care Arrangements, Statewide



Note: Only parents with a child attending child care or preschool were asked these questions.

A Closer Look at Characteristics of Child Care That Are Very Important to Parents, by Family Demographics

The characteristics that are “very important” in parents’ choosing and keeping a child care arrangement differ according to the family’s primary language, income level, and type of community in which families live. No differences were seen in the priorities of parents of children of different ages.

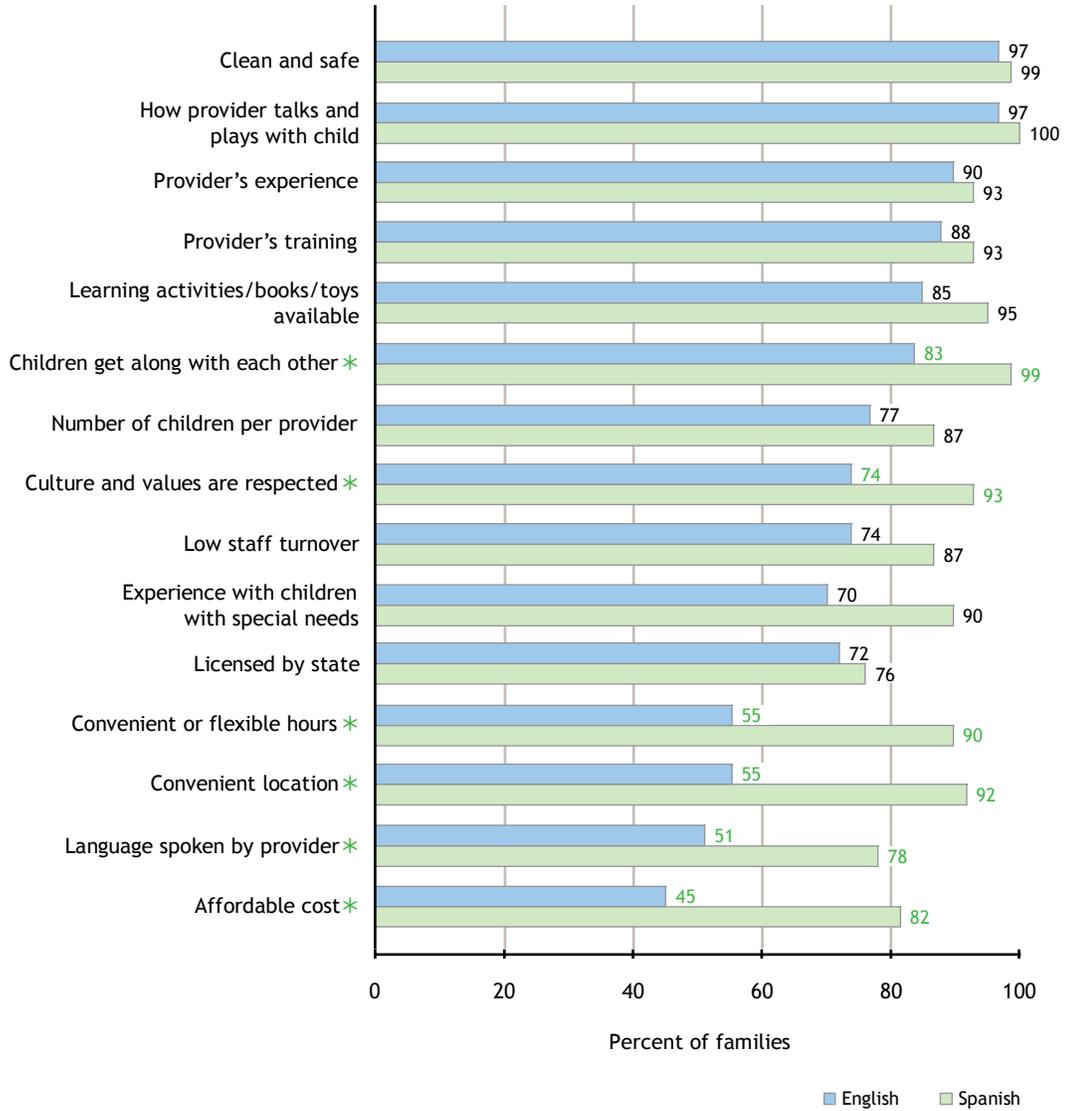
Language. More Spanish-speaking families than English-speaking families consider six characteristics of child care as “very important.” Four of these characteristics have to do with program accessibility: convenient and flexible hours (90% versus 55%), convenient location (92% versus 55%), the language spoken by the provider (78% versus 51%), and affordable cost

(82% versus 45%). Spanish-speaking parents are also more likely than English-speaking parents to consider as “very important” the way children play and get along together (99% versus 83%) and the program’s respect for culture and values (93% versus 74%) (Exhibit 56).

Family income level. More families with limited incomes than families with higher incomes consider two characteristics to be “very important.” Fewer than half (45%) of families whose incomes are above 185% of the federal poverty threshold consider the language spoken by the provider to be “very important,” compared with more than two-thirds (67%) of families having incomes at or below the federal poverty threshold. Likewise, the affordability of the program is “very important” to 61% of families with incomes at or below the federal poverty threshold, compared with 41% of families having incomes above 185% of the federal poverty threshold (Exhibit 57).

Type of community. Families living in rural and urban communities differ significantly in regard to one child care characteristic. More families living in rural communities (91%) than families living in urban communities (75%) consider the way children play and get along with each other as a “very important” reason for selecting and keeping their child care arrangement (not shown in an exhibit).

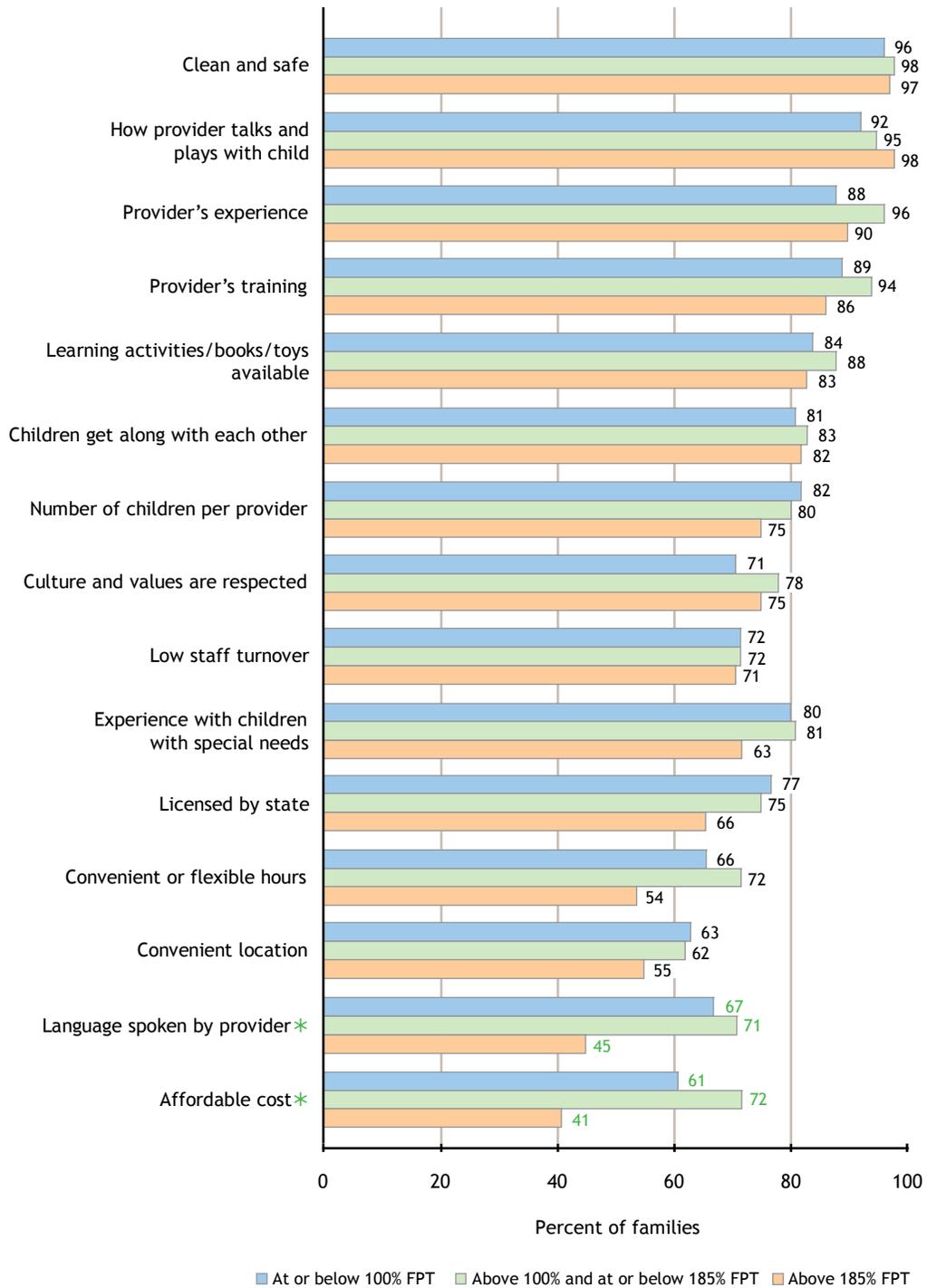
Exhibit 56. “Very Important” Reasons for Parents in Choosing and Keeping Child Care Arrangements, by Primary Language



*Difference significant at $p < .01$.

Note: Only parents with a child attending child care or preschool were asked these questions.

Exhibit 57. “Very Important” Reasons for Parents in Choosing and Keeping Child Care Arrangements, by Family Income Level



*Difference significant at $p < .01$.

Note: Only parents with a child attending child care or preschool were asked these questions.

A Statewide Look at Preschool Learning Goals

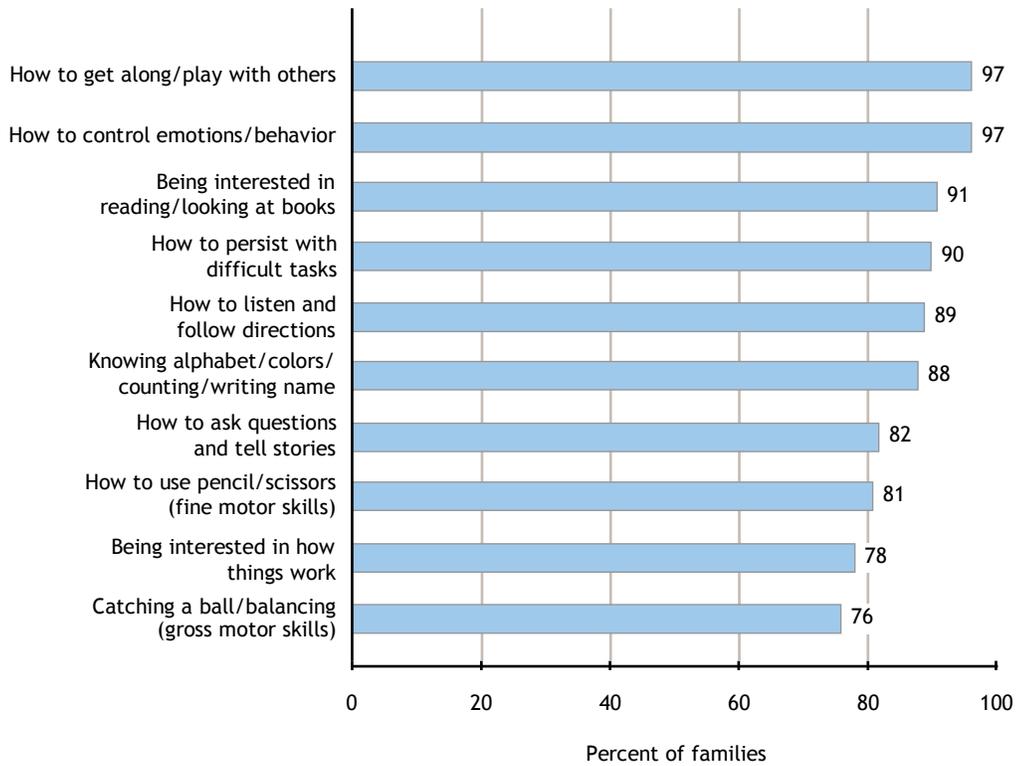
Parents of children ages 3 through 5 who were in a preschool or center-based child care program were asked how important it was that their child learn 10 different types of skills in those programs. These skills correspond to the National Education Goals Panel's five developmental domains of children's school readiness: cognition and knowledge, language and communication skills, approaches to learning, emotional well-being and social competence, and physical development. Parents indicated whether each skill was "very important," "somewhat important," or "not important."

The vast majority of parents consider some skills to be "very important." For example, 97% of parents consider skills related to emotional well-being and social competence, such as getting along with others and controlling emotions and behavior, as "very important" (Exhibit 58).

The next most frequently cited goals, which 88% to 91% of parents consider "very important," relate to cognition and general knowledge (being interested in books and learning the alphabet, colors, and numbers), approaches to learning (persisting at tasks), and communicative skills (following directions).

Other communicative skills (asking questions and telling stories), skills related to physical development (acquiring fine motor and gross motor skills), and skills related to approaches to learning (being interested in how things work) are among the skills parents are the least likely to rate as "very important" but are still "very important" to more than three-quarters of parents (76 to 82%).

Exhibit 58. Skills Parents Consider “Very Important” for Their Children to Learn in Preschool, Statewide



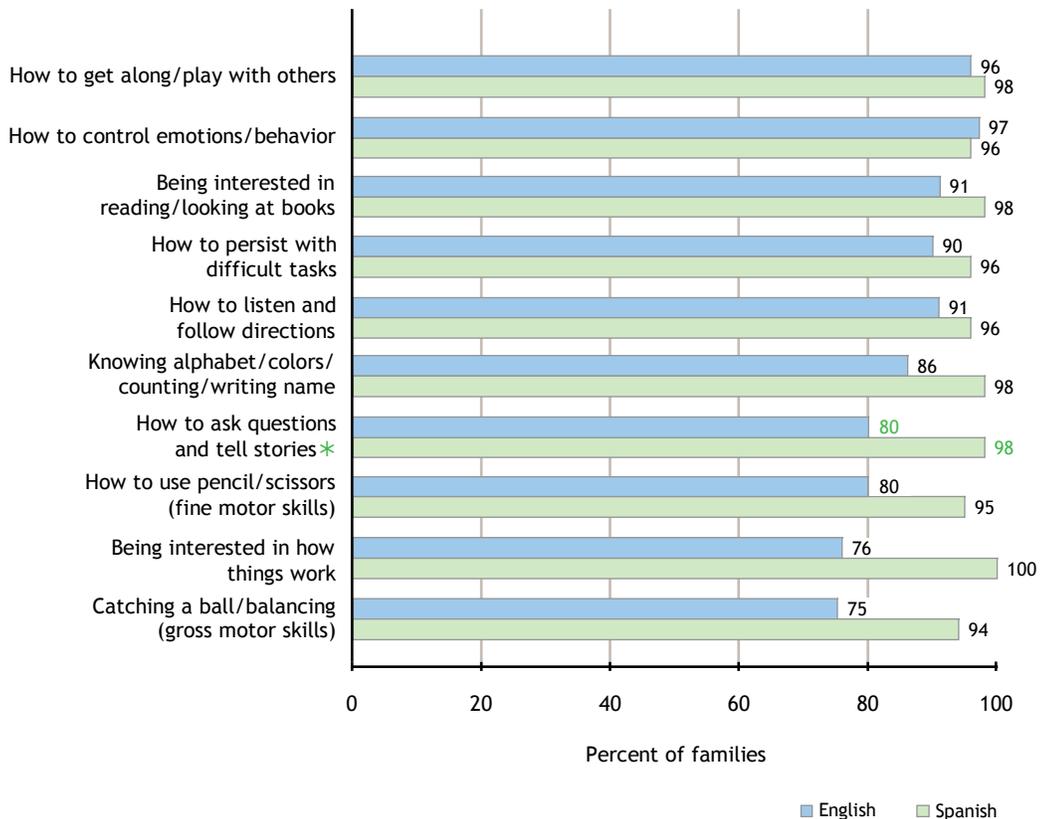
Note: Only parents with a child age 3 through 5 attending child care or preschool were asked these questions.

A Closer Look at Preschool Learning Goals, by Family Demographics

Spanish-speaking families differ from English-speaking families in the importance they place on some preschool skills. There were no significant differences by family income level or type of community in which families live. (Age differences were not examined because questions about preschool were asked only of parents of a child in the 3- through 5-year age category.)

Language. Spanish-speaking families with a child ages 3 through 5 in child care or preschool are almost unanimous (94% to 100%) in indicating that every skill is very important for their child to learn in preschool, whereas English-speaking families vary in the importance they assign to learning these skills (75% to 97% report that the skills are very important) (Exhibit 59). In addition, Spanish-speaking families rate learning how to ask questions and tell stories (i.e., communication skills) as being very important more often than English-speaking families (98% versus 80%).

Exhibit 59. Skills Parents Consider “Very Important” for Their Children to Learn in Preschool, by Primary Language



*Difference significant at $p < .01$.

Note: Only parents with a child age 3 through 5 attending child care or preschool were asked these questions.

CHILDREN'S DEVELOPMENT AND PARENTAL CONCERNS



Parental Concerns About Their Children's Development

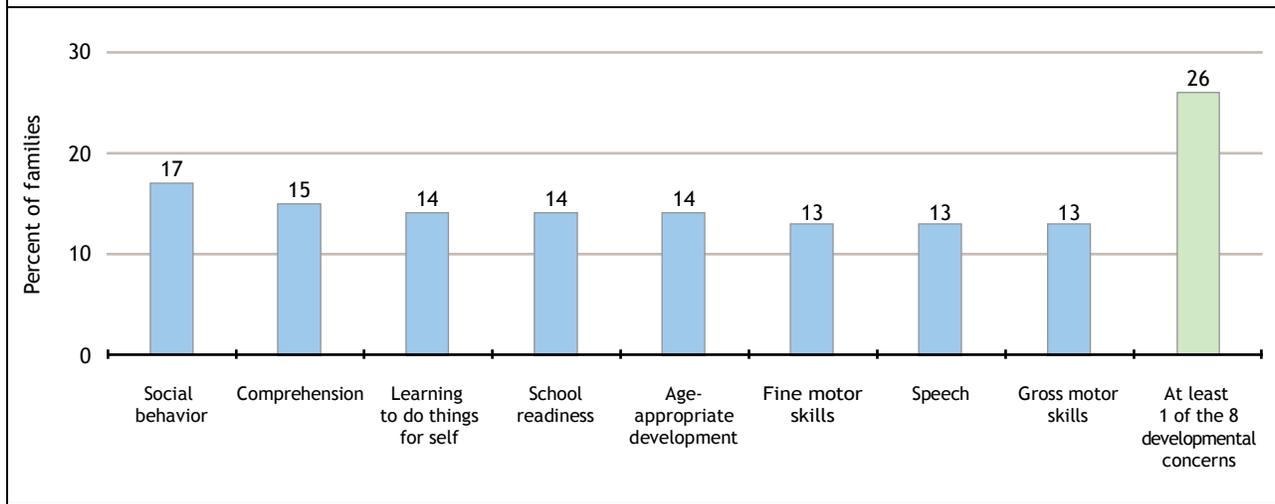
This section of the report summarizes the extent to which parents had serious concerns about their child's development, behavior, and/or health. The questions are part of the Parents' Evaluation of Developmental Status (PEDS) survey developed by Frances Glascoe. The PEDS survey items have been used in other large-scale studies and have been found to be a reliable and valid way of detecting potential developmental, behavioral, and health issues. This section also describes the extent to which parents have shared their concerns with a professional or been told by a professional that their child has a delay or disability.

A Statewide Look at Parental Concerns About Children's Development

All parents surveyed were asked whether they had concerns about their child in a variety of developmental areas. These developmental areas were speech, comprehension, fine motor skills (involving the use of hands and fingers), gross motor skills (involving the use of arms and legs), learning of preschool and school readiness skills, age-appropriate development, the child's social behavior and ability to get along with others, and the child's ability to learn to do things for himself/herself. For each developmental skill, parents were asked whether they were concerned about their child "a lot," "a little," or "not at all." (Parents could report concerns about their child in more than one developmental area.)

More than one-quarter (26%) of parents have "a lot" of concern for their child in at least 1 of the 8 developmental areas, and many (19%) have "a lot" of concern for their child in multiple areas. Parents' concerns are distributed fairly evenly across the developmental areas, with the percentage of parents expressing "a lot" of concern ranging from 13% to 17% across the eight areas (Exhibit 60).

Exhibit 60. Developmental Areas About Which Parents Express “A Lot” of Concern for Their Child, Statewide

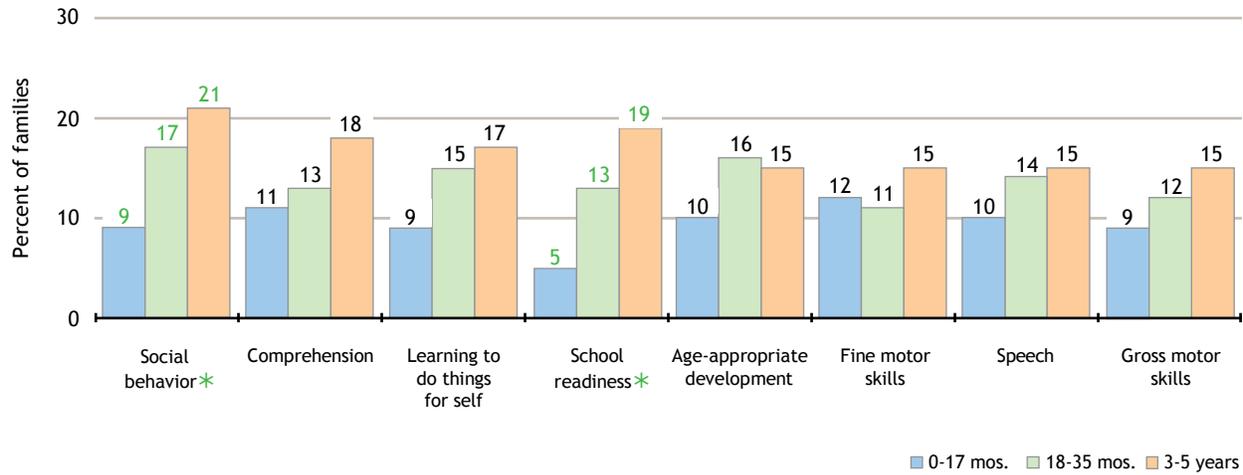


A Closer Look at Parental Concerns About Children’s Development, by Family Demographics

The extent to which parents are concerned about their child’s development varies with their child’s age. No significant differences were found between children of English- and Spanish-speaking families, among children from families having different income levels, and between children living in rural and urban communities.

Age. More parents of an older child than parents of a younger child express concerns about their child’s development. For example, in regard to children younger than 18 months, only 9% of parents express “a lot” of concern about social behavior, whereas many more parents (21%) have “a lot” of concern about the social behavior of their 3- through 5-year-old child. Parents’ reports of their concerns about their child’s school readiness are similar, with 19% of parents of the oldest children having “a lot” of concern, compared with only 5% of parents of the youngest children (Exhibit 61).

Exhibit 61. Developmental Areas About Which Parents Express “A Lot” of Concern for Their Child, by Child’s Age



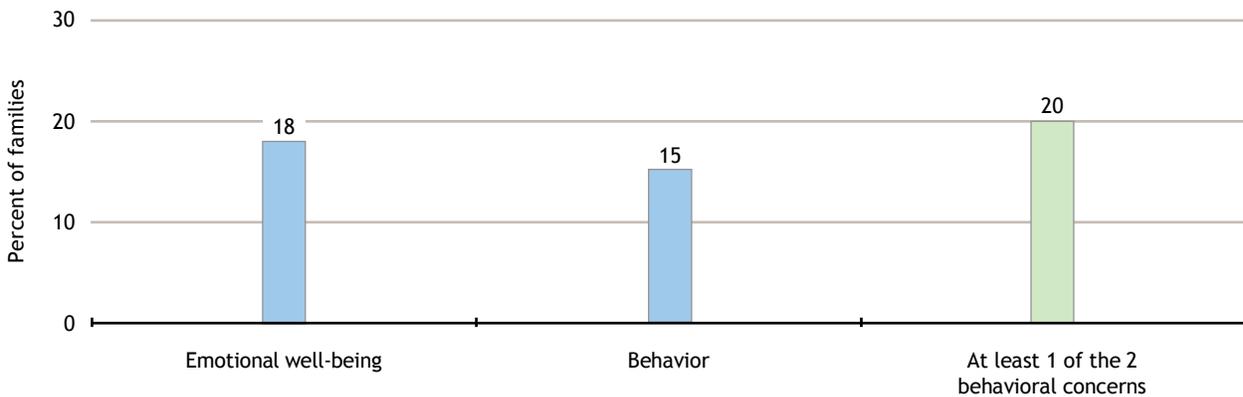
*Difference significant at $p < .01$.

A Statewide Look at Parental Concerns About Children’s Behavior

Parents also were also asked whether they had any concerns about their child’s emotional well-being and behavior. Parents could indicate that they were concerned “a lot,” “a little,” or “not at all” about these topics.

One-fifth of parents have “a lot” of concern for their child in at least 1 of the 2 behavioral areas (i.e., emotional well-being and behavior), and many (13%) have “a lot” of concern about both. In terms of specific concerns, 18% of parents have a serious concern about their child’s emotional well-being, and 15% have a serious concern about how their child behaves (Exhibit 62).

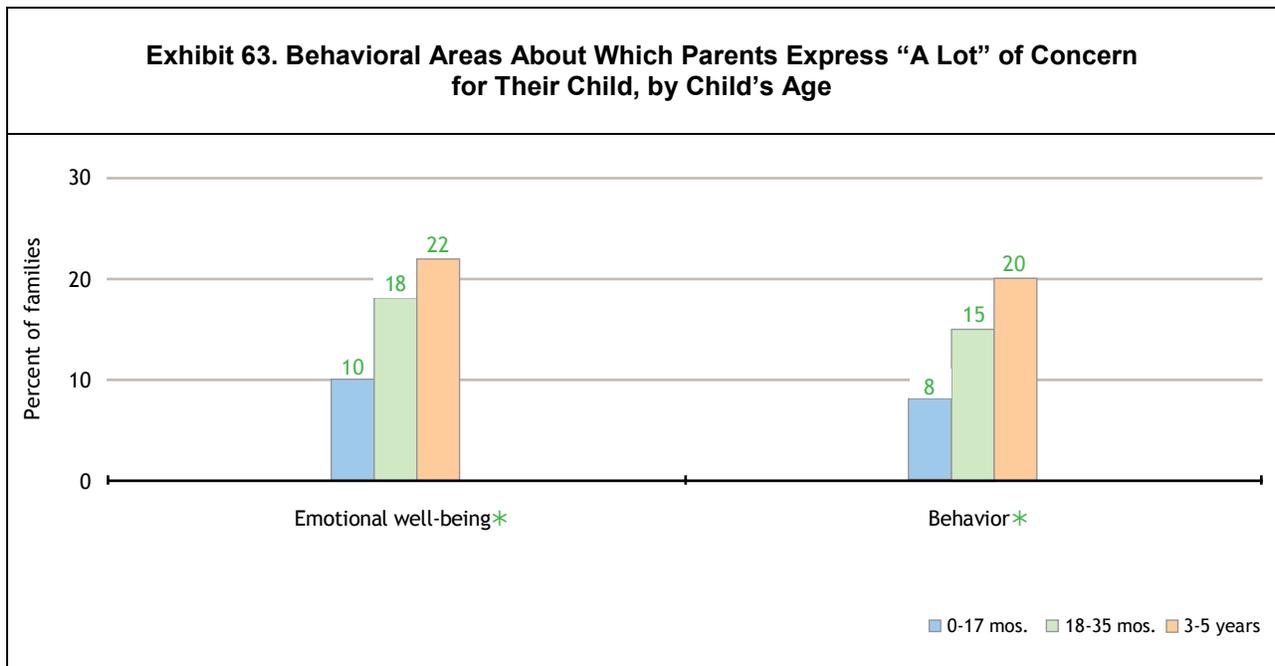
Exhibit 62. Behavioral Areas About Which Parents Express “A Lot” of Concern for Their Child, Statewide



A Closer Look at Parental Concerns About Children’s Behavior, by Family Demographics

Parents’ concerns about their children’s behavior vary with the age of their child. There were no significant differences in parent concerns about the child’s behavior between English- and Spanish-speaking families, among families having different income levels, or between families living in urban and rural communities.

Age. More parents of an older child than parents of a younger child are concerned about their child’s emotional well-being and behavior. For example, one-fifth or more of parents of a 3- through 5-year-old child have “a lot” of concern about the child’s emotional well-being and/or behavior, compared with only 10% or fewer of parents of the youngest children (Exhibit 63).

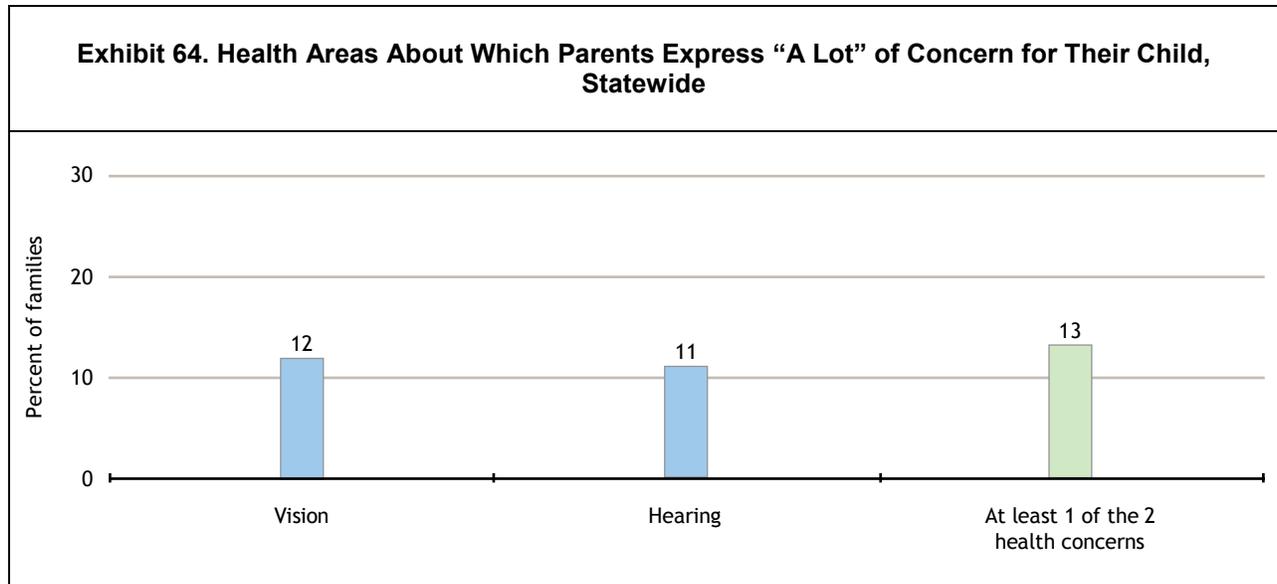


*Difference significant at $p < .01$.

A Statewide Look at Parental Concerns About Their Child’s Health

Parents also were asked about their concerns for their child’s vision and hearing. Thirteen percent of parents have “a lot” of concern for their child in at least 1 of the 2 health areas, and most of these parents (11%) have concerns about their child in both areas (Exhibit 64).

No significant differences were found among any of the subpopulations.



A Statewide Look at Sharing of Concerns with Professionals

Twenty-nine percent of parents have at least one serious developmental, behavioral, or health concern about their child (not shown in an exhibit). Most parents (78%) who have concerns have shared them with their child’s doctor, child care provider, or another professional. However, more than 1 in 5 have not yet shared their concern (Exhibit 65).

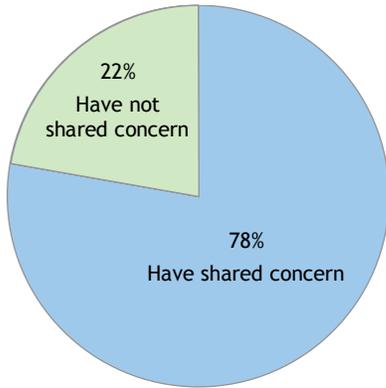
No significant differences were found among the subpopulations examined.

A Statewide Look at Identification of Disabilities and Developmental Delays

Parents were asked whether a doctor or other professional had ever told them that their child has a disability or developmental delay. Children having a developmental delay are somewhat slower physically or mentally than other children of the same age.

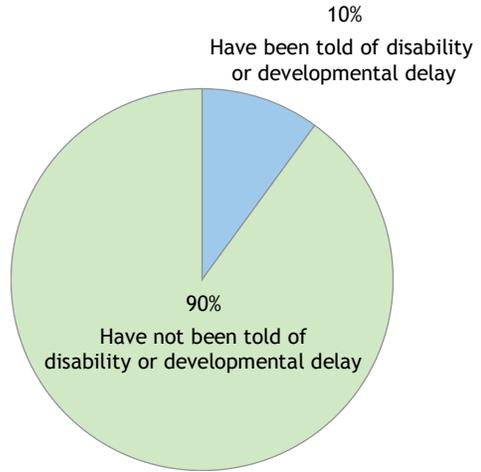
Ten percent of parents having a child younger than age 6 who has not yet started kindergarten have been told that their child has a disability or developmental delay (Exhibit 66).

Exhibit 65. Parents with a Developmental, Behavioral, or Health Concern About Their Child Who Have Shared That Concern with a Professional, Statewide



Note: Only parents who had “a lot” of concern about at least one developmental, behavioral, or health item were asked whether they had shared their concern with a professional.

Exhibit 66. Parents Who Have Been Told by a Professional That Their Child Has a Disability or Developmental Delay, Statewide



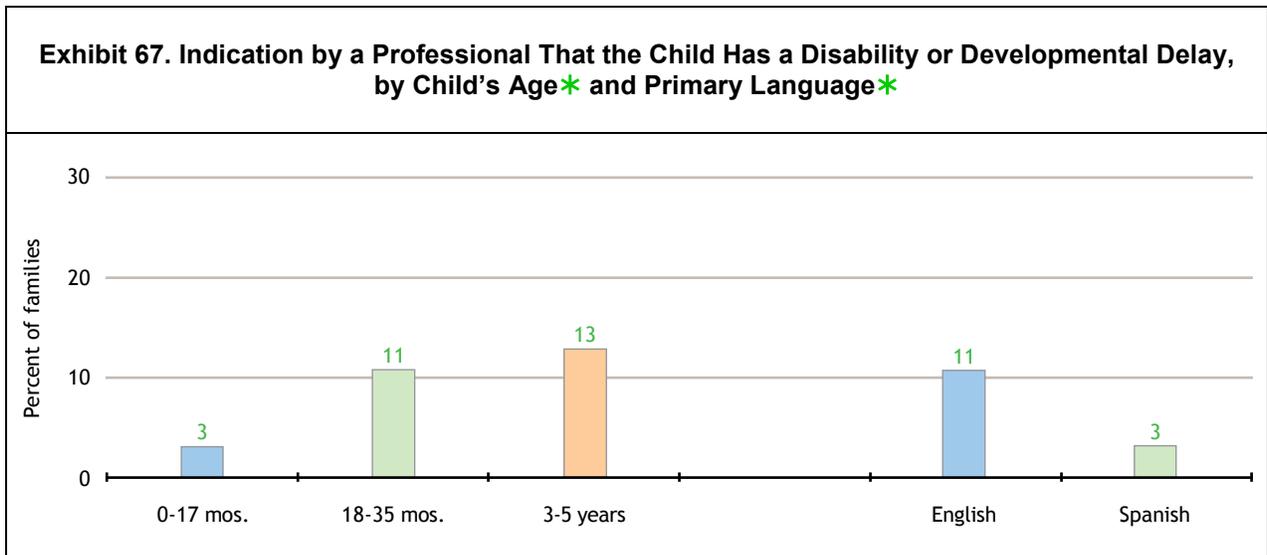
Note: All parents were asked this question.

A Closer Look at Identification of Disabilities and Developmental Delays, by Family Demographics

The percentage of parents who have been told that their child has a disability or developmental delay varies with the child's age and primary language. No differences were seen among families having different income levels or living in rural and urban communities.

Age. Older children have been identified as having a disability or developmental delay more frequently than younger children. In particular, identification of disabilities and delays is much less likely for children younger than 18 months than for children ages 3 through 5 years (3% versus 13%) (Exhibit 67).

Language. More English-speaking children than Spanish-speaking children have been identified as having a disability or developmental delay (11% versus 3%) (Exhibit 67).



*Difference significant at $p < .01$.

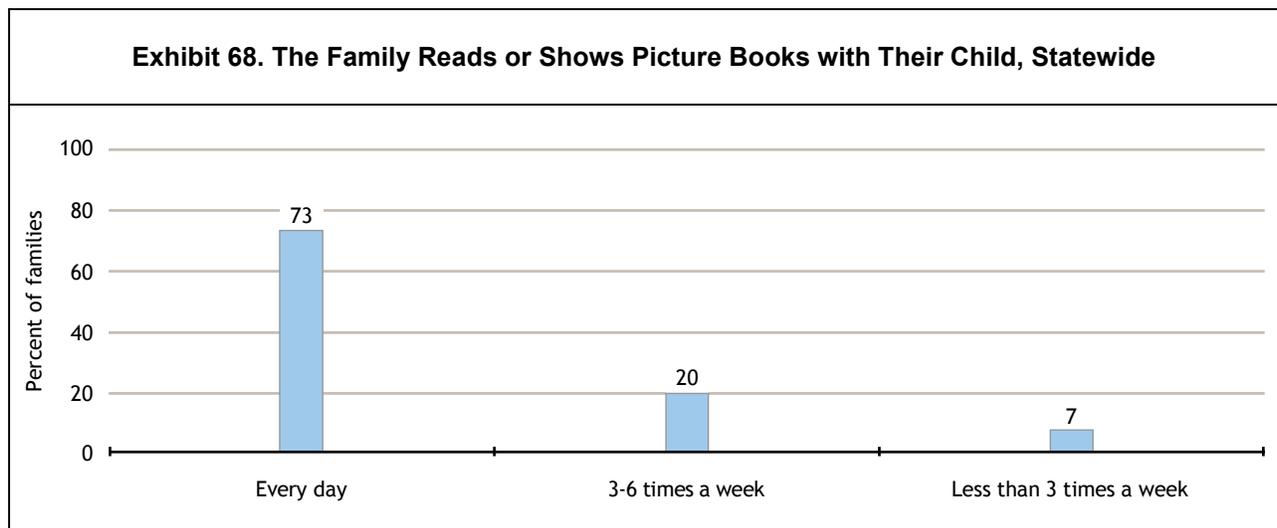
FAMILY LITERACY PRACTICES



A Statewide Look at Family Literacy Practices

Parents were asked how often a family member read or showed picture books with their child because national research has found that reading or showing picture books with children at least three times a week predicts higher levels of school readiness when children enter school.

Many parents (73%) read or show picture books with their child every day, and another 20% do so 3 to 6 times a week. Only 7% of parents engage in these literacy activities with their child less often than 3 times a week (Exhibit 68).



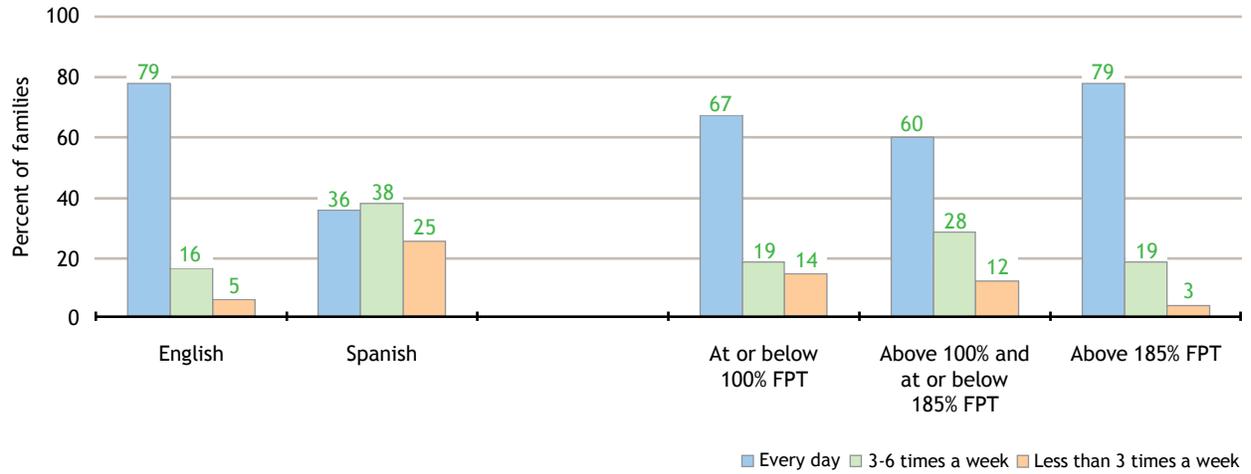
A Closer Look at Family Literacy Practices, by Family Demographics

Family participation in these literacy practices differs between English- and Spanish-speaking families and among families having higher and lower incomes. The child's age and the type of community in which families live are not related to these literacy practices.

Language. More English-speaking families than Spanish-speaking families read or show picture books with their child 3 or more times a week (95% versus 75%) and daily (79% versus 36%). One-quarter of Spanish-speaking families read or show picture books with their child less often than 3 times a week, compared with only 5% of English-speaking families (Exhibit 69).

Family income level. More families living above 185% of the federal poverty threshold than families with lower incomes read or show picture books with their child 3 or more times a week (97% versus 86% to 88%).

Exhibit 69. The Family Reads or Shows Picture Books with Their Child, by Primary Language* and Family Income Level*



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

CONCLUSION



The phone survey conducted as part of DEL’s Parent Needs Assessment provides new and valuable information about the preferences, issues, and experiences of families with young children in Washington State. In this section, we provide concluding comments that summarize key findings from the phone survey. These findings can help DEL to set priorities and allocate resources in ways that best support parents as they nurture and educate their young children.

Statewide Findings

Parents participate in a range of services to support their children’s early learning. The most commonly used services and programs focus on stimulating children’s learning and socialization (e.g., play groups; preschool programs; reading programs; sports, music, and art activities or classes).

The most common reasons parents give for not participating in services are not being interested in or not needing the service, having a child who is too young to participate in the particular service, being unaware of the service or the service not being available, and inconvenient hours of service.

As many as a third of Washington State families with children younger than 6 have received services or money from public support programs, including the Medical Assistance and/or WIC programs.

Parents want more information on a variety of early learning topics. Of greatest interest to parents is more information about family-friendly community events, ways to support their child’s early reading skills, ways to prepare their child for kindergarten, and strategies to help their child manage his or her emotions and get along with others.

There is no one source that all parents trust and want information from to support their child’s learning, development, and health. However, parents most often trust and want early learning information from a health care provider. Other trusted sources of information are a child care provider, a friend, and a family member. The least trusted and wanted sources for early learning information among parents statewide are a home visit, a toll-free advice line, and TV and radio. However, preferences for sources of early learning information vary considerably for parents based on their primary language and income level.

Half of children who are under age 6 and who have not yet started kindergarten do not participate in child care outside of their immediate family, receiving care only from a parent or guardian. Nearly an additional third of children are in center-based child care on a regular basis. Fifteen percent of children are in informal care arrangements, and 5% are in small family-based child care programs. Close to three-quarters of families have been able to find child care that meets their needs most of the time, but nearly one-quarter of Washington State families have had at least some difficulty in finding child care that meets their family’s needs.

When selecting their child care arrangements, most parents highly value a clean and safe environment, the way in which the provider talks and plays with children, a provider with experience and training, and the use of appropriate learning activities/materials.

More than three-quarters of parents using child care have talked with their child's care provider or preschool teacher at least once in the past 12 months about the kinds of learning and social activities they want for their child. Most parents receive information from the child care provider about early learning and about how to help their child learn and grow, and most feel comfortable when they visit their child's care program. Fewer than a third of parents receive information from their child care provider or preschool teacher about services in the community that may interest or help their family.

For more than 80% of parents with a child ages 3 through 5 who attends an early care and education program, having their child learn how to get along with others is very important. Also very important is the child's learning how to control his or her emotions and behavior; developing an interest in books and reading; persisting at difficult tasks; listening to and following directions; learning the alphabet, colors, numbers, and how to write his or her name; learning how to ask questions and tell stories; and developing fine motor skills such as how to use pencils and scissors.

More than one-quarter of parents have at least one serious developmental, behavioral, or health concern about their child. More than 1 in 5 of these parents have not yet shared their concern with their child's doctor, child care provider, or another professional. Ten percent of parents with a child younger than age 6 who has not yet started kindergarten have been told by a professional that their child has a disability or developmental delay.

Nearly three-quarters of parents read or show picture books with their child every day, and 93% do so at least 3 times a week.

Subpopulation Findings

Even though parents in Washington State share many similar preferences and experiences, some subpopulations of parents have different opinions about and reasons for preferring or using early learning services, supports, and information.

Differences in families' preferences and practices are related to their child's age. For example, more families with older children than families with younger children have participated in a variety of early learning services (i.e., play groups, reading programs, recreation activities or classes, and services for children with disabilities and other special needs). In contrast, the percentage of families who have participated in parenting classes, home visits, and parent support groups does not increase with a child's age.

Parents of younger children are more likely than parents of older children to report that their child is too young as the reason for not having participated in activities that focus on children's early learning and socialization.

In the past 12 months, more families with an infant than families with a preschool child have participated in WIC. More families with a child younger than 3 years than families with a 3- through 5-year-old child have received services from state welfare programs (e.g., TANF, WorkFirst) in the past 12 months.

Parents of a child age 3 through 5 years trust and want to receive information from their child care provider more than do parents of a child younger than 18 months. This finding may reflect the fact that children younger than 18 months are nearly twice as likely as older children to be cared for by their parents and not be in child care. In contrast, older children are more likely to be in a center-based child care or preschool program.

Of those families with a child in nonparental care, more parents of older children than parents of younger children report that their child's care provider or preschool teacher lets them know about services in the community that may interest or help their family.

Fewer parents of younger children than parents of older children are concerned about their child's development, behavior, and emotional well-being.

Identification of disabilities and delays by a professional is much less likely for children younger than 18 months than for children ages 3 through 5 years.

Preferences for and experiences with early learning services are different for English- and Spanish-speaking families. For example, compared with English-speaking children and parents, fewer Spanish-speaking families have their child participate in a play group or services for children with disabilities and other special needs, and fewer Spanish-speaking parents participate in parenting classes. More Spanish-speaking families than English-speaking families participate in Medical Assistance, WIC, and Food Stamp programs.

Spanish-speaking families are more often not aware of an available service. English-speaking families more often do not participate in a service because they are not interested in or do not need the service or because their child is too young.

More Spanish-speaking families than English-speaking families want additional information on all topics to support their children's early learning.

More Spanish-speaking families than English-speaking families have "a lot" of trust in their faith or religious community, a parenting class, magazines or books, a home visit, materials that come in the mail, a toll-free advice line, and radio and TV as sources of information. Spanish-speaking families have less trust in their health care provider and the Internet as sources of information than do English-speaking families.

Many more Spanish-speaking parents than English-speaking parents report that their child's care provider or preschool teacher notices if they are stressed and checks with them about what they may need or tells them about community services that may interest or help their family.

More Spanish-speaking families than English-speaking families rate the child care provider's hours, location, cost, language spoken, socialization of their child, and respect for culture/values as "very important." Spanish-speaking families with a child age 3 through 5 in child care or preschool are almost unanimous in indicating that every skill on the survey is "very important" for their child to learn in preschool, whereas English-speaking families vary in the importance they assign to learning these skills.

Fewer Spanish-speaking children than English-speaking children have been identified by a professional as having a disability or developmental delay.

Fewer Spanish-speaking families than English-speaking families read or show picture books with their child 3 or more times a week.

Families with different income levels also differ in their experiences with and preferences for early learning services. For example, fewer families with lower incomes than families with higher incomes have their child participate in play groups and sports, music, and art activities or classes.

More families with lower incomes than families with higher incomes report not having participated in sports, music, and art activities or classes and services for children with disabilities and other special needs because of not being aware of available programs.

Given that eligibility for participation in public service programs is determined partly by family income, it makes sense that many more families with incomes at or below the federal poverty threshold than families with higher incomes participated in public assistance programs in the past 12 months.

Many more families living at or below the federal poverty level than families with higher incomes want information on additional topics (e.g., early reading skills, choosing child care, age-appropriate development).

More families with lower incomes than families with higher incomes trust and want some sources of information about early learning (e.g., a home visit, materials that come in the mail, and TV or radio).

More families with incomes at or below the federal poverty level than families with higher incomes have child care providers or preschool teachers who let them know about services in the community that may interest or help their family.

More families with incomes at or below 185% of the federal poverty threshold rate child care affordability as very important when choosing care, compared with families with higher incomes.

Fewer families with lower incomes than families with incomes above 185% of the federal poverty threshold read or show picture books with their child 3 or more times a week.

The early learning experiences and opinions of families living in rural and in urban communities differ in only a few regards. One difference is that more families living in rural communities than families living in urban communities have participated in the WIC nutrition program within the past 12 months. The other difference is that more families living in rural communities rate the way children play and get along with each other as a “very important” reason for selecting and keeping their child care arrangement.

The Parent Needs Assessment phone survey has provided a snapshot of the needs, preferences, and priorities of parents of young children in Washington State in 2008. DEL may want to repeat this kind of assessment on a regular basis to monitor how its work is addressing parents' needs and preferences and to identify emerging concerns and needs among parents of young children in Washington State.

APPENDIX A: PHONE SURVEY

**Washington State Department of Early Learning (DEL)
Parent Needs Assessment**

**Parent Interview
Administered January/February 2008**

Contents

- Section S: Greeting and Screening
- Section A: Parent Use and Interest in Early Learning Services and Information
- Section B: Parent Preferences for their Child's Care
- Section C: Parent Experiences with and Preferences Concerning Child Care Subsidies (Working Connections families only)
- Section D: Parent Experiences with and Preferences Concerning ECEAP (ECEAP families only)
- Section E: Child Characteristics
- Section F: Family and Household Characteristics

Notes for Reading the Parent Interview

- This interview is in Computer Assisted Telephone Interview (CATI) format.
- In CATI, words in capital letters are not read aloud; they are included only for the interviewer's use.
- Where [CHILD] is written, the computer program will insert the first name of the child whose parent/guardian is being interviewed.
- The interview contains a few skip patterns based on parent/guardian responses, but most questions are asked of every respondent.

Section S - Introduction

INSTRUCTIONS TO INTERVIEWER:

- SPEAK SLOWLY AND CLEARLY.
- IF THE RESPONDENT HESITATES BEFORE ANSWERING A QUESTION, CONSIDER THE POSSIBILITY THAT HE/SHE HAD DIFFICULTY UNDERSTANDING THE QUESTION OR SOME PART OF THE QUESTION. VOLUNTEER TO REPEAT THE QUESTION, SAYING: "I'd be happy to repeat the question if you like. Would you like me to repeat it?"
- IF THE RESPONDENT STILL SEEMS HESITANT, SAY, "Can I help make something a little more clear?"

TERMINATION SCRIPT A: Thank you very much for your time. RECORD REASON FOR TERMINATION AND ANY SUBJECT COMMENTS.

IF LANGUAGE BARRIER AND IF THE INTERVIEWER CAN IDENTIFY THE LANGUAGE SPOKEN IS SPANISH IN THE HOME, FLAG TO RETURN CALL IN CORRECT LANGUAGE.

SCREENING SCRIPT FOR RANDOM-DIGIT DIALING, WCCC, AND ECEAP

Random-digit dialing intro:

S1. Hello, my name is _____. I am calling on behalf of the Washington State Department of Early Learning. The State has asked us to contact households like yours to get your opinions about several programs and services that your household might use. .

S1a. First, including yourself, can you tell me how many family members are currently living in your household?

(ENTER NUMBER) _____

TERMINATION SCRIPT A	REFUSED	9
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If more than one: Ask Q.S1b. If only one, TERMINATE

DEL Parent Needs Assessment

S1b. And how many of those living in your household are... (READ LIST)

	AGE 5 AND UNDER	1
	AGE 6 THROUGH 12	2
	AGE 13 THROUGH 17	3
	AGE 18 AND OVER	4
	(DO NOT READ)	
TERMINATION SCRIPT A	REFUSED	9

IF NONE AGE 5 AND UNDER, TERMINATE, ALL OTHERS CONTINUE.

S2. I would like to speak to the adult in the household who is 18 years of age or older, lives there, and who knows the most about the child or children that live there. Would that be you or someone else?

GO TO S5	YES, RESPONDENT ON PHONE	1
GO TO S3	NO, SOMEONE ELSE IS RESPONDENT	2
TERMINATION SCRIPT A	REFUSED	9

S3. May I please speak with that person?

GO TO S5	SUBJECT IS AVAILABLE	1
GO TO S4	SUBJECT NOT AVAILABLE	2
TERMINATION SCRIPT A	LANGUAGE BARRIER	3
	REFUSED	9

S4. Could you tell me the name of the person who could best talk about the child and [HIS/HER] experiences? [RECORD NAME].

NAME: _____

CHECKPOINT: ASK FOR BEST TIMES TO CALL PERSON NAMED AS BEST ADULT TO TALK TO.
GO TO TERMINATION SCRIPT A.

TERMINATION SCRIPT A	REFUSED	9
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CONTINUE WITH Screening Completion. GO TO S7

Working Connections intro:

S1. Hello, may I please speak with [NAME OF PARENT/GUARDIAN ON SAMPLE]? IF CHILD ANSWERS AND NEITHER RESPONDENT IS AVAILABLE, ASK FOR ANY OTHER ADULT IN THE HOUSEHOLD.

GO TO S2	YES, SUBJECT IS AVAILABLE	1
GO TO CHECKPOINT	SUBJECT(S) NOT AVAILABLE BUT WILL AT ANOTHER TIME; SET APPOINTMENT	2
GO TO S1a	SUBJECT AT A DIFFERENT PHONE NUMBER	3
TERMINATION SCRIPT A AND CALL BACK ANOTHER TIME	CHILD ANSWERS, OTHER ADULT NOT AVAILABLE, CALL ANOTHER TIME	4
IF POSSIBLE, INDICATE LANGUAGE RESPONDENT IS SPEAKING, THEN GO TO TERMINATION SCRIPT	LANGUAGE BARRIER	5
GO TO CONDOLENCE SCRIPT	SUBJECT HAS PASSED AWAY	6

CONDOLENCE SCRIPT: I'm terribly sorry. Please accept my deepest sympathy. I'll make sure no one from the study calls you again. Thank you. TERMINATE CALL.

CHECKPOINT: ASK FOR BEST TIMES TO CALL BACK. GO TO TERMINATION SCRIPT.

S1a Could you give me [NAME OF PARENT/GUARDIAN ON SAMPLE]'s phone number?
PHONE NUMBER: _____

S2. Hello, my name is _____. I am calling parents on behalf of the Washington State Department of Early Learning. We received a letter from you saying we could call you to be part of a phone survey. We are calling parents who receive child care subsidies from Working Connections to find out ways the state can offer new or more services and information that parents would find useful.

(ONLY MENTION YOUR COMPANY NAME IF PARENT ASKS MORE ABOUT WHO YOU ARE: American Institute of Consumer Studies representing SRI, formerly known as Stanford Research, commissioned by the State of Washington)

S3. I have some questions that will take about 15 minutes. Could I ask **you** those questions?

GO TO S7	YES	1
SET APPOINTMENT	WILL ANSWER, NOT NOW, SET APPOINTMENT	2
TERMINATION SCRIPT A	NO	3
	DON'T KNOW	8
	REFUSED	9

CHECKPOINT: ASK FOR BEST TIMES TO CALL PERSON NAMED AS BEST ADULT TO TALK TO. GO TO TERMINATION SCRIPT.

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS.]

CONTINUE WITH Screening Completion. GO TO S7

Early Childhood Education and Assistance Program (ECEAP) intro:

S1. Hello, may I please speak with [NAME OF PARENT/GUARDIAN ON SAMPLE]? IF CHILD ANSWERS AND NEITHER RESPONDENT IS AVAILABLE, ASK FOR ANY OTHER ADULT IN THE HOUSEHOLD.

GO TO S2	YES, SUBJECT IS AVAILABLE	1
GO TO CHECKPOINT	SUBJECT(S) NOT AVAILABLE BUT WILL AT ANOTHER TIME; SET APPOINTMENT	2
GO TO S1a AND THEN GO TO TERMINATION SCRIPT A	SUBJECT AT A DIFFERENT PHONE NUMBER	3
TERMINATION SCRIPT A	CHILD ANSWERS, OTHER ADULT NOT AVAILABLE, CALL ANOTHER TIME	4
IF POSSIBLE, INDICATE LANGUAGE RESPONDENT IS SPEAKING, THEN GO TO TERMINATION SCRIPT A	LANGUAGE BARRIER	5
GO TO CONDOLENCE SCRIPT	SUBJECT HAS PASSED AWAY	6

CONDOLENCE SCRIPT: I'm terribly sorry. Please accept my sympathy. I'll make sure no one from the study calls you again. Thank you. TERMINATE CALL.

CHECKPOINT: ASK FOR BEST TIMES TO CALL BACK. GO TO TERMINATION SCRIPT A.

S1a. Could you give me [NAME OF PARENT/GUARDIAN ON SAMPLE]'s phone number?

PHONE NUMBER: _____

S2. Hello, my name is _____. I am calling parents on behalf of the Washington State Department of Early Learning. We received a letter from you saying we could call you to be part of a phone survey. We are calling some parents who have children in ECEAP state-funded preschool programs to find out ways the state can offer new or more services and information that parents would find useful.

[ONLY MENTION YOUR COMPANY NAME IF PARENT ASKS MORE ABOUT WHO YOU ARE: American Institute of Consumer Studies representing SRI, formerly known as Stanford Research, commissioned by the State of Washington]

S3. I have some questions that will take about 15 minutes about the child in the household who attends an ECEAP state-funded preschool program. Could I ask **you** those questions?

GO TO S7	YES	1
SET APPOINTMENT	WILL ANSWER, NOT NOW, SET APPOINTMENT	2
CONDOLENCE SCRIPT	CHILD IS DECEASED	3
TERMINATION SCRIPT	NO	4
	DON'T KNOW	8
	REFUSED	9

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS. ONE OF EVERY 50 PEOPLE INTERVIEWED WILL RECEIVE A GIFT CERTIFICATE.]

CONTINUE WITH Screening Completion. GO TO S7.

SCREENING COMPLETION (FOR SAMPLE FROM SPECIAL PROGRAM GROUPS AND SAMPLE FROM RANDOM-DIGIT DIALING)

S7. Before we start, I want to make it clear that you do not have to be part of this study. If you choose to answer the questions, it's because you volunteer to do so. Everything you say will be private and confidential. When reporting the information we collect, we'll never identify you or the child or your family. Your household is one of 1,000 being surveyed throughout the State. Because we value your time, you will be entered into a drawing for a \$50 gift certificate if you complete the survey. As we go along, you may decide *not* to answer a question that I ask, and that would be fine.

If this is a good time to talk, we can start now.

IF RESPONDENT HESITATES, SAY: "Why don't we start, and then I can always call back if you need to stop before we finish?"

CONTINUE WITH S8a	1
SET APPOINTMENT	2

IF YES, SAY: Thank you for sharing your experience as a parent. This will help us improve early learning opportunities for young children. CONTINUE WITH SURVEY.

IF NO, SAY: Thank you very much for your time. END CALL.

S8a. To begin with, how many children ages 5 and younger are there in your household who have not started kindergarten?

— —

[ALLOW UP TO 10 in s8a.]

CHECKPOINT: IF 0 OR DON'T KNOW OR REFUSED, GO TO TERMINATION SCRIPT A.

S8b. How old are each of these children [is this child]? [IF UNDER TWO YEARS, MUST GET # OF MONTHS. PROBE: How many months old is that child?]

	[FOR WORKING CONNECTIONS FAMILIES WITH MORE THAN ONE CHILD:] Do you receive child care subsidies for all your children? What are the ages of the children who receive child care subsidies?	
___ □# OF YEARS OR □# OF MONTHS	YES	NO
___ □# OF YEARS OR □# OF MONTHS	YES	NO
___ □# OF YEARS OR □# OF MONTHS	YES	NO
___ □# OF YEARS OR □# OF MONTHS	YES	NO
___ □# OF YEARS OR □# OF MONTHS	YES	NO

CHECKPOINT: Number in S8a = number of rows in S8b.

S9. **[IF S8a = 1]** Would you tell me the first name of your child?

[IF S8a > 1 AND SAMPLING QUOTAS ARE NOT YET FILLED] When you answer the questions I'm going to ask, I want you to focus on one child. Tell me the first name of the child with the name starting closest to "A"? (IF NEEDED: REMIND RESPONDENT THAT WE ARE TALKING ABOUT CHILDREN 5 YEARS OF AGE OR YOUNGER, AND WHO HAVE NOT STARTED KINDERGARTEN.)

[IF S8a > 1 AND SAMPLING QUOTAS ARE FILLED FOR A PARTICULAR AGE] When you answer the questions I'm going to ask, I want you to think about the child who is [under 18 months old, at least 18 months old but under 3 years old, at least 3 years old but under 6 years old]. Would you tell me the first name of that child?

IF ECEAP, ASK: Would you tell me the first name of your child who attends the ECEAP preschool?

IF WCCC NEED TO MAKE SURE THAT CHILD SELECTED IS ONE OF THE CHILDREN RECEIVING A WCCC SUBSIDY.

RECORD CHILD'S NAME.

NAME: _____

REFUSED	9
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[IF S8a=1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9), REFER TO CHILD AS "YOUR CHILD" PREFACE WITH TRANSITION: "For the following questions, please think about your youngest child."

IF S8>1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9) AND QUOTAS NOT FILLED FOR A PARTICULAR AGE, REFER TO CHILD AS "YOUR YOUNGEST CHILD."

IF S8>1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9) AND QUOTAS FILLED FOR A PARTICULAR AGE, REFER TO CHILD AS "YOUR CHILD WHO IS [under 18 months old, at least 18 months old but under 3 years old, at least 3 years old but under 6 years old]" BASED ON SELECTED QUOTA.

ALL OTHERS WILL BE REFERED TO BY NAME GIVEN IN S9.]

S10a. What is your relationship to [CHILD]?

	MOTHER/FATHER (BIRTH, ADOPTIVE, STEP)	01
GO TO TERMINATION SCRIPT B	FOSTER MOTHER/FATHER	02
	SISTER/STEPSISTER OR BROTHER/STEPBROTHER	03
	AUNT/UNCLE	04
	GRANDMOTHER/GRANDFATHER	05
	OTHER (SPECIFY)	97
	DON'T KNOW	98
	REFUSED	99

S10b. WHAT IS THE GENDER OF THE RESPONDENT? [DO NOT READ THIS QUESTION.]

MALE	1
FEMALE	2

TERMINATION SCRIPT B: I'm sorry, we are not allowed to interview foster parents. Thank you for your time.

S11. Now I have some questions about [CHILD]. Is [CHILD] a boy or a girl?

BOY	1
GIRL	2

S12. In what month and year was [CHILD] born?

MONTH: _____

YEAR: _____

[IF REFUSED ASK FOR AGE RANGE OF CHILD: 0-17 MONTHS, 18-35 MONTHS OR 36-71 MONTHS]

S13. What language do family members speak mostly with [CHILD] at home?

[SELECT ONE.]

INTERVIEWER NOTE: IF RESPONDENT MENTIONS TWO OR MORE LANGUAGES, PROBE TO FIND OUT IF THE CHILD SPEAKS THEM EQUALLY OR IF IS THE CHILD SPEAKS ONE MOST OFTEN AND CODE ACCORDINGLY.

ARABIC	1
CAMBODIAN (KHMER)	2
CANTONESE	3
ENGLISH	4
FILIPINO LANGUAGE (TAGALOG)	5
FRENCH	6
GERMAN	7
GREEK	8
HAITIAN CREOLE	9
HMONG	10
ITALIAN	11
JAPANESE	12
KOREAN	13
MANDARIN	14
POLISH	15
PORTUGUESE	16
RUSSIAN	17
SPANISH	18
VIETNAMESE	19
ENGLISH AND SPANISH EQUALLY	20
ENGLISH AND OTHER SPECIFIED LANGUAGE EQUALLY (SPECIFY): _____	21
MULTIPLE OTHER SPECIFIED LANGUAGES EQUALLY (SPECIFY): _____	22
SOME OTHER LANGUAGE (SPECIFY): _____	97
DON'T KNOW	98
REFUSED	99

S14. What county do you live in?

ADAMS	01
ASOTIN	02
BENTON	03
CHELAN	04
CLALLAM	05
CLARK	06
COLUMBIA	07
COWLITZ	08
DOUGLAS	09
FERRY	10
FRANKLIN	11
GARFIELD	12
GRANT	13
GRAYS HARBOR	14
ISLAND	15
JEFFERSON	16
KING	17
KITSA[18
KITTITAS	19
KLICKITAT	20
LEWIS	21
LINCOLN	22
MASON	23
OKANOGAN	24
PACIFIC	25
PEND OREILLE	26
PIERCE	27
SAN JUAN	28
SKAGIT	29
SKAMANIA	30
SNOHOMISH	31
SPOKANE	32
STEVENS	33
THURSTON	34
WAHAKIUM	35
WALLA WALLA	36
WHATCOM	37
WHITMAN	38
YAKIMA	39
OTHER (SPECIFY)	97
DON'T KNOW	98
REFUSED	99

S15. What is your zip code?

ZIP: _____

DON'T KNOW	99998
REFUSED	99999

Section A: Parent Use and Interest in Early Learning Services and Information

I would like to ask you about services for families that you may have used. We know most families have used only a few of these services.

A1. Have you or another family member ever [SERVICE]?

CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	YES	1
GO TO A2	NO	2
CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	DON'T KNOW	8
CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	REFUSED	9

List of services for A1 and A2.

- a. Participated in parent groups that provide support and advice
- b. Participated in classes or home visits to help you support [CHILD]'s learning and development
- c. Participated in play groups for [CHILD] [CAN BE FORMAL OR. INFORMAL]
- d. Participated in reading programs for [CHILD] (like story times at the library or in other group settings)
- e. Had [CHILD] participate in activities or classes such as sports, music, or art
- f. Had [CHILD] participate in services for a disability or other special need (such as occupational or speech therapy)
- g. Had [CHILD] attend a preschool [IF CHILD IS YOUNGER THAN 3 YRS, DON'T ASK.]
- h. Used child care or day care for [CHILD]

A1b. **[ASK if 1g = 1 (YES) FOR PRESCHOOL]**

What type of preschool has [CHILD] attended? [READ LIST]

MAKE SURE THEY ANSWER SECTION D	A state-funded ECEAP preschool [PRONOUNCED E-CAP], [ECEAP STANDS FOR EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM]	1
	a Head Start program	2
	a preschool for children with special needs	3
	a private preschool or nursery school	4
	a preschool class in a child care or day care setting	5
	a co-op preschool, or	6
	another type of preschool program (specify)	7
	DON'T KNOW	8
	REFUSED	9

- A2. **There are many reasons why you may not have used this service.** Did you not need this service or why have you not [SERVICE]?
[MARK ONE. DO NOT READ REASONS.]

GO TO S1 UNTIL COMPLETED WITH LIST	NOT INTERESTED OR DID NOT NEED IT	1
	CHILD TOO YOUNG	2
	HARD TO GET TO OR DID NOT HAVE TRANSPORTATION	3
	DID NOT HAVE THE HOURS OR DAYS OF THE WEEK I NEEDED OR DID NOT WORK WITH MY SCHEDULE (FOR EXAMPLE, SCHOOL OR WORK)	4
	TOO EXPENSIVE OR COULD NOT AFFORD IT	5
	NOT ELIGIBLE FOR PROGRAM	6
	PROGRAM FULL OR ON WAIT LIST	7
	DID NOT LIKE QUALITY OF THE PROGRAM	8
	STAFF DID NOT SPEAK MY LANGUAGE	9
	DID NOT OCCUR TO ME OR WAS NOT AWARE OF SERVICE	10
	NOT AVAILABLE IN MY COMMUNITY OR COULD NOT FIND PROGRAM	11
	OTHER (SPECIFY)	97
	DON'T KNOW	98
REFUSED	99	

- A3. Now, I'm now going to read you a list of some types of information that parents might want or need.

Would you want to have **more** information about [TOPIC]?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

List of topics for A3

- a. Ways to support [CHILD]'s development at different ages
- b. Ways to help [CHILD] start kindergarten ready to do [HIS/HER] best
- c. Ways to support [CHILD]'s early reading skills
- d. Ways to help [CHILD] manage [HIS/HER] own emotions
- e. Ways to help [CHILD] get along with others
- f. Ways to help [CHILD] have a healthy diet and be physically fit
- g. Positive ways to discipline [CHILD]
- h. Programs, events, and places to go in your community that are designed for families
- i. How to choose child care for [CHILD]
- j. Services and resources for parents concerned about their children's development or behavior
- k. Services and resources for parents of children with disabilities and other special needs

- A4. Parents get information about supporting their children’s learning, development, and health in many ways.

I’m going to read a list of ways parents often get this type of information and would like to know if you would **trust and want** information from each of these sources a lot, a little or not at all.

How much would you **trust and want** information about supporting [CHILD]’s learning, development, and health from [SOURCE]?

AFTER FIRST ATTRIBUTE READ: How about from [SOURCE]? Would that be a lot, a little, or not at all?

[IF PARENT QUESTIONS THE PHRASE “TRUST AND WANT” SAY: We are interested in whether you would **both** trust and want information from this source.] [IF THEY SAY IT DEPENDS WHICH TV SHOW, ETC, THEN MARK IT DEPENDS.]

	A LOT	A LITTLE	NOT AT ALL	IT DEPENDS	NA	DK	REF
a. [CHILD]’s health care provider	1	2	3	4	7	8	9
b. [CHILD]’s day care provider or teacher	1	2	3	4	7	8	9
c. A family member or friend	1	2	3	4	7	8	9
d. Your faith or religious community	1	2	3	4	7	8	9
e. Written materials that come in the mail	1	2	3	4	7	8	9
f. A parenting class	1	2	3	4	7	8	9
g. A home visit	1	2	3	4	7	8	9
h. Television or radio	1	2	3	4	7	8	9
i. Magazines or books	1	2	3	4	7	8	9
j. An Internet site	1	2	3	4	7	8	9
k. A toll-free parent advice line	1	2	3	4	7	8	9

[IF PARENT WANTS TO CALL A TOLL-FREE ADVICE LINE, GIVE THEM THE PHONE NUMBER FOR FAMILY HELP LINE 1-800-932-HOPE (4673).]

Section B: Parent Preferences for Their Child’s Care

[ECEAP RESPONDENTS SKIP TO B2.]

Now, I would like to ask you some questions about child care.

B0. [ASK ONLY IF A1G (ever attend preschool) = 1 (yes)]

Before you said that [CHILD] attended a preschool. Does [CHILD] currently attend preschool at least two times a week?

GO TO B1E	YES	1
	NO	2
GO TO B1A	DON'T KNOW	8
	REFUSED	9

B1a. Is [CHILD] being cared for by someone else **other than [HIS/HER] parent or guardian** such as another family member, friend, neighbor, nanny, -or a child care or day care worker, on a regular basis? *By a regular basis, we mean at least two times a week.*

GO TO B1B	YES	1
GO TO SECTION E	NO	2
GO TO B2	DON'T KNOW	8
	REFUSED	9

B1b. Where does [CHILD] spend most of [HIS/HER] time when [HE/SHE] is being cared for by someone else? [READ LIST]

IN [HIS/HER] HOME	1
OUTSIDE OF [HIS/HER] HOME	2
DON'T KNOW	8
REFUSED	9

B1c. [IF B1b = 1]
Who cares for [CHILD] in the home?

A GRANDPARENT OR ANOTHER FAMILY MEMBER	1
A FRIEND OR NEIGHBOR	2
A NANNY OR BABYSITTER	3
DON'T KNOW	8
REFUSED	9

B1d. [IF B1b = 2]
What type of child care setting is [CHILD] in? [READ LIST]

A child care center	1
A child care program run in a family's home with 12 or fewer children, or	2
The home of a babysitter, neighbor, family member, or friend	3
DON'T KNOW	8
REFUSED	9

B1e. Working Connections provides a subsidy from the state to help pay for child care. Do you receive a Working Connections Child Care subsidy for [CHILD]? [ASK IF B1a=1]

MAKE SURE THEY ANSWER SECTION C	YES	1
	NO	3
	DON'T KNOW	8
	REFUSED	9

- B2. Are you able to find care for [CHILD] [INCLUDING PRESCHOOL] that meets the needs of your family most of the time? Would you say...[READ LIST]

YES	1
SOMEWHAT	2
NO	3
DON'T KNOW	8
REFUSED	9

[IF FAMILY EXPRESSES NEEDING HELP FINDING CHILD CARE, PROVIDE THEM WITH THE PHONE NUMBER FOR WA CHILD CARE RESOURCE AND REFERRAL 1-800-446-1144]

[IN ITEMS B3-B5, ALSO USE "OR PRESCHOOL" OR "OR PRESCHOOL TEACHER" IF B0 = 1. USE ONLY "MAIN CHILD CARE" OR "CARE PROVIDER," IF B1A = 1, 8, OR 9.]

- B3. I'm now going to read some reasons that might be important in choosing and keeping your **main** child care arrangement for [CHILD] [IF IN PRESCHOOL SAY: This **may** be [CHILD]'s preschool. [IF NEED TO CLARIFY SAY: By main child care arrangement, I mean where [CHILD] spends most of HIS/HER time in care.]

Is [REASON] a very important, somewhat important, or not important reason in choosing and keeping your main child care arrangement for [CHILD]?

	VERY IMPOR- TANT	SOME- WHAT IMPOR- TANT	NOT IMPOR- TANT	DK	REF
a. Affordable cost	1	2	3	8	9
b. A convenient location	1	2	3	8	9
c. Having convenient and flexible hours	1	2	3	8	9
d. The training of [CHILD]'s care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
e. The experience of [CHILD]'s care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
f. The number of children per care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
g. Low staff turnover	1	2	3	8	9
h. A clean and safe environment	1	2	3	8	9
i. The care provider [OR PRESCHOOL] having a child care license from the state	1	2	3	8	9
j. The type of learning activities, books, and toys available for the children	1	2	3	8	9
k. The way children play and get along with each other	1	2	3	8	9
l. The way your care provider [OR PRESCHOOL TEACHER] talks and plays with [CHILD]	1	2	3	8	9
m. The care provider [OR PRESCHOOL TEACHER] knowing how to care for children with special needs, including health needs like asthma	1	2	3	8	9
n. The language spoken by your care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
o. Having your family's culture and values respected	1	2	3	8	9

- B4. Now I am going to read a list of statements that might apply to [CHILD'S] [CARE PROVIDER [OR PRESCHOOL TEACHER]]. **[READ IF B1A = 1, 8, OR 9:** By "care provider," we mean someone other than [CHILD'S] parent or guardian who regularly provides care for [CHILD].]

Please tell me if these statements are very true, somewhat true, or not true. [READ EACH STATEMENT. IF NEEDED, REPEAT RESPONSE OPTIONS: Is this statement very true, somewhat true, or not true?]

AFTER FIRST ATTRIBUTE READ: Would that be very true, somewhat true, or not true?

	VERY TRUE	SOME-WHAT TRUE	NOT TRUE	DK	REF
a. [CHILD]'s care provider [OR PRESCHOOL TEACHER] makes you feel comfortable when you visit or observe.	1	2	3	8	9
b. You and [CHILD]'s care provider [OR PRESCHOOL TEACHER] share ideas about how to help [CHILD] learn and grow.	1	2	3	8	9
c. If you are stressed out, [CHILD]'s care provider [OR PRESCHOOL TEACHER] notices and checks in with you about what you might need.	1	2	3	8	9
d. [CHILD]'s care provider [OR PRESCHOOL TEACHER] lets you know about services in the community that might interest or help your family.	1	2	3	8	9

- B5. For many parents, it can be hard to find the time to talk with their child's care provider [OR PRESCHOOL TEACHER] about the kinds of activities they would like the care provider [OR PRESCHOOL TEACHER] to do with their child. In the past 12 months, have you personally talked with [CHILD'S] CARE PROVIDER [OR PRESCHOOL TEACHER] about the kinds of learning and social activities you would like her or him to do with [CHILD]?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

- B6. **[ONLY ASK QUESTION IF CHILD IN PRESCHOOL PROGRAM, if B0 = 1 or B1d=1 OR B1d = 2 and child is age 3 or older OR if ECEAP respondent]**
 Now I would like to know how important it is that [CHILD] learns certain types of skills in child care or preschool.

Would you say that it is very important, somewhat important, or not important that [CHILD] learns skills like...

AFTER FIRST ATTRIBUTE READ: "How about learning skills like [SKILL]?"

	VERY IMPOR- TANT	SOME- WHAT IMPOR- TANT	NOT IMPOR- TANT	DK	REF
a. Knowing the alphabet, colors, counting to 10, and writing [HIS/HER] name	1	2	3	8	9
b. How to get along and play well with others	1	2	3	8	9
c. How to listen to and follow directions in a group	1	2	3	8	9
d. How to control [HIS/HER] own behavior and emotions such as waiting for a turn and sharing toys	1	2	3	8	9
e. How to keep trying, even with things that are hard for [HIM/HER]	1	2	3	8	9
f. How to ask questions and tell stories	1	2	3	8	9
g. Showing interest in how things work	1	2	3	8	9
h. Showing an interest in reading and looking at books	1	2	3	8	9
i. Catching a ball and balancing that use coordination of big muscles like arms and legs	1	2	3	8	9
j. Using pencils, scissors, and other things that use coordination of small muscles in [HIS/HER] hands and fingers	1	2	3	8	9

Section C: Parent Experiences with and Preferences Concerning Child Care Subsidies

[THIS SECTION IS ONLY FOR WORKING CONNECTIONS FAMILIES.]

Now, I would like to ask you some questions about the Working Connections child care subsidy that [CHILD] receives.

- C1. How did you apply for a Working Connections Child Care subsidy? Did you apply [READ LIST]?
[ANSWER CAN BE MULTIPLE.]

		YES	NO	DK	REF
a.	ON-LINE	1	2	8	9
b.	BY PHONE	1	2	8	9
c.	BY MAIL	1	2	8	9
d.	IN PERSON	1	2	8	9

- C2. Was the application process very easy, somewhat easy, somewhat difficult, or very difficult?

GO TO C4	VERY EASY	1
	SOMEWHAT EASY	2
GO TO C3	SOMEWHAT DIFFICULT	3
	VERY DIFFICULT	4
GO TO C4	DON'T KNOW	8
	REFUSED	9

- C3. [IF C2 = 3 or 4]

Why was it difficult?

[ANSWER CAN BE MULTIPLE. DO NOT READ LIST.]

a.	LACK OF TRANSPORTATION	1
b.	APPLYING IN PERSON WAS NOT CONVENIENT	2
c.	DIDN'T KNOW IF APPROVED	3
d.	STRUGGLED WITH PAPERWORK OR DOCUMENTATION	4
e.	STATE DELAYED THE PAPERWORK	5
f.	CHILD'S CARE PROVIDER DID NOT ACCEPT SUBSIDY	6
g.	IN-HOME/RELATIVE CARE PROVIDER DID NOT PASS BACKGROUND CHECK	7
h.	HAD TO WAIT TOO LONG ON THE PHONE WHEN APPLYING	8
i.	OTHER BARRIER (SPECIFY)	97

- C4. Has the process for reapplying to receive child care subsidies been very easy, somewhat easy, somewhat difficult, or very difficult?

VERY EASY	1
SOMEWHAT EASY	2
SOMEWHAT DIFFICULT	3
VERY DIFFICULT	4
DON'T KNOW	8
REFUSED	9

- C5a. Did you have a “break” in receiving child care subsidies (by this I mean a time when you stopped receiving child care subsidies, and later restarted them)?

GO TO C5b	YES	1
GO TO C6	NO	2
	DON'T KNOW	8
	REFUSED	9

- C5b. **[IF C5a = 1]**

What was the reason for a “break” in receiving child care subsidies?
[ANSWER CAN BE MULTIPLE. DO NOT READ LIST.]

a.	LOST JOB	1
b.	EARNED TOO MUCH MONEY	2
c.	COPAY WAS TOO HIGH	3
d.	CHILD'S CARE PROVIDER STOPPED PROVIDING CARE FOR MY CHILD	4
e.	REAPPLICATION PROCESS DIFFICULT	5
f.	SECOND PARENT WAS AVAILABLE TO PROVIDE CARE	6
g.	OTHER REASON FOR BREAK (SPECIFY)	97

- C6. Now I am going to read a list of statements that describe how receiving a child care subsidy may have affected you.

Please tell me if these statements are very true, somewhat true, or not true.

Because of the child care subsidy.... [READ EACH STATEMENT.] [IF NEEDED, REPEAT RESPONSE OPTIONS: Is this statement very true, somewhat true, or not true?]

	VERY TRUE	SOME-WHAT TRUE	NOT TRUE	DK	REF
a. You are able to afford child care.	1	2	3	8	9
b. You are able to send [CHILD] to a care provider that you like.	1	2	3	8	9
c. You are able to go to work, school, or training when you need to.	1	2	3	8	9
d. You are able to pay your bills and get by.	1	2	3	8	9

Section D: Parent Experiences with and Preferences Concerning ECEAP
[THIS SECTION IS FOR ONLY ECEAP FAMILIES]

D1. How did you find out about ECEAP [IF PARENT ASKS WHAT ECEAP IS, SAY: ECEAP is the state-funded preschool your child attends]? [DON'T READ RESPONSES.]

a.	FLYERS OR BROCHURES	1
b.	WEB SITE	2
c.	OLDER CHILD PREVIOUSLY ENROLLED	3
d.	COMMUNITY SERVICES OFFICE REFERRAL	4
e.	INFORMATION FROM PUBLIC SCHOOL	5
f.	MAILING RECEIVED AT HOME	6
g.	REFERRAL FROM A DOCTOR OR OTHER HEALTH PROFESSIONAL	7
h.	INFORMATION FROM A CHILD CARE PROVIDER	8
i.	FAMILY OR FRIEND	9
j.	HOME VISIT FROM ECEAP TO TELL YOU ABOUT THE PROGRAM	10
k.	HOME VISIT FROM ANOTHER PROGRAM	11
l.	OTHER (SPECIFY)	97

D2. ECEAP provides care for only part of the day. Where does [CHILD] usually go for the other part of the day? [READ LIST]

DOES [CHILD] STAY IN THE SAME PLACE AS THE ECEAP CLASS	1
DOES [CHILD] MOVE TO A CHILD CARE PROGRAM IN A DIFFERENT LOCATION	2
IS [CHILD] CARED FOR AT HOME BY A PARENT	3
IS [CHILD] CARED FOR AT A HOME BY A GRANDPARENT OR OTHER RELATIVE	4
IS [CHILD] CARED FOR AT A HOME BY A NANNY OR BABYSITTER	5
IS [CHILD] CARED FOR AT A HOME BY A FRIEND OR NEIGHBOR	6
OTHER	7
DON'T KNOW	8
REFUSED	9

Section E: Child Characteristics

Now, I have a few questions specifically about [CHILD].

- E1. Sometimes parents have concerns about their children. Are you concerned a lot, a little, or not at all about¹:

	A LOT	A LITTLE	NOT AT ALL	NOT APPLICABLE	DK	REF
a. How [CHILD] talks or makes speech sounds?	1	2	3	4	8	9
b. How [CHILD] sees?	1	2	3	4	8	9
c. How [CHILD] hears?	1	2	3	4	8	9
d. How [CHILD] understands what you say?	1	2	3	4	8	9
e. How [CHILD] uses [HIS/HER] hands and fingers to do things?	1	2	3	4	8	9
f. How [CHILD] uses [HIS/HER] arms and legs?	1	2	3	4	8	9
g. How [CHILD] is learning preschool or school skills?	1	2	3	4	8	9
h. How [CHILD] gets along with others?	1	2	3	4	8	9
i. How [CHILD] behaves?	1	2	3	4	8	9
j. How [CHILD] is learning to do things for [himself/herself]?	1	2	3	4	8	9
k. Whether [CHILD] can do what other children [HIS/HER] age can do?	1	2	3	4	8	9
l. [CHILD]'s emotional well-being?	1	2	3	4	8	9

- E2. **[IF ANSWERED “A LOT” TO ANY CONCERN IN E1]**

Have you shared your concern with [CHILD]'s doctor, child care provider, or any other professional?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

[FOR INFORMATION ABOUT CHILD DEVELOPMENT SCREENING SERVICES, AND RESOURCES FOR FAMILIES WITH CHILDREN WITH SPECIAL HEALTH CARE NEEDS, PARENTS CAN CALL THE FAMILY HEALTH HOTLINE: 1-800-322-2588.]

[FOR EMOTIONAL SUPPORT FOR PARENTS WITH CHILDREN WHO HAVE SPECIAL NEEDS OR DISABILITIES, PARENTS CAN CALL PARENT TO PARENT WA STATE 1-800-821-5927.]

¹ Note: The items in question E1 are drawn from the survey edition of Parents' Evaluation of Developmental Status (PEDS) and do not have an immediate clinical application. Users interested in early detection will need to purchase the actual test (www.pedstest.com). The survey version items are copyrighted and may not be used without express permission from the author (Frances.P.Glascoe@Vanderbilt.edu).

- E3. Has a doctor or other professional ever told you that [CHILD] has a disability or developmental delay?

IF THE RESPONDENT DOES NOT SEEM TO UNDERSTAND THE QUESTION, SAY “A developmental delay means the child is somewhat slower physically or mentally than other children the same age. Usually if a child has a problem like this, the doctor will tell you that. If you haven’t heard anything like that from your doctor, let’s just go on to the next question.” **IF RESPONDENT SAYS CHILD HAS A SPEECH DELAY OR SPEECH DIFFICULTIES OR PROBLEMS, CODE AS YES.**

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

- E4. In a typical **week**, how often do you or any other family member read or show picture books with [CHILD]?

[PROBE: Would you say not at all, once or twice, 3-6 times, or every day?]

NOT AT ALL	1
ONCE OR TWICE A WEEK	2
3 TO 6 TIMES A WEEK	3
EVERY DAY	4
DON'T KNOW	8
REFUSED	9

Section F: Family and Household Characteristics

Now I have a few questions about your family's background.

- F1. We'd like to know what [CHILD]'s ethnic background is. Is [CHILD] of Hispanic or Latino origin, such as Mexican-American, Central American, or Puerto Rican?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

- F2. Is [CHILD] White, Black or African-American, Asian, Pacific Islander, American Indian or an Alaska native, a member of another race, or a combination of these?
[ANSWERS CAN BE MULTIPLE; CHOOSE ALL THAT APPLY.]

WHITE	1
BLACK/AFRICAN-AMERICAN	2
ASIAN	3
PACIFIC ISLANDER	4
ALASKA NATIVE OR AMERICAN INDIAN	5
HISPANIC/LATINO (IF VOLUNTEERED)	6
OTHER (SPECIFY) _____	97
DON'T KNOW	98
REFUSED	99

- F3. IF MOTHER OR FEMALE GUARDIAN: What is your marital status? Are you...
 IF FATHER OR MALE GUARDIAN ASK: What is the marital status of [CHILD]'s mother or female guardian? Is she...

	MARRIED,	01
	NOT MARRIED BUT LIVING WITH A PARTNER,	02
	WIDOWED, DIVORCED, OR SEPARATED, OR	03
	SINGLE (NEVER MARRIED)	04
DO NOT READ	MOTHER IS DECEASED	05
	OTHER (SPECIFY): _____	97
	DON'T KNOW	98
	REFUSED	99

- F4a. We'd like to know about the education received by the parents or guardians who live with [CHILD]. What is the highest grade or year of school that [you/[CHILD]'s **mother or female guardian**] completed? [IF NO MOTHER OR FEMALE GUARDIAN IN HOUSEHOLD, DON'T ASK.]

[DO NOT READ LIST.]

NO MOTHER, OR MOTHER DOESN'T LIVE WITH THE CHILD	97
NEVER ATTENDED/NO FORMAL SCHOOLING	1
KINDERGARTEN - 6 TH GRADE	2
7 TH OR 8 TH GRADE	3
9 TH TO 12 TH GRADE (BUT NO DIPLOMA)	4
HIGH SCHOOL DIPLOMA/EQUIVALENT (GED)	5
SOME COLLEGE OR TECHNICAL SHOOOL (BUT NO DIPLOMA)	6
ASSOCIATE'S DEGREE (AA, AS) OR TECHNICAL DEGREE	7
BACHELOR'S DEGREE (BA, BS)	8
GRADUATE OR PROFESSIONAL DEGREE	9
DON'T KNOW	98
REFUSED	99

- F4b. What is the highest grade or year of school that [you/[CHILD]'s **father or male guardian**] completed? [IF NO FATHER OR MALE GUARDIAN IN HOUSEHOLD, DON'T ASK.]

[DO NOT READ LIST.]

NO FATHER, OR FATHER DOESN'T LIVE WITH THE CHILD	97
NEVER ATTENDED/NO FORMAL SCHOOLING	1
KINDERGARTEN - 6TH GRADE	2
7TH OR 8TH GRADE	3
9TH TO 12TH GRADE (BUT NO DIPLOMA)	4
HIGH SCHOOL DIPLOMA/EQUIVALENT (GED)	5
SOME COLLEGE OR TECHNICAL SHOOOL (BUT NO DIPLOMA)	6
ASSOCIATE'S DEGREE (AA, AS) OR TECHNICAL DEGREE	7
BACHELOR'S DEGREE (BA, BS)	8
GRADUATE OR PROFESSIONAL DEGREE	9
DON'T KNOW	98
REFUSED	99

F5a. Now, I have a few questions about [CHILD]'s household. This is the last group of questions I have. Including yourself, how many family members are there in the household?

____ _
FAMILY MEMBERS IN HOUSEHOLD

DON'T KNOW	98
REFUSED	99

CHECKPOINT: IF F5a > 2, GO TO F5b. OTHERWISE, GO TO F6.

F5b. How many of these people are adults age 18 or older?

____ _
FAMILY MEMBERS 18 OR OLDER

DON'T KNOW	98
REFUSED	99

F5c. Including [CHILD], how many are children younger than 18?

____ _
FAMILY MEMBERS UNDER 18

DON'T KNOW	98
REFUSED	99

CHECKPOINT: RESPONSE TO F5b PLUS RESPONSE TO F5c MUST EQUAL RESPONSE TO F5a.

F6. In the past 12 months, has your family received money or services from any of the following programs? How about...

		YES	NO	DK	REF
a.	Women, Infants, and Children, or WIC?	1	2	8	9
b.	Food Stamps or the Basic Food Program?	1	2	8	9
c.	Temporary Assistance to Needy Families (TANF), WorkFirst, or welfare?	1	2	8	9
d.	Medical Assistance?	1	2	8	9

F7a. What was your total family income for 2007? Please include all types of income, including salaries and other earnings, interest, retirement, and so on for all family members in your household.

GO TO F8	\$____,____ PER YEAR	1
	\$____,____ PER MONTH	2
GO TO F7b	DON'T KNOW	8
	REFUSED	9

DEL Parent Needs Assessment

F7b. We don't need to know exactly, but which of the following categories best describes your total family income for the year 2007? Was it... **(READ CATEGORIES. IF UNSURE, PROBE FOR BEST ESTIMATE)** (IF NECESSARY, SAY: "Just your best estimate is fine.")...?

YEARLY CATEGORIES

LESS THAN \$10,000,	01
\$10,000 TO LESS THAN \$20,000,	02
\$20,000 TO LESS THAN \$30,000,	03
\$30,000 TO LESS THAN \$40,000,	04
\$40,000 TO LESS THAN \$50,000,	05
\$50,000 TO LESS THAN \$75,000, OR	06
\$75,000 OR MORE?	07

*** **INTERVIEWER NOTE:** ONLY READ **MONTHLY** CATEGORIES IF RESPONDENT DOES NOT KNOW YEARLY RANGE.

MONTHLY CATEGORIES

LESS THAN \$830,	08
\$830 TO LESS THAN \$1,660,	09
\$1,660 TO LESS THAN \$2,500,	10
\$2,500 TO LESS THAN \$3,330,	11
\$3,330 TO LESS THAN \$4,160,	12
\$4,160 TO LESS THAN \$6,250, OR	13
\$6,250 OR MORE?	14
DON'T KNOW	98
REFUSED	99

F8. If we conduct another family survey, would you be willing to participate in it?

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

F9. Could you tell me your name so we can notify you if you win a gift certificate?

NAME: _____

	REFUSED	9
--	---------	---

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS.]

[INTERVIEWER WILL SAVE PHONE NUMBER.]

CLOSING: That's all the questions I have for you. If you win the drawing for the \$50 gift certificate, we will call you. Thank you very much for taking the time to help us with these questions. Good-bye.

APPENDIX B: FEDERAL POVERTY THRESHOLDS**Federal Poverty Thresholds for 2007 by Size of Family
and Number of Related Children Under 18 Years**

Size of family unit	Related children under 18 years								
	None	One	Two	Three	Four	Five	Six	Seven	Eight or more
One person (unrelated individual):									
– Under 65 years	10,787								
– 65 years and over	9,944								
Two persons:									
– Householder under 65 years	13,884	14,291							
– Householder 65 years and over	12,533	14,237							
Three persons	16,218	16,689	16,705						
Four persons	21,386	21,736	21,027	21,100					
Five persons	25,791	26,166	25,364	24,744	24,366				
Six persons	29,664	29,782	29,168	28,579	27,705	27,187			
Seven persons	34,132	34,345	33,610	33,098	32,144	31,031	29,810		
Eight persons	38,174	38,511	37,818	37,210	36,348	35,255	34,116	33,827	
Nine persons or more	45,921	46,143	45,529	45,014	44,168	43,004	41,952	41,691	40,085

Source: U.S. Census Bureau.

<http://www.census.gov/hhes/www/poverty/threshld/thresh07.html>

APPENDIX C: ESTIMATED PERCENTAGES AND STANDARD ERRORS

The responses to the parent interview questions are presented here. They were weighted to represent all children 0 through 5 and not yet in kindergarten in Washington State.

The only way to say exactly what percentage of the population used a service or holds a particular attitude is to get responses from the entire population, which is not practical. Using weighted data from a sample, it is possible to say that we have a certain confidence that the population percentage lies in a certain interval.

To calculate a 90% confidence interval, we multiply the standard error by 1.65. For example, the first percentage and standard error in the table are:

Item	Overall Percentage	Overall Standard Error
A1a. Ever participated in parent groups	32.7	2.2

When the standard error of 2.2 is multiplied by 1.65, the result is 3.6. In other words, the 90% confidence interval would be plus or minus 3.6%. In the parent interview, 32.7% of the parents said that they ever participated in parent groups. If all the parents of young children in Washington were interviewed, the actual percentage would most likely fall between 29.1% and 36.3% ($\pm 3.6\%$).

Care must be taken when comparing percentages from different groups. As an example, the confidence interval estimates were calculated for item A1b (ever participated in classes or home visits), by primary language.

Primary Language	Percentage	Standard Error	90% Confidence Interval Estimates	
English	35.8	2.2	31.9 to 39.7	± 3.9
Spanish	25.3	4.5	17.9 to 32.7	± 7.4

Although the percentages for the two groups seem different, the difference disappears when the 90% confidence interval is applied. In other words, the actual percentage for English-speaking families could be as low as 32% and the actual percentage for Spanish-speaking families could be as high as 33%.

In the table that follows, we present the weighted estimate and then the standard error for each phone survey item discussed in this report. This is done for both statewide data and data collected on each of the following subpopulations:

- Children's ages (0 through 17 months, 18 months through 35 months, and 3 through 5 years)
- Primary language spoken (English or Spanish)
- Family income level (at or below 100% of the federal poverty threshold [FPT], above 100% and at or below 185% of FPT, and above 185% of FPT)
- Type of communities in which families live (rural or urban)

Item and Response Category	Overall	Percentage									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Early Learning Services											
A1a. Ever participated in parent groups	32.7	35.9	31.3	31.6	35.1	13.8	25.1	24.7	36.8	34.3	24.1
A1b. Ever participated in classes or home visits	34.8	30.3	36.6	36.3	35.8	25.3	42.0	29.2	34.8	35.3	31.7
A1c. Ever participated in play groups	64.6	42.8	69.7	74.6	66.8	41.6	47.7	56.6	71.8	64.3	66.2
A1d. Ever participated in reading programs	51.3	27.4	47.4	67.9	52.6	47.7	40.1	50.5	56.8	51.2	52.1
A1e. Ever had child participate in activities or classes such as sports, music, art	42.7	12.0	40.6	62.3	44.8	31.3	30.0	27.6	49.7	42.7	42.6
A1f. Ever had child participate in services for disability or special need	11.1	3.9	13.9	13.8	12.3	5.4	10.6	12.9	9.9	11.4	9.9
A1g. Ever had child attend preschool (3-5 years only)	61.4	—	—	61.4	62.7	47.5	62.2	43.7	67.7	60.6	65.2
A1h. Ever used child care or day care for child	41.8	33.7	39.4	48.0	43.2	43.9	37.1	48.4	44.2	39.7	52.7
A2a. Reason did not participate in parent groups											
1: Not interested/needed	74.3	68.6	83.7	71.9	81.5	42.0	64.7	60.5	78.3	74.1	75.6
4: Hours or schedule	6.9	7.6	1.5	9.8	5.5	13.8	4.7	13.5	6.8	5.9	11.8
10: Not aware of service	17.2	21.8	13.6	16.7	11.7	38.5	27.8	24.0	13.8	18.2	12.3
97: Other	1.6	2.1	1.2	1.6	1.4	5.7	2.8	2.0	1.1	1.9	0.4
A2b. Reason did not participate in classes or home visits											
1: Not interested or needed	74.0	65.4	78.1	77.3	79.5	33.4	56.6	69.9	77.2	75.1	68.5
2: Child too young	3.8	7.7	3.4	1.4	3.6	11.4	9.8	6.1	2.4	4.1	2.4
4: Hours or schedule	4.8	8.9	2.5	3.3	1.8	9.2	0.4	5.1	7.2	3.8	9.6
10: Not aware of service	15.6	16.3	14.2	16.0	13.2	43.1	27.7	18.2	11.6	15.7	15.3
97: Other	1.8	1.7	1.8	1.9	2.0	2.9	5.6	0.6	1.6	1.4	4.1
A2c. Reason did not participate in play groups											
1: Not interested or needed	55.7	48.0	59.0	64.3	60.6	23.1	54.1	45.0	63.6	59.9	32.8
2: Child too young	14.4	28.8	5.6	0.2	17.0	10.9	14.6	16.5	12.6	14.8	12.4
4: Hours or schedule	10.2	9.4	13.1	25.7	8.5	48.5	21.6	20.7	9.0	14.3	21.5
10: Not aware of service	15.4	11.7	14.5	5.0	9.0	13.1	2.3	13.9	11.0	7.5	24.9
97: Other	4.3	2.1	7.9	4.9	4.9	4.5	7.3	3.9	3.7	3.6	8.4
A2d. Reason did not participate in reading programs											
1: Not interested or needed	46.3	46.6	39.0	53.3	50.8	16.6	41.1	31.4	51.5	49.0	31.8
2: Child too young	25.6	41.4	24.9	4.8	27.2	11.6	25.9	20.5	27.3	24.9	29.3
4: Hours or schedule	11.8	9.0	14.6	12.8	10.6	9.3	4.6	25.7	9.1	11.5	13.5
10: Not aware of service	12.4	2.5	18.3	19.8	7.8	51.6	25.1	17.3	7.4	11.5	17.4
97: Other	3.9	0.5	3.2	9.3	3.6	10.9	3.3	5.1	4.7	3.2	8.0
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	25.1	18.0	29.9	30.6	24.8	23.2	26.8	29.3	23.5	25.9	20.5
2: Child too young	53.1	71.6	55.6	24.1	55.5	27.5	41.2	49.0	59.3	52.9	54.1
5: Expense	5.3	1.8	4.5	11.2	6.0	3.8	10.2	—	5.2	5.9	2.3
10: Not aware of service	10.3	6.5	7.4	18.6	7.9	39.6	19.2	13.2	4.0	9.2	16.4
97: Other	6.2	2.1	2.6	15.6	5.8	5.9	2.6	8.5	8.0	6.2	6.7

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Early Learning Services											
A1a. Ever participated in parent groups	2.2	5.2	3.8	2.9	2.3	3.7	4.4	4.9	3.3	2.5	4.2
A1b. Ever participated in classes or home visits	2.2	4.3	4.0	3.1	2.2	4.5	4.9	5.0	3.1	2.4	4.6
A1c. Ever participated in play groups	2.3	4.9	3.9	2.8	2.3	5.7	5.0	6.1	3.2	2.6	4.7
A1d. Ever participated in reading programs	2.3	4.2	4.1	3.0	2.4	5.8	4.7	6.1	3.3	2.6	5.0
A1e. Ever had child participate in activities or classes such as sports, music, art	2.3	2.9	4.0	3.2	2.3	5.6	4.4	4.9	3.3	2.5	5.0
A1f. Ever had child participate in services for disability or special need	1.4	1.6	3.0	2.1	1.6	1.4	2.8	3.6	1.8	1.5	3.0
A1g. Ever had child attend preschool (3-5 years only)	3.3	—	—	3.3	3.4	8.4	6.1	8.9	4.4	3.7	6.8
A1h. Ever used child care or day care for child	2.3	4.7	3.9	3.3	2.3	6.0	4.5	6.1	3.2	2.5	5.0
A2a. Reason did not participate in parent groups											
1: Not interested/needed	2.8	5.7	4.0	4.3	2.5	6.4	5.8	7.7	3.7	3.1	5.3
4: Hours or schedule	1.6	3.1	0.8	3.0	1.3	6.3	1.7	6.2	2.0	1.7	4.6
10: Not aware of service	2.5	5.4	3.9	3.7	2.2	6.6	5.7	7.1	3.4	2.9	3.5
97: Other	0.5	1.1	0.8	0.6	0.5	2.0	1.2	1.4	0.6	0.6	0.3
A2b. Reason did not participate in classes or home visits											
1: Not interested or needed	2.8	6.7	4.2	3.4	2.4	5.7	6.8	6.7	4.2	3.2	5.8
2: Child too young	1.1	2.9	2.1	1.1	1.2	6.1	5.1	3.7	0.9	1.3	1.5
4: Hours or schedule	2.2	6.5	2.1	1.7	0.8	7.2	0.3	3.3	4.0	2.5	4.4
10: Not aware of service	2.0	4.1	3.3	2.9	2.0	7.4	5.8	5.4	2.3	2.2	4.2
97: Other	0.7	1.6	1.0	0.8	0.8	1.3	3.7	0.4	0.7	0.7	1.9
A2c. Reason did not participate in play groups											
1: Not interested or needed	4.2	7.5	7.8	6.6	4.2	4.9	6.6	10.2	6.4	4.6	7.5
2: Child too young	2.7	5.8	2.7	0.2	3.3	3.4	5.2	6.3	3.9	3.0	5.7
4: Hours or schedule	2.8	3.4	3.9	6.2	2.2	8.2	4.6	7.5	3.8	3.2	5.6
10: Not aware of service	2.8	4.1	7.3	3.6	2.6	8.9	1.4	6.9	3.9	2.7	9.1
97: Other	1.2	1.3	3.4	2.3	1.6	1.8	3.5	2.4	1.8	1.2	4.4
A2d. Reason did not participate in reading programs											
1: Not interested or needed	3.5	6.3	5.8	6.0	3.4	4.2	6.8	7.7	5.2	3.9	6.6
2: Child too young	2.9	5.8	5.1	2.3	3.1	3.8	6.7	6.1	4.3	3.2	7.2
4: Hours or schedule	2.4	3.2	3.9	5.6	2.1	4.7	2.7	9.3	2.5	2.7	4.9
10: Not aware of service	2.2	1.1	4.6	5.0	1.7	7.3	6.2	6.8	2.6	2.5	4.5
97: Other	1.0	0.3	1.4	2.8	1.1	3.3	1.2	3.2	1.5	1.0	3.3
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	2.8	3.7	5.2	5.5	2.8	6.5	6.1	7.0	4.0	3.1	5.0
2: Child too young	3.2	4.6	5.4	4.6	3.3	5.8	6.3	7.5	4.8	3.6	6.5
5: Expense	1.2	1.4	2.1	3.0	1.5	1.9	3.5	—	1.8	1.4	1.6
10: Not aware of service	1.7	2.3	2.0	4.0	1.6	7.0	3.8	4.6	1.4	1.8	3.9
97: Other	1.6	1.6	1.3	4.6	1.5	2.0	1.2	4.3	2.8	1.8	3.2

Item and Response Category	Overall	Percentage										
		Age			Language		Poverty (FPT)			Community		
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural	
A2e. Reason did not have child participate in activities or classes such as sports, music, art												
1: Not interested or needed	25.1	18.0	29.9	30.6	24.8	23.2	26.8	29.3	23.5	25.9	20.5	
2: Child too young	53.1	71.6	55.6	24.1	55.5	27.5	41.2	49.0	59.3	52.9	54.1	
5: Expense	5.3	1.8	4.5	11.2	6.0	3.8	10.2	—	5.2	5.9	2.3	
10: Not aware of service	10.3	6.5	7.4	18.6	7.9	39.6	19.2	13.2	4.0	9.2	16.4	
97: Other	6.2	2.1	2.6	15.6	5.8	5.9	2.6	8.5	8.0	6.2	6.7	
A2f. Reason did not have child participate in services for disability or special need												
1: Not interested or needed	91.6	81.4	97.2	95.0	92.3	81.9	82.4	86.3	95.6	92.1	88.7	
2: Child too young	6.5	17.9	1.2	1.9	7.1	8.7	13.4	12.1	2.7	5.9	9.4	
10: Not aware of service	0.6	0.7	0.3	0.7	—	7.7	2.8	0.2	0.1	0.6	0.6	
97: Other	1.4	0.1	1.3	2.4	0.6	1.7	1.4	1.5	1.6	1.5	1.2	
A2g. Reason did not have child attend preschool (3-5 years only)												
1: Not interested or needed	54.0	—	—	54.0	55.6	14.9	23.4	61.0	61.2	55.2	46.9	
2: Child too young	27.1	—	—	27.1	25.6	47.3	58.7	17.8	18.1	27.9	22.5	
10: Not aware of service	3.6	—	—	3.6	3.5	7.9	1.7	12.3	—	3.6	3.4	
97: Other	15.3	—	—	15.3	15.3	29.9	16.3	8.9	20.7	13.2	27.3	
A2h. Reason did not use child care or day care for child												
1: Not interested or needed	90.5	88.0	92.8	90.7	91.4	72.0	87.9	96.6	92.2	89.9	94.5	
2: Child too young	4.3	8.1	3.8	1.7	3.8	9.1	4.5	1.1	2.9	4.4	3.2	
10: Not aware of service	1.6	0.9	0.1	3.1	1.3	8.7	2.4	0.6	1.6	1.6	1.2	
97: Other	3.7	2.9	3.3	4.5	3.5	10.1	5.3	1.7	3.3	4.1	1.1	
Money or services received from programs in the past 12 months:												
F6a. WIC	30.5	42.9	24.8	26.5	27.9	76.5	65.6	68.7	9.8	28.1	43.4	
F6b. Food Stamps or Basic Food Program	12.9	14.6	13.0	11.9	11.9	31.6	50.0	16.4	1.3	11.5	20.3	
F6c. TANF, WorkFirst, welfare	7.4	11.2	9.4	4.0	7.3	9.6	23.1	7.1	2.1	7.3	7.6	
F6d. Medical Assistance	32.5	39.3	29.0	30.4	30.1	78.2	68.7	73.0	7.9	30.9	40.5	
Early Learning Information												
Want more information about:												
A3a. Ways to support child's development	58.3	52.8	63.2	58.8	53.7	88.8	72.6	63.7	53.7	58.3	58.7	
A3b. Ways to help child start kindergarten ready	66.9	68.1	68.8	65.0	62.7	91.3	76.6	70.2	64.8	67.4	64.3	
A3c. Ways to support child's early reading skills	69.0	66.2	69.7	70.2	66.2	92.7	85.3	76.6	62.9	69.7	64.9	
A3d. Ways to help child manage emotions	63.4	57.7	68.1	64.0	61.2	89.7	70.4	69.8	60.8	64.2	59.4	
A3e. Ways to help child get along with others	62.1	63.3	62.4	61.2	59.1	83.3	72.7	64.1	60.3	62.5	60.0	
A3f. Ways to help child have a healthy diet and be physically fit	59.4	61.7	56.6	59.6	55.2	89.4	62.6	66.8	58.5	59.2	60.4	
A3g. Positive ways to discipline child	61.9	60.2	65.8	60.7	59.7	91.9	72.2	64.9	59.8	62.3	60.2	
A3h. Programs, events, and places to go that are designed for families	80.4	80.0	82.1	79.6	77.6	89.4	84.3	81.9	79.0	81.2	76.4	

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	2.8	3.7	5.2	5.5	2.8	6.5	6.1	7.0	4.0	3.1	5.0
2: Child too young	3.2	4.6	5.4	4.6	3.3	5.8	6.3	7.5	4.8	3.6	6.5
5: Expense	1.2	1.4	2.1	3.0	1.5	1.9	3.5	—	1.8	1.4	1.6
10: Not aware of service	1.7	2.3	2.0	4.0	1.6	7.0	3.8	4.6	1.4	1.8	3.9
97: Other	1.6	1.6	1.3	4.6	1.5	2.0	1.2	4.3	2.8	1.8	3.2
A2f. Reason did not have child participate in services for disability or special need											
1: Not interested or needed	1.7	4.3	1.0	2.2	1.7	4.2	4.6	5.7	1.8	1.8	4.0
2: Child too young	1.5	4.3	0.7	1.2	1.7	3.8	4.5	5.6	1.1	1.6	4.0
10: Not aware of service	0.1	0.3	0.2	0.2	—	2.0	0.9	0.1	0.1	0.2	0.3
97: Other	0.8	0.1	0.7	1.9	0.3	0.9	0.7	1.0	1.5	1.0	0.9
A2g. Reason did not have child attend preschool (3-5 years only)											
1: Not interested or needed	5.5	—	—	5.5	6.0	5.5	7.7	12.0	8.2	6.0	12.8
2: Child too young	4.9	—	—	4.9	5.3	12.2	9.9	9.0	6.7	5.5	8.3
10: Not aware of service	2.2	—	—	2.2	2.8	3.6	1.2	8.4	—	2.6	1.8
97: Other	3.5	—	—	3.5	4.1	8.7	5.9	4.3	6.6	3.2	12.9
A2h. Reason did not use child care or day care for child											
1: Not interested or needed	1.7	3.5	3.0	2.4	1.9	5.1	3.4	1.2	2.4	1.9	2.6
2: Child too young	1.2	2.8	2.5	1.1	1.3	3.3	2.4	0.8	1.5	1.3	2.4
10: Not aware of service	0.6	0.5	0.1	1.5	0.8	3.0	1.0	0.4	1.1	0.7	0.7
97: Other	1.0	2.1	1.7	1.5	1.2	2.9	2.2	0.7	1.6	1.2	0.6
Money or services received from programs in the past 12 months:											
F6a. WIC	2.2	4.9	3.5	3.1	2.2	5.1	5.0	5.0	2.1	2.4	5.0
F6b. Food Stamps or Basic Food Program	1.3	3.1	2.6	1.7	1.4	4.5	5.0	4.2	0.5	1.4	3.7
F6c. TANF, WorkFirst, welfare	1.1	2.9	2.1	0.9	1.2	2.3	4.0	2.8	0.8	1.2	2.2
F6d. Medical Assistance	2.2	4.9	3.6	3.0	2.2	3.7	5.1	4.7	1.5	2.4	4.9
Early Learning Information											
Want more information about:											
A3a. Ways to support child's development	2.3	5.1	4.0	3.2	2.4	2.4	4.3	5.6	3.4	2.6	4.9
A3b. Ways to help child start kindergarten ready	2.1	4.5	3.8	3.1	2.3	2.1	4.3	5.2	3.1	2.4	4.8
A3c. Ways to support child's early reading skills	2.2	5.2	3.7	3.0	2.2	1.9	3.6	4.7	3.3	2.5	4.8
A3d. Ways to help child manage emotions	2.3	5.2	4.1	3.1	2.3	2.2	5.2	5.2	3.3	2.6	5.0
A3e. Ways to help child get along with others	2.2	4.7	4.1	3.2	2.3	4.6	4.8	5.6	3.2	2.5	4.9
A3f. Ways to help child have a healthy diet and be physically fit	2.3	4.7	4.2	3.2	2.4	2.3	5.0	5.4	3.2	2.5	4.9
A3g. Positive ways to discipline child	2.3	5.2	4.1	3.2	2.3	2.0	4.9	5.6	3.3	2.6	4.9
A3h. Programs, events, and places to go that are designed for families	1.7	3.7	3.1	2.5	2.0	2.4	3.6	4.2	2.6	1.9	4.4

Item and Response Category	Overall	Percentage									Community	
		Age			Language		Poverty (FPT)			Urban	Rural	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%			
<i>Want more information about:</i> <i>(continued)</i>												
A3i. How to choose child care for child	35.6	36.2	39.5	33.0	31.2	81.0	50.8	42.5	29.1	36.6	30.2	
A3j. Services and resources for parents concerned about their children's development or behavior	52.2	51.0	51.3	53.4	46.6	91.0	66.1	59.0	45.9	51.9	53.3	
A3k. Services and resources for parents of children with disabilities and other special needs	30.6	25.9	29.5	34.0	27.8	68.2	37.6	32.7	28.1	29.9	34.2	
<i>Trust and want information from:</i>												
A4a. Child's health care provider												
1: A lot	71.5	76.4	73.0	67.6	75.1	48.1	65.7	71.2	73.0	71.9	68.9	
2: A little	22.5	19.0	20.4	25.8	18.1	46.3	26.6	26.5	20.0	21.8	26.0	
3: Not at all	6.1	4.6	6.7	6.6	6.8	5.6	7.8	2.3	7.0	6.3	5.0	
A4b. Child's day care provider or teacher												
1: A lot	52.7	36.5	52.6	62.2	54.4	39.3	61.5	49.8	53.8	51.8	57.2	
2: A little	33.8	41.2	34.1	29.2	32.4	50.3	25.2	37.2	31.1	34.4	30.6	
3: Not at all	13.6	22.3	13.3	8.6	13.2	10.4	13.3	12.9	15.1	13.8	12.1	
A4c. Family member or friend												
1: A lot	43.0	46.7	39.4	42.9	43.4	33.7	41.7	46.9	44.6	42.4	46.0	
2: A little	49.3	46.8	49.5	50.6	48.8	51.7	40.9	46.9	49.5	49.9	46.2	
3: Not at all	7.7	6.4	11.0	6.5	7.8	14.6	17.4	6.2	5.9	7.7	7.8	
A4d. Faith or religious community												
1: A lot	39.5	36.9	38.1	42.0	37.7	67.0	37.7	56.6	36.6	38.8	43.6	
2: A little	37.1	34.2	40.7	36.7	37.6	25.6	38.3	26.2	39.0	37.4	35.4	
3: Not at all	23.4	28.9	21.2	21.3	24.7	7.4	24.0	17.2	24.4	23.8	21.0	
A4e. Written materials that come in mail												
1: A lot	16.3	14.0	17.9	16.9	14.9	36.8	20.6	28.7	10.7	15.4	21.1	
2: A little	64.3	63.2	65.9	64.1	64.3	52.7	64.8	52.1	68.2	65.7	57.4	
3: Not at all	19.3	22.8	16.2	19.0	20.8	10.5	14.7	19.2	21.1	18.9	21.5	
A4f. A parenting class												
1: A lot	39.1	32.4	40.3	42.5	36.2	66.8	51.7	40.0	36.7	37.6	46.6	
2: A little	39.9	43.7	39.9	37.5	43.6	22.8	31.9	44.8	38.4	40.8	35.4	
3: Not at all	21.0	23.9	19.8	20.0	20.1	10.4	16.4	15.2	25.0	21.6	18.0	
A4g. A home visit												
1: A lot	23.2	27.6	20.2	22.5	23.4	40.8	39.5	30.0	18.1	22.9	24.9	
2: A little	31.5	29.3	36.4	29.9	29.2	48.4	33.2	32.6	30.4	31.2	33.3	
3: Not at all	45.2	43.1	43.4	47.6	47.4	10.8	27.3	37.5	51.5	45.9	41.7	
A4h. Television or radio												
1: A lot	6.2	4.7	5.6	7.4	4.8	20.4	13.7	5.9	2.9	6.5	4.6	
2: A little	49.7	45.3	51.1	51.4	49.8	56.2	56.4	51.4	49.6	47.4	61.6	
3: Not at all	44.2	50.0	43.3	41.2	45.4	23.4	29.9	42.7	47.4	46.2	33.8	
A4i. Magazines or books												
1: A lot	35.9	27.6	42.3	37.0	33.4	49.3	41.3	39.8	34.7	35.7	36.9	
2: A little	55.3	62.0	49.2	55.0	59.2	35.0	47.1	47.8	57.4	55.2	55.7	
3: Not at all	8.8	10.3	8.5	8.0	7.4	15.8	11.6	12.4	7.9	9.0	7.4	

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
<i>Want more information about:</i> <i>(continued)</i>											
A3i. How to choose child care for child	2.2	4.7	4.1	3.0	2.2	4.7	5.0	6.0	2.9	2.5	4.3
A3j. Services and resources for parents concerned about their children's development or behavior	2.3	5.1	4.1	3.3	2.4	2.1	4.7	5.7	3.3	2.6	5.0
A3k. Services and resources for parents of children with disabilities and other special needs	2.1	4.0	3.8	3.1	2.1	5.1	4.5	5.5	2.9	2.3	4.6
<i>Trust and want information from:</i>											
A4a. Child's health care provider											
1: A lot	2.2	4.9	3.7	3.1	2.0	5.7	4.9	5.3	3.3	2.5	4.5
2: A little	2.1	4.9	3.5	3.0	1.8	6.0	4.6	5.2	3.1	2.4	4.2
3: Not at all	1.0	1.7	1.9	1.5	1.1	2.5	2.5	1.2	1.5	1.1	2.0
A4b. Child's day care provider or teacher											
1: A lot	2.4	4.8	4.2	3.2	2.4	5.5	4.8	6.3	3.4	2.7	5.0
2: A little	2.2	5.1	4.1	2.9	2.3	5.8	4.0	6.2	3.0	2.5	4.5
3: Not at all	1.9	5.2	2.7	1.7	1.6	2.9	3.5	3.5	3.0	2.1	3.4
A4c. Family member or friend											
1: A lot	2.3	5.1	4.1	3.3	2.4	5.0	5.0	6.0	3.4	2.6	5.0
2: A little	2.4	5.0	4.2	3.3	2.4	5.9	4.9	6.2	3.4	2.6	5.1
3: Not at all	1.2	2.3	2.7	1.5	1.4	4.6	3.8	3.0	1.5	1.4	2.5
A4d. Faith or religious community											
1: A lot	2.3	4.8	4.1	3.3	2.4	4.5	4.7	5.9	3.2	2.6	5.1
2: A little	2.2	4.6	4.2	3.2	2.3	3.9	5.1	5.0	3.2	2.5	4.9
3: Not at all	2.1	5.3	3.3	2.5	2.1	1.8	4.2	4.2	3.2	2.4	3.9
A4e. Written materials that come in mail											
1: A lot	1.7	3.2	3.0	2.5	1.7	5.8	3.3	5.5	2.0	1.8	4.2
2: A little	2.2	4.7	3.9	3.2	2.3	6.0	4.5	6.2	3.1	2.4	5.0
3: Not at all	1.8	3.9	3.1	2.6	1.9	5.0	3.6	4.5	2.7	2.0	4.1
A4f. A parenting class											
1: A lot	2.2	4.3	4.1	3.2	2.2	5.3	5.0	5.7	3.1	2.5	5.0
2: A little	2.3	5.0	4.1	3.2	2.4	4.8	4.5	6.1	3.2	2.6	4.8
3: Not at all	2.1	5.1	3.3	2.9	1.9	2.9	3.8	4.8	3.3	2.4	3.8
A4g. A home visit											
1: A lot	1.9	4.3	3.2	2.6	2.0	5.7	4.9	5.3	2.4	2.1	4.5
2: A little	2.1	4.3	4.1	3.1	2.1	5.9	4.7	5.3	3.1	2.4	4.6
3: Not at all	2.4	5.2	4.1	3.4	2.4	2.6	4.6	5.9	3.4	2.6	5.0
A4h. Television or radio											
1: A lot	0.9	1.7	1.6	1.4	0.9	3.6	2.8	2.5	0.8	1.0	1.5
2: A little	2.3	5.0	4.2	3.3	2.4	5.9	5.0	6.1	3.3	2.6	4.8
3: Not at all	2.4	5.1	4.2	3.3	2.4	6.2	4.8	6.1	3.4	2.7	4.8
A4i. Magazines or books											
1: A lot	2.3	4.3	4.2	3.3	2.2	5.8	4.9	6.0	3.2	2.5	4.9
2: A little	2.4	5.3	4.2	3.3	2.3	5.1	5.0	6.2	3.4	2.7	5.0
3: Not at all	1.7	4.9	2.5	1.8	1.3	6.2	3.2	4.2	2.8	2.0	2.6

Item and Response Category	Overall	Percentage									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Trust and want information from: (continued)											
A4j. An Internet site											
1: A lot	20.3	16.3	26.5	19.0	19.3	12.8	17.8	23.3	20.1	21.5	13.8
2: A little	60.7	60.9	55.5	63.6	61.9	44.7	50.3	50.6	66.4	60.8	60.7
3: Not at all	19.0	22.8	17.9	17.4	18.8	42.4	31.9	26.0	13.5	17.7	25.5
A4k. A toll-free parent advice line											
1: A lot	18.8	15.1	22.0	19.1	16.9	31.2	23.5	26.9	14.3	18.4	20.7
2: A little	45.4	44.6	45.1	46.0	45.3	50.1	51.8	42.2	47.4	45.0	47.2
3: Not at all	35.9	40.3	32.9	34.9	37.8	18.7	24.7	30.9	38.3	36.6	32.2
Parental Preferences about Child Care and Preschool											
Child care arrangements:											
1: Parental care	49.7	67.5	56.8	34.8	50.8	45.3	51.7	53.9	47.4	49.9	48.3
2: Family-based/relative care	15.5	18.4	26.6	7.2	13.6	20.9	14.9	9.6	15.6	16.3	11.1
3: Home-based care	5.1	7.5	4.4	4.1	4.9	4.5	2.3	6.4	6.1	4.6	7.9
4: Center-based care	29.8	6.6	12.3	53.9	30.7	29.4	31.1	30.0	30.9	29.2	32.7
B2. Able to find child care that meets needs of family most of the time											
1: Yes	78.0	69.7	79.2	80.0	80.7	67.1	72.3	69.2	81.2	77.1	82.5
2: Somewhat or no	22.0	30.3	20.8	20.0	19.3	32.9	27.7	30.8	18.8	22.9	17.5
Importance in choosing and keeping main child care arrangement:											
B3a. Affordable cost											
1: Very important	48.5	54.4	49.3	46.4	44.7	81.8	60.9	71.9	41.5	49.1	45.3
2: Somewhat or not important	51.5	45.6	50.7	53.6	55.3	18.2	39.1	28.1	58.5	50.9	54.7
B3b. Convenient location											
1: Very important	58.6	64.7	62.0	55.4	55.3	91.7	62.7	61.7	55.3	58.5	59.1
2: Somewhat or not important	41.4	35.3	38.0	44.6	44.7	8.3	37.3	38.3	44.7	41.5	40.9
B3c. Convenient and flexible hours											
1: Very important	59.9	60.7	70.7	55.6	54.6	90.1	65.8	71.8	53.9	60.8	55.5
2: Somewhat or not important	40.1	39.3	29.3	44.4	45.4	9.9	34.2	28.2	46.1	39.2	44.5
B3d. Training of provider											
1: Very important	89.2	88.7	82.1	92.1	88.2	93.0	89.3	94.4	85.9	89.1	90.0
2: Somewhat or not important	10.8	11.3	17.9	7.9	11.8	7.0	10.7	5.6	14.1	10.9	10.0
B3e. Experience of provider											
1: Very important	89.9	89.4	86.9	91.2	89.7	92.9	87.8	95.9	89.7	89.5	92.1
2: Somewhat or not important	10.1	10.6	13.1	8.8	10.3	7.1	12.2	4.1	10.3	10.5	7.9
B3f. Number of children per provider											
1: Very important	75.4	87.9	74.2	72.1	77.3	87.1	82.3	79.7	74.8	75.8	73.3
2: Somewhat or not important	24.6	12.1	25.8	27.9	22.7	12.9	17.7	20.3	25.2	24.2	26.7
B3g. Low staff turnover											
1: Very important	71.9	72.1	76.0	70.2	74.1	87.2	71.6	72.3	71.2	72.7	67.5
2: Somewhat or not important	28.1	27.9	24.0	29.8	25.9	12.8	28.4	27.7	28.8	27.3	32.5
B3h. Clean and safe environment											
1: Very important	97.3	98.5	97.3	96.9	97.0	98.7	95.8	97.6	96.9	97.7	95.4
2: Somewhat or not important	2.7	1.5	2.7	3.1	3.0	1.3	4.2	2.4	3.1	2.3	4.6

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Trust and want information from: (continued)											
A4j. An Internet site											
1: A lot	1.9	3.5	3.7	2.6	1.8	2.9	3.8	5.6	2.4	2.1	3.3
2: A little	2.3	5.1	4.2	3.1	2.4	6.2	5.1	6.1	3.0	2.6	5.0
3: Not at all	1.8	4.5	3.3	2.2	2.0	5.9	4.8	5.6	2.2	2.0	4.5
A4k. A toll-free parent advice line											
1: A lot	1.8	3.0	3.6	2.7	1.7	5.5	4.0	5.7	2.0	2.0	4.0
2: A little	2.3	5.0	4.2	3.3	2.4	5.9	5.0	5.8	3.3	2.6	5.0
3: Not at all	2.3	5.4	3.8	3.1	2.4	3.5	4.2	5.9	3.4	2.6	4.7
Parental Preferences about Child Care and Preschool											
Child care arrangements:											
1: Parental care	2.3	4.7	4.1	3.2	2.4	5.4	4.9	6.1	3.3	2.6	5.0
2: Family-based/relative care	1.6	3.5	3.8	1.5	1.5	5.0	3.5	3.0	2.1	1.8	2.9
3: Home-based care	1.1	2.4	1.3	1.8	1.0	3.2	1.1	4.2	1.5	1.2	3.4
4: Center-based care	2.1	3.2	2.6	3.3	2.2	6.2	4.2	5.9	2.9	2.3	4.7
B2. Able to find child care that meets needs of family most of the time											
1: Yes	2.8	7.4	4.6	3.7	2.5	9.1	6.0	9.5	3.5	3.1	5.7
2: Somewhat or no	2.8	7.4	4.6	3.7	2.5	9.1	6.0	9.5	3.5	3.1	5.7
Importance in choosing and keeping main child care arrangement:											
B3a. Affordable cost											
1: Very important	3.2	8.8	6.3	4.0	3.2	4.9	6.1	10.1	4.0	3.5	7.2
2: Somewhat or not important	3.2	8.8	6.3	4.0	3.2	4.9	6.1	10.1	4.0	3.5	7.2
B3b. Convenient location											
1: Very important	3.1	8.7	5.9	4.0	3.3	2.9	6.3	10.6	4.0	3.5	7.0
2: Somewhat or not important	3.1	8.7	5.9	4.0	3.3	2.9	6.3	10.6	4.0	3.5	7.0
B3c. Convenient and flexible hours											
1: Very important	3.1	8.8	5.3	3.9	3.3	4.5	6.2	9.6	4.0	3.4	7.1
2: Somewhat or not important	3.1	8.8	5.3	3.9	3.3	4.5	6.2	9.6	4.0	3.4	7.1
B3d. Training of provider											
1: Very important	1.8	4.5	4.5	2.0	2.0	4.2	4.4	3.4	2.7	2.0	4.2
2: Somewhat or not important	1.8	4.5	4.5	2.0	2.0	4.2	4.4	3.4	2.7	2.0	4.2
B3e. Experience of provider											
1: Very important	1.7	4.7	3.7	2.0	1.8	4.2	3.9	2.6	2.3	1.9	3.3
2: Somewhat or not important	1.7	4.7	3.7	2.0	1.8	4.2	3.9	2.6	2.3	1.9	3.3
B3f. Number of children per provider											
1: Very important	2.9	4.8	6.1	4.0	2.7	5.1	4.7	9.2	3.8	3.3	6.3
2: Somewhat or not important	2.9	4.8	6.1	4.0	2.7	5.1	4.7	9.2	3.8	3.3	6.3
B3g. Low staff turnover											
1: Very important	3.0	7.5	5.3	4.1	2.9	3.8	5.7	9.8	4.0	3.4	6.8
2: Somewhat or not important	3.0	7.5	5.3	4.1	2.9	3.8	5.7	9.8	4.0	3.4	6.8
B3h. Clean and safe environment											
1: Very important	0.9	1.5	2.0	1.3	1.1	1.3	3.0	2.4	1.3	1.0	2.7
2: Somewhat or not important	0.9	1.5	2.0	1.3	1.1	1.3	3.0	2.4	1.3	1.0	2.7

Item and Response Category	Overall	Percentage									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance in choosing and keeping main child care arrangement: <i>(continued)</i>											
B3i. Provider has license from state											
1: Very important	70.6	78.0	59.3	72.8	71.6	75.8	76.6	75.1	66.1	70.6	70.6
2: Somewhat or not important	29.4	22.0	40.7	27.2	28.4	24.2	23.4	24.9	33.9	29.4	29.4
B3j. Type of learning activities, books, and toys available											
1: Very important	84.3	78.7	82.8	86.6	85.3	95.4	84.0	87.9	82.9	83.1	90.3
2: Somewhat or not important	15.7	21.3	17.2	13.4	14.7	4.6	16.0	12.1	17.1	16.9	9.7
B3k. Way children play and get along with each other											
1: Very important	81.9	84.1	80.7	81.8	82.5	98.6	80.9	83.3	81.8	79.9	92.4
2: Somewhat or not important	18.1	15.9	19.3	18.2	17.5	1.4	19.1	16.7	18.2	20.1	7.6
B3l. Way provider talks and plays with child											
1: Very important	96.7	99.9	97.4	95.4	96.6	100.0	92.3	95.4	97.6	96.1	99.3
2: Somewhat or not important	3.3	0.1	2.6	4.6	3.4	—	7.7	4.6	2.4	3.9	0.7
B3m. Provider knows how to care for children with special needs											
1: Very important	71.2	83.4	62.1	71.1	69.9	90.2	80.4	81.0	63.4	70.2	75.9
2: Somewhat or not important	28.8	16.6	37.9	28.9	30.1	9.8	19.6	19.0	36.6	29.8	24.1
B3n. Language spoken by provider											
1: Very important	54.5	52.7	39.9	60.7	51.3	77.9	67.0	71.1	45.3	54.0	56.8
2: Somewhat or not important	45.5	47.3	60.1	39.3	48.7	22.1	33.0	28.9	54.7	46.0	43.2
B3o. Family's culture and values respected											
1: Very important	74.2	81.3	66.8	74.9	74.2	92.7	71.0	78.4	74.5	71.7	86.5
2: Somewhat or not important	25.8	18.7	33.2	25.1	25.8	7.3	29.0	21.6	25.5	28.3	13.5
A1g. Type of preschool ever attended (<i>3-5 years only</i>)											
1: ECEAP	6.9	—	—	—	4.4	47.0	24.3	18.5	0.7	4.1	19.9
2: Head Start	11.8	—	—	—	9.1	32.6	16.6	37.1	6.0	12.1	10.9
3: Private (including co-op)	61.5	—	—	—	64.7	11.8	39.5	26.2	74.7	66.1	40.1
4: Special needs	7.2	—	—	—	6.8	6.4	8.8	12.7	6.4	6.5	10.7
5: Other	12.6	—	—	—	15.0	2.3	10.7	5.5	12.3	11.3	18.4
Importance that child learns skills in child care or preschool (<i>3-5 years only</i>):											
B6a. Knowing the alphabet, colors, counting to 10, and writing name											
1: Very important	88.3	—	—	—	86.4	98.3	96.0	89.2	85.2	88.1	89.1
2: Somewhat or not important	11.7	—	—	—	13.6	1.7	4.0	10.8	14.8	11.9	10.9
B6b. How to get along and play well with others											
1: Very important	96.8	—	—	—	96.3	97.8	99.0	100.0	95.3	96.2	99.6
2: Somewhat or not important	3.2	—	—	—	3.7	2.2	1.0	—	4.7	3.8	0.4
B6c. How to listen to and follow directions in a group											
1: Very important	89.5	—	—	—	90.9	96.5	95.4	84.6	88.7	87.9	96.3
2: Somewhat or not important	10.5	—	—	—	9.1	3.5	4.6	15.4	11.3	12.1	3.7

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance in choosing and keeping main child care arrangement: <i>(continued)</i>											
B3i. Provider has license from state											
1: Very important	3.0	6.7	6.4	3.8	2.9	10.5	5.8	9.5	3.8	3.3	6.9
2: Somewhat or not important	3.0	6.7	6.4	3.8	2.9	10.5	5.8	9.5	3.8	3.3	6.9
B3j. Type of learning activities, books, and toys available											
1: Very important	2.4	6.5	4.4	3.2	2.3	2.2	5.3	8.6	3.1	2.8	3.8
2: Somewhat or not important	2.4	6.5	4.4	3.2	2.3	2.2	5.3	8.6	3.1	2.8	3.8
B3k. Way children play and get along with each other											
1: Very important	2.7	5.8	5.8	3.5	2.6	1.1	5.6	6.8	3.6	3.1	3.1
2: Somewhat or not important	2.7	5.8	5.8	3.5	2.6	1.1	5.6	6.8	3.6	3.1	3.1
B3l. Way provider talks and plays with child											
1: Very important	1.2	0.1	2.0	1.9	1.3	—	4.6	4.5	1.3	1.5	0.7
2: Somewhat or not important	1.2	0.1	2.0	1.9	1.3	—	4.6	4.5	1.3	1.5	0.7
B3m. Provider knows how to care for children with special needs											
1: Very important	2.9	5.7	6.2	3.8	3.0	7.7	5.6	9.4	3.9	3.2	6.2
2: Somewhat or not important	2.9	5.7	6.2	3.8	3.0	7.7	5.6	9.4	3.9	3.2	6.2
B3n. Language spoken by provider											
1: Very important	3.1	8.6	6.2	3.8	3.3	7.9	5.7	9.7	4.0	3.5	7.1
2: Somewhat or not important	3.1	8.6	6.2	3.8	3.3	7.9	5.7	9.7	4.0	3.5	7.1
B3o. Family's culture and values respected											
1: Very important	3.0	8.6	6.3	3.5	3.0	2.8	6.0	9.9	3.6	3.4	4.4
2: Somewhat or not important	3.0	8.6	6.3	3.5	3.0	2.8	6.0	9.9	3.6	3.4	4.4
A1g. Type of preschool ever attended (3-5 years only)											
1: ECEAP	1.7	—	—	—	1.1	13.6	5.5	10.8	0.2	1.1	7.6
2: Head Start	3.2	—	—	—	2.8	9.8	4.5	12.9	4.0	3.7	4.2
3: Private (including co-op)	4.0	—	—	—	4.0	6.3	8.5	10.7	5.0	4.4	8.8
4: Special needs	2.0	—	—	—	2.0	3.5	4.0	8.2	2.6	2.0	6.7
5: Other	2.4	—	—	—	2.8	2.3	4.4	5.4	3.0	2.5	6.6
Importance that child learns skills in child care or preschool (3-5 years only):											
B6a. Knowing the alphabet, colors, counting to 10, and writing name											
1: Very important	2.4	—	—	—	2.8	1.7	2.4	7.5	3.5	2.7	5.6
2: Somewhat or not important	2.4	—	—	—	2.8	1.7	2.4	7.5	3.5	2.7	5.6
B6b. How to get along and play well with others											
1: Very important	1.3	—	—	—	1.6	1.6	0.7	—	2.2	1.6	0.4
2: Somewhat or not important	1.3	—	—	—	1.6	1.6	0.7	—	2.2	1.6	0.4
B6c. How to listen to and follow directions in a group											
1: Very important	3.2	—	—	—	2.8	2.8	2.5	10.4	4.7	3.8	2.3
2: Somewhat or not important	3.2	—	—	—	2.8	2.8	2.5	10.4	4.7	3.8	2.3

Item and Response Category	Overall	Percentage									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance that child learns skills in child care or preschool (3-5 years only): (continued)											
B6d. How to control behavior and emotions											
1: Very important	96.6	—	—	—	96.7	95.7	98.0	95.0	95.7	96.1	98.7
2: Somewhat or not important	3.4	—	—	—	3.3	4.3	2.0	5.0	4.3	3.9	1.3
B6e. How to keep trying, even with things that are hard											
1: Very important	90.1	—	—	—	89.6	96.5	89.1	75.9	96.8	89.1	94.4
2: Somewhat or not important	9.9	—	—	—	10.4	3.5	10.9	24.1	3.2	10.9	5.6
B6f. How to ask questions and tell stories											
1: Very important	81.6	—	—	—	79.6	97.7	81.2	83.2	80.6	80.1	88.0
2: Somewhat or not important	18.4	—	—	—	20.4	2.3	18.8	16.8	19.4	19.9	12.0
B6g. Showing interest in how things work											
1: Very important	78.4	—	—	—	76.1	100.0	81.1	71.0	82.5	77.3	83.0
2: Somewhat or not important	21.6	—	—	—	23.9	—	18.9	29.0	17.5	22.7	17.0
B6h. Showing an interest in reading and looking at books											
1: Very important	90.8	—	—	—	91.4	97.9	89.0	81.6	93.3	91.3	88.6
2: Somewhat or not important	9.2	—	—	—	8.6	2.1	11.0	18.4	6.7	8.7	11.4
B6i. Catching a ball and balancing that use coordination of big muscles											
1: Very important	76.5	—	—	—	74.8	93.6	76.6	88.9	74.3	77.7	71.5
2: Somewhat or not important	23.5	—	—	—	25.2	6.4	23.4	11.1	25.7	22.3	28.5
B6j. Using pencils, scissors, and other things that use coordination of small muscles											
1: Very important	81.1	—	—	—	80.4	94.7	85.6	81.3	82.4	80.2	84.8
2: Somewhat or not important	18.9	—	—	—	19.6	5.3	14.4	18.7	17.6	19.8	15.2
B4a. Provider makes parent feel comfortable when visit or observe											
1: Very true	92.9	88.9	93.8	93.7	92.1	91.6	95.1	93.6	94.1	92.8	93.6
2: Somewhat true	6.4	9.2	4.5	6.3	7.1	8.4	4.9	6.4	4.6	6.4	6.4
3: Not true	0.7	1.9	1.7	—	0.9	—	—	—	1.3	0.9	—
B4b. Parent and provider share ideas about how to help child learn and grow											
1: Very true	77.9	84.5	71.6	78.6	79.4	82.1	78.3	85.3	80.0	75.3	91.1
2: Somewhat true	19.5	15.5	27.2	17.5	19.2	5.4	18.4	9.6	17.5	21.7	8.2
3: Not true	2.6	—	1.2	3.9	1.4	12.6	3.3	5.0	2.5	3.0	0.7
B4c. Provider notices if parent stressed and checks in with about needs											
1: Very true	44.8	53.4	48.6	40.7	43.8	71.3	48.5	41.9	45.1	42.5	55.9
2: Somewhat true	33.7	16.1	32.4	39.4	33.4	7.7	33.4	24.4	38.7	34.7	28.5
3: Not true	21.6	30.5	19.0	19.9	22.8	21.0	18.1	33.7	16.2	22.8	15.7
B4d. Provider lets parent know about services in the community											
1: Very true	31.1	13.7	21.4	40.1	31.2	64.1	53.8	33.2	25.6	28.3	44.9
2: Somewhat true	33.6	44.4	30.8	31.4	34.8	10.6	21.2	18.1	41.5	33.2	35.7
3: Not true	35.3	41.9	47.8	28.5	34.0	25.3	25.0	48.6	32.9	38.5	19.4

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance that child learns skills in child care or preschool (3-5 years only): (continued)											
B6d. How to control behavior and emotions											
1: Very important	1.4	—	—	—	1.7	2.8	1.2	5.0	2.2	1.8	1.0
2: Somewhat or not important	1.4	—	—	—	1.7	2.8	1.2	5.0	2.2	1.8	1.0
B6e. How to keep trying, even with things that are hard											
1: Very important	2.6	—	—	—	2.8	2.8	6.2	11.6	1.6	3.1	3.2
2: Somewhat or not important	2.6	—	—	—	2.8	2.8	6.2	11.6	1.6	3.1	3.2
B6f. How to ask questions and tell stories											
1: Very important	3.2	—	—	—	3.6	1.7	6.8	10.4	4.2	3.7	5.4
2: Somewhat or not important	3.2	—	—	—	3.6	1.7	6.8	10.4	4.2	3.7	5.4
B6g. Showing interest in how things work											
1: Very important	3.4	—	—	—	3.7	—	6.8	12.3	4.1	3.9	6.1
2: Somewhat or not important	3.4	—	—	—	3.7	—	6.8	12.3	4.1	3.9	6.1
B6h. Showing an interest in reading and looking at books											
1: Very important	2.4	—	—	—	2.4	2.2	6.3	9.3	2.6	2.7	5.3
2: Somewhat or not important	2.4	—	—	—	2.4	2.2	6.3	9.3	2.6	2.7	5.3
B6i. Catching a ball and balancing that use coordination of big muscles											
1: Very important	3.4	—	—	—	3.6	4.1	7.0	6.5	4.7	3.7	7.5
2: Somewhat or not important	3.4	—	—	—	3.6	4.1	7.0	6.5	4.7	3.7	7.5
B6j. Using pencils, scissors, and other things that use coordination of small muscles											
1: Very important	3.3	—	—	—	3.6	3.9	6.4	10.7	4.2	3.8	6.4
2: Somewhat or not important	3.3	—	—	—	3.6	3.9	6.4	10.7	4.2	3.8	6.4
B4a. Provider makes parent feel comfortable when visit or observe											
1: Very true	1.5	5.2	2.5	1.7	1.8	2.9	1.8	4.4	1.7	1.7	3.2
2: Somewhat true	1.4	5.0	2.2	1.7	1.7	2.9	1.8	4.4	1.6	1.6	3.2
3: Not true	0.4	1.9	1.2	—	0.5	—	—	—	0.8	0.5	—
B4b. Parent and provider share ideas about how to help child learn and grow											
1: Very true	2.7	6.3	6.2	3.3	2.6	8.6	5.6	6.1	3.2	3.1	3.7
2: Somewhat true	2.6	6.3	6.2	3.0	2.6	2.2	5.5	4.0	3.0	3.0	3.7
3: Not true	1.1	—	1.0	1.7	0.7	8.7	1.5	4.9	1.3	1.3	0.6
B4c. Provider notices if parent stressed and checks in with about needs											
1: Very true	3.1	8.8	6.3	3.9	3.3	9.1	6.5	9.3	4.1	3.5	7.1
2: Somewhat true	3.0	5.7	6.0	4.0	3.1	2.7	6.7	9.4	4.0	3.4	6.6
3: Not true	2.8	9.1	4.8	3.1	3.0	9.2	4.4	9.8	2.8	3.1	4.7
B4d. Provider lets parent know about services in the community											
1: Very true	2.7	4.5	4.7	3.8	3.0	9.5	6.4	8.6	3.4	2.9	7.1
2: Somewhat true	3.0	8.5	5.8	3.7	3.1	3.8	5.0	6.6	4.1	3.3	7.1
3: Not true	3.2	8.7	6.4	3.8	3.2	9.5	6.2	10.0	3.8	3.5	5.5

Item and Response Category	Overall	Percentage									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
B5. Talked with provider in past 12 months about activities parent would like provider to do	76.3	62.2	75.1	81.0	75.0	74.7	73.3	70.4	77.6	76.9	72.8
Children's Development and Parental Concerns											
Concerned a lot (at least 1 item) about developmental delay (<i>items E1a, E1d-E1h, Eij, and E1k</i>)	26.0	19.8	26.1	29.6	24.1	30.3	34.1	24.6	25.6	26.7	22.5
Concerned a lot (at least 1 item) about behavior (<i>items E1i and E1l</i>)	20.2	9.9	20.7	25.9	18.2	22.0	31.0	19.4	18.6	21.0	16.0
Concerned a lot (at least 1 item) about health (<i>items E1b and E1c</i>)	13.2	9.9	10.8	16.5	10.9	13.0	21.3	14.1	11.2	13.5	11.6
E1a. Concerned about how child talks											
1: A lot	13.2	9.8	13.9	14.7	11.8	10.9	16.8	10.9	13.5	13.7	10.4
2: A little	15.4	9.1	14.7	19.6	12.6	26.1	15.7	21.8	12.5	15.9	13.1
3: Not at all	71.4	81.1	71.4	65.6	75.6	63.0	67.6	67.3	74.0	70.4	76.5
E1b. Concerned about how child sees											
1: A lot	12.1	9.4	9.1	15.5	9.9	9.6	18.4	13.0	10.6	12.4	10.5
2: A little	8.5	7.6	6.2	10.3	7.2	10.3	10.3	11.1	7.3	9.5	2.9
3: Not at all	79.4	83.0	84.7	74.1	82.9	80.1	71.3	75.8	82.1	78.0	86.6
E1c. Concerned about how child hears											
1: A lot	11.2	9.5	9.1	13.5	8.9	10.5	19.8	9.3	9.4	11.3	10.7
2: A little	6.7	3.7	7.1	8.2	7.1	9.7	6.5	6.4	7.5	7.1	4.3
3: Not at all	82.1	86.8	83.8	78.3	84.0	79.7	73.8	84.3	83.1	81.6	84.9
E1d. Concerned about how child understands what is said											
1: A lot	14.9	11.4	12.5	18.2	13.0	12.8	21.6	15.8	13.5	15.1	13.4
2: A little	10.0	5.6	11.0	11.9	7.6	21.8	11.1	16.5	9.3	10.1	9.2
3: Not at all	75.1	83.0	76.5	69.8	79.3	65.4	67.3	67.7	77.1	74.7	77.4
E1e. Concerned about how child uses hands and fingers											
1: A lot	13.2	11.7	11.1	15.4	11.5	10.6	16.5	11.1	12.4	13.3	12.9
2: A little	7.2	4.0	5.0	10.5	6.8	9.5	10.9	7.9	7.7	8.1	2.5
3: Not at all	79.5	84.2	83.9	74.1	81.7	79.9	72.6	81.0	79.9	78.5	84.6
E1f. Concerned about how child uses arms and legs											
1: A lot	12.9	9.4	12.4	15.4	11.2	9.5	17.9	11.8	11.9	12.9	12.9
2: A little	5.1	5.3	4.0	5.6	5.0	8.6	6.7	5.0	5.6	5.4	3.3
3: Not at all	82.0	85.3	83.7	79.1	83.7	81.9	75.5	83.2	82.5	81.7	83.8
E1g. Concerned about how child is learning preschool or school skills											
1: A lot	14.1	5.4	13.1	18.9	12.7	14.5	16.0	19.1	12.9	14.3	13.1
2: A little	15.9	9.5	17.0	18.5	14.1	21.9	20.0	12.4	16.1	16.9	11.0
3: Not at all	70.0	85.1	69.9	62.6	73.2	63.6	63.9	68.4	71.0	68.8	76.0
E1h. Concerned about how child gets along with others											
1: A lot	17.0	9.2	17.3	21.3	14.3	17.8	25.2	18.5	16.2	17.8	13.1
2: A little	19.9	10.3	21.9	24.2	20.4	18.3	16.2	19.5	21.3	19.7	21.2
3: Not at all	63.0	80.5	60.9	54.5	65.3	64.0	58.6	62.0	62.5	62.5	65.7

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error									
		Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
B5. Talked with provider in past 12 months about activities parent would like provider to do	2.8	8.8	5.3	3.0	3.0	8.9	6.1	9.8	3.3	3.0	6.5
Children's Development and Parental Concerns											
Concerned a lot (at least 1 item) about developmental delay (<i>items E1a, E1d-E1h, Eij, and E1k</i>)	2.1	3.7	4.0	3.1	2.1	4.5	5.1	5.0	3.0	2.3	4.1
Concerned a lot (at least 1 item) about behavior (<i>items E1i and E1l</i>)	1.9	2.6	3.7	2.9	1.8	3.6	5.0	4.6	2.6	2.1	3.7
Concerned a lot (at least 1 item) about health (<i>items E1b and E1c</i>)	1.7	2.9	3.2	2.6	1.5	2.6	5.0	4.3	2.3	1.9	3.3
E1a. Concerned about how child talks											
1: A lot	1.7	2.8	3.5	2.5	1.6	2.4	4.4	3.6	2.4	1.9	2.9
2: A little	1.8	2.5	2.8	3.0	1.6	5.3	3.1	5.5	2.2	2.0	3.3
3: Not at all	2.2	3.6	4.0	3.3	2.1	5.5	4.8	5.9	3.0	2.5	4.1
E1b. Concerned about how child sees											
1: A lot	1.7	2.8	3.1	2.6	1.5	2.2	4.8	4.1	2.2	1.9	3.2
2: A little	1.4	2.4	2.2	2.5	1.3	2.5	2.5	4.7	1.9	1.7	1.6
3: Not at all	2.0	3.5	3.5	3.2	1.8	3.4	4.9	5.7	2.8	2.3	3.5
E1c. Concerned about how child hears											
1: A lot	1.6	2.8	3.1	2.5	1.4	2.3	4.8	3.5	2.2	1.8	3.2
2: A little	1.0	1.5	1.9	1.6	1.2	2.5	1.9	2.4	1.5	1.1	1.9
3: Not at all	1.8	3.1	3.4	2.8	1.7	3.5	4.9	4.1	2.5	2.0	3.6
E1d. Concerned about how child understands what is said											
1: A lot	1.8	3.1	3.4	2.7	1.7	2.5	4.9	4.4	2.5	2.0	3.6
2: A little	1.5	1.8	2.6	2.6	1.3	5.3	2.6	5.3	2.0	1.7	3.4
3: Not at all	2.1	3.5	3.9	3.3	2.0	5.4	5.0	6.0	2.9	2.4	4.5
E1e. Concerned about how child uses hands and fingers											
1: A lot	1.7	3.1	3.4	2.5	1.6	2.3	4.6	3.6	2.4	1.9	3.6
2: A little	1.2	1.5	1.6	2.2	1.2	2.3	2.7	3.2	1.8	1.4	1.0
3: Not at all	2.0	3.4	3.6	3.1	1.9	3.4	4.8	4.6	2.9	2.2	3.7
E1f. Concerned about how child uses arms and legs											
1: A lot	1.7	2.7	3.5	2.6	1.6	2.1	4.7	4.0	2.4	1.9	3.6
2: A little	0.9	1.9	1.4	1.4	1.0	2.3	2.4	2.1	1.4	1.1	1.3
3: Not at all	1.8	3.2	3.6	2.8	1.8	3.2	4.9	4.4	2.6	2.1	3.7
E1g. Concerned about how child is learning preschool or school skills											
1: A lot	1.7	2.1	3.3	2.7	1.6	3.3	3.7	4.7	2.4	1.9	3.7
2: A little	1.8	3.0	3.3	2.9	1.7	5.5	4.5	5.2	2.5	2.1	2.7
3: Not at all	2.3	3.6	4.1	3.3	2.2	5.8	5.1	6.1	3.2	2.6	4.3
E1h. Concerned about how child gets along with others											
1: A lot	1.9	2.8	3.7	2.9	1.7	3.5	4.9	4.6	2.7	2.1	3.5
2: A little	1.8	2.9	3.1	2.8	1.8	3.2	3.0	5.3	2.5	2.0	4.0
3: Not at all	2.3	3.8	4.1	3.3	2.2	4.9	4.9	6.0	3.2	2.5	4.7

Item and Response Category	Percentage										
	Overall	Age			Language		Poverty (FPT)			Community	
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
E1i. Concerned about how child behaves											
1: A lot	15.4	7.8	15.0	20.2	13.1	14.3	25.1	15.0	14.3	16.1	11.7
2: A little	25.8	15.5	29.9	29.6	26.6	23.4	18.2	31.0	26.1	26.4	22.7
3: Not at all	58.8	76.8	55.0	50.2	60.3	62.3	56.7	54.0	59.6	57.5	65.6
E1j. Concerned about how child is learning to do things for self											
1: A lot	14.2	8.8	14.5	17.2	12.1	14.5	19.3	10.9	14.1	14.2	14.3
2: A little	14.4	10.1	14.2	17.0	13.1	15.1	13.0	15.0	15.3	15.9	6.6
3: Not at all	71.3	81.1	71.3	65.8	74.8	70.4	67.7	74.1	70.6	69.9	79.2
E1k. Concerned about whether child can do what other children same age do											
1: A lot	13.7	9.5	16.3	14.7	12.4	8.0	16.1	14.2	12.4	14.7	8.6
2: A little	13.8	10.6	12.5	16.6	13.9	19.6	14.0	9.0	17.4	13.1	17.6
3: Not at all	72.4	79.9	71.1	68.7	73.8	72.4	69.9	76.9	70.2	72.2	73.8
E1l. Concerned about child's emotional well-being											
1: A lot	17.7	9.5	17.9	22.4	15.7	17.6	23.1	15.9	17.1	18.5	13.6
2: A little	14.6	11.3	16.7	15.5	14.0	17.8	15.9	6.7	16.3	15.3	11.1
3: Not at all	67.7	79.2	65.4	62.1	70.3	64.6	61.0	77.4	66.5	66.2	75.3
E2. Shared concerns about child with doctor, provider, other professional	77.8	76.2	82.1	76.0	78.8	64.0	63.9	80.3	83.5	77.6	79.1
E3. Doctor or other professional ever told parent that child has a disability or developmental delay	9.8	3.4	10.9	12.9	11.1	3.4	7.7	11.9	9.0	9.8	9.3
Family Literacy Practices											
E4. Frequency family member reads or shows picture books with child in typical week											
1,2: Less than 3 times a week	6.7	12.0	6.3	3.8	5.2	25.2	14.1	11.9	2.8	6.9	6.1
3: 3 to 6 times a week	20.1	21.9	14.2	22.6	16.0	38.4	19.1	28.5	18.6	18.9	26.6
4: Every day	73.2	66.1	79.5	73.6	78.8	36.5	66.8	59.6	78.6	74.3	67.3

Appendix C: Estimated Percentages and Standard Errors

Item and Response Category	Overall	Standard Error										
		Age			Language		Poverty (FPT)			Community		
		0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural	
E1i. Concerned about how child behaves												
1: A lot	1.7	2.4	3.4	2.7	1.5	2.8	4.8	4.0	2.4	1.9	3.2	
2: A little	2.0	3.3	3.7	3.1	2.0	4.2	3.4	5.7	2.8	2.2	4.1	
3: Not at all	2.3	3.9	4.1	3.3	2.3	5.1	5.0	6.0	3.2	2.6	4.7	
E1j. Concerned about how child is learning to do things for self												
1: A lot	1.7	2.5	3.6	2.6	1.6	2.8	4.6	3.6	2.5	1.9	3.7	
2: A little	1.7	3.0	2.8	2.8	1.6	3.0	3.1	5.0	2.4	2.0	1.9	
3: Not at all	2.2	3.7	4.0	3.3	2.1	4.3	4.9	5.6	3.1	2.5	4.0	
E1k. Concerned about whether child can do what other children same age do												
1: A lot	1.7	2.6	3.6	2.5	1.6	1.9	4.5	4.1	2.4	2.0	2.7	
2: A little	1.5	2.6	2.5	2.4	1.6	3.5	2.9	2.8	2.4	1.6	4.1	
3: Not at all	2.1	3.6	4.0	3.1	2.1	4.1	4.8	4.8	3.1	2.3	4.5	
E1l. Concerned about child's emotional well-being												
1: A lot	1.8	2.5	3.6	2.8	1.7	3.2	4.8	4.2	2.6	2.0	3.6	
2: A little	1.6	2.9	3.0	2.3	1.6	3.3	3.0	2.7	2.4	1.8	3.1	
3: Not at all	2.2	3.7	4.1	3.2	2.1	4.7	4.9	4.8	3.1	2.4	4.4	
E2. Shared concerns about child with doctor, provider, other professional	3.3	8.7	5.7	4.5	3.7	5.8	8.0	6.9	4.3	3.7	6.9	
E3. Doctor or other professional ever told parent that child has a disability or developmental delay	1.3	1.5	2.8	2.2	1.5	1.2	2.5	3.8	1.8	1.4	3.3	
Family Literacy Practices												
E4. Frequency family member reads or shows picture books with child in typical week												
1,2: Less than 3 times a week	1.0	2.7	2.0	1.1	1.1	4.4	3.0	3.5	1.1	1.2	1.7	
3: 3 to 6 times a week	2.1	5.2	2.7	3.1	1.7	6.0	3.7	5.7	3.2	2.4	4.5	
4: Every day	2.2	5.2	3.2	3.1	1.9	5.4	4.4	6.0	3.3	2.5	4.6	