



Massachusetts Early Childhood Family Survey

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Executive Summary

Early Childhood Program Quality and School Readiness

A compelling body of research provides evidence that high-quality early care and education can be important for the development of children, especially children in low-income families. There are a number of early learning models that offer strong evidence for improving children's outcomes, especially among those with the greatest needs. Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants - e.g. less likely to be placed in special education, more likely to graduate from high school, and more likely to attend college. Massachusetts and many other states have turned toward expanding the availability of high-quality early education and care programs as a strategy for improving school readiness.

To gain a better understanding of the existing needs of children and families, the Department of Early Education and Care (EEC) commissioned this study to learn more about the demand that families have for early education and out-of-school-time programs and services, the current level of access they have to meet their demands and to better understand issues that affect child development. The findings highlighted in this report are based on a representative sample of 301 randomly selected families with children under age 14. The survey results are augmented by additional data collected from more than 2,000 families through a public version of the same survey.

Key Findings and Policy Considerations

- Families may view certain research-based program features – e.g., curriculum aligned with state standards and connecting children and families to supports and services - as less important in their view of program quality. In moving forward with QRIS and other quality initiatives, EEC may want to

continue or expand community engagement and outreach initiatives that will help families understand important quality considerations and their connection to school achievement.

- Family views on quality vary to some degree by race, income and family structure, especially with regard to the importance of helping children and families connect to support services, having classroom materials that reflect the language and culture of the children and opportunities to participate in community activities. EEC may want to consider these differences in tailoring outreach strategies to promote the QRIS and other quality-related initiatives.
- The survey found that 38% of families identified having a child with a special need or health condition and that a significant number of educators may be unsure of their ability to accommodate the needs of children with special needs. EEC may want to expand strategies to support programs and educators in the inclusion of children with special needs.
- Single-parent families are much more likely to have a current early education or out-of-school-time arrangement for their child and more likely to keep their child in that arrangement for more hours per week than other families. They are also more likely to cite the need for programs that offer evening care, sick care and summer-only care. EEC may want to keep in mind these findings and the need that some parents may have for more flexible scheduling as it considers changes to eligibility policies for families and as it considers options for rate reform.
- The survey found that 32% of families that have a primary care arrangement for their child use informal care, such as a relative, neighbor, friend or baby sitter. Given this finding, EEC may want to consider tailoring

certain policy strategies to target families that do not use formal early education and care programs, especially in promoting the expansion of QRIS.

- The survey found that 13% of families identified speaking a language other than English at home and the survey of educators found that a significant number of educators may be unsure of their ability to use strategies to support the learning needs of English language learners. With these findings in mind, EEC may want to consider strategies to strengthen the supports available to the programs and educators who work with English language learners. EEC also may want to keep this finding in mind as it considers strategies to ensure that all families have access to translated materials that provide information on early education programs, literacy initiatives and other programs important to children and families.
- The survey found that families most often cite cost as a problem when searching for an early education program and also cite concerns over quality as a problem. Given these findings, EEC may want to consider financial assistance strategies and incentives that help make high-quality programs more accessible to low-income families and encourage them to make selections based on program quality.
- While most respondents agree with statements about their family's strength and ability to solve problems, 16% of families indicate that they would have no idea where to turn if their family needed food, housing, or had trouble making ends meet. EEC may want to keep this finding in mind when considering future support for family engagement initiatives, especially those focused on helping hard-to-reach families gain access to information on and connections to comprehensive supports and services.
- Given that 37% of families do not read to their child every day and 14% of families report that they do not read to their child at all and 9% report having less than ten books in the home, EEC may want to continue or expand strategies to strengthen early literacy and language development and further expand efforts to engage hard-to-reach families that may not be connected to formal early education programs or community agencies.
- While access to medical care for children is high, access to other services and supports may be insufficient – e.g., 18% of families indicate that their child had not visited a dentist within the past year. EEC may want to keep this finding in mind as it considers strategies to help connect children and families to additional supports and services that promote healthy child development.
- The results of this survey are only one component in the overall research framework for the needs assessment. With this in mind, EEC may want to consider options for replicating the family survey on an on-going basis that would allow survey results to be linked to quality and educator data from the QRIS to determine if programs are meeting child and family needs, and over time, to help evaluate the effectiveness of policy initiatives.
- EEC may also want to consider qualitative methods – e.g., focus groups or family interviews - for evaluating the needs of families to augment the quantitative assessment.



Context

Early Childhood Program Quality and School Readiness

A compelling body of research provides consistent evidence that early childhood experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behavior, and health. As described in *A Science-Based Framework for Early Childhood Policy*, brain architecture and skills are built continuously over time and policies that promote healthy development throughout the early years create a foundation for later school achievement, economic productivity, responsible citizenship, and successful parenting. For children at unusually high risk, neuroscience provides a compelling argument for beginning programs at birth, if not prenatally, since a substantial amount of brain circuitry is constructed very early in life. Developmental research shows that children master different skills at different ages, which suggests that opportunities for a variety of effective interventions are present throughout early childhood.¹

This body of research also provides evidence that high quality early care and education can be important for the development of children, especially children in low-income families. There are a number of early learning models with strong evidence for improving children's outcomes, especially among those with the greatest needs. Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants - e.g. less likely to be placed in special education, more likely to graduate from high school, and more likely to attend college.²

¹ Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*.

² Karoly L.A. Kilburn M.R. & Cannon J.S. (2005). *Early childhood interventions: Proven results, future promise*. Santa Monica CA: RAND Corporation; Masse D.N. & Barnett W.S. (2002). *A benefit cost analysis of the Abecedarian Project*. New Brunswick NJ: NIEER; Aos S. Lieb R. Mayfield J. Miller M. & Pennucci A. (2004). *Benefits and costs of prevention and early intervention programs for youth*. Olympia WA: Washington State Institute for Public Policy.

In Massachusetts, there are approximately 459,000 children from birth to age five, of which nearly one-third are low-income, according to the National Center for Children in Poverty.³ An estimated 52% of children from birth to age five face at least one risk factor – e.g., living in single-parent family, living in poverty, linguistically isolated, parents have less than a high school education and parents have no paid employment – and 17% face three or more risk factors, which could lead to toxic stress that could negatively affect development. Without intervention, these children are most at-risk of encountering developmental delays and school readiness gaps and most likely to benefit of high-quality early learning and development experiences.

Quality of Early Childhood Experiences for Children

In Massachusetts, state leaders, local educators, and the public have responded to the compelling body of early childhood research. Children's early learning and development has come to be viewed as the unfinished business of education reform—an overlooked prerequisite for entry into a unified birth to 20 educational system.⁴ Integral to improving the school-readiness of children in Massachusetts is expanding the early learning opportunities available to children, especially those most at-risk. EEC has articulated a series of strategies that seek to expand high-quality early childhood experiences for children, including:

- Expansion of EEC's Quality Rating and Improvement System (QRIS) and related quality improvement initiatives
- Development of a comprehensive assessment system
- Expansion of family and community engagement initiatives
- Strengthening the knowledge, skills and abilities of the early learning workforce

³ National Center for Children in Poverty. (2012). *Massachusetts early childhood profile*.

⁴ Massachusetts Department of Early Education and Care. (October 2011). Application for Race to the Top- Early Learning Challenge.



Gaining a better understanding of the needs that families have and the resources currently available to them is critical as EEC moves forward with the implementation of the initiatives highlighted above. To guide the implementation of these initiatives, EEC needs to better understand the current need that families have for early learning programs and services, the current level of access that families have to the programs and services needed, and the conditions present that may affect the development of their children. The family survey described below was commissioned by EEC to respond to this need for more information on the early learning needs of families and children in Massachusetts.

Overview of Needs Assessment and Family Survey

To inform the implementation of the initiatives described above, EEC began plans in March of 2011 to design a framework for conducting a statewide assessment of the resources necessary to support families and communities in the holistic development of children and youth. The needs assessment will allow EEC to better understand the needs of young children from birth to age eight and to better understand the quality and availability of early childhood education and development programs and services for children from birth to school entry. EEC consulted with a research team from the *Wellesley College Center for Women (WCCW)* to develop recommendations for the overall framework for the needs assessment, including the development of logic models, sampling plan recommendations, and the content for surveys of families and educators.

In the WCCW's final report, *Development of a Massachusetts Periodic Statewide Needs Assessment*, the research team recommended two surveys – one for families seeking or using early learning programs and one for educators in the early learning workforce. Using questions compiled from surveys implemented across the country, the WCCW research team recommended a set of survey questions for each survey. For the survey of families, the recommended survey content was organized around the following research questions:

1. What are the needs for families to support child development?
2. Which children and families have access to the programs that they need, including high-quality early education and care programs, health care and community resources and supports?
3. Are children, birth to age 8, on track to succeed when they enter school and beyond?

EEC contracted with Applied Policy Analytics, in Partnership with the Public Consulting Group, to conduct a survey of families with children under fourteen in Massachusetts. The survey was designed around the three research questions listed above.



Survey Design and Administration

Survey Questionnaire Development

As described on the previous page, the *Periodic Statewide Needs Assessment* report prepared by the WCCW recommended an initial set of questions to use for the family survey. The report included a thorough review of the family surveys in other states. Based on that review, the WCCW team selected questions that addressed key variables associated with the key research questions that were developed by EEC.

Because the survey questions recommended by the report were drawn from several sources, many of the questions had different formats, used different terminology and scales. After meeting with EEC, the research team made minor edits to the existing questions to improve their readability and to ensure that they were organized in a user-friendly format. During this phase of the project, the research team:

- Prepared a simple introduction at the beginning of the survey to help families understand the purpose of the survey, to provide assurances of confidentiality and to provide families with contact information.
- Modified the existing sequencing of questions to ensure that families were guided through the questions in a logical and user-friendly fashion.
- Made minor adjustments to the phrasing of certain questions to maximize readability, to ensure consistent use of terms throughout the survey.
- Added questions or modified existing questions, in collaboration with EEC staff, to ensure that the questionnaire covered the relevant sections of the state's QRIS standards.
- Modified all questions that relied on a Likert scale to ensure the consistent use of a five-point scale throughout the questionnaire.

After the draft questionnaire was reviewed and approved by EEC, the research team translated the survey and prepared an on-line version of the survey in English, Spanish and Portuguese. The team conducted a pilot test of the survey with 10 families to identify questions that were difficult to understand, to test the ease of navigating through the survey on-line, to see if the instructions were clear and to determine the amount of time needed to complete the survey. As a result of the pilot, minor improvements were made to the survey. While the length of the survey was a concern to the research team, requiring an average of 25 minutes to complete, no other significant problems were identified during the pilot test. A final copy of the Family Survey is available in *Appendix A*.

Survey Sample Design and Survey Administration

The **Family Survey** was administered to a statewide representative sample of 5,300 families selected from a commercial address-based list, with an oversample of 1,500 families to ensure representation of low-income families (200% of the federal poverty level or below.) Approximately 72% of the addresses were matched with phone numbers, including addresses that were matched with phone numbers from EEC data files that contained information on families receiving assistance from EEC within the last year or currently on the EEC waiting list. The team allocated the survey sample by county in proportion to the number of families with children birth to 13 to ensure representation of all counties in the state. For example, 23% of the Massachusetts population lives in Middlesex County. Therefore, 23% of the families selected for participation in the survey were from Middlesex County.

The survey was administered from October 17 through November 30, 2011. Families that were selected for participation received flyers in the mail announcing the survey in three languages – English, Spanish and Portuguese. The flyer, which is available in *Appendix B*, explained the purpose of the survey and provided a link to the on-line survey and a phone number that families could call to take the survey by phone. The flyer also explained that the



survey was completely voluntary and ensured families that all information would be kept private. To encourage participation, the flyer also informed families that all respondents would be eligible for one of three chances to win \$100 for completing the survey. The team also sent paper copies of the survey, with pre-paid return envelopes, to families for which no phone numbers were available.

Prior to beginning the survey, the research team provided a 2-hour **training seminar** for the interviewers hired to conduct the survey. During the seminar, the research team explained the purpose of survey, reviewed the protocol for administering the survey questionnaire to families by phone and explained how to enter data into the on-line questionnaire. Using computer-assisted call technology, the interviewers called all families for which phone numbers were available to collect survey data by phone in English, Spanish and Portuguese. Overall, 93% of the surveys were completed in English and 7% were completed in Spanish or Portuguese. The research team also had access to an interpretation vendor, to accommodate other languages, but did not need to rely on that service for any of the calls. On average, the surveys took approximately 20-30 minutes to complete.

Supplemental Public Version of the Family Survey

In addition to the representative sample of families, the research team's original proposal also included a public version of the survey, with additional questions on community resources and school choices. The public version of the survey was hosted on EEC's homepage and publicly available to all families in the state. An announcement and information packet for the **public version of the Family Survey** was distributed directly to the state's 104 Coordinated Family and Community Engagement (CFCE) agencies. The research team hosted two informational webinars for CFCE agencies to describe the purpose of the survey and to explain how the agencies could help reach out to families to complete the survey. The state's Child Care Resource and Referral Network also distributed information about the survey and a link to the survey through an e-mail to more than 10,000

families across the state. A copy of the announcement e-mail to CFCE agencies is available in *Appendix B*. The survey was publicly available on the EEC web site from November 1 through December 2, 2011.

Survey Strengths and Limitations

The research team received 301 responses to the **Family Survey**. Out of the 5,300 families in the outreach sample, 958 were identified to be ineligible to participate in the survey because they did not have any children under age 14. The response rate was 7% among the remaining households in the sample. Based on these responses, the survey results for all families have a margin of error of 5.6% at a 95% confidence level. When the results are disaggregated by subpopulations, the margin of error widens. Additionally, some questions did not apply to all families and some families chose not to respond to all questions. As a result, the margin of error may vary across questions.

As illustrated in *Tables 1 to 6*, the responses are similar in proportion to the estimated geographic distribution of families by county. The sample is very similar to the overall Massachusetts population by race and income, but the families represented in the sample are more likely to have a bachelors degree or higher than the overall population in the state.

As mentioned previously, the research team also prepared a **Public Version of the Family Survey** that was open and available to all families with children under age 14 in the state. As a result of the outreach efforts made by the CFCE agencies and the Child Care Resource and Referral Network, the survey generated 2,028 responses. While the results are not based on a scientifically designed sample, the results of the survey are very similar to those found in the random sample survey data, but key differences between the two versions are noted in the sections and tables that follow.

As illustrated in *Tables 1 to 6*, the responses for the public version of the survey are similar in proportion to the geographic distribution of families. In



addition, the responses also are similar in proportion to the distribution of families by race/ethnicity, but families in the sample are more likely to have a bachelor's degree or higher and more likely to have higher incomes.

Even with the strengths noted above for both surveys, caution should still be used in interpreting data for specific sub-samples, since the margin of

error for them is wider than the margin of error for total sample. Additionally, the outreach to families for the convenience survey was done primarily through e-mails and CFCE agencies. Therefore, families that were not engaged with a local CFCE organization or on a CCR&R e-mail list may not have been aware of the survey and their views may be under-represented as a result.

Geographic Distribution of Responses

Table 1 - Profile of Responses Households by County			
Responses	American Community Survey	Random Sample	Convenience Sample
Total Responses (n)		301	2,028
Barnstable	3%	2%	4%
Berkshire	2%	2%	1%
Bristol	8%	5%	5%
Dukes & Nantucket	0%	0%	0%
Essex	11%	12%	15%
Franklin	1%	1%	4%
Hampden	7%	6%	2%
Hampshire	2%	2%	6%
Middlesex	23%	27%	31%
Norfolk	10%	13%	4%
Plymouth	8%	6%	4%
Suffolk	11%	9%	3%
Worcester	12%	13%	21%

Respondent Demographics

Table 2 - Profile of Responses Race/Ethnicity of Respondents			
Responses	U.S. Census 2010	Random Sample	Convenience Sample
White or European American	76%	71%	78%
Black or African American	6%	5%	5%
Latino or Hispanic	10%	15%	9%
Asian or Asian American	5%	4%	4%
Native Hawaiian or other Pacific Islander	0%	0%	0%
Native American/American Indian/Eskimo/Aleut	0%	2%	1%
Other	3%	3%	3%



**Table 3 - Profile of Responses
Educational Attainment of Respondents**

Responses	U.S. Census 2010	Random Sample	Convenience Sample
Some High School, No Diploma	15%	7%	1%
High School Diploma	50%	38%	33%
Bachelor's Degree or Higher	38%	55%	66%

**Table 4 - Profile of Responses
Age of Respondent**

Responses	Random Sample	Convenience Sample
18-25	4%	5%
26-35	23%	40%
36-45	42%	47%
46-50	15%	6%
51+	16%	3%

Household Demographics

**Table 5 - Profile of Responses
Households with Children by Income**

Responses	American Community Survey	Random Sample	Convenience Sample
At or Below 200% of Federal Poverty Level	29%	27%	22%
Above 200% of Federal Poverty Level	71%	73%	78%

**Table 6 - Profile of Responses
Current Living Situation**

Responses	Random Sample	Convenience Sample
I am without a stable residence.	1%	0.3%
I live in a group shelter/temporary shelter	0%	0.3%
I live with others (not my family).	0%	1%
I live with my immediate family (partner, children).	90%	94%
I live with my extended family (parents, relatives).	9%	5%



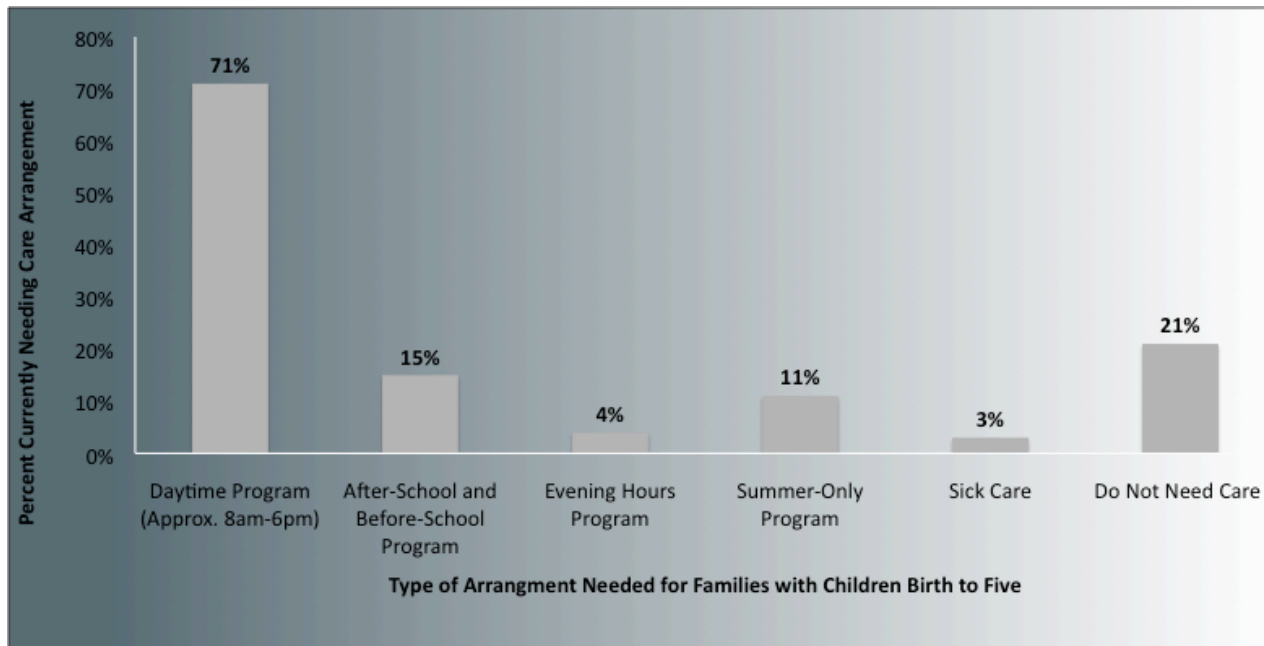
Demand for Programs and Services

Demand for Early Education and School-age Programs

A large majority of families report needing some type of early education or out-of-school-time arrangement for their child, including 67% of families participating in the representative sample and 84% of families that completed the public version of the survey. As illustrated in *Table 7* (all tables are located in Appendix C), out of the families in the representative sample, 44% identified a need for programs that offer care with standard week-day hours, 26% need programs that offer care before or after school, 11% need a summer-only program, and 5% need a program that offers evening hours.

When focusing on the needs of families with younger children, as illustrated in *Chart 1*, 79% of families with children under five-years old report needing some type of care and 21% report that they do not need care. Of those families that report a need for care, 71% need a daytime program, 15% need an after-school or before-school program, 11% need a summer-only program and 4% need a program that offers evening hours.

Chart 1 - Demand for Early Education Arrangements



Variations in Demand by Race, Income and Family Structure

Overall demand for early childhood and out-of-school time arrangements only varies slightly by race. As illustrated in *Table 8*, 66% of white families and 68% of all non-white families report the need for some type of care for their child. Overall demand also varies only slightly by income. As illustrated in *Table 9*, 66% of families with incomes above 200% of the federal poverty level report the need for care compared to 64% of families with incomes at or below that level.

Single-parent families are more likely than all other families to report a need for care. As illustrated in *Table 10*, 80% of single-parent families report the need for some type of early education or out-of-school-time arrangement for their child, compared to 63% of all other families. Additionally, single-parent families are more likely to report a need for care during non-standard hours – e.g., 9% report a need for evening care compared to 5% of other families, 17% report a need for summer-only care compared to 10% of other families, and 6% report a need for sick care compared to 2% of other families.



Demand Among Families with Children Who Have Special Needs and English Language Learners

As described in more detail in “Child Development” section of this report, 38% of families report that their child has a special need or health condition.⁵ Of those families, 66% also report that they have a demand for an early childhood or school-age program for their child. Additionally, 13% of families in the representative sample indicate that they speak a language other than English at home, of which 100% report the need for some type of early education or out-of-school-time arrangement. In the public version of the survey, 7% of families report speaking a language other than English at home, of which 97% report the need for some type of care arrangement for their child.

Family views on quality for early education and school-age programs

As illustrated in *Table 11*, families were mostly likely to cite the following as “very important” to program quality:

- 86% - Child safety issues
- 76% - Teaching to get along with other children
- 73% - Communications with families
- 68% - Positive, warm and nurturing approach
- 68% - Cleanliness of the program
- 65% -Level of attention provided to children

Families were least likely to cite the following as being “very important” to program quality:

- 12% - The presence of children of different ages
- 31% - Providing connections to support services
- 31% - Teaching children about their community
- 32% - Participation in community activities
- 36% - Curriculum follows state learning standards
- 37% - Providing children with structured activities

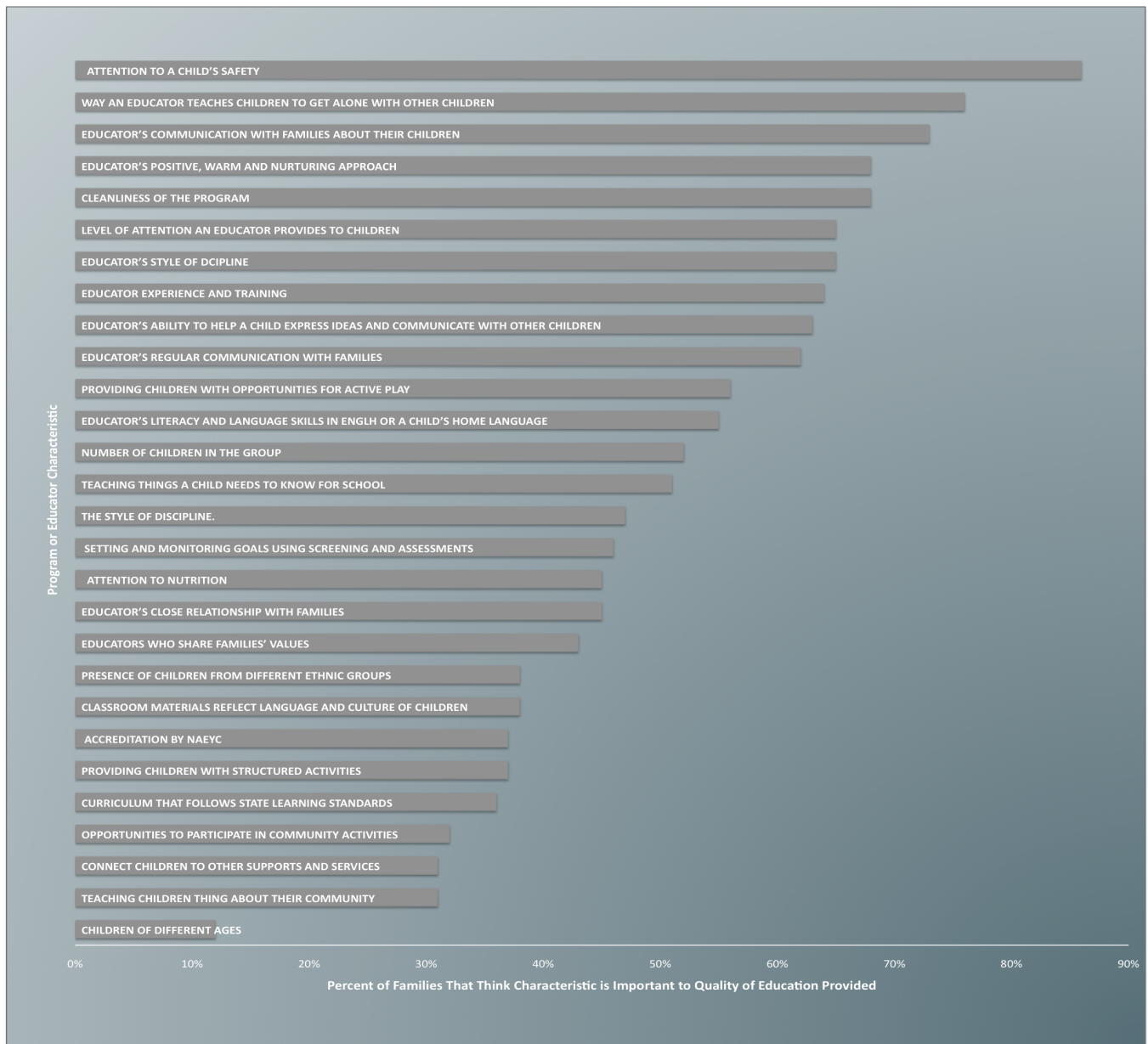
⁵ Children included in this estimate included children who have learning disabilities or developmental delays, physical impairments, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, and emotional disturbances, as well as children who have special health conditions, such as Asthma, Food Allergies, and chronic conditions that may impair a child’s functioning.

Variations in Family Views on Quality by Race, Income and Family Structure

When family views on quality are analyzed by race and ethnicity, as illustrated in *Table 12*, there are differences in the degree to which white and non-white families rate items as “very important.” For example, when compared to white families, non-white families are more likely to rate the following items as “very important” to quality: curriculum that follows state learning standards (51% compared to 35%), helping children and families connect to support services (45% compared to 29%), classroom materials that reflect the language and culture of the children (52% compared to 36%), opportunities for children to participate in community activities (44% compared to 30%), nutrition (57% compared to 44%), an educator’s close relationship with families (55% compared to 43%), and teaching children about their community (41% compared to 29%). On the other hand, white families were more likely than non-white families to view an educator’s positive, warm and nurturing approach (72% compared to 61%) and the opportunity for active play (63% compared to 49%) as “very important” to quality.

When family views on quality are analyzed by income, as illustrated in *Table 13*, there are differences in the degree to which low-income families rate items as “very important” to program quality.⁶ For example, low-income families are more likely to rate the following items as “very important” to quality: curriculum that follows state learning standards (57% compared to 30% of all other families), helping children and families connect to support services (50% compared to 26%), classroom materials that reflect the language and culture of the children (56% compared to 33%), opportunities for children to participate in community activities (46% compared to 27%), nutrition (63% compared to 41%), an educator’s close relationship with families (62% compared to 41%), and teaching children about their community (43% compared to 28%).

⁶ For the purposes of this analysis, a low-income family is defined as having an income that is equal to or less than 200% of the federal poverty level.

Chart 2 – Family Views on Program Quality


When views on quality are analyzed by family structure, as shown in *Table 14*, there are differences in the degree to which single-parent families rate items as “very important” to program quality. For example, teaching children to get along with others is rated “very important” by more single-parent families than any other quality item, while child safety is most likely to be selected by all other families. Single-parent families are more likely than all other families to rate the following items as “very important to quality: helping children and families connect to support services (69% compared to 46%

of all other families), teaching children to get along with others (88% compared to 73%), curriculum that follows state learning standards (50% compared to 35%), teaching things a child needs to know for school (65% compared to 49%), nutrition (57% compared to 44%), an educator’s close relationship with families (57% compared to 43%), child assessments (60% compared to 46%) and accreditation by the National Association for the Education of Young Children or NAEYC (65% compared to 49%).



Access to Programs and Services

Access to Early Education and Out-of-School-Time Programs

As illustrated in *Table 15*, 66% of all families report currently having some type of primary care arrangement for their child and 34% report not having any type of arrangement. Of all families, 32% report using a relative or baby sitter, 20% report using an early childhood center or public or private preschool program, 9% report using licensed family child care, 3% report using a before or after-school program located in the child’s school, and 3% report using another type of care – e.g., school activity. Of the families reporting a primary care arrangement, as illustrated in *Table 16*, 68% report that they have used their current primary care arrangement for one year or longer and 32% report that they have used their arrangement less than one year.

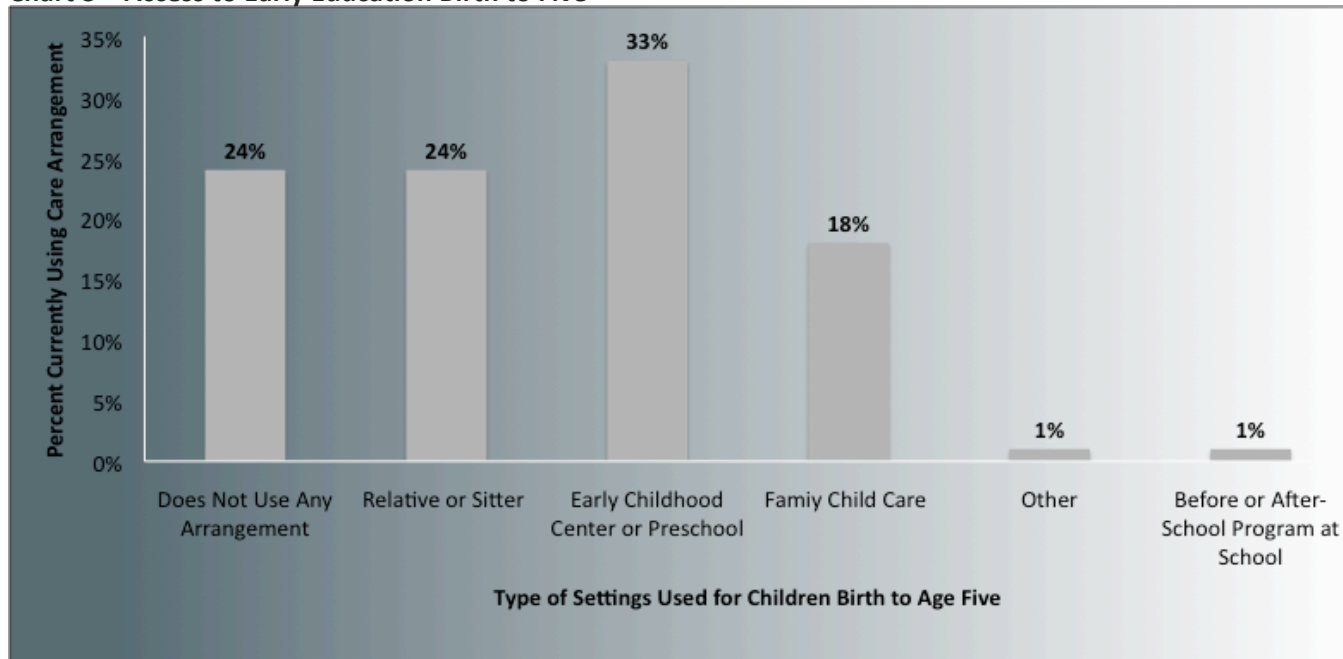
The families participating in the public version of the survey were much less likely to use a relative or sitter in the home, as illustrated in *Table 15*, and much more likely to use formal types of care than families in the representative sample, with 39% using an early childhood center or public or private preschool program and 14% using licensed family child care. In considering the data from the public

version of the survey, however, it is important to keep in mind that families in that version of the survey were contacted by CFCE agencies or the state CCR&R Network and may represent a segment of families that have younger children for whom parents are seeking formal care arrangements.

Families with younger children report significantly higher use of primary care arrangements for their children, as illustrated in *Chart 3*, with 76% of families that have children under age five reporting some type of current arrangement and only 24% reporting no arrangement. Among this group of families, the most common setting is an early childhood center, public or private preschool program (33%), followed by a relative or sitter (24%) and family child care (18%).

Children spend a significant amount of time in their primary care arrangement each week. Out of the families surveyed, as illustrated in *Table 17*, 63% report use of more than 20 hours per week and 38% report use of more than 30 hours per week. Among the families responding to the public version of the survey, 55% report use of more than 20 hours per week and 39% report use of more than 30 hours per week. Among families with younger children, birth to age five, 57% of families in the representative sample report use of more than 20 hours per week

Chart 3 – Access to Early Education Birth to Five





and 37% report use of more than 30 hours per week. Of the families that identified a primary care arrangement, as illustrated in *Table 18*, 13% of them also report having a secondary or back-up care arrangement. Unlike their primary care arrangement, however, families are more likely to use secondary care arrangements for fewer hours per week. Of families with a secondary or back-up care arrangement, 88% of families report using that arrangement for 20 hours or less each week, with 69% using that arrangement for only 10 hours or less each week.

Variations by Race, Income and Family Structure

When access to early education and out-of-school-time arrangements is analyzed by race and ethnicity, as illustrated in *Table 19*, white families are more likely to report having a current arrangement than non-white families. Across all age groups, 72% of white families report currently having a primary care arrangement, compared to 62% of non-white families. Non-white families in the sample are twice as likely to use family child care than white families (14% compared to 7%) and somewhat more likely to rely on informal care through relatives, friends, family or a baby sitter (35% compared to 30%).

Low-income families are somewhat more likely to report having a current arrangement than all other families (69% compared to 63%), as illustrated in *Table 20*. They are also more likely to rely on informal care through relatives, friends, family or a baby sitter (31% compared to 20%) and to rely on family child care (12% compared to 8%).

Single-parent families are much more likely to have a current early education or out-of-school-time arrangement for their child and more likely to keep their child in that arrangement for more hours per week than all other families. Across all age groups, as illustrated in *Table 21*, 87% of single-parent families report having some type of care arrangement for their child, compared to 61% of all other families. Additionally, as illustrated in *Table 22*, 65% report that their child is in that arrangement for more than 20 hours per week, compared to 49% of all other families.

Access Challenges Reported in Searching for Early Education and School-Age Programs

While 70% of families indicate that they have not had any problems when searching for their primary care option, as illustrated in *Table 23*, 30% report at least one type of problem, including 19% that report that they found that the program was “too expensive,” 7% found that the “the hours didn’t meet my needs” and 6% were “unsure of the quality of the program.” Families that participated in the public version of the survey were more likely to identify problems when searching for care, with 47% reporting at least one problem.

Access to Financial Assistance for Early Education

Most families do not receive any form of financial assistance, as illustrated in *Table 24*. Only 14% of families report some type of assistance from one or more sources, with 9% receiving some form of public subsidy (e.g., government voucher, Head Start, subsidy through public school), 5% receiving help from a relative or friend, 2% receiving some type of tax credit and 2% receiving assistance directly from the program.

Access to Educational Resources for Children Over Five

Of the families surveyed with school-age children, 81% report that their child attends public schools, 13% report private schools, 4% report publicly-funded charter schools and 2% report that their children are homeschooled. The public version of the survey asked families about their satisfaction with different aspects of their child’s school. Families generally expressed satisfaction, illustrated in *Table 25 and* as highlighted below:

- 88% “agreed” or “strongly agreed” that they were satisfied with their child’s current school
- 90% “agreed” or “strongly agreed” they were satisfied with their child’s current teacher
- 84% “agreed” or “strongly agreed” that they were satisfied with the academic standards

- 85% “agreed” or “strongly agreed” that they were satisfied with the order and discipline
- 84% “agreed” or “strongly agreed” that they were satisfied with staff interactions

While most families expressed satisfaction with the above characteristics of their child’s current school, 12% of all families report that they “strongly disagree,” “disagree” or “neither agree not disagree” with the statement about their satisfaction with their child’s current school. These families are also more likely to report dissatisfaction with the program quality when searching for an early education or out-of-school-time program.

Access to information about early education and community resources available to families

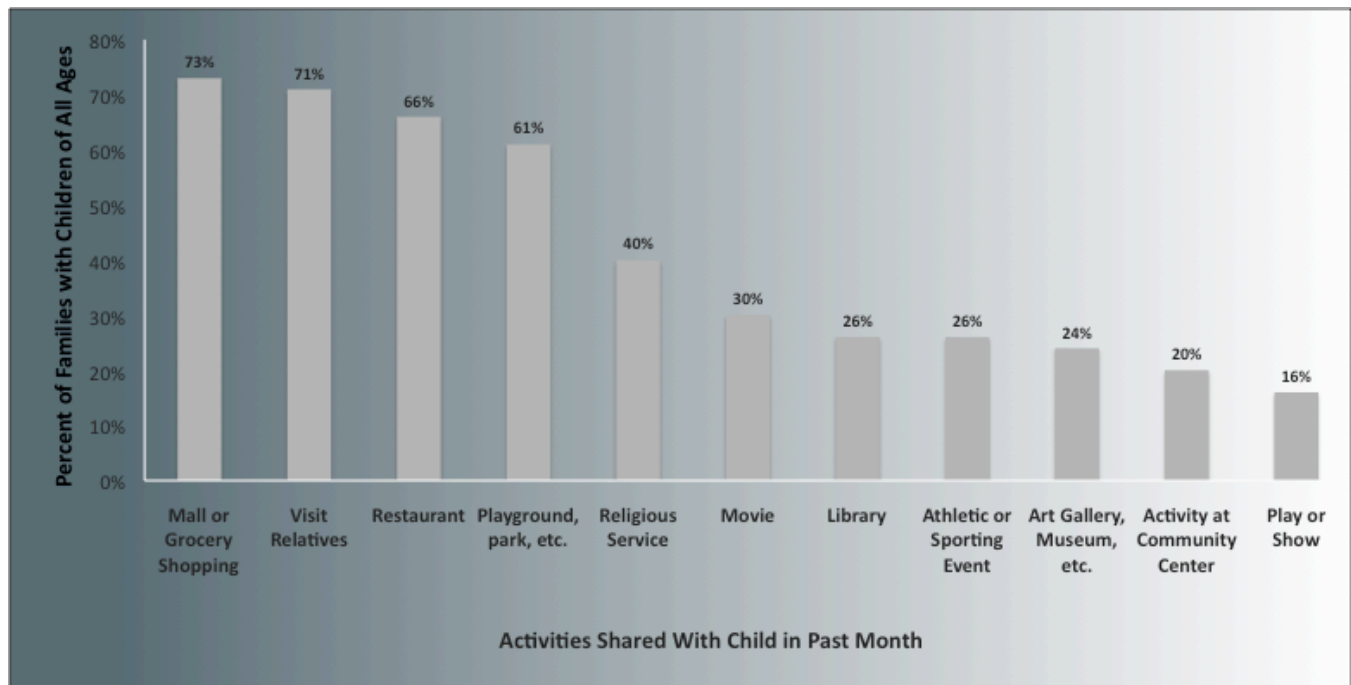
Families rely strongly on informal referrals to find out about early education and school-age care arrangements. In 39% of the families surveyed, as illustrated in *Table 26*, the family heard about their primary care arrangement through neighbors, friends, relatives or community groups. Families reported only modest use of other referral services. For example, 8% reported using a child care resource

and referral service, 5% indicated that they already were familiar with the program because they had used the program before, 2% report they heard about the program from a welfare or social worker, 1% from a health care provider and 28% report other sources. When asked about how they would prefer to hear from EEC about information pertaining to early education and care, as illustrated in *Table 27*, 28% of families in the representative sample and 70% of families in the convenience sample report that they would like info from EEC by e-mail.

Access to community activities and resources outside of early education program or school

Families were asked to identify activities that they had engaged in with child during the month preceding the survey. As illustrated in *Chart 4* and further detailed in *Table 28*, more than 50% report visiting a library, shopping at a mall or grocery store, going to a playground, visiting with relatives, and going out to eat. Less than 50% of families report attending a religious activity, movie or an athletic event, and less than 25% report visiting an art gallery or museum, participating in an activity at a community center or going to a play or concert.

Chart 4 – Families Sharing Activities with Children





Neighborhood and Public Services

As illustrated in *Table 29*, when asked about public services, families “strongly agree” or “agree” that they are satisfied with garbage collection (80%), police protection (73%), public schools (66%) and public transportation (37%). While 66% of families either “strongly agree” or “agree” that they are satisfied with the public schools in their community, 13% “strongly disagree” or “disagree”, and 20% selected “neither agree or disagree.” When asked about their neighborhood, families “strongly agree” or “agree” that that they watch out for each other’s children (62%) and that people help each other out (64%). When asked to think about how long most people have lived in their neighborhood, as illustrated in *Table 30*, 45% report longer than 10 years, 28% report 5 to 10 years, 15% report less than 5 years and 12% did not know.

Family Strengths in Facing Challenges

In general, as illustrated in *Table 31*, most families report positively about their ability to solve problems or disagreements. For example:

- 95% “agree” or “strongly agree” that their family takes time to listen to all sides of a story when they have problems or disagreements
- 97% “agree” or “strongly agree” that the family pulls together when things are stressful
- 95% “agree” or “strongly agree” that they had several people to talk to if they have problems

While most families report positively about addressing problems, 16% of families “agree” or “strongly agree” that they would have no idea where to turn if their family needed food, housing, or had trouble making ends meet.



Child Development

Families with children who have special needs and health issues

When asked about special needs or health conditions related to their child, as illustrated in *Table 32*, 62% report that their child has not been diagnosed with any of the listed conditions. Of the 38% of families that did report a child with special needs or health conditions, the most common conditions were:

- 15% Learning Disability or Developmental Delay
- 15% Asthma
- 9% Food Allergies
- 8% ADD or ADHD
- 3% Autism or Pervasive Developmental Disorder
- 3% Emotional Disturbance
- 3% Other Chronic Condition
- 2% Orthopedic Impairment

For families that did report children with diagnosed special needs or health conditions, 81% received the diagnosis from a doctor, clinic or other health care provider, 19% from their local school district and 13% from state or local health or social service agency. Some may have received diagnoses from multiple sources.

Child Health and Dental Care

Of the families responding, 99% of families “agree” or “strongly agree” that their child has regular health care checkups. As illustrated in *Table 33*, 92% indicated that their child had visited a doctor, nurse or other health care provider for a regular checkup within the past 12 months and 87% reported a dental visit within past 12 months.

Families also indicated that their child had visited a doctor, nurse or other health care provider for other reasons, with 50% due to not feeling well, 14% due to an injury or accident and 7% due to other reasons. Only 5% of families indicated that their child had not visited a doctor, nurse or other health care provider for any reason within the last 12 months. When

asked about the source of their child’s routine medical care, 91% of families report that they rely on a private doctor, private health clinic or HMO for care. The remaining 9% of families report using public health department, community health clinics, private out-patient clinics or other sources for routine medical care.

Reading and Other Home Activities

Most families read to their children. Of the families responding, 63% read to their child every day, 16% read three times per week, 8% read once or twice per week and 14% do not read at all to their child, as illustrated in *Table 34*. Most children have access to books in the home, with 70% reporting more than 25 books, 21% reporting 10 to 25 books, and only 9% reporting fewer than 10 books.

Most families in the sample eat dinner together as a family, as illustrated in *Table 35*, with 76% reporting that they eat together every day, 17% three times per week, 6% once or twice per week, and only 1% report not eating together at all. As illustrated in *Table 36*, more than 50% of families report, in the past week, teaching their child words or numbers, teaching their child songs, doing arts and crafts, playing sports or exercising, playing board games. Less than 50% report working on projects with their child and talking with their child about their heritage.



Implications for Research Questions

Family Demand for Supports and Services

- Families may view certain research-based program features – e.g., curriculum aligned with state standards and connecting children and families to supports and services - as less important in their view of program quality. In moving forward with QRIS and other quality initiatives, EEC may want to continue or expand community engagement and outreach initiatives that will help families understand important quality considerations and the connection to school achievement.
- Family views on quality vary by race, income and family structure, especially with regard to the importance of helping children and families connect to support services, having classroom materials that reflect the language and culture of the children and opportunities to participate in community activities. EEC may want to consider these differences in tailoring outreach strategies for different initiatives, such the QRIS and other quality-related initiatives.
- The survey found that 38% of families identified having a child with a special need or health condition and that a significant number of educators may be unsure of their ability to accommodate the needs of children with special needs. EEC may want to expand strategies to support programs and educators in the inclusion of children with special needs.
- Single-parent families are much more likely to have a current early education or out-of-school-time arrangement for their child and more likely to keep their child in that arrangement for more hours per week than other families. They are also more likely to cite the need for programs that offer

evening care, sick care and summer-only care. EEC may want to keep in mind these findings and the need that some parents may have for more flexible scheduling as it considers changes to eligibility policies for families and as it considers options for rate reform.

- The survey found that 32% of families that have a primary care arrangement for their child use informal care, such as a relative, neighbor, friend or baby sitter. Given this finding, EEC may want to consider tailoring certain policy strategies to target families that do not use formal early education and care programs, especially in promoting the expansion of QRIS.
- The survey found that 13% of families identified speaking a language other than English at home and the survey of educators found that a significant number of educators may be unsure of their ability to use strategies to support the learning needs of English language learners. With these findings in mind, EEC may want to consider strategies to strengthen the supports available to the programs and educators who serve English language learners. EEC also may want keep this finding in mind as it considers strategies to ensure that all families have access to translated materials that provide information on early education programs, literacy initiatives and other initiatives important to families and children.

Family Access to Supports and Services

- The survey found that families most often cite cost as a problem when searching for an early education program and also cite concerns over quality as a problem. Given these findings, EEC may want to consider financial assistance strategies and incentives that help make high-quality programs more accessible to low-income families and encourage them to make selections based on program quality.



- While most respondents agree with statements about their family's strength and ability to solve problems, 16% of families indicate that they would have no idea where to turn if their family needed food, housing, or had trouble making ends meet. EEC may want to keep this finding in mind when considering future support for family engagement initiatives, especially those focused on helping hard-to-reach families gain access to information on and connections to comprehensive supports and services.

Child Development

- Given that 37% of families do not read to their child every day and 14% of families report that they do not read to their child at all and 9% report having less than ten books in the home, EEC may want to continue or expand strategies to strengthen early literacy and language development and further expand efforts to engage hard-to-reach families that may not be connected to formal early education programs or community agencies.

- While access to medical care for children is high, access to other services and supports may be insufficient – e.g., 18% of families indicate that their child had not visited a dentist within the past year. EEC may want to keep this finding in mind as it considers strategies to help connect children and families to additional supports and services that promote healthy child development.
- The results of this survey are only one component in the overall research framework for the needs assessment. With this in mind, EEC may want to consider options for replicating the family survey on an on-going basis that would allow survey results to be linked to quality and educator data from the QRIS to determine if programs are meeting child and family needs, and over time, to help evaluate the effectiveness of policy initiatives.
- EEC may also want to consider qualitative methods – e.g., focus groups or family interviews - for evaluating the needs of families to augment the quantitative assessment.



Appendix A – Copy of Family Survey

About You and Your Child

The following questions allow you to tell us a little about you and your child. Please note that throughout this survey, we will use the term early childhood program to refer to several types of arrangements that you may use for your child, including arrangements that you may refer to as preschool, Head Start, child care, day care, nursery school or baby sitting. Please also note that in addition to collecting information on early childhood programs, we are also interested in hearing about before-school, after-school and summer programs that your child may use. We know that you may have more than one child, but as you complete this survey, **we only want you to answer the questions for your youngest child.** All information that you provide will remain anonymous and none of the information will be used to identify you or your child personally.

1. Are you the primary caretaker of a dependent child? Yes or No

2. What is the age of the youngest child living in your household for which you are the primary caretaker?

0-2 years old 3-4 years old 5-6 years old 7-8 years old 9-13 years old Over 13 years old

Early Childhood Education Arrangements for Your Child

As noted previously, we will use the term early childhood program to refer to several types of arrangements that you may use for your child, including arrangements that you may refer to as preschool, Head Start, child care, day care, nursery school or baby sitting. Please also note that in addition to collecting information on early childhood programs, we are also interested in hearing about before-school, after-school and summer programs that your child may use.

3. What types of early childhood and school-age programs do you want/need for your child? Choose all that apply.

- Day time program (approx. 8am-6pm)
- Evening hours program
- Sick care
- I do not want or need any early childhood or school-age programs for my child
- After-school and before-school programs
- Summer-only program
- Overnight care

4. If you changed your primary early childhood or school-age program in the past year, which of the following contributed to that change? Choose all that apply.

- Program closed or stopped providing early education and care
- I/my child didn't like the program
- A more preferable option became available
- My schedule
- Child care is dependant on school year
- Child was asked to leave
- I have not changed programs within the past year
- My child became too old to qualify
- I wanted an educational program
- Cost
- Moved/relocated
- Eligibility for assistance changed
- Other (Please Specify)



5. Did you have any of the following problems when searching for early childhood or school-age program options? Choose all that apply.

- I did not have any problems
- The hours didn't meet my needs
- It's too expensive
- The location was inconvenient
- I was unsure of the quality of the program
- The program did not offer services for my child's special needs
- There were language barriers with the staff
- I didn't know where to get information about early childhood and school age program options
- I couldn't find anyone to take care of my child
- Other (Please Specify)

6. Below is a list of sources that might help you pay for an early childhood or school-age program. Do you receive help from any of these? Choose all that apply.

- I receive NO financial support
- Offered through public school
- Head Start
- Government subsidy or voucher
- Scholarship, financial aid, or reduced fee from program
- Child care tax credits or before-tax dependent care account
- Employer pays part/all of your cost
- Relative or friend helps you to pay
- Other (Please Specify)

7. In what type of arrangement does your child spend the most time? If your child is enrolled in a k-12 school, please specify where the child spends most of their non-school hours.

- Early childhood/child care center
- Family child care home
- Community center
- Sitter in the home
- Nursery school
- Relative in child's residence/your home
- Head start
- Public preschool
- Before-school or after-school program at child's school
- Community based activity not affiliated with school
- Other (please specify)



8. How many hours a week does your child spend in the early childhood or school-age program identified above?

- 0-10 Hours
- 11-20 Hours
- 21-30 Hours
- 31-40 Hours
- More Than 40 Hours
- Don't know

9. How long have you used the early childhood or school-age program that you identified above?

- Less than a month
- Between 1 month and 6 months
- Between 6 months and 1 year
- Longer than 1 year
- Don't know

10. How did you hear about the early childhood or school-age program that you identified above?

- Childcare referral service
- Newspaper/advertisement/internet search
- Referred by neighbors/friends/relatives/community group
- Another one of my children was already using this service
- Welfare or social service caseworker
- Healthcare provider
- Other

11. What type of backup or secondary arrangement do you use for your child in addition to the early childhood or school-age program described above? If you use more than one of the following as your backup, please select the one that you use the most.

- Do not have a backup or secondary arrangement.
- Early childhood/child care center
- Family child care home
- Community center
- Sitter in the home
- Nursery school
- Relative in child's residence/your home
- Head start
- Public preschool
- Before-school or after-school program at child's school
- Community based activity not affiliated with school
- Other (please specify)

Note: The survey logic will skip the questions on secondary care, if the answer to the above is no.



12. How many hours a week does your child spend in this early childhood or school program?

0-10

11-20

21-30

31-40

More Than 40

13. How long have you used this secondary early childhood or school-age program?

Less than a month

Between 1 month and 6 months

Between 6 months and 1 year

Longer than 1 year

Don't know

14. How did you hear about this early childhood or school-age program?

Childcare referral service

Newspaper/advertisement/internet search

Referred by neighbors/friends/relatives/community group

Another one of my children was already using this service

Welfare or social service caseworker

Healthcare provider

Other



Views on Early Childhood Education Quality

Now, we would like to learn more about how you view quality for early childhood and school-age programs. Below is a list of statements that describe early childhood and school-age programs. How important would you say each is to you?

Very Important

Important

Neither Important

Not Important

Not Important at All

Nor Not Important

Note: In the actual on-line survey, the above five-point scale would appear beneath each of the following items.

15. I feel that the number of children in the group is _____ to the quality of a program.
16. I feel that the presence of children of different ages is _____ to the quality of a program.
17. I feel that an educator's communication with families about their children is _____ to the quality of a program.
18. I feel that the cleanliness of the program is _____ to the quality of a program.
19. I feel that an educator's style of discipline is _____ to the quality of a program.
20. I feel that an educator's close relationship with families is _____ to the quality of a program.
21. I feel that having educators who share families' values is _____ to the quality of a program.
22. I feel that the way an educator teaches children to get along with other children is _____ to the quality of a program.
23. I feel that attention to nutrition is _____ to the quality of a program.
24. I feel that attention to a child's safety is _____ to the quality of a program.
25. I feel that the level of attention an educator provides to children is _____ to the quality of a program.
26. I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _____ to the quality of a program.
27. I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is _____ to the quality of a program.
28. I feel that an educator's literacy and language skills in English or a child's home language is _____ to the quality of a program.
29. I feel that using a curriculum that follows state learning standards is _____ to the quality of a program.
30. I feel that an educator's ability to help a child express ideas and communicate with other children is _____ to the quality of a program.



31. I feel that an educator's positive, warm and nurturing approach toward children is _____ to the quality of a program.
32. I feel that teaching things a child needs to know for school is _____ to the quality of a program.
33. I feel that teaching children things about their community is _____ to the quality of a program.
34. I feel that providing children with opportunities for active play is _____ to the quality of a program.
35. I feel that providing children with structured activities is _____ to the quality of a program.
36. I feel that the presence of children from different ethnic groups is _____ to the quality of a program.
37. I feel that educator experience and training is _____ to the quality of a program.
38. I feel that having opportunities for children to participate in community activities is _____ to the quality of a program.
39. I feel that family involvement in the program is _____ to the quality of a program.
40. I feel that an educator's regular communication with families is _____ to the quality of a program.
41. I feel that a program's ability to help children and families connect to other services, such as family support programs, health services and mental health services is _____ to the quality of a program.
42. I feel that accreditation by the National Association for the Education of Young Children is _____ to the quality of a program.

Information About Your Child's School

Note: The following questions will be presented only to those families that indicate having a school-age child.

42. What type of school does your child attend?

- Public School
- Public Charter School
- Private School Not Religiously Affiliated
- Private/Parochial School Religiously Affiliated
- Homeschooled

43. Is your child currently enrolled in an English immersion program for children who are learning English as a second language?

44. If your child has repeated grades after starting kindergarten, please specify how many times he/she has repeated a grade.

- My child has not repeated any grades after kindergarten
- My child has had to repeat a grade, but only on one occasion
- My child has had to repeat a grade on multiple occasions

45. Has your child ever experienced any of the following disciplinary actions at school? Please choose all that apply.

- Had an out-of-school suspension
- Had an in-school suspension, not counting detentions
- Been expelled
- Been required to change schools because of behavior problems
- Been prohibited from participating in an activity

Information About Your Family and Family Activities

Please indicate the extent to which you agree with the following statements about your family.

Strongly Agree Agree Neither Agree Nor Disagree Disagree Strongly Disagree

Note: In the actual on-line survey, the above five-point scale would appear beneath each of the following items.

46. In my family, when we have problems or disagreements, we take time to listen to all sides of the story.

47. My family pulls together when things are stressful and when we need to solve problems.

48. When I have problems or am lonely, I have several people I can talk to.

49. I would have no idea where to go for help, if my family needed food, housing or had trouble making ends meet.

50. I would have no idea where to go for help, if I needed help finding a job.

Now we would like to learn more about your child's activities with family members.

51. About how many books does your child have, including those shared with brothers or sisters or library books that you currently have in your home?

- No Books
- Less Than 10 Books
- 10 to 15 Books
- 16 to 20 Books
- 21 to 25 Books
- 26 to 50 Books
- More than 50 Books

52. How many times have you or someone in your family read to your child in the past week? Would you say...

Not at all Once or twice Three Times Every Day



53. In the past week, has anyone in your family done the following things with your child? Please check all that apply.

- Told your child a story
- Taught your child letters, words, or numbers
- Taught your child songs or music
- Did arts and crafts, for example, coloring, painting, pasting, or using clay?
- Played sports, active games, or exercised together
- Played board games or did puzzles with your child
- Worked on another type of project with your child that you didn't think of as a chore?
- Talked with your child about the family's history or ethnic heritage?

54. In the past week, how many times has most or all of your family eaten dinner together, either at home or somewhere else? Would you say...

- Not at all Once or twice Three Times Every Day

Community Activities

Now, we would like to hear more about the types of community activities to which you child has access.

55. In the past month, have you or anyone in your family taken your child to do the following things? Please choose all that apply.

- Visit a library
- Gone to a movie
- Gone to a play, concert or other live show
- Gone to a mall, went grocery shopping or ran errands
- Visited an art gallery, museum, or historical site
- Visited a playground, park, or gone on picnic
- Visited a zoo or aquarium
- Attended an athletic or sporting event in which the child was not a player
- Visited with relatives
- Gone to an activity at a community center
- Gone to a religious service or religious event
- Gone to a restaurant or out to eat

56. Within the last month, has your child participated in any of the following activities outside of your child's school or early childhood education program? Please choose all that apply.

- Taken regular music lessons from someone other than a family member
- Attended church or temple youth group or religious classes
- Participated in organized sports that are supervised by an adult
- Participated in scouting, 4H, or other group or club activities
- Attended a regular afterschool enrichment program
- Participated in performing arts/dance or other arts

Child Health and Special Needs

Now, we would like to find out how strongly you agree with the following statements about your child's health.

Strongly Agree Agree Neither Agree Nor Disagree Disagree Strongly Disagree

Note: In the actual on-line survey, the above five-point scale would appear beneath each of the following items.

57. I feel my child is in good health as compared to other children his/her age.

58. My child has regular health care checkups.

Now, we would like to find out more about the type of medical and dental care your child receives.

59. In the past 12 months, has your child seen a doctor, nurse or other health care provider for any of the following reasons?

Child has not seen a doctor in the past 12 months

Injury or accident

Child didn't feel well

A regular checkup

Other Reason (Please Specify)

60. Where does your child go for routine medical care like well-child care or regular check-ups?

A private doctor, private clinic, or HMO

An outpatient clinic run by a hospital

The emergency room at a hospital

Public health department or community health clinic

Other (Please Specify)

61. About how long has it been since your child last visited a dentist or dental specialist or dental clinic?

Less than Six Months

Between Six Months and One Year

Between One and Two Years

Between Two and Five Years

More Than Five Years

Never Has Had Dental Care

Do Not Know

62. Has a health or educational professional diagnosed your child as having any of the following? Please choose all that apply.

My child has not been diagnosed with any of the conditions listed below.

Mental Retardation

An Emotional Disturbance

Deafness or Another Hearing Impairment

Blindness or Another Visual Impairment Not Corrected by Glasses

An Orthopedic Impairment

Autism or Pervasive Developmental Disorder (PDD)

Attention Deficit Disorder (ADD or ADHD)

Asthma

Diabetes

Lead Poisoning or Elevated Levels of Lead in Blood

Food Allergies

Any Other Chronic Condition Affecting What Your Child Does or How Your Child Feels

Other

63. If you selected any of the conditions listed above, from what sources did your child receive the diagnosis? Please select all that apply.

From your local school district

From a state or local health or social service agency

From a doctor, clinic, or other health care provider

From other source (Please Specify)

Additional Information

64. What zip code do you currently live in?

65. Which of the following best describes your current living situation?

I live with my immediate family (partner, children).

I live with my extended family (parents, relatives).

I live with others (not my family).

I live in a group shelter/temporary shelter.

I am without a stable residence.

66. How many people total live in your household?

67. Which language is spoken most frequently in your home? Select one only.

- | | | | | | |
|-----------|------------|---------|--------------|---------|---------------|
| English | Spanish | Haitian | Cape Verdean | Creole | Mandarin |
| Cantonese | Vietnamese | Hmong | Khmer | Korean | Laotian |
| Arabic | French | Greek | Portuguese | Italian | American Sign |
| Lang. | | | | | |

68. In what year were you born?

69. How many people total live in your house?

70. How many children live in your house?

- Number of children 0 to 2 years old
- Number of children 3 to 4 years old
- Number of children 5 to 6 years old
- Number of children 7 to 8 years old
- Number of children 9 to 13 years old
- Number of children over 13 years old

70. What race or ethnicity do you consider yourself. Choose all that apply.

- | | |
|--|--|
| White or European American, and non-Hispanic | Black or African American, and non-Hispanic |
| Latino or Hispanic | Asian or Asian American |
| Native Hawaiian or other Pacific Islander | Native American/American Indian/Eskimo/Aleut |
| Other | |

71. Which of the following describes your current employment situation?

- I am currently employed full-time
- I am currently employed part-time
- I am currently enrolled in school full-time and not employed
- I am currently enrolled in school part-time and not employed
- I am currently enrolled in school full-time/part-time and employed
- I am unemployed, actively seeking employment
- I am unemployed, not actively seeking employment.
- Other (Please Specify)

72. What is the highest level of education that you have completed?

- Some schooling, up to 8th grade
- Some high school, no diploma
- High school diploma/GED
- Vocational/technical diploma, degree or certificate
- Some college courses, no degree
- Associate's Degree (AA, AS)
- Nursing Degree (RN)
- Bachelor's Degree (BA, BS)
- Master's Degree (MA, MS)
- Doctorate/Professional Degree (Ph.D, Ed.D., etc.)

73. Which of the following categories contains the total income for your household (that is everyone living in your home)?

- \$25,000 or less
- \$25,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$80,000
- \$80,001 to \$100,000
- More than \$100,000

Thank you!

Thank you for participating in the Massachusetts Early Childhood Family Survey. Please help us to improve our services to families by answering the questions below.

74. If the Massachusetts Department of Early Education and Care wanted to provide your family and others with information on early childhood and school-age programs, which ways would you be interested in receiving the information? Choose all that apply.

- Not interested
- Email
- Mobile web notifications
- Social networking sites like Facebook
- YouTube
- Wikipedia
- Podcasts of audio or video programs
- Mail/letter
- Text Message
- Other (please specify)

75. If you would like to be entered into the drawing for the \$100 gift card, please indicate the full address for which you would like to receive your gift card.



Appendix B – Survey Communications and Announcement Letters

Outreach Flier Distributed by U.S. Mail to Families in Random Sample Survey Distributed in English, Spanish and Portuguese



Early Childhood Education Family Survey



Dear Parent, Family Member, or Guardian:

You have been selected to participate in a survey that will help Massachusetts strengthen the availability and quality of early childhood and school-age programs available to you in your community.

If you have a child under age fourteen, you can use this survey to tell us about the specific needs of your child and your satisfaction with the early childhood and school-age programs that you typically use. You can also let us hear about how you define quality when selecting a program for your child. To complete the survey, please visit the following web site:

Complete Survey On-Line at www.mass.gov/eec/familysurvey

Complete Survey by Phone at 866-315-3938

All participants are eligible to be included in a drawing for a \$100 visa gift card, with three chances to win. The survey is completely voluntary. All results will remain anonymous and will help us to improve early childhood and school-age options throughout the state. This study is being conducted by Applied Policy Analytics and the Public Consulting Group on behalf of the Massachusetts Department of Early Education and Care.

Blurb for Public Version of Family Survey – Posted on EEC Homepage

Family Survey

If you have a child under the age of fourteen, please participate in the Massachusetts Early Childhood Family Survey that the Massachusetts Department of Early Education and Care is conducting this year. You can use this survey to tell us about the specific needs of your child and your satisfaction with the early childhood and school-age programs that you currently use. You can also let us hear about how you define quality when selecting a program for your child. To begin the survey, please click on the link below:

[Click Here to Complete the Family Survey](#)

[Haga clic aquí para responder la encuesta de familia en línea](#)

[Clique aqui para realizar a pesquisa familiar on-line](#)



Appendix C – Survey Data Tables

Table 7 - Early Education & Out-of-School-Time Arrangements Needed		
Types of Care Needed		
Responses	Random Sample	Convenience Sample
Total Responses (n)	266	1686
Day time program (approx. 8am-6pm)	44%	71%
After-school and before-school programs	26%	29%
Evening hours program	5%	7%
Summer-only program	11%	16%
Sick care	2%	8%
Overnight care	0%	2%
I do not want/need	33%	16%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 8 - Early Education & Out-of-School-Time Arrangements				
Types of Care Needed by Race and Ethnicity - Random Sample				
Responses	White Or European-Count	White Or European-%	Non-White/European-Count	Non-White/European-%
Total Responses (n)	173		93	
Day time program (approx. 8am-6pm)	84	49%	32	34%
After-school and before-school programs	40	23%	29	31%
Evening hours program	8	5%	6	6%
Summer-only program	16	9%	14	15%
Sick care	3	2%	3	3%
Overnight care	0	0%	0	0%
I do not want/need	59	34%	30	32%

Note: Families could choose more than one option for this question. Selections may not add to 100%.



Table 9 - Early Education & Out-of-School-Time Arrangements

Types of Care Needed by Income – Random Sample

Responses	Below 200% FPL - Count	Below 200% FPL- %	Above 200% FPL- Count	Above 200% FPL- %
Total Responses (n)	61		162	
Day time program (approx. 8am-6pm)	19	31%	79	49%
After-school and before-school programs	17	28%	40	25%
Evening hours program	6	10%	5	3%
Summer-only program	8	13%	16	10%
Sick care	3	5%	3	2%
Overnight care	0	0%	0	0%
I do not want/need	22	36%	55	34%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 10 - Early Education & Out-of-School-Time Arrangements

Types of Care Needed by Family Structure – Random Sample

Responses	Single Parent Families - Count	Single Parent Families- %	All Other Families- Count	All Other Families %
Total Responses (n)	35		197	
Day time program (approx. 8am-6pm)	13	37%	86	44%
After-school and before-school programs	12	34%	49	25%
Evening hours program	3	9%	9	5%
Summer-only program	6	17%	20	10%
Sick care	2	6%	4	2%
Overnight care	0	0%	0	0%
I do not want/need	7	20%	72	37%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 11 - Views on Early Childhood Education Quality

Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is _ to the quality of the program	256	52%	41%	5%	2%	0%
I feel the presence of children of different ages is _ to the quality of the program	252	12%	39%	26%	16%	7%



Table 11 - Views on Early Childhood Education Quality						
Random Sample						
Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the educator's communication with families about their children is _ to the quality of the program	255	73%	25%	1%	0%	1%
I feel the cleanliness of the program is _ to the quality of the program	256	68%	27%	3%	2%	0%
I feel the educator's style of discipline is _ to the quality of the program	254	65%	28%	5%	1%	0%
I feel the educator's close relationship with families is _ to the quality of the program	258	45%	42%	12%	1%	0%
I feel that having educators who share families' values is _ to the quality of the program	256	43%	43%	13%	2%	0%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	248	76%	23%	1%	0%	0%
I feel attention to nutrition is _ to the quality of the program	255	45%	42%	8%	3%	2%
I feel attention to a child's safety is _ to the quality of the program	253	86%	12%	1%	1%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	255	65%	33%	1%	1%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	255	38%	42%	12%	7%	1%
I feel that setting and monitoring goals for individual children using screening tools,	256	46%	43%	8%	3%	0%



Table 11 - Views on Early Childhood Education Quality						
Random Sample						
Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
assessments and progress reports is_ to the quality of the program						
I feel that an educator's literacy and language skills in English or a child's home language is_ to the quality of the program	249	55%	39%	5%	1%	0%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	255	36%	38%	12%	11%	3%
I feel that an educator's ability to help a child express ideas and communicate with other children is_ to the quality of the program	255	63%	35%	1%	0%	0%
I feel that an educator's positive, warm and nurturing approach is_ to the quality of the program	254	68%	30%	2%	0%	0%
I feel that teaching things a child needs to know for school is_ to the quality of the program	249	51%	40%	7%	1%	0%
I feel that teaching children thing about their community is_ to the quality of the program	253	31%	52%	14%	3%	1%
I feel that providing children with opportunities for active play is_ to the quality of the program	252	56%	40%	3%	1%	0%
I feel that providing children with structured activities is_ to the quality of the program	249	37%	53%	8%	2%	0%
I feel the presence of children from	250	38%	44%	13%	4%	2%



Table 11 - Views on Early Childhood Education Quality

Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
different ethnic groups is_ to the quality of the program						
I feel that educator experience and training is_ to the quality of the program	253	64%	33%	2%	1%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	252	32%	45%	16%	6%	2%
I feel that family involvement in the program is_ to the quality of the program	252	47%	42%	8%	2%	1%
I feel that an educator's regular communication with families is_ to the quality of the program	252	62%	35%	1%	2%	0%
I feel that a program's ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the program	253	31%	49%	16%	3%	1%
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	229	37%	40%	15%	5%	3%

Note: Selections may not total 100% due to rounding.



Table 11A - Views on Early Childhood Education Quality
Public Convenience Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is _ to the quality of the program	1555	62%	35%	2%	0%	0%
I feel the presence of children of different ages is _ to the quality of the program	1551	16%	47%	27%	8%	2%
I feel the educator's communication with families about their children is _ to the quality of the program	1550	83%	17%	0%	0%	0%
I feel the cleanliness of the program is _ to the quality of the program	1551	78%	21%	1%	0%	0%
I feel the educator's style of discipline is _ to the quality of the program	1545	75%	24%	1%	0%	0%
I feel the educator's close relationship with families is _ to the quality of the program	1546	50%	42%	7%	1%	0%
I feel that having educators who share families' values is _ to the quality of the program	1540	41%	46%	12%	2%	0%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	1543	76%	24%	0%	0%	0%
I feel attention to nutrition is _ to the quality of the program	1538	47%	46%	6%	1%	0%
I feel attention to a child's safety is _ to the quality of the program	1541	88%	11%	0%	0%	0%



Table 11A - Views on Early Childhood Education Quality
Public Convenience Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the level of attention an educator provides to children is _ to the quality of the program	1543	78%	22%	0%	0%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	1538	38%	48%	12%	2%	0%
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is _ to the quality of the program	1533	42%	43%	11%	4%	1%
I feel that an educator's literacy and language skills in English or a child's home language is _ to the quality of the program	1536	51%	41%	6%	1%	0%
I feel that using a curriculum that follows state learning standards is _ to the quality of the program	1528	31%	44%	18%	6%	2%
I feel that an educator's ability to help a child express ideas and communicate with other children is _ to the quality of the program	1530	72%	27%	0%	0%	0%
I feel that an educator's positive, warm and nurturing approach is _ to the quality of the program	1546	83%	16%	1%	0%	0%



Table 11A - Views on Early Childhood Education Quality
Public Convenience Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that teaching things a child needs to know for school is_ to the quality of the program	1528	49%	42%	6%	2%	0%
I feel that teaching children thing about their community is_ to the quality of the program	1530	30%	53%	14%	2%	0%
I feel that providing children with opportunities for active play is_ to the quality of the program	1533	72%	27%	0%	0%	0%
I feel that providing children with structured activities is_ to the quality of the program	1536	47%	47%	5%	1%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	1531	30%	43%	25%	2%	1%
I feel that educator experience and training is_ to the quality of the program	1530	62%	35%	2%	0%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	1531	24%	48%	25%	4%	0%
I feel that family involvement in the program is_ to the quality of the program	1538	44%	46%	10%	1%	0%
I feel that an educator's regular communication with families is_ to the quality of the program	1533	66%	33%	1%	0%	0%



Table 11A - Views on Early Childhood Education Quality						
Public Convenience Sample						
Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that a program's ability to help children and families connect to other services, such as family support program, health services and mental health services is _ to the quality of the program	1541	28%	49%	18%	4%	1%
I feel that accreditation by the National Association for the Education of Young Children is _ to the quality of the program	1519	38%	39%	18%	3%	2%

Note: Selections may not total 100% due to rounding.

Table -12 - Views on Early Childhood Education Quality						
Random Sample – White or European-American						
Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is _ to the quality of the program	178	57%	38%	4%	1%	1%
I feel the presence of children of different ages is _ to the quality of the program	174	11%	33%	32%	16%	8%
I feel the educator's communication with families about their children is _ to the quality of the program	176	76%	22%	1%	0%	2%
I feel the cleanliness of the program is _ to the quality of the program	178	72%	22%	3%	2%	1%



Table -12 - Views on Early Childhood Education Quality

Random Sample – White or European-American

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the educator’s style of discipline is _ to the quality of the program	176	68%	24%	6%	1%	1%
I feel the educator’s close relationship with families is _ to the quality of the program	177	43%	42%	13%	1%	1%
I feel that having educators who share families’ values is _ to the quality of the program	177	42%	40%	16%	2%	1%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	175	77%	21%	1%	1%	0%
I feel attention to nutrition is _ to the quality of the program	177	44%	41%	9%	4%	2%
I feel attention to a child’s safety is _ to the quality of the program	175	88%	9%	2%	1%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	177	67%	31%	1%	1%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	176	36%	43%	13%	6%	2%



Table -12 - Views on Early Childhood Education Quality
Random Sample – White or European-American

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	177	49%	40%	9%	3%	0%
I feel that an educator’s literacy and language skills in English or a child’s home language is_ to the quality of the program	172	58%	35%	5%	2%	1%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	178	35%	34%	14%	12%	4%
I feel that an educator’s ability to help a child express ideas and communicate with other children is_ to the quality of the program	176	66%	32%	1%	1%	0%
I feel that an educator’s positive, warm and nurturing approach is_ to the quality of the program	176	72%	24%	3%	1%	0%
I feel that teaching things a child needs to know for school is_ to the quality of the program	175	50%	39%	9%	2%	1%



Table -12 - Views on Early Childhood Education Quality
Random Sample – White or European-American

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that teaching children thing about their community is_ to the quality of the program	177	29%	50%	17%	2%	1%
I feel that providing children with opportunities for active play is_ to the quality of the program	177	63%	33%	3%	1%	1%
I feel that providing children with structured activities is_ to the quality of the program	174	38%	50%	9%	2%	1%
I feel the presence of children from different ethnic groups is_ to the quality of the program	176	38%	40%	16%	4%	2%
I feel that educator experience and training is_ to the quality of the program	176	68%	29%	2%	1%	1%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	176	30%	43%	19%	6%	2%
I feel that family involvement in the program is_ to the quality of the program	177	49%	40%	8%	2%	1%
I feel that an educator's regular communication with families is_ to the quality of the program	177	64%	33%	1%	1%	1%



Table -12 - Views on Early Childhood Education Quality
Random Sample – White or European-American

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that a program’s ability to help children and families connect to other services, such as family support program, health services and mental health services is _ to the quality of the program	177	29%	50%	18%	3%	1%
I feel that accreditation by the National Association for the Education of Young Children is _ to the quality of the program	172	38%	37%	16%	5%	3%

Note: Selections may not total 100% due to rounding.

Table 12A - Views on Early Childhood Education Quality
Random Sample – Non-White/European

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is _ to the quality of the program	72	49%	40%	6%	6%	0%
I feel the presence of children of different ages is _ to the quality of the program	72	26%	50%	10%	13%	1%
I feel the educator’s communication with families about their children is _ to the quality of the program	67	66%	33%	0%	1%	0%



Table 12A - Views on Early Childhood Education Quality
 Random Sample – Non-White/European

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the cleanliness of the program is _ to the quality of the program	73	66%	33%	1%	0%	0%
I feel the educator's style of discipline is _ to the quality of the program	60	77%	18%	3%	2%	0%
I feel the educator's close relationship with families is _ to the quality of the program	73	55%	37%	7%	1%	0%
I feel that having educators who share families' values is _ to the quality of the program	73	52%	41%	7%	0%	0%
I feel the way an educator teaches children to get alone with other children is _ to the quality of the program	73	74%	26%	0%	0%	0%
I feel attention to nutrition is _ to the quality of the program	72	57%	36%	4%	1%	1%
I feel attention to a child's safety is _ to the quality of the program	71	82%	18%	0%	0%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	73	66%	32%	1%	1%	0%



Table 12A - Views on Early Childhood Education Quality
Random Sample – Non-White/European

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is_ to the quality of the program	73	52%	41%	1%	5%	0%
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	73	52%	42%	3%	3%	0%
I feel that an educator’s literacy and language skills in English or a child’s home language is_ to the quality of the program	71	54%	44%	3%	0%	0%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	71	51%	41%	3%	4%	1%
I feel that an educator’s ability to help a child express ideas and communicate with other children is_ to the quality of the program	71	65%	35%	0%	0%	0%
I feel that an educator’s positive, warm and nurturing approach is_ to the quality of the program	72	61%	39%	0%	0%	0%



Table 12A - Views on Early Childhood Education Quality
Random Sample – Non-White/European

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that teaching things a child needs to know for school is_ to the quality of the program	175	60%	39%	1%	0%	0%
I feel that teaching children thing about their community is_ to the quality of the program	72	41%	52%	4%	3%	0%
I feel that providing children with opportunities for active play is_ to the quality of the program	72	49%	47%	3%	1%	0%
I feel that providing children with structured activities is_ to the quality of the program	72	42%	52%	6%	0%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	73	43%	49%	3%	4%	1%
I feel that educator experience and training is_ to the quality of the program	73	63%	34%	1%	1%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	73	44%	48%	4%	4%	0%
I feel that family involvement in the program is_ to the quality of the program	72	46%	47%	6%	1%	0%



Table 12A - Views on Early Childhood Education Quality

Random Sample – Non-White/European

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that an educator’s regular communication with families is_ to the quality of the program	72	63%	33%	1%	3%	0%
I feel that a program’s ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the program	73	45%	45%	7%	1%	1%
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	49	37%	49%	12%	2%	0%

Note: Selections may not total 100% due to rounding.

Table 13 - Views on Early Childhood Education Quality

Families at or Below 200% of Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is_ to the quality of the program	60	45%	50%	2%	3%	0%
I feel the presence of children of different ages is_ to the quality of the program	60	22%	45%	15%	13%	5%



**Table 13 - Views on Early Childhood Education Quality
Families at or Below 200% of Federal Poverty Level – Random Sample**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the educator’s communication with families about their children is _ to the quality of the program	60	67%	33%	0%	0%	0%
I feel the cleanliness of the program is _ to the quality of the program	61	67%	33%	0%	0%	0%
I feel the educator’s style of discipline is _ to the quality of the program	60	58%	42%	0%	0%	0%
I feel the educator’s close relationship with families is _ to the quality of the program	61	62%	34%	3%	0%	0%
I feel that having educators who share families’ values is _ to the quality of the program	61	56%	43%	2%	0%	0%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	60	73%	27%	0%	0%	0%
I feel attention to nutrition is _ to the quality of the program	60	63%	33%	0%	3%	0%
I feel attention to a child’s safety is _ to the quality of the program	59	85%	15%	0%	0%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	61	64%	31%	2%	3%	0%



Table 13 - Views on Early Childhood Education Quality
Families at or Below 200% of Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is_ to the quality of the program	61	56%	39%	3%	2%	0%
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	61	56%	44%	0%	0%	0%
I feel that an educator's literacy and language skills in English or a child's home language is_ to the quality of the program	59	53%	47%	0%	0%	0%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	60	57%	37%	0%	7%	0%
I feel that an educator's ability to help a child express ideas and communicate with other children is_ to the quality of the program	61	57%	43%	0%	0%	0%
I feel that an educator's positive, warm and nurturing approach is_ to the quality of the program	60	67%	32%	2%	0%	0%



Table 13 - Views on Early Childhood Education Quality
Families at or Below 200% of Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that teaching things a child needs to know for school is_ to the quality of the program	60	58%	42%	0%	0%	0%
I feel that teaching children thing about their community is_ to the quality of the program	61	43%	49%	5%	3%	0%
I feel that providing children with opportunities for active play is_ to the quality of the program	59	53%	44%	0%	3%	0%
I feel that providing children with structured activities is_ to the quality of the program	59	46%	53%	2%	0%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	60	42%	50%	5%	3%	0%
I feel that educator experience and training is_ to the quality of the program	61	59%	39%	0%	2%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	61	46%	48%	3%	3%	0%
I feel that family involvement in the program is_ to the quality of the program	60	45%	53%	2%	0%	0%
I feel that an educator’s regular communication with families is_ to the quality of the	61	57%	41%	0%	2%	0%



Table 13 - Views on Early Childhood Education Quality
Families at or Below 200% of Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
program						
I feel that a program’s ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the program	60	50%	47%	2%	2%	0%
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	46	52%	46%	2%	0%	0%

Note: Selections may not total 100% due to rounding.

Table 13A - Views on Early Childhood Education Quality
Families Above 200% of the Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is_ to the quality of the program	166	55%	36%	6%	2%	1%
I feel the presence of children of different ages is_ to the quality of the program	162	10%	38%	28%	17%	6%
I feel the educator’s communication with families about their children is_ to the quality of the program	165	75%	22%	1%	0%	2%



Table 13A - Views on Early Childhood Education Quality

Families Above 200% of the Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the cleanliness of the program is _ to the quality of the program	166	72%	33%	1%	0%	0%
I feel the educator's style of discipline is _ to the quality of the program	164	71%	21%	6%	2%	0%
I feel the educator's close relationship with families is _ to the quality of the program	166	41%	43%	14%	2%	1%
I feel that having educators who share families' values is _ to the quality of the program	165	41%	40%	16%	2%	1%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	164	76%	22%	1%	1%	0%
I feel attention to nutrition is _ to the quality of the program	165	41%	44%	10%	4%	2%
I feel attention to a child's safety is _ to the quality of the program	165	87%	10%	2%	1%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	165	67%	32%	1%	0%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	164	33%	46%	12%	9%	1%



Table 13A - Views on Early Childhood Education Quality
Families Above 200% of the Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	165	46%	39%	10%	4%	0%
I feel that an educator's literacy and language skills in English or a child's home language is_ to the quality of the program	161	56%	35%	6%	2%	1%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	165	30%	38%	16%	11%	5%
I feel that an educator's ability to help a child express ideas and communicate with other children is_ to the quality of the program	165	67%	32%	1%	1%	0%
I feel that an educator's positive, warm and nurturing approach is_ to the quality of the program	164	68%	29%	2%	1%	0%
I feel that teaching things a child needs to know for school is_ to the quality of the program	175	50%	39%	1%	0%	0%
I feel that teaching children thing about their community is_ to the quality of the program	165	28%	52%	16%	2%	1%



Table 13A - Views on Early Childhood Education Quality
Families Above 200% of the Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that providing children with opportunities for active play is_ to the quality of the program	166	60%	35%	4%	0%	1%
I feel that providing children with structured activities is_ to the quality of the program	163	36%	52%	6%	0%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	164	37%	43%	15%	4%	2%
I feel that educator experience and training is_ to the quality of the program	165	67%	29%	2%	1%	1%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	165	27%	46%	18%	7%	2%
I feel that family involvement in the program is_ to the quality of the program	165	47%	38%	11%	3%	1%
I feel that an educator's regular communication with families is_ to the quality of the program	164	63%	33%	1%	2%	1%



Table 13A - Views on Early Childhood Education Quality
Families Above 200% of the Federal Poverty Level – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that a program’s ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the program	166	26%	51%	19%	4%	1%
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	159	35%	40%	16%	6%	4%

Note: Selections may not total 100% due to rounding.

Table 14 - Views on Early Childhood Education Quality
Single-Parent Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is_ to the quality of the program	35	46%	49%	6%	0%	0%
I feel the presence of children of different ages is_ to the quality of the program	34	18%	56%	9%	15%	3%
I feel the educator’s communication with families about their children is_ to the quality of the program	34	76%	24%	0%	0%	0%
I feel the cleanliness of the program is_ to the quality of the program	35	66%	34%	0%	0%	0%



Table 14 - Views on Early Childhood Education Quality
Single-Parent Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the educator's style of discipline is _ to the quality of the program	35	63%	34%	3%	0%	0%
I feel the educator's close relationship with families is _ to the quality of the program	35	57%	34%	9%	0%	0%
I feel that having educators who share families' values is _ to the quality of the program	35	43%	49%	9%	0%	0%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	34	88%	12%	0%	0%	0%
I feel attention to nutrition is _ to the quality of the program	35	57%	40%	3%	0%	0%
I feel attention to a child's safety is _ to the quality of the program	35	86%	14%	0%	0%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	35	69%	31%	0%	0%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	35	49%	49%	3%	0%	0%



Table 14 - Views on Early Childhood Education Quality
Single-Parent Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	35	60%	37%	0%	3%	0%
I feel that an educator’s literacy and language skills in English or a child’s home language is_ to the quality of the program	32	59%	34%	6%	0%	0%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	34	50%	26%	12%	12%	0%
I feel that an educator’s ability to help a child express ideas and communicate with other children is_ to the quality of the program	35	57%	43%	0%	0%	0%
I feel that an educator’s positive, warm and nurturing approach is_ to the quality of the program	34	79%	21%	0%	0%	0%
I feel that teaching things a child needs to know for school is_ to the quality of the program	34	65%	32%	3%	0%	0%
I feel that teaching children thing about their community is_ to the quality of the program	34	47%	41%	12%	0%	0%



Table 14 - Views on Early Childhood Education Quality
Single-Parent Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that providing children with opportunities for active play is_ to the quality of the program	35	57%	40%	0%	3%	0%
I feel that providing children with structured activities is_ to the quality of the program	32	47%	50%	3%	0%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	35	49%	46%	3%	3%	0%
I feel that educator experience and training is_ to the quality of the program	35	69%	31%	0%	0%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	34	41%	44%	0%	15%	0%
I feel that family involvement in the program is_ to the quality of the program	34	47%	47%	3%	3%	0%
I feel that an educator's regular communication with families is_ to the quality of the program	35	69%	31%	0%	0%	0%
I feel that a program's ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the	35	51%	37%	6%	6%	0%



Table 14 - Views on Early Childhood Education Quality
Single-Parent Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
program						
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	28	54%	32%	11%	4%	0%

Note: Selections may not total 100% due to rounding.

Table 14A - Views on Early Childhood Education Quality
All Other Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the number of children in the group is_ to the quality of the program	203	53%	39%	4%	2%	0%
I feel the presence of children of different ages is_ to the quality of the program	200	12%	37%	28%	16%	7%
I feel the educator's communication with families about their children is_ to the quality of the program	203	72%	26%	1%	0%	1%
I feel the cleanliness of the program is_ to the quality of the program	204	70%	25%	3%	2%	0%



Table 14A - Views on Early Childhood Education Quality

All Other Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel the educator's style of discipline is _ to the quality of the program	201	66%	27%	5%	1%	0%
I feel the educator's close relationship with families is _ to the quality of the program	204	43%	44%	11%	1%	0%
I feel that having educators who share families' values is _ to the quality of the program	203	43%	41%	13%	2%	0%
I feel the way an educator teaches children to get along with other children is _ to the quality of the program	202	73%	26%	1%	0%	0%
I feel attention to nutrition is _ to the quality of the program	202	44%	42%	8%	4%	2%
I feel attention to a child's safety is _ to the quality of the program	200	86%	12%	2%	1%	0%
I feel the level of attention an educator provides to children is _ to the quality of the program	203	65%	33%	1%	1%	0%
I feel the use of classroom materials that reflect the language and culture of the children in the classroom is _ to the quality of the program	202	37%	43%	11%	8%	1%



Table 14A - Views on Early Childhood Education Quality						
All Other Families – Random Sample						
Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that setting and monitoring goals for individual children using screening tools, assessments and progress reports is_ to the quality of the program	203	46%	43%	8%	3%	0%
I feel that an educator’s literacy and language skills in English or a child’s home language is_ to the quality of the program	199	53%	40%	5%	2%	1%
I feel that using a curriculum that follows state learning standards is_ to the quality of the program	203	35%	39%	11%	10%	4%
I feel that an educator’s ability to help a child express ideas and communicate with other children is_ to the quality of the program	202	64%	34%	1%	0%	0%
I feel that an educator’s positive, warm and nurturing approach is_ to the quality of the program	202	66%	31%	2%	0%	0%
I feel that teaching things a child needs to know for school is_ to the quality of the program	201	49%	42%	7%	1%	0%
I feel that teaching children thing about their community is_ to the quality of the program	204	28%	54%	14%	3%	1%



Table 14A - Views on Early Childhood Education Quality

All Other Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
I feel that providing children with opportunities for active play is_ to the quality of the program	202	58%	38%	3%	0%	0%
I feel that providing children with structured activities is_ to the quality of the program	202	37%	53%	8%	2%	0%
I feel the presence of children from different ethnic groups is_ to the quality of the program	201	36%	43%	14%	4%	2%
I feel that educator experience and training is_ to the quality of the program	203	65%	32%	2%	1%	0%
I feel that having opportunities for children to participate in community activities is_ to the quality of the program	203	31%	45%	18%	4%	2%
I feel that family involvement in the program is_ to the quality of the program	203	47%	42%	9%	2%	0%
I feel that an educator's regular communication with families is_ to the quality of the program	202	61%	36%	1%	2%	0%
I feel that a program's ability to help children and families connect to other services, such as family support program, health services and mental health services is_ to the quality of the	203	28%	52%	17%	2%	0%



Table 14A - Views on Early Childhood Education Quality

All Other Families – Random Sample

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
program						
I feel that accreditation by the National Association for the Education of Young Children is_ to the quality of the program	186	35%	42%	14%	5%	3%

Note: Selections may not total 100% due to rounding.

Table 15 - Early Education Arrangements for Your Child

Current Arrangements

Responses	Random Sample	Convenience Sample
Total Responses (n)	215	1625
Does not apply. I do not use any of the above arrangements to care for my child.	34%	22%
Before-school or after-school program at a child's school	3%	5%
Early childhood/child care center	8%	23%
Family child care home	9%	14%
Head Start	1%	0%
Preschool/nursery school	7%	14%
Public preschool	3%	2%
Relative in child's residence/your home	27%	7%
Sitter in the home	5%	4%
Community based activity (not affiliated with school)	0%	1%
Other (please specify)	3%	10%

Note: Selections may not total 100% due to rounding.



Table 16 - Early Education Arrangements for Your Child

Length of Time Using Primary Care Arrangement

Responses	Random Sample	Convenience Sample
Total Responses (n)	174	1268
Less than a month	6%	5%
Between 1 month and 6 months	11%	27%
Between 6 months and 1 year	8%	11%
1 year or longer	68%	55%
Don't know	7%	3%

Note: Selections may not total 100% due to rounding.

Table 17 - Early Education & Out-of-School-Time Arrangements

Number of Hours Per Week in Primary Arrangement

Responses	Random Sample	Convenience Sample
0-10 hrs	20%	27%
11-20 hrs	14%	18%
21-30 hrs	25%	16%
31-40 hrs	31%	25%
More than 40 hrs	7%	14%
Don't know	2%	1%

Note: Selections may not total 100% due to rounding.

Table 18 - Early Education & Out-of-School-Time Arrangements

Number of Hours Per Week in Secondary Arrangement

Responses	Random Sample	Convenience Sample
0-10 hrs	69%	64%
11-20 hrs	19%	25%
21-30 hrs	4%	6%
31-40 hrs	4%	3%
More than 40 hrs	4%	2%
Don't know	0%	0%

Note: Selections may not total 100% due to rounding.



Table 19 - Early Education & Out-of-School-Time Arrangements

Current Arrangements by Race and Ethnicity – Random Sample

Responses	White Or European-Count	White Or European-%	Non-White/European-Count	Non-White/European-%
Total Responses (n)	144		72	
Does not apply. I do not use any of the above arrangements to care for my child.	54	38%	20	28%
Before-school or after-school program at a child's school	6	4%	1	1%
Early childhood/child care center	12	8%	5	7%
Family child care home	10	7%	10	14%
Head Start	0	0%	1	1%
Preschool/nursery school	9	6%	6	8%
Public preschool	4	3%	2	3%
Relative in child's residence/your home	36	25%	21	29%
Sitter in the home	7	5%	4	6%
Community based activity (not affiliated with school)	0	0%	0	0%
Other (please specify)	5	3%	2	3%

Note: Selections may not total 100% due to rounding.

Table 20 - Early Education & Out-of-School-Time Arrangements

Current Arrangements by Income – Random Sample

Responses	Below 200% FPL - Count	Below 200% FPL-%	Above 200% FPL-Count	Above 200% FPL-%
Total Responses (n)	52		133	
Does not apply. I do not use any of the above arrangements to care for my child.	16	31%	49	37%
Before-school or after-school program at a child's school	0	0%	6	5%
Early childhood/child care center	5	10%	11	8%
Family child care home	6	12%	10	8%
Head Start	1	2%	0	0%
Preschool/nursery school	3	6%	11	8%
Public preschool	1	2%	5	4%
Relative in child's residence/your home	16	31%	27	20%
Sitter in the home	1	2%	9	7%
Community based activity (not affiliated with school)	0	0%	0	0%
Other (please specify)	2	4%	4	3%

Note: Selections may not total 100% due to rounding.



Table 21 - Early Education & Out-of-School-Time Arrangements

Current Arrangement by Family Structure - Random sample

Responses	Single Parent Families - Count	Single Parent Families- %	All Other Families- Count	All Other Families %
Total Responses (n)	31		165	
Does not apply. I do not use any of the above arrangements to care for my child.	4	13%	64	39%
Before-school or after-school program at a child's school	1	3%	5	3%
Early childhood/child care center	4	13%	12	7%
Family child care home	5	16%	12	7%
Head Start	0	0%	1	1%
Preschool/nursery school	1	3%	13	8%
Public preschool	1	3%	5	3%
Relative in child's residence/your home	8	26%	41	25%
Sitter in the home	1	3%	8	5%
Community based activity (not affiliated with school)	0	0%	0	0%
Other (please specify)	2	6%	4	2%

Table 22 - Early Education & Out-of-School-Time Arrangements

Number of Hours Current Arrangement is Used Per Week - Random sample

Responses	Single Parent Families- Count	Single Parent Families- %	Other- Count	Other- %
Total Responses (n)	31		165	
0-10 hrs	6	19%	25	15%
11-20 hrs	4	13%	19	11%
21-30 hrs	10	31%	31	19%
31-40 hrs	10	31%	38	23%
More than 40 hrs	1	3%	11	7%
Don't know	0	0%	4	2%

Note: Selections may not total 100% due to rounding.



Table 23 – Early Education & Out-of-School-Time Arrangements				
Problems Searching for Care				
Responses	Total Responses (n)	Random Sample	Total Responses (n)	Convenience Sample
I did not have any problems	170	70%	755	47%
The hours didn't meet my needs	17	7%	309	19%
It's too expensive	46	19%	613	38%
The location was inconvenient	11	5%	167	10%
I was unsure of the quality of the program	15	6%	261	16%
The program did not offer services for my child's special needs	5	2%	37	2%
There were language barriers with the staff	1	0%	24	1%
I didn't know where to get information about early childhood or school-aged programs	10	4%	102	6%
I couldn't find anyone to take care of my child	7	3%	70	4%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 24 - Early Education & Out-of-School-Time Arrangements				
Sources to Pay for Care				
Responses	Total Responses (n)	Random Sample	Total Responses (n)	Convenience Sample
I receive NO financial support	210	86%	1148	70%
Through Public School	5	2%	70	4%
Head Start	3	1%	25	2%
Government subsidy or voucher	11	5%	153	9%
Department of Social Services	3	1%	22	1%
Scholarship, financial aid, or reduced fee from program	4	2%	60	4%
Child care tax credits or before-tax dependent care account	5	2%	201	12%
Employer pays part/all of your cost	1	0%	22	1%
Relative or friend helps you to pay	11	5%	43	3%
Other (please specify)	7	3%	121	7%

Note: Selections may not total 100% due to rounding.



Table 25 – Information About Child’s School

Type of School Attended

Responses	Random Sample	Convenience Sample
Public School	81%	82%
Public Charter School	4%	4%
Private School Not Religiously Affiliated	7%	10%
Private/Parochial School	6%	3%
Homeschooled	2%	1%

Satisfaction with Child’s School (Public Convenience Survey Only)

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I am satisfied with the school my child attends.	420	46%	42%	6%	3%	4%
I am satisfied with the teachers my child has this year.	421	53%	37%	5%	2%	3%
I am satisfied with the academic standards of my child’s school.	416	42%	42%	9%	5%	2%
I am satisfied with the order and discipline at my child’s school.	420	41%	44%	9%	5%	2%
I am satisfied with the way school staff interacts with families.	421	43%	41%	9%	4%	3%

Note: Selections may not total 100% due to rounding.

Table 26 - Early Education Arrangements for Your Child

How Families Heard About Primary Care Arrangement

Responses	Random Sample	Convenience Sample
I am my child's primary caretaker	12%	9%
Another one of my children was already using this service	5%	10%
Childcare referral service	8%	11%
Healthcare provider	1%	1%
Newspaper/advertisement/internet search	4%	11%
Referred by neighbors/friends/relatives/community group	39%	36%
Welfare or social service caseworker	2%	1%
Other	28%	9%

Note: Families could choose more than one option for this question. Selections may not add to 100%.



Table 27 - Early Education Arrangements for Your Child

How Families Would Like to Receive Information from EEC

Responses	Random Sample	Convenience Sample
Total Responses (n)	182	1,300
U.S. Mail	59%	42%
E-Mail	28%	70%
Mobile web notifications or text message	3%	7%
Social Networking Site	6%	9%
Other	2%	3%
Do Not Care	20%	12%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 28 - Information on Neighborhood and Community Resources

Public Convenience Sample

Responses	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
We watch out for each other's children in this neighborhood	25%	37%	26%	9%	3%
People in this neighborhood help each other out	23%	41%	26%	8%	2%
I am satisfied with the police protection in my neighborhood	21%	52%	22%	4%	1%
I am satisfied with the garbage collection in my neighborhood	29%	51%	14%	4%	2%
I am satisfied with the public schools in my neighborhood	27%	39%	20%	9%	4%
I am satisfied with the public transportation in my neighborhood	11%	26%	41%	14%	7%

Note: Selections may not total 100% due to rounding.



Table 29 - Neighborhood and Community Activities

Taken Child to the Following Activities in the Past Month

Responses	Number	Random Sample	Number	Convenience Sample
Visit a library	156	52%	875	43%
Gone to a movie	89	30%	377	19%
Gone to play concert, show	49	16%	248	12%
Gone to a mall, went grocery shopping	221	73%	1414	70%
Visited an art gallery, museum, etc.	71	24%	351	17%
Visited a playground, park, etc./Visited a Zoo	183	61%	1190	59%
Attended an athletic or sporting event	77	26%	352	17%
Visited with relatives	213	71%	1357	67%
Gone to an activity at community ctr.	61	20%	414	20%
Gone to a religious service or event	119	40%	460	23%
Gone to a restaurant or out to eat	198	66%	1253	62%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 30 - Neighborhood and Community Activities

How long do you think most people have lived in neighborhood (Public Convenience Survey Only)

Responses	Number	Percent
Total Responses (n)	1512	
Less Than Two Years	46	3%
Two to Five Years	176	12%
Five to Ten Years	425	28%
More Than 10 Years	677	45%
Don't Know	188	12%

N Note: Selections may not total to 100% due to rounding.

Table 31 - Information About Families and Family Activities

Family Strengths - Random Sample

Responses	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
In my family, when we have problems or disagreements, we take time to listen to all sides of the story.	81%	14%	4%	0%	0%
My family pulls together when things are stressful and when we need to solve problems	80%	17%	2%	1%	0%
When I have problems or am lonely, I have people I can talk to	81%	14%	3%	1%	1%
I would have no idea where to turn if my family needed food, housing, or had trouble making ends meet	6%	10%	6%	10%	67%
I would have no idea where to go for help, if I needed help finding job	6%	8%	6%	21%	60%

Note: Selections may not total 100% due to rounding.



Table 31A - Information About Families and Family Activities
Family Strengths - Public Convenience Sample

Responses	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
In my family, when we have problems or disagreements, we take time to listen to all sides of the story.	42%	53%	5%	1%	0%
My family pulls together when things are stressful and when we need to solve problems	47%	46%	6%	1%	0%
When I have problems or am lonely, I have several people I can talk to	45%	44%	6%	4%	1%
I would have no idea where to turn if my family needed food, housing, or had trouble making ends meet	4%	11%	13%	43%	28%
I would have no idea where to go for help, if I needed help finding a job	4%	8%	14%	46%	27%

Note: Selections may not total 100% due to rounding.

Table 32 - Children with Special Needs and Special Health Conditions
Disability Diagnosis

Responses	Number (n)	Random Sample	Number (n)	Convenience Sample
No diagnosis	117	62%	909	68%
Learning Disability or Developmental Delay	28	15%	141	10%
Mental Retardation	3	2%	5	0%
Emotional Disturbance	5	3%	32	2%
Deafness or Hearing Impairment	1	1%	15	2%
Blindness	1	1%	11	1%
Orthopedic Impairment	4	2%	24	2%
Autism or PDD	6	3%	41	3%
ADD or ADHD	15	8%	62	5%
Asthma	28	15%	142	11%
Diabetes	2	1%	3	0%
Lead Poisoning	1	1%	10	1%
Food Allergies	17	9%	109	8%

Where was the child diagnosed?

Responses	Number (N)	Random Sample	Number (N)	Convenience Sample
From your local school district	13	19%	72	17%
From a state or local health or social service agency	9	13%	54	12%
From a doctor, clinic, or other health care provider	56	81%	374	86%
Other	3	4%	33	8%

Note: Families may have made more than one selection. Selections may not total to 100%.



Table 33 - Child Health

Opinions Toward Child's Health – Random Sample

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel my child is in good health	246	82%	13%	3%	1%	0%
My child has regular health care checkups	244	94%	5%	0%	0%	0%

Opinions Toward Child's Health – Public Convenience

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel my child is in good health	1496	56%	39%	4%	1%	0%
My child has regular health care checkup	1492	82%	18%	0%	0%	0%

Child Seen a Doctor Within Past 12 Months

Responses	Number	Random Sample	Number	Convenience Sample
Child has not seen a doctor	12	5%	32	2%
Injury or accident	34	14%	195	10%
Child didn't feel well	122	50%	882	43%
Regular checkup	224	92%	1428	70%
Other reason	16	7%	139	7%

Where is your child treated?

Responses	Number	Random Sample	Number	Convenience Sample
A private doctor, private clinic, or HMO	223	91%	1362	67%
An outpatient clinic run by a hospital	7	3%	69	3%
Public health department or community health clinic	13	5%	50	2%
The emergency room at a hospital	0	0%	4	0%
Other	2	1%	40	2%

How long has it been since child visited a dentist or dental specialist?

Responses	Number	Random Sample	Number	Convenience Sample
Never Has Had Dental Care	31	13%	420	28%
Less than Six Months Ago	177	74%	840	57%
Between Six Months and One Year	19	8%	180	12%
Between One and Two Years	3	1%	28	2%
Between Two and Five Years	3	1%	9	1%
More than Five years	0	0%	1	0%
Do Not Know	5	2%	12	1%

Note: Selections may not total to 100% due to rounding.



Table 34 - Information About Families and Family Activities

How Many Books for the Child in the Home

Responses	Random Sample	Convenience Sample
Total Responses (n)	257	1536
No Books	0%	0%
Less Than 10 Books	8%	3%
10 to 15 Books	4%	4%
16 to 20 Books	5%	5%
21 to 25 Books	12%	5%
26 to 50 Books	65%	16%
More Than 50 Books	5%	66%

How Often Do You Read to Your Child?

Responses	Random Sample	Convenience Sample
Every day	63%	73%
Once or Twice	8%	10%
Three Times	16%	15%
Not at all	14%	2%

Note: Selections may not total to 100% due to rounding.

Table 35 - Information About Families and Family Activities

Eaten Dinner as a Family

Responses	Random Sample	Convenience Sample
Total Responses (n)	247	1526
Every day	76%	70%
Once or Twice	6%	8%
Three Times	17%	20%
Not at all	1%	1%

Note: Selections may not total to 100% due to rounding.



Table 36 - Information About Families and Family Activities

Family Activities

Responses	Number of Random Sample	Random Sample	Number of Convenience	Convenience Sample
Told your child a story	193	64%	1308	64%
Taught your child letters, words, or numbers	176	58%	1249	62%
Taught your child songs or music	164	54%	1177	58%
Did arts and crafts, for example, coloring, painting, pasting or using clay?	182	60%	1155	57%
Played sports, active games, or exercised together	197	65%	1212	60%
Played board games or did puzzles with your child	161	53%	960	47%
Worked on another type of project with your child that you didn't...chore?	138	46%	886	44%
Talked with your child about your family's ethnic heritage?	129	43%	496	24%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 37- Neighborhood and Community Activities

Participated in the Following Activities in the Past Month

Responses	Number	Random Sample	Number	Convenience Sample
Regular Music Lessons	58	19%	161	8%
Attended Church/Temple/Service	82	27%	392	19%
Organized Sports	119	40%	488	24%
Scouting, 4H, or group activity	50	17%	121	6%
Afterschool program	52	17%	195	10%
Performing arts/dance	71	24%	269	13%

Note: Families could choose more than one option for this question. Selections may not add to 100%.

Table 38 - Information About Child's School

Repeated a Grade

Responses	Random Sample	Convenience Sample
Total Responses (n)	158	216
My child has not repeated any grades after kindergarten	94%	93%
My child has had to repeat a grade, but only on one occasion	5%	6%
My child has had to repeat a grade on multiple occasions	1%	2%

Note: Selections may not total 100% due to rounding.



Table 39 - Information About Child's School

Child Discipline

Responses	Total Responses (n)	Random Sample	Total Responses (n)	Convenience Sample
Had an out-of-school suspension	1	0%	9	1%
Had an in-school suspension, not counting detentions	6	2%	6	0%
Been expelled	1	0%	0	0%
Been required to change schools	1	0%	3	0%
Been prohibited from participation	2	1%	15	1%

Note: Selections may not total 100% due to rounding.