Appendices

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Appendix A: Data Collection Methods for Family and Provider Surveys

Introduction
This report presents a detailed account of the design of the 2019 Focus on Nebraska Families Survey and the 2019 Early Childhood Program and Leadership Survey. The project was commissioned by the Buffett Early Childhood Institute at the University of Nebraska on behalf of the Nebraska Department of Health and Human Services (DHHS) and administered by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln (UNL). The purpose of this project was to learn more about early education and services for children age five and younger in Nebraska. The goal was to inform Nebraska’s strategic plan for aligning and optimizing the availability of access to high quality early education and services for families and their children.

Family Survey
Sampling Design
Project Requirements and Design
The PDG Project required a survey of families with children five years old and younger in Nebraska the produced representative findings in each of 17 Educational Service Units in the state. Because there is no complete list of such families in the Nebraska, a big challenge was determining the best way to find these families for the survey. A key consideration in developing the PDG methodology was the representativeness of the final data. That is, BOSR wanted to ensure that all types of families (with all types of childcare challenges and arrangements) were represented in the sample in order to minimize bias in the final survey estimates. With costs and generalizability in mind, BOSR considered several options. For example, BOSR considered identifying families with children five and younger by working with schools, childcare providers, Educare and Head Start programs. Ultimately BOSR rejected this method because it would have excluded some of the most underserved families in the state – those whose children are not in any of these programs – and would have made it impossible to learn about why they are not receiving services (e.g., personal choice, age of their children, availability of programs, cost barriers, language barriers and other reasons of interest to this grant). In addition, BOSR knows from experience with multiple school-level and daycare level surveys BOSR has conducted in recent years that not all of the schools and programs would have cooperated, which risks further biasing survey results. Another method BOSR considered was sampling from an established, nation-wide online web panel, which could have provided access to the target population at a low cost. However, opt-in (i.e., panel members self-select themselves in to the panel) panels of this kind often produce biased results (Baker et al. 2010) and the less biased probability web panels often do not have enough panel members in small geographic (especially rural) areas to allow for the ESU-level estimates needed by the PDG project (AAPOR Standards Committee, 2010). As a result, even the probability panels were not feasible for the project.

Given the limits of these methods, BOSR turned to a very common design for surveying subgroups within populations, a screening design. This design involves surveying a large number of households to
identify those that are eligible for the main survey. For the PDG project, BOSR surveyed a large number of selected Nebraska households to identify the approximately 12% of households that consist of families with young children. The survey started by asking every sampled household whether or not they have children in the target age range. Those who reported no such children could stop at that point and those who reported having young children were asked to complete the remainder of the survey. Screener design such as this have been successfully used to identify and survey rare populations such as hunters, anglers, and wildlife watchers (Andrews et al. 2014; Williams et al. 2016; Breidt et al. 2018; Mathiowetz et al. 2010); veterans (Han et al. 2010); and families with children in specific age groups (e.g., six and younger, school aged, etc. – Brick et al. 2011; Mayfield et al. 2015; Montaquila et al. 2013) in surveys such as the California Health Interview Survey, Wisconsin Family Health Survey, National Household Education Survey, National Survey of Veterans, National Household Travel Survey, and National Longitudinal Survey of Adolescent to Adult Health among others.

While the screener design avoids the coverage and self-selection problems of the other methods considered, one of the main challenges with it is that it is costly because one has to survey many households to find the few that meet the eligibility criteria for the full survey. To help improve efficiency and reduce costs, surveyors have turned to dual frame designs that rely on a combination of probability-based samples of households and list-based samples where the eligibility rate is known to be higher (e.g., hunting and fishing license sales to sample hunters or anglers - Mathiowetz et al. 2010; Williams et al. 2016). For the PDG project, BOSR used a dual frame design. The first frame consisted of targeted sample purchased from Dynata, which identified Nebraska families with children five and younger using market data. Targeted age sample is compiled from white page telephone directories across the U.S. Using multiple regression analyses on Census information and secondary source information from the commercial company InfoGroup, this method can predict age. InfoGroup uses business and consumer databases to build their age database. This targeted frame was used in order to reduce the number of households that needed to be contacted for the desired number of responses. The second frame was a traditional address-based sample, which consisted of a probability sample of Nebraska addresses. This frame was used to ensure that low income families, who are less likely to be represented by marketing data, were included as well. By using both frames, the sample design was able to leverage the efficiencies of the targeted sample while allowing all members of the population with a Nebraska residence a chance for selection into the survey sample (i.e., minimizing coverage error).

**Project Sample Size**

The sample size was calculated with the hit rate (the percentage of addresses sampled that include members of the target population or eligibility rate), number of strata (20, one per Nebraska ESU and three oversamples), returns needed per strata (n=300), and the response rate (estimated 20%) in mind. The resulting sample size was 98,750 addresses. When the sample was ordered, not all areas had the number of addresses requested (i.e. low population areas), so the final sample size was 89,108 addresses. Dynata provided addresses of 54,945 households selected through address-based sampling (ABS) in Nebraska in addition to 34,170 households selected through marketing data that were identified as potentially having children five years or younger. The ABS and the marketing samples were drawn from 17 strata based on Nebraska Educational Service Units (ESUs), which are based on a combination of counties and ZIP codes. There was also an oversample each for Native American, African American, and Spanish-speaking households. The oversamples were drawn using Dynata’s E-Tech product. E-Tech uses first name and last name letter patterns to identify names that may belong to a
specific ethnicity. It also incorporates geographic data from Enhanced Neighborhood Analytics (ENA) that helps predict ethnicity. A full list of the ESUs and the oversamples can be found in Supporting Documents, below. The sample was cleaned by BOSR project staff. An adult in the household who is the primary caregiver for the child(ren) was asked to complete the survey.

**Questionnaire Design**

The Focus on Nebraska Families Survey questions were developed by BOSR in conjunction with Buffett Early Childhood Institute researchers. This eight-page paper survey consisted of questions centered on access to childcare, quality of childcare, family engagement and choice, access to other services, and health and wellbeing as well as demographic questions about the respondent and their household. The survey was printed in English and Spanish, resulting in a 16-page survey. A copy of the English and Spanish questionnaires can be found in Supporting Documents, below. An additional grid question was added to the 3rd mailing, and the final page of this edited survey can be found in Supporting Documents, below.

**Data Collection Process**

The data collection process involved four mailings. In the initial contact, a survey packet including a cover letter explaining the survey, a copy of the survey, and a postage pre-paid addressed business reply envelope for the survey to be mailed back to BOSR was mailed to each household. An envelope with a $1 bill was also enclosed with the other materials as a small token of appreciation regardless of their decision to participate. The initial round of invitation mailings was sent starting on May 17, 2019 and ending May 31, 2019. For each address, the cover letter instructed the household to fill out the survey if they had a preschool-child aged child (five years old or younger) in the household. If they did not, respondents were instructed to either mark the survey as such and mail it back or to call BOSR to let them know. If the household included a preschool-aged child, the adult who is the primary caregiver for the child(ren) was asked to complete the questionnaire. Starting one week after the first mailing, all households except for those who called in within the first week of the mailing were mailed a postcard reminding them to complete the survey. This reminder postcard was sent starting on May 24, 2019. Finally, a survey package which contained the same contents as the initial mailing except for the $1 bill was sent to all who received a postcard. Because of the volume of the mailings and the need to start printing as soon as possible, BOSR was unable to remove those who had already responded to the survey for the second survey mailing. The final mail survey package was sent out starting on June 14, 2019. All communication materials were printed in both English and Spanish and can be found in Supporting Documents, below.

Response was lower than expected after the second survey mailing, so a third mailing was sent to all non-responders in the targeted sample (n=25,675). This mailing only included the targeted sample to reduce costs, and take advantage of the higher hit rate of the targeted sample. This survey package included a cover letter, copy of the survey, and a postage pre-paid addressed business reply envelope. The third mailing was printed in English only. This third mailing was also sent to all those in predominately Native American communities (n=163) through UPS to ensure delivery of the survey packet. Up until this point, there was concern that the mailings were not being delivered to these communities through USPS, which resulted in the surveys being sent via UPS to these addresses for the final mailing.
In addition to the methods described above, BECI worked with ECCE providers across the state to collect surveys from vulnerable families. BECI sent emails to all Head Start grantees, directors at all EduCare centers and Sixpence childcare partnerships (a total of 65 programs). 31 programs responded and agreed to disseminate surveys to families in their program, and BECI sent a total of 2589 surveys to these providers.

**Response Rate**
Calculating response rates for screening surveys is not as straightforward as calculating response rates for non-screening surveys because a large portion of the sampled households are not eligible for the topical questions. In this case, the target population is families with young children. Because of this design, BOSR knows that many of the nonresponding households do not have young children and thus are ineligible for the survey, but BOSR does not know exactly how many. The American Association of Public Opinion Research, the world’s premier survey research association, has developed methods to estimate the status of cases with unknown eligibility in surveys such as this (Smith, 2009). Two of these methods were deemed applicable to this survey. BOSR presents both here because each method has its strengths and weaknesses. First, the adjusted response rate was calculated using the proportional allocation or CASRO method. This method assumes that the eligible rate for the known cases is the same as the eligible rate for the unknown cases (Beaudoin, 2007; BRFSS, 2002; Butterworth, 2001; Ellis, 2000; Ezzati-Rice et al., 2000; Frankel, 1983; Hembroff et al., 2005; Hidiroglou, Drew, and Gray, 1993; Jang et al., 2007; Lessler and Kalsbeek, 1992; Link et al., 2004; Raiha, 2004; Schwartz et al., 2004; Strouse, Carlson, and Hall, 2003). Using this method the adjusted response rate is 34.0%. Second, BOSR calculated the adjusted response rate using the 2010 Census estimates of the target population. The 2010 Decennial Census estimate of households with children under six years of age is 11.2%. The adjusted response rate using the second method is 33.7%. Based on these methods, the most conservative adjusted response rate is 33.7%. Completed surveys were accepted if one of the following criteria were met: the screener question was marked “yes” indicating they had a child five years old or younger, the household roster indicated that there was a child five years old or younger, or the date of birth of the child of interest indicated that the child was five years old or younger. This response rate only applies to the 89,108 addresses sampled, not the surveys sent to centers. As we do not know how many surveys were distributed at centers, we cannot calculate a meaningful response rate.

In total, 3,541 surveys (including 191 complete via ECCE providers) were completed or partially completed by September 16, 2019. Of the 89,108 addresses sampled, 30.2% (n=26,944) were determined to be ineligible (e.g., did not have a child five or younger, no such address; vacant) and 11.0% (n=9,801) were undeliverable addresses with unknown eligibility. Refusals (e.g., blank survey returned; letter, phone call, or e-mail stating refusal to participate) and refused mail were obtained from 0.4% (n=316) of the sample. Table 1 shows conservative adjusted response rates by ESU using the methods above.
Table 1. Response rates by region from sample frame

<table>
<thead>
<tr>
<th>ESU</th>
<th>n</th>
<th>Conservative adjusted response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESU #1</td>
<td>144</td>
<td>30.4%</td>
</tr>
<tr>
<td>ESU #2</td>
<td>223</td>
<td>39.7%</td>
</tr>
<tr>
<td>ESU #3</td>
<td>225</td>
<td>39.0%</td>
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<td>ESU #4</td>
<td>140</td>
<td>31.7%</td>
</tr>
<tr>
<td>ESU #5</td>
<td>137</td>
<td>32.1%</td>
</tr>
<tr>
<td>ESU #6</td>
<td>279</td>
<td>45.2%</td>
</tr>
<tr>
<td>ESU #7</td>
<td>218</td>
<td>39.1%</td>
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<td>ESU #8</td>
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<td>129</td>
<td>31.9%</td>
</tr>
<tr>
<td>ESU #13</td>
<td>154</td>
<td>28.7%</td>
</tr>
<tr>
<td>ESU #15</td>
<td>100</td>
<td>27.8%</td>
</tr>
<tr>
<td>ESU #16</td>
<td>159</td>
<td>30.4%</td>
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<tr>
<td>ESU #17</td>
<td>76</td>
<td>23.9%</td>
</tr>
<tr>
<td>ESU #18</td>
<td>297</td>
<td>46.3%</td>
</tr>
<tr>
<td>ESU #19</td>
<td>169</td>
<td>29.9%</td>
</tr>
</tbody>
</table>

Data Processing

Mail survey data were entered using Epi Info 6 software with data saved on BOSR’s secure networked file server. Data entry was completed by experienced data-entry staff. All of the data-entry workers had previous experience in data entry using Epi Info 6 on other mail survey projects. The data-entry staff was supervised by full-time BOSR project staff.

Data entry was completed in two steps. First, one data-entry worker would enter responses from a single survey. Second, another data-entry worker would re-key the survey and be alerted to any discrepancies with the first entry. Supervisory staff members were available to answer questions about discrepancies or illegible responses. The data-entry staff is paid by the hour, not by the number of surveys entered. This method of payment is used so that BOSR can ensure the high quality of the data collected by its staff.

Data Cleaning

The data was recorded and stored on a secure server located within the Sociology Department at UNL. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The dataset was exported from Epi Info 6 into an SPSS system file. BOSR removed any cases that were duplicate or blank. The first step in data cleaning was to run frequency distributions on each of the variables in the survey. The second step was to generate variable and value labels.

The next step in data cleaning was to check for out-of-range values on all survey items. Recoding was done to correct for the most obvious errors/inconsistencies in the data. Anyone who filled out the household roster with checkmarks, “X,” or tallies instead of a numeric value were marked as having one person in the marked age range. If more than one answer option was selected on questions that only asked for one selection, these responses were left blank since BOSR is unable to know which one is the
intended response. Similarly, if the question asked for a whole number and the respondent provided a range (e.g., “5-10”), the answer was left blank. In addition, some respondents gave an answer that was more than 30 days when asked how many times they felt a certain way in the past 30 days. In these cases, answers were recoded to the maximum value of 30 days. Open-ended responses to county and school district were cleaned and standardized in a new variable (i.e., all answers became “Lincoln Public Schools” instead of variations like “LPS” and “Lincoln”). Finally, zip code (Zip), county (FIPS), and ESU (ESU) were merged from the sample frame. However, these may have differed from what was provided in the survey responses. Final ESU was calculated using the county and zip code provided by the respondent. If neither of these were provided, then ESU was based off the information from the sample frame.

**Data Weights**

In order to make the data statistically representative of the state-wide population, weights were created for the family data.

The data were weighted in three ways to account for the address probability of selection, nonresponse, and geographic characteristics. First, data were weighted by the probability of the address being selected. As stated above, the sample design included 17 ESUs and three oversamples that were sampled using two different sample frames, the listed frame and the ABS frame. The addresses of those in the oversamples were mapped into the 17 ESUs of their sample type (listed or ABS). As a result, the sample design included 36 strata. A sample weight was calculated for each stratum. There is no weight at the person-level because the primary care provider was asked to complete the survey.

Next, the responses were weighted to account for different response rates across the strata. In this step, responses from the oversamples were reassigned to their respective ESU, so this weighting step was done on the 17 ESUs. This weighting step also calculated the weights with ineligibles (known and estimated) removed.

Lastly, the data were weighted to account for the number of households with children five and younger in each of the 17 ESUs. The population data for this step were taken from the 2010 US Census, the only source that has the number of households with children five and younger in each ESU down to the zip code level, which was needed for some ESUs.

The final weight in the dataset is called Pwate. Weight values are only available for surveys returned from sampled households, since they have a known probability of selection and known population characteristics to account for nonresponse. Surveys returned from centers do not have a weight, as they do not have a known probability of selection and population estimates are not possible at the centers. The weights for the centers are set to missing so they will not be included in weighted analyses that produce generalizable statewide estimates. Responses from centers are still included in the dataset, since they are helpful if more responses to run analyses are needed. This needs to be taken into consideration when analyzing the weighted data.
Design Effect
The design effect due to overall weighting adjustments is 2.69\(^1\), which points to a decrease in precision from weighting the data.

Disproportionate stratification was used for the 2019 Focus on Nebraska Families, as discussed earlier. The use of this type of sampling resulted in a sampling design effect of 0.111\(^2\), which shows a large increase in precision from the sample design utilized.

Appropriate adjustments need to be incorporated into statistical tests when using the 2019 Focus on Nebraska Families Survey data. See Estimate of Sampling Error in Supporting Documents, below.

Provider Survey

Sampling Design
The provider survey used a listed sample of all licensed and license-exempt childcare providers in Nebraska, in addition to lists of Head Start Program directors and executives provided by the client. We chose a mail survey because the 2019 Market Rate Survey conducted in January was successful as a mail survey. BOSR has conducted other surveys with this population using this methodology that were successful. There were 4,002 providers identified for the sample. The cover letter asked that the person who directly oversees the day-to-day operations of the early care and education program complete the survey.

Questionnaire Design
The Early Childhood Program and Leadership Survey questions were developed by BOSR in conjunction with Buffett Early Childhood Institute researchers. This twelve-page paper survey consisted of questions centered on the program’s characteristics, the staff, characteristics of children and families served, family engagement and choice, the transition to kindergarten, and systems that support early childhood care and education as well as demographic characteristics of the respondent. The survey was in English only. A copy of the questionnaire can be found in Supporting Documents, below.

Data Collection Process
The data collection process involved three mailings. In the initial contact, a survey packet including a cover letter explaining the survey, a copy of the survey, and a postage pre-paid addressed business reply envelope for the survey to be mailed back to BOSR was mailed to each provider. A $1 bill was also enclosed with the other materials as a small token of appreciation regardless of their decision to participate. The initial invitation was sent on June 6, 2019. For each provider, the person who directly oversees the day-to-day operations of the program was asked to complete the questionnaire. About one week after the first mailing, all providers were mailed a postcard reminding them to complete the survey. This reminder postcard was sent on June 10, 2019. Finally, a survey package which contained the same contents as the initial mailing except the incentive was sent to all nonrespondents. The final mail

\[^1\] The formula used is: 
\[ 1 + cv^2(w) = \frac{n(\sum w_i^2)}{(\sum w_i)^2} \]

\[^2\] The formula used is: 
\[ deff = \frac{\text{var}_{\text{complex}}(\bar{y})}{\text{var}_{\text{SRS}}(\bar{y})} \]. Used Q12A to calculate.
survey package was sent out on June 26, 2019. All communication materials were in English and can be found in Supporting Documents, below.

At least one reminder call was made to each of the 2,088 providers that had not returned a question between July 27, 2019 and August 23, 2019. The reminder call script can also be found in Supporting Documents, below.

Response Rate
In total, 1337 surveys were completed or partially completed by September 4, 2019. The response rate of 33.4% was calculated using the American Association for Public Opinion Research’s (AAPOR) standard definition for Response Rate 2. Of the 4,002 addresses sampled, 1.5% (n=60) were determined to be ineligible (e.g., no longer in business, only in operation during the school year) and 3.9% (n=158) were undeliverable addresses with unknown eligibility. Refusals (e.g., blank survey returned; letter, phone call, or e-mail stating refusal to participate; unavailable during field period) and refused mail were obtained from 0.6% (n=24) of the sample.

Data Processing
Mail survey data were entered using Epi Info 6 software with data saved on BOSR’s secure networked file server. Data entry was completed by experienced data-entry staff. All of the data-entry workers had previous experience in data entry using Epi Info 6 on other mail survey projects. The data-entry staff was supervised by full-time BOSR project staff.

Data entry was completed in two steps. First, one data-entry worker would enter responses from a single survey. Second, another data-entry worker would re-key the survey and be alerted to any discrepancies with the first entry. Supervisory staff members were available to answer questions about discrepancies or illegible responses. The data-entry staff is paid by the hour, not by the number of surveys entered. This method of payment is used so that BOSR can ensure the high quality of the data collected by its staff.

Data Cleaning
The data was recorded and stored on a secure server located within the Sociology Department at UNL. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The dataset was exported from Epi Info 6 into an SPSS system file. BOSR removed any cases that were duplicate or blank. The first step in data cleaning was to run frequency distributions on each of the variables in the survey. The second step was to generate variable and value labels. The final step in data cleaning was to check for out-of-range values on all survey items. Recoding was done to correct for the most obvious errors/inconsistencies in the data. For example, some respondents gave an answer that was more than seven days when asked how many times they did an activity in the past week. In these cases, answers were recoded to the maximum value of seven days. Similarly, when asked how many caregivers are in the program, some people answered “0.” This was recoded to “1,” per the question instructions to mark “1” if they were the only caregiver in the program.

Open-ended responses to county and school district were cleaned and standardized in a new variable (i.e., all answers became “Lincoln Public Schools” instead of variations like “LPS” and “Lincoln”). Finally, zip code (Zip) was merged from the sample frame. ESU was calculated using the county and zip code provided by the respondent. If neither of these were provided, then ESU was based off the zip code
from the sample frame. Some ESUs are defined by county only instead of zip code. In these cases, if the respondent did not provide the county, ESU was left blank.
## Supporting Documents

### Family Survey Strata and Oversample

<table>
<thead>
<tr>
<th>ESU 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar County</td>
</tr>
<tr>
<td>Dakota County</td>
</tr>
<tr>
<td>Dixon County</td>
</tr>
<tr>
<td>Knox County</td>
</tr>
<tr>
<td>Thurston County</td>
</tr>
<tr>
<td>Wayne County</td>
</tr>
<tr>
<td><strong>Targeted Sample Total: 1,671</strong></td>
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<tr>
<td><strong>ABS Total: 2,813</strong></td>
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<table>
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<tr>
<th>ESU 2</th>
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</thead>
<tbody>
<tr>
<td>Burt County</td>
</tr>
<tr>
<td>Cuming County</td>
</tr>
<tr>
<td>Dodge County</td>
</tr>
<tr>
<td>Saunders County</td>
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<tr>
<td><strong>Targeted Sample Total: 2,125</strong></td>
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<tr>
<td><strong>ABS Total: 2,812</strong></td>
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<table>
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<tr>
<th>ESU 3</th>
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<tr>
<td>Cass County</td>
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<td>Washington County</td>
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<tr>
<td>Additional zip codes: 68007, 68022, 68028, 68064, 68069, 68116, 68118, 68124, 68127, 68130, 68135, 68137, 68005, 68028, 68046, 68059, 68069, 68113, 68123, 68128, 68133, 68136, 68138</td>
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<tr>
<th>ESU 4</th>
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<tbody>
<tr>
<td>Johnson County</td>
</tr>
<tr>
<td>Nemaha County</td>
</tr>
<tr>
<td>Otoe County</td>
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<tr>
<td>Pawnee County</td>
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<tr>
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<td>Fillmore County</td>
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<td>Saline County</td>
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<tr>
<td>Seward County</td>
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<td>York County</td>
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<td>Additional zip codes: 68301, 68317, 68333, 68336, 68339, 68358, 68366, 68368, 68372, 68402, 68404, 68430, 68461, 68462, 68517, 68520, 68524, 68527, 68531</td>
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<tbody>
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<td>Butler County</td>
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<td>Colfax County</td>
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<td>Nance County</td>
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<td>Polk County</td>
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<tr>
<td>Stanton County</td>
</tr>
<tr>
<td>Wheeler County</td>
</tr>
<tr>
<td><strong>Targeted Sample Total: 2,125</strong></td>
</tr>
<tr>
<td><strong>ABS Total: 2,812</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESU 9</th>
<th>ESU 13</th>
</tr>
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<tbody>
<tr>
<td>Adams County</td>
<td>Banner County</td>
</tr>
<tr>
<td>Clay County</td>
<td>Box Butte County</td>
</tr>
<tr>
<td>Hamilton County</td>
<td>Cheyenne County</td>
</tr>
<tr>
<td>Nuckolls County</td>
<td>Dawes County</td>
</tr>
<tr>
<td>Webster County</td>
<td>Garden County</td>
</tr>
<tr>
<td><strong>Additional zip codes: 68832, 68901, 68902</strong></td>
<td>Kimball County</td>
</tr>
<tr>
<td><strong>Targeted Sample Total: 1,997</strong></td>
<td>Morrill County</td>
</tr>
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<td><strong>ABS Total: 2,812</strong></td>
<td>Scotts Bluff County</td>
</tr>
<tr>
<td></td>
<td>Sheridan County</td>
</tr>
<tr>
<td></td>
<td>Sioux County</td>
</tr>
<tr>
<td></td>
<td><strong>Additional zip code: 69129</strong></td>
</tr>
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<table>
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<tr>
<th>ESU 10</th>
<th>ESU 15</th>
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<tbody>
<tr>
<td>Blaine County</td>
<td>Chase County</td>
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<tr>
<td>Buffalo County</td>
<td>Dundy County</td>
</tr>
<tr>
<td>Custer County</td>
<td>Hayes County</td>
</tr>
<tr>
<td>Dawson County</td>
<td>Hitchcock County</td>
</tr>
<tr>
<td>Garfield County</td>
<td>Red Willow County</td>
</tr>
<tr>
<td>Greeley County</td>
<td><strong>Additional zip codes: 69001, 69025, 69034, 69038, 69039, 69042, 69170, 69025</strong></td>
</tr>
<tr>
<td>Howard County</td>
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<tr>
<td>Loup County</td>
<td><strong>ABS Total: 2,812</strong></td>
</tr>
<tr>
<td>Sherman County</td>
<td></td>
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</tbody>
</table>
ESU 16

<table>
<thead>
<tr>
<th>Counties</th>
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<tbody>
<tr>
<td>Arthur County</td>
<td></td>
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<tr>
<td>Grant County</td>
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<tr>
<td>Hooker County</td>
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<tr>
<td>Keith County</td>
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<tr>
<td>Logan County</td>
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<tr>
<td>McPherson County</td>
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<tr>
<td>Perkins County</td>
<td></td>
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<tr>
<td>Thomas County</td>
<td></td>
</tr>
<tr>
<td>Additional zip codes: 69152, 69161, 69333, 69366, 69122, 69101, 69123, 69132, 69143, 69151, 69163, 69165, 69169</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Sample Total: 2,000**
**ABS Total: 2,812**

ESU 17

<table>
<thead>
<tr>
<th>Counties</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown County</td>
<td></td>
</tr>
<tr>
<td>Keya Paha County</td>
<td></td>
</tr>
<tr>
<td>Rock County</td>
<td></td>
</tr>
<tr>
<td>Additional zip codes: 69201, 69219, 69221</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Sample Total: 327**
**ABS Total: 2,812**

ESU 18

<table>
<thead>
<tr>
<th>Counties</th>
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</thead>
<tbody>
<tr>
<td>Brown County</td>
<td></td>
</tr>
<tr>
<td>Keya Paha County</td>
<td></td>
</tr>
<tr>
<td>Rock County</td>
<td></td>
</tr>
<tr>
<td>Additional zip codes: 68502, 68503, 68504, 68505, 68506, 68507, 68510, 68512, 68516, 68521, 68522, 68523, 68526, 68532</td>
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</tr>
</tbody>
</table>

**Targeted Sample Total: 2,125**
**ABS Total: 2,812**

ESU 19

<table>
<thead>
<tr>
<th>Counties</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown County</td>
<td></td>
</tr>
<tr>
<td>Keya Paha County</td>
<td></td>
</tr>
<tr>
<td>Rock County</td>
<td></td>
</tr>
<tr>
<td>Additional zip codes: 68010, 68102, 68105, 68106, 68107, 68108, 68110, 68111, 68112, 68114, 68117, 68122, 68131, 68134, 68144, 68152, 68154, 68164, 68178, 68179, 68183, 68197, 68147, 68157</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Sample Total: 2,125**
**ABS Total: 2,812**

Native American Oversample

<table>
<thead>
<tr>
<th>Targeted Sample Total: 72</th>
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</thead>
<tbody>
<tr>
<td>ABS Total: 1,510</td>
</tr>
</tbody>
</table>

African American Oversample

<table>
<thead>
<tr>
<th>Targeted Sample Total: 2,125</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS Total: 2,815</td>
</tr>
</tbody>
</table>

Spanish Speaking Oversample

<table>
<thead>
<tr>
<th>Targeted Sample Total: 2,125</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS Total: 2,815</td>
</tr>
</tbody>
</table>
13. A primary caregiver is the person(s) who has the greatest responsibility for the care and rearing of a child. A child may have more than one primary caregiver. Are you a primary caregiver for this child? 
☐ Yes
☐ No

14. What is this child’s relationship to you? 
☐ Son or daughter (biological or adopted)
☐ Stepson or stepdaughter
☐ Brother or sister
☐ Grandchild
☐ Foster child
☐ Other relative (e.g., niece or nephew)
☐ Other nonrelative

15. Is this child: 
☐ Female
☐ Male

16. Is this child of Hispanic, Latino/a, or Spanish origin? 
☐ Yes
☐ No

17. Is this child: (You may select more than one) 
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Other, specify: ____________

ACCESS TO CARE

18. During the past 12 months, did a health care provider, childcare provider, or home visitor fill out a questionnaire with you about this child’s development? 
☐ Yes
☐ No

19. Have you ever participated in a voluntary home visiting program, where a trained professional provided parenting guidance, health information, or other supports to you and your child in your home? 
☐ Yes
☐ No

20. Over the past three months, because of childcare issues, have you ever: 
☐ Missed a full day of work? 
☐ Been late for work? 
☐ Left work earlier than normal? 
☐ Been distracted while at work?

21. Have you experienced any of the following because of problems with childcare? 
☐ Yes
☐ No

22. Please tell us about all of the people or organizations that cared for your youngest child last week, other than you (or your spouse/partner). Please indicate the number of hours that your child spent last week with each provider.

a. Other family member who lives in your home 
☐ Hour(s)

b. Family member who does not live in your home 
☐ Hour(s)

c. Friend or neighbor 
☐ Hour(s)

d. Nanny or au pair 
☐ Hour(s)

e. Childcare center/daycare provider 
☐ Hour(s)

f. Preschool/Prekindergarten 
☐ Hour(s)

g. Special education prekindergarten classroom 
☐ Hour(s)

h. Kindergarten 
☐ Hour(s)

IF YOU ANSWERED ALL ZEROS TO #22, GO TO #38.

23. In the past 12 months, did your family use childcare/daycare for this child when a parent was at work or school/training? 
☐ Yes
☐ No

24. How many times has your care arrangement for this child changed in the past 12 months? 
☐ None
☐ 1 time
☐ 2 times
☐ 3 times
☐ 4 times
☐ 5 or more times

FOR THE FOLLOWING QUESTIONS, PLEASE PROVIDE ANSWERS FOR THE CHILDCARE SETTING WHERE THIS CHILD SPENDS THE MOST HOURS EACH WEEK.

25. Where is this childcare? 
☐ Your family home
☐ The provider’s family home
☐ A childcare center
☐ A public school building
☐ A private school building
26. How much time do you spend each day transporting your child to and from childcare? Please provide an estimate in minutes.
   [ ] Minutes (round trip)

27. Is this childcare provider licensed by the state of Nebraska?
   [ ] Yes
   [ ] No
   [ ] Not sure

28. Does your childcare provider participate in the Nebraska Step Up to Quality Program?
   [ ] Yes
   [ ] No
   [ ] Not sure

29. Is this provider: (Select all that apply.)
   [ ] A Head Start program
   [ ] A SixSenses program
   [ ] Neither/Don’t know

30. Do you pay this provider to care for your child?
   [ ] Yes
   [ ] No → Go to #32

31. How easy or difficult is it for you to pay for this care arrangement?
   [ ] Very difficult
   [ ] Difficult
   [ ] Neither easy nor difficult
   [ ] Easy
   [ ] Very easy

32. Do you have any difficulties talking with your provider because both of you are not comfortable speaking the same language?
   [ ] Yes
   [ ] No

33. In the past 12 months, have any of the following happened because of this child’s behavior (things like hitting, kicking, biting, tantrums, or disobeying)?
   Yes
   No
   a. You were told to pick up your child early on 1 or more days
   b. You were asked to keep your child home for 1 full day or more
   c. You were told your child could no longer attend this childcare center or preschool

34. Following are challenges some families face in getting high quality early childhood care and education. To what extent did you experience each of these challenges in finding a childcare provider for this child?

   a. Too few early childhood care and education programs available
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   b. Early childhood care and education programs are of low or poor quality
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   c. Early childhood care and education programs are too expensive
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   d. The hours of operation for early childhood care and education settings are not flexible enough
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   e. Transportation problems getting to and from early childhood care and education settings
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   f. Early childhood care and education programs don’t understand my culture and/or speak my language
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

   g. Lack of information (e.g., I don’t know enough about available programs and how to access them)
   [ ] Not at all
   [ ] A little
   [ ] Some
   [ ] A lot

QUALITY OF SERVICES

35. In the past 12 months, how often have you talked with this childcare provider about:

   a. Your child’s development
   [ ] Never
   [ ] Once or twice a year
   [ ] Almost every month
   [ ] Almost every week
   [ ] More than once per week

   b. Your child’s behavior
   [ ] Never
   [ ] Once or twice a year
   [ ] Almost every month
   [ ] Almost every week
   [ ] More than once per week

   c. Parenting issues
   [ ] Never
   [ ] Once or twice a year
   [ ] Almost every month
   [ ] Almost every week
   [ ] More than once per week

   d. How to improve educational opportunities for your child
   [ ] Never
   [ ] Once or twice a year
   [ ] Almost every month
   [ ] Almost every week
   [ ] More than once per week
36. When you think about choosing a childcare or education provider, how important is it that the childcare provider:

<table>
<thead>
<tr>
<th>Options</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Offers flexible hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Is affordable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Accepts childcare subsidies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Is located near my home or workplace</td>
<td></td>
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<tr>
<td>e. Has well-educated staff</td>
<td></td>
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<tr>
<td>f. Has staff who are warm and kind</td>
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<tr>
<td>g. Is clean and sanitary</td>
<td></td>
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<tr>
<td>h. Uses a curriculum</td>
<td></td>
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<tr>
<td>i. Can accommodate my child’s special needs</td>
<td></td>
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<tr>
<td>j. Does a good job meeting my child’s behavior and social-emotional needs</td>
<td></td>
<td></td>
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<tr>
<td>k. Communicates with me regularly about my child’s development</td>
<td></td>
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<td></td>
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<tr>
<td>l. Provides plenty of exercise or physical activity</td>
<td></td>
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<tr>
<td>m. Provides healthy and nutritious food</td>
<td></td>
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<tr>
<td>n. Has staff who speak the same language as my family</td>
<td></td>
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<tr>
<td>o. Provides a religious or faith-based education</td>
<td></td>
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<tr>
<td>p. Provides bilingual education</td>
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<tr>
<td>q. Can take all my children</td>
<td></td>
<td></td>
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<tr>
<td>r. Is licensed by the state of Nebraska</td>
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<tr>
<td>s. Is recommended by a friend or family member</td>
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<tr>
<td>t. Connects families to other resources in the community</td>
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</tbody>
</table>

37. Overall, how satisfied are you with the quality of care and education that this provider gives to your youngest child?

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

**FAMILY ENGAGEMENT AND CHOICE**

38. How satisfied or dissatisfied are you with the quality of early childhood care and education providers in the city or area where you live?

- Very satisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

39. Do you have access to the information you need to make informed decisions about your child’s care and development?

- Yes
- No

40. Do you get information about services for children under 6 years old (such as childcare, preschool, medical care, subsidies) from any of these sources?

- Web searches
- Newspaper
- Government website
- Social service agency
- School district
- Friends and neighbors

41. What information would be helpful in making decisions about early childhood care and education?

- A list of providers in the area
- Estimated costs
- User ratings
- Quality scores
49. Are any of this child’s services provided through an Individualized Education Program (IEP) or Individual Family Services Plan (IFSP)?
   - Yes
   - No

50. How difficult has it been to get the care that this child needed?
   - Not difficult
   - Somewhat difficult
   - Very difficult
   - It was not possible to obtain care

51. Have you used any of the following services for yourself and your family in the past 12 months?

<table>
<thead>
<tr>
<th>Service</th>
<th>No</th>
<th>Yes</th>
<th>Very difficult</th>
<th>Difficult</th>
<th>Easy</th>
<th>Very easy</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Health insurance for my child</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Health insurance for adults in my family</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Prenatal health care</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>d. Well-child visits</td>
<td>Yes</td>
<td></td>
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<tr>
<td>e. Medical care when my child is sick</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>f. Dental care for my child</td>
<td>Yes</td>
<td></td>
<td></td>
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<td>g. Immunizations for my child</td>
<td>Yes</td>
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<td>h. Family planning services</td>
<td>Yes</td>
<td></td>
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<tr>
<td>i. Depression screening and treatment for me or my partner</td>
<td>Yes</td>
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<tr>
<td>j. Services to address my child’s social, emotional, and/or behavioral issues</td>
<td>Yes</td>
<td></td>
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<tr>
<td>k. The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)</td>
<td>Yes</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>l. Group parenting classes for parent of children with challenging behaviors</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>m. Assistance to find affordable housing</td>
<td>Yes</td>
<td></td>
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<tr>
<td>n. Assistance to apply for Medicaid</td>
<td>Yes</td>
<td></td>
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<tr>
<td>o. Assistance to apply for a childcare subsidy</td>
<td>Yes</td>
<td></td>
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<tr>
<td>p. Support for families experiencing domestic violence</td>
<td>Yes</td>
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<td>q. Support for a family member with a disability</td>
<td>Yes</td>
<td></td>
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<tr>
<td>r. Job training programs</td>
<td>Yes</td>
<td></td>
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</tr>
</tbody>
</table>
HEALTH AND WELLBEING

53. Would you say that in general your health is:
   ○ Poor
   ○ Fair
   ○ Good
   ○ Very good
   ○ Excellent

54. Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

55. Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

56. During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, or recreation?

57. Is there another person in your household who is a primary caregiver for your child(ren)? A primary caregiver is the person(s) who has greatest responsibility for the care and rearing of a child.
   ○ Yes
   ○ No → Go to #61

58. What is the other primary caregiver’s relationship to the child?
   ○ Mother
   ○ Father
   ○ Grandparent
   ○ Aunt/Uncle
   ○ Other

59. How is the other primary caregiver’s physical health?
   ○ Poor
   ○ Fair
   ○ Good
   ○ Very good
   ○ Excellent

60. How is the other primary caregiver’s mental or emotional health?
   ○ Poor
   ○ Fair
   ○ Good
   ○ Very good
   ○ Excellent

61. How many times have you moved in the past 12 months?
   ○ 0 times
   ○ 1 time
   ○ 2 times
   ○ 3 or more times

62. Are you worried or concerned that sometime in the next 12 months you may not have stable housing that you own or rent?
   ○ Yes
   ○ No

63. Was there any time in the past 12 months when:
   a. You did not have enough money to provide adequate shelter for you and your family?
   b. You did not pay the full amount of the gas, water, or electricity bills?
   c. You did not have enough money to pay for health care and/or medicines that you or your family needed?

64. In the past 12 months, how often were the following statements true for your household?
   Never | Sometimes | Often
   a. We worried whether our food would run out before we got money to buy more.
   b. The food that we bought just did not last, and we did not have money to get more.
FAMILY CHARACTERISTICS

65. Are you:
   ○ Female
   ○ Male
   ○ [ ]

66. Are you of Hispanic, Latino/o, or Spanish Origin?
   ○ Yes
   ○ No

67. Are you? (You may select more than one.)
   ○ American Indian or Alaska Native
   ○ Asian
   ○ Black or African American
   ○ Native Hawaiian or Other Pacific Islander
   ○ White
   ○ Other, specify:
   ○ [ ]

68. What language is most frequently spoken in your household? Choose ONE option.
   ○ English
   ○ Spanish
   ○ Other, specify:
   ○ [ ]

69. What year were you born?
   [ ] [ ]

70. Please indicate the highest level of education you have completed.
   ○ 8th grade or less
   ○ Some high school
   ○ High school diploma/GED
   ○ Some college, no degree (can include certificates)
   ○ Associate’s degree
   ○ Bachelor’s degree
   ○ Some graduate school
   ○ Graduate degree

71. In what year was your partner/spouse born?
   ○ [ ]
   ○ No spouse/partner → Go to #73

72. Please indicate the highest level of education your partner/spouse has completed.
   ○ 8th grade or less
   ○ Some high school
   ○ High school diploma/GED
   ○ Some college, no degree (can include certificates)
   ○ Associate’s degree
   ○ Bachelor’s degree
   ○ Some graduate school
   ○ Graduate degree

73. For the most recent tax year (2018), what is your best estimate of the total earned income for your family?
   $ [ ] [ ] [ ]

74. What is your zip code?
   [ ] [ ] [ ] [ ] [ ]

75. In what Nebraska county do you live (Lancaster, Dawes, Adams, etc.)?
   [ ] [ ] [ ] [ ]

76. In what school district do you live?
   [ ] [ ] [ ] [ ]

77. Do you live on an Indian reservation or in a tribal service area?
   ○ Yes
   ○ No

Thank you!
We greatly appreciate the time you have taken to complete this survey. For your convenience, please use the postage-paid return envelope included in your survey packet to return your questionnaire.

Questions or requests from this survey can be directed to:
Bureau of Sociological Research
University of Nebraska-Lincoln
907 Oldfather Hall
PO Box 880325
Lincoln, NE 68588-0325
Phone: 1-800-480-4549 (toll free)   E-mail: bosr@unl.edu
65. In a typical week, how often do you or any other family member do the following with your youngest child?

- Read books to your child
- Tell stories to your child
- Sing songs with your child

66. Are you:
- Female
- Male

67. Are you of Hispanic, Latino/a, or Spanish Origin?
- Yes
- No

68. Are you (You may select more than one.)
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other, specify:

69. For the most recent tax year (2018), what is your best estimate of the total earned income for your family?

70. What language is most frequently spoken in your household? Choose ONE option.
- English
- Spanish
- Other, specify:

71. What year were you born?

72. Please indicate the highest level of education that you have completed.
- 8th grade or less
- Some high school
- High school diploma/GED
- Some college, no degree (can include certificates)
- Associate’s degree
- Bachelor’s degree
- Some graduate school
- Graduate degree

73. In what year was your partner/spouse born?

74. Please indicate the highest level of education your partner/spouse has completed.
- 8th grade or less
- Some high school
- High school diploma/GED
- Some college, no degree (can include certificates)
- Associate’s degree
- Bachelor’s degree
- Some graduate school
- Graduate degree

75. What is your zip code?

76. In what Nebraska county do you live (Lancaster, Dawes, Adams, etc.)?

77. In what school district do you live?

78. Do you live on an Indian reservation or in a tribal service area?
- Yes
- No

Thank you!

We appreciate the time you took to complete this survey. For your convenience, please use the postage-paid return envelope included in your survey packet to return your questionnaire.

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Enfoque en Las Familias de Nebraska

¿Hay un niño de 5 años o menos en su hogar?
- Sí → Diríjase, por favor, a la pregunta 1 y complete la encuesta.
- No

Respondé, por favor, solo esta pregunta y regrese la encuesta o llámenos a informar.

PARA USTED Y SU HOGAR

1. ¿Incluyéndose usted, cuántas personas en cada rango de edad viven en su casa?
   a. Menos de 1 año
   b. 1 año
   c. 2 años
   d. 3 años
   e. 4-5 años
   f. 6-8 años
   g. 9-12 años
   h. 13-18 años
   i. Mas de 19 años

2. ¿Cuántas horas por semana usualmente trabaja usted fuera de casa?
   - Ninguna
   - 1-10
   - 11-20
   - 21-30
   - 31-40
   - 41-50
   - 51 o más

3. ¿Participa usted en un programa educativo o de entrenamiento?
   - Sí, tiempo completo
   - Sí, medio tiempo
   - No

4. ¿Busca usted activamente empleo?
   - Sí
   - No

5. ¿Cuál es su estado civil actual?
   - Soltero(a), viviendo con mi pareja
   - Casado, viviendo con mi esposo(a)
   - Soltero(a), nunca he estado casado(a)
   - Casado(a), separado(a)
   - Divorciado(a)
   - Viudo(a)

Diríjase a #9

6. ¿Cuántas horas por semana trabaja su pareja/esposo(a) fuera de casa usualmente?
   - Ninguna
   - 1-10
   - 11-20
   - 21-30
   - 31-40
   - 41-50
   - 51 o más

7. ¿Su pareja/esposo(a) participa en un programa educativo o de entrenamiento?
   - Sí, tiempo completo
   - Sí, medio tiempo
   - No

8. ¿Su pareja/esposo(a) busca activamente empleo?
   - Sí
   - No

POR FAVOR RESPONDÁ LAS SIGUIENTES PREGUNTAS ÚNICAMENTE SOBRE EL NIÑO MENOR EN SU HOGAR.

9. ¿Cuál es la fecha de nacimiento del niño?
   MM / DD / AAAA

10. El niño(a) es:
    - Su hijo biológico
    - Adoptado(a)
    - Hijo(a) de acogida

Diríjase a #13

11. ¿Durante el periodo de gestación del niño, cuando fue la primera visita de cuidado prenatal?
    - Semanas
    - Meses
    - No cuidado prenatal

12. ¿Experimentó su familia alguna de estas dificultades accediendo al cuidado prenatal del niño(a)?
    a. Costo
    b. Transportación
    c. Horario de trabajo
    d. Falta de información sobre los servicios disponibles
    e. Falta de información sobre cómo acceder a los servicios
13. El encargado principal del niño(a) es la persona que tiene la responsabilidad más grande sobre el cuidado y crianza del niño(a). El niño(a) puede tener más de un encargado principal. ¿Es usted un encargado principal de este niño(a)?
   - Sí
   - No

14. ¿Cuál es su relación con el niño?
   - Hijo o hija (biológico o adoptado)
   - Hijastro o hijastra
   - Hermano o hermana
   - Nieto
   - Hijo de acogida
   - Otro familiar (ej: sobrina o sobrino)
   - No familiar

15. Es este niño:
   - Feminino
   - Masculino

16. ¿Es este niño de origen Hispano, Latino/a, o Español?
   - Sí
   - No

17. Es este niño: (Puede seleccionar más de una opción.)
   - Indoamericano o Nativo de Alaska
   - Asiático
   - Negro o Afroamericano
   - Hawaiano nativo o de otra isla del pacifico
   - Blanco
   - Otro, especifique:

ACCESO A CUIDADO

21. ¿Ha experimentado alguna de las siguientes situaciones por problemas con el cuidado infantil?
   - Sí
   - No
   - Rechazado una oferta de trabajo o ascenso
   - Rechazado una reasignación de trabajo
   - Reducido sus horas regulares de trabajo
   - Renunciado a su trabajo

22. Por favor cuéntenos sobre todas las personas u organizaciones que cuidaron de su niño menor la anterior semana, aparte de usted (o su pareja/esposo(a)). Por favor informen el número de horas que su niño estuvo con cada proveedor la anterior semana.
   - Otro miembro de la familia que vive en su hogar
   - Miembro de la familia que no vive en su hogar
   - Amigo o vecino
   - Niñera o au pair
   - Centro de cuidado infantil o Guardería
   - Preescolar/Pre kinder
   - Pro kinder de educación especial
   - Kinder

23. ¿En los 12 meses anteriores, su familia uso cuidado infantil/Guardería para este infante cuando uno de sus padres estaba trabajando, asistiendo, o en entrenamiento?
   - Sí
   - No

24. ¿Cuántas veces ha cambiado el arreglo de cuidado de este infante en los últimos 12 meses?
   - Ninguna
   - 1 vez
   - 2 veces
   - 3 veces
   - 4 veces
   - 5 o más veces

RESPONDA LAS SIGUIENTES PREGUNTAS SOBRE EL ESCENARIO DE CUIDADO INFANTIL EN DONDE SU INFANTE PASA LA MAYORÍA DE HORAS CADA SEMANA.

25. ¿En donde recibe el cuidado infantil?
   - Su hogar
   - El hogar de la persona que cuida al infant
   - Un centro de cuidado infantil
   - Un edificio de una escuela pública
   - Un edificio de una escuela privada
26. ¿Cuánto tiempo gasta cada día llevando a su infante desde y hasta donde recibe el cuidado infantil? Por favor escriba un estimado en minutos.
☐ Minutos (ida y vuelta)

27. ¿La persona que presta el cuidado infantil está aprobada o licenciada por el estado de Nebraska?
☐ Sí
☐ No
☐ No estoy seguro(a)

28. ¿La persona que presta el servicio de cuidado infantil participa en el programa de aumento de calidad de Nebraska (Nebraska Step Up to Quality Program)?
☐ Sí
☐ No
☐ No estoy seguro(a)

29. ¿Es el prestador del servicio (selecciona todas las que apliquen.)
☐ Un programa Head Start
☐ Un programa Sínpense
☐ Ninguno/No se

30. ¿Paga usted a un prestador de servicio por el cuidado de su infante?
☐ Sí
☐ No → Diríjase a #32

31. ¿Qué tan fácil o difícil es para usted pagar por el cuidado del infante?
☐ Muy difícil
☐ Difícil
☐ Ni fácil ni difícil
☐ Fácil
☐ Muy fácil

32. ¿Tiene alguna dificultad comunicándose con el prestador de servicio porque los dos no se sienten cómodos hablando el mismo idioma?
☐ Sí
☐ No

33. ¿Durante los últimos 12 meses, alguna de las siguientes situaciones ha pasado por el comportamiento de su infante (cosas como golpear, patear, mORDER, berrinches, o desobediencia)?

Si / No

a. Le pidieron recoger a su infante más temprano 1 o más días
☐ Sí
☐ No

b. Le pidieron dejar a su infante en casa por 1 día completo o más
☐ Sí
☐ No

c. Le dijeron que su infante no podía atender más este centro de cuidado infantil o preescolar
☐ Sí
☐ No

34. Los siguientes son retos que algunas familias enfrentan para obtener educación y cuidado infantil temprano. ¿Hasta qué punto ha usted experimentado cada uno de estos retos para encontrar un prestador de servicio de cuidado infantil para su infante?

a. Muy pocos programas de cuidado y educación infantil para edad temprana disponibles
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

b. Los programas de cuidado y educación infantil para edad temprana son de baja calidad
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

c. Los programas de cuidado y educación infantil son muy costosos
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

d. Las horas de trabajo de los lugares que prestan el cuidado y educación infantil no son suficientemente flexibles
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

e. Problemas de transporte para llegar hasta y desde el lugar de prestación de servicio
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

f. Los programas de cuidado y educación infantil no entienden mi cultura y/o no hablan mi idioma
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

g. Falta de información (ej. No se lo suficiente sobre los programas disponibles o como acceder a ellos)
☐ Para nada
☐ Un poco
☐ A veces
☐ Mucho

35. Durante los últimos 12 meses, ¿tan seguido se ha comunicado con el prestador de servicios para hablar sobre:

Nunca Una o dos veces al año Casi todas los meses Casi todas las semanas Más de una vez por semana

a. El progreso de su infante
☐ ☐ ☐ ☐ ☐

b. El progreso de su infante
☐ ☐ ☐ ☐ ☐

c. Problemas de paternidad
☐ ☐ ☐ ☐ ☐

d. Como mejorar las oportunidades educativas para el infante
☐ ☐ ☐ ☐ ☐
36. Al escoger un prestador de servicios de cuidado y educación infantil, ¿qué tan importante es que el prestador del servicio:

<table>
<thead>
<tr>
<th>No es importante</th>
<th>Algo importante</th>
<th>Importante</th>
<th>Muy importante</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ofrezca un horario flexible</td>
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<tr>
<td>b. Sea asequible</td>
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<tr>
<td>c. Acepte subsidios de cuidado infantil</td>
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<tr>
<td>d. Esté ubicado cerca de mi casa o lugar de trabajo</td>
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<tr>
<td>e. El personal es preparado</td>
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<tr>
<td>f. El personal es amigable</td>
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<tr>
<td>g. Es limpio</td>
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<tr>
<td>h. Implementa un plan de estudio</td>
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<tr>
<td>i. Puede acomodar las necesidades especiales del infante</td>
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<tr>
<td>j. Hace un buen trabajo satisfaciendo las necesidades de comportamiento y socioemocionales del infante</td>
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<tr>
<td>k. Me informa regularmente el progreso del infante</td>
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<tr>
<td>l. Realiza ejercicio o actividad física</td>
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<tr>
<td>m. Provee comida saludable y nutritiva</td>
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<tr>
<td>n. Tiene personal que habla el mismo idioma que mi familia</td>
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<tr>
<td>o. Provee una educación religiosa o basada en fe</td>
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<tr>
<td>p. Provee una educación bilingüe</td>
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<tr>
<td>q. Puede hacerse cargo de todos mis infantes</td>
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<tr>
<td>r. Está aprobado o licenciado por el estado de Nebraska</td>
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<tr>
<td>s. Es recomendado por un amigo o miembro de la familia</td>
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<tr>
<td>t. Conecta a las familias con otros servicios en la comunidad</td>
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</tbody>
</table>

37. ¿En general, que tan satisfecho está usted con la calidad del cuidado y educación que el prestador de servicio le otorga a su infante menor?
- Muy insatisfecho
- Insatisfecho
- Ni satisfecho ni insatisfecho
- Satisfecho
- Muy satisfecho

COMPROMISO Y ELECCIÓN FAMILIAR

38. ¿Que tan satisfecho o insatisfecho está usted con la calidad de los prestadores de cuidado y educación infantil en la ciudad o área que usted habita?
- Muy insatisfecho
- Insatisfecho
- Ni satisfecho ni insatisfecho
- Satisfecho
- Muy satisfecho

39. ¿Tiene acceso a la información que necesita para tomar decisiones sobre el cuidado y progreso de su infante?
- Sí
- No

40. ¿Obtiene usted información sobre los servicios para infantes menores de 6 años (como cuidado infantil, preescolar, atención médica, subsidios) de alguna de las siguientes fuentes de información?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Búsquedas en la web</td>
<td></td>
<td></td>
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<tr>
<td>b. Periódico</td>
<td></td>
<td></td>
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<tr>
<td>c. Sitio web del Gobierno</td>
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<tr>
<td>d. Agencia de servicios sociales</td>
<td></td>
<td></td>
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<tr>
<td>e. Distrito escolar</td>
<td></td>
<td></td>
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<tr>
<td>f. Amigos y vecinos</td>
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</table>

41. ¿Qué información sería de ayuda para tomar decisiones sobre el cuidado y educación infantil de temprana edad?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Una lista de los prestadores de servicio en el área</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Costos estimados</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Calificación de los usuarios</td>
<td></td>
<td></td>
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<tr>
<td>d. Puntajes de calidad</td>
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</tbody>
</table>
42. ¿Qué tan seguro se siente usted en cada uno de las siguientes?

<table>
<thead>
<tr>
<th></th>
<th>Para nada seguro</th>
<th>Un poco seguro</th>
<th>Algo seguro</th>
<th>Muy seguro</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mi habilidad para apoyar la educación de mi infante en el hogar</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b. Mi habilidad para asegurarme que la escuela satisfaga las necesidades de aprendizaje que mi infante necesita</td>
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43. ¿Estaría usted interesado en obtener información de paternidad en una de las siguientes?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>a. Actividades educativas para realizar con mi infante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Entender el desarrollo infantil de edad temprana y que esperar</td>
<td></td>
<td></td>
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<tr>
<td>c. Disciplina efectiva</td>
<td></td>
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<tr>
<td>d. Como contribuir a que mi infante desarrolle auto control y habilidades como compartir y tomar turnos</td>
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<tr>
<td>e. Como contribuir a que mi hijo esté preparado para preescolar y jardín</td>
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<tr>
<td>f. Salud y nutrición</td>
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44. ¿Le gustaría recibir información de paternidad de alguna de las siguientes maneras?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sesiones de clases donde mi(s) infante(s) y yo podamos participar</td>
<td></td>
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</tr>
<tr>
<td>b. Materiales impresos o libros/hoja informativa</td>
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<tr>
<td>c. Eventos comunitarios (ej: citas de juego en el parque o excursiones)</td>
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<tr>
<td>d. Redes sociales</td>
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<tr>
<td>e. Reunión de padres en la escuela</td>
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<tr>
<td>f. Talleres para padres que ofrezcan supervisión del cuidado infantil</td>
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<tr>
<td>g. Opciones multimedia como sitios web, podcasts, mensajes de texto, aplicaciones para el móvil.</td>
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<tr>
<td>h. Un numero al cual llamar para recibir consejos</td>
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<tr>
<td>i. Eventos de almuerzo y aprende</td>
<td></td>
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<tr>
<td>j. Alguien que me visite en casa y me brinde apoyo</td>
<td></td>
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<tr>
<td>k. Diálogos uno a uno con un prestador de cuidados o visitante domiciliario</td>
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</tbody>
</table>

45. ¿Algun profesional de la salud o educación (ej. médico, enfermera, consejero) le ha dicho que alguno de sus hijos tiene alguna de las siguientes?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discapacidad intelectual</td>
<td></td>
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<tr>
<td>b. Discapacidad de habla o de lenguaje</td>
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<tr>
<td>c. Serios trastornos emocionales</td>
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<tr>
<td>d. Sordera u otra discapacidad auditiva</td>
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<tr>
<td>e. Ceguera u otra discapacidad visual</td>
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<tr>
<td>f. Discapacidad ortopédica</td>
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<tr>
<td>g. Autismo</td>
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<tr>
<td>h. Trastorno generalizado del desarrollo</td>
<td></td>
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</tr>
<tr>
<td>i. Trastorno de déficit de atención e hiperactividad, TDA/TDAH</td>
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<tr>
<td>j. Una discapacidad de aprendizaje en</td>
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<tr>
<td>k. Desarrollo atrasado o retraso en el</td>
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<tr>
<td>l. Lesión cerebral traumática</td>
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<tr>
<td>m. Otra discapacidad/impedimento de la salud de duración de 6 meses o más</td>
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</tbody>
</table>

46. ¿Selecciono si a alguna de las condiciones en la pregunta #45?

- Sí
- No

47. ¿Recibe el niño(a) servicios para su condición?

- Sí
- No

48. ¿Son los servicios prestados por alguno de los siguientes?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Su distrito escolar local</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Una agencia del estado, de salud local o de servicios sociales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Un médico, clínica u otro prestador de servicios de la salud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Una escuela privada</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
49. Los servicios prestados al niño(a) son mediante un Programa de Educación Individualizada (IEP) o mediante un Plan de Servicios Individualizados para Familias (IFSP)?
- Sí
- No

50. ¿Qué tan difícil ha sido obtener los cuidados que el niño(a) necesita?
- No ha sido difícil
- Ha sido algo difícil
- Ha sido muy difícil
- No fue posible obtener los cuidados

51. ¿Ha usado alguno de los siguientes servicios para usted y su familia en los últimos 12 meses?

<table>
<thead>
<tr>
<th>Servicio</th>
<th>No</th>
<th>Si</th>
<th>Sí seleccionó sí</th>
<th>Muy difícil</th>
<th>Difícil</th>
<th>Fácil</th>
<th>Muy fácil</th>
<th>No disponible</th>
</tr>
</thead>
</table>
a. Seguro médico para mi niño(a)                                           |    |    |                  |             |         |       |           |               |
b. Seguro médico para los adultos en mi familia                            |    |    |                  |             |         |       |           |               |
c. Seguro médico prenatal                                                  |    |    |                  |             |         |       |           |               |
d. Visitas de control del niño sano                                        |    |    |                  |             |         |       |           |               |
e. Atención médica cuando mi niño(a) esta enfermo(a)                      |    |    |                  |             |         |       |           |               |
f. Atención dental para mi niño(a)                                        |    |    |                  |             |         |       |           |               |
g. Vacunas para mi niño(a)                                                 |    |    |                  |             |         |       |           |               |
h. Servicios de planificación familiar                                     |    |    |                  |             |         |       |           |               |
i. Detección de depresión y tratamiento para mí o para mi pareja           |    |    |                  |             |         |       |           |               |
j. Servicios para tratar los problemas sociales, emocionales, y/o de comportamiento |    |    |                  |             |         |       |           |               |
k. El programa Especial de Nutrición Suplementaria para Mujeres, Infantes, y Niños (WIC) |    |    |                  |             |         |       |           |               |
l. Clases grupales de paternidad para padres de niños con comportamiento difícil |    |    |                  |             |         |       |           |               |
m. Asistencia para encontrar una vivienda asequible                        |    |    |                  |             |         |       |           |               |
n. Asistencia para aplicar a Medicaid                                      |    |    |                  |             |         |       |           |               |
o. Asistencia para aplicar a un subsidio de cuidado infantil              |    |    |                  |             |         |       |           |               |
p. Apoyo para familias que experimentan violencia doméstica                |    |    |                  |             |         |       |           |               |
q. Apoyo para un miembro de la familia con alguna discapacidad             |    |    |                  |             |         |       |           |               |
r. Programas de entrenamiento laboral                                      |    |    |                  |             |         |       |           |               |
53. ¿Dígame que en general su salud es:
   - Mala
   - Justa
   - Buena
   - Muy buena
   - Excelente

54. Hablando ahora de su salud física incluyendo enfermedades físicas y lesiones, ¿por cuántos días de los últimos 30 su salud física no fue buena?

55. Hablando ahora de su salud mental incluyendo estrés, depresión, y problemas emocionales, ¿por cuántos días de los últimos 30 su salud mental no fue buena?

56. ¿Durante los últimos 30 días, alrededor de cuántos días su deteriorada salud física o mental no le permitió realizar sus actividades usuales, como de cuidado personal, trabajo, o recreativas?

57. ¿Hay otra persona en su casa que sea otro proveedor principal de cuidado para sus niños? Un proveedor principal de cuidado es la persona que tiene la responsabilidad más grande sobre el cuidado y crianza del niño(a).
   - Sí
   - No ➔ Diríjase a #61

58. ¿Cuál es la relación del otro proveedor principal de cuidado con el niño?
   - Madre
   - Padre
   - Abuelo(a)
   - Tío(a)
   - Otro

59. ¿Cómo es la salud física del otro proveedor principal de cuidado?
   - Mala
   - Justa
   - Buena
   - Muy Buena
   - Excelente

60. ¿Cómo es la salud mental o emocional del otro proveedor principal de cuidado?
   - Mala
   - Justa
   - Buena
   - Muy Buena
   - Excelente

61. ¿Cuántas veces se ha mudado durante los últimos 12 meses?
   - 0 veces
   - 1 vez
   - 2 veces
   - 3 o más veces

62. ¿Le preocupa que en algún momento en los próximos 12 meses usted no pueda tener una vivienda estable que renta o es dueño(a)?
   - Sí
   - No

63. Hubo algún momento en los últimos 12 meses en el que usted:
   a. ¿No tuvo suficiente dinero para proveer una vivienda adecuada a su familia?
   - Sí
   - No
   b. ¿No pago el valor total de la factura de gas, agua, o de electricidad?
   - Sí
   - No
   c. ¿No tuvo suficiente dinero para pagar la atención médica y/o medicamentos que usted o su familia necesitaba?
   - Sí
   - No

64. ¿Qué tan verdaderas fueron las siguientes situaciones en su casa durante los últimos 12 meses?
   a. Estuvimos preocupados de que nuestra comida se acabara antes de que pudiéramos tener dinero para comprar más.
   - Nunca verdadero
   - Alguras veces verdadero
   - Frecuentemente verdadero
   b. La comida que compramos simplemente no duró y no tuvimos dinero para comprar más.
   - Nunca verdadero
   - Alguras veces verdadero
   - Frecuentemente verdadero
CARACTERÍSTICAS FAMILIARES

65. ¿Es usted:
- Feminino
- Masculino

66. ¿Es usted de origen Hispano, Latino/a, o Español?
- Sí
- No

67. ¿Es usted (Puede seleccionar más de una):
- Indoamericano o Nativo de Alaska
- Ásiático
- Negro o Afroamericano
- Hawaiano nativo o de otra isla del Pacífico
- Blanco
- Otro, especifique:

68. ¿Cuál es el idioma más hablado en su casa? Escoja UNA opción.
- Inglés
- Español
- Otro, especifique:

69. ¿En qué año nació usted?

70. Por favor seleccione el nivel de educación más alto que usted haya completado.
- 8º grado o menos
- Un poco de escuela secundaria
- Diploma de secundaria/GED
- Un poco de college, sin título (puede incluir certificados)
- Grado Asociado
- Licenciatura
- Un poco de estudios de posgrado
- Título o diploma de posgrado

71. ¿En qué año nació su pareja/esposo(a)?

72. Por favor seleccione el nivel de educación más alto que su pareja/esposo(a) haya completado.
- 8º grado o menos
- Un poco de escuela secundaria
- Diploma de secundaria/GED
- Un poco de college, sin título (puede incluir certificados
- Grado Asociado
- Licenciatura
- Un poco de estudios de posgrado
- Título o diploma de posgrado

73. ¿Cuál es su mejor estimación del ingreso total de su familia para el año fiscal más reciente (2018)?

74. ¿Cuál es su código postal?

75. ¿En qué condado de Nebraska vive usted (Lancaster, Dawes, Adams, etc.)?

76. ¿En qué distrito escolar vive usted?

77. ¿Vive usted en una reserva indígena o en una área de servicios tribales?
- Sí
- No

¡Gracias!

Aprecio mucho el tiempo que se ha tomado para completar esta encuesta. Para su conveniencia, por favor utilice el sobre con franqueo pagado incluido en su paquete para devolver el cuestionario.

Preguntas o solicitudes sobre esta encuesta pueden ser dirigidas a:

Bureau of Sociological Research
University of Nebraska-Lincoln
907 Oldfather Hall
PO Box 880325
Lincoln, NE 68588-0325
Teléfono: 1-800-480-4549 (línea gratuita)
Correo electrónico: bosr@unl.edu
CARACTERÍSTICAS FAMILIARES

65. En una semana típica, que tan seguido realiza usted o otro miembro de su familia lo siguiente con el niño más joven?

<table>
<thead>
<tr>
<th>En lo absoluto</th>
<th>Una o dos veces</th>
<th>3 o 6 veces</th>
<th>Todos los días</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leerle libros al niño</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Contarle historias al niño</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Cantar canciones con el niño</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

66. Es usted:
○ Feminino
○ Masculino

67. Es usted de origen Hispano, Latino/a, o Español/a?
○ Sí
○ No

68. Es usted: (Puede seleccionar más de una)
○ Indio Americano o Nativo de Alaska
○ Asiático
○ Negro o Afroamericano
○ Hawaiiano nativo o de otra Isla del Pacífico
○ Blanco
○ Otro, especifique:

69. ¿Cuál es su mejor estimación del ingreso total de su familia para el año fiscal más reciente [2018]?

70. ¿Cuál es el idioma más hablado en su casa? Escoja UNA opción.
○ Inglés
○ Español
○ Otro, especifique:

71. ¿En qué año nació usted?

72. Por favor seleccione el nivel de educación más alto que usted haya completado.
○ 8º grado o menos
○ Un poco de escuela secundaria
○ Diploma de secundaria/GE
○ Un poco de college, sin título (puede incluir certificados)
○ Grado Asociado
○ Licenciatura
○ Un poco de estudios de posgrado
○ Título o diploma de posgrado

73. ¿En qué año nació su pareja/esposo(a)?

○ No tengo pareja/esposo(a) → Diríjase a #75

74. Por favor seleccione el nivel de educación más alto que su pareja/esposo(a) haya completado.
○ 8º grado o menos
○ Un poco de escuela secundaria
○ Diploma de secundaria/GE
○ Un poco de college, sin título (puede incluir certificados)
○ Grado Asociado
○ Licenciatura
○ Un poco de estudios de posgrado
○ Título o diploma de posgrado

75. ¿Cuál es su código postal?

76. ¿En qué condado de Nebraska vive usted (Lancaster, Dawes, Adams, etc.)?

77. ¿En qué distrito escolar vive usted?

78. ¿Vive usted en una reserva indígena o en una área de servicios tribales?
○ Sí
○ No

¡Gracias!

Apreciamos el tiempo que tomó para completar esta encuesta. Para su conveniencia, por favor utilice el sobre con franqueo pagado incluido en su paquete para devolver el cuestionario.

Preguntas o solicitudes sobre esta encuesta pueden ser dirigidas a:

Bureau of Sociological Research
University of Nebraska-Lincoln
907 Oldfather Hall
PO Box 880325
Lincoln, NE 68588-0325
Teléfono: 1-800-480-4549 (línea gratuita)
Correo electrónico: bosr@uni.edu
Family Communication Language (English)
Invitation Letter

Dear «City» Resident:

We are writing to ask you to help us learn more about early education and services for young children in Nebraska. We are sending this survey to a large number of randomly chosen Nebraska addresses. Answers from these households will represent the entire state. **If your household does not have a preschool-aged child (5 years old or younger), please either complete the first question on the survey and return it, or call to let us know.**

The enclosed survey is being conducted by the Buffett Early Childhood Institute at the University of Nebraska on behalf of the Nebraska Department of Health and Human Services (DHHS). The Buffett Institute is dedicated to transforming the lives of children by improving their learning and development, and asked the Bureau of Sociological Research at the University of Nebraska-Lincoln to conduct this survey in order to help meet this goal.

To be successful, we need your help. We are asking that an adult in your household who is the primary caregiver for your child(ren) complete the survey. A primary caregiver is the person(s) who has the most responsibility for the care and rearing of a child.

Please answer the questions in this survey and return it in the envelope. These results will inform Nebraska’s strategic plan for aligning and optimizing the availability of access to high quality early education and services for families and their children. The survey takes around 15 minutes to complete. Your participation is voluntary. All responses will be kept confidential. Your answers will be combined with other people’s answers in all reports, papers, presentations, and analyses so nobody will be able to say who gave which answers. No identifying information will be reported. Thus, there are no known risks to participating.

We are happy to answer any questions you may have about the survey. You can contact the Bureau of Sociological Research at 1-800-480-4549 or email bosr@unl.edu with any questions about filling out or returning your survey. If you have questions about the purpose of the survey, you may contact Dr. Kathleen Gallagher, Director of Research and Evaluation at the Buffett Early Childhood Institute, at 402-554-6505 or email mboyer@nebraska.edu.

We have enclosed a small token of our appreciation in the colored envelope to thank you for helping with the survey.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

Kathleen Gallagher, PhD
Director of Research and Evaluation
Buffett Early Childhood Institute
University of Nebraska
Dear «City» Resident,

A few weeks ago we asked your household to complete the Focus on Nebraska Families survey. If you have already completed and returned the survey, thank you for your help. If not, we have enclosed a second copy for you to complete. If your household does not have a preschool-aged child (5 years old or younger), please either complete the first question on the survey and return it, or call to let us know.

This survey will inform Nebraska’s strategic plan for aligning and optimizing the availability of access to high quality early education and services for families and their children.

This effort can only be successful with your help. We need an adult in your household who is the primary caregiver for your child(ren) to do the survey. A primary caregiver is the person(s) who has the greatest responsibility for the care and rearing of a child.

The survey takes around 15 minutes to complete. Your participation is voluntary. All responses will be kept confidential. Your answers will be combined with other people’s answers in all reports, papers, presentations, and analyses so nobody will be able to say who gave which answers. No identifying information will be reported. Thus, there are no known risks to participating.

We are happy to answer any questions you have about the survey. You can contact the Bureau of Sociological Research at 1-800-480-4549 or email bosr@unl.edu with any questions in regards to filling out or returning your survey. If you have questions about the purpose of the survey, you may contact Dr. Kathleen Gallagher, Director of Research and Evaluation at the Buffett Early Childhood Institute at 402-554-6505 or email mboyer@nebraska.edu.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

Kathleen Gallagher, PhD
Director of Research and Evaluation
Buffet Early Childhood Institute
University of Nebraska
Dear «City» Resident,

We need your help with an important survey. Unfortunately, we believe some of our surveys have not been delivered, so this may be the first time you are hearing about this opportunity. We carefully chose households from across the state for this survey to make sure that we would hear from families in all parts of the state. So far, we have not heard from many people in your area. Without more responses, we may not have enough information to understand the experiences and concerns of families in your community.

If you have one or more children under age 6, please complete the survey and send it back as soon as possible. It will take about 15 minutes. The survey should be filled out by the adult who has the greatest responsibility for the care and rearing of the children. The Buffett Early Childhood Institute and the Nebraska Department of Health and Human Services will look at answers from across the state to make sure that families like yours have access to good care and education for their young children. Your name will not be on the survey, so no one will be able to tell who gave which answers.

If there are no children under age 6 in your household, all you need to do is answer one question and mail the survey back. Even though it is just one question, your response is still needed. Just a little help from you makes a big difference for this study and for Nebraska families.

Please contact the Bureau of Sociological Research at 1-800-480-4549 or email borsr@unl.edu with any questions about filling out or returning your survey. If you have questions about the purpose of the survey, you may contact Dr. Kathleen Gallagher at the Buffett Early Childhood Institute by email at mboyer@nebraska.edu.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

Kathleen Gallagher, PhD
Director of Research and Evaluation
Buffett Early Childhood Institute
University of Nebraska
Estimado residente de (City),

Le escribimos con el fin de pedirle su ayuda para una evaluación de educación preescolar y servicios para niños en Nebraska. Nosotros hemos enviado la evaluación aleatoriamente a un número de direcciones elegidas en Nebraska. Las respuestas de estos hogares representarán al estado completo. Si en su hogar no tienen a un niño en educación preescolar (5 años o menos), por favor complete la primera pregunta en la evaluación y envíe de vuelta o llámenos para informarnos.

La evaluación adjunta es realizada por Buffett Early Childhood Institute (Instituto Buffett de Edad Temprana) para beneficio de Nebraska Department of Health and Human Services (DHHSS) (Departamento de salud y servicios humanos de Nebraska). El Instituto Buffett es un instituto dedicado a transformar la vida de los niños al mejorar su aprendizaje y desarrollo. Con el objetivo de ayudar con esta iniciativa, el Instituto Buffett pidió ayuda al Bureau of Sociological Research (Departamento de Investigación Social) de la Universidad de Nebraska-Lincoln para llevar a cabo esta evaluación.

Esta iniciativa solamente será exitosa con su ayuda. Necesitamos que un adulto en su hogar quien sea el encargado principal de su(s) hijo(s) complete la evaluación. El encargado principal es la persona que tiene la máxima responsabilidad del cuidado y la crianza del niño.

Por favor responda las preguntas y envíe de vuelta la evaluación en el sobre indicado. Los resultados van a informar al plan estratégico de Nebraska para alinear y optimizar la disponibilidad y servicios de educación preescolar de alta calidad para familias y sus hijos. La evaluación toma alrededor de 15 minutos para completar. Participar es voluntario. Todas las respuestas serán confidenciales. Sus respuestas serán combinadas con las respuestas de otras personas en todos los reportes, papeles, presentaciones y otros análisis, de esta forma nadie podrá saber quién brindó la información específicamente. Ninguna información identificada será reportada. Además, no hay ningún riesgo previsto en participar.

Estaremos complacidos de responder sus preguntas acerca de la evaluación. Usted puede contactar al Bureau of Sociological Research Research (Departamento de Investigación Social) al número 1-800-480-4549 o al correo bosr@unl.edu para cualquier pregunta con respecto a completar o enviar de vuelta la evaluación. Si usted tiene preguntas sobre el propósito de la evaluación, puede contactar a la Dra. Kathleen Gallagher, directora de investigación y evaluación de Buffett Early Childhood Institute (Instituto Buffett de Edad Temprana) al número 402-554-6505 o al correo mboyer@nebraska.edu.

Hemos incluido una muestra de apreciación en el sobre de color para agradecerle por haber ayudado con la evaluación.

Atentamente,

Lindsey Witt-Swason
Subdirectora
Bureau of Sociological Research
Universidad de Nebraska-Lincoln

Kathleen Gallagher, PhD
Directora de investigación y evaluación
Buffet Early Childhood
Universidad de Nebraska
Reminder Letter

DATE

Estimado residente de (City),

Hace unas semanas le solicitamos a su hogar completar la evaluación Focus de Familias de Nebraska. Si usted ya completó y devolvió la evaluación, le agradecemos por su ayuda. Sino, hemos incluido una segunda copia para que usted la pueda completar. Si en su hogar no tienen a un niño en educación preescolar (5 años o menos), por favor complete la primera pregunta en la evaluación y envíe de vuelta o llámenos para informarnos.

Esta evaluación informará al plan estratégico de Nebraska para alinear y optimizar la disponibilidad y accesos a educación preescolar de alta calidad y servicios para familias y sus hijos.

Esta iniciativa solamente será exitosa con su ayuda. Necesitamos que un adulto en su hogar quien sea el encargado principal de su(s) hijo(s) complete la evaluación. El encargado principal es una persona que tenga la máxima responsabilidad del cuidado y la crianza del niño.

La evaluación toma 15 minutos para completar. Su participación es voluntaria. Todas las respuestas serán confidenciales. Sus respuestas serán combinadas con las respuestas de otras personas en todos los reportes, papeles, presentaciones y otros análisis, de esta forma nadie podrá saber quién brindó la información específicamente. Ninguna información identificada será reportada. Además, no hay ningún riesgo previsto en participar.

Estaremos complacidos de responder sus preguntas acerca de la evaluación. Usted puede contactar al Bureau of Sociological Research Research (Departamento de Investigación Social) al número 1-800-480-4549 o al correo bsor@unl.edu para cualquier pregunta con respecto a completar o enviar de vuelta la evaluación. Si usted tiene preguntas sobre el propósito de la evaluación, puede contactar a la Dra. Kathleen Gallagher, directora de investigación y evaluación de Buffett Early Childhood Institute (Instituto Buffett de Edad Temprana) al número 402-554-6505 o al correo rboyer@nebraska.edu.

Atentamente,

Lindsey Witt-Swanson
Subdirectora
Bureau of Sociological Research
Universidad de Nebraska-Lincoln

Kathleen Gallagher, PhD
Directora de investigación y evaluación
Buffet Early Childhood
Universidad de Nebraska
Dear [City] Resident,

A questionnaire was sent to you last week because your household was randomly selected to participate in the Focus on Nebraska Families survey. If someone at your address has already completed and returned the questionnaire, please accept our sincere thanks. If not, please have an adult in your household who is the primary caregiver for your child(ren) complete the questionnaire right away. If you do not have a preschool-aged child (5 years old or younger), please also let us know by returning the survey or calling. We appreciate your help with this assessment.

While participation is voluntary, you can help us by having the correct person in your household take a few minutes to share their experiences.

If you did not receive a questionnaire or if it was misplaced, please call 1-800-480-4549 and we will send another one immediately. Again, we appreciate your help and look forward to receiving your questionnaire.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska–Lincoln

Estimado residente de [City]

Un cuestionario le fue enviado la semana pasada porque su hogar fue seleccionado aleatoriamente para participar en Focus on Nebraska Families survey (Evaluación Focus para Familias de Nebraska). Si alguien en su dirección ya completó y envió el cuestionario de vuelta por favor acepte nuestro más sincero agradecimiento. Sino, por favor que un adulto en su hogar quien sea el encargado principal de su(s) hijo(s) complete el cuestionario de la forma más rápida posible. Si en su hogar no hay un niño en educación preescolar (5 años o menos), por favor infórmenos al devolver la evaluación o llamándonos. Le agradeceremos por su ayuda con esta evaluación.

Al ser de carácter voluntario, usted puede ayudarnos informándole a la persona correcta en su hogar para que tome unos cuantos minutos y comparta sus experiencias.

Si usted no recibió un cuestionario o si este fue entregado, por favor llame al 1-800-480-4549 y le enviaremos otro de inmediato. Nuevamente, apreciamos su ayuda y esperamos recibir su cuestionario.

Atentamente,

Lindsey Witt-Swanson
Subdirectora
Bureau of Sociological Research
Universidad de Nebraska–Lincoln
Family Survey Estimate of Sampling Error

Table 2 presents margins of sampling error for some of the most likely sample sizes not taking the design effect from the weighting into account. Exact margins of error for alternative specifications of sample size and reported percentages can be easily computed by using the following formula for the 95% confidence level:

\[
\text{Margin of error} = 1.96 \times \sqrt{\frac{p(1-p)}{n}}
\]

\[ p = \text{the expected proportion selecting the answer} \]
\[ n = \text{number of responses} \]

**Table 2. Approximate Margins of Error of Percentages by Selected Sample Size NOT Accounting for Design Effect**

<table>
<thead>
<tr>
<th>Reported Percentage</th>
<th>Full Sample*</th>
<th>75% Sample</th>
<th>50% Sample</th>
<th>33.3% Sample</th>
<th>25% Sample</th>
<th>10% Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=3350</td>
<td>n=2512</td>
<td>n=1675</td>
<td>n=1116</td>
<td>n=837</td>
<td>n=335</td>
</tr>
<tr>
<td>50</td>
<td>1.69%</td>
<td>1.96%</td>
<td>2.39%</td>
<td>2.93%</td>
<td>3.39%</td>
<td>5.35%</td>
</tr>
<tr>
<td>40 or 60</td>
<td>1.66%</td>
<td>1.92%</td>
<td>2.35%</td>
<td>2.87%</td>
<td>3.32%</td>
<td>5.25%</td>
</tr>
<tr>
<td>30 or 70</td>
<td>1.55%</td>
<td>1.79%</td>
<td>2.19%</td>
<td>2.69%</td>
<td>3.10%</td>
<td>4.91%</td>
</tr>
<tr>
<td>20 or 80</td>
<td>1.35%</td>
<td>1.56%</td>
<td>1.92%</td>
<td>2.35%</td>
<td>2.71%</td>
<td>4.28%</td>
</tr>
<tr>
<td>10 or 90</td>
<td>1.02%</td>
<td>1.17%</td>
<td>1.44%</td>
<td>1.76%</td>
<td>2.03%</td>
<td>3.21%</td>
</tr>
<tr>
<td>5 or 95</td>
<td>0.74%</td>
<td>0.85%</td>
<td>1.04%</td>
<td>1.28%</td>
<td>1.48%</td>
<td>2.33%</td>
</tr>
</tbody>
</table>

* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value

When accounting for design effects due to weighting, the adjusted sampling error will be increased as is shown when comparing Table 2 to Table 3 where the sampling design effect is incorporated:

\[
\text{Margin of error} = \sqrt{\text{deff}} \times 1.96 \times \sqrt{\frac{p(1-p)}{n}}
\]

\[ \text{deff} = \text{design effects} \]
\[ p = \text{the expected proportion selecting the answer} \]
\[ n = \text{number of responses} \]

**Table 3. Approximate Margins of Error of Percentages by Selected Sample Size Accounting for the Design Effect of Weighting**

<table>
<thead>
<tr>
<th>Reported Percentage</th>
<th>Full Sample*</th>
<th>75% Sample</th>
<th>50% Sample</th>
<th>33.3% Sample</th>
<th>25% Sample</th>
<th>10% Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=3350</td>
<td>n=2512</td>
<td>n=1675</td>
<td>n=1116</td>
<td>n=837</td>
<td>n=335</td>
</tr>
<tr>
<td>50</td>
<td>2.78%</td>
<td>3.21%</td>
<td>3.93%</td>
<td>4.81%</td>
<td>5.56%</td>
<td>8.79%</td>
</tr>
<tr>
<td>40 or 60</td>
<td>2.72%</td>
<td>3.14%</td>
<td>3.85%</td>
<td>4.72%</td>
<td>5.45%</td>
<td>8.61%</td>
</tr>
<tr>
<td>30 or 70</td>
<td>2.55%</td>
<td>2.94%</td>
<td>3.60%</td>
<td>4.41%</td>
<td>5.09%</td>
<td>8.05%</td>
</tr>
<tr>
<td>20 or 80</td>
<td>2.22%</td>
<td>2.57%</td>
<td>3.14%</td>
<td>3.85%</td>
<td>4.45%</td>
<td>7.03%</td>
</tr>
<tr>
<td>10 or 90</td>
<td>1.67%</td>
<td>1.93%</td>
<td>2.36%</td>
<td>2.89%</td>
<td>3.34%</td>
<td>5.27%</td>
</tr>
<tr>
<td>5 or 95</td>
<td>1.21%</td>
<td>1.40%</td>
<td>1.71%</td>
<td>2.10%</td>
<td>2.42%</td>
<td>3.83%</td>
</tr>
</tbody>
</table>

* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value
# Early Childhood Program and Leadership Survey

## Program Characteristics

1. In what county is your program located?  
2. What is the zip code where your program is located?  
3. In what school district is your program located?  
4. Is your program for-profit, not-for-profit, or publicly funded?  
   - For-profit  
   - Not-for-profit  
   - Publicly-funded (Head Start, school district)  
   - Other, specify:  

5. Which of the following best describes your program?  
   - Independently owned & operated  
   - Franchise  
   - Part of a chain  
   - School  
   - Other, specify:  

6. Does your program receive funding from any of the following sources?  
   - Sixpence (Early Childhood Endowment Fund)  
   - Head Start/Early Head Start  
   - Early Childhood Education Grants (NDE)  
   - Local school district or Educational Service Unit  
   - State pre-K  
   - Title 1 in this program  
   - Community organizations in this program (e.g., United Way, local charities, or other service organizations, not including anything you’ve mentioned earlier)  

7. How long has your program been operating in its current location?  
   - Year(s) and Month(s)  

8. Does your program operate year round (12 months per year)?  
   - Yes  
   - No  

9. Which of the following best describes your program?  
   - Family Child Care Home I (Licensed)  
   - Family Child Care Home II (Licensed)  
   - License-exempt (serving fewer than 4 children)  
   - Child Care Center (Licensed)  
   - School-Age-Only Center (Licensed)  
   - Preschool (Licensed)  
   - Not subject to licensing (e.g., Head Start, public school program)  
   - Not licensed  
   - Other, specify:  

## Family Childcare Homes

10. Why did you choose to provide childcare in your home?  
    Select ALL that apply.  
    - It is my personal calling or career  
    - It is a step toward a related career  
    - To earn money  
    - To have a job that lets me work from home  
    - To help children  
    - To help children’s parents  
    - To care for my own children at home  

11. How many days last week did you do any of the following as a planned activity with children under age 5? **Please enter “0” if you did not do these things with children any day last week.**  
    - Learning activities that you planned for child(ren) such as learning letters and reading or numbers and counting  
    - Free time for children to read or explore on their own  
    - Vigorous activity in games that you organize and supervise  
    - Vigorous activity that the children select and do without direct supervision  
    - Singing and movement planned in advance  

---

38
12. While children are with you, how often do they use something with a screen, such as a TV, computer or electronic game?
   - Every day
   - 2-3 times per week
   - 2-4 times per month
   - Once a month or less
   - Never

13. The last time you were sick, did you make any of the following arrangements for the children you normally care for?
   - You told parents you could not look after children
   - You had someone else come to take care of the children
   - You sent the children to a different location
   - You took care of the children anyway

14. In the past 12 months, have you participated in any of the following activities to help you maintain or improve your skills in caring for children?
   - Went to a workshop sponsored by a community agency or family child-care network
   - Had help from a home visitor or coach
   - Took a course about caring for children at a college or university
   - Spoke with other childcare providers about their best practices
   - Read books or articles

15. In the past 12 months, have you participated in any of the following activities to help you maintain or develop your skills for operating a business?
   - Went to a workshop sponsored by a community agency or family child-care network
   - Took a business course at a college or university
   - Completed an online training program
   - Read books or articles

16. What is your current estimated gross income from your family childcare business? Indicate weekly income or monthly income, whichever is easier.
   - per week $ ____________  
   - per month $ ____________  

17. To what extent do the following challenges affect the success of your childcare business?
   - Families not paying fees
   - Subsidy reimbursement rates do not cover the cost of providing quality services
   - Administrative costs
   - 3 and 4 year olds are enrolling in school- or community-based programs
   - Can’t maintain full enrollment
   - Revenues don’t cover per-child costs
   - Trouble finding assistants to help care for children
   - Other, specify: ____________________________________________

18. Does anyone outside your household help you care for children?
   - Yes
   - No  ⇒ Go to #33
About Your Staff

In this section, we will ask about the adults who care for children in your program. We use the term “caregiver” to refer to any adult who works directly with young children in an early childhood care and education program.

19. How many caregivers are in your program? If you are the only caregiver, write “1” in the box below.

20. How many caregivers in your program...
   Count yourself in if you are a caregiver in your program.
   a. have a Bachelor’s degree or higher? □ □
   b. have a Child Development Associate (CDA) certificate? □ □
   c. have a teaching endorsement in early childhood? □ □
   d. have a teaching endorsement in another area (e.g. elementary education)? □ □
   e. work full-time? □ □
   f. work part-time? □ □

21. How many openings or vacancies do you have for caregiver positions?

22. Think of the last time that you had an opening for a caregiver in your program. How long did it take to fill that position?
   ☐ Month(s) or ☐ Week(s)

23. Have you had difficulty hiring caregivers because prospective candidates did not have appropriate training and/or certification?
   ☐ Yes ☐ No

24. In the past 12 months, how many LEAD teachers have left and had to be replaced? Enter “0” if none.

25. In the past 12 months, how many ASSISTANT teachers have left and had to be replaced? Enter “0” if none.

26. When caregivers accept other positions, what is the MOST common reason they leave?
   ☐ Higher salary ☐ Better hours
   ☐ Move to a new community ☐ Occupational change – take a different type of job (other than child care)

27. To what extent have the following factors made it difficult for you to hire caregivers?
   a. Lack of qualified candidates Not at all ☐ Very little ☐ Somewhat ☐ A lot ☐
   b. Inability to pay enough ☐ ☐ ☐ ☐
   c. Inability to provide benefits ☐ ☐ ☐ ☐
   d. Program hours are undesirable for candidates ☐ ☐ ☐ ☐
   e. Program location is remote or difficult to access ☐ ☐ ☐ ☐
   f. Complicated hiring process ☐ ☐ ☐ ☐
   g. Candidates cannot pass background checks ☐ ☐ ☐ ☐

28. In the past year, have caregivers in your program received training from any of the following groups or organizations?
   a. Nebraska Cooperative Extension ☐ ☐
   b. Early Childhood Training Center ☐ ☐
   c. Providers’ network in your community or area ☐ ☐
   d. Educational Service Unit ☐ ☐
   e. Early Learning Connection Partners (e.g., ECCOA or Panhandle Area Education Consortium) ☐ ☐
   f. Nebraska AEYC ☐ ☐
   g. Coaching or mentoring from a trained coach ☐ ☐
   h. Local school or district ☐ ☐
   i. Online training from any source ☐ ☐
29. Which of the following professional development activities do you or your program provide for caregivers?

- Formal conferences with teachers to talk with them about their work and progress
- Training during the school day (provided by you or others)
- Training after hours or on the weekend
- Attendance at regional, state, or national early childhood conferences
- Paid preparation/planning time
- Formal recognition for excellence (awards night, etc.)
- Participation in a mentor program
- Other, specify:

30. When caregivers attend training outside their regular work hours, do they receive compensation?

- Yes
- No

31. How many hours of professional development do you require for caregivers in your program annually? Enter "0" if none.

32. To what extent have the following challenges prevented your staff from participating in professional development?

- Professional development is too expensive
- Staff feel that sessions are not engaging or worthwhile
- Lack of compensation for staff to attend
- There are not enough professional development sessions offered in our region
- Sessions are offered at inconvenient times
- We do not get enough notice about upcoming professional development opportunities
- Not enough caregivers to care for children when someone is absent for professional development

33. Are you participating in the Nebraska Step Up to Quality Program?

- Yes
- No → Go to #35

34. What Step (1 through 5) are you on?

- → Go to #37

35. Do you plan to participate in Nebraska Step Up to Quality in the future?

- Yes
- No

36. Have any of these issues prevented you from participating in Step Up To Quality?

- Don't know about the program
- Participation would not be beneficial for my program
- Don't have time to complete training sessions
- Don't have time to complete other requirements (e.g., self-assessment)
- My staff do not want to participate
- I prefer not to have my program evaluated by an outside person
- My program may not meet quality standards for curriculum, learning environments, and interactions
- My program may not meet standards for child outcomes
- My program may not meet standards for professional development and training
- My program may not meet standards for family engagement and partnerships
- My program may not meet standards for staffing, business practices, and facilities
- I have heard negative things about the program
37. Have you entered a profile into the Nebraska Early Childhood Professional Record System?
   ○ Yes  Go to #39
   ○ No

38. What is your primary reason for not doing so?
   ○ Too time consuming
   ○ Don’t know about it
   ○ Participation would not be beneficial
   ○ Other, specify:

39. Is your program accredited with any of the following?
   Yes No
   a. National Accreditation Commission for Early Care and Education Program
   b. National Association for the Education of Young Children (NAEYC)
   c. National Early Childhood Program Accreditation (NECPA)
   d. National Association for Family Child Care (NAFCC)
   e. Association Montessori International (AMI)
   f. American Montessori Society (AMS)
   g. National After School Association
   h. Division of Early Childhood (DEC)
   i. Council for Exceptional Children (CEC)
   j. National After School Association (NAA)
   k. Local Child Care Group, specify:
   l. Other, specify:

40. Have facilities (the building or physical space where your program operates) been a barrier to your participation in Step Up To Quality, licensure, or accreditation?
   ○ Yes
   ○ No

41. In the past 12 months, have you been visited by any consultants or coaches who have provided you or staff with information and resources for your child care work?
   ○ Yes
   ○ No  Go to #45

42. About how many visits have you received?
   □□□□ Visits

43. What was/is the focus of these visits?

44. What agency employs this person(s)?

45. Programs have many goals they are working toward. How important are each of the following goals for children and families to your program?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Not at all important</th>
<th>A little important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Enhancing overall child development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Promoting child health and physical development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Identifying developmental delays to provide early intervention</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Improving parenting skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Improving parent self-sufficiency</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Promoting positive, nurturing parent-child relationships</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Enhancing parents’ knowledge of child development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. Providing family mental health services</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i. Providing support to families with special needs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>j. Expanding services to meet community needs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>k. Other, specify:</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
46. Does your program use a curriculum or prepared set of learning and play activities in the classroom?
   - Yes
   - No → Go to #48

47. What is the name of the curriculum or approach used?
   - Creative Curriculum
   - HighScope
   - Assessment, Evaluation, and Programming System (AEPS)
   - Tools of the Mind
   - Curiosity Corner
   - Learn Every Day
   - Learn from the Start
   - Montessori
   - Reggio Emilia
   - Opening the World of Learning
   - A curriculum developed by our center/program
   - Curriculum developed by school district or school
   - Other, specify: [ ]

48. Does your program use a formal child assessment system?
   - Yes
   - No → Go to #50

49. Which formal child assessment system does your program use?
   - Creative Curriculum/Teacher Strategies GOLD
   - HighScope/COPE Assessment
   - Evaluation, and Programming System (AEPS)
   - Work Sampling System
   - Ages and Stages
   - An assessment developed by our center/program
   - Other, specify: [ ]

50. Do you participate in the Nebraska Early Childhood Exchange?
   - Yes
   - No
   - Don’t know

51. How important do you think the following items are to the overall quality of early childhood settings?

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teacher-child Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Staff Qualifications (including professional development and training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teacher-to-child ratio, group sizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Family engagement and partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Assessment of children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Program administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Physical environment and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52. Are the following services available in your program?

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Part-time care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Full-time care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Care before 6am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Care after 6pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Drop-in care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Sick child care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Emergency care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Before and/or after school care for school-aged children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Transportation services between home and your program site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Meals for children (not including snacks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Developmental screening/assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Health screenings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
53. In the past year, have you turned away children who wanted to enroll because you did not have an available slot?
- Yes
- No

54. Do you have a waitlist for your program?
- Yes
- No → Go to #56

55. How many children are on your waitlist?

56. IN THE PAST 12 MONTHS, have any of the following happened because of a child’s behavior (things like hitting, kicking, biting, tantrums or disobeying)?

- You asked a parent to pick up their child early on 1 or more days
- You asked a parent to keep their child home for 1 full day or more
- You told a parent that their child could no longer attend your program

57. Do you have access to a family support resource/mental health consultant/guidance counselor to help support children with challenging behaviors or needs?
- Yes
- No

58. What language do adults speak with the children in your program?
- Mostly or all English
- Mostly or all Spanish
- A mix of English and Spanish
- Mostly a language other than English or Spanish, specify other language: ____________________________
- A mix of English and a language other than Spanish, specify other language: ____________________________

59. How many children are there TOTAL in your program?
- Don’t know

60. How many children are there in your program...

<table>
<thead>
<tr>
<th>Characteristics of Children and Families Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like to have some information about the children in your program. For each item, please give the total number of children in your program with the following characteristics.</td>
</tr>
<tr>
<td>59. How many children are there TOTAL in your program?</td>
</tr>
<tr>
<td>- Don’t know</td>
</tr>
</tbody>
</table>

61. How many children does your program care for in each age range?

| a. Birth through 12 months |
| b. 1 year old |
| c. 2 years old |
| d. 3 years old |
| e. 4 years old |
| f. 5 years old or older |
62. How many MORE children would your program be willing and able to serve in each age range?

<table>
<thead>
<tr>
<th>Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Birth through 12 months</td>
<td></td>
</tr>
<tr>
<td>b. 1 year old</td>
<td></td>
</tr>
<tr>
<td>c. 2 years old</td>
<td></td>
</tr>
<tr>
<td>d. 3 years old</td>
<td></td>
</tr>
<tr>
<td>e. 4 years old</td>
<td></td>
</tr>
<tr>
<td>f. 5 years old or older</td>
<td></td>
</tr>
</tbody>
</table>

**Family Engagement and Choice**

63. Do you need help speaking with families because you speak different languages?
   - [ ] Yes
   - [ ] No

64. Do you do any of the following to help parents understand what kind of care you offer?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Invite families looking for care to visit and observe</td>
<td></td>
</tr>
<tr>
<td>b. Tell parents about your overall quality rating (for example, accreditation, Step Up To Quality)</td>
<td></td>
</tr>
<tr>
<td>c. Register with an online resource and referral system</td>
<td></td>
</tr>
<tr>
<td>d. Advertise on social media</td>
<td></td>
</tr>
<tr>
<td>e. Billboards or yard signs</td>
<td></td>
</tr>
<tr>
<td>f. Advertisements in newspapers or magazines</td>
<td></td>
</tr>
<tr>
<td>g. Advertisements on television or radio</td>
<td></td>
</tr>
<tr>
<td>h. Share information through local networking groups</td>
<td></td>
</tr>
</tbody>
</table>

65. What percentage of the children in your program have parents who participate in your program in any of the following ways?

<table>
<thead>
<tr>
<th>0%</th>
<th>1-25%</th>
<th>26-75%</th>
<th>76-100%</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. As members of a parent council or other governing bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. As classroom volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. By doing maintenance, chores, or shopping for the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. By helping at special events or activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. By attending special events and activities, such as performances, holiday parties, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. By attending parent education or group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. By attending parent-teacher conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Transition to Kindergarten

66. How much do you agree or disagree with each of the following statements on children’s preparation for school?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attending preschool (e.g., pre-kindergarten, or Head Start) is very</td>
<td>○</td>
<td></td>
<td>☐</td>
<td>○</td>
</tr>
<tr>
<td>important for success in kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Children who begin formal reading and math instruction in preschool</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>will do better in elementary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Most children should learn to read in kindergarten</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

67. How important do you believe the following characteristics are for a child to be ready for kindergarten?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Not important</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Finishes tasks</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Can count to 20 or more</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Takes turns and shares</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Has good problem-solving skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Is able to use pencils and paint brushes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Is not disruptive of the class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Knows the English language</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. Is sensitive to other children’s feelings</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i. Sits still and pays attention</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>j. Knows most of the letters of the alphabet</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>k. Can follow directions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>l. Identifies primary colors and shapes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>m. Communicates needs, wants, and thoughts verbally in their home language</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>n. Writes own name</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>o. Reads or pretends to read storybooks</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

68. The following activities relate to transitioning children into kindergarten. Do each of the following activities occur in your program?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children will visit a kindergarten classroom</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Teachers will visit a kindergarten classroom</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. A kindergarten teacher will visit our classroom</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. There will be a spring orientation about kindergarten for children</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. There will be a spring orientation about kindergarten for parents of children</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. There will be a school/program-wide activity in which children are involved (assemblies, spring programs, etc.)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. We will hold individual meetings with parent(s) of children about kindergarten issues</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. We will share written records of children’s experience and status with elementary school personnel</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i. We will have contact with kindergarten teacher(s) about curriculum or specific children</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Systems that Support Early Childhood Care and Education

69. Are you aware of the tax credit available for quality early childhood programs in Nebraska?
   ○ No
   ○ Yes, but I did not apply for the tax credit
   ○ Yes, and I did apply for the tax credit

70. Does your program accept Title 20 childcare subsidy?
   ○ Yes → Go to #72
   ○ No

71. Do any of the following factors prevent you from accepting childcare subsidy?
   a. Requires too much paperwork
   b. There are no eligible families in our program
   c. Our program is not eligible for reimbursement under Title 20
   d. Other, specify:

72. Please indicate which of the following characterize your relationship with the local school district.
   a. We plan transitions for children moving to preschool or kindergarten
   b. The school(s) provide special education services for some of our children
   c. We engage in professional development activities together
   d. We communicate about children who attend both our programs
   e. We coordinate transportation
   f. We provide care and/or enrichment activities for children during school breaks
   g. We provide before- and after-school care
   h. Teachers represent families at parent-teacher conferences/meetings
   i. Teachers participate in IFSP/IEP meetings
   j. We collaborate to offer one or more of our classrooms together

73. Does your program have any formal or informal relationships with other programs (other than public schools) to share access to resources or professional development?
   ○ No
   ○ Yes, please list:

74. Does your program participate in the USDA Child and Adult Care Food Program (CACFP)?
   ○ Yes, we are currently enrolled → Go to #76
   ○ No, we are not currently enrolled, but have been in the past
   ○ No, we have never been enrolled

75. Why does your program not participate in CACFP?
   ○ I do not know about the program
   ○ My program does not qualify
   ○ The program requires too much paperwork
   ○ It would not be beneficial to my program
   ○ Other, specify:

76. Do you or your child care program receive child care information, support, or services from any of the following?
   a. Resource and Referral Agency
   b. Educational Service Unit
   c. University of Nebraska Cooperative Extension
   d. Early Childhood Training Center
   e. Early Learning Connection
   f. Planning Region team
   g. Teacher or provider network in your community or area
   h. Other organized child care support or training effort, specify:
77. Please indicate if you offer any of the following services to families directly, by referral, or not at all.

<table>
<thead>
<tr>
<th>Service</th>
<th>Provided on-site</th>
<th>Referrals provided</th>
<th>Not provided at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pediatrician services</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Adult health care</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Dental care</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Frenatal care</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Family planning services</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Services for family members with disabilities</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Emergency assistance for families in crisis</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. Education or job training</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i. Mental health screenings, assessment and/or treatment for adults</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>j. Parenting classes</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>k. Help to apply for childcare subsidy</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>l. Help to apply for other forms of public assistance (WIC, Medicaid, public housing)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

78. Does your program offer or make available any of the following services for families of Dual Language Learners (DLL)?

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assessment of English language skills</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Assessment of basic reading and writing skills</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Activities and workshops for parents of Dual Language Learners</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Assistance applying for medical insurance</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Assistance scheduling appointments for pre-kindergarten screening</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Information about adult ESL education</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

79. What is your title?
- Director
- Director/Teacher
- Assistant Director
- Program Coordinator
- Owner/operator
- Lead Teacher
- Family childcare provider
- Other, specify: [___]  

80. How long have you been in your present position?
[___] Year(s) and [___] Month(s)

81. How many years of paid experience (not babysitting) do you have working with children who are under age 8? Please include any paid experiences in a home or center-based setting.
[___] Year(s) and [___] Month(s)

82. For about how many more years do you plan to be in your present position?
[___] Year(s)

83. Which of the following credentials do you hold? Check ALL that apply.
- [ ] Child Development Associate
- [ ] Teaching certificate – Unified or Early Childhood
- [ ] Teaching certificate – Early Childhood Education
- [ ] Teaching certificate – Early Childhood Special
- [ ] Teaching certificate – Elementary Education
- [ ] Other, specify: [___]  

84. Please indicate the highest level of education that you have completed.
- [ ] 8th grade or less
- [ ] Some high school
- [ ] High School diploma/GED
- [ ] Some College, but no degree (can include certificates)
- [ ] Associate’s Degree
- [ ] Bachelor’s Degree
- [ ] Some Graduate School
- [ ] Graduate degree

85. In the past 12 months, have you participated in any professional development activities to help you develop your skills in any of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hiring and managing staff</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Improving interactions between adults and children</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Improving program quality</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Building community partnerships</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Increasing family engagement</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Managing program finances</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
86. Would you say that in general your health is...
   - Poor
   - Fair
   - Good
   - Very good
   - Excellent

87. Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?
   - Day(s)

88. Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?
   - Day(s)

89. During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, or recreation?
   - Day(s)

90. Are you:
   - Female
   - Male

91. What year were you born?
   - Year

92. Are you of Hispanic, Latino/a, or Spanish origin?
   - Yes
   - No

93. What is your race? Mark All that apply.
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White
   - Other, specify:

94. What is your current marital status?
   - Single, never married
   - Single, living with a partner
   - Married, living with spouse
   - Married, separated
   - Divorced
   - Widowed

95. What language is most frequently spoken in your household?
   - English
   - Spanish
   - Other, specify:

96. Please use the space below to provide any comments or feedback.

---

Thank you!

Please use the postage-paid return envelope included in your survey packet to return your questionnaire.

Questions or requests from this survey can be directed to:

Bureau of Sociological Research
University of Nebraska-Lincoln
907 Oldfather Hall | PO Box 890325
Lincoln, NE 68588-0325
Phone: 1.800.480.4549 (toll free)
E-mail: bosr@unl.edu
Dear [Provider],

We are writing to ask for your help with a needs assessment of early childhood care and education for children in Nebraska. The enclosed survey is conducted by the Buffett Early Childhood Institute on behalf of the Nebraska Department of Health and Human Services (DHHS). The Buffett Early Childhood Institute is an institute of the University of Nebraska dedicated to transforming the lives of children by improving their learning and development. In order to help with this effort, the Buffett Institute and DHHS have asked the Bureau of Sociological Research at the University of Nebraska-Lincoln to administer this survey.

We sent this survey to all Child Care Providers in Nebraska, and we ask that the person who directly oversees the day-to-day operations of this early care and education program complete the survey. This helps ensure that the survey represents all providers in the state. The results will inform Nebraska’s strategic plan for improving access to high quality early education and services for all young children and their families, and aligning services to make them more efficient. This effort can only be successful with your help.

To complete the survey, please answer the questions and return the survey in the envelope provided. The survey takes around 15-20 minutes to complete. Your participation is voluntary. All responses will be kept confidential. Your answers will be combined with other people’s answers in all reports, papers, presentations, and other analyses so nobody can tell who gave which answers. No identifying information will be reported. Thus, there are no known risks to participating.

We are happy to answer any questions you have about the survey. You can contact the Bureau of Sociological Research at 1-800-430-4540 or email bosr@unl.edu with any questions in regards to filing out or returning your survey. If you have questions about the purpose of the survey, you may contact Dr. Kathleen Gallagher, Director of Research and Evaluation at the Buffett Early Childhood Institute by email at mboyer@nebraska.edu.

We have enclosed a small token of appreciation to thank you for helping with the survey.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

Lindsey Witt-Swanson
A survey was sent to you last week as part of a needs assessment of early childhood education and services for children in Nebraska. If you have already completed and returned the survey, please accept our sincere thanks. If not, please have the person who directly oversees the day-to-day operations of this early care and education program complete the survey right away. While participation is voluntary, you can help us improve early childhood care and education for all young Nebraskans by having the director take a few minutes to share their thoughts.

If you did not receive a survey or if it was misplaced, please call 1-800-480-4549 and we will send another one immediately. Again, we appreciate your help and look forward to receiving your survey.

Sincerely,
Lindsey Witt-Swanson, Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln
Dear [Provider],

A few weeks ago, we asked the director of your childcare facility to complete the Early Childhood Program Leadership Survey. We have not yet received your facility’s completed survey.

The survey is intended to inform Nebraska’s strategic plan for improving access to high quality early education and services for all young children and their families, and aligning services to make them more efficient.

This effort can only be successful with your help. We need the person who directly oversees the day-to-day operations of this early care and education program to do the survey. To complete the survey, please answer the questions and return the survey in the enclosed return envelope. The survey takes around 15-20 minutes. Your participation is voluntary. All responses will be kept confidential. Your answers will be combined with other people’s answers in all reports, papers, presentations, and other analyses so no one can tell who gave which answers. No identifying information will be reported. Thus, there are no known risks to participating.

We are happy to answer any questions you have about the survey. You can contact the Bureau of Sociological Research at 1-800-480-4549 or email bosr@unl.edu with any questions about filling out or returning your survey. If you have questions about the purpose of the survey, you may contact Dr. Kathleen Gallagher, Director of Research and Evaluation at the Buffett Early Childhood Institute by email at mboyer@nebraska.edu.

Sincerely,

Lindsey Witt-Swanson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln
Reminder call script

Hi [Provider Name],

My name is [name] and I am with the Bureau of Sociological Research at the University of Nebraska-Lincoln. We have been contacting all Early Childhood Care and Education providers in Nebraska as part of a needs assessment of systems that serve Nebraska’s young children. We recently sent you the Early Childhood Program and Leadership Survey with some information about the survey and its purpose.

Has your organization received our survey package?

- [If yes and they still have the survey]
  
  Great! This survey needs to be completed by the person who directly oversees the day-to-day operations of your program. It takes only 15-20 minutes to complete. It is intended to inform Nebraska’s strategic plan for improving access to high quality care and education for all children. Your participation is completely voluntary, and your licensing status will never be affected by your responses. All responses will be kept strictly confidential and no identifying information will be available in any format in the final report.

  Would you please kindly remind the person who directly oversees the day-to-day operations to complete the survey? The input from your program is extremely important to us.

- [If the answer is no or they need a new survey]

  That is fine. We can mail you another package of the survey and you will expect to receive it in a few days. May I verify your mailing address?

  Once you receive it, please have the person who directly oversees the day-to-day operations of your child care program fill it out.

Do you have any questions at this moment?

- [If they ask questions]

  Answer their questions

  For questions about the purpose of the survey, provide them with the contact information of Kathleen Gallaghter, Director of Research and Evaluation at the Buffett Early Childhood Institute at mboyer@unl.edu.

- [If they do not have questions]

  We are happy to answer any questions or concerns you may have about the survey. Simply give us a call at (800) 480-4549 or email bosr@uni.edu with any questions in regards to filling out or returning your survey.

Explicit refusal

- I appreciate your time to talk to me. I hope you can give it a second consideration. If you change your mind and need a copy of this survey, don’t hesitate to call us at (800) 480-4549 or email bosr@uni.edu. Thanks!
References


Jang, Raymond W. et al., “Family Physicians’ Attitudes and Practices Regarding Assessments of Medical Fitness to Drive in Older Persons,” Journal of General Internal Medicine, 22 (2007), 531-543.


Link, Michael W. et al., A Augmenting the BRFSS RDD Design with Mail and Web Modes: Results from a Multi-State Experiment, Paper presented to the American Association for Public Opinion Research, Phoenix, May 2004.


Questions
Any questions regarding this report or the data collected can be directed to the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln by calling (402) 472-3672 or by sending an e-mail to bosr@unl.edu. A list of references for this methodology can be found in below.
Appendix B: Data Collection Methods for Family Focus Groups

Sample Recruitment

Nine focus groups were conducted in cities across Nebraska. These focus group were conducted in Norfolk, Scottsbluff, Kearney, North Platte, Omaha, Valentine, O’Neill, and Lincoln. One focus group was conducted in each city with the exception of Lincoln. Due to the logistics of reaching vulnerable populations, two focus groups were conducted in Lincoln. One was held at the Center for People in Need and one was held at the University of Nebraska-Lincoln.

Nebraska parents or guardians with children under the age of six were the target of these focus groups. Participants were recruited using a couple methods. Flyers were created with information about the date, time, and city of each of the focus groups (see below). These flyers were then distributed to childcare providers, posted at local businesses, and shared through social media sites (e.g. Facebook, Twitter). Stakeholders local to each of these areas assisted BOSR with the dissemination of these flyers. People interested in participating in these focus groups used the contact information provided on the flyer to call BOSR for additional information and screening. Screening was done in order to verify participants had a child that was under the age of six, about half of the participants recruited were either low education (high school diploma or less) or low income (total family income less than $30,000), and adequate numbers of participants were recruited for each location. For call-in script language, please see below.

Focus group participants were also recruited using BOSR’s NebrASKa Voices panel. Panel members that indicated they had a child 18 or younger in their household and whose addresses were located near any of the focus group cities were identified. BOSR then emailed and called these panel members to recruit them for a nearby focus group. A total of 42 panel members were contacted about this opportunity. The email and phone scripts for the recruitment of the NebrASKa Voices panel members can be found below. All recruitment materials were in English only.

On September 12th, BOSR was asked to facilitate one additional focus group with members of the Santee Tribe in Niobrara, Nebraska. The Buffett Early Childhood Institute managed the recruitment for this focus group.

Special populations

In addition to these general population focus groups, BECI worked with community organizations to recruit families from targeted demographic groups for 5 additional focus groups.

- The Migrant Education program at Kearney Public contacted participants in their program to recruit Spanish-speaking families who have recently immigrated to central Nebraska.
- The Learning Community of South Omaha contacted participants in their parent education program, all of whom are Hispanic/Latino, many of whom are recent immigrants.
- The Nebraska Early Childhood Training Center worked through several community organizations in North Omaha to recruit African American families.
- The Head Start grantee on the Santee Sioux Tribal Reservation recruited Native American Families from the Santee tribe.
Data Collection Process
Upon recruitment, participants were provided with the exact location of the focus group and also provided reminders on the date and time.

The focus group at the Center for People in Need took place on July 23rd at 1:30 pm. There was a total of six participants. The focus group in Norfolk took place on July 30th at 6:00 pm at the WellCare of Nebraska office. There was a total of two participants. The focus group at the University of Nebraska-Lincoln took place on July 31st at 6:00 pm at the East Campus Union. There was a total of six participants. The focus group in Scottsbluff took place on August 1st at 6:00 pm at the Panhandle Public Health office. There was a total of four participants. The focus group in Kearney took place on August 2nd at 6:00 pm at the Buffalo County Community Health Partners office. There was a total of five participants. The focus group in North Platte took place on August 5th at 6:00 pm at North Platte Public Schools. There was a total of four participants. The focus group in Omaha took place on August 6th at 6:00 pm at the Region Six Behavioral Healthcare office. There was a total of three participants. The focus group in Valentine took place on August 7th at 6:00 pm at the Niobrara Lodge. There was a total of five participants. The focus group in O’Neill took place on August 8th at 6:00 pm at the Central Nebraska Community Action Partnership office. There was a total of three participants. The focus group with the Santee Tribe took place on September 25th at 5:00 pm at the David Frazier Memorial Office Building in Niobrara. There was a total of 12 participants. All focus groups lasted between 40 to 80 minutes.

Upon conclusion of the focus groups, participants were asked to complete a questionnaire in order to gather additional feedback about their household. Of the 50 total focus group participants, 48 completed this questionnaire. Two participants at the Center for People in Need could not complete this questionnaire due to language barriers. Participants were also given a participant disclosure form so they could fill in their address to receive their compensation, which can be found below. All participants received $30 for their time.

Two experienced BOSR staff members facilitated all of the focus groups. Additional trained BOSR staff assisted with taking notes. The list of questions can be found below. The focus groups were audio recorded, and transcribed by trained BOSR transcriptionists. All focus group materials were in English only.

Special Populations
All six focus groups with special populations were facilitated in partnership with representatives for the community organizations named above. 8 Hispanic/Latino immigrant families in Kearney participated in a focus group, entirely in Spanish, on September 15th, at 5pm. 19 Hispanic/Latino families in South Omaha participated in two focus groups, entirely in Spanish, on September 25th, at 11am and 12:30pm. 7 African American families participated in a focus group in North Omaha on October 3rd at 5pm. 6 Santee Sioux families participated in a focus group on September 25th at 5pm.

Supporting Documents
Focus Group Questions

Hello. Thank you for taking the time to join the Family Focus Group. My name is [name] and I am a [title] at [organization]. Assisting me with some note-taking is [name] with [organization].

The purpose of this focus group today is to understand your experiences with care and education for your child or children from birth through age 5. If you have multiple children, please feel free to share about any or all of them.

We will be discussing your experiences and opinions. There are no right or wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Your participation is completely voluntary and will not help or harm your relationship with the Buffett Early Childhood Institute.

Before we begin, let me share some ground rules. Please speak up. Only one person should talk at a time. We are recording this focus group because we do not want to miss any of your comments. However, if several are talking at the same time, the tape will be inaudible and we will miss your comments. I ask that out of respect for each other that we keep the comments made here within these walls.

Does anybody have any questions before we get started?

**Q1. Think back to the first time you had to find someone, other than you or your partner, to care for your child while you worked or went to school. What was that experience like for you?** How old was your child? How did you find out about childcare options in your area? How many different options did you consider? What kinds of things did you think about in making the decision about where to send your child?

Since this first experience, have you had to change childcare arrangements? Why? Tell me about the process of finding a new care arrangement.

How easy or challenging has it been to find care that fits your work schedule?

**Q2. Tell me about where your child(ren) under 6 years old currently goes when you are at work or school.** Does your child receive care in more than one place or by more than one person (other than you and your partner)?

What do you like most about your current arrangement?

What concerns or frustrations do you have?

**Q3. Thinking about the people who care for your child, how do they help you understand what happens while you’re gone?** How does your child(ren)’s teacher or caregiver communicate with you about the day? How often? What kinds of things does s/he tell you? In what ways do you get to be involved at your child’s school or day care?

**Q4. How does your child(ren)’s teacher/caregiver handle discipline?** What happens when kids misbehave? Is this similar or different from the way you handle behavior at home? What happens with behaviors like hitting, kicking, biting, etc.
Have you ever been asked to pick your child up or keep them home because of their behavior?

Where would you go for help if you were worried about your child’s behavior?

Q5. What ideas and concerns do you have (or have you had in the past) about your child(ren) transitioning to Kindergarten? Do you worry that your child will not be ready for kindergarten? How so? Do you do (or have you done) anything specific to prepare your child for Kindergarten? What would you like their teacher/caregiver to do to help with the transition to Kindergarten?

Q6. In a perfect world, what would you want your child(ren) to experience in the years before s/he starts school? Ideally, what kind of environment do you want for them when you are at work or school?
Focus Group Questionnaire

1. We recently mailed the Focus on Nebraska Families Survey to a select number of households across the state to learn more about the care and education of children 5 years old or younger. Did you receive this survey in the mail?
   - Yes
   - No → Go to #3
   - Not sure

2. Did you complete the Focus on Nebraska Families Survey? (We will not connect any of the information you provide in this questionnaire or the focus group with your Focus on Nebraska Families Survey responses. This information will only be used to help us better understand how many Nebraskans have contributed to this project.)
   - Yes
   - No
   - Not sure

3. Please tell us about all of the people or organizations that cared for your youngest child last week, other than you (or your spouse/partner). Please indicate the number of hours that your child spent last week with each provider.
   a. Other family member who lives in your home
   b. Family member who does not live in your home
   c. Friend or neighbor
   d. Nanny or au pair
   e. Childcare center/daycare provider
   f. Preschool/Prekindergarten
   g. Special education prekindergarten classroom
   h. Kindergarten

About Yourself

4. Are you:
   - Male
   - Female

5. Are you: (You may select more than one.)
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or other Pacific Islander
   - White
   - Other, specify:

6. Are you of Hispanic, Latino/a, or Spanish origin?
   - Yes
   - No

7. What year were you born?

8. What is the highest degree you have attained?
   - No diploma
   - High School Diploma/GED
   - Some college, but no degree
   - Technical/Associate/Junior College (2 yr, LPN)
   - Bachelor's Degree (4 yr, BA, BS, RN)
   - Graduate Degree (Masters, PhD, Law, Medicine)

9. How many hours per week do you usually work outside the home?
   - None
   - 1-10
   - 11-20
   - 21-30
   - 31-40
   - 41-50
   - 51 or more

10. What is your current marital status?
    - Single, living with a partner
    - Married, living with spouse
    - Single, never married
    - Married, separated
    - Divorced
    - Widowed

   Go to #17
About Your Partner/Spouse

11. Is your partner/spouse:
   ○ Male
   ○ Female

12. Is your partner/spouse: (You may select more than one.)
   ○ American Indian or Alaska Native
   ○ Asian
   ○ Black or African American
   ○ Native Hawaiian or other Pacific Islander
   ○ White
   ○ Other, specify:

13. Is your partner/spouse of Hispanic, Latino/a, or Spanish origin?
   ○ Yes
   ○ No

14. What year was your partner/spouse born?

15. What is the highest degree your partner/spouse has completed?
   ○ No diploma
   ○ High School Diploma/GED
   ○ Some college, but no degree
   ○ Technical/Associate/Junior College (2 yr, LPN)
   ○ Bachelor’s Degree (4 yr, BA, BS, RN)
   ○ Graduate Degree
      (Masters, PhD, Law, Medicine)

16. How many hours per week does your partner/spouse usually work outside the home?
   ○ None
   ○ 1-10
   ○ 11-20
   ○ 21-30
   ○ 31-40
   ○ 41-50
   ○ 51 or more

About Your Household

17. What language is most frequently spoken in your household? Choose ONE option.
   ○ English
   ○ Spanish
   ○ Other, specify:

18. Please indicate the category that describes your total family income in the last 12 months.
   ○ Less than $10,000
   ○ $10,000 to less than $20,000
   ○ $20,000 to less than $30,000
   ○ $30,000 to less than $40,000
   ○ $40,000 to less than $50,000
   ○ $50,000 to less than $75,000
   ○ $75,000 to less than $100,000
   ○ $100,000 to less than $150,000
   ○ $150,000 or more

19. What is your zip code?

20. In a typical week, how often do you or any other family member do the following with your youngest child?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Once or twice</th>
<th>3 to 6 times</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read books to your child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell stories to your child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing songs with your child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. Please answer the following questions about all of your children who are 5 years old or younger.

<table>
<thead>
<tr>
<th>How old is your child?</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Months</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this child: (You may select more than one.)</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Asian</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Black or African American</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>White</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this child of Hispanic, Latino/a, or Spanish origin?</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>No</td>
<td>□</td>
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<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this child have a physical condition that affects the kind of care they need?</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this child have an emotional or behavioral condition that affects the kind of care they need?</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>No</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

*If you have more than four children who are 5 years old or younger, please turn to the back page for additional answer spaces.*
<table>
<thead>
<tr>
<th>How old is your child?</th>
<th>Child 5</th>
<th>Child 6</th>
<th>Child 7</th>
<th>Child 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td></td>
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</tr>
<tr>
<td>Months</td>
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<tr>
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<td></td>
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<td>Black or African American</td>
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<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<tr>
<td>White</td>
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<tbody>
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<td>Yes</td>
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</tbody>
</table>
Focus Group Research Participant Disclosure Form

Buffett Early Childhood Institute Focus Group

I, the undersigned, acknowledge the receipt of compensation in the amount of $30 for my time as a participant in the above research study. I also acknowledge that the information provided below will be shared with the central business office of the University of Nebraska-Lincoln in order to send my check for $30 in the mail.

Name: ________________________________

Address: ________________________________

____________________________________________________________________

____________________________________________________________________

_________________________  ____________
Participant Signature           Date
EARN $30 FOR YOUR OPINION
Do you have a child who is 5 years old or younger? WE NEED YOUR HELP!

We are looking for Nebraska parents to share their thoughts in a focus group. If you qualify, you will receive $30 for about an hour of your time. Your thoughts and experiences will help to improve access to high quality early education and services for Nebraska families. These focus groups will be held at CITY during the week of MONTH ###-###.

For more information and to see if you qualify, PLEASE CALL the Bureau of Sociological Research at 402-472-3672
NebrASKa Voices Panel Focus Group Recruitment Communications

Email Invitation

Subject Line: Voice your opinions to help early childhood care and education

Dear [Name],

The Buffett Early Childhood Institute is conducting focus groups across the State in order to improve Nebraska families’ access to high quality early childhood care and education. We would like to bring together groups of Nebraska parents with children five years old or younger to share their thoughts and help us learn more about the care and education of these children. As a NebrASKa Voices panelist, we wanted to reach out to you about this opportunity.

We will be hosting a focus group in [City] on [Date] at [Time]. This focus group will take about an hour and each participant will receive $30 for their time.

If you have a child that is five years old or younger and you would be interested in participating, please contact us by phone at (402) 472-3672 or email me at kmeiergerd2@unl.edu. If you do not have a child that is five year old or younger, please let us know and we will make sure you do not receive further communications about this focus group.

Sincerely,

Kim Meiergerd
Project Manager
Bureau of Sociological Research
University of Nebraska - Lincoln

Email First Reminder

Subject Line: [City] area parents, we need your feedback!

Dear [Name],

We recently sent you an email notifying you about the chance to provide feedback on early childhood care and education in Nebraska. As a NebrASKa Voices panelist, we wanted to reach out to you again about this opportunity.

We would like to bring together a group of parents with children five years old or younger for a focus group in [City] on [Date] at [Time]. The focus group will take about an hour and each participant will receive $30 for their time.

If you have a child that is five years old or younger and you would be interested in participating, please contact us by phone at (402) 472-3672 or email me at kmeiergerd2@unl.edu. If you do not have a child that is five year old or younger, please let us know and we will make sure you do not receive further communications about this focus group.

Sincerely,
Hello [Name],

My name is [Your Name] and I am with the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln (UNL). Since you are NebrASKa Voices panelist, we wanted to reach out to you about the opportunity to share your thoughts on early childhood care and education in Nebraska.

We would like to bring together a group of parents with children five years old or younger for a focus group in [City] on [Date] at [Time]. The focus group will take about an hour and each participant will receive $30 for their time.

Do you have a child that is five years old or young?

[If yes] Would you be interested in participating in this focus group?

[If yes] Thank you so much for your willingness to participate! [go through the Call-in Recruitment Script document with them for screening]
Focus Group Recruitment Call-in Script

Thank you so much for calling in. We are conducting focus groups across that State for the Buffett Early Childhood Institute in order to improve Nebraska families’ access to high quality early childhood care and education. We would like to bring together groups of Nebraska parents with children 5 years old or younger to share their thoughts and help us learn more about the care and education of these children.

1. **Do you have a child 5 years old or younger?**
   a. If yes, go to #2.
   b. If no: [“I am sorry, but we are looking for parents with children 5 years old or younger. Thank you so much for your time and interest in helping with this project.”] (end the call)

2. **What focus group location are you calling about?** (Options: Omaha, Lincoln – UNL or Center for People in Need, Kearney, Norfolk, North Platte, Scottsbluff, Valentine, or O’Neill)
   a. If we have already met the max # of recruits for that area: [“I am sorry, but there are no more open spaces available to sign up for the focus group in this area. Thank you so much for your time and interest in helping with this project.”] (end call)
   b. If calling about the focus group at the Center for People in Need: **Do you receive food or services at the Center for People in Need?**
      i. If yes: [“Thank you so much. You are eligible to be a part of this focus group. It will take about an hour to complete and you will receive $30 for your time. The focus group will be held at location on date/time.”]
      ii. If no: [“I am sorry, but for this focus group we are looking for people that receive services from the Center for People in Need. Thank you so much for your time and interest in helping with this project.”] (end the call)

3. **Part A: What is the highest degree you have attained?** (No diploma, High School Diploma/GED, Technical/Associate/Junior College, Bachelor’s Degree, Graduate Degree)
   **Part B: What is your total family income in the last 12 months?** (Less than $30,000, $30,000 to $60,000, $60,000 to $100,000, $100,000 or higher)
   a. If we have already met our quota for low education (High School Diploma or less)/low income ($30,000 or less): [“We are trying to gather information from a wide variety of people across the State. Unfortunately, we have already met our quota on the number of people with your education and income level. Thank you so much for your time and interest in helping with this project.”] (end call)
   b. If we have already met our quota for all other income/education levels: [“We are trying to gather information from a wide variety of people across the State. Unfortunately, we have already met our quota on the number of people with your education and income level. Thank you so much for your time and interest in helping with this project.”]

4. **[If #1-3 are OK R qualifies for focus group]** “Thank you so much. You are eligible to be a part of this focus group. It will take about an hour to complete and you will receive $30 for your time. The focus group will be held at location on date/time.”
Appendix C: Summary Family Childcare Study

Study purpose and Methods

Research questions. More than 50% of young children in Nebraska are cared for in family childcare settings, yet the enrollment of family childcare in the Step Up to Quality system is less than 10% of all licensed providers. This study was initiated as part of Nebraska’s Preschool Development Grant needs assessment to provide information on family childcare providers’ perceptions and engagement in SUTQ and other training within the state of Nebraska. The purpose of the study was to inform the following questions:

1) What do providers see as the strengths and challenges of their programs?
2) Why do providers decide to join SUTQ? What incentives or barriers do they perceive in being part of SUTQ?
3) For SUTQ providers, what value do they perceive from the program? For providers who are not part of SUTQ, where else do they receive training and support, and what incentives would encourage them to join SUTQ?
4) What changes to the SUTQ program do the providers recommend?

This memo outlines initial themes and findings, to be supplemented by a full report of both qualitative and quantitative data to be completed before the end of the year.

Methodology. The study was conducted between June and September 2019 by a team of researchers at the University of Nebraska. Priority was placed on hearing from four different groups of family childcare providers: 1) providers who are presently participating in SUTQ; 2) providers who are licensed but not participating in SUTQ; 3) providers representing both rural and urban areas; and 4) providers who are non-English speaking. Providers were recruited to participate in this study through several avenues, including recruitment at a statewide childcare conference; through the existing statewide family childcare networks; and through community-based organizations providing support to family childcare. There were three points of contact for data collection: two surveys, and a focus group or interview. Before participating in a focus group, providers were asked to fill out a survey with basic information on their program, participation in SUTQ and other training, and location of residence. If the provider indicated willingness to participate in an interview or focus group, they were contacted by a member of the research team and were scheduled to complete a focus group or interview either in-person or virtual (video conference). The focus groups questions were focused on providers experiences, challenges and strengths and on SUTQ and training. After completing the focus group, a more detailed survey was administered with questions on education, income, and perceptions of quality and access to childcare. A total of 101 providers filled out one or both surveys, and 50 providers participated in the focus groups. Information on the characteristics of providers participating in the survey appears below.

Themes

Below please find a summary of the top themes that emerged from our focus groups. We report first across all providers, and then specify themes that characterized unique groups of providers.

Strengths and Challenges
Strengths.

• Several providers emphasized the importance of continuity in relationships with children and families throughout young children’s lives as a key strength that is unique to family childcare. The importance of building relationships, and the emphasis on children’s social/emotional development (especially relationships with children of all different ages) was also mentioned.

• Providers also noted the flexibility and diversity of activities within family childcare homes, including the ability to integrate learning into daily activities and the advantages of having home environments with outdoor and indoor space.

• Providers also identified their own professionalism and experience as indicators of quality within their programs.

Challenges.

• Many providers mentioned the long hours and administrative demands including paperwork and billing as notable challenges. Providers reported working as many as 12 hours a day, with some providers open 24/7 to respond to the needs of the families.

• Burnout was frequently mentioned as challenge faced by family childcare providers. Providers mentioned the lack of ability to take days off for personal needs.

• Perceived lack of appreciation for their professionalism was also mentioned as a challenge. Providers stated that family childcare may be perceived as lower quality or “just playing with kids” whereas they perceive themselves as bringing professionalism and dedication to their work.

Step Up to Quality

Why enroll?

• The decision to enroll in SUTQ was driven by two main factors among our sample: 1) a personal dedication to learning and improvement; and 2) encouragement to join from colleagues and friends who are also family childcare providers. Providers who were enrolled in SUTQ reported being motivated by their personal dedication to their learning, growth and professionalism. Some reported having completed all available training classes, and they were eager for additional support from a coach. Neither financial incentives nor parent demand for SUTQ were mentioned as reasons to enroll.

• Both providers who were enrolled and those who were not reported finding the information about SUTQ difficult to understand. This was especially true for non-English speaking providers, who commented on the lack of translated materials.

Experiences with SUTQ

Positive

• While SUTQ does not have a formal mechanism for linking participating providers to one another, many providers mentioned the sense of connection and comradery that emerged when participating in SUTQ.

• Participating providers also mentioned the value of learning new things and improving their programs.
Negative

- The criteria for rating quality, and the measurement tools used for evaluating quality, were perceived as not relevant to family childcare. There was frustration with the lack of alignment with the elements of quality that providers perceived their programs as having (such as an emphasis on relationships with families and children), and the inappropriateness of the measures for rating home environments with a range of physical spaces and layouts.
- Coaches and SUTQ staff were sometimes perceived as a positive benefit to participation, but other times were not seen as such. The quality of coaches, in particular the coaches’ knowledge of family childcare, was perceived to vary considerably from one place to the next, and providers felt at the mercy of the system in receiving a coach that was either a good fit or not.
- The lack of clear communication and consistency between expectations from SUTQ, licensing, and other support agencies was mentioned as a strongly negative experience by many providers.
- Critically, providers reported that SUTQ was not valued by parents or community members. Providers reported that parents viewed the initial 1-star rating as a negative; lack of interest or awareness on the value of SUTQ by community leaders and government officials; and parents’ overall lack of knowledge or understanding of SUTQ and indicators of quality in general.
- Financial incentives were not viewed as adequate for encouraging participation in the program. While some providers mentioned the value of the incentives, many did not perceive the value of the incentives as a reason to enroll.

Important Emerging Themes

- Providers participating in other training programs beyond SUTQ also mentioned the value of Nebraska Children and Families Foundation, Rooted in Relationships, and Sixpence, but expressed frustration in the patchwork of training offered across the state and the inability for providers to engage in programs due to limited reach, within both rural and urban areas.
- Subsidy-receiving providers reported considerable challenges in working with families to receive payments and in providing adequate support to families.
- Providers expressed extreme frustration at the unwillingness of state and local authorities to close unlicensed facilities, which in turn caused them to question their own involvement in state licensing and quality improvement activities.
- The cost and lack of available and appropriate training also emerged as an important theme and barrier to improving quality in Nebraska.
- Family childcare providers are offering essential childcare to many families. Few providers reported low rates of enrollment, and instead stated that families take whatever care they can get – emphasizing that family childcare is and will continue to be an important element of the statewide early childhood system, likely for years to come.

1) Recommendations

The following recommendations emerged from our work:

**Improve SUTQ program design:**
- Improve measurement tools for family childcare.
- Widen the list of training programs and activities that family childcare providers can participate in, considering the demands on family childcare providers’ schedules.
- Increase the financial incentives for participating in the program, perhaps especially by increasing financial incentives for providers who participate in the Title 20 program.
- Invest in expanding the number and quality of coaches, through a dedicated effort within SUTQ to reach family childcare providers.

**Improve SUTQ program implementation:**

- Increase and improve outreach to family childcare providers about SUTQ and support during enrollment and invest in peer mentoring or promotion of the program.
- Improve communication of SUTQ, by encouraging community leaders and parents to acknowledge and support providers who choose to participate in the program and ensuring that all materials are available in the spoken languages of each community, at a minimum Spanish, Arabic and Vietnamese.
- Invest in networks of family childcare providers, by partnering with existing provider networks and expanding SUTQ to include a network/provider connection function as a key element for improving quality.
- Provide a streamlined and easily accessible list of all training available throughout the state, and information on how and where to access that training.

**Address issues in state licensing:**

- Provide mandatory training for licensing free of charge to all providers.
- Enforce state licensing laws for family childcare, and/or improve communication at a community level on the value of high-quality care and the importance of asking for licensure before enrolling children.
- Improve reach-out to providers who are not licensed, but may want to become licensed, especially within immigrant and refugee communities.

**Support all family childcare providers more effectively:**

- Recognize the central role that family childcare providers play in supporting working families. This group of providers is essential for the functioning of many families and by extension, their communities, yet they receive little support or acknowledgement.
- Provide resources such as “day off” funding for respite providers and/or other ways of acknowledging the importance of family childcare and ensuring that the care is as high-quality as possible, especially in places with limited access to other forms of childcare.
Appendix D: Previous Needs Assessment Reports Included in Analysis

Brennan, Alison Ph.D., North Central Regional Center for Rural Development. Access to Quality, Affordable Child Care in Rural Areas (A1).


Buffett Early Childhood Institute/Gallup Survey on Early Childhood Care and Education (2016). Nebraskans Speak About the Early Care and Education Workforce (A5).


Nebraska Educational Service Unit (ESU) 13 (2018). 2018 Community Assessment (B3).


Buffett Early Childhood Institute Partner Report (2019). The Nebraska Panhandle: An Assessment of Birth – Grade 3 Care and Education (B5).

Southeast Nebraska Community Action Partnership, Inc. (2018). 2018 Update to the Community Demographic and Assessment Information for the Nebraska Counties of Cass, Johnson, Nemaha, Otoe, Pawnee, and Richardson (B6).

Community for Kids Community Snapshots (C1).
Appendix E: Vulnerability Factors by Race and Ethnicity among Family Survey Respondents

<table>
<thead>
<tr>
<th>Indicator of Vulnerability</th>
<th>White</th>
<th>Black/African American</th>
<th>American Indian/Native American</th>
<th>Asian</th>
<th>Multiple</th>
<th>Non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Mental Distress</td>
<td>10.4%</td>
<td>15.8%</td>
<td>18.2%</td>
<td>11.1%</td>
<td>12.3%</td>
<td>10.2%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Spouse/Partner Mental Health Poor or Fair</td>
<td>5.9%</td>
<td>10%</td>
<td>15.4%</td>
<td>0%</td>
<td>8.1%</td>
<td>5.7%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Federal Poverty Level 200% or lower</td>
<td>24.5%</td>
<td>58.1%</td>
<td>43.8%</td>
<td>40.9%</td>
<td>44.2%</td>
<td>24.1%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Housing Insecure</td>
<td>19.6%</td>
<td>57.1%</td>
<td>68.2%</td>
<td>37%</td>
<td>36.8%</td>
<td>19.8%</td>
<td>40.3%</td>
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<tr>
<td>Food Insecure</td>
<td>17.1%</td>
<td>41.1%</td>
<td>59.1%</td>
<td>18.5%</td>
<td>29.8%</td>
<td>16.6%</td>
<td>38.8%</td>
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<tr>
<td>Inadequate Prenatal Care x</td>
<td>1.9%</td>
<td>2.1%</td>
<td>0%</td>
<td>8.7%</td>
<td>7.3%</td>
<td>1.8%</td>
<td>6.4%</td>
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<tr>
<td>Primary Caregiver Education less than High School</td>
<td>8.5%</td>
<td>18.5%</td>
<td>18.2%</td>
<td>22.2%</td>
<td>19.6%</td>
<td>7.9%</td>
<td>41.6%</td>
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<tr>
<td>Partner/Spouse Education less than High School</td>
<td>16.6%</td>
<td>44.1%</td>
<td>31.3%</td>
<td>28%</td>
<td>25%</td>
<td>15.3%</td>
<td>60.4%</td>
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<tr>
<td>Language Other than English</td>
<td>2.4%</td>
<td>7.3%</td>
<td>0%</td>
<td>28.6%</td>
<td>1.8%</td>
<td>0.5%</td>
<td>49%</td>
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<tr>
<td>Child has a disability or disorder</td>
<td>26.2%</td>
<td>28.6%</td>
<td>13.6%</td>
<td>11.5%</td>
<td>25%</td>
<td>25.8%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Child is in foster care</td>
<td>0.4%</td>
<td>3.5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Accessed services for support for domestic violence</td>
<td>1.6%</td>
<td>11.3%</td>
<td>4.8%</td>
<td>3.8%</td>
<td>9.1%</td>
<td>1.8%</td>
<td>5.0%</td>
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