



Preschool Development Grant Parent/Caregiver Survey Report



UNIVERSITY OF
SOUTH CAROLINA



Summer 2022

*The work is supported by the
Preschool Development Grant Birth through Five Initiative (PDG B-5)
Grant Number 90TP0080-02-00, from the Office of Child Care, Administration for
Children and Families, and U.S. Department of Health and Human Services.*

Key Findings

- More than 97% of parents/caregivers considered the following aspects important in an early care and education program:
 - health and safety aspects
 - physical space
 - teacher characteristics
 - program policies/rules
 - balance of play and academics
 - director/leader characteristics
 - staff/child ratios and/or classroom size
 - hours of operation/schedules.

- More parents/caregivers reported the need for some or a lot of help in early learning and education (56%-75%) than in health and wellbeing (20%-55%) and family support (22%-53%).

- Parents/caregivers' level of education is associated with their need for help in all three areas.
 - Compared with parents/caregivers with a bachelor's degree or above, those without a bachelor's degree reported higher need for help.
 - These differences are between small and moderate.

- Primary language spoken at home is associated with parents/caregivers' need for help in all three areas.
 - Compared with families who speak English as a primary language at home, those who speak a language other than English reported higher need for help.
 - These differences are between moderate and large in early learning and large in health/wellbeing and family support.

- Number of young children is associated with parents/caregivers' need for help in all three areas.
 - Compared with families with one young child, those with two or more young children reported significantly higher need for help.
 - These differences are small.

- Parents/caregivers' age is associated with their need for help in all three areas.
 - Parents/caregivers who are 25 or younger reported the highest need for help.
 - Parents/caregivers who are between 26 and 40 reported the lowest need for help.
 - These differences are between small and moderate.

- Parents/caregivers' income is significantly associated with their need for help in all three areas.
 - Parents/caregivers with an income less than \$25,000 reported the highest need for help.
 - Those with an income of \$50,000 or more reported the lowest need for help.
 - These differences are between moderate and large.

- Number of primary caregivers involved is significantly associated with parents/caregivers' need for help in all three areas.
 - Families with one caregiver reported the highest need for help.
 - Families with two caregivers reported the lowest need for help.
 - These differences are between small and moderate.
- Race/ethnicity is significantly associated with parents/caregivers' need for help in all three areas.
 - Hispanic or Latino parents/caregivers and Asian parents/caregivers reported higher need for help.
 - White parents/caregivers and American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander parents/caregivers reported lower need for help.
 - Overall, the differences in need for help due to race/ethnicity are moderate or large.
- Most parents/caregivers (80% or more) agreed that their communities are safe, supportive, appreciate and respect diversity and cultural differences, and have resources and services for children.
- Top three categories of adverse experiences that parents/caregivers reported include:
 - mental illness (17.9%)
 - housing instability (16.4%)
 - economic hardships (15.3%).

Survey Respondent Representativeness

Table 1. Number and Percent of Parent/Caregivers Completing Survey and Representativeness

County	PDG Parents/Caregivers	%	Population	%	Population Children Under 18	%	% Diff (PDG- Pop Children)
Abbeville	8	0.42	24407	0.46	4,967	0.45	-0.02
Aiken	34	1.80	173718	3.29	36,829	3.33	-1.52
Allendale	3	0.16	8216	0.16	1,704	0.15	0.01
Anderson	202	10.72	207090	3.92	45,748	4.13	6.59
Bamberg	23	1.22	13654	0.26	2,727	0.25	0.97
Barnwell	5	0.27	20356	0.39	5,031	0.45	-0.19
Beaufort	62	3.29	198614	3.76	35,114	3.17	0.12
Berkeley	34	1.80	241357	4.57	52,638	4.75	-2.95
Calhoun	9	0.48	14533	0.28	2,767	0.25	0.23
Charleston	108	5.73	421774	7.99	79,848	7.21	-1.48
Cherokee	19	1.01	57762	1.09	13,171	1.19	-0.18
Chester	10	0.53	32124	0.61	7,279	0.66	-0.13
Chesterfield	19	1.01	45188	0.86	10,099	0.91	0.10
Clarendon	25	1.33	33751	0.64	6,507	0.59	0.74
Colleton	17	0.90	37679	0.71	8,417	0.76	0.14
Darlington	18	0.96	66336	1.26	14,818	1.34	-0.38
Dillon	10	0.53	30213	0.57	7,787	0.70	-0.17
Dorchester	38	2.02	166991	3.16	39,320	3.55	-1.53
Edgefield	2	0.11	27516	0.52	4,891	0.44	-0.34
Fairfield	9	0.48	22289	0.42	4,330	0.39	0.09
Florence	65	3.45	138325	2.62	32,685	2.95	0.50
Georgetown	17	0.90	63576	1.20	11,400	1.03	-0.13
Greenville	232	12.31	541384	10.26	118,689	10.72	1.59
Greenwood	13	0.69	71239	1.35	16,012	1.45	-0.76
Hampton	14	0.74	18970	0.36	4,124	0.37	0.37
Horry	59	3.13	374033	7.09	61,871	5.59	-2.46
Jasper	13	0.69	31925	0.60	5,939	0.54	0.15
Kershaw	12	0.64	68049	1.29	15,181	1.37	-0.73
Lancaster	16	0.85	103966	1.97	20,519	1.85	-1.00
Laurens	31	1.65	68699	1.30	14,634	1.32	0.32
Lee	13	0.69	15896	0.30	3,458	0.31	0.38
Lexington	87	4.62	307550	5.83	68,103	6.15	-1.53
Marion	19	1.01	29859	0.57	7,081	0.64	0.37
Marlboro	4	0.21	25570	0.48	5,290	0.48	-0.27
McCormick	2	0.11	9573	0.18	1,132	0.10	0.00
Newberry	10	0.53	38434	0.73	8,331	0.75	-0.22
Oconee	18	0.96	82024	1.55	15,629	1.41	-0.46
Orangeburg	31	1.65	84499	1.60	19,120	1.73	-0.08
Pickens	56	2.97	130202	2.47	23,628	2.13	0.84
Richland	287	15.23	418873	7.94	88,774	8.02	7.21
Saluda	8	0.42	20625	0.39	4,442	0.40	0.02
Spartanburg	63	3.34	331081	6.27	72,999	6.59	-3.25
Sumter	31	1.65	107345	2.03	25,430	2.30	-0.65
Union	4	0.21	27300	0.52	5,813	0.53	-0.31
Williamsburg	11	0.58	29892	0.57	6,381	0.58	0.01
York	113	6.00	295373	5.60	66,393	6.00	0.00
Total	1884	100	5,277,830	100	1,107,050	100	0.00

The survey respondents and the population of children under 18 were compared based on the 46 counties in South Carolina. A few counties (e.g., Richland, Anderson) were over sampled, and a few (e.g., Spartanburg, Berkeley, Horry) were under sampled. The percentages of respondents and those of the children under 18 were similar for most of the counties in the state.

Reliability of the Subscales

Table 2. Identification and Reliability of Survey Subscales

Subscale	Cronbach's Alpha	Number of Items	Valid Responses
Need for Help in Health and Wellbeing	0.96	14	1573
Need for Help in Family Environment	0.95	10	1516
Need for Help in Early Education	0.94	9	1537
Views of Family Community	0.90	5	1397

Cronbach's alpha coefficients for the four subscales were calculated to examine the reliability of the instrument. The Cronbach's alphas range from 0.90 to 0.96, which suggests good reliability according to Nunnally and Bernstein (1994) who suggested an alpha coefficient of .70 as an acceptable level and .90 as a good reliability.

Respondent Demographics

Table 3. Survey Respondent Information

Variable	Level	N	%
Education	Below Bachelor	1194	62.1
	Bachelor or Above	729	37.9
Primary Language	Non-English	160	8.1
	English	1823	91.9
Number of Young Children	1 Child	1022	52.2
	2 or More Children	934	47.8
Parents/Caregivers' Age	25 or Younger	237	12.0
	26-40	1383	70.1
	41 or Older	353	17.9
Parents/Caregivers' Income	Less than \$25,000	616	35.6
	\$25,000-\$49,999	477	27.6
	\$50,000 or More	638	36.9
Race/Ethnicity	White	866	45.7
	Black	741	39.1
	Hispanic or Latino	166	8.8
	Asian	18	0.9
	American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander	21	1.1
	Multicultural (2 or more races)	84	4.4
Number of Primary Caregivers Involved	1 Primary Caregiver	414	21.3
	2 Primary Caregivers	1127	58.0
	3 or More Primary Caregivers	402	20.7

Table 4. Survey Respondent Role and Family Structure

Variable	Level	N	%
Participants Roles	Biological parent	1728	87.8
	Grandparent	96	4.9
	Foster parent	44	2.2
	Adoptive parent	43	2.2
	Stepparent	5	0.3
	Sibling or other relative	32	1.6
	Other	87	4.5
	Participants Family Structure	Two biological parents household	1149
Single mother household		508	26.3
Extended family (e.g., grandparents, uncles, aunts, etc. living in the house)		208	10.8
Blended family (e.g., stepparents, stepchildren)		93	4.8
Foster care family		41	2.1
Multiple parents household		38	2.0
Adoptive family		38	2.0
Single father household		18	0.9
Two same-sex parents household		17	0.9
Other		66	3.4

Note: 1967 selected at least one choice about roles. 1933 selected at least one choice about family structure.

A total of 2,727 participants from 46 counties in South Carolina were included in the analysis. Below are the summaries of the demographic information about these participants.

Ethnicity:

- About 46% were White or Caucasian
- 39% were Black or African American
- 9% were Hispanic/Latino
- 4% had more than one race/ethnicity identities
- 1% were Asian
- 1% were American Indian or Alaska Native or Native Hawaiian or other Pacific Islander.

Age:

- About 12% were 25 years of age or younger
- 70% were between 26 and 40 years of age
- 18% were older than 40

Level of education:

- About 38% had a bachelor's degree or above
- 62% did not have a bachelor's degree (i.e., associate degree, some college, high school diploma/GED or below)

Language spoken at home:

- About 92% indicated that English was the primary language spoken at home
- About 8% primarily spoke a language other than English at home

Annual Income:

- About 36% had an annual income of less than \$25,000
- 28% had an annual income between \$25,000 and \$49,999
- 37% had an annual income of \$50,000 or more

Age and number of children:

- About 48% of the parents/caregivers reported having two or more young children who were five years old or younger
- About 52% reported having one young child

Primary caregiver:

- 21% reported having one primary caregiver involved
- 58% had two primary caregivers involved
- 21% had three or more caregivers involved

The parents/caregivers played different roles in the life of young children:

- About 88% were biological parents
- 5% were grandparents
- 2% were foster parents
- 2% were adoptive parents.
- In addition, other roles include stepparents, siblings, and relatives.

The parents/caregivers reported their family structures:

- About 59% lived in a two biological parents household
- 26% were in a single mother household
- 11% were in an extended family
- 5% were in a blended family
- In addition, family structures included foster care families, multiple parents household, adoptive family, single father household, two same-sex parents household, and others.

Important Aspects of Enrolling in Early Care and Education Program

Table 5. Important Aspects of Enrolling in an Early Care and Education Program

Q2. If you are considering, have considered, or are currently enrolled in an early care and education program for your child, how important are the following aspects to you?	Not Important		Important		Very Important		% Important	N
	N	%	N	%	N	%		
Health and safety aspects	16	0.6	382	14.8	2191	84.6	99.4	2589
Physical space (cleanliness, spaciousness)	23	0.9	419	16.2	2147	82.9	99.1	2589
Teacher characteristics	32	1.2	523	20.1	2049	78.7	98.8	2604
Program policies/rules	53	2.0	771	29.4	1802	68.6	98.0	2626
Balance of play and academics	53	2.0	769	29.7	1769	68.3	98.0	2591
Director/Leader characteristics	56	2.1	736	28.2	1819	69.7	97.9	2611
Staff/child ratios and/or classroom size	61	2.3	637	24.5	1899	73.1	97.7	2597
Hours of operation/schedules	69	2.7	839	32.4	1685	65.0	97.3	2593
Location/driving distance	121	4.7	1001	38.8	1460	56.5	95.3	2582
Cost to me	131	5.1	833	32.1	1630	62.8	94.9	2594
Availability of specific programs (enrichment, special needs, culturally responsive, after school care)	143	5.5	880	33.8	1578	60.7	94.5	2601
Type of program (home-based, center-based, public school based, faith-based)	152	5.8	982	37.4	1490	56.8	94.2	2624
Program accreditation/rating (ABC Quality, NAEYC, NECPA)	199	7.5	847	31.7	1624	60.8	92.5	2670
Program providing meals/snacks	365	14.1	848	32.7	1382	53.3	85.9	2595
Existing relationships (friends having child/children enrolled)	801	30.9	961	37.1	831	32.0	69.1	2593
Program providing transportation	1126	43.6	658	25.5	800	31.0	56.4	2584

Summary

- Between 56% and 99% of parents/caregivers considered these aspects important in enrolling in an early care and education program.
- Comparatively, large percentages of parents/caregivers considered the following aspects important:
 - Health and safety aspects
 - Physical space
 - Teacher characteristics
 - Program policies/rules
 - Balance of play and academics

Help Needed in Early Learning and Development

Table 6. Help Needed in Early Learning and Development

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	No Help		Some Help		A Lot of Help		% Some or A Lot of Help	N
	N	%	N	%	N	%		
Knowing what to do for my child to be ready for kindergarten	557	25.3	977	44.3	671	30.4	74.7	2205
Finding community programs or services that support early learning	593	27.1	901	41.2	695	31.7	72.9	2189
Finding resources or materials to help my child learn at home	606	27.4	945	42.7	661	29.9	72.6	2212
Paying for high quality early care and education programs	617	28.9	667	31.2	853	39.9	71.1	2137
Identifying features of a good early care and education program	685	30.6	939	42.0	612	27.4	69.4	2236
Accessing high quality early care and education programs	695	31.7	774	35.3	723	33.0	68.3	2192
Knowing how to play with my child to promote learning	791	35.5	863	38.7	577	25.9	64.5	2231
Finding early care and education programs in my local area	834	38.2	712	32.6	639	29.2	61.8	2185
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	750	43.6	485	28.2	485	28.2	56.4	1720

Summary

- Between **56%** and **75%** of the parents/caregivers reported need for some or a lot of help related to learning and development.
- Comparatively, large percentages of parents/caregivers needed some or a lot of help in:
 - Knowing what to do for child to be ready for kindergarten
 - Finding community programs or services that support early learning
 - Finding resources or materials to help child learn at home
 - Paying for high quality early care and education programs

Table 7. Help Needed in Early Learning and Development by Parents/Caregivers' Highest Level of Education

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	Below Bachelor	Bachelor or above	<i>P</i>	Cohen's <i>d</i>
Paying for high quality early care and education programs	2.27	1.83	<.001	0.544
Finding resources or materials to help my child learn at home	2.10	1.84	<.001	0.351
Finding early care and education programs in my local area	1.99	1.71	<.001	0.349
Finding community programs or services that support early learning	2.12	1.86	<.001	0.345
Identifying features of a good early care and education program	2.03	1.78	<.001	0.345
Accessing high quality early care and education programs	2.07	1.84	<.001	0.284
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	1.89	1.67	<.001	0.279
Knowing what to do for my child to be ready for kindergarten	2.10	1.91	<.001	0.266
Knowing how to play with my child to promote learning	1.93	1.76	<.001	0.232

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 7 above,
 - 0.544 indicates a medium effect size
 - 0.232 – 0.351 indicate a small to medium effect size

Summary

- Education is significantly associated with need for help in all nine items related to learning and development.
- The differences are between small and moderate for most items.
- Parents/caregivers who have not earned a bachelor's degree yet reported higher need for help in all nine items.

Table 8. Help Needed in Early Learning and Development by Primary Language Spoken at Home

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	Non-English	English	<i>P</i>	Cohen's <i>d</i>
Knowing how to play with my child to promote learning	2.44	1.84	<.001	0.795
Finding early care and education programs in my local area	2.44	1.85	<.001	0.732
Accessing high quality early care and education programs	2.48	1.96	<.001	0.662
Finding resources or materials to help my child learn at home	2.46	1.97	<.001	0.659
Finding community programs or services that support early learning	2.47	2.00	<.001	0.627
Identifying features of a good early care and education program	2.38	1.91	<.001	0.627
Knowing what to do for my child to be ready for kindergarten	2.43	2.00	<.001	0.584
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	2.15	1.80	<.001	0.427
Paying for high quality early care and education programs	2.29	2.09	.014	0.242

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect $d = .8$). In Table 8 above,
 - 0.795 indicates a large effect size
 - 0.584 - 0.732 indicate a medium to large effect size
 - 0.242 - 0.427 indicate a small to medium effect size

Summary

- Primary language spoken at home is significantly associated with need for help in eight out of nine items in this area.
- The differences are between moderate and large for most items.
- Families who speak a language other than English at home reported higher need for help in all nine items.

Table 9. Help Needed in Early Learning and Development by Number of Young Children

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	2 or More Children	1 Child	<i>P</i>	Cohen's <i>d</i>
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	1.89	1.73	<.001	0.197
Identifying features of a good early care and education program	2.01	1.88	<.001	0.174
Knowing how to play with my child to promote learning	1.94	1.81	<.001	0.174
Finding resources or materials to help my child learn at home	2.06	1.95	.002	0.146
Finding early care and education programs in my local area	1.94	1.83	.005	0.134
Accessing high quality early care and education programs	2.05	1.94	.005	0.133
Paying for high quality early care and education programs	2.15	2.05	.012	0.121
Finding community programs or services that support early learning	2.07	1.98	.019	0.111
Knowing what to do for my child to be ready for kindergarten	2.07	1.99	.027	0.104

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 9 above,
 - 0.104 - 0.197 indicate a very small to small effect size

Summary

- Number of young children is significantly associated with need for help in six out of nine items related to learning and development.
- The differences are small.
- Families with two or more young children reported higher need for help in all nine items.

Table 10. Help Needed in Early Learning and Development by Parents/Caregivers' Age

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	25 or Younger (G1)	Age 26-40 (G2)	41 or Older (G3)	<i>P</i>	Partial η^2	Tukey HSD
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	1.94	1.73	2.05	<.001	0.025	G1 > G2; G3 > G2
Finding early care and education programs in my local area	2.13	1.82	2.00	<.001	0.018	G1 > G2; G3 > G2
Finding community programs or services that support early learning	2.20	1.97	2.16	<.001	0.015	G1 > G2; G3 > G2
Accessing high quality early care and education programs	2.12	1.94	2.12	<.001	0.011	G1 > G2; G3 > G2
Identifying features of a good early care and education program	2.11	1.90	2.03	<.001	0.010	G1 > G2; G3 > G2
Paying for high quality early care and education programs	2.28	2.06	2.17	<.001	0.009	G1 > G2
Knowing what to do for my child to be ready for kindergarten	2.15	2.00	2.07	.012	0.005	NA
Finding resources or materials to help my child learn at home	2.11	1.97	2.04	.034	0.004	NA
Knowing how to play with my child to promote learning	1.98	1.85	1.91	.073	0.003	NA

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 10 above,
 - 0.003 - 0.025 indicate a small effect size

Summary

- Parents/caregivers' age is significantly associated with need for help in six out of nine items related to learning and development.
- Most of the differences are small.
- Parents/caregivers' who are 25 or younger reported higher need for help in most items.

Table 11. Help Needed in Early Learning and Development by Parents/Caregivers' Income

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	Less than 25,000 (G1)	25,000-49,999 (G2)	50,000 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Paying for high quality early care and education programs	2.39	2.30	1.70	<.001	0.148	G1>G3; G2>G3
Finding early care and education programs in my local area	2.14	1.93	1.61	<.001	0.076	G1>G2; G1>G3; G2>G3
Finding community programs or services that support early learning	2.25	2.07	1.77	<.001	0.075	G1>G2; G1>G3; G2>G3
Identifying features of a good early care and education program	2.15	1.97	1.72	<.001	0.060	G1>G2; G1>G3; G2>G3
Accessing high quality early care and education programs	2.19	2.05	1.74	<.001	0.058	G1>G2; G1>G3; G2>G3
Finding resources or materials to help my child learn at home	2.19	2.04	1.79	<.001	0.052	G1>G2; G1>G3; G2>G3
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	2.00	1.84	1.60	<.001	0.041	G1>G2; G1>G3; G2>G3
Knowing how to play with my child to promote learning	2.04	1.88	1.72	<.001	0.031	G1>G2; G1>G3; G2>G3
Knowing what to do for my child to be ready for kindergarten	2.18	2.05	1.88	<.001	0.029	G1>G2; G1>G3; G2>G3

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 11 above,
 - 0.148 indicates a large effect size
 - 0.060 - 0.076 indicate a medium to large effect size
 - 0.029 - 0.058 indicate a small to medium effect size

Summary

- Parents/caregivers' income is significantly associated with need for help in all nine items related to learning and development.
- The differences are close to moderate for most items.
- Parents/caregivers with an income of less than \$25,000 reported higher need for help in all nine items.

Table 12. Help Needed in Early Learning and Development by Number of Primary Caregivers Involved

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	1 (G1)	2 (G2)	3 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Paying for high quality early care and education programs	2.35	1.99	2.16	<.001	0.030	G1>G2; G1>G3; G3>G2
Identifying features of a good early care and education program	2.13	1.88	1.95	<.001	0.017	G1>G2; G1>G3
Finding community programs or services that support early learning	2.20	1.96	2.05	<.001	0.015	G1>G2; G1>G3
Finding early care and education programs in my local area	2.05	1.82	1.90	<.001	0.013	G1>G2; G1>G3
Accessing high quality early care and education programs	2.13	1.92	2.03	<.001	0.012	G1>G2
Finding resources or materials to help my child learn at home	2.14	1.95	1.99	<.001	0.009	G1>G2; G1>G3
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	1.93	1.77	1.84	.019	0.006	NA
Knowing how to play with my child to promote learning	1.98	1.83	1.87	.004	0.006	G1>G2
Knowing what to do for my child to be ready for kindergarten	2.12	2.00	2.02	.021	0.004	NA

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 12 above,
 - 0.009 - 0.030 indicate a small to medium effect size
 - 0.004 - 0.006 indicate a very small size

Summary

- Number of primary caregivers involved is significantly associated with need for help in seven out of nine items in this area.
- The differences are between small and moderate for most items.
- Families with one primary caregiver reported higher need for help in all nine items.

Table 13. Help Needed in Early Learning and Development by Parents/Caregivers' Race/Ethnicity

Q3. Please indicate the level of help you need regarding the learning and development of your child (0-5 years old).	White (G1)	Black (G2)	Hispanic or Latino (G3)	Asian (G4)	American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander (G5)	2 or More Races (G6)	<i>P</i>	Partial η^2	Tukey HSD
Finding early care and education programs in my local area	1.66	2.05	2.35	2.20	1.50	2.00	<.001	0.082	G2>G1,5; G3>G1,2,5,6; G6>G1
Identifying features of a good early care and education program	1.75	2.08	2.35	2.33	1.39	1.96	<.001	0.074	G2>G1,5; G3>G1,2,5,6; G4>G1,5; G6>G5
Finding community programs or services that support early learning	1.84	2.16	2.42	2.47	1.33	2.10	<.001	0.072	G1>G5; G2>G1,5; G3> G1,2,5,6; G4>G1,5; G6>G1,5
Knowing how to play with my child to promote learning	1.73	1.94	2.45	2.44	1.53	1.85	<.001	0.070	G2>G1; G3>G1,2,5,6; G4>G1,5,6;
Accessing high quality early care and education programs	1.80	2.11	2.45	2.44	1.56	2.06	<.001	0.065	G2>G1,5; G3>G1,2,5,6; G4>G1,5;
Finding resources or materials to help my child learn at home	1.84	2.10	2.43	2.44	1.55	2.06	<.001	0.060	G2>G1,5; G3>G1,2,5,6; G4>G1,5;
Paying for high quality early care and education programs	1.91	2.25	2.37	2.13	1.61	2.23	<.001	0.052	G2>G1,5; G3>G1,5; G6>G5
Finding information for my child's special needs (e.g., disabilities, behavioral challenges)	1.66	1.95	2.14	2.38	1.40	1.67	<.001	0.046	G2>G1; G3> G1,5,6
Knowing what to do for my child to be ready for kindergarten	1.90	2.11	2.41	2.33	1.70	2.05	<.001	0.043	G2>G1; G3>G1,2,5,6

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.006 (0.05/9)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 13 above,
 - 0.060 - 0.082 indicate a medium to large effect size
 - 0.043 - 0.052 indicate a small to medium effect size

Summary

- Race/ethnicity is significantly associated with need for help in all nine items related to learning and development.
- The differences are between moderate and large for six items.
- Hispanic and Latino parents/caregivers and Asian parents/caregivers reported higher need for help.
- White parents/caregivers and American Indian or Alaska Native and Native Hawaiian or other Pacific Islander parents/caregivers reported lower need for help.

Help Needed in Health and Wellbeing

Table 14. Help Needed in Health and Wellbeing

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	No Help		Some Help		A Lot of Help		% Some or A Lot of Help	N
	N	%	N	%	N	%		
Understanding how children develop (physical, cognitive, emotional)	934	44.8	803	38.5	350	16.8	55.2	2087
Involving my child in physical activities that are age appropriate	1019	49.0	714	34.3	346	16.6	51.0	2079
Paying for healthcare for my child	1131	55.7	420	20.7	478	23.6	44.3	2029
Finding early intervention programs (e.g., BabyNet) when needed	1093	55.8	546	27.9	320	16.3	44.2	1959
Paying for nutritious foods	1139	55.9	543	26.7	355	17.4	44.1	2037
Finding mental health services for parents/caregivers	1153	61.4	427	22.7	298	15.9	38.6	1878
Finding resources when my child is in danger	1263	64.2	426	21.6	279	14.2	35.8	1968
Knowing how to keep my child safe physically and emotionally	1333	64.6	447	21.7	284	13.8	35.4	2064
Finding mental health services for my child	1195	64.9	380	20.6	266	14.4	35.1	1841
Finding healthcare providers for my child	1408	67.9	375	18.1	292	14.1	32.1	2075
Finding enough food	1393	69.1	347	17.2	277	13.7	30.9	2017
Getting to healthcare site as needed for my child	1476	72.2	300	14.7	268	13.1	27.8	2044
Taking my child to well-child visits	1610	78.5	217	10.6	224	10.9	21.5	2051
Finding safe drinking water	1593	79.8	175	8.8	227	11.4	20.2	1995

Summary

- Between 20% and 55% of the parents/caregivers reported need for some or a lot of help related to health and wellbeing.
- Comparatively, large percentages of parents/caregivers needed some or a lot of help in:
 - Understanding how children develop
 - Involving child in physical activities that are age appropriate
 - Paying for healthcare for child
 - Finding early intervention programs
 - Paying for nutritious foods

Table 15. Help Needed in Health and Wellbeing by Parents/Caregivers' Highest Level of Education

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	Below Bachelor	Bachelor or above	<i>P</i>	Cohen's <i>d</i>
Finding enough food	1.56	1.21	<.001	0.513
Paying for nutritious foods	1.73	1.36	<.001	0.512
Getting to healthcare site as needed for my child	1.49	1.21	<.001	0.415
Involving my child in physical activities that are age appropriate	1.77	1.50	<.001	0.373
Finding safe drinking water	1.38	1.15	<.001	0.366
Taking my child to well-child visits	1.38	1.15	<.001	0.361
Paying for healthcare for my child	1.75	1.49	<.001	0.329
Finding healthcare providers for my child	1.51	1.31	<.001	0.277
Finding early intervention programs (e.g., BabyNet) when needed	1.66	1.47	<.001	0.261
Knowing how to keep my child safe physically and emotionally	1.53	1.37	<.001	0.234
Finding resources when my child is in danger	1.53	1.38	<.001	0.219
Understanding how children develop (physical, cognitive, emotional)	1.74	1.63	<.001	0.162
Finding mental health services for my child	1.52	1.41	.001	0.159
Finding mental health services for parents/caregivers	1.56	1.48	.024	0.112

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect $d = (.8)$. In Table 15 above,
 - 0.512 - 0.513 indicate a medium effect size
 - 0.219 - 0.415 indicate a small to medium effect size
 - 0.112 - 0.162 indicate a very small effect size

Summary

- Education is significantly associated with need for help in 13 out of 14 items related to health and wellbeing.
- The differences are between small and moderate for 12 items.
- Parents/caregivers who reported education below bachelor's degree reported higher need for help in all 14 items.

Table 16. Help Needed in Health and Wellbeing by Primary Language Spoken at Home

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	Non-English	English	<i>P</i>	Cohen's <i>d</i>
Taking my child to well-child visits	2.08	1.26	<.001	1.322
Finding safe drinking water	1.99	1.26	<.001	1.156
Getting to healthcare site as needed for my child	2.11	1.34	<.001	1.155
Finding healthcare providers for my child	2.18	1.39	<.001	1.145
Finding resources when my child is in danger	2.23	1.44	<.001	1.137
Finding enough food	2.15	1.39	<.001	1.085
Knowing how to keep my child safe physically and emotionally	2.17	1.43	<.001	1.057
Finding early intervention programs (e.g., BabyNet) when needed	2.23	1.55	<.001	0.932
Paying for nutritious foods	2.21	1.56	<.001	0.873
Involving my child in physical activities that are age appropriate	2.24	1.63	<.001	0.841
Understanding how children develop (physical, cognitive, emotional)	2.26	1.67	<.001	0.827
Paying for healthcare for my child	2.20	1.63	<.001	0.701
Finding mental health services for my child	1.91	1.46	<.001	0.619
Finding mental health services for parents/caregivers	1.96	1.51	<.001	0.602

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 16 above,
 - 0.827 - 1.322 indicate a large effect size
 - 0.602 - 0.701 indicate a medium to large effect size

Summary

- Primary language spoken at home is significantly associated with need for help in all 14 items related to health and wellbeing.
- The differences are large for most items.
- Families who speak a language other than English at home reported higher need for help in all 14 items.

Table 17. Help Needed in Health and Wellbeing by Number of Young Children

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	2 or More Children	1 Child	<i>P</i>	Cohen's <i>d</i>
Getting to healthcare site as needed for my child	1.50	1.28	<.001	0.323
Taking my child to well-child visits	1.41	1.21	<.001	0.301
Finding enough food	1.54	1.35	<.001	0.269
Finding safe drinking water	1.39	1.22	<.001	0.264
Finding mental health services for my child	1.58	1.39	<.001	0.256
Finding early intervention programs (e.g., BabyNet) when needed	1.69	1.50	<.001	0.250
Finding mental health services for parents/caregivers	1.62	1.45	<.001	0.236
Paying for nutritious foods	1.67	1.52	<.001	0.203
Understanding how children develop (physical, cognitive, emotional)	1.78	1.64	<.001	0.201
Knowing how to keep my child safe physically and emotionally	1.54	1.41	<.001	0.191
Finding healthcare providers for my child	1.50	1.37	<.001	0.182
Finding resources when my child is in danger	1.54	1.42	<.001	0.171
Paying for healthcare for my child	1.73	1.59	<.001	0.170
Involving my child in physical activities that are age appropriate	1.73	1.61	<.001	0.162

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect (*d* = .2), medium effect (*d* = .5), and large effect (*d* = .8). In Table 17 above,
 - 0.201 – 0.323 indicate a small to medium effect size
 - 0.162 – 0.191 indicate a very small effect size

Summary

- Number of young children is significantly associated with need for help in all 14 items related to health and wellbeing.
- The differences are small for most items.
- Families with two or more young children reported higher need for help in all 14 items.

Table 18. Help Needed in Health and Wellbeing by Parents/Caregivers' Age

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	25 or Younger (G1)	Age 26-40 (G2)	41 or Older (G3)	<i>P</i>	Partial η^2	Tukey HSD
Finding healthcare providers for my child	1.62	1.39	1.56	<.001	0.015	G1>G2; G3>G2
Taking my child to well-child visits	1.52	1.27	1.33	<.001	0.015	G1>G2; G1>G3
Finding enough food	1.67	1.40	1.48	<.001	0.015	G1>G2; G1>G3
Finding resources when my child is in danger	1.57	1.43	1.65	<.001	0.014	G1>G2; G3>G2
Paying for healthcare for my child	1.80	1.61	1.81	<.001	0.013	G1>G2; G3>G2
Getting to healthcare site as needed for my child	1.57	1.35	1.44	<.001	0.012	G1>G2
Finding early intervention programs (e.g., BabyNet) when needed	1.71	1.54	1.72	<.001	0.012	G1>G2; G3>G2
Paying for nutritious foods	1.75	1.55	1.69	<.001	0.010	G1>G2; G3>G2
Finding mental health services for my child	1.52	1.45	1.64	<.001	0.010	G3>G2
Finding mental health services for parents/caregivers	1.53	1.50	1.66	.004	0.007	G3>G2
Finding safe drinking water	1.44	1.27	1.37	<.001	0.009	G1>G2; G3>G2
Knowing how to keep my child safe physically and emotionally	1.60	1.44	1.55	.002	0.007	G1>G2
Involving my child in physical activities that are age appropriate	1.81	1.64	1.72	.003	0.006	G1>G2
Understanding how children develop (physical, cognitive, emotional)	1.75	1.68	1.78	.048	0.003	NA

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 18 above,
 - 0.010 - 0.015 indicate a small effect size
 - 0.003 - 0.007 indicate a very small effect size

Summary

- Parents/caregivers' age is significantly associated with need for help in 12 out of 14 items related to health and wellbeing.
- The differences are between small and moderate for most items.
- Parents/caregivers who are 25 or younger or 41 or older reported higher need for help.

Table 19. Help Needed in Health and Wellbeing by Parents/Caregivers' Income

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	Less than 25,000 (G1)	25,000-49,999 (G2)	50,000 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Finding enough food	1.74	1.52	1.11	<.001	0.138	G1>G2; G1>G3; G2>G3
Paying for nutritious foods	1.85	1.76	1.23	<.001	0.136	G1>G3; G2>G3
Getting to healthcare site as needed for my child	1.63	1.40	1.14	<.001	0.090	G1>G2; G1>G3; G2>G3
Involving my child in physical activities that are age appropriate	1.91	1.73	1.41	<.001	0.084	G1>G2; G1>G3; G2>G3
Paying for healthcare for my child	1.91	1.75	1.37	<.001	0.083	G1>G2; G1>G3; G2>G3
Taking my child to well-child visits	1.53	1.30	1.10	<.001	0.081	G1>G2; G1>G3; G2>G3
Finding safe drinking water	1.50	1.33	1.09	<.001	0.073	G1>G2; G1>G3; G2>G3
Finding early intervention programs (e.g., BabyNet) when needed	1.77	1.62	1.37	<.001	0.056	G1>G2; G1>G3; G2>G3
Finding healthcare providers for my child	1.63	1.45	1.24	<.001	0.053	G1>G2; G1>G3; G2>G3
Finding resources when my child is in danger	1.65	1.51	1.29	<.001	0.048	G1>G2; G1>G3; G2>G3
Knowing how to keep my child safe physically and emotionally	1.65	1.51	1.30	<.001	0.043	G1>G2; G1>G3; G2>G3
Finding mental health services for my child	1.62	1.53	1.34	<.001	0.028	G1>G3; G2>G3
Understanding how children develop (physical, cognitive, emotional)	1.83	1.73	1.56	<.001	0.025	G1>G3; G2>G3
Finding mental health services for parents/caregivers	1.66	1.58	1.40	<.001	0.024	G1>G3; G2>G3

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 19 above,
 - 0.138 indicates a large effect size
 - 0.073 – 0.136 indicate a medium to large effect size
 - 0.024 – 0.056 indicate a small to medium effect size

Summary

- Parents/caregivers' income is significantly associated with need for help in all 14 items related to health and wellbeing.
- The differences are close to moderate or between moderate and large for most items.
- Parents/caregivers with an income of less than \$25,000 reported higher need for help in all 14 items.

Table 20. Help Needed in Health and Wellbeing by Number of Primary Caregivers Involved

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	1 (G1)	2 (G2)	3 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Getting to healthcare site as needed for my child	1.56	1.30	1.47	<.001	0.024	G1>G2; G3>G2
Paying for nutritious foods	1.79	1.51	1.65	<.001	0.023	G1>G2; G1>G3; G3>G2
Finding safe drinking water	1.44	1.23	1.39	<.001	0.020	G1>G2; G3>G2
Finding enough food	1.60	1.36	1.51	<.001	0.019	G1>G2; G3>G2
Involving my child in physical activities that are age appropriate	1.84	1.59	1.72	<.001	0.019	G1>G2; G3>G2
Knowing how to keep my child safe physically and emotionally	1.61	1.40	1.58	<.001	0.019	G1>G2; G3>G2
Finding resources when my child is in danger	1.62	1.41	1.58	<.001	0.018	G1>G2; G3>G2
Paying for healthcare for my child	1.85	1.58	1.72	<.001	0.018	G1>G2; G3>G2
Taking my child to well-child visits	1.42	1.24	1.38	<.001	0.016	G1>G2; G3>G2
Finding early intervention programs (e.g., BabyNet) when needed	1.73	1.52	1.67	<.001	0.016	G1>G2; G3>G2
Finding mental health services for parents/caregivers	1.63	1.49	1.59	.003	0.007	G1>G2
Finding healthcare providers for my child	1.56	1.37	1.53	<.001	0.015	G1>G2; G3>G2
Understanding how children develop (physical, cognitive, emotional)	1.82	1.66	1.73	.002	0.007	G1>G2
Finding mental health services for my child	1.59	1.43	1.53	.001	0.001	G1>G2

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 20 above,
 - 0.015 – 0.024 indicate a small effect size
 - 0.001 – 0.007 indicate a very small effect size

Summary

- Number of primary caregivers involved is significantly associated with need for help in all 14 items related to health and wellbeing.
- The differences are between small and moderate for most items.
- Families with one primary caregiver reported higher need for help in all 14 items.

Table 21. Help Needed in Health and Wellbeing by Parents/Caregivers' Race/Ethnicity

Q4. Please indicate the level of help you need regarding the health and wellbeing of your child (0-5 years old).	White (G1)	Black (G2)	Hispanic or Latino (G3)	Asian (G4)	American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander (G5)	2 or More Races (G6)	<i>P</i>	Partial η^2	Tukey HSD
Finding safe drinking water	1.10	1.43	1.93	1.93	1.05	1.34	<.001	0.137	G2>G1; G3>G1,2,5,6; G4>G1,2,5,6; G6>G1
Taking my child to well-child visits	1.12	1.41	1.97	1.94	1.05	1.27	<.001	0.132	G2>G1; G3>G1,2,5,6; G4>G1,2,5,6
Getting to healthcare site as needed for my child	1.17	1.53	1.98	2.14	1.11	1.37	<.001	0.128	G2>G1; G3>G1,2,5,6; G4>G1,2,5,6;
Finding healthcare providers for my child	1.24	1.57	2.08	2.13	1.11	1.38	<.001	0.119	G2>G1,5; G3>G1,2,5,6; G4>G1,2,5,6
Finding enough food	1.24	1.54	2.12	1.79	1.11	1.51	<.001	0.113	G2>G1; G3>G1,2,5,6; G4>G1; G6>G1
Knowing how to keep my child safe physically and emotionally	1.28	1.60	2.11	2.20	1.11	1.46	<.001	0.113	G2>G1,5; G3>G1,2,5,6; G4>G1,2,5,6
Finding resources when my child is in danger	1.29	1.59	2.13	2.13	1.11	1.49	<.001	0.112	G1>G5; G2>G1,5; G3>G1,2,5,6; G4>G1,2,5,6
Involving my child in physical activities that are age appropriate	1.48	1.78	2.22	2.43	1.16	1.77	<.001	0.095	G2>G1,5; G3>G1,2,5,6; G4>G1,2,5,6; G6>G1,5
Paying for nutritious foods	1.41	1.71	2.17	2.00	1.11	1.64	<.001	0.085	G2>G1,5; G3>G1,2,5,6; G4>G1,5
Finding early intervention programs (e.g., BabyNet) when needed	1.42	1.69	2.12	1.80	1.21	1.58	<.001	0.075	G2>G1,5; G3>G1,2,5,6
Understanding how children develop (physical, cognitive, emotional)	1.56	1.78	2.20	2.13	1.21	1.79	<.001	0.066	G2>G1,5; G3>G1,2,5,6; G4>G1,5; G6>G5
Paying for healthcare for my child	1.49	1.75	2.13	2.07	1.21	1.76	<.001	0.054	G2>G1,5; G3>G1,2,5,6; G4>G5
Finding mental health services for my child	1.35	1.58	1.89	1.92	1.17	1.47	<.001	0.049	G2>G1; G3>G1,2,5,6
Finding mental health services for parents/caregivers	1.40	1.63	1.87	2.00	1.11	1.53	<.001	0.042	G2>G1,5; G3>G1,2,5,6; G4>G5;

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.004 (0.05/14)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 21 above,
 - 0.066 - 0.137 indicate a medium to large effect size
 - 0.042 - 0.054 indicate a small to medium effect size

Summary:

- Race/ethnicity is significantly associated with need for help in all 14 items related to health and wellbeing.
- The differences are moderate or large for most items.
- Hispanic or Latino parents/caregivers and Asian parents/caregivers reported higher need for help.
- White parents/caregivers and American Indian or Alaska Native and Native Hawaiian or other Pacific Islander parents/caregivers reported lower need for help.

Help Needed in Family Support

Table 22. Help Needed in Family Support

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	No Help		Some Help		A Lot of Help		% Some or A Lot of Help	N
	N	%	N	%	N	%		
Knowing how to be a more effective parent	913	46.9	780	40.1	252	13.0	53.1	1945
Building strong relationships with my child	1140	57.7	590	29.9	245	12.4	42.3	1975
Learning how to be an advocate for my child	1136	58.1	557	28.5	262	13.4	41.9	1955
Furthering my career education/job training to support my family	1110	58.9	454	24.1	320	17.0	41.1	1884
Accessing parenting programs	1169	60.4	529	27.3	239	12.3	39.6	1937
Getting my child to activities	1344	69.7	368	19.1	216	11.2	30.3	1928
Finding and keeping a job to support my family	1331	70.8	307	16.3	243	12.9	29.2	1881
Getting my child to child care services	1376	71.0	330	17.0	231	11.9	29.0	1937
Creating a safe and caring environment at home	1488	76.0	276	14.1	195	10.0	24.0	1959
Having translation/interpreting services when needed	1299	77.7	180	10.8	192	11.5	22.3	1671

Summary

- Between 22% and 53% of the parents/caregivers reported need for some or a lot of help related to family support.
- Comparatively, large percentages of parents/caregivers needed some or a lot of help in:
 - Knowing how to be a more effective parent
 - Building strong relationships with child
 - Learning how to be an advocate for child
 - Furthering career education/job training to support family

Table 23. Help Needed in Family by Parents/Caregivers' Highest Level of Education

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	Below Bachelor	Bachelor or above	<i>P</i>	Cohen's <i>d</i>
Furthering my career education/job training to support my family	1.73	1.28	<.001	0.629
Finding and keeping a job to support my family	1.52	1.21	<.001	0.449
Getting my child to child care services	1.47	1.24	<.001	0.353
Having translation/interpreting services when needed	1.38	1.17	<.001	0.330
Accessing parenting programs	1.58	1.37	<.001	0.301
Getting my child to activities	1.47	1.28	<.001	0.280
Creating a safe and caring environment at home	1.37	1.25	<.001	0.194
Building strong relationships with my child	1.58	1.45	<.001	0.191
Knowing how to be a more effective parent	1.67	1.62	.150	0.068
Learning how to be an advocate for my child	1.56	1.49	.039	0.097

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 23 above,
 - 0.629 indicates a medium to large effect size
 - 0.280 – 0.449 indicate a small to medium effect size
 - 0.097 – 0.194 indicate a very small to small effect size

Summary

- Education is significantly associated with need for help in 8 out of 10 items related to family support.
- The differences are small or between small and moderate for most items.
- Parents/caregivers without a bachelor's degree reported higher need for help in all 10 items.

Table 24. Help Needed in Family by Primary Language Spoken at Home

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	Non-English	English	<i>P</i>	Cohen's <i>d</i>
Having translation/interpreting services when needed	2.24	1.25	<.001	1.639
Creating a safe and caring environment at home	1.93	1.29	<.001	1.010
Finding and keeping a job to support my family	2.05	1.37	<.001	1.000
Learning how to be an advocate for my child	2.14	1.51	<.001	0.902
Getting my child to activities	1.96	1.37	<.001	0.893
Building strong relationships with my child	2.07	1.51	<.001	0.823
Getting my child to child care services	1.90	1.36	<.001	0.816
Furthering my career education/job training to support my family	2.12	1.53	<.001	0.788
Accessing parenting programs	2.00	1.48	<.001	0.764
Knowing how to be a more effective parent	2.10	1.63	<.001	0.686

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 24 above,
 - 0.816 - 1.639 indicate a large effect size
 - 0.686 - 0.788 indicate a medium to large effect size

Summary:

- Primary language spoken at home is significantly associated with need for help in all 10 items related to family support.
- The differences are large for most items.
- Families who speak a language other than English at home reported higher need for help in all 10 items.

Table 25. Help Needed in Family by Number of Young Children

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	2 or More Children	1 Child	<i>P</i>	Cohen's <i>d</i>
Having translation/interpreting services when needed	1.42	1.22	<.001	0.318
Finding and keeping a job to support my family	1.51	1.31	<.001	0.290
Getting my child to child care services	1.49	1.30	<.001	0.276
Getting my child to activities	1.50	1.32	<.001	0.268
Furthering my career education/job training to support my family	1.66	1.48	<.001	0.235
Creating a safe and caring environment at home	1.40	1.26	<.001	0.215
Accessing parenting programs	1.59	1.43	<.001	0.226
Knowing how to be a more effective parent	1.73	1.58	<.001	0.212
Building strong relationships with my child	1.61	1.47	<.001	0.202
Learning how to be an advocate for my child	1.61	1.47	<.001	0.201

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 25 above,
 - 0.201 – 0.318 indicate a small to medium effect size

Summary

- Number of young children is significantly associated with need for help in all 10 items related to family support.
- The differences are small for most items.
- Families with two or more young children reported higher need for help in all 10 items.

Table 26. Help Needed in Family by Parents/Caregivers' Age

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	25 or Younger (G1)	Age 26-40 (G2)	41 or Older (G3)	<i>P</i>	Partial η^2	Tukey HSD
Finding and keeping a job to support my family	1.65	1.37	1.43	<.001	0.017	G1>G2; G1>G3
Furthering my career education/job training to support my family	1.82	1.53	1.56	<.001	0.015	G1>G2; G1>G3
Accessing parenting programs	1.64	1.46	1.64	<.001	0.014	G1>G2; G3>G2
Having translation/interpreting services when needed	1.50	1.28	1.39	<.001	0.014	G1>G2; G3>G2
Getting my child to child care services	1.57	1.35	1.46	<.001	0.012	G1>G2; G3>G2
Getting my child to activities	1.54	1.36	1.50	<.001	0.012	G1>G2; G3>G2
Creating a safe and caring environment at home	1.47	1.30	1.39	<.001	0.009	G1>G2; G3>G2
Building strong relationships with my child	1.61	1.51	1.61	.030	0.004	NA
Learning how to be an advocate for my child	1.62	1.52	1.61	.036	0.004	NA
Knowing how to be a more effective parent	1.65	1.64	1.72	.205	0.002	NA

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 26 above,
 - 0.009 – 0.017 indicate a small effect size
 - 0.002 – 0.004 indicate a very small effect size

Summary

- Parents/caregivers' age is significantly associated with need for help in 7 out of 10 items related to family support.
- The differences are small or between small and moderate.
- Parents/caregivers who are 25 or younger reported higher need for help in most items.

Table 27. Help Needed in Family by Parents/Caregivers' Income

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	Less than 25,000 (G1)	25,000-49,999 (G2)	50,000 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Furthering my career education/job training to support my family	1.91	1.61	1.21	<.001	0.155	G1>G2; G1>G3; G2>G3
Finding and keeping a job to support my family	1.74	1.37	1.10	<.001	0.153	G1>G2; G1>G3; G2>G3
Getting my child to child care services	1.61	1.40	1.17	<.001	0.077	G1>G2; G1>G3; G2>G3
Getting my child to activities	1.62	1.42	1.19	<.001	0.072	G1>G2; G1>G3; G2>G3
Having translation/interpreting services when needed	1.52	1.30	1.11	<.001	0.070	G1>G2; G1>G3; G2>G3
Accessing parenting programs	1.70	1.52	1.30	<.001	0.060	G1>G2; G1>G3; G2>G3
Creating a safe and caring environment at home	1.48	1.36	1.18	<.001	0.038	G1>G2; G1>G3; G2>G3
Building strong relationships with my child	1.67	1.57	1.41	<.001	0.025	G1>G2; G1>G3; G2>G3
Learning how to be an advocate for my child	1.67	1.55	1.43	<.001	0.020	G1>G2; G1>G3; G2>G3
Knowing how to be a more effective parent	1.75	1.67	1.57	<.001	0.013	G1>G3

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 27 above,
 - 0.153 – 0.155 indicate a large effect size
 - 0.060 – 0.077 indicate a medium to large effect size
 - 0.013 – 0.038 indicate a small to medium effect size

Summary

- Parents/caregivers' income is significantly associated with need for help in all 10 items related to family support.
- The differences are close to moderate or large for most items.
- Parents/caregivers with an income of less than \$25,000 reported higher need for all 10 items.

Table 28. Help Needed in Family by Number of Primary Caregivers Involved

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	1 (G1)	2 (G2)	3 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Finding and keeping a job to support my family	1.61	1.31	1.48	<.001	0.030	G1>G2; G3>G2
Getting my child to activities	1.57	1.31	1.49	<.001	0.028	G1>G2; G3>G2
Accessing parenting programs	1.67	1.41	1.62	<.001	0.028	G1>G2; G3>G2
Getting my child to child care services	1.56	1.30	1.46	<.001	0.025	G1>G2; G3>G2
Furthering my career education/job training to support my family	1.77	1.47	1.62	<.001	0.025	G1>G2; G1>G3; G3>G2
Having translation/interpreting services when needed	1.44	1.25	1.40	<.001	0.018	G1>G2; G3>G2
Building strong relationships with my child	1.67	1.47	1.59	<.001	0.014	G1>G2; G3>G2
Creating a safe and caring environment at home	1.41	1.27	1.43	<.001	0.013	G1>G2; G3>G2
Learning how to be an advocate for my child	1.65	1.49	1.60	<.001	0.010	G1>G2; G3>G2
Knowing how to be a more effective parent	1.72	1.62	1.69	.029	0.004	NA

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 28 above,
 - 0.010 - 0.030 indicate a small to medium effect size
 - 0.004 indicate a very small effect size

Summary:

- Number of primary caregivers involved is significantly associated with need for help in 9 out of 10 items related to family support.
- The differences are between small and moderate for most items.
- Families with one primary caregiver reported higher need for most items.

Table 29. Help Needed in Family by Parents/Caregivers' Race/Ethnicity

Q5. Please indicate the level of help that you and your family need to support your child (0-5 years old).	White (G1)	Black (G2)	Hispanic or Latino (G3)	Asian (G4)	American Indian or Alaska Native or Hawaiian or Other Pacific Islander (G5)	2 or More Races (G6)	<i>p</i>	Partial η^2	Tukey HSD
Having translation/interpreting services when needed	1.11	1.40	2.14	1.53	1.05	1.25	<.001	0.191	G2>G1; G3>G1,2,4,5,6
Furthering my career education/job training to support my family	1.33	1.74	2.07	1.92	1.16	1.63	<.001	0.105	G2>G1,5; G3>G1,2,5,6; G4>G1,5; G6>G1
Finding and keeping a job to support my family	1.21	1.55	1.94	1.93	1.05	1.48	<.001	0.103	G2>G1,5; G3>G1,2,5,6; G4>G1,5; G6>G1
Getting my child to activities	1.23	1.54	1.85	2.00	1.05	1.38	<.001	0.092	G2>G1,5; G3>G1,2,5,6; G4>G1,5,6
Getting my child to child care services	1.21	1.53	1.84	1.93	1.05	1.39	<.001	0.090	G2>G1,5; G3>G1,2,5,6; G4>G1,5,6
Accessing parenting programs	1.33	1.64	1.95	2.00	1.05	1.54	<.001	0.084	G2>G1,5; G3>G1,2,5,6; G4>G1,5
Creating a safe and caring environment at home	1.20	1.41	1.84	1.71	1.05	1.31	<.001	0.075	G2>G1; G3>G1,2,5,6; G4>G1,5
Building strong relationships with my child	1.43	1.60	2.05	1.88	1.26	1.52	<.001	0.057	G2>G1; G3>G1,2,5,6
Learning how to be an advocate for my child	1.46	1.56	2.05	1.86	1.26	1.54	<.001	0.047	G2>G1; G3>G1,2,5,6
Knowing how to be a more effective parent	1.57	1.69	2.06	2.00	1.26	1.59	<.001	0.040	G2>G1; G3>G1,2,5,6; G4>G5

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.005 (0.05/10)
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 29 above,
 - 0.191 indicates a very large effect size
 - 0.075 - 0.105 indicate a medium to large effect size
 - 0.040 - 0.057 indicate a closed medium effect size

Summary:

- Race/ethnicity is significantly associated with need for help in all 10 items related to family support.
- The differences are moderate or large for seven items.
- Hispanic or Latino parents/caregivers and Asian parents/caregivers reported higher need for help.
- White parents/caregivers and American Indian or Alaska Native and Native Hawaiian or other Pacific Islander parents/caregivers reported lower need for help.

Overall Need for Help in Three Areas

Table 30. Overall Need for Help by Parents/Caregivers' Highest Level of Education

Overall Need for Help	Below Bachelor	Bachelor or above	<i>P</i>	Cohen's <i>d</i>
Early Learning and Development	2.06	1.80	<.001	0.416
Health and Wellbeing	1.61	1.37	<.001	0.415
Family Support	1.56	1.35	<.001	0.367

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 30 above,
 - 0.367 – 0.416 indicate a small to medium effect size

Summary:

- Education is significantly associated with need for help in all three areas of need for help.
- The differences are between small and moderate.
- Parents/caregivers without a bachelor's degree reported higher need for help.

Table 31. Overall Need for Help by Primary Language Spoken at Home

Overall Need for Help	Non-English	English	<i>P</i>	Cohen's <i>d</i>
Health and Wellbeing	2.15	1.48	<.001	1.173
Family Support	2.08	1.44	<.001	1.157
Early Learning and Development	2.38	1.94	<.001	0.725

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 31 above,
 - **1.157 - 1.173** indicate a large effect size
 - **0.725** indicate a very closed to medium effect size

Summary

- Primary language spoken at home is significantly associated with need for help in all three areas.
- Differences are between moderate and large in early learning and development, and large in health and wellbeing and family support.
- Families who speak a language other than English reported higher need for help.

Table 32. Overall Need for Help by Number of Young Children

Overall Need for Help	2 or More Children	1 Child	<i>P</i>	Cohen's <i>d</i>
Family Support	1.57	1.41	<.001	0.288
Health and Wellbeing	1.60	1.45	<.001	0.273
Early Learning and Development	2.03	1.91	<.001	0.183

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Two-sided *p* value was reported
- Cohen (1988) defined a small effect ($d = .2$), medium effect ($d = .5$), and large effect ($d = .8$). In Table 32 above,
 - 0.273 - 0.288 indicate a small effect size
 - 0.183 indicate a very closed small effect size

Summary

- Number of young children is significantly associated with need for help in all three areas.
- The differences are small.
- Families with two or more young children reported higher need for help.

Table 33. Overall Need for Help by Parents/Caregivers' Age

Overall Need for Help	25 or Younger (G1)	Age 26-40 (G2)	41 or Older (G3)	<i>P</i>	Partial η^2	Tukey HSD
Health and Wellbeing	1.66	1.49	1.62	<.001	0.013	G1>G2; G3>G2
Early Learning and Development	2.12	1.93	2.05	<.001	0.012	G1>G2; G3>G2
Family	1.63	1.46	1.55	<.001	0.011	G1>G2; G3>G2

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 33 above,
 - 0.011 - 0.013 indicate a small effect size

Summary

- Parents/caregivers' age is significantly associated with need for help in all three areas.
- The differences are between small and moderate.
- Parents/caregivers who are 25 or younger reported higher need for help, and parents/caregivers who are between 26 and 40 reported lower need for help.

Table 34. Overall Need for Help by Parents/Caregivers' Income

Overall Need for Help	Less than 25,000 (G1)	25,000-49,999 (G2)	50,000 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Health and Wellbeing	1.73	1.57	1.29	<.001	0.102	G1>G2; G1>G3; G2>G3
Family Support	1.69	1.50	1.28	<.001	0.090	G1>G2; G1>G3; G2>G3
Early Learning and Development	2.17	2.02	1.74	<.001	0.089	G1>G2; G1>G3; G2>G3

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 34 above,
 - 0.089 - 0.102 indicate a medium to large effect size

Summary

- Parents/caregivers' income is significantly associated with need for help in all three areas of need for help.
- The differences are between moderate and large.
- Parents/caregivers who have an income of less than \$25,000 reported higher need for help, and parents/caregivers who have an income of \$50,000 or more reported lower need for help.

Table 35. Overall Need for Help by Number of Primary Caregivers Involved

Overall Need for Help	1 (G1)	2 (G2)	3 or More (G3)	<i>P</i>	Partial η^2	Tukey HSD
Family Support	1.63	1.41	1.55	<.001	0.025	G1>G2; G3>G2
Health and Wellbeing	1.67	1.46	1.59	<.001	0.023	G1>G2; G3>G2
Early Learning and Development	2.11	1.91	1.99	<.001	0.016	G1>G2; G1>G3

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 35 above,
 - 0.016 – 0.025 indicate a small to medium effect size

Summary

- Number of primary caregivers involved is significantly associated with need for help in all three areas.
- The differences are between small and moderate.
- Families with one caregiver involved reported higher need for help, and families with two caregivers involved reported lower need for help.

Table 36. Overall Need for Help by Parents/Caregivers' Race/Ethnicity

Overall Need for Help	White (G1)	Black (G2)	Hispanic or Latino (G3)	Asian (G4)	American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander (G5)	2 or More Races (G6)	<i>P</i>	Partial η^2	Tukey HSD
Health and Wellbeing	1.34	1.63	2.08	2.08	1.13	1.56	<.001	0.145	G2>G1,5; G3>G1,2,5,6; G4>G1,2,5,6; G6>G1,5
Family	1.32	1.58	2.01	1.89	1.13	1.49	<.001	0.127	G2>G1,5; G3>G1,2,5,6; G4>G1,5
Early Learning and Development	1.80	2.08	2.37	2.40	1.58	2.00	<.001	0.090	G2>G1,5; G3>G1,2,5,6; G4>G1,5

Note:

- Scale: 1 = No Help, 2 = Some Help, 3 = A Lot of Help
- Alpha level was set to be 0.05
- Cohen (1988) defined a small effect ($\eta^2 = .008$), medium effect ($\eta^2 = .059$), and large effect ($\eta^2 = .138$). In Table 36 above,
 - 0.145 indicate a large effect size
 - 0.090 – 0.127 indicate a medium to large effect size

Summary

- Race/ethnicity is significantly associated with need for help in all three areas.
- The differences of need for help are large in health and wellbeing and family support.
- Hispanic or Latino parents/caregivers and Asian parents/caregivers reported higher need for help.
- White parents/caregivers and American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander parents/caregivers reported lower need for help.

Views of Community

Table 37. Views of Family Community

Q6. Please indicate the agreement levels on the following statements about your community. Community means your neighborhood or the area where you live.	Strongly Disagree		Disagree		Agree		Strongly Agree		% Agreement	N
	N	%	N	%	N	%	N	%		
My community is safe.	44	2.2	97	5.0	957	48.9	858	43.9	92.8	1956
My community is supportive.	56	3.2	193	11.1	889	51.4	593	34.3	85.6	1731
My community appreciates and respects diversity and cultural differences.	97	5.7	213	12.6	900	53.3	477	28.3	81.6	1687
My community has resources and services for my child.	120	7.1	218	13.0	842	50.0	503	29.9	79.9	1683
My community provides activities that are helpful for my child.	142	8.5	306	18.4	778	46.8	437	26.3	73.1	1663

Summary

- About **93%** of the parents/caregivers agreed that their communities are safe.
- About **86%** of the parents/caregivers agreed that their communities are supportive.
- About **82%** of the parents/caregivers agreed that their communities appreciate and respect diversity and cultural differences.
- About **80%** of the parents/caregivers agreed that their communities have resources and services for children.
- About **73%** of the parents/caregivers agreed that their communities provide activities that are helpful for children.

Adverse Experiences

Table 38. Adverse Experiences of Parents/Caregivers

Q7. Have you experienced any of these in the past 5 years? (Select all that apply)	N	%
None of the above	1093	57.3
Mental illness (e.g., depression)	341	17.9
Housing instability (e.g., difficulty paying rent, too crowded, moving often, staying with others)	312	16.4
Economic hardships (e.g., not having enough food to eat)	291	15.3
Divorce/separation	163	8.5
Chronic physical condition (e.g., physical illness, injury)	147	7.7
Abuse (e.g., physical, emotional, sexual)	132	6.9
Discrimination (e.g., racial, gender-based)	123	6.4
Prefer not to disclose	71	3.7
Not listed, Please specify	51	2.7
Drug or alcohol problem	21	1.1

Note: 1907 out of the 2727 participants responded to this question. 735 selected at least one of the 8 specific adverse experiences.

Table 39: Levels of Adverse Experiences of Parents/Caregivers

Adverse Experiences	N	%
1-2 experience	518	70.5
3-4 experiences	170	23.1
5-8 experiences	47	6.4
Total	735	100.0

Summary

- More than half (57.3%) of the parents/caregivers selected “None of the above” related to adverse experiences.
- Top three categories of adverse experiences were:
 - mental illness (17.9%)
 - housing instability (16.4%)

- economic hardships (15.3%)
- Among 735 parents/caregivers who selected at least one adverse experience,
 - 71% reported 1-2 experiences,
 - 23% reported 3-4 experiences
 - 6% reported 4-8 experiences.

Following Q7 about adverse experiences, 128 respondents shared their experience. Overall, parents and caregivers who responded to the survey reported experiencing a variety of adverse experiences that included economic stressors, physical and mental health concerns, relational concerns, discrimination, and struggles related to the COVID-19 pandemic.

Economic Stressors

Parents and caregivers are struggling with housing and financial instability.

Parents and caregivers reported two primary economic stressors that impact their ability to care for their children: housing instability and financial instability. Parents identified rising rental prices, lack of available rental or sale properties, safety and environmental concerns, and inability to pay rent as contributing factors to housing instability. One parent explained the “cost of living almost outweighs the income offered at most 9-5 jobs.”

Parents and caregivers reported many contributors to financial instability. Some are unable to work due to disability or lack of affordable child care. Some have lost their jobs due to the COVID-19 pandemic, while others do not qualify for state assistance programs. Many families reported struggling to pay bills or having to choose between paying two bills due to financial hardships. One caregiver reported,

“I tried to apply for SNAP and was denied because I made too much. I was starving and feeding only my child what I could and with whatever I was able to receive with WIC.”

Another shared, “I’m struggling economically right now. I’m taking care of my baby alone, and I can’t work the hours I need due to not enough help watching her.”

Health and Well-Being

Parents and caregivers are experiencing physical and mental health needs and searching for accessible treatment.

Parents and caregivers reported many physical health conditions that are affecting them or their children, including cancer, lupus, kidney failure, knee and hip replacement surgeries, and heart attack. Caregivers also reported concerns stemming from abuse, both during their childhoods or current, ranging from domestic violence, childhood sexual abuse, emotional abuse, and physical abuse. Several caregivers reported substance abuse within the family as well.

Many families reported mental health concerns as well, and specifically identified diagnoses of postpartum depression, depression, anxiety, bipolar disorder, and attention deficit hyperactivity disorder. Many families reported difficulty finding or accessing mental health care, as one reported experiencing “depression and inability to find support for my mental health. I try not to let it affect my child but he sees when I’m hurting sometimes.” Many caregivers reported increases in mental health concerns due to the COVID-19 pandemic, as one mom shared,

“Childcare became unstable because of COVID and I cannot work because of it. Severe depression as a result and it affects how I am as a mom. I want to give up every day. I was a teenage mom and have only known struggle”.

Relational Concerns

Families are experiencing parental loss through death, separation, foster care, and incarceration.

Parents and caregivers reported their children are experiencing parental loss and that this loss presents financial and emotional hardships on the family. Parental separation was the most commonly reported factor, and multiple caregivers reported splitting with a partner but being unable to move out of the house financially and a scarcity of resources to help, as one respondent shared,

“My husband and I have split up. But I’m still living in the household because I’ve been a stay at home mom for over 6 years...I need out of my living situation, but there’s nowhere affordable to go or help to get started”.

Caregivers are also experiencing financial strain when taking custody of family members through the foster care system.

Discrimination

Families in South Carolina are experiencing discrimination in their communities.

Survey respondents reported incidents of racial, gender, religious, and disability discrimination or lack of inclusion in their communities that have impacted their child’s education and health and wellbeing, as well as the parent or caregiver’s employment opportunities.

Associations of the Five Areas

Table 39. Adverse Experiences of Parents/Caregivers

Aspect	Need for help in early education	Need for help in health and wellbeing	Need for help in family	View of community	Adverse experiences
Need for help in early education	1				
Need for help in health and wellbeing	.681**	1			
Need for help in family	.624**	.847**	1		
View of community	-.159**	-.098**	-.092**	1	
Adverse experiences	.197**	.196**	.225**	-.253**	1

Note:

- ******. Correlation is significant at the 0.01 level (2-tailed).
- Cohen (1988) defined a weak relationship ($|r| < 0.3$), moderate relationship ($0.3 < |r| < 0.5$), and strong relationship ($|r| > 0.5$)
 - Positive number indicates positive correlation between two categories.
 - Negative number indicates negative correlation between two categories.

Summaries:

- The associations between the five areas are all statistically significant.
- The relationships between the three areas and need for help are positive and strong.
- The relationship between views of community and other areas are negative and weak.
- The relationship between adverse experiences and other areas are weak.

Prediction of Parents/Caregivers' Need for Help

Table 40. Regression Analyses Results

Variables	Early Learning and Development				Health and Wellbeing				Family Needs			
	B	SE		Sig.	B	SE		Sig.	B	SE		Sig.
(Constant)	2.342	.135		<.001	1.712	.122		<.001	1.666	.119		<.001
Adverse experiences	.074	.012	.164	<.001	.086	.011	.203	<.001	.092	.010	.227	<.001
View of community	-.051	.024	-.054	.036	.027	.022	.031	.214	.033	.021	.039	.122
Race/Ethnicity_Black	.196	.037	.153	<.001	.210	.033	.177	<.001	.198	.032	.173	<.001
Race/Ethnicity_Hispanic or Latino	.284	.088	.110	.001	.346	.080	.145	<.001	.310	.077	.136	<.001
Race/Ethnicity_Other	.049	.064	.019	.447	.084	.058	.036	.149	.036	.057	.016	.520
Parent age_26-40	-.071	.049	-.051	.147	-.040	.044	-.031	.370	-.042	.043	-.034	.320
Parent age_41 or older	.088	.060	.051	.143	.108	.054	.067	.047	.069	.053	.045	.191
Education_Bachelor or above	-.094	.039	-.074	.016	-.051	.035	-.043	.149	-.036	.034	-.032	.296
Primary language_English	-.257	.092	-.093	.005	-.417	.083	-.164	<.001	-.403	.081	-.164	<.001
Number of children_2 or more	.101	.031	.081	<.001	.126	.028	.109	<.001	.124	.027	.112	<.001
Income_\$25,000 - \$49,999	-.072	.041	-.051	.075	-.060	.037	-.046	.104	-.094	.036	-.074	.008
Income_\$50,000 or more	-.180	.050	-.141	<.001	-.158	.045	-.134	<.001	-.124	.044	-.109	.005
Number of caregivers_2	-.018	.042	-.014	.667	-.049	.038	-.042	.193	-.073	.037	-.065	.046
Number of caregivers_3 or more	-.099	.048	-.064	.039	-.051	.043	-.036	.235	-.049	.042	-.035	.243

Note:

- For race/ethnicity, White is the reference group
- For parent age, 25 or younger is the reference group
- For education, below bachelor is the reference group
- For primary language spoken at home, non-English is the reference group
- For the number of young children, 1 child is the reference group
- For the income, less than \$25,000 is the reference group
- For the number of caregivers, one caregiver is the reference group

For the needs in early learning and development, there was a statistically significant association between need for help and the independent variables, $F(14, 1399) = 22.30, p < .001$, and about 18% of the variation in need for help could be explained by these predictors ($R^2 = .182$).

Parents/caregivers' number of adverse experiences ($B = 0.074, p < .001$) and views of their community ($B = -0.051, p = .036$) significantly predicted their need for help while holding the other variables constant. More adverse experiences and less positive views of community are associated with need for more help.

- Compared with White parents/caregivers, Black parents/caregivers ($B = 0.196, p < .001$) and Hispanic or Latino parents/caregivers ($B = 0.284, p = .001$) needed significantly more help.
- Compared with parents/caregivers with a bachelor's degree or above, those without a bachelor's degree needed significantly more help ($B = -0.094, p = .016$).
- Compared with the families who speak English as a primary language at home, those who speak a language other than English at home needed significantly more help ($B = -0.257, p = .005$).
- Compared with the families with one young child, those with two or more young children needed significantly more help ($B = 0.101, p < .001$).
- Compared with parents/caregivers with an annual income of \$50,000 or more, those with less than \$25,000 needed significantly more help ($B = -0.180, p < .001$).
- Compared with the families with three or more caregivers involved, those with one caregiver needed significantly more help ($B = -0.099, p = .039$).

For the needs in health and wellbeing, there was a statistically significant association between need for help and the independent variables, $F(14, 1398) = 29.33, p < .001$, and about 23% of the variation in need for help could be explained by these predictors ($R^2 = .227$). Parents/caregivers' number of adverse experiences ($B = 0.086, p < .001$) significantly predicted their need for help while holding the other variables constant, and more adverse experiences are associated with need for more help.

- Compared with White parents/caregivers, Black parents/caregivers ($B = 0.210, p < .001$) and Hispanic or Latino parents/caregivers ($B = 0.346, p < .001$) needed significantly more help.
- Compared with parents/caregivers who were 25 or younger, those who were 41 or older needed significantly more help ($B = 0.108, p = .047$) and those who were between 26 and 40 did not have significant differences in their need for help ($B = -0.040, p = .370$).
- Compared with the families who speak English as a primary language at home, those who speak a language other than English at home needed significantly more help ($B = -0.417, p < .001$).
- Compared with the families with one young child, those with two or more young children needed significantly more help ($B = 0.126, p < .001$).
- Compared with parents/caregivers with an annual income of \$50,000 or more, those with less than \$25,000 needed significantly more help ($B = -0.158, p < .001$).

For the family needs, there was a statistically significant association between need for help and the independent variables, $F(14, 1397) = 27.37, p < .001$, and about 22% of the variation in need for help could be explained by these predictors ($R^2 = .215$). Parents/caregivers' number of adverse experiences ($B = 0.092, p < .001$) significantly predicted their need for help while holding the other variables constant, and more adverse experiences are associated with need for more help.

- Compared with White parents/caregivers, Black parents/caregivers ($B = 0.198, p < .001$) and Hispanic or Latino parents/caregivers ($B = 0.310, p < .001$) needed significantly more help.

- Compared with the families who speak English as a primary language at home, those who speak a language other than English at home needed significantly more help ($B = -0.403, p < .001$).
- Compared with the families with one young child, those with two or more young children needed significantly more help ($B = 0.124, p < .001$).
- Compared with parents/caregivers with an annual income of \$50,000 or more ($B = -0.124, p = .005$) and those with an annual income between 25,000 and 49,999 ($B = -0.094, p = .008$), those with less than \$25,000 needed significantly more help.
- Compared with the families with two caregivers involved, those with one caregiver needed significantly more help ($B = -0.073, p = .046$).

Additional Thoughts

Respondents were again provided space to respond openly on the final survey question Q19, “Is there anything else you want to share with us?” 104 parents/caregivers shared their additional thoughts. These parents and caregivers are advocating for expanded services and increased quality of programs in their communities, increased accessibility of state and local assistance services, and equitable distribution of resources in their communities and across the state when it comes to providing for families and their children ages birth through five years old.

Services must be Expanded and Quality of Programs Increased

Families are advocating for expanding existing assistance programs as well as creating more quality educational and cultural opportunities for children in their communities.

Many families reported a need for increased high-quality and affordable child care and early education centers in their communities. Parents and caregivers also reported long waitlists for the existing high-quality early education programs in their area and a lack of high-quality programs that are disability inclusive or infant inclusive. Many parents and caregivers acknowledged that without adequate child care they are not able to work or must make sacrifices professionally. Families are also looking for enrichment services for their children, “somewhere for the children to go: academically, culturally, and entertainment”.

Many families who responded to this question expressed that despite need for assistance with food and/or child care they have been denied these services and have nowhere else to turn for assistance. As one family stated, “more expense should be considered when families are applying for forms of assistance,” and another shared “I’m not happy with the level of services provided to families that are ‘in need’ but not low income.” One caregiver who was denied services shared, “it’s hard trying to know what to do when you are denied 4K and your kid doesn’t eat fruits and veggies anymore.” Families that are receiving assistance also expressed concerns due to the strict qualifications for the program. One parent shared,

“It’s hard to be able to work more hours for work if my ABC vouchers are dependent [on] how much I worked right before a placement. It puts me in a state of perpetual of never being able to grow my business or job.”

Ease of Accessing Services must be Increased

Families are reporting that application processes for assistance programs are too lengthy and confusing and that often assistance is denied.

Parents and caregivers who responded to this question requested that application processes for assistance programs be revised to be easier on the family needing help. One family reported there is “too much paperwork in trying to get help, especially when you are told afterwards you cannot get help.” Another shared,

“The community that I live in provides effective resources. The only problem is making the resources easier to get and not have to be such a long process in getting the resource needed.”

Families also reported uncertainty about the role of caseworkers and dissatisfaction with the services they are receiving through them and are calling for increased transparency in community partnerships and programs.

Services must be Equitably Distributed

Families are advocating for services to be equitably distributed across the state and in their communities.

Parents and guardians who responded to this question reported concerns that services and resources are not being equitably distributed across the state. One parent stated,

“There is a need for high quality childcare in every community, but especially in rural and underserved communities. Additionally, there is a need for increased support for new mothers/parents who have fewer resources and who may be young. It is hard enough having a new baby when you have resources”.

Others pointed to years-long waiting lists and non-refundable deposits at high-quality child care centers in their area as barriers to many families.