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Early Learning Washington County
Washington County, OR

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SUBJECT: “Washington County Early Childcare Learning: Community Engagement”
Project Report

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Early Learning Washington County (Learn more: earlylearningwashingtoncounty.org)

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This report was compiled by Jaboa Lake MS, Research Consultant, in collaboration with the Coalition of Communities of Color for the “Childcare Investments in Washington County: Engagement with Communities of Color” project.

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WHAT WE KNOW

Evidence from *Leading With Race: Research Justice in Washington County*¹

Communities of color in Washington County, Oregon face a number of unique challenges with childcare and early child learning.

“Invisible” Communities. Pacific Islander, African, Slavic, Russian and other communities are chronically undercounted in federal and state-level evaluations across domains, including childcare, early child learning, and education. Oregon’s Department of Education and many federal agencies do not consistently collect data on or make data available about many communities of color. These practices make it difficult to identify the prevalence of systemic disparities facing communities of color.

Cultural Isolation. Native, immigrant, non-English fluent, and other communities with less representations often feel isolated, as if they do not have a core community. This inhibits communities from building social capital, such as resource and information sharing around childcare, education, family, and cultural services.

Culturally Specific and Appropriate Care and Education. For children to succeed, starting in early childhood children of color need access to culturally responsive care and education. This includes cultural representation awareness from childcare providers and educators and programming and curriculum that is culturally responsive across diverse lifestyle needs, traditions, dietary restrictions, religious practices, and holiday observances. Programs and curriculum need to provide space for positive identity development for children of color by providing education about diverse histories and current implications.

Parent and Community Engagement. Many parents would like to be more involved with childcare and learning. Language and communication barriers, cultural differences in collective and community care, and lack of available time prevent parents from communities of color from engaging as deeply in childcare and education as they would like. Language and communication barriers inhibit community trust in childcare and education services, which can lead to disengagement.

¹ Coalition of Communities of Color. (2018). *Leading with race: Research justice in Washington County*. Retrieved from <https://www.coalitioncommunitiescolor.org/leadingwithrace>

METHOD

Guiding Research Questions

1. What are the childcare (prenatal-5 years) needs of underserved communities in Washington County, Oregon?
2. What would underserved community members living in Washington County, Oregon like to see provided in childcare (prenatal - 5 years) services?

Approach

This project utilizes intergenerational poverty- and trauma-informed data collection, analysis, and interpretation approaches. Data collection and reporting strategies incorporated community network-building and resource sharing.

Method

Short (~5-10 minute) qualitative survey² were completed on paper, online, or through verbal interviews. Surveys were translated in English, Chuukese, Russian, Simplified Chinese, Spanish, and Vietnamese.

Recruitment

Early Learning Washington County, Research Assistants, community partner organizations, and community members recruited through various culturally-aware methods, including:

- In person at various locations (DHS and WIC offices, community organization offices, public parks, libraries, schools, faith-based organizations, community meetings, events)
- Online via posting on social media and email
- Snowball / word of mouth

Analysis

Quantitative data was analyzed in SPSS and Excel. Qualitative data was coded for themes using a Grounded Theory approach to analyses³.

Timeline

11 October 2019	Family engagement and data workgroup orientation; Survey draft revision and feedback session
12 October - 13 November 2019	Community engagement and data collection
14 November - 19 November 2019	Data analysis and report writing
20 November - 26 November 2019	Community partner feedback on first draft report
27 November 2019 - 2 December	Report revisions
3 December 2019	Submission of final draft
11 December 2019	Present findings to the Stewardship Committee

² See Appendix A

³ Corbin, J. & Strauss, A. (1990). Grounded theory research: procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13(1), 3-21.

DEMOGRAPHICS⁴

Surveys completed: N⁵ = 470⁶ - Paper: N = 227; Online: N = 243

Surveys from families from communities of color: N = 368

Children 5 years and under represented: N = 582

Table 1.

TOWN/CITY	N	%
Aloha	24	5.35
Banks	1	0.22
Beaverton	146	32.52
Bethany	1	0.22
Cornelius	34	7.57
Forest Grove	70	15.59
Hillsboro	85	18.93
King City	2	0.45
Lake Oswego	1	0.22
North Plains	2	0.45
Portland	25	5.57
Sherwood	12	2.67
Tigard	36	8.02
Tualatin	10	2.23
<i>Total</i> ⁷	449	

Note. Participants residing in Portland and Lake Oswego reside within Washington County limits.

Figure 1.

⁴ Percentages do not include missing data and are presented as valid percentages.

⁵ N refers to the Number of responses to each individual item or measure throughout this report.

⁶ 587 surveys were completed in total. Four surveys were deleted because the participant did not reside in Washington County. 113 surveys (predominantly taken online) were deleted because the participants were not the parent, guardian, caretaker, or living with any children five years old and younger, or were not expecting a child, such as through expected birth or adoption.

⁷ Totals are reflective of total responses per measure. Totals vary throughout tables as missing responses vary.

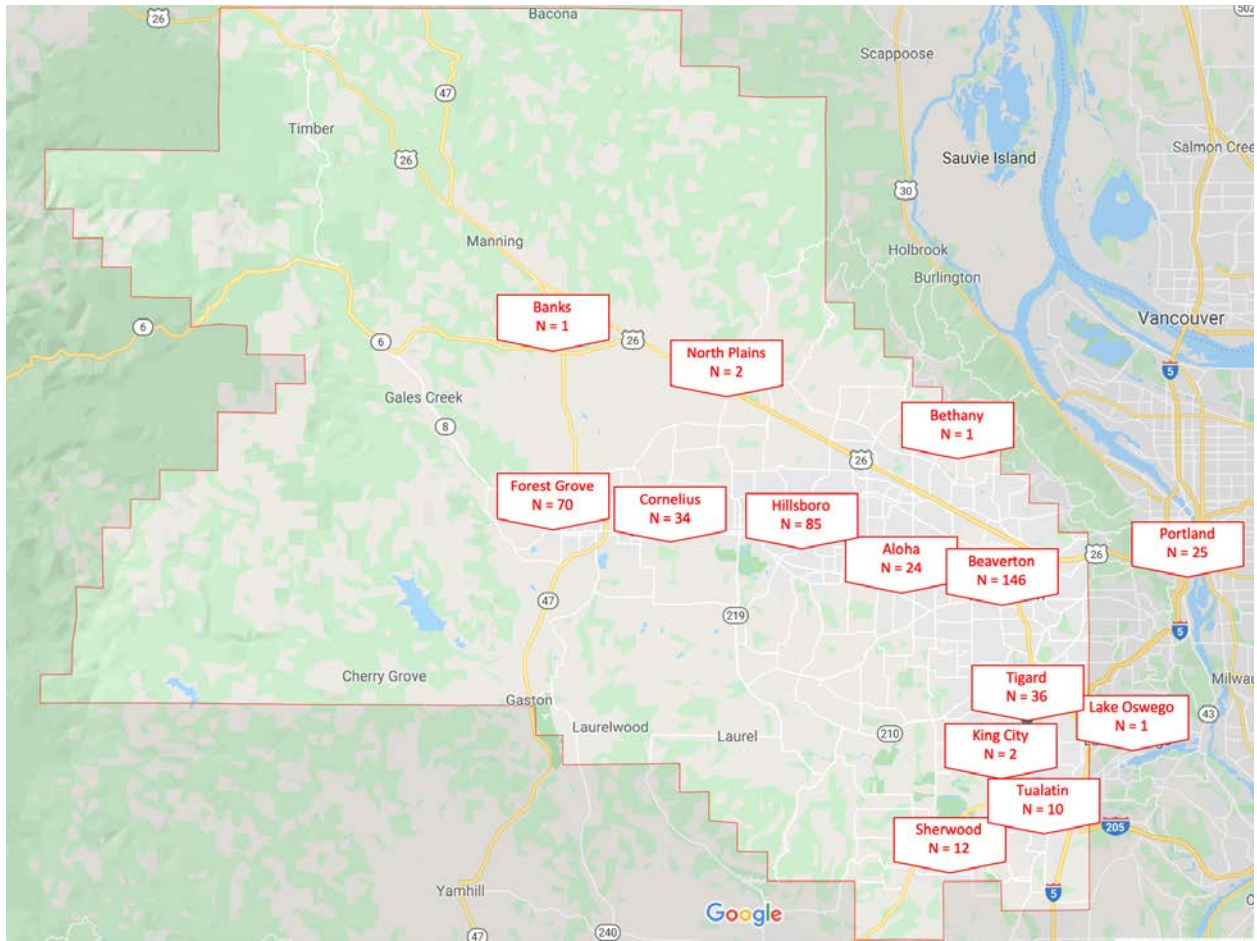


Table 2.

Housing Status	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Renter	251	53.52	233	61.80	175	64.10
Homeowner	152	32.41	94	24.93	46	16.85
Living with others - not paying rent or mortgage	11	2.35	8	2.12	8	2.93
Living with others - assisting with or paying rent or mortgage	44	9.38	32	8.49	34	12.45
Transitional Housing	1	0.21	1	0.27	1	0.37
Houseless/Homeless	10	2.13	9	2.39	9	3.30
<i>Total</i>	<i>469</i>		<i>377</i>		<i>273</i>	

Table 3.

Household Demographics	Average	Range	Total
People per household	4.74	2-10 people	458
People per household under 18 years	2.53	0-8 children	458
People per household under 5 years	1.43	Expecting-4 children	454
Yearly household income	\$50,076	\$0-300k	397

Note. N = 4 participants reported being pregnant or expecting a child, though pregnancy status was not explicitly asked. This is likely an underestimation.

Figure 2.

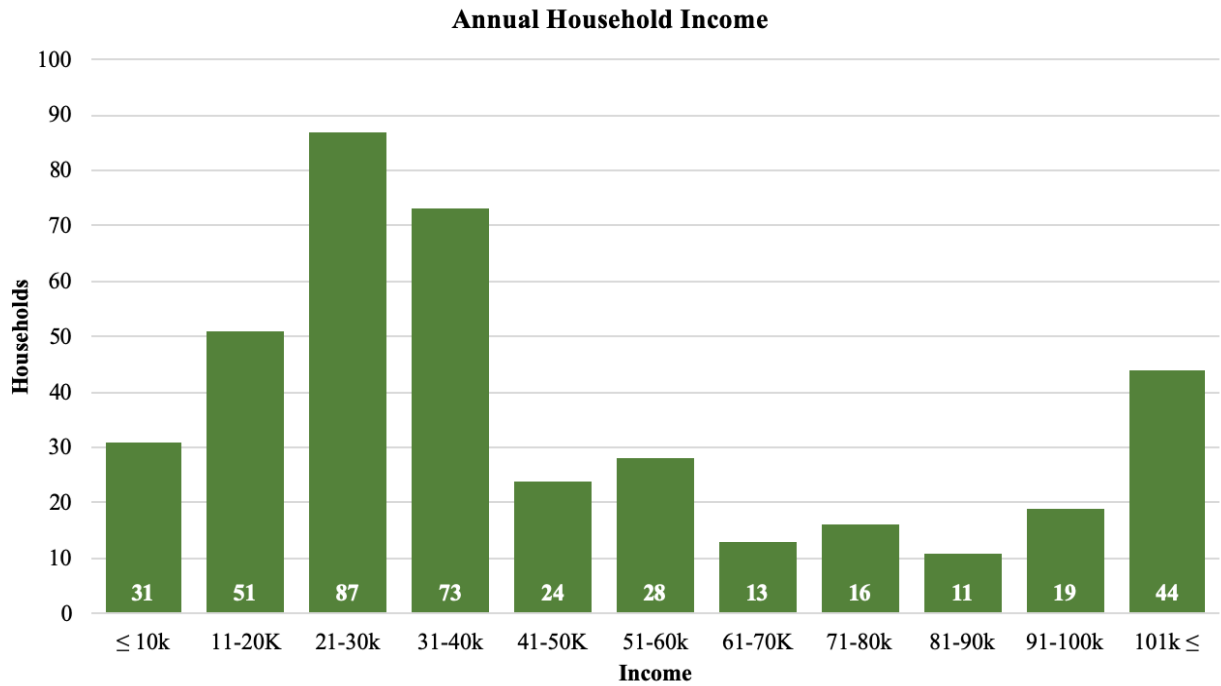


Table 4.

Federal Poverty Level ⁸	All		Communities of Color	
	N	%	N	%
100% and below	155	38.66	138	44.37
125% and below	197	49.13	177	56.91
150% and below	233	58.10	219	70.42
175% and below	275	68.58	244	78.46
200% and below	291	72.57	255	81.99
200% and above	110	27.43	56	18.01
<i>Total</i>	<i>401</i>		<i>311</i>	

Note. Household poverty levels were determined from reported household sizes and annual income. For households that fall at or below the 200% federal poverty level, Ns are reported as cumulative (i.e. households that fall within the 100% level are reported inclusive within the 125% level, etc).

Figure 3.

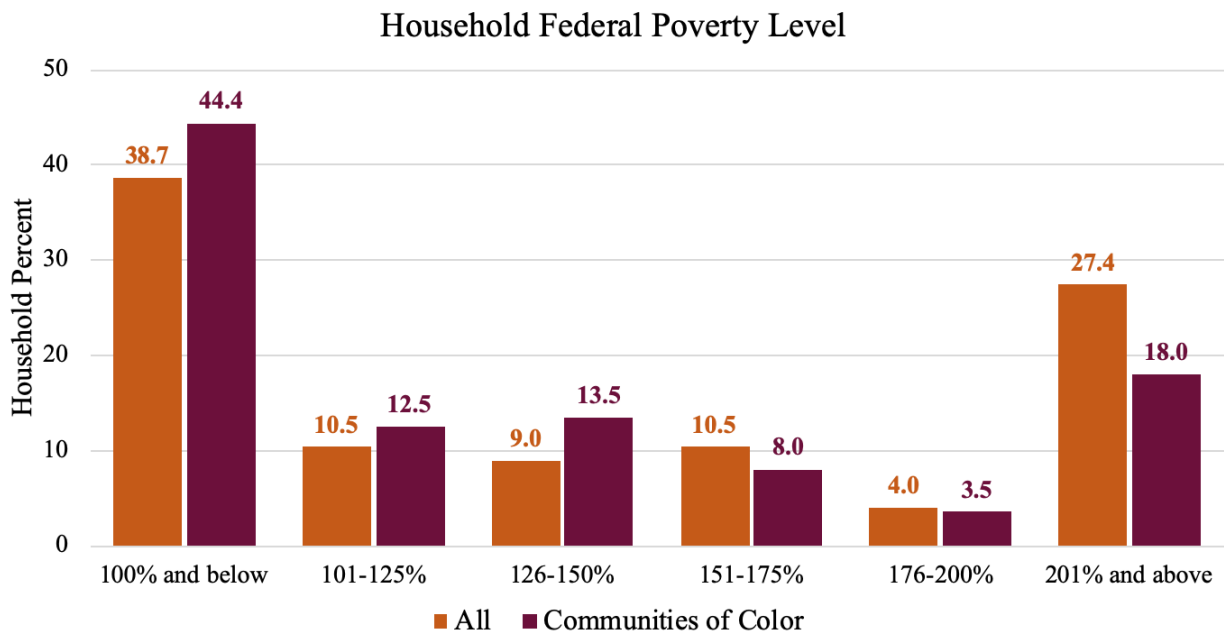


Table 5.

⁸ 2019 Federal Poverty Guidelines. <https://aspe.hhs.gov/2019-poverty-guidelines>

Age (Participant)	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Under 18	2	0.45	2	0.58	1	0.39
18-25	49	11.06	44	12.87	35	13.73
26-35	204	46.05	154	45.03	118	46.27
36-45	163	36.79	119	34.80	88	34.51
46-55	17	3.84	16	4.68	9	3.53
56-65	7	1.58	7	2.05	4	1.57
65+	1	0.23	0	0.00	0	0.00
<i>Total</i>	<i>443</i>		<i>342</i>		<i>255</i>	

Table 6.

Age (Children)	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Under 1 year	58	10.19	47	10.58	45	10.90
1 year	109	19.16	41	9.23	41	9.93
2 years	82	14.41	62	13.96	61	14.77
3 years	134	23.55	98	22.07	102	24.70
4 years	130	22.85	102	22.97	91	22.03
5 years	114	20.04	94	21.17	73	17.68
<i>Total</i>	<i>569</i>		<i>444</i>		<i>413</i>	

Note. Average (participant) = 34.39, Range = 16-68; Average (children) = 3.02, Range = 0-5

Table 7.

Gender	Participant		Children 5 years and Under	
	N	%	N	%
Female	406	87.31	278	48.35
Male	59	12.69	297	51.65
<i>Total</i>	<i>465</i>		<i>575</i>	

Note. Gender identification was open-response. No other gender identities were reported.

Table 8.

Race/Ethnicity	Participant		Children 5 years and Under	
	N	%	N	%
Asian, Asian American	31	6.72	39	6.85
Black, African, African American	21	4.56	37	6.50
Latinx, Hispanic	243	52.71	305	53.60
Native American, First Nations	17	3.69	26	4.57
Native Hawaiian, Pacific Islander	3	0.65	2	0.35
North African, Arab, Middle Eastern	13	2.82	19	3.34
White, European, European American*	167	36.23	202	35.50
<i>Total</i>	<i>461</i>		<i>569</i>	

Note. Percents sum to more than 100% because some participants self-identified with more than one racial or ethnic group. Racial and ethnic group identification was coded from participant open-responses.

40 (8.68%) of participants and 74 (13.01%) of children identified with two racial or ethnic groups, and 5 (0.88%) children were identified with three or more racial or ethnic groups.

*20 (11.98%) of participants who identified as White indicated that they spoke Arabic at home.

*17 (10.18%) of participants who identified as White indicated that they spoke Spanish at home.

*6 (3.59%) of participants who identified as White indicated that they spoke a Slavic language at home.

Table 9.

English Comprehension	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
I can speak and understand English well	321	69.78	222	61.67	160	59.26
I can speak and understand English with some support	88	19.13	88	24.44	70	25.93
I do not speak or understand English	51	11.09	50	13.89	40	14.81
<i>Total</i>	<i>460</i>		<i>360</i>		<i>270</i>	

Table 10.

Language Spoken at Home	Participant		Children 5 years and Under	
	N	%	N	%
Amharic	1	0.22	2	0.35
Arabic	30	6.52	34	5.90
Cantonese	1	0.22	2	0.35
Chinese	6	1.30	5	0.87
Chuj	1	0.22	1	0.17
Czech	1	0.22	1	0.17
English	300	65.22	387	67.19
Farsi	1	0.22	1	0.17
French	2	0.43	1	0.17
Greek	1	0.22	0	0.00
Hindi	1	0.22	1	0.17
Hmong	1	0.22	0	0.00
Italian	1	0.22	0	0.00
Japanese	2	0.43	3	0.52
Kurdish	3	0.65	5	0.87

Table 10 (cont.)

Language Spoken at Home (CONT.)	Participant		Children 5 years and Under	
	N	%	N	%
Mandarin	3	0.65	3	0.52
Marshallese	1	0.22	1	0.17
Mayan	1	0.22	2	0.35
Mixteco	4	0.87	4	0.69
Native Guatemalan	1	0.22	2	0.35
Pashtn	1	0.22	2	0.35
Pidgin English	1	0.22	2	0.35
Portugese	1	0.22	2	0.35
Punjabi	1	0.22	0	0.00
Quiché	1	0.22	0	0.00
Russian	2	0.43	5	0.87
Somali	3	0.65	4	0.69
Spanish	229	49.78	266	46.18
Swahili	1	0.22	0	0.00
Tagalog	1	0.22	2	0.35
Vietnamese	11	2.39	14	2.43
<i>Total</i>	<i>460</i>		<i>576</i>	

Note. 310 (67.39%) of participants and 407 (70.66%) of children reported speaking one language at home, 151 (32.82%) of participants and 169 (29.34%) of children reported speaking two or more languages at home.

Table 11.

Single Parent/ Guardian	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Yes	122	26.52	96	26.89	90	33.33
No	338	73.47	261	73.11	180	66.67

Total 460 357 270

Table 12.

Highest Education Attained	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Less than High School Degree	79	16.88	73	20.00	60	21.90
High School / GED	145	30.98	127	34.79	109	39.78
Vocational Degree or License	8	1.71	6	1.64	3	1.09
Associates or Some College	105	22.44	77	21.10	58	21.17
Bachelor's Degree	85	18.16	58	15.89	35	12.77
Advanced or Professional Degree	46	9.83	24	6.58	9	3.28
<i>Total</i>	<i>468</i>		<i>365</i>		<i>274</i>	

Table 13.

Living with a disability	Participant		Children 5 years and Under	
	N	%	N	%
Yes	24	5.19	42	7.29
<i>Physical</i>			16	2.78
<i>Mental</i>			26	4.51
Unsure	8	1.73	22	3.82
No	430	93.07	512	88.89
<i>Total</i>	<i>462</i>		<i>576</i>	

Table 14.

Benefits Received	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
WIC	201	43.89	174	60.63	154	64.17
SNAP	138	30.13	118	41.11	119	49.58
OHP / Health Share Membership	225	49.13	188	65.51	158	65.83
Other	15	3.28	12	4.18	12	5.00
Does not receive benefits	156	34.06	95	33.10	45	18.75
<i>Total</i>	<i>458</i>		<i>287</i>		<i>240</i>	

Question: From your point of view, at what age do children start learning?

Table 15.

Age	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Before birth	27	6.29	23	6.99	13	5.14
Birth - 1 year	221	51.52	147	44.68	112	44.27
1 year	62	14.45	51	15.50	43	17.00
2 years	42	9.79	35	10.64	32	12.65
3 years	48	11.19	45	13.68	30	11.86
4 years	11	2.56	10	3.04	8	3.16
5 years or older	18	4.20	18	5.47	15	5.93
<i>Total</i>	<i>429</i>		<i>329</i>		<i>253</i>	

CHILD DEMOGRAPHICS

Table 16.

Parent/Guardian Incarceration	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Yes - currently incarcerated	26	4.54	26	5.78	23	5.49
Yes - formerly incarcerated	21	3.66	16	3.56	12	2.86
Unsure	7	1.22	6	1.33	6	1.43
No	519	90.58	402	89.33	378	90.21
<i>Total</i>	<i>573</i>		<i>450</i>		<i>419</i>	

Note. Of children with a currently or formerly incarcerated parent/guardian, 28 identified as Latinx, 13 as White, 3 as Native American, 3 as Asian, 3 as Black, 1 as Middle Eastern, and 2 with missing race and ethnicity data (with 14 children identified with more than one race or ethnicity; race and ethnicity counts sum to more than 100%).

Table 17.

Foster Care	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Yes - Currently	14	2.46	13	2.91	5	1.21
Yes - In the past	8	1.40	7	1.57	5	1.21
Unsure	1	0.18	1	0.22	1	0.24
No	547	95.96	425	95.29	402	97.34
<i>Total</i>	<i>570</i>		<i>446</i>		<i>413</i>	

Note. Of children who were currently or formerly in foster care, 12 identified as Latinx, 10 as White, 3 as Native American, 2 as Black, and 1 as Asian (with 5 children identified with more than one race or ethnicity; race and ethnicity counts sum to more than 100%).

Table 18.

Adoption	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Yes, by a familial relative	9	1.57	9	2.00	6	1.44
Yes, not by a familial relative	4	0.70	1	0.22	0	0.00
No	561	97.74	440	97.78	412	98.56
<i>Total</i>	<i>574</i>		<i>450</i>		<i>418</i>	

Note. Of children who were adopted, 7 identified as Latinx, 4 as White, 2 as Native American, 1 as Black, and 1 with missing race and ethnicity data (with 1 child identified with more than one race or ethnicity; race and ethnicity counts sum to more than 100%).

Table 19.

Homeslessness / Houselessness	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Yes - Currently	30	5.31	29	6.56	24	5.85
Yes - In the past	24	4.25	17	3.85	19	4.63
Unsure	9	1.59	9	2.04	5	1.22
No	502	88.85	387	87.56	362	88.29
<i>Total</i>	<i>565</i>		<i>442</i>		<i>410</i>	

Note. Of children who have experienced houselessness or homelessness, 36 identified as Latinx, 23 as White, 6 as Native American, 3 as Black, 2 as Asian, 2 as Middle Eastern, and 2 with missing race and ethnicity data (with 19 children identified with more than one race or ethnicity; race and ethnicity counts sum to more than 100%).

Table 20.

Current Childcare Arrangement	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
By parent or guardian	379	65.12	295	66.44	282	90.97
By relatives	201	34.54	158	35.59	154	49.68
Headstart	112	19.24	89	20.05	94	30.32
Center-based daycare	62	10.65	39	8.78	34	10.97
Family-based daycare	56	9.62	36	8.11	32	10.32
K-12 school - Public	52	8.93	39	8.78	31	10.00
Preschool - Public	47	8.08	42	9.46	39	12.58
Preschool - Private	35	6.01	21	4.73	10	3.23
Daycare provided by parent or guardian's place of work	9	1.55	8	1.80	4	1.29
K-12 school - Private	7	1.20	5	1.13	6	1.94
Other	32	5.50	26	5.86	26	8.39
<i>Total</i>	<i>582</i>		<i>444</i>		<i>310</i>	

FINDINGS

Childcare concerns

Table 21.

Concern or Need	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Cost of childcare	322	87.26	254	86.99	195	87.44
Trust in childcare providers	264	71.54	207	70.89	163	73.09
Transportation to/from childcare location to my home/work	195	52.85	168	57.53	131	58.74
Hours of availability	179	47.51	143	48.97	112	50.22
Developmentally specific/appropriate education	127	34.42	101	34.59	76	34.08
Childcare provider speaks my language	126	34.15	116	39.73	87	39.01
Developmentally specific/appropriate care	125	33.88	102	34.93	79	35.43
Children from the same household placed at multiple childcare sites	84	22.76	72	24.66	57	25.56
Culturally specific/responsive education	82	22.22	78	34.93	49	21.97
Culturally specific/responsive care	79	21.41	76	26.03	52	23.32
<i>Total</i>	<i>369</i>		<i>292</i>		<i>223</i>	

Note. Responses were chosen from predetermined, closed-ended options. Participants selected all that applied to their household.

Question: Where do you find information about childcare for children ages 0-5 in Washington County?

Table 22.

Source	Examples	N
Online	<i>Google, Craigslist</i>	122
Gov. Orgs / Services	<i>DHS, WIC</i>	111
Community	<i>Friends, Neighbors</i>	85
Schools	<i>District offices, Teachers</i>	47
Culturally-Specific / Community-Based Orgs	<i>Arabic School, Community Action, Adelante Mujeres</i>	36
211	<i>211</i>	31
Social Media	<i>Facebook, Parent groups</i>	22
Libraries	<i>Public libraries</i>	15
Other	<i>Doctors, Clinics, Work</i>	11
<i>Total</i>		<i>341</i>

Note. Responses were coded thematically from open responses. Participants who responded to this question (N=341) ranged in open responses. That is, some participants did not list where they find information on childcare or responded “I don’t know,” while other participants listed as many as 4-5 sources of information they utilize.

Question: If you could change one thing about childcare for children ages 0-5 in Washington County, what would it be?

Table 23.

Change	Examples	N
More Affordable	<i>Affordability, Free, Subsidies</i>	102
Increased Accessibility	<i>Expanded Headstart, Shorter waitlists, Access for children under 3 years</i>	38
Increased Trust / Safety / Quality Care	<i>Background checks for providers, Trainings / certification, Violence prevention</i>	26
Flexible Hours	<i>Nights, Weekends, Part-time care</i>	25
Expanded Facilities	<i>More choices, Larger facilities, Smaller class sizes, More family-based options</i>	24
Education / Learning	<i>Prep for Kindergarten, Interpersonal skills</i>	17
Transportation	<i>Daycare busses, Public transit</i>	15
More Convenient Locations	<i>Near home or work, Rural access</i>	13
Culturally-Specific / Diverse	<i>Bilingual education, Diverse caretakers</i>	13
Better Resources / Info	<i>For people without internet, In multiple languages</i>	11
Parent Involvement	<i>House visits, Progress reports</i>	9
Food / Health	<i>Nutritious food</i>	6
Developmentally Appropriate	<i>Children with children of similar ages, Special or alternative needs</i>	5
Other		12
<i>Total</i>		<i>271</i>

Note. Responses were coded thematically from open responses. Participants listed their one top area of desired change. Response percentages sum to greater than 100% as some responses were assigned multiple codes.

Question: What childcare options for children ages 0-5 would you like to see or improve?

Table 24.

Area to Improve	Examples	N
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More Affordable	<i>Affordability, Free, Subsidies</i>	144	5
Increased Trust / Safety / Quality Care	<i>Background checks for providers, Ways to report abuse, Higher pay / more benefits for teachers</i>	87	3
Flexible Hours	<i>Nights, Weekends, Part-time care, Holidays</i>	85	3
Education / Learning	<i>Prep for Kindergarten, Interpersonal skills</i>	63	2
More Convenient Locations	<i>Closer to public transit, Near home or work, Rural access</i>	51	1
Expanded Facilities	<i>More choices, Larger facilities, Smaller class sizes, More family-based options</i>	47	1
Transportation	<i>Daycare busses, Public transit</i>	47	1
Culturally-Specific / Diverse	<i>Bilingual education, Diverse caretakers</i>	41	1
Food / Health	<i>Diverse dietary needs (culturally, allergy-responsive), Physical activity, Toilet training, Naptime</i>	32	1
Increased Accessibility	<i>Expanded Headstart, Shorter waitlists, Access for children under 3 years</i>	28	1
Parent Involvement	<i>Parent drop-in hours, House visits, Progress reports</i>	16	
Developmentally Appropriate	<i>Age-appropriate learning, Children with children of similar ages, Special or alternative needs</i>	13	
Better Resources / Info	<i>Centralized list of resources, Accessible reviews of childcare providers, Child development classes for parents</i>	6	
Other		6	
<i>Total</i>		<i>277 Respondents; 617 Responses</i>	

Note. Responses were coded thematically from open responses. Participants listed multiple areas of desired change. Not all participants listed three areas for improvement, while some participants included more than three. Some responses were assigned multiple codes. Response percentages sum to greater than 100%.

Appendix A: Survey

Survey: Childcare Services and Needs in Washington County

Which town or city do you live in Oregon? _____

Age _____

Race/ethnicity (required) _____

Gender _____

Sexual orientation _____

Do you have any disabilities?

- Yes
- No
- Unsure

What is your housing status?

- Homeowner
- Renter
- Living with others - not paying rent or mortgage
- Living with others - assisting with or paying rent or mortgage
- Transitional housing
- Houseless/Homeless
- Other (please describe): _____

What is your highest level of education?

- Less than high school degree
- High school degree or GED
- Associate or some college
- Bachelor's degree
- Advanced or professional degree
- Other (please describe): _____

What language(s) are spoken at your home? _____

Describe your ability to communicate in English (both speak and understand)

- I can speak and understand English well.
- I can speak and understand English with some support.
- I do not speak or understand English.

Estimated Yearly Household Income _____

How many people live in your household? _____

How many children under the age of 18 live in your household? _____

How many children ages 5 and under live in your household? _____

How many children ages 5 and under are you the parent or guardian? _____

Are you a single parent or guardian?

- Yes
- No

Check all of the following benefits either you or the children in your home receive.

- WIC
- SNAP
- OHP / Health Share Membership
- Other (please specify) _____
- I don't receive any benefits

From your point of view, at what age do children start learning? _____

Please complete the following information for children 0-5 years old.

CHILD [1-4]

Age _____

Gender _____

Race/ethnicity _____

Languages spoken at home _____

Does this child experience any developmental delays or disabilities?

- Yes, physical
- Yes, mental
- No
- Unsure

Does this child have a parent or guardian who is currently or has been incarcerated during the child's lifetime?

- Yes, currently incarcerated
- Yes, formerly incarcerated
- No
- Unsure

Has this child ever been engaged with the foster care system? If yes, for how long?

- Yes, currently – Years _____ Months _____
- Yes, in the past – Years _____ Months _____
- No
- Unsure

Has this child experienced insecure housing or homelessness? If yes, for how long?

- Yes, currently – Years _____ Months _____
- Yes, in the past – Years _____ Months _____
- No
- Unsure

Is this child adopted?

- Yes, by a familial relative

- Yes, not by a familial relative
- No
- Unsure

Childcare (select all that apply)

- By parent or guardian
- By relatives
- Family-based daycare
- Center-based daycare
- Daycare provided by parent or guardian's place of work
- Preschool - private
- Preschool - public
- Headstart
- K-12 school - private
- K-12 school - public
- Other (please describe): _____

Thinking of the childcare services available in Washington County for children ages 0-5 years, please respond to the following questions.

Where do you find information about childcare for children ages 0-5 in Washington County?

What are your top three childcare needs for children ages 0-5?

1. _____
2. _____
3. _____

From the list, please select which are childcare needs or concerns for you:

- Transportation to/from childcare location to my home/work
- Cost of childcare
- Childcare provider speaks my language
- Culturally specific/responsive care, such as language or other lifestyle needs
- Culturally specific/responsive education, such as language or other lifestyle needs
- Developmentally specific/appropriate care
- Developmentally specific/appropriate education
- Trust in childcare providers
- Hours of availability, such as early morning or overnight childcare
- Children from the same household placed at multiple childcare sites

What childcare options for children ages 0-5 would you like to see or improve?

1. _____
2. _____
3. _____

If you could change one thing about childcare for children ages 0-5 in Washington County, what would it be?
