

Preschool Development Grant Birth to Five

Caregiver Survey Findings Summary

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Background & Summary of Findings

In collaboration with the Wisconsin Department of Children and Families (DCF) as part of the federal Preschool Development Grant (PDG), Dr. Katherine Magnuson, Director of the Institute for Research on Poverty (IRP), designed and fielded a short survey for caregivers with low incomes and young children in Wisconsin. The study was designed to learn about Wisconsin caregivers' experiences with early childhood programs. The survey was fielded by the University of Wisconsin Survey Center in 2022.

This report provides a summary of the survey results with respect to caregivers' access and use of licensed child care, child care financial assistance programs, early intervention and special educational services, and home visiting programs, Early Head Start, and Head Start programs.

In brief, the findings indicate:

- Caregivers reported high levels of difficulty in finding child care programs for infants and toddlers that were of high-quality, affordable, reliable, and had available slots.
- Caregivers reported moderate levels of difficulty in finding child care programs for preschool age children that were of high-quality, affordable, reliable, and had available slots.
- Across early care and education programs, Income Maintenance region of the state and urbanicity were strong predictors of whether parents reported difficulty in finding and using child care. Parents in more rural parts of the state reported the greatest difficulty in finding and using child care.
- Overall, parents found enrolling and using child care assistance programs moderately difficult, and this seems to be related to their reports that the subsidy is not generous enough and that it is hard to find a program that accepts the financial assistance as payment.
- Caregivers reported moderate levels of difficulty in finding and enrolling in Part B and Part C of IDEA and other early intervention and special education services.
- Caregivers reported little difficulty with enrolling or using home visiting programs, as well as Early Head Start or Head Start programs.
- Caregivers' race and ethnicity and other demographic characteristics (other than region of the state and urbanicity) were largely not related to caregivers' reports of difficulty using early childhood programs.

Summary of Survey Sample and Methods

In the spring of 2022, the sampling frame for the survey was developed in collaboration with the Wisconsin Department of Children and Families (DCF) Preschool Development Grant (PDG) team. The survey was given to a sample of randomly selected households participating in the Supplemental Nutrition Assistance Program (SNAP) with young children under the age of 6 years old. The information about SNAP receipt was provided by the Wisconsin Department of Health Services in November of 2021.

The sampling frame included a random selection of 4,500 of all eligible SNAP households, as well as an oversample of 500 Black non-Hispanic head of households and 500 Hispanic head of households. At the survey completion, the resulting sample included 1,053 caregivers.

The sample was designed to ensure diversity of respondents and that was achieved (23% Black, 46% White, 31% Hispanic, and 11% other ethnicities including Native American, Asian, and Hawaiian, or Pacific Islander). Note that respondents could indicate more than one race/ethnicity in their response. The sample was comprised of 44% single parent families, 51% two-parent families, and 6% multigenerational families. Just under 90% of the respondents identified as female and 10% identified as male. About 14% of the caregivers reported that the household did not have any employed adults, 59% reported one working adult, and about 27% caregivers reported two or more adults were working in the household. The median age of a caregiver respondent was 33. As would be expected, more respondents resided in urban areas. Table 1 reports the ages of the youngest child in the respondent households and Table 2 reports the demographic and geographic characteristics of the sample.

Age < 1	14%
Age 1	20%
Age 2	18%
Age 3	16%
Age 4	14%
Age 5	12%
Age 6	7%

The survey was administered in multiple modalities; including a paper survey, an online or web survey, or an interviewer administered telephone survey. University of Wisconsin Survey Center administered the survey for IRP, starting with mail surveys on March 24, 2022 and ending with phone interviews on September 18, 2022. Appendix 1 provides additional details on the data collection procedures and sample.

Table 2: Caregiver Demographic and Geographic Characteristics (n=1,053)	
Mean or %	
Education	
Some high school or less	13%
High school/GED	32%
Trade school	2%
Some college	30%
Associate degree	12%
Bachelor's degree	10%
Master's degree or more	1%
Race/ethnicity	
White	46%
Black	23%
Hispanic	31%
Other	11%
Income Maintenance Region	
Northern	3%
Great Rivers	5%
Central	4%
Bay Lake	6%
East Central	9%
Capital	15%
Western	4%
Southern	8%
Moraine Lakes	7%
WKRP	7%
Milwaukee	33%
Urbanicity	
0-24% Rural	8%
25-49% Semi-Rural	10%
50-74% Semi-Urban	16%
75-100% Urban	66%
Average Caregiver Age	33.70 years
Family type	
Single parent	44%
Two parents	51%
Multigenerational	6%

Participation in Early Childhood Programs

The survey asked caregivers to report if they were currently or had previously participated in several early childhood programs. Figure 1 provides a summary of the responses.

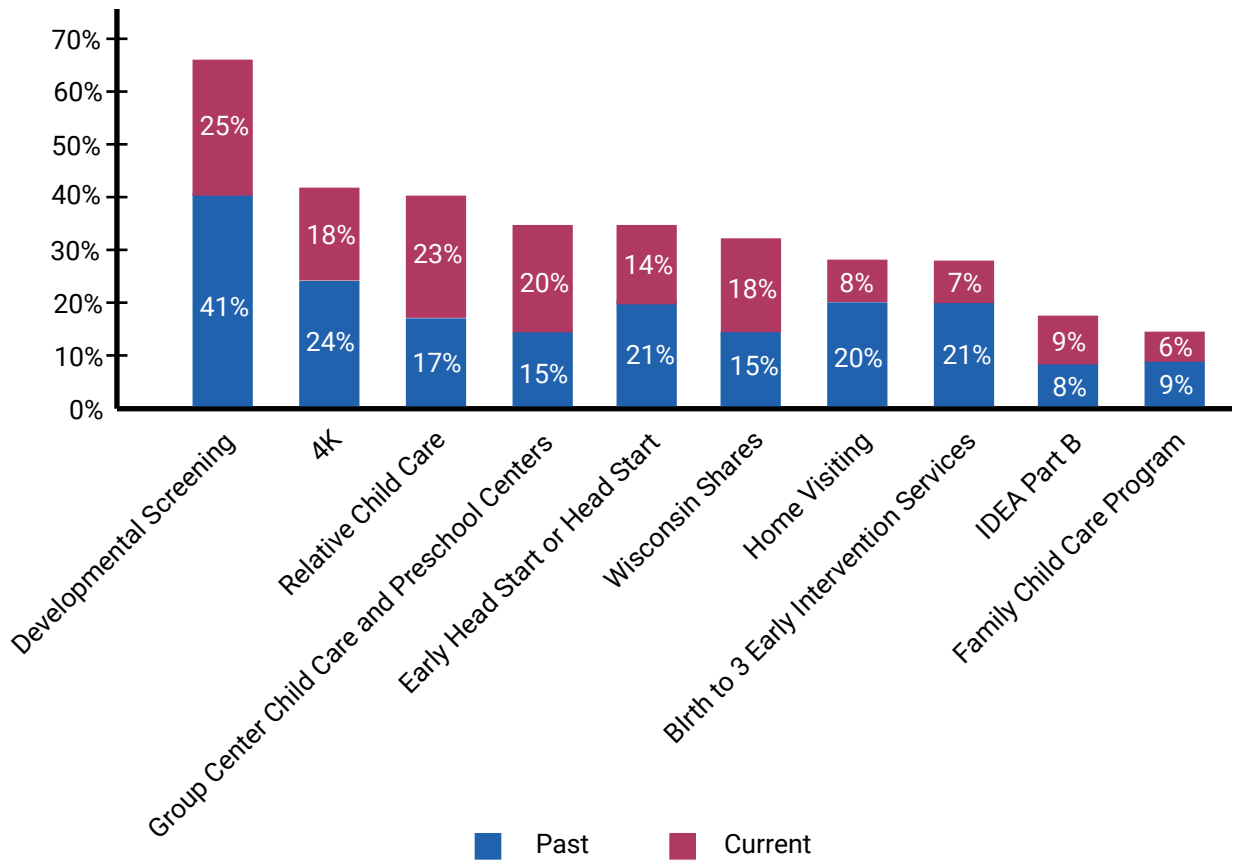



Figure 1: Summary of Current and Past Participation in Wisconsin Early Childhood Programs (n=1,024)



In interpreting caregiver responses, it makes sense to consider the overall participation rate that include current or past participation because several of the programs are specific to children of particular ages, and thus we might not expect that all households would have an opportunity to participate in programs depending on the ages of their children.

Based on these responses, a clear take away is that **participation in most early child programs is low. In general, less than 40% of low-income families participated in programs that are designed to meet the needs families with young children.** An exception is that over 60% of families report having experienced a developmental screening. However, given that developmental screenings are needed for young children of any age, there is considerable room to increase the reach of screenings.

The survey asked caregivers who they ask for advice or recommendations on early childhood programs to meet their family's needs. The most common responses were that caregivers asked their family and friends (65%), followed by health professionals (44%). They were less likely to turn to specific early childhood program staff (16-26% depending on the type of program), babysitters or child care providers (28%), and religious leaders (7%). This is perhaps not surprising given their relatively low levels of reported participation in these specific programs.

Access and Enrollment in Early Care and Education Programs for Infant, Toddlers, and Preschoolers

Early care and education programs serve both to support parents' employment outside of the home, as well as support children's early learning. Most non-parental child care is provided by the private market from a mix of licensed providers, including for-profit and non-profit providers, as well as unlicensed relatives and other informal caretakers. In addition, the available supply and cost of child care varies considerably across communities in Wisconsin, with more care being available in urban areas, as is illustrated by the Applied Population Lab's mapping of access to child care in Wisconsin (<https://storymaps.arcgis.com/stories/8bb0b233f02740c88e341d3f23da5ccc>). Nevertheless, anecdotally, both before and after the pandemic, many stories of how challenging it is to find child care had been written about Wisconsin's urban areas in local press (for example see: <https://urbanmilwaukee.com/2022/11/07/families-struggle-to-find-early-child-care>).

Most of the caregiver respondents to the survey had not used licensed child care programs. All the caregivers who participated in the survey had children under age 6 in their household, and yet, only about 47% of respondents reported that they had looked for or used licensed child care for an infant, toddler, or preschool-age children.

Among those who had looked for care for a young child, we asked specifically if they had faced challenges related to program staff not speaking their language, program staff being unhelpful during the application process, or there not being "spots" available. **By far the most common challenge caregivers reported was not finding "spots." Over 57% of caregivers who had looked for infant or toddler care and 46% of parents who had looked for preschool-age care reported that this was a challenge.** In contrast, challenges related to language and staff were much lower. About 6-8% of caregivers reported challenges with staff language, and slightly more reported (11-15%) staff being unhelpful with the applications.

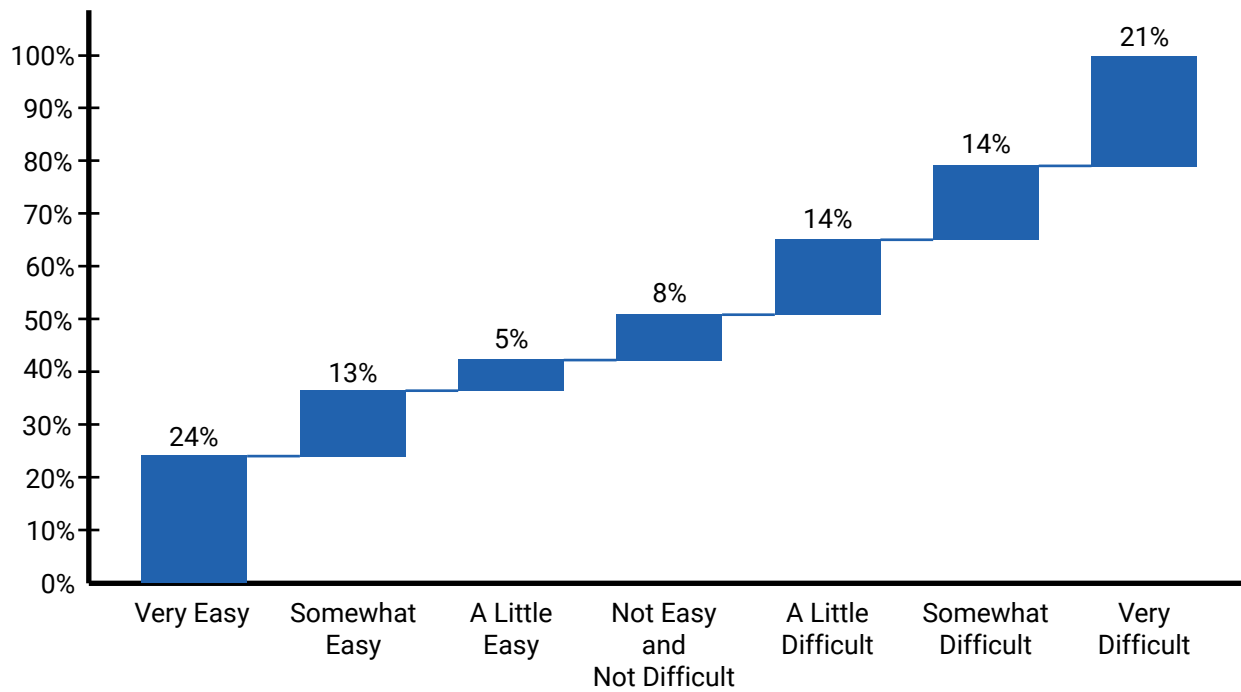


Figure 2: Ease or Difficulty of Finding and Enrolling in Licensed Child Care Program for an Infant or Toddler (n=382)

Caregivers who had looked for and/or used infant and toddler care, reported relatively high levels of difficulty in finding and enrolling in these programs. About half of caregivers reported at least a little difficulty, and 21% reported it as very difficult. Figure 3 shows that the greatest reported difficulty was associated with finding affordable, reliable, and good quality programs.

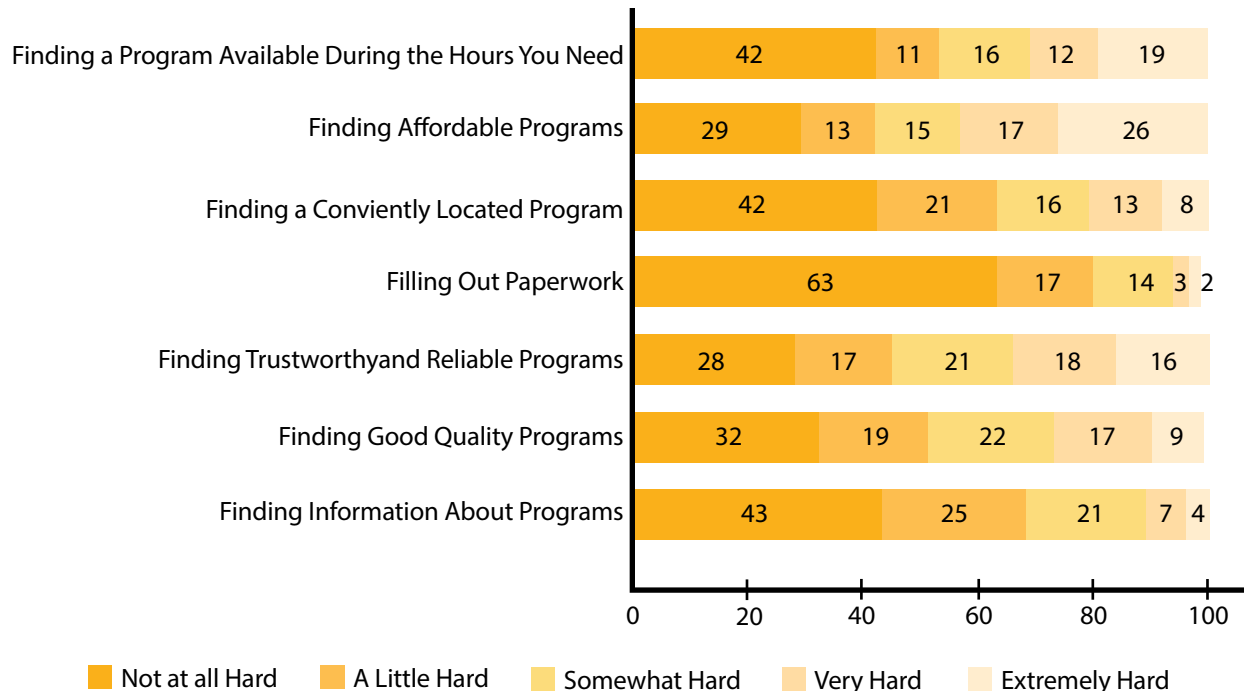


Figure 3: Summary of Responses About How Difficult it was Finding Out About or Enrolling in a Child Care for Infants and Toddlers (n=382)

Turning to early care and education for preschool-age children, some caregivers reported it was difficult, but not as difficult as finding care for infants and toddlers (Figure 4). However, the challenges for finding and enrolling in preschool age early care and education, were similar to those reported for infants and toddlers, with challenges related to affordability and reliability being most common (Figure 5).

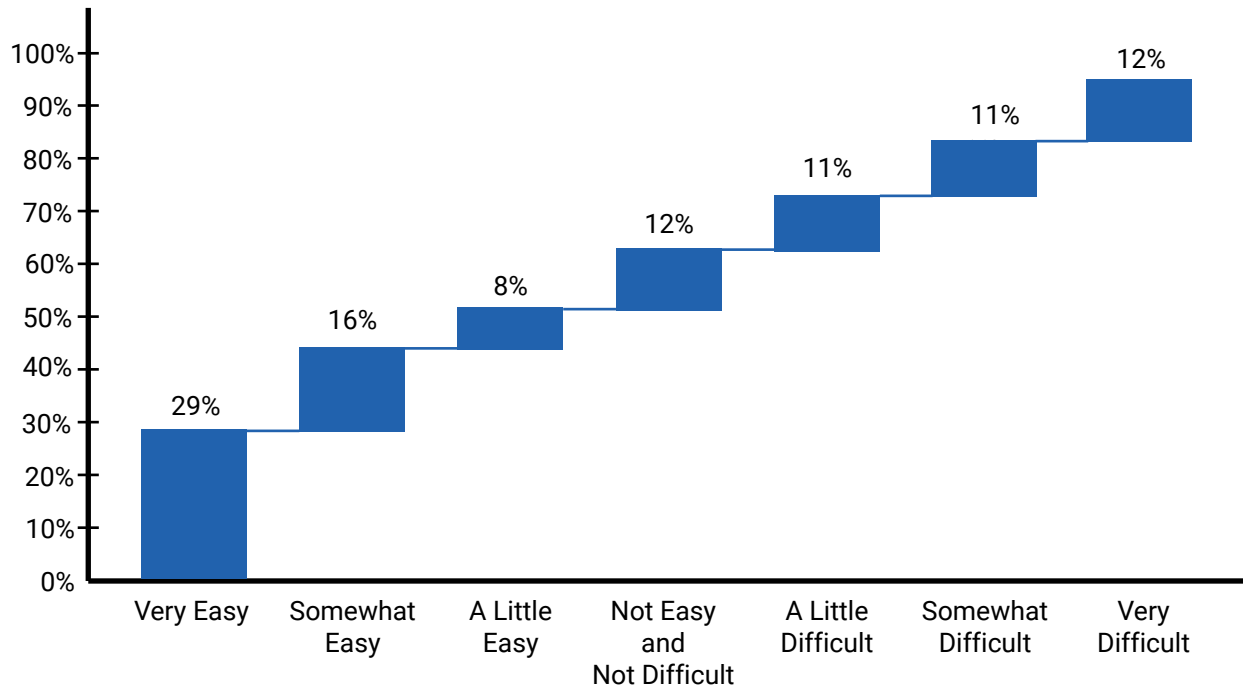


Figure 4: Ease or Difficulty of Finding and Enrolling in Licensed Child Care Program for Preschoolers (n=323)

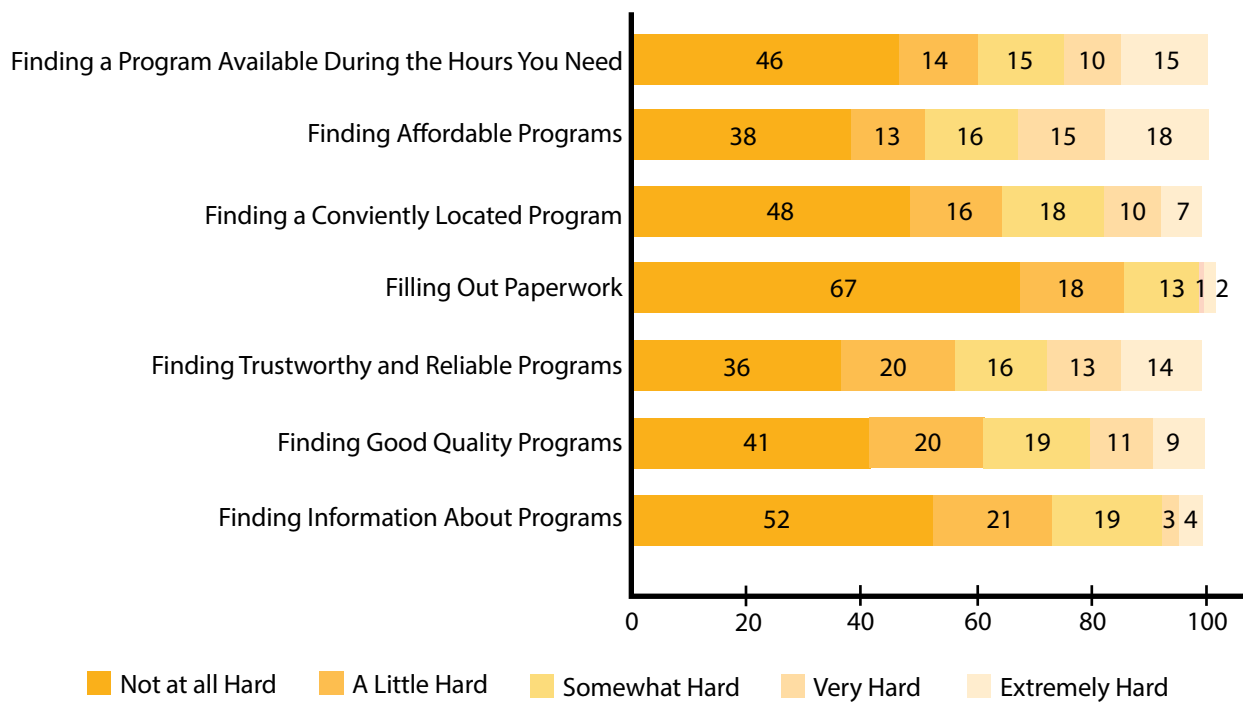


Figure 5: Summary of Responses About How Difficult it was Finding Out About or Enrolling in a Child Care for Preschoolers (n=323)

A variety of state and local programs seek to offset the high costs of child care for working parents in Wisconsin. Providing child care assistance to low-income families both increases the likelihood that young children experience high-quality learning environments and supports caregivers' employment. The cost of child care is high in Wisconsin, with full-time infant care estimated at over \$12,000 per year and 4-year-old care at over \$10,000 (<https://www.epi.org/child-care-costs-in-the-united-states/#/WI>). Most assistance programs seek to defray the costs of licensed care for children residing in households with working parents, but do not fully cover the costs of care. The largest assistance program is Wisconsin Shares, Wisconsin's Child Care and Development Fund (CCDF) child care subsidy program. Wisconsin Shares is county administered and primarily federally funded.

About 40% of caregivers reported that they had looked for or participated in child care assistance, which is nearly 70% of those who had looked for or used child care. **Caregivers reported moderate levels of difficulty in accessing and enrolling in child care assistance.** Among those who looked for or used financial assistance from a city, county, or state agency to pay for child care, close to half of parents (47%) found it very easy or somewhat easy to find and participate in the program (See Figure 6). In contrast, about 20% found it somewhat or very difficult to find and participate in financial assistance programs. Respondents who reported having looked for or used financial assistance were also asked if they faced specific challenges. The most frequent challenge caregivers reported is that the amount of financial assistance was not large enough (41%). Few parents reported challenges related to staff not speaking their language (8% of all families, and 15% of those who spoke Spanish in their household) and unresponsive or helpful staff (17%). More common was reporting that they faced challenges in being confused about program requirements (25%).

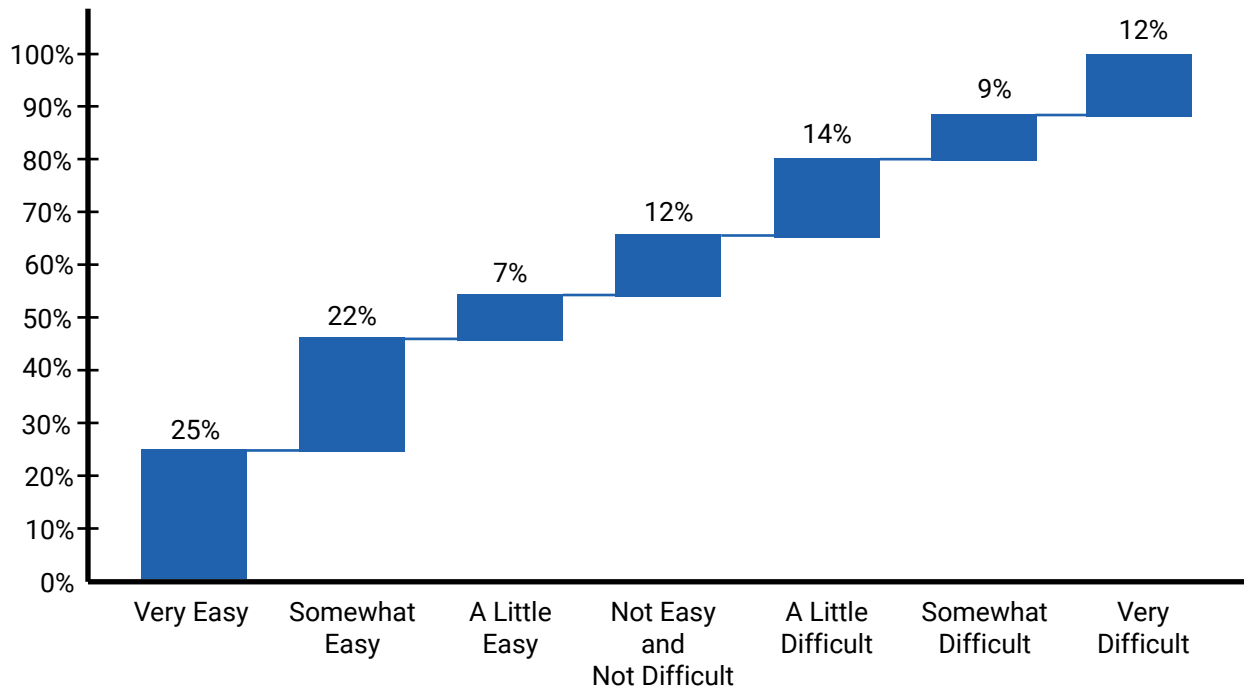


Figure 6: Ease or Difficulty of Finding and Enrolling in Child Care Assistance Programs (n=421)

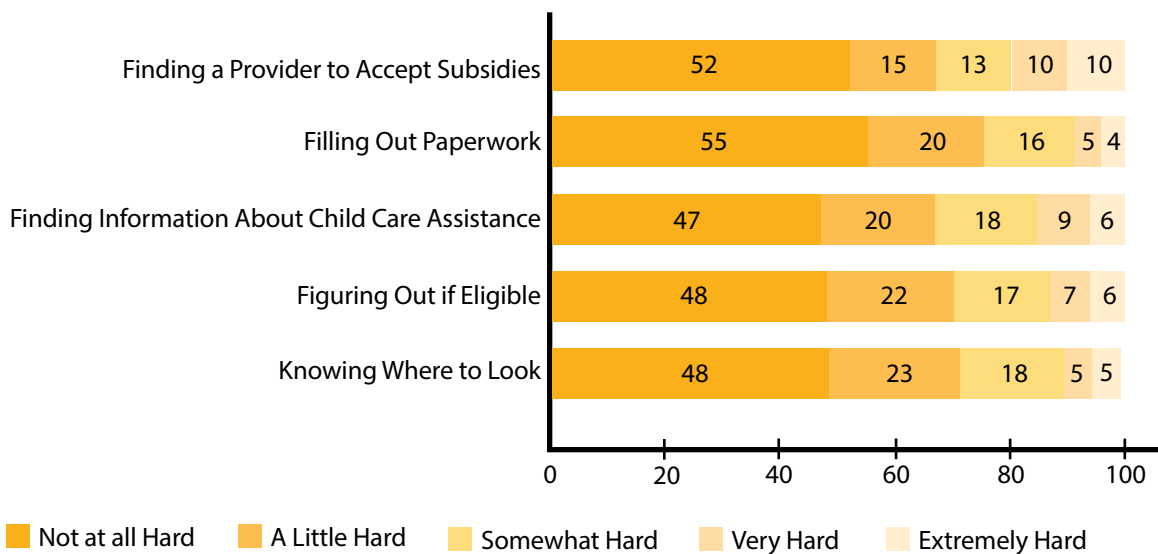



Figure 7: Summary of Responses About How Hard it was Finding Out About or Enrolling in a Child Care Assistance Program (n=421)



Respondents who had used or looked for financial assistance were also asked how hard they found specific steps in the process of finding and enrolling in financial child care assistance programs (See Figure 7). In general, caregivers responded that they did not experience various aspects of the using child care assistance programs to be very hard. Indeed, the majority reported that knowing where to look for assistance, figuring out if they would be eligible for assistance, finding a provider to accept child care subsidies, and filling out paperwork and providing documentation was either “not at all hard” or “a little hard.” The greatest challenge for respondents seems to have been finding a child care program to accept the subsidy. About 20% of respondents said it was very hard or extremely hard to find child care programs that would accept child care assistance.

Among those who reported to have looked for or used child care financial assistance, about 32% were past participants in the program, about 40% were current participants, and 29% had never participated. When we looked at differences in reports of ease or difficulty of use and of how hard aspects of the engagement process were, there are some clear differences depending on whether and when respondents used financial assistance programs. As might be expected, **caregivers who reported never using financial assistance programs reported that finding and using these programs was significantly more difficult than those who had used the program.** Nearly twice as many non-participants (34% vs. 17%) reported that finding or using financial assistance programs as “somewhat” or “very difficult” compared with those who were currently or had in the past used the program.

Comparing those who were currently using financial assistance to those who had used it in the past, **we find that current users reported marginally lower levels of difficulty in using the program compared with those who were past users of financial assistance.** About 38% of past participants rated finding out or using the program was at least a little difficult compared with just 12% of current participants. Caregivers who had used the program in the past were significantly more likely to report the following enrollment aspects as hard: 1) knowing where to look, 2) finding information, and 3) finding a provider to accept subsidies. There were no differences across past and current participants with respect to caregivers reporting that staff didn’t speak their language, staff weren’t helpful, or the subsidy amount being too small. However, it is challenging to know how to interpret these findings. It might be that recent changes in policies have made financial assistance for child care more accessible and easier to use, but it might also be that caregivers who find the program challenging stop using it. For these reasons, it’s hard to know why current users rate their experience as being less difficult than those who have not used it or those who no longer use financial assistance.

Access and Use of Part C, Birth to 3, or Part B, Early Childhood Education Services

Early intervention (Birth to 3) and Early Childhood Education Services (Part B or Part C) are programs that serve children in need of extra supports due to developmental or learning delays. About 28% of parents reported that they or their child’s doctor had concerns about their child’s development. Of those who had concerns, about 65% reported that they had looked for or enrolled their child in Early intervention (Birth to 3) or Early Childhood Education Services (Part B or Part C).

Among those who had looked for or enrolled in these services, **caregivers reported a low level of difficulty in doing so (Figure 8). About 11% of caregivers reported that finding and enrolling in these programs was somewhat or very difficult.** When asked about specific challenges related to these processes, few parents noted barriers of language (6%), unhelpful staff (13%) or being unable to find a spot in these service programs (19%). Considering specifically which aspects of engaging with the program were difficult, 27% of caregivers reported that finding information about these services was the most difficult and about 22% caregivers reported it was at least somewhat difficult to find information about these programs (Figure 9). Finding out about eligibility and filling out paperwork were rated by fewer caregivers as difficult, but still close to 20% of caregivers reported somewhat or higher levels of difficulty with these processes.

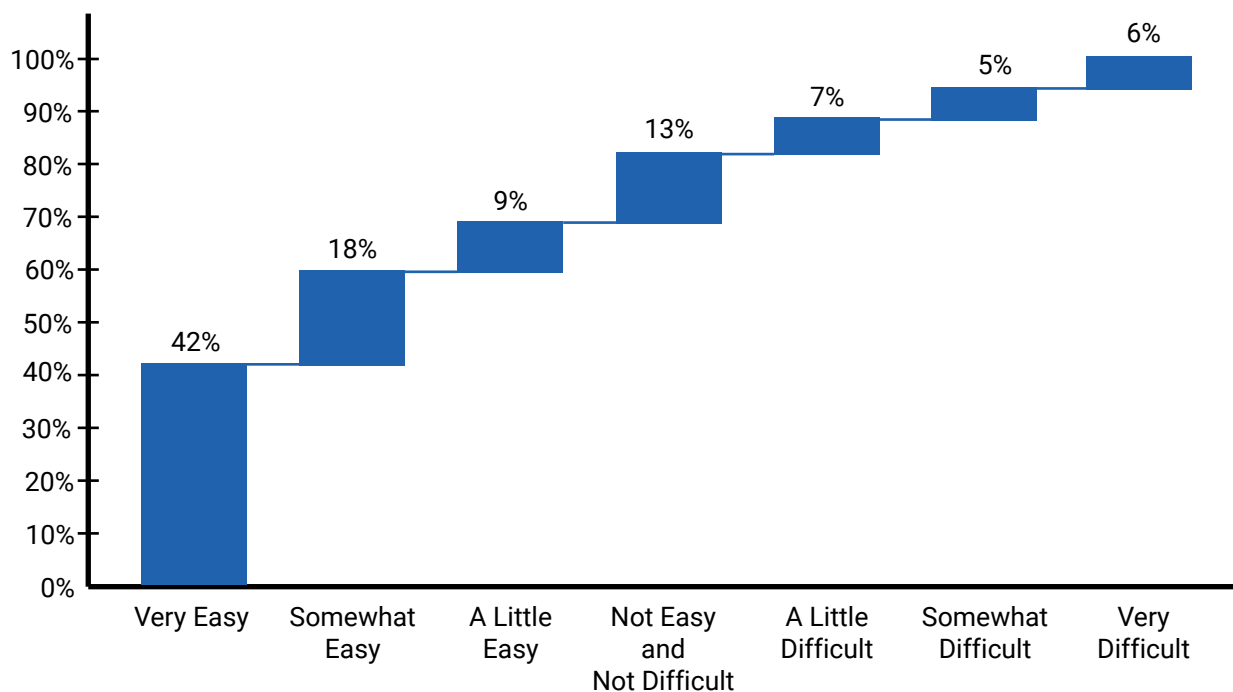


Figure 8: Ease or Difficulty of Finding and Enrolling in Part C, Birth to 3 or Part B, Early Childhood Education Services (n=194)

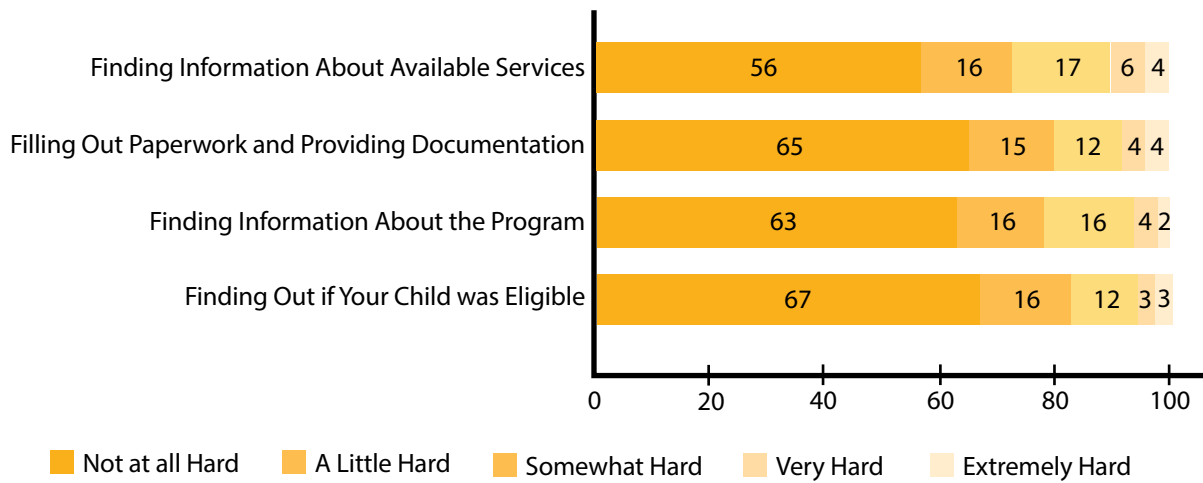


Figure 9: Summary of Responses About How Hard it was Finding Out About or Enrolling in Part C, Part B, or Birth to 3, Early Childhood Special Education Services (n=194)

Access and Use of Home Visiting Services

Home visiting programs are intended to support children’s healthy development by providing supportive services to families. Often programs include routine screening for child development and caregiver mental health, provide education about how to foster healthy early development and learning, as well as how to build positive family relationships. In Wisconsin, there are several home visiting models available that serve differing populations and ages of children. About 21% of responding caregivers said they had participated in or looked to participate in home visiting services. Of those who did so, **most caregivers reported that it was not difficult to find and enroll in a home visiting program** (Figure 10). Only 10% reported that it was somewhat or very difficult. For those who were engaged in these programs, they reported few specific challenges in terms of staff not speaking their language (7%), staff being unhelpful in the application process (11%), not finding a spot (15%), and programs requiring too much time (15%). Reflecting on matching home visiting services to their needs, about 19% of caregivers reported that program staff did not offer the type of help they needed, and 15% of caregivers said that the type of help the program staff offered they did not need.

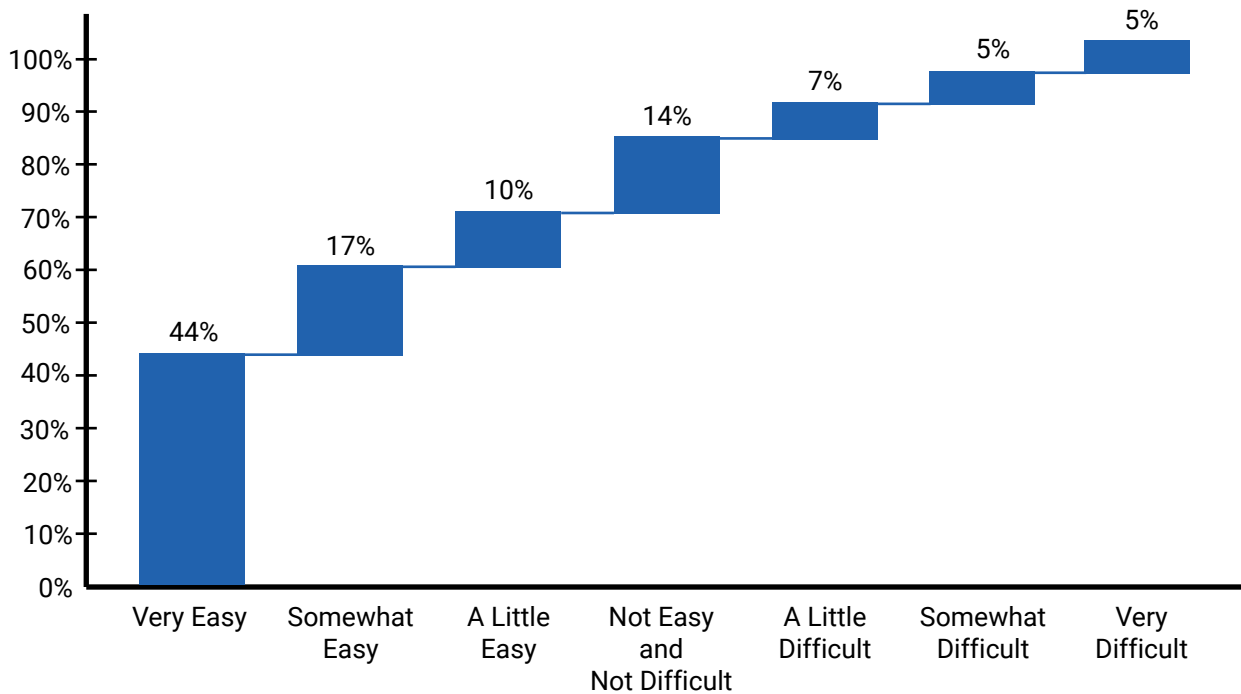


Figure 10: Ease or Difficulty of Finding and Enrolling in Home Visiting Services (n=220)

In terms of how hard specific parts of the process of finding out about and enrolling in home visiting programs were rated by caregivers, it is notable that the only areas that stands out as being most hard is finding information about available services or programs (Figure 11).

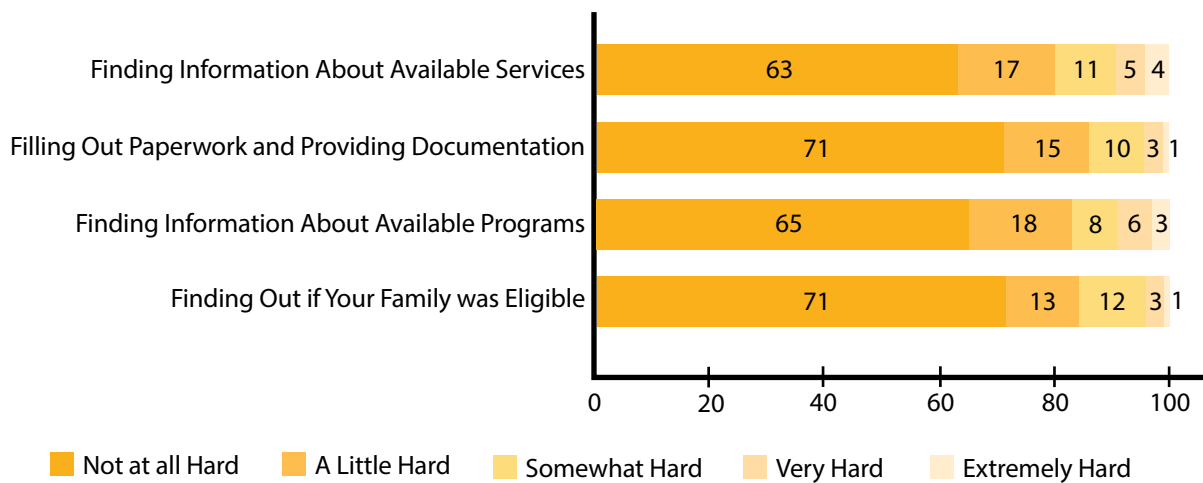


Figure 11: Summary of Responses About How Hard it was Finding Out About or Enrolling in Home Visiting Services (n=220)

Access and Use of Early Head Start and Head Start Programs

Early Head Start and Head Start programs provide early education and care for children from low-income families, experiencing homelessness, and for children with developmental delays. Head Start programs are federally funded and have a whole child and family approach that includes engaging children and families with a wide range of supportive services. Head Start programs, which serve preschool-age children, typically include center-based early learning programs, whereas Early Head Start programs are a mix of center-based early learning and home visiting services.

About 40% of caregivers in this survey reported that they had looked for or enrolled a child in Early Head Start or Head Start Services. (This is just slightly more than reported having ever participated in Head Start). In general, **caregivers reported relatively little difficulty in finding and enrolling in these programs. Just 11% of caregivers said that it was somewhat or very difficult** (Figure 12). In contrast 62% said it was very or somewhat easy to do so. With respect to specific challenges in accessing Early/Head Start programs, few caregivers reported staff not speaking their language (9%), or staff not being helpful with the application (15%). More commonly parents reported that not finding a “spot” was a challenge (29%).

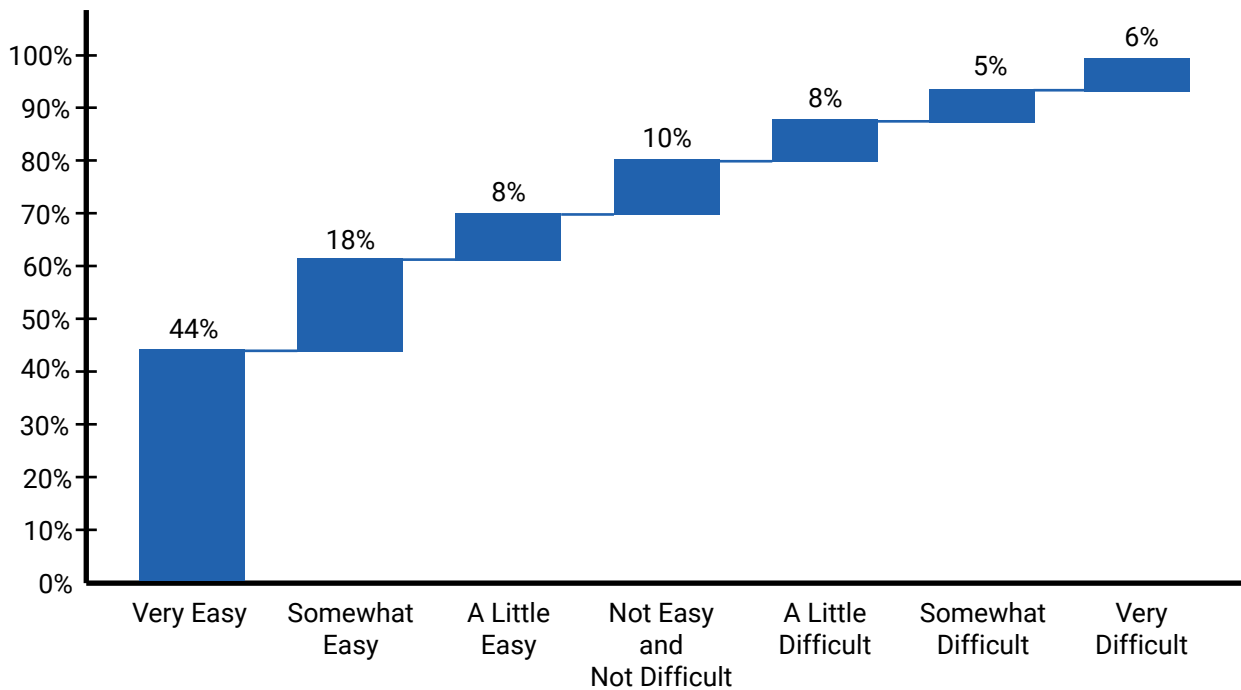


Figure 12: Ease or Difficulty of Finding and Enrolling in Early Head Start or Head Start Services (n=426)

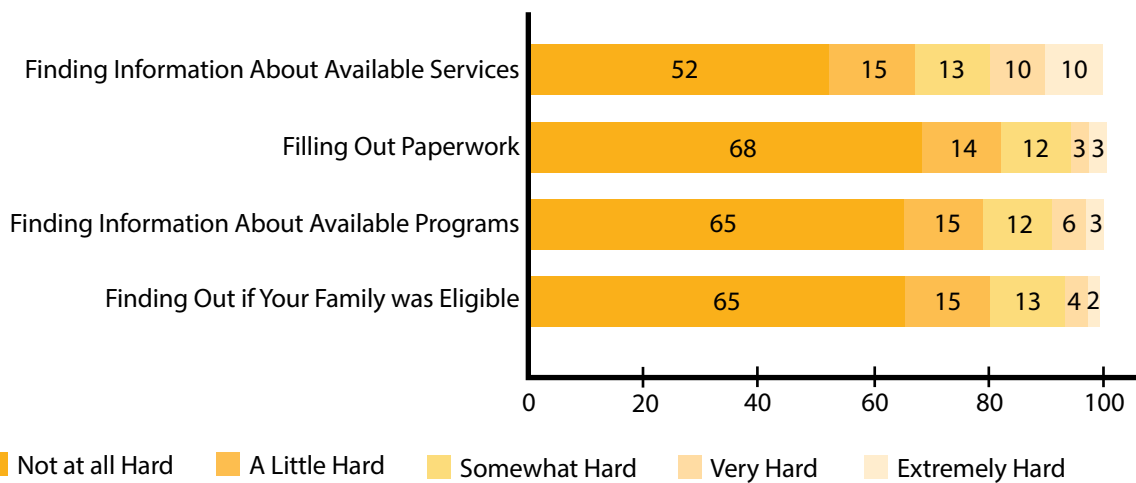


Figure 13: Summary of Responses About How Hard it was Finding Out About or Enrolling in Early Head Start or Head Start Programs (n=426)

Among caregivers who had looked for or participated in Early/Head Start Programs, the most difficult part of the process was reported to be finding information about available services. About 20% of caregivers reported that it was very or extremely hard to find information about available services (Figure 13). Least difficult was filling out paperwork and figuring out if your family was eligible for programs (both reported by 6% of caregivers as very or extremely hard).

Variations in Caregiver Responses Across Demographic and Geographic Groups

To look at variation in perceived difficulty in finding out about and participating in the different early childhood programs, we looked at whether caregivers' education, family structure (two parent, single parent, or multigenerational), race and ethnicity (non-Hispanic white, Hispanic of any race, black), age, Income Maintenance region, and county urbanicity predicted caregivers reporting that it was "a little difficult," "somewhat difficult," or "very difficult" to find and participate in early childhood programs.

We used a regression model to predict the caregiver's reports of the difficulty looking for or participating in the following early childhood services: infant and toddler child care, preschool age child care, financial assistance for child care, and Head Start or Early Head Start services.

We do not report on predictors of difficulty with Early Intervention and Special Education Services or Home Visiting programs, because so few caregivers had sought out or participated in these programs that it would be unlikely that the models would be able to detect differences with any degree of statistical certainty. We estimated probit regression models that included all demographic and geographic characteristics reported in Table 2. Because Income Maintenance region and urbanicity were likely to be confounded, we estimated two regressions models, one each with Income Maintenance regions and urbanicity, along with the demographic predictors.

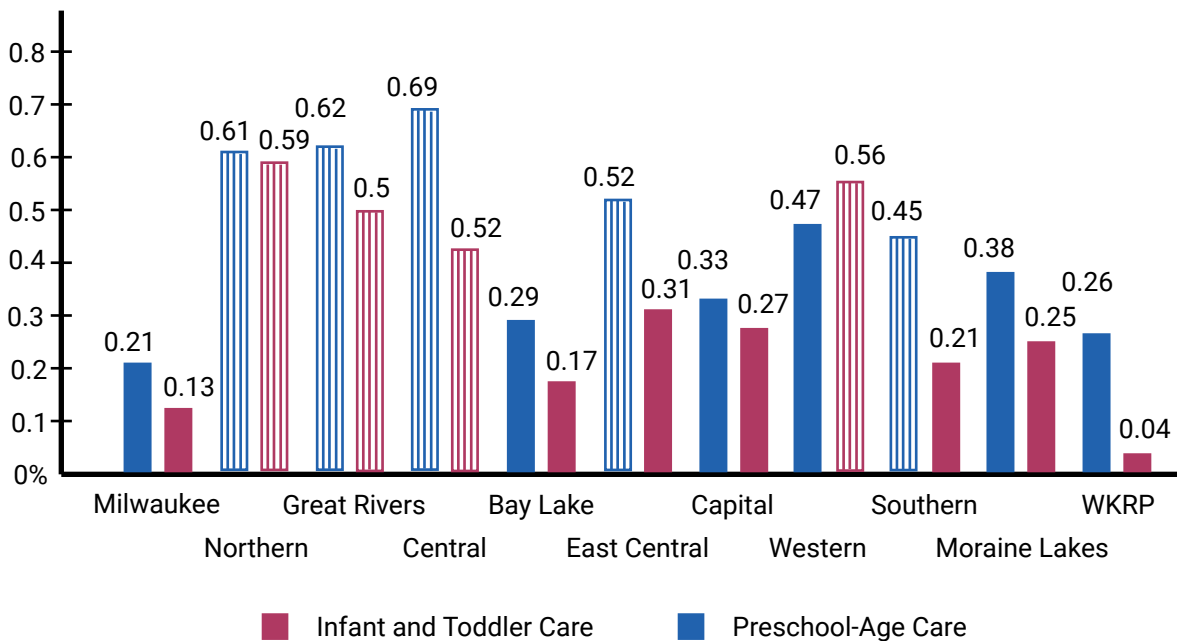


Figure 14: Predicted Proportion of Sample Reporting "A Little" Difficulty or More, by Income Maintenance Region.

Note: Striped shading indicates the predicted proportion differs from the predicted proportion in Milwaukee's Income Maintenance Region. The sample size for infant and toddler child care is 327 and for preschool-age care is 273.

For child care, both infant and toddler as well as preschool age care, **caregiver's education, age, family structure and race and ethnicity did not predict caregivers' reports that it was a little difficult or more difficult to find and participate in child care.** In contrast, **residing in several Income Maintenance regions did predict caregiver's difficult with finding child care.** Figure 14 provides a summary of the differences as illustrated by the predicted proportion of respondents in these regions indicating at least a little difficulty in finding and participating in these programs (these estimates hold constant other demographic sample characteristics). Compared to caregiver reports in the Milwaukee region (which has the largest proportion of the sample), caregivers in the Northern, Great Rivers, Central, East Central, and Southern areas of the state reported significantly higher levels of difficulty finding and participating in infant and toddler child care (Figure 14, orange striped bars). With respect to preschool-age child care, caregivers in the Northern, Great Rivers, Central, and Western regions reported greater difficulty in finding and participating in child care (Figure 14, orange striped bars). Looking more closely at aspects of finding care, regional differences were most pronounced with respect to finding information about child care, finding care that was conveniently located, and finding care with available slots.

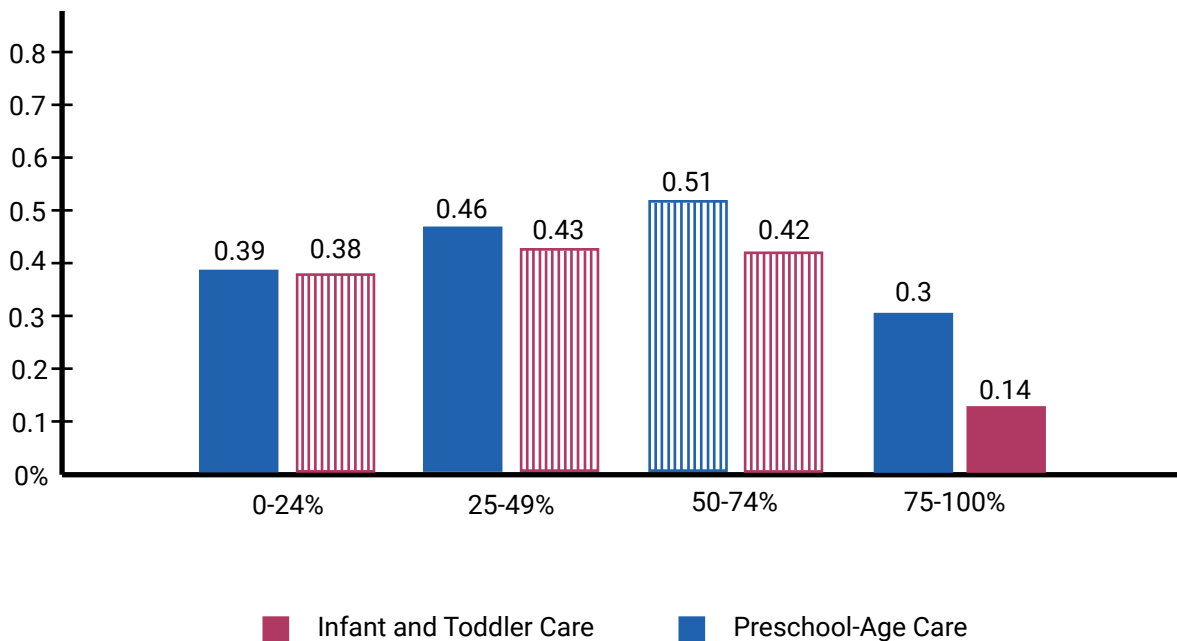



Figure 15: Predicted Proportion of Sample Reporting “A Little” Difficulty or More, by Urbanicity

Note: Striped shading indicates the predicted proportion differs from the predicted proportion in the most urban counties (75-100% urban). The sample size for infant and toddler child care is 325 and for preschool-age child care is 271. 0-24% is rural; 25-49% is semi-rural; 50-74% is semi-urban; 75-100% is urban.



The urbanicity of the county in which caregivers resided predicted whether they reported finding and participating in child care was “a little” or more difficult. Results were similar to the pattern of findings for the Income Maintenance regions. Caregivers in counties that are categorized as 75% or more urban reported the least amount of difficulty in finding and participating in infant and toddler, as well as preschool age child care. For preschool age child care, compared to the most urban areas caregivers in areas with less urbanicity all reported higher levels of difficulty with finding care (Figure 15, orange striped bars). For infant and toddler care, other counties reported higher levels of difficulty although it was only significantly higher for counties that were 50-74% urban (Figure 15, blue striped bar).

Looking at specific issues involved in finding and enrolling in infant and toddler care, our analysis showed that caregivers in rural areas (0-24% urbanicity) reported that several aspects of finding or using child care for were at least “somewhat hard.” For example, 82% of caregivers in the most rural areas reported it was at least somewhat hard to find affordable care for infants and toddlers compared to only 56% in the most urban areas (75-100% urbanicity). With respect to preschool-age care, caregivers in more rural areas were also more likely to report that aspects of the process were at least “somewhat hard.” For example, 65% of caregivers in rural areas (0-24% urbanicity) reported it was at least somewhat hard to find a reliable preschool, compared with just 39% of caregivers in the most urban areas (75-100% urbanicity).

Caregiver’s reports of **difficulty in finding and using child care financial assistance was not predicted by any of the demographic or geographic indicators** (i.e., Income Maintenance region, urbanicity, race or ethnicity, caregiver age, or family structure). Finally, **caregivers who were younger reported more difficulty finding out about and participating in Head Start and Early Head Start programs.** Caregiver race and ethnicity, Income Maintenance region, and caregivers’ education levels did not predict difficulty in finding and participating in Head Start or Early Head Start Services.


Overall, the responses from caregivers to this survey suggest some areas for further attention by policymakers and program administrators. First, caregivers reported a high level of difficulty in finding child care programs that were affordable, reliable and of high-quality. As such, increasing the supply of affordable, reliable, and high-quality child care is an important step in supporting low-income families in Wisconsin. The responses from our survey suggest that this is particularly important in the less populous regions of Wisconsin.

Caregivers reported moderate levels of difficulty in accessing and enrolling in child care assistance programs, which may also explain why they found finding affordable child care programs difficult. The most common issues noted were that the subsidy amounts were too low (41%) and that it was hard to find programs that accepted subsidies (20%). These findings suggest that to reduce the challenge of finding affordable care and increasing use of subsidies, increasing the subsidy rates and incentivizing providers to accept subsidies might be important steps.

About 20% caregivers reported that they had concerns about their child's development and therefore might need early intervention and early childhood special education services, there were also moderate levels of difficulty reported with accessing and enrolling in these services. Most challenging for parents seeking this type of services was finding information about programs, but other aspects of engaging with the programs, such as filling out paperwork, were also reported by some parents as at least somewhat difficult.

Finally, two early childhood programs stood out as being comparatively easier for caregivers. They reported low levels of difficulty finding and using home visiting services and Early Head Start and Head Start programs. Caregivers who sought out or participated in these programs reported overall low levels of difficulty in accessing and participating in these programs. The greatest difficulties for these programs seemed to be caregivers' abilities to find out information about available services. In addition, parents seeking Early Head Start and Head Start programs found it a challenge to find a spot.

It was notable in the survey findings that more parents did not report challenges related to application or eligibility determination. This suggests that caregivers who had sought out early childhood program and services had not experienced a high level of administrative burden. More important in their participation rates were being able to find information about programs and services and the availability of affordable services in the child care sector.



That said, it is important to note that this sample of caregivers were already enrolled in a state nutrition assistance program, and it may be that caregivers are more connected to services and able to navigate enrollment processes better than other caregivers. In addition, although the response rate for this survey was within an expected range (14-31%), it may be that caregivers who respond to surveys are more likely to have favorable experiences with early childhood programs and services. Nevertheless, further attention should be given to increasing child care availability (with attention to affordable, reliable, high-quality care), reimbursement rates and providers' acceptance of child care assistance, and the making sure that parents are able to find information about available early intervention and special education services, home visiting services, and Early/Head Start services.

Appendix 1: Data Collection Information

Sample Design

The sample for this study consisted of 4,500 randomly sampled Supplemental Nutrition Assistance Program (SNAP) recipient households with a child that was under age 6. This approach was chosen because SNAP has high participation rates and serves families with low incomes (under 200% of the FPL). The sample was limited to households with children under age 6 because of the survey's focus on early education programs.

The original list of SNAP recipient households was provided by the Wisconsin Department of Health Services (DHS) on behalf of the Wisconsin Department of Children and Families and the UW Institute for Research on Poverty. The list included 70,708 households. See Appendix Table 1 for details of the sample frames.

Two groups of SNAP recipients were sampled based on the race or ethnicity of the SNAP-identified primary household member – 500 households with a Black or African-American primary household member and another 500 households with a Hispanic primary household member. Another sample was drawn without regard to any characteristics (and thus is representative of all SNAP participating families with children under age 6. This general sample consisted of 3,500 randomly sampled households of any racial or ethnic primary household member. The samples had differing response rates, the general sample had a response rate of 24%, the Black sample had a response rate of 15%, and the Hispanic sample had a response rate of 31%. These rates are within the expected range for survey completion, and considered adequate, but not excellent.

Data Collection Modes and Contact Attempts

Data collection was designed to give the sampled household options that would meet their needs and ability to participate. The survey design consisted of three ways for sampled households to participate. All 4,500 sampled households received at least one paper survey in the mail. Participants were given a \$5 pre-incentive which was mailed out with the survey. All households with an email address received email invitations to take the survey online (N = 3,254). Additionally, any sampled households who had not returned the paper survey or completed the survey online were called and asked to take the survey over the phone with a trained UWSC interviewer (N = 4,499). To save money, the decision was made to send the paper survey in English only, but to administer the web survey and the telephone interview in either English or Spanish (per the choice of the respondent). Only about seven percent of the eligible households had an indication of Spanish as the primary language in the household. The final data collected over the six months contained 1,055 completed surveys and one partially completed usable survey. Two of these surveys were returned with the tracking information removed from the survey. As a result, these two surveys were not used in the analysis, resulting in an analytic sample of 1,053.

	Universe		General Sample		Black Oversample		Hispanic Oversample	
	N	%	N	%	N	%	N	%
American Indian	2,611	3.7%	136	3.9%	0	0%	12	2.4%
Asian	2,828	4.0%	146	4.1%	0	0%	2	0.4%
Black	22,768	32.2%	1,115	31.9%	500	100%	22	4.4%
White	31,887	45.1%	1,604	45.8%	0	0%	90	18.0%
Missing	10,614	15.0%	499	14.3%	0	0%	374	74.8%
Hispanic Indicator	70,708		3,500		500		500	
	11,967	16.9%	574	16.4%	0	0%	500	100%
Have a phone #	70,670	99.95%	3,499	99.97%	500	100%	500	100%
Have an email	51,726	73.2%	2,550	72.9%	407	81.4%	297	59.4%
Probability of selection		NA		0.05021		0.02249		0.04178
Inverse of probability		NA		19.916		44.464		23.935

Appendix Table 1: Sampled Households for Wisconsin Early Care Caregiver Sample