

CARES Planning Survey Report, 2012

David Trechter
James Janke
Becky Mather

Survey Research Center Report 2013/1
UWRF-Survey Research Center

January, 2013

The authors would like to thank Erin Ingli and Caleb Riedeman, students working for the Survey Research Center. They were instrumental in the completion of this study, especially in compiling and categorizing respondents' comments. We gratefully acknowledge their hard work and dedication. We would also like to thank Lori Zierl and the other members of the Pierce-St. Croix CARES advisory group (Joan Sprain, Katie Bartko, Heather Prigge, and Jennifer Hansen) for their assistance throughout the survey process. Finally, we'd like to thank the parents who completed the survey.

Support for this survey was provided by the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment of the University of Wisconsin-Madison, MCH Title V Services Block Grant, Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, and the Pierce-St. Croix CARES Coalition.

Table of Contents

Executive Summary	3
Survey Methods	5
Profile of Respondents	6
Parenting Understanding and Resource Needs	8
Challenges Affecting Children’s Social-Emotional Wellbeing	11
Preferred Means of Accessing Parenting Support Resources	12
Conclusions	13
Appendix A – Non-Response Bias Test	15
Appendix B – Pierce-St. Croix CARES Survey Comments	16
Appendix C – CARES Survey Numeric Summary	21

Executive Summary

This survey was developed to gather participants' need for/interest in resources to help parents understand and guide their children through their developmental stages from birth to 18 years of age. The survey also gathered information on challenges facing families as they raise their children and parents' preferred means of accessing information about their children's development.

The Survey Research Center (SRC) at UW-River Falls used two means of gathering information from parents. The primary data-gathering tool was an on-line survey. A link to this survey was sent by most of the school districts in Pierce and St. Croix counties to parents with children in their schools. A total of 1,334 useable surveys were completed using the on-line survey. In addition, paper surveys were taken to events such as Women, Infant and Children's Clinics that were expected to include a substantial number of parents of pre-school children. Sixty paper surveys were returned to the SRC and were include in our analysis.

There is little evidence of non-response bias (when the views of those who don't respond to a survey differ in systematic ways from those who did respond), but there is a clear geographic bias – half the responses came from a single school district (River Falls), which greatly exceeds that school districts' proportion of all primary and secondary students (Figure 1). This undermines the ability to use these results to represent accurately, the perspectives/needs of all parents in the two-county region.

The typical respondent to this survey was a young, well-educated, middle-class woman who is likely to have some sort of employment (Table 1).

Parents were asked about the degree to which they understand the developmental stages of children in three age categories (birth to six, seven to twelve, and thirteen to eighteen) and their confidence in being able to guide their children through the developmental stages associated with these age groups. **Responses indicated a substantially lower understanding of and confidence in their ability to guide their teenagers through the developmental stages associated with these years** (Figures 2 and 3).

There appears to be a fairly large minority of parents (39%) who don't know where to access parent support resources (Figure 4), and a reasonable likelihood that they would access such information (71% said they were "somewhat" or "very" likely to access this type of information) if it were available (Figure 5). Looking at specific subgroups of respondents and how they responded to this question produced both good and bad news. **Women, younger respondents, and those from lower-income households were more likely to say they would access parent support resources.** This is good news given that these groups seem to have an outsized level of engagement in raising children and a greater need for parenting assistance (see below). On the other hand, **respondents with teen-agers were significantly less likely to think they would access these types of resources.** This is unfortunate given the relatively low level of understanding of and ability to guide their children through these years noted above.

In terms of factors that might be affecting children's social-emotional well-being, a substantial minority of families (one in five) reported that they were experiencing financial strains (Figure 6). Family instability (divorce, incarceration, military deployment, etc.), mental health issues and concerns about child growth/development were additional challenges faced by relatively high proportions of respondents. These family strains were significantly associated with lower incomes and instances of unemployment in the home. It was also striking that **significantly higher proportions of respondents reporting that their households were experiencing many of these key challenges (mental health, financial strains, child growth/development, family instability) also said they didn't know where to access parenting information.** These results suggest a need for an outreach effort focused on expanding awareness of parenting resources

In terms of means of accessing parent support resources, respondents expressed a relatively strong preference for written materials and on-line workshops/materials (Figure 7). Both of these means of accessing parenting support resources would allow parents to review them according to their own schedules. **Key target audiences (parents under 35 years of age, those with lower incomes and the unemployed) were more receptive to all of the information delivery options examined.**

Survey Purpose

This survey was developed in conjunction with CARES, a local coalition of family support agencies and organizations, to identify ways to serve families with children in a more efficient and comprehensive manner. The focus of CARES is on the social-emotional wellbeing of children in Pierce and St. Croix Counties. Social-emotional wellbeing refers to a child's ability to 1) explore their environment and learn, 2) form close and secure relationships, and 3) experience, express and manage emotions. The goals of the survey were to:

- identify the level of parents' need for resources to help foster their children's social-emotional wellbeing,
- determine parents' preferred means of accessing these resources, and
- estimate the prevalence of household challenges (e.g. financial strains, mental health, etc.) that might affect children's emotional wellbeing.

Survey Methods

In November and December 2012, school districts in Pierce and St. Croix County emailed parents a link to an on-line survey developed by the Survey Research Center (SRC) at the University of Wisconsin – River Falls. Reminder emails were sent out in the week following the initial invitation. In addition, 135 paper surveys were distributed at selected locations in the two-counties (WIC clinics, etc.).

A total of 1,334 useable surveys were completed on-line and an additional 60 physical surveys were returned to the Survey Research Center.

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not return a questionnaire have opinions that are systematically different from the opinions of those who return their surveys. **Based upon a standard statistical approach that is described in Appendix A, the Survey Research Center (SRC) little evidence that non-response bias is a concern for this sample.**

In addition to the numeric responses, respondents provided additional written comments that were compiled by the SRC from the surveys. **Appendix B to this report contains the complete compilation of comments.**

Appendix C contains a copy of the survey questionnaire with a quantitative summary of responses by question.

Profile of Respondents

Table 1. Demographic Profile of Respondents ¹								
Gender	Count	Male	Female					
Survey respondents	1,358	16%	84%					
Pierce	40,839	49.8%	50.2					
St. Croix	84,461	50.0%	50.0%					
Age 18+	Count	18 – 24	25 – 34	35 – 44	45 – 54	55 – 64	65+	
Survey respondents	1,392	1%	20%	50%	26%	3%	0%	
Pierce	32,590	23%	14%	15%	19%	14%	13%	
St. Croix	62,755	11%	18%	20%	21%	15%	14%	
Number of Children	Count	0	1	2	3	4	5	6
6 or younger	935	38.2%	34.0%	22.6%	4.7%	0.4%	0.0%	0.1%
7 – 12	1,080	20.5%	50.2%	25.3%	3.9%	0.1%	0.1%	
13 – 18	961	30.7%	44.7%	20.1%	3.6%	0.8%		
Highest Level of Education	Count	Less than High Sch.	High Sch. Dipl.	Some College/ Tech.	Tech. College Grad.	Bachelor Degree	Grad/ Prof Degree	
Survey respondents	1,389	0%	7%	18%	19%	34%	20%	
Pierce	24,974	7%	32%	26%	11%	17%	8%	
St. Croix	55,960	5%	28%	23%	12%	23%	9%	
Income	Count	<25,000	25 - 34,999	35 - 49,999	50 - 74,999	75 - 99,999	100,000+	
Survey respondents	1,331	8%	6%	10%	21%	22%	34%	
Pierce	14,879	18%	9%	16%	20%	14%	23%	
St. Croix	31,987	15%	8%	13%	21%	16%	27%	
Employment	Count	Self-Employed	Employed Full-time	Employed Part-time	At-home parent	Un-employed	Retired	Other
Employment	1,387	8%	62%	14%	11%	2%	0%	2%

Table 1 presents a summary of the demographic composition of the survey respondents. Women were clearly over-represented in this sample. It is also true that there are a number of significant differences between males and females in this sample, which might be troubling. For example, women were significantly younger, less highly educated, less likely to be employed full time and have lower household incomes than males. Women were also more likely to feel that they understand and can guide the development of children birth to six years of age, and are more likely to say they would access parenting information via face-to-face group meetings, in written

format, and via social media. To the extent that women are more likely to be the primary caregivers of children, however, the over-representation of women in the sample is less concerning as they would be the primary audience for CARES activities.

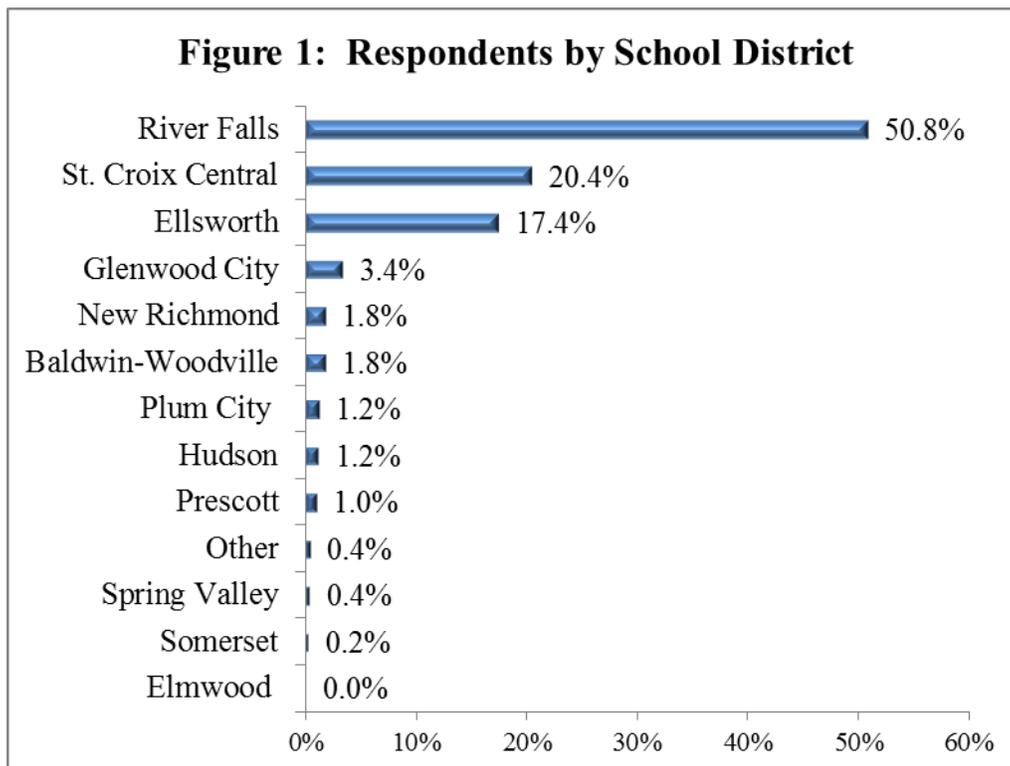
Given the population targeted for this survey (parents of school-aged children), it is not surprising that the sample contains higher proportions of middle-aged adults (35 – 54) than the overall adult population in the two counties.

Slightly more than 60% of the respondents had children 6 years of age or younger in their household, 80% had children in the 7 – 12 year old category, and nearly 70% had teenagers. The average number of children per household was 2.2 with a range of 0 to 9 children.

The sample is also a relatively well-educated group. More than half the respondents had at least a 4-year college degree, which is a much higher percentage than the average for Pierce and St. Croix County residents 25 or older. Because there tends to be a strong correlation between education and income, incomes in the sample could be expected to be higher than incomes in the two counties. As noted in the table, more than half the respondents reported household incomes in excess of \$75,000 per year and only 8% had incomes of less than \$25,000.

Very few of the respondents were unemployed (only 2%) and more than two-thirds were employed full-time or self-employed.

In short, the profile of respondents to this survey aligns reasonably well with expectations, given the population surveyed and the region of the state covered. The typical respondent is a young, well-educated, and upper middle-class woman who is likely to have some sort of employment.



A final demographic feature of the sample is shown in Figure 1, which shows that a disproportionate number of respondents were from the River Falls School District. It also appears as though St. Croix Central and Ellsworth are also over-represented in the sample. In contrast, Hudson and New Richmond appear to be under-represented in the sample. The geographic unrepresentativeness of the sample is unfortunate because, at least with respect to preferred means of accessing parenting information, respondents from the River Falls School District appear to be significantly different than those from other districts. This means consideration of these results as representative of all parents in Pierce and St. Croix Counties is probably not warranted.

Parenting Understanding and Resource Needs

Parents were asked two parallel questions about their understanding of children's developmental stages from birth through age 18 and their confidence in guiding their children through these stages. Three age groupings were considered: birth to 6 years, 7 to 12 years, and 13 to 18 years. Responses to these two questions are summarized in Figures 2 and 3. The four answer options to the question about understanding (Figure 2) were collapsed into two categories, "Understand" (= very good understanding + good understanding) and "Don't Understand" (= poor understanding + very poor understanding). In Figure 3, the four answer options were also collapsed into 2 categories, "Confident" (= very confident + confident) and "Unconfident" (= unconfident + very unconfident). In both figures, the top bar shows the proportion who are in the lower end of these Likert scales and the lower bar shows those in the upper end.

In both, it is fairly clear that the teen-aged years present the greatest challenges to parents. While 95% or more feel they understand their children's needs and how to guide them through developmental stages for children 12 and under, these proportions drop by more than 10% when it comes to teenagers. Fewer parents said they don't understand their teenagers' needs (13%) than said they are unconfident in their ability to guide their children during these developmental stages (19%).

Figure 2: Understanding of Children's Needs by Age Category

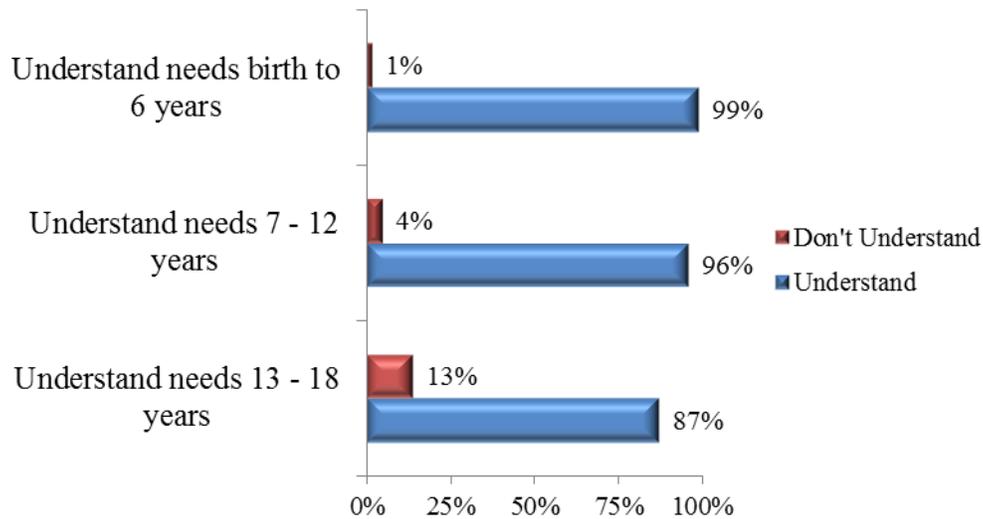
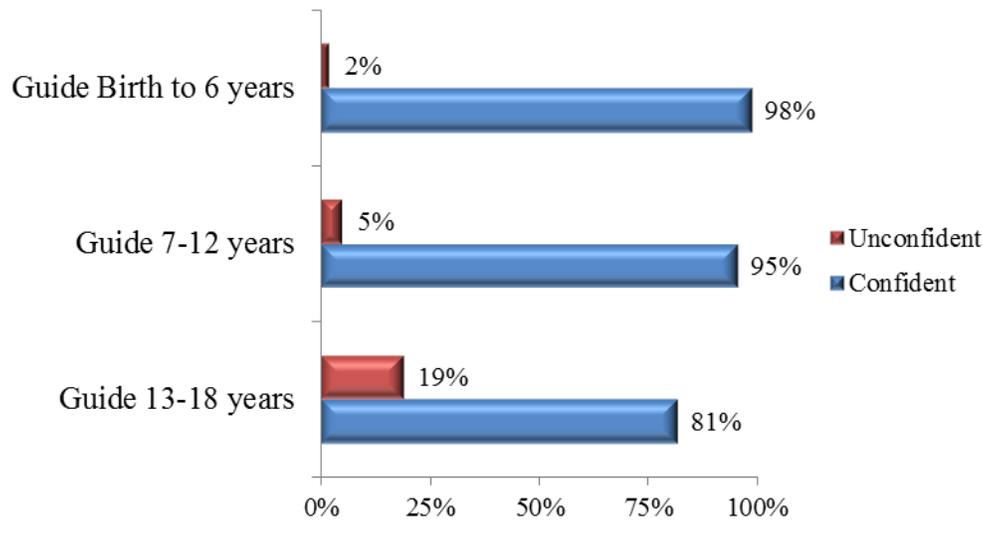


Figure 3: Confidence Level in Guiding Children's Development

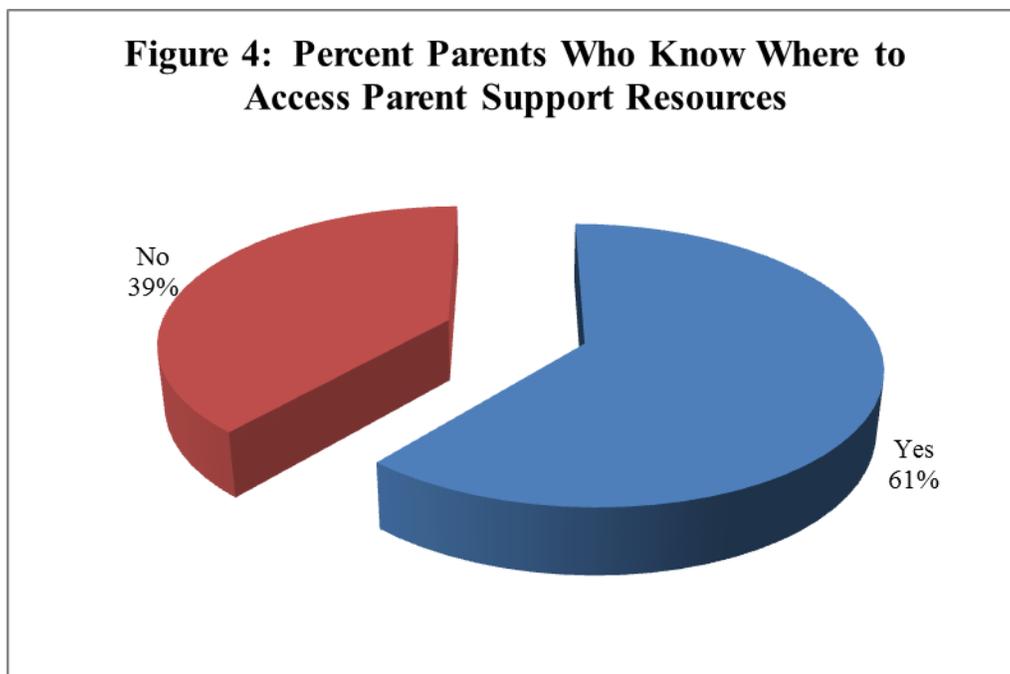


The SRC looked for differences in understanding and confidence in guiding children's development across demographic groups and found the following:

- Understanding developmental needs of birth to 6 year olds: women were significantly more likely to report a very good understanding of their young children's developmental needs than men; understanding also tended to increase with the level of formal education.
- Understanding developmental needs of 7 to 12 year olds: understanding of the developmental stages of children in this age group tended to be higher among older respondents, those with more formal education and higher income groups.

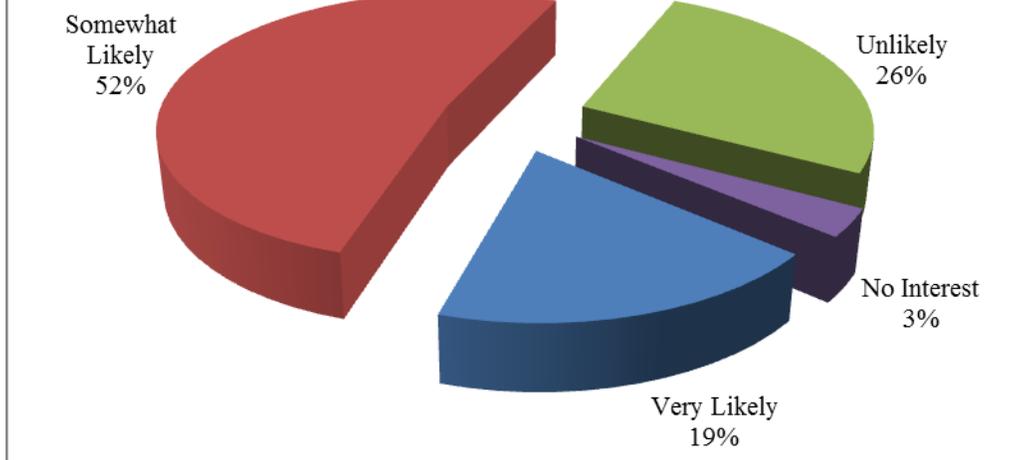
- Understanding developmental needs of 13 to 18 year olds: older respondents and those with children in this age group tended to report higher levels of understanding of teenagers developmental stages.
- Confidence in guiding birth to 6 year olds through developmental stages: women felt significantly more confident in their ability to guide their young children through these developmental stages.
- Confidence in guiding 7 to 12 year olds through developmental stages: tended to increase as the age and household income of the respondent increased.
- Confidence in guiding 13 to 18 year olds through developmental stages: tended to be higher among men, older respondents and those with children in this age group.

Figure 4, on the following page, shows that a sizeable minority of respondents (nearly 4 in 10) said they don't know where they can access parenting support resources focused on their children's social-emotional wellbeing. With one exception, there was little variation in the knowledge base of different demographic groups about where to access such information. The one exception was that older respondents were significantly more likely to say they knew where to get this sort of information than were younger ones.



Approximately 70% of the respondents said they were at least somewhat likely to access parenting support resources focused on their child's social-emotional wellbeing. Encouragingly, a significantly higher percentage of those who said they didn't know where to access this type of material (Figure 4) said they were likely to access this type of support material. This suggests an interest in learning more about helping their children improve their social-emotional wellbeing.

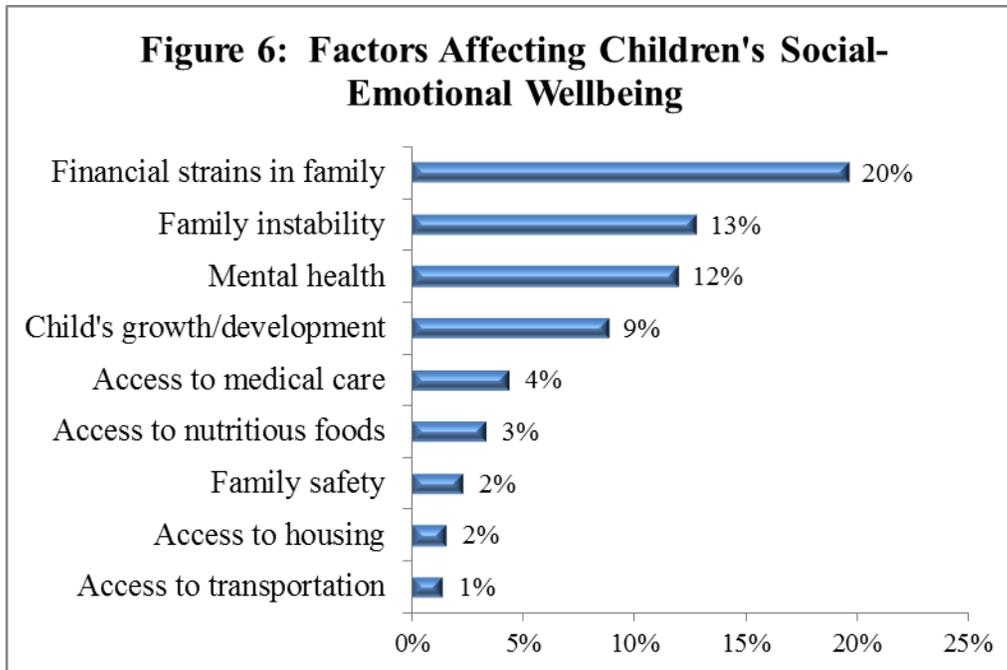
Figure 5: Likelihood of Parents Accessing Parent Support Resources



Women, younger respondents, and those from lower-income households were more likely to say they would access parent support resources than were their counterparts. Respondents with teenagers were significantly less likely to think they would access these types of resources, which is unfortunate given the relatively low level of understanding of and ability to guide their children through these years (see discussion of Figures 1 and 2).

Challenges Affecting Children’s Social-Emotional Wellbeing

Respondents were asked to identify any and all of the following challenges that might be affecting their children’s social-emotional wellbeing. Given that the survey was done in late 2012, during a slow recovery from a very deep recession, it is not surprising that a substantial minority of families (one in five) reported that they were experiencing financial strains. Family instability (divorce, incarceration, military deployment, etc.), mental health issues and concerns about child growth/development were additional challenges faced by relatively high proportions of respondents. Approximately two-thirds of the respondents said their families faced none of the challenges included in Figure 6. In contrast, nearly one in five respondents said they were dealing with two or more of these challenges.



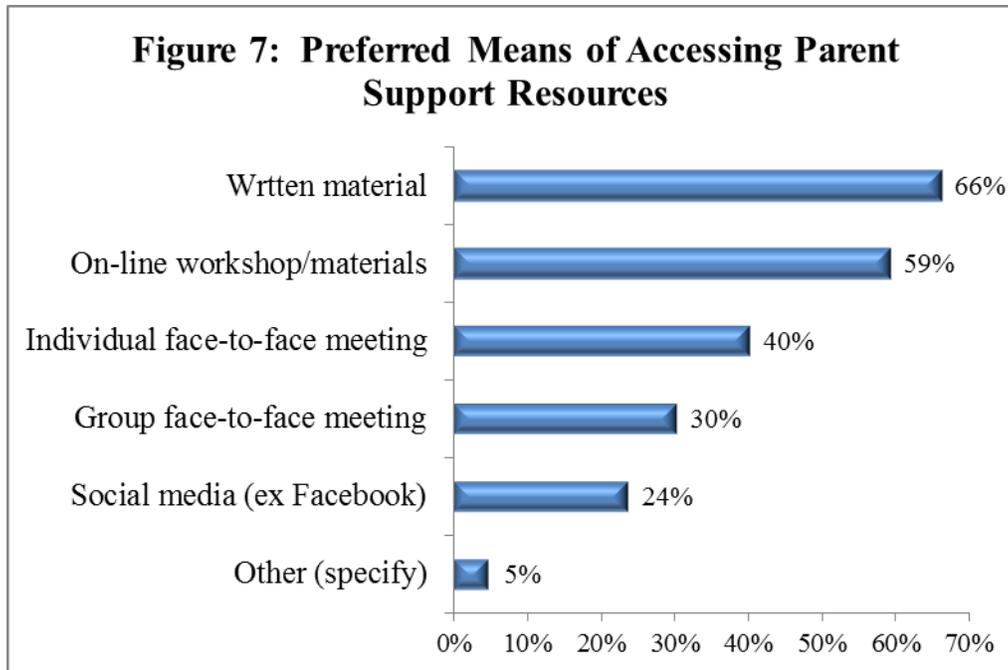
Specific demographic features are associated with many of the family challenges shown in Figure 6. For example, the probability that a family is experiencing safety issues, mental health concerns, financial strains, access to nutritious foods, access to housing, family instability and access to transportation all tend to fall as household income rises. In contrast, unemployed respondents are significantly more likely to report concerns about mental health, access to medical care, financial strains, access to nutritious foods, access to housing, family instability and access to transportation.

The SRC also considered the relationship between the challenges shown in Figure 6 and whether or not the respondent said they knew where to access parenting resources to help their children's social-emotional wellbeing. We found that significantly higher proportions of respondents reporting concerns about mental health, financial strains, child growth/development, access to nutrition, and family instability also said they did not know where to access parenting resources.

These results suggest a need for an outreach effort focused on expanding awareness of parenting resources that is focused on lower income households, especially those with parents who are experiencing unemployment. In many instances, efforts to help parents address the challenges listed in Figure 6 will need to address multiple issues.

Preferred Means of Accessing Parenting Support Resources

Perhaps because their schedules are already very full, respondents to this survey expressed a relatively strong preference for written materials and on-line workshops/materials. Both of these means of accessing parenting support resources would allow parents to review them according to their own schedules rather than meeting individually or in a group at a parenting meeting.



Interestingly, all of the specific means of accessing parent support resources listed in Figure 7 are significantly more attractive to parents under 35 years of age, those without a post-secondary degree, those who are unemployed or at-home parents, and those from households earning less than \$35,000 per year. Since many of the family challenges (Figure 6) are concentrated in some of these same demographic groups, their heightened receptivity to most of these sources of information is very encouraging.

Conclusions

The key conclusions that can be drawn from this survey of parents in Pierce and St. Croix counties are relatively clear but do require a significant qualifier. What seems relatively clear from this study is that:

- Teenagers pose the greatest challenge to their parents in terms of understanding their developmental stages and being able to guide their children through those stages.
- There is a substantial proportion of parents who don't know where to go for information on understanding and guiding their children through developmental stages.
- Younger women from lower-income households appear particularly receptive to an outreach program aimed at providing access to parenting information; parents of teenagers seem less receptive.
- Family finances, instability, mental health and concerns about child growth/development are challenges that are relatively prevalent in respondent households. Households experiencing these types of challenges are less likely to know where to access parenting information.
- Written materials and online resources/workshops are the preferred means of accessing parenting information.

The foregoing conclusions suggest a need and receptivity for an outreach effort to expand access to parenting information. The major qualifier that needs to be considered with respect to these conclusions is that the sample is not geographically balanced. It is hard to know the extent to which parents in the River Falls school district accurately describe the opinions, challenges, and preferences of parents across the two-county region.

Appendix A – Non-Response Bias Test

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not return a questionnaire have opinions that are systematically different from the opinions of those who return their surveys. For example, suppose that only people who are particularly interested in parenting support resources responded to this survey. In that case, we would expect that the percentage saying that they are likely or very likely to access parenting support resources would be greater than would be true if a truly random sample of participants responded to the survey.

A standard way to test for non-response bias is to compare the responses of those who responded to the first invitation to take the questionnaire to those who responded to subsequent invitations. Those who respond to subsequent invitations are, in effect, samples of non-respondents (to the first invitation), and we assume that they are representative of that group. The SRC used this method to test for non-response bias in the data collected on-line. In the on-line survey, 555 people responded to a first email invitation and 779 responded to the second email invitation.

We tested 23 variables and found only 1 with a statistically significant difference in the responses of these two groups of respondents. That difference is summarized in the following table.

Table A1 – Statistically Significant Differences Between Responses of First Invitation and After Reminder			
Variable	Mean First Mailing	Mean Second Mailing	Statistical Significance
Q2 Rating of guiding 13 -18 year olds' developmental stages	2.01	1.92	.03

Those who responded to the second invitation were significantly more confident in their ability to guide their 13 – 18 year olds through the teenage developmental stages.

The Survey Research Center (SRC) concludes that there is little evidence that non-response bias is a concern for this sample.

Appendix B – Pierce-St. Croix CARES Survey Comments

5. How would you like to access parenting support resources focused on your child’s social-emotional wellbeing? Other, specify (58 Responses)

- Online resources (10x)
- Not interested/none (9x)
- Family/friends/co-worker (6x)
- E-mail (5x)
- Group learning/support (4x)
- School/school counselor (4x)
- Individual consultation (4x)
- All/any way possible (2x)
- Books (2x)
- Church (2x)
- Fun, family friendly community events (2x)
- Not social media (2x)
- Other unrelated comments (2x)
- Better Orientation programs
- Helpline
- Least expensive way possible
- Over phone
- Principals newsletters
- Private/EAP employer resources
- Pediatrician
- Video/audio
- Would just talk to child

6. Are any of the following challenges affecting your child’s social-emotional wellbeing? (69 Responses)

- Disabilities/special needs (10x)
- Bullying at school (7x)
- Stress (5x)
- Health issues (5x)
- Death of family member (4x)
- Peer pressure (4x)
- Alcohol/drugs (4x)
- Mental health issues (3x)
- Other non-related comments (3x)
- Unemployment (2x)
- Influence of media/social media (2x)
- Nutrition/physical activity (2x)
- School environment (2x)
- Access to school run extracurricular activities
- Adequate social experiences outside school hours
- Being able to be there for activities
- Time constraints
- Childcare for school age child
- Communication
- Poor insurance/no coverage for mental health care/drugs
- Difficulty with making/keeping friends
- Grandparent problems
- Lack of diversity in community values
- Little to no discipline on the bus. Feeling unsure and not safe in that environment
- Not getting attention at moms :(
- Other parent allowed (by statute and system) to emotionally abuse children
- Social issues
- Teen sex and sex orientation
- Ways to deal with feeling anger

7. List any resources, services or activities you or your children need in order to provide for your child’s social emotional wellbeing?

* Please note the following items are *not* ranked by order of importance

Total Responses **409**

Respondents indicated their needs are being met 116

Responses indicating “how” their needs are being met

- Possess positive family climate 4
- Satisfactory activities available in the community (e.g. sports, clubs) 3
- Faith Based Supports 3
- School District Support 3
- Parent Education 2
- Personal Responsibility 2
- Early Head Start 1
- University of Minnesota Resources 1
- Networking 1
- Access to Mental Health Care 1
- Unspecified Written Resources 1

Categories of Needs

Community resource needs of children and youth, which support social-emotional development

- Non-Sports Activities (e.g. outdoor rec opportunities, library groups, arts, drama, music play based clubs) 18
 - ✓ For children 6
 - ✓ For Youth 6
- Faith Based Activities 14
- Out of School Resources for youth too old for childcare 9
 - ✓ Engaging activities for youth (skate parks, Frisbee golf) 3
 - ✓ Organized Afterschool activities 3
 - ✓ Service groups/activities 2
 - ✓ Safe Spaces to hang out 1
- Family Activities 3

Direct Support for social and emotional needs of children and youth

- Counseling Services 27
 - ✓ For Children 17
 - ✓ For Parents 5
 - ✓ For Family 5
- Social Skills Development Activities for Children (e.g. social skills and opportunities for positive social interaction) 12

- Mentoring of youth by non-parental adults (school or community based) 7

Support for Physical/Financial Needs of Children and Youth

- General Financial Need 7
- Food 6
- Health Care 5
- Subsidized or free activities and transportation for children/youth 4
- Dental 4

Parental Resource and Support Needs

- General Parent Education (includes support and skills training) 30
 - ✓ *Parents who specified information that targets the adolescent developmental period* 18
- Support for Parents of Children with Special Needs 28
 - ✓ Parents of Children with ADHD 15
 - ✓ Parents of Children with other Issues (dyslexia, autism, unspecified) 13
- Support for Parental Relationship Challenges 10
 - ✓ Co-parenting issues for divorced or Non-married parents 8
 - ✓ Domestic Violence 1
 - ✓ Grandparents 1

Need for Supports from Schools

- Better communication from teachers 20
- Bullying prevention and resources 15
- Access to guidance counselors 9
- Support for children of divorce 9
 - ✓ Individual/group counseling 5
 - ✓ Support groups 4
- Tutoring 5
- Speech Therapy 4

What These Responses Appear to Indicate

- A. Opportunities for social skills education/development including non-athletic activities
- There is a need for resources and opportunities where children and youth are educated, guided and provided with safe opportunities to practice the building and nurturing of social skills.
 - The communities of parents surveyed indicated a lack of non-athletic social activities and outlets for children and youth along with a need for opportunities and training for social skill development and positive social interaction, particularly for children.

B. Parental Education, Support and Resources

- Parents expressed a great desire for parent education resources and for support from other parents. Many requested resources on general normative development, behavior and parenting skills.
- However, more than half of those parents specified that they were most interested in focusing on adolescence.
- Another large group requested support and services for parents of children with special needs. Approximately half of that group of parents had children who were diagnosed ADHD.

C. Support for Divorced, Divorcing and Never-married co-parenting families and children

- There emerged a need for relationship support for parents who were no longer in a relationship but are co-parenting their children.
- In tandem with the parents' needs, were parents' concerns for the needs of their children in terms of individual or group counseling opportunities and support groups (particularly school based services)

D. School Support and Services for Social Emotional Needs of Children

- A number of parents indicated the need for better communication between themselves and the teachers/schools on behalf of the needs of their children.
- Parents expressed the need for attention and education regarding bullying prevention within the schools as well as a need for resources for themselves.
- Parents wanted their children to have greater access to school guidance counselors.

E. Counseling Services

- There appears to be a general need for access to counseling services for children and also for their parents and families. Respondents were mixed in terms of whether they expected those services to be school-based or community-based.

F. Out of School Resources

- Another issue appears to be the possible need for more resources for out of school socialization and positive interaction for those young people who are too old for childcare, but could still benefit from structure and supervision. Suggestions included safe supervised spaces, engaging activities, and services groups.

14. What is your home zip code? (1370 Responses)

- 54022 (635x)
- 54011 (152x)
- 54023 (143x)
- 54015 (131x)
- 54016 (64x)
- 54014 (42x)
- 54013 (35x)
- 54017 (29x)
- 54003 (23x)
- 54002 (19x)
- 54723 (17x)
- 54021 (16x)
- 54761 (12x)
- 54750 (9x)
- 54028 (8x)
- 54767 (8x)
- 54734 (7x)
- 54027 (4x)
- 54024 (2x)
- 54025 (2x)
- 54026 (2x)
- 54007
- 54029
- 54033
- 54082
- 54671
- 54736
- 55103
- 55125
- 55304
- 55305

Appendix C – CARES Survey Numeric Summary

1. As children move from birth through adolescence, their needs change as they pass through a number of developmental stages. Which of the following best describes your understanding of the needs of your children during the following stages?

	Very good understanding	Good understanding	Poor understanding	Very poor understanding
Birth to 6 years	61%	38%	1%	0%
7 – 12 years old	42%	53%	4%	0%
13 – 18 years old	27%	60%	12%	1%

2. How would you rate your confidence in guiding your child through each of the following developmental stages?

	Very confident	Confident	Unconfident	Very unconfident
Birth to 6 years	59%	39%	1%	0%
7 – 12 years old	41%	54%	4%	0%
13 – 18 years old	24%	58%	18%	1%

3. Do you know where you can access parenting support resources focused on your child’s social-emotional wellbeing?

Yes	No
61%	39%

4. How likely are you to access parenting support resources focused on your child’s social-emotional wellbeing?

Very likely	Somewhat likely	Unlikely	No interest
19%	52%	26%	3%

5. How would you like to access parenting support resources focused on your child’s social-emotional wellbeing? (check all that apply)

Face-to-face group meeting	30%
Face-to-face individual meeting	40%
On-line workshop/materials	59%
Written material	66%
Social media (e.g. Facebook)	24%
Other (specify):	5%

6. Are any of the following challenges affecting your child’s social-emotional wellbeing?

	Yes	No		Yes	No
Family safety	2%	98%	Access to nutritious foods	3%	97%
Mental health	12%	88%	Access to housing	2%	98%
Access to medical care (including vision and dental)	4%	96%	Family instability (e.g. divorce, incarceration, military, etc.)	13%	87%
Financial strains in family	20%	80%	Access to transportation	1%	99%
Child’s growth and development	9%	91%	Other (specify):	8%	92%

7. List any resources, services or activities you or your children need in order to provide for your child’s social-emotional wellbeing?

See Appendix B

8. In which school district is your home located?

Pierce County School District		St. Croix County School District	
Ellsworth	17%	Baldwin-Woodville	2%
Elmwood	0%	Hudson	1%
Plum City	1%	Glenwood City	3%
Prescott	1%	New Richmond	2%
River Falls	51%	Somerset	<1%
Spring Valley	<1%	St. Croix Central	20%
Other See Appendix B	<1%	Other See Appendix B	<1%

Please tell us something about yourself and your family.

9. Your gender	Male	Female					
	16%	84%					
10. Your age	18–24	25–34	35–44	45–54	55–64	65+	
	1%	20%	50%	26%	3%	0%	
11. Your highest level of education	Less than high school	High school diploma	Some college/tech	Tech college graduate	Bachelor’s degree	Grad or professional degree	
	0%	7%	18%	19%	34%	20%	
12. What is your current employment status	Self-employed	Employed full-time	Employed part-time	At-home parent	Unemployed	Retired	Other <u>See Appendix B</u>
	8%	62%	14%	11%	2%	0%	2%
13. What is your household income level	Less than \$25,000	\$25,000 – 34,999	\$35,000 – 49,999	\$50,000 – 74,999	\$75,000 – 99,999	\$100,000+	
	8%	6%	10%	21%	22%	34%	

. What is your home zip code? See Appendix B

. How many children do you have in each of the following age categories?

	0	1	2	3	4	5	6
Birth to 6	38%	34%	23%	5%	0.4%	0%	0.1%
7 – 12 years old	21%	50%	25%	4%	0.1%	0.1%	0%
13 – 18 years old	31%	45%	20%	4%	1%	0%	0%