

EARLY CHILDHOOD EDUCATION OPPORTUNITIES FOR SOUTHEAST ASIAN CHILDREN

• ACCESS TO AFFORDABLE AND CULTURALLY APPROPRIATE PROGRAMS •

DATA BOOK



COUNCIL ON ASIAN PACIFIC MINNESOTANS REPORT
JULY 2015

Note: This data book complements the Early Childhood Education Report. To read the report and 2-page summary, visit mn.gov/capm. Please email any questions and comments to capmresearch@state.mn.us



Table of Contents

List of Figures and Data Tables	3
Acknowledgements	10
Introduction	12
Methods.....	12
Survey	12
Focus Group and Individual Interview	12
Sample	12
Data Collection	13
How to Use this Data Book.....	13
Survey Findings – Data Tables	14
Opinions and Activities around Early Childhood Education.....	14
Parent Education	20
Employment and Child Care	22
Children and Family Needs.....	24
Child Care Types and Schedule	31
Demographics	37
Focus Group and Individual Interview Findings	48
Common Childcare and Preschool Arrangements.....	48
Child Development at Home.....	49
Culture and Language.....	54
Highly-Valued Qualities of Care Providers	60
Cost and Affordability	67
Government’s Role	70
Parent Education	75
Specific Challenges of a New Community: the Karen	81



List of Data Tables

A.	What is the heritage of these children age 4 and younger?	14
1.	At what age should a child begin to receive formal early childhood education?	14
1B.	How important do you think it is for SE Asian children who are growing up in this country to speak and understand their cultural community or communities' language(s)?.....	14
1C.	How easy or hard is it for your family to teach your child(ren) to speak and understand the child(ren)'s cultural community or communities' language(s)?	14
1D.	How important do you think it is for Southeast Asian children who are growing up in this country to speak and understand English?	15
1E.	How easy or hard is it for your family to teach your child(ren) to speak and understand English?	15
2A.	How important is it that (child care providers) – Educate your child(ren) in the traditions and values of the child's cultural community or communities?	15
2B.	How important is it that (child care providers) – Speak language(s) from the child's cultural community or communities to the child(ren)?	15
2C.	How important is it that (child care providers) – Offer foods from the child's cultural community or communities?	16
2D.	How important is it that (child care providers) – Offer religious education consistent with your family's religion?.....	16
2E.	How important is it that (child care providers) – Help prepare your child(ren) for school?	16
2F.	How important is it that (child care providers) – Offer flexible schedules (e.g. overnights, late and weekend care)?	16
2G.	How important is it that (child care providers) – Offer a curriculum or planning tool for teaching?	17
2H.	How important is it that (child care providers) – Use an assessment tool to track your child's learning and development?	17
2I.	How important is it that (child care providers) – Promote children's social and emotional development?	17



List of Data Tables

(continued)

2J. How important is it that (child care providers) – Are a relative or family member?	17
2K. How important is it that (child care providers) – Are referred to you by someone you trust?	18
2L. How important is it that (child care providers) – Have special training in taking care of children?	18
2M. How important is it that (child care providers) – Are rated high quality?.....	18
2N. How important is it that (child care providers) – Are located close to home?	18
2O. How important is it that (child care providers) – Are located close to work?	19
2P. How important is it that (child care providers) – Have a small number of children in the same facility?	19
2Q. How important is it that (child care providers) – Connect families to community resources such as developmental screening for children, economic assistance, or parenting information?.....	19
3. Overall, how easy or hard has it been for your family to find a child care arrangement that has all of the features that are important to you?.....	19
6. To what extent does availability or access to child care impact your decision to continue living in your neighborhood?.....	20
7. Are you or another person in your family a stay-at-home provider?	20
8. Did difficulty finding child care impact your or another person in your family’s decision to stay at home?	20
9. Have you ever participated in a parent education class, such as ECFE or another program?.....	20
10. What is the reason you have never participated in a parent education class?	21
11. Are you interested in participating in a parent education class, such as ECCE or another program?	21
12. What early childhood development topics interest you?.....	21



List of Data Tables

(continued)

13. Do you know about Early Childhood Screening, sometimes called preschool or kindergarten screening, which is available through public school districts and helps to assess readiness for school? 22
14. Are you aware of the child care rating system called “Parent Aware” that is being tested in parts of Minnesota? 22
15. Are you currently employed?..... 22
16. What is your schedule like? 22
17. Do you have a spouse or partner? 22
18. Is your spouse or partner employed?..... 23
19. What schedule does your spouse or partner work? 23
20. In the past six months, have any problems with child care prevented you or your family from accepting or keeping the kind of job you want?..... 23
21. In the past six months, did any of the following happen for you or your family? This does not include your child being sick 23
- 22A. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? – Provider was ill 24
- 22B. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? – Provider’s family was ill..... 24
- 22C. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? – Provider had personal problems 24
24. Do you have any relatives, other than those in your household, who are available and willing to care for your child(ren) age 4 and younger at least once per week for a total of 5 or more hours per week? 24
25. Is any individual, such as a neighbor or friend, who is not a relative, available and willing to care for your child(ren) age 4 and younger at least once per week for a total of 5 or more hours per week? 25
26. Please think about how much your household paid or will pay for last week, Monday through Sunday, for all of your child care expenses, for all of your children age 4 and younger?..... 25



List of Data Tables

(continued)

27. What ages of the children in your family, starting with the youngest?	25
28A. How old is this child of Cambodian, Hmong, Karen, Lao, or Vietnamese heritage?	26
28C. What is the child's gender?	26
29A. For your youngest child in a typical week, how often do you read to your child in language(s) from child's cultural community or communities?	26
29B. For your youngest child in a typical week, how often do you talk to or tell stories to your child in language(s) from child's cultural community or communities?	26
29C. For your youngest child in a typical week, how often do you sing songs with your child in language(s) from child's cultural community or communities?	27
29D. For your youngest child in a typical week, how often do you have your child read along with you or help them tell stories themselves in language(s) from child's cultural community or communities?	27
29E. For your youngest child in a typical week, how often do you teach your child letters, words, or numbers, such as saying ABCs, or playing counting games, or doing puzzles in language(s) from child's cultural community or communities?	27
29F. For your youngest child in a typical week, how often do you get your child together with other children from child's cultural community or communities to play?	27
29G. For your youngest child in a typical week, how often do you have your child play with culturally-specific toys or games or other play materials, including everyday household items from child's cultural community or communities?	28
30A. For your youngest child in a typical week, how often do you read to your child in English?	28
30B. For your youngest child in a typical week, how often do you talk to or tell stories to your child in English?	28
30C. For your youngest child in a typical week, how often do you sing songs with your child in English?	28



List of Data Tables

(continued)

30D. For your youngest child in a typical week, how often do you have your child read along with you, or help them tell stories themselves in English?	29
30E. For your youngest child in a typical week, how often do you teach your child letters, words, or numbers, such as saying ABCs, or playing counting games, or doing puzzles in English?	29
30F. For your youngest child in a typical week, how often do you get your child together with other children to play in general?	29
30G. For your youngest child in a typical week, how often do you have your child play with toys or games or other play materials, including everyday household items that they play with in general?	29
31. On a typical day, about how many hours does your youngest child spend watching television or using an electronic device like a tablet, laptop, or other computer?	30
32A. Do you receive any of the following sources of support to help cover the cost of child care for your youngest child?	30
32B. Could you afford to maintain your current child care arrangement for your youngest child without this subsidy or added help?.....	30
33. Which of the following child care arrangements for your youngest child have you used at all in the last two weeks?	31
34. Which of the following child care arrangements for your youngest child have you used most often in the last two weeks?	31
35. How did you first learn about [Q34]?.....	32
36. How many child care providers did you contact before you chose [Q34]?.....	32
37. Why did you choose [Q34] for your youngest child over other possibilities? In other words, what was the most important thing you considered?.....	33
38A. The provider educates my child in the traditions and values of child’s cultural community or communities	33
38B. The provider speaks language(s) from child’s cultural community or communities.....	33
38C. The provider offers foods from child’s cultural community or communities.....	34



List of Data Tables

(continued)

38D. The provider offers religious education consistent with my family's religion	34
38E. The provider helps my child do well in school or to be prepared when they start school	34
38F. The provider has enough formal education and training to work with young children	34
39A. When child is at [Q34], child is safe and secure	35
39B. When child is at [Q34], child gets a lot of positive, individual attention.....	35
39C. When child is at [Q34], child likes the provider	35
39D. When child is at [Q34], child experiences a lot of art, music, dance, and drama activities from my cultural community	35
39E. When child is at [Q34], child learns new things and new skills	36
39F. When child is at [Q34], child gets a chance to run around and play outside.....	36
39G. When child is at [Q34], child eats healthy foods, such as fresh fruits and vegetables	36
40. How long does it take to travel one way to [Q34]?	36
41. Would you say that [Q34] is your preferred, number one choice for child care, or would you prefer to change types of teacher or provider?.....	37
42. What is your preferred type of care?	37
44. What is your relationship to that child?	37
45A. Who lives in your household?	38
45B. Including you, how many people, altogether, live in your household?	38
46. What is your age?	38
47. What is the highest level of education you have completed?	39
48. What is your gender?	39
49. Which one or more of the following describes you?	39
50. What is your current marital status?	40



List of Data Tables

(continued)

51. What is your partner or spouse's gender?	40
52. Which one or more of the following describes your spouse?	40
53. What is your family's primary language at home?.....	40
54A. How well do you speak and understand (primary language spoken at home)?	41
54B. How well do you read (primary language spoken at home)?	41
54C. How well do you write (primary language spoken at home)?	41
55. What other languages do you or your family speak at home?	41
56A. How well do you speak and understand Khmer?.....	42
56A. How well do you read Khmer?	42
56A. How well do you write Khmer?.....	42
56B. How well do you speak and understand Hmong?	42
56B. How well do you read Hmong?	43
56B. How well do you write Hmong?	43
56C. How well do you speak and understand Karen?	43
56C. How well do you read Karen?.....	43
56C. How well do you write Karen?	43
56D. How well do you speak and understand Lao?.....	44
56D. How well do you read Lao?	44
56D. How well do you write Lao?	44
56E. How well do you speak and understand Vietnamese?.....	44
56E. How well do you read Vietnamese?	45
56E. How well do you write Vietnamese?.....	45
56F. How well do you speak and understand English?.....	45
56F. How well do you read English?	45
56F. How well do you write English?	46
57. In what country were you born?	46
58. At any time during 2013, did you or anyone in your household have any income from any of the following sources?	46
59. What was the total income, before taxes, from all sources and all members of your household in 2013?.....	47
60. How did you hear about this survey?	47

Acknowledgements

This report is made possible thanks to the advice, support, and help of many organizations and individuals. We thank the following:

The Minnesota State Legislature and the Governor’s Office for their support of the Council on Pacific Minnesotans.

This project would not be possible without participation from our Southeast Asian community members in the study and community organizations that helped us with outreach:

Asian American Press	Little Laos on the Prairie
Asian Economic Development Association and the Little Mekong Night Market	George Thaw Moo
Catalyst Foundation	Shades of Yellow
Chua Phat An (Phat An Temple)	Twin Cities Daily Planet
Coalition of Asian American Leaders	Vietnamese Community of Minnesota
Karen Organization of Minnesota	Vietnamese Language School
Lao Assistance Center	Wilder Southeast Asian Services
Lao Family Organization	Watt Munisotaram

Organizations that generously donated incentives for survey participation:

Minnesota Children’s Museum
Minnesota Humanities Center
Minnesota Zoo

Community members who allowed us to use their photos for flyers, social media, and this report:

Vilayvanh Carleton	Belle Khuu	Bao Phi
Mai Chang	Anh Nguyen	Der Thao
Angelica Keo	Tuan Pham	Gretchen Tieu
	Chanida Phaengdara Potter	

Our Advisory Committee who gave valuable feedback on this project:

Yer Chang, Minnesota Department of Human Services
Dr. Vichet Chhuon, University of Minnesota – Department of Curriculum and Instruction
Dr. Melissa Kwon, University of Minnesota – Center for Applied Research and Educational Improvement
Jesse Kao Lee, Think Small
Dr. Rich M. Lee, University of Minnesota – Department of Psychology
State Representative Joe Mullery, Minnesota House of Representatives
Dr. Zha Blong Xiong, University of Minnesota – Department of Family Social Science

Wilder Research for their professional services in web and phone survey data collection, community outreach, and consulting throughout each phase of this project, from project design to dissemination:

Denise Hanh Huynh, Research Associate	Surin Assawajaroenkoon, Survey Interviewer
Sophak Mom, Research Associate	Jennifer Bohlke, Graphic Designer
Walker Bosch, Data Analyst	Grace Nguyen, Survey Interviewer
Moon Soe, Survey Interviewer	Jennifer Valorose, Research Scientist
Dan Swanson, Data Collection Manager	Richard Chase, Senior Research Manager

Finally, we are grateful to policy champions of early childhood education, Council on Asian Pacific Minnesotans Board of Council Members, and all those who serve our community.

Principal Investigator: Angelina Nguyen, Research Director

Acknowledgements

(continued)

ABOUT THE COUNCIL ON ASIAN PACIFIC MINNESOTANS

The Council on Asian Pacific Minnesotans (The Council), a state agency created by the Minnesota State Legislature in 1985, advises the Governor and members of the Minnesota Legislature on issues pertaining to Asian Pacific Minnesotans, advocates on issues of importance to the Asian Pacific community, and acts as a broker between the Asian Pacific community and mainstream society. This report focuses on SEA children age four and under from the Hmong, Karen, Cambodian, Lao, and Vietnamese ethnic groups in Minnesota. Our main objectives are to inform the Governor and Minnesota Legislature, as well as local government, educators, direct service providers, and our community at large, about SEA children's early learning barriers and opportunities, and to offer policy recommendations to improve the accessibility and affordability of such opportunities. Please email any questions and comments to capmresearch@state.mn.us. To read the full report and infographic summary, visit mn.gov/capm.

Introduction

This report focuses on SEA children age four and under from the Hmong, Karen, Cambodian, Lao, and Vietnamese ethnic groups in Minnesota. We hope that the data in this report will help improve the discussion about policy options for our communities, by providing a grounding in the realities of birth to kindergarten life for our families and children. With this objective, the research questions guiding this investigation are:

1. What early learning opportunities do SEA children have?
2. What do SEA caretakers believe about early childhood development?
3. What factors promote or hinder SEA children's early learning?

This study, intended as a starting point for gathering significant data on how our SEA community operates, will offer insights into the cultural and financial determinants of SEA parent decisions about their children's early learning opportunities. We intend to use this information to provide policy support to the legislature and to the Governor's Office in order to improve education for all members of Minnesota's Asian Pacific community.

Methods

We used mixed methods to answer our research questions: cross-sectional (one-time) community survey, focus groups, and individual interviews with parents and primary caretakers of SEA children under five years old. Questionnaires used were designed to collect complementary data from all three methods.

The survey, focus group, and individual interviews were disseminated simultaneously. Eligible participants were asked to participate in both the survey and focus group (or individual interview). Eleven participants participated in both the survey and focus group.

Survey

The survey instrument was designed by Wilder Research in collaboration with our Council to collect data on logistics and demographics of the target population, such as household income, commute time, and childcare arrangement. Some survey questionnaire items asked respondents to select from a given list to indicate their values and preferences, such as activities and traits of a care provider that are most important to them. The survey instrument was designed to be self-administered online in English and also to be conducted over the phone in Hmong, Vietnamese, Khmer, Karen, and Lao on a demand-driven basis. Its availability online allowed for the possibility of collecting data statewide.

Focus Group and Individual Interview

The focus group and individual interview instrument was designed by the Council to collect data of participants' beliefs, values, knowledge, and preferences regarding early education and childcare. The questionnaire items were open-ended. Due to the conversational nature of focus groups and interviews, and the concentration of SEA families in the Twin Cities metro area, all focus groups and interviews were conducted in the metro area.

Sample

We used a convenience sample due to the small target population size. Therefore, the findings cannot be generalized about the entire Southeast Asian Minnesotan population. It was not possible to find a sampling frame, and consequently deploy a random sampling strategy, due to the population size, geographic dispersion, language barrier, and other factors that make of SEA communities difficult to engage. We focused our efforts to collect the biggest sample size possible given time and staff capacity limits.

Data Collection

Outreach and recruitment for participants were done during the spring, summer, and fall of 2014.

Survey participants were reached at community events such as summer festivals, community gatherings, night markets, and religious festivals. Interested and eligible participants were asked to provide their name and contact information. Wilder Research staff made follow-up calls to those participants and conducted the survey over the phone or confirmed that the survey had been self-administered online. We also used social media and local news media to conduct outreach. A link to the survey was shared through social media channels of the Council, Wilder Research, and community-based organizations in the targeted cultural communities.

Focus group and individual interview participants were reached via word of mouth with the help of our non-profit partners from the targeted cultural communities. Focus groups were conducted in participants' homes, at non-profit sites, and at the Council's office.

How to Use this Data Book

For every table in this data book, survey results were displayed for sub-groups of respondents based on the heritage of the selected child. The columns in each table correspond to the response options given on the survey. "N" is the number of responses. The sum of the N's in the Total row may not match the sum of the N's in the Total column because respondents could select more than one heritage.

Focus group and individual interview results were grouped according to theme. The most representative quotes are presented under each theme. Redundant quotes are not listed under their respective theme, but were included in the count of references. Some quotes were categorized under multiple themes. For example, "What I like about having my grandparents is because I trust them" was grouped under the theme Trust as well as under Friends, Family, and Neighbors. In some cases where participants spoke in long quotes, the most succinct segments were selected.

Survey Findings – Data Tables

A. What is the heritage of these children age 4 and younger?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cambodian	32	97.0%	2	.9%	2	13.3%	2	6.3%	3	5.3%	14	30.4%	33	9.9%
Hmong	1	3.0%	210	98.1%	1	6.7%	5	15.6%	3	5.3%	13	28.3%	211	63.6%
Karen	1	3.0%	2	.9%	13	86.7%	0	0.0%	0	0.0%	0	0.0%	15	4.5%
Lao	3	9.1%	6	2.8%	1	6.7%	31	96.9%	3	5.3%	9	19.6%	32	9.6%
Vietnamese	2	6.1%	2	.9%	0	0.0%	3	9.4%	56	98.2%	12	26.1%	56	16.9%
Another race or ethnic group	10	30.3%	11	5.1%	0	0.0%	6	18.8%	10	17.5%	34	73.9%	35	10.5%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

Opinions and Activities around Early Childhood Education

1. At what age should a child begin to receive formal early childhood education?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Under 6 months	2	6.1%	26	12.2%	3	20.0%	3	9.4%	6	10.7%	5	10.9%	39	11.8%
2 6-11 months	3	9.1%	37	17.4%	0	0.0%	4	12.5%	6	10.7%	3	6.5%	48	14.5%
3 1 year old	5	15.2%	33	15.5%	1	6.7%	6	18.8%	6	10.7%	9	19.6%	49	14.8%
4 2 years old	7	21.2%	34	16.0%	1	6.7%	7	21.9%	7	12.5%	9	19.6%	51	15.5%
5 3 years old	8	24.2%	63	29.6%	9	60.0%	10	31.3%	20	35.7%	16	34.8%	102	30.9%
6 4 years old	7	21.2%	14	6.6%	1	6.7%	2	6.3%	8	14.3%	3	6.5%	31	9.4%
7 5+ years old	1	3.0%	6	2.8%	0	0.0%	0	0.0%	3	5.4%	1	2.2%	10	3.0%
Total	33	100.0%	213	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	330	100.0%

1B. How important do you think it is for SE Asian children who are growing up in this country to speak and understand their cultural community or communities' language(s)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very important	30	90.9%	181	84.2%	14	93.3%	27	84.4%	48	84.2%	38	82.6%	285	85.6%
2.00 Somewhat important	3	9.1%	33	15.3%	1	6.7%	5	15.6%	9	15.8%	8	17.4%	47	14.1%
3.00 Not at all important	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

1C. How easy or hard is it for your family to teach your child(ren) to speak and understand the child(ren)'s cultural community or communities' language(s)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very hard	8	24.2%	52	24.3%	3	20.0%	14	43.8%	12	21.4%	16	34.8%	83	25.1%
2.00 Somewhat hard	17	51.5%	114	53.3%	6	40.0%	11	34.4%	26	46.4%	23	50.0%	167	50.5%
3.00 Somewhat easy	6	18.2%	32	15.0%	3	20.0%	4	12.5%	15	26.8%	4	8.7%	54	16.3%
4.00 Very easy	2	6.1%	16	7.5%	3	20.0%	3	9.4%	3	5.4%	3	6.5%	27	8.2%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	331	100.0%

1D. How important do you think it is for Southeast Asian children who are growing up in this country to speak and understand English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very important	29	87.9%	198	92.5%	12	85.7%	29	90.6%	55	96.5%	44	95.7%	306	92.4%
2.00 Somewhat important	4	12.1%	16	7.5%	2	14.3%	2	6.3%	1	1.8%	1	2.2%	23	6.9%
3.00 Not at all important	0	0.0%	0	0.0%	0	0.0%	1	3.1%	1	1.8%	1	2.2%	2	.6%
Total	33	100.0%	214	100.0%	14	100.0%	32	100.0%	57	100.0%	46	100.0%	331	100.0%

1E. How easy or hard is it for your family to teach your child(ren) to speak and understand English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very hard	2	6.1%	11	5.1%	9	60.0%	2	6.5%	5	9.1%	1	2.2%	29	8.8%
2.00 Somewhat hard	10	30.3%	33	15.4%	3	20.0%	2	6.5%	10	18.2%	4	8.9%	51	15.5%
3.00 Somewhat easy	8	24.2%	59	27.6%	2	13.3%	2	6.5%	8	14.5%	3	6.7%	77	23.4%
4.00 Very easy	13	39.4%	111	51.9%	1	6.7%	25	80.6%	32	58.2%	37	82.2%	172	52.3%
Total	33	100.0%	214	100.0%	15	100.0%	31	100.0%	55	100.0%	45	100.0%	329	100.0%

2A. How important is it that (child care providers) - Educate your child(ren) in the traditions and values of the child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	20	60.6%	134	63.2%	9	75.0%	21	65.6%	36	65.5%	29	63.0%	210	64.6%
2.00 Somewhat important	11	33.3%	62	29.2%	2	16.7%	10	31.3%	18	32.7%	12	26.1%	95	29.2%
3.00 Not very important	2	6.1%	14	6.6%	0	0.0%	0	0.0%	1	1.8%	4	8.7%	17	5.2%
4.00 Not at all important	0	0.0%	2	.9%	1	8.3%	1	3.1%	0	0.0%	1	2.2%	3	.9%
Total	33	100.0%	212	100.0%	12	100.0%	32	100.0%	55	100.0%	46	100.0%	325	100.0%

2B. How important is it that (child care providers) - Speak language(s) from the child's cultural community or communities to the child(ren)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	17	51.5%	133	62.4%	9	64.3%	23	71.9%	37	66.1%	26	56.5%	207	62.9%
2.00 Somewhat important	13	39.4%	62	29.1%	5	35.7%	9	28.1%	13	23.2%	15	32.6%	96	29.2%
3.00 Not very important	2	6.1%	16	7.5%	0	0.0%	0	0.0%	5	8.9%	5	10.9%	23	7.0%
4.00 Not at all important	1	3.0%	2	.9%	0	0.0%	0	0.0%	1	1.8%	0	0.0%	3	.9%
Total	33	100.0%	213	100.0%	14	100.0%	32	100.0%	56	100.0%	46	100.0%	329	100.0%

2C. How important is it that (child care providers) - Offer foods from the child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	19	59.4%	116	54.2%	5	35.7%	19	61.3%	31	55.4%	25	56.8%	180	54.9%
2.00 Somewhat important	10	31.3%	72	33.6%	5	35.7%	9	29.0%	21	37.5%	15	34.1%	109	33.2%
3.00 Not very important	3	9.4%	22	10.3%	1	7.1%	2	6.5%	4	7.1%	3	6.8%	31	9.5%
4.00 Not at all important	0	0.0%	4	1.9%	3	21.4%	1	3.2%	0	0.0%	1	2.3%	8	2.4%
Total	32	100.0%	214	100.0%	14	100.0%	31	100.0%	56	100.0%	44	100.0%	328	100.0%

2D. How important is it that (child care providers) - Offer religious education consistent with your family's religion?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	11	36.7%	84	40.4%	9	64.3%	14	45.2%	24	45.3%	14	32.6%	135	42.5%
2.00 Somewhat important	12	40.0%	78	37.5%	3	21.4%	8	25.8%	15	28.3%	15	34.9%	111	34.9%
3.00 Not very important	5	16.7%	35	16.8%	1	7.1%	8	25.8%	10	18.9%	9	20.9%	54	17.0%
4.00 Not at all important	2	6.7%	11	5.3%	1	7.1%	1	3.2%	4	7.5%	5	11.6%	18	5.7%
Total	30	100.0%	208	100.0%	14	100.0%	31	100.0%	53	100.0%	43	100.0%	318	100.0%

2E. How important is it that (child care providers) - Help prepare your child(ren) for school?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	26	78.8%	172	80.8%	12	85.7%	29	90.6%	42	75.0%	36	78.3%	265	80.5%
2.00 Somewhat important	6	18.2%	37	17.4%	2	14.3%	2	6.3%	14	25.0%	7	15.2%	59	17.9%
3.00 Not very important	1	3.0%	2	.9%	0	0.0%	0	0.0%	0	0.0%	2	4.3%	3	.9%
4.00 Not at all important	0	0.0%	2	.9%	0	0.0%	1	3.1%	0	0.0%	1	2.2%	2	.6%
Total	33	100.0%	213	100.0%	14	100.0%	32	100.0%	56	100.0%	46	100.0%	329	100.0%

2F. How important is it that (child care providers) - Offer flexible schedules (e.g. overnights, late and weekend care)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	15	48.4%	134	65.7%	9	69.2%	23	79.3%	23	41.8%	25	56.8%	196	62.2%
2.00 Somewhat important	13	41.9%	57	27.9%	2	15.4%	3	10.3%	22	40.0%	13	29.5%	93	29.5%
3.00 Not very important	3	9.7%	12	5.9%	1	7.7%	2	6.9%	9	16.4%	6	13.6%	23	7.3%
4.00 Not at all important	0	0.0%	1	.5%	1	7.7%	1	3.4%	1	1.8%	0	0.0%	3	1.0%
Total	31	100.0%	204	100.0%	13	100.0%	29	100.0%	55	100.0%	44	100.0%	315	100.0%

2G. How important is it that (child care providers) - Offer a curriculum or planning tool for teaching?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	18	58.1%	145	68.4%	11	84.6%	23	74.2%	31	56.4%	30	68.2%	218	67.1%
2.00 Somewhat important	10	32.3%	59	27.8%	1	7.7%	7	22.6%	20	36.4%	10	22.7%	91	28.0%
3.00 Not very important	3	9.7%	6	2.8%	1	7.7%	0	0.0%	4	7.3%	4	9.1%	14	4.3%
4.00 Not at all important	0	0.0%	2	.9%	0	0.0%	1	3.2%	0	0.0%	0	0.0%	2	.6%
Total	31	100.0%	212	100.0%	13	100.0%	31	100.0%	55	100.0%	44	100.0%	325	100.0%

2H. How important is it that (child care providers) - Use an assessment tool to track your child's learning and development?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	17	53.1%	135	64.9%	10	76.9%	24	77.4%	30	55.6%	25	58.1%	204	63.6%
2.00 Somewhat important	10	31.3%	50	24.0%	2	15.4%	6	19.4%	20	37.0%	13	30.2%	84	26.2%
3.00 Not very important	5	15.6%	19	9.1%	1	7.7%	0	0.0%	4	7.4%	5	11.6%	29	9.0%
4.00 Not at all important	0	0.0%	4	1.9%	0	0.0%	1	3.2%	0	0.0%	0	0.0%	4	1.2%
Total	32	100.0%	208	100.0%	13	100.0%	31	100.0%	54	100.0%	43	100.0%	321	100.0%

2I. How important is it that (child care providers) - Promote children's social and emotional development?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	29	87.9%	187	87.4%	11	78.6%	31	96.9%	51	91.1%	44	95.7%	292	88.5%
2.00 Somewhat important	4	12.1%	26	12.1%	3	21.4%	1	3.1%	5	8.9%	2	4.3%	37	11.2%
3.00 Not very important	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
Total	33	100.0%	214	100.0%	14	100.0%	32	100.0%	56	100.0%	46	100.0%	330	100.0%

2J. How important is it that (child care providers) - Are a relative or family member?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	14	42.4%	80	38.1%	4	30.8%	14	45.2%	18	31.6%	13	28.3%	123	37.8%
2.00 Somewhat important	11	33.3%	81	38.6%	4	30.8%	6	19.4%	14	24.6%	12	26.1%	111	34.2%
3.00 Not very important	6	18.2%	38	18.1%	1	7.7%	10	32.3%	20	35.1%	16	34.8%	68	20.9%
4.00 Not at all important	2	6.1%	11	5.2%	4	30.8%	1	3.2%	5	8.8%	5	10.9%	23	7.1%
Total	33	100.0%	210	100.0%	13	100.0%	31	100.0%	57	100.0%	46	100.0%	325	100.0%

2K. How important is it that (child care providers) - Are referred to you by someone you trust?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	21	65.6%	149	72.0%	9	69.2%	25	78.1%	37	66.1%	28	62.2%	229	71.3%
2.00 Somewhat important	9	28.1%	51	24.6%	2	15.4%	5	15.6%	16	28.6%	12	26.7%	77	24.0%
3.00 Not very important	2	6.3%	5	2.4%	1	7.7%	2	6.3%	3	5.4%	5	11.1%	12	3.7%
4.00 Not at all important	0	0.0%	2	1.0%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	3	.9%
Total	32	100.0%	207	100.0%	13	100.0%	32	100.0%	56	100.0%	45	100.0%	321	100.0%

2L. How important is it that (child care providers) - Have special training in taking care of children?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	24	72.7%	160	77.3%	9	64.3%	27	84.4%	38	66.7%	38	82.6%	244	75.3%
2.00 Somewhat important	9	27.3%	45	21.7%	4	28.6%	4	12.5%	14	24.6%	8	17.4%	72	22.2%
3.00 Not very important	0	0.0%	2	1.0%	0	0.0%	1	3.1%	5	8.8%	0	0.0%	7	2.2%
4.00 Not at all important	0	0.0%	0	0.0%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	1	.3%
Total	33	100.0%	207	100.0%	14	100.0%	32	100.0%	57	100.0%	46	100.0%	324	100.0%

2M. How important is it that (child care providers) - Are rated high quality?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	21	65.6%	134	65.0%	7	50.0%	24	75.0%	40	70.2%	36	80.0%	213	66.1%
2.00 Somewhat important	11	34.4%	61	29.6%	5	35.7%	7	21.9%	15	26.3%	7	15.6%	94	29.2%
3.00 Not very important	0	0.0%	8	3.9%	1	7.1%	1	3.1%	1	1.8%	2	4.4%	11	3.4%
4.00 Not at all important	0	0.0%	3	1.5%	1	7.1%	0	0.0%	1	1.8%	0	0.0%	4	1.2%
Total	32	100.0%	206	100.0%	14	100.0%	32	100.0%	57	100.0%	45	100.0%	322	100.0%

2N. How important is it that (child care providers) - Are located close to home?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	20	60.6%	141	67.5%	7	46.7%	26	81.3%	31	54.4%	27	58.7%	212	64.8%
2.00 Somewhat important	11	33.3%	58	27.8%	2	13.3%	4	12.5%	24	42.1%	16	34.8%	95	29.1%
3.00 Not very important	2	6.1%	9	4.3%	1	6.7%	1	3.1%	2	3.5%	3	6.5%	13	4.0%
4.00 Not at all important	0	0.0%	1	.5%	5	33.3%	1	3.1%	0	0.0%	0	0.0%	7	2.1%
Total	33	100.0%	209	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	327	100.0%

2O. How important is it that (child care providers) - Are located close to work?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	13	40.6%	86	41.5%	3	30.0%	18	56.3%	15	26.8%	12	27.3%	126	39.6%
2.00 Somewhat important	16	50.0%	85	41.1%	4	40.0%	9	28.1%	31	55.4%	23	52.3%	140	44.0%
3.00 Not very important	3	9.4%	29	14.0%	2	20.0%	3	9.4%	7	12.5%	8	18.2%	40	12.6%
4.00 Not at all important	0	0.0%	7	3.4%	1	10.0%	2	6.3%	3	5.4%	1	2.3%	12	3.8%
Total	32	100.0%	207	100.0%	10	100.0%	32	100.0%	56	100.0%	44	100.0%	318	100.0%

2P. How important is it that (child care providers) - Have a small number of children in the same facility?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	12	36.4%	107	51.2%	9	64.3%	14	45.2%	27	48.2%	17	37.0%	159	49.1%
2.00 Somewhat important	15	45.5%	84	40.2%	2	14.3%	8	25.8%	23	41.1%	21	45.7%	126	38.9%
3.00 Not very important	5	15.2%	12	5.7%	1	7.1%	7	22.6%	6	10.7%	7	15.2%	29	9.0%
4.00 Not at all important	1	3.0%	6	2.9%	2	14.3%	2	6.5%	0	0.0%	1	2.2%	10	3.1%
Total	33	100.0%	209	100.0%	14	100.0%	31	100.0%	56	100.0%	46	100.0%	324	100.0%

2Q. How important is it that (child care providers) - Connect families to community resources such as developmental screenings for children, economic assistance, or parenting information?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Extremely important	15	48.4%	123	60.0%	9	60.0%	15	50.0%	22	40.0%	15	33.3%	176	55.2%
2.00 Somewhat important	14	45.2%	64	31.2%	4	26.7%	13	43.3%	21	38.2%	28	62.2%	108	33.9%
3.00 Not very important	2	6.5%	15	7.3%	2	13.3%	2	6.7%	10	18.2%	2	4.4%	30	9.4%
4.00 Not at all important	0	0.0%	3	1.5%	0	0.0%	0	0.0%	2	3.6%	0	0.0%	5	1.6%
Total	31	100.0%	205	100.0%	15	100.0%	30	100.0%	55	100.0%	45	100.0%	319	100.0%

3. Overall, how easy or hard has it been for your family to find a child care arrangement that has all of the features that are important to you?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very hard	11	33.3%	74	34.4%	6	40.0%	10	32.3%	19	33.3%	17	37.8%	116	34.9%
2.00 Somewhat hard	15	45.5%	91	42.3%	5	33.3%	15	48.4%	21	36.8%	16	35.6%	134	40.4%
3.00 Somewhat easy	7	21.2%	41	19.1%	2	13.3%	3	9.7%	13	22.8%	9	20.0%	64	19.3%
4.00 Very easy	0	0.0%	9	4.2%	2	13.3%	3	9.7%	4	7.0%	3	6.7%	18	5.4%
Total	33	100.0%	215	100.0%	15	100.0%	31	100.0%	57	100.0%	45	100.0%	332	100.0%

6. To what extent does availability or access to child care impact your decision to continue living in your neighborhood?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Not at all	9	27.3%	63	29.4%	5	33.3%	8	25.0%	17	29.8%	21	45.7%	97	29.2%
2.00 A little	11	33.3%	75	35.0%	2	13.3%	11	34.4%	19	33.3%	13	28.3%	111	33.4%
3.00 A lot	13	39.4%	76	35.5%	8	53.3%	13	40.6%	21	36.8%	12	26.1%	124	37.3%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

7. Are you or another person in your family a stay-at-home provider?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	17	51.5%	93	43.5%	11	73.3%	12	37.5%	24	42.1%	19	41.3%	145	43.7%
2.00 No	16	48.5%	121	56.5%	4	26.7%	20	62.5%	33	57.9%	27	58.7%	187	56.3%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

8. Did difficulty finding child care impact your or another person in your family's decision to stay at home?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	13	76.5%	68	73.1%	3	27.3%	9	75.0%	13	54.2%	11	57.9%	99	68.3%
2.00 No	4	23.5%	25	26.9%	8	72.7%	3	25.0%	11	45.8%	8	42.1%	46	31.7%
Total	17	100.0%	93	100.0%	11	100.0%	12	100.0%	24	100.0%	19	100.0%	145	100.0%

Parent Education

9. Have you ever participated in a parent education class, such as ECFE (Early Childhood Family Education) or another program?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	18	54.5%	60	27.9%	6	40.0%	10	31.3%	19	33.3%	19	41.3%	105	31.5%
2.00 No	15	45.5%	155	72.1%	9	60.0%	22	68.8%	38	66.7%	27	58.7%	228	68.5%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

10. What is/are the reason(s) you have never participated in a parent education class? (Select all that apply)

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Didn't know about it or have never heard of it	7	46.7%	74	47.7%	8	88.9%	13	61.9%	21	55.3%	8	30.8%	116	51.1%
Not interested	1	6.7%	20	12.9%	0	0.0%	3	14.3%	7	18.4%	5	19.2%	28	12.3%
Don't have time at all	7	46.7%	58	37.4%	0	0.0%	6	28.6%	15	39.5%	9	34.6%	85	37.4%
Class doesn't fit in my schedule	7	46.7%	50	32.3%	0	0.0%	5	23.8%	5	13.2%	9	34.6%	65	28.6%
I don't have transportation	0	0.0%	10	6.5%	0	0.0%	0	0.0%	0	0.0%	2	7.7%	10	4.4%
Too far out of my way	2	13.3%	10	6.5%	0	0.0%	4	19.0%	2	5.3%	1	3.8%	17	7.5%
The class is not offered in a language other than English	1	6.7%	1	.6%	0	0.0%	0	0.0%	3	7.9%	1	3.8%	5	2.2%
Cost is too high	6	40.0%	20	12.9%	0	0.0%	2	9.5%	4	10.5%	4	15.4%	32	14.1%
Other	2	13.3%	10	6.5%	1	11.1%	1	4.8%	2	5.3%	4	15.4%	14	6.2%
Total	15	100.0%	155	100.0%	9	100.0%	21	100.0%	38	100.0%	26	100.0%	227	100.0%

11. Are you interested in participating in a parent education class, such as ECFE or another program?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	10	66.7%	81	52.3%	5	55.6%	10	45.5%	18	47.4%	15	55.6%	120	52.6%
2.00 No	5	33.3%	74	47.7%	4	44.4%	12	54.5%	20	52.6%	12	44.4%	108	47.4%
Total	15	100.0%	155	100.0%	9	100.0%	22	100.0%	38	100.0%	27	100.0%	228	100.0%

12. What early childhood development topics interest you? (Select all that apply)

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Child's cognitive development	25	89.3%	107	75.9%	5	45.5%	14	73.7%	29	78.4%	30	90.9%	169	75.4%
Child's social and emotional development	22	78.6%	118	83.7%	7	63.6%	14	73.7%	36	97.3%	32	97.0%	191	85.3%
Child's physical development	21	75.0%	92	65.2%	4	36.4%	7	36.8%	23	62.2%	24	72.7%	143	63.8%
Child's language and communication	26	92.9%	120	85.1%	6	54.5%	17	89.5%	32	86.5%	32	97.0%	190	84.8%
Nutrition and meal planning	20	71.4%	78	55.3%	6	54.5%	10	52.6%	15	40.5%	16	48.5%	125	55.8%
School readiness standards	23	82.1%	123	87.2%	10	90.9%	19	100.0%	26	70.3%	30	90.9%	190	84.8%
How to navigate school system	15	53.6%	70	49.6%	3	27.3%	11	57.9%	16	43.2%	18	54.5%	111	49.6%
Retaining language of child's cultural community or communities	22	78.6%	87	61.7%	7	63.6%	14	73.7%	23	62.2%	23	69.7%	144	64.3%
Techniques for how to read to your child	17	60.7%	87	61.7%	5	45.5%	12	63.2%	18	48.6%	17	51.5%	132	58.9%
Child discipline	20	71.4%	99	70.2%	8	72.7%	13	68.4%	20	54.1%	25	75.8%	151	67.4%
Other	0	0.0%	8	5.7%	0	0.0%	0	0.0%	1	2.7%	1	3.0%	9	4.0%
Total	28	100.0%	141	100.0%	11	100.0%	19	100.0%	37	100.0%	33	100.0%	224	100.0%

13. Do you know about Early Childhood Screening, sometimes called preschool or kindergarten screening, which is available through public school districts and helps to assess readiness for school?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	28	84.8%	173	80.5%	8	53.3%	25	78.1%	47	82.5%	34	73.9%	263	79.0%
2.00 No	5	15.2%	42	19.5%	7	46.7%	7	21.9%	10	17.5%	12	26.1%	70	21.0%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

14. Are you aware of the child care rating system called Parent Aware that is being tested in parts of Minnesota?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	14	42.4%	51	23.7%	4	26.7%	6	18.8%	13	22.8%	11	23.9%	81	24.3%
2.00 No	19	57.6%	164	76.3%	11	73.3%	26	81.3%	44	77.2%	35	76.1%	252	75.7%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

Employment and Child Care

15. Are you currently employed?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	28	84.8%	183	85.1%	8	53.3%	20	62.5%	51	89.5%	37	80.4%	273	82.0%
2.00 No	5	15.2%	32	14.9%	7	46.7%	12	37.5%	6	10.5%	9	19.6%	60	18.0%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

16. What is your schedule like? (Select all that apply)

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daytime shifts	22	78.6%	155	84.7%	4	50.0%	15	75.0%	44	86.3%	32	86.5%	228	83.5%
Evening shifts	9	32.1%	52	28.4%	2	25.0%	7	35.0%	12	23.5%	16	43.2%	75	27.5%
Overnight shifts	4	14.3%	7	3.8%	0	0.0%	2	10.0%	2	3.9%	4	10.8%	13	4.8%
Weekdays	10	35.7%	61	33.3%	3	37.5%	6	30.0%	17	33.3%	17	45.9%	90	33.0%
Weekend shifts	9	32.1%	44	24.0%	2	25.0%	5	25.0%	8	15.7%	18	48.6%	62	22.7%
Job is seasonal	2	7.1%	8	4.4%	2	25.0%	1	5.0%	2	3.9%	1	2.7%	14	5.1%
Total	28	100.0%	183	100.0%	8	100.0%	20	100.0%	51	100.0%	37	100.0%	273	100.0%

17. Do you have a spouse or partner?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	30	90.9%	201	93.5%	15	100.0%	30	93.8%	55	96.5%	41	89.1%	313	94.0%
2.00 No	3	9.1%	14	6.5%	0	0.0%	2	6.3%	2	3.5%	5	10.9%	20	6.0%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

18. Is your spouse or partner employed?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	27	90.0%	167	83.5%	13	86.7%	29	96.7%	47	88.7%	33	82.5%	266	85.8%
2.00 No	3	10.0%	33	16.5%	2	13.3%	1	3.3%	6	11.3%	7	17.5%	44	14.2%
Total	30	100.0%	200	100.0%	15	100.0%	30	100.0%	53	100.0%	40	100.0%	310	100.0%

19. What schedule does your spouse or partner work? (Select all that apply)

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daytime shifts	20	74.1%	125	75.8%	9	69.2%	20	71.4%	37	78.7%	27	84.4%	198	75.3%
Evening shifts	2	7.4%	40	24.2%	1	7.7%	4	14.3%	7	14.9%	6	18.8%	51	19.4%
Overnight shifts	6	22.2%	22	13.3%	1	7.7%	9	32.1%	4	8.5%	6	18.8%	38	14.4%
Weekdays	11	40.7%	51	30.9%	9	69.2%	9	32.1%	13	27.7%	15	46.9%	87	33.1%
Weekend shifts	5	18.5%	29	17.6%	3	23.1%	6	21.4%	9	19.1%	8	25.0%	51	19.4%
Job is seasonal	2	7.4%	5	3.0%	1	7.7%	0	0.0%	2	4.3%	0	0.0%	10	3.8%
Total	27	100.0%	165	100.0%	13	100.0%	28	100.0%	47	100.0%	32	100.0%	263	100.0%

20. In the past six months, have any problems with child care prevented you or your family from accepting or keeping the kind of job you want?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	12	36.4%	88	40.9%	3	20.0%	12	37.5%	14	24.6%	9	19.6%	121	36.3%
2.00 No	21	63.6%	127	59.1%	12	80.0%	20	62.5%	43	75.4%	37	80.4%	212	63.7%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

21. In the past six months, did any of the following happen for you or your family? (Select all that apply - does not include your child being sick)

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Missed an entire day of work b/c of a problem with child care arrangements	15	45.5%	68	31.6%	2	13.3%	10	31.3%	18	31.6%	12	26.1%	104	31.2%
Late for work or left early b/c of a problem with child care arrangements	19	57.6%	96	44.7%	1	6.7%	10	31.3%	31	54.4%	17	37.0%	148	44.4%
Changed shifts or schedule b/c of a problem with child care arrangements	13	39.4%	74	34.4%	1	6.7%	9	28.1%	14	24.6%	15	32.6%	106	31.8%
Quit job or was fired b/c of a problem with child care arrangements	6	18.2%	16	7.4%	0	0.0%	6	18.8%	2	3.5%	4	8.7%	28	8.4%
None of the above	10	30.3%	76	35.3%	12	80.0%	17	53.1%	23	40.4%	23	50.0%	128	38.4%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

22A. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? - Provider was ill

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	11	33.3%	73	37.6%	10	76.9%	13	43.3%	25	45.5%	22	50.0%	126	41.0%
2.00 Rarely	5	15.2%	63	32.5%	0	0.0%	11	36.7%	13	23.6%	14	31.8%	87	28.3%
3.00 Sometimes	11	33.3%	51	26.3%	3	23.1%	5	16.7%	15	27.3%	7	15.9%	79	25.7%
4.00 Usually	4	12.1%	5	2.6%	0	0.0%	0	0.0%	2	3.6%	1	2.3%	10	3.3%
5.00 Always	2	6.1%	2	1.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	5	1.6%
Total	33	100.0%	194	100.0%	13	100.0%	30	100.0%	55	100.0%	44	100.0%	307	100.0%

22B. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? - Provider's family was ill

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	11	33.3%	91	46.9%	11	78.6%	18	60.0%	23	43.4%	21	47.7%	145	47.4%
2.00 Rarely	6	18.2%	47	24.2%	1	7.1%	6	20.0%	12	22.6%	9	20.5%	70	22.9%
3.00 Sometimes	9	27.3%	45	23.2%	1	7.1%	4	13.3%	16	30.2%	12	27.3%	73	23.9%
4.00 Usually	3	9.1%	9	4.6%	0	0.0%	0	0.0%	1	1.9%	1	2.3%	12	3.9%
5.00 Always	4	12.1%	2	1.0%	1	7.1%	2	6.7%	1	1.9%	1	2.3%	6	2.0%
Total	33	100.0%	194	100.0%	14	100.0%	30	100.0%	53	100.0%	44	100.0%	306	100.0%

22C. In the past six months, about how often did your family have these kinds of problems with your child care arrangements? - Provider had personal problems

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	11	34.4%	86	44.3%	10	76.9%	19	63.3%	27	51.9%	27	62.8%	144	47.5%
2.00 Rarely	3	9.4%	48	24.7%	1	7.7%	5	16.7%	10	19.2%	7	16.3%	66	21.8%
3.00 Sometimes	9	28.1%	50	25.8%	1	7.7%	4	13.3%	13	25.0%	6	14.0%	74	24.4%
4.00 Usually	5	15.6%	4	2.1%	1	7.7%	1	3.3%	2	3.8%	2	4.7%	9	3.0%
5.00 Always	4	12.5%	6	3.1%	0	0.0%	1	3.3%	0	0.0%	1	2.3%	10	3.3%
Total	32	100.0%	194	100.0%	13	100.0%	30	100.0%	52	100.0%	43	100.0%	303	100.0%

Children and Family Needs

24. Do you have any relatives, other than those in your household, who are available and willing to care for your child(ren) age 4 and younger at least once per week for a total of 5 or more hours per week?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Always	9	27.3%	54	25.2%	2	13.3%	12	37.5%	25	43.9%	12	26.1%	91	27.4%
2.00 Usually	12	36.4%	74	34.6%	1	6.7%	11	34.4%	8	14.0%	12	26.1%	101	30.4%
3.00 Sometimes	5	15.2%	43	20.1%	3	20.0%	2	6.3%	9	15.8%	6	13.0%	62	18.7%
4.00 Rarely	5	15.2%	25	11.7%	2	13.3%	3	9.4%	8	14.0%	8	17.4%	41	12.3%
5.00 Never	2	6.1%	18	8.4%	7	46.7%	4	12.5%	7	12.3%	8	17.4%	37	11.1%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

25. Is any individual, such as a neighbor or friend, who is not a relative, available and willing to care for your child(ren) age 4 and younger at least once per week for a total of 5 or more hours per week?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Always	3	9.1%	5	2.3%	1	6.7%	2	6.3%	5	8.8%	0	0.0%	13	3.9%
2.00 Usually	6	18.2%	15	7.0%	2	13.3%	3	9.4%	7	12.3%	4	8.7%	30	9.0%
3.00 Sometimes	7	21.2%	26	12.1%	0	0.0%	4	12.5%	8	14.0%	6	13.0%	43	13.0%
4.00 Rarely	4	12.1%	49	22.9%	4	26.7%	9	28.1%	13	22.8%	10	21.7%	74	22.3%
5.00 Never	13	39.4%	119	55.6%	8	53.3%	14	43.8%	24	42.1%	26	56.5%	172	51.8%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

26. Please think about how much your household paid or will pay for last week, Monday through Sunday, for all of your child care expenses, for all of your children age 4 and younger?

	Which one or more of the following describes this selected child? (Check all that apply)						
	Cambodian	Hmong	Karen	Lao	Vietnamese	Another race or ethnic group	Total
Mean	198.84	178.83	27.00	175.99	293.16	251.92	193.10
Median	200.00	120.00	0.00	107.95	200.00	100.00	125.00
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	420.00	1200.00	250.00	500.00	3000.00	3000.00	3000.00
N	19	93	10	14	31	27	154

27. What ages of the children in your family, starting with the youngest?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
.00	4	7.4%	50	10.1%	1	2.5%	10	15.2%	17	16.8%	11	14.1%	76	10.6%
1.00	7	13.0%	70	14.1%	1	2.5%	6	9.1%	9	8.9%	9	11.5%	89	12.4%
2.00	6	11.1%	59	11.9%	6	15.0%	10	15.2%	17	16.8%	11	14.1%	91	12.7%
3.00	10	18.5%	56	11.3%	5	12.5%	9	13.6%	10	9.9%	12	15.4%	85	11.9%
4.00	8	14.8%	70	14.1%	4	10.0%	11	16.7%	16	15.8%	17	21.8%	105	14.7%
5.00	6	11.1%	27	5.5%	3	7.5%	6	9.1%	6	5.9%	4	5.1%	42	5.9%
6.00	1	1.9%	28	5.7%	4	10.0%	2	3.0%	5	5.0%	4	5.1%	39	5.5%
7.00	4	7.4%	30	6.1%	0	0.0%	1	1.5%	4	4.0%	1	1.3%	38	5.3%
8.00	2	3.7%	17	3.4%	3	7.5%	3	4.5%	4	4.0%	4	5.1%	26	3.6%
9.00	0	0.0%	24	4.8%	2	5.0%	4	6.1%	5	5.0%	2	2.6%	33	4.6%
10.00	0	0.0%	18	3.6%	2	5.0%	0	0.0%	3	3.0%	0	0.0%	22	3.1%
11.00	0	0.0%	8	1.6%	3	7.5%	3	4.5%	1	1.0%	1	1.3%	15	2.1%
12.00	1	1.9%	12	2.4%	3	7.5%	0	0.0%	1	1.0%	0	0.0%	17	2.4%
13.00	0	0.0%	7	1.4%	0	0.0%	1	1.5%	1	1.0%	0	0.0%	9	1.3%
14.00	3	5.6%	9	1.8%	1	2.5%	0	0.0%	2	2.0%	1	1.3%	14	2.0%
15.00	1	1.9%	4	.8%	1	2.5%	0	0.0%	0	0.0%	1	1.3%	6	.8%
16.00	0	0.0%	2	.4%	1	2.5%	0	0.0%	0	0.0%	0	0.0%	3	.4%
17.00	1	1.9%	4	.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	.7%
Total	54	100.0%	495	100.0%	40	100.0%	66	100.0%	101	100.0%	78	100.0%	715	100.0%

28A. How old is your youngest child of Cambodian, Hmong, Karen, Lao, or Vietnamese heritage?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
.00	4	12.5%	40	20.4%	0	0.0%	8	25.0%	17	30.9%	11	23.9%	64	20.6%
1.00	7	21.9%	56	28.6%	1	7.1%	6	18.8%	8	14.5%	7	15.2%	74	23.8%
2.00	4	12.5%	45	23.0%	5	35.7%	5	15.6%	13	23.6%	9	19.6%	70	22.5%
3.00	10	31.3%	28	14.3%	4	28.6%	3	9.4%	8	14.5%	9	19.6%	52	16.7%
4.00	7	21.9%	27	13.8%	4	28.6%	10	31.3%	9	16.4%	10	21.7%	51	16.4%
Total	32	100.0%	196	100.0%	14	100.0%	32	100.0%	55	100.0%	46	100.0%	311	100.0%

28C. What is the child's gender?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 A boy	18	54.5%	122	56.7%	8	53.3%	22	68.8%	27	47.4%	24	52.2%	184	55.3%
2.00 A girl	15	45.5%	92	42.8%	7	46.7%	10	31.3%	30	52.6%	22	47.8%	148	44.4%
3.00 Other	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
Total	33	100.0%	215	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	333	100.0%

29A. For your youngest child in a typical week, how often do you read to your child in language(s) from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	4	12.1%	16	7.5%	2	13.3%	3	9.4%	8	14.0%	4	8.7%	27	8.1%
2.00 Most days meaning 3 to 6 times per week	6	18.2%	32	15.0%	2	13.3%	4	12.5%	5	8.8%	7	15.2%	49	14.8%
3.00 Some days meaning once or twice a week	8	24.2%	63	29.4%	5	33.3%	7	21.9%	20	35.1%	10	21.7%	99	29.8%
4.00 Not at all	15	45.5%	103	48.1%	6	40.0%	18	56.3%	24	42.1%	25	54.3%	157	47.3%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

29B. For your youngest child in a typical week, how often do you talk to or tell stories to your child in language(s) from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	5	15.2%	43	20.1%	8	53.3%	7	21.9%	24	42.9%	10	21.7%	81	24.5%
2.00 Most days meaning 3 to 6 times per week	8	24.2%	35	16.4%	3	20.0%	5	15.6%	6	10.7%	4	8.7%	54	16.3%
3.00 Some days meaning once or twice a week	12	36.4%	78	36.4%	4	26.7%	8	25.0%	16	28.6%	13	28.3%	113	34.1%
4.00 Not at all	8	24.2%	58	27.1%	0	0.0%	12	37.5%	10	17.9%	19	41.3%	83	25.1%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	331	100.0%

29C. For your youngest child in a typical week, how often do you sing songs with your child in language(s) from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	3	9.1%	33	15.4%	5	33.3%	3	9.4%	16	28.1%	8	17.4%	58	17.5%
2.00 Most days meaning 3 to 6 times per week	14	42.4%	43	20.1%	7	46.7%	4	12.5%	9	15.8%	5	10.9%	72	21.7%
3.00 Some days meaning once or twice a week	10	30.3%	65	30.4%	2	13.3%	14	43.8%	19	33.3%	12	26.1%	102	30.7%
4.00 Not at all	6	18.2%	73	34.1%	1	6.7%	11	34.4%	13	22.8%	21	45.7%	100	30.1%
Total	33	100.0%	214	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	332	100.0%

29D. For your youngest child in a typical week, how often do you have your child read along with you or help them tell stories themselves in language(s) from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	2	6.1%	16	7.5%	3	20.0%	3	9.4%	8	14.0%	3	6.5%	27	8.2%
2.00 Most days meaning 3 to 6 times per week	10	30.3%	27	12.7%	2	13.3%	4	12.5%	4	7.0%	5	10.9%	46	13.9%
3.00 Some days meaning once or twice a week	6	18.2%	50	23.5%	2	13.3%	7	21.9%	18	31.6%	12	26.1%	81	24.5%
4.00 Not at all	15	45.5%	120	56.3%	8	53.3%	18	56.3%	27	47.4%	26	56.5%	177	53.5%
Total	33	100.0%	213	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	331	100.0%

29E. For your youngest child in a typical week, how often do you teach your child letters, words, or numbers...in language(s) from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	8	24.2%	49	23.0%	4	26.7%	9	28.1%	13	23.2%	7	15.2%	78	23.6%
2.00 Most days meaning 3 to 6 times per week	13	39.4%	58	27.2%	5	33.3%	8	25.0%	9	16.1%	10	21.7%	87	26.4%
3.00 Some days meaning once or twice a week	7	21.2%	51	23.9%	3	20.0%	6	18.8%	17	30.4%	15	32.6%	82	24.8%
4.00 Not at all	5	15.2%	55	25.8%	3	20.0%	9	28.1%	17	30.4%	14	30.4%	83	25.2%
Total	33	100.0%	213	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	330	100.0%

29F. For your youngest child in a typical week, how often do you get your child together with other children from child's cultural community or communities to play?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	3	9.1%	18	8.5%	9	60.0%	4	12.5%	4	7.1%	2	4.3%	34	10.3%
2.00 Most days meaning 3 to 6 times per week	7	21.2%	53	24.9%	3	20.0%	5	15.6%	7	12.5%	8	17.4%	73	22.1%
3.00 Some days meaning once or twice a week	19	57.6%	85	39.9%	3	20.0%	12	37.5%	22	39.3%	23	50.0%	134	40.6%
4.00 Not at all	4	12.1%	57	26.8%	0	0.0%	11	34.4%	23	41.1%	13	28.3%	89	27.0%
Total	33	100.0%	213	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	330	100.0%

29G. For your youngest child in a typical week, how often do you have your child play with culturally-specific toys or games or other play materials, including everyday household items from child's cultural community or communities?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	6	18.2%	21	9.9%	8	53.3%	6	18.8%	5	8.9%	3	6.5%	40	12.1%
2.00 Most days meaning 3 to 6 times per week	7	21.2%	27	12.7%	3	20.0%	1	3.1%	2	3.6%	4	8.7%	40	12.1%
3.00 Some days meaning once or twice a week	10	30.3%	60	28.2%	3	20.0%	5	15.6%	15	26.8%	9	19.6%	90	27.3%
4.00 Not at all	10	30.3%	105	49.3%	1	6.7%	20	62.5%	34	60.7%	30	65.2%	160	48.5%
Total	33	100.0%	213	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	330	100.0%

30A. For your youngest child in a typical week, how often do you read to your child in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	11	34.4%	58	27.4%	2	13.3%	14	43.8%	23	40.4%	23	50.0%	100	30.4%
2.00 Most days meaning 3 to 6 times per week	16	50.0%	82	38.7%	5	33.3%	10	31.3%	15	26.3%	15	32.6%	120	36.5%
3.00 Some days meaning once or twice a week	4	12.5%	55	25.9%	1	6.7%	8	25.0%	15	26.3%	6	13.0%	80	24.3%
4.00 Not at all	1	3.1%	17	8.0%	7	46.7%	0	0.0%	4	7.0%	2	4.3%	29	8.8%
Total	32	100.0%	212	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	329	100.0%

30B. For your youngest child in a typical week, how often do you talk to or tell stories to you child in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	15	46.9%	106	49.8%	2	14.3%	22	68.8%	31	55.4%	32	69.6%	161	49.1%
2.00 Most days meaning 3 to 6 times per week	10	31.3%	57	26.8%	5	35.7%	6	18.8%	10	17.9%	7	15.2%	85	25.9%
3.00 Some days meaning once or twice a week	4	12.5%	31	14.6%	0	0.0%	3	9.4%	10	17.9%	5	10.9%	48	14.6%
4.00 Not at all	3	9.4%	19	8.9%	7	50.0%	1	3.1%	5	8.9%	2	4.3%	34	10.4%
Total	32	100.0%	213	100.0%	14	100.0%	32	100.0%	56	100.0%	46	100.0%	328	100.0%

30C. For your youngest child in a typical week, how often do you sing songs with your child in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	12	37.5%	104	49.1%	1	6.7%	19	59.4%	26	45.6%	30	65.2%	153	46.5%
2.00 Most days meaning 3 to 6 times per week	13	40.6%	65	30.7%	5	33.3%	6	18.8%	16	28.1%	5	10.9%	96	29.2%
3.00 Some days meaning once or twice a week	6	18.8%	34	16.0%	2	13.3%	7	21.9%	9	15.8%	10	21.7%	57	17.3%
4.00 Not at all	1	3.1%	9	4.2%	7	46.7%	0	0.0%	6	10.5%	1	2.2%	23	7.0%
Total	32	100.0%	212	100.0%	15	100.0%	32	100.0%	57	100.0%	46	100.0%	329	100.0%

30D. For your youngest child in a typical week, how often do you have your child read along with you, or help them tell stories themselves in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	10	31.3%	68	31.9%	2	13.3%	15	50.0%	20	36.4%	24	52.2%	105	32.0%
2.00 Most days meaning 3 to 6 times per week	13	40.6%	63	29.6%	3	20.0%	4	13.3%	14	25.5%	8	17.4%	94	28.7%
3.00 Some days meaning once or twice a week	3	9.4%	29	13.6%	2	13.3%	7	23.3%	5	9.1%	3	6.5%	44	13.4%
4.00 Not at all	6	18.8%	53	24.9%	8	53.3%	4	13.3%	16	29.1%	11	23.9%	85	25.9%
Total	32	100.0%	213	100.0%	15	100.0%	30	100.0%	55	100.0%	46	100.0%	328	100.0%

30E. For your youngest child in a typical week, how often do you teach your child letters, words, or numbers, such as saying ABCs, or playing counting games, or doing puzzles in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	10	31.3%	101	47.6%	2	13.3%	17	53.1%	23	41.1%	23	50.0%	144	43.9%
2.00 Most days meaning 3 to 6 times per week	15	46.9%	53	25.0%	6	40.0%	6	18.8%	16	28.6%	11	23.9%	90	27.4%
3.00 Some days meaning once or twice a week	5	15.6%	39	18.4%	1	6.7%	6	18.8%	9	16.1%	8	17.4%	58	17.7%
4.00 Not at all	2	6.3%	19	9.0%	6	40.0%	3	9.4%	8	14.3%	4	8.7%	36	11.0%
Total	32	100.0%	212	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	328	100.0%

30F. For your youngest child in a typical week, how often do you get your child together with other children to play in general?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	3	9.4%	45	21.3%	10	66.7%	7	21.9%	7	12.5%	8	17.4%	67	20.5%
2.00 Most days meaning 3 to 6 times per week	15	46.9%	52	24.6%	2	13.3%	7	21.9%	15	26.8%	16	34.8%	86	26.3%
3.00 Some days meaning once or twice a week	11	34.4%	77	36.5%	3	20.0%	13	40.6%	22	39.3%	14	30.4%	120	36.7%
4.00 Not at all	3	9.4%	37	17.5%	0	0.0%	5	15.6%	12	21.4%	8	17.4%	54	16.5%
Total	32	100.0%	211	100.0%	15	100.0%	32	100.0%	56	100.0%	46	100.0%	327	100.0%

30G. For your youngest child in a typical week, how often do you have your child play with toys or games or other play materials, including everyday household items that they play with in general?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Every day	15	46.9%	118	55.7%	10	71.4%	19	59.4%	29	51.8%	28	60.9%	180	55.0%
2.00 Most days meaning 3 to 6 times per week	12	37.5%	44	20.8%	2	14.3%	8	25.0%	14	25.0%	10	21.7%	75	22.9%
3.00 Some days meaning once or twice a week	4	12.5%	30	14.2%	2	14.3%	2	6.3%	7	12.5%	5	10.9%	45	13.8%
4.00 Not at all	1	3.1%	20	9.4%	0	0.0%	3	9.4%	6	10.7%	3	6.5%	27	8.3%
Total	32	100.0%	212	100.0%	14	100.0%	32	100.0%	56	100.0%	46	100.0%	327	100.0%

31. On a typical day, about how many hours does your youngest child spend watching television or using an electronic device like a tablet, laptop, or other computer?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
.00	1	4.2%	24	13.7%	0	0.0%	5	22.7%	9	20.5%	6	15.8%	35	13.4%
.50	2	8.3%	2	1.1%	1	8.3%	0	0.0%	1	2.3%	2	5.3%	6	2.3%
1.00	4	16.7%	33	18.9%	4	33.3%	7	31.8%	11	25.0%	8	21.1%	55	21.1%
2.00	6	25.0%	19	10.9%	2	16.7%	4	18.2%	8	18.2%	9	23.7%	38	14.6%
3.00	2	8.3%	36	20.6%	3	25.0%	4	18.2%	4	9.1%	4	10.5%	45	17.2%
3.50	0	0.0%	1	.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.4%
4.00	4	16.7%	21	12.0%	0	0.0%	1	4.5%	5	11.4%	4	10.5%	29	11.1%
5.00	4	16.7%	21	12.0%	2	16.7%	1	4.5%	5	11.4%	3	7.9%	32	12.3%
6.00	0	0.0%	11	6.3%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	11	4.2%
8.00	1	4.2%	5	2.9%	0	0.0%	0	0.0%	1	2.3%	1	2.6%	7	2.7%
10.00	0	0.0%	1	.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.4%
16.00	0	0.0%	1	.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.4%
Total	24	100.0%	175	100.0%	12	100.0%	22	100.0%	44	100.0%	38	100.0%	261	100.0%

32A. Do you receive any of the following sources of support to help cover the cost of child care for your youngest child?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Government (federal, state, or local agency or welfare office)	5	16.1%	28	13.5%	5	35.7%	2	6.3%	3	5.5%	7	15.2%	42	13.1%
Child's other parent (not in same household)	3	9.7%	3	1.4%	0	0.0%	1	3.1%	1	1.8%	1	2.2%	7	2.2%
Employer	5	16.1%	18	8.7%	2	14.3%	4	12.5%	2	3.6%	1	2.2%	25	7.8%
Other	1	3.2%	5	2.4%	0	0.0%	1	3.1%	0	0.0%	1	2.2%	7	2.2%
None of the above	18	58.1%	158	76.3%	7	50.0%	24	75.0%	49	89.1%	37	80.4%	245	76.6%
Total	31	100.0%	207	100.0%	14	100.0%	32	100.0%	55	100.0%	46	100.0%	320	100.0%

32B. Could you afford to maintain your current child care arrangement for your youngest child without this subsidy or added help?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Yes	9	64.3%	20	39.2%	2	33.3%	4	50.0%	4	57.1%	3	33.3%	33	42.3%
2.00 No	5	35.7%	31	60.8%	4	66.7%	4	50.0%	3	42.9%	6	66.7%	45	57.7%
Total	14	100.0%	51	100.0%	6	100.0%	8	100.0%	7	100.0%	9	100.0%	78	100.0%

Child Care Types and Schedule

33. Which of the following child care arrangements for your youngest child have you used at all in the last two weeks?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Head Start	5	15.6%	6	2.9%	5	35.7%	1	3.2%	1	1.8%	0	0.0%	14	4.4%
Child Care Center, Nursery, Preschool, or Pre-Kindergarten	11	34.4%	22	10.6%	2	14.3%	3	9.7%	11	20.0%	9	19.6%	44	13.7%
Child care or babysitting in your home	9	28.1%	59	28.4%	2	14.3%	5	16.1%	18	32.7%	14	30.4%	87	27.1%
Child care or babysitting in someone else's home (not licensed)	7	21.9%	60	28.8%	2	14.3%	8	25.8%	11	20.0%	14	30.4%	82	25.5%
Licensed child care in someone else's home	3	9.4%	17	8.2%	1	7.1%	2	6.5%	4	7.3%	3	6.5%	24	7.5%
Activities at a Rec Center, Library, Church, Camp, Gym, or Sports Facility	2	6.3%	14	6.7%	1	7.1%	2	6.5%	6	10.9%	7	15.2%	24	7.5%
Child cared for by relative under the age of 16	3	9.4%	21	10.1%	2	14.3%	4	12.9%	5	9.1%	3	6.5%	31	9.7%
Child cared for by relative over the age of 16	14	43.8%	104	50.0%	1	7.1%	15	48.4%	25	45.5%	24	52.2%	151	47.0%
Child is cared for by me	15	46.9%	126	60.6%	10	71.4%	19	61.3%	29	52.7%	33	71.7%	189	58.9%
Total	32	100.0%	208	100.0%	14	100.0%	31	100.0%	55	100.0%	46	100.0%	321	100.0%

34. Which of the following child care arrangements for your youngest child have you used most often in the last two weeks?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Head Start	4	12.5%	3	1.4%	4	28.6%	1	3.2%	1	1.8%	0	0.0%	9	2.8%
2.00 Child Care Center, Nursery, Preschool, or Pre-Kindergarten	6	18.8%	13	6.3%	0	0.0%	2	6.5%	7	12.7%	5	10.9%	26	8.1%
3.00 Child care or babysitting in your home	2	6.3%	23	11.1%	0	0.0%	2	6.5%	6	10.9%	3	6.5%	32	10.0%
4.00 Child care or babysitting in someone else's home (not licensed)	3	9.4%	17	8.2%	0	0.0%	1	3.2%	3	5.5%	2	4.3%	23	7.2%
5.00 Licensed child care in someone else's home	2	6.3%	10	4.8%	0	0.0%	2	6.5%	3	5.5%	2	4.3%	14	4.4%
6.00 Activities at a Rec. Center, Library, Church, Camp, Gym, or Sports Facility	0	0.0%	1	.5%	0	0.0%	1	3.2%	0	0.0%	1	2.2%	2	.6%
7.00 Child cared for by relative under the age of 16	0	0.0%	1	.5%	0	0.0%	0	0.0%	1	1.8%	0	0.0%	2	.6%
8.00 Child cared for by relative over the age of 16	8	25.0%	63	30.4%	0	0.0%	9	29.0%	14	25.5%	12	26.1%	91	28.4%
9.00 Child is cared for by me	7	21.9%	76	36.7%	10	71.4%	13	41.9%	20	36.4%	21	45.7%	121	37.8%
Total	32	100.0%	207	100.0%	14	100.0%	31	100.0%	55	100.0%	46	100.0%	320	100.0%

35. How did you first learn about [Q34]?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Provider is a relative or family member	16	64.0%	96	72.7%	2	50.0%	10	55.6%	18	51.4%	16	64.0%	137	68.5%
2.00 Newspaper/advertisements/yellow pages	0	0.0%	1	.8%	0	0.0%	0	0.0%	2	5.7%	0	0.0%	3	1.5%
3.00 Culturally specific newspaper	2	8.0%	1	.8%	1	25.0%	1	5.6%	3	8.6%	0	0.0%	4	2.0%
4.00 Public bulletin boards/flyers	3	12.0%	1	.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.5%
5.00 Child Care Resource and Referral service (may be actual name of service)	0	0.0%	6	4.5%	0	0.0%	0	0.0%	0	0.0%	1	4.0%	6	3.0%
6.00 Referred by friends/neighbors/relatives/co-workers	1	4.0%	14	10.6%	0	0.0%	3	16.7%	7	20.0%	3	12.0%	23	11.5%
7.00 Your or your partner's place of employment	0	0.0%	1	.8%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	2	1.0%
8.00 Internet	2	8.0%	4	3.0%	0	0.0%	3	16.7%	1	2.9%	2	8.0%	8	4.0%
9.00 Just saw it/drove by it	1	4.0%	1	.8%	0	0.0%	0	0.0%	3	8.6%	2	8.0%	5	2.5%
10.00 Religious institution	0	0.0%	1	.8%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
14.00 Other:	0	0.0%	6	4.5%	0	0.0%	1	5.6%	0	0.0%	1	4.0%	7	3.5%
Total	25	100.0%	132	100.0%	4	100.0%	18	100.0%	35	100.0%	25	100.0%	200	100.0%

36. How many child care providers did you contact before you chose [Q34]?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Only 1 (the current child care arrangement)	10	40.0%	93	71.0%	2	50.0%	11	61.1%	18	50.0%	11	44.0%	131	65.5%
2.00 2-3	10	40.0%	26	19.8%	2	50.0%	4	22.2%	11	30.6%	7	28.0%	45	22.5%
3.00 4-5	4	16.0%	7	5.3%	0	0.0%	1	5.6%	4	11.1%	4	16.0%	14	7.0%
4.00 6 or more	1	4.0%	5	3.8%	0	0.0%	2	11.1%	3	8.3%	3	12.0%	10	5.0%
Total	25	100.0%	131	100.0%	4	100.0%	18	100.0%	36	100.0%	25	100.0%	200	100.0%

37. Why did you choose [Q34] for your youngest child over other possibilities? In other words, what was the most important thing you considered?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Provider's relationship to child	8	32.0%	57	43.8%	1	33.3%	8	47.1%	14	41.2%	8	32.0%	84	42.9%
2.00 Provider is from the same cultural community or communities as child	2	8.0%	2	1.5%	0	0.0%	0	0.0%	3	8.8%	0	0.0%	7	3.6%
3.00 Cost	3	12.0%	38	29.2%	0	0.0%	2	11.8%	6	17.6%	6	24.0%	49	25.0%
4.00 Hours convenient (flexibility or hours needed for a non-standard schedule)	2	8.0%	5	3.8%	2	66.7%	2	11.8%	2	5.9%	2	8.0%	9	4.6%
5.00 Location convenient (close to work/home)	2	8.0%	10	7.7%	0	0.0%	0	0.0%	0	0.0%	1	4.0%	12	6.1%
6.00 Availability (they had an opening)	0	0.0%	6	4.6%	0	0.0%	0	0.0%	4	11.8%	1	4.0%	10	5.1%
7.00 Learning activities or curriculum	6	24.0%	7	5.4%	0	0.0%	3	17.6%	2	5.9%	4	16.0%	14	7.1%
8.00 Training/experience of provider	1	4.0%	0	0.0%	0	0.0%	2	11.8%	1	2.9%	1	4.0%	3	1.5%
9.00 Care was licensed or accredited	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	1	.5%
10.00 Other:	1	4.0%	5	3.8%	0	0.0%	0	0.0%	1	2.9%	2	8.0%	7	3.6%
Total	25	100.0%	130	100.0%	3	100.0%	17	100.0%	34	100.0%	25	100.0%	196	100.0%

38A. The provider educates my child in the traditions and values of child's cultural community or communities

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	2	8.3%	9	7.2%	1	25.0%	8	44.4%	2	6.1%	6	27.3%	19	9.9%
2.00 Rarely	4	16.7%	11	8.8%	0	0.0%	0	0.0%	6	18.2%	2	9.1%	19	9.9%
3.00 Sometimes	5	20.8%	45	36.0%	0	0.0%	2	11.1%	9	27.3%	8	36.4%	59	30.9%
4.00 Usually	7	29.2%	24	19.2%	2	50.0%	3	16.7%	5	15.2%	2	9.1%	37	19.4%
5.00 Always true	6	25.0%	36	28.8%	1	25.0%	5	27.8%	11	33.3%	4	18.2%	57	29.8%
Total	24	100.0%	125	100.0%	4	100.0%	18	100.0%	33	100.0%	22	100.0%	191	100.0%

38B. The provider speaks language(s) from child's cultural community or communities

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	4	17.4%	9	7.0%	1	25.0%	7	41.2%	6	17.6%	8	34.8%	25	12.8%
2.00 Rarely	2	8.7%	6	4.7%	0	0.0%	1	5.9%	4	11.8%	2	8.7%	10	5.1%
3.00 Sometimes	3	13.0%	25	19.4%	0	0.0%	1	5.9%	2	5.9%	3	13.0%	30	15.4%
4.00 Usually	2	8.7%	35	27.1%	1	25.0%	1	5.9%	5	14.7%	4	17.4%	42	21.5%
5.00 Always true	12	52.2%	54	41.9%	2	50.0%	7	41.2%	17	50.0%	6	26.1%	88	45.1%
Total	23	100.0%	129	100.0%	4	100.0%	17	100.0%	34	100.0%	23	100.0%	195	100.0%

38C. The provider offers foods from child's cultural community or communities

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	3	13.0%	10	7.8%	0	0.0%	6	35.3%	6	20.0%	6	27.3%	23	12.0%
2.00 Rarely	0	0.0%	3	2.3%	1	33.3%	0	0.0%	1	3.3%	1	4.5%	5	2.6%
3.00 Sometimes	4	17.4%	15	11.7%	1	33.3%	2	11.8%	3	10.0%	3	13.6%	22	11.5%
4.00 Usually	7	30.4%	43	33.6%	0	0.0%	2	11.8%	6	20.0%	4	18.2%	55	28.8%
5.00 Always true	9	39.1%	57	44.5%	1	33.3%	7	41.2%	14	46.7%	8	36.4%	86	45.0%
Total	23	100.0%	128	100.0%	3	100.0%	17	100.0%	30	100.0%	22	100.0%	191	100.0%

38D. The provider offers religious education consistent with my family's religion

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	1	4.3%	23	19.7%	1	25.0%	7	41.2%	4	14.8%	5	27.8%	33	18.9%
2.00 Rarely	2	8.7%	15	12.8%	1	25.0%	2	11.8%	2	7.4%	0	0.0%	19	10.9%
3.00 Sometimes	8	34.8%	31	26.5%	0	0.0%	3	17.6%	5	18.5%	5	27.8%	46	26.3%
4.00 Usually	6	26.1%	19	16.2%	0	0.0%	0	0.0%	4	14.8%	4	22.2%	28	16.0%
5.00 Always true	6	26.1%	29	24.8%	2	50.0%	5	29.4%	12	44.4%	4	22.2%	49	28.0%
Total	23	100.0%	117	100.0%	4	100.0%	17	100.0%	27	100.0%	18	100.0%	175	100.0%

38E. The provider helps my child do well in school or to be prepared when they start school

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	1	4.0%	10	8.1%	1	25.0%	4	23.5%	1	3.3%	2	9.1%	16	8.6%
2.00 Rarely	2	8.0%	17	13.8%	0	0.0%	1	5.9%	2	6.7%	2	9.1%	21	11.3%
3.00 Sometimes	5	20.0%	38	30.9%	0	0.0%	3	17.6%	8	26.7%	4	18.2%	50	26.9%
4.00 Usually	7	28.0%	25	20.3%	1	25.0%	4	23.5%	7	23.3%	5	22.7%	42	22.6%
5.00 Always true	10	40.0%	33	26.8%	2	50.0%	5	29.4%	12	40.0%	9	40.9%	57	30.6%
Total	25	100.0%	123	100.0%	4	100.0%	17	100.0%	30	100.0%	22	100.0%	186	100.0%

38F. The caregiver or provider has enough formal education and training to work with young children

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	1	4.2%	20	17.7%	1	33.3%	3	20.0%	2	6.9%	5	22.7%	26	14.9%
2.00 Rarely	0	0.0%	20	17.7%	0	0.0%	2	13.3%	3	10.3%	0	0.0%	25	14.4%
3.00 Sometimes	5	20.8%	13	11.5%	0	0.0%	0	0.0%	6	20.7%	4	18.2%	24	13.8%
4.00 Usually	10	41.7%	29	25.7%	1	33.3%	4	26.7%	7	24.1%	3	13.6%	45	25.9%
5.00 Always true	8	33.3%	31	27.4%	1	33.3%	6	40.0%	11	37.9%	10	45.5%	54	31.0%
Total	24	100.0%	113	100.0%	3	100.0%	15	100.0%	29	100.0%	22	100.0%	174	100.0%

39A. When (child) is at [Q34], (child) is safe and secure

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	1	.8%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
2.00 Rarely	0	0.0%	2	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
3.00 Sometimes	2	8.3%	6	4.6%	0	0.0%	0	0.0%	0	0.0%	1	4.0%	7	3.6%
4.00 Usually	7	29.2%	36	27.7%	2	50.0%	3	16.7%	8	24.2%	5	20.0%	50	25.4%
5.00 Always True	15	62.5%	85	65.4%	1	25.0%	15	83.3%	25	75.8%	19	76.0%	136	69.0%
Total	24	100.0%	130	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	197	100.0%

39B. When (child) is at [Q34], (child) gets a lot of positive, individual attention

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	2	1.5%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	3	1.5%
2.00 Rarely	2	8.3%	5	3.8%	0	0.0%	0	0.0%	0	0.0%	3	12.0%	7	3.6%
3.00 Sometimes	4	16.7%	12	9.2%	1	25.0%	1	5.6%	2	6.1%	3	12.0%	17	8.6%
4.00 Usually	6	25.0%	36	27.7%	1	25.0%	3	16.7%	10	30.3%	3	12.0%	53	26.9%
5.00 Always True	12	50.0%	75	57.7%	1	25.0%	14	77.8%	21	63.6%	16	64.0%	117	59.4%
Total	24	100.0%	130	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	197	100.0%

39C. When (child) is at [Q34], (child) likes the provider

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	1	.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.5%
2.00 Rarely	0	0.0%	1	.8%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
3.00 Sometimes	2	8.3%	7	5.4%	0	0.0%	0	0.0%	1	3.0%	1	4.0%	10	5.1%
4.00 Usually	8	33.3%	30	23.3%	2	50.0%	2	11.1%	8	24.2%	2	8.0%	45	23.0%
5.00 Always True	14	58.3%	90	69.8%	1	25.0%	16	88.9%	24	72.7%	22	88.0%	138	70.4%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

39D. When (child) is at [Q34], (child) experiences a lot of art, music, dance, and drama activities from my cultural community

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	2	8.3%	15	11.6%	1	25.0%	3	16.7%	1	3.0%	4	16.0%	21	10.7%
2.00 Rarely	1	4.2%	23	17.8%	0	0.0%	2	11.1%	5	15.2%	2	8.0%	29	14.8%
3.00 Sometimes	7	29.2%	47	36.4%	0	0.0%	3	16.7%	10	30.3%	7	28.0%	66	33.7%
4.00 Usually	5	20.8%	27	20.9%	1	25.0%	3	16.7%	9	27.3%	2	8.0%	39	19.9%
5.00 Always True	9	37.5%	17	13.2%	2	50.0%	7	38.9%	8	24.2%	10	40.0%	41	20.9%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

39E. When (child) is at [Q34], (child) learns new things and new skills

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	5%
2.00 Rarely	2	8.3%	12	9.3%	0	0.0%	1	5.6%	2	6.1%	3	12.0%	17	8.7%
3.00 Sometimes	3	12.5%	44	34.1%	0	0.0%	3	16.7%	11	33.3%	2	8.0%	57	29.1%
4.00 Usually	12	50.0%	38	29.5%	2	50.0%	7	38.9%	11	33.3%	10	40.0%	64	32.7%
5.00 Always True	7	29.2%	35	27.1%	1	25.0%	7	38.9%	9	27.3%	10	40.0%	57	29.1%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

39F. When (child) is at [Q34], (child) gets a chance to run around and play outside

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	3	2.3%	1	25.0%	1	5.6%	0	0.0%	0	0.0%	5	2.6%
2.00 Rarely	1	4.2%	8	6.2%	0	0.0%	1	5.6%	4	12.1%	2	8.0%	13	6.6%
3.00 Sometimes	3	12.5%	24	18.6%	0	0.0%	3	16.7%	8	24.2%	3	12.0%	36	18.4%
4.00 Usually	9	37.5%	39	30.2%	1	25.0%	4	22.2%	9	27.3%	9	36.0%	60	30.6%
5.00 Always True	11	45.8%	55	42.6%	2	50.0%	9	50.0%	12	36.4%	11	44.0%	82	41.8%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

39G. When (child) is at [Q34], (child) eats healthy foods, such as fresh fruits and vegetables

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Never	0	0.0%	2	1.6%	1	25.0%	2	11.1%	1	3.0%	0	0.0%	5	2.6%
2.00 Rarely	0	0.0%	5	3.9%	0	0.0%	1	5.6%	0	0.0%	1	4.0%	6	3.1%
3.00 Sometimes	4	16.7%	29	22.5%	0	0.0%	1	5.6%	5	15.2%	4	16.0%	37	18.9%
4.00 Usually	9	37.5%	48	37.2%	1	25.0%	5	27.8%	9	27.3%	9	36.0%	68	34.7%
5.00 Always True	11	45.8%	45	34.9%	2	50.0%	9	50.0%	18	54.5%	11	44.0%	80	40.8%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

40. How long does it take to travel one way to [Q34]?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 It's in my home	2	8.3%	41	31.8%	1	25.0%	6	33.3%	7	21.2%	7	28.0%	56	28.6%
2.00 Less than 10 minutes	5	20.8%	35	27.1%	0	0.0%	5	27.8%	11	33.3%	8	32.0%	55	28.1%
3.00 10 to 20 minutes	10	41.7%	34	26.4%	1	25.0%	3	16.7%	8	24.2%	6	24.0%	52	26.5%
4.00 21 to 30 minutes	3	12.5%	10	7.8%	1	25.0%	2	11.1%	3	9.1%	2	8.0%	15	7.7%
5.00 31-45 minutes	4	16.7%	6	4.7%	0	0.0%	1	5.6%	3	9.1%	2	8.0%	12	6.1%
6.00 More than 45 minutes	0	0.0%	3	2.3%	0	0.0%	1	5.6%	1	3.0%	0	0.0%	5	2.6%
7.00 Transportation provided by someone other than you	0	0.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	5%
Total	24	100.0%	129	100.0%	4	100.0%	18	100.0%	33	100.0%	25	100.0%	196	100.0%

41. Would you say that [Q34] is your preferred, number one choice for child care, or would you prefer to change types of teacher or provider?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 This is preferred type	21	87.5%	94	72.9%	4	100.0%	15	88.2%	26	78.8%	19	76.0%	148	75.9%
2.00 Would rather change	3	12.5%	35	27.1%	0	0.0%	2	11.8%	7	21.2%	6	24.0%	47	24.1%
Total	24	100.0%	129	100.0%	4	100.0%	17	100.0%	33	100.0%	25	100.0%	195	100.0%

42. What is your preferred type of care?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Head Start	0	0.0%	4	11.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	8.5%
2.00 Child care center, nursery, preschool, pre-Kindergarten	2	66.7%	19	54.3%	0	0.0%	1	50.0%	3	42.9%	3	50.0%	25	53.2%
3.00 Licensed child care in a family child care home	0	0.0%	1	2.9%	0	0.0%	1	50.0%	1	14.3%	2	33.3%	3	6.4%
4.00 Child care or babysitting in your home	1	33.3%	5	14.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	6	12.8%
5.00 Child care or babysitting in someone else's home (not licensed)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	28.6%	0	0.0%	2	4.3%
6.00 Care for child myself/parental care	0	0.0%	5	14.3%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	6	12.8%
7.00 Something else:	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.1%
Total	3	100.0%	35	100.0%	0	0.0%	2	100.0%	7	100.0%	6	100.0%	47	100.0%

Demographics

44. What is your relationship to the child?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Biological parent	28	90.3%	188	92.6%	13	92.9%	30	96.8%	46	86.8%	44	95.7%	292	92.7%
2.00 Adoptive parent	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
3.00 Step parent	1	3.2%	2	1.0%	1	7.1%	1	3.2%	1	1.9%	0	0.0%	3	1.0%
4.00 Foster parent	1	3.2%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
5.00 Grandparent (including great-grandparent)	1	3.2%	5	2.5%	0	0.0%	0	0.0%	3	5.7%	2	4.3%	9	2.9%
6.00 Sibling	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
7.00 Aunt	0	0.0%	1	.5%	0	0.0%	0	0.0%	2	3.8%	0	0.0%	3	1.0%
8.00 Uncle	0	0.0%	4	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.3%
9.00 Cousin	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.9%	0	0.0%	1	.3%
Total	31	100.0%	203	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	315	100.0%

45A. Who lives in your household?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Your spouse/partner	27	87.1%	181	90.0%	12	85.7%	26	83.9%	45	84.9%	40	87.0%	275	87.9%
Grandfather	1	3.2%	11	5.5%	1	7.1%	0	0.0%	2	3.8%	1	2.2%	14	4.5%
Grandmother	3	9.7%	19	9.5%	1	7.1%	2	6.5%	7	13.2%	2	4.3%	32	10.2%
Father	6	19.4%	33	16.4%	3	21.4%	4	12.9%	5	9.4%	6	13.0%	50	16.0%
Mother	5	16.1%	40	19.9%	3	21.4%	5	16.1%	8	15.1%	5	10.9%	60	19.2%
Uncles or aunt	1	3.2%	18	9.0%	0	0.0%	2	6.5%	1	1.9%	2	4.3%	22	7.0%
Siblings	7	22.6%	49	24.4%	0	0.0%	6	19.4%	4	7.5%	6	13.0%	63	20.1%
Your children	18	58.1%	139	69.2%	11	78.6%	25	80.6%	29	54.7%	33	71.7%	211	67.4%
Your grandchildren (age 5+)	0	0.0%	3	1.5%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	4	1.3%
Your grandchildren (age 4 or younger)	1	3.2%	3	1.5%	0	0.0%	0	0.0%	0	0.0%	1	2.2%	4	1.3%
Nieces or nephews (age 5+)	1	3.2%	6	3.0%	0	0.0%	1	3.2%	1	1.9%	1	2.2%	9	2.9%
Nieces or nephews (age 4 or younger)	1	3.2%	5	2.5%	0	0.0%	0	0.0%	2	3.8%	1	2.2%	8	2.6%
Friends or other non-relatives	0	0.0%	3	1.5%	1	7.1%	0	0.0%	1	1.9%	1	2.2%	5	1.6%
Other	2	6.5%	3	1.5%	0	0.0%	0	0.0%	0	0.0%	1	2.2%	5	1.6%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

45B. Including you, how many people altogether live in your household?

	Which one or more of the following describes this selected child? (Check all that apply)						
	Cambodian	Hmong	Karen	Lao	Vietnamese	Another race or ethnic group	Total
Mean	4.57	5.63	5.62	4.26	4.07	4.27	5.18
Median	4.00	5.00	6.00	4.00	4.00	4.00	4.00
Minimum	2.00	2.00	3.00	2.00	2.00	2.00	2.00
Maximum	8.00	15.00	9.00	9.00	7.00	9.00	15.00
N	28	170	13	27	44	44	269

46. What is your age?

	Which one or more of the following describes this selected child? (Check all that apply)						
	Cambodian	Hmong	Karen	Lao	Vietnamese	Another race or ethnic group	Total
Mean	33.62	29.85	35.64	32.24	35.15	33.77	31.49
Median	34.00	30.00	34.00	33.00	34.50	33.00	31.00
Minimum	18.00	20.00	23.00	22.00	28.00	18.00	18.00
Maximum	64.00	65.00	63.00	46.00	57.00	64.00	65.00
N	29	186	14	29	48	43	290

47. What is the highest level of education you have completed?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 No formal education (0 years)	0	0.0%	4	2.0%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	7	2.3%
2.00 Elementary school or less (6 year or less)	0	0.0%	0	0.0%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	3	1.0%
3.00 Some high school, no diploma (7-11 years)	4	12.9%	4	2.0%	3	21.4%	3	9.7%	3	5.9%	4	8.7%	17	5.5%
4.00 High school diploma or GED (12 years)	3	9.7%	19	9.5%	2	14.3%	7	22.6%	3	5.9%	6	13.0%	33	10.6%
5.00 Some college (13-15 years, no degree)	6	19.4%	51	25.4%	0	0.0%	7	22.6%	3	5.9%	6	13.0%	64	20.6%
6.00 Associate's degree (13-15 year with degree)	3	9.7%	29	14.4%	1	7.1%	2	6.5%	4	7.8%	3	6.5%	37	11.9%
7.00 Bachelor's degree (16 years, with degree)	10	32.3%	65	32.3%	0	0.0%	8	25.8%	22	43.1%	19	41.3%	99	31.8%
8.00 Master's degree (M.A.,) (17+ years)	3	9.7%	26	12.9%	1	7.1%	2	6.5%	10	19.6%	5	10.9%	40	12.9%
9.00 Doctoral degree (Ph.D.) (17+ years)	2	6.5%	0	0.0%	1	7.1%	1	3.2%	3	5.9%	2	4.3%	4	1.3%
10.00 Professional degree (e.g. MD, JD) (17+ years)	0	0.0%	3	1.5%	0	0.0%	1	3.2%	3	5.9%	1	2.2%	7	2.3%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	51	100.0%	46	100.0%	311	100.0%

48. What is your gender?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Male	9	29.0%	25	12.4%	3	21.4%	3	9.7%	13	24.5%	6	13.0%	50	16.0%
2.00 Female	22	71.0%	176	87.6%	11	78.6%	28	90.3%	40	75.5%	40	87.0%	263	84.0%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

49. Which one or more of the following best describes you?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cambodian	26	83.9%	3	1.5%	1	7.1%	1	3.2%	1	1.9%	11	23.9%	28	9.0%
Hmong	2	6.5%	195	97.5%	1	7.1%	4	12.9%	2	3.8%	13	28.3%	196	62.8%
Karen	0	0.0%	0	0.0%	12	85.7%	0	0.0%	0	0.0%	0	0.0%	12	3.8%
Lao	1	3.2%	3	1.5%	0	0.0%	23	74.2%	1	1.9%	6	13.0%	24	7.7%
Vietnamese	0	0.0%	1	.5%	0	0.0%	3	9.7%	42	79.2%	8	17.4%	44	14.1%
Another race or ethnic group	5	16.1%	1	.5%	0	0.0%	4	12.9%	9	17.0%	15	32.6%	18	5.8%
Total	31	100.0%	200	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	312	100.0%

50. What is your current marital status?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Married	21	67.7%	123	61.2%	13	92.9%	18	58.1%	48	90.6%	32	69.6%	209	66.8%
2.00 Living with a partner	7	22.6%	55	27.4%	1	7.1%	5	16.1%	2	3.8%	9	19.6%	68	21.7%
3.00 Separated	0	0.0%	2	1.0%	0	0.0%	0	0.0%	1	1.9%	0	0.0%	3	1.0%
4.00 Divorced	1	3.2%	5	2.5%	0	0.0%	2	6.5%	0	0.0%	2	4.3%	7	2.2%
5.00 Widowed	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
6.00 Single, never married	2	6.5%	15	7.5%	0	0.0%	6	19.4%	2	3.8%	3	6.5%	25	8.0%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

51. What is your partner or spouse's gender?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Male	18	64.3%	156	87.6%	10	71.4%	19	82.6%	37	74.0%	36	87.8%	230	83.0%
2.00 Female	10	35.7%	22	12.4%	4	28.6%	4	17.4%	13	26.0%	5	12.2%	47	17.0%
Total	28	100.0%	178	100.0%	14	100.0%	23	100.0%	50	100.0%	41	100.0%	277	100.0%

52. Which one or more of the following best describes your spouse or partner?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cambodian	19	67.9%	4	2.2%	0	0.0%	1	4.3%	0	0.0%	5	12.2%	21	7.6%
Hmong	1	3.6%	158	88.8%	2	14.3%	3	13.0%	2	4.0%	1	2.4%	160	57.8%
Karen	1	3.6%	1	.6%	12	85.7%	0	0.0%	0	0.0%	0	0.0%	13	4.7%
Lao	2	7.1%	3	1.7%	1	7.1%	9	39.1%	1	2.0%	2	4.9%	9	3.2%
Vietnamese	0	0.0%	1	.6%	0	0.0%	2	8.7%	35	70.0%	5	12.2%	36	13.0%
Another race or ethnic group	8	28.6%	14	7.9%	0	0.0%	10	43.5%	13	26.0%	30	73.2%	43	15.5%
Total	28	100.0%	178	100.0%	14	100.0%	23	100.0%	50	100.0%	41	100.0%	277	100.0%

53. What is your family's primary language at home?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Cambodian	12	38.7%	1	.5%	1	7.1%	1	3.2%	0	0.0%	2	4.3%	13	4.2%
2.00 Hmong	1	3.2%	93	46.3%	1	7.1%	1	3.2%	1	1.9%	3	6.5%	94	30.0%
3.00 Karen	0	0.0%	0	0.0%	12	85.7%	0	0.0%	0	0.0%	0	0.0%	12	3.8%
4.00 Lao	0	0.0%	0	0.0%	0	0.0%	3	9.7%	0	0.0%	0	0.0%	3	1.0%
5.00 Vietnamese	0	0.0%	1	.5%	0	0.0%	0	0.0%	27	50.9%	2	4.3%	27	8.6%
6.00 English	18	58.1%	104	51.7%	0	0.0%	25	80.6%	23	43.4%	39	84.8%	159	50.8%
7.00 Other:	0	0.0%	2	1.0%	0	0.0%	1	3.2%	2	3.8%	0	0.0%	5	1.6%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

54A. How well do you speak and understand (primary language spoken at home)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	27	87.1%	169	84.1%	13	92.9%	25	80.6%	44	83.0%	41	89.1%	268	85.6%
2.00 Somewhat well	4	12.9%	32	15.9%	1	7.1%	6	19.4%	8	15.1%	5	10.9%	44	14.1%
4.00 Not at all	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.9%	0	0.0%	1	.3%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

54B. How well do you read (primary language spoken at home)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	23	76.7%	134	66.7%	8	57.1%	24	77.4%	41	77.4%	38	84.4%	221	70.8%
2.00 Somewhat well	3	10.0%	32	15.9%	5	35.7%	3	9.7%	7	13.2%	3	6.7%	44	14.1%
3.00 Only a little bit	1	3.3%	24	11.9%	0	0.0%	1	3.2%	3	5.7%	3	6.7%	29	9.3%
4.00 Not at all	3	10.0%	11	5.5%	1	7.1%	3	9.7%	2	3.8%	1	2.2%	18	5.8%
Total	30	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	45	100.0%	312	100.0%

54C. How well do you write (primary language spoken at home)?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	24	77.4%	128	63.7%	8	57.1%	21	67.7%	41	77.4%	37	80.4%	210	67.1%
2.00 Somewhat well	3	9.7%	24	11.9%	4	28.6%	6	19.4%	5	9.4%	3	6.5%	39	12.5%
3.00 Only a little bit	1	3.2%	33	16.4%	1	7.1%	1	3.2%	4	7.5%	4	8.7%	40	12.8%
4.00 Not at all	3	9.7%	16	8.0%	1	7.1%	3	9.7%	3	5.7%	2	4.3%	24	7.7%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

55. What other languages do you or your family speak at home?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cambodian	17	54.8%	2	1.0%	1	7.1%	2	6.5%	2	3.8%	10	21.7%	18	5.8%
Hmong	0	0.0%	100	49.8%	0	0.0%	3	9.7%	2	3.8%	9	19.6%	100	31.9%
Karen	1	3.2%	1	.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.3%
Lao	2	6.5%	6	3.0%	1	7.1%	21	67.7%	2	3.8%	8	17.4%	25	8.0%
Vietnamese	0	0.0%	1	.5%	0	0.0%	3	9.7%	20	37.7%	8	17.4%	21	6.7%
English	8	25.8%	86	42.8%	9	64.3%	4	12.9%	21	39.6%	4	8.7%	127	40.6%
Other	3	9.7%	5	2.5%	1	7.1%	0	0.0%	6	11.3%	6	13.0%	14	4.5%
None of the above	5	16.1%	12	6.0%	4	28.6%	4	12.9%	8	15.1%	6	13.0%	31	9.9%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

56A. How well do you speak and understand spoken Khmer?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	5	29.4%	2	100.0%	1	100.0%	1	50.0%	1	50.0%	2	20.0%	6	33.3%
2.00 Somewhat well	7	41.2%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	5	50.0%	7	38.9%
3.00 Only a little bit	4	23.5%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	2	20.0%	4	22.2%
4.00 Not at all	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	5.6%
Total	17	100.0%	2	100.0%	1	100.0%	2	100.0%	2	100.0%	10	100.0%	18	100.0%

56A. How well do you read in Khmer?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	2	11.1%
2.00 Somewhat well	2	11.8%	2	100.0%	1	100.0%	1	50.0%	1	50.0%	0	0.0%	3	16.7%
4.00 Not at all	13	76.5%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	9	90.0%	13	72.2%
Total	17	100.0%	2	100.0%	1	100.0%	2	100.0%	2	100.0%	10	100.0%	18	100.0%

56A. How well do you write in Khmer?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	3	17.6%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	3	16.7%
2.00 Somewhat well	1	5.9%	0	0.0%	1	100.0%	1	50.0%	1	50.0%	0	0.0%	1	5.6%
3.00 Only a little bit	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	5.6%
4.00 Not at all	13	76.5%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	9	90.0%	13	72.2%
Total	17	100.0%	2	100.0%	1	100.0%	2	100.0%	2	100.0%	10	100.0%	18	100.0%

56B. How well do you speak and understand spoken Hmong?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	36	36.0%	0	0.0%	1	33.3%	1	50.0%	4	44.4%	36	36.0%
2.00 Somewhat well	0	0.0%	53	53.0%	0	0.0%	1	33.3%	1	50.0%	4	44.4%	53	53.0%
3.00 Only a little bit	0	0.0%	9	9.0%	0	0.0%	1	33.3%	0	0.0%	1	11.1%	9	9.0%
4.00 Not at all	0	0.0%	2	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.0%
Total	0	0.0%	100	100.0%	0	0.0%	3	100.0%	2	100.0%	9	100.0%	100	100.0%

56B. How well do you read in Hmong?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	12	12.1%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	12	12.1%
2.00 Somewhat well	0	0.0%	33	33.3%	0	0.0%	0	0.0%	0	0.0%	4	44.4%	33	33.3%
3.00 Only a little bit	0	0.0%	39	39.4%	0	0.0%	3	100.0%	0	0.0%	4	44.4%	39	39.4%
4.00 Not at all	0	0.0%	15	15.2%	0	0.0%	0	0.0%	1	50.0%	1	11.1%	15	15.2%
Total	0	0.0%	99	100.0%	0	0.0%	3	100.0%	2	100.0%	9	100.0%	99	100.0%

56B. How well do you write in Hmong?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	8	8.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	8	8.0%
2.00 Somewhat well	0	0.0%	18	18.0%	0	0.0%	0	0.0%	0	0.0%	4	44.4%	18	18.0%
3.00 Only a little bit	0	0.0%	39	39.0%	0	0.0%	2	66.7%	0	0.0%	2	22.2%	39	39.0%
4.00 Not at all	0	0.0%	35	35.0%	0	0.0%	1	33.3%	1	50.0%	3	33.3%	35	35.0%
Total	0	0.0%	100	100.0%	0	0.0%	3	100.0%	2	100.0%	9	100.0%	100	100.0%

56C. How well do you speak and understand spoken Karen?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.00 Somewhat well	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Total	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%

56C. How well do you read in Karen?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Total	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%

56C. How well do you write in Karen?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Total	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%

56D. How well do you speak and understand spoken Lao?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	2	100.0%	3	50.0%	1	100.0%	12	57.1%	1	50.0%	4	50.0%	14	56.0%
2.00 Somewhat well	0	0.0%	0	0.0%	0	0.0%	6	28.6%	1	50.0%	2	25.0%	6	24.0%
3.00 Only a little bit	0	0.0%	1	16.7%	0	0.0%	1	4.8%	0	0.0%	1	12.5%	2	8.0%
4.00 Not at all	0	0.0%	2	33.3%	0	0.0%	2	9.5%	0	0.0%	1	12.5%	3	12.0%
Total	2	100.0%	6	100.0%	1	100.0%	21	100.0%	2	100.0%	8	100.0%	25	100.0%

56D. How well do you read in Lao?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	2	100.0%	1	16.7%	1	100.0%	4	19.0%	1	50.0%	0	0.0%	5	20.0%
2.00 Somewhat well	0	0.0%	2	33.3%	0	0.0%	1	4.8%	0	0.0%	0	0.0%	2	8.0%
3.00 Only a little bit	0	0.0%	0	0.0%	0	0.0%	2	9.5%	0	0.0%	2	25.0%	2	8.0%
4.00 Not at all	0	0.0%	3	50.0%	0	0.0%	14	66.7%	1	50.0%	6	75.0%	16	64.0%
Total	2	100.0%	6	100.0%	1	100.0%	21	100.0%	2	100.0%	8	100.0%	25	100.0%

56D. How well do you write in Lao?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	2	100.0%	1	16.7%	1	100.0%	2	9.5%	1	50.0%	0	0.0%	3	12.0%
2.00 Somewhat well	0	0.0%	0	0.0%	0	0.0%	1	4.8%	0	0.0%	0	0.0%	1	4.0%
3.00 Only a little bit	0	0.0%	1	16.7%	0	0.0%	4	19.0%	0	0.0%	2	25.0%	4	16.0%
4.00 Not at all	0	0.0%	4	66.7%	0	0.0%	14	66.7%	1	50.0%	6	75.0%	17	68.0%
Total	2	100.0%	6	100.0%	1	100.0%	21	100.0%	2	100.0%	8	100.0%	25	100.0%

56E. How well do you speak and understand spoken Vietnamese?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	0	0.0%	0	0.0%	1	33.3%	7	35.0%	1	12.5%	7	33.3%
2.00 Somewhat well	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	25.0%	4	50.0%	5	23.8%
3.00 Only a little bit	0	0.0%	1	100.0%	0	0.0%	1	33.3%	4	20.0%	1	12.5%	5	23.8%
4.00 Not at all	0	0.0%	0	0.0%	0	0.0%	1	33.3%	4	20.0%	2	25.0%	4	19.0%
Total	0	0.0%	1	100.0%	0	0.0%	3	100.0%	20	100.0%	8	100.0%	21	100.0%

56E. How well do you read in Vietnamese?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	15.0%	0	0.0%	3	14.3%
2.00 Somewhat well	0	0.0%	1	100.0%	0	0.0%	0	0.0%	5	25.0%	1	12.5%	5	23.8%
3.00 Only a little bit	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	20.0%	3	37.5%	4	19.0%
4.00 Not at all	0	0.0%	0	0.0%	0	0.0%	3	100.0%	8	40.0%	4	50.0%	9	42.9%
Total	0	0.0%	1	100.0%	0	0.0%	3	100.0%	20	100.0%	8	100.0%	21	100.0%

56E. How well do you write in Vietnamese?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	10.0%	0	0.0%	2	9.5%
2.00 Somewhat well	0	0.0%	1	100.0%	0	0.0%	0	0.0%	2	10.0%	0	0.0%	2	9.5%
3.00 Only a little bit	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	30.0%	2	25.0%	6	28.6%
4.00 Not at all	0	0.0%	0	0.0%	0	0.0%	3	100.0%	10	50.0%	6	75.0%	11	52.4%
Total	0	0.0%	1	100.0%	0	0.0%	3	100.0%	20	100.0%	8	100.0%	21	100.0%

56F. How well do you speak and understand spoken English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	7	87.5%	66	76.7%	2	22.2%	2	66.7%	17	85.0%	3	75.0%	93	74.4%
2.00 Somewhat well	0	0.0%	16	18.6%	3	33.3%	1	33.3%	3	15.0%	0	0.0%	23	18.4%
3.00 Only a little bit	1	12.5%	3	3.5%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	4	3.2%
4.00 Not at all	0	0.0%	1	1.2%	4	44.4%	0	0.0%	0	0.0%	0	0.0%	5	4.0%
Total	8	100.0%	86	100.0%	9	100.0%	3	100.0%	20	100.0%	4	100.0%	125	100.0%

56F. How well do you read in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	6	75.0%	67	77.9%	1	11.1%	3	75.0%	17	85.0%	3	75.0%	93	73.8%
2.00 Somewhat well	1	12.5%	14	16.3%	4	44.4%	1	25.0%	3	15.0%	0	0.0%	23	18.3%
3.00 Only a little bit	1	12.5%	4	4.7%	1	11.1%	0	0.0%	0	0.0%	1	25.0%	6	4.8%
4.00 Not at all	0	0.0%	1	1.2%	3	33.3%	0	0.0%	0	0.0%	0	0.0%	4	3.2%
Total	8	100.0%	86	100.0%	9	100.0%	4	100.0%	20	100.0%	4	100.0%	126	100.0%

56F. How well do you write in English?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Very well	6	75.0%	64	74.4%	1	11.1%	3	75.0%	17	85.0%	3	75.0%	90	71.4%
2.00 Somewhat well	1	12.5%	17	19.8%	4	44.4%	1	25.0%	3	15.0%	0	0.0%	26	20.6%
3.00 Only a little bit	1	12.5%	4	4.7%	1	11.1%	0	0.0%	0	0.0%	1	25.0%	6	4.8%
4.00 Not at all	0	0.0%	1	1.2%	3	33.3%	0	0.0%	0	0.0%	0	0.0%	4	3.2%
Total	8	100.0%	86	100.0%	9	100.0%	4	100.0%	20	100.0%	4	100.0%	126	100.0%

57. In what country were you born?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.00 Burma	1	3.2%	1	.5%	11	78.6%	0	0.0%	0	0.0%	0	0.0%	12	3.8%
2.00 Cambodia	14	45.2%	1	.5%	2	14.3%	1	3.2%	1	1.9%	5	10.9%	16	5.1%
3.00 Laos	1	3.2%	28	13.9%	0	0.0%	11	35.5%	1	1.9%	6	13.0%	38	12.1%
4.00 Thailand	5	16.1%	57	28.4%	0	0.0%	5	16.1%	2	3.8%	7	15.2%	65	20.8%
5.00 Vietnam	0	0.0%	1	.5%	0	0.0%	0	0.0%	31	58.5%	3	6.5%	31	9.9%
6.00 United States	10	32.3%	108	53.7%	1	7.1%	13	41.9%	15	28.3%	23	50.0%	142	45.4%
7.00 Other:	0	0.0%	5	2.5%	0	0.0%	1	3.2%	3	5.7%	2	4.3%	9	2.9%
Total	31	100.0%	201	100.0%	14	100.0%	31	100.0%	53	100.0%	46	100.0%	313	100.0%

58. At any time during 2013, did you or anyone in your household have any income from any of the following sources?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Wages or employment	20	80.0%	130	90.3%	10	76.9%	15	78.9%	35	97.2%	30	88.2%	199	88.4%
MFIP or welfare	4	16.0%	23	16.0%	7	53.8%	0	0.0%	1	2.8%	3	8.8%	33	14.7%
Child support	4	16.0%	4	2.8%	3	23.1%	5	26.3%	2	5.6%	2	5.9%	13	5.8%
Earned Income Tax Credit	4	16.0%	40	27.8%	1	7.7%	6	31.6%	3	8.3%	9	26.5%	53	23.6%
Any other source	0	0.0%	5	3.5%	0	0.0%	1	5.3%	2	5.6%	2	5.9%	8	3.6%
Total	25	100.0%	144	100.0%	13	100.0%	19	100.0%	36	100.0%	34	100.0%	225	100.0%

59. What was the total income, before taxes, from all sources and all members of your household in 2013?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Less than \$20,000	2	6.9%	18	9.5%	6	46.2%	3	11.1%	4	8.2%	7	15.9%	32	11.0%
2 \$20,000 to under \$30,000	5	17.2%	28	14.7%	2	15.4%	3	11.1%	2	4.1%	3	6.8%	38	13.1%
3 \$30,000 to under \$40,000	4	13.8%	25	13.2%	2	15.4%	3	11.1%	2	4.1%	4	9.1%	35	12.0%
4 \$40,000 to under \$50,000	1	3.4%	23	12.1%	0	0.0%	4	14.8%	4	8.2%	6	13.6%	32	11.0%
5 \$50,000 to under \$60,000	2	6.9%	22	11.6%	0	0.0%	1	3.7%	3	6.1%	3	6.8%	27	9.3%
6 \$60,000 to under \$70,000	3	10.3%	18	9.5%	0	0.0%	3	11.1%	4	8.2%	5	11.4%	27	9.3%
7 \$70,000 to under \$80,000	0	0.0%	6	3.2%	0	0.0%	1	3.7%	1	2.0%	1	2.3%	8	2.7%
8 \$80,000 to under \$90,000	5	17.2%	13	6.8%	0	0.0%	2	7.4%	4	8.2%	2	4.5%	22	7.6%
9 \$90,000 to under \$100,000	0	0.0%	15	7.9%	1	7.7%	0	0.0%	7	14.3%	2	4.5%	21	7.2%
10 \$100,000 to under \$125,000	2	6.9%	10	5.3%	0	0.0%	4	14.8%	8	16.3%	6	13.6%	23	7.9%
11 \$125,000 to under \$150,000	1	3.4%	8	4.2%	1	7.7%	2	7.4%	3	6.1%	2	4.5%	13	4.5%
12 More than \$150,000	4	13.8%	4	2.1%	1	7.7%	1	3.7%	7	14.3%	3	6.8%	13	4.5%
Total	29	100.0%	190	100.0%	13	100.0%	27	100.0%	49	100.0%	44	100.0%	291	100.0%

60. How did you hear about this survey?

	Which one or more of the following describes this selected child? (Check all that apply)													
	Cambodian		Hmong		Karen		Lao		Vietnamese		Another race or ethnic group		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Flyer	4	12.9%	12	6.1%	1	7.7%	2	6.5%	3	5.8%	3	6.5%	22	7.2%
Facebook	11	35.5%	84	42.9%	3	23.1%	16	51.6%	26	50.0%	18	39.1%	130	42.5%
Twitter	0	0.0%	0	0.0%	0	0.0%	1	3.2%	0	0.0%	1	2.2%	1	3%
CAPM website	4	12.9%	5	2.6%	0	0.0%	1	3.2%	3	5.8%	3	6.5%	11	3.6%
Community event	8	25.8%	56	28.6%	1	7.7%	7	22.6%	5	9.6%	14	30.4%	74	24.2%
I was referred to Wilder Research	4	12.9%	13	6.6%	7	53.8%	4	12.9%	6	11.5%	6	13.0%	32	10.5%
Other	7	22.6%	34	17.3%	1	7.7%	6	19.4%	15	28.8%	13	28.3%	61	19.9%
Total	31	100.0%	196	100.0%	13	100.0%	31	100.0%	52	100.0%	46	100.0%	306	100.0%

Focus Group and Individual Interview Findings

Common Childcare and Preschool Arrangements

Family, Friends, and Neighbors (FFN)

There were 31 references to this theme in focus group discussions, with 33 out of 48 families among focus group and interview participants who use family, friends, and neighbors. Many SEA children stayed home with grandparents, especially grandmother, for reasons of trust, convenience, availability, low cost, and exposure to their native culture and language. The most commonly cited benefit of this FFN arrangement is low cost. Some parents, especially those with at least a college-degree in a field related to child development or who works in early education, believed they can provide equal or better quality care and school preparation at a lower cost than center-based care.

“For me, I’m just lucky to have grandma around, so both of my boys, the 5- and 6- year olds, they both stay with grandma.” – Lao mother.

“Right now my daughter stays home with me. I take my time to teach her and stuff like that.” – Lao mother

“[My daughter] has pretty much been staying with family. Ever since I had my second child, I’ve been a stay-at-home mom.” – Lao mother.

“My child is 8 months old. Right now she’s being taken care of by my in-laws.” – Vietnamese mother.

“We don’t put him in daycare. We work different hours just to accommodate each other so that we don’t have to put him in daycare. We prefer to, I guess I’m speaking for myself because I don’t know how my wife feels about it. I think just us teaching him at home is almost valuable as much as putting him in daycare.” – Hmong father.

“...My husband and I,...we work different shifts so that we can cover that,... so that we don’t have to send my daughter to a daycare place.” – Hmong mother.

“My son...wants to go to some sort of training in the weekend, but I don’t know how to arrange for him to be able to go to school. He just stays home and plays with his grandma. She’s teaching him Karen.” – Karen mother.

“I’m waiting to get a government voucher, so my child is just staying home right now.” – Karen mother.

“I have a 2-year-old son. My wife watches [him] at home because he’s young.” – Karen father.

“[My daughter] is the only child. I don’t work so I stay at home. So I’m the primary care and the secondary care would be her grandmother or sometimes my friend. She has two grandmothers that sometimes take care of her for short term.” – Vietnamese mother.

“My son is three-and-a-half [years old]. His current daycare situation is with both [sets] of the biological grandparents... My parents would be Wednesday and Friday and then my husband’s parents would be Monday, Tuesday, and Thursday.” – Cambodian mother.

Head Start, Preschool, or Other Center-based Care

All Karen parents in our focus groups lived in Ramsey County, whose human services team had effectively reached out to qualified Karen families and enrolled parents in ECFE and children in the Head Start Program, Early Head Start Program, or the Childcare Assistance Program. More than half of Vietnamese families in focus groups and interviews reported using center-based care. There were 12 references.

“When I’m at work, [my son] goes to preschool on Monday, Wednesday, Friday. When he’s out of school, if I’m at home, then I take care of him. If my wife and I aren’t home, then we send him to our family friend’s house to be watched for 2 hours.” – Vietnamese father.

“My daughter goes to school every morning in the Head Start program.” – Karen mother.

“My son is attending Head Start program. He comes home around 11:45am.” – Karen mother.

“My child goes to Head Start four days per week, at 7am to 11am.” – Karen mother.

“My child goes to Fairview preschool from 8am to 1:15pm everyday, Monday to Friday.” – Karen mother.

“I applied for Early Head Start when my child was born, but I’m on the waiting list for 2 years.” – Karen mother.

“My oldest daughter just turned 5 on July 23. We’ve always put her in daycare since she was a couple months old until preschool.” – Vietnamese mother.

“We have an acquaintance who works as a licensed daycare provider in her home. We dropped [our daughter] off there. Her house was close to a preschool. When [our daughter] was 3-4 years old, we sent her to preschool for 2 years...so she’d be prepared for school and won’t feel anxious for kindergarten...” – Vietnamese father.

Licensed Home-based Care

Licensed in-home daycare is almost always with providers from their own cultural communities, who were referred by a trusted friend or family member. The benefits of this arrangement are affordable cost, trust for the provider, exposure to the child’s culture and language, and time flexibility for the parents. There were 7 references.

“My 2 children haven’t started going to school yet. They’re in [Karen] daycare because I myself go to school.” – Karen mother.

“My daughter goes to a Karen daycare. I applied for a government voucher through Ramsey County, but I don’t know the name of the program. A case worker helped me apply for it.” – Karen mother.

“When I’m at work, [my son] goes to daycare, in-home daycare. [The provider] is like a relative, but she has a license for in-home daycare.” – Lao mother.

“They [my children] go to a place called [...]. It is about \$120 per month, 2 days per week, two and a half hours every Tuesday and Thursday.” – Lao mother.

“I have a one-year-old daughter. She goes to a Hmong licensed daycare center.” – Lao father.

Private Nanny

One Lao family and one Vietnamese family hired their own full-time nanny for flexibility, availability, individual attention paid to their children, and trust. There were 2 references.

“I have a nanny for [my daughter]. She’s a lady that happens to be a friend of my aunt and uncle. I don’t really know her, but my aunt and uncle trust her to watch [my baby]. I have her watch her when I go to work full time, Monday to Friday.” – Lao mother.

“I have a boy, three and a half years old. I got a nanny. She takes care of both of [my children].” – Vietnamese mother.

Child Development at Home

Part-time at Home

While they see the role of formal education, or center-based care, as preparing their children for school, families see it as their responsibility to help their children become a model adult and member of society, especially of their cultural community. Focus group participants describe an ideal childcare or preschool scenario as a part-time at a center and

part-time with family members – such as parents, grandparents, cousins, aunts and uncles, family friends from their cultural community – in order for their child to bond with family members, to learn their community’s language, and to ingrain their community’s cultural values and morals. Part-time arrangements in general were referenced 18 times in focus group discussions.

*“[My daughter spends] half time at licensed home daycare, half time with her dad [in a separate household].”
– Lao mother.*

“I’d rather have her with somebody who speaks the native language first anyway. Although nowadays we have grandpa and grandma trying to do some broken English...But other than that, I’d rather have her with family.” – Hmong mother.

“I have my boys. Monday and Tuesday they go to daycare just for 2 hours. We do that so they would have some environment with the school system. It’s through a church.” – Lao mother.

“I wish I could do a daycare where I can drop him off for a few days for just a couple of hours, but I can’t afford it. So the only thing we do is we go to the Y, and they have a kid drop-off place for 2 hours.” – Lao mother.

“My biggest issues over the years have been flexibility and the cost associated with that because a lot of structured centers or in-home daycares even, don’t do part-time.” – Lao mother.

“For the intellectual exposure, ideally I think 3 days, 2-3 hours per day is sufficient. Their attention span and ability to retain...they need some sort of structure so if it’s repetitive enough but not too much where they get bored with it and not to like it...is ideal. If transportation wasn’t an issue and I could afford to be a stay-at-home mom, ideally, I would love to, but I’d like to have that structure 3 times per week.” – Lao mother.

“I think it’s good, if you really think about it, one hour for learning, one hour for play, one hour to learn extracurricular [activities]. I think 4 hours would be good enough. I don’t want her to stay too far away from home. Because the half of [the day], she should come home with home values. The other [half], learn outside.” – Lao mother.

“If we have our choice, four hours a week [of daycare] and we don’t have to work as many hours. We’d rather take our kids. I just love staying home with my son. I don’t let anyone or anything talk me out of it. I think it’s really important, especially at this age. But I also want him to be out there...in school, be out somewhere else besides just [with] me, so he can get a chance to be able to learn things.” – Lao mother.

“[Schools] teach them the math, the English, the science, and the morals and the thing are at home. If they do something wrong, you got to discipline them at home. When they come home, it’s my responsibility to teach them the morals, the ethics, and things like that.” – Lao mother.

*“I get the comfort because my daughter is at home with me. I know what she’s going through and how she’s being cared for. But at the same time, I want to be able to take her to preschool for a few hours to get that [social] exposure...”
– Lao mother.*

“Yeah, [I prefer] part-time for now because I don’t want him to lose his language yet.” – Cambodian mother.

Building a Culture of Learning

There were 17 references to building a culture of learning at home. Reading was the most common activity. The second most referenced activity was reviewing lessons from school or helping children complete homework. Parents saw their role as enforcers of the school system.

“[We] don’t know how to help [our] child in school because [we] don’t have the education, but what [we] can do is encourage [our] children to study.” – Karen mother.

“[I’m] very hands-on. [I] encourage [my] children to finish their school work. [My] children have to complete schoolwork; otherwise [I] wouldn’t allow them to do anything.” – Karen mother.

“[My] children are not allowed to play with friends if they don’t finish school work.” – Karen mother.

“[I] ask [my] children to stay at home after school so [I] can supervise them. If they don’t study, [I] wouldn’t let them get on the computer. That’s a rule.” – Karen mother.

“[My] wife helps [our] children with school work.” – Karen father.

“What [my mother] did with us which is what I’m going to do with my daughter is she gets home from school, whether I’m cooking or whatever, asking her what she learned. If she learned how to write a word, ask her to write it out for [me], spell it out for [me]. . . . So when she goes to school she’s learning, and when she comes home, she’s ready to learn more.” – Lao mother.

“Whatever he does in school, for example, if he’s learning how to cut shapes, then I practice it with him at home.” – Vietnamese father.

Family-Child Bond

Family-child bond were referenced 14 times in focus group discussions and interviews. Participants believed that parents, grandparents, and other blood-related caretakers love the child more sincerely and unconditionally than staff at a childcare business.

“Because I work third-shift so my baby is usually with me during the day time. I just feel that because I helped raise my other two children – I showed them ABCS, I teach them – I’d rather be there for them to kinda have that bond with them before they go to school. I think just spending time singing or telling him stories before his nap, giving him the eye contact and the touch, I think that’s really good.” – Hmong mother.

“It’s not that I dislike or like daycare. I just have this fear of daycare, like I just don’t know what, I know there are good daycares out there, but for me, I just don’t feel like I want to drop my kids off there for a whole day, couple days a week. I’d rather spend that time with them. [My two-year-old] is home during the day with my husband. And then she’s home for a couple of hours with my mom and then I get at 5pm to be with them. Because of that, I don’t want to do daycare.” – Hmong mother.

“But I enjoy being with her, I don’t really care about daycare.” – Hmong mother.

“[The benefits of having grandma watch my daughter are] she’s getting to be with family, getting the language I want her to get, and I tell grandma with the education background what things to do with her. So that’s personally me.” – Hmong mother.

“So I’ve been with her for the last close to a year. That’s a blessing in its own because I get to dictate what her surrounding is.” – Vietnamese mother.

“I like it because we get to spend more time with the kids.” – Vietnamese father.

Communication and Language Development (Reading and Speaking)

Language development was the most referenced school-preparedness activity parents discussed in focus groups and interviews. Communication and language development was referenced 31 times.

“We read to [my daughter]. We started reading to her at an early age. She was 3 months when we started reading. We do a lot of activities. . . . we do ABCs, we do a lot of numbers, we do just activities for her age, and we do a lot reading at night, almost every single night we read. We read when we’re in the car. We read when we’re at my parents’ house. She loves to read books.” – Hmong mother.

“We always read to [my daughter] whether it’s reading during the day or bedtime. Same thing I encourage my two older girls to read to her and talk to her in complete sentences. . . . I know a lot of times when I talk to my parents we do broken English, or we do half English, half Hmong. I try to teach my little 2-year-old not to do that, so complete sentences right now and she’s pretty good at that.” – Hmong mother.

“My daughter goes to school every morning in the Head Start program. When she gets home, she doesn’t do much. She sings ABC songs, plays with her toys. I don’t read with her because she doesn’t like it when I teach her how to read. She’s not interested.” – Karen mother.

“I sing ABC to my kid.” – Karen mother.

“Sometimes I show them pictures in books.” – Karen mother.

“[I] teach [my] kids ABCs – how to pronounce, recognize –in English.” – Karen mother.

“Wherever [we] go, [I] help [my] child identify objects, things, people in English and Karen. If [I] know an English word, [I] say it to [my] child. If not, [I] say it in Karen.” – Karen father.

“...In kindergarten, [my son] has been doing really well. He’s almost on top of the class. Again, he didn’t go to preschool. But I took time to teach him the alphabet, his colors, his shapes, and all that stuff.” – Lao mother.

“I’m always talking to [my son]. Even if he’s sitting in the back seat and I’m driving, even if he doesn’t understand me, I’m just saying random words to him. Just so that he’s more familiar with it and eventually start to eventually pick up on those words.” – Lao father.

“Just read to them at night. Make sure that they study. I always have my kids writing ABCD or teach them some words.” – Lao mother.

“To me, it’s all about communicating with your child on a daily basis.” – Lao mother.

“I read to them.” – Lao mother.

“[Grandma] would also read to [my daughter] because [she] would actually bring over the books and show grandma that it’s time to read. So grandma sits down, [my daughter] would sit down on grandma’s lap and open up page...and they’re simple books.” – Vietnamese mother.

“I read a lot of books. For example, in preschool, he’s learning ABC. I enforce that. Counting numbers 1-10.” – Vietnamese father.

“When [my daughter] gets home, we read books. Every day her teacher gives her a book to read. When she reads, I ask questions to see if she understands. I look at her take-home folder and help her finish her assignments. At night, we read to her before going bed.” – Vietnamese father.

“I know [his paternal grandparents] don’t read to [my son] as often...Maybe 3 times a month. I know my parents probably read to him once or twice a week minimum.” – Cambodian mother.

The Role of Technology

Parents commented on how kids use technology, whether it was their smart phone, iPad, or computer, to educate and entertain themselves. Common uses were games and apps that teach basic letters and numbers. However, there were negative uses of technology in cases where children played video games and watch television to pass time. There were 20 references to this theme.

“I don’t know how to teach my son. He learns by himself playing video games on the computer.” – Karen mother.

“[My] child learns ABC from the computer.” – Karen mother.

“Our kids are in that age now where technology plays a huge role in anything they do... the iPad as an example, they have apps that teach you educational stuff for your kids. My one-year-old knows how to unlock the iPad from the touchscreen and move it around. At that age, it’s incredible what a little kid is able to do. It’ll be interesting to see moving forward what technology is, how it’s actually going to play for our kid in the next generation.” – Hmong father.

“Even with technology, it’s kinda sad sometimes we’re too much into technology and we forget to interact with them in old fashioned ways, so it’s good and bad. But I still like to do old-fashioned stuff where you take the time to do your part as a parent and use your voice and use your everything physical.” – Hmong mother.

“I try to limit my kids from going on the computer or iPad or iPhones because we only do all of that stuff on the weekends. So I have a really strict schedule during Monday through Thursday night. The kids don’t play on the computers unless it’s homework. No iPad. We have our phones, but no Youtube on the phone.” – Hmong mother.

“I use the iPad sometime. Because we’re on the road so much, I use that.” – Hmong mother.

Physical and Motor Skills Development

Physical and motor development was referenced 11 times in focus group discussions.

“I try to go with the traditional stuff, the crayons, the pencils, the white boards, kinda want him to get the hand, fine motor skills.” – Hmong mother.

“[My daughter] does gardening with my mom. That’s the best part of being at parents’ house during the summer time. My mom does a lot of gardening outside. She’ll be outside and learn how to do all that stuff.” – Hmong mother.

“Because my daughter is still young and she’s still growing, what I do with her and what I like to do with her is purchase any activity that’s helpful for her. I buy tummy time mat for her to get her to learn how to roll over and be on her tummy. I buy the jumpers for her because she’s learning how to jump and stuff like that. Anything that would help her development, that’s what I do for her, and I would provide that for her.” – Lao mother.

“We’ll do activities that would help enhance her muscle coordination, so she’ll be on a walker, and she’ll walk around, bounce on her bouncy chair, just to work with that. We let her play with food. We’re teaching her how to eat, at this time, solid food. So we give her cereal that she could learn to pick them up with her fingers and hands, which is really nice.” – Vietnamese mother.

Social and Emotional Development

Some parents think of development mainly in terms of social and emotional skills, while others see it as one aspect of development among many. Parents believe social and emotional development was not only their responsibility, but also that of daycare provider and educators to teach the child. There were 5 references about facilitating this development at home.

“That’s our job, to teach them how to be self-sufficient and get along with other kids and interact.” – Lao mother.

“[My daughter] doesn’t get to go out to daycare obviously but she goes out to the park almost every day... As far as what I’m looking for is more time for her to spend with more kids so I try to look for opportunities to different playground area or free water pool or whatever so that she can be brave and interact with other kids, because right now, all of her cousins are very much older.” – Vietnamese mother.

Cognitive Skills Development (Math, Science, Thinking, Creativity)

Cognitive skill development requires parents to be more intentional, so there were fewer references to this theme, a total of 6. Parents in every SEA ethnic community believed that cognitive skills development was not their strength and therefore was not their role. Such development is the purpose of schooling.

“I teach her daughter to read and write, numbers and mathematics.” – Karen mother.

“[I] teach [my] child to take off backpack, say good morning in English, where to go, how to hold a pencil. [I] draw and ask the child to identify the drawn object.” – Karen father.

“Half an hour once every other day, I play with her. Because you know, she wants to be a doctor. She knows what clavicle is, she knows jugular, she knows where her heart is, on the left side. She knows her sternum. She knows where her ribs are. She knows her thighs, legs. I teach her anatomy.” – Lao mother.

“We do shapes and puzzles. [It] gets them to think.” – Lao father.

“We’ll try to do some games...like, what color is this?...This is a triangle. This is a square...say his ABCs and count while he’s playing with his toys.” – Cambodian mother.

Older Children as Teachers and Mentors

There were 5 references to the role of older siblings, mostly from Karen focus group participants. Karen families who have older children rely on them to tutor the young children, helping them to learn English and do homework, because parents are limited in their English proficiency and education.

“My son is very eager to learn. He’s very interested in learning, in going to school. My older children are teaching him how to read ABC, so he knows the alphabet... When his older sister comes home from school, she teaches him reading in English. They practice how to speak English together.” – Karen mother.

“[My older] daughter teaches the little one to read. The little one plays to computer to learn ABCs and learn songs.” – Karen mother.

Parents are More Aware than Grandparents about Child Development

Focus group and interview participants showed that they knew basic ways to help their child’s development than the grandparents. There were 8 references.

“My baby stays with my mom. I know they don’t do much. I make sure there [are] toys and...books for her when she wants to read. But basically my mom just talks to her in Hmong... as far as...academically learning how to read or write at my parents’ house, no.” – Hmong mother.

“... We don’t have many kids like our parents’ generation, so that gives us more time, and because we’re educated too, we know that okay, we need to start doing this at a very early age versus a set of parents who have 6-7 kids, they don’t have time. So I think that’s one of the advantages for our age group. We always want to spend our time with our kids and we make that time available.” – Hmong mother.

“What I don’t like about it is sometimes in-laws have a tendency...and even with my parents probably... that they’re micro-managing raising the child. And then she isn’t socialized just because she’s the only grandchild there. And I don’t know...I can’t tell you fully what kinds of activities are done at home, like if they take her out often enough to really socialize her.” – Vietnamese mother.

Culture and Language

Bilingual and Bicultural Upbringing

In focus group discussions and interviews, participants made 35 references to their desire for their children to learn and retain their community’s language along with English and the challenges.

“I read books to them. I read English. Her mom helps her with Vietnamese. I help them with English homework, Sunday school stuff. Her mom does the Vietnamese, I do the English part.” – Vietnamese father.

“I know my in-laws would talk to her in Vietnamese. I talk to her in English.” – Vietnamese mother.

“For me, [knowing my native language] is important. But at the same time, it’s kinda sad, I think, for parents my age. I’ve seen it through my cousins and my family members. When we are together with my sisters and brothers, everybody speaks English. The only time my kids are exposed to spoken Hmong is when they’re with my parents. When they are with us, sometimes we do half English, half Hmong. I try to put my kids in a summer program where they are just doing stuff with other little Hmong kids... But both of my two younger kids, my middle one she’s 11, she doesn’t speak Hmong at all. We try to have a speaking Hmong moment when we’re together and she just won’t talk. My 2-year-old right now, she’d say a couple of words in Hmong and that’s it.” – Hmong mother.

“[Bilingualism] is important for me but yet I don’t fuss if [my children] don’t [learn]. It’s kind of an oxymoron... That’s why my daughter is in the Hmong dual language school, I put her there. Like I said with me, it’s important, yes, partly because we’re native in Hmong. We have this pride that we want our child to know their own tongue. But again, I don’t fuss too much if they don’t.” – Hmong mother.

“I can speak the language, I can speak Hmong, but I can’t read or write it. It’s difficult for me to teach my kids and my wife she knows a little Hmong. That’s the only barrier there. If I know any resources that teach Hmong for free, I’d be more than happy to drop the kids off.” – Hmong father.

“I was born in Thailand but I raised here... I think growing up our generation had a unique situation where... at home the main language was Hmong and then as soon as we left the house and went to school it was all English. And then when we came back home it was mainly Hmong again. We were in that balance... But we are now adults and we have kids, it’s a little different now because we speak English... Raising our kids, we communicate that way to them too... Our kids right now hardly speak any Hmong.” – Hmong father.

“I notice with other kids, they can’t speak Hmong, but yet when they’re with their older grandma and grandpa, they’re speaking Hmong. Because they know grandma is not going to understand them unless they speak Hmong. I know with my kid, she can speak Hmong to me but with grandma even more. When she goes to talk to grandma, she does it all in Hmong. But then she’d turn around to tell me what she said to grandma, which I know exactly what she said, but in English.” – Hmong mother.

“My kids are with their grandparents the majority of the day, but my kids speak English and they only speak Hmong. So there’s that huge disconnect of communication.” – Hmong mother.

“I always force my kids to speak it. That’s what I would say, ‘Speak it to her in Hmong.’ I force them.” – Hmong mother.

“I feel really sad that I’m not able to put much more of my time into teaching my children Hmong because then they don’t have that connection with their grandparents.” – Hmong mother.

“One of the big things as well is language. We’d like to keep him [immersed]. I think that’s very important, especially for him just knowing culture.” – Lao father.

“Culture is really important too. If he were to know his roots... because diversity is going to come in America regardless... it’s important for him to know his roots and where he comes from, that way, he can grow off of that and know who he is.” – Lao father.

“I think the clash of two cultures... is the biggest issue... because you want your kid to learn your culture and your custom, but then also the English culture and all that... I came here as a refugee... and it was really hard growing up living in two cultures. At home, I’m wearing my sarong, being a little girl, raising my little brother and sister. And then I’m going to an American English school learning that culture as well, playing sports and all that stuff you know. I want to be a teenager and have fun. So the clash of two cultures I think that’s the biggest issue.” – Lao mother.

“They don’t [have opportunities to speak Vietnamese in preschool]. That’s why I send them to Vietnamese church on Sunday to learn Vietnamese. But it doesn’t help that much. Nowadays, all the teachers speak English to the kids too.” – Vietnamese mother.

“What I [am]... starting to find... is that it’s really hard to constantly speak with [my daughter] in Vietnamese, but I make an honest effort.” – Vietnamese mother.

“I want my daughter to feel proud of her heritage and be able to say that [she can], not only understand, but speak [Vietnamese].” – Vietnamese mother.

“There were times [when a Vietnamese nanny was a financial burden]. But I feel that it’s an investment. I believe it’s an investment for our kids, for their generation. It’s definitely worth retaining a language, you know.” – Vietnamese father.

“The reason why [my husband] and I feel that it’s important for [our daughter] to be around her grandparents to keep up with the Vietnamese culture and language is because once the grandparents are gone, I don’t think that [he] and I have enough Vietnamese knowledge and culture to really pass that on. I’m still learning about Vietnamese culture and language even at age 30. So I think that that’s a challenge for me to try to keep up in order to teach her.” – Vietnamese mother.

“[Language] is very important, actually. Before she went to an English speaking school, she spoke Vietnamese. After she went to kindergarten, 6 months later, she spoke only English. That is why I take her to a Vietnamese language school so she can interact with other Vietnamese children...My family values Vietnamese language.” – Vietnamese father.

“It’s also important to me that [my son] retains both of his languages. I mean, I’m Cambodian...I’m not super fluent in it. But even if he’s able to remember a little bit and get around if we were to go and visit there. I mean, that’s more than enough and he can always learn it in the future. My husband is from Laos, so they speak Laotian.” – Cambodian mother.

Cultural Evolution

Referenced 24 times in focus group discussions and interviews, a theme of cultural change in the parents’ generation emerged. Sometimes a philosophical and cultural clash occurred between the parents and grandparents.

“What I don’t want my mom to... what I really wish that she would shy more away from is those traditional roles for women and for boys, or for girls and boys. I always like, make corrections all the time so my kids are really torn about that. I kinda cringe sometimes because I feel really, as much as I want to get away from traditional culture, there are touches upon us. Because time and again, sometimes my mom would say to my daughter, her grandkids are only 8 and 5, or else to my little son who’s 3 years old, ‘Oh, what would your wife think if you did that?’ or ‘What would your mother in law think if you did that?’ I’m thinking, how about what would they think of themselves if they did that?” – Hmong mother.

“I think it’s important, but I don’t implement it. There are the cultural pieces that I truly think is important, you know, that my child understands what used to happen back in Laos or Thailand. The [cultural] belief itself, I don’t implement it... I don’t believe in that because I grew up really rebellious and even now I believe what works for me, that’s what I’m going to do.” – Hmong mother.

“I was born in Laos. I came [to the U.S.] when I was 3... There are certain things about the culture that I want to hold on to and pass on to my kids. But there are other pieces like... taboos and things like that, those are things that I don’t support. And so those are things that will probably I’ll let go of... I just want to teach [my children] to be respectful...” – Hmong mother.

“I always feel as though like, with Hmong American, that’s how I see myself and my kids, I always feel as though I’m that hyphen right there in the middle and trying to come up with a culture that would fit our family and just take the best out of what I can. Regardless of what inner families say, you just have to make things work for your family and make a culture of your own...” – Hmong mother.

“I think it’s a big benefit to having [teachers and friends] because a lot of times in the home the grandparents from a different generation, their English isn’t as fluent and their teaching and caring style is different as well. So in some ways, [the grandparents’ influence] is good, and in some ways it limits [the children].” – Lao mother.

“But then again, there’s pro and con to giving [childcare] to family too. While grandma is great and it’s easy to drop off, grandma doesn’t always agree with how I parent. I’m more Americanized than grandma...” – Hmong mother.

“I look for my husband’s mom taking care of her, they always would comment, ‘Well that’s not how we did things.’ And I’m like, ‘That was 50 years ago. Or that’s 40-something-years ago. Things have changed a lot and the understanding of child development has changed a lot.’... So some of the research I’ve read is that what we’re doing is proper, but you really can’t say that to your mothers. [Mimicking mom] ‘Well, this is just not how we did things’ and I’m like, ‘Yeah, that was 40 years ago! And it was in Vietnam, so things have really changed.’” – Vietnamese mother.

English Language Learning

Discussion about teaching and learning the community’s language is almost always accompanied by discussion of teaching and learning English. There were 20 references. On the one hand, it is important for SEA children to have a firm command of English in order to succeed in the United States. Conversely, other families prioritize teaching their children their community’s language assuming that English will be learned easily by immersion.

“To me, I want [my children] to know [their native] culture and the language and everything, but I always feel like this is where you live, this is the language that you’re going to speak, and yes, I can read and write in Hmong and I’m teaching my kids that so it’s not a big concern to me that they can’t speak Hmong clearly or that they can’t write. I can always teach them that. For me, English – this is what you’re going to be doing, this is where you’re going to grow up and die and so you gotta [know English].” – Hmong mother.

“I think for me, sometimes you try so hard to blend in that you want your kids to blend in too, so that’s why we speak more English at home than Hmong. When my kids are out there, I want my kids to understand. If they’re going to answer something in English, I want her to be able to understand and to answer back. I feel like, if I want them to be like that I have to do that at home too. I want to be consistent.” – Hmong mother.

“I think it’s good because in our past experience, English will come to them no matter what. It’s not their choice. It’s gonna be forced on them. Vietnamese, we feel that we have to push them. We have to try to, as long as we can, have them hold on to their native language before they integrate into American schools.” – Vietnamese father.

“At first, I was afraid of English because I don’t know it. I was afraid for [my son] too, but really in 1-2 years he grows up and plays with peers, his English will be like everybody else here. I’m afraid he’ll forget Vietnamese language... The kids who know multiple languages have better skills. I want him to retain Vietnamese; that would be good. I came here [the U.S.] late, so I need him to know Vietnamese. If I can’t follow [catch up with] English, he can pick up Vietnamese and communicate with me.” – Vietnamese father.

“Eventually all Vietnamese here in the US are going to speak only English. Unless you really discipline them, it’s going to be very difficult... It just feels like once you’re American and you were raised to speak English and you want to be with your friends and all they do is they speak English, you know, then that’s all it is. That’s all the kids care about, is at the present time and being like other kids and being accepted by other kids, and other kids talk English and so therefore you should talk English.” – Vietnamese mother.

Bicultural and Bilingual Upbringing with Grandparents and Other Cultural Practitioners

Parents preferred to keep their children at home part-time in order to learn language and culture from them and grandparents. There were 18 references to this theme.

“My father-in-law has the kids go to him and then he teach[es] them some cultural things. This summer I’m trying to get my father in law to teach them how to play the Hmong queej instrument. I see that with my father-in-law. He’s in that teaching role.” – Hmong mother.

“My mom, she’s really good at making the kids speak just a complete phrase with just Hmong, versus Hmonglish. And trying to keep the Hmong language rich, she’s really good at doing that, and also teaching them life skills like folding their own clothes or cleaning up after themselves and how to be a good citizen.” – Hmong mother.

“That was nice that way that they can stay with grandma and learn the language. That’s the most important thing for me because I know that when they grow older it’s going to be much harder to teach them that. I want to instill that in them while they’re younger.” – Lao mother.

“I also want her to be bonded with my community, like your daughter, your son. They grow up together, same age... Parents, we trust each other a little bit more. They get their chance at the regular school, but maybe Saturday, I would love for her to come to Saturday school for Asians.” – Lao mother.

“I also ask of my elders is that they need to also speak to her in Vietnamese, so that way she can continue to practice and learn that because going to church and temple, whatnot, is a great thing and being able to learn it, but if you don’t get to practice it, then you start to feel like, ‘Is it a dead language, mommy? I mean, it’s no use to me. Why do you force it?’ Then it becomes hating the religion and hating whatever is associated to that language.” – Vietnamese mother.

“I guess the main advantages [of having a nanny is], she speaks Vietnamese. We want to keep that. We want to keep Vietnamese at home as much as we could. Because when these kids start elementary school or whatever, kindergarten, they’re not going to be able to retain Vietnamese at home. Because our son now, he’s 3 [years old]. He used to speak Vietnamese, now he’s starting to speak English. We’re trying to force him to speak Vietnamese at home. I think that’s one of the biggest thing that we want getting out of the daycare situation is that she can speak Vietnamese therefore we can keep that language fully at home.” – Vietnamese father.

“I think daycare they ingrain a lot of education into the kid. They want to make the kid prepared for...preschool. I do want the kid also to retain the language, their respect, the way they talk to their parents, the way they interact with us, the education is not there [if we keep him at home], but culture-wise it’s worth it to me, to us. Language-wise, it’s worth it, I think. Today’s world, everybody works hard to keep the language at home.” – Vietnamese father.

“I think the respect, you know, [is] very important. Respect. Because today our kids don’t have that anymore like we used to...I think that’s the parent’s duty. We have ingrained that into our children and hopefully they retain it and pass it on. I think it’s a very good language...I think if they learn a language, the respect that comes with it, the culture that comes with it, learning a culture, the history... Those things we’d like to keep that in our family.” – Vietnamese father.

“I prefer that [my daughter] is fluent in Vietnamese because in my generation, although I speak Vietnamese and read and write a little bit, [my husband] does not...I have a fear that we’re going to lose that culture with my generation raising [my daughter] and her future siblings if we were to expand our family or whatnot. So I prefer Vietnamese. English will always come because we live in the US, so it’s a requirement. But to maintain Vietnamese language and culture is very important so I would prefer that very much. That’s why I don’t mind so much that most of the activities and the caretaking is from the grandparents because they’re the best source, obviously, for maintaining that culture and language.” – Vietnamese mother.

Slower Language Development for Multi-lingual Learners

Children who grow up bi-lingual and bi-cultural develop communication skills at a slower pace during their early years as they juggle multiple languages and discover the appropriate context to use each language. Sometimes, this slower developmental pace concerns parents and caretakers. This topic was referenced 15 times in focus group discussions and interviews.

“It’s not that they don’t understand me. My kids do when I speak to them in Hmong. They do say it back, it’s funny... It’s like [they are] learning English, a foreign language.” – Hmong mother.

“I try to enforce that, probably not as much as my husband. He’s the one that wants them to speak Hmong and wants them to learn the Hmong tradition and things like that. I just think that that’s something they can learn right now too, but they can learn that when they’re a little bit older. Right now if I try to teach them Hmong all the time when they get to school, it’s like, it gets confused.” – Hmong mother.

“My child says, ‘Can I play with your phone?’...I’d be like, in Hmong to her, ‘You want to play with my phone... Can you say that to me?’ in Hmong...And I’ll fuss if she doesn’t, but she does, and the accent isn’t always there but I think after doing a couple times they get [it].” – Hmong mother.

“... What I discovered... is that, yes, your child is slow to pick up a language and they are slow to form a cohesive sentence but it does not mean they’re not working up here [pointing to head]. It’s just a matter of when...” – Vietnamese mother.

“What [my family’s] concern is, are you confusing the child, and so forth and so forth. I’m like, ‘Kids are so smart that they can pick up anything that you throw at them right? So why not?’” – Vietnamese mother.

“With my first one [child],... with two languages, it confused her. It slowed her speech down a little bit so I decided we’re going to talk English with her so she doesn’t get confused. I thought... as she got older, she’d catch up. But now, they don’t want to speak Vietnamese at all. I talk to them in Vietnamese, mostly they have an idea but they always speak English.” – Vietnamese mother.

“My daughter, she understands, she understands when I tell her, but she doesn’t speak [Lao].” – Lao mother.

“But as far as speaking, it just takes him a little longer because he has to think about what language he should speak in.” – Lao mother.

“... We’re speaking to [my son] at home in Cambodian and Laotian all at the same time. So the doctor, his pediatrician, said that due to this, that he could be a little bit behind. We don’t want to compare but we’ve seen a lot of other kids between the ages of 3 and 4 and his English abilities are a little bit delayed, so sentences aren’t formed like the other kids we’ve seen. But this is expected, so we understand.” – Cambodian mother.

Self-Consciousness Felt by Children Who Are Not Fluent in Their Native Language

Parents, being of a generation that grew up in the U.S., experienced self-consciousness, discomfort, loss of a sense of belonging, and/or embarrassment for being less than fluent in their community’s language. They observe similar feelings in their children. There were 10 references to this topic in focus group discussions and interviews.

“I think it goes with generations. Our parents’ generation, it is important to them... I could speak Hmong, but not the kind of Hmong the elders want you to speak. So then they’d make fun of me, they do, then it just shuts you down like [it does] with your own children.” – Hmong mother.

“Our son is at the age where he doesn’t understand and he’s embarrassed. He doesn’t even want to try anymore because he’s 8 [years old]. And when we talk to him Hmong, he’ll say, ‘I don’t know what you’re saying!’ He just yells it out and he doesn’t have the patience to try to understand it and he does get embarrassed because you can tell him to say it this way and he just doesn’t want to anymore.” – Hmong mother.

“There are times when yes, we do speak Hmong at home and I try to enforce that but I think when [children] get to a certain age and they say something that’s funny in Hmong, then they stop. They don’t want to do it anymore.” – Hmong mother.

“She’s embarrassed to [speak Lao]... But she understands what I’m saying. Because she sees on the TV at school all English and the Laotian tongue sounds very funny.” – Lao mother.

“I’m just afraid that if I don’t do it [teach my child Vietnamese]... because my cousins who don’t speak Vietnamese, or I should say they understand it but they can’t speak it, they somehow... feel inferior when they’re around the Vietnamese people. They feel like fish out of water, you know. And I don’t want my child to feel that way... I see my two cousins and I see that they struggle and then their identity start to change and then they start to reject their Vietnamese [identity].” – Vietnamese mother.

“Over time, with [my husband], he stopped wanting to learn Vietnamese or talk in Vietnamese because he was embarrassed. He went to Vietnam and the kids were making fun of him because of his Vietnamese accent. So since then he never wanted to talk or speak or learn Vietnamese and his parents talked to him in English. They do speak Vietnamese to him, he just responds in English... He just respond[s] in English because it takes [him] a very, very long time to run a few words here and there in Vietnamese, so [he]... gave up and spoke English.” – Vietnamese mother.

Highly-Valued Qualities of Care Providers

Cognitive Benefit and Structured Routine

There were a total of 43 references to the importance of children having routine and academic activities to prepare them for school. It was the most important quality parents look for in an early learning provider. They expect it more from a formal, licensed provider than from FFN.

“[My daughter] attended preschool and was able to write her name, read ABC. So she got the foundation to go to school.”
– Karen mother.

“He learned a lot [in preschool]. He’s able to identify shapes: circle, square, triangle. He knows how to sing, read ABC, and write numbers...I think they’re well-taken care of. They get picked up and put on seat belts. The driver watches them very closely. At the Head Start program, they have 2-3 teachers in the class.” – Karen mother.

“[Head Start] is a good program because my child is learning how to read and write.” – Karen father.

“There was a little place we looked into that teaches little kids there, I want something that’s educational... Teaching him certain things at this age, read to him, prepare him for preschool, prepare him when he gets to that age, be more interactive instead of leaving the kids be and go for it and play with other kids.” – Lao mother.

“I want my daughter to learn higher education, so someone who is well educated, not just people from high school and doesn’t want to flip burgers so this is where they can go. It’s not a babysitting job, it’s an educational place. It’s not babysitting.” – Lao mother.

“They have the program through the county that you can send your kids, it’s called Four Star. Basically, they get them ready for kindergarten, and you can send them just like a daycare, from Monday through Friday in the morning, pick them up at night. You just go through the kindergarten school. They introduce to them and get them ready so by the time, most of the kids they go to daycare, they don’t get exposed to kindergarten, by the time they go to kindergarten they’re just scared.”
– Vietnamese mother.

“I wish they had more teachers, do a lot more stuff with them, activities, challenge their brain more.”
– Vietnamese mother.

“I’m thinking about a specialist for everything, for every topic. Because I don’t specialize in everything, so having the ideal daycare for me would be you have specialist, almost kinda like a high school setting except for younger kids setting. I would be involved and a part of it, of the caring for this child.” – Hmong mother.

“What I do want to do better is I wish I was more structured with him. There are days that I work a long stretch on my work nights and I’m just exhausted. I don’t have time to give him the energy and time to play, and I feel guilty about it.”
– Hmong mother.

“...I looked at a Montessori school because they take anywhere from 6 months to 12 years old. They do a lot of stuff that sometimes I don’t have time to do at home. Like they do learning how to set up a table, make sure they take naps, and sometimes I don’t do that at all. They teach them how to do a lot of stuff that sometimes, I think as a parent, and I’m just speaking for me, that I don’t have time to do everything. So I want that for her.” – Hmong mother.

“A lot of time with Hmong children, they’re often home with their grandparents. A lot of times, the grandparents, I don’t know if they’ve lost the energy...Because I look at my mom and my in-laws and she’s kinda stopped teaching my kids, you know?” – Hmong mother.

“[An ideal scenario] would be, for me, one-on-one attention facility, all-day, starting from birth. I think those who have the finance, the money that are able to put their children in daycare, academic, a more structured setting like that, I think they’re at an advantage...” – Hmong mother.

“I’m illiterate and so is my wife. I’m also handicapped. I want my child to learn. If he stays home and there’s nothing to do, then no one is able to teach him.” – Karen father.

"I drop him off [with the provider] in the morning at 6:30am and she feeds him breakfast at 8am once the other kids go to school. And then I think they do play time, and then nap time, and I don't know what else they do. They have a schedule... We try to keep the schedule the same with his daycare because on days off, he's so used to have that type of schedule. If he takes naps over there at 12pm, he's going to be tired when we have him at 12pm." – Lao mother and father.

"A lot of it has to do with structure and schedules. They're used to a certain schedule, so when you get home from work, you have them do a certain part, then they know it's dinner time, they know it's time to clean up, they know it's time for bed. They have that kind of structure and repetition. It helps them understand." – Lao mother.

"I understand from my reading is kids need to have a regimen, a very scheduled and expected regimen. And I insert those times when she's awake with either interacting, playing with me and reading, and also some alone time so that I can do some work." – Vietnamese mother.

"[It is important to] let her learn so her brain can develop. Children, from birth to age 5, 90% of their brain development happens. Ordinary people like us, we don't know how to encourage that development, but a licensed daycare provider would know how." – Vietnamese father.

"It would be better to be able to put him in a regular daycare with some kind of learning program... But for sure [with grandparents], there's no licensed learning program or accredited program that would be something I would like, and we're actually looking into it next year." – Cambodian mother.

Social Development Opportunities for the Child

Having the opportunity to interact with peers and teachers and become comfortable with people is the second most-referenced benefit for sending their children to daycare or preschool. In focus groups and interviews, parents describe a healthy environment as one that allows the child to develop a sense of self, be able to negotiate with people around him, get along with others, read cues, develop emotional intelligence, learn respect, embrace diversity, and to be comfortable navigating a world of diverse people and perspectives on his own. There were 40 references to this theme.

"I need my child to be able to be sociable, how do you introduce yourself to a group, how do you play well with a group, and if you get in trouble, how do you resolve conflict. That kind of skills is important because that's going to help nurture the child when it transitions to school and transition to life." – Vietnamese mother.

"I want my daughter to interact with other kids since we don't have any other grandkids in the family. My kids are the only grandkids. She doesn't have that social skill with other kids." – Hmong mother.

"I think [preschool] is important because of the social skills they need, the simple instruction of following instructions, going together as a group, motor skills, large, small, being with your own peers, seeing kids with other colors, all that matters." – Hmong mother.

"If the child stays home, he doesn't have a lot of opportunities to learn. Going to Head Start, he's able to learn and socialize with his friends and make friends." – Karen mother.

"... Now we're putting him back in the daycare center for 2 hours. The young one, before I did that [sent him to school], he was clingy to me. I couldn't go anywhere without him. And now, that center really helped. It helps him not be so clingy and on his own." – Lao mother.

"The con about [staying at home] is that my kids aren't really with other kids... They do okay with other kids when we go out and hang out with family friends and all that. But I wish they would get more social skills and maybe be exposed the learning culture, like English and all that stuff, starting with the alphabet. I do that at home, but I wish I was able to afford [quality center-based care]." – Lao mother.

"But [my daughter] only listens so much, and she's not very social. She's the only child in the house. Everybody else is 15 and older. I start work on Monday, my husband works at night. When he comes home, he's sleeping, and I'll be at work, so she's home alone with grandpa, who doesn't speak English and he doesn't speak much at all. So technically she's sitting in front the TV." – Lao mother.

“[Center-based care] is definitely good for the kid’s social skills to be interacting with other children even if they’re of different ethnicities.” – Lao mother.

“...Being social...he’s social right now because of the daycare center that he goes to. I think he talks too much sometimes...” – Lao father.

“I found with my two oldest children, when they were younger, a lot of times reading to them, they weren’t around other children. They stayed at home with either mom, dad, or uncle, so they weren’t around a lot with other kids, they didn’t have cousins or friends around. The way they picked up things versus the way my 2-year-old has picked up things is up here to down here. My 2-year-old, she’s talking in full sentences... The point is they’re around other children who are more advanced for potty training purposes and talking and even just eating habits. They just learn so much faster. That’s why I think it is so important that they’re exposed to that, to other children in a daycare center.” – Lao mother.

“My son is 3 [years old], he will be 4 in May. He will start preschool this year. I wish I would’ve known earlier. Because right now, he’s very shy. His social skill is not all there. That’s what I want a child to be, especially a boy, to be out and active and be like a boy, but he’s a little bit gentle for his age. I wish I would have put him in a daycare or something that might have changed his personality a bit...I have an older daughter that had the same issues. Because they’re not in school, in daycare, they tend to be loners. When they go to the park, they’re just by themselves.” – Lao mother.

“I want [my daughter] to have the social skills, social interaction, where it flows easily instead of...I kinda see a little anxiety, getting confronted with, having to deal with that. She was in preschool for a small session, but that was when I still had money after I got laid off work. [After taking her out of preschool], I can tell the difference right away. I’m pretty sure if she were in any kind of daycare setting previously, she would’ve interacted [with other children] a little bit more. But getting her into that environment at first, it took her a while. It broke her down. She didn’t know what to do. She was very scared.” – Lao mother.

“So far she only goes to daycare so she’s been out with a lot of kids and play with a lot of kids. Her vocabulary is okay. She’s beyond with her social and hang out with friends and stuff... I see big improvement with her, you know. She sees older kids, she hangs out with a lot of kids same her age and then go have lunch. Now, by the time she goes to kindergarten this fall, she’s ready. She’s not going to be like scared.” – Vietnamese mother.

“Sometimes my daughter she went to daycare and she got bit or fight with the other kids. But you know, that’s how kids are. They need to interact with other kids...you have to trust the daycare provider...But it’s good, they need to go out there and they need to do all that stuff with the other kids.” – Vietnamese mother.

“He gains other skills too. He learned how to play and interact in school activities.” – Vietnamese father.

“...And then she isn’t socialized just because she’s the only grandchild there [with my in-laws]...Of course children at her age have stranger anxiety, so my goal is trying to socialize her so that she’s used to other people.” – Vietnamese mother.

“Education is very important. So if they’re being very proactive and teaching [my daughter] responsibility on fairness and being nice and polite, disciplining when necessary. That would great...I really do believe that the more opportunities that they have with their peers, more extra-curricular [activities], it would definitely help them become a better person, responsible adult, keep them out of trouble, if you will. Learn how to play as a team, respect people and other cultures as well because they’re doing activities with other kids of different cultures. Hopefully when they’re exposed with the diversity they aren’t scared and they’re not ignorant, and that in itself might encourage them to keep their culture or language without feeling singled out or disrespected.” – Vietnamese mother.

“It would nice if [a care arrangement] was either in Saint Paul or Minneapolis where the students are a little bit more diverse. I think that helps his overall development and becoming a better, more well-rounded person when he’s older.” – Cambodian mother.

Care that Reflects the Child’s Cultural and Religious Values

Morals and values, both cultural and religious, were referenced a total 35 times in focus group discussions and interviews. Parents repeatedly referenced teaching a child cultural values as a highly desired quality in a provider. Oftentimes this meant keeping the child at home with family.

“I want to embed in this child moral beliefs and traditional beliefs and help program this little child. Because I think with the school system and academic system, it’s great and everything like that, but I want to be involved and I want this child to know these moral beliefs and have a part of me and thinking in this child.” – Hmong mother.

“There are pros and cons, because when they’re with family, friends, or family friends, they’re eating your food, language, culture, and whatnot.” – Lao mother.

“I feel that both cultures are important. But our kids need to, here [in the U.S.], when they grow [up] in an environment that teaches them culture, they learn how to be more responsible, more open-minded, more aware...” – Lao mother.

“What I see in public schools is that I don’t see the teacher would teach them the moral stuff. We need to educate them... If we don’t teach them the values, they’re not going to know. What’s worst with kids is they listen to the teachers, not the parents at all... because... we’re always at work and when we come home we’re just so exhausted, ‘Here’s the TV.’” – Lao mother.

“I think that in order to have that kind of value, the daycare to teach the rights and the wrongs, you gotta have the right staff. Say, if I’m a Laotian, I would love for a Laotian staff that knows the Laotian value and the American value... So in kindergarten it’s very important. That foundation, that period of time is so important.” – Lao mother.

“I love for [my daughter] to go to Joy for Noy’s because they’re Christian. Because in regular school they can’t talk about Jesus, they can’t talk about love. With her, I want her to be opening to learning Jesus loves me. I know it’s Jesus, but underneath the message is carrying the love and how to love and at this age, it’s very important. It’s something that schools can’t teach.” – Lao mother.

“A daycare should have high moral values, and to take full responsibility. Because when we’re handing our child to them, they should be fully responsible for that child’s safety, for that child’s action... and to be able to teach your kids the proper way, the right way to do things. I think that’s very important... that actually goes into each individual person too, the person that’s actually watching your child, do they have good moral values? Are their moral values similar to yours? Or similar to your beliefs?” – Lao mother.

“There is a level of moral exposure in school that I think should be expected.” – Lao mother.

“It’s a church-affiliated daycamp. It’s great because they teach about, you know, church stuff, which is good. It’s all day, so it’s basically 8 to 5:30, five days a week. Last year it was \$60/kid and \$45 for registration and I was fine paying that.” – Hmong mother.

“I like my daycare provider because she teaches the children how to pray [in Karen].” – Karen mother.

“We brought him to an American daycare at first, and they weren’t feeding him the kind of food that we eat at home. He wasn’t eating, so he lost a lot of weight. We decided that we were going to switch him to Hmong daycare, and so he gained that weight back. He loves eating and stuff, but he’s really picky on eating certain kinds of food and especially American food... because we don’t eat that stuff at home.” – Lao father.

“I found my 2-year-old who started going to this daycare about 2 months ago, she was eating everything from fish sauce to hot and spicy. And now she’s spent two months in this daycare and she hardly eats any Asian food.” – Lao mother.

Trust in the Provider

Trust was an important quality of a good childcare or preschool arrangement, whether it is FFN or a licensed center. Many caretakers considered trust to be more important than the licensure and formal qualifications of a provider. There were 31 references to trust in focus groups discussions and interviews.

“I don’t trust daycare, so that’s the reason why I don’t put my daughter in daycare.” – Hmong mother.

“There are Hmong daycare centers, don’t get me wrong, and to be bluntly honest, it’s hard to trust another Hmong person with your child. You know, I don’t know about [other parents], but that’s how I feel. And maybe you can say, with history, with even news stuff, how unclean daycare is, how daycare people neglect kids, there are too many kids for one. There are many good daycare [centers], I know there are because I know people in that business. But it goes back to I’d rather do it myself or give it to family.” – Hmong mother.

“I think too, to my wife’s point, which a lot of people here have touched on, is trust issues. I think for me, personally, just finding that person you can truly trust. Sure, you can feel comfortable that the daycare is truly looking after that child, but then again, what if that one moment when they’re not there and something happens to your kid. To me, that’s scarier than anything else. I think for me, knowing that my mom is watching my baby, I give complete trust to her. To me, this is my mom who raised me, so she’s going to show my child the unconditional love that she showed me.” – Hmong father.

“I love him with my mom because she is accessible. They can come sleep over at my house or I can take the kids to her house, so I love that... I mean, it doesn’t cost anything. I take my mom out to eat, I take her places and buy her stuff... And I trust her. I trust her with my kids. And I know that they’ll be safe, they’ll be fed, they’ll be clean, all that.” – Hmong mother.

“What I like about having my grandparents [care for my children] is because I trust them.” – Hmong mother.

“[I want] a fun learning experience for the kids so they want to go back day in and day out. A place where I can trust the caretaker, I think that’s the biggest issue. Because you hear horror stories where they lock your kids in the closet and they pee in their pants because they’re so scared. Just a place where I can trust the caretaker is the most important thing for me because you know, kids need attention.” – Lao mother.

“It just depends on their age. When they’re infants, I’m not a big fan of putting them into daycare because you know trust, I don’t know what’s going on in there. Plus, they can’t communicate, so they can’t talk to you and tell you that something’s wrong. That’s usually my main concern. You have to do your own research and make sure that it’s a safe environment for them.” – Lao father.

“You go by reference too. If [my friend] goes here and says it’s a good daycare, then you listen to her, you know. She has experience. If you hear that that’s a good place, my kid has a good past experience, then you take them there because you can trust [the provider].” – Lao father.

“The concern I have is trusting the daycare. So if I choose to go back to work or even work part-time and whatnot, the question is will that daycare provide the level of quality care that I provide?... That quality of care is so important. Until I can work through my own issue of trusting the daycare, that’s gonna be hard.” – Vietnamese mother.

“The benefit is we trust her. We don’t know if any provider would take good care of our daughter. This provider had cared for our older sister’s baby. Our sister said she did a good and sincere job. The most important factor is we trust her.” – Vietnamese father.

Travel and Transportation

Ease of commute was a concern for parents. For this reason, parents usually chose a provider from their family and friends network who lives close to them, such as grandparents or a neighboring family friend from their cultural community, or neighborhood community center. Transportation is a cost, so the shorter the distance between an arrangement and the family’s home or work, the lower the cost. Commute time poses a risk for caretakers to get to work on time. A shorter commute also allows caretakers more time to run errands. Finally, convenience of location reduces stress for the family in their daily life. Ideally, transportation would be provided. This theme was referenced 26 times.

“But the only thing I don’t like is travelling back and forth [to grandma’s house] and that’s the hardest part for me. And not having support up here.” – Hmong mother.

“Before my son started Head Start, we attended [an] ECFE program taught by a Karen teacher. They taught us about the Head Start. The program is close to where we live, so I decided to send him there.” – Karen mother.

“Can we just teach our children at home by ourselves? Not have to have them go to school or participate in the program? For me, if I have transportation, I’d participate.” – Karen mother.

“[I] worry that [I] don’t know how to take [my] child to school. [My] child takes the bus, but [I] don’t know where the center is.” – Karen mother.

“[I am] worried about getting lost when [I am] trying to get around, especially with cars, snow, and lots of roads.” – Karen father.

“I basically was looking on Craig’s list for people near my location. I went and visit [the provider] and interviewed her, got a pricing quote, negotiated it down to where I could afford it. She was licensed too...” – Lao mother.

“They don’t have transportation available if you do have a child in...half-day...situations. So if you’re at work all day, you don’t have someone picking up your kid to take them to daycare or from whatever, or if you live in the suburbs and don’t drive. That’s been a limitation.” – Lao mother.

“Transportation [is important], especially [for] part-time or partial daycare. Having the time off work to pick up [our] child is a challenge. Provided transportation from the center would help.” – Lao parents.

“Location and transportation [are important]. My kids are in daycare now and I work close to there. I picked a daycare close to work. But I would have to be able to leave at 3pm to go get them if they were to participate somewhere [else] and I don’t have that luxury all the time.” – Lao mother.

“For me, it’s convenient [to have my son at home] because I don’t have to get up early and take him to a daycare or to school.” – Lao mother.

“We went to a few daycare[s] or school[s] and then see how the environment [was] and talk to them and observe how do they do with the other kids. How convenient for us too, location...So [we considered] everything, just look around.” – Vietnamese mother.

“I live in Eden Prairie so I chose the community center care at Eden Prairie.” – Vietnamese father.

“[The provider’s] house was a bit far. Each way took about 25 minutes. It was a bit inconvenient because I drove there to drop [my daughter] off, then I had to turn around to go to work. It would be better if the location was closer.” – Vietnamese father.

“[The in-home daycare] is near my house, 5 minutes driving...The school bus drops off [my older daughter] there [after school].” – Vietnamese mother.

Safe Environment

Safety was mentioned as an afterthought by most parents because it was assumed as a given. It was the most basic quality that must be met by all care providers. Safety also meant cleanliness, an environment where staff sanitize and protect children from illnesses. An important component of safety and health is food quality. This theme was referenced 24 times.

“Cleanliness is a huge thing, especially with bugs and sickness going around. I think the ratio of provider to child is way out of line. I don’t think it provides a safe and good situation for these children.” – Lao mother.

“You feel that your child is safe there. The program and activities they have is a learning environment. You go in there and you know, ‘this is the right place.’ Other places, it’s like, ‘I’m not going to take my kids here.’ It’s that feeling that you have.” – Lao mother.

“It’s your kids. You want to make sure they’re safe. You can’t just leave them there [in a center] and get out of there.” – Lao father

“They have a security guard in there that actually makes sure no one comes into a building. They have a security key pad where only the parents can put in the code to get in. Before you go pick up your kids, they have someone there that actually IDs you. It’s the high tech that makes it safe your kids to be there, but the price range is really out of your league, you know. Safety is really important for kids and being able to trust the staff and employees because you never know. There are a lot of stories that happen that anybody can go in and just pick up your kids. These daycares you can’t do that.” – Lao mother.

“Just like I said, nice, clean, and safe, and make sure it’s like, if it’s too little people...like the place I took my kid to, New Horizon, it’s expensive but it’s worth the money.” – Lao father.

“...the strictness of the daycare, how they’re run, how they’re staffed, the structure, the safety [are important]... The school should be protecting our children while they are on their campus, while on the bus, and from bus to home.” – Lao mother.

“I think we’re arranging [daycare], there’s a waitlist right now at the hospital that [my husband] is working at, which we feel is very safe. Because we hear things about you know, daycare, children being neglected or abused, and we’re very hesitant... [my] parents and his parents worrying about the same thing. They’re kinda encouraging me not to have [my daughter] go to daycare... We would look for safety, responsibility. We would want the provider to be well-educated and well-prepared for if there’s an emergency. They would know what to do, like choking.” – Vietnamese mother.

“No place is like home. I don’t expect it daycare to be perfect. But when we give you a child, we expect you to...you know, kids fight, but you don’t let them fight...that’s your job, keep an eye on them, don’t let them get hurt. I don’t expect the place to be perfect.” – Lao mother.

“Food [is important]. Quality, nutritious food, so that kids aren’t given pop or juice with lots of syrup that are really bad for kids.” – Lao mother.

“Safety [is important to me], [the provider must] feed [my daughter] at the right time so her development is healthy.” – Vietnamese father.

Availability and Flexibility of the Provider

Because of demanding work hours and volatility of work schedules for some parents, it was important for a provider to be flexible with drop-off and pick-up time. This was the reason why parents chose arrangements with grandparents, family, friends, neighbors, and private nannies. A provider’s willingness to care for a sick child without asking the parents to bring them home falls under this category. There were 22 references to this theme.

“I love him with my mom because she is accessible.” – Hmong mother.

“We get up early, I get up and 4am and [my wife] gets up at 6am, so it’s hard to find someone that takes [our son] at 6am.” – Lao father.

“...we’re running out of resources in terms of family members or friends who could watch him. I was forced to have to go with a daycare so that was why I picked this lady. She was actually pretty reasonable for allowing me to do part-time and not charging for full time... She’s pretty flexible, that’s one thing I look for just because our schedules are so wonky.” – Lao mother.

“It’s not that we want to stay home with the kids, we’d love to stay home with the kids. Why should we have to pay for other people? Plus, when they watch children, they get sick. They call you to go pick them up. It’s not even worth it.” – Lao mother.

“[Our nanny] is helpful. She’s really helpful... it’s really convenient because we don’t have to take [our children] go out the daycare during the winter time. We both work in the morning, so that’s good for me because we have [the nanny] at home. So when [our children] get out of the bus [they] got some[body] watching over [them].” – Vietnamese mother.

“Because I live with [my in-laws], [childcare] is already provided. It’s there for me, so it’s kinda nice... Hours [of the care provider] are pretty important because being a resident at a hospital, [my] hours are unpredictable... sometimes we stay late to deal with our responsibilities at work before we can get home.” – Vietnamese mother.

“The benefit [of my child care arrangement] is convenient hours. Since [I work as] a nail specialist, [my] work hours can fluctuate.” – Vietnamese mother.

“Timing, if we’re late or we need to... in the morning or in the evening, it’s very flexible. If both of us are busy on a certain day and no one can go pick [my son] up, [his grandparents] can drop him off because they have the car seat in the car.” – Cambodian mother.

“If it is more of a daycare setting, [I prefer] that they have an afterschool. I’ve heard from other people and friends that they can go from a daycare to an after-daycare type of deal. They end at 3pm or something... [That way my husband and I don’t have to leave work early to pick up our son].” – Cambodian mother.

“I like it because it’s convenient for us. We have to work all day so we don’t have to pick up on time. We can pick him up any time we want.” – Vietnamese mother.

Child Receives Individual Attention

Another common concern among parents was for their child to receive sufficient attention from adult caretakers, with 20 references to this theme. This is another reason why parents chose FFN for childcare. Adult-to-children ratio or the number of children at a daycare center was the indicator parents considered.

“The other [important factor] is the ratio to teachers and students, the younger the age of the child, the more that ratio should be.” – Vietnamese mother.

“I think a big role in that is the fact that when you have one child to focus on, you can teach her a lot of cognitive things, but when you’re in a daycare, for example, one provider is seeing how many, 5, 10 kids. So even though they’re socializing among each other, in my opinion, I could be wrong, but they’re not developing cognitively. You know, their education might be hindered a little bit because they’re not getting that extra attention from the adults to teach them something. If they make a mistake, they wouldn’t know it because there isn’t an adult there supervising and making sure teaching them the correct way of doing things because they’re all so busy with other kids as well.” – Vietnamese mother.

“The daycare that he goes to, most kids are at school because they’re grade-school-age. During the day, it’s just him and three other little kids, so there are only 4 kids there. So it gives him more of the attention, 1 to 4. So it’s not like there are 10 other kids in the daycare and he doesn’t get any attention.” – Lao father.

“They’re not getting the attention. 1:10 [adult-child ratio] is a lot. That’s one of the reasons why I picked the place I did too is because she only has 4-5 kids. It’s a huge factor.” – Lao mother.

“[I consider] location and how many kids do they have in that daycare in the class and how crowded they are. So we’re lucky that the one close to our house, there are few of them, they just opened, so they don’t have a lot of kids... They only allow one teacher with 7 kids or 6 kids. If it’s more than 6 or 7, they need to have 2 providers there.” – Vietnamese mother.

“My parents read to him in English. They are able to be more like one-on-one as compared to a daycare center.” – Cambodian mother.

Cost and Affordability

Affordability is the Biggest Factor and Barrier

High cost, and therefore low affordability, was the number one barrier to quality early learning for Southeast Asian families who participated in our research study. In focus group discussions and interviews, cost was referenced 62 times. Because of the high cost of formal early education and center-based childcare, many families choose FFN care at little or no cost.

“Affordability, I think, is top of [my list].” – Vietnamese mother.

“Last year [my daycare arrangement] was \$60/kid and \$45 for registration and I was fine paying that. But now they have become licensed, they have to increase their fee and it’s \$200/week unless you meet income eligibility. And then they can look at your income and you can pay whatever amount that you can afford.” – Hmong mother.

“It is financially, you know, it’s hard. Daycare costs a couple hundred a week.” – Hmong mother.

“Due to financial reasons I can’t put her into anything like [a Montessori school] because it’s so expensive, even for half a day. I’m willing to pay my portion of it, but it’s already way too much, my portion of it, just doesn’t fall in my financial bracket so that’s why she’s home.” – Hmong mother.

“I’m willing to pay my share if I’m going to put my kid in school. But it’s just so expensive.” – Hmong mother.

“As a woman...so I didn’t think I’d be here, where I’m successful, I have everything that I had set my goals to. This is the only piece that I didn’t think I would come to such a challenge with, the childcare piece. I just wish that there are more programs out there for those who have medium income or high income because I’m paying out of pocket, but even that takes a dent in my pocket. So I think that’s really the only piece for me is I struggle between do I let my career go, which I worked so hard for to become a stay-at-home mom?...I’m just a person who wants to work, who wants to have children, who wants to have a lot of things. But once you have something and you’re just right in the middle or borderline, you sacrifice a lot and that’s what I tell people, is that it’s hard. If you see me crying, it’s because I can’t figure out this part of my life.” – Hmong mother.

“For us, affordability plays a big factor into our daycare choice.” – Lao father.

“[My children] can go [to preschool] everyday if they want, but it’s so expensive, so we only put them for that 2 hours for 2 days. They do reading, writing, arts, crafts, snacks.” – Lao mother.

“The only thing I don’t like is that when I start work, she might lose all of that, the things I’ve been teaching her. We can’t afford [to put her in a learning center] because my husband is the only one working and we’re taking care of his dad and his brothers. And I just got a job. Since we’re taking care of 3 other people and we’re still so young, we can’t afford it. We’re paying for our car and his dad’s car and just because of all our bills stacking up, we won’t be able to afford [preschool].” – Lao mother.

“From hearing people around me, I think affordable cost would be in the range of \$25-30/day. But a lot places are charging closer to \$45-50, about twice as what most people can afford, so we’re forced to do half day, half week, or part-time.” – Lao mother.

“Yeah, one kid [in preschool] is okay, if you have more than one kid, it’s a lot [of money]. I probably have to eat salt and rice every day.” – Lao mother.

“...But I just wish that the daycare or the provider, they cost so much nowadays. I wish that a little bit cheaper so everybody can afford it, you know, not a lot of people can afford that. Right now, both of them go to summer Kidstop. I pay \$175 per week for each one of them. It’s outrageous, but they do a lot of stuff with them. They always do activities with them every day... Yeah, just wish that it’s a little bit cheaper.” – Vietnamese mother.

“It’s free [to have care provided by grandparents].” – Cambodian mother.

“It’d be great if [center-based care] wasn’t too expensive but I know that we’re going to have to pay.” – Cambodian mother.

Families Do Not Income-Qualify for Assistance

The high cost of childcare was problematic for Southeast Asian families because they received no assistance at all. Referenced 28 times in focus group discussions and interviews, income ineligibility for childcare assistance was the biggest frustration for Southeast Asian parents.

“Because with mom and dad both working, [daycare] is over \$1,000 each month for both kids because they’re so close in age if I were to put them in preschool. I did check on that 3 times, because of my income, we weren’t qualified for any assistance whatsoever, so it’s kinda hard.” – Lao mother.

“To me, it feels like, should I just quit my job and go on welfare so I can get everything for free instead of working? You know? It seems like, as a working parent, you’re being punished for making money, and you do want to make more money and give your child everything you didn’t have when you were young because you want to be successful. But then again, when you need assistance, you’re getting punished for it.” – Lao mother.

“Another thing about [my sister’s situation] is they just look at income and household number, you know? They don’t look at [the fact that] she’s a single mom. She’s taking care of everything still.” – Lao mother.

“[My daughter] was in preschool for a small session, but that was when I still had money after I got laid off work. What I’m finding right now is...the state just looks at household income but doesn’t look at other aspects of how you’re living your life and where money is going, where that income is actually going to. You’re in a [certain] income bracket, but you still have to sacrifice certain things in order to keep things in order. In doing so, we can’t qualify for certain things so we can get the help that we want for our kids.” – Lao mother.

“For the lower income [families], they don’t have to pay their mortgage. We have to pay our mortgage. They don’t have car payment, but we still have our car payment. They don’t have student loans, but we still have student loans. It’s like that, it’s not like...we don’t want to be there. Of course the low income bracket they don’t want to be there either, but they just say ‘we are in that situation,’ but we have to look at these [middle-class] people’s situation as well. Because we’re looking at children’s future, we don’t look at, ‘okay, we just want the low income to be successful.’ What about the one in the middle? How many children in the middle class are not being successful because of their lack of education, their lack of support?” – Lao mother.

“Because they place it by income, we’re not qualified for some of the resources. And that’s the reason why we want to save that money too, because we’re slightly over the qualification that they require and if we put our baby into daycare or preschool we’re gonna be tight with our budget.” – Hmong mother.

“They have budget guidelines, you know, if you fall under that, then you get [assistance]. But we don’t fall anywhere in that area, so we don’t qualify for anything. Everything has to be out of pocket. That’s one of the reasons why, for me, I don’t want my kids to be in daycare.” – Hmong mother.

“We’re already automatically disqualified because [early learning scholarship] is [for] low-income.... We’re the middle class who suffers.” – Hmong mother.

“You don’t make it under poverty where you qualify for government subsidies or a program to assist you. But you don’t make up there where you’re making money. For me, I’m like caught in the middle.” – Hmong mother.

“Income limit, that’s the biggest part. If you fall between that bracket, that’s it. You don’t have a lot of choices. You’re kinda caught in the middle of the jostle and that’s the biggest part, is to be put in a category according to your income.” – Hmong mother.

“...Being second-generation where we are making more money than our parents did, but we have a different suffering than they did. It was hard for them because before they couldn’t get into all these whatever. But then even though we’re making money, we still can’t afford certain things for our kids because we’re just above that income level where we can’t receive these free services or low-fee services. But we don’t have enough to pay for whatever, for all-day childcare for all our kids, or get them into Daycamp. There was this Daycamp, I’m not naming anything, a great Daycamp that my kids used to go to. Now they can’t go because before they had a flat fee and income wasn’t considered. Now income is considered because they’re licensed now.” – Hmong mother.

“When you have a program that has income eligibility, parents like us get discouraged and we don’t even look into it. Once it’s written on a piece of paper and down the line, ‘Uh, I know I’m not eligible so I’m not even going to pursue it.” – Hmong mother.

“...I don’t feel that my kids will have the same opportunity as my husband and I did because our parents were poor. And so when we went to college we were eligible for grants because our parents were poor. My kids are not going to have an opportunity to go to college because if I don’t make enough money I can’t put them through college. And if we’re not below a certain amount, they’re not eligible for any grants or whatever. So they’re not going to, unless they are smart enough to get a scholarship, they’re not going to go to college...unless you take a bunch of loans. So I just feel like this generation that is most vulnerable, our children’s generation that’s going to be most vulnerable.” – Hmong mother.

“I don’t want to sound like we’re the ones being selfish. Because like you said, those who are in lower income, they do deserve it. But what about those that are living in medium-incomes, those who are working really, really hard to save up to provide all this for their children without those financial service funding. I just feel like we’re left out to work harder than those in the lower income and those in the highest income brackets.” – Hmong mother.

“Yeah, I almost feel like, ‘Should I quit my job so that I can just get all these benefits?’ you know, but I know that’s not what I want to do. . . It almost feels like it’s a trap being part of the middle class. And that’s my struggle, is that I don’t want to put myself where my parents were at, but I don’t want to be here [in the middle class] either because there’s nothing for me here.” – Hmong mother.

*“I want my child to go to school, but I was told that we make too much income, so my child can’t go to school.”
– Karen mother.*

High Cost is not Worth the Quality

Given the high cost of quality care and no assistance, some families believed the cost was not worth the quality of care offered at center-based arrangements. They would rather arrange for care with FFN for lower or no cost. This theme was referenced 10 times.

“... because you’re in this income bracket, you have to pay for daycare, and I was like, well, pretty much if I have to pay for daycare, I might as well take care of [my son] myself.” – Lao mother.

“I told my husband early on, it’s not that we can’t afford daycare but I don’t want to pay daycare. . . I think it’s ridiculous that we work and we give our money to healthcare and daycare only. So I’d rather just say, ‘if we don’t have family sitter, we’re not going to have kids.’ If push comes to shove, we can do different shifts too. But I enjoy being with my husband so I don’t want to work different shifts.” – Hmong mother.

“I think it’s a lot of money that if I had to work to pay for daycare, I’d probably stay home with my kids. So you know, being able to work different shifts with my husband and having my parents on the side, it works great.” – Hmong mother.

“If I had to pay daycare, I’d rather just stay home. Because like I said, so much money is given to health insurance already and then to give on average an infant at least \$100/week, I can just stay home and pay myself to take care of my own children. . . Those who can afford it like me and my husband, we probably could, I’m just not willing. It’s a big chunk. There [are] pros and cons to everything. It [teaches children] social skills, but then again, I can easily bring them to the park and have them play with other kids and see how they interact with other kids, teach them what it’s like to be in public, what it’s like to have those skills. . .” – Hmong mother.

“If you work and they take half of your money to pay for babysitting, it’s not worth it.” – Lao father.

“... From what I saw of daycare so far, I’ve asked around, it’s like \$1400 a month for a standard of care. And that’s not the best program. It’s like for parents who work, may that be a technician salary or a career woman, your baseline is at least \$30,000-50,000 a year so that you can afford. . . half of it goes to daycare. I’m like, really? Half of my income goes to daycare and I don’t get to be the one dictating the standard. Yeah, if you make an extra \$15,000 or \$20,000 and you get to be away from your kid for whatever reason, is that extra money worth it?” – Vietnamese mother.

Government’s Role

Lower Cost

The cost of childcare was the biggest hindrance to Southeast Asian families’ access to quality early education. It was also the top ask of government. It was referenced 34 times. Focus group and interview participants did not indicate preference between financial assistance in the form of a scholarship or reduced price tag.

“A little funding [for the Vietnamese Language School] wouldn’t hurt. I’d like to see this program grow. I have explored different avenues for my kids to learn Vietnamese education, but there’s not much here [in Minnesota]. This is the third, fourth place we’ve learned [from], and it seems to be better for the kids. The kids here are a lot more well-behaved. The teachers here tend to, even though they’re not taught to be teachers, but yet there’s a little bit more consistency. They take education seriously here.” – Vietnamese father.

“For me, because I have student loans and because I’m a single mom, for me it’s a little bit difficult. My ideal daycare center would most likely be very expensive because I want the best quality for her. So I would say a range of, out of my own pocket, maybe \$50-100 per month. If the government can supplement the rest of it, that would be awesome, because the rest of my budget would go to paying my student loans and my personal expenses. So that would be very helpful. That would be my range considering my situation.” – Lao mother.

“From the concept of maybe do like, maybe this might not be fair but, 10% of income, so that it allows the family to do something more. Or a set fee, so if that set fee is X, and 10% is potentially less than X, than great, but if 10% is more than X, than maybe X is what that family would pay. Because I don’t want to be unfair to those who can afford it, but technically those who can afford it they really don’t care about money. Those who cannot afford it, they could really use the help.” – Vietnamese mother.

“For me, anything discount would be fine. Anything is better than nothing.” – Vietnamese mother.

“I would say, in my perspective, not just to look in the income. [Policies] have to understand that, okay, we still have a low income, but where does our income go to? We still have to pay rent, we have to pay car insurance, daycare, student loans, gas, food... They have to look at that, at where our money is going to. What is left is what we can do for ourselves, provide for ourselves. That’s what they have to look at.” – Lao mother.

“I mean, look at the news, children of color are not performing as well as Caucasian children in terms of their exams. Most likely, time and time again, it has pointed to the fact that their parents are not making ends meet and they’re struggling to take care of things and they ask the oldest children to take care of the younger children and that takes time away from their education or activities to grow. I think, definitely, for other families in that situation, the government has a huge role in this.” – Vietnamese mother.

“I think everything should be free. The government already tax[es] us enough for income. And they should utilize our tax money that they’ve taxed per paycheck to develop programs or pay something for our kids. That’s just my opinion.” – Hmong mother.

“I think if they offer all day pre-K maybe that might help.” – Hmong father.

“Maybe the government can say, ‘Preschool can only charge, unless they’re private, but if they’re publicly funded, a flat rate for 4-year olds.’... It should be straight across in that way, make it full day. As far as busing, fund more in transportation, how about that?... Maybe offer more pre-K classes, not every school has pre-K. But then it also goes to offering more education classes to parents to understand the importance of early education. We’re all focusing on the children, which is great, but if the adults aren’t educated, then they’re not going to instill the education onto the little ones, to say it’s important that you go to school.” – Hmong mother.

“Even though we know, some of us can change our life around, prioritize our budget to say we’ll pay, we won’t. So what are we going to do? We’re going to keep our kids with grandpa and grandma a little longer. But I think if the government is pushing that education is important, then do something about it, government. Throw some more money into it.” – Hmong mother.

“For me, I just want to be able to have equal access. So the ones who are rich on top who can have their personal nanny, I want to be able to have that access as well, you know. Why can’t I have a nanny?... If they can go to ECFE, why can’t I go there, you know? If they can go to this private school, why can’t I go there?” – Hmong mother.

“I think ideally, it should be [paid by] tax. You know, the concept of a village raising a child, it’s the responsibility of everybody. And I think that everyone should pay tax and every kid should have an education.” – Hmong mother.

“...When we had referendum and they need an increased money for a computer lab or things like that, I vote yes for it because anything that supports a child’s education, I’m all for it. If it’s something about building a bridge, I probably don’t care about it, you know. I believe in investing in your children. If you invest in your children, I think society would be better.” – Hmong mother.

“I think we’ve always used old way of thinking, like using scholarships. I think we have to think more creatively...if we can think of more creative ways...put it in a tax. Have a separate education tax. I don’t mind if it’s not just my own kid and if there’s other children, I would support that because I really believe in that.” – Hmong mother.

“I just feel like, why don’t they just have pre-K for all districts? Every kid who is pre-K [age] should be eligible to go to school.” – Hmong mother.

“I don’t know...I always see that when things are being advocated, it’s being advocated for the low-income. I just feel like, it’s just not fair, you know? If I’m paying taxes, why can’t my kid also be eligible for it? Because those are tax money, you know. Not to say that they’re not deserving, they are, they’re deserving. But why isn’t my kid deserving as well? So I’m paying taxes for it, why can’t you open up to everybody?” – Hmong mother.

“It should be like this, if you take home every two weeks \$1000 or \$1200, then you should have a list of your expenses, house and phone and whatever, and see what you have left every two weeks, then they should judge you by, how much they can help you take care of your child.” – Lao father.

Effective Outreach to and Engagement with Cultural Communities

In focus groups and interviews, not many parents knew of parent education programs, Parent Aware rating system, or other mainstream initiatives intended to improve early childhood education. They described how existing services were not culturally sensitive. Therefore, to effectively reach and inform SEA parents, more culturally specific methods must be deployed. There were 32 references to this theme.

“There are two different dialects of Hmong, so the person who screened was speaking Hmong Green. Well, we speak Hmong White. Some of the words, [my son] had no idea what they were saying, you know?...But I think it’s, what my whole point about this is, as parents and as people who are getting these services, we want to be heard. We don’t know where to go to be heard.” – Hmong mother.

“So have more diversity. And what I mean by diversity is people from different class, people from different racial background, different cultural backgrounds, and different neighborhoods. Have diversity and open-mindedness and acceptance. Not just tolerance, but acceptance, because I think that’s big. I’ve been to meetings where they tolerate [diversity], but it’s not accepted...And so you can feel the tension around the room and you can feel that, in your gut, you feel really unwanted. You feel so awful that you don’t want to come to those meetings anymore, or those parenting classes anymore.” – Hmong mother.

“Maybe the importance of diversity, I think that’s important too. Respecting other cultures, you know. There’s a lot of prejudice around that we don’t really talk about. It’s a very sensitive topic. But I think every kid should respect one another and learn that at a very young age.” – Lao mother.

“I think one of the things is for the Asian American parents, we don’t really know how to fight to do what’s right for our kids when they’re in the school that’s lack of resource to help them, like in my case... They drop my kids 3 blocks from where we live and the street doesn’t have sidewalks, so during the winter time there’s no sidewalk for the kids to walk home. And the bus comes by and passes our house. And so, I’m saying, ‘Drop them off at our house. Either way, you’re passing our house. Why are you dropping them 3 blocks down the street and it’s not even a street with sidewalks?’...So it’s like, multiple phone calls, fighting, knowing who to call, how to navigate the system is just another part that I think, for me, is trying to advocate for your kids.” – Hmong mother.

“[My son] is almost 3, so he’s no longer qualified to go to a daycare. He’s almost at the age to start Head Start, but I don’t know how to get connected to the program.” – Karen mother.

“These children come from different cultures, different class, different upbringings. If you just fit them into this mainstream idea and plan in mind, that little child won’t fit into it. You really have to look at different dynamics, what their family style is, what are all these different variables that are affecting this child?” – Hmong mother.

“So part of the work that I do is I do advocacy for children with developmental disabilities. And what I find is that parents don’t know about services and they wait until the kid is ready to go to kindergarten. And what’s sad is that even though if there are resources and there is money because they qualify based on income, they don’t reach out to these services even though it’s there...parents wait until they’re held accountable. So if parents are held accountable, say at [age] 3, getting early childhood screening at [age] 3, then that’s when they do it. But for some families, they’ll just wait until kindergarten and that’s already too late and they don’t get those private therapies that are available through medical assistance.” – Hmong mother.

“I think awareness of what’s out there as well. A lot of people don’t know what’s out there, what kind of help they can get.” – Lao father.

“I would say a place that’s less intimidating for people to go to [would increase awareness and access to programs]. They’re comfortable in coming for help and not feel like, ‘Oh, you’re here for help?’ looking down, you know, with an attitude. A place where they’re open to help you, maybe they can’t get you an answer, but they’ll try to get something for you.” – Lao mother.

“...Definitely word of mouth. I mean, I didn’t even realize what all you guys do until you blasted our Facebook pages. Facebook and social media is huge. This day and age, in our generation, we’re all on social media so that’s a huge portal for you guys to reach out and get awareness.” – Lao mother.

“Providing all the opportunities and notifying families what they have out there.” – Vietnamese father.

Strong Safety Regulations

The third most common ask was for government to enforce strict safety standards for childcare and preschool providers. Participants felt anxiety in placing their children in the care of strangers if they enroll in a center-based setting. There were 15 references to this theme.

“This is an idea of mine too, really thinking about it, it’s like, our taxes go into paying for the police being there for us naturally. I kinda feel like the government should be covering some of those costs for us to know that the environment we’re putting our kids in are going to be safe. I’m not saying that we shouldn’t have to pay for it. But it gets costly to have to make those coverages, you know? Those daycares shouldn’t be compared to a business, where ‘yeah, if those businesses want to have security, they should pay for it,’ you know? I feel like it should be something the government should start looking at covering because of a lot of caregiver neglect and all these stories coming up constantly about abuse and all these different things happening.” – Lao mother.

“These schools, they shouldn’t be hiring people who are convicted who came out from jail or sex offenders...Because we can’t stop the daycare from who they hire, but the government can give them the guidelines of who they can hire and who they cannot, and that is the thing that is out of our control that big money can’t buy. We need protection.” – Lao mother.

“...It’s all the responsibility of the government to protect the children.” – Lao mother.

“I think government-wise doesn’t have a role in teaching your child on what needs to know, that’s your responsibility as a parent. But government should have role in making sure that there’s a quality of standard, they can mandate that. They can also mandate affordable care. They can also do, as far as checking...criminal checks, sexual assault checks on those who work with children, right. So making sure that the environment that your child is placed is safe, that should be government’s role.” – Vietnamese mother.

Culturally Literate Staff

In focus group discussions and interviews, families expressed the need and appreciation for culturally knowledgeable and respectful staff who understand their circumstances and who are equipped to teach their bicultural children. In all public

and government offices such as schools, community centers, preschool programs, county offices, and health care centers, parents expressed frustration and disappointment where culturally literate staff was lacking or overworked. There were 11 references to this theme.

“White Bear district is just... my daughter is in an Asian club and I was over there for an Asian heritage culture night... They have one Hmong liaison for whole district of White Bear. So you can imagine, just one Hmong person there to support the whole district is just crazy.” – Hmong mother.

“Yeah, setting the tone or whoever is providing the information, if that person can set the environment where it’s acceptable for everybody to be where they are, wherever their child is at, to feel welcome, that everybody can learn something that can benefit them.” – Hmong mother.

“There’s a Karen woman working for Head Start, so she’s going around and helping people fill out the application form.” – Karen mother.

“Before my son started Head Start, we attended ECFE program taught by a Karen teacher. They taught us about the Head Start.” – Karen mother.

“[I prefer] smaller [care settings], more one-one-one... especially if the teachers are more culturally specific they might understand what [my son] is going through as English is not really his first language.” – Cambodian mother.

Government Provides Enough Already

For a few focus group and interview participants, existing government programs were sufficient. They did not see additional roles for government to play in their child’s early learning. There were 4 references.

“There’s a lot of programs out there. But culture-wise, Vietnamese-wise, I don’t know [of those programs]. I believe our government, they worry about the well-being of our education for the whole, not for individuals. It’s hard to depict for them and say ‘Hey, we need a little more money here’ but yet we’re leaving somebody else out. I think government has done a lot. There’s ways and means out there for you to reach if you need help.” – Vietnamese father.

“[Success] depends on yourself. As long as you work hard, then you’ll have a better life.” – Karen father.

“The school checks our income to see if they can reduce the fee. If income is low, they reduce X amount. If income is high, then they reduce Y amount... I don’t think it’s a problem... last year both of [my children] went to school and this year both of them are going to school – everything is okay... In terms of additional help, I don’t know how other families are. But they already calculate rates by our income. In terms of asking for more help, of course everybody wants to receive more help, but government offers help by income level. In my opinion, however much our income is, we live within that means. That’s important.” – Vietnamese father.

“I don’t think the government should be responsible to take care of our kids when they’re between 1-5 [years old].” – Hmong father.

Miscellaneous

Other ideas of government’s role in improving education access for Southeast Asian children include streamlining the public assistance system, collecting disaggregated data earlier in a child’s development, finding creative ways to improve access for the neediest children, and implementing a quality rating system. There were 19 references.

“What happens when you take income out of the picture and you look at the child’s performance and you make that as a criteria? So you take away income and wipe everything off, income is not a factor anymore, it’s about the performance of a child. You have a child who’s underperforming, how about accessibility as far as like preference... the children who are delayed that need the services the most... why not give it to the kids that are the most delayed and then they can be preferred.” – Hmong mother.

“Maybe that might be the next level, is assessing these kids at a younger age, where they’re at according to, they’re looking at this as race and class compared to their Caucasian counterparts.” – Hmong mother.

“I think, the way the [public assistance] system is set up now too, it promotes a lot of fraud. And I have a huge issue with that. Because there are people on the system who are either on it forever and shouldn’t be or who really abuse it. They eat better than I do...drive nicer cars...doing pretty good. I’ve been working full time since I was 17. I’ve never gone not having a job. The first time I applied for WIC was when I was married and had my first child. I didn’t qualify because we were making too much and so unfortunately I learned that clearly, if I do the right thing by marrying the father of my child, I don’t benefit from the help because obviously formula is expensive. I think the system needs to be looked at because it’s either keeping on there for too long or not helping people who really need the help.” – Lao mother.

“If there’s a detailed application, it’s very intricate, it would let people who are not serious fall off the track. The real ones, for me, if I really need help, I would fill that thing out. And I would do the best of my knowledge, get you whatever that you need. Because at the end, I’m going to get that help. But for people who aren’t serious, they’re going to fill out... There are a lot of people who take advantage of the system. And that would be a very good thing to look for.” – Lao mother.

“Maybe getting easier access to the programs, instead of the run-around, maybe have a certain department that specializes in that, a representative that you go to and get an answer instead of, ‘Oh, need to call this person, then the next person transfers you to another person.’ It does get frustrating and a lot of parents give up maybe after the third try. ‘Forget it, it’s not even worth my time because I don’t have time to begin with.’” – Lao mother.

“If you want to put your child in a school, a better environment, but you’re not in the [geographic] area, so you can’t go.” – Lao mother.

“I think about accessibility on equal opportunity. Because here’s an example: the school system, they changed it where now you have to go in within your area, your regional area. So I’m in Region E. The only schools that I’m able to go to are the ones that are within my area. And even though the school in area F has openings, you can’t go to it because of the bus they use.” – Hmong mother.

“I like the governmental reviews [of care providers]...I like the government to give that true rating. Because people, if they’re mad at the daycare, they’ll say something that’s terrible, you know, and I don’t trust their mental judgment. I trust the government to make that standard, the rating, the staff education level, how high it is, things like that. Just like a board that oversees the educational daycare system.” – Lao mother.

“I thought that [center-based care enrollment] is more specific to where you live. I want him to stay by my parents’ [house] because if they don’t have that afterschool portion of [the program], then my parents can just pick him up from St. Paul. So I don’t know if there’s a residency requirement. We live in Brooklyn Park. Like I said, I’d rather have him to go to St. Paul because my parents could pick him up. If...you don’t have to be in a certain [area] to enroll, [I prefer that].” – Cambodian mother.

“The thing they can help is resources about early childhood development. Make it available for everyone and easy to find. If I search on Google, there is too much information. If government has experts who can concentrate on that information... it’s more trustworthy.” – Vietnamese father.

Parent Education

Topics Parents are Interested in Learning

Commonly mentioned interests in focus groups and interviews were child safety and cognitive skill development. College-educated participants were open to learning anything that would enhance the well-being of their child. The topic must be something they do not already know. There were 30 references to this theme.

“Why did I participate? I’d like to be involved with the kids. So it builds your bond with your kids and they’re more comfortable with you... It just helps you understand kids at that early age and what they’re trying to tell you and express to you.” – Lao father.

“I’m really, I mean anything with education for my kids, I’m really for, even behavioral. Those are what interest me.”
– Hmong father.

“For me, it has to be a topic I don’t know about that I actually need...” – Hmong mother.

“If it’s meaningful and resourceful, or that we can use the tools that [are] being taught...I would say study skills for kids, how do the kids study; activities, maybe academic activities that parents and children can do together; and reading, what questions to ask while you’re reading to your children, how to be more engaging; and how to look at report cards, how to understand the school system.” – Hmong mother.

“I’m open to learning anything, but I think the main thing is child safety. I’m really a paranoid mom... I just want to know all my possibilities of what I can do for my daughter if she’s ever in trouble.” – Lao mother.

“Mine would be stranger danger because my boys they just run off...I always tell them to stay close to mommy or daddy, but they tend to go off because they’re at the age where they want to explore, and I don’t know how to tell them otherwise.”
– Lao mother.

“Maybe how to engage them in learning. My son likes being read to, looking at books and stuff, but not all the time. Maybe when he goes to preschool, certain time is for learning and [how to] make it more interesting to teach him and try to engage in learning, and then setting a time for other stuff. Setting boundaries, I guess.” – Lao mother.

“Mine would be technology. There’s so much out there that ‘where do I stop my kids?’ They’re on the iPad all the time even though I tell them, ‘ok, you’re on this for 2 hours, watch TV for 1 hour before bedtime.’ The stuff that you can find online, there’s a lot of benefits to it too, like the types of programs. It’d be nice to learn what’s out there for the kids.” – Lao mother.

“How about disciplining, but good disciplining, not how I got disciplined?” – Lao mother.

“I think I would be really interested in [how children learn to read]. Because that would in turn help me help them learn more.” – Lao father.

“I think, just working with kids, I don’t think there’s a certain age limit where these types of classes or courses should stop. I think there should be a wide range of how to...you know what they’re going through and stuff like that.” – Lao father.

“I love kids but I think child development class is very important. Knowing how kids grow up, what they need, certain mentality from 0-3 months, 3-4 months, and so forth. I think that’s very important. A lot of people in Asian cultures don’t know about baby shaking syndrome, we don’t know about that, so I think those types of educational programs would help new mothers.” – Lao mother.

“Maybe safety, you know, falling down the stairs. When I first had her, I didn’t know how to put seat belts on in the car for her. Car seat, that was so hard.” – Lao mother.

“Sometimes how to not talk to strangers. If you go into a neighborhood, not just look for the price of the house, most Asians do that. But if you have a child, you want to look for if that neighborhood has any predators in the neighborhood.”
– Lao mother.

“...To drink a lot of water so your baby can well-insulated. Would that be like early parent education? Because we seem to be just talking about after we have baby. What about in the process of when we have baby? It’s very important too.”
– Lao mother.

“So I sign up for whatever there is and I would love to have gotten a program that gave me some background. I think one that we are lacking right now is the CPR. I read enough that I know enough on what to do, but I’ve never done it, thank God. And I have not practiced it on a baby toy either.” – Vietnamese mother.

“I guess some parents could learn how to read to their kids or what do you do, you know. Because as adults we open a book we just read whereas with a kid you interact with them...I didn’t know that. I didn’t naturally do that. I see my husband did it and I’m like, ‘Oh, that’s a good way to read to her.’” – Vietnamese mother.

“[My husband] and I want to know something that we don’t know already, you know what I mean? And it’s hard to gauge that because it’s our first time parenting, but at the same time being in the medical, dental field we feel like we have a pretty good understanding of the psychology of children...” – Vietnamese mother.

*“If the subject is interesting enough, I would pay to go and teach my kids how to swim, for safety, you know.”
– Lao mother.*

“It was really helpful because him being our first child, we had no clue as to how to do things, what helps and what doesn’t help. It kinda touches bases on a lot of things. Me being the dad and not even carrying the child physically, it helped me understand more of how to help her, what to do, and stuff like that... how a baby’s stomach is this small so you don’t feed them that much, or what are the benefits of breast-feeding vs. bottle feeding, what are some things to look for... like shaking baby syndrome... They taught me about skin-to-skin... when the baby is crying, you just take your shirt off and put him against your skin, it helps a lot.” – Lao father.

“In general, how do I teach my child, what do I do to help their brain develop?” – Vietnamese father.

“Maybe results, like survey or research results on how to train, educate, teach the kids. Because we have difficulty teaching all the kids at times... more of patience with their education... helping them exceed academically.” – Vietnamese father.

Barrier of Time

There were 23 references to time constraint. Focus group and interview participants reported that household chores, their own education and career goals, and the number of children limit the time they have to attend a parent education class.

“I was involved with Think Small last year as part of the parenting advocate, so I did a 2-week module. There were 9 modules, but we only did 2 modules. [A staff] wanted me to go in and finish the rest but during the time I couldn’t. I didn’t have enough time... I was still going to school.” – Hmong father.

“I think it’s not that it’s not being offered. I think that for me, I have 3 kids, I work full-time. When I get home, it’s like, my kids are a priority... For me, it’s just when I get home, I take care of my kids, we do stuff together. By the time I realize it’s my turn it’s late already. I can do it on the weekends, but weekend is when I catch up with my other family and do stuff with my kids. I think that one of the reasons for me is time.” – Lao mother.

“You work, you come home, you take care of your family, feed the kids, bathe them, whatever, do any activity you can. By the time... it’s already 9-10 o’clock and then you gotta go to sleep and repeat history again, the next day doing the same cycle over and over and over. So yeah, time is definitely a big barrier.” – Hmong mother.

“No, because I don’t have time. I’ve heard of many [classes], but I just don’t have time.” – Hmong mother.

“For me, it’s me getting off work, getting stuck in traffic, picking up my kids, coming home, and it’s the time of the school too, it ends. But with my 5-year-old, his school ends at 4pm, that’s during traffic time. I live across the metro. We don’t get home until about 5pm. If we were to do grocery shopping and then cook, I mean, I don’t have time.” – Hmong mother.

“I think it’s also dependent on the number of kids that you have. When I only had my first son, it was... I signed him up for everything. I was involved in a lot of 3-year-old programs with him.” – Hmong mother.

“See, I’m a parent that tends to do a lot for my first child. Because he’s my first child!... we get home, we eat so late and then, even sometimes I can’t even read a book to him because it’s so late and I don’t want to keep him up later because then he won’t get up in the morning... the routine that I have, I have other children, and it’s trying to maintain this, my sanity and what I can balance and what I can’t. And some things I do let go and I see the importance of it.” – Hmong mother.

“Actually, I’d wish they had given stuff like that in high school or post high school. You know, they have home economics. It would be nice if they had taught us CPR, cognitive development, choking, poisoning, and all that stuff. A problem is I’m just too busy, with work and kids.” – Lao mother.

“We don’t have time.” – Lao mother.

“Your doctor takes care of those things. Of course, like me, I didn’t go into any classes, you know. I worked 2 jobs then. I didn’t even bother to read. ‘Ok, whatever you can educate me at that visit, then that’s pretty much it.’ Luckily, my mom was always with me. My mom has had 8 children...” – Lao mother.

“With the first one, we did everything by the book, you know, read to them, teach them how to do sign language and all that stuff. But trust me, after the second one, you get so busy. Forget about the second one, you don’t read to them a book every night like the first one that you do.” – Vietnamese mother.

“If the fee is like \$10, \$20, or less than \$50, that’s not a problem. Timing wise, because a lot of folks are busy, right? And with piano lessons, dance lessons, recitals, where do you squeeze in? But if you market it as save your child’s life for \$10, two-hour session on a Saturday, and you offer it every two Saturdays or whatever, I will make sure I’m there, regardless of how busy I am.” – Vietnamese mother.

“I understand the importance of everything when it comes to education. I know what it takes to get her where she’s supposed to be. I think most people do, it’s just a matter of putting the time and the effort...My oldest one, she got everything and then my second and third [child], it’s more relaxed.” – Hmong mother.

“If it’s during work hours, then I can’t go.” – Lao father.

“[It should be offered] on the weekend or if it has to be during the week, one day during the week after work and one day on the weekend. It’d be cool if you can also bring your kid.” – Cambodian mother.

“Before when my [older] daughter was young, I took it. Now I don’t have time. I liked it because my daughter was slow to talk.” – Vietnamese mother.

Other Barriers

Other barriers to parent education participation included transportation, health issues, affordability, English proficiency, more urgent family needs such as housing and childcare arrangements, lack of interest, lack of knowledge, and feeling out of place. There were 22 references to other reasons why parents cannot attend parent education programs.

“I want to participate, but I don’t have transportation to go there.” – Karen mother.

“I want to go but I’m very forgetful. I can’t learn. I forget things easily, so I don’t know what to do. I cannot sit for a long time because I have back pain.” – Karen mother.

“No, I can’t learn. I have very poor memory, so it doesn’t mean anything to me. I go to the program, and I come home and don’t learn anything, so it’s meaningless to me.” – Karen mother.

“I know it’s there, I just didn’t look into it, I guess, for me.” – Hmong mother.

“... What would be nice is to have my spouse’s support. A lot of the education and things that I do for my child is me. He agrees, you know, I share that information with him. But I don’t think he’s attuned to a lot of the academic piece as I am. As much as I understand, sometimes I say, ‘I know that I should be doing this.’ But if I don’t have my spouse’s support and every day is so fast, we kind of tend to forget about that, that parenting piece, how to parent.” – Hmong mother.

“At that time, because my son hasn’t started going to any program, so I could participate in ECFE. I go there and I learn a lot. When you go to the program, they separate the children and the parents. The parents have level 1-7. For me, I reached level 4-5. Later, I had problems so I couldn’t learn. I quit... I got pregnant. Then my mom just came here.”

– Karen mother.

“Yeah, [it would be a barrier] if I had to pay... a class to pay \$800 for us to teach you how to read with your kid – I probably wouldn’t sign up for that.” – Hmong father.

“If there’s a program for me and my child to go to school, I want to do that if I don’t have to pay.” – Karen mother.

“I think they have child-parent classes also. But then those classes are pretty expensive as well. Because I did look into it and I thought, ‘Ok, I’ll take you to McDonald’s.’ I take my child to McDonald’s because it’s cheap. If it’s not cheap, I’m not taking them.” – Lao mother.

“We paid. It was reasonable. I don’t recall [how much it was]...maybe it was less than \$100.” – Lao father.

“The only reason I was able to do it was because those [parent education] programs that I went to, they had childcare, they fed us, they had transportation....It was after my work. It was in the evening. They had childcare. Childcare wasn’t just babysitting the kids. It was a little bit academic-based.” – Hmong mother.

“Touching on the meaningful piece, I think to me, is being in a place...where the child’s behavior is normalized. Where it’s okay to be in a place where not everybody’s child is perfect. Because sometimes when I go to these parent meetings or school orientation or something, and they talk like these kids are like, so smart, so well-behaved, they’re this, they’re that...I want to feel like, okay, kids are kids. They’re going to act up. There are times when kids are going to act up. There are times when kids are not going to listen. There are times when kids are going to do this and this and this, where it’s acceptable... Sometimes I go places where I’m like, ‘I don’t think I relate because my kids aren’t perfect,’ you know. If you’re looking at a parenting class for parents with perfect kids, I don’t feel like I fit in.” – Hmong mother.

“Going back to what I was saying about where every child is different. Every parent’s parenting style is different. You can’t expect, going to a parenting education class and the facilitator saying, ‘You need to set a structured routine and you need to implement and reinforce that day to day. Sorry, that’s not real life. I can’t do that. I have to do what works for me.’” – Hmong mother.

“Oh you know what, I actually might have [heard of parent education]. I went to fill out a form for my son for preschool, they asked if I need to go into a...what I should teach my son, or educate my son before he enters school, I think that’s what it was. I’m not sure so I stayed back.” – Lao mother.

“At the time, it wasn’t as appealing to me. I wasn’t that interested in it. Now that she’s older, I feel like I need to concentrate on getting her ready for school.” – Lao mother.

“Many of my friends who come to my house told me about [parent education class]. There are people who door knock at our house too. But the language barrier, I don’t know English well, so that’s difficult for me.” – Vietnamese father.

Self-Education

Some participants learned how to parent from their own parents, whose styles and practices were culturally specific to their ethnic community. Participants who grew up as older siblings in a big family drew from their experience taking care of their younger siblings. Educated parents, those who attained a Bachelor degree or higher, reported they sought out information on their own upon conception of their first child, mostly through reading parenting books in English. There were 13 references.

“For me, because I’m an educator, I don’t know if most people do this, but I do. If I want to find out about something, I’ll do my research. For instance, when I had my first child, I read books about how to be a good parent, how to discipline your child, to do what works...I’m not going to pay for something that I know I can probably do my own part unless I have absolutely no choice.” – Hmong mother.

“I’ve never heard of [parent education]. I just do my own research myself just for my own knowledge. Okay, I’m a new parent, how do I take care of her, what do I do when she’s this many months old? I just do all of that by myself.” – Lao mother.

“Because you know when we grew up with your mom and dad in your country, we grew up taking care of each other. We never had to go and be given to a daycare. As you grow up, you learn how to care for your own child naturally, because you grow up in a family that already took care of each other.” – Lao mother.

“So I bought a book called What To Expect in the First Year and from that book I learned about, each month, what she is expected to grow into, what her skill development is, and they give some...It’s a thick book. I’m surprised I read a lot of it. So most of what I know comes from my research and in my observations of people and how they treat their kids and talking to friends who have kids as well.” – Vietnamese mother.

“...My mom, she helps a lot, come over and tell me, ‘Oh, you have to do this.’ With the first one, I don’t know how to do anything. I don’t know how to hold her the right way. My husband, he’s very patient. He reads a lot, so we share. Eventually it just come.” – Vietnamese mother.

“I learn [my parenting style] from my wife. Growing up, my parents don’t have the educational background, so they never read to me or my siblings. They’re pretty much farmers. They motivate you to go to school and learn but they don’t have that knowledge to read to you, help you, and guide you through. So I never had that.” – Hmong father.

“I think that for our generation, we’ve been through the school system and college, so we kinda know how to prepare our children. Versus somebody who just came from the camps or my parents, it’s different. It’s just the way we grew up and the level of education we’re exposed to.” – Hmong mother.

“We go on Youtube and look things up too.” – Lao father.

“Um, I don’t know what I got out of that class. I mean it’s nothing different than what your parents taught you, you know....I don’t how much of education it was, it was more of refresher.” – Vietnamese father.

How to Encourage Participation

There were 12 references to ways of encouraging parent education participation.

“For me, [I do] not [need a financial incentive] personally. Because if it’s gonna benefit me in any way, then I think I’d just go.” – Lao father.

“Reasonable cost.” – Lao mother.

“Offer on the right day.” – Lao mother.

“Awareness of the program.” – Lao mother.

“I think it’s important [to offer classes in our native language].” – Lao mother.

“As much as I know English, I would prefer it in Lao. Because there is something in the Laotian language that make you gravitate to that information. Because you understand everything. It’s not just the verbatim, word for word, it’s the cultural aspect of things that you apply into the way you speak it.” – Lao mother.

“But I need to know the class schedule. For example, how long is the class. If it’s one day, then I can arrange my schedule.” – Vietnamese father.

“Language is the most important. Time, I can arrange. I can ask for time off work for a day. But language, I need to understand everything. If I don’t understand all that is said, it would be hard.” – Vietnamese father.

“I heard of it, but I didn’t know what that class taught. It lacked details about what it was. So it didn’t push me to act... if the communication was clearer, I’d be more curious.” – Vietnamese father.

“I have [heard of parent education], but I think that the ones that I read about...were more for low-income and we weren’t qualified...[I’m willing to pay for it], it just depends on how much...” – Cambodian mother.

Specific Challenges of a New Community: the Karen

Competing Priorities

There were 20 references to basic needs that were the most important for Karen focus group participants. Karen parents identified living expenses, food, healthcare, and housing as their top priorities before education.

“At the time, I got pregnant. Then my mom just came here. We were living in a one-bedroom apartment and had problems with the landlord, so we had to move to a 2-bedroom apartment.” – Karen mother.

“What about safety concerns for us? Even though we go to school and participate in the program, but our mind is... we have to worry about other things, like having problems with landlords.” – Karen mother.

“[I have] never been to school, [I] took ESL for a month, but [I] stopped because [I] don’t have time since [I] had to take care of [my] children given that [our] family couldn’t afford daycare.” – Karen mother.

“[I] had some schooling in Burma, attended ESL for a few months [in the U.S.], got pregnant and stopped going.” – Karen mother.

“I couldn’t go to school because my parents couldn’t afford to pay for school. When I came here I went to ESL classes for 2 months. After 2 months, [my] benefits were cut because [my] husband started working and [our] family decided to take care of the children instead.” – Karen mother.

“[I] didn’t go to school in Burma. When [I] got here [I] started attending ESL, [I am] still going, but maybe next month [my] benefits will be cut and [I] will lose daycare and may not be able to go to ESL classes anymore.” – Karen mother.

“Rent is expensive.” – Karen mother.

Health

Karen parents have a high rate of health problems which are made more severe by their lack of English proficiency. Health-related challenges are not limited only to the primary caretakers of the children. In many cases, an extended family member – grandparents, relatives, or close family friends – who have a health need affect the rest of the family’s activities. There were 10 references.

“I was told by my job counselor not to participate in any learning activities because I can’t sit for a long time and I can’t learn. I also have a lot of appointments to attend, at least 3 per week. When I was working, I went to school for 2 years, but only 2 hours per day. I’m concerned that if I participate in the [parent education] program, I’m afraid I don’t have time to go to my appointments.” – Karen father.

“[I] finished fourth grade in Burma. [I] went to ESL classes for a few months [in the U.S.]. [I] stopped because [I] got injured.” – Karen father.

“My youngest one is not doing well. She was hospitalized when she was one-month old. She’s not doing well right now. She’s not growing. She’s only 13 lbs. When she cries, she turns purple and vomits a lot. I’m not sure if she can go to school.” – Karen mother.

“I want to go [to a parent education class] but I’m very forgetful. I can’t learn. I forget things easily, so I don’t know what to do. I cannot sit for a long time because I have back pain.” – Karen mother.

“I work as [a] PCA. [I] finished fourth grade in Burma [and] went to ESL classes for a few months [in the U.S.]. [I] stopped because [I] got injured... [I] have headaches caused by [that] accident from [my] job. [I] used to work for FedEx and had to load and unload boxes. A box fell on [my] head.” – Karen father.

“I have a lot of health issues. I’m still having problems since I had my first child. I had surgery and couldn’t sleep for 10 days. I’m taking medication right now.” – Karen mother.

“[My] husband had a car accident with severe back pain.” – Karen mother.

*“Healthcare [is important] because when we are healthy, we can work. If we aren’t healthy, we cannot work.”
– Karen parents.*

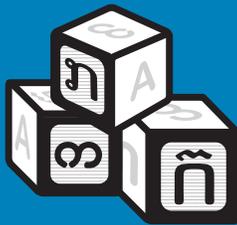
Inability to Navigate the School System

Because of their limited or interrupted formal education, parents’ ability to help their children was very limited. There were 3 references to the challenge of navigating the school system.

“For us, my husband and I don’t know a lot. We don’t know how to read and how to write.” – Karen mother.

“[I] can’t help [my] children because [I’m] struggling with [my] own problems. My children are on their own when it comes to education.” – Karen mother.

“[I] lived in the U.S. [for] almost 4 years. [I] finished eighth grade in Burma, took ESL on and off here, moved up to level 3 and it was too hard [for me]. [I] couldn’t catch up so [I] stopped going.” – Karen mother



COUNCIL ON ASIAN PACIFIC MINNESOTANS
A STATE AGENCY SINCE 1985

CENTENNIAL OFFICE BUILDING • 658 CEDAR STREET SUITE 160 • ST. PAUL • MINNESOTA • 55155
PHONE 651.757.1740 • CAPM@STATE.MN.US • WWW.CAPM.STATE.MN.US

COVER LETTER BLOCK ART BY HANNAH JOHNSON • REPORT LAYOUT AND DESIGN BY KIM JACKSON