



UPK Parent Survey Findings

May 2024

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This presentation was developed by VIVA Social Impact Partners

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Introduction



Survey Purpose

- This survey was developed by Child Care Coordinating Council (4Cs) to capture perspectives of families in order to inform the planning and development of an early learning system in San Mateo County.
- This is part of an effort led by the Universal Pre-Kindergarten (UPK) Mixed Delivery Planning Committee, under the direction of San Mateo County's Child Care Partnership Council (CCPC), with the goal of developing a plan that ensures all four-year-olds and high-need three-year-olds in San Mateo County have access to high quality, full-day early learning programs.



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UPK Parent Survey



- There were 338 total survey respondents with children ages 0-5 across English and Spanish versions of the survey
 - There were 260 respondents for the English version and 78 respondents for the Spanish version
- Responses were collected between March 22 - April 19, 2024
- The survey was distributed via email



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Respondent Overview

In the following slides, results are shown by survey version. The legend indicates whether respondents responded to the English version or Spanish version, or if results have been combined for respondents of both surveys (Overall)

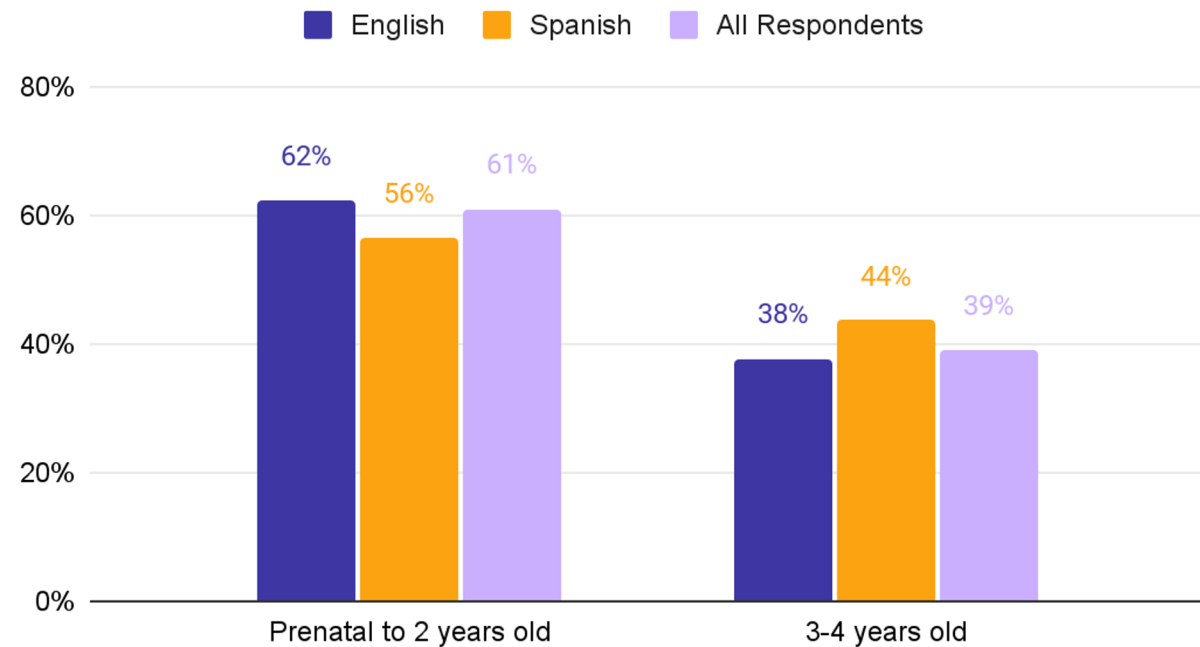


Ages of Children

For most respondents, their youngest child is prenatal to 2 years old.



Which of the following age groups best describes your youngest child?



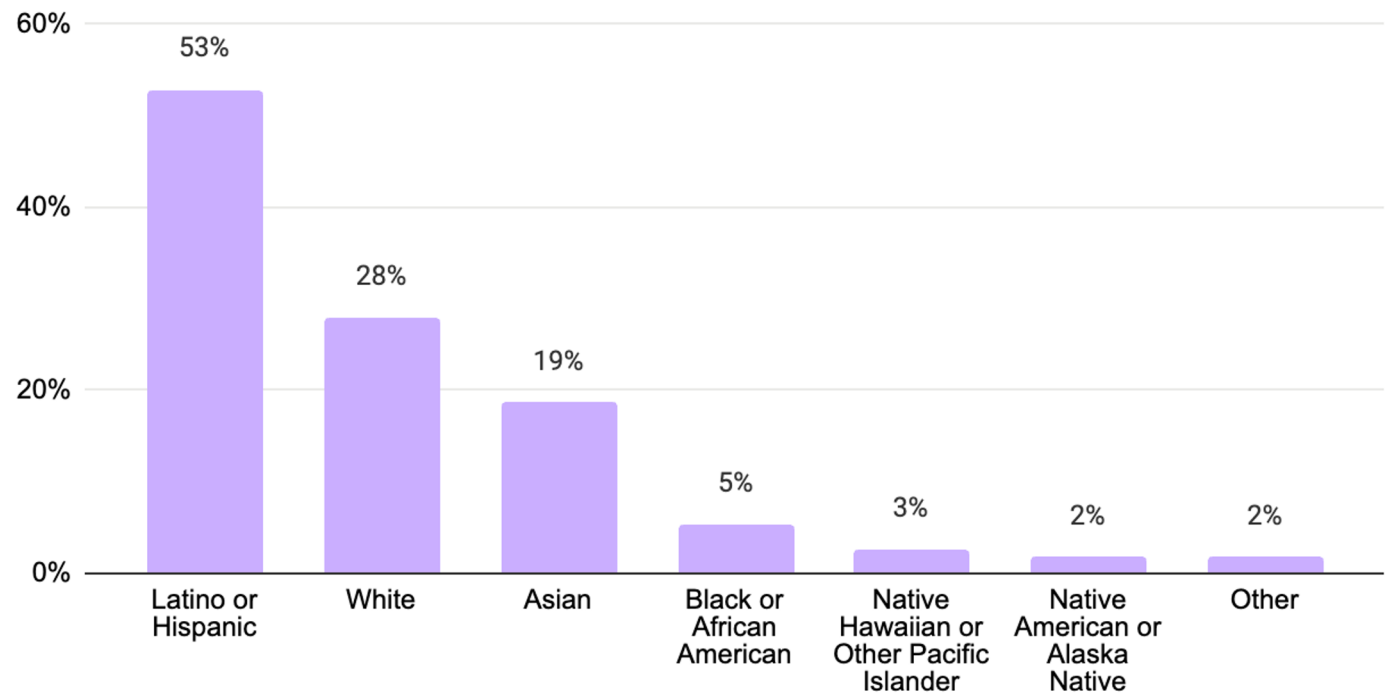
n = 260 for English survey respondents; 78 for Spanish survey respondents; 338 overall

Race/Ethnicity

Most respondents, including nearly all Spanish survey respondents (98%), are Latino or Hispanic.



What is your race/ethnicity? Please select all that apply:



n =225

Respondents who selected "Other" provided the following specifications: Brazilian, Middle Eastern

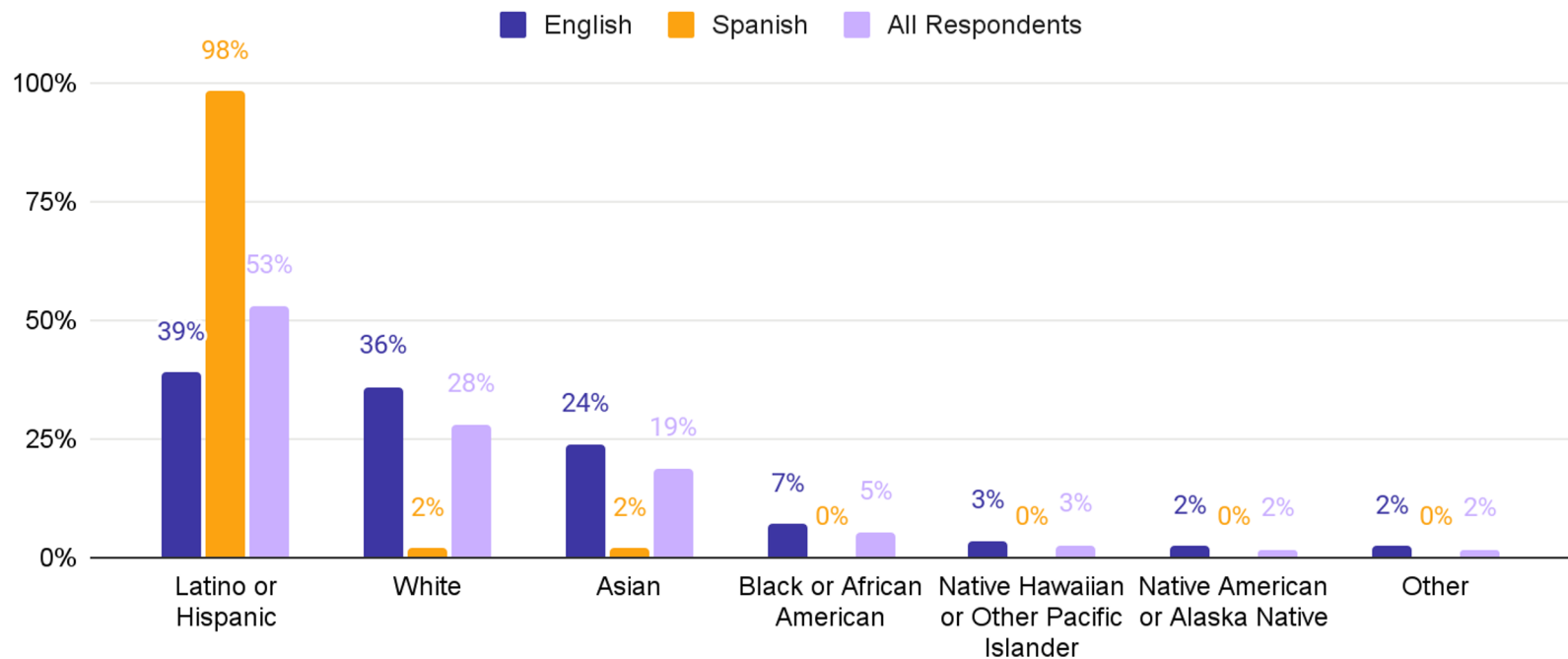
2024

Race/Ethnicity

Most respondents across both survey versions, including nearly all Spanish survey respondents (98%), are Latino or Hispanic.



What is your race/ethnicity? Please select all that apply:



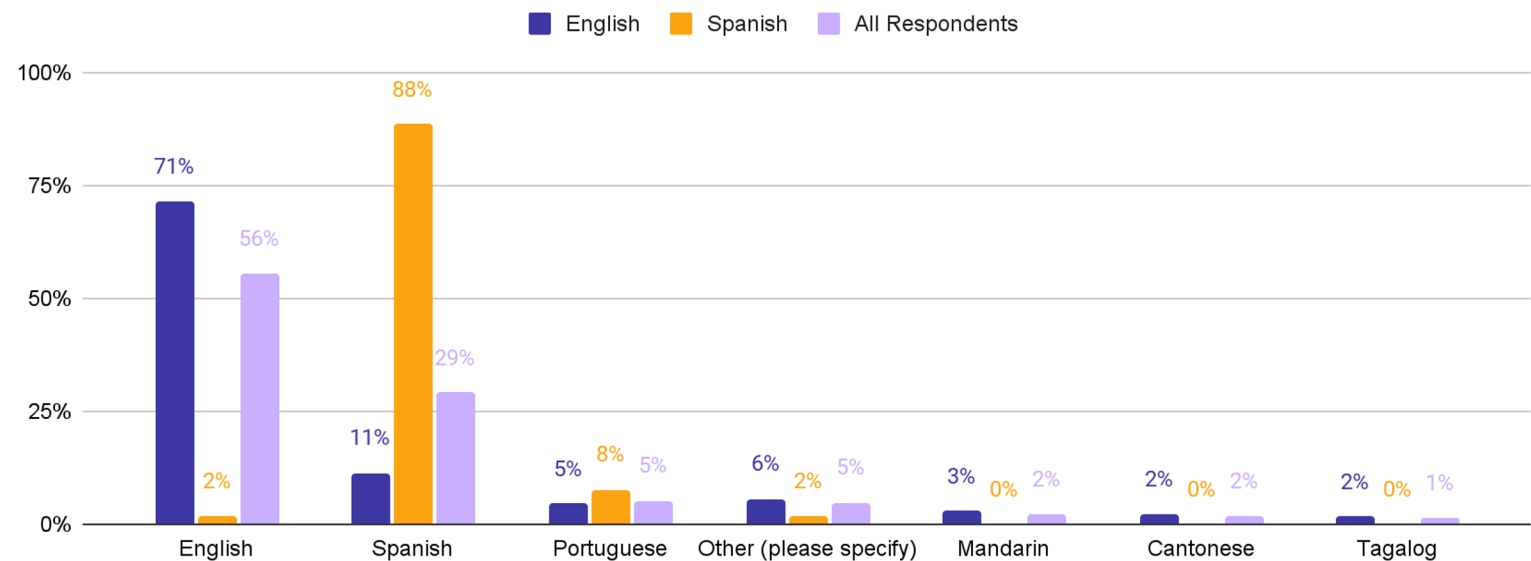
n =172 for English survey respondents; 53 for Spanish survey respondents; 225 overall
 Respondents who selected "Other" provided the following specifications: Brazilian, Middle Eastern

Primary Language

Aside from English and Spanish, the next most common primary languages spoken by survey respondents are Portuguese and Other.



What is your primary language?



n =175 for English survey respondents; 52 for Spanish survey respondents; 227 total

Respondents who selected "Other" provided the following specifications: Arabian, Arabic, Bulgarian, English and Spanish, German, Hebrew, Hindi, Russian, Russian and Georgian, Ukrainian

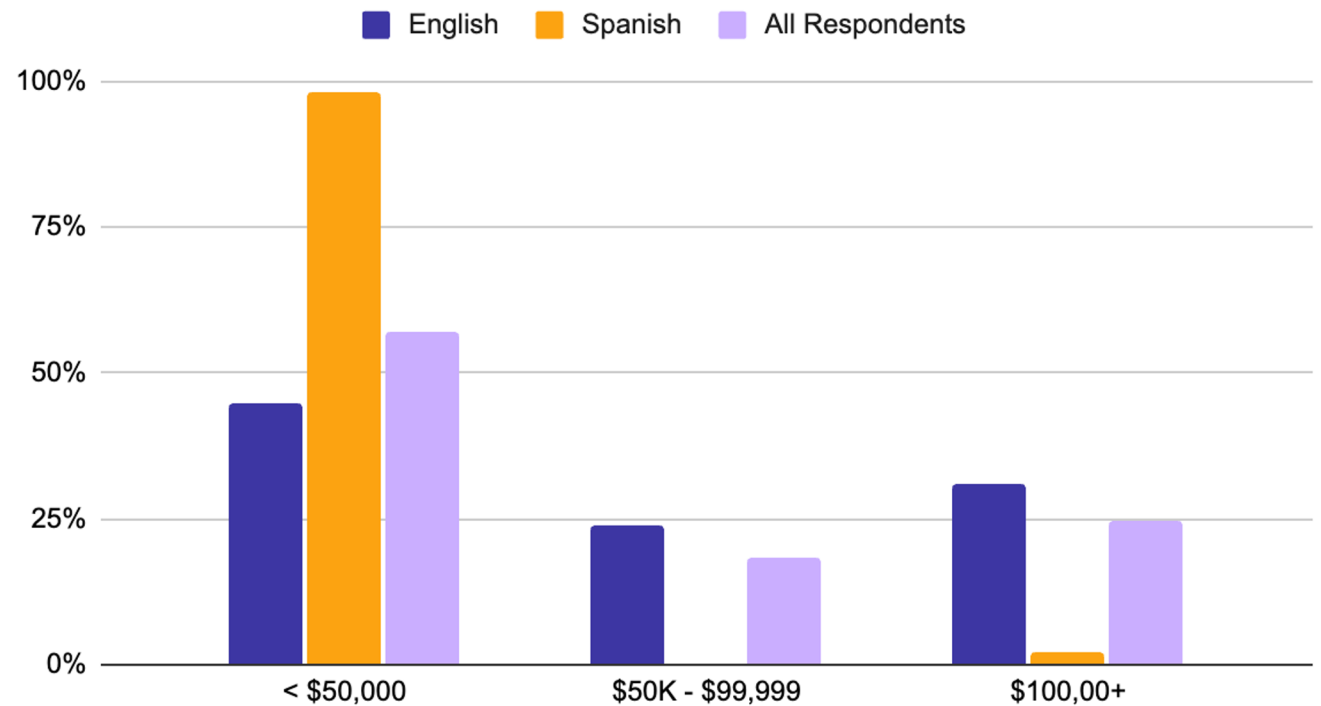
Household Income

The household income for most (57%) of all respondents is **less than \$50,000**.

This is true for 98% of Spanish survey respondents.



What is your household income range?



n =172 for English survey respondents; 52 for Spanish survey respondents; 224 total

Findings

In the following slides, results are shown by survey version. The legend indicates whether respondents responded to the English version or Spanish version, or if results have been combined for respondents of both surveys (Overall)



Familiarity with UPK



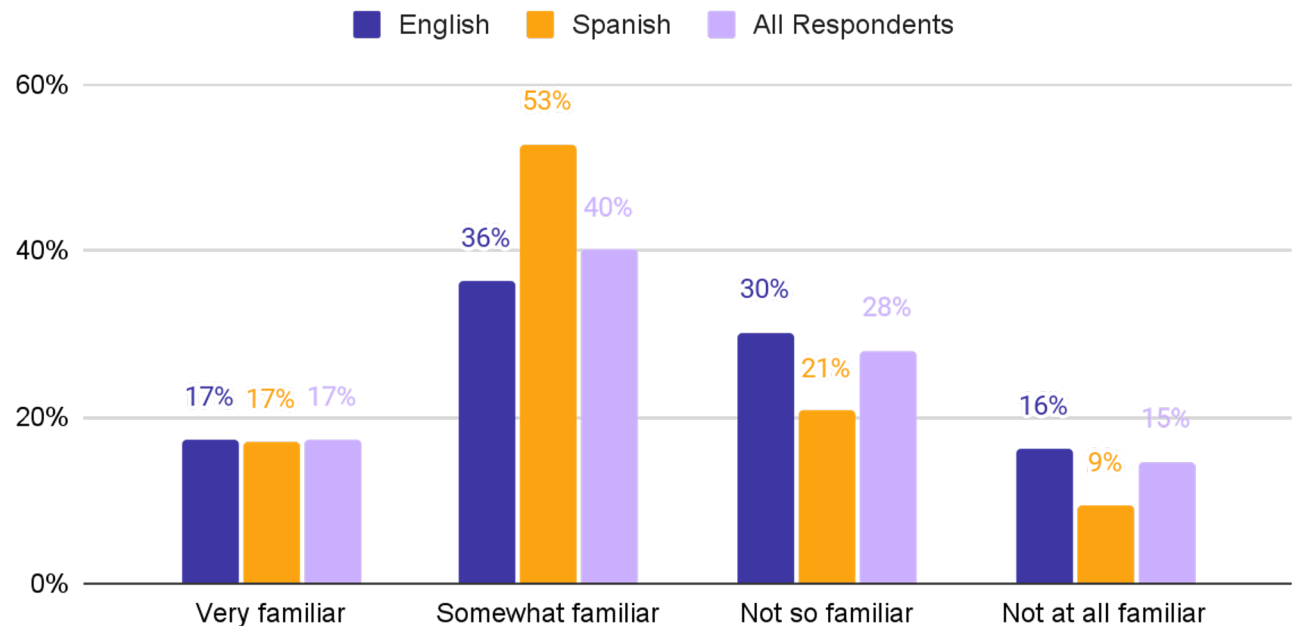
Familiarity with UPK

Most respondents (57%) are somewhat or very familiar with the concept of UPK.

Compared to English survey respondents, a higher percentage of Spanish survey respondents are somewhat or very familiar with UPK.



How familiar are you with the concept of universal pre-kindergarten?



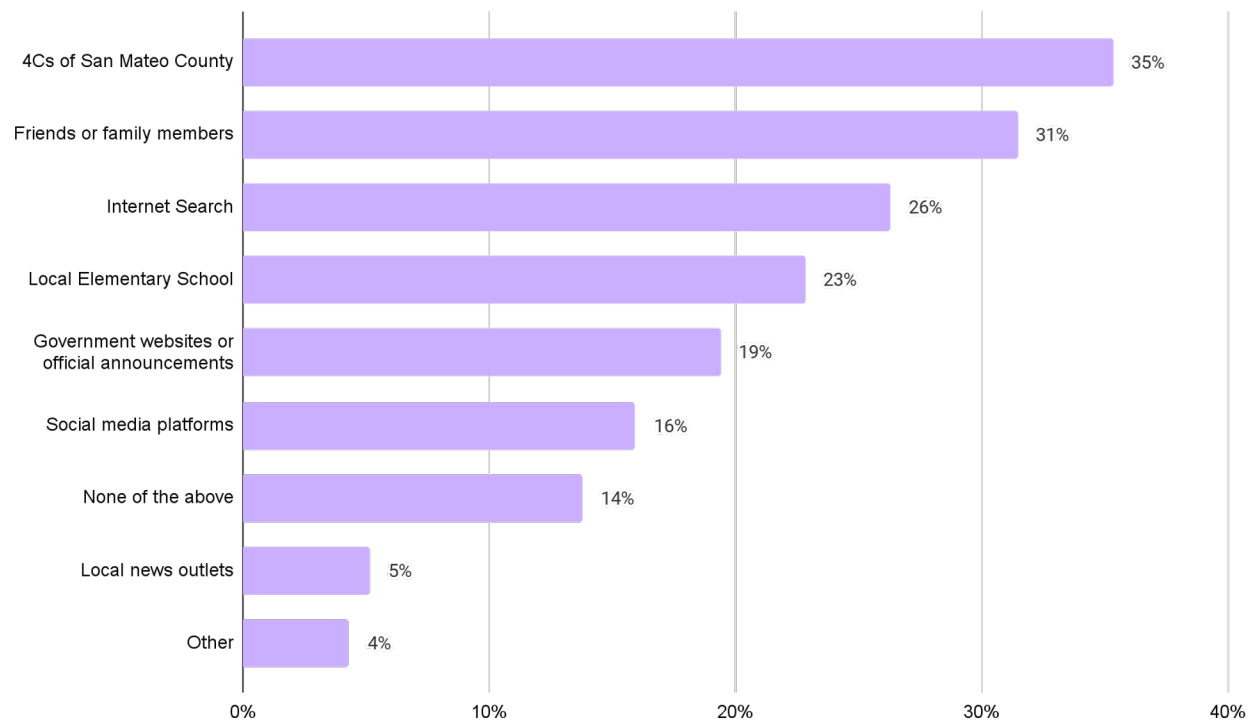
n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

Familiarity with UPK

The most common source of information about UPK is **4Cs of San Mateo County**, followed by friends or family members and internet search.



What sources of information have you used to learn about universal pre-kindergarten?



n =232

Respondents who selected "Other" provided the following specifications: personal experience/education, being a teacher/preschool teacher, pediatrician and mental health therapist, my preschool, school, dental office

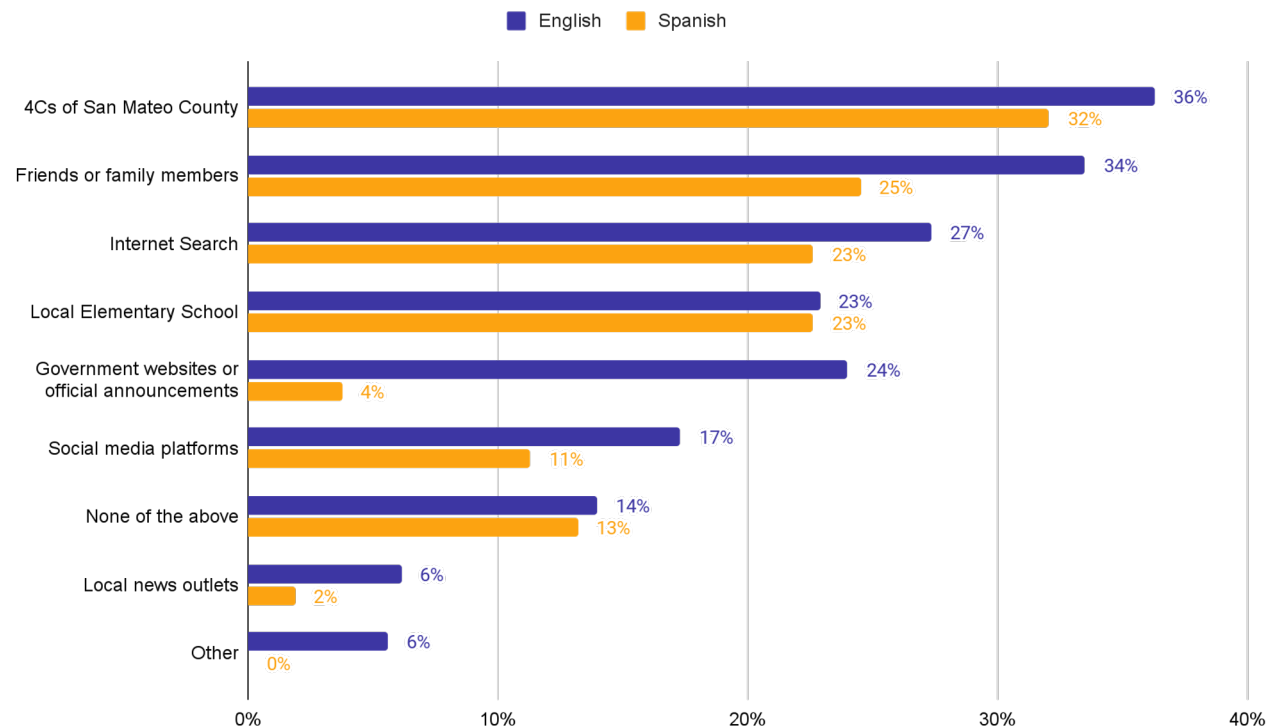
Familiarity with UPK

There is alignment on the most common sources of UPK information for English and Spanish survey respondents.

One exception is that the percentage of respondents who learn about UPK through government websites or official announcements is 20 percentage points higher for English versus Spanish survey respondents.



What sources of information have you used to learn about universal pre-kindergarten?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

Respondents who selected "Other" provided the following specifications: personal experience/education, being a teacher/preschool teacher, pediatrician and mental health therapist, my preschool, school, dental office

Family Priorities



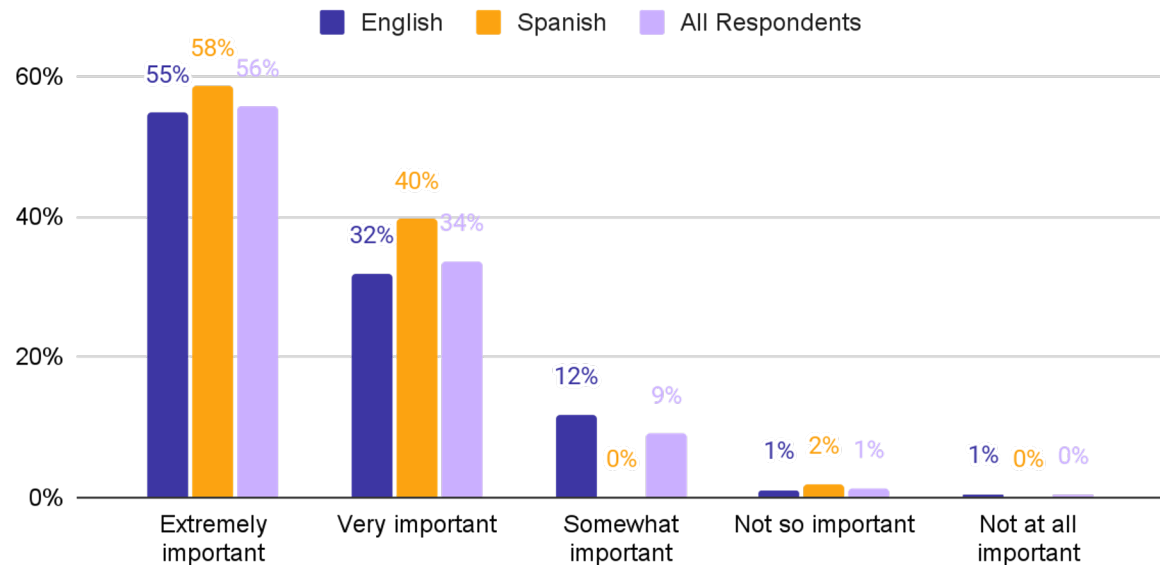
Family Priorities

90% of all respondents believe UPK is very or extremely important for childhood development.

That percentage is even higher (98%) for Spanish survey respondents.



How important do you believe universal pre-kindergarten is for childhood development?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

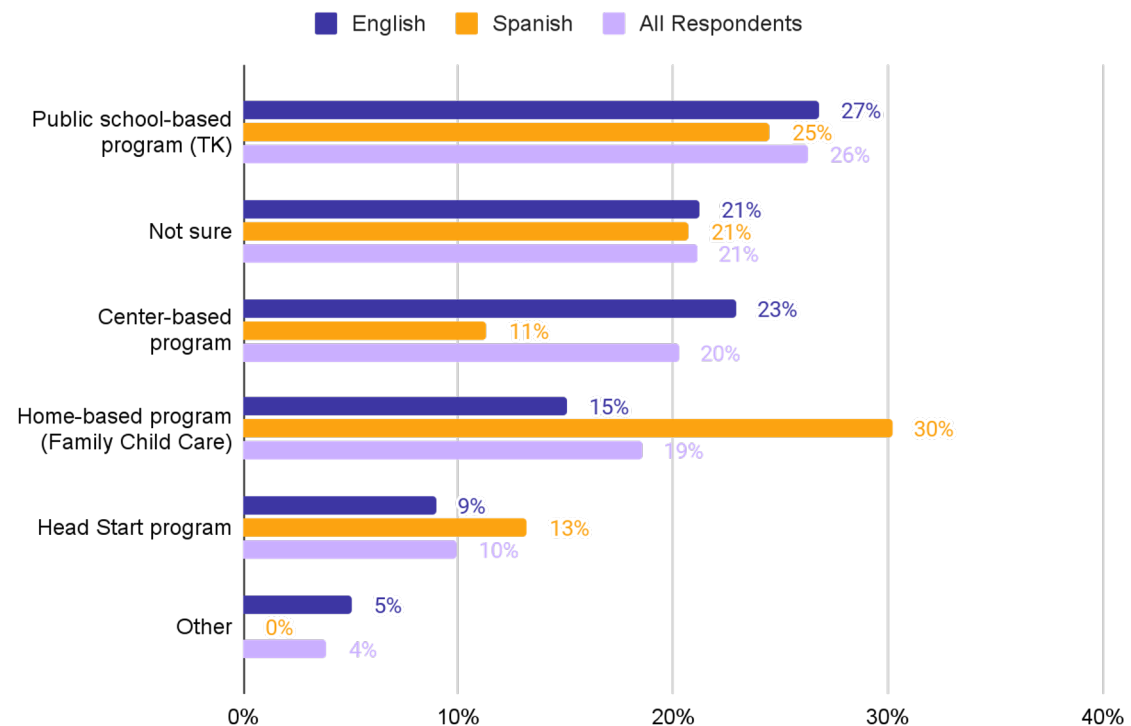
Family Priorities

Overall, preferences for early learning programs were mixed, with the most preferred being public school-based programs (TK).

For Spanish survey respondents, home-based programs are most preferred.



Which type of early education program do you prefer for your child?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

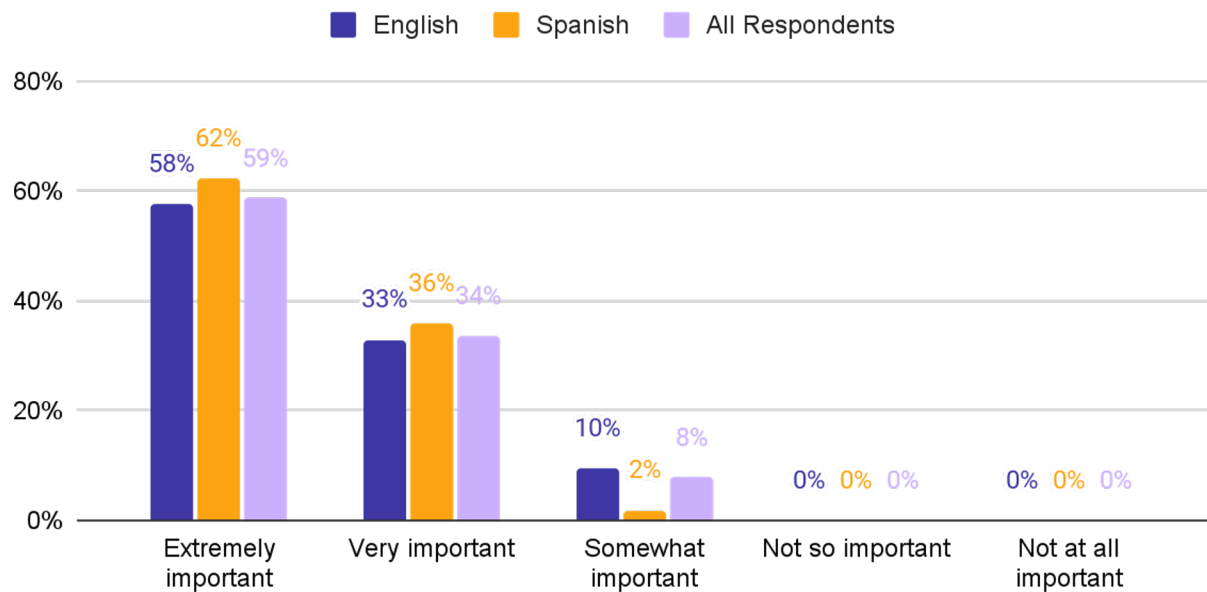
Respondents who selected "Other" provided the following specifications: center-based or Head Start, Faith based, home care for children younger than 3 years old, all/any options, parent co-op preschool, year-round center not run by school district that offers speech and OT services.

Family Priorities

A majority of all survey respondents feel it is **extremely** important that the county's mixed delivery systems offer families access to a variety of early education programs.



How important is it that the county's mixed delivery system offers families access to a variety of early education programs?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

Pre-K Preferences

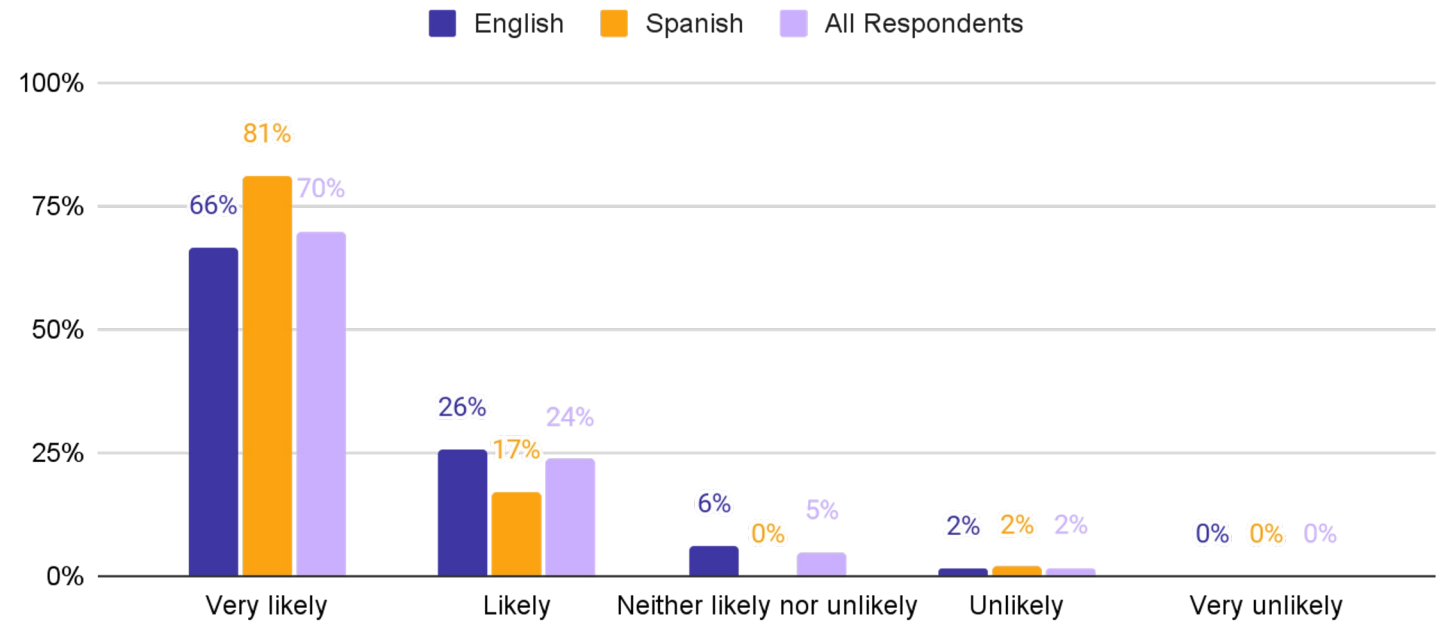


Pre-K Preferences

94% of all survey respondents are likely or very likely to enroll their child in a UPK program if it were available.



How likely are you to enroll your child in a universal pre-kindergarten program if it were available in San Mateo County?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

Pre-K Preferences

Families ranked the factors below in the following order of importance when choosing a pre-kindergarten program for their child.

1. Quality of education/curriculum (Avg rank=2.0)
2. Location/proximity to home or work (Avg rank=2.6)
3. Cost/affordability (Avg rank=2.9)
4. Teacher-to-child ratio (Avg rank=3.7)
5. Facilities/resources (Avg rank=4.6)
6. Inclusivity and diversity (Avg rank=5.2)

Note:

n =232

The average rank order was the same for English and Spanish survey respondents.

Each respondent ranked the above factors from 1-6, with 1 being the most important and 6 being the least important.



Pre-K Preferences

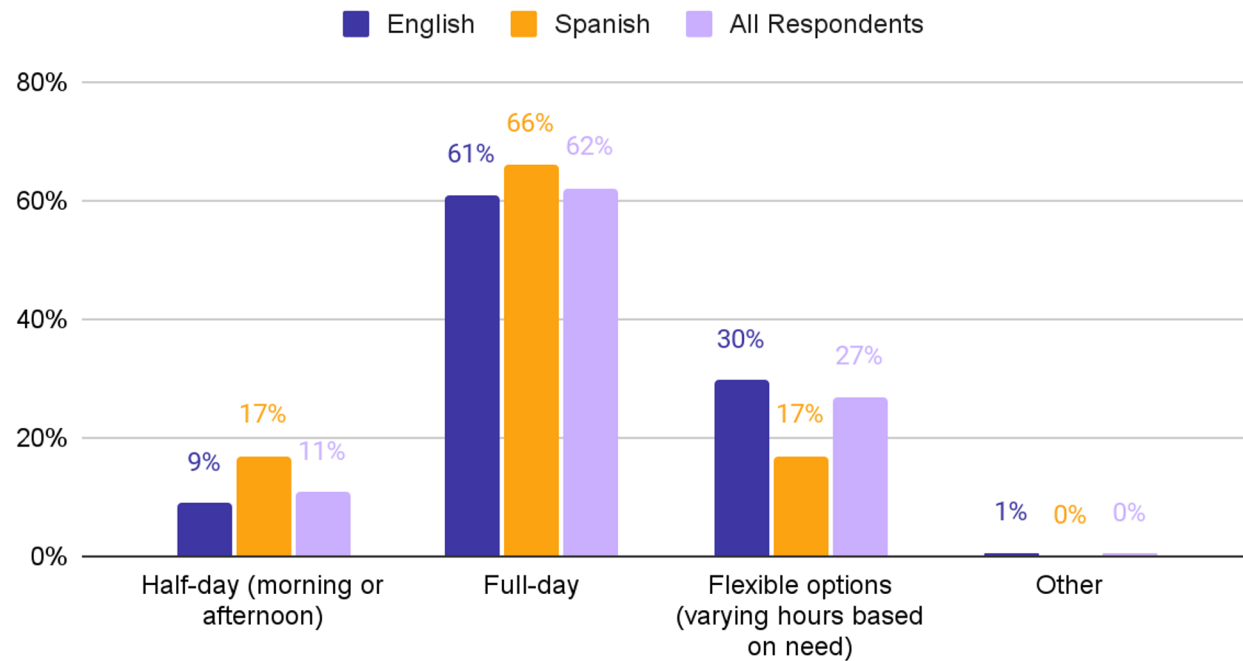
Most survey respondents (62%) prefer full-day Pre-K.

This is 35 percentage points* higher than the next most common preference, flexible options.

*31 percentage points for English respondents and 49 percentage points for Spanish respondents



What duration of pre-kindergarten program do you prefer?



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total

Respondents who selected "Other" provided the following specifications: 3-4 day a week options with the option to do half day or full day as needed based on parent schedule

Pre-K Preferences

Families ranked the factors below in the following order of importance for the pre-kindergarten program to focus on:

1. Social and emotional development (Avg rank=1.8)
2. Academic readiness (Avg rank=2.5)
3. Physical activity and health (Avg rank=3.0)
4. Creative expression and arts* (Avg rank=3.8)
5. Bilingual education/language development* (Avg rank=3.9)

**For Spanish survey respondents, Bilingual education/language development was the 4th highest ranked and Creative expression and arts was the 5th highest ranked, on average.*

Note:



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total
Each respondent ranked the above factors from 1-5, with 1 being the most important and 5 being the least important.



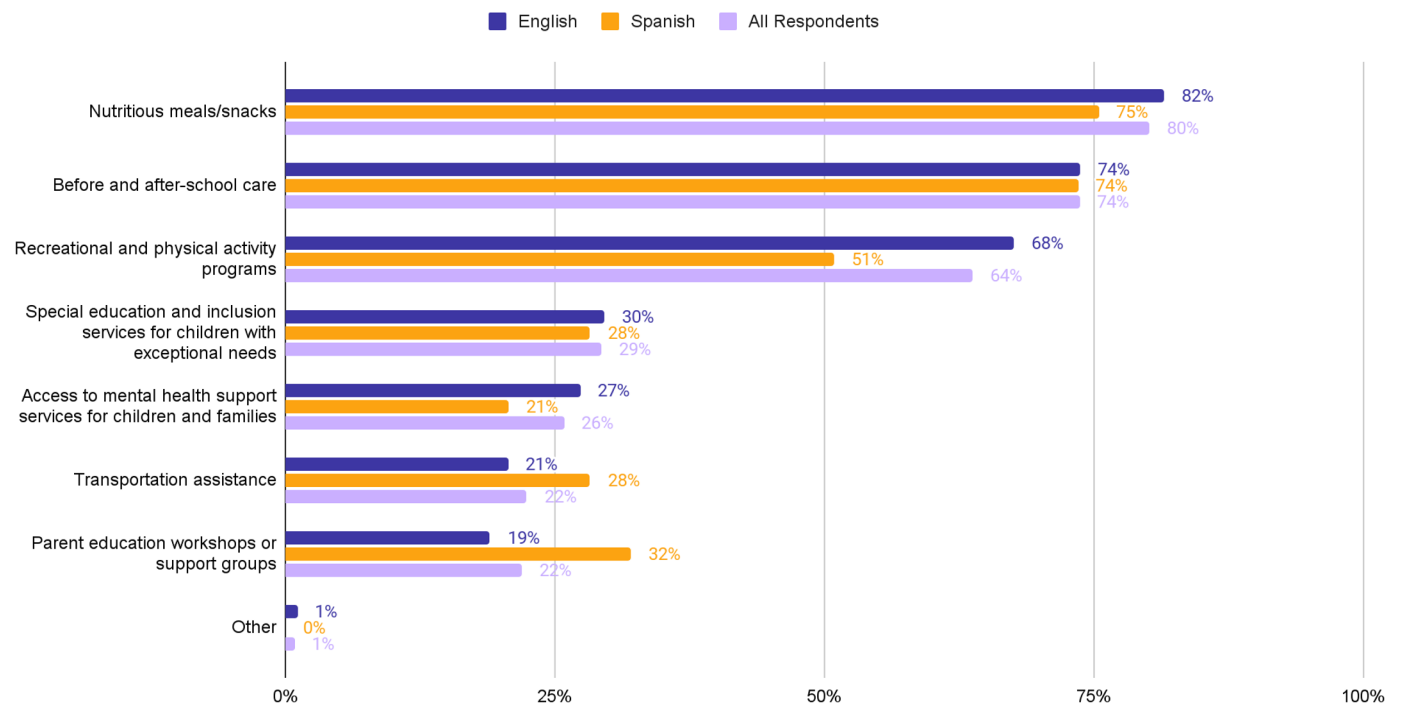
Pre-K Preferences

The most preferred additional services are nutritious meals/snacks, before and after-school care, and recreational and physical activity programs.

For Spanish survey respondents, parent education workshops and transportation assistance is more commonly preferred than for English respondents.



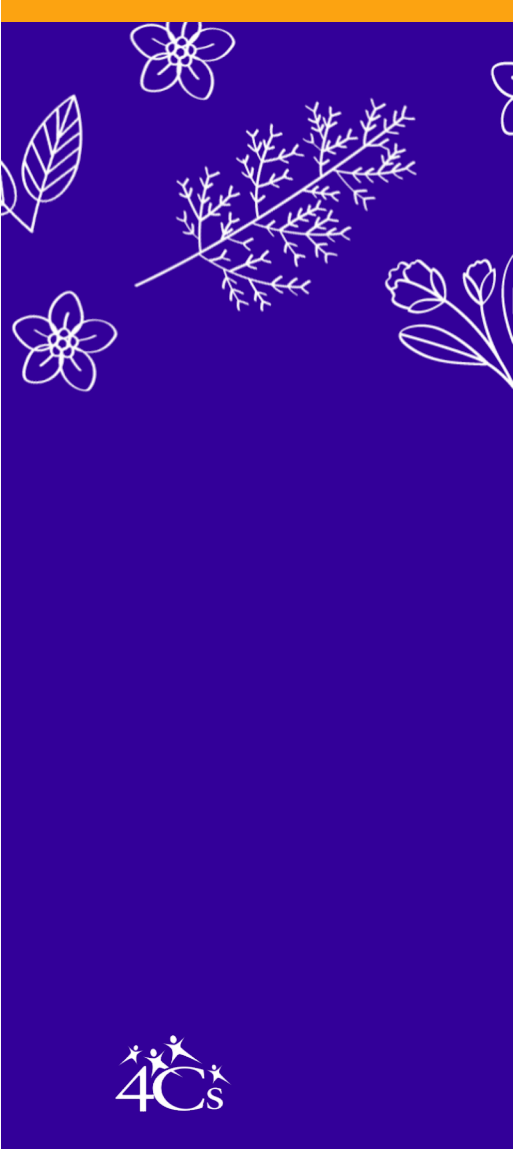
Please select your top three preferred additional services to be offered alongside pre-kindergarten education:



n =179 for English survey respondents; 53 for Spanish survey respondents; 232 total
 Respondents who selected "Other" provided the following specifications: be able to choose my own private preschool, play-based learning

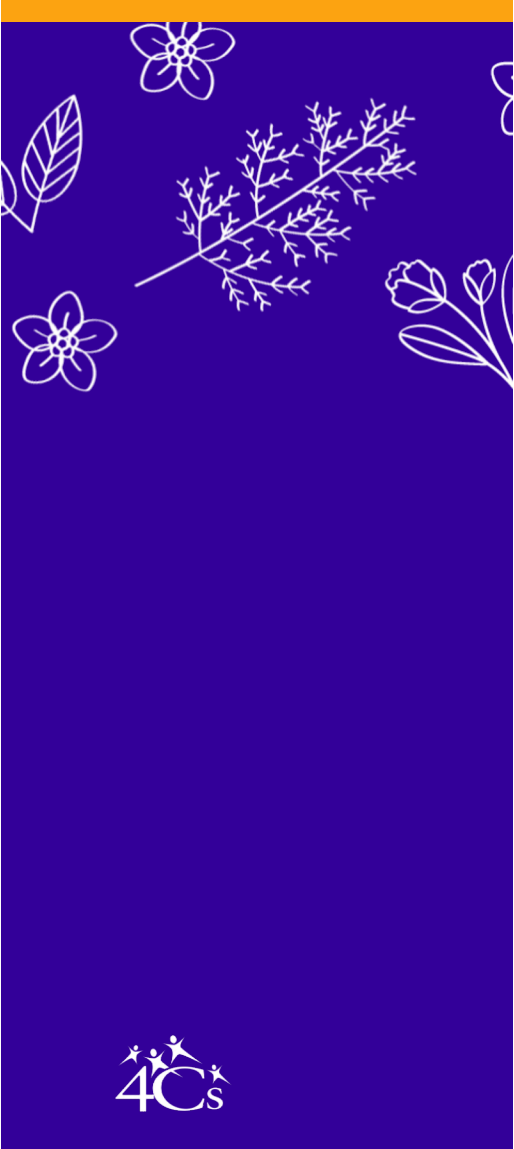
Suggestions and Considerations for UPK Implementation





Long Answer Survey Questions:

1. What suggestions do you have for ensuring equitable access to universal pre-kindergarten programs across different communities within San Mateo County?
2. Are there any specific cultural or community considerations that you believe should be incorporated into the design and implementation of universal pre-kindergarten programs in San Mateo County?
3. Please feel free to share any additional thoughts you have on how to best implement universal pre-kindergarten in San Mateo County. This could include your concerns, expectations, or topics you would like to know more about.



The following slides summarize themes from parents' responses to the long answer survey questions. Please note the following:

- Responses to each survey question are reported for all respondents and also broken out by language (English survey respondents vs. Spanish survey respondents).
- For each question, VIVA categorized responses by theme. The number of parents who mentioned each theme is included in parenthetical enclosures. Some responses mentioned multiple themes, so they are counted more than once.
- If a respondent did not answer the question (e.g., 'NA', 'none', or 'good idea') then it was excluded from the analysis.

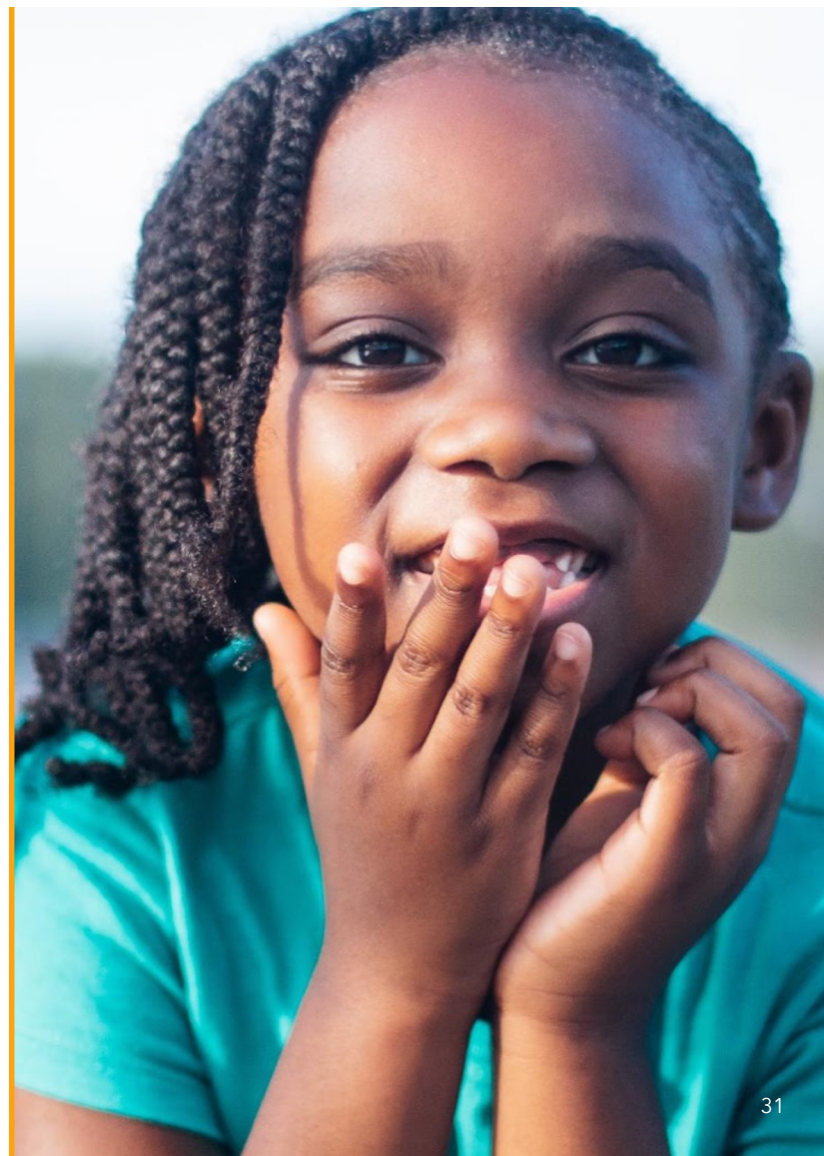
1. Suggestions for ensuring equitable access to UPK programs:

All respondents

- Affordable for all families (23)
- Outreach initiatives to raise awareness about options and resources (10)
- Hours that meet families' needs (7)
- Families able to choose options that meet their needs (6)
- Prioritize families who meet certain eligibility criteria (6)
- Inclusion of diverse languages, cultures and racial identities (5)
- Locations that meet families' needs (4)
- High quality options (5)
- Family engagement opportunities (2)
- Funding availability (2)
- Workforce support (2)
- Easy application process (2)
- More programs (1)



For a complete list of responses, please see the [compiled open text responses](#)



2. Cultural or community considerations to include in the design and implementation of UPK:

All respondents

- Offer bilingual and immersion programs (12)
- Celebrate and learn about cultural diversity (11)
- Affordable for all families (5)
- Diversity in terms of child and workforce demographics (5)
- High quality options (5)
- Offer tailored support to children and families (4)
- Communicate with parents who do not speak English (2)
- Offer outdoor and extracurricular activities (2)
- Hours availability (2)
- Include children of all abilities (1)
- Community engagement to shape programs (1)
- Families able to choose options that meet their needs (1)
- Access to mental and social emotional resources (1)
- Teach sign language (1)
- Teach religion (1)



For a complete list of responses, please see the [compiled open text responses](#)



3. Additional thoughts on implementing UPK, including concerns, expectations, or topics you would like to know more about:

All respondents

- High quality options (12)
- Families able to choose options that meet their needs (8)
- Affordable for all families (6)
- Outreach to raise awareness about options and resources (3)
- Support English language learners (3)
- Desire for help from 4Cs (3)
- Hours that meet families' needs (2)
- Celebrate and learn about cultural diversity (2)
- Diversity of children represented at programs (2)
- Appreciation of work to support families (2)
- Locations that meet families' needs (1)
- Engage families in the planning process (1)
- Funding availability (1)
- Workforce support (1)
- Support for children with learning delays (1)



For a complete list of responses, please see the [compiled open text responses](#)



Key Takeaways



Key Takeaways:



Mixed Delivery: There are a range of preferences for different types of early education programs, and families are aligned on the importance of family choice for a variety of early education programs.



Interest in UPK: Families shared a high level of interest in enrolling their children in UPK programs, particularly full-day programs.



Quality: Families value the quality of education/curriculum, and are particularly focused on social and emotional development.



Affordability: Families expressed the importance of affordability when selecting an early education program and for equitable access to UPK programs.



Outreach: Families need more information about early learning options and resources.



Linguistic and Cultural Diversity: Families want inclusive programs and access to bilingual and Spanish Language programs.



**Please reach out with any
questions:**

4csresourceandreferral@sanmateo4cs.org

Thank you!