

**Learn the Signs Act Early COVID response
Parent survey
Evaluation Summary**

Survey

UCONN UCEDD and LTSAE shared a parent survey across the state to evaluate how to engage families in LTSAE activities and need for materials around development. Bethanne Vergean (Early Childhood Specialist of UConn UCEDD) developed, implemented, implemented and evaluated a plan to address the identified barriers and realize the identified opportunities related to the first step (Parent-Engaged Developmental Monitoring).

The Evaluation:

Participants completed a short survey about the impact of COVID-19. The survey consisted of eight questions and an option to provide contact information. The targeted audience were parents. This survey was sent via email to parents. Two hundred and twenty-seven (N=227) parents participated in this survey.

First item asked was, “How many children in your family are between the ages of birth to age 5?” Of the two hundred and twenty-seven (227) that responded to this survey, one hundred ninety-seven (197, 86.8%) replied (Figure 1). Majority (n =120, 60.9%) of those who responded indicated that they have one (1) child. Which led to a follow up question of “What are their ages?” For this question parents provided multiple answers, as some had more than one child resulting in two-hundred and seventy-eight (278) entries. Again, of the two hundred and twenty-seven (227) that responded to this survey, one hundred ninety-four (194, 85.5%) replied (Table 1). Majority (n=90, 32.4%) of the parents have children around the age 4.

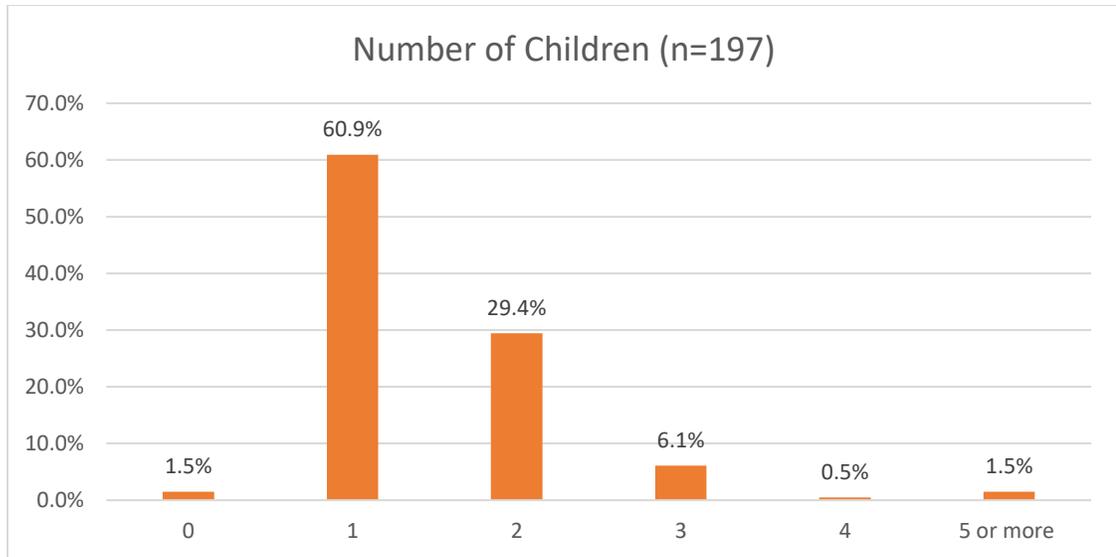


Figure 1 depicts the number of children in a household of the parents that responded to the Learn the Signs Act Early COVID survey, with percentages.

Table 1. *Frequency of Children’s Age Responses. (n=278).*

Age	N	%
0-12 months	37	13.3%
1-year-old	14	5.0%
2-year-old	45	16.2%
3-year-old	54	19.4%
4-year-old	90	32.4%
5-year-old and above	47	16.9%

Consecutively, the next question asked of the parents was “During this time of COVID, what has impacted your family the most?” Of the two hundred and twenty-seven (227) that responded to this survey, one hundred eighty-five (185, 81.5%) replied. This was an open-ended question and parents provided multiple answers resulting in two-hundred and twelve (212) entries. The responses were categorized into 12 categories as depicted in Table 2. A complete list of responses is provided in *Appendix A*. The three most impacted categories were Social Interaction (n=81, 43.8%), School/Counseling (45, 24.3%), and Employment (21, 11.4%). The three least impacted were food (1, 0.5%), COVID, Housing, and Mental Health (2, 1.1%), and Fear/Stress (7, 3.8%). (See Figure 2). It is

very interesting to see that parents are mostly concerned with the lack of social interaction that their child may receive.

Table 2. *Frequency of Impact due to COVID (n=185)*

Categories	N	%
Childcare	13	7%
COVID	2	1.1%
Employment	21	11.4%
Food	1	0.5%
Fear/Stress	7	3.8%
Finances	19	10.3%
Housing	2	1.1%
Mental Health	2	1.1%
School/Counseling	45	24.3%
Social Interaction (lack off)	81	43.8%
Time	8	4.3%
Other	11	5.9%

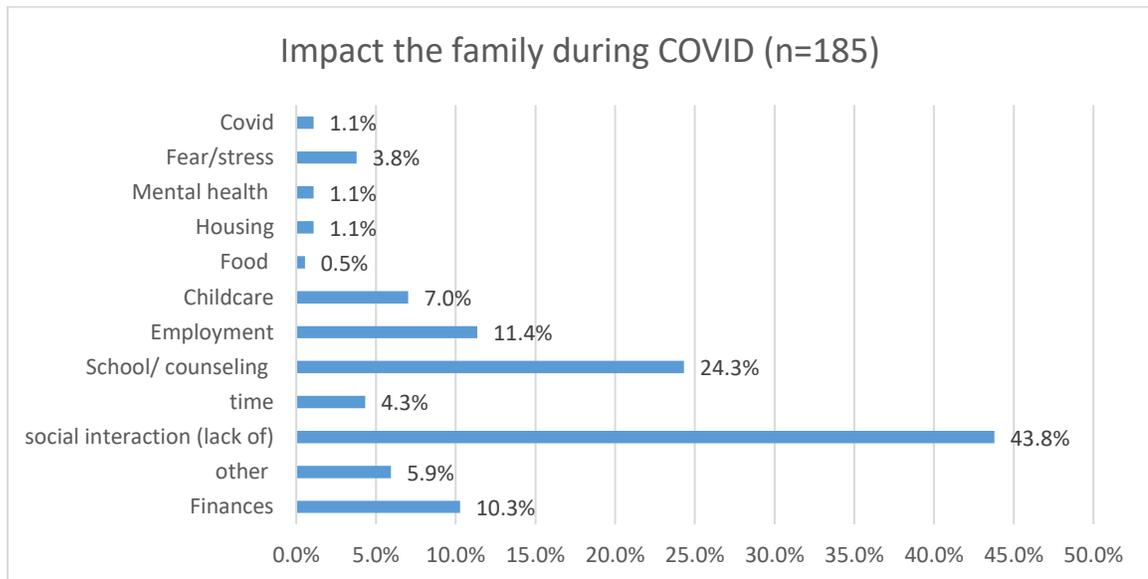


Figure 2 depicts how parents were impacted by COVID.

The next few questions asked were if parents wanted to receive more information, how and what kind of information they wanted to receive. When asked what the best way is to share information with them, of the two hundred and twenty-seven (227) that responded to the survey, one hundred and ninety-five (195, 85.9%) replied. Majority (122, 62.6%) indicated, “Email,” (See Table 3). When asked what area of the child development they need more information about, of the two hundred and twenty-seven (227) that responded to the survey, one hundred and ninety-five (166, 73.1%) replied. Majority (68, 41.0%) indicated, “Personal Social Children's self-help skills and their interactions with others,” which associates with when asked the parents of what had COVID impacted the family most. (See Figure 3). When asked if they are interested in receiving information to support your child’s growth and development, of the two hundred and twenty-seven (227) that responded to the survey, one hundred and eighty-eight (188, 82.8%) replied. Ninety (90, 47.9%) parents indicated, “Yes,” fifty (50, 26.6%) indicated, “No,” and forty-eight (48, 25.5%) indicated, “Maybe.”

Finally, the last two questions focused on the source of interest they would like to receive. When asked where they would like information from, of the hundred and twenty-seven (227) that responded to the survey, one hundred and thirty-one (131, 57.7%) replied (See Table 4). And are they interest in in receiving information to children’s social and emotional growth and development, of the of the hundred and twenty-seven (227) that responded to the survey, one hundred and twenty-nine (129, 56.8%) replied (See Table 5).

Table 3. *Frequency of shared contact (n=195)*

Contact Source	N	%
Social Media	20	10.3%
Text Messages	53	27.2%
Email	122	62.6%

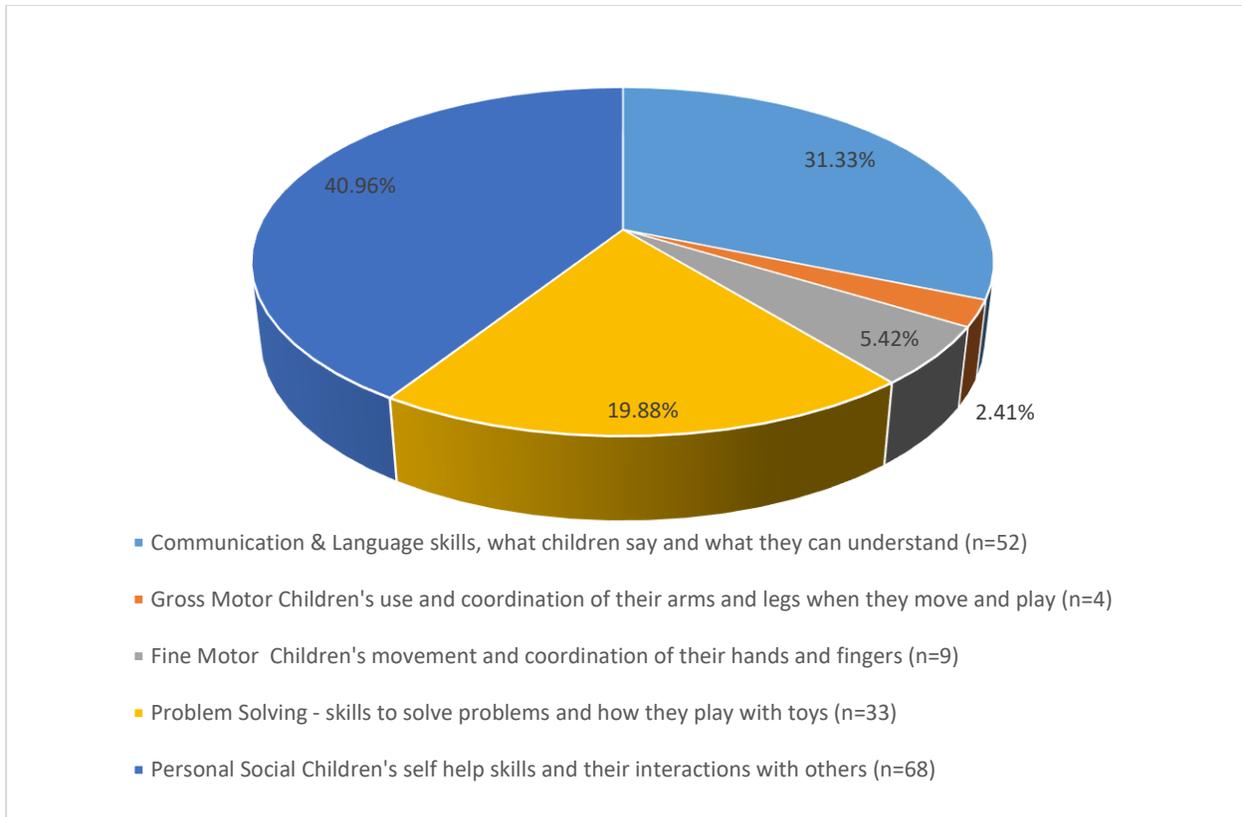


Figure 3 depicts the topic area of the child development the parents need more information.

Table 4. (n=131)

Interest of Information From	N	%
Learn the Signs Act Early materials - how to monitor your children's development	63	48.1%
Ages and Stages - developmental screening questionnaire for parents	68	51.9%

Table 5. (n=129)

Information to children's social and emotional growth and development	N	%
Ages and Stages Social Emotional - questions on social emotional development	74	53.4%
Materials and Tip sheets on Bedtime, Diapering or How to understand children's behaviors	55	42.6%

The last question was optional and asked the parents of those that indicated they wanted to receive more information to provide their contact information. Fifty-four (54, 23.8%) replied and provided the following for their contact information:

Appendix A

During this time of COVID, what has impacted your family the most?

- During this time of COVID, what has impacted your family the most?
- Family help
- The lack of social interaction
- Figuring out work/life balance and childcare
- Finances
- Virtual visits instead of in person.
- Income, schooling, and child's counseling
- being able not to work
- Loss of job
- Having little to no social outings
- not being able to go places together, limited contact with family and friends.
- Not able to go out.
- Socialization
- Fear of getting COVID-19.
- Isolation
- Uncertain school schedules and limited childcare
- Been distanced from our families
- Providing childcare to instruct our children at home while they are distance learning. School schedules constantly change, having to adjust the hours we work to have childcare coverage.
- Time
- Money/work
- Isolation, and lack of socialization for Jeremiah, age 4, developmentally delayed.

- Not seeing family
- loss of job
- School
- Inability to bring our children to socialize and interact with other children.
- Lack of affordable childcare
- Job loss, financial hardship
- Childcare
- School closures
- The lack of social interactions, the lack of hands-on therapy, the ability to stay home all the time enforcing being terrified of being out.
- School
- Here not being in school
- Hybrid learning
- Not being able to travel
- The social distancing and closures
- restrictions on work
- Lack of schedule, and kids having difficulty with school.
- Education. Distance and hybrid learning is NOT an education.
- Childcare
- Finances, and being able to socialize our child.
- Death
- stress
- Not being able to be around family and friends
- Kids missing out on school, the structure, and social interaction
- Education
- Not seeing extended family
- Socializing
- quarantine
- Time and financial
- Childcare

- School going back and forth between in person and distance learning. It's next to impossible to distance learn a Pre-Schooler.
- burden of being a healthcare worker
- Working schedules
- Less socialization
- Not being able to socialize, finish preschool, see grandparents and cousins, and stress :(
- Inconsistent schooling
- Unreliable school
- Staying home
- Scheduling and coordinating
- the inconsistency of childcare
- Having to limit our outings and trying to stay at home and socially distanced
- Lack of socialization and activities outside the home
- Constantly being worried about having daycare. Having Two parents who have to work every day, but school is at home online.
- Not being able to see other family members.
- Not being able to be with other family members
- Child's education
- Being home bound from work and school
- Not being able to go out to places
- Isolation
- Unemployed and can't travel.
- Remote learning / daycare
- Schools closing
- Socialization & being able to travel
- The fear of the unknown. We experienced anxiety and social skills were affected.
- Missing hanging out with friends
- not having access to as many activities
- Not being able to see friends and loved ones as much as before
- Lack of contact with friends and family

- Money
- Being in a school setting to be able to be hand on.
- social gatherings
- Money
- Going fully remote
- School schedule
- Remote learning
- Not being able to socialize with other family members and friends
- Daycare hours, in person learning, sitting in front of a screen for hours, constant distractions, missing out on human interaction, worried about stunted social skills
- The challenge of remote learning and working
- Lack of activities, interaction
- Financial
- Not being able to go to public places
- Income
- staying inside all day
- Not seeing family
- Financial strain
- Isolation
- Uncertainty. Fear. Finances
- No family activity at school
- Not being able to go out to places we would usually go, we had to cancel our summer vacation.
- School
- School
- Staying safe and away from others
- We have been very blessed in every way possible thank you.
- School closures
- Not able to visit family members.
- being stuck inside and not seeing friends around his age

- Social interaction, ability to leave the house together and missed opportunities to visit with other family members.
- School closings
- Remote learning
- Loss of wages
- mental health of myself and trying to keep our lives as normal as possible without impacting children, also having to explain the changes in terms a 4yo can understand
- School closures
- Having childcare consistently, financial issues
- Isolation, lack of community events and socialization
- Childcare
- Socializing
- Mental and Emotional Health and Financial Struggles
- Social
- Work
- holiday
- The rent
- Nothing
- Not being comfortable sending them to school and having to teach them at home.
- Not being able to see family
- Having to teach my kids
- No school, being sick
- Seeing family
- Getting positive results of COVID
- Family gatherings
- Being stuck at home in the spring
- Work scheduling
- N/A
- Not being able to go out
- Opening too late.

- Isolation from friends/change on routine
- Lack of interaction with other people
- The baby dad getting COVID-19.
- Changing our outings and activities
- Socialization, home schooling, work
- Distance learning for my oldest
- Inconsistent schedules
- Seeing family
- Divorce - living arrangements, routine disruption
- Isolation
- No socialization indoors
- A falta de servio
- Being sheltered in the house and limited to home/not seeing family as much as we want
- Not having family gatherings or celebrating special events. The uncertainty of schools being open and trying to keep everyone safe.
- Social isolation
- Income
- work from home/home school juggle
- Little to no family activities outside of home
- More home time / less school
- Being stuck home since the birth of the baby. Zoom fatigue.
- Not seeing family and friends - children not getting proper education
- Working from home full time while daycare was closed
- Social interaction
- Nothing
- Everything
- School/work
- Finances
- Financial
- Socialization

- Education
- Not seeing family
- Being able to visit with friends indoors
- our moving to CT from our home in NYC
- The uncertainty of things
- In person learning
- Isolation
- loss of work and time management
- Stress
- lack of socialization
- Being home together most of the time. The kids get on each other's nerves easily. Also not being able to play sports.
- job loss
- Finances
- Lack of socialization for my 4-year-old
- Closing of Childcare, food Disparities
- Being stuck at home
- isolation
- Mobility, engagement with others
- Income
- school issues
- Consistent Child Care
- Lack of socializing with peers.
- Income