



Department
for Education

Childcare and early years survey of parents 2019: Push-to-Web Mode Trial

**Methodological Report
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Ipsos MORI

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1 Summary

The Childcare and early years survey of parents (CEYSP) has, since 2004, provided salient, up-to-date information on parents' use of childcare and early years provision, as well as on parents' attitudes towards, and experiences of, local childcare. Funded by the Department for Education (DfE), it is a major cross-sectional survey which collects data through face-to-face in-home interviews with around 6,000 parents of children aged 0 to 14 in England.

In 2018, DfE commissioned Ipsos MORI to carry out a 'mode trial' to test the optimal design of a push-to-web survey intended to produce survey estimates to complement, or even replace, those produced by the face-to-face CEYSP. Under the push-to-web approach, parents were invited by post to take part in an online survey by navigating to a web-link printed on their invitation letter.

An online questionnaire was developed which asked parents about their experiences of and attitudes towards childcare. The questionnaire was developed using Mobile First principles – that is, with completion on a mobile device foremost in mind - and was subsequently revised via cognitive and usability testing with parents.

An equal probability sample of 18,000 children aged 0 to 14 in England was drawn from the Child Benefit Register. A letter was mailed to each child's benefit claimant (i.e. their parent) inviting them to complete the survey using the URL and unique access code contained in their letter. A reminder letter, followed by a reminder postcard, was sent to non-responders. Fieldwork lasted six weeks, between May and July 2019.

Three features of the survey were experimentally manipulated to explore the optimal design: incentivisation (a £5 gift voucher conditional on completion, vs a tote bag enclosed in the invitation mailing, vs no incentive); provision of a leaflet in the invitation mailing (leaflet, vs no leaflet); and survey length (15 vs 20 minutes).

The overall response rate was 15.2 per cent, far lower than the response rate achieved for the face-to-face CEYSP (50.9% in 2018). Of the three experimental treatments, only incentivisation had a significant impact on response: the tote bag increased the response rate by 4.4 percentage points compared to offering no incentive, and the offer of a £5 gift voucher increased the response rate by 9.3 percentage points compared to offering no incentive.

The inclusion of a leaflet in the invitation mailing did not make any meaningful difference to the response rate, suggesting that a leaflet accompanying the invitation letter is unnecessary if the aim of the leaflet is to increase the response rate, rather than to convey necessary information that cannot be contained within the letter. The stated length of the survey (15 minutes vs 20 minutes) also made no meaningful difference to the response rate, suggesting that a push-to-web survey about childcare of up to around 20 minutes in length can be considered, without fear of damaging the response rate.

A comparison of the profile of the responding push-to-web sample against that of the responding 2018 face-to-face CEYSP sample found the push-to-web sample to be biased in certain ways. Parents responding to the push-to-web survey were more highly educated, with higher incomes and levels of employment, lived more often in couple (vs lone parent) families, and lived in less deprived areas of the country. The offer of a £5 gift voucher tended to reduce these biases, whereas the provision of the tote bag tended to exacerbate these biases.

In spite of these biases, the push-to-web survey produced similar estimates to the 2018 face-to-face CEYSP for certain simple, factual questions, including estimates of children's use of formal childcare during term time, and parents' awareness of the free hours of childcare schemes. Greater differences arose, however, for questions relating to parents' attitudes and intentions, including questions around parents' employment preferences, and how they felt about the amount of learning and play activities they do with their child.

2 Introduction

2.1 Background

The Childcare and early years survey of parents (CEYSP) is a major Department for Education (DfE) funded cross-sectional survey series. It provides salient, up-to-date information on parents' use of childcare and early years provision, as well as on parents' attitudes towards, and experiences of, local childcare. The data are collected through face-to-face in-home interviews with around 6,000 parents of children aged between 0- and 14-years-old living in England¹. The response rate for the most recently completed wave (2018) was 51 per cent².

With a history stretching back to 2004, and 11 completed waves to date, the CEYSP provides an invaluable resource for policy makers, and researchers from government, academia, the charity sector, and other backgrounds to understand in detail the changing landscape of childcare and early years education in England.

In November 2018, DfE commissioned Ipsos MORI to carry out a 'mode trial' to explore the scope for certain CEYSP measures to be collected online, rather than face-to-face. This mode trial took the form of a 'push-to-web' survey, with a target of at least 2,000 interviews, with parents invited by post to take part in an online survey by navigating to a web-link printed on their invitation letter. We hereafter refer to this push-to-web survey of parents as the 'push-to-web mode trial', and to the ongoing face-to-face survey of parents as the 'face-to-face CEYSP'.

The push-to-web mode trial complements other recent methodological work that has sought to understand whether push-to-web surveys, with their faster turnaround times and lower budgetary demands, can deliver survey estimates robust enough to supplement, or even replace, those traditionally collected by face-to-face interviewing.

Recent examples of such work include:

- work carried out in 2018 for the Office for National Statistics (ONS), under their Data Collection Transformation Programme, exploring the optimal design of a push-to-web 'Labour Market Survey' designed to collect labour market estimates that have traditionally been collected by the face-to-face Labour Force Survey³.

¹ For the 2019 CESYP the target sample size was reduced to 5,000, and the age range changed to children aged 0 to 4. The 2020 CEYSP will revert to a target of 6,000 interviews with parents of children aged 0 to 14.

² For the Statistical First Release Report, Technical Report, and Data Tables for the 2018 face-to-face CEYSP, see: <https://www.gov.uk/government/statistics/childcare-and-early-years-survey-of-parents-2018>

³ See <https://bit.ly/2KCmkiY> and <https://bit.ly/2Lm78G6>

- work carried out in 2015 for the Cabinet Office, exploring the potential of moving the face-to-face Community Life survey from a face-to-face mode to a push-to-web/postal mode⁴. Since this work, a push-to-web/postal mixed-mode approach has replaced the face-to-face mode.
- Work carried out in 2012 for City University London, comparing data from parallel face-to-face and push-to-web surveys for the European Social Survey⁵.

2.2 Aims

The overarching objective of the push-to-web mode trial was to test the optimal design of a push-to-web survey intended to produce survey estimates to complement or even replace those produced by the face-to-face CEYSP. Specific aims were to:

- Test whether appropriate questions could be designed using a push-to-web approach.
- Test the impact on survey response of variations in survey incentivisation, fieldwork materials, and survey length.
- Assess the data quality, and accuracy of survey estimates.

2.3 Structure of this report

Chapter 2 (Methodology) begins by describing the sample design, the sample selection, and the experimental design. Next, the questionnaire is discussed, including the identification of the initial research questions, the cognitive and usability testing carried out, and the functionality of the scripted online questionnaire. The chapter concludes by describing the invitation and reminder mailings posted to sampled addresses.

Chapter 3 (Results) begins with a presentation of response rates, analysing how these vary by geodemographic variables, by family characteristics, and by experimental condition. Comparisons are made to the equivalent response rates to the face-to-face CEYSP where relevant. A multivariate regression analysis then examines the combined impact of the various experimental treatments on response rates.

The chapter then turns to other response considerations, including the date and time of completion, the device type used, and the questionnaire length.

⁴ See <https://bit.ly/2N989UH>

⁵ See <https://bit.ly/2IWAu3h>

Next, the weighting strategy is described. Following this, the profile of the achieved push-to-web sample, as well as key survey estimates, are compared with the 2018 face-to-face CEYSP.

Chapter 4 (Conclusions) presents the conclusions and recommendations arising from the push-to-web mode trial.

3 Methodology

3.1 Overview

Survey population and sampling

Following the approach of the face-to-face CEYSP, the survey population for the push-to-web mode trial was children aged 0 to 14 living in private residential accommodation⁶ in England. While children were the sampling unit, interviews were sought with one of the child's parents (or more specifically, an adult with 'main or shared responsibility for making decisions about the child's childcare').

An equal probability sample of 18,000 children was drawn from the Child Benefit Register (CBR) by HM Revenue & Customs (HMRC). Each sampled child was the 'selected child' about whom detailed child-specific questions were asked in the interview.

Experimental design

Three features of the push-to-web mode trial were experimentally manipulated to explore the optimal survey design:

- incentivisation (a £5 gift voucher conditional on survey completion, vs a tote bag enclosed in the invitation mailing, vs no incentive);
- provision of a leaflet in the invitation mailing (leaflet, vs no leaflet);
- survey length (15 minutes, vs 20 minutes).

A full factorial (3 x 2 x 2) experimental design was implemented so that the impact of the experimental treatments could be assessed independently, as well as allowing for interactions between the treatments to be explored.

Questionnaire development

The questionnaire was developed using a 'Mobile First' approach, with completion on a mobile device foremost in mind. This required a number of conventions to be followed, including the use of short and simple language throughout, limiting the number of answer options displayed on screen, avoiding open-text and open-numeric question formats, and limiting the overall questionnaire length to 15 minutes, or 20 minutes for those assigned to the 20 minute experimental condition. As such, the length and complexity of the face-to-face CEYSP questionnaire meant that no attempt was made to translate it into an online format. Instead, childcare-related research questions of interest were identified, and from these, a Mobile First questionnaire was developed afresh.

⁶ Children living in communal establishments such as children's homes were excluded.

The research questions included: children's use of childcare during term time and during holiday periods, payment for formal childcare during term time, parents' perceptions of local formal childcare, parents' awareness of childcare entitlements, and the home learning environment.

Where possible, specific questions from the face-to-face CEYSP questionnaire were retained, with as few changes as possible, in order that survey estimates between the push-to-web mode trial and the face-to-face CEYSP could be compared.

Once drafted, the questionnaire was subjected to cognitive testing with 12 parents, four in each of London, Manchester, and Birmingham. A paper version of the questionnaire was used - designed to mirror the implementation of the online survey - to streamline the questionnaire design timetable by avoiding potentially lengthy online scripting and re-scripting periods.

Following the cognitive interviews, appropriate revisions were made to the questionnaire, and the questionnaire was scripted.

The scripted questionnaire was then subjected to usability testing with 11 parents, in Ipsos MORI's London offices. The usability testing was designed to hold as true to parents' actual experience of survey completion as possible. Parents were handed a copy of the push-to-web invitation letter on arrival, and then completed the online survey without guidance, and using a device of their choosing: their own smartphone, or a tablet or laptop, which were provided.

Following the usability testing interviews, appropriate revisions were made to the survey script, and it was launched in readiness for fieldwork, using the (now inactive) URL: www.childcaresurvey.org.

Invitation and reminder mailings

The invitation and reminder mailings were designed following the principles described in the Tailored Design Method (TDM), which seeks to minimise the perceived costs of survey participation, while simultaneously highlighting the benefits⁷.

There were three survey mailings: an invitation letter, a reminder letter, and a reminder postcard. All mailings were addressed to the named benefit recipient of the child sampled from the Child Benefit Register and were mailed second class.

The fieldwork period was six weeks, with the invitation letter posted on 22 May 2019, and fieldwork closing on 6 July 2019.

⁷ Dillman, Don A., et al. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 3rd ed, Wiley & Sons, 2009.

3.2 Sampling

Survey population

Mirroring the approach to the face-to-face CEYSP, the survey population for the push-to-web mode trial was children aged 0 to 14 living in private residential accommodation⁸ in England. Although the sampling units were children, the interview for each selected child was sought with an appropriate adult, defined as an adult within the child's household with 'main or shared responsibility for making decisions about the child's childcare'⁹.

This survey population definition, and approach to identifying an eligible respondent, was identical to that of the 2018 face-to-face CEYSP.

Sample frame

Children were sampled from the Child Benefit Register (CBR) by HM Revenue & Customs (HMRC).

The CBR has historically provided near total coverage of the survey population, given the near universal take-up of Child Benefit among parents of children aged 0 to 14 in England. In 2013, however, this coverage was damaged by the introduction of the High Income Child Benefit Charge (HICBC), the effect of which has been to decrease the likelihood that children born since 2013 to higher income parents (those where one or both partners earn £60,000 or more per year) are listed on the CBR.

DfE commissioned Ipsos MORI to investigate the potential impact of this change, and to explore potential solutions for the sampling strategy for the face-to-face CEYSP¹⁰. The report found that persisting with the CBR as the sole sampling frame would introduce non-coverage bias that would reduce both the accuracy of survey estimates, and the ability to compare changes in survey estimates over time. The report recommended that a sample of children should be drawn from the CBR, as per previous survey waves, but should be supplemented with a sample of respondents to the Family Resources Survey (FRS) who had agreed to be recontacted for the purposes of future research. The FRS respondents were those with a child (or children) who had *not* made a claim for Child Benefit, or who *had* made a claim for Child Benefit but had subsequently opted-out of receiving Child Benefit due to having a high income. These families would have little or no chance of being selected in the CBR sample.

⁸ Children living in communal establishments such as children's homes were excluded.

⁹ Survey invitation letters were addressed to the individual who had made the claim for Child Benefit, but the letters included the following in the FAQ: "*Can my spouse or partner do the survey?* Yes, as long as he or she has main or joint responsibility for making decisions about childcare arrangements for your child or children."

¹⁰ <https://www.gov.uk/government/publications/childcare-and-early-years-survey-of-parents-sampling-frames>

The 2017, 2018, and 2019 waves of the face-to-face CEYSP implemented this recommendation, using a dual-frame approach, sampling from both the CBR and the FRS.

For the mode trial, however, the FRS was not used as a sampling frame. The reasons for this were twofold. First, all 111 eligible FRS respondents had already been sampled for the 2019 face-to-face CEYSP. Inviting these individuals to participate in two separate surveys, on the same topic, with concurrent fieldwork periods, would have been too burdensome, and could have caused confusion between the two surveys. Second, the anticipated response rate to the push-to-web mode trial led us to expect that too few FRS interviews would be achieved to make any meaningful correction to any bias in survey estimates.

Sample design

The sample design was developed based on evidence about response rates from previous push-to-web surveys that use broadly similar designs¹¹, as well as from achieved sample outcomes from the face-to-face CEYSP.

The sample design assumed that:

- At 19 per cent of addresses, the sampled family would no longer be resident, and therefore no interview would be achieved¹². This proportion of “movers” is based on actual fieldwork outcomes from the 2018 face-to-face CEYSP.
- At addresses where the sampled family was still resident, 15 per cent would complete the survey, delivering a net unadjusted response rate of 12.15% (i.e.: $(1-0.19) \times 0.15$)).

To achieve the target of at least 2,000 interviews, 18,000 children in England were sampled by HMRC. This sample was expected to deliver 2,187 completed interviews, as shown in Table 2.1.

¹¹ For instance, Year 1 of the Active Lives survey (commissioned by Sport England) obtained a 19 per cent response rate with no personalised invitation, but with the option to complete the survey via a paper questionnaire, and with a £5 conditional incentive for all sample members (see: <https://bit.ly/2iZ0lac>); and the Labour Market Survey (commissioned by ONS) obtained a response rate of 18 per cent without a postal option, a personalised invitation, or an incentive, but with a questionnaire length of just 11.5 minutes (see: <https://bit.ly/2m1iOnj>).

¹² Parents could complete the survey if the invitation letter was forwarded to their new address by the current occupiers of their sampled address; however, evidence from the face-to-face CEYSP on the success of tracing procedures suggested that this would happen sufficiently infrequently to be disregarded for the purposes of the sample design.

Table 2.1 Sample design

		Of sampled addresses	Of non-movers
	N	%	%
Sampled addresses	18,000	100.00	
Movers	3,420	19.00	
Non-movers	14,580	81.00	100.00
Interviews	2,187	12.15	15.00

Sample selection

The sample of children from the CBR was selected by HMRC from all children in England, for whom a Child Benefit claim had been made, that would be aged 0 to 14 on the first day of fieldwork (13 May 2019). The sample was drawn from the November 2018 extract of Child Benefit data.

The sample selection followed equivalent procedures to those followed for the face-to-face CEYSP, with the exception that the sample was not clustered by postcode sector, as the lack of interviewer visits rendered this step unnecessary.

A small number of children were excluded from the sampling frame before selection took place. The exclusions were made according to HMRC procedures and reasons included: the death of a child, cases where the child has been taken into care or put up for adoption, cases where the child does not live at the same address as the claimant and cases where there has been any correspondence by the recipient with the Child Benefit Centre (because the reason for correspondence cannot be ascertained and may be sensitive). Furthermore, prior to selection HMRC excluded children in households that were sampled for either the 2018 face-to-face CEYSP, or the 2019 face-to-face CEYSP to avoid overburdening these parents or causing confusion between the surveys.

To select the sample of children, all postcode sectors in England were first stratified by region, population density, the proportion of households in managerial professional and intermediate occupations, and the proportion of the population that was unemployed. HMRC then created a list of all eligible children who would be aged 0 to 14 on 13 May 2019, sorted by the stratified order of postcode sectors, and within this by full postcode and child benefit number (to minimise the chance of children from the same household being selected). HMRC then drew an equal probability sample of 18,000 children from this list. A small number of children (166) whose 15th birthday lay within the fieldwork period of 13 May and 6 July 2019 were removed from this sample, leaving a final sample of 17,834 children whose parent/guardian was invited to take part in the push-to-web mode trial¹³.

¹³ These children were removed from the sample because the questionnaire focused on one 'selected

Each sampled child was the 'selected child' about whom detailed child-specific questions were asked in the interview. This child's name was fed-forward into the questionnaire script. Where parents reported in the interview that a new child had been born into their household since the sample was drawn, the interview script gave this child a chance of becoming the selected child. As there was approximately a six-month gap between the sample being drawn and the start of fieldwork, failure to take this step would have meant that children aged six months and under would not be represented in survey estimates. A new child was born at 68 households (2.5% of completed interviews), and at 25 of these households (0.9% of completed interviews) the interview script selected the new child to be the selected child.

3.3 Experimental design

Three features of the push-to-web mode trial were experimentally manipulated to gather evidence on the optimal design of the survey in terms of maximising response rates, while providing value for money:

- Incentivisation (3 conditions)
 1. £5 electronic gift voucher (conditional on survey completion)¹⁴
 2. Tote bag (unconditional, enclosed in the invitation mailing)
 3. No incentive
- Leaflet describing the impact of the survey on services for families (2 conditions)
 1. Leaflet included in the invitation mailing
 2. No leaflet included in the invitation mailing
- Survey length (2 conditions)¹⁵
 1. 15 minutes
 2. 20 minutes

A full factorial 3 x 2 x 2 experimental design was implemented, with addresses randomly assigned to each of the 12 resulting conditions. This enabled the impact of the

child' aged 0 to 14 on the day of the interview, meaning that their retention in the sample would mean that some parents would find themselves ineligible to complete the survey.

¹⁴ At the end of the survey, parents were shown a list of retailers at which their voucher could be used, and chose the preferred one. A £5 electronic gift voucher, which could be redeemed at that retailer, was then emailed to them.

¹⁵ Survey length refers both to the *stated* survey length, and to the intended *actual* survey length. Survey mailings for those in the 15 (20) minutes condition stated that "The survey should take around 15 (20) minutes to complete". Those in the 20 minutes condition were asked an additional battery of questions (about the home learning environment). Details about the actual survey length can be found in section 3.6.

experimental treatments to be assessed independently, as well as allowing for interactions between the treatments to be explored.

Table 2.2 shows the factorial design, with the 12 experimental conditions lettered from A through L.

Table 2.2 Experimental design, factorial design

Leaflet	Survey length (minutes)	Incentive			Issued sample
		<i>£5 gift voucher (conditional)</i>	<i>Tote bag (unconditional)</i>	<i>None</i>	
<i>Included</i>	15	A	E	I	2,063
	20	B	F	J	2,063
<i>Not included</i>	15	C	G	K	11,644
	20	D	H	L	2,064
Issued sample		4,125	4,125	9,584	17,834

Under this experimental design, 4,125 sampled addresses were assigned to each of the two incentive treatment conditions (i.e. the £5 gift voucher, and the tote bag conditions). The remaining 9,584 addresses were not offered an incentive. This design provided sufficient statistical power to detect a 1.8 percentage point difference in the response rate between the gift voucher (or tote bag) condition, and the no incentive condition, and sufficient power to detect a 2.0 percentage point difference between the £5 gift voucher condition and the tote bag condition¹⁶.

With respect to the survey leaflet, 4,126 sampled addresses were assigned to receive the leaflet in the invitation letter, with the remaining 13,708 addresses not receiving a leaflet. This provided sufficient statistical power to detect a 1.7 percentage point difference in the response rate between the leaflet and no leaflet conditions.

With respect to survey length, 4,127 sampled addresses were assigned to the 20 minute condition, with the remaining 13,707 assigned to the 15 minute condition. This also provided sufficient statistical power detect a 1.7 percentage point difference in the response rate between 15 and 20 minute conditions.

Table 2.3 shows the details of each of the 12 conditions of the experimental design.

¹⁶ While a larger number of addresses could have been assigned to each of the two incentive treatment conditions, this would have increased the survey costs, without delivering any analytically valuable increase in statistical power.

Table 2.3 Experimental design, by individual condition

Expt. condition	Incentive	Leaflet	Survey length (minutes)	Issued sample
A	£5 gift voucher (conditional)	Included	15	688
B	£5 gift voucher (conditional)	Included	20	688
C	£5 gift voucher (conditional)	Not included	15	2,061
D	£5 gift voucher (conditional)	Not included	20	688
E	Tote bag (unconditional)	Included	15	688
F	Tote bag (unconditional)	Included	20	688
G	Tote bag (unconditional)	Not included	15	2,061
H	Tote bag (unconditional)	Not included	20	688
I	None	Included	15	687
J	None	Included	20	687
K	None	Not included	15	7,522
L	None	Not included	20	688
Total	-	-	-	17,834

3.4 Questionnaire development

Mobile First approach

Data from push-to-web surveys, and from online surveys more generally, show that respondents are increasingly completing surveys using mobile devices, such as smartphones or tablets, rather than PCs (i.e. desktop or laptop computers)¹⁷.

Surveys completed on mobile devices have certain limitations that do not affect those completed on a PC. For instance, smaller screen sizes can make text difficult to read, can lead pages to render incorrectly, or can require respondents to scroll, zoom, or ‘pinch’ the screen to navigate through the survey. It is therefore sensible to implement what has been termed a ‘Mobile First’ approach when designing an online survey. Using this approach, the survey is designed with completion on a mobile device foremost in mind, rather than being designed for completion on a PC (or another mode altogether), and later adapted for mobile completion.

The four overarching principles behind a Mobile First approach that were followed in the questionnaire design were to:

- limit the amount of cognitive effort required from respondents.
- limit the amount of manual effort required from respondents.

¹⁷ For instance, 37 per cent of online respondents to Year 1 of the Active Lives push-to-web survey (2016) completed the survey by smartphone or tablet. And a push-to-web experiment on the Labour Force Survey, commissioned by the Office for National Statistics (2018), found that 41 per cent of respondents completed by smartphone or tablet.

- ensure the survey is motivating for respondents.
- ensure the survey is 'Device Agnostic'¹⁸.

These principles meant that it was not appropriate to transfer the face-to-face CEYSP questionnaire into an online format, given its length (45 minutes on average) and complexity, and by extension, the effort that would be demanded of parents. For instance, the face-to-face CEYSP questionnaire requires parents to provide (to the interviewer) the first name of each member of their household, and the name of each childcare provider they have used in the most recent term-time week. It also requires parents to choose answers from showcards with large numbers of response options, to provide the precise start and end times of each session of childcare used in the most recent term-time week for one child in their household, and to provide precise payments (pounds and pence) for childcare payments covering the most recent term-time week for each child in their household.

Rather than attempting to translate the face-to-face CEYSP questionnaire into an online format, a number of childcare-related research questions of interest were first identified, and from these, a Mobile First questionnaire was developed afresh. This questionnaire was subsequently revised via cognitive and usability testing with parents. Where possible, specific questions from the face-to-face CEYSP questionnaire were retained, with as few changes as possible, in order that survey estimates between the push-to-web mode trial and the face-to-face CEYSP could be compared.

Research questions

The research questions identified to be operationalised into the Mobile First questionnaire included the following:

- How many children use formal and/or informal childcare during term-time?
- What are the main factors parents consider when choosing formal and informal childcare providers?
- How much do parents pay for formal childcare during term time, and what financial support do they receive?
- How many parents are aware of the free hours of childcare schemes, and how many children use these schemes?
- How many parents are aware of the Tax-Free Childcare Scheme, and how many have opened a Tax-Free Childcare account?

¹⁸ A Device Agnostic survey is one that can be completed on an internet-enabled device of the respondent's choosing, with a consistent look and functionality across devices, such that the respondent is presented with the same stimuli, minimising measurement biases between devices

- What is the impact of the support received by parents for their childcare costs on their employment?
- What are parents' perceptions of formal childcare provision in their local area?
- How many school-age children use childcare during school holiday periods?
- What home learning activities do children do at home, and how often?
- How does childcare relate to parental employment and employment preferences?
- What are the childcare-related experiences of parents with a child with special educational needs and/or a disability?

Questionnaire creation

Once the research questions were agreed, they were developed into a first draft questionnaire. To ensure the questionnaire adhered to Mobile First principles, a number of conventions were followed, including:

- Using device agnostic language throughout (for instance “select” rather than “click”).
- Displaying only one question per screen, to minimise the need for scrolling.
- Using a clear and consistent format throughout in terms of the presentation of question stems, respondent instructions, and answer options.
- Keeping the wording of questions and answer options brief and using simple language.
- Limiting the number of answer options to seven, where possible, and using techniques such as “expanding headers” where response options could be grouped (e.g. the ethnic group category ‘Black’, on being selected, expanded to show ‘Black African’, ‘Black Caribbean’, and ‘Any other Black background’).
- Avoiding conversational phrases and all other non-essential, non-question content (such as “May we ask you...”, “Please...”, “Next...”).
- Not showing “Don’t know” and “Prefer not to say” answer options on screen (because this can increase item non-response due to the absence of an interviewer to motivate the respondent to provide a full and accurate answer), but should the respondent press ‘Next’ without selecting a response, presenting the question again, with a polite probe and with these two options added to the bottom of the answer options.
- Avoiding open-text and open-numeric question formats, so parents do not need to use their device’s keyboard or numeric keypad.
- For the measurement of attitudes, behaviours and intentions, using content-specific, unipolar, fully-labelled scales with a small number (e.g. four) points. For

instance, “Very good; Fairly good; Fairly poor; Very poor” was preferred over a ten-point scale with “Very good” and “Very poor” as the end points.

- Minimising respondent burden by asking child-specific questions about only one child in the household, rather than about all children, and provider-specific questions about the main formal/informal provider, rather than all providers.
- Designing the questionnaire to take around 15 minutes to complete (on average). For addresses assigned to the 20 minutes experimental condition, an additional battery of questions (about the role of digital technology in the home learning environment) was added.

Cognitive testing

Once the research questions had been developed into a questionnaire, the questions were subjected to cognitive testing with parents across England. The purpose of the cognitive testing was to identify whether survey questions and terminology were understood and responded to as intended, and to identify whether the available answer options response codes at questions were relevant, and sufficient for parents to provide meaningful answers.

Cognitive testing recruitment

Twelve cognitive interviews were conducted: four in London (on 15 March 2019), four in Manchester (on 18 March 2019), and four in Birmingham (on 20 March 2019). All interviews were conducted in parents’ homes.

Parents were recruited to quotas on the parent’s working status, the family’s use of childcare, and the age(s) of the child(ren) in the family (as shown in Table 2.4), to ensure that all routes through the questionnaire had a chance to be tested. The cognitive interviews lasted 60 minutes on average, and each parent received £40 as a thank you for their participation.

Table 2.4 Profile of cognitive interviews conducted

Location	Parent’s working status	Family’s use of childcare	Age(s) of child(ren) in family
London	1 working full time 2 working part time 1 not working	2 formal only 1 informal only 0 formal and informal 1 no childcare	2 pre-school only 0 school age only 2 pre-school and school age
Manchester	2 working full time 1 working part time 1 not working	0 formal only 1 informal only 3 formal and informal 0 no childcare	1 pre-school only 1 school age only 2 pre-school and school age
Birmingham	2 working full time 1 working part-time 1 not working	3 formal only 1 informal only 0 formal and informal 0 no childcare	1 pre-school age only 2 school age only 1 pre-school and school age

Cognitive testing approach

Cognitive testing was carried out using a paper version of the questionnaire, designed to mirror the implementation of the online survey. This step was taken to streamline the questionnaire design timetable, avoiding a potentially lengthy scripting and re-scripting period should the results of the cognitive testing show that substantial changes to the questionnaire content, structure, or format were required.

The interviewer guided the parent through the appropriate sections to answer in the paper questionnaire, depending on their answers to previous questions. Throughout the interview, the interviewer used a variety of techniques - including observation, asking follow-up questions, asking parents to repeat questions in their own words, and asking parents to think aloud when formulating a response – to assess the questionnaire.

Cognitive testing outcomes

The cognitive testing found that the questionnaire, for the most part, worked as intended, with the questions and answer options understood by most respondents. A number of issues were identified, and the questionnaire was revised accordingly. Key changes arising from the cognitive testing included:

- **Use of childcare:** The question measuring whether the selected child received childcare during a typical term-time week was simplified to include a short list of formal childcare providers, with a single response option of “nursery or pre-school” in place of separate response options for “nursery class”, “day nursery”, “pre-school”, and “playgroup”.
- **Perceptions of childcare:** Parents were asked about their perceptions of the number of formal childcare places available in their local area; the quality of formal childcare in their local area; and the affordability of formal childcare in their local area. A number of parents felt unable to answer these questions due to the lack of an explicit “Don’t know” response option, so this option was added as an explicit option, to appear on screen for all parents.
- **Sources of financial help to cover childcare costs:** The response option “Local Authority (e.g. free hours for 2, 3 and 4-year-olds)” was changed to “Free hours of childcare (under the 15 or 30 free hours scheme)”, as it was not always clear to parents that the Local Authority answer option referred to free hours of childcare.

Usability testing

Once the questionnaire changes arising from the cognitive testing were agreed, the survey was scripted, and the online survey script was tested with parents via a round of usability testing. The purpose of the usability testing was to identify any problems with the functionality and user experience of the online survey.

Usability testing recruitment

Eleven usability testing interviews were conducted in Ipsos MORI's offices in London, located in Harrow (on 25 April 2019) and Tower Hill (on 26 April 2019). Consistent with the approach to the recruitment for the cognitive testing interviews, parents were recruited to quotas on the parent's working status, the family's use of childcare, and the age(s) of the child(ren) in the family (as shown in Table 2.5), to ensure that all routes through the questionnaire had a chance to be tested. Each parent received £50 as a thank you for their participation¹⁹.

Table 2.5 Profile of usability testing interviews conducted

Location	Parent's working status	Family's use of childcare	Age(s) of child(ren) in family
London	5 working full time 4 working part time 2 not working	6 formal only 1 informal only 3 formal and informal 1 no childcare	4 pre-school only 4 school age only 3 pre-school and school age

Usability testing approach

The usability testing was designed to hold as true to parents' actual experience of survey completion as possible. To this end, on arrival the interviewer handed the parent a copy of the push-to-web invitation letter. The interviewer asked the parent to read the letter, log-in to the survey using the access code printed on the letter, and complete the survey as they would do had they received the letter at home.

Parents chose whether to complete the survey using their own smartphone or using a tablet (iPad) or PC (laptop) that were available for them in the room. Seven parents completed the survey using their smartphone, three using a tablet, and one using a PC.

A device with a purpose-built camera for filming a respondent's interactions with a smartphone was used to observe how parents accessed and navigated their way through the survey. Using this device, the researcher could view the smartphone screen on a separate laptop, in real time, to track the parent's journey through the survey. This allowed for observations of any difficulties accessing, navigating or completing the survey in a non-intrusive manner.

As parents completed the survey from start to finish, the researcher made observations and noted any questions which led to hesitation, or where the parent changed answers, or seemed confused. On completion of the survey, the researcher returned to these questions to probe for any issues and asked a set of general follow-up questions to gauge parents' overall experience of completing the survey.

¹⁹ Parents were given more for participating in the usability testing interviews (£50) than for participating in the cognitive interviews (£40) because parents had to travel to Ipsos MORI's offices for the usability testing interviews, whereas the cognitive interviews were carried out at parents' homes.

Usability testing outcomes

The usability testing found the scripted questionnaire to work largely as intended. Some key changes that arose from the usability testing included:

- **Logo:** The Department for Education's logo, displayed on the first survey screen, was made larger, to be more prominent and to emphasise the bona fide and official nature of the survey.
- **Selected child:** The first question asked parents to confirm that the 'selected child' lived in their household (this child's name was collected during the recruitment for the usability testing, and was fed-forward into the script, linked via the parent's unique access code). This question included an information button which, when pressed, revealed a text box explaining (of relevance to parents in the main survey) how their child's details had been passed to Ipsos MORI. Some parents raised concerns that this information was too concealed and may be missed by some parents. This information was therefore displayed on screen for all parents.
- **Ages:** The question that recorded the ages of the children in the household was changed from open-numeric boxes (into which parents typed the relevant age, between 0 and 14, for each child), to drop-down lists, from which the parent selected the appropriate age for each child. For children aged 0, the drop-down list showed "<1". This avoided the confusion among some parents for whom it was not clear how a child aged 0 should be recorded, or where a parent attempted to write "6 months" or similar into the numeric box.
- **Use of informal childcare:** At the question measuring the use of informal childcare in a typical term-time week, parents were presented with the following types of informal provider as response options: Grandparent(s), Older brother(s) or sister(s), Another relative, A friend or neighbour. Some parents chose 'Another relative' to include an ex-husband, ex-wife, or ex-partner. Non-resident parents did not fall into the survey's definition of childcare, however, so the answer option 'Another relative' was changed to 'Another relative (NOT the child's parent, step-parent or foster parent)'.

Questionnaire structure and content

The structure of the final questionnaire is shown in Table 2.6.

Table 2.6 Questionnaire structure

Section	Content
Household composition	Confirmation that selected child is resident in the household; the number and ages of children in the household; whether the parent has a partner in the household.
Working status	Parent's working status; and their partner's working status.
Use of childcare	Types of formal and/or informal childcare providers used in a typical term-time week; days of the week on which formal providers are used; number of hours of formal provision received per week; number of hours of informal provision received per week; use of formal childcare in school holiday periods.
Childcare costs	Awareness of and application for free hours of childcare; take-up of free hours of childcare; sources of financial help for childcare; payment for formal childcare; awareness and receipt of Tax-free childcare.
Impact of support	Impact of support received on the parent's (and partner's) employment, and on family life.
Details of provider(s)	Reasons for choosing the child's main formal provider; reasons for choosing the child's main informal provider.
Home learning environment	Frequency with which child engages in home learning activities; the number of books or e-books in the home aimed at children aged 5 or under; parents' perceptions of the amount of learning and play activities they do with their child.
Attitudes towards childcare	Parents' perceptions of the availability, quality, and affordability of formal childcare in their local area.
Employment	Childcare-related reasons parents are working; employment preferences; reasons why non-working parents are not working.
SEN and disabilities	Whether child has a special educational need (SEN) or disability; childcare-related experiences of parents with a child with a SEN or disability.
Digital technology (asked in 20 minute conditions only)	Whether children take part in learning activities using a digital electronic device at home; which digital electronic devices children use at home; reasons why children use digital electronic devices at home.
Demographics	Child's ethnicity; parent's age; tenure; family annual income. d

Online questionnaire implementation and functionality

Parents accessed the online survey by navigating to www.childcaresurvey.org, which took them to the survey's 'landing page'. This landing page displayed the logos of both the Department for Education and Ipsos MORI and included the survey's title (Childcare and out of school activities survey²⁰), followed by some introductory text, and a text box into which they could enter their unique six-character alphanumeric access code.

²⁰ Consistent with the face-to-face survey, the survey was introduced to parents as the 'Childcare and out of school activities survey' (rather than the 'Childcare and early years survey of parents') to emphasise that the survey covered childcare for school-age children.

The landing page (and all subsequent survey screens) included, at the top, accessibility options (which enabled parents to vary the font size and the background colour), and links, at the bottom, to: information about Ipsos MORI, the survey's Privacy Policy, a document of FAQs about the survey, and a 'Contact Us' option from which parents could email the survey's dedicated mailbox.

The landing page also instructed parents:

- that they could click on information buttons next to certain words or questions to see additional information;
- that if they did not know the answer to a question, or would prefer not to answer, they could press the 'next' button at the bottom of the screen, and these options would appear;
- that they could exit the survey and return to it later by logging back in with their access code;
- that they could complete the survey on a desktop, laptop, tablet or smartphone (but should use the same device if exiting the survey and returning to it later).

3.5 Invitation and reminder mailings

The Tailored Design Method

The survey mailings were designed following the principles described in the Tailored Design Method (TDM)²¹.

The TDM is an approach to survey design based on an extension of social exchange theory, which involves minimising the perceived costs of survey participation, while simultaneously highlighting the benefits. It entails tailoring all aspects of survey implementation from the perspective of the potential respondent.

Specific TDM principles that were followed in developing the push-to-web mode trial mailings included:

- Emphasising the importance and bona fide nature of the mailings and minimising the risk of them being ignored or mistaken for 'junk mail', by printing the Department for Education's logo on the envelopes.

²¹ Dillman, Don A., et al. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 3rd ed, Wiley & Sons, 2009.

- Personalising the mailing by addressing them to a named individual (the Child Benefit claimant).
- Sending initial and reminder mailings, each with a different look and appeal.
- Varying the day of the week on which the mailings arrived.
- Making the action required of the respondent clear, simple, and prominently presented.
- Using a relatively more insistent tone in the reminder mailings than in the initial mailing.
- Using the principle of scarcity by highlighting, in the final reminder mailing, that the time available to complete the survey was running out.
- Implementing procedures for dealing with inquiries.

Mailings

There were three survey mailings:

- Mailing 1: the initial invitation letter, despatched on Wednesday 22 May 2019.
- Mailing 2: a reminder letter, despatched on Thursday 6 June 2019.
- Mailing 3: a reminder postcard, despatched on Monday 24 June 2019.

All mailings were posted second class and were addressed to the named benefit recipient of the child sampled from the Child Benefit Register.

Copies of the materials used for each mailing can be found in Appendices A, B and C.

Mailing 1 (initial invitation letter)

The Mailing 1 letter was a single sheet of A4, printed in colour, and double-sided. The front of the letter introduced the survey and asked the parent to complete it and provided the information necessary for completion (the survey's URL, and the parent's unique access code) using prominent graphically designed elements.

The letter used a blue colour scheme and took a gentle tone in terms of wording. The first header stated "Share your views on services for children and families", and the second header "It's easy to take part".

The reverse of the letter provided answers to FAQ, such as 'Who is carrying out the survey?', 'I don't use childcare or out of school activities, do you still want to hear from me?' and 'How was I chosen for this survey?'. The reverse also included information about privacy and data protection, the dedicated survey email address and FREEPHONE number via which parents could withdraw from future mailings or ask questions, and

contact details for the Department for Education for parents wanting further information about the background to the research.

Mailing 1 varied according to the experimental design in the following ways:

- **Incentivisation:** Parents assigned to the £5 gift voucher condition, or the no incentive condition, received their letter folded in a manila D5 envelope. Those assigned to the tote bag condition received their letter unfolded in a manila C4 envelope, in which was also enclosed the (folded) tote bag. Letters in the £5 gift voucher condition made explicit reference to the £5 gift voucher conditional on survey completion, and letters in the tote bag condition included the line “We have included a reusable shopping bag in this letter – we hope you will find it useful.”
- **Length:** Parents assigned to the 15 minute condition were informed that “The survey should take around 15 minutes to complete”, while those in the 20 minute condition were informed that “The survey should take around 20 minutes to complete”.
- **Leaflet:** Parents assigned to the leaflet condition received an A5 leaflet, printed in colour, and double-sided, enclosed in their letter. The leaflet was intended to persuade parents of the impact of the survey by describing various policies for families and children that had been influenced by the survey.

Mailing 2 (reminder letter)

As per the Mailing 1 letter, the Mailing 2 letter was also a single sheet of A4, printed in colour, and double-sided. The front of the letter introduced the survey, asked the parent to complete it, and provided the information necessary for completion (the survey’s URL, and the parent’s unique access code) using prominent graphically designed elements which differed in style from the Mailing 1 design.

The Mailing 2 letter had a more insistent tone than the Mailing 1 letter. It used a red colour scheme, intended to convey a sense of urgency and a need for action, and included as the first header “We need to hear from as many parents as possible”, and as the second header “Taking part will help improve services for families”.

The reverse of the letter contained the same FAQ, privacy, and contact information as the Mailing 1 letter (albeit using the red colour scheme).

Mailing 2 varied according to the experimental design in the following ways:

- **Incentivisation:** Letters to parents assigned to the £5 gift voucher condition made explicit reference to the £5 gift voucher, conditional on survey completion.
- **Length:** Parents assigned to the 15 minute condition were informed that “The survey should take around 15 minutes to complete”, while those in the 20 minute

condition were informed that “The survey should take around 20 minutes to complete”.

Mailing 3 (reminder postcard)

Mailing 3 was an A5 postcard, printed in colour and double-sided, and enclosed within a white C5 envelope.

The front of the postcard showed the Department for Education’s logo, and an image of a paper-chain of people with one person missing, under the words “Please help us complete the chain”.

The reverse of the postcard contained the information necessary for completion (the survey’s URL, and the parent’s unique access code) using prominent graphically designed elements similar in design to Mailing 1, and also using a blue colour scheme. The text used the principle of scarcity, by stating that “There is still time to complete the childcare and out of school activities survey”, and “The survey will be closing soon, so this is the last contact from us you will receive”.

3.6 Respondent communications

A total of 34 parents contacted the survey helplines (via email or phone). Of these, 18 requested to be opted out of future mailings, eight gave notice of a change of address, seven had a survey-specific query or comment, and one asked a query relating to receipt of the £5 gift voucher.

4 Results

4.1 Reporting response rates

Two separate measures of response are presented in this report:

- The proportion accessing the survey. This is defined as the proportion of all issued access codes that were entered at the survey's landing page, irrespective of subsequent progress;
- The proportion completing the survey. This is defined as the proportion of all issued access codes for which the survey was both accessed, and for which all presented questions were answered.

4.2 Overall response rates

As shown in table 3.1, 16.7 per cent of all issued addresses accessed the survey, and 15.2 per cent completed the survey.

For the purposes of comparison, the response rate for the 2018 face-to-face CEYSP (which uses no incentives) was 50.9 per cent²².

Table 3.1 Response as a proportion of the issued sample

	N	%
Accessed	2,983	16.7
Complete	2,704	15.2
Issued sample	17,834	100.0

Evidence from the 2018 face-to-face CEYSP shows that at around 19 per cent of addresses listed on the Child Benefit Register, the selected child has since moved address (Child Benefit continues to be paid where a family moves but does not inform HMRC of their new address).

While face-to-face interviewers make efforts to trace the selected child to his or her new address, in the absence of a face-to-face interviewer, no such efforts were possible for the push-to-web mode trial. It is therefore likely that in the great majority of these cases,

²² The considerably higher response rate to the face-to-face survey is likely to be due to a number of reasons, including: a greater propensity among parents to co-operate with a survey request made face-to-face by an interviewer, than to a survey request made by post which can more easily be ignored; a home visit endowing the survey with more importance; a greater number of contact attempts (at least six by interviewers before an address is considered unproductive, compared to three mailings for the push-to-web survey); and a longer fieldwork period.

the push-to-web mailings were not received by the family of the selected child. As such, the 15.2 per cent completion rate is not synonymous with the co-operation rate.

An estimated co-operation rate can be calculated as the number of completed interviews as a proportion of those addresses at which the family of the selected child received the survey mailings. The proportion of addresses at which the family of the selected child received the survey mailings must itself be estimated, and can be done so via two components: i) the proportion of sampled addresses from which the selected child had moved, and ii) the proportion of these addresses from which the current residents forwarded the survey mailings on the selected child's new address. With respect to i) evidence from fieldwork outcomes from the 2018 face-to-face CEYSP shows that for 19 per cent of issued addresses, the selected child was found to have moved. With respect to ii) no direct evidence is available, however anecdotal evidence from interviewers working on the face-to-face CEYSP shows that residents often have no knowledge of the sampled family, perhaps because another family has lived at the address since the sampled family moved out. If we assume a wide range of between two per cent (at the low end) and 20 per cent (at the high end) of push-to-web survey mailings being forwarded on, the estimated co-operation rate falls between 17.9 per cent, and 18.7 per cent²³.

Break-offs

Among addresses accessing the survey, 90.6 per cent went on to complete the survey. The remaining 9.4 per cent 'broke-off' at some point prior to the end of the survey (see Table 3.2).

Table 3.2 Response as a proportion of all accessing the survey

Survey outcome	N	%
Complete	2,704	90.6
Incomplete	279	9.4
Total accessing survey	2,983	100.0

Table 3.3 shows how break-offs were distributed across the sections of the questionnaire. One in seven break-offs (14.0%) occurred at the first question (ScInHH), at which parents were asked to confirm that the selected child (listed on the Child Benefit Register) was living in their household. Parents who answered that this child was *not* living in their household were screened out of the survey at this point²⁴. Parents were not screened out of the survey at point in the questionnaire after this.

²³ The calculation for the lower estimate of the co-operation rate is: $0.152 / (1 - (0.19 - (0.19 \times 0.2)))$; the calculation for the higher estimate of the co-operation rate is $0.152 / (1 - (0.19 - (0.19 \times 0.02)))$.

²⁴ The selected child may not have been living in the household for a variety of reasons, including inaccurate or out of date records held by HMRC, and family splits. It should be noted that these cases were

Parents were next most likely to break-off during the initial 'Household composition' section of the questionnaire (17.6%), followed by the 'Use of childcare' section, also near the start of the survey (16.1%).

Table 3.3 Break-off points for accessed but incomplete surveys

Questionnaire section	N	%
Confirmation selected child is in household (screened out)	39	14.0
Household composition	49	17.6
Working status	25	9.0
Use of childcare	45	16.1
Childcare costs	24	8.6
Impact of support	6	2.2
Details of provider(s)	7	2.5
Home learning environment	5	1.8
Attitudes towards childcare	32	11.5
Employment	20	7.2
SEN and disabilities	1	0.4
Digital technology	9	3.2
Demographics	17	6.1
Gift voucher claim	0	0.0
Total accessing but not completing the survey	279	100.0

4.3 Response rates by geodemographics

By region of England, the completion rate was lowest in the North West (13.1%), the West Midlands (13.4%), and London (13.7%), and was highest in the South West (17.1%), the South East (17.0%), and the East Midlands (16.9%) (see Table 3.4).

This pattern of response bears little relation to the regional variation for the 2018 face-to-face CEYSP. While response in London was lower than the average for both the push-to-web mode trial and the face-to-face CEYSP, the East Midlands and the South East achieved a higher than average response for the push-to-web mode trial, but a lower than average response for the face-to-face CEYSP. Conversely, the North West and the West Midlands achieved a lower than average response for the push-to-web mode trial, but a higher than average response for the face-to-face CEYSP. In comparison, the response from Yorkshire and the Humber was in line with the average for the push-to-web mode trial but was considerably higher than the average for the face-to-face CEYSP.

not considered ineligible (and are therefore included in the denominator of the response rate calculations) because to the best of our knowledge the selected child was still resident in England, and the survey could therefore have been completed were the letter passed on to a parent at the address at which the selected child lived at the time of fieldwork. This reflects the approach taken in the 2018 face-to-face CEYSP, at which interviewers made efforts to trace children who had moved address to try and gain an interview.

Table 3.4 Response by region

	Issued sample	Accessed	Complete	2018 CEYSP RR
	N	%	%	%
North East	816	16.4	15.3	53.1
North West	2,397	14.6	13.1	54.8
Yorkshire and the Humber	1,806	17.2	15.4	60.8
East Midlands	1,529	18.1	16.9	46.6
West Midlands	1,981	14.9	13.4	52.7
East of England	1,968	17.3	15.9	57.1
London	2,873	15.9	13.7	41.9
South East	2,814	18.3	17.0	47.0
South West	1,650	18.5	17.1	50.3
Total	17,834	16.7	15.2	50.9

By area deprivation (as defined by the Index of Multiple Deprivation), those living in the more deprived areas of the country were less likely to complete the push-to-web mode trial (see table 3.5). Only 10.7 per cent of those living in the most deprived quintile of areas in England completed the survey, compared to 20.0 per cent of those living in the least deprived quintile of areas.

In contrast, response to the 2018 face-to-face CEYSP showed no such pattern, with the response rate in the most deprived areas (52.7%) equivalent to the response rate in the least deprived areas (52.0%).

Table 3.5 Response by area deprivation

	Issued sample	Accessed	Complete	2018 CEYSP RR
	N	%	%	%
1st quintile – most deprived	4,709	12.4	10.7	52.7
2nd quintile	3,875	15.8	14.1	51.7
3rd quintile	3,267	16.9	15.5	47.6
4th quintile	2,984	19.8	18.3	49.7
5th quintile – least deprived	2,999	21.5	20.0	52.0
Total	17,834	16.7	15.2	50.9

Response in Rural areas of England was slightly higher than in urban areas for both the push-to-web mode trial, and the face-to-face CEYSP (see Table 3.6).

Table 3.6 Response by rurality

	Issued sample	Accessed	Complete	2018 CEYSP RR
	N	%	%	%
Rural	2,646	19.2	17.9	52.7
Urban	15,188	16.3	14.7	50.6
Total	17,834	16.7	15.2	50.9

4.4 Response rates by family characteristics

Among families with one or two children aged 0 to 14 at the time of fieldwork (as derived from information provided by HMRC), the completion rate was 16.3 per cent (see Table 3.7). This fell to 11.6 per cent among families with three or more children.

This pattern is reversed in the 2018 face-to-face CEYSP, for which the response rate in 2018 was 46.2 per cent for families with one child, rising to 54.9 per cent for families with three or more children.

Table 3.7 Response by number of children in the family

	Issued sample	Accessed	Complete	2018 CEYSP RR
	N	%	%	%
1	5,666	17.9	16.3	46.2
2	7,827	17.8	16.3	52.0
3+	4,341	13.2	11.6	54.9
Total issued sample	17,834	16.7	15.2	50.9

Families with only pre-school children in the household at the time of fieldwork were more likely to complete the survey (18.9%) than were families with both pre- and school-age children (14.2%), or with school-age children only (14.6%) (see Table 3.8).

This pattern differs from the 2018 face-to-face CEYSP, for which response is highest among families with both pre-school and school-age children (54.8%) and is equivalent among families with pre-school children only (49.0%), and school-age children only (also 49.0%).

Table 3.8 Response by age of children in the family

	Issued sample	Accessed	Complete	2018 CEYSP RR
	N	%	%	%
Pre-school only	2,689	20.4	18.9	49.0
Pre- and school-age	4,767	15.6	14.2	54.8
School-age only	10,378	16.3	14.6	49.0
Total issued sample	17,834	16.7	15.2	50.9

4.5 Response rates by experimental design

Response rates by individual experimental condition

Figure 3.1 and Table 3.9 show survey response by individual experimental condition. The completion rate ranged from a low of 10.9 per cent (for condition K: no incentive, leaflet, 20 minutes), to a high of 23.3 per cent (for condition A: £5 gift voucher, leaflet, 15 minutes).

Figure 3.1 Response by experimental condition

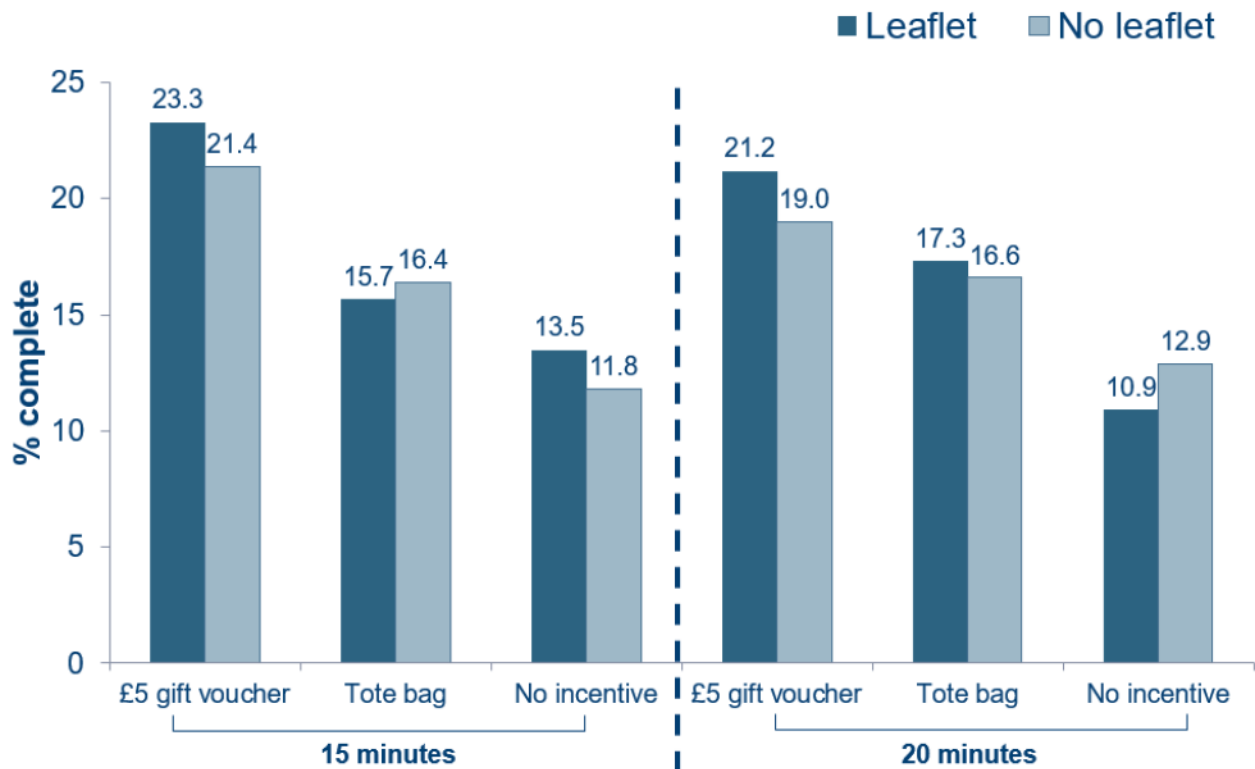


Table 3.9 Response by experimental condition

Expt. Con- dition	Incentive	Leaflet	Survey length	Issued sample	Accessed	Complete
			Minutes	N	%	%
A	£5 gift voucher (conditional)	Included	15	688	25.1	23.3
B	£5 gift voucher (conditional)	Included	20	688	22.7	21.2
C	£5 gift voucher (conditional)	Not included	15	2,061	23.4	21.4
D	£5 gift voucher (conditional)	Not included	20	688	21.1	19.0
E	Tote bag (unconditional)	Included	15	688	17.3	15.7
F	Tote bag (unconditional)	Included	20	688	20.3	17.3
G	Tote bag (unconditional)	Not included	15	2,061	18.0	16.4
H	Tote bag (unconditional)	Not included	20	688	18.2	16.6
I	None	Included	15	687	15.3	13.5
J	None	Included	20	687	14.0	10.9
K	None	Not included	15	7,522	12.8	11.8
L	None	Not included	20	688	15.1	12.9
Total	-	-	-	17,834	16.7	15.2

Multivariate analysis of response rate by experimental design

The main effects and interactions of the three experimental treatments (incentivisation, inclusion of a leaflet, and survey length) were tested in SPSS using multiple linear regression. This analysis allows one to understand the unique contribution of each treatment on the completion rate, after controlling for the influence of the other experimental treatments.

This analysis found that, of the three experimental treatments, only incentivisation had a significant impact on the response rate. Specifically:

- The inclusion of a tote bag in the first mailing increased the response rate by 4.4 percentage point, compared to offering no incentive (from 12.0%, to 16.4%, $p < 0.001$).
- The offer of a £5 gift voucher increased the response rate by 9.3 percentage points, compared to offering no incentive (from 12.0%, to 21.3%).
- The offer of a £5 gift voucher increased the response rate by 4.9 percentage points compared to including a tote bag in the first mailing (from 16.4% to 21.3%, $p < 0.001$).

With respect to the leaflet and the survey length:

- The inclusion of the leaflet in Mailing 1 increased the response rate by 0.7 percentage points, compared to not including a leaflet, which was not a statistically significant difference ($p = 0.274$).
- A survey length of 15 minutes increased the response rate by 0.6 percentage points, compared to a survey length of 20 minutes, which was not a statistically significant difference ($p = 0.409$).

The multivariate analysis did not find any interaction effects between the experimental treatments.

Taken together, the results of this analysis demonstrate that:

- the £5 gift voucher was by far the most effective method of increasing the response rate, of the methods tested.
- While the inclusion of a tote bag in Mailing 1 did increase the response rate, this increase was only around half that observed for the £5 gift voucher.
- Whether parents were sent a leaflet describing the impact the survey has had on services for families and children, or whether they were told that the survey would take around 15 minutes, or around 20 minutes to complete, made no meaningful difference to the likelihood that they would complete the survey.

4.6 Other response considerations

Date of access

The effectiveness of the survey materials in persuading parents to go online to do the survey - the 'push-to-web' – can be understood by examining the distribution of access codes entered across the fieldwork period. Figure 3.2 shows the date on which the survey was first accessed, for each of the 2,983 addresses that accessed the survey.

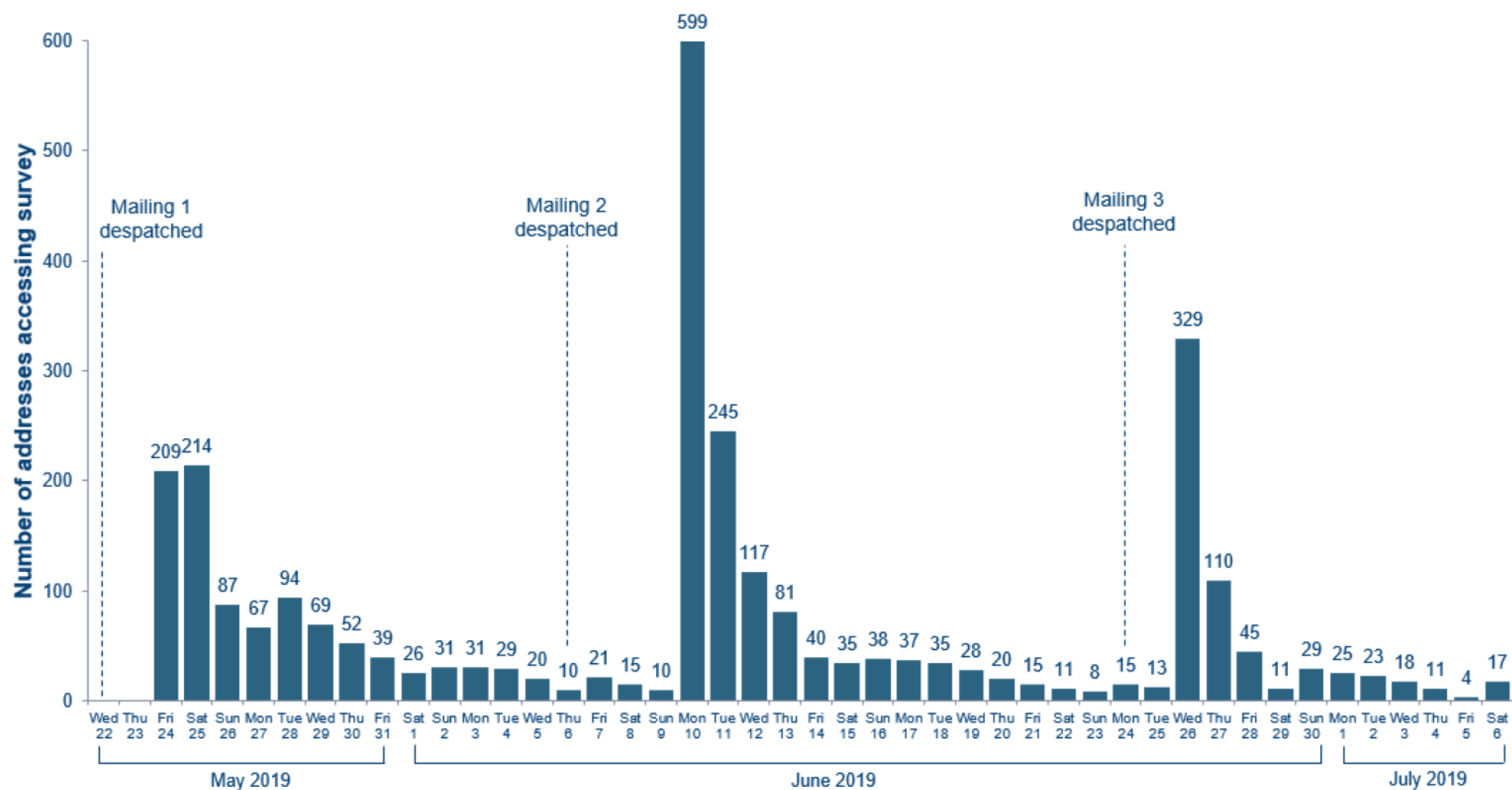
This chart shows three 'spikes' in access, corresponding to the dates on which Mailings 1, 2 and 3 were received. It is notable that Mailing 2, the first reminder mailing, saw a far larger spike in access than did Mailing 1, the invitation mailing. A total of 423 addresses accessed the survey on 24-25 May in response to Mailing 1, half the figure of the 844 that accessed the survey on 10-11 June, immediately following the second mailing.

While speculative, potential reasons for response being greater immediately following Mailing 2 than Mailing 1 are:

- The gentle tone taken in Mailing 1 compared to Mailing 2. In Mailing 1, the top heading asked parents to "Share your views on services for children and families", with the top half of the letter continuing "Your answers will help the government improve the services it provides. Taking part is completely voluntary, but it is also a good opportunity to have your say." This contrasted with Mailing 2, for which the wording was more forceful and assertive. The first header now stated "We need to hear from as many parents as possible", with the top half of the letter continuing "We are writing again because it is only by hearing from all those we have invited to take part that the results will truly reflect the opinions and experiences of parents across the country." The statement that participation was voluntary, but a good opportunity to have their say, was moved to the bottom half of the letter. Furthermore, mailing 1 used a blue colour scheme for the headers and graphically designed elements. This contrasted with Mailing 2, for which the colour scheme was a dark red, more reminiscent of mailings for which attention and action is required.
- The Summer half term took place for most schools in England between 27 and 31 May 2019. While Mailing 1 was despatched to arrive on 24 May, prior to the start of half term, it is possible that the upcoming half term may have affected parents' likelihood of completing the survey in the days immediately following the arrival of Mailing 1.

It should be noted that the larger spike in access following the arrival of Mailing 2 compared to Mailing 1 does not mean that the Mailing 2 was 'better' than Mailing 1 in pushing parents to the web. Rather, Mailing 1 and Mailing 2 were designed to 'work together' in sequence, with the ultimate aim of pushing parents to the web. It is possible that a more assertive tone and design in Mailing 1 may have antagonised some parents, leading to an overall fall in access.

Figure 3.2 Date on which the survey was first accessed, among all addresses accessing the survey



Day of week, and time of day, of completion

Almost all parents (98.7%) completed the survey on the same day that they accessed it.

Parents were most likely to complete the survey on a Monday (25.5%), followed by on a Wednesday (19.5%), a Tuesday (14.8%), and a Friday (12.3%). They were least likely to complete the survey on a Thursday (9.9%), a Saturday (10.9%), and a Sunday (7.1%).

By time of day, over two in five parents completed the survey in the afternoon (43.3%), one-third completed it in the morning (33.1%), and just under one-quarter completed it in the evening (23.5%)²⁵.

Device type

Parents were most likely to complete the survey using a smartphone (45.6%), followed by a desktop or laptop computer (32.1%) (see Table 3.10).

Table 3.10 Completed surveys by device type

Device type	%
<i>Base: All completing survey</i>	<i>(2,704)</i>
Smartphone	45.6
Desktop/laptop	32.1
Tablet	12.3
Other/unknown device	10.0
Total completing survey	100.0

Among all parents accessing the survey, those accessing it using a smartphone were more likely to break-off before reaching the end (11.4%) than were those using a desktop or laptop computer (8.0%) or a tablet (6.5%).

Because the device used to access the survey was self-selected by parents, differences in break-off rates between devices cannot be attributed to differences in the quality of the survey implementation or usability between devices.

Table 3.11 Response as a proportion of all accessing the survey, by device type

	Smartphone	Desktop /laptop	Tablet	Other/ unknown	Total
Survey outcome	%	%	%	%	%
<i>Base: All accessing survey</i>	<i>(1,392)</i>	<i>(945)</i>	<i>(354)</i>	<i>(292)</i>	<i>(2,983)</i>
Complete	88.6	92.0	93.5	92.8	90.6
Incomplete	11.4	8.0	6.5	7.2	9.4

²⁵ Morning was defined as between midnight and 11:59, afternoon as between noon and 17:59, and evening as between 18:00 and 23:59.

Average questionnaire length

Timing data is based on interviews that were completed on the same day that they were started. Outlier values (survey lengths of under 2 minutes, or over 45 minutes) were removed prior to analysis. These accounted for 3.5 per cent of completed interviews.

The average (mean) time taken to complete the survey was 12 minutes and 26 seconds. Parents assigned to the 20 minute condition (for whom the survey materials stated that the survey would take “around 20 minutes to complete”, and who received an additional battery of questions), took on average 14 minutes and 21 seconds to complete the survey. Parents assigned to the 15 minute condition (for whom the survey materials stated that the survey would take “around 15 minutes to complete”) took an average of 11 minutes and 48 seconds to complete the survey.

The average completion times were shorter than the stated completion times in the survey materials (i.e. “around 15 minutes” or “around 20 minutes”) because the stated completion time was not intended to equal the average completion time. Rather, it was intended to convey an approximate upper limit to the amount of time a parent could expect to spend completing the survey. Among parents in the 15 minute condition, around one in five (22%) took longer than 15 minutes to complete the survey, and among parents in the 20 minute condition around one in six (17%) took longer than 20 minutes to complete the survey.

Table 3.12 shows the average length of the questionnaire, broken down by questionnaire section, for all parents who completed the survey. Parents who did not answer a particular section of the questionnaire, because they were routed past it based on earlier answers, are excluded from the section-specific calculations.

Table 3.12 Length of questionnaire, by questionnaire section

Questionnaire section	Mean length	Median length
<i>Base: All completing survey, excluding outliers</i>	<i>(2,529)</i>	<i>(2,529)</i>
Household composition	1m 39s	0m 41s
Working status	0m 52s	0m 20s
Use of childcare	1m 15s	0m 46s
Childcare costs	2m 11s	1m 03s
Impact of support	1m 01s	0m 43s
Details of provider(s)	1m 12s	0m 49s
Home learning environment	1m 55s	1m 14s
Attitudes towards childcare	2m 36s	1m 29s
Employment	1m 24s	0m 59s
SEN and disabilities	0m 26s	0m 13s
Digital technology	2m 43s	2m 06s
Demographics	1m 34s	1m 04s
Total	12m 26s	10m 26s

The questionnaire length was broadly similar across device types, ranging from an average of 11m 46s for those completing on a tablet, to 12m 56s for those completing on

a desktop or laptop (see Table 3.13). Those completing on a smartphone fell into the middle of this range, at 12m 17s.

Because device type was self-selected, these differences cannot be interpreted as reflecting any differences in survey usability between devices types.

Table 3.13 Length of questionnaire by device type

Device type	Mean length	Median length	Base
<i>Base: All completing survey, excluding outliers</i>			
Desktop/laptop	12m 56s	10m 54s	817
Smartphone	12m 17s	10m 16s	1,157
Tablet	11m 46s	10m 24s	304
Other/unknown device	12m 16s	10m 19s	251
Total	12m 26s	10m 26s	2,529

4.7 Weighting

Survey weights are values that are assigned to each interviewed sample unit to assign greater, or lesser, importance to that unit when calculating survey estimates. For instance, in the present context assigning a weight of 2 to a parent would double the influence of that parent's survey responses on the obtained survey estimates, relative to a parent with a weight of 1. And conversely, a weight of 0.5 would halve the influence of that parent's survey responses, relative to a parent with a weight of 1.

Survey weights are primarily calculated to i) account for biases at the sample selection stage (known as 'design weighting' or 'selection weighting'), and ii) correct for survey non-response by ensuring the achieved sample matches the known profile of the population on key demographic variables (known as 'calibration weighting').

Survey weights were calculated for the push-to-web mode trial sample to allow comparable analyses to be carried out between survey estimates from the push-to-web mode trial, and survey estimates from the 2018 face-to-face CEYSP (these comparisons of key survey estimates are presented in Section 3.9).

This was achieved by weighting the push-to-web mode trial sample using the same approach, and to the same child- and family-level population profile, as used for the 2018 face-to-face CEYSP.

Multivariate regression analysis (as presented in Section 3.5) showed that only incentivisation had an impact on response, so the analyses concentrated on comparisons of the three incentive groups: no incentive, £5 gift voucher; and tote bag. Weights were therefore generated separately for these three groups, as well as for the full responding sample.

In addition, as analyses were carried out at both the family- and child-levels, weights were generated for both levels: family weights for analyses of data about the family, and child weights for analyses of data about the selected child. This meant that eight sets of weights were generated for the analyses comparing the push-to-web mode trial estimates to the 2018 face-to-face CEYSP estimates: family- and child-level weights for each of the full sample and the three incentive condition groups.

The approach to generating the family- and child-level weights is described below for the full push-to-web mode trial sample, but the approach to generating the weights for the three experimental incentives groups was fully equivalent.

Family weights

Family selection weight

The sample was designed to be representative of the population of children of parents receiving Child Benefit, rather than the population of parents or families themselves. This design feature means that larger families are over-represented in the sample²⁶. The first stage of the weighting for the family weights therefore corrects for these design features by calculating the appropriate selection weights.

The family selection weight is the inverse of the family's selection probability, so larger households are weighted down:

$W1 = 1 / \text{Pr}(F)$; where

$\text{Pr}(F) = \# \text{ children aged 0 to 14}$

These selection weights also corrected for families for which the number of children on the sample frame differed from the number of children found in the family at interview. The counts of the children were based on the sampling frame information, but were adjusted up (or down) if more (or fewer) children were found in the family at interview – this adjustment was trimmed to reduce the variance of the child weights.

Family calibration weight

The next stage of the weighting adjusted the sample using calibration weighting, so that the weighted distribution for region and the number of children in the household at the family-level matched the family-level Child Benefit counts, and the weighted distribution for age groups at the child-level matched child-level Child Benefit counts (see Table 3.14).

²⁶ This follows from children in England having an equal chance of selection, meaning that a family with two children has twice the chance of having a child selected as a family with one child, a family with four children has four times the chance of having a child selected as a family with one child, and so on.

HMRC provided a breakdown of the sampling frame (before exclusions) for different family- and child-level variables for the calculation of the 2018 face-to-face CEYSP weights. These same calibration totals were used to calculate the push-to-web mode trial weights, to preserve comparability of survey estimates between the push-to-web mode trial, and the 2018 face-to-face CEYSP.

The family selection weights (W1) were used as the starting weights for the calibration weighting stage.

Table 3.14 Control totals for the family calibration weights

	Population	Population	Selection weight (W1)	Final weight (W2)
	N	%	%	%
Region (families)				
North East	258,184	4.6	4.9	4.6
North West	740,946	13.3	14.4	13.3
Yorkshire and the Humber	552,666	9.9	11.3	9.9
East Midlands	474,121	8.5	7.6	8.5
West Midlands	600,420	10.8	11.4	10.8
East of England	619,335	11.1	13.0	11.1
London	914,595	16.4	13.6	16.4
South East	886,855	15.9	14.8	15.9
South West	515,699	9.3	9.1	9.3
TOTAL	5,562,821			
Children's age (children)				
0-1	827,418	9.0	10.4	9.1
2-4	1,806,447	19.7	20.1	19.7
5-7	2,029,705	22.2	21.4	22.1
8-11	2,650,819	28.9	28.3	28.9
12-14	1,847,894	20.2	19.8	20.2
TOTAL	9,162,283			
Number of children in household (families)				
1	2,875,171	51.7	41.2	51.7
2	1,987,748	35.7	41.8	35.7
3	534,255	9.6	12.7	9.6
4+	165,647	3.0	4.3	3.0
TOTAL	5,562,821			

The adjustment for the calibration weight was trimmed to avoid extreme weights to give the family weight (W2).

Child weights

Child selection weight

At each sampled address from the Child Benefit sample, a single child was selected at random to be the focus of the detailed child-level questions in the questionnaire.

The child selection weight (W3) is the inverse of the child selection probabilities applied within each household:

$W3 = 1 / \text{Pr}(C)$; where

$\text{Pr}(C) = 1 / (\# \text{ children aged 0 to 14})$

Child calibration weight

The next stage was to produce calibration weights that adjusted the sample of selected children so that the weighted distributions for age/sex groups, region and number of children in the household matched child-level Child Benefit counts (see Table 3.15).

These were the same control totals that were used for weighting the 2018 face-to-face CEYSP sample, again, to preserve comparability of survey estimates between the push-to-web mode trial, and the 2018 face-to-face CEYSP.

The starting weights for the calibration stage (W4) were obtained by combining the family weight (W2) with the child selection weights (W3): $W4 = W2 \times W3$.

Table 3.15 Control totals for the child calibration weights

	Population	Population	Pre-calibration weight (W4)	Final weight (W4)
	N	%	%	%
Region (children)				
North East	419,261	4.6	4.5	4.6
North West	1,227,874	13.4	13.3	13.4
Yorkshire and the Humber	922,391	10.1	10	10.1
East Midlands	778,871	8.5	8.9	8.5
West Midlands	1,016,163	11.1	10.7	11.1
East of England	1,013,551	11.1	10.4	11.1
London	1,495,032	16.3	16.8	16.3
South East	1,442,398	15.7	16.5	15.7
South West	846,742	9.2	9	9.2
TOTAL	9,162,283			
Selected child's gender / age (children)				
Males: 0-1	423,892	4.6	4.7	4.6
Males: 2-4	925,517	10.1	8.9	10.1
Males: 5-7	1,039,628	11.3	11.2	11.3
Males: 8-11	1,355,997	14.8	14.8	14.8
Males: 12-14	945,339	10.3	11	10.3
Females: 0-1	403,526	4.4	4.7	4.4
Females: 2-4	880,930	9.6	9.2	9.6
Females: 5-7	990,077	10.8	12.1	10.8
Females: 8-11	1,294,822	14.1	14	14.1
Females: 12-14	902,555	9.9	9.4	9.9
TOTAL	9,162,283			
Number of children in household (children)				
1	2,872,645	31.4	30.6	31.4
2	3,972,003	43.4	43.4	43.4
3	1,601,357	17.5	17.9	17.5
4+	716,278	7.8	8.1	7.8
TOTAL	9,162,283			

Effective sample size

Disproportionate sampling and sample clustering usually result in a loss of precision for survey estimates. All else being equal, the more variable the weights, the greater the loss in precision.

The effect of the sample design on the precision of survey estimates is indicated by the effective sample size. The effective sample size measures the size of an (unweighted) simple random sample that would have provided the same precision as the design being

implemented. The efficiency of a sample is given by the ratio of the effective sample size to the actual sample size.

The estimated ‘average’ effective sample size and sample efficiency were calculated for both weights (Table 3.16). Note that this calculation includes only effects of the weighting; it does not include clustering effects, which will be question-specific. In addition, this is an ‘average’ effect for the weighting – the true effect will vary from question to question. These figures provide a guide to the average level of precision of child- and family-level survey estimates.

The lower efficiency for the 2018 face-to-face CEYSP sample compared to the push-to-web mode trial sample is due to children aged 2 to 4 being over-sampled (by a factor of 3 relative to children of other ages) for the 2018 face-to-face CEYSP. No boost was included in the sample design for the push-to-web mode trial. Disproportionate sampling increases the variance of the selection weights, and hence reduces the efficiency of the sample.

Table 3.16 Effective sample size and weighting efficiency

	Push-to-web mode trial				2018 F2F CEYSP
	All	No incentive	Voucher	Tote bag	
<i>Base: All cases</i>	2,704	1,147	879	678	5,922
Child weight					
Effective sample size	2,567	1,084	807	627	4,404
Sample efficiency	94.9%	94.5%	91.8%	92.5%	74.4%
Family weight					
Effective sample size	2,107	902	671	508	3,364
Sample efficiency	77.9%	78.7%	76.3%	74.9%	56.8%

2018 face-to-face CEYSP issued sample weights

One final set of weights was required for analyses comparing the achieved sample profile from the push-to-web mode trial, to the sample profile for the 2018 face-to-face CEYSP (these sample profile comparisons are presented in Section 3.8).

The 2018 face-to-face CESYP used a sample design under which selected children aged 2 to 4 were over-sampled by a factor of 3 relative to children of other ages. This step was taken to boost the number of children in this age range, to maximise the potential for sub-group analyses. The achieved sample profile is therefore skewed towards families with a child aged 2 to 4. To correct this, a weight was generated for the 2018 face-to-face CEYSP that adjusted the sample profile to represent that sample that would have been achieved had no over-sampling been carried out (as was the case for the push-to-web mode trial).

This 2018 face-to-face CEYSP comparability weight was calculated as:

$WC = Pr(W) / Pr(F)$; where

$Pr(W) = (\# \text{ children aged 0 to 14})$

and $Pr(F) = (\# \text{ children not aged 2 to 4}) + 3 \times (\# \text{ children aged 2 to 4})$.

4.8 Sample profile

Approach and rationale for sample profile comparisons

This section presents the unweighted achieved sample profile of the push-to-web mode trial, and compares it to the achieved sample profile of the 2018 face-to-face CEYSP²⁷. The sample profiles are compared on respondent characteristics (e.g. working status, highest qualification), family characteristics (e.g. couple/lone parent family, family annual income, tenure), area characteristics (e.g. area deprivation, rurality), and selected child characteristics (e.g. age, ethnicity).

Given the considerably higher response rate achieved for the 2018 face-to-face CEYSP (50.9%) compared to the push-to-web mode trial (15.2%), the sample profile for the 2018 face-to-face CEYSP provides the most accurate available estimates of the true population profile of families with a child aged 0 to 14, and of children within these families²⁸. By extension, deviations from this sample profile can be understood to indicate to what extent, and in which ways, the achieved push-to-web mode trial sample is biased away from the population profile.

Differences between the sample profiles of the 2018 face-to-face CEYSP and the push-to-web mode trial could, to some extent, arise due to changes in the underlying population of parents between the fieldwork periods for the two surveys (approximately one year). Past face-to-face CEYSP data, however, indicates that such population changes are negligible over the course of one year, and so this source of variation can be discounted as an explanation.

It is also possible that differences between the sample profiles of the 2018 face-to-face CEYSP and the push-to-web mode trial could, to some extent, arise from mode effects, whereby the sample profiles differ not as a result of biases in the responding samples, but as a result of parents responding in a different manner to interviewer-administered (face-to-face) questions than to self-administered (push-to-web) questions. The

²⁷ As described in Section 3.7 (Weighting), in order to make valid comparisons between the sample profiles of the push-to-web mode trial and the 2018 face-to-face CEYSP, a survey weight was applied when calculating the sample profile for the 2018 face-to-face CEYSP to remove the effect of the boost of children aged 2 to 4 incorporated in the sample design. This adjusted the sample profile of the 2018 face-to-face CEYSP to represent that sample that would have been achieved had no over-sampling been carried out.

²⁸ See section 3.2 (Overall response rates) for further information about the response rates of the push-to-web mode trial, and the 2018 face-to-face CEYSP.

questions from which the sample profiles are derived, however, are simple, factual questions, which are relatively unlikely to be subject to mode effects. Furthermore, area characteristics, such as area deprivation and rurality, are derived by matching administrative data to the postcodes of parents' addresses, and so are not reliant on parents' reports at all.

Multivariate regression analysis (as presented in Section 3.5) showed that only incentivisation had an impact on response to the push-to-web mode trial. Therefore, the sample profile for the push-to-web mode trial is shown separately for the three incentive groups (no incentive, £5 gift voucher, and tote bag), as well as for the full responding sample. This allows for an analysis of whether the increased response rates under the £5 gift voucher and tote bag conditions is associated with sample profiles that more accurately match the population profile.

Results of sample profile comparisons

A comparison of the profiles of the full responding push-to-web mode trial sample, and the 2018 face-to-face CEYSP sample, paints a general picture of the push-to-web mode trial sample being more highly educated, with higher incomes and levels of employment, living more often in couple (vs lone parent) families, and living in less deprived areas of the country, when compared to the population profile (i.e. the 2018 face-to-face CEYSP sample).

Specifically, as shown in Tables D.1 to D.4 in Appendix D, the push-to-web mode trial sample is biased away from the population profile in the following ways:

- **Working status:** respondents are more likely to be in work (75.7% among the push-to-web mode trial, compared to 66.7% among the 2018 face-to-face CEYSP).
- **Highest educational qualification:** respondents are more likely to hold an honours degree or above (42.7% vs 30.7%).
- **Family type:** families are more likely to be couple (as opposed to lone parent) families (82.8% vs 76.3%).
- **Family work status:** families are more likely to be dual-working couple families (57.5% vs 48.3%) and are less likely to be non-working lone parent families (5.5% vs 10.8%).
- **Number of children in family:** families are more likely to contain only one child aged 0 to 14 (29.4% vs 24.7%) and are less likely to contain three or more children aged 0 to 14 (21.6% vs 29.9%).
- **Age of children in family:** families are more likely to contain only pre-school children (18.6% vs 14.3%).

- **Family annual income:** families are more likely to earn £45,000 per year (gross) or more (42.0% vs 32.4%).
- **Tenure:** families are more likely to live in owner occupier accommodation (54.7% vs 44.9%) and are less likely to rent their accommodation from a Local Authority or Housing Association (16.4% vs 26.6%).
- **Region:** families are more likely to live in the South East (17.6% vs 14.7%) and are less likely to live in the North West (11.6% vs 14.6%).
- **Area deprivation:** families are more likely to live in the least deprived quintile of areas in England (22.7% vs 17.2%) and are less likely to live in the most deprived quintile of areas (18.7% vs 28.3%).
- **Ethnicity:** selected children are more likely to be White (78.7% vs 75.6%).

Turning now to the breakdowns of the push-to-web mode trial sample profile by incentive group, the data show that the offer of a £5 gift voucher (which boosted the response rate by 9.3 percentage points, compared to offering no incentive) tends to bring the sample profile slightly closer in line with the population profile, although the sample profile retains most of its bias.

In contrast, the provision of a tote bag (which boosted the response rate by 4.9 percentage points compared to offering no incentive), tends to exacerbate the bias present in the sample profile.

Specifically:

- **Highest educational qualification:** among respondents receiving no incentive, 43.0% held an honours degree or above, compared to 30.7% among the 2018 face-to-face CEYSP. The £5 gift voucher reduced the extent of this bias (to 39.8%), while the tote bag increased it (to 46.0%).
- **Family work status:** among those receiving no incentive, 5.2% were in non-working lone parent families, compared to 10.8% among the 2018 face-to-face CEYSP. The £5 gift voucher reduced the extent of this bias (to 7.1%), while the tote bag increased it (to 3.8%).
- **Family annual income:** among those receiving no incentive, 40.1% were in families earning £45,000 per year (gross) or more, compared to 32.4% among the 2018 face-to-face CEYSP. The £5 gift voucher made no difference to the extent of this bias (40.3%), while the tote bag increased it (to 47.4%).
- **Tenure:** among those receiving no incentive, 65.3% were living in owner occupier accommodation, compared to 53.0% among the 2018 face-to-face CEYSP. The £5 gift voucher reduced the extent of this bias (to 61.5%), while the tote bag made no difference to it (66.2%).

- **Area deprivation:** among those receiving no incentive, 19.5% were living in the most deprived areas of the country, compared to 28.3% among the 2018 face-to-face CEYSP. The £5 gift voucher made no difference to the extent of this bias (19.0%), while the tote bag increased it (to 17.0%).
- **Ethnicity:** among those receiving no incentive, 76.7% of selected children were White, compared to 75.6% among the 2018 face-to-face CEYSP. Both the £5 gift voucher, and the tote bag, slightly increased the extent of this bias (to 81.0% and 78.8% respectively).

4.9 Key survey estimates

Approach and rationale for key survey estimate comparisons

This section presents weighted key survey estimates from the push-to-web mode trial and compares them to the equivalent weighted key survey estimates from the 2018 face-to-face CEYSP²⁹. In spite of the biases in the responding sample, the push-to-web survey produces similar estimates to the 2018 face-to-face CEYSP for certain simple, factual questions, but finds greater differences for questions relating to parents' attitudes and intentions. It is ultimately not possible to determine whether these differences are attributable to differences in the profile of the responding samples or to mode effects (or both), as these factors are confounded. However, to the extent that the sample profile of a push-to-web survey is biased in certain ways, and to the extent that its lower response rate confers more opportunities for non-response bias, it can be expected to produce survey estimates that are more biased than its face-to-face counterpart.

Given the considerably higher response rate achieved for the 2018 face-to-face CEYSP (50.9%) compared to the push-to-web mode trial (15.2%), the survey estimates for the 2018 face-to-face CEYSP provide the most accurate available estimates of population parameters. By extension, deviations from these survey estimates can be understood to indicate to what extent, and in which ways, the push-to-web mode trial produces survey estimates that are biased away from population parameters, even after corrective weighting has been applied.

While the survey estimates compared are those for which the constituent questions are the same, or similar, between the two surveys, the following important caveats should be borne in mind when interpreting these comparisons:

- Differences between the survey estimates could arise from mode effects, whereby the survey estimates differ not because of biases in the responding samples, but

²⁹ As described in Section 3.7 (Weighting), sets of weights were generated to allow survey estimates from the push-to-web mode trial to be compared to survey estimates from the 2018 face-to-face CEYSP on a comparable basis.

because of parents responding in a different manner to interviewer-administered (face-to-face) questions than to self-administered (push-to-web) questions. Mode effects are particularly likely to affect attitudinal (rather than factual) questions, and questions where the wording, presentation, or response options differ between the surveys. Where there are differences in the presentation of questions between the surveys, these are made explicit.

- Differences between the survey estimates could arise due to changes in the knowledge, attitudes and behaviours of parents between the fieldwork periods for the two surveys (approximately one year). Evidence from previous waves of the face-to-face CEYSP suggest that year-on-year changes tend to be minimal.

Multivariate regression analysis (as presented in Section 3.5) showed that only incentivisation had an impact on response to the push-to-web mode trial, with neither survey length nor the inclusion of a leaflet in the first mailing having any impact. Therefore, following the approach taken in Section 3.8 (which compared the sample profiles of the push-to-web mode trial and the 2018 face-to-face CEYSP), the key survey estimates for the push-to-web mode trial are shown separately for the three incentive groups (no incentive, £5 gift voucher, and tote bag), as well as for the full responding sample. This allows for an exploration of whether the increased response rates under the £5 gift voucher and tote bag conditions are associated with survey estimates that are closer to the relevant population parameters.

Results of key survey estimates comparisons

Table 3.17 shows the survey estimates for children's use of childcare during term time. It is important to note some differences between the questions in the push-to-web mode trial and the 2018 face-to-face CEYSP surveys from which these estimates are derived. For the push-to-web mode trial, parents were asked which formal and informal childcare providers they used for the selected child in a "typical term-time week", while for the 2018 face-to-face CEYSP, parents were asked which formal and informal providers the selected child had used specifically in the most recently elapsed term-time week. The push-to-web mode trial referred to a "typical term-time week" because the experiences of interviewers working on the face-to-face CEYSP show that identifying the most recently elapsed term-time week can be complex for some parents, especially where there have been atypical circumstances, such as illness or school closure days. In the absence of an interviewer to provide guidance, this approach was not considered to be in keeping with a Mobile First questionnaire design.

The push-to-web mode trial also used a shorter list of formal childcare providers, with a single response option of "nursery or pre-school" in place of the separate options of "nursery class", "day nursery", "pre-school", and "playgroup" used in the 2018 face-to-face CEYSP. This followed from the cognitive testing which found some parents to be confused by the distinction between these provider types, and was also consistent with

the Mobile First approach of minimising the number of answer options presented on screen as far as possible.

Despite these differences, the estimates for children's use of formal childcare during term-time were very similar between the push-to-web mode trial and 2018 face-to-face CEYSP samples (52.2% and 51.4% respectively). The survey estimates for the no incentive and £5 gift voucher conditions (51.3% and 50.8% respectively) were closer to the 2018 face-to-face CEYSP estimate than was the estimate for the tote bag condition (56.3%).

With respect to children's use of informal childcare during term-time, the estimate for the push-to-web mode trial was considerably higher (47.9%) than the equivalent estimate from the 2018 face-to-face CEYSP (27.8%). The estimates were broadly similar between the three incentive conditions. It is possible that the higher estimate for the use of informal childcare during term time for the push-to-web mode trial sample was due to differences in the question wording between the surveys. Specifically, some respondents to the push-to-web mode trial may have counted informal providers as providing childcare "in a typical term time week" even if these providers only looked after the child once every two or three few weeks on average. For the 2018 face-to-face CEYSP, the estimate could not have been inflated in this manner given the question's focus on receipt of childcare in a specific term-time week. The estimate for the use of formal childcare in the push-to-web mode trial sample may not have been inflated in this manner given the greater consistency in patterns of formal childcare use during term time.

Table 3.17 Survey estimates: children's use of childcare during term-time

		Push-to-web mode trial				2018 F2F CEYSP
		All	No incentive	Voucher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All children aged 0 to 14</i>		(2,704)	(1,147)	(879)	(678)	(5,877)
ProvForm and ProvInform: Use of childcare in a typical term time week (derived)	Child uses formal childcare	52.2	51.3	50.8	56.3	51.4
	Child uses informal childcare	47.9	45.8	50.1	49.3	27.8
	Child uses any childcare	74.1	71.1	75.0	78.5	64.9

Awareness and use of childcare entitlements

Table 3.18 shows survey estimates for parents' awareness of the 15 and the 30 free hours of childcare schemes, take-up of these schemes, and awareness and take-up of the Tax-Free Childcare scheme.

These data show levels of awareness of the free hours of childcare schemes to be almost identical between the push-to-web mode trial, and the 2018 face-to-face CEYSP (for instance, 90.8% of parents in the push-to-web mode trial were aware of the 15 free hours scheme, compared to 89.7% of parents in the 2018 face-to-face CEYSP).

Awareness levels showed relatively little variation across incentive conditions.

Take-up of free hours of childcare was also found to be broadly similar (allowing for the low base size of 304 for the push-to-web mode trial sample), at 79.4 per cent of children aged 3 to 4 among families aware of the scheme(s) for the push-to-web mode trial sample, compared to 84.8 per cent for the 2018 face-to-face CEYSP. It should be noted that the push-to-web mode trial questionnaire asked whether the selected child was “currently receiving any free hours of childcare”, whereas the 2018 face-to-face CEYSP questionnaire asked whether the child had received any free hours specifically in the most recently elapsed term time week.

Awareness of Tax-Free Childcare scheme was considerably higher among parents responding to the push-to-web mode trial (43.5%), than among those responding to the 2018 face-to-face CEYSP (26.2%). It is likely that this reflects, at least to some extent, a real increase in levels of awareness among parents in the (approximately) one year between the survey fieldwork periods. This is supported by evidence from the 2019 face-to-face CEYSP - for which the survey population was children aged 0 to 4 - which found that 39.1 per cent of parents with a child aged 0 to 4 were aware of the Tax-Free Childcare scheme. The equivalent proportion from the 2018 face-to-face CEYSP was 31.0 per cent. Levels of awareness showed little variation between the incentive conditions of the push-to-web mode trial.

Among parents aware of the Tax-Free Childcare scheme, those responding to the push-to-web mode trial were considerably more likely to have applied for and opened an account (24.0%) than those responding to the 2018 face-to-face CEYSP (11.5%). The face-to-face CEYSP again suggests that this difference reflects real changes over time in application to the Tax-Free Childcare scheme. The 2019 face-to-face CEYSP found that among parents who were aware of the Tax-Free Childcare scheme, and who had a child aged 0 to 4, 21.7 per cent had applied for and opened a Tax-Free Childcare account. The equivalent proportion from the 2018 face-to-face CEYSP was 15.0 per cent. Furthermore, official statistics published by HMRC show that take-up of Tax-Free Childcare almost doubled between 2018 and 2019: 141,000 families were using Tax-Free Childcare for 170,000 children in June 2019, compared with 60,000 families using Tax-Free Childcare for 73,000 children in June 2018³⁰.

³⁰ See: <https://www.gov.uk/government/statistics/tax-free-childcare-statistics-june-2019>

Table 3.18 Survey estimates: awareness and use of childcare entitlements

		Push-to-web mode trial				2018 F2F CEYSP
		All	No incentive	Vou- cher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All families with a child aged 0 to 4</i>		(1,248)	(516)	(432)	(300)	(3,503)
F15Aw: Before today, did you know that all 3- and 4-year-olds can get up to 15 hours of free childcare a week?	Yes	90.8	90.1	91.0	91.5	89.7
	No	9.2	9.9	9.0	8.5	10.3
F30Aw: Before today, did you know that 3- and 4-year-olds with working parents can get up to 30 hours of free childcare a week?	Yes	77.6	78.2	73.4	81.7	77.0
	No	22.4	21.8	26.6	18.3	23.0
<i>Base: All children aged 3 to 4, receiving formal childcare, and where the parent is aware of the 15 and/or 30 free hours of childcare schemes</i>		(304)	(119)	(121)	(64)	(1,238)
FreeH: Is [DV_Firstname_SC] currently receiving any free hours of childcare?	Yes	79.4	82.1	81.4	71.5	84.8
	No	20.6	17.9	18.6	28.5	15.6
<i>Base: All families with a child aged 0 to 11</i>		(2,444)	(1,022)	(799)	(623)	(5,381)
TaxFCSAw: Before today, were you aware of the Tax-Free Childcare scheme?	Yes	43.5	42.0	44.1	44.9	26.2
	No	56.5	58.0	55.9	55.1	73.8
<i>Base: All parents who are aware of the Tax-Free Childcare scheme</i>		(1,068)	(426)	(351)	(291)	(1,500)
TaxFCSAp: Have you [or your partner] applied for or opened a Tax-Free Childcare account?	Applied and opened	24.0	23.8	23.9	23.2	11.5
	Applied not opened	3.5	2.8	3.9	4.4	1.8
	Not applied	72.5	73.4	72.1	72.3	86.7

Employment preferences

Table 3.19 shows survey estimates for parents' preferences around childcare and employment.

Working parents responding to the push-to-web mode trial were more likely than those responding to the 2018 face-to-face CEYSP to express a preference for increasing their working hours, if they could arrange good quality, convenient, reliable and affordable childcare (36.8% vs 23.3% respectively). There was relatively little variation between the incentive conditions. This question (PrefFull) had precisely the same wording, answer options, and base definition between the two surveys. This implies that the difference in the survey estimates is attributable to either (or both) mode effects or biases in the sample profile in the push-to-web survey.

Non-working parents responding to the push-to-web mode trial were around as likely as those responding to the 2018 face-to-face CEYSP to express a preference for going out

to work, if they could arrange good quality, convenient, reliable and affordable childcare, (50.7% vs 52.3% respectively).

However, parents responding to the push-to-web mode trial were more likely to express a *strong* preference for going out to work (26.1% vs 19.8% respectively). This question (PrefWrkB) also had precisely the same wording, answer options, and base definition between the two surveys, again implying that this difference is attributable to either (or both) mode effects or biases in the sample profile in the push-to-web survey.

Table 3.19 Survey estimates: employment preferences

		Push-to-web mode trial				2018 F2F CEYSP
		All	No incentive	Vou- cher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All working parents with a child aged 0 to 14</i>		(2,040)	(865)	(656)	(519)	(3,767)
PrefFull: If I could arrange good quality childcare which was convenient, reliable and affordable, I would work more hours	Agree strongly	16.2	16.9	15.8	15.3	5.8
	Agree	20.6	21.2	21.4	19.2	17.4
	Neither agree nor disagree	34.1	32.4	35.7	35.1	15.4
	Disagree	20.6	21.1	19.7	21.0	38.2
	Disagree strongly	8.4	8.4	7.5	9.4	23.3
	Net: Agree	36.8	38.1	37.2	34.5	23.2
<i>Base: All non-working parents with a child aged 0 to 14</i>		(656)	(278)	(220)	(158)	(2,045)
PrefWrkB: If I could arrange good quality childcare which was convenient, reliable and affordable, I would prefer to go out to work.	Agree strongly	26.1	27.9	23.7	26.4	19.8
	Agree	24.6	24.2	21.9	29.1	32.1
	Neither agree nor disagree	33.1	33.4	37.8	26.4	18.6
	Disagree	10.6	9.5	10.8	12.5	14.9
	Disagree strongly	5.6	4.9	5.8	5.6	14.5
	Net: Agree	50.7	52.1	45.6	55.5	52.3

Attitudes to local formal childcare

Table 3.20 shows survey estimates for questions on parents' perceptions of local formal childcare.

It should be noted that in the 2018 face-to-face CEYSP, "Don't know" was not included on the showcard presented by the interviewer from which parents were asked to choose their answer. Rather, parents were free to answer spontaneously that they were not sure, or did not know, and a "Don't know" answer option was available on-screen to the interviewer to code. Similarly for question CCWork, "Not applicable" was not included on the showcard for this question in the 2018 face-to-face CEYSP.

In light of the relatively high proportion of parents answering "Don't know" to these questions in the 2018 face-to-face CEYSP, the decision was taken to present a "Don't

know” answer option on screen, up-front, for all parents in the push-to-web mode trial, rather than risk parents feeling unable to provide an answer and breaking-off at this point.

This difference in presentation is likely to account for much of the differences in response patterns to these questions between the surveys. Parents responding to the push-to-web mode trial were considerably more likely to answer “Don’t know” to these questions than were parents responding to the 2018 face-to-face CEYSP.

Table 3.20 Survey estimates: attitudes to local formal childcare

		Push-to-web mode trial				2018 F2F CEYSP
		All	No incentive	Voucher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All families with a child aged 0 to 14</i>		(2,704)	(1,147)	(879)	(678)	(5,877)
CCPlaces: Thinking about the overall number of places at formal childcare providers in your local area, would you say that there are currently...	Too many places	0.8	0.7	0.7	1.2	1.4
	About the right number of places	28.1	26.7	30.0	28.4	44.9
	Not enough places	26.9	26	26.8	28.7	28.7
	Don't know	44.2	46.6	42.6	41.7	25.0
CCQual: And thinking about the overall quality of childcare provided in your local area, would you say this is...	Very good	18.6	18.5	17.9	19.9	24.7
	Fairly good	38.0	36.3	39.3	39.1	39.1
	Fairly poor	4.6	5.6	3.8	3.9	5.8
	Very poor	1.6	1.0	2.2	1.7	2.8
	Don't know	37.1	38.6	36.8	35.4	27.6
	Net: Good	56.6	54.8	57.2	59.0	63.8
CCCost: And thinking about the overall affordability of childcare provided in your local area, for a family like yours how good would you say this is?	Very good	4.5	5.2	4.3	3.6	8.0
	Fairly good	29.5	28.8	30.6	29.0	32.6
	Fairly poor	20.1	18.8	19.3	23.0	18.0
	Very poor	10.6	10.6	11.2	9.8	12.5
	Don't know	35.3	36.6	34.6	34.6	28.8
	Net: Good	34.0	34.0	34.9	32.6	40.6
<i>Base: All working families with a child aged 0 to 14</i>		(2,437)	(1,036)	(776)	(625)	(4,926)
CCWork: To what extent do you agree or disagree with the following statement: I am able to find formal childcare during term time that fits in with my [and my partner's] working hours"	Agree strongly	9.9	9.5	9.8	10.5	13.8
	Agree	25.6	24.9	24.1	28.5	33.8
	Neither agree nor disagree	10.1	8.9	12.1	10.0	8.7
	Disagree	7.0	7.9	5.2	7.9	8.0
	Disagree strongly	4.3	4.5	5.0	2.8	3.9
	Not applicable - I don't use/need formal childcare	43.1	44.4	43.8	40.3	31.8
	Net: Agree	35.5	34.4	33.0	39.0	47.6

The home learning environment

Table 3.21 shows survey estimates for questions about the selected child's home learning environment. For these questions, data from the 2017 face-to-face CEYSP are presented (as these questions were not included in the 2018 CEYSP). Because these questions were only asked of parents whose selected child was aged 0 to 5, base sizes for the separate incentive conditions are relatively low, and so differences between them are not commented upon.

It should be noted that in the 2017 face-to-face CEYSP, parents were first asked (for each home learning activity) whether someone at home ever does the activity with the selected child. Those answering "yes" were routed to a follow-up question to gauge the frequency with which the activity was done. Responses to the two questions were combined to produce a derived frequency variable with a scale ranging from "Never" to "More than once a day". For the push-to-web mode trial, to conserve questionnaire space, parents were instead asked a single question for each home learning activity, using a scale ranging from "Never" to "More than once a day".

For each of the home learning activities, parents in the push-to-web mode trial were considerably more likely to say that someone at home does the activity once a day, or more than once a day. For instance, 76.8 per cent of parents in the push-to-web mode trial said that someone at home looks at books or reads to their child on at least a daily basis, compared to 69.4 per cent of parents in the 2017 face-to-face CEYSP. Conversely, parents in the push-to-web mode trial were considerably less likely to say that someone at home "never" does the activities. For instance, just 1.1 per cent of parents in the push-to-web mode trial said that nobody at home ever looks at books or reads to their child, compared to 5.8 per cent of parents in the 2017 face-to-face CEYSP. These differences may, to a large extent, be due to the aforementioned difference in questionnaire design.

Parents were asked how many books or e-books they have in their home aimed at children aged 5 or under. Among parents responding to the push-to-web mode trial, 37.2% reported having 40 or more books, which compares with 44.7% among the 2017 face-to-face CEYSP. The higher estimate from the 2017 face-to-face CEYSP could, in part, be due to the inclusion of an interviewer instruction at this question which directed interviewers to inform parents, if the query should arise, to include books on a tablet or smartphone as e-books. This instruction was not included in the push-to-web mode trial - to keep the question content as brief and streamlined as possible in keeping with the Mobile First approach to questionnaire design.

Parents were also asked how they felt about the amount of learning and play activities they do with their child. Parents responding to the push-to-web mode trial were considerably more likely to say "I'd like to do more" (53.6%) than those responding to the 2018 face-to-face CEYSP (34.3%), and by contrast, were considerably less likely to say "It's about right" (46.3% vs 64.6% respectively). This question (FLearn) had precisely the same wording, answer options, and base definition between the two surveys, implying

these differences are attributable to either (or both) mode effects or biases in the sample profile in the push-to-web survey.

Table 3.21 Survey estimates: Home Learning Environment

		Push-to-web mode trial				2017 F2F CEYSP
		All	No incentive	Vou- cher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All children aged 0 to 5</i>		(1,033)	(422)	(357)	(254)	(2,648)
HLReadOf: How often, if ever, does someone at home: Look at books or e-books with [selected child] or read to [selected child]?	More than once a day	45.3	46.9	45.5	45.1	29.5
	Once a day	31.5	28.9	29.7	36.8	39.9
	Several times a week	15.6	17.2	15.8	12.1	18.3
	Once a week	2.9	2.8	3.1	2.6	4.0
	Occasionally or less than once a week	3.6	3.4	3.6	3.4	2.6
	Never	1.1	0.8	2.2	0	5.8
	Net: At least daily	76.8	75.8	75.3	81.9	69.4
HLAbcOf: How often, if ever, does someone at home: Help [Selected child] to learn the alphabet or recognise words, or do activities with [Selected child] that include the alphabet or words?	More than once a day	37.4	35.7	37.4	40.6	20.1
	Once a day	21.1	20.9	22.7	21.0	30.4
	Several times a week	25.6	27.8	22.0	26.3	26.4
	Once a week	4.9	4.4	6.6	3.4	5.7
	Occasionally or less than once a week	7.1	6.9	7.4	6.2	2.8
	Never	3.8	4.2	3.8	2.5	14.6
	Net: At least daily	58.5	56.7	60.1	61.6	50.5
HLNumOf: How often, if ever, does someone at home: Help [Selected child] to learn numbers or to count, or do activities with [Selected child] that include numbers or counting?	More than once a day	45.2	43.4	47.7	46.2	26.0
	Once a day	18.9	20.3	17.5	19.9	30.6
	Several times a week	24.1	25.0	22.8	22.9	25.2
	Once a week	4.1	3.4	3.8	5.6	4.4
	Occasionally or less than once a week	4.7	4.1	5.6	3.4	1.7
	Never	3.0	3.9	2.7	1.9	12.2
	Net: At least daily	64.1	63.6	65.1	66.1	56.6
HLPoemOf: How often, if ever, does someone at home: Help [DV_Firstname_SC] to learn any songs, poems or nursery rhymes?	More than once a day	48.2	47.4	48.3	50.9	27.0
	Once a day	16.6	18.4	14.6	16.4	30.6
	Several times a week	23.0	22.5	24.7	21.1	24.3
	Once a week	4.5	4.6	4.4	3.7	6.4
	Occasionally or less than once a week	6.3	5.4	6.3	7.0	3.2
	Never	1.5	1.6	1.8	1.0	8.5
	Net: At least daily	64.7	65.8	62.9	67.3	57.6

Table 3.21 continued...

		Push-to-web mode trial				2017 F2F CEYSP
		All	No incentive	Vou- cher	Tote	
Question	Answer	%	%	%	%	%
<i>Base: All children aged 0 to 5</i>		(1,035)	(422)	(357)	(256)	(2,647)
HLBooks: About how many books or e-books do you have in your home that are aimed at children aged 5 or under?	None	1.2	0.6	1.6	1.4	2.2
	1-10	13.0	13.9	11.0	14.4	12.8
	11-20	16.5	19.1	17.2	11.1	14.1
	21-30	18.3	17.0	18.1	20.6	14.4
	31-40	13.9	10.1	16.4	15.7	11.8
	41-50	9.9	9.0	12.1	8.8	11.0
	51+	27.3	30.2	23.6	27.9	33.7
	Net: More than 40	37.2	39.2	35.7	36.8	44.7
FLearn: How do you feel about the amount of learning and play activities you do with [selected child]?	It's about right	46.3	44.7	46.4	51.4	64.6
	I'd like to do more	53.6	55.3	53.5	48.6	34.2
	I'd like to do less	*	0	*	0	1.2

5 Conclusions

This research demonstrates that a push-to-web survey of parents sampled from the Child Benefit Register is feasible, with a response rate of around 23 per cent attainable if a £5 gift voucher is offered conditional on survey completion.

The importance of a Mobile First approach to questionnaire design is supported by the finding that almost half of parents completed the survey on their smartphone. And the revisions to the questionnaire content and functionality that followed from the cognitive and usability testing suggest that these were important stages in the development of the survey.

Out of almost 18,000 parents invited to complete the survey, only seven contacted the survey helplines with a survey-specific query or comment, and not one raised a complaint or expressed concerns that the name of their child had been fed-forward into the questionnaire. This suggests that as long as information about data privacy and confidentiality is clearly conveyed, in both the survey materials and in the questionnaire itself, parents are unlikely to have concerns about their personal data being fed into the survey, even without an interviewer present to provide assurances.

The overall response rate was 15.2 per cent, which compares to 50.9 per cent for the most recently completed (2018) face-to-face CEYSP. The far lower response rate for the push-to-web survey is in line with other research that has compared face-to-face and push-to-web approaches. For instance, Year 1 of the push-to-web Active Lives survey (2016) commissioned by Sport England obtained a 19 per cent response rate, far lower than the 52 per cent response rate achieved for its predecessor face-to-face Active Adults survey (2012) commissioned by Sport Wales. Similarly, an experiment on the Community Life Survey (2013-13) commissioned by the Cabinet Office obtained a response rate of 19 per cent using a push-to-web approach, far lower than the 60 per cent achieved for the concurrent face-to-face survey.

The considerably higher response rates enjoyed by face-to-face surveys can be attributed to a variety of factors, including: a greater propensity to co-operate with a survey request made face-to-face by an interviewer, than to a request made by post which can more easily be ignored; a home visit endowing the survey with more importance; a greater number of contact attempts; and longer fieldwork periods.

The push-to-web mode trial experiment found that the inclusion of a leaflet in the invitation mailing did not make any meaningful difference to the response rate. This suggests that a leaflet accompanying the invitation letter is unnecessary if the aim of the leaflet is to increase the response rate, rather than to convey necessary information that cannot be contained within the letter. The experiment also found that the stated length of the survey (15 minutes vs 20 minutes) made no meaningful difference to the response rate, suggesting that a push-to-web survey about childcare of up to around 20 minutes in length can be considered, without fear of damaging the response rate.

A £5 gift voucher was by far the most effective method of increasing the response rate, raising it by 9.3 percentage points compared to offering no incentive. The £5 gift voucher also delivered an achieved sample profile which, compared to offering no incentive, was slightly closer to population parameters on a range of key demographic characteristics. However, the sample profile remained biased, with responding parents being more highly educated, with higher incomes and levels of employment, living more often in couple (vs lone parent) families, and living in less deprived areas of the country compared to the overall population of parents.

These biases are consistent with the findings of other push-to-web surveys where it has been possible to compare the achieved sample profile to population parameters. For instance, an experiment on the Community Life survey (2015) run for the Cabinet Office found that the sample profile of a push-to-web survey over-represented the following groups (as compared with a parallel face-to-face survey): high earners, more highly educated individuals, owner-occupiers, and native English speakers. Similar sample profile biases were observed by the Office for National Statistics in their push-to-web Labour Market Survey (2018).

The tote bag was less effective at boosting the response rate, raising it by 4.9 percentage points, and actually exacerbated the biases in the profile of responding parents. Moreover, the tote bag was more costly to administer than the £5 gift voucher, equating to an increase in administration costs of around 33 per cent per achieved interview. This was primarily because the tote bag was an unconditional incentive which had to be printed and mailed to each sampled address, whereas the £5 gift voucher was a conditional incentive which only needed to be sent to parents who completed the survey. Furthermore the £5 gift voucher did not incur any packaging or postage costs, as it was an electronic voucher which was sent by email.

Taken together, these data suggest that a monetary incentive, such as a gift voucher, should be offered to maximise the response rate for future push-to-web surveys of parents, but unconditional non-monetary incentives, such as tote bags, should be avoided.

Nonetheless, even with a monetary incentive, one should expect the response rate to be far lower than that obtained from an equivalent face-to-face survey, and one should expect the profile of responding parents to be biased towards more affluent groups in society. Ultimately, a trained face-to-face interviewer making multiple personal visits to a household can be expected to achieve a higher response rate than a series of postal mailings which can easily be ignored or forgotten about.

Future research should explore the ways in which response rates to push-to-web surveys can be maximised. A higher value incentive (e.g. £10) would likely have increased the response rate further, but this would have increased survey costs accordingly. Other features that could be varied in pursuit of a higher response rate include: the design of the letters and envelopes; the content and layout of the mailings; messaging that is

personalised by region of the country, or by demographic characteristics of the address or the family; the total number of mailings; and the length of the fieldwork period. Varying these features would likely result in only small improvements to the response rate however. As this research shows, the inclusion of a graphically designed leaflet with (ostensibly) persuasive messaging about the worth of the survey had no significant impact on the response rate, highlighting the difficulty of realising even marginal gains in the response rates of push-to-web surveys.

Further options could include higher-value incentives for those sample members with a lower propensity to respond, or a final reminder letter for non-responders in which an incentive (or a higher-value incentive) is offered. The ethics of such approaches must be considered carefully however, as the former differentially rewards respondents who have carried out the same task, while the latter incentivises initial non-responders, and could even be seen as “penalising” early responders.

In this research parents could only respond online. Incorporating another mode (or modes) is a further way by which response rates to push-to-web surveys can be increased. This could be via the inclusion of a paper questionnaire in a reminder mailing, although a paper questionnaire greatly limits the opportunities for survey routing, and can require the use of a shorter and simplified version of the online questionnaire. Alternatively, non-responders could be telephoned and asked either to complete the survey online, or given the option of completing the survey by telephone. These approaches were not possible for this research as telephone numbers are not available on the Child Benefit database. Introducing telephone as a response mode would also introduce the potential for mode effects between the two responding samples.

Future research could also examine in more detail the relationship between response rates and survey length. This research found that a stated survey length of 15 vs 20 minutes made no meaningful difference to the response rate. Further experimentation could assess the impact of shorter (e.g. 10 minutes) vs longer (e.g. 25 minutes or more) surveys on response. Because shorter surveys collect less data than their longer counterparts, the merit of any improvement to response rates arising from a shorter survey would need to be balanced against the reduced analytical opportunities.

The analysis of survey estimates for this research shows that in spite of the biases in the responding sample, the push-to-web survey produced similar estimates to the 2018 face-to-face CEYSP for certain simple, factual questions. These included the estimate of children’s use of formal childcare during term time, and parents’ awareness of the free hours of childcare schemes. Greater differences arose, however, for questions relating to parents’ attitudes and intentions. These included questions around parents’ employment preferences and how they felt about the amount of learning and play activities they do with their child.

It is ultimately not possible to determine whether these differences are attributable to differences in the profile of the responding samples or to mode effects (or both), as these

factors are confounded. However, to the extent that the sample profile of a push-to-web survey is biased in certain ways, and to the extent that it has a lower response rate which confers more opportunities for non-response bias, it can be expected to produce survey estimates that are more biased than its face-to-face counterpart.

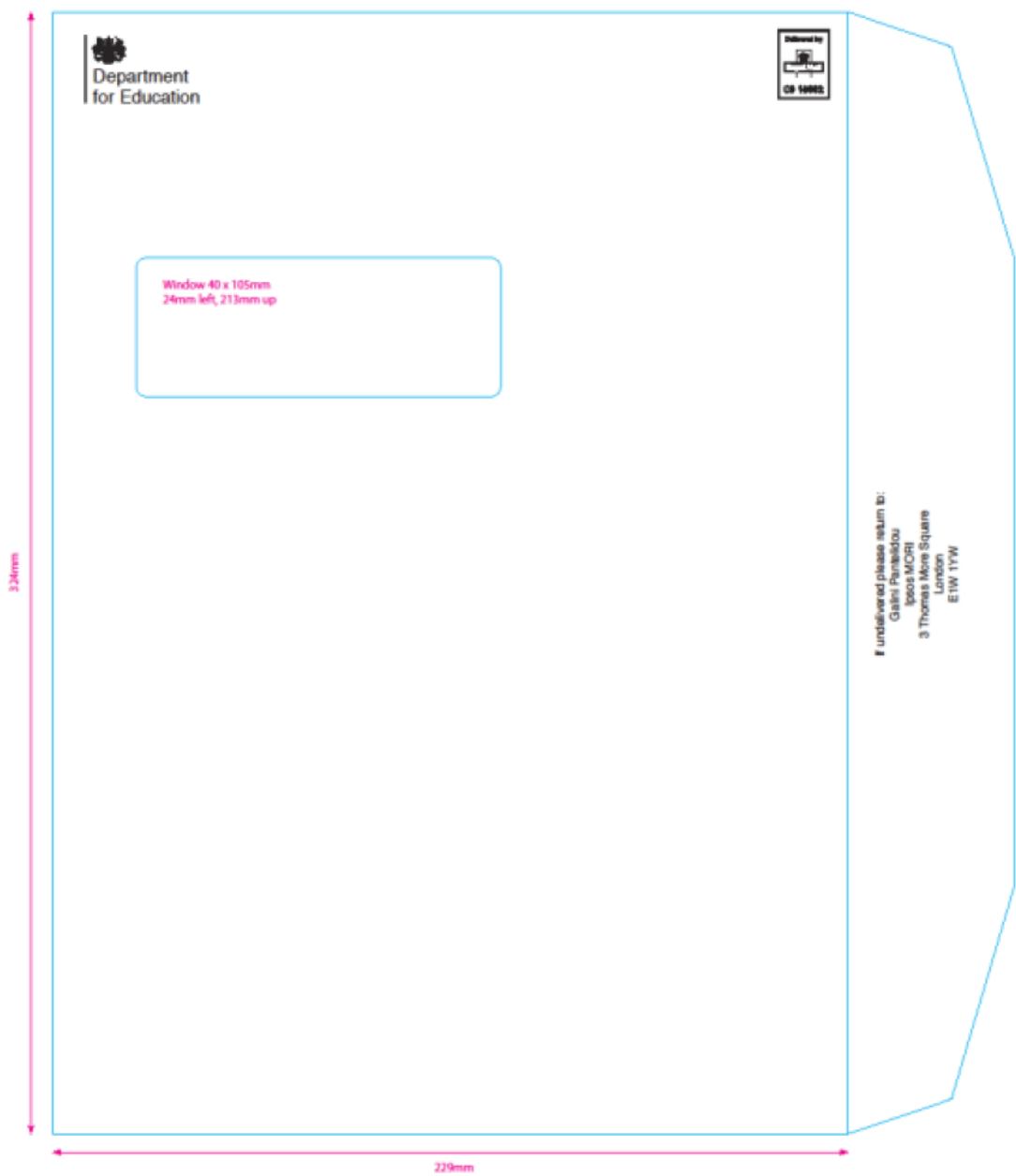
Appendix A: Mailing 1 survey materials

Mailing 1 Envelopes

Mailing 1 envelope: '£5 gift voucher', and 'no incentive' conditions



Mailing 1 envelope: 'Tote bag' condition



Mailing 1 Letter

Mailing 1 letter: Front, '£5 gift voucher' condition



Department
for Education

<<TITLE>> <<FIRST NAME>> <<SURNAME>>
<<ADDRESS 1>>
<<ADDRESS 2>>
<<ADDRESS 3>>
<<ADDRESS 4>>
<<POSTCODE>>

May 2019

Dear <<Title>> <<Surname>>,

Share your views on services for children and families and receive a £5 thank you.

We are writing to ask for your help with an important study. The Department for Education has asked Ipsos MORI, an independent research organisation, to conduct a large survey of parents to understand what types of childcare and out of school activities – if any – they use, and what they think of them.

We are interested in the views of all parents, so we are really keen to hear from you whether or not you use any childcare or out of school activities.

Your answers will help the government improve the services it provides. Taking part is completely voluntary, but it is also a good opportunity to have your say.

It's easy to take part.

The survey should take around <<MINS>> minutes to complete.

1  Go to: www.childcaresurvey.org on your computer, tablet or smartphone	2  Enter your access code: <<access_code>>	3  Complete the survey and we'll give you a £5 gift voucher
--	---	---

There is more information about the survey, including about confidentiality and privacy, on the back of this letter.

Thank you in advance for your help.

Yours sincerely,

Jonathan Blackburn
Head of Early Years Research and Evaluation
Department for Education

Please turn over



Mailing 1 letter: Front, 'tote bag' condition



Department
for Education

<<TITLE>> <<FIRST NAME>> <<SURNAME>>
<<ADDRESS 1>>
<<ADDRESS 2>>
<<ADDRESS 3>>
<<ADDRESS 4>>
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May 2019

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We have included a reusable shopping bag in this letter – we hope you will find it useful.

There is more information about the survey, including about confidentiality and privacy, on the back of this letter.

Thank you in advance for your help.

Yours sincerely,

Jonathan Blackburn
Head of Early Years Research and Evaluation
Department for Education

Please turn over



Mailing 1 letter: Front, 'no incentive' condition



Department
for Education

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<<ADDRESS 3>>
<<ADDRESS 4>>
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Department for Education

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Mailing 1 letter: Back, '£5 gift voucher' condition



Who is carrying out the survey? This survey is being carried out by Ipsos MORI, and independent research organisation, on behalf of the Department for Education. For more information visit: www.ipsos-mori.com. The Department for Education is the government department responsible for education and children's services. This research will help the Government improve the services it provides to families. For more information visit: www.gov.uk/government/organisations/department-for-education.



Why should I take part? This is an opportunity to have your say in shaping services for families and children. We would like to hear from a wide range of parents from different backgrounds and communities to make sure the survey captures the views of parents across the country.



I don't use any childcare or out of school activities, do you still want to hear from me? Yes. We want to hear from all parents, including those who look after their children entirely by themselves. We are interested to know how and why parents make choices about childcare and out of school activities, and what they think about the options available to them.



Can my spouse or partner to do the survey? Yes, as long as he or she has main or joint responsibility for making decisions about childcare arrangements for your child or children.



How was I chosen for the survey? It is not possible to invite all parents to take part, so we have selected a sample of parents, completely at random, from Child Benefit Records, held by HM Revenue & Customs.



Can I exit the survey and come back to it later? Yes, you can close the questionnaire and continue at any other time. Just log back in with your access code.



How do I get the £5 gift voucher? At the end of the survey you can choose a £5 voucher from a selection of retailers (including Amazon, Tesco and ASOS). You will be asked to enter your email address, and the £5 voucher will be emailed to you within 10 days. We will only use your email address to send you your gift voucher. We will not contact you for any other reason or pass your email address on to anyone else.

Your Privacy

Taking part in this survey is voluntary. Data will be used for research purposes only, and in accordance with the General Data Protection Regulation (GDPR).

Ipsos MORI will store your information securely and keep it confidential. Your name, address, and other personal details will not be passed on to any other organisation, and will be deleted by December 2019. You won't receive any 'junk mail' as a result of taking part. Your answers will be combined with those of others taking part and only anonymous statistics will be reported.

A full Privacy Policy, setting out your rights and covering accessing, amending and deleting your data, is available at www.childcaresurvey.org or on request.

Contact Us

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For more background about the research you can contact Rachel Murphy at the Department for Education: Rachel.Murphy@education.gov.uk

Mailing 1 letter: Back, 'tote bag' and 'no incentive' conditions



Ipsos MORI



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Mailing 1 Tote Bag




Mailing 1 leaflet

Mailing 1 leaflet: front



Department
for Education







CHILDCARE AND OUT OF SCHOOL ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE

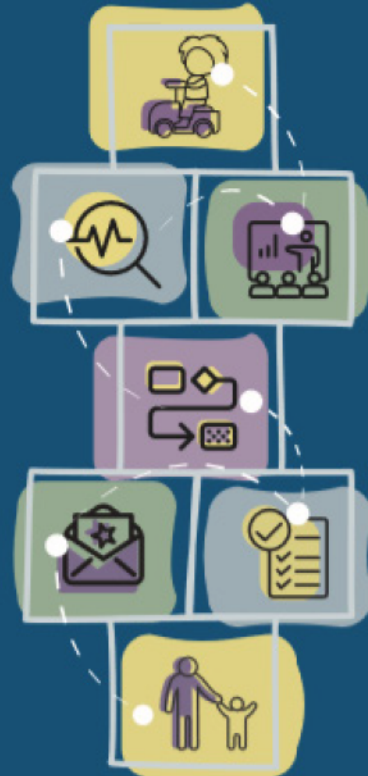
Your views matter – even if you don't use any childcare

This survey helps the Government understand parents' needs and views of childcare and out of school activities, and improve the services available to families. All you need to do is answer some questions about the types of childcare and out of school activities – if any – you use, and what you think about the services available.

How has the survey supported parents so far?

- **Information about local childcare:** Parents tell us through this survey how important information about local childcare is. **The Government makes it a legal duty for local authorities to provide information,** guidance and advice about local childcare, early years and family support.
- **Help paying for childcare:** This survey has helped the Government to understand parents' demand for help with childcare costs, which has informed the introduction of **free childcare for children aged 2 to 4 years old.**
- **Support for parents:** Findings from this survey about the sorts of play and learning activities parents do with their children at home will be used to inform a **new £5m project to test approaches that will support parents to carry out more of these activities.**
- **Wrap around and holiday childcare:** This survey informed the Government's introduction of **parents' 'right to request' childcare,** in the form of breakfast clubs, after-school clubs, and holiday care at schools.

- 1  Your family is chosen
- 2  We invite you to take part
- 3  You complete the survey
- 4  We collect the data
- 5  We analyse the anonymised data
- 6  We report statistics to the Department for Education
- 7  These statistics help the Government improve services for families



play is the
highest form
of research

Albert Einstein

Appendix B: Mailing 2 survey materials

Mailing 2 Envelope



Mailing 2 Letters

Mailing 2 letter: Front, '£5 gift voucher' condition



Department
for Education

<<TITLE>> <<FIRST NAME>> <<SURNAME>>
<<ADDRESS 1>>
<<ADDRESS 2>>
<<ADDRESS 3>>
<<ADDRESS 4>>
<<POSTCODE>>

May 2019

Dear <<Title>> <<Surname>>,

We recently invited you to take part in an important study about childcare and out of school activities for the Department for Education.

We need to hear from as many parents as possible.

We are interested in the views of all parents, including those who don't use any childcare or out of school activities. We are writing again because it is only by hearing from all those we have invited to take part that the results will truly reflect the opinions and experiences of parents across the country.

To the best of our knowledge you have not yet completed the survey. If you have completed it in the last few days, thank you! If not, there is still time – just follow the simple steps below.

1



Go to **www.childcaresurvey.org** on your computer, tablet or smartphone

2



Enter your access code: <<access_code>>

3



Complete the survey and we'll give you a £5 gift voucher

Taking part is completely voluntary, but it is also a good opportunity to have your say.

Taking part will help improve services for families.

Your answers will help the government improve the services it provides. The survey should take around <<MINS>> minutes to complete, and asks questions on a range of topics related to childcare and out of school activities.

There is more information about the survey, including about confidentiality and privacy, on the back of this letter.

Thank you for your time.

Yours sincerely,

Jonathan Blackburn

**Head of Early Years Research and Evaluation
Department for Education**

Please turn over



Mailing 2 letter: Front, 'tote bag' and 'no incentive' conditions



Department
for Education

<<TITLE>> <<FIRST NAME>> <<SURNAME>>
<<ADDRESS 1>>
<<ADDRESS 2>>
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Ipsos MORI



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Mailing 2 letter: Back, 'tote bag' and 'no incentive' conditions



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Mailing 3 postcard

Mailing 3 Postcard: Front, all conditions



Mailing 3 Postcard: Back, '£5 gift voucher' condition



Department
for Education



Ipsos MORI

There's still time to complete the childcare and out of school activities survey. Your answers will help the Government improve services for families.

We want to hear from you, even if you don't use any childcare or out of school activities.

If you have recently completed the survey, thank you very much. If you have not yet managed to do so, we would be very grateful if you could take part. The survey will be closing soon, so this is the last contact from us you will receive.

Completing the survey is easy.

1



Go to www.childcaresurvey.org
on your computer, tablet
or smartphone



2



Enter your access code:
<<access_code>>



3



Complete the survey and we'll
give you a £5 gift voucher

The survey should take around <<MINS>> minutes to complete.

Please be reassured that your responses will be kept private and confidential.

Any questions? childcare@ipsos.com | Freephone 0800 141 3656

Mailing 3 Postcard: Back, 'tote bag' and 'no incentive' conditions



Department
for Education



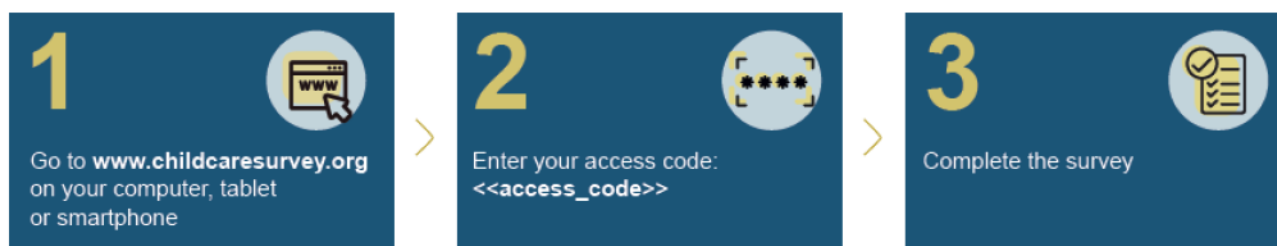
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Any questions? childcare@ipsos.com | Freephone 0800 141 3656

Appendix D: Sample profile tables

Respondent characteristics

Table D.1 Sample profiles: respondent characteristics

	Push-to-web mode trial				2018 F2F CEYSP
	All	No incentive	Voucher	Tote	
	%	%	%	%	%
<i>Base: All parents</i>	<i>(2,704)</i>	<i>(1,147)</i>	<i>(879)</i>	<i>(678)</i>	<i>(5,877)</i>
Age of respondent					
20 and under	0.2	0.2	0.2	0.3	0.3
21 to 30	10.9	10.6	12.8	9.0	16.4
31 to 40	45.8	43.8	47.8	46.7	47.4
41 to 50	37.7	38.8	34.4	40.3	31.2
51+	5.3	6.7	4.8	3.7	4.8
Mean age	39.3	39.8	38.7	39.4	37.9
Median age	39.0	40.0	39.0	39.0	38.0
Working status of respondent					
Working full-time	36.1	35.6	34.9	38.3	33.1
Working part-time	39.6	40.1	40.0	38.3	33.6
Not working	24.3	24.3	25.0	23.3	33.3
Net: Working	75.7	75.7	74.9	76.6	66.7
Highest qualification of respondent					
GCSE grade D-G/CSE grade 2-5/SCE O Grades (D-E)/SCE	3.6	3.7	4.4	2.2	8.0
GCSE grade A-C/GCE O-level passes/CSE grade 1/SCE O	12.0	12.0	13.0	10.6	17.6
GCE A-level/SCE Higher Grades (A-C)	7.6	7.5	7.5	7.8	15.5
Certificate of Higher Education	13.1	12.5	13.1	14.2	8.9
Foundation degree	3.7	3.3	4.2	3.8	4.4
Honours degree (e.g. BSc, BA, BEd)	28.8	30.6	25.4	30.2	20.2
Masters degree (e.g. MA, PGDip)	11.4	9.7	12.2	13.1	9.5
Doctorates (e.g. PhD)	2.5	2.7	2.2	2.7	1.0
Other academic qualifications	10.7	10.5	11.0	10.3	0.8
None	6.6	7.3	7.1	4.9	14.0
Net: Honours degree or above	42.7	43.0	39.8	46.0	30.7

Family characteristics

Table D.2 Sample profiles: family characteristics

	Push-to-web mode trial				2018 F2F CEYSP
	All	No incentive	Voucher	Tote	
	%	%	%	%	%
<i>Base: All families</i>	<i>(2,704)</i>	<i>(1,147)</i>	<i>(879)</i>	<i>(678)</i>	<i>(5,877)</i>
Family type					
Couple	82.8	83.4	80.5	84.8	76.3
Lone parent	17.2	16.6	19.5	15.2	23.7
Family work status					
Couple – both working	57.5	57.6	56.7	58.5	48.2
Couple – one working	21.0	21.6	19.2	22.3	23.5
Couple – neither working	4.3	4.2	4.7	4.0	4.5
Lone parent working	11.7	11.3	12.4	11.4	13.0
Lone parent not working	5.5	5.2	7.1	3.8	10.8
Number of children in family					
1	29.4	29.9	29.6	28.5	24.7
2	48.9	48.6	49.5	48.7	45.4
3+	21.6	21.4	20.9	22.9	29.9
Age of children in family					
Only pre-school children (0 to 4)	18.6	17.5	19.6	19.0	14.3
Pre-school and school-age children	27.6	27.5	29.6	25.2	33.2
Only school-age children (5 to 14)	53.8	55.0	50.9	55.8	52.5
Family annual income³¹					
Up to £9,999	8.4	8.0	9.8	7.1	6.4
£10,000 - £19,999	16.6	16.7	17.9	14.7	22.4
£20,000 - £29,999	14.3	15.7	12.9	13.6	19.5
£30,000 - £44,999	18.7	19.4	19.1	17.2	19.3
£45,000 or more	42.0	40.1	40.3	47.4	32.4
Tenure					
Buying with help of mortgage/loan	54.7	55.0	52.9	56.5	44.9
Own it outright	9.6	10.3	8.6	9.7	8.1
Rent – from private landlord	15.8	15.1	14.8	18.5	18.7
Rent – from LA/Housing Assoc.	16.4	16.7	19.9	11.2	26.6
Live rent-free	2.2	2.0	2.3	2.2	1.1
Pay part rent and part mortgage	1.3	0.9	1.5	1.8	0.6
Net: Owner occupier	64.3	65.3	61.5	66.2	53.0

³¹ See section 2.2 (Sampling) for a discussion of the impact of the introduction of the High Income Child Benefit Charge, in 2013, on the coverage of higher income families.

Area characteristics

Table D.3 Sample profiles: area characteristics

	Push-to-web mode trial				2018 F2F CEYSP
	All	No incentive	Voucher	Tote	
	%	%	%	%	%
<i>Base: All families</i>	(2,704)	(1,147)	(879)	(678)	(5,877)
Region					
North East	4.6	4.4	5.3	4.0	4.8
North West	11.6	11.8	10.8	12.2	14.6
Yorkshire and the Humber	10.3	9.9	10.9	10.2	11.6
East Midlands	9.5	9.9	8.5	10.2	7.8
West Midlands	9.8	9.1	10.4	10.3	11.3
East of England	11.5	12.4	10.5	11.5	12.7
London	14.6	15.8	13.9	13.4	13.5
South East	17.6	16.7	19.5	17.0	14.7
South West	10.4	10.1	10.2	11.2	8.9
Area deprivation					
1 st quintile – most deprived	18.7	19.5	19.0	17.0	28.3
2 nd quintile	20.2	20.4	19.7	20.4	19.9
3 rd quintile	18.7	18.5	18.8	19.0	17.0
4 th quintile	20.2	20.0	19.9	20.9	17.6
5 th quintile – least deprived	22.2	21.6	22.6	22.7	17.2
Rurality					
Rural	17.5	16.7	18.8	17.4	14.8
Urban	82.5	83.3	81.2	82.6	85.2

Selected child characteristics

Table D.4 Sample profiles: selected child characteristics

	Push-to-web mode trial				2018 F2F CEYSP
	All	No incentive	Voucher	Tote	
	%	%	%	%	%
<i>Base: All children</i>	<i>(2,704)</i>	<i>(1,147)</i>	<i>(879)</i>	<i>(678)</i>	<i>(5,877)</i>
Sex of child					
Male	52.8	54.6	51.5	51.3	50.6
Female	47.2	45.4	48.5	48.7	49.4
Age of child					
0 to 2	17.9	17.0	18.5	18.6	15.4
3 to 4	13.2	12.5	15.8	10.9	18.0
5 to 7	22.1	22.2	20.0	24.5	19.6
8 to 11	27.4	26.9	28.3	27.3	26.5
12 to 14	19.4	21.4	17.3	18.7	20.5
Net: pre-school (0 to 4)	31.1	29.5	34.3	29.5	33.4
Net: school-age (5 to 14)	68.9	70.5	65.6	70.5	66.6
Ethnicity of child					
White	78.7	76.7	81.0	78.8	75.6
Mixed	6.4	7.3	5.5	6.4	5.4
Asian or Asian British	8.3	8.2	8.7	7.8	11.5
Black or Black British	5.0	5.8	3.5	5.6	5.5
Other	1.6	1.9	1.3	1.6	1.9
Special educational needs or disabilities of child					
Has SEN	8.2	8.5	7.2	9.0	8.4
Has long-standing physical/mental impairment, illness or disability	8.6	8.6	7.7	9.6	6.7