

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study



The Greater Kansas City Early Care and Education Landscape Study Final Report: Jackson County, Missouri

Dean Olson¹, Charles Greenwood², Judith Carta², Jenny Brandt¹,
Gabriela Guerrero²,
Paula Neth¹, and
Wayne Mayfield³

Submitted by
The Family Conservancy¹
and
The Juniper Gardens Children's Project²
At the Children's Campus of Kansas City
444 Minnesota Avenue
Kansas City, KS 66210
and
the Office of Social and Economic Data Analysis³
University of Missouri-Columbia
October 1, 2015

For the Family Conservancy

Dean Olson
Paula Neth
Jenny Brandt
Janelle Balarashti

For the Juniper Gardens Children's Project

Charles R. Greenwood, PhD
Judith J. Carta, PhD
Gabriela Guerrero, PhD
Christine Muehe
Shye Reynolds
Jenne Bryant

For the Office of Social and Economic Data Analysis

Wayne A. Mayfield, PhD
Ashley Nagel

Acknowledgements

A debt of gratitude is owed the early care and learning programs in Jackson County, MO, that contributed their time to completing a survey so that the larger Kansas City community can understand the strengths, needs, and contributions of these programs. We also acknowledge the contribution made to the improvement of these programs in Kansas City by the investment made in this project by the Kansas City Pre-K Collaborative.

CONTENTS

	Page
Executive Summary	7
Introduction	11
Purpose	12
Research Questions	12
Method	13
Data Analysis Plan	18
Results	22
Child Characteristics	22
Program Characteristics	26
Staff Characteristics	64
Summary	80
References	86
Appendix A - Means and Crosstab Tables	87
Appendix B - Surveys	134

LIST OF FIGURES AND TABLES

	PAGE
INTRODUCTION	
Figure 1. Comparison of Program Types on Select Indicators	8
Figure 2. Recruiting Announcement Card	16
Figure 3. Kansas City Pre-K Landscape Study Home Page	17
Figure 4. Proportion of Children Receiving Subsidies by Program Type	20
Figure 5. Proportion of Minority Children Served by Program Type	20
RESULTS - CHILD CHARACTERISTICS	
Figure 6. Age of Children Served by Program Type	22
Figure 7. Child Gender by Program Type	22
Figure 8. Child Race/Ethnicity by Program Type	23
Figure 9. Minority Children Served by Program Type	23
Figure 10. English Language Learners (ELL) by Program Type	24
Figure 11. Children Receiving Special Services by Program Type	24
Figure 12. Minority Children Served by Program Type and Accreditation Status	25
Figure 13. Minority Children Served by Program Type and Proportion of Children Receiving Subsidies	25
RESULTS - PROGRAM CHARACTERISTICS	
Figure 14. Number of Programs by Program Type and Accreditation Status	26
Figures 15-16. Distribution of Center- and Home-Bases Programs in Jackson County by ZIP code and School District	27
Figure 17. Proportion of Children on Subsidies by Program Type and Accreditation Status	28
Figure 18. Proportion of Minority Children Served by Program Type and Accreditation Status	29
Figure 19. Children Receiving Special Services by Program Type and Accreditation Status	29
Figure 20. Child Attrition by Program Type and Accreditation Status	35
Figure 21. Child Attrition by Program Type and Proportion of Children Receiving Subsidies	35
Figure 22. Child Attrition by Program Type and Proportion of Minority Children Served	36
Figure 23. Facilities and Services Provided by Program Type and Accreditation Status	37
Figure 24. Before- and/or After-School Programs by Program Type and Proportion of Children Receiving Subsidies	38
Figure 25. Facilities and Services Provided by Program Type and Proportion of Minority Children Served	39
Figure 26. Transportation Provided by Program Type and Accreditation Status	40
Figure 27. Transportation Provided by Program Type and Proportion of Children Receiving Subsidies	40
Figure 28. Transportation Provided by Program Type and Proportion of Minority Children Served	41
Figure 29. Use of a Curriculum by Program Type and Accreditation Status	41
Figure 30. Use of a Curriculum by Program Type and Proportion of Children on Subsidies	42
Figure 31. Use of a Curriculum by Program Type and Proportion of Minority Children Served	42
Figure 32. Administration of Student Assessments by Program Type and Accreditation Status	43
Figure 33. Administration of Student Assessments by Program Type and Proportion of Children Receiving Subsidies	43
Figure 34. Administration of Student Assessments by Program Type and Proportion of Minority Children Served	44

	PAGE
Figure 35. Assessment of Kindergarten Readiness by Program Type and Accreditation Status	45
Figure 36. Assessment of Kindergarten Readiness by Program Type and Proportion of Children Receiving Subsidies	45
Figure 37. Assessment of Kindergarten Readiness by Program Type and Proportion of Minority Children Served	45
Figure 38. Program Assessment by Program Type and Accreditation Status	46
Figure 39. Program Assessment by Program Type and Proportion of Children Receiving Subsidies	46
Figure 40. Program Assessment by Program Type and Proportion of Minority Children Served	47
Figure 41. Whether Program Has a Website by Program Type and Accreditation Status	47
Figure 42. Staff Access to Computers and the Internet by Program Type and Accreditation Status	48
Figure 43. Program Communicated with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Accreditation Status	50
Figure 44. Program Communicated with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Proportion of Children Receiving Subsidies	50
Figure 45. Program Communicated with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Proportion of Minority Children Served	51
Figure 46. Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Accreditation Status	51
Figure 47. Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Proportion of Children Receiving Subsidies	52
Figure 48. Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Proportion of Minority Children Served	52
Figure 49. Family Engagement Strategies by Program Type and Accreditation Status	53
Figure 50. Family Engagement Strategies by Program Type and Proportion of Children Receiving Subsidies	54
Figure 51. Family Engagement Strategies by Program Type and Proportion of Minority Children Served	55
Figure 52. Top Three Reasons Cited for Program Improvement Overall	56
Figure 53. Top Three Reasons for Program Decline Overall	56
Figure 54. Type of Financial Assistance Received by Program Type and Accreditation Status	62
RESULTS - STAFF CHARACTERISTICS	
Figure 55. Staff Age by Program Type	64
Figure 56. Staff Gender by Program Type	64
Figure 57. Staff Race/Ethnicity by Program Type	65
Figure 58. Highest Level of Education for Lead Teachers/Providers by Program Type and Accreditation Status	66
Figure 59. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Children Receiving Subsidies	67
Figure 60. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Minority Children Served	68
Figure 61. Number of Professional Development Hours Completed in Last Year by Program Type and Accreditation Status	69
Figure 62. Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Children Receiving Subsidies	70

	PAGE
Figure 63. Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Minority Children Served	71
Figure 64. Staff Assessment/Observation by Program Type and Accreditation Status	72
Figure 65. Staff Assessment/Observation by Program Type and Proportion of Children Receiving Subsidies	72
Figure 66. Staff Assessment/Observation by Program Type and Proportion of Minority Children Served	73
Figure 67. Teacher Health Care Benefits by Program Type and Accreditation Status	76
Figure 68. Teacher Turnover Rates by Program Type and Accreditation Status	77
Figure 69. Teacher Turnover Rates by Program Type and Proportion of Children Receiving Subsidies	77
Figure 70. Teacher Turnover Rates by Program Type and Proportion of Minority Children Served	78

TABLES	
Table 1. Survey Return Rate	14
Table 2. Group/Class Size by Program Type, Child Age, and Accreditation Status	30
Table 3. Group/Class Size by Program Type, Child Age, and Proportion of Children Receiving Subsidies	31
Table 4. Group/Class Size by Program Type, Child Age, and Proportion of Minority Children Served	32
Table 5. Child to Adult Ratio by Program Type and Accreditation Status	33
Table 6. Child to Adult Ratio by Program Type and Proportion of Children Receiving Subsidies	34
Table 7. Child to Adult Ratio by Program Type and Proportion of Minority Children Served	34
Table 8. School District Children Will Attend After Graduation From Pre-K by Program Type and Accreditation Status	49
Table 9. Top Reasons Cited for Wanting to Expand Program (Centers and Homes)	57
Table 10. Types of Support that Would Improve Program Quality by Program Type	58
Table 11. General Income Sources by Program Type	59
Table 12. Low-Income Qualified Sources by Program Type	59
Table 13. Revenue Sources by Program Type and Accreditation Status	60
Table 14. Revenue Sources by Program Type and Proportion of Children Receiving Subsidies	60
Table 15. Revenue Sources by Program Type and Proportion of Minority Children Served	61
Table 16. The Top Three Most Common Expenses Reported by Programs	63
Table 17. Mean Hourly Wage for Teaching Staff by Program Type and Accreditation Status	74
Table 18. Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Children Receiving Subsidies	75
Table 19. Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Minority Children Served	75
Table 20. Teachers/Providers Employment Prior to their Current Position by Program Type	79

EXECUTIVE SUMMARY

PURPOSE

Given that research shows early care and learning programs can have an important impact on children's school readiness and later success in life, the Kansas City Pre-K Collaborative commissioned a landscape survey to better understand the existing early care and learning programs within Jackson County, Missouri, and to provide concrete information to use for future planning and investment. The survey focused on three types of state-regulated early childhood programs: school-based, center-based, and home-based programs.

RESEARCH QUESTIONS

The following research questions were addressed by the survey.

Question 1: What are children's demographic characteristics?

Question 2: What are the programs' characteristics?

Question 3: What are program staff characteristics?

Results were examined by program type (schools, centers, and homes), accreditation status (accredited, not accredited), the proportion of children receiving child care subsidies (low and high), and the proportion of minority children served (low and high).

METHOD

Three surveys were developed specifically for each program type. A total of 209 programs were surveyed: 10 schools, 123 centers, and 76 homes. The overall return rate for the survey was 58%. The 209 programs employed 2,371 staff serving 10,081 children. Almost half (42%) of children were from racial/ethnic minority groups (32% African-American/Black, 5% Latino/Hispanic, 3% Asian, and 2% other race/ethnicity). The overall percentage of children receiving special services was 6%; the percentage of children who were English Language Learners (ELL) was 5%.

Only 12% of programs were accredited across all program types. More programs were located in the Kansas City, Missouri, Public School District than in any other school district in the county. It should be noted that this survey did not include any direct measures of quality, such as classroom observations or independent ratings of quality.

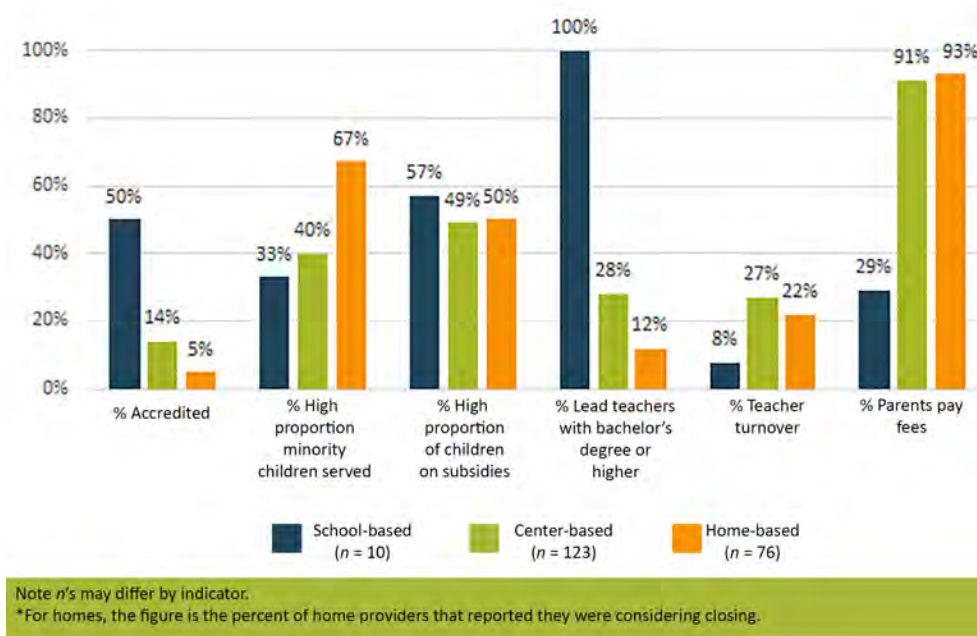
RESULTS

Based on the research questions, a summary of pertinent results is provided below by analysis area.

Significant Findings for Program Type

The survey showed that schools, centers, and homes differed with respect to children served, program characteristics, and staff characteristics (see Figure 1). Likely as a result of their access to more sources of revenue, school-based programs were more likely to be accredited, to have appropriately educated teachers who receive fair compensation and benefits, to offer services such as transportation and summer school, and to use strategies to engage families compared to centers and homes. The focus on formal learning opportunities varied with respect to program type. School-based programs were most likely to use a curriculum and to assess kindergarten readiness (100% and 71%, respectively), followed by centers (74% and 50%, respectively), then homes (65% and 32%, respectively). Additional relevant findings are listed below.

Figure 1 Comparison of Program Types on Select Indicators



Children Served

- School-based programs had a much higher percentage of children receiving special services (48%) compared to centers (4%) and homes (3%).
- School-based programs had a higher percentage of children who are ELL (13%) compared to centers (6%) and homes (4%).

Program Characteristics

- For all programs, the rate of child attrition (children leaving the program) was 13%. The attrition rate for schools (7%) was somewhat lower than that for centers (12%) and homes (13%).
- Homes were most likely to offer before- and/or after-school services (71%) compared to school-based (40%) and center-based (60%) programs.
- More than 90% of centers and homes use parent fees, compared to 29% of schools. Only schools are eligible for federal IDEA funds (Part B-Special Education). In addition, Missouri Preschool Project funds were accessed by schools but not by centers and homes.
- All program types had expenditures for instructional materials/equipment and salaries, but only centers and homes had direct expenses for operation and maintenance of facilities.

Staff Characteristics

- The teacher turnover rate in centers was more than three times higher (27%) than the school rate (8%).
- Homes had the highest percentage of minority staff (68%), followed by centers (43%) and schools (11%).
- Center lead teachers' average hourly wage was higher than home providers' (\$9.42 vs. \$8.48). The mean hourly wage for school-based lead teachers (\$24.50) was based on only two cases.

Significant Findings for Accreditation Status

Accredited early childhood programs must meet specific evidence-based standards of quality that surpass licensing requirements. Only 12% of the programs surveyed were accredited. However, schools were far more likely to be accredited (50%) than centers (14%) and homes (5%). Due to accreditation requirements, it is not surprising that accredited programs compare favorably to non-accredited programs on a number of ostensible quality indicators. Overall, accredited programs had lower child attrition and were more likely to have better educated teachers, to use a curriculum, and to assess kindergarten readiness compared to non-accredited programs. In addition, accredited programs were more likely to offer transportation services, to offer parent conferences and family education workshops, and to engage in program assessments than non-accredited programs.

An important consideration with respect to accreditation is whether children of all socioeconomic backgrounds have access to accredited programs. In this survey, 13% of programs that served a high proportion of children on subsidies were accredited, compared to 11% of programs serving a low proportion. These data suggest that children from low-income families were accessing accredited programs at roughly the same rate as children from families with higher incomes. Similarly, 14% of all programs that served a high proportion of minority children were accredited, compared to 10% of accredited programs serving a low proportion, which suggests that minority children were accessing accredited programs at about the same rate, if not slightly higher, as non-minority children.

Significant Findings for Proportion of Children Receiving Subsidies

Childhood poverty is one of the most salient risk factors for children not being ready for school as well as other future academic and social problems. In this study, the density of children receiving child care subsidies was examined to determine whether there were important differences based on programs' proportion of children on subsidies. For centers and homes, the percentage of children receiving subsidies was used to classify their programs as low proportion (20% or less) or high proportion (more than 20%). For school-based programs, Title I funding was used as a proxy for high proportion of children receiving subsidies. Half of all programs were classified as low and half as high. By program type, 57% of schools fell into the high proportion category, 49% of centers, and 50% of homes.

Compared to programs that served a low proportion, programs that served a high proportion of children receiving subsidies had higher child attrition rates, were less likely to have teachers with at least a bachelor's degree, were less likely to use a curriculum, and were less likely to assess kindergarten readiness. These results suggest that programs that serve relatively more low-income families differ in important ways that may affect the early childhood education environment when compared to programs that serve relatively fewer low-income families. In particular, centers and homes that serve more low-income families likely have access to fewer financial resources, which may account for many of the differences noted above.

Significant Findings for Proportion of Minority Children Served

Given that nearly half of the children served were from racial/ethnic minority groups, examining differences based on the proportion of minority children served provides additional information on concerns about access and equitability. Programs that served a high proportion of minority children (more than 54%) compared both favorably and unfavorably with those serving a low proportion (54% or less). On the positive side, programs that served a high proportion of minority children were more likely to offer crucial supports such as before- and/or after-school services (all program types), summer school (homes), and transportation services (centers) than counterparts that served a low proportion. On the negative side, compared to programs that served a low proportion, programs serving a high proportion of minority children have higher child attrition rates (17% vs. 8%), are less likely to have lead teachers with at least a bachelor's degree (17% vs. 36%), and are less likely to assess kindergarten readiness (34% vs. 53%).

NEXT STEPS

The Pre-K Collaborative is planning on conducting a parallel landscape survey in two Kansas counties (Johnson and Wyandotte) in order to get a complete picture of early childhood education in the metropolitan Kansas City area. It is hoped that this report, as well as the forthcoming one, will provide further guidance to all stakeholders in their planning and investment in early care and education in the Kansas City area.

INTRODUCTION

WHY ARE EARLY LEARNING PROGRAMS IMPORTANT?

The quality of early learning programs is readily recognized as an important contributor to children’s readiness for kindergarten and their future success. Research shows that high quality early care and education can have lasting positive effects, including higher graduation rates, decreased need for special education, lower juvenile crimes, and lower teen pregnancy rates (Reynolds, Temple, Ou, Arteaga, & White, 2011). Research also shows that children who attend high quality early learning programs have fewer behavior problems and better academic skills throughout the elementary grades and into early adolescence (Howes, 2008; NICHD Early Child Care Research Network, 2005). This is particularly true for children from low-income families, given that early education experiences outside of the home can bolster children’s skills so that they are ready to succeed in school. Studies of early educational interventions with decades-long longitudinal data, such as the HighScope Perry Preschool Program, as well as other more contemporary, large-scale public preschool programs (e.g., Tulsa’s preschool program), reveal a return on investment ranging from three to seven dollars for every dollar spent (Yoshikawa et al., 2013). Participation in high-quality early childhood education (ECE) has the potential of improving children’s cognitive, language, social, and physical development in the years prior to formal schooling (National Association for the Education of Young Children, n.d.). Yet, access to ECE is neither universal nor evenly distributed due to lack of financial resources and availability of affordable quality ECE programs for all families, in particular those that live within high poverty communities, both urban and rural (Barnett, Carolan, & Johns, 2013). Although the early learning sector has the most potential for improving children’s lives, it is the education sector with the least public investment (Heckman, 2006; Heckman & Masterov, 2007).

The Kansas City Early Care and Education Landscape Survey (KC-ECELS) was a point-in-time survey conducted by The Family Conservancy and Juniper Gardens Children’s Project with funding from the Pre-K Collaborative. This report provides a snapshot of the ECE opportunities in Jackson County, Missouri, by describing characteristics of early learning programs, the teachers they employ, and the children served. The findings have value for a broad audience who have a stake in improving and expanding ECE in the Kansas City metropolitan area, including policy makers, philanthropic leaders, elected officials, early education advocates, and community members.

WHY WAS A LANDSCAPE SURVEY OF EARLY LEARNING PROGRAMS NEEDED IN KANSAS CITY?

Realizing the value of investing in early learning, The Kansas City Pre-K Collaborative sought a comprehensive understanding of the diversity existing in early learning programs within the Greater Kansas City metropolitan area (Jackson County, MO; Wyandotte and Johnson Counties, KS) for use in strategic planning of future investments and strategies for improvement. While it is widely known that quality early learning programs are not universally available to families across the range of socioeconomic backgrounds in the U.S., information about access to early care and education in the Greater Kansas City metropolitan area is generally lacking.

This first phase was carried out to describe early care and education programs across Jackson County. Specifically, this study sought to describe the following:

- How access to programs varied by geographic area;

- How programs differed in terms of characteristics of children served;
- How early care and education teachers/child care providers varied in terms of education, wages, and benefits received;
- How programs varied in terms of child assessment, including school readiness;
- How programs differed in terms of their connection and communication with elementary school programs;
- How programs differed in terms of their sources of revenue and their expenses;
- How programs varied in terms of their approaches to engaging families.

In addition, most of these questions were examined with regard to:

- The type of program (school-based, center-based, and home-based);
- Whether or not the program was accredited (accreditation status);
- The proportion of children receiving subsidies in the program (low, high);
- The proportion of minority children served in the program (low, high).

After substantive conversations with the funding partners, a project was approved that undertook a geographically focused survey (census) of state licensed early learning centers and family child care providers, including school district programs in Jackson County, Missouri (Phase 1). The study is planned to be repeated with programs and providers in Wyandotte and Johnson Counties in Kansas (Phase 2).

PURPOSE

Early care and learning programs nationally and in the Greater Kansas City metropolitan area are not equally available to parents and families who would like to access them and are diverse with respect to program, child, and teacher characteristics. Additionally, little is known about Kansas City programs and their greatest needs. In this project, a survey of existing programs was designed to provide the information needed to guide future planning and investment.

RESEARCH QUESTIONS

1. What are children's demographic characteristics?
2. What are the programs' characteristics?
3. What are program staff characteristics?

METHOD

Overview

This project brought together two of the most experienced and longest-running organizations engaged in early care and learning services and research in the Kansas City metropolitan area. The lead agency, The Family Conservancy (TFC), is a provider of mental health, parent education, and other services to early learning programs. TFC is an organization with over 130 years of service in Kansas City. Its main office is at the Children's Campus of Kansas City (444 Minnesota Avenue, Suite 200, Kansas City, KS), with satellite offices on both sides of the state line. TFC's President and CEO, Dean Olson, was the overall Director of this project and led the work with his team related to the census of local programs and communications based on TFC's extensive knowledge and experience working with early learning programs in the metropolitan area.

The Juniper Gardens Children's Project (JGCP), collaborating subcontractor, is a program with a 50-year history of improving the academic and social well-being of area children, youth, and families through research and development of evidence-based practices for use by parents, caregivers, and teachers (<http://www.jgcp.ku.edu>). The JGCP, also based at the Children's Campus of Kansas City (Suite 300), is a center within KU's Institute for Life Span Studies. The JGCP Director, Charles R. Greenwood, PhD, and JGCP's Director of Early Childhood Research, Dr. Judith J. Carta, led work of their team as Co-Directors with respect to the research and measurement methods used in this project. TFC and JGCP have more than a decade of experience collaborating.

The Office of Social and Economic Data Analysis (OSED), established in 1978, is an applied social science research center that specializes in decision-support and policy-development research. Wayne Mayfield, PhD, is a psychologist with 15 years of experience in evaluation of early childhood and afterschool programs. OSED is part of the Division of Applied Social Sciences, College of Agriculture, Food and Natural Resources, at the University of Missouri-Columbia.

Population of Providers and Participants Recruited and Enrolled

To address the research questions, a subset of the population of early care and learning programs in Jackson County was recruited. As a partner agency of Child Care Aware of Missouri, TFC has access to the child care provider data in Jackson County. Public records were used to identify the population of programs to be recruited. The programs enrolled in the study were those that returned surveys (see below). These Missouri-based facilities included (a) public school-based programs, (b) center-based programs, and (c) home-based programs (family child care).

- **School-based programs** were school district Pre-K programs located in school district facilities that were exempt from licensure.
- **Center-based programs** were licensed child care centers able to serve more than 20 children. Also included were licensed group home programs, which can serve 11-20 children who are not relatives of the provider and may be located in the operator's residence.
- **Home-based programs** were licensed family child care homes operated by an individual in her/his residence, caring for up to 10 children who are not relatives of the operator (licensing allows additional related children).

Programs that were not licensed by the Missouri Department of Health and Senior Services were not recruited and surveyed. In all cases, a knowledgeable program staff member completed the survey. Families and children were not surveyed.

Survey Return Rate

The overall return rate was 58% (209 out of 361). The standard of practice return rate is 70%. This rate was exceeded by the school-based programs but not by centers and homes (see Table 1). It is important to note that these return rates are much higher than those previously reported in provider surveys in Missouri (30.9% out of 3,552 surveys) and in Jackson County (27.1% out of 402 providers) (see original proposal, page 17; please note that these figures were taken from licensed providers and their child care market rates reports in states that receive Child Care Block Grants from the U.S. Department of Health and Human Services).

Survey Return Rate		
Variable	Number	Percentage
Total programs recruited	361	100%
Total returning surveys	209	58%
Schools	10 out of 12	83%
Centers	123 out of 205	60%
Homes	76 out of 144	53%

Survey Development

Topic Domains and Item Development. As a result of several discussions with the Pre-K Collaborative, seven domains related to early care and learning programs were specified. Survey questions were developed to address these domains in depth:

- Teachers (e.g., education level, age, gender, race/ethnicity of staff members, hourly wages and benefits)
- Children (e.g., age, race/ethnicity of children served, percent who speak a second language at home, number on the Child & Adult Care Food Program)
- Program (e.g., area/neighborhood served, characteristics of building itself [playground, library, etc.], curriculum used, funding sources)
- Measurable outcomes (e.g., use of student assessments)
- Connection to K-3 (e.g., schools children attend after graduation, communication with local elementary schools)
- Financial information (e.g., sources of income, main expenditures)
- Family engagement (e.g., parent-teacher conferences, parent education events)

Three survey instruments were developed by the project team and approved by a member of the Pre-K Collaborative. Each included common questions as well as questions specific to each of the three program types (school, center, and home; see Appendix B for surveys). All three surveys included a combination of response formats such as drop-down selection lists, ranked choices, and open-ended questions. Primary objective questions were often followed by secondary qualitative questions to capture specific information on reasons and explanations.

Pilot Testing. The surveys were pilot tested in two major phases. In the initial step, a paper survey including questions for all three types of surveys was drafted and then pilot tested internally by our own staff and by a small group of teachers and an assistant principal. Respondents were asked to comment on clarity, understanding, and whether items applied to the intended programs. Based on their input, revisions were made for a second step of pilot testing.

During the second phase, a few centers and homes received paper surveys and provided feedback. At the same time, a web-based survey was developed for school districts and pilot tested. Qualtrics™, a professional survey authoring and data collection system, was utilized to implement the web-based surveys. In addition to the survey questions, the web-based pilot survey asked pilot respondents to answer three usability questions for each survey item: Is the question clear? Do you have the information to answer this question? Does this question apply to your program? Additional revisions to the survey were made based on the feedback provided by the second phase of testing.

Some of the features available on the web-based surveys included the ability to require answers to certain questions, to check for invalid responses, and to skip sections that were conditional on previous responses. For example, *If you are not pursuing accreditation, why not?*

Procedures

Announcement Card. An announcement card was sent by mail to each program using the available contact information (see <http://www.kcpreklandscape.deptsec.ku.edu/>). This was followed by an email. Follow-up phone calls were completed as needed to confirm contact with the program.

Figure 2

Recruiting Announcement Card



The image shows a recruiting announcement card with a blue header and a light blue body. The header contains the text "EARLY EDUCATION FUNDERS WANT TO HEAR FROM YOU". The body contains a call to action, a list of survey questions, a paragraph of text, a deadline, a survey URL, and contact information. On the right side of the card is a photograph of a young child sitting on a colorful rug and playing with wooden blocks. At the bottom of the card are logos for the sponsors: The Kansas City Pre-K Collaborative, the family conservancy, and KU JUNIPER GARDENS CHILDREN'S PROJECT.

EARLY EDUCATION FUNDERS WANT TO HEAR FROM YOU

This is the opportunity you have been waiting for. Now is the time to have your voice heard

- Are you a licensed or license-exempt provider in Jackson county?
- What are the needs of your program?
- What would benefit you and the children in your care?

The Kansas City Pre-K Collaborative, a group of local funders, has asked The Family Conservancy and Juniper Gardens to conduct a survey to determine ways to support early education programs in Jackson County, Missouri.

January 30, 2015
Complete the survey by **November 21:**

www.kcpreklandscape.ku.edu/survey

Questions? Call or email Janelle at The Family Conservancy at 913.742.4178 or kclandscape@ku.edu

Sponsored by
The Kansas City Pre-K Collaborative

the family conservancy

KU JUNIPER GARDENS CHILDREN'S PROJECT
Life Span Institute

Public Meetings. Two public informational meetings were held for early learning program directors and providers to offer guidance on how to complete the survey. A postcard announcing the dates and times for these meetings was mailed to all programs. At these meetings, respondents gained a clearer understanding of the intent behind certain survey items and were given time to ask questions about how to answer any survey items. In addition, the meetings were a great opportunity to discuss the importance of the survey and to share the desire of funders to hear the voices of early childhood professionals.

Website. To help with recruitment, data collection, and return rate, a website was developed to support the project (www.kcpreklandscape.ku.edu). The website provided information about the endeavor, including the goals of the project, while also letting providers know the vital role they play in this project. Respondents were able to access the survey through the website and to learn more about the specifics on how to take the survey (see <http://www.kcpreklandscape.deptsec.ku.edu/survey/>). For convenience, respondents were also offered the choice to answer the survey via telephone interview or paper survey.

Figure 3

Kansas City Pre-K Landscape Study Home Page



Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study

Home About Us Survey Contact Us

Home

About the KC Pre-K Landscape Project and Survey

The Kansas City Pre-K Collaborative is a group of local funders seeking to provide residents of the Kansas City metro with greater access to high quality early care and education programs. At this time, this group is seeking to learn what types of programs are currently available to families across the metro area.

In the News

- [Deadline for completing the surveys EXTENDED to January 30, 2015!](#)
- [Kansas City Mayor Sly James Holds Community Conversation on Early Learning and Talk Read Play with your baby every day!](#)

Individual Contact. Project staff and coaches encouraged providers to complete the surveys in multiple ways. For example, each program was called a minimum of three times. A summary of efforts to secure a completed survey included:

- Phone calls (a total of 867)
- Emails to individual programs (243)
- Email blasts (2 blasts were sent to all programs, and 172 providers were reached)
- Hard copies (a total of 41 individual reminders, flyers, and recruitment postcards re-sent)
- Text messages (2)
- Drop-in visits (47)

Review. The process of reviewing each survey for completeness was very time-intensive. Out of the 209 surveys that were submitted, only 47 surveys were complete and did not need any further follow-up. The other 162 surveys were incomplete and/or had identified errors that required follow-up phone calls or emails. A total of 130 phone calls were made and 38 emails were sent to obtain the necessary information to complete the surveys. Following are the programs' main reasons for not completing the survey.

- Providers continually stated “lack of time” as a reason for not completing the survey. While coaches offered to help them through it, they still felt they did not have time to spare.
- Providers stated that they simply “do not do surveys.” Even with the incentive, some providers refused.
- Many providers were reluctant to disclose their yearly revenue. Coaches followed up with phone calls to remind providers of the confidentiality measures in place and to explain the importance of gathering this information.

Data Follow-up Interviews. Project staff individually reviewed each survey to look for data that appeared to be inaccurate, incomplete, or was marked as not applicable. If needed, staff then made phone calls to providers to follow up on the data they provided in an attempt to collect the most accurate data possible. Staff used this opportunity to answer any questions from providers and assisted them with survey items of which they were unsure. After the revisions were made to the survey responses, providers were thanked and incentives distributed. Each center received a \$100 debit card for completing the survey, and each home received a \$50 debit card.

Survey Data Quality. The accuracy of responses was examined by matching survey responses reported to public archival data. The archival standard information used included license number, type of license, program address, county, receipt of child care subsidy from the Missouri Department of Social Services, and accreditation status. Based on a random sample of 10% of centers and 10% of homes, the rate of agreement between the reported information and archival information was 92.3% for centers and 100% for homes. Because the vast majority of respondents took the survey online, a second data entry step and source of error was eliminated for most surveys.

Follow-up of Unresponsive Programs with Other Known Information. For programs that failed to complete the survey, the following archival information was obtained from state agencies: program city, ZIP code, county, license type, and acceptance of state child care subsidy.

Creation of a Relational Database. The data from each of the three surveys was downloaded as a *.csv (Character Separated Variable) file and then imported into an MS-ACCESS™ relational database management system. There are approximately 31 tables in the database, including 8 data tables per survey. Using Access, the data can be combined in multiple ways for data analysis and summaries and then exported to Excel or SPSS for further analysis.

DATA ANALYSIS PLAN

To fully address the research questions, the Pre-K Collaborative was interested in examining the results by program type (school, center, home), accreditation status (accredited, not accredited), the proportion of children receiving subsidies (low and high), and the proportion of minority children served (low and high).

- **Program Type.** It was expected that differences in teachers’ qualifications and other program characteristics would be associated with program type.
 - Of the 209 programs surveyed, 10 were schools (5%), 123 were centers (59%), and 76 were homes (36%).

- **Accreditation status** was defined in terms of national- and/or state-approved professional accrediting bodies specific to early childhood that focus on evidence-based indicators of quality. These included the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), and Missouri Accreditation (MoA). Programs with any or all of these accreditations were counted as accredited. Otherwise, programs were considered as not accredited, even if they had some other form of accreditation. Because accreditation requires programs to meet specific quality standards, it was expected that differences within program types would emerge based on accreditation status.
 - Overall, 26 of 209 programs (12%) were accredited. This included five out of 10 (50%) schools, 17 out of 123 (14%) centers, and 4 out of 76 (5%) homes.
- **Proportion of children receiving subsidies.** Differences in program-level indicators were examined based on the proportion of children served who were low-income eligible.
 - For centers and homes, programs were asked about the number of children receiving financial assistance or child care subsidies. Based on a median split of the percentage of children receiving subsidies, programs were categorized as serving a low proportion of children receiving subsidies (20% or less of children served) or a high proportion of children receiving subsidies (more than 20%). See Figure 4.
 - School-based programs were classified as low or high with respect to proportion of children receiving subsidies based on whether the elementary school received Title I funding. Schools that received Title I funding were classified as high; those not receiving Title I were classified as low.
- **Proportion of minority children served.** Differences in program-level indicators were examined based on the proportion of minority children served.
 - All programs were asked about the race/ethnicity of children served. Children who were African American/Black, Asian/Pacific Islander, Latino/Hispanic, and Other were classified as minority; White children were classified as nonminority. Based on a median split of the proportion of minority children, programs were categorized as serving a low percentage of minority children (54% or less of children served) or a high percentage of minority children (more than 54%). See Figure 5.

Figure 4 Proportion of Children Receiving Subsidies by Program Type

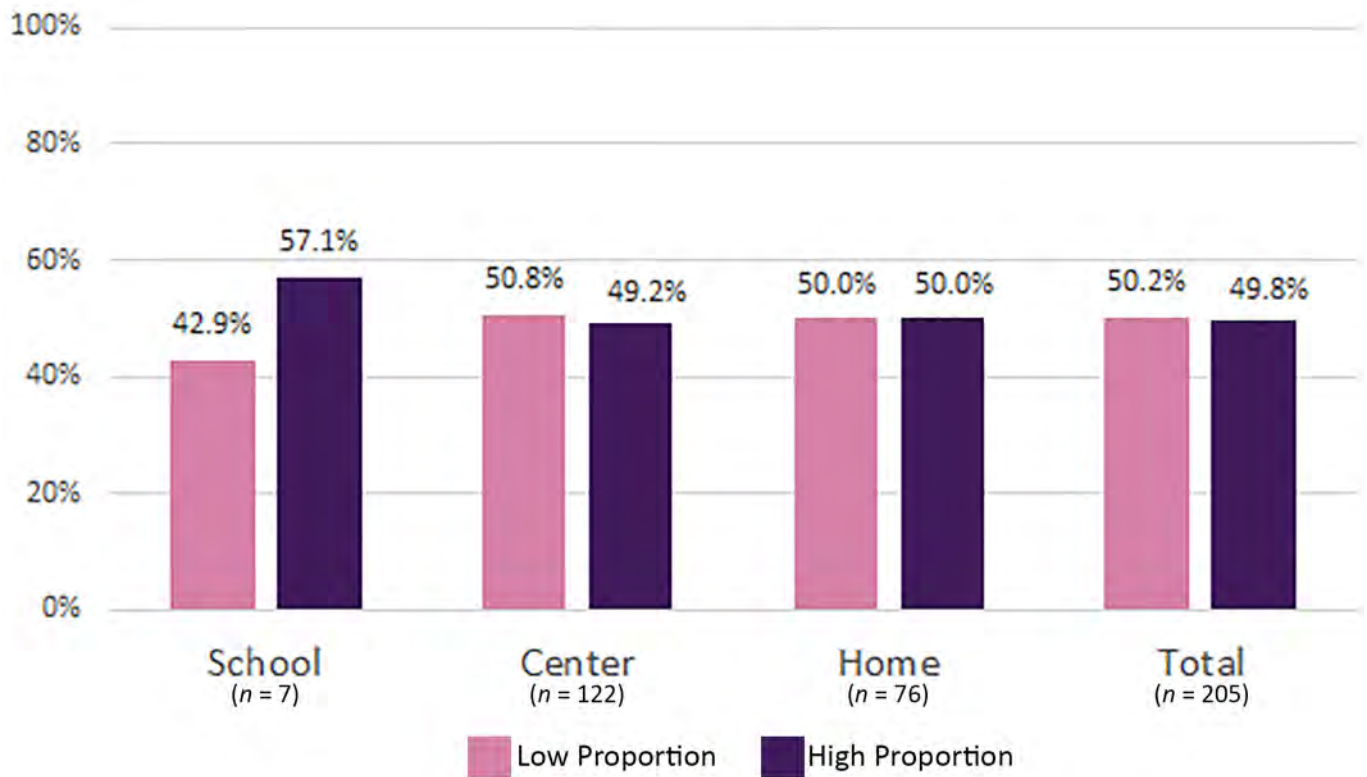
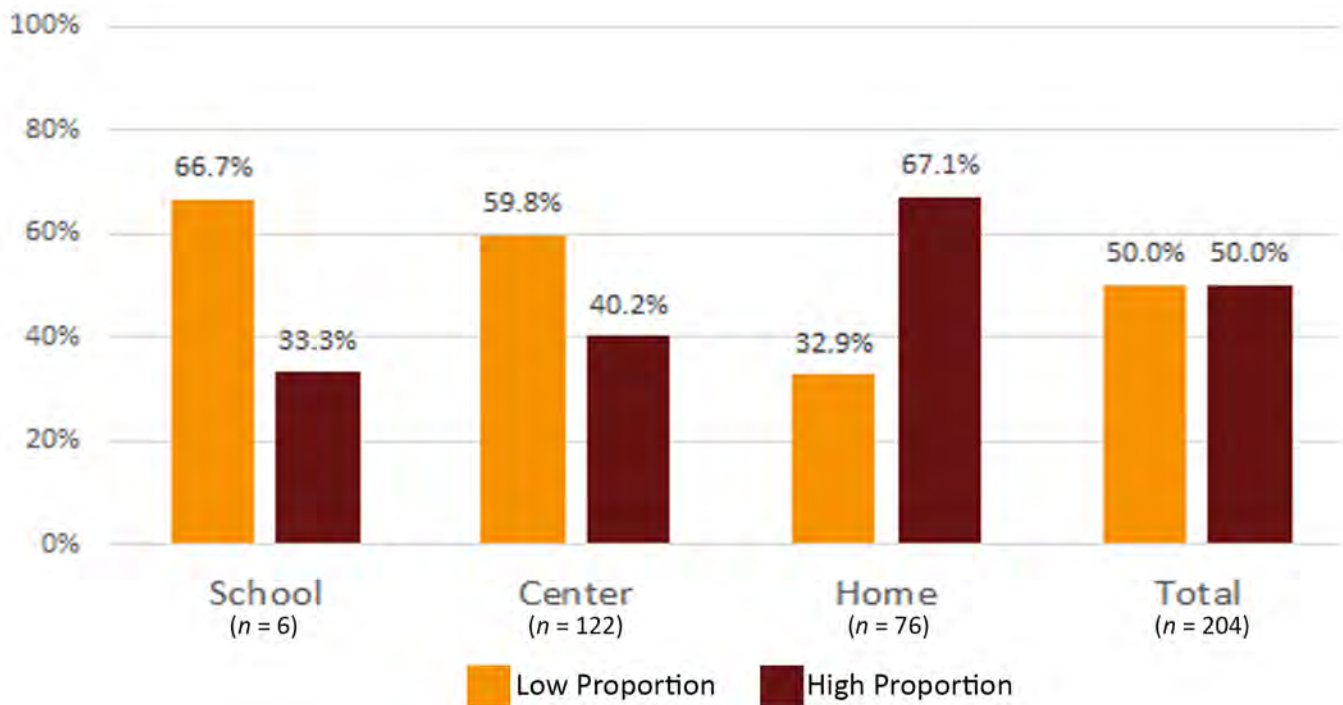


Figure 5 Proportion of Minority Children Served by Program Type



Analytic Strategies

Programs for analyzing the data included Microsoft Excel, SPSS, and two mapping tools, PowerMAP™ for EXCEL and the ARCGIS™ Geospatial Information System. The geographical information on the school districts in Jackson County was obtained from the IT/GISP program of Jackson County (<http://www.jacksongov.org/gis/>).

Because much of the data collected were nominal or ordinal in scaling, frequency counts, percentages, and crosstabs were most often used to address the primary research questions. Where data were continuously scaled (such as percentages), multi-way mean tables were used. Because of the natural differences in program type numbers in Jackson County, the number of respondents by program type was not balanced. Given that only 10 school-based programs returned surveys, the interpretation of the data on such a small sample, especially when disaggregated, presented challenges. Similarly, only 4 of 76 home programs were accredited, which limited the ability to draw conclusions based on accreditation status. Consequently, inferential statistics were not calculated, and visual analysis of the cell counts and/or percentages were used to evaluate comparability within and between program types, accreditation status, proportion of children receiving subsidy, and proportion of minority children served. Also, in most cases where there were no apparent differences based on accreditation status, proportion of children receiving subsidies, or proportion of minority children served, the approach taken was to generally highlight data where some differences were indicated. Appendix A contains the means and crosstabs tables that are the source of much of the data presented in this report.

RESULTS

CHILD CHARACTERISTICS

Information was provided by 209 participating early care and learning programs serving a total of 10,081 children. Centers served 84% of the children, schools 9%, and homes 7%. Figures 6 and 7 show the age and gender of children served by program type. School-based programs did not serve children under the age of three, whereas centers and homes served children from birth to preschool. Overall, the programs surveyed served more children over 3 years old than under 3. Homes tended to serve more infants and toddlers than centers.

Figure 6 Age of Children Served by Program Type

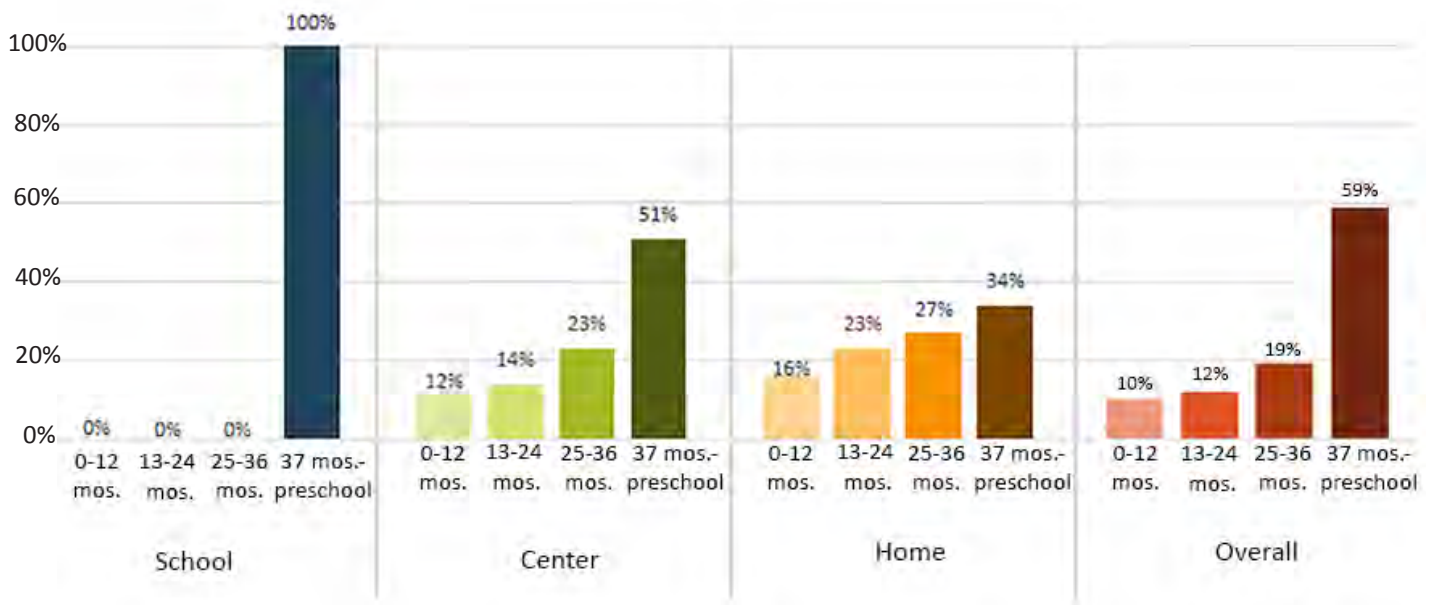


Figure 7 Child Gender by Program Type

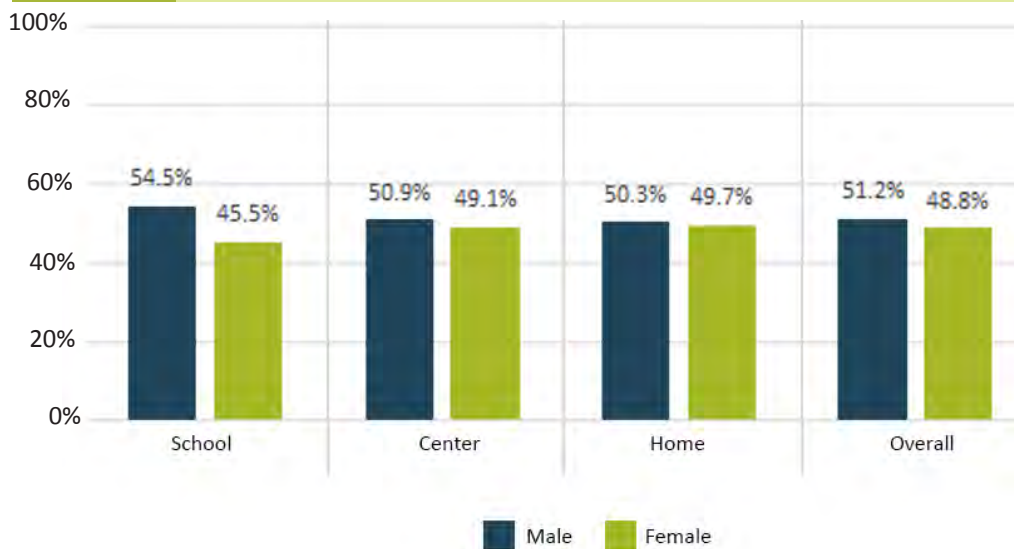


Figure 8 shows children’s race/ethnicity by program type. Schools and homes served relatively more minority children than center-based programs (see Figure 9). However, the minority percentage for centers was most comparable to the 2013 Census figure for Jackson County’s total population.

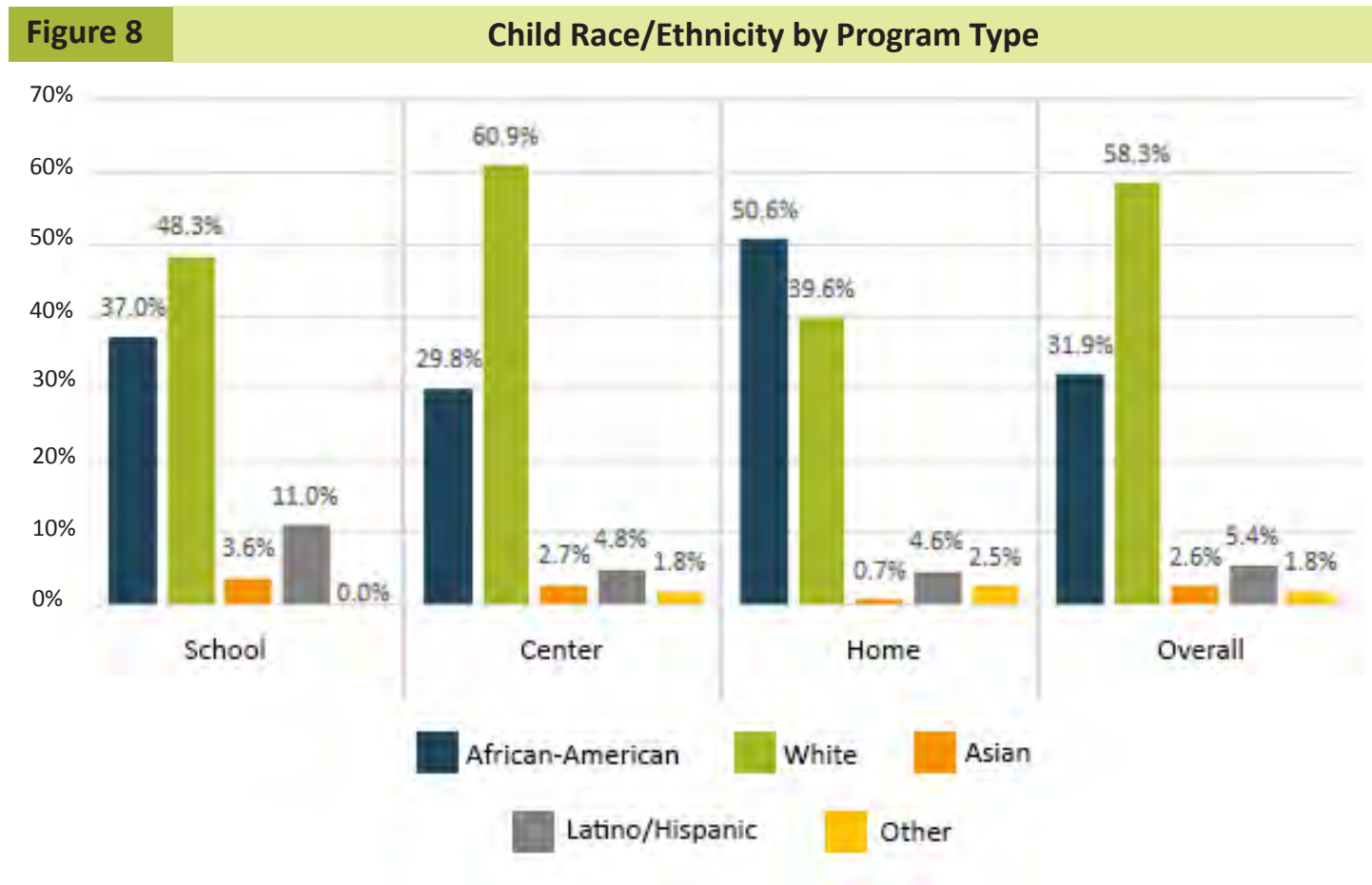
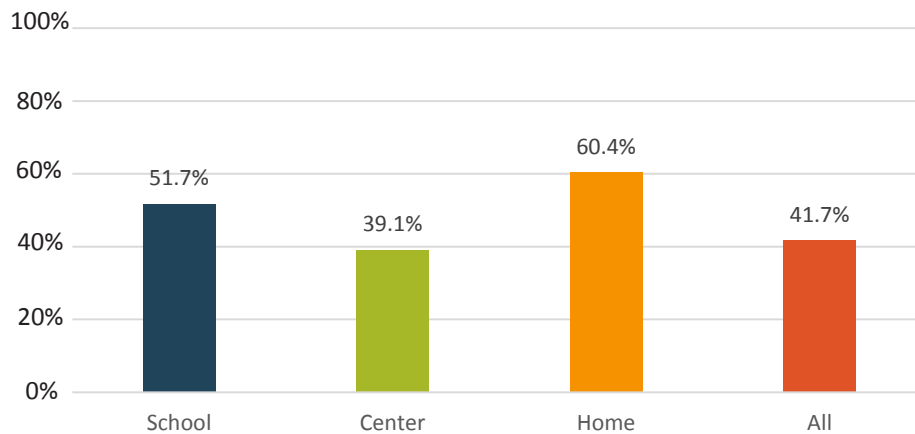
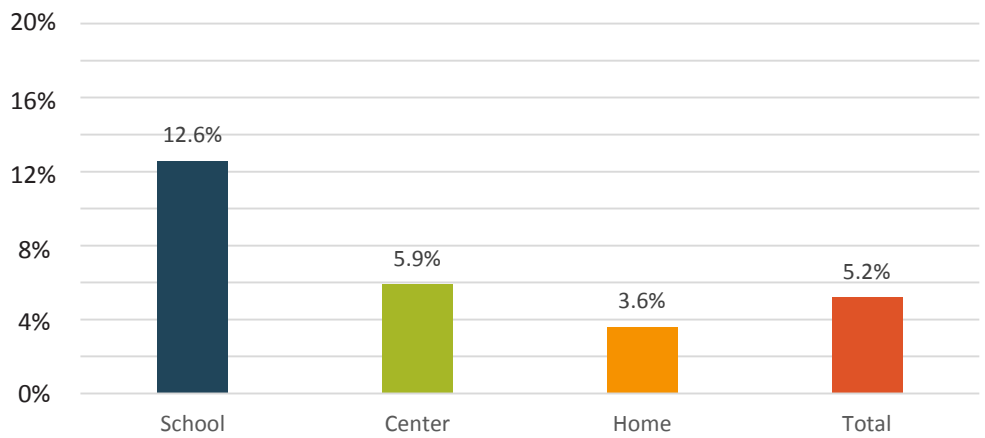


Figure 9 Minority Children Served by Program Type



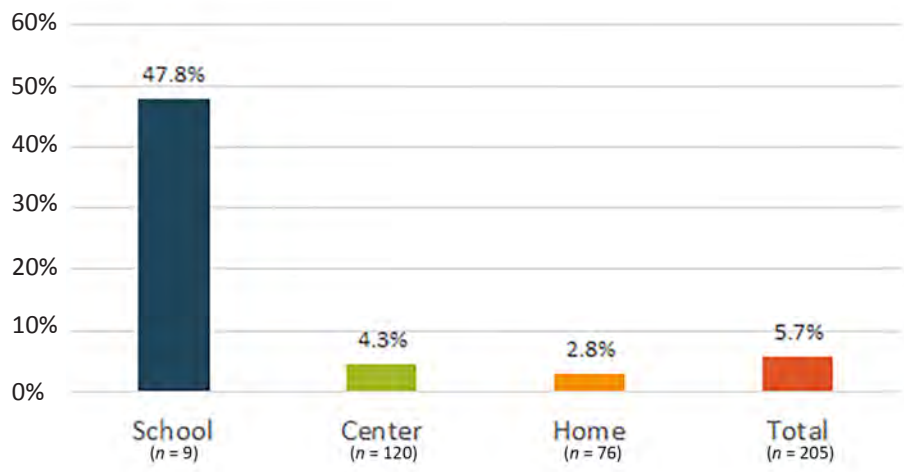
The overall percentage of children who were English Language Learners (ELL) was 5%, ranging from 4% in home-based programs to 13% in school-based programs (see Figure 10). In rank order, the most common languages spoken at home were Spanish, Chinese (Mandarin), and French.

Figure 10 English Language Learners (ELL) by Program Type



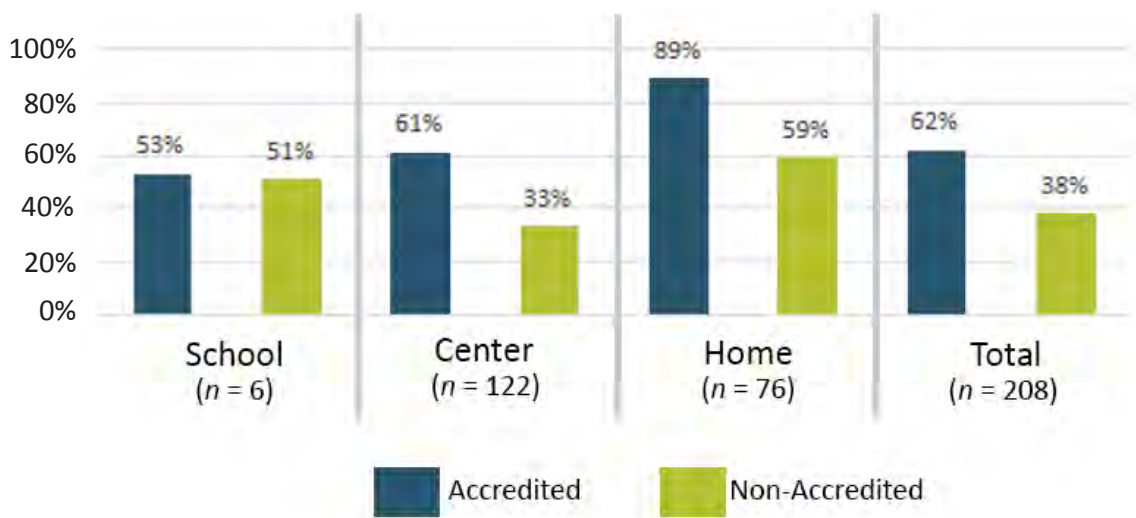
The overall percentage of children receiving special services was 6%. As shown in Figure 11, school-based programs had much higher percentage of children receiving special services (48%) compared to centers (4%) and homes (3%).

Figure 11 Children Receiving Special Services by Program Type



As seen in Figure 12, accredited programs served more minority children (62%) than non-accredited programs (38%). This trend was driven mostly by centers and homes. For school-based programs, nearly equal proportions of minority and nonminority children were served in accredited and non-accredited programs.

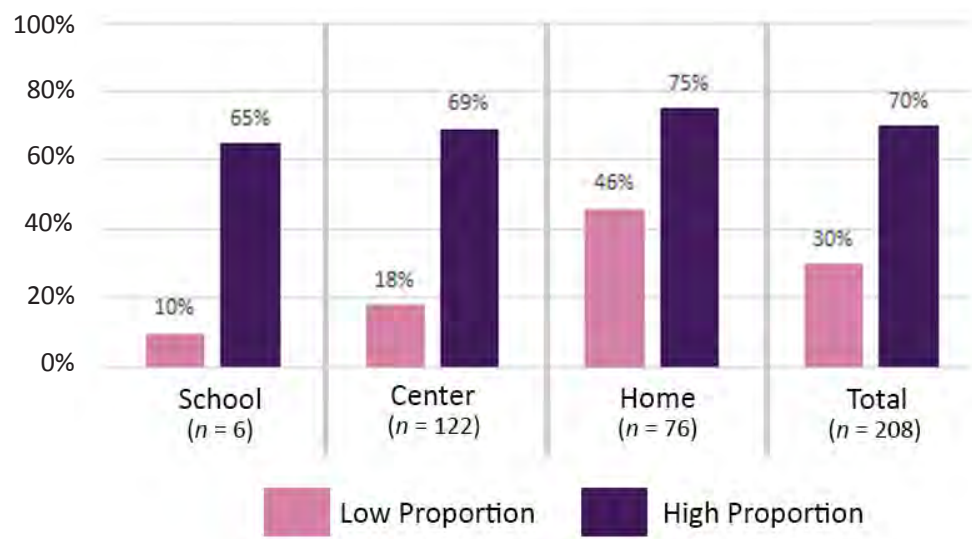
Figure 12 Minority Children Served by Program Type and Accreditation Status



School accredited n = 3,	Center accredited n = 17	Home accredited n = 4	Total accredited n = 24
School non-accredited n = 3	Center non-accredited n = 105	Home non-accredited n = 72	Total non-accredited n = 180

Figure 13 shows the percent of minority children by program type and proportion of children on subsidies. Programs that served a high proportion of children on subsidies had much higher minority enrollments than those serving a low proportion. The difference was least pronounced in homes.

Figure 13 Minority Children Served by Program Type and Proportion of Children Receiving Subsidies



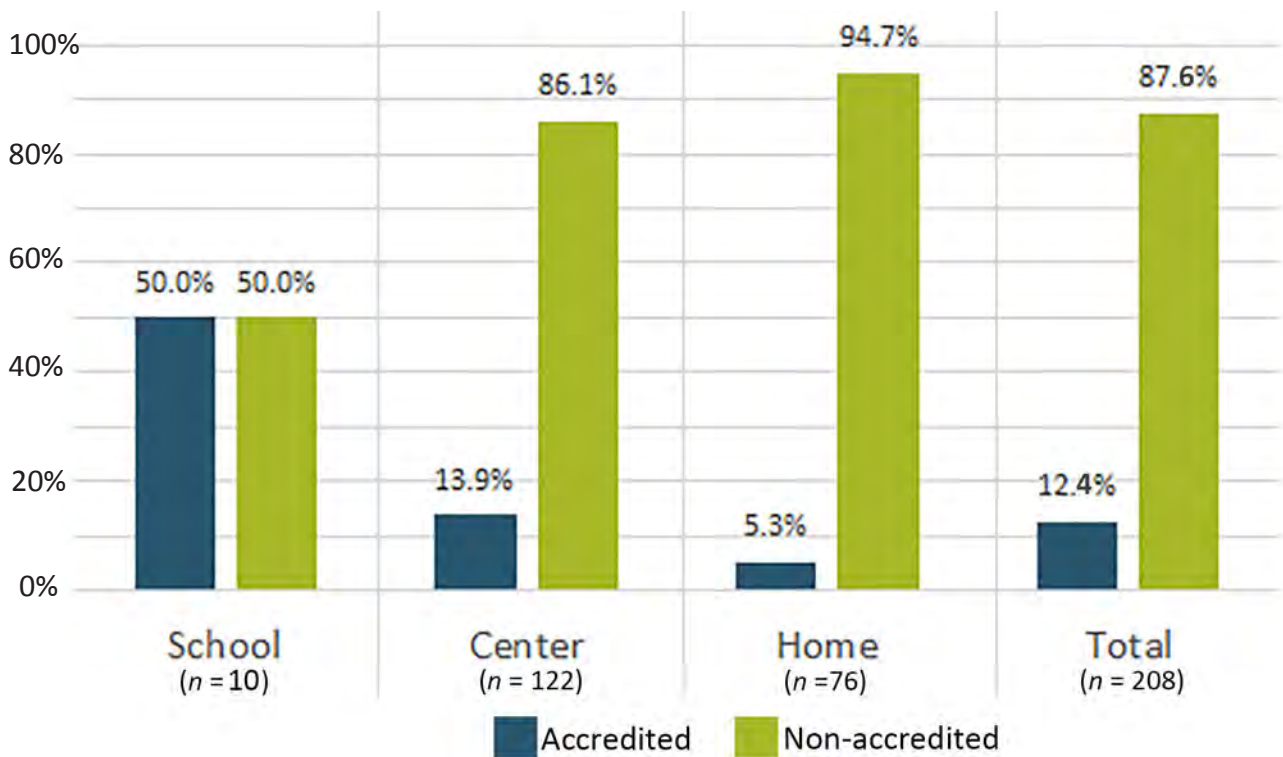
School low proportion n = 3,	Center low proportion n = 62	Home low proportion n = 38	Total low proportion n = 102
School high proportion n = 3	Center high proportion n = 60	Home high proportion n = 38	Total high proportion n = 101

RESULTS

PROGRAM CHARACTERISTICS

Figure 14 shows the number of programs by program type and accreditation status. Only 12% of programs were accredited across all program types. However, school-based programs were more likely to be accredited than center- or home-based programs. It should be noted that the number of home-based programs was very small ($n = 4$).

Figure 14 Number of Programs by Program Type and Accreditation Status



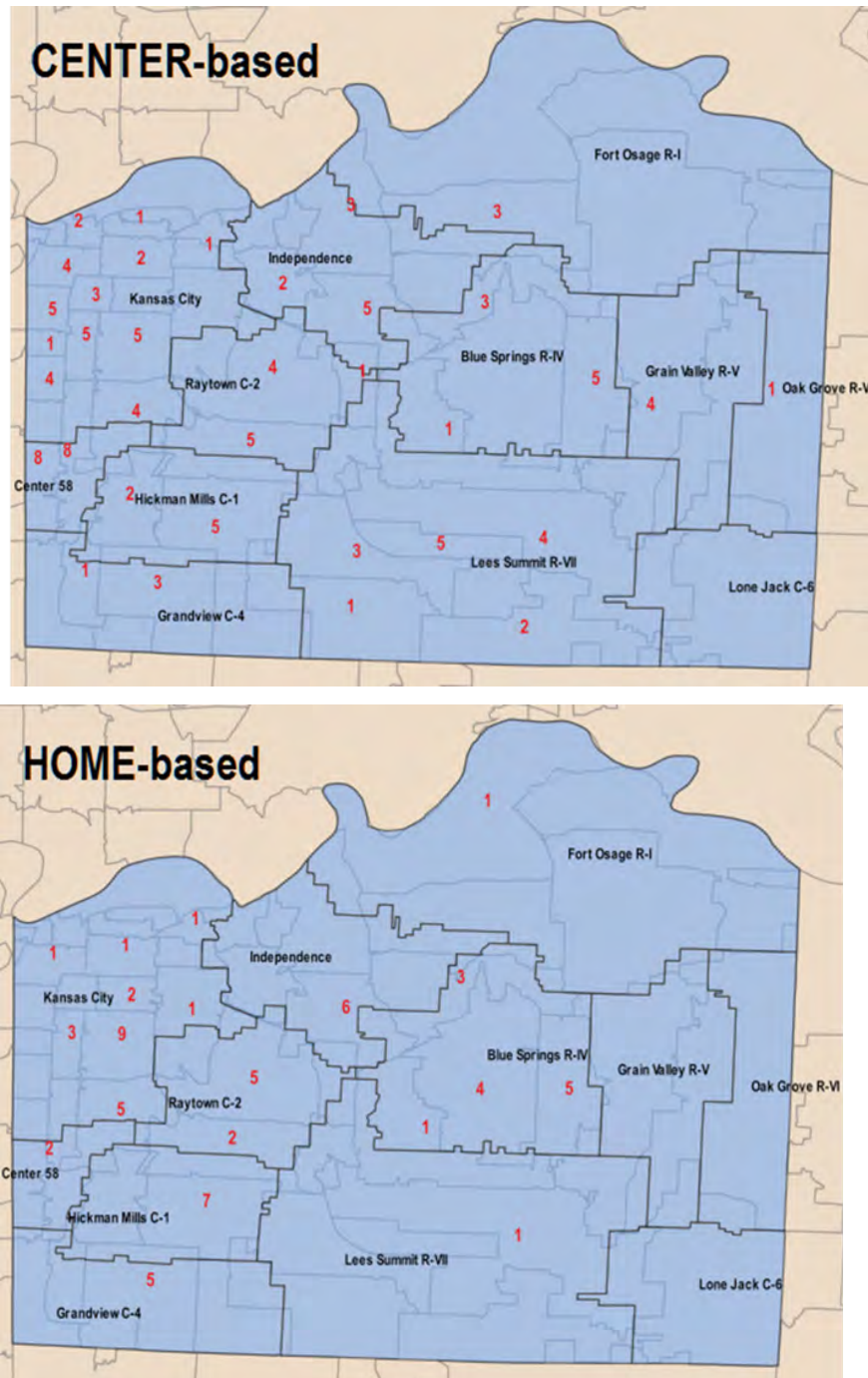
School accredited $n = 5$	Center accredited $n = 17$	Home accredited $n = 4$	Total accredited $n = 26$
School non-accredited $n = 5$	Center non-accredited $n = 105$	Home non-accredited $n = 72$	Total non-accredited $n = 182$

HOW ARE PROGRAMS DISTRIBUTED IN THE COUNTY?

The geographic locations of the centers and homes are mapped in Figures 15 and 16. The maps show the ZIP code locations where programs reside overlaid by a map of school district boundaries. As shown, the largest numbers of home- (23) and center-based (37) programs were within the Kansas City MO Public School District. There were fewer program located in the eastern and northern sections of the county. Lone Jack had no programs reporting.

Distribution of Center- and Home-Based Programs in Jackson County by ZIP Code and School District

Figures 15-16

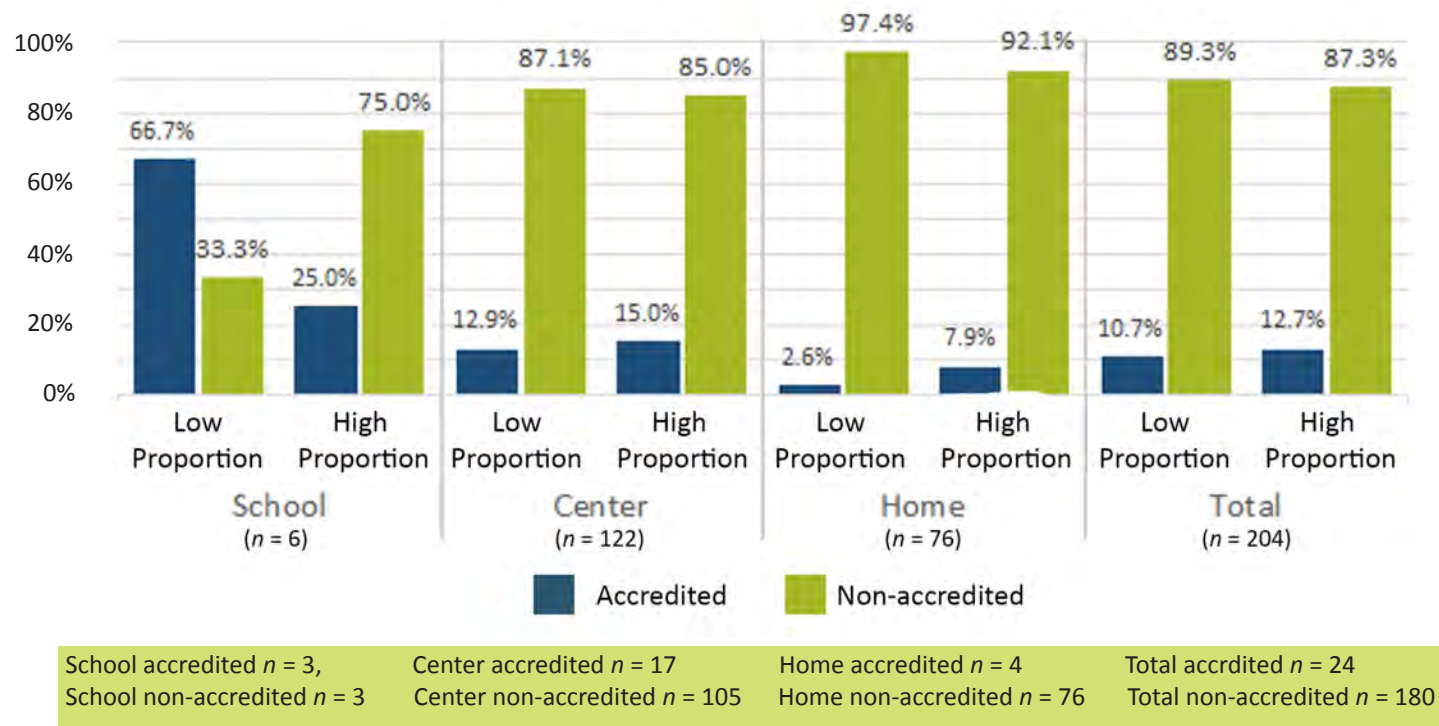


ARE THERE RELATIONSHIPS BETWEEN PROGRAM ACCREDITATION STATUS AND CHARACTERISTICS OF CHILDREN SERVED?

In this section, the relationship between accreditation status (accredited vs. non-accredited) and three program-level child characteristics—proportion of children receiving subsidies, proportion of minority children served, and percentage of children receiving special services—are examined.

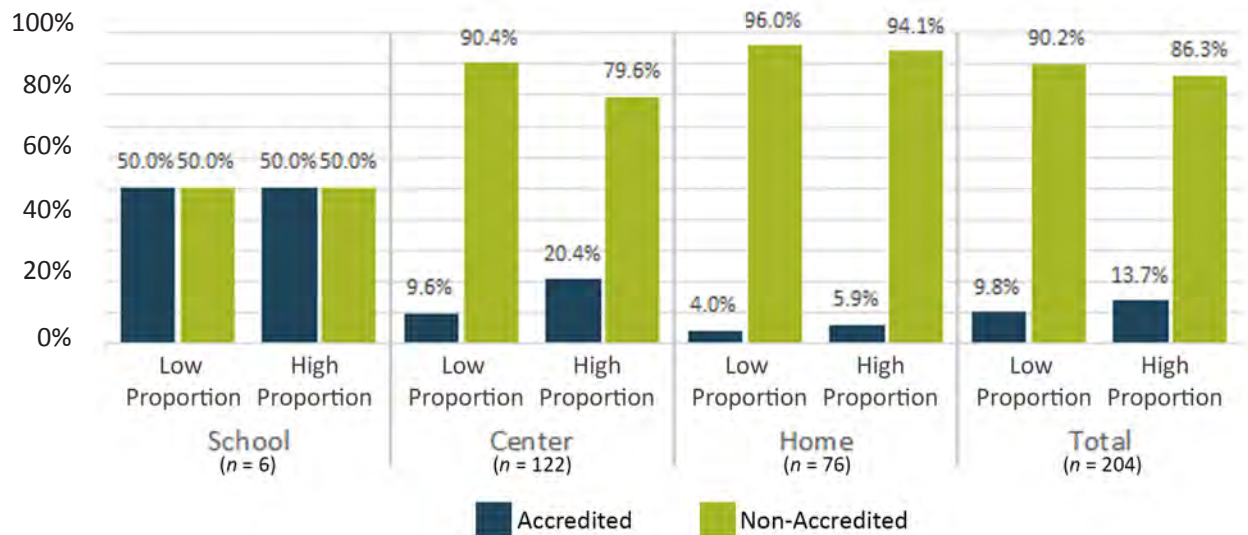
Figure 17 shows the proportion of children receiving subsidies (by category, low and high) by program type and accreditation status. Overall, 13% of programs that served a high proportion of children on subsidies were accredited, compared to 11% of accredited programs serving a low proportion of children on subsidies. Given the small number of accredited programs overall, these data suggest that lower-income children are accessing accredited programs at roughly the same rate as children from families with relatively higher incomes.

Figure 17 Proportion of Children on Subsidies by Program Type and Accreditation Status



As seen in Figure 18, 14% of all programs that served a high proportion of minority children were accredited, compared to 10% of accredited programs serving a low proportion of minority children. These data suggest that minority children are accessing accredited programs at about the same rate (if not slightly higher) as non-minority children. The percentage of accredited centers that serve a high proportion of minority children (20%) was twice as high as the percentage of accredited centers that serve a low proportion of minority children (10%). For school-based programs and homes, there were no substantial differences in the proportion of minority children served based on accreditation status.

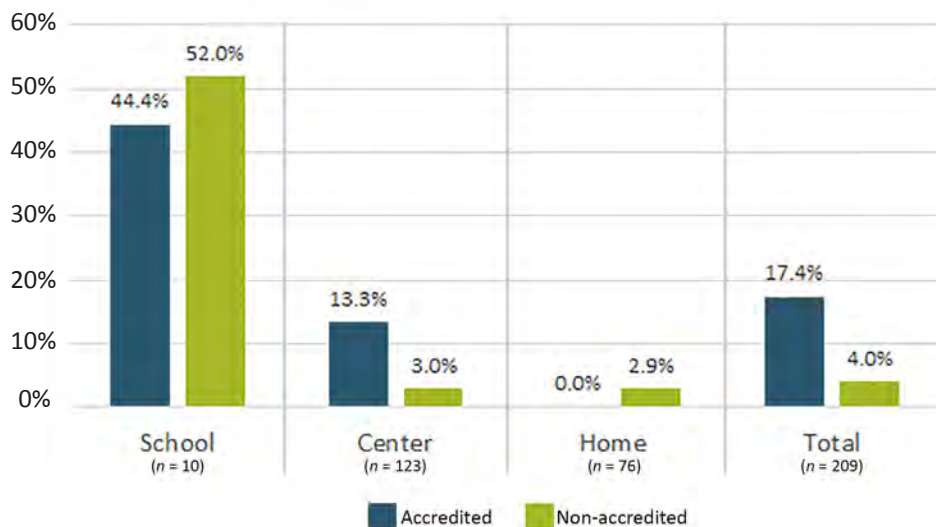
Figure 18 Proportion of Minority Children Served by Program Type and Accreditation Status



School accredited $n = 3$, School non-accredited $n = 3$ Center accredited $n = 17$ Center non-accredited $n = 105$ Home accredited $n = 4$ Home non-accredited $n = 72$ Total accredited $n = 24$ Total non-accredited $n = 180$

Figure 19 shows percentage of children receiving special services by program type and accreditation status. Accredited centers have higher proportions of children receiving special services compared to non-accredited centers, which drives the overall trend that accredited programs served a higher percentage of children with special needs.

Figure 19 Children Receiving Special Services by Program Type and Accreditation Status



School accredited $n = 5$ School non-accredited $n = 5$ Center accredited $n = 17$ Center non-accredited $n = 106$ Home accredited $n = 4$ Home non-accredited $n = 72$ Total accredited $n = 26$ Total non-accredited $n = 183$

WHAT ARE GROUP/CLASS SIZES?

Table 2 shows average group/class sizes for programs by age group and accreditation status. School-based programs only served children in the 37 month-preschool age range; home-based programs were not asked about group sizes. Group size varied by children’s ages, with smaller sizes for children younger than 37 months. Group sizes were fairly similar across age groups and program type with respect to accreditation status, with one exception: the average group size for accredited schools (16.0) was higher than the average for non-accredited schools (10.3).

Program Type	Age (months)	Accreditation								
		Accredited			Non-accredited			Total		
		Mean	<i>n</i>	SD	Mean	<i>n</i>	SD	Mean	<i>n</i>	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	16.0	3	4.0	10.3	4	7.2	12.7	7	6.4
Center	0-12	7.5	12	1.2	7.0	83	2.8	7.1	95	2.7
	13-24	8.4	14	1.1	7.5	85	2.7	7.6	99	2.5
	25-36	11.0	16	3.3	11.2	97	5.0	11.2	113	4.8
	37-Pre K	15.2	17	5.8	16.7	99	10.1	16.5	116	9.6

Group size by proportion of children receiving subsidies is shown in Table 3. For centers, group sizes tended to be slightly smaller in programs that serve a low percentage of children on subsidies. For schools, the trend was the reverse, although it should be noted that the cell sizes were small for schools.

Table 3		Group/Class Size by Program Type, Child Age, and Proportion of Children Receiving Subsidies								
Program Type	Age (months)	Proportion of children receiving subsidies								
		Low			High			Total		
		Mean	<i>n</i>	SD	Mean	<i>n</i>	SD	Mean	<i>n</i>	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	14.7	3	4.6	11.7	4	7.8	12.7	7	6.4
Center	0-12	4.8	62	3.9	6.3	60	3.5	5.5	122	3.8
	13-24	5.8	62	4.1	7.1	60	2.9	6.4	122	3.6
	25-36	10.6	62	6.4	9.8	60	4.5	10.2	122	5.5
	37-Pre K	15.0	62	8.6	17.0	60	11.1	16.0	122	9.9

Table 4 shows group/class size by child age, program type, and proportion of minority children served. For centers, group sizes were similar in the two youngest age groups. However, for the two oldest age groups, centers serving a low percentage of minority children had slightly larger group sizes compared to those serving a high percentage of minority students.

Table 4		Group/Class Size by Program Type, Child Age, and Proportion of Minority Children Served								
Program Type	Age (months)	Proportion of minority children served								
		Low			High			Total		
		Mean	<i>n</i>	SD	Mean	<i>n</i>	SD	Mean	<i>n</i>	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	14.0	4	4.0	16.5	2	0.7	14.8	6	3.4
Center	0-12	5.5	73	3.9	5.6	49	3.5	5.6	122	3.8
	13-24	6.2	73	3.6	6.9	49	3.4	6.5	122	3.6
	25-36	11.6	73	5.5	8.5	49	4.8	10.4	122	5.5
	37-Pre K	17.2	73	9.5	14.1	49	10.3	16.0	122	9.9

WHAT ARE CHILD TO ADULT RATIOS FOR GROUPS/CLASSES?

The more adults that regularly spend time with a group of children, the better the chance that individual children will receive the attention they need. State licensing requires a minimum ratio of 1 provider to 10 children for preschool-age children; the minimum ratio is 1 to 8 for groups of children ages 25-36 months; and the minimum ratio for children birth to 24 months is 1 to 4. For this section, child to adult ratios will be reported rather than adult to child ratios.

Consistent with state licensing requirements, child to adult ratios were generally larger in the preschool classes and smaller for younger children served (see Table 5). The ratios for all age group are smaller in homes compared to schools and centers. The ratio for accredited school programs was lower than that for non-accredited programs (6.0 vs. 9.5).

Program Type	Age (months)	Accreditation Status						Total		
		Accredited			Non-accredited			Mean	n	SD
		Mean	n	SD	Mean	n	SD			
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	6.0	3	4.0	9.5	4	2.5	8.0	7	3.5
Center	0-12	2.8	12	1.7	3.1	83	1.4	3.0	95	1.5
	13-24	2.8	14	1.8	3.2	85	1.8	3.2	99	1.8
	25-36	4.4	16	2.9	5.8	97	3.1	5.6	113	3.1
	37-Pre K	7.3	17	3.2	8.2	99	3.7	8.1	116	3.6
Home	0-12	2.0	4	1.2	1.3	52	0.8	1.4	56	0.8
	13-24	2.3	4	1.0	1.8	59	1.3	1.8	63	1.3
	25-36	2.0	3	1.0	2.2	63	1.6	2.2	66	1.6
	37-Pre K	5.5	2	6.4	2.8	62	2.1	2.9	64	2.2

As shown in Table 6, there are no substantive differences in child to adult ratios for proportion of children receiving subsidies across program types.

Table 6		Child to Adult Ratio by Program Type and Proportion of Children Receiving Subsidies								
Program Type	Age (months)	Porportion of children receiving subsidies						Total		
		Low			High					
		Mean	n	SD	Mean	n	SD	Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	7.3	3	2.3	8.5	4	4.4	8.0	7	3.5
Center	0-12	3.2	41	1.3	2.9	54	1.6	3.0	95	1.5
	13-24	3.4	44	1.6	3.2	58	2.1	3.3	102	1.9
	25-36	6.2	54	2.7	5.1	57	3.3	5.6	111	3.1
	37-Pre K	8.3	59	3.4	7.9	58	3.7	8.1	117	3.5
Home	0-12	1.4	26	0.6	1.6	30	0.8	1.5	56	0.7
	13-24	2.0	28	1.6	1.8	32	0.8	1.9	60	1.2
	25-36	2.4	30	1.7	2.5	31	1.5	2.5	61	1.6
	37-Pre K	3.4	32	2.1	2.8	31	2.2	3.1	63	2.2

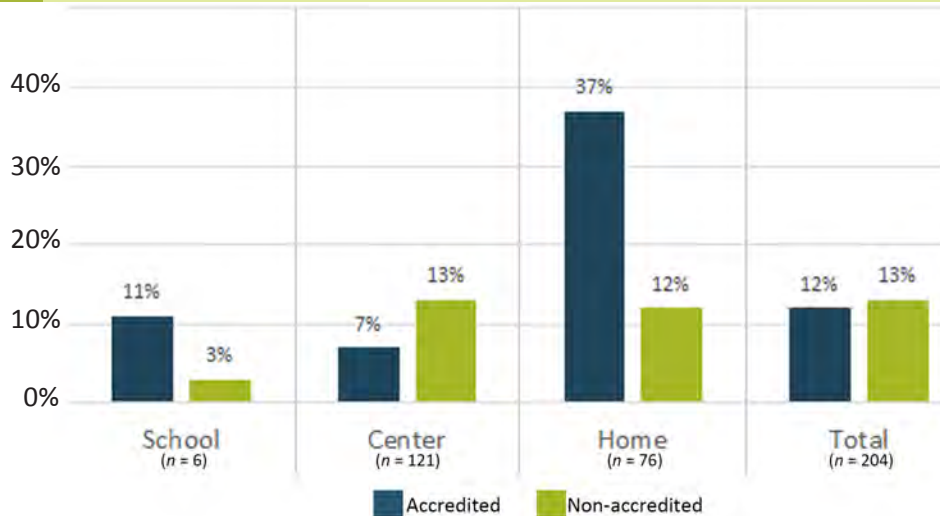
Table 7 shows child to adult ratios by program type and proportion of minority children served. There are no substantive differences by proportion of minority children served across program type and age groups.

Table 7		Child to Adult Ratio by Program Type and Proportion of Minority Children Served								
Program Type	Age (months)	Porportion of minority children served						Total		
		Low			High					
		Mean	n	SD	Mean	n	SD	Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	-	-	-	-	-	-
	37-Pre K	8.5	3	3.0	6.0	2	5.7	7.7	6	3.7
Center	0-12	3.4	53	1.1	2.5	43	1.7	3.0	96	1.5
	13-24	3.4	58	1.5	3.1	45	2.2	3.3	103	1.9
	25-36	6.1	69	2.9	5.0	43	3.2	5.7	112	3.1
	37-Pre K	8.5	71	3.2	7.6	46	4.0	8.1	117	3.5
Home	0-12	1.5	19	0.7	1.5	37	0.7	1.5	56	0.7
	13-24	1.7	20	0.9	2.0	40	1.4	1.9	76	1.2
	25-36	2.9	21	1.8	2.2	40	1.4	2.5	61	1.6
	37-Pre K	3.2	21	2.0	3.0	42	2.3	3.1	63	2.2

WHAT ARE RATES OF CHILD ATTRITION?

Rate of child attrition was defined as the number of children who were withdrawn by parents from a program divided by the total number of students in the program, or the proportion of children leaving a program. For all programs, the rate of attrition was 13%. The attrition rate was lower in schools (7%) compared to centers (12%) and homes (13%), as shown in Figure 20. For programs overall, accreditation status was not related to child attrition. However, attrition in non-accredited centers was nearly twice as high (13%) compared to accredited centers (7%). The small number of accredited homes had a substantially higher child attrition rate (37%) than non-accredited homes (12%).

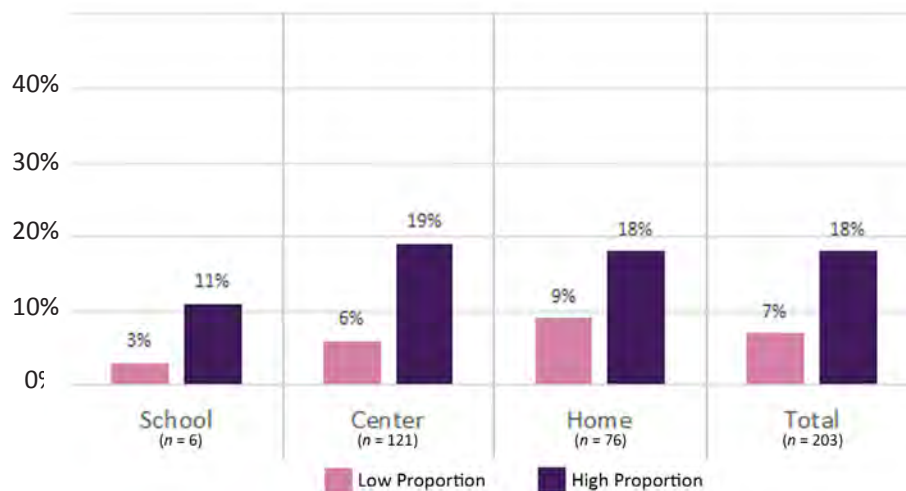
Figure 20 Child Attrition by Program Type and Accreditation Status



School accredited $n = 3$,	Center accredited $n = 17$	Home accredited $n = 4$	Total accredited $n = 24$
School non-accredited $n = 3$	Center non-accredited $n = 104$	Home non-accredited $n = 72$	Total non-accredited $n = 180$

As shown in Figure 21, child attrition was more than twice as high overall in programs that served a high proportion of children receiving subsidies (18%) as programs serving a low percentage (7%).

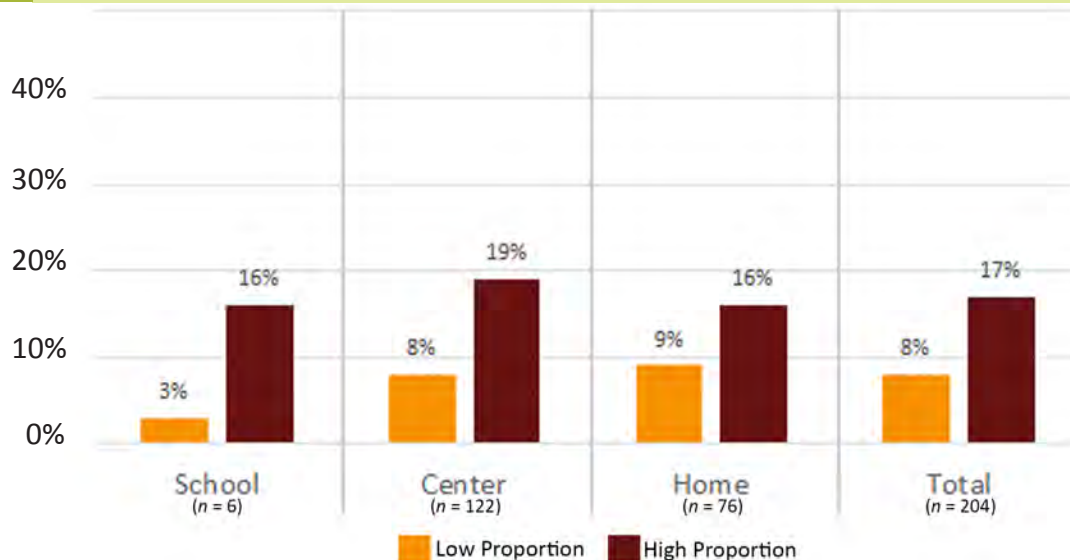
Figure 21 Child Attrition by Program Type and Proportion of Children Receiving Subsidies



School low proportion $n = 3$,	Center low proportion $n = 61$	Home low proportion $n = 38$	Total low proportion $n = 102$
School high proportion $n = 3$	Center high proportion $n = 60$	Home high proportion $n = 38$	Total high proportion $n = 101$

Similarly, as shown in Figure 22, child attrition was higher in programs that served a high proportion of minority children (17%) compared to programs serving a low proportion (8%).

Figure 22 Child Attrition by Program Type and Proportion of Minority Children Served



School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

WHAT FACILITIES AND SERVICES DO PROGRAMS PROVIDE?

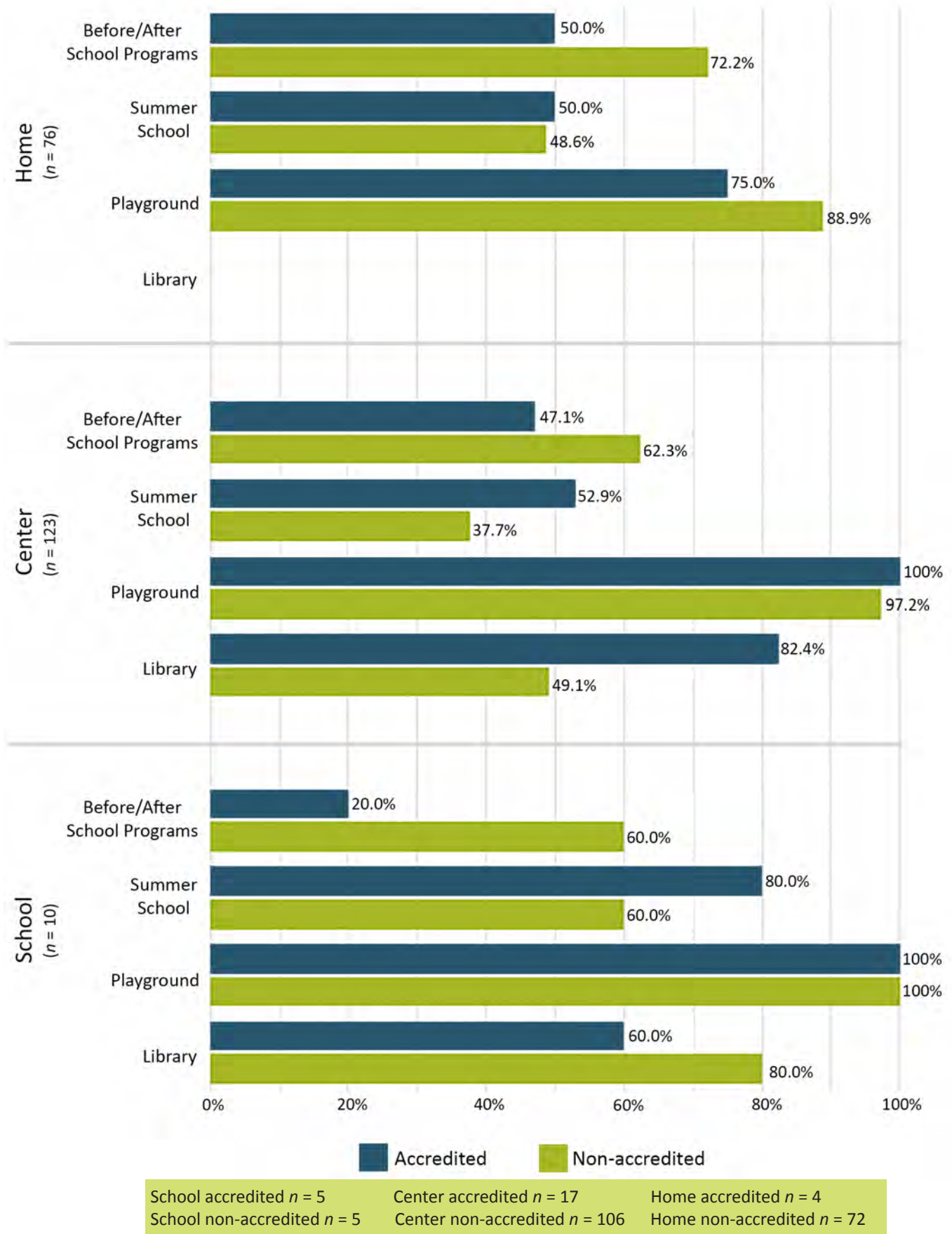
Programs were surveyed about an array of facilities and services that they provide. For this report, libraries, playgrounds, summer school, and before/after school services are highlighted (home-based programs were not asked about libraries.) Figures 23 shows the percentage of programs that provide various facilities and services by accreditation status.

With respect to library access, 70% of school-based programs and 54% of center-based programs reported that they had a library. Accredited centers were more likely to have a library compared to their non-accredited counterparts. Nearly all school- and center-based programs reported having a playground; the figure was somewhat lower for homes (88%).

Turning to services provided, school-based programs were more likely to offer summer school (70%) compared to centers (40%) and homes (49%). Accredited programs across program type were somewhat more likely to offer summer school compared to non-accredited programs. With respect to before- and/or after-school services, homes were most likely to offer these services (71%) compared to school-based (40%) and center-based (60%) programs. Non-accredited programs across program type were more likely to offer before- and/or after school services than accredited programs.

Figure 23

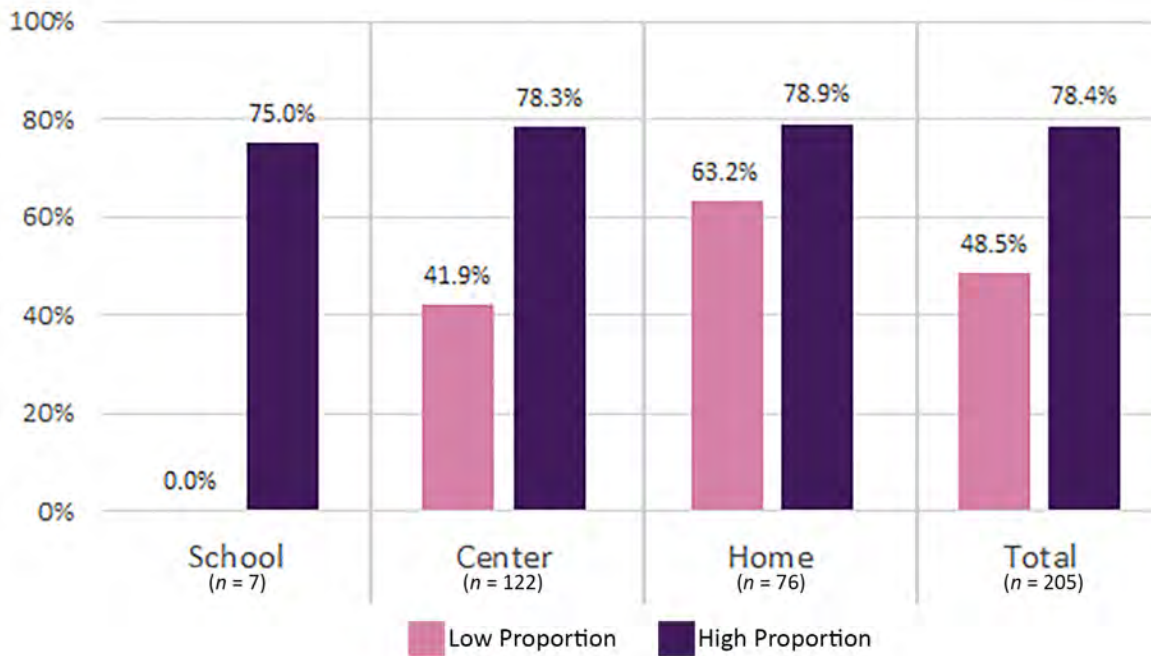
Facilities and Services Provided by Program Type and Accreditation Status



Analyses of facilities and services were also conducted for proportion of children receiving subsidies across program type. There were no substantial differences for program types for libraries, playgrounds, or summer school. As shown in Figure 24, programs that served a high proportion of minority children were more likely to offer before- and/or after-school services across all program types (78%) compared to programs that serve a low proportion (49%). This trend is most evident in center-based care.

Figure 24

Before- and/or After-School Programs by Program Type and Proportion of Children Receiving Subsidies

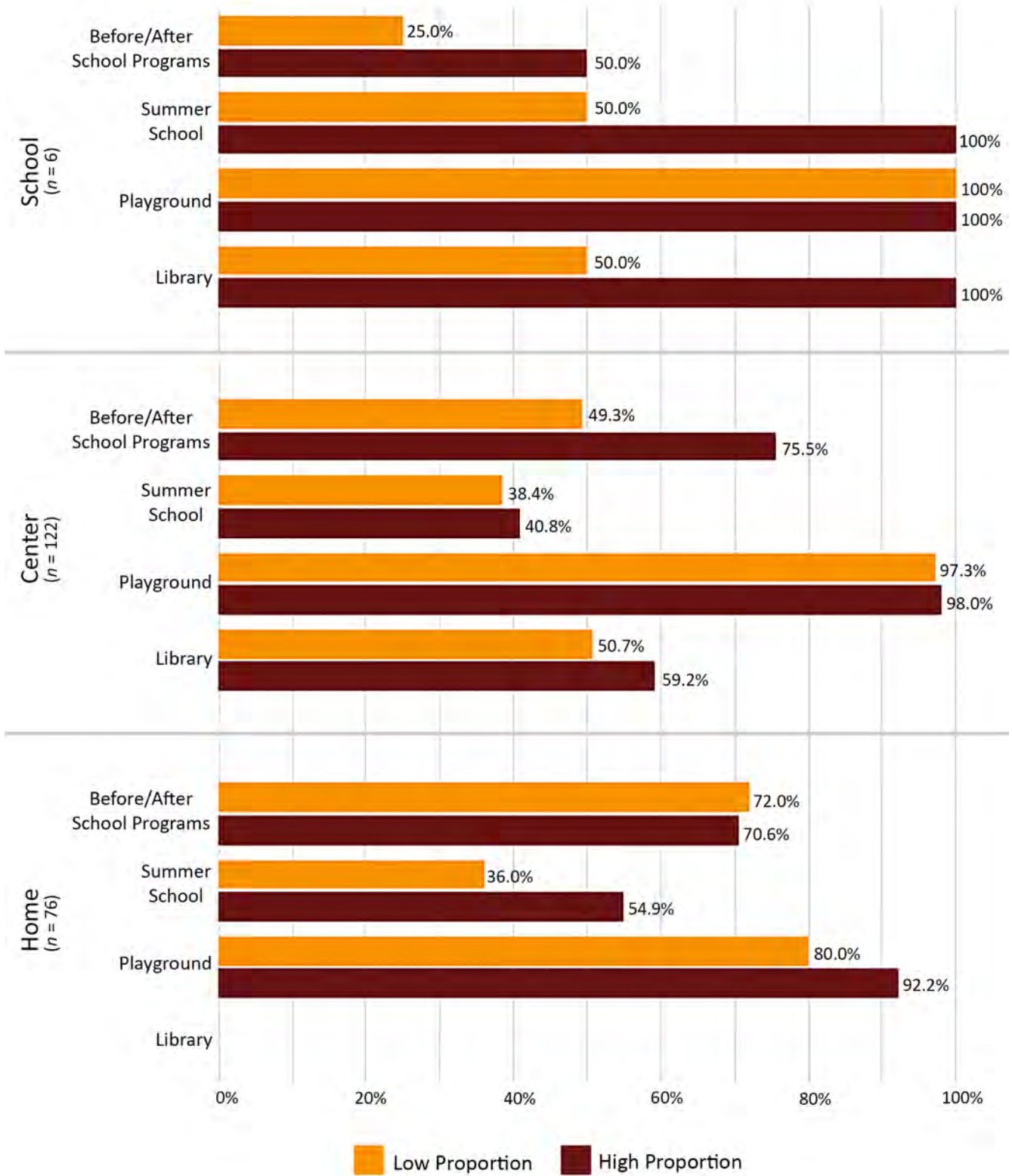


School low proportion n = 3	Center low proportion n = 62	Home low proportion n = 38	Total low proportion n = 103
School high proportion n = 4	Center high proportion n = 60	Home high proportion n = 38	Total high proportion n = 102

Figure 25 shows facilities and services provided by program type and proportion of minority children served. Overall, programs that served a high proportion of minority children were more likely to offer before- and/or after-school services across all program types (78%) compared to programs that serve a low proportion (49%). Homes serving a high percentage of minority children are more likely to have a playground and offer summer school compared to homes serving a low percentage.

Figure 25

Facilities and Services Provided by Program Type and Proportion of Minority Children Served

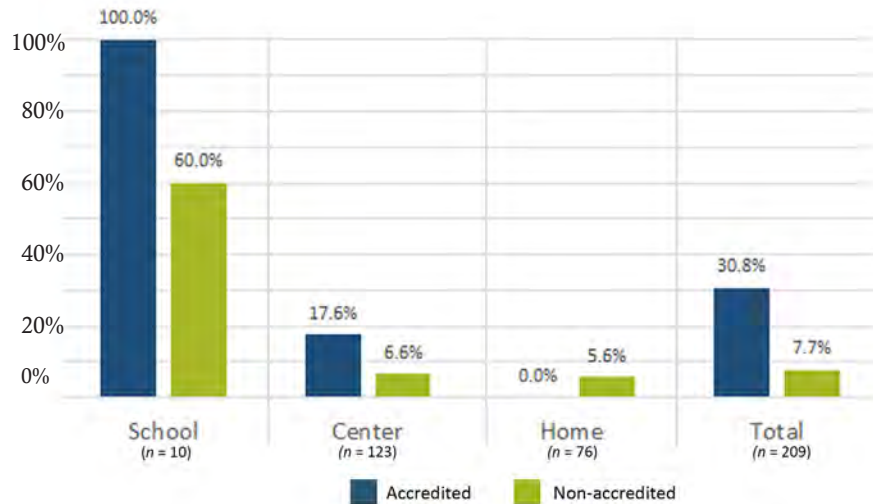


School low proportion n = 4 Center low proportion n = 73 Home low proportion n = 25
 School high proportion n = 2 Center high proportion n = 49 Home high proportion n = 51

DO PROGRAMS PROVIDE TRANSPORTATION?

With respect to transportation services, 80% of school programs provided transportation compared to only 8% of centers and 5% of homes. Overall, accredited programs were more likely to provide transportation (31%) compared to non-accredited programs (8%).

Figure 26 Transportation Provided by Program Type and Accreditation Status

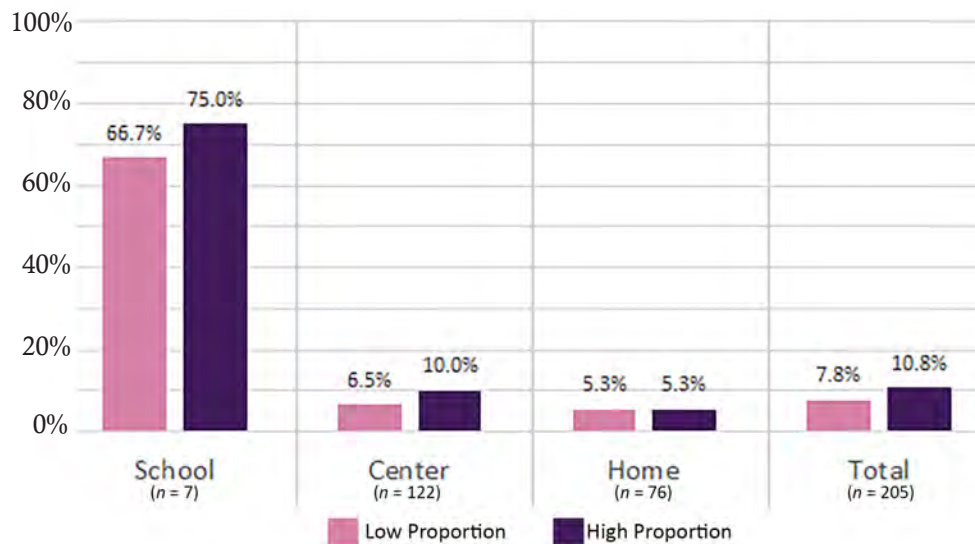


School accredited $n = 5$	Center accredited $n = 17$	Home accredited $n = 4$	Total accredited $n = 26$
School non-accredited $n = 5$	Center non-accredited $n = 106$	Home non-accredited $n = 72$	Total non-accredited $n = 183$

In general, transportation services did not differ substantially by proportion of children receiving subsidies (see Figure 27).

Figure 27

Transportation Provided by Program Type and Proportion of Children Receiving Subsidies

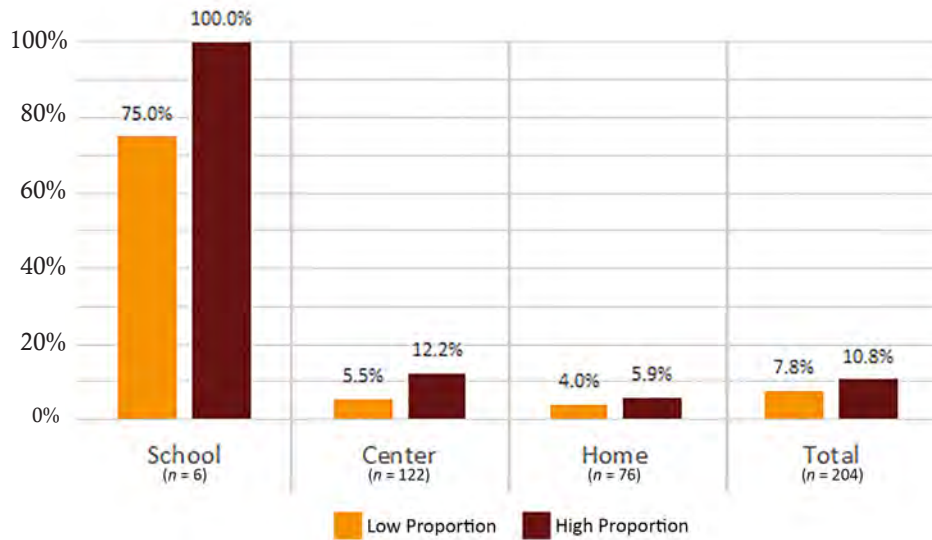


School low proportion $n = 3$	Center low proportion $n = 62$	Home low proportion $n = 38$	Total low proportion $n = 103$
School high proportion $n = 4$	Center high proportion $n = 60$	Home high proportion $n = 38$	Total high proportion $n = 102$

Figure 28 shows transportation services by program type and proportion of minority children served. Although relatively few centers offered transportation, centers that served a high percentage of minority children were more than twice as likely to provide transportation services as centers serving a low percentage of minority children (12% vs. 6%).

Figure 28

Transportation Provided by Program Type and Proportion of Minority Children Served



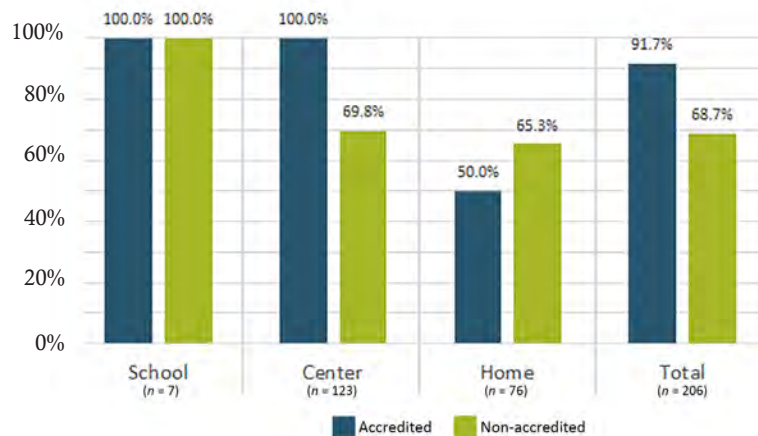
School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

DO PROGRAMS USE A CURRICULUM?

Overall, more than two-thirds of programs (71%) report using a curriculum. Not surprisingly, school-based programs were universally using a curriculum, compared to 74% of centers and 65% of homes. Accredited programs were more likely to report using a curriculum than non-accredited programs (see Figure 29). For centers, 100% of accredited programs were using a curriculum, compared to 70% of non-accredited programs.

Figure 29

Use of a Curriculum by Program Type and Accreditation Status

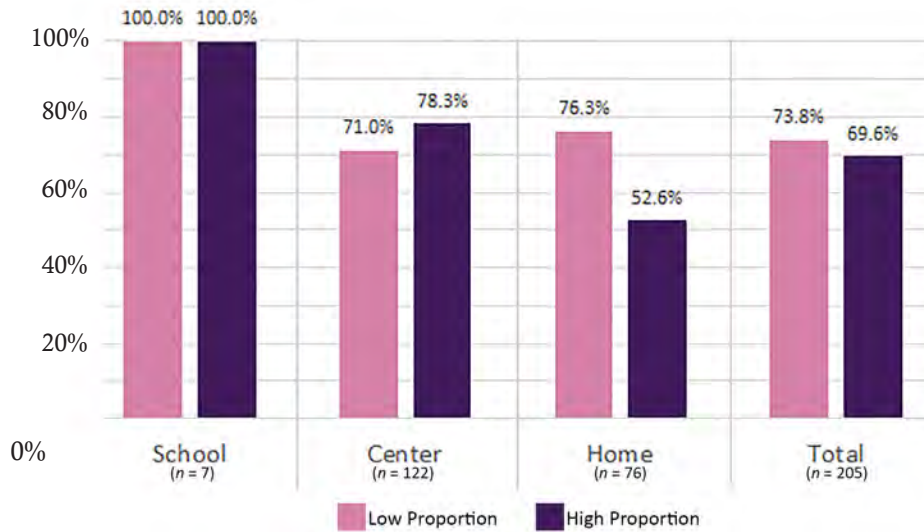


School accredited n = 3	Center accredited n = 17	Home accredited n = 4	Total accredited n = 26
School non-accredited n = 4	Center non-accredited n = 106	Home non-accredited n = 72	Total non-accredited n = 182

For all programs, there were no differences in curriculum use by proportion of children on subsidies. However, as shown in Figure 30, homes serving a high proportion of children on subsidy were less likely to use a curriculum (53%) than homes serving a low proportion of children on subsidy (76%).

Figure 30

Use of a Curriculum by Program Type and Proportion of Children on Subsidies

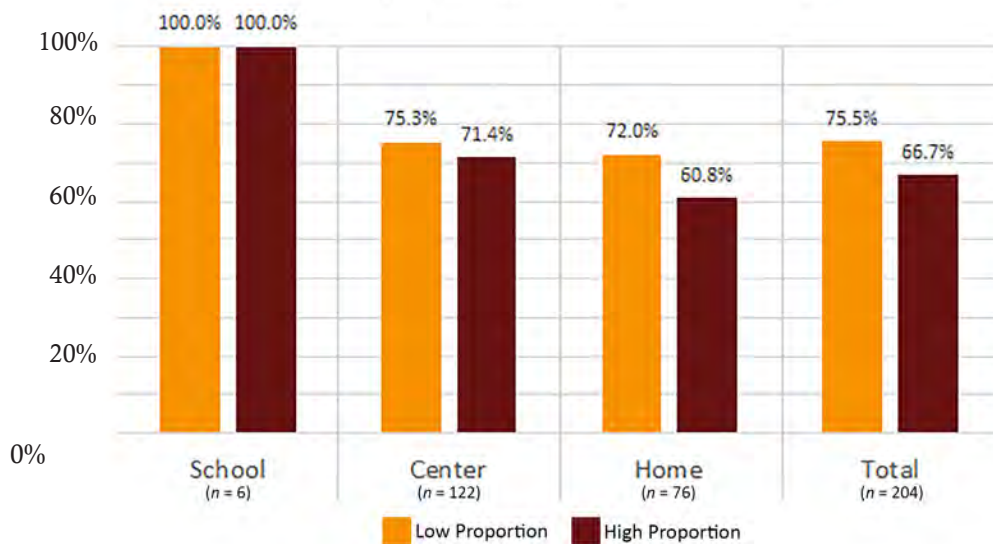


School low proportion n = 3	Center low proportion n = 62	Home low proportion n = 38	Total low proportion n = 103
School high proportion n = 4	Center high proportion n = 60	Home high proportion n = 38	Total high proportion n = 102

As shown in Figure 31, programs serving a low proportion of minority children were slightly more likely to use a curriculum (76%) than those serving a high proportion (67%). This trend was most evident in homes.

Figure 31

Use of a Curriculum by Program Type and Proportion of Minority Children Served



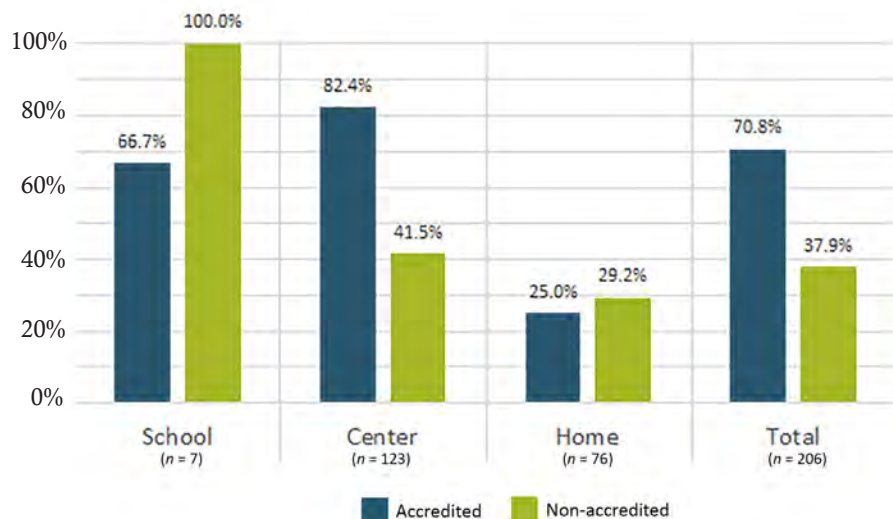
School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

DO PROGRAMS ADMINISTER STUDENT ASSESSMENTS?

Overall, 42% of programs reported administering student assessments. Most school-based programs (86%) reported administering them, whereas only 47% of centers and 29% of homes did so. As shown in Figure 32, accredited programs were more likely to administer student assessments than non-accredited ones. Centers were responsible for this trend.

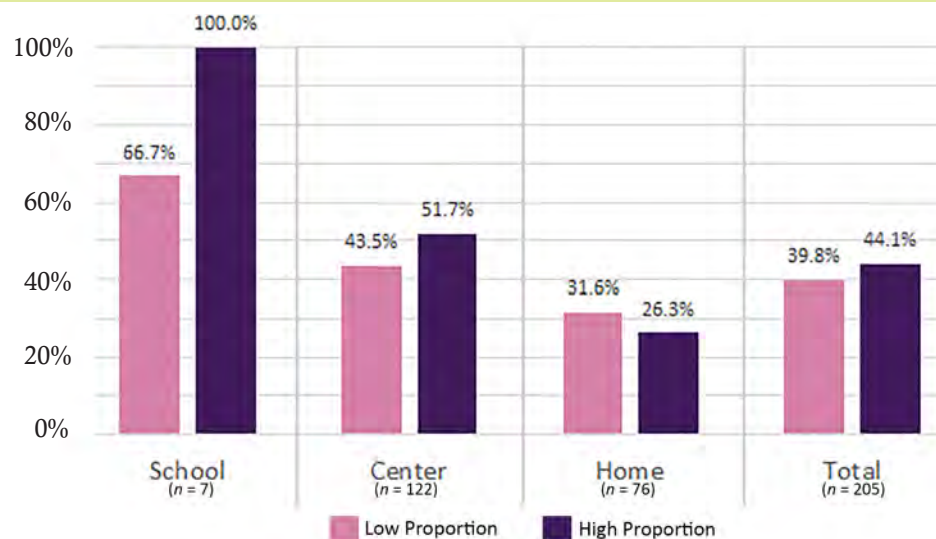
There were no major differences in administration of student assessments by proportion of children on subsidies (see Figure 33).

Figure 32 Administration of Student Assessments by Program Type and Accreditation Status



School accredited $n = 3$	Center accredited $n = 17$	Home accredited $n = 4$	Total accredited $n = 24$
School non-accredited $n = 4$	Center non-accredited $n = 106$	Home non-accredited $n = 72$	Total non-accredited $n = 182$

Figure 33 Administration of Student Assessments by Program Type and Proportion of Children Receiving Subsidies

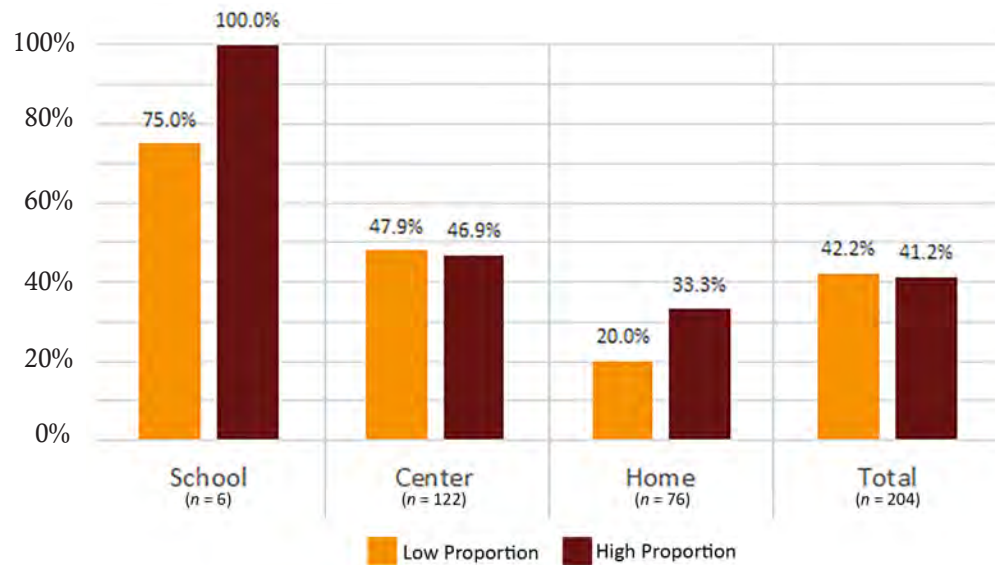


School low proportion $n = 3$	Center low proportion $n = 62$	Home low proportion $n = 38$	Total low proportion $n = 103$
School high proportion $n = 4$	Center high proportion $n = 60$	Home high proportion $n = 38$	Total high proportion $n = 102$

For all programs, there was little difference in use of student assessments by proportion of minority children served. However, as shown in Figure 34, homes that serve a high proportion of low-income children are somewhat more likely to administer assessments than those serving a low proportion of low-income children (33% vs. 20%).

Figure 34

Administration of Student Assessments by Program Type and Proportion of Minority Children Served



School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

DO PROGRAMS ASSESS KINDERGARTEN READINESS?

Across all programs, 44% reported that they assessed children’s kindergarten readiness. The majority of school-based programs did so (71%), compared to 50% of centers and 32% of homes. Overall, accredited programs were slightly more likely to assess kindergarten readiness (50%) than non-accredited programs (43%) (see Figure 35). However, as with student assessments reported earlier, this trend was driven by the fact that accredited centers were somewhat more likely to assess kindergarten readiness (59%) compared to non-accredited centers (48%). Accredited school-based and home-based programs were somewhat less likely to assess kindergarten readiness compared to their non-accredited counterparts.

Overall, programs that served a low proportion of children on subsidies are somewhat more likely to assess kindergarten readiness (49%) than programs serving a high proportion (39%). As shown in Figure 36, centers serving more children that receive subsidies are less likely to use kindergarten readiness assessments (42%) than centers that served fewer children on subsidies (58%), which is a potential pitfall given that poverty is a known risk factor for low school readiness.

As shown in Figure 37, programs overall that served a high proportion of minority children were less likely to assess kindergarten readiness (34%) compared to programs serving a low proportion (53%). This trend was most evident in centers; centers that served a high percentage of minority children were less likely to assess kindergarten readiness compared to those that served a low percentage of minority children (33% vs. 62%). On the other hand, homes that served a high percentage of minority children were somewhat more likely to assess kindergarten readiness compared to those that served a low percentage of minority children (35% vs. 24%).

Figure 35 Assessment of Kindergarten Readiness by Program Type and Accreditation Status

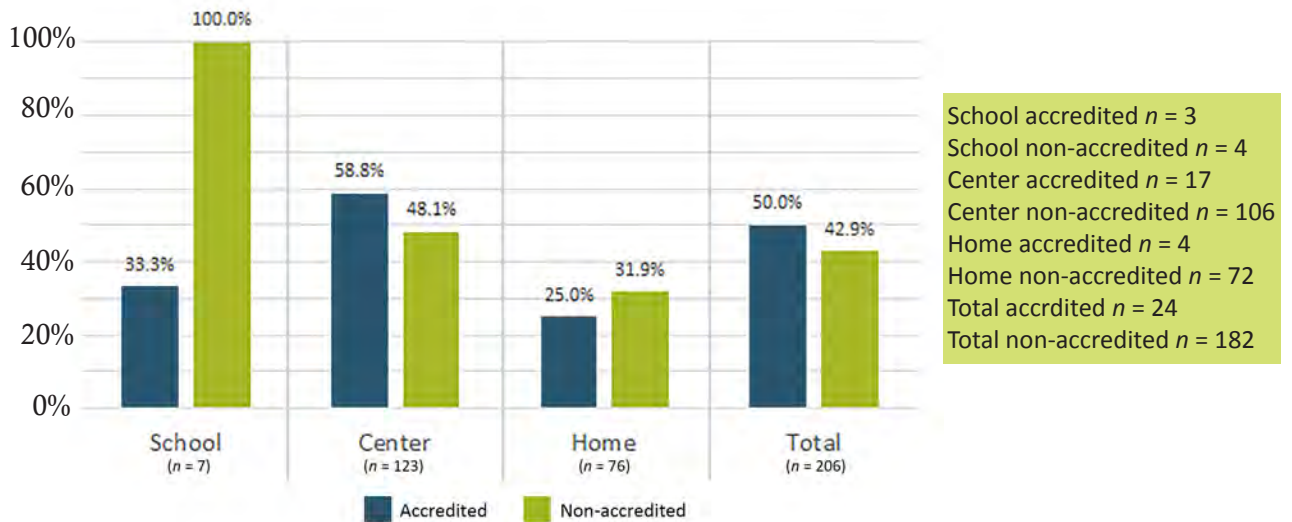


Figure 36 Assessment of Kindergarten Readiness by Program Type and Proportion of Children Receiving Subsidies

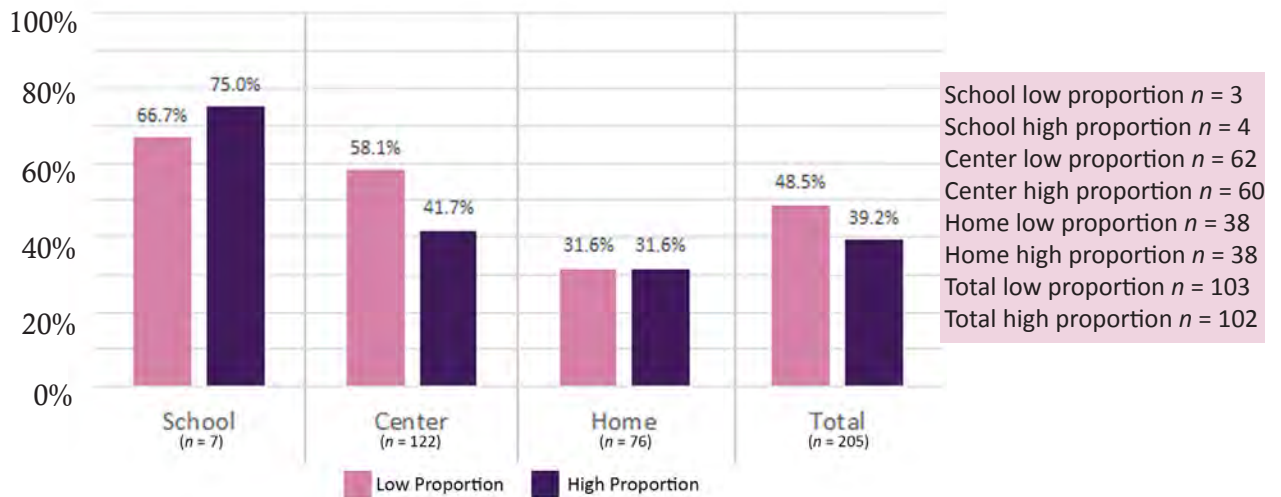
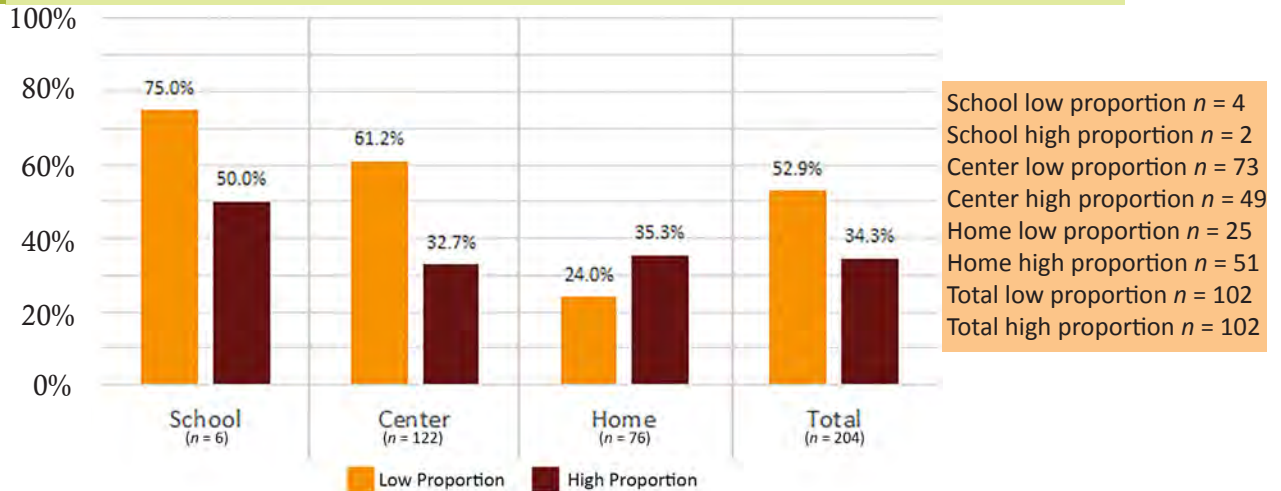


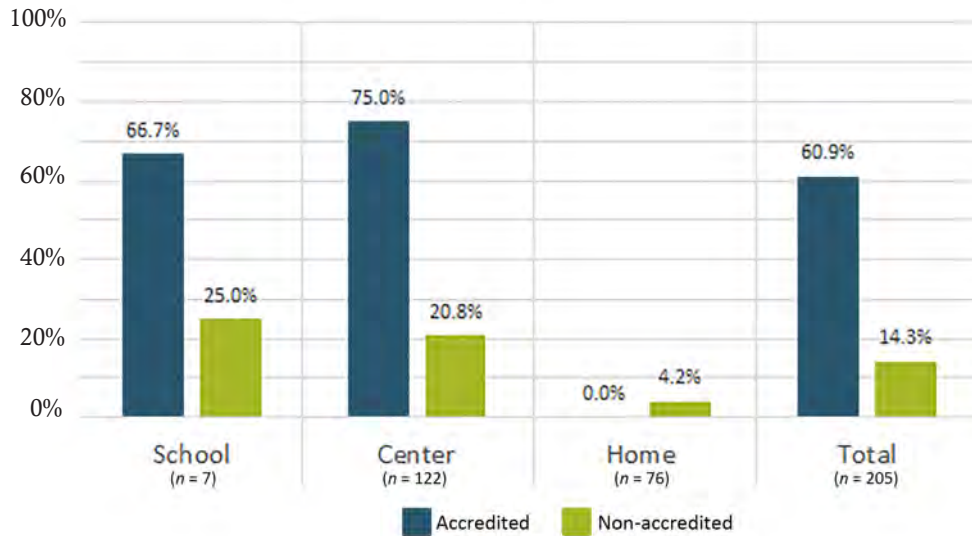
Figure 37 Assessment of Kindergarten Readiness by Program Type and Proportion of Minority Children Served



ARE PROGRAMS ASSESSED?

Programs reported on whether any assessments were used to rate or evaluate the entire program. More school-based programs were assessed (43%) than centers (28%) and homes (4%). Percentages were much higher for accredited schools and centers than their non-accredited counterparts. This was not the case for home-based programs.

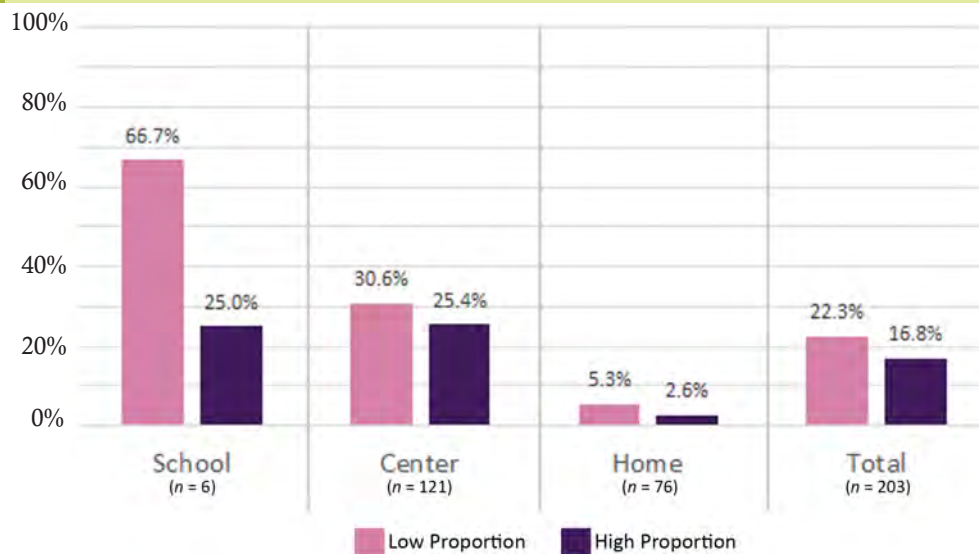
Figure 38 Program Assessment by Program Type and Accreditation Status



School accredited $n = 3$	Center accredited $n = 16$	Home accredited $n = 4$	Total accredited $n = 23$
School non-accredited $n = 4$	Center non-accredited $n = 106$	Home non-accredited $n = 72$	Total non-accredited $n = 182$

As shown in Figure 39, programs serving more children on subsidies were slightly less likely to be assessed (17%) compared to programs serving fewer children on subsidies (22%).

Figure 39 Program Assessment by Program Type and Proportion of Children Receiving Subsidies

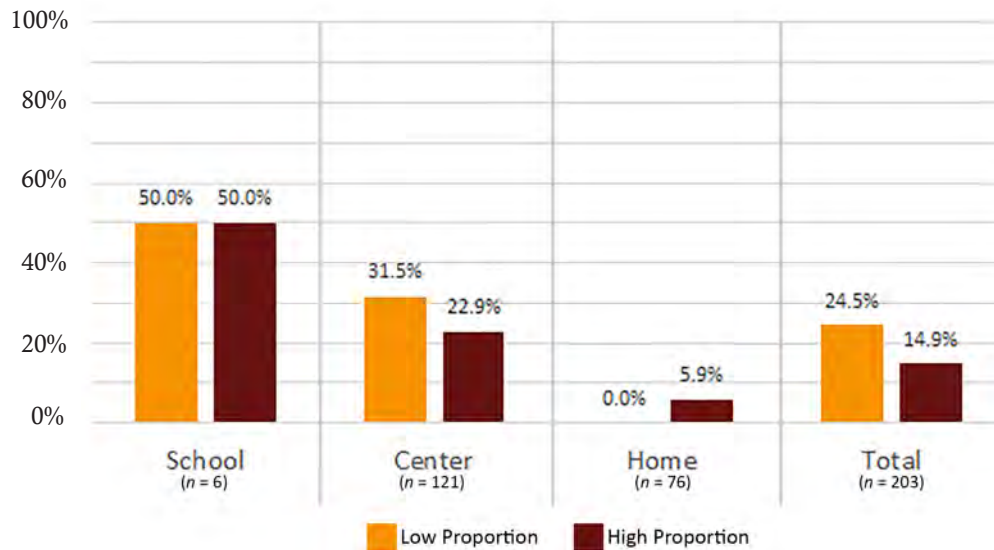


School low proportion $n = 3$	Center low proportion $n = 62$	Home low proportion $n = 38$	Total low proportion $n = 103$
School high proportion $n = 4$	Center high proportion $n = 59$	Home high proportion $n = 38$	Total high proportion $n = 101$

As shown in Figure 40, programs overall that served a low proportion of minority children are more likely to be assessed (25%) than programs serving a high proportion (15%). This trend was driven by centers.

Figure 40

Program Assessment by Program Type and Proportion of Minority Children Served



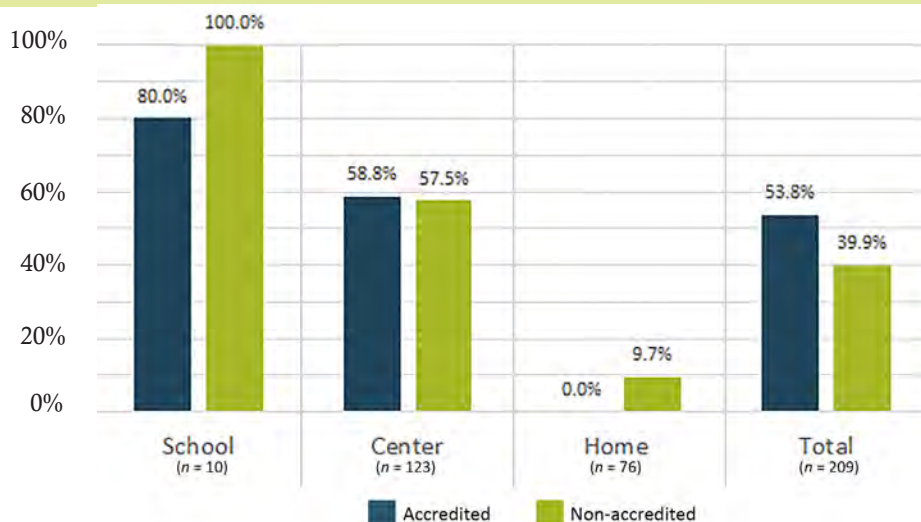
School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 48	Home high proportion n = 51	Total high proportion n = 101

DO THE PROGRAMS HAVE A WEBSITE?

Overall, 42% of programs have a website. All but one of the school-based programs reported having a website (90%). Centers and homes were much less likely to report having a website (58% and 9%, respectively). As shown in Figure 41, accredited programs in general were somewhat more likely to have a website (54%) compared to non-accredited programs (40%). There were no substantial differences by proportion of children receiving subsidies or proportion of minority children served.

Figure 41

Whether Program Has a Website by Program Type and Accreditation Status

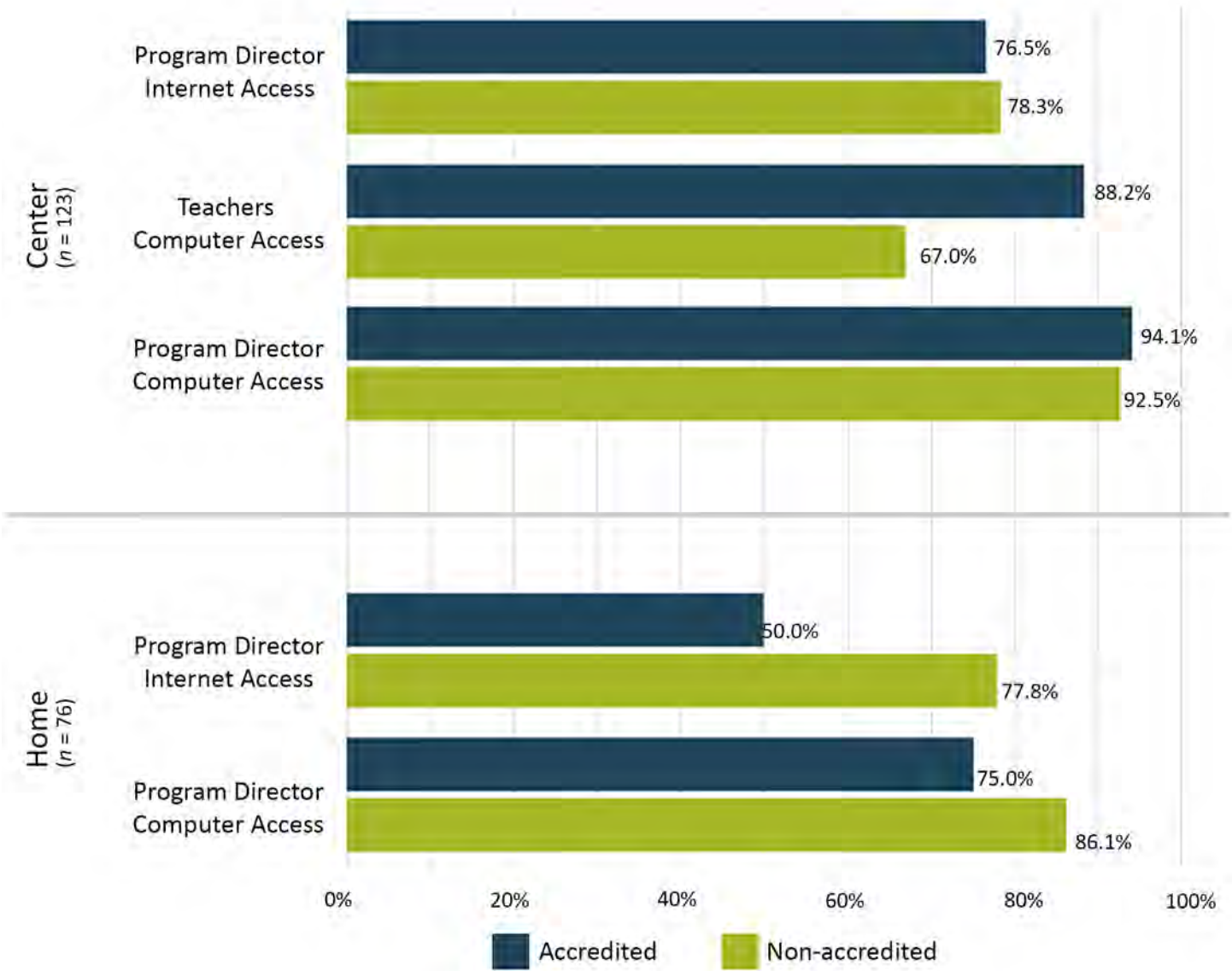


School accredited n = 5	Center accredited n = 17	Home accredited n = 4	Total accredited n = 26
School non-accredited n = 5	Center non-accredited n = 106	Home non-accredited n = 72	Total non-accredited n = 183

DO PROGRAM STAFF HAVE COMPUTERS AND INTERNET ACCESS?

Programs were asked to report whether their directors had access at least once per day to a computer and the internet. Only computer access was asked for lead teachers. Schools reported staff having full access to computers and to the internet. Centers and homes did not have universal access (see Figure 42). Center directors were more likely to have computer access (93%) compared to center teachers (70%). Seventy-eight percent of center directors had Internet access. Teachers in accredited centers were more likely to have computer access (88%) compared to teacher in non-accredited centers (68%). Home-based providers were about as likely to have access to computers and the internet (86% and 76%, respectively) as center directors.

Figure 42 Staff Access to Computers and the Internet by Program Type and Accreditation Status



Center accredited n = 17 Center non-accredited n = 106 Home accredited n = 4 Home non-accredited n = 72

WHAT SCHOOLS DO CHILDREN ATTEND AFTER GRADUATION FROM PRE-K?

Center- and home-based programs were asked which school districts their students go to after graduation. More than one school district could be indicated. Table 8 shows the frequency of children attending indicated school districts and percentage coming from accredited and non-accredited programs. The majority of centers and homes reported that their children will be served in the KCMO District after graduation. Because the number of non-accredited programs is larger than accredited programs, it is not surprising that most school districts likely will enroll children from non-accredited centers and homes. For centers, there is some variation with respect to which districts receive children from accredited centers.

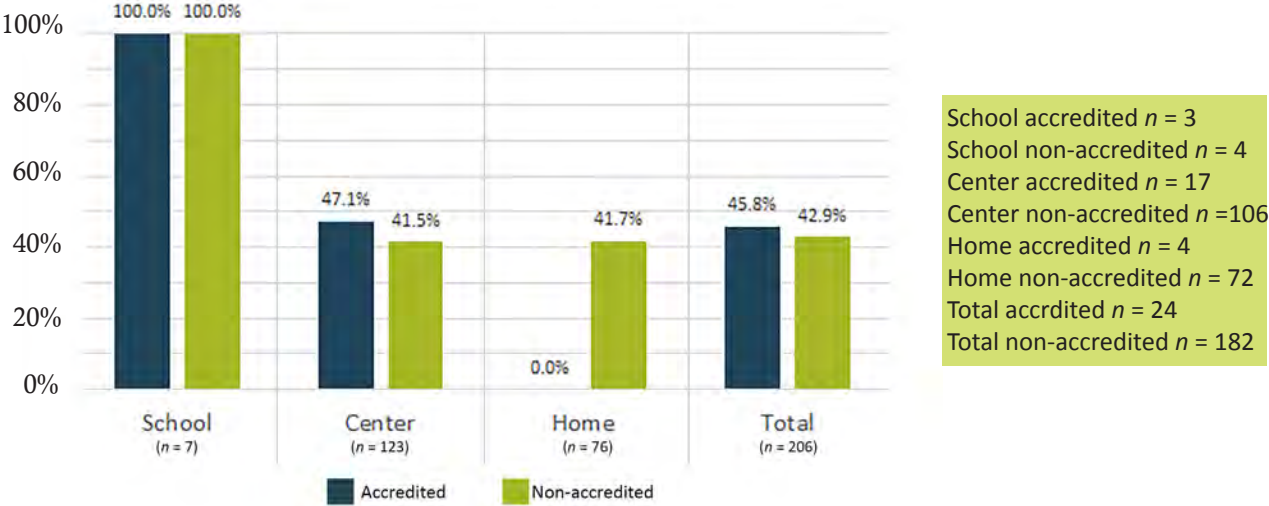
Table 8 School District Children Will Attend After Graduation from Pre-K by Program Type and Accreditation Status

	Accreditation				Total Count
	Accredited		Non-accredited		
	Count	%	Count	%	
Center-Based					
KCMO	15	23%	50	77%	65
Lee's Summit	4	9%	43	91%	47
Independence	8	19%	35	81%	43
Raytown	8	21%	30	79%	38
Blue Springs	1	3%	31	97%	32
Center	8	32%	17	68%	25
Hickman Mills	3	13%	21	88%	24
Grandview	5	22%	18	78%	23
Grain Valley	1	5%	19	95%	20
Other school district	7	35%	13	65%	20
Fort Osage	1	7%	13	93%	14
KCK	3	33%	6	67%	9
Oak Grove	1	11%	8	89%	9
Lone Jack	1	20%	4	80%	5
Home-Based					
KCMO	3	8%	36	92%	39
Raytown	1	4%	26	96%	27
Blue Springs	1	4%	24	96%	25
Independence	1	4%	22	96%	23
Lee's Summit	1	5%	21	95%	22
Grandview	1	6%	15	94%	16
Hickman Mills	1	7%	13	93%	14
Center	0	0%	9	100%	9
Grain Valley	0	0%	9	100%	9
Other school district	0	0%	8	100%	8
KCK	0	0%	5	100%	5
Fort Osage	0	0%	3	100%	3
Oak Grove	0	0%	2	100%	2
Lone Jack	0	0%	0	0%	0

HOW DO PROGRAMS INTERACT WITH NEIGHBORHOOD SCHOOLS?

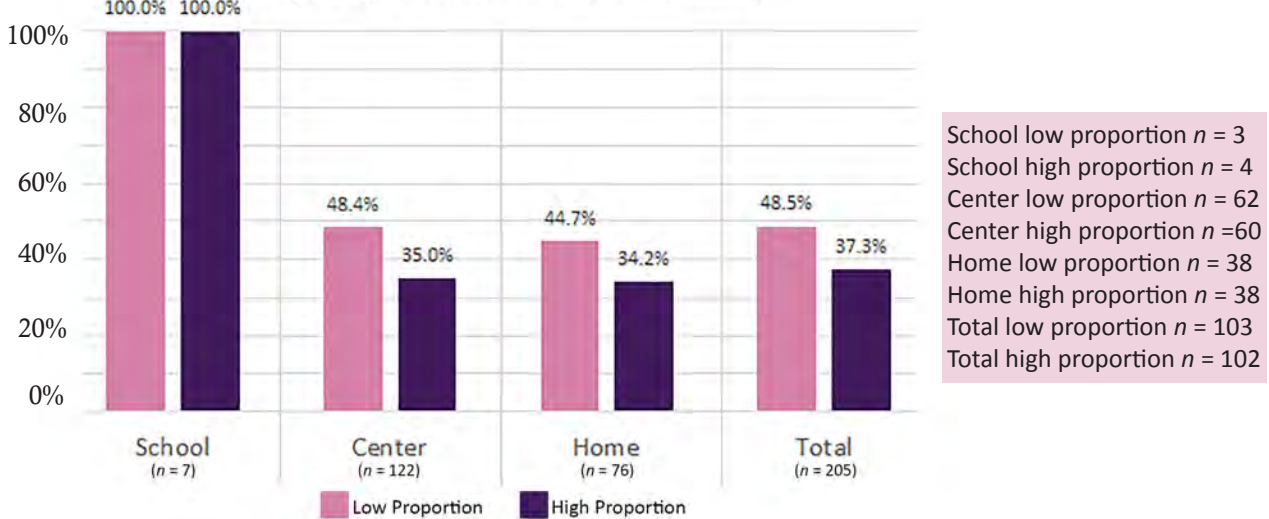
For this question, two early childhood program activities with local schools are highlighted: talking with neighborhood school teachers about the social and academic skills needed to prepare children for school, and participating in joint training/professional development with local school staff. Not surprisingly, school-based programs universally reported communicating with neighborhood school teachers about the social and academic needed to prepare children for school (see Figure 43). However, far fewer centers and homes reported doing so (42% and 40%, respectively). There were no substantial differences overall for accreditation status.

Figure 43 Program Communicates with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Accreditation Status



As shown in Figure 44, programs in general that served a low proportion of children on subsidies are somewhat more likely (49%) to talk with local school teachers about the skills needed for young children to be ready for school compared to those serving a high proportion (37%). Because all school-based programs reported doing so, this trend was driven by centers and homes.

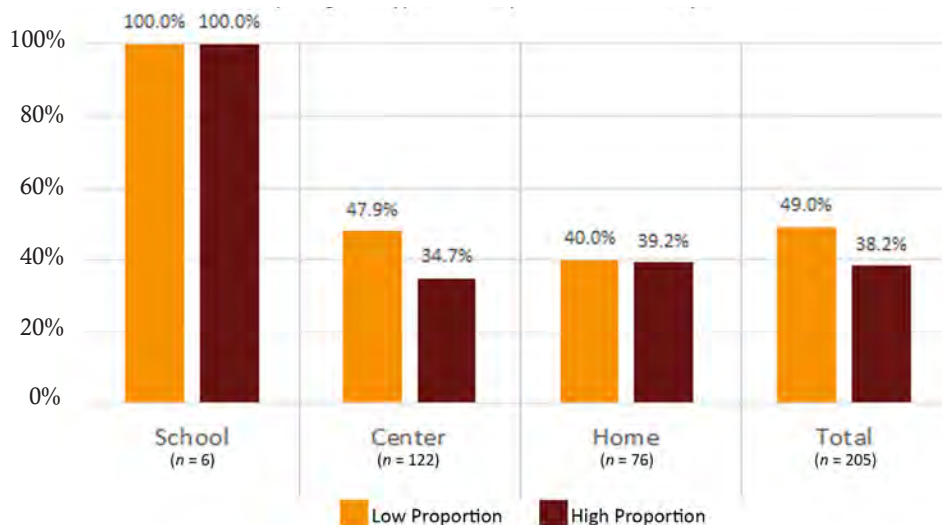
Figure 44 Program Communicates with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Proportion of Children Receiving Subsidies



As shown in Figure 45, 49% of programs serving a low proportion of children on subsidies communicated with neighborhood schools about necessary skills compared to 38% of programs serving a high proportion. This trend was driven primarily by centers.

Figure 45

Program Communicates with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Proportion of Minority Children Served

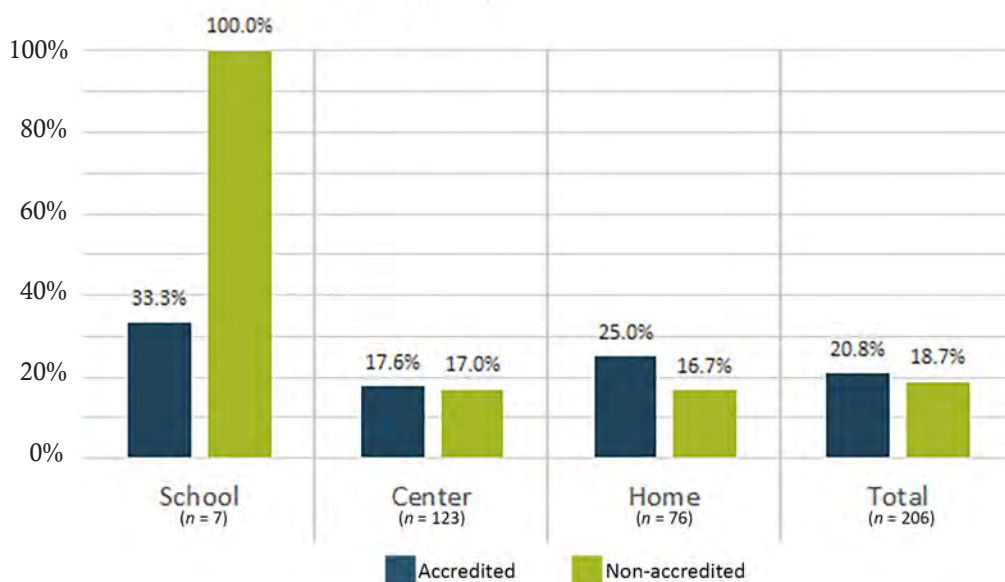


School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

Participating in joint training and professional development with neighborhood schools was reported by 71% of school-based programs but only 17% of both centers and homes. There were no substantial differences for joint training for program types based on accreditation status (see Figure 46).

Figure 46

Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Accreditation Status

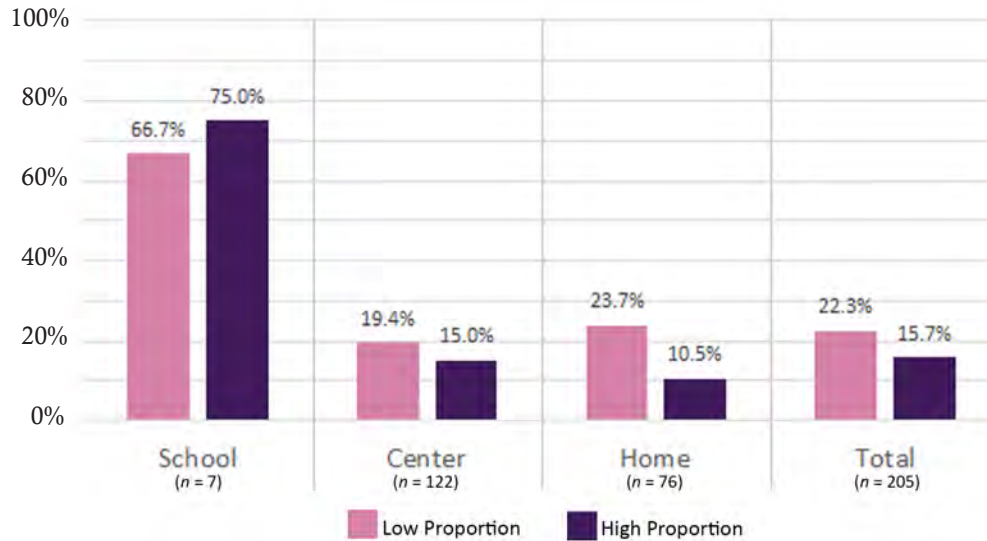


School accredited n = 3	Center accredited n = 16	Home accredited n = 4	Total accredited n = 24
School non-accredited n = 4	Center non-accredited n = 107	Home non-accredited n = 72	Total non-accredited n = 182

As shown in Figure 47, programs that served a low proportion of children on subsidies were slightly more likely to participate in joint training with neighborhood schools (22%) compared to programs serving a high proportion (16%). Homes that served a low proportion of children on subsidies were more than twice as likely to participate in joint training/professional development with neighborhood schools compared to homes serving a high proportion of children on subsidies.

Figure 47

Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Proportion of Children Receiving Subsidies

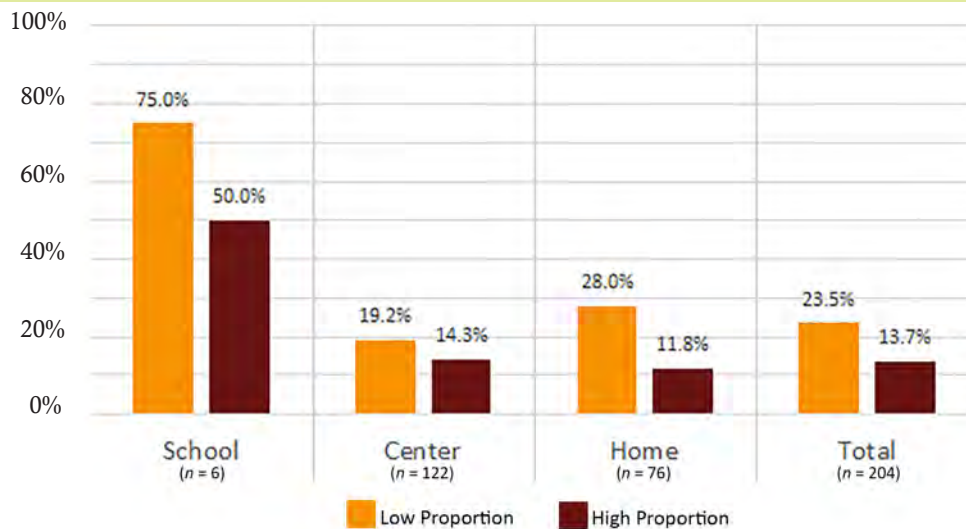


School low proportion n = 3	Center low proportion n = 62	Home low proportion n = 38	Total low proportion n = 103
School high proportion n = 4	Center high proportion n = 60	Home high proportion n = 38	Total high proportion n = 102

As shown in Figure 48, programs that served a low proportion of minority children were more likely to report participating in joint professional development opportunities with local schools compared to programs serving a high percentage of minority children (24% vs. 14%).

Figure 48

Participation in Joint Training/Professional Development with Neighborhood Schools by Program Type and Proportion of Minority Children Served

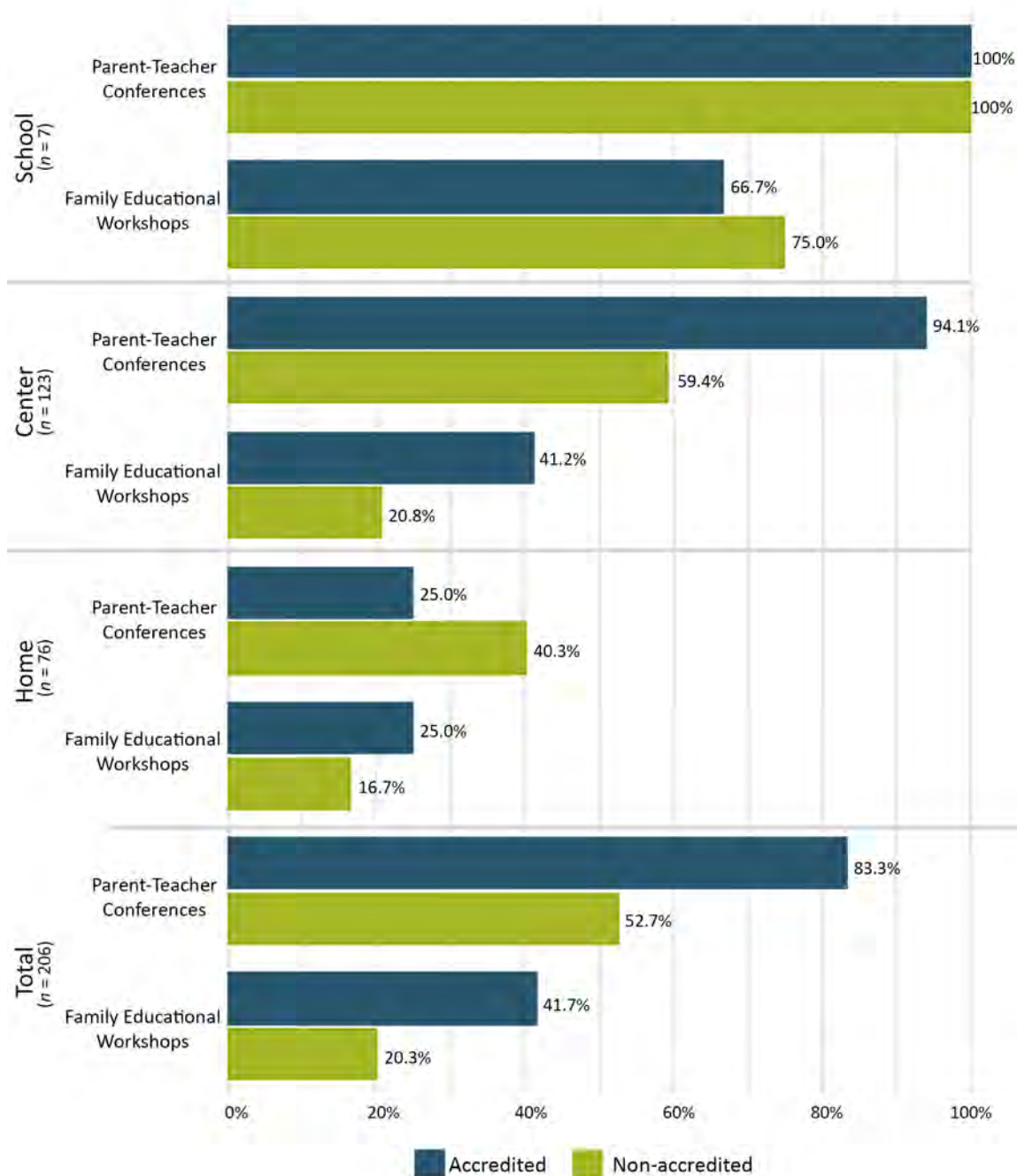


School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25	Total low proportion n = 102
School high proportion n = 2	Center high proportion n = 49	Home high proportion n = 51	Total high proportion n = 102

HOW DO PROGRAMS ENGAGE FAMILIES?

Respondents were asked about strategies for engaging families in the program. Figure 49 shows the strategies that were reported most: parent-teacher conferences and family education workshops. With respect to conferences, 100% of schools offered them, compared to 64% of centers and 40% of homes. Schools were also far more likely to offer family education workshops (71%) than centers (24%) or homes (17%). Accredited programs were more likely to offer these family engagement strategies than non-accredited facilities. These accreditation trends were driven by centers and homes.

Figure 49 Family Engagement Strategies by Program Type and Accreditation Status

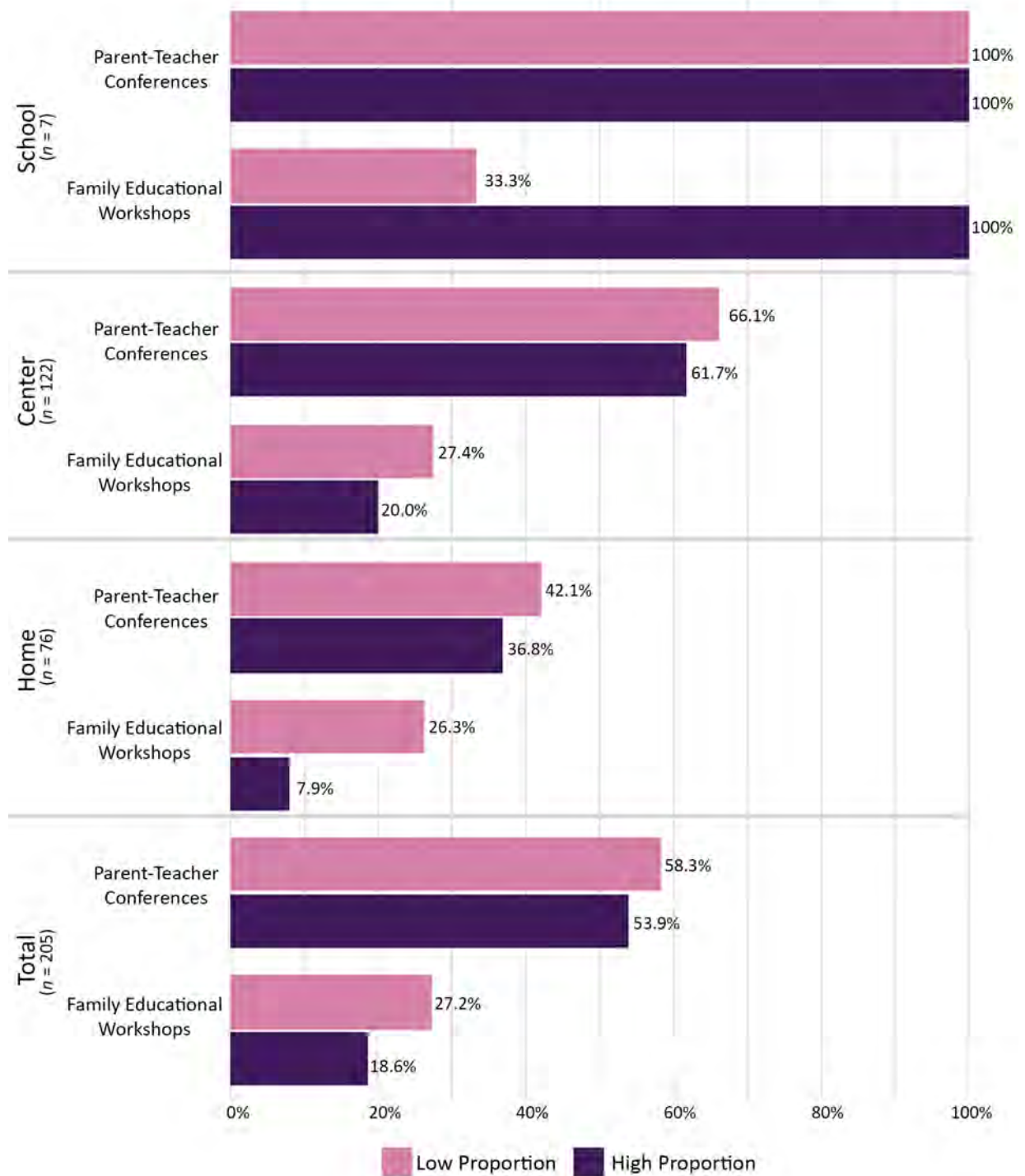


School accredited n = 3	Center accredited n = 17	Home accredited n = 4	Total accredited n = 24
School non-accredited n = 4	Center non-accredited n = 106	Home non-accredited n = 72	Total non-accredited n = 182

As shown in Figure 50, programs serving a high proportion of children on subsidies were somewhat less likely to offer family educational workshops (27%) compared to programs serving a low proportion (19%). This trend was particularly evident in home-based programs. There were no substantial differences by proportion of children on subsidies with respect to parent-teacher conferences.

Figure 50

Family Engagement Strategies by Program Type and Proportion of Children Receiving Subsidies

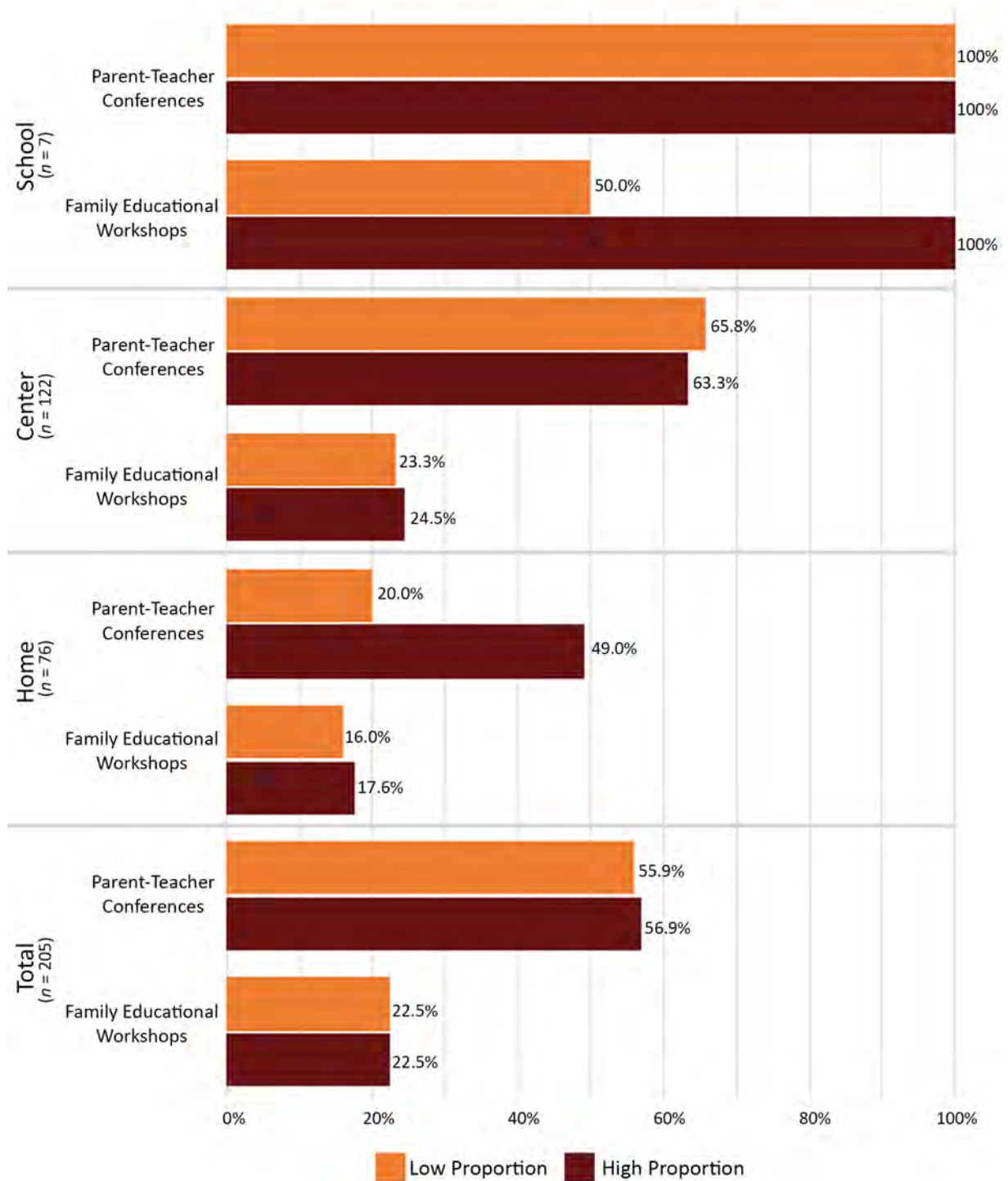


School low proportion n = 3	Center low proportion n = 62	Home low proportion n = 38	Total low proportion n = 103
School high proportion n = 4	Center high proportion n = 60	Home high proportion n = 38	Total high proportion n = 102

With respect to proportion of minority children served, there were no substantial differences overall with respect to family engagement strategies (see Figure 51). However, homes that served a high percentage of minority children were more than twice as likely to offer parent-teacher conferences than homes that served a low percentage of minority children (49% vs. 20%).

Figure 51

Family Engagement Strategies by Program Type and Proportion of Minority Children Served

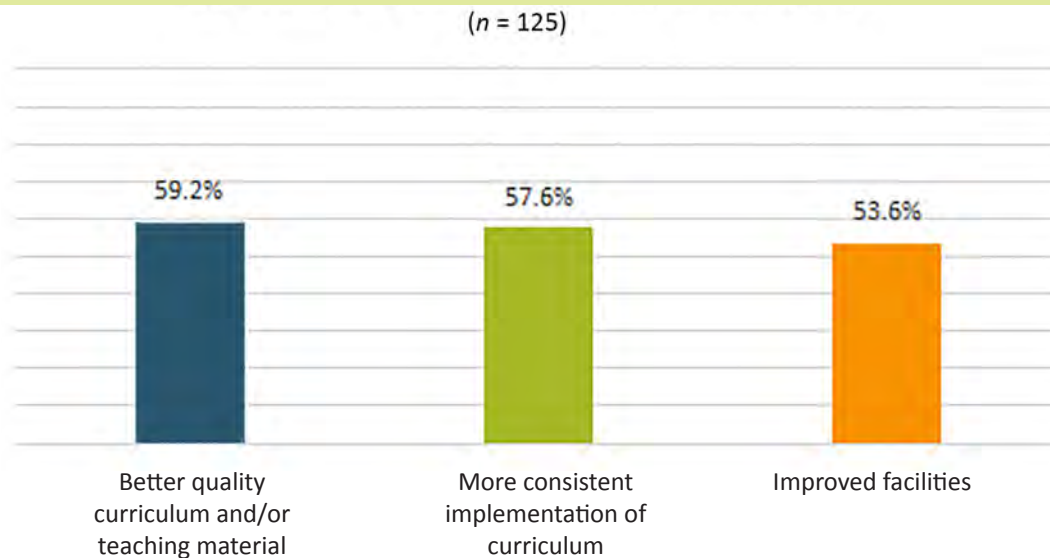


School low proportion n = 4 Center low proportion n = 73 Home low proportion n = 25 Total low proportion n = 102
 School high proportion n = 2 Center high proportion n = 49 Home high proportion n = 51 Total high proportion n = 102

WHY HAS PROGRAM QUALITY IMPROVED OR DECLINED IN THE LAST THREE YEARS?

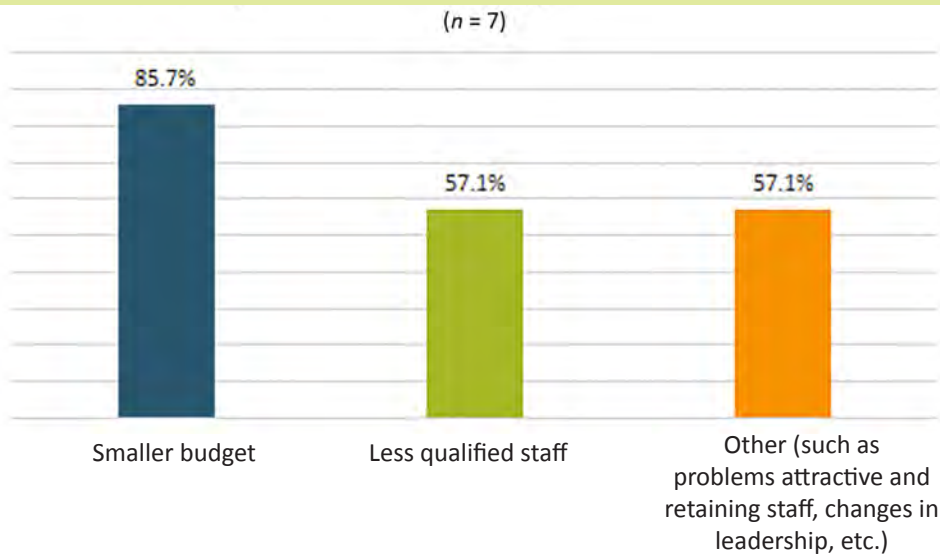
Programs that had been in business more than three years were asked whether they felt their program had improved or declined. Programs were queried about the reasons for the improvement or decline. The reasons for quality improvement were very similar across program types, with the top answers being better curriculum, more consistent curriculum implementation, and improved facilities (see Figure 52).

Figure 52 Top Three Reasons Cited for Program Improvement Overall



The top reasons for program quality decline were smaller budget, less qualified staff, and Other, including changes in leadership and staff retention (see Figure 53). Again, the reasons were similar across program type.

Figure 53 Top Three Reasons Cited for Program Decline Overall



WHAT ARE REASONS CITED FOR EXPANDING OR CLOSING PROGRAMS?

Center- and home-based programs were asked about their future plans, specifically whether they planned to expand the program or whether they expected to close. For those planning on expanding their program, the most cited reasons for expansion were to increase the types of services provided, to reduce waiting lists, and to provide larger space (see Table 9). The reasons were similar across centers and homes.

Center (n = 43)	Percent of programs
Want to expand the type of services provided	72.1%
Other, such as higher enrollment/waiting list	25.6%
Home (n = 23)	
Want to expand the type of services provided	65.2%
Other, such as needing a bigger space	34.8%

Overall, 12 centers and 17 homes reported that they were considering closing. These numbers represent 10% and 22% of the center and home samples, respectively. The most cited reason for closing for both centers and homes was difficulty meeting expenses (83% of centers, 59% of homes). Secondary reasons for closing included difficulty finding and keeping qualified staff (centers) and low enrollment and retirement (homes).

Programs were also asked to report on the types of support they needed most (see Table 10). All programs were interested in facilities grants, professional development/training opportunities, and materials subsidies. Schools were uniquely interested in scholarships for students.

Table 10		Types of Support that Would Improve Program Quality by Program Type	
School (n = 8)		Percent of programs	
	Subsidies for materials		50.0%
	Professional development/training opportunities		37.5%
	Scholarships		37.5%
	Facilities grants		37.5%
Center (n = 123)			
	Facilities grants		56.1%
	Professional development/training opportunities		47.2%
	Subsidies for materials		38.2%
Home (n = 76)			
	Facilities grants		69.7%
	Subsidies for materials		60.5%
	Professional development/training opportunities		42.1%

WHAT ARE PROGRAMS' REVENUE SOURCES?

Programs were asked to report their income sources. The summary on the sources of programs' revenue (Table 11) shows the percent of programs that cited a particular source, regardless of the amount received by each. Centers and homes are tapping similar sources, with parent fees as the most likely source of income. School-based programs utilize parent fees much less (29%), and many are receiving dollars from the MO Preschool Project (43%) and Part B Special Education (57%), two sources not available or not used by homes and centers. Schools are more likely to report having philanthropic support than centers. Schools and centers reported fundraising as an income source far more often than homes.

Table 11 General Income Sources by Program Type

Program type	n	General income sources					
		Parent fees	Philanthropy	Part-B Special Education	MO Preschool Project (MPP)	Fundraising	Other
School	10	28.6%	28.6%	57.1%	42.9%	28.6%	14.3%
Center	123	90.6%	9.4%	NA	0%	25.6%	12.8%
Home	76	93.4%	*	NA	NA	2.6%	0%

*Did not ask on home survey.

With respect to income from low-income qualified sources, many school-based programs receive revenue from Head Start/Early Head Start and Title I (see Table 12). Compared to schools, centers and homes are more likely to receive assistance from the Child and Adult Care Food Program (CACFP), state child care assistance, and monies from other state/federal programs for low-income families. Overall, school-based programs utilize CACFP and child care assistance/subsidies far less compared to centers and homes.

Table 12 Low-Income Qualified Sources by Program Type

Program type	n	Low income qualified sources				
		Head Start/ Early Head Start	Title I	Child and Adult Care Food Program (CACFP)	State child care assistance and other state/federal programs	Any form of subsidy/child care assistance
School	10	28.6%	57.1%	14.3%	57.1%	14.3%
Center	123	6.0%	0%	35.9%	65.0%	73.0%
Home	76	1.3%	NA	68.4%	63.2%	67.1%

As shown in Table 13, accredited school-based programs were more likely to receive revenue from the Missouri Preschool Project (MPP) and other sources compared to non-accredited programs. Half of non-accredited school-based programs reported receiving revenue from philanthropic sources, compared to 0% of accredited programs. Accredited centers were more likely to report philanthropic sources and fund-raising as general income sources compared to non-accredited centers.

Table 13		Revenue Sources by Program Type and Accreditation Status											
Low income qualified sources													
Type	Accredited						Non-accredited						
	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other	
School	33%	0%	67%	67%	33%	33%	25%	50%	50%	25%	25%	0%	
Center	88%	35%	NA	0%	47%	18%	91%	5%	NA	0%	22%	12%	
Home	75%	*	NA	NA	0%	0%	94%	*	NA	NA	3%	0%	

Note. School accredited n = 3, non-accredited n = 4; Center accredited n = 17, non-accredited n = 100; Home accredited n = 4, non-accredited n = 72.
* Did not ask on survey.

Table 14 shows revenue sources by program type and proportion of children receiving subsidies. Centers and homes serving low proportions of children on subsidies were slightly more likely to report using parent fees compared to counterparts that serve high proportions of children on subsidies. However, it should be noted that most families, no matter their income, are expected to pay tuition in centers and homes.

Table 14		Revenue Sources by Program Type and Proportion of Children Receiving Subsidies											
Proportion of children on subsidies													
Type	Low						High						
	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other	
School	33%	0%	33%	33%	33%	0%	25%	50%	75%	50%	25%	50%	
Center	95%	10%	NA	0%	31%	19%	86%	9%	NA	0%	21%	7%	
Home	97%	*	NA	NA	3%	0%	90%	*	NA	NA	3%	0%	

Note. School low n = 3, high n = 4; Center low n = 59, high n = 58; Home low n = 38, high n = 38.
* Did not ask on survey.

As shown in Table 15, centers and homes that served a low proportion of minority children were somewhat more likely to use parent fees compared to centers and homes that served a high proportion.

Type	Revenue Sources by Program Type and Proportion of Minority Children Served											
	Proportion of minority children served											
	Low						High					
	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other	Parent Fees	Philanthropy	Part-B Special Education	MPP	Fund-raising	Other
School	25%	25%	50%	25%	33%	0%	0%	0%	100%	50%	0%	50%
Center	97%	9%	NA	0%	31%	17%	80%	11%	NA	0%	24%	7%
Home	100%	*	NA	NA	3%	0%	90%	*	NA	NA	4%	0%

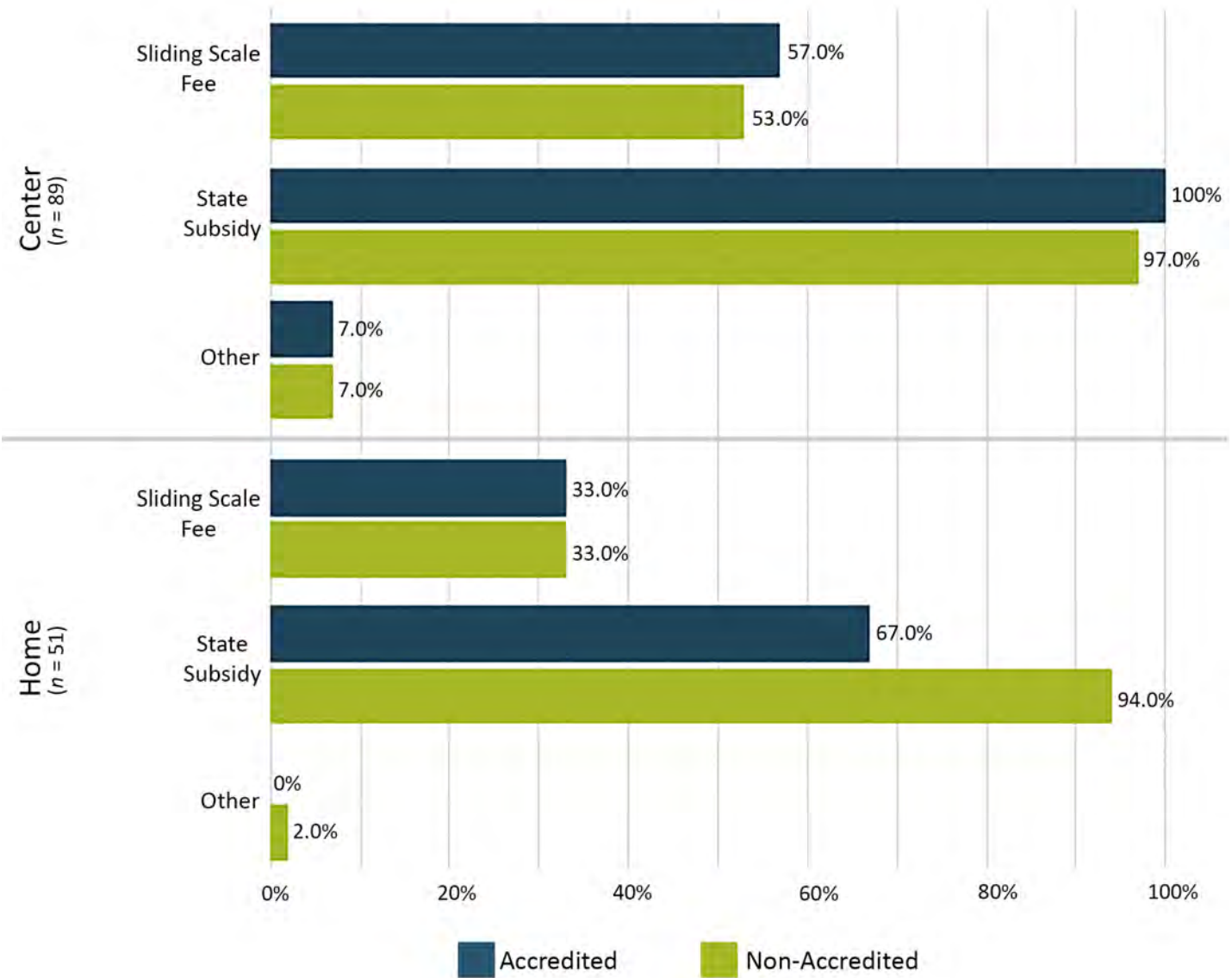
Note. School low n = 4, high n = 2; Center low n = 71, high n = 46; Home low n = 25, high n = 51.

* Did not ask on survey.

WHAT FINANCIAL ASSISTANCE OR SUBSIDIES DO CHILDREN RECEIVE TO PAY FOR THEIR CARE IN CENTERS AND HOMES?

Center- and home-based programs were asked to report whether their children received financial assistance or child care subsidies; 72% of centers and 67% of homes reported serving children who received assistance/subsidies. Figure 54 shows sources of financial assistance/subsidy by accreditation status. Almost all programs received state child care subsidy (child care assistance) from the Missouri Department of Social Services. Centers were more likely to use sliding scale fees compared to homes; over half of centers reported using sliding scale fees compared to one-third of homes. There were no substantial differences for type of financial assistance by accreditation status, proportion of children receiving subsidies, or proportion of minority children served.

Figure 54 Type of Financial Assistance Received by Program Type and Accreditation Status



Note: Other includes such sources as church subsidies.
 Center accredited n = 14 Center non-accredited n = 75 Home accredited n = 3 Home non-accredited n = 48

WHAT ARE PROGRAMS' MOST COMMON EXPENSES?

Table 16 shows top expenses reported by programs. Although respondents were asked to rank their choices, the figures reported here represent the percentage of programs citing a choice regardless of ranking.

Table 16		The Top Three Most Common Expenses Reported by Programs	
School (n = 7)			
Staff salaries/benefits			100%
Direct instruction expenditures, e.g., supplies, classroom equipment			71.4%
Instructional support services, e.g., staff training, technology			57.1%
Centers (n = 121)			
Staff salaries/benefits			97.5%
Operations and maintenance of building, e.g., rent, utilities			87.6%
Direct instruction expenditures, e.g., supplies, classroom equipment			76.9%
Home (n = 76)			
Direct instruction expenditures, e.g., supplies, classroom equipment			94.7%
Operations and maintenance of building, e.g., rent, utilities			93.4%
Instructional support services, e.g., staff training, technology			43.4%

All schools and nearly all centers reported staff salaries/benefits as their most common expense. For homes, buying supplies and classroom equipment was the most cited expense; these direct instruction expenditures were also in the top three expenses for schools and centers. Schools and homes both cited instructional support services as one of the most common expenses. It is not surprising that centers and homes also cited operations and maintenance of buildings as a major expense, given that schools operate in settings that do not need to be rented and for which utilities are already paid (in some part).

RESULTS

STAFF CHARACTERISTICS

Figures 55 and 56 show the age and gender of early learning program staff by program type. A total of 2,371 staff worked in the 209 programs. With respect to age, homes had the highest proportion of staff over 40 years old (71%), whereas centers had the highest proportion of staff under 26 years old (20%). A vast majority of staff across all programs were female (96%). Comparisons by accreditation, proportion of children on subsidies, and proportion of minority children served indicated no major differences in staff age or gender.

Figure 55

Staff Ages by Program Type

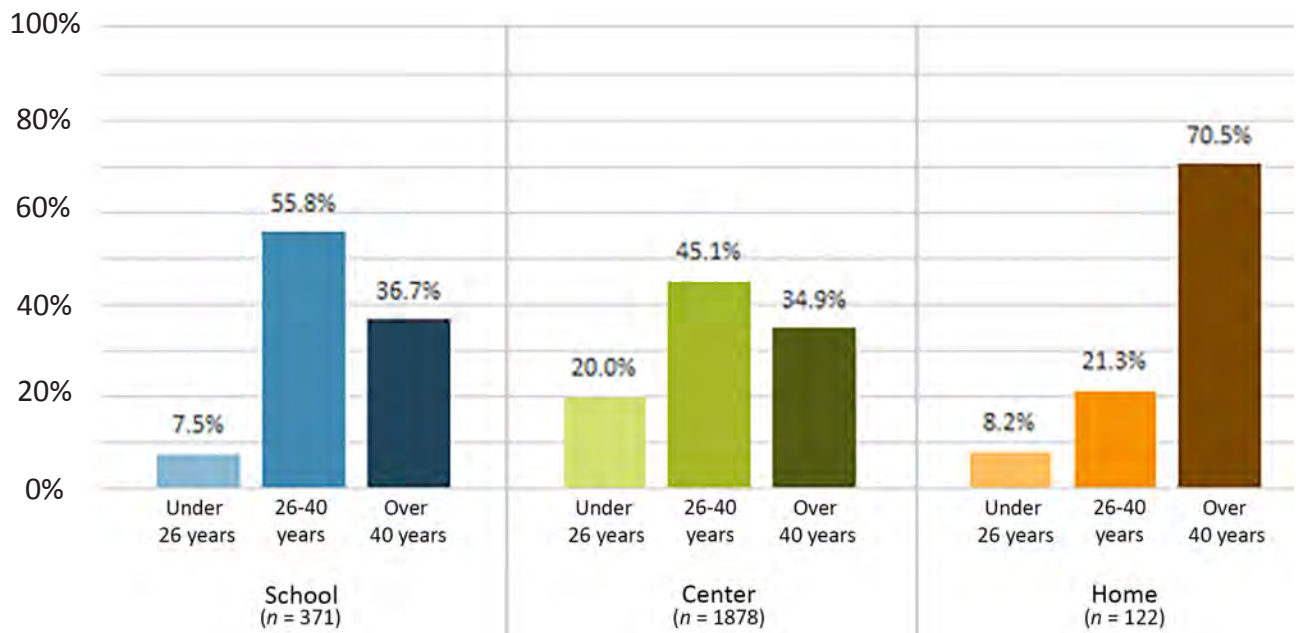


Figure 56

Staff Gender by Program Type

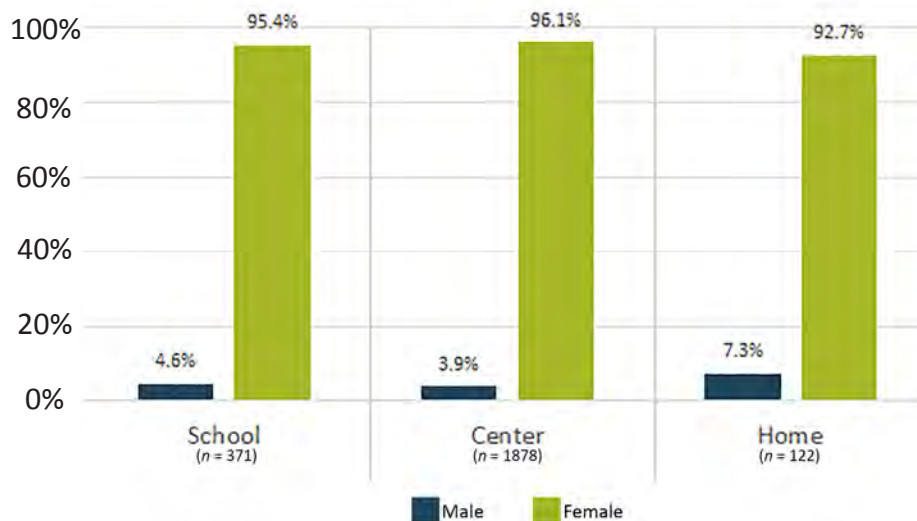
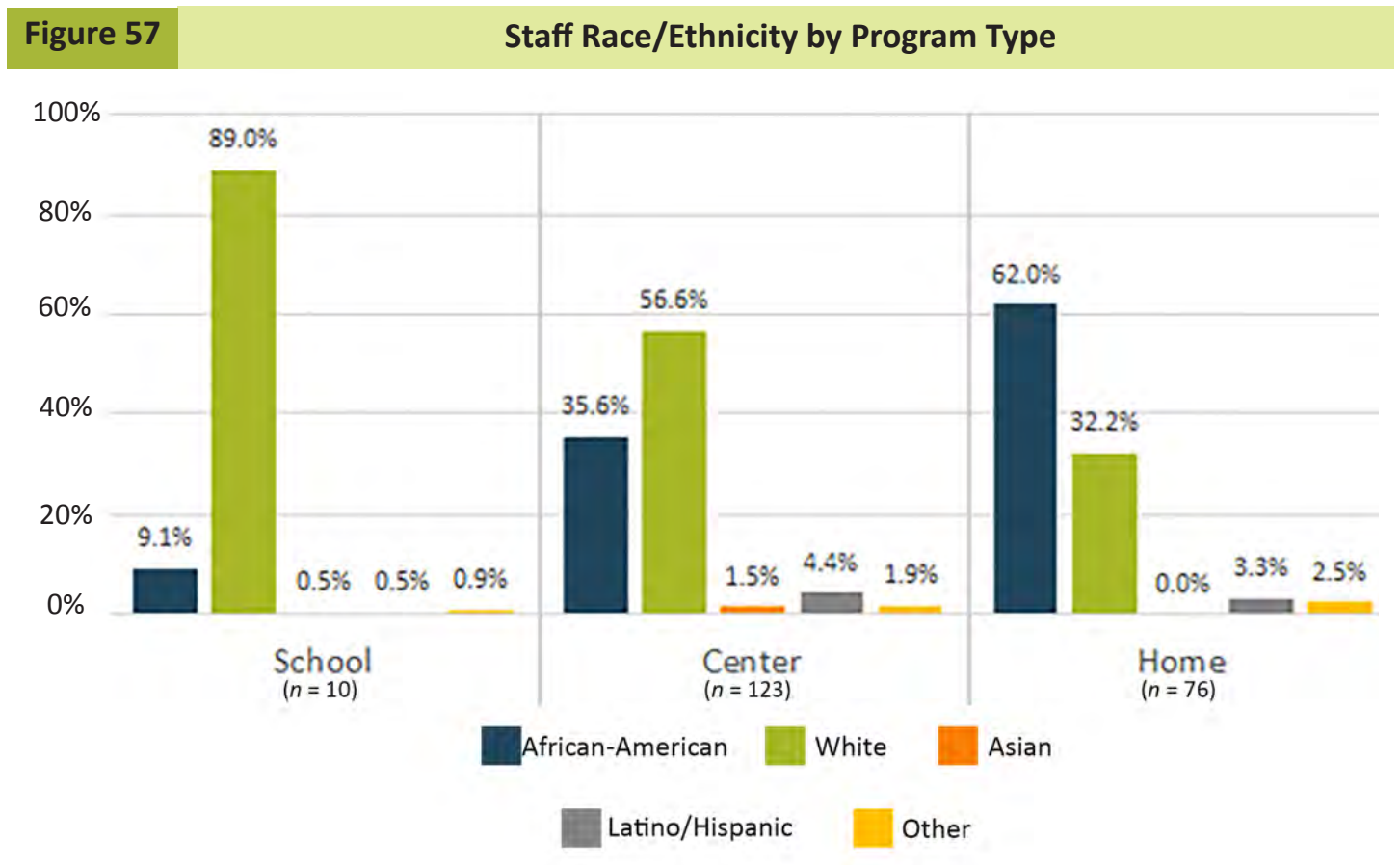


Figure 57 shows the racial/ethnic composition of staff by program type. Proportion of minority staff was related to program type. School-based programs had the lowest percentage of minority staff (11%). Centers and homes employed markedly higher percentages of minority staff, 43% and 68%, respectively.



WHAT STAFF ARE EMPLOYED IN PROGRAMS?

Staff roles in schools and centers included program directors, assistant directors, lead teachers, assistant teachers, specialists, and other roles. Homes were only staffed by providers/directors and assistant teachers. All schools reported having directors, lead teachers, and assistant teachers; 25% of schools reported having an assistant director, 88% had specialists, and 88% employed other roles (such as custodian, receptionist). For centers, 100% reported having a program director, 46% had assistant director(s), 98% had lead teachers, 14% employed specialists, and 58% had other roles. All homes had a primary provider; 36% employed assistant teachers as well.

Accredited centers employed a higher percentage of specialists and other roles compared to non-accredited centers (82% vs. 54%). Homes serving a high proportion of children on subsidies were more likely to employ teacher assistants compared to homes that served a low proportion (50% vs. 21%).

WHAT IS THE EDUCATION LEVEL FOR LEAD TEACHERS AND HOME-BASED PROVIDERS?

School- and center-based programs were asked to provide the highest level of education completed by most of their lead teachers. Home providers were asked to report their highest level of education.

All school-based programs reported that most of their lead teachers have a bachelor’s degree or higher, compared to 28% of lead teachers in centers and 12% of home providers. Figure 58 shows highest level of education for lead teachers/providers by accreditation status. Accredited programs in general were more likely to report that most teachers hold bachelor’s degrees or higher (56%) compared to non-accredited programs (21%). More than half of accredited centers reported that most of their teachers had at least a bachelor’s degree (53%) compared to 24% of non-accredited centers.

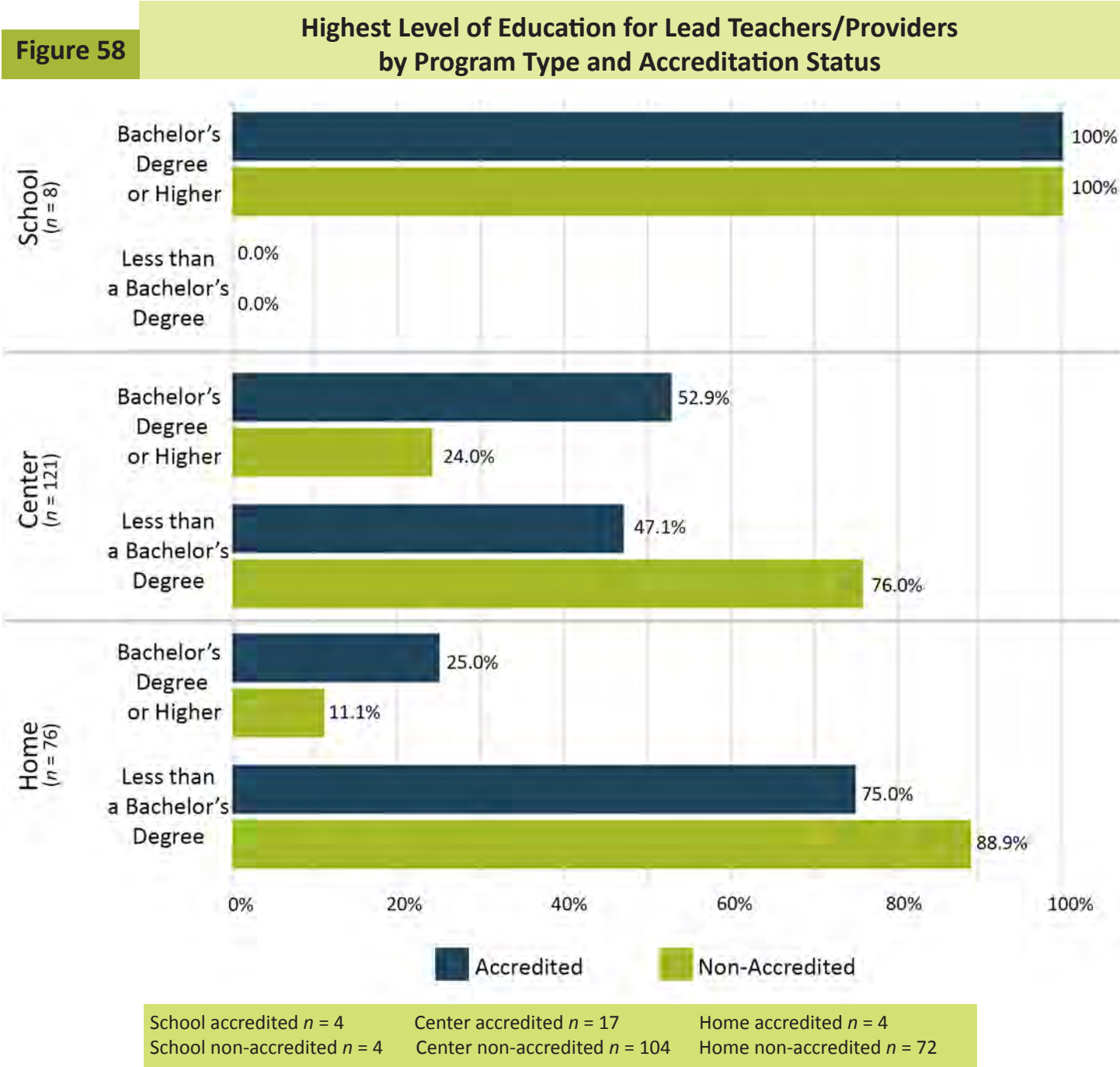
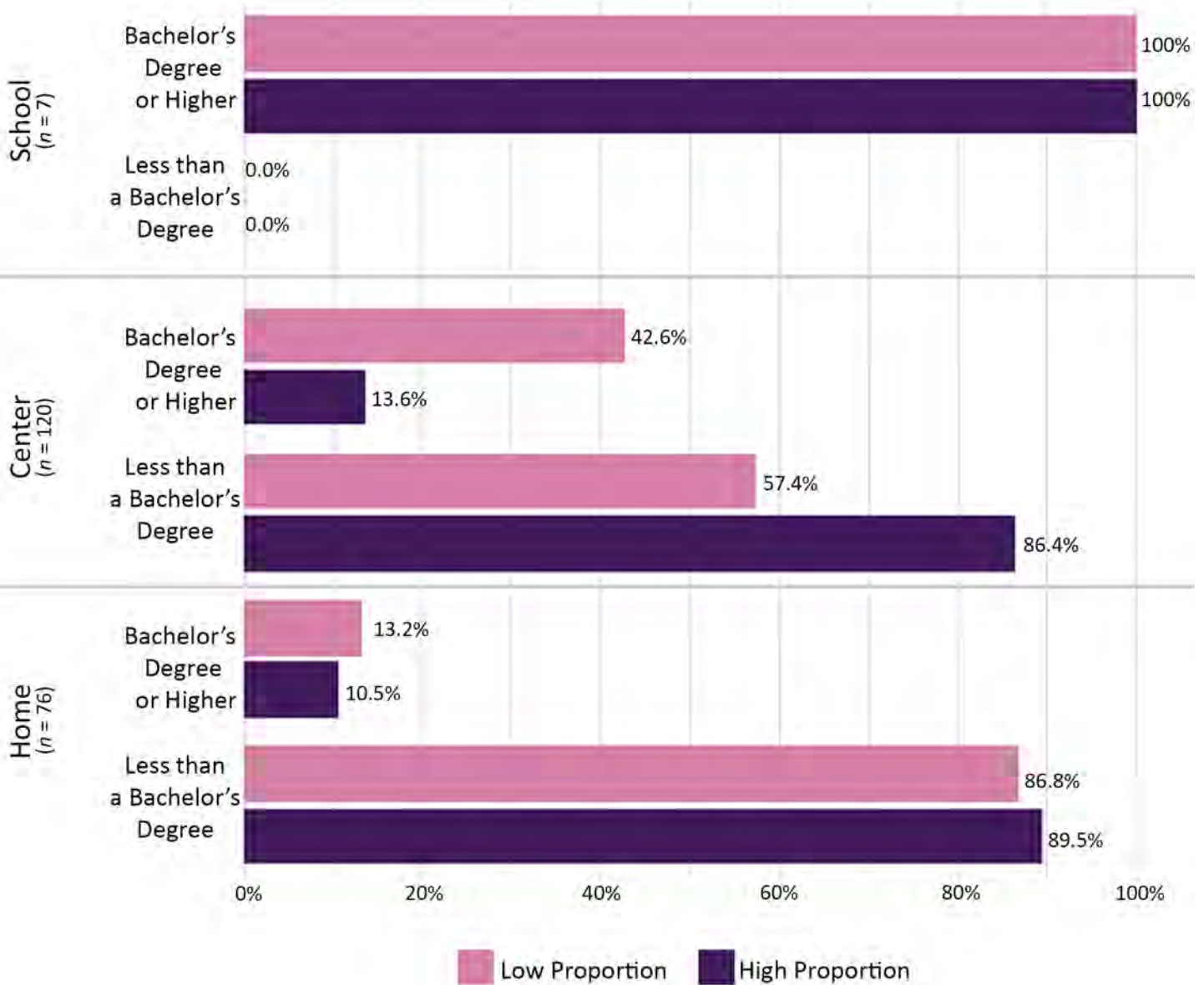


Figure 59 shows highest level of education for lead teachers/providers by program type and proportion of children receiving subsidies. Centers that served a low proportion of children on subsidies were three times as likely to have lead teachers with at least a bachelor’s degree (43%) as centers serving a high proportion of children on subsidies (14%). This was not the case for schools and homes.

Figure 59

**Highest Level of Education for Lead Teachers/Providers
by Program Type and Proportion of Children Receiving Subsidies**

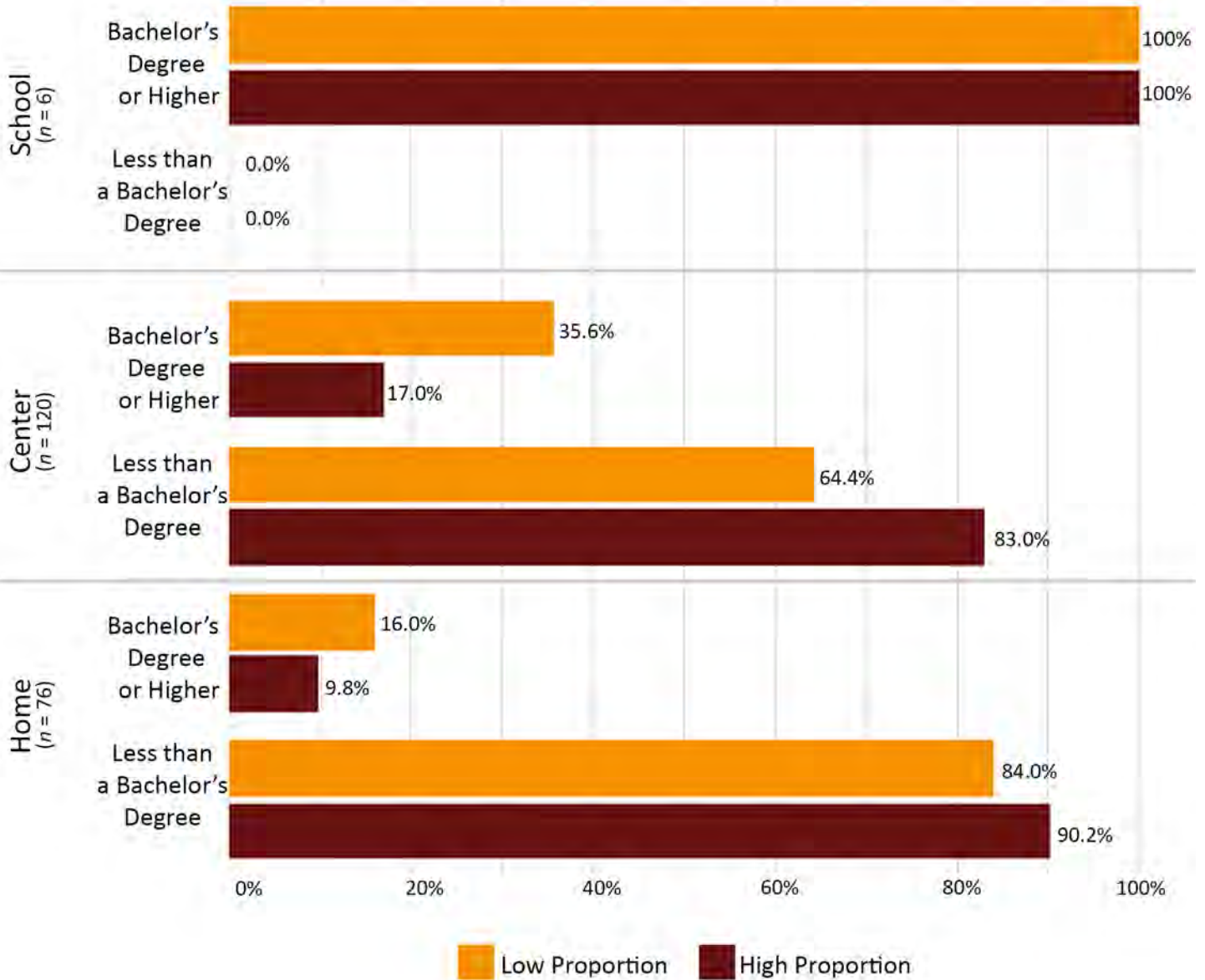


School low proportion n = 3 Center low proportion n = 61 Home low proportion n = 38
 School high proportion n = 4 Center high proportion n = 59 Home high proportion n = 38

As shown in Figure 60, centers serving a low percentage of minority children were twice as likely to have lead teachers who have at least a bachelor’s degree (36%) as compared to centers serving a high percentage of minority children (17%).

Figure 60

**Highest Level of Education for Lead Teachers/Providers
by Program Type and Proportion of Minority Children Served**

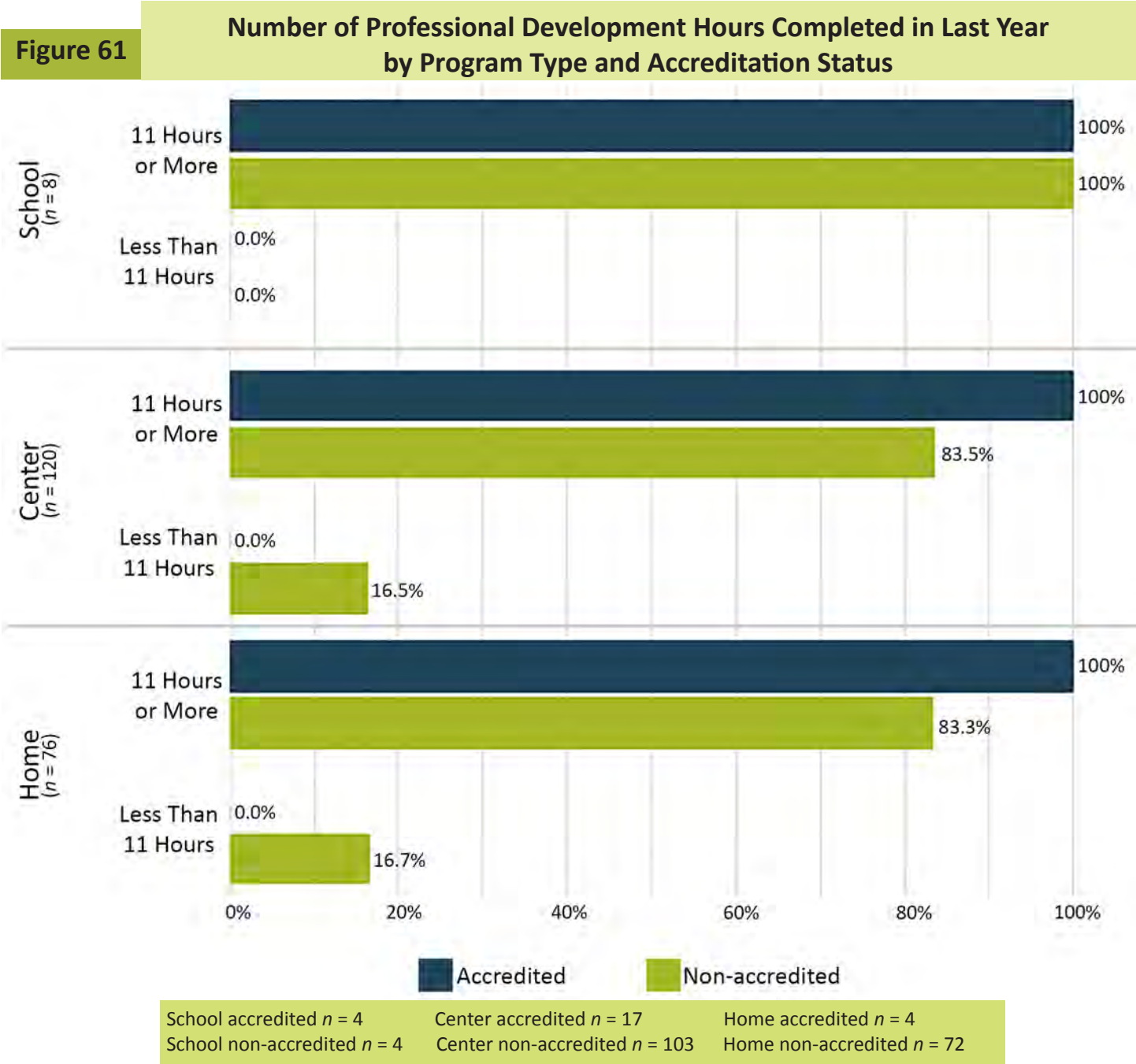


School low proportion n = 4 Center low proportion n = 73 Home low proportion n = 25
 School high proportion n = 2 Center high proportion n = 47 Home high proportion n = 51

HOW MANY HOURS OF PROFESSIONAL DEVELOPMENT DO TEACHERS COMPLETE?

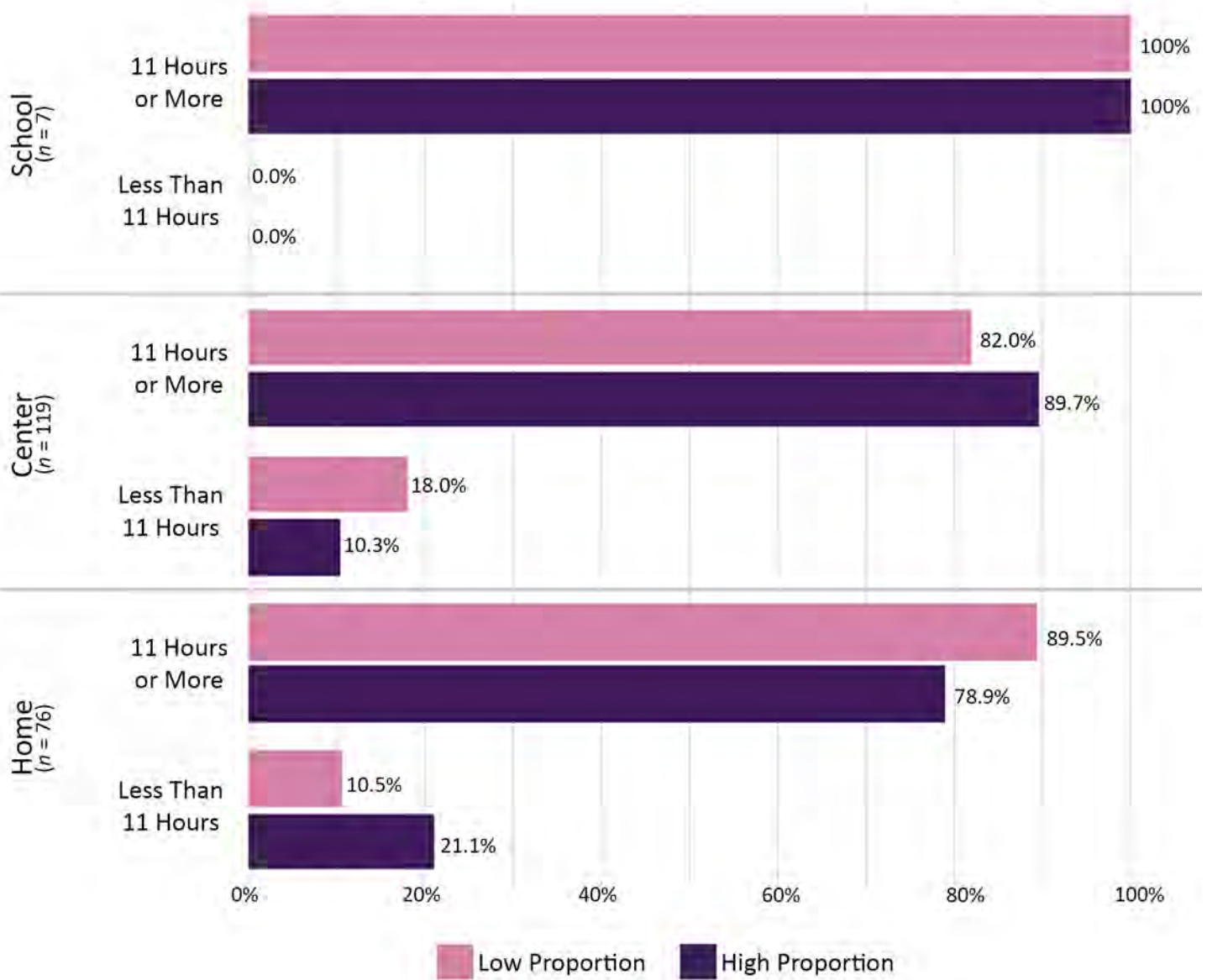
School- and center-based programs were asked to report the average number of professional development hours (training clock hours) that lead teachers completed in the last 12 months. Homes reported the average number of hours of professional development that the provider and staff completed in the last 12 months.

All lead teachers in school-based programs completed at least 11 professional development hours in the last year, compared to 86% of center lead teachers and 84% of home providers and staff. In general, accredited programs overall were more likely to have teachers who completed at least 11 training hours (100%) compared to non-accredited programs (84%) (see Figure 61).



As shown in Figure 62, centers serving a high proportion of children on subsidies were about as likely to have staff completing at least 11 hours of professional development as centers that served a low proportion. On the other hand, homes serving a low proportion of children receiving subsidies were somewhat more likely to complete 11 hours (90%) as homes serving a high proportion (79%).

Figure 62 Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Children on Subsidies

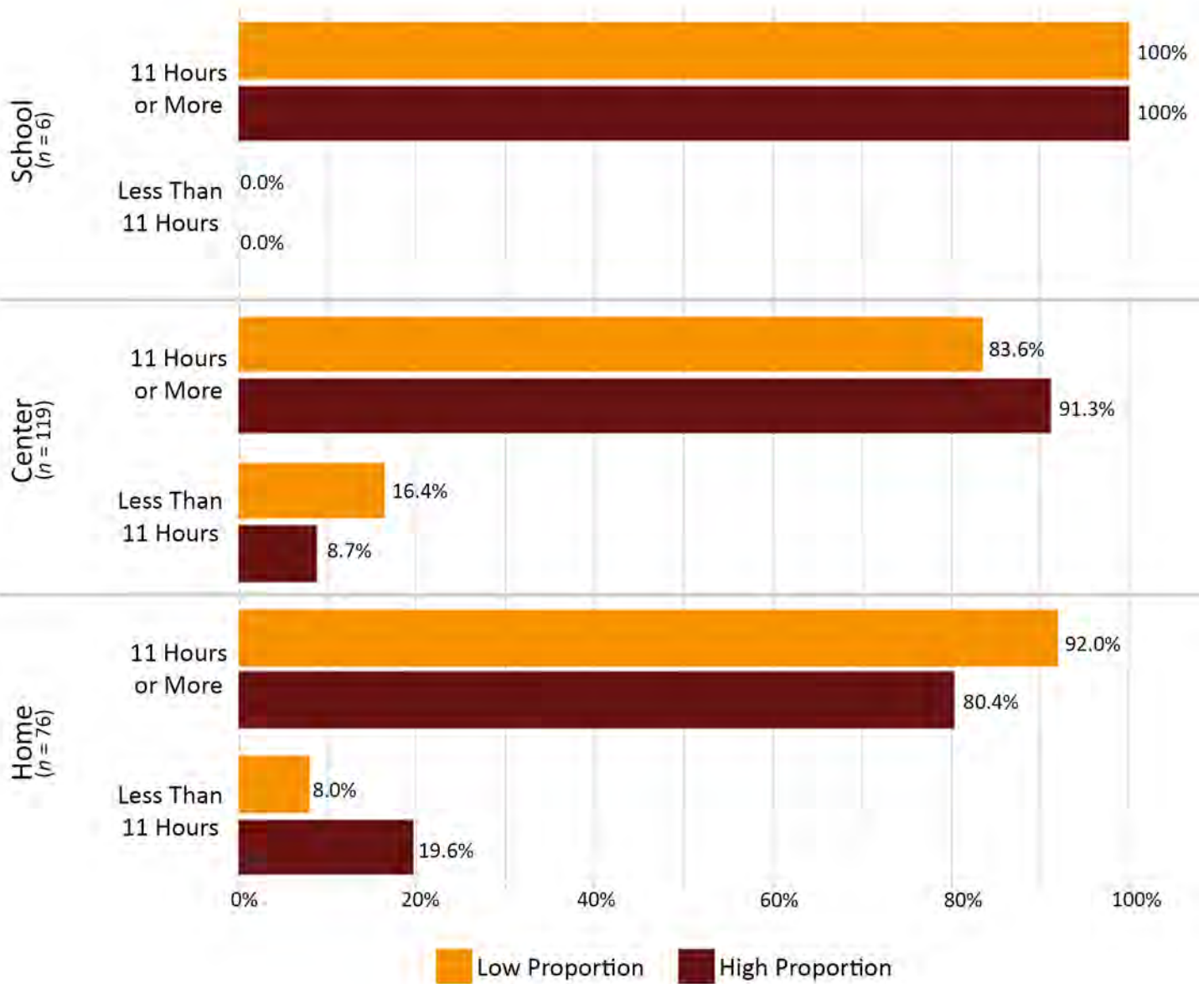


School low proportion n = 3	Center low proportion n = 61	Home low proportion n = 38
School high proportion n = 4	Center high proportion n = 58	Home high proportion n = 38

Overall, there were no differences in completing professional development hours based on proportion of minority children served. However, as shown in Figure 63, homes serving a low proportion of minority children were somewhat more likely to complete at least 11 professional development hours compared to homes that served a high proportion of minority children (92% vs. 80%).

Figure 63

Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Minority Children Served

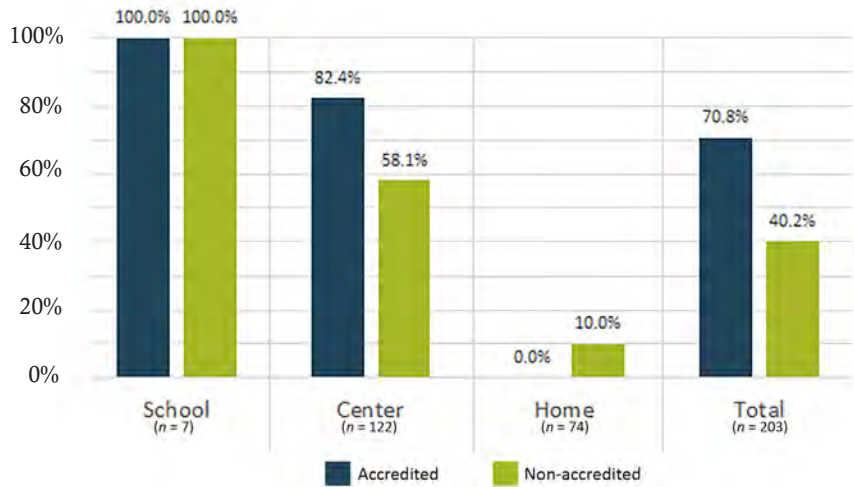


School low proportion n = 4	Center low proportion n = 73	Home low proportion n = 25
School high proportion n = 2	Center high proportion n = 46	Home high proportion n = 51

ARE MEASURES OF STAFF PERFORMANCE USED?

With respect to staff performance measures, programs were asked to report on teacher assessments and observations. School programs universally reported assessing/observing their teachers, compared to 62% of centers and 10% of homes. In general, accredited programs were more likely to use measures of staff performance (71%) compared to non-accredited programs (40%). For centers, as shown in Figure 64, accreditation status was related to assessment/observation of teachers; accredited centers were more likely to use performance measures (82%) compared to non-accredited centers (58%).

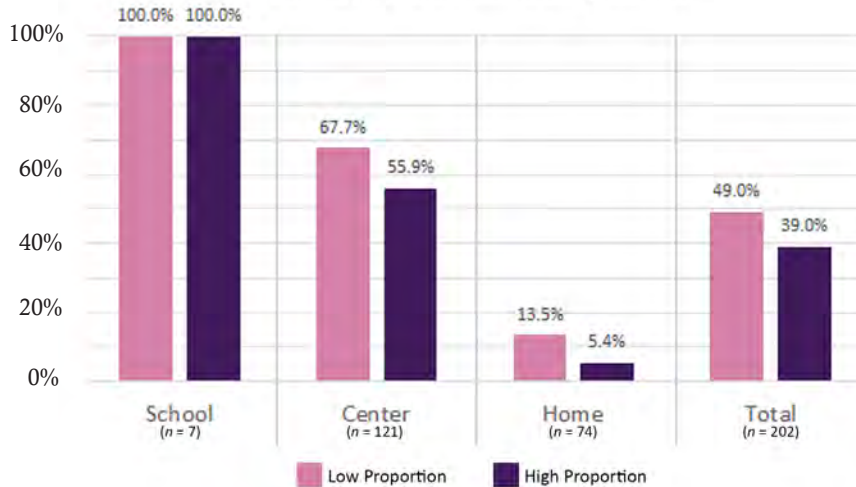
Figure 64 Staff Assessment/Observation by Program Type and Accreditation Status



School accredited $n = 3$	Center accredited $n = 17$	Home accredited $n = 4$	Total accredited $n = 24$
School non-accredited $n = 4$	Center non-accredited $n = 105$	Home non-accredited $n = 70$	Total non-accredited $n = 179$

As shown in Figure 65, centers and homes that served a low percentage of low-income children were more likely to assess or observe lead teachers than those serving a higher percentage of low-income children.

Figure 65 Staff Assessment/Observation by Program Type and Proportion of Children Receiving Subsidies

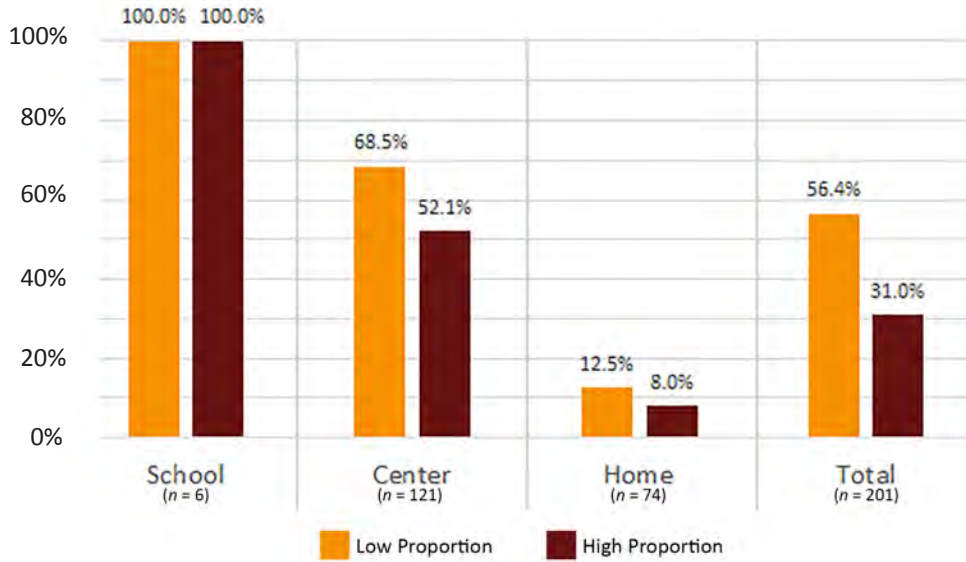


School low proportion $n = 3$	Center low proportion $n = 62$	Home low proportion $n = 37$	Total low proportion $n = 102$
School high proportion $n = 4$	Center high proportion $n = 59$	Home high proportion $n = 37$	Total high proportion $n = 100$

Similarly, programs in general that served a low proportion of minority children were more likely to assess/observe teachers (56%) compared to programs serving a high proportion (31%). Both centers and homes followed this trend.

Figure 66

Staff Assessment/Observation by Program Type and Proportion of Minority Children Served



School low proportion <i>n</i> = 4	Center low proportion <i>n</i> = 73	Home low proportion <i>n</i> = 24	Total low proportion <i>n</i> = 101
School high proportion <i>n</i> = 2	Center high proportion <i>n</i> = 48	Home high proportion <i>n</i> = 50	Total high proportion <i>n</i> = 100

WHAT ARE THE RATES OF PAY FOR TEACHING STAFF?

Table 17 shows mean hourly wages by program type for lead teachers and assistant teachers. Center lead teachers earned more than home providers (\$9.42 vs. \$8.48). The mean hourly wage for school-based teachers (\$24.50) was based on only two cases. The pay for teaching assistants was higher in schools (\$12.04) than in centers (\$8.32), although it should be noted that the school average was based on seven cases. It is likely that some of the discrepancy in wages are based on differences in educational attainment; 100% of schools reported that most of their teachers had at least a bachelor's degree, compared to 28% of lead teachers in centers and 12% of home providers. Lead teachers in accredited center programs earned more (\$11.32) than their non-accredited counterparts (\$9.14). Assistant teachers in accredited home programs earned slightly more (\$8.98) than assistant teachers in non-accredited home programs (\$8.21). It should be noted that much wage data were missing across all program types, particularly for schools and homes.

Table 17	Mean Hourly Wage for Teaching Staff by Program Type and Accreditation Status								
	Accreditation								
	Accredited			Non-accredited			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher									
School	*	*	*	\$24.50	2	.71	\$24.50	2	.71
Center	\$11.32	14	2.60	\$9.14	95	1.40	\$9.42	109	1.75
Home	\$7.5	1		\$8.54	15	1.2	\$8.48	16	1.19
Assistant Teachers									
School	\$11.55	3	1.50	\$12.40	4	1.63	\$12.04	7	1.51
Center	\$8.98	14	1.19	\$8.21	87	.87	\$8.32	101	.95
Home	*			*			*		

Note: * Not Reported

Table 18 shows mean hourly wage for teaching staff by program type and proportion of children on subsidies. For center lead and assistant teachers, wages are related to the proportion of low-income children served; staff in programs serving a low proportion of children on subsidies earned somewhat more than staff in centers serving a high proportion of children on subsidies.

Table 18 Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Children Receiving Subsidies									
	Proportion of children receiving subsidies								
	Low			High			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher									
School	*	*	*	\$25.40	2	.71	\$24.50	2	.71
Center	\$9.78	50	1.80	\$9.12	58	1.65	\$9.43	108	1.76
Home	\$8.33	5	1.65	\$8.55	11	1.25	\$8.48	16	1.19
Assistant Teachers									
School	\$11.35	3	1.88	\$12.19	4	1.47	\$12.04	7	1.51
Center	\$8.48	50	1.03	\$8.16	50	.85	\$8.32	100	.96
Home	*			*			*		

Note: * No data available

As shown in Table 19, lead and assistant teachers in centers and homes that served a low percentage of minority children earned slightly more than those in facilities serving a high percentage of minority children.

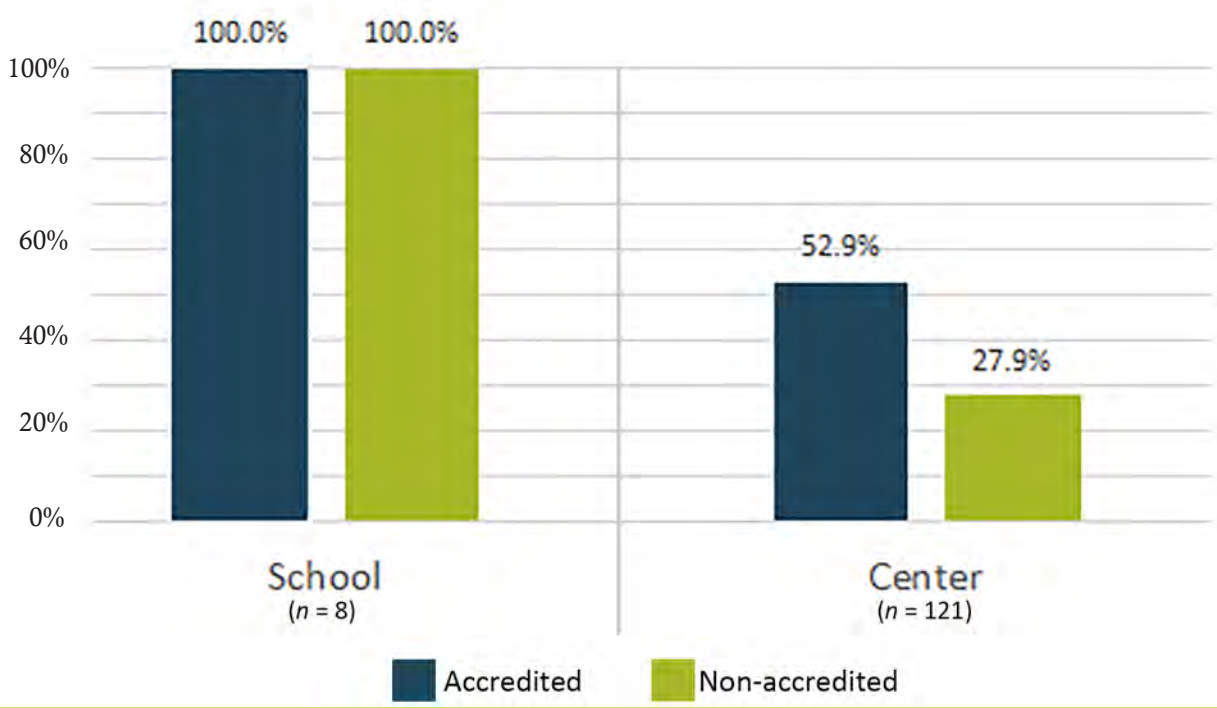
Table 19 Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Minority Children Served									
	Proportion of minority children served								
	Low			High			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher									
School	*	*	*	\$25.00	1	.	\$25.00	1	.
Center	\$9.68	63	1.80	\$9.02	45	1.62	\$9.43	108	1.76
Home	\$8.75	6	1.08	\$8.32	10	1.28	\$8.48	16	1.19
Assistant Teachers									
School	\$11.62	4	1.59	\$11.89	2	1.25	\$11.71	6	1.36
Center	\$8.41	61	.96	\$8.17	39	.94	\$8.32	100	.96
Home	*			*			*		

Note: * Not reported

DO TEACHERS RECEIVE HEALTH CARE BENEFITS?

School- and center-based programs were asked whether they provided health care benefits to staff. Schools universally provided health care benefits to teachers, but only 31% of centers did so. As shown in Figure 67, compared to non-accredited centers, a higher proportion of accredited centers provided health care benefits to their teachers.

Figure 67 Teacher Health Care Benefits by Program Type and Accreditation Status



School accredited *n* = 4 School non-accredited *n* = 4 Center accredited *n* = 17 Center non-accredited *n* = 104

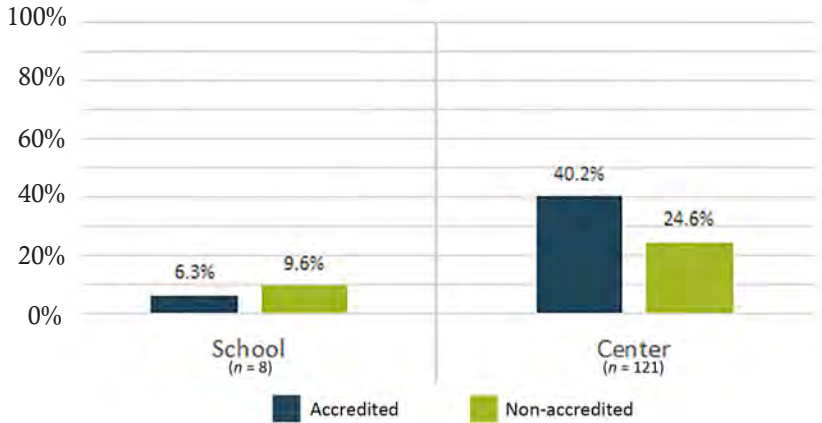
There were no substantial differences in health care benefit provision by the proportion of children on subsidies or by proportion of minority children served.

WHAT ARE STAFF TURNOVER RATES?

Schools and centers were asked to report the number of positions that needed to be filled during the previous school year and to differentiate between newly created positions and those positions that were open as a result of turnover. Turnover rate was defined as the number of positions that needed to be filled as a result of turnover divided by the total number of teachers in the program.

The teacher turnover rate in centers was more than three times higher (27%) than the school rate (8%). Although homes were not asked about turnover rate, the percentage of home providers that were considering closing (22%) provides a proxy for home provider turnover. It is noteworthy that accredited programs in general had higher turnover rates (34%) than non-accredited program (25%). As shown in Figure 68, accredited centers exhibited a higher turnover rate than non-accredited centers (40% vs. 25%), which drove this trend.

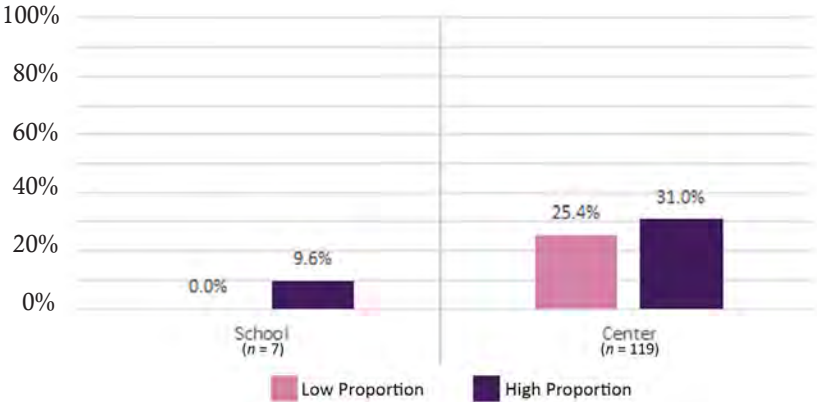
Figure 68 Teacher Turnover Rates by Program Type and Accreditation Status



School accredited $n = 4$ School non-accredited $n = 4$ Center accredited $n = 17$ Center non-accredited $n = 104$

Figure 69 shows teacher turnover rates by program type and proportion of children on subsidies. Although the number of school-based programs was very small, there was some evidence of higher turnover in schools serving high proportions of low-income children compared to schools serving low proportions of low-income children.

Figure 69 Teacher Turnover Rates by Program Type and Proportion of Children Receiving Subsidies

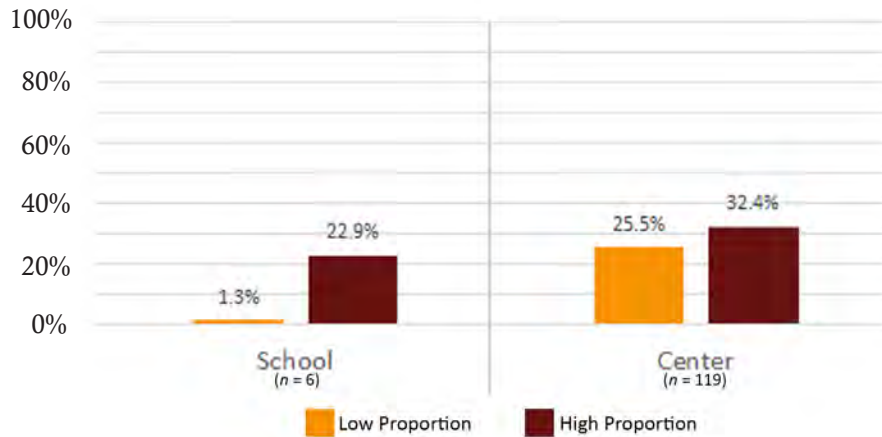


School low proportion $n = 3$ School high proportion $n = 4$ Center low proportion $n = 61$ Center high proportion $n = 58$

Figure 70 shows teacher turnover rates by program type and proportion of minority children served. Although the number of school-based programs is very small, there was some evidence of higher turnover in schools serving high proportions of minority children compared to schools serving low proportions of minority children.

Figure 70

Teacher Turnover Rates by Program Type and Proportion of Minority Children Served



School low proportion $n = 4$ School high proportion $n = 2$ Center low proportion $n = 73$ Center high proportion $n = 46$

WHAT IS THE STAFF PIPELINE TO PROGRAMS?

School- and center-based programs reported what most lead teachers were doing before they started working at their current position. Home-based providers reported on employment before working at their current position. Although respondents were asked to rank their choices, the figures reported here represent the percentage of programs citing a choice regardless of ranking.

The most common employment prior to one’s current position is shown in Table 20. Schools and centers cited working in the same program but in a different position as the most common prior employment status, which suggests that respondents were promoted within the program. Schools are the only program type to mention recent graduates from a four-year college, which is consistent with the higher levels of education reported for school-based lead teachers. Home programs were unique in that most providers reported coming into the field without any early education experience.

Table 20	Teachers/Providers Employment Prior to their Current Position by Program Type	
School (n = 8)		
Working in current program but in a different position		87.5%
Recent graduates from a four-year college		62.5%
Working in an education-related position but not early childhood		50.0%
Working in a different program but similar position		50.0%
Centers (n = 123)		
Working in a different program but similar position		74.8%
Working in an early education program but in a different position		60.2%
Working in current program but in a different position		41.5%
Home (n = 7)		
Working in a position not related to education or early childhood		70.7%
Working in a different early childhood program in a different position		13.3%
Working in a different early childhood program in a similar position		8.0%
Working in an education-related position but not in early childhood		8.0%
Note. Choices for schools and centers were slightly different than those for homes.		

SUMMARY

The purpose of this project was to conduct a survey of the licensed and regulated early care and learning programs in Jackson County, Missouri, and prepare a database of information for use by the Pre-K Collaborative. The surveyed programs included those based in school districts, centers, and homes serving children prior to kindergarten entry. Per the decision of the Pre-K Collaborative, programs that were not licensed or regulated were not recruited for the survey. Based on the survey structure, the units of analysis were programs, not children or families.

METHOD

The return rate overall was 58% (209 out of 361 programs recruited). By program type, 83% of schools, 60% of centers, and 53% of homes responded. These rates were much higher than the 31% and 27% reported in two earlier Jackson County provider surveys, even though the present survey was much greater in length (Greenwood, Carta, & Olson, 2014, August 8). The higher response rate for this survey is attributed to the multiple methods and extensive staff time used to recruit, contact, follow-up, motivate, and assist programs to participate.

RESEARCH QUESTIONS

Three key questions were addressed: What are children’s demographic characteristics? What are the programs’ characteristics? What are program staff characteristics? The data pertaining to these questions were generally examined by program type, by accreditation status, proportion of children receiving subsidies, and proportion of minority children served.

LIMITATIONS/CONSIDERATIONS

One drawback of survey research is that the data are based on self-report, which relies on the memory and knowledge of the respondents. Another issue was the sizeable length of the survey, with a potential of 187 items to be answered in the longest survey. Some programs were reluctant to share financial data, including staff pay, which resulted in a fair amount of missing data. A special challenge with school-based programs was that only one survey was completed for each, even though they sponsored several kinds of programs (e.g., Early Head Start and pre-K). Due to project fiscal considerations, there were no direct assessments of program or class quality, which limits the ability of this study to draw any direct conclusions regarding the quality of early learning programs.

Because only 10 school-based programs returned surveys, the interpretation of the data on such a small sample presented challenges. Similarly, only 4 of 76 home programs were accredited, which limited the ability to draw conclusions based on accreditation status. Consequently, inferential statistics were not calculated, and visual analysis of the cell counts and/or percentages were used to weigh comparability within and between program types, accreditation status, proportion of children receiving subsidy, and proportion of minority children served.

RESULTS

Key findings by research question are listed below.

Question 1: What are children's demographic characteristics?

- School-based programs did not serve children under the age of three, whereas centers and homes served children from birth to preschool.
- Overall, the programs surveyed served more children over 3 years old than under 3. Homes tended to serve more infants and toddlers than centers.
- Schools and homes served relatively more minority children than center-based programs. However, the minority percentage for centers was most comparable to the 2013 Census figure for Jackson County's total population.
- The overall percentage of children receiving special services was 6%. School-based programs had much higher percentage of children receiving special services (48%) compared to centers (4%) and homes (3%).
- The overall percentage of children who were English Language Learners (ELL) was 5.2%.
- Accredited centers and homes served more minority children than non-accredited centers and homes. For school-based programs, nearly equal proportions of minority and nonminority children were served in accredited and non-accredited programs.

Question 2: What are the programs' characteristics?

- Only 12% of programs were accredited across all program types. However, school-based programs were more likely to be accredited (50%) than center- (14%) or home-based programs (5%).
- Overall, 13% of programs that served a high proportion of children on subsidies were accredited compared to 11% of programs serving a low proportion of children on subsidies. Given the small number of accredited programs overall, these data suggest that lower-income children were accessing accredited programs at roughly the same rate as children from families with relatively higher incomes.
- Fourteen percent of all programs that served a high proportion of minority children were accredited, compared to 10% of accredited programs serving a low proportion of minority children. These data suggest that proportion of minority children served is not related to accreditation status overall. However, for centers, accreditation was somewhat related to proportion of minority children served in a positive fashion. The percentage of accredited centers that served a high proportion of minority children (20%) was twice as high as the percentage of accredited centers that served a low proportion of minority children (10%).
- For all programs, the rate of child attrition was 13%. The attrition rate for schools (7%) was somewhat lower than that for centers (12%) and homes (13%).
- Child attrition in non-accredited centers was nearly twice as high (13%) compared to accredited centers (7%).
- Child attrition was more than twice as high in programs that served a high percentage of minority children (17%) compared to programs serving a low percentage (8%).
- Overall, more than two-thirds of programs (71%) reported using a curriculum. All school-based programs were using a curriculum, compared to 74% of centers and 65% of homes.
- Accredited programs were more likely to report using a curriculum than non-accredited programs. For centers, 100% of accredited programs used a curriculum, compared to 70% of non-accredited programs.

- Homes serving a high proportion of children on subsidy were less likely to use a curriculum (53%) than homes serving a low proportion of children on subsidy (76%).
- The majority of school-based programs reported assessing kindergarten readiness (71%), compared to 50% of centers and 32% of homes.
- Accredited centers were somewhat more likely to assess kindergarten readiness (59%) compared to non-accredited centers (48%).
- Programs overall that served a high proportion of minority children were less likely to assess kindergarten readiness (34%) compared to programs serving a low proportion (53%).
- School-based programs were more likely to offer summer school (70%) compared to centers (40%) and homes (49%).
- Homes were most likely to offer before- and/or after-school services (71%), followed by centers (60%), and then schools (40%).
- Programs that served a high proportion of minority children were more likely to offer before- and/or after-school services across all program types (78%) compared to programs that served a low proportion (49%).
- Eighty percent of school programs provided transportation compared to only 8% of centers and 5% of homes.
- Accredited programs were more likely to provide transportation (31%) compared to non-accredited programs (8%).
- Centers that served a high percentage of minority children were more than twice as likely to provide transportation services as centers serving a low percentage of minority children (12% vs. 5%).
- All school-based programs reported communicating with neighborhood school teachers about the social and academic needed to prepare children for school. However, far fewer centers and homes reported doing so (42% and 40%, respectively).
- Participating in joint training and professional development with neighborhood schools was reported by 71% of school-based programs but only 17% of both centers and homes.
- Schools universally report offering parent-teacher conferences, compared to 64% of centers and 40% of homes. Schools were also far more likely to offer family education workshops (71%) than centers (24%) or homes (17%).
- Accredited programs were more likely to offer parent-teacher conferences and family education workshops than non-accredited facilities.
- Revenue sources differed greatly by program type. More than 90% of centers and homes used parent fees, compared to 29% of schools.
- Nearly three-quarters (72%) of centers and 67% of homes reported serving children who receive assistance/subsidies. Most of these programs received state child care assistance. Over half of centers and one-third of homes used sliding scale fees based on family income.
- For schools and centers, staff salaries and benefits were the top expenses. Instructional expenditures (supplies, equipment) were the top expenses for homes.
- Ten percent of centers and 22% of homes in the sample were considering closing.

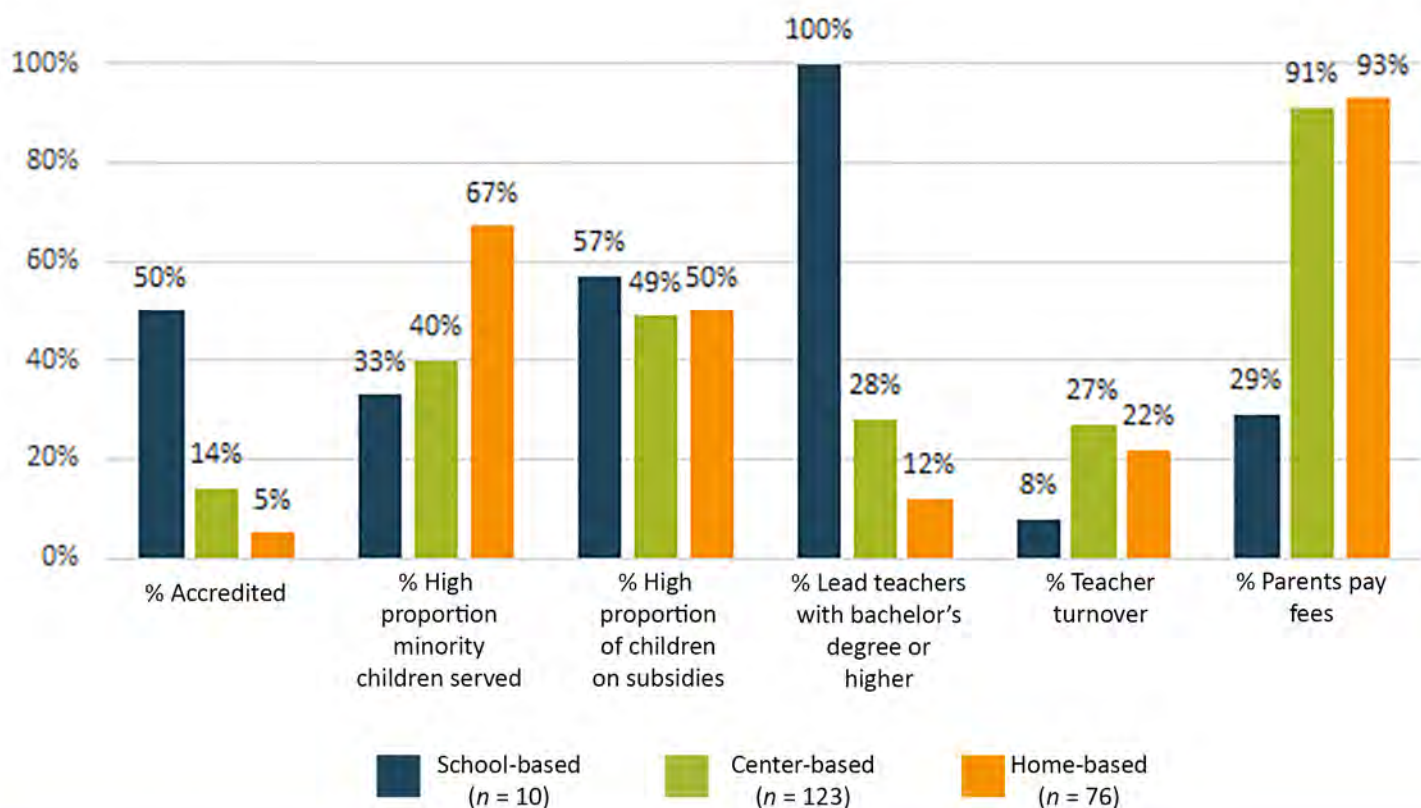
Question 3: What are program staff characteristics?

- School-based programs had the lowest percentage of minority staff (11%). Centers and homes employed markedly higher percentages of minority staff, 43% and 68%, respectively.
- All school-based programs reported that most of their lead teachers have a bachelor's degree or higher, compared to 28% of lead teachers in centers and 12% of home providers.
- Accredited programs in general were more likely to report that most teachers hold bachelor's degrees or higher (56%) compared to non-accredited programs (21%)
- Centers that served a low proportion of children on subsidies were three times more likely to have at least a bachelor's degree (43%) compared to centers serving a high proportion of children on subsidies (14%).
- Centers serving a low percentage of minority children were twice as likely to have lead teachers who have at least a bachelor's degree (36%) compared to centers serving a high percentage of minority children (17%).
- Center lead teachers' average hourly wage was higher than home providers' (\$9.42 vs. \$8.48). The mean hourly wage for school-based teachers (\$24.50) was based on only two cases.
- Schools universally provided health care benefits to teachers, but only 31% of centers provided benefits.
- The teacher turnover rate in centers was more than three times higher (27%) than the school rate (8%).

SUMMARY OF FINDINGS

The survey showed that schools, centers, and homes differed with respect to children served, program characteristics, and staff characteristics (see Figure 1). Likely as a result of their access to more sources of revenue, school-based programs were more likely to be accredited, to have bachelor’s-level teachers who receive appropriate compensation and benefits, to offer services such as transportation and summer school, and to use strategies to engage families in the program compared to centers and homes. The focus on formal learning opportunities varied with respect to program type. School-based programs were most likely to use a curriculum and assess kindergarten readiness (100% and 71%, respectively), followed by centers (74% and 50%, respectively), then homes (65% and 32%, respectively).

Figure 1 Comparison of Program Types on Select Indicators



Note n's may differ by indicator.

*For homes, the figure is the percent of home providers that reported they were considering closing.

Only 12% of the programs surveyed were accredited. However, schools were far more likely to be accredited (50%) than centers (14%) and homes (5%). Due to accreditation requirements, it is not surprising that accredited programs compare favorably to non-accredited programs on a number of ostensible quality indicators. Overall, accredited programs had lower child attrition and were more likely to have better educated teachers, to use a curriculum, to assess kindergarten readiness compared to non-accredited programs. In addition, accredited programs were more likely to offer transportation services, to offer parent conferences and family education workshops, and to engage in program assessments than non-accredited programs.

An important consideration with respect to accreditation is whether children of all backgrounds have access to accredited programs. In this survey, 13% of programs that served a high proportion of children on subsidies were accredited, compared to 11% of programs serving a low proportion. These data suggest that children from low-income families were accessing accredited programs at roughly the same rate as children from families with higher incomes. Similarly, 14% of all programs that served a high proportion of minority children were accredited, compared to 10% of accredited programs serving a low proportion, which suggests that minority children were accessing accredited programs at about the same rate, if not slightly higher, as nonminority children.

Compared to programs that served a low proportion of children receiving subsidies (20% or less), programs that served a high proportion (more than 20%) were less likely to have teachers with at least a bachelor's degree and to use a curriculum. In addition, programs that served a high proportion of children on subsidies had a higher attrition rate and were somewhat less likely to assess kindergarten readiness compared to programs that served a low proportion. These results suggest that programs that serve relatively more low-income families differ in important ways that may affect the quality of early childhood education environment when compared to programs that serve relatively fewer low-income families. In particular, centers and homes that served more low-income families likely have access to fewer financial resources, which may account for many of the differences.

The analyses based on the proportion of minority children served provide additional information on the extent to which programs differed based on the population served. Programs that served a high proportion of minority children (more than 54%) compared both favorably and unfavorably with those serving a low proportion (54% or less). On the positive side, programs that served a high proportion of minority children were more likely to offer before- /after-school services (all program types), summer school (homes), and transportation services (centers) than counterparts that served a low proportion. On the negative side, compared to programs that served a low proportion, programs serving a high proportion of minority children had higher child attrition rates (17% vs. 8%), were less likely to have lead teachers with at least a bachelor's degree (17% vs. 36%), and were less likely to assess kindergarten readiness (34% vs. 53%).

REFERENCES

- Barnett, W. S., Carolan, M. E., & Johns, M. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Greenwood, C., Carta, J., and Olson, D. (August 8, 2014). The greater Kansas City early care and education study. *Proposal submitted to the Kansas City Pre-K Collaborative*.
- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.
- Heckman, J. J., & Masterov, D. V. (2007). The productivity argument for investing in young children. *Review of Agricultural Economics*, 29(3), 446-493.
- National Association for the Education of Young Children. (n.d.). *A Call for Excellence in Early Childhood Education*. Retrieved from <https://www.naeyc.org/policy/excellence>.
- NICHD Early Child Care Research Network. (2005). Early child care and children's development in the primary grades: Follow-up results from the NICHD Study of Early Child Care. *American Educational Research Journal*, 42(3), 537-570.
- Reynolds, A. J., Temple, J. A., Ou, S. R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups. *Science*, 333(6040), 360-364.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., . . . Zaslow, M. J. (2013). Investing in our future: The evidence base on preschool education. <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

APPENDIX A

MEANS AND CROSSTAB TABLES

Table A1. Proportion of Children Receiving Subsidies by Program Type

			Program type			Total
			School	Center	Home	
Proportion of children receiving subsidies	low	Count	3	62	38	103
		% within Program type	42.9%	50.8%	50.0%	50.2%
	high	Count	4	60	38	102
		% within Program type	57.1%	49.2%	50.0%	49.8%
Total	Count	7	122	76	205	
	% within Program type	100.0%	100.0%	100.0%	100.0%	

Table A2. Proportion of Minority Children Served by Program Type

			Program type			Total
			School	Center	Home	
Proportion of minority children served	low	Count	4	73	25	102
		% within Program type	66.7%	59.8%	32.9%	50.0%
	high	Count	2	49	51	102
		% within Program type	33.3%	40.2%	67.1%	50.0%
Total	Count	6	122	76	204	
	% within Program type	100.0%	100.0%	100.0%	100.0%	

Table A3. Child Age and Gender by Program Type

Program Type	N Programs	Value	Ages of Children Served (Months)					% Gender	
			0 -12	13 -24	25 -36	37 – Pre-School	All Children	Male	Female
School	10	Count	0	0	0	1917	1917		
		%	0	0	0	100	100	54.5	45.5
Center	123	Count	935	1083	1702	3835	7555		
		%	12	14	23	51	100	50.9	49.1
Home	76	Count	95	139	166	209	609		
		%	16	23	27	34	100	50.3	49.7
All	209	Count	1030	1222	1868	5961	10081		
		%	10	12	19	59	100	51.2	48.8

Table A4. Child Race/Ethnicity and ELL Status by Program Type

Program Type	N Programs	Race/Ethnicity (Percentage)					% Minority	% ELL
		African-American	White/Caucasian	Asian	Latino/Hispanic	Other		
School	10	37.0	48.3	3.6	11.0	0	51.7	12.6
Center	123	29.8	60.9	2.7	4.8	1.8	39.1	5.9
Home	76	50.6	39.6	0.7	4.6	4.5	60.4	3.6
All	209	31.9	58.3	2.6	5.4	1.8	41.7	5.2
US Census 2013		24.0	63.1	1.8	8.6	0.9	36.9	

Note. ELL = English Language Learners; US Census 2013, Population at <http://quickfacts.census.gov/qfd/states/29/29095.html>

Table A5. Child Race/Ethnicity by Accreditation Status

Program Type	N Programs	Accredited (Percent)					Non-Accredited (Percent)				
		AA	CA	AS	HI	OTH	AA	CA	AS	HI	OTH
School	10	45	47	2	6	0	33	49	4	14	0
Center	123	49	39	1	7	5	25	67	3	4	1
Home	76	83	11	3	3	0	49	41	1	5	5

Note. Abbreviations are: AA = African American, CA = Caucasian, AS = Asian, HI – Hispanic, Oth = Other

Table A6. Child Minority Status by Program Type and Proportion of Children Receiving Subsidies

Program type		Low	High
School	Count	23	450
	%	10.2%	65.2%
Center	Count	844	2365
	%	17.9%	69.0%
Home	Count	152	254
	%	45.9%	74.5%

Table A7. Proportion of Children on Subsidies by Program Type and Accreditation Status

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Accreditation status	Not-accredited	Count	1	3	4
			%	33.3%	75.0%	57.1%
	Accredited	Count	2	1	3	
		%	66.7%	25.0%	42.9%	
Total			Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Accreditation status	Not-accredited	Count	54	51	105
			%	87.1%	85.0%	86.1%
	Accredited	Count	8	9	17	
		%	12.9%	15.0%	13.9%	
Total			Count	62	60	122
			%	100.0%	100.0%	100.0%
Home	Accreditation status	Not-accredited	Count	37	35	72
			%	97.4%	92.1%	94.7%
	Accredited	Count	1	3	4	
		%	2.6%	7.9%	5.3%	
Total			Count	38	38	76
			%	100.0%	100.0%	100.0%
Total	Accreditation status	Not-accredited	Count	92	89	181
			%	89.3%	87.3%	88.3%
	Accredited	Count	11	13	24	
		%	10.7%	12.7%	11.7%	
Total			Count	103	102	205
			%	100.0%	100.0%	100.0%

Table A8. Proportion of Minority Children Served by Program Type and Accreditation Status

Program type				Proportion of minority children served		Total
				low	high	
School	Accreditation status	Not-accredited	Count	2	1	3
			%	50.0%	50.0%	50.0%
	Accredited	Count	2	1	3	
		%	50.0%	50.0%	50.0%	
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Accreditation status	Not-accredited	Count	66	39	105
			%	90.4%	79.6%	86.1%
	Accredited	Count	7	10	17	
		%	9.6%	20.4%	13.9%	
	Total	Count	73	49	122	
		%	100.0%	100.0%	100.0%	
Home	Accreditation status	Not-accredited	Count	24	48	72
			%	96.0%	94.1%	94.7%
	Accredited	Count	1	3	4	
		%	4.0%	5.9%	5.3%	
	Total	Count	25	51	76	
		%	100.0%	100.0%	100.0%	
Total	Accreditation status	Not-accredited	Count	92	88	180
			%	90.2%	86.3%	88.2%
	Accredited	Count	10	14	24	
		%	9.8%	13.7%	11.8%	
	Total	Count	102	102	204	
		%	100.0%	100.0%	100.0%	

Table A9. Children Receiving Special Services by Program Type and Accreditation Status

			Accreditation status	
			Non-accredited	Accredited
			Children receiving special services	Children receiving special services
SurveyType	School	Mean	.520	.444
		Count	5	5
	Center	Mean	.030	.133
		Count	106	17
	Home	Mean	.029	.000
		Count	72	4
Total	Total	Mean	.040	.174
		Count	183	26

Table A10. Child Attrition by Program Type and Accreditation Status

Dependent Variable: attrition

Program type	Accreditation status	Mean	Std. Deviation	N
School	Non-accredited	.0289	.02365	3
	Accredited	.1127	.13557	3
	Total	.0708	.09841	6
Center	Non-accredited	.1318	.18231	105
	Accredited	.0650	.08863	17
	Total	.1225	.17362	122
Home	Non-accredited	.1219	.26715	72
	Accredited	.3681	.43590	4
	Total	.1348	.27969	76
Total	Non-accredited	.1261	.21865	180
	Accredited	.1215	.21162	24
	Total	.1256	.21733	204

Table A11. Child Attrition by Program Type and Proportion of Children Receiving Subsidies

Dependent Variable: attrition

SurveyType	Proportion of children receiving subsidies	Mean	Std. Deviation	N
School	low	.0361	.03758	3
	high	.1055	.13852	3
	Total	.0708	.09841	6
Center	low	.0617	.07732	61
	high	.1856	.21855	60
	Total	.1232	.17419	121
Home	low	.0920	.14477	38
	high	.1776	.36585	38
	Total	.1348	.27969	76
Total	low	.0723	.10728	102
	high	.1802	.27978	101
	Total	.1260	.21779	203

Table A12. Child Attrition by Program Type and Proportion of Minority Children Served

Dependent Variable: attrition

SurveyType	minoritycat	Mean	Std. Deviation	N
School	low	.0279	.03478	4
	high	.1566	.15073	2
	Total	.0708	.09841	6
Center	low	.0790	.09658	73
	high	.1874	.23412	49
	Total	.1225	.17362	122
Home	low	.0855	.10933	25
	high	.1590	.33134	51
	Total	.1348	.27969	76
Total	low	.0786	.09818	102
	high	.1726	.28430	102
	Total	.1256	.21733	204

Table A13. Access to Library by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	Library	Yes	Count	4	3	7
			% within Accreditation status	80.0%	60.0%	70.0%
		No	Count	1	2	3
			% within Accreditation status	20.0%	40.0%	30.0%
	Total		Count	5	5	10
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Library	Yes	Count	52	14	66
			% within Accreditation status	49.1%	82.4%	53.7%
		No	Count	54	3	57
			% within Accreditation status	50.9%	17.6%	46.3%
	Total		Count	106	17	123
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Library	Yes	Count	56	17	73
			% within Accreditation status	50.5%	77.3%	54.9%
		No	Count	55	5	60
			% within Accreditation status	49.5%	22.7%	45.1%
	Total		Count	111	22	133
			% within Accreditation status	100.0%	100.0%	100.0%

Table A14. Access to Playground by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	Playground	Yes	Count	5	5	10
			% within Accreditation status	100.0%	100.0%	100.0%
	Total		Count	5	5	10
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Playground	Yes	Count	103	17	120
			% within Accreditation status	97.2%	100.0%	97.6%
		No	Count	3	0	3
			% within Accreditation status	2.8%	0.0%	2.4%
	Total		Count	106	17	123
		% within Accreditation status	100.0%	100.0%	100.0%	
Home	Playground	Yes	Count	64	3	67
			% within Accreditation status	88.9%	75.0%	88.2%
		No	Count	8	1	9
			% within Accreditation status	11.1%	25.0%	11.8%
	Total		Count	72	4	76
		% within Accreditation status	100.0%	100.0%	100.0%	
Total	Playground	Yes	Count	172	25	197
			% within Accreditation status	94.0%	96.2%	94.3%
		No	Count	11	1	12
			% within Accreditation status	6.0%	3.8%	5.7%
	Total		Count	183	26	209
		% within Accreditation status	100.0%	100.0%	100.0%	

Table A15. Summer School Services by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	Summer school	Yes	Count	3	4	7
			% within Accreditation status	60.0%	80.0%	70.0%
		No	Count	2	1	3
			% within Accreditation status	40.0%	20.0%	30.0%
	Total		Count	5	5	10
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Summer school	Yes	Count	40	9	49
			% within Accreditation status	37.7%	52.9%	39.8%
		No	Count	66	8	74
			% within Accreditation status	62.3%	47.1%	60.2%
	Total		Count	106	17	123
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Summer school	Yes	Count	35	2	37
			% within Accreditation status	48.6%	50.0%	48.7%
		No	Count	37	2	39
			% within Accreditation status	51.4%	50.0%	51.3%
	Total		Count	72	4	76
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Summer school	Yes	Count	78	15	93
			% within Accreditation status	42.6%	57.7%	44.5%
		No	Count	105	11	116
			% within Accreditation status	57.4%	42.3%	55.5%
	Total		Count	183	26	209
			% within Accreditation status	100.0%	100.0%	100.0%

Table A16. Before- and/or After-school Services by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	Before- and/or after-school	Yes	Count	3	1	4
			% within Accreditation status	60.0%	20.0%	40.0%
		No	Count	2	4	6
			% within Accreditation status	40.0%	80.0%	60.0%
	Total		Count	5	5	10
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Before - and/or after-school	Yes	Count	66	8	74
			% within Accreditation status	62.3%	47.1%	60.2%
		No	Count	40	9	49
			% within Accreditation status	37.7%	52.9%	39.8%
	Total		Count	106	17	123
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Before - and/or after-school	Yes	Count	52	2	54
			% within Accreditation status	72.2%	50.0%	71.1%
		No	Count	20	2	22
			% within Accreditation status	27.8%	50.0%	28.9%
	Total		Count	72	4	76
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Before - and/or after-school	Yes	Count	121	11	132
			% within Accreditation status	66.1%	42.3%	63.2%
		No	Count	62	15	77
			% within Accreditation status	33.9%	57.7%	36.8%
	Total		Count	183	26	209
			% within Accreditation status	100.0%	100.0%	100.0%

Table A17. Library Access by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Library	Yes	Count	1	4	5
			%	33.3%	100.0%	71.4%
	No	Count	2	0	2	
		%	66.7%	0.0%	28.6%	
Total		Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Library	Yes	Count	34	32	66
			%	54.8%	53.3%	54.1%
	No	Count	28	28	56	
		%	45.2%	46.7%	45.9%	
Total		Count	62	60	122	
		%	100.0%	100.0%	100.0%	
Total	Library	Yes	Count	35	36	71
			%	53.8%	56.3%	55.0%
	No	Count	30	28	58	
		%	46.2%	43.8%	45.0%	
Total		Count	65	64	129	
		%	100.0%	100.0%	100.0%	

Table A18. Playground Access by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Playground	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total		Count	3	4	7
		%	100.0%	100.0%	100.0%	
Center	Playground	Yes	Count	60	59	119
			%	96.8%	98.3%	97.5%
	No	Count	2	1	3	
		%	3.2%	1.7%	2.5%	
Total		Count	62	60	122	
		%	100.0%	100.0%	100.0%	
Home	Playground	Yes	Count	34	33	67
			%	89.5%	86.8%	88.2%
	No	Count	4	5	9	
		%	10.5%	13.2%	11.8%	
Total		Count	38	38	76	
		%	100.0%	100.0%	100.0%	
Total	Playground	Yes	Count	97	96	193
			%	94.2%	94.1%	94.1%
	No	Count	6	6	12	
		%	5.8%	5.9%	5.9%	
Total		Count	103	102	205	
		%	100.0%	100.0%	100.0%	

Table A19. Summer School by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Summer school	Yes	Count %	1 33.3%	4 100.0%	5 71.4%
		No	Count %	2 66.7%	0 0.0%	2 28.6%
	Total	Count %	3 100.0%	4 100.0%	7 100.0%	
Center	Summer school	Yes	Count %	23 37.1%	25 41.7%	48 39.3%
		No	Count %	39 62.9%	35 58.3%	74 60.7%
	Total	Count %	62 100.0%	60 100.0%	122 100.0%	
Home	Summer school	Yes	Count %	17 44.7%	20 52.6%	37 48.7%
		No	Count %	21 55.3%	18 47.4%	39 51.3%
	Total	Count %	38 100.0%	38 100.0%	76 100.0%	
Total	Summer school	Yes	Count %	41 39.8%	49 48.0%	90 43.9%
		No	Count %	62 60.2%	53 52.0%	115 56.1%
	Total	Count %	103 100.0%	102 100.0%	205 100.0%	

Table A20. Before- and/or After-school Services by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Before- and/or after-school	Yes	Count %	0 0.0%	3 75.0%	3 42.9%
		No	Count %	3 100.0%	1 25.0%	4 57.1%
	Total	Count %	3 100.0%	4 100.0%	7 100.0%	
Center	Before - and/or after-school	Yes	Count %	26 41.9%	47 78.3%	73 59.8%
		No	Count %	36 58.1%	13 21.7%	49 40.2%
	Total	Count %	62 100.0%	60 100.0%	122 100.0%	
Home	Before - and/or after-school	Yes	Count %	24 63.2%	30 78.9%	54 71.1%
		No	Count %	14 36.8%	8 21.1%	22 28.9%
	Total	Count %	38 100.0%	38 100.0%	76 100.0%	
Total	Before - and/or after-school	Yes	Count %	50 48.5%	80 78.4%	130 63.4%
		No	Count %	53 51.5%	22 21.6%	75 36.6%
	Total	Count %	103 100.0%	102 100.0%	205 100.0%	

Table A21. Library Access by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Library	Yes	Count 2 50.0%	2 100.0%	4 66.7%	
		No	Count 2 50.0%	0 0.0%	2 33.3%	
	Total	Count 4 100.0%	2 100.0%	6 100.0%		
Center	Library	Yes	Count 37 50.7%	29 59.2%	66 54.1%	
		No	Count 36 49.3%	20 40.8%	56 45.9%	
	Total	Count 73 100.0%	49 100.0%	122 100.0%		
Total	Library	Yes	Count 39 50.6%	31 60.8%	70 54.7%	
		No	Count 38 49.4%	20 39.2%	58 45.3%	
	Total	Count 77 100.0%	51 100.0%	128 100.0%		

Table A22. Playground Access by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Playground	Yes	Count 4 100.0%	2 100.0%	6 100.0%	
		Total	Count 4 100.0%	2 100.0%	6 100.0%	
Center	Playground	Yes	Count 71 97.3%	48 98.0%	119 97.5%	
		No	Count 2 2.7%	1 2.0%	3 2.5%	
	Total	Count 73 100.0%	49 100.0%	122 100.0%		
Home	Playground	Yes	Count 20 80.0%	47 92.2%	67 88.2%	
		No	Count 5 20.0%	4 7.8%	9 11.8%	
	Total	Count 25 100.0%	51 100.0%	76 100.0%		
Total	Playground	Yes	Count 95 93.1%	97 95.1%	192 94.1%	
		No	Count 7 6.9%	5 4.9%	12 5.9%	
	Total	Count 102 100.0%	102 100.0%	204 100.0%		

Table A23. Summer School by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Summer school	Yes	Count %	2 50.0%	2 100.0%	4 66.7%
		No	Count %	2 50.0%	0 0.0%	2 33.3%
	Total		Count %	4 100.0%	2 100.0%	6 100.0%
Center	Summer school	Yes	Count %	28 38.4%	20 40.8%	48 39.3%
		No	Count %	45 61.6%	29 59.2%	74 60.7%
	Total		Count %	73 100.0%	49 100.0%	122 100.0%
Home	Summer school	Yes	Count %	9 36.0%	28 54.9%	37 48.7%
		No	Count %	16 64.0%	23 45.1%	39 51.3%
	Total		Count %	25 100.0%	51 100.0%	76 100.0%
Total	Summer school	Yes	Count %	39 38.2%	50 49.0%	89 43.6%
		No	Count %	63 61.8%	52 51.0%	115 56.4%
	Total		Count %	102 100.0%	102 100.0%	204 100.0%

Table A24. Before- and/or After-school Services by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Before- and/or after-school	Yes	Count %	1 25.0%	1 50.0%	2 33.3%
		No	Count %	3 75.0%	1 50.0%	4 66.7%
	Total		Count %	4 100.0%	2 100.0%	6 100.0%
Center	Before - and/or after-school	Yes	Count %	36 49.3%	37 75.5%	73 59.8%
		No	Count %	37 50.7%	12 24.5%	49 40.2%
	Total		Count %	73 100.0%	49 100.0%	122 100.0%
Home	Before - and/or after-school	Yes	Count %	18 72.0%	36 70.6%	54 71.1%
		No	Count %	7 28.0%	15 29.4%	22 28.9%
	Total		Count %	25 100.0%	51 100.0%	76 100.0%
Total	Before - and/or after-school	Yes	Count %	55 53.9%	74 72.5%	129 63.2%
		No	Count %	47 46.1%	28 27.5%	75 36.8%
	Total		Count %	102 100.0%	102 100.0%	204 100.0%

Table A25. Transportation by Program Type and Accreditation Status

Program Type			Accreditation Status		Total	
			Non Accredited	Accredited		
School	Transportation	Yes	Count	3	5	8
			%	60.0%	100.0%	80.0%
	No	Count	2	0	2	
		%	40.0%	0.0%	20.0%	
	Total	Count	5	5	10	
		%	100.0%	100.0%	100.0%	
Center	Transportation	Yes	Count	7	3	10
			%	6.6%	17.6%	8.1%
	No	Count	99	14	113	
		%	93.4%	82.4%	91.9%	
	Total	Count	106	17	123	
		%	100.0%	100.0%	100.0%	
Home	Transportation	Yes	Count	4	0	4
			%	5.6%	0.0%	5.3%
	No	Count	68	4	72	
		%	94.4%	100.0%	94.7%	
	Total	Count	72	4	76	
		%	100.0%	100.0%	100.0%	
Total	Transportation	Yes	Count	14	8	22
			%	7.7%	30.8%	10.5%
	No	Count	169	18	187	
		%	92.3%	69.2%	89.5%	
	Total	Count	183	26	209	
		%	100.0%	100.0%	100.0%	

Table A26. Transportation by Program Type and Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Transportation	Yes	Count	2	3	5
			%	66.7%	75.0%	71.4%
	No	Count	1	1	2	
		%	33.3%	25.0%	28.6%	
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Transportation	Yes	Count	4	6	10
			%	6.5%	10.0%	8.2%
	No	Count	58	54	112	
		%	93.5%	90.0%	91.8%	
	Total	Count	62	60	122	
		%	100.0%	100.0%	100.0%	
Home	Transportation	Yes	Count	2	2	4
			%	5.3%	5.3%	5.3%
	No	Count	36	36	72	
		%	94.7%	94.7%	94.7%	
	Total	Count	38	38	76	
		%	100.0%	100.0%	100.0%	
Total	Transportation	Yes	Count	8	11	19
			%	7.8%	10.8%	9.3%
	No	Count	95	91	186	
		%	92.2%	89.2%	90.7%	
	Total	Count	103	102	205	
		%	100.0%	100.0%	100.0%	

Table A27. Transportation by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Transportation	Yes	Count	3	2	5
			%	75.0%	100.0%	83.3%
	No	Count	1	0	1	
		%	25.0%	0.0%	16.7%	
Total			Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Transportation	Yes	Count	4	6	10
			%	5.5%	12.2%	8.2%
	No	Count	69	43	112	
		%	94.5%	87.8%	91.8%	
Total			Count	73	49	122
			%	100.0%	100.0%	100.0%
Home	Transportation	Yes	Count	1	3	4
			%	4.0%	5.9%	5.3%
	No	Count	24	48	72	
		%	96.0%	94.1%	94.7%	
Total			Count	25	51	76
			%	100.0%	100.0%	100.0%
Total	Transportation	Yes	Count	8	11	19
			%	7.8%	10.8%	9.3%
	No	Count	94	91	185	
		%	92.2%	89.2%	90.7%	
Total			Count	102	102	204
			%	100.0%	100.0%	100.0%

Table A28. Curriculum Use by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does your Program Use a Curriculum?	Yes	Count	4	3	7
			%	100.0%	100.0%	100.0%
	Total			Count	4	3
			%	100.0%	100.0%	100.0%
Center	Does your Program Use a Curriculum?	Yes	Count	74	17	91
			%	69.8%	100.0%	74.0%
	No	Count	32	0	32	
		%	30.2%	0.0%	26.0%	
Total			Count	106	17	123
			%	100.0%	100.0%	100.0%
Home	Does your Program Use a Curriculum?	Yes	Count	47	2	49
			%	65.3%	50.0%	64.5%
	No	Count	25	2	27	
		%	34.7%	50.0%	35.5%	
Total			Count	72	4	76
			%	100.0%	100.0%	100.0%
Total	Does your Program Use a Curriculum?	Yes	Count	125	22	147
			%	68.7%	91.7%	71.4%
	No	Count	57	2	59	
		%	31.3%	8.3%	28.6%	
Total			Count	182	24	206
			%	100.0%	100.0%	100.0%

Table A29. Curriculum Use by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does your program use a curriculum?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Does your program use a curriculum?	Yes	Count	44	47	91
			%	71.0%	78.3%	74.6%
	No	Count	18	13	31	
		%	29.0%	21.7%	25.4%	
Total	Count	62	60	122		
	%	100.0%	100.0%	100.0%		
Home	Does your program use a curriculum?	Yes	Count	29	20	49
			%	76.3%	52.6%	64.5%
	No	Count	9	18	27	
		%	23.7%	47.4%	35.5%	
Total	Count	38	38	76		
	%	100.0%	100.0%	100.0%		
Total	Does your program use a curriculum?	Yes	Count	76	71	147
			%	73.8%	69.6%	71.7%
	No	Count	27	31	58	
		%	26.2%	30.4%	28.3%	
Total	Count	103	102	205		
	%	100.0%	100.0%	100.0%		

Table A30. Curriculum Use by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does your program use a curriculum?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does your program use a curriculum?	Yes	Count	55	35	90
			%	75.3%	71.4%	73.8%
	No	Count	18	14	32	
		%	24.7%	28.6%	26.2%	
Total	Count	73	49	122		
	%	100.0%	100.0%	100.0%		
Home	Does your program use a curriculum?	Yes	Count	18	31	49
			%	72.0%	60.8%	64.5%
	No	Count	7	20	27	
		%	28.0%	39.2%	35.5%	
Total	Count	25	51	76		
	%	100.0%	100.0%	100.0%		
Total	Does your program use a curriculum?	Yes	Count	77	68	145
			%	75.5%	66.7%	71.1%
	No	Count	25	34	59	
		%	24.5%	33.3%	28.9%	
Total	Count	102	102	204		
	%	100.0%	100.0%	100.0%		

Table A31. Administration of Student Assessments by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does your program administer student assessments?	Yes	Count %	4 100.0%	2 66.7%	6 85.7%
		No	Count %	0 0.0%	1 33.3%	1 14.3%
	Total	Count %	4 100.0%	3 100.0%	7 100.0%	
Center	Does your program administer student assessments?	Yes	Count %	44 41.5%	14 82.4%	58 47.2%
		No	Count %	62 58.5%	3 17.6%	65 52.8%
	Total	Count %	106 100.0%	17 100.0%	123 100.0%	
Home	Does your program administer student assessments?	Yes	Count %	21 29.2%	1 25.0%	22 28.9%
		No	Count %	51 70.8%	3 75.0%	54 71.1%
	Total	Count %	72 100.0%	4 100.0%	76 100.0%	
Total	Does your program administer student assessments?	Yes	Count %	69 37.9%	17 70.8%	86 41.7%
		No	Count %	113 62.1%	7 29.2%	120 58.3%
	Total	Count %	182 100.0%	24 100.0%	206 100.0%	

Table A32. Administration of Student Assessments by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does your program administer student assessments?	Yes	Count %	2 66.7%	4 100.0%	6 85.7%
		No	Count %	1 33.3%	0 0.0%	1 14.3%
	Total	Count %	3 100.0%	4 100.0%	7 100.0%	
Center	Does your program administer student assessments?	Yes	Count %	27 43.5%	31 51.7%	58 47.5%
		No	Count %	35 56.5%	29 48.3%	64 52.5%
	Total	Count %	62 100.0%	60 100.0%	122 100.0%	
Home	Does your program administer student assessments?	Yes	Count %	12 31.6%	10 26.3%	22 28.9%
		No	Count %	26 68.4%	28 73.7%	54 71.1%
	Total	Count %	38 100.0%	38 100.0%	76 100.0%	
Total	Does your program administer student assessments?	Yes	Count %	41 39.8%	45 44.1%	86 42.0%
		No	Count %	62 60.2%	57 55.9%	119 58.0%
	Total	Count %	103 100.0%	102 100.0%	205 100.0%	

Table A33. Administration of Student Assessments by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does your program administer student assessments?	Yes	Count	3	2	5
			%	75.0%	100.0%	83.3%
	No	Count	1	0	1	
			%	25.0%	0.0%	16.7%
	Total		Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Does your program administer student assessments?	Yes	Count	35	23	58
			%	47.9%	46.9%	47.5%
	No	Count	38	26	64	
			%	52.1%	53.1%	52.5%
	Total		Count	73	49	122
			%	100.0%	100.0%	100.0%
Home	Does your program administer student assessments?	Yes	Count	5	17	22
			%	20.0%	33.3%	28.9%
	No	Count	20	34	54	
			%	80.0%	66.7%	71.1%
	Total		Count	25	51	76
			%	100.0%	100.0%	100.0%
Total	Does your program administer student assessments?	Yes	Count	43	42	85
			%	42.2%	41.2%	41.7%
	No	Count	59	60	119	
			%	57.8%	58.8%	58.3%
	Total		Count	102	102	204
			%	100.0%	100.0%	100.0%

Table A34. Assessment of Kindergarten Readiness by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does the program assess kindergarten readiness?	Yes	Count	4	1	5
			%	100.0%	33.3%	71.4%
	No	Count	0	2	2	
			%	0.0%	66.7%	28.6%
	Total		Count	4	3	7
			%	100.0%	100.0%	100.0%
Center	Does the program assess kindergarten readiness?	Yes	Count	51	10	61
			%	48.1%	58.8%	49.6%
	No	Count	55	7	62	
			%	51.9%	41.2%	50.4%
	Total		Count	106	17	123
			%	100.0%	100.0%	100.0%
Home	Does the program assess kindergarten readiness?	Yes	Count	23	1	24
			%	31.9%	25.0%	31.6%
	No	Count	49	3	52	
			%	68.1%	75.0%	68.4%
	Total		Count	72	4	76
			%	100.0%	100.0%	100.0%
Total	Does the program assess kindergarten readiness?	Yes	Count	78	12	90
			%	42.9%	50.0%	43.7%
	No	Count	104	12	116	
			%	57.1%	50.0%	56.3%
	Total		Count	182	24	206
			%	100.0%	100.0%	100.0%

Table A35. Assessment of Kindergarten Readiness by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does the program assess kindergarten readiness?	Yes	Count	2	3	5
			%	66.7%	75.0%	71.4%
	No	Count	1	1	2	
		%	33.3%	25.0%	28.6%	
Total		Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Does the program assess kindergarten readiness?	Yes	Count	36	25	61
			%	58.1%	41.7%	50.0%
	No	Count	26	35	61	
		%	41.9%	58.3%	50.0%	
Total		Count	62	60	122	
		%	100.0%	100.0%	100.0%	
Home	Does the program assess kindergarten readiness?	Yes	Count	12	12	24
			%	31.6%	31.6%	31.6%
	No	Count	26	26	52	
		%	68.4%	68.4%	68.4%	
Total		Count	38	38	76	
		%	100.0%	100.0%	100.0%	
Total	Does the program assess kindergarten readiness?	Yes	Count	50	40	90
			%	48.5%	39.2%	43.9%
	No	Count	53	62	115	
		%	51.5%	60.8%	56.1%	
Total		Count	103	102	205	
		%	100.0%	100.0%	100.0%	

Table A36. Assessment of Kindergarten Readiness by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does the program assess kindergarten readiness?	Yes	Count	3	1	4
			%	75.0%	50.0%	66.7%
	No	Count	1	1	2	
		%	25.0%	50.0%	33.3%	
Total		Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does the program assess kindergarten readiness?	Yes	Count	45	16	61
			%	61.6%	32.7%	50.0%
	No	Count	28	33	61	
		%	38.4%	67.3%	50.0%	
Total		Count	73	49	122	
		%	100.0%	100.0%	100.0%	
Home	Does the program assess kindergarten readiness?	Yes	Count	6	18	24
			%	24.0%	35.3%	31.6%
	No	Count	19	33	52	
		%	76.0%	64.7%	68.4%	
Total		Count	25	51	76	
		%	100.0%	100.0%	100.0%	
Total	Does the program assess kindergarten readiness?	Yes	Count	54	35	89
			%	52.9%	34.3%	43.6%
	No	Count	48	67	115	
		%	47.1%	65.7%	56.4%	
Total		Count	102	102	204	
		%	100.0%	100.0%	100.0%	

Table A37. Program Assessment by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Is the program assessed?	Yes	Count	1	2	3
			%	25.0%	66.7%	42.9%
	No	Count	3	1	4	
		%	75.0%	33.3%	57.1%	
	Total		Count	4	3	7
			%	100.0%	100.0%	100.0%
Center	Is the program assessed?	Yes	Count	22	12	34
			%	20.8%	75.0%	27.9%
	No	Count	84	4	88	
		%	79.2%	25.0%	72.1%	
	Total		Count	106	16	122
			%	100.0%	100.0%	100.0%
Home	Is the program assessed?	Yes	Count	3	0	3
			%	4.2%	0.0%	3.9%
	No	Count	69	4	73	
		%	95.8%	100.0%	96.1%	
	Total		Count	72	4	76
			%	100.0%	100.0%	100.0%
Total	Is the program assessed?	Yes	Count	26	14	40
			%	14.3%	60.9%	19.5%
	No	Count	156	9	165	
		%	85.7%	39.1%	80.5%	
	Total		Count	182	23	205
			%	100.0%	100.0%	100.0%

Table A38. Program Assessment by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Is the program assessed?	Yes	Count	2	1	3
			%	66.7%	25.0%	42.9%
	No	Count	1	3	4	
		%	33.3%	75.0%	57.1%	
	Total		Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Is the program assessed?	Yes	Count	19	15	34
			%	30.6%	25.4%	28.1%
	No	Count	43	44	87	
		%	69.4%	74.6%	71.9%	
	Total		Count	62	59	121
			%	100.0%	100.0%	100.0%
Home	Is the program assessed?	Yes	Count	2	1	3
			%	5.3%	2.6%	3.9%
	No	Count	36	37	73	
		%	94.7%	97.4%	96.1%	
	Total		Count	38	38	76
			%	100.0%	100.0%	100.0%
Total	Is the program assessed?	Yes	Count	23	17	40
			%	22.3%	16.8%	19.6%
	No	Count	80	84	164	
		%	77.7%	83.2%	80.4%	
	Total		Count	103	101	204
			%	100.0%	100.0%	100.0%

Table A39. Program Assessment by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Is the program assessed?	Yes	Count	2	1	3
			%	50.0%	50.0%	50.0%
	No	Count	2	1	3	
		%	50.0%	50.0%	50.0%	
Total			Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Is the program assessed?	Yes	Count	23	11	34
			%	31.5%	22.9%	28.1%
	No	Count	50	37	87	
		%	68.5%	77.1%	71.9%	
Total			Count	73	48	121
			%	100.0%	100.0%	100.0%
Home	Is the program assessed?	Yes	Count	0	3	3
			%	0.0%	5.9%	3.9%
	No	Count	25	48	73	
		%	100.0%	94.1%	96.1%	
Total			Count	25	51	76
			%	100.0%	100.0%	100.0%
Total	Is the program assessed?	Yes	Count	25	15	40
			%	24.5%	14.9%	19.7%
	No	Count	77	86	163	
		%	75.5%	85.1%	80.3%	
Total			Count	102	101	203
			%	100.0%	100.0%	100.0%

Table A40. Center Staff Access to Computers by Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
Center	Does Program Director have Access to a Computer?	Yes	Count	98	16	114
			%	92.5%	94.1%	92.7%
	No	Count	8	1	9	
		%	7.5%	5.9%	7.3%	
Total			Count	106	17	123
			%	100.0%	100.0%	100.0%
Center	Do Teachers have Access to a Computer?	Yes	Count	71	15	86
			%	67.0%	88.2%	69.9%
	No	Count	35	2	35	
		%	33.0	11.8%	30.1%	
Total			Count	104	17	121
			%	100.0%	100.0%	100.0%
Center	Does Program Director have Internet Access?	Yes	Count	83	13	96
			%	78.3%	76.5%	78.0%
	No	Count	23	4	27	
		%	21.7%	23.5%	22.0%	
Total			Count	106	17	123
			%	100.0%	100.0%	100.0%

Table A41. Home Provider Access to Computers by Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
Home	Does Program Director have Access to a Computer?	Yes	Count	62	3	65
			%	86.1%	75.0%	85.5%
	No	Count	10	1	11	
		%	13.9%	25.0%	14.5%	
	Total		Count	72	4	76
			%	100.0%	100.0%	100.0%
Home	Does Program Director have Internet Access?	Yes	Count	56	2	58
			%	77.8%	50.0%	76.3%
	No	Count	16	2	18	
		%	22.2%	50.0%	23.7%	
	Total		Count	72	4	76
			%	100.0%	100.0%	100.0%

Table A42. Director Computer Access by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program director have access to a computer?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total		Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Does program director have access to a computer?	Yes	Count	57	56	113
			%	91.9%	93.3%	92.6%
	No	Count	5	4	9	
		%	8.1%	6.7%	7.4%	
	Total		Count	62	60	122
			%	100.0%	100.0%	100.0%
Home	Does program director have access to a computer?	Yes	Count	34	31	65
			%	89.5%	81.6%	85.5%
	No	Count	4	7	11	
		%	10.5%	18.4%	14.5%	
	Total		Count	38	38	76
			%	100.0%	100.0%	100.0%
Total	Does program director have access to a computer?	Yes	Count	94	91	185
			%	91.3%	89.2%	90.2%
	No	Count	9	11	20	
		%	8.7%	10.8%	9.8%	
	Total		Count	103	102	205
			%	100.0%	100.0%	100.0%

Table A43. Lead Teacher Computer Access by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Do lead teachers have access to a computer?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total		Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Do lead teachers have access to a computer?	Yes	Count	43	42	85
			%	69.4%	70.0%	69.7%
	No	Count	19	18	37	
		%	30.6%	30.0%	30.3%	
	Total		Count	62	60	122
			%	100.0%	100.0%	100.0%
Total	Do lead teachers have access to a computer?	Yes	Count	46	46	92
			%	70.8%	71.9%	71.3%
	No	Count	19	18	37	
		%	29.2%	28.1%	28.7%	
	Total		Count	65	64	129
			%	100.0%	100.0%	100.0%

Table A44. Director Internet Access by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program director have internet access?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total		Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Does program director have internet access?	Yes	Count	51	44	95
			%	82.3%	73.3%	77.9%
	No	Count	11	16	27	
		%	17.7%	26.7%	22.1%	
	Total		Count	62	60	122
			%	100.0%	100.0%	100.0%
Home	Does program director have internet access?	Yes	Count	31	27	58
			%	81.6%	71.1%	76.3%
	No	Count	7	11	18	
		%	18.4%	28.9%	23.7%	
	Total		Count	38	38	76
			%	100.0%	100.0%	100.0%
Total	Does program director have internet access?	Yes	Count	85	75	160
			%	82.5%	73.5%	78.0%
	No	Count	18	27	45	
		%	17.5%	26.5%	22.0%	
	Total		Count	103	102	205
			%	100.0%	100.0%	100.0%

Table A45. Director Computer Access by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program director have access to a computer?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does program director have access to a computer?	Yes	Count	68	45	113
			%	93.2%	91.8%	92.6%
	No	Count	5	4	9	
		%	6.8%	8.2%	7.4%	
Total	Count	73	49	122		
	%	100.0%	100.0%	100.0%		
Home	Does program director have access to a computer?	Yes	Count	22	43	65
			%	88.0%	84.3%	85.5%
	No	Count	3	8	11	
		%	12.0%	15.7%	14.5%	
Total	Count	25	51	76		
	%	100.0%	100.0%	100.0%		
Total	Does program director have access to a computer?	Yes	Count	94	90	184
			%	92.2%	88.2%	90.2%
	No	Count	8	12	20	
		%	7.8%	11.8%	9.8%	
Total	Count	102	102	204		
	%	100.0%	100.0%	100.0%		

Table A46. Lead Teacher Access by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Do lead teachers have access to a computer?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Do lead teachers have access to a computer?	Yes	Count	53	32	85
			%	72.6%	65.3%	69.7%
	No	Count	20	17	37	
		%	27.4%	34.7%	30.3%	
Total	Count	73	49	122		
	%	100.0%	100.0%	100.0%		
Total	Do lead teachers have access to a computer?	Yes	Count	57	34	91
			%	74.0%	66.7%	71.1%
	No	Count	20	17	37	
		%	26.0%	33.3%	28.9%	
Total	Count	77	51	128		
	%	100.0%	100.0%	100.0%		

Table A47. Director Internet Access by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program director have internet access?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
Total			Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Does program director have internet access?	Yes	Count	60	35	95
			%	82.2%	71.4%	77.9%
	No	Count	13	14	27	
		%	17.8%	28.6%	22.1%	
Total			Count	73	49	122
			%	100.0%	100.0%	100.0%
Home	Does program director have internet access?	Yes	Count	20	38	58
			%	80.0%	74.5%	76.3%
	No	Count	5	13	18	
	%	20.0%	25.5%	23.7%		
Total			Count	25	51	76
			%	100.0%	100.0%	100.0%
Total	Does program director have internet access?	Yes	Count	84	75	159
			%	82.4%	73.5%	77.9%
	No	Count	18	27	45	
		%	17.6%	26.5%	22.1%	
Total			Count	102	102	204
			%	100.0%	100.0%	100.0%

Table A48. Whether Program has a Website by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does your program have a website?	Yes	Count	5	4	9
			%	100.0%	80.0%	90.0%
	No	Count	0	1	1	
	%	0.0%	20.0%	10.0%		
Total			Count	5	5	10
			%	100.0%	100.0%	100.0%
Center	Does your program have a website?	Yes	Count	61	10	71
			%	57.5%	58.8%	57.7%
	No	Count	45	7	52	
	%	42.5%	41.2%	42.3%		
Total			Count	106	17	123
			%	100.0%	100.0%	100.0%
Home	Does your program have a website?	Yes	Count	7	0	7
			%	9.7%	0.0%	9.2%
	No	Count	65	4	69	
	%	90.3%	100.0%	90.8%		
Total			Count	72	4	76
			%	100.0%	100.0%	100.0%
Total	Does your program have a website?	Yes	Count	73	14	87
			%	39.9%	53.8%	41.6%
	No	Count	110	12	122	
	%	60.1%	46.2%	58.4%		
Total			Count	183	26	209
			%	100.0%	100.0%	100.0%

Table A49. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Talking to Teachers about Social/Academic Skills Needed?	Yes	Count	4	3	7
			%	100.0%	100.0%	100.0%
	Total	Count	4	3	7	
		%	100.0%	100.0%	100.0%	
Center	Talking to Teachers about social/academic skills needed?	Yes	Count	44	8	52
			%	41.5%	47.1%	42.3%
	No	Count	62	9	71	
		%	58.5%	52.9%	57.7%	
Total	Count	106	17	123		
	%	100.0%	100.0%	100.0%		
Home	Talking to Teachers about social/academic skills needed?	Yes	Count	30	0	30
			%	41.7%	0.0%	39.5%
	No	Count	42	4	46	
		%	58.3%	100.0%	60.5%	
Total	Count	72	4	76		
	%	100.0%	100.0%	100.0%		
Total	Talking to Teachers about social/academic skills needed?	Yes	Count	78	11	89
			%	42.9%	45.8%	43.2%
	No	Count	104	13	117	
		%	57.1%	54.2%	56.8%	
Total	Count	182	24	206		
	%	100.0%	100.0%	100.0%		

Table A50. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count	30	21	51
			%	48.4%	35.0%	41.8%
	No	Count	32	39	71	
		%	51.6%	65.0%	58.2%	
Total	Count	62	60	122		
	%	100.0%	100.0%	100.0%		
Home	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count	17	13	30
			%	44.7%	34.2%	39.5%
	No	Count	21	25	46	
		%	55.3%	65.8%	60.5%	
Total	Count	38	38	76		
	%	100.0%	100.0%	100.0%		
Total	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count	50	38	88
			%	48.5%	37.3%	42.9%
	No	Count	53	64	117	
		%	51.5%	62.7%	57.1%	
Total	Count	103	102	205		
	%	100.0%	100.0%	100.0%		

Table A51. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count %	4 100.0%	2 100.0%	6 100.0%
		No	Count %			
	Total	Count %	4 100.0%	2 100.0%	6 100.0%	
Center	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count %	35 47.9%	17 34.7%	52 42.6%
		No	Count %	38 52.1%	32 65.3%	70 57.4%
	Total	Count %	73 100.0%	49 100.0%	122 100.0%	
Home	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count %	10 40.0%	20 39.2%	30 39.5%
		No	Count %	15 60.0%	31 60.8%	46 60.5%
	Total	Count %	25 100.0%	51 100.0%	76 100.0%	
Total	Do programs communicate with neighborhood schools about the social and academic skills needed?	Yes	Count %	49 48.0%	39 38.2%	88 43.1%
		No	Count %	53 52.0%	63 61.8%	116 56.9%
	Total	Count %	102 100.0%	102 100.0%	204 100.0%	

Table A52. Joint Training and Professional Development by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Participate in joint training/PD	Yes	Count %	4 100.0%	1 33.3%	5 71.4%
		No	Count %	0 0.0%	2 66.7%	2 28.6%
	Total	Count %	4 100.0%	3 100.0%	7 100.0%	
Center	Participate in joint training/PD	Yes	Count %	18 17.0%	3 17.6%	21 17.1%
		No	Count %	88 83.0%	14 82.4%	102 82.9%
	Total	Count %	106 100.0%	17 100.0%	123 100.0%	
Home	Participate in joint training/PD	Yes	Count %	12 16.7%	1 25.0%	13 17.1%
		No	Count %	60 83.3%	3 75.0%	63 82.9%
	Total	Count %	72 100.0%	4 100.0%	76 100.0%	
Total	Participate in joint training/PD	Yes	Count %	34 18.7%	5 20.8%	39 18.9%
		No	Count %	148 81.3%	19 79.2%	167 81.1%
	Total	Count %	182 100.0%	24 100.0%	206 100.0%	

Table A53. Joint Training/Professional Development by Program Type and Proportion of Children on Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Do programs participate in joint training/PD with neighborhood schools?	Yes	Count	2	3	5
			%	66.7%	75.0%	71.4%
	No	Count	1	1	2	
		%	33.3%	25.0%	28.6%	
Total			Count	3	4	7
		%	100.0%	100.0%	100.0%	
Center	Do programs participate in joint training/PD with neighborhood schools?	Yes	Count	12	9	21
			%	19.4%	15.0%	17.2%
	No	Count	50	51	101	
		%	80.6%	85.0%	82.8%	
Total			Count	62	60	122
		%	100.0%	100.0%	100.0%	
Home	Do programs participate in joint training/PD with neighborhood schools?	Yes	Count	9	4	13
			%	23.7%	10.5%	17.1%
	No	Count	29	34	63	
		%	76.3%	89.5%	82.9%	
Total			Count	38	38	76
		%	100.0%	100.0%	100.0%	
Total	Do programs participate in joint training/PD with neighborhood schools?	Yes	Count	23	16	39
			%	22.3%	15.7%	19.0%
	No	Count	80	86	166	
		%	77.7%	84.3%	81.0%	
Total			Count	103	102	205
		%	100.0%	100.0%	100.0%	

Table A54. Joint Training and Professional Development by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Participate in joint training/PD	Yes	Count	3	1	4
			%	75.0%	50.0%	66.7%
	No	Count	1	1	2	
		%	25.0%	50.0%	33.3%	
Total			Count	4	2	6
		%	100.0%	100.0%	100.0%	
Center	Participate in joint training/PD	Yes	Count	14	7	21
			%	19.2%	14.3%	17.2%
	No	Count	59	42	101	
		%	80.8%	85.7%	82.8%	
Total			Count	73	49	122
		%	100.0%	100.0%	100.0%	
Home	Participate in joint training/PD	Yes	Count	7	6	13
			%	28.0%	11.8%	17.1%
	No	Count	18	45	63	
		%	72.0%	88.2%	82.9%	
Total			Count	25	51	76
		%	100.0%	100.0%	100.0%	
Total	Participate in joint training/PD	Yes	Count	24	14	38
			%	23.5%	13.7%	18.6%
	No	Count	78	88	166	
		%	76.5%	86.3%	81.4%	
Total			Count	102	102	204
		%	100.0%	100.0%	100.0%	

Table A55. Family Educational Workshops by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does Your Program Offer Family Educational Workshops?	Yes	Count	3	2	5
			%	75.0%	66.7%	71.4%
	No	Count	1	1	2	
		%	25.0%	33.3%	28.6%	
	Total	Count	4	3	7	
		%	100.0%	100.0%	100.0%	
Center	Does Your Program Offer Family Educational Workshops?	Yes	Count	22	7	29
			%	20.8%	41.2%	23.6%
	No	Count	84	10	94	
		%	79.2%	58.8%	76.4%	
	Total	Count	106	17	123	
		%	100.0%	100.0%	100.0%	
Home	Does Your Program Offer Family Educational Workshops?	Yes	Count	12	1	13
			%	16.7%	25.0%	17.1%
	No	Count	60	3	63	
		%	83.3%	75.0%	82.9%	
	Total	Count	72	4	76	
		%	100.0%	100.0%	100.0%	
Total	Does Your Program Offer Family Educational Workshops?	Yes	Count	37	10	47
			%	20.3%	41.7%	22.8%
	No	Count	145	14	159	
		%	79.7%	58.3%	77.2%	
	Total	Count	182	24	206	
		%	100.0%	100.0%	100.0%	

Table A56. Family Educational Workshops by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	High	
School	Do programs offer family educational workshops?	Yes	Count	1	4	5
			%	33.3%	100.0%	71.4%
	No	Count	2	0	2	
		%	66.7%	0.0%	28.6%	
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Do programs offer family educational workshops?	Yes	Count	17	12	29
			%	27.4%	20.0%	23.8%
	No	Count	45	48	93	
		%	72.6%	80.0%	76.2%	
	Total	Count	62	60	122	
		%	100.0%	100.0%	100.0%	
Home	Do programs offer family educational workshops?	Yes	Count	10	3	13
			%	26.3%	7.9%	17.1%
	No	Count	28	35	63	
		%	73.7%	92.1%	82.9%	
	Total	Count	38	38	76	
		%	100.0%	100.0%	100.0%	
Total	Do programs offer family educational workshops?	Yes	Count	28	19	47
			%	27.2%	18.6%	22.9%
	No	Count	75	83	158	
		%	72.8%	81.4%	77.1%	
	Total	Count	103	102	205	
		%	100.0%	100.0%	100.0%	

Table A57. Family Educational Workshops by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Do programs offer family educational workshops?	Yes	Count	2	2	4
			%	50.0%	100.0%	66.7%
	No	Count	2	0	2	
		%	50.0%	0.0%	33.3%	
	Total		Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Do programs offer family educational workshops?	Yes	Count	17	12	29
			%	23.3%	24.5%	23.8%
	No	Count	56	37	93	
		%	76.7%	75.5%	76.2%	
	Total		Count	73	49	122
			%	100.0%	100.0%	100.0%
Home	Do programs offer family educational workshops?	Yes	Count	4	9	13
			%	16.0%	17.6%	17.1%
	No	Count	21	42	63	
		%	84.0%	82.4%	82.9%	
	Total		Count	25	51	76
			%	100.0%	100.0%	100.0%
Total	Do programs offer family educational workshops?	Yes	Count	23	23	46
			%	22.5%	22.5%	22.5%
	No	Count	79	79	158	
		%	77.5%	77.5%	77.5%	
	Total		Count	102	102	204
			%	100.0%	100.0%	100.0%

Table A58. Parent-Teacher Conferences by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Does Your Program Offer Parent/Teacher Conferences?	Yes	Count	4	3	7
			%	100.0%	100.0%	100.0%
	Total		Count	4	3	7
			%	100.0%	100.0%	100.0%
Center	Does Your Program Offer Parent/Teacher Conferences?	Yes	Count	63	16	79
			%	59.4%	94.1%	64.2%
	No	Count	43	1	44	
		%	40.6%	5.9%	35.8%	
	Total		Count	106	17	123
			%	100.0%	100.0%	100.0%
Home	Does Your Program Offer Parent/Teacher Conferences?	Yes	Count	29	1	30
			%	40.3%	25.0%	39.5%
	No	Count	43	3	46	
		%	59.7%	75.0%	60.5%	
	Total		Count	72	4	76
			%	100.0%	100.0%	100.0%
Total	Does Your Program Offer Parent/Teacher Conferences?	Yes	Count	96	20	116
			%	52.7%	83.3%	56.3%
	No	Count	86	4	90	
		%	47.3%	16.7%	43.7%	
	Total		Count	182	24	206
			%	100.0%	100.0%	100.0%

Table A59. Parent-Teacher Conferences by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Do programs offer parent-teacher conferences?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total		Count	3	4	7
			%	100.0%	100.0%	100.0%
Center	Do programs offer parent-teacher conferences?	Yes	Count	41	37	78
			%	66.1%	61.7%	63.9%
	No	Count	21	23	44	
		%	33.9%	38.3%	36.1%	
	Total		Count	62	60	122
		%	100.0%	100.0%	100.0%	
Home	Do programs offer parent-teacher conferences?	Yes	Count	16	14	30
			%	42.1%	36.8%	39.5%
	No	Count	22	24	46	
		%	57.9%	63.2%	60.5%	
	Total		Count	38	38	76
		%	100.0%	100.0%	100.0%	
Total	Do programs offer parent-teacher conferences?	Yes	Count	60	55	115
			%	58.3%	53.9%	56.1%
	No	Count	43	47	90	
		%	41.7%	46.1%	43.9%	
	Total		Count	103	102	205
		%	100.0%	100.0%	100.0%	

Table A60. Parent-Teacher Conferences by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Do programs offer parent-teacher conferences?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total		Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Do programs offer parent-teacher conferences?	Yes	Count	48	31	79
			%	65.8%	63.3%	64.8%
	No	Count	25	18	43	
		%	34.2%	36.7%	35.2%	
	Total		Count	73	49	122
		%	100.0%	100.0%	100.0%	
Home	Do programs offer parent-teacher conferences?	Yes	Count	5	25	30
			%	20.0%	49.0%	39.5%
	No	Count	20	26	46	
		%	80.0%	51.0%	60.5%	
	Total		Count	25	51	76
		%	100.0%	100.0%	100.0%	
Total	Do programs offer parent-teacher conferences?	Yes	Count	57	58	115
			%	55.9%	56.9%	56.4%
	No	Count	45	44	89	
		%	44.1%	43.1%	43.6%	
	Total		Count	102	102	204
		%	100.0%	100.0%	100.0%	

Table A61. Type of Child Financial Assistant by Program Type and Accreditation Status

Program Type	Value	Accredited			Non Accredited		
		State Subsidy	Sliding Scale Fee	Other	State Subsidy	Sliding Scale Fee	Other
Center	Count	14	8	1	73	40	5
	%	100	57	7	97	53	7
Home	Count	2	1	0	45	16	1
	%	67	33	0	94	33	2

Note. Other includes such sources as church subsidies. Center accredited $n = 14$, non-accredited $n = 75$; Home accredited $n = 3$ non-accredited $n = 48$.

Table A62. Receipt of State Child Care Subsidy by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
Center	State child care subsidy	Yes	Count	27	60	87
			%	93.1%	100.0%	97.8%
		No	Count	2	0	2
			%	6.9%	0.0%	2.2%
Total			Count	29	60	89
			%	100.0%	100.0%	100.0%
Home	State child care subsidy	Yes	Count	11	36	47
			%	84.6%	94.7%	92.2%
		No	Count	2	2	4
			%	15.4%	5.3%	7.8%
Total			Count	13	38	51
			%	100.0%	100.0%	100.0%
Total	State child care subsidy	Yes	Count	38	96	134
			%	90.5%	98.0%	95.7%
		No	Count	4	2	6
			%	9.5%	2.0%	4.3%
Total			Count	42	98	140
			%	100.0%	100.0%	100.0%

Table A63. Sliding Scale Fees by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
Center	Slide scale fee	Yes	Count %	16 55.2%	32 53.3%	48 53.9%
		No	Count %	13 44.8%	28 46.7%	41 46.1%
	Total	Count %	29 100.0%	60 100.0%	89 100.0%	
Home	Slide scale fee	Yes	Count %	4 30.8%	13 34.2%	17 33.3%
		No	Count %	9 69.2%	25 65.8%	34 66.7%
	Total	Count %	13 100.0%	38 100.0%	51 100.0%	
Total	Slide scale fee	Yes	Count %	20 47.6%	45 45.9%	65 46.4%
		No	Count %	22 52.4%	53 54.1%	75 53.6%
	Total	Count %	42 100.0%	98 100.0%	140 100.0%	

Table A64. Other Financial Assistance by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
Center	Other assistance	Yes	Count %	2 6.9%	4 6.7%	6 6.7%
		No	Count %	27 93.1%	56 93.3%	83 93.3%
	Total	Count %	29 100.0%	60 100.0%	89 100.0%	
Home	Other assistance	Yes	Count %	1 7.7%	0 0.0%	1 2.0%
		No	Count %	12 92.3%	38 100.0%	50 98.0%
	Total	Count %	13 100.0%	38 100.0%	51 100.0%	
Total	Other assistance	Yes	Count %	3 7.1%	4 4.1%	7 5.0%
		No	Count %	39 92.9%	94 95.9%	133 95.0%
	Total	Count %	42 100.0%	98 100.0%	140 100.0%	

Table A65. Receipt of State Child Care Subsidy by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
Center	State child care subsidy	Yes	Count	40	47	87
			%	95.2%	100.0%	97.8%
		No	Count	2	0	2
			%	4.8%	0.0%	2.2%
Total			Count	42	47	89
			%	100.0%	100.0%	100.0%
Home	State child care subsidy	Yes	Count	6	41	47
			%	85.7%	93.2%	92.2%
		No	Count	1	3	4
			%	14.3%	6.8%	7.8%
Total			Count	7	44	51
			%	100.0%	100.0%	100.0%
Total	State child care subsidy	Yes	Count	46	88	134
			%	93.9%	96.7%	95.7%
		No	Count	3	3	6
			%	6.1%	3.3%	4.3%
Total			Count	49	91	140
			%	100.0%	100.0%	100.0%

Table A66. Sliding Scale Fees by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
Center	Slide scale fee	Yes	Count	23	25	48
			%	54.8%	53.2%	53.9%
		No	Count	19	22	41
			%	45.2%	46.8%	46.1%
Total			Count	42	47	89
			%	100.0%	100.0%	100.0%
Home	Slide scale fee	Yes	Count	2	15	17
			%	28.6%	34.1%	33.3%
		No	Count	5	29	34
			%	71.4%	65.9%	66.7%
Total			Count	7	44	51
			%	100.0%	100.0%	100.0%
Total	Slide scale fee	Yes	Count	25	40	65
			%	51.0%	44.0%	46.4%
		No	Count	24	51	75
			%	49.0%	56.0%	53.6%
Total			Count	49	91	140
			%	100.0%	100.0%	100.0%

Table A67. Other Financial Assistance by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
Center	Other assistance	Yes	Count	3	3	6
			%	7.1%	6.4%	6.7%
		No	Count	39	44	83
			%	92.9%	93.6%	93.3%
Total			Count	42	47	89
			%	100.0%	100.0%	100.0%
Home	Other assistance	Yes	Count	1	0	1
			%	14.3%	0.0%	2.0%
		No	Count	6	44	50
			%	85.7%	100.0%	98.0%
Total			Count	7	44	51
			%	100.0%	100.0%	100.0%
Total	Other assistance	Yes	Count	4	3	7
			%	8.2%	3.3%	5.0%
		No	Count	45	88	133
			%	91.8%	96.7%	95.0%
Total			Count	49	91	140
			%	100.0%	100.0%	100.0%

Table A68. Early Learning Staff Age and Gender by Program Type

Program Type	Number of programs	Value	Ages of all staff (years)				Gender (%)	
			< 26	26 to 40	40+	All Staff	Male	Female
School	10	Number	28	207	136	371		
		%	7.5	55.8	36.7	100.0	4.6	95.4
Center	123	Number	375	847	656	1878		
		%	20.0	45.1	34.9	100.0	3.9	96.1
Home	76	Number	10	26	86	122		
		%	8.2	21.3	70.5	100.0	7.3	92.7
All	209	Number	413	1080	878	2371		
		%	17.4	45.6	37.0	100.0	4.2	95.8

Table A69. Early Learning Race/Ethnicity by Program Type

Program Type	n	Race/Ethnicity (%)					% minority
		African-American	White	Asian	Latino/Hispanic	Other	
School	10	9.1	89.0	0.5	0.5	0.9	11.0
Center	123	35.6	56.6	1.5	4.4	1.9	43.4
Home	76	62.0	32.2	0.0	3.3	2.5	67.8
All	209	34.4	58.5	1.3	3.9	1.9	41.5

Table A70. Staff Roles for Schools by Accreditation Status

School			Accreditation Status		Total
			Non Accredited	Accredited	
Does your program employ Program Director(s)?	Yes	Count	4	4	8
		%	100.0%	100.0%	100.0%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%
Does your program employ Asst. Director(s)?	Yes	Count	2	0	2
		%	50.0%	0.0%	25.0%
	No	Count	2	4	6
		%	50.0%	100.0%	75.0%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%
Does your program employ Lead Teachers?	Yes	Count	4	4	8
		%	100.0%	100.0%	100.0%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%
Does your program employ Assistant Teachers?	Yes	Count	4	4	8
		%	100.0%	100.0%	100.0%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%
Does your program employ Specialists?	Yes	Count	4	3	7
		%	100.0%	75.0%	87.5%
	No	Count	0	1	1
		%	0.0%	25.0%	12.5%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%
Does your program employ Others?	Yes	Count	4	3	7
		%	100.0%	75.0%	87.5%
	No	Count	0	1	1
		%	0.0%	25.0%	12.5%
Total		Count	4	4	8
		%	100.0%	100.0%	100.0%

Table A71. Staff Roles for Centers by Accreditation Status

Center			Accreditation Status		Total
			Non Accredited	Accredited	
Does your program employ Program Director(s)?	Yes	Count	106	17	123
		%	100.0%	100.0%	100.0%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%
Does your program employ Asst. Director(s)?	Yes	Count	50	7	57
		%	47.1%	41.2%	46.3%
	No	Count	56	10	66
		%	52.8%	58.8%	53.7%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%
Does your program employ Lead Teachers?	Yes	Count	104	17	121
		%	98.1%	100.0%	98.4%
	No	Count	2	0	2
		%	1.9%	0.0%	1.6%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%
Does your program employ Assistant Teachers?	Yes	Count	83	15	98
		%	78.3%	88.2%	79.7%
	No	Count	23	2	25
		%	21.7%	11.8%	20.3%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%
Does your program employ Specialists?	Yes	Count	11	6	17
		%	10.4%	35.3%	13.8%
	No	Count	95	11	106
		%	89.6%	64.7%	86.2%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%
Does your program employ Others?	Yes	Count	57	14	71
		%	53.8%	82.4%	57.8%
	No	Count	49	3	52
		%	46.2%	17.6%	42.3%
Total		Count	106	17	123
		%	100.0%	100.0%	100.0%

Table A72. Assistant Teacher Role for Homes by Accreditation Status

Home			Accreditation Status		Total
			Non Accredited	Accredited	
Does your program employ Assistant Teachers?	Yes	Count	24	3	27
		%	33.3%	75.0%	35.5%
	No	Count	48	1	49
		%	66.7%	25.0%	64.5%
Total		Count	72	4	76
		%	100.0%	100.0%	100.0%

Table A73. Program Director Role by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ program director(s)?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Does program employ program director(s)?	Yes	Count	61	60	121
			%	100.0%	100.0%	100.0%
	Total	Count	61	60	121	
		%	100.0%	100.0%	100.0%	
Total	Does program employ program director(s)?	Yes	Count	64	64	128
			%	100.0%	100.0%	100.0%
	Total	Count	64	64	128	
		%	100.0%	100.0%	100.0%	

Table A74. Assistant Director Role by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ assistant director(s)?	No	Count	3	2	5
			%	100.0%	50.0%	71.4%
	Yes	Count	0	2	2	
		%	0.0%	50.0%	28.6%	
	Total	Count	3	4	7	
	%	100.0%	100.0%	100.0%		
Center	Does program employ assistant director(s)?	No	Count	31	35	66
			%	50.8%	58.3%	54.5%
	Yes	Count	30	25	55	
		%	49.2%	41.7%	45.5%	
	Total	Count	61	60	121	
	%	100.0%	100.0%	100.0%		
Total	Does program employ assistant director(s)?	No	Count	34	37	71
			%	53.1%	57.8%	55.5%
	Yes	Count	30	27	57	
		%	46.9%	42.2%	44.5%	
	Total	Count	64	64	128	
	%	100.0%	100.0%	100.0%		

Table A75. Lead Teacher Role by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ lead teachers?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Does program employ lead teachers?	No	Count	1	1	2
			%	1.6%	1.7%	1.6%
	Yes	Count	61	59	120	
		%	98.4%	98.3%	98.4%	
Total	Count	62	60	122		
	%	100.0%	100.0%	100.0%		
Total	Does program employ lead teachers?	No	Count	1	1	2
			%	1.5%	1.6%	1.6%
	Yes	Count	64	63	127	
		%	98.5%	98.4%	98.4%	
Total	Count	65	64	129		
	%	100.0%	100.0%	100.0%		

Table A76. Assistant Teacher Role by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ assistant teachers?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Does program employ assistant teachers?	No	Count	13	12	25
			%	21.3%	20.0%	20.7%
	Yes	Count	48	48	96	
		%	78.7%	80.0%	79.3%	
Total	Count	61	60	121		
	%	100.0%	100.0%	100.0%		
Home	Does program employ assistant teachers?	No	Count	30	19	49
			%	78.9%	50.0%	64.5%
	Yes	Count	8	19	27	
		%	21.1%	50.0%	35.5%	
Total	Count	38	38	76		
	%	100.0%	100.0%	100.0%		
Total	Does program employ assistant teachers?	No	Count	43	31	74
			%	42.2%	30.4%	36.3%
	Yes	Count	59	71	130	
		%	57.8%	69.6%	63.7%	
Total	Count	102	102	204		
	%	100.0%	100.0%	100.0%		

Table A77. Specialist Role by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ specialists?	No	Count %	1 33.3%	0 0.0%	1 14.3%
		Yes	Count %	2 66.7%	4 100.0%	6 85.7%
	Total	Count %	3 100.0%	4 100.0%	7 100.0%	
Center	Does program employ specialists?	No	Count %	52 85.2%	52 89.7%	104 87.4%
		Yes	Count %	9 14.8%	6 10.3%	15 12.6%
	Total	Count %	61 100.0%	58 100.0%	119 100.0%	
Total	Does program employ specialists?	No	Count %	53 82.8%	52 83.9%	105 83.3%
		Yes	Count %	11 17.2%	10 16.1%	21 16.7%
	Total	Count %	64 100.0%	62 100.0%	126 100.0%	

Table A78. Other Roles by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Does program employ others?	No	Count %	1 33.3%	0 0.0%	1 14.3%
		Yes	Count %	2 66.7%	4 100.0%	6 85.7%
	Total	Count %	3 100.0%	4 100.0%	7 100.0%	
Center	Does program employ others?	No	Count %	27 44.3%	24 40.0%	51 42.1%
		Yes	Count %	34 55.7%	36 60.0%	70 57.9%
	Total	Count %	61 100.0%	60 100.0%	121 100.0%	
Total	Does program employ others?	No	Count %	28 43.8%	24 37.5%	52 40.6%
		Yes	Count %	36 56.3%	40 62.5%	76 59.4%
	Total	Count %	64 100.0%	64 100.0%	128 100.0%	

Table A79. Program Director Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ program director(s)?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
Total	Total		Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Does program employ program director(s)?	Yes	Count	72	49	121
			%	100.0%	100.0%	100.0%
Total	Total		Count	72	49	121
			%	100.0%	100.0%	100.0%
Total	Does program employ program director(s)?	Yes	Count	76	51	127
			%	100.0%	100.0%	100.0%
Total	Total		Count	76	51	127
			%	100.0%	100.0%	100.0%

Table A80. Assistant Director Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ assistant director(s)?	No	Count	3	2	5
			%	75.0%	100.0%	83.3%
	Yes	Count	1	0	1	
		%	25.0%	0.0%	16.7%	
Total	Total		Count	4	2	6
			%	100.0%	100.0%	100.0%
Center	Does program employ assistant director(s)?	No	Count	41	24	65
			%	56.9%	49.0%	53.7%
	Yes	Count	31	25	56	
		%	43.1%	51.0%	46.3%	
Total	Total		Count	72	49	121
			%	100.0%	100.0%	100.0%
Total	Does program employ assistant director(s)?	No	Count	44	26	70
			%	57.9%	51.0%	55.1%
	Yes	Count	32	25	57	
		%	42.1%	49.0%	44.9%	
Total	Total		Count	76	51	127
			%	100.0%	100.0%	100.0%

Table A81. Lead Teacher Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ lead teachers?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does program employ lead teachers?	No	Count	0	2	2
			%	0.0%	4.1%	1.6%
	Yes	Count	73	47	120	
		%	100.0%	95.9%	98.4%	
	Total	Count	73	49	122	
	%	100.0%	100.0%	100.0%		
Total	Does program employ lead teachers?	No	Count	0	2	2
			%	0.0%	3.9%	1.6%
	Yes	Count	77	49	126	
		%	100.0%	96.1%	98.4%	
	Total	Count	77	51	128	
	%	100.0%	100.0%	100.0%		

Table A82. Assistant Teacher Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ assistant teachers?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does program employ assistant teachers?	No	Count	15	9	24
			%	20.8%	18.4%	19.8%
	Yes	Count	57	40	97	
		%	79.2%	81.6%	80.2%	
	Total	Count	72	49	121	
	%	100.0%	100.0%	100.0%		
Home	Does program employ assistant teachers?	No	Count	18	31	49
			%	72.0%	60.8%	64.5%
	Yes	Count	7	20	27	
		%	28.0%	39.2%	35.5%	
	Total	Count	25	51	76	
	%	100.0%	100.0%	100.0%		
Total	Does program employ assistant teachers?	No	Count	33	40	73
			%	32.7%	39.2%	36.0%
	Yes	Count	68	62	130	
		%	67.3%	60.8%	64.0%	
	Total	Count	101	102	203	
	%	100.0%	100.0%	100.0%		

Table A83. Specialist Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ specialists?	No	Count	1	0	1
			%	25.0%	0.0%	16.7%
	Yes	Count	3	2	5	
		%	75.0%	100.0%	83.3%	
Total		Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does program employ specialists?	No	Count	65	40	105
			%	90.3%	85.1%	88.2%
	Yes	Count	7	7	14	
		%	9.7%	14.9%	11.8%	
Total		Count	72	47	119	
		%	100.0%	100.0%	100.0%	
Total	Does program employ specialists?	No	Count	66	40	106
			%	86.8%	81.6%	84.8%
	Yes	Count	10	9	19	
		%	13.2%	18.4%	15.2%	
Total		Count	76	49	125	
		%	100.0%	100.0%	100.0%	

Table A84. Other Role by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Does program employ others?	No	Count	1	0	1
			%	25.0%	0.0%	16.7%
	Yes	Count	3	2	5	
		%	75.0%	100.0%	83.3%	
Total		Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Does program employ others?	No	Count	32	20	52
			%	44.4%	40.8%	43.0%
	Yes	Count	40	29	69	
		%	55.6%	59.2%	57.0%	
Total		Count	72	49	121	
		%	100.0%	100.0%	100.0%	
Total	Does program employ others?	No	Count	33	20	53
			%	43.4%	39.2%	41.7%
	Yes	Count	43	31	74	
		%	56.6%	60.8%	58.3%	
Total		Count	76	51	127	
		%	100.0%	100.0%	100.0%	

Table A85. Highest Level of Education for Lead Teachers/Providers by Program Type and Accreditation Status

Program Type				Accreditation Status		
				Non Accredited	Accredited	Total
School	Highest degree completed by most teachers	Bachelor's degree or higher	Count %	4 100.0%	4 100.0%	8 100.0%
	Total		Count %	4 100.0%	4 100.0%	8 100.0%
Center	Highest degree completed by most teachers	Less than bachelor's degree	Count %	79 76.0%	8 47.1%	87 71.9%
		Bachelor's degree or higher	Count %	25 24.0%	9 52.9%	34 28.1%
	Total		Count %	104 100.0%	17 100.0%	121 100.0%
Home	Highest degree completed by Provider	Less than bachelor's degree	Count %	64 88.9%	3 75.0%	67 88.2%
		Bachelor's degree or higher	Count %	8 11.1%	1 25.0%	9 11.8%
	Total		Count %	176 100.0%	21 100.0%	197 100.0%

Table A86. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Highest degree completed by most lead teachers	Bachelor's degree or higher	Count %	3 100.0%	4 100.0%	7 100.0%
	Total		Count %	3 100.0%	4 100.0%	7 100.0%
Center	Highest degree completed by most lead teachers	Less than bachelor's degree	Count %	35 57.4%	51 86.4%	86 71.7%
		Bachelor's degree or higher	Count %	26 42.6%	8 13.6%	34 28.3%
	Total		Count %	61 100.0%	59 100.0%	120 100.0%
Home	Highest degree completed by most lead teachers	Less than bachelor's degree	Count %	33 86.8%	34 89.5%	67 88.2%
		Bachelor's degree or higher	Count %	5 13.2%	4 10.5%	9 11.8%
	Total		Count %	38 100.0%	38 100.0%	76 100.0%
Total	Highest degree completed by most lead teachers	Less than bachelor's degree	Count %	68 66.7%	85 84.2%	153 75.4%
		Bachelor's degree or higher	Count %	34 33.3%	16 15.8%	50 24.6%
	Total		Count %	102 100.0%	101 100.0%	203 100.0%

Table A87. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Highest degree completed by most lead teachers	Bachelor's degree or higher	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
			%	100.0%	100.0%	100.0%
Center	Highest degree completed by most lead teachers	Less than bachelor's degree	Count	47	39	86
			%	64.4%	83.0%	71.7%
		Bachelor's degree or higher	Count	26	8	34
			%	35.6%	17.0%	28.3%
	Total	Count	73	47	120	
		%	100.0%	100.0%	100.0%	
Home	Highest degree completed by most lead teachers	Less than bachelor's degree	Count	21	46	67
			%	84.0%	90.2%	88.2%
		Bachelor's degree or higher	Count	4	5	9
			%	16.0%	9.8%	11.8%
	Total	Count	25	51	76	
		%	100.0%	100.0%	100.0%	
Total	Highest degree completed by most lead teachers	Less than bachelor's degree	Count	68	85	153
			%	66.7%	85.0%	75.7%
		Bachelor's degree or higher	Count	34	15	49
			%	33.3%	15.0%	24.3%
	Total	Count	102	100	202	
		%	100.0%	100.0%	100.0%	

Table A88. Number of Professional Development Hours Completed in Last Year by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	How many hours of professional development?	11 hours or more	Count	4	4	8
			%	100.0%	100.0%	100.0%
	Total	Count	4	4	8	
			%	100.0%	100.0%	100.0%
Center	How many hours of professional development?	Less than 11 hours	Count	17	0	17
			%	16.5%	0.0%	14.2%
		11 hours or more	Count	86	17	103
			%	83.5%	100.0%	85.8%
	Total	Count	103	17	120	
		%	100.0%	100.0%	100.0%	
Home	How many hours of professional development?	Less than 11 hours	Count	12	0	12
			%	16.7%	0.0%	15.8%
		11 hours or more	Count	60	4	64
			%	83.3%	100.0%	84.2%
	Total	Count	72	4	76	
		%	100.0%	100.0%	100.0%	
Total	How many hours of professional development?	Less than 11 hours	Count	29	0	29
			%	16.2%	0.0%	14.2%
		11 hours or more	Count	150	25	175
			%	83.8%	100.0%	85.8%
	Total	Count	179	25	204	
		%	100.0%	100.0%	100.0%	

Table A89. Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	How many hours of professional development?	11 hours or more	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
			%	100.0%	100.0%	100.0%
Center	How many hours of professional development?	Less than 11 hours	Count	11	6	17
			%	18.0%	10.3%	14.3%
	11 hours or more	Count	50	52	102	
		%	82.0%	89.7%	85.7%	
	Total	Count	61	58	119	
			%	100.0%	100.0%	100.0%
Home	How many hours of professional development?	Less than 11 hours	Count	4	8	12
			%	10.5%	21.1%	15.8%
	11 hours or more	Count	34	30	64	
		%	89.5%	78.9%	84.2%	
	Total	Count	38	38	76	
			%	100.0%	100.0%	100.0%
Total	How many hours of professional development?	Less than 11 hours	Count	15	14	29
			%	14.7%	14.0%	14.4%
	11 hours or more	Count	87	86	173	
		%	85.3%	86.0%	85.6%	
	Total	Count	102	100	202	
			%	100.0%	100.0%	100.0%

Table A90. Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	How many hours of professional development?	11 hours or more	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
			%	100.0%	100.0%	100.0%
Center	How many hours of professional development?	Less than 11 hours	Count	12	4	16
			%	16.4%	8.7%	13.4%
	11 hours or more	Count	61	42	103	
		%	83.6%	91.3%	86.6%	
	Total	Count	73	46	119	
			%	100.0%	100.0%	100.0%
Home	How many hours of professional development?	Less than 11 hours	Count	2	10	12
			%	8.0%	19.6%	15.8%
	11 hours or more	Count	23	41	64	
		%	92.0%	80.4%	84.2%	
	Total	Count	25	51	76	
			%	100.0%	100.0%	100.0%
Total	How many hours of professional development?	Less than 11 hours	Count	14	14	28
			%	13.7%	14.1%	13.9%
	11 hours or more	Count	88	85	173	
		%	86.3%	85.9%	86.1%	
	Total	Count	102	99	201	
			%	100.0%	100.0%	100.0%

Table A91. Staff Assessment/Observation by Program Type and Accreditation Status

Program type				Accreditation status		Total
				Not-accredited	Accredited	
School	Are lead teachers assessed or observed?	Yes	Count	4	3	7
			%	100.0%	100.0%	100.0%
	Total	Count	4	3	7	
		%	100.0%	100.0%	100.0%	
Center	Are lead teachers assessed or observed?	Yes	Count	61	14	75
			%	58.1%	82.4%	61.5%
	No	Count	44	3	47	
		%	41.9%	17.6%	38.5%	
Total	Count	105	17	122		
	%	100.0%	100.0%	100.0%		
Home	Are lead teachers assessed or observed?	Yes	Count	7	0	7
			%	10.0%	0.0%	9.5%
	No	Count	63	4	67	
		%	90.0%	100.0%	90.5%	
Total	Count	70	4	74		
	%	100.0%	100.0%	100.0%		
Total	Are lead teachers assessed or observed?	Yes	Count	72	17	89
			%	40.2%	70.8%	43.8%
	No	Count	107	7	114	
		%	59.8%	29.2%	56.2%	
Total	Count	179	24	203		
	%	100.0%	100.0%	100.0%		

Table A92. Staff Assessment/Observation by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Are lead teachers assessed or observed?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Are lead teachers assessed or observed?	Yes	Count	42	33	75
			%	67.7%	55.9%	62.0%
	No	Count	20	26	46	
		%	32.3%	44.1%	38.0%	
Total	Count	62	59	121		
	%	100.0%	100.0%	100.0%		
Home	Are lead teachers assessed or observed?	Yes	Count	5	2	7
			%	13.5%	5.4%	9.5%
	No	Count	32	35	67	
		%	86.5%	94.6%	90.5%	
Total	Count	37	37	74		
	%	100.0%	100.0%	100.0%		
Total	Are lead teachers assessed or observed?	Yes	Count	50	39	89
			%	49.0%	39.0%	44.1%
	No	Count	52	61	113	
		%	51.0%	61.0%	55.9%	
Total	Count	102	100	202		
	%	100.0%	100.0%	100.0%		

Table A93. Staff Assessment/Observation by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Are lead teachers assessed or observed?	Yes	Count %	4 100.0%	2 100.0%	6 100.0%
		Total	Count %	4 100.0%	2 100.0%	6 100.0%
Center	Are lead teachers assessed or observed?	Yes	Count %	50 68.5%	25 52.1%	75 62.0%
		No	Count %	23 31.5%	23 47.9%	46 38.0%
		Total	Count %	73 100.0%	48 100.0%	121 100.0%
Home	Are lead teachers assessed or observed?	Yes	Count %	3 12.5%	4 8.0%	7 9.5%
		No	Count %	21 87.5%	46 92.0%	67 90.5%
		Total	Count %	24 100.0%	50 100.0%	74 100.0%
Total	Are lead teachers assessed or observed?	Yes	Count %	57 56.4%	31 31.0%	88 43.8%
		No	Count %	44 43.6%	69 69.0%	113 56.2%
		Total	Count %	101 100.0%	100 100.0%	201 100.0%

Table A94. Teacher Health Care Benefits by Program Type and Accreditation Status

Program Type				Accreditation Status		Total
				Non Accredited	Accredited	
School	Do teachers have health care benefits?	Yes	Count %	4 100.0%	4 100.0%	8 100.0%
		Total	Count %	4 100.0%	4 100.0%	8 100.0%
Center	Do teachers have health care benefits?	Yes	Count %	29 27.9%	9 52.9%	38 31.4%
		No	Count %	75 72.1%	8 47.1%	83 68.6%
		Total	Count %	104 100.0%	17 100.0%	121 100.0%

Table A95. Teacher Health Care Benefits by Program Type and Proportion of Children Receiving Subsidies

Program type				Proportion of children receiving subsidies		Total
				low	high	
School	Do teachers have health care benefits?	Yes	Count	3	4	7
			%	100.0%	100.0%	100.0%
	Total	Count	3	4	7	
		%	100.0%	100.0%	100.0%	
Center	Do teachers have health care benefits?	Yes	Count	19	19	38
			%	31.1%	32.2%	31.7%
	No	Count	42	40	82	
		%	68.9%	67.8%	68.3%	
Total	Count	61	59	120		
	%	100.0%	100.0%	100.0%		
Home	Do teachers have health care benefits?	Yes	Count	0	1	1
			%	0.0%	5.3%	3.7%
	No	Count	8	18	26	
		%	100.0%	94.7%	96.3%	
Total	Count	8	19	27		
	%	100.0%	100.0%	100.0%		
Total	Do teachers have health care benefits?	Yes	Count	22	24	46
			%	30.6%	29.3%	29.9%
	No	Count	50	58	108	
		%	69.4%	70.7%	70.1%	
Total	Count	72	82	154		
	%	100.0%	100.0%	100.0%		

Table A96. Teacher Health Care Benefits by Program Type and Proportion of Minority Children Served

Program type				Proportion of minority children served		Total
				low	high	
School	Do teachers have health care benefits?	Yes	Count	4	2	6
			%	100.0%	100.0%	100.0%
	Total	Count	4	2	6	
		%	100.0%	100.0%	100.0%	
Center	Do teachers have health care benefits?	Yes	Count	24	14	38
			%	32.9%	29.8%	31.7%
	No	Count	49	33	82	
		%	67.1%	70.2%	68.3%	
Total	Count	73	47	120		
	%	100.0%	100.0%	100.0%		
Home	Do teachers have health care benefits?	Yes	Count	0	1	1
			%	0.0%	5.0%	3.7%
	No	Count	7	19	26	
		%	100.0%	95.0%	96.3%	
Total	Count	7	20	27		
	%	100.0%	100.0%	100.0%		
Total	Do teachers have health care benefits?	Yes	Count	28	17	45
			%	33.3%	24.6%	29.4%
	No	Count	56	52	108	
		%	66.7%	75.4%	70.6%	
Total	Count	84	69	153		
	%	100.0%	100.0%	100.0%		

Table A97. Teacher Turnover Rates by Program Type and Accreditation Status

	Accreditation								
	Accredited			Non Accredited					
Program Type	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>
School	6.3%	4	7.22	9.6%	4	16.0	7.9%	8	11.6
Center	40.2%	17	27.9	24.6%	104	36.2	26.8%	121	35.5

Table A98. Teacher Turnover Rates by Program Type and Proportion of Children on Subsidies

	Proportion of children on subsidies								
	Low			High					
Program Type	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>
School	0.0%	3	0.0	9.6%	4	14.6	7.3%	7	12.4
Center	25.4%	61	31.6	31.0%	58	35.9	28.1%	119	33.7

Table A99. Teacher Turnover Rates by Program Type and Proportion of Minority Children Served

	Proportion of minority children served								
	Low			High					
Program Type	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>	Mean	<i>n</i>	<i>SD</i>
School	1.3%	4	2.6	22.9%	2	14.7	8.5%	6	13.1
Center	25.5%	73	31.1	32.4%	46	37.4	28.1%	119	33.7

APPENDIX B

SURVEYS

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study

SCHOOL DISTRICT SURVEY

If you need help with this survey, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178

RESPONDENT INFORMATION

HOW TO COMPLETE THIS SURVEY - Click on the "NEXT" button to continue to the next page. Click on the 'PREVIOUS' button to go back and change your answers if needed. If you exit the survey (by closing your browser) before completing it, you can resume where you left off by clicking on the same link you initially used to get to this survey.

We understand that some preschool and early learning centers might share buildings with elementary grades. For purposes of this survey, we are asking ONLY about children who are of preschool age or younger. When answering this survey, please only include staff, services, and resources that are accessible and used by children who are of preschool age or younger.

RESPONDENT INFORMATION

Please provide the following information about yourself

Last Name

First Name

Job Title

If we need to contact you, what is your preferred phone number?

What is your preferred email address?

How long have you worked in this program?

3 months or less

4 to 12 months

- 13 months to 5 years
- More than 5 years

How long have you worked in this program in your current role?

- 3 months or less
- 4 to 12 months
- 13 months to 5 years
- More than 5 years

PROGRAM

PROGRAM

In this section, we would like to learn general information about your PRESCHOOL program and your accreditation status.

LOCATION AND SPECIAL FEATURES OF BUILDING

Name of Program

Name of Program as listed on license, if different from above

Is your program licensed or licensed-exempt?

- Licensed
- Licensed-exempt
- Exempt
- Other

Type of Program (Check all that apply)

- State Pre K
- Title I

- Head Start/Early Head Start
- Missouri Preschool Project
- Early Childhood Special Education
- Other

Program

Website

Address

City

State

Zip

County (of Program)

- Jackson
- Other

Mailing Address (if different from above)

Address

City

State

Zip

County (of Mailing Address)

- Jackson
- Other

What school district(s) does your program serve? (Check all that apply)

- Kansas City Kansas
- Kansas City Missouri
- Independence
- Raytown
- Center
- Grandview
- Lee's Summit
- Oak Grove
- Blue Springs
- Grain Valley
- Hickman Mills
- Lone Jack
- Fort Osage
- Other

How long has this program been in operation?

- A year or less
- More than 1 year to 3 years
- More than 3 years to 6 years
- More than 6 years to 10 years
- More than 10 years

How long has this program been in its current location?

- A year or less
- More than 1 year to 3 years
- More than 3 years to 6 years
- More than 6 years to 10 years
- More than 10 years

Do preschool children and/or staff have access to any of the following? (Check all that apply)

- Library
- Indoor play area
- Music room
- Gym
- Dedicated office space
- Storage space for extra equipment and supplies
- Separate room(s) for individual services (e.g., speech therapy) or assessments
- Playground
- In-classroom children's bathrooms
- Cafeteria
- Staff Lounge
- Dedicated staff restrooms
- Telephones or intercoms in the classroom

SPECIAL SERVICES/FEATURES

Which of the following services do you provide for preschool children? (Check all that apply)

- Summer school
- Security system
- Field trips
- Gymnastics
- Wheelchair accessibility
- Before and/or after school programs
- Computers or IPADs available for children
- Videocam monitoring
- Formal music instruction
- Other :

Do the majority of the children that attend your program live within 3 miles?

- Yes
- No

Does your program provide transportation services for children coming to or going from your program?

- Yes
- No

You indicated that your program provides transportation services for children coming to or going from your program.

Is this a free service to all families?

- Yes

No

You indicated that your program provides transportation services for children coming to or going from your program, and that the service is not free to all families.

If this service is free for some families but not all, please explain:

Is public transportation located within one mile of your program?

Yes

No

ACCREDITATION

Is your program currently accredited by any organization?

Yes

No

You indicated that your program is currently accredited.

Which organization has granted your program accreditation? (Check all that apply)

NAEYC accredited

CARF accredited

COA accredited

Missouri accredited

Other program accreditation:

You indicated that your program is currently not accredited.

Is your program pursuing Accreditation?

Yes

No

You indicated that your program is pursuing Accreditation.

With which organization?

You indicated that your program is not pursuing Accreditation.

Please tell us why. Rank the top 3 reasons in order from 1 to 3, with '1' being the top reason your program is not pursuing accreditation.

- Not aware of accreditation procedures
- Not convinced of the importance/benefits of accreditation
- Cost of accreditation
- Lack of time or staff resources
- No coaching or help available to support your program with the accreditation process
- Unable to meet criteria or standards
- Other

PROGRAM QUALITY

PROGRAM QUALITY

This section asks questions about the quality of your program and possible concerns.

You indicated that your program has been in operation for more than 3 years.

Do you feel the quality of your program has improved, declined, or stayed about the same compared to 3 years ago?

- Improved
- Stayed about the same
- Declined
- Not sure

You indicated that the quality of your program has improved.

To what do you attribute this? (Check all that apply)

- We have acquired better quality curriculum and/or teaching materials
- Our teaching staff implements the curriculum more consistently
- We make better use of data from screening/assessments
- Our student-to-teacher ratio is lower
- We have improved facilities (outdoor and indoor facilities that support children learning)
- We have more access to quality professional development opportunities
- We have better-qualified staff
- We have less teacher turnover/more stable teaching staff
- We have more participation in community initiatives to improve teaching quality
- We have a bigger budget to run the program
- Not sure why the program has improved
- Other reasons why the program has improved. Please specify:

You indicated that the quality of your program has declined.

What do you attribute this to? (Check all that apply)

- Lower quality or no curriculum/ lower quality teaching materials
- Curriculum not applied consistently
- Insufficient information from screening/assessments
- Higher student-to-teacher ratio
- Lower quality facilities (outdoor and indoor facilities that support children learning)
- Fewer or lower quality professional development opportunities
- Less qualified staff
- More teacher turnover
- Fewer opportunities to participate in community initiatives to improve teaching quality
- Smaller budget
- Not sure why the program has declined
- Other reasons why the program has declined. Please specify:

Please rank the top 3 concerns for your program in order from 1 to 3, with '1' being your top concern.

- Meeting basic expenses
- Funding program improvements (physical improvements to facility, improving variety of learning materials, etc.)
- Funding staff benefits
- Funding training/coaching
- Time for professional development during regular working hours
- Finding quality training
- Curriculum-specific training
- Finding and keeping qualified staff
- Meeting state licensing requirements
- Making sure children leave our program kindergarten-ready
- Making sure children with special needs get the assistance they need
- Access to child assessment tools
- Other

If available, which of the following early childhood community support programs would you use to improve the quality of your program? Please rank your top 3 choices from 1 to 3, with '1' being the program you would be most likely to use.

- Professional development/ training opportunities
- Mentoring/coaching opportunities with other programs or agencies
- Individualized training/consultation
- Curriculum-specific training
- Accreditation support
- Administrative support
- Scholarships
- Subsidies for materials
- Facilities grants
- Other

STAFF

STAFF

In this section, we are asking about the staff employed at your program.

PROGRAM DIRECTOR

	Number
How many PROGRAM DIRECTOR(s) are employed in your program?	<input type="text" value="0"/>
How many of the current PROGRAM DIRECTOR(s) were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of the current PROGRAM DIRECTOR(s) were employed at your program 5 years ago?	<input type="text" value="0"/>

Does the PROGRAM DIRECTOR(s) have a supervisor?

- Yes
- No

You indicated that the PROGRAM DIRECTOR(s) has a supervisor.

What is the supervisor's job title?

Just before taking the PROGRAM DIRECTOR position in your program, where was your Program Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

What is the minimum educational level requirement for PROGRAM DIRECTOR(s) in your program?

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree in any field
- Graduate degree in a related field, e.g. administration, leadership, education, or early childhood
- Other

What is the minimum work experience requirement for PROGRAM DIRECTOR(s) in your program?

- Previous work experience as PROGRAM DIRECTOR in a similar program
- Previous work experience in early childhood
- Previous work experience in education
- Previous work experience in a related field, not education or early childhood
- Other

How many years of previous work experience are required?

- 2 or less
- 3 to 5
- 6 or more

Other

Now think about the PROGRAM DIRECTOR(s) currently in this position.

Please indicate the highest level of education completed by your PROGRAM DIRECTOR(s).

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree NOT in early education or a related field
- Graduate degree in early education or related field
- Other

PROGRAM DIRECTOR(s) Salary range

FROM (\$ per year)

TO (\$ per year)

Do PROGRAM DIRECTOR(s) receive any of the following benefits? (check all that apply):

- Paid vacation

- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

ASSISTANT PROGRAM DIRECTOR

	Number
How many ASSISTANT DIRECTOR(s) are employed in your program?	<input type="text" value="0"/>
How many of the current ASSISTANT DIRECTOR(s) were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of the current ASSISTANT DIRECTOR(s) were employed at your program 5 years ago?	<input type="text" value="0"/>

Does the ASSISTANT DIRECTOR(s) have a supervisor?

- Yes
- No

You indicated that the ASSISTANT DIRECTOR(s) has a supervisor.

What is the supervisor's job title?

Just before taking the ASSISTANT DIRECTOR position in your program, where was your Assistant Director employed? (If your program has more than one Assistant Director, please answer this question separately for each one)

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

Just before taking the ASSISTANT DIRECTOR position in your program, where was your 2nd Assistant Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

Just before taking the ASSISTANT DIRECTOR position in your program, where was your 3rd Assistant Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

What is the minimum educational level requirement for ASSISTANT DIRECTOR(s) in your program?

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree in any field
- Graduate degree in a related field, e.g. administration, leadership, education, or early childhood
- Other

What is the minimum work experience requirement for ASSISTANT DIRECTOR(s) in your program?

- Previous work experience as ASSISTANT DIRECTOR in a similar program
- Previous work experience in early childhood
- Previous work experience in education

Previous work experience in a related field, not education or early childhood

Other

How many years of previous work experience are required?

2 or less

3 to 5

6 or more

Other

Now think about the ASSISTANT DIRECTOR(s) currently in this position.

Please indicate the highest level of education completed by your Assistant Director. (If your program has more than one Assistant Director, please answer this question separately for each one)

Less than a Bachelor's degree

Bachelor's degree

Graduate degree NOT in early education or a related field

Graduate degree in early education or related field

Other

Please indicate the highest level of education completed by your 2nd Assistant Director.

Less than a Bachelor's degree

Bachelor's degree

Graduate degree NOT in early education or a related field

Graduate degree in early education or related field

Other

Please indicate the highest level of education completed by your 3rd Assistant Director.

Less than a Bachelor's degree

Bachelor's degree

Graduate degree NOT in early education or a related field

Graduate degree in early education or related field

Other

ASSISTANT DIRECTOR(s) Salary range

FROM (\$ per year)

TO (\$ per year)

Do ASSISTANT DIRECTOR(s) receive any of the following benefits? (check all that apply):

Paid vacation

Paid sick leave

Paid holidays

Health insurance

Retirement benefits

Other

CLASSROOM STAFF – LEAD TEACHERS

	Number
How many LEAD TEACHERS are currently employed in your program?	<input type="text" value="0"/>
How many LEAD TEACHERS are employed full time (40 or more hours a week)?	<input type="text" value="0"/>
How many of your current LEAD TEACHERS were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of your current LEAD TEACHERS were employed at your program 5 years ago?	<input type="text" value="0"/>

Think about what LEAD TEACHERS at your program were doing just before they started working in their current position at your program.

Please rank the top 3 choices from 1 - 3, with '1' being the place where most teachers came from. (It is possible that some teachers were involved in more than one of the following activities, for example working and going to school. Think of the PRIMARY activity they were involved in).

working in THIS program but in a different position

working in another program in a position similar to the one they have now

- working in a child care center or early education program in a different position
- working in an education-related position but not in early childhood
- working in a job not related to education or early education
- in a 4-year College (recent graduates)
- in a Community College (recent graduates)
- in High school
- not employed
- Other

LEAD TEACHERS

Hourly Starting Wage (\$ per hour)

Salary range FROM (\$ per year)

TO (\$ per year)

Do LEAD TEACHERS receive any of the following benefits? (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

What is the highest level of education completed by MOST of your LEAD TEACHERS?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field
- Associate's degree in early education or related field
- Bachelor's degree NOT in early education or related field
- Bachelor's degree in early education or related field
- Graduate degree NOT in early education or related field
-

Graduate degree in early education or related field

Other

What is the minimum educational level requirement for LEAD TEACHERS in your program?

Less than a Bachelor's degree

Bachelor's degree

Graduate degree in any field

Graduate degree in early education or related field

Other

What is the minimum work experience requirement for LEAD TEACHERS in your program?

No work experience necessary (other than internships or other work experience required by their degree)

Previous work experience as TEACHER in a similar program

Previous work experience in early childhood

Previous work experience in education

Previous work experience in a related field, not education or early childhood

Other

How many years of previous work experience are required?

2 or less

3 to 5

6 or more

Other

LEAD TEACHER POSITIONS

	Number
How many LEAD TEACHER positions did you need to fill in 2013 or your last fiscal year?	<input type="text" value="0"/>
How many of those positions were newly created positions and not a result of turnover?	<input type="text" value="0"/>

Rate the extent to which:

	Not a challenge		Significant challenge	
	1	2	3	4
LEAD TEACHER turnover is a significant challenge in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to find qualified LEAD TEACHERS to hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You indicated that LEAD TEACHER turnover is a challenge.

What is your best guess for teacher turnover? (Check all that apply)

- Teachers don't have the correct qualifications
- Degree completion allowed for promotion or hire at other location
- The salaries are too low
- The hours are too long
- The benefits are not enough or not offered
- Other
- Teachers returned to school
- Teachers relocated
- Retirement
- Teachers left profession
- Family reasons/start family

You indicated that difficulty in finding qualified teaching staff is a challenge.

What is your best guess of the difficulty in finding qualified LEAD TEACHERS? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other programs for teaching positions
- Salary and benefits
- Other

TEACHING ASSISTANTS/AIDES/PARAPROFESSIONALS

	Number
How many TEACHING ASSTS/AIDES/PARAS are currently employed in your program?	<input type="text" value="0"/>
How many TEACHING ASSTS/AIDES/PARAS are employed full time (40 or more hours a week)?	<input type="text" value="0"/>
How many TEACHING ASSTS/AIDES/PARAS are employed 20 to 39 hours a week?	<input type="text" value="0"/>

How many TEACHING ASSTS/AIDES/PARAS are employed less than 20 hours a week?

How many of your current TEACHING ASSTS/AIDES/PARAS were employed at your program 1 year ago?

How many of your current TEACHING ASSTS/AIDES/PARAS were employed at your program 5 year ago?

What is the highest level of education completed by MOST of your TEACHING ASSTS/AIDES/PARAS?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field
- Associate's degree in early education or related field
- Bachelor's degree NOT in early education or related field
- Bachelor's degree in early education or related field
- Graduate degree NOT in early education or related field
- Graduate degree in early education or related field
- Other

Is there a minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Yes
- No

You indicated that there is a minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program.

What is the minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field
- Associate's degree in early education or related field
- Less than a Bachelor's degree
- Bachelor's degree NOT in early education or related field

Bachelor's degree in early education or related field

Other

Is there a minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program?

Yes

No

You indicated that there is a minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program.

What is the minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program?

Previous work experience as TEACHING ASSTS/AIDES/PARAS in a similar program

Previous work experience in early childhood

Previous work experience in education

Previous work experience in a related field, not education or early childhood

Other

How many years of previous work experience are required?

2 or less

3 to 5

6 or more

Other

TEACHING ASSTS/AIDES/PARAS

Hourly Starting Wage (\$ per hour)

Salary range FROM (\$ per year)

TO (\$ per year)

Do TEACHING ASSTS/AIDES/PARAS receive any of the following benefits (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

Do you provide any of the following benefits to your LEAD TEACHERS, ASSISTANT TEACHERS, AIDES/PARAS OR SPECIALISTS (e.g., speech therapists)?

	Yes	No
Funding for membership to professional organizations	<input type="radio"/>	<input type="radio"/>
Funding to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Paid time off to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Mentors, coaches or consultants who visit and work with staff in their classrooms	<input type="radio"/>	<input type="radio"/>
Pay increase with completion of degree and/or certification	<input type="radio"/>	<input type="radio"/>

On average, how many hours of professional development did your LEAD TEACHERS complete in 2013 or your last fiscal year?

- 10 or less
- 11 to 15
- 16 to 20
- 21 or more

NUMBER OF STAFF:

Please indicate the number of people you employ full or part time in the following positions:

	Number
SPECIALISTS (Staff who have a specialized job such as language specialists, those who work with children with special needs, etc.)	<input style="width: 40px; height: 20px;" type="text" value="0"/>
OTHER (staff who don't have direct contact with children such as receptionist, book keeper, cook or custodian).	<input style="width: 40px; height: 20px;" type="text" value="0"/>

Does your program employ any of the following? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Receptionist | <input type="checkbox"/> Book-keeper/HR staff |
| <input type="checkbox"/> Cook/cafeteria personnel | <input type="checkbox"/> Custodian |
| <input type="checkbox"/> Floaters/substitutes | <input type="checkbox"/> Family advocates |
| <input type="checkbox"/> Maintenance staff | |

You indicated that your program DOES NOT have a Receptionist.

For the most part, who performs receptionist duties?

You indicated that your program DOES NOT have a Book keeper/HR staff.

For the most part, who performs book keeping and HR duties?

You indicated that your program DOES NOT have a Cook/cafeteria personnel.

For the most part, who performs cooking and cafeteria duties?

You indicated that your program DOES NOT have a Custodian.

For the most part, who performs custodial duties?

You indicated that your program DOES NOT have a Floater/substitute.

For the most part, who performs substitute teacher duties?

You indicated that your program DOES NOT have a Family advocate.

For the most part, who performs family advocate duties?

You indicated that your program DOES NOT have a Maintenance staff.

For the most part, who performs maintenance duties?

Summary of staff currently working in your program:

PROGRAM DIRECTOR	#{q://QID51/ChoiceNumericEntryValue/1/1}
ASSISTANT DIRECTOR	#{q://QID299/ChoiceNumericEntryValue/1/1}
LEAD TEACHERS	#{q://QID62/ChoiceNumericEntryValue/1/1}
TEACHING ASSISTANTS/AIDES/PARAS	#{q://QID76/ChoiceNumericEntryValue/1/1}
SPECIALISTS	#{q://QID83/ChoiceNumericEntryValue/1/1}
OTHER	#{q://QID83/ChoiceNumericEntryValue/2/1}

Based on your responses, your program has a TOTAL staff count of 0. If this is not your program's total, please go back and include everyone in a category described above.

STAFF MAKEUP

In this section, we are asking about the makeup of your staff. Think of ALL the staff employed at your program who works with children who have not started Kindergarten yet.

Considering all the staff employed at your program at the moment, please answer the following:

RACE/ETHNICITY

To the best of your knowledge, how many members of your staff identify themselves in the

	following groups?
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other	<input type="text" value="0"/>

AGE

	To the best of your knowledge, how many members of your staff fall in the following categories?
Under 25 years of age	<input type="text" value="0"/>
26 to 40 years of age	<input type="text" value="0"/>
41 years old or more	<input type="text" value="0"/>

GENDER

	How many members of your staff are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

COMPUTER ACCESS

COMPUTER ACCESS

Next we want to know your staff's access to computers. We define regular access as having access at least once per day to a computer/internet provided by your program.

	Regular access to a computer			Regular access to wireless internet connection		
	Yes	No	N/A	Yes	No	N/A
Program director(s)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assistant Director(s) (IF ANY)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lead Teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

STUDENTS

STUDENTS

In this section, we would like to obtain information about the characteristics of the children in your program.

	Number
What was the average total number of children enrolled in your program in 2013 or the last fiscal year?	<input type="text" value="0"/>

0 TO 12 MONTHS

Do you serve children 0 to 12 months?

- Yes
- No

You indicated that you serve children 0 to 12 months.

	Number
As of Sept 1st, 2014, how many 0 to 12-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 0 to 12-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 0 to 12-month-old children?	<input type="text" value="0"/>

13 MONTHS TO 24 MONTHS

Do you serve children 13 to 24 months?

- Yes
- No

You indicated that you serve children 13 to 24 months.

	Number
As of Sept 1st, 2014, how many 13- to 24-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 13- to 24-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 13- to 24-month-old children?	<input type="text" value="0"/>

25 MONTHS TO 36 MONTHS

Do you serve children 25 to 36 months?

- Yes
- No

You indicated that you serve children 25 to 36 months.

	Number
As of Sept 1st, 2014, how many 25- to 36-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 25- to 36-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 25- to 36-month-old children?	<input type="text" value="0"/>

37 MONTHS TO PRESCHOOL AGE (This age group includes children who are 37 months or older but who are NOT yet in Kindergarten)

Do you serve children 37 months to Preschool age?

- Yes
- No

You indicated that you serve children 37 months to Preschool age.

	Number
As of Sept 1st, 2014, how many 37 months to Preschool age children were enrolled in your program?	<input type="text" value="0"/>
How many of those 37 months to Preschool age children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 37 months to Preschool age children?	<input type="text" value="0"/>

Summary of students enrolled in your program as of September 1st, 2014:

Students 0 to 12 months	<input type="text" value="{q://QID99/ChoiceNumericEntryValue/1/1}"/>
Students 13 to 24 months	<input type="text" value="{q://QID102/ChoiceNumericEntryValue/1/1}"/>
Students 25 to 36 months	<input type="text" value="{q://QID105/ChoiceNumericEntryValue/1/1}"/>
Students 37 to Preschool age	<input type="text" value="{q://QID108/ChoiceNumericEntryValue/1/1}"/>

Based on your responses, your program had a TOTAL of 0 students as of September 1st, 2014. If this is not your program's total, please go back and include everyone in a category described above.

CHILDREN

In this section, we are asking about ALL children in your program who are not yet in Kindergarten.

ETHNICITY

	What is the racial/ethnic breakdown of children in your program? Please provide the number of children for each racial or ethnic category.
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other (specify) <input type="text"/>	<input type="text" value="0"/>

GENDER

	How many children in your program are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

ATTRITION

	In 2013 or the last fiscal year, how many children left the program for the following reasons?
Children withdrawn by parents	<input type="text" value="0"/>
Your program expelled child	<input type="text" value="0"/>
Child graduated out of the program	<input type="text" value="0"/>
Other <input type="text"/>	<input type="text" value="0"/>

SPECIAL NEEDS/CHALLENGING BEHAVIOR RESOURCES

	Number
How many of the children currently enrolled in your program receive special services or have an IEP (Individualized Education Plan), IFSP (Individualized Family Service Plan) or a 504?	<input type="text" value="0"/>
How many children in your program are currently being evaluated for services but do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>
How many children with special needs who are currently enrolled in your program are not being evaluated for services and do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>

What services/resources does your program have to serve children with special needs and their families? (Check all that apply)

- On-site or program-based family service workers or social workers
- On-site or program-based behavior specialists such as speech therapists, occupational therapists, etc.
- Access to outside services/specialists
- Additional classroom staff
- Modifications or Accommodations in the classroom
- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training on children with special needs for staff
- Other :
- None of the above

CHALLENGING BEHAVIORS

In 2013 or the last fiscal year, how many children with challenging behavior did your program expel because it could not meet their needs?

- None
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

In 2013 or the last fiscal year, did your program make referrals to parents for specialized help for their child's challenging behavior?

- Yes
- No

You indicated that your program had made referrals to parents for specialized help for their child's challenging behavior in 2013 or the last fiscal year.

How many times did this occur?

- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

What services/resources does your program have to serve children with challenging behavior and their families? (Check all that apply)

- On-site or program-based family service workers or social workers
- On-site or program-based behavior specialists
- Access to outside services/specialists
- Additional classroom staff
- Modifications or Accommodations in the classroom
- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training for staff on positive behavior support or other ways to prevent challenging behavior
- Other :
- None of the above

LANGUAGE - Children

	Number
How many of the children in your program come from homes where English is not the primary language?	<input type="text" value="0"/>
How many of these children speak Spanish as a primary language?	<input type="text" value="0"/>
How many speak a primary language other than English and Spanish?	<input type="text" value="0"/>

What other language backgrounds are represented by the children you serve?

What resources does your program use to help serve children whose primary language is not English? (Check all that apply)

- Full time classroom support provided (e.g., dual language programs)
- English as a Second Language (ESL) or English Language Learner (ELL) program provided or referral to such a program is provided
- Bilingual personnel is available to conduct small groups or other activities in a language other than English
- Provide an interpreter for families when needed
- Translations of most important forms are available
- Assessments to monitor growth in a child's home language
- Other
- None of the above

LANGUAGE - Staff

	Number
How many LEAD TEACHERS and TEACHER ASSISTANTS/AIDES/PARAS speak more than one language in the program?	<input type="text" value="0"/>

What language(s)?

CLASSROOM SIZE AND STAFF-TO-STUDENT RATIO

CLASSROOM SIZE AND STAFF-TO-STUDENT RATIO

Next we'd like to know the classroom size and staff-to-student ratio for different age groups.

Thinking about the current number of staff and children in your program, please indicate classroom size and number of students per teacher or adult.

Number of classrooms for this	Classroom size for this age	Number of students per teacher or adult in this age
-------------------------------	-----------------------------	---

	age group	group	group
0 to 12 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
13 to 24 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
25 to 36 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
37 months to Preschool age	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

MEASURABLE OUTCOMES

MEASURABLE OUTCOMES

Next, we'd like to know the names and the frequency of assessments administered to STUDENTS in your program. We are interested in assessments that are routinely administered to the majority of the children. Please do not list assessments that are administered to individual child to help with diagnosis.

Does your program administer any assessment(s)?

- Yes
- No

You indicated that your program administers assessment(s) to STUDENTS.

Please list assessments (Assessment Name) and their frequency or time of administration.

	Entry	Progress Monitoring/On-going	Exit	Other	If "Other" is checked Please specify:
Assessment #1 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Are assessors trained to administer these assessment tools?

- Yes
- No

How are assessors trained?

- Received training from other staff member(s)
- Received training from outside certified trainer
- Self-train (e.g. manuals, videos)
- Other

How often do assessors receive training?

- Once
- Approximately once a year
- Other

Do you share results of any of these assessments with parents?

- Yes
- No

You indicated that you share assessment results with parents.

How do you share these results?

- Home visit
- Send results home with students
- Parent-teacher conferences
- Other :

LEAD TEACHER ASSESSMENTS

Next, we'd like to know the names and the frequency of assessments/observations administered to LEAD TEACHERS in your program.

Are your LEAD TEACHERS assessed/observed?

- Yes
- No

You indicated that your LEAD TEACHERS are assessed/observed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

CLASSROOM

Next, we'd like to know the names and the frequency of assessments/observations used to rate the CLASSROOMS' environment in your program.

Is the classroom environment assessed?

- Yes

No

You indicated that the classroom environment is assessed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

PROGRAM

Next, we'd like to know the names and the frequency of assessments/observations used to rate your PROGRAM.

Is your program being assessed?

Yes

No

You indicated that your program is being assessed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Assessment #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

KINDERGARTEN READINESS REPORTS

Does your program gather data to ascertain children's readiness for kindergarten in the spring before their kindergarten year?

- Yes
- No

You indicated that your program gathers data to ascertain children's readiness for kindergarten.

What measures does your program use to ascertain children's readiness? (Please name all published measures OR indicate whether your program uses a measure developed by the program.)

Do you have information from these measures about the percentage of children leaving your program who are "kindergarten-ready"?

- Yes
- No

Does your program have reports available to the public regarding the percentage of children ready for kindergarten?

Not published curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Construct	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emerging Language & Literacy Curriculum (ELLC)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reggio	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HighScope	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Beka	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



RELATIONSHIPS WITH LOCAL SCHOOLS

RELATIONSHIPS WITH LOCAL SCHOOLS

These next questions are about your program's relationships with schools in your neighborhood.

After graduation from your program, where do most children go to Kindergarten?

- Public School
- Home School
- Other :
- Private or Faith-based School
- Charter School

Will any of the children in your program go to private schools?

- Yes
- No

You indicated that some of the children in your program will go to private schools.

Which ones? (Please list names of schools)

Private school #1

Private school #2

Private school #3

Private school #4

Private school #5

Private school #6

Private school #7

Will any of the children in your program go to charter schools?

Yes

No

You indicated that some of the children in your program will go to charter schools.

Which ones? (Please list names of schools)

Charter school #1

Charter school #2

Charter school #3

Charter school #4

Charter school #5

Charter school #6

Charter school #7

Do you interact or communicate with local public or private schools in the following ways? (Check all that apply)

Talk with teachers to share the social and academic skills needed to prepare children for school

Participate in joint training/professional development

Routinely pass on records of children

Inform schools of children coming to them with special needs

Coordinate kindergarten registration

Help inform parents about kindergarten registration

Take preschool children to visit their potential Kindergarten

- Other
- None of the above

FAMILY ENGAGEMENT

FAMILY ENGAGEMENT

The next group of questions focuses on resources and activities you might provide to involve parents and families in your program.

Please check supports or resources you offer parents/families (Check all that apply).

- | | |
|---|---|
| <input type="checkbox"/> Daily or weekly child activity report | <input type="checkbox"/> Family educational workshops |
| <input type="checkbox"/> Weekly or monthly calendar | <input type="checkbox"/> Family social events |
| <input type="checkbox"/> Website/newsletter | <input type="checkbox"/> Family volunteer opportunities |
| <input type="checkbox"/> Provide referrals for families | <input type="checkbox"/> Parent/teacher conferences |
| <input type="checkbox"/> Family resource center or library | <input type="checkbox"/> Home visits |
| <input type="checkbox"/> Family needs assessments | <input type="checkbox"/> Family support groups/advisory board |
| <input type="checkbox"/> Other <input style="width: 150px; height: 20px;" type="text"/> | <input type="checkbox"/> None of the above |

You indicated that you hold parent/teacher conferences and/or home visits.

	How many do you do per year?
IF you hold parent/teacher conferences	<input style="width: 40px; height: 20px;" type="text" value="0"/>
IF you conduct home visits.	<input style="width: 40px; height: 20px;" type="text" value="0"/>

Does your program provide parents with verbal or written information regarding their children's kindergarten or elementary school options?

- Yes
- No

FINANCIAL INFORMATION

FINANCIAL INFORMATION

As a way to target future investments, the Pre-K Collaborative would like to gather financial information on your program as well as other preschool centers. We feel that learning about your sources of income and funding will help us understand and learn about areas of need. Please answer to the best of your ability.

Is it easier for you to report your financial information on a fiscal year or a calendar year?

- Fiscal Year
- Calendar Year

What was the yearly revenue of your program in 2013 or in your last fiscal year?

\$

Revenue sources:

	Did your program receive revenue from any of the following sources? (Check all that apply)	Please indicate the YEARLY amount of revenue received from each source that you checked. \$
Parent-paid tuition	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Private sources (e.g., foundations or corporations)	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Head Start or Early Head Start	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Title I	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Part B (Special Needs)	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Child and Adult Care Food Program	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Missouri Preschool Project	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
State subsidy/DSS	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Other state or federal program	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Fund-raising activities	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
Other <input style="width: 150px; height: 15px;" type="text"/>	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>

You indicated that your program received revenue from Head Start or Early Head Start.

	Number of slots				If "Other" is checked Please specify:
	1 to 5	6 to 10	11 or more	Other	
How many HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
How many EARLY HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

You indicated that your program received revenue from Fund-raising activities.

What are they? Please list :

Fund-raising activity #1

Fund-raising activity #2

Fund-raising activity #3

Fund-raising activity #4

Fund-raising activity #5

Fund-raising activity #6

Fund-raising activity #7

EXPENSES

In 2013 or your last fiscal year, what were the total expenses for your program?

- Less than \$5,000
- \$5,001 to \$15,000
- \$15,001 to \$25,000
- \$25,001 to \$35,000
- \$35,001 to \$45,000
- \$45,001 to \$80,000
- \$80,001 or more

In 2013 or your last fiscal year, what were your top 3 expenses? With '1' being your biggest expense.

- Staff salaries/benefits
- Direct Instruction expenditures (e.g., supplies, classroom equipment)
- Instructional Support services (e.g., staff training, technology)
- Operations and Maintenance of Building (e.g., rent, utilities)
- Other

How much is your monthly rent/mortgage?

- Less than \$500
- \$501 to \$1,000
- \$1,001 to \$1,500
- \$1,501 to \$2,000
- \$2,001 or more
- Not applicable

FINANCIAL ASSISTANCE

Does your program currently serve children who receive child care subsidies or financial assistance to pay for their care? (Please ONLY report children who are not yet in Kindergarten)

- Yes
- No

You indicated that your program currently serves children who receive child care subsidies or financial assistance to pay for their care.

	Number
How many children in your program receive financial assistance?	<input type="text" value="0"/>

What type of financial assistance do your students receive? (Check all that apply)

- State subsidy
- Sliding scale fee
- Other

We understand there are times when parents come across difficult economic situations and may have difficulty paying for your services. For those families who pay tuition or child care services out of pocket, are there any families who do not make regular payments, either by not paying the full amount or by not paying every time tuition is due?

Yes

No

You indicated that there are families who do not make regular payments.

On average, about how many children do you have per month who only make a partial payment or no payment at all?

1 to 3

4 to 6

7 or more

END OF SURVEY

These are all the questions we have for you today. We appreciate your contribution to this effort supporting early learning. If we have questions about your survey, you may be contacted by one of our research staff members. If you have any questions, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178.

If you think you may have left some questions unanswered, please use the PREVIOUS button to go back and answer them. All your responses are saved, so you will not lose any of your answers by using the PREVIOUS button.

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study

SURVEY FOR CENTER-BASED EARLY LEARNING PROGRAMS

If you need help with this survey, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178

RESPONDENT INFORMATION

HOW TO COMPLETE THIS SURVEY - Click on the "NEXT" button to continue to the next page. Click on the 'PREVIOUS' button to go back and change your answers if needed. If you exit the survey (by closing your browser) before completing it, you can resume where you left off by clicking on the same link you initially used to get to this survey.

Once you submit your survey, our research staff may contact you if we have any questions. Once your survey is complete we will mail you a \$100 debit card.

We understand that some daycares and early learning centers might work with preschool children as well as school age children. For purposes of this survey, we are **ONLY** asking about children who have not yet started Kindergarten, that is children who are of preschool age and younger. When answering this survey, please only report staff, services, and resources that are accessible and used by children who are of preschool age and younger.

RESPONDENT INFORMATION

Please provide the following information about yourself

Last Name

First Name

Job Title

If we need to contact you, what is your preferred phone number?

What is your preferred email address?

How long have you worked in this program?

3 months or less

- 4 to 12 months
- 13 months to 5 years
- More than 5 years

How long have you worked in this program in your current role?

- 3 months or less
- 4 to 12 months
- 13 months to 5 years
- More than 5 years

PROGRAM

PROGRAM

In this section, we would like to learn general information about your program and your accreditation status.

LOCATION AND SPECIAL FEATURES OF BUILDING

Name of Program

Name of Program as listed on license, if different from above

Is your program licensed or licensed-exempt?

- Licensed
- Licensed-exempt
- Exempt
- Other

Program

Program License # or DVN

Website

Address

City

State

Zip

County (of Program)

Jackson

Other

Mailing Address (if different from above)

Address

City

State

Zip

County (of Mailing Address)

Jackson

Other

What school district(s) does your program serve? (Check all that apply)

- Kansas City Kansas
- Kansas City Missouri
- Independence
- Raytown
- Center
- Grandview
- Lee's Summit
-

- Oak Grove
- Blue Springs
- Grain Valley
- Hickman Mills
- Lone Jack
- Fort Osage
- Other

What type of program do you operate?

- For profit
- Not for profit
- Run by a government agency
- Other

Is your program independent or sponsored by another organization?

- Independent
- Sponsored

You indicated that your program is sponsored by another organization.

What type of organization sponsors your program?

- Social service organization or agency
- Church or faith-based group
- Public school
- Private school
- College or university
- Private company or individual employer
- Non-government community organization
- Government agency
- Other

How long has this program been in operation?

- A year or less
- More than 1 year to 3 years
- More than 3 years to 6 years
- More than 6 years to 10 years
- More than 10 years

How long has this program been in its current location?

- A year or less
- More than 1 year to 3 years
- More than 3 years to 6 years
- More than 6 years to 10 years
- More than 10 years

Do children and/or staff have access to any of the following? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Library | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Indoor play area | <input type="checkbox"/> In-classroom children's bathrooms |
| <input type="checkbox"/> Music room | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Staff Lounge |
| <input type="checkbox"/> Dedicated office space | <input type="checkbox"/> Dedicated staff restrooms |
| <input type="checkbox"/> Storage space for extra equipment and supplies | <input type="checkbox"/> Telephones or intercoms in the classroom |
| <input type="checkbox"/> Separate room(s) for individual services (e.g., speech therapy) or assessments | <input type="checkbox"/> None of the above |

SPECIAL SERVICES/FEATURES

Which of the following services do you provide for children and families? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Summer school | <input type="checkbox"/> Before and/or after school programs |
| <input type="checkbox"/> Security system | <input type="checkbox"/> Computers or IPADs available for children |
| <input type="checkbox"/> Field trips | <input type="checkbox"/> Videocam monitoring |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Formal music instruction |
| <input type="checkbox"/> Wheelchair accessibility | <input type="checkbox"/> Other : <input type="text"/> |

Do the majority of the children that attend your program live within 3 miles?

- Yes
- No

Does your program provide transportation services for children coming to or going from your program?

- Yes
- No

You indicated that your program provides transportation services for children coming to or going from your program.

Is this a free service to all families?

- Yes
- No

You indicated that your program provides transportation services for children coming to or going from your program, and that the service is not free to all families.

If this service is free for some families but not all, please explain:

Is public transportation located within one mile of your program?

- Yes
- No

ACCREDITATION

Is your program currently accredited by any organization?

- Yes
- No

You indicated that your program is currently accredited.

Which organization has granted your program accreditation? (Check all that apply)

- NAEYC accredited
- CARF accredited
- NECPA accredited
- COA accredited
- Missouri accredited
- Other program accreditation:

You indicated that your program is currently not accredited.

Is your program pursuing Accreditation?

- Yes
- No

You indicated that your program is pursuing Accreditation.

With which organization?

You indicated that your program is not pursuing Accreditation.

Please tell us why. Rank the top 3 reasons in order from 1 to 3, with '1' being the top reason your program is not pursuing accreditation.

- Not aware of accreditation procedures
- Not convinced of the importance/benefits of accreditation
- Cost of accreditation
- Lack of time or staff resources
- No coaching or help available to support your program with the accreditation process
- Unable to meet criteria or standards

Other

PROGRAM QUALITY

PROGRAM QUALITY

This section asks questions about the quality of your program and possible concerns.

Has your program participated in the quality rating system (QRIS)?

- Yes
- No

You indicated that your program has participated in the quality rating system.

What year was your last rating?

What was your last star rating?

Which areas showed room for improvement? (Check all that apply)

- Director's education and training
- Staff education
- Educational specialization
- Annual training
- Learning environment
- Intentional teaching
- Family involvement
- Business and administrative practices
- Not sure
- Other

You indicated that your program has been in operation for more than 3 years.

Do you feel the quality of your program has improved, declined, or stayed about the same compared to 3 years ago?

- Improved
- Stayed about the same
- Declined
- Not sure

You indicated that the quality of your program has improved.

To what do you attribute this? (Check all that apply)

- We have acquired better quality curriculum and/or teaching materials
- Our teaching staff implements the curriculum more consistently
- We make better use of data from screening/assessments
- Our student-to-teacher ratio is lower
- We have improved facilities (outdoor and indoor facilities that support children learning)
- We have more access to quality professional development opportunities
- We have better-qualified staff
- We have less teacher turnover/more stable teaching staff
- We have more participation in community initiatives to improve teaching quality
- We have a bigger budget to run the program
- Change in administrative focus
- Not sure why the program has improved
- Other reasons why the program has improved. Please specify:

You indicated that the quality of your program has declined.

What do you attribute this to? (Check all that apply)

- Lower quality or no curriculum/ lower quality teaching materials
- Curriculum not applied consistently
- Insufficient information from screening/assessments
- Higher student-to-teacher ratio
- Lower quality facilities (outdoor and indoor facilities that support children learning)
- Fewer or lower quality professional development opportunities
- Less qualified staff
-

- More teacher turnover
- Fewer opportunities to participate in community initiatives to improve teaching quality
- Smaller budget
- Change in administrative focus
- Not sure why the program has declined
- Other reasons why the program has declined. Please specify:

Please rank the top 3 concerns for your program in order from 1 to 3, with '1' being your top concern.

- Meeting basic expenses
- Funding program improvements (physical improvements to facility, improving variety of learning materials, etc.)
- Funding staff benefits
- Funding training/coaching
- Time for professional development during regular working hours
- Finding quality training
- Curriculum-specific training
- Finding and keeping qualified staff
- Meeting state licensing requirements
- Making sure children leave our program kindergarten-ready
- Making sure children with special needs get the assistance they need
- Access to child assessment tools
- Other

Have you recently considered expanding your program?

- Yes
- No

You indicated that you recently considered expanding your program.

Why are you considering expanding your program? (Check all that apply)

- Want to expand on type of services provided (e.g., provide before/after school care, expand the age of children served)
- Currently receiving more revenue/funding which allows program to expand

Other

Have you recently considered closing your program?

- Yes
- No

You indicated that you recently considered closing your program.

Why are you considering closing your program? (Check all that apply)

- Having a hard time meeting basic expenses/making a profit
- Difficult to find/keep qualified staff
- Other

If available, which of the following early childhood community support programs would you use to improve the quality of your program? Please rank your top 3 choices from 1 to 3, with '1' being the program you would be most likely to use.

- Professional development/ training opportunities
- Mentoring/coaching opportunities with other programs or agencies
- Individualized training/consultation
- Curriculum-specific training
- Accreditation support
- Administrative support
- Scholarships
- Subsidies for materials
- Facilities grants
- Other

STAFF

STAFF

In this section, we are asking about the staff employed at your program. Please remember to report ONLY staff that works with preschool age children and younger, i.e., children who have not started

Kindergarten yet.

PROGRAM DIRECTOR

	Number
How many PROGRAM DIRECTOR(s) are employed in your program?	<input type="text" value="0"/>
How many of the current PROGRAM DIRECTOR(s) were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of the current PROGRAM DIRECTOR(s) were employed at your program 5 years ago?	<input type="text" value="0"/>

Does the PROGRAM DIRECTOR(s) have a supervisor?

- Yes
- No

You indicated that the PROGRAM DIRECTOR(s) has a supervisor.

What is the supervisor's job title?

Just before taking the PROGRAM DIRECTOR position in your program, where was your Program Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

What is the minimum educational level requirement for PROGRAM DIRECTOR(s) in your program?

- Less than a Bachelor's degree
- Bachelor's degree

- Graduate degree in any field
- Graduate degree in a related field, e.g. administration, leadership, education, or early childhood
- Other

What is the minimum work experience requirement for PROGRAM DIRECTOR(s) in your program?

- Previous work experience as PROGRAM DIRECTOR in a similar program
- Previous work experience in early childhood
- Previous work experience in education
- Previous work experience in a related field, not education or early childhood
- Other

How many years of previous work experience are required?

- 2 or less
- 3 to 5
- 6 or more
- Other

Now think about the PROGRAM DIRECTOR(s) currently in this position.

Please indicate the highest level of education completed by your PROGRAM DIRECTOR(s).

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree NOT in early education or a related field
- Graduate degree in early education or related field
- Other

PROGRAM DIRECTOR(s) Salary range

FROM (\$ per year)

TO (\$ per year)

Do PROGRAM DIRECTOR(s) receive any of the following benefits? (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

ASSISTANT PROGRAM DIRECTOR

	Number
How many ASSISTANT DIRECTOR(s) are employed in your program?	<input type="text" value="0"/>
How many of the current ASSISTANT DIRECTOR(s) were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of the current ASSISTANT DIRECTOR(s) were employed at your program 5 years ago?	<input type="text" value="0"/>

Does the ASSISTANT DIRECTOR(s) have a supervisor?

- Yes
- No

You indicated that the ASSISTANT DIRECTOR(s) has a supervisor.

What is the supervisor's job title?

Just before taking the ASSISTANT DIRECTOR position in your program, where was your Assistant Director employed? (If your program has more than one Assistant Director, please answer this question separately for each one)

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
-

- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

Just before taking the ASSISTANT DIRECTOR position in your program, where was your 2nd Assistant Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

Just before taking the ASSISTANT DIRECTOR position in your program, where was your 3rd Assistant Director employed?

- Working in THIS program but in a different position
- Working in another program in a position similar to the one they have now
- Working in an early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

What is the minimum educational level requirement for ASSISTANT DIRECTOR(s) in your program?

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree in any field
- Graduate degree in a related field, e.g. administration, leadership, education, or early childhood
- Other

What is the minimum work experience requirement for ASSISTANT DIRECTOR(s) in your program?

- Previous work experience as ASSISTANT DIRECTOR in a similar program
- Previous work experience in early childhood
- Previous work experience in education
- Previous work experience in a related field, not education or early childhood
- Other

How many years of previous work experience are required?

- 2 or less
- 3 to 5
- 6 or more
- Other

Now think about the ASSISTANT DIRECTOR(s) currently in this position.

Please indicate the highest level of education completed by your Assistant Director. (If your program has more than one Assistant Director, please answer this question separately for each one)

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree NOT in early education or a related field
- Graduate degree in early education or related field
- Other

Please indicate the highest level of education completed by your 2nd Assistant Director.

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree NOT in early education or a related field
- Graduate degree in early education or related field
- Other

Please indicate the highest level of education completed by your 3rd Assistant Director.

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree NOT in early education or a related field
- Graduate degree in early education or related field
- Other

ASSISTANT DIRECTOR(s) Salary range

FROM (\$ per year)

TO (\$ per year)

Do ASSISTANT DIRECTOR(s) receive any of the following benefits? (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

CLASSROOM STAFF – LEAD TEACHERS

	Number
How many LEAD TEACHERS are currently employed in your program?	<input type="text" value="0"/>
How many LEAD TEACHERS are employed full time (40 or more hours a week)?	<input type="text" value="0"/>
How many of your current LEAD TEACHERS were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of your current LEAD TEACHERS were employed at your program 5 years ago?	<input type="text" value="0"/>

Think about what LEAD TEACHERS at your program were doing just before they started working in their current position at your program.

Please rank the top 3 choices from 1 - 3, with '1' being the place where most teachers came from.

(It is possible that some teachers were involved in more than one of the following activities, for example working and going to school. Think of the PRIMARY activity they were involved in).

- working in THIS program but in a different position
- working in another program in a position similar to the one they have now
- working in a child care center or early education program in a different position
- working in an education-related position but not in early childhood
- working in a job not related to education or early education
- in a 4-year College (recent graduates)
- in a Community College (recent graduates)
- in High school
- not employed
- Other

LEAD TEACHERS

Hourly Starting Wage (\$ per hour)

Salary range FROM (\$ per year)

TO (\$ per year)

Do LEAD TEACHERS receive any of the following benefits? (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

What is the highest level of education completed by MOST of your LEAD TEACHERS?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field

- Associate's degree in early education or related field
- Bachelor's degree NOT in early education or related field
- Bachelor's degree in early education or related field
- Graduate degree NOT in early education or related field
- Graduate degree in early education or related field
- Other

What is the minimum educational level requirement for LEAD TEACHERS in your program?

- Less than a Bachelor's degree
- Bachelor's degree
- Graduate degree in any field
- Graduate degree in early education or related field
- Other

What is the minimum work experience requirement for LEAD TEACHERS in your program?

- No work experience necessary (other than internships or other work experience required by their degree)
- Previous work experience as TEACHER in a similar program
- Previous work experience in early childhood
- Previous work experience in education
- Previous work experience in a related field, not education or early childhood
- Other

How many years of previous work experience are required?

- 2 or less
- 3 to 5
- 6 or more
- Other

LEAD TEACHER POSITIONS

	Number
How many LEAD TEACHER positions did you need to fill in 2013 or your last fiscal year?	<input type="text" value="0"/>
How many of those positions were newly created positions and not a result of turnover?	<input type="text" value="0"/>

Rate the extent to which:

	Not a challenge		Significant challenge	
	1	2	3	4
LEAD TEACHER turnover is a significant challenge in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to find qualified LEAD TEACHERS to hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You indicated that LEAD TEACHER turnover is a challenge.

What is your best guess for teacher turnover? (Check all that apply)

- Teachers don't have the correct qualifications
- Degree completion allowed for promotion or hire at other location
- The salaries are too low
- The hours are too long
- The benefits are not enough or not offered
- Other
- Teachers returned to school
- Teachers relocated
- Retirement
- Teachers left profession
- Family reasons/start family

You indicated that difficulty in finding qualified teaching staff is a challenge.

What is your best guess of the difficulty in finding qualified LEAD TEACHERS? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other programs for teaching positions
- Salary and benefits
- Other

TEACHING ASSISTANTS/AIDES/PARAPROFESSIONALS

	Number
--	--------

How many TEACHING ASSTS/AIDES/PARAS are currently employed in your program?	<input type="text" value="0"/>
How many TEACHING ASSTS/AIDES/PARAS are employed full time (40 or more hours a week)?	<input type="text" value="0"/>
How many TEACHING ASSTS/AIDES/PARAS are employed 20 to 39 hours a week?	<input type="text" value="0"/>
How many TEACHING ASSTS/AIDES/PARAS are employed less than 20 hours a week?	<input type="text" value="0"/>
How many of your current TEACHING ASSTS/AIDES/PARAS were employed at your program 1 year ago?	<input type="text" value="0"/>
How many of your current TEACHING ASSTS/AIDES/PARAS were employed at your program 5 year ago?	<input type="text" value="0"/>

What is the highest level of education completed by MOST of your TEACHING ASSTS/AIDES/PARAS?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field
- Associate's degree in early education or related field
- Bachelor's degree NOT in early education or related field
- Bachelor's degree in early education or related field
- Graduate degree NOT in early education or related field
- Graduate degree in early education or related field
- Other

Is there a minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Yes
- No

You indicated that there is a minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program.

What is the minimum educational level requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
-

Associate's degree NOT in early education or related field

- Associate's degree in early education or related field
- Less than a Bachelor's degree
- Bachelor's degree NOT in early education or related field
- Bachelor's degree in early education or related field
- Other

Is there a minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Yes
- No

You indicated that there is a minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program.

What is the minimum work experience requirement for TEACHING ASSTS/AIDES/PARAS in your program?

- Previous work experience as TEACHING ASSTS/AIDES/PARAS in a similar program
- Previous work experience in early childhood
- Previous work experience in education
- Previous work experience in a related field, not education or early childhood
- Other

How many years of previous work experience are required?

- 2 or less
- 3 to 5
- 6 or more
- Other

TEACHING ASSTS/AIDES/PARAS

Hourly Starting Wage (\$ per hour)

Salary range FROM (\$ per year)

TO (\$ per year)

Do TEACHING ASSTS/AIDES/PARAS receive any of the following benefits (check all that apply):

- Paid vacation
- Paid sick leave
- Paid holidays
- Health insurance
- Retirement benefits
- Other

Do you provide any of the following benefits to your LEAD TEACHERS, ASSISTANT TEACHERS, AIDES/PARAS OR SPECIALISTS (e.g., speech therapists)?

	Yes	No
Funding for membership to professional organizations	<input type="radio"/>	<input type="radio"/>
Funding to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Paid time off to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Mentors, coaches or consultants who visit and work with staff in their classrooms	<input type="radio"/>	<input type="radio"/>
Pay increase with completion of degree and/or certification	<input type="radio"/>	<input type="radio"/>

On average, how many hours of professional development did your LEAD TEACHERS complete in 2013 or your last fiscal year?

- 10 or less
- 11 to 15
- 16 to 20
- 21 or more

NUMBER OF STAFF:

Please indicate the number of people you employ full or part time in the following positions:

	Number
SPECIALISTS (Staff who have a specialized job such as language specialists, those who work with	<input type="text" value="0"/>

children with special needs, etc.)

OTHER (staff who don't have direct contact with children such as receptionist, book keeper, cook or custodian).

0

Does your program employ any of the following? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Receptionist | <input type="checkbox"/> Book-keeper/HR staff |
| <input type="checkbox"/> Cook/cafeteria personnel | <input type="checkbox"/> Custodian |
| <input type="checkbox"/> Floaters/substitutes | <input type="checkbox"/> Family advocates |
| <input type="checkbox"/> Maintenance staff | |

You indicated that your program DOES NOT have a Receptionist.

For the most part, who performs receptionist duties?

You indicated that your program DOES NOT have a Book keeper/HR staff.

For the most part, who performs book keeping and HR duties?

You indicated that your program DOES NOT have a Cook/cafeteria personnel.

For the most part, who performs cooking and cafeteria duties?

You indicated that your program DOES NOT have a Custodian.

For the most part, who performs custodial duties?

You indicated that your program DOES NOT have a Floater/substitute.

For the most part, who performs substitute teacher duties?

You indicated that your program DOES NOT have a Family advocate.

For the most part, who performs family advocate duties?

You indicated that your program DOES NOT have a Maintenance staff.

For the most part, who performs maintenance duties?

Summary of staff currently working in your program:

PROGRAM DIRECTOR	#{q://QID51/ChoiceNumericEntryValue/1/1}
ASSISTANT DIRECTOR	#{q://QID299/ChoiceNumericEntryValue/1/1}
LEAD TEACHERS	#{q://QID62/ChoiceNumericEntryValue/1/1}
TEACHING ASSISTANTS/AIDES/PARAS	#{q://QID76/ChoiceNumericEntryValue/1/1}
SPECIALISTS	#{q://QID83/ChoiceNumericEntryValue/1/1}
OTHER	#{q://QID83/ChoiceNumericEntryValue/2/1}

Based on your responses, your program has a TOTAL staff count of 0. If this is not your program's total, please go back and include everyone in a category described above.

STAFF MAKEUP

In this section, we are asking about the makeup of your staff. Think of ALL the staff employed at your program who works with children who have not started Kindergarten yet.

Considering all the staff employed at your program at the moment, please answer the following:

RACE/ETHNICITY

	To the best of your knowledge, how many members of your staff, including yourself, identify themselves in the following groups?
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other	<input type="text" value="0"/>

AGE

	To the best of your knowledge, how many members of your staff, including yourself, fall in the following categories?
Under 25 years of age	<input type="text" value="0"/>
26 to 40 years of age	<input type="text" value="0"/>
41 years old or more	<input type="text" value="0"/>

GENDER

	How many members of your staff are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

COMPUTER ACCESS

COMPUTER ACCESS

Next we want to know your staff's access to computers. We define regular access as having access at least once per day to a computer/internet provided by your program.

	Regular access to a computer			Regular access to wireless internet connection		
	Yes	No	N/A	Yes	No	N/A
Program director(s)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assistant Director(s) (IF ANY)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lead Teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

STUDENTS

STUDENTS

In this section, we would like to obtain information about the characteristics of the children in your program.

	Number
What was the average total number of children enrolled in your program in 2013 or the last fiscal year? (Please report ONLY children who are Preschool age or younger)	<input type="text" value="0"/>

0 TO 12 MONTHS

Do you serve children 0 to 12 months?

- Yes
 No

You indicated that you serve children 0 to 12 months.

	Number
As of Sept 1st, 2014, how many 0 to 12-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 0 to 12-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 0 to 12-month-old children?	<input type="text" value="0"/>

13 MONTHS TO 24 MONTHS

Do you serve children 13 to 24 months?

- Yes
 No

You indicated that you serve children 13 to 24 months.

	Number
As of Sept 1st, 2014, how many 13- to 24-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 13- to 24-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 13- to 24-month-old children?	<input type="text" value="0"/>

25 MONTHS TO 36 MONTHS

Do you serve children 25 to 36 months?

- Yes
- No

You indicated that you serve children 25 to 36 months.

	Number
As of Sept 1st, 2014, how many 25- to 36-month-old children were enrolled in your program?	<input type="text" value="0"/>
How many of those 25- to 36-month-old children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 25- to 36-month-old children?	<input type="text" value="0"/>

37 MONTHS TO PRESCHOOL AGE (This age group includes children who are 37 months or older but who are NOT yet in Kindergarten)

Do you serve children 37 months to Preschool age?

- Yes
- No

You indicated that you serve children 37 months to Preschool age.

	Number
As of Sept 1st, 2014, how many 37 months to Preschool age children were enrolled in your program?	<input type="text" value="0"/>
How many of those 37 months to Preschool age children were full time? (30 or more hours/week)	<input type="text" value="0"/>
What is your program's capacity for 37 months to Preschool age children?	<input type="text" value="0"/>

Do you serve children who have started Kindergarten and older?

- Yes
- No

You indicated that you serve children who have started Kindergarten and older.

	Number
As of Sept 1st, 2014, how many Kindergarten and older children were enrolled in your program?	<input type="text" value="0"/>

Summary of students enrolled in your program as of September 1st, 2014:

Students 0 to 12 months	<input style="width: 100%;" type="text" value="{q://QID99/ChoiceNumericEntryValue/1/1}"/>
Students 13 to 24 months	<input style="width: 100%;" type="text" value="{q://QID102/ChoiceNumericEntryValue/1/1}"/>
Students 25 to 36 months	<input style="width: 100%;" type="text" value="{q://QID105/ChoiceNumericEntryValue/1/1}"/>
Students 37 to Preschool age	<input style="width: 100%;" type="text" value="{q://QID108/ChoiceNumericEntryValue/1/1}"/>
Students who have started Kindergarten and older	<input style="width: 100%;" type="text" value="{q://QID361/ChoiceNumericEntryValue/1/1}"/>

Based on your responses, your program had a TOTAL of 0 students as of September 1st, 2014. If this is not your program's total, please go back and include everyone in a category described above.

CHILDREN

In this section, we are asking about ALL children who are not yet in Kindergarten.

ETHNICITY

	What is the racial/ethnic breakdown of children in your program? Please provide the number of children for each racial or ethnic category.
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other (specify) <input type="text"/>	<input type="text" value="0"/>

GENDER

	How many children in your program are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

ATTRITION

	In 2013 or the last fiscal year, how many children left the program for the following reasons?
Children withdrawn by parents	<input type="text" value="0"/>
Your program expelled child	<input type="text" value="0"/>
Child graduated out of the program	<input type="text" value="0"/>
Other <input type="text"/>	<input type="text" value="0"/>

SPECIAL NEEDS/CHALLENGING BEHAVIOR RESOURCES

	Number
How many of the children currently enrolled in your program receive special services or have an IEP (Individualized Education Plan), IFSP (Individualized Family Service Plan) or a 504?	<input type="text" value="0"/>
How many children in your program are currently being evaluated for services but do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>
How many children with special needs who are currently enrolled in your program are not being evaluated for services and do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>

What services/resources does your program have to serve children with special needs and their families? (Check all that apply)

- Family service workers or social workers
- Specialists such as speech therapists, occupational therapists, etc.
- Access to outside services/specialists
- Additional classroom staff
- Modifications or Accommodations in the classroom
- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training on children with special needs for staff
- Other :

None of the above

CHALLENGING BEHAVIORS

In 2013 or the last fiscal year, how many children with challenging behavior did your program expel because it could not meet their needs?

- None
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

In 2013 or the last fiscal year, did your program make referrals to parents for specialized help for their child's challenging behavior?

- Yes
- No

You indicated that your program had made referrals to parents for specialized help for their child's challenging behavior in 2013 or the last fiscal year.

How many times did this occur?

- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

What services/resources does your program have to serve children with challenging behavior and their families? (Check all that apply)

- On-site or program-based family service workers or social workers
- On-site or program-based behavior specialists
- Access to outside services/specialists
- Additional classroom staff
-

Modifications or Accommodations in the classroom

- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training for staff on positive behavior support or other ways to prevent challenging behavior
- Other :
- None of the above

LANGUAGE - Children

	Number
How many of the children in your program come from homes where English is not the primary language?	<input type="text" value="0"/>
How many of these children speak Spanish as a primary language?	<input type="text" value="0"/>
How many speak a primary language other than English and Spanish?	<input type="text" value="0"/>

What other language backgrounds are represented by the children you serve?

What resources does your program use to help serve children whose primary language is not English? (Check all that apply)

- Full time classroom support provided (e.g., dual language programs)
- English as a Second Language (ESL) or English Language Learner (ELL) program provided or referral to such a program is provided
- Bilingual personnel is available to conduct small groups or other activities in a language other than English
- Provide an interpreter for families when needed
- Translations of most important forms are available
- Assessments to monitor growth in a child's home language
- Other
- None of the above

LANGUAGE - Staff

Number

How many LEAD TEACHERS and TEACHER ASSISTANTS/AIDES/PARAS speak more than one language in the program?

0

What language(s)?

CLASSROOM SIZE AND STAFF-TO-STUDENT RATIO

CLASSROOM SIZE AND STAFF-TO-STUDENT RATIO

Next we'd like to know the classroom size and staff-to-student ratio for different age groups.

Thinking about the current number of staff and children in your program, please indicate classroom size and number of students per teacher or adult.

	Number of classrooms for this age group	Classroom size for this age group	Number of students per teacher or adult in this age group
0 to 12 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
13 to 24 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
25 to 36 months	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
37 months to Preschool age	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

MEASURABLE OUTCOMES

MEASURABLE OUTCOMES

Next, we'd like to know the names and the frequency of assessments administered to STUDENTS who are not yet in Kindergarten. We are interested in assessments that are routinely administered to the majority of the children. Please do not list assessments that are administered to individual child to help with diagnosis.

Does your program administer any assessment(s)?

Yes

No

You indicated that your program administers assessment(s) to STUDENTS.

Please list assessments (Assessment Name) and their frequency or time of administration.

	Entry	Progress Monitoring/On-going	Exit	Other	If "Other" is checked Please specify:
Assessment #1 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Are assessors trained to administer these assessment tools?

Yes

No

How are assessors trained?

Received training from other staff member(s)

Received training from outside certified trainer

Self-train (e.g. manuals, videos)

Other

How often do assessors receive training?

- Once
- Approximately once a year
- Other

Do you share results of any of these assessments with parents?

- Yes
- No

You indicated that you share assessment results with parents.

How do you share these results?

- Home visit
- Send results home with students
- Parent-teacher conferences
- Other :

LEAD TEACHER ASSESSMENTS

Next, we'd like to know the names and the frequency of assessments/observations administered to LEAD TEACHERS in your program.

Are your LEAD TEACHERS assessed/observed?

- Yes
- No

You indicated that your LEAD TEACHERS are assessed/observed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				Other	If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year			
Assessment #1						

<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

CLASSROOM

Next, we'd like to know the names and the frequency of assessments/observations used to rate the CLASSROOMS' environment in your program.

Is the classroom environment assessed?

- Yes
- No

You indicated that the classroom environment is assessed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Assessment #7



PROGRAM

Next, we'd like to know the names and the frequency of assessments/observations used to rate your PROGRAM.

Is your program being assessed?

- Yes
- No

You indicated that your program is being assessed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

KINDERGARTEN READINESS REPORTS

Does your program gather data to ascertain children's readiness for kindergarten in the spring before their kindergarten year?

- Yes
- No

You indicated that your program gathers data to ascertain children's readiness for kindergarten.

What measures does your program use to ascertain children's readiness? (Please name all published measures OR indicate whether your program uses a measure developed by the program.)

Do you have information from these measures about the percentage of children leaving your program who are "kindergarten-ready"?

- Yes
- No

You indicated that you have information from measures about the percentage of children leaving your program who are "kindergarten-ready".

Does your program share this information with parents?

- Yes
- No

Does your program have reports available to the public regarding the percentage of children ready for kindergarten?

- Yes
- No

You indicated that your program has reports available to the public regarding the percentage of children ready for kindergarten.

Please list:

What is the best way to gain access to these reports?

Do you share kindergarten readiness information from the local school district(s) with parents?

- Yes
- No

CURRICULUM USED

Are you currently using a curriculum?

- Yes
- No

You indicated that you are currently using a curriculum.

PLEASE USE THE HORIZONTAL SCROLL TO VIEW ALL COLUMNS.

	Which one? (Check all that apply)	IF CURRICULUM IS CHECKED,			IF CURRICULUM IS CHECKED, is your program director trained on this curriculum?		IF CURRICULUM IS CHECKED, how did MOST teachers receive training on how to implement this curriculum?		
		On average, how many days per week do teachers use this curriculum?	Out of the all the lead teachers, how many are trained on this curriculum?	How many are in the process of receiving training on this curriculum?	Yes	No	Program Director	Outside certified trainer	Other
Not published curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Construct	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emerging Language & Literacy Curriculum (ELLC)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reggio	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HighScope	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Beka	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS WITH NEIGHBORHOOD SCHOOLS

RELATIONSHIPS WITH NEIGHBORHOOD SCHOOLS

These next questions are about your program's relationships with schools in your neighborhood.

After graduation from your program, where do most children go to Kindergarten?

- Public School
- Home School
- Other :
- Private or Faith-based School
- Charter School

Will any of the children in your program go to private schools?

- Yes
- No

You indicated that some of the children in your program will go to private schools.

Which ones? (Please list names of schools)

Private school #1

Private school #2

Private school #3

Private school #4

Private school #5

Private school #6

Private school #7

Will any of the children in your program go to charter schools?

- Yes
- No

You indicated that some of the children in your program will go to charter schools.

Which ones? (Please list names of schools)

Charter school #1	<input type="text"/>
Charter school #2	<input type="text"/>
Charter school #3	<input type="text"/>
Charter school #4	<input type="text"/>
Charter school #5	<input type="text"/>
Charter school #6	<input type="text"/>
Charter school #7	<input type="text"/>

When children in your program go to Kindergarten, what school district(s) will they go to? (Check all that apply)

- Kansas City Kansas
- Kansas City Missouri
- Independence
- Raytown
- Center
- Grandview
- Lee's Summit
- Oak Grove
- Blue Springs
- Grain Valley
- Hickman Mills
- Lone Jack
- Fort Osage
- Other

Do you know the specific requirements that the local school district(s) uses to determine the "kindergarten readiness" of children?

- Yes
- No

Are you aware of the types of assessments administered in Kindergarten and elementary schools in your local school district(s)?

- Yes
- No

Do you interact or communicate with local public or private schools in your neighborhood in the following ways? (Check all that apply)

- Talk with teachers to share the social and academic skills needed to prepare children for school
- Participate in joint training/professional development
- Routinely pass on records of children
- Inform schools of children coming to them with special needs
- Coordinate kindergarten registration
- Help inform parents about kindergarten registration
- Take preschool children to visit their potential Kindergarten
- Other
- None of the above

FAMILY ENGAGEMENT

FAMILY ENGAGEMENT

The next group of questions focuses on resources and activities you might provide to involve parents and families in your program.

Please check supports or resources you offer parents/families (Check all that apply).

- Daily or weekly child activity report
- Family educational workshops

- Weekly or monthly calendar
- Website/newsletter
- Provide referrals for families
- Family resource center or library
- Family needs assessments
- Other
- Family social events
- Family volunteer opportunities
- Parent/teacher conferences
- Home visits
- Family support groups/advisory board
- None of the above

You indicated that you hold parent/teacher conferences and/or home visits.

	How many do you do per year?
IF you hold parent/teacher conferences	<input style="width: 40px; height: 20px;" type="text" value="0"/>
IF you conduct home visits.	<input style="width: 40px; height: 20px;" type="text" value="0"/>

Does your program provide parents with verbal or written information regarding their children's kindergarten or elementary school options?

- Yes
- No

FINANCIAL INFORMATION

FINANCIAL INFORMATION

As a way to target future investments, the Pre-K Collaborative would like to gather financial information on your program as well as other child care centers. We feel that learning about your sources of income and funding will help us understand and learn about areas of need. Please answer to the best of your ability.

Is it easier for you to report your financial information on a fiscal year or a calendar year?

- Fiscal Year
- Calendar Year

What was the yearly revenue of your program in 2013 or in your last fiscal year?

\$

Revenue sources:

	Did your program receive revenue from any of the following sources? (Check all that apply)	Please indicate the YEARLY amount of revenue received from each source that you checked. \$
Parent-paid tuition	<input type="checkbox"/>	<input type="text"/>
Private sources (e.g., foundations or corporations)	<input type="checkbox"/>	<input type="text"/>
Head Start or Early Head Start	<input type="checkbox"/>	<input type="text"/>
Title I	<input type="checkbox"/>	<input type="text"/>
Part B (Special Needs)	<input type="checkbox"/>	<input type="text"/>
Child and Adult Care Food Program	<input type="checkbox"/>	<input type="text"/>
Missouri Preschool Project	<input type="checkbox"/>	<input type="text"/>
State subsidy/DSS	<input type="checkbox"/>	<input type="text"/>
Other state or federal program	<input type="checkbox"/>	<input type="text"/>
Fund-raising activities	<input type="checkbox"/>	<input type="text"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="text"/>

You indicated that your program received revenue from Head Start or Early Head Start.

	Number of slots				If "Other" is checked Please specify:
	1 to 5	6 to 10	11 or more	Other	
How many HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
How many EARLY HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

You indicated that your program received revenue from Fund-raising activities.

What are they? Please list :

Fund-raising activity #1

Fund-raising activity #2

Fund-raising activity #3	<input type="text"/>
Fund-raising activity #4	<input type="text"/>
Fund-raising activity #5	<input type="text"/>
Fund-raising activity #6	<input type="text"/>
Fund-raising activity #7	<input type="text"/>

EXPENSES

In 2013 or your last fiscal year, what were the total expenses for your program?

- Less than \$5,000
- \$5,001 to \$15,000
- \$15,001 to \$25,000
- \$25,001 to \$35,000
- \$35,001 to \$45,000
- \$45,001 to \$80,000
- \$80,001 or more

In 2013 or your last fiscal year, what were your top 3 expenses? With '1' being your biggest expense.

- Staff salaries/benefits
- Direct Instruction expenditures (e.g., supplies, classroom equipment)
- Instructional Support services (e.g., staff training, technology)
- Operations and Maintenance of Building (e.g., rent, utilities)
- Other

How much is your monthly rent/mortgage?

- Less than \$500
- \$501 to \$1,000
- \$1,001 to \$1,500
- \$1,501 to \$2,000
- \$2,001 or more
- Not applicable

FINANCIAL ASSISTANCE

Does your program currently serve children who receive child care subsidies or financial assistance to pay for their care? (Please ONLY report children who are not yet in Kindergarten)

- Yes
- No

You indicated that your program currently serves children who are not yet in Kindergarten and receive child care subsidies or financial assistance to pay for their care.

	Number
How many children in your program receive financial assistance?	<input type="text" value="0"/>

What type of financial assistance do your students receive? (Check all that apply)

- State subsidy
- Sliding scale fee
- Other

We understand there are times when parents come across difficult economic situations and may have difficulty paying for your services. For those families who pay tuition or child care services out of pocket, are there any families who do not make regular payments, either by not paying the full amount or by not paying every time tuition is due?

- Yes
- No

You indicated that there are families who do not make regular payments.

On average, about how many children do you have per month who only make a partial payment or no payment at all?

- 1 to 3
- 4 to 6
- 7 or more

END OF SURVEY

These are all the questions we have for you today. We appreciate your contribution to this effort supporting early learning. If we have questions about your survey, you may be contacted by one of our research staff members. If you have any questions, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178.

If you think you may have left some questions unanswered, please use the PREVIOUS button to go back and answer them. All your responses are saved, so you will not lose any of your answers by using the PREVIOUS button.

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study

SURVEY FOR HOME-BASED EARLY LEARNING PROGRAMS

If you need help with this survey, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178

RESPONDENT INFORMATION

HOW TO COMPLETE THIS SURVEY - Click on the "NEXT" button to continue to the next page. Click on the 'PREVIOUS' button to go back and change your answers if needed. If you exit the survey (by closing your browser) before completing it, you can resume where you left off by clicking on the same link you initially used to get to this survey.

Once you submit your survey, our research staff may contact you if we have any questions. Once your survey is complete we will mail you a \$50 debit card.

We understand that some daycares and early learning centers might work with preschool children as well as school age children. For purposes of this survey, we are ONLY asking about children who have not yet started Kindergarten, that is children who are of preschool age and younger. When answering this survey, please only report staff, services, and resources that are accessible and used by children who are of preschool age and younger.

RESPONDENT INFORMATION

Please provide the following information about yourself

Last Name

First Name

Job Title

If we need to contact you, what is your preferred phone number?

What is your preferred email address?

How long have you worked in this program?

- 3 months or less
- 4 to 12 months
- 13 months to 5 years
- More than 5 years

How long have you worked in this program in your current role?

- 3 months or less
- 4 to 12 months
- 13 months to 5 years
- More than 5 years

PROGRAM

PROGRAM

In this section, we would like to learn general information about your program and your accreditation status.

LOCATION AND SPECIAL FEATURES OF BUILDING

Name of Program

Name of Program as listed on license, if different from above

Is your program licensed or licensed-exempt?

- Licensed
- Licensed-exempt
- Exempt
- Other

Program

Program License # or DVN

Website

Address

City

State

Zip

County (of Program)

Jackson

Other

Mailing Address (if different from above)

Address

City

State

Zip

County (of Mailing Address)

Jackson

Other

What school district(s) does your program serve? (Check all that apply)

- Kansas City Kansas
- Kansas City Missouri
- Independence
- Raytown
- Center
- Grandview
-

- Lee's Summit
- Oak Grove
- Blue Springs
- Grain Valley
- Hickman Mills
- Lone Jack
- Fort Osage
- Other

What type of program do you operate?

For profit

Other

How long has this program been in operation?

A year or less

More than 1 year to 3 years

More than 3 years to 6 years

More than 6 years to 10 years

More than 10 years

How long has this program been in its current location?

A year or less

More than 1 year to 3 years

More than 3 years to 6 years

More than 6 years to 10 years

More than 10 years

What is the location of your program?

My own house

Dedicated house

Other

Do children have access to the following rooms in your house? (Check all that apply)

Kitchen/dining room

Living area

Bedrooms

Basement

Outdoor play area

Other

SPECIAL SERVICES/FEATURES

Which of the following services do you provide for children and families? (Check all that apply)

Summer school

Before and/or after school programs

Security system

Computers or IPADs available for children

Field trips

Videocam monitoring

Playground

Dedicated office space

Storage space for extra equipment and supplies

Wheelchair accessibility

Other

Do the majority of the children that attend your program live within 3 miles?

Yes

No

Does your program provide transportation services for children coming to or going from your program?

Yes

No

You indicated that your program provides transportation services for children coming to or going from your program.

Is this a free service to all families?

- Yes
- No

You indicated that your program provides transportation services for children coming to or going from your program, and that the service is not free to all families.

If this service is free for some families but not all, please explain:

Is public transportation located within one mile of your program?

- Yes
- No

ACCREDITATION

Is your program currently accredited by any organization?

- Yes
- No

You indicated that your program is currently accredited.

Which organization has granted your program accreditation? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> NAFCC accredited | <input type="checkbox"/> CARF accredited |
| <input type="checkbox"/> COA accredited | <input type="checkbox"/> Missouri accredited |

Other program accreditation:

You indicated that your program is currently not accredited.

Is your program pursuing Accreditation?

Yes

No

You indicated that your program is pursuing Accreditation.

With which organization?

You indicated that your program is not pursuing Accreditation.

Please tell us why. Rank the top 3 reasons in order from 1 to 3, with '1' being the top reason your program is not pursuing accreditation.

Not aware of accreditation procedures

Not convinced of the importance/benefits of accreditation

Cost of accreditation

Lack of time or staff resources

No coaching or help available to support your program with the accreditation process

Unable to meet criteria or standards

Other

PROGRAM QUALITY

PROGRAM QUALITY

This section asks questions about the quality of your program and possible concerns.

Has your program participated in the quality rating system (QRIS)?

Yes

No

You indicated that your program has participated in the quality rating system.

What year was your last rating?

What was your last star rating?

Which areas showed room for improvement? (Check all that apply)

- Director's education and training
- Staff education
- Educational specialization
- Annual training
- Learning environment
- Intentional teaching
- Family involvement
- Business and administrative practices
- Not sure
- Other

You indicated that your program has been in operation for more than 3 years.

Do you feel the quality of your program has improved, declined, or stayed about the same compared to 3 years ago?

- Improved
- Stayed about the same
- Declined
- Not sure

You indicated that the quality of your program has improved.

To what do you attribute this? (Check all that apply)

- We have acquired better quality curriculum and/or teaching materials
- Our teaching staff implements the curriculum more consistently
- Our student-to-staff ratio is lower
- We have improved facilities (outdoor and indoor facilities that support children development)
- We have more access to quality professional development opportunities
- We have better-qualified staff

- We have less turnover/more stable teaching staff
- We have more participation in community initiatives to improve quality of child care
- We have a bigger budget to run the program
- Change in administrative focus
- Not sure why the program has improved
- Other reasons why the program has improved. Please specify:

You indicated that the quality of your program has declined.

What do you attribute this to? (Check all that apply)

- Lower quality or no curriculum/ lower quality teaching materials
- Curriculum not applied consistently
- Higher student-to-staff ratio
- Lower quality facilities (outdoor and indoor facilities that support children development)
- Fewer or lower quality professional development opportunities
- Less qualified staff
- More staff turnover
- Fewer opportunities to participate in community initiatives to improve quality of child care
- Smaller budget
- Change in administrative focus
- Not sure why the program has declined
- Other reasons why the program has declined. Please specify:

Please rank the top 3 concerns for your program in order from 1 to 3, with '1' being your top concern.

- Meeting basic expenses
- Funding program improvements (physical improvements to facility, improving variety of learning materials, etc.)
- Funding training/coaching
- Finding quality training
- Curriculum-specific training
- Finding and keeping qualified assistants
- Meeting state licensing requirements
- Making sure children leave our program kindergarten-ready
- Making sure children with special needs get the assistance they need

Access to child assessment tools

Other

Have you recently considered expanding your program?

Yes

No

You indicated that you recently considered expanding your program.

Why are you considering expanding your program? (Check all that apply)

Want to expand on type of services provided (e.g., provide before/after school care, expand the age of children served)

Currently receiving more revenue/funding which allows program to expand

Other

Have you recently considered closing your program?

Yes

No

You indicated that you recently considered closing your program.

Why are you considering closing your program? (Check all that apply)

Having a hard time meeting basic expenses/making a profit

Difficult to find/keep qualified staff

Other

If available, which of the following early childhood community support programs would you use to improve the quality of your program? Please rank your top 3 choices from 1 to 3, with '1' being the program you would be most likely to use.

Professional development/ training opportunities

- Mentoring/coaching opportunities with other programs or agencies
- Individualized training/consultation
- Curriculum-specific training
- Accreditation support
- Administrative support
- Scholarships
- Subsidies for materials
- Facilities grants
- Other

STAFF

STAFF

In this section, we are asking about the staff employed at your program. Please remember to report ONLY staff that works with preschool age children and younger, i.e., children who have not started Kindergarten yet.

Family Child Care PROVIDER (as indicated on state license)

Just before taking the PROVIDER position in your program, where were you employed?

- Working in a different child care center or early childhood program in a position similar to the one I have now
- Working in a different child care center or early education program in a different position
- Working in an education-related position but not in early childhood
- Working in a position not related to education or early education
- Other

Please indicate the highest level of education completed by the PROVIDER?

- Some High School
- High School Diploma/GED
- Child Development Associate (CDA)
- Associate's degree NOT in early education or related field
- Associate's degree in early education or related field
- Bachelor's degree NOT in early education or related field

- Bachelor's degree in early education or related field
- Graduate degree NOT in early education or related field
- Graduate degree in early education or related field
- Other

Is there anyone other than the PROVIDER working at your program?

- Yes
- No

You indicated that there are people other than the PROVIDER working at your program.

Please list job titles and the number of people in that position.

	Number of people in this job position
Job Title #1 <input type="text"/>	<input type="text" value="0"/>
Job Title #2 <input type="text"/>	<input type="text" value="0"/>
Job Title #3 <input type="text"/>	<input type="text" value="0"/>
Job Title #4 <input type="text"/>	<input type="text" value="0"/>

For each of the job title listed,

	Number in Job Title #1	Number in Job Title #2 (IF ANY)	Number in Job Title #3 (IF ANY)	Number in Job Title #4 (IF ANY)
How many staff in the position listed are employed full time (40 or more hours a week)?	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
How many of the current staff in the position listed were employed at your program 1 year ago?	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
How many of the current staff in the position listed were employed at your program 5 years ago?	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Think about what the staff in the positions listed at your program were doing prior to working in their current position at your program.

Please rank the top 3 choices from 1 - 3, with '1' being the place where most came from. (It is possible that some were involved in more than one of the following activities, for example working and going to school. Think of the PRIMARY activity they were involved in).

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Working in another program in a position similar to the one they have now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in another early education program in a different position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in an education-related position but not in early childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a job not related to education or early education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a 4-year College (recent graduates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a Community College (recent graduates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In High school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the highest level of education completed by MOST of your staff in the positions listed?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Some High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Diploma/GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Development Associate (CDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate's degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate's degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the job title listed,

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Hourly Starting Wage (\$ per hour)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Salary range FROM (\$ per year)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TO (\$ per year)

--	--	--	--

Does your staff in the positions listed receive any of the following benefits? (check all that apply):

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Paid vacation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid sick leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retirement benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input style="width: 150px; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there a minimum educational level requirement for the staff in the positions listed in your program?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You indicated that there is a minimum educational level requirement for some or all of the staff in the positions listed in your program.

What is the minimum educational level requirement for the staff in the positions listed in your program?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Some High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Diploma/GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Development Associate (CDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate's degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate's degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate degree NOT in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate degree in early education or related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

Is there a minimum work experience requirement for the staff in the positions listed in your program?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You indicated that there is a minimum work experience requirement for some or all of the staff in the positions listed in your program.

What is the minimum work experience requirement for the staff in the positions listed in your program?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
Previous work experience in the same position in a similar program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous work experience in early childhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous work experience in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous work experience in a related field, not education or early childhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many years of experience are required for the staff in the positions listed in your program?

	Job Title #1	Job Title #2 (IF ANY)	Job Title #3 (IF ANY)	Job Title #4 (IF ANY)
2 or less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 to 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the job title listed,

	Number in Job Title #1	Number in Job Title #2 (IF ANY)	Number in Job Title #3 (IF ANY)	Number in Job Title #4 (IF ANY)
How many staff in the positions listed did you need to fill in 2013 or your last fiscal year?	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

How many of those positions were newly created positions and not a result of turnover?

For Job Title #1, rate the extent to which:

	Not a challenge			Significant challenge
	1	2	3	4
Staff turnover is a significant challenge in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to find qualified staff to hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Job Title #1, you indicated that staff turnover is a challenge.

What is your best guess for staff turnover? (Check all that apply)

- Don't have the correct qualifications
- Relocated
- The salaries are too low
- Retirement
- The hours are too long
- The benefits are not enough or not offered
- Returned to school
- The status of the type of work/position
- Left profession
- Degree completion
- Family reasons/start family
- Other

For Job Title #1, you indicated that difficulty in finding qualified staff is a challenge.

What is your best guess of the difficulty in finding qualified staff? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other centers or in-home care
- Salary and benefits
- Other

For Job Title #2, rate the extent to which:

	Not a challenge			Significant challenge
	1	2	3	4

Staff turnover is a significant challenge in your program

It is difficult to find qualified staff to hire

For Job Title #2, you indicated that staff turnover is a challenge.

What is your best guess for staff turnover? (Check all that apply)

- Don't have the correct qualifications
- Relocated
- The salaries are too low
- Retirement
- The hours are too long
- The benefits are not enough or not offered
- Returned to school
- The status of the type of work/position
- Left profession
- Degree completion
- Family reasons/start family
- Other

For Job Title #2, you indicated that difficulty in finding qualified staff is a challenge.

What is your best guess of the difficulty in finding qualified staff? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other centers or in-home care
- Salary and benefits
- Other

For Job Title #3, rate the extent to which:

	Not a challenge			Significant challenge
	1	2	3	4
Staff turnover is a significant challenge in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to find qualified staff to hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Job Title #3, you indicated that staff turnover is a challenge.

What is your best guess for staff turnover? (Check all that apply)

- Don't have the correct qualifications
- Relocated
- The salaries are too low
- Retirement
- The hours are too long
- The benefits are not enough or not offered
- Returned to school
- The status of the type of work/position
- Left profession
- Degree completion
- Family reasons/start family
- Other

For Job Title #3, you indicated that difficulty in finding qualified staff is a challenge.

What is your best guess of the difficulty in finding qualified staff? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other centers or in-home care
- Salary and benefits
- Other

For Job Title #4, rate the extent to which:

	Not a challenge			Significant challenge
	1	2	3	4
Staff turnover is a significant challenge in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to find qualified staff to hire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Job Title #4, you indicated that staff turnover is a challenge.

What is your best guess for staff turnover? (Check all that apply)

- Don't have the correct qualifications
- Relocated
- The salaries are too low
- Retirement
- The hours are too long
- The benefits are not enough or not offered
- Returned to school
- The status of the type of work/position
- Left profession
- Degree completion
- Family reasons/start family
- Other

For Job Title #4, you indicated that difficulty in finding qualified staff is a challenge.

What is your best guess of the difficulty in finding qualified staff? (Check all that apply)

- Don't get many applicants who meet qualifications
- Too much competition from other centers or in-home care
- Salary and benefits
- Other

Does the program provide your staff with any of the following?

	Yes	No
Funding for membership to professional organizations	<input type="radio"/>	<input type="radio"/>
Funding to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Paid time off to participate in college courses, off-site training, or attend conferences	<input type="radio"/>	<input type="radio"/>
Mentors, coaches or consultants who visit and work with staff	<input type="radio"/>	<input type="radio"/>
Pay increase with completion of degree and/or certification	<input type="radio"/>	<input type="radio"/>

On average, how many hours of professional development (e.g., workshop sponsored by a family child-care network, attended a college class about working with children) did you or your staff complete in 2013 or your last fiscal year?

- 3 or less
- 4 to 10
- 11 to 20
- 21 or more

Next, we'd like to know who performs some of the tasks that may be essential to run a program like yours.

For the most part:

	Provider	Other - member of the staff	Other - NOT a member of the staff	Not applicable
Who takes care of marketing your child care services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Who takes care of record keeping, billing and other administrative tasks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Who takes care of cooking or other kitchen duties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Who takes care of cleaning the space?

Who takes care of maintaining the space?

Summary of staff currently working in your program:

PROVIDER	1
OTHER	0

Based on your responses, your program has a TOTAL staff count of 1. If this is not your program's total, please go back and include everyone in a category described above.

STAFF MAKEUP

In this section, we are asking about the makeup of your staff. Think of ALL the staff employed at your program who works with children who have not started Kindergarten yet.

Considering all the staff employed at your program at the moment, please answer the following:

RACE/ETHNICITY

	To the best of your knowledge, how many members of your staff, including yourself, identify themselves in the following groups?
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other	<input type="text" value="0"/>

AGE

	To the best of your knowledge, how many members of your staff, including yourself, fall in the following categories?
Under 25 years of age	<input type="text" value="0"/>
26 to 40 years of age	<input type="text" value="0"/>
41 years old or more	<input type="text" value="0"/>

GENDER

	How many members of your staff, including yourself, are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

COMPUTER ACCESS

COMPUTER ACCESS

Next we want to know your staff's access to computers. We define regular access as having access at least once per day to a computer/internet provided by your program.

	Regular access to a computer			Regular access to wireless internet connection		
	Yes	No	N/A	Yes	No	N/A
Program director(s)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other staff members (IF ANY)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

STUDENTS

STUDENTS

In this section, we would like to obtain information about the characteristics of the children in your program. Please do not count your own children, and please report ONLY children who are PRESCHOOL age or younger.

	Number
What was the average total number of children enrolled in your program in 2013 or the last fiscal year?	<input type="text" value="0"/>

0 TO 12 MONTHS

Do you serve children 0 to 12 months?

- Yes
- No

You indicated that you serve children 0 to 12 months.

Number

As of Sept 1st, 2014, how many 0 to 12-month-old children were enrolled in your program?

0

How many of those 0 to 12-month-old children were full time? (30 or more hours/week)

0

13 MONTHS TO 24 MONTHS

Do you serve children 13 to 24 months?

Yes

No

You indicated that you serve children 13 to 24 months.

Number

As of Sept 1st, 2014, how many 13- to 24-month-old children were enrolled in your program?

0

How many of those 13- to 24-month-old children were full time? (30 or more hours/week)

0

25 MONTHS TO 36 MONTHS

Do you serve children 25 to 36 months?

Yes

No

You indicated that you serve children 25 to 36 months.

Number

As of Sept 1st, 2014, how many 25- to 36-month-old children were enrolled in your program?

0

How many of those 25- to 36-month-old children were full time? (30 or more hours/week)

0

37 MONTHS TO PRESCHOOL AGE (This age group includes children who are 37 months or older but who are NOT yet in Kindergarten)

Do you serve children 37 months to Preschool age?

Yes

No

You indicated that you serve children 37 months to Preschool age.

	Number
As of Sept 1st, 2014, how many 37 months to Preschool age children were enrolled in your program?	<input type="text" value="0"/>
How many of those 37 months to Preschool age children were full time? (30 or more hours/week)	<input type="text" value="0"/>

Do you serve children who have started Kindergarten and older?

Yes

No

You indicated that you serve children who have started Kindergarten and older.

	Number
As of Sept 1st, 2014, how many Kindergarten and older children were enrolled in your program?	<input type="text" value="0"/>

Total capacity:

	Number
What is your total program's capacity?	<input type="text" value="0"/>

Summary of students enrolled in your program as of September 1st, 2014:

Students 0 to 12 months	<input type="text" value="{q://QID99/ChoiceNumericEntryValue/1/1}"/>
Students 13 to 24 months	<input type="text" value="{q://QID102/ChoiceNumericEntryValue/1/1}"/>
Students 25 to 36 months	<input type="text" value="{q://QID105/ChoiceNumericEntryValue/1/1}"/>
Students 37 to Preschool age	<input type="text" value="{q://QID108/ChoiceNumericEntryValue/1/1}"/>
Students who have started Kindergarten and older	<input type="text" value="{q://QID361/ChoiceNumericEntryValue/1/1}"/>

Based on your responses, your program had a TOTAL of 0 students as of September 1st, 2014. If

this is not your program's total, please go back and include everyone in a category described above.

CHILDREN

In this section, we are asking about ALL children who are not yet in Kindergarten.

ETHNICITY

	What is the racial/ethnic breakdown of children in your program? Please provide the number of children for each racial or ethnic category.
African-American/Black	<input type="text" value="0"/>
Caucasian/White	<input type="text" value="0"/>
Asian/Pacific Islander	<input type="text" value="0"/>
Latino/Hispanic	<input type="text" value="0"/>
Other (specify) <input type="text"/>	<input type="text" value="0"/>

GENDER

	How many children in your program are:
Female	<input type="text" value="0"/>
Male	<input type="text" value="0"/>

ATTRITION

	In 2013 or the last fiscal year, how many children left the program for the following reasons?
Children withdrawn by parents	<input type="text" value="0"/>
Your program expelled child	<input type="text" value="0"/>
Child graduated out of the program	<input type="text" value="0"/>
Other <input type="text"/>	<input type="text" value="0"/>

SPECIAL NEEDS/CHALLENGING BEHAVIOR RESOURCES

	Number
How many of the children currently enrolled in your program receive special services or have an IEP (Individualized Education Plan), IFSP (Individualized Family Service Plan) or a 504?	<input type="text" value="0"/>
How many children in your program are currently being evaluated for services but do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>
How many children with special needs who are currently enrolled in your program are not being evaluated for services and do not have a written IEP, IFSP, or 504 ?	<input type="text" value="0"/>

What services/resources does your program have to serve children with special needs and their families? (Check all that apply)

- Access to outside services/specialists
- Additional staff
- Modifications or accommodations in the program
- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training on children with special needs for staff
- Other :
- None of the above

CHALLENGING BEHAVIORS

In 2013 or the last fiscal year, how many children with challenging behavior did your program expel because it could not meet their needs?

- None
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

In 2013 or the last fiscal year, did your program make referrals to parents for specialized help for their child's challenging behavior?

- Yes
- No

You indicated that your program had made referrals to parents for specialized help for their child's challenging behavior in 2013 or the last fiscal year.

How many times did this occur?

- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

What services/resources does your program have to serve children with challenging behavior and their families? (Check all that apply)

- Access to outside services/specialists
- Additional staff
- Modifications or accommodations in the program
- Referral to special education evaluation
- Parent support (e.g., printed/online material; educational workshops)
- Training for staff on positive behavior support or other ways to prevent challenging behavior
- Other :
- None of the above

LANGUAGE - Children

	Number
How many of the children in your program come from homes where English is not the primary language?	<input type="text" value="0"/>
How many of these children speak Spanish as a primary language?	<input type="text" value="0"/>
How many speak a primary language other than English and Spanish?	<input type="text" value="0"/>

What other language backgrounds are represented by the children you serve?

What resources does your program utilize to help serve children whose primary language is not English? (Check all that apply)

- Bilingual personnel is available to conduct small groups or other activities in a language other than English
- Oral or written translations of most important forms
- Other
- None of the above

LANGUAGE - Staff

	Number
How many staff members speak more than one language in the program?	<input type="text" value="0"/>

What language(s)?

STAFF-TO-STUDENT RATIO

STAFF-TO-STUDENT RATIO

Next we'd like to know the staff-to-student ratio for different age groups.

Thinking about the current number of staff and children in your program, please indicate the number of students per staff member.

	Number of students per staff member
0 to 12 months	<input type="text" value="0"/>
13 to 24 months	<input type="text" value="0"/>
25 to 36 months	<input type="text" value="0"/>
37 months to Preschool age	<input type="text" value="0"/>

MEASURABLE OUTCOMES

MEASURABLE OUTCOMES

Next, we'd like to know the names and the frequency of assessments administered to STUDENTS who are not yet in Kindergarten.

Does your program administer any assessment(s)?

- Yes
- No

You indicated that your program administers assessment(s) to STUDENTS.

Please list assessments (Assessment Name) and their frequency or time of administration.

	Entry	Progress Monitoring/On-going	Exit	Other	If "Other" is checked Please specify:
Assessment #1 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Are assessors trained to administer these assessment tools?

- Yes
- No

How are assessors trained?

- Received training from other staff member(s)
- Received training from outside certified trainer
- Self-train (e.g. manuals, videos)
- Other

How often do assessors receive training?

- Once
- Approximately once a year
- Other

Do you share results of any of these assessments with parents?

- Yes
- No

You indicated that you share assessment results with parents.

How do you share these results?

- Home visit
- Send results home with students
- Parent-teacher conferences
- Other :

STAFF ASSESSMENTS

Next, we'd like to know the names and the frequency of assessments/observations administered to members of the staff.

Are your staff members assessed/observed?

- Yes

No

You indicated that your staff members are assessed/observed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Assessment #7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

PROGRAM

Next, we'd like to know the names and the frequency of assessments/observations used to rate your PROGRAM.

Is your program being assessed?

Yes

No

You indicated that your program is being assessed.

Please list assessments (Assessment Name) and their frequency of administration.

	Frequency of administration				If "Other" is checked Please specify:
	Once a year or less frequently	Twice a year	Three or more times a year	Other	
Assessment #1					

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessment #7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

KINDERGARTEN READINESS REPORTS

Does your program gather data to ascertain children's readiness for kindergarten in the spring before their kindergarten year?

- Yes
- No

You indicated that your program gathers data to ascertain children's readiness for kindergarten.

What measures does your program use to ascertain children's readiness? (Please name all published measures OR indicate whether your program uses a measure developed by the program.)

Do you have information from these measures about the percentage of children leaving your program who are "kindergarten-ready"?

- Yes
- No

You indicated that you have information from measures about the percentage of children leaving your program who are "kindergarten-ready".

Does your program share this information with parents?

- Yes
- No

Does your program have reports available to the public regarding the percentage of children ready for kindergarten?

- Yes
- No

You indicated that your program has reports available to the public regarding the percentage of children ready for kindergarten.

Please list:

What is the best way to gain access to these reports?

Do you share kindergarten readiness information from the local school district(s) with parents?

- Yes
- No

CURRICULUM USED

Is your program currently using a curriculum?

- Yes
- No

You indicated that you are currently using a curriculum.

PLEASE USE THE HORIZONTAL SCROLL TO VIEW ALL COLUMNS.

Which one?	IF CURRICULUM IS CHECKED,	IF CURRICULUM IS CHECKED, how did MOST staff members receive training on how	IF CURRICULUM CHECKED, and PREVIOUS colurr
------------	---------------------------	--	--

	(Check all that apply)	On average, how many days per week do you or your staff use this curriculum?	Including yourself, how many staff members are trained on this curriculum?	Including yourself, how many staff members are in the process of receiving training on this curriculum?	to implement this curriculum?			"Other"
					Staff member	Outside certified trainer	Other	Please specify
Not published curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Project Construct	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Montessori	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Emerging Language & Literacy Curriculum (ELLC)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Reggio	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
HighScope	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A Beka	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Creative Curriculum	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>



Do you plan daily activities for the children in your program?

- Yes
- No

When do you plan the activities for the children?

- While working with children
- Time when children are not present
- Other

Approximately, how much time do you spend a week planning activities?

- Less than 1 hour
- 1 to 3 hours

- More than 3 hours
- Other

Which of the following activities do you do on a regular basis as a planned activity with children of Preschool age or younger? (Check all that apply)

- Structured learning activities
- Free time for children to read or explore on their own
- Vigorous activity in games that you organize and supervise
- Vigorous activity that the children select and do without direct supervision
- Singing or story telling
- Helping children with basic needs such as eating or getting dressed
- Other
- None of the above

What do you see as your main responsibility when working with children?

- Encourage developmental growth
- Keep them safe/out of trouble
- Provide them love and nurturing
- Teach them values
- Singing or story telling
- Help them learn so they can do well in school
- Other

RELATIONSHIPS WITH NEIGHBORHOOD SCHOOLS

RELATIONSHIPS WITH NEIGHBORHOOD SCHOOLS

These next questions are about your program's relationships with schools in your neighborhood.

After graduation from your program, where do most children go to Kindergarten?

- Public School
- Private or Faith-based School

Home School

Charter School

Other :

Will any of the children in your program go to private schools?

Yes

No

You indicated that some of the children in your program will go to private schools.

Which ones? (Please list names of schools)

Private school #1

Private school #2

Private school #3

Private school #4

Private school #5

Private school #6

Private school #7

Will any of the children in your program go to charter schools?

Yes

No

You indicated that some of the children in your program will go to charter schools.

Which ones? (Please list names of schools)

Charter school #1

Charter school #2

Charter school #3

Charter school #4

Charter school #5	<input type="text"/>
Charter school #6	<input type="text"/>
Charter school #7	<input type="text"/>

When children in your program go to Kindergarten, what school district(s) will they go to? (Check all that apply)

- Kansas City Kansas
- Kansas City Missouri
- Independence
- Raytown
- Center
- Grandview
- Lee's Summit
- Oak Grove
- Blue Springs
- Grain Valley
- Hickman Mills
- Lone Jack
- Fort Osage
- Other

Do you know the specific requirements that the local school district(s) uses to determine the "kindergarten readiness" of children?

- Yes
- No

Are you aware of the types of assessments administered in Kindergarten and elementary schools in your local school district(s)?

- Yes
- No

Do you interact or communicate with local public or private schools in your neighborhood in the following ways? (Check all that apply)

- Talk with teachers to share the social and academic skills needed to prepare children for school
- Participate in joint training/professional development
- Routinely pass on records of children
- Inform schools of children coming to them with special needs
- Coordinate kindergarten registration
- Help inform parents about kindergarten registration
- Take preschool children to visit their potential Kindergarten
- Other
- None of the above

FAMILY ENGAGEMENT

FAMILY ENGAGEMENT

The next group of questions focuses on resources and activities you might provide to involve parents and families in your program.

Please check supports or resources you offer parents/families (Check all that apply).

- | | |
|--|---|
| <input type="checkbox"/> Daily or weekly child activity report | <input type="checkbox"/> Family educational workshops |
| <input type="checkbox"/> Weekly or monthly calendar | <input type="checkbox"/> Family social events |
| <input type="checkbox"/> Website/newsletter | <input type="checkbox"/> Family volunteer opportunities |
| <input type="checkbox"/> Provide referrals for families | <input type="checkbox"/> Parent/teacher conferences |
| <input type="checkbox"/> Email/blog updates to families | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Other <input type="text"/> | |

You indicated that you hold parent/teacher conferences.

How many do you do per year?

IF you hold parent/teacher conferences

Does your program provide parents with verbal or written information regarding their children's kindergarten or elementary school options?

- Yes
- No

FINANCIAL INFORMATION

FINANCIAL INFORMATION

As a way to target future investments, the Pre-K Collaborative would like to gather financial information on your program as well as other child care centers. We feel that learning about your sources of income and funding will help us understand and learn about areas of need. Please answer to the best of your ability.

Is it easier for you to report your financial information on a fiscal year or a calendar year?

- Fiscal Year
- Calendar Year

What was the yearly revenue of your program in 2013 or in your last fiscal year?

\$

Revenue sources:

	Did your program receive revenue from any of the following sources? (Check all that apply)	Please indicate the YEARLY amount of revenue received from each source that you checked. \$
Parent-paid tuition	<input type="checkbox"/>	<input type="text"/>
Head Start or Early Head Start	<input type="checkbox"/>	<input type="text"/>
Part B (Special Needs)	<input type="checkbox"/>	<input type="text"/>
Child and Adult Care Food Program	<input type="checkbox"/>	<input type="text"/>
Other state or federal program	<input type="checkbox"/>	<input type="text"/>
Fund-raising activities	<input type="checkbox"/>	<input type="text"/>

Other



You indicated that your program received revenue from Head Start or Early Head Start.

	Number of slots				If "Other" is checked Please specify:
	1 to 5	6 to 10	11 or more	Other	
How many HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
How many EARLY HEAD START slots are in your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

You indicated that your program received revenue from Fund-raising activities.

What are they? Please list :

Fund-raising activity #1

Fund-raising activity #2

Fund-raising activity #3

Fund-raising activity #4

Fund-raising activity #5

Fund-raising activity #6

Fund-raising activity #7

EXPENSES

In 2013 or your last fiscal year, what were the total expenses for your program?

- Less than \$5,000
- \$5,001 to \$15,000
- \$15,001 to \$25,000
- \$25,001 to \$35,000
- \$35,001 to \$45,000
- \$45,001 to \$80,000
- \$80,001 or more

In 2013 or your last fiscal year, what were your top 3 expenses? With '1' being your biggest expense.

- Staff salaries/benefits
- Direct Instruction expenditures (e.g., supplies, classroom equipment)
- Instructional Support services (e.g., staff training, technology)
- Operations and Maintenance of Building (e.g., rent, utilities)
- Other

How much is your monthly rent/mortgage?

- Less than \$500
- \$501 to \$1,000
- \$1,001 to \$1,500
- \$1,501 to \$2,000
- \$2,001 or more
- Not applicable

FINANCIAL ASSISTANCE

Does your program currently serve children who receive child care subsidies or financial assistance to pay for their care? (Please **ONLY** report children who are not yet in Kindergarten)

- Yes
- No

You indicated that your program currently serves children who are not yet in Kindergarten and receive child care subsidies or financial assistance to pay for their care.

	Number
How many children in your program receive financial assistance?	<input type="text" value="0"/>

What type of financial assistance do your students receive? (Check all that apply)

- State subsidy
- Sliding scale fee

Other

We understand there are times when parents come across difficult economic situations and may have difficulty paying for your services. For those families who pay tuition or child care services out of pocket, are there any families who do not make regular payments, either by not paying the full amount or by not paying every time tuition is due?

- Yes
- No

You indicated that there are families who do not make regular payments.

On average, about how many children do you have per month who only make a partial payment or no payment at all?

- 1 to 3
- 4 to 6
- 7 or more

END OF SURVEY

These are all the questions we have for you today. We appreciate your contribution to this effort supporting early learning. If we have questions about your survey, you may be contacted by one of our research staff members. If you have any questions, please contact Janelle Balarashti at kclandscape@ku.edu or 913-742-4178.

If you think you may have left some questions unanswered, please use the PREVIOUS button to go back and answer them. All your responses are saved, so you will not lose any of your answers by using the PREVIOUS button.
