Design Phase of the National Study of Child Care Supply and Demand (NSCCSD):

Cognitive Interview Findings Report for Center-based Provider Questionnaire

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Disclaimer

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Executive Summary

Within the context of the Design Phase of the National Study of Child Care Supply and Demand, NORC conducted several rounds of cognitive interviews on the three instruments that were developed: a demand questionnaire for parents of children under age 13, a questionnaire for home-based providers of care to children under age 13, and a questionnaire for center-based providers of care to children under age 13. This report documents the methodology, content and findings of three rounds for cognitive testing conducted during the development of the center-based provider questionnaire. The approach taken was progressive, with some topics being tested iteratively across rounds, while other topics were tested only once. Another task on the contract, the Compendium of Measures, documented the extensive and high-quality instrumentation already developed for asking providers about many aspects of child care. For that reason, cognitive testing on this instrument was focused on questions believed not to have worked well previously, as well as those that were newly developed for the Design Phase activities. This report focuses on the development and cognitive interviews conducted of the center-based provider questionnaire and the findings and recommendations that stem from those interviews.

Eleven center-based providers participated in the interviews and were administered one of three iterative versions of the center-based questionnaire. Provider types included: afterschool programs (included school-based); faith-based providers; preschool and Head Start programs; and infant and toddler day care centers.

The Center-based Provider Questionnaire (and the cognitive interview protocols) include the following sections:

> **General characteristics and market definition**
> **Schedule**
> **Enrollment**
> **Subsidy**
> **Admissions/Marketing**
> **Staffing**
> **Care Provided, including extensive staffing and activity items for a single classroom**
> **Finances and Cost**

From the cognitive interviews, a series of broad recommendations arose that crossed content areas. The first is related to providers that do not charge fees. There is a contingent of center-based child care providers, often funded by federal programs, such as the 21st Century Community Learning Centers or Head Start, that do not charge any fees to families. These programs are an important portion of child care supply, especially to low-income families, and need to be accurately captured in the survey instrument.

During the cognitive interviews, it became apparent that certain cost and fee questions did not fit within the operational scope of these providers. Therefore, in order to better capture information from providers who do not charge fees, we added specific skip patterns that lead them around. (See sections on "General Characteristics and Market Definition" and "Schedule".)

Revisions to subsidy questions were also required both in terms of if and how providers accepted child care subsidies from families and what portions of their revenue came from these sources. Each version of the questionnaire included more refined subsidy questions that clarified terms related to contracts with funding organizations, acceptance of vouchers, specification of funding sources, and the administrative oversight of subsidies within organizations. The latest versions of these questions were then further tested in the Design Phase feasibility test.

For detailed questions on individual staff members and for revenue and cost information, there were some respondents who did not have access to the requested information. In larger facilities or in programs nested within larger institutions (such as schools), it appeared that multiple respondents might be required for accurate provision of all desired data items. This topic was deferred to the feasibility test, where a broader, more representative set of programs would be encountered.

Finally, before and after school child care providers indicated a distinct set of scenarios from other providers. The structure and operations of these programs often differ significantly from other providers in the universe. Therefore, a number of recommendations were made specifically to accurately capture the data from these providers.

Center-Based Provider Cognitive Interview Methodology

I. Introduction

The Design Phase of the National Study of Child Care Supply and Demand is intended to inform the implementation of the full study (NSCCSD-2010) by providing the Administration for Children & Families, Department of Health and Human Services with design options to match their research goals and budget constraints. Building on the work of the 1989-90 National Child Care Study and Profile of Child Care Settings, the NSCCSD will be able to provide a current picture of the supply and demand for child care and early education programs and fill a gap in the national understanding of the factors influencing parents' choice of care for their children. Cognitive testing was conducted as part of the development of three separate questionnaires for the NSCCSD-2010, which includes: parent/household (demand), center-based provider (supply) and home-based provider (supply). These interviews with respondents from the target population are a critical component of the survey development process.

II. Center-Based Provider Cognitive Interviews

Cognitive interviews of center-based providers took place in three rounds from November to December 2008. The purpose of the multiple round structure was to test questions iteratively across a range of provider types. In addition to the availability to review audio recordings of the interview, a debriefing among project staff was held after each round in order to share relevant information that would inform the subsequent interview protocol. The following table indicates when the interviews were conducted and the protocol content.

Survey Type	Interview Dates	Protocol Content Areas
Center-Based Provider	November 13-December 15	• Market definition (type of organization/population served) • Schedule (hours of operation, policies) • Enrollment (child information/subsidies) • Admissions/marketing • Care provided (group structure, staff information) • Finances (cost, in-kind)

Respondent Recruitment and Screening

Provider interviews were conducted in Chicago and Berkeley, CA regions. These areas were selected due to the availability of NORC staff in these areas to conduct interviews.

There were primarily two strategies used for recruiting providers in Chicago. First, to identify Chicago area licensed or registered providers, project staff reached out to Illinois Action for Children, the statewide child care resource and referral agencies for child care providers who accept public subsidies. Action for Children provided a list of approximately thirty local providers at potential interview respondents. These individuals and organizations were a variety of types of providers including family child care centers, institutional child care centers and afterschool programs. Project staff then contacted these individuals and organizations in order to screen and potentially recruit their participation in the cognitive interviews. While it was helpful to state that we had received their information from Action for Children, many respondents, particularly family child care providers, were not interested in participating. Center-based providers were more receptive in general, however depending on the type of organization there were some lengthy approval or review processes required by a sponsoring organization (particularly large school districts and public park and recreation organizations.) For-profit centers, particularly large chain providers, also tended to be less interested in participating than those providers that were part of non-profit or public entities.

Interview respondents were selected not only based on specific criteria surrounding the type of services offered, but also with consideration given to the creating a diverse overall respondent pool. Therefore, some eligible providers were not asked to participate in interviews because similar

provider types had already been interviewed. The following table indicates the types of providers included in the final respondent pool and the associated criteria.

Provider types (approximate counts)	Types of provider services
6 day care center providers	- Head Start - Pre-K (non-Head Start) program - For profit center - Private center - Faith-based provider
5 Center-based afterschool providers	- school-based program - government sponsored program - program that is part of a local organization serving multiple ages - program that serves only school age children - For profit program

Interview Protocol

Two rounds of provider interviews were conducted simultaneously, each with nine participants, in compliance with OMB requirements. Center-based provider interviews were conducted at the provider facility or at NORC offices and took an average of one to one-a-half hours to complete. All interviews were audio recorded to ensure an accurate record of provider responses. Each interviewer administered IRB-approved informed consent and oral consent for audio recording the interview before beginning the interview. Respondents received a $40 honorarium for their participation.

III. Interview Analyses and Report Writing

Interviewer Training

Interviewer training was conducted in May 2008 in Chicago with a conference call connection for staff in the Berkeley office and was led by an NORC Senior Survey Methodologist. In attendance were the project director, survey methodologist, project survey director and two research assistants (one located in Chicago and another in Berkeley.) The entire group received information on the basic components of cognitive interviewing, including David Mingay's four-stage approach to

the human cognitive system which served as a basis for developing respondent question probes. The survey director and research assistants were trained as cognitive interviewers, which included conducting mock interviews with the Round 1 parent survey protocol in order to become comfortable with the process and get clarification when necessary. Interviewers also had the opportunity to share experiences and ask questions during staff debriefings over the course of the four rounds of interviews.

In November 2008, the same NORC staff who conducted the parent interviews participated in a training session in preparation for the provider interviews. The purpose of this meeting was to reiterate any relevant training issues as well as to clarify the structure and format of each protocol to ensure these were appropriately administered by interviewers.

Review of Interviews

In order to inform the development of subsequent protocols, two staff debriefing were held throughout the course of the provider interviews. These gave each interviewer the opportunity to summarize the topics that arose with respondents during that period as well as share experiences relevant to testing process, such as respondent selection and interviewing techniques. After each debriefing, interviewers sent annotated copies of the protocols or detailed notes to the methodologist in order to document their comments. In addition, each interview was audio-recorded and sent to an external vendor for transcription. These written transcriptions were made available to all project staff for future review and to in inform the development of revised protocols as well as the final report.

Final Report

The initial report was drafted based on feedback above and review of the interviews. Project staff then reviewed the report and provided feedback on outcomes and recommendations for the questionnaire protocol. Feedback from each staff member was critical in creating a full picture of respondents' understanding of each protocol. The results were also compared across interviews to understand how subsequent protocol iterations worked in each round and determine optimum recommendations for the final survey instruments. The report is organized by survey topic for the provider interviews.

Center-Based Providers Report

I. Respondent Summary

Cognitive interviews were conducted with eleven center-based providers of various types: afterschool programs (including school-based); faith based providers; preschool and Head Start programs; and infant and toddler day care centers. Table 1 on the following page displays the types of providers, ages served, types of program services offered and the questionnaire versions each respondent received. There were three versions of the center-based questionnaire administered during the cognitive interviews. Subsequent versions incorporated feedback provided by respondents in previous versions.

Version 1 Respondents

Seven of the respondents were administered version 1 of the questionnaire. These providers included three afterschool programs (two of which were school-based), two for-profit day care providers, a faith-based day care and preschool center, and a non-profit preschool with Head Start hybrid funding. Respondents served between 40 and 440 children in their programs and all but one were located in Chicago.

Version 2 Respondents

Three respondents were administered version 2 of the questionnaire. One was a small for-profit afterschool program. The second was an infant and toddler daycare center and preschool that also has a private elementary school. The third was a school-based 21st Century Community Learning Center afterschool program that was located in a public elementary school but received administrative oversight from a local university. Services are available only to students who attend the school where the program is located and is free of charge for families. Before and afterschool activities are available. The program works closely with the school in many respects beyond recruiting participants, including using school resources and support services as well as knowledge sharing about issues related to students and families. Two were located in the Berkeley, CA area.

Version 3 Respondents

One respondent was administered Version 3 of the questionnaire. This was a Head Start program run through a non-profit social services agency. The program serves over 250 children ages 3-5 at no cost to families.

Table 1: Center-based provider respondent summary

R #	Type	Version	Location	Ages Served	Total children served	Programs offered
2	Center (faith-based)	1	Chicago	infants, toddler, preschool, school age	164	• 10 groups: • 5 infant/toddler • 4 daycare (3-5 yrs olds) • 1 afterschool
3	Center/Head Start hybrid	1	Chicago	Preschool (3-5 years old)	40	Preschool/Head Start program
4	Afterschool	1	Chicago	School age (6-12 years old)	80	Afterschool program
5	For profit Center	1	Chicago	Infant, toddler, preschool, and school age (kindergarten only)	38	• infants up to age 2 • 2 year olds • 3 to 5 year olds, including kindergarteners
6	Afterschool	1	Chicago	School age	440	Before/afterschool program
10	afterschool	1	Chicago	Preschool (2-5 years), school age	265	• Preschool • Before/after school program
13	Center	1	Berkeley	Infant, toddler	32	Day care program
14	Afterschool	2	Berkeley	School age	18	Afterschool care
18	Center	2	Berkeley	Infant, toddler, schoolage	164	Full-day Montessori serving children 18 months through 6th grade. Afterschool program only for children enrolled in this elementary school.
20	Center/Head Start	3	Chicago	Toddler (3-5 years)	252	Head Start program
21	Center/21st CCLC	2	Chicago	School age	200	Before/after school program

II. Findings and Recommendations

General Characteristics and Market Definition

(Items appeared in all versions unless otherwise indicated.)

M1. I'd like to confirm the location of your program for children under age 13. I have the address (ADDRESS). Is that the address where children actually receive your services?

      1 Yes (SKIP TO M2)

      2 No (ASK M1a)

M1a. (IF M1=NO) What is the correct address where children actually receive services?

      Street address _____

      City _____   State _____ Zip _____

M2. In what kind of building is your program located? CODE ALL THAT APPLY FOR MULTIPLE BUILDINGS, BUT CODE ONE ONLY PER BUILDING.

      1 Religious building

      2 Public School

      3 Private School

      4 University or College

      5 Work Place

      6 Community Center or Municipal Building

      7 Commercial Structure [Version 3 only]

      7 Independent Structure (i.e., program is the sole occupant)

      8 Home, apartment, or other residential structure   M2a. What percent of the space is used exclusively by the program? _____ % (Versions 2, 3)

      9 Other (specify _____)

M3a. Is your program for profit, not for profit, or is it run by a government agency?

       1. for profit (ask M4)

       2. not for profit

       3. public (Version 1 only)

       3. run by a government agency (Versions 2, 3)

       4 OTHER (SPECIFY: _____)

M3b. Is your program independent or is it sponsored by another organization?

       1 Independent (SKIP TO M5)

       2 Sponsored (ask M3c)

       3 DK/Ref (SKIP TO M5)

M3c. What organization sponsors your program? CIRCLE ALL THAT APPLY, READ CATEGORIES ONLY TO PROBE CORRECTLY.

       1 head start

       2 social service organization or agency

       3 church or religious group

       4 public school/board of education

       5 private school, religious

       6 private school, nonreligious

       7 college or university

       8 private company or individual [Versions 1, 2]

       8 private company or individual employer [Version 3 only]

       9 non-government community organization

       10 state or local government (Version 1 only)

       10 state government (Version 2, 3)

       11 local government, not including school district (Version 2, 3)

       12 other (specify _____)

SKIP TO M5.

M4. Is your program part of a local chain, a national chain, or is it independently owned and operated?

  1 Local chain

  2 National chain

  3 Independent

M5. Which of the following age groups are included in your program at this site: (Version 1 only)

  a. Infant (less than 18 months)   Y   N

  b. Toddler (18 months – 34 months)   Y   N

  c. Pre-school (34 months – 72 months)   Y   N

  d. School-age (kindergarten) to age 8   Y   N

  e. School-age 9 to 12 years   Y   N

  M5f. (if 5c=y) 1. What is the age of the youngest pre-school child you serve? (Version 1 only)

  _____ Years _____ Months

  2. What is the age of the oldest pre-school child you serve?

  _____ Years _____ Months

Findings:

For M2, Respondent 14 responded "7. Independent Structure (i.e., program is the sole occupant)", however later in the interview it became apparent that the program is run out of a home shared with the director.

> **Respondent 14**: The director [NAME] lives there, but it's run separate, so the house is on the top floor and the school is on the bottom floor.

Based on her further explanation, it appeared that she should have selected "Home, apartment, or other residential structure" and subsequently indicated what portion of the home is used exclusively by the program in item M2a.

Respondent 2 was confused in responding to items M3b/M3c. While her organization functions independently it is overseen by a regional organization which acts as an umbrella organization.

> **Respondent 2:** That's tricky. We are [provider name], so that is our own organization. We receive funding from the [sponsoring organization name]. That's sort of the umbrella agency, but we are our own [organization name]. I would say we're independent receiving support from other agencies.

The provider gets some funding from this larger organization but acted autonomously and did not appear to receive any additional oversight from this organization.

<u>Recommendations:</u>

In item M3b/M3c, further explanation of "sponsor" may help to clarify these situations. This information would be added as an interviewer noted. "**IF NEEDED: A sponsoring organization may provide funding, administrative oversight or have reporting requirements; however, organizations that are solely funding sources should not be considered sponsors.**"

General Characteristics and Market Definition (continued)

M5. What age groups of children participate in your program at this site? (1) IF R GIVES AGE GROUP NAME (E.G., TODDLER), ASK FOR APPROXIMATE AGES IN MONTHS. (2) IF R PROVIDES BROAD RANGE (E.G., UNDER AGE 12), ASK IF PROGRAM CLASSIFIES CHILDREN IN FINER AGE GROUPINGS. (3) IF R MENTIONS SCHOOL-AGE CHILDREN AGE 13 OR OLDER, SAY, "This study focuses on children under age 13, so I am going to ask you to separate that age group from any children age 13 or older whom you may also serve.

(Versions 2, 3)

Age group (e.g., 18-35 months, 36-59 months, etc.)

1._____

2._____

3._____

4._____

M5A. INTERVIEWER: CODE AGE GROUPS SERVED BASED ON RESPONSES TO M5.

    1. INFANT (< 18 MONTHS)   Y   N

    2. TODDLER (18-35 MONTHS)   Y   N

    3. PRE-SCHOOL (36-59 MONTHS)   Y   N

    4. SCHOOL-AGE UNDER AGE 13   Y   N

    5. SCHOOL-AGE 13 OR OLDER   Y   N

M6. How long has your program been operating in its current location?

    _____ Years and _____ Months

M7. About how far do most of the children in your program travel to come to your program? IF NEEDED: ABOUT HOW LONG DOES IT TAKE TO GET FROM THE CHILDREN'S HOME TO YOUR LOCATION?

        _____ miles

        _____ minutes of travel time

M8. Please describe any significant changes in the supply of child care in your local area in the past 12 months. For example, please mention any providers that may have begun providing new or additional care, or any providers that may have stopped or reduced the care they were providing. (Versions 2, 3)

M8a. Please tell me the names of up to three programs or providers in your area that you consider to be similar to your own:

    Name: _____   Location: _____

    Name: _____   Location: _____

    Name: _____   Location: _____

SEE M6. IF OPERATING MORE THAN 12 MONTHS, ASK M9. ELSE, SKIP TO M10.

M7. [In the past 5 years/Since you've been operating here], has your program changed which ages it serves or how many children it serves in each age group? (Version 1 only)

    1 Yes

    2 No

M9. [In the past 5 years/Since you've been operating here], has your program made any of the following changes in service: (Versions 2, 3)

1 Expanded or reduced the ages served	Y	N
2 Increased or decreased the slots served in an age group	Y	N
3 Changed the hours of operation of the program	Y	N
4 Changed the way you group children by age [Version 3 only]		
4 Other changes to the services offered for children under age 13	Y	N

IF YES TO AT LEAST ONE OF M9, ASK M9A-M9D ABOUT EACH CHANGE UNTIL NO FURTHER CHANGES REPORTED.

M9a. [Beginning with the most recent change,] what was the [first/next] change your program made in services offered? RECORD VERBATIM AND CODE.	1 Expanded ages served (All versions) 2 Reduced ages served (All versions) 3 Increased slots in age group (All versions) 4 Reduced slots in age group (All versions) 5 Expanded hours (Versions 2, 3) 6 Reduced hours (Versions 2, 3) 7 other change (Versions 2, 3) 8 expanded ages served by one ore more groups (Version 3 only) 9 narrowed ages served by one or more groups (Version 3 only)
M9b. For what age groups did you make this change? **CODE ALL** **(All versions)**	1 Infant 2 Toddler 3 Preschool 4 School-age to age 8 (Version 1) 5 School-age 9 to 12 years (version 1) 4 School-age (Versions 2, 3)
M9c. What month and year did you make that change in service? (All versions)	Month ___ Year ____
M9d. What was the main reason you made that change in service? (All versions)	

M10. Think about the last time you change the prices you charge parents for your program. How important were each of the following in your decision, very important, somewhat important, not very important, not at all important? (Versions 2, 3)

       1 Covering increasing costs

       2 Increasing profitability

       3 Being affordable to parents

       4 Matching the competition

       5 Changes in gov't reimbursement rates

       6 Other (_____)

Findings:

Some version 1 respondents indicated that the age categories presented in M5 did not match up with the age groups of the children that they served. Respondent 10 explained that their preschool program included ages 24 months to 5 years. Subsequent versions of this question allowed respondents to identify the age groups (in years and months) in order to address this problem. However, the revised question was still problematic for Respondent 21 (Version 3) who ran a federally-funded school-based afterschool program. They categorized the children by grade level not by age so she had to estimate age ranges in order to respond.

> **Respondent 21:** Probably on the low end would be 6 for 1st graders and on the high end would be 14 for 8th graders, but very few of our students are 14.

Respondent 21 also had some difficulty stating the distance children travelled to get to the program in item M7. The program is located in a school which all the children attend so the immediate distance is negligible. Considering the distance children travel to and from the school was also difficult for her to identify (even an average) because it drew from all over the city: about 20% of the students come from a local catchment area and the other 80% from across the city.

In response to M8a about similar programs in the area, respondents considered a variety of variables when identifying other providers. In one case, Respondent 3 was unable to identify other providers she considered similar to her program because each had differences in programming or sponsoring organization.

Respondent 3: No. We have [provider name] on [street location] a few blocks down, but they are from the [sponsoring organization] and most of their enrollment are Jewish children. That's why I say we are not similar in programming. My program is very diverse because we're in the melting pot of Chicago, we're in [neighborhood name] and we have a curriculum for the children to learn by and what-not. We have another program called [provider name] on [street location] which is like 5 minutes from here, but they focus more on infants and our license is for 3 to 5 year olds, so that's why we are not similar.

Respondent 6 considered ages served, location and cost when identifying other providers. He did note that while he thought of these organizations as competitors, he also thought about what provider is the "right match" for the child.

Respondent 6: When I talk to parents I say you may look at another program because they don't charge you versus our program, but you've also got to look at is it the right match for your child. Is it worth paying a little bit more than another program where you don't have to pay anything or pay very little [to]…know your child is going to be in a safe environment and does not have to leave the school…we're also making sure it's the right match, because one of the things that we don't want to have happen is that a parent or a child is in the program and comes with the wrong perspective and then has a negative experience because of that wrong perspective.

Respondent 10 who ran a non-profit school-based program was not able to identify any other provider at first because they were the only program working from the schools.

Respondent 10: There are no other childcare centers in [community name] or even in the area that provides services for preschool children and the numbers of school age children that we have. Also we're the only provider that goes into the schools and rents from the schools a space from the schools to go into the schools. I could tell you at some point if you want to know like I know what they do in [neighboring community], but it's not similar at all. We have one school district…[neighboring community] has I think five, and I sat on that committee, so I know the Y runs one, I think the school runs one, park district runs another. It's very fragmented.

In the end, she identified for-profit organizations in the area although she did not consider them to be competitors.

In response to M9 respondents cited a variety of service changes that have occurred in the five years. Respondent 10 said that the program reduced the ages served in afterschool programs from grades K-6 to K-5. This was due to a transition in the schools from junior high (grades 7-8) to middle schools (6, 7, 8); therefore the primary schools only served up through 5th grade. Because the program is located in schools, this impacted what children they served. While this scenario was captured in the M9 response options, the respondent wondered if the data could be misinterpreted and not understand the full context of the change in services.

> **Respondent 10:** It was easy for me to answer that question [M9], but I think the data you get from it won't…. other people may look at it and be able to answer it in [terms of] a declining population, escalating population…And so maybe a question that asked what prompted this change might be helpful information.

Some providers indicated that their programs have experienced changes that were not included in the M9 options (version 1). Respondent 6 noted that the program has increased the age slots for school age to 8 years of age and decreased for 9-12 years old. He cited financial reasons as cause, both on the part of program funding and what parents could pay.

> **Respondent 6:** It's a combination of both, a financial element and parents having enough funds to do it and everything else tied to the economic situation that's been happening for about 5 years. The other part is our rates really haven't changed in at least 3 years I've been here, at least four or five years because my family has been involved with this program for about 7 or 8 years total in a different realm, so I would say those rates haven't changed much. Primarily I think it's parents' financial situations have changed.

The available response options for M9b in version 1 captured this distinction in school-age groups by asking for changes in "school-age to age 8" and "school-age 9-12 years". However versions 2 and 3 collapsed the school-age into one group, which would no longer allow for this distinction. In addition, the programs have eliminated summer programs which could not be accurately captured in M9. Respondent 10 also noted that the question did not cover the program change in fee schedule, which was developed in order to serve parents with varying schedules.

Respondent 21 reported a change in services to children under age 13, specifically in the programming partnering with the school to provide supplemental education services (SES) to

students. This began when the school did not achieve adequate yearly progress (AYP) under No Child Left Behind and was required to provide SES.

> **Respondent 21:** I mean like the types of classes have changed. See this is interesting because also last year we started having academic tutoring on 2 days a week. All that is brought in through a thing called Supplemental Education Services through different providers, so that's changed. But that's not our program per say.

Recommendation:

Based on feedback on item M5 from early respondents, we recommend retaining open-ended response option with interviewer coding as well as permitting data to be collected to grade level. The following revisions should be made to both M5 and M5a:

M5. What age groups of children participate in your program at this site? (1) IF R GIVES AGE GROUP NAME (E.G., TODDLER), ASK FOR APPROXIMATE AGES IN MONTHS. (2) IF R PROVIDES BROAD RANGE (E.G., UNDER AGE 12), ASK IF PROGRAM CLASSIFIES CHILDREN IN FINER AGE GROUPINGS. (3) IF R REPORTS CHILDREN BY GRADE LEVEL, CODE ACCORDING TO GRADE RANGES BELOW RATHER THAN AGE GROUPS. (4) IF R MENTIONS SCHOOL-AGE CHILDREN AGE 13 OR OLDER, SAY, "This study focuses on children under age 13, so I am going to ask you to separate that age group from any children age 13 or older whom you may also serve.

M5A. INTERVIEWER: CODE AGE GROUPS SERVED BASED ON RESPONSES TO M5.

    1. INFANT (< 18 MONTHS)   **Y**   **N**

    2. TODDLER (18-35 MONTHS)   **Y**   **N**

    3. PRE-SCHOOL (36-59 MONTHS)   **Y**   **N**

    4. SCHOOL-AGE UNDER AGE 13   **Y**   **N**

    5. SCHOOL-AGE 13 OR OLDER   **Y**   **N**

    6. NON-SCHOOL AGE

    7. PRE-SCHOOL

    8. SCHOOL-AGE (GRADES K-3)

    9. SCHOOL-AGE (GRADES 4-6)

    10. SCHOOL-AGE (GRADES 7-8)

Respondents understood the intent of M8a and were able to provide the names of similar programs. However, in order to remain consistent with revisions in the home-based provider survey, we recommend adding the optional interviewer prompt at the end of this question.

M5a. Please describe any significant changes in the supply of child care in your local area in the past 12 months. For example, please mention any providers that may have begun providing new or additional care, a new government program, or any providers that may have stopped or reduced the care they were providing. IF NEEDED: By "supply" we mean a change in those who provide childcare. Otherwise, this question seemed to work well.

While the current version of the M9 question series does not allow for the elimination of summer programs mentioned by Respondent 6 above, we do not recommend revising the questions to capture this information because the collection of summer program information is not a high priority for the study. In addition, we do not recommend altering the question to capture Respondent 10's changes in fee schedule because this information will be captured in item S10.

We recommend consideration of adding a general payment question before M10 in order to record if the provider directly charges families a fee for the child care services. This question would serve a trigger for later skip patterns in the enrollment and subsidy sections. This is a particular consideration for federally-funded programs that may not charge any fees to participants (i.e., Head Start, 21st Century Community Learning Centers.) The recommended question could be:

M10.1 Do you charge parents any fee to receive child care services provided by your program?

> **YES (Continue to M10)**

> **No (Skip to S1)**

Schedule

S1. Beginning with Sunday, please tell me the hours that your program was open for children last week.

S3. What is your program's policy for parents who pick up children after your official closing time?

S4. (If no policy in S3, skip to S5) How often in the last 3 months have you or your staff enforced this policy?

      1 all of the time

      2 most of the time

      3 some of the time

      4 almost never

S5. How often do parents request additional hours or days outside of what your program provides?

      1 Often

      2 Sometimes

      3 Rarely

      4 Never (skip to S8)

S6. Does your program ever make exceptions for parents based on these requests?

      1 Often

      2 Sometimes

      3 Rarely

      4 Never (SKIP TO S8)

S7. Do parents pay extra for these exceptions?

      1 Yes

      2 No

S8. [if r mentioned Saturday or Sunday care above in S1, skip to S9] Does your program ever provide weekend care?

      1 Yes

      2 No

S9. [if R mentioned early morning or evening care above in S1, skip to S10] Does your program provide care for parents after 7pm or before 6am?

       1 Yes

       2 No

[VERSION 1]

S10. Do you permit parents to use your services on schedules that vary from week to week? (Versions 1)

       1 Yes (ask S10a)

       2 No (Skip to S11)

       3 DK/REF (skip to S11)

S10a. How many of the children you regularly care for have schedules that vary a great deal from week to week? (Versions 1)

[VERSION 2]

S10c. Does your program permit parents to pay for and use your services on schedules that vary from week to week?

       1 Yes (ask S10a) [Version 2]

       2 No (Skip to S11) [Version 2]

       3 DK/REF (skip to S11) [Version 2]

S10a. How many of the children in your program have variation in the number of paid hours of care each week? (Version 2)

S10b. How far in advance do parents need to let you know when they will be needing care?(Version 2)

       _____ Number of   1 Hours

                                   2 Days

                                   3 Weeks

[VERSION 3]

S10. Do you permit parents to use care on schedules that vary from week to week?

       1 Yes (ask S10a)

       2 No (Skip to S10c)

       3 DK/REF (skip to S10c)

S10a. How many of the children in your program have schedules that vary from week to week?

       _____ Number of children

S10b. How far in advance do parents need to let you know when they will be needing care?

       _____ Number of   1 Hours

       2 Days

       3 Weeks

S10c. Do you permit parents to pay for and use varying numbers of hours of care each week?

       1 Yes, at their convenience

       2 Yes, from a set of schedule options (ASK S10C1)

       3 Yes, beyond a minimum number of hours (ASK s10c2)

       4 No (Skip to S11)

       5 DK/REF (skip to S11)

       S10c1. How many schedule options do you offer? _____ Options (skip to s10d)

       S10c2. What is the minimum number of hours? _____ Hours

S10d. How many of the children in your program have variation in the number of paid hours of care each week?

S10e. How far in advance do parents need to let you know when they will be needing care?

_____ Number of   1 Hours

2 Days

3 Weeks

S11. How many weeks per year does your program provide care for children under age 13? IF NEEDED: Does your program provide care all 52 weeks of the year?

_____ Number of weeks   (if 52, skip to S12)

S11a. Does your program provide any help to parents in getting alternative care for those weeks?

1 Yes

2 No

S12. In the past 12 months, has your program provided any of the following types of care for children who were already attending your program: IF NEEDED: Your program may charge additional fees for these offerings, which are outside of your regular program schedule.

[Version 1 only]

     a. sick care for children who are too sick to attend their regular activities

     b. holiday care

     c. expanded summer hours for school-age children

[Versions 2, 3]

     a. sick care for children who are too sick to attend their regular activities

     b. holiday care when your regular program is not in session

     c. full-day programming for school-age children during the summer

S13. In the past 12 months, have you provided any of the following types of care for children who were not already attending your program:

     a. sick care for children who are too sick to attend their regular activities

     b. holiday care for children whose schools or other providers are closed

     c. summer hours for school-age children

<u>**Findings:**</u>

Overall, respondents understood the scheduling questions and were able to respond easily to them. The S10 question series and S12 items were the exception to this.

Most respondents did not allow variation in care schedules as identified in S10 questions. Respondent 13 was one provider who did allow variation in care schedule, but required one week notice from parents in order to do so. She was able to easily answer these questions.

However, some respondents had a more difficult time responding to questions as their circumstances were not reflected in the available response options. For example, Respondent 14 indicated for S5 and S6 that parents did request additional hours of care.

> **Respondent 14**: Well nobody ever asks for outside of what our program provides, but they do ask for what they've not signed up. So if they are only signed up for 3 days a week and they'd like an extra day we usually get that probably about twice a month.

This inadvertently provided information later asked about in S10 question series. However, her responses to item S10c (version 2) said that she did not allow for variation in the schedule and payment. Her responses were inconsistent, but it appeared that this provider allowed additional hours of care as the exception to the rule rather than a standard scheduling option (as asked in S10c.)

S10c (version 2) did not apply to Respondent 21 because parents did not have to pay for services. However, there are still rules about when the child needed to enroll, including a specific schedule and classes the children sign up for.

> **Respondent 21**: I mean it depends on what you really want to get out of that question. Like is it a question about do parents pay for like getting special circumstances or is it about allowing for more of a drop-in kind of thing…Like if it goes back and forth a lot that's a problem, so like a kid will just get counted absent a lot. But if it's like – if they need to change in the middle of the year because circumstances change that's totally allowable.

The program tried to limit movement from that schedule, but she was not able to convey this in the response options available in version 2.

For item S10c (Version 3) Respondent 20 noted that her organization allows respondents to select different numbers of days of care each week as dictated by specific conditions.

> **Respondent 20:** That occurs sometimes with our full-day because actually the way that works if they have to qualify for the state and we have some parents and they may only qualify based on their job schedule or their school schedule. So we have some parents that only bring their children 3 days during the week or 2 days during the week based on their schedule.

However, once that schedule is established there are no further changes made in the payment schedule.

Respondent 18 indicated that parents could select and pay for varying schedules on a monthly basis.

> **Respondent 18:** Let's see – month to month parents can sign up for different hours of care in the afternoon, but we don't have a weekly rate. We only have a monthly calendar for parents whose work schedules are going to fluctuate.

Beyond that they did allow for some fluctuation for "drop-ins" as long as the office was notified so the family can be billed for the additional time. "Drop-in" is considered a child staying after 3pm if the family has not paid in advance for that time period.

The majority of center-based providers did not provide the additional care options noted in S12. Those that did provided care around alternative school day calendars (i.e., ½ days or early school dismissals.) Respondent 6 said they provide that service at an extra cost to the parents. Respondent 13 did provide sick and some holiday care for children as well as assistance for parents to find other providers during the days when her program was closed.

Version 1 respondents indicated that S12 response options were a little confusing, particularly the definition of "holiday". Respondent 3 asked for a definition of "holiday care." This issue was addressed in the revision of this item in version 2 indicated above.

As part of a larger social services organization, Respondent 20 described how parents are given referrals to other parts of the organization to help cover child care needs.

Respondent 20: We have parents that will come to us and they'll say 'what are we supposed to do?' And then they meet with their site case manager and he will assist them with providing them with referrals and stuff. We normally will look at home daycare providers when we do that.

Recommendation:

Significant revisions were made to S10 in version 3, however due to the late stage of these revisions, the new questions were not adequately tested on the final respondents. (Respondent 20 was the only person administered the version 3 question set.) These revisions stemmed from respondent comments from previous versions. The version 3 questions (S10-S10e) will be tested in the feasibility test.

As discussed on pages 17-18, we recommend that additional skip patterns are added to S10 questions in order to account for providers that do not charge parents any fee for child care services. After administration of S10, S10a, and S10b, we recommend inserting the following skip pattern:

IF M10.1=NO, SKIP TO S11.

Providers who do charge parents a fee will be asked items S10c, S10c1, S10c2, S10d, and S10e.

Enrollment

E1. These next questions are about the children in your program.

How many children are currently enrolled in your program, including all sessions your program provides for children under age 13. _____ Children [Version 1 only]

E1. You mentioned that your program serves the following age groups of children. How many children do you serve in each of these age groups in your program at this site? INTERVIEWER: FILL IN AGE GROUPS FROM M5.[Versions 2, 3]

E1a. At this time, how many more children in this age group would you be willing and able to serve?

Age group from M5	Currently enrolled	Add'l children
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____

E1b. That means that your program currently serves [TOTAL FROM E1A NOT INCLUDING CHILDREN 13 OR OLDER] children under age 13. Is that correct?

1 yes

2 no   RETURN TO E1A AND CORRECT NUMBERS. IF CORRECTION NOT POSSIBLE, RECORD CORRECT TOTAL HERE: _____

E2. Approximately how many of children under age 13 were absent yesterday? IF NEEDED: Please tell me about the last regular school day. IF NEEDED: You can give me the percentage who were absent. Your best estimate is fine.

d. Is this rate of absence about the usual, higher than usual, or lower than usual?

1 usual

2 higher than usual

3 lower than usual

E3. For these next questions, please think about the [NUMBER] children that your program regularly provides care for. How many of these children are boys?

E6. How many of the children have a physical, emotional, developmental, or behavioral condition that affects the way you provide care for them? [Versions 1, 2]

E5. How many of the children have a physical condition that affects the way you provide care for them? [Version 3 only]

E6. How many of the girls have an emotional, developmental or behavioral condition that affects the way you provide care for them? And of the boys? [Version 3 only]

E7. About how many of the children are of Hispanic or Latino origin?

E8. As far as you know, how many of the children are....

       a. White

       b. Black or African-American

       c. Asian

       d. Native Hawaiian or Other Pacific Islander

       e. American Indian or Alaska   Native

       f. IF VOLUNTEERED: MIXED RACE

       g. OTHER: _____

E9. Do you have any children that you usually care for...[Version 1 only]

       a. 8 hours or less each week?

       b. 9 to 20 hours each week?

       c. 21 to 39 hours each week?

       d. 40 hours or more each week?

       e. at least 2 hours per week but whose number of hours per week

       varies a great deal

E9. Do you have any children that you usually care for...[Versions 2, 3]

       a. 4 hours or less each week?

       b. 5 to 20 hours each week?

       c. 21 to 39 hours each week?

       d. 40 hours or more each week?

E10. How many of your children do not speak English at home?

[Versions 2, 3 added: IF NEEDED: What percent of your children do not speak English at home?]

E11. Do you have any families that do not speak the same language that their teacher does? [Version 1 only]

> 1 Yes (ask E11a)
>
> 2 No (skip to E12)

> E11a. How many of your families do not speak the same language that you do? [Version 1 only]

E11. Do you have any parents who are unable to communicate with their child's teacher because of a language barrier? IF NEEDED: For example, are their parents who need the help of an interpreter or a child to speak with their child's teacher? [Versions 2, 3]

> 1 Yes (ask E11a)
>
> 2 No (skip to E12)

E11a. How many of your families are unable to communicate with their child's teacher because of a language barrier? IF NEEDED: Please tell me the percentages of families who need the help of an interpreter or a child to speak with their child's teacher. [Versions 2, 3]

E11b.What languages do these families speak? [All versions]

E11. What languages are spoken by your program staff when working directly with children? CODE ALL THAT APPLY. [Version 3 only]

> 1 English
>
> 2 Spanish
>
> 3 Other (specify: _____)
>
> IF ENGLISH AND ANOTHER LANGUAGE SELECTED, ASK E11A.
>
> E11a. What percentage of the time is English spoken? [Version 3 only]

E13. Do you provide any transportation services to children for coming to or going from your program? [Versions 2, 3]

> 1 Yes
>
> 2 No

E14. Do you have any formal or informal relationships with other providers used by children in your program? [Versions 2, 3]

> 1 Yes (ASK E14A)
>
> 2 No (GO TO A1)

E14a. What relationships do you have? CODE ALL THAT APPLY [Versions 2, 3]

> 1 provide transportation to children
>
> 2 provide access to resources or professional development for other providers
>
> 3 help parents seek providers for hours or days that program does not provide care
>
> 4 Other (specify) _____

E15. Are you comfortable with these questions about enrollment and subsidy receipt, or is there someone in your program who would be more knowledgeable about this information? [Version 3 only]

> 1 R is comfortable
>
> 2 Someone else is more knowledgeable
>
> > What is that person's title? _____

Findings:

Most respondents were able to provide much of the enrollment and child demographic information in this question set (items E1 to E8). Reporting problems occurred primarily when the respondent did not have access to the information or when the organization used a different recording structure to report this data. For example, Respondent 10 could only provide an estimated unduplicated count of children between before and afterschool programs, in response to E1, although there were students who attend both programs. The only way to get the specific unduplicated number is through accounting and track the number of children the organization received payment for. In addition, all of the subsequent demographic information was provided according to the duplicated counts.

The term "absent" caused some confusion in E2. When reporting the number of children absent the previous day, Respondent 13 initially included the children who were not scheduled to come for care yesterday in her count of absent children, stating that 22 of the 32 children were present. When asked if the other ten were absent she said:

> **Respondent 13:** Not absent, they not scheduled to come on those days.

In the end only three of the children expected to be in care the previous day were absent.

In responding to item E6 (version 1, 2), respondents considered a variety of definitions. Respondent 6 (a school-based afterschool provider) made a distinction between thirteen "special needs" children and another twenty children that need additional assistance of some sort but aren't specifically identified by the district as "special needs".

> **Respondent 6:** I think there are different kids we've had that we've worked with. It's based on the fact that I had these kids' information last spring and I know if there's 13 kids we take care of regularly that are classified as special needs, but then there's additional kids that have some type of behavior but may not be classified as such we also take care.

Similarly, Respondent 21 (also a school-based afterschool provider) included only students with individualized education plans (IEPs) in her response, not English language learners (ELL) or students with behavioral problems that did not require an IEP. Respondent 18 used a much looser definition in identifying these children.

> **Respondent 18:** Because we have children who are being seen by a specialist or in the process of being assessed and we have children who we suspect have something going on... I think it would be safe to say that we have on watch probably 2 in each class and some are actually already in the stage of being seen by a neuropsychologist or a pediatrician, a speech therapist or somebody. So on the safe side I would say 2 in each class would be 16.

The listed racial categories in item E8 also conflicted with some respondents organizational reporting. Respondent 6 could give the breakdown of "white" and "Black/African American" children but then had the rest of the children categorized as "other". Respondent 10 did not have a "Native Hawaiian and other Pacific Islander" category as an option in the breakdown of children. Respondent 18 described her difficulty in identifying children's race.

Respondent 18: That is really complicated because we have so many ethnicities, and some families would rather be known as an African-American, some would rather be known as Korean African American.

Items asking about different languages spoken by children, families and program staff were confusing to some respondents. In response to E10, Respondent 6 wondered if this was asking what language is the primary language or if there is any other language spoken at home even if it is secondary. Respondent 2 answered E10 easily but had some difficulty answering E11 (version 1).

Respondent 2: Well, the children are all learning – they're all speaking out of the home and using their native language at home only, so the teachers all speak English. We have a few teachers who speak Hebrew and that's what the children speak at home. We have two children who speak Russian and we don't have any teachers who speak Russian, so it depends. I mean the children themselves are speaking English so that's what we speak to them in, but their families…

This confusion was addressed in the subsequent versions of this question which specifically ask if the parent has any problems communicating with the provider due to language barrier. Furthermore, while Respondent 6 knew that there were families that did not speak English (E11a, version 1) she had to estimate the total number and was not able to list all the other languages that families spoke (E11b). This issue was also addressed by adding Version 3 items E11 and E11a indicated above.

In response to E14, one respondent discussed the relationship she had with children's other providers.

Respondent 14: We know the teachers of the schools and if there's a conflict with work the kids are supposed to do we'll talk to the teacher. I know that a couple of the kids are in like speech therapy but I don't know that we've…they've had a speech therapist come in, so I guess we have some relationships with other providers.

Respondent 20: Well we work with our school district. [Name] School District recently had I think it was a Title 20 Report that they had to complete which outlines how many immigrants are within the community, etc. They send us that information for our sites. We have to send them that information, so we are constantly collaborating with our local school districts as well as our community and health agencies – social service agencies and health agencies within the community.

Her program also coordinated with the school for transportation services, taking children between the school and the program site when necessary.

Recommendations:

We recommend clarifying E2 to indicate if "absent" should include only children that were scheduled to be in care the previous day and were not or any children that are enrolled but were not in care the previous day.

> **E2. Approximately how many children under age 13 who were scheduled to be cared for yesterday were absent? IF NEEDED: Please tell me about the last day that you provided care how many of the children you regularly care for were not present.**

Despite some variation in categorization of children in item E6 we do not recommend revisions to this question. As it currently reads, the question allows respondents to define "physical, emotional, developmental, or behavioral conditions" in terms of how these might impact the type of care they provide rather than in terms of specific diagnoses. We were not able to determine any standards that would apply equally to school-age children (for whom IEP's are well-defined) and to pre-school age children who may not yet have begun the process of being designated as special needs.

As it was developed using the U.S. Census Bureau standard race categories, we do not recommend any changes to E8. However, In order to allow for variation in categorization of race by providers in E8, we recommend allowing respondents to list children under multiple race categories, if necessary. In addition, as the question currently reads, the interviewer should stress to respondents that they should answer the question "as far as they know…"

In order to further clarify the intent of E14 and for consistency with the home-based questionnaire, we recommend the following revision:

> **E14. Do you have any formal or informal relationship with schools or other providers used by children in your program to coordinate care or share information related to the children?**

These changes better articulate the question intent of gathering information about coordination of care between providers while not contracting the answers provided by respondents 14 and 20 to the original questions.

Enrollment/Subsidy

E12. Does a federal, state or local agency such as a human services agency, an education department, welfare or an employment or training program pay part or all of the cost for any of the children you care for? [The phrase "pay part or all of the cost for" did not appear in Version 1]

      1 Yes

      2 No (go to A1)

E12a. How many children are paid for partially or fully by a government agency? [The phrase "for partially or fully" did not appear in Version 1]

E12b. Do the agencies pay you....

      1. directly for slots

      2. pay you for vouchers or certificate received from parents

      3. pay the parents in cash

      4. some other way (_____)

E12c. For how many of the children in your program do you receive payment or partial payment through a voucher? IF NEEDED: Vouchers are certificates that parents may receive from a social service agency and use to pay for their child's care. The program can then turn them in for cash payment. IF NEEDED: Your best estimate is fine.

E12d. Some agencies contract directly with providers to provide subsidized care to needy families. Do you have a contract with a federal, state or local agency to provide subsidized care to families? [Version 3 includes phrase "low-income families".]

      1 Yes

      2 No (go to E13)

E12e. How many children are partially or fully paid for through contracts with governmental agencies?

E12f. What agencies do you have contracts with? [Versions 2, 3]

>   1 Federal

>   2 State

>   3 Local, other than public school districts

>   4 Local public school district

Findings:

Most respondents received some sort of government subsidy to defray program fees for families. The following table describes the responses to items E12 through E12f.

Respondent	Type	Receives subsidies	Agency pay directly for slots	Receives vouchers	Parents receive cash	Direct contract with agencies
2	day care center (faith-based)	X	X			
3	Preschool/Head Start hybrid	X	X			
4	After school					
5	For profit day care center	X	X			X
6	School-based after school	X	X			X
10	After school	X	X			
13	For-profit center	X	X		X	
14	Private after school					
18	Private center					
20	Center/Head Start	X	X			X
21	Center/21st CCLC	X	X			X

Some providers receiving version 1 were confused by the subsidy receipt questions (E12a-d). Respondent 2 asked if E12a included full and partial payments.

> **Respondent 2**: We have two that are funded through Preschool for All and only come for the hours of Preschool For All. We have 9 children I believe who we get partial payment from Action for Children. So I don't know if you meant full or part-time.

This confusion was addressed in revisions for subsequent questionnaire versions. Respondent 10 made the point that while they do receive DHS subsidies for some children, these are not "slots".

> **Respondent 10**: Actually they're not slots. That's a different program. They pay us for children who are receiving childcare subsidy they pay us for the child on a per diem basis but they are not paying for a slot.

Respondent 3 noted that her site received subsidies funds from the sponsoring parent organization (who gets it from DHS). She was confused on if that would be considered "direct" or not.

There was some confusion about the difference between E12 and E12d. Respondent 10 found the term "contract" in E12d awkward. She said they have an agreement with DHS that they would accept subsidies; but not a contract. Respondent 10 had a similar reaction.

> **Respondent 10**: Other than the contracts that we will take children and we will… I don't know whether that's called a contract or not…That we will take children even then, because many centers won't take the children who receive subsidies, so I call it more of an agreement. That's kind of for me a funny… But I understand because I talk to other funding agencies and I know that they do have contracts that run on an annual basis and that's not what we do.

Respondent 21 was confused on how to answer this question because her program is completely subsidized through the 21st Century Community Learning Center grant and therefore is free to all children.

> **Respondent 21**: Right. Yeah, like parents just register their kids for the program. They don't necessarily apply for money to pay for the program. There's no money. Once it gets to the parents there's no money involved. In this way it is a subsidy on the program rather than the individual level.

This confusion was evident in the different responses from providers who receive the same type of funding. For example, Respondents 3 and 20 both receive Head Start funding however only

Respondent 20 indicated in E12d that the organization had a contract with a government agency. In addition, Respondents 6 and 10 both accepted subsidies from DHS; however Respondent 6 considered this to be a contract while Respondent 10 did not.

Respondent 6 suggested asking about any staff that is designated to assist families with subsidy enrollment.

> **Respondent 6:** Is there a subsidy liaison or parents for your program or something along those lines? I know we don't have one specifically anymore, sort of getting to hodge-podge with assistants, coordinator and kind of be the point of contact and redirect parents and try to help out as best we can with the paperwork versus some programs actually have a specific person.

Recommendations:

In order to address the concerns raised by respondents, we recommend revising this entire question set as indicated below.

E12. Does a federal, state or local agency such as a human services or education agency or department, or a welfare, employment or training program pay part or all of the cost for any of the children you serve?

> **1 Yes**
>
> **2 No (go to A1)**

E12a. For which types of government-funded programs do you provide care:

> 1. Pre-kindergarten   Y   N
>
> 2. Head Start   Y   N
>
> 3. Subsidized child care   Y   N
>
> 4. Before/Afterschool programming   Y   N
>
> 5. Other _____   Y   N

E12b. How many children are paid for partially or fully by a government agency or program?

> _____ **Number of children**

E12c. Do the government agencies or programs

1. directly fund and operate services		Y	N
2. pay you directly for a guaranteed number of slots		Y	N
3. pay you for vouchers or certificates given to parents		Y	N
4. pay the parents in cash		Y	N
5. some other way (_____)		Y	N

E12d. For how many of the children in your program do you receive payment or partial payment through a voucher? IF NEEDED: Vouchers are certificates that parents may receive from a social service agency and use to pay for their child's care. The program can then turn them in for cash payment. IF NEEDED: Your best estimate is fine.

_____ Number of children.

E12e. Some agencies contract directly with providers to provide subsidized care to needy families. Do you have a contract with a federal, state or local agency to provide subsidized care to families?

1 Yes

2 No (go to E13)

E12f. How many children are partially or fully paid for through contracts with governmental agencies?

_____ Number of children

E12g. What agencies do you have contracts with?

1 Federal

2 State

3 Local, other than public school districts

4 Local public school district

E12h. Does your program have a subsidy liaison or other staff member who assists parents in applying for and enrolling in child care subsidy programs?

Admissions/Marketing

A1. During January through March of this year, how many children did you stop caring for? IF NEEDED: Include children whose parents withdrew their children from care as well as children you didn't want to care for anymore.

A2. During January through March of this year, how many new children did you start taking care of?

A3. Which of the following do you do to try to find new children to care for?

      a. List your services with a resource and referral agency

      b. Ask friends and family to refer other families looking for care

      c. Ask current or recent families to refer other families looking for care

      d. Answer advertisements or other postings looking for care

      e. Post advertisements announcing openings

      f. IF VOLUNTEERED: NEVER HAVE TO ADVERTISE

A4. Which of these methods is the main way that you find new children to care for? ENTER CATEGORY FROM A3 ABOVE.

A5. Which of the following do you do to help parents understand what kind of care you offer?

      a. Talk with families who are looking for care

      b. Invite families looking for care to visit and observe

      c. Invite families looking for care to bring their children for a visit

      d. Ask current or recent families to provide verbal or written references to families looking for care

      e. Participate in on-line directories or encourage current or recent families to contribute publically available on-line reviews

      f. Participate in quality rating systems

      g. Let families looking for care talk with assistants or other people who help me care for children

      h. Other (specify_____)

A6. The last time you had an opening, how long did it take you to find another child to care for?

_____ Number of   1 Days (skip to A7)

                                      2 Weeks (skip to A7)

                                      3 Months (skip to A7)

                                      4 STILL HAVE OPENING (ask A6a)

                                      5 CHILD TAKEN FROM WAITING LIST [Versions 2, 3]

A6a. How long have you had this opening so far?

_____ Number of   1 Days

                                      2 Weeks

                                      3 Months

A7. In the past year, have you turned away children who wanted to enroll because you did not have an empty slot? [Version 3 changed reference period to "in the past year".]

1 yes

2 no

3 CHILDREN ARE PLACED ON A WAITING LIST [Versions 2, 3]

A8. In the past year, have you told a parent that you won't care for a child anymore because of...

a. problems with the child's behavior

b. problems getting paid

c. other issues with the parent

d. you wanted to reduce your work hours or workload [Version 1]

d. you wanted to reduce your program's size   [Versions 2, 3]

A9. Have you or someone else on your staff had a disagreement or dispute with a parent in the last three months...[Version 1]

a. about parenting?

b. about money?

c. about coming late to pick up a child?

A9a. How often in the last three months have you or someone else on your staff raised any of the following with a parent …[Versions 2, 3]

1. parenting issues?	Never	Monthly	Weekly	Daily
2. payment of program fees?	Never	Monthly	Weekly	Daily
3. coming late to pick up a child?	Never	Monthly	Weekly	Daily

A9b. In the last three months, how often has a parent raised any of the following with you or someone else on your staff… [Versions 2, 3]

Response options: Never, Monthly, Weekly, Daily

1. Parental concerns about something the child's teacher/caregiver is doing with the child or group

2. Parental concerns about the child's behavior

3. Parental concerns about the child's development

4. Parents seeking direction for how to support children's learning at home

5. Parents seeking direction for how to discipline the child at home

A9. How important is it to you that your lead teachers:

(response options include: 1 Very Important; 2 Somewhat Important; 3 Not very Important; and 4 Not at all Important) [Version 3 only]

a. Value their relationships with parents?

b. Understand what parents' schedules are like?

c. Are flexible in working with parents' schedules?

d. Pay attention to suggestions parents make about caring for their children?

A10. The care that a child receives can vary for many reasons. The environment they're in, the money and other resources available to the person providing care, the how the parent works with the care provider, etc.

[This question is asked in three sets according to the ages of the children the provider cares for: under age 3; ages 3 to 5; school-age children. The question below appeared in Versions 2, 3. Version 1 scale

included a varying scale: If 1 means 'the best possible care there is' and 7 means 'some of the worst care being offered.']

A10a. If 1 means 'the best possible care there is' and 5 means 'not as good as I'd like it to be,' please tell me how you would rate the care you provide to children under age 3/aged 3 to 5/school-age children. In terms of:

a. having a safe environment ____ N/A

b. being warm and nurturing ____ N/A

c. helping them learn so they can do well in school ____ N/A

d. helping them learn how to get along with others ____ N/A

e. helping them with their physical skills ____ N/A

f. teaching them your program's values ____ N/A

A11. Does your program make available any of the following services that some children might require? [Version 1 only]

A11a. IF SERVICE IS AVAILABLE, ASK: Does your program pay for this service as well? [Version 1 only]

a. Health screening: medical, dental, vision, hearing, speech

b. Developmental assessment

c. Counseling services for children and/or parents

d. Social services to parents such as referrals for housing assistance, food stamps, financial aid, or medical care.

e. Transportation services for children

A11. The following questions are about various services that children and their families might require outside of the child-care setting. [Versions 2, 3]

a. Are any of the following available to children on-site at your program? Health screening: medical, dental, vision, hearing, or speech?

b. Are development assessments available to children on-site at your program?

c. Are therapeutic services such as speech therapy, occupational therapy, or services for children with special needs available to children on-site at your program? [Version 3 only]

c. Are counseling services for children or parents available on-site at your program?

d. Are any of the following available to children on-site at your program? Social services to parents such as housing assistance, food stamps, financial aid, or medical care.

    1 Yes   Does your program pay for this service?   1 Yes   2 No

    2 No -> Does your program provide referrals to this service?   1 Yes   2 No

A11e. [if yes to A11d or A11d2] In the last year, how many parents have you provided with social services assistance, including referrals? [Versions 2, 3]

A12. In the past 3 months, have you provided financial aid or reduced the fees that you charge a family because of a change in their personal circumstances? [Version 3 only]

    1 Yes (ask A12a)

    2 No (skip to A13)

    A12a. About how many families have you done this for? [Version 3 only]

A13. Are you comfortable with these questions about your admissions process and services you offer, or is there someone in your program who would be more knowledgeable about this information? [Version 3 only]

    1 R is comfortable

    2 Someone else is more knowledgeable

    What is that person's title? _____

<u>Findings:</u>

Several respondents found the time frame (January to March) in A1 and A2 difficult to remember as the interviews were conducted in November and December. As a result, Respondents 3 and 6 both estimated their counts.

> **Respondent 6**: I'm going to make an educated guess and say we came out of last year 420 in December. That's our highest peak last year. On average we usually lose about 30% of that as we get closer to the end of the school year. March is pretty close to April, May, June when we get out, so I'll say about 20 to 30% is about all we lost… and I would say about half of what we lost is usually what happens, so I would say about 10 to 15% is what we [gained].

> **Respondent 3**: I was fully enrolled this year. We just got an award for excellent enrollment. I never was under enrolled... We might have had maybe a drop – I would say maybe 3. That's not probably accurate. It may be less. We don't have children leave the program often.

Respondent 18 did not understand the question as it was worded and needed to have it rephrased as: "For those 3 months – January, February, and March how many children left the program if any."

As a school district that provides direct afterschool care to children, Respondent 6 said that they did most of their recruiting through the district and schools. Respondents 10 and 21, both non-profit providers based in the schools, noted that item A3 did not include working through the school and district as a recruiting option. This is how they did much of their recruiting.

> **Respondent 10**: Actually for school age there is a link on District [number] there's a link under parents on their website... Well referral from other parents, but if they call the district... We're not there but the [provider name] packets are there. It's mostly through the school district. Maybe there should be a category for other.

> **Respondent 21**: Oh all, completely [recruiting in the school]... Like we're in classrooms or the lunch room and send stuff home with teachers and that kind of thing, so it's all in the school.

For all three of these programs, children must be students in the district or school in order to attend the program.

Respondent 10 would have preferred more open-ended questions in order to capture the types of marketing and relationship building with the community that they engage in.

> **Respondent 10**: In general it's becoming very community oriented and understanding the needs of working families and meeting those needs. Because if you know what those needs are what they want for their child for the program and if you can meet those needs there's a perfect match...And so we've tried to be a community within ourselves and even our school age programs they have potlucks and picnics and special nights so that parents have a chance to connect...A good question would be how do you connect with your parents. Do you have newsletters? Do you have conferences? Do you see your parents even? I don't know, some after school sites may be – because we're DCFS licensed they've got to come in and sign their child out with a folder at every site for them, a parent folder at every site, so how do you connect with your parents would probably be a good question.

The organization does a lot of work through community, creating relationships with the chamber of commerce and local libraries, as well as with the district.

In A6, Respondent 10 indicated that her program did have openings, but then had difficulty answering item A6a because she said they always have openings in the sense that they can hire additional staff if necessary to meet the teacher/student ratio requirements until they are at their capacity limit.

> **Respondent 10:** On our morning program we always have openings and if more families need us we just put on additional staff. So it's really not openings, it's just that we're DCFS licensed so we could take more children in the morning.

Several version 1 respondents did not like the use of "disagreement or dispute" in item A9.

> **Respondent 3:** Yes, but it wasn't a dispute; it was a reminder of what the policies and procedures are.
>
> **Respondent 6:** I would say it wasn't a dispute, it was more… We said you need to pay this before you get reregistered, so it wasn't a dispute.
>
> **Respondent 10:** Well I don't want to say a dispute or argument, but just had to… I don't like those words I will tell you, so I had to communicate with a parent because of picking up late, yes. I like that word communicate.
>
> **Respondent 13:** It wasn't a dispute, but just a concern about their parenting technique.

These responses were incorporated into items A9a/A9b in subsequent versions.

In general for center-based providers did have some variation for the A10 question series. The following table summarizes the response for A10.

Respondent	Type	Providing safe environment	Being warm and nurturing	Help with school	Help getting along with others	Help with physical skills	Teach program's values
2	day care center (faith-based)	1	1	1	1	1	1
3	Preschool/Head Start hybrid	5	2	1	1	1	7
4	After school	1	3	2	2	2	2
5	For profit day care center	1	1	1	1	1	1
6	School-based after school	2	3	2	2	3	3
10	After school	1	1	n/a	1	1	1
13	For-profit center	2	1	2	3	2	1
14	Private after school	1	2	1	1	2	1
18	Private center	1	1	2	1	1	2
20	Center/Head Start	1	1	1	1	2	1
21	Center/21st CCLC	2	3	1	2	2	1

Respondent 18 indicated that A10f ("teaching them your program's values") was a complex issue.

> **Respondent 18:** That's an interesting question. Um…because that's a partnership with parents. You don't do that by yourself. It's really agreeing and partnering about child rearing. I find that one hard to rate. I do think we're good at what we do and that's why parents stay with us so many years.

Version 1 of item A11 missed some types of services that providers offer. Respondent 3 thought there was ambiguity between services provided onsite (both those paid for by program and those paid for by another program) and those referred out and suggested adding clarification in this item. Subsequently, A11 in following versions specified "on-site" services as well as asked about service referrals offered by providers.

Respondent 6 (a school-based provider) noted the school district provides many of the listed services, which the children as students had access to, but the afterschool program itself did not.

> **Respondent 6:** Well in the case of the [services and referrals] questions I think a lot of those if each program has a different sponsor, like ours are sponsored by the school district, the school district does provide a lot of the services that we offer, a lot of the services that we personally as a program provide. So in the case of that situation is where we refer parents to the overall school district to get help with counseling, social services, redirecting them to resources within the district. So something in your questionnaire to kind of I guess hit on or pull that information would be helpful because there may be other programs such as ourselves that are sponsored by an overall program or organization that does offer those services..

Respondent 21 described a similar relationship with the school: a partnership between school and provider and coordination of available services.

> **Respondent 21:** It is provided during the school day though not necessarily after school, but we do take referrals. So if an after school teacher is like 'I think your kid needs glasses' we're able to bring that up with a nurse the next day at school.

Respondent 18's organization pays for the initial consultation with an outside resource for developmental assessment, health screenings, speech therapy, etc., but the parents would pay for any additional services although these could be provided on-site.

> **Respondent 18:** Like we work with somebody from Jewish Family and Children Services. We work with a neuropsychologist. We work with a speech person, but the parents basically have to contract with them.

Respondent 2 recommended including services related to allergies in this list as it is a growing issue for providers.

Respondent 6 suggested including an item about the enrollment requirement as that may factor into parents decisions.

> **Respondent 6:** Questions about what does the enrollment process involve. We do require a physical less than a year. The day the child starts it is a requirement along with a TB test, which is not something most district schools require. Our school requires a TB test and that TB test also has to be less than a year old. So that's a big [factor], a lot of parents are like well I didn't know…

Recommendations:

Based on feedback from school-based providers, in particular, we recommend revising A3 to include a related response option.

A3. Which of the following do you do to try to find new children to care for?

  a. List your services with a resource and referral agency

  b. Ask friends and family to refer other families looking for care

  c. Ask current or recent families to refer other families looking for care

  d. Answer advertisements or other postings looking for care

  e. Post advertisements announcing openings

  f. Make program information available to families through the local school or school district.

  g. IF VOLUNTEERED: NEVER HAVE TO ADVERTISE

Respondent 10 made an interesting point above regarding providing additional services and activities that create a sense of community for families. This concept goes beyond the existing questions about services and outreach to families (i.e., A9, A10 and A11) and is an important concept to capture. Therefore, we recommend the addition of the following questions:

A5a. Do you interact or communicate with families outside of the regular care that you provide for their children?

  ☐ Yes (skip to A5b)

  ☐ No (skip to A6)

A5b. How do you interact or communicate with families?

  a. Newsletters

  b. Parent meetings/conference

  c. Social events (i.e., potlucks, family activities, etc)

  d. other (specify): _____

Respondent 10 reported difficulty in responding to A6 because she hired additional staff to meet child/staff ratios until they hit their DCFS licensing capacity. Her response to A6 would then be that

they still have openings (a current response option.) Therefore, we advise this is an interviewer training issue rather than a question revision.

In order to address Respondent 18's discomfort above as well as to incorporate feedback from the home-based questionnaire, we recommend revising response option "f" in A10 to read "teaching them values" as seen below:

A10. The care that a child receives can vary for many reasons. The environment they're in, the money and resources available to the person providing care, the child's own behavior, etc. If 1 means 'the best possible care there is' and 5 means 'should probably be better,' please tell me how you would rate the care you provide to children. In terms of:)

> **a. having a safe environment**
>
> **b. being loving and nurturing**
>
> **c. helping them learn so they can do well in school**
>
> **d. helping them learn how to get along with others**
>
> **e. helping them with their physical skills**
>
> **f. teaching them values**

Beyond that the other A10 question series appeared to yield adequate variation in respondents' rating of their program services. Therefore, we do not recommend any changes to the other items.

For A11, respondents indicated that listed services were available through relationships with other organizations or institutions (i.e., schools). This is relevant information and should be captured as a referral unless the provider is directly providing these services or is allowing these services to be provided at their site during program operating hours. In order to clarify this, we recommend adding the following instructions in A11:

> **IF NEEDED: Services offered by the provider should be available at the program site during regular program hours of operation regardless of who pays for the services. Other services should be considered referrals.**

Staffing

[None of the staffing questions appeared in version 1.]

T1. What is the total number of instructional staff, including full-time and part-time workers, employed by your program at this site?

T2. How many of the center's paid classroom staff (excluding volunteers) have left the program in the last 12 months? [Include only teachers, assistant teachers, and aides, teacher-directors, and any others who work directly with children.]

T2a. [if T2>0] In the last year, have you asked a teacher or assistant teacher to leave your program because of concerns about that person's caregiving or instructional quality?

> 1 Yes
>
> 2 No

T3. What is the total number of non-instructional staff, including full-time and part-time workers, employed by your program at this site? Please include administrators, support staff, drivers, cooks, and anyone else on the program's payroll.

T4. Some programs provide support for staff seeking training or professional development opportunities. Do you provide any of the following for your teachers, assistant teachers, or aides?

> a. Funding to participate in off-site trainings or professional development?
>
> b. Paid time off to participate in off-site trainings or professional development?
>
> c. In-service training or professional development opportunities?
>
> d. Mentoring or consultants who provide ongoing training to staff?

T5. These next questions are about supervision in your program.

> a. In the past year have you or someone else observed each of the groups in your program?
>
> b. Was feedback provided to the staff observed based on these observation(s)?
>
> c. Do salary decisions take into account what is observed or how staff respond to feedback provided?

Findings:

In response to T2a, Respondent 21 reported she had not asked any staff to leave during a school year but had not asked a couple of staff to return the following year. (The afterschool program runs on a school year calendar.) She was able to report this number easily.

<u>Recommendations:</u>

Respondents understood and easily answered this question set. Furthermore, because the questions focused on staff policies and general personnel counts rather than specific salary or financial information, respondents were able to recall their answers on the spot without needing to refer to additional records. Therefore, we do not recommend any revisions to these questions.

Care Provided

C1. How many groups of children do you have? Please include all groups in all of the programs or sessions that you offer for children under age 13. IF NEEDED: By group, we mean children who are together for most of the [day/session] with an assigned staff member or group of staff members. If children change groups frequently during the day, please tell me about your groups during a typical activity period.

_____ Number of groups [if only one group, skip to C3]

C2. [SEE M5, AGES OF CHILDREN SERVED. ASK ONLY RELEVANT AGE CATEGORIES] How many of these groups include children:

[Version 3 allowed respondents to identify the age groups themselves.]

a. under the age of 3? _____ number of groups

a1. what are the names of these groups?

b. at least 3 years old but not yet in kindergarten? _____ number of groups

b1. what are the names of these groups?

c. school-age? _____ number of groups

b1. what are the names of these groups?

[RANDOMLY SELECT ONE GROUP FROM EACH AGE CATEGORY FOR FOLLOW-UP QUESTIONS. DO NOT LET R SELECT GROUP.]

C3. I'm going to ask you some detailed questions about one group [from each of these age ranges]. This helps reduce the number of questions I need to ask you, but still gives us a sense overall of the range of offerings that providers have. Please do not worry if the groups I select are not typical of your program.

[First,] let's talk about [SELECTED GROUP FROM INFANT-TODDLER/PRESCHOOL/SCHOOL-AGE CATEGORY]. ASK C3A THROUGH C7 FOR FIRST GROUP, THEN ASK ENTIRE SET FOR GROUP FROM NEXT AGE CATEGORY UNTIL ALL AGE CATEGORIES ARE COMPLETE.

C3a. How old is the youngest child in []?

C3b. How old is the oldest child in []?

C3c. How many children are in []?

C3d. How many more children would you be able and willing to accept in this group?

C3e. How many hours per day are most of the children in this group at your program?

C3f. During a typical activity period, how many assistant teachers or aides help with this group?

C3g. During a typical activity period, how many lead teachers and other teachers are with this group?

C3h. During a typical activity period, how many volunteers help with this group?

C4a. Is [NAME] a lead teacher, other teacher, assistant teacher or aide?

C4b. Is [] male or female?

C4c. How old is []? IF NEEDED: your best guess is fine.

C4d. Approximately how many hours per week does [] usually work?

C4e. Is [] of Hispanic or Latino origin?

C4f. Which of the following is []…READ CATEGORIES?

C4g. Does [] have a 4-year college degree?

C4g1. Does [] have some form of certification to teach young children, or as a special education or elementary school teachers? [Version 3 only]

C4h. Does [] have any training in education or child development? [Versions 1, 2]

C4h. Does [] have any training outside of higher education in child development or early care and education? [Version 3 only]

C4i. As far as you know, has [] received any professional development or other training on working with young children in the past 12 months?

C4j. How long has [] worked in your program?

C4k. How many years of experience does [] have working with children under age 13? Please do not count any experience raising (his/her) own children.

C4l. How much is [] paid? RECORD AMOUNT AND TIME UNIT. PROBE FOR BEST ESTIMATE IF NEEDED.

C4m. Please tell me if [] receives any of the following benefits: READ ALL CATEGORIES

      1 reduced tuition at your program

      2 funds for (him/her) to receive training

      3 retirement/IRA/SEP/Keogh

      4 life or disability insurance

      5 health insurance

      6 paid parental leave

      7 other paid time off

ASK 4A-M FOR NEXT STAFF PERSON UNTIL ALL STAFF PERSONS ASKED ABOUT FOR THIS GROUP.

C5. Thinking about a typical day for children in this group, what percentage of time do children spend doing such things as physical activities, creative activities, instructional activities, other group activities and free choice activities. IF NEEDED: Just tell me the typical amount of time on this activity.

      a. Physical activities led by an adult

      b. Creative activities led by an adult, such as music, block building, arts and crafts,

        or dramatic play.

c. Teacher-directed instruction such as [learning animals or colors/numbers or letters/reading or mathematics]

d. Other teacher-directed group activities, such as reading aloud or storytelling/discussion]

e. Activities chosen by the child.

C6. How often do children in this group watch educational programs on television or DVDs?

1 every day

2 2-3 times per week

3 2-4 times per month

4 very rarely

5 never

C6. How often do children in this group watch other programming?

1 every day

2 2-3 times per week

3 2-4 times per month

4 very rarely

5 never

C7. How often do children in this group use computers?

1 every day

2 2-3 times per week

3 2-4 times per month

4 very rarely

5 never

[Questions C5 and C6 for school-age children only in Versions 2, 3]

C5. Next, I'll ask you about how children in this group spend a typical day. I'll ask about academic activities, arts or cultural enrichment, recreational activities, social activities, community service, technology, or supervised free time. What percentage of time do children spend on...? IF NEEDED: Just tell me the typical amount of time on this activity.

- **Academic activities (tutoring, homework help, college prep, etc.)**

- Arts/Cultural enrichment (arts, music, museums, multicultural awareness, etc.)

- Recreational activities (sports, free swimming, active play, etc.) [Versions 2]

- Social activities (focused on behavioral and interpersonal skills) [Versions 2]

- Physical or Athletic activities (sports, free swimming, active play, etc.) [Version 3]

- Social or recreational activities (focused on behavioral or interpersonal skills) [Version 3]

- Community service/civic engagement

- Technology (computer programming/web site design)

- Supervised free time

C6. 1. Indicate the extent to which the management and staff of this Center consider each of the following to be an objective or goal of their program. Indicate whether each is (1) a major objective, (2) a minor objective, or (3) not an objective of this Center:

A __ Provide a safe environment for kids after school

B __ Help kids to improve academic performance (e.g., grades, test scores)

C __ Help kids to develop socially

D __ Provide cultural opportunities for kids

E __ Provide recreational activities for kids

F __ Prevent risky behavior

G __ Other (describe)

END REPRESENTATIVE GROUP QUESTIONS.

C8. How often do you have conversations with parents of children in your center/family child care home on these issues? (Response Options: Daily, 3-4 times/week, 1-2 times/week, 1-2 times/month, every few months)

[Versions 2, 3]

- Parents worries about getting or keeping a job

- Parents having trouble paying for their child's care [Versions 2]

- Parents having trouble picking their children up on time [Version 2]

- Parents' ability to meet their children's basic needs (food, shelter, health care)

- Immigration issues affecting the parent/family [Version 2]

- Stress parents are feeling

- Problems parents are having in their relationships with partners or family members

- Concerns parents are having about physical or emotional abuse in their homes [Version 2]

C9. Do you have access to a family support resource/mental health consultant/guidance counselor? [Versions 2, 3]

 1 Yes (ASK c9A)

 2 No (SKIP TO C10)

 C9A. Is this person located at your site or somewhere else in the community?

On-site full-time/On-site part-time/Off-site [Versions 2, 3]

C10. Do you feel you have the resources you need to address concerns raised by parents?

 Yes/No [Versions 2, 3]

C11. How often do you feel overwhelmed by the concerns parents share with you?

[Versions 2, 3]

 1 Very often

 2 Somewhat often

 3 Not very often

 4 Almost never

C12. Are you comfortable with these questions about staff qualifications and activities of specific groups or classrooms, or is there someone in your program who would be more knowledgeable about this information? [Version 3 only]

 1 R is comfortable

 2 Someone else is more knowledgeable

  What is that person's title?

<u>**Findings:**</u>

For C2, Respondent 21 had a complex description of groups of children due to the structure of the afterschool program. Each day of the week children would go to one specific class and stay there for the duration of the day. This was a set schedule week to week for which children enroll at the beginning of the year. Different classes had different age groups and topics with significant overlap. For example: Monday had 13 groups (four 1-3 grade; four 4-6 grade; four 7-8 grade; and one 4-8 grade); Wednesday had 12 groups (same as Monday except no 4-8 grade group). Due to the daily variation and changes in structure of age groups, it was difficult for her to respond to C2 as it was written.

When responding to the C3 question series about the number of staff present during a typical activity period, Respondent 10 noted that the titles in the questions did not easily match to the types of staff that they have (e.g., site coordinator, group leaders).

> **Respondent 10**: I'd have to look at the schedule and we don't have any aides, so we have a group leader, always a group leader and we have a site coordinator – we have 1 site coordinator and I believe we have 4 group leaders and that's how we identify them and that is consistent with DCFS the terminology they use and the qualifications.

These terms are more appropriate for afterschool programs as they follow DCFS licensing language.

When answering C4 questions, some respondents did not have all the appropriate information on staff. For example, Respondent 3 had to estimate staff wages as she did not have the specific labor cost data.

> **Respondent 3**: Now I'm not going to know all their salaries off the bat. I'm going to try really hard for you sweetie, but I'm not going to remember.

Another respondent felt that the staff wages and characteristics questions were too intrusive, commenting that she agreed to talk about herself and her program, not about the details of her staff.

The C5 question series was confusing for a number of respondents. Respondent 2 commented that these questions would be easier to answer if they were age group specific; in particular, it was difficult to answer this question set for the infant group because it is hard to distinguish who

initiates certain activities (babies or teachers). Each child has their own schedule of sorts and the teachers are juggling/setting those.

> **Respondent 2:** [Infants] have to eat when they have to eat, they have to be changed when they have to be changed so maybe 15% of the time [are activities chosen by the child]. It's really – it's a chemistry. It's knowing the flow of the day and the flow of the child's needs. How much of it is really adult led versus child led I don't know.

Respondent 3 was easily able to recite the daily routine in the classroom, but it did not always fit clearly within one listed category.

> **Respondent 3:** We have a routine. They do so much time in choice time, which is they can play in any learning area in the room for approximately an hour during the day…I would say [teacher instructed activities are] about half an hour a day divided. Sometimes it's 20 minutes in the morning, 10 in the afternoon. We try not to over stimulate the children if we see that circle time is… You have days where children are really ready to rock and roll and then you have days where something went wrong that morning with mommy and daddy and we're not going to do this too well so we don't force them. We try to be as flexible with them as possible.

For C5c, Respondent 10 preferred the term "teacher-facilitated" instruction rather than "teacher-directed." In addition, in reference to C5e, she also said that all activities in the before/afterschool program are chosen by the child. They can choose to participate in group or individual activities (that may fit into the other provided categories.)

> **Respondent 10:** Chosen by the child? Actually the whole program almost except for snack they can choose what they want to do. But there's overlapping there, so it's not necessarily child directed because if they choose to do a group sports activity there are rules but they have chosen that activity.

Respondent 6 reported that his before/afterschool program is recreational so children have the opportunity to decide what they want to do.

> **Respondent 6**: Probably something related to scheduled events per day. We do have scheduled events that occur at each site and each site kind of constructs it based on their site for the kids and staff, the staff and resources that are available. So given the guidelines they kind of tweak it to match their site.

He thought that a schedule of daily events or daily calendar would get at a lot of these questions in the same way as this question set.

The structure of Respondent 18's program was more fluid, which made it more difficult for her to answer the question.

> **Respondent 18**: The teaching moment for us in the classroom is 5 or 10 minutes but it's multiple times, so I'd say the instructional time with the adult is 5 or 10 minutes at a time and they're going from child to child in small groups. That one's a real... What do you do with that question?

In contrast, Respondent 21 ran a very structured afterschool program where children participate in one type of activity (i.e., arts, sports, music, community service, etc) each day (which activity varies by group) so there was not a "typical" day as suggested by C5.

> **Respondent 21**: They have that option during registration, but once they register for class they're in that class. There are art adventures classes 1st through 3rd grade, so a 1st grader can do it.

Social activities were the only listed topic that they engaged in every day in every class.

In response to C6, five respondents reported that children watched any television programs (educational or not). No one reported children watching television more than 2-4 times per month.

Respondent	Educational programs (C6)	Other television programs (C6)
3	Very rarely	Never
4	Very rarely	Very rarely
6	Very rarely	Very rarely
10	2-4 times per month	2-4 times per month
20	Rarely	Never

Respondent 21 noted that C8 did not apply to their program because there was a parent resource center associated with the school that helps parents with all of these issues. With the exception of having discussions with parents about picking kids up on time, the provider would refer parents to the resource center for assistance. This is a similar relationship to that previously discussed in A11.

As a non-profit that provides a variety of social services, Respondent 20 said that they had case managers available to families weekly to help address any of their needs. Case managers regularly interacted with parents to address personal or family issues.

> **Respondent 20:** For the case managers I'm going to say that's daily, because they're interacting with parents on a daily basis. I actually meet all my parents monthly because we have monthly parent meetings and at those monthly parent meetings I provide them with a detailed director's report. And that report it outlines personnel concerns, personnel issues, vacancies. They get a full report about the operation of the program, information about transportation of the bus, etc. After those meetings parents do hang around and they engage in a conversation with me. It is not directly related to the Head Start program but is part of the organization.

Respondent 2 noted that there were no opportunities in the survey to give information about specific provider activities, specifically what they have done to enhance the programs and how that has financially impacted providers.

> **Respondent 2:** I think some of the things that didn't come through this was there was no opportunity for the provider to indicate specific things that we offer and enrichments. Our program swims twice a week, so there's no way to say what the extra curricular activities are, whether we have a computer lab or that we have a music specialist and while we have music in the classroom we have somebody who comes in to do that. And so I think some more opportunities for programs to say what they've done to enhance their program and if it's financially impacted them.

She recommended adding questions about fundamental program components as well as extra activities, noting that this is what parents are asking about when they are searching for providers.

Recommendations:

With the exception of a couple of situations when respondents did not have access to all the personnel information, respondents were able to provide information for C3 and C4 question

series. In order to allow for more flexible collection of staff data, we recommend naming broader staff categories in items C3g. (See Respondent 10's comments above.)

C3g. During a typical activity period, how many teachers or group leaders are with this group?

Item C6, C8, C9, C10, C11 and C12 were clear to respondents and we do not recommend any revisions.

Item C5 is difficult or problematic for most providers. The challenges include: poor fit for different age groups, especially infants, and the fact that the categories are not mutually exclusive – activities may be teacher-directed and in small groups at the same time. This item was asked in the 1990 Profile of Child Care Settings and has been used in other surveys, but we recommend reviewing its performance after the feasibility test.

Finances

F1. Now I will be asking you some questions about your program's finances for the last completed financial reporting year.

What would be the starting and ending dates of that financial reporting year?

> Start Date _____
>
> End Date _____ (END DATE MUST PRECEDE INTERVIEW DATE)

IF NO FORMAL FINANCIAL REPORTING YEAR. Please answer the following questions about the calendar year 2008.

F2. For that year, approximately what were the total revenues of your at this site? Your best guess will be fine. INTERVIEWER: IF R IS ABLE, PLEASE COLLECT NUMBERS FOR PROGRAMS FOR CHILDREN UNDER AGE 13 ONLY. ELSE, COLLECT NUMBERS FOR ENTIRE PROGRAM AND INDICATE INCLUSION OF CHILDREN OVER AGE 13 IN ITEM F2A.

> $ _____

F2A. [if r provides care for children age 13 or older, ask] Just to confirm, do the total revenues you reported to me include revenues from children age 13 or older as well as those under age 13? [Versions 2,3]

> 1 Yes
>
> 2 No

F3. Please tell me your revenues for the year ending (END DATE) for your program at this site. Your best guess will be fine.

Revenue Category	Amount (If Amount DK/Ref, ask rec'd)	Received at all?
a. Tuitions and fees paid by parents - including parent fees and additional fees paid by parents such as registration fees, transportation fees from parents, late pick up/late payment fees.		1 Yes 2 No
b. Tuitions paid by state government (vouchers, state contracts, transportation, Pre-K funds, grants from state agencies)		1 Yes 2 No
c. Local government (e.g. Pre-K paid by local school board or other local agency, grants from county government)		1 Yes 2 No
d. Federal government(e.g., Head Start)		1 Yes 2 No
d2.Community organizations (e.g., United Way, local charities, or other service organizations)		1 Yes 2 No
e. Grant revenues (not including anything you've mentioned above)		1 Yes 2 No
f. USDA day care food program [Versions 1, 2]		1 Yes 2 No
f. Child and Adult Care Food Program [Version 3 only]		1 Yes 2 No
g. Investment income		1 Yes 2 No
h. Revenues from fund raising activities [Version 1 only]		1 Yes 2 No
i. Cash contributions, Gifts, Bequests, Special Events [Version 1 only]		1 Yes 2 No
h. Revenues from fund raising activities, cash contributions, gifts, bequests, special events. [Versions 2, 3]		1 Yes 2 No
i. Other (please specify: _____)		1 Yes 2 No

F3k. [if r provides care to children age 5 or under AND receives government money (F3b or F3c or F3d greater than 0 or marked 'yes' in the received column)]:

Does your program receive funds from:

      1. Head Start, Early Head Start, or another Head Start program?

      2. a state or local pre-kindergarten program?

      3. Title I [Version 3 only]

Findings:

Many respondents did not have all the financial information available that was asked about in this section. Respondent 2 did not have the financial information on hand and therefore was not able to provide it during the interview although she noted with a little time she could gather the information we were asking about. Respondent 6 did not have all the up to date financial information with him. All he was able to provide was an incomplete fiscal year (July 2007 to January 2008) which is what we used for the reference period and estimated breakdown of these numbers based on his general knowledge as well as the limited financial information that he had. His supervisor would have all the information.

Respondent 3 didn't know this information but provided the name of contact at in the administration who would know it. Respondent 10 was not able to break this down by specific site, only give the totals for all seven afterschool sites combined. She said she could estimate the site totals by enrollment but this would still be an estimate because of the varying pay rates of staff, etc.

Due to the similarity in question content and findings, the recommendation for the finance and cost sections have been combined. See page 55 for these recommendations.

Costs

F4. What would you estimate was the total cost of running your program during your last financial year? Please do not include the value of donated services, space, or other items. Again, your best guess will be fine.

$ _____

F5. Altogether, did your program have a profit, a loss or break even during its last financial reporting year? [Versions 1, 2]

      1 Profit

      2 Loss

      3 Break even

F5. Altogether, did your program's revenues exceed expenses, expenses exceed revenues, or did you break even during the last financial reporting year? [Version 3 only]

      1 REVENUES EXCEEDED EXPENSES

      2 EXPENSES EXCEEDED REVENUES

      3 BROKE EVEN

F6. First, I will ask you about labor costs, then about other costs. Then I will ask you about in-kind donations your program may receive. Labor Costs Please include all people who work in this child care program at this site, either full or part time. (Amount last year)

    a. Salaries and wages for all staff (not just teachers). (Put taxes in b.)

    b. Fringe benefits and payroll taxes (incl. FICA, unemployment, health insurance benefits)

    c. Total Labor Costs (sum of a. and b.)

F7. What proportion of your total direct costs is made up of labor costs, including wages and fringe benefits? By total direct costs I mean labor costs, other direct costs, excluding facility costs & the value of donated time & other items. _____ %

F8. Other than labor, what would you say are your three largest expenses? Please provide the amount of these expenses for your last financial reporting year if you have that information available. CODE BASED ON VERBATIM RESPONSE, READ CATEGORIES ONLY TO PROBE INTO CORRECT CATEGORY.

      0. Facilities costs, including utilities and insurance for the facility

      1. Costs of food and related goods for meals & snacks served to children (not cook's wages)

      2. Educational materials & expenditures, program supplies (e.g. books, supplies, field trips), program equipment including program equipment depreciation.

3. Office supplies and office equipment, postage, office equipment depreciation

4. Telephone, printing, copying, duplicating, advertising, recruiting

5. Liability insurance

6. Other insurance (DO NOT INCLUDE HEALTH INSURANCE FOR EMPLOYEES OR FACILITY-RELATED INSURANCE)

7. Transportation of children: vehicle expenses, gas and drivers if not listed with labor costs above.

8. Subcontractors (fees for professional services, e.g. accountants, consultants, attorneys, auditing, payroll services; other services paid via contract, e.g. janitorial services, etc.)

9. Training / Professional development expenses (e.g., trainer coming to program, fees for staff to attend courses, conferences)

10. Staff mileage or travel

11. Supplemental services for children (e.g., health screenings, speech therapy)

12. Administrative Allocation, Overhead, Indirect Costs (paid to sponsoring agency or parent organization). (This is only relevant for programs that have a parent/sponsoring agency, or are part of a larger organization, not a single stand-alone business.)

13. Miscellaneous/other

F9. These next questions are about in-kind services or goods your program may have received last year. First, please tell me if your program received any of the following services free or at reduced cost during 2007? [IF R IS PART OF A NETWORK OR SPONSORING ORGANIZATION, READ: You might have received some of these services from your network or sponsoring organization.]

a. Volunteers working with the children in the classroom, on field trips, or in the playground	1 Yes 2 No
b. Accounting/bookkeeping	1 Yes 2 No
c. Legal services	1 Yes 2 No
d. Special learning activities provided: music, art, sports, etc.	1 Yes 2 No
e. Repairs/maintenance (labor and parts)	1 Yes 2 No
f. Clerical	1 Yes 2 No
g. Grant writer	1 Yes 2 No
h. Administrative, professional, contractual & support services provided	1 Yes 2 No
i. Professional development provided (e.g., trainer provides services at no cost or reduced cost to your program)	1 Yes 2 No
j. Supplemental services provided (speech & language therapist, physical therapist, health services)	1 Yes 2 No
k. "Other" in-kind services donated free or at a reduced rate	1 Yes 2 No

F10. During the last financial year, did you receive any in-kind donations?

   1 Yes (ask F10a)

   2 No (end)

F10a. What was the most important donation you received, and what would you estimate as its market value?

a. Reduced or no rent/no fee for classroom(s), administrative space, outdoor space
b. Utilities free or at reduced rate
c. Donated food for children.
d. Educational expenditures provided (e.g. books, supplies, equipment, field trips)
e. Financial aid, scholarships for children provided by a group or individual other than your program.
f. Office supplies and office equipment provided
g. Telephone, printing, copying, advertising
h. Liability and/or other insurance provided
i. Professional development provided (e.g., fees for staff to attend courses)
j. Transportation for children provided
k. "Other" in-kind goods donated free or at a reduced rate

Most important donation received:

> Category _____
>
> Estimated market value: _____

F11. Are you comfortable with these questions about finances and in-kind donations, or is there someone in your program who would be more knowledgeable about this information? [Version 3 only]

> 1 R is comfortable
>
> 2 Someone else is more knowledgeable
>
> > What is that person's title? _____

F12. And may I record your title? [Version 3 only]

F13. I have two questions that will help me know if you might appear on publicly available lists of child-care providers that we are using for this study. [Version 3 only]

> a. Are you listed with a local resources and referral agency?

> b. Is your program licensed for child care by the State?

F14. Finally, if you could make one suggestion for how to improve the care received by children under 13 today, what would it be? [Version 3 only]

<u>Findings:</u>

Respondents had similar problems in answering the cost questions as they did the previous financial questions on revenue. Respondent 3 did not have a total for the labor costs.

> **Respondent 3**: Total? No, I can only look at that and add it up for you and maybe we can get it that way. But the salaries that I gave you like the [group name] that's across the board. Teacher assistants starting here with us would make $9.10. A teacher aid makes $9.10 an hour. A Type IV teacher starts at $40,000 coming in the door because she has got a Type IV and she has a early childhood education bachelors. A director comes in at 40 or 43 depending on the education, that type of thing. I can give you just basic numbers.

While she offered to estimate the salaries based on hourly rates and add them up she did not know the fringe benefit amounts at all.

Respondent 14 found F7 to be very confusing and need to have it repeated three times with varying wording. In addition, she had trouble providing answers to the cost questions, in part because the financial information she brought (as a reference) included both the school-day and after school programs run at her site.

Two respondents were hesitant about reporting costs because of confidentiality concerns or because they thought they might get in trouble.

> **Respondent 18:** I've never given out payroll taxes to anybody. I don't think my business manager would say that was a good idea

Another respondent provided contact information for who in the organization would be more knowledgeable about this question set.

> **Respondent 3**: I can give you their name but I can't guarantee that she'll be able to speak to you or whatever and I don't want her to know that I took part in a survey because I don't know how she would take it or go tell my… If you could make it seem like it's an independent thing.

Respondent 21 did know specific salary and other cost information but did not know the fringe benefit amounts or the total labor costs (item F6). She said that her supervisor at the sponsoring organization would know that information.

A number of respondents who were not able to report on exact costs were able to provide information about in-kind services and good.

> **Respondent 3**: Parents – we have the Busy Bee come in from Country Buffet and she reads a story to the kids and buzzes around and dances with them and gives them $5 coupons to go get a meal with their parents on the weekend. That's considered [in-kind]. Also the usage of the pool. In the summer we have 3 months of swimming and we get to use the pool and we get to use the gym for yoga. And that's considered [in-kind] because we don't pay for it because we're part of the [sponsoring organization].

In response to F14, Respondent 20 reported that the area for biggest improvement in child care would be the retention of quality staff, which is difficult based on the pay rate and limited upward professional mobility.

R #	Type	Respondent Title/ position	Revenue	Total Costs	Labor costs	Non-labor costs	In-kind	Comments
2	day care center (faith-based)	Director	N	N	N	N	N	Knew information but did not have it at time of interview
3	Preschool/Head Start hybrid	Program director	N	N	N	Y	Y	Provided center director's name who knows financial information
4	After school	Unknown	Y	Y	Y	Y	Y	
5	For profit day care center	Unknown	N	N	N	Y	Y	
6	School-based after school	Asst Coordinator for School Age Childcare	Y	Y	Y	Y	Y	Provided finance information for a portion of pervious year; provided name of supervisor who know information
10	After school	Executive Director	Y	Y	Y	Y	Y	
13	For-profit center	Director/co-owner	Y	Y	Y	Y	Y	
14	Private after school	Unknown	Y	Y	Y	Y	Y	Had the current year (2008) finances but not the previous year. Current year was for 11 months
18	Private center	Unknown	Y	Y	Y	Y	Y	Gave financial information but was hesitant to giving out labor information (felt there was some confidentiality)
20	Center/Head Start	Director	Y	Y	Y	Y	Y	
21	Center/21st CCLC	Resource Coordinator	Y	Y	Y	Y	Y	Knew most of the financial and cost information although did not know fringe benefits costs. Also knew the in-kind amounts. Was able to provider supervisor name at sponsoring organization who knew more detailed information

As only two respondents were administered version 3, there was limited testing of F11 and F12. As director, Respondent 20 said that she was most knowledgeable to answer the finance questions and was comfortable doing so. Respondent 21 did not feel the same way.

> **Respondent 21:** Because we have so many different grants and sometimes I'm unclear about where the grants are coming from I would think we have a human resources person who works at [sponsoring university name] and she would be the best person to talk to about that.

Respondent 21 said the Associate Director of Finance and Operations would be better equipped to answer the finance questions.

Recommendations:

Overall, the questions were clear to respondents but some did not know the financial and costs information. In order to collect accurate financial records, we recommend allowing for data collection from multiple respondents. Questionnaire versions 2 and 3 include the version of F11 that asks if the respondent is comfortable providing the financial information and if there is a more knowledgeable person who could provide this information.

It is clear that there are challenges regarding the types of financial information maintained by programs and the types that we are requesting in the questionnaire. It is unclear how many providers will be able to provide the requested data items without considerable accounting or other assistance.