Abstract

In November 2000, the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, convened an Issues Meeting focused on Rate-Setting Policies: Ensuring Access and Improving Quality. The meeting brought together state child care administrators and others for discussions on conducting effective market rate surveys, tiered reimbursement and special needs rates, and interpreting survey data to develop rate policies, reimbursement rates and parent fees, and other innovative subsidy strategies. This report provides an overview of each presentation conducted during the issues meeting. The overviews are organized in the following areas: (1) using market rate surveys to develop rate policies; (2) the survey sample; (3) the survey instrument; (4) using market rate surveys to collect additional data; (5) ensuring accurate data: the role of the provider; (6) cost studies; (7) interpreting and using survey data to develop rate policies; (8) tiered reimbursement and rates for special needs, school-age care, and informal care; and (9) relationship between rates, parent fees, and other innovative strategies. Four appendices include the agenda, presenter list, participant list, presenter handout list, and sample of state surveys. (KB)
Rate Setting Policies: Ensuring Access and Improving Quality

Issues Meeting Proceedings

July 2001
Rate Setting Policies: Ensuring Access and Improving Quality

Proceedings Prepared for

Child Care Bureau
Administration on Children, Youth and Families
Administration for Children and Youth
Department of Health and Human Services

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July 2001
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Introduction

On November 28-29, 2000, the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services (HHS), convened an Issues Meeting focused on Rate-Setting Policies: Ensuring Access and Improving Quality. Held in Washington, DC, the two-day forum brought together State Child Care Administrators, federal agency staff, and representatives from national organizations, universities, research institutions, child care programs, and resource and referral agencies to examine different approaches to conducting market rate surveys and to learn more about how rate-setting policies impact access to and the quality of child care in communities throughout the United States.

The purpose of the Rate-Setting Policies meeting was to bring together State Child Care Administrators and others for in-depth discussions and sharing of best practices on:

- Conducting effective market rate surveys,
- Tiered reimbursement and special needs rates,
- Interpreting survey data to develop rate policies,
- Reimbursement rates and parent fees, and
- Other innovative subsidy strategies.

These topics were especially important as states prepared for their 2001 State Plan submissions. (New regulations issued by HHS in July 1998 require that states “conduct local market rate surveys no earlier than two years prior to the effective date of their current CCDF plan.”1)

This document provides an overview of each presentation conducted during the Issues Meeting (brief summaries along with presenter names are also included in this introduction as a reference). Appendices include the Issues Meeting agenda, presenter list, participant list, presenter handout list, and a sample of state surveys.

A forthcoming companion document, Conducting Market Rate Surveys and Establishing Rate Policies2, provides a brief overview of the market-based approach and a discussion of the problems and possibilities in conducting market rate surveys and setting rate policies for the administration of the subsidized system.

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1 U.S. Department of Health and Human Services, Administration for Children and Families, 45 CFR Parts 98 and 99, Child Care and Development Fund; Final Rule, p. 39988, section 98.43(c).
Proceedings Summaries

Introduction: Using Market Rate Surveys to Develop Rate Policies

Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Stoney provides an overview of market rate surveys and of child care rate setting activities conducted by states.

The Survey Sample: Which Providers to Survey, How Many and Why?

Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network, San Francisco, CA
David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research, University of Texas School of Social Work, Austin, TX

The speakers explore such issues as who should conduct the market rate survey as well as exactly who should be surveyed. Several key points emerge during this discussion: one, states should draw samples using the smallest geographic boundaries possible; two, getting a high response rate is crucial; and three, if possible, when conducting a random sample, use a statistician to help draw the sample.

The Survey Instrument

Deborah Lyons, Ph. D., Director, Center on Applied Research and Urban Policy, University of the District of Columbia, Washington D.C.

Dr. Lyons discusses design and implementation of survey instruments in order to get optimal results, summarizing the survey’s four main purposes. She also elaborates on types of questions, question formats, and issues related to leading or threatening/sensitive questions.

Using Market Rate Surveys to Collect Additional Data

Linda Mills, Consultant, Mills and Pardee, Concord, MA
Eric Karolak, Ph.D., Budget/Policy Analyst, Ohio Legislative Budget Office, Columbus, OH

The speakers share the results of two different types of survey instruments and show how the data collected broadens their understanding of child care markets in their respective states.

Ensuring Accurate Data: The Role of The Provider

Susan Eckelt, President, National Association for Family Child Care, Tulsa, OK
Lynn White, Executive Director, National Child Care Association, Conyers, GA
Kerry Moser, Executive Director, Catholic Charities Office of Child Care, Providence, RI

This session looks at market rate surveys from the child care provider’s perspective. To get accurate data and a high response rate, the speakers suggest reaching out to the leadership of
family child care associations, involving child care center directors in development of the survey, and being aware of appropriate times to call centers and family child care homes for survey input.

Cost Studies

Jana Fleming, Ph.D., Investigator, Frank Porter Graham Child Development Center, Chapel Hill, NC
Jason Sachs, Early Childhood Services, Massachusetts Department of Education, Malden, MA

Child care providers and state policymakers need to be able to measure the actual cost—not the price—of providing child care. Speakers in this workshop address this need, providing an overview of research underway at the Frank Porter Graham Child Development Center in Chapel Hill, NC, and of a cost quality study being conducted by the Massachusetts Department of Education.

Interpreting and Using Survey Data To Develop Rate Policies

Peggy Ball, Division of Child Development, North Carolina Department of Health and Human Services, Raleigh, NC
Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development, District of Columbia Department of Human Services, Washington DC

Market rate survey data can help state child care administrators accomplish any number of objectives, from setting rates to expanding access to supporting high-quality care. This session explores how to translate data into payment rates and looks at how specific market rate surveys have led to revised rate setting policies in North Carolina and the District of Columbia.

Rate Adjustments: Tiered Reimbursement and Rates for Special Needs, School-Age Care, and Informal Care

Abby Cohen, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA
Pam Browning, Public Policy Liaison, National School-Age Child Care Alliance, Chevy Chase, MD

Speakers address rate adjustments, including special needs rates, tiered reimbursement for high quality, informal care, kith and kin, odd-hours care, and school-age care, explaining why such adjustments are necessary when costs for certain types of care cannot be addressed within the market rate structure.

The Relationship Between Rates, Parent Fees, and Other Innovative Strategies

Gina Adams, Senior Research Associate, Urban Institute, Washington D.C.
Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

This session explores how state policies and practices shape what providers receive in terms of reimbursement, discusses the impact on parents of fees and rates, and highlights several states with innovative rate-setting policies.
Introduction: Using Market Rate Surveys to Develop Rate Policies

Speaker:

- Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Stoney provided an overview of market rate surveys and of child care rate setting, addressing the following questions:

- What is a market rate survey?
- When did states begin conducting market rate surveys, and why?
- What is the 75th percentile?
- What is the relationship between market rate surveys data and the rate policies established by states?

Stoney also stressed the importance of understanding the relationship between direct subsidies (grants or contracts to child care programs) and indirect subsidies (vouchers or certificates to help parents pay fees). According to Stoney, raising the reimbursement rate isn’t the only way to make child care affordable. In some cases, raising public rates forces programs to raise private rates and, in the end, can make child care too expensive for moderate- and middle-income families. Stoney encouraged states to explore the feasibility of developing financing strategies that combine portable and direct subsidies in the same program.
The Survey Sample: Which Providers to Survey, How Many and Why?

Discussion Leaders:
- Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network, San Francisco, California
- David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research, University of Texas School of Social Work, Austin, Texas.

Shelley Waters Boots stressed the importance of thinking carefully about who should conduct the market rate survey and allocating sufficient resources to get the job done. California surveys about 37 percent of the total population, or about 14,000 providers. The scope of this project, which requires the equivalent of two and a half full-time staff, includes conducting overall survey design, data analysis, and writing the report. In addition, the California Child Care Resource and Referral Network spends about $250,000 to contract with a survey research firm to do data collection (about 30 staff do data collection.) The key issue is making sure that you have staff with the expertise and the credibility to do the job.

Ms. Boots also addressed the issue of thinking carefully about who you survey. For example, what types of care are included? Who is excluded, and why? California excludes child care programs that serve 100 percent subsidized children and that are under contract with the state to serve those children. They exclude these providers because their rate is not set by the market, but rather is negotiated by the state. California also excludes informal, unregulated child care providers and Head Start programs.

Ms. Boots explored the pros and cons of using administrative data to collect information on rates (e.g. using the rate data that child care resource and referral agencies (CCR&Rs) collect as they are building their referral databases). Even though the resource and referral agency does the market rate survey, they do not use administrative data to set rates. Instead, they use the list of providers that CCR&Rs compile in their databases to draw a sample of providers; they then hire a separate survey research firm to conduct telephone interviews with each of these programs. California does not use administrative data from the CCR&Rs because it could not ensure that the rate data was gathered in a consistent, uniform, nonbiased way, that each provider was asked exactly the same questions and that data were entered in exactly the same way. Ms. Boots stressed that the primary goal was to get a representative sample that accurately reflects the prices of child care in a given and defined market.

Dr. Dominguez provided information on the sampling strategy used by the Center for Social Work Research. The Center uses a telephone system called Computer Assisted Telephone Interview (CATI). Telephone operators ask each center or family child care provider to provide the rate for each segment of the population. Mr. Dominguez also explained the importance of understanding sampling error in order to ensure the accuracy of the rates used to set reimbursements.
Several key points were raised during this discussion:

- All child care is local, and prices can vary widely within a small geographic area, depending upon the type of neighborhood where the program is located. In general, the smaller a jurisdiction, the more likely one will be able to accurately reflect the price of care. To this end, states should draw samples using the smallest geographic boundaries they can realistically handle. Smaller areas can then be collapsed into larger areas for the purpose of setting rates. But by gathering data in small areas, the state is at least able to see how and where rates vary.

- Getting a high response rate is crucial. States must make every effort to get a large percentage of the programs they sample to respond. California has a 71 percent response rate. They work very hard, calling back programs that don’t respond, oversampling by 15 percent to make sure they have a long enough list of potential providers, making appointments with providers to fill out the form and calling them in the evenings or on weekends if necessary.

- If you are doing a random sample rather than contacting all of the providers in an area, use a statistician to help draw the sample. Many universities have statisticians on staff who are willing to work with the state.
The Survey Instrument

Speaker:
- Deborah Lyons, Ph.D., Director, Center on Applied Research and Urban Policy, University of the District of Columbia, Washington DC

Deborah Lyons spoke about the purpose, objectives, and design of the survey instrument, summarizing its four main uses. One, the survey instrument is used to translate survey objectives—so you must know precisely why you’re surveying before you design the instrument. Two, the survey instrument is used to ask pertinent questions. Three, the survey instrument is used to record the survey responses—so it’s important to think of the instrument as a recording document. Finally, the instrument is also significant because it guides the data entry.

Dr. Lyons discussed the importance of thinking carefully about how you phrase questions, and of pretesting the instrument with different types of providers before beginning the survey. Information is gathered by telephone, so those individuals conducting the interviews need to be carefully trained to ensure uniformity.

One participant asked how states can be sure that responses to the survey are accurate. Dr. Lyons responded that one way to check reliability is to ask for information you already have and to see if the answer you get matches. For example, she will ask the provider to give her capacity data, hours of operation, and other information that has already been collected in a database. If these two sources don’t match, she goes back and takes another look at all of the answers on the survey form. Shelley Waters Boots commented that one way they address this concern in California is to ask the same question several times, in different ways, and see if the answers they get are consistent. Another way to check the accuracy of data is to review the numbers as a whole during the analysis period. Rates generally cluster within a certain range. Rates that are significantly above or below this range are suspect, and might be excluded from the survey.
Using Market Rate Surveys to Collect Additional Data

Discussion Leaders:
- Linda Mills, Consultant, Mills and Pardee, Concord, MA
- Eric Karolak, Ph.D., Budget/Policy Analyst, Ohio Legislative Budget Office, Columbus, OH

Eric Karolak shared the results of a rate survey that included questions on payment procedures. The Ohio legislature asked the Legislative Budget Office to study the child care payment system (in other words, how the subsidy is delivered to providers), and to make recommendations specifically with regard to the feasibility of a prospective payment system. The Lead Agency in Ohio invited the non-partisan legislative research office to include its payment-system related questions in part of the state’s market rate survey. Ohio surveys all licensed providers by mail and conducts a telephone survey of three percent of family child care providers. While both the agencies shared data, each was independently responsible for the development of specific questions for the mail survey of licensed providers. The result was a 62-question, 14-page survey instrument that yielded a response rate of only 51.6 percent.

Providers were asked not only to rate various alternative payment systems and methods, but also to relate their experience with existing payment procedures. Survey results showed 70 percent of invoices/vouchers were processed within 30 days, but 28.4 percent of providers participating in the subsidized child care system had experienced a “cash flow crisis” resulting from delayed or incomplete reimbursement from the county offices that administer the subsidy in Ohio. The budget office also arranged focus groups and elite interviews and learned that, despite testing questions in advance, the survey should have asked “What percentage of your invoices are paid in full in 30, 60, or 90 days?” The budget office learned that while invoices are processed quickly, they’re subjected to a verification process that accounts for authorized hours, eligibility, and other items, which can reduce the invoiced amount and result in what amounts to delayed payment to the provider once all is said and done. In the case of one provider studied in detail, invoices for 123 service-weeks were finally approved as much as a year after service had been provided and the invoices initially submitted and subjected to review. Dr. Karolak observed that the “the rate itself is not the end-all and be-all in terms of the revenue side of the picture for providers,” but is affected by payment procedures also.
Linda Mills, who conducted the market rate survey for Vermont, had a very different experience. She found that providers were very willing to respond to a broad array of questions on the child care market—resulting in 78 percent response rate. (It is important to note, however, that the survey conducted by Mills and Pardee included a number of incentives to respond promptly. For example, a reward of $500 was offered to the three CCR&Rs that generated the highest percentage of survey responses. And providers who returned their survey instruments promptly were eligible to participate in a drawing for prizes such as 20 coupons for $50 worth of child care materials and supplies and a free spa weekend.)

In addition to rate data, the Vermont market rate survey gathered information on:

- Qualifications, wages, benefits, and working conditions of child care providers.
- Characteristics of licensed child care centers and homes (e.g. hours, services, and accreditation status).
- Current enrollment and populations served.
- Some provider-subsidized costs.

By gathering such a broad array of data, the Vermont Child Care Services Division was able to understand the child care markets in the state in new ways. For example, the survey showed that centers accredited by the National Association for the Education of Young Children (NAEYC) were among the largest centers in the state, were the centers that paid the highest salaries, had more highly educated staff, and charged higher rates. When they looked at rates by county, they learned that market rates varied tremendously from one county to another. In some counties, the local market rate was as much as 34 percent higher than the state rate (Vermont sets a single, statewide rate ceiling), while in others it was up to 9 percent lower than the state rate. In sum, Vermont concluded that doing such a broad survey provided them with well-documented, credible information that can help with making decisions on a variety of child care policies.
Ensuring Accurate Data: The Role of The Provider

Discussion Leaders:
- Susan Eckelt, President, National Association for Family Child Care, Tulsa, OK
- Lynn White, Executive Director, National Child Care Association, Conyers, GA
- Kerry Moser, Executive Director, Catholic Charities Office of Child Care, Providence, RI.

Susan Eckelt began by giving the audience a sense of what it is like to be a family child care provider who receives a market rate survey in the mail:

I'm a family child care provider, so the only time I am not directly supervising kids is during naptime, which is when I try and get caught up on paperwork. During this time, I would be planning activities for the next day, planning curriculum, making sure I have the appropriate materials. I would be looking at my menus and writing out grocery lists. I would be writing daily notes to the parents of the children that I care for on how their day is going, how many times they've gone to the restroom, what they have eaten for the day ...

Then I update my child care food program data, making sure that I have accurate attendance records, and that I have recorded what I have fed the children, and how much. I record payments from the parents, the attendance records, I respond to phone calls from prospective clients. If there is time before the children wake up, I may pick up that survey to review those questions. Although I realize the information is a very important thing, the last thing I really need or want at this point is another 10 back-to-back page survey.....

Ms. Eckelt told the group that she had sent out an e-mail to the NAFCC board, which represents family child care providers across the United States, and wasn't prepared for the overwhelming response she received (despite the fact that it was Thanksgiving and she gave them a one-week turnaround time). By a large margin, the family child care providers reported that they never really understood why their state was conducting a market rate survey or what the information was going to be used for. Family child care providers who did not care for subsidized children reported that they didn't respond to the survey because they thought it was irrelevant to them. ("What's in it for me? This is not going to make a difference to me in my daily life as a family child care provider.")

Providers in states that used CCR&R agencies to collect the data reported that they were hesitant to participate because they were afraid that the agencies would use this information to give to the parents calling in looking for child care. They therefore did not give accurate data. Others said that the survey was not user-friendly. They didn't understand exactly what the questions were asking or how rates would be converted.
Some of the providers admitted that they submitted lower fees than they actually charged, suspecting that the information was going to get back to the IRS. To get accurate data from the providers, it's important to reach out to the leadership of family child care associations. Let them review the proposed surveys and the accompanying letters that are going to be sent out with these surveys. Be sensitive to the times when they are able to attend the meetings, and to the fact that they lose money when they leave their programs. Most importantly, try to answer the child care provider when she says, "What is this going to do for me?"

**Lynn White** also sent an e-mail to her membership asking for input, and also got a large response rate. Most of her members reported that they preferred a mail survey (although they admitted that they often do not respond to mail surveys in a timely fashion), and that the single largest barrier to completing the survey is time. They also stressed the importance of asking to speak with the right person—the director or the financial manager. They suggested calling during nap time, and never calling between 3:30 p.m. and 6 p.m. Ms. White agreed that involving child care center directors in development of the survey was an excellent idea. She also suggested developing tools and training to help providers calculate accurate rates, adapting state payment policies to reflect the way the market operates (for example, pay by enrollment not attendance).

**Kerry Moser** concurred with many of the comments made by Ms. Eckelt and Ms. White. She stressed the complexity of running a child care center and the difficulty of setting rates that accurately reflect the cost of care:

> I’ve been in administration for a long time … I’ve run nursing homes; I’ve run 24-hour facilities for fragile children … and none of those are as complex as child care.
Cost Studies

Discussion Leaders:
- Jana Fleming, Ph.D., Investigator, Frank Porter Graham Child Development Center (FPG), Chapel Hill, NC
- Jason Sachs, Early Childhood Services, Massachusetts Department of Education, Malden, MA

Market rate surveys measure the price—not the cost—of child care. Increasingly, child care providers and state policymakers want to be able to measure the actual cost of providing child care. This workshop was intended to address that need.

Jana Fleming provided a brief presentation on research that she is currently conducting on the actual cost of producing child care. She began by stressing the importance of being clear about exactly what expenses—and what revenues—are included in calculating the cost of care. A summary of the expense and revenue information gathered as part of the FPG cost studies is included in this report.

A 40-page financial data form must be completed by each program that participates in the FPG cost study, a task that has proven to be very difficult. In most cases, FPG has had to send a staff person out to the center to explain how to fill out the form. Many of the child care programs that participated in the study did not have all of the necessary financial information needed, so FPG staff had to work with them to create the data, or they have had to use data of questionable validity.

Dr. Fleming noted, however, that FPG is doing a similar study with NAEYC-accredited child care centers in Chicago, and the process is running much more smoothly. The providers there are having an easier time completing the form and working with FPG staff.

The key issue in ensuring broad participation in cost studies is helping programs understand why they should fill out the form. How will it help them? FPG has learned that the process it developed for gathering budget information has helped programs to think critically about how to structure their budgets and maintain cost information. Several program participants, who were reluctant to participate at first, told FPG staff that in the end, the process was very helpful to them. Jana noted that a more effective way to do cost studies might be to develop a financial data collection form, then provide ongoing training and technical assistance with programs on records-management and bookkeeping, and then give the programs a year or so to implement the new financial procedures. After a year or 18 months, the research team could go back in and gather uniform data from all the programs, analyze it, and estimate an actual per-child cost.

Dr. Fleming also noted that she is currently working with child care center directors and owners to help streamline the financial instrument and focus on the most critical pieces so
that it is easier to complete. Additionally, she is working with a group in Chicago to adapt the form to collect costs in public prekindergarten programs.

Jason Sachs reported on a cost quality study that is currently being conducted by the Massachusetts Department of Education. The study includes five surveys, which focus on center-based child care (e.g. child care and Head Start centers), family child care providers, school-age child care programs, public school prekindergarten programs, and parents. The surveys—which are referred to as Community Profiles—are being conducted by 40 of the Community Partnership Councils (CPCs) in Massachusetts. (Participation has been very strong. The state only asked for 20 CPCs to participate and they got 40 volunteers.) The goal is to answer four key questions:

- What is the quality of community-based early care and education for preschoolers?
- What is the relationship between the family income of children served and the quality of care provided?
- What are the costs of community-based early care and education for preschoolers?
- What is the relationship between quality and cost?

Mr. Sachs shared a copy of the center-based child care survey, which gathers information on program characteristics, auspices, population served (including ages of children, child and family demographics), fees, facility costs, services provided to families (e.g. health and other comprehensive services, transportation, etc.), accreditation status, staffing, wages, turnover, curriculum, staff development, parental involvement, technology, budget, and revenues.

In addition to the paper surveys, the department is conducting program evaluations using the Infant Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) and doing individual interviews with programs to gather cost data.

Although the data are still being analyzed, the study has already produced some interesting results. Parents are paying for most of the care, and they are paying a significant percentage of their income—27 percent if they are at the median income and using full-time center-based care. Turnover in center-based care is more than 40 percent of teachers and 65 percent of assistants. And child care centers with large numbers of subsidized children are paying their teachers less than centers with fewer subsidized children.
Interpreting and Using Survey Data To Develop Rate Policies

Discussion Leaders:
- Peggy Ball, Division of Child Development, North Carolina Department of Health and Human Services, Raleigh, NC
- Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development, District of Columbia Department of Human Services, Washington DC

Peggy Ball began the discussion by stressing the importance of being clear about your goals when conducting a market rate survey. Do you want to set rates or do you want to expand access as well? Do you want to give incentives for higher-quality care? Do you want to support existing quality? Do you want to collapse rates? Simplify? Market rate survey data can help state child care administrators accomplish all of these objectives.

North Carolina conducts a census survey of all regulated child care, rather than drawing a sample. The state collects data by county and by level of license (North Carolina has a five-level licensing system), which allows policy staff to look carefully at the relationship between the price of care and the level of the license. The last time the state did a survey (which was in 1997 and had an 85 percent response rate) the licensing system had only two levels. But the survey showed a 35 percent to 40 percent difference in rates between the two levels. That was helpful information for budgeting and planning purposes. In short, North Carolina child care market rates are closely tied to the state’s rated licensing system because that is the state’s goal: to support higher quality care and make it accessible to low-income families.

Barbara Kamara explained that the District of Columbia funds child care in contracted child care centers and homes as well as through vouchers. Both groups of providers receive the same rate, based on the market rate survey, although contract centers do not have the parent fee portion subtracted from their rate. The District is currently in the process of conducting a new market rate survey.

The last market rate survey was completed in 1998. In addition to questions on the price of care, the survey included a number of other questions designed to help the Office of Early Childhood Development (OECD) make policy decisions. For example, OECD learned that 58 percent of infant slots and 60 percent of toddler slots were purchased through vouchers but that 75 percent of the preschool slots were in contracted care. They also learned that a majority of providers were willing to expand, but that they needed financial assistance for renovations and equipment. As a result, the District allocated funds for equipment and began to work more closely with banks to secure funds for facilities.

The 1998 survey also demonstrated a need not only to raise rates but also to restructure them. To respond to this need, OECD established a rate-setting task force, which included providers of all types as well as representatives from military child care and the
They prepared a series of recommendations, which included implementing a tiered reimbursement system; establishing rates for foster parents, children with disabilities, and Temporary Assistance to Needy Families (TANF) recipients; and revising co-payments. Deborah Lyons, who conducted the DC market rate survey, presented findings to the rate-setting task force. She also did a presentation for the OECD staff, because staff who administer child care subsidies often do not understand the child care market. These presentations were helpful in ensuring that everyone was on the same page and understood the data.

As a result of the survey, the rate-setting task force, and a lot of internal evaluation, DC has begun to revise its rate structure. A new tiered reimbursement system has been established, a new toddler rate was added to the reimbursement schedule, and DC has continued to work on other sources of revenue to subsidize costs like staff development, equipment, and facilities.
Rate Adjustments: Tiered Reimbursement and Rates for Special Needs, School-Age Care, and Informal Care

Discussion Leaders:
- Abby Cohen, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA
- Pam Browning, Public Policy Liaison, National School-Age Child Care Alliance, Chevy Chase, MD

Abby Cohen gave a brief overview of rate adjustments, including special needs rates, tiered reimbursement for high quality, informal care (kith and kin), and odd-hours care. She explained that rate adjustments are necessary when you cannot address the costs for certain types of care within the market rate structure. Children who have special needs, and may require extra supervision or special equipment, are one example. It is not possible to rely on a market rate survey to gather information on the price of this type of care, since charging a higher price might be a violation of the Americans with Disabilities Act (ADA). States have developed several different ways to establish a rate adjustment for children with special needs. Some simply add a flat dollar amount onto the standard rate. Others base the adjustment on a percentage of the basic rate. Some have developed tiered systems with flat rates for various degrees of severity (mild, moderate, and severe). And some states determine the adjustment on a case-by-case basis and do an individualized assessment of the child's needs.

Ms. Cohen spoke in more detail about what is required under the ADA and the importance of breaking the link between the cost of providing care to children with special needs and what private, fee-paying families can afford to spend on child care.

Twenty-four states and the District of Columbia currently have some form of tiered reimbursement rate for higher quality. Most states rely on national accrediting bodies to assess and monitor compliance, although a few have their own systems. Most typically, tiered reimbursement mechanisms include paying higher quality programs a percentage, or a flat dollar amount, over the standard rate. A number of issues were discussed, including establishing effective standards or measures of quality, determining the amount of the bonus, monitoring quality, and ensuring that accreditation support is available.

Many states have established a lower rate for informal, unregulated child care. In most cases, states pay these providers a percentage of the regulated family child care rate.

One participant also noted that states are experimenting with tiered reimbursement rates in a variety of ways. Some states, for example, are paying a higher rate for infant care to providers who agree to serve fewer children or who attend a special infant care training program. Others are paying higher rates to centers with directors that have a director's credential or other staff with higher qualifications.
Pam Browning led a discussion of school-age child care. She stressed that most school-age child care programs cannot collect fees high enough to cover their costs, so some form of subsidy is necessary. Many families will not apply for individual subsidies (vouchers or certificates) for school-age child care because the co-payments are so high that the amount they receive in subsidy isn't large enough to make it worth the time and paperwork. Market rate surveys also frequently misrepresent costs in school-age child care because the programs themselves don't report the real costs. Ms. Browning further noted that the National School Age Child Care Alliance has a new accreditation system, and that state support for achieving accreditation is important.
The Relationship Between Rates, Parent Fees, and Other Innovative Strategies

Discussion Leaders:
- Gina Adams, Senior Research Associate, Urban Institute, Washington D.C.
- Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Gina Adams reported on the Urban Institute’s Assessing the New Federalism Project and the lessons that have been learned about child care subsidies. She focused her remarks on two key points:

**Implementation Matters** – The way that states implement policies can have a profound impact on the outcome. For example, the rate might be $100 per week per child, but that doesn’t mean that the provider actually gets this amount if they don’t comply with all of the other rules and regulations, such as parent fees. Most states subtract parent fees from the rate before they reimburse the provider. But what if the provider can’t collect that fee from the parent? Quite a few of the providers the Institute spoke with said that they had just given up on trying to collect fees from low-income parents. Other issues are absence policies and “units of service”—that is, how the day is defined. Low-income parents often have transient work environments, so they move in and out of jobs a lot. That makes reimbursement for the provider even more difficult.

In seeking to address these issues, key questions to ask include: At what point is the family authorized for care? How does the provider know? Is there clarity about that communication? And communication flows two ways. Are the providers reading the paperwork they are sent? Is the state getting the paperwork out on a timely basis? Things often fall apart, and the bottom line is that the provider doesn’t get paid. Often, it has nothing to do with the rate.

**Provider Fees Matter** – Many states allow providers to charge parents the difference between the rate ceiling and the amount the provider actually charges. This is done to ensure that parents have maximum choice, but the net result is that parents can get hit with double fees—the state portion and the provider portion.

Ms. Adams also talked about the importance of staff training, caseloads, and the idea of “billing collaboratives,” through which providers could come together so that they could have more efficient billing and paperwork transactions with the state.

Louise Stoney concluded the conference by reminding the group that establishing a market rate ceiling is only one part of the picture. The bottom line, for all child care providers, is how much money they receive each month. The per-child rate shapes this reimbursement, but there are many other factors that influence it as well, including additional provider fees, rate differentials, units of service, absence policies, etc. Ms.
Stoney also mentioned examples of states that pay for child care through a combination of portable and direct subsidies. These include Wisconsin’s Quality Improvement Grants Program, Vermont’s Quality Bonuses, the Washington State Wage Ladder, North Carolina’s WAGES initiative, and New York State’s campus-based child care program. She also spoke briefly about the Comprehensive Child Development Program, which Texas developed several years ago but has since discontinued.
List of Appendices

Appendix 1. Presenter Handouts List and Handouts
Appendix 2. Agenda
Appendix 3. Presenter List and Final Participant List
Appendix 4. Sample of State Survey Materials
APPENDIX 1

Presenter Handouts List and Handouts
(in order of appearance on meeting agenda)

David Dominguez
- "Market Rate Survey Methods: Sampling Issues"

Shelley Waters Boots
- "Regional Market Rate Studies: The Survey Sample: Who to Survey, How Many and Why?"
- "RMR Survey Methodology"
- "California Childcare Resource and Referral Network Regional Market Rate Survey Population"
- "CCCRRN RMR2001 Tasks"

Deborah Lyons
- "The Survey Instrument"
- "2000 Market Rate and Expansion Capacity Survey: Child Care Providers in the District of Columbia"
- "Housing Status of Family Child Care Providers in the District of Columbia"

Linda Mills
- "Beyond a Market Rate Study: How we can learn more about our child care system"

Eric Karolak
- "Ohio Legislative Budget Office: Child Care Payment System Report Summary"

Lynn White
- "Rate Setting Policies: The Role of the Provider in Partnership with State Administrators"

Jana Fleming
- "Rate Setting Policies Presentation: Cost Studies: Financial & Program Characteristics Data"

Jason Sachs
- "Center & Head Start Survey"

Peggy Ball
- "Interpreting and Using Survey Data to Develop Rate Policies"

Barbara Ferguson Kamara
- "Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia"

Abby Cohen
- "Rate Adjustments"
"Market Rate Survey Methods: Sampling Issues"
David Dominguez, Ph.D., Center for Social Research, University of Texas at Austin

Slide 1
Market Rate Survey Methods: Sampling Issues
Center for Social Work Research
David Dominguez
Carol Lewis
Overview of the Texas Experience

Slide 2
Presented by
David Dominguez, Ph.D.
- Post-Doctoral Fellow
- The Center for Social Work Research
- The University of Texas at Austin
- Phone: 512-471-7596
- E-Mail: drdominguez@mail.utexas.edu

Slide 3
Other contacts for information:
- Laura Lein, Ph.D.
- Carol Lewis, Ph.D.
- Center for Social Work Research
- 512-471-9248
- 512-471-9219
- Lein@mail.utexas.edu = Carolmarie@mail.utexas.edu

Slide 4
A Report in Four Sections
- Sampling Strategy
- Survey Methodology
- Problems that Emerge
- Concluding Comments

Slide 5
Sampling: A Texas Example
- Large State
- Within each region different types of care:
- 249 Counties
- Type of facility
- 28 Regions
- Age of child
- Part-time/Full-time

Slide 6
Sampling: Types of Care
<table>
<thead>
<tr>
<th>Type of Care</th>
<th>Definition</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Day Care</td>
<td>Licensed by the state to care for:</td>
<td>Over 12 children</td>
</tr>
<tr>
<td>Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Day Home</td>
<td>Registered by the state to care for:</td>
<td>Up to 12 children</td>
</tr>
<tr>
<td>Family Day Home</td>
<td>Registered by the state to care for:</td>
<td>Up to 6 children</td>
</tr>
</tbody>
</table>

Slide 7
Sampling: Ages of Children
- Infants: 0-17 months
- Toddlers: 18-35 months
- Pre-School: 3 through 5 years
- School-Age: 6 years and older

Slide 8
Sampling: Hours of Care
- Full-Time Care: More than 6 hours daily
- Part-Time Care: Six hours and under daily
Sampling: Listing of Cells

- Baby Care
- Toddler Care
- Preschool Care
- School Age
- Kindergarten
- Teen
- Other
- None

Sampling: Drawing the Sample

- Representative sample of each type of care
- Difficulties with scarce types of care
- Sampling related to percentile rates most likely to be used
- Use of sampling consultant
- Draw on your common sense

Sampling: Scarce Types of Care

- Most facilities deliver several types of care.
- In our survey we ask each facility about each kind of care they deliver.
- Some kinds of care are extremely scarce:
  - Part-time infant care
  - In some areas, all part-time care

Survey Methodology

- Identifying the sample
- Contacting the sample
- Interview instrument
- Telephone survey
- Data recording
- Analysis

Methodology: Sample Identification

- Draw sample from entire population:
  - Draw randomly.
  - Check sample for "stable" number.
- Allow for non-respondents:
  - Unreachables
  - Refusals
  - "Duds"

Methodology: Sample Inclusion

- Include:
  - All licensed/registered care except --
- Exclude or do analyses with these excluded:
  - Head starts
  - Heavily subsidized care
  - Short day educational programs

Methodology: Contacting the Sample I

- Letter First:
  - Establish sponsorship.
  - Outline project.
  - Create expectation of call.
- Telephone Intervies:
  - Refer to letter.
  - Explain again.

Methodology: Contacting the Sample II

- Try to reach all respondents:
  - Daytime, evenings, weekends
  - Be willing to see appointment
- Encourage all respondents to reply:
  - Open ended questions
  - Or proposed to read survey again or FAX later
  - Allow doubtful respondents to talk to supervisor
Methodology: Interview Instrument I: Rates
• Ask about rates for each category.
• Ask about extra fees.
• Ask number of children in each category.
• Prepare to deal with exceptions:
  - Discounts
  - Family/sibling rates

Methodology: Interview Instrument II: Extras
• Extra questions of interest:
  - After hours care
  - Sick care
  - Care for children with disabilities
  - Facility accreditation
  - Extra services offered
  - Staff status

Methodology: Interview Instrument III: Comments
• Allow for unusual information:
  - Create comment fields.
  - Encourage entry of comments.
• Enter additional detail:
  - Unusual fees
  - Unusual discount structures

Methodology: Telephone Survey
• REASONS TO EXCLUDE:
  - No longer doing child care
  - Refuses
  - Repeatedly breaks appointments for interview
  - Cannot be reached by telephone
    - Phone disconnected
    - Message left
    -engaged for less than 15 days

Methodology: Data Recording
• Reminder: Only with complete and accurate data recorded has a facility been sampled:
  - Trained interviewers/data entry
  - Mechanized data entry system
  - Check for accuracy in data system

Methodology: Analysis
• Reminder: In the analysis, relevance of sample is important:
  - Who is absent from sample?
  - Who is excluded?
  - Who has incomplete or divergent data?

Methodology: Scarce Care
• Scarce Care Formula:
  • The ratio of local part-time infant care to local full-time preschool care is equal to the ratio of statewide part-time infant care to statewide full-time preschool care.

Problems: Foreign Language
• Interviewers must speak languages reasonably fluently.
• Interviewers must record misunderstandings in detail.
• Differences among language groups must be noted.
Problems: No-Fee Providers
- Note providers who charge no fees.
- Use comment section to record reasons.

Problems: After-School Care
- After-school care is part-time, but morning and afternoon care costs more than just afternoon care.
- Heavily subsidized care often dominates a community’s after-school care market.
- Use comment section to record variations in type of care and subsidy.

Problems: Scarce Care
- Some kinds of care are scarce:
  - Infant care
  - Part-time care
- Rates for scarce care are not so reliable

Problems: Summer Camps
- Summer camps are used for school-age care.
- Summer camps are not licensed as child care facilities, so rates are not included.

Problems: Head Start as an Anomaly
- Some communities have many Head Starts.
- Head Starts charge high rates.
- Parents don’t pay Head Start rates directly.

Concluding Comments I
- Use common sense:
  - Population of care facilities
  - Sampling
  - Attempts to reach sample

Concluding Comments II
- Communicate regularly with contractor:
  - Problems will come up.
  - Data collection is related to policy decisions.
  - Decisions about sampling and data collection are made on an on-going basis.
Slide 33

Concluding Comments III

- Ask for help when needed:
  - Look to consultants.
  - Talk with representatives of the child care community.
  - Talk with policy experts.

Slide 34

Please feel free to call for any additional information.

Center for Social Work Research
512-471-9219
Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network

Slide 1
REGIONAL MARKET RATE STUDIES
The Survey Sample: Who to Survey, How Many and Why?
November 28, 2000

Slide 2
Overview
- Who should conduct the survey?
- Defining the population
- Where to draw the sample
- Getting a representative sample
- Why all the trouble (and cost?)

Slide 3
Who Should Conduct the Survey
- Who has the staff/resources?
  - FTEs needed to manage survey
  - plus contract with survey research firm
- Who has the expertise?
- Who gives the study credibility?

Slide 4
Defining the Population
- First, how do you define your population?
- Types of care: child care centers, family child care homes, licensed-exempt facilities and in-home providers?
- Who to exclude? Based on the overall question—what does a market rate measure?

Slide 5
Where to Draw the Sample
- What source can give you (more or less) a complete list of individuals in the population to be studied?
- What are the drawbacks of each list?

Slide 6
Using R&R Data as a Source
- Two Models:
  - using administrative data on rates charged
  - or using lists from R&R's to draw sample
Opportunities
- Relationship with provider community—trust leads to better response rates
- More up to date data than other sources
Challenges
- Bias or perception of bias
- Questions of timing and standard questions
- Conflicts of interest/organizational goals

Slide 7
Problems with Source
- Providers in the list that you don't want
- Providers you want to survey, but can't find?
  - i.e., informal providers
- Setting rate adjustments
- Smaller surveys
- Finding them on other lists or in other studies

Slide 8
Getting a Representative Sample
GOAL
- A representative sample that reflects the prices for child care (including different types and age groups) in a given and defined market.
First, need to define the child care market.
- Is it a county, a zip code, a census block, a city, region or grouping of counties?
- Should reflect similar geographic, economic or demographic conditions.
- Then, think about how many people in each of these areas you need to talk to.

Repsentative Sample: myths
- All you need is a certain percent of the population (i.e., 10%)
- Look for a typical or established sample size for a given population
- Calculate based on desired sampling error (I'm willing to be 2 percent off)

Representative Sample explained:
You want to be confident that the statistics you generate from your sample are similar to what you'd find if you talked to everyone in the population.

For Example:
Gallup Poll: Nov 5-6, 2000 of 2,386 likely voters
Gore 45% Bush 47% Nader 4% Buchanan 1%

To Avoid Pitfalls of Sampling
- Think about other potential errors, in population, response rates, etc. Large samples do not fix every problem.
- Understand your analysis plan. How are you going to use the numbers? What are the subgroups?
- No one right way or "quick and dirty" way of selecting a representative sample. Consult a statistician

Why All the Trouble and Cost?
Market Rate Surveys can help:
- Ensure accuracy of rates used to set reimbursements
- Create an accepted method of determining rates outside of the political or budgetary climate
- Ensure that low income families have access to a sizable portion of the market
- Decrease the influence of subsidies on the larger child care "market"
RMR Survey Methodology

A Brief History
For the last 13 years, the California Child Care Resource and Referral Network has been the contractor responsible for conducting the Regional Market Rate Survey (RMR), first under the Department of Social Services, and since 1989 under the Department of Education. A market rate survey, mandated in federal law, is a study designed to gather information from providers about what they currently charge parents for child care and what the "going rate" for child care is in their community. The State then uses this information to determine a ceiling, or a top price at which they will reimburse eligible families for their child care costs. Prior to conducting the survey, reimbursement rates were established through income disregards for welfare participants -- which were significantly lower than the rates for child care across the state. Since providers and families had no guarantee that the ceiling the State set for families' child care costs would reflect the actual rates for care or the fluctuations within the market for child care, the Network and the Child Care Law Center lobbied both in Sacramento and Washington DC for the use of a market rate study. This study would guarantee that families needing assistance with child care had the chance to buy into most of the child care market in their community.

The Way the Survey is Conducted
The Network begins its work on the market rate survey in the fall by collecting the names of all the licensed family child care homes and centers from each of the 61 local resource and referral agencies. From that list of active providers, a sample of family child care homes and centers within each county is selected randomly.

A sample is a group of providers which, if chosen randomly, tends to be representative of the whole population. For this survey, we have a target sample for both family child care providers and centers.

After the names are chosen, the list is sent to a research polling firm that makes telephone calls to all of the selected providers. Those providers then answer the questionnaire and their responses are tallied with others within their county and region. If, for whatever reason, a provider on the list does not answer the survey\(^\text{1}\), then another provider is randomly chosen to replace her or him.

After all the responses are gathered, the data are sent back to the Network to be double checked for accuracy and analyzed. A few things to note in the analysis of the data:

1. Rates charged by providers are calculated by gathering the rates, and then sorting them into a number of different categories or groupings of similar respondents.

   In California, the categories are:

   - **Type of Facility:** either Centers or Homes
   - **Schedule:** either Full-Time or Part-Time
   - **Age Group:** either Infant, Preschool, or School age
   - **Rate Unit:** either, hourly, daily, weekly or monthly.

\(^{1}\) There are several reasons why providers might be replaced. A provider on the list might refuse to answer the survey, the phone number may be wrong or disconnected, or providers on the list may have recently gone out of business or are no longer providing care.
Each rate is calculated separately within these categories. Think of each of these categories as individual boxes that hold the information from providers. When a provider is called, their information is then put into the appropriate box. Market rates are calculated using the information found within each separate box. For this survey there are 48 different boxes or categories in which providers can be placed. (see attached).

For each of these categories, providers are asked to report rate information, and each of these boxes will have a different number of responses. Even within the same rate (such as center-based full-time, infant care) the hourly box will have different providers and a different number of responses than those in the daily box. Therefore, rates will not necessarily relate to each other (for example, in a county, you can not multiply the daily rate by five and get the weekly rate, or calculate the weekly rate using the reported hourly rates because different providers answered in the different boxes).

2. Within each category, the rates for care are calculated taking into consideration the enrollment of the home or center. Rates for larger homes and centers carry more weight than those for smaller homes and centers, because they make up a larger part of the child care market in that community. This means that if there's a large center that charges higher rates than average, they will influence the average and ceiling rates more than a smaller center with the same rates.

3. Ceiling rates are calculated for each county in the state, but the state has also grouped counties into 6 regions. This is done because in some categories within some counties, there are very few providers responding -- not enough to be confident that the rates represent the market. So when there are fewer than 10 providers responding in any category, a regional ceiling replaces the county ceiling. This means that in a particular category with fewer than 10 responses, all the providers charging that rate within the region are averaged together, and the ceiling for that county is calculated from those providers.

For example, in Sacramento, only 3 center providers responded that they charged full time school age children at an hourly rate. Therefore, when calculating the ceiling rate for that category, all of the providers in Sacramento’s region who charge in that rate category were used to calculate the rate ceiling. Within the region, there were 15 centers charging rates in this category. Performing this replacement ensures that the ceilings are not based on only one or two providers, but is calculated from a group of providers large enough to represent the whole market for child care.

4. Several factors are calculated in the RMR survey:

- **Special Needs Adjustment:** Every year, CDE applies an adjustment factor of 1.5 for special needs; this means that the state reimburses at 1.5 times that of standard care reimbursement.

- **Exempt Care Adjustment:** Every year an in-home/license exempt care adjustment factor of 0.90 is applied. Thus, the state will reimburse an in-home/license exempt provider serving children full-time a maximum of .90 times the full-time, family child care home ceiling for that age group.
• **Weekend/Evening Adjustment**: Unlike the special needs and exempt care adjustment, which are set by the state, the weekend/evening factor is recalculated every year. The ratio between the weekend/evening and weekday rates for full and part-time care is calculated using data gathered from providers. An average ratio across counties and age groups is calculated and applied as a statewide adjustment factor. This year, that adjustment was 1.24; that is 1.24 times that of the standard care reimbursement.

**Reasons Ceilings May Change**

**Small Sample Size.** Because California captures information on so many categories of the child care market, often the resulting sample size in one particular rate category may not capture the market rate for that rate category. Again, any rate with less than 10 providers automatically gets recalculated using all the providers within that region. Rates with responses with more than 10 are used to figure the ceiling in that community. Sometimes, these rates might not be large enough to “look” like the whole population. For example, in Los Angeles the part-time 2-5 daily reimbursement ceilings and mean rates for child care centers were calculated based on the responses of 17 providers. If there are thousands of providers in the area charging full-time school age weekly rates, then 17 might be too small to accurately portray the average rates for all the providers.

**Uncontrolled Factors.** There are a number of uncontrolled factors that might cause the rates to drop. Many of these include the number of providers who choose to respond, the size of the sample within each particular category, and how widely rates vary (i.e. a group of providers with a low of $10.00 and a high of $20.00 produces a different ceiling than a group of providers with a low rate of $10.00 and a high of $60.00.)

And finally, the average rate (and therefore the ceiling) within your community may have dropped. Perhaps several new providers began to work in your county and charge lower rates than others. Or several providers with higher rates retired or moved to another county. For a number of uncontrolled reasons, the rates reported are not the same from year to year, regardless of individual providers raising, lowering, or maintaining the rates they charge for care.

---

2 **DEFINING A SMALL SAMPLE:** For the market rate survey, the state has determined that a small sample is anything less than 10 providers. So, in any rate category, if fewer than 10 providers respond, then the regional ceiling is applied to that county’s rate. For example, in Alameda County, for full time center-based preschool care at a daily rate, only 4 providers responded, with an average rate of $26.69, and a ceiling of $31.18, if we used only those 4 providers. But to calculate the ceiling for Alameda County, all the provider responses in the region were averaged. The resulting ceiling rate is $38.06 per day in 2000-2001.
Whole Population of Licensed Child Care Providers
Approximately 37,076

Sample
14,976 providers
(selected randomly within each county)

Representing
8,344
Child care homes

Representing
4,334
Centers

Monthly
Weekly
Daily

Full time, Infant, Hourly

Part time Infant, Hourly

Full time, Preschool, Hourly

Part time Preschool, Hourly

Full time, School-age, Hourly

Part time School-age, Hourly
### CCCRRN RMR2001 Tasks

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Task 1. Finalize the survey methodology</td>
<td>July 1 – September 1</td>
</tr>
<tr>
<td>Network begins procurement for survey research firm (Firm)</td>
<td>July 1 – August 15</td>
</tr>
<tr>
<td>The Firm and the Network finalize all the survey procedures</td>
<td>August 15 – September 1</td>
</tr>
<tr>
<td><strong>Task 2. Develop the survey sample</strong></td>
<td></td>
</tr>
<tr>
<td>The Network prepares instructions for the R&amp;Rs to compile</td>
<td>June 1 – June 9</td>
</tr>
<tr>
<td>their provider lists and mails instructions to the R&amp;Rs.</td>
<td></td>
</tr>
<tr>
<td>The R&amp;Rs prepare their provider lists according to</td>
<td>June 9 – July 14</td>
</tr>
<tr>
<td>Network's instructions.</td>
<td></td>
</tr>
<tr>
<td>The Network receives the R&amp;R provider lists.</td>
<td>June 09 – July 14</td>
</tr>
<tr>
<td>The Network cleans, verifies, and compiles all the provider</td>
<td>June 9 – September 15</td>
</tr>
<tr>
<td>files into one file, stratifies the file by provider type</td>
<td></td>
</tr>
<tr>
<td>and county, and randomizes.</td>
<td></td>
</tr>
<tr>
<td>The Network delivers the randomized provider file to the</td>
<td>September 15</td>
</tr>
<tr>
<td>Firm.</td>
<td></td>
</tr>
<tr>
<td>The R&amp;Rs prepare their mailing to providers. The provider</td>
<td>September 1 – September 18</td>
</tr>
<tr>
<td>letter explains the purpose of the survey, and encourages</td>
<td></td>
</tr>
<tr>
<td>providers to participate.</td>
<td></td>
</tr>
<tr>
<td><strong>COLLECTING, ANALYZING AND REPORTING THE FIGURES</strong></td>
<td></td>
</tr>
<tr>
<td>Task 3. Administer the survey</td>
<td>August 18 – December 18</td>
</tr>
<tr>
<td>The Network delivers the final questionnaire to the Firm.</td>
<td>August 18</td>
</tr>
<tr>
<td>The Firm loads and pretests the questionnaire, with</td>
<td>August 18 – September 8</td>
</tr>
<tr>
<td>assistance from the Network.</td>
<td></td>
</tr>
<tr>
<td>The Firm loads the survey sample into the database and</td>
<td>September 11 – September 15</td>
</tr>
<tr>
<td>programs the database to manage the survey sampling plan.</td>
<td></td>
</tr>
<tr>
<td>The R&amp;Rs mail the provider letters.</td>
<td>September 11</td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td>Date</td>
</tr>
<tr>
<td>The Network and the Firm prepare the survey interviewer</td>
<td>August 1 – September 11</td>
</tr>
<tr>
<td>training materials and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
The Network and the Firm train survey interviewers.  
<table>
<thead>
<tr>
<th>Task 4. Program SAS for rate analysis</th>
<th>September 18 – December 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Firm conducts the provider interviews and the Network and the Firm closely monitor the progress and quality of the survey administration.</td>
<td>September 18 – December 1</td>
</tr>
<tr>
<td>The Firm delivers a subset of data to the Network for statistical analysis testing.</td>
<td>October 6</td>
</tr>
<tr>
<td>The Firm cleans the survey data according to the Network’s instructions.</td>
<td>October 18 – December 15</td>
</tr>
<tr>
<td>The Firm delivers the final data to the Network.</td>
<td>December 18</td>
</tr>
<tr>
<td>The Network programs and tests SAS to: 1) import the survey data, 2) conduct the data analysis, 3) prepare the rate reports.</td>
<td>September 18 – December 18</td>
</tr>
<tr>
<td>Task 5. Analyze the rate data and prepare the rate reports and survey narrative</td>
<td>December 18 – March 30</td>
</tr>
<tr>
<td>The Network cleans and verifies the survey data, contacting the Firm and other staff as needed</td>
<td>December 18 – February 2</td>
</tr>
<tr>
<td>The Network conducts the rate analysis on cleaned, weighted data and prepares the final ceiling report.</td>
<td>February 5 – February 28</td>
</tr>
<tr>
<td>The Network delivers the ceiling report to CDE and CDSS for duplication and delivery to the County Welfare Departments and the Alternative Payment Programs.</td>
<td>March 16</td>
</tr>
<tr>
<td>The Network produces a written narrative, documenting the survey methodology and findings and produces the average rate report.</td>
<td>March 3 – March 16</td>
</tr>
<tr>
<td>The Network delivers the 1.5 standard deviations above the mean reimbursement ceilings to SAWS.</td>
<td>March 30</td>
</tr>
<tr>
<td>The Network delivers the narrative and average rate report to CDSS and CDE.</td>
<td>March 16</td>
</tr>
<tr>
<td>The Network reproduces the reports for the Resource and Referral agencies.</td>
<td>per CDE approval</td>
</tr>
<tr>
<td>The Network distributes the reports to the Resource and Referral Agencies and members of the public upon request.</td>
<td>per CDE approval</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Finalize the Survey Methodology</strong></td>
<td>April 1 – June 30</td>
</tr>
<tr>
<td>The Network works with CDE to finalize the survey methodology. This includes finalizing the sampling plan, questionnaire, and rate analysis.</td>
<td>April 1 – May 1</td>
</tr>
<tr>
<td>The survey research firm (Firm) and the Network finalize all the survey procedures and technical issues.</td>
<td>May 1 – June 30</td>
</tr>
<tr>
<td><strong>GATHER R&amp;R DATA FOR SURVEY SAMPLE</strong></td>
<td>April 1 – June 30</td>
</tr>
<tr>
<td>The Network prepares the instructions for the R&amp;Rs to compile their provider lists and mails the instructions to the R&amp;Rs</td>
<td>May 1 – May 31</td>
</tr>
<tr>
<td>The R&amp;Rs prepare their provider lists according to the Network’s instructions.</td>
<td>May 31 – June 30</td>
</tr>
<tr>
<td>The Network receives the R&amp;R provider lists.</td>
<td>June 5 – June 30</td>
</tr>
</tbody>
</table>
“The Survey Instrument”
Deborah Lyons, Center for Applied Research and Urban Policy,
University of the District of Columbia

Slide 1

THE SURVEY INSTRUMENT

Deborah Lyons, Ph.D.
Center for Applied Research and Urban Policy,
University of the District of Columbia

Slide 2

What Purpose Does the Survey Instrument Serve?

- To translate the survey objectives
- To ask the pertinent questions
- To record the survey responses
- To guide the data entry

Slide 3

Objectives of the Survey

- Why am I doing this survey?
- Who am I surveying?
- What data do I need?
- What units of measurement should I use?

Slide 4

Pre-survey Design

- Review literature
- Review previous local surveys/studies
- Consultations with other states
  - Review survey instruments and reports of other jurisdictions
  - Consultations with other offices

Slide 5

Decision Framework

- Survey type
- Questions to be asked
- Definitions
- Instructions
- Sequence of questions
- Layout of questionnaire

Slide 6

Questions to Be Asked

- Content
  - Factual questions
  - Subjective questions
- Types of questions
  - Open-ended
  - Closed-ended
  - Contingency
- Question format
  - Check or circle
  - Rating scale
- Matrix
- Fill-in-Mask
- Sequence of questions
  - Put respondent at ease
  - Open with easy to answer

Slide 7

Avoid Pitfalls in Survey Instrument Design

- Wording
  - Must be clear
  - Easy to understand
  - Aided by definitions
  - Provide unambiguous instructions
- Leading questions
- Threatening or sensitive questions
- Double-barreled questions
- Cluttered form
- Should be easy to read
  - Appropriately spaced
  - Use additional pages if needed
- Lack of units of measurement

Slide 8

Finalizing the Survey Instrument

- Develop draft survey instrument
- Get feedback from staff, other offices and members of the child development community
- Pre-test the survey instrument
- Revise and pre-test again if necessary
- Develop final survey instrument
- Develop cover letter explaining purpose, importance of participation and process
Make Sure Surveyors Understand the Instrument

- Should know terms, definitions, acronyms
- Must understand the importance of asking the questions as written
- Must be consistent in how information is recorded
Beyond a Market Rate Study
How we can learn more about our child care system
November 28, 2000
Mills & Pardee, Inc.

Beyond a Market Rate Study

Learn the strengths and resources of your system
Learn the challenges and opportunities

Methodology

Survey every provider — plan follow-up to increase response rate
Conduct focus groups and telephone interviews
Conduct research

Areas of Study

Market rates
Profile of child care centers
Profile of family child care homes
Profile of center staff
Profile of family child care providers
Estimate future need for child care

Profile of Programs

Enrolled children
When care is offered
Staff recruitment issues
NAEYC Accreditation

Profile of Center Staff

Education levels/professional development
Salary & wages
Benefits

Profile of Family Providers

Education/professional development
Experience/intent to continue providing care
Income from providing care / family income / additional income
Health & other insurance

Market Rates

Rate structures
Market rates by county or region
Market rates vs. subsidy rates
Costs subsidized by providers
Rates in relation to staff education
Rates in relation to accreditation status
Ohio Legislative Budget Office (LBO)  
Child Care Payment System Report Summary

Legislative Mandate
In Am. Sub. H.B. 283, the General Assembly required the Legislative Budget Office (LBO) of the Legislative Service Commission to “undertake a study of publicly funded child care payment procedures and make recommendations regarding the feasibility and the potential for development of a cost-based prospective payment system.” The act further specified, “Any prospective system should provide for predictability and stability of payment and should take into consideration facility costs and training costs.”

Study Methods
In fulfilling this charge, we sought the input of both the county departments of Job and Family Services (CDJFS) and the child care provider industry. We obtained this input in three basic ways:

- **Survey of County Agencies.** As part of our research we surveyed all 88 county agencies, which are responsible for administering the payment system. Response rate: 95%.

- **Survey of Licensed Providers.** In collaboration with the Ohio Department of Job and Family Services (ODJFS), we also surveyed all 3,366 licensed child care providers; our survey, with more than 1,700 respondents (51.6% response rate) is one of the largest surveys of child care providers ever completed and perhaps the first to examine payment procedures.

- **Focus Groups.** We also conducted focus groups with family day care providers from nine counties, arranged through the Ohio Child Care Resource and Referral Association.

With each group, we sought to understand how the current system operated (and how various parties evaluated its effectiveness) and we asked both county administrators and child care providers to evaluate five models of a prospective payment system and three alternative payment arrangements. These options, identified by national and state experts in publicly-funded child care, were described generally and we asked whether they would significantly/minimally improve or worsen the predictability and stability of subsidy payments. The prospective payment plans included:

1. Cost Center Model (as specified in the legislative mandate)
2. Historical Projection
3. Annual Contracts
4. Mixed Prospective and Reimbursement System
5. Private Pay Model

The alternative arrangements included:
1. Electronic Funds Transfer
2. Electronic Benefit Transfer
3. Automated Eligibility

In virtually every case, the provider and county responses were diametrically opposed. As a general rule, counties felt that any of the prospective payment systems would worsen the predictability and stability of payment, while providers felt each would improve predictability and stability of payment. Providers most strongly favored the annual contract and private pay model payment systems. Providers and counties similarly diverged on whether an automated eligibility system; more than half of providers felt it would improve and more than half of counties felt it would worsen the predictability and stability of payment. With regard to the other alternative payment arrangements, responses were more muted.
Findings in Brief

- At least 70 percent of child care invoices/vouchers were processed within 30 days and counties reported an average turnaround time of 18.3 days.

- On average, county officials gave the current system a grade of “B” while licensed providers on average rated the existing reimbursement process with a grade of “C”.

- For providers whose invoices are not processed within 30 days, delay can have dire consequences; 290 (28.4 percent) of the 1,074 providers participating in the publicly-funded child care program have experienced a “cash flow crisis” resulting from delayed or incomplete reimbursement from the county.

- The current payment system is so designed that child care invoices may be adjusted downward or upward by the Ohio Department of Job and Family Services during the verification process, even when there is no question as to whether or not the vendor provided the services for which reimbursement was sought, and often without explanation.

- Our research suggests a fundamental difference in assumptions about the child care subsidy program separates the counties and providers:

  Counties: Generally speaking, child care is first and foremost a workforce development program whose primary beneficiaries are adults; to assure that parents are working or attending school, child care must be accounted for in hourly units of service.

  Providers: Generally speaking, child care is first and foremost an early childhood development program whose primary beneficiaries are children; to assure a quality experience and conform to staff-to-child ratio regulations, providers manage child care slots.

Recommendation

*LBO cannot comfortably recommend a prospective payment system as described in Am. Sub. H.B. 283 for the following organizational, structural and procedural reasons:

- The level and extent of opposition to prospective payment expressed by county officials in survey responses and in conversations with LBO suggests that full and effective implementation of such a system would face significant barriers.

- The lack of a uniform, statewide payment process is likely to pose a barrier to smooth implementation and easy reconciliation of payments in a prospective system.

- In addition, federal regulations prohibit the use of Child Care and Development Fund monies for most facility costs.

- Lastly, prospective payment — that is payment in advance of service — is not likely to address the chief payment-related concerns of licensed providers as long as counties make adjustments to invoices that reflect counties’ and providers’ differing assumptions concerning the purpose, the unit of service, and the principal beneficiary of the child care subsidy.

"Rate Setting Policies: The Role of the Provider in Partnership with State Administrators"
Lynn White, Executive Director, National Child Care Association

Slide 1

RATE SETTING POLICIES

The Role of the Provider in Partnership with State Administrators

Slide 2

FUZZY Market Rate

1 Different Perspectives - Workforce Issue and Children's Issue
2 Market Rate measures the PRICE of child care, not the true cost of quality child care

Slide 3

Getting the Surveys to the Right People

1 Mail, Fax, Phone, E Mail?
2 Getting to the Right Person is DIFFICULT
3 NEVER, NEVER, NEVER call between 3:30 and 6 PM

Slide 4

Maximizing the Timing of the Survey

1 August or September maximizes the survey because rates would then include rate adjustments for the new enrollment year.
2 When Market Rate Surveys are tied to state/federal fiscal years, subsidy adjustments need to be implemented immediately.

Slide 5

What Field Specific Issues Contribute to Low Response Rates and Inaccurate Surveys?

1 TIME, TIME, TIME, TIME, TIME, TIME
2 TIME, TIME, TIME, TIME, TIME, TIME, TIME
3 TIME, TIME, TIME, AND TIME!
4 No "Buy-In" because of no involvement
5 Non-subsidized centers that do not participate
6 The "market" makes it difficult for some programs to determine true market rate.

Slide 6

What Would Help the Process and Ultimately The Children

1 Higher completion rates
2 Annual surveys
3 Assigning full "value" to the service provided including in kind and additional subsidy or use providers that are sustained by fees
4 Market friendly State Payment Policies
5 Educating the field on the complexities of accurately calculating market rate
6 The Leadership Government Can Provide!

Slide 7

What Can We Do Together?

1 Involve Providers in Developing Surveys
2 Engage provider groups in your states to encourage providers to complete the surveys
3 Develop tools and training which help for profit and not for profit providers calculate accurate market rates which include the full cost of doing business
4 Adopt state payment policies to reflect the way the market operates, for example:
   1 Pay on the basis of enrollment, not attendance
   2 Don’t leave the provider at risk during authorization and eligibility determination

Slide 8

Market Driven Subsidy Rates are One of the Keys to High Quality Child Care

1 If the market rate is $100 per week and the state pays $75 (including parent co-pay), a center with 100 children enrolled of which 10% are subsidized children, will lose $250 per week or $13,000 per year. $13,000 per year will fully equip a children's classroom and pay for one year's consumable supplies.
2 If 50 parents fail to pay the $7.00 co-pay per week (which is part of the 75%), seven teachers will not have a $50.00 per week raise.
3 In general, YOU GET WHAT YOU PAY FOR!
Rate Setting Policies Presentation: Cost Studies

Financial & Program Characteristics Data

Prepared By:

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Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
137 East Franklin Street, Suite 300
Chapel Hill, NC 27514
919-962-7322
jana@unc.edu
## Financial Data Collected as Part of the Child Care Cost Interview

### Labor Costs
- **Salaries**
  - Owner/Operator
  - Other Staff
- **Nonwage Benefits**
  - FICA/Medicare
  - Unemployment
  - Insurance
  - Worker's Compensation
  - Disability Insurance
  - Health/Dental Insurance
  - Life Insurance
  - Retirement
  - Other
- **Professional Services**
  - Accounting
  - Legal
  - Clerical
  - Substitutes
  - Other

### Facility Costs
- **Rent/Mortgage**
- **Utilities**
  - Gas
  - Electric
  - Water/Sewer
  - Trash
  - Business
  - Telephone
  - Other
- **Repair & Maintenance**
  - Carpentry
  - Electrical/Plumbing
  - Janitorial
  - Yard Care
  - Painting
  - Other
- **Overhead**
  - Real Property
  - Taxes
  - Insurance
  - Owner's/renter's Liability
  - Other

### Program Costs
- **Supplies and Materials**
  - Office Supplies
  - Children's Supplies/Toys
  - Photocopying
  - Postage
  - Bank Charges
  - Dues & Publications
  - Gifts to Staff and Families
  - Other
- **Equipment**
  - Purchase/Rental
  - Depreciation
  - Repair & Maintenance
- **Staff Education/Training**
  - Tuition/Fees
  - Supplies
  - Travel
  - Other
- **Food Service**
  - Food
  - Supplies
  - Equipment
- **General Operating Costs**
  - Advertising
  - Accreditation Fees
  - Bad Debts
  - Licensing Fees
  - Business Taxes/Costs
  - Insurance
  - Transportation/Travel
  - Other

### In-Kind Donations
- **Volunteer Services**
  - Administrative/Professional
  - Teaching
  - Food Service/Preparation
  - Other Program Assistance
  - Transportation
  - Repair & Maintenance
  - Other
- **Facility-Related**
  - Rent/Mortgage
  - Utilities
  - Taxes
  - Insurance
  - Other
- **Program-Related**
  - Supplies & Materials
  - Equipment
  - Staff Training/Education
  - Food Service/Supplies
  - Use of Equipment
  - Advertising/Public Relations
  - Insurance
  - Transportation
  - Other

### Revenues
- **Fees Paid by Parents**
- **Reimbursements from State/City**
- **USDA Child Care Food Program**
- **Federal Payments**
- **Other Public Contributions**
- **Grants**
- **Private Contributions/Donations**
- **Fund Raising Efforts**
- **Investment Income**
- **Other**
Program Characteristics Data Collected as Part of the Child Care Cost Interview

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Staff Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Program</td>
<td>Age</td>
</tr>
<tr>
<td>Services Provided</td>
<td>Gender</td>
</tr>
<tr>
<td>Hours of Operation</td>
<td>Race/Ethnicity of Staff</td>
</tr>
<tr>
<td>Accreditation Status</td>
<td>Training/Education</td>
</tr>
<tr>
<td>Profit Status</td>
<td>Experience Working in Child Care</td>
</tr>
<tr>
<td>Licensed Capacity</td>
<td>Hours Worked Per Week</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Wage/Salary</td>
</tr>
<tr>
<td>Race/Ethnicity of Children</td>
<td></td>
</tr>
<tr>
<td>Program Support for Training/Education</td>
<td></td>
</tr>
<tr>
<td>Fees Charged</td>
<td></td>
</tr>
<tr>
<td>Reimbursements/Subsidies</td>
<td></td>
</tr>
<tr>
<td>Other Financial Assistance Available</td>
<td></td>
</tr>
</tbody>
</table>
Center & Head Start Survey

Thank you for taking time to complete this survey. Your input will greatly assist us in getting a better picture of the child care programs provided in your community. All information requested is optional and confidential.

Data in Bold are from Community Profiles in Spring and Fall 1999. This sample consists of 688 centers representing 30% of all centers in urban, suburban and rural communities statewide. Data in italics are from Community Profiles in Fall 1999 representing 324 centers (14% statewide). See Community Profiles list for participating communities.

PROGRAM INFORMATION

1. Is your organization: (Check all that apply)
   - 38% ☐ for profit
   - 49% ☐ not for profit
   - 7% ☐ not for profit & religiously-affiliated
   - 12% ☐ Head Start
   - 3% ☐ Other

2. Is your program (please check only one answer)
   - 63% ☐ a single site
   - 19% ☐ part of a larger agency that delivers child care in more than one site
   - 18% ☐ part of multi service agency that delivers services other than child care

3. How long has your program been in operation?
   Number of years: 20 years

4. What months are you open?
   - 63% ☐ 11+ months
   - 28% ☐ School year
   - 7% ☐ Other: ____________

Community Profiles / Center & Head Start Survey / Spring & Fall 1999
5. Please provide the information below on licensed capacity, current enrollment, and program's wait list as of December 1, 1999. If you do not maintain a wait list in a category listed enter n/a. If you have no families on the wait list, enter 0.

<table>
<thead>
<tr>
<th>Age Group Category</th>
<th>Licensed Capacity</th>
<th>Current Enrollment</th>
<th>Wait List</th>
<th>% of Program Families Waiting for Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant (0 up to 15 months)</td>
<td>28% 196</td>
<td>8</td>
<td>6</td>
<td>67% 18</td>
</tr>
<tr>
<td>Toddler (15 months through 2.8 yrs.)</td>
<td>39% 269</td>
<td>16</td>
<td>12</td>
<td>62% 19</td>
</tr>
<tr>
<td>Pre-school (2.9 up to 4.11 years)</td>
<td>90% 617</td>
<td>41</td>
<td>29</td>
<td>47% 19</td>
</tr>
<tr>
<td>Kindergarten (5 and 6 year olds)</td>
<td>24% 170</td>
<td>17</td>
<td>12</td>
<td>18% 13</td>
</tr>
<tr>
<td>School Age (7 to 14 years)</td>
<td>19% 128</td>
<td>26</td>
<td>25</td>
<td>30% 23</td>
</tr>
<tr>
<td>Total</td>
<td>688 59</td>
<td>44</td>
<td>38</td>
<td>49% 36</td>
</tr>
</tbody>
</table>

*Full-time denotes 25 hours or more, part-time denotes under 25 hours

6. How many children attend for:

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>1 day/week</th>
<th>2 days/week</th>
<th>3 days/week</th>
<th>4 days/week</th>
<th>5 days/week</th>
<th>6+7 days/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1%</td>
<td>13%</td>
<td>18%</td>
<td>7%</td>
<td>61%</td>
<td>&lt;1%</td>
<td></td>
</tr>
</tbody>
</table>

7. How many children do you serve per day for:

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Upto3 hours</th>
<th>3-35 hours</th>
<th>35-58 hours</th>
<th>58 hours</th>
<th>6+ hours</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants &amp; Toddlers</td>
<td>5%</td>
<td>6%</td>
<td>24%</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>24%</td>
<td>24%</td>
<td>18%</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>13%</td>
<td>24%</td>
<td>35%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Age</td>
<td>29%</td>
<td>29%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Please indicate the average number of children you serve, by subsidy type as of December 1, 1999.

<table>
<thead>
<tr>
<th># of Contracts (Basic and Supportive)</th>
<th>Mean number</th>
<th>Percent of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Vouchers (Basic and TANF)</td>
<td>27</td>
<td>25%</td>
</tr>
<tr>
<td># of Community Partnerships for Children slots</td>
<td>14</td>
<td>51%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>57%</td>
</tr>
</tbody>
</table>

9. What is the weekly fee, (your published rate) during the regular school year? (Enter "0" if none)

<table>
<thead>
<tr>
<th>Age Group Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant (0 up to 15 months)</td>
<td>weekly fee: $181.70</td>
<td>weekly fee: $128.70</td>
</tr>
<tr>
<td>Toddler (15 months through 2.8 yrs)</td>
<td>weekly fee: $165.00</td>
<td>weekly fee: $117.39</td>
</tr>
<tr>
<td>Preschool (2.9 yrs up to 4.11 yrs)</td>
<td>weekly fee: $125.00</td>
<td>weekly fee: $79.46</td>
</tr>
<tr>
<td>Kindergarten (5-6 years)</td>
<td>weekly fee: $115.00</td>
<td>weekly fee: $86.53</td>
</tr>
<tr>
<td>School Age (6+ years)</td>
<td>weekly fee: $81.00</td>
<td>weekly fee: $60.62</td>
</tr>
</tbody>
</table>

*Full-time denotes 25 hours or more, part-time denotes under 25 hours
10. What are the licensed characteristics of your center:
   A. Number of Classrooms: 4
   B. Licensed capacity: 51
   C. Total (net) square footage of Child Activity Space: 2365

11. How many years has your center been located at its current site? 15 years

12. Select only one from the following list of 10 choices. Is your center located in:

<table>
<thead>
<tr>
<th>Type of Building</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Residential Type Buildings</td>
<td></td>
</tr>
<tr>
<td>1. A public housing authority apartment (not an administrative) building</td>
<td>3%</td>
</tr>
<tr>
<td>2. A non-housing authority residential building of masonry (brick or concrete block) construction</td>
<td>5%</td>
</tr>
<tr>
<td>3. A wood-frame residential structure such as a single family house or triple-decker</td>
<td>20%</td>
</tr>
<tr>
<td>B. Public Facility Type Buildings (designed for child care)</td>
<td></td>
</tr>
<tr>
<td>4. A public school building</td>
<td>8%</td>
</tr>
<tr>
<td>5. A community center (including a YMCA-type facility)</td>
<td>10%</td>
</tr>
<tr>
<td>6. A church, parochial school, or other religious building</td>
<td>24%</td>
</tr>
<tr>
<td>C. Commercial Type Structures</td>
<td></td>
</tr>
<tr>
<td>7. A storefront</td>
<td>3%</td>
</tr>
<tr>
<td>8. A factory or warehouse type building</td>
<td>2%</td>
</tr>
<tr>
<td>9. An office building</td>
<td>8%</td>
</tr>
<tr>
<td>D. Other Type of Structure</td>
<td></td>
</tr>
<tr>
<td>10. Please Specify:</td>
<td>17%</td>
</tr>
</tbody>
</table>

13. Was your space originally designed and built to serve as a child care facility?
   37% Yes
   63% No

14. Does your program primarily operate out of a basement (i.e. the floor level is lower than the ground outside the building)?
   19% Yes
   81% No

15. How many times in the past year have you had to close or partially close your program for any part of the day due to building problems (i.e. water, heating, or other problems)?
   80% Never
   14% 1 time
   7% 2-4 times
   0.3% 5 or more times

56
16. Regarding your space, do you:
   - Rent: 52%
   - Own: 31%
   - Other: 17%

17. If you rent, do you have a signed lease agreement with your landlord?
   - Yes: 73%
   - No: 27%

   If YES,
   A. What is the total length of your current lease agreement in years? 5 years
   B. What is your current monthly rent? $2362.86 (enter “0” if none)
   C. Is your landlord (Check one):
      - 14% a governmental agency (circle type)
      - 47% a religious or other nonprofit organization
      - 39% an individual or private business enterprise

18. How much have you invested in permanent capital improvements (e.g. plumbing, etc.) to your child care center in the last year? Please exclude repairs (such as painting or replacing carpeting) and equipment and supply purchases (such as tables and crayons). $30,827

19. In your center’s annual budget, do you specifically budget funds for either permanent capital improvements to your facility or for debt payments on a loan previously secured to pay for capital improvements you’ve already made? Yes: 43% No: 57%

20. Have you ever spent more than $5,000 per classroom in your center?
   - Yes: 42%
   - No: 58%

   If yes, how many years ago did you make the most recent investment of this magnitude? 4 years ago.

21. We are interested in your desire and ability to expand.

<table>
<thead>
<tr>
<th>I could expand my program if</th>
<th>YES</th>
<th>NO</th>
<th>How many more children could you serve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>More subsidies were made available</td>
<td>46%</td>
<td>54%</td>
<td>14</td>
</tr>
<tr>
<td>Resources were available to increase staff</td>
<td>62%</td>
<td>38%</td>
<td>19</td>
</tr>
<tr>
<td>Resources were available for facility repairs or improvements</td>
<td>47%</td>
<td>53%</td>
<td>23</td>
</tr>
<tr>
<td>Resources were available to change locations</td>
<td>57%</td>
<td>43%</td>
<td>24</td>
</tr>
<tr>
<td>Resources for facilities were coupled with resources for subsidies and staff</td>
<td>68%</td>
<td>32%</td>
<td>22</td>
</tr>
</tbody>
</table>

   A. There is not enough demand for me to expand my program? Yes: 28% No: 72%
   B. I am not interested in changing or expanding my program? Yes: 38% No: 62%
22. Check if your program provides these services. This is a comprehensive list of services and programs are not expected to provide all of them. Do not include referrals.

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision screening</td>
<td>25%</td>
</tr>
<tr>
<td>Hearing screening</td>
<td>28%</td>
</tr>
<tr>
<td>Dental screening</td>
<td>15%</td>
</tr>
<tr>
<td>Measurement of height and weight annually</td>
<td>32%</td>
</tr>
<tr>
<td>Speech and language services</td>
<td>25%</td>
</tr>
<tr>
<td>Developmental assessments</td>
<td>62%</td>
</tr>
<tr>
<td>Counseling services for children and parents</td>
<td>32%</td>
</tr>
<tr>
<td>Assistance in attaining child care subsidies</td>
<td>63%</td>
</tr>
<tr>
<td>Parent Advocacy</td>
<td>44%</td>
</tr>
<tr>
<td>Home Visits</td>
<td>29%</td>
</tr>
<tr>
<td>Provision of Meals</td>
<td>45%</td>
</tr>
<tr>
<td>Parent Education</td>
<td>76%</td>
</tr>
<tr>
<td>Social services to parents such as obtaining food stamps, housing,</td>
<td>25%</td>
</tr>
<tr>
<td>medical care/insurance</td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td>11%</td>
</tr>
</tbody>
</table>

23. Does your program provide transportation services?  
☐ Yes: 28%  ☐ No: 72%

A) If YES, how many children receive the service?  # children: 29

B) Which types of transportation does your program offer? (Check all that apply.)

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Buses</td>
<td>28%</td>
</tr>
<tr>
<td>Contracted buses</td>
<td>20%</td>
</tr>
<tr>
<td>Program-Owned</td>
<td>52%</td>
</tr>
<tr>
<td>Supervised walks</td>
<td>15%</td>
</tr>
<tr>
<td>Other transportation operation</td>
<td>19%</td>
</tr>
</tbody>
</table>

24. Do the transportation services that currently exist meet the needs of your families?  
☐ Yes: 77.4%  ☐ No: 22.6%

25. If you do not provide transportation services, the reasons are (Check all that apply):

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service is not needed</td>
<td>59%</td>
</tr>
<tr>
<td>Limited range of delivery</td>
<td>2%</td>
</tr>
<tr>
<td>Parents can not afford</td>
<td>10%</td>
</tr>
<tr>
<td>Too costly for program</td>
<td>51%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
</tbody>
</table>

26. Number of families you serve: 61

27. Please give the approximate number of your families that meet each criteria (count as many as appropriate):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent families</td>
<td></td>
</tr>
<tr>
<td>Families with English as a second language</td>
<td></td>
</tr>
<tr>
<td>Families living outside of your city/town</td>
<td></td>
</tr>
</tbody>
</table>
28. Please estimate the number of families in your program whose annual income is:
   37%  Below $15,000
   29%  Between $15,001 and $35,000
   16%  Between $35,001 and $50,000
   18%  More than $50,000
   Unable to determine

29. Please indicate the number of children in your program who use the following language as
    their primary language of communication:

   **in the classroom:**
   92%  English
   5%   Spanish
   1%   Haitian-Creole
   0.3% Portuguese
   1%   Chinese
   .01% Khmer
   .09% Russian
   .1%  American Sign Language
   1%   Other

   **at home:**
   81%  English
   8%   Spanish
   2%   Haitian-Creole
   1%   Portuguese
   2%   Chinese
   1.3% Khmer
   0.6% Russian
   0.1% American Sign Language
   5%   Other

30. Indicate the number of children in your program who are:
   15%  Black non Hispanic
   67%  Caucasian non Hispanic
   11%  Hispanic
   4%   Asian
   0.3% Native American
   3.4% Other

31. How many of the children you serve have an Individual Educational Plan (IEP) or receive
    services through Early Intervention (EI)? 4.3

32. In addition to those above, how many do you suspect might have any undiagnosed needs
    (i.e., behavioral, cognitive, emotional, medical, physical, and/or multiple needs)? 7.0

33. How many children, who you have served within the last year, have disabilities or special
    needs that require adaptation of your program? 2.2

A. How much money, if any, did your program spend on adaptations in each of the
   following areas in the past 12 months?
   $3911  Staffing
   $75   Health Services

   $1322  Physical environment
   $1000  Equipment
34. Is your program accredited by the National Academy of Early Childhood Programs (NAECP) (part of the National Association for the Education of Young Children (NAEYC))?  

☐ Yes: 32%  ☐ No: 68%

A. If NO, please check the statement that best describes your program’s status regarding accreditation:  
24%  ☐ We are not involved at this time  
59%  ☐ We are in the process of self-study  
4%  ☐ We have no intention of becoming accredited  
6%  ☐ We are awaiting our validation visit  
6%  ☐ We are awaiting a decision from the NAECP Commission.  
1%  ☐ We don’t know anything about it.  
1%  ☐ Accreditation Lapsed

B. If you are in the process of self-study how long have you been in the process:  
46%  ☐ Less than 6 months  
1%  ☐ More than 24 months  
24%  ☐ 6-12 months  
1%  ☐ Deferred or Appealed  
23%  ☐ 12-24 months

35. What are the 3 biggest barriers to accreditation? (Rate 1 to 3 with 1 being the biggest challenge): Higher number reflects greater priority.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Barrier</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>None</td>
<td>13</td>
</tr>
<tr>
<td>163</td>
<td>Staff turnover</td>
<td>83</td>
</tr>
<tr>
<td>92</td>
<td>Philosophical differences</td>
<td>75</td>
</tr>
<tr>
<td>30</td>
<td>Parent opposition</td>
<td>71</td>
</tr>
<tr>
<td>20</td>
<td>Relocation</td>
<td>71</td>
</tr>
<tr>
<td>96</td>
<td>Staff qualifications</td>
<td>116</td>
</tr>
<tr>
<td>67</td>
<td>Health and safety</td>
<td></td>
</tr>
<tr>
<td>163</td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>Indoor physical environment</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Outdoor physical environment</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

36. Please estimate the average staff to child ratio in your program. For example, if you have ten children for each teacher then your ratio is one to ten (1:10). You may use decimals, for example, 2 staff for 7 children is 1:3.5. A staff person is any paid employee (including aides and/or paraprofessionals). Please do not include volunteers in your estimate.

**Staff Child/Ratios:**

- Infant (0-14 months): 1:3  
- Toddler (15 months-2.8 years): 1:4  
- Preschool (2.9 - 4.11 years): 1:8  
- Kindergarten (5 - 6 years): 1:9  
- School Age (7 - 14 years): 1:9
37. Please estimate the group sizes within your classrooms by type of care. For example, if there are sixteen children in two different groups in one classroom, the group size is eight. If there are sixteen children in one classroom and they are altogether in one group, then the group size is sixteen.

Group Size:
- Infant (0-14 months) 6
- Toddler (15 months-2.8 years) 8
- Preschool (2.9-4.11 years) 15
- Kindergarten (5 - 6 years) 13
- School Age (7 – 14 years) 13

38. Please enter the following information regarding staff in your program:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of staff</th>
<th>Average Salary</th>
<th>Highest paid hourly</th>
<th>Lowest paid hourly</th>
<th>Average Pays</th>
<th>Percent Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>817</td>
<td>$18.07</td>
<td>$14.75</td>
<td>$17.05</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Full-time lead teacher</td>
<td>1599</td>
<td>$13.08</td>
<td>$10.81</td>
<td>$12.08</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Part-time lead teacher</td>
<td>332</td>
<td>$12.20</td>
<td>$10.23</td>
<td>$11.48</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Full-time teacher</td>
<td>2111</td>
<td>$10.62</td>
<td>$8.90</td>
<td>$9.89</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>558</td>
<td>$9.54</td>
<td>$8.43</td>
<td>$9.03</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Full-time ass’t teacher</td>
<td>937</td>
<td>$8.49</td>
<td>$7.41</td>
<td>$8.02</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Part-time ass’t teacher</td>
<td>962</td>
<td>$7.80</td>
<td>$7.11</td>
<td>$7.50</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Total # of staff</td>
<td>7321</td>
<td>$7.80</td>
<td>$7.11</td>
<td>$7.50</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

*Full-time denotes staff who work 30 or more hours per week.

39. A) How many teachers (lead teachers, teachers and assistant teachers) have left the program in the last 12 months?

<table>
<thead>
<tr>
<th></th>
<th>45%</th>
<th>40%</th>
<th>43%</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time lead teachers</td>
<td>36%</td>
<td>66%</td>
<td>68%</td>
<td>Total Staff*</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Turnover is less for total staff as the total number of staff is significantly greater than the number of staff in any one specific category.

B) Why did they leave? (Check all that apply)

- 20.7%  □ Maternity leave
- 25.6%  □ Moving
- 29.3%  □ Accepted position in other field
- 30.6%  □ Accepted position in related field
- 22.3%  □ Want to work in public schools
- 9.9%   □ Change position within same agency
- 7.9%   □ Lack of hours
- 28.1%  □ Going back to school
- 24.0%  □ Disciplinary Reasons
- 21.1%  □ Salary
- 7.9%   □ Retirement
- 20.7%  □ Other

40. On average, how long did it take to replace them? 8.2 weeks
41. A) Overall, how satisfied are you with their replacement(s)?

<table>
<thead>
<tr>
<th></th>
<th>1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>4 (%)</th>
<th>5 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Not Satisfied)</td>
<td>1.3%</td>
<td>3.5%</td>
<td>24.2%</td>
<td>30.0%</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

B) If you are not satisfied, why? Please check all that apply:

- 68% Lack of experience
- 48% Lack of training
- 17% Lack of diversity
- 22% Lack of nurturing
- □ Lack of education
- □ Lack of motivation
- □ Other

42. Indicate the number of teaching staff (lead teachers, teachers, and assistant teachers) in your program who work directly with children, and are:

- 10.0% Black non-Hispanic
- 74.2% Caucasian non-Hispanic
- 8.8% Hispanic
- 3.7% Asian
- 1.0% Native American
- 1.2% Unable to determine
- 2.2% Other

43. Please estimate the number of lead teachers, teachers, and assistant teachers in your program who work directly with children, and who speak the following languages fluently: (The total may be more than the total number of teachers since some may be bilingual.)

- 82.0% English
- 8.0% Spanish
- 2.5% Haitian-Creole
- 2.1% Portuguese
- 1.2% Chinese
- 1.0% American Sign Language
- 0.8% Khmer
- 1.3% Russian
- 3.2% Other

44. Please list the numbers of each type of staff that have received their highest level of education.

<table>
<thead>
<tr>
<th>Assistant Teachers</th>
<th>Teachers</th>
<th>Lead Teachers</th>
<th>Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school diploma or GED</td>
<td>19.1%</td>
<td>0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>GED or high school diploma</td>
<td>63.3%</td>
<td>44.3%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Child Development Associate (CDA) credential</td>
<td>3.3%</td>
<td>12.8%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Associate of Arts (AA) degree</td>
<td>3.9%</td>
<td>14.6%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Bachelor’s degree in education or related field</td>
<td>4.3%</td>
<td>18.1%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Bachelor’s degree in unrelated field</td>
<td>4.1%</td>
<td>6.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Master’s degree in education or related field</td>
<td>1.3%</td>
<td>2.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Master’s degree in unrelated field</td>
<td>1.0%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Advanced/professional degree</td>
<td>0%</td>
<td>0.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Percent with BA or higher</td>
<td>10.4%</td>
<td>27.5%</td>
<td>54.9%</td>
</tr>
</tbody>
</table>

Community Profiles / Center & Head Start Survey / 1998 & 1999
45. How long have you been employed as director of this program? 8 years

46. How long have you been a director outside of this program? 5.1 years

47. Please indicate your race:
   - 8% Black non-Hispanic
   - 88% Caucasian non-Hispanic
   - 2% Hispanic
   - 0.3% Asian
   - 0.9% Native American
   - 0.8% Other (please specify:

48. Have you had a course specifically in financial management?  Yes: 47%  No: 53%

49. Which benefits are provided for your staff? (Please check all that apply)

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Full-time Staff</th>
<th>Part-time Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>vacation</td>
<td>90%</td>
<td>65%</td>
</tr>
<tr>
<td>sick time</td>
<td>94%</td>
<td>74%</td>
</tr>
<tr>
<td>paid holidays</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>disability</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>paid maternity and/or paternity leave</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>life insurance</td>
<td>40%</td>
<td>16%</td>
</tr>
<tr>
<td>retirement package</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td>tuition assistance</td>
<td>71%</td>
<td>61%</td>
</tr>
<tr>
<td>health plan</td>
<td>78%</td>
<td>29%</td>
</tr>
<tr>
<td>other</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

50. Who is responsible for curriculum development? (Please check that all apply)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>69%</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>13%</td>
</tr>
<tr>
<td>Curriculum/Education Coordinator</td>
<td>23%</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>68%</td>
</tr>
<tr>
<td>Teacher</td>
<td>53%</td>
</tr>
<tr>
<td>Group Process</td>
<td>43%</td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

51. Does your center offer teacher curriculum preparation time?  Yes: 86%  No: 14%
   If yes, 4 hours per week.

52. Are you familiar with the state Curriculum Frameworks?  Yes: 43%  No: 57%
53. What supports would you like to assist you in curriculum development? (please check all that apply)

6%  □ None
53%  □ Funding to have on-site consultation
44%  □ More educated and trained staff
53%  □ Training in Curriculum Frameworks
66%  □ Money for supplies and equipment for curriculum implementation
10%  □ Other

54. Which curriculum training topics, if any, would you or your staff be interested in?

78%  □ Curriculum development in preschool classes
22%  □ Curriculum development in kindergarten classes
52%  □ How to implement state Curriculum Frameworks in preschool classrooms
15%  □ How to implement state Curriculum Frameworks in kindergarten classrooms
62%  □ Early childhood assessment
45%  □ Using portfolio assessment
54%  □ Observation and documentation
59%  □ Screening for disabilities
2%   □ None of the above
11%  □ Other, please specify_________________

55. How many teachers (lead teachers, teachers, and assistant teachers) have received 15 hours or more of training for which they earned college credit in the last 12 months? (Workshops & Conferences do not apply). Enter “0” if none.

<table>
<thead>
<tr>
<th></th>
<th>lead teachers</th>
<th>teachers</th>
<th>assistant teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.8</td>
<td>2.2</td>
<td>1.8</td>
</tr>
<tr>
<td>Percent</td>
<td>67%</td>
<td>58%</td>
<td>58%</td>
</tr>
</tbody>
</table>

56. Which training topics are you and your staff most interested in (Check all that apply):

<table>
<thead>
<tr>
<th>36%</th>
<th>□ Arranging the physical learning environment</th>
<th>15%</th>
<th>□ Interfacing with community agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>45%</td>
<td>□ Assessment</td>
<td>10%</td>
<td>□ School-age Development</td>
</tr>
<tr>
<td>79%</td>
<td>□ Behavior &amp; Classroom Management</td>
<td>11%</td>
<td>□ Running your business</td>
</tr>
<tr>
<td>52%</td>
<td>□ Building positive relationships with parents</td>
<td>55%</td>
<td>□ Special Needs/Disabilities</td>
</tr>
<tr>
<td>31%</td>
<td>□ Computers</td>
<td>47%</td>
<td>□ Helping families under stress</td>
</tr>
<tr>
<td>47%</td>
<td>□ Diversity/Multiculturalism</td>
<td>46%</td>
<td>□ Literacy development for children &amp; families</td>
</tr>
<tr>
<td>18%</td>
<td>□ Health, Safety, and Nutrition</td>
<td>22%</td>
<td>□ Literacy development for staff</td>
</tr>
<tr>
<td>30%</td>
<td>□ Infant and Toddler Development</td>
<td>58%</td>
<td>□ Stress Management for you and your staff</td>
</tr>
<tr>
<td>61%</td>
<td>□ Preschool Development</td>
<td>5%</td>
<td>□ Other</td>
</tr>
</tbody>
</table>
57. What problems, if any, are there with your current training opportunities? (Check all that apply)

- 20.2% □ None
- 21.0% □ There are not enough courses or workshops available.
- 37.5% □ The cost of training is too high.
- 11.3% □ The quality of existing training is not good.
- 22.1% □ The courses and workshops offered do not meet staff needs or interests.
- 35.7% □ Most opportunities are during the day and it is difficult to attend.
- 10.8% □ Not enough notice about training to arrange for coverage.
- 21.1% □ There is not enough incentive to getting more training.
- 21.8% □ I am unable to find someone to care for my children while I attend training.
- 11.1% □ Other

58. Would you or your staff be interested in receiving training through the internet?

- □ Yes: 25%  □ No: 51%  □ Yes, but do not have computer or internet access: 24%

59. Please estimate the percentage of parents in your program who are involved in the following activities. If no parents are involved, please indicate with a “0” in the given category.

<table>
<thead>
<tr>
<th>Parent Activity</th>
<th>Percent of parents involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some time spent in classroom assisting teachers</td>
<td>22.0%</td>
</tr>
<tr>
<td>Assistance in fund raising</td>
<td>37.8%</td>
</tr>
<tr>
<td>Participation in a governing board or council</td>
<td>9.2%</td>
</tr>
<tr>
<td>Participation in excursions or field trips</td>
<td>29.9%</td>
</tr>
<tr>
<td>Participation in celebrations, holidays, festivals</td>
<td>49.9%</td>
</tr>
<tr>
<td>Assistance in repair or renovation of facilities</td>
<td>11.0%</td>
</tr>
<tr>
<td>Participation in parent groups</td>
<td>23.3%</td>
</tr>
<tr>
<td>Participation in parent/teacher conferences</td>
<td>71.7%</td>
</tr>
<tr>
<td>Advocacy efforts to increase and enhance early care and education</td>
<td>9.7%</td>
</tr>
<tr>
<td>Participation in hiring staff</td>
<td>7.5%</td>
</tr>
<tr>
<td>Participation in staff evaluations</td>
<td>22.8%</td>
</tr>
</tbody>
</table>

60. Does your program use computers?  □ Yes: 84.2%  □ No: 15.8%

IF YES:
A. How many? 4.0 computers
B. How many are for use by the children? 2.0 computers
C. How many are less than two years old? 1.9 computers (Enter “0” if none)
61. Do you and your staff use computers for the following? (Check all that apply)

- 68.8% in the classroom with children
- 83.7% word processing
- 57.5% enrollment
- 57.7% fiscal management
- 35.8% curriculum preparation
- 18.1% internet work for staff development or support
- 11.3% internet work with children
- 37.3% teachers' reports on children
- 38.2% e-mail

**ADMINISTRATIVE ISSUES**

62. What is your program's annual operating budget for the current fiscal year? $420,102.00

63. What percent of your center's income comes from each of these four categories:
   - 31% Government Contracts
   - 59% Parent Fees
   - 5% Grants, fund-raising and interest income
   - 5% Other (Please specify: ____________)
   (These four percentages should equal 100%)

64. Please estimate what percent of your center's expenses fall into each of these four categories:
   - 68% Personnel
   - 14% Equipment/Supplies/Food
   - 12% Occupancy (including utilities and maintenance)
   - 6% Other (Please specify: ____________)
   (These four percentages should equal 100%)

65. If your funding increased by $10,000/year, please indicate how you would use the additional funds. (List top three choices only, by using 1, 2, and 3)

<table>
<thead>
<tr>
<th></th>
<th>Increase Supplies and Equipment</th>
<th>198</th>
<th>Increase Tuition Subsidies Available to Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>increase supplies and equipment</td>
<td>198</td>
<td>increase tuition subsidies available to families</td>
</tr>
<tr>
<td>340</td>
<td>increase number of staff persons</td>
<td>106</td>
<td>increase parent services</td>
</tr>
<tr>
<td>377</td>
<td>improve physical facility</td>
<td>50</td>
<td>serve more children of the same age</td>
</tr>
<tr>
<td>795</td>
<td>increase salaries of existing staff</td>
<td>52</td>
<td>increase the hours you offer care</td>
</tr>
<tr>
<td>342</td>
<td>upgrade staff skills through additional training</td>
<td>110</td>
<td>work toward accreditation</td>
</tr>
<tr>
<td>387</td>
<td>increase staff benefits</td>
<td>55</td>
<td>other</td>
</tr>
</tbody>
</table>

**66 BEST COPY AVAILABLE**
66. Please rate your level of collaboration with the following organizations on a scale of 1 to 5 (1 being no collaboration, 3 being exchange of information, and 5 being interagency agreements and streamlining of resources).

<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>12%</td>
<td>11%</td>
<td>44%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>Head Starts</td>
<td>55%</td>
<td>9%</td>
<td>20%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Local government</td>
<td>48%</td>
<td>14%</td>
<td>24%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Family child care providers</td>
<td>43%</td>
<td>15%</td>
<td>29%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Other child care programs</td>
<td>8%</td>
<td>13%</td>
<td>57%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Business community</td>
<td>36%</td>
<td>25%</td>
<td>31%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>2%</td>
<td>14%</td>
<td>11%</td>
<td>56%</td>
</tr>
</tbody>
</table>

67. Have you ever heard of the Community Partnerships for Children (CPC)?
   ☐ Yes: 97%  ☐ No: 3%

68. Do you participate in the Community Partnerships for Children (CPC)?
   ☐ Yes: 84%  ☐ No: 16%

   If yes, how do you participate? (Check all that apply)
   
   78% ☐ I provide direct services to CPC-eligible children
   72% ☐ I am a member of the CPC council
   74% ☐ I attend CPC council meetings on a regular basis
   87% ☐ I participate in trainings offered by the CPC program
   59% ☐ I receive CDA/accreditation support from the CPC program
   85% ☐ I receive supplies and materials from the CPC program
   58% ☐ I access resources and materials through a CPC-funded resource library
   12% ☐ Other

   If no, why not? (Check all that apply)
   
   50% ☐ time commitment
   28% ☐ time of council meetings
   10% ☐ day of council meetings
   2%  ☐ location of council meetings
   7%  ☐ CDA/accreditation requirement
   24% ☐ don’t know enough about CPC
   26% ☐ other

67
69. Have you done any of the following within the past 12 months to advocate on behalf of the children and families you serve? (check all that apply)

35% ☐ attended or organized legislative breakfast/lunch
31% ☐ invited legislators into programs/events
22% ☐ took parents/children to State House
27% ☐ participated in media coverage of ECE
60% ☐ made phone call or wrote letters to reach legislature
65% ☐ networked with other organizations on advocacy
36% ☐ worked with business community on initiatives concerning child care
14% ☐ other

70. Please choose the three most pressing public policy issues facing care and education in your community. Use 1 to indicate the most pressing, 2 for the second most pressing and 3 for the third. Higher number reflects greater priority.

<table>
<thead>
<tr>
<th></th>
<th>Issue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>172</td>
<td>State reimbursement rates</td>
<td>88</td>
</tr>
<tr>
<td>156</td>
<td>More income eligible subsidies</td>
<td>94</td>
</tr>
<tr>
<td>172</td>
<td>Availability of infant and toddler care</td>
<td>191</td>
</tr>
<tr>
<td>68</td>
<td>Availability of school-age care</td>
<td>338</td>
</tr>
<tr>
<td>37</td>
<td>State and local licensing requirements</td>
<td>138</td>
</tr>
<tr>
<td>52</td>
<td>Facilities--capital improvements</td>
<td>46</td>
</tr>
<tr>
<td>123</td>
<td>Facilities – building new space</td>
<td></td>
</tr>
</tbody>
</table>

71. In your own words, what are your biggest concerns regarding early care and education in your community?

Thank You For Your Time & Input!
Interpreting and Using Survey Data to Develop Rate Policies

Peggy Ball, NC Division of Child Development

Features of NC MR Survey
- Census-type survey vs. sample
- Rates collected per child (not per center)
- 85% response rate from 1997 survey
- Private rates paid vs. charged for...
  - Full-time care
  - Unsubsidized children only
- Included a cost study component in 1997

NC Collects Data by Child...
Not by Facility!

Data Collected and Sorted by...
- County
- Facility type
  - Center-based care
  - Home-based care
- Age group
  - Infants/toddlers, 2-year olds, 3-5 year olds, School-age
- Level of license

Data Analysis
- Separated according to 2 levels of license
  - "AA" centers
  - Non-"AA" centers
- Cost study results vs. rates collected
  - Validated that "AA" rates 35-40% higher than non-"AA" rates

Set at the 75th Percentile:
- Statewide market rates
  - Center-based care by age group
  - Home-based care by age group
- County market rates
  - Center-based care by age group
  - Home-based care by age group
- "75 Kid Rule"
  - Statewide market rates applied if not enough data to establish county market rate
Differences in Tiered Rates

5 Licensing Levels

- Five Stars
- Four Stars
- Three Stars
- Two Stars
- One Star

2 Licensing Levels

<table>
<thead>
<tr>
<th>AA Centers</th>
<th>35-40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-AA Centers</td>
<td>35%</td>
</tr>
</tbody>
</table>

MARKET RATE TIMELINE

1994
- MR survey: new MR's eff. 11/94

1996
- New MR's eff. 10/96
- AA rates - 110%
- Non-licensed rates - 50%

1997
- New MR Survey; collected AA and non-AA center rates
- New MR's eff. 10/97

1999
- New MR's eff. 10/99
- Discontinued AA rates, payment categories A/B
- "Hold harmless" rates
- Star bonus payments

2000
- Interim MR's eff. 9/00
- MR's for 1-5 stars
- "Hold harmless" rates

Our Address

www.dhhs.state.nc.us/dcd
Peggy.Ball@ncmail.net
“Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia”

Barbara Ferguson Kamara, Executive Director, District of Columbia Department of Human Services
Office of Early Childhood Development

Slide 1: RATE SETTING POLICIES

Slide 2: RATE SETTING POLICIES

Slide 3: CONTEXT

Slide 4: CONTEXT

Slide 5: CONTEXT:

Slide 6: RATE INCREASES:

Slide 7: 1998 MARKET RATE SURVEY CONDUCTED BY UDC: Findings

Slide 8: FINDINGS

- Average Daily Revenues for Center Based DHS Providers: $1,000.70
- Average Daily Revenue for Center Based Non-DHS: $1,667.77
- Annual Difference: $153,000
Slide 9

FINDINGS
- Providers not willing to care for children in subsidized system because of low reimbursement rates.
- 58% of all infant slots are with market rate providers.
- 60% of all toddler slots are with market rate providers.

Slide 13

Rates Task Force Charge
- Provide recommendations to DHS.
- Compensate for centers that attain national accreditation.
- Differential rates for family child care providers who attain national accreditation and/or receive the child development associate credentials.

Slide 10

FINDINGS
- 52% of all infant family child care slots are with market rate providers.
- 75% of pre-school slots are with DHS contract providers.
- Majority of child care providers are willing to expand services if financial assistance is available.
- Money for equipment was needed, most for expansion.

Slide 14

Rates Task Force Charge
- Provide recommendations to DHS.
- Recommendation regarding co-payments for working families, parents, Temporary Assistance to Needy Families (TANF) - protected services. Teen parents, parents with disabilities, children with disabilities.

Slide 11

ADVISORY RATE SETTING TASK FORCE
- Established: June 1998.
- Purpose: Advise DHS on proposed child care subsidy program reimbursement rates.
- Composition: MACED Data and Needs Assessment co-chairs, providers, advocates, federal and military staff, college reps, professionals in the field.

Slide 15

OECD STAFF WORK SESSION
- Briefing from UDC researcher.
- Briefing from Rates Task Force Chair.
- Eligibility, staff shared issues they face, billing customers.
- Program monitors discussed problems providers face.
- Multi-phased approach established.

Slide 12

Rates Task Force Charge
- PROVIDE RECOMMENDATIONS TO DHS.
- Rates for infants, pre-school, and school-age children.
- Rates for infants, pre-school and school-age children with special health care needs and/or disabilities.
- Rates for infants, pre-school, and school-age children who are medically fragile,
- Rates for toddlers, pre-school, and school-age children in evening, weekends, and overnight care.

Slide 16

DC Rates Policy
- Based on survey findings and task force report.
- Advocated for elimination of family child care licensing fees.
- Provided startup and expansion grants for infant care programs.
- Funded ECA training programs.
- Family child care fees.
- 12 current standards:
  - 1 unemployed and underemployed.
  - 10 in English.
  - 2 current providers.

72
Slide 17

**DC Rates Policy**

- Implemented toddler rates
- Launched campaign to recruit existing center and home providers not in the subsidy system
- DC government worksite centers required to have infants
- Implemented tiered reimbursement system
"Rate Adjustments"
Abby Cohen, State Technical Assistance Specialist,
National Child Care Information Center

Slide 1

RATE ADJUSTMENTS
Abby Cohen
National Child Care Information Center

Slide 2

Rates that do not depend exclusively on market rate surveys:
• Special needs rates
• Tiered reimbursement for high quality
• Informal care (kith and kin)
• Odd hour

Slide 3

• Reasons for not relying on the market vary
• Some states address issues outside the rate structure through grants, bonuses, etc.

Slide 4

SPECIAL NEEDS RATES
• Each state defines “special needs” differently
• Can’t rely on market because of ADA issues and “market of one” issue
• Mechanism to determine rate varies

Slide 5

MECHANISMS USED BY STATES
• Flat dollar amount addition
• Percentage above standard rate
• Tiered rate (mild, moderate, severe)
• Individualized assessment

Slide 6

SOME SPECIAL NEEDS RATES ISSUES
• Paying for reasonable accommodations plus additional or only beyond reasonable accommodations
• Consideration of other available funding streams
• Breaking link with market and what private fee paying parents pay

Slide 7

• Verification and documentation
• What does it really cost?
• What amount is sufficient?

Slide 8

TIERED REIMBURSEMENT
(paying more for high quality)
• Rationale: incentive to attain and maintain quality; recognize cost
• 24 states and the District of Columbia now have some form of tiered reimbursement
TIERED REIMBURSEMENT
(paying more for high quality)

• Most states rely on existing accreditation bodies; others have developed their own systems
• Typically, mechanisms include paying a percentage over standard rate or a dollar amount over standard rate

TIERED REIMBURSEMENT ISSUES

• How much additional is “enough”
• Potential need to break link between what state pays to improve/maintain quality with what parents pay in low income markets

TIERED REIMBURSEMENT ISSUES

• What standards should be used?
• How adequate is monitoring?
• Is accreditation support available?

INFORMAL CARE

• Definitions vary from state to state
• Difficulties defining market and conducting reliable, valid surveys
• CCDF allows states to limit in-home option in order to ensure payment of minimum wage

INFORMAL CARE

• States typically pay at a percentage of regulated family child care rate
• Wisconsin has instituted a tiered system
  - Regulated provider: 100%
  - Informal with training: 75%
  - Informal w/o training: 50%
AGENDA

CHILD CARE BUREAU

Issues Meeting

Rate Setting Policies: Ensuring Access and Improving Quality

November 28 - 29, 2000

Moderator:
Stephanie Fanjul, Deputy Associate Commissioner
Child Care Bureau, Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

DAY 1 – November 28, 2000

8:00 - 9:00 a.m.
REGISTRATION

9:00 - 10:00 a.m.

WELCOME AND OPENING REMARKS
Charlotte Brantley, Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

INTRODUCTION: USING MARKET RATE SURVEYS TO DEVELOP RATE POLICIES
Louise Stoney, State Technical Assistance Specialist
National Child Care Information Center, Averill Park, NY

10:00 - 11:15 a.m.
MARKET RATE SURVEY DISCUSSION: THE SURVEY SAMPLE, WHICH PROVIDERS TO SURVEY, HOW MANY AND WHY
Discussion Leaders:
David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research
University of Texas School of Social Work, Austin, TX
Shelley Waters Boots, Research Director
California Child Care Resource and Referral Network, San Francisco, CA
11:15 - 11:30 a.m.

**BREAK**

11:30 - 12:30 p.m.

**MARKET RATE SURVEY DISCUSSION: THE SURVEY INSTRUMENT**

Discussion Leader:
Deborah Lyons, Director, Center on Applied Research and Urban Policy
University of the District of Columbia, Washington, DC

12:30 - 1:30 p.m.

**LUNCH (on your own)**

1:30 - 2:30 p.m.

**MARKET RATE SURVEY DISCUSSION: USING MARKET RATE SURVEYS TO COLLECT ADDITIONAL DATA**

Discussion Leaders:
Linda Mills, Consultant
Mills and Pardee, Concord, MA
Eric Karolak, Budget/Policy Analyst
Ohio Legislative Budget Office, Columbus, OH

2:30 - 3:30 p.m.

**MARKET RATE SURVEY DISCUSSION: ENSURING ACCURATE DATA: THE ROLE OF THE PROVIDER**

Discussion Leaders:
Susan Eckelt, President
National Association for Family Child Care, Tulsa, OK
Lynn White, Executive Director
National Child Care Association, Conyers, GA
Kerry Moser, Executive Director
Catholic Charities Office of Child Care, Providence, RI

3:30 - 3:45 p.m.

**BREAK**
RATE SETTING POLICIES PRESENTATION: COST STUDIES
Jana Fleming, Ph.D., Investigator
Frank Porter Graham Child Development Center, Chapel Hill, NC
Jason Sachs, Early Childhood Services
Massachusetts Department of Education, Malden, MA

DAY 2 – November 29, 2000

8:00 - 8:15 a.m.
DAY 2 WELCOME AND OPENING REMARKS
Stephanie Fanjul, Deputy Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

8:15 - 9:15 a.m.
Rate Setting Policies Discussion: Interpreting and Using Survey Data to Develop Rate Policies
Discussion Leader:
Peggy Ball, Division of Child Development
North Carolina Dept. of Health and Human Services, Raleigh, NC
Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development
District of Columbia Dept. of Human Services, Washington, DC

9:15 – 10:15 a.m.
RATE SETTING POLICIES DISCUSSION: RATE ADJUSTMENTS: TIERED REIMBURSEMENT AND RATES FOR SPECIAL NEEDS, SCHOOL-AGE CARE, INFORMAL CARE
Discussion Leaders:
Abby Cohen, State Technical Assistance Specialist
National Child Care Information Center, Oakland, CA
Pam Browning, Public Policy Liaison
National School Age Care Alliance, Chevy Chase, MD

10:15 - 10:30 a.m.
BREAK
10:30 - 11:30 a.m.

RATE SETTING POLICIES DISCUSSION: THE RELATIONSHIPS BETWEEN RATES, PARENT FEES, AND OTHER INNOVATIVE SUBSIDY STRATEGIES
Discussion Leader:
Gina Adams, Senior Research Associate
Urban Institute, Washington, DC

11:30 - 12:00 noon

CLOSING REMARKS
Charlotte Brantley, Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC
APPENDIX 3

Presenter List and Final Participant List

Child Care Bureau Issues Meeting
Rate Setting Policies: Ensuring Access and Improving Quality
November 28 - 29, 2000

Presenters

Introduction
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Sample of State Survey Materials

Note: Additional survey instruments are available from the National Child Care Information Center, 800-616-2242.

Surveys

District of Columbia

- 2000 Market Rate and Expansion Capacity Survey
  Child Care Providers in the District of Columbia

North Carolina

- 2000 North Carolina Child Care Market Rate Survey
  Important Instructions for Child Care Centers

- 2000 North Carolina Child Care Market Rate Survey
  Important Instructions for Family Child Care Homes

Ohio

- 2000 Licensed Provider Market Rate Survey

Publications

Child Care Rate Survey — 1999
For the Oklahoma Department of Human Services Office of Child Care
Hello, my name is: ________________________________

I am calling from the Center for Applied Research and Urban Policy at the University of the District of Columbia. We are working on a research project for the Department of Human Services, Office of Early Childhood Development to determine the cost of child care services in the District of Columbia. May I speak with the program director.

I have a number of questions that we are asking all licensed child care providers in the District, and we will appreciate your information being included. Your participation in this survey will contribute to the process for establishing fair and equitable reimbursement rates and policies for child care providers in the city. This interview will take approximately 15 minutes to complete. May I continue now or would you prefer to schedule a more convenient time for the survey? What would be the best time to call you? ________________________________

First, I will ask you some general questions about your program/center. Then I will ask you some questions about your current enrollment, rates, facilities, staff and benefits.

Name of your Family Child Care Program/Center: ________________________________

Name of Director: ________________________________

Address: __________________________________________

Phone Number: ___________________ Ward Location: ___________________

Days and Hours of Operation ___________________ Home___ Center___

Months of Operation: ____________
1. Which of the following describes the type of child care provider you are? (check all that apply)

- (a) Non-profit provider (tax-exempted)
- (b) For profit provider
- (c) Agency of Government
  - (1) Department of Defense provider
  - (2) Federal, non DoD provider
  - (3) District Government
- (d) Cooperative provider
- (e) Part of a child care system
  (Please identify) ____________
- (f) Head Start provider
- (g) Montessori
- (h) Child Development Center
- (i) Private School
- (j) Employer/Corporate Provider
- (k) Other (Please Identify) ____________

2. How many child care spaces is <name> licensed for? ____________

3. What is the maximum number of children you can currently serve at any one time? ____________

4. How many children do you currently have enrolled in your child care program? ____________
   If enrollment is greater than the licensed capacity, please explain: ____________________________

5. Does your child care program offer the following types of service?

   (a) Full-time care (35 hours a week or more) ........Yes ____  No ____
   (b) Part-time care (less than 35 hours a week) ........Yes ____  No ____
   (c) Evening care (after 6:00 p.m.) .........................Yes ____  No ____
   (d) Overnight Care ........................................Yes ____  No ____
   (e) Saturday .................................................Yes ____  No ____
   (f) Sunday ....................................................Yes ____  No ____
   (g) Holiday ...................................................Yes ____  No ____
   (h) Drop-in .....................................................Yes ____  No ____
   (i) Before School (before 8:00 a.m.) ..................Yes ____  No ____
   (j) After School (after 3:00 p.m.) ......................Yes ____  No ____
   (k) Full-Day during school closing .....................Yes ____  No ____
   (l) Mildly ill or sick children ..........................Yes ____  No ____
   (m) Children with disabilities .........................Yes ____  No ____
   (n) Emergency or Back-up care .........................Yes ____  No ____

6. How many days per year is your program closed for:

   (a) holidays ..........(c) staff training ..........(d) other reasons ..........
   (b) vacation ..........
7. Does your program/center have a contract or provider agreement with the D.C. Department of Human Services?
   (a) ☐ Yes ☐ No If Yes, are you ☐ Level I ☐ Level II
   (b) How many slots are used by the Department of Human Services on a monthly basis? ___________

Now I am going to ask you some questions about the number of children you serve and your rates. We will need to ask separately about full-time and part-time care for children for this survey. Full-time is children you have 35 hours a week or more; part-time is less than 35 hours a week.

8. What is the full-time (that is 35 hours or more per week) enrollment and capacity in your program for each of the following age groups? (If family home provider, be sure to include providers own children). How many children with disabilities do you currently serve.
IF NO CHILDREN FULL-TIME, GO TO QUESTION 12.

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Maximum Can Currently Serve</th>
<th>Children w/ Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Infant (6 weeks to 12 months)</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>(b) Toddler (13 months to 24 months)</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>(c) Toddler II (2 to 2½ yrs)</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>(d) Pre-school (2½ to 4 years)</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>(e) School age (4 years and older)</td>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

9. What do you charge for full-time care for each of the following age groups? (Please give your answer per hour, per day, per week, per month or per year.)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Charge per: H D W M Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Infant (6 weeks to 12 months)</td>
<td>$_________ per: H D W M Y</td>
</tr>
<tr>
<td>(b) Toddler (13 months to 24 months)</td>
<td>$_________ per: H D W M Y</td>
</tr>
<tr>
<td>(c) Toddler II (2 - 2½ yrs)</td>
<td>$_________ per: H D W M Y</td>
</tr>
<tr>
<td>(d) Pre-school (2½ to 4 years)</td>
<td>$_________ per: H D W M Y</td>
</tr>
<tr>
<td>(e) School age (4 years and older)</td>
<td>$_________ per: H D W M Y</td>
</tr>
</tbody>
</table>

(f) If charges are per year, how many months per year do you operate? ___________

(g) Do you have additional charges for summer: ☐ Yes ($_________ per ) ☐ No

(h) Additional charges for Before/After: ☐ Yes ($_________ per ) ☐ No

10. If you offer traditional hours and nontraditional hours, do you charge different rates for:
    (a) Overnight ☐ Yes ($_________ per ) ☐ No
    (b) Weekend ☐ Yes ($_________ per ) ☐ No
    (c) Evening care ☐ Yes ($_________ per ) ☐ No
11. Please estimate the number of full-time hours the typical child attends your program:

<table>
<thead>
<tr>
<th>Hrs. Per day</th>
<th>Days per week</th>
<th>Weeks per month</th>
<th>Months per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Days</td>
<td>Weeks</td>
<td>Months</td>
</tr>
<tr>
<td>(a) Infant (6 weeks to 12 months)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Toddler (13 months to 24 months)</td>
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<td>(c) Toddler II (2 to 2½ years)</td>
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<tr>
<td>(d) Pre-school (2½ to 4 years)</td>
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<td></td>
</tr>
<tr>
<td>(e) School age (4 years and older)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IF NO CHILDREN ENROLLED PART-TIME, GO TO QUESTION 14.

12. How many children are enrolled part-time in your program for each of the following age groups? By part-time, I mean less than 35 hours per week. (If family home provider be sure to include providers own children). How many children with disabilities do you currently serve.

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Children w/ Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Infant (6 weeks to 12 months)</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>(d) Pre-school (2½ to 4 years)</td>
<td></td>
</tr>
<tr>
<td>(e) School age (4 years to 5 years)</td>
<td></td>
</tr>
<tr>
<td>(f) Ages 6 years - 13 years</td>
<td></td>
</tr>
<tr>
<td>(g) Age 14 and older</td>
<td></td>
</tr>
</tbody>
</table>

13. What do you charge for part-time care for each of the following age groups? (Please give your answer per hour, per day, per week, per month or per year.)

| (a) Infant (6 weeks to 12 months) | $ ________ per: H D W M Y |
| (b) Toddler (13 months to 24 months) | $ ________ per: H D W M Y |
| (c) Toddler II (2 to 2½ yrs) | $ ________ per: H D W M Y |
| (d) Pre-school (2½ to 4 years) | $ ________ per: H D W M Y |
| (e) School age (4 years to 5 years) | $ ________ per: H D W M Y |
| (f) Ages 6 years - 13 years | $ ________ per: H D W M Y |
| (g) Age 14 and older | $ ________ per: H D W M Y |

14. Is the rate different for nontraditional hours of care?

| (a) Overnight | □ Yes ($________ per ____) | □ No |
| (b) Weekend | □ Yes ($________ per ____) | □ No |
| (c) Evening care | □ Yes ($________ per ____) | □ No |
15. Please estimate the number of hours, the typical child attends your part-time program:

<table>
<thead>
<tr>
<th>Hrs.</th>
<th>Days</th>
<th>Weeks</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per day</td>
<td>per week</td>
<td>per month</td>
<td>per year</td>
</tr>
</tbody>
</table>

(a) Infant (6 weeks to 12 months)  
(b) Toddler (13 months to 24 months)  
(c) Toddler II (2 to 2½ years)  
(d) Pre-school (2½ to 4 years)  
(e) School age (4 years and older)  
(f) Ages 6 years - 13 years  
(g) Age 14 and older  

16. For school age children, during the last time school was not in session, how many children 4 years and older did you serve full-time? By this I mean, 35 or more hours a week or 7 or more hours per day during school vacations, summers, or school breaks. (If family home provider, be sure to include provider's own children, if any, ages 4 through 10 years old living at home. If none, go to question 18.)

17. What do you charge for full-time care when school is not in session for children age 4 years and older? $________ per: ________

18. Does your program have a waiting list? Yes ______  No ______

If no, go to 20  If yes, go to 19

19. How many children are currently on your waiting list for each of following age groups?:

(a) Infant (6 weeks to 12 months)  
(b) Toddler (13 months to 24 months)  
(c) Toddler II (2 to 2½ years)  
(d) Pre-school (2½ to 4 years)  
(e) School age (4 years and older)  

20. Does your child care home/center offer special programs? Yes ______  No ______

21. Other than rates you have already given me, do you charge any extra fees beyond your basic rates for child care? By this I mean, do you charge extra fees and how much for the following:

(a) Registration  
(b) Supplies  
(c) Activities/Programs  
(d) Meals  
(e) Liability Insurance  
(f) Transportation  
(g) Other (Please Identify)  

Yes ______  No ______  Fee $______ per ______
22. In addition to parent fees, does your program receive revenues from any of the following sources? What percentage of your total revenues come from these sources?

(a) Federal government grants ........................................... % of revenues
(b) District government grants ...........................................
(c) Private grants (foundations, businesses, etc.)..............
(d) Fund Raising Activities ............................................... 
(e) Agency Reimbursements (incl. CAFCP, subsidies) ....
(f) Other (Please Identify) _______________________________

23. Do you receive noncash contributions on a regular basis for any of the following?

Equipment □ Yes □ No Food □ Yes □ No Other __________ 
Rent □ Yes □ No Utilities □ Yes □ No

24. What percentage of your total revenues come directly from parent charges? ______ %

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR FACILITIES AND CAPACITY. THESE QUESTIONS CONCERN THE ABILITY YOU HAVE TO EXPAND YOUR PRESENT SERVICES.

25. Are you willing to expand the hours of operation for your program? (a) □ Yes □ No IF NO, GO TO QUESTION 26 IF YES, Which of the following types of service would you be willing to expand?
   □ (a) Children with Disabilities.
   □ (b) Evening Care (after 6:00 pm)
   □ (c) Weekend Care
   □ (d) Overnight Care
   □ (e) Drop-In
   □ (f) Other (Please Identify) ____________________________

26. Can your space be enlarged to take in additional children? (a) □ Yes □ No IF NO, GO TO QUESTION 27 IF YES, How many additional children would you be able to serve? __________

How many of the additional child care slots could be used for each of the following categories? (Please count each slot once only)

(a) Infant (6 weeks to 12 months) __________ 
(b) Toddler (13 months to 24 months) __________
(c) Toddler II (2 to 2½ yrs) __________
(d) Pre-school (2½ to 4 years) __________
(e) School age (4 years and older) __________

IF FAMILY HOME CHILD CARE PROVIDER ASK 27; IF NOT, GO TO 28.
27. Would you be willing to hire an assistant to take care of more children? □ Yes □ No

28. What would you need in order to expand your program or facilities?
   □ (a) Money for renovation □ (d) Additional trained staff
   □ (b) Money for equipment □ (e) Other (please identify) 
   □ (c) Assistance with an architect 

29. If financial assistance were available, would you be willing to expand your facility?
   □ Yes □ No

30. What is the current professional accreditation status of your program?
   □ (a) Accredited; by 
   □ (b) have filed for accreditation; With
   □ (c) am preparing to apply for accreditation; With
   □ (d) am not currently accredited by a professional accrediting body

31. If your program is not currently accredited, what assistance would you need to become accredited?
   (a) Additional information
   (b) Mentor
   (c) Assistance with fees
   (d) Other (please identify)

32. Using the following categories, how many people, including yourself, work in your program on a normal day? Please place each employee in one category only. What is your total number of current employees.

<table>
<thead>
<tr>
<th>Number on a normal day</th>
<th>Total current employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administrator Only</td>
<td></td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td></td>
</tr>
<tr>
<td>(c) Teacher</td>
<td></td>
</tr>
<tr>
<td>(d) Assistant Teacher</td>
<td></td>
</tr>
<tr>
<td>(e) Classroom Aide</td>
<td></td>
</tr>
<tr>
<td>(f) Other (Please Identify categories)</td>
<td></td>
</tr>
</tbody>
</table>

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR PROGRAM AND STAFF?

UDC/CARUP4/26/00
33. How long has the typical employee served in their current position? How many employees have left and/or been hired during the past 12 months?

<table>
<thead>
<tr>
<th>Position</th>
<th>Average time in position</th>
<th>Average number leaving in past</th>
<th>Average number hired in past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 mos.</td>
<td>4-6 mos.</td>
<td>7-12 mos.</td>
</tr>
<tr>
<td>(a) Administrator Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Assistant Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Classroom Aide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. How many members of your staff have the following educational degrees? Count only the highest degree for each employee, PLUS if they have a CDA. List the number of staff in each category with a CDA.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Doctorate</th>
<th>Masters</th>
<th>Bachelors</th>
<th>Associate</th>
<th>H.S./GED</th>
<th>Has CDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administrator Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Assistant Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Classroom Aide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Total degrees in early childhood education or related fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

35. What is the average number of clock hours per year spent in staff training for each category of employee? Clock hours include training during work hours and training during non-work hours. (Include staff enrolled in college courses, CDA training, etc.)

<table>
<thead>
<tr>
<th>Position</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administrator Only</td>
<td></td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td></td>
</tr>
<tr>
<td>(c) Teacher with Bachelor's degree or higher</td>
<td></td>
</tr>
<tr>
<td>(d) Teacher with CDA</td>
<td></td>
</tr>
<tr>
<td>(e) Assistant Teacher</td>
<td></td>
</tr>
<tr>
<td>(f) Classroom Aide</td>
<td></td>
</tr>
<tr>
<td>(g) Other</td>
<td></td>
</tr>
<tr>
<td>(Please Identify categories)</td>
<td></td>
</tr>
</tbody>
</table>

(h) Who pays for training?             |

(i) Is the director generally aware of employees’ outside training? □ Yes □ No
36. Which of the following benefits, if any, are provided to full-time employees in your program? What percentage is paid by you, the employer?

<table>
<thead>
<tr>
<th>Benefit</th>
<th>% paid by employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Health insurance</td>
<td></td>
</tr>
<tr>
<td>(b) Life Insurance</td>
<td></td>
</tr>
<tr>
<td>(c) Disability Insurance</td>
<td></td>
</tr>
<tr>
<td>(d) Retirement plan</td>
<td></td>
</tr>
<tr>
<td>(e) Paid sick leave</td>
<td></td>
</tr>
<tr>
<td>(f) Paid vacation</td>
<td></td>
</tr>
<tr>
<td>(g) Other</td>
<td></td>
</tr>
</tbody>
</table>

(Please identify ____________)  
(h) Offer benefits to part-time employees? □ Yes □ No
(i) Offer no benefits □

If no benefits: Does program help pay some costs of health care for employees or subsidize health care costs in any way? □ Yes □ No

IF YES, PLEASE DESCRIBE:________________________

37. What percentage of salaries is your benefit package? ____________%.

38. Are the following benefits available for dependents of employees:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>□ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Health Insurance</td>
<td></td>
</tr>
<tr>
<td>(b) Life Insurance</td>
<td></td>
</tr>
<tr>
<td>(c) Other</td>
<td></td>
</tr>
</tbody>
</table>

39. Do benefits begin when hired or must individual be employed for a specific number of years or months before being eligible for benefits?

When hired □ Yes □ No  
If No, Employees are eligible after ____________.

40. What percentage of employees participate in benefits offered? ____________%.

41. Does the availability of health insurance affect staff turnover? □ Yes □ No □ Not sure

42. What are barriers to employees' participation? ________________________________

GO TO QUESTION 46

FOR FAMILY PROVIDERS ONLY:

43. What is the source of above benefits? ____spouse____ self ____other

44. How much in out-of-pocket health care expenses did you spend in the last year? $__________
45. How often did you use the emergency room in the past year for your own care? 
   For your own child’s care? 
   **GO TO QUESTION 47**

46. What is the salary paid for each category of employee?

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning Salary</th>
<th>Salary w/ 3 yrs. experience</th>
<th>Salary w/ 5 yrs. + experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administrator Only</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>(c) Teacher with Bachelor’s</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>degree or higher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Teacher with CDA</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>(d) Assistant Teacher</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>(e) Classroom Aide</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
<tr>
<td>(f) Other</td>
<td>$______ per:</td>
<td>$______</td>
<td>$______</td>
</tr>
</tbody>
</table>

46. How many hours per week and weeks per year does the typical employee work?

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly</td>
<td>Per week</td>
<td>Per year</td>
</tr>
<tr>
<td>(a) Administrator Only</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(b) Administrator/Teacher</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(c) Teacher with Bachelor’s</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>degree or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Teacher with CDA</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(d) Assistant Teacher</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(e) Classroom Aide</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>(f) Other</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

48. Do you use volunteers in your program/center? By volunteers I mean anyone working for at least one hour during the week who is not directly paid by your program. □ Yes □ No

**IF YES,**

(a) What is the **total** number of volunteer hours worked in your program by volunteer workers during the average week? ______

(b) Volunteer hours by parents and guardians per week? ______

Thank you for taking the time to complete this interview. If you have any questions and/or additional information you would like to share with us, please call the Center at 202-274-7110. Again, your participation in this survey will contribute to the process for establishing fair and equitable reimbursement rates and policies for child care providers in the District of Columbia.

Interviewed by: ___________________________ Date and time: ____________
2000 NORTH CAROLINA CHILD CARE MARKET RATE SURVEY
IMPORTANT INSTRUCTIONS FOR CHILD CARE CENTERS

- Please answer every question. If a question does not apply to you, write “N/A.”

- All information (except summer care for school-age children) should be given for the month of November 2000.

- All rates that you report should be for on-time payment and on-time pick-up of children. If parents received a discount for paying early, write the un-discounted amount that they paid. If parents paid more than your regular charge due to late payment or because they picked up their children late, do not count these extra charges when you write the rates that parents paid.

- A full-time child is one who attends 30 or more hours per week. A part-time child attends for less than 30 hours per week.

- Preschool-age children are all children under 5 and 5 year-olds who are not in kindergarten.

- School-age children include children from ages 5 through 12 who are attending school.

- A “child receiving subsidized child care” is a child whose child care rate is partially or completely paid on a regular basis by an organization outside your center which provides the subsidy for the specific child. The funds used to make the subsidy payment are usually public funds. Funds may come from organizations such as the county Department of Social Services, local Smart Start Partnership, or Child Care Resource and Referral Agency. (Note: Smart Start payments made to child care providers based on the total number of children in care are not considered subsidies.)

- “Private-paying parents” are parents whose children do not receive subsidized child care.

- If your program is a Head Start center or certified Developmental Day center, please write that on the top of the survey form and mail back the blank survey. (Because Head Start and Developmental Day centers are different from other child care centers in important ways, they are not being surveyed here.)

- If you need help filling out the survey, start by looking at the enclosed sample.

- If you have any more questions about how to answer a survey question, think the survey does not apply to your program, or see more than one way to answer a question, please contact North Carolina State University and refer to this “market rate survey.” Contact information:
  Phone: (919)515-1323. Fax: (919)515-3642. Email: Art_Anthony@ncsu.edu.
1. LICENSE TYPE. As of November 2000, what type of license did your child care center have?

(Mark one.)

- 1-Star
- 2-Star
- 3-Star
- 4-Star
- 5-Star
- AA
- Temporary
- Provisional
- Special Provisional
- Probationary

2. ENROLLMENT AND VACANCIES. Please tell us about your enrollment and vacancies in each age group during November 2000. Fill out the table below. If you have mixed-age classrooms, please break out information into the age groups listed below.

<table>
<thead>
<tr>
<th>Infants</th>
<th>1-year olds</th>
<th>2-year olds</th>
<th>3-year olds</th>
<th>4-year olds</th>
<th>5-year olds in preschool</th>
<th>5 thru 12 year olds in school</th>
<th>Center total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children in each age group were enrolled full-time in November?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many children in each age group were enrolled part-time in November?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many vacant full-time spaces in each age group did you have in November?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many vacant part-time spaces in each age group did you have in November?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. SUBSIDIZED CHILD CARE

During November, how many of the children counted above received subsidized child care? Examples of subsidized child care include assistance to parents from county departments of social services, local Smart Start partnerships, and child care resource and referral agencies. Note: Do not include children whose parents paid the rate you charge but for whom you received a Smart Start quality bonus payment from the local Smart Start office.

Children receiving full-time subsidized care:

Children receiving part-time subsidized care:

4. CHILD CARE RATES FOR YOUNG CHILDREN. Please tell us the full-time rates that private-paying parents paid your center to care for their young children (0 through 5) in November 2000. Then tell us the number of young children enrolled full-time in November 2000 whose parents were private-paying.

- Write your on-time rates. Do not write what the rates turned out to be after you gave parents discounts for paying early or after you charged them extra for paying late.
- Enter "0" for enrollment if: (1) during November you did not care for children in an age group or (2) all children in that age group were subsidized. (See number 3 for examples of subsidy funding sources.)
- The numbers you give for enrollment below might be different than the answers you gave in question number 2.
- When adding up enrollment for the table below:
  - Do not count any children who received subsidized child care. (See instructions for definition of "children receiving subsidized child care.")
  - Do count children who received a second-child discount.
4. CHILD CARE RATES FOR YOUNG CHILDREN (Continued)

For the age groups shown to the right...

<table>
<thead>
<tr>
<th>Infants</th>
<th>1-year olds</th>
<th>2-year olds</th>
<th>3-year olds</th>
<th>4-year olds</th>
<th>5-year olds (pre-school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the full-time rate that private-paying parents paid in November?</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Was the rate you gave per... (circle one)</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
</tr>
<tr>
<td>How many children of private-paying parents were enrolled full-time in November?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. RATES FOR SCHOOL-AGE CARE. Please tell us the rates that private-paying parents paid your center to care for their school-age children during July and November 2000. Also tell us how many school-age children with private-paying parents were enrolled in July 2000 for full-time summer care and in November 2000 for other types of school-age care. Fill out the table below.

- Some children may be counted in: a) the full-time summer, b) the full-day and c) only one of the last three columns.
- Children should not be counted more than once in the last three columns of the table.

<table>
<thead>
<tr>
<th>For the time frames shown to the right...</th>
<th>Full-Time School-Age Care (July)</th>
<th>Full-Day (School Breaks during fall 2000)</th>
<th>Before AND After School (November)</th>
<th>Before School Only (November)</th>
<th>After School Only (November)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the rate that private-paying parents paid for school-age care?</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Was the rate per... (circle one)</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
</tr>
<tr>
<td>How many school-age children of private-paying parents were enrolled?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Does your center have a sliding fee scale or offer scholarships?
   That is, do you determine the rate a private-paying parent will pay based on family income? (Please circle)  
   YES  NO  

   If so, and if you have a written description of the sliding fee scale/scholarship program, please attach.

7. Does your center offer **weekend care**?  (Please circle)  
   YES  NO  
   If so...
   Does your center charge more for weekend care than weekday care?  YES  NO  N/A

8. Does your center offer **shift care** (care during 2nd or 3rd shift)?  
   YES  NO  
   If so...
   Does your center charge more for 2nd or 3rd shift care than 1st shift care?  YES  NO  N/A

9. TRANSPORTATION. If your center offers transportation on a regular basis and charges a separate transportation fee, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. Write “N/A” if you don’t provide transportation.
9. TRANSPORTATION (continued)
- If your center provides transportation but does not charge for it, put $0 for the amount you charge and enter the typical number of children you transported on a typical day in November.
- If your center offers multiple options for transportation and cannot show all types of fees here, you may attach a description of your various fees.

<table>
<thead>
<tr>
<th>What was the fee paid by private-paying parents for transportation in November?</th>
<th>Infants through 2-year olds</th>
<th>3-year olds through preschool age 5-year olds</th>
<th>School-age</th>
</tr>
</thead>
<tbody>
<tr>
<td>$N/A</td>
<td>$N/A</td>
<td>$N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the fee per... (circle one)</th>
<th>Day, week or month?</th>
<th>Day, week or month?</th>
<th>Day, week or month?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the fee for transportation to child care, from child care, or both to and from child care? (circle one)</th>
<th>To or From</th>
<th>To or From</th>
<th>To or From</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the typical number of children of private-paying parents transported on a typical day in November?</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

10. OTHER FEES. Please tell us if your program charges any of the following fees by filling out the table below.

<table>
<thead>
<tr>
<th>Do you charge...? (circle yes or no)</th>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Enrollment Fee (charged before a child begins attending)</td>
<td>Yes</td>
<td>$15</td>
</tr>
<tr>
<td>Registration Fee (charged when a child begins attending or periodically while a child is attending)</td>
<td>Yes</td>
<td>$N/A</td>
</tr>
<tr>
<td>Insurance Fee (if separate from registration fee)</td>
<td>Yes</td>
<td>$N/A</td>
</tr>
<tr>
<td>Supplies Fee (charged periodically to pay for classroom materials)</td>
<td>Yes</td>
<td>$15</td>
</tr>
<tr>
<td>Activities Fee (charged periodically for special events such as field trips)</td>
<td>Yes</td>
<td>$20</td>
</tr>
</tbody>
</table>

Please tell us about any additional fees your program charges by filling out the table below.

<table>
<thead>
<tr>
<th>Describe the fee</th>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t have any other fees.</td>
<td>$</td>
<td>One time weekly monthly yearly</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>One time weekly monthly yearly</td>
</tr>
</tbody>
</table>

Thank you for completing the survey! Please return the survey in the enclosed envelope, already stamped and addressed for you.
9. TRANSPORTATION (continued)
   - If your center provides transportation but does not charge for it, put $0 for the amount you charge and enter
     the typical number of children you transported on a typical day in November.
   - If your center offers multiple options for transportation and cannot show all types of fees here, you may
     attach a description of your various fees.

<table>
<thead>
<tr>
<th>Table</th>
<th>Infants through 2-years olds</th>
<th>3-year olds through preschool – age 5-year olds</th>
<th>School-age</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the fee paid by private-paying parents for transportation in November?</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Was the fee per... (circle one)</td>
<td>Day, week or month?</td>
<td>Day, week Or month?</td>
<td>Day, week Or month?</td>
</tr>
<tr>
<td>Was the fee for transportation to child care, from child care, or both to and from child care? (circle one)</td>
<td>To or To and From</td>
<td>From or To and From</td>
<td>To or To and From</td>
</tr>
<tr>
<td>What was the typical number of children of private-paying parents transported on a typical day in November?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. OTHER FEES. Please tell us if your program charges any of the following fees by filling out the table below.

<table>
<thead>
<tr>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you charge...? (circle yes or no)</td>
<td>Application/Enrollment Fee (charged before a child begins attending)</td>
</tr>
<tr>
<td>Registration Fee (charged when a child begins attending or periodically while a child is attending)</td>
<td>Yes No</td>
</tr>
<tr>
<td>Insurance Fee (if separate from registration fee)</td>
<td>Yes No</td>
</tr>
<tr>
<td>Supplies Fee (charged periodically to pay for classroom materials)</td>
<td>Yes No</td>
</tr>
<tr>
<td>Activities Fee (charged periodically for special events such as field trips)</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

Please tell us about any additional fees your program charges by filling out the table below.

<table>
<thead>
<tr>
<th>Describe the fee</th>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>One time weekly monthly yearly</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>One time weekly monthly yearly</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing the survey!

*Please return the survey in the enclosed envelope, already stamped and addressed for you.*
1. LICENSE TYPE. As of November 2000, what type of license did your child care center have?  
   (Check one.)
   
   _____1-Star    _____2-Star    _____3-Star    _____4-Star    _____5-Star    _____A    _____AA
   _____Temporary    _____Provisional    _____Special Provisional    _____Probationary

2. ENROLLMENT AND VACANCIES. Please tell us about your enrollment and vacancies in each age group during November 2000. Fill out the table below. If you have mixed-age classrooms, please break out information into the age groups listed below.

<table>
<thead>
<tr>
<th>Infants</th>
<th>1-year olds</th>
<th>2-year olds</th>
<th>3-year olds</th>
<th>4-year olds</th>
<th>5-year olds in preschool</th>
<th>5 thru 12 year olds in school</th>
<th>Center total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>12</td>
<td>28</td>
</tr>
</tbody>
</table>

3. SUBSIDIZED CHILD CARE

   During November, how many of the children counted above received subsidized child care?
   Examples of subsidized child care include assistance to parents from county departments of social services, local Smart Start partnerships, and child care resource and referral agencies. Note: Do not include children whose parents paid the rate you charge but for whom you received a Smart Start quality bonus payment from the local Smart Start office.

   Children receiving full-time subsidized care: 18
   Children receiving part-time subsidized care: 3

4. CHILD CARE RATES FOR YOUNG CHILDREN. Please tell us the full-time rates that private-paying parents paid for your center to care for their young children (0 through 5) in November 2000. Then tell us the number of young children enrolled full-time in November 2000 whose parents were private-paying.

   - Write your on-time rates. Do not write what the rates turned out to be after you gave parents discounts for paying early or after you charged them extra for paying late.
   - Enter “0” for enrollment if: (1) during November you did not care for children in an age group or (2) all children in that age group were subsidized. (See number 3 for examples of these funding sources.)
   - The numbers you give for enrollment below might be different than the answers you gave in question number 2.
   - When adding up enrollment for the table below:
     - Do not count any children who received subsidized child care. (See instructions for definition of "children receiving subsidized child care.")
     - Do count children who received a second-child discount.
4. CHILD CARE RATES FOR YOUNG CHILDREN (Continued)

For the age groups shown to the right...

<table>
<thead>
<tr>
<th></th>
<th>Infants</th>
<th>1-year olds</th>
<th>2-year olds</th>
<th>3-year olds</th>
<th>4-year olds</th>
<th>5-year olds (pre-school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the full-time rate that private-paying parents paid in November?</td>
<td>$ N/A</td>
<td>$ 100</td>
<td>$ 90</td>
<td>$ 85</td>
<td>$ 80</td>
<td>$ 80</td>
</tr>
<tr>
<td>Was the rate you gave per... (circle one)</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
<td>Week or month?</td>
</tr>
<tr>
<td>How many children of private-paying parents were enrolled full-time in November?</td>
<td>N/A</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

5. RATES FOR SCHOOL-AGE CARE. Please tell us the rates that private-paying parents paid your center to care for their school-age children during July and November 2000. Also tell us how many school-age children with private-paying parents were enrolled in July 2000 for full-time summer care and in November 2000 for other types of school-age care. Fill out the table below.

- Some children may be counted in: a) the full-time summer, b) the full-day and c) only one of the last three columns.
- Children should not be counted more than once in the last three columns of the table.

<table>
<thead>
<tr>
<th>For the time frames shown to the right...</th>
<th>Full-Time School-Age Care (July)</th>
<th>Full-Day (School Breaks during fall 2000)</th>
<th>Before AND After School (November)</th>
<th>Before School Only (November)</th>
<th>After School Only (November)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the rate that private-paying parents paid for school-age care?</td>
<td>$ 80</td>
<td>$ 20</td>
<td>$ N/A</td>
<td>$ N/A</td>
<td>$ 20</td>
</tr>
<tr>
<td>Was the rate per... (circle one)</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
</tr>
<tr>
<td>How many school-age children of private-paying parents were enrolled?</td>
<td>8</td>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>9</td>
</tr>
</tbody>
</table>

6. Does your center have a **sliding fee scale** or offer scholarships? (Please circle)

If so, and if you have a written description of the sliding fee scale/scholarship program, please attach.

7. Does your center offer **weekend care**? (Please circle)

If so...

Does your center charge more for weekend care than weekday care?

8. Does your center offer **shift care** (care during 2nd or 3rd shift)? (Please circle)

If so...

Does your center charge more for 2nd or 3rd shift care than 1st shift care?

9. TRANSPORTATION. If your center offers transportation on a regular basis and charges a separate transportation fee, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. Write “N/A” if you don’t provide transportation.
2000 NORTH CAROLINA CHILD CARE MARKET RATE SURVEY
IMPORTANT INSTRUCTIONS FOR FAMILY CHILD CARE HOMES

• Please answer every question. If a question does not apply to you, write “N/A”.

• All information (except summer care for school-age children) should be given for the month of November 2000.

• The first question asks for information about the children who were in your care during November 2000, not including any school-age children cared for only during school breaks. Please provide information about the children’s attendance and what their parents paid for their care. Later questions ask for the fees that are paid by parents for services such as full-day school-age care and transportation.

• Do not include information about your own children.

• If you charge a single fee to a family with more than one child, please break down how much of the fee is for each child.

• “Private-paying parents” are parents whose children do not receive subsidized child care. Private-paying parents pay the full fee directly to you as the provider.

• “Subsidized child care” is care that is partially or completely paid for on a regular basis by an agency outside your family child care home. Subsidized child care funding pays for specific children, unlike some other sources of funding that pay a certain amount for all of the children in your home. Subsidized child care funds are usually public funds. For example, subsidized child care funds can come from county Departments of Social Services, local Smart Start Partnerships, Child Care Resource and Referral agencies, and other organizations.

• “On-time rates” are the rates that parents pay for child care if they pay on time. (Some providers give discounts for early payment or charge extra for late payment.)

• If you need help filling out the survey, start by looking at the enclosed sample.

• If you have questions about how to answer a survey question, think the survey does not apply to you, see more than one way to answer a question, or cared for more than eight children at a time in November (not including your own), please contact North Carolina State University and refer to this “market rate survey.” Contact information: Phone: (919)515-1323. Fax: (919)515-3642. Email: Art_Anthony@ncsu.edu.
**CHILD CARE MARKET RATE SURVEY -- FAMILY CHILD CARE HOMES**

1. **LICENSE TYPE**
   As of November 2000, what type of license did your family child care home have? *(Mark one.*)
   - 1-Star
   - 2-Star
   - 3-Star
   - 4-Star
   - 5-Star
   - Family Child Care Home License
   - Temporary
   - Provisional
   - Special Provisional
   - Probationary

2. **INFORMATION ABOUT THE CHILDREN IN YOUR CARE.** Thinking about a typical period of enrollment for your family child care home in November, please tell us about each child in your care by filling out the table below. Provide information about every child you regularly cared for in November. Do not include drop-in children. Do not include school-age children who received care only during school breaks. (See question #5.) Do not list any child more than once. We have provided an example in the first row.

   | How old was this child in November? (specify months or years old) | How many hours per week in November was this child in your care? | How many days per week in November was this child in your care? | If this child is of school age, did you usually care for this child before or after school or both? (mark one or both) | Did you care for this child during the 1st, 2nd, or 3rd shift? (circle all that apply) | In November, how much did the parent pay for care for this child? (mark one) | Is the parent payment you listed per week or month? (mark one) | Does the child receive subsidized child care? (See instructions.) | Does the payment you listed reflect any sort of discount you offer parents or is it the full amount that you charge for that age child? (mark one) |
|---|---|---|---|---|---|---|---|---|---|
| Example | 2 yrs | 50 | 5 | Before School | After School | 1 2 3 | $90 | Week | Yes | Discounted Fee |
| Child 1 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 2 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 3 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 4 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 5 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 6 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 7 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 8 | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 9* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 10* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 11* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 12* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 13* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 14* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |
| Child 15* | Before School | After School | 1 2 3 | $ Week | Yes | Discounted Fee |

*Extra rows are included in case you cared for some children part-time, there was turnover in the children in your home, or you provided child care during more than one shift. Attach an extra page if you need more space to list children's information.
3. If you indicated in the table (question #2) that any payments reflected discounts, list the reason for giving each discount.

4. **SUMMER SCHOOL-AGE CHILD CARE**

Did you care for any school-age children in July 2000? □ Yes (go to 4a) □ No (go to 5)

4a. What was the on-time rate that private-paying parents paid in July for full-time school-age care?

$ per week OR per month? (circle)

4b. How many school-age children of private-paying parents were you caring for on a regular full-time basis in July?

child(ren)

5. **SCHOOL-AGE CHILD CARE -- BREAKS DURING SCHOOL YEAR**

Did you care for any school-age children in November 2000? □ Yes (go to 5a) □ No (go to 6)

5a. What was the on-time rate that private-paying parents paid for a full day of school-age care (such as during a teacher workday or another school break)?

$ per day for a full day

OR...

If you only charge for the extra ½ day in care, what is that extra rate?

$ per day for extra time

5b. How many school-age children did you care for in November whose parents were private paying?

child(ren)

6. Does your program have a sliding fee scale or offer scholarships? That is, do you determine the rate a private-paying parent will pay based on family income? (Please circle) YES NO

If so, and if you have a written description of these special rates, please attach.

7. Does your program offer weekend care? (Please circle) YES NO

If so, does your program charge more for weekend care than weekday care? YES NO N/A

8. If you reported in the table in number 2 that your program offers child care during the 2nd or 3rd shift...

Do you charge more for 2nd or 3rd shift care than for 1st shift care? YES NO N/A
9. TRANSPORTATION. Some programs offer transportation on a regular basis and charge a separate transportation fee. If your family child care home offers transportation, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. If you provided transportation but did not charge for it, put $0 for the amount you charged and enter the typical number of children you transported on a typical day in November. If you cannot show all your transportation fees here, you may attach a description of your fees. Enter “N/A” in all boxes if you don’t offer transportation.

<table>
<thead>
<tr>
<th></th>
<th>Infants through 2-years olds</th>
<th>3-year olds through preschool-age 5-year olds</th>
<th>School-age</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the fee that private-paying parents paid for transportation in November?</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Was the fee per... (circle one)</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
</tr>
<tr>
<td>Was the fee for transportation to child care, from child care, or to and from child care? (circle one)</td>
<td>To or To and From</td>
<td>From or To and From</td>
<td>To or To and From</td>
</tr>
<tr>
<td>What was the typical number of children of private-paying parents transported on a typical day in November?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. OTHER FEES. Please tell us if you charge any extra fees by filling out the table below.

<table>
<thead>
<tr>
<th>Do you charge this fee? (circle yes or no)</th>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Enrollment Fee (charged before a child begins to attend the child care program)</td>
<td>Yes No</td>
<td>$</td>
</tr>
<tr>
<td>Registration Fee (charged when a child begins attending or periodically while a child is attending)</td>
<td>Yes No</td>
<td>$</td>
</tr>
<tr>
<td>Supplies Fee (charged periodically to pay for classroom materials)</td>
<td>Yes No</td>
<td>$</td>
</tr>
<tr>
<td>Activities Fee (charged to pay for special events such as field trips)</td>
<td>Yes No</td>
<td>$</td>
</tr>
</tbody>
</table>

Please tell us about any other fees you charge by filling out the table below.

<table>
<thead>
<tr>
<th>Describe the fee</th>
<th>Amount paid by private-paying parents</th>
<th>How often is the fee charged?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>One time weekly</td>
<td>monthly yearly</td>
</tr>
<tr>
<td>$</td>
<td>One time weekly</td>
<td>monthly yearly</td>
</tr>
</tbody>
</table>
**SAMPLE CHILD CARE RATE SURVEY -- FAMILY CHILD CARE HOMES**

1. **LICENSE TYPE**  
   As of November 2000, what type of license did your family child care home have? *(Mark one)*  
   - 1-Star  
   - 2-Star  
   - 3-Star  
   - 4-Star  
   - 5-Star  
   - Family Child Care Home License  
   - Temporary  
   - Provisional  
   - Special Provisional  
   - Probationary

2. **INFORMATION ABOUT THE CHILDREN IN YOUR CARE.** Thinking about a typical period of enrollment for your family child care home in November, please tell us about each child in your care by filling out the table below. Provide information about every child you regularly cared for in November. Do not include drop-in children. Do not include school-age children who received care only during school breaks. (See question #5.) Do not list any child more than once. We have provided an example in the first row.

<table>
<thead>
<tr>
<th>Child</th>
<th>2 yrs.</th>
<th>50</th>
<th>5</th>
<th>Before School</th>
<th>After School</th>
<th>Discounted Fee</th>
<th>Full Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child 1</td>
<td>6 mos.</td>
<td>45</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$80</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 2</td>
<td>9 mos.</td>
<td>45</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$80</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 3</td>
<td>15 mos.</td>
<td>50</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$480</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 4</td>
<td>3 yrs.</td>
<td>30</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$55</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 5</td>
<td>3 yrs.</td>
<td>50</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$85</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 6</td>
<td>7 yrs.</td>
<td>15</td>
<td>5</td>
<td>Before School</td>
<td>After School</td>
<td>$25</td>
<td>Week Yes No</td>
</tr>
<tr>
<td>Child 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 9*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 10*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 11*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Child 12*</td>
<td></td>
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</tr>
<tr>
<td>Child 13*</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Child 14*</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Child 15*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Extra rows are included in case you cared for some children part-time, there was turnover in the children in your home, or you provided child care during more than one shift. Attach an extra page if you need more space to list children's information.*
3. If you indicated in the table (question #2) that any payments reflected discounts, list the reason for giving each discount.
Child 1 – DSS set the fee
Child 2 – parents received $10 discount for early bird payment (on-time charge: $90)

4. SUMMER SCHOOL-AGE CHILD CARE

Did you care for any school-age children in July 2000?  
[ ] Yes (go to 4a)  [ ] No (go to 5)  

4a. What was the on-time rate that private-paying parents paid in July for full-time school-age care?  
$85 per week OR per month? (circle) 

4b. How many school-age children of private-paying parents were you caring for on a regular full-time basis in July?  
2 child(ren)  

5. SCHOOL-AGE CHILD CARE – BREAKS DURING SCHOOL YEAR

Did you care for any school-age children in November 2000?  
[ ] Yes (go to 5a)  [ ] No (go to 6)  

5a. What was the on-time rate that private-paying parents paid for a full day of school-age care (such as during a teacher workday or another school break)? 
$20 per day for a full day 
OR... 
If you only charge for the extra ½ day in care, what is that extra rate?  
$ N/A per day for extra time  

5b. How many school-age children did you care for in November whose parents were private paying?  
1 child(ren)  

6. Does your program have a sliding fee scale or offer scholarships? That is, do you determine the rate a private-paying parent will pay based on family income? (Please circle) 
[ ] YES  [ ] NO  

If so, and if you have a written description of these special rates, please attach.

7. Does your program offer weekend care? (Please circle)  
[ ] YES  [ ] NO  

If so, does your program charge more for weekend care than weekday care?  
[ ] YES  [ ] NO  [ ] N/A  

8. If you reported in the table in number 2 that your program offers child care during the 2nd or 3rd shift...  
Do you charge more for 2nd or 3rd shift care than for 1st shift care?  
[ ] YES  [ ] NO  [ ] N/A
9. **TRANSPORTATION.** Some programs offer transportation on a regular basis and charge a separate transportation fee. If your family child care home offers transportation, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. If you provided transportation but did not charge for it, put $0 for the amount you charged and enter the typical number of children you transported on a typical day in November. If you cannot show all your transportation fees here, you may attach a description of your fees. Enter “N/A” in all boxes if you don’t offer transportation.

<table>
<thead>
<tr>
<th>Infants through 2-years olds</th>
<th>3-year olds through preschool-age 5-year olds</th>
<th>School-age</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the fee that private-paying parents paid for transportation in November?</td>
<td>$ N/A</td>
<td>$ N/A</td>
</tr>
<tr>
<td>Was the fee per... (circle one)</td>
<td>Day, week or month?</td>
<td>Day, week or month?</td>
</tr>
<tr>
<td>Was the fee for transportation to child care, from child care, or to and from child care? (circle one)</td>
<td>To or To and From</td>
<td>To or To and From</td>
</tr>
<tr>
<td>What was the typical number of children of private-paying parents transported on a typical day in November?</td>
<td>$ N/A</td>
<td>$ N/A</td>
</tr>
</tbody>
</table>

10. **OTHER FEES.** Please tell us if you charge any extra fees by filling out the table below.

<table>
<thead>
<tr>
<th>Do you charge this fee? (circle yes or no)</th>
<th>Fee paid by private-paying parents</th>
<th>How often is the fee charged? (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Enrollment Fee (charged before a child begins to attend the child care program)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Registration Fee (charged when a child begins attending or periodically while a child is attending)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Supplies Fee (charged periodically to pay for classroom materials)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Activities Fee (charged to pay for special events such as field trips)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Please tell us about any other fees you charge by filling out the table below.

<table>
<thead>
<tr>
<th>Describe the fee</th>
<th>Amount paid by private-paying parents</th>
<th>How often is the fee charged?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t have any other fees.</td>
<td>$</td>
<td>One time weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>monthly yearly</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>One time weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>monthly yearly</td>
</tr>
</tbody>
</table>

Thank you for filling out the survey! Please return the survey in the stamped envelope (enclosed).
INSTRUCTIONS:
ALL INFORMATION WHICH IDENTIFIES A SPECIFIC LICENSED PROVIDER WILL REMAIN CONFIDENTIAL. Please answer each question COMPLETELY and return the 2000 Licensed Provider Market Rate Survey no later than May 1, 2000 to:

Place address label here
CHILD CARE FACILITY

Place address label here
R&R FACILITY

The Ohio Department of Human Services (ODHS) is conducting this survey in compliance with H.B. 408, Section 5104.04, of the Ohio Revised Code, which states:
(3) The department shall, at least once during every twelve-month period of operation of a center or type A home, collect information concerning the amounts charged by the center or home for providing child day-care services for use in establishing rates of reimbursement pursuant to section 5104.30 of the Revised Code.

The information provided by this survey will be used by ODHS to establish the maximum Market Rate for reimbursing Licensed Child Care Providers who render Publicly Funded Child Care services to Ohio’s low income families. The maximum Market Rate will be itemized by the age of the child, time of service(s), and type of service(s) provided.

In addition, LBO is investigating the various payment processes used by the County Departments of Human Services (CDHS) for reimbursing providers and the feasibility of a prospective payment system. LBO will be making recommendations regarding the payment system to the Ohio Legislature for review.

Assessing and establishing an accurate and equitable Market Rate and reporting an accurate evaluation of the CDHS payment system(s) hinges exclusively on the information supplied by you, the Licensed Child Care Provider. Please complete all questions accurately and return the survey in the return envelope enclosed no later than May 1, 2000.

If additional space is needed for any response, please use the blank page located on the back of the survey or attach a separate page. Please ensure additional response(s) are numbered according to the question(s) being answered. If you have questions or desire additional clarification, please call the Resource & Referral Office at (____) ______. After office hours, please leave a message and your call will be returned.

MAILING INSTRUCTIONS:
After accurately completing the survey, please fold and insert into the enclosed SELF-ADDRESSED STAMPED ENVELOPE and mail immediately.

Thank you in advance for your cooperation.
IDENTITY

Please mark all items applicable to your Licensed facility. This information is vital for assessing the various types of licensed facilities throughout the state, and ensuring that a representative sample of each type is adequately evaluated. PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

1. Please indicate your Type(s) of licensed child care facility by circling letter(s) in the left column.
   A. NOT APPLICABLE
   B. Type A Family Child Care Home
   C. Type C Child Care Center
   D. Type D Day Camp

2. What type of Business is your licensed child care facility?
   A. For-profit, single location
   B. For-profit, multiple locations
   C. Not-for-profit, single location
   D. Not-for-profit, multiple locations

3. Are you part of an agency or organization that provides services other than child care?
   YES    NO

CURRENT ENROLLMENT

The following questions ask about your current enrollment.
PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

4. How many children is your child care facility licensed to serve in the following categories?
   A. NOT APPLICABLE
   B. Infant  (0 months to less than 18 months)
   C. Toddler (18 months to less than 3 years)
   D. Preschool (3 years to less than 5 years)
   E. School Age (5 years to less than 13 years)

5. How many SUBSIDIZED children do you serve in the following categories?
   A. NONE (If NONE, go to question 20)
   B. Infant  (0 months to less than 18 months)
   C. Toddler (18 months to less than 3 years)
   D. Preschool (3 years to less than 5 years)
   E. School Age (5 years to less than 13 years)
CURRENT PAYMENT SYSTEM
The Ohio Legislature has asked the Legislative Budget Office to study publicly-funded child care payment procedures and make recommendations regarding the feasibility and the potential for development of a cost-based prospective payment system. Please share with us your experience of the child care payment system by completing the questions in the following section.

**PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!**

6. Do you serve PUBLICLY-SUBSIDIZED CHILDREN? (Children for whom a CDHS pays all or part of the cost of care)
   - YES
   - NO
   If YES, go to question 8. If NO, answer question 7 and then go to question 24.

7. WHY DO YOU NOT OFFER SUBSIDIZED CHILD CARE? Please list the top 3 reasons with 1 being the most significant and 3 being the least significant.
   1. 
   2. 
   3. 

8. How long do you estimate it usually takes the CDHS TO DETERMINE INITIAL ELIGIBILITY for a child?
   - A. Under 2 weeks
   - B. 2-3 weeks
   - C. 4-6 weeks
   - D. More than 6 weeks
   - E. Don't know

9. Do you serve CHILDREN WHILE THEY ARE AWAITING AN INITIAL ELIGIBILITY DETERMINATION BY THE CDHS?
   - YES
   - NO
   If NO, go to question 13

10. For the most recent 12-month period, what was the approximate monthly average percentage of children awaiting their initial eligibility determination WHO TURNED OUT NOT TO BE ELIGIBLE?
    _____%
11. DO YOU ATTEMPT TO OBTAIN PAYMENT FROM THE PARENT(S) of children you have
served whose initial eligibility determination turns out to be ineligible?

YES  NO

12. For the most recent 12-month period, what was the approximate monthly average of HOW MUCH
MONEY YOU LOST because you provided service to children awaiting their initial eligibility
determination who turned out NOT to be eligible?

$_____

13. For the most recent month, approximately what PERCENTAGE of invoices/vouchers to the county
were REJECTED BECAUSE THE COUNTY CONSIDERED THEM INACCURATE OR
INCOMPLETE?

_____%

14. For the most recent 12-month period, what was the AVERAGE LENGTH OF TIME REQUIRED
BY THE COUNTY to process an invoice/voucher (i.e., from date of invoice/voucher until the date the
check was issued)?

A. 30 days or less
B. 31-60 days
C. 61-90 days
D. 91-120 days
E. More than 120 days

15. For the most recent 12-month period, what was the TOTAL DOLLAR AMOUNT OF CHILD CARE
SERVICES BILLED to the CDHS on average each month?

$_____

16. For the most recent 12-month period, what was the PERCENTAGE OF INVOICES/VOUCHERS
for which you received PAYMENT WITHIN 30 DAYS?

_____%

17. Please indicate, the CURRENT OUTSTANDING AMOUNT owed to you by the county:

<table>
<thead>
<tr>
<th>Amount</th>
<th>$_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 days or less:</td>
<td></td>
</tr>
<tr>
<td>31-60 days:</td>
<td></td>
</tr>
<tr>
<td>61-90 days:</td>
<td></td>
</tr>
<tr>
<td>91-120 days:</td>
<td></td>
</tr>
<tr>
<td>More than 120 days:</td>
<td></td>
</tr>
</tbody>
</table>
18. In the last 12 months, have you experienced a CASH FLOW CRISIS RESULTING FROM THE CDHS NOT PAYING INVOICES WITHIN 30 DAYS OF BILLING?

YES   NO
If NO, go to question 20

19. If YES to question 18, in the last 12 months, how have you responded to a CASH FLOW CRISIS RESULTING FROM THE CDHS NOT PAYING INVOICES WITHIN 30 DAYS OF BILLING?

(Please circle all that apply)

A. Secured a loan
B. Established a line of credit
C. Used a personal credit card
D. Go without paying the director or staff
E. Other, please specify: ____________________________

20. In terms of your administrative and personnel cost, HOW MUCH DOES IT COST YOU OR HOW MUCH DO YOU SAVE each month as a result of providing publicly-funded child care services? (Choose one)

A. Added cost: $_____
B. Added savings: $_____

21. What FACTORS do you feel CONTRIBUTE TO DELAYS IN PROCESSING PAYMENTS for subsidized child care, with 1 being most significant and 3 being the least significant:

1. ____________________________
2. ____________________________
3. ____________________________

22. When does the CDHS INFORM YOU THAT A CHILD'S ELIGIBILITY HAS BEEN TERMINATED?

A. Immediately
B. Within 2 weeks
C. 2-3 weeks
D. 4-6 weeks
E. Never
2000 LICENSED PROVIDER MARKET RATE SURVEY
Page 5 of 14

23. On a grading scale like that used in schools, HOW WOULD YOU RATE THE CURRENT CHILD CARE PAYMENT SYSTEM?

A. A
B. B
D. C
D. D
E. F

---

24. Has your child care facility ever CONTRACTED and/or honored the CERTIFICATE OF AUTHORIZED PAYMENT (COAP) VOUCHER with any County Department of Human Services (CDHS)?

YES       NO
If NO, go to question 26

25. If YES to questions 24, how many CDHSs is, or has, your child care facility CONTRACTED with and/or honored a CERTIFICATE OF AUTHORIZED PAYMENT (COAP) VOUCHER?

---

26. What is your basic HOURLY RATE charged to the general public?

A. NOT APPLICABLE
B. Infant (0 months to less than 18 months) $_____ per hour
C. Toddler (18 months to less than 3 years) $_____ per hour
D. Preschool (3 years to less than 5 years) $_____ per hour
E. School Age (5 years to less than 13 years) $_____ per hour

27. What is your basic DAILY FULL-TIME RATE charged to the general public?

A. NOT APPLICABLE
B. Infant (0 months to less than 18 months) $_____ per day
C. Toddler (18 months to less than 3 years) $_____ per day
D. Preschool (3 years to less than 5 years) $_____ per day
E. School Age (5 years to less than 13 years) $_____ per day

---
28. What is your basic DAILY PART-TIME RATE charged to the general public?
   A. NOT APPLICABLE
   B. Infant (0 months to less than 18 months) $_______ per day
   C. Toddler (18 months to less than 3 years) $_______ per day
   D. Preschool (3 years to less than 5 years) $_______ per day
   E. School Age (5 years to less than 13 years) $_______ per day

29. What is your basic DAILY RATE for PART-WEEK RATE charged to the general public? (i.e., Monday, Wednesday, Friday care only)
   A. NOT APPLICABLE
   B. Infant (0 months to less than 18 months) $_______ per day
   C. Toddler (18 months to less than 3 years) $_______ per day
   D. Preschool (3 years to less than 5 years) $_______ per day
   E. School Age (5 years to less than 13 years) $_______ per day

30. What is your basic WEEKLY RATE charged to the general public?
   A. NOT APPLICABLE
   B. Infant (0 months to less than 18 months) $_______ per week
   C. Toddler (18 months to less than 3 years) $_______ per week
   D. Preschool (3 years to less than 5 years) $_______ per week
   E. School Age (5 years to less than 13 years) $_______ per week

NON-TRADITIONAL HOURS
The working, training or educational schedule(s) of today’s parent(s) are rarely the traditional 6 AM to 6 PM hours of operation offered by most Licensed Child Care Centers. Consequently, parents are often forced to seek alternative care during Non-Traditional hours. As more and more parents enter the workforce, finding safe, reliable and affordable quality child care services during Non-Traditional hours is becoming very difficult. To address this growing need, more Licensed Child Care Centers are remaining open for business during Non-Traditional Hours.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

31. Does your child care facility provide services during NON-TRADITIONAL HOURS?
   YES    NO
   If NO, go to question 34

32. If YES to question 31, what are your NON-TRADITIONAL HOURS?
   FROM____ TO_____  SU  M  T  W  TH  F  S
   Please circle correct day(s)
33. What RATE does your child care facility charge to the general public to provide child care services during NON-TRADITIONAL HOURS?

A. Same RATE as TRADITIONAL HOURS

B. NOT APPLICABLE

C. Infant (0 months to less than 18 months) $_____ per HOUR

D. Toddler (18 months to less than 3 years) $_____ per HOUR

E. Preschool (3 years to less than 5 years) $_____ per HOUR

F. School Age (5 years to less than 13 years) $_____ per HOUR

G. NOT APPLICABLE

H. Infant (0 months to less than 18 months) $_____ per DAY

I. Toddler (18 months to less than 3 years) $_____ per DAY

J. Preschool (3 years to less than 5 years) $_____ per DAY

K. School Age (5 years to less than 13 years) $_____ per DAY

L. NOT APPLICABLE

M. Infant (0 months to less than 18 months) $_____ per WEEK

N. Toddler (18 months to less than 3 years) $_____ per WEEK

O. Preschool (3 years to less than 5 years) $_____ per WEEK

P. School Age (5 years to less than 13 years) $_____ per WEEK

SPECIAL NEEDS
Providing safe, efficient and dependable child care services to children with a physical and/or mental handicap, as verified by licensed physician and/or licensed/certified psychologist, is an important part of Ohio’s Publicly Funded Child Care program. PLEASE CIRCLE CORRECT ANSWER!

34. Has your facility ever served children with SPECIAL NEEDS?

YES NO

ADDITIONAL SERVICES
Several innovative Licensed Child Care facilities offer services in addition to those required for State Licensure. The following questions refer to the most common additional services. If your facility offers a service(s) which is not identified, please list your service(s) with pricing and frequency offered in the space provided. PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

35. Does your child care facility provide TRANSPORTATION?

YES NO

If NO, go to question 38
36. If YES to question 35, is the cost of TRANSPORTATION included in your basic rate?

YES   NO
If YES, go to question 38

37. If NO to Question 36, what is your rate for providing TRANSPORTATION?

One Way: $_____ per day/week
Round Trip: $_____ per day/week
Other: $_____ per day/week

38. Does your child care facility require a REGISTRATION FEE?

YES   NO
How often: ____________________________
Cost: $_____ per registration

39. Does your child care facility require an ADVANCE PAYMENT?

YES   NO
How often: ____________________________
Cost: $_____ per advance payment

40. Does your child care facility require a DEPOSIT?

YES   NO
How often: ____________________________
Cost: $_____ per deposit

41. Does your facility charge an ACTIVITY FEE?

YES   NO
How often: ____________________________
Cost: $_____ per activity

42. Does your facility charge ANY OTHER FEE(S) not mentioned above?

YES   NO
Please describe: ____________________________
How often: ____________________________
Cost: $_____ Other fee(s)
DISCOUNTS

Several Licensed facilities offer special pricing discounts to families with more than one child in care, as well as, other special pricing discounts. Information of this type assists the State with developing a more complete picture of the child care market. Please answer each question completely.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

43. Does your child care facility offer DISCOUNT RATES for additional children from the same family?
   YES   NO
   If NO, go to question 47

44. What is your basic DISCOUNT RATE charged to the public?
   Infant  2nd $  3rd $  Preschool  2nd $  3rd $
   Toddler 2nd $  3rd $  School Age  2nd $  3rd $

45. Does your facility offer other type(s) of DISCOUNT RATE(S) to the general public?
   YES   NO
   If NO, go to question 47.

46. If YES to question 45, please describe other type(s) of DISCOUNT RATE(S)?

ALTERNATIVE PAYMENT SYSTEMS

The following questions concern other possible ways to design a child care payment system. Let us know how you think each would improve or worsen the stability and predictability of payment for subsidized child care services. PLEASE CIRCLE CORRECT ANSWER!

47. The private-pay model. The county would pay you in advance, based on weekly enrollment without regard to the actual number of hours or days the child attends during the week, just as is the case with private-pay families. How would this system affect whether you are paid or paid on time?
   A. Significantly improve
   B. Minimally improve
   C. No effect
   D. Minimally worsen
   E. Significantly worsen
48. **Historical projection.** You would receive monthly payments in advance of the month of service, based on your past use and current payment rates. The county would reconcile the accuracy of those payment with you monthly using its current method for determining invoice/voucher accuracy. Based on this reconciliation, the next month's payment would be adjusted as necessary. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen

49. **Annual contracts for subsidized care.** The CDHS would contract with you to make available a set level of subsidized child care services annually, i.e. the CDHS would purchase a set number of slots from you each year by contract and begin paying on the contract in advance of the delivery of child care services. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen

50. **Mixed prospective payment and reimbursement approaches.** As in the previous question, the CDHS would contract with you for a set number of slots. In addition, if you cared for eligible children beyond the number of slots in your yearly contract, the CDHS would reimburse you using its current reimbursement payment methods. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
S. Significantly worsen
51. **Cost-center model.** The state would determine subsidy rates using a mixture of a base rate (derived from a market rate survey) and a separate additional amount which would include cost for other items, i.e. training and professional development, facility costs and supplies. You would receive each month in advance a monthly payment based on past service and a base rate. The CDHS would reconcile the accuracy of those payments with you each month as well, taking into consideration actual volume of service provided (using the CDHS' current process for examining invoices/vouchers for accuracy and eligibility) and making an adjustment for actual cost incurred by your center during the month. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen

52. **Automated eligibility.** Your facility would be allowed to enter eligibility information on-line for clients and counties would perform the actual determination of eligibility. You would have continuing access to this automated eligibility system giving you the ability to verify a client’s eligibility status at any time. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen

53. **Electronic funds transfer (EFT).** The current system would be maintained and enhanced by requiring county auditors or the Auditor of State to process child care payments to providers through electronic funds transfer. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen

54. **Electronic benefits transfer (EBT):** Eligible parents would swipe a magnetic “smart card” through a reader at your facility connected live or hooked up daily to the county. How would this system affect whether you are paid or paid on time?

A. Significantly improve  
B. Minimally improve  
C. No effect  
D. Minimally worsen  
E. Significantly worsen
Parents and child care experts know that young children grow, change and develop at an amazing rate. They know, perhaps instinctively, that their interactions with young children and children's interaction with their surroundings stimulate the growing process. And now, scientific research has confirmed that the experiences in the first three years after birth determine the actual wiring of the brain. Recent national studies confirm that children do better in high-quality programs than in poor-quality care. Children in high-quality centers have greater language ability, better pre-math skills, and more advanced social skills than children in poor-quality programs.

**PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!**

55. **Does your child care facility meet any standards in addition to those required for Licensure, i.e., National Association for the Education of Young Children (NAEYC), National Association of Family Day Care (NAFDC), Head Start, American Camp Association (ACA), etc.?**
   
   **YES**
   
   **NO**
   
   Please List:

56. **Does your child care facility survey parents regarding their satisfaction with the care their children receive in your facility?**

   **YES**
   
   **NO**
   
   If NO, go to question 58.

57. **What percentage of parents are satisfied with the care their children receive in your facility?**

   _____%  

58. **Does your child care facility pay for health care insurance for your employees?**

   **YES**
   
   **NO**

59. **Does your child care facility pay for any other benefits, such as pension, vacation, sick, personal leave, life insurance, other? Please check all that apply:**

   1. Vacation Leave
   2. Sick Leave
   3. Personal Leave
   4. Life Insurance
   5. Educational Leave
   6. Pension
   7. Other (describe)
60. Does your child care facility offer in-service training to your employees?
YES  NO

61. Does your child care facility pay for employees to attend professional development programs?
YES  NO

62. Does your child care facility have a formal partnership with a Head Start provider to provide full day/full year care for all children?
YES  NO

PLEASE SIGN
It may be necessary to follow-up with your licensed child care facility to clarify information provided. To assist with the clarification process, please provide name(s) and title(s) of person(s) completing survey. Once again, on behalf of the Ohio Department of Human Services and the Ohio Legislative Budget Office, thank you for taking the time to complete this survey. All information which identifies a specific licensed child care facility and/or provider(s) will remain confidential.

NAME ___________________________________________ TITLE ___________ DATE ___________
ADDITIONAL INFORMATION
Please ensure all responses are numbered according to the question(s) being answered.
Child Care Rate Survey – 1999

For the

Oklahoma Department of Human Services
Office of Child Care

David A. Penn
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August 1999
Fielding the Questionnaire
Nearly 3,500 facilities were randomly selected from listings of licensed child care facilities provided by the Department of Human Services. Facilities in smaller counties were sampled at a higher rate than facilities in larger counties in order to obtain an acceptable geographic coverage: all the facilities were included in the sample in counties with 20 or fewer providers.

Questionnaires were mailed to each provider during the period November 1998 through March 1999. Providers were asked to review the questionnaire, then wait for a call from a telephone interviewer to collect the data.

Data Analysis
County-level weights were used in the data analysis to retain proportionality. All data presented in the tables are estimates of the population of child care centers and family child care homes inferred from the weighted sample statistics.

Response Rate
Of the sample of 3,436 facilities, 360 were determined to be either no longer in business or not open to the public and 413 could not be reached by telephone. Eligible providers, those that were in business and could be reached by telephone, consisted of 2,663 facilities. Of these, 71 refused to complete the interview and 421 were still unresolved (busy signal, no answer, or an appointment time was set) at the conclusion of interviewing. Interviews were completed with 2,171 facilities, or 81.5 percent of eligible providers. Response rates were nearly identical for centers and homes.

<table>
<thead>
<tr>
<th>Table 1: Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Total number of providers in sample</td>
</tr>
<tr>
<td>Ineligible (not open to public, not in business)</td>
</tr>
<tr>
<td>Telephone number not in service, wrong number</td>
</tr>
<tr>
<td>Eligible providers</td>
</tr>
<tr>
<td>Refusals and terminations</td>
</tr>
<tr>
<td>Busy, no answer, appointment</td>
</tr>
<tr>
<td>Completed interviews</td>
</tr>
<tr>
<td>Response rate (percent)</td>
</tr>
</tbody>
</table>
Characteristics of Child Care Centers
Approximately 68 percent of child care centers are for-profit facilities. Church related centers are 11.4 percent, while not-for-profit facilities are 10.6 percent (Table 2).

<table>
<thead>
<tr>
<th>Type of Child Care Center</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>For profit</td>
<td>67.6</td>
</tr>
<tr>
<td>Not-for-profit</td>
<td>10.6</td>
</tr>
<tr>
<td>Church</td>
<td>11.4</td>
</tr>
<tr>
<td>Educational setting</td>
<td>6.4</td>
</tr>
<tr>
<td>Public or government</td>
<td>3.2</td>
</tr>
<tr>
<td>Other</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Children Accepted for Care
Care for infants is more difficult to find than for other ages of children: just 63 percent of centers offer care for infants on a full-time basis and only 36 percent offer part-time care. Full-time care is much easier to find than is part-time care for every age group.

<table>
<thead>
<tr>
<th>Age of Children Accepted for Care</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants</td>
<td>63.3</td>
<td>81.2</td>
</tr>
<tr>
<td>Toddlers</td>
<td>77.7</td>
<td>90.7</td>
</tr>
<tr>
<td>Twos</td>
<td>87.4</td>
<td>94.3</td>
</tr>
<tr>
<td>Threes</td>
<td>92.2</td>
<td>93.9</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>93.4</td>
<td>89.9</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>87.6</td>
<td>73.1</td>
</tr>
<tr>
<td>School agers</td>
<td>79.9</td>
<td>64.2</td>
</tr>
<tr>
<td><strong>Part-time care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants</td>
<td>36.4</td>
<td>39.4</td>
</tr>
<tr>
<td>Toddlers</td>
<td>44.7</td>
<td>43.7</td>
</tr>
<tr>
<td>Twos</td>
<td>53.3</td>
<td>45.4</td>
</tr>
<tr>
<td>Threes</td>
<td>58.6</td>
<td>45.7</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>61.8</td>
<td>45.5</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>60.7</td>
<td>43.0</td>
</tr>
<tr>
<td>School agers</td>
<td>64.4</td>
<td>43.8</td>
</tr>
</tbody>
</table>
**Vacancies at Centers and Homes**
Approximately 62 percent of centers and 38 percent of homes reported one or more vacancies at the time of the interview. Vacancies targeted specifically for infants and toddlers are very few.

<table>
<thead>
<tr>
<th>Percent of facilities with vacancies</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61.7</td>
<td>38.0</td>
</tr>
</tbody>
</table>

**Number of Vacancies**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>200</td>
<td>128</td>
</tr>
<tr>
<td>Toddlers</td>
<td>414</td>
<td>156</td>
</tr>
<tr>
<td>Twos</td>
<td>514</td>
<td>321</td>
</tr>
<tr>
<td>Threes</td>
<td>1,069</td>
<td>340</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>1,387</td>
<td>236</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>776</td>
<td>112</td>
</tr>
<tr>
<td>School agers</td>
<td>1,206</td>
<td>130</td>
</tr>
<tr>
<td>Any age</td>
<td>5,689</td>
<td>1,261</td>
</tr>
<tr>
<td>All</td>
<td>11,255</td>
<td>2,684</td>
</tr>
</tbody>
</table>
Children on Waiting Lists

Sixty-two percent of centers and 38 percent of homes maintain a list of children waiting for admission. The total number of children on waiting lists is probably somewhat overestimated, since a number of children can be found on lists for more than one facility. However, the distribution of children by age is informative: more than 50 percent of children on waiting lists are under two years old, and 32 percent are infants.

In addition, demand for slots is growing: 24 percent of centers and 16 percent of homes reported that the number of children on their waiting lists had increased from one year earlier.

Table 5:
Children on Waiting Lists

<table>
<thead>
<tr>
<th>Age</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>3,689</td>
<td>2,661</td>
</tr>
<tr>
<td>Toddler</td>
<td>3,134</td>
<td>859</td>
</tr>
<tr>
<td>Two</td>
<td>2,543</td>
<td>758</td>
</tr>
<tr>
<td>Three</td>
<td>1,971</td>
<td>641</td>
</tr>
<tr>
<td>Four and five</td>
<td>1,305</td>
<td>403</td>
</tr>
<tr>
<td>Kindergartner</td>
<td>387</td>
<td>138</td>
</tr>
<tr>
<td>School Ager</td>
<td>981</td>
<td>338</td>
</tr>
</tbody>
</table>

Percent of facilities that have waiting lists: 61.7% Centers, 37.6% Homes

Number of children on waiting lists:

Number of children on waiting list is more than...(percent of facilities)

<table>
<thead>
<tr>
<th>Period</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six months ago</td>
<td>25.3</td>
<td>15.2</td>
</tr>
<tr>
<td>One year ago</td>
<td>23.9</td>
<td>15.9</td>
</tr>
</tbody>
</table>
DHS Subsidy Program

Nearly 90 percent of centers and 76 percent of homes participate in the DHS child care subsidy program (Table 6). However, only about 54 percent of participating centers and 64 percent of participating homes will accept subsidized infants for care (Table 7).

Participation in the subsidy program can be a challenge for centers and homes. More than half the centers and 27 percent of the homes report that parents have difficulty paying the required co-pay. In addition, the administrative requirements of participating in the subsidy program requires 22 hours of work per month for the average center and 8 hours per month for the average home. Valued at the minimum wage, the cost to the average participating center and home is $115 per month and $43 per month, respectively.

<table>
<thead>
<tr>
<th></th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of facilities participating in subsidy program</td>
<td>88.6</td>
<td>76.0</td>
</tr>
<tr>
<td>Percent reporting that parents have difficulty paying co-pay</td>
<td>52.4</td>
<td>27.2</td>
</tr>
<tr>
<td>Average monthly hours needed for program administration</td>
<td>22.4</td>
<td>8.3</td>
</tr>
<tr>
<td>Estimated monthly cost @ $5.15 hour</td>
<td>$115</td>
<td>$43</td>
</tr>
<tr>
<td>Average number of subsidy children in care</td>
<td>25.4</td>
<td>4.8</td>
</tr>
<tr>
<td>Percent of providers that participate in the Child Care Food Program</td>
<td>45.9</td>
<td>72.0</td>
</tr>
</tbody>
</table>
Table 7:

Ages of Subsidy Children Accepted

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>54.1</td>
<td>64.2</td>
</tr>
<tr>
<td>Toddlers</td>
<td>69.2</td>
<td>70.9</td>
</tr>
<tr>
<td>Twos</td>
<td>77.9</td>
<td>73.4</td>
</tr>
<tr>
<td>Threes</td>
<td>82.9</td>
<td>73.0</td>
</tr>
<tr>
<td>Fours and Fives</td>
<td>82.9</td>
<td>70.9</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>82.2</td>
<td>60.9</td>
</tr>
<tr>
<td>School Agers</td>
<td>78.2</td>
<td>55.9</td>
</tr>
</tbody>
</table>
Type of Care Offered

One in five child care centers care for children who are physically disabled, mentally retarded, or emotionally disturbed. Care for children with disabilities is much more rare in family child care homes.

However, family child care homes are much more likely to offer care in the evenings, overnight care, weekend care, and care that accommodates a parent’s flexible work schedule. Homes are also much more likely to provide care for children who are sick.

Roughly one in five child care centers and one in three family child care homes believe that local need is high for flexible schedules, evening care, and weekend care.

<table>
<thead>
<tr>
<th>Table 8: Type of Care Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of facilities that care for children who are...</td>
</tr>
<tr>
<td>Physically disabled</td>
</tr>
<tr>
<td>Mentally retarded</td>
</tr>
<tr>
<td>Emotionally disturbed</td>
</tr>
<tr>
<td>Other disabilities</td>
</tr>
</tbody>
</table>

| Percent that care for sick children | 8.3 | 17.4 |

<table>
<thead>
<tr>
<th>Percent of facilities that offer:</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible schedules</td>
<td>18.8</td>
<td>32.4</td>
</tr>
<tr>
<td>Evening care</td>
<td>9.3</td>
<td>28.2</td>
</tr>
<tr>
<td>Overnight care</td>
<td>2.3</td>
<td>22.2</td>
</tr>
<tr>
<td>Weekend care</td>
<td>6.9</td>
<td>19.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of facilities that perceive high local need for...</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible schedules</td>
<td>25.3</td>
<td>36.5</td>
</tr>
<tr>
<td>Evening care</td>
<td>23.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Overnight care</td>
<td>11.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Weekend care</td>
<td>21.2</td>
<td>35.1</td>
</tr>
</tbody>
</table>
Charges and Fees
Activity fees are used by 35 percent of centers and 17 percent of homes. Centers are much more likely to charge a registration fee than are homes.

Table 9:
Charges and Fees

<table>
<thead>
<tr>
<th>Percent of facilities that charge for:</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit</td>
<td>8.5</td>
<td>5.4</td>
</tr>
<tr>
<td>Registration</td>
<td>35.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Activities</td>
<td>35.1</td>
<td>17.4</td>
</tr>
<tr>
<td>Transportation</td>
<td>3.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Supplies</td>
<td>6.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Average annual charge ($):

<table>
<thead>
<tr>
<th>Percent of facilities that charge for:</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit</td>
<td>42.33</td>
<td>56.51</td>
</tr>
<tr>
<td>Registration</td>
<td>33.10</td>
<td>36.37</td>
</tr>
<tr>
<td>Activities</td>
<td>52.68</td>
<td>45.19</td>
</tr>
<tr>
<td>Transportation</td>
<td>121.30</td>
<td>154.94</td>
</tr>
<tr>
<td>Supplies</td>
<td>44.25</td>
<td>49.07</td>
</tr>
</tbody>
</table>
Payment for Service
Most centers and homes, about 59 percent, expect parents to pay for days when the child is sick. A little less than half of centers and homes charge for holidays when the facility is closed. Only about 30 percent charge when the child is away for a family vacation.

Table 10:
Payment for Service (percent of facilities)

<table>
<thead>
<tr>
<th>Percent of facilities that expect parents to pay for...</th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays</td>
<td>45.2</td>
<td>46.7</td>
</tr>
<tr>
<td>Days when child is sick</td>
<td>58.7</td>
<td>59.0</td>
</tr>
<tr>
<td>Child's family vacation</td>
<td>30.5</td>
<td>31.6</td>
</tr>
<tr>
<td>Service regardless of attendance</td>
<td>54.2</td>
<td>57.4</td>
</tr>
</tbody>
</table>
Number of Teachers
Licensed child care centers employ 11,500 teachers, with 7,500 of these working full-time. The average number of teachers per center is 5.4, with the average center in the High rate area supporting more than double the number of teachers than the average center in the Low rate area.

Roughly 2,700 full-time teachers left employment at centers during the past twelve months, a turnover rate of 36.5 percent. The turnover rate was higher for part-time teachers. The rate of turnover for all teachers at centers (both full- and part-time) is 43.9 percent.

On average, one teacher is available for every 7.3 children in child care centers. A lower ratio of children to teachers is found in facilities in the High rate area than in the Medium and Low rate areas.

Table 11:
Number of Teachers at Child Care Centers

<table>
<thead>
<tr>
<th>Rate Area</th>
<th>All</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total number of teachers</td>
<td>11,539</td>
<td>7,065</td>
<td>2,092</td>
<td>7,374</td>
</tr>
<tr>
<td>Full-time</td>
<td>7,456</td>
<td>4,518</td>
<td>1,362</td>
<td>1,573</td>
</tr>
<tr>
<td>Part-time</td>
<td>4,083</td>
<td>2,547</td>
<td>730</td>
<td>801</td>
</tr>
<tr>
<td>Total</td>
<td>11,539</td>
<td>7,065</td>
<td>2,092</td>
<td>2,374</td>
</tr>
<tr>
<td>Estimated total number of teachers who have left in the previous 12 months</td>
<td>5,066</td>
<td>3,193</td>
<td>799</td>
<td>1,069</td>
</tr>
<tr>
<td>Full-time</td>
<td>2,718</td>
<td>1,718</td>
<td>358</td>
<td>638</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,348</td>
<td>1,475</td>
<td>441</td>
<td>431</td>
</tr>
<tr>
<td>Total</td>
<td>5,066</td>
<td>3,193</td>
<td>799</td>
<td>1,069</td>
</tr>
<tr>
<td>Annual rate of turnover of teachers (percent)</td>
<td>43.9</td>
<td>45.7</td>
<td>38.2</td>
<td>45.0</td>
</tr>
<tr>
<td>Full-time</td>
<td>36.5</td>
<td>38.0</td>
<td>26.3</td>
<td>40.6</td>
</tr>
<tr>
<td>Part-time</td>
<td>57.5</td>
<td>57.9</td>
<td>60.4</td>
<td>53.8</td>
</tr>
<tr>
<td>Total</td>
<td>43.9</td>
<td>45.2</td>
<td>38.2</td>
<td>45.0</td>
</tr>
<tr>
<td>Average number of teachers per facility:</td>
<td>5.4</td>
<td>7.7</td>
<td>4.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Full-time</td>
<td>3.0</td>
<td>4.3</td>
<td>2.5</td>
<td>1.6</td>
</tr>
<tr>
<td>Part-time</td>
<td>7.3</td>
<td>6.7</td>
<td>7.9</td>
<td>8.4</td>
</tr>
<tr>
<td>Average number of children per teacher:</td>
<td>7.3</td>
<td>6.7</td>
<td>7.9</td>
<td>8.4</td>
</tr>
</tbody>
</table>
Starting Pay
Table 12 shows the average for the lowest and the highest starting wage at child care centers. About half of child care centers offer a fixed starting wage, while for the other half the starting wage depends on education and experience. The average starting wage ranges from just $5.26 to $5.52 per hour, not considerably higher than the minimum wage of $5.15 per hour. Starting wages for teachers with more experience and/or education are higher in the High rate area and in centers that have achieved NAEYC accreditation.

Table 12:
Average Starting Pay for Teachers at Child Care Centers ($)

<table>
<thead>
<tr>
<th>Rate Area</th>
<th>State</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Accredited</th>
<th>Not Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest starting pay (per hour)</td>
<td>5.26</td>
<td>5.35</td>
<td>5.23</td>
<td>5.21</td>
<td>5.84</td>
<td>5.24</td>
</tr>
<tr>
<td>Highest starting pay (per hour)</td>
<td>5.52</td>
<td>6.02</td>
<td>5.35</td>
<td>5.26</td>
<td>-7.20</td>
<td>5.48</td>
</tr>
<tr>
<td>Lowest starting pay (annualized*)</td>
<td>10,730</td>
<td>10,905</td>
<td>10,673</td>
<td>10,637</td>
<td>11,918</td>
<td>10,699</td>
</tr>
<tr>
<td>Highest starting pay (annualized*)</td>
<td>11,269</td>
<td>12,284</td>
<td>10,907</td>
<td>10,732</td>
<td>14,693</td>
<td>11,174</td>
</tr>
</tbody>
</table>

* Assumes 2,040 paid hours in a year
Most Experienced Teacher
Child care centers were asked to indicate the years of experience and pay rate for the most experienced teacher. The results show that the level of experience varies greatly, with about 30 percent with ten years or more but nearly 42 percent with 5 years or less experience.

Experience tends to be strongly related to the level of rates in the surrounding area. For centers in the High rate area, for example, 41.2 percent of the most experienced teachers had 10 years or more, compared with 24.3 percent in the Medium rate area and 17.8 percent in the Low rate area.

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>State (Percent)</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 years or less</td>
<td>15.4</td>
<td>13.7</td>
<td>12.3</td>
<td>19.3</td>
</tr>
<tr>
<td>More than 2.5 years up to 5 years</td>
<td>26.5</td>
<td>19.0</td>
<td>33.3</td>
<td>32.0</td>
</tr>
<tr>
<td>More than 5 years up to 7 years</td>
<td>12.1</td>
<td>12.0</td>
<td>10.3</td>
<td>13.5</td>
</tr>
<tr>
<td>More than 7 years up to 10 years</td>
<td>16.5</td>
<td>14.1</td>
<td>19.8</td>
<td>17.4</td>
</tr>
<tr>
<td>More than 10 years up to 20 years</td>
<td>23.4</td>
<td>31.0</td>
<td>21.7</td>
<td>14.8</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>6.1</td>
<td>10.3</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Five years or less</td>
<td>41.9</td>
<td>32.7</td>
<td>45.7</td>
<td>51.3</td>
</tr>
<tr>
<td>Ten years or more</td>
<td>29.5</td>
<td>41.2</td>
<td>24.3</td>
<td>17.8</td>
</tr>
</tbody>
</table>

The pay rate for the most experienced teacher tends to increase with years of experience (Table 14): teachers with 2.5 years or less experience average $6.10 per hour, climbing to $6.86 for 7 to 10 years experience and $7.53 for more than 20 years experience. The most experienced teacher at accredited facilities earns at least 20 percent more than does the most experienced teacher at facilities that are not accredited.
Table 14:
Average Pay for the Most Experienced Teacher at Child Care Centers, by Years of Experience ($/hour)

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Rate Area</th>
<th>All</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Accredited</th>
<th>Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 2.5 years</td>
<td></td>
<td>6.10</td>
<td>6.64</td>
<td>5.67</td>
<td>5.78</td>
<td>7.84</td>
<td>6.06</td>
</tr>
<tr>
<td>2.5 to 5 years</td>
<td></td>
<td>6.22</td>
<td>6.89</td>
<td>6.05</td>
<td>5.83</td>
<td>7.89</td>
<td>6.18</td>
</tr>
<tr>
<td>5 years to 7 years</td>
<td></td>
<td>6.57</td>
<td>6.82</td>
<td>7.03</td>
<td>6.06</td>
<td>8.59</td>
<td>6.49</td>
</tr>
<tr>
<td>7 years to 10 years</td>
<td></td>
<td>6.86</td>
<td>7.51</td>
<td>6.75</td>
<td>6.26</td>
<td>9.03</td>
<td>6.72</td>
</tr>
<tr>
<td>10 years to 20 years</td>
<td></td>
<td>7.19</td>
<td>7.79</td>
<td>6.84</td>
<td>5.94</td>
<td>8.43</td>
<td>7.07</td>
</tr>
<tr>
<td>More than 20 years</td>
<td></td>
<td>7.53</td>
<td>7.44</td>
<td>8.19</td>
<td>7.57</td>
<td>11.00</td>
<td>7.35</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>6.53</td>
<td>7.13</td>
<td>6.38</td>
<td>5.91</td>
<td>8.40</td>
<td>6.44</td>
</tr>
</tbody>
</table>

The level of education also tends to increase with rate area. Table 15 shows the distribution of education of the most experienced teacher by rate area for child care centers. Nearly half (48.7 percent) in the Low rate area have no more than a high school diploma, compared with just 31.8 percent in the High rate area. Similarly, nearly a third of the most experienced teachers in the High rate area have a Bachelor's degree or better, compared with 25.2 percent in the Medium rate area and 13.5 percent in the Low rate area.
Table 15:
Education Level for the Most Experienced Teacher
Child Care Centers
(Percent)

<table>
<thead>
<tr>
<th>Education of Highest Paid Teacher</th>
<th>Rate Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Less than High School</td>
<td>0.6</td>
</tr>
<tr>
<td>High School diploma or equivalent</td>
<td>38.9</td>
</tr>
<tr>
<td>Vo-tech training</td>
<td>6.4</td>
</tr>
<tr>
<td>Some college</td>
<td>20.0</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>9.9</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>19.7</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>4.4</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>0.1</td>
</tr>
<tr>
<td>Bachelor's Degree or better</td>
<td>24.2</td>
</tr>
</tbody>
</table>

Pay for the most experienced teacher tends to increase with education (Table 16). Average pay for the teachers with no more than a high school diploma is just $6.12, compared with $7.64 for those with at least a Bachelor's degree.

Table 16:
Pay for the Most Experienced Teacher by Level of Education
Child Care Centers ($/hour)

<table>
<thead>
<tr>
<th>Education of Highest Paid Teacher</th>
<th>Rate Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td>High School diploma or less</td>
<td>6.12</td>
</tr>
<tr>
<td>Vo-tech training or some college</td>
<td>6.49</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>6.66</td>
</tr>
<tr>
<td>Bachelor's Degree or higher</td>
<td>7.64</td>
</tr>
</tbody>
</table>
Level of Education of the Facility Director

A relatively large percentage of directors of child care centers have a college education; 29 percent have at least a Bachelor's degree (37.4 percent in the High cost area) and 9.2 percent have a Master’s degree. By contrast, only 7.5 percent of proprietors of family child care homes have a college degree.

Table 17: Education Level of the Facility Director
(Percent)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Rate Area</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Less than High School</td>
<td>0.6</td>
<td>0.4</td>
<td>0.5</td>
<td>0.8</td>
</tr>
<tr>
<td>High School diploma or equivalent</td>
<td>30.2</td>
<td>20.8</td>
<td>33.2</td>
<td>39.3</td>
</tr>
<tr>
<td>Vo-tech training</td>
<td>5.2</td>
<td>4.5</td>
<td>6.1</td>
<td>5.7</td>
</tr>
<tr>
<td>Some college</td>
<td>24.3</td>
<td>25.3</td>
<td>21.8</td>
<td>24.5</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>10.8</td>
<td>11.6</td>
<td>9.9</td>
<td>10.3</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>19.1</td>
<td>23.7</td>
<td>18.2</td>
<td>14.3</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>9.2</td>
<td>13.3</td>
<td>8.4</td>
<td>4.9</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>0.7</td>
<td>0.4</td>
<td>1.8</td>
<td>0.3</td>
</tr>
<tr>
<td>Bachelor's Degree or better</td>
<td>29.0</td>
<td>37.4</td>
<td>28.5</td>
<td>19.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Rate Area</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Less than High School</td>
<td>8.4</td>
<td>8.6</td>
<td>7.4</td>
<td>8.7</td>
</tr>
<tr>
<td>High School diploma or equivalent</td>
<td>44.1</td>
<td>37.0</td>
<td>45.3</td>
<td>54.1</td>
</tr>
<tr>
<td>Vo-tech training</td>
<td>5.2</td>
<td>4.6</td>
<td>5.3</td>
<td>6.1</td>
</tr>
<tr>
<td>Some college</td>
<td>30.2</td>
<td>36.4</td>
<td>31.5</td>
<td>19.8</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>4.5</td>
<td>5.0</td>
<td>2.7</td>
<td>5.1</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>6.6</td>
<td>6.9</td>
<td>6.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>0.9</td>
<td>1.4</td>
<td>0.9</td>
<td>0.2</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bachelor's Degree or better</td>
<td>7.5</td>
<td>8.4</td>
<td>7.8</td>
<td>6.1</td>
</tr>
</tbody>
</table>
Child Care Center Expansion Potential
In order to determine the potential for adding child care capacity, centers were asked to indicate the number of slots that could potentially be added within the present square

Table 18:
Expansion Potential in Child Care Centers

<table>
<thead>
<tr>
<th>Percent of facilities that could add slots within present square footage</th>
<th>State</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.4</td>
<td>26.5</td>
<td>22.7</td>
<td>27.7</td>
<td></td>
</tr>
</tbody>
</table>

Number of Slots that COULD be added:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>432</td>
</tr>
<tr>
<td>Toddlers</td>
<td>443</td>
</tr>
<tr>
<td>Twos</td>
<td>601</td>
</tr>
<tr>
<td>Threes</td>
<td>836</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>1,117</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>588</td>
</tr>
<tr>
<td>School agers</td>
<td>1,012</td>
</tr>
<tr>
<td>Total</td>
<td>5,029</td>
</tr>
</tbody>
</table>

Number of slots that WILL LIKELY be added in the next 12 months:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>108</td>
</tr>
<tr>
<td>Toddlers</td>
<td>95</td>
</tr>
<tr>
<td>Twos</td>
<td>226</td>
</tr>
<tr>
<td>Threes</td>
<td>375</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>444</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>199</td>
</tr>
<tr>
<td>School agers</td>
<td>523</td>
</tr>
<tr>
<td>Total</td>
<td>1,970</td>
</tr>
</tbody>
</table>

Percent of slots LIKELY to be added during the next 12 months:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>25.0</td>
</tr>
<tr>
<td>Toddlers</td>
<td>21.4</td>
</tr>
<tr>
<td>Twos</td>
<td>37.6</td>
</tr>
<tr>
<td>Threes</td>
<td>44.9</td>
</tr>
<tr>
<td>Fours and fives</td>
<td>39.7</td>
</tr>
<tr>
<td>Kindergartners</td>
<td>33.8</td>
</tr>
<tr>
<td>School agers</td>
<td>51.7</td>
</tr>
<tr>
<td>Total</td>
<td>39.2</td>
</tr>
</tbody>
</table>
footage of their structure and also the likelihood that these slots will be added within the next 12 months. About one-fourth (26.4 percent) could potentially add slots, with 25 percent to 50 percent of these slots likely to be added in the next 12 months, with slots for the younger children (infants and toddlers) showing the smallest potential for increase.

Two Star Status of Child Care Centers
Nearly 25 percent plan to begin the process for national accreditation, with centers in the High rate area are much more likely to start the accreditation process than are centers in the Medium and Low rate areas. About half of centers intend to apply for Two Star status with the next year.

Table 19:
Accreditation and Two Star Status, Child Care Centers (percent)

<table>
<thead>
<tr>
<th>Rate Area</th>
<th>State</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has begun self-study process for national accreditation</td>
<td>24.8</td>
<td>32.4</td>
<td>17.3</td>
<td>19.9</td>
</tr>
<tr>
<td>Intend to apply for Two Star status in the next 12 months</td>
<td>51.0</td>
<td>57.0</td>
<td>48.1</td>
<td>44.8</td>
</tr>
</tbody>
</table>

Planned Rate Increases
Forty-four percent of centers and 29 percent of homes raised rates last year. Approximately 39 percent of centers and 25 percent of homes either have raised rates this year or have plans to raise rates.

Table 20:
Rate Increases (percent)

<table>
<thead>
<tr>
<th></th>
<th>Centers</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased rates last year</td>
<td>44.4</td>
<td>29.2</td>
</tr>
<tr>
<td>Increased rates this year</td>
<td>31.6</td>
<td>19.7</td>
</tr>
<tr>
<td>Plan to increase rates this year</td>
<td>8.5</td>
<td>5.4</td>
</tr>
</tbody>
</table>
Market Rates

Rates for child care were estimated for seven age categories of children:

- Infants (0-9 months of age),
- Toddlers (10-23 months of age),
- Two year olds,
- Three year olds,
- Four and five year olds,
- Kindergartners (currently attending kindergarten), and
- School-agers (six years or older or completed kindergarten).

A facility must meet three conditions to be included in the rate analysis for a particular age group: 1) must accept children for care in the age group, 2) must charge a market-based rate, not a rate based on parent’s income, and 3) must currently have children in care in the age group. Aggregate rates are computed by weighting each facility by the number of children in the age group, then applying a county-level weight.

Average market child care rates are summarized in Table 21. Daily, weekly, and monthly charges are shown. Not all facilities reported rates for all three time periods; thus, rates were converted from one time period to another as follows:

Daily = Weekly / 5

Weekly = Monthly / 4.33.

Average rates in the High rate area are 13 percent higher than the statewide market rate for infants and toddlers and 7.7 percent higher for two and three year olds. Accredited centers charge considerably more than other facilities; market rates for infants and toddlers in accredited centers are 28 percent higher than statewide and 16.7 percent higher for two and three year olds. Market rates for family day care homes are considerably lower than for child care centers (Table 22). Detailed mean rates are provided in Appendix A.
### Table 21: Charges by Child Care Centers
Average (mean) rates

<table>
<thead>
<tr>
<th>State</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>17.53</td>
<td>84.11</td>
<td>354.41</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>15.74</td>
<td>74.50</td>
<td>313.74</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>15.27</td>
<td>72.25</td>
<td>304.98</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>12.82</td>
<td>59.35</td>
<td>247.01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High Rate Area</strong></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>20.22</td>
<td>95.52</td>
<td>403.98</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>17.98</td>
<td>83.26</td>
<td>351.86</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>17.01</td>
<td>79.00</td>
<td>334.90</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>13.79</td>
<td>63.68</td>
<td>268.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Medium Rate Area</strong></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>15.59</td>
<td>75.35</td>
<td>314.78</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>13.95</td>
<td>67.86</td>
<td>283.20</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>13.33</td>
<td>65.00</td>
<td>271.73</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>11.83</td>
<td>52.23</td>
<td>214.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Low Rate Area</strong></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>13.69</td>
<td>68.07</td>
<td>285.51</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>12.12</td>
<td>60.11</td>
<td>252.36</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>11.84</td>
<td>58.79</td>
<td>246.28</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>10.76</td>
<td>53.33</td>
<td>215.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accredited</strong></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>22.24</td>
<td>107.25</td>
<td>460.32</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>20.23</td>
<td>92.30</td>
<td>393.78</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>19.68</td>
<td>90.14</td>
<td>385.36</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>16.35</td>
<td>69.17</td>
<td>297.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Not Accredited</strong></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong></td>
<td>17.22</td>
<td>82.57</td>
<td>347.36</td>
</tr>
<tr>
<td><strong>Two and three year olds</strong></td>
<td>15.43</td>
<td>73.26</td>
<td>308.21</td>
</tr>
<tr>
<td><strong>Four and five year olds</strong></td>
<td>14.96</td>
<td>71.01</td>
<td>299.44</td>
</tr>
<tr>
<td><strong>Kindergartners and School agers</strong></td>
<td>12.62</td>
<td>58.79</td>
<td>244.10</td>
</tr>
<tr>
<td>State</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Infants and toddlers</td>
<td>13.96</td>
<td>68.99</td>
<td>287.61</td>
</tr>
<tr>
<td>Two to five year olds</td>
<td>12.73</td>
<td>62.42</td>
<td>260.38</td>
</tr>
<tr>
<td>Kindergartners and School agers</td>
<td>10.76</td>
<td>53.46</td>
<td>218.75</td>
</tr>
<tr>
<td>High Rate Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants and toddlers</td>
<td>14.85</td>
<td>73.40</td>
<td>306.07</td>
</tr>
<tr>
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High Rate Area          | 14.85              | 13.75         | 11.01                         |
Medium Rate Area         | 13.40              | 12.16         | 10.57                         |
Low Rate Area            | 12.58              | 11.35         | 10.36                         |
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