

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study



The Greater Kansas City Early Care and Education Landscape Study: Johnson and Wyandotte Counties, Kansas

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Submitted by

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EXECUTIVE SUMMARY

PURPOSE

Given that research shows early care and learning programs can have an important impact on children's school readiness and later success in life, the Kansas City Early Education Funders Collaborative commissioned a landscape survey to better understand the existing early care and learning programs within Johnson and Wyandotte counties, Kansas, and to provide concrete information to use for future planning and investment. The survey focused on three types of early childhood programs: school-based, center-based, and home-based programs. This report complements the existing landscape survey that was completed for Jackson County, Missouri (*The Greater Kansas City Early Care and Education Landscape Study Final Report: Jackson County, Missouri* available at <https://www.growyourgiving.org/sites/default/files/GKC-Early-Care-and-Education-Landscape-Report.pdf>).

RESEARCH QUESTIONS

The following research questions were addressed by the survey.

Question 1: What are children's demographic characteristics?

Question 2: What are the programs' characteristics?

Question 3: What are program staff characteristics?

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

METHOD

Three surveys were developed specifically for each program type. A total of 205 programs were surveyed: 15 school-based programs, 125 center-based, and 65 home-based programs. The overall return rate for the survey was 50%. The 205 programs employed 3,148 staff serving 16,411 children. About one-third (32%) of children were from racial/ethnic minority groups (11% African-American/Black, 13% Latino/Hispanic, 6% Asian, and 2% other race/ethnicity). The overall percentage of children receiving special services was 9%; the percentage of children who were English Language Learners (ELL) was 15%.

Only 7% of programs (all centers) were accredited across all program types. With respect to county, 161 programs (78.5%) were in Johnson County and 44 (21.5%) were in Wyandotte County. Wyandotte County programs were more likely to serve children on subsidies and minority children than Johnson County programs. It should be noted that this survey did not include any direct measures of quality, such as classroom observations or independent ratings of quality. In general, analyses were conducted on all programs surveyed and not disaggregated by county.

LIMITATIONS/CONSIDERATIONS

One drawback of survey research is that the data are based on self-report, which relies on the memory and knowledge of the respondents. Some programs were reluctant to share financial data, including staff pay, which resulted in missing data. The school-based program data represents information for most school district early childhood programs. However, because school districts were given the option to complete more than one survey if they had more than one early childhood program within the district, the sample size for school-based programs represents 3 overall district responses (representing 13 programs) and 12 specific school-based program responses (from 4 districts).

It should be noted that the center sample contained more subsidy-receiving programs than expected based on the program population.

Due to project fiscal considerations, there were no direct assessments of program or class quality, which limits the ability of this study to draw any direct conclusions regarding the quality of early learning programs.

RESULTS

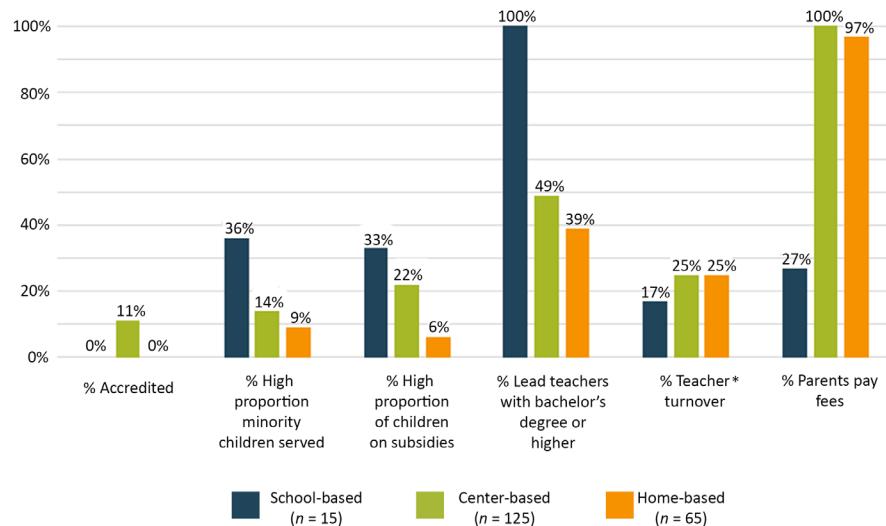
Based on the research questions, a summary of pertinent results is provided below by analysis area.

Significant Findings for Program Type

The survey showed that schools, centers, and homes differed with respect to children served, program characteristics, and staff characteristics (see Figure 1). Only centers were accredited; no school-based or home-based programs were. School-based programs were more likely to serve children receiving subsidies, to serve minority children, and to have bachelor's-level teachers who receive appropriate compensation and benefits compared to centers and homes. Far fewer schools charge fees compared to centers and homes. Teacher turnover rates were slightly higher in centers and homes compared to schools. The focus on formal learning opportunities varied with respect to program type as well. School-based programs were most likely to use a curriculum and assess kindergarten readiness (100% and 87%, respectively), followed by centers (91% and 58%, respectively), then homes (28% and 8%, respectively).

Figure 1

Comparison of Program Types on Select Indicators



Note n's may differ by indicator.

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

Children Served

- School-based programs had a much higher percentage of children receiving special services (31%) compared to centers (2%) and homes (4%).
- School-based programs had a higher percentage of children who are ELL (36%) compared to centers (8%) and homes (9%).

Program Characteristics

- For all programs, the rate of child attrition (children leaving the program) was 14%. The attrition rate for schools (6%) was lower than that for centers (11%) and homes (22%).
- Centers and schools were more likely to offer summer school (50% and 47%, respectively) compared to homes (19%).
- Centers were most likely to offer before/after school services (52%), followed by homes (42%) and schools (7%).
- All program types had expenditures for instructional materials/equipment and salaries, but only centers and homes had direct expenses for operation and maintenance of facilities.

Staff Characteristics

- Centers had the highest percentage of minority staff (21%), followed by homes (17%) and schools (13%).
- Center lead teachers' average starting hourly wage (\$10.78) was less than half the average starting hourly wage for lead teachers in school-based programs (\$23.84). Much of this difference was likely due to the disparity in education levels.

Significant Findings for Accreditation Status

In order to be accredited, early childhood programs must meet specific evidence-based standards of quality that surpass licensing requirements; these standards differ somewhat by accrediting entity. Programs that held current accreditation by the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC) were counted as accredited for this project. Only 7% of the programs surveyed were accredited, all of them centers. It is noteworthy that no schools or homes were accredited. Because the accreditation requirements for NAEYC and NAFCC are based on evidence for what makes quality programs, it is not surprising that accredited programs compared favorably to non-accredited programs on a number of ostensible quality indicators.

An important consideration with respect to accreditation is whether children of all backgrounds have access to accredited programs. In this survey, 5% of programs that served a high proportion of children on subsidies were accredited, compared to 7% of centers serving a low proportion. These data suggest that low-income families accessed accredited centers at nearly the same but low rates as families with higher incomes. On the other hand, based on reported child counts, non-accredited programs served nearly twice the percentage of minority children as accredited programs (34% vs. 18%), which suggests that minority children accessed accredited programs at lower rates than nonminority children.

Significant Findings for Proportion of Children Receiving Subsidies

Childhood poverty is one of the most salient risk factors for children not being ready for school as well as other future academic and social problems. In this study, the density within programs of children receiving child care subsidies was examined to determine whether there were important differences based on programs' proportion of children on subsidies. For centers and homes, the percentage of children receiving subsidies was used to classify their programs as low proportion (20% or less) or high proportion (more than 20%). For school-based programs, Title I funding was used as a proxy for high proportion of children receiving subsidies. Overall, 82% of programs were classified as low and 18% as high. By program type, 33% of schools fell into the high proportion category, 22% of centers, and 6% of homes. It should be noted that type of subsidies differed by program type.

Compared to programs that served a low proportion of children receiving subsidies, programs that served a high proportion were less likely to have teachers with at least a bachelor's degree and had somewhat higher attrition rates. High-subsidy schools and homes were less likely to offer summer school and before/after school services than low-subsidy schools and homes. Compared to low-subsidy schools and centers, high-subsidy schools and centers were less likely to communicate with neighborhood schools about the social and academic skills children need to be ready for school. These results suggest that programs that serve relatively more low-income families differ in important ways that may affect the quality of early childhood education environment when compared to programs that serve relatively fewer low-income families. In particular, high-subsidy centers and homes likely have access to fewer financial resources, which may account for many of the differences. However, there were some positive findings based on the subsidy analyses. High-subsidy programs in general were more likely to offer transportation services than low-subsidy programs. High-subsidy centers were more likely to offer before/after school services and high-subsidy schools were more likely to engage families by providing child activity reports than their low-subsidy counterparts.

Significant Findings for Proportion of Minority Children Served

Given that nearly one-third of the children served were from racial/ethnic minority groups, examining differences based on the proportion of minority children served provided additional information about access and equitability. Programs that served a high proportion of minority children compared both favorably and unfavorably with those serving a low proportion. On the positive side, programs that served a high proportion of minority children were more likely to offer transportation services (all program types), use student assessments (all program types), and provide before/after school services (centers) than counterparts that served a low proportion. On the negative side, compared to programs that served a low proportion, programs serving a high proportion of minority children were less likely to have lead teachers with at least a bachelor's degree (centers) and less likely to communicate with neighborhood schools about the social and academic skills children need to be ready for school (all programs).

NEXT STEPS

A final report that summarizes the landscape conditions across the three counties of Study Phases 1 and 2 will be prepared. Similarities and differences across the three counties, as well as the two states, will be addressed, with an emphasis on program access and theoretical aspects of program quality. The final report will also address important state and national policies and contexts that affect the early childhood landscape in metropolitan Kansas City, as well as identify gaps in the early childhood landscape.

INTRODUCTION

WHY ARE EARLY LEARNING PROGRAMS IMPORTANT?

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

The Kansas City Early Care and Education Landscape Survey (KC-ECELS), Phase 2, was a point-in-time survey conducted by The Family Conservancy, Juniper Gardens Children's Project (of the University of Kansas), and the Office of Social and Economic Data Analysis (of the University of Missouri) with funding from the Kansas City Early Education Funders Collaborative. This report provides a snapshot of the ECE opportunities in Johnson and Wyandotte counties, Kansas, by describing characteristics of early learning programs, the teachers they employ, and the children served. The findings have value for a broad audience who have a stake in improving and expanding ECE in the Kansas City metropolitan area, including policy makers, philanthropic leaders, elected officials, early education advocates, and community members. This report complements the first landscape survey (Phase 1) that was completed for Jackson County, Missouri (*The Greater Kansas City Early Care and Education Landscape Study Final Report: Jackson County, Missouri* available at <https://www.growyourgiving.org/sites/default/files/GKC-Early-Care-and-Education-Landscape-Report.pdf>).

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

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

Specifically, this study sought to describe the following:

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

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

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

PURPOSE

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

RESEARCH QUESTIONS

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

METHOD

Overview

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

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

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

Population of Providers and Participants Recruited and Enrolled

To address the research questions, a subset of the population of early care and learning programs in both Johnson and Wyandotte counties were recruited. Public records were used to identify the population of programs to be recruited. All centers in Johnson and Wyandotte counties were recruited. All school districts within the counties were recruited as well. To facilitate school district participation, districts were given the option to complete surveys for all early childhood programs or to complete one survey summarizing information across all district programs. To save costs, a random geographically stratified sample (using ZIP codes) of approximately 18% of home providers were recruited. If a home-based program was not interested in completing the survey, the next program randomly listed for that zip code was then asked.

The programs enrolled in the study were those that returned surveys. These Kansas-based facilities included (a) public school-based programs, (b) center-based programs, and (c) home-based programs (family child care).

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

In all cases, a knowledgeable program staff member completed the survey. Families and children were not surveyed.

Survey Return Rate

The overall return rate was 50% (197 out of 361). The standard of practice return rate is 70%. This rate was matched by the school-based programs but not by centers and homes (see Table 1). The 50% return rate for Phase 2 is similar to the 58% return rate for Phase 1.

The numbers reported for schools reflect school districts recruited. Schools were given the option to complete more than one survey if they housed more than one program (e.g., Title 1 preschool, ECSE program). Some schools chose to do so; others opted to complete one survey that summarized information across programs within the district. Thus, the sample size for schools reported throughout the document reflect the number of surveys completed about school-based programs and not the number of school districts recruited nor the total number of early childhood programs within the school districts. The sample size for school-based programs represents 3 overall district responses (representing 13 programs) and 12 specific school-based program responses (from 4 districts).

Table 1

Survey Return Rate

Variable	Total		Johnson County		Wyandotte County	
	Number	Percent	Number	Percent	Number	Percent
Total programs recruited	393	100%	325	100%	68	100%
Total returning surveys	197 out of 393	50%	159 out of 326	49%	38 out of 68	56%
Schools	7 out of 10	70%	4 out of 6	67%	3 out of 4	75%
Centers	125 out of 222	56%	102 out of 185	55%	23 out of 37	62%
Homes	65 out of 161	40%	53 out of 134	40%	12 out of 27	44%

Survey Development

Topic Domains and Item Development. For Phase 1, seven domains related to early care and learning programs were specified. Survey questions were developed to address these domains in depth:

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

For Phase 1, three survey instruments were developed by the project team and approved by a member of the Early Education Funders Collaborative. Each included common questions as well as questions specific to each of the three program types (school, center, and home). All three surveys included a combination of response formats such as drop-down selection lists, ranked choices, and open-ended questions. Primary objective questions were often followed by secondary qualitative questions to capture specific information on reasons and explanations.

For Phase 2, some minor changes were made to the surveys, mostly to account for differences between Kansas and Missouri licensing regulations and to remove any references to Missouri-specific programs and agencies (such as the Missouri Preschool Project and Missouri Accreditation). See Appendix B for Phase 2 surveys.

Pilot Testing. The Phase 2 surveys were pilot tested with five programs (one school district, two centers, and two homes) from Johnson and Wyandotte counties, as well as with five staff on the Quality Initiatives team at The Family Conservancy. Respondents were asked to comment on clarity, applicability, and ease of completion. Based on their input, some revisions were made.

Procedures

Announcement Card. The postcard from Phase 1 was revised for Phase 2 to make it specific for Kansas programs. The size of the postcard was increased to enhance visibility. The graphics and text were updated to accommodate the size as well as to increase visual appeal. An announcement card was sent by mail to each program using the available contact information. This was followed by an email blast. Follow-up phone calls were completed as needed to confirm contact with the program.

Figure 2

Recruiting Announcement Card



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The Early Education Funders Collaborative

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

Website. The website used for Phase 1 (www.kcpreklandscape.ku.edu) was updated to include information for Phase 2. The website provided information about the Landscape effort, the goals and intentions, and specifically let providers know the role they could play in this effort. Respondents were able to access the survey through the website and to learn more about the specifics on how to take the survey. For convenience, respondents were also offered the choice to answer the survey via telephone interview or paper survey.

Figure 3

Kansas City Pre-K Landscape Study Home Page

Kansas City Pre-K Landscape Study

The Greater Kansas City Early Care and Education Study



[Home](#) [About Us](#) [Survey](#) [Contact Us](#)

Home

About the KC Pre-K Landscape Project and Survey

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

In the News

- [Phase 2 – Early Education Funders Want to Hear from You](#)
- [Phase 1 – Report on the Greater Kansas City Early Care and Education Study: Jackson County, Missouri](#)
- [Kansas City Mayor Sly James](#)

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

- Phone calls (a total of 687)
- Emails to individual programs (473)
- Email blasts (2 blasts were sent to all programs that had an email on file)
- Hard copies (a total of 37 individual reminders, flyers, and recruitment postcards re-sent)
- Text messages (4)
- Drop-in visits (18)

Review. The process of reviewing each survey for completeness was very time-intensive. Out of all the surveys that were submitted, only 4 surveys were complete and did not need any further follow-up. The other surveys were incomplete and/or had identified errors that required follow-up phone calls or emails. A total of 130 phone calls were made and 38 emails were sent to obtain the necessary information to complete the surveys. Following are the programs' main reasons for not completing the survey.

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

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

Survey Data Quality. The accuracy of responses was examined by matching survey responses reported to public archival data. The archival data available for home based programs and centers was slightly different so the information used was as follows: 1) For centers, we used address including street address, city, zip code and county and accreditation status; 2) For home programs, we used address, license number, and accreditation status. The agreement between the reported information and archival information, based on a random sample of 10% for centers and 10% for homes, was 100% for centers and 95.2% for homes. Because the vast majority of respondents took the survey online, a second data entry step and source of error was eliminated for most surveys.

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

Potential bias in the center and home samples was examined using chi-square analyses comparing programs that participated in the study to those that did not. Analyses were run separately for centers and homes examining the relationship between participation in the study and ZIP code, county, whether the program accepted DCF child care subsidies in the last three years, and accreditation status. Centers that participated in the study were more likely to have accepted DCF subsidies than centers that did not participate ($\chi^2(1, 220) = 5.48$, $p < .05$). In addition, there were more centers participating in the study from the Olathe ZIP code 66062 than expected ($\chi^2(39, 220) = 54.81$, $(p < .05)$). These two findings could be related given that Olathe has a relatively high density of subsidy-receiving programs. These findings indicate that the center sample was slightly skewed

towards programs that accepted child subsidies. It is hypothesized that subsidy-receiving centers were more likely to respond to the survey than programs that did not accept subsidies (and often have greater financial resources) because subsidy-receiving centers were more interested in the gift card incentives for participation. There were no differences found for homes between providers that responded and those that did not.

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

DATA ANALYSIS PLAN

To fully address the research questions, the Early Education Funders Collaborative was interested in examining the results by program type (school, center, home), accreditation status (accredited, not accredited), the proportion of children receiving subsidies (low and high), and the proportion of minority children served (low and high). This report uses the same definitions and thresholds for accreditation and categories of proportion of children receiving subsidies and proportion of minority children served as were used in the Phase 1 report.

- **Program Type.** It was expected that differences in teachers' qualifications and other program characteristics would be associated with program type.
 - Of the 205 programs surveyed, 15 were schools (7%), 125 were centers (61%), and 65 were homes (32%).
- **Accreditation status** was defined in terms of national- and/or state-approved professional accrediting bodies specific to early childhood that focus on evidence-based indicators of quality. These included the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC). (Missouri Accreditation (MoA) was also counted in Phase 1; Kansas does not have a parallel state accreditation.) Programs with any or all of these accreditations were counted as accredited. Otherwise, programs were considered as not accredited, even if they had some other form of accreditation. Because accreditation requires programs to meet specific quality standards, differences within program types were expected to emerge based on accreditation status.
 - Overall, 14 of 205 programs (7%) were accredited. However, only center-based programs were accredited (14 out of 125, 11%). No school- or home-based programs were accredited.
- **Proportion of children receiving subsidies.** Differences in program-level indicators were examined based on the proportion of children served who were low-income eligible.
 - For centers and homes, programs were asked about the number of children receiving financial assistance or child care subsidies. Based on Phase 1 thresholds, programs were categorized as serving a low proportion of children receiving subsidies (20% or less of children served) or a high proportion of children receiving subsidies (more than 20%). See Figure 4.

- School-based programs were classified as low or high with respect to proportion of children receiving subsidies based on whether the elementary school received Title I funding. Schools that received Title I funding were classified as high; those not receiving Title I were classified as low.
- In this study, Wyandotte County had more high-subsidy programs (42%) than Johnson County (12%).
- Proportion of minority children served.** Differences in program-level indicators were examined based on the proportion of minority children served.
 - All programs were asked about the race/ethnicity of children served. Children who were African American/Black, Asian/Pacific Islander, Latino/Hispanic, or other race were classified as minority; White children were classified as nonminority. Based on Phase 1 thresholds of the proportion of minority children, programs were categorized as serving a low percentage of minority children (54% or less of children served) or a high percentage of minority children (more than 54%). See Figure 5.
 - In this study, Wyandotte County has more high-minority programs (50%) than Johnson County (5%).

Figure 4

Proportion of Children Receiving Subsidies by Program Type

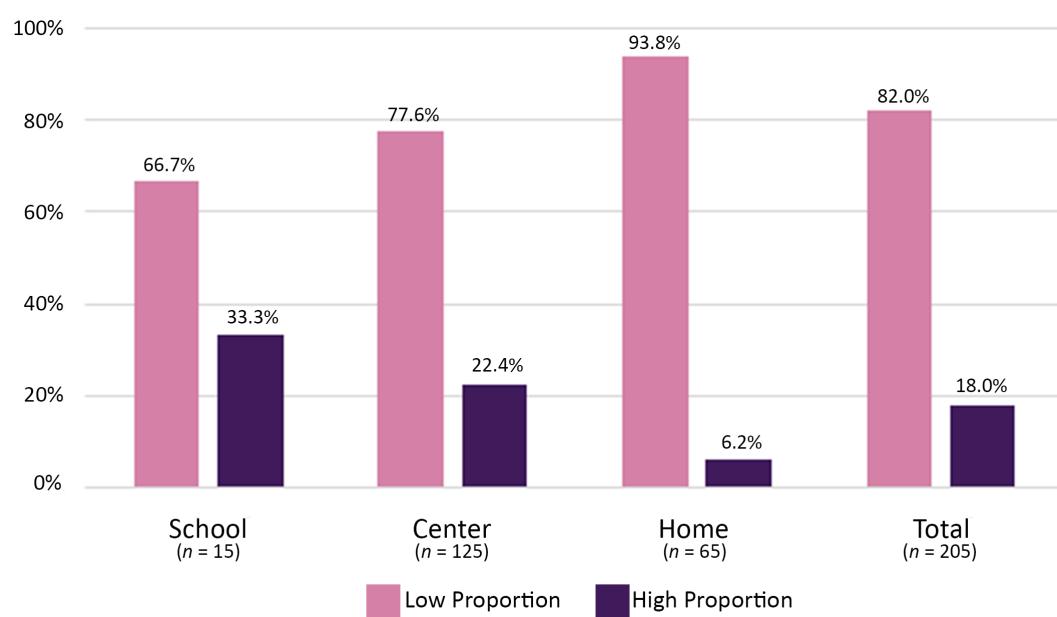
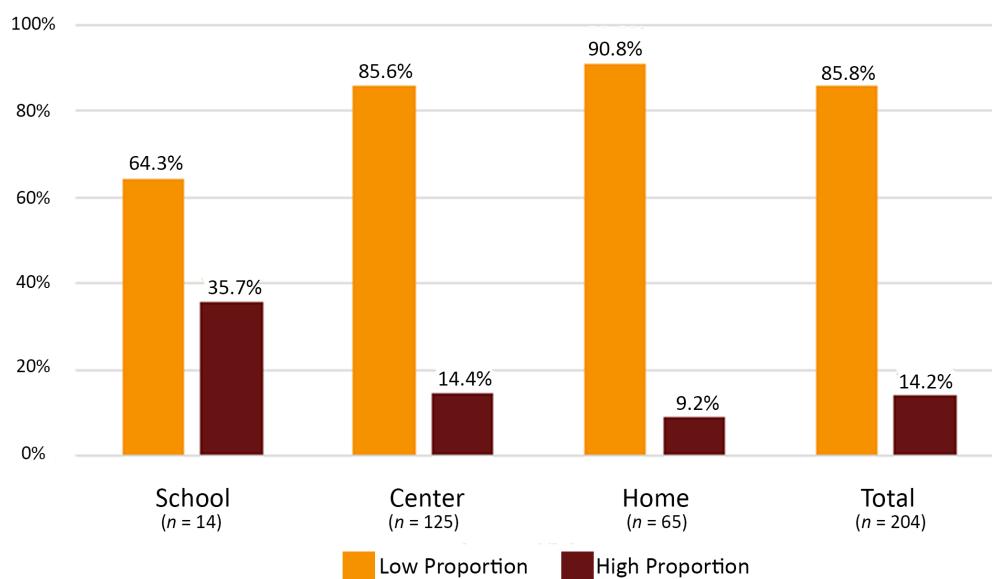


Figure 5**Proportion of Minority Children Served by Program Type****Analytic Strategies**

Programs for analyzing the data included Microsoft Excel, SPSS, and ARCGIS™ Geospatial Information System. The geographical information on the school districts in Johnson and Wyandotte counties was obtained from the Census Bureau (<https://www.census.gov/geo/maps-data/data/tiger-geodatabases.html>).

Because much of the data collected were nominal or ordinal in scaling, frequency counts, percentages, and crosstabs were most often used to address the primary research questions. Where data were continuously scaled (such as percentages), multi-way mean tables were used. Because of the natural differences in program type numbers in Johnson and Wyandotte counties, the number of respondents by program type was not balanced. Given that only 15 school-based programs returned surveys, and only 14 programs were accredited, the interpretation of the data on such small samples, especially when disaggregated, presented challenges. Small cell sizes were also an issue for many of the analyses by proportion of children receiving subsidies and proportion of minority children served. Consequently, inferential statistics were not calculated, and visual analysis of the cell counts and/or percentages were used to evaluate comparability within and between program types, accreditation status, proportion of children receiving subsidy, and proportion of minority children served. Also, in most cases where there were no apparent differences based on accreditation status, proportion of children receiving subsidies, or proportion of minority children served, the approach taken was to generally highlight data where some differences were indicated. Appendix A contains the means and crosstabs tables that are the source of much of the data presented in this report.

RESULTS

CHILD CHARACTERISTICS

Information was provided by 205 participating early care and learning programs serving a total of 16,411 children.¹ Centers served 73% of the children, schools 24%, and homes 3%. Figures 6 and 7 show the age and gender of children served by program type. School-based programs did not serve children under the age of two, whereas centers and homes served children from birth to preschool. Overall, the programs surveyed served more children over 3 years old than under 3. Homes tended to serve more infants and toddlers than centers.

Figure 6

Age of Children Served by Program Type

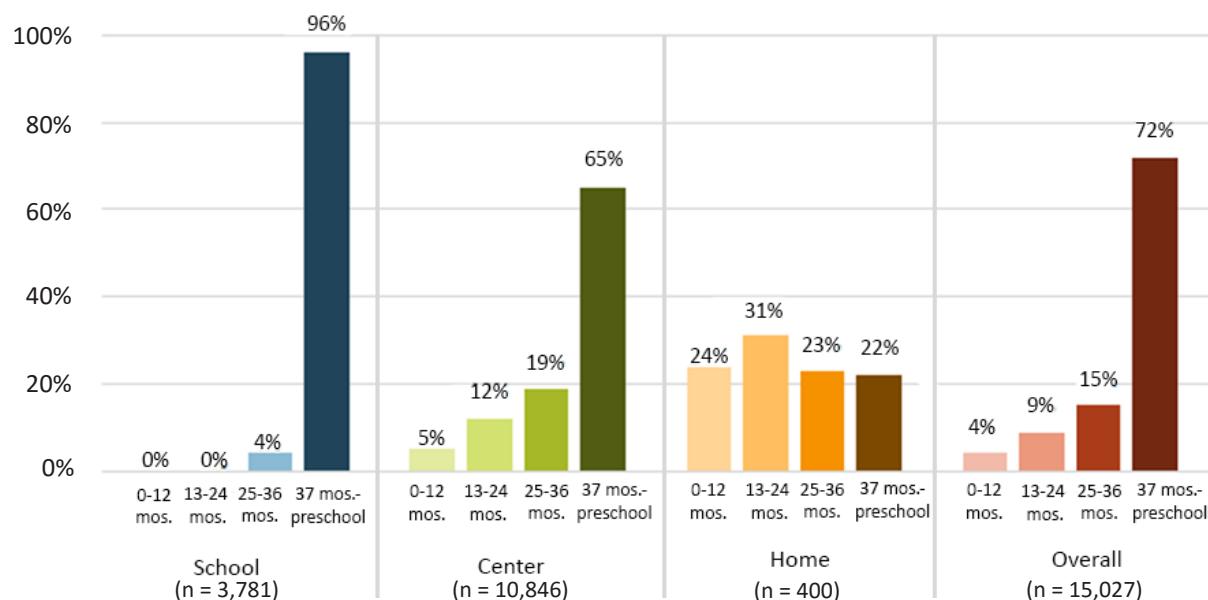
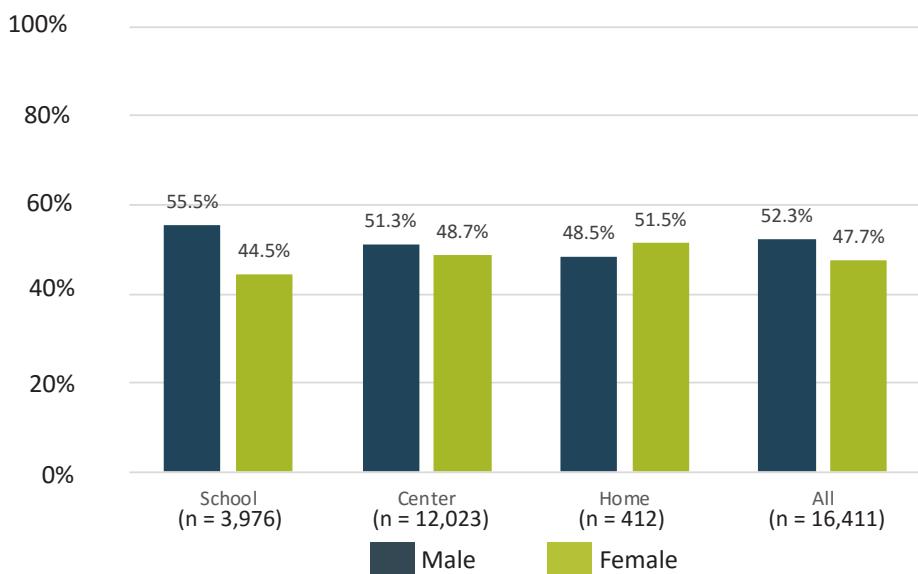


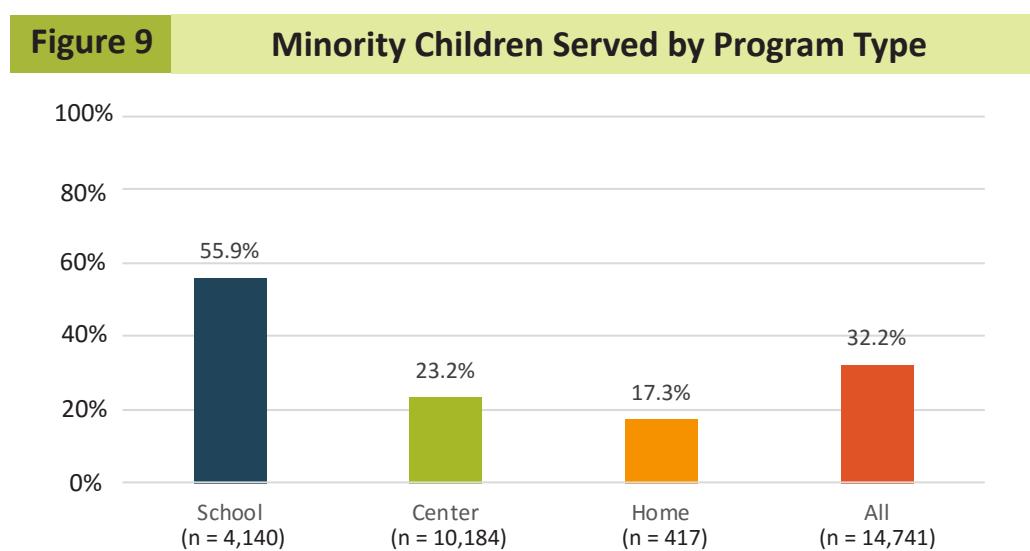
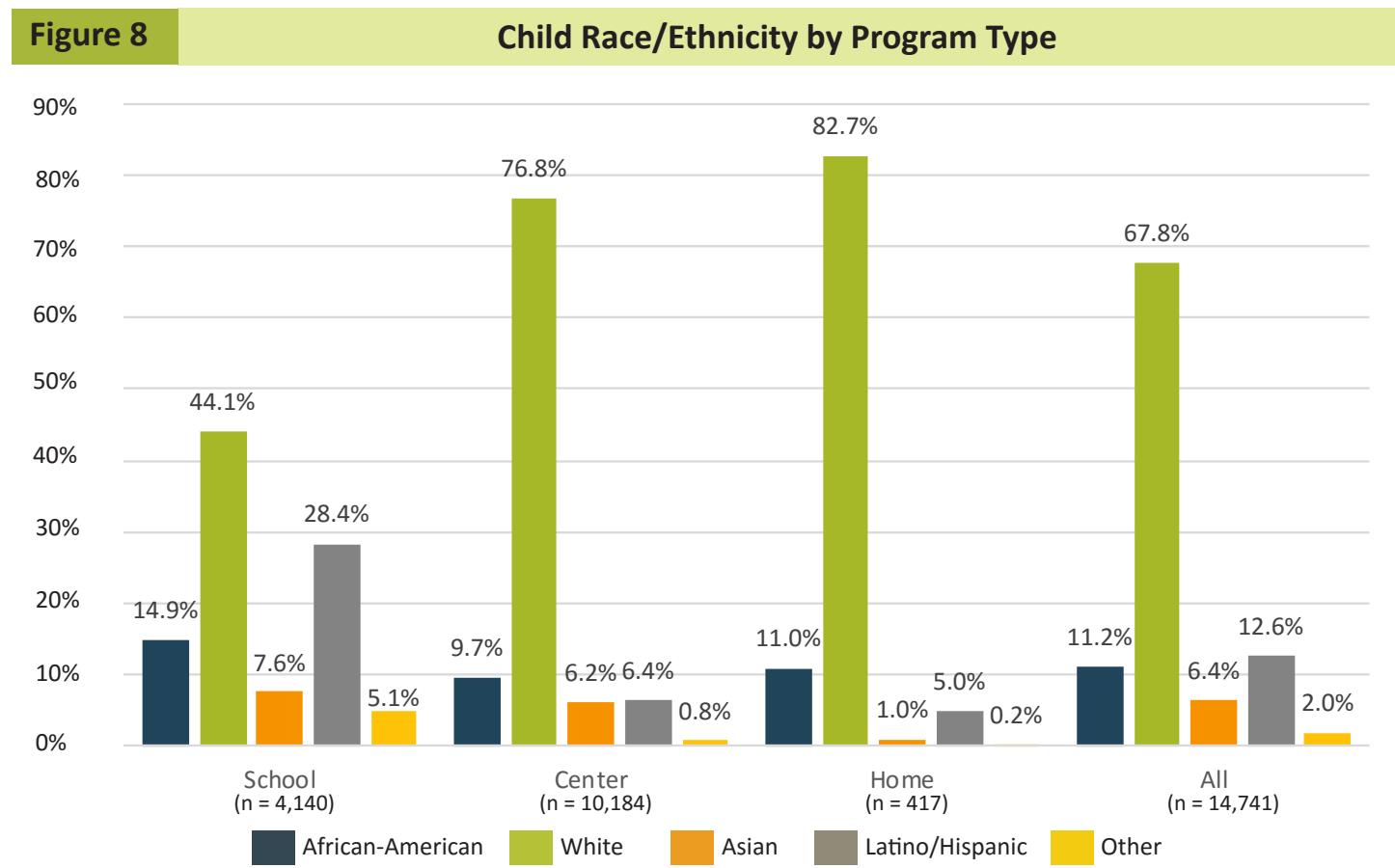
Figure 7

Child Gender by Program Type



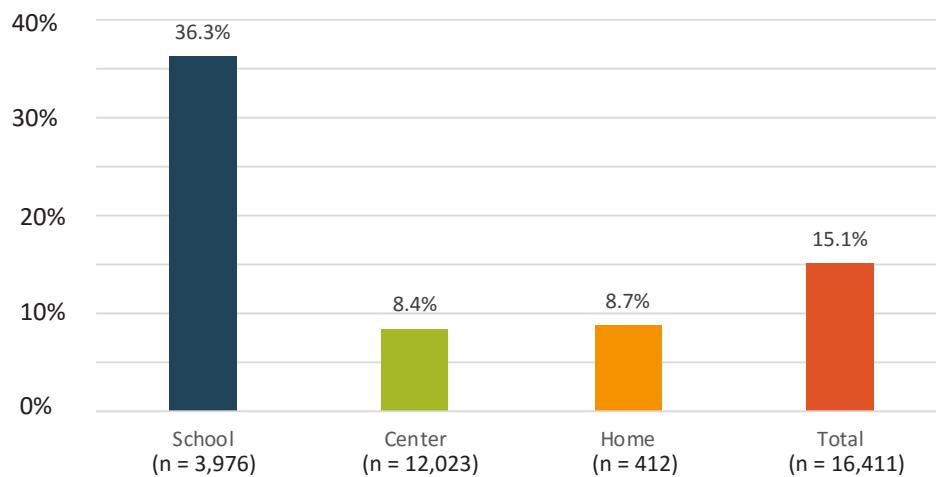
1. Note that total n's may differ for some graphs dealing with children. This is due to missing data as well as inconsistencies in the way programs reported frequencies across items (e.g., gender frequencies do not total to race/ethnicity frequencies).

Figure 8 shows children's race/ethnicity by program type. Schools served relatively more minority children than centers and homes (see Figure 9). According to 2015 Census Bureau figure, the combined area of Johnson and Wyandotte counties had a minority population percentage of 19%.



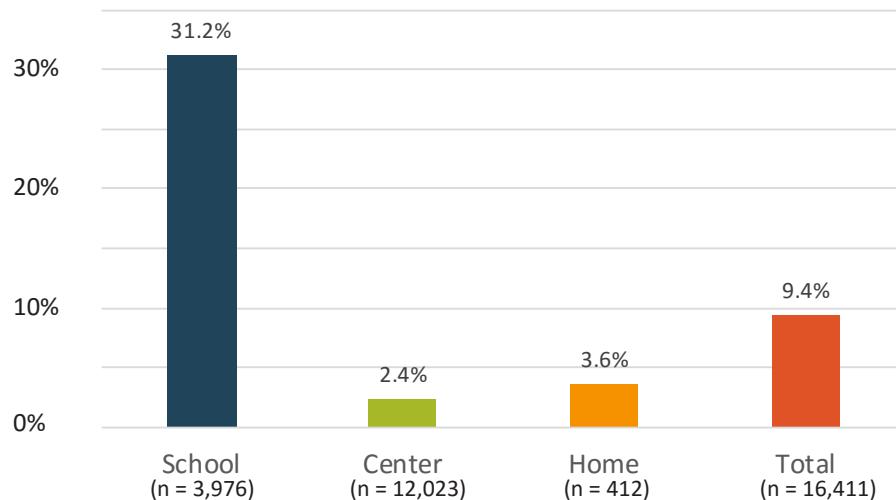
The overall percentage of children who were English Language Learners (ELL) was 15%, ranging from 8% in center-based programs to 36% in school-based programs (see Figure 10). In rank order, the most common languages spoken at home were Spanish, Chinese (Mandarin), Hindi, Japanese, and Korean.

Figure 10 English Language Learners (ELL) by Program Type



The overall percentage of children receiving special services was 9%. As shown in Figure 11, school-based programs had a much higher percentage of children receiving special services (31%) compared to centers (2%) and homes (4%).

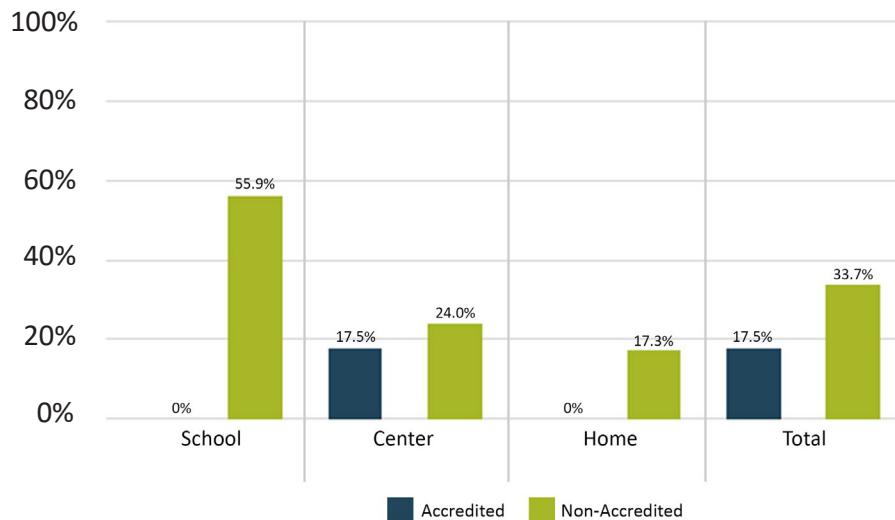
Figure 11 Children Receiving Special Services by Program Type



As seen in Figure 12, accredited centers served slightly fewer minority children (18%) than non-accredited centers (24%). Because no schools or homes were accredited, the percent of minority children served in accredited programs was about half (18%) the figure for non-accredited programs (34%). These data suggest that minority children are less likely to attend accredited programs than non-minority children.

Figure 12

Minority Children Served by Program Type and Accreditation Status



School accredited $n = 0$

School non-accredited $n = 4,140$

Center accredited $n = 1,374$

Center non-accredited $n = 8,810$

Home accredited $n = 0$

Home non-accredited $n = 417$

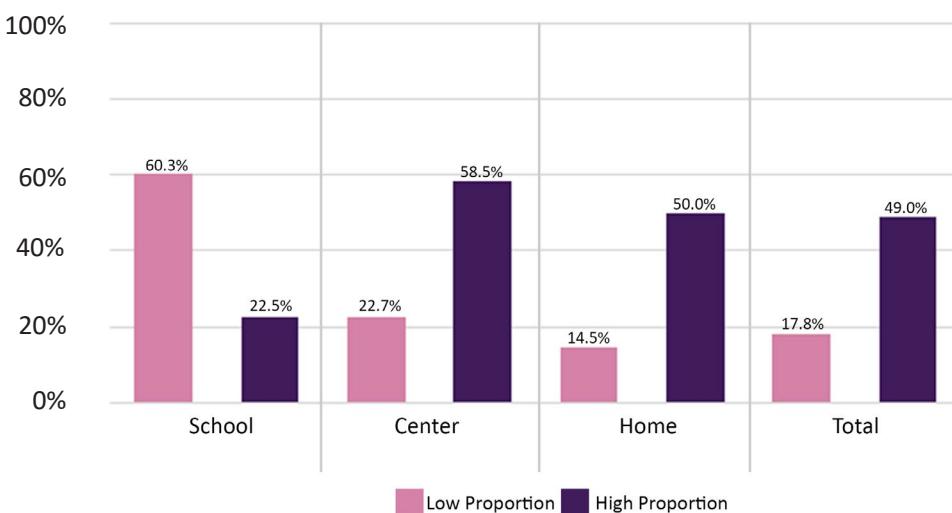
Total accredited $n = 1,374$

Total non-accredited $n = 13,367$

Figure 13 shows the percent of minority children by program type and category of proportion of children on subsidies. In general, programs that served a high proportion of children on subsidies had much higher minority enrollments than those serving a low proportion. However, for school-based programs, the trend was opposite; more minority children were served in programs serving a low proportion of children on subsidies compared to programs serving a high proportion.

Figure 13

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



School low proportion $n = 3,664$

School high proportion $n = 476$

Center low proportion $n = 6,216$

Center high proportion $n = 1,318$

Home low proportion $n = 385$

Home high proportion $n = 32$

Total low proportion $n = 9,251$

Total high proportion $n = 1,826$

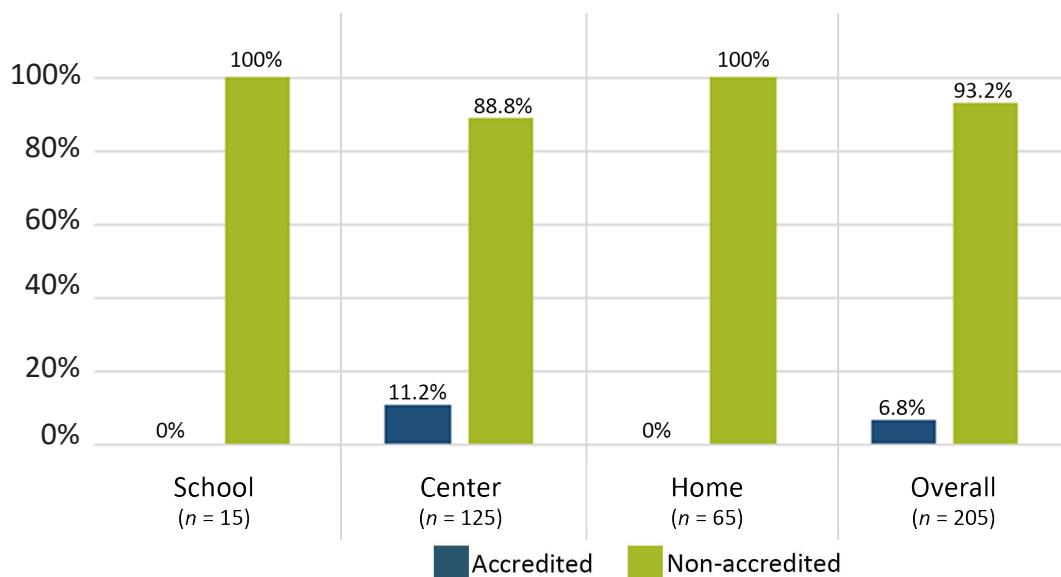
RESULTS

PROGRAM CHARACTERISTICS

Figure 14 shows the number of programs by program type and accreditation status. Over 93% of programs were not accredited. Only centers were accredited; no schools or homes reported being accredited. For centers, only 11% (14 out of 125) were accredited.

Figure 14

Number of Programs by Program Type and Accreditation Status



School accredited $n = 0$

School non-accredited $n = 15$

Center accredited $n = 14$

Center non-accredited $n = 111$

Home accredited $n = 0$

Home non-accredited $n = 65$

Total accredited $n = 14$

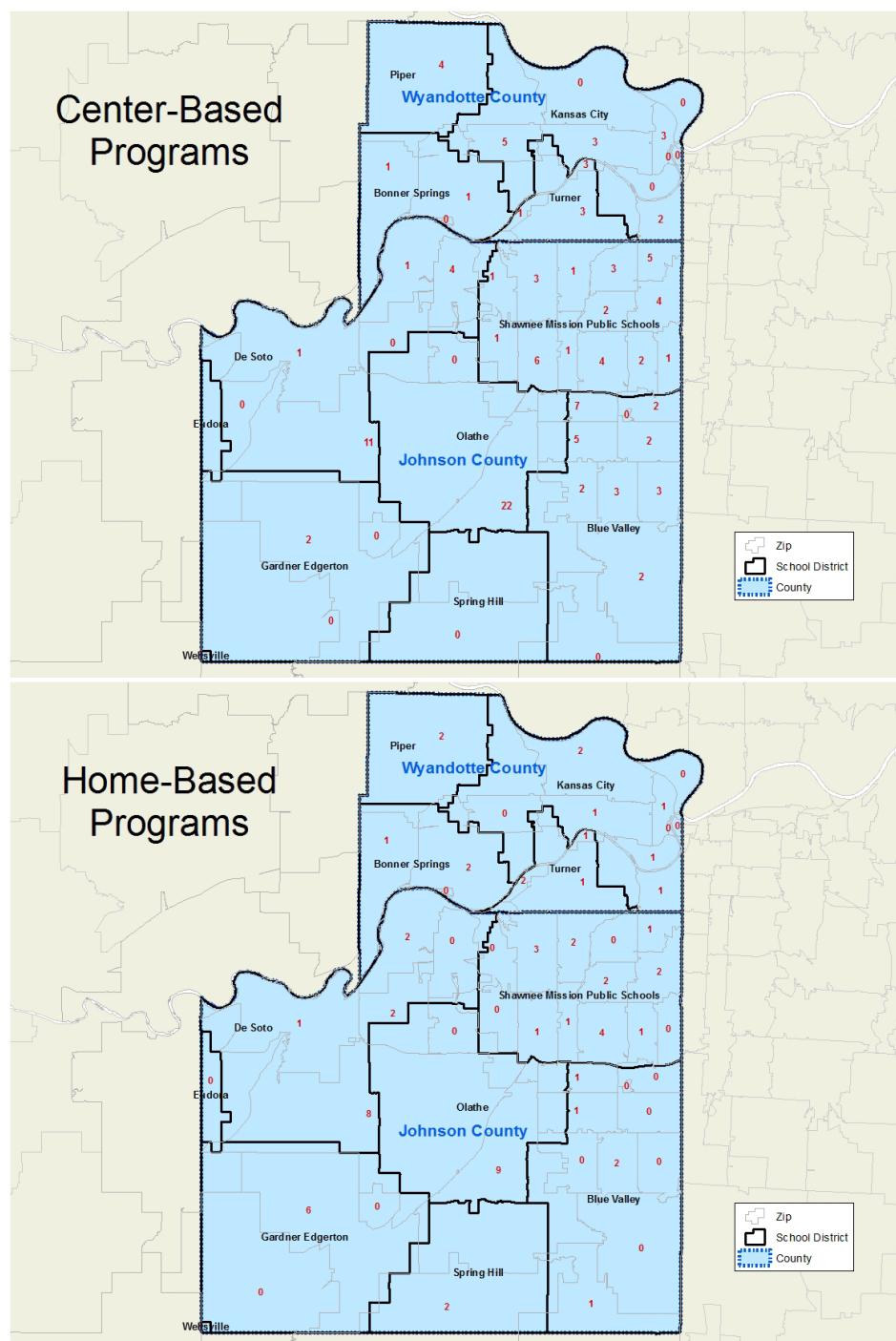
Total non-accredited $n = 191$

HOW ARE PROGRAMS DISTRIBUTED IN THE COUNTIES?

The geographic locations of the centers and homes that responded to surveys are mapped in Figures 15 and 16. The maps show the ZIP code locations where programs reside overlaid by a map of school district boundaries. The numbers represent the number of programs located in that specific ZIP code. Overall, due to population differences between the counties, there were more programs in Johnson than Wyandotte. As shown, the largest numbers of home- and center-based programs were within Shawnee Mission school district. The Olathe school district also had substantial numbers of homes and centers. There were relatively more homes in the DeSoto school district than centers.

Figures 15-16

Distribution of Center- and Home-Based Programs in Johnson and Wyandotte Counties by ZIP Code with School District Boundaries

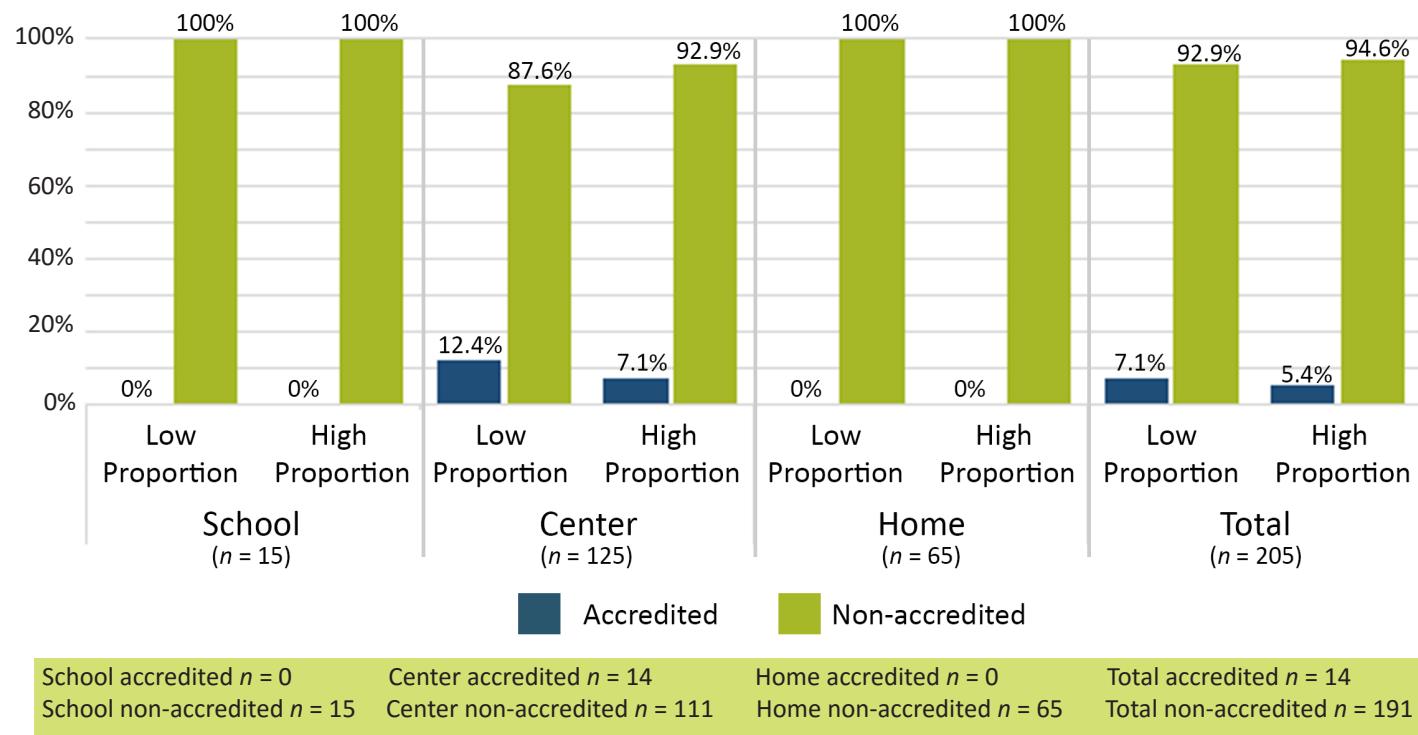


ARE THERE RELATIONSHIPS BETWEEN PROGRAM ACCREDITATION STATUS AND CHARACTERISTICS OF CHILDREN SERVED?

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

Figure 17 shows the proportion of children receiving subsidies (by category, low and high) by program type and accreditation status. For centers, the percentages of accredited programs in the low and high categories of proportion of children on subsidies were 12% and 7%, respectively. Their data suggested that low-income families accessed accredited programs at nearly the same low rate as families with relatively higher incomes.

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



As seen in Figure 18, 12% of centers that served a low proportion of minority children were accredited, compared to 6% of centers serving a high proportion of minority children (note only one accredited center served a high proportion of minority children). This suggests that minority children attended accredited programs at nearly the same low rate as nonminority children.

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

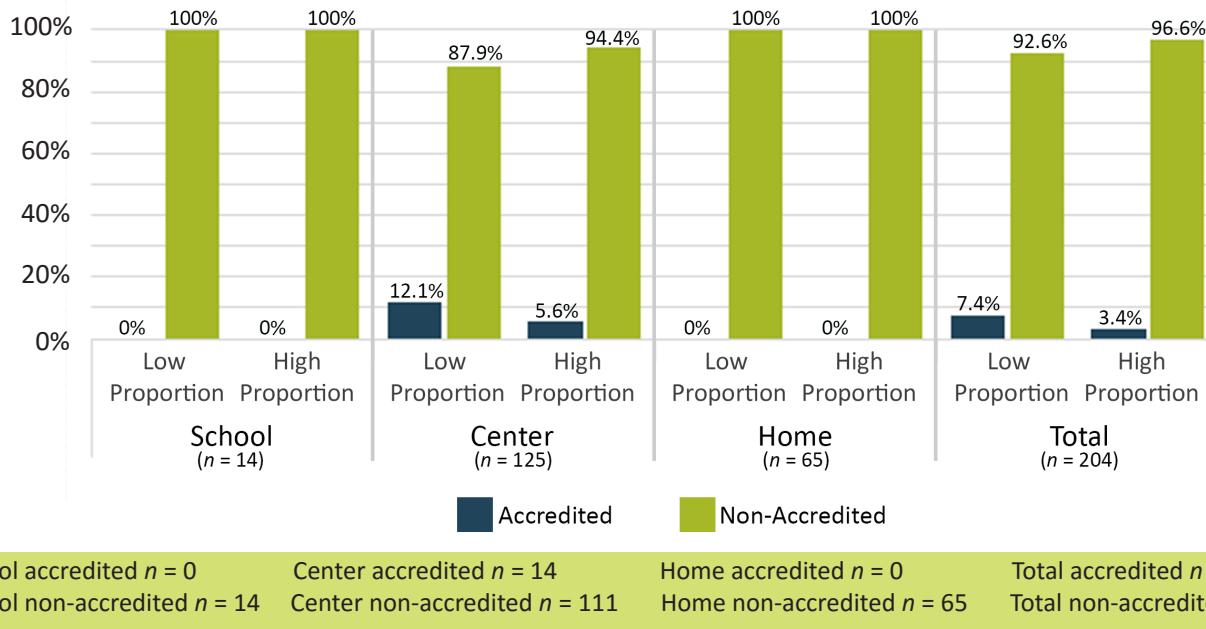
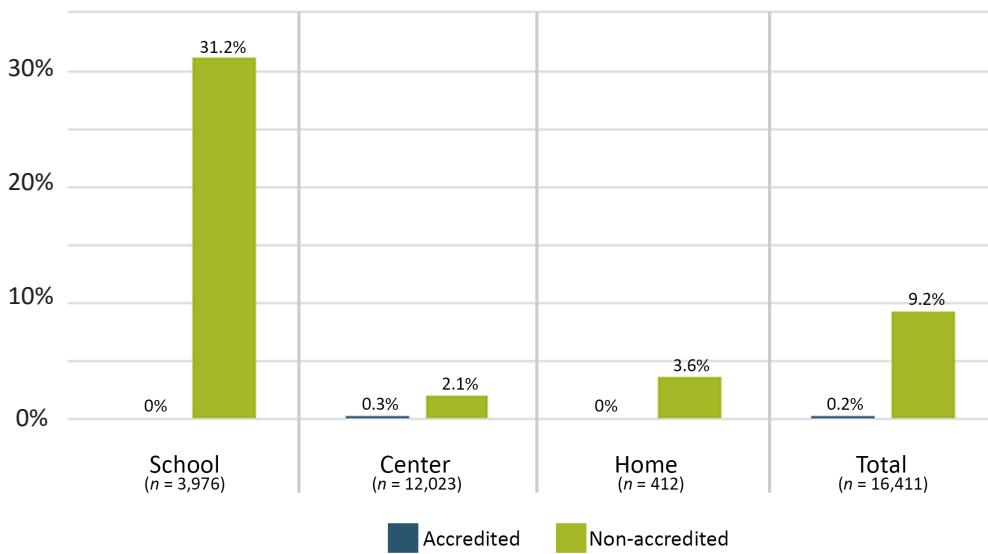


Figure 19 shows percentage of children receiving special services by program type and accreditation status. Overall, most children who receive special services are served in unaccredited programs. School-based programs serve far more children with special needs than homes or centers.

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



School accredited n = 0	Center accredited n = 14	Home accredited n = 0	Total accredited n = 14
School non-accredited n = 15	Center non-accredited n = 111	Home non-accredited n = 65	Total non-accredited n = 191

WHAT ARE GROUP/CLASS SIZES?

Table 2 shows average group/class sizes for programs by age group and accreditation status for schools and centers (home-based programs were not asked about group sizes). For comparison purposes with Phase 1, we chose to keep the same group/class sizes for schools and homes but used the Kansas licensing guidelines for centers. According to Kansas licensing regulations, centers have a variety of group-size options they can meet (see Table 5).

School-based programs only served children 25 months or older. Group size varied by children's ages, with smaller sizes for children younger than 37 months. For centers, group sizes were fairly similar across age groups with respect to accreditation status.

Table 2

Group/Class Size by Program Type, Child Age, and Accreditation Status

Program Type	Age (months)	Accreditation						Total		
		Accredited			Non-accredited			Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	-	-	-	10.0	4	3.4	10	4	3.4
	37-Pre K	-	-	-	14.5	15	3.7	14.5	15	3.7
Center	0-12	9.0	5	0.0	7.3	51	2.1	7.4	56	2.0
	12-30	9.9	11	2.0	9.2	78	2.7	9.2	89	2.7
	24-36	11.8	8	3.9	11.2	71	3.7	11.2	79	3.7
	30-Pre K	16.9	8	5.0	14.2	76	6.4	14.4	84	6.3
	36-Pre K	21.1	13	12.3	17.7	100	11.5	18.1	113	11.6
	0-72	-	-	-	10.5	22	10.5	10.5	22	10.5

Group size by proportion of children receiving subsidies is shown in Table 3. For the relatively few centers that had infant to age 6 groups (0-72), those that served a high proportion of children on subsidies had somewhat higher average group sizes (14.0) compared to those serving a low proportion of children (9.3). The average group size for high subsidy schools serving 37-PreK was somewhat lower (12.6) than the group size for high subsidy centers serving 36-PreK (16.8)

Table 3		Group/Class Size by Program Type, Child Age, and Proportion of Children Receiving Subsidies								
Program Type	Age (months)	Proportion of children receiving subsidies						Total		
		Low			High			Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	10.0	4	3.4	-	-	-	10.0	4	3.4
	37-Pre K	15.5	10	2.8	12.6	5	4.9	14.5	15	3.7
Center	0-12	8.0	42	1.7	5.7	14	2.1	7.4	56	2.0
	12-30	9.6	68	2.6	8.0	21	2.4	9.2	89	2.7
	24-36	11.4	60	3.5	10.8	19	4.3	11.2	79	3.7
	30-Pre K	14.7	65	6.6	13.7	19	5.0	14.4	84	6.3
	36-Pre K	18.5	86	12.7	16.8	27	7.1	18.1	113	11.6
	0-72	9.3	16	4.0	14.0	6	19.8	10.5	22	10.5

Table 4 shows group/class size by child age, program type, and proportion of minority children served. For the relatively few centers that had infant to age 6 groups (0-72), those that served a high proportion of minority children had a higher average group sizes (11.9) compared to those serving a low proportion of children (6.0). The average group size for high minority schools serving 37-PreK was lower (13.2) than the group size for high minority centers serving 36-PreK (18.6)

Table 4		Group/Class Size by Program Type, Child Age, and Proportion of Minority Children Served								
Program Type	Age (months)	Proportion of minority children served						Total		
		Low			High			Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	10.3	3	4.0	9.0	1	-	10.0	4	3.4
	37-Pre K	13.2	9	4.3	16.4	5	1.3	14.5	14	3.8
Center	0-12	7.8	48	1.8	5.4	8	2.4	7.4	56	2.0
	12-30	9.5	76	2.6	7.8	13	2.6	9.2	89	2.7
	24-36	11.3	66	3.5	10.6	13	4.7	11.2	79	3.7
	30-Pre K	14.7	74	6.3	12.5	10	5.8	14.4	84	6.3
	36-Pre K	18.6	97	12.1	15.2	16	7.9	18.1	113	11.6
	0-72	11.9	17	11.5	6.0	5	3.5	10.5	22	10.5

WHAT ARE CHILD TO ADULT RATIOS FOR GROUPS/CLASSES?

The more adults that regularly spend time with a group of children, the better the chance that individual children will receive the attention they need. Kansas state licensing requires a minimum ratio of 1 provider to 12 children for preschool-age children; the minimum ratio is 1 to 7 for groups of children ages 25-36 months; and the minimum ratio for children birth to 12 months is 1 to 3. For this section, child to adult ratios will be reported rather than adult to child ratios.

As discussed in the prior section, the age categories differed by program type. Because schools are license-exempt, they have no specific licensing requirements for group size, whereas centers have a variety of group-size options that apply.

Consistent with state licensing requirements, child to adult ratios were generally larger in the preschool classes and smaller for younger children served (see Table 5), although this effect is most obvious for centers. The ratios for all age group are smaller in homes compared to schools and centers. For centers, ratios were fairly similar across age groups with respect to accreditation status.

Table 5		Child to Adult Ratio by Program Type and Accreditation Status									
Program Type	Age (months)	Accreditation Status						Total			
		Accredited			Non-accredited			Mean	n	SD	
School	0-12	-	-	-	-	-	-	-	-	-	
	13-24	-	-	-	-	-	-	-	-	-	
	25-36	-	-	-	5.0	4	1.6	5.0	4	1.6	
	37-Pre K	-	-	-	6.0	15	3.2	6.0	15	3.2	
Center	0-12	3.0	5	0.0	2.9	51	0.4	2.9	56	0.4	
	12-30	4.3	11	1.2	4.3	78	1.2	4.3	89	1.2	
	24-36	5.6	8	2.1	5.6	72	2.4	5.6	80	2.4	
	30-Pre K	7.9	8	3.6	7.5	77	3.3	7.5	85	3.3	
	36-Pre K	7.5	13	3.3	9.3	100	4.0	9.1	113	3.9	
	0-72	-	-	-	4.3	22	2.3	4.3	22	2.3	
Home	0-12	-	-	-	1.8	45	0.8	1.8	45	0.8	
	13-24	-	-	-	1.8	56	0.9	1.8	56	0.9	
	25-36	-	-	-	1.8	51	1.0	1.8	51	1.0	
	37-Pre K	-	-	-	1.9	48	0.9	1.9	48	0.9	

Group size by proportion of children receiving subsidies is shown in Table 6. For homes, group sizes for older children (25-36 months and 37-PreK) were higher for those serving a high proportion of children on subsidy compared to those serving a low proportion, although it should be noted that cell sizes for the high proportion group were small.

Table 6		Child to Adult Ratio by Program Type and Proportion of Children Receiving Subsidies								
Program Type	Age (months)	Proportion of children receiving subsidies						Total		
		Low			High			Mean	n	SD
School	0-12	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-
	25-36	5.0	4	1.6	-	-	-	5.0	4	1.6
	37-Pre K	6.0	10	3.0	6.0	5	4.1	6.0	15	3.2
Center	0-12	2.9	42	0.3	2.9	14	0.5	2.9	56	0.4
	12-30	4.3	68	1.2	4.1	21	1.2	4.3	89	1.2
	24-36	5.6	61	2.2	5.7	19	3.0	5.6	80	2.4
	30-Pre K	7.8	66	3.0	6.4	19	4.2	7.5	85	3.3
	36-Pre K	9.3	87	3.9	8.5	26	4.1	9.1	113	3.9
	0-72	4.2	16	2.3	4.7	6	2.3	4.3	22	2.3
Home	0-12	1.8	43	0.8	2.0	2	0.0	1.8	45	0.8
	13-24	1.8	53	0.9	1.7	3	1.2	1.8	56	0.9
	25-36	1.7	47	0.8	3.0	4	2.2	1.8	51	1.0
	37-Pre K	1.9	45	0.9	2.7	3	0.6	1.9	48	0.9

Table 7 shows child to adult ratios by program type and proportion of minority children served. For 37-PreK classrooms in schools, the average ratio is somewhat higher for programs serving a high proportion of minority children than that for programs serving a low proportion (7.5 vs. 4.8). On the other hand, for 30-PreK groups in centers, the average ratio is somewhat higher for programs that served a low proportion of minority children than the average for programs serving a high proportion of minority children (7.8 vs. 5.3).

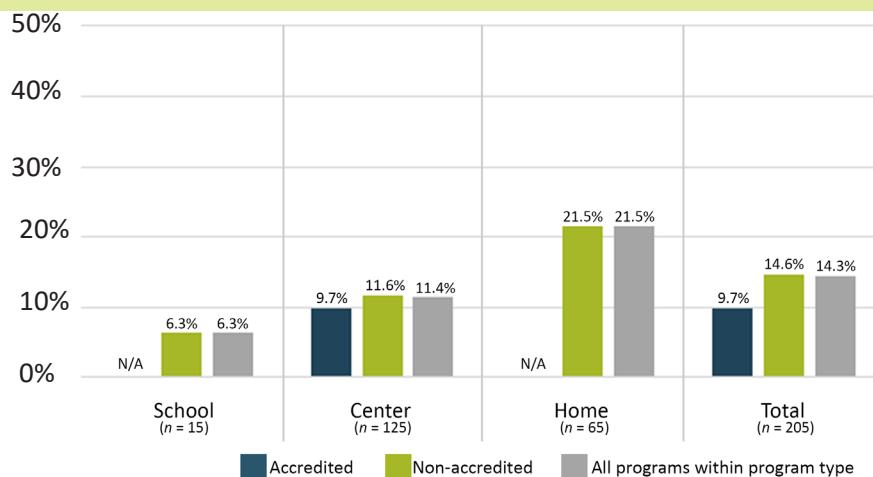
Table 7		Child to Adult Ratio by Program Type and Proportion of Minority Children Served										
Program Type	Age (months)	Proportion of minority children served								Total		
		Low			High			Mean	n	SD		
Age (months)	Mean	n	SD	Mean	n	SD	Total			Total		
School	0-12	-	-	-	-	-	-	-	-	-	-	-
	13-24	-	-	-	-	-	-	-	-	-	-	-
	25-36	5.7	3	1.2	3.0	1		5.0	4	1.6		
	37-Pre K	4.8	9	3.3	7.5	5	2.6	5.8	14	3.2		
Center	0-12	2.9	48	0.3	3.0	8	0.5	2.9	56	0.4		
	12-30	4.3	76	1.3	4.2	13	1.0	4.3	89	1.2		
	24-36	5.6	67	2.3	5.4	13	3.0	5.6	80	2.4		
	30-Pre K	7.8	75	3.2	5.3	10	3.3	7.5	85	3.3		
	36-Pre K	9.3	98	3.9	8.1	15	4.2	9.1	113	3.9		
	0-72	4.4	17	2.4	3.8	5	1.9	4.3	22	2.3		
Home	0-12	1.8	42	0.8	1.7	3	0.6	1.8	45	0.8		
	13-24	1.8	53	0.9	2.0	3	1.0	1.8	56	0.9		
	25-36	1.7	46	1.0	2.4	5	1.3	1.8	51	1.0		
	37-Pre K	1.9	45	0.9	2.3	3	0.6	1.9	48	0.9		

WHAT ARE RATES OF CHILD ATTRITION?

Rate of child attrition was defined as the number of children who were withdrawn by parents from a program divided by the total number of students in the program (the proportion of children leaving a program). For all programs, the rate of attrition was 14%. As shown in Figure 20, the attrition rate was lowest in schools (6%), followed by centers (11%) and then homes (22%). For centers, accreditation only made a slight difference with respect to attrition rates (10% for accredited centers, 12% for non-accredited centers). However, due to the fact that no schools or homes were accredited, the overall attrition rate for non-accredited programs is about 50% higher than the figure for accredited programs (15% vs. 10%).

Figure 20

Child Attrition by Program Type and Accreditation Status

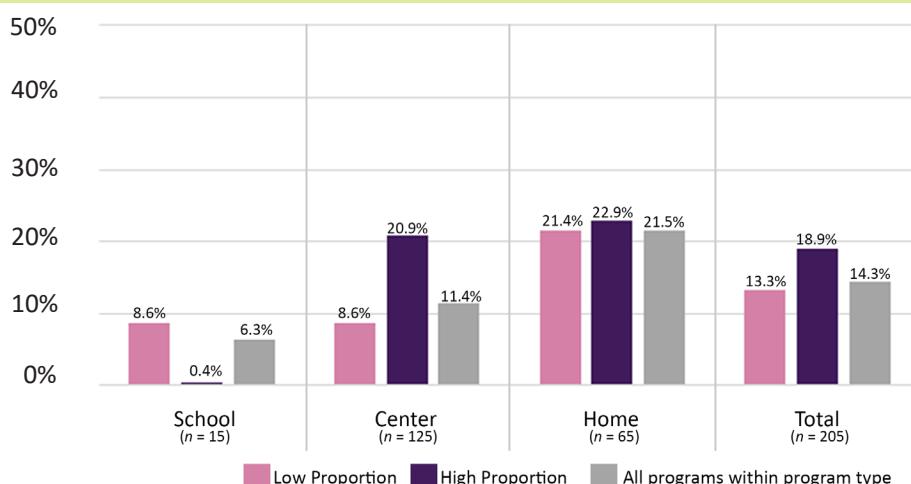


School accredited n = 0	Center accredited n = 14	Home accredited n = 0	Total accredited n = 14
School non-accredited n = 15	Center non-accredited n = 111	Home non-accredited n = 65	Total non-accredited n = 191

As shown in Figure 21, child attrition was slightly higher overall in programs that served a high proportion of children receiving subsidies (19%) than programs serving a low percentage (13%). The overall trend was driven by centers, where child attrition was 21% in programs serving a high proportion of children on subsidies compared to 9% in programs serving a low proportion. For schools, the overall trend was reversed: high-subsidy schools had much higher attrition (9%) compared to low-subsidy schools (0.4%).

Figure 21

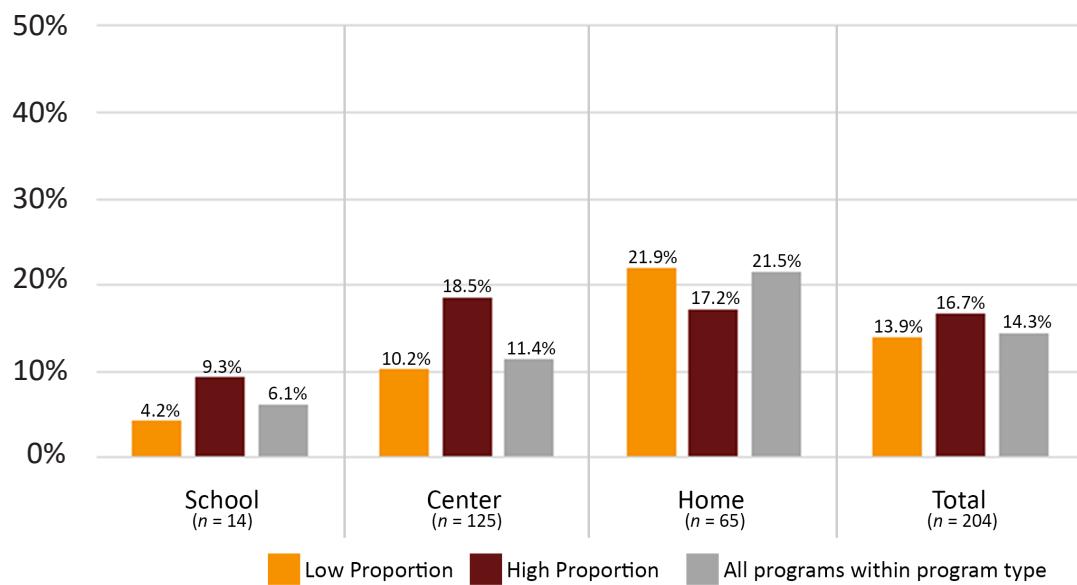
Child Attrition by Program Type and Proportion of Children Receiving Subsidies



School low proportion n = 10	Center low proportion n = 97	Home low proportion n = 61	Total low proportion n = 168
School high proportion n = 5	Center high proportion n = 28	Home high proportion n = 4	Total high proportion n = 137

For centers and schools, high-minority programs displayed obviously higher attrition rates than low-minority programs (see figure 22). For homes, the attrition rate for low-minority programs was slightly higher than that for high-minority programs.

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



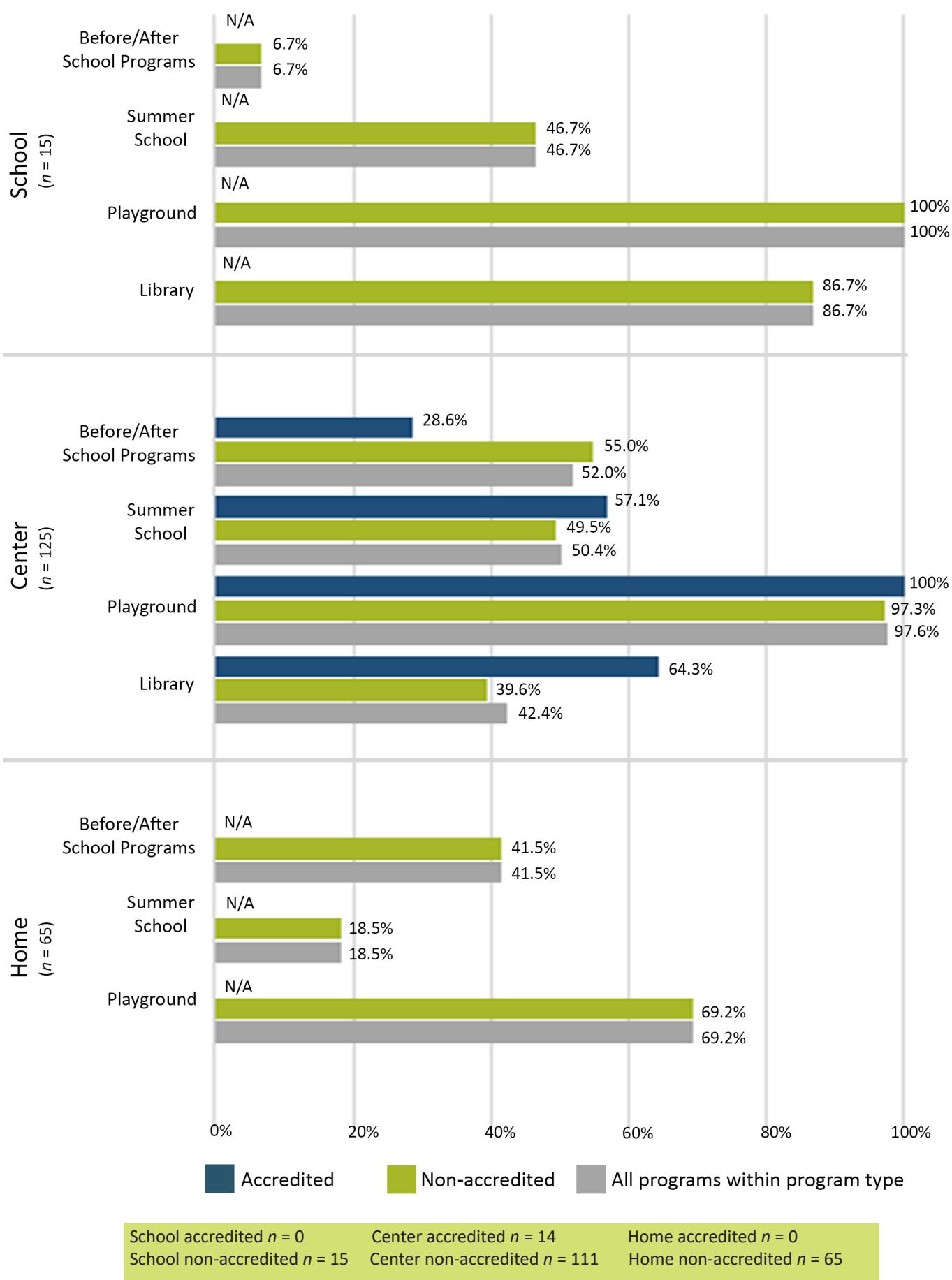
School low proportion n = 9	Center low proportion n = 107	Home low proportion n = 159	Total low proportion n = 175
School high proportion n = 5	Center high proportion n = 18	Home high proportion n = 6	Total high proportion n = 29

WHAT FACILITIES AND SERVICES DO PROGRAMS PROVIDE?

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

With respect to library access, 87% of school-based programs and 42% of center-based programs reported that they had a library. Accredited centers were more likely to have a library compared to their non-accredited counterparts. Nearly all school- and center-based programs reported having a playground; the figure was somewhat lower for homes (69%).

Turning to services provided, centers and schools were more likely to offer summer school (50% and 47%, respectively) compared to homes (19%). With respect to before/ after-school services, centers were most likely to offer these services (52%), followed by homes (42%) and schools (7%). Non-accredited centers were more likely to offer before/after school services than accredited programs (55% vs. 29%).

Figure 23**Facilities and Services Provided by Program Type and Accreditation Status**

Analyses of facilities and services were also conducted for proportion of children receiving subsidies across program type. There were no substantial differences by program type for libraries and playgrounds. As shown in Figure 24, schools and homes that served a low proportion of children on subsidies were more likely to offer before/after-school services compared to programs that served a high proportion. For centers, the opposite was true. High-subsidy centers were more likely to offer these services (79%) than low-subsidy centers (44%).

With respect to summer school, schools and homes serving a low proportion of children on subsidies were more likely to offer summer school compared to schools and homes serving a high proportion.

Figure 24

Facilities and Services Provided by Program Type and Proportion of Children Receiving Subsidies

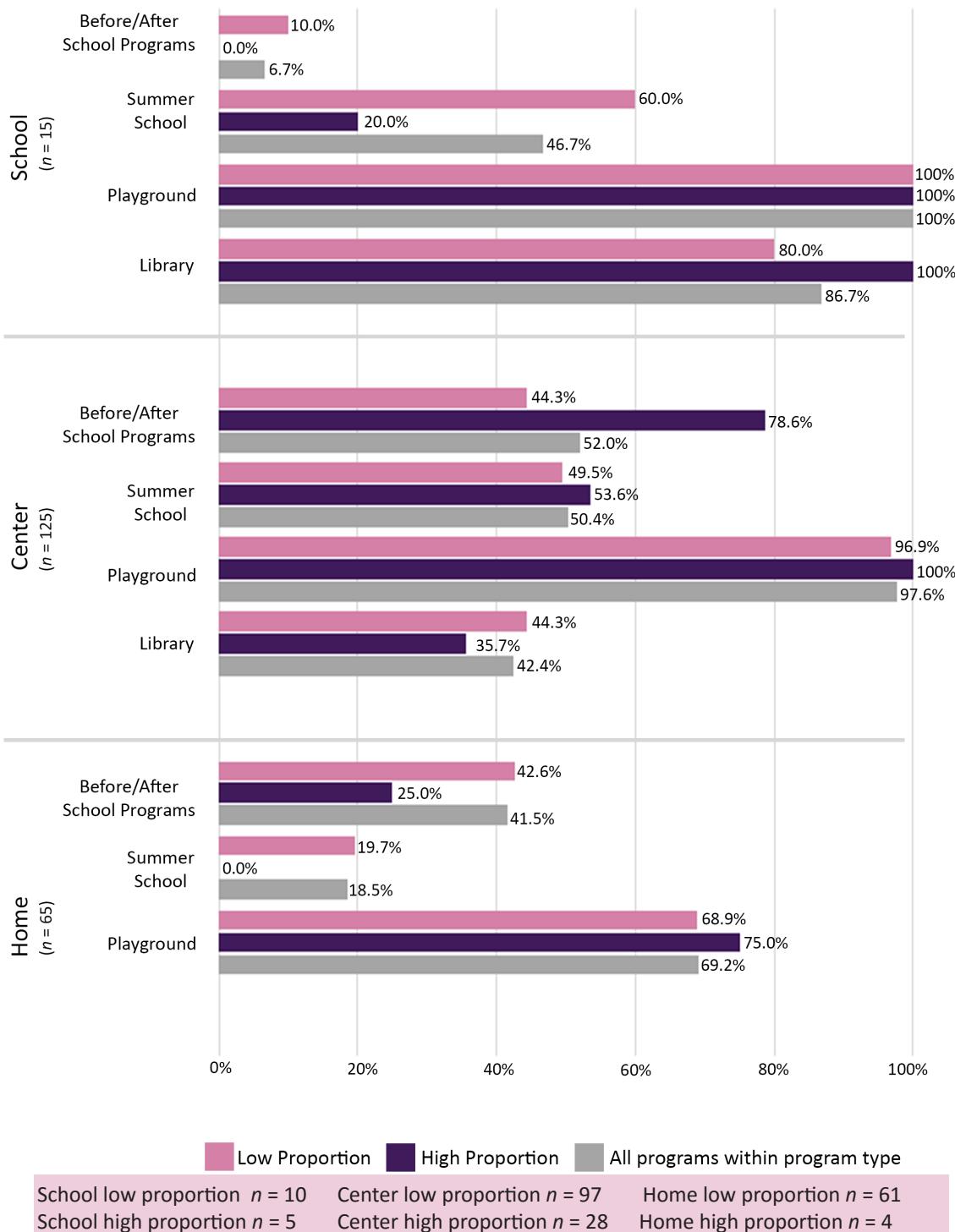
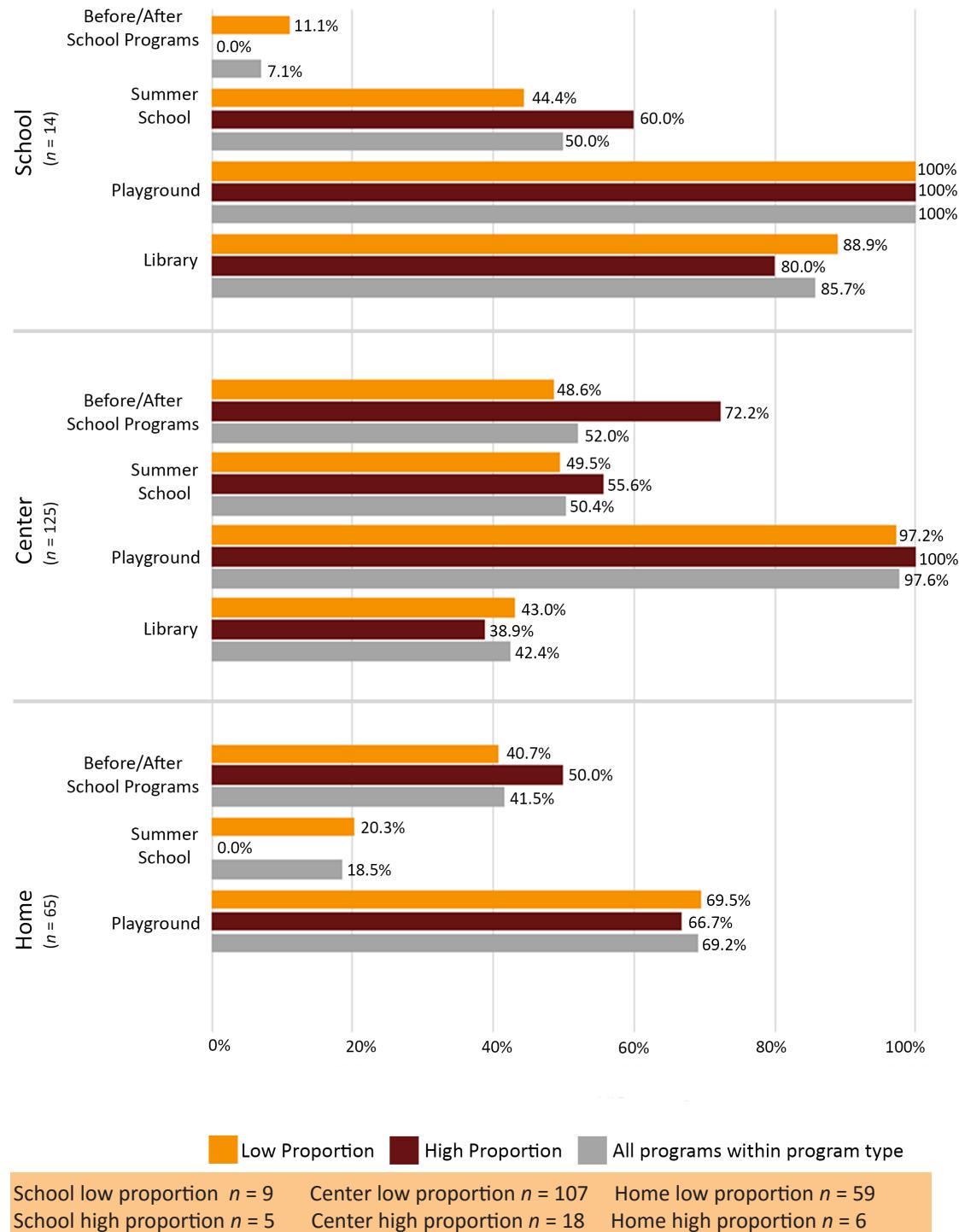


Figure 25 shows facilities and services provided by program type and proportion of minority children served. There were no substantial differences for program types for libraries and playgrounds; however, differences were found for before/after-school and summer school services. Before/after school programs were not offered in schools serving a high proportion of minority children, whereas 11% of schools serving a low proportion of minority children did offer such services. Centers showed an opposite trend for before/after school services; centers with a high proportion of minority children were more likely to provide these services than their low proportion counterparts (72% vs. 49%). With respect to summer school, only homes serving a low proportion of children on subsidies offered the service; however, only 20% of low-subsidy homes offered summer school.

Figure 25

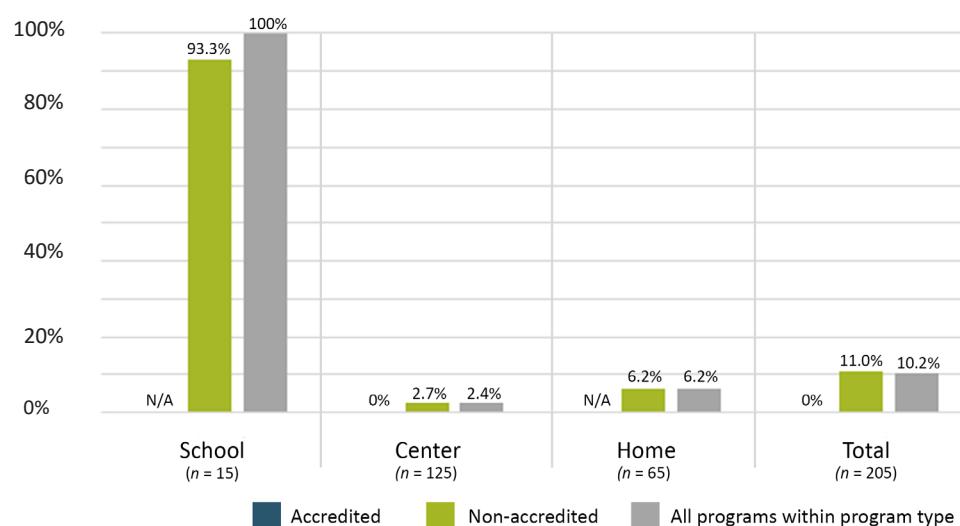
Facilities and Services Provided by Program Type and Proportion of Minority Children Served



DO PROGRAMS PROVIDE TRANSPORTATION?

Overall, only 10% of programs offered transportation services. Almost all schools did (93%) compared to only 2% of centers and 6% of homes. As shown in Figure 26, accreditation did not make much of a difference for centers with respect to transportation services.

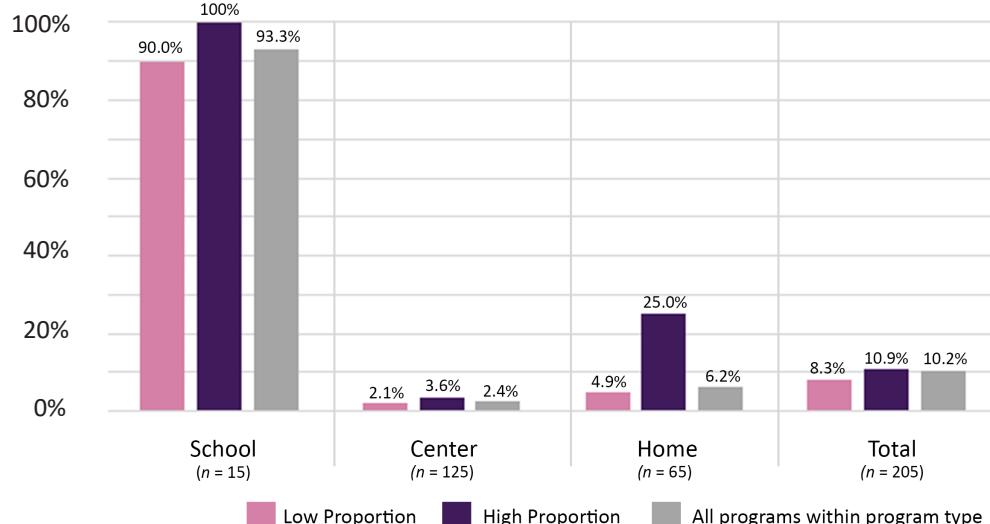
Figure 26 Transportation Provided by Program Type and Accreditation Status



School accredited n = 0	Center accredited n = 14	Home accredited n = 0	Total accredited n = 14
School non-accredited n = 15	Center non-accredited n = 111	Home non-accredited n = 65	Total non-accredited n = 191

In general, transportation services were more likely to be offered by programs serving a high proportion of children on subsidies (19%) compared to programs serving a low proportion (8%). This difference was most pronounced in homes; 25% of high-subsidy homes offered transportation, compared to 5% of low-subsidy homes (see Figure 27).

Figure 27 Transportation Provided by Program Type and Proportion of Children Receiving Subsidies

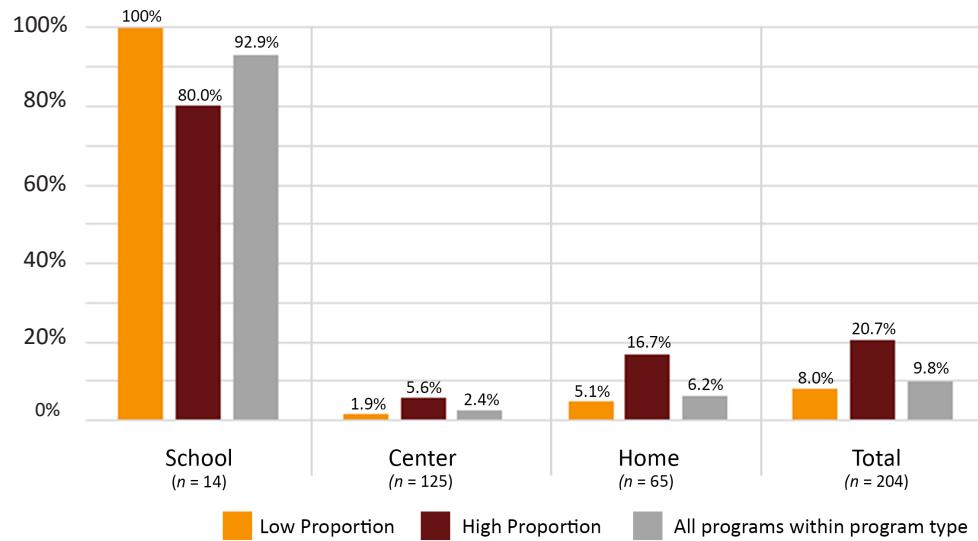


School low proportion n = 10	Center low proportion n = 97	Home low proportion n = 61	Total low proportion n = 168
School high proportion n = 5	Center high proportion n = 28	Home high proportion n = 4	Total high proportion n = 37

Figure 28 shows transportation services by program type and proportion of minority children served. Overall, programs serving a high percentage of minority children were more likely to provide transportation services than programs serving a low percentage of minority children (21% vs. 8%). This trend was most evident in centers and homes.

Figure 28

Transportation Provided by Program Type and Proportion of Minority Children Served



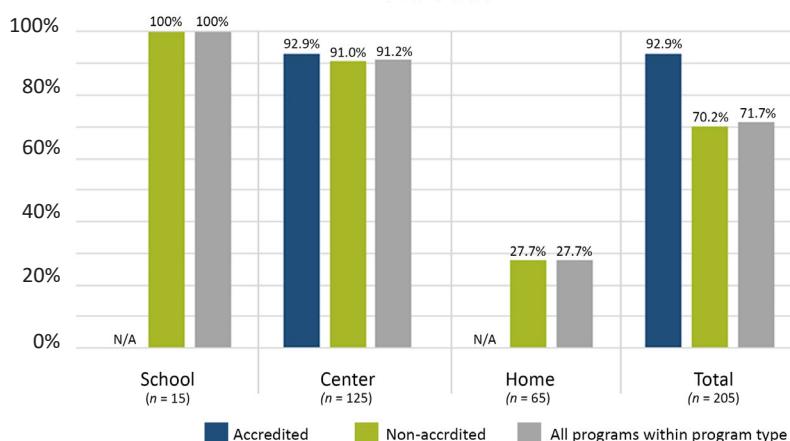
School low proportion n = 9	Center low proportion n = 107	Home low proportion n = 59	Total low proportion n = 175
School high proportion n = 5	Center high proportion n = 18	Home high proportion n = 6	Total high proportion n = 29

DO PROGRAMS USE A CURRICULUM?

Overall, nearly three-quarters of programs (72%) reported using a curriculum. Not surprisingly, school-based programs were universally using a curriculum, followed by 91% of centers, and 28% of homes (see Figure 29). Because no schools or homes were accredited, the percentage of accredited programs using a curriculum (93%) was higher than the percentage of non-accredited programs using one (70%).

Figure 29

Use of a Curriculum by Program Type and Accreditation Status

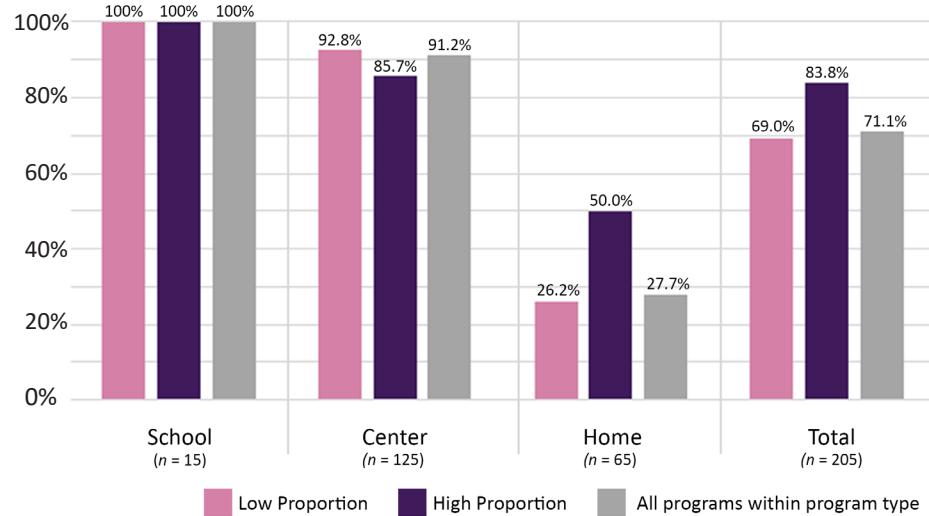


School accredited n = 0	Center accredited n = 14	Home accredited n = 0	Total accredited n = 14
School non-accredited n = 15	Center non-accredited n = 111	Home non-accredited n = 65	Total non-accredited n = 191

Overall, programs that served a high proportion of children on subsidies were somewhat more likely to report using a curriculum (84%) than programs serving a low proportion (69%). This trend was driven primarily by homes, given that 50% of high-subsidy homes used a curriculum, compared to 26% of low-subsidy homes (see Figure 30).

Figure 30

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

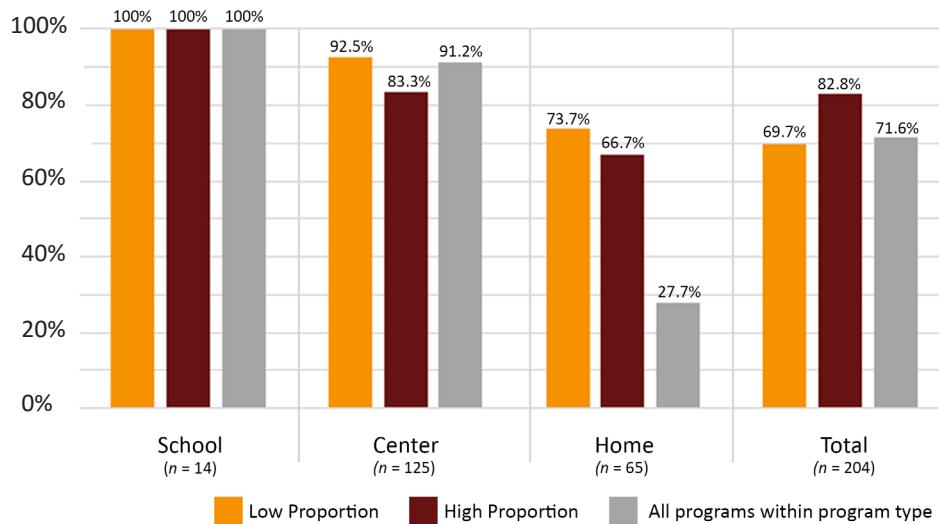


School low proportion n = 10 Center low proportion n = 97 Home low proportion n = 61 Total low proportion n = 168
 School high proportion n = 5 Center high proportion n = 28 Home high proportion n = 4 Total high proportion n = 37

Similarly, as shown in Figure 31, programs serving a high proportion of minority children were slightly more likely to use a curriculum (83%) than those serving a low proportion (70%). Again, this trend was most evident in homes.

Figure 31

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



School low proportion n = 9 Center low proportion n = 107 Home low proportion n = 59 Total low proportion n = 175
 School high proportion n = 5 Center high proportion n = 18 Home high proportion n = 6 Total high proportion n = 29

DO PROGRAMS ADMINISTER STUDENT ASSESSMENTS?

Overall, 49% of programs reported administering student assessments. All school-based programs reported administering them, followed by 64% centers and 8% of homes. As shown in Figure 32, accredited centers were more likely to administer student assessments than non-accredited ones.

Across all program types, there were no major differences in administration of student assessments by proportion of children on subsidies (see Figure 33). However, centers and homes serving a low proportion of children on subsidies were more likely to use student assessments than centers and homes serving a high proportion.

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

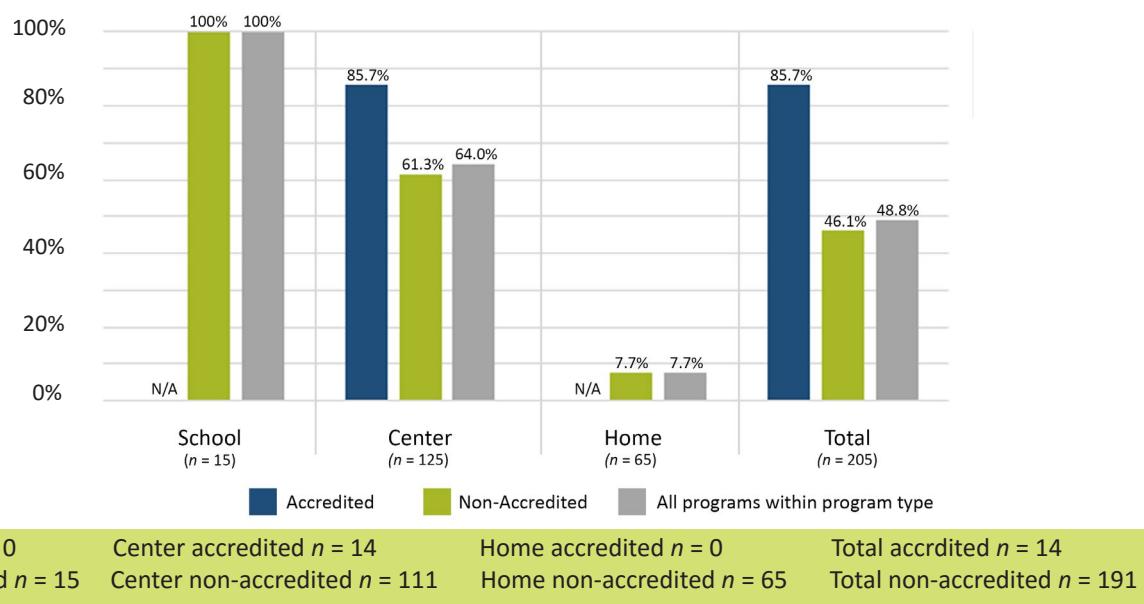
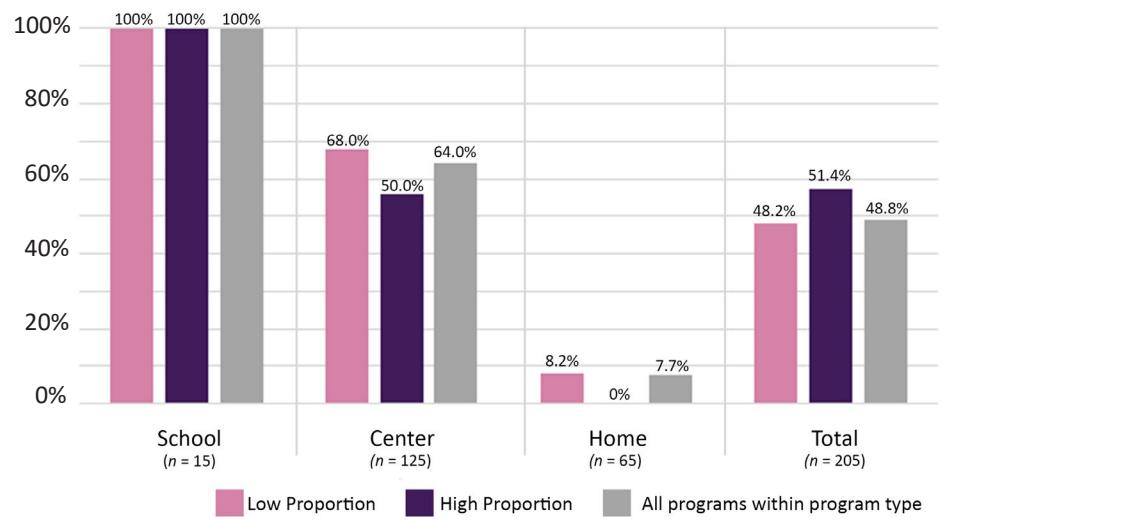


Figure 33

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

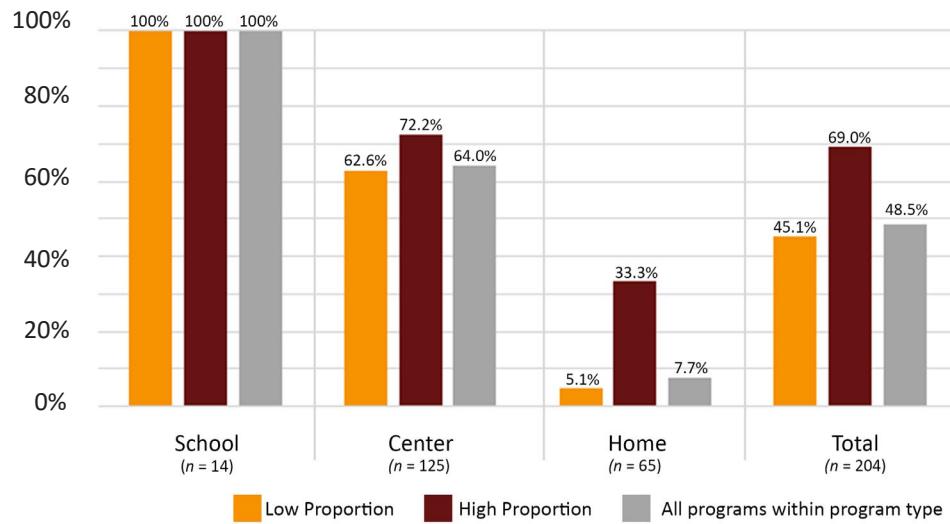


School low proportion n = 10	Center low proportion n = 97	Home low proportion n = 61	Total low proportion n = 168
School high proportion n = 5	Center high proportion n = 28	Home high proportion n = 4	Total high proportion n = 37

As shown in Figure 34, across all program types, programs that served a high proportion of minority children were more likely to use student assessments (69%) than programs serving a low proportion of children (45%). This trend was most pronounced for homes.

Figure 34

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



School low proportion n = 9	Center low proportion n = 107	Home low proportion n = 59	Total low proportion n = 175
School high proportion n = 5	Center high proportion n = 18	Home high proportion n = 6	Total high proportion n = 29

DO PROGRAMS ASSESS KINDERGARTEN READINESS?

Across all programs, 44% reported that they assessed children's kindergarten readiness. The majority of school-based programs did so (87%), followed by 58% of centers and 8% of homes. Accredited centers were slightly more likely to assess kindergarten readiness (64%) than non-accredited centers (57%) (see Figure 35).

Overall, there were no differences in assessment of kindergarten readiness by proportion of children on subsidies (see Figure 36). Centers serving a low proportion of children on subsidies were more likely to assess kindergarten readiness (62%) compared to centers serving a high proportion of children on subsidies (43%).

As shown in Figure 37, schools serving a high proportion of minority children were more likely to report assessing kindergarten readiness (100%) compared to school serving a low proportion (78%). Although few homes assessed kindergarten readiness, 9% of low-minority homes reported doing so, compared to 0% of high-minority homes.

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

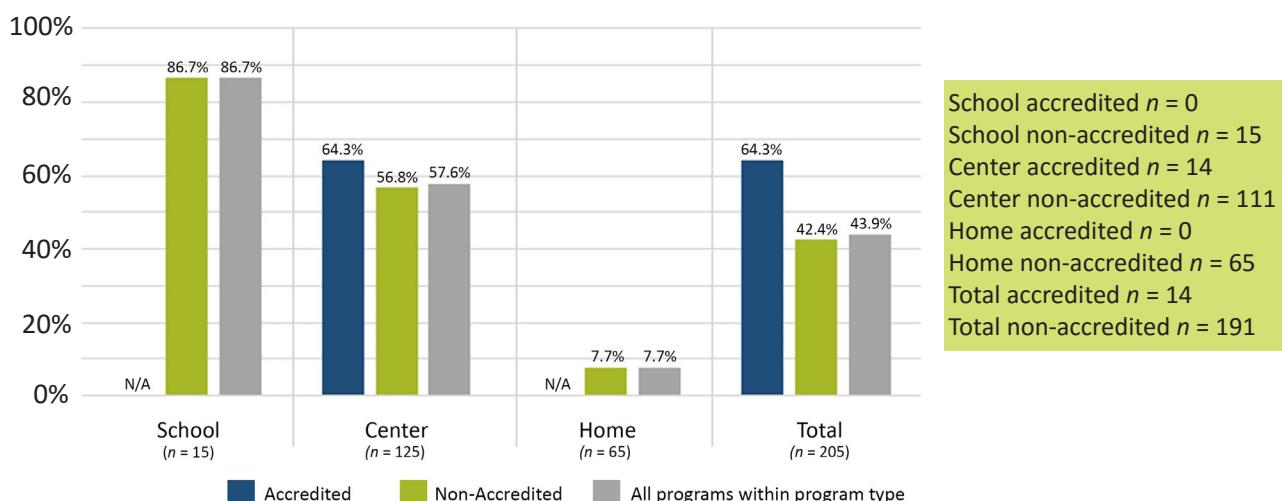


Figure 36

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

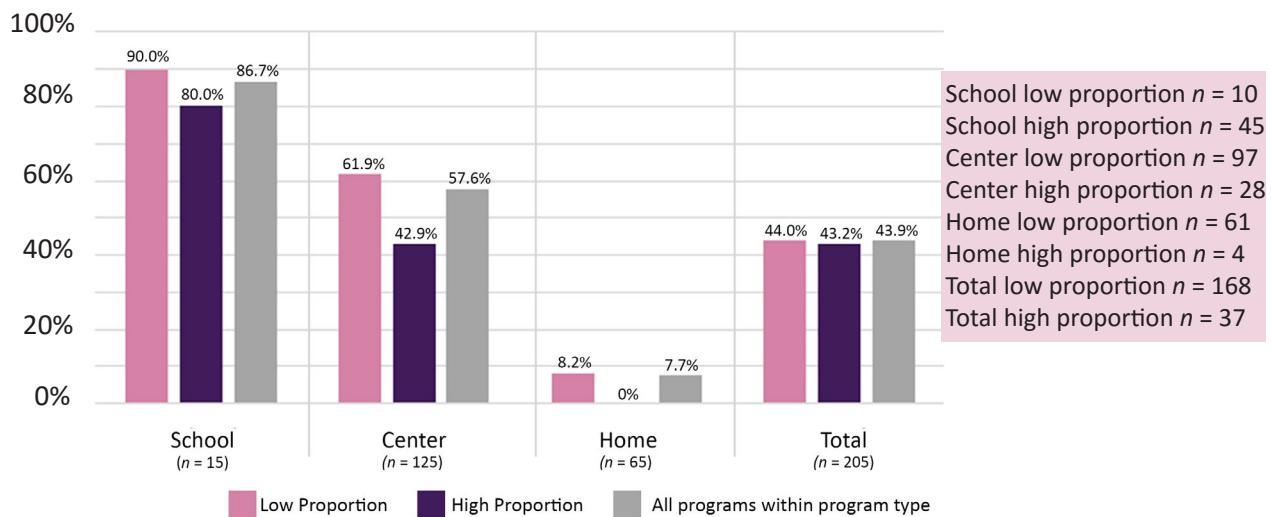
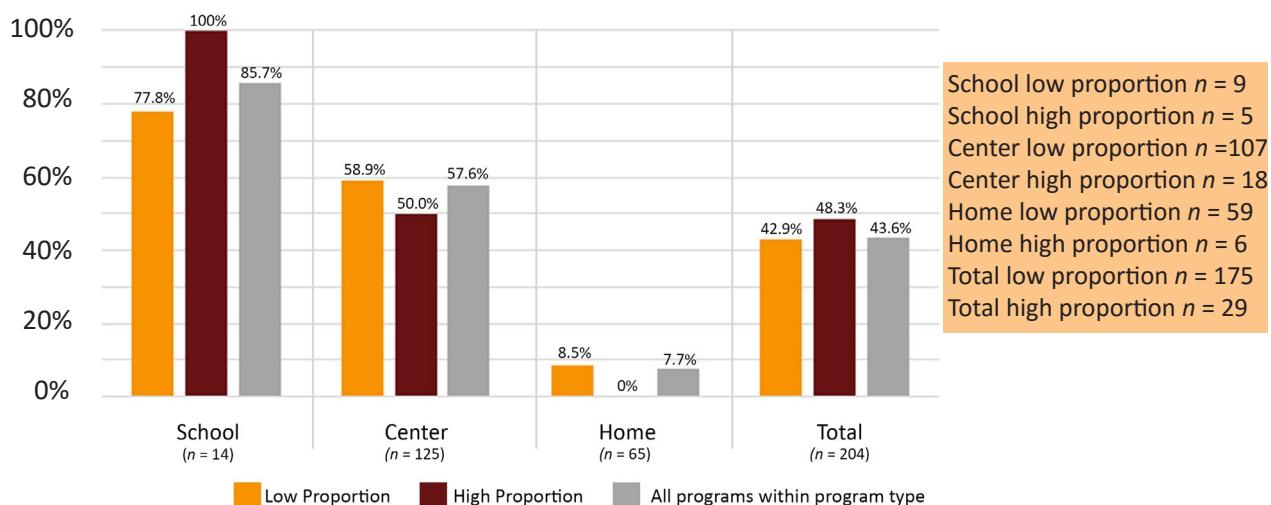


Figure 37

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

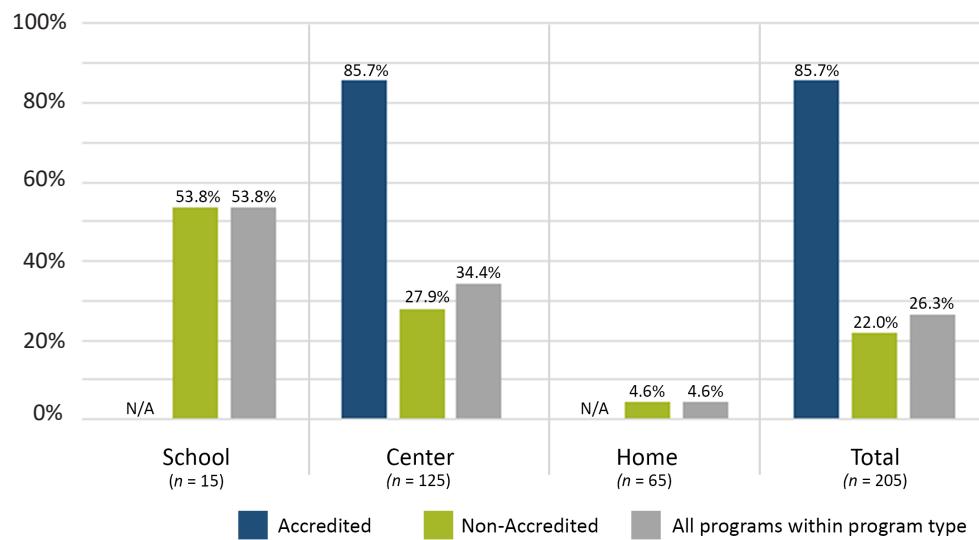


ARE PROGRAMS ASSESSED?

Programs reported on whether any assessments were used to rate or evaluate the entire program. About one-quarter of programs (26%) reported using program assessments (see Figure 38). More school-based programs were assessed (54%) than centers (34%) and homes (5%). Accredited centers were far more likely to use program assessments (86%) than non-accredited centers (28%).

Figure 38

Program Assessment by Program Type and Accreditation Status



School accredited n = 0

School non-accredited n = 15

Center accredited n = 14

Center non-accredited n = 111

Home accredited n = 0

Home non-accredited n = 65

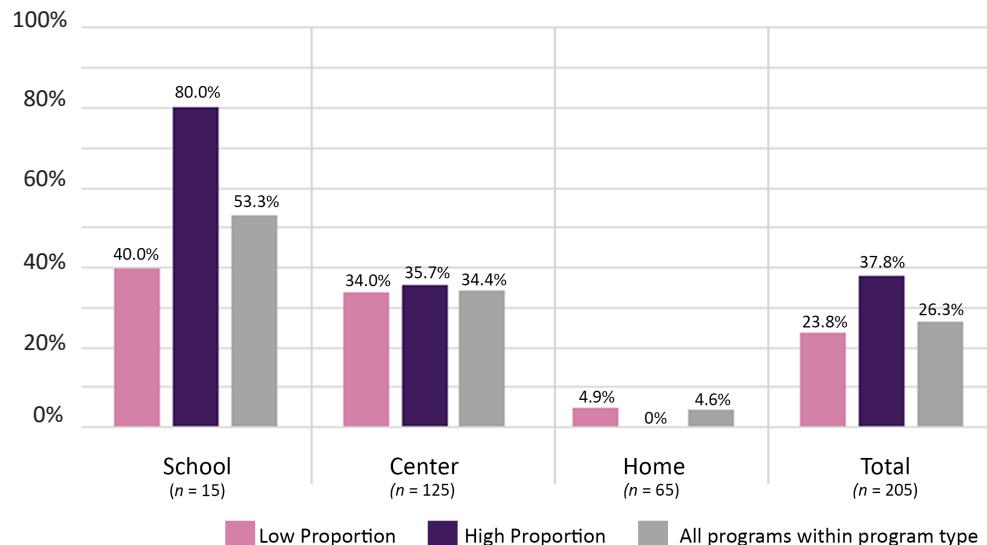
Total accredited n = 14

Total non-accredited n = 191

As shown in Figure 39, programs serving more children on subsidies were somewhat more likely to be assessed (38%) compared to programs serving fewer children on subsidies (24%). This trend was driven primarily by school-based programs; centers and homes showed less pronounced differences.

Figure 39

Program Assessment by Program Type and Proportion of Children Receiving Subsidies



School low proportion n = 10

School high proportion n = 5

Center low proportion n = 97

Center high proportion n = 28

Home low proportion n = 61

Home high proportion n = 4

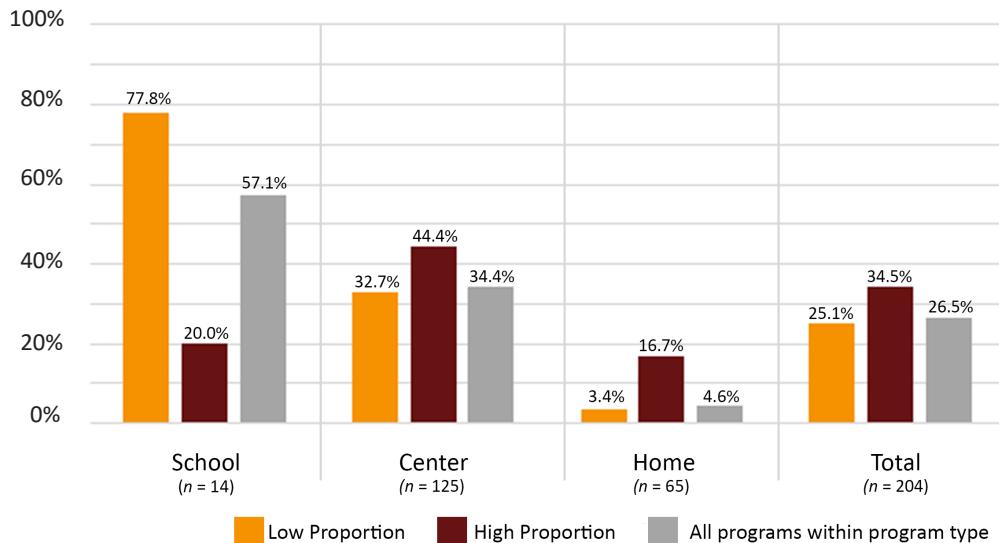
Total low proportion n = 168

Total high proportion n = 37

As shown in Figure 40, programs overall that served a high proportion of minority children are somewhat more likely to be assessed (35%) than programs serving a low proportion (25%). This trend was opposite for schools; 78% of low-minority schools used program assessments, compared to 20% of high-minority schools.

Figure 40

Program Assessment by Program Type and Proportion of Minority Children Served



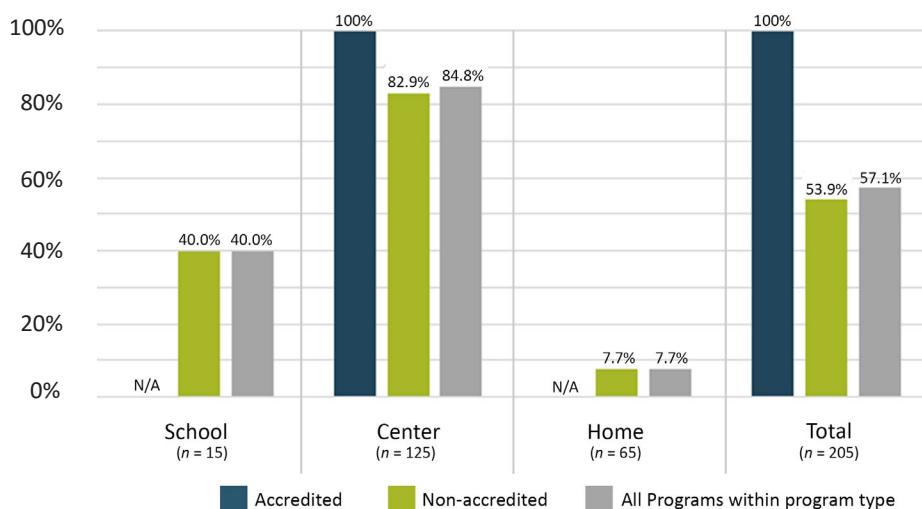
School low proportion n = 9 Center low proportion n = 107 Home low proportion n = 59 Total low proportion n = 175
 School high proportion n = 5 Center high proportion n = 18 Home high proportion n = 6 Total high proportion n = 29

DO PROGRAMS HAVE A WEBSITE?

Overall, 57% of programs have a website. Centers were most likely to report having a website (85%), followed by 40% of schools and 8% of homes. As shown in Figure 41, all accredited centers had a website, compared to 83% of non-accredited programs.

Figure 41

Whether Program Has a Website by Program Type and Accreditation Status

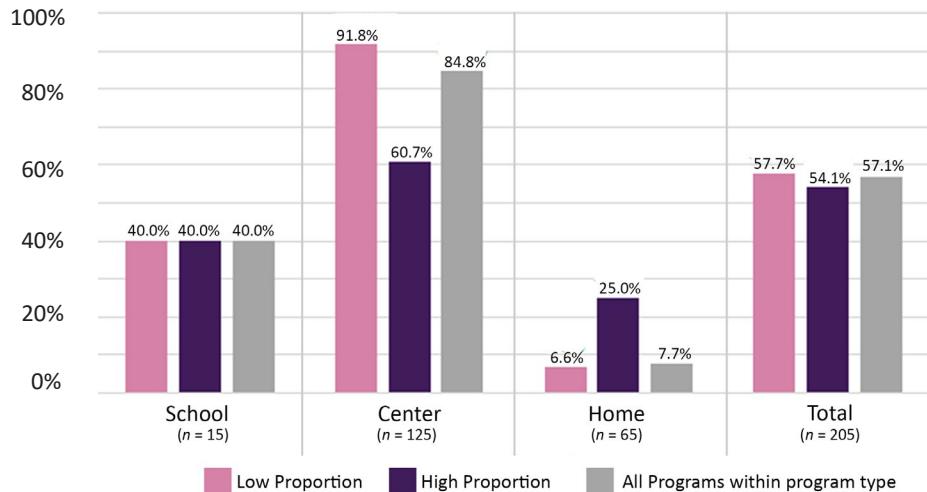


School accredited n = 0 Center accredited n = 14 Home accredited n = 0 Total accredited n = 14
 School non-accredited n = 15 Center non-accredited n = 111 Home non-accredited n = 65 Total non-accredited n = 191

Across all program types, a little more than half of high- and low-subsidy programs had a website (see Figure 42). However, the pattern was different for centers and homes. Centers that served a low proportion of children on subsidies were more likely to have a website (92%) compared to centers serving a high proportion (61%). On the other hand, homes that served a high proportion of children on subsidies were more likely to have a website (25%) compared to homes serving a low proportion (7%).

Figure 42

Whether Program has a Website by Program Type and Proportion of Children Receiving Subsidies

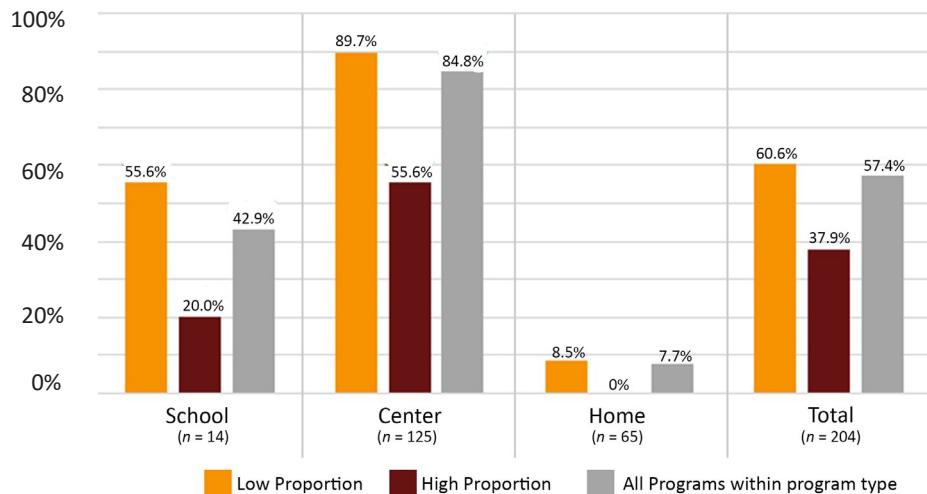


School low proportion n = 10	Center low proportion n = 97	Home low proportion n = 61	Total low proportion n = 168
School high proportion n = 5	Center high proportion n = 28	Home high proportion n = 4	Total high proportion n = 37

As shown in Figure 43, across all program types, those that served a low proportion of minority children were more likely to have a website (61%) than those serving a high proportion (38%). Homes bucked this trend; 9% of low-minority homes had a website compared to 0% of high-minority homes.

Figure 43

Whether Program has a Website by Program Type and Proportion of Minority Children Served



School low proportion n = 9	Center low proportion n = 107	Home low proportion n = 59	Total low proportion n = 175
School high proportion n = 5	Center high proportion n = 18	Home high proportion n = 6	Total high proportion n = 29

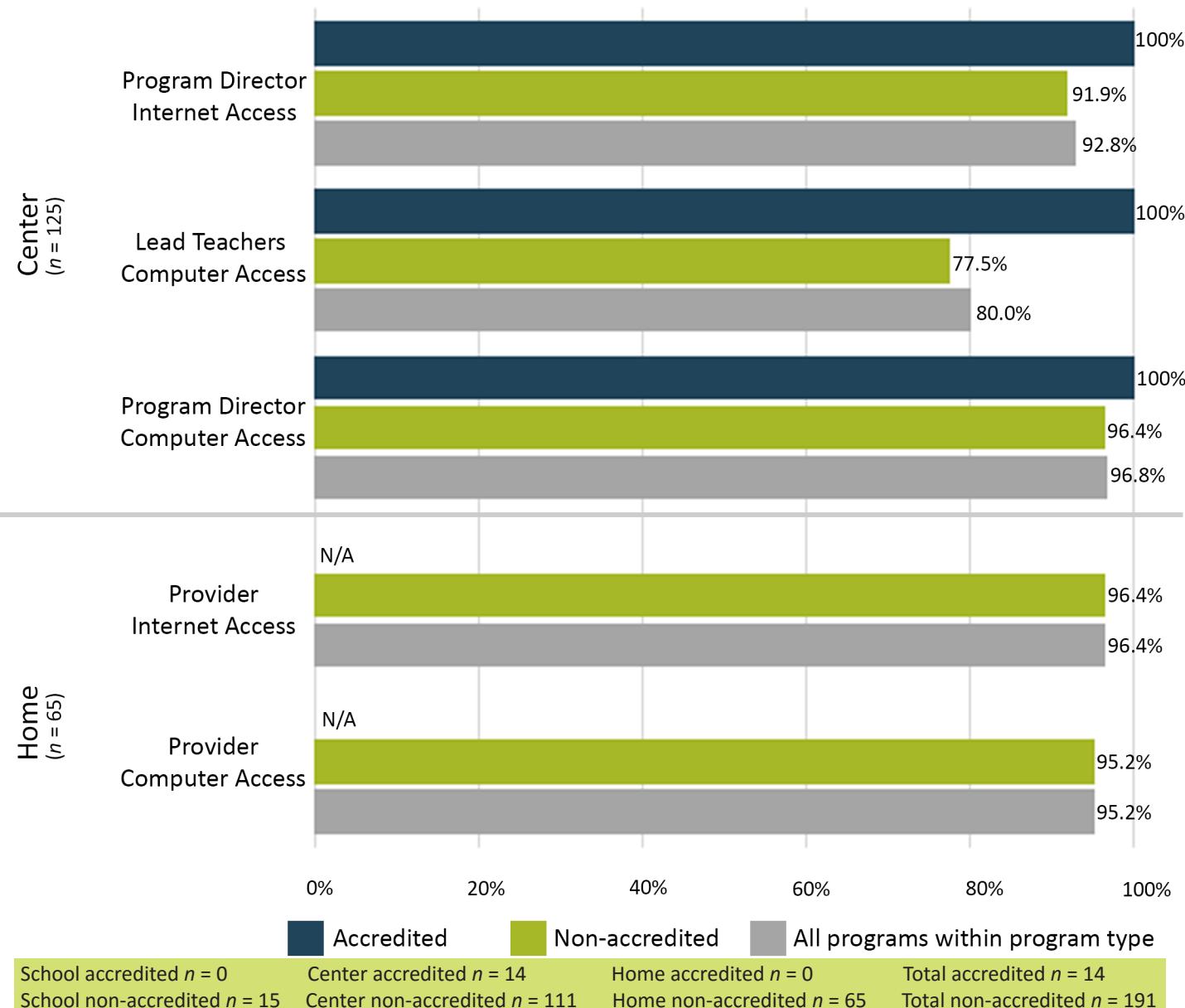
DO PROGRAM STAFF HAVE COMPUTERS AND INTERNET ACCESS?

Programs were asked to report whether their directors and lead teachers had access at least once per day to a computer and the internet. Schools reported staff having full access to computers and to the internet. Centers and homes did not have universal access (see Figure 44). Nearly all center directors and home providers had computers and internet access. Center directors were more likely to have computer access (97%) compared to center teachers (80%). Teachers in accredited centers were more likely to have computer access (100%) compared to teacher in non-accredited centers (78%).

Compared to centers serving a low proportion of children on subsidies, centers that served a high proportion of children on subsidies were somewhat less likely to have internet access for their directors (79% vs. 97%), computer access for their directors (89% vs. 99%), and computer access for lead teachers (64% vs. 85%). There were no significant differences for computer and internet access based on proportion of minority children served.

Figure 44

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



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

Center- and home-based programs were asked which school districts their students go to after graduation. More than one school district could be indicated. Table 10 shows the frequency of indicated school districts and percentage coming from accredited and non-accredited programs. The top three districts served were Shawnee Mission, Olathe, and Blue Valley. Because the number of non-accredited programs is far larger than accredited programs, it is not surprising that most school districts likely will enroll children from non-accredited centers and homes.

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

Table 8

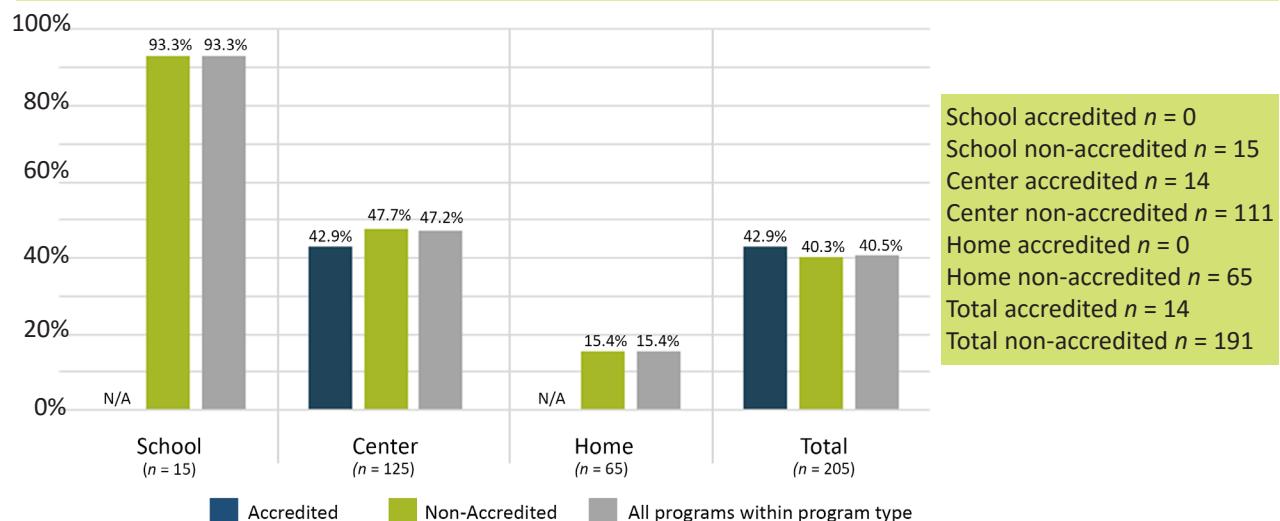
	Accreditation				Total Count	
	Accredited		Non-accredited			
	Count	%	Count	%		
Center-Based						
Shawnee Mission	12	15%	67	85%	79	
Olathe	8	11%	65	89%	73	
Blue Valley	12	19%	51	81%	63	
Kansas City, KS	5	14%	31	86%	36	
Gardner-Edgerton	3	11%	24	89%	27	
DeSoto	4	17%	20	83%	24	
Spring Hill	3	14%	19	86%	22	
Turner	4	18%	18	82%	22	
Piper	4	22%	14	78%	18	
Bonner Springs/Edwardsville	1	7%	13	93%	14	
Wellsville	1	33%	2	67%	3	
Eudora	1	33%	2	67%	3	
Home-Based						
Shawnee Mission	-	-	21	100%	21	
Olathe	-	-	24	100%	24	
Blue Valley	-	-	13	100%	13	
Kansas City, KS	-	-	7	100%	7	
Gardner-Edgerton	-	-	9	100%	9	
DeSoto	-	-	8	100%	8	
Spring Hill	-	-	4	100%	4	
Turner	-	-	3	100%	3	
Piper	-	-	2	100%	2	
Bonner Springs/Edwardsville	-	-	4	100%	4	
Wellsville	-	-	2	100%	2	
Eudora	-	-	0	100%	0	

HOW DO PROGRAMS INTERACT WITH NEIGHBORHOOD SCHOOLS?

For this question, two early childhood program activities with local schools are highlighted: talking with neighborhood school teachers about the social and academic skills needed to prepare children for school, and participating in joint training/professional development with local school staff. Not surprisingly, school-based programs almost universally reported communicating with neighborhood school teachers about the social and academic skills needed to prepare children for school (see Figure 45). However, far fewer centers and homes reported doing so (47% and 15%, respectively). There were no substantial differences overall for accreditation status.

Figure 45

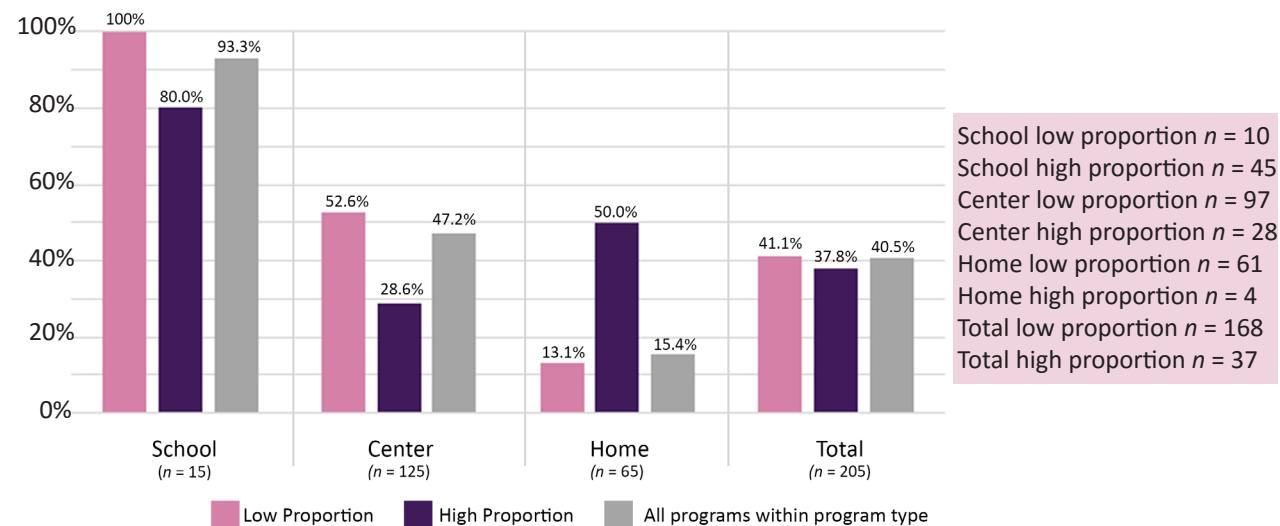
Program Communicates with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Accreditation Status



As shown in Figure 46, overall proportion of children on subsidies did not make a difference in communicating with neighborhood schools. However, for schools and centers, programs that served a low proportion of children on subsidies were more likely to communicate with neighborhood schools than program serving a high proportion. On the other hand, the opposite trend was true for homes (although the cell size for high-subsidy homes is small).

Figure 46

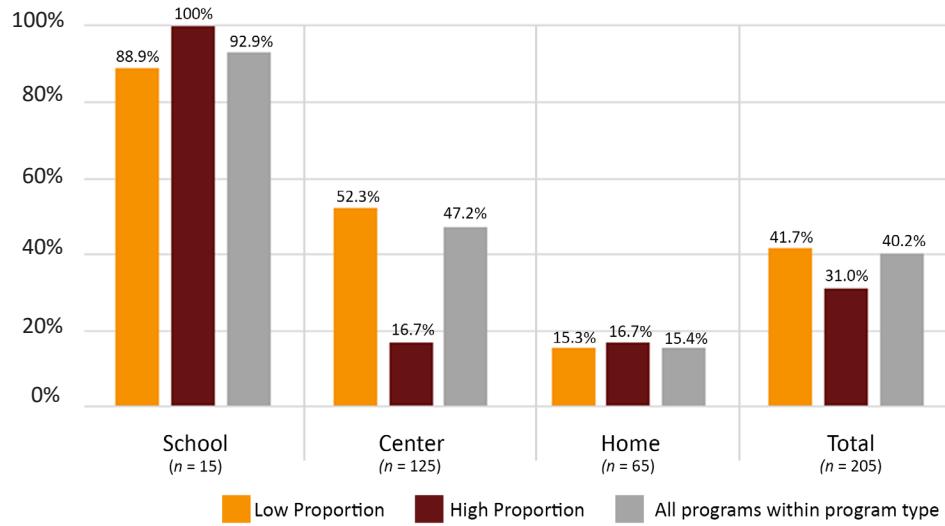
Program Communicates with Neighborhood Schools about Social and Academic Skills Needed by Program Type and Proportion of Children Receiving Subsidies



As shown in Figure 47, 42% of programs serving a low proportion of minority children communicated with neighborhood schools about necessary skills compared to 31% of programs serving a high proportion. This trend was driven primarily by centers, in which low-minority programs were far more likely to communicate about necessary skills (52%) than high-minority programs (17%).

Figure 47

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



School low proportion n = 9
School high proportion n = 5

Center low proportion n = 107
Center high proportion n = 18

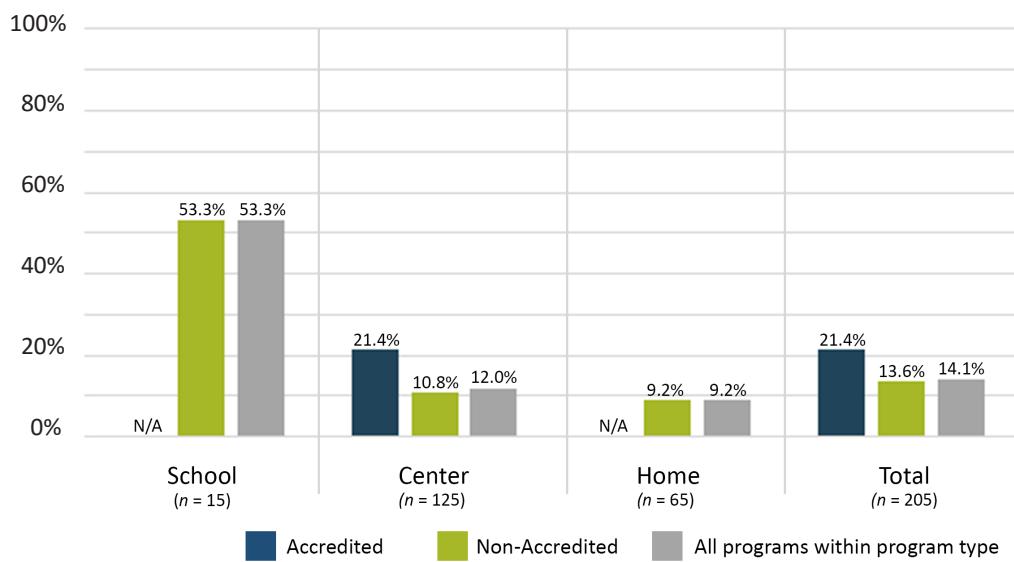
Home low proportion n = 59
Home high proportion n = 6

Total low proportion n = 175
Total high proportion n = 29

Outside of school-based programs, relatively few programs reported participating in joint training and professional development with neighborhood schools (see Figure 48). The percentage of accredited centers reporting joint training/professional development was nearly twice as high (21%) as non-accredited centers (11%).

Figure 48

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



School accredited n = 0
School non-accredited n = 15

Center accredited n = 14
Center non-accredited n = 111

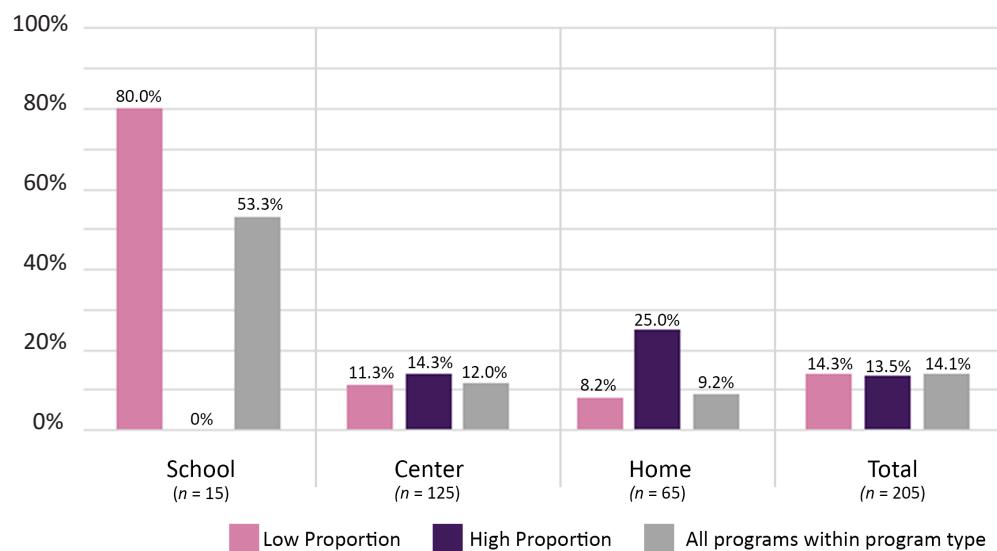
Home accredited n = 0
Home non-accredited n = 65

Total accredited n = 14
Total non-accredited n = 191

As shown in Figure 49, overall proportion of children on subsidies did not make a difference in joint training/professional development. For school-based programs, 80% of those that served a low proportion of children on subsidies reported joint training/professional development, whereas no programs that served a high proportion did so. High-subsidy homes were more likely to report training/professional development (25%) than low-subsidy homes (8%).

Figure 49

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

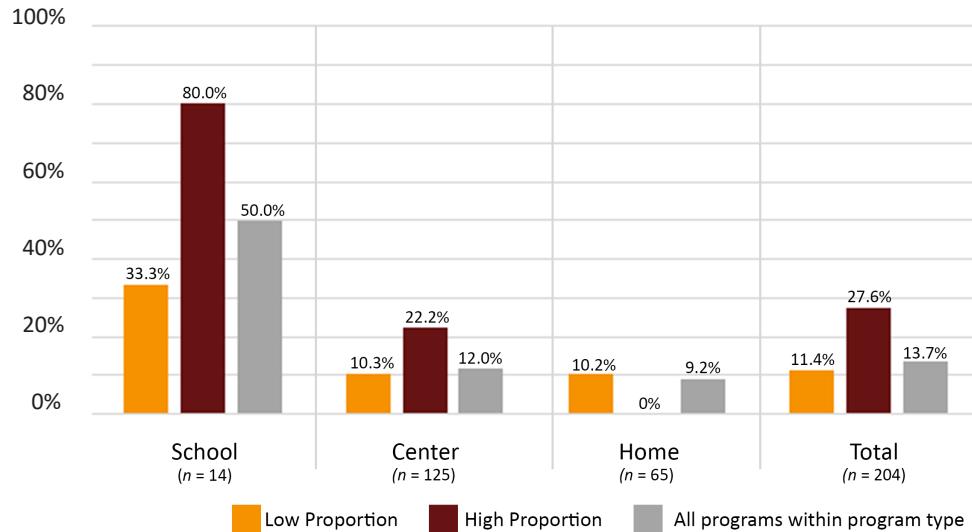


School low proportion n = 10 Center low proportion n = 97 Home low proportion n = 61 Total low proportion n = 168
 School high proportion n = 5 Center high proportion n = 28 Home high proportion n = 4 Total high proportion n = 37

As shown in Figure 50, programs that served a high proportion of minority children were more likely to report participating in joint professional development opportunities with local schools compared to programs serving a low percentage of minority children (28% vs. 11%). This trend was driven by schools and centers.

Figure 50

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



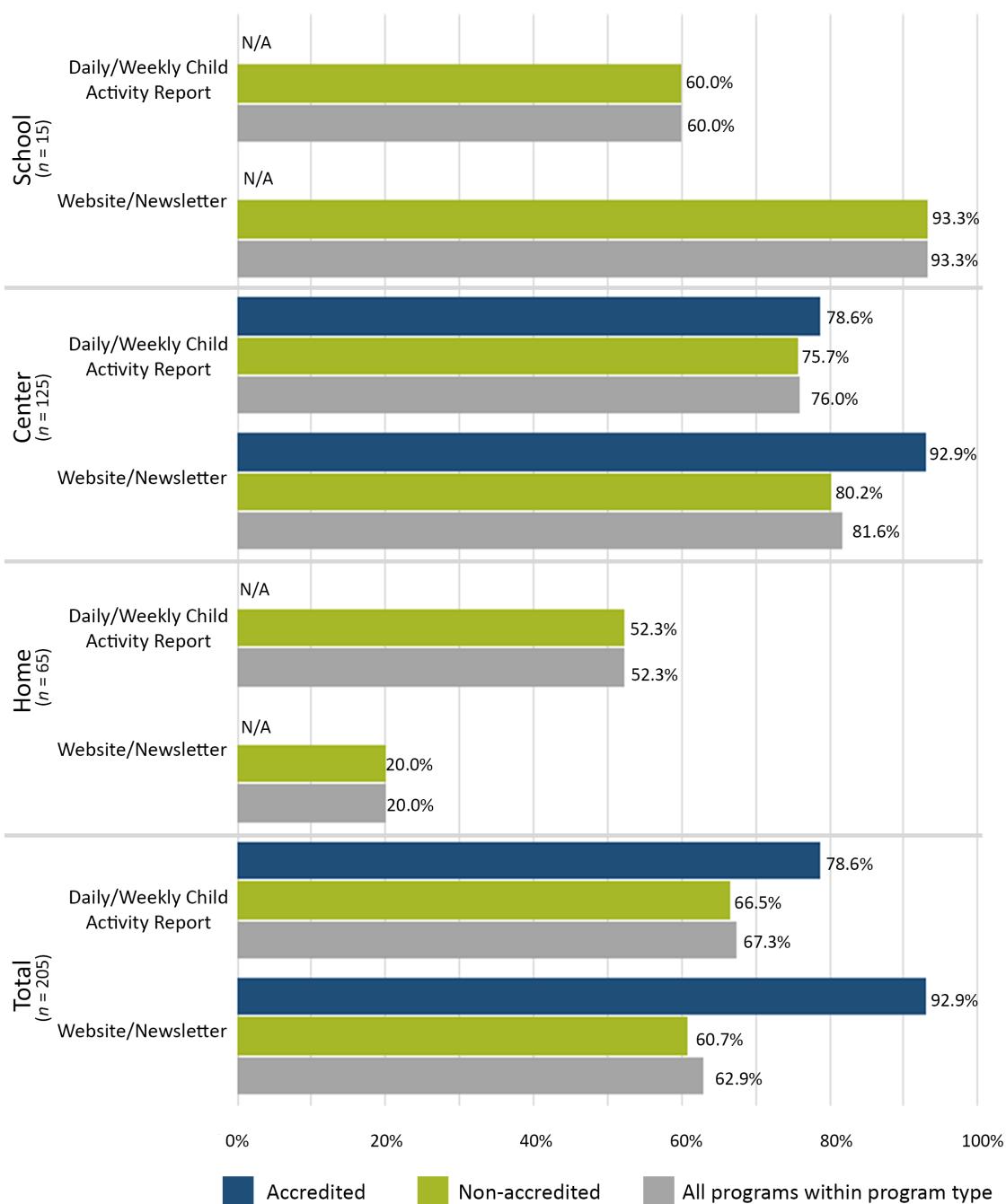
School low proportion n = 9 Center low proportion n = 107 Home low proportion n = 59 Total low proportion n = 175
 School high proportion n = 5 Center high proportion n = 18 Home high proportion n = 6 Total high proportion n = 29

HOW DO PROGRAMS ENGAGE FAMILIES?

Respondents were asked about strategies for engaging families in the program. Figure 51 shows the two strategies that were reported most: daily/weekly child activity report and website/newsletter. With respect to the child activity report, 76% of centers offered them, compared to 60% of schools and 52% of homes. Schools and centers were also far more likely to have a website/newsletter (93% and 82%, respectively) than homes (20%). Accredited centers were slightly more likely to have a website/newsletter than non-accredited facilities. .

Figure 51

Family Engagement Strategies by Program Type and Accreditation Status



School accredited n = 0
School non-accredited n = 15

Center accredited n = 14
Center non-accredited n = 111

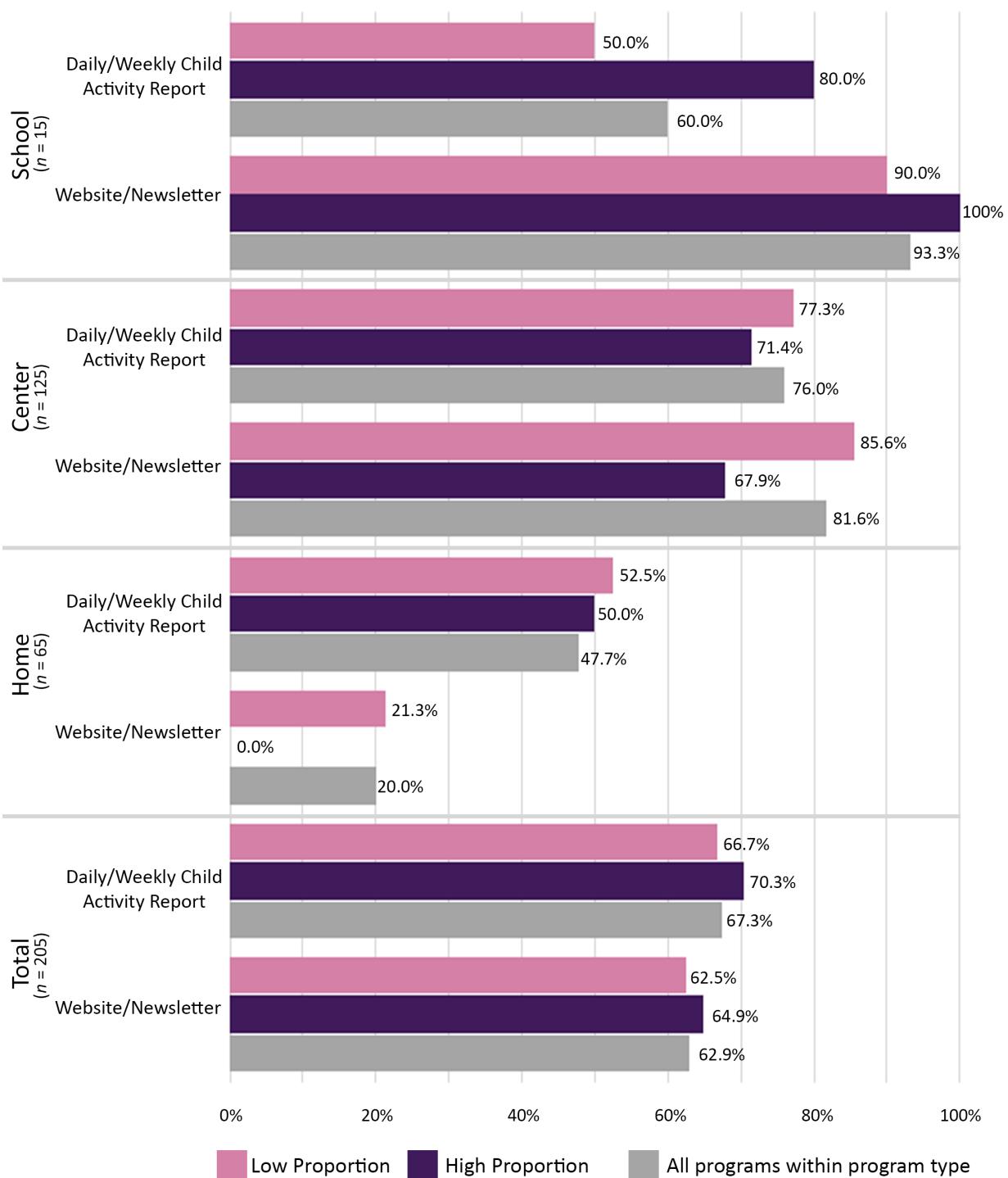
Home accredited n = 0
Home non-accredited n = 65

Total accredited n = 14
Total non-accredited n = 191

As shown in Figure 52, overall proportion of children on subsidies did not make a difference in family engagement activities. However, schools that served a high proportion of children on subsidies were more likely to provide child activity reports (80%) than schools serving a low proportion (50%). Centers and homes serving a low proportion of children on subsidies were more likely to have a website/newsletter than those serving a high proportion.

Figure 52

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



School low proportion n = 10
School high proportion n = 5

Center low proportion n = 97
Center high proportion n = 28

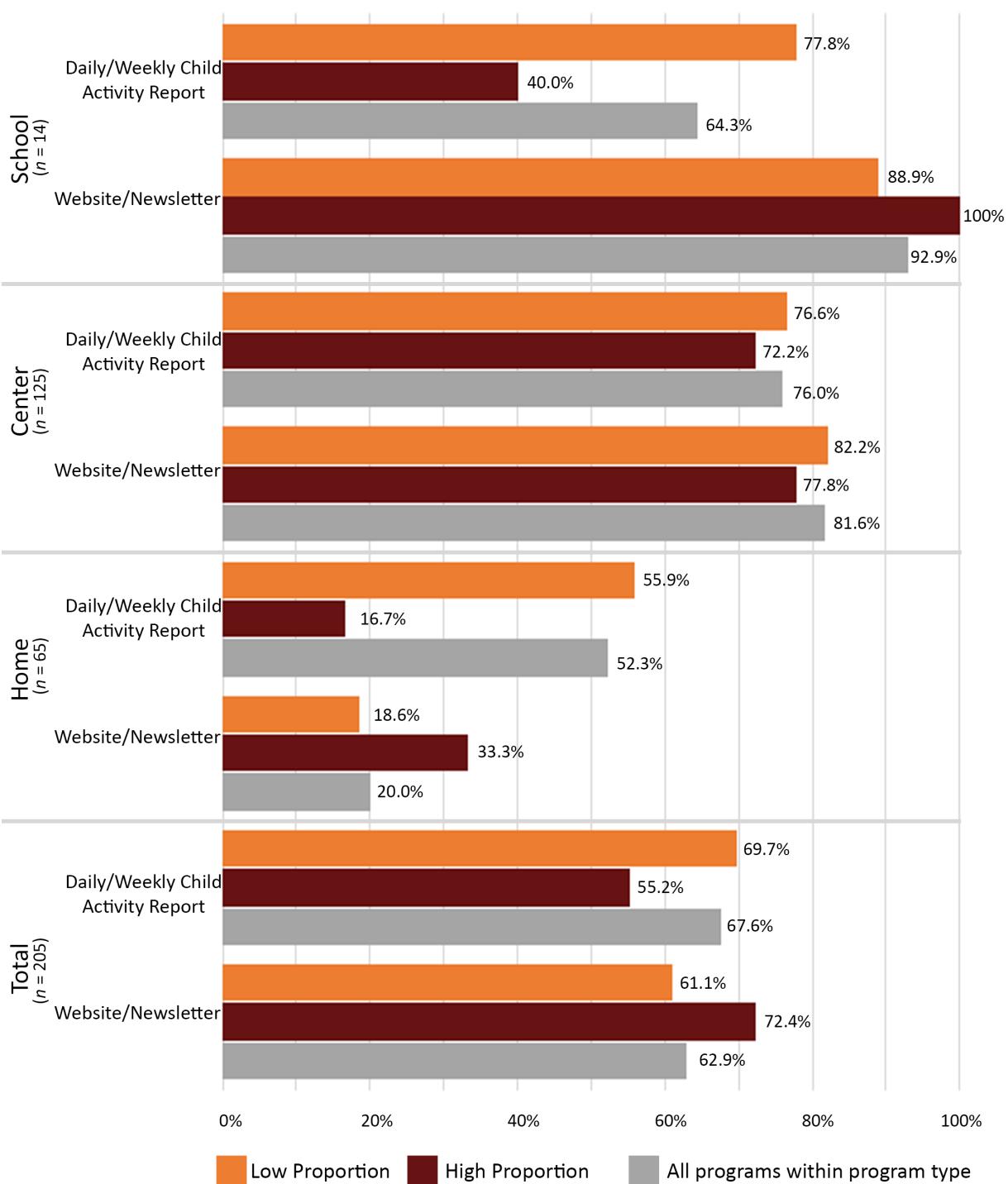
Home low proportion n = 61
Home high proportion n = 4

Total low proportion n = 168
Total high proportion n = 37

With respect to proportion of minority children served, programs in general that served a low proportion of children on subsidies were more likely to offer a child activity report than programs serving a high proportion (70% vs. 55%). This trend was driven primarily by schools and homes. Programs in general that served a high proportion of children on subsidies were somewhat more likely to have a website/newsletter than programs serving a low proportion (72% vs. 61%). This trend was also driven primarily by schools and homes.

Figure 53

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



School low proportion n = 9
School high proportion n = 5

Center low proportion n = 107
Center high proportion n = 18

Home low proportion n = 59
Home high proportion n = 6

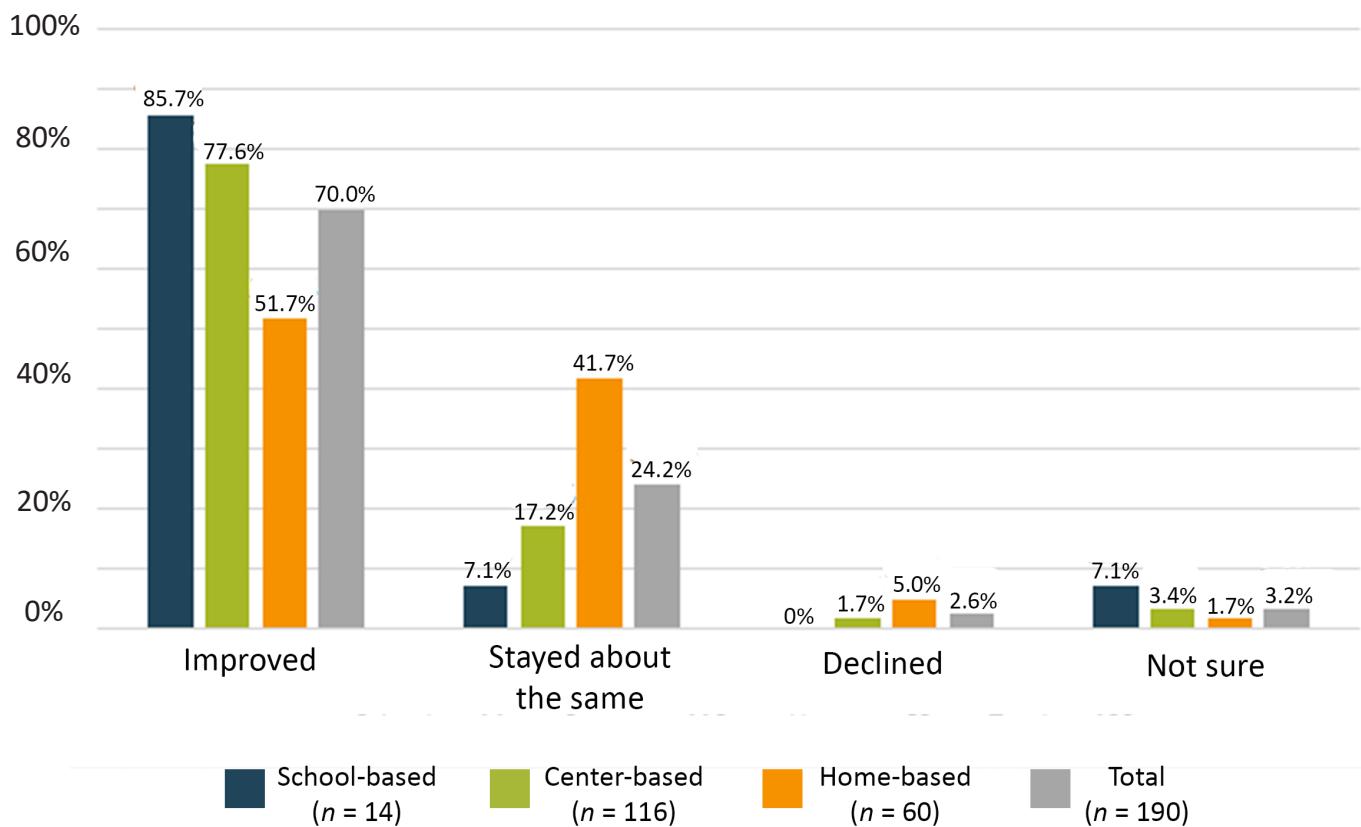
Total low proportion n = 175
Total high proportion n = 29

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

Programs that reported being open three years or longer were asked to evaluate whether program quality had improved, declined, or stayed the same compared to three years ago. Overall, as shown in Figure 54, program quality has increased or remained the same for most programs. Only a very few programs (3%) reported that quality had declined, with no differences between program types. However, although a majority of programs reported improved program quality over the last three years, more school-based and center-based programs reported increased quality (86% and 78%, respectively) than home-based programs (52%). More homes indicated that program quality had remained about the same (42%) than schools (7%) and centers (17%). Some of the differences in program quality improvement between homes and centers may be explained by participation in the Kansas Quality Rating and Improvement System (KQRIS). Nearly a quarter (24%) of centers have participated in KQRIS, compared to 3% of homes. (Schools were not asked about KQRIS participation.)

Figure 54

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



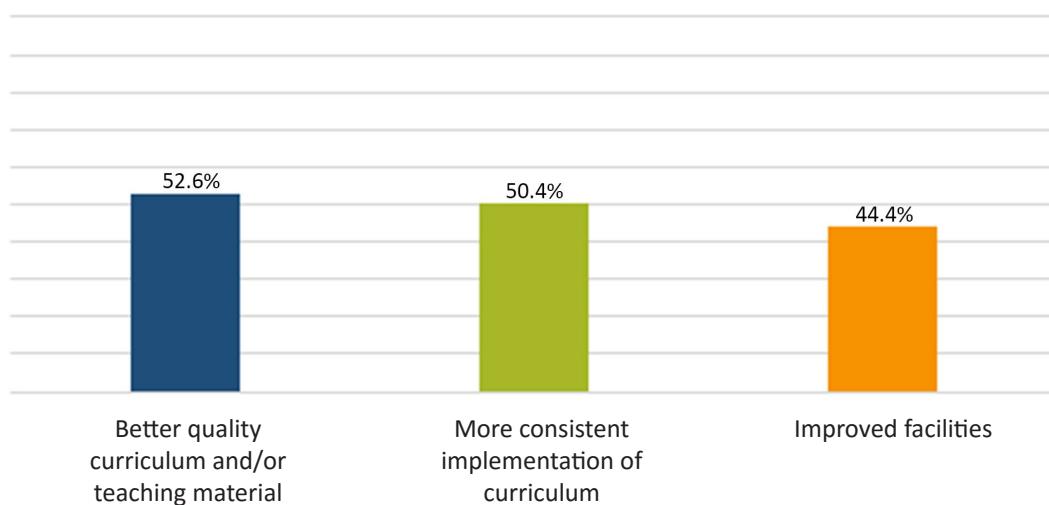
WHY HAS PROGRAM QUALITY IMPROVED OR DECLINED IN THE LAST THREE YEARS?

Programs that had been in business more than three years were asked whether they felt their program had improved or declined. Programs were queried about the reasons for the improvement or decline. The reasons for quality improvement were very similar across program types, with the top answers being better curriculum, more consistent curriculum implementation, and improved facilities (see Figure 55).

Figure 55

Top Three Reasons Cited for Program Improvement Overall

(n = 133)

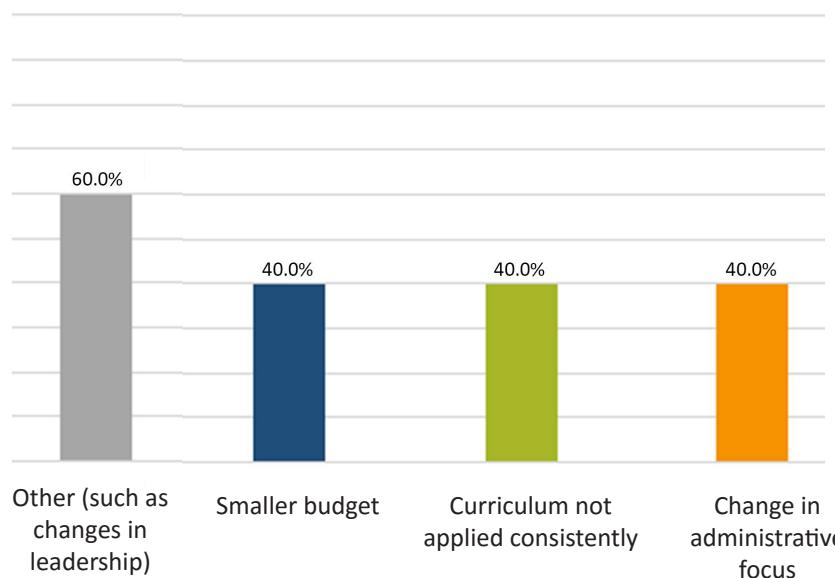


Of the few programs that indicated the quality of their program declined, the top reasons cited for program decline were Other (such as changes in leadership), smaller budget, curriculum not applied consistently, and a change in administrative focus.

Figure 56

Top Three Reasons Cited for Program Decline Overall

(n = 5)



WHAT ARE REASONS CITED FOR EXPANDING OR CLOSING PROGRAMS?

Center- and home-based programs were asked about their future plans, specifically whether they planned to expand the program or whether they expected to close. Overall, 38 (30%) of centers and 7 (11%) of homes reported they were considering expanding. The most cited reason for expansion was to increase the types of services provided (see Table 9). The reasons were similar across centers and homes.

Table 9		Top Reasons Cited for Wanting to Expand Program (Centers and Homes)
Center (<i>n</i> = 38)		
Want to expand the type of services provided		55.3%
Other, such as wanting to increase number of classes, increase size of faculty		52.6%
Home (<i>n</i> = 7)		
Want to expand the type of services provided		71.4%
Currently receive more funding/revenue		14.3%
Other, such as needing a bigger space		14.3%

Overall, 5 centers and 16 homes reported that they were considering closing. These numbers represent 4% and 25% of the center and home samples, respectively. For centers, the most cited reasons for closing were difficulty meeting expenses (60%) and other (retirement, low subsidy reimbursement) (60%). For homes, 94% indicated other reasons but provided no specifics.

Programs were also asked to report on the types of support they needed most (see Table 10). Types of needed supports differed somewhat by program type. All programs indicated an interest in curriculum-specific training. Schools were interested in accreditation support as well as a variety of professional development opportunities. Centers were also interested in professional development, but indicated needing facilities grants and subsidies for materials. Homes tended to indicate greater needs around subsidies for materials and facilities grants.

Table 10	Types of Support that Would Improve Program Quality by Program Type
School (n = 15)	Percent of programs
Accreditation support	100%
Professional development/training opportunities	73.3%
Curriculum-specific training	53.3%
Mentoring/coaching opportunities with other programs	53.3%
Center (n = 125)	
Professional development/training opportunities	62.4%
Facilities grants	52.8%
Curriculum-specific training	36.8%
Subsidies for materials	36.0%
Home (n = 65)	
Subsidies for materials	66.2%
Facilities grants	46.2%
Curriculum-specific training	35.4%

WHAT ARE PROGRAMS' REVENUE SOURCES?

Programs were asked to report their income sources. The summary on the sources of programs' revenue (Table 11) shows the percent of programs that cited a particular source, regardless of the amount received by each. Revenue sources differed greatly by program type. Centers and homes tapped similar sources, with parent fees as the most likely source of income. School-based programs utilize parent fees much less (27%), and many are receiving dollars from Part B Special Education (47%). Centers reported fundraising as an income source, whereas no school or homes did so.

Table 11		General Income Sources by Program Type				
Program type	<i>n</i>	General income sources				
		Parent fees	Philanthropy	Part-B Special Education	Fundraising	Other
School	15	26.7%	0.0%	46.7%	0.0%	6.7%
Center	114	100%	9.6%	NA	28.1%	5.3%
Home	63	96.8%	*	NA	0.0%	3.2%

*Did not ask on home survey.

With respect to income from low-income qualified sources, some school-based programs received revenue from Head Start/Early Head Start and Title I (see Table 12). Centers and homes received funding from the Child and Adult Care Food Program (CACFP) and state child care assistance program, whereas schools did not receive funding from either source. However, school-based programs were much more likely to report receiving other state/federal program assistance (most likely free/reduced lunch dollars) compared to centers and homes.

Table 12		Low-Income Qualified Sources by Program Type				
Program type	<i>n</i>	Low income qualified sources				
		Head Start/ Early Head Start	Title I	Child and Adult Care Food Program (CACFP)	State child care assistance	Other state or federal program
School	15	13.3%	33.3%	0.0%	0.0%	66.7%
Center	114	7.9%	0%	30.7%	44.7%	9.6%
Home	63	1.6%	NA	63.5%	19.0%	3.2%

As shown in Table 13, accredited centers were more likely to report philanthropic sources than non-accredited centers (31% vs. 7%).

Table 13		Revenue Sources by Program Type and Accreditation Status									
		Low income qualified sources									
		Accredited					Non-accredited				
Type	Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other		Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other
School	-	-	-	-	-	27%	0%	47%	0%	7%	
Center	100%	31%	NA	31%	8%	100%	7%	NA	28%	5%	
Home	-	*	-	-	-	97%	*	NA	0%	3%	

Note. School accredited n = 0, non-accredited n = 15; Center accredited n = 13, non-accredited n = 101; Home accredited n = 0, non-accredited n = 63.
* Did not ask on survey.

Table 14 shows revenue sources by program type and proportion of children receiving subsidies. All homes serving a low proportion of children on subsidies use parent fees, whereas only half of homes serving a high proportion use parent fees. All high-subsidy school-based programs reported using Part B Special Education funding, compared to only 20% of low-subsidy school-based programs. Low-subsidy centers were more likely to report revenue from fundraising than high-subsidy centers (31% vs. 17%).

Table 14		Revenue Sources by Program Type and Proportion of Children Receiving Subsidies									
		Proportion of children on subsidies									
		Low					High				
Type	Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other		Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other
School	30%	0%	20%	0%	10%	20%	0%	100%	0%	0%	0%
Center	100%	8%	NA	31%	3%	100%	17%	NA	17%	13%	
Home	100%	*	NA	0%	3%	50%	*	NA	0%	0%	

Note. School low n = 7, high n = 4; Center low n = 90, high n = 24; Home low n = 59, high n = 4.
* Did not ask on survey.

As shown in Table 15, schools and homes that served a low proportion of minority children were more likely to use parent fees compared to schools and homes that served a high proportion. Over three-quarters of low-minority schools reported using Part B Special Education funding, compared to none for high-minority schools.

Table 15		Revenue Sources by Program Type and Proportion of Minority Children Served									
		Proportion of minority children served									
		Low					High				
Type	Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other		Parent Fees	Philanthropy	Part-B Special Education	Fund-raising	Other
School	44%	0%	78%	0%	11%	0%	0%	0%	0%	0%	0%
Center	100%	8%	NA	28%	5%	100%	19%	NA	31%	6%	
Home	100%	*	NA	0%	4%	67%	*	NA	0%	0%	

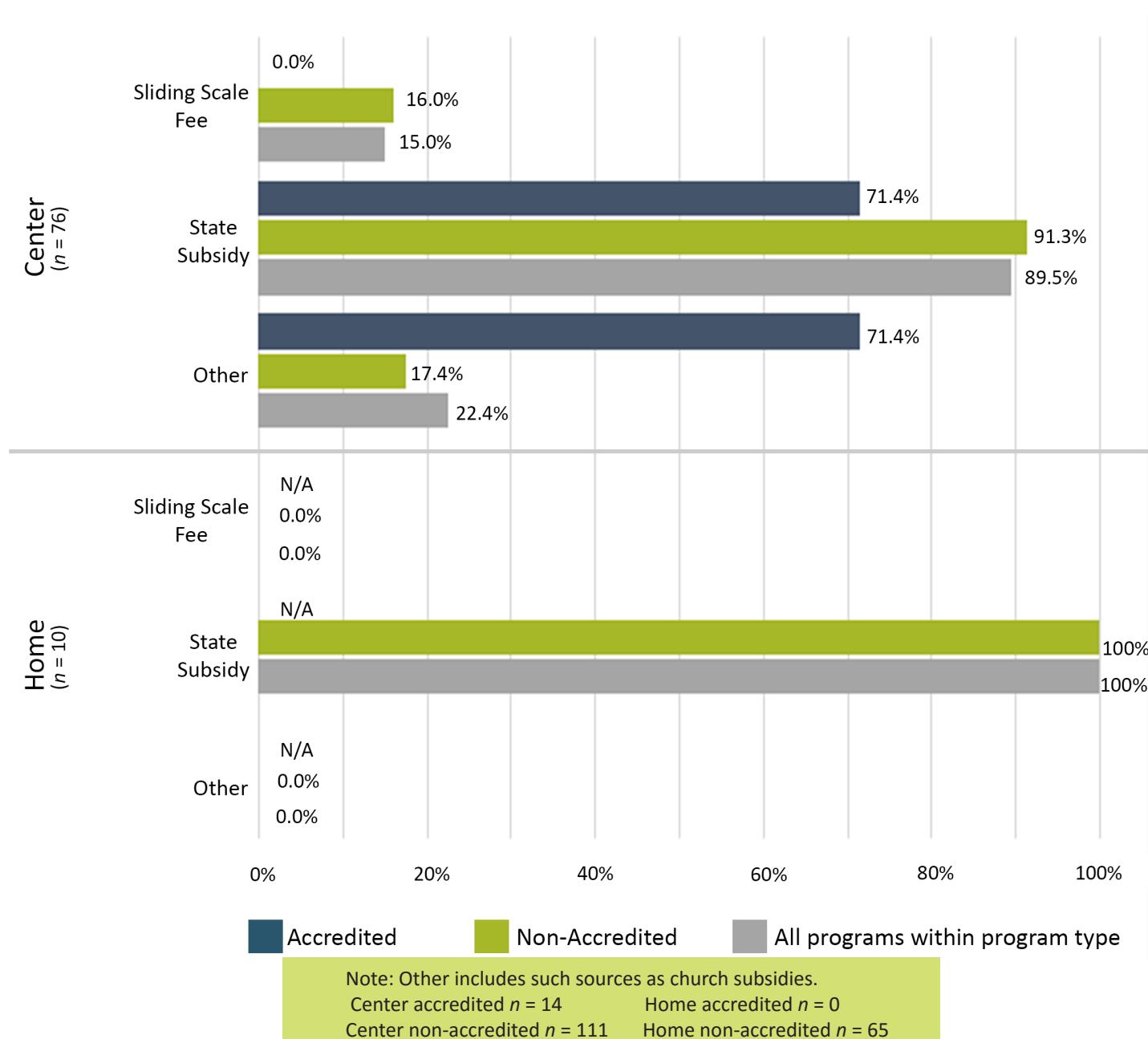
Note. School low n = 9, high n = 5; Center low n = 98, high n = 16; Home low n = 57, high n = 6.
 * Did not ask on survey.

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

Center- and home-based programs were asked to report on the sources of financial assistance used by families to pay for care. Figure 57 shows sources of financial assistance/subsidy by accreditation status. Almost all programs received state child care subsidy (child care assistance) from the Kansas Department of Children and Families. No homes and only 15% of centers offered sliding scale fees. The only programs that reported using sliding scale fees were non-accredited centers. Accredited centers were more likely to report receipt of other forms of financial assistance (such as church subsidies) than non-accredited centers (71% vs. 17%).

There were no substantial differences for type of financial assistance by proportion of children receiving subsidies or proportion of minority children served.

Figure 57 Type of Financial Assistance Received by Program Type and Accreditation Status



WHAT ARE PROGRAMS' MOST COMMON EXPENSES?

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

Table 16	The Top Three Most Common Expenses Reported by Programs
School (<i>n</i> = 15)	
Staff salaries/benefits	100%
Direct instruction expenditures, e.g., supplies, classroom equipment	100%
Instructional support services, e.g., staff training, technology	73.3%
Centers (<i>n</i> = 122)	
Staff salaries/benefits	100%
Operations and maintenance of building, e.g., rent, utilities	82.0%
Direct instruction expenditures, e.g., supplies, classroom equipment	82.0%
Home (<i>n</i> = 64)	
Operations and maintenance of building, e.g., rent, utilities	82.8%
Direct instruction expenditures, e.g., supplies, classroom equipment	91.9%
Instructional support services, e.g., staff training, technology	53.1%

All schools and all centers reported staff salaries/benefits as their most common expense. For homes, it was operations and maintenance of building. School, centers, and homes all cited direct instruction expenditures as a significant expense. Schools and homes both cited instructional support services as one of the most common expenses. Centers also reported that operations and maintenance of the building was a major expense.

RESULTS

STAFF CHARACTERISTICS

Figures 58 and 59 show the age and gender of early learning program staff by program type. A total of 3,148 staff worked in the 205 programs. With respect to age, homes had the highest proportion of staff over 40 years old (66%), whereas centers had the highest proportion of staff under 26 years old (25%). A vast majority of staff across all programs were female (96%). Comparisons by accreditation, proportion of children on subsidies, and proportion of minority children served indicated no major differences in staff age or gender.

Figure 58

Staff Ages by Program Type

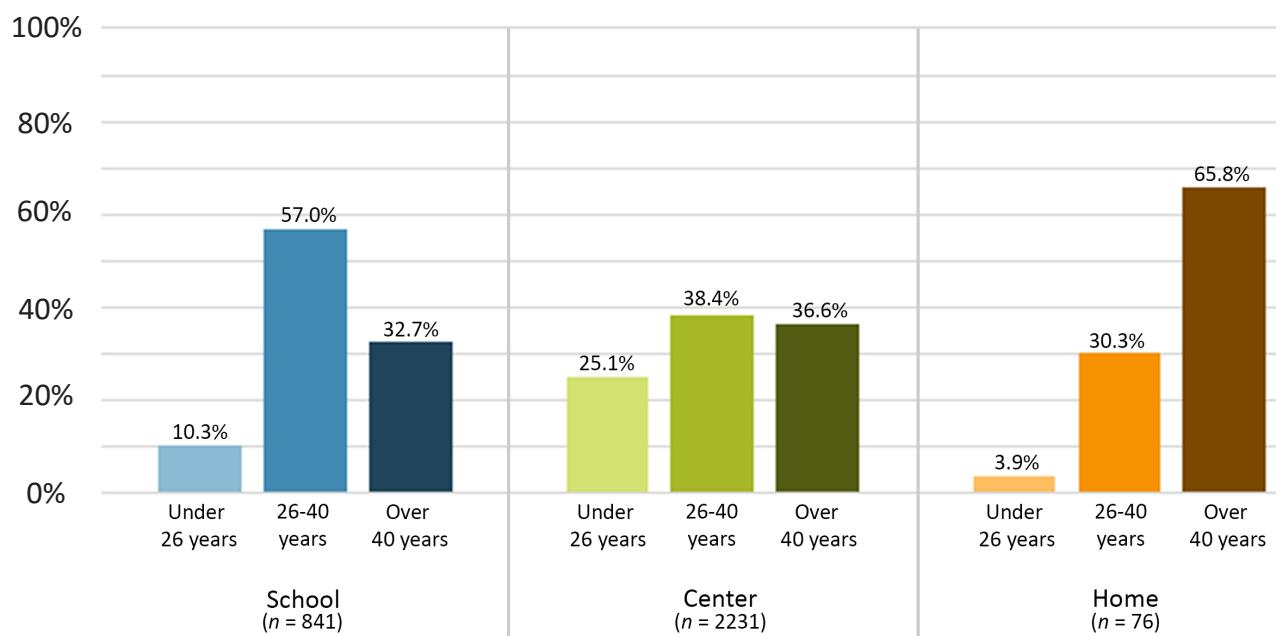


Figure 59

Staff Gender by Program Type

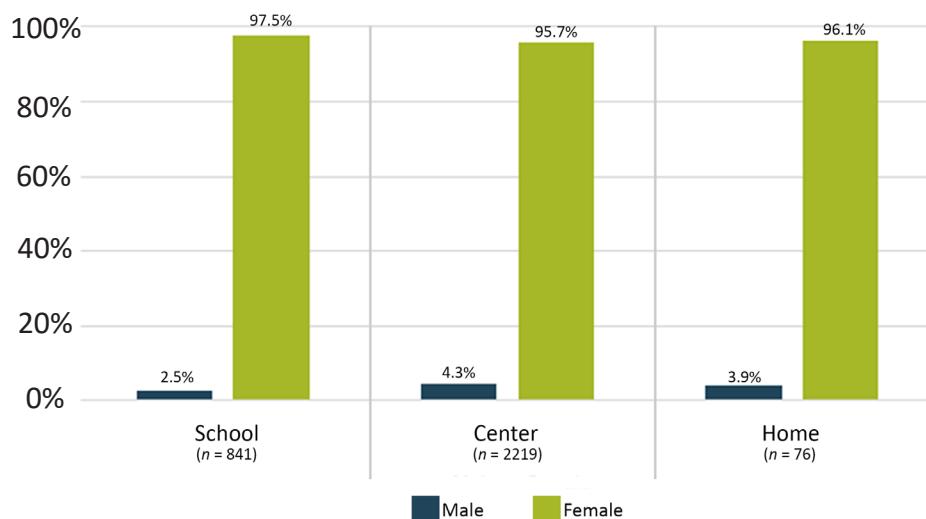
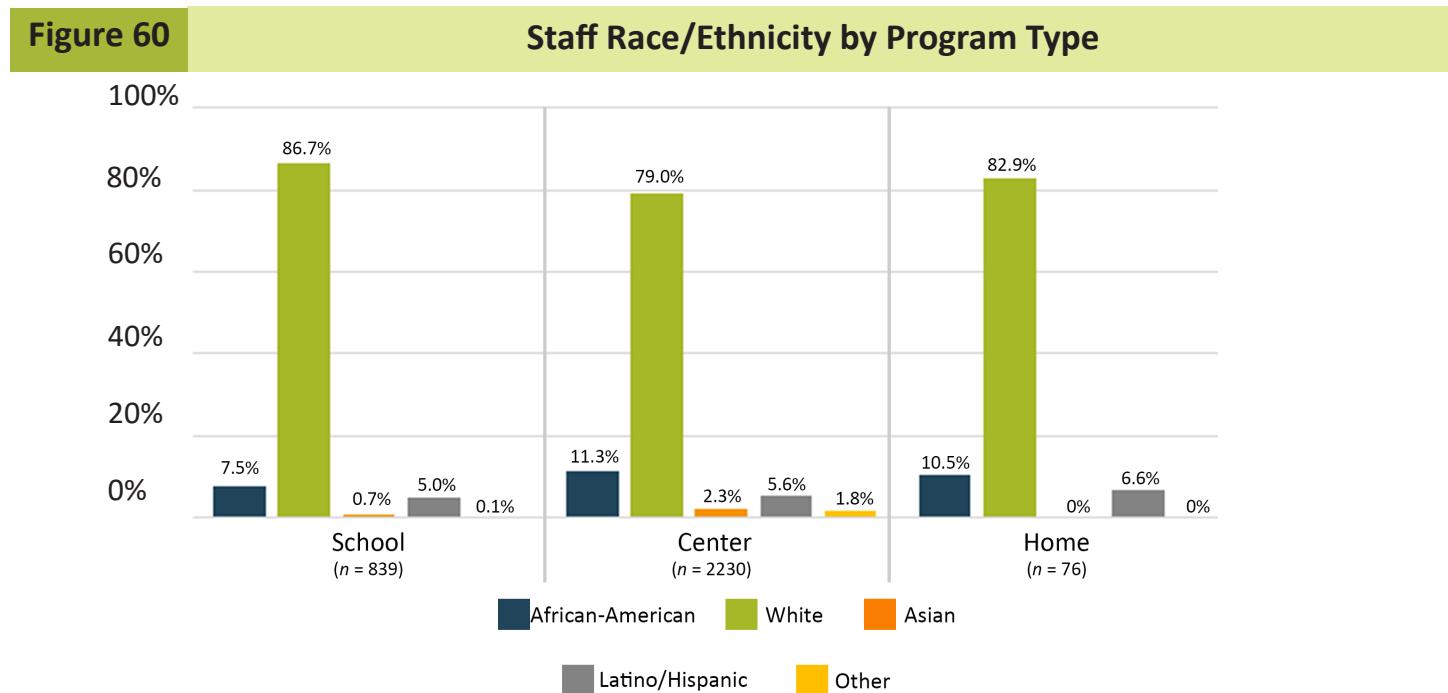


Figure 60 shows the racial/ethnic composition of staff by program type. School-based programs had the lowest percentage of minority staff (13%), followed by homes (17%) and centers (21%).



For school-based programs, there were no substantial differences based on proportion of children on subsidies or proportion of minority children served. However, there were differences for both for centers and homes. Figure 61 shows the racial/ethnic composition of staff by program type and proportion of children on subsidies. High-subsidy centers and homes had more African American and Latino/Hispanic staff compared to low-subsidy centers and homes.

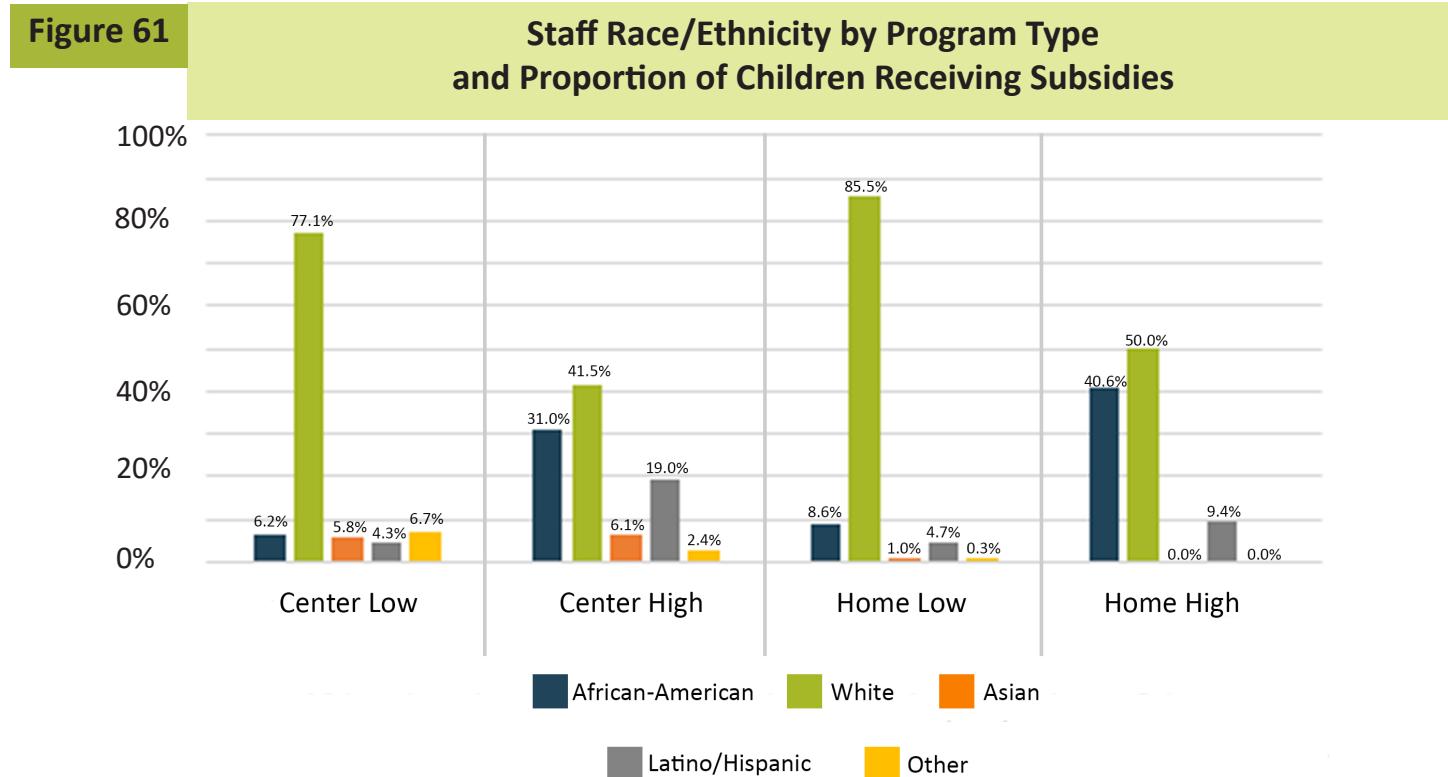
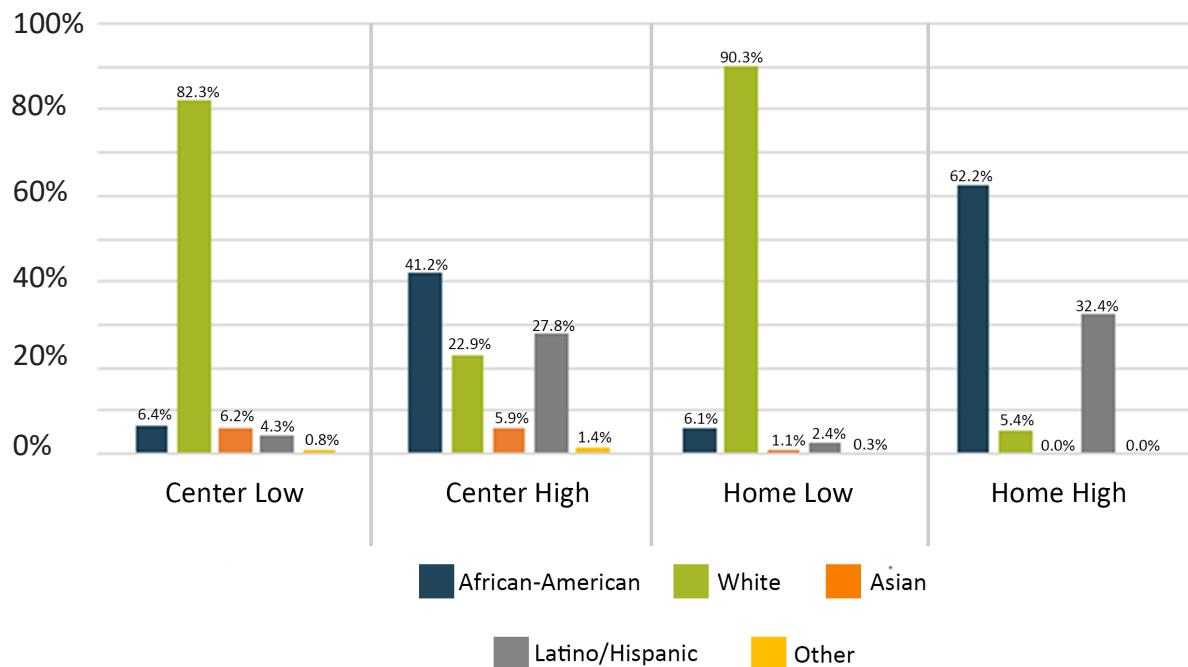


Figure 62 shows the racial/ethnic composition of staff for centers and homes by proportion of minority children served. High-minority centers and homes had more African American and Latino/Hispanic staff compared to low-minority centers and homes.

Figure 62

**Staff Race/Ethnicity by Program Type
and Proportion of Minority Children Served**



WHAT STAFF ARE EMPLOYED IN PROGRAMS?

Staff roles in schools and centers included program directors, assistant directors, lead teachers, assistant teachers, specialists, and other roles. Homes were only staffed by providers/directors and assistant teachers. All schools reported having directors, assistant teachers, specialists, and other roles (such as custodian, receptionist); 73% of schools reported having lead teachers. (One school district reported that it does not employ lead teachers.) For centers, 100% reported having a program director, 50% had assistant director(s), 100% had lead teachers, 16% employed specialists, and 66% had other roles. All homes had a primary provider; 12% employed assistant teachers/caregivers as well.

Compared to non-accredited centers, accredited centers employed a higher percentage of specialists (29% vs. 14%) and assistant directors (71% vs. 48%). Homes serving a high proportion of children on subsidies were more likely to employ teacher assistants compared to homes that served a low proportion (50% vs. 10%). Homes serving a high proportion of minority children were also more likely to have assistant teachers than homes serving a low proportion (33% vs. 10%).

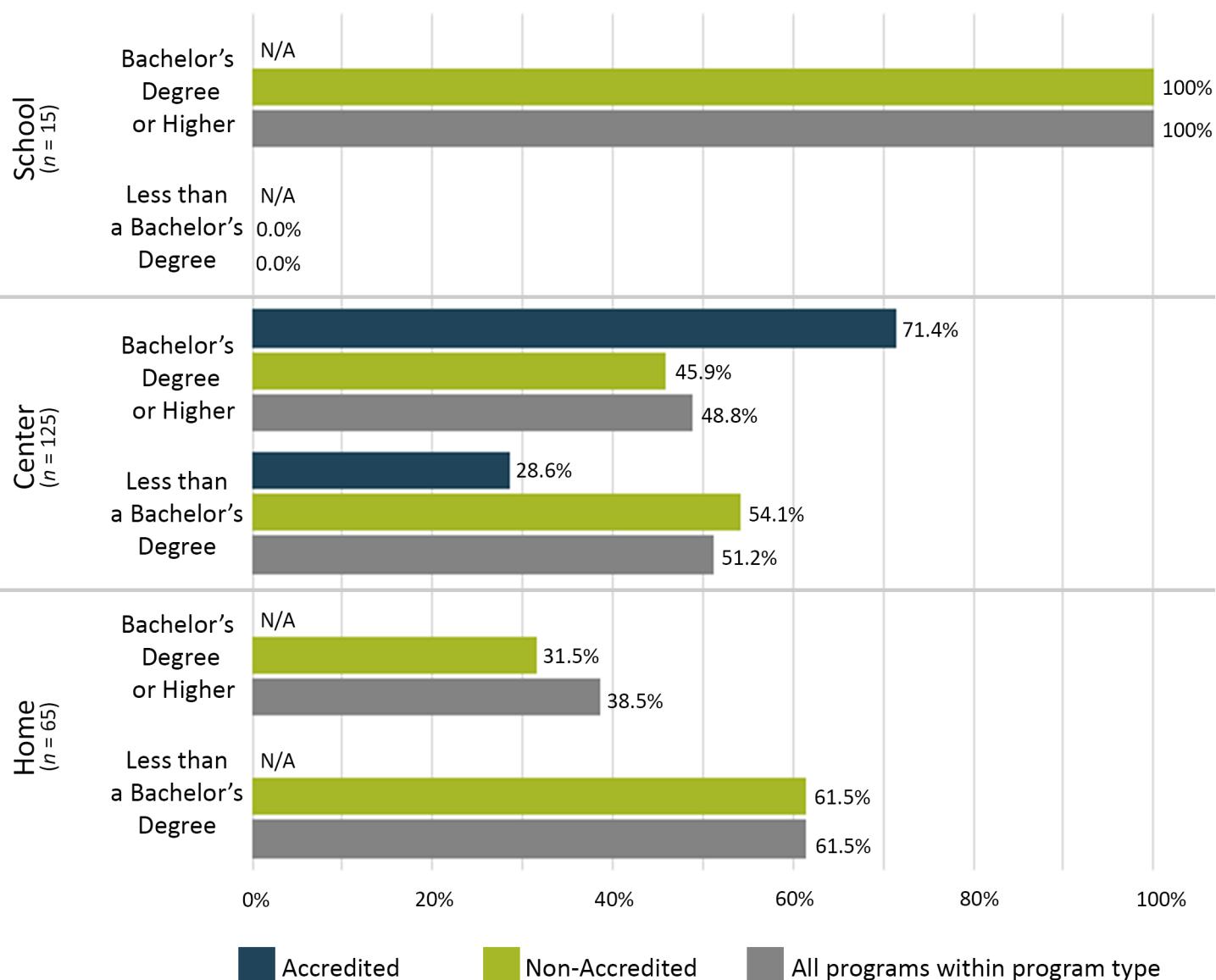
WHAT IS THE EDUCATION LEVEL FOR LEAD TEACHERS AND HOME-BASED PROVIDERS?

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

Across all programs, almost half (48%) reported that most of their lead teachers had at least a bachelor's degree. All school-based programs reported that most of their lead teachers have a bachelor's degree or higher, compared to 49% of lead teachers in centers and 39% of home providers. Figure 63 shows highest level of education for lead teachers/providers by accreditation status. Accredited centers were more likely to report that most teachers hold bachelor's degrees or higher (71%) compared to non-accredited centers (46%).

Figure 63

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



School accredited n = 0
School non-accredited n = 15

Center accredited n = 14
Center non-accredited n = 111

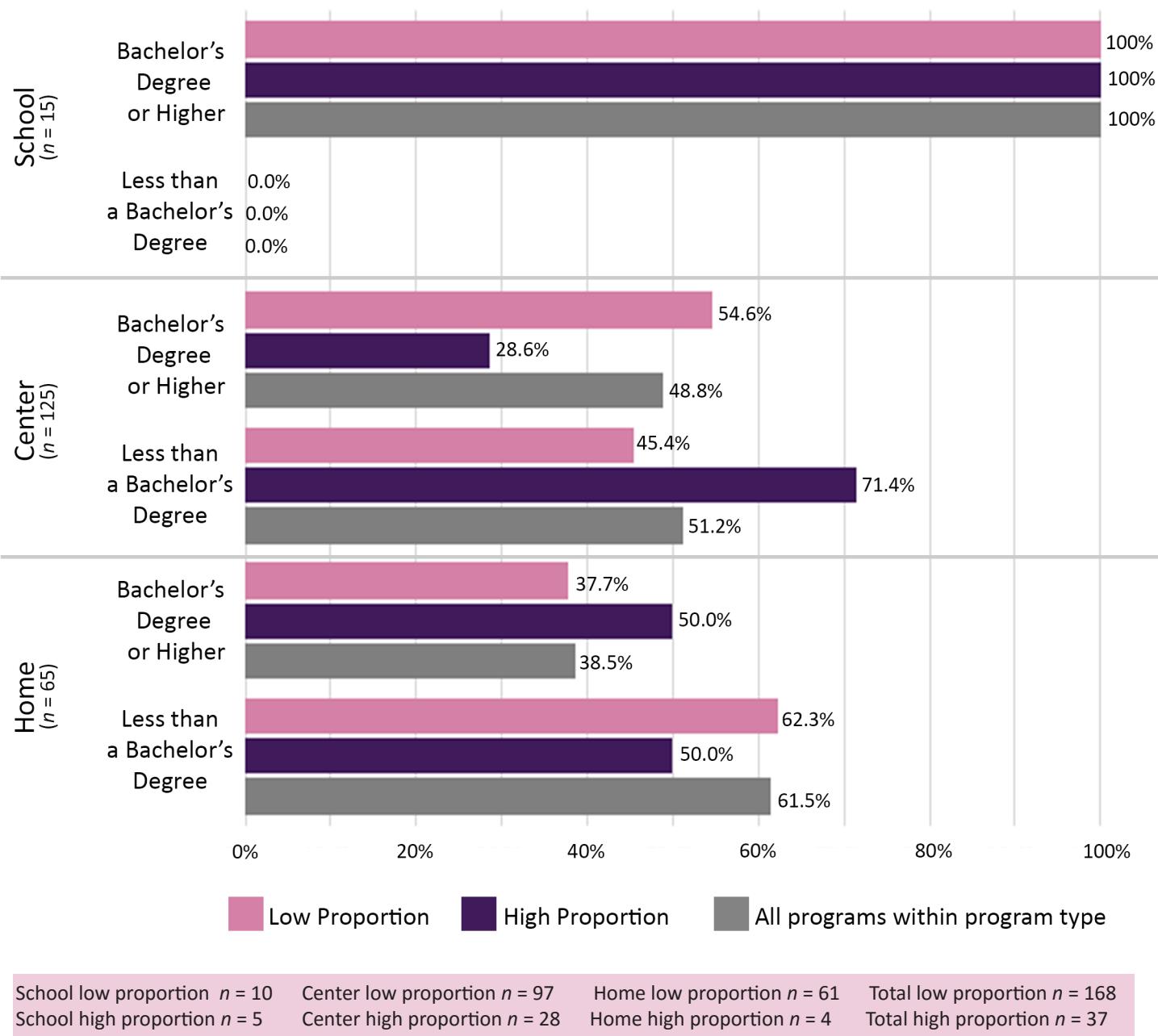
Home accredited n = 0
Home non-accredited n = 65

Total accredited n = 14
Total non-accredited n = 191

Figure 64 shows highest level of education for lead teachers/providers by program type and proportion of children receiving subsidies. Centers that served a low proportion of children on subsidies were nearly twice as likely to have lead teachers with at least a bachelor's degree (55%) as centers serving a high proportion of children on subsidies (29%). On the other hand, half of high-subsidy home providers have a bachelor's degree, compared to 38% of low-subsidy home providers.

Figure 64

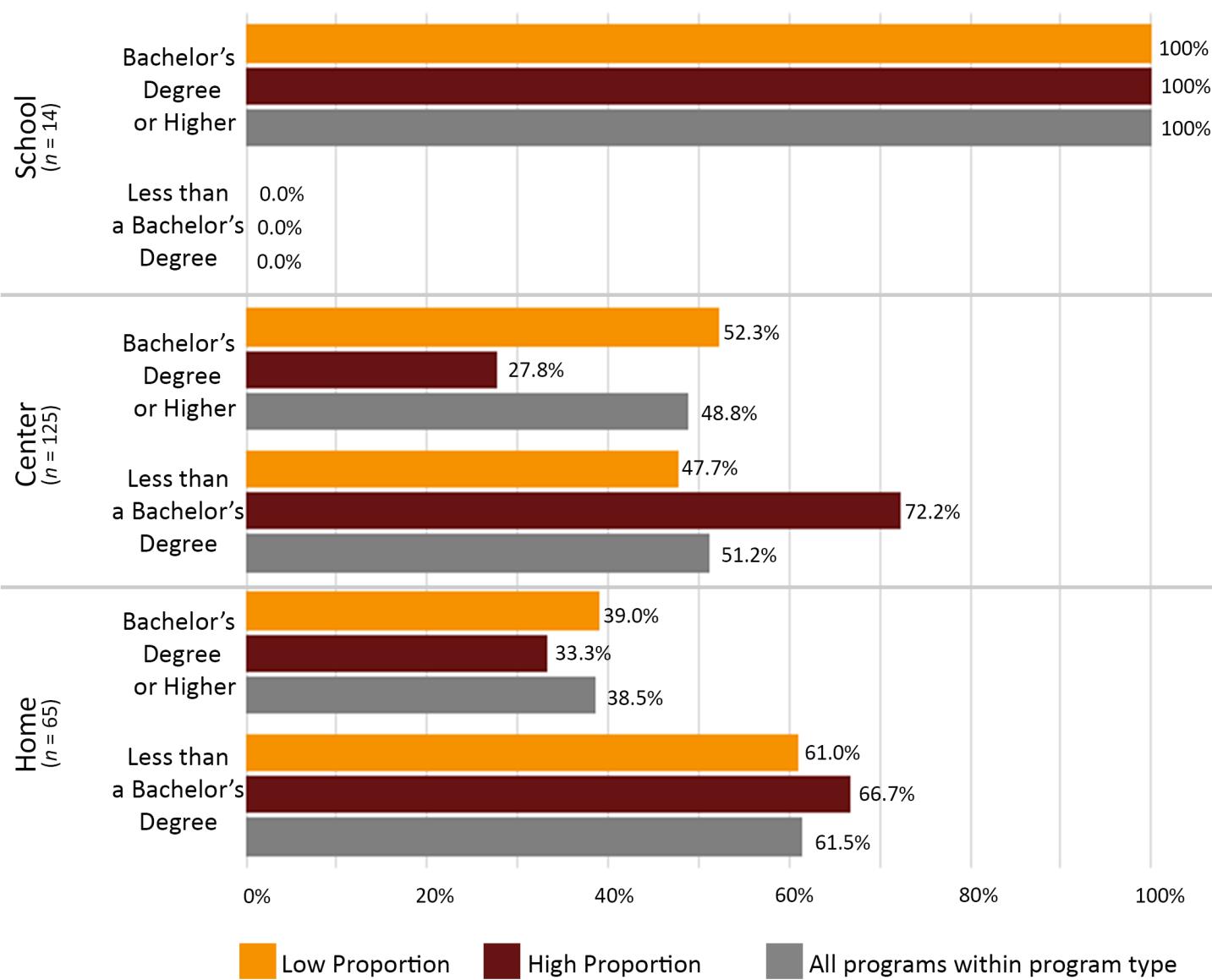
**Highest Level of Education for Lead Teachers/Providers
by Program Type and Proportion of Children Receiving Subsidies**



As shown in Figure 65, centers serving a low percentage of minority children were almost twice as likely to have lead teachers with at least a bachelor's degree (52%) as compared to centers serving a high percentage of minority children (28%).

Figure 65

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



School low proportion n = 9
School high proportion n = 5

Center low proportion n = 107
Center high proportion n = 18

Home low proportion n = 59
Home high proportion n = 6

Total low proportion n = 175
Total high proportion n = 29

HOW MANY HOURS OF PROFESSIONAL DEVELOPMENT DO TEACHERS COMPLETE?

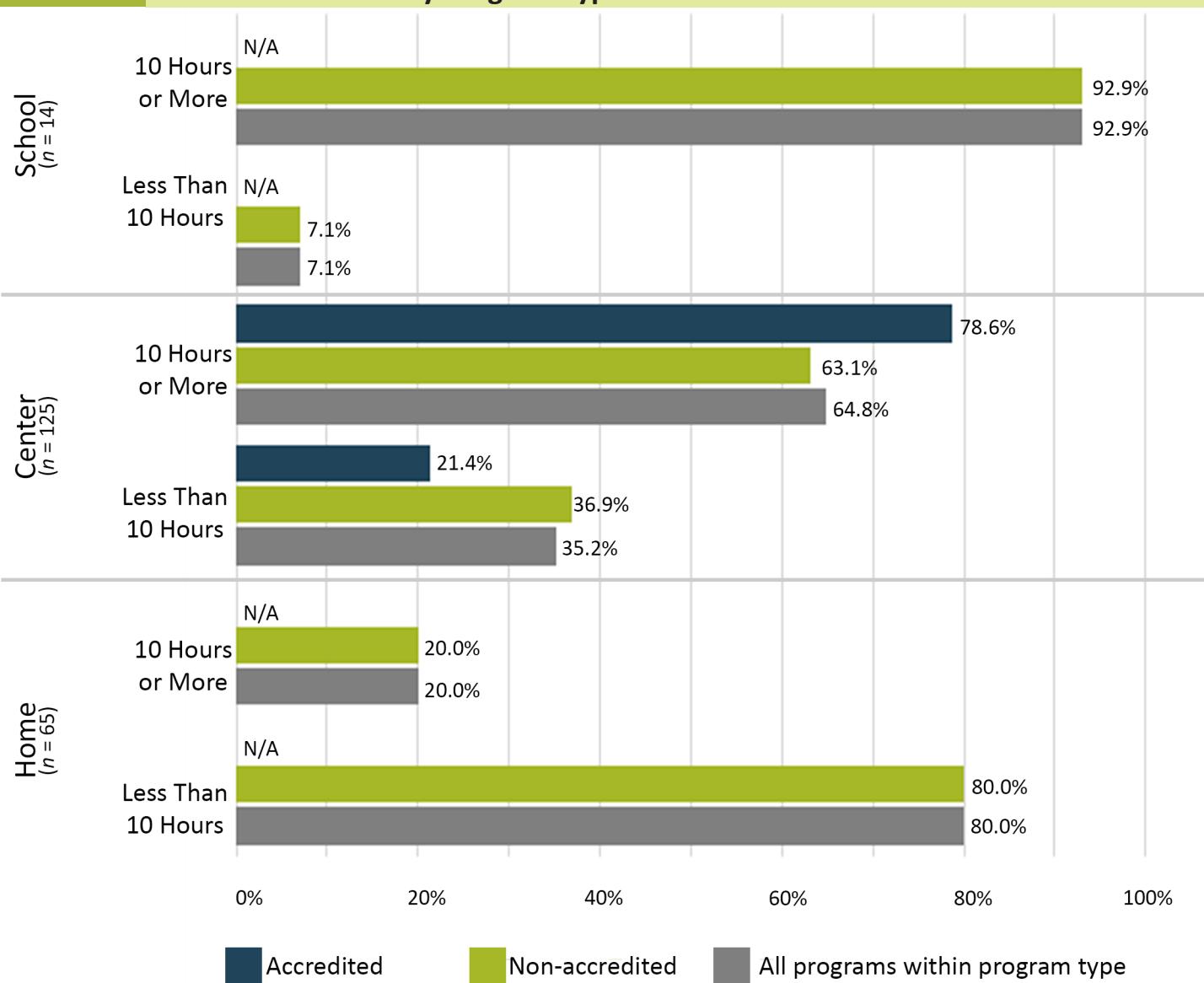
School- and center-based programs were asked to report the average number of professional development hours (training clock hours) that lead teachers completed in the last 12 months. Homes reported the average number of hours of professional development that the provider and staff completed in the last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

Almost all lead teachers in school-based programs completed more than 10 professional development hours in the last year, compared to 65% of center lead teachers and 20% of home providers and staff.

Accredited centers were more somewhat more likely to have teachers who completed more than 10 training hours (79%) compared to non-accredited centers (63%) (see Figure 66).

Figure 66

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



School accredited $n = 0$
School non-accredited $n = 14$

Center accredited $n = 14$
Center non-accredited $n = 111$

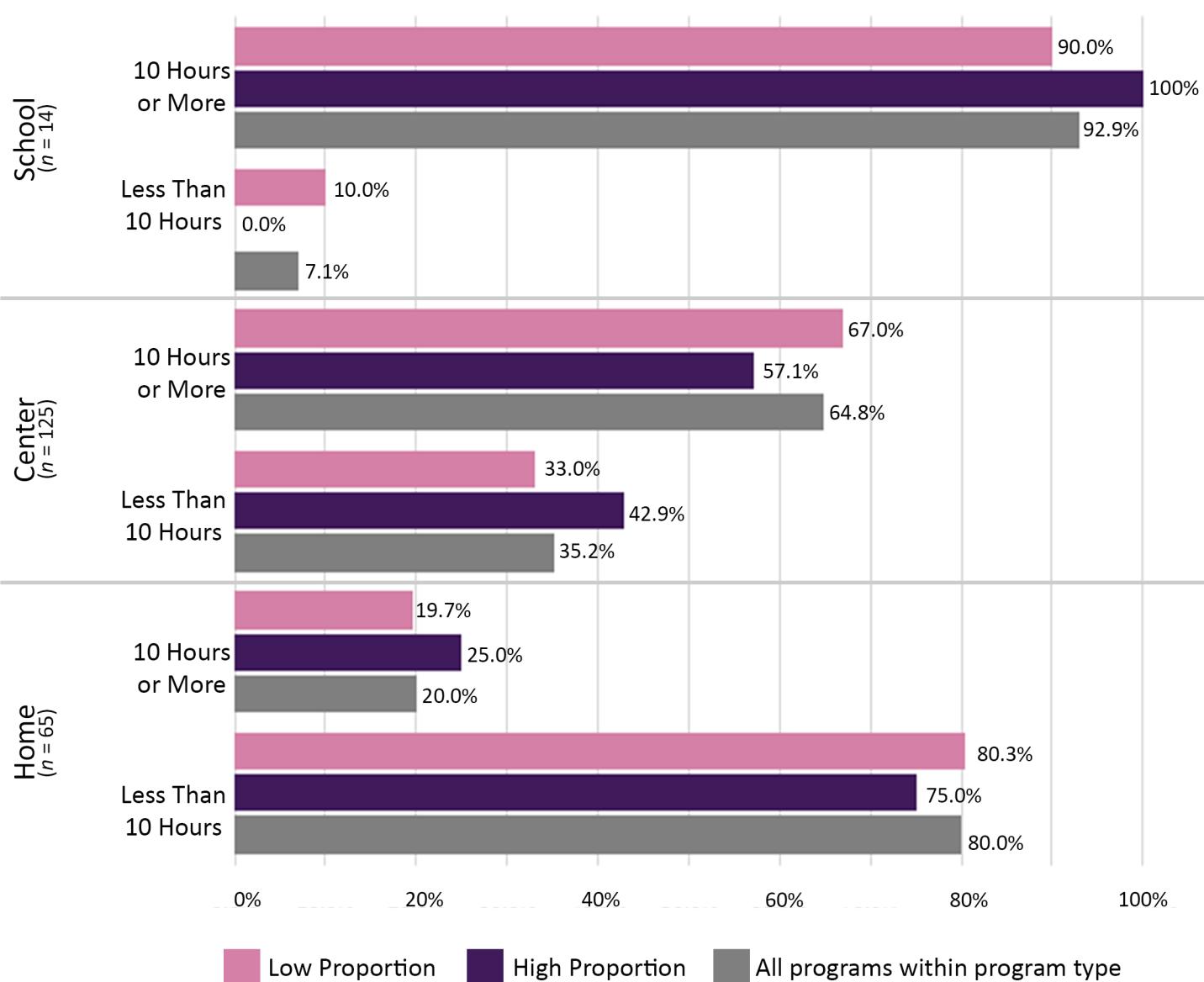
Home accredited $n = 0$
Home non-accredited $n = 65$

Total accredited $n = 14$
Total non-accredited $n = 190$

There were no substantial differences in professional development hours by proportion of children on subsidies.

Figure 67

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



School low proportion n = 10
School high proportion n = 4

Center low proportion n = 97
Center high proportion n = 28

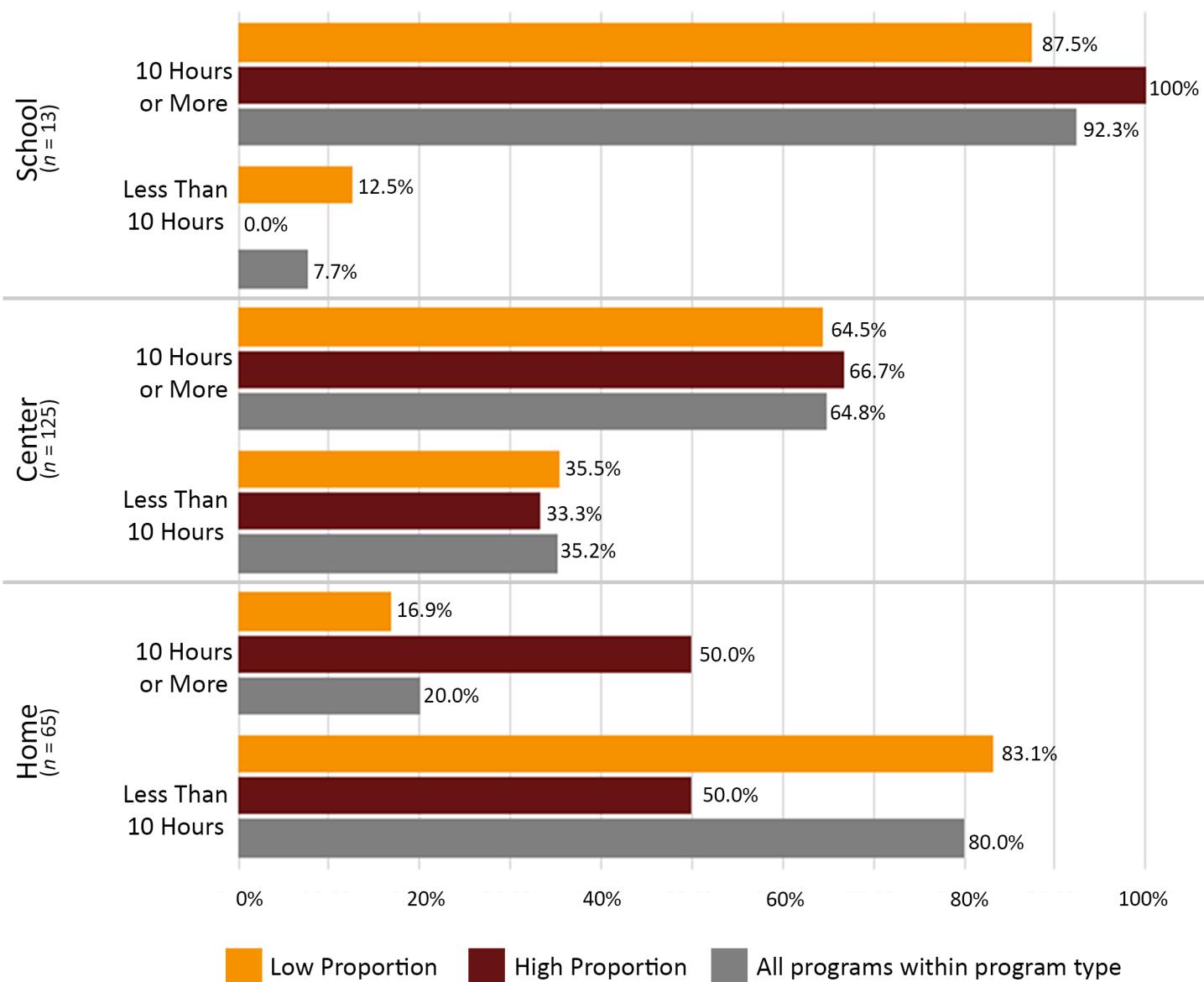
Home low proportion n = 61
Home high proportion n = 4

Total low proportion n = 168
Total high proportion n = 36

Overall, about half (49%) of programs that served a low proportion of minority children reported lead teachers with more than 10 hours of professional development compared to 69% of programs serving a high proportion. This trend was driven primarily by homes and schools (see Figure 68).

Figure 68

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



School low proportion n = 8
School high proportion n = 5

Center low proportion n = 107
Center high proportion n = 18

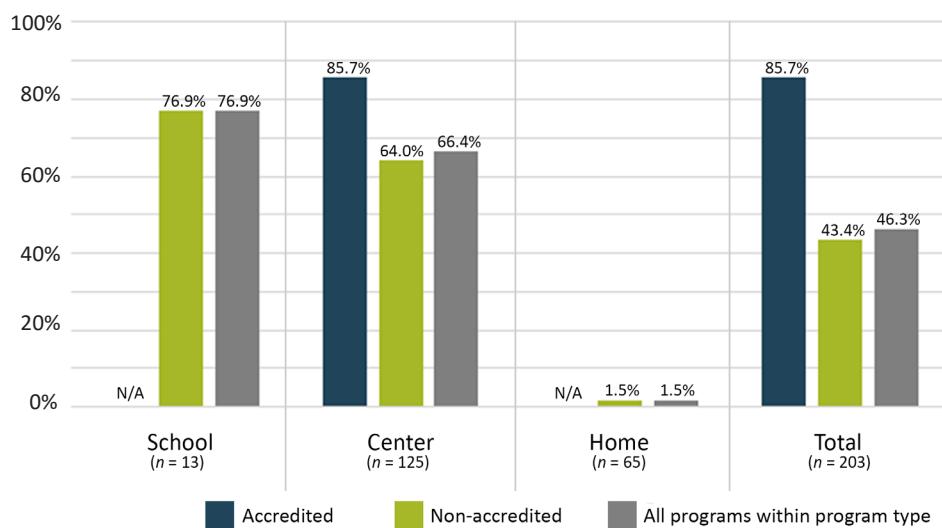
Home low proportion n = 59
Home high proportion n = 6

Total low proportion n = 174
Total high proportion n = 29

ARE MEASURES OF STAFF PERFORMANCE USED?

With respect to staff performance measures, programs were asked to report on teacher assessments and observations. A majority of school and center programs reported assessing/observing their teachers, compared to 2% of homes. As shown in Figure 69, accredited centers were more likely to use performance measures (86%) compared to non-accredited centers (64%).

Figure 69 Staff Assessment/Observation by Program Type and Accreditation Status



School accredited n = 0

School non-accredited n = 13

Center accredited n = 14

Center non-accredited n = 111

Home accredited n = 0

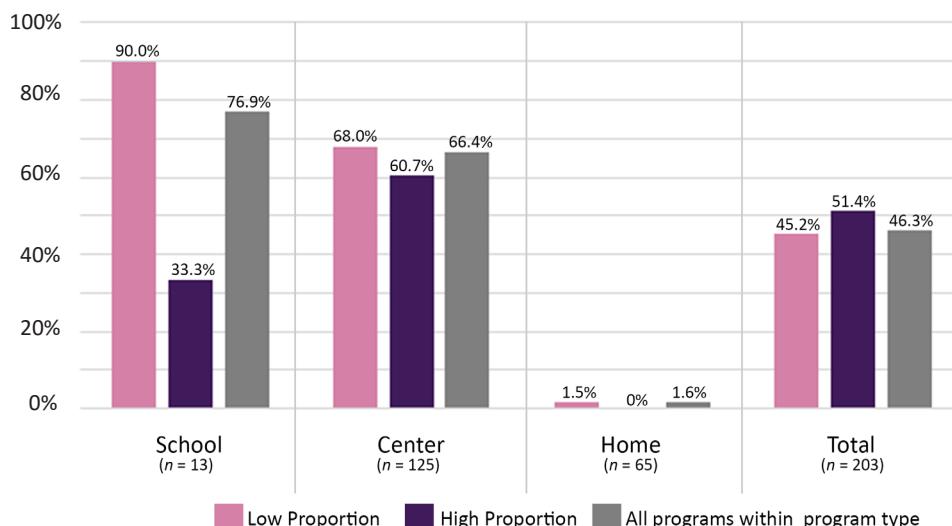
Home non-accredited n = 65

Total accredited n = 14

Total non-accredited n = 189

Figure 70

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



School low proportion n = 10
School high proportion n = 3

Center low proportion n = 97
Center high proportion n = 28

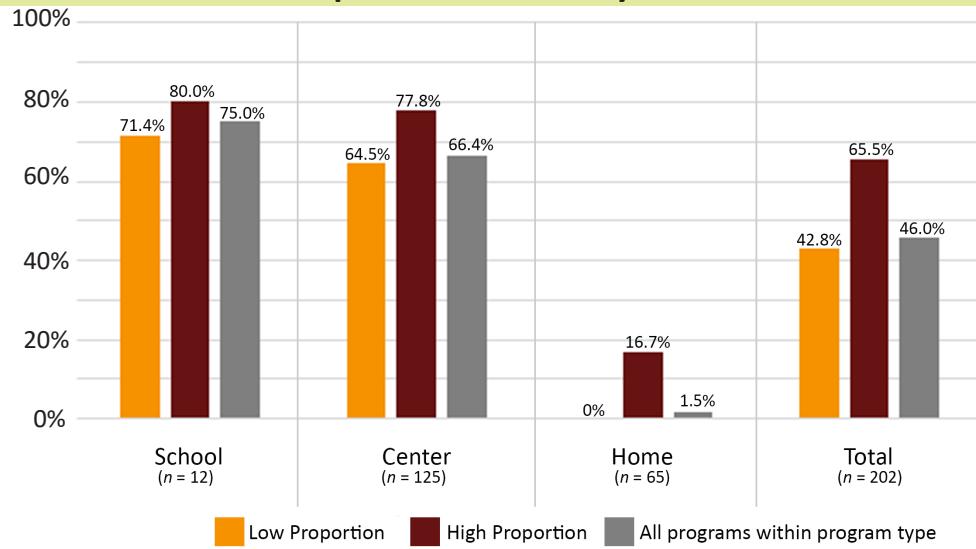
Home low proportion n = 61
Home high proportion n = 4

Total low proportion n = 168
Total high proportion n = 35

As shown in Figure 71, programs in general that served a high proportion of minority children were more likely to assess/observe teachers (66%) compared to programs serving a low proportion (43%).

Figure 71

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



School low proportion n = 7	Center low proportion n = 107	Home low proportion n = 59	Total low proportion n = 173
School high proportion n = 5	Center high proportion n = 18	Home high proportion n = 6	Total high proportion n = 29

WHAT ARE THE RATES OF PAY FOR TEACHING STAFF?

Table 17 shows mean hourly wages by program type for lead teachers and assistant teachers. School-based lead teachers earned more than twice as much per hour as center lead teachers (\$23.84 vs. \$10.78). The pay for teaching assistants was highest in schools (\$11.73), followed by centers (\$9.04) and homes (\$7.70), although it should be noted that the home average was based on five cases. It is likely that some of the discrepancy in wages are based on differences in educational attainment; 100% of schools reported that most of their teachers had at least a bachelor's degree, compared to 49% of lead teachers in centers and 39% of home providers. Lead teachers in accredited center programs earned more per hour (\$13.03) than their non-accredited counterparts (\$10.49).

Table 17

Mean Hourly Wage for Teaching Staff by Program Type and Accreditation Status

	Accreditation								
	Accredited			Non-accredited			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher									
School	-	-	-	\$23.84	11	4.81	\$23.84	11	4.81
Center	\$13.03	14	3.21	\$10.49	109	1.85	\$10.78	123	2.18
Home	*			*			*		
Assistant Teachers									
School	-	-	-	\$11.73	15	2.11	\$11.73	15	2.11
Center	\$10.73	14	3.79	\$8.80	101	1.16	\$9.04	115	1.79
Home	-	-	-	\$7.70	5	1.79	\$7.70	5	1.79

Note: * Not Reported
- No data available

Table 18 shows mean hourly wage for teaching staff by program type and proportion of children on subsidies. There were no substantial differences in wages between low- and high-subsidy programs.

Table 18		Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Children Receiving Subsidies								
		Proportion of children receiving subsidies								
		Low			High			Total		
		Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher										
School	\$24.63	10	4.27		\$16.00	1		\$23.84	11	4.81
Center	\$10.98	95	1.91		\$10.10	28	2.87	\$10.78	123	2.18
Home	*				*			*		
Assistant Teachers										
School	\$11.65	10	2.56		\$11.90	5	.89	\$11.73	15	2.11
Center	\$9.04	87	1.27		\$9.03	28	2.90	\$9.04	115	1.79
Home	\$7.75	4	2.06		\$7.50	1		\$7.70	5	1.79

Note: * Not Reported
- No data available

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

Table 19		Mean Hourly Wage for Teaching Staff by Program Type and Proportion of Minority Children Served								
		Proportion of minority children served								
		Low			High			Total		
		Mean	N	SD	Mean	N	SD	Mean	N	SD
Lead Teacher										
School	\$22.45	5	5.29		\$24.60	5	4.93	\$23.53	10	4.95
Center	\$10.91	105	2.14		\$10.01	18	2.36	\$10.78	123	2.18
Home	*				*			*		
Assistant Teachers										
School	\$11.27	9	1.44		\$11.90	5	2.88	\$11.50	14	1.98
Center	\$9.06	97	1.86		\$8.91	18	1.44	\$9.04	15	1.79
Home	\$7.63	4	2.06		\$8.00	1		\$7.70	5	1.79

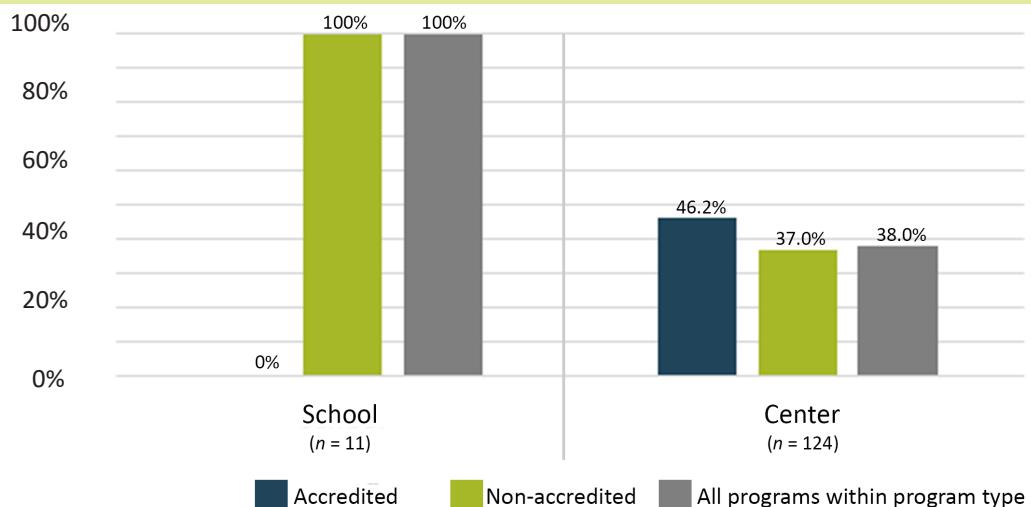
Note: * Not Reported
- No data available

DO TEACHERS RECEIVE HEALTH CARE BENEFITS?

School- and center-based programs were asked whether they provided health care benefits to staff. Schools universally provided health care benefits to teachers, but only 38% of centers did so. Slightly more accredited centers provided health insurance than non accredited centers (46% vs. 37%).

Figure 72

Teacher Health Care Benefits by Program Type and Accreditation Status



School accredited n = 0

Center accredited n = 14

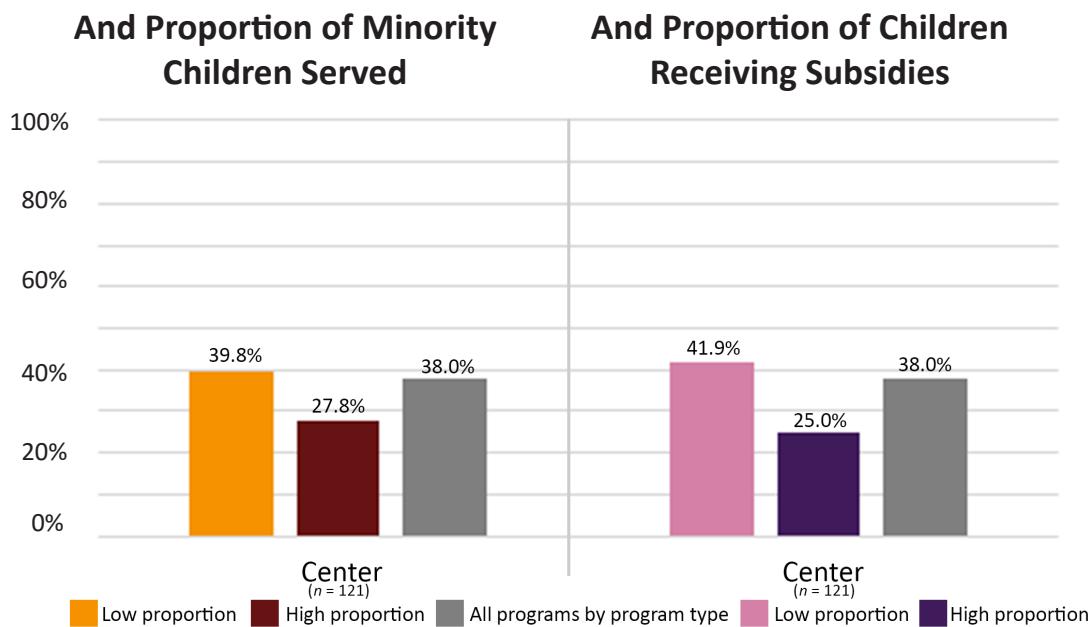
School non-accredited n = 15

Center non-accredited n = 111

As shown in Figure 73, centers serving a low proportion of children in subsidies were more likely to provide health care benefits (42%) than centers serving a high proportion (25%) and centers serving a low proportion of minority children were somewhat more likely to provide health care benefits (40%) than centers serving a high proportion (28%).

Figure 73

Teacher Health Care Benefits for Centers

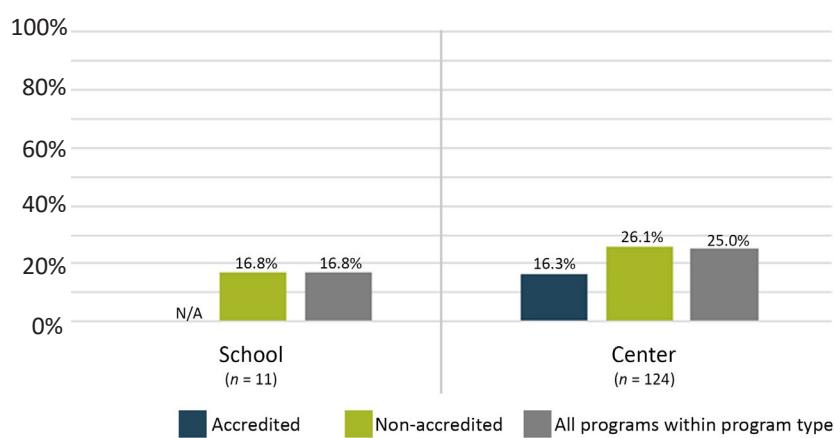


WHAT ARE STAFF TURNOVER RATES?

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

The teacher turnover rate in centers was slightly higher than the school rate (25% vs. 17%). Although homes were not asked about turnover rate, the percentage of home providers that were considering closing (25%) provides a proxy for home provider turnover. As shown in Figure 74, accredited centers had lower turnover rates (16%) than non-accredited centers (26%).

Figure 74 Teacher Turnover Rates by Program Type and Accreditation Status



School accredited n = 0

School non-accredited n = 11

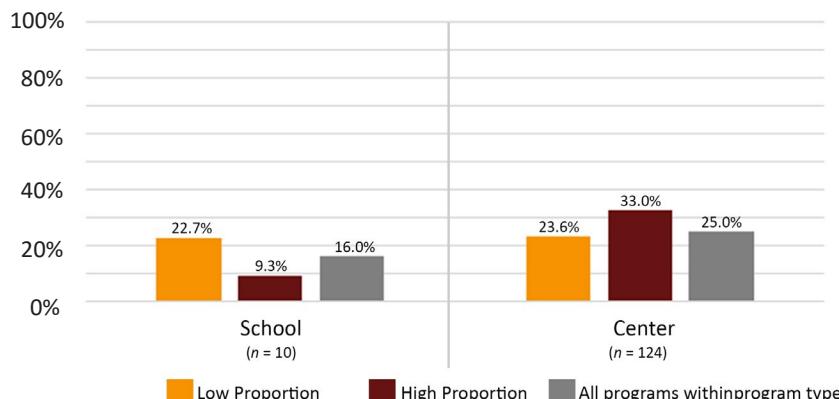
Center accredited n = 14

Center non-accredited n = 110

Figure 75 shows teacher turnover rates by program type and proportion of minority children served. Although the number of school-based programs is small, there was some evidence of higher turnover in schools serving a low proportion of minority children compared to schools serving a high proportion of minority children. The opposite was true for centers; low-minority centers had somewhat lower staff turnover than high-minority centers. There were no substantial differences in staff turnover by proportion of children receiving subsidies.

Figure 75

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



School low proportion n = 5

School high proportion n = 5

Center low proportion n = 106

Center high proportion n = 18

WHAT IS THE STAFF PIPELINE TO PROGRAMS?

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

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

Teachers/Providers Employment Prior to their Current Position by Program Type	
School (n = 11)	
Working in current program but in a different position	81.8%
Recent graduates from a four-year college	54.5%
Working in an education-related position but not early childhood	45.5%
Centers (n = 125)	
Working in a different program but similar position	76.8%
Working in an education-related position but not early childhood	60.8%
Working in current program but in a different position	58.4%
Home (n = 65)	
Working in a position not related to education or early childhood	55.4%
Other (e.g. stay-at-home parent, nurse)	15.4%
Working in a different early childhood program in a similar position	12.3%
Note. Choices for schools and centers were slightly different than those for homes.	

SUMMARY

The purpose of this project was to conduct a survey of the licensed and regulated early care and learning programs in Johnson and Wyandotte counties, Kansas, and prepare a database of information for use by the Kansas City Early Education Funders Collaborative. The surveyed programs included those based in school districts, centers, and homes serving children prior to kindergarten entry. Based on the survey structure, the units of analysis were programs, not children or families.

METHOD

The return rate overall was 50% (197 out of 393 programs recruited). By program type, 70% of schools, 56% of centers, and 40% of homes responded. These rates were much higher than the 22% (Johnson) and 24% (Wyandotte) return rates for the recent Child Care Aware of Kansas statewide workforce study (L. Ediger, personal communication, July 19, 2016). The higher response rate for this survey is attributed to the multiple methods and extensive staff time used to recruit, contact, follow-up, motivate, and assist programs to participate.

RESEARCH QUESTIONS

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

LIMITATIONS/CONSIDERATIONS

One drawback of survey research is that the data are based on self-report, which relies on the memory and knowledge of the respondents. Some programs were reluctant to share financial data, including staff pay, which resulted in missing data. The school-based program data represents information for most school district early childhood programs. However, because school districts were given the option to complete more than one survey if they had more than one early childhood program within the district, the sample size for school-based programs represents 3 overall district responses (representing 13 programs) and 12 specific school-based program responses (from 4 districts).

It should be noted that the center sample contained more subsidy-receiving programs than expected based on the program population.

Due to project fiscal considerations, there were no direct assessments of program or class quality, which limits the ability of this study to draw any direct conclusions regarding the quality of early learning programs.

Given that only 15 school-based programs returned surveys, and only 14 programs were accredited, the interpretation of data on such small samples, especially when disaggregated presented challenges. Small cell sizes were also an issue for many of the analyses by proportion of children receiving subsidies and proportion of minority children served. Consequently, inferential statistics were not calculated, and visual analysis of the cell counts and/or percentages were used to weigh comparability within and between program types, accreditation status, proportion of children receiving subsidy, and proportion of minority children served.

RESULTS

Key findings by research question are listed below.

Question 1: What are children's demographic characteristics?

- School-based programs did not serve children under the age of two, whereas centers and homes served children from birth to preschool.
- Overall, the programs surveyed served more children over 3 years old than under 3. Homes tended to serve more infants and toddlers than centers.
- Centers served 73% of the children, schools 24%, and homes 3%.
- Schools served more minority children (56%) than centers (23%) and homes (17%).
- In general, programs that served a high proportion of children on subsidies had much higher minority enrollments than those serving a low proportion. However, for school-based programs, the trend was opposite; more minority children were served in programs serving a low proportion of children on subsidies compared to programs serving a high proportion.
- The overall percentage of children who were English Language Learners (ELL) was 15%, ranging from 8% in center-based programs to 36% in school-based programs.
- The overall percentage of children receiving special services was 9%. School-based programs had much higher percentage of children receiving special services (31%) compared to centers (2%) and homes (4%).

Question 2: What are the programs' characteristics?

- Only 7% of all programs were accredited. Centers only (11%) were accredited; no schools or homes were accredited.
- For centers, the percentages of accredited programs in the low and high subsidy categories were 12% and 7%, respectively. These data suggest that low-income families accessed accredited centers at lower rates than families with higher incomes.
- For centers, the percentages of accredited programs in the low and high categories of minority children served were 12% and 6%, respectively. These data suggest that minority children accessed accredited centers at lower rates than non-minority children.
- For all programs, the rate of child attrition was 14%. The attrition rate was lowest in schools (6%), followed by centers (11%) and homes (22%).
- Child attrition was slightly higher overall in programs that served a high proportion of children receiving subsidies (19%) than programs serving a low percentage (13%). The overall trend was driven by centers, where child attrition was 21% in programs serving a high proportion of children on subsidies compared to 9% in programs serving a low proportion. For schools, the overall trend was reversed: low-subsidy schools had a much higher attrition (9%) compared to high-subsidy schools (0.4%).
- Overall, nearly three-quarters of programs (72%) reported using a curriculum. Use of a curriculum was related to program type. All school-based programs used a curriculum, followed by 91% of centers, and 28% of homes
- Overall, 49% of programs reported administering student assessments. All school-based programs reported administering them, followed by 64% centers and 8% of homes. Accredited centers were more likely to administer student assessments than non-accredited ones.
- Programs that served a high proportion of minority children were more likely to use student assessments (69%) than programs serving a low proportion of children (45%).
- Across all programs, 44% reported that they assessed children's kindergarten readiness. The majority of school-based programs did so (87%), followed by 58% of centers and 8% of homes.

- Centers and schools were more likely to offer summer school (50% and 47%, respectively) than homes (19%).
- Schools and homes serving a low proportion of children on subsidies were more likely to offer summer school compared to schools and homes serving a high proportion.
- Centers were most likely to offer before/after school services (52%), followed by homes (42%) and schools (7%).
- Non-accredited centers were more likely to offer before/after school services than accredited centers (55% vs. 29%).
- Schools and homes that served a low proportion of children on subsidies were more likely to offer before/after school services compared to programs that served a high proportion. For centers, the opposite was true. High-subsidy centers were more likely to offer these services (79%) than low-subsidy centers (44%).
- Centers with a high proportion of minority children were more likely to provide before/after school services than their low proportion counterparts (72% vs. 49%).
- Overall, only 10% of programs offered transportation services. Almost all schools did (93%), compared to only 2% of centers and 6% of homes.
- In general, transportation services were more likely to be offered by programs serving a high proportion of children on subsidies (19%) compared to programs serving a low proportion (8%).
- Programs serving a high percentage of minority children were more likely to provide transportation services than programs serving a low percentage of minority children (21% vs. 8%).
- School-based programs almost universally (93%) reported communicating with neighborhood school teachers about the social and academic skills needed to prepare children for school. However, far fewer centers and homes reported doing so (47% and 15%, respectively).
- For schools and centers, programs that served a low proportion of children on subsidies were more likely to communicate with neighborhood schools about necessary skills than programs serving a high proportion.
- Forty-two percent of programs serving a low proportion of minority children communicated with neighborhood schools about necessary skills compared to 31% of programs serving a high proportion. This trend was driven primarily by centers, in which low-minority programs were far more likely to communicate about necessary skills (52%) than high-minority programs (17%).
- Relatively few centers (12%) and homes (9%) reported participating in joint training and professional development with neighborhood schools, whereas 50% of school-based programs did.
- The two most frequently used family engagement strategies were daily/weekly child activity report and website/newsletter. With respect to the child activity report, 76% of centers offered them, compared to 60% of schools and 52% of homes. Schools and centers were also far more likely to have a website/newsletter (93% and 82%, respectively) than homes (20%).
- Schools that served a high proportion of children on subsidies were more likely to provide child activity reports than schools serving a low proportion (80% vs. 50%). Centers and homes serving a low proportion of children on subsidies were more likely to have a website/newsletter than those serving a high proportion.
- Overall, 30% of centers and 11% of homes reported they were considering expanding. On the other hand, 4% of centers and 25% of homes reported they were considering closing.
- Revenue sources differed greatly by program type. All centers and nearly all homes (97%) charged parent fees, compared to 27% of school-based programs.
- Almost all centers and homes received state child care subsidy (child care assistance) from the Kansas Department of Children and Families. No homes and only 15% of centers offered sliding scale fees.
- For schools and centers, the top expense was salaries/benefits. For homes, it was operations and maintenance of building.

Question 3: What are program staff characteristics?

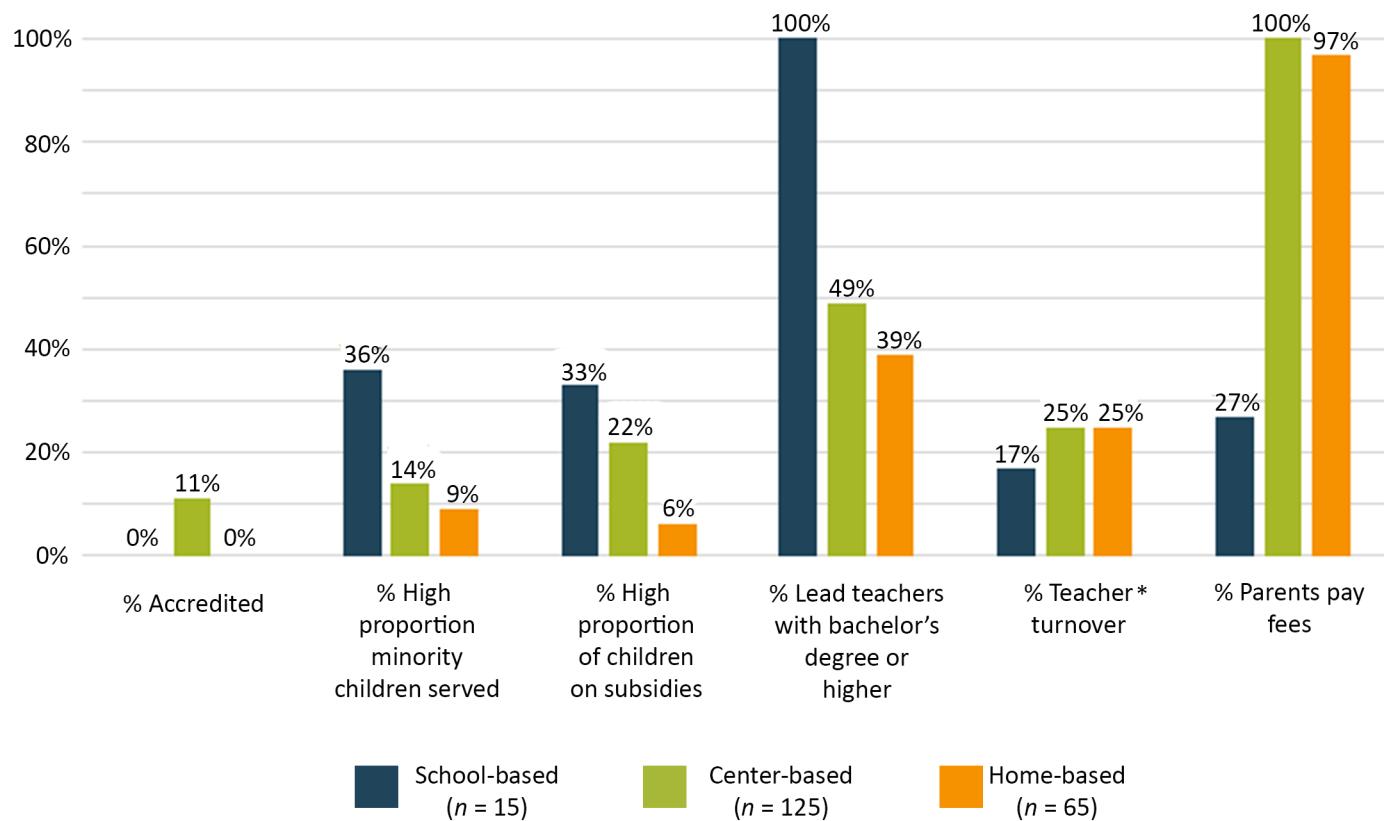
- Although school-based programs serve the highest percentage of minority children (56%), they have the lowest percentage of minority staff (13%), compared to homes (17%) and centers (21%).
- Across all programs, almost half (48%) reported that most of their lead teachers had at least a bachelor's degree. All school-based programs reported that most of their lead teachers have a bachelor's degree or higher, compared to 49% of lead teachers in centers and 39% of home providers.
- Accredited centers were more likely to report that most teachers hold bachelor's degrees or higher (71%) compared to non-accredited centers (46%).
- Centers that served a low proportion of children on subsidies were nearly twice as likely to have lead teachers with at least a bachelor's degree (55%) as centers serving a high proportion of children on subsidies (29%).
- Centers serving a low percentage of minority children were almost twice as likely to have lead teachers who have at least a bachelor's degree (52%) as centers serving a high percentage of minority children (28%).
- Almost all lead teachers in school-based programs completed more than 10 professional development hours in the last year, compared to 65% of center lead teachers and 20% of home providers and staff.
- School-based lead teachers earned more than twice as much per hour as center lead teachers (\$23.84 vs. \$10.78).
- The pay for teaching assistants was highest in schools (\$11.73), followed by centers (\$9.04) and homes (\$7.70).
- Lead teachers in accredited centers earned more per hour (\$13.03) than their counterparts in non-accredited centers (\$10.49).
- Schools universally provided health care benefits to teachers, but only 38% of centers did so.
- The teacher turnover rate in centers was higher than the school rate (25% vs. 8%). Although homes were not asked about turnover rate, the percentage of home providers that were considering closing (25%) provides a proxy for home provider turnover.
- Home providers tended to come to the field without any early education experience, whereas school and center staff generally reported either prior work experience in early childhood programs or were recent graduates from a four-year college.

SUMMARY OF FINDINGS

The survey showed that schools, centers, and homes differed with respect to children served, program characteristics, and staff characteristics (see Figure 1). Only centers were accredited; no school-based or home-based programs were. School-based programs were more likely to serve children receiving subsidies, to serve minority children, and to have bachelor's-level teachers who receive appropriate compensation and benefits compared to centers and homes. Far fewer schools charge fees compared to centers and homes. Teacher turnover rates were slightly higher in centers and homes compared to schools. Center lead teachers' average hourly wage (\$10.78) was less than half the average hourly wage for lead teachers in school-based programs (\$23.84). The focus on formal learning opportunities varied with respect to program type as well. School-based programs were most likely to use a curriculum and assess kindergarten readiness (100% and 87%, respectively), followed by centers (91% and 58%, respectively), then homes (28% and 8%, respectively).

Figure 1

Comparison of Program Types on Select Indicators



Note n's may differ by indicator.

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

Only 11% of the centers surveyed were accredited. Due to accreditation requirements, it is not surprising that accredited centers compared favorably to non-accredited centers on a number of ostensible quality indicators. Lead teachers in accredited centers were more likely to have at least a bachelor's degree and earned more per hour than their counterparts in non-accredited centers. Accredited centers were also more likely to offer before/after school services and use program assessments than non-accredited centers.

An important consideration with respect to accreditation is whether children of all backgrounds have access to accredited programs. In this survey, 5% of programs that served a high proportion of children on subsidies were accredited, compared to 7% of centers serving a low proportion. These data suggest that low-income families accessed accredited centers at nearly the same but low rates as families with higher incomes. On the other hand, based on reported child counts, non-accredited programs served nearly twice the percentage of minority children as accredited programs (34% vs. 18%), which suggests that minority children accessed accredited programs at lower rates than nonminority children.

Compared to programs that served a low proportion of children receiving subsidies (20% or less), programs that served a high proportion (more than 20%) were less likely to have teachers with at least a bachelor's degree and had somewhat higher attrition rates. High-subsidy schools and homes were less likely to offer summer school and before/after school services than low-subsidy schools and homes. Compared to low-subsidy schools and centers, high-subsidy schools and centers were less likely to communicate with neighborhood schools about the social and academic skills children need to be ready for school. These results suggest that programs that serve relatively more low-income families differ in important ways that may affect the quality of early childhood education environment when compared to programs that serve relatively fewer low-income families. In particular, centers and homes that served more low-income families likely have access to fewer financial resources, which may account for many of the differences. However, there were some positive findings based on the subsidy analyses. High-subsidy programs in general were more likely to offer transportation services than low-subsidy programs. High-subsidy centers were more likely to offer before/after school services and high-subsidy schools were more likely to engage families by providing child activity reports than their low-subsidy counterparts.

The analyses based on the proportion of minority children served provide additional information on the extent to which programs differed based on the population served. Programs that served a high proportion of minority children (more than 54%) compared both favorably and unfavorably with those serving a low proportion (54% or less). On the positive side, programs that served a high proportion of minority children were more likely to offer transportation services (all program types), use student assessments (all program types), and provide before/after school services (centers) than counterparts that served a low proportion. On the negative side, compared to programs that served a low proportion, programs serving a high proportion of minority children were less likely to have lead teachers with at least a bachelor's degree (centers) and less likely to communicate with neighborhood schools about the social and academic skills children need to be ready for school (all programs).

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APPENDIX A

MEANS AND CROSSTAB TABLES

Table A1. Proportion of Children Receiving Subsidies by Program Type

Category for percent subsidy children			Program type				Total
			School	Center	Home		
low	Count		10	97	61	168	
	% within Program type		66.7%	77.6%	93.8%	82.0%	
high	Count		5	28	4	37	
	% within Program type		33.3%	22.4%	6.2%	18.0%	
Total	Count		15	125	65	205	
	% within Program type		100.0%	100.0%	100.0%	100.0%	

Table A2. Proportion of Minority Children Served by Program Type

Category for percent minority children			Program type				Total
			School	Center	Home		
low	Count		9	107	59	175	
	% within Program type		64.3%	85.6%	90.8%	85.8%	
high	Count		5	18	6	29	
	% within Program type		35.7%	14.4%	9.2%	14.2%	
Total	Count		14	125	65	204	
	% within Program type		100.0%	100.0%	100.0%	100.0%	

Table A3. Child Age and Gender by Program Type

Program Type	N Programs	Value	Ages of Children Served (Months)					% Gender	
			0 -12	13 -24	25 -36	37 – Pre-School	All Children	Female	Male
School	15	Count	0	1	136	3644	3781	1771	2205
		%	0.0%	0.0%	3.6%	96.4%	100.0%	44.5%	55.5%
Center	125	Count	543	1281	2011	7011	10846	5850	6173
		%	5.0%	11.8%	18.5%	64.6%	100.0%	48.7%	51.3%
Home	65	Count	97	124	91	88	400	212	200
		%	24.3%	31.0%	22.8%	22.0%	100.0%	51.5%	48.5%
All	205	Count	1030	1222	1868	5961	15027	7833	8578
		%	10	12	19	59	100	47.7%	52.3%

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

Program Type	N Programs	Race/Ethnicity (Percentage)						% Minority	% ELL
		African-American	White	Asian	Latino/Hispanic	Other			
School	14	37.0	48.3	3.6	11.0	0	51.7	12.6	
Center	125	29.8	60.9	2.7	4.8	1.8	39.1	5.9	
Home	65	50.6	39.6	0.7	4.6	4.5	60.4	3.6	
All	204	31.9	58.3	2.6	5.4	1.8	41.7	5.2	

Table A5. Child Race/Ethnicity by Accreditation Status

Program Type	N	Accredited						Non-Accredited					
		African-American	White	Asian	Latino/ Hispanic	Other	N	African-American	White	Asian	Latino/ Hispanic	Other	
School	0	-	-	-	-	0	14	14.9%	44.1%	7.6%	28.4%	5.1%	
Center	14	6.0%	82.5%	4.6%	6.0%	0.9%	111	10.3%	76.0%	6.4%	6.5%	0.8%	
Home	0	-	-	-	-	0	65	11.0%	82.7%	1.0%	5.0%	0.2%	
Total	14	6.0%	82.5%	4.6%	6.0%	0.9%	204	11.7%	66.3%	6.6%	13.2%	2.1%	

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

Program type	Category for percent minority children	low	Category for percent subsidy children			Total
			Count	4	5	
			% within Category for percent subsidy children	44.4%	100.0%	
School	Category for percent minority children	high	Count	5	0	5
			% within Category for percent subsidy children	55.6%	0.0%	35.7%
		Total	Count	9	5	14
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Category for percent minority children	low	Count	94	13	107
			% within Category for percent subsidy children	96.9%	46.4%	85.6%
		high	Count	3	15	18
			% within Category for percent subsidy children	3.1%	53.6%	14.4%
		Total	Count	97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	Category for percent minority children	low	Count	57	2	59
			% within Category for percent subsidy children	93.4%	50.0%	90.8%
		high	Count	4	2	6
			% within Category for percent subsidy children	6.6%	50.0%	9.2%
		Total	Count	61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Category for percent minority children	low	Count	155	20	175
			% within Category for percent subsidy children	92.8%	54.1%	85.8%
		high	Count	12	17	29
			% within Category for percent subsidy children	7.2%	45.9%	14.2%
		Total	Count	167	37	204
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

Program type		Accreditation status	No	Category for percent subsidy children		
				low	high	Total
School		Accreditation status	No	Count	10	5
				% within Category for percent subsidy children	100.0%	100.0%
Center		Accreditation status	No	Count	10	5
				% within Category for percent subsidy children	100.0%	100.0%
Home		Accreditation status	No	Count	85	26
				% within Category for percent subsidy children	87.6%	92.9%
Total			Yes	Count	12	2
				% within Category for percent subsidy children	12.4%	7.1%
Total			Total	Count	97	28
				% within Category for percent subsidy children	100.0%	100.0%
Total			Total	Count	61	4
				% within Category for percent subsidy children	100.0%	100.0%
Total			Total	Count	61	4
				% within Category for percent subsidy children	100.0%	100.0%
Total			No	Count	156	35
				% within Category for percent subsidy children	92.9%	94.6%
Total			Yes	Count	12	2
				% within Category for percent subsidy children	7.1%	5.4%
Total			Total	Count	168	37
				% within Category for percent subsidy children	100.0%	100.0%

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

Program type		Accreditation status	No	Category for percent minority children		
				low	high	Total
School		Accreditation status	No	Count	9	5
				% within Category for percent minority children	100.0%	100.0%
Center		Accreditation status	No	Count	94	17
				% within Category for percent minority children	87.9%	94.4%
Home		Accreditation status	No	Count	13	1
				% within Category for percent minority children	12.1%	5.6%
Total			Yes	Count	107	18
				% within Category for percent minority children	100.0%	100.0%
Total			Total	Count	59	6
				% within Category for percent minority children	100.0%	100.0%
Total			No	Count	162	28
				% within Category for percent minority children	92.6%	96.6%
Total			Yes	Count	13	1
				% within Category for percent minority children	7.4%	3.4%
Total			Total	Count	175	29
				% within Category for percent minority children	100.0%	100.0%

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

Program type	Accreditation status	Mean	Std. Deviation	N
School	No	.2612	.23385	15
	Total	.2612	.23385	15
Center	No	.0276	.03651	111
	Yes	.0237	.02987	14
	Total	.0272	.03574	125
Home	No	.0414	.11034	65
	Total	.0414	.11034	65
Total	No	.0506	.11288	191
	Yes	.0237	.02987	14
	Total	.0488	.10941	205

Table A10. Mean Percentage Child Attrition by Program Type and Accreditation Status

Program type	Accreditation status	Mean	Std. Deviation	N
School	No	.0628	.06755	14
	Total	.0628	.06755	14
Center	No	.1159	.14011	110
	Yes	.0974	.13673	14
	Total	.1138	.13931	124
Home	No	.2150	.28385	65
	Total	.2150	.28385	65
Total	No	.1460	.20450	189
	Yes	.0974	.13673	14
	Total	.1427	.20069	203

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

Program type	children	Category for percent subsidy		
		Mean	Std. Deviation	N
School	low	.0863	.06653	10
	high	.0041	.00817	4
	Total	.0628	.06755	14
Center	low	.0860	.09134	96
	high	.2091	.21655	28
	Total	.1138	.13931	124
Home	low	.2141	.27882	61
	high	.2292	.40469	4
	Total	.2150	.28385	65
Total	low	.1328	.19219	167
	high	.1885	.23374	36
	Total	.1427	.20069	203

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

Program type	Category for percent minority children	Mean	Std. Deviation	N
	low	.0416	.06571	8
School	high	.0929	.07182	5
	Total	.0613	.07009	13
Center	low	.1016	.11488	106
	high	.1854	.22923	18
	Total	.1138	.13931	124
Home	low	.2194	.28126	59
	high	.1722	.33361	6
	Total	.2150	.28385	65
Total	low	.1390	.19602	173
	high	.1667	.23177	29
	Total	.1430	.20114	202

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

Program type	Library	Yes	Accreditation status			
			Count	No	Yes	Total
School	Yes	Count	13			13
		% within Accreditation status	86.7%			86.7%
		Count	2			2
	No	% within Accreditation status	13.3%			13.3%
		Count	15			15
		% within Accreditation status	100.0%			100.0%
Center	Yes	Count	44	9	53	
		% within Accreditation status	39.6%	64.3%	42.4%	
		Count	67	5	72	
	No	% within Accreditation status	60.4%	35.7%	57.6%	
		Count	111	14	125	
		% within Accreditation status	100.0%	100.0%	100.0%	
Total	Yes	Count	57	9	66	
		% within Accreditation status	45.2%	64.3%	47.1%	
		Count	69	5	74	
	No	% within Accreditation status	54.8%	35.7%	52.9%	
		Count	126	14	140	
		% within Accreditation status	100.0%	100.0%	100.0%	

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

Program type		Playground	Yes	Accreditation status		
				No	Yes	Total
School	Playground	Yes	Count	15		15
			% within Accreditation status	100.0%		100.0%
	Total		Count	15		15
			% within Accreditation status	100.0%		100.0%
Center	Playground	Yes	Count	108	14	122
			% within Accreditation status	97.3%	100.0%	97.6%
		No	Count	3	0	3
			% within Accreditation status	2.7%	0.0%	2.4%
	Total		Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Playground	Yes	Count	45		45
			% within Accreditation status	69.2%		69.2%
		No	Count	20		20
			% within Accreditation status	30.8%		30.8%
	Total		Count	65		65
			% within Accreditation status	100.0%		100.0%
Total	Playground	Yes	Count	168	14	182
			% within Accreditation status	88.0%	100.0%	88.8%
		No	Count	23	0	23
			% within Accreditation status	12.0%	0.0%	11.2%
	Total		Count	191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

Table A15. Summer School by Program Type and Accreditation Status

Program type		Summer school	Yes	Accreditation status		
				No	Yes	Total
School	Summer school	Yes	Count	7		7
			% within Accreditation status	46.7%		46.7%
	Total		Count	8		8
			% within Accreditation status	53.3%		53.3%
Center	Summer school	Yes	Count	15		15
			% within Accreditation status	100.0%		100.0%
		No	Count	55	8	63
			% within Accreditation status	49.5%	57.1%	50.4%
	Total		Count	56	6	62
			% within Accreditation status	50.5%	42.9%	49.6%
Home	Summer school	Yes	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
		No	Count	12		12
			% within Accreditation status	18.5%		18.5%
	Total		Count	53		53
			% within Accreditation status	81.5%		81.5%
Total	Summer school	Yes	Count	65		65
			% within Accreditation status	100.0%		100.0%
		No	Count	74	8	82
			% within Accreditation status	38.7%	57.1%	40.0%
	Total		Count	117	6	123
			% within Accreditation status	61.3%	42.9%	60.0%

Table A16. Before/After School by Program Type and Accreditation Status

Program type		Yes	Accreditation status		
			No	Yes	Total
School	Before/After school programs	Yes	Count	1	1
			% within Accreditation status	6.7%	6.7%
		No	Count	14	14
			% within Accreditation status	93.3%	93.3%
Center	Before/After school programs	Yes	Count	15	15
			% within Accreditation status	100.0%	100.0%
		No	Count	61	65
			% within Accreditation status	55.0%	52.0%
Home	Before/After school programs	Yes	Count	50	60
			% within Accreditation status	45.0%	48.0%
		No	Count	111	125
			% within Accreditation status	100.0%	100.0%
Total	Before/After school programs	Yes	Count	27	27
			% within Accreditation status	41.5%	41.5%
		No	Count	38	38
			% within Accreditation status	58.5%	58.5%
Total		Total	Count	65	65
			% within Accreditation status	100.0%	100.0%
		Yes	Count	89	93
			% within Accreditation status	46.6%	45.4%
Total		No	Count	102	112
			% within Accreditation status	53.4%	54.6%
		Total	Count	191	205
			% within Accreditation status	100.0%	100.0%

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

Program type		Yes	Category for percent subsidy children		
			low	high	Total
School	Library	Yes	Count	8	5
			% within Category for percent subsidy children	80.0%	100.0%
		No	Count	2	0
			% within Category for percent subsidy children	20.0%	0.0%
Center	Library	Yes	Count	10	5
			% within Category for percent subsidy children	100.0%	100.0%
		No	Count	43	10
			% within Category for percent subsidy children	44.3%	35.7%
Total		Total	Count	54	18
			% within Category for percent subsidy children	55.7%	64.3%
		Yes	Count	97	28
			% within Category for percent subsidy children	100.0%	100.0%
Total		No	Count	51	15
			% within Category for percent subsidy children	47.7%	45.5%
		Total	Count	56	18
			% within Category for percent subsidy children	52.3%	54.5%
Total		Yes	Count	107	33
			% within Category for percent subsidy children	100.0%	100.0%
Total		No	Count	107	33
			% within Category for percent subsidy children	100.0%	100.0%

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

Program type		Yes		Category for percent subsidy children			Total
				low	high		
School	Playground	Yes	Count	10	5	15	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Center	Playground	Yes	Count	10	5	15	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Home	Playground	Yes	Count	94	28	122	
			% within Category for percent subsidy children	96.9%	100.0%	97.6%	
Total		No	Count	3	0	3	
			% within Category for percent subsidy children	3.1%	0.0%	2.4%	
Total		Total	Count	97	28	125	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Playground	Yes	Count	42	3	45	
			% within Category for percent subsidy children	68.9%	75.0%	69.2%	
Total		No	Count	19	1	20	
			% within Category for percent subsidy children	31.1%	25.0%	30.8%	
Total		Total	Count	61	4	65	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Playground	Yes	Count	146	36	182	
			% within Category for percent subsidy children	86.9%	97.3%	88.8%	
Total		No	Count	22	1	23	
			% within Category for percent subsidy children	13.1%	2.7%	11.2%	
Total		Total	Count	168	37	205	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	

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

Program type		Yes		Category for percent subsidy children			Total
				low	high		
School	Summer school	Yes	Count	6	1	7	
			% within Category for percent subsidy children	60.0%	20.0%	46.7%	
Center	Summer school	Yes	Count	4	4	8	
			% within Category for percent subsidy children	40.0%	80.0%	53.3%	
Home	Summer school	Yes	Count	10	5	15	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Summer school	Yes	Count	48	15	63	
			% within Category for percent subsidy children	49.5%	53.6%	50.4%	
Total		No	Count	49	13	62	
			% within Category for percent subsidy children	50.5%	46.4%	49.6%	
Total		Total	Count	97	28	125	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Summer school	Yes	Count	12	0	12	
			% within Category for percent subsidy children	19.7%	0.0%	18.5%	
Total		No	Count	49	4	53	
			% within Category for percent subsidy children	80.3%	100.0%	81.5%	
Total		Total	Count	61	4	65	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Summer school	Yes	Count	66	16	82	
			% within Category for percent subsidy children	39.3%	43.2%	40.0%	
Total		No	Count	102	21	123	
			% within Category for percent subsidy children	60.7%	56.8%	60.0%	
Total		Total	Count	168	37	205	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	

Table A20. Before/After School by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Before/After school programs	Yes	Count	1	0	1
			% within Category for percent subsidy children	10.0%	0.0%	6.7%
		No	Count	9	5	14
			% within Category for percent subsidy children	90.0%	100.0%	93.3%
	Total		Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Before/After school programs	Yes	Count	43	22	65
			% within Category for percent subsidy children	44.3%	78.6%	52.0%
		No	Count	54	6	60
			% within Category for percent subsidy children	55.7%	21.4%	48.0%
	Total		Count	97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	Before/After school programs	Yes	Count	26	1	27
			% within Category for percent subsidy children	42.6%	25.0%	41.5%
		No	Count	35	3	38
			% within Category for percent subsidy children	57.4%	75.0%	58.5%
	Total		Count	61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Before/After school programs	Yes	Count	70	23	93
			% within Category for percent subsidy children	41.7%	62.2%	45.4%
		No	Count	98	14	112
			% within Category for percent subsidy children	58.3%	37.8%	54.6%
	Total		Count	168	37	205
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

				Category for percent minority children		
				low	high	Total
Program type						
School	Library	Yes	Count	8	4	12
			% within Category for percent minority children	88.9%	80.0%	85.7%
		No	Count	1	1	2
			% within Category for percent minority children	11.1%	20.0%	14.3%
	Total		Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Library	Yes	Count	46	7	53
			% within Category for percent minority children	43.0%	38.9%	42.4%
		No	Count	61	11	72
			% within Category for percent minority children	57.0%	61.1%	57.6%
	Total		Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Library	Yes	Count	54	11	65
			% within Category for percent minority children	46.6%	47.8%	46.8%
		No	Count	62	12	74
			% within Category for percent minority children	53.4%	52.2%	53.2%
	Total		Count	116	23	139
			% within Category for percent minority children	100.0%	100.0%	100.0%

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

Program type				Category for percent minority children			Total
				low	high		
School	Playground	Yes	Count	9	5	14	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Center	Playground	Yes	Count	9	5	14	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Home	Playground	Yes	Count	104	18	122	
			% within Category for percent minority children	97.2%	100.0%	97.6%	
Total		No	Count	3	0	3	
			% within Category for percent minority children	2.8%	0.0%	2.4%	
Total		Total	Count	107	18	125	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Playground	Yes	Count	41	4	45	
			% within Category for percent minority children	69.5%	66.7%	69.2%	
Total		No	Count	18	2	20	
			% within Category for percent minority children	30.5%	33.3%	30.8%	
Total		Total	Count	59	6	65	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Playground	No	Count	154	27	181	
			% within Category for percent minority children	88.0%	93.1%	88.7%	
Total		Total	Count	21	2	23	
			% within Category for percent minority children	12.0%	6.9%	11.3%	
Total		Total	Count	175	29	204	
			% within Category for percent minority children	100.0%	100.0%	100.0%	

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

Program type				Category for percent minority children			Total
				low	high		
School	Summer school	Yes	Count	4	3	7	
			% within Category for percent minority children	44.4%	60.0%	50.0%	
Center	Summer school	Yes	Count	5	2	7	
			% within Category for percent minority children	55.6%	40.0%	50.0%	
Home	Summer school	Yes	Count	9	5	14	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Summer school	No	Count	53	10	63	
			% within Category for percent minority children	49.5%	55.6%	50.4%	
Total		No	Count	54	8	62	
			% within Category for percent minority children	50.5%	44.4%	49.6%	
Total		Total	Count	107	18	125	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Summer school	Yes	Count	12	0	12	
			% within Category for percent minority children	20.3%	0.0%	18.5%	
Total		No	Count	47	6	53	
			% within Category for percent minority children	79.7%	100.0%	81.5%	
Total		Total	Count	59	6	65	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Summer school	Yes	Count	69	13	82	
			% within Category for percent minority children	39.4%	44.8%	40.2%	
Total		No	Count	106	16	122	
			% within Category for percent minority children	60.6%	55.2%	59.8%	
Total		Total	Count	175	29	204	
			% within Category for percent minority children	100.0%	100.0%	100.0%	

Table A24. Before/After School by Program Type and Proportion of Minority Children Served

Program type		Yes		Category for percent minority children		
				low	high	Total
School	Before/After school programs	Yes	Count	1	0	1
			% within Category for percent minority children	11.1%	0.0%	7.1%
		No	Count	8	5	13
			% within Category for percent minority children	88.9%	100.0%	92.9%
Center	Before/After school programs	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	52	13	65
			% within Category for percent minority children	48.6%	72.2%	52.0%
Home	Before/After school programs	Yes	Count	55	5	60
			% within Category for percent minority children	51.4%	27.8%	48.0%
		No	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Before/After school programs	Yes	Count	24	3	27
			% within Category for percent minority children	40.7%	50.0%	41.5%
		No	Count	35	3	38
			% within Category for percent minority children	59.3%	50.0%	58.5%
Total	Before/After school programs	Yes	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	77	16	93
			% within Category for percent minority children	44.0%	55.2%	45.6%
Total	Before/After school programs	No	Count	98	13	111
			% within Category for percent minority children	56.0%	44.8%	54.4%
		Total	Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A25. Transportation by Program Type and Accreditation Status

Program type		Yes		Accreditation status		Total
				No	Yes	
School	Transportation	Yes	Count	14	14	14
			% within Accreditation status	93.3%	93.3%	
		No	Count	1	1	1
			% within Accreditation status	6.7%	6.7%	
Center	Transportation	Yes	Count	15	15	15
			% within Accreditation status	100.0%	100.0%	
		No	Count	3	0	3
			% within Accreditation status	2.7%	0.0%	2.4%
Home	Transportation	Yes	Count	108	14	122
			% within Accreditation status	97.3%	100.0%	97.6%
		No	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Transportation	Yes	Count	4	4	4
			% within Accreditation status	6.2%	6.2%	
		No	Count	61	61	61
			% within Accreditation status	93.8%	93.8%	
Total	Transportation	Yes	Count	65	65	65
			% within Accreditation status	100.0%	100.0%	
		No	Count	21	0	21
			% within Accreditation status	11.0%	0.0%	10.2%
Total	Transportation	No	Count	170	14	184
			% within Accreditation status	89.0%	100.0%	89.8%
		Total	Count	191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

Table A26. Transportation by Program Type and Children Receiving Subsidies

Program type				Category for percent subsidy children		
				low	high	Total
School	Transportation	Yes	Count	9	5	14
			% within Category for percent subsidy children	90.0%	100.0%	93.3%
	Total	No	Count	1	0	1
			% within Category for percent subsidy children	10.0%	0.0%	6.7%
Center	Transportation	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total	No	Count	95	27	122
			% within Category for percent subsidy children	97.9%	96.4%	97.6%
Home	Transportation	Yes	Count	97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total	No	Count	58	3	61
			% within Category for percent subsidy children	95.1%	75.0%	93.8%
Total	Transportation	Yes	Count	61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total	No	Count	154	30	184
			% within Category for percent subsidy children	91.7%	81.1%	89.8%
	Transportation	Yes	Count	168	37	205
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

Program type				Category for percent minority children		
				low	high	Total
School	Transportation	Yes	Count	9	4	13
			% within Category for percent minority children	100.0%	80.0%	92.9%
	Total	No	Count	0	1	1
			% within Category for percent minority children	0.0%	20.0%	7.1%
Center	Transportation	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total	No	Count	105	17	122
			% within Category for percent minority children	98.1%	94.4%	97.6%
Home	Transportation	Yes	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total	No	Count	56	5	61
			% within Category for percent minority children	94.9%	83.3%	93.8%
Total	Transportation	Yes	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total	No	Count	14	6	20
			% within Category for percent minority children	8.0%	20.7%	9.8%
	Transportation	Yes	Count	161	23	184
			% within Category for percent minority children	92.0%	79.3%	90.2%
	Total	No	Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A28. Curriculum Use by Program Type and Accreditation Status

Program type		Yes	Accreditation status		
			No	Yes	Total
School	Use a curriculum	Yes	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Use a curriculum	Yes	Count	15	15
			% within Accreditation status	100.0%	100.0%
Home	Use a curriculum	Yes	Count	101	13
			% within Accreditation status	91.0%	92.9%
Total		No	Count	10	1
			% within Accreditation status	9.0%	7.1%
Total		Total	Count	111	14
			% within Accreditation status	100.0%	100.0%
Total		Yes	Count	18	18
			% within Accreditation status	27.7%	27.7%
Total		No	Count	47	47
			% within Accreditation status	72.3%	72.3%
Total		Total	Count	65	65
			% within Accreditation status	100.0%	100.0%
Total		Yes	Count	134	13
			% within Accreditation status	70.2%	92.9%
Total		No	Count	57	1
			% within Accreditation status	29.8%	7.1%
Total		Total	Count	191	14
			% within Accreditation status	100.0%	100.0%

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

Program type		Yes	Category for percent subsidy children		
			low	high	Total
School	Use a curriculum	Yes	Count	10	5
			% within Category for percent subsidy children	100.0%	100.0%
Center	Use a curriculum	Yes	Count	10	5
			% within Category for percent subsidy children	100.0%	100.0%
Home	Use a curriculum	Yes	Count	90	24
			% within Category for percent subsidy children	92.8%	85.7%
Total		No	Count	7	4
			% within Category for percent subsidy children	7.2%	14.3%
Total		Total	Count	97	28
			% within Category for percent subsidy children	100.0%	100.0%
Total		Yes	Count	16	2
			% within Category for percent subsidy children	26.2%	50.0%
Total		No	Count	45	2
			% within Category for percent subsidy children	73.8%	50.0%
Total		Total	Count	61	4
			% within Category for percent subsidy children	100.0%	100.0%
Total		Yes	Count	116	31
			% within Category for percent subsidy children	69.0%	83.8%
Total		No	Count	52	6
			% within Category for percent subsidy children	31.0%	16.2%
Total		Total	Count	168	37
			% within Category for percent subsidy children	100.0%	100.0%

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

Program type		Yes		Category for percent minority children		
				low	high	Total
School	Use a curriculum	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Use a curriculum	Yes	Count	99	15	114
			% within Category for percent minority children	92.5%	83.3%	91.2%
Home	Use a curriculum	No	Count	8	3	11
			% within Category for percent minority children	7.5%	16.7%	8.8%
Total		Total	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Use a curriculum	Yes	Count	14	4	18
			% within Category for percent minority children	23.7%	66.7%	27.7%
Total	Use a curriculum	No	Count	45	2	47
			% within Category for percent minority children	76.3%	33.3%	72.3%
Total		Total	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%

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

Program type		Yes		Accreditation status		
				No	Yes	Total
School	Administer student assessments	Yes	Count	15	15	15
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Administer student assessments	Yes	Count	15	15	15
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Administer student assessments	Yes	Count	68	12	80
			% within Accreditation status	61.3%	85.7%	64.0%
Total	Administer student assessments	No	Count	43	2	45
			% within Accreditation status	38.7%	14.3%	36.0%
Total		Total	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Administer student assessments	Yes	Count	5	5	5
			% within Accreditation status	7.7%	7.7%	7.7%
Total	Administer student assessments	No	Count	60	60	60
			% within Accreditation status	92.3%	92.3%	92.3%
Total		Total	Count	65	65	65
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Administer student assessments	Yes	Count	88	12	100
			% within Accreditation status	46.1%	85.7%	48.8%
Total	Administer student assessments	No	Count	103	2	105
			% within Accreditation status	53.9%	14.3%	51.2%
Total		Total	Count	191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

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

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Administer student assessments	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	10	5	15
Center	Administer student assessments	Yes	Count	66	14	80
			% within Category for percent subsidy children	68.0%	50.0%	64.0%
		No	Count	31	14	45
			% within Category for percent subsidy children	32.0%	50.0%	36.0%
		Total	Count	97	28	125
Home	Administer student assessments	Yes	Count	5	0	5
			% within Category for percent subsidy children	8.2%	0.0%	7.7%
		No	Count	56	4	60
			% within Category for percent subsidy children	91.8%	100.0%	92.3%
		Total	Count	61	4	65
Total	Administer student assessments	Yes	Count	81	19	100
			% within Category for percent subsidy children	48.2%	51.4%	48.8%
		No	Count	87	18	105
			% within Category for percent subsidy children	51.8%	48.6%	51.2%
		Total	Count	168	37	205
				100.0%	100.0%	100.0%

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

				Category for percent minority children		
				low	high	Total
Program type						
School	Administer student assessments	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	9	5	14
Center	Administer student assessments	Yes	Count	67	13	80
			% within Category for percent minority children	62.6%	72.2%	64.0%
		No	Count	40	5	45
			% within Category for percent minority children	37.4%	27.8%	36.0%
		Total	Count	107	18	125
Home	Administer student assessments	Yes	Count	3	2	5
			% within Category for percent minority children	5.1%	33.3%	7.7%
		No	Count	56	4	60
			% within Category for percent minority children	94.9%	66.7%	92.3%
		Total	Count	59	6	65
Total	Administer student assessments	Yes	Count	79	20	99
			% within Category for percent minority children	45.1%	69.0%	48.5%
		No	Count	96	9	105
			% within Category for percent minority children	54.9%	31.0%	51.5%
		Total	Count	175	29	204
				100.0%	100.0%	100.0%

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

Program type			Accreditation status		
			No	Yes	Total
School	Assess kindergarten readiness	Yes	Count	13	13
			% within Accreditation status	86.7%	86.7%
		No	Count	2	2
			% within Accreditation status	13.3%	13.3%
Total			Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Assess kindergarten readiness	Yes	Count	63	72
			% within Accreditation status	56.8%	64.3%
		No	Count	48	53
			% within Accreditation status	43.2%	35.7%
Total			Count	111	125
			% within Accreditation status	100.0%	100.0%
Home	Assess kindergarten readiness	Yes	Count	5	5
			% within Accreditation status	7.7%	7.7%
		No	Count	60	60
			% within Accreditation status	92.3%	92.3%
Total			Count	65	65
			% within Accreditation status	100.0%	100.0%
Total	Assess kindergarten readiness	Yes	Count	81	90
			% within Accreditation status	42.4%	64.3%
		No	Count	110	115
			% within Accreditation status	57.6%	35.7%
Total			Count	191	205
			% within Accreditation status	100.0%	100.0%

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

Program type			Category for percent subsidy children		
			low	high	Total
School	Assess kindergarten readiness	Yes	Count	9	4
			% within Category for percent subsidy children	90.0%	80.0%
		No	Count	1	1
			% within Category for percent subsidy children	10.0%	20.0%
Total			Count	10	5
			% within Category for percent subsidy children	100.0%	100.0%
Center	Assess kindergarten readiness	Yes	Count	60	72
			% within Category for percent subsidy children	61.9%	42.9%
		No	Count	37	53
			% within Category for percent subsidy children	38.1%	57.1%
Total			Count	97	125
			% within Category for percent subsidy children	100.0%	100.0%
Home	Assess kindergarten readiness	Yes	Count	5	0
			% within Category for percent subsidy children	8.2%	0.0%
		No	Count	56	60
			% within Category for percent subsidy children	91.8%	100.0%
Total			Count	61	65
			% within Category for percent subsidy children	100.0%	100.0%
Total	Assess kindergarten readiness	Yes	Count	74	16
			% within Category for percent subsidy children	44.0%	43.2%
		No	Count	94	115
			% within Category for percent subsidy children	56.0%	56.8%
Total			Count	168	205
			% within Category for percent subsidy children	100.0%	100.0%

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

Program type				Category for percent minority children		
				low	high	Total
School	Assess kindergarten readiness	Yes	Count	7	5	12
			% within Category for percent minority children	77.8%	100.0%	85.7%
		No	Count	2	0	2
			% within Category for percent minority children	22.2%	0.0%	14.3%
Center	Assess kindergarten readiness	Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	63	9	72
			% within Category for percent minority children	58.9%	50.0%	57.6%
Home	Assess kindergarten readiness	Total	Count	44	9	53
			% within Category for percent minority children	41.1%	50.0%	42.4%
		No	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Assess kindergarten readiness	Total	Count	5	0	5
			% within Category for percent minority children	8.5%	0.0%	7.7%
		No	Count	54	6	60
			% within Category for percent minority children	91.5%	100.0%	92.3%
Total		Total	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	75	14	89
			% within Category for percent minority children	42.9%	48.3%	43.6%
Total		No	Count	100	15	115
			% within Category for percent minority children	57.1%	51.7%	56.4%
		Total	Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A37. Program Assessment by Program Type and Accreditation Status

Program type				Accreditation status		
				No	Yes	Total
School	Program Assessment	Yes	Count	8		8
			% within Accreditation status	53.3%		53.3%
		No	Count	7		7
			% within Accreditation status	46.7%		46.7%
Center	Program Assessment	Total	Count	15		15
			% within Accreditation status	100.0%		100.0%
		No	Count	31	12	43
			% within Accreditation status	27.9%	85.7%	34.4%
Home	Program Assessment	No	Count	80	2	82
			% within Accreditation status	72.1%	14.3%	65.6%
		Total	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Program Assessment	No	Count	3		3
			% within Accreditation status	4.6%		4.6%
		No	Count	62		62
			% within Accreditation status	95.4%		95.4%
Total		Total	Count	65		65
			% within Accreditation status	100.0%		100.0%
		No	Count	42	12	54
			% within Accreditation status	22.0%	85.7%	26.3%
Total		No	Count	149	2	151
			% within Accreditation status	78.0%	14.3%	73.7%
		Total	Count	191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

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

Program type		Program Assessment	Yes	Category for percent subsidy children			Total
				low	high		
School		Program Assessment	Yes	Count	4	4	8
			Yes	% within Category for percent subsidy children	40.0%	80.0%	53.3%
		Program Assessment	No	Count	6	1	7
			No	% within Category for percent subsidy children	60.0%	20.0%	46.7%
Center		Program Assessment	Total	Count	10	5	15
			Total	% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Program Assessment	No	Count	33	10	43
			No	% within Category for percent subsidy children	34.0%	35.7%	34.4%
Home		Program Assessment	Total	Count	64	18	82
			Total	% within Category for percent subsidy children	66.0%	64.3%	65.6%
		Program Assessment	No	Count	97	28	125
			No	% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total		Program Assessment	Total	Count	3	0	3
			Total	% within Category for percent subsidy children	4.9%	0.0%	4.6%
		Program Assessment	No	Count	58	4	62
			No	% within Category for percent subsidy children	95.1%	100.0%	95.4%
Total		Program Assessment	Total	Count	61	4	65
			Total	% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Program Assessment	No	Count	40	14	54
			No	% within Category for percent subsidy children	23.8%	37.8%	26.3%
Total		Program Assessment	Total	Count	128	23	151
			Total	% within Category for percent subsidy children	76.2%	62.2%	73.7%
		Program Assessment	No	Count	168	37	205
			No	% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

Program type		Program Assessment	Yes	Category for percent minority children			Total
				low	high		
School		Program Assessment	Yes	Count	7	1	8
			Yes	% within Category for percent minority children	77.8%	20.0%	57.1%
		Program Assessment	No	Count	2	4	6
			No	% within Category for percent minority children	22.2%	80.0%	42.9%
Center		Program Assessment	Total	Count	9	5	14
			Total	% within Category for percent minority children	100.0%	100.0%	100.0%
		Program Assessment	No	Count	35	8	43
			No	% within Category for percent minority children	32.7%	44.4%	34.4%
Home		Program Assessment	Total	Count	72	10	82
			Total	% within Category for percent minority children	67.3%	55.6%	65.6%
		Program Assessment	No	Count	107	18	125
			No	% within Category for percent minority children	100.0%	100.0%	100.0%
Total		Program Assessment	Total	Count	2	1	3
			Total	% within Category for percent minority children	3.4%	16.7%	4.6%
		Program Assessment	No	Count	57	5	62
			No	% within Category for percent minority children	96.6%	83.3%	95.4%
Total		Program Assessment	Total	Count	59	6	65
			Total	% within Category for percent minority children	100.0%	100.0%	100.0%
		Program Assessment	No	Count	44	10	54
			No	% within Category for percent minority children	25.1%	34.5%	26.5%
Total		Program Assessment	Total	Count	131	19	150
			Total	% within Category for percent minority children	74.9%	65.5%	73.5%
		Program Assessment	No	Count	175	29	204
			No	% within Category for percent minority children	100.0%	100.0%	100.0%

Table A40. Center Staff Access to Computers by Accreditation Status

		Accreditation status			
			No	Yes	Total
Center	Does program director have access to a computer?	Yes	Count	107	14
			% within Accreditation status	96.4%	100.0%
		No	Count	4	0
			% within Accreditation status	3.6%	0.0%
Center	Do lead teachers have access to a computer?	Total	Count	111	14
			% within Accreditation status	100.0%	100.0%
		No	Count	25	0
			% within Accreditation status	22.5%	0.0%
Center	Does program director have access to a computer?	Total	Count	111	14
			% within Accreditation status	100.0%	100.0%
		No	Count	4	0
			% within Accreditation status	3.6%	0.0%
Center	Does program director have access to a computer?	Total	Count	111	14
			% within Accreditation status	100.0%	100.0%
		No	Count	107	14
			% within Accreditation status	96.4%	100.0%

Table A41. Home Provider Access to Computers by Accreditation Status

		Accreditation status			
			No	Yes	Total
Home	Does provider have access to a computer?	Yes	Count	60	60
			% within Accreditation status	95.2%	95.2%
		No	Count	3	3
			% within Accreditation status	4.8%	4.8%
Home	Does program director have internet access?	Total	Count	63	63
			% within Accreditation status	100.0%	100.0%
		No	Count	54	54
			% within Accreditation status	96.4%	96.4%
Home	Does program director have internet access?	No	Count	2	2
			% within Accreditation status	3.6%	3.6%
		Total	Count	56	56
			% within Accreditation status	100.0%	100.0%

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

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Does program director have internet access?	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	10	5	15
Center	Does program director have internet access?	Yes	Count	94	22	116
			% within Category for percent subsidy children	96.9%	78.6%	92.8%
		No	Count	3	6	9
			% within Category for percent subsidy children	3.1%	21.4%	7.2%
		Total	Count	97	28	125
Home	Does program director have internet access?	Yes	Count	51	3	54
			% within Category for percent subsidy children	96.2%	100.0%	96.4%
		No	Count	2	0	2
			% within Category for percent subsidy children	3.8%	0.0%	3.6%
		Total	Count	53	3	56
Total	Does program director have internet access?	Yes	Count	155	30	185
			% within Category for percent subsidy children	96.9%	83.3%	94.4%
		No	Count	5	6	11
			% within Category for percent subsidy children	3.1%	16.7%	5.6%
		Total	Count	160	36	196
				% within Category for percent subsidy children	100.0%	100.0%

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

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Do lead teachers have access to a computer?	Yes	Count	10	1	11
			% within Category for percent subsidy children	100.0%	20.0%	73.3%
		N/A	Count	0	4	4
Center	Do lead teachers have access to a computer?	Yes	Count	82	18	100
			% within Category for percent subsidy children	84.5%	64.3%	80.0%
		No	Count	15	10	25
Home	Do lead teachers have access to a computer?	Yes	Count	97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		No	Count	7	2	9
Total	Do lead teachers have access to a computer?	Yes	% within Category for percent subsidy children	11.5%	50.0%	13.8%
			% within Category for percent subsidy children	2	0	2
		N/A	% within Category for percent subsidy children	3.3%	0.0%	3.1%
Total	Do lead teachers have access to a computer?	Yes	Count	61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		No	Count	99	21	120
Total	Do lead teachers have access to a computer?	Yes	% within Category for percent subsidy children	58.9%	56.8%	58.5%
			% within Category for percent subsidy children	17	10	27
		No	% within Category for percent subsidy children	10.1%	27.0%	13.2%
Total	Do lead teachers have access to a computer?	Yes	Count	52	6	58
			% within Category for percent subsidy children	31.0%	16.2%	28.3%
		No	Count	168	37	205
				% within Category for percent subsidy children	100.0%	100.0%

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

Program type		Does program director have access to a computer?	Yes	Category for percent subsidy children		
				low	high	Total
School		Does program director have access to a computer?	Yes	Count	10	5
				% within Category for percent subsidy children	100.0%	100.0%
Center		Does program director have access to a computer?	Yes	Count	96	25
				% within Category for percent subsidy children	99.0%	89.3%
Home		Does program director have access to a computer?	No	Count	1	3
				% within Category for percent subsidy children	1.0%	10.7%
Total			Total	Count	97	28
				% within Category for percent subsidy children	100.0%	100.0%
Total		Does program director have access to a computer?	Yes	Count	57	3
				% within Category for percent subsidy children	95.0%	100.0%
Total			No	Count	3	0
				% within Category for percent subsidy children	5.0%	0.0%
Total			Total	Count	60	3
				% within Category for percent subsidy children	100.0%	100.0%
Total		Does program director have access to a computer?	Yes	Count	163	33
				% within Category for percent subsidy children	97.6%	91.7%
Total			No	Count	4	3
				% within Category for percent subsidy children	2.4%	8.3%
Total			Total	Count	167	36
				% within Category for percent subsidy children	100.0%	100.0%

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

Program type		Does program director have access to a computer?	Yes	Category for percent minority children		
				low	high	Total
School		Does program director have access to a computer?	Yes	Count	9	5
				% within Category for percent minority children	100.0%	100.0%
Center		Does program director have access to a computer?	Yes	Count	105	16
				% within Category for percent minority children	98.1%	88.9%
Home		Does program director have access to a computer?	No	Count	2	2
				% within Category for percent minority children	1.9%	11.1%
Total			Total	Count	107	18
				% within Category for percent minority children	100.0%	100.0%
Total		Does program director have access to a computer?	Yes	Count	56	4
				% within Category for percent minority children	96.6%	80.0%
Total			No	Count	2	1
				% within Category for percent minority children	3.4%	20.0%
Total			Total	Count	58	5
				% within Category for percent minority children	100.0%	100.0%
Total		Does program director have access to a computer?	Yes	Count	170	25
				% within Category for percent minority children	97.7%	89.3%
Total			No	Count	4	3
				% within Category for percent minority children	2.3%	10.7%
Total			Total	Count	174	28
				% within Category for percent minority children	100.0%	100.0%

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

Program type			Category for percent minority children			Total
			low	high		
School	Do lead teachers have access to a computer?	Yes	Count	5	5	10
			% within Category for percent minority children	55.6%	100.0%	71.4%
		N/A	Count	4	0	4
			% within Category for percent minority children	44.4%	0.0%	28.6%
		Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Do lead teachers have access to a computer?	Yes	Count	88	12	100
			% within Category for percent minority children	82.2%	66.7%	80.0%
		No	Count	19	6	25
			% within Category for percent minority children	17.8%	33.3%	20.0%
		Total	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Home	Do lead teachers have access to a computer?	Yes	Count	7	2	9
			% within Category for percent minority children	11.9%	33.3%	13.8%
		No	Count	1	1	2
			% within Category for percent minority children	1.7%	16.7%	3.1%
		N/A	Count	51	3	54
			% within Category for percent minority children	86.4%	50.0%	83.1%
Total	Do lead teachers have access to a computer?	Total	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	100	19	119
			% within Category for percent minority children	57.1%	65.5%	58.3%
		No	Count	20	7	27
			% within Category for percent minority children	11.4%	24.1%	13.2%
Total		N/A	Count	55	3	58
			% within Category for percent minority children	31.4%	10.3%	28.4%
		Total	Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

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

Program type			Category for percent minority children			Total
			low	high		
School	Does program director have internet access?	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	101	15	116
			% within Category for percent minority children	94.4%	83.3%	92.8%
Center	Does program director have internet access?	No	Count	6	3	9
			% within Category for percent minority children	5.6%	16.7%	7.2%
		Total	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	51	3	54
			% within Category for percent minority children	98.1%	75.0%	96.4%
Home	Does program director have internet access?	No	Count	1	1	2
			% within Category for percent minority children	1.9%	25.0%	3.6%
		Total	Count	52	4	56
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	161	23	184
			% within Category for percent minority children	95.8%	85.2%	94.4%
Total	Does program director have internet access?	No	Count	7	4	11
			% within Category for percent minority children	4.2%	14.8%	5.6%
		Total	Count	168	27	195
			% within Category for percent minority children	100.0%	100.0%	100.0%

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

Program type		Website	No	Accreditation status		
				No	Yes	Total
School	Website	No	Count	9	9	9
			% within Accreditation status	60.0%	60.0%	60.0%
		Yes	Count	6	6	6
	Total		% within Accreditation status	40.0%	40.0%	40.0%
		Count		15	15	15
			% within Accreditation status	100.0%	100.0%	100.0%
Center	Website	No	Count	19	0	19
			% within Accreditation status	17.1%	0.0%	15.2%
		Yes	Count	92	14	106
	Total		% within Accreditation status	82.9%	100.0%	84.8%
		Count		111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Website	No	Count	60	60	60
			% within Accreditation status	92.3%	92.3%	92.3%
		Yes	Count	5	5	5
	Total		% within Accreditation status	7.7%	7.7%	7.7%
		Count		65	65	65
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Website	No	Count	88	0	88
			% within Accreditation status	46.1%	0.0%	42.9%
		Yes	Count	103	14	117
	Total		% within Accreditation status	53.9%	100.0%	57.1%
		Count		191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

Table A49. Whether Program has a Website by Program Type and Proportion of Children Receiving Subsidies

Program type		Website	No	Category for percent subsidy children		
				low	high	Total
School	Website	No	Count	6	3	9
			% within Category for percent subsidy children	60.0%	60.0%	60.0%
		Yes	Count	4	2	6
	Total		% within Category for percent subsidy children	40.0%	40.0%	40.0%
		Count		10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Website	No	Count	8	11	19
			% within Category for percent subsidy children	8.2%	39.3%	15.2%
		Yes	Count	89	17	106
	Total		% within Category for percent subsidy children	91.8%	60.7%	84.8%
		Count		97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	Website	No	Count	57	3	60
			% within Category for percent subsidy children	93.4%	75.0%	92.3%
		Yes	Count	4	1	5
	Total		% within Category for percent subsidy children	6.6%	25.0%	7.7%
		Count		61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Website	No	Count	71	17	88
			% within Category for percent subsidy children	42.3%	45.9%	42.9%
		Yes	Count	97	20	117
	Total		% within Category for percent subsidy children	57.7%	54.1%	57.1%
		Count		168	37	205
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A50. Whether Program has a Website by Program Type and Proportion of Minority Children Served

Program type	Website	No	Category for percent minority children		
			low	high	Total
School	Website	No	Count	4	4
			% within Category for percent minority children	44.4%	80.0%
		Yes	Count	5	1
	Total		% within Category for percent minority children	55.6%	20.0%
		No	Count	9	5
			% within Category for percent minority children	100.0%	100.0%
Center	Website	No	Count	11	8
			% within Category for percent minority children	10.3%	44.4%
		Yes	Count	96	10
	Total		% within Category for percent minority children	89.7%	55.6%
		No	Count	107	18
			% within Category for percent minority children	100.0%	100.0%
Home	Website	No	Count	54	6
			% within Category for percent minority children	91.5%	100.0%
		Yes	Count	5	0
	Total		% within Category for percent minority children	8.5%	0.0%
		No	Count	59	6
			% within Category for percent minority children	100.0%	100.0%
Total	Website	No	Count	69	18
			% within Category for percent minority children	39.4%	62.1%
		Yes	Count	106	11
	Total		% within Category for percent minority children	60.6%	37.9%
		No	Count	175	29
			% within Category for percent minority children	100.0%	100.0%

Table A51. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Accreditation Status

Program type			Accreditation status		
			No	Yes	Total
School	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	14	14
			% within Accreditation status	93.3%	93.3%
		No	Count	1	1
	Total		% within Accreditation status	6.7%	6.7%
		No	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	53	6
			% within Accreditation status	47.7%	42.9%
		No	Count	58	8
	Total		% within Accreditation status	52.3%	57.1%
		No	Count	111	14
			% within Accreditation status	100.0%	100.0%
Home	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	10	10
			% within Accreditation status	15.4%	15.4%
		No	Count	55	55
	Total		% within Accreditation status	84.6%	84.6%
		No	Count	65	65
			% within Accreditation status	100.0%	100.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	77	6
			% within Accreditation status	40.3%	42.9%
		No	Count	114	8
	Total		% within Accreditation status	59.7%	57.1%
		No	Count	191	14
			% within Accreditation status	100.0%	100.0%

Table A52. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Proportion of Children Receiving Subsidies

Program type			Category for percent subsidy children		
			low	high	Total
School	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	10	4
		Yes	% within Category for percent subsidy children	80.0%	93.3%
		No	Count	0	1
		No	% within Category for percent subsidy children	0.0%	20.0%
Center	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	10	5
		Total	% within Category for percent subsidy children	100.0%	100.0%
Home	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	51	8
		Yes	% within Category for percent subsidy children	52.6%	28.6%
		No	Count	46	20
		No	% within Category for percent subsidy children	47.4%	71.4%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	97	28
		Total	% within Category for percent subsidy children	100.0%	100.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school needed to prepare children for school	Yes	Count	8	2
		Yes	% within Category for percent subsidy children	13.1%	50.0%
		No	Count	53	2
		No	% within Category for percent subsidy children	86.9%	50.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school needed to prepare children for school	Total	Count	61	4
		Total	% within Category for percent subsidy children	100.0%	100.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school needed to prepare children for school	Yes	Count	69	14
		Yes	% within Category for percent subsidy children	41.1%	37.8%
		No	Count	99	23
		No	% within Category for percent subsidy children	58.9%	62.2%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school needed to prepare children for school	Total	Count	168	37
		Total	% within Category for percent subsidy children	100.0%	100.0%

Table A53. Program Communicates with Neighborhood Schools about Social/Academic Skills Needed by Program Type and Proportion of Minority Children Served

Program type			Category for percent minority children		
			low	high	Total
School	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	8	5
		Yes	% within Category for percent minority children	88.9%	100.0%
		No	Count	1	0
		No	% within Category for percent minority children	11.1%	0.0%
Center	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	9	5
		Total	% within Category for percent minority children	100.0%	100.0%
Home	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	56	3
		Yes	% within Category for percent minority children	52.3%	16.7%
		No	Count	51	15
		No	% within Category for percent minority children	47.7%	83.3%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	107	18
		Total	% within Category for percent minority children	100.0%	100.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	9	1
		Yes	% within Category for percent minority children	15.3%	16.7%
		No	Count	50	5
		No	% within Category for percent minority children	84.7%	83.3%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	59	6
		Total	% within Category for percent minority children	100.0%	100.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Yes	Count	73	9
		Yes	% within Category for percent minority children	41.7%	31.0%
		No	Count	102	20
		No	% within Category for percent minority children	58.3%	69.0%
Total	Communicates with neighborhood schools about the social and academic skills needed to prepare children for school	Total	Count	175	29
		Total	% within Category for percent minority children	100.0%	100.0%

Table A54. Joint Training and Professional Development by Program Type and Accreditation Status

Program type			Accreditation status		
			No	Yes	Total
School	Participates in joint training/professional development with neighborhood schools	Yes	Count	8	8
			% within Accreditation status	53.3%	53.3%
		No	Count	7	7
			% within Accreditation status	46.7%	46.7%
		Total	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Participates in joint training/professional development with neighborhood schools	Yes	Count	12	15
			% within Accreditation status	10.8%	21.4% 12.0%
		No	Count	99	110
			% within Accreditation status	89.2%	78.6% 88.0%
		Total	Count	111	125
			% within Accreditation status	100.0%	100.0%
Home	Participates in joint training/professional development with neighborhood schools	Yes	Count	6	6
			% within Accreditation status	9.2%	9.2%
		No	Count	59	59
			% within Accreditation status	90.8%	90.8%
		Total	Count	65	65
			% within Accreditation status	100.0%	100.0%
Total	Participates in joint training/professional development with neighborhood schools	Yes	Count	26	29
			% within Accreditation status	13.6%	21.4% 14.1%
		No	Count	165	176
			% within Accreditation status	86.4%	78.6% 85.9%
		Total	Count	191	205
			% within Accreditation status	100.0%	100.0%

Table A55. Joint Training/Professional Development by Program Type and Proportion of Children on Subsidies

Program type			Category for percent subsidy children		
			low	high	Total
School	Participates in joint training/professional development with neighborhood schools	Yes	Count	8	8
			% within Category for percent subsidy children	80.0%	0.0% 53.3%
		No	Count	2	5 7
			% within Category for percent subsidy children	20.0%	100.0% 46.7%
		Total	Count	10	15
			% within Category for percent subsidy children	100.0%	100.0% 100.0%
Center	Participates in joint training/professional development with neighborhood schools	Yes	Count	11	15
			% within Category for percent subsidy children	11.3%	14.3% 12.0%
		No	Count	86	110
			% within Category for percent subsidy children	88.7%	85.7% 88.0%
		Total	Count	97	125
			% within Category for percent subsidy children	100.0%	100.0% 100.0%
Home	Participates in joint training/professional development with neighborhood schools	Yes	Count	5	6
			% within Category for percent subsidy children	8.2%	25.0% 9.2%
		No	Count	56	59
			% within Category for percent subsidy children	91.8%	75.0% 90.8%
		Total	Count	61	65
			% within Category for percent subsidy children	100.0%	100.0% 100.0%
Total	Participates in joint training/professional development with neighborhood schools	Yes	Count	24	29
			% within Category for percent subsidy children	14.3%	13.5% 14.1%
		No	Count	144	176
			% within Category for percent subsidy children	85.7%	86.5% 85.9%
		Total	Count	168	205
			% within Category for percent subsidy children	100.0%	100.0% 100.0%

Table A56. Joint Training and Professional Development by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
Program type						
School	Participates in joint training/professional development with neighborhood schools	Yes	Count	3	4	7
			% within Category for percent minority children	33.3%	80.0%	50.0%
		No	Count	6	1	7
			% within Category for percent minority children	66.7%	20.0%	50.0%
	Total		Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Participates in joint training/professional development with neighborhood schools	Yes	Count	11	4	15
			% within Category for percent minority children	10.3%	22.2%	12.0%
		No	Count	96	14	110
			% within Category for percent minority children	89.7%	77.8%	88.0%
	Total		Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Home	Participates in joint training/professional development with neighborhood schools	Yes	Count	6	0	6
			% within Category for percent minority children	10.2%	0.0%	9.2%
		No	Count	53	6	59
			% within Category for percent minority children	89.8%	100.0%	90.8%
	Total		Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Participates in joint training/professional development with neighborhood schools	Yes	Count	20	8	28
			% within Category for percent minority children	11.4%	27.6%	13.7%
		No	Count	155	21	176
			% within Category for percent minority children	88.6%	72.4%	86.3%
	Total		Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A57. Child Activity Report by Program Type and Accreditation Status

				Accreditation status		
				No	Yes	Total
Program type						
School	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	9		9
			% within Accreditation status	60.0%		60.0%
		No	Count	6		6
			% within Accreditation status	40.0%		40.0%
	Total		Count	15		15
			% within Accreditation status	100.0%		100.0%
Center	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	84	11	95
			% within Accreditation status	75.7%	78.6%	76.0%
		No	Count	27	3	30
			% within Accreditation status	24.3%	21.4%	24.0%
	Total		Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
Home	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	34		34
			% within Accreditation status	52.3%		52.3%
		No	Count	31		31
			% within Accreditation status	47.7%		47.7%
	Total		Count	65		65
			% within Accreditation status	100.0%		100.0%
Total	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	127	11	138
			% within Accreditation status	66.5%	78.6%	67.3%
		No	Count	64	3	67
			% within Accreditation status	33.5%	21.4%	32.7%
	Total		Count	191	14	205
			% within Accreditation status	100.0%	100.0%	100.0%

Table A58. Child Activity Report by Program Type and Proportion of Children Receiving Subsidies

Program type				Category for percent subsidy children			Total
				low	high		
School	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	5	4	9	
		No	% within Category for percent subsidy children	50.0%	80.0%	60.0%	
		No	Count	5	1	6	
		No	% within Category for percent subsidy children	50.0%	20.0%	40.0%	
		Total	Count	10	5	15	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Center	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	75	20	95	
		No	% within Category for percent subsidy children	77.3%	71.4%	76.0%	
		No	Count	22	8	30	
		No	% within Category for percent subsidy children	22.7%	28.6%	24.0%	
		Total	Count	97	28	125	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Home	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	32	2	34	
		No	% within Category for percent subsidy children	52.5%	50.0%	52.3%	
		No	Count	29	2	31	
		No	% within Category for percent subsidy children	47.5%	50.0%	47.7%	
		Total	Count	61	4	65	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	
Total	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	112	26	138	
		No	% within Category for percent subsidy children	66.7%	70.3%	67.3%	
		No	Count	56	11	67	
		No	% within Category for percent subsidy children	33.3%	29.7%	32.7%	
		Total	Count	168	37	205	
			% within Category for percent subsidy children	100.0%	100.0%	100.0%	

Table A59. Child Activity Report and Proportion of Minority Children Served

Program type				Category for percent minority children			Total
				low	high		
School	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	7	2	9	
		No	% within Category for percent minority children	77.8%	40.0%	64.3%	
		No	Count	2	3	5	
		No	% within Category for percent minority children	22.2%	60.0%	35.7%	
		Total	Count	9	5	14	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Center	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	82	13	95	
		No	% within Category for percent minority children	76.6%	72.2%	76.0%	
		No	Count	25	5	30	
		No	% within Category for percent minority children	23.4%	27.8%	24.0%	
		Total	Count	107	18	125	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Home	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	33	1	34	
		No	% within Category for percent minority children	55.9%	16.7%	52.3%	
		No	Count	26	5	31	
		No	% within Category for percent minority children	44.1%	83.3%	47.7%	
		Total	Count	59	6	65	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Supports or resources you offer parents/families. 1=Yes: Daily or weekly child activity report.	Yes	Count	122	16	138	
		No	% within Category for percent minority children	69.7%	55.2%	67.6%	
		No	Count	53	13	66	
		No	% within Category for percent minority children	30.3%	44.8%	32.4%	
		Total	Count	175	29	204	
			% within Category for percent minority children	100.0%	100.0%	100.0%	

Table A60. Website/Newsletter by Program Type and Accreditation Status

Program type			Accreditation status		
			No	Yes	Total
School	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	14	14
			% within Accreditation status	93.3%	93.3%
		No	Count	1	1
			% within Accreditation status	6.7%	6.7%
		Total	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	89	13
			% within Accreditation status	80.2%	92.9%
		No	Count	22	1
			% within Accreditation status	19.8%	7.1%
		Total	Count	111	14
			% within Accreditation status	100.0%	100.0%
Home	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	13	13
			% within Accreditation status	20.0%	20.0%
		No	Count	52	52
			% within Accreditation status	80.0%	80.0%
		Total	Count	65	65
			% within Accreditation status	100.0%	100.0%
Total	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	116	13
			% within Accreditation status	60.7%	92.9%
		No	Count	75	1
			% within Accreditation status	39.3%	7.1%
		Total	Count	191	14
			% within Accreditation status	100.0%	100.0%

Table A61. Website/Newsletter by Program Type and Proportion of Children Receiving Subsidies

Program type			Category for percent subsidy children		
			low	high	Total
School	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	9	5
			% within Category for percent subsidy children	90.0%	100.0%
		No	Count	1	0
			% within Category for percent subsidy children	10.0%	0.0%
		Total	Count	10	5
			% within Category for percent subsidy children	100.0%	100.0%
Center	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	83	19
			% within Category for percent subsidy children	85.6%	67.9%
		No	Count	14	9
			% within Category for percent subsidy children	14.4%	32.1%
		Total	Count	97	28
			% within Category for percent subsidy children	100.0%	100.0%
Home	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	13	0
			% within Category for percent subsidy children	21.3%	0.0%
		No	Count	48	4
			% within Category for percent subsidy children	78.7%	100.0%
		Total	Count	61	4
			% within Category for percent subsidy children	100.0%	100.0%
Total	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	105	24
			% within Category for percent subsidy children	62.5%	64.9%
		No	Count	63	13
			% within Category for percent subsidy children	37.5%	35.1%
		Total	Count	168	37
			% within Category for percent subsidy children	100.0%	100.0%

Table A62. Website/Newsletter by Program Type and Proportion of Minority Children Served

Program type		Yes	Count	Category for percent minority children		
				low	high	Total
School	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Yes	Count	8	5	13
		No	% within Category for percent minority children	88.9%	100.0%	92.9%
		Yes	Count	1	0	1
		No	% within Category for percent minority children	11.1%	0.0%	7.1%
Center	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	88	14	102
		No	% within Category for percent minority children	82.2%	77.8%	81.6%
Home	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Total	Count	19	4	23
			% within Category for percent minority children	17.8%	22.2%	18.4%
		Yes	Count	107	18	125
		No	% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Total	Count	11	2	13
			% within Category for percent minority children	18.6%	33.3%	20.0%
		Yes	Count	48	4	52
		No	% within Category for percent minority children	81.4%	66.7%	80.0%
Total	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Total	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Yes	Count	107	21	128
		No	% within Category for percent minority children	61.1%	72.4%	62.7%
Total	Supports or resources you offer parents/families. 1=Yes: Website/newsletter	Total	Count	68	8	76
			% within Category for percent minority children	38.9%	27.6%	37.3%
		Yes	Count	175	29	204
		No	% within Category for percent minority children	100.0%	100.0%	100.0%

Table A63. Type of Child Financial Assistance by Program Type and Accreditation Status

Program Type		Accredited			Non Accredited		
		State Subsidy	Sliding Scale Fee	Other	State Subsidy	Sliding Scale Fee	Other
Center	Count	5	0	5	63	11	12
N = 76	%	71.4%	0.0%	71.4%	91.3%	15.9%	17.4%
Home	Count	-	-	-	10	0	0
N = 10	%	-	-	-	100%	0.0%	0.0%
Note. Other includes such sources as church subsidies. Accredited centers = 7, non-accredited centers = 69.							

Table A64. Receipt of State Child Care Subsidy by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
Program type						
School	State subsidy	No	Count	2	1	3
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	2	1	3
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	State subsidy	Yes	Count	41	27	68
			% within Category for percent subsidy children	85.4%	96.4%	89.5%
		No	Count	7	1	8
			% within Category for percent subsidy children	14.6%	3.6%	10.5%
		Total	Count	48	28	76
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	State subsidy	Yes	Count	6	4	10
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	6	4	10
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	State subsidy	Yes	Count	47	31	78
			% within Category for percent subsidy children	83.9%	93.9%	87.6%
		No	Count	9	2	11
			% within Category for percent subsidy children	16.1%	6.1%	12.4%
		Total	Count	56	33	89
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

				Category for percent minority children		
				low	high	Total
Program type						
School	State subsidy	No	Count	3		3
			% within Category for percent minority children	100.0%		100.0%
		Total	Count	3		3
			% within Category for percent minority children	100.0%		100.0%
Center	State subsidy	Yes	Count	51	17	68
			% within Category for percent minority children	87.9%	94.4%	89.5%
		No	Count	7	1	8
			% within Category for percent minority children	12.1%	5.6%	10.5%
		Total	Count	58	18	76
			% within Category for percent minority children	100.0%	100.0%	100.0%
Home	State subsidy	Yes	Count	8	2	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	8	2	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	State subsidy	Yes	Count	59	19	78
			% within Category for percent minority children	85.5%	95.0%	87.6%
		No	Count	10	1	11
			% within Category for percent minority children	14.5%	5.0%	12.4%
		Total	Count	69	20	89
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A66. Sliding Scale Fees by Program Type and Proportion of Children Receiving Subsidies

Program type	Slide scale fee	Yes		Category for percent subsidy children		
				low	high	Total
School		Yes	Count	2	1	3
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
			Total	Count	2	1
Center		Yes	Count	7	4	11
			% within Category for percent subsidy children	14.6%	14.3%	14.5%
			No	Count	41	24
Home		No	% within Category for percent subsidy children	85.4%	85.7%	85.5%
			Total	Count	48	28
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total		Yes	Count	9	5	14
			% within Category for percent subsidy children	16.1%	15.2%	15.7%
			No	Count	47	28
Total			% within Category for percent subsidy children	83.9%	84.8%	84.3%
			Total	Count	56	33
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A67. Sliding Scale Fees by Program Type and Proportion of Minority Children

Program type	Slide scale fee	Yes		Category for percent minority children		
				low	high	Total
School		Yes	Count	3	3	3
			% within Category for percent minority children	100.0%		100.0%
			Total	Count	3	3
Center		Yes	Count	6	5	11
			% within Category for percent minority children	10.3%	27.8%	14.5%
			No	Count	52	13
Home		No	% within Category for percent minority children	89.7%	72.2%	85.5%
			Total	Count	58	18
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total		Yes	Count	8	2	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
			Total	Count	8	2
Total			% within Category for percent minority children	100.0%	100.0%	100.0%
			Count	9	5	14
			% within Category for percent minority children	13.0%	25.0%	15.7%
Total		No	Count	60	15	75
			% within Category for percent minority children	87.0%	75.0%	84.3%
			Total	Count	69	20
Total			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A68. Other Financial Assistance by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Other financial assistance	No	Count	2	1	3
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	2	1	3
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Other financial assistance	Yes	Count	10	7	17
			% within Category for percent subsidy children	20.8%	25.0%	22.4%
		No	Count	38	21	59
			% within Category for percent subsidy children	79.2%	75.0%	77.6%
		Total	Count	48	28	76
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	Other financial assistance	No	Count	6	4	10
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	6	4	10
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Other financial assistance	Yes	Count	10	7	17
			% within Category for percent subsidy children	17.9%	21.2%	19.1%
		No	Count	46	26	72
			% within Category for percent subsidy children	82.1%	78.8%	80.9%
		Total	Count	56	33	89
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A69. Other Financial Assistance by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
Program type						
School	Other financial assistance	No	Count	3	3	3
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	3	3	3
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Other financial assistance	Yes	Count	11	6	17
			% within Category for percent minority children	19.0%	33.3%	22.4%
		No	Count	47	12	59
			% within Category for percent minority children	81.0%	66.7%	77.6%
		Total	Count	58	18	76
			% within Category for percent minority children	100.0%	100.0%	100.0%
Home	Other financial assistance	No	Count	8	2	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	8	2	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Other financial assistance	Yes	Count	11	6	17
			% within Category for percent minority children	15.9%	30.0%	19.1%
		No	Count	58	14	72
			% within Category for percent minority children	84.1%	70.0%	80.9%
		Total	Count	69	20	89
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A70. Early Learning Staff Age and Gender by Program Type

			Ages of all staff (years)				Gender (%)	
Program Type	Number of programs		< 26	26 to 40	40+	All Staff	Male	Female
School	15	Number	87	479	275	841		
		%	10.3%	57.0%	32.7%		2.5%	97.5%
Center	125	Number	559	856	816	2231		
		%	25.1%	38.4%	36.6%		4.3%	95.7%
Home	65	Number	3	23	50	76		
		%	3.9%	30.3%	65.8%		3.9%	96.1%
All	205	Number	649	1358	1141	3148		
		%	20.6%	43.1%	36.2%		3.8%	96.2%

Table A71. Early Learning Race/Ethnicity by Program Type

		Race/Ethnicity (%)					
Program Type	n	African-American	White	Asian	Latino/Hispanic	Other	% minority
School	839	7.5%	86.7%	0.7%	5.0%	0.1%	13.3%
Center	2230	11.3%	79.0%	2.3%	5.6%	1.8%	21.0%
Home	76	10.5%	82.9%	0.0%	6.6%	0.0%	17.1%
All	3145	10.2%	81.1%	1.8%	5.5%	1.3%	18.9%

Table A72. Director Role by Program Type and Accreditation Status

Program type		Director	Yes	Accreditation status		
				No	Yes	Total
School	Director	Yes	Count	15		15
			% within Accreditation status	100.0%		100.0%
	Total		Count	15		15
Center	Director	Yes	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
	Total		Count	111	14	125
Total	Director	Yes	Count	126	14	140
			% within Accreditation status	100.0%	100.0%	100.0%
	Total		Count	126	14	140
			% within Accreditation status	100.0%	100.0%	100.0%

Table A73. Assistant Director Role by Program Type and Accreditation Status

Program type		Assistant Director	No	Accreditation status		
				No	Yes	Total
School	Assistant Director	No	Count	14		14
			% within Accreditation status	100.0%		100.0%
	Total		Count	14		14
Center	Assistant Director	No	Count	58	4	62
			% within Accreditation status	52.3%	28.6%	49.6%
	Yes		Count	53	10	63
			% within Accreditation status	47.7%	71.4%	50.4%
Total	Assistant Director	No	Count	111	14	125
			% within Accreditation status	100.0%	100.0%	100.0%
	Yes		Count	72	4	76
			% within Accreditation status	57.6%	28.6%	54.7%
Total	Assistant Director	Yes	Count	53	10	63
			% within Accreditation status	42.4%	71.4%	45.3%
	Total		Count	125	14	139
			% within Accreditation status	100.0%	100.0%	100.0%

Table A74. Lead Teacher Role by Program Type and Accreditation Status

Program type		Lead Teacher	No	Accreditation status		
				No	Yes	Total
School	Lead Teacher	No	Count	4		4
			% within Accreditation status	26.7%		26.7%
	Yes		Count	11		11
			% within Accreditation status	73.3%		73.3%
Center	Lead Teacher	Yes	Count	15		15
			% within Accreditation status	100.0%		100.0%
	Total		Count	111	14	125
Total	Lead Teacher	Yes	% within Accreditation status	100.0%	100.0%	100.0%
			Count	111	14	125
	No		Count	4	0	4
			% within Accreditation status	3.2%	0.0%	2.9%
	Yes		Count	122	14	136
			% within Accreditation status	96.8%	100.0%	97.1%
	Total		Count	126	14	140
			% within Accreditation status	100.0%	100.0%	100.0%

Table A75. Assistant Teacher Role by Program Type and Accreditation Status

			Accreditation status		
Program type			No	Yes	Total
School	Assistant Teacher	Yes	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Assistant Teacher	No	Count	12	1
			% within Accreditation status	10.8%	7.1% 10.4%
Home	Assistant Teacher	Yes	Count	99	13
			% within Accreditation status	89.2%	92.9% 89.6%
Total			Count	111	14
			% within Accreditation status	100.0%	100.0% 100.0%
Total	Assistant Teacher	No	Count	57	57
			% within Accreditation status	87.7%	87.7%
Total		Yes	Count	8	8
			% within Accreditation status	12.3%	12.3%
Total			Count	65	65
			% within Accreditation status	100.0%	100.0% 100.0%
Total	Assistant Teacher	No	Count	69	1
			% within Accreditation status	36.1%	7.1% 34.1%
Total		Yes	Count	122	13
			% within Accreditation status	63.9%	92.9% 65.9%
Total			Count	191	14
			% within Accreditation status	100.0%	100.0% 100.0%

Table A76. Specialist Role by Program Type and Accreditation Status

			Accreditation status		
Program type			No	Yes	Total
School	Specialist	Yes	Count	15	15
			% within Accreditation status	100.0%	100.0%
Center	Specialist	No	Count	92	10
			% within Accreditation status	86.0%	71.4% 84.3%
Center	Specialist	Yes	Count	15	4
			% within Accreditation status	14.0%	28.6% 15.7%
Total	Specialist		Count	107	14
			% within Accreditation status	100.0%	100.0% 100.0%
Total	Specialist	No	Count	92	10
			% within Accreditation status	75.4%	71.4% 75.0%
Total	Specialist	Yes	Count	30	4
			% within Accreditation status	24.6%	28.6% 25.0%
Total			Count	122	14
			% within Accreditation status	100.0%	100.0% 100.0%

Table A77. Other Role by Program Type and Accreditation Status

Program type		Other	Yes	Accreditation status		
				No	Yes	Total
School	Count			15		15
			% within Accreditation status	100.0%		100.0%
	Total		Count	15		15
Center	Count			100.0%		100.0%
			% within Accreditation status	35.5%	23.1%	34.1%
			Total	71	10	81
	Count		% within Accreditation status	64.5%	76.9%	65.9%
			Total	110	13	123
			% within Accreditation status	100.0%	100.0%	100.0%
Total	Count			39	3	42
			% within Accreditation status	31.2%	23.1%	30.4%
			Total	86	10	96
	Count		% within Accreditation status	68.8%	76.9%	69.6%
			Total	125	13	138
			% within Accreditation status	100.0%	100.0%	100.0%

Table A78. Director Role by Program Type and Proportion of Children Receiving Subsidies

Program type		Director	Yes	Category for percent subsidy children		
				low	high	Total
School	Count			10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total		Count	10	5	15
Center	Count			100.0%	100.0%	100.0%
			% within Category for percent subsidy children	97	28	125
			Total	100.0%	100.0%	100.0%
	Count			97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
			Total	100.0%	100.0%	100.0%
Total	Count			107	33	140
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
			Total	107	33	140
	Count			100.0%	100.0%	100.0%
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
			Total	100.0%	100.0%	100.0%

Table A79. Assistant Director Role by Program Type and Proportion of Children Receiving Subsidies

Program type		Assistant Director	No	Category for percent subsidy children		
				low	high	Total
School	Count			10	4	14
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total		Count	10	4	14
Center	Count			100.0%	100.0%	100.0%
			% within Category for percent subsidy children	47	15	62
			Total	48.5%	53.6%	49.6%
	Count			50	13	63
			% within Category for percent subsidy children	51.5%	46.4%	50.4%
			Total	97	28	125
Total	Count			100.0%	100.0%	100.0%
			% within Category for percent subsidy children	57	19	76
			Total	53.3%	59.4%	54.7%
	Count			50	13	63
			% within Category for percent subsidy children	46.7%	40.6%	45.3%
			Total	107	32	139
	% within Category for percent subsidy children			100.0%	100.0%	100.0%

Table A80. Lead Teacher Role by Program Type and Proportion of Children Receiving Subsidies

Program type	Lead Teacher		Count	Category for percent subsidy children		Total
				low	high	
School	Lead Teacher	No	Count	0	4	4
			% within Category for percent subsidy children	0.0%	80.0%	26.7%
	Yes	Count		10	1	11
			% within Category for percent subsidy children	100.0%	20.0%	73.3%
Center	Lead Teacher	Total	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total	Count		97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Lead Teacher	No	Count	0	4	4
			% within Category for percent subsidy children	0.0%	12.1%	2.9%
		Yes	Count	107	29	136
	Total		% within Category for percent subsidy children	100.0%	87.9%	97.1%
		Count		107	33	140
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A81. Assistant Teacher Role by Program Type and Proportion of Children Receiving Subsidies

Program type	Assistant Teacher		Count	Category for percent subsidy children		Total
				low	high	
School	Assistant Teacher	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
	Total	Count		10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Assistant Teacher	No	Count	12	1	13
			% within Category for percent subsidy children	12.4%	3.6%	10.4%
		Yes	Count	85	27	112
	Total		% within Category for percent subsidy children	87.6%	96.4%	89.6%
		Count		97	28	125
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Home	Assistant Teacher	No	Count	55	2	57
			% within Category for percent subsidy children	90.2%	50.0%	87.7%
		Yes	Count	6	2	8
	Total		% within Category for percent subsidy children	9.8%	50.0%	12.3%
		Count		61	4	65
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Assistant Teacher	No	Count	67	3	70
			% within Category for percent subsidy children	39.9%	8.1%	34.1%
		Yes	Count	101	34	135
	Total		% within Category for percent subsidy children	60.1%	91.9%	65.9%
		Count		168	37	205
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A82. Specialist Role by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
School	Specialist	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Specialist	No	Count	80	22	102
			% within Category for percent subsidy children	84.2%	84.6%	84.3%
		Yes	Count	15	4	19
			% within Category for percent subsidy children	15.8%	15.4%	15.7%
		Total	Count	95	26	121
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Specialist	No	Count	80	22	102
			% within Category for percent subsidy children	76.2%	71.0%	75.0%
		Yes	Count	25	9	34
			% within Category for percent subsidy children	23.8%	29.0%	25.0%
		Total	Count	105	31	136
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A83. Other Role by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
School	Other	Yes	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	10	5	15
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Other	No	Count	31	11	42
			% within Category for percent subsidy children	32.6%	39.3%	34.1%
		Yes	Count	64	17	81
			% within Category for percent subsidy children	67.4%	60.7%	65.9%
		Total	Count	95	28	123
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Other	No	Count	31	11	42
			% within Category for percent subsidy children	29.5%	33.3%	30.4%
		Yes	Count	74	22	96
			% within Category for percent subsidy children	70.5%	66.7%	69.6%
		Total	Count	105	33	138
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

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

				Category for percent minority children		
				low	high	Total
Program type						
School	Director	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total		Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Director	Yes	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total		Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Director	Yes	Count	116	23	139
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total		Count	116	23	139
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A85. Assistant Director Role by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
Program type						
School	Assistant Director	No	Count	8	5	13
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total		Count	8	5	13
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Assistant Director	No	Count	48	14	62
			% within Category for percent minority children	44.9%	77.8%	49.6%
	Yes		Count	59	4	63
			% within Category for percent minority children	55.1%	22.2%	50.4%
	Total		Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Assistant Director	No	Count	56	19	75
			% within Category for percent minority children	48.7%	82.6%	54.3%
	Yes		Count	59	4	63
			% within Category for percent minority children	51.3%	17.4%	45.7%
	Total		Count	115	23	138
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A86. Lead Teacher Role by Program Type and Proportion of Minority Children Served

Program type			Category for percent minority children			Total
			low	high		
School	Lead Teacher	No	Count	4	0	4
			% within Category for percent minority children	44.4%	0.0%	28.6%
		Yes	Count	5	5	10
	Total		% within Category for percent minority children	55.6%	100.0%	71.4%
			Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Lead Teacher	Yes	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
	Total		Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Lead Teacher	No	Count	4	0	4
			% within Category for percent minority children	3.4%	0.0%	2.9%
		Yes	Count	112	23	135
	Total		% within Category for percent minority children	96.6%	100.0%	97.1%
			Count	116	23	139
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A87. Assistant Teacher Role by Program Type and Proportion of Minority Children Served

Program type			Category for percent minority children			Total
			low	high		
School	Assistant Teacher	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	9	5	14
	Total		% within Category for percent minority children	100.0%	100.0%	100.0%
			Count	12	1	13
			% within Category for percent minority children	11.2%	5.6%	10.4%
Center	Assistant Teacher	No	Count	95	17	112
			% within Category for percent minority children	88.8%	94.4%	89.6%
		Total	Count	107	18	125
	Total		% within Category for percent minority children	100.0%	100.0%	100.0%
			Count	53	4	57
			% within Category for percent minority children	89.8%	66.7%	87.7%
Home	Assistant Teacher	Yes	Count	6	2	8
			% within Category for percent minority children	10.2%	33.3%	12.3%
		Total	Count	59	6	65
	Total		% within Category for percent minority children	100.0%	100.0%	100.0%
			Count	65	5	70
			% within Category for percent minority children	37.1%	17.2%	34.3%
Total	Assistant Teacher	No	Count	110	24	134
			% within Category for percent minority children	62.9%	82.8%	65.7%
	Total		Count	175	29	204
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A88. Specialist Role by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
School	Specialist	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Specialist	No	Count	88	14	102
			% within Category for percent minority children	83.8%	87.5%	84.3%
		Yes	Count	17	2	19
			% within Category for percent minority children	16.2%	12.5%	15.7%
		Total	Count	105	16	121
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Specialist	No	Count	88	14	102
			% within Category for percent minority children	77.2%	66.7%	75.6%
		Yes	Count	26	7	33
			% within Category for percent minority children	22.8%	33.3%	24.4%
		Total	Count	114	21	135
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A89. Other Role by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
School	Other	Yes	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	9	5	14
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Other	No	Count	36	6	42
			% within Category for percent minority children	34.3%	33.3%	34.1%
		Yes	Count	69	12	81
			% within Category for percent minority children	65.7%	66.7%	65.9%
		Total	Count	105	18	123
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Other	No	Count	36	6	42
			% within Category for percent minority children	31.6%	26.1%	30.7%
		Yes	Count	78	17	95
			% within Category for percent minority children	68.4%	73.9%	69.3%
		Total	Count	114	23	137
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A90. Highest Level of Education for Lead Teachers/Providers by Program Type and Accreditation Status

Program type		Yes	Accreditation status		
			No	Yes	Total
School	Bachelor's degree or higher for lead teachers	Yes	Count	11	11
			% within Accreditation status	100.0%	100.0%
	Total		Count	11	11
			% within Accreditation status	100.0%	100.0%
Center	Bachelor's degree or higher for lead teachers	No	Count	60	64
			% within Accreditation status	54.1%	28.6%
		Yes	Count	51	61
			% within Accreditation status	45.9%	48.8%
	Total		Count	111	125
			% within Accreditation status	100.0%	100.0%
Home	Bachelor's degree or higher for lead teachers	No	Count	40	40
			% within Accreditation status	61.5%	61.5%
		Yes	Count	25	25
			% within Accreditation status	38.5%	38.5%
	Total		Count	65	65
			% within Accreditation status	100.0%	100.0%
Total	Bachelor's degree or higher for lead teachers	No	Count	100	104
			% within Accreditation status	53.5%	28.6%
		Yes	Count	87	97
			% within Accreditation status	46.5%	48.3%
	Total		Count	187	201
			% within Accreditation status	100.0%	100.0%

Table A91. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Children Receiving Subsidies

Program type		Yes	Category for percent subsidy children		
			low	high	Total
School	Bachelor's degree or higher for lead teachers	Yes	Count	10	1
			% within Category for percent subsidy children	100.0%	100.0%
	Total		Count	10	1
			% within Category for percent subsidy children	100.0%	100.0%
Center	Bachelor's degree or higher for lead teachers	No	Count	44	64
			% within Category for percent subsidy children	45.4%	51.2%
		Yes	Count	53	61
			% within Category for percent subsidy children	54.6%	48.8%
	Total		Count	97	125
			% within Category for percent subsidy children	100.0%	100.0%
Home	Bachelor's degree or higher for lead teachers	No	Count	38	40
			% within Category for percent subsidy children	62.3%	61.5%
		Yes	Count	23	25
			% within Category for percent subsidy children	37.7%	38.5%
	Total		Count	61	65
			% within Category for percent subsidy children	100.0%	100.0%
Total	Bachelor's degree or higher for lead teachers	No	Count	82	104
			% within Category for percent subsidy children	48.8%	51.7%
		Yes	Count	86	97
			% within Category for percent subsidy children	51.2%	48.3%
	Total		Count	168	201
			% within Category for percent subsidy children	100.0%	100.0%

Table A92. Highest Level of Education for Lead Teachers/Providers by Program Type and Proportion of Minority Children Served

Program type				Category for percent minority children			
				low	high	Total	
School	Bachelor's degree or higher for lead teachers	Yes	Count	5	5	10	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total			Count	5	5	10	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Center	Bachelor's degree or higher for lead teachers	No	Count	51	13	64	
			% within Category for percent minority children	47.7%	72.2%	51.2%	
	Yes	Count	56	5	61		
			% within Category for percent minority children	52.3%	27.8%	48.8%	
Total			Count	107	18	125	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Home	Bachelor's degree or higher for lead teachers	No	Count	36	4	40	
			% within Category for percent minority children	61.0%	66.7%	61.5%	
	Yes	Count	23	2	25		
			% within Category for percent minority children	39.0%	33.3%	38.5%	
Total			Count	59	6	65	
			% within Category for percent minority children	100.0%	100.0%	100.0%	
Total	Bachelor's degree or higher for lead teachers	No	Count	87	17	104	
			% within Category for percent minority children	50.9%	58.6%	52.0%	
	Yes	Count	84	12	96		
			% within Category for percent minority children	49.1%	41.4%	48.0%	
Total			Count	171	29	200	
			% within Category for percent minority children	100.0%	100.0%	100.0%	

Table A93. Lead Teacher Number of Professional Development Hours Completed in Last Year by Program Type and Accreditation Status

Program type			Accreditation status			
			No	Yes	Total	
School	Lead teacher 10 PD hours or more	No	Count	1	1	
			% within Accreditation status	7.1%	7.1%	
Center	Lead teacher 10 PD hours or more	No	Count	41	44	
			% within Accreditation status	36.9%	21.4%	
Home	Lead teacher 10 PD hours or more	No	Count	13	13	
			% within Accreditation status	92.9%	92.9%	
Total			Count	14	14	
			% within Accreditation status	100.0%	100.0%	
Center	Lead teacher 10 PD hours or more	No	Count	70	81	
			% within Accreditation status	63.1%	78.6%	
Total			Count	111	125	
			% within Accreditation status	100.0%	100.0%	
Home	Lead teacher 10 PD hours or more	No	Count	52	52	
			% within Accreditation status	80.0%	80.0%	
Total	Lead teacher 10 PD hours or more	No	Count	13	13	
			% within Accreditation status	20.0%	20.0%	
Total			Count	65	65	
			% within Accreditation status	100.0%	100.0%	
Total	Lead teacher 10 PD hours or more	No	Count	94	97	
			% within Accreditation status	49.5%	21.4%	
	Yes	Count	96	11	107	
			% within Accreditation status	50.5%	78.6%	
Total			Count	190	14	
			% within Accreditation status	100.0%	100.0%	

Table A94. Lead Teacher Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Children Receiving Subsidies

Program type			Category for percent subsidy children		
			low	high	Total
School	Lead teacher 10 PD hours or more	No	Count	1	0
			% within Category for percent subsidy children	10.0%	0.0%
		Yes	Count	9	4
	Total		% within Category for percent subsidy children	90.0%	100.0%
			Count	10	4
			% within Category for percent subsidy children	100.0%	100.0%
Center	Lead teacher 10 PD hours or more	No	Count	32	12
			% within Category for percent subsidy children	33.0%	42.9%
		Yes	Count	65	16
	Total		% within Category for percent subsidy children	67.0%	57.1%
			Count	97	28
			% within Category for percent subsidy children	100.0%	100.0%
Home	Lead teacher 10 PD hours or more	No	Count	49	3
			% within Category for percent subsidy children	80.3%	75.0%
		Yes	Count	12	1
	Total		% within Category for percent subsidy children	19.7%	25.0%
			Count	61	4
			% within Category for percent subsidy children	100.0%	100.0%
Total	Lead teacher 10 PD hours or more	No	Count	82	15
			% within Category for percent subsidy children	48.8%	41.7%
		Yes	Count	86	21
	Total		% within Category for percent subsidy children	51.2%	58.3%
			Count	168	36
			% within Category for percent subsidy children	100.0%	100.0%

Table A95. Lead Teacher Number of Professional Development Hours Completed in Last Year by Program Type and Proportion of Minority Children Served

Program type			Category for percent minority children		
			low	high	Total
School	Lead teacher 10 PD hours or more	No	Count	1	0
			% within Category for percent minority children	12.5%	0.0%
		Yes	Count	7	5
	Total		% within Category for percent minority children	87.5%	100.0%
			Count	8	5
			% within Category for percent minority children	100.0%	100.0%
Center	Lead teacher 10 PD hours or more	No	Count	38	6
			% within Category for percent minority children	35.5%	33.3%
		Yes	Count	69	12
	Total		% within Category for percent minority children	64.5%	66.7%
			Count	107	18
			% within Category for percent minority children	100.0%	100.0%
Home	Lead teacher 10 PD hours or more	No	Count	49	3
			% within Category for percent minority children	83.1%	50.0%
		Yes	Count	10	3
	Total		% within Category for percent minority children	16.9%	50.0%
			Count	59	6
			% within Category for percent minority children	100.0%	100.0%
Total	Lead teacher 10 PD hours or more	No	Count	88	9
			% within Category for percent minority children	50.6%	31.0%
		Yes	Count	86	20
	Total		% within Category for percent minority children	49.4%	69.0%
			Count	174	29
			% within Category for percent minority children	100.0%	100.0%

Table A96. Staff Assessment/Observation by Program Type and Accreditation Status

Program type		Staff assessment/observation	Yes	Accreditation status		
				No	Yes	Total
School		Staff assessment/observation	Yes	Count	10	10
				% within Accreditation status	76.9%	76.9%
			No	Count	3	3
				% within Accreditation status	23.1%	23.1%
Center		Staff assessment/observation	Yes	Count	13	13
				% within Accreditation status	100.0%	100.0%
			No	Count	40	42
				% within Accreditation status	36.0% 14.3%	33.6%
Home		Staff assessment/observation	Yes	Count	111	125
				% within Accreditation status	100.0%	100.0%
			No	Count	64	64
				% within Accreditation status	98.5%	98.5%
Total		Staff assessment/observation	Yes	Count	65	65
				% within Accreditation status	100.0%	100.0%
			No	Count	107	109
				% within Accreditation status	56.6% 14.3%	53.7%
Total		Staff assessment/observation	Yes	Count	189	203
				% within Accreditation status	100.0%	100.0%
			No	Count	12	94
				% within Accreditation status	43.4% 85.7%	46.3%

Table A97. Staff Assessment/Observation by Program Type and Proportion of Children Receiving Subsidies

Program type		Staff assessment/observation	Yes	Category for percent subsidy children		
				low	high	Total
School		Staff assessment/observation	Yes	Count	9	10
				% within Category for percent subsidy children	90.0% 33.3%	76.9%
			No	Count	1	3
				% within Category for percent subsidy children	10.0% 66.7%	23.1%
Center		Staff assessment/observation	Yes	Count	10	13
				% within Category for percent subsidy children	100.0% 100.0%	100.0%
			No	Count	66	83
				% within Category for percent subsidy children	68.0% 60.7%	66.4%
Home		Staff assessment/observation	Yes	Count	31	42
				% within Category for percent subsidy children	32.0% 39.3%	33.6%
			No	Count	97	125
				% within Category for percent subsidy children	100.0% 100.0%	100.0%
Total		Staff assessment/observation	Yes	Count	1	1
				% within Category for percent subsidy children	1.6% 0.0%	1.5%
			No	Count	60	64
				% within Category for percent subsidy children	98.4% 100.0%	98.5%
Total		Staff assessment/observation	Yes	Count	61	65
				% within Category for percent subsidy children	100.0% 100.0%	100.0%
			No	Count	76	94
				% within Category for percent subsidy children	45.2% 51.4%	46.3%
Total		Staff assessment/observation	No	Count	92	109
				% within Category for percent subsidy children	54.8% 48.6%	53.7%
			Total	Count	168	203
				% within Category for percent subsidy children	100.0% 100.0%	100.0%

Table A98. Staff Assessment/Observation by Program Type and Proportion of Minority Children Served

Program type		Staff assessment/observation	Yes	Category for percent minority children		
				low	high	Total
School		Yes	Count	5	4	9
			% within Category for percent minority children	71.4%	80.0%	75.0%
		No	Count	2	1	3
			% within Category for percent minority children	28.6%	20.0%	25.0%
Center		Yes	Count	7	5	12
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	69	14	83
			% within Category for percent minority children	64.5%	77.8%	66.4%
Home		Yes	Count	38	4	42
			% within Category for percent minority children	35.5%	22.2%	33.6%
		No	Count	107	18	125
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total		Yes	Count	0	1	1
			% within Category for percent minority children	0.0%	16.7%	1.5%
		No	Count	59	5	64
			% within Category for percent minority children	100.0%	83.3%	98.5%
Total		Yes	Count	59	6	65
			% within Category for percent minority children	100.0%	100.0%	100.0%
		No	Count	74	19	93
			% within Category for percent minority children	42.8%	65.5%	46.0%
Total		No	Count	99	10	109
			% within Category for percent minority children	57.2%	34.5%	54.0%
		Total	Count	173	29	202
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A99. Teacher Health Care Benefits by Program Type and Accreditation Status

Program type		Health insurance	Yes	Accreditation status		
				No	Yes	Total
School		Yes	Count	11		11
			% within Accreditation status	100.0%		100.0%
		Total	Count	11		11
			% within Accreditation status	100.0%		100.0%
Center		Yes	Count	40	6	46
			% within Accreditation status	37.0%	46.2%	38.0%
		No	Count	68	7	75
			% within Accreditation status	63.0%	53.8%	62.0%
Total		Yes	Count	108	13	121
			% within Accreditation status	100.0%	100.0%	100.0%
		No	Count	51	6	57
			% within Accreditation status	42.9%	46.2%	43.2%
Total		No	Count	68	7	75
			% within Accreditation status	57.1%	53.8%	56.8%
		Total	Count	119	13	132
			% within Accreditation status	100.0%	100.0%	100.0%

Table A100. Teacher Health Care Benefits by Program Type and Proportion of Children Receiving Subsidies

				Category for percent subsidy children		
				low	high	Total
Program type						
School	Health insurance	Yes	Count	10	1	11
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
		Total	Count	10	1	11
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Center	Health insurance	Yes	Count	39	7	46
			% within Category for percent subsidy children	41.9%	25.0%	38.0%
		No	Count	54	21	75
			% within Category for percent subsidy children	58.1%	75.0%	62.0%
		Total	Count	93	28	121
			% within Category for percent subsidy children	100.0%	100.0%	100.0%
Total	Health insurance	Yes	Count	49	8	57
			% within Category for percent subsidy children	47.6%	27.6%	43.2%
		No	Count	54	21	75
			% within Category for percent subsidy children	52.4%	72.4%	56.8%
		Total	Count	103	29	132
			% within Category for percent subsidy children	100.0%	100.0%	100.0%

Table A101. Teacher Health Care Benefits by Program Type and Proportion of Minority Children Served

				Category for percent minority children		
				low	high	Total
Program type						
School	Health insurance	Yes	Count	5	5	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
		Total	Count	5	5	10
			% within Category for percent minority children	100.0%	100.0%	100.0%
Center	Health insurance	Yes	Count	41	5	46
			% within Category for percent minority children	39.8%	27.8%	38.0%
		No	Count	62	13	75
			% within Category for percent minority children	60.2%	72.2%	62.0%
		Total	Count	103	18	121
			% within Category for percent minority children	100.0%	100.0%	100.0%
Total	Health insurance	Yes	Count	46	10	56
			% within Category for percent minority children	42.6%	43.5%	42.7%
		No	Count	62	13	75
			% within Category for percent minority children	57.4%	56.5%	57.3%
		Total	Count	108	23	131
			% within Category for percent minority children	100.0%	100.0%	100.0%

Table A102. Teacher Turnover Rates by Program Type and Accreditation Status

	Accreditation								
	Accredited			Non Accredited			Total		
Program Type	Mean	n	SD	Mean	n	SD	Mean	n	SD
School	-	0	-	16.8%	11	28.7	16.8%	11	28.7
Center	16.3%	14	27.6	26.1%	110	31.9	25.0%	124	31.5

Table A103. Teacher Turnover Rates by Program Type and Proportion of Children on Subsidies

	Proportion of children on subsidies								
	Low			High			Total		
Program Type	Mean	n	SD	Mean	n	SD	Mean	n	SD
School	17.6%	10	30.1	9.1%	1		16.8%	11	28.7
Center	23.1%	96	27.0	31.6%	28	43.6	25.0%	124	31.5

Table A104. Teacher Turnover Rates by Program Type and Proportion of Minority Children Served

	Proportion of minority children served								
	Low			High			Total		
Program Type	Mean	n	SD	Mean	n	SD	Mean	n	SD
School	22.7%	5	43.4	9.3%	5	7.0	16.0%	10	30.1
Center	23.6%	106	30.8	33.0%	18	35.2	25.0%	124	31.5

APPENDIX B

SURVEYS