

TECHNICAL REPORT #00-20

Submitted to:

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**SURVEY OF CHILD CARE CENTER DIRECTORS:
RESULTS AND TECHNICAL REPORT**

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SURVEY OF CHILD CARE CENTER DIRECTORS

OVERVIEW

The Survey of Child Care Center Directors was conducted as a telephone survey by the Minnesota Center for Survey Research at the University of Minnesota. The project was conducted for the e-training company on behalf of Resources for Child Caring, and was funded by the McKnight Foundation. Child care centers to be contacted were randomly selected from five states (Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin).

Respondents answered questions about whether they are able to find enough professional development opportunities, and to identify topics that are so important to their work that they would consider signing up for a training session. They were then asked about their access to a computer with an Internet connection, how often they use the Internet for gathering information, which tasks they currently complete using a computer, if they had ever taken a course over the Internet, how interested they would be in taking a course over the Internet if it met their needs for information or training related to child care, what reservations they have about getting training over the Internet, how many years of experience they have as a child care center director, and how interested they would be in teaching a course over the Internet if they received free training and also received compensation.

The next questions asked if their child care center has a budget for staff training, how much they spend annually for staff training, how easy it is for them to find external training, to what extent they are satisfied with the quality of external training related to child care that is offered in their community, if their center has a computer with an Internet connection that is available to staff, what percent of staff training takes place off site, how interested they are in having the opportunity for staff to receive child care training delivered over the Internet, what barriers would prevent their staff from taking a course over the Internet, and if their center would be willing to pay for staff training that was delivered over the Internet.

Data collection was conducted from August 2 to September 6, 2000. Computer Assisted Telephone Interviewing (CATI) was used for this project. A total of 301 telephone interviews were completed, with an overall response rate of 68%.

GOALS

The goal of the Survey of Child Care Center Directors was to collect information about interest in electronic training related to child care in order to develop new training options for staff and administrators.

A concurrent mail survey was sent to a random sample of family child care providers to determine their interest in Internet training.

STUDY DESIGN AND MANAGEMENT

The Survey of Child Care Center Directors was conducted as a telephone survey by the Minnesota Center for Survey Research (MCSR) at the University of Minnesota. The project was conducted for the e-training company on behalf of Resources for Child Caring, and was funded by the McKnight Foundation. The highest standards of quality survey research were employed in conducting this project.

The administrative coordination of the project was provided by MCSR Director, Rossana Armson. The MCSR Project Manager, Tracy Billiet, was responsible for revising the survey instrument, supervising data collection, coding and editing, and writing the methodology report. The MCSR Data Manager, Anne Hoffman, programmed the survey instrument on CATI and converted the CATI file into an SPSS file format for analysis.

QUESTIONNAIRE DESIGN

The Survey of Child Care Center Directors was designed by Sandra Becker and Larry Coyle of the e-training company in consultation with Resources for Child Caring. It was revised by Rossana Armson and Tracy Billiet. The final version was approved by Larry Coyle, Sandra Becker, and Resources for Child Caring.

The first shift of interviewing was treated as a formal pretest. There were no problems identified and those interviews were included in the data file.

Respondents answered questions about whether they are able to find enough professional development opportunities, and to identify topics that are so important to their work that they would consider signing up for a training session. They were then asked about their access to a computer with an Internet connection, how often they use the Internet for gathering information, which tasks they currently complete using a computer, if they had ever taken a course over the Internet, how interested they would be in taking a course over the Internet if it met their needs for information or training related to child care, what reservations they have about getting training over the Internet, how many years of experience they have as a child care center director, and how interested they would be in teaching a course over the Internet if they received free training and also received compensation.

The next questions asked if their child care center has a budget for staff training, how much they spend annually for staff training, how easy it is for them to find external training, to what extent they are satisfied with the quality of external training related to child care that is offered in their community, if their center has a computer with an Internet connection that is available to staff, what percent of staff training takes place off site, how interested they are in having the opportunity for staff to receive child care

training delivered over the Internet, what barriers would prevent their staff from taking a course over the Internet, and if their center would be willing to pay for staff training that was delivered over the Internet.

The final questions asked if their center is for profit or not-for-profit, the center's enrollment, what age groups they serve, how many staff members provide direct child care, which state their business is located in, and whether they would be willing to distribute questionnaires to some of their staff at a future time.

SAMPLING DESIGN

Child care centers to be contacted were randomly selected from five states (Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin). A list of child care centers was provided to the e-training company by each of the five states. The lists were delivered to MCSR where a random sample of child care centers was selected for telephone contact.

The number of telephone interviews to be completed for each state was determined based on the proportion of child care centers in the state (see Table 1). When the desired number of interviews was completed, no more telephone contacts were attempted in that state.

TABLE 1

NUMBER OF CHILD CARE CENTERS BY STATE

<u>State</u>	<u>Number of child care centers</u>	<u>Percent</u>	<u>Number selected for contact</u>	<u>Number to complete</u>
Iowa	1,538	24%	200	72
Minnesota	2,209	34%	200	102
North Dakota	214	3%	30	9
South Dakota	204	3%	30	9
Wisconsin	<u>2,318</u>	<u>36%</u>	<u>300</u>	<u>108</u>
TOTALS	6,483	100%	760	300

INTERVIEWING

Data collection was conducted from August 2 to September 6, 2000. Computer Assisted Telephone Interviewing (CATI) was the data collection technology used for this project.

Interviewer Selection

Interviewers were students at the University of Minnesota. They were selected for their communication skills, were trained specifically for this project, and were supervised closely in their work.

Training of Interviewers

Training of interviewers at MCSR was conducted in three phases. In the first phase, new interviewers were required to attend an initial training session during which they received basic instructions in survey interviewing. In the second phase, interviewers attended a training session that covered survey procedures and policies for this project and review of the actual survey questionnaire. For the final phase of training, before beginning the telephone survey, each interviewer had a practice session using the survey instrument.

In addition, as an employment requirement, all interviewers were required to read and sign a statement of professional ethics that contains explicit guidelines about appropriate interviewer behavior and confidentiality of respondent information. A copy of this statement is included in Appendix E.

Computer Assisted Telephone Interviews

This project used the Ci3 System for Computer Interviewing, from Sawtooth Software. With minimal editing, data were available immediately after completion of data collection.

To conduct interviews using CATI, each interviewer uses a microcomputer which displays questions on the computer screen in the proper order. The interviewer wears a headset and has both hands free for entering responses into the computer via the keyboard. Responses are entered as numbers, such as "1" for yes and "2" for no.

Supervision

Interviewers were supervised throughout the data collection process. Supervisory responsibilities included distributing new phone numbers and scheduled appointments, reviewing completed questionnaires for errors and omissions, maintaining a Master Log of completed interviews, and monitoring interviews.

Monitoring

The silent entry monitoring system utilized at MCSR enabled supervisors to listen to interviews and provide immediate feedback to interviewers regarding improvements in interviewing quality. This system allowed the monitor to hear both the interviewer and the respondent during the survey. Interviewers whose performance was not satisfactory were re-evaluated on subsequent shifts. During the five weeks of interviewing, 18 percent of the interviews were monitored.

Verification

To verify that respondents were in fact interviewed, a verification system was employed by the supervisors and reviewed by the Project Manager. Every twentieth respondent was selected from the Master Log listing and was called back by a shift supervisor. A copy of the verification script is shown in Appendix E. A total of 15 respondents (5%) were contacted for verification and all confirmed that they had been interviewed.

Operations

Interviews were conducted by telephone from the phone bank located at MCSR. The interviewing was organized into daytime shifts on weekdays.

Telephone numbers to be called were recorded on contact record forms and were distributed to interviewers at the beginning of each shift. The disposition for each attempt to complete an interview was recorded on these contact records. Each telephone number in the sample continued to be called until it had been attempted at least six times without success or until data collection ended on September 6, 2000.

The back of each contact record contained two forms: (1) a refusal form for recording relevant information about those respondents refusing to participate in the interview, and (2) a callback form for scheduling future interview appointments. The refusal form included entries for the respondents' reasons for declining to participate in the study, the arguments used by the interviewer to encourage participation, and the point at which termination of the interview occurred. The appointment form required the interviewer to specify the date and time of the scheduled appointment, the name of the targeted respondent (if selected), and whether the appointment was firm, probable, or uncertain.

For each call made, interviewers recorded the date, time, and disposition of the call as well as their interviewer ID number. Copies of the contact records and explanations for all possible disposition codes are included in Appendix E.

Open-ended responses were typed, verbatim, directly into the computer. In addition, interviewers were instructed to use a special "comment sheet" to record any incidents of repeating questions or categories, miscellaneous ad libs by respondents, and any problems

they encountered during the interview. This information was also attached to the contact record.

Completed interviews were recorded directly onto computer diskettes and removed from the computers at the end of each day by the supervisors. The contact record for each completed survey was then assigned a unique identification number in the Master Log. The CATI identification number, telephone number, and other pertinent information also were recorded in the Master Log. All contact records were returned to the supervisor at the end of the shift.

Answering Machine Messages

The sample for this study included many households with answering machines. Interviewers were instructed to leave a message stating they were calling from the University of Minnesota, and they would be calling back; or the respondent could call MCSR to participate in the study. The text of the answering machine message is included in Appendix E.

MANAGEMENT OF THE DATA

Data Cleaning

After data were transferred from the Ci3 file to an SPSS file, a systematic examination was conducted to remove data entry errors. Data cleaning involved using a computer program to evaluate each case for variables with out-of-range values. In addition, the file was examined manually to identify cases with paradoxical or inappropriate responses.

Coding and Quality Control

Response categories were developed by the Project Manager after reviewing 100 responses for each open-ended question. The remainder of the coding was done by two experienced coders, supervised by the Project Manager.

COMPLETION STATUS

A total of 301 telephone interviews were completed for the Survey of Child Care Center Directors (see Table 2). An additional 34 people refused to participate and 43 telephone numbers were still active when interviewing was terminated. The remainder of the sample was categorized as follows: 39 were unreachable during six or more attempted contacts, and 27 child care centers were not open during the summer. In addition, 316 telephone numbers were eliminated, 44 of them because they were not a child care center, 33 because they were not working telephone numbers, 8 because they were duplicate listings, and 231 because no attempt was made to contact those child care

centers. The overall response rate for the survey was 68% and the cooperation rate was 80%, based on formulas specified by the American Association for Public Opinion Research.

TABLE 2
FINAL SAMPLE STATUS FOR
THE SURVEY OF CHILD CARE CENTER DIRECTORS

<u>Status</u>	<u>Number</u>	<u>Percent</u>
Completed survey	301	40%
Refusal	34	4%
Active	43	6%
6 or more attempted contacts	39	5%
Not open during the summer	27	4%
Eliminated:		
Not a child care center	44	6%
Not a working number	33	4%
Duplicate listing	8	1%
Sample not used	231	30%
	760	100%
TOTAL	760	100%

$$\text{RESPONSE RATE 1} = \frac{\text{Completions}}{\text{(Total - Eliminated)}} = 68\%$$

$$\text{COOPERATION RATE 3} = \frac{\text{Completions}}{\text{Potential Interviews*}} = 80\%$$

* Potential interviews are defined as all instances where contact was made with the selected person and are represented by the sum of the first three categories in Table 1.

READING THE QUESTIONNAIRE AND RESULTS

The Questionnaire and Results section of this report contains the response frequencies and percentages for each question in the survey. The actual responses for all 301 individuals who completed the survey are shown for each question. Percentage distributions also are presented; valid percentages were computed after eliminating those who refused to answer, did not know, or were not required to answer a particular question.

The question numbers were used as variable labels in the computer data files. This information is provided as documentation for those who wish to use a computer file and the SPSS software package to conduct more detailed data analyses.

Practices And Preferences of Center Directors About Learning over The Internet

TRAINING NEEDS FOR CENTER DIRECTORS

Q1. Let's begin with your own professional development needs. Are you able to find too many, about the right number, or too few professional development opportunities for yourself, or have you not been able to find any at all?

<u>Freq</u>	<u>(%)</u>		
12	(4)	1.	Too many
207	(71)	2.	About right
71	(24)	3.	Too few
2	(1)	4.	Not able to find any at all
9		8.	DK
0		9.	RA

Q2. We're trying to determine what training courses would meet the needs of child care center directors. What are three topics that are so important to your work that you would consider signing up for a training session?

(SEE APPENDIX A, PAGES A-2 TO A-5) AND

(SEE APPENDIX C, PAGES C-2 TO C-9)

Q2a. Of these topics, which is the most important for you?

(SEE APPENDIX A, PAGE A-6) AND

(SEE APPENDIX C, PAGES C-10 TO C-12)

READINESS FOR WEB-BASED TRAINING

Q3. Do you have a computer with an Internet connection in your home?

<u>Freq</u>	<u>(%)</u>		
194	(64)	1.	Yes (IF YES, GO TO Q4)
107	(36)	2.	No
0		8.	DK
0		9.	RA

Q3a. (IF NO, DK, or RA) Do you have ACCESS to a computer with an Internet connection through another family member, a friend, a library or school, or a business?

95	(89)	1.	Yes
12	(11)	2.	No (IF NO, GO TO Q7)
0		8.	DK (IF DK, GO TO Q7)
0		9.	RA (IF RA, GO TO Q7)
194		.	NA

Q4. How often do you use the Internet for gathering information . . . at least once a week, at least once a month, less than once a month, or never?

128	(45)	1.	At least once a week
75	(26)	2.	At least once a month
42	(15)	3.	Less than once a month
42	(15)	4.	Never
2		8.	DK
0		9.	RA
12		.	NA

CHILD CARE CENTER DIRECTOR SURVEY

Q5. What tasks do you currently complete using a computer? Do you (READ LIST)?

	YES 1	NO 2	DK 8	RA 9	NA .	
Q5a. Do word processing, for example, writing letters or newsletters	263 (92)	24 (8)	2	0	12	Freq (%)
Q5b. Use spreadsheets, for example, do financial record keeping or use software like Quicken or Quick Books	183 (64)	103 (36)	3	0	12	
Q5c. Use e-mail	206 (72)	81 (28)	2	0	12	
Q5d. Use the World Wide Web or Internet for information or communication, for example, by using chat rooms	197 (69)	90 (31)	2	0	12	
Q5e. Purchase goods and services, for example, by using Amazon.com	90 (32)	196 (68)	3	0	12	
Q5f. Do some other tasks (SPECIFY) (SEE APPENDIX C, PAGE C-13)	59 (21)	224 (79)	6	0	12	

Q6. Have you ever taken a course over the Internet?

Freq	(%)		
9	(3)	1.	Yes
280	(97)	2.	No
0		8.	DK
0		9.	RA
12		.	NA

CHILD CARE CENTER DIRECTOR SURVEY

Q7. If a course met your needs for information or training related to child care, how interested would you be in taking it over the Internet . . . very interested, somewhat interested, or not very interested?

Freq	(%)	
116	(38)	1. Very interested (IF VERY INTERESTED, GO TO Q8)
116	(38)	2. Somewhat interested
69	(23)	3. Not very interested
0		8. DK
0		9. RA

Q7a. (IF SOMEWHAT OR NOT VERY INTERESTED, DK, or RA) Which of the following statements describe your reservations about getting training over the Internet? (READ LIST)

	YES 1	NO 2	DK 8	RA 9	NA .	
Q7a-1. I'm not interested in computers	31 (17)	152 (83)	2	0	116	Freq (%)
Q7a-2. I find computers intimidating	40 (22)	145 (78)	0	0	116	
Q7a-3. I don't think I could learn on a computer	16 (9)	166 (91)	3	0	116	
Q7a-4. I need more training on how to use a computer	89 (48)	96 (52)	0	0	116	
Q7a-5. I don't have easy access to a computer	26 (14)	159 (86)	0	0	116	
Q7a-6. I can't imagine taking a course on a computer	52 (29)	129 (71)	4	0	116	
Q7a-7. I don't think I need training related to child care at this time	27 (15)	158 (85)	0	0	116	
Q7a-8. I don't have time	96 (52)	89 (48)	0	0	116	
Q7a-9. Some other reason(SPECIFY) (SEE APPENDIX C, PAGE C-16)	65 (35)	119 (65)	1	0	116	

Q8. How many years of experience do you have as a child care center director?

(SEE APPENDIX B, PAGE B-2)

Q8a. (IF 5 OR MORE) If you received free training and also received compensation, how interested would you be in TEACHING a course over the Internet . . . very interested, somewhat interested, or not very interested?

<u>Freq</u>	<u>(%)</u>		
36	(20)	1.	Very interested
50	(28)	2.	Somewhat interested
92	(52)	3.	Not very interested
0		8.	DK
0		9.	RA
123		.	NA

PRACTICES AND POLICIES FOR YOUR CENTER

The next questions are about practices and policies for staff at your child care center.

Q9. Do you have a budget for staff training?

231	(78)	1.	Yes
66	(22)	2.	No (IF NO, GO TO Q10)
4		8.	DK (IF DK, GO TO Q10)
0		9.	RA (IF RA, GO TO Q10)

Q9a. (IF YES) How much do you spend annually on staff training?

(SEE APPENDIX B, PAGE B-3)

Q10. How easy is it for you to find EXTERNAL training for your staff . . . very easy, somewhat easy, not very easy, or have you not been able to find any at all?

<u>Freq</u>	<u>(%)</u>		
108	(36)	1.	Very easy
149	(50)	2.	Somewhat easy
41	(14)	3.	Not very easy
0		4.	Not able to find any at all (IF NOT ABLE, GO TO Q12)
2		8.	DK
1		9.	RA

Q10a. (IF VERY, SOMEWHAT, OR NOT VERY EASY, DK, OR RA)
To what extent are you satisfied with the QUALITY of external training related to child care that is offered in your community . . . very satisfied, satisfied, dissatisfied, or very dissatisfied?

59	(20)	1.	Very satisfied
187	(63)	2.	Satisfied
43	(15)	3.	Dissatisfied
6	(2)	4.	Very dissatisfied
4		8.	DK
2		9.	RA
0		.	NA

Q11. (THERE IS NO QUESTION 11 ON THIS SURVEY)

Q12. Does your center have a computer with an Internet connection?

<u>Freq</u>	<u>(%)</u>		
136	(45)	1.	Yes
165	(55)	2.	No
0		8.	DK
0		9.	RA

Q12a. (IF YES) Does your center have a computer with an Internet connection that is AVAILABLE TO YOUR STAFF?

86	(63)	1.	Yes
50	(37)	2.	No
0		8.	DK
0		9.	RA
165		.	NA

Q12b. (IF NO, DK or RA) Do you expect that your center will be getting a computer with an Internet connection within the year?

49	(31)	1.	Yes
108	(69)	2.	No
8		8.	DK
0		9.	RA
136		.	NA

Q13. Is your center part of a corporation or a larger organization?

<u>Freq</u>	<u>(%)</u>		
178	(59)	1.	Yes
123	(41)	2.	No (IF NO, GO TO Q14)
0		8.	DK (IF DK, GO TO Q14)
0		9.	RA (IF RA, GO TO Q14)

Q13a. (IF YES) Are you REQUIRED to use training programs provided to you by your organization?

76	(43)	1.	Yes
100	(57)	2.	No
2		8.	DK
0		9.	RA
123		.	NA

Q13b. (IF YES) If you ARE provided with staff training, can your staff ALSO participate in training sponsored by other organizations?

177	(99)	1.	Yes
1	(1)	2.	No
0		8.	DK
0		9.	RA
123		.	NA

Q14. What percentage of your staff training takes place off site?

(SEE APPENDIX B, PAGE B-5)

Q15. How interested would you be in having the opportunity for your staff to receive child care training delivered over the Internet . . . very interested, somewhat interested, or not very interested?

78	(26)	1.	Very interested
129	(43)	2.	Somewhat interested
91	(30)	3.	Not very interested
3		8.	DK
0		9.	RA

CHILD CARE CENTER DIRECTOR SURVEY

Q16. Next I'm going to read a list of possible barriers that could prevent your staff from taking a course over the Internet. (READ LIST) Is this a barrier that would prevent your staff from taking a course over the Internet?

	YES 1	NO 2	DK 8	RA 9	
Q16a.	119 (42)	164 (58)	18	0	Freq (%)
Q16b.	142 (49)	148 (51)	11	0	
Q16c.	209 (72)	81 (28)	11	0	
Q16d.	160 (55)	133 (45)	8	0	
Q16e.	231 (79)	61 (21)	9	0	
Q16f.	126 (48)	139 (52)	36	0	
Q16g.	166 (64)	94 (36)	40	1	
Q16h.	126 (43)	166 (57)	9	0	
Q16i.	48 (16)	246 (84)	7	0	

CHILD CARE CENTER DIRECTOR SURVEY

Q17. Would your center be willing to pay for staff training if it is delivered over the Internet?

<u>Freq</u>	<u>(%)</u>		
120	(44)	1.	Yes
89	(33)	2.	Maybe
62	(23)	3.	No
29		8.	DK (IF DK, GO TO Q18)
1		9.	RA (IF RA, GO TO Q18)

Q17a. (IF YES, MAYBE, OR NO) And why is that?

(SEE APPENDIX A, PAGE A-7) AND (SEE APPENDIX C, PAGE C-22)

Q18. Would you be able to REQUIRE that your staff take a course over the Internet ON THEIR OWN TIME?

77	(26)	1.	Yes
16	(6)	2.	Maybe
200	(68)	3.	No
8		8.	DK
0		9.	RA

INFORMATION ABOUT YOUR CENTER

The final questions are about your child care center.

Q19. Is your center for profit or not-for-profit?

92	(31)	1.	For profit
207	(69)	2.	Not-for-profit
2		8.	DK
0		9.	RA

Q20. What is your center's enrollment?

(SEE APPENDIX B, PAGE B-6)

CHILD CARE CENTER DIRECTOR SURVEY

Q21. What age groups do you serve? (READ LIST)

	YES 1	NO 2	DK 8	RA 9	
Q21a. Infants	167 (56)	134 (44)	0	0	Freq (%)
Q21b. Toddlers	209 (69)	92 (31)	0	0	
Q21c. Preschool	266 (88)	35 (12)	0	0	
Q21d. School age	213 (71)	88 (29)	0	0	

Q22. How many of your staff members provide direct child care?

(SEE APPENDIX B, PAGE B-9)

Q23. In what state is your business located?

<u>Freq</u>	<u>(%)</u>		
72	(24)	1.	Iowa
102	(34)	2.	Minnesota
9	(3)	3.	North Dakota
10	(3)	4.	South Dakota
108	(36)	5.	Wisconsin
0	(-)	6.	Other (SPECIFY) _____
0		8.	DK
0		9.	RA

Q24. We MAY be interested in asking the staff at child care centers some of these same questions. Would you be willing to distribute questionnaires to some of your staff at a future time?

268	(90)	1.	Yes
29	(10)	2.	No
4		8.	DK
0		9.	RA

Thank you for answering all of these questions. I really appreciate your time.

INTERVIEWER COMMENTS:

APPENDIX A
OPEN-ENDED VARIABLES

<u>Variable</u>	<u>Description</u>	<u>Page</u>
Q2	Mult Response - Important child care training topics - combined	A-2
Q2_1	Important child care training topics - 1	A-3
Q2_2	Important child care training topics - 2	A-4
Q2_3	Important child care training topics - 3	A-5
Q2A	Most important child care training topic	A-6
Q17a	Why pay for/not pay for staff Internet training	A-7

Q2

**MULT RESPONSE - IMPORTANT CHILD CARE TRAINING
TOPICS - COMBINED**

Category label	Code	Count	Pct of Responses	Pct of Cases
Administration	1	19	2.4	6.5
Bookkeeping	2	11	1.4	3.8
Budgeting/Fincl mgmt	3	39	4.9	13.4
Behavior probs/mgmt	4	48	6.0	16.5
Conflict resolutn-staff	6	31	3.9	10.7
Curriculum/activities	7	60	7.5	20.6
Diversity	8	7	.9	2.4
Mental health issues	9	1	.1	.3
Parent communicatn	10	17	2.1	5.8
Parent needs	11	5	.6	1.7
Parent relations	12	32	4.0	11.0
Scheduling	13	6	.7	2.1
Self-esteem	14	1	.1	.3
Special needs kids	15	28	3.5	9.6
Staff management	17	36	4.5	12.4
Staff motivation	18	16	2.0	5.5
Staff trng/developmt	21	46	5.7	15.8
Stress management	22	20	2.5	6.9
Time management	23	20	2.5	6.9
Child development	24	21	2.6	7.2
Funding/grant writing	25	20	2.5	6.9
Licensing rules/regs	26	33	4.1	11.3
Hlth/safety/nutritn	27	25	3.1	8.6
General management	28	15	1.9	5.2
Marketing/Advertising	29	7	.9	2.4
Staffng/recruit/retn	30	57	7.1	19.6
Conflict resolutn-genl	31	4	.5	1.4
Other	77	178	22.2	61.2
Total responses		803	100.0	275.9

10 missing cases; 291 valid cases

Q2_1 IMPORTANT CHILD CARE TRAINING TOPICS - 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Administration	9	3.0	3.1	3.1
2 Bookkeeping	2	.7	.7	3.8
3 Budgeting/Fincl mgmt	15	5.0	5.2	8.9
4 Behavior probs/mgmt	22	7.3	7.6	16.5
6 Conflct resoltn-staff	14	4.7	4.8	21.3
7 Curriculum/activities	13	4.3	4.5	25.8
8 Diversity	1	.3	.3	26.1
10 Parent communicatn	4	1.3	1.4	27.5
11 Parent needs	2	.7	.7	28.2
12 Parent relations	7	2.3	2.4	30.6
15 Special needs kids	6	2.0	2.1	32.6
17 Staff management	20	6.6	6.9	39.5
18 Staff motivation	7	2.3	2.4	41.9
21 Staff trng/developmt	16	5.3	5.5	47.4
22 Stress management	9	3.0	3.1	50.5
23 Time management	9	3.0	3.1	53.6
24 Child development	14	4.7	4.8	58.4
25 Funding/grant writing	5	1.7	1.7	60.1
26 Licensing rules/regs	11	3.7	3.8	63.9
27 Hlth/safety/nutritn	11	3.7	3.8	67.7
28 General management	9	3.0	3.1	70.8
29 Marketing/Advertising	1	.3	.3	71.1
30 Staffng/recruit/retn	37	12.3	12.7	83.8
31 Conflct resoltn-genl	2	.7	.7	84.5
77 Other	45	15.0	15.5	100.0
Total valid	291	96.7	100.0	
88 DK	6	2.0		
99 RA	4	1.3		
Total missing	10	3.3		
Total	301	100.0		

Q2_2 IMPORTANT CHILD CARE TRAINING TOPICS - 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Administration	4	1.3	1.4	1.4
2 Bookkeeping	8	2.7	2.9	4.3
3 Budgeting/Fincl mgmt	13	4.3	4.7	9.0
4 Behavior probs/mgmt	16	5.3	5.8	14.8
6 Conflct resolutn-staff	15	5.0	5.4	20.2
7 Curriculum/activities	21	7.0	7.6	27.8
8 Diversity	2	.7	.7	28.5
9 Mental health issues	1	.3	.4	28.9
10 Parent communicatn	6	2.0	2.2	31.0
11 Parent needs	3	1.0	1.1	32.1
12 Parent relations	13	4.3	4.7	36.8
13 Scheduling	4	1.3	1.4	38.3
14 Self-esteem	1	.3	.4	38.6
15 Special needs kids	13	4.3	4.7	43.3
17 Staff management	7	2.3	2.5	45.8
18 Staff motivation	6	2.0	2.2	48.0
21 Staff trng/developmt	22	7.3	7.9	56.0
22 Stress management	7	2.3	2.5	58.5
23 Time management	6	2.0	2.2	60.6
24 Child development	5	1.7	1.8	62.5
25 Funding/grant writing	8	2.7	2.9	65.3
26 Licensing rules/regs	9	3.0	3.2	68.6
27 Hlth/safety/nutritn	9	3.0	3.2	71.8
28 General management	1	.3	.4	72.2
29 Marketing/Advertising	2	.7	.7	72.9
30 Staffng/recruit/retn	10	3.3	3.6	76.5
77 Other	65	21.6	23.5	100.0
Total valid	277	92.0	100.0	
Missing System	24	8.0		
Total	301	100.0		

Q2_3 IMPORTANT CHILD CARE TRAINING TOPICS - 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Administration	6	2.0	2.6	2.6
2 Bookkeeping	1	.3	.4	3.0
3 Budgeting/Fincl mgmt	11	3.7	4.7	7.7
4 Behavior probs/mgmt	10	3.3	4.3	11.9
6 Conflct resoltn-staff	2	.7	.9	12.8
7 Curriculum/activities	26	8.6	11.1	23.8
8 Diversity	4	1.3	1.7	25.5
10 Parent communicatn	7	2.3	3.0	28.5
12 Parent relations	12	4.0	5.1	33.6
13 Scheduling	2	.7	.9	34.5
15 Special needs kids	9	3.0	3.8	38.3
17 Staff management	9	3.0	3.8	42.1
18 Staff motivation	3	1.0	1.3	43.4
21 Staff trng/developmt	8	2.7	3.4	46.8
22 Stress management	4	1.3	1.7	48.5
23 Time management	5	1.7	2.1	50.6
24 Child development	2	.7	.9	51.5
25 Funding/grant writing	7	2.3	3.0	54.5
26 Licensing rules/regs	13	4.3	5.5	60.0
27 Hlth/safety/nutritn	5	1.7	2.1	62.1
28 General management	5	1.7	2.1	64.3
29 Marketing/Advertising	4	1.3	1.7	66.0
30 Staffng/recruit/retn	10	3.3	4.3	70.2
31 Conflct resoltn-genl	2	.7	.9	71.1
77 Other	68	22.6	28.9	100.0
Total valid	235	78.1	100.0	
Missing System	66	21.9		
Total	301	100.0		

Q2A MOST IMPORTANT CHILD CARE TRAINING TOPIC

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Administration	7	2.3	2.5	2.5
2 Bookkeeping	1	.3	.4	2.8
3 Budgeting/Fincl mgmt	7	2.3	2.5	5.3
4 Behavior probs/mgmt	24	8.0	8.5	13.7
6 Conflct resolutn-staff	10	3.3	3.5	17.3
7 Curriculum/activities	20	6.6	7.0	24.3
8 Diversity	1	.3	.4	24.6
9 Mental health issues	1	.3	.4	25.0
10 Parent communicatn	4	1.3	1.4	26.4
11 Parent needs	3	1.0	1.1	27.5
12 Parent relations	4	1.3	1.4	28.9
13 Scheduling	1	.3	.4	29.2
15 Special needs kids	9	3.0	3.2	32.4
17 Staff management	22	7.3	7.7	40.1
18 Staff motivation	8	2.7	2.8	43.0
21 Staff trng/developmt	19	6.3	6.7	49.6
22 Stress management	8	2.7	2.8	52.5
23 Time management	3	1.0	1.1	53.5
24 Child development	12	4.0	4.2	57.7
25 Funding/grant writing	8	2.7	2.8	60.6
26 Licensing rules/regs	12	4.0	4.2	64.8
27 Hlth/safety/nutritn	4	1.3	1.4	66.2
28 General management	3	1.0	1.1	67.3
29 Marketing/Advertising	2	.7	.7	68.0
30 Staffng/recruit/retn	34	11.3	12.0	79.9
31 Conflct resolutn-genl	2	.7	.7	80.6
77 Other	55	18.3	19.4	100.0
Total valid	284	94.4	100.0	
88 DK	10	3.3		
99 RA	7	2.3		
Total missing	17	5.6		
Total	301	100.0		

Q17A WHY PAY FOR/NOT PAY FOR STAFF INTERNET TRAINING

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Depends on cost	45	15.0	16.8	16.8
2 Easier/more cnvniient	26	8.6	9.7	26.5
3 No computer access	6	2.0	2.2	28.7
4 Can't afford it	22	7.3	8.2	36.9
5 We pay all training	26	8.6	9.7	46.6
6 Are required to pay	4	1.3	1.5	48.1
7 Not resp's decision	7	2.3	2.6	50.7
8 Depends on training	26	8.6	9.7	60.4
9 Reqred nbr hrs/crdts	6	2.0	2.2	62.7
10 More opportuns good	11	3.7	4.1	66.8
11 Staff pay own trning	5	1.7	1.9	68.7
12 Professnl developmnt	20	6.6	7.5	76.1
13 Prefr classrm trning	8	2.7	3.0	79.1
14 Already have enough	10	3.3	3.7	82.8
77 Other	46	15.3	17.2	100.0
Total valid	268	89.0	100.0	
88 DK	1	.3		
99 RA	2	.7		
System	30	10.0		
Total missing	33	11.0		
Total	301	100.0		

APPENDIX B
CONTINUOUS VARIABLES

<u>Variable</u>	<u>Description</u>	<u>Page</u>
Q8	Years experience as child care center director	B-2
Q9a	Amount spent annually on staff training	B-3
Q14	Percentage of staff training off site	B-5
Q20	Center's enrollment	B-6
Q22	Number of staff members providing direct child care	B-9

Q8 YEARS EXPERIENCE AS CHILD CARE CENTER DIRECTOR

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Less than one year	0	8	2.7	2.7	2.7
	1	34	11.3	11.3	14.0
	2	33	11.0	11.0	25.0
	3	25	8.3	8.3	33.3
	4	22	7.3	7.3	40.7
	5	17	5.6	5.7	46.3
	6	16	5.3	5.3	51.7
	7	10	3.3	3.3	55.0
	8	10	3.3	3.3	58.3
	9	10	3.3	3.3	61.7
	10	24	8.0	8.0	69.7
	11	6	2.0	2.0	71.7
	12	13	4.3	4.3	76.0
	13	6	2.0	2.0	78.0
	14	5	1.7	1.7	79.7
	15	16	5.3	5.3	85.0
	16	2	.7	.7	85.7
	17	4	1.3	1.3	87.0
	18	3	1.0	1.0	88.0
	19	4	1.3	1.3	89.3
	20	5	1.7	1.7	91.0
	21	4	1.3	1.3	92.3
	22	3	1.0	1.0	93.3
	23	2	.7	.7	94.0
	25	5	1.7	1.7	95.7
	26	1	.3	.3	96.0
	27	3	1.0	1.0	97.0
	28	2	.7	.7	97.7
	29	2	.7	.7	98.3
	30	5	1.7	1.7	100.0
	Total valid	300	99.7	100.0	
Missing	88 DK	1	.3		
Total		301	100.0		

Q9A AMOUNT SPENT ANNUALLY ON STAFF TRAINING

Value	Frequency	Percent	Valid Percent	Cumulative Percent
50	2	.7	1.2	1.2
75	1	.3	.6	1.8
100	9	3.0	5.4	7.2
120	1	.3	.6	7.8
150	4	1.3	2.4	10.2
200	11	3.7	6.6	16.8
250	4	1.3	2.4	19.2
300	11	3.7	6.6	25.7
350	2	.7	1.2	26.9
450	1	.3	.6	27.5
500	19	6.3	11.4	38.9
600	6	2.0	3.6	42.5
650	1	.3	.6	43.1
700	1	.3	.6	43.7
750	1	.3	.6	44.3
800	3	1.0	1.8	46.1
875	1	.3	.6	46.7
1000	13	4.3	7.8	54.5
1050	1	.3	.6	55.1
1190	1	.3	.6	55.7
1200	5	1.7	3.0	58.7
1400	2	.7	1.2	59.9
1500	10	3.3	6.0	65.9
2000	12	4.0	7.2	73.1
2100	1	.3	.6	73.7
2500	5	1.7	3.0	76.6
3000	8	2.7	4.8	81.4
3500	2	.7	1.2	82.6
4000	7	2.3	4.2	86.8
5000	4	1.3	2.4	89.2
6000	1	.3	.6	89.8
8000	1	.3	.6	90.4
9000	2	.7	1.2	91.6
10000	2	.7	1.2	92.8
12000	1	.3	.6	93.4
19000	1	.3	.6	94.0
22000	1	.3	.6	94.6
25000	1	.3	.6	95.2
30000	3	1.0	1.8	97.0
40000	1	.3	.6	97.6

Q9A AMOUNT SPENT ANNUALLY ON STAFF TRAINING (CONTINUED)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
45000	1	.3	.6	98.2
56000	1	.3	.6	98.8
60000	1	.3	.6	99.4
74000	1	.3	.6	100.0
Total valid	167	55.5	100.0	
88888 DK	57	18.9		
99999 RA	7	2.3		
System	70	23.3		
Total missing	134	44.5		
Total	301	100.0		

Q14 PERCENTAGE OF STAFF TRAINING OFF SITE

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0	7	2.3	2.3	2.3
1	1	.3	.3	2.7
2	1	.3	.3	3.0
3	1	.3	.3	3.4
5	1	.3	.3	3.7
10	17	5.6	5.7	9.4
15	3	1.0	1.0	10.4
20	11	3.7	3.7	14.1
25	14	4.7	4.7	18.8
30	10	3.3	3.4	22.1
33	2	.7	.7	22.8
40	8	2.7	2.7	25.5
50	56	18.6	18.8	44.3
55	1	.3	.3	44.6
60	9	3.0	3.0	47.7
66	2	.7	.7	48.3
70	3	1.0	1.0	49.3
71	1	.3	.3	49.7
75	37	12.3	12.4	62.1
80	27	9.0	9.1	71.1
85	3	1.0	1.0	72.1
90	28	9.3	9.4	81.5
95	8	2.7	2.7	84.2
98	1	.3	.3	84.6
99	7	2.3	2.3	86.9
100	39	13.0	13.1	100.0
Total valid	298	99.0	100.0	
888 DK	1	.3		
999 RA	2	.7		
Total missing	3	1.0		
Total	301	100.0		

Q20 CENTER'S ENROLLMENT

Value	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	.3	.3	.3
8	1	.3	.3	.7
9	1	.3	.3	1.0
10	1	.3	.3	1.4
12	1	.3	.3	1.7
15	5	1.7	1.7	3.4
16	2	.7	.7	4.1
17	3	1.0	1.0	5.1
20	5	1.7	1.7	6.8
22	1	.3	.3	7.1
23	1	.3	.3	7.4
24	3	1.0	1.0	8.4
25	5	1.7	1.7	10.1
26	1	.3	.3	10.5
27	2	.7	.7	11.1
28	1	.3	.3	11.5
29	2	.7	.7	12.2
30	8	2.7	2.7	14.9
31	1	.3	.3	15.2
32	2	.7	.7	15.9
34	2	.7	.7	16.6
35	6	2.0	2.0	18.6
36	4	1.3	1.4	19.9
37	2	.7	.7	20.6
40	9	3.0	3.0	23.6
41	1	.3	.3	24.0
42	2	.7	.7	24.7
43	1	.3	.3	25.0
44	1	.3	.3	25.3
45	11	3.7	3.7	29.1
46	1	.3	.3	29.4
48	1	.3	.3	29.7
49	3	1.0	1.0	30.7
50	7	2.3	2.4	33.1
51	2	.7	.7	33.8
52	5	1.7	1.7	35.5
53	1	.3	.3	35.8
54	2	.7	.7	36.5
55	3	1.0	1.0	37.5
56	1	.3	.3	37.8

Q20 CENTER'S ENROLLMENT (CONTINUED)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
57	3	1.0	1.0	38.9
58	1	.3	.3	39.2
59	1	.3	.3	39.5
60	14	4.7	4.7	44.3
62	2	.7	.7	44.9
63	1	.3	.3	45.3
64	2	.7	.7	45.9
65	3	1.0	1.0	47.0
67	2	.7	.7	47.6
69	2	.7	.7	48.3
70	11	3.7	3.7	52.0
71	3	1.0	1.0	53.0
72	2	.7	.7	53.7
73	2	.7	.7	54.4
74	4	1.3	1.4	55.7
75	5	1.7	1.7	57.4
76	1	.3	.3	57.8
77	1	.3	.3	58.1
78	2	.7	.7	58.8
80	8	2.7	2.7	61.5
83	3	1.0	1.0	62.5
84	1	.3	.3	62.8
85	6	2.0	2.0	64.9
86	2	.7	.7	65.5
90	5	1.7	1.7	67.2
92	1	.3	.3	67.6
93	2	.7	.7	68.2
95	2	.7	.7	68.9
96	1	.3	.3	69.3
97	1	.3	.3	69.6
98	2	.7	.7	70.3
100	7	2.3	2.4	72.6
101	1	.3	.3	73.0
102	1	.3	.3	73.3
104	2	.7	.7	74.0
105	1	.3	.3	74.3
110	7	2.3	2.4	76.7
112	2	.7	.7	77.4
113	1	.3	.3	77.7
114	1	.3	.3	78.0

Q20 CENTER'S ENROLLMENT (CONTINUED)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
115	3	1.0	1.0	79.1
117	2	.7	.7	79.7
119	2	.7	.7	80.4
120	6	2.0	2.0	82.4
125	1	.3	.3	82.8
130	4	1.3	1.4	84.1
135	2	.7	.7	84.8
140	3	1.0	1.0	85.8
144	1	.3	.3	86.1
146	2	.7	.7	86.8
149	1	.3	.3	87.2
150	7	2.3	2.4	89.5
160	1	.3	.3	89.9
161	1	.3	.3	90.2
175	1	.3	.3	90.5
180	1	.3	.3	90.9
185	1	.3	.3	91.2
200	3	1.0	1.0	92.2
205	1	.3	.3	92.6
208	1	.3	.3	92.9
218	1	.3	.3	93.2
244	1	.3	.3	93.6
250	1	.3	.3	93.9
255	1	.3	.3	94.3
275	1	.3	.3	94.6
279	1	.3	.3	94.9
297	1	.3	.3	95.3
300	1	.3	.3	95.6
350	1	.3	.3	95.9
375	1	.3	.3	96.3
384	1	.3	.3	96.6
400	1	.3	.3	97.0
410	1	.3	.3	97.3
450	1	.3	.3	97.6
500	1	.3	.3	98.0
560	1	.3	.3	98.3
588	1	.3	.3	98.6
700	1	.3	.3	99.0

Q20 CENTER'S ENROLLMENT (CONTINUED)

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
	800	1	.3	.3	99.3
	900	1	.3	.3	99.7
	1200	1	.3	.3	100.0
	Total valid	296	98.3	100.0	
Missing	8888 DK	5	1.7		
Total		301	100.0		

Q22 NUMBER OF STAFF MEMBERS PROVIDING DIRECT CHILD CARE

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
	1	6	2.0	2.1	2.1
	2	14	4.7	4.8	6.8
	3	19	6.3	6.5	13.4
	4	14	4.7	4.8	18.2
	5	22	7.3	7.5	25.7
	6	17	5.6	5.8	31.5
	7	9	3.0	3.1	34.6
	8	20	6.6	6.8	41.4
	9	11	3.7	3.8	45.2
	10	16	5.3	5.5	50.7
	11	8	2.7	2.7	53.4
	12	15	5.0	5.1	58.6
	13	5	1.7	1.7	60.3
	14	12	4.0	4.1	64.4
	15	11	3.7	3.8	68.2
	16	13	4.3	4.5	72.6
	17	2	.7	.7	73.3
	18	8	2.7	2.7	76.0
	19	3	1.0	1.0	77.1
	20	9	3.0	3.1	80.1
	21	1	.3	.3	80.5
	22	6	2.0	2.1	82.5
	23	3	1.0	1.0	83.6

Q22 NUMBER OF STAFF MEMBERS PROVIDING DIRECT CHILD CARE (CONTINUED)

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
	25	8	2.7	2.7	86.3
	26	2	.7	.7	87.0
	27	1	.3	.3	87.3
	28	3	1.0	1.0	88.4
	29	1	.3	.3	88.7
	30	4	1.3	1.4	90.1
	31	1	.3	.3	90.4
	32	4	1.3	1.4	91.8
	33	1	.3	.3	92.1
	35	5	1.7	1.7	93.8
	37	1	.3	.3	94.2
	40	3	1.0	1.0	95.2
	43	1	.3	.3	95.5
	48	1	.3	.3	95.9
	50	3	1.0	1.0	96.9
	52	1	.3	.3	97.3
	55	1	.3	.3	97.6
	70	2	.7	.7	98.3
	75	1	.3	.3	98.6
	95	1	.3	.3	99.0
	100	2	.7	.7	99.7
	140	1	.3	.3	100.0
	Total valid	292	97.0	100.0	
Missing	888 DK	9	3.0		
Total		301	100.0		

APPENDIX C

OPEN-ENDED RESPONSES CODED AS "OTHER"

<u>Variable</u>	<u>Description</u>	<u>Page</u>
Q2	What are three topics that are so important to your work that you would consider signing up for a training session?	C-2
Q2a	Of these topics, which is the most important for you? .	C-10
Q5f	(What tasks do you currently complete using a computer?) Some other tasks (specify)	C-13
Q7a9	(Which of the following statements describe your reservations about getting training over the Internet?) Some other reason (specify)	C-16
Q16i	(Next I'm going to read a list of possible barriers that could prevent your staff from taking a course over the Internet.) Some other barrier (specify)	C-19
Q17a	(Would your center be willing to pay for staff training if it is delivered over the Internet?) And why is that? .	C-22

Q2. We're trying to determine what training courses would meet the needs of child care center directors. What are three topics that are so important to your work that you would consider signing up for a training session?

<u>ID#</u>	<u>Response</u>
1	parents training (how to get them involved)
5	Pre_K classes
7	state unemployment
9	meeting my own needs (ms) not taking the job home
10	Coaching skills
10	Delegation (ms) learn how to delegate
16	people skills
26	setting up computer records
26	Open House ideas
36	An overseer of the staff (ms) some kind of training to be a good director to your staff
38	people management skills
39	To find more political power in our organization as a whole
39	Management and technology - making your job easier by knowing what technologies are available
41	interviewing skills
43	science related topics
46	new childcare seminars
47	science
49	updated information that it out there
52	self-improvement

55	interviewing people
56	updated on systems operations
57	sharing ideas with other directors
58	play problems (ms) kids don't want to participate
62	moral of the staff
63	teaching
69	supervision
69	quality in the childcare center (ms) quality interactions
70	Wages
70	Early brain development
71	business classes (more computer training)
73	customer service
75	care of the children
76	psychology of young children
81	ways to get more respect for the business itself
84	team building
85	Supervising the X Generation
87	salary and benefits
89	communication
94	Evaluation
94	Contracts
95	communicating in Spanish
98	staff evaluation and performance

101	understanding the needs of the children and special needs children
102	dealing with different personalities of children
103	dealing with the public
103	Having enough knowledge about teaching
104	training styles
107	Dealing with taking care of kids
107	Social, cultural factors
109	Child Psychology
113	social needs
119	physical development
119	Emotional development
124	things on running a small business
124	Collection of refusal to pay
125	customer service
128	Standard training
130	space issues
138	leadership
138	Communication
139	Professional development
141	teacher planning
142	Playmate
144	New development
145	Brain research

145	Literacy training for young children
146	Development for the appropriate practice for children
148	interviewing techniques
151	Growth development
152	General assessment
152	Anything pertaining to leadership.
153	More ideas for kids
155	What you expect business.
157	termination of employees
157	How can I get wages up?
160	training in interpersonal skills
166	organization
167	new developments in the field
168	identifying and mandatory reporting of abuse
171	patience
171	Perseverance
177	accreditation
178	communicating with staff, and staff communicating with children and parents
179	networking - to hear what other places are doing
181	waging hour information
182	community outreach
184	how to run an average day
187	help write policies

187	Kidnapping, bomb threats, and training on that stuff
193	personal growth
196	getting new ideas
201	communicating with parent and child
202	team building
202	Relationships
203	making sure the kids are happy and well provided for
204	Wage Issues
205	how to recognize child abuse
209	How to observe children and help them what the problems, making decisions their problems. How to learn to be a better observer.
209	Learning about local agencies available to parents and children.
213	meal planning
216	something on low-interest loans
221	educational needs
223	Family orientation
226	foreign language course
226	Sign Language
227	team building with staff
227	collaboration with community agency
229	classroom management
230	mandatory reporting on child abuse
231	putting together a benefit package for staff

231	team building activities
232	brain storming session where people talk about different activities that have worked for them
242	student assessment
243	practices for children & family
244	public relations
246	being a teacher and director, making it work together
247	leadership
247	difficult professional situations
248	Since our childcare center is Christianity, we are looking for spiritual development of children.
249	networking and hiring
252	self-discipline for children.
253	how to keep up with the changes in the child care field
253	how to make my program outstanding in comparison to my competitors.
254	employee information.
254	Business information
254	Children information
255	public speaking
256	dealing with negativity
256	meeting needs of different age levels
260	hiring and training
260	ways to increase longevity in this field
261	computer training

271	reading readiness
272	administering medicine
272	Understanding the needs of children
273	motivational training on how child care centers benefit the community
275	course of employees' professional development (ms) for directors
276	child guidance
301	administering medication
306	computers
307	people management
307	physical management
310	collaborative
313	Working with board members
313	Accreditation
314	communication supervisory skills
316	labor laws
317	dealing with students and teachers
317	working with other people
318	Business background information
319	Christian Curriculum
323	communication
325	leadership
325	professionalism
331	computer training.

- 333 School age care and help
- 336 new trends, what works best with the children
- 338 recruiting a multicultural staff
- 339 professional development
- 341 supervision
- 343 education (ms) how the kids are given a preschool education
- 346 making more aware of upcoming issues
- 347 new theories and new testing so we can keep up with people just graduated.
- 349 collaboration, working with other agency
- 349 Networking with other directors
- 350 Wages and benefits
- 350 Staff morale
- 351 early childhood classes
- 351 extended classes that they offer
- 354 Organization
- 356 courses on classroom management
- 361 classroom management.
- 362 at risk kid information
- 362 how to deal with single parent children
- 363 performance appraisal.
- 363 Interviewing
- 364 quality standards
- 366 things to guide people into the future, looking at future needs of the program

Q2a. Of these topics, which is the most important for you?

<u>ID#</u>	<u>Response</u>
5	pre-K classes
9	meeting my own needs (MS) not taking the job home
10	coaching skills
38	people management skills
47	science
55	interviewing people
58	play problems (MS) kids don't want to participate
69	supervision
75	the care of the children
84	team building
87	salary and benefits
95	communicating in Spanish
101	understanding the needs of the children and special needs children
109	child psychology
113	social needs
119	emotional development
124	things on running a small business.
128	standard training
138	communication
145	Brain research

151	Growth development
152	Anything pertaining to leadership
153	More ideas for kids.
157	Better wages
167	New developments in the field
168	identifying and mandatory reporting of child abuse
171	patience
179	networking - to hear what other places are doing
187	help writing policies
193	personal growth
202	team building
203	making sure the kids are happy and well provided for
209	Learning about local agencies available to parents and children
221	educational needs
226	sign language
230	mandatory reporting on child abuse
232	brain storming session where people talk about activities that have worked for them
243	practices for family & children
246	Being a teacher and director, making it work together
247	leadership in difficult professional situations
252	self-discipline for children
254	children information

260	hiring and training
272	Understanding the needs of children
273	motivational training on how child care centers benefit the community
301	administering medication
307	people management
314	communication supervisory skills
319	Christian Curriculum
323	Communication
333	school age care and help
339	Professional development
347	New theories and new testing so we can keep up with people just graduated.
354	Organization
363	performance appraisal

Q5f. (What tasks do you currently complete using a computer?) Some other tasks (specify)

<u>ID#</u>	<u>Response</u>
3	payroll
4	scheduling of staffing, numbers and b-days of kids, memos
6	a lot of networking with in our complex
15	financial information
19	Software program for scheduling
24	payroll parent account statement
28	I create materials for school
32	marketing, we have a web site
34	I do sometimes use it as a learning tool for the kids like learning games
35	games
38	I set up all my scheduling and assignments
39	I use it sometimes for developing classroom exercises
41	payroll
42	keep track of, child care fees
53	I run daily attendance sheets
82	games
83	play games
96	graphics spec--printing out pictures to use as educational materials
97	I have my entire day care database on computer
100	database others--organizational calendars.

103	payroll
108	gather information from other teachers
113	my invoicing
116	play games
119	lay out scheduling, billing.
124	tracking of children who come in and out through the center. staff punches in and out on computer. Budgeting.
125	we do all of the business accounting and tracking of attendance.
128	Scheduling
133	some printing as far as doing calendars and stuff
138	publishing
141	Card making and banner
144	Make card and word processing
145	Drawing form and design on the computer
146	CD rom game
151	Scanning photos
157	Scheduling
162	we just use print shop
172	graphics
175	will we do fax
178	all of my childcare program is on there
189	games
199	for making booklet, note to parents

203	menus and curriculums and schedules (any) crafts and coloring sheets (more) preschool ideas (spec) curriculum ideas and ideas for crafts
207	use power point a little bit
209	games
214	graphic design. else--do data base stuff, file maker pro is the program
219	charts
224	Print out out pictures and calendar
229	play solitaire
262	data processing
303	I do attendance; I do food-ordering, time sheets, staffing analysis
305	we play games with the kids on the computer
317	printing
320	Use for bookwork to look at different rule
338	newsletters
341	design
342	make calendars
357	food program
368	pamphlet designing

Q7a9. (Which of the following statements describe your reservations about getting training over the Internet?) Some other reason (specify)

<u>ID#</u>	<u>Response</u>
6	the accreditation of the program, don't want just anyone putting on a course
15	no more about the course for me
17	I don't know anything about the internet
19	we don't have Internet interaction at the center.
21	I feel that it is really important that myself and my staff to get to gather and net work with other childcare professionals
24	I like the personal contact of meeting other people in class
35	networking in the classroom is missing
42	I just like to be in a class situation with a teacher in front of you and staff around you, can learn visually and share
44	I am not an avid fan of the Internet because I think it is addictive
52	availability
56	better to have one-on-one or in a group, get more feedback
59	you are not able to ask questions, would want more feedback like in a classroom
61	I think you lose out on the dialog among colleagues
62	cost
70	I prefer face to face and interaction with other people
76	rather have face-to-face learning
78	I like the one-on-one of the classroom
79	the course I took, it is easier with someone in the room instructing (else) it is more comfortable than being on computer

- 82 would find it boring
- 85 I think it would be boring
- 95 I like a variety of modalities of learning that involves physical interaction with people. That's motivating to me.
- 112 availability.
- 121 I like classroom settings better. More information because there are more people.
- 130 I would just prefer to have a present instructor
- 135 our training has to be accepted through the state, so it would have to be approved
- 148 we don't have access to the Internet
- 152 The cost
- 158 I would be worried about the modem and getting disconnected
- 160 I am better with the instructor present
- 167 I don't trust the information on the Internet (else) there is so much on the Internet
- 168 some of the requirement needs to be in group setting (else) we are just setting up our computer
- 182 lack of personal interaction
- 185 like to deal with people in person
- 186 like to have the personal contact
- 193 I don't like sitting in front of the computer
- 194 it is better to have hands on
- 196 I don't trust computers that much.
- 199 I like personal interaction better than interaction with computer

- 203 it would probably depend strictly on our state guidelines. It would all depend if our state would count Internet training and approve it
- 205 you prefer doing it in a group setting with a speaker or whatever
- 209 I probably sign up but not finish it.
- 212 I am more interactive
- 217 I learn better in person
- 220 It might depend on how the class is structured.
- 224 I think hands on it better than on computer (else) no. You get more information from the people on the hands on class.
- 226 class study is better
- 227 just for class
- 232 it would be distracting to be by the kids, it is easier to get out at an organized meeting
- 247 more the lack of one on one relations you can get from a class.
- 248 Regarding childcare, they need interaction with person. Meeting face to face would be important for me.
- 249 I would take the course by mail because it will be easier.
- 261 lack of personal contact.
- 262 I prefer the classroom setting. That's my learning style. The Internet doesn't hold the same dynamic. The social atmosphere is fun.
- 273 it's the networking and connecting with other people, and I don't think that would happen over the Internet
- 305 I think when we're working with kids it should be one on one
- 311 There are opportunities here to go workshop
- 317 I just prefer class
- 321 She will be irritate give name and address over the Internet.

- 337 if it was a class that dealt with personal information, I wouldn't want to put my information over the Internet, for privacy reasons
- 341 I like to get out of the office with real people
- 345 I don't think my questions would be answered adequately
- 348 I just don't want to
- 356 I like the personal contact you have with an instructors and classmates
- 362 I like the classroom setting better because it's hands on
- 364 I think it is more fun going to class because of the interactions

Q16i. (Next I'm going to read a list of possible barriers that could prevent your staff from taking a course over the Internet.) Some other barrier (specify)

<u>ID#</u>	<u>Response</u>
6	they would want to know who is putting on the training
26	I think the biggest barrier is because childcare is a human resource strategy, when dealing with a course I believe you need to be able to really interact.
31	cost would be a barrier; daycare is not a high paying career
33	financially might not be ready
38	depends on financial, staff are not happy paying the price of the training we've kind of cost would there be for training over the Internet
39	cost would be a barrier and the whole time thing
52	motivation
53	just time and money for computers and the cost of the courses
57	the cost of Internet service, they don't make much money
63	we do outside training
83	cost, we are not highly paid

- 93 compensation for training hours. Left on their own for expenses.
- 97 some of them are not highly educated.
- 100 cost
- 110 we don't want to be on the Internet
- 121 the enhancement of a classroom setting. One on one interaction with a teacher. You have to be real disciplined to use computer training. It's hard sometimes to get yourself to turn a computer on.
- 125 some staff with visual difficulties
- 130 difficult access to a lot of people to take a course over the Internet
- 133 times that they are offered
- 138 some staff is more geographically remote and that might be a barrier
- 152 cost
- 159 time consuming and don't know if staff would be interested
- 169 monetary barriers
- 188 cost (spec) well, the whole childcare field is a lower-paying wage and this could lessen their chances of having a computer at their home.
- 189 they couldn't afford a class
- 194 it would be too much for them to do, they have families
- 199 I think they prefer interaction with people
- 200 fund, they need money
- 201 personal touch, it's easier to communicate in person
- 210 We have some classes, but staffs are responsible to get rest of the continuing the hours for the rest of the year
- 213 cost
- 220 It depends on schedule of class and how the class will be set up.

241 We need other places
244 cost
248 As I said before, they prefer face-to-face interaction.
249 We bring trainers into the center
253 the lack of finances to upgrade our computers so they could be hooked up to
the Internet
262 if they're not offered for college credit then it would be a barrier
309 our being able to pay them for their time
310 timing is the most difficult. I have 100 staff and it would be difficult to
coordinate Internet access and time management for that number of staff
325 money
331 if there was a large charge or time it was offered
349 cost
352 If it is important us teachers and whether a corporation will pay for it
354 We're closing on September 22.
362 our computer is very slow.
364 cost could be a factor.
366 the training needs are hands on experiences and the Internet does not allow
for that

Q17a. (Would your center be willing to pay for staff training if it is delivered over the Internet?) Why is that?

<u>ID#</u>	<u>Response</u>
16	Well it would be hard to afford all of it, we'd pay just half.
21	If my staff was interested in it but I don't think there is a lot that would be.
29	We don't have a facility to do it.
31	Just because the Internet experience is also something they would use in their personal life, so they would need to absorb some of the cost.
44	Just so I know they are getting good continuing education.
54	To retain our staff
61	I am not sure, if that is the best way to get training.
66	They are paid low enough wages as it is.
73	We do educational assistance and we can reimburse them but we do not pay for staff training.
76	They sponsor our own programs, and would not allow other ways of learning.
82	We are not making any money yet.
89	If they would be willing to take the course I would be willing to invest in that.
93	Child care workers don't make enough money.
96	It's just a small organization and we don't have a need for it. It wouldn't be necessary.
102	I am able to do it myself but I'm boring, not boring but it would be something different. I'm better teaching kids than adults.
128	Look at the situation individually. Time and cost and subject.
130	Like I said I don't think it would be effective, not enough computers on site and not enough time.

- 136 Part of it (Specify) Just so they got it done and were qualified teachers.
- 139 Because of other types of training available that are low cost. (else) Budget.
- 142 Because we can get area six. It is the company that gives us free programs.
- 143 It would depend. It depends on the state regulation.
- 144 If they needed in service and how much it would cost and how valuable it would be.
- 153 I would have a computer for them to use.
- 168 We would if we needed it.
- 173 If it is covered by the grant.
- 198 They don't know how to use computers very well.
- 202 I suppose but we're never going to get the Internet hook-up. (any) I don't have the money.
- 211 I don't think most are interested in it. (else) The time factor, no easy access.
- 212 If it met our needs. (else) It depends on Minnesota rule, how Minnesota would look at that.
- 219 They want to encourage having computers available and want the exposure.
- 223 It would worthwhile and useful.
- 225 It's just too short time for the training. They don't have enough time, so I think it's impossible.
- 226 Because we don't have time.
- 241 Probably not. They would be hard to schedule and it will be expensive.
- 256 Possibly for me because I have more opportunity at the computer than the staff does and they are not going to pay them to take time out.
- 261 Because we pay for the cost of 2 percent of their hours, up to 40 hours.
- 262 If it were reimbursed by having it be counted for college credit it would have to be sponsored.

- 305 They just most of the time shy away from it, my staff is mostly older and hasn't grown up on computers.
- 321 Because you are not providing me with adequate information and how much I have to spend or get from the Internet. Or how much it cost.
- 322 If it is qualify for licensing, I would say yes. If it does not qualify than I would say no. (else) We have a license for work, so if they need the training that is required for work I would say yes.
- 325 Because there is funding available.
- 332 If there was proof that is was completed.
- 344 As long as there was proof that they actually completed the program.
- 354 Because we are closing the center.
- 362 There isn't enough time.
- 363 If we write it in the grant for training.

APPENDIX D
ADMINISTRATIVE VARIABLES

<u>Variable</u>	<u>Description</u>	<u>Page</u>
CDOC	Date interview completed	D-2
CIID	MCSR Interviewer ID number	D-3
TIME	Length of interview	D-4
CCONT	Number of contacts to complete interview	D-5
MONITOR	Interview monitored by MCSR supervisor	D-5

CDOC DATE INTERVIEW COMPLETED

Value	Frequency	Percent	Valid Percent	Cumulative Percent
802	6	2.0	2.0	2.0
803	24	8.0	8.0	10.0
804	32	10.6	10.6	20.6
807	14	4.7	4.7	25.2
808	23	7.6	7.6	32.9
809	30	10.0	10.0	42.9
810	29	9.6	9.6	52.5
811	14	4.7	4.7	57.1
814	19	6.3	6.3	63.5
815	14	4.7	4.7	68.1
816	15	5.0	5.0	73.1
817	10	3.3	3.3	76.4
818	8	2.7	2.7	79.1
821	4	1.3	1.3	80.4
822	15	5.0	5.0	85.4
823	5	1.7	1.7	87.0
824	3	1.0	1.0	88.0
825	8	2.7	2.7	90.7
828	3	1.0	1.0	91.7
829	7	2.3	2.3	94.0
830	6	2.0	2.0	96.0
831	3	1.0	1.0	97.0
901	1	.3	.3	97.3
905	3	1.0	1.0	98.3
906	5	1.7	1.7	100.0
Total	301	100.0	100.0	

CIID		MCSR INTERVIEWER ID NUMBER		
Value	Frequency	Percent	Valid Percent	Cumulative Percent
6	21	7.0	7.0	7.0
8	66	21.9	21.9	28.9
15	18	6.0	6.0	34.9
16	3	1.0	1.0	35.9
17	11	3.7	3.7	39.5
19	4	1.3	1.3	40.9
20	21	7.0	7.0	47.8
21	29	9.6	9.6	57.5
25	6	2.0	2.0	59.5
35	15	5.0	5.0	64.5
38	21	7.0	7.0	71.4
39	39	13.0	13.0	84.4
42	23	7.6	7.6	92.0
43	2	.7	.7	92.7
44	22	7.3	7.3	100.0
Total	301	100.0	100.0	

TIME	LENGTH OF INTERVIEW			Valid Percent	Cumulative Percent
	Value	Frequency	Percent		
	5	2	.7	.7	.7
	6	22	7.3	7.3	8.0
	7	42	14.0	14.0	21.9
	8	49	16.3	16.3	38.2
	9	38	12.6	12.6	50.8
	10	54	17.9	17.9	68.8
	11	33	11.0	11.0	79.7
	12	21	7.0	7.0	86.7
	13	12	4.0	4.0	90.7
	14	12	4.0	4.0	94.7
	15	8	2.7	2.7	97.3
	16	2	.7	.7	98.0
	18	2	.7	.7	98.7
	19	1	.3	.3	99.0
	20	1	.3	.3	99.3
	21	1	.3	.3	99.7
	25	1	.3	.3	100.0
	Total	301	100.0	100.0	

CCONT NUMBER OF CONTACTS TO COMPLETE INTERVIEW

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1	76	25.2	25.2	25.2
2	66	21.9	21.9	47.2
3	46	15.3	15.3	62.5
4	22	7.3	7.3	69.8
5	26	8.6	8.6	78.4
6	19	6.3	6.3	84.7
7	15	5.0	5.0	89.7
8	9	3.0	3.0	92.7
9	8	2.7	2.7	95.3
10	2	.7	.7	96.0
12	1	.3	.3	96.3
13	3	1.0	1.0	97.3
14	1	.3	.3	97.7
15	1	.3	.3	98.0
16	1	.3	.3	98.3
17	4	1.3	1.3	99.7
18	1	.3	.3	100.0
Total	301	100.0	100.0	

MONITOR INTERVIEW MONITORED BY MCSR SUPERVISOR

Value	Frequency	Percent	Valid Percent	Cumulative Percent
Yes 1	55	18.3	18.3	18.3
No 2	246	81.7	81.7	100.0
Total	301	100.0	100.0	

APPENDIX E

ADMINISTRATIVE FORMS

Appendix E contains brief explanations for the contact record disposition categories and copies of the administrative forms used in the Survey of Child Care Center Directors. There were two primary administrative forms: the contact record with callback/refusal forms on the back, and the interviewer introduction. Contact records were used to record the time and status of each attempted contact with a respondent, the interviewer ID, and the final disposition of each attempted contact.

<u>Form</u>	<u>Page</u>
Interviewer Introduction	E-2
Answering Machine Message	E-2
Verification Script	E-3
Contact Record	E-4
Callback/Refusal Form	E-5
Contact Record Disposition Categories	E-6
Statement of Professional Ethics	E-7

INTERVIEWER INTRODUCTION

- A. Hello, may I please speak to the director of the child care center? (GET NAME)
- B. Hello, my name is _____. I'm a student calling from the University of Minnesota.
- C. We're conducting a study for Resources for Child Caring in St. Paul, Minnesota, about new training options for child care professionals. I'd like to ask you some questions about the training needs and experiences for you and the staff at your Center.
- D. The survey will take less than ten minutes. Your answers will be put with a lot of other people's, so you can't be identified in any way. If there are questions you don't care to answer, we'll skip over them. Okay, let's begin.

ANSWERING MACHINE MESSAGE

This is _____ calling from the University of Minnesota. We're conducting a study about new training options for child care professionals. Your child care center was selected to participate in our study, and we'll be calling you back another day. Or, to make sure your opinion is counted, you may call us collect at 612-627-4300. Thank you.

VERIFICATION SCRIPT

Child Care Center Directors Survey

A. May I please speak with _____?

WHEN CORRECT PERSON IS ON THE PHONE:

B. Hello, my name is _____. I'm a student calling from the University of Minnesota.

C. I'm just calling to verify that you were interviewed on (DATE) by one of our interviewers. The survey was about a number of topics concerning child care training over the Internet. Do you recall this interview?

D. **WHEN VERIFIED:** Thank you very much!

Callback time:

CONTACT RECORD (CATI SURVEY)

[ID# _____]

DATE: _____
TIME: _____

(CODER USE ONLY)
ID _____

- | | |
|-------------------------|-------------------------|
| Completed | Completed |
| Partial | Partial |
| No answer/busy | No answer/busy |
| Ans Machine/left msg | Ans Machine/left msg |
| # disc/not working | # disc/not working |
| Not a child care center | Not a child care center |
| Phys/lang problem | Phys/lang problem |
| 1st Refusal | 1st Refusal |
| 2nd Refusal | 2nd Refusal |
| Callback | Callback |
| Other | Other |

INTERVIEWER: _____
CONTACTS: _____

DATE: _____
TIME: _____

- | | |
|-------------------------|-------------------------|
| Completed | Completed |
| Partial | Partial |
| No answer/busy | No answer/busy |
| Ans Machine/left msg | Ans Machine/left msg |
| # disc/not working | # disc/not working |
| Not a child care center | Not a child care center |
| Phys/lang problem | Phys/lang problem |
| 1st Refusal | 1st Refusal |
| 2nd Refusal | 2nd Refusal |
| Callback | Callback |
| Other | Other |

REPAIR OPERATOR
(after 4 NAs or busy):
Dial 1-800-573-1311
Date: ___/___
I-ID _____
Working 01
Not working 02
Business 03
Other (SPEC) 04

INTERVIEWER: _____
CONTACTS: _____

TIME START _____

SUPERVISOR: _____

TIME END _____

EDITED: Y N BY: _____

INTERVIEW IN MIN _____

INTERVIEWER ID# _____

CALLBACK FORM				
	Date ___ / ___	Date ___ / ___	Date ___ / ___	Date ___ / ___
Speak with resp in person?	Yes / No	Yes / No	Yes / No	Yes / No
Respondent is:	F / M / DK	F / M / DK	F / M / DK	F / M / DK
Respondent's name:	_____	_____	_____	_____
Who arranged callback?	Resp / Else	Resp / Else	Resp / Else	Resp / Else
Callback Time:	___:___	___:___	___:___	___:___
Date:	___/___	___/___	___/___	___/___
Was appointment:	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?
Was resp open/cooperative?	Yes / No / DK	Yes / No / DK	Yes / No / DK	Yes / No / DK
Comments/Information:	_____			

REFUSAL FORM	
Respondent is:	Female / Male
Was respondent person who refused?	Yes / No
Person answering phone was:	Female / Male
Did they seem very busy or inconvenienced?	Yes / No / Uncertain
At what point was the interview terminated?	_____

What reasons were given for refusal?	_____

What arguments were employed by the interviewer?	_____

Other comments or information:	_____

CONTACT RECORD DISPOSITION CATEGORIES

There were 10 possible disposition categories for each contact that was made. A brief explanation for each of these disposition categories is presented below.

<u>Disposition</u>	<u>Explanation</u>
Completed	All questions in the interview schedule were asked.
Partial	The interview began, but was not completed. In such a case, interviewers were instructed to schedule an appointment to finish, and fill out the callback form on the back of the contact record. If a respondent declined to complete the interview, the refusal form was completed.
No Answer/Busy	All attempts during a shift resulted in the phone ringing six times without being answered; or every attempt to contact the person during the shift resulted in a busy signal. If the respondent could not be contacted on a minimum of 6 separate shifts, the telephone number was eliminated.
Answering Machine/ left message	Each time a respondent's answering machine was reached, the interviewer left a message stating the nature of the survey and that she or he would receive another call from MCSR. The message also suggested that the respondent call MCSR to ensure inclusion of her or his opinion.
Disconnected/not working	The number was not in operation.
Not a child care center	The number was not for a child care center.
Physical/Language problem	Respondent was reached, but could not complete the interview, for example, because of illness or hearing impairment
Refusal and Second refusal	The respondent declined to participate, even following appropriate prompts by the interviewer. Interviewers were instructed to complete the refusal form.
Callback	A callback was scheduled. The appointment form was filled out.
Other	Reserved for contingencies not covered by the other dispositions, for example, respondent will call back to MCSR.

