

# Evaluation of the Illinois Great START (Strategies to Attract and Retain Teachers) Program

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## Executive Summary

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To improve the retention and education of Illinois child care practitioners of children whose families needed full-time and full-year child care, the Great START (Strategies to Attract and Retain Teachers) program was created to offer monetary incentives to child care providers who currently work in full-time<sup>1</sup> Department of Children and Family Services (DCFS) licensed child care programs in Illinois, and who exceed minimum education requirements for their position, and remain with their current employer. To evaluate the success of the program, a total 1,858 telephone interviews were completed with 946 Great START participants who entered the program between April 2001 and June 2003.

### Demographics of Participants Interviewed

- Average age was 38 years
- The majority were female (99%)
- Participants worked an average of 43 hours/week
- Region worked:
  - 20% in the City of Chicago
  - 27% in suburban Cook
  - 53% in remaining Illinois counties
- Type of Care:
  - 77% worked in centers
  - 23% in family child care homes
- Past Experience:
  - 61% had past child care position
- Highest education level:
  - 17% had some college, no degree
  - 43% had an Associates degree in Early Childhood Education (ECE)
  - 10% had an Associates degree, no ECE
  - 13% had a Bachelors/Masters degree, ECE
  - 18% had a Bachelors/Masters degree, no ECE
- Current credentials:
  - 26% had a Child Development Associate Credential (CDA)

### Does Great START Promote Retention?

- Overall Attrition from Great START (did not renew):
  - 17% in FY02
  - 13% in FY03
  - This rate is much lower than that of the field in general
- Intent to Stay in Current Position
  - Over 90% of participants interviewed reported that Great START made them want to stay in their current position longer
  - Breaking this down by participants' education level, those with an ECE degree were the most likely to say that Great START made them want to stay in their current position longer

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<sup>1</sup> Full-time programs are defined as operating 8 or more hours per day for 49 or more weeks per year.

- Job Commitment
  - Over 90% reported that Great START made them more committed to their job
- Commitment to the Child Care Field
  - Over 90% reported that Great START made them more committed to the child care field
- Considerations of Leaving Current Position
  - Less than 15% reported that they had considered leaving their current positions before being eligible for Great START as well as after being eligible; however, the reasons reported for considering leaving significantly changed after entering Great START shifting from low wages to working conditions

#### Does Great START Promote Education?

- 87% of those interviewed reported they were motivated by Great START to pursue additional education
- In their follow-up interviews, about 1 out of 5 reported they had enrolled or completed courses since their first interview. Of those, almost two-thirds reported they had pursued more education to move up on the Great START wage supplement scale.
- About 2 out of 5 participants reported they had encountered barriers to pursuing more education; but, barriers did not significantly affect educational motivations or pursuits

#### What is the Program Satisfaction Level?

- 99% of participants reported having high satisfaction with the program
- Over 80% of center directors interviewed reported Great START made it easier to retain staff and Great START improved staff morale
- Almost all participants (98%) felt more valued as a child care professional because of Great START

## Chapter 1: Introduction

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Every day millions of young children in the United States spend part of their day in child care settings. Latest figures find that nearly three-quarters (73 percent) of children under age five with employed parents were in an arrangement other than care by a parent<sup>2</sup>. This statistic represents 8.7 million preschool children in child care arrangements nationwide. Parents rely on these child care services for their children while they are working. In addition, families seek high quality child care settings to ensure that their children will be successful when they enter elementary school.

A substantial body of child care research has sought to identify what factors constitute high quality care. Factors consistently found associated with high quality care include wages, education and retention of the child care workforce<sup>3</sup>. Despite the association between workforce stability and the quality of care provided, child care provider turnover has been acknowledged as a national problem within the child care industry for over twenty years. In the first longitudinal study of turnover among child care center staff in California, turnover among center staff during the six years of the study exceeded 80 percent<sup>4</sup>. On average, centers had a turnover rate of 30 percent per year. The 2003 Illinois Salary and Staffing Survey<sup>5</sup> found that the early childhood teacher turnover rate in licensed child care centers in Illinois was 38 percent over the past two years.

Turnover among family child care home providers is also alarmingly high. According to the National Association for the Education of Young Children (NAEYC)<sup>6</sup>, the annual turnover rate for family child care providers ranges from 40 to 60 percent. Family child care turnover can have a more damaging impact than center turnover in the sense that even when a child care teacher leaves a center, other staff in the program can maintain some degree of continuity. In contrast, because family child care providers are typically sole proprietorships, when they decide to leave the field, parents and children are forced to make new child care arrangements.

One of the primary reasons for this high turnover of the child care workforce is low wages. The importance of the relationship between compensation and turnover is underscored by research that has found that centers with higher wages have lower turnover rates. Yet, child care staff tend to be among the lowest paid workers in the United States. In 2001, the mean wage was \$8.16 per

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<sup>2</sup> Sonenstein, F.L., Gates, G. J., Schmidt, S., & Bolshun, N. (2002). Primary child care arrangements of employed parents: Findings from the 1999 National Survey of America's Families. Washington, DC: Urban Institute.

<sup>3</sup> Park-Jadotte, J.; Golin, S., & Gault, B. (2002). Building a stronger child care workforce: A review of studies of the effectiveness of public compensation initiatives. Washington, DC: Institute for Women's Policy Research.

<sup>4</sup> Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). Then and now: Changes in child care staffing, 1994-2000. Washington, DC: Center for the Child Care Workforce.

<sup>5</sup> Ramsburg, D., Montanelli, D., & Rouge, E. (2004). Illinois Salary and Staffing Survey of Licensed Child Care Facilities: FY 2003. Springfield, IL: Illinois Department of Human Services.

<sup>6</sup> Kontos, S. (1992). Family day care: Out of the shadows and into the limelight. Washington, DC: National Association for the Education of Young Children.; (NAEYC).(1995). Position statement on quality, compensation and affordability. Washington, DC: Author.

hour for all child care workers<sup>7</sup>, with preschool teachers earning \$10.07 per hour. In Illinois, child care center teachers earned an average hourly wage of \$9.24 per hour.<sup>8</sup>

A second related factor to compensation and turnover is the education level of the workforce. Staff with higher levels of education tend to earn higher wages, and have been found to be more likely to remain with their current employer. These studies also find that more highly educated staff have been repeatedly associated with better developmental outcomes for children<sup>9</sup>.

Based on this research highlighting the relationship between wages, education and retention, several compensation initiatives have been introduced across the country to increase wages and education levels and decrease turnover. According to Urban Institute<sup>10</sup>, 37 states and Washington, D.C have instituted programs designed to improve child care worker compensation. These programs vary widely in their scope and methods used to address issues of workforce compensation and development. These programs use either indirect or direct approaches to address retention and compensation issues for child care providers. Indirect approaches are based on the assumption that better educated providers will provide higher quality care, and therefore demand better compensation. Examples of indirect compensation initiatives are scholarship programs like T.E.A.C.H. (Teacher Education and Compensation Helps) or professional development grant programs.

With a direct approach initiative, states provide increased compensation or benefits directly to a child care practitioner. Initiatives typically offer child care providers wage supplements or access to benefits, such as health insurance, based on whether the provider or center fulfills a specific set of eligibility criteria. Direct approaches are less common than indirect initiatives. As of 2000, 12 states had initiated such programs. Of these, 10 states and the District of Columbia offered wage supplement programs. Four states (California, Michigan, North Carolina and Rhode Island) had programs designed to increase providers' access to affordable health insurance.

Both California and North Carolina have been national leaders in developing programs aimed at increasing compensation while reducing turnover. In 1997, California developed the CARES (Compensation and Retention Encourages Stability) program, which aimed at encouraging workforce stability through wage enhancements<sup>11</sup>. While initially the CARES program was a county level initiative, 1998's Proposition 10 created \$700 million in new tobacco tax revenue to be allocated to early childhood programs throughout California. A portion of this money (\$15

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<sup>7</sup> Bureau of Labor Statistics. (2001). 2001 National Occupational Employment and Wage Estimates. Washington, DC, Bureau of Labor Statistics.

<sup>8</sup> Ramsburg, D., Montanelli, D., & Rouge, E. (2002). 2001 Illinois Salary and Staffing Survey of Licensed Child Care Facilities. Springfield, IL: Illinois Department of Human Services.

<sup>9</sup> Cost, Quality, and Child Outcomes Study Team. (1995). Cost, quality and child outcomes in child care centers, executive summary. Denver, CO: Economics Department, University of Colorado at Denver.; National Institute of Child Health and Human Development (NICHD) Early Childhood Research Network, (1999). NICHD study of early child care. Washington, DC: NICHD.

<sup>10</sup> Twombly, E., Montilla, M., & De Vita, C. (2001). State initiatives to increase compensation for child care workers. Washington, DC: Urban Institute.

<sup>11</sup> Burton, A., Mihaly, J., Kagiwada, J., & Whitebook, M. (2000). The CARES Initiative in California: Pursuing public policy to build a skilled and stable workforce, 1997-2000. Washington, DC: Center for the Child Care Workforce.

million) was designated to specifically fund teacher retention and compensation initiatives. As a result, the CARES program has been replicated in over 35 counties throughout California<sup>12</sup>.

California CARES has conducted an independent evaluation of their program, and preliminary results have found positive reactions to the program. Center directors have reported increased retention rates. In addition, providers' sense of professionalism and self worth has also increased<sup>13</sup>. Evaluators have found that enrollment in child development classes in community colleges also has increased. In one county there has been a significant rise (234 percent) in applications for the child development permit following the implementation of the CARES program. Statewide there was only a 24 percent increase in applications for this permit. These numbers seem to indicate that providers are seeking to gain this additional credential to either satisfy the requirements of the program and/or increase their level of knowledge and professionalism.

In 1994, North Carolina developed the Child Care WAGE\$ program aimed at reducing child care turnover. The Child Care Services Association began a pilot program in Orange County that provided wage supplements to child care providers who met certain eligibility requirements. To participate, applicants must have an education level beyond a high school diploma, work in a licensed child care facility caring for children between 0-5 years of age, and earn less than \$14.45 per hour for a minimum of 10 hours per week (Child Care Services Association, 2002). Child Care WAGE\$ is funded through a combination of Smart Start Partnerships and state funds, and now is offered statewide.

North Carolina has not yet conducted an independent evaluation of the WAGE\$ program, however, internal data has been collected on the effectiveness of the program. According to Child Care Services Association, turnover rates among program participants are 11 percent and 57 percent of the participants have increased their education since beginning the program.

In this report, we present the evaluation findings from the Illinois compensation initiative, Great START (Strategies to Attract and Retain Teachers). We begin with an overview of the Great START program, including the purpose and history of the program, program features, and target population. The overall evaluation plan is outlined, followed by presentation of key findings. The report concludes with a discussion of key findings, and implications for future program efforts.

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<sup>12</sup> Caspary, K., Gilman, E., & Hamilton, M. (2002). Alameda Child Development Corps: Year 1 qualitative implementation study. Berkeley, CA: Policy Analysis for California Education, University of California-Berkeley and Stanford University.

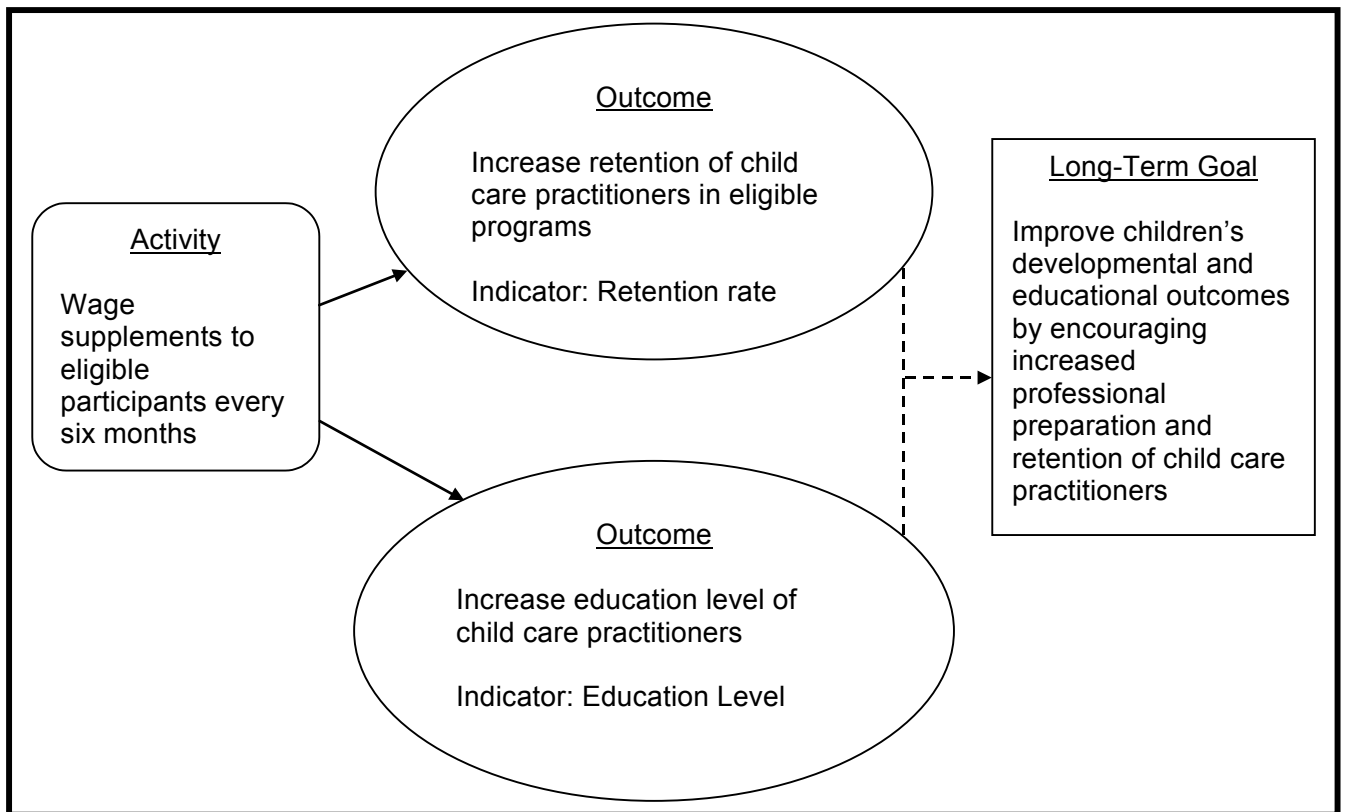
<sup>13</sup> Caspary, K., Giokas, M., & Veldhuis, H. (2002). San Francisco CARES program: Year 1 qualitative implementation study. Berkeley, CA: Policy Analysis for California Education, University of California-Berkeley and Stanford University.

## Chapter 2: Great START Program Overview

In June 2000, HB 4021 was signed into law to create the Illinois Great START (Strategies to Attract and Retain Teachers) program. In an attempt to improve the retention and education of Illinois child care practitioners, Great START was designed to offer monetary incentives to child care practitioners who work in full-time<sup>14</sup> Illinois Department of Children and Family Services (DCFS) licensed child care programs, exceed minimum education requirements for their position, and remain with their current employer.

The long-term program goal of Great START is to improve children’s developmental and educational outcomes by encouraging increased professional preparation and retention of child care practitioners in licensed child care facilities in Illinois. Grounded in research, it is expected that as the workforce stabilizes and becomes more educated, children will benefit from the higher quality of care provided by these well-educated and stable practitioners. Great START provides child care practitioners with wage supplements every six months as long as they remain with their current employer and exceed the DCFS educational requirements for their position. Practitioners who continue to advance their formal education or obtain additional credentials, such as the Illinois Director’s Credential, are rewarded with increased supplement amounts as they achieve higher educational levels. Figure 1 provides an illustration of the Great START program conceptual model.

Figure 1. Great START Program Model



<sup>14</sup> Full-time programs are defined as operating 8 or more hours per day for 49 or more weeks per year.

## Program Development

A committee of child care practitioners, educators, advocates, and researchers was convened in July 2000 by the Illinois Department of Human Services (IDHS) to develop program rules for Great START. Key to the success of the program was creating a wage supplement scale that rewarded child care recipients who had attained educational levels beyond minimums required for licensing. The committee believed it was important to create a meaningful scale with differential awards that could be implemented in phases over time as funding for Great START increased, rather than award smaller wage supplements to a larger pool of eligible recipients. The Great START wage supplement scale is presented in Appendix A.

Four Great START program objectives were identified to guide meaningfulness of the program:

- 1) Reward child care professionals by supplementing their income based on educational attainments beyond DCFS licensing standards for their position.<sup>15</sup>
- 2) Award wage supplements directly to individual providers on a six-month schedule based on continued employment in the same program.
- 3) Allow child care programs to retain staff in centers and allow family child care home providers to maintain their programs, increasing child care quality level by providing consistent care.
- 4) Build upon and complement the Illinois T.E.A.C.H.<sup>®16</sup> Early Childhood Scholarship Project.

## Program Eligibility

Eligibility for the Great START program was tied to available funding for the program. Because initial funding of the program was \$3 million, the committee struggled to identify criteria that limited the pool of eligible recipients while still creating an effective program.

Criteria selected include a mix of facility-based criteria (facility licensing status and program operation hours); and individual staff criteria (position worked, education level, work hours, tenure in current position, and hourly wages earned). Great START was targeted to practitioners caring for children whose families needed full-time and full-year child care.

By having a salary cap, the committee wanted to ensure that the program resources were directed to the majority of child care providers at the lowest wage and salary levels. In 2001, the average Director salary was \$10.32 per hour, early childhood teachers earned an average of \$9.24 per hour, and assistant teachers earned an average of \$7.41<sup>17</sup>. As funding increased in FY02 and FY03, some eligibility criteria were relaxed and additional options for eligibility were opened to allow more practitioners access to Great START. As a result, Great START has three implementation phases, with different eligibility criteria for each (Table 1).

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<sup>15</sup> Licensing standards for eligible positions are described in Appendix B.

<sup>16</sup> Teacher Education and Compensation Helps

<sup>17</sup> Ramsburg, D., Montanelli, D. & Rouge, E. (2002, March). *2001 Illinois Salary and Staffing Survey: Child Care Centers and Family Child Care Home Providers*. Springfield, IL: Illinois Department of Human Services.

Table 1. Program Eligibility Criteria by Implementation Phase

Eligibility Criteria	FY2001: Phase I	FY2002: Phase II	FY 2003: Phase III
Program Criteria	Illinois child care center or family child care home licensed by DCFS		
Program Criteria	Operate a full-day and full-year schedule*		
Individual Criteria	Current position is Early Childhood Teacher, Early Childhood Assistant Teacher, Family Child Care Home Provider, Family Child Care Home Provider Assistant, Family Child Care Group Home Provider, Family Child Care Group Home Provider Assistant, School-Age Worker, School-Age Assistant, or Center Director		
	Have designated educational degree or credential on one of 6 open Great START levels/options for position	Have designated education hours, degree, or credential on one of 19 open Great START levels/options for position	Have designated education hours, degree, or credential on any Great START level/option for position (Total 31 options/levels)
	Work 30 hours per week at eligible program	Work 15 hours per week at eligible program	
	Tenure minimum of two years	Tenure minimum of one year	
	Earn less than \$15 per hour		

\* Full-day is defined as minimum 8 hours per day and full-year is defined as minimum 49 weeks per year.

### Program Administration

Great START is funded and administered by IDHS, who contracts with the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to carry out daily program operation. The Great START program director and staff are housed in the INCCRRA office.

All Great START applications and relevant materials are submitted to the INCCRRA office for program staff to determine eligibility. New applications are accepted on an ongoing basis. Applications are processed in the order they are received. Employers are responsible for verifying wage and employment information on the application.

Eligibility decisions are made within 30 working days of receipt of completed application materials. Applicants who are found eligible receive their checks by the 15<sup>th</sup> of the month following their eligibility date. The INCCRRA office authorizes and sends out monthly Great START payments. The six-month Great START wage supplements range from \$150 to \$1,950.

Renewals occur every six months from the month of original determination. Renewal applications are sent to participants one month prior to their renewal date. Practitioners are required to submit renewal applications, including employment and wage documentation within 30 days after renewal eligibility date. As long as a practitioner remains with the same employer and continues to meet other eligibility requirements, they receive a wage supplement upon renewal at six-month intervals. In order to increase the amount of their supplement, a practitioner must increase their education to move to a higher Great START level.

## Chapter 3: Evaluation Overview

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The evaluation of the Great START program was conducted in two stages. First, an interim report released in December 2002 focused on evaluating program implementation and the success of meeting program objectives during partial implementation. This final report focuses on evaluating the success of the program once fully implemented. The evaluation period covered in this report is April 2001 through June 2003.

This evaluation is guided by three principal questions:

- 1) Does the Great START program promote retention?
- 2) Does the Great START program increase education levels?
- 3) What is the program satisfaction level with the Great START program?

### Data Collection

In an attempt to answer the three evaluation questions, data were collected via two sources: 1) the Great START administrative database, and 2) telephone surveys of a random sample of participants.

#### Great START Administrative Database

The Great START administrative database was used to summarize basic demographic characteristics of applicants to the Great START program between April 1, 2001 and June 30, 2003. As shown in Table 2, 6,971 child care practitioners applied for the Great START program in that period. Of those, 4,746 were found eligible for the program (68 percent). Beginning November 2001 (FY 2002), the first eligible Great START participants reached their renewal date. In FY02, 2,102 out of 2,526 Great START participants were found eligible for renewal (83 percent). In FY03, 5,364 out of 6,133 Great START participants were found eligible for renewal (87 percent). Less than 1 out of 5 eligible renewals did not submit their renewal application or were found ineligible upon renewal (program attrition).

The majority (88%) of participants work in child care centers. Three-fourths of participants have an Associates degree or higher, with at least 15 hours in Early Childhood Education. The annual average wage supplement provided is \$1,500 per recipient.

Table 2. Great START Applicants and Renewals by Eligibility

	FY 2001	FY 2002	FY 2003	To Date
Applicants	1,732	3,253	1,986	6,971
Eligible	924	2,292	1,530	4,746
% Eligible	53%	70%	77%	68%
Renewals	n/a	2,526	6,133	
Eligible	n/a	2,102	5,364	
% Eligible	n/a	83%	87%	
Program Attrition Rate*	n/a	17%	13%	

\* Program attrition rate is the percentage of eligible renewals who did not submit a renewal application or were found ineligible upon renewal.

### Telephone Surveys with Great START Participants

To provide supplemental information on the impact of the Great START program on participants, we conducted telephone survey interviews with a random sample of Great START participants. Separate survey instruments were developed for centers and family child care homes each with questions aimed at collecting limited demographic, education, and work experience information along with determining:

- Intent to stay in current program before and after applying for Great START;
- Job commitment and commitment to the child care field;
- Factors that contribute to turnover in child care;
- Educational attainments before and after applying for Great START;
- Educational motivation;
- Barriers to pursuing additional education;
- Center director’s perceptions of the Great START program; and,
- Program satisfaction.

For the survey of participants, the Great START program director made the entire Great START database available for download every six months, beginning January 2002. This file contained all Great START applicants from the previous six months. The Illinois Statistics Office (ISO) at the University of Illinois at Urbana-Champaign was sent this data file to draw a random stratified sample of eligible applicants, using three stratification criteria:

- 1) Program Entry: Phase I entry, Phase II entry, or Phase III entry (see Table 1);
- 2) Type of Program: Child care center or family child care home<sup>18</sup>; and,
- 3) Work Location: City of Chicago, Cook and surrounding collar counties, downstate.

Other sampling criteria (e.g. Great START level), and other criteria factors (e.g., more geographic regional breakdowns) were considered. However, the more criteria and factors used to stratify the sample, the smaller the data analysis cells that result. That is, fewer cases per criteria would have been available for analyzing results, likely yielding few significant findings. Therefore, we chose to limit our sampling criteria to maximize our significant findings.

<sup>18</sup> Group family child care homes were combined with family child care home data for ease of analysis since the number of group family child care home providers was too small to yield any significant differences.

Evaluation staff conducted telephone survey interviews with participants. Interviewers were trained using a survey protocol developed by the evaluation director. The protocol instructed interviewers to contact potential respondents at their workplace. Once the potential respondent was reached, they would be read the survey consent form, and asked if they would like to participate. If the provider was not interested, then the call was terminated. If the provider was interested, interviewers would arrange a time to conduct the survey interview. The average length of an interview was 15 minutes.

Telephone survey interviews were conducted during four data collection periods. These data collection periods allowed cross-sectional data to be gathered from surveys of new applicants every six months. In addition, follow-up surveys were conducted to allow for longitudinal comparisons. Tables 3-5 present the response rates for these data collection periods.

- 1) Data collection period one covers April 2002 through June 2002. First interviews in this period were conducted with Great START participants who entered the program between April 2001 and December 2001 (FY 2001 and the first half of FY 2002).
- 2) Data collection period two covers September 2002 through December 2002. First interviews in this period were conducted with Great START participants who entered the program between January 2002 and June 2002 (second half of FY 2002). Follow-up one interviews were conducted with participants interviewed during data collection period one.
- 3) Data collection period three covers February 2003 through May 2003. First interviews in this period were conducted with Great START participants who entered the program between July 2002 and December 2002 (first half of FY 2003). Follow-up one interviews were conducted with participants interviewed during data collection period two.
- 4) Data collection period four covers August 2003 through December 2003. First interviews in this period were conducted with Great START participants who entered the program between January 2003 and June 2003 (second half of FY 2003). Follow-up one interviews were conducted with participants interviewed during data collection period three. Follow-up two interviews were conducted with participants interviewed during data collection period one and data collection period two.

Table 3. Response Rate for First Interviews with Participants by Data Collection Period

Data Collection Period	1	2	3	4
Completions	331	204	199	212
Refusals	23	12	5	0
Wrong #/Phone Disconnect	29	62	21	0
Out of Population *	50	24	22	0
Total Calls Made	433	302	247	212
Total Excluding Out of Population	383	278	225	212
Response Rate	86%	73%	88%	100%

\* Out of Population included those who have left their positions or who were on temporary leave during study period.

Table 4. Response Rate for Follow-up Interviews with Participants

Data Collection Period	1	2	3	4
1 <sup>st</sup> Interview Completions	331	204	199	212
Follow-Up 1 Completions	267	167	140	
Follow-Up 1 Out of Population*	50	20	15	
Follow-Up 1 Response Rate	95%	88%	76%	
Follow-Up 2 Completions	207	131		
Follow-Up 2 Out of Population	16	8		
Follow-Up 2 Response Rate	82%	82%		

\* Out of Population included those who left their positions or who were no longer eligible for Great START.

Table 5 presents the number of participants interviewed and the total number of interviews completed for this evaluation. A total of 946 Great START participants were interviewed, with a total of 1,858 initial and follow-up interviews completed with those participants. It is important to note that only 199 of the 411 FY 2003 participants interviewed were “eligible” for a follow-up interview. This is because our final interview period (January through June 2003) is when the remaining 212 participants were *first* interviewed.

Table 5. Number of Survey Interviews Completed by Fiscal Year that Participants Entered Great START

Year Entered Great START	1 <sup>st</sup> Interview	Follow-Up 1	Follow-Up 2	Total # Interviews
FY2001	151	117	103	371
FY2002	384	317	235	937
FY2003	411	140*		551
Total # Participants Interviewed	946	574	338	1,858

\* Only 199 out of 411 FY2003 participants were eligible for a follow-up interview.

## Data Analysis

Responses to survey questions were directly entered into SPSS statistical software files for analysis. The ISO conducted data analyses on all survey questions, and performed tests of significant differences.

## Limitations of Evaluation

The primary limitation of this evaluation is the lack of a comparison (control) group to adequately measure the impact of the Great START program on child care practitioners. While

we found several significant relationships between our measures, we cannot clearly state that any significant findings were solely attributable to the Great START program. It is very difficult to obtain a control group for measuring impact in child care because we have no way of identifying the child care workforce population. No database of individuals working in child care facilities exists so we do not know the size or characteristics of the workforce. As a result, whenever programs aimed at delivering services to practitioners in child care programs are developed, we will always be handicapped in knowing how well we are reaching the intended audience for the services. In addition, we will be limited in our ability to attribute any effects of the program on those who participate since we will not be able to identify a representative control group.

Another limitation was the change in program eligibility requirements during each implementation phase. This change affected the sampling for the survey interviews, resulting in using program entry phase as a sampling criterion, reducing the opportunity to consider other important criteria for sample stratification.

This change in eligibility requirements also affected data analysis as we had to test for significant differences between participant program entry phases throughout all evaluation periods. That is, because the eligibility requirements for each entry phase vary, we had to explore the impact of these varying eligibility requirements on each evaluation question, which made analyses more complex.

## Chapter 4: Great START Survey Findings

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This chapter presents the findings from the telephone survey interviews with 946 Great START participants<sup>19</sup>. After presenting basic demographic information on the survey respondents, findings are organized according to the impact of Great START on child care provider retention, the impact on education, and satisfaction with the Great START program. We have three timepoints in which we collected information from participants. Time 1 is during first interviews with participants. Time 2 is the first follow-up interview with participants in our sample. Time 3 is the second follow-up interview with participants in our sample.

The first question we asked all participants was how they learned about the Great START program. To inform potential applicants about the Great START program, INCCRRA mailed out over 16,000 applications to all licensed child care centers, family and group child care home providers, and to a statewide child care association membership list. Great START staff attended meetings and conferences to promote the program. Application materials also were made available on the INCCRRA website. CCR&Rs were used for marketing and outreach of the Great START program. CCR&Rs received all applications and program materials so they could distribute them at provider meetings, trainings, outreach events, and conferences. They included announcements and Great START information in their newsletters and other mailings to providers.

As shown in Table 6, most participants learned about the Great START program through their center directors.

Table 6. How Did Participants Learn about Great START (n = 946)

Source	Percentage
Center Director	39%
Another Provider	22%
CCR&R	14%
Mailing (not specified)	8%
Local Child Care Organization	5%
INCCRRA	4%
College class	3%

### Demographic Characteristics of Survey Respondents

The average age of Great START participants interviewed was 38 years, with a range from 18 to 70 years. The majority of participants interviewed were female (99 percent). Three-fourths of participants interviewed worked in child care centers (Table 7). Great START participants worked an average of 43 hours per week, with a range from 25 to 60 hours per week.

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<sup>19</sup> Great START participants are defined as anyone who applied for the Great START program between April 1, 2001 and June 30, 2003 and were found eligible for the program.

Those interviewed were roughly split in half by region worked between Cook and collar counties (47 percent) and the remaining Illinois counties (Table 7). In assessing the representativeness of our sample in comparison to the Great START population as a whole, we found that 49 percent of all Great START participants worked in Cook and the collar counties, and, 51 percent worked in the remaining Illinois counties. As another check, we looked at the distribution of child care slots across the state and found that roughly 51 percent of the slots are located in the City of Chicago, Cook and the collar counties and 49 percent are located in the remaining Illinois counties. Based on these two comparisons, we believe that our sample of participants interviewed is representative of all geographic regions in Illinois.

Table 7. Great START Participants by Type of Care and Region Worked (N = 946)

		Number	Percentage
Type of Care	Family Child Care	214	23%
	Child Care Center	732	77%
	<i>Early Childhood Teacher</i>	485	66%
	<i>Early Childhood Assistant Teacher</i>	107	15%
	<i>School-Age Worker</i>	7	1%
	<i>Director</i>	106	15%
Geographic Region Worked	City of Chicago	189	20%
	Cook & collar counties	259	27%
	Remaining Illinois counties	497	53%

Great START participants interviewed had worked an average of 5 years in their current position, with a range from 1 to 40 years (Table 8). Almost two-thirds (61 percent) of participants interviewed had worked in a past child care position. Of those, three-fourths had stayed in their last child care position at least two years. Reasons for leaving last position include external/personal reasons (31 percent), working conditions (17 percent), dissatisfaction with salary (14 percent), and being promoted (10 percent).

Table 8. Work History of Great START Participants (n = 944)

		Number	Percent
# Years in Current Program (average)		5 years	---
First Paid Child Care Position?	Yes	366	39%
	No	577	61%
Tenure in Last Position of 2 Years?	Yes	431	75%
	No	144	25%

Most Great START participants interviewed had an Associates degree in early childhood education or child development (Table 9).

Table 9. Educational Characteristics Great START Participants

		Number	Percentage
Highest Education Level Completed (n = 669)	Some college, no degree	113	17%
	Associates, ECE	285	43%
	Associates, non-ECE	67	10%
	Bachelors or Masters, ECE	85	13%
	Bachelors or Masters, non-ECE	119	18%
Credentials (n = 561)	CDA	151	26%
	CCP	342	2%
	Child care certificate	48	8%
	Montessori	3	1%
	Illinois Director Credential (I, II, or III)	17	2%

NOTE: It is possible for participants to have both a degree & credential.

For all remaining analyses, we tested for significant differences based on these demographic characteristics, and we report any significant findings.

### Does Great START promote retention?

To assess whether Great START is promoting retention, five measures were selected as indicators of retention:

- Attrition rate from Great START program
- Intent to stay in current position
- Job commitment
- Commitment to the child care field
- Considerations of leaving current position

#### Attrition Rate from the Great START Program

Attrition rate is defined as the percentage of Great START participants who leave the Great START program—either who fail to submit a renewal application or who were found ineligible upon renewal. In contrast, *turnover* is defined as the rate of child care providers who leave their child care jobs to move to another child care program, or child care providers who leave the field completely. The turnover rate is part of the attrition rate.

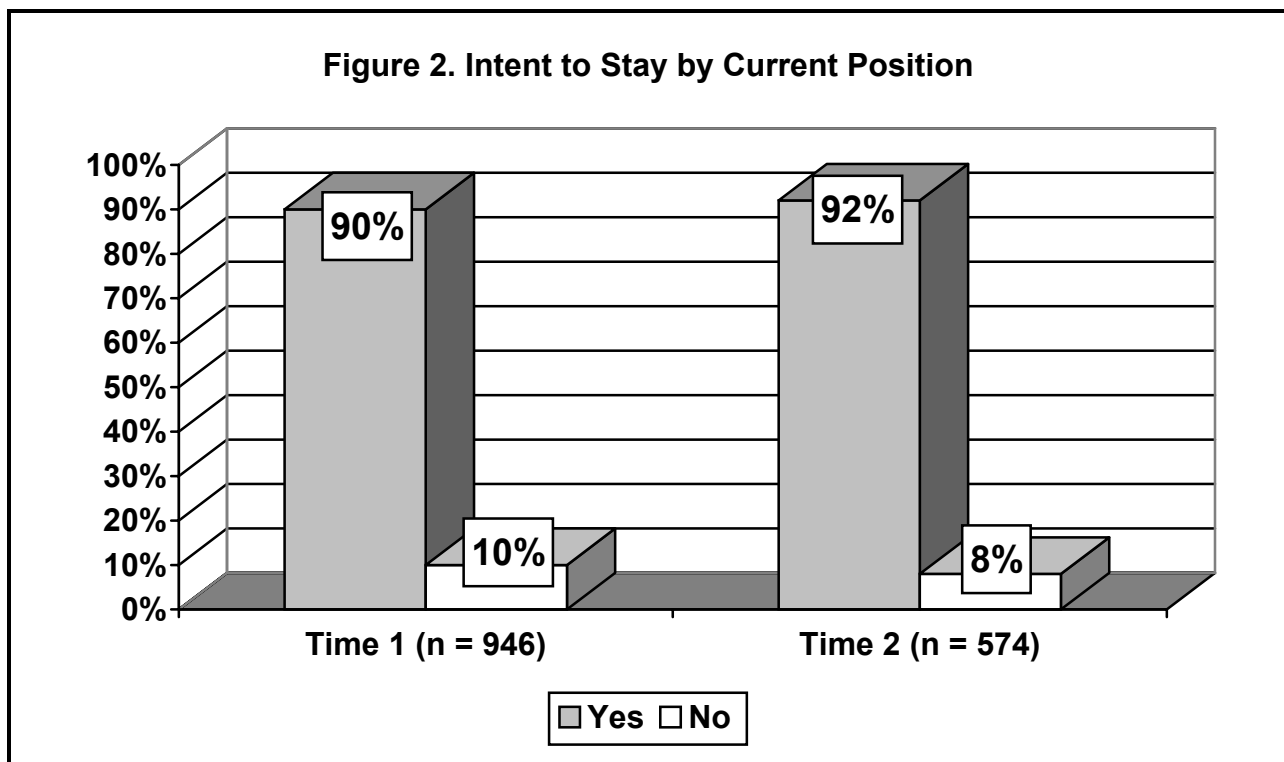
While it would be optimal to report the attrition rate along with the turnover rate, because of limitations in the Great START data tracking system at that time, we do not know the reason why participants were not eligible for renewal. Possible reasons for being an ineligible renewal include not submitting a renewal application, getting a raise so the participant no longer earned

less than \$15 per hour, or getting another job in the child care field. Therefore, we used attrition rate as our indicator of retention.

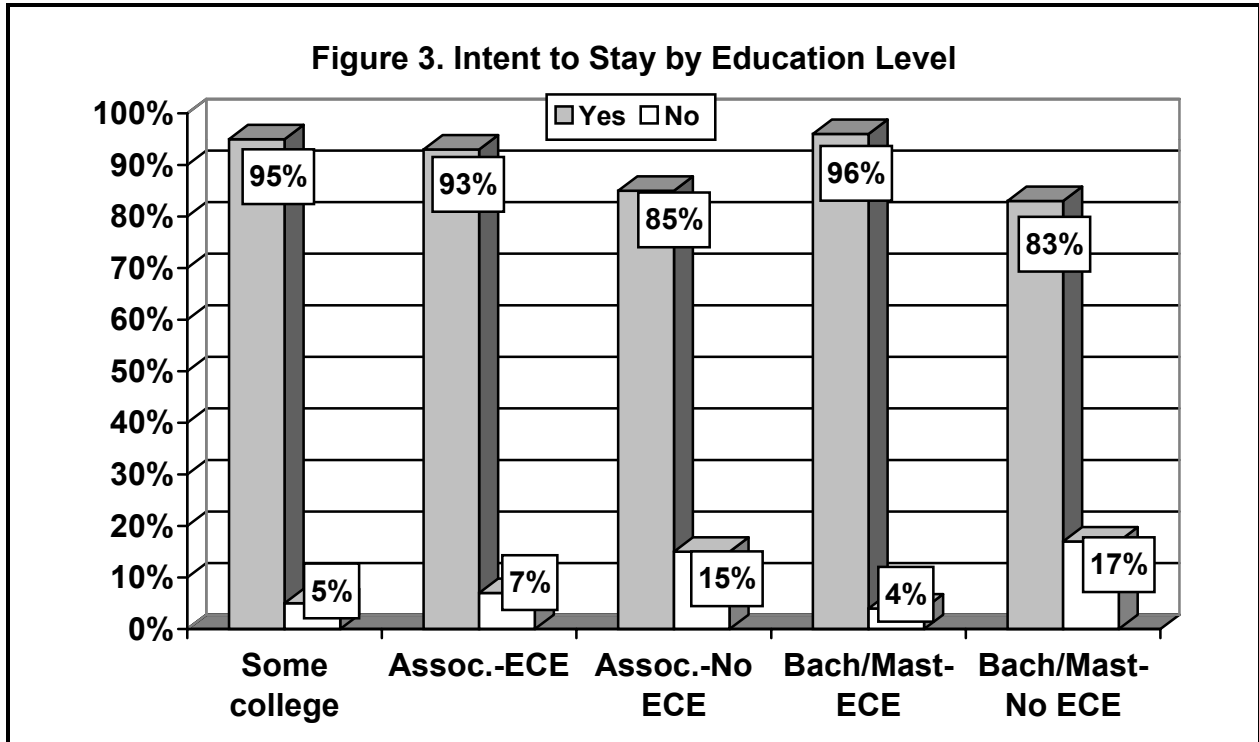
As discussed in Chapter 3, overall attrition from Great START has been low over its initial three years. In FY02, when the initial Great START participants reached their first renewal, 2,102 out of 2,526 (83 percent) participants were found eligible for renewal. In FY03, 5,364 out of 6,133 (87 percent) participants were found eligible for renewal. Yet, even without knowing the exact number of ineligible renewals by reason, we know that turnover of Great START participants (those leaving their jobs and/or the child care field) is no more than 17 percent in FY02 and no more than 13 percent in FY03. In comparison, the latest figures from the FY03 Illinois Salary and Staffing survey revealed that the turnover rate of child care center teachers over the course of FY02 and FY03 was 38 percent.

### Intent to Stay in Current Position

During our first survey interview with participants (Time 1), 90 percent reported that the Great START program made them want to stay in their child care positions (Figure 2). During the first follow-up survey interview with participants six months later (Time 2), 92 percent reported that the Great START program made them want to stay in their child care positions. This was a statistically significant increase from Time 1 to Time 2 ( $p < .001$ ). There was no significant variation found in intent to stay by demographics.



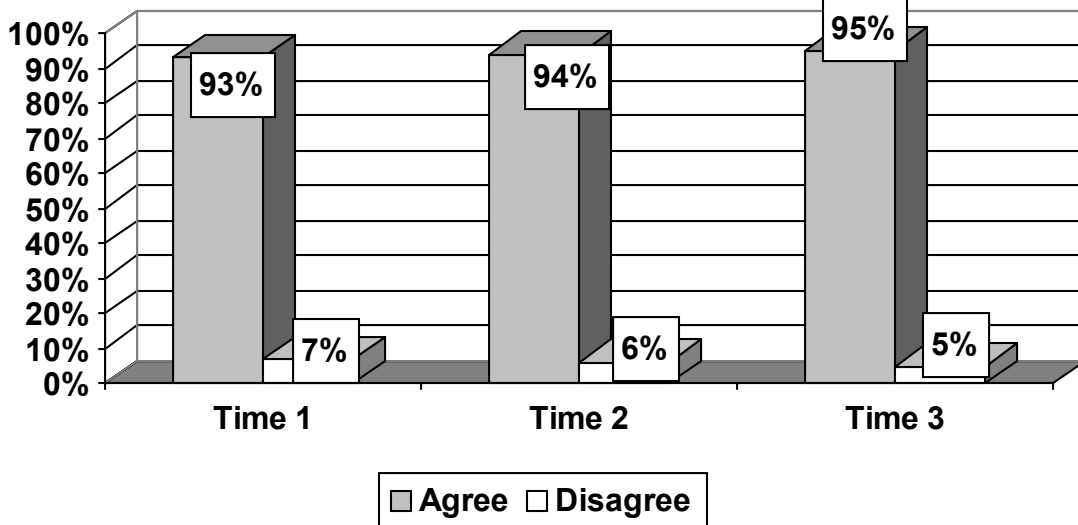
As important as this significant change over time was a significant difference in intent to stay by the education level of the participant. Looking at intent to stay by education level as reported during the first follow-up interview, we find that those participants with early childhood education degrees were more likely to report that the Great START program made them want to stay in their current position (Figure 3).



### Job Commitment

Related to intent to stay, we asked participants if the Great START program made them more committed to their current job. As shown in Figure 4, job commitment significantly increased from Time 1 to Time 3 ( $p < .01$ ). There were no significant findings based on demographics.

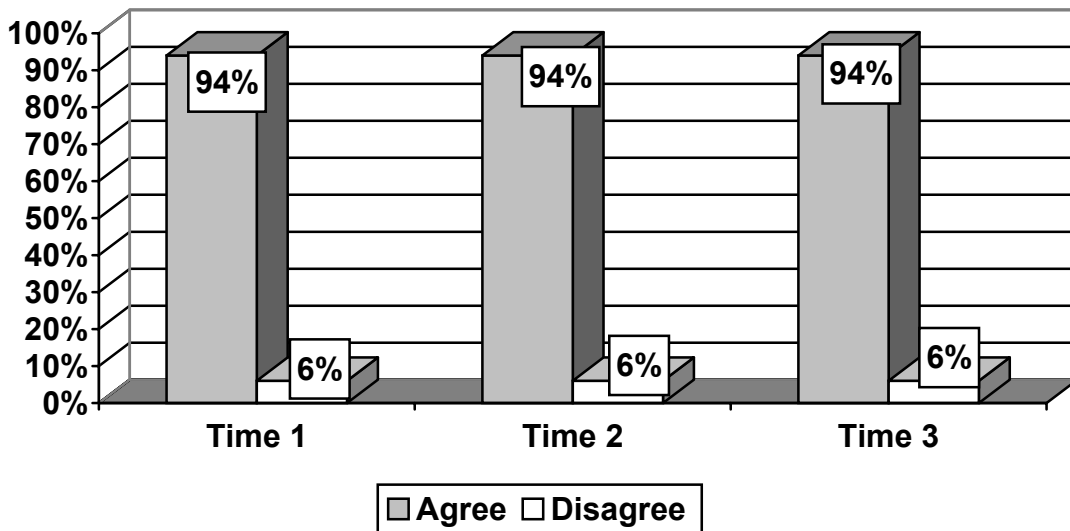
**Figure 4. Job Commitment**



**Commitment to the Child Care Field**

Similarly, when asked if the Great START program made them more committed to the child care field overall, over 90 percent of participants reported high field commitment over all three interviews (Figure 5). However, the percentage of participants who reported they strongly agreed significantly increased from 36 percent at Time 1 to 50 percent at Time 3. There were no significant findings based on demographics.

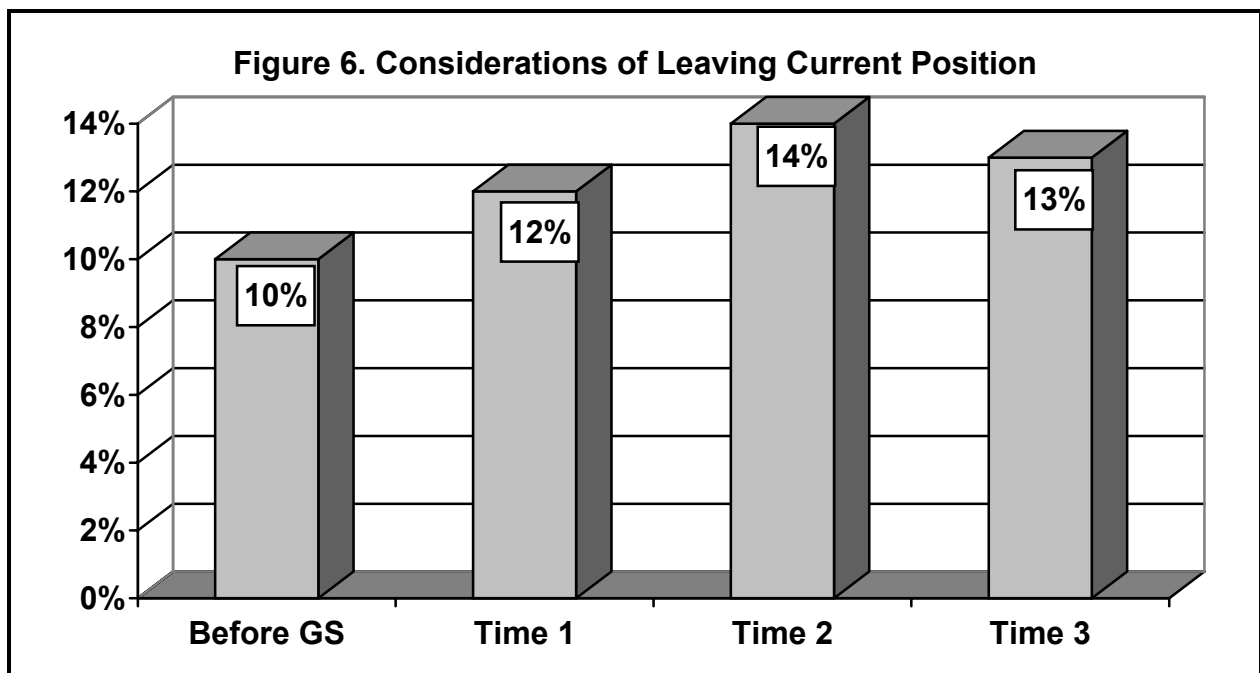
**Figure 5. Commitment to the Child Care Field**



## Considerations of Leaving Current Position

We asked each participant if they had considered leaving their current child care position at four separate time-points: 1) Prior to applying for the Great START program, 2) Since being approved for Great START, 3) In the six months prior to the first follow-up interview; and 4) in the six months prior to the second follow-up interview. If participants reported that they had thought about quitting their jobs, we then asked them to report the reason why they were thinking about leaving. Overall, less than 14 percent of participants reported they had considered leaving their position across all four time-points. There were no significant findings based on demographics.

Comparing the percentage of participants who considered leaving at each time-point, we do see a slight increase in the percentage (Figure 6). Yet, these changes in the percentages were not found to be statistically significant. Therefore, we likely see this variation in the percentages over time because fewer participants were interviewed at each time-point.



Note: *Before GS* n = 99; *Time 1* n = 113; *Time 2* n = 83; *Time 3* n = 45

More importantly, a significant change was found in the reasons why participants were considering leaving their jobs. Prior to applying for Great START, 60 percent of the 99 participants who indicated they were thinking of leaving their jobs reported that the reason was dissatisfaction with salary (Table 10). After becoming a Great START participant and at subsequent follow-up interviews, working conditions were significantly reported more frequently as the reason for leaving.

Table 10. Reasons for Considering Leaving Current Position

Leave Reasons	Before GS	Time 1	Time 2	Time 3
Dissatisfaction with Salary	60%	23%	21%	24%
Dissatisfaction with Benefits	3%	3%	1%	2%
Going to School	8%	4%	3%	7%
Working Conditions	7%	27%	36%	40%
External/Personal Reasons	5%	19%	17%	14%
Other (e.g., promoted, want to open own program)	17%	25%	22%	12%
N	99	111	77	42

Taken together, these findings suggest that while Great START may not affect the thoughts of leaving of the low percentage of participants who are considering leaving, it does appear to have an influence on the reason why participants might consider leaving.

While it is good news that the Great START supplement appears to effect salary as the reason for considering leaving, it is unrealistic to expect the Great START supplement to effect the working conditions for Great START participants. So, for some practitioners who may be thinking of leaving their jobs, it may take more than increased salary to keep them in their jobs.

### Does Great START Promote Education?

To assess whether the Great START program promotes education, four measures were selected as indicators of education promotion:

- Current education level
- Educational motivation
- Educational pursuits
- Barriers to pursuing additional education

Prior to asking about participants' education activities, we asked whether the participant thought the Great START program encourages practitioners to increase their education in general. The majority of participants we interviewed agreed with this statement (97 percent).

#### Current Education Level

Because the Great START program was implemented in three phases, with different education requirements for each, we find that the current education level for participants who entered the program in FY01 differed significantly from the current education level of those participants who entered the program in FY03 (Table 11). Due to this significant difference, we ran all analyses by the education level of participants.

Table 11. Current Education Level of Participants Interviewed (n = 669)

Current Education Level	FY01	FY02	FY03
Some college, no degree	1%	17%	22%
Associates degree, ECE	77%	36%	37%
Associates degree, No ECE	1%	12%	12%
Bachelors/Masters, ECE	16%	14%	10%
Bachelors/Masters, No ECE	5%	21%	19%

### Educational Motivation

We asked participants if the Great START program motivated them to pursue additional education (college courses). During all three timepoints, over 85 percent of participants agreed that Great START made them more motivated to pursue additional education. When we looked at education motivation by current education level, as expected, we found that those participants without college degrees reported higher education motivation than those participants who had already earned a college degree (Associates, Bachelors, or Masters).

Two demographic characteristics of participants were significantly related to educational motivation at all three timepoints. Great START participants in their first child care position reported higher education motivation than those who had worked in past child care positions. Also, Great START participants working in the City of Chicago reported higher education motivation than those working in other parts of Illinois.

Taken together, these findings suggest that some combination of higher education achievement and work experience may cause motivation to pursue additional education coursework to plateau, or reach a saturation point. On the other hand, for those practitioners just entering the field and/or with less education attainment, it is important to connect them to support systems so that they capitalize on their motivation to pursue additional coursework.

### Educational Pursuits

Because of the time that it takes to complete degrees and the phased-in implementation of the Great START program, we could not measure actual educational attainment in our follow-up interviews with FY01 and FY02 participants for two reasons. First, there was not enough time in our evaluation period (18 months) to adequately assess changes in participants education level. For example, if a participant entered Great START with an Associates degree, they would likely need two years to earn a Bachelors degree. This assumes, however, taking classes full-time which is not possible when still meeting the Great START work hour eligibility requirements. Second, if a change in education level was measured between Time 1 and Time 2 for participants who may have attained coursework in between a degree, we were unable to assess whether the change was due to actual education attainment or due to a new Great START level being opened.

Because of this issue, we took a two-step approach to measuring educational pursuits. First, we asked each participant during their first interview if they planned to pursue additional early childhood college coursework or early childhood credentials. As we found with educational motivation, Great START participants without college degrees were significantly more likely to report that they planned to pursue more education than participants who had already earned a college degree. Other demographics significantly related to educational pursuits included:

- Year of entry into Great START: Those participants who entered the program in FY03 were significantly more likely to report they planned to pursue more education than those who entered in FY01 or FY02.
- Type of care: Family child care participants were significantly more likely to report they planned to pursue more education than those who worked in child care centers.
- Past Child Care Experience: Those participants who were in their first child care position were significantly more likely to report they planned to pursue more education than those who had worked in past child care positions.
- Years of Experience in Current Position: Those participants who had five or less years of experience were significantly more likely to report they planned to pursue more education than those who had more than five years of experience in their current position.

Second, during our follow-up interviews, we asked participants if they had enrolled or completed college coursework in the last six months (Table 12). About one in four participants reported that they had enrolled in courses since their first interview. One in five participants reported they had completed courses since their first interview. In their first follow-up interview, about 10 percent of participants reported they had pursued an ECE credential in the last six months, and during their second follow-up interviews, almost 20 percent of participants reported they had pursued an ECE credential in the last six months. Seven out of ten participants said they planned to pursue more education.

Table 12. Education Pursuits Reported During Follow-Up Interviews

Educational Pursuits	Time 2 (n = 574)	Time 3 (n = 338)
Enrolled in Courses	27%	23%
Completed Courses	20%	19%
Pursued Credential	9%	18%
Completed Credential	5%	10%
Plan to Pursue Education	71%	

If participants reported that they had taken courses or pursued a credential, we asked them to tell us if they had pursued additional education to move up on the Great START wage supplement scale. Almost two-thirds of participants reported they had pursued more college coursework to move up on the Great START scale (Table 13). About half of the participants reported they had pursued or completed a credential to move up on the Great START scale. During follow-up interviews, we also asked participants if they planned to pursue additional courses. Of those who planned to pursue more education, four out of five reported that they would pursue additional education to move up on the Great START scale.

Table 13. Education Pursuits to Move Up on Great START Scale

Educational Pursuits	Pursuing Education to Move Up on Great START Scale
Enrolled in Courses	65%
Completed Courses	64%
Pursued Credential	45%
Completed Credential	56%
Plan to Pursue Education	80%

### Barriers to Educational Pursuits

Our fourth measure of whether Great START promotes increased education was whether participants had encountered any barriers to pursuing additional coursework. Great START participants who entered in FY03 reported fewer barriers (40 percent) than those who entered in FY01 (47 percent) and FY02 (48 percent).

We found a significant change in the barriers reported from our first interviews with participants to our follow-up interviews (Table 14). Family commitments and cost were the most frequently reported barriers in first interviews. In contrast, time constraints were the most frequently cited barrier during follow-up interviews. Interestingly, none of the participants interviewed reported articulation problems as a barrier as we had expected. This is not to say that articulation of coursework is not a challenge to child care practitioners. It only means that none of the participants reported articulation as a barrier they had encountered.

Table 14. Reported Barriers to Pursuing Additional Education

Barrier	Time 1	Time 2	Time 3
Family Commitments	30%	32%	16%
Cost	30%	21%	20%
Time Constraints	28%	63%	40%
Courses Offered During Day	27%	20%	23%
Not Enough Courses Available in My Community	7%	6%	6%
Not Receiving Full Credit for Courses Already Taken	---	---	---
N	944	575	336

For those participants who did report barriers, we wanted to know if those barriers affected their educational motivation or educational pursuits. We found no significant relationship between barriers and educational motivation or educational pursuits.

### What Is The Great START Program Satisfaction Level?

We asked participants a series of questions about their satisfaction with Great START. The majority of participants (98%) reported that Great START made them feel more valued as a child care professional. Almost all participants (99%) reported high satisfaction with the program. Specifically, participants were highly satisfied with:

- The positive impact of Great START on their workplace (95%)
- The ease of obtaining and completing the Great START application (97%)
- The length of time for an eligibility decision (97%)

Because some participants selected for the sample were center directors, we took the opportunity to ask them a series of questions about the impact they thought Great START had on their centers. Four out of five directors reported that Great START made it easier for them to retain staff. Over 86 percent of directors reported that Great START improved staff morale. Over two-thirds of directors reported that Great START made it easier to encourage staff to enroll in college courses. Over half of directors reported that Great START made it easier to recruit staff.

In our final survey interview with all participants, we asked them a series of three open-ended questions. First, we asked participants what was the most positive aspect of the Great START program. We received 655 responses, which fell into the following categories:

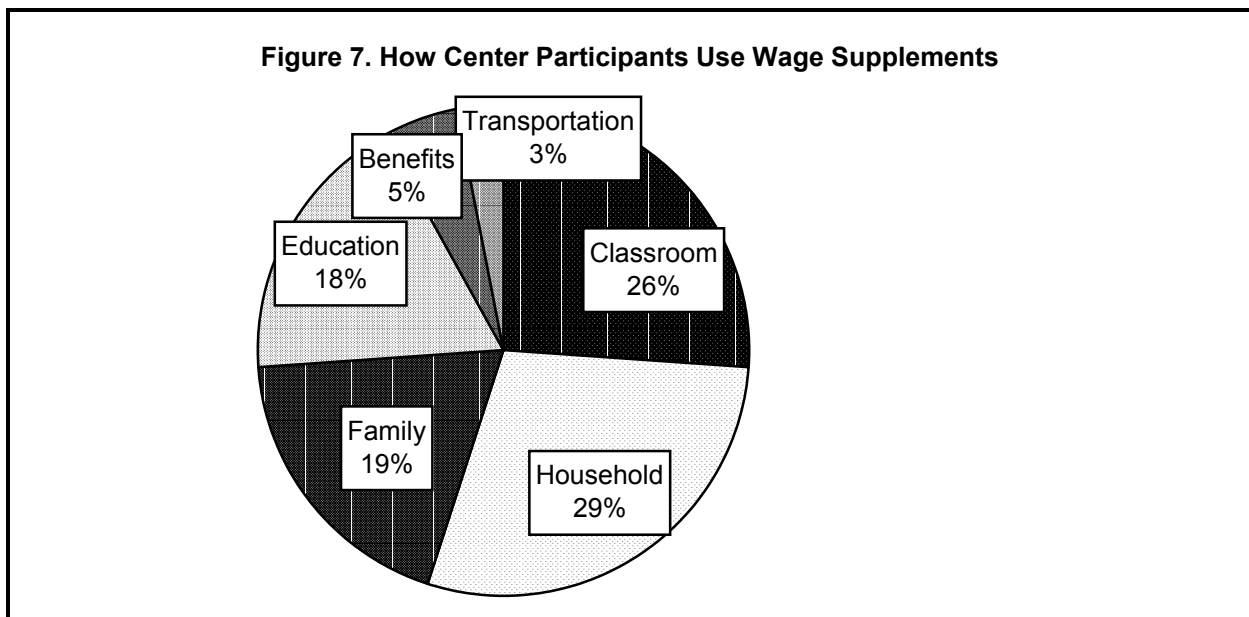
- Extra income (48%)
  - For themselves (31%)
  - For their classrooms (9%)
  - For their education (8%)

- Feeling valued as a professional (28%)
- Being more motivated (16%)
- Increases education in general (5%)
- Positive interactions with Great START staff (2%)

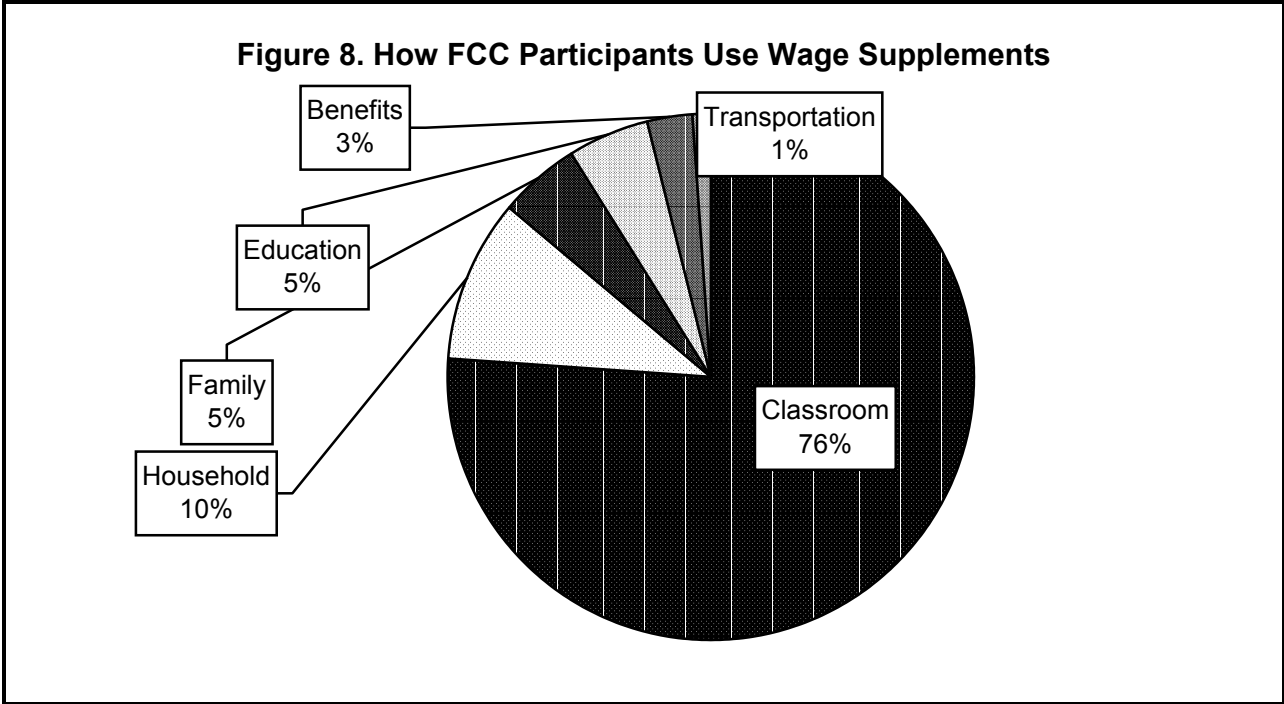
Next, we asked participants what was the least positive aspect of Great START. We received 114 responses, which we grouped in the following categories:

- Limited eligibility (31%)
- Too much paperwork (24%)
- Approval process (22%)
  - Too long (13%)
  - Too confusing (9%)
- Stipends too small or infrequent (10%)
- Tax issues (7%)
- Chance that program will be cancelled (6%)

Finally, we asked participants how they used their Great START stipends. We received 417 responses, which we separated based on the type of care. For center participants (Figure 7), household uses included paying household bills (utilities, student loans, taxes, or medical bills) and household improvements (new heating or air conditioning systems, new flooring, or a new roof). Classroom included buying materials and supplies for work. Family uses included buying a family computer, kids clothing, or family entertainment (dinners out). Education included the participants' education (12 percent) and their children's education (6 percent). Benefits included paying for retirement, health insurance or savings. Transportation included buying a vehicle for getting to work.



For family child care (FCC) participants, the major use for their stipend was supplies for their family child care program operation (Figure 8). The other categories were defined similarly to those used for center participants.



## Chapter 5: Conclusion

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The Great START program was developed to increase the quality of early care and education programs in Illinois by retaining highly qualified practitioners in the settings where many young children spend a large portion of their day. Despite limited funding and limited information on the qualifications of individuals working in those settings, a diverse committee of individuals was brought together to ensure that the Great START program was meaningful to the practitioners who were being targeted for the program. The development of the program was not without challenges, but the vision of the program is to help compensate individuals for their continuing commitment to the children in their care and their commitment to educational pursuits that go beyond what is minimally required. A summary of our key findings from this evaluation indicates that the goals of the Great START program are being met.

Looking at the five indicators of retention, we found that overall attrition from Great START is low compared to that of the Illinois child care workforce in general. Less than one out of five participants leaves the program upon renewal. Nine out of ten participants we interviewed intend to stay in their jobs because of the Great START program. More importantly, Great START participants with ECE degrees were more likely to report they intended to stay than participants without ECE degrees. Over 90% of participants reported that Great START made them more committed to their jobs and more committed to the child care field. A small percentage of participants interviewed reported they had considered leaving their current position after they became a Great START recipient. Yet, their reason for leaving significantly changed from dissatisfaction with salary prior to becoming a recipient to working conditions after becoming a recipient.

Looking at the four measures of education, we find that level of education significantly varied for participants, depending on which year they entered Great START. Over 85% of participants reported that Great START motivated them to pursue more education. Great START participants without a Bachelors or Masters degree were especially motivated to pursue more education. Similarly, Great START participants without a Bachelors or Masters degree were more likely to report they planned to pursue additional coursework during first interviews. In subsequent follow-up interviews, one out of four participants reported they had enrolled in courses since their first interview; and, one out of five participants reported they had completed courses since their first interview. Almost two-thirds of participants reported they had pursued more education to move up on the Great START scale. About four out of ten participants reported they had encountered barriers to their educational pursuits. In first interviews, family commitments and cost were the most frequently cited barriers. In follow-up interviews, time constraints were the most frequently cited barrier. For those participants who encountered barriers, there was no effect on their educational motivation or their educational pursuits.

Almost all participants (99 percent) reported high satisfaction with the Great START program. Great START center director participants reported that Great START made it easier for them to retain staff. Great START family child care practitioners reported that the program made them feel more valued as child care professionals. Participants frequently used their Great START wage supplements for their classroom or family child care home program purchases.

So, is the Great START program working? Because we were unable to identify a control group, we are limited in our ability to attribute these positive findings solely to the Great START program. Nevertheless, it would appear, even taking the evaluation limitations into consideration, the answer is yes because based on our findings:

- The Great START program is a factor in keeping participants in their jobs.
- The Great START program is increasing participants' job commitment and commitment to the child care field as a whole.
- The Great START program is increasing participants' motivation to pursue more educational coursework, and for those who do complete additional coursework, many are doing so to move higher on the Great START scale.

## Appendix A: Great START Wage Supplement Scale

Key definitions for Great START Wage Supplement Scale credentials:

CDA is the Child Development Associate credential. This credential requires participants to have a minimum of 12 weeks of experience working as a primary caregiver and 120 hours of formal education with a minimum of 10 hours in 8 topic areas—maintenance of a safe environment, physical and cognitive development, social and emotional development, relationships with families, program implementation, commitment to professionalism, observation and assessment, and child development principles. Portfolios, assessment by an advisor, surveys of parents, and an oral exam are also required. The Council of Professional Recognition awards the CDA credential.

CCP is the Certified Child Care Professional certificate. This credential requires practitioners to have a minimum of 18 weeks of teaching experience and 180 clock hours of continuing education credit. In addition, the practitioner must develop a personal portfolio, be observed by a mentor, and complete a exam. The National Child Care Association administers the CCP.

Montessori Credential is awarded by two organizations—American Montessori Society and the Association Montessori Internationale. Teachers must complete 200 hours of training and at least a 10 weeks practicum in a Montessori classroom.

Approved Community College Early Childhood Certificate is awarded to individuals who have completed 24 hours of early childhood education coursework.

Illinois Director Credential I requires a minimum of an Associates degree, 1200 hours (or 300 supervised hours) of management experience and 100 hours of teaching experience. Directors must also demonstrate competency in five core areas—general education, specialized knowledge and skills in Early Childhood or School-Age, management knowledge and skills, practical experience, and professional contribution.

Illinois Director Credential II requires a minimum of an Bachelor's degree, 3600 hours in addition to the competencies of the Level I credential.

Illinois Director Credential III requires an advanced degree, 6000 hours of management experience. Directors must also have a strong level of expertise in one of the core areas.



## Great START Wage Supplement Scale

Great START is available to Assistants, Teachers, Family Child Care Providers, Family Group Child Care Providers, and Directors who work in programs licensed by the Illinois Department of Children and Family Services.

Level	Option	Education	Eligibility <sup>2</sup>	Supp. <sup>3</sup>
1		6 semester (9 qtr) hrs in ECE/CD <sup>1</sup>	A/FCC	\$150
2	A	CDA	A/FCC	\$225
2	B	CCP	A/FCC	
2	C	Montessori Credential (AMS or AMI credentials only) <sup>4</sup>	A/FCC	
2	D	12 sem hrs (18 qtr.) hrs towards a degree (9 sem.hrs.in ECE/CD)	A/FCC	
3	A	24 sem (36 qtr) hrs towards an Associates Degree in ECE/CD	A/FCC	\$375
3	B	24 sem (36 qtr) hrs related field (9 sem hrs ECE/CD)	A/FCC	
3	C	CDA/CCP/Montessori Credential + 12 sem (18 qtr) hrs towards a degree	A/FCC/T	
4	A	Approved Community College Early Childhood Certificate	A/FCC	\$525
4	B	36 sem (54 qtr) hrs towards Associates Degree in ECE/CD	A/FCC	
4	C	36 sem (54 qtr) hrs towards a degree in related field (12 sem hrs in ECE/CD)	A/FCC	
5	A	48 sem (72 qtr) hrs toward Associates Degree in ECE/CD	A/FCC	\$675
5	B	48 sem (72 qtr) hrs towards a degree in related field (15 sem hrs in ECE/CD)	A/FCC	
5	C	Associates Degree with non ECE/CD major (15 sem (22 qtr) hrs in ECE/CD)	A/FCC/T	
5	D	60 sem (90 qtr) hrs towards a degree in unrelated field (15 sem hrs in ECE/CD)	A/FCC/T	
6	A	Associates Degree in ECE/CD	A/FCC/T/D	\$825
6	B	Associates Degree in any field with 18 sem (27 qtr) hrs in ECE/CD; (21 sem/hrs for Dir)	A/FCC/T/D	
6	C	60 sem hrs (90 qtr) towards a degree in ECE or related field (15 sem hrs ECE/CD; 21 sem hrs for Dir.)	A/FCC/T/D	
6	D	90 sem hrs (134 qtr) towards a degree in an unrelated field (15 sem hrs in ECE/CD; 21 sem hrs for Dir.)	A/FCC/T/D	
6	E	Illinois Directors Credential I	A/FCC/T/D	
7	A	72 sem (107 qtr) hrs towards Bachelors Degree in ECE/CD	A/FCC/T/D	\$975
7	B	90 sem (134 qtr) hrs towards Bachelors Degree in related field (18 sem hrs/21 for dirs. in ECE/CD)	A/FCC/T/D	
7	C	Bachelors Degree in unrelated field (18 sem hrs (27 qtr)/21 sem hrs for Dir in ECE/CD)	A/FCC/T/D	
8	A	90 sem (134 qtr) hrs towards a Bachelors Degree in ECE/CD	A/FCC/T/D	\$1,200
8	B	Bachelors Degree in related field (24 sem hrs (36 qtr) in ECE/CD)	A/FCC/T/D	
8	C	Bachelors Degree in unrelated field (30 sem hrs (45qtr) in ECE/CD)	A/FCC/T/D	
8	D	Illinois Directors Credential II	A/FCC/T/D	
9	A	Bachelors Degree in ECE/CD	A/FCC/T/D	\$1,575
9	B	Masters Degree in unrelated field (30 sem hrs (45 qtr.) in ECE/CD)	A/FCC/T/D	
10	A	Masters Degree in ECE/CD	A/FCC/T/D	\$1,950
10	B	Illinois Directors Credential III	A/FCC/T/D	

- ECE = Early Childhood Education; CD = Child Development
- A= Assistant, FCC=Family Child Care Provider, T = Teacher, D = Director  
A person is only eligible at a level if their job category is shown in the "Eligibility" column  
A person will only be eligible at a level if they meet the educational requirements listed at that level
- Wage supplements are paid and shown in 6-month increments.
- Montessori credential from American Montessori Society or Association Montessori International.

All ECE/CD courses must be passed with a "C" or higher. Wage supplements will be prorated if you work 15-29 hours/week. Credentials other than those listed may be evaluated to determine eligibility as it applies to your current position Foreign transcripts must be evaluated by an evaluation service. The Great START office can assist you in locating one of these services.

## Appendix B: Great START Participant Survey Instruments

## Child Care Center Providers: Time 1 Survey Great START Telephone Survey Protocol and Consent Form

Make first attempt at work phone number. If unsuccessful at reaching anyone at work number, then try home number.

1. Ask the person answering phone, if [provider name] is available.

“Hello, I am wondering if {name} might be available to talk with now. I am calling from the University of Illinois and we are trying to find out if she would like to participate in a project we are working on. If he/she is not currently available, can you tell me a good time during the day to try to reach him/her?”

2. Once you have targeted person on the phone, read through consent form and ask respondent if they would like to participate in this interview.

Hello, my name is \_\_\_\_\_, and I am calling from the University of Illinois. I am part of a research project that is gathering information about the effects that the Great START wage supplement program has had on the training and retention of child-care providers.

For our study, we are conducting telephone interviews with child-care providers throughout Illinois. These interviews take about 10 minutes to complete, and we hope that you will be willing to participate.

The choice of whether or not to be interviewed is totally voluntary, and we will not inform anyone who completed interviews. Your responses are confidential. That is, your name will never be associated with any comments you may make.

If you have any questions about the study, you can call Dawn Ramsburg at 217-244-7091.

We schedule interviews at any time that is convenient to you.

Would you be willing to complete an interview with us now, or at a later time?

3. If respondent agrees, ask if they have time to conduct interview now. If not possible to do interview now, schedule another time.
4. If respondent refuses to participate, thank them for their time and then move onto the next name on the list.
5. Once interview has been scheduled, start the interview.

THE PURPOSE OF THIS INTERVIEW IS TO GATHER INFORMATION ABOUT THE GREAT START PROGRAM AND LEARN IF THE PROGRAM HELPS RETAIN CHILD CARE TEACHERS. DURING THIS INTERVIEW, WE WILL BE TALKING ABOUT YOUR WORK AS A CHILD CARE PROVIDER. I WILL ASK YOU SOME QUESTIONS-FOR MOST OF THEM, I WILL READ A SERIES OF RESPONSES THAT YOU CAN CHOOSE FROM.

1) Where did you first hear about the Great START program? (Choose all that apply)

- \_1 My Director
- \_1 Other child care providers in my community
- \_1 INCCRRA (Illinois Network of Child Care Resource and Referral Agencies)
- \_1 CCR&R (Child care resource and referral agency—refer to sheet with names)
- \_1 IDHS (Illinois Department of Human Services)
- \_1 Child care organization
- \_1 Flyers/ mailings—not sure from who
- \_1 Other \_\_\_\_\_

2) Based on our records, you first applied in .....Month \_\_\_\_\_ Year \_\_\_\_\_

Is this correct? If NOT, When did you first apply? \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

If more than 6 months ago:

Were you approved for Great START?

- \_0 No-Why? \_\_\_\_\_ \_8 Don't Know
- \_1 Yes-If yes, \_\_\_\_\_ \_9 Refused

A) Did you receive your payment check?

- \_0 No \_8 Don't Know
- \_1 Yes \_9 Refused

B) Have you renewed your application?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused
- \_1 Yes – If yes, When? Month \_\_\_\_\_ Year \_\_\_\_\_

A) Was your renewal approved?

- \_0 No – Why? \_\_\_\_\_
- \_1 Yes

B) Did you receive your payment check for your renewal?

- \_0 No \_8 Don't Know
- \_1 Yes \_9 Refused

If less than 6 months ago:

Were you approved for Great START?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused
- \_1 Yes-If yes, \_\_\_\_\_

A) Did you receive your payment check?

- \_0 No \_8 Don't Know
- \_1 Yes \_9 Refused

B) Do you plan to renew your application?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused
- \_1 Yes

- 3) Prior to learning about Great Start, were you planning to leave your current position?
- <sub>0</sub> No <sub>8</sub> Don't Know  
<sub>1</sub> Yes – If “Yes”, Why? (*Check one*) <sub>9</sub> Refused
- <sub>1</sub> Dissatisfied with salary  
<sub>2</sub> Dissatisfied with benefits  
<sub>3</sub> Wanted to go back to school  
<sub>4</sub> Working conditions (such as long hours, limited resources, problems with other staff)  
<sub>5</sub> External factors (moved, fired from job)  
<sub>6</sub> Other \_\_\_\_\_
- 4) Since applying to Great START, have you thought about leaving your current position?
- <sub>0</sub> No <sub>8</sub> Don't Know  
<sub>1</sub> Yes – If “Yes”, Why? (*Check one*) <sub>9</sub> Refused
- <sub>1</sub> Dissatisfied with salary  
<sub>2</sub> Dissatisfied with benefits  
<sub>3</sub> Wanted to go back to school  
<sub>4</sub> Working conditions (such as long hours, limited resources, problems with other staff)  
<sub>5</sub> External factors (moved, fired from job)  
<sub>6</sub> Other \_\_\_\_\_
- 5) Does the Great START program make you want to continue providing care longer?
- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused
- 6) Did you enter the child care field with the intention to stay in child care as your long-term career?
- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused
- 7) Prior to learning about Great START, were you enrolled in or planning to take any early childhood or child development college coursework? (*Check one*)
- <sub>1</sub> Yes, I was enrolled in courses <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I was planning to take courses <sub>9</sub> Refused  
<sub>0</sub> No
- 8) Prior to learning about Great START, were you pursuing or planning to pursue any early childhood or child development credentials? (*Check one*)
- <sub>1</sub> Yes, I was pursuing a credential <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I was planning to pursue a credential <sub>9</sub> Refused  
<sub>0</sub> No
- 9) Since applying to Great START, have you enrolled in or completed any early childhood or child development college coursework? (*Check one*)
- <sub>1</sub> Yes, I have enrolled in courses <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I have completed courses <sub>9</sub> Refused  
<sub>0</sub> No

10) Since applying to Great START, have you pursued or obtained any early childhood or child development credentials? (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Yes, I have pursued a credential  | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Yes, I have obtained a credential | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>0</sub> No                                |  |

11) Are there any barriers to taking additional early childhood or child development college coursework?

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>0</sub> No   | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>1</sub> Yes – If, yes, What barriers have you found? | <input type="checkbox"/> <sub>9</sub> Refused    |

Is it because: (*check all that apply*)

- <sub>1</sub> There are not enough courses offered in my community
- <sub>1</sub> I am not able to get full credit for the coursework/degree already obtained
- <sub>1</sub> Cost of taking college classes is too high
- <sub>1</sub> Most courses are during the day so I cannot attend
- <sub>1</sub> I am unable to attend classes during the evening or on weekends because of my family commitments
- <sub>1</sub> Other \_\_\_\_\_

PLEASE SAY IF YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

12) Great START has increased my motivation to pursue additional educational opportunities. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

13) Great START encourages child care providers to improve their education. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

14) Great START has increased my motivation and commitment to my current job. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

15) Great START has increased my motivation and commitment to the child care field. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

16) Great START has made me feel valued as a child care professional. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

17) Great START has had a positive impact on my workplace. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

18) It was easy to obtain the Great START application when I first applied. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

19) It was easy to complete the Great START application when I first applied. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

20) I am satisfied with the length of time it took to be notified of a decision about my first application. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

21) Overall, I am satisfied with the Great START program. *(Check one)*

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree                 | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                          | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree – Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree – Why? _____ |                                       |

22) Great START should be continued. *(Check one)*

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree                 | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                          | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree – Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree – Why? _____ |                                       |

23) What is your current position? *(Check one)*

- |  |
|--|
| <input type="checkbox"/> 1 Early Childhood Teacher (SKIP TO QUESTION 29)           |
| <input type="checkbox"/> 2 Early Childhood Assistant Teacher (SKIP TO QUESTION 29) |
| <input type="checkbox"/> 3 School-Age Worker (SKIP TO QUESTION 29)                 |
| <input type="checkbox"/> 4 School-Age Assistant (SKIP TO QUESTION 29)              |
| <input type="checkbox"/> 5 Director (CONTINUE WITH QUESTIONS 24-28)                |
| <input type="checkbox"/> 6 Other _____   |

---

Questions for Directors Only

24) Does the Great START program make it easier to recruit staff?

- <sub>1</sub> Yes      <sub>8</sub> Don't Know  
<sub>0</sub> No      <sub>9</sub> Refused

25) Does the Great START program make it easier to retain staff?

- <sub>1</sub> Yes      <sub>8</sub> Don't Know  
<sub>0</sub> No      <sub>9</sub> Refused

26) Does the Great START program make it easier to get staff to enroll in college courses or credential programs?

- <sub>1</sub> Yes      <sub>8</sub> Don't Know  
<sub>0</sub> No      <sub>9</sub> Refused

27) Does the Great START program improve staff morale?

- <sub>1</sub> Yes      <sub>8</sub> Don't Know  
<sub>0</sub> No      <sub>9</sub> Refused

28) Does the Great START program have any other effects?

- <sub>1</sub> Yes – Please explain \_\_\_\_\_ <sub>8</sub> Don't Know  
Know  
<sub>0</sub> No <sub>9</sub> Refused
- 

29) Is this your first paid position in child care?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – If No, \_\_\_\_\_ <sub>9</sub> Refused

A) Did you stay in your previous child care position for at least two years?

- <sub>1</sub> Yes      <sub>8</sub> Don't Know  
<sub>0</sub> No      <sub>9</sub> Refused

B) Why did you leave your last position? (*Check one*)

- <sub>1</sub> Dissatisfied with salary  
<sub>2</sub> Dissatisfied with benefits  
<sub>3</sub> Wanted to go back to school  
<sub>4</sub> Working conditions (such as long hours, limited resources, problems with other staff)  
<sub>5</sub> External factors (moved, fired from job)  
<sub>6</sub> Other \_\_\_\_\_

30) What is the highest level of education that you have completed?

- <sub>1</sub> HS Diploma/GED  
<sub>2</sub> Some college, no degree  
<sub>3</sub> Associates Degree  
<sub>4</sub> Bachelors Degree  
<sub>5</sub> Masters or higher

Is that in early childhood education or child development?

- <sub>1</sub> Yes      <sub>0</sub> No

31) Have you earned any early childhood education credentials? *(Check all that apply)*

- CDA
- CCP
- Montessori
- Approved Community College ECE Certificate
- IL Director's Credential I
- IL Director's Credential II
- IL Director's Credential III

32) How long have you been a paid child care provider (FCC and Center)? \_\_\_\_\_ Years

33) What has been the most positive aspect of participating in the Great START program?

\_\_\_\_\_

34) What has been the most negative aspect of participating in the Great START program?

\_\_\_\_\_

35) Do you have any additional comments you would like to make about the Great START program?

\_\_\_\_\_

#### Contact Information

THE LAST THING WE'D LIKE TO DO IS VERIFY YOUR CONTACT INFORMATION FOR OUR RECORDS.

NAME : \_\_\_\_\_

NAME OF CENTER: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

CITY (W): \_\_\_\_\_

ZIP (W): \_\_\_\_\_

PHONE NUMBER (W): \_\_\_\_\_

PHONE NUMBER (H): \_\_\_\_\_

THANK YOU FOR PARTICIPATING IN THIS INTERVIEW.

Would you like the contact information for the TEACH program which can help you pay for college classes?  
1-800-863-0499

## Family Child Care Home Providers: Time 1 Survey Great START Telephone Survey Protocol and Consent Form

1. Work number and home number should be the same.
2. Ask the person answering phone, if [provider name] is available.  
“Hello, I am wondering if {name} might be available to talk with now. I am calling from the University of Illinois and we are trying to find out if she would like to participate in a project we are working on. If he/she is not currently available, can you tell me a good time during the day to try to reach him/her?”
3. Once you have targeted person on the phone, read through consent form and ask respondent if they would like to participate in this interview.

Hello, my name is \_\_\_\_\_, and I am calling from the University of Illinois. I am part of a research project that is gathering information about the effects that the Great START wage supplement program has had on the training and retention of child-care providers.

For our study, we are conducting telephone interviews with child-care providers throughout Illinois. These interviews take about 10 minutes to complete, and we hope that you will be willing to participate.

The choice of whether or not to be interviewed is totally voluntary, and we will not inform anyone who completed interviews. Your responses are confidential. That is, your name will never be associated with any comments you may make.

If you have any questions about the study, you can call Dawn Ramsburg at 217-244-7091.

We schedule interviews at any time that is convenient to you.

Would you be willing to complete an interview with us now, or at a later time?

4. If respondent agrees, ask if they have time to conduct interview now. If not possible to do interview now, schedule another time.
5. If respondent refuses to participate, thank them for their time and then move onto the next name on the list.
6. Once interview has been scheduled, start the interview.

THE PURPOSE OF THIS INTERVIEW IS TO GATHER INFORMATION ABOUT THE GREAT START PROGRAM AND LEARN IF THE PROGRAM HELPS RETAIN CHILD CARE TEACHERS. DURING THIS INTERVIEW, WE WILL BE TALKING ABOUT YOUR WORK AS A CHILD CARE PROVIDER. I WILL ASK YOU SOME QUESTIONS-FOR MOST OF THEM, I WILL READ A SERIES OF RESPONSES THAT YOU CAN CHOOSE FROM.

- 1) Where did you first hear about the Great START program? (*Check all that apply*)
- \_1 Other child care providers in my community
  - \_1 INCCRRA (Illinois Network of Child Care Resource and Referral Agencies)
  - \_1 CCR&R (Child care resource and referral agency—refer to sheet with names)
  - \_1 IDHS (Illinois Department of Human Services)
  - \_1 Child care organization
  - \_1 Flyers/ mailings—not sure from who
  - \_1 Other \_\_\_\_\_

2) Based on our records, you first applied in .....Month \_\_\_\_\_ Year \_\_\_\_\_

Is this correct? If NOT, When did you first apply?

\_\_\_\_\_ Month \_\_\_\_\_ Year

If *more* than 6 months ago:

Were you approved for Great START?

- \_0 No-Why? \_\_\_\_\_ \_8 Don't Know  
\_1 Yes-If yes, \_\_\_\_\_ \_9 Refused

C) Did you receive your payment check?

- \_0 No \_8 Don't Know  
\_1 Yes \_9 Refused

D) Have you renewed your application?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused  
\_1 Yes – If yes, When? Month \_\_\_\_\_ Year \_\_\_\_\_

C) Was your renewal approved?

- \_0 No – Why? \_\_\_\_\_  
\_1 Yes

D) Did you receive your payment check for your renewal?

- \_0 No \_8 Don't Know  
\_1 Yes \_9 Refused

If *less* than 6 months ago:

Were you approved for Great START?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused  
\_1 Yes-If yes, \_\_\_\_\_

C) Did you receive your payment check?

- \_0 No \_8 Don't Know  
\_1 Yes \_9 Refused

D) Do you plan to renew your application?

- \_0 No – Why? \_\_\_\_\_ \_8 Don't Know \_9 Refused  
\_1 Yes

- 3) Prior to learning about Great Start, were you planning to stop providing child care?
- <sub>0</sub> No <sub>8</sub> Don't Know  
<sub>1</sub> Yes – If “Yes”, Why? (*Check one*) <sub>9</sub> Refused  
<sub>1</sub> Dissatisfied with salary  
<sub>2</sub> Dissatisfied with benefits  
<sub>3</sub> Wanted to go back to school  
<sub>4</sub> Working conditions (such as long hours, limited resources, enrollment)  
<sub>5</sub> External/Personal factors (moved, health)  
<sub>6</sub> Other \_\_\_\_\_
- 4) Since applying to Great START, have you thought about no longer providing care?
- <sub>0</sub> No <sub>8</sub> Don't Know  
<sub>1</sub> Yes – If “Yes”, Why? (*Check one*) <sub>9</sub> Refused  
<sub>1</sub> Dissatisfied with salary  
<sub>2</sub> Dissatisfied with benefits  
<sub>3</sub> Wanted to go back to school  
<sub>4</sub> Working conditions (such as long hours, limited resources, enrollment)  
<sub>5</sub> External/Personal factors (moved, health)  
<sub>6</sub> Other \_\_\_\_\_
- 5) Does the Great START program make you want to continue providing care longer?
- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused
- 6) Did you enter the child care field with the intention to stay in child care as your long-term career?
- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused
- 7) Prior to the learning about Great START, were you enrolled in or considered taking any early childhood or child development college coursework? (*Check one*)
- <sub>1</sub> Yes, I was enrolled in courses <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I was planning to take courses <sub>9</sub> Refused  
<sub>0</sub> No
- 8) Prior to learning about Great START, were you pursuing or planning to pursue any early childhood or child development credential? (*Check one*)
- <sub>1</sub> Yes, I was pursuing a credential <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I was planning to pursue a credential <sub>9</sub> Refused  
<sub>0</sub> No
- 9) Since applying to Great START, have you enrolled in or completed any early childhood or child development coursework? (*Check one*)
- <sub>1</sub> Yes, I have enrolled in courses <sub>8</sub> Don't Know  
<sub>2</sub> Yes, I have completed courses <sub>9</sub> Refused  
<sub>0</sub> No

10) Since applying to Great START, have you pursued or obtained any early childhood or child development credentials? (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Yes, I have pursued a credential  | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Yes, I have obtained a credential | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>0</sub> No                                |  |

11) Are there any barriers to taking additional early childhood or child development college coursework?

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>0</sub> No   | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>1</sub> Yes – If, yes, What barriers have you found? | <input type="checkbox"/> <sub>9</sub> Refused    |

Is it because: (*check all that apply*)

- <sub>1</sub> There are not enough courses offered in my community
- <sub>1</sub> I am not able to get full credit for the coursework/degree already obtained
- <sub>1</sub> Cost of taking college classes is too high
- <sub>1</sub> Most courses are during the day so I cannot attend
- <sub>1</sub> I provide 24-hour care so I am unable to attend
- <sub>1</sub> I am unable to attend classes during the evening or on weekends because of my family commitments
- <sub>1</sub> Other \_\_\_\_\_

PLEASE SAY IF YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

12) Great START has increased my motivation to pursue additional educational opportunities. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

13) Great START encourages child care providers to improve their education. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

14) Great START has increased my motivation and commitment to my current job. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

15) Great START has increased my motivation and commitment to the child care field. (*Check one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> Strongly agree    | <input type="checkbox"/> <sub>8</sub> Don't Know |
| <input type="checkbox"/> <sub>2</sub> Agree             | <input type="checkbox"/> <sub>9</sub> Refused    |
| <input type="checkbox"/> <sub>3</sub> Disagree          |  |
| <input type="checkbox"/> <sub>4</sub> Strongly disagree |  |

16) Great START has made me feel valued as a child care professional. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

17) Great START has had a positive impact on my working conditions. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

18) It was easy to obtain the Great START application when I first applied. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

19) It was easy to complete the Great START application when I first applied. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

20) I am satisfied with the length of time it took to be notified of a decision about my first application. *(Check one)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

21) Overall, I am satisfied with the Great START program. *(Check one)*

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree                 | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                          | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree – Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree – Why? _____ |                                       |

22) Great START should be continued. *(Check one)*

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree                 | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                          | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree – Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree – Why? _____ |                                       |

23) Is this your first paid position in child care?

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Yes         | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 0 No – If No, | <input type="checkbox"/> 9 Refused    |

A) Did you stay in your previous child care position for at least two years?

- |                                |                                       |
|--------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Yes | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 0 No  | <input type="checkbox"/> 9 Refused    |

B) Why did you leave your last position? (*Check one*)

- <sub>1</sub> Dissatisfied with salary
- <sub>2</sub> Dissatisfied with benefits
- <sub>3</sub> Wanted to go back to school
- <sub>4</sub> Working conditions (such as long hours, limited resources, enrollment)
- <sub>5</sub> External/Personal factors (moved, health)
- <sub>6</sub> Other \_\_\_\_\_

24) What is the highest level of education that you have completed? (*Check one*)

- <sub>1</sub> HS Diploma/GED
- <sub>2</sub> Some college, no degree
- <sub>3</sub> Associates Degree
- <sub>4</sub> Bachelors Degree
- <sub>5</sub> Masters or higher

Is that in early childhood education or child development?

- <sub>1</sub> Yes
- <sub>0</sub> No

25) Have you earned any early childhood education credentials? (*Check all that apply*)

- <sub>1</sub> CDA
- <sub>1</sub> CCP
- <sub>1</sub> Montessori
- <sub>1</sub> Approved Community College ECE Certificate
- <sub>1</sub> IL Director's Credential I
- <sub>1</sub> IL Director's Credential II
- <sub>1</sub> IL Director's Credential III

26) How long have you been a paid child care provider (FCC and Center)? \_\_\_\_\_ Years

27) What has been the most positive aspect of participating in the Great START program?

\_\_\_\_\_

28) What has been the most negative aspect of participating in the Great START program?

\_\_\_\_\_

29) Do you have any additional comments you would like to make about the Great START program?

\_\_\_\_\_

#### Contact Information

THE LAST THING WE'D LIKE TO DO IS VERIFY YOUR CONTACT INFORMATION FOR OUR RECORDS.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_

ZIP: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

THANK YOU FOR PARTICIPATING IN THIS INTERVIEW.

Would you like the contact information for the TEACH program which can help you pay for college classes?  
1-800-863-0499

## Follow-Up 1 Survey

### Great START Telephone Survey Protocol and Consent Form

1. Make first attempt at work phone number. If unsuccessful at reaching anyone at work number, then try home number.
2. Ask the person answering phone, if [provider name] is available.

“Hello, I am wondering if {name} might be available to talk with now. I am calling from the University of Illinois and we are trying to find out if she would like to participate in a project we are working on. If he/she is not currently available, can you tell me a good time during the day to try to reach him/her?”

3. Once you have targeted person on the phone, read through consent form and ask respondent if they would like to participate in this interview.

Hello, my name is \_\_\_\_\_, and we talked to you last Spring about the Great START program. We are wondering if you have 5 minutes to answer some additional follow-up questions regarding the program.

The choice of whether or not to be interviewed is totally voluntary, and we will not inform anyone who completed interviews. Your responses are confidential. That is, your name will never be associated with any comments you may make.

If you have any questions about the study, you can call Dawn Ramsburg at 217-244-7091.

We schedule interviews at any time that is convenient to you.

Would you be willing to complete an interview with us now, or at a later time?

4. If respondent agrees, ask if they have time to conduct interview now. If not possible to do interview now, schedule another time.
5. If respondent refuses to participate, thank them for their time and then move onto the next name on the list.
6. Once interview has been scheduled, start the interview.

Are you currently a Great START recipient? (Prompt: Are you currently receiving Great START checks?)

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

1) Are you still employed in the same child care program/family child care program since you were last approved for Great START?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

2) Are you still employed in the same position since you were last approved for Great START?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

If no to any of the above, end the interview.

3) Do you plan to submit your next Great START renewal form?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

4) In the last 6 months, have you enrolled in any early childhood or child development college courses?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused

If yes, did you enroll in these courses to move to a higher Great START level?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

5) In the last 6 months, have you completed any early childhood or child development college coursework?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused

If yes, did you complete these courses to move to a higher Great START level?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

6) In the last 6 months, have you pursued any early childhood or child development credentials?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused

If yes, did you pursue this credential to move to a higher Great START level?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>9</sub> Refused

7) In the last 6 months, have you obtained any early childhood or child development credentials?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No

<sub>9</sub> Refused

If yes, did you obtain this credential to move to a higher Great START level?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>9</sub> Refused

8) Do you plan to pursue any additional education?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No

<sub>9</sub> Refused

If yes, do you plan to pursue more education to move to a higher Great START level?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>9</sub> Refused

9) In the last 6 months, have you encountered any barriers to taking additional early childhood or child development college coursework?

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>1</sub> Yes – If, yes, What barriers have you found?

<sub>9</sub> Refused

Is it because: (*check all that apply*)

<sub>1</sub> There are not enough courses offered in my community

<sub>1</sub> I am not able to get full credit for the coursework/degree I already obtained

<sub>1</sub> Cost of taking college classes is too high

<sub>1</sub> Most courses are during the day so I cannot attend

<sub>1</sub> I am unable to attend classes during the evening or on weekends because of my family commitments

<sub>1</sub> They take too much time

<sub>1</sub> Other \_\_\_\_\_

10) In the last 6 months, have you thought about leaving your current position?

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>1</sub> Yes – If “Yes”, Why? (*Check one*)

<sub>9</sub> Refused

<sub>1</sub> Dissatisfied with salary

<sub>2</sub> Dissatisfied with benefits

<sub>3</sub> Wanted to go back to school

<sub>4</sub> Working conditions (such as long hours, limited resources, problems with other staff)

<sub>5</sub> External factors (moved, fired from job)

<sub>6</sub> Other \_\_\_\_\_

11) Does the Great START program make you want to continue providing care longer?

- <sub>1</sub> Yes                      <sub>8</sub> Don't Know  
<sub>0</sub> No                        <sub>9</sub> Refused

12) Did you enter the child care field with the intention to stay in child care as your long-term career?

- <sub>1</sub> Yes                        <sub>8</sub> Don't Know  
<sub>0</sub> No                        <sub>9</sub> Refused

PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

13) Great START has increased my motivation to pursue additional educational opportunities.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

14) Great START encourages child care providers to improve their education.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

15) Great START has increased my motivation and commitment to my current job.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

16) Great START has increased my motivation and commitment to the child care field.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

17) Great START has made me feel valued as a child care professional.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

18) Great START has had a positive impact on my workplace/working conditions.

- <sub>1</sub> Strongly agree                      <sub>8</sub> Don't Know  
<sub>2</sub> Agree                                      <sub>9</sub> Refused  
<sub>3</sub> Disagree  
<sub>4</sub> Strongly disagree

19) Overall, I am satisfied with the Great START program.

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

20) Great START should be continued.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree               | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                        | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree—Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree—Why? _____ |                                       |

21) What has been the most positive aspect of participating in the Great START program?

\_\_\_\_\_

22) What has been the most negative aspect of participating in the Great START program?

\_\_\_\_\_

23) What is the highest level of education that you have completed?

- 1 HS Diploma/GED
- 2 Some college, no degree
- 3 Associates Degree
- 4 Bachelors Degree
- 5 Masters or higher

Is that in ECE or CD?: 1 Yes      0 No

24) Have you earned any early childhood education credentials? (*Check all that apply*)

- 1 CDA
- 1 CCP
- 1 Montessori
- 1 Approved Community College ECE Certificate
- 1 IL Director's Credential I
- 1 IL Director's Credential II
- 1 IL Director's Credential III

25) How long have you been a paid child care provider (FCC and Center)? \_\_\_\_\_ years

26) Do you have any other comments you would like to make about Great START?

\_\_\_\_\_

## Follow-Up 2 Survey

### Great START Telephone Survey Protocol and Consent Form

1. Make first attempt at work phone number. If unsuccessful at reaching anyone at work number, then try home number.
2. Ask the person answering phone, if [provider name] is available.

“Hello, I am wondering if {name} might be available to talk with now. I am calling from the University of Illinois and we are trying to find out if she would like to participate in a project we are working on. If he/she is not currently available, can you tell me a good time during the day to try to reach him/her?”

3. Once you have targeted person on the phone, read through consent form and ask respondent if they would like to participate in this interview.

Hello, my name is \_\_\_\_\_, and we talked to you last year about the Great START program. We are wondering if you have 5 minutes to answer some additional follow-up questions regarding the program.

The choice of whether or not to be interviewed is totally voluntary, and we will not inform anyone who completed interviews. Your responses are confidential. That is, your name will never be associated with any comments you may make.

If you have any questions about the study, you can call Dawn Ramsburg at 217-244-7091.

We schedule interviews at any time that is convenient to you.

Would you be willing to complete an interview with us now, or at a later time?

4. If respondent agrees, ask if they have time to conduct interview now. If not possible to do interview now, schedule another time.
5. If respondent refuses to participate, thank them for their time and then move onto the next name on the list.
6. Once interview has been scheduled, start the interview.

1) Are you currently a Great START recipient? (Prompt: Are you currently receiving Great START checks?)

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

2) Are you still employed in the same child care program/family child care program since you were last approved for Great START?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

3) Are you still employed in the same position since you were last approved for Great START?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

If no to any of the above, end the interview.

4) Do you plan to submit your next Great START renewal form?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

5) In the last 6 months, have you enrolled in any early childhood or child development college courses?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused

If yes, did you enroll in these courses to move to a higher Great START level?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

6) In the last 6 months, have you completed any early childhood or child development college coursework?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No <sub>9</sub> Refused

If yes, did you complete these courses to move to a higher Great START level?

- <sub>1</sub> Yes <sub>8</sub> Don't Know  
<sub>0</sub> No – Why? \_\_\_\_\_ <sub>9</sub> Refused

7) In the last 6 months, have you pursued any early childhood or child development credentials?

<sub>1</sub> Yes

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>9</sub> Refused

If yes, did you pursue this credential to move to a higher Great START level?

<sub>1</sub> Yes

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>8</sub> Don't Know

<sub>9</sub> Refused

8) In the last 6 months, have you obtained any early childhood or child development credentials?

<sub>1</sub> Yes

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>9</sub> Refused

If yes, did you obtain this credential to move to a higher Great START level?

<sub>1</sub> Yes

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>8</sub> Don't Know

<sub>9</sub> Refused

9) Do you plan to pursue any additional education?

<sub>1</sub> Yes

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>9</sub> Refused

If yes, do you plan to pursue more education to move to a higher Great START level?

<sub>1</sub> Yes

<sub>0</sub> No – Why? \_\_\_\_\_

<sub>8</sub> Don't Know

<sub>9</sub> Refused

10) In the last 6 months, have you encountered any barriers to taking additional early childhood or child development college coursework?

<sub>0</sub> No

<sub>1</sub> Yes – If, yes, What barriers have you found?

<sub>8</sub> Don't Know

<sub>9</sub> Refused

Is it because: (*check all that apply*)

<sub>1</sub> There are not enough courses offered in my community

<sub>1</sub> I am not able to get full credit for the coursework/degree I already obtained

<sub>1</sub> Cost of taking college classes is too high

<sub>1</sub> Most courses are during the day so I cannot attend

<sub>1</sub> I am unable to attend classes during the evening or on weekends because of my family commitments

<sub>1</sub> They take too much time

<sub>1</sub> Other \_\_\_\_\_

11) In the last 6 months, have you thought about leaving your current position?

<sub>0</sub> No

<sub>8</sub> Don't Know

<sub>1</sub> Yes – If “Yes”, Why? (*Check one*)

<sub>9</sub> Refused

<sub>1</sub> Dissatisfied with salary

<sub>2</sub> Dissatisfied with benefits

<sub>3</sub> Wanted to go back to school

<sub>4</sub> Working conditions (such as long hours, limited resources, problems with other staff)

<sub>5</sub> External factors (moved, fired from job)

<sub>6</sub> Other \_\_\_\_\_

12) Does the Great START program make you want to continue providing care longer?

<sub>1</sub> Yes

<sub>8</sub> Don't Know

<sub>0</sub> No

<sub>9</sub> Refused

PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

13) Great START has increased my motivation to pursue additional educational opportunities.

<sub>1</sub> Strongly agree

<sub>8</sub> Don't Know

<sub>2</sub> Agree

<sub>9</sub> Refused

<sub>3</sub> Disagree

<sub>4</sub> Strongly disagree

14) Great START encourages child care providers to improve their education.

<sub>1</sub> Strongly agree

<sub>8</sub> Don't Know

<sub>2</sub> Agree

<sub>9</sub> Refused

<sub>3</sub> Disagree

<sub>4</sub> Strongly disagree

15) Great START has increased my motivation and commitment to my current job.

<sub>1</sub> Strongly agree

<sub>8</sub> Don't Know

<sub>2</sub> Agree

<sub>9</sub> Refused

<sub>3</sub> Disagree

<sub>4</sub> Strongly disagree

16) Great START has increased my motivation and commitment to the child care field.

<sub>1</sub> Strongly agree

<sub>8</sub> Don't Know

<sub>2</sub> Agree

<sub>9</sub> Refused

<sub>3</sub> Disagree

<sub>4</sub> Strongly disagree

17) Great START has made me feel valued as a child care professional.

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

18) Great START has had a positive impact on my workplace/working conditions.

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

19) Overall, I am satisfied with the Great START program.

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree    | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree             | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree          |                                       |
| <input type="checkbox"/> 4 Strongly disagree |                                       |

20) Great START should be continued.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> 1 Strongly agree               | <input type="checkbox"/> 8 Don't Know |
| <input type="checkbox"/> 2 Agree                        | <input type="checkbox"/> 9 Refused    |
| <input type="checkbox"/> 3 Disagree—Why? _____          |                                       |
| <input type="checkbox"/> 4 Strongly disagree—Why? _____ |                                       |

21) What has been the most positive aspect of participating in the Great START program?

\_\_\_\_\_

22) What has been the most negative aspect of participating in the Great START program?

\_\_\_\_\_

23) Do you have any other comments you would like to make about Great START?

\_\_\_\_\_

## Appendix C: Acknowledgements

We would like to thank the following individuals for their assistance with this project.

First, we would like to thank the 946 Great START participants who completed interviews for this project. Their important feedback was essential to improving our understanding the Great START program.

Next, we would like to thank the interview staff who completed over 1,800 telephone interviews. Heidi Curtis and Erin Doherty completed all interviews between January 2002 and May 2003. The Survey Research Office at the University of Illinois at Springfield, directed by Richard Schuldt, completed all interviews in the Fall of 2003.

The Illinois Statistics Office at University of Illinois at Urbana-Champaign conducted the sampling and data analysis for this evaluation.

The staff at the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), especially those in the Great START office, were instrumental in allowing us access to the program records. We thank Deb Nelson, the Great START program director, for accommodating and responding to our data needs for this evaluation. We appreciate the responsiveness of the Data and Technology staff—J. Albright and Joellyn Whitehead—to assisting us in refining the data collection to meet our needs along with the needs of the program operation.

Finally, we would like to thank the Illinois Department of Human Services for recognizing the importance of evaluation to the initiation of this new program. We are grateful that Linda Saterfield, Bureau Chief of the Office of Child Care and Development, and Holly Knicker included us in the program development phase so that we could think about the evaluation as key elements of the program were being determined.

We appreciated the efforts of everyone for their important collaboration in carrying out the scope of this project.