

# **THE STATE OF CHILD CARE IN LAREDO**

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## **Introduction**

Texas A&M International University is a Hispanic serving institution of higher education with an enrollment as of Fiscal Year 1999-2000 of 3,067 students. Two thousand six-hundred and ninety (88%) of the total student population is Hispanic. The average TAMIU student is 27.5 years (Treviño, 2001).

The average TAMIU student completes a baccalaureate degree in six to seven years. Child care is a very important issue for TAMIU students as the majority of them are in their child-bearing years, and already have families. Numerous professors have noted that students frequently have to either miss class or bring their young children to class with them due to child care issues. There are no doubt many others who would like to attend the university who are prevented from doing so because of lack of child care. The majority of students enrolled in TAMIU represent the first in their family to seek a higher degree. Approximately 65% of first-time freshmen undergraduate enrollment is composed of first-generation college students as of fall of 2000 (Treviño, 2001).

The TAMIU Office of Student Services conducted a survey in the Fall of 2000 to ascertain whether or not there was a need for campus child care. The results of this survey indicate agreement that there is such a need, with 60% of the respondents indicating that they would utilize campus child care (Treviño, 2001).

Latinas are the least likely group of women to obtain a bachelor's degree. Enrolling more students in higher education should result in more teachers to meet this need. According to the TAMIU registrar's office, as of Fall 2000, the College of Education has approximately 24% of the

student population enrolled in teacher preparation programs. The Early Childhood Education (ECE) program is the second largest in enrollment on campus. Furthermore, the students currently enrolled in early childhood programs need a developmentally appropriate site where they can observe and practice their developing skills. A proposed TAMIU Child Development Center (CDC) can offer students that opportunity.

According to the Laredo Child Care Management System (R. Garcia, personal communication, November 6, 2000 ), an area of great need is child care. CCMS helps families with child care needs. CCMS currently has well over 600 children on a waiting list due to the lack of child care facilities available in Laredo. Since nearly 60% of TAMIU students receive scholarships, loans or grants based on need, their children qualify for CCMS assistance. The proposed TAMIU Child Development Center will be a CCMS vendor limited to serving the children of TAMIU students. CCMS offers financial support to families and material, equipment and training support to the providers. Thus, this community agency will be a partner in the university's child care venture.

In 1999, the city of Laredo had a population of approximately 193,180. Based on the 1990 census figures, the city has approximately 12,206 children under four years of age. The city offers 86 licensed child care centers. Twenty-one (24%) of these are home centers serving a maximum of 12 children each. Twelve (14%) of the existing centers are Head Starts serving three- and four-year olds only. Three of the centers are affiliated with the two local school districts, one is for children with handicapping conditions and one serves employees of a local hospital. Thus, this 5% is not available for university students use. While there are 28 child care facilities within the same zip code as the university, the nearest one is approximately 10 miles away. The new university facilities were built on ranchland, which is brush country, on the northeast side of the city. This remote location

makes the need for campus child care more acute.

Another community agency supportive of child care is Child Care Licensing, part of the Texas Department of Protective and Regulatory Service. While this organization ensures that local child care facilities meet minimum standards, the staff openly encourage a higher level of quality child care.

In the fall of 1999 TAMIU Vice President Michelle Alexander and Early Childhood Education Associate Professor Linda Medearis met with representatives of Laredo agencies which deal with young children and families. One purpose of this meeting was to discuss the quantity of child care in the community. And second purpose was to discuss the quality of the available child care. It was a consensus of the group that (1) Laredo has a great need for more child care and (2) there is no nationally accredited child care available in the community.

This research is an effort to formalize this initial informal research and extend an exploration of these two issues to a sampling of (1) families representative of Laredo; (2) students, faculty and staff at the two institutions of higher education, LCC and TAMIU, (3) community child care directors, and (4) supporting agencies such as Child Care Management System, Child Advocacy, Stop Child Abuse and Neglect, etc.

### **Review of Literature**

Laredo is the second fastest growing city in the U. S. (Bureau of Census, 2000). With that growth comes added needs in many areas such as expanded government services, more schools, increased health care personnel and facilities, etc. This growth also results in a changing way of life for the community. More newcomers moving in creates more job opportunities. More women are choosing to join the work force. More young people are seeking a higher education. In the recent

past, the strong Hispanic culture of the city has offered many young parents an extended family to take care of their children as they go to work or school. This is no longer the case. Many of the local child care facilities have waiting lists (CCMS, 2000).

The Mexican American population is especially relevant for education.. According to the U. S. Bureau of Census (2000), approximately 31.4 million Hispanics live in the continental U. S., 65% of that number originated in Mexico. During the period from April 1, 1990 to July 1, 2000, the Hispanic population grew by 10.1 million. This population is projected to triple from 31.4 in 1999 to 98.2 million in 2050. As of 1998, twenty million Hispanics report that Spanish is spoken at home. The evidence points to a tremendous potential for growth in this Hispanic population with a large portion of that population speaking Spanish in their homes. Schools need to be prepared to provide quality education for young children with this particular background.

Garcia (1997) offers some enlightening statistics regarding education and the U.S. Hispanic population.. About 50% of Hispanics drop out of school, 70% of those by 10th grade. Nationally, 38% of Hispanics are retained at least one grade. Hispanic performance on achievement tests generally average one to two grade levels below the norms and Hispanics are placed in special education six times more frequently than the general population. Some of these latter effects on learning and achievement might be attributable to the incongruities these children face between school and home.

Quality child care can bridge this gap. This happens when the center offers a brain-stimulating cognitive enhancing program such as those recommended by the National Association for the Education of Young Children (Bredekamp & Copple, 1997). Recently, there have been findings through brain research which offer great implications for early childhood.

In the 1990's research in the areas of the cognitive sciences and in neurobiology, evolutionary biology, evolutionary psychology and even anthropology and archaeology revealed in much detail how humans actually learn. According to Guberniek (2000, page 205), "Everything that we understand about our intellectual development suggest that below the age of seven or eight, particularly below the age of three, we are heavily dependent on external encouragement and stimulation to develop the brain."

O'Donnell (1999) reveals that there is increasing public interest in early childhood brain development due to the new technologies which allow neuroscientists to see inside the brain and share the perceived images. She suggests that these strides in understanding how the brain works have shifted public attention to the importance of children's early years for their schooling, work and even life success in the future. These sentiments are echoed by Newberger (1997) who describes "windows of opportunity" (page 12) or critical periods for children's learning. These occur long before children enter the educational system. With so many working parents, the need for quality child care to stimulate cognition is apparent.

Research on programs for young children reveals the importance that quality has on a child's later life (Azar, 1997, Kagan & Neuman, 1997, Schweinhart & Weikert, 1998). Among these findings are that, later in life, those children who have had quality early childhood programs are placed in special education less often, fail to pass in school less often, have fewer teen pregnancies, get into trouble with the law less often, have more stable marriages, and many others. One can easily surmise the savings this represents in social services for these children. Early childhood education then becomes an economic issue for the community. Laredo children deserve the increased preparation and opportunities good and sufficient programs can offer them.

## **Methodology**

This portion of the study addresses the research design, population and sample. Also included is an explanation of instrumentation and the procedures used for data collection and analysis.

The design use for this research is descriptive. This design was chosen because the purpose of the study is to examine the perceptions of families, higher education, and community child care agencies regarding the state of child care in Laredo. Two research questions are examined:

1. What are the perceptions of families; higher education faculty, staff and students; and directors of early childhood programs concerning the quantity of child care available in the Laredo?
2. What are the perceptions of families; higher education faculty, staff and students; and directors of early childhood programs concerning the quality of child care available in the Laredo?

The best way to establish these perceptions is through the use of a survey.

The research population for this study consists of families within the community; students, faculty and staff at the two institutions for higher learning in Laredo; community child care directors; and employees of supporting agencies such as Child Care Management Systems, Child Advocacy, Stop Child Abuse and Neglect, etc. From this large population, samples were selected from the four relevant groups: (1) families; (2) Laredo Community College faculty, staff and students; (3) TAMIU faculty, staff and students; and (4) directors of child care centers and community agencies.

Stratified random sampling was utilized to identify the families surveyed. Ten families from each the geographical areas of Laredo-north, south, east and west-were selected from the local telephone directory by using the listed zip codes to locate the ten representative families for each area. This resulted in the identification of 40 families for the survey. Stratified random sampling was also implemented to identify the sample of forty needed from the institutions of higher education groups of (1)faculty, (2)staff and (3)students. The final group of 20 directors of child care centers and community agencies were selected by sample random sampling from prepared lists. The combined sample number far families, higher education and directors was 100.

A survey instrument was developed by the researcher, see Appendix A. This survey examines the respondents' perceptions regarding the quantity and quality of child care in the community. These two factors must be considered to explore the four hypotheses. The survey was based can a review of the literature and incorporates statements explored by similar surveys conducted by Texas A&M University and TAMIU. A Sample Needs Assessment (Scisrra\_& Dorsey, 1998, pages 26 and 27) was also consulted.

The survey begins with four questions which address the demographics of the respondent. These include (1) gender, (2) age, (3) occupation, and (4) number of children in the family. The next five questions relate to the quantity of child care offered in Laredo and what requirements the respondent might have for cost, scheduling and types of child care. The remaining six questions examine the respondents' perceptions of the quality of child care in the community. Thus the two factors necessary to establish the hypotheses are incorporated. The survey ends with a Comments section wherein space is provided for respondents to offer any further thoughts or information they deem appropriate.

A pilot test of the survey was conducted in February 2001 with ten professors and instructors at TAMIU. The purpose of the pilot was to identify and correct any misleading statements, confusing language, etc. Following the pilot study, the survey was adjusted to satisfy these criticisms.

The Principal Investigator has a Ph. D. in Early Childhood Education with experience in teaching young children in public schools and in initiating a new childcare center at East Central University in Ada, Oklahoma. Her management experience is that she was an elementary school principal for five years and has served as chair of the Department of Special Populations in the College of Education since 1994.

In preparing the survey, the researcher consulted professional literature and conducted the pilot study. Thus, the combination of the review of the literature, the implemented pilot study and the expertise of the developer offer support for the validity of the survey.

The Statistical Package for the Social Sciences (SPSS) software program was used to analyze the data on questions five through 10 of the survey for internal consistency. These questions directly relate to the two factors, quality and quantity, regarding child care in Laredo. A Cronbach Reliability Coefficient of .68 was obtained, see Appendix B. According to Gay & Airasian (2000), a reliability coefficient of .60 or better is acceptable for a survey instrument.

The surveys were mailed to the participants accompanied by self-addressed stamped envelopes for ease of return. The first mailing was sent out on March 26, 2001. The second mailing, for those who had not yet responded, was sent out on April 6, 2001. A third attempt to reach nonrespondents was made via telephone beginning on April 16 and continuing through the spring semester.



The principal investigator developed an electronic matrix using the SPSS software with the subjects in the first column, the demographic information from questions one through four in columns two through five, questions five through eight which address quantity of child care in columns six through nine, and the remaining five questions dealing with quality of child care in columns ten through fourteen. As the completed surveys were received, the research assistant used the matrix to record the raw data. The matrix of raw data is placed in Appendix C. Returned surveys were filed with separate files for each group: families, higher education and directors.

### **Results**

The researcher utilized the SPSS software to analyze the data for frequencies. This information can be viewed in Appendix C. Table 1, Demographic Frequencies, reflects the results for the four questions as the beginning of the survey which deal with the four demographics of the respondents. They are: (1) gender, (2) sex, (3) number of children birth to 5, and (4) number of children 5 to 12. As evidenced in Table 1, 42% of the respondents are male and 58% are female. Also revealed in Table 1, is the age groups of the respondents. Twenty-one percent are in the 20 to 30 age group. Thirty-three percent are in each of the 30 to 40 and 40 to 50 age groups. Only 13% of the respondents are 50 or over.

**Table 1**

**Demographic Frequencies**

	<b>Male</b>	<b>f%</b>	<b>Female</b>	<b>f%</b>				
Gender	10	42	14	58				
<b>Age</b>	<b>10-30</b>	<b>f%</b>	<b>30-40</b>	<b>f%</b>	<b>40-50</b>	<b>f%</b>	<b>50+</b>	<b>f%</b>
	5	21	8	33	8	33	3	13
	<b>None</b>	<b>f%</b>	<b>One</b>	<b>f%</b>	<b>Two</b>	<b>f%</b>		
Children, 0-5	9	64	3	21	2	14		
Children, 5-12	8	53	6	40	1	7		

Sixty-four percent of the participants did not report having any children ages birth to 5. Twenty-one percent have one child ages birth to 5 while 14% have two children ages birth to 5. Fifty-three percent of the participants did not report having any children between the ages of 5 to 12. Forty percent of this reporting group have only one child, while 7% have two children ages 5 to 12.

The fifth through eighth questions of the survey address the issue of quantity of child care available in Laredo. Table 2, Child Care Quantity Issues, offers the frequency of responses to these questions. Of those responding to the question regarding the amount paid for weekly child care, 80% report paying \$15 and 20% pay more than \$35.

Responding to the question regarding the nature of needed child care, the participants report that 70% of them need full weekly care, 20% require care on a drop-in basis, and 10% have other needs.

**Table 2**

Item	Quantity Issues					
	\$15		\$35		f%	
Charges	8	80	2	20		
	<b>Full Week</b>	<b>f%</b>	<b>Drop-in</b>	<b>f%</b>	<b>Other</b>	<b>f%</b>
Type of Need	7	70	2	20	1	10
	<b>Own Home</b>	<b>f%</b>	<b>Other Home</b>	<b>f%</b>	<b>Center</b>	<b>f%</b>
Placement	5	70	2	20	1	10
	<b>Year Round</b>	<b>f%</b>	<b>School Year</b>	<b>f%</b>		
Annual Need	6	55	5	45		

Fifty percent of the respondents have child care either in their own home or in a relative's home. Only 10% place their children in a family home center outside their own immediate family. Thirty percent report placing their children in child care centers.

The need for year round child care was expressed by 55% of those responding. Forty-five percent indicate the need for child care only during the academic year.

The next group of six questions examined pertain to the quality issue. This statement asked whether the respondents were satisfied with their current childcare arrangements. Ninety-one percent replied affirmatively while 9% responded negatively, see Table 3.

When queried whether or not they believe that state standards ensure quality child care, 61% of the respondents indicated that they agreed. Another 39% reported disagreement with this

statement. See Table 3.

**Table3**  
**Quality Issues**

Item	<b>Agree</b>	<b>f%</b>	<b>Disagree</b>	<b>f%</b>
State = Quality	11	61	7	39
National=Quality	12	67	6	33
Laredo Availability	4	21	15	78
Laredo Quality	3	20	12	80

The next question addressed) the issue of the effect of national standards on child care quality. The respondents agreed that they do at a rate of 67% and disagreed that they do not at a rate of 33% (Table 3).

The belief that there is enough child care available in Laredo was agreed with by 21%. However, 78% disagreed with this statement (Table 3).

The final statement on the survey asked the respondents to agree or disagree that they believe that the child care in Laredo is high quality. See Table 3 for results. Only 20% of those responding agreed with the statement. The remaining 80% believe that this is not the case.

To further examine the data. and seek statistical significance at the .05 or better level, the data was explored using paired samples t-test. To do this, the researcher paired each of the four demographics: (1 ) gender, (2) age, (3) number of children under five and (4)number of children between five and twelve with each of the four questions: (1) quality, (2) availability, (3) state and

national standards and (4) satisfaction. The results for each pairing are available in Appendix C.

The first paired sample examined was that of gender and quality. The SPSS software was used. Results did not indicate statistical significance for this pairing. However, the pairing of age and quality does reveal a significance, see Table 4.

**Table 4**  
**Demographics and Quality**

<b>Pair</b>	<b>df</b>	<b>Significance (2-tailed)</b>
Age	14	.029*
Children <5	6	.035*
Children 5-12	10	.001 **

\*p<.05, \*\*p<.01

Also significant was the pairing of respondents with children under five years of age and quality. Of greater significance; however, was the pairing of those with children between 5 and 12 years of age with quality.

The comparison of responses to the four demographic questions with the issue of availability illustrates that three of the four paired samples are significant. When comparing gender and availability there was no significance. But when comparing age, number of children under five years of age and number of children between five and twelve years of age, the results were significant as seen in Table 5. Both the number of children items were more significant.

**Table 5**

**Demographics and Availability**

<b>Pair</b>	<b>df</b>	<b>Significance (2-tailed)</b>
Age	18	.031*
Children <5	10	.005
Children 5-12	12	.001**

\*p<.05, \*\*p<.01

Responses to the statement that state standards ensure quality child care was compared to each of the four demographic groups also. The results reveal significance for only two of the demographic groups, age and gender, see Table 6. There is a greater significance between age and response than with gender. There was no significance when pairing the statement with number of children in the family, below age 5 or ages 5 to 12.

**Table 6**

**Demographics & State Standards**

<b>Pair</b>	<b>df</b>	<b>Significance (2-tailed)</b>
Gender	17	.015*
Age	17	.002*

\*p<.05, \*\*p<.01

Only one of the four pairings between demographic groups and the responses to the statement that national standards ensure quality child care programs offered significant results. Families with children between the ages of 5 and 12 agreed with this statement significantly.

Paired sample t-tests were performed on the four demographic areas and respondents'

satisfaction. In addition, satisfaction was compared with current use and daily charges. The only significance for these comparisons were those for gender and age, see Table 7.

**Table 7**

**Demographics & Satisfaction**

<b>Pair</b>	<b>df</b>	<b>Significance (2-tailed)</b>
Gender	10	.004**
Age	10	.002**

\*\*p<.01

With all of the comparisons, the most frequent demographic group to reveal significance was that of Age. This group had significant results with all the statements; quality, availability, state standards, and satisfaction.

A space was left at the end of the survey instrument for comments. A few respondents filled in that space. The most frequent comment was that the more expensive child care is, the better it is. The second most frequent comment was that the respondent either had no children or was beyond the need for child care. Receiving equal attention were comments that the respondent hears about the community need for child care daily and that the survey is a positive step in addressing a situation where more can be done. Other comments reflected a need for child care for special needs children, a hope that the Texas Center can assist the community with this issue and a recommendation that more monitoring of child care be done.

**Summary, Conclusions and Recommendations**

The return rate on the surveys was 33%. This was disappointing especially when one considers that two attempts by mail and numerous attempts by telephone were made to secure the

missing responses.

The examination of the frequency of responses by demographic groups reveals that a slight majority of the respondents were female. The age groups most represented are 30 - 40 and 40 - 50. This is sensible considering these are both the childbearing years and the years during which a family most needs child care. Of those responding, the group with children ages birth to five had the greatest respondents. This, too, is easy to understand as child care is often very critical for these age children.

To address the first research question: what are the perceptions of families; higher education faculty, staff and students; and directors of early childhood programs concerning the quantity of child care available in the Laredo, one must consider charges, the type of need, placement and annual need as expressed by the respondents.

Since 80% responded that they pay \$15 weekly for child care, it is evident that services at this level are being offered. As there were no responses for paying \$15 to \$20 weekly, there appears to be little or no child care at this level. A small number reported paying more than \$35 weekly which indicates that there is either little of this level offered or most families are unable to pay at this level.

By far the majority, at 70%, of the respondents indicated that they need full-time child care, while there was little need for drop-in or other kinds of services. This then is an area the community needs to prepare for according to these results.

Most of the respondents, 70%, report that their children are cared for in their own homes or the homes of relatives. The second care placement is reported as other family centers, while only 1 reported having a child in a day care center. Do these results indicate that there is no need for



additional child care centers in Laredo, or that there are insufficient to meet the needs of local families?

There were very close results in the area of annual need. Slightly more than one-half of the respondents reported needing year round child care. Slightly less than one-half reported needing academic year child care. In planning for the future child care needs, these two options must be considered. Child care should be offered both all year and after school for eligible children.

The second research question: what are the perceptions of families; higher education faculty, staff and students; and directors of early childhood programs concerning the quality of child care available in the Laredo, was considered with responses to whether or not state and national standards ensure, the availability in Laredo and finally simply the quality of child care in Laredo. Respondents agreed that both state and national standards ensure quality with slightly more favoring national standards. A large majority, 78%,disagreed that there was an adequate amount of child care available in Laredo. The most significant of these questions was the response to the quality of child care in the city. Eighty percent of the respondents fail to agree that Laredo offers quality child care.

Further analysis of the quality issue with demographics illustrates that the 30 to 40 year age group reports the greatest satisfaction with their current child care. Those families with children birth to age 5 perceive that their child care is of good quality while those with children ages 5 to 12 are less satisfied.

Availability is important to the quality of child care offered. The resulting analysis of demographics and availability indicate that the age of the respondent affects perception of this

issue with the younger respondents reporting less child care availability. Those respondents with children ages birth to 5 also perceived less child care availability; while those with children ages 5 to 12 reported a lack of available child care to a lesser degree.

Only two demographics responded significantly to the statement that state standards would ensure the quality of child care. These were respondents who were female and had children in the 5 to 12 age group. Only one of the demographic groupings, those with children 5 to 12 agreed with the same statement regarding national standards.

Perhaps the most telling of the quality issues and demographic groups examined was the final one. This statement simply asked the respondent was satisfied with their child care. Again gender and age were the only two significant responses with females agreeing significantly and those ages 30 to 40 agreeing even more significantly.

Thus it would appear, from the results of this survey, that respondents are very much like those who annually are surveyed and reported in the Gallup Poll regarding schools. While they express satisfaction with their own child care, or school, they acknowledge that overall a problem exists.

The open-ended comments seem to support a recognition of the lack of quality child care in Laredo. Perhaps a qualitative survey wherein a thorough exploration with observations and interviews regarding both the quality and quantity of child care in the community could offer a clearer picture of the state of this important social issue.

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## **APPENDICES**

**APPENDIX A**  
**Child Care Laredo: Quality and Quantity**  
**Community Survey**

**CHILD CARE LAREDO: QUALITY AND QUANTITY**

**COMMUNITY SURVEY**The "Texas Center is studying the quality and quantity of child care programs in Laredo. We wish to determine; the needs of those with children and the degree to which those needs are currently being met.

Please use the enclosed self-addressed, stamped envelope to return your survey by June 11, 2001.

To be completed by one person in family

Please put an X beside the choice that best describes you.

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
Age: 20 to 30 \_\_\_\_\_ 30 to 40 \_\_\_\_\_ 40 to 50 \_\_\_\_\_ 50+ \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Number of children in family: Birth to Five \_\_\_\_\_ Five to Twelve \_\_\_\_\_

**If there are no children under twelve in the family, please skip to question number 6. 1.**

what type of child care arrangements do you currently use? (Check all that apply)

Type	Cost per week	# hours per week
Own home or relatives's home	\$ _____	_____
Child care home	\$ _____	_____
Child care center	\$ _____	_____
Other (specify)	\$ _____	_____

2. what is the maximum daily charge you are prepared to pay for child care?  
\$15.00                      \$2.00                      \$3.00+

3. which of the following Schedules for child care do you require?

- Full week
- 3 - 4 days week
- 2 1/2 - 3days/week
- 2 full or 3 half days/week
- Drop-in basis
- Other (please explain)

4. When would you require child care for your child(ren)?  
Year round                      Academic year                      Other (explain)

Are you satisfied with your current child care arrangements?                      Yes \_\_\_\_\_ No \_\_\_\_\_

**(Over)**

6. Are you aware of any differences in the quality of child care offered in Laredo? If so

what?

7. State standards for child care guarantee quality

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

8. National professional standards for child care guarantee quality

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

9. Do you believe there is enough child care available in Laredo?

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Please explain:

10. Do you believe that the child care provided in Laredo is high quality?

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Please explain:

Comments:



**APPENDIX B**  
**Reliability Analysis**

## RELIABILITY ANALYSIS - SCALE (ALPHA)

### Reliability Coefficients

N of Cases = 9.0      N of Items = 6

Alpha= .6757

**APPENDIX C**

**Raw Data and SPSS Analysis Output**

	Surveyed	sorting	gender	age	siblings	sib	use	charge
1	1	2	2	1	0	0	.	.
2	2	2	2	2	0	0	.	.
3	3	2	2	2	1	.	3	1
4	4	2	1	2	.	1	1	1
5	5	2	1	1	0	0	.	.
6	6	2	2	2	2	.	1	1
7	7	2	.	.	.	.	.	.
8	8	2	1	2	1	.	.	.
9	9	2	2	3	.	.	2	.
10	10	2	.	.	.	.	.	.
11	11	1	1	4	.	.	.	.
12	12	1	.	.	.	.	.	.
13	13	1	1	3	0	0	.	.
14	14	1	.	.	.	.	.	.
15	15	1	1	3	.	.	.	.
16	16	1	.	.	.	.	.	.
17	17	1	.	.	.	.	.	.
18	18	1	.	.	.	.	.	.
19	19	1	.	.	.	.	.	.
20	20	1	2	2	1	1	1	1
21	21	3	.	.	.	.	.	.
22	22	3	.	.	.	.	.	.
23	23	3	.	.	.	.	.	.
24	24	3	.	.	.	.	.	.
25	25	3	.	.	.	.	.	.
26	26	3	.	.	.	.	.	.
27	27	3	.	.	.	.	.	.

	Schedule	Required	Satisfy	state	natio	availa	quality
1	.	.	.	2	2	2	.
2	.	.	.	1	1	2	2
3	1	1	1	1	1	1	1
4	1	1	2	2	2	2	2
5	.	.	.	1	1	.	.
6	1	2	1	1	1	2	.
7	.	.	.	.	.	.	.
8	.	.	.	.	2	2	.
9	1	1	1	1	1	2	2
10	.	.	.	.	.	.	.
11	.	.	.	.	.	.	.
12	.	.	.	.	.	.	.
13	.	.	.	.	.	2	2
14	.	.	.	.	.	.	.
15	.	.	.	1	1	.	.
16	.	.	.	.	.	.	.
17	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.
19	.	.	.	.	.	.	.
20	5	2	1	2	2	2	.
21	.	.	.	.	.	.	.
22	.	.	.	.	.	.	.
23	.	.	.	.	.	.	.
24	.	.	.	.	.	.	.
25	.	.	.	.	.	.	.
26	.	.	.	.	.	.	.
27	.	.	.	.	.	.	.

	Surveyed	sorting	gender	age	Siblings	sib	use	charge
28	28	3	.	.	.	.	.	.
29	29	3	.	.	.	.	.	.
30	30	3	.	.	.	.	.	.
31	31	6	2	3	0	0	.	.
32	32	6	2	1	.	1	.	1
33	33	6	.	.	.	.	.	.
34	34	6	.	.	.	.	.	.
35	35	6	.	.	.	.	.	.
36	36	6	.	.	.	.	.	.
37	37	6	.	.	.	.	.	.
38	38	6	.	.	.	.	.	.
39	39	6	.	.	.	.	.	.
40	40	6	.	.	.	.	.	.
41	41	5	.	.	.	.	.	.
42	42	5	2	3	.	1	1	3
43	43	5	2	3	0	0	.	.
44	44	5	.	.	.	.	.	.
45	45	5	2	3	.	2	1	1
46	46	5	.	.	.	.	.	.
47	47	5	1	2	.	.	3	3
48	48	5	.	.	.	.	.	.
49	49	5	.	.	.	.	.	.
50	50	5	.	.	.	.	.	.
51	51	7	.	.	.	.	.	.
52	52	7	.	.	.	.	.	.
53	53	7	.	.	.	.	.	.
54	54	7	.	.	.	.	.	.

	Schedule	Required	satisfy	state	natio	avails	quality
28	.	.	.	.	.	.	.
29	.	.	.	.	.	.	.
30	.	.	.	.	.	.	.
31	.	.	.	2	2	2	2
32	1	2	1	1	1	1	2
33	.	.	.	.	.	.	.
34	.	.	.	.	.	.	.
35	.	.	.	.	.	.	.
36	.	.	.	.	.	.	.
37	.	.	.	.	.	.	.
38	.	.	.	.	.	.	.
39	.	.	.	.	.	.	.
40	.	.	.	.	.	.	.
41	.	.	.	.	.	.	.
42	1	2	1	2	1	2	2
43	.	.	.	2	.	2	2
44	.	.	.	.	.	.	.
45	5	1	1	2	1	2	2
46	.	.	.	.	.	.	.
47	.	1	1	1	1	2	2
48	.	.	.	.	.	.	.
49	.	.	.	.	.	.	.
50	.	.	.	.	.	.	.
51	.	.	.	.	.	.	.
52	.	.	.	.	.	.	.
53	.	.	.	.	.	.	.
54	.	.	.	.	.	.	.

	Surveyed	sorting	gender	age	siblings	sib	use	charge
55	55	7	2	1	.	.	.	.
56	56	7	2	1	.	1	14	1
57	57	7	.	.	.	.	.	.
58	58	7	.	.	.	.	.	.
59	59	7	.	.	.	.	.	.
60	60	7	.	.	.	.	.	.
61	61	4	.	.	.	.	.	.
62	62	4	.	.	.	.	.	.
63	63	4	.	.	.	.	.	.
64	64	4	.	.	.	.	.	.
65	65	4	.	.	.	.	.	.
66	66	4	.	.	.	.	.	.
67	67	4	1	4	0	.	.	.
68	68	4	.	.	.	.	.	.
69	69	4	.	.	.	.	.	.
70	70	4	.	.	.	.	.	.
71	71	4	.	.	.	.	.	.
72	72	4	.	.	.	.	.	.
73	73	4	.	.	.	.	.	.
74	74	4	.	.	.	.	.	.
75	75	4	.	.	.	.	.	.
76	76	4	.	.	.	.	.	.
77	77	4	.	.	.	.	.	.
78	78	4	.	.	.	.	.	.
79	79	4	.	.	.	.	.	.
80	80	4	.	.	.	.	.	.
81	81	4	.	.	.	.	.	.



	Schedule	required	satisfy	state	natio	avails	quality
55	.	.	.	1	2	2	2
56	6	2	1	1	1	1	1
57	.	.	.	.	.	.	.
58	.	.	.	.	.	.	.
59	.	.	.	.	.	.	.
60	.	.	.	.	.	.	.
61	.	.	.	.	.	.	.
62	.	.	.	.	.	.	.
63	.	.	.	.	.	.	.
64	.	.	.	.	.	.	.
65	.	.	.	.	.	.	.
66	.	.	.	.	.	.	.
67	.	.	.	.	.	.	.
68	.	.	.	.	.	.	.
69	.	.	.	.	.	.	.
70	.	.	.	.	.	.	.
71	.	.	.	.	.	.	.
72	.	.	.	.	.	.	.
73	.	.	.	.	.	.	.
74	.	.	.	.	.	.	.
75	.	.	.	.	.	.	.
76	.	.	.	.	.	.	.
77	.	.	.	.	.	.	.
78	.	.	.	.	.	.	.
79	.	.	.	.	.	.	.
80	.	.	.	.	.	.	.
81	.	.	.	.	.	.	.

	Surveyed	sorting	gender	age	siblings	sib	use	charge
82	82	4	.	.	.	.	.	.
83	83	4	.	.	.	.	.	.
84	84	4	1	3	0	0	.	.
85	85	4	.	.	.	.	.	.
86	86	4	.	.	.	.	.	.
87	87	4	.	.	.	.	.	.
88	88	4	.	.	.	.	.	.
89	89	4	.	.	.	.	.	.
90	90	4	.	.	.	.	.	.
91	91	4	.	.	.	.	.	.
92	92	4	.	.	.	.	.	.
93	93	4	.	.	.	.	.	.
94	94	4	.	.	.	.	.	.
95	95	4	.	.	.	.	.	.
96	96	4	1	4	0	0	.	.
97	97	4	.	.	.	.	.	.
98	98	4	.	.	.	.	.	.
99	99	4	.	.	.	.	.	.
100	100	4	.	.	.	.	.	.
101	101	8	.	.	.	.	.	.
102	102	8	.	.	.	.	.	.
103	103	8	.	.	.	.	.	.
104	104	8	.	.	.	.	.	.
105	105	8	.	.	.	.	.	.
106	106	8	.	.	.	.	.	.
107	107	8	.	.	.	.	.	.
108	108	8	.	.	.	.	.	.

	Schedule	required	satisfy	state	natio	avails	quality
82	.	.	.	.	.	.	.
83	.	.	.	.	.	.	.
84	.	.	.	.	.	2	2
85	.	.	.	.	.	.	.
86	.	.	.	.	.	.	.
87	.	.	.	.	.	.	.
88	.	.	.	.	.	.	.
89	.	.	.	.	.	.	.
90	.	.	.	.	.	.	.
91	.	.	.	.	.	.	.
92	.	.	.	.	.	.	.
93	.	.	.	.	.	.	.
94	.	.	.	.	.	.	.
95	.	.	.	.	.	.	.
96	.	.	.	.	.	.	.
97	.	.	.	.	.	.	.
98	.	.	.	.	.	.	.
99	.	.	.	.	.	.	.
100	.	.	.	.	.	.	.
101	.	.	.	.	.	.	.
102	.	.	.	.	.	.	.
103	.	.	.	.	.	.	.
104	.	.	.	.	.	.	.
105	.	.	.	.	.	.	.
106	.	.	.	.	.	.	.
107	.	.	.	.	.	.	.
108	.	.	.	.	.	.	.

	Surveyed	sorting	gender	age	siblings	sib	use	charge
109	109	8	.	.	.	.	.	.
110	110	8	2	2	2	1	3	1
111	.	.	.	.	.	.	.	.

	<b>Schedule</b>	<b>required</b>	<b>satisfy</b>	<b>state</b>	<b>natio</b>	<b>availa</b>	<b>quality</b>
<b>109</b>	.	.	.	.	.	.	.
<b>110</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>111</b>	.	.	.	.	.	.	.