

***The Role of Transportation in
Selected Syracuse Child
Care Centers***

Fall 2006



© 2005 Getty Images

Community Benchmarks Program
The Maxwell School of Syracuse University
www.maxwell.syr.edu/benchmarks

Research Team

Meredith Bowyer	Heather Drake	Braden Lynk	Brandon Roberts
Gillian Cartwright	Jennifer Feden	Emma Medina	Adrienne Sund
Hayley Craig	Jennifer Goldfield	Matt Nathanson	Olivia Tipton
Lauren D'Angelo	David Katz	Krista Niles	Bradley Warren

COMMUNITY BENCHMARKS DIRECTOR CAROL DWYER
Teaching Assistant Lauren Abramson
Community Geographer Jonnell Allen



EXECUTIVE SUMMARY
The Role of Transportation in Child Care
Fall 2006
Community Benchmarks Program
The Maxwell School at Syracuse University

Introduction

This study examines the role of transportation for families with children enrolled in child care in Syracuse, New York. The focus of this report is 10 child care centers registered with Child Care Solutions of Onondaga County. The 10 centers were selected because 80% of the children enrolled are part of the federal free or reduced price lunch program. Child Care Solutions wanted to focus on this population because it has particular concern about enrollment in centers serving low-income children. One large inner-city center closed last spring due to lack of enrollment, a second came close to closing, and there are reports of low enrollment in at least two others. This concerns Child Care Solutions because it hopes to retain center-based care as an option for low-income parents. Transportation was selected as a point of focus for the study because of concerns that an inability to access transportation to child care centers may be causing the low enrollments (Peggy Liuzzi, personal communication, November 13, 2006). This report is created by researchers from the Community Benchmarks Program (CBP) of the Maxwell School of Citizenship and Public Affairs at Syracuse University. The study was requested by Peggy Liuzzi, Executive Director of Child Care Solutions.

This is the second CBP research project to examine public transportation in Onondaga County. The first, "Accessibility and Distribution of Centro Bus Shelters," was published in the spring of 2006 and can be downloaded from the CBP website at www.maxwell.syr.edu/benchmarks.

Methods

The primary data for this report were collected by implementing a survey designed by the CBP research team with assistance from Peggy Liuzzi and the Syracuse University Community Geography Steering Committee. CBP researchers asked individuals picking children up at the child care centers to complete the survey. The survey included questions about the mode of transportation used to travel to and from the child care center and, where relevant, the convenience of relying on public transportation. The survey was piloted between Sept. 14 and Sept. 19, 2006. The final survey was administered between Sept. 20 and Oct. 6, 2006.

The target population for this survey is the 475 families who are registered with Child Care Solutions as having at least one child in one of the 10 selected centers. A total of 184 surveys were collected, which is a response rate of 39%. The CBP research team also developed a direct observation instrument to evaluate the reliability of Centro buses at the two bus stops closest to each child care center. A final survey was administered to the directors of each of the 10 centers to obtain enrollment figures.

Findings

1. 67% of respondents use a car as their primary form of transportation when dropping children off at the child care center. (n=167)
2. 72% of respondents use a car as their primary form of transportation when picking up children at the child care center. (n=172)
3. 85% of respondents say the child care center they currently use is their first choice. (n=150)
4. 60% of respondents who say that the child care center is their first choice strongly agree or agree that transportation was an important factor in selecting the child care center. (n=119)
5. 56% of the respondents who say that the child care center is not their first choice strongly agree or agree that transportation was an important factor in selecting the child care center. (n=18)
6. 64% of respondents who say their current child care center is their first choice selected the center because it is close to home or work. (n=128)
7. 52% of respondents say it takes 10 minutes or less to bring the child to the child care center. (n=162)
8. 82% of respondents pick up or drop off a child five days per week. (n=184)
9. 93% of respondents who either sometimes or always ride the bus say the bus stop is close to the child care center. (n=29)
10. 93% of respondents who either sometimes or always ride the bus say the bus stop is close to their home. (n=29)
11. 78% of respondents who either sometimes or always ride the bus say the bus schedule is convenient for the child's transportation to child care. (n=27)
12. 86% of respondents who either sometimes or always ride the bus say the bus usually or always arrives and departs on time. (n=28)
13. 92% of respondents who either sometimes or always ride the bus say they never or rarely have to wait for another bus because the first one is full. (n=28)
14. 89% of respondents who either sometimes or always ride the bus say there are usually or always seats available on the bus. (n=28)
15. 89% of respondents who either sometimes or always ride the bus say the bus is affordable. (n=25)
16. 88% of respondents who either sometimes or always ride the bus say they usually or always feel that the child is safe on the bus. (n=25)

TABLE OF CONTENTS

Acknowledgments.....	i
Introduction.....	1
Methods.....	8
Child Care Survey Findings.....	18
Personal Anecdotes.....	34
Recommendations.....	36
References.....	40
Appendices.....	

ACKNOWLEDGMENTS

The Community Benchmarks Program would like to thank all those who assisted us by providing information and data for this report.

We would especially like to recognize the following people:

- Peggy Liuzzi, Executive Director of Child Care Solutions, for providing information regarding child care services in Onondaga County and for her overall support of the project.
- The directors and staff of the 10 participating child care centers for allowing us to collect data and for making our volunteer work memorable.
 1. Madelene Barkins and the staff of Lydia's Lullaby
 2. Joe Bernazzani and the staff of the DePaul Cooperative Day Care Center
 3. Kathy Bessette and the staff of the Elmwood Day Care Center
 4. Pam Coppola and the staff of the Atonement Day Care Center
 5. Helen O'Malley and the staff of the St. Vincent DePaul Day Care Center
 6. Pam Patterson and the staff of the Plymouth Day Care Center
 7. Diana Presley and the staff of Lean On Me
 8. Heather Rice and the staff of Learn As You Grow
 9. Chandra Smith and the staff of Cab Horse Commons (Salvation Army)
 10. Darlene Strodel and the staff of Kids University (Salvation Army)
- Jonnell Allen, Community Geographer in the Geography Department of Syracuse University, for her assistance with the geographic analysis and mapping.
- The Syracuse University Community Geography Steering Committee, for their feedback on our survey and support for this project.
- Guenther Cartwright, Professor of Photojournalism at the Rochester Institute of Technology, for providing stock photography of children in child care.

INTRODUCTION

This study examines the role of transportation for families with children enrolled in child care in Syracuse, New York. The focus of this report is 10 child care centers registered with Child Care Solutions of Onondaga County. The 10 centers were selected because they match the criteria that 80% of the children enrolled are part of the federal free or reduced price lunch program. Child Care Solutions wanted to focus on this population because it has particular concern about enrollment in centers serving low-income children. One large inner-city center closed last spring due to lack of enrollment, a second came close to closing, and there are reports of low enrollment in at least two others. This concerns Child Care Solutions because it hopes to retain center-based care as an option for low-income parents. Transportation was selected as a point of focus for the study because of concerns that an inability to access transportation to child care centers may be causing the low enrollments (Peggy Liuzzi, personal communication, November 13, 2006). A map showing the addresses of respondents and the median incomes for the census block groups in which they live can be found in Appendix XIII. This report is created by researchers from the Community Benchmarks Program (CBP) of the Maxwell School of Citizenship and Public Affairs at Syracuse University. The study was requested by Peggy Liuzzi, Executive Director of Child Care Solutions.

This is the second CBP research project to look at public transportation in Onondaga County. The first, “Accessibility and Distribution of Centro Bus Shelters,” was published in the spring of 2006 and can be downloaded from the CBP website at www.maxwell.syr.edu/benchmarks.

Child Care Solutions is a nonprofit organization that provides parents and families throughout Onondaga County with information and resources about child care centers and referral options. The agency also supplies child care providers, educators, human services agencies, employers and community leaders with information and resources to strengthen child care services throughout the county. As of 2006, Child Care Solutions reports that there are 540 regulated child care providers throughout Onondaga County, 216 of which are located in the city of Syracuse (Peggy Liuzzi, personal communication, November 9, 2006).

Literature provided by Child Care Solutions defines the organization as “a leader, a community resource, and a partner in local, state and national efforts to ensure that children receive safe, nurturing, affordable, and high quality child care and early education services” (Child Care Solutions, n.d.). Listed below are some of the services the agency provides.

Services for Parents

- Help locating child care to meet individual family needs, including referrals to child care centers, family child care providers, before and after school care, and nursery schools
- Guidance on choosing child care that works for your family and child
- Information on child care financial aid
- Information on NY State child care registration and licensing standards
- Parenting education for community groups
- Parent Warmline for answers to parenting questions and concerns

Services for Employers

- On-site parenting seminars
- Custom child care referral service for employees
- Consultation on the development of on-site or near-site child care services and work/family benefits

Services for Child Care Providers

- Workshops on child development, activity planning, health and safety, CPR, and more
- Information on regulatory requirements
- Assistance with starting new child care programs
- Consultation and problem-solving to expand and enhance existing programs
- Access to the Child Care Food Program (CACFP) for family child care homes
- Training to enhance the effectiveness of child care center boards of directors

Services for the Community

- Reports and statistics on local child care supply and demand
- Information on child care policy issues
- Speakers and workshops for community groups
- Advocacy for policies and funding that support and enhance development of child care

Services to Support NYS Regulations

- Oversees registered school age and family care programs in Onondaga County

Source: Child Care Solutions (2005).

To collect data for this report, research teams visited 10 child care centers in the city of Syracuse. Those centers are listed in the table below. Center capacities and the number of children at each center were reported by the center directors.

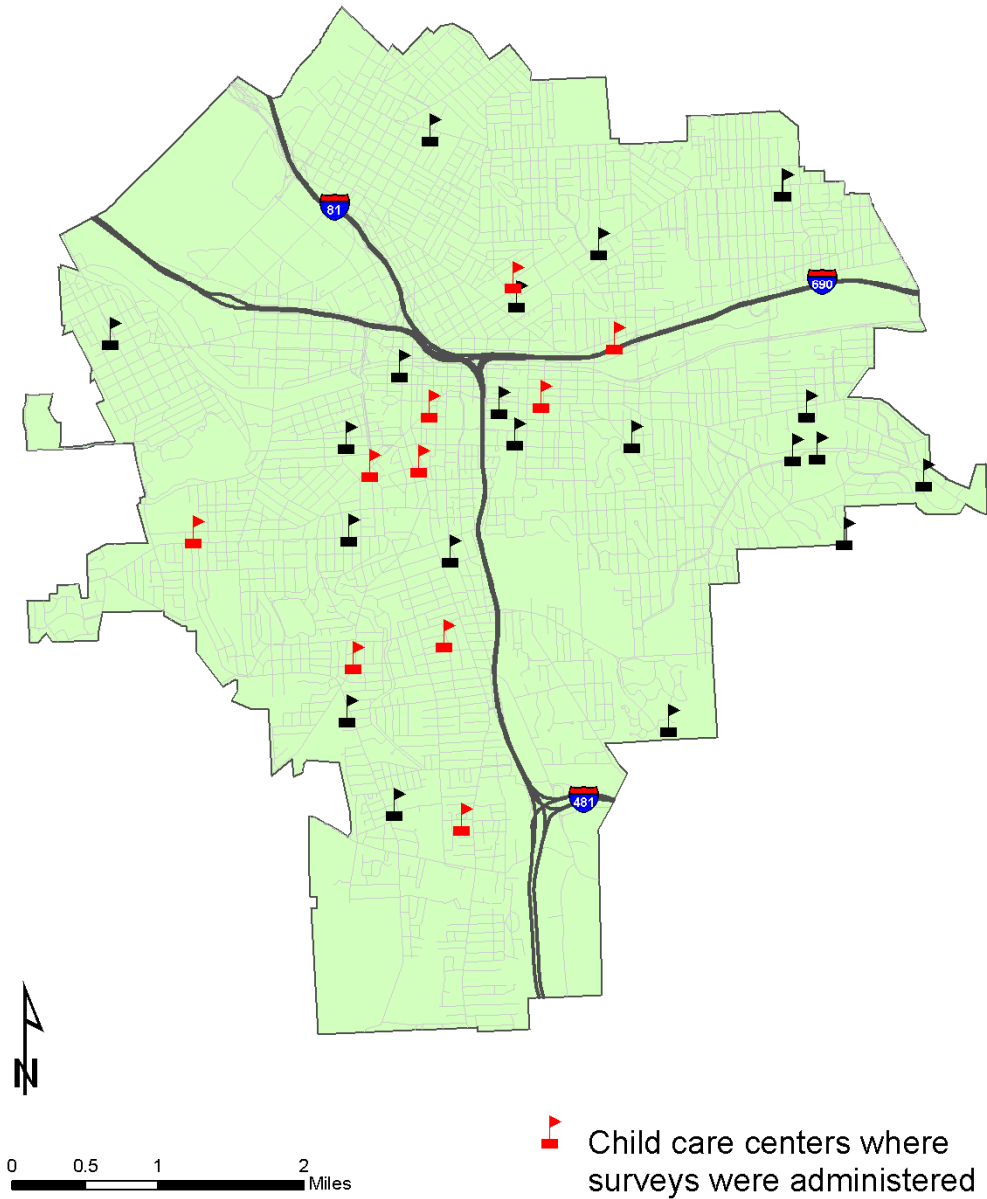
<i>Child Care Center</i>	<i>Center's Capacity</i>	<i>Number of Children at Center</i>
Atonement Day Care Center	120	102
Cab Horse Commons (Salvation Army)	109	106
DePaul Cooperative (DCC)	78	71
Elmwood DCC (Salvation Army)	120	47
Kids University (Salvation Army)	76	63
Lean On Me	36	30
Learn As You Grow	94	79
Lydia's Lullaby	35	30
Plymouth DCC	55	48
St. Vincent DePaul DCC	77	77

Contact information for each center can be found in Appendix VII.

Each center's capacity and current enrollment by age categories can be found in Appendix VIII.

The location of each center is displayed on the map on the following page.

Registered Child Care Centers in Syracuse, NY



A Guide to Child Care Options

To help familiarize CBP researchers with the child care sector, Child Care Solutions provided the research team with information about the various types and scope of child care options. The types of care available to families are listed below.

Child Care Centers: Care is provided for children ages 6 weeks to 12 years in a non-residential facility for more than six children in a group setting. All centers must be licensed by the NYS Office of Children and Family Services.

School-Age Child Care: Program for children ages 5 to 12 years in a group setting before and after school and during school holidays and summer vacation. Care is provided in a variety of settings such as elementary schools, churches, community centers and child care centers. School-age programs which operate separately from other child care programs must be registered by the NYS Office of Children and Family Services.

Family Child Care Homes: Care is provided by one adult caregiver in an occupied residence for up to eight children. Programs can enroll children ages 6 weeks to 12 years. Family Child Care Homes are registered by the NYS Office of Children and Family Services.

Group Family Child Care Homes: Care is provided in an occupied residence for up to 14 children. A licensed provider must have an assistant when there are more than six children present. Programs can enroll children ages 6 weeks to 12 years. Group Family Child Care Homes are licensed by the NYS Office of Children and Family Services.

Camp Programs: Day or overnight recreational programs that operate during the summer months and sometimes school holidays. Some programs are licensed by the NYS Office of Children and Family Services, and some are regulated by the NYS Department of Health and must meet minimum health and safety requirements.

Legally Exempt Family Child Care: Non-regulated care provided in an occupied residence for up to two children that are not directly related to the provider.

Hired Caregiver in Child's Home: Care is provided by a relative or non-relative employed by the family to provide care in the child's home. Families are required to meet minimum wage and other employee benefit guidelines. Nanny agencies are available to assist families (on a fee-for-service basis) in finding caregivers.

Nursery School/Pre-School Programs: Programs that serve children ages three to five years old in a variety of settings: public and private schools, churches, community centers and home residences. Programs may meet anywhere from one to five days per week for less than three hours per session and follow the school year calendar. Programs are generally non-regulated.

Pre-Kindergarten: The NYS Department of Education funds Experimental and Universal Pre-Kindergarten programs for four year-olds in some school districts during the school year. Pre-

Kindergarten is a part-day program, but in some cases, the program is run by and/or housed at a child care center that can offer a full day option for children.

Head Start and Early Head Start: A federally funded program for children that meets four to five days per week during the school year. Head Start enrolls children three to five years of age. Early Head Start is a program for pregnant women and children ages birth to three years. The program serves primarily low income families for part-day or school day sessions. Head Start offers support services to families and encourages parent involvement through regular home visits and special activities, and by allowing parents to volunteer in the program. Transportation may be available. Head Start and Early Head Start Centers are licensed by the NYS Office of Children and Family Services.

Source: Peggy Liuzzi, personal communication, October 9, 2006.

Background Information on Centro

The Central New York Regional Transportation Authority (Centro) operates public transportation for Syracuse, NY. Centro has served New York State since 1970. Centro serves four service areas: Centro of Onondaga, Centro of Oswego, Centro of Cayuga, and Centro of Oneida. For this report, we will focus specifically on Centro of Syracuse/Onondaga. Routes for this system operate in the city of Syracuse and its surrounding suburbs, connecting Downtown Syracuse with the rest of Onondaga County as well as with Auburn and Oswego, NY. Centro serves more than 13 million passengers per year, makes 4,000 trips per day, has 41,060 daily passengers, employs 534 people (including part-time workers), and has a fleet of 207 buses. Centro’s services are available Monday through Sunday, for a total of 8,570 combined hours for all buses each week. Passengers may board buses using cash or transit cards.

Cost of Centro Services:

Rider	Fare	Extension Fare
Adult	\$1.00 with free transfers to complete one-way trip	\$0.25 for extra zones crossed
Senior/disabled	\$0.50 with free transfers to complete one-way trip	\$0.10 for extra zones crossed
Children 6-9	\$0.50 with free transfers to complete one-way trip	\$0.10 for extra zones crossed
Children under 6	Free	Free

Centro has three types of transit cards: the 7 Day Unlimited Ride, the 30 Day Unlimited Ride, and the Debit Card. The 7 Day and 30 Day passes cost \$10 and \$40, respectively. These two passes are good for an unlimited number of rides in the allotted number of days. The Debit Card

can be purchased for \$10 dollars, and the correct fare is deducted upon each use. Approximately 35% of Centro's operating costs are supported by revenues received from passengers. Federal, state, and local operating assistance make up the difference.

Source: Central New York Regional Transportation Authority (2006). Retrieved November 9, 2006 from <http://www.centro.org/cnyrta/info.htm>.

The Relationship between Child Care and Transportation

One of the barriers to quality child care for parents and their children is lack of accessibility due to issues with transportation. This barrier is especially salient because without accessibility being improved, means to improve quality will be less effective. Parents cannot take advantage of high quality care providers unless they have access to them. Effective economic development must come from a process of careful planning, organization, and collaboration. Child care improvements cannot be achieved without similar improvements occurring with transportation and other relevant sectors. It is crucial to recognize the relationship between transportation and child care because attempts to improve attempts to improve either sector will not be effective without formulating policy holistically (Warner et al., 2004).

When focusing solely on quality child care by taking measures such as strengthening licensing and regulation requirements, the ideas of accessibility and cost are sometimes ignored. Such measures then serve an adverse effect by “driving child care providers and parents out of the formal child care system” (Warner et al., 2004, p. 15). This is problematic because there is no way to evaluate or regulate unlicensed and unregistered child care providers. Also, when families move out of structured care settings, they are often forced to use multiple sources to make up for it—such as preschool and family child care. When multiple settings are brought into the picture, “coordination, transportation, and quality” are all compromised (Warner et al., 2004, p. 36.).

A joint focus on transport and child care can have positive effects on sectors outside of transportation and child care. For example, moving child care centers closer to transportation hubs and housing developments can make use of underutilized sites and can allow centers to be included for financing under free enterprise zones, increasing the overall positive atmosphere of a neighborhood or region (Warner et al., 2004, p. 34-35). According to Warner et al. (2004), “A viable child care infrastructure improves the quality of life in a community and makes communities more vital places to live and work” (p. 35). Once factors like transportation are recognized and addressed in relation to child care, other factors, such as quality, can be more effectively addressed. Quality rating systems such as those found in states like Maine, Colorado, Tennessee, and Vermont are not helpful when there is no potential to access centers of choice. Additionally, labor strategies, such as investing in child care through work and life policies for employees, providing subsidies for child care, organizing on-site child care, and beginning employer contracts with child care centers, are all increased in effectiveness with accessibility being taken into consideration. Current business initiatives that stand on their own, such as child care tax credits, tend to be underutilized. Most corporations have little or no state tax liability to which to apply a tax credit, and when they do, the credit is too weak to act as an incentive to increase supply (Warner et al., 2004, p. 35).

Based on these national trends, this report serves to explore the role of transportation in the lives of families with children in child care. In response to the findings from survey data of primary transporters, the CBP team has prepared recommendations as to how transportation and child care can better operate in tandem to meet the needs of the Syracuse community so that quality child care is easily accessible.

METHODS

The CBP research team collected information on the role of transportation in child care in Syracuse, NY. This was accomplished through three different instruments: a survey administered to individuals responsible for transporting children at 10 child care centers, a direct observation instrument completed by the CBP team collecting information on bus stops near the child care centers, and a survey administered to the directors of the child care centers. All data collection and research took place between Sept. 14 and Nov. 10, 2006.

CHILD CARE SURVEY

Instrument Design

The Child Care Survey was designed by the CBP team with the help of Peggy Liuzzi, Executive Director of Child Care Solutions, and the Syracuse University Community Geography Steering Committee. The survey was piloted in the child care centers between Sept. 14 and Sept. 19, 2006 by the CBP team (see Appendix I to view the pilot survey). Based on the responses to the pilot survey, the research team made revisions and completed the final survey on Sept. 20, 2006 (see Appendix II to view the final survey). The following changes were made to the pilot survey:

- The question, “What is the biggest obstacle you face, if any, with having this child in child care?” was removed. The research team felt that this question was too open to multiple interpretations and would not yield meaningful results.
- The research team added the question “Was this center your first choice?” and followed it with, “If yes, why?” These questions were added to try to determine if parents had access to their first choice center and if centers were chosen based on accessibility.
- The research team clarified how the tables about transportation to and from the child care centers were to be filled out. The instructions, “Put a check in the box that represents how often you usually use each type of transportation” were added, and emphasis was placed on which table referred to transportation used to “**TAKE** this child to this child care center” and “**PICK UP** this child from this child care center.”
- More specific instructions were provided for completing the two tables (questions 8 & 9) about the Centro buses. “Please complete the following chart by putting a check under the most likely answer” was added.
- In question 11, “What is your race/ethnicity?”, the “African American” response was changed to “Black.” Based on responses provided in the pilot survey and comments received from respondents while implementing the pilot, the research team decided that more respondents would identify with this category.
- Question 13, which read “Please state your address block and street (for example, if you live at 123 Genesee Street, put ‘100 block of Genesee Street’),” was changed to “What is your street address?” This change was made because the research team found that the original

question was too confusing and that the majority of people in the pilot responded with their complete street address.

- The word “average” was changed to “typical” in questions two and six. The research team felt that the word “typical” was more easily understood and more appropriate when referring to a “typical week.”

Target Population and Sample

The target population is all families with children at one of the 10 child care centers listed below, which totals 475 families. The number of families at each child care center was provided by each center’s director. The centers that were selected are non-Head Start child care centers in which more than 80% of the children are eligible for free or reduced price lunch (Peggy Liuzzi, personal communication, October 19, 2006). There are only 10 centers in Syracuse that meet these criteria. A total of 214 surveys were distributed, and 184 surveys were completed. 30 surveys were sent home to be completed but were never returned to the child care center.

The target population is drawn from the following 10 child care centers:

1. Atonement Day Care Center
2. Cab Horse Commons (Salvation Army)
3. DePaul Cooperative Day Care Center
4. Elmwood Day Care Center (Salvation Army)
5. Kids University (Salvation Army)
6. Lean on Me
7. Learn As You Grow
8. Lydia’s Lullaby
9. Plymouth Day Care Center
10. St. Vincent DePaul Day Care Center

The following tables show demographic information collected from the sample. Figure 1 shows the respondent’s relationship to the child. Figure 2 shows the respondent’s age.

Figure 1: Respondent’s Relationship to Child (n=183)

Relationship	Frequency	Percent
Mother	133	73%
Father	19	10%
Grandmother	18	9%
Guardian	1	1%
Aunt	1	1%
Other	11	7%

Figure 2: Age of Respondent (n=170)

Age Range	Frequency	Percent
15-19	5	3%
20-24	29	17%
25-29	50	29%
30-34	31	18%
35-39	18	11%
40-44	16	9%
45-49	5	3%
50-54	5	3%
55+	4	2%
Other	7	4%

Data Collection

All of the Child Care Survey data were collected between Sept. 14 and Oct. 6, 2006. The method of contact for this survey was face to face. Respondents had the option of filling out the survey themselves on site, having the survey read to them and their responses recorded by a CBP team member, or completing the survey at home and returning it to the center. Most of the surveys were distributed between the hours of 3:00 p.m. and 5:30 p.m., Monday through Friday. This time period was recommended by the directors of each of the centers since many people are in a hurry to get to their job, training program, or other destination during the morning drop off hours. Most children are picked up in the afternoon between 3:00 and 5:30, and parents are often less rushed during this time period because they are returning home for the day. Most surveys were distributed near the front of the building housing the child care center or in the building lobby. Researchers typically worked in two-person teams and kept a record of the time, day, and location of their survey distribution for each visit they made to their center, using the Survey Distribution Information instrument (see Appendix III to view the Survey Distribution Information instrument). A total of 184 surveys were collected, which represents 39% of the target population.

Researchers are aware that social science practices call for survey implementation to be consistent in order to yield the best results. However, the CBP team adopted a multi-faceted approach of implementation for several reasons. Originally, the Child Care Survey was designed to be implemented on site using the face-to-face method. Respondents would be handed a survey, which they would read and complete on their own. However, after piloting the survey, several CBP researchers reported that respondents said they did not have time to complete the survey on site for various reasons, including that they had to catch the bus or go to work. To avoid excluding these individuals from the sample, the CBP team decided to allow respondents to complete the surveys at home and return them to the centers. The option of having CBP researchers read surveys to respondents and record their answers was added because of instances when respondents requested help reading the survey or had their hands full with children.

Incentives

To entice busy and hurried parents and caretakers to complete the survey, potential respondents were offered gifts of boxes of crayons or toothbrushes for their children. These items were provided by Child Care Solutions. A second incentive was the entry of each individual who completed a survey into a drawing to win \$25, offered by the CBP.

Figure 3 (on the following page) shows the number of surveys completed at each child care center and the method of completion.

Figure 3

Child Care Center	# completed by respondent on site	# read to respondent on site	# taken home and returned	TOTAL
Atonement Day Care Center	38	1	1	40
Cab Horse Commons (Salvation Army)	13	0	3	16
DePaul Cooperative DCC	9	0	0	9
Elmwood DCC (Salvation Army)	18	0	1	19
Kids University (Salvation Army)	9	0	0	9
Lean on Me	7	0	3	10
Learn As You Grow	24	3	1	28
Lydia's Lullaby	2	10	0	12
Plymouth DCC	22	0	0	22
St. Vincent DePaul DCC	1	16	2	19
TOTAL	143	30	11	184

Quality of Data

In some instances, the accuracy of the data is uncertain. The survey was intended to be filled out by the main transporter of the child or children. This was established with a sentence at the top of the survey reading, "Please have a person who frequently travels to or from this center complete this survey." However, there is no way to verify if the respondent is in actuality the main transporter. Respondents may have overlooked this sentence and may have completed the survey even if they did not frequently bring children to or pick children up from the center. Also, the CBP team did not define "frequently" and respondents may have different opinions about its meaning. If the respondent is not the main transporter, his/her answers may affect the accuracy of the data because the individuals who travel most frequently to and from the center with children are best able to provide answers regarding transportation.

Question six was misunderstood by some respondents, which brings the accuracy of its related findings into question. Question six asks the respondent to indicate how many days in a typical week (Monday-Friday) they use specified modes of transportation to transport a child or children to or from the child care center. If the respondents' answers totaled more than five days it was assumed that the respondent misunderstood the question and they were removed from the sample

for that finding. Questions eight and nine ask respondents who use the Centro bus at least once a week to travel to or from child care to assess the quality of service and convenience of Centro buses. Respondents who answered these questions but did *not* specify that they used the Centro bus at least once a week had their responses removed from the sample for those particular questions. It is unclear whether these respondents misunderstood the directions for the bus section or if they answered question six incorrectly.

Some respondents may have had reason to not give truthful responses to certain questions in the survey, which affects the accuracy of the data. Respondents may have feared that employees at the center would see their response to the question, “Was this center your first choice?” Also, respondents may have given inaccurate information about their method of transportation. There may be a perceived social stigma or negative perception associated with individuals who rely on public transportation. This may have caused respondents to be uncomfortable reporting how they travel to and from the child care center.

A final factor that compromises the accuracy of the data is that the data gathered from the pilot surveys were included in the final data set. Only answers to questions that were included in both the pilot and final surveys were included. Information from questions that appeared only in the pilot survey and not in the final survey was discarded. The wording of some questions was changed after the pilot survey, and this change in wording may have affected individual’s responses to these questions, which may have affected the overall data.

There are several factors that suggest the data collected may not be representative of the target population. Several child care center directors estimated the number of families that use the bus as their primary mode of transportation to be much higher than the collected data showed. The data may not be representative because CBP researchers were told by numerous members of the target population that they did not have time to fill out the survey because they had to run to catch the bus. This may have lowered the percentage of respondents who reported that they ride the bus.

Figure 4 (on the following page) assesses the representativeness of the CBP team’s data by comparing the percentage of families from the individual centers that comprise the target population to the percentage of respondents from each center that comprise the sample. The sample was representative of the target population within three percentage points with the exception of Cab Horse Commons, which was underrepresented by eight percentage points, and both Atonement Day Care Center and Plymouth DCC, which were overrepresented by four percentage points.

Figure 4
Comparing Target Population to Sample by Respondent's Child Care Center

Child Care Center	Sample n=184	Target Population n=475	Difference
Atonement Day Care Center	22%	18%	+4
Cab Horse Commons (Salvation Army)	9%	17%	-8
DePaul Cooperative DCC	5%	5%	0
Elmwood DCC (Salvation Army)	10%	13%	-3
Kids University (Salvation Army)	5%	8%	-3
Lean on Me	5%	3%	+2
Learn As You Grow	13%	15%	-2
Lydia's Lullaby	5%	4%	+1
Plymouth DCC	12%	8%	+4
St. Vincent DePaul DCC	10%	9%	+1

Data Analysis

For data entry, an SPSS database was created to allow for easy analysis of data frequencies and multi-variate tables. A variable codebook was created in Microsoft Excel. For ease of manipulation, all graphs and tables were transferred from SPSS into Microsoft Excel.

Upon entering the data, team members were divided into pairs to ensure accurate data entry. One team member entered the data, while the other partner read and checked the entries of the respondent against the original survey. Data were individually saved by all groups and then compiled by one researcher into a main database to avoid entry error.

All data that could not be interpreted was coded as "77." An example of ineligible data was a respondent who checked that they "always" drove a car *and* "always" rode the bus. When a respondent either skipped a question or left a response blank, it was coded as "99". In the event that a respondent marked "son" or "daughter" for relationship to child and then marked "male" or "female" for gender, responses were altered from "son" or "daughter" to "mother" or "father."

CHILD CARE CENTER DIRECTOR SURVEY

Data Collection

The CBP team designed a survey to collect information from the directors of the child care centers (see Appendix IV to view the Director Survey). The target population for this survey is the executive directors of the 10 centers. The sample includes all 10 directors. Information was obtained through face-to-face interviews in all but one center where the director was interviewed over the phone. There was a 100% response rate for this survey.

Quality of Data

This information is representative because the directors at all 10 of the child care centers responded to the survey. There is some question about the accuracy of the information. Some CBP researchers observed fewer children at the centers than the directors listed as being served. In some instances, the number of children observed appeared substantially different from the number of children reported by directors. This could be because directors estimated the number of children at their center instead of looking up their current enrollment figures. Additionally, the number of children served may be understated so the center can be in compliance with state-mandated child/staff ratios. Although attempts were made to verify counts at different times and on different days, it is also possible that researchers were not present when all children were at the center. Additionally, the high absence rates experienced by some centers may contribute to fewer children actually being present at the center than are officially enrolled.

Data Analysis

A codebook and database were created in Microsoft Excel. Information for the 10 sites surveyed was entered by two data team members. One data team member read and verified the accuracy of the entries as the other entered them into the spreadsheet. To further ensure accuracy, any information that was deemed unclear or confusing was reconfirmed with the CBP member that originally collected the data.

BUS STOP CHECKLIST (DIRECT OBSERVATION INSTRUMENT)

Data Collection

The CBP team designed an instrument to collect information about Centro bus service in relation to the child care centers (see Appendix V to view the Bus Stop Checklist). CBP researchers were sent to their assigned child care centers to identify the two closest Centro bus stops and to measure the number of minutes it takes to walk from those bus stops to the center. The research team also gathered information about how closely the bus follows its published arrival and departure schedule. To gather the schedule information, researchers went to the same bus stop on two different days at two different times to observe bus arrivals and departures and to note their times.

Quality of Data

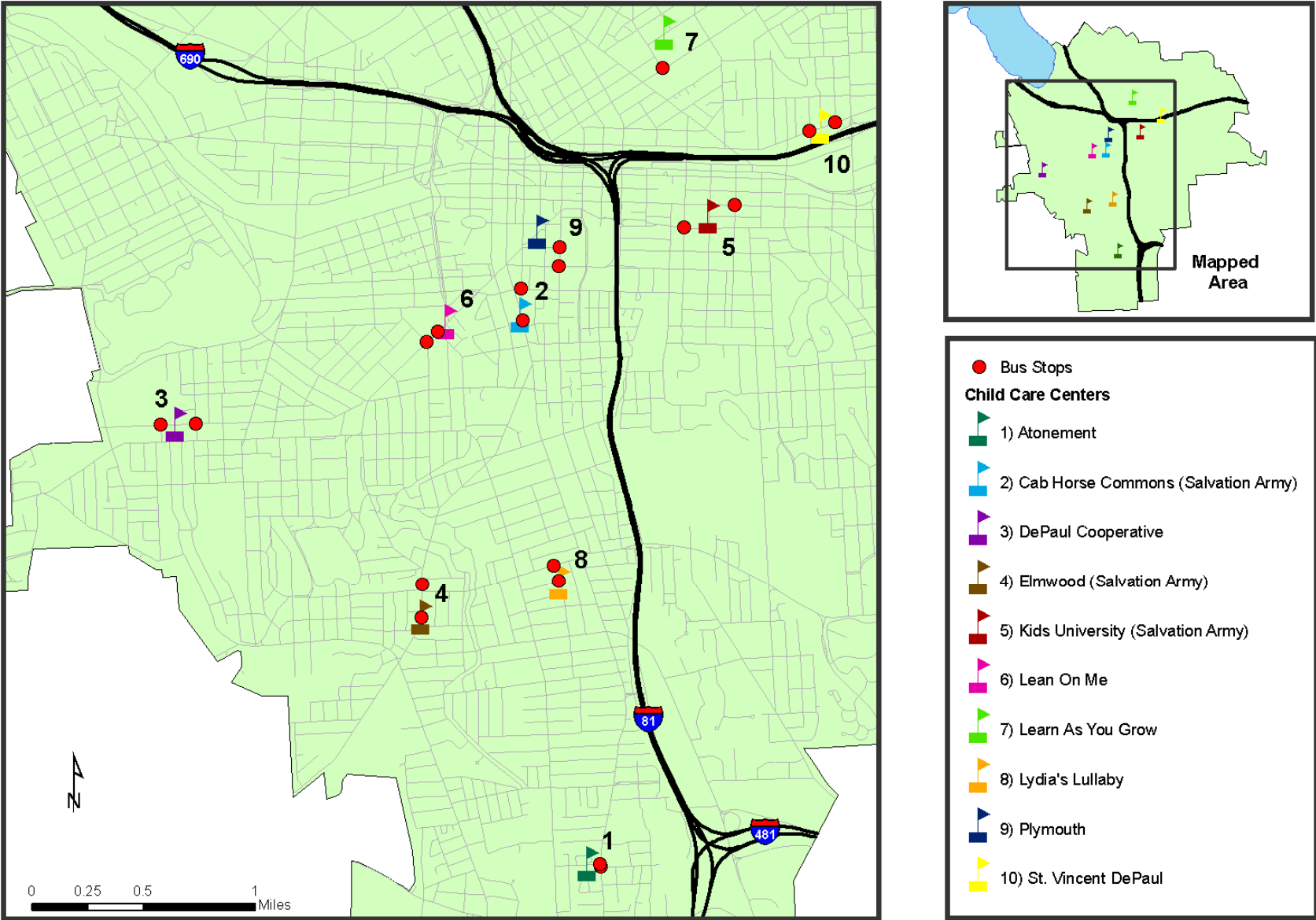
The information gathered from the Bus Stop Checklist is representative of the child care centers because information was gathered from all 10 centers. However, there is reason to question the accuracy of the information. Researchers may not have located the two *closest* bus stops, which would change the average time it takes to walk to the center. Centro has two types of bus stops: shelters and signs. The Centro bus stop signs are rather small and may have been overlooked by researchers, or the signs may have been missing. Furthermore, the time it takes to walk to a center may vary because the strides of each individual are different. Additionally, respondents often walk with children to the bus stop, causing the trip to take slightly longer. Although researchers took this into consideration when deciding the pace to use during their observation, the strides used while timing are likely not uniform or exactly representative of an actual journey with children. These factors would change the average time. Moreover, two observations on the timeliness of the bus arrivals and departures may not be enough to capture the actual frequency of buses running on time. Finally, some of the bus stops that CBP researchers observed do not have posted schedules listing the exact departure or arrival times of buses. This forced researchers to estimate when the bus should have arrived based on the published arrival and departure schedules for nearby bus stops. This may have affected the accuracy of the CBP researchers' observations.

The locations of bus stops in relation to the selected child care centers are displayed in the map on the following page.

Data Analysis

A codebook and database were created in Microsoft Excel for the instrument. Information for the 10 sites surveyed was entered by two data team members. One data team member read and verified the accuracy of the entries as the other entered them into the spreadsheet. To further ensure accuracy, any information that was deemed unclear or confusing was reconfirmed with the CBP member that originally collected the data. The data from this instrument can be viewed in Appendices X and XI.

Child Care Centers and Nearest Centro Bus Stops where Transportation Surveys were Administered by the Community Benchmarks Program



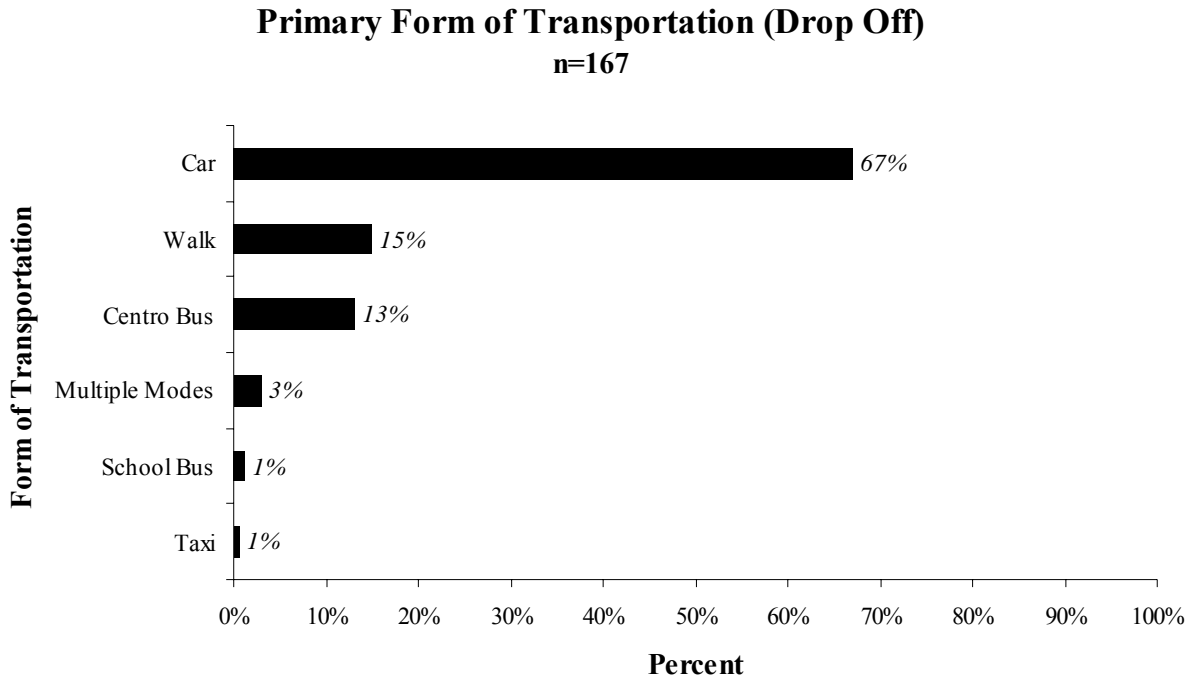
GEOGRAPHIC ANALYSIS

All maps included in this report were created by Jonnell Allen, Community Geographer in the Geography Department of Syracuse University, using ArcGIS9.1. The addresses of Registered Child Care Centers in Syracuse, NY were provided by Child Care Solutions and were mapped according to their street address, city, state, and zip code. The locations of bus stops in relation to centers were mapped using the closest street address to the bus stop or the closest intersection to the bus stop, as recorded by members of the research team. Survey respondent residential locations were mapped according to their street address, city, state, and zip code. Socio-demographic data for the City of Syracuse included in the maps are from the 2000 US Census. The geographic unit of analysis for the maps is a census block.

Of the 184 respondents, 165 provided the street address of their home. Of the 165 addresses provided, 126 were able to be mapped based on the information provided. Addresses were not mapped if there was no specific house number provided, such as “Genessee St.” Of the remaining addresses, when a descriptor for the address, such as “street,” “road,” or “avenue,” was missing, the addresses were hand corrected using Google Maps to determine what type of street the address reflected. The spelling of several street names was hand corrected to match what was provided by Google Maps as the actual spelling. After this hand correction, some addresses were still incomplete. If a respondent did not specify North, South, East or West for a street that required it, the address was omitted. Additionally, very few respondents provided a city with their street address and if there was more than one of the same named street in multiple areas of Onondaga County, the address was removed in an effort to avoid assuming that the respondent was from the City of Syracuse and potentially misinterpreting the data. After all hand corrections, the ArcGIS software and the Google Maps program could not locate 10 of the street addresses provided, leaving 123 of the 165 provided addresses able to be mapped.

CHILD CARE SURVEY FINDINGS

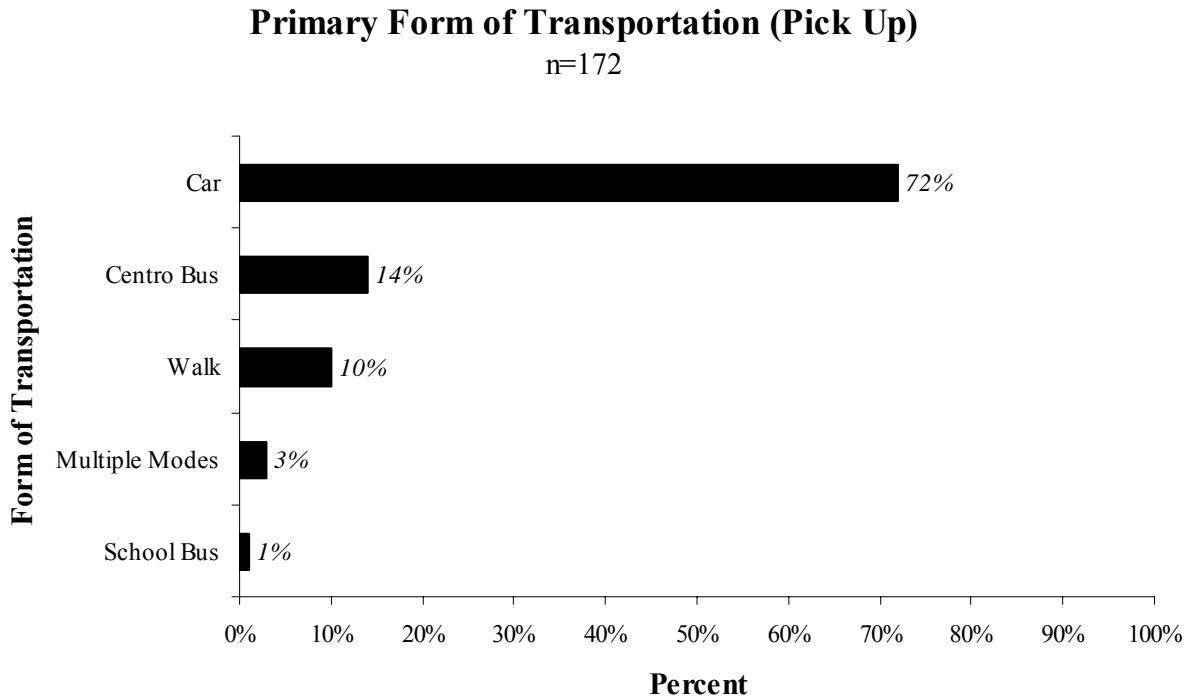
1. 67% of respondents use a car as their primary form of transportation when dropping children off at the child care center.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: 17 respondents' responses were illegible or blank and were omitted from the sample size. Some respondents indicated that they used more than one form of transportation with equal frequency and were therefore classified as "Multiple Modes."

- 72% of respondents use a car as their primary form of transportation when picking up children at the child care center.



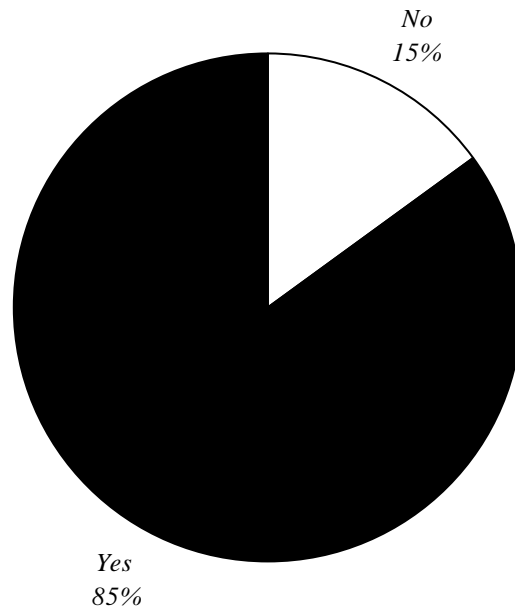
Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: 12 respondents' responses were illegible or blank and were omitted from the sample size. Some respondents indicated that they used more than one form of transportation with equal frequency and were therefore classified as "Multiple Modes."

3. 85% of respondents say the child care center they currently use is their first choice.

Child Care Center as First Choice

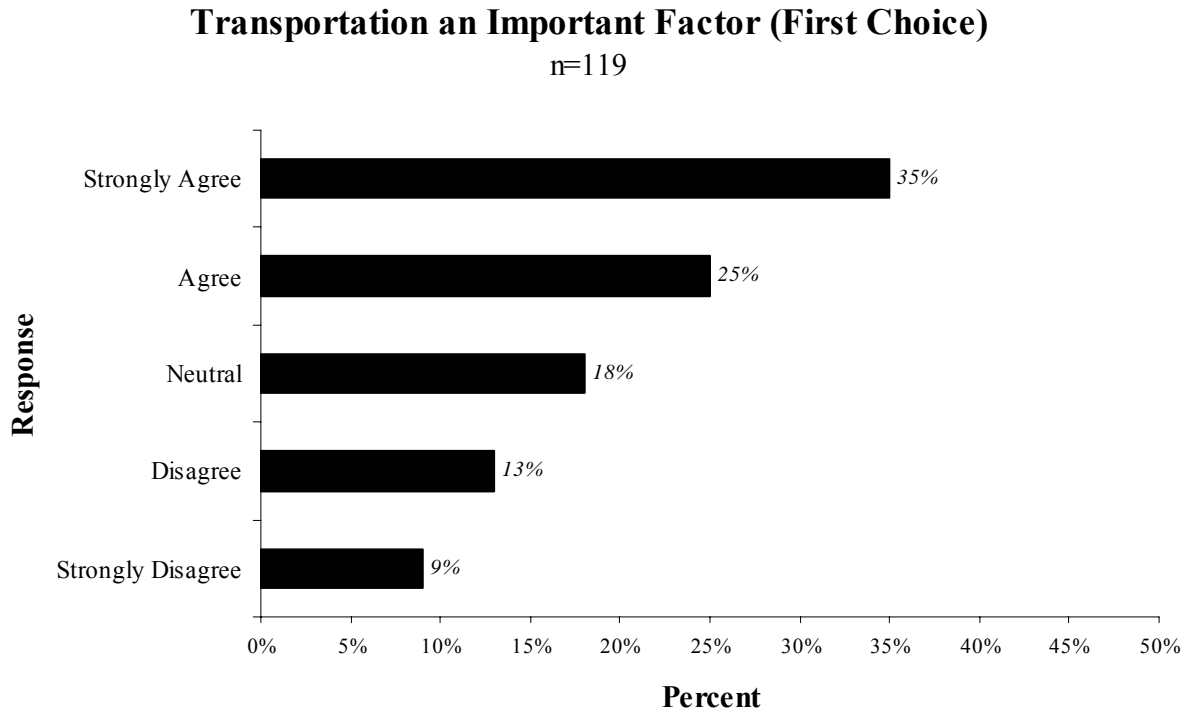
n=150



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: 10 respondents say they “don’t know” if the child care center selected was the first choice. These responses were omitted from the sample.

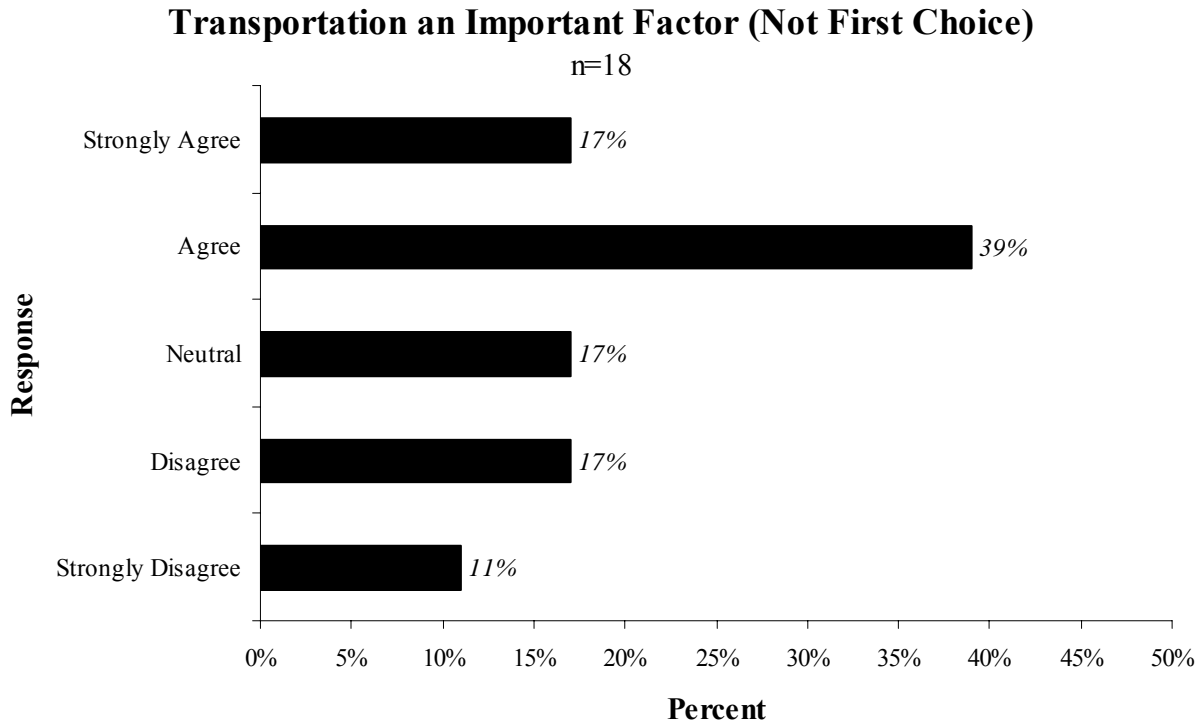
4. 60% of respondents who say that the child care center is their first choice strongly agree or agree that transportation was an important factor in selecting the child care center.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: To ensure that this graph could be easily read, scale is not to 100%. 23 respondents say they “don’t know” if the child care center selected was the first choice or the degree to which transportation was an important factor in selecting the child care center. These responses were omitted from the sample.

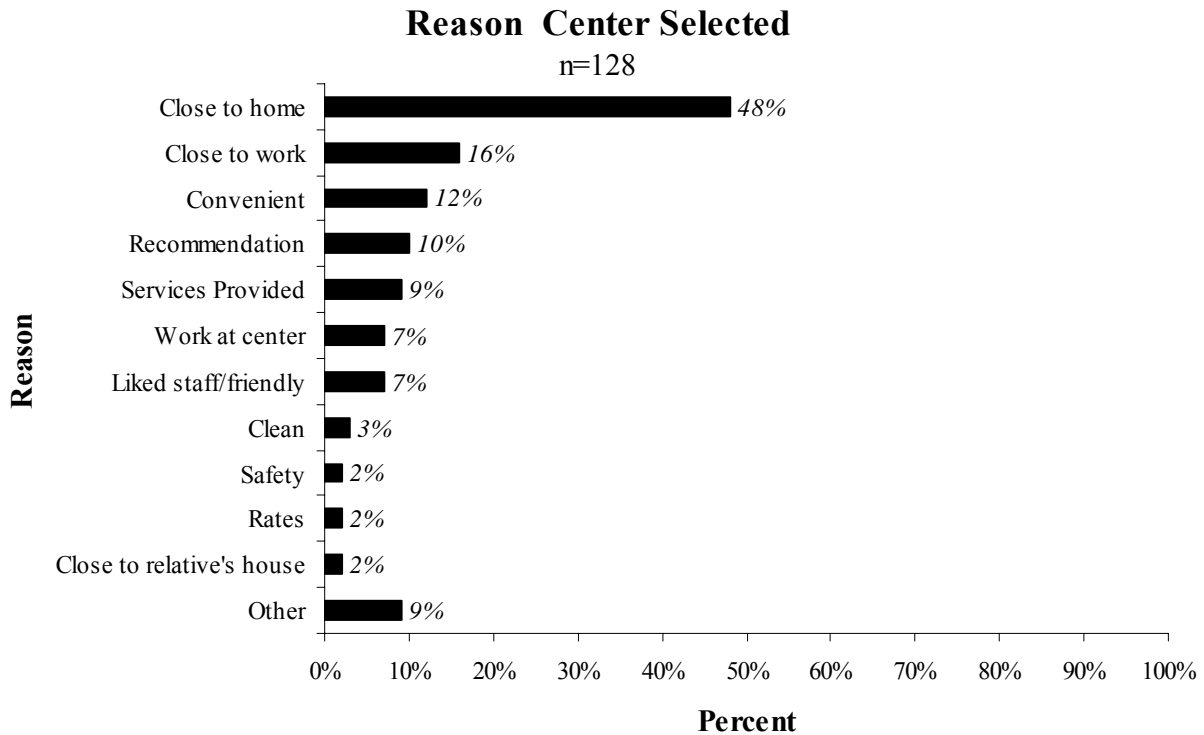
5. 56% of the respondents who say that the child care center is not their first choice strongly agree or agree that transportation was an important factor in selecting the child care center.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: To ensure that this graph could be easily read, scale is not to 100%. 23 respondents say they “don’t know” if the child care center selected was the first choice or the degree to which transportation was an important factor in selecting the child care center. These responses were omitted from the sample.

6. 64% of respondents who say their current child care center is their first choice selected the center because it is close to home or work.



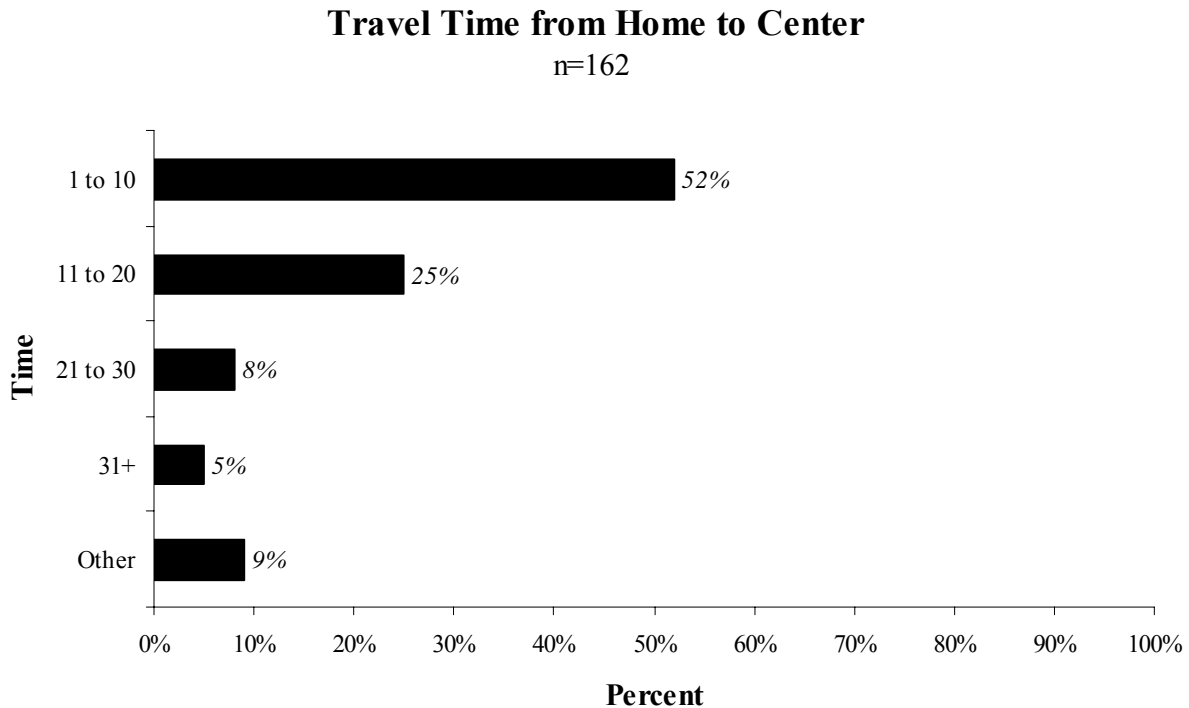
“Other” Responses (n=12)

Response	n	Percent of Other
Child's mother chose	3	25%
Because I don't have to go anywhere else better	1	8%
Because I like the way it's set up	1	8%
Criteria from Internet	1	8%
Good, nieces	1	8%
I just like this center. It is not close to my home	1	8%
My kid always went here	1	8%
Only choice	1	8%
Open spot	1	8%
Seemed nice and I was new to the area	1	8%

Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Percentages do not add up to 100% because respondents could be placed in more than one category. “Other” responses do not add up to 100% due to rounding.

7. 52% of respondents say it takes 10 minutes or less to bring the child to the child care center.



“Other” Responses (n=15)

Response	n	Percent of Other
10-15 Minutes	7	47%
“?”	1	7%
15 walk, 60 CB	1	7%
20 min car, 1 hour bus	1	7%
20-25 minutes	1	7%
20-30 minutes	1	7%
30 - 15 minutes	1	7%
30-35	1	7%
30-45	1	7%

Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

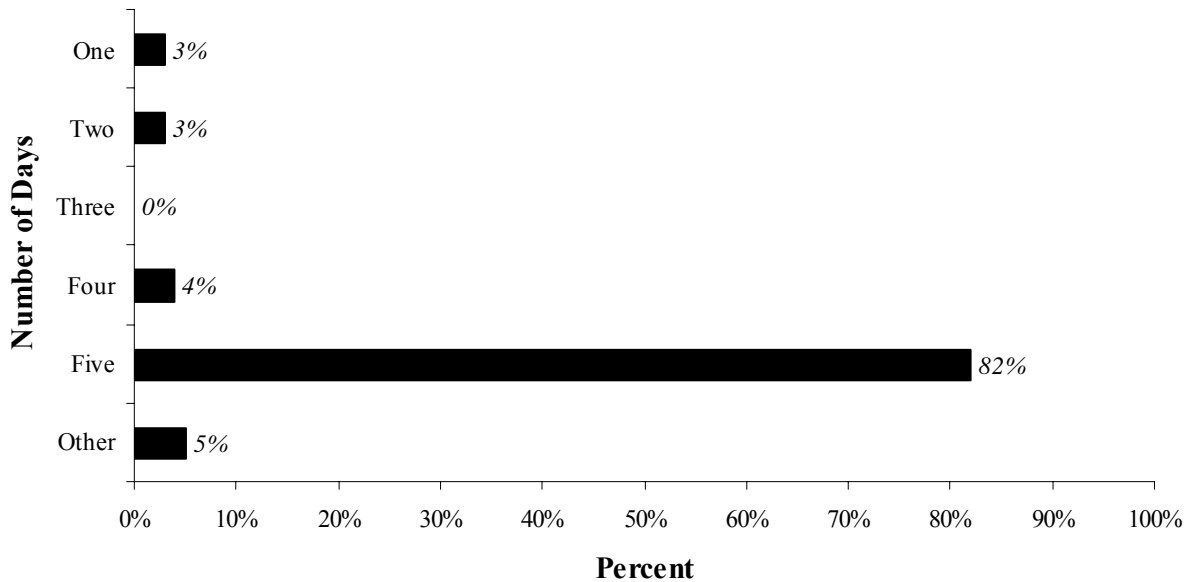
Comment: “Other” responses do not add up to 100% due to rounding. Responses were classified as “other” if they did not fit into the ranges created by the research team for coding.

A map showing respondents’ home addresses in relation to the locations of the selected child care centers can be found in Appendix XIV.

8. 82% of respondents pick up or drop off a child five days per week.

Number of Days Respondent Picks Up or Drops Off Child

N=184



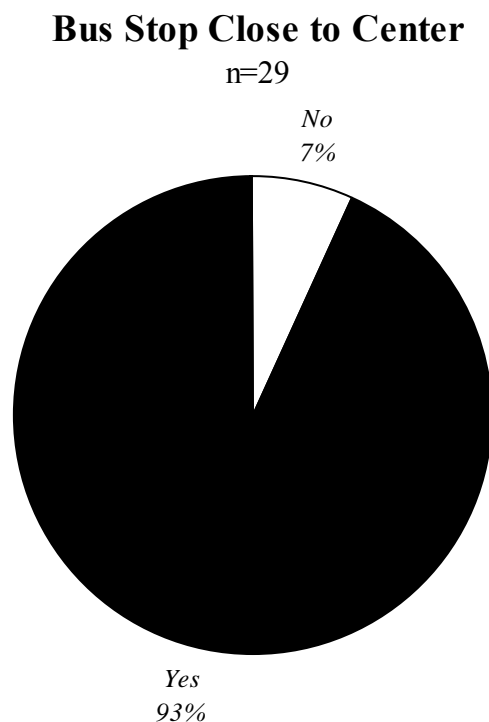
“Other” Responses (n=9)

Response	n	Percent of Other
Seven	2	22%
Every week	2	22%
Ten	1	11%
2-3	1	11%
4-5	1	11%
Once a month	1	11%
Whenever	1	11%

Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: “Other” responses do not add up to 100% due to rounding. Responses were classified as “other” if they did not fit into the categories created by the research team for coding.

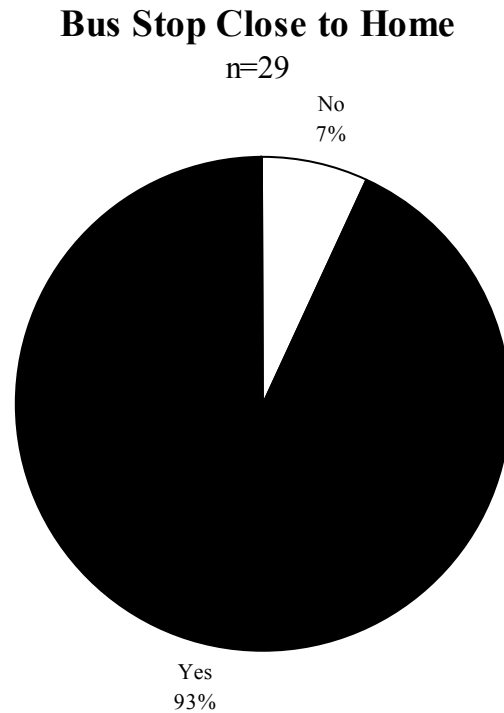
9. 93% of respondents who at least sometimes ride the bus say the bus stop is close to the child care center.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Four respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

10. 93% of respondents who at least sometimes ride the bus say the bus stop is close to their home.



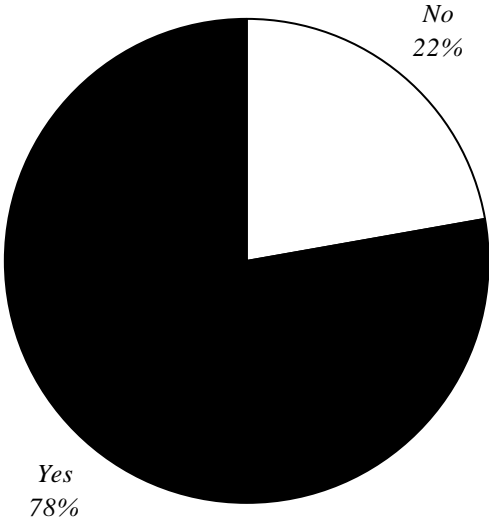
Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Four respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

11. 78% of respondents who at least sometimes ride the bus say the bus schedule is convenient for the child’s transportation to child care.

Bus Schedule is Convenient

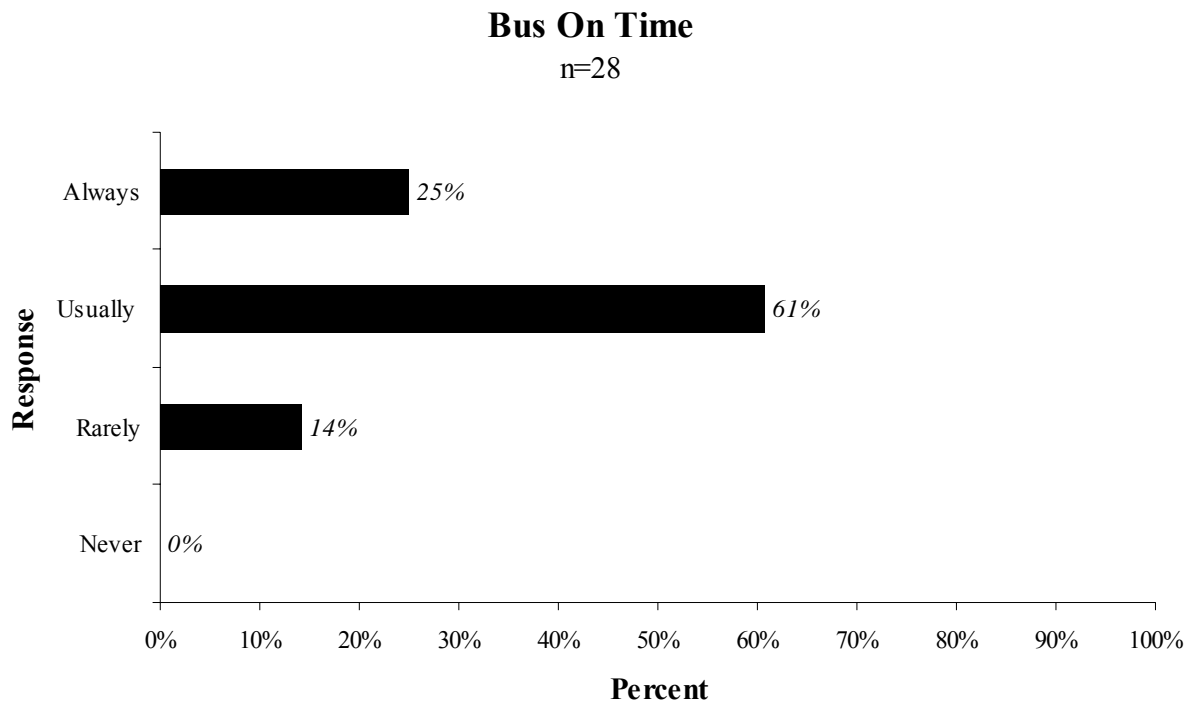
n=27



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Five respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

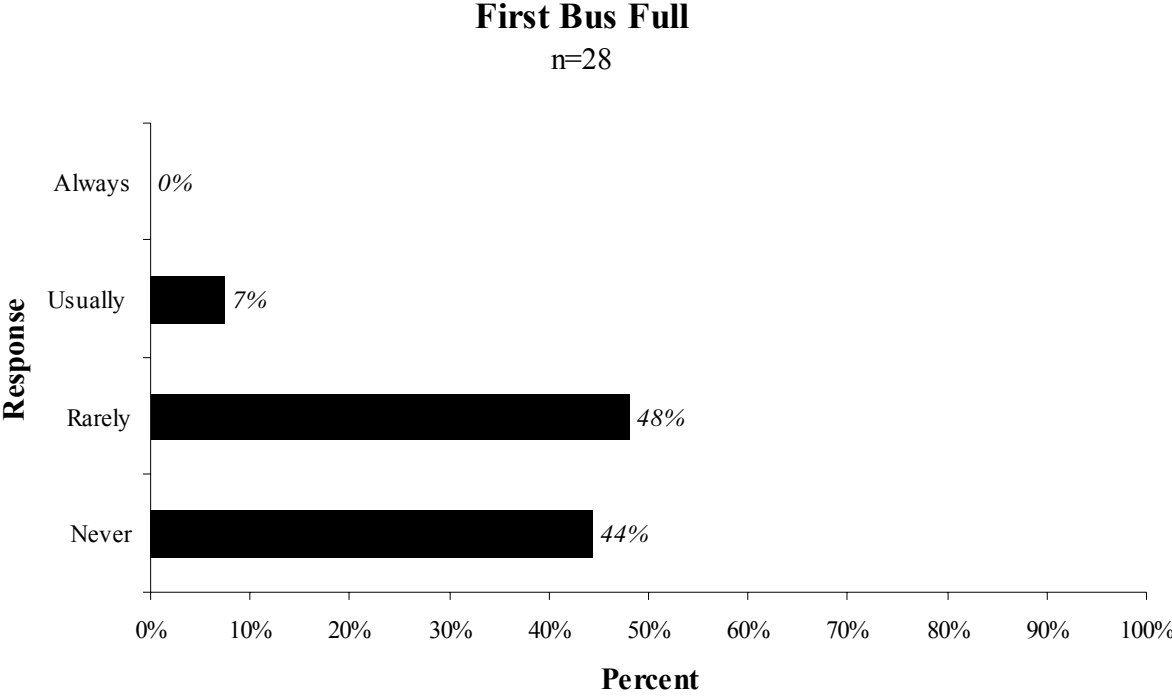
12. 86% of respondents who at least sometimes ride the bus say the bus usually or always arrives and departs on time.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Six respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

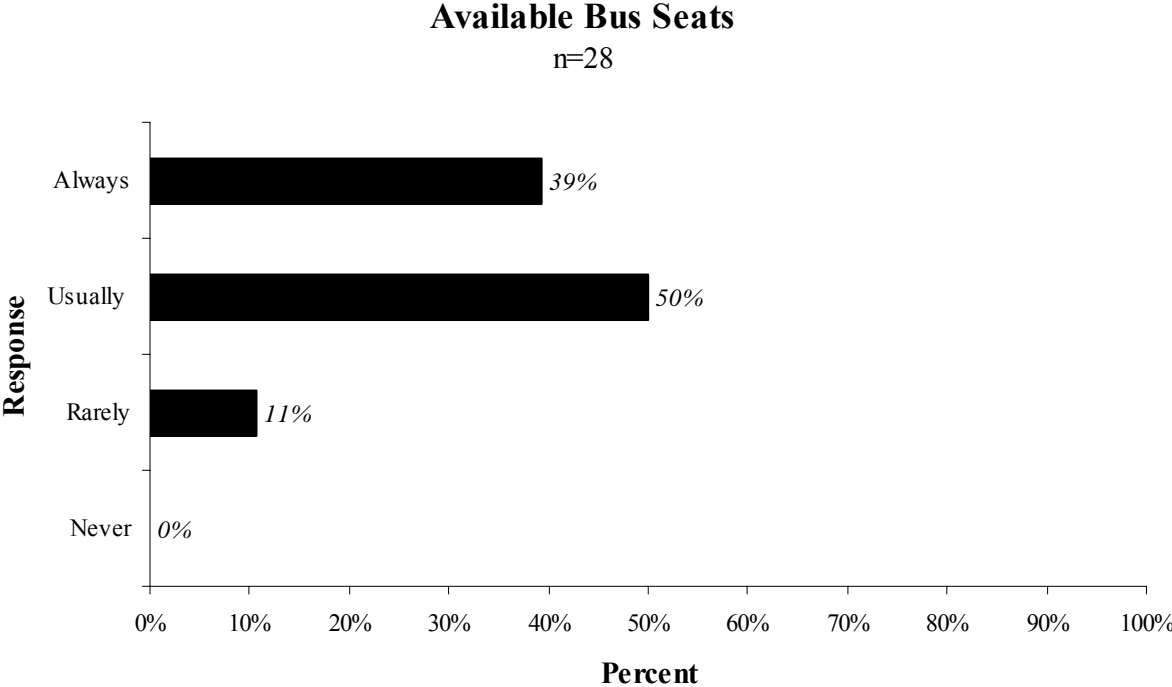
13. 92% of respondents who at least sometimes ride the bus say they never or rarely have to wait for another bus because the first one is full.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Percentages do not add up to 100% due to rounding. Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Seven respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

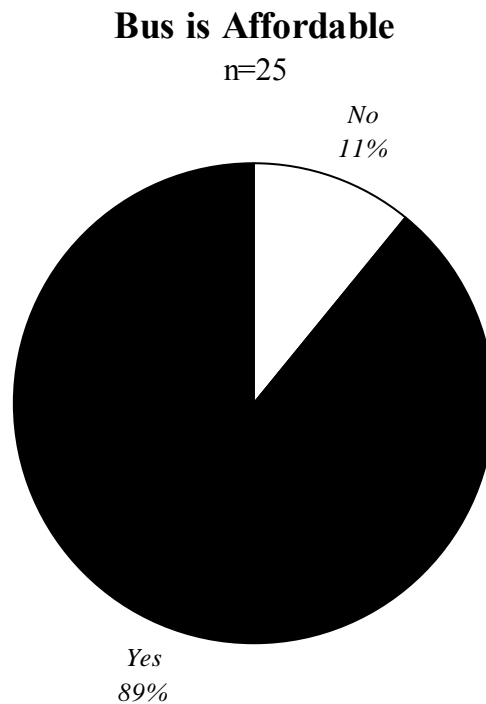
14. 89% of respondents who at least sometimes ride the bus say there are usually or always seats available on the bus.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Six respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

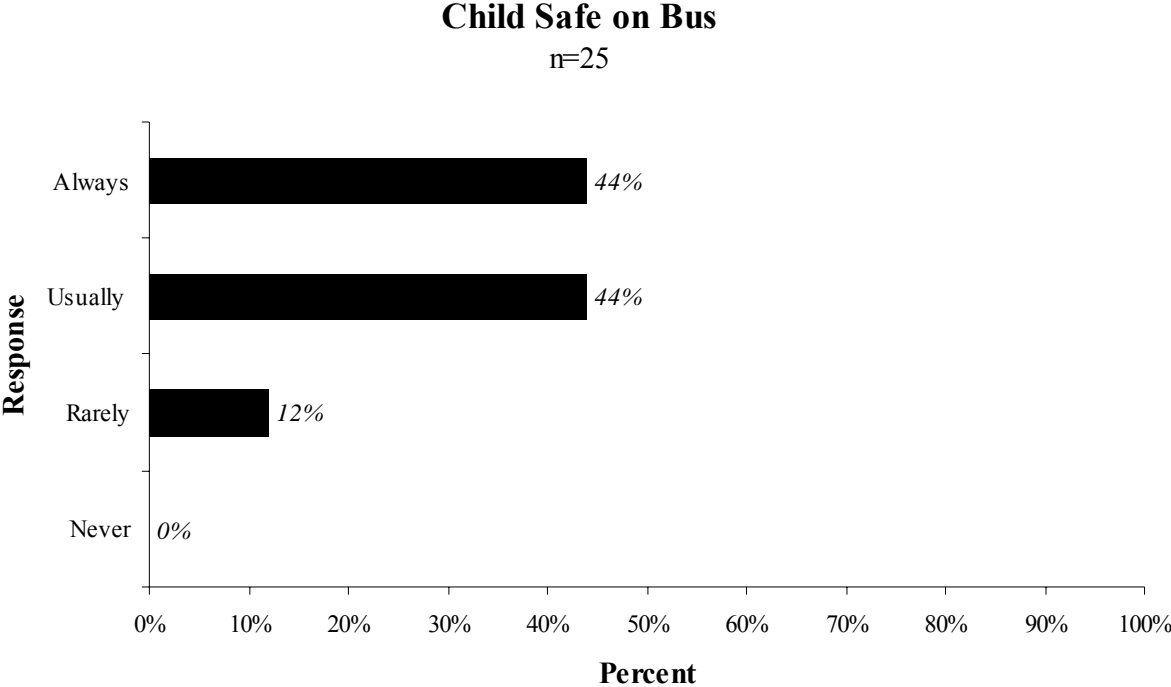
15. 89% of respondents who at least sometimes ride the bus say the bus is affordable.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Five respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

16. 88% of respondents who at least sometimes ride the bus say they usually or always feel the child is safe on the bus.



Source: Data collected in fall 2006 using survey designed by CBP researchers of individuals providing transportation for children enrolled in child care in Syracuse, NY.

Comment: Responses for this question were only included if the respondents indicated they sometimes, often, or always ride the bus to pick up the child. Six respondents who say they sometimes, often, or always ride the bus did not answer this question and were not included in the sample size.

PERSONAL ANECDOTES



Children at Kids University in Syracuse, NY

During this study, each of the researchers in the Community Benchmarks Program had the opportunity to volunteer at one of the 10 child care centers included in the study. The purpose was to enable researchers to learn about what parents/guardians and child care providers deal with on a day to day basis. Through their volunteer work, researchers were also able to gain a better understanding of the role that transportation plays in child care. Below are some accounts of these transportation-related experiences.

- Jen* works at Kids University, a child care center operated by the Salvation Army. She has four children: Thomas, Brittany, Emily, and Matt. Thomas is two and attends Kids University; however, Jen's other three children are older and attend another center in the city. From work, Jen must ride the bus to pick up her other three children. If the bus is late, and she is late picking up her children, she's charged \$1/minute for every minute that she is late. If she is late getting back to Kid's University and Thomas, she is also charged \$1/minute.

**To preserve confidentiality, names included in personal anecdotes were changed.*

- According to the staff at Lean On Me, they are inconvenienced when they are required to travel to Child Care Solutions for mandatory training. Child Care Solutions moved out of the city to Carrier Circle, where public transportation is very limited. This makes travel to Child Care Solutions very difficult.

Note: Child Care Solutions is aware of these difficulties and is developing solutions to address this problem. The agency was forced to move out of the city of Syracuse because affordable space with adequate parking to meet the agency's needs was not available within city limits. Child Care Solutions has offered distance learning programs so that employees can complete training from home and has also agreed to conduct training sessions on-site at each center in order to assist those who cannot travel to Carrier Circle (Peggy Liuzzi, personal communication, November 14, 2006).

- Lean On Me recently purchased a used passenger van to better meet the needs of its clients. The center hopes to have the van insured and registered by January 2007.
- In January 2005, Elmwood DCC had to close one of its two locations on South Avenue. The location that was closed was about two to three blocks from the current location. When this location closed, Elmwood also had to discontinue providing bus transportation for its clients for financial reasons. Center director Kathy Bessette recalls that immediately after the relocation, 10 families could no longer attend the center because of transportation difficulties. Within the first several months following the relocation, two more families stopped attending the center due to transportation issues.



2-year old child enrolled at Kids University in Syracuse, NY

RECOMMENDATIONS

Background Information

According to the survey conducted by CBP researchers, 13% of respondents indicated that they primarily ride the bus to take a child or children to child care. In contrast, 67% of respondents indicated that they primarily use a car. This finding calls attention to the underutilization of public transportation for use to travel to and from child care centers. Public transportation can potentially meet the needs of families using child care by giving parents more choice in child care.

Howell (2006) discusses the importance of public transportation, particularly for low-income parents. According to Howell, low-income parents tend to be more reliant on public transportation, and they are also less likely to live in areas with quality, affordable child care (p. 1). Ensuring that child care centers are easily accessible through public transportation provides these parents with more choices because they are able to decide on a care provider based on quality as opposed to convenience. Furthermore, locating transportation and child care centers in close proximity lowers the cost of child care for families by decreasing travel time and the associated costs of extra, unnecessary travel (Warner et al., 2004, p. 24). Lower transportation costs mean families have more money available for child care expenses, which can allow them to focus on choosing higher quality child care facilities.

Essentially, any improvements in the quality and accessibility of child care must begin with improvements in transportation. Changes that are made to improve the quality of child care may not prove beneficial if parents cannot access child care to take advantage of these improvements. Until parents have the freedom and ability to access quality child care, they cannot ensure a market demand for high quality child care (Warner et al., 2004, p. 4). As a result, low quality child care centers will continue to exist and to thrive.

The problem of child care quality and accessibility rests evenly between the child care and public transportation sectors. A joint effort between the two sectors is needed to remedy this problem. Both public transportation and child care officials must coordinate their efforts to ensure that parents can easily and conveniently access child care, and both must work to improve the quality of their services. Essentially, one of the keys to improving access to child care seems to be linking transportation and child care planning.

Current Programs

To further investigate this problem as it applies to Syracuse, NY, CBP members researched current efforts within the city to improve accessibility to child care. This research revealed that several organizations in the city of Syracuse currently run programs to help families access child care. In fact, many of these organizations strive to increase access by helping parents with their public transportation needs.

JOBSplus! is an organization in Onondaga County that helps individuals to find and retain a job. Clients of JOBSplus! are either unemployed or employed part-time. One way that the

organization fulfills its mission is by assisting clients with transportation to and from their places of employment and, if necessary, child care centers. When clients begin working with JOBSplus! they receive counseling about various child care options and are assisted in selecting the child care option that works best for them, free of charge. JOBSplus! either pays for the client's children to attend a child care center or it pays a relative or family friend to provide care at home. A vast majority of JOBSplus! clients have children and use the child care services provided. About 95% of JOBSplus! clients receive an unlimited bus pass that they can use seven days a week, at any time of day, for as long as they are a client. If clients own their own car or plan to use a car instead of the bus, they can receive the dollar value of the unlimited bus pass in cash. They can use this money to purchase gas and to make repairs to their cars (Paul Winterton, personal communication, October 19, 2006).

JOBSplus! also has a Wheels for Work program, but it has lost a substantial amount of funding for the program. Wheels for Work includes services such as loans for vehicle purchases, funds for vehicle repair, car care classes, driver training classes, and defensive driving classes. Wheels for Work is open to employed individuals who are current recipients of funds from the Temporary Assistance for Needy Families (TANF) Program, or who have received TANF funds within the last 90 days. Low-income employees of health care facilities are eligible for car loans only (Paul Winterton, personal communication, October 19, 2006). With the current emphasis on using cars instead of public transportation, this program aims to make cars more accessible to individuals who may not normally be able to afford them.

Cayuga County also runs a Wheels for Work program through the Cayuga/Seneca Community Action Agency, Inc. In 2005, Cayuga County's program served only 22 customers. However, the Wheels for Work program runs in counties across New York State. In 2003, Governor Pataki announced that \$10 million in grants would be given to 33 organizations serving 44 counties to operate Wheels for Work programs. In 2004, all of these programs combined served over 2,600 individuals (New York State Department of Labor, 2004, p. 13). It is difficult to analyze the success of this program. While it served few individuals in Cayuga County, the program served a substantial number of people statewide. However, because it serves only those who qualify and apply for the program's assistance first, Wheels for Work serves only a limited population of people.

Another program currently offered in Syracuse is Centro's Rides for Work Program. This program runs 24 hours a day and provides low-income individuals with "curb to curb" car rides when bus service does not meet their needs. Individuals may use this program if their work day begins or ends at hours when buses do not frequently run, or if Centro buses do not run to the individual's destination. The Rides for Work Program also makes stops at child care centers for parents to pick up or drop off children if necessary. On average, the Rides for Work Program provides 4,500 rides per month. In September 2006, 128 individuals used this service (Betty Petrie, personal communication, October 7, 2006).

Finally, Onondaga County's Department of Social Services (DSS) also tries to make child care more accessible to working parents. While DSS does not provide transportation, in some cases it has paid child care providers extra to open up half an hour early (Linda Procopio, personal communication, October 12, 2006). This allows parents to leave more time for their morning

commute, reducing worry about having a very limited amount of time to drop off their child and to travel to work.

These programs that are already in place in Syracuse can help to start a push towards an increased collaboration between public transportation and child care services. These programs can serve as model programs to be adopted and built upon by other organizations in the Syracuse area. Perhaps they can be expanded and adapted to serve not only individuals in special programs, such as JOBSplus!, but all individuals who require help transporting children to child care. Also, the organizations with programs currently in place may consider more actively publicizing their transportation programs in order to expand the number of individuals that are aware of and able to use their services.

Those programs that focus on individual rather than public transportation, such as Wheels for Work, do not appear to have the potential to help substantial numbers of people. They benefit small groups of individuals, but they do not have a far-reaching impact. A focus on improving public transportation is necessary, and has the potential to benefit many parents in the city of Syracuse.

Program Models

Although efforts are being made to provide better access to child care in Syracuse, even more can be done. Aside from investigating existing programs in Syracuse, CBP researchers also investigated programs nationwide that successfully address the problems of transportation and childcare. These programs can serve as models for the development of new programs in Syracuse and in Onondaga County.

On October 13, 2006, *The Post-Standard* ran an article about a proposal to move Centro's downtown Syracuse hub to a new location. According to Centro Director Frank Kobliski, the site is located on or near current main bus routes and suburban lines, and it would be convenient for downtown commuters. \$4.7 million in funds have already been secured for the project, and more funding is still being sought (Mariani, 2006).

Since Centro is currently acquiring funding and looking to undergo potential changes, this is an opportune time to consider possible improvements to Centro with respect to transportation and child care. Centro may consider following the model set out by the Santa Clara Valley Transportation Authority, located in San Jose, California, which used federal, state, and local funding in 1991 to build the Tamien Child Care Center. Located at a major transportation hub, this center is the first child care center of its kind to connect public transportation with a conveniently located child care center. The center offers care Monday through Friday to infants through school-aged children, and it runs vacation camps during school breaks. The center also offers incentives to parents, including free parking and reduced tuition for low-income families (Santa Clara Valley Transportation Authority, n.d.). Ultimately, placing child care centers near transportation hubs can be extremely beneficial because it makes child care more accessible, reduces commute time for parents, alleviates traffic congestion, and encourages the use of public transportation (Warner et al., 2004, p. 24-25). Not only would parents benefit from easier access to child care, but Centro stands to benefit from increased use of its transportation services.

Another program is Rochester-Genesee's Welfare to Work Collaborative, which was announced in January 1999 with the goal of providing free monthly bus passes to 1,500 Monroe County residents who receive public assistance. These passes are valid on all buses run by the Rochester-Genesee Regional Transportation Authority ("Governor Unveils," 1999). The purpose of this program is to help individuals transitioning from welfare to work for up to nine months after they begin working. Chuck Switzer, Vice President of Transportation Services in Rochester, and Ryan Gallivan, Manager of Transportation Analysis for the Rochester Transportation System, believe that the Welfare to Work Collaborative has been successful (Personal communication, October 4, 2006). Individuals can easily verify their eligibility and print out bus passes from computers at various locations, and passes can be mailed to clients living 200% below the poverty line ("Governor Unveils," 1999). While this program provides a service similar to the unlimited bus passes provided by JOBSplus!, it is able to reach a larger population of individuals because it does not target only individuals who are clients of one organization.

For low-income households, transportation costs can exceed 35% of their income (American Public Transportation Association, 2002, p. 7). In addition, low-income families can spend as much as 25-30% of their net income on child care (Warner et al., 2004, p. 4). Combined, low-income families may spend up to 65% of their income on transportation and child care alone. This leaves little income for other costs of living. By providing free access to transportation, the Welfare to Work Collaborative helps low-income individuals travel to and from work while saving a substantial amount of money. These types of initiatives have the potential to assist low-income families in Syracuse by providing easier access to child care. Furthermore, money saved on transportation costs can help parents pay for their child's care without being overwhelmed by expenses.

Together, both Centro and Child Care Solutions are well positioned to improve access to child care in Syracuse. According to Centro, "the strengthening and improvement of transportation for all residents of the Central part of the State is a matter of vital importance...the provision of adequate and efficient transportation and related services...requires coordinated operation of mass transit services by a public transportation authority" (Central New York Regional Transportation Authority, 2006). In addition, Child Care Solutions defines itself as "a leader, a community resource, and a partner in local, state, and national efforts to improve outcomes for children through the provision of safe, nurturing, affordable and high quality child care and early education services" (Child Care Solutions, n.d.). A collaboration between Centro and Child Care Solutions stands not only to benefit the community but also to benefit both organizations. By aligning its transportation services to fulfill child care transportation needs, Centro can respond to community needs and fulfill its promise to provide adequate transportation. By working with Centro to improve access to child care, and thereby providing more choices for parents, Child Care Solutions can effectively improve the quality of child care in Syracuse, ensuring that the access is available to make such improvements worthwhile. By capitalizing on these mutually beneficial goals, Centro and Child Care Solutions can play an important role in making the integration of child care and transportation both a priority and a reality for the city of Syracuse.

REFERENCES

- American Public Transportation Association. (September 2002). *The benefits of public transportation: An overview*. Retrieved October 19, 2006 from http://www.apta.com/research/info/online/documents/ben_overview.pdf
- Central New York Regional Transportation Authority. (2006). *CNYRTA agency profile*. Retrieved November 9, 2006 from <http://www.centro.org/cnyrta/info.htm>.
- Child Care Solutions. (n.d.). *Home page*. Retrieved November 9, 2006 from <http://www.childcaresyracuse.org/>
- Child Care Solutions. (2005) *Questions about child care?* [brochure].
- Governor unveils first-of-its-kind welfare transportation plan. (January 31, 1999). Retrieved November 9, 2006 from http://www.state.ny.us/governor/press/99/jan31_99.htm
- Howell, M. (May 2006). *Cultivating connections...Between economic development & child care: Driving transportation and child care together*. Retrieved October 19, 2006 from http://government.cce.cornell.edu/doc/pdf/Transportation_final.pdf
- Mariani, J. (October 13, 2006). Centro wants new hub. *The Post-Standard*. Retrieved October 30, 2006 from <http://www.syracuse.com/news/poststandard/index.ssf?/base/news-7/116073016274260.xml>
- New York State Department of Labor 2004 annual report. (2004). Retrieved November 9, 2006 from http://www.labor.state.ny.us/agencyinfo/PDFs/DOLAnnual04_final.pdf.
- Santa Clara Valley Transportation Authority. (n.d.). *Tamien Child Care Center*. Retrieved October 27, 2006 from http://www.vta.org/services/child_care.html

Warner, M., Adriance, S., Barai, N., Hallas, J., Markeson, B., Morrissey, T., et al. (2004).

Economic development strategies to promote quality child care. Retrieved October 19,

2006 from <http://government.cce.cornell.edu/doc/pdf/EconDevStrat.pdf>

APPENDICES

Appendix I: Pilot Child Care Center Survey.....	I
Appendix II: Final Child Care Center Survey.....	II
Appendix III: Survey Distribution Information.....	III
Appendix IV: Director Survey.....	IV
Appendix V: Bus Stop Checklist.....	V
Appendix VI: Open Ended Responses and Frequencies.....	VI
Appendix VII: Contact Information for Center Directors.....	VII
Appendix VIII: Center Capacity by Age Group.....	VIII
Appendix IX: Centers' Hours of Operation.....	IX
Appendix X: Bus Arrival Times (first collection time).....	X
Appendix XI: Bus Arrival Times (second collection time).....	XI
Appendix XII: Codebooks.....	XII
i. Final Child Care Center Survey	
ii. Director Survey	
iii. Bus Checklist	
Appendix XIII: Respondent Income Map.....	XIII
Appendix XIV: Respondent Address Map.....	XIV

APPENDIX I

*Community Benchmarks Program
Syracuse University
Child Care Survey*

Please have a person who frequently travels to or from this center complete this survey

1. What is your relationship with this child? _____
2. In an average week, how many days are you responsible for picking up or dropping off this child at this child care center? _____
3. What's the biggest obstacle you face, if any, with having this child in child care?

4. Please circle your answer to the following statement:
Transportation was an important factor in choosing this child care center.

Strongly Disagree Disagree Neutral Agree Strongly Agree Don't Know
5. In an average week, how often are the following forms of transportation used to take this child to this child care center?

Form of Transportation	Never (0 days)	Sometimes (1-2 days)	Often (3-4 days)	Always (5 days)
Car				
CENTRO Bus				
School Bus				
Taxi				
Walk				
Other				

6. In an average day, how many minutes does it take you to travel from your home to this child care center? _____
7. In an average week, how often are the following forms of transportation used to pick up this child from this child care center?

Form of Transportation	Never (0 days)	Sometimes (1-2 days)	Often (3-4 days)	Always (5 days)
Car				
CENTRO Bus				
School Bus				
Taxi				
Walk				
Other				

-PLEASE TURN OVER-

****If the CENTRO Bus is used to take or pick up this child from this center at least once a week, please continue with the next section. If not, please skip to question 10.**

8. Please complete the following chart:

Statement	Never	Rarely	Usually	Always	Don't Know
There are available seats on the bus...					
I have to wait for another bus because the first one is full...					
The bus arrives and departs on time...					
I feel that my child is safe on the bus...					

9. Please complete the following chart:

Statement	Yes	No	Don't Know
I find that using the bus is affordable			
I find that the bus stop is close to the child care center			
I find that the bus stop is close to my home			
I find that the bus schedule is convenient for my child's transportation to child care			

10. What is your gender? Male Female

11. What is your race/ethnicity? African American Asian Hispanic/Latino
 White Other _____

12. What is your age? _____

13. Please state your address block and street (for example, if you live at 123 Genesee Street, put '100 block of Genesee Street') _____

Thank you!

APPENDIX II

Survey # _____ Name of Child Care Center _____

Child Care Survey for Child Care Solutions

For information about this support agency, call 446-1220 or email ccs@childcaresyracuse.org

Web site: www.childcaresyracuse.org

Questions about the survey? Call Carol Dwyer at 443-3934 or email cdwyer@syr.edu

****Please have a person who frequently travels to or from this center complete this survey****

1. What is your relationship with this child? _____
2. In a typical week, how many days are you responsible for picking up or dropping off this child at this child care center? _____
3. Was this center your first choice? Yes No Don't Know
4. If yes, why? (Example: Close to home or work)

5. Please circle your answer to the following statement:
Transportation was an important factor in choosing this child care center.

Strongly Disagree Disagree Neutral Agree Strongly Agree Don't Know

6. **Put a check [✓] in the box that represents how often you usually use each type of transportation.** In a typical week (Monday – Friday), how often are the following forms of transportation used to:

TAKE this child to this child care center

Form of Transportation	Never (0 days)	Sometimes (1-2 days)	Often (3-4 days)	Always (5 days)
Car				
CENTRO Bus				
School Bus				
Taxi				
Walk				
Other				

PICK UP this child from this child care center

Form of Transportation	Never (0 days)	Sometimes (1-2 days)	Often (3-4 days)	Always (5 days)
Car				
CENTRO Bus				
School Bus				

Taxi				
Walk				
Other				

7. In an average day, how many minutes does it take you to travel from your home to this child care center? _____

***If the CENTRO Bus is used to take or pick up this child from this center at least once a week, please continue with the next section. If not, please skip to question 10.**

8. Please complete the following chart by putting a check [√] under the most likely answer.

Statement	Never	Rarely	Usually	Always	Don't Know
There are available seats on the bus...					
I have to wait for another bus because the first one is full...					
The bus arrives and departs on time...					
I feel that my child is safe on the bus...					

9. Please complete the following chart by putting a check [√] under the most likely answer.

Statement	Yes	No	Don't Know
I find that using the bus is affordable.			
I find that the bus stop is close to the child care center.			
I find that the bus stop is close to my home.			
I find that the bus schedule is convenient for my child's transportation to child care.			

10. What is your gender? Male Female

11. What is your race/ethnicity? Black Asian Hispanic/Latino White

Other _____

12. What is your age? _____

13. What is your street address? _____

Thank you!

APPENDIX III

SURVEY DISTRIBUTION INFORMATION

NAME OF CENTER _____

DATE _____

PAF 410 STUDENTS PRESENT:

TOTAL NUMBER OF STUDENTS DISTRIBUTING SURVEYS _____

DAY OF WEEK Monday Tuesday Wednesday Thursday Friday

TIME ARRIVED _____ **am/pm** **TIME DEPARTED** _____ **am/pm**

TRANSPORTERS ARE: Picking Up Dropping Off Both

GENERAL LOCATION OF DISTRIBUTION _____

TYPE OF DISTRIBUTION	NUMBER DISTRIBUTED	IDENTIFICATION NUMBERS OF SURVEYS	NUMBER OF COMPLETED SURVEYS RECEIVED	IDENTIFICATION NUMBERS OF RECEIVED SURVEYS
SENT HOME				
READ TO RESPONDENT				
RESPONDENT COMPLETED ON SITE				
TOTAL SURVEYS				

COMMENTS ABOUT EXPERIENCE AT THIS SITE- Include details about this particular distribution/collection experience highlighting in particular anything unique to this particular site.

APPENDIX IV

Director Survey

1. Date _____
2. Child Care Center Name: _____
3. Name of person providing information _____
4. Title _____
5. What are your hours of operation? _____
6. How many days a week are you open? _____
7. Number of children currently registered (October 2006) _____
8. Number of families that you currently serve (October 2006) _____
9. Please complete the following chart:

Level of Child	Maximum # allowed	# of Openings
Infant		
Toddler		
Pre-School		
School Age		

Thank you!

APPENDIX V

BUS STOP CHECKLIST

NAME _____ **DATE** _____

NAME OF CENTER: _____

- ✓ Identify the two bus stops that are closest to the center either by the address of the nearest building or the nearest intersection. If there are two intersections equidistant from the bus stop, list both. ****If there are no bus stops contact Carol and Lauren****

Bus Stop #1: _____

Bus Stop #2: _____

- ✓ Number of minutes it takes to walk from the bus stops to the center:

Bus Stop #1: _____

Bus Stop #2: _____

- ✓ Find the bus schedule and wait for the bus to arrive at a bus stop near the center on two different days at two different times, preferably at times when people might be going to or leaving the center.

	Date _____ Day _____	Date _____ Day _____
Scheduled arrival time		
Actual arrival time		
Time departed		
Final destination		
Bus Number		

APPENDIX VI

Question: What is your relationship with this child?

Responses included:	Frequency
Mother	134
Father	18
Grandmother	16
Son	3
Aunt	2
Guardian	2
Parent	2
Cousin	1
Daughter	1
Good	1
Grandfather	1
Teacher/God mother	1
Uncle	1
77	1

Question: In a typical week, how many days are you responsible for picking up or dropping off this child at this child care center?

Responses included:	Frequency
Five	150
Four	7
One	6
Two	5
Seven	2
Ten	1
2-3	1
4-5	1
Every week	1
Once a month	1
Whenever	1
77	1

Question: Was this center your first choice? If yes, why?

Responses included:	Frequency
Close to Home	62
Close to Work	20
Convenient	15
Recommendation	13
Services Provided	11
Liked Staff/Friendly	9
Work at Center	9
Clean	4
Close to Relative's House	3
Rates	3
Safety	2
Child's mother chose	2
Because I don't have to go anywhere else better	1
Because I like the way it's set up	1
Criteria from Internet	1
Good, nieces	1
I just like this center. It is not close to my home	1
My kid always went here	1
Only choice	1
Open spot	1
Seemed nice and I was new to the area	1
77	1

Question: In an average day, how many minutes does it take you to travel from your home to this child care center?

Other Responses included:	Frequency
1 to 10	85
11 to 20	41
21 to 30	13
31+	8
10-15 Minutes	7
?	1
15 walk, 60 CB	1
20 min car, 1 hour bus	1
20-25 minutes	1
20-30 minutes	1
30 - 15 minutes	1
30-35	1
30-45	1

Question: What is your race/ethnicity?

Responses included:	Frequency
Native American	4
West Indian	1
Samoan/Pacific Islander	1
Irish	1
Black and White	1
Mixed	1
n/a	1

Question: What is your age?

Responses included:	Frequency
11 to 20	10
21 to 30	82
31 to 40	49
41 to 50	14
51 +	8
3	1
7	1
1 1/2yr	1
25-35	1
77	2

Question: What is your street address?

To preserve confidentiality, addresses of survey respondents were not included in this report.

APPENDIX VII

Contact Information for Center Directors

Child Care Center	Director	Address of Center	Phone
Atonement Day Care Center	Pam Coppola	116 W. Glen Ave	(315)492-7407
Cab Horse Commons (Salvation Army)	Chandra Smith	677 S. Salina St.	(315)479-1113
DePaul Cooperative (DCC)	Joe Bernazzani	1654 W. Onondaga St.	(315)424-7654
Elmwood DCC (Salvation Army)	Kathy Bessette	1640 South Ave.	(315)701-2750
Kids University (Salvation Army)	Darlene Strodel	324 University Ave.	(315)426-1231
Lean On Me	Diana Presley	422 W. Onondaga St.	(315)421-6380
Learn As You Grow	Heather Rice	158 Highland Ave.	(315)474-5627
Lydia's Lullaby	Madelene Barkins	213 Cannon St.	(315)471-4750
Plymouth DCC	Pam Patterson	232 E. Onondaga St.	(315)474-5581
St. Vincent DePaul DCC	Helen O'Malley	1103 Burnet Ave.	(315)476-7508

APPENDIX VIII

Center Capacity by Age Group

Child Care Center	Maximum Number of Infants	Openings for Infants	Maximum Number of Toddlers	Openings for Toddlers	Maximum Number of Preschoolers	Openings for Preschoolers	Maximum Number of School-age Children	Openings for School-age Children
<i>Atonement</i>	16	2	20	1	44	15	40	0
<i>Cab Horse Commons</i>	24	0	40	0	45	3	0	0
<i>DePaul Cooperative</i>	8	2	34	4	36	1	0	0
<i>Elmwood Early Education Center</i>	16	2	20	4	30	23	10	10
<i>Kids University</i>	16	2	20	1	30	10	10	0
<i>Lean on Me</i>	0	0	10	1	16	1	10	4
<i>Learn As You Grow</i>	8	0	12	0	39	0	35	10
<i>Lydia's Lullaby</i>	10	0	25	5	0	0	0	0
<i>Plymouth</i>	0	0	10	0	30	9	15	0
<i>St. Vincent DePaul</i>	8	0	10	0	34	0	25	0

Source: Data collected in fall 2006 using survey designed by CBP researchers for child care center directors at the 10 selected centers.

APPENDIX IX

Centers' Hours of Operation

Child Care Center	Time Open	Time Close	Days Open	Number Children Registered	Number Families Served
<i>Atonement</i>	<i>6:30 a.m.</i>	<i>6:00 p.m.</i>	<i>5</i>	<i>102</i>	<i>86</i>
<i>Elmwood Early Education Center</i>	<i>6:45 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>60</i>	<i>60</i>
<i>DePaul Cooperative</i>	<i>7:30 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>46</i>	<i>23</i>
<i>Cab Horse Commons</i>	<i>7:00 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>110</i>	<i>80</i>
<i>Learn As You Grow</i>	<i>7:00 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>113</i>	<i>71</i>
<i>St. Vincent DePaul</i>	<i>6:30 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>93</i>	<i>45</i>
<i>Lean on Me</i>	<i>6:00 am</i>	<i>6:00 p.m.</i>	<i>5</i>	<i>31</i>	<i>12</i>
<i>Lydia's Lullaby</i>	<i>6:30 a.m.</i>	<i>3:00 p.m.</i>	<i>5</i>	<i>30</i>	<i>20</i>
<i>Kids University</i>	<i>6:15 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>65</i>	<i>48</i>
<i>Plymouth</i>	<i>6:30 a.m.</i>	<i>5:30 p.m.</i>	<i>5</i>	<i>48</i>	<i>30</i>

Source: Data collected in fall 2006 using survey designed by CBP researchers for child care center directors at the 10 selected centers.

APPENDIX X

Bus Arrival Times (first collection time)

Center	Bus Stop Address	Minutes	Day	Schedule Arrival Time	Actual Arrival Time	Departure Time	Final Destination	Bus Number
<i>Kids University</i>	<i>E. Genesee St/ S. Crouse Ave</i>	<i>3</i>	<i>Thursday</i>	<i>3:29PM</i>	<i>3:35PM</i>	<i>3:35PM</i>	<i>S. Avery</i>	<i>374</i>
<i>Elmwood</i>	<i>1640 S. Ave</i>	<i>1</i>	<i>Friday</i>	<i>5:33PM</i>	<i>5:34PM</i>	<i>5:34PM</i>	<i>OCC</i>	<i>226</i>
<i>DePaul</i>	<i>Kandace St/ W. Onondaga St</i>	<i>.33</i>	<i>Tuesday</i>	<i>4:51PM</i>	<i>4:45PM</i>	<i>4:46PM</i>	<i>E. Fayette</i>	<i>168</i>
<i>Learn as You Grow</i>	<i>James St/ Highland St</i>	<i>5</i>	<i>Monday</i>	<i>2:29PM</i>	<i>2:39PM</i>	<i>2:39PM</i>	<i>James-Camson</i>	<i>20</i>
<i>St. Vincent DePaul</i>	<i>Burnet Ave/ Winton St</i>	<i>5</i>	<i>Tuesday</i>	<i>5:15PM</i>	<i>5:21PM</i>	<i>5:21PM</i>	<i>Park Hill</i>	<i>58</i>
<i>Cab Horse</i>	<i>S. Salina St/ Temple St</i>	<i>1</i>	<i>Tuesday</i>	<i>3:16PM</i>	<i>3:17PM</i>	<i>3:17PM</i>	<i>Valley Plaza</i>	
<i>Lean on Me</i>	<i>W. Onondaga St/ S. Ave</i>	<i>5</i>	<i>Friday</i>	<i>4:42PM</i>	<i>4:46PM</i>	<i>4:46PM</i>	<i>Downtown</i>	<i>9908</i>
<i>Atonement</i>	<i>S. Salina St/ E. Glen Ave</i>	<i>10</i>	<i>Friday</i>	<i>4:09PM</i>	<i>4:09PM</i>	<i>4:09PM</i>	<i>S. Salina St.</i>	<i>210</i>
<i>Lydia's Lullaby</i>	<i>Cannon St/ Fage Ave</i>	<i>2</i>	<i>Friday</i>	<i>9:35AM</i>	<i>9:35AM</i>	<i>9:35AM</i>	<i>S. Salina St</i>	<i>110</i>
<i>Plymouth</i>	<i>S. State St/Madison St</i>	<i>3</i>	<i>Friday</i>	<i>1:48PM</i>	<i>1:51PM</i>	<i>1:51PM</i>	<i>Drumlins</i>	<i>340</i>

Source: Data collected in fall 2006 using instrument designed by CBP researchers for direct observation of Centro bus arrival and departure times.

APPENDIX XI

Bus Arrival Times (second collection time)

Center	Address	Minutes	Day	Schedule Arrival Time	Actual Arrival Time	Departure Time	Final Destination	Bus Number
<i>Kids University</i>	<i>Walnut St/E. Fayette St</i>	<i>5</i>	<i>Friday</i>	<i>3:29PM</i>	<i>3:37PM</i>	<i>3:37PM</i>	<i>South Avery</i>	<i>374</i>
<i>Elmwood</i>	<i>1457 S. Ave</i>	<i>1</i>	<i>Friday</i>	<i>10:46AM</i>	<i>10:46AM</i>	<i>10:46AM</i>	<i>Shoppingtown</i>	<i>223</i>
<i>DePaul Cooperative</i>	<i>Hoefler St/ W. Onondaga St</i>	<i>2.5</i>	<i>Thursday</i>	<i>5:00PM</i>	<i>5:04PM</i>	<i>5:05PM</i>	<i>Providence House</i>	<i>168</i>
<i>Learn as You Grow</i>	<i>James St/ Highland St</i>	<i>7</i>	<i>Thursday</i>	<i>4:09PM</i>	<i>4:10PM</i>	<i>4:10PM</i>	<i>Downtown</i>	<i>23</i>
<i>St. Vincent DePaul</i>	<i>Burnett Ave/ Vine Ave</i>	<i>5</i>	<i>Tuesday</i>	<i>4:50PM</i>	<i>4:57PM</i>	<i>5:02PM</i>	<i>Park Hill</i>	<i>58/158</i>
<i>Cab Horse</i>	<i>E. Adams St/ S. Warren St</i>	<i>3</i>	<i>Tuesday</i>	<i>3:40PM</i>	<i>3:42PM</i>	<i>3:42PM</i>	<i>Downtown</i>	<i>23</i>
<i>Lean on Me</i>	<i>W. Onondaga St/ Midland Ave</i>	<i>1</i>	<i>Friday</i>	<i>5:13PM</i>	<i>5:18PM</i>	<i>5:18PM</i>	<i>Downtown</i>	<i>9908</i>
<i>Atonement</i>	<i>S. Salina St/ W. Glen Ave</i>	<i>7</i>	<i>Monday</i>	<i>5:16PM</i>	<i>5:26PM</i>	<i>5:26PM</i>	<i>Downtown</i>	<i>410</i>
<i>Lydia's Lullaby</i>	<i>Cannon St/ W. Colvin</i>	<i>8</i>	<i>Sunday</i>	<i>8:00PM</i>	<i>8:00PM</i>	<i>8:00PM</i>	<i>S. Salina</i>	<i>310</i>
<i>Plymouth</i>	<i>Harrison St/S. State St</i>	<i>4</i>	<i>Wednesday</i>	<i>4:05PM</i>	<i>4:05PM</i>	<i>4:05PM</i>	<i>Auburn</i>	<i>236</i>

Source: Data collected in fall 2006 using instrument designed by CBP researchers for direct observation of Centro bus arrival and departure times.

APPENDIX XII

i. Child Care Survey Codebook

Q. No.	Variable Name	Operational Definition	Coding	Column
	ID	Questionnaire Number	Group Letter, Survey #	A
1	RELAT	What is you relationship to the child?	Open	B
2	DAYS	In a typical week, how many days are you responsible for picking up pr dropping off this child at this child care center?	Open	C
3	CHOICE	Was this center your first choice?	Yes= 1 No= 2 Don't Know= 0	D
4	CHOICE_WHY	If yes, why?	Open	E
5	TRANS	Transportation was an important factor in choosing this child care center.	Strongly Disagree= 1 Disagree=2 Neutral= 3 Agree= 4 Strongly Agree= 5 Don't Know= 0	F
6	TAKE_CAR	In a typical week, how often does respondent use a car to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	G
7	TAKE_CB	In a typical week, how often does respondent use Centro Bus System to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	H
8	TAKE_SB	In a typical week, how often does respondent use a school bus to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	I
9	TAKE_TAX	In a typical week, how often does respondent use a taxi to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	J
10	TAKE_WAL	In a typical week, how often does the respondent walk to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	K
11	TAKE_OTH	In a typical week, how often does the respondent use an "other" way to take this child to this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	L

12	PICK_CAR	In a typical week, how often does respondent use a car to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	M
13	PICK_CB	In a typical week, how often does the respondent use the Centro Bus System to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	N
14	PICK_SB	In a typical week, how often does the respondent use a school bus to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	O
15	PICK_TAX	In a typical week, how often does the respondent use a taxi to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	P
16	PICK_WAL	In a typical week, how often does the respondent walk to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	Q
17	PICK_OTH	In a typical week, how often does the respondent use an "other" way to pick this child up from this child care center?	Never= 1 Sometimes=2 Often= 3 Always= 4	R
18	TIME	In an average day, how many minutes does it take you to travel from your home to this childcare	Open	S
19	CB_SEAT	There are available seats on the bus...	Never=1 Rarely= 2 Usually= 3 Always= 4 Don't Know= 0	T
20	CB_WAIT	I have to wait for another bus because the first one is full...	Never=1 Rarely= 2 Usually= 3 Always= 4 Don't Know= 0	U
21	CB_TIME	The bus arrives and departs on time...	Never=1 Rarely= 2 Usually= 3 Always= 4 Don't Know= 0	V
22	CB_SAFE	I feel that my child is safe on the bus...	Never=1 Rarely= 2 Usually= 3 Always= 4 Don't Know= 0	W
23	AFFORD	I find that using the bus is affordable.	Yes= 1 No= 2 Don't Know= 0	X

24	CLOSE_CCC	I find that the bus stop is close to the child care center.	Yes= 1 No= 2 Don't Know= 0	Y
25	CLOSE_HOM	I find that the bus stop is close to my home.	Yes= 1 No= 2 Don't Know= 0	Z
26	CLOSE_CON	I find that the bus stop is convenient for my child's transportation to child care.	Yes= 1 No= 2 Don't Know= 0	Z
27	GENDER	What is your gender?	Male= 1 Female= 2	AA
28	RACE	What is your race/ethnicity?	African American= 1 Asian= 2 Hispanic= 3 White= 4 Other= 5	BB
29	RACE_OTH	What is your race/ethnicity?	Open	CC
30	AGE	What is your Age?	Open	DD
31	ADDRESS	What is your street address?	Open	EE
32	CENTER	Specific CCC	Atonement Day Care Center= 1 CAB Horse Commons= 2 DePaul Cooperative DCC= 3 Elmwood DCC= 4 Kids University= 5 Lean On Me= 6 Learn as You Grow= 7 Lydia's Lullaby= 8 Plymouth DCC= 9 St. Vincent DePaul= 10	FF

ii. Director Survey Codebook

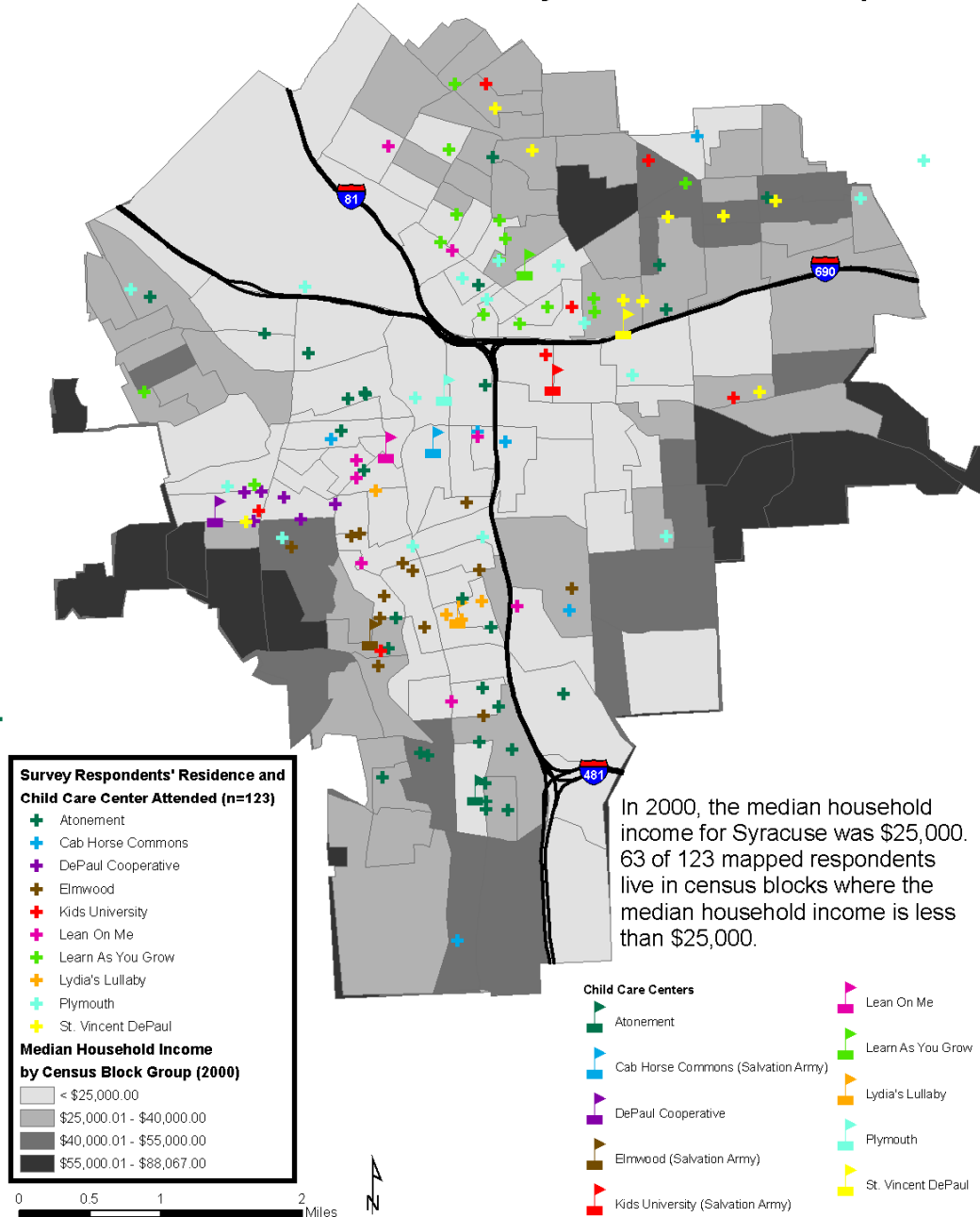
Column	Variable Name	Operational Definition	Coding
A	CENTER	Child Care Center name	Open
B	NAME	Name of respondent	Open
C	TITLE	Title of Respondent	Open
D	OPEN	Time Child Care Center opens	Hours in military time, minutes in decimal
E	CLOSE	Time Child Care Center closes	Hours in military time, minutes in decimal
F	DAYS	Number of days per week Child Care Center open	Open
G	CHILD_REG	Number of children currently registered as of Oct. 2006	Open
H	FAM	Number of families that the center serves as of Oct. 2006	Open
I	IN_MAX	Maximum number of infants allowed	Open
J	IN_OP	Number of openings for infants	Open
K	TOD_MAX	Maximum number of toddlers allowed	Open
L	TOD_OP	Number of openings for toddlers	Open
M	PRE_MAX	Maximum number of preschoolers allowed	Open
N	PRE_OP	Number of openings for preschoolers	Open
O	SCH_MAX	Maximum number of school age children	Open
P	SCH_OP	Number of openings for school age children	Open

iii. Bus Checklist Codebook

Column	Variable Name	Operational Definition	Coding
A	CENTER	Child Care Center Name	Open
B	BS1_ADD	Address/intersection of first bus stop closest to Child Care Center	Open
C	BS2_ADD	Address/intersection of second bus stop closest to Child Care Center	Open
D	BS1_MIN	Number of minutes it takes to walk from Child Care Center to bus stop one	Open
E	BS2_MIN	Number of minutes it takes to walk from Child Care Center to bus stop two	Open
F	D1	Date of first bus observation	Open
G	D1_DAY	Day of week of first bus observation	1=Monday 2=Tuesday 3=Wednesday 4=Thursday 5=Friday 6=Saturday 7=Sunday
H	D1_SCHED	Scheduled arrival time of first bus	Open
I	D1_ACT	Actual arrival time of first bus	Open
J	D1_DEP	Time departed of first bus	Open
K	D1_FD	Final destination of first bus	Open
L	D1_BN	First bus number	Open
M	D2	Date of second bus observation	Open
N	D2_DAY	Day of week of second bus observation	Open
O	D2_SCHED	Scheduled arrival time of second bus	Open
P	D2_ACT	Actual arrival time of second bus	Open
Q	D2_DEP	Time departed of second bus	Open
R	D2_FD	Final destination of second bus	Open
S	D2_BN	Second bus number	Open

APPENDIX XIII

Survey Respondent Residential Locations and Median Household Income by Census Block Group



APPENDIX XIV

