



# Alabama Early Learning Guidelines Training Assessment

Prepared for:

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## Introduction

In early 2010, the Child Care Services Division (hereinafter, CCSD) of the Alabama Department of Human Resources approached the Auburn University Montgomery Center for Government and Public Affairs (hereinafter, CGOV) to provide evaluation services. The purpose of the proposed project was to determine the efficacy of the Alabama Early Learning Guidelines (AELG) training program that is provided to child care workers across the state. In response to that request, CGOV presented a proposal to the CCSD that included three phases of work: the revision and pre-testing of an existing assessment tool; the management of survey intake; and data analysis and preparation of a final report. The proposal was accepted and a contract entered into effective the first day of March, 2010.

The information presented in this report includes an overview of the survey methodology used and the results of the data analysis conducted on the responses received. Overall, as noted in the Conclusions section at the end of this report, satisfaction with the content and delivery of the training was high, with 80% or more of respondents grading the course in the

affirmative. As with most training, however, recommendations are made for improvement based on comments received from respondents.

## Survey Methodology

During Phase One, Assessment Tool Revision, the CCSD provided CGOV with a copy of the AELG book, training manual, and a draft of an assessment tool developed by their internal staff to rate the course. Based on this information and knowledge of successful survey techniques, CGOV consultants revised the assessment tool and developed both a paper and an online survey instrument to be forwarded to AELG Credential recipients. The final survey tools, which were reviewed, revised, and approved by several members of the CCSD team, consisted of 26 questions in four sections. Survey questions were divided between the sections as shown in Table One below. A copy of both the paper and online survey instruments is included in Appendix A.

Once the survey instruments were developed, the CCSD forwarded letters to child care workers who had received the AELG Credential. The letters included instructions for either requesting a paper copy of the survey or completing the survey online via a unique URL

**Table One: Number of Survey Questions by Section**

Section	Topic	# of Questions
1	Rate the AELG Training	7
2	Rate Your Current Use of the AELG Book	3
3	Rate Your Overall Satisfaction	8
4	Respondent Information	8

address. Throughout Phase Two, Survey Intake, CGOV worked with the CCSD to attempt to identify participants who had already responded so that a reminder letter could be sent to those who had not yet participated in the survey. As paper surveys were received by the CCSD, they were forwarded to CGOV, where a graduate assistant keyed the responses directly from the paper instrument into the online survey to maintain all responses in one location. As part of Phase Three, Data Analysis, the results from all surveys were used by CGOV consultants to analyze the data and prepare this report. Key respondent demographics for all responses are included in Appendix B. Stakeholders wanting a complete overview of the results, including the comments to open ended questions, can request the information from the CCSD by calling (866) 528-1694 or (334) 242-1425.

positions they held in the child care field. The modal category for the position of respondents was “Center Teacher”, with 37% of those taking the survey disclosing that they served in that particular position. An additional 30% of respondents indicated that they served as “Center Director” for their facility. Family Child Care Home Licensees (13%) and Group Child Care Home Licensees (10%) also comprised a significant amount of the respondents.

Respondents were also varied in the degree of experience they had in the child care field. Interestingly, a significant portion of the respondents had a significant amount of experience in the field. As can be seen in Table Three, nearly two thirds (62.8%) of the respondents had more than 10 years of experience in child care. Moreover, 26% had more than 20 years of experience. Slightly more

<b>Center Director</b>	<b>30%</b>
<b>Center Teacher</b>	<b>37%</b>
<b>Family Child Care Home Licensee</b>	<b>13%</b>
<b>Group Child Care Home Licensee</b>	<b>10%</b>
<b>Group Child Care Home Assistant</b>	<b>1%</b>
<b>Relative Child Care Provider (Not Licensed)</b>	<b>3%</b>
<b>Other</b>	<b>6%</b>

**Characteristics of Respondents**

The respondents to the survey were varied in their background and experience, indicating that the survey captured a good cross-section of the population of child care providers who went through the AELG training. Table Two shows the distribution of respondents as it relates to

than one-fifth of the Center Director (22%) and Center Teacher (21.6%) categories, and half (50%) of the family child care home licensees had more than 20 years of experience. By contrast, only 6% of the respondents had less than two (2) years of experience working in the field.

**Table Three: Years in Child Care**

Less Than 2 Years	6%
2 to 5 Years	17%
6 to 10 Years	15%
11 to 15 Years	21%
16 to 20 Years	15%
More Than 20 Years	26%

**Table Four: Provides Child Care for Which Age Groups**

Infants and Toddlers Only (Birth to 3 Years Old)	19%
Preschoolers Only (3 and 4 Year Olds)	27%
Infants, Toddlers and Preschool (Birth to 4 Years Old)	12%
School Age Only (5 Years Old and Above)	4%
Preschool and School Age (3 Years Old and Above)	4%
All Ages	34%

**Table Five: Year Respondent Received AELG Credential**

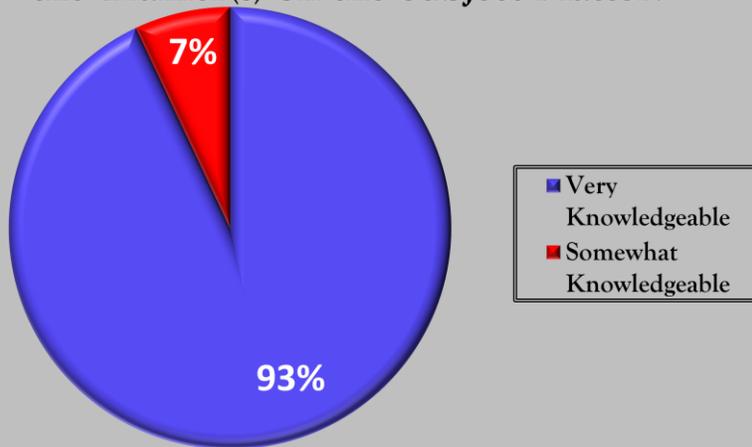
2008	19%
2009	62%
2010	19%

Table Four presents the number of respondents who care for various age groupings of children (i.e., infants and toddlers, preschoolers, and school age children). As can be seen from this table, more than a third (34%) of all respondents provides child care for all age categories. The vast majority of the remaining respondents concentrate on some combination of infants, toddlers and preschoolers. 27% of the respondents provide child care for preschoolers only. An additional 19% care for infants and toddlers only, while 12% provide

child care services from infancy through preschool.

Finally, Table Five presents the results of when respondents received their AELG Credential. A significant majority (62%) of respondents from the survey received their credential in 2009. The remaining respondents were split evenly (19% each) between 2008 and 2010. These specific results are the lone area of concern in terms of the representativeness of the survey sample, in that, comparatively, the 2009 cohort is overrepresented.

**Chart One: How Knowledgeable was the Trainer(s) on the Subject Matter?**



**Rating the Trainers and the Content of the Training**

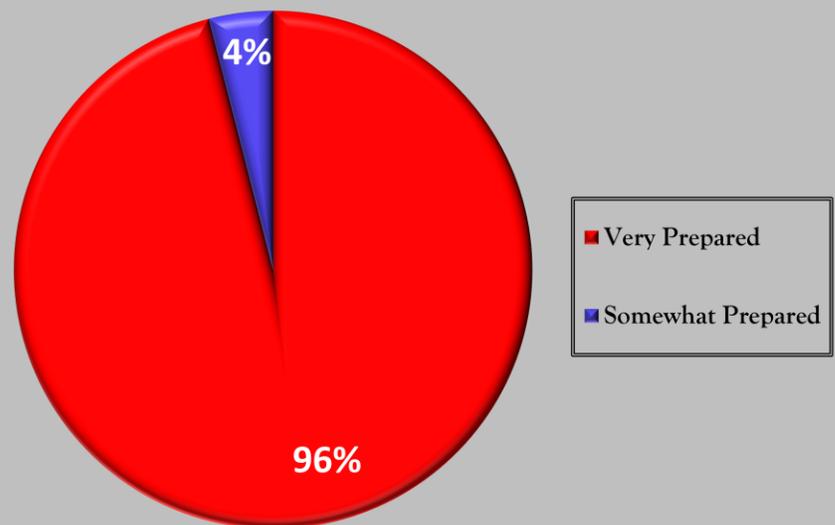
Several questions in the survey focused on how the training participants evaluated the trainer(s) who conducted the training sessions the participants attended and the content of the materials presented in those sessions. Chart One shows the results for the survey question asking respondents how knowledgeable they felt the trainer(s) was on the subject matter presented in the training session. As can be seen from this chart, respondents overwhelmingly indicated they felt the trainer(s) was very knowledgeable (93%) about the topics presented in the training. An additional 7% indicated they felt the trainer(s) was somewhat knowledgeable. None of the respondents in this survey answered “not at all

knowledgeable”. The qualitative comments gathered from respondents were also very positive – with all of the comments indicating the trainers were very knowledgeable about the material presented in the sessions.

Chart Two presents the results for the survey question asking respondents how prepared the trainer(s) was to present the materials for the training session. As with the previous question, an overwhelming majority (96%) of the

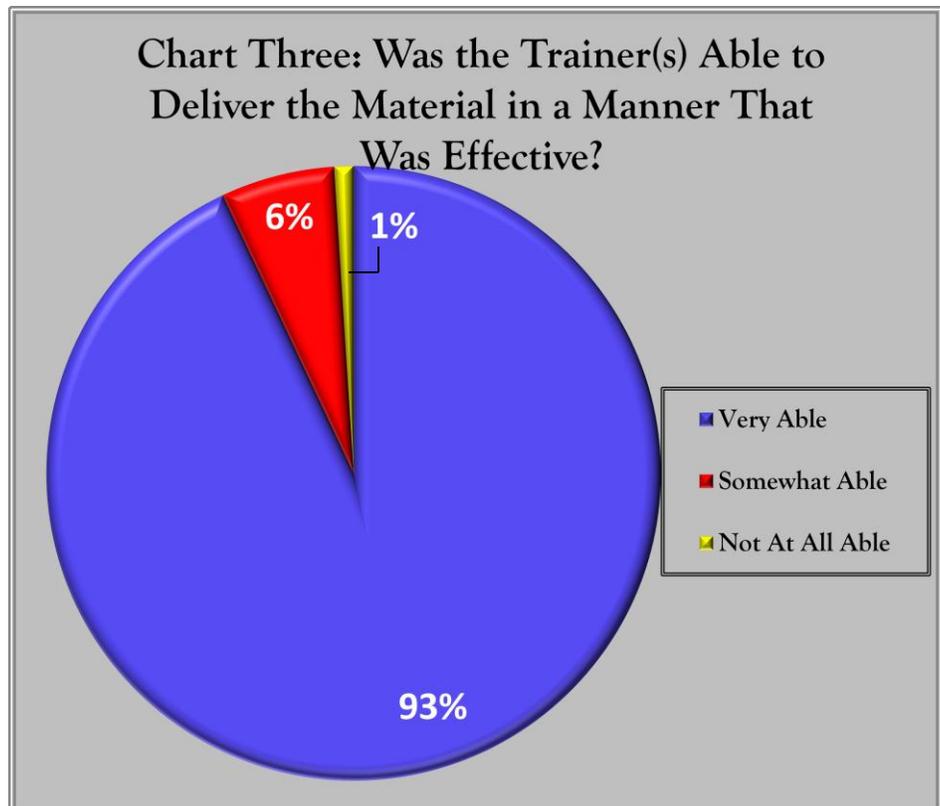
respondents indicated they felt the trainer(s) was very prepared for the training session. The remaining 4% of respondents said they felt the trainer(s) was somewhat prepared for the training session. The qualitative comments from the respondents reflect the sentiment of the survey results.

**Chart Two: How Prepared was the Trainer(s) to Present the Material?**



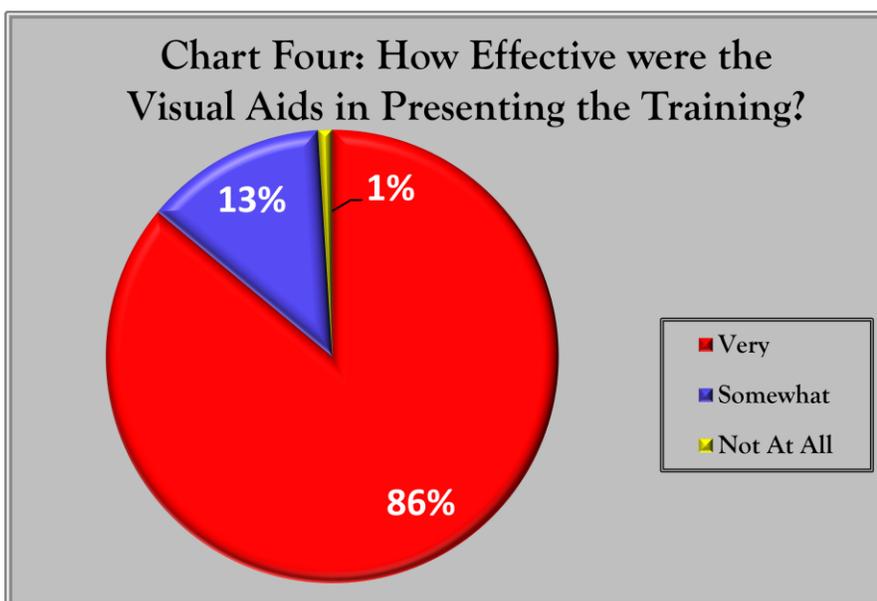
There was one criticism of the trainer(s) in terms of preparation, but it did not reflect on the content of the materials presented per se. That one respondent noted that “the trainer was not able to answer several of the questions asked.” However, without knowing the exact nature of those questions (i.e., were the questions relevant or something the trainer would actually be expected to know the answer to?), it is difficult to assess whether or not the trainer was actually ill-prepared.

Respondents were also asked to assess whether or not the trainer(s) was able to deliver the material in a manner that was effective. Chart Three presents the survey results for this question. As with other aspects of the trainer segment of the assessment, the vast



majority of respondents (93%) felt the trainer(s) was very effective in delivering the material presented in the session. An additional 6% indicated they felt the trainer(s) was somewhat able to deliver the material effectively. Only 1%

responded they thought the trainer(s) was not at all able to effectively deliver the material. Relatedly, Chart Four shows the distribution of responses to the question “How effective were the visual aids in presenting the training?” Eighty-six percent (86%) of those surveyed responded they felt the visual aids were very effective, and 13% felt they were somewhat effective. As with the previous question, 1% of the respondents indicated



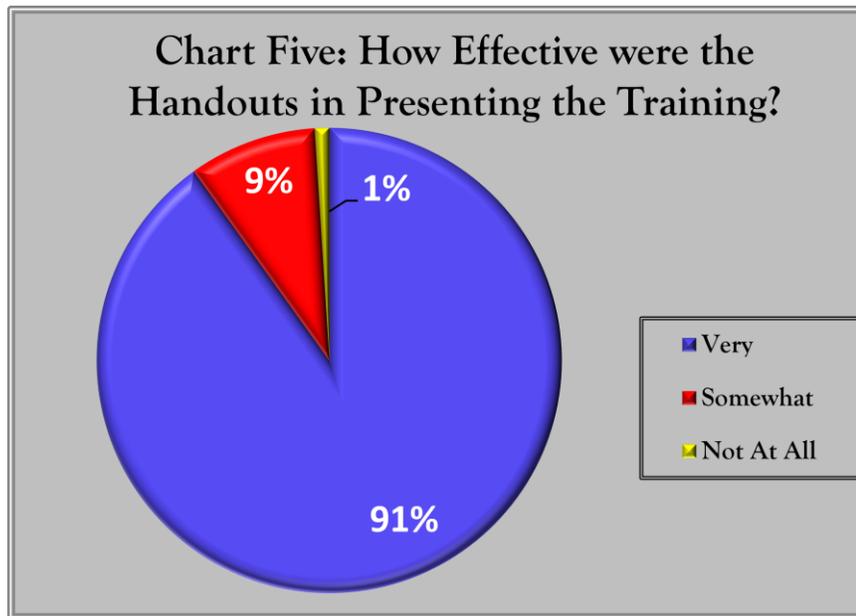
the visual aids were not effective at all. The qualitative comments were varied in terms of criticisms and suggestions, although several focused on the use of the equipment and

participant suggested, the training should include “more question-answer format and more dialogue between teacher and class.” There were also criticisms on the delivery of the material.

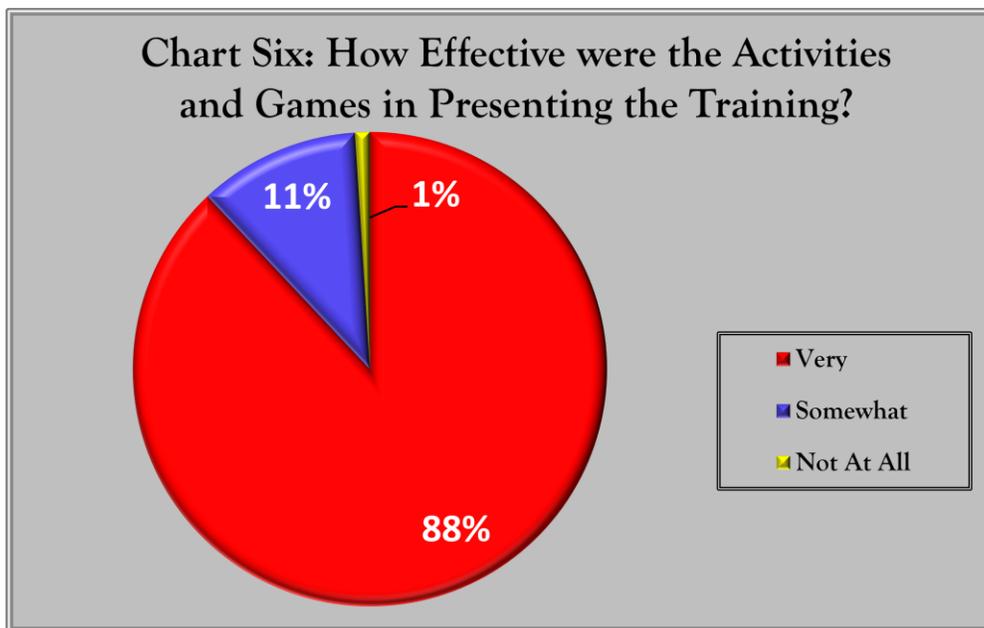
At least one participant felt the pace of the class was problematic, stating “don’t drag one subject out too long... keep students interested.” Another found fault with the way her/his trainers read word for word from the page, noting “...having trainers who literally read every word on the page does not represent the most optimal learning environment for many attendees.”

Training participants were also asked to assess how effective the handouts were in presenting the training materials. Chart Five presents the results of that analysis.

Again, the vast majority (91%) of training participants surveyed indicated they felt the handouts were very effective in presenting the



PowerPoint. Two of the comments implicate the trainer, and his/her inability to use the computer and video equipment. As one respondent stated, “I do think the trainer was ill-prepared as far as presenting the material on the computer.” Other critical comments focused on the use of PowerPoint in the presentation. This is probably best articulated in the observation of one of the training participants - “way less PowerPoint!” Others thought there should be more interaction between the trainer(s) and trainees - as one



training material. Nine percent (9%) of the respondents said they felt the handouts were somewhat effective, and only 1% felt the handouts were not effective at all. There were only a few qualitative comments on the handouts, and these seemed to lean toward the opinion that more information needed to be added to the packets.

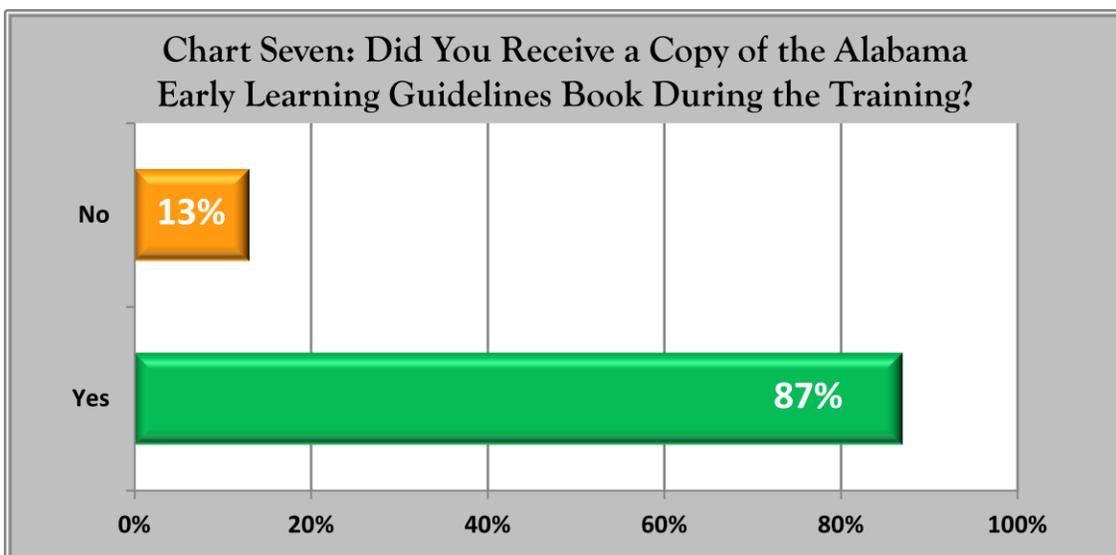
Chart Six represents the distribution of responses to the question “How effective were the activities and games in presenting the training?” 88% of the respondents felt these activities were very effective. An additional 11% stated they thought the activities and games were somewhat effective, and 1% thought they were not effective at all. Predictably, the qualitative comments were fairly polarized on the use of activities and games, with some people liking them and others less enthusiastic. As one of the training participants indicated, “I’m not a get up and interact/play kind of person.”

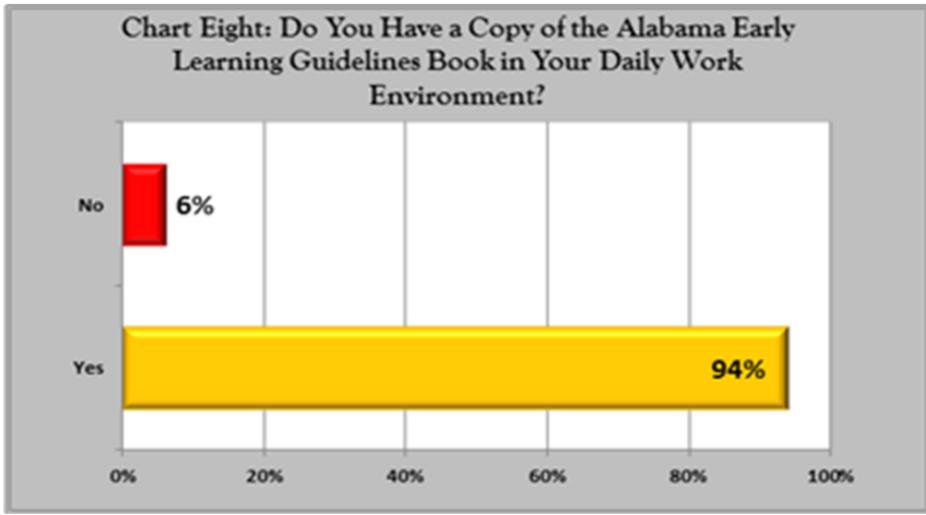
### Alabama Early Learning Guidelines Book

The second section of the survey focused on the Alabama Early Learning Guidelines book which was to be distributed to participants as

part of the training. Chart Seven presents the results for the survey question asking respondents whether or not they actually received the book. From this chart, one can see that 87% of the respondents indicated they had received the guidelines book. Of the 18 survey respondents who did not receive a guidelines book, more than one-fourth (27.8%) received their Credential in the same month – March, 2009. The remaining training participants who did not receive a guidelines book were randomly distributed across sessions.

Respondents were also asked whether or not they had a copy of the Alabama Early Learning Guidelines book in their daily work environment. Chart Eight presents the results for that survey question. As can be seen from this chart, 94% of the training participants surveyed indicated they did have a copy of the book in their daily work environment. Of those responding “no” to this question, half (50%) were Center Directors, and 38% worked in a setting where they dealt with only infants and toddlers.





they used the book on a daily basis, while 16% disclosed that they never used it. As one participant stated, “this is the information most people in childcare already know”. Similarly, for the “Resources” segment of the guidelines book, 31% said they used this section on a monthly basis (although an additional 30% stated they

Finally, as it pertains to the Alabama Early Learning Guidelines book, training participants surveyed were asked to indicate how often they used each section of the guidelines book. Table Six presents the results for this survey question. Interestingly, with the exception of the “Introduction” and the “Resources” segments of the book, there was remarkable consistency in the usage of the sections. For the “Introduction”, the modal category for frequency of use was monthly, with 36% of the respondents indicating monthly use of this section. Only 14% of the training participants surveyed said

used it on a weekly basis). Only 6% of the respondents indicated they never utilized the “Resources” section.

For the remaining segments of the book, there was a steady pattern of somewhere between 23 to 34% of respondents stating that they use the various sections on a daily, weekly or monthly basis. Even more remarkable, for each of these sections, only 4% of the respondents said they never used it. For the segment focusing on “The Role of the Parent and Caregiver”, 33% of those surveyed said they used this section on a

<b>Table Six: "Please Rate How Often You Use Each Section of the Alabama Early Learning Guidelines Book"</b>					
	<u>Daily</u>	<u>Weekly</u>	<u>Monthly</u>	<u>Never</u>	<u>Other</u>
Introduction	14%	20%	36%	16%	14%
The Role of the Parent & Caregiver	24%	23%	33%	4%	17%
Self-Concept/Emotional Development	24%	34%	24%	4%	14%
Social Development	28%	31%	22%	4%	15%
Language and Literacy Development	31%	30%	20%	4%	15%
Physical Development	31%	26%	24%	4%	15%
Cognitive Development	29%	28%	25%	4%	14%
Resources	15%	30%	31%	6%	19%

monthly basis. Several of the respondents mentioned they used this chapter in their lesson plans. For “Self-Concept/Emotional Development”, the modal category was weekly (34%). Qualitative comments on this section varied. One respondent felt there were some questionable situations with parents and children in this chapter, but another respondent thought this was a key section because it was an area they were constantly stressing to providers. With the “Social Development” section, 31% of the participants in this survey said they used it on a weekly basis. For “Language and Literacy Development”, “Physical Development” and “Cognitive Development”, the modal category was daily use.

### Convenience of Training

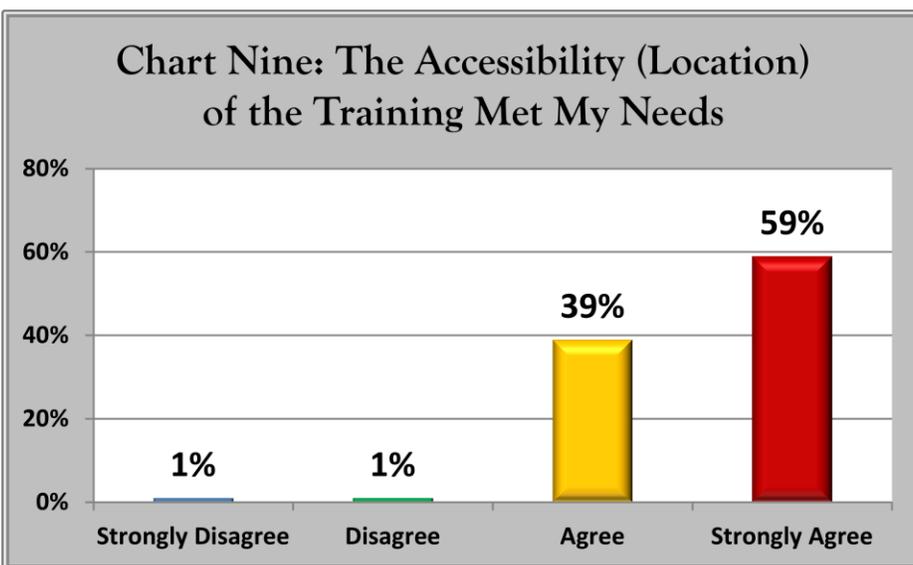
In this third section, the survey included a segment that centered on the convenience of the training sessions for participants. The first question in the segment asked respondents about the accessibility of the location. As can be seen in Chart Nine, 98% of those surveyed either agreed or strongly agreed that the ease of access

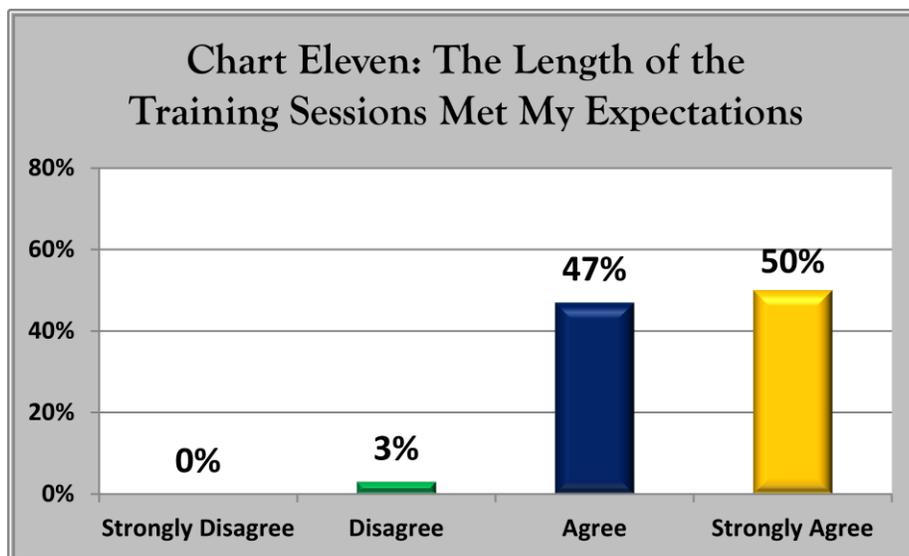
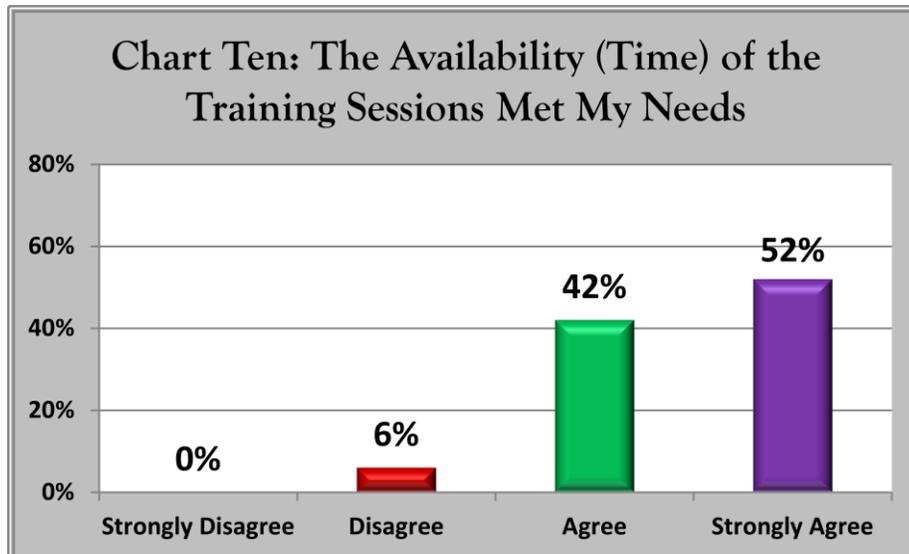
to the location met their needs. Only 2% disagreed in any way about the accessibility of the training location. One of the respondents suggested that sessions be conducted at participating daycare centers because of the length of the day that providers and teachers had to put in, and the long distance for travel.

Training participants were also asked if they found the times the sessions were available were adequate. The distribution for this question can be found in Chart Ten. Ninety-four percent (94%) of those responding to the survey either agreed or strongly agreed that the availability of the time for the training sessions met their needs. By contrast, 6% of the respondents felt the time did not adequately meet their needs. Most of the qualitative comments focused on offering sessions during the weekend.

The final question pertaining to the convenience of training sessions had to do with the duration of the training sessions. Respondents were asked whether or not they agreed with the statement “the length of the training sessions met my expectations.” Chart

Eleven presents the results for this question. Ninety-seven percent (97%) of the respondents agreed or strongly agreed with the statement. Three percent (3%) disagreed with the statement, and none of the respondents strongly disagreed. Qualitative comments suggested that fewer sessions be offered and that the material could have been presented in a shorter time period.



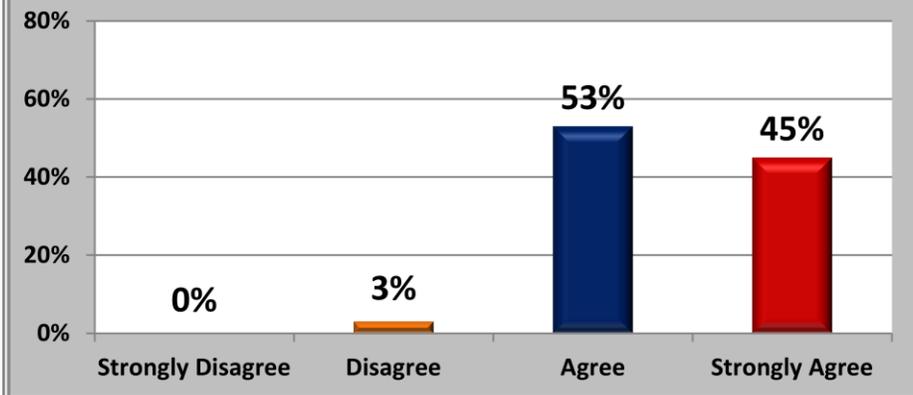


## Impact of Training

The final substantive segment of the survey concentrated on the impact of the training – specifically if the training allowed the participant to do a better job of caring for children, and whether or not the training participants would recommend the training to others. Those training participants surveyed were asked whether they agreed or disagreed with the statement “I feel I am doing a better job caring for children because of the training.” Chart Twelve shows the outcome for this survey

question. Forty-five percent (45%) of those surveyed strongly agreed, and 53% agreed with the statement. Only 3% felt that the training did not impact their ability to care for children. Most of the qualitative comments focused on two aspects. First, a number of those responding to the survey felt they learned a lot about the stages of development for children, and that the information learned about these stages was important in helping them carry out their day-to-day functions as childcare providers. Second, several of the training participants surveyed

**Chart Twelve: I Feel I Am Doing a Better Job Caring for Children Because of the Training**



thought the materials provided served as a good reference guide for their work environment.

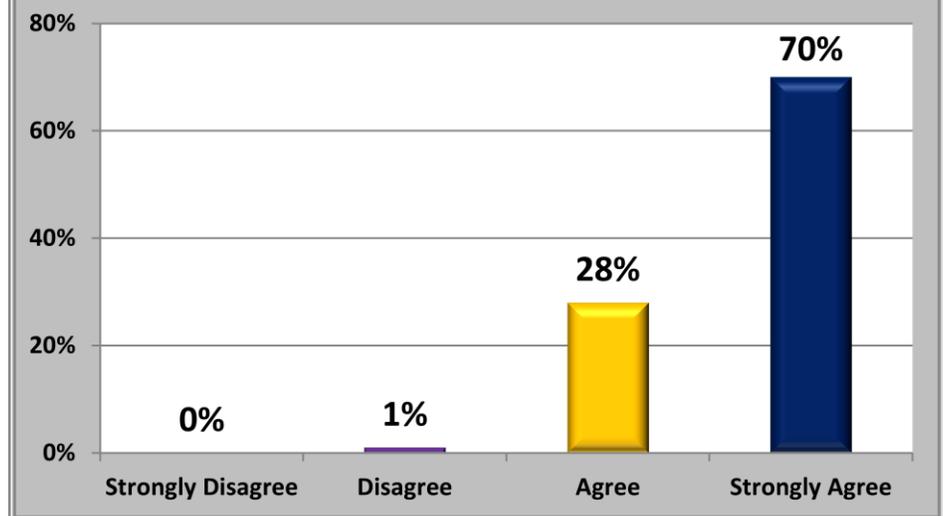
Respondents were also asked to provide detailed comments on how they are using what they learned from their training in their work with children. There were several notable patterns in how the information provided in the sessions has been used. Several of the training participants noted that they frequently made use of the developmental checklist discussed in the sessions. A number of respondents also said they made use of the materials in their teaching - in particular in helping develop lesson plans. A handful of those taking the survey indicated that they used the evaluations provided during training. And the final, and perhaps most general, pattern noted in these comments had to do

with using the materials and particularly the book as a guideline in their daily activities.

Finally, survey respondents were asked whether they agreed or disagreed with the statement “I would recommend the Alabama Early Learning Guidelines training to others.” Chart Thirteen shows the results for this question. Seventy percent

(70%) of the respondents strongly agreed with the statement and another 28% agreed with the statement. Only 1% of the respondents disagreed. As one of the training participants noted in the qualitative comments, “anyone working with young children needs this information to help them do a better job.”

**Chart Thirteen: I Would Recommend the AELG Training to Others**



## Conclusions

Overall, participant responses showed satisfaction with the instruction and materials offered through the Alabama Early Learning Guidelines training sessions. There was a strong general consensus that the information and materials provided were beneficial and the instruction was effective. In fact, the level of consensus was very high – for all aspects of the training, more than 80% of the survey participants responded affirmatively, and in most cases more than 90% answered positively. While there were some respondents who were not satisfied with certain aspects of the training, this was to be expected given the large number of participants, and the variability in training that occurs when there are multiple sessions offered.

That is not to say that there are not constructive criticisms offered by the survey respondents. There seemed to be a concentration of comments centered on the availability of the training sessions. Some of that commentary was diffuse – general complaints about having to drive long distances, or having the sessions take place over a short period of time. However, one idea that should be considered has to do with when the sessions are offered. Several of those training participants taking the survey noted that it would be beneficial to consider offering the sessions on weekends to better accommodate workers' schedules. Another criticism that seemed to resonate was the suggestion that the training format be modified to some degree to allow for a more extended question-answer segment. Some participants felt they had questions they would like the trainers to address directly in the sessions, and that a slight change in session

format might be beneficial to the training process.

Appendix A:  
Paper and Online Survey Instruments

# Alabama Early Learning Guidelines Assessment

**Instructions:** Select the most appropriate response by marking within the box for each question or answering the question in the blank space provided. **All answers are required unless stated otherwise.**

Rate the AELG Training			
	Not at All	Somewhat	Very
How knowledgeable was the trainer(s) on the subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How prepared was the trainer(s) to present the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the trainer(s) able to deliver the material in a manner that was effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effective were the visual aids (PowerPoint, videos) in presenting the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effective were handouts in presenting the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effective were the activities and games in presenting the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What recommendations do you suggest to make the AELG training better?			

Rate Your Current Use of the AELG Book					
Did you receive a copy of the AELG book during the training?	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Do you have a copy of the AELG book in your daily work environment?	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Please rate how often you use each section of the AELG book.	Never	Daily	Weekly	Monthly	Other (Explain)
Section 1: Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 2: The Role of the Parent and Caregiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 3: Self-Concept/ Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 4: Social Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 5: Language and Literacy Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 6: Physical Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 7: Cognitive Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Section 8: Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

**Instructions:** Select the most appropriate response by marking within the box for each question or answering the question in the blank space provided. **All answers are required unless stated otherwise.**

Rate Your Overall Satisfaction				
	Strongly Disagree	Disagree	Agree	Strongly Agree
The accessibility (location) of the training met my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability (time) of training sessions met my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The length of the training sessions met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How are you using what you learned from the AELG training in your work with children?				
I feel I am doing a better job caring for children because of my participation in the AELG training.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
If you agree, how? If you disagree, why?				
I would recommend the AELG training to others.	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
Why or why not?				

Respondent Information	
I am a: (mark only one) <input type="checkbox"/> Center Director <input type="checkbox"/> Center Teacher <input type="checkbox"/> Center Support Staff (Cook, Van/Bus Driver, Custodian) <input type="checkbox"/> Family Child Care Home Licensee <input type="checkbox"/> Group Child Care Home Licensee <input type="checkbox"/> Group Child Care Home Assistant <input type="checkbox"/> Relative Child Care Provider (Not licensed) <input type="checkbox"/> Other (please specify)	Years in Child Care: (mark only one) <input type="checkbox"/> Less than 2 years <input type="checkbox"/> 2 – 5 years <input type="checkbox"/> 6 – 10 years <input type="checkbox"/> 11 – 15 years <input type="checkbox"/> 16 – 20 years <input type="checkbox"/> More than 20 years
When did you receive your AELG credential? Month: _____ Year: _____	Age group that you care for: <input type="checkbox"/> Infants and Toddlers (Birth to 3 years old) <input type="checkbox"/> Preschoolers (3 and 4 years old) <input type="checkbox"/> School-agers (5 years old and above)
County	
Your Name <i>(Optional)</i>	Child Care Facility Name <i>(Optional)</i>

# Alabama Early Learning Guidelines Assessment

Rate the Alabama Early Learning Guidelines Training by clicking on the number associated with your response or by answering the question in the space provided. All answers are required unless stated otherwise.

**1** \* How knowledgeable was the trainer(s) on the subject matter?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**2** \* How prepared was the trainer(s) to present the material?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**3** \* Was the trainer(s) able to deliver the material in a manner that was effective?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**4** \* How effective were the visual aids (PowerPoint, videos) in presenting the training?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**5** \* How effective were the handouts in presenting the training?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**6** \* How effective were the activities and games in presenting the training?

Not at All	Somewhat	Very
<b>1</b>	<b>2</b>	<b>3</b>

**7** What recommendations do you suggest to make the Alabama Early Learning Guidelines training better? (optional)



## Alabama Early Learning Guidelines Assessment

Rate your current use of the Alabama Early Learning Guidelines book by clicking on the most appropriate response. All answers are required.

- 8** \* Did you receive a copy of the Alabama Early Learning Guidelines book during the training?
- 9** \* Do you have a copy of the Alabama Early Learning Guidelines book in your daily work environment?
- 10** \* Please rate how often you use each section of the Alabama Early Learning Guidelines book. If you select "Other", please explain how often you use the section in the Additional Comments box.

1	2	3	4	5
Never	Daily	Weekly	Monthly	Other (please explain)

Section 1: Introduction

Additional Comment

---

Section 2: The Role of the Parent and Caregiver

Additional Comment

---

Section 3: Self-Concept / Emotional Development

Additional Comment

---

Section 4: Social Development

Additional Comment

---

Section 5: Language and Literacy Development

Additional Comment

---

Section 6: Physical Development

Additional Comment

---

Section 7: Cognitive Development

Additional Comment

---

Section 8: Resources

Additional Comment

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Survey Page 2

Rate your overall satisfaction with the Alabama Early Learning Guidelines training by clicking on the number that corresponds with your level of agreement to the statement. For questions 14 through 18, type your answer in the space provided. All answers are required.

**11** \* The accessibility (location) of the training met my needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**12** \* The availability (time) of training sessions met my needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**13** \* The length of the training sessions met my expectations.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**14** \* How are you using what you learned from the Alabama Early Learning Guidelines training in your work with children?

.....

**15** \* I feel I am doing a better job caring for children because of my participation in the Alabama Early Learning Guidelines training.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**16** \* If you agree, how? If you disagree, why?

.....

**17** \* I would recommend the Alabama Early Learning Guidelines training to others.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

18 \* Why or why not?

---



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## Alabama Early Learning Guidelines Assessment

Please give us some information about you by clicking on the appropriate responses. For open ended questions, type your answer in the space provided. All answers are required unless stated otherwise.

19 \* I am a: (check only one)

- Center Director
- Center Teacher
- Center Support Staff (Cook, Van/Bus Driver, Custodian)
- Family Child Care Home Licensee
- Group Child Care Home Licensee
- Group Child Care Home Assistant
- Relative Child Care Provider (Not licensed)
- Other, please specify

20 \* Years in Child Care: (check only one)

- Less than 2 years
- 2 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

**21** \* Age Group that You Care For: (check all that apply)

Infants and Toddlers (Birth to 3 years old)

Preschoolers (3 and 4 years old)

School-agers (5 years old and above)

**22** \* When did you receive your AELG credential (month)?

**23** \* When did you receive your AELG credential (year)?

**24** \* County

**25** Child Care Facility Name (optional)

**26** Your Name (optional)



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Appendix B:  
Key Respondent Demographics

Month and Date AELG Credential was Received

	2008	2009	2010
January	2	1	1
February	0	2	2
March	1	10	6
April	2	5	2
May	0	4	4
June	0	6	6
July	0	2	3
August	0	3	1
September	3	4	1
October	4	12	0
November	7	23	0
December	7	13	0
<b>Total</b>	<b>26</b>	<b>85</b>	<b>26</b>
	<b>TOTAL RESPONSES RECEIVED</b>		<b>137</b>

## Number of Responses by County

County	# of Responses	County	# of Responses	County	# of Responses
Autauga	0	Dallas	1	Marion	0
Baldwin	1	DeKalb	5	Marshall	0
Barbour	2	Elmore	3	Mobile	11
Bibb	2	Escambia	0	Monroe	0
Blount	0	Etowah	3	Montgomery	22
Bullock	0	Fayette	0	Morgan	1
Butler	0	Franklin	0	Perry	0
Calhoun	5	Geneva	0	Pickens	4
Chambers	0	Greene	0	Pike	0
Cherokee	1	Hale	4	Randolph	0
Chilton	0	Henry	0	Russell	1
Choctaw	0	Houston	11	St. Clair	2
Clarke	0	Jackson	0	Shelby	1
Clay	0	Jefferson	4	Sumter	0
Cleburne	1	Lamar	0	Talladega	1
Coffee	1	Lauderdale	2	Tallapoosa	1
Colbert	0	Lawrence	0	Tuscaloosa	17
Conecuh	0	Lee	8	Walker	0
Coosa	1	Limestone	3	Washington	0
Covington	0	Lowndes	0	Wilcox	0
Crenshaw	0	Macon	0	Winston	0
Cullman	1	Madison	10	Not Specified	7
Dale	0	Marengo	0		

**TOTAL RESPONSES RECEIVED      137**

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**AUBURN**

MONTGOMERY

Montgomery, AL

November 2010