

Response to Governor Nathan Deal's Executive Order Dated February 13, 2012
Georgia Department of Early Care and Learning

Process and Procedures

Introduction

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) is the agency responsible for overseeing the state's network of early education programs and initiatives. This includes regulating licensed child care centers and registered family day care homes, administering the Georgia's Pre-K Program (Pre-K) and the federally funded Child and Adult Care Food Program (CACFP), and developing quality initiatives to improve child care across the state. Beginning in July 2012, DECAL will become the lead administrator for the Child Care and Parent Services (CAPS) Program, which provides child care subsidies to low-income families.

Under Commissioner Bobby Cagle, DECAL continually solicits input from stakeholders, including child care providers, to review policy decisions and practices initiated by the department. These efforts continue to build trust between the small businesses that provide most of the state's early learning services and DECAL, the government agency that regulates their work and administers financial incentives to improve the care they provide.

Research supports the importance of high quality early care and education in children's brain development and future educational success. Major components of quality early care and education include environments that are safe and healthy for children. Most of the state's early care and education rules, regulations, policies, and procedures relate to ensuring safe and healthy environments. Governor Deal's order required DECAL to examine the rules, regulations, policies, and procedures to ensure that children are served in quality environments while not overly burdening service providers with unnecessary regulations.

Process

To comply with Governor Nathan Deal's Executive Order dated February 13, 2012, DECAL instituted a formal process in which the department's customers, stakeholders, and staff critically reviewed the rules, regulations, policies, and procedures that impact providers on a day-to-day basis. This included implementing a multi-stage approach to gather feedback about the state's rules, regulations, policies, and procedures. DECAL began by identifying four basic questions to be applied to Georgia's rules and regulations:

1. Are the rules and regulations cumbersome?
2. Are the rules and regulations easy to understand?
3. Are the rules and regulations fairly regulated?
4. Are the rules and regulations important to children's health and safety?

The multi-stage process was structured as follows:

Stage 1: Informed all providers of the Governor's Executive Order and explained the steps by which DECAL would comply with the order. In addition to e-mail notifications, on April 5, 2012, Commissioner Bobby Cagle conducted a series of webinars available to more than 6,300 providers across the state.

Stage 2: Developed and disseminated a *General Policies and Procedures Survey* for all providers and stakeholders to gather feedback about DECAL’s policies and procedures related to licensing regulations, financial policies, and guidelines for specific programs. While the survey was open to all providers, a representative subsample was analyzed separately to ensure that any analysis did not bias any one group or region of the state over another.

Stage 3: Created and distributed a *Licensing Core Rule Area Survey* that asked providers about specific core licensing rule areas, i.e., rule areas that are reviewed on each consultant visit and that are used to determine if a program is “compliant” or “non-compliant.” Initially, the survey was sent only to a representative, random sample; however, all providers were eventually given an opportunity to complete the survey. This process ensured that the results did not bias any one group. Both surveys included qualitative questions, and respondents were encouraged to identify specific rules, regulations, policies, or procedures that they felt the department should review.

The timeline for this multi-stage process was accelerated, ambitious, and aggressive. The following section details the results, though DECAL is continuing to analyze the data.

Results

DECAL currently regulates over 6,300 child care centers, family day care homes, and group day care homes. All providers were given the opportunity to complete the General Policies and Procedures Survey and the Licensing Core Rule Area Survey. With both surveys, a representative sample was drawn and those results were examined separately. This was done to ensure that the responses were not biased toward one particular group or region of the state.

General Policies and Procedures Survey

Description

DECAL used the results of this survey to identify general themes and key rules, regulations, policies, and procedures that need to be examined more closely.

The survey was completed by 1,117 respondents. Of the respondents, 63% represented child care learning centers, 32% represented family day care homes, and 5% represented group day care homes or classified themselves as “other.” The official response rate was 19%.¹

This survey was divided into six sections.

1. Licensing Rules and Regulations
2. Licensing Processes and Procedures
3. Financial Processes and Procedures
4. Georgia’s Pre-K Program Guidelines
5. Child and Adult Care Food Program Guidelines
6. General DECAL Operations

¹ As mentioned above, a representative sample was selected from all providers. The results for this group were analyzed separately. Generally speaking, the averages for the representative sample were higher, indicating a greater likelihood that respondents viewed the rules, regulations, policies, and procedures as not being cumbersome, not hard to understand, regulated fairly, and more likely to be important to children’s health and safety. This indicates that the respondents may not be truly representative of the provider population.

Each section included quantitative and qualitative questions. The quantitative questions asked respondents to indicate level of agreement with statements using the following scale: Strongly Agree = 5, Agree = 4, Somewhat Agree = 3, Disagree = 2, and Strongly Disagree = 1. The qualitative questions asked respondents to identify any specific rule or regulation that DECAL should examine.

Quantitative Results

Table 1 lists each statement and the responses on a scale from 1 to 5. **Higher** averages indicate that respondents see the rules, regulations, processes, and procedures as not very cumbersome, not difficult to understand, regulated fairly, and very important to the health and safety of children. In other words, higher averages are more positive. General findings are listed below:

1. Overall, the averages are higher when the statement specifically addresses children's health and safety. The questions that address if rules and regulations are cumbersome or are friendly to small business score, on average, slightly lower.
2. The overall averages range within the "Somewhat agree, Somewhat disagree" scores indicating that respondents do not perceive rules, regulations, policies, and procedures to be uniformly burdensome or hard to understand. It does indicate, however, that DECAL should conduct a more detailed analysis of specific rules and regulations.
3. Scores related to the Child and Adult Care Food Program are the highest. Most of these regulations are federal and cannot be changed within state statute.
4. These findings combine the results from child care providers and family day care homes. Additional analyses could examine these results separately.

Qualitative Responses

Respondents were given the opportunity to address specific rules, regulations, policies, and procedures in the qualitative questions that followed the quantitative statements. Most respondents provided comments. While a formal qualitative analysis has yet to be undertaken, the following general themes emerged:

1. **Regulation Consistency:** Licensing consultants do not apply the rules and regulations consistently. This is a finding and concern that transcends divisions and has been something that DECAL has continued to address. The comments indicate that DECAL should continue to move forward in these efforts.
2. **New Regulations:** The changes to regulations mentioned most often concerned the rules increasing the requirements for teacher credentials and the new standards related to crib safety. The financial implication of paying teachers with more education and finding teachers who meet the requirement were common themes. Many providers stated that teacher experience should count toward educational requirements. The new crib standards are the result of new safety requirements issued by the U.S. Consumer Product Safety Commission.
3. **Overall Financial and Paperwork Burden:** Many respondents noted that maintaining compliance to licensing rules and regulations does create financial and administrative burdens. Much of the required paperwork and documentation is repetitive, e.g., paperwork related to transportation. This finding is further addressed in the second Licensing Core Rule Survey where paperwork related to rules and regulations is mentioned.
4. **Exemptions and Afterschool Programs:** Too many unregulated afterschool environments have been designated exempt from licensing rules and regulation. Exempt programs did not participate in the survey. This finding is a concern to those who are not exempt. DECAL is in the process of revising the exemption process and has incorporated stakeholder feedback throughout.
5. **Findings Related Specifically to Pre-K:** Many providers expressed concern with the Pre-K Financial Audit and Reconciliation Process. They mentioned that the requirements for tracking expenses are too difficult and that DECAL needs to provide additional information on how they

should account for materials used in their Georgia's Pre-K classrooms and other classrooms in the center.

6. **Findings Related to Child and Adult Care Food Program:** Similar to the findings in other areas, providers participating in the Child and Adult Care Food Program expressed concern about the amount of paperwork. In addition to the paperwork, providers also mentioned the need to better understand the federal and state policies, particularly around budgets.
7. **Findings Related Specifically to Family Day Care Homes:** Family day care home providers asked for clarification on Georgia's ratio and capacity rules (e.g., how to include the number of children enrolled in part-time care); criminal background checks; and new playground rules.

Licensing Core Rule Area Survey

Description

DECAL will use the results of this survey to clarify core rule areas and, if necessary and possible, to change specific core rules. There were three versions of the survey, one each for child care learning centers, family day care homes, and group day care homes. This survey was first distributed to a group of randomly sampled child care center providers, family day care home providers, and group day care home providers. The survey was then made available to all providers. The survey was also distributed to selected DECAL child care consultants and to early care and education stakeholders.

The child care learning center version was completed by 425 respondents; the family day care home version was completed by 241 respondents.²

Unlike the General Policies and Procedures survey, this survey focused on licensing rules, specifically the core rule areas used to determine compliance. Many of the specific recommendations were derived from this survey. The child care learning center and group day care home surveys were divided into twelve sections that specifically addressed each core rule area:

1. Diapering
2. Discipline
3. Field Trips
4. Hygiene
5. Infant Sleeping Safety Requirements
6. Medications
7. Physical Plant
8. Playgrounds
9. Staff: Child Ratios
10. Supervision
11. Swimming Pools
12. Transportation

The family day care home survey was divided into ten sections that specifically addressed each core rule area:

1. Registration Requirements
2. Criminal Record Checks
3. Discipline
4. Infant Sleeping Safety Requirements

² Unlike the General Policies and Procedures survey, results do not seem to differ between the representative sample and the general population. Results from the representative sample are discussed here. The averages for all groups are reported in Tables 2 and 3. Results from the group day care home version will be reported at a later date.

5. Physical Plant
6. Playgrounds
7. Staff: Child Ratios
8. Supervision
9. Swimming Pools
10. Transportation

Each section required quantitative and qualitative responses. There were four quantitative questions in each section:

1. Are the core rules that deal specifically with _____ cumbersome to business? (1=Not very cumbersome, 5=Very cumbersome)
2. Are the core rules that deal specifically with _____ understandable? (1=Not difficult to understand, 5=Difficult to understand)
3. Are the core rules that deal specifically with _____ regulated fairly? (1=Regulated fairly, 5=Not regulated fairly)
4. Are the core rules that deal specifically with _____ important for the health and safety of children? (1=Very important, 5=Not at all important).

Tables 2 and 3 list each statement and the responses for child care learning centers and for family day care homes respectively. Unlike the General Policies and Procedures survey, **lower** averages indicate that respondents see the rules, regulations, processes, and procedures as not very cumbersome, not difficult to understand, regulated fairly, and very important to the health and safety of children. In other words, lower scores are more positive.

Quantitative Results: Center

1. The averages across the core rule areas range between 1 and 2. This indicates that, overall, respondents do not see any core rule area as being cumbersome, regulated unfairly, difficult to understand, and not important for the health and safety of children. Results are lowest, indicating positive responses, for health and safety of children and highest for regulated unfairly. However, the range between the lowest and highest is minimal.
2. In examining results for each core rule area, the results are lowest for discipline and swimming pools. They are highest for physical plant, staff: child ratios, and playgrounds. The general averages are low and do not indicate that any of the core rule areas should be changed. However, the qualitative results (listed below) indicate that some specific rules need additional clarity and consistency in their regulation.

Quantitative Results: Family

1. The averages across the core rule areas range mostly between 1 and 2, with 6 out of 10 rule areas rated between 2 and 3 for “cumbersome.” This indicates that, overall, respondents do not see each core rule area as being regulated unfairly, difficult to understand, and not important for the health and safety of children; providers were less likely to agree that the core rule areas were not cumbersome.
2. In examining results for each core rule area, the results are lowest for transportation and discipline. They are highest for staff: child ratios and registration requirements. The general averages are low and do not indicate that any of the core rule areas should be changed. However, the qualitative results (listed below) indicate that some specific rules need additional clarity and consistency in their regulation.

Qualitative Results: Center

Respondents were given the opportunity to address specific core rules within each core rule area. While a formal qualitative analysis has yet to be undertaken, the following general themes emerge:

1. **Diapering:** Respondents submitted many comments related to diapering. Some comments noted that diapering steps are repetitive and time consuming, and the rules related to diapering and food preparation were sometimes difficult to maintain. Additionally, some providers felt that steps to washing infants' hands are cumbersome.
2. **Discipline:** Respondents commented that consultants too readily cite programs for discipline.
3. **Field Trips/Transportation:** Respondents recognized that the new field trip regulations are needed for a small percentage of child care programs but stated they create unnecessary burdens for the great majority of providers. Specific concerns were raised regarding the name tags (listing information on children, young children tearing them off) and the kinds of forms that are acceptable for use.
4. **Infant Sleeping:** Respondents stated that the rules have changed too often, that parents need better information, and that there is general confusion regarding the use of blankets and the definitions for appropriate mattresses.
5. **Medications:** Respondents indicated there is general confusion about medication forms. Providers specifically mentioned a need for clarification regarding asthma and breathing tubes.
6. **Physical Plant:** Respondents stated there is confusion and inconsistency regarding what constitutes a hazardous material.
7. **Staff: Child Ratios:** Respondents indicated a need for greater clarity on how to calculate proper ratios in mixed age groups.

Qualitative Results: Family

1. **Registration Requirements:** Respondents submitted many comments related to the application process. Some providers stated that the educational requirement for new providers is expensive and is not necessary. Others feel that the process should be simplified and made easier to understand.
2. **Criminal Records Check:** Providers asked for additional clarification regarding visitors to the family day care home, specifically who can visit and under what circumstances. A few providers mentioned that "Purpose Code W" needs to be better communicated to law enforcement.
3. **Unregulated Homes:** Some respondents stated DECAL is not doing enough about family day care homes that are not registered.
4. **Infant Sleeping:** Similar to the results from child care centers, respondents stated that parents need better information and that there is general confusion regarding the use of blankets and the definitions for appropriate mattresses.
5. **Physical Plant:** Respondents stated there is confusion and inconsistency regarding what constitutes a hazardous material.
6. **Playgrounds:** Providers noted that playground findings are inconsistent among consultants and they need additional clarification on terms such as "non-mobile equipment," "natural barriers," and "resilient surfaces."
7. **Staff: Child Ratios:** Respondents would like additional clarification about mixed age groups. Some providers feel that it is unfair to allow them to keep 12 children but only 6 children for pay.

Limitations

This document outlines the rigorous approach DECAL took to comply with the Governor's Executive Order and to formulate recommendations regarding rules, regulations, policies, and procedures. As with any research study, the following limitations should be considered when making conclusions:

1. The surveys were population-based surveys. This means that all members of a certain population (in this case, all child care providers) were eligible to respond. Approximately 19% of the eligible providers responded to the General Policies and Procedures Survey, and 15% of eligible centers and 8% of eligible family providers responded to the Licensing Core Rule Area Survey. Though these response rates are acceptable for these types of surveys, it is impossible to discern whether or not those who responded constitute a representative sample. Even though DECAL did analyze a separate, representative group of responses, without more rigorous statistical analyses, it is impossible to know the amount of bias present in the results.
2. The analysis conducted with the qualitative questions was cursory and simply reviewed the responses to identify themes. Any efforts to quantify themes would require a more rigorous qualitative analysis. Considering the wealth of information in the surveys, this will be something that DECAL will likely undergo in the future.

Despite any minor limitations, the surveys appropriately incorporated a variety of acceptable research and survey methods to identify recommendations that will satisfy the Executive Order and will help providers better meet the needs of the children and families they serve.

Summary

While one of DECAL's primary responsibilities is regulatory, the department works hard to support the small businesses that provide child care and early education services to children. DECAL strives to balance its role of ensuring the health and safety of children in out-of-home child care with the imperative of helping providers succeed in their businesses. DECAL believes that including child care and early education providers in complying with the Governor's Executive Order illustrates its commitment to help ensure that the child care and early education industry in Georgia ... and the children they serve ... thrive.

DECAL appreciates the opportunity afforded by the Governor's Executive Order to scrutinize the state's early care and education rules, regulations, processes, and procedures from the perspective of how they impact small businesses. The recommendations resulting from this process will benefit early care and education providers, families, and, ultimately, the children of Georgia.

Table 1: General Policies and Procedures Survey Quantitative Questions

Percentages associated with each response category are listed below.³

Statement	Population Average (1-5)	Strongly Agree	Agree	Somewhat Agree / Somewhat Disagree	Disagree	Strongly Disagree
Licensing Rules and Regulations						
The rules and regulations for Georgia’s child care programs are clear and easy to understand.	3.48	12.7%	41.3%	33.5%	6.5%	6.0%
The rules and regulations for Georgia’s child care programs do not create too many burdens or hardships.	2.96	8.1%	26.3%	33.3%	17.6%	14.4%
The rules and regulations for Georgia’s child care programs do not interfere with the growth and development of small businesses.	2.96	9.2%	28.6%	26.2%	18.4%	16.1%
The rules and regulations for Georgia’s child care programs are important to the health and safety of children.	4.14	38.8%	40.3%	17.3%	1.9%	1.4%
Licensing Processes and Procedures						
DECAL's licensing processes and procedures are clear and easy to understand.	3.59	14.1%	44.6%	29.6%	7.4%	3.6%
DECAL's licensing processes and procedures do not create too many burdens or hardships.	3.26	9.7%	35.5%	31.9%	13.9%	7.8%
DECAL's licensing processes and procedures do not interfere with the growth and development of small businesses.	3.25	11.0%	35.5%	27.5%	15.3%	8.8%
DECAL's licensing processes and procedures used to determine a rule violation are fair.	3.27	9.2%	36.9%	32.4%	11.3%	8.6%
Financial Processes and Procedures						
DECAL's requirements to account for money my program receives are easy to understand.	3.81	13.6%	56.4%	13.8%	6.6%	1.4%
DECAL's requirements to account for money my program receives do not create too many burdens or hardships.	3.67	10.6%	53.5%	17.3%	7.9%	2.7%
DECAL's requirements to account for money my program receives are not overly inconvenient or troublesome.	3.63	9.8%	52.5%	18.1%	8.3%	3.1%
DECAL's requirements to account for money my program receives are not too time consuming for me or my staff.	3.51	9.4%	46.7%	21.7%	8.5%	5.2%
Georgia’s Pre-K Program Guidelines						
Georgia's Pre-K Operating Guidelines are clear and easy to understand.	3.85	16.9%	57.5%	20.1%	3.9%	1.2%
Georgia's Pre-K Operating Guidelines are easy to meet and maintain.	3.62	11.8%	49.4%	29.4%	7.1%	2.0%
Georgia's Pre-K Operating Guidelines do not create too many burdens or hardships.	3.46	12.2%	44.1%	25.6%	12.6%	5.1%
Child and Adult Care Food Program Guidelines						
The Child and Adult Care Food Program policies are clear and easy to understand.	3.86	18.8%	57.2%	16.9%	3.7%	2.9%

³ Higher averages indicate that respondents see the rules, regulations, processes, and procedures as not very cumbersome, not difficult to understand, regulated fairly, and very important to health and safety for children.

The Child and Adult Care Food Program policies are easy to meet and maintain.	3.80	19.3%	50.4%	23.0%	3.9%	2.9%
The Child and Adult Care Food Program policies promote good nutrition and physical activity habits in children.	4.17	29.4%	59.3%	9.1%	1.0%	.5%
The Child and Adult Care Food Program policies do not create too many burdens or hardships.	3.70	17.9%	49.3%	21.6%	6.1%	4.7%
General DECAL Operations						
DECAL is sensitive to the needs of small businesses serving Georgia's children and their families.	2.99	6.7%	27.9%	31.5%	14.9%	13.7%
DECAL's processes, procedures, and rules contribute to the appropriate development of young children in safe and healthy early education settings.	3.75	15.3%	52.0%	25.1%	3.2%	2.9%

Table 2: Licensing Core Rule Survey Quantitative Questions (Center)
Averages are listed below for each group of respondents.⁴

	Selected Sample N=37	Web Link N=361	Staff N=16	Stakeholders N=11
Diapering				
Cumbersome	1.31	1.64	1.19	1.45
Difficult to Understand	1.31	1.39	1.38	1.36
Regulated Fairly	1.44	1.63	1.31	1.55
Important for the Health and Safety of Children	1.19	1.31	1.06	1.36
Discipline				
Cumbersome	1.14	1.23	1.06	1.09
Difficult to Understand	1.25	1.17	1.06	1.27
Regulated Fairly	1.28	1.41	1.27	1.18
Important for the Health and Safety of Children	1.11	1.12	1.00	1.00
Field Trips				
Cumbersome	1.58	1.53	1.13	1.73
Difficult to Understand	1.33	1.33	1.31	1.27
Regulated Fairly	1.51	1.45	1.13	1.36
Important for the Health and Safety of Children	1.22	1.18	1.00	1.09
Hygiene				
Cumbersome	1.36	1.37	1.67	1.27
Difficult to Understand	1.31	1.21	1.27	1.09
Regulated Fairly	1.31	1.38	1.33	1.55
Important for the Health and Safety of Children	1.17	1.16	1.13	1.09
Infant Sleeping Requirements				
Cumbersome	1.41	1.57	1.19	1.27
Difficult to Understand	1.38	1.30	1.00	1.18
Regulated Fairly	1.48	1.60	1.50	1.27
Important for the Health and Safety of Children	1.18	1.30	1.00	1.18
Medications				
Cumbersome	1.37	1.58	1.19	1.20
Difficult to Understand	1.26	1.31	1.25	1.50
Regulated Fairly	1.34	1.44	1.25	1.11
Important for the Health and Safety of Children	1.14	1.19	1.00	1.00
Physical Plant				
Cumbersome	1.58	1.58	1.25	1.09
Difficult to Understand	1.58	1.45	1.25	1.55
Regulated Fairly	1.75	1.70	1.44	1.40
Important for the Health and Safety of Children	1.28	1.28	1.00	1.09
Playgrounds				
Cumbersome	1.69	1.79	2.13	1.45
Difficult to Understand	1.43	1.46	1.50	1.55
Regulated Fairly	1.70	1.82	1.63	1.56
Important for the Health and Safety of Children	1.26	1.35	1.00	1.27
Staff: Child Ratios				
Cumbersome	1.76	1.65	1.56	1.09
Difficult to Understand	1.38	1.37	2.50	1.36
Regulated Fairly	1.67	1.50	1.19	1.30

⁴ Lower averages indicate that respondents see the rules, regulations, processes, and procedures as not very cumbersome, not difficult to understand, regulated fairly, and very important to the health and safety of children.

Important for the Health and Safety of Children	1.29	1.36	1.00	1.00
Supervision				
Cumbersome	1.31	1.51	1.19	1.09
Difficult to Understand	1.24	1.31	1.31	1.18
Regulated Fairly	1.45	1.51	1.38	1.50
Important for the Health and Safety of Children	1.21	1.21	1.00	1.00
Swimming Pools				
Cumbersome	1.24	1.30	1.40	1.20
Difficult to Understand	1.25	1.22	1.87	1.40
Regulated Fairly	1.24	1.20	1.33	1.22
Important for the Health and Safety of Children	1.12	1.09	1.00	1.00
Transportation				
Cumbersome	1.67	1.67	1.93	1.80
Difficult to Understand	1.39	1.46	1.67	1.50
Regulated Fairly	1.44	1.46	1.53	1.33
Important for the Health and Safety of Children	1.22	1.22	1.07	1.00

Table 3: Licensing Core Rule Survey Quantitative Questions (Family)

Averages are listed below for each group of respondents.⁵

	Selected Sample N=19	Web Link N=209	Staff N=13
Registration Requirements & Applications			
Cumbersome	2.44	2.24	1.15
Difficult to Understand	1.58	1.79	1.38
Regulated Fairly	1.79	2.07	1.15
Important for the Health and Safety of Children	1.58	1.64	1.00
Criminal Records Check			
Cumbersome	2.06	1.91	1.31
Difficult to Understand	1.56	1.51	1.69
Regulated Fairly	1.65	1.60	1.15
Important for the Health and Safety of Children	1.22	1.34	1.08
Discipline			
Cumbersome	1.47	1.79	1.00
Difficult to Understand	1.17	1.32	1.08
Regulated Fairly	1.22	1.37	1.15
Important for the Health and Safety of Children	1.11	1.23	1.00
Infant Sleeping Requirements			
Cumbersome	2.13	1.91	1.08
Difficult to Understand	1.41	1.30	1.46
Regulated Fairly	1.59	1.48	1.23
Important for the Health and Safety of Children	1.35	1.27	1.00
Physical Plant			
Cumbersome	1.82	1.84	1.31
Difficult to Understand	1.12	1.39	1.00
Regulated Fairly	1.18	1.46	1.08
Important for the Health and Safety of Children	1.12	1.24	1.00
Playgrounds			
Cumbersome	2.18	2.21	1.42
Difficult to Understand	1.35	1.61	1.17
Regulated Fairly	1.41	1.99	1.58
Important for the Health and Safety of Children	1.29	1.44	1.00
Staff: Child Ratios			
Cumbersome	2.53	2.20	1.15
Difficult to Understand	1.76	1.58	1.31
Regulated Fairly	1.82	1.95	1.00
Important for the Health and Safety of Children	1.35	1.63	1.00
Supervision			
Cumbersome	2.06	1.91	1.00
Difficult to Understand	1.41	1.38	1.54
Regulated Fairly	1.41	1.62	1.46
Important for the Health and Safety of Children	1.24	1.37	1.00
Swimming Pools			
Cumbersome	1.69	1.82	1.00
Difficult to Understand	1.18	1.25	1.15
Regulated Fairly	1.12	1.31	1.00
Important for the Health and Safety of Children	1.12	1.17	1.00

⁵ Lower averages indicate that respondents see the rules, regulations, processes, and procedures as not very cumbersome, not difficult to understand, regulated fairly, and very important to the health and safety of children.

Transportation			
Cumbersome	1.47	1.81	1.00
Difficult to Understand	1.12	1.24	1.15
Regulated Fairly	1.12	1.31	1.08
Important for the Health and Safety of Children	1.12	1.19	1.00