

# National Survey of Early Care and Education

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National Survey of Early Care & Education

# NSECE Team

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National Survey of **Early Care & Education**

# Overview Of Today's Presentation

- Study overview
- Policy needs informed by NSECE
- Household data
- Provider Data
- Household with Provider Data: Selected topics



# Study Context

- Public and policy interest in child care and early education
  - Early childhood development
  - Expanded availability of pre-K and school-age care
  - Parental search and child care decision making
  - Child care and early education workforce
  - System coordination and collaboration
- Increased role of child care and early education
  - Demographic and economic shifts
  - Expansion of CCDF subsidies for employment support
  - CCDF support of quality improvement and professional development systems (QRIS)

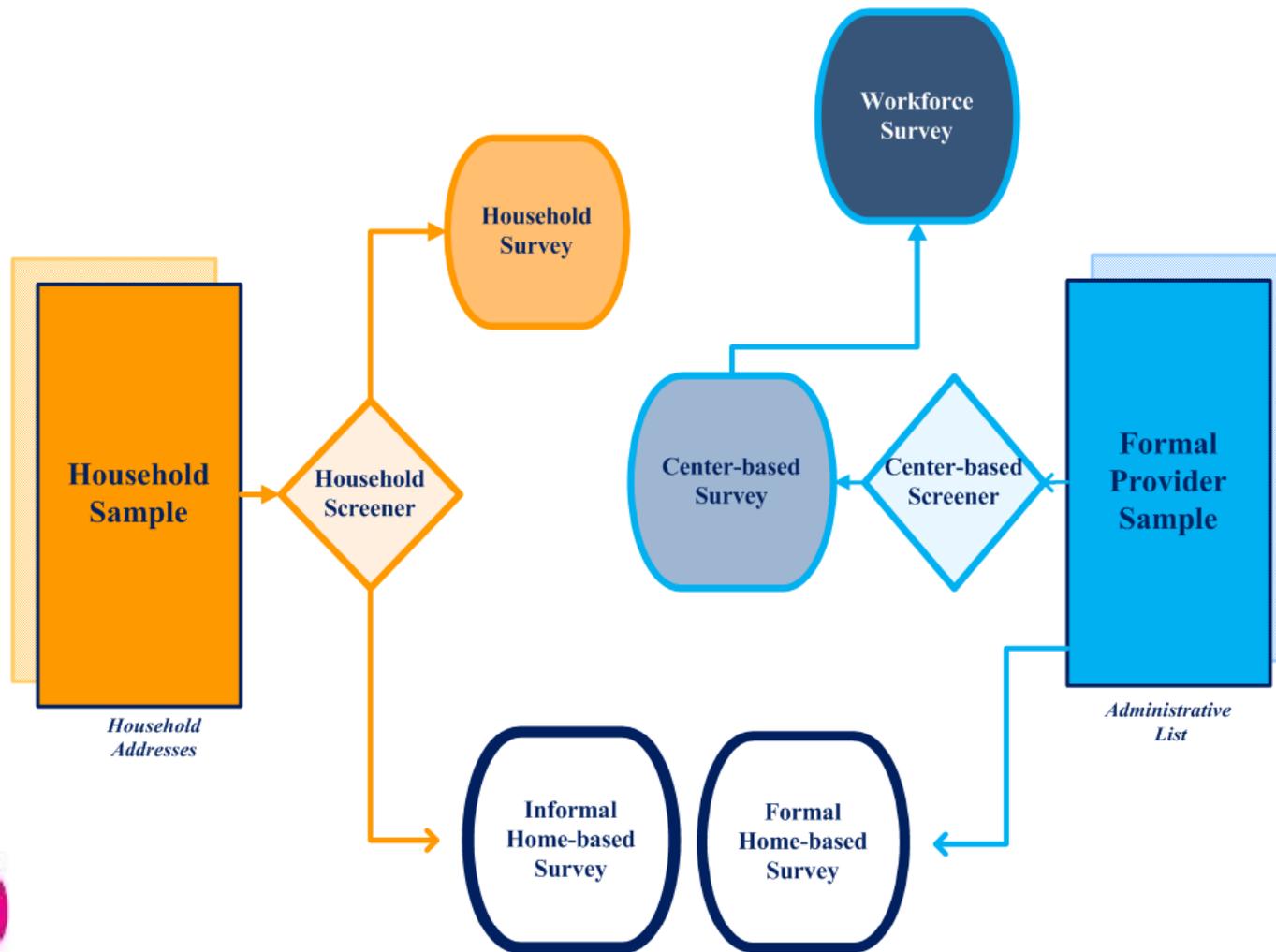


# Study Overview and Definitions

- NSECE comprises: Four coordinated nationally-representative surveys, of 1) households with children under 13, 2) home-based providers 3) center-based providers, 4) classroom staff working in centers
- Main Topics:
  - Availability of ECE (Early Care and Education)
    - Early care and education for children younger than kindergarten (including pre-K and Head Start)
  - Preferences for, needs, and usage of ECE/School-Age Care among households in the U.S. with children under age 13
  - Description of the ECE workforce in home-based settings and center-based classrooms

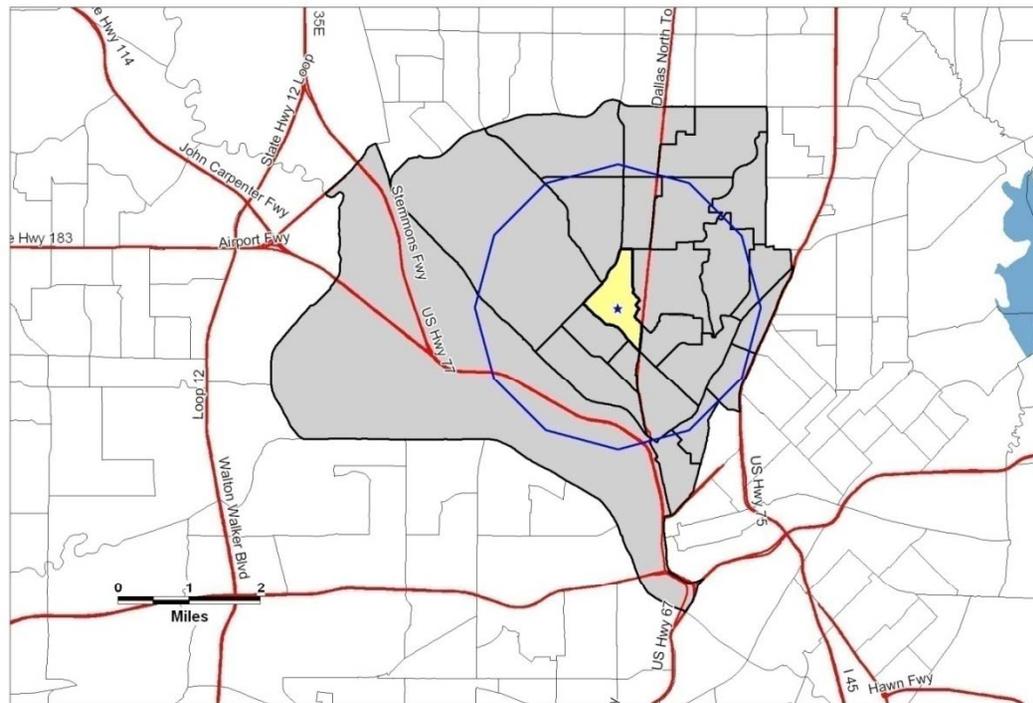


# NSECE sampling and questionnaires



# Provider Cluster Example

Dallas County 0006.01



# Defining Shared ECE Communities

- Child care utilization is highly localized, but varies by demographic characteristics, provider type, and geography
- Little is known about how parents and providers define the geographic boundaries of their search areas
- Equity and access to child care are achieved at the market-level
- The NSECE will describe a ‘shared ECE community’ as an ecosystem in which parents’ needs and preferences, providers’ services, population characteristics, and public policies all jointly determine the local use, price and quality of ECE



# Opportunities for Policy Research

- Comprehensive national data that simultaneously captures parental needs and preferences and availability of providers at community level
  - Profile all families with age-eligible children in that market
  - Document all care in a localized market
    - Center-based (including Head Start and pre-K) and licensed home-based providers
    - Other home-based providers—exempt and family, friend, and neighbor
    - Understanding the ECE/SA workforce
  - Define child care markets and explore how household demand and provider supply interact to impact the price, quality and availability of care



# Opportunities for Policy Research (cont.)

- Data set ready to be linked with policy-relevant databases, e.g.
  - Census characteristics, local and state policies
  - CCDF, Pre-K & Head Start policies
  - Minimum standard regulations
- Data that expand understanding of children's experiences
  - Understanding the employment/training/job search ~ child-care relationship
  - Parental search and preferences
  - Correlates/predictors of quality in programs (based on literature)
  - Describe classrooms that children are in



## NSECE Case Counts

- Nationally-representative sample in all 50 states and DC (not state-level estimates) – 755 clusters (of which, 500 low-income)
- 11,600 households with children under 13 (15.4 per cluster)
- 12,200 formal providers of care (18.8 per cluster), including center-based and regulated home-based
  - 8,200 centers
  - 4,000 home-based providers
- 2,000 informal home-based providers, including workforce information (2.7 per cluster)
- 5,600 classroom staff members of the ECE workforce from 5,600 center-based programs (7.2 per cluster)



# NSECE Household Data

## Design:

- Address-based sampling;
  - more cost-efficient than solely in-person interviewing
  - better coverage than telephone-only interviewing
- Multi-mode mail/phone/in-person data collection
- Oversamples of low- and near-low-income families (up to 250% of FPL)

77,700 housing units screened; 11,600 households interviewed



# Challenges in Documenting Formal Providers

- No single data source profiles early education and care supply (including workforce) across public and private sectors; improvement cannot be measured and alignment achieved without a reference point
- Evaluations treat policies in isolated fashion
- To what extent can the existing supply of formal providers, including its workforce, expand in response to federal and local policies requiring higher standards?



# Sampling Formal Providers

- To build the provider sample frame, NSECE requested national and state-level administrative lists of providers:
  - State-level lists from all 50 states and DC of:
    - Center- and home-based providers (where available)
    - Licensed providers
    - Registered providers
    - Faith-based or other exempt providers
    - Public pre-K providers
  - National lists of:
    - Head Start
    - Elementary and middle schools
    - Department of Defense child care



# Documenting Center-Based Providers

- Directors of sampled center-based providers were approached for a 40-minute web-based, telephone or in-person completion of the questionnaire
- Questionnaire includes questions about a randomly-selected classroom
- Examine how providers vary across
  - Workforce size and characteristics
  - Funding Sources (Blended/ Collaborative Funding)
  - Comprehensive service provision
  - Predictors of quality (e.g, professional development of staff, staff child ratios, group sizes, supports to families)
  - Cost to families



# Home-Based Provider Questionnaire

- Fielded with two samples
  - Informal providers identified through household screening
  - “Listed” home-based providers from administrative sample frame
- Variation in
  - state licensing laws means that a provider type (e.g., neighbor caring for 2 unrelated children) may come from administrative lists in one state but household screening in another state.
  - the underground economy



# Home Based Provider Topics

- Characteristics of provider, including qualifications and work history
- Characteristics of children cared for and care provided
- Information on labor (including opportunity cost of providers time) & materials costs
- Household structure and assistance in providing care



# Documenting Informal Care

- Family, friend, neighbor and nanny care is the dominant source of non-parental care
  - Who provides FFNN care? To whom, when, and at what price?
  - How can public policy affect quality and other characteristics?
- The NSECE:
  - Includes family, friends, neighbors and nannies providing regular care
  - Used address-based sampling design for demand survey and included a screener for home-based providers, “anyone caring for children other than their own in a home-based setting at least 5 hrs/wk”
  - Used a customized approach for unintentional providers or others who do not self-identify as providing child care



# Workforce Survey

- There has been no nationally representative study of all sectors of the ECE workforce. (Many data sources exclude home-based providers and almost all exclude informal providers.)
- These data are necessary to think about professional development, reducing staff turnover, and understanding challenges to increasing supply of high quality programs.



# NSECE Workforce Data

- Core workforce data items include:
  - Qualifications and professional development
  - Attitudes toward child development and caregiving
  - Activities performed with children



# Two sources of workforce data

- Home-based Providers (including paid and unpaid, regulated and unregulated)
  - Answer items in the main interview
  - Staff members in home-based settings are not sampled
- Center-based Providers
  - One classroom-assigned non-specialist staff person was sampled from each provider completing a Center-Based Interview



# Household Data



# Capture wide spectrum of HH child care use

Data on all regular care arrangements for each age-eligible child in the household (<age 13)

Families of varying socio-economic status and size, assess 'equal access' and related policy objectives

- Do stringent state and local performance/program standards, and consumer education initiatives, reach children of all income levels equally?
- How do families child care choices accommodate multiple children and differences in child-specific needs?



# A Detailed Weekly Portrait of Employment and Child Care

Calendar of time spent working, commuting and children's time in care for week prior to survey interview

- First incremental quantification of total time in care, by type, and timing of coverage for parental employment
- Are certain employment schedules and child care use associated with take-up of child care subsidies or other types of subsidized early care programs?
- How are child care arrangements used to accommodate nonstandard work schedules? For multiple children?



# Parental Search and Preferences

Parent reports of formal and informal providers considered during child care search, their characteristics, irrespective of search outcome. Factors that constrain parental child care choices

- Define child care market with provider cluster design
- Permits 'revealed preference' estimation using methods from labor economics literature on search
- How can policies (QRIS, R&R, and consumer education) be designed to align with the ways that parents are searching and deciding on particular types of care?
- Does, and how does, search differ by age of child, and employment schedule?

Poor information and poor options can both lead to sub-optimal arrangements, but imply different policy responses



# Drawing from HH and Provider Data

Examples of key topics include:

- Public investment and use of public dollars for early and out of school care
- Use and availability of school age care
- Predictors and perceptions of child care quality
- Availability of care for low income families and high poverty communities
- The extent to which FFN care is used in response to availability and/or affordability



# Public Support for Early Care & Education

- Parent self report on receipt of CCDF subsidies, Head Start, pre-K, employer subsidies, tax credits & deductions
- ‘Probabilistic modeling’ of receipt of public support
- Provider reports of funding sources
- Which families are ultimately receiving public support for their child and school-age care needs?
- Do programs blend some funding sources more than others?
- Does blending of funds improve availability for low-income families?
- What type of public support are families with different risk characteristics using?



# A (somewhat) National Picture of School-Age Care

- Screened sample of all schools offering grades K-8 for presence of school-age care on-site
- All home-based school-age care providers
- Subset of center-based programs caring for young *and* school age children.
- HH reports of all non-parental care used for school-age children under age 13 in the reference week including single activity, self, and sibling care
- What types of school-age care arrangements are parents choosing? Does this differ for low-income families?
- How do predictors of quality compare in settings that offer mixed age care vs only early care (or for home-based, school-aged care only)?
- To what extent are young children being cared for by siblings?



# Quality Predictors Across Multiple Perspectives

## Categories of Quality Predictors:

- Staff Qualifications and Professional Development
- Provider Attitudes and Activities
- Participation in Quality Regulation
- Supports for Families (e.g. children with Special Needs)

## Units of Analysis:

- Provider
- Classroom/home-based group
- Program
- Community
- Households



# Provider Survey Implementation

- Break out session will discuss implementation of the three provider surveys in more detail
  - Home-Based Provider: screening and interviewing
  - Center-Based Provider: frame construction and screening
  - Workforce Survey in Center-Based Providers: spawning of respondents and data collection



# Study Schedule

- Data collection Nov 2011 – June 2012
- Project team begins analysis Jan 2013
- Interim findings Fall 2013
- Public/Restricted Use Data Summer 2014
- Final Report Fall 2014

Data Collection Instruments are available at:

<http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>



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# Contact for Information about the NSECE

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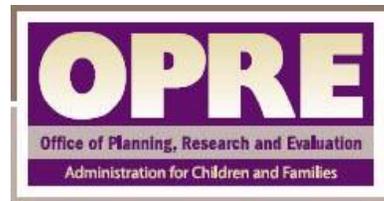
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# Thank you!



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