

National Survey of Early Care and Education

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National Survey of Early Care & Education

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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)

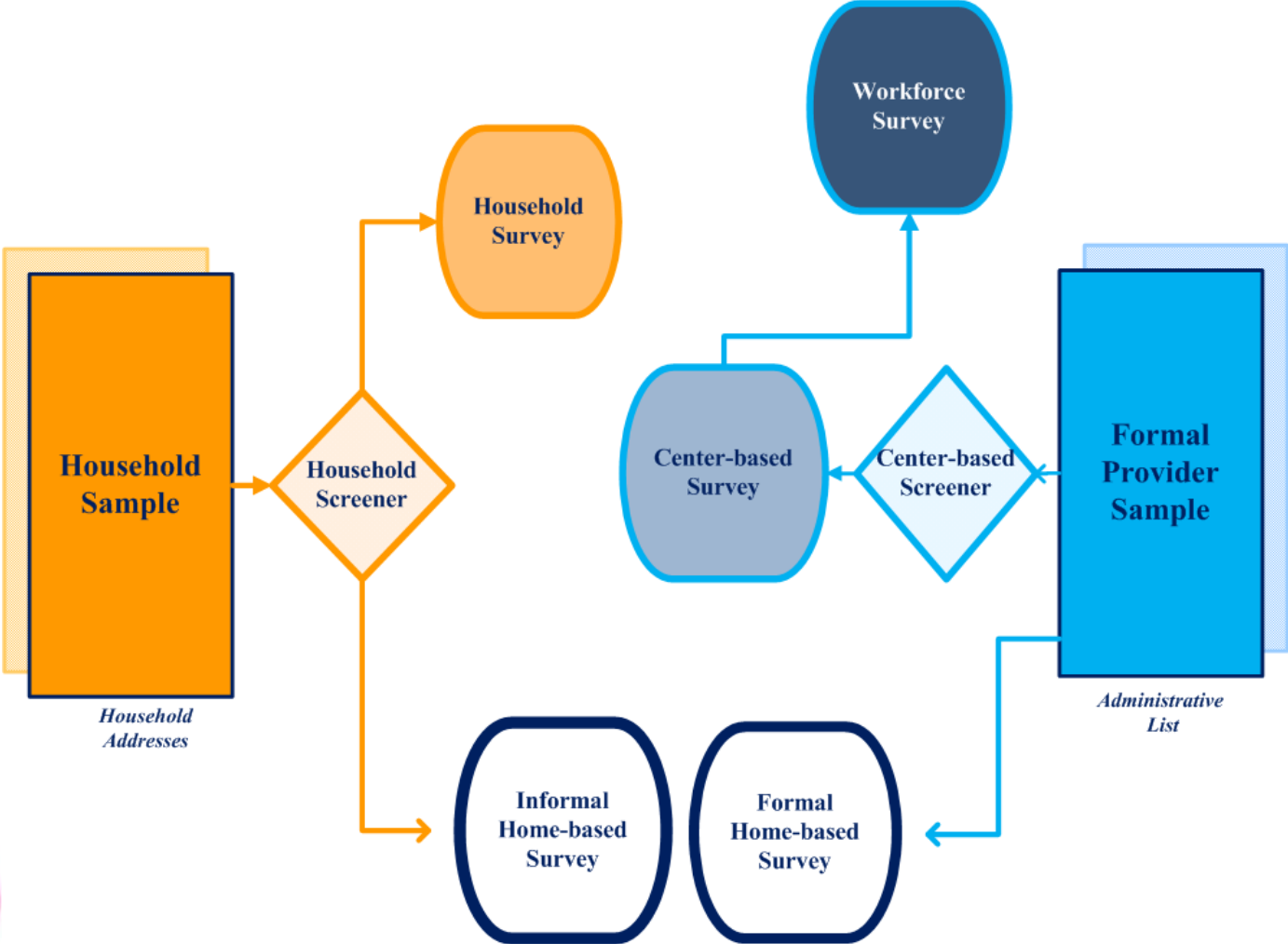


Study Overview and Definitions

- 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

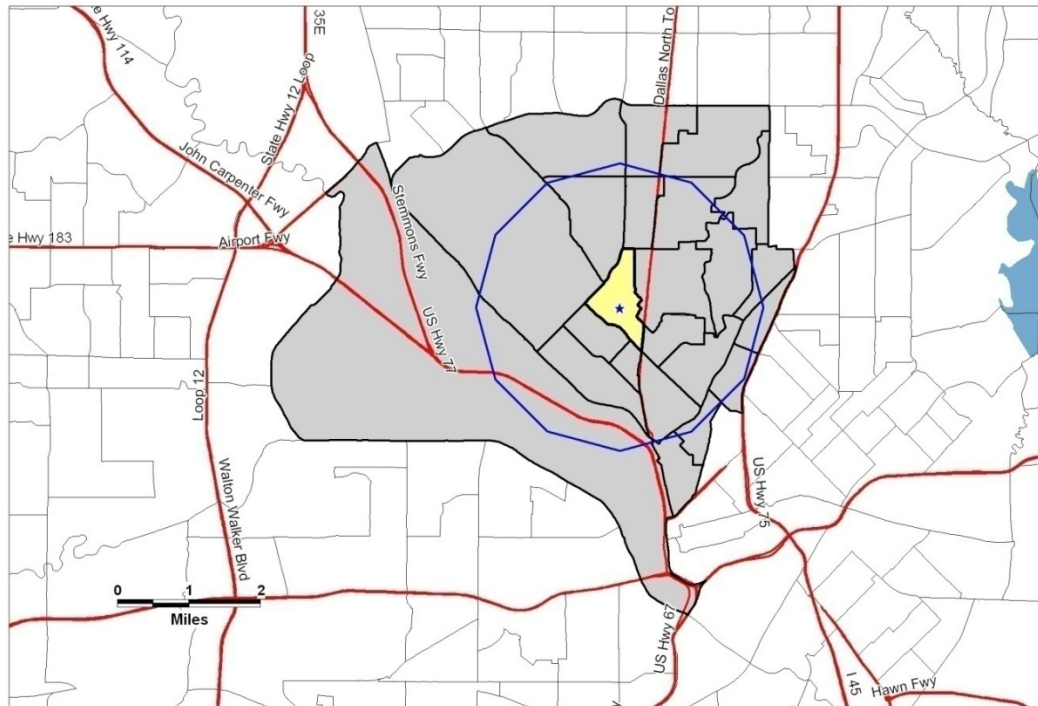


NSECE sampling and questionnaires



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



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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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Thank you!



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