



Child Care & Early Education RESEARCH CONNECTIONS

Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics

Michael López & Todd Grindal – Abt Associates

Dan Ferguson, National Center for Children In Poverty

David Bleckley & Susan Jekielek, ICPSR



Our Funders:



Disclaimer: The views expressed in this presentation do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Motivation for today's webinar: Why focus on Hispanics & ECE?

- Hispanics represent one of fastest growing population groups in U.S.
- Hispanic families' utilization of early care and education programs often has lagged behind that of other groups
- Need to understand factors contributing to differences
- Also a need to understand extent to which utilization varies *within* the heterogeneous Hispanic subgroup



Child Care & Early Education
RESEARCH CONNECTIONS

Child Care & Early Education **RESEARCH CONNECTIONS**

Child Care & Early Education RESEARCH CONNECTIONS

**Offering early care and education research and
data resources to researchers, policy makers, and
practitioners**



National Center for Children in Poverty
Mailman School of Public Health
Columbia University

ICPSR



Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-



RESEARCH-TO-POLICY BRIEF: PRESCHOOL INCLUSION

Explore key findings from research on preschool inclusion and implications for policy

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author](#)/[State](#)/[Topic](#)



Search the collection

[search tips](#)

Find Data & Resources

- [Research Collection](#)
- [Datasets, Variables, and Online Analysis](#)
- [Multimedia](#)
- [Resources from the NSECE new](#)
- [Recent Highlights from Our Collection](#)
- [Our Publications](#)
- [State Data Tools](#)
- [Data Preparation for Archiving](#)
- [Contribute Data](#)

Understand Research

Make Connections

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

SUMMER LEARNING PROGRAMS

Check out research and policy resources on community-based summer learning programs for school-age children

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author](#)/[State](#)/[Topic](#)



Search the collection

[search tips](#)

Find Data & Resources

Understand Research

Make Connections



CHILD CARE & EARLY EDUCATION RESEARCH CONNECTIONS

Research Connections provides a continually updated, free, and searchable collection of research on child care and early education for researchers and policymakers

- [Assessing Research Quality](#)
- [Research Methods](#)
- [Child Care and Early Education Glossary](#)
- [Research Glossary](#)
- [Working with Administrative Data](#)
- [ACF Common Framework for Research and Evaluation](#)

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author](#)/[State](#)/[Topic](#)

Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

[Announcements](#)

[News & Resources](#)

[Email List](#)

[Policy Links](#)

[Federally Funded](#)

[Research & Meetings](#)

[Federally Funded](#)

[Technical Assistance](#)

KEY OF EARLY CARE AND

resources page for tutorials,
and user guides.

Finding and Exploring Existing
Study Early Care and Education

among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and
Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles,
National Center for Children in Poverty
19-Sep-2016

[more >>](#)

CHILD CARE & EARLY EDUCATION RESEARCH CONNECTIONS

Research Connections provides a continually updated, free, and searchable collection of research on child care and early education for researchers and policymakers

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author](#)/[State](#)/[Topic](#)

early childhood

search

Find Data & Resources-

Understand Research-

Make Connections-



CHILD CARE & EARLY EDUCATION RESEARCH CONNECTIONS

Research Connections provides a continually updated, free, and searchable collection of research on child care and early education for researchers and policymakers

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Filter Results

[Full Text](#) ▾

[Peer Reviewed Journal Articles](#) ▾

[Resource Type](#) ▾

[Author](#) ▾

Filter by Pub. Date Range

YYYY To YYYY

Search Results

Try using the filters on the left to limit your results, or redo your search with more specific terms.

Produced by Research Connections

Peer Reviewed Journal

Current Search: early childhood

24852 results found.

Resources (24852)

Data

Results 1 - 50

Sort by:

Relevance ▾

1 2 3 4 > <

Select Citation	Result	Resource Type
6. <input type="checkbox"/>	Early Childhood Environment Rating Scale Extension Sylva, Kathy, 2003 In Assessing quality in the early years: Early Childhood Environmental Rating Scale Extension (ECERS-E): Four curricular subscales. Stoke-on-Trent: Trentham Books.	Instruments
7. <input type="checkbox"/>	Early Childhood Environment Rating Scale (Rev. ed.) Harms, Thelma, 1998 New York: Teachers College Press A revised version of the original ECERS, designed to assess the quality of environments in preschool, kindergarten, and child care programs for children ages 2.5 to 5 years	Instruments FULL TEXT OPTIONS
8. <input type="checkbox"/>	Early Childhood Environment Rating Scale Extension (Rev. ed.) Sylva, Kathy, March, 2006 In Assessing quality in the early years: Early Childhood Environmental Rating Scale Extension (ECERS-E): Four curricular subscales. Stoke-on-Trent, United Kingdom: Trentham Books	Instruments
9. <input type="checkbox"/>	Early Childhood Environment Rating Scale Harms, Thelma, 1980 New York: Teachers College Press A measure for the assessment of the quality of environments in preschool, kindergarten, and child care programs, for children ages 2 years, 5 months to 5 years	Instruments
10. <input type="checkbox"/>	Early Childhood Environment Rating Scale (3rd ed.) Harms, Thelma, November, 2014 New York: Teachers College Press	Instruments FULL TEXT OPTIONS
11. <input type="checkbox"/>	ECLS-K Instrument Matrix Child Care & Early Education Research Connections, Summer 2013	Other

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

FULL TEXT OPTIONS

Export Citation

- [Add to Citations List](#)
- 0 Citations Selected.

[Return to resource list](#)

[Share this resource on](#)

Early Childhood Environment Rating Scale (Rev. ed.)

Resource Type: Instruments

Author(s): [Harms, Thelma](#); [Clifford, Richard M.](#); [Cryer, Debby](#);

Date Issued: 1998

Publisher(s): [Teachers College Press](#)

Description: A revised version of the original ECERS, designed to assess the quality of environments in preschool, kindergarten, and child care programs for children ages 2.5 to 5 years

[show entire record](#) ↓

Related Resources ?

[The impact of child care subsidy use on child care quality](#)

Reports & Papers

[Family involvement and educator outreach in Head Start: Nature, extent, and contributions to early literacy skills](#)

Reports & Papers

[Dosage effects on school readiness: Evidence from a randomized classroom-based intervention](#)

Reports & Papers

[The impact of preprimary school on primary school achievement in Bangladesh](#)

Reports & Papers

[Early Learning Coalition of Duval report: 2006-07](#)

Reports & Papers

[+ 470 more](#) →

Related Datasets

[Head Start Family and Child Experiences Survey \(FACES\): 2006 Cohort \[United States\]](#)

[Kentucky Professional Development Framework Impact on Quality and Child Outcomes, 2006-2007](#)

[Head Start Family and Child Experiences Survey \(FACES\): 2003 Cohort \[United States\]](#)

More Like This ?

[Infant/Toddler Environment Rating Scale \(Rev. ed.\)](#)

Instruments

[Do standard measures of preschool quality used in statewide policy predict school readiness?](#)

Reports & Papers

[Wechsler Preschool and Primary Scale of Intelligence \(Rev. ed.\)](#)

Instruments

[Measure for measure: Values, quality and evaluation](#)

Reports & Papers

[Examining the definition and measurement of quality in early childhood education: A review of studies using the ECERS-R from 2003 to 2010](#)

Reports & Papers

Disclaimer: Use of the above resource is governed by [Research Connections' Terms of Use](#).



National Center for Children in Poverty
Moffitt School of Public Health
Columbia University

ICPSR

OPRE

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Filter Results

[Subject](#) ▾

[Geography](#) ▾

[Data Format](#) ▾

[Type of Analysis](#) ▾

Time Period

yyy to yyy GO

[Restriction Type](#) ▾

[Recency](#) ▾

[Export Results](#) ▾

Search Results

early childhood

REVISE SEARCH

Resources

Data (237)

Your query returned 0 studies. Series results are grouped under the most relevant study. [Ungroup series results](#) to view all results.


Sort by: Study Relevance ▾

1. [National Survey of Early Childhood Health, 2000 \(ICPSR 34692\)](#)
United States Department of Health and Human Services. Centers for Disease Control and Prevention. National Center for Health Statistics; United States Department of Health and Human Services. Centers for Disease Control and Prevention
2. [Early Childhood Longitudinal Study \[United States\]: Kindergarten Class of 1998-1999 \(ICPSR 3676\)](#)
United States Department of Education. National Center for Education Statistics
[3 more results](#) in [Early Childhood Longitudinal Study \(ECLS\) Series](#)
3. [Early Childhood Longitudinal Study: Birth Cohort, 2001-2002, 9-Month Data \[United States\] \(ICPSR 28081\)](#)
United States Department of Education. Institute of Education Sciences. National Center for Education Statistics
4. [Early Childhood Longitudinal Study: Birth Cohort, 2001-2002, Preschool Data \[United States\] \(ICPSR 28082\)](#)
United States Department of Education. Institute of Education Sciences. National Center for Education Statistics
5. [Early Childhood Longitudinal Study: Birth Cohort, 2001-2002, 2-year Data \[UNITED STATES\] \(ICPSR 28061\)](#)
United States Department of Education. Institute of Education Sciences. National Center for Education Statistics
6. [National Center for Research on Early Childhood Education Teacher Professional Development Study \(2007-2011\) \(ICPSR 34848\)](#)
Pianta, Robert; Burchinal, Margaret
7. [National Head Start/Public School Early Childhood Transition Demonstration Study, 1991-1999 \(ICPSR 4712\)](#)
United States Department of Health and Human Services. Administration for Children and Families. Head Start Bureau
8. [National Household Education Survey, 2005 \(ICPSR 4500\)](#)

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)

Search the collection 

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(14 datasets; 75,925 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Head Start Family and Child Experiences Survey (FACES): 1997 Cohort [United States] (ICPSR 4134)

Principal Investigator(s): United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation

Summary:

The Head Start Family and Child Experiences Survey (FACES) is an ongoing national longitudinal study of the cognitive, social, emotional, and physical development of Head Start children. It examines the characteristics, well-being, and accomplishments of families, the observed quality of Head Start classrooms, and the characteristics and opinions of Head Start teachers and other program staff. FACES was designed to address four central questions related to program performance objectives: Does Head Start enhance children's development and ... ([more info](#))

Series: [Head Start Family and Child Experiences Survey \(FACES\) Series](#)

Access Notes

- **One or more files in this study are not available for download due to special restrictions**; consult the [restrictions note](#) to learn more. Additional information can also be found in the [Use Agreement](#).
- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf \(instruments\)](#) [Questionnaire.pdf \(1stGrade ParentInterview Spring2000\)](#)

[Questionnaire.pdf \(1stGrade ParentInterview Spring2000 Spanish\)](#)
[Questionnaire.pdf \(1stGrade TeacherSurvey Spring2000\)](#)
[Questionnaire.pdf \(CenterDirectorInterview Fall1997\)](#)
[Questionnaire.pdf \(Kindergarten ParentInterview Spring1998\)](#)
[Questionnaire.pdf \(Kindergarten ParentInterview Spring1998 Spanish\)](#)
[Questionnaire.pdf \(Kindergarten ParentInterview Spring1999\)](#)
[Questionnaire.pdf \(Kindergarten ParentInterview Spring1999 Spanish\)](#)
[Questionnaire.pdf \(Kindergarten TeacherSurvey Spring1998\)](#)
[Questionnaire.pdf \(Kindergarten TeacherSurvey Spring1999\)](#)
[Questionnaire.pdf \(Kindergarten TeacherSurvey Spring2000\)](#)
[Questionnaire.pdf \(ParentInterview Fall1997\)](#)
[Questionnaire.pdf \(ParentInterview Fall1997 Spanish\)](#)
[Questionnaire.pdf \(ParentInterview Spring1998\)](#)
[Questionnaire.pdf \(ParentInterview Spring1998 Spanish\)](#)
[Questionnaire.pdf \(ParentInterview Spring1998 Supplement\)](#)
[Questionnaire.pdf \(ParentInterview Spring1998 Supplement Spanish\)](#)
[Questionnaire.pdf \(ParentInterview Spring1999\)](#)
[Questionnaire.pdf \(ParentInterview Spring1999 Spanish\)](#)
[Questionnaire.pdf \(ServiceWorkerInterview Spring1999\)](#)
[Questionnaire.pdf \(TeacherInterview Spring1998\)](#)

S11. Now, about your language background. What was the first language you learned to speak?

- ENGLISH 1 (GO TO S13)
- SPANISH..... 2
- ENGLISH AND SPANISH EQUALLY 3
- ENGLISH AND ANOTHER LANGUAGE EQUALLY 4
- ANOTHER LANGUAGE 5
- (SPECIFY) _____

S12. What language do you speak most at home now?

- ENGLISH 1
- SPANISH..... 2
- ENGLISH AND SPANISH EQUALLY 3
- ENGLISH AND ANOTHER LANGUAGE EQUALLY 4
- ANOTHER LANGUAGE 5
- (SPECIFY) _____

S13. Now I'd like to talk with you about [CHILD]'s school experiences. Is [CHILD] attending (or enrolled in) school?

- YES 1
- NO..... 2 (GO TO S16)
- HOME SCHOOLED..... 3 (GO TO S16)

S14. What grade or year is [CHILD] attending?

- HEAD START 01 (GO TO S16)
- NURSERY/PRESCHOOL/PREKINDERGARTEN 02 (GO TO S16)
- TRANSITIONAL KINDERGARTEN 03
- KINDERGARTEN 04
- PREFIRST GRADE (AFTER K) 05 } (GO TO S18)
- FIRST GRADE 06
- SECOND GRADE 07
- UNGRADED 08 (GO TO S15)

S15. What grade would [CHILD] be in if (he/she) were attending a school with regular grades?

- NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START 01 (GO TO S16)
- TRANSITIONAL KINDERGARTEN 02
- KINDERGARTEN 03
- PREFIRST GRADE (AFTER K) 04 } (GO TO S18)
- FIRST GRADE 05
- SECOND GRADE 06
- UNGRADED, NO EQUIVALENT 07 (GO TO S16)



Bookmarks

- ICPSR 4134
- About Research Connections
- Crosswalk Document
- Codebook

Name: KPS11
Label: First language learned to speak
Number: 196
Type: Num
Width: 1
Decimals: 0
Location: 356
Source: Parent Interview

Question

S11. Now, about your language background. What was the first language you learned to speak?

Frequency	Code	Description
644	1	English
236	2	Spanish
7	3	English and Spanish equally
1	4	English and another language equally
23	5	Another language (specify)
11	9	Not ascertained
253	BLANK	Inapplicable

Missing Data: 9,BLANK

Name: KPS11OTH
Label: Other specified language first
Number: 197
Type: Num
Width: 2
Decimals: 0
Location: 357-358
Source: Parent Interview

Question

S11. Other specified language first learned.

Frequency	Code	Description
1	1	Arabic
1	2	Romanian
4	3	Vietnamese
2	4	Tagalog
1	5	Somali
1	6	Russian
2	7	Navajo
0	8	Urdu
0	9	Bamanan
0	10	Finish
0	11	French
0	12	Creole
0	13	Swahili
0	14	Cambodian

Browse Matching Variables

DS1: Fall 1997 Head Start Data

[Q7 L](#) [Member of professional assoc for early childhood education](#)

[Q5COL L](#) [What was your major field of study?](#)

[Q5GRAD L](#) [What was your major field of study?](#)

[COLMAJOR](#) [Major field of study at college](#)

[GRAMAJOR](#) [Major field of study at graduate school](#)

DS2: Spring 1998 Head Start Data

[Q9 L](#) [Member of professional association for early childhood education](#)

[Q5COL L](#) [What was your major field of study?](#)

[Q5GRAD L](#) [What was your major field of study?](#)

[COLMAJOR](#) [Major field of study at college](#)

[GRAMAJOR](#) [Major field of study at graduate](#)

DS3: Spring 1999 Head Start Data

[Q13A L](#) [Number of early childhood education courses](#)

DS4: Spring 1999 Kindergarten Data

[K_Q27B](#) [Early childhood education](#)

[K_Q25A](#) [Number of Early childhood education courses](#)

DS5: Spring 2000 Kindergarten Data

[K_Q28B](#) [Certified to teach early childhood](#)

DS6: Spring 2000 First Grade Data

[Q23B L](#) [Early childhood](#)

DS7: Spring 2001 First Grade Data

[Q23B L](#) [Early childhood](#)

DS8: Fall 1997 Head Start Through Spring 2001 First Grade Data

[Q23B L S00FG](#) [Early childhood](#)

[Q23B L S01FG](#) [Early childhood](#)

[K_Q28B_S00K](#) [Certified to teach early childhood](#)

[K_Q27B_S99K](#) [Early childhood education](#)

[Q13A L S99HS](#) [Number of early childhood education courses](#)

[K_Q25A_S99K](#) [Number of Early childhood education courses](#)

[Q7 L F97HS](#) [Member of professional assoc for early childhood education](#)

[Q9 L S98HS](#) [Member of professional association for early childhood education](#)

[Q5COL L F97HS](#) [What was your major field of study?](#)

Quick Download ▾

(14 datasets; 75,925 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Quick Download ▾

(14 datasets; 75,925 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Resources Related To This Study

[Using bifactor models to measure teacher-child interaction quality in early childhood: Evidence from the Caregiver Interaction Scale](#) Reports & Papers

[Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories](#) Reports & Papers

[National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness](#) Reports & Papers

[Examining cost fulfillment: Child care policy and strategies](#) Reports & Papers

[Conventional and piecewise growth modeling techniques: Applications and implications for investigating Head Start children's early literacy learning](#) Reports & Papers

+ 57 more →

More Like This

[Observed quality and psychometric properties of the CLASS-T in the Early Head Start Family and Child Experiences Survey](#) Reports & Papers

[Head Start Family and Child Experiences Survey \(FACES\), 1997 Cohort](#) Data Sets

[Head Start Family and Child Experiences Survey \(FACES\), 2000 Cohort](#) Data Sets

[Head Start Family and Child Experiences Survey \(FACES\), 2003 Cohort](#) Data Sets

[FACES of Head Start: Our children, our families, our classrooms.: Charting children's learning and development during Head Start: FACES 2006 cohort](#) Other

Utilities

Metadata Exports

- [Citations exports](#) are provided above.
- Export Study-level metadata (does not include variable-level metadata)
 - [DDI Codebook](#) or [DDI Lifecycle](#)
 - [Dublin Core](#)
 - [MARC21 XML](#)

If you're looking for collection-level metadata rather than an individual metadata record, please visit our [Metadata Records page](#).

Download Statistics

- [View Usage of this Study](#)



National Center for Children in Poverty
Mollman School of Public Health
Columbia University

ICPSR

OPRE

[Contact Us](#) | [About Us](#)

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(2 datasets; 10,527 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Oklahoma School Readiness Reach-by-Risk, 2014 (ICPSR 35219)

Principal Investigator(s): Lazarte Alcala, Naneida, Oklahoma Department of Human Services; Schumacher, Krista, Oklahoma Department of Human Services

Summary:

The Oklahoma School Readiness Reach-by-Risk study builds on the development of the Oklahoma School Readiness Risk Index (SRRI) in 2011 by including data on the scope of early childhood programs in each of the state's 77 counties. This research project seeks to analyze the prevalence of particular socio-demographic indicators of school readiness, as well as promote informed policy funding decisions related to early childhood education. The purpose of this study is to highlight counties where the risk for starting school unprepared to learn ... ([more info](#))

Access Notes

- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf](#) [Report.pdf](#)

DS1: Risk-Indicator Data - [Download All Files](#) (7.7 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
[ASCII + SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS2: Reach-Indicator Data - [Download All Files](#) (8.2 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
[ASCII + SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

Study Description

Citation

Lazarte Alcala, Naneida, and Krista Schumacher. Oklahoma School Readiness Reach-by-Risk, 2014. ICPSR35219-v2. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2016-05-20.
<http://doi.org/10.3886/ICPSR35219.v2>

Persistent URI: <http://doi.org/10.3886/ICPSR35219.v2>

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources

- Research Collection
- Datasets, Variables, and Online Analysis**
- Multimedia
- Resources from the NSECE **new**
- Recent Highlights from Our Collection
- Our Publications
- State Data Tools
- Data Preparation for Archiving
- Contribute Data

Understand Research

Make Connections

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

CHILD CARE & EARLY EDUCATION RESEARCH CONNECTIONS

Research Connections provides a continually updated, free, and searchable collection of research on child care and early education for researchers and policymakers

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
- How are families accessing child care using public transportation?
- What are the financial costs of interrupting a career to care for one's own child full time?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

[Find Data & Resources-](#)

[Understand Research-](#)

[Make Connections-](#)

Datasets, Variables, and Online Analysis

Research Connections offers both research data suitable for further analysis and statistical results generated from public sources. We use the term "research data" to refer to the coded responses from each respondent, documentation that provides the original questions asked, and discussions of complex statistical methods. In order to make use of this data, you will need statistical software and a good understanding of statistical methodology.

Search for Datasets

A comprehensive search of all datasets, searching all of the documentation available for our studies

- [List all datasets](#)

Analyze Data Online

Some datasets are also available for online analysis through a system that allows you to run simple analyses, recode and compute new variables, and subset variables or cases for downloading.

- [List all data available to analyze online](#)

Search for and Compare Variables

Users can examine and compare questions and variables across studies.

Please note that we do not have variable-level information for all datasets in our collection; do not use this tool to locate datasets. For a comprehensive search of all datasets, use our main data search, which indexes all of the documentation available for our studies, including the variable descriptions.

- [List all ~500K variables](#)
- [List all studies with variable-level information](#)
- [List all series with variable-level information](#)

Compare variables using the checkboxes and the "Compare" button on the search results page:

Variable Search Results

Use the search box below to revise your search .

REVISE SEARCH

Sort by: Relevance

[Compare \(2\)](#) [Clear All \(2\)](#)

	Name	Label/Question
1. <input checked="" type="checkbox"/>	LANGLITCUR	Main Lang/Lit Curriculum used Which curriculum, if any, do preschool classes use for teaching Language and/or Literacy? <i>Taken from: National Center for Research on Early Childhood Education</i>

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Filter Results

[Series](#) ▾

[Study](#) ▾

[Time Period](#) ▾

Variable Search Results

Use the search box below to revise your search .

early childhood education

REVISE SEARCH

Sort by: Relevance ▾

[Compare \(3\)](#) [Clear All \(3\)](#)

	Name	Label/Question
1. <input checked="" type="checkbox"/>	KIND_G2A	Early childhood education How many college courses have you completed in the area of early childhood education? <i>Taken from: Fragile Families and Child Wellbeing Study [Public Use Data] - Kindergarten Study -- Teacher Survey.</i>
2. <input checked="" type="checkbox"/>	K_Q27B	Early childhood education <i>Taken from: Head Start Family and Child Experiences Survey (FACES): 1997 Cohort [United States] - Spring 1999 Kindergarten Data.</i>
3. <input checked="" type="checkbox"/>	K_Q27B_S99K	Early childhood education <i>Taken from: Head Start Family and Child Experiences Survey (FACES): 1997 Cohort [United States] - Fall 1997 Head Start Through Spring 2001 First Grade Data.</i>
4. <input type="checkbox"/>	TRG_ECE	Early childhood education/child development Early childhood education/child development <i>Taken from: Child Care Licensing Study, 2005 - State Licensing Programs and Policies Data.</i>
5. <input type="checkbox"/>	FFCC_CENTSURVEY_G25_C	College early childhood education certificate Do you have any of the following certificates or credentials? College Early Childhood Education Certificate? <i>Taken from: Fragile Families and Child Wellbeing Study [Public Use Data] - Child Care Providers -- Center-Based Care Interview.</i>

[Compare \(3\)](#)
[Clear All \(3\)](#)
[Back to search results](#)

<input checked="" type="checkbox"/> KIND_G2A	<input checked="" type="checkbox"/> K_Q27B_S99K	<input checked="" type="checkbox"/> K_Q27B																																																																																																								
Fragile Families and Child Wellbeing Study [Public Use Data] : Kindergarten Study -- Teacher Survey	Head Start Family and Child Experiences Survey (FACES): 1997 Cohort [United States] : Fall 1997 Head Start Through Spring 2001 First Grade Data	Head Start Family and Child Experiences Survey (FACES): 1997 Cohort [United States] : Spring 1999 Kindergarten Data																																																																																																								
Early childhood education	Early childhood education	Early childhood education																																																																																																								
Question How many college courses have you completed in the area of early childhood education?	Question -	Question -																																																																																																								
Responses	Responses	Responses																																																																																																								
<table><tr><th>VALUE</th><th>LABEL</th><th>UNWEIGHTED FREQUENCIES</th><th>%</th></tr><tr><td>0</td><td>None</td><td>61</td><td>5.9</td></tr><tr><td>1</td><td>One</td><td>45</td><td>4.3</td></tr><tr><td>2</td><td>Two</td><td>67</td><td>6.4</td></tr><tr><td>3</td><td>Three</td><td>72</td><td>6.9</td></tr><tr><td>4</td><td>Four</td><td>67</td><td>6.4</td></tr><tr><td>5</td><td>Five</td><td>73</td><td>7.0</td></tr><tr><td>6</td><td>Six or more</td><td>603</td><td>58.0</td></tr><tr><td colspan="4">Missing Data</td></tr><tr><td>-2</td><td>Dont Know</td><td>8</td><td>0.8</td></tr><tr><td>-1</td><td>Refused</td><td>43</td><td>4.1</td></tr><tr><td colspan="2">Total</td><td>NaN</td><td>100%</td></tr></table>	VALUE	LABEL	UNWEIGHTED FREQUENCIES	%	0	None	61	5.9	1	One	45	4.3	2	Two	67	6.4	3	Three	72	6.9	4	Four	67	6.4	5	Five	73	7.0	6	Six or more	603	58.0	Missing Data				-2	Dont Know	8	0.8	-1	Refused	43	4.1	Total		NaN	100%	<table><tr><th>VALUE</th><th>LABEL</th><th>UNWEIGHTED FREQUENCIES</th><th>%</th></tr><tr><td>0</td><td>Not circled</td><td>402</td><td>20.4</td></tr><tr><td>2</td><td>Elementary education</td><td>288</td><td>14.6</td></tr><tr><td colspan="4">Missing Data</td></tr><tr><td>9</td><td>Not ascertained</td><td>17</td><td>0.9</td></tr><tr><td>.</td><td>-</td><td>1,261</td><td>64.1</td></tr><tr><td colspan="2">Total</td><td>1,968</td><td>100%</td></tr></table>	VALUE	LABEL	UNWEIGHTED FREQUENCIES	%	0	Not circled	402	20.4	2	Elementary education	288	14.6	Missing Data				9	Not ascertained	17	0.9	.	-	1,261	64.1	Total		1,968	100%	<table><tr><th>VALUE</th><th>LABEL</th><th>UNWEIGHTED FREQUENCIES</th><th>%</th></tr><tr><td>0</td><td>Not circled</td><td>450</td><td>40.5</td></tr><tr><td>2</td><td>Elementary education</td><td>316</td><td>28.5</td></tr><tr><td colspan="4">Missing Data</td></tr><tr><td>9</td><td>Not ascertained</td><td>19</td><td>1.7</td></tr><tr><td>.</td><td>-</td><td>325</td><td>29.3</td></tr><tr><td colspan="2">Total</td><td>1,110</td><td>100%</td></tr></table>	VALUE	LABEL	UNWEIGHTED FREQUENCIES	%	0	Not circled	450	40.5	2	Elementary education	316	28.5	Missing Data				9	Not ascertained	19	1.7	.	-	325	29.3	Total		1,110	100%
VALUE	LABEL	UNWEIGHTED FREQUENCIES	%																																																																																																							
0	None	61	5.9																																																																																																							
1	One	45	4.3																																																																																																							
2	Two	67	6.4																																																																																																							
3	Three	72	6.9																																																																																																							
4	Four	67	6.4																																																																																																							
5	Five	73	7.0																																																																																																							
6	Six or more	603	58.0																																																																																																							
Missing Data																																																																																																										
-2	Dont Know	8	0.8																																																																																																							
-1	Refused	43	4.1																																																																																																							
Total		NaN	100%																																																																																																							
VALUE	LABEL	UNWEIGHTED FREQUENCIES	%																																																																																																							
0	Not circled	402	20.4																																																																																																							
2	Elementary education	288	14.6																																																																																																							
Missing Data																																																																																																										
9	Not ascertained	17	0.9																																																																																																							
.	-	1,261	64.1																																																																																																							
Total		1,968	100%																																																																																																							
VALUE	LABEL	UNWEIGHTED FREQUENCIES	%																																																																																																							
0	Not circled	450	40.5																																																																																																							
2	Elementary education	316	28.5																																																																																																							
Missing Data																																																																																																										
9	Not ascertained	19	1.7																																																																																																							
.	-	325	29.3																																																																																																							
Total		1,110	100%																																																																																																							

Overview of ECE Briefs* & Interactive Tools



- **Fifteen** large scale, publically available data sets with sizeable Hispanic samples were reviewed
- **Twelve** data sets had sample size of at least 500 children under the age of 6 and were analyzed
- **Four** research briefs were developed:
 1. Hispanic Elements in Large Scale Data Sets
 2. Search and Decision Making
 3. Utilization
 4. Experiences with ECE
- In addition, **two** interactive tools were developed:
 1. Search and Decision Making
 2. Utilization

* The work on the ECE briefs were led by Drs. Julia Mendez & Danielle Crosby, UNC-Greensboro

Inclusion Criteria



- Nationally representative or large-scale national study
- Publicly available (with or without restricted access)
- Collected in the last decade (since 2000)
- Widely used, included in major ECE reports or papers, or considerable potential for use in examining ECE issues such as search, decision-making or utilization
- Sizable sample of Hispanics, in particular low-income Hispanic households raising young children as a possible subgroup analysis

Benefits and Challenges of Large-Scale Data



- While large-scale datasets offer unique opportunities, they also have limitations and present challenges
 - Not all datasets contain a comprehensive set of ECE data elements
 - Differential measurement of key constructs across studies yields inconsistent results
 - Key variables with relevance for Hispanics may go unmeasured

Priority Data Elements Capturing Diversity of Hispanic Families



- Hispanic Elements
 - Hispanic Heritage
 - Child Country of Birth
 - Parent Country of Birth
 - Time in the U.S.
 - U.S. Citizenship/ Legal Status
 - Home Language(s)
 - Parent English Proficiency
 - Parent Literacy in Any Language
 - Parent Education Outside U.S.

Sample Data Elements: ECE Utilization



- In the review, important ECE data elements were grouped by two dimensions
- Characteristics of Current Arrangements
 - Care Arrangements - Number, Provider Type, Setting, Cost, self-care with siblings
 - Provider variables: Race/Ethnicity, languages spoken
- ECE Retrospective/History
 - Time with Current provider, child ever participated in ECE, Child Age at First Care arrangement, continuity/instability

Summary



- ECE Brief Series can shed new light on possible strengths and limitations of large-scale data sets to generate new research on Hispanic children and families
- Many existing data sets were not explicitly designed to address issues of access, utilization and experiences
- New research is needed to inform the coordination of work, family life, and ECE experiences for a diverse and fast-growing Hispanic population with young children

Interactive Data Tools



Two interactive data tools allow users to unpack, explore and compare individual items from different data sets:

- The first data tool enables users to see which data sets include questions about number of arrangements, provider type, financial assistance, and more.
- The second data tool allows users to see which questions are included about variables such as satisfaction with options, access barriers, and difficulty of ECE search.

2 Illustrative examples....

HSIS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author](#)/[State](#)/[Topic](#)

HSIS

search tips

Find Data & Resources-

Understand Research-

Make Connections-



CHILD CARE & EARLY EDUCATION RESEARCH CONNECTIONS

Research Connections provides a continually updated, free, and searchable collection of research on child care and early education for researchers and policymakers

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 30, 2016

- Is Head Start effective at improving children's school readiness?
- Does social group membership increase STEM engagement among preschoolers?
- [How did a statewide early childhood curriculum enhancement initiative at community colleges impact faculty and students?](#)
- What are professionals responding to, and learning from, in early childhood professional development programs?
- How do preschool teachers' mathematical content knowledge and their mathematical ability beliefs influence their sensitivity to mathematics in children's play in Germany?
- Is there a quality early childhood education access gap in the Zhejiang Province of China?
- What are some emerging responses to the issues of child care supply and demand at parental, community, and state levels?
- What are the costs of delivering varying levels of quality across Ohio early learning settings?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Filter Results

[Full Text](#) ▾

[Peer Reviewed Journal Articles](#) ▾

[Resource Type](#) ▾

[Author](#) ▾

Filter by Pub. Date Range

YYYY To YYYY

Search Results

Produced by Research Connections

Peer Reviewed Journal

Current Search: HSIS

159 results found.

Resources (159)

Data

Results 1 - 50

Sort by:

Relevance ▾

[view all](#)

1

2

3

4

➤

⏮

Select Citation	Result	Resource Type
2.	HSIS Instrument Matrix Child Care & Early Education Research Connections, Winter 2012 New York: Child Care & Early Education Research Connections The Head Start Impact Study (HSIS) uses many instruments to collect data. This document provides a complete list of the HSIS instruments indexed in the Research Connections' database. Every instrument is hyperlinked to its corresponding record and "X"s designate which cohorts they were used in. Other alpha characters represent the instruments' availability: OS = obtainable through the original source; RC = obtainable through Research Connections. While all instruments are listed, those instruments that are copyrighted are not available. To access a particular instrument, click on the appropriate link.	Other FULL TEXT OPTIONS
4.	Head Start Impact Study (HSIS) bibliography Child Care & Early Education Research Connections, November, 2014 New York: Child Care & Early Education Research Connections This bibliography lists resources in the Research Connections collection related to the Head Start Impact Study and is intended as a reference tool for researchers and policymakers. It is divided into sections for data sets; official reports; studies using HSIS data; summaries, analyses, and commentaries; and instruments. Within each section resources are listed alphabetically by author and then by year and title. (author abstract)	Bibliographies FULL TEXT OPTIONS
5.	Head Start Impact Study (HSIS), 2002-2006: Resource guide Foundation for Child Development, June, 2013 New York: Foundation for Child Development This guide provides a brief description of the research questions, data elements, data collection procedures, and instrument weightings of the Head Start Impact Study, 2002-2006. Instructions for accessing restricted-use data files and obtaining analysis-ready data are also provided.	Other FULL TEXT OPTIONS
6.	Head Start Impact Study (HSIS) Spring 2003 Care Provider Interview Westat, Inc., Spring 2003 Unpublished instrument	Instruments FULL TEXT OPTIONS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection



[search tips](#)

[Find Data & Resources](#)

[Understand Research](#)

[Make Connections](#)

Filter Results

[Subject](#) ▾

[Data Format](#) ▾

Time Period

YYYY to YYYY

GO

[Recency](#) ▾

[Export Results](#) ▾

Search Results

HSIS

REVISE SEARCH

Resources

Data (2)

Your query returned 2 studies. Series results are grouped under the most relevant study. [Ungroup series results](#) to view all results.

Sort by: Study Relevance ▾

[Head Start Impact Study \(HSIS\), 2002-2006 \[United States\] \(ICPSR 29462\)](#)

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation

2. **[Third Grade Follow-up to the Head Start Impact Study \(HSIS\), 2007-2008, United States \(ICPSR 35003\)](#)**

Puma, Michael; Bell, Stephen; Cook, Ronna; et al.



National Center for Children in Poverty
Mailman School of Public Health
Columbia University

ICPSR

OPRE

[Contact Us](#) | [About Us](#)

Research Connections is supported by grant #90YE0104 from the Office of Planning, Research and Evaluation, Administration for Children and Families (OPRE), U.S. Department of Health and Human Services. The contents are solely the responsibility of the National Center for Children in Poverty and the Inter-university Consortium for Political and Social Research and do not necessarily represent the official views of OPRE, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

© 2016 The Regents of the University of Michigan

Google translate

Select Language ▾

GO

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(31 datasets; 925,467 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Head Start Impact Study (HSIS), 2002-2006 [United States] (ICPSR 29462)

Alternate Title: HSIS, 2002-2006

Principal Investigator(s): United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation

Summary:

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low income children. Based on a "whole child" model, the program provides comprehensive services that include preschool education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. In the 1998 reauthori... ([more info](#))

Access Notes

- **One or more files in this study are not available for download due to special restrictions** ; consult the [restrictions note](#) to learn more. You can [apply online for access to the data](#). A login is required to apply for access.
- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf \(instrument matrix\)](#) [Documentation.pdf \(overview\)](#)
[Documentation.pdf \(tips\)](#) [Documentation.txt \(readme webinar\)](#)
[Documentation.zip \(webinar\)](#) [User guide.pdf](#)

DS1: Covariates and Subgroup Variables Data

Documentation: [Codebook.pdf](#)
Download: No downloadable data files available.

DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)
Download: No downloadable data files available.

DS3: Fall 2002 Parent Interview Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)
Download: No downloadable data files available.

DS4: Spring 2003 Child Assessment Data

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(31 datasets; 925,467 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Head Start Impact Study (HSIS), 2002-2006 [United States] (ICPSR 29462)

Alternate Title: HSIS, 2002-2006

Principal Investigator(s): United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation

Summary:

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low income children. Based on a "whole child" model, the program provides comprehensive services that include preschool education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. In the 1998 reauthori... ([more info](#))

Access Notes

- **One or more files in this study are not available for download due to special restrictions** ; consult the [restrictions note](#) to learn more. You can [apply online for access to the data](#). A login is required to apply for access.

This data collection may not be used for any purpose other than statistical reporting and analysis. Use of these data to learn the identity of any person or establishment is prohibited.

Public Use Files: The Head Start Impact Study documentation is public use and is available for download. Documentation includes the User Guide, Questionnaires and Codebooks.

Restricted Use Files: To protect respondent privacy, the Head Start Impact Study data are restricted from general dissemination. Access to parts of this study requires a signed User Agreement. To obtain the file(s), researchers must agree to the terms and conditions of the Restricted Data Use Agreement, found via ICPSR's online Restricted Data Contracting System, by clicking the "apply online for access to the data" link above.

- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf \(instrument matrix\)](#) [Documentation.pdf \(overview\)](#)
[Documentation.pdf \(tips\)](#) [Documentation.txt \(readme webinar\)](#)
[Documentation.zip \(webinar\)](#) [User guide.pdf](#)

DS1: Covariates and Subgroup Variables Data

Documentation: [Codebook.pdf](#)
 Download: No downloadable data files available.

DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)

Bookmarks

- ICPSR 29462
 - About Research Connections
 - Terms of Use
 - Data User's Guide
 - Table of Contents
 - 1. Introduction
 - 2. Methodology
 - 3. Data Collection and Data Sources
 - 4. Data Collection Procedures
 - 5. Data Preparation
 - 6. File Structure
 - References

Child Care & Early Education RESEARCH CONNECTIONS

ICPSR 29462

Head Start Impact Study (HSIS), 2002-2006 [United States]

*United States Department of Health and
Human Services. Administration for
Children and Families. Office of Planning,
Research and Evaluation*

User Guide

Head Start Impact Study (HSIS), 2002-2006 [United States] User Guide - Adobe Acrobat Pro

File Edit View Window Help

Open Create Save Print Mail Share

5 / 54 74.5%

Common Tools Fill & Sign Comment

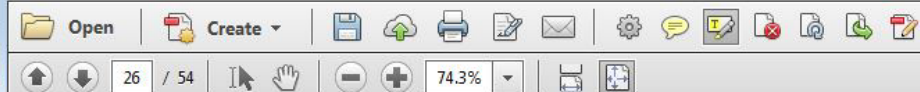
Bookmarks

- ICPSR 29462
 - About Research Connections
 - Terms of Use
 - Data User's Guide
 - Table of Contents**
 - 1. Introduction
 - 2. Methodology
 - 3. Data Collection and Data Sources
 - 4. Data Collection Procedures
 - 5. Data Preparation
 - 6. File Structure
 - References

Table of Contents

<u>Chapters</u>		<u>Page</u>
1.	Introduction.....	1
	1.1 Overview of Study.....	1
	1.2 Overview of the Data User's Guide.....	2
2.	Methodology.....	5
	2.1 Sampling Procedures.....	5
	2.2 Random Assignment.....	9
	2.3 Response Rates.....	11
	2.4 Weights.....	13
	2.5 Variance Estimation.....	15
	2.6 Incorporating Weights and Standard Errors in the Impact Analyses.....	15
3.	Data Collection and Data Sources.....	17
	3.1 Overview of Data Collection Components.....	17
	3.2 Covariates and Subgroups.....	24
4.	Data Collection Procedures.....	27
	4.1 Overview.....	27
	4.2 Quality Control.....	28
5.	Data Preparation.....	31
	5.1 Data Review.....	31
	5.2 Data Entry.....	31
	5.3 Frequency Review.....	31
	5.4 Data Edit.....	31
6.	File Structure.....	33
	6.1 Data Files.....	33
	6.2 File Content.....	35
	6.3 Variable Naming.....	36
	6.4 Variables Deleted from the Files.....	36
	6.5 Data Codebooks.....	36
	6.6 Organization of Variables in the Codebooks.....	37
	6.7 Using the Data Weights.....	37

i



Bookmarks

- ICPSR 29462
 - About Research Connections
 - Terms of Use
- Data User's Guide
 - Table of Contents
 - 1. Introduction
 - 2. Methodology
 - 3. Data Collection and Data Sources
 - 4. Data Collection Procedures
 - 5. Data Preparation
 - 6. File Structure
 - References

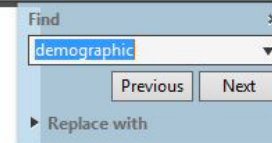
Table 3-1. Cognitive Domain Measures From the Direct Assessment and Year That Measure Was Administered (Excludes Puerto Rico) (continued)

Construct & Test	What Is Measured	Year Measured		
		Preschool	K	1 st Grade
Name Writing Task	Writing name		X	
Woodcock-Johnson III Passage Comprehension	Word recognition and reading comprehension using syntactic and semantic clues			X
Woodcock-Johnson III Writing Samples	Writing			X
Math				
Counting Bears	One-to-one correspondence	X		
Bateria R Woodcock-Muñoz Problemas Aplicados*	Analyze and solve math problems	X		
Woodcock-Johnson III Applied Problems	Analyze and solve math problems	X	X	X
Woodcock-Johnson III Quantitative Concepts – Concepts and Number Series	Knowledge of math concepts, symbols and vocabulary, counting, identifying numbers and shapes, and identifying number patterns		X	X
Woodcock-Johnson III Calculation	Mathematical computations			X

*Denotes test was administered to children classified as Dual Language Learners (i.e., Spanish and English).

Parent Interviews. In-person interviews, approximately one-hour in length, were typically conducted in the home of each study child with a parent or primary caregiver living with, and responsible for raising the child at the fall 2002 baseline point and at each of the subsequent spring 2003, 2004, 2005, and 2006 follow-up data collection waves. It was possible that the parent or primary caregiver could change over time, but this occurred for a very small percentage of the children. Parent interviews were available in both English and Spanish versions, and bilingual English/Spanish speakers were hired for areas with Spanish-speaking families. For other languages, either interviewers/assessors fluent in these languages were hired or other local resources were asked to identify interpreters to aid in completing the parent interviews.

Information collected during the parent interviews included: (1) parents' report of a variety of child-specific information, including the child's demographic characteristics, health, social-emotional ratings and behavior, developmental accomplishments, and disabilities; (2)



[Quick Download ▾](#)

(31 datasets; 925,467 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf \(instrument matrix\)](#) [Documentation.pdf \(overview\)](#)
[Documentation.pdf \(tips\)](#) [Documentation.txt \(readme webinar\)](#)
[Documentation.zip \(webinar\)](#) [User guide.pdf](#)

DS1: Covariates and Subgroup Variables Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS3: Fall 2002 Parent Interview Data

 [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

DS4: Spring 2003 Child Assessment Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS5: Spring 2003 Child Experiences Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS6: Spring 2003 Parent Interview Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

DS7: Spring 2003 Teacher Survey Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

DS8: Spring 2003 Teacher's Child Report Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS9: Spring 2003 Center Director Interview Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

[31 datasets total. View all.](#)

Bookmarks

- ICPSR 29462
 - About Research Connections
 - Terms of Use
 - Crosswalk Document
 - Codebook

Child Care & Early Education RESEARCH CONNECTIONS

ICPSR 29462

Head Start Impact Study (HSIS), 2002-2006 [United States]

*United States Department of Health and
Human Services. Administration for
Children and Families. Office of Planning,
Research and Evaluation*

Fall 2002 Parent Interview Data Codebook

ICPSR | INTER-UNIVERSITY
CONSORTIUM FOR
POLITICAL AND
SOCIAL RESEARCH
P.O. Box 1248
Ann Arbor, Michigan 48106
www.icpsr.umich.edu

Head Start Impact Study (HSIS), 2002-2006 [United States] Fall 2002 Parent Interview Data Codebook - Adobe Acrobat Pro

File Edit View Window Help

Open Create Save Print Copy Paste Undo Redo

199 / 355 65.8%

Common Tools Fill & Sign Comment

Bookmarks

- ICPSR 29462
 - About Research Connections
 - Terms of Use
 - Crosswalk Document
 - Codebook

Did this person ever (including currently) attend Head Start or Early Head Start?

Frequency	Code	Description
0	1	Yes
1	2	No
0	7	Refused
0	8	Don't know
0	9	Not ascertained
4441	BLANK	Missing

Missing Data Codes: 7,8,9,BLANK

Name: P1CNTR
Label: NUMBER OF NAMES ON THE HOUSEHOLD TABLE
Number: 320
Type: Numeric
Width: 2
Decimals: 0
Location: 474-475

Explanation

Provides the number of household members listed by the respondent.

Frequency	Code	Description
0	0	No added person
3577	1-15	Names
865	BLANK	Missing

Missing Data Code: BLANK

Valid: 3577
Minimum: 1.00
Maximum: 15.00
Mean: 3.73
Standard Deviation: 1.76

Name: P1LANHO
Label: G50. LANGUAGE SPOKEN TO CHILD IN HOME
Number: 321
Type: Numeric
Width: 2
Decimals: 0

Location: 476-477

Question

What language is spoken most frequently to [CHILD] at home?

Frequency	Code	Description
2483	1	English
11	2	French
953	3	Spanish
2	4	Cambodian (Khmer)
7	5	Chinese
4	6	Haitian Creole
1	7	Hmong
0	8	Japanese
1	9	Korean
17	10	Vietnamese
20	11	Arabic
25	12	Yiddish
40	13	Other
1	97	Refused
11	99	Not ascertained
865	BLANK	Missing

Missing Data Codes: 97,99,BLANK

Name: P1HSLAN
Label: G51A. SOMEONE TO SPEAK LANGUAGE TO YOU
Number: 322
Type: Numeric
Width: 1
Decimals: 0
Location: 478

Question

Is someone from child's care setting available to speak in [LANGUAGE from G50] to you?

Frequency	Code	Description
608	1	Yes
54	2	No
0	7	Refused

Find language Previous Next Replace with

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(31 datasets; 925,467 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Head Start Impact Study (HSIS), 2002-2006 [United States] (ICPSR 29462)

Alternate Title: HSIS, 2002-2006

Principal Investigator(s): United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation

Summary:

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low income children. Based on a "whole child" model, the program provides comprehensive services that include preschool education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. In the 1998 reauthori... ([more info](#))

Access Notes

- **One or more files in this study are not available for download due to special restrictions** ; consult the [restrictions note](#) to learn more. You can [apply online for access to the data](#). A login is required to apply for access.
- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

Documentation: [Documentation.pdf \(instrument matrix\)](#) [Documentation.pdf \(overview\)](#)
[Documentation.pdf \(tips\)](#) [Documentation.txt \(readme webinar\)](#)
[Documentation.zip \(webinar\)](#) [User guide.pdf](#)

DS1: Covariates and Subgroup Variables Data

Documentation: [Codebook.pdf](#)
Download: No downloadable data files available.

DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)
Download: No downloadable data files available.

DS3: Fall 2002 Parent Interview Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)
Download: No downloadable data files available.

DS4: Spring 2003 Child Assessment Data

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low income children. Based on a "whole child" model, the program provides comprehensive services that include preschool

help parents foster their child's family's ethnic, cultural, and linguistic

Guidelines for Applying for Restricted Data

Before you begin an application you will need the following information to complete the form

General Requirements:

- appointment at research institution; appointment must be under the jurisdiction of the receiving institution
- degree requirements (possibly doctorate)

Must be submitted:

- project description
- IRB approval
- approved security plan
- roster of research and IT staff who can access or view the data or computer where data are hosted.
- confidentiality pledges for all people on roster

Some require:

- CV's

[Close](#)[Continue](#)

Restrictions; consult the [restrictions note](#) apply for access.

([Interview](#))

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

DS4: Spring 2003 Child Assessment Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS5: Spring 2003 Child Experiences Data

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS6: Spring 2003 Parent Interview Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

Download: No downloadable data files available.

DS7: Spring 2003 Teacher Survey Data

Documentation: [Codebook.pdf](#) [Questionnaire.pdf](#)

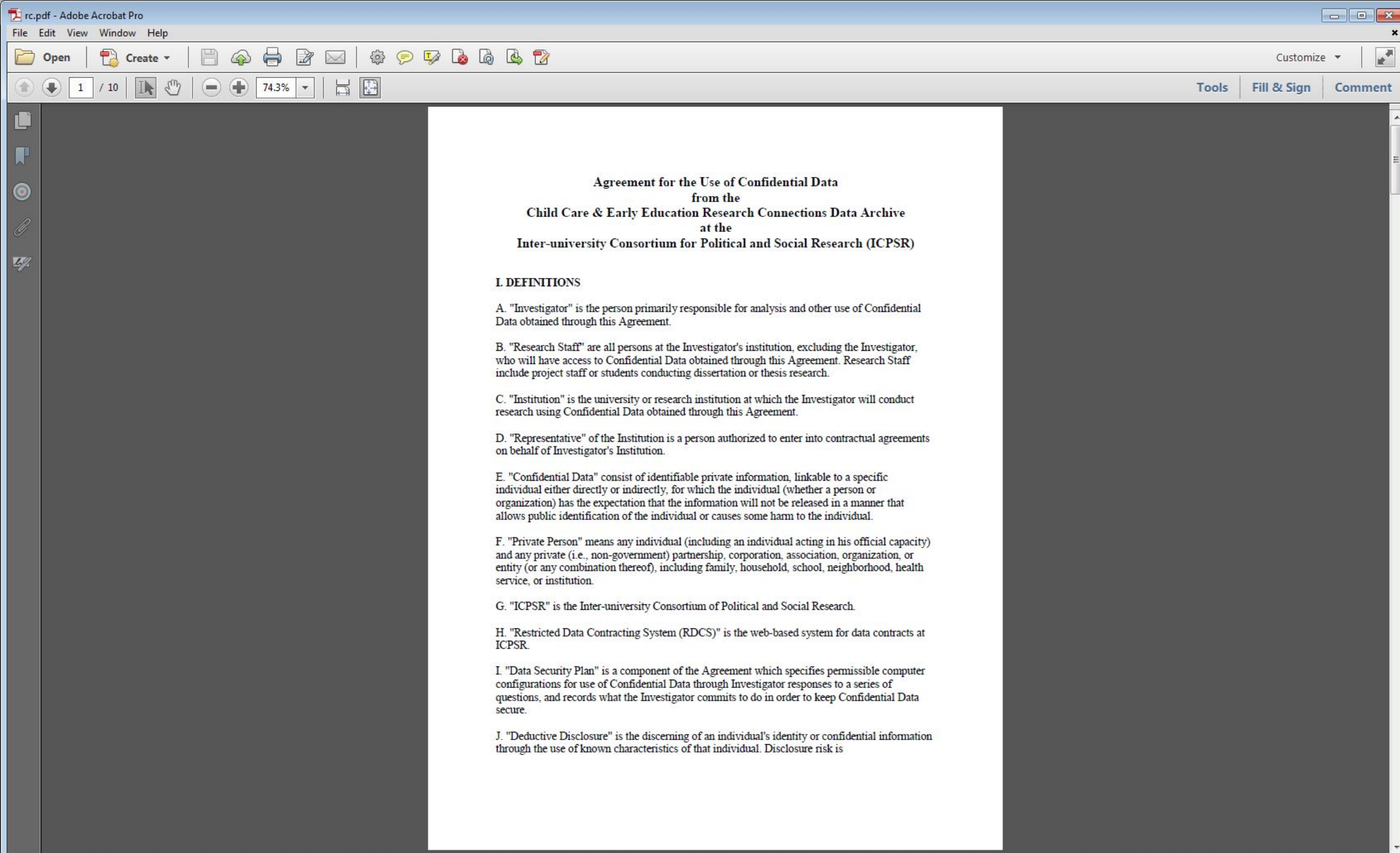
Download: No downloadable data files available.

[Quick Download ▾](#)

(31 datasets; 925,467 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)



[Home](#) /

My Application

 [Download Agreement PDF](#)

 [Delete request](#)

To be able to complete the application you must complete multiple sections which are listed below. Please feel free to complete the sections in any order. Once you complete a section, the system will mark that section as complete. When your application is complete, click the Submit to ICPSR button.

- [Investigator Information](#) (Incomplete)
- [Research Staff Information](#) (Incomplete)
- [Research Description](#) (Incomplete)
- [Data Selection](#) (Incomplete)
- [Data Format](#) (Incomplete)
- [Confidential Data Security Plan](#) (Incomplete)
- [IRB Review Approval](#) (Incomplete)
- [Final Signatures](#) (Incomplete)

[Submit to ICPSR](#)

Please complete the above sections before submitting your application for approval.

NSECE

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)

NSECE

search tips

Find Data & Resources-

Understand Research-

Make Connections-



STATE PRE-K EVALUATIONS AND RESEARCH

Explore a comprehensive bibliography of evaluations and research on state-funded preschool programs

NATIONAL SURVEY OF EARLY CARE AND EDUCATION

Check out our NSECE resources page for tutorials, webinars, reports, and user guides.

ANNOUNCEMENTS

Free Data Webinar: Finding and Exploring Existing Large-Scale Data to Study Early Care and Education among Hispanics
19-Sep-2016

New Webinar Recording: Between Deposit and Release: Research Connections and Your Data
02-Sep-2016

Update: Early Childhood State Policy Profiles, National Center for Children in Poverty
19-Sep-2016

[more >>](#)

RECENT HIGHLIGHTS FROM OUR COLLECTION

Sep 30, 2016

- Is Head Start effective at improving children's school readiness?
- Does social group membership increase STEM engagement among preschoolers?
- How did a statewide early childhood curriculum enhancement initiative at community colleges impact faculty and students?
- What are professionals responding to, and learning from, in early childhood professional development programs?
- How do preschool teachers' mathematical content knowledge and their mathematical ability beliefs influence their sensitivity to mathematics in children's play in Germany?
- Is there a quality early childhood education access gap in the Zhejiang Province of China?
- What are some emerging responses to the issues of child care supply and demand at parental, community, and state levels?
- What are the costs of delivering varying levels of quality across Ohio early learning settings?

FEDERALLY FUNDED

RESEARCH & MEETINGS

- Office of Planning Research and Evaluation (OPRE)
- Research Supported by Administration for Children and Families/OPRE
- Child Care and Early Education Policy Research Consortium
- Workgroups
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

TECHNICAL ASSISTANCE PROJECTS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

[Find Data & Resources-](#)

[Understand Research-](#)

[Make Connections-](#)

Filter Results

[Full Text](#) ▾

[Peer Reviewed Journal Articles](#) ▾

[Resource Type](#) ▾

[Author](#) ▾

Filter by Pub. Date Range

YYYY To YYYY

Search Results

Produced by *Research Connections*

Peer Reviewed Journal

Current Search: NSECE

164 results found.

Resources (164)

[Data](#)

Results 1 - 50

Sort by:

Relevance ▾

[view all](#)

1

2

3

4

▶

⏮

Select Citation	Result	Resource Type
2. <input type="checkbox"/>	<p>National Survey of Early Care and Education: Summary data collection and sampling methodology National Survey of Early Care and Education Project Team, October, 2013 (NSECE Research Brief, OPRE Report 46). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.</p> <p>An overview of the sample design and data collection of the National Survey of Early Care and Education, a study of the availability and utilization of early care and education in the United States</p>	Other FULL TEXT OPTIONS
3. <input type="checkbox"/>	<p>NSECE webinar 1: Study design, sampling, and public release of the National Survey of Early Care and Education Bleckman, Johanna, 08 May, 2015 (NSECE Webinar Series, Part 1). New York: Child Care & Early Education Research Connections</p> <p>This webinar on the National Survey of Early Care and Education (NSECE) presents an overview of the study design, a guide to the study's data files, a guide to data file documentation, and a description of the key features of each of the four main NSECE surveys, namely the household, home-based providers, center-based providers, and classroom-assigned center-based workforce surveys.</p>	Multimedia VIEW
4. <input type="checkbox"/>	<p>NSECE webinar 2: Key definitions and sample characteristics Bleckman, Johanna, 18 May, 2015 (NSECE Webinar Series, Part 2). New York: Child Care & Early Education Research Connections</p> <p>The second webinar uses publicly available documents to explain key definitions and sample characteristics for each of the four main NSECE data files (Household, Home-based ECE Provider, Center-based ECE Provider, classroom-assigned Center-based ECE Workforce). This webinar helps researchers beginning to work with the NSECE data understand some key characteristics of the data before they conduct analyses. (author abstract)</p>	Multimedia VIEW
5. <input type="checkbox"/>	<p>NSECE webinar 2: Key definitions and sample characteristics [PowerPoint] Bleckman, Johanna, 18 May, 2015 (NSECE Webinar II). New York: Child Care & Early Education Research Connections.</p> <p>The second webinar uses publicly available documents to explain key definitions and sample characteristics for each of the four main NSECE data files (Household, Home-based ECE Provider, Center-based ECE Provider, classroom-assigned Center-based ECE Workforce). This webinar helps researchers beginning to work with the NSECE data understand some key characteristics of the data before they conduct analyses. (author abstract)</p>	Other FULL TEXT OPTIONS

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Filter Results

[Subject](#) ▾

[Data Format](#) ▾

Time Period

yyy to yyy

[Restriction Type](#) ▾

[Recency](#) ▾

[Export Results](#) ▾

Search Results

NSECE

REVISE SEARCH

Resources

Data (1)

Your query returned 1 studies. Series results are grouped under the most relevant study. [Ungroup series results](#) to view all results.

Sort by: Study Relevance ▾

[National Survey of Early Care and Education \(NSECE\), 2012](#) (ICPSR 35519)
NSECE Project Team (National Opinion Research Center)



National Center for Children in Poverty
Mailman School of Public Health
Columbia University

ICPSR

OPRE

[Contact Us](#) | [About Us](#)

Research Connections is supported by grant #90YED104 from the Office of Planning, Research and Evaluation, Administration for Children and Families (OPRE), U.S. Department of Health and Human Services. The contents are solely the responsibility of the National Center for Children in Poverty and the Inter-university Consortium for Political and Social Research and do not necessarily represent the official views of OPRE, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

© 2016 The Regents of the University of Michigan

Google translate

Select Language ▾

GO

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy
through free access to thousands of publications and datasets

Browse: [Author/State/Topic](#)



Search the collection

[search tips](#)

Find Data & Resources-

Understand Research-

Make Connections-

Quick Download ▾

(15 datasets; 3,611,388 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

National Survey of Early Care and Education (NSECE), 2012 (ICPSR 35519)

Alternate Title: NSECE, 2012

Principal Investigator(s): NSECE Project Team (National Opinion Research Center)

Summary:

The National Survey of Early Care and Education (NSECE) is a set of four integrated, nationally representative surveys conducted in 2012. These were surveys of (1) households with children under 13, (2) home-based providers (3) center-based providers, and (4) the center-based provider workforce. The National Survey of Early Care and Education (NSECE) documents the nation's current utilization and availability of early care and education (including school-age care), in order to deepen the understanding of the extent to which families' ... ([more info](#))

Access Notes

- **One or more files in this study are not available for download due to special restrictions** ; consult the [restrictions note](#) to learn more. You can [apply online for access to the data](#). A login is required to apply for access.
- These data are available to the general public.

Dataset(s)

DS1: Workforce Quick Tabulation File - [Download All Files](#) (9.3 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
[ASCII + SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS2: Center-based Provider Quick Tabulation File - [Download All Files](#) (24.4 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
[ASCII + SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS3: Home-based Unlisted Provider Quick Tabulation File - [Download All Files](#) (7.5 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
[ASCII + SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS4: Home-based Listed Provider Quick Tabulation File - [Download All Files](#) (14.4 MB)

[Quick Download ▾](#)

(15 datasets; 3,611,388 KB)

Table of Contents

- [Access Notes](#)
- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
 - [Metadata Exports](#)
 - [Download Statistics](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS5: Household Child-level Quick Tabulation File - [Download All Files](#) (23 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS6: Household Quick Tabulation File - [Download All Files](#) (12.1 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS7: Workforce Public-Use Data File - [Download All Files](#) (14.4 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS8: Center-based Public-Use Data File - [Download All Files](#) (61.8 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS9: Home-based Public-Use Data File - [Download All Files](#) (27.8 MB)

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS10: Household Calendar Public-Use Data File - [Download All Files](#) (2,359.6 MB) **large dataset**

Documentation: [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

Analyze Online: [simple crosstab/frequency](#) [SDA](#)

DS11: Household Public-Use Data File - [Download All Files](#) (503.6 MB) **large dataset**

 [Codebook.pdf](#)

Download: [SAS](#) [SPSS](#) [Stata](#) [R](#) [ASCII](#) [Excel/TSV](#)
ASCII + [SAS Setup](#) [SPSS Setup](#) [Stata Setup](#)

[simple crosstab/frequency](#) [SDA:](#)

NSECE User's Guide: Household - Adobe Acrobat Pro

File Edit View Window Help

Open Create Save Print Mail Comment Tools Fill & Sign Comment

90 / 229 74.3%

Bookmarks

- ICPSR 35519
 - About Research Connections
 - Terms of Use
- NSECE User's Guide: Household
 - 1. Introduction to the NSECE Household Main Public-use Data Files
 - 2. Household Survey Sample Design and Data Collection
 - 3. Documentation and Data File Conventions
 - 4. Analyzing Household Survey Data
 - 5. Variable-level Documentation
 - 6. Appendices

National Survey of Early Care and Education (NSECE) | June 2015

HH_NPC_COST_WEEKLY

Weekly **cost of care** for the household in dollars (with 2 decimal places).

-1. Missing due to missing or skipped data on care arrangements in household

Cost of care at the household level adds up weekly cost of care variables for each child and provider pair. The variable represents the household's costs for all regular ECE arrangements for all children under age 13. These are generally arrangements with types of care 1-5, but also include types of care 6 and 8 for a small number of households. A household with any regular ECE arrangements have a valid cost of care (except for the very small numbers of cases with Don't Know or Refused responses for arrangement-level costs). Households with no regular ECE arrangements are assigned a reserved code for this variable. Unpaid regular ECE arrangements are assigned a cost of \$0, as in the arrangement-level cost data. Weekly cost of care variables for each child and provider pair combines direct charges, copays, and subsidies: weekly cost of care is the weekly direct charges plus any copay amount minus any subsidy paid directly to the household. Input variables for each child and provider pair are included in the Public-Use Household file as HH_WEEKLY_COST_CARE_X_Y, HH_DIRECTCHG_X_Y, HH_COPAY_X_Y, and HH_SUBSIDY_X_Y, respectively (where X is child 1-9 and Y is the provider 1-12). These variables are constructed from the questions posed in Section E of the Household Questionnaire; based on child-provider pairs identified in Section C and internal pathing within Section E.

A large number of households do not pay for childcare and are listed as having zero weekly cost of care. In some cases, the respondent reported that other sources were paying the provider for the care of the child, but these amounts were not collected. In such cases, the Public-Use Household file includes variables HH_OTHPAYPROV_X_Y (child X 1-9 and provider Y 1-12) that indicate whether an outside person or agency pays the provider for care. In other cases, child care was free. In some cases, the subsidy amount was higher than the combined direct charges and copay amount and this gives rise to negative values. These negative values are contained in a separate variable in the Public-Use Household file called HH_WEEKLY_COST_CARE_NEG_X_Y (child X 1-9 and provider Y 1-12).

Respondents reported the amount they and other household members paid for each regular ECE arrangement (i.e., child provider pair) as direct charges, copays and subsidies they received. Many respondents also reported that the care was free or paid by some other source who was not a household member. All amounts reported were converted into weekly amounts using the following conversion methods:

Unit	Conversion to weekly cost
Week	As is
Days	Amount*provider days in the last week
Hour	Amount*provider hours in the last week
Bi-weekly	Amount/2
Month	Amount /4.3
Other specify	For direct charges, used standard cutoffs
Don't know/refusal	

HOUSEHOLD

NSECE USER'S GUIDE | 5-64

Find: cost of care

Previous Next

Replace with

Thank you!



www.HispanicResearchCenter.org

For more information about the Center and/or the ECE interactive tools, please contact Michael López (Co-PI) or Todd Grindal

Michael_Lopez@AbtAssoc.com

Todd_Grindal@Abtassoc.com

For more information on the ECE briefs, please contact Julia Mendez or Danielle Crosby, Center Co-Investigators

jlmendez@uncg.edu

dacrosby@uncg.edu

For more information on Research Connections, please contact:

contact@researchconnections.org

**Child Care & Early Education
RESEARCH CONNECTIONS**