Using Administrative Data to Understand the Decline in Family Child Care

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Acknowledgements

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Background

- *Understanding the Family Child Care Landscape* is an individualized TA opportunity offered through NCECQA.
- Goal is to develop:
    - A "data story," which combines and compares data in new ways
    - A clearer understanding of FCC characteristics and longitudinal trends.
- NCECQA is currently working with Oklahoma and Ohio. The TA opportunity is available to other states.
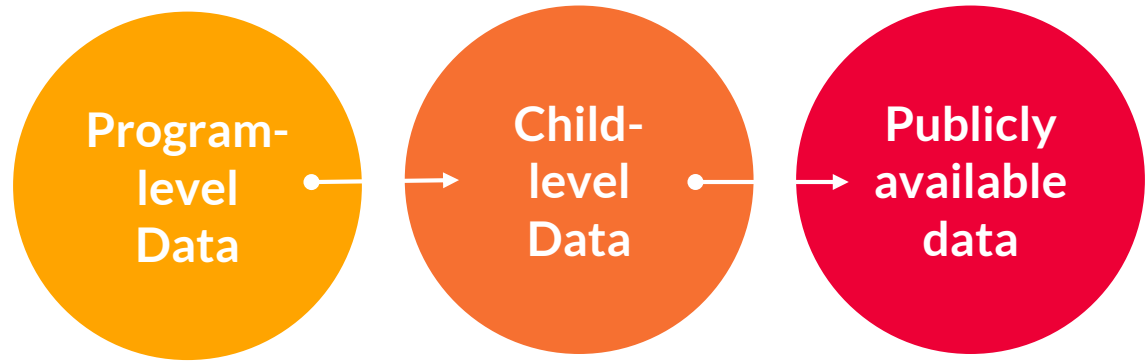
Existing resources on using administrative data

- *Research Connections* includes various resources on linking and integrating, managing, and analyzing administrative data in ECE:

- https://www.researchconnections.org/content/childcare/understand/administrative-data.html

Example State Questions about Family Child Care

1. How has the number and capacity of programs, by program type, changed over time?
2. Are these changes affected by characteristics such as: a) QRIS level, b) number of years licensed, c) reason for closure, d) program characteristics including Head Start and Pre-K?
3. How are these trends consistent or different according to community characteristics from publicly available data?
4. Do these trends align with state or federal policy changes?

Linking Administrative Data

Program-level Data → **Child-level Data** → **Publicly available data**

- Similar files <u>over time</u>
- Files from a consistent <u>point in the year</u> (e.g., January) to provide a **cross-sectional** look at programs and children each year

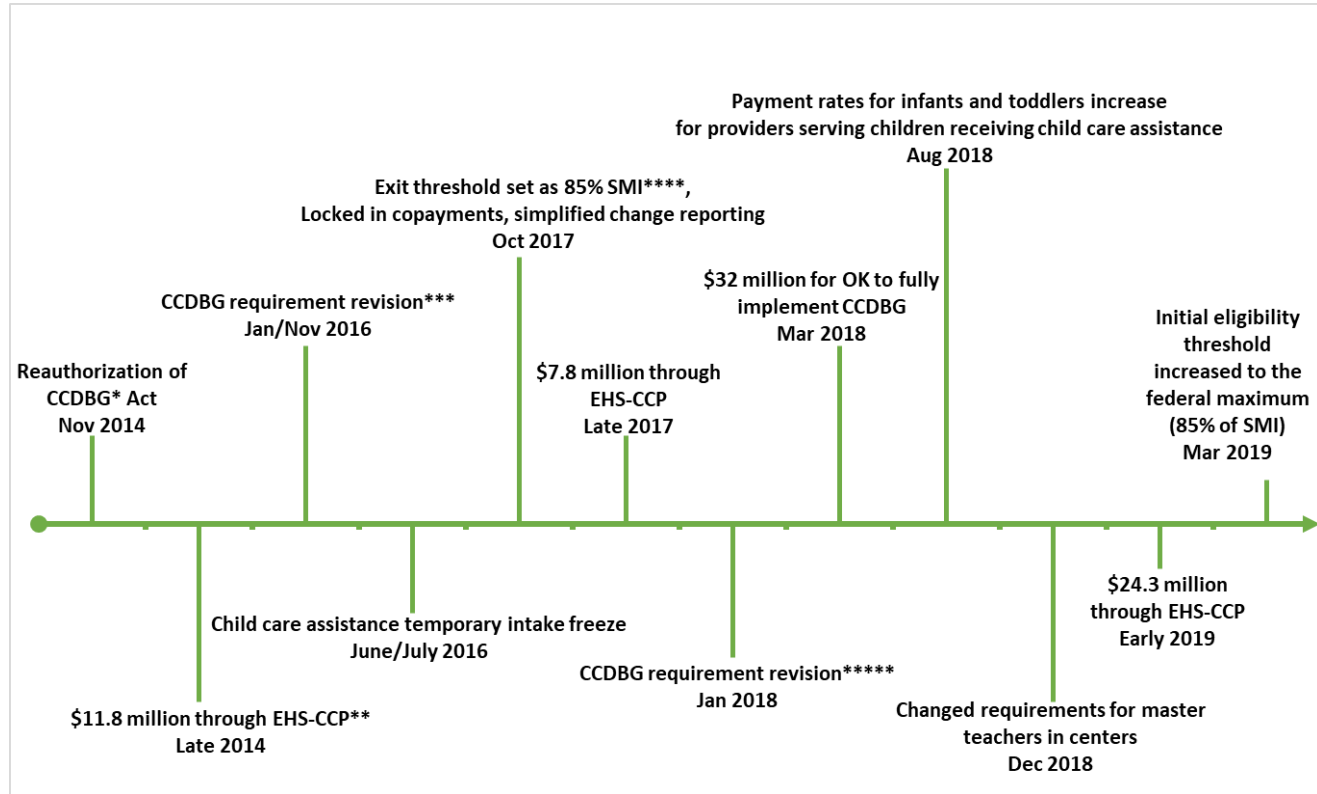# Key Data Elements for Success

Consistent, unique identifier

Information about where programs and families are located

Program, family, and child demographic characteristics (e.g., race/ethnicity)

Policy Changes Surrounding Child Care Providers in Oklahoma, 2014 - 2019

Payment rates for infants and toddlers increase
for providers serving children receiving child care assistance
Aug 2018

Exit threshold set as 85% SMI****,
Locked in copayments, simplified change reporting
Oct 2017

$32 million for OK to fully
implement CCDBG
Mar 2018

CCDBG requirement revision***
Jan/Nov 2016

$7.8 million through
EHS-CCP
Late 2017

Initial eligibility
threshold
increased to the
federal maximum
(85% of SMI)
Mar 2019

Reauthorization of
CCDBG* Act
Nov 2014

Child care assistance temporary intake freeze
June/July 2016

$24.3 million
through EHS-CCP
Early 2019

CCDBG requirement revision*****
Jan 2018

$11.8 million through EHS-CCP**
Late 2014

Changed requirements for master
teachers in centers
Dec 2018

Potential Data Challenges

Hard to disentangle supply and demand (e.g., increase in Early Head Start grantees)

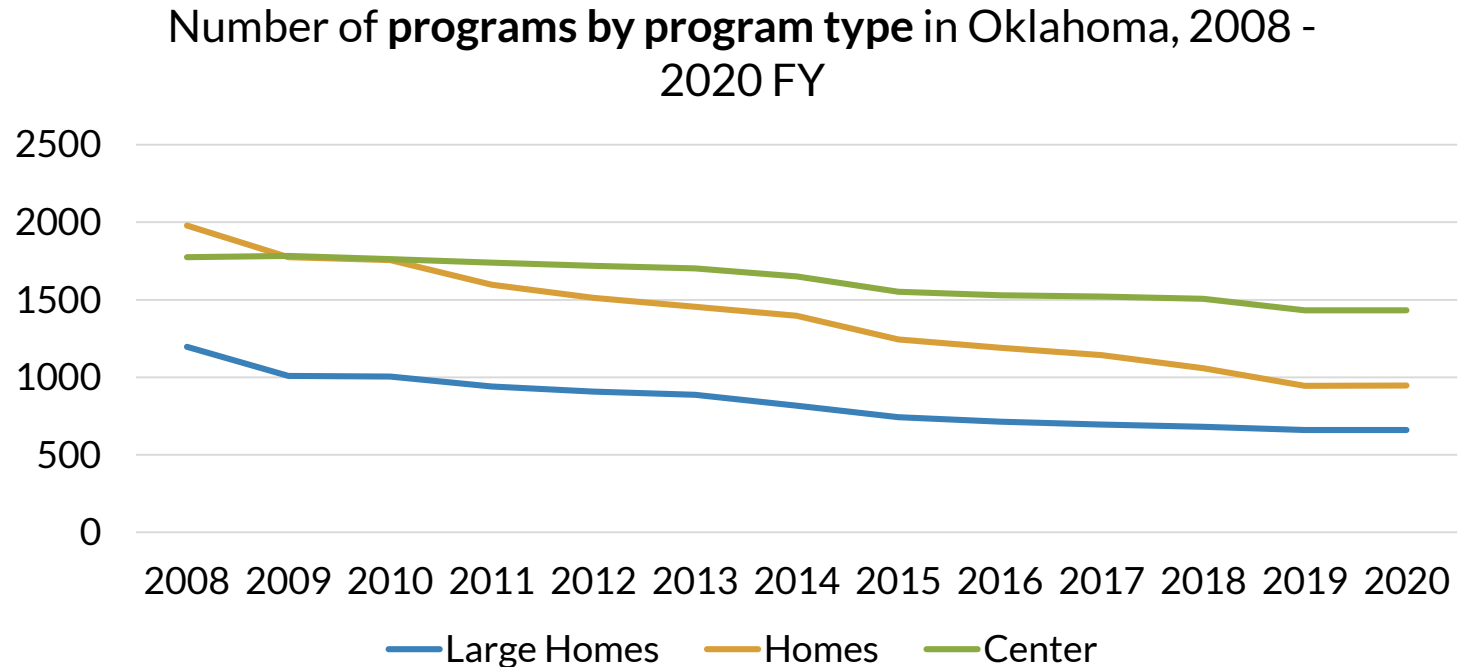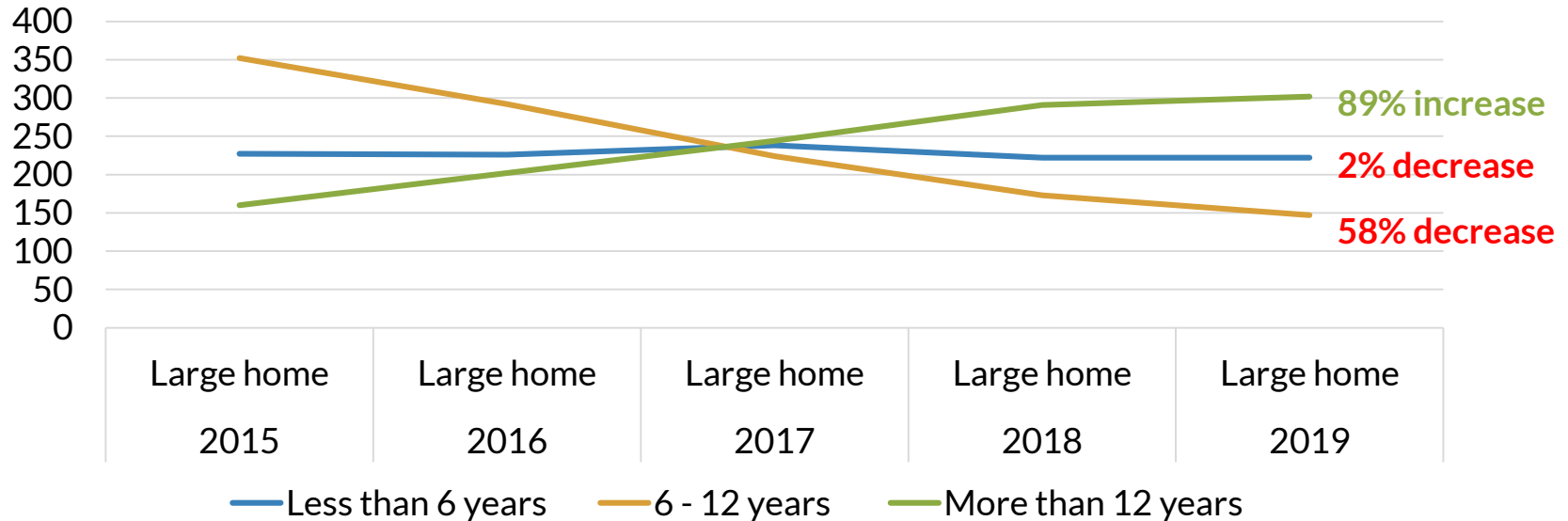Time periods might not perfectly match (e.g., fiscal years)

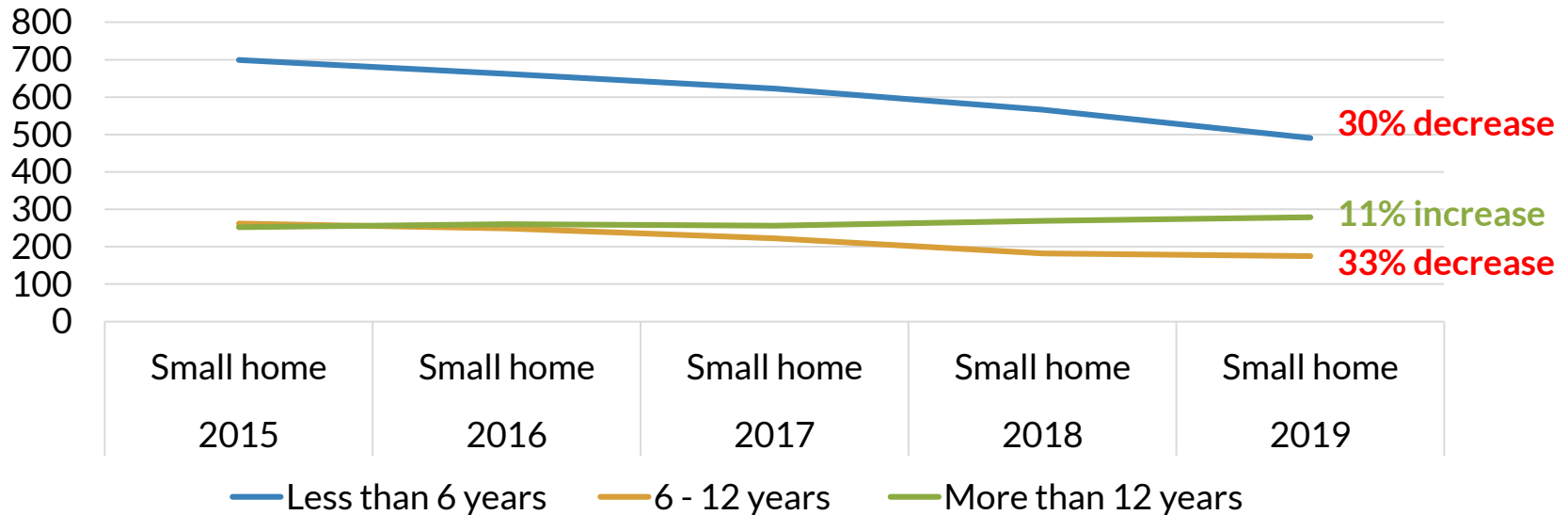Zip codes change!

Change in number of programs over time

Number of programs by program type in Oklahoma, 2008 - 2020 FY

Large Homes — Homes — Center

Differences by length of time licensed

Number of **large homes** by length of time licensed, 2015 - 2019 FY

89% increase

2% decrease

58% decrease

Less than 6 years — 6 - 12 years — More than 12 years

Differences by length of time licensed

Number of **small homes** by length of time licensed, 2015 - 2019 FY

800
700
600
500 — **30% decrease**
400
300 — **11% increase**
200 — **33% decrease**
100
0

| Small home 2015 | Small home 2016 | Small home 2017 | Small home 2018 | Small home 2019 |

—— Less than 6 years   —— 6 - 12 years   —— More than 12 years

Summary

- Length of time in business was associated with patterns of decline
- Exit interview which coded the reasons for leaving the field might need more options, potentially relating to business or financial supports

Questions?

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