National Survey of Early Care and Education (NSECE) Bibliography

Updated August 2021.

This bibliography lists resources in the Research Connections collection related to the National Survey of Early Care and Education (NSECE) and is intended as a reference tool for researchers and policymakers. It is divided into sections: data sets; user guides, training webinars, and methodological reports; official research findings; studies using NSECE data; and instruments. Within each section, resources are listed alphabetically by author and then by year and title.

These NSECE data-related publications can be found in the Child Care and Early Education Research Connections library as of the date of this publication. As new publications are continuously added, users can also search library resources by selecting keywords or phrases such as "National Survey of Early Care and Education" and "NSECE" and sorting by publication date to discover the latest additions to the library. Publications using the NSECE datasets can also be found on the Child and Family Data Archive by searching for "NSECE."

Data Sets

NSECE Project Team (National Opinion Research Center). (2012). *National Survey of Early Care and Education (NSECE), [United States], 2012* (ICPSR 35519; Version V14) [Data set]. Inter-university Consortium for Political and Social Research [distributor]. **https://doi.org/10.3886/ICPSR35519.v14**

NSECE Project Team (National Opinion Research Center). (2019). *National Survey of Early Care and Education (NSECE), [United States], 2019* (ICPSR 37941; Version V2) [Data set]. Inter-university Consortium for Political and Social Research [distributor]. **https://doi.org/10.3886/ICPSR37941.v2**

User Guides, Training Webinars, and Methodological Reports

Bleckman, J., & Datta, A. R. (2015). *NSECE Webinar 1: Study design, sampling, and public release of the National Survey of Early Care and Education* (NSECE Webinar Series, Part 1) [Webinar]. Child Care & Early Education Research Connections.

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.

Bleckman, J., & Datta, A. R. (2015). *NSECE Webinar 1: Study design, sampling, and public release of the National Survey of Early Care and Education* (NSECE Webinar 1) [PowerPoint slides]. **Child Care & Early Education Research Connections.**

This set of PowerPoint slides accompanies a webinar on the National Survey of Early Care and Education (NSECE), which 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.

Bleckman, J., & Datta, A. R. (2015). *NSECE Webinar 2: Key definitions and sample characteristics* (NSECE Webinar Series, Part 2) [Webinar]. **Child Care & Early Education Research Connections.**

This 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, and 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)

Bleckman, J., & Datta, A. R. (2015). *NSECE Webinar 2: Key definitions and sample characteristics* (NSECE Webinar 2) [PowerPoint slides]. **Child Care & Early Education Research Connections.**

This PowerPoint presentation accompanies a second webinar that 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, and 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)

Bowman, M., & Datta, A. R. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Cognitive interview findings report for home-based provider questionnaire*. **NORC.**

A discussion of the methodology of the design and content of a questionnaire to survey home-based child care providers for their participation in the assessment of the national supply of child care.

Bowman, M., Datta, A. R., & Yan, T. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Cognitive interview findings report for demand questionnaire*. **NORC.**

A presentation of the development and content of a survey for the assessment of parental demand.

Datta, A. R. (2015). *Digging into the NSECE: Exploiting the potential of the household and provider data from the National Survey of Early Care and Education (NSECE): Populating the calendar file (CAPI demo)*. **Child Care & Early Education Research Connections.**

This video presentation provides a Computer Assisted Personal Interview (CAPI) demo used to capture nonparental child care provision data to populate the calendar file used in the National Survey of Early Care and Education (NSECE).

Datta, A. R. (2015). *Digging into the NSECE: Exploiting the potential of the household and provider data from the National Survey of Early Care and Education (NSECE): Prices and cost in the NSECE*. **Child Care & Early Education Research Connections.**

This video presentation discusses price and cost definitions as related to those used in the National Survey of Early Care and Education (NSECE).

Datta, A. R. (2015). *Digging into the NSECE: Exploiting the potential of the household and provider data from the National Survey of Early Care and Education (NSECE): Using household and provider data to measure enrollment, usage*. **Child Care & Early Education Research Connections.**

This video presentation discusses the availability and potential uses of the nonparental care usage and enrollment data found in the National Survey of Early Care and Education's (NSECE) household and provider data files. The following topics are examined: usage definition; types of variables provided; dataset usage (household or provider); considerations in choosing a data file; and advantage comparisons to using each data set.

Datta, A. R. (2016). *What can we learn about ECE arrangements in the NSECE Household Survey?* [Webinar]. **NORC; Child Care & Early Education Research Connections.**

The Household Survey of the National Survey of Early Care and Education includes extensive data about early care and education (ECE) arrangements used by a nationally representative sample of households in winter/spring 2012. Available arrangement-level data include the type of care, location of care, distance of care from the household's residence, cost to parents for the care, and information about the schedule of care used in a reference week. Because multiple arrangements were collected for each child, and data are collected for all children under age 13 in the household, data are also available about how many arrangements each child uses, how many children in a household share an arrangement, or how many different providers a household uses. The webinar "What can we learn about ECE arrangements in the NSECE Household Survey?" will provide an overview of arrangement-level information in the National Survey of Early Care and Education, including data on geography, cost, type of care, schedule, and how to match arrangements across providers or children within a household. (author abstract)

Datta, A. R. (2016). What can we learn about ECE arrangements in the NSECE Household Survey? [PowerPoint slides]. Child Care & Early Education Research Connections.

This PowerPoint presentation accompanies a webinar that provides an overview of key arrangement attributes from the National Survey of Early Care and Education Household Survey. Available data includes: type of care, cost of care, schedule of care, and distance between household and arrangement. Special issues such as school-age children, household-level information, and parent-like relationships are also addressed.

Datta, A. R. (2017). *NSECE webinar: Defining type of care in the NSECE* [Webinar]. Child Care & Early Education Research Connections.

This webinar discusses type of care definitions as related to those used in the National Survey of Early Care and Education (NSECE) data files, particularly the Household Survey, the Center-Based Provider Survey, and the Home-Based Provider Survey. It presents a brief overview of the NSECE design, which provides researchers with some flexibility in defining type of care for various analyses. Similarities and differences in types of care across data files are also addressed.

Datta, A. R. (2017). *NSECE webinar: Defining type of care in the NSECE* [PowerPoint slides]. Child Care & Early Education Research Connections.

This PowerPoint presentation accompanies a webinar that discusses type of care definitions as related to those used in the National Survey of Early Care and Education (NSECE) data files, particularly the Household Survey, the Center-Based Provider Survey, and the Home-Based Provider Survey. It presents a brief overview of the NSECE design, which provides researchers with some flexibility in defining type of care for various analyses. Similarities and differences in types of care across data files are also addressed.

Datta, A. R. (2018). *Looking forward to the proposed 2019 National Survey of Early Care and Education –An overview* [Webinar]. NORC; Child Care & Early Education Research Connections.

This pre-recorded webinar outlines the proposed plans for the 2019 NSECE, now including the household and unlisted home-based provider samples, as well as the previously planned listed home-based provider, center-based provider, and center-based workforce samples. It includes an overview of the proposed timeline, research goals, data collection plans, and planned analytic data products.

Datta, A. R. (2018). *Looking forward to the proposed 2019 National Survey of Early Care and Education –An overview* [PowerPoint slides]. Child Care & Early Education Research Connections.

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center-based workforce samples. It includes an overview of the proposed timeline, research goals, data collection plans, and planned analytic data products.

Datta, A. R. (2018). *Looking forward to the proposed 2019 National Survey of Early Care and Education overview: A state perspective* [Webinar]. NORC; Child Care & Early Education Research Connections.

This webinar was recorded on May 24, 2018, and provides an overview of opportunities for additional state participation in the 2019 NSECE, including: supplementing the national data collection sample for their state, provider sample frame supplementation, and state administrative subsidy data linkages. For more information, including a handout that provides more detail, please email nsece@norc.org.

Datta, A. R. (2018). *Looking forward to the proposed 2019 National Survey of Early Care and Education overview: A state perspective* [PowerPoint slides]. Child Care & Early Education Research Connections.

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Datta, A. R. (2018). *What can we learn from licensing and other child care provider lists?* [Webinar]. NORC; Child Care & Early Education Research Connections.

This webinar examines research possibilities related to the use of child care provider lists. It also addresses the process of acquiring accurate provider counts, presenting an example from the National Survey of Early Care and Education (NSECE). Selected analysis ideas are included.

Datta, A. R. (2018). *What can we learn from licensing and other child care provider lists?* [PowerPoint slides]. Child Care & Early Education Research Connections.

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Datta, A. R., & Bowman, M. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Cognitive interview findings report for center-based provider questionnaire*. NORC.

This report contains a discussion of the methodology of the design and content of a questionnaire to survey center- based child care providers for their participation in the assessment of the national supply of child care.

Datta, A. R., & Connelly, J. (2015). *Digging into the NSECE: Exploiting the potential of the household and provider data from the National Survey of Early Care and Education (NSECE): Type of care in the NSECE*. **Child Care & Early Education Research Connections.**

This video presentation discusses definitions of specific types of care, along with samples used in the National Survey of Early Care and Education (NSECE).

Datta, A. R., Goerge, R., & Witte, A. D. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Final recommendations for the center-based provider questionnaire*. **NORC.**

This report contains recommendations for the improvement of the design and content of a survey instrument for the assessment of the national supply of center-based child care services.

Datta, A. R., Goerge, R., & Witte, A. D. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Final recommendations for the home-based provider questionnaire*. **NORC.**

This report contains recommendations for the improvement of the design and content of a survey instrument for the assessment of the national supply of home-based child care services, including comments of changes to the actual survey.

Datta, A. R., Goerge, R., & Yan, T. (2010). *Design phase of the National Study of Early Child Care Supply and Demand (NSECCSD): Final report*. **NORC.**

This report contains a description of a proposed design for a study on the functions of supply and demand in the child care market, including a discussion of public policy questions addressed through the implementation of the proposed study.

Datta, A. R., Goerge, R., Yan, T., & Bowman, M. (2010). *Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Final recommendations for the demand questionnaire*. **NORC.**

This report contains recommendations for the improvement of the design and content of a survey instrument for the assessment of the parents' demand for child care services across the United States.

Datta, A. R., & Milesi, C. (2017). *NSECE webinar: Schedules of work and child care in the NSECE* [Webinar]. Child Care & Early Education Research Connections.

This webinar examines key components of the National Survey of Early Care and Education (NSECE) Household Survey, with particular focus on adult calendar data content. It considers research issues regarding parental employment that may be addressed using household calendar data. Examples of basic constructs derived from the adult calendar are presented.

Datta, A. R., & Milesi, C. (2017). *NSECE webinar: Schedules of work and child care in the NSECE* [PowerPoint slides]. Child Care & Early Education Research Connections.

This PowerPoint presentation accompanies a webinar that examines key components of the National Survey of Early Care and Education (NSECE) Household Survey, with particular focus on adult calendar data content. It considers research issues regarding parental employment that may be addressed using household calendar data. Examples of basic constructs derived from the adult calendar are presented.

Datta, A. R., Milesi, C., & Gelatt, J. (2018). *NSECE webinar: Levels of geography in the NSECE* [Webinar]. Child Care & Early Education Research Connections.

The NSECE data files include extensive geographic data about sampled providers and households, the communities in which those providers and households are located, and other characteristics such as distances. The goal of this webinar is to support current and potential users of the NSECE data. It covers: what geographic information NSECE has available in different files (e.g., public and restricted-use files), possible uses of geographic data to support different types of analyses, illustrations of sample sizes for state-specific analyses and other levels of geography, how reporting requirements minimize disclosure risk (i.e., analysis can be conducted at the state level, but only reported at the national level), and what other resources are available for users interested in using geographic information in the NSECE. (author abstract)

Datta, A. R., Gelatt, J., & Sandstrom, H. (2018). *NSECE webinar: Levels of geography in the NSECE* [PowerPoint slides]. Child Care & Early Education Research Connections.

The NSECE data files include extensive geographic data about sampled providers and households, the communities in which those providers and households are located, and other characteristics such as distances. The goal of this webinar is to support current and potential users of the NSECE data. It covers: what geographic information NSECE has available in different files (e.g., public and restricted-use files), possible uses of geographic data to support different types of analyses, illustrations of sample sizes for state-specific analyses and other levels of geography, how reporting requirements minimize disclosure risk (i.e., analysis can be conducted at the state level, but only reported at the national level), and what other resources are available for users interested in using geographic information in the NSECE. (author abstract)

Datta, A. R., Whitebook, M., Edwards, B., & Greenberg, E. (2020). *[NSECE guest webinar: Using the 2012 NSECE to learn about ECE providers](#)* [Webinar]. **Child Care & Early Education Research Connections.**

This 45-minute webinar features two guest research teams: Marcy Whitebook and Bethany Edwards from The Center for the Study of Child Care Employment (CSCCE) at the University of California. Berkeley present findings from "California's ECE Workforce: What We Know Now and the Data Deficit That Remains" and "The Early Childhood Workforce Index 2018." Erica Greenberg from The Urban Institute presents her findings from "Are Higher Subsidy Payment Rates and Provider-Friendly Payment Policies Associated with Child Care Quality?" and "Segregated from the Start."

Datta, A. R., Whitebook, M., Edwards, B., & Greenberg, E. (2020). *[NSECE guest webinar: Using the 2012 NSECE to learn about ECE providers](#)* [PowerPoint slides]. **Child Care & Early Research Connections.**

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Milesi, C. (2015). *[Digging into the NSECE: Exploiting the potential of the household and provider data from the National Survey of Early Care and Education (NSECE): Age of child in the NSECE](#)*. **Child Care & Early Education Research Connections.**

This video presentation examines both definition distinctions concerning age of child and types of care used in the National Survey of Early Care and Education (NSECE).

National Survey of Early Care and Education Project Team. (2013). *[National Survey of Early Care and Education: Summary data collection and sampling methodology. (NSECE Research Brief, OPRE Report 2013-46)](#)*. **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This report contains an overview of the sample design and data collection of the National Survey of Early Care and Education (NSECE) and a study of the availability and utilization of early care and education in the United States.

National Survey of Early Care and Education Project Team. (2015). *[NSECE Downloadable Presentation I: Overall study design and sampling approach](#)* [PowerPoint slides]. **U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.**

This tutorial covers the overall study design and sampling approach of the NSECE. Discussion focuses on the sample sources and the four NSECE surveys at the foundation of the NSECE

data collection design, including topics such as sample sizes, the use of provider clusters, geographic characteristics available, and the importance of weighting due to the study design.

National Survey of Early Care and Education Project Team. (2015). *nsece downloadable presentation II: Data files and documentation* [PowerPoint slides]. U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.

The slides of this presentation provide information on the structure and use of the data set of the National Survey of Early Care and Education (NSECE). The data files and documentation are described in detail in this tutorial. The slides describe the type of variables available in each of the five categories of data files the NSECE offer: Quick Tabulation, Public Use, Level 1 Restricted-Use Questionnaire, Level 2 Restricted-Use Geographic, and Level 3 Restricted-Use Identifying. In addition, types of documentation and the information they contain is described.

National Survey of Early Care and Education Project Team. (2015). *nsece downloadable presentation III: Center-based provider survey* [PowerPoint slides]. U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.

This presentation focuses on the Center-Based Provider Survey used in the NSECE. Examined aspects of the survey include data collection, topics covered by the survey, provider data, survey respondents, levels of observation, and key differences across the categories of survey files.

National Survey of Early Care and Education Project Team. (2015). *nsece downloadable presentation IV: Workforce survey* [PowerPoint slides]. U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.

This presentation focuses on the Workforce Survey used in the NSECE. Examined aspects of the survey include data collection, topics covered by the survey, workforce data, survey respondents, levels of observation, and key differences across the categories of survey files.

National Survey of Early Care and Education Project Team. (2015). *NSECE downloadable presentation V: Home-based provider survey* [PowerPoint slides]. U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.

This presentation focuses on the Home-Based Provider Survey used in the NSECE. Examined aspects of the survey include sample sources and classification, data collection, topics covered by the survey, provider data, survey respondents, levels of observation, and key differences across the categories of survey files.

National Survey of Early Care and Education Project Team. (2015). *NSECE downloadable presentation VI: Household survey* [PowerPoint slides]. U.S. Administration for Children and Families, Office of Planning, Research, and Evaluation.

This presentation focuses on the Household Survey used in the NSECE. Examined aspects of the survey include data collection, topics covered by the survey, household data, survey respondents, levels of observation, and key differences across the categories of survey files.

National Survey of Early Care and Education Project Team. (2018). *Constructing center-based cluster-level metrics to use in household level analysis: A tutorial for NSECE data***. NORC.**

This tutorial illustrates the process of creating cluster-level aggregates using Center-based providers and how these metrics are integrated into the NSECE Household data set for analysis. (author abstract)

National Survey of Early Care and Education Project Team, Gibbs, C., & Goerge, R. (2016). *NSECE documentation of 2011 state-level variation in lists of providers of early care and education: NSECE technical resource***. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

The National Survey of Early Care and Education (NSECE) sample design called for construction of a national sampling frame of early care and education (ECE) center-based and home-based providers. The construction involved both national lists of ECE providers as well as lists collected from state agencies from all 50 states and the District of Columbia. This document specifies the lists, with their definitions, that were collected and incorporated into the NSECE provider sampling frame. Although there is some modest variation across lists for center-based ECE providers, the variation for home-based ECE lists is much greater. The definitions of home-based provider lists are also relevant because of the treatment of home-based ECE within the NSECE design. The NSECE Home-based Provider Survey supports estimates for two home-based provider populations: listed and unlisted. Listed providers are those who appeared on state and national lists gathered to build the national provider sampling frame. The project team collected all home-based provider lists maintained by each state (and the District of Columbia), but the types of lists maintained by each state differed. Some differences in states' list-keeping are due to definitional differences, for example, whether or not there is a 'licensed' or 'registered' status for home-based providers within the state, and some are due to differences in listing policies, for example, whether or not the state maintains lists of exempt providers or those who are receiving CCDF subsidies but have no other interaction with the child care licensing system in that state. This document enumerates for each state its provider definitions and the lists it maintained at the time that the NSECE lists were collected from that state in the spring or summer of 2011. All enumerated lists were included in the NSECE provider frame and home-based providers sampled from those lists are classified as 'listed' in the NSECE Home-based Provider data. (author abstract)

NORC. (2016). *Design-corrected variance estimation of NSECE statistics*.

This brief describes the sampling techniques used in the collection of statistical data for the National Survey of Early Care & Education (NSECE) and provides information regarding the proper use of weighting to obtain valid inferences for statistics of interest, such as percentages, means, totals, ratios, and regression coefficients. Two calculation examples are provided in

Stata: a calculation of the total number of children enrolled by single age category, and a calculation of percent of programs by single age category.

NORC. (2018). [*PSU and cluster weights user guide*](#).

This document is relevant for researchers interested in using the National Survey of Early Care and Education (NSECE) to carry out analysis of local-level interaction of supply and demand of early care and education. This user guide briefly describes key elements of the NSECE sampling methodology, including Primary Sampling Units (PSU) for the household and listed center-based and home-based providers, Secondary Sampling Units (SSU) for the household sample, and the Provider Cluster. The user guide explains how to create PSU- and cluster-level aggregate measures and how to appropriately use PSU and Provider Cluster Weights to generate estimates for sub-national geographic areas.

NORC. (2018). [*2019 National Survey of Early Care and Education: State supplement opportunities*](#).

First, this brochure describes the potential uses of 2019 National Survey of Early Care and Education (NSECE) data in state-specific and multi-state research. Next, it presents a menu of options for states wishing to provide supplemental funding for additional data collection. Lastly, it presents five tables in which states are categorized into sample-size categories of the providers and households in the 2012 NSECE.

Office of Planning, Research and Evaluation. (2009). [*Design phase: National Study of Child Care Supply and Demand--2010: Literature review and summary*](#). U.S. Department of Health and Human Services, Administration for Children and Families.

A review of studies on child care supply and demand for children ages birth through 13 conducted at the local, state, and national levels, and a discussion of the changing labor market and demographics of child care.

Office of Planning, Research and Evaluation. (2009). [*Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Feasibility test report*](#). U.S. Department of Health and Human Services, Administration for Children and Families. NORC.

This report contains a description of the method used to evaluate the feasibility of the National Study of Child Care Supply and Demand, including an assessment of the study to answer its research questions while remaining within budget constraints.

Wolter, K., Bowman, M., Datta, A. R., Goerge, R., Welch, Jr., V., & Yan, T. (2010). [*Design phase of the National Study of Child Care Supply and Demand (NSCCSD): Revised sampling report and addendum*](#). NORC.

This report contains a presentation of alternate designs of sampling methods for achieving a representative number of sample respondents for the assessment of the supply and demand of the national child care market.

Official Research Findings

Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *NSECE chartbook—Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This chartbook presents nationally representative estimates of all home-based care to children under age 13, using data from the 2012 and 2019 National Survey of Early Care and Education (NSECE). Home-based providers discussed in the report include both paid and unpaid providers of care. Three types of home-based providers are discussed: listed, unlisted paid, and unlisted unpaid. Key Definitions are found in the next section. The chartbook describes counts of home-based providers and children served, characteristics of care provided in home-based ECE, and characteristics of the individuals providing home-based ECE. The chartbook also identifies statistically significant changes between 2012 and 2019 for different types of home-based providers. (author abstract)

National Survey of Early Care and Education Project Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the National Survey of Early Care and Education (NSECE)* (NSECE Research Brief, OPRE Report 38). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Findings from the National Survey of Early Care and Education, a study of the availability and utilization of early care and education in the United States, that examine workforce size, program sponsorship, educational attainment, wages, health insurance, and years of experience, based on questionnaires from more than 10,000 center- and home-based providers.

National Survey of Early Care and Education Project Team. (2014). *Characteristics of center-based early care and education programs* (OPRE Report No. 2014-73b). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This fact sheet provides the first nationally representative portrait of center-based early care and education (ECE) in more than 20 years, using data from the newly available National Survey of Early Care and Education (NSECE). We describe ECE programs that serve children age birth to five years, not yet in kindergarten. Key characteristics include enrollment size, ages of children served, revenue sources, auspice and hours of operation. (author abstract)

National Survey of Early Care and Education Project Team. (2014). *Characteristics of center-based early care and education programs: Initial findings from the National Survey of*

Early *Care and Education (NSECE)* **(NSECE Technical Report, OPRE Report 2014-73a).** **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

In this report we exploit newly available data from the National Survey of Early Care and Education (NSECE) to construct the first nationally representative estimates of all center-based care to children birth through age five years, not yet in kindergarten. We describe center-based early care and education (ECE) programs by such key characteristics as enrollment size, ages of children served, revenue sources, auspice and sponsorship and hours of operation. We also provide national estimates of total children enrolled in these programs. (author abstract)

National Survey of Early Care and Education Project Team. (2014). *Household search for* *and* *perceptions of early care and education* **(OPRE Report No. 2014-55b).** **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

What do families think of different types of early care and education (ECE) such as center-based programs or care by relatives? How do families search for ECE for their young children? This fact sheet reports preliminary findings from the newly available NSECE Household Survey to provide insight into how parents perceive the ECE arrangements available to them, how and why they search for care, and when searches result in a change in arrangement. (author abstract)

National Survey of Early Care and Education Project Team. (2014). *Household search for* *and* *perceptions of early care and education: Initial findings from the National Survey of* *Early Care* *and Education (NSECE)* **(NSECE Research Brief, OPRE Report 55a).** **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This brief uses new, nationally representative data from the National Survey of Early Care and Education (NSECE)--funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services-- to describe critical elements in the decision-making process of parents and other caregivers regarding the nonparental care of infants, toddlers, and preschoolers. The NSECE is comprised of four nationally representative surveys that were conducted in 2012. These coordinated surveys were designed to provide in-depth data on multiple dimensions of early care and education (ECE) in the United States, including the availability of ECE, preferences and needs for ECE and school-age care, the use of ECE and school-age care, and a description of the ECE workforce. One of the four surveys--the Household Survey--gathered data from households with young children, while the other three collected data from center-and home-based ECE providers. The NSECE oversampled from low-income areas because the experiences of low-income families are of critical public policy interest. This brief uses data from the Household Survey to provide insight into how parents perceive the ECE arrangements available to them, how and why they search for care, and when searches result in a change in arrangement. (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Identifying Head Start* *and* *public pre-k participation in NSECE data on center-based ECE programs* **(OPRE**

Report #2015-92b). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

The analyses we present in the Technical Report, "Which Centers Participate in Head Start or Public Pre-Kindergarten" characterize centers that have at least one child whose enrollment is funded through Head Start or Public Pre-K funds. This supplement to the technical report provides interested readers with technical details of the analyses (including additional information about tabulations and definitions used, as well as discussion of features of the data that affect how additional analyses might be undertaken). (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Measuring predictors of quality in early care and education settings in the National Survey of Early Care and Education* (OPRE Report #2015-93). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation**.

This report, Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education (NSECE), is intended as a methodological report on how selected predictors of quality can be measured using the NSECE data. It also provides descriptive data for each of the selected predictors of quality. Attributes of early care and education settings that contribute to quality are considered at the level of the individual teacher and caregiver, at the level of the classroom or home-based group, and at the level of the center- and home-based program at a single location. (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Prices charged in early care and education: Initial findings from the National Survey of Early Care and Education (NSECE)* (OPRE Report 2015-45). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This brief uses data from the National Survey of Early Care and Education (NSECE) to describe prices charged by center- and home-based providers of early care and education (ECE), as well as the incidence of care that is free to all parents. These data come from both the NSECE Center- Based Provider Survey and the NSECE Home-Based Provider Survey; external data sources were used to classify the locations of the sampled providers. This brief describes the maximum price of full-time care, without any subsidies, that providers were charging families in 2012 (when NSECE interviews were carried out). This "market price" for care is the type of data commonly collected in Market Rate Studies required by the Child Care Development Fund. It is related to, but can be quite different from, the cost of care to parents and providers' costs for providing care. The brief also reports the percent of providers, such as Head Start and publicly funded pre- K programs that provide care free to all the families they serve. In addition to providing national information, we examine how prices and availability of free care vary by community characteristics such as poverty and urbanicity. For center-based programs, we also examine variation by receipt of public funding. In the next section of the brief we describe the NSECE and other data sources for this analysis. We then present estimates for the prevalence of care that is free to all parents, and, for those programs that do charge for care, the distribution of prices for center-based programs. Home-based estimates of these two items follow. We conclude the brief with discussion of the presented estimates and suggestions for further research. (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Provision of early care and education during non-standard hours (OPRE Report No. 2015-44)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Affordability is one of the critical barriers to accessing early care and education (ECE) for many parents and guardians of young children. Another is finding ECE for the days and hours needed. This is particularly true for the many parents and guardians who do not work during "standard" work hours--i.e., 8am to 6pm, Monday through Friday--but who work evenings, overnight shifts, on the weekends, or have varying work schedules that change from week to week or month to month. This fact sheet uses data from the newly available National Survey of Early Care and Education (NSECE) to describe the flexibility of available ECE in the U.S. Specifically, we provide nationally representative estimates of the percentage of ECE providers serving young children (aged birth through 5 years) who offer services during non-standard hours as well as those who permit parents flexibility in scheduling and in payment for services. Estimates are presented separately for center-based providers as well as three types of home-based providers: 'listed' providers who appear in official state and national lists of ECE services; 'unlisted, paid' providers who are not on official lists but receive payment for caring for children; and 'unlisted, unpaid' providers who are not on official lists and do not receive payment for the care they provide. (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Which early care and education centers participate in Head Start or public pre-kindergarten? (OPRE Report #2015- 92a)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Newly released data from the National Survey of Early Care and Education provides a unique opportunity to understand Head Start and Public Pre-K offerings within the context of all center-based ECE to children age five and under. These two prominent initiatives involve almost 40 percent of all ECE centers nationally. Most centers receiving any Head Start or Public Pre-K funding are also serving young children through other ECE services such as parent-funded preschool. In fact, 25 percent of centers with Head Start (but no Public Pre-K) funding and 45 percent of centers with Public Pre-K (but no Head Start) funding are also supported with private funds. Fewer than one in five centers with Head Start or Public Pre-K funding are operated by a public school district. The NSECE data indicates that ECE centers nationally are a diverse group in terms of size, auspice, mix of public/private funding, and other characteristics; the same can be said for centers receiving any Head Start or Public Pre-K funds. (author abstract)

National Survey of Early Care and Education Project Team. (2015). *Who is providing home-based early care and education? (OPRE Report No. 2015-43)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This fact sheet provides the first nationally representative portrait of home-based providers of early care and education using data from the newly available National Survey of Early Care and Education (NSECE). We describe individuals who care for other people's children, age five and under, in home-based settings. Key characteristics we report include the numbers of such providers, numbers of children cared for, whether providers are paid/unpaid for care, and what,

if any, prior personal relationships existed between providers and the children they care for. (author abstract)

National Survey of Early Care and Education Project Team. (2016). *[Characteristics of home-based early care and education providers: Initial findings from the National Survey of Early Care and Education](OPRE Report No. 2016-13)*. **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

About a million paid and an additional 2.7 million unpaid home-based providers are responsible for young children not their own for at least five hours each week. This technical report uses data from the newly available National Survey of Early Care and Education to provide a nationally representative estimate of all home-based care to children ages birth through five years and not yet in kindergarten. (author abstract)

National Survey of Early Care and Education Project Team. (2016). *[Examining child care subsidy receipt: An analysis of matched NSECE and Illinois administrative data](OPRE Report No. 2016-12)*. **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

The National Survey of Early Care and Education (NSECE) team undertook an innovative approach to calculate CCDF program participation. Using probabilistic record linkage methods, the household records from the NSECE were matched to CCDF administrative data from the State of Illinois to form a combined database of survey and administrative data. That combined database allowed creation of CCDF program participation variables from NSECE households' over-time records in the childcare subsidies program. The unified database created from this exercise resembles one from a cross-sectional survey that, by asking retrospective questions, identifies households' recent participation in social programs (CCDF, in our case). But the unified database has the advantage of a more accurate participation variable from administrative data than would have been obtained from a survey self-report. (author abstract)

National Survey of Early Care and Education Project Team. (2016). *[Households' geographic access to center-based early care and education: Estimates and methodology from the National Survey of Early Care and Education](OPRE Report No. 2016-08)*. **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This document offers a national picture of selected segments of the early care and education (ECE) market by describing how important attributes of the supply of and the demand for center-based care relate to each other. The document also provides a methodological guide for using newly available data from the National Survey of Early Care and Education (NSECE) to study local-level interactions of the supply of and demand for center-based early care and education (ECE) in the United States. (author abstract)

National Survey of Early Care and Education Project Team. (2016). *[How far are early care and education arrangements from children's homes?](OPRE Report No. 2016-10)*. **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

Distance between a child's home and the location of a provider of early care and education (ECE) is one of the critical factors parents consider in choosing providers (in addition to cost, schedule, quality, and availability). These distances can also inform child care subsidy policies and our understanding of households' access to ECE. This fact sheet uses newly available mapping data from the National Survey of Early Care and Education (NSECE) to describe distances between young children's homes and where they receive regular ECE. We provide nationally representative estimates of the distances between families' homes and the regular (5 or more hours per week) nonparental care they use for children 5 years and under. We present estimates separately for infants/toddlers (birth to < 3 years old) and preschoolers (3 through 5 years old), as well as different levels of household income-to-poverty ratio, and selected types of ECE providers. (author abstract)

National Survey of Early Care and Education Project Team. (2017). *Parent work schedules in households with young children* (OPRE Report No. 2017-48). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This research snapshot describes the work schedules of parents to young children during a reference week in 2012. We describe how work schedules differ for households of different income levels; between one-parent and two-parent families; and in households where neither, one, or both parents work. One group of particular focus is "fully-employed" households; these are households where all parents work—a one-parent/one-worker household or a two-parent/two-worker household. (author abstract)

National Survey of Early Care and Education Project Team. (2018). *Early care and education usage and households' out-of-pocket costs: Tabulations from the National Survey of Early Care and Education (NSECE)* (OPRE Report No. 2016-09). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

The extensive tables in this document describe four main aspects of households' use of nonparental care: types of care, combinations of types of care, hours of care, and parents' out of pocket costs for care. These aspects are reported by child age, by household characteristics such as the household's income-to-poverty ratio, and by two aspects of the community where the household is located (poverty density and urbanicity). (author abstract)

Studies Using NSECE Data

Austin, L. J. E., Edwards, B., Chavez, R., & Whitebook, M. (2019). *Racial wage gaps in early education employment*. **University of California, Berkeley, Center for the Study of Child Care Employment.**

This research snapshot analyzes national and selected state-level data sets from the NSECE, and builds upon our analysis first included in the Early Childhood Workforce Index (McLean, et al., 2018). (author abstract)

Austin, L. J. E., Whitebook, M., & Chavez, R. (2018). [Strengthening California's early childhood education workforce](). In D. Stipek, *Early childhood education in California* (pp. 99—119). Policy Analysis for California Education.

The quality of a state's early childhood education (ECE) system is an extension of the condition of its workforce. After providing an overview of California's ECE workforce, this chapter identifies best practices for ensuring a strong ECE workforce, discusses how California fares in each best practice, and proposes the best way forward regarding the policy options or state-level data needed to support change in California. The chapter concludes with a summary of the essential reforms needed to transform California's ECE workforce. (author abstract)

Austin, L. J. E., Edwards, B., & Whitebook, M. (2018). *[California's ECE workforce: What we know now and the data deficit that remains]()*. University of California, Berkeley, Center for the Study of Child Care Employment.

This brief directs stakeholders to three more recent, though not comprehensive, sources of information about the California early childhood workforce: 1) local workforce data sources from three counties; 2) annual federal data collected by the U.S. Bureau of Labor Statistics; and 3) California-specific data drawn from the 2012 National Survey of Early Care and Education. (author abstract)

Brummet, Q., Coyle, P., & Sepulvado, B. (2021). [Effects of differential privacy techniques: Considerations for end users](). *Research in Social and Administrative Pharmacy*, *17*(5), 930—941.

We study the effects of differentially private (DP) noise injection techniques in a survey data setting, using the release of cost of early care and education estimates from the National Survey of Early Care and Education as a motivating example. As an example of how DP noise injection affects statistical estimates, our analysis compares the relative performance of DP techniques in the context of releasing estimates of means, medians, and regression coefficients. The results show that for many statistics, basic DP techniques show good performance provided that the privacy budget does not need to be split over too many estimates. Throughout, we show that small decisions, such as the number of bins in a histogram or the scaling of a variable in a regression equation, can have sometimes dramatic effects on the end results. Because of this, it is important to develop DP techniques with an eye towards the most important aspects of the data for end users. (author abstract)

Caven, M., Khanani, N., Zhang, X., & Parker, C. E. (2021). *[Center- and program-level factors associated with turnover in the early childhood education workforce (REL 2021-069)]()*. Regional Educational Laboratory Northeast & Islands.

Staff turnover is a pressing problem in early childhood education. High turnover can create organizational instability and distract from the care and education mandate of early childhood education centers. The Early Childhood Workforce Development Research Alliance of the Regional Educational Laboratory Northeast & Islands wants to better understand the factors associated with turnover in the early childhood educator workforce. Using data from the 2012 National Survey of Early Care and Education, this study found that a low average turnover rate

across early childhood education centers obscured systematic variation in turnover patterns across types of centers and programs, with high turnover rates in some types. Higher wages were associated with lower turnover rates across centers. Turnover rates were highest among private-pay centers serving children ages 0–5. Nonwage benefits such as health insurance and retirement benefits and paid time off for professional development were generally unrelated to turnover rates. Educators were also clustered into certain center types based on background characteristics; Black educators and educators with lower educational attainment more likely to work in centers with low wages and high turnover. (author abstract)

Chaparro, J., Sojourner, A. J., & Wiswall, M. (2020). *Early childhood care and cognitive development* (NBER Working Paper No. 26813). **National Bureau of Economic Research.**

This paper combines multiple sources of information on early childhood development in a unified model for analysis of a wide range of early childhood policy interventions. We develop a model of child care in which households decide both the quantities and qualities of maternal and nonmaternal care along with maternal labor supply. The model introduces a novel parenting-effort channel, whereby child care subsidies that permit less parenting may enable better parenting. To estimate the model, we combine observational data with experimental data from the Infant Health and Development Program (IHDP) which randomly assigned free child care when the child was 1 and 2 years old. We estimate a cognitive skill production function and household preferences, giving insight into mechanisms driving the ex post heterogeneous effects of the IHDP intervention, accounting for alternative care substitutes available to the control group and spillovers of the child care offer across the household's decisions. We also estimate ex ante effects of counterfactual policies such as an offer of lower-quality care, requiring a co-pay for subsidized care, raising the maternal wage offer, or a cash transfer. Finally, we use the model to rationalize existing evidence from outside the US on the effects of universal child care programs. (author abstract)

Crosby, D. A., & Mendez, J. L. (2016). *Hispanic children's participation in early care and education: Amount and timing of hours by household nativity status, race/ethnicity, and child age* (Publication No. 2016-58). **National Research Center on Hispanic Children & Families.**

In this brief, we use publicly available data from the 2012 National Survey of Early Care and Education (NSECE) to describe the amount and timing of hours that young Hispanic children from low-income households spend in ECE settings, distinguishing care that takes place during standard weekday hours from care that occurs during nonstandard times (i.e., evening, nighttime, and weekend hours). We focus on low-income households because the challenges of coordinating parental employment and the care of young children are most acute for families with limited economic resources. Low-income families are therefore the primary target of policy efforts and public investments to improve ECE access, use, and quality. Hispanic families represent a growing policy-relevant population, with more than two thirds of young Hispanic children living in low-income households. Households' ECE needs, preferences, and available options may vary by family members' demographic characteristics or child age. We report separate estimates for Latino children in immigrant households and those living with U.S.-born adults only, and provide comparison data for young non-Hispanic white and black children from low-income households. We also examine patterns of ECE schedule characteristics separately for infants and toddlers (younger than age 3), and preschoolers (3 to 5 years). (author abstract)

Crosby, D. A., & Mendez, J. L. (2017). [*How common are nonstandard work schedules among low-income Hispanic parents of young children?* (Publication No. 2017-50)](#). **National Research Center on Hispanic Children & Families.**

This brief draws on survey and retrospective calendar data from the 2012 National Survey of Early Care and Education (NSECE) to describe the work schedules of low-income Hispanic parents with young children from birth to age 5 (not yet in kindergarten) and provide comparison data for their non-Hispanic white and black counterparts. We calculate the percentages of low-income Hispanic children with parents working standard weekday, early morning, evening, overnight, and/or weekend hours. We also examine the percentage of children whose parents have short advance notice (one week or less) of their work hours, which has been shown to complicate parents' efforts to arrange child care and maintain family routines. Importantly, we report estimates separately for children in single- and two-parent households, as families' ECE needs, preferences, and options vary depending on the number of parents in the home. We additionally look at differences among Hispanic children by household nativity status. (author abstract)

Crosby, D. A., & Mendez, J. L. (2020). [*Multiple factors predict higher child care costs for low-income Hispanic households* (Report 2020-01)](#). **National Research Center on Hispanic Children & Families.**

In an earlier brief, we reported that although approximately 6 out of 10 low-income Hispanic households with children in care pay no out-of-pocket costs, fewer than 1 out of 10 pay affordable costs according to the federal benchmark of 7 percent or less of income—and more than 3 out of 10 pay costs that exceed this threshold. Moreover, we found that households in the latter category spend, on average, nearly one-third of their income on child care. In the current brief, we draw on data from the 2012 National Survey of Early Care and Education (NSECE) to extend this earlier work and explore how various characteristics of households, communities, and nonparental care arrangements predict different levels of child care spending for a national sample of low-income Hispanic households with young children (birth to age 5). Recognizing that such factors do not operate in isolation, we use a statistical method— multivariate ordinal regression—that allows us to consider multiple characteristics simultaneously while estimating the relative contribution of each one in predicting the percentage of income that Hispanic households spend to meet their child care needs. (author abstract)

Crosby, D. A., Mendez, J. L., & Barnes, A. C. (2019). [*Child care affordability is out of reach for many low-income Hispanic households* (Report No. 2019-05)](#). **National Research Center on Hispanic Children & Families.**

This brief examines child care costs and affordability for low-income Hispanic households with at least one child ages 0 to 5, the period in which families' care needs tend to be most acute. Given that care is often needed for older children as well, to cover gaps between school and parents' work schedules, our household-level analysis of child care spending includes all arrangements for children younger than age 13 who live in the home. Using nationally representative data from the 2012 National Survey of Early Care and Education (NSECE), we report on Hispanic households' weekly out-of-pocket child care costs, and the percentage of

household income this represents. We examine costs separately for immigrant and nonimmigrant Hispanic households given evidence that some aspects of care access and utilization (including receipt of subsidies) vary by parents' nativity status. For comparison purposes, we also report cost data for low-income non-Hispanic, nonimmigrant, and white and black households. Finally, to better understand associations between costs and utilization for Latinos, we examine the amounts and types of care being used by Hispanic households with three different levels of child care spending: those with no out-of-pocket costs, those paying affordable costs ([less than or equal to] 7% of income), and those with high costs ([greater than] 7% of income). (author abstract)

Crosby, D. A., Mendez, J. L., Guzman, L., & Lopez, M. (2016). *Hispanic children's participation in early care and education: Type of care by household nativity status, race/ethnicity, and child age* (Publication No. 2016-59). **National Research Center on Hispanic Children & Families.**

In this brief, we provide a national snapshot of ECE participation among low-income Hispanic households. We use publicly available data from the 2012 National Survey of Early Care and Education (NSECE) to describe the percentage of young children in low-income Hispanic households who are in nonparental care on a regular basis (more than 5 hours per week), and the different types of settings they experience. ECE is broadly defined in this analysis to include the full range of home- and center- based arrangements children experience when not in the care of their parents. We focus on low-income households because the challenges of coordinating parental employment and the care of young children are most acute for families with limited economic resources. Low-income families are therefore the primary target of policy efforts and public investments to improve ECE access, utilization, and quality. Households' ECE needs, preferences, and available options may vary by family members' demographic characteristics and/or child age. Thus, we report separate estimates for Hispanic children in immigrant households (i.e., including at least one foreign-born adult) and those living with U.S.-born adults only, and provide comparison data for young non-Hispanic white and black children from low-income households. We also examine ECE participation patterns separately for infants and toddlers (younger than age 3), and preschoolers (3 to 5 years). (author abstract)

Datta, A. R., & Borton, J. (2020). *How much of children's early care and education participation in 2012 was publicly funded?* (OPRE Report No. 2020-69). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation**.

In the United States in 2012, public funding of early care and education (ECE) could come from a variety of programs and levels of government (federal, state, local). This snapshot uses household reports to estimate percentages of children younger than 60 months who enrolled that year in two types of publicly funded ECE: center-based and paid home-based care. Using household reports allows us to document income and age-related differences in children's participation in publicly funded and non-publicly funded care, as well as differences by parental employment status. (author abstract)

Datta, A. R., Ugarte, G., & Resnick, D. (2020). Linking survey data with commercial or administrative data for data quality assessment. In C. A. Hill, P. P. Biemer, T. D. Buskirk,

L. Japec, A. Kirchner, S. Kolenikov, & L. E. Lyberg (Eds.), *Big data meets survey science: A collection of innovative methods* (pp. 99—129). John Wiley & Sons.

For most data quality assessments, we wish to determine the suitability of the data for a particular substantive analysis. In this study, we had three objectives for data quality assessment: 1) What can we learn about bias or other error in the survey process for gathering NSECE data? This information is relevant for any analyses using the NSECE household survey data, and perhaps for other studies using similar data collection methodologies. 2) What can we learn about the data quality properties of newly available research datafiles from Zillow.com? This information helps inform a variety of potential research efforts that seek to exploit administrative and commercial data to enhance survey data sources. 3) What are the properties of a linked NSECE-Zillow datafile, and what do those properties indicate about potential uses of the linked data to answer substantive questions about ECE usage by different types of families in different types of communities? (author abstract)

Davis, E. E., & Sojourner, A. J. (2021). *[Increasing federal investment in children's early care and education to raise quality, access, and affordability](#)*. Hamilton Project.

The core challenge our proposal seeks to address is how to ensure that every American family and child has access to high-quality, affordable early childhood care and education (ECE) services in a critical period of human development, breaking a shortage of investment in young children. America's status quo asks the most of parents when they have the least. The public invests only about $1,500 per child annually in care and education in children's first 5 years of life, when parents have the least earning and borrowing power, and then invests $12,800 per child annually for the next 13 years, when parents have more. Under this proposal, every family can choose to access affordable ECE services at qualified, high-quality center-, home-, and school-based providers using either a slot that providers have been contracted to provide or a scholarship. Families in poverty can choose Early Head Start and Head Start with the option of full-time, full-year services. Total family financial payments are capped and depend on family income-to-poverty ratio. The combination of family and public payments to providers will adjust to be sufficient to cover the local costs of efficiently producing high-quality care and services. Competition focuses in three domains: procurement competitions for local service contracts that reveal information about local production costs, competition between providers about how best to use a localized sufficient care-labor budget to attract, develop, motivate, and retain care talent, and competition between providers to serve local families better. (author abstract)

Derrick-Mills, T., Isaacs, J. B., Greenberg, E., Michie, M., & Stevens, K. (2018). *[Are higher subsidy payment rates and provider-friendly payment policies associated with child care quality?](#)* Urban Institute.

First, we provide the research questions for this methods brief and summarize the research questions we explored in the full report. Next, we discuss the CCDF Policies Database and the policies and rates that our study examined. The bulk of this brief explores the methodological challenges and solutions to using the CCDF Policies Database for statistical analyses. Finally, we look at implications for future research and provide links to related resources. (author abstract)

Ferreira Van Leer, K. (2018). *[Early childhood education decision-making among Latino foreign-born parents in the United States: A mixed-methods study](.)*. **[Doctoral dissertation, Boston College]. eScholarship@BC.**

One in eight children in the U.S. live in an immigrant Latino family. The contexts common to their families include accumulated disadvantages that result in diminished educational attainment. High quality early childhood education (ECE) is increasingly seen as a cost-effective intervention that can mitigate negative educational outcomes for children, yet research has found that Latino immigrant families have lower utilization rates of center-based care, often associated with high quality, than other racial and ethnic counterparts. This research study aimed to better understand the ECE decision-making process of Latino foreign-born parents with children ages 3 to 5 through an examination of the accommodation model to develop a culturally-informed model that delineates family and community characteristics, parental preferences, and perceived opportunities and constraints that relate to ECE selection for this population. This aim was addressed through a two phase, mixed methods study. Through group interviews with twenty-two Latino immigrant parents across four communities in the Greater New York City metropolitan area, Phase 1 sought to explore the decision-making process through which such parents pursue ECE decisions for their young children. Thematic analysis informed by grounded theory identified seven themes central to these families: beliefs about development and parental goals, "cara vemos, corazon no sabemos"/trusting providers, understanding of ECE, perceived context of reception, informed preferences, opportunities and constraints, and evaluating ECE. The resulting culturally informed model highlights the ways that the culturally bounded contexts common to Latino immigrant families inform their mental representations of available ECE choices, parental beliefs and socialization goals, and social context to create a set of informed preferences that guide their decision-making. These findings highlight the importance of maternal employment and parental beliefs about development in constraining parent's informed preferences and ECE choice. Phase 2 aimed to test the overall integrity of the culturally informed model of decision-making and assesses its prediction of Latino immigrant parents' ECE selection. Data were drawn from the Household and Center-based Surveys of the 2012 National Survey of Early Care and Education, with data on 744 children ages 3 to 5 years in Latino immigrant families. Measures from parent reports and administrative data operationalized six of the themes found in the first phase. Findings from multinomial logistic regression analyses found that maternal employment and child age moderated components of the model and ECE selection. Results also highlight the importance of culturally bounded contexts of the ECE decision-making process of Latino immigrant families. Findings from each phase were compared through side-by-side analysis for convergence. Implications for future research, policy and the field are discussed. (author abstract)

Ferreira Van Leer, K., Crosby, D. A., & Mendez, J. L. (2021). *[Disruptions to child care arrangements and work schedules for low-income Hispanic families are common and costly](.)* (Report 2021-01). **National Research Center on Hispanic Children & Families.**

In this brief, we estimate the prevalence of care-work disruptions and their consequences for parents' work in low-income households (defined as incomes below 200 percent of the federal poverty threshold), examining how both the prevalence and consequences of disruptions may differ for immigrant Hispanic, nonimmigrant Hispanic, Black, and White households. We draw on data from the 2012 National Study of Early Care and Education (NSECE) focusing on

households with children younger than age 13 and at least one employed caregiver (i.e., households at risk of experiencing disruptions and the target age population for federal child care subsidies). In supplemental analyses, we examine disruptions for the subsample of households with children younger than age 6 to explore whether the coordination of child care and work differs for children not yet in (or just entering) formal schooling. (author abstract)

Forry, N. D., Madill, R., & Halle, T. (2018)*. [Snapshots from the NSECE: How much did households in the United States pay for child care in 2012?: An examination of differences by household income (OPRE Report No. 2018-112)](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This Snapshot is based on information collected by the National Survey of Early Care and Education, a nationally representative study of American households and early care and education providers conducted in 2012. The information in this Snapshot is based on a report on nonparental care usage and costs from the NSECE household survey (NSECE Project Team, 2016). This Snapshot focuses on care for children under age 13. Household costs are calculated based on how much a household paid, in total, for children's regular nonparental care arrangements. Regular nonparental care arrangements are those that a child attended for at least 5 hours per week, not including K-8 schooling. Households may use only free care arrangements, a combination of free and paid care, or only paid care arrangements. Only households that had out-of-pocket costs for care are included in the average cost estimates. (author abstract)

Forry, N. D., Madill, R., Shuey, E., Halle, T., Ugarte, G., & Borton, J. (2018). [Snapshots from the NSECE: How much did households in the United States pay for child care in 2012?: An examination of differences by child age (OPRE Report No. 2018-110)](#). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This Snapshot is based on information collected by the National Survey of Early Care and Education (NSECE), a nationally representative study of American households and early care and education providers conducted in 2012. The information in this Snapshot is based on a report on nonparental care usage and costs from the NSECE household survey (NSECE Project Team, 2016) as well as supplemental analyses conducted by the NSECE Project Team for this Snapshot. (author abstract)

Gardner-Neblett, N., Henk, J., Vallotton, C., Rucker, L., & Chazan-Cohen, R. (2021). [The what, how, and who, of early childhood professional development (PD): Differential associations of PD and self-reported beliefs and practices](#). *Journal of Early Childhood Teacher Education, 42*(1), 53—75.

Although there have been calls in the early childhood field for effective approaches to preparing the workforce to support optimal early child development, there is a gap in understanding how different types of professional development predict teachers' beliefs about children and their self-reported classroom practices. Using the National Survey of Early Care and Education, a nationally representative sample of the workforce, the present study analyzed the pathways through which different professional development experiences predict teachers' beliefs and self-reported practices, and the extent to which these pathways differed for

teachers serving infants and toddlers compared to teachers serving preschoolers. Results indicated that professional development experiences differ among infant/toddler teachers compared to preschool teachers and that these experiences are differentially associated with beliefs and self-reported practices. For infant/toddler teachers, receiving coaching predicted less traditional beliefs and visiting other classrooms predicted a higher frequency of planned classroom activities. For preschool teachers, coaching was similarly related to less traditional beliefs as for infant/toddler teachers and was also predictive of higher frequency of planned classroom activities, in addition to attending workshops. College coursework was associated with more progressive beliefs for preschool teachers. Implications for professional development are discussed. (author abstract)

Gebhart, T., Warner-Richter, M., Boddicker-Young, P., Hooper, A., Halle, T., & Hallam, R. A. (2020). *Snapshots from the NSECE: Who provides early care and education for young children with special needs?: Findings from the 2012 National Survey of Early Care and Education* (OPRE Report 2020-135). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This Snapshot uses data from the 2012 National Survey of Early Care and Education (NSECE) to examine caregiving arrangements for young children with special needs to better understand where these children receive early care and education (ECE) services. Findings in this Snapshot are focused on children under age 6 and ECE providers serving children under age 6. (author abstract)

Gennetian, L. A., Datta, A. R., Goerge, R., Zanoni, W., Brandon, R., Witte, A., & Krishnamurty, P. (2019). *How much of children's time in nonparental care coincides with their parents' time at work? Socius, 5,* 1–10.

Nonparental care (NPC) for children before they enter kindergarten has had two primary purposes for American families since the start of the twentieth century: supporting parental employment and providing children developmentally enriching out-of-home experiences. Today's policy makers are increasingly expanding publicly funded opportunities for children in low-income families to experience center-based care. Yet parents' work commitments often occur on evenings, weekends, and other times outside of the traditional school day. Understanding parental work schedules vis-à-vis NPC timing is essential to informing public expansions of accessible and affordable nonparental care options. Using a 7-day calendar from the 2012 National Survey of Early Care and Education, the authors uncover new patterns in the temporal synchronization of parental work and children's time in various NPC settings and for households of varying incomes. Across all income groups and types of care, center-based care overlaps least with parental work hours. Children living in poverty have the lowest rates of NPC occurring during parental work time. The uncoupling of parental work status from children's time in nonparental care suggests potential shifts in parents' choices to expose children to care settings for the purpose of children's development. (author abstract)

Gordon, R. A., Sheridan, K. M., Bates, J., de Souza, S., & Pradzinski, A. (2020). Child care arrangements and gender: A national portrait of preschool-aged children. *Early Childhood Research Quarterly, 53,* 40—49.

Gender disparities in academic achievement are of longstanding scholarly and societal concern. In the extensive literature on this topic, however, relatively few studies have considered the non-parental child care contexts where children spend their earliest years. This state of the evidence differs from disparities by race-ethnicity and socioeconomic status, where differences in types of child care attended have been considered. The current study provides a national portrait of gender differences in the type of child care attended among preschool-aged children in the United States. Framed by the accommodation model, we found boys were more likely than girls to attend centers in higher socio-economic status families, but the reverse was true among less affluent families. Parents' general perspectives that center-based or home-based child care was better for preschool-aged children's development and safety also differed when the study child was a boy versus girl in these higher and lower socio-economic status families. Because preschool-aged children's center-based child care attendance has been associated with academic school readiness, we encourage future studies to probe these findings as part of continued efforts to understand and address gender disparities in average levels of school progress and achievement. (author abstract)

Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. J. E. (2019). *Breaking the silence on early child care and education costs: A values-based budget for children, parents, and teachers in California*. **Economic Policy Institute; University of California, Berkeley, Center for the Study of Child Care Employment.**

This paper makes the case for aligning the costs of our ECE system with what is required to create a strong and sustainable system. Herein, we model a system to meet the needs of all families in California and solve the myriad problems the current system fails to address. (author abstract)

Greenberg, E., Healy, O., & Derrick-Mills, T. (2018). *Assessing quality across the center-based early care and education workforce: Evidence from the National Survey of Early Care and Education*. **Urban Institute.**

Building on existing research and newly available, nationally representative data in the National Survey of Early Care and Education, this study addresses the following research questions: 1) What does the current landscape of early care and education centers look like? 2) What does workforce quality in early care and education centers look like? 3) How does workforce quality vary by center characteristics? 4) How does workforce quality vary by the characteristics of children and families using centers? (author abstract)

Greenberg, E., Isaacs, J. B., Derrick-Mills, T., Michie, M., & Stevens, K. (2018). *Are higher subsidy payment rates and provider-friendly payment policies associated with child care quality?* **Urban Institute.**

This study examines associations between state-determined payment rates and policies and several quality indicators to inform CCDF quality improvement efforts. It is guided by three research questions: 1) How much do payment rates and policies vary across states? 2) How much variation is there in the quality of child care centers and homes serving subsidized children? 3) And the key analytical question: What is the association between payment rates and policies and the quality of child care providers serving subsidized children? Our analyses

leverage policy variation within the system of subsidized care, capturing payment-quality dynamics in child care centers and homes. In doing so, we employ the most recent and comprehensive data available: the National Survey of Early Care and Education (NSECE). Conducted in 2012, the NSECE provides a nationally representative picture of program and caregiver quality characteristics in centers and homes, including those serving children receiving subsidies, providing a very timely baseline view of quality before the CCDF reauthorization. We also draw on the CCDF Policies Database, a comprehensive database of CCDF policies covering all 50 states, the District of Columbia, and the US territories and outlying areas. Our main analytic tools include quantitative description and multivariate regression analysis, which allow us to explore possible causal links between payment rates and policies and child care quality. (author abstract)

Greenberg, E., & Monarrez, T. (2019). *Segregated from the start: Comparing segregation in early childhood and K-12 education*. Urban Institute.

Most research has focused on the benefits of integration in elementary and secondary schools, even though schools have become more segregated. But segregation in early childhood programs is even more pronounced than in K–12 classrooms, and that separation can lead to missed opportunities for contact and kinship during a critical point in child development. Our analysis is the first that aims to characterize segregation across early childhood education in the United States. To ensure the possibility of integration, we analyze only ECE programs that serve at least five children. (author abstract)

Greenberg, E., & Monarrez, T. (2019). *Segregated from the start: Methodology*. Urban Institute*.*

Data for the figures presented in this feature come from three sources measuring school and program enrollment by race or ethnicity nationally. The first is the National Survey of Early Care and Education, a nationally representative study of center- and home-based early childhood programs conducted in 2012. The study draws on integrated surveys of providers and households to offer comprehensive information on early childhood program use and availability. Our analyses leverage public-use center and home-based provider files and incorporate sampling weights and related information to support nationally representative estimates. We restrict all analyses to programs serving at least five children to ensure the possibility of integration. To supplement these data, we use additional data from the Common Core of Data and the Private School Universe Survey, both from the National Center for Education Statistics. (author abstract)

Guzman, L., Hickman, S., Turner, K., & Gennetian, L. A. (2016). *Hispanic children's participation in early care and education: Parents' perceptions of care arrangements, and relatives' availability to provide care* (Publication No. 2016-60). National Research Center on Hispanic Children & Families.

We examined parents' perceptions of different types of child care arrangements and whether relatives (and other adults living with them) are available to provide care to those parents' children. More specifically, using data from the 2012 National Survey of Early Care and Education (NSECE), we assessed how Hispanic parents' (with children between zero and 5)

perceptions of various types of early care arrangements--center-based, home-based, non-relative, and relative care --differ from those of their white and black counterparts. We looked at these parents' perceptions regardless of whether their children were in care, or the type of care they used. We also considered how the availability of relatives and other adults who might provide care for young children differs across Hispanic, black, and white households and by household poverty level. (author abstract)

Guzman, L., Hickman, S., Turner, K., & Gennetian, L. A. (2017). *How well are early care and education providers who serve Hispanic children doing on access and availability? (Publication No. 2017-49)*. National Research Center on Hispanic Children & Families.

After decades of lagging behind, Latino children--including those who are low-income--are enrolling in ECE programs at rates approaching those of their low-income white peers, at least among preschool-aged children. However, we still know little about the providers of ECE programs (both formal and informal) that care for and serve Latino children. Given the increasing enrollment of Hispanic children in ECE programs, what do the programs that serve this population look like? This brief provides a national portrait of providers serving a large proportion of Hispanic children, focusing on characteristics that shape access to and availability of ECE programs. We find that roughly one in five providers serve a high proportion of Hispanic children (also referred to as high-Hispanic-serving), in which 25 percent or more of the children enrolled are Hispanic. Collectively, our findings suggest many ways in which providers—and home-based providers in particular—are likely responding to the needs of Hispanic families, as well as possible areas of unmet need. (author abstract)

Guzman, L., Hickman, S., Turner, K., & Gennetian, L. A. (2018). *Who is caring for Latino children?: The characteristics of early care and education teachers and caregivers serving a high proportion of Hispanic children (Publication No. 2018-24)*. National Research Center on Hispanic Children & Families.

This brief examines three aspects of the ECE workforce that are linked with how children learn, their socioemotional development, classroom environment, and quality of care: 1) training, experience, and education; 2) attitudes, including motivations for working with children; 3) linguistic and racial and ethnic diversity drawing from the National Survey of Early Care and Education (NSECE), the first nationally representative survey to provide a national portrait of the ECE workforce. We examine these characteristics across three teacher or caregiver types: center-based staff (which includes lead and assistant teachers, as well as aides working in Head Start, Pre-K, and other community-based centers); listed, home-based teachers and caregivers (which generally includes those who care for at least one child with whom they have no prior relationship); and unlisted, home-based teachers and caregivers (which generally includes relatives, friends, and neighbors who provide care to children with whom they had a prior relationship). We compared these features of the workforce among teachers and caregivers of children ages 0 to 5 working in high-Hispanic-serving settings (defined as settings where 25 percent or more of the children served are Hispanic) with those in low-Hispanic-serving settings (i.e., those teachers and caregivers in settings where less than 25 percent of the children enrolled are Hispanic). (author abstract)

Hepburn, P. (2018). Parental work schedules and child-care arrangements in low-income families. *Journal of Marriage and Family*, *80*(5), 1187–1209.

Objective: This study analyzes the relationships between parental working schedules and several aspects of child-care arrangements for young children in low-income single-mother and two- partner households. Background: Children whose parents work nonstandard schedules may hold child-care arrangements that are less stimulating or developmentally productive than their peers whose parents work standard schedules. This study builds on previous research by expanding the set of outcomes under analysis, accounting for coscheduling in two-partner households, revising traditional shift definitions, and using recent, nationally representative data. Method: The 2012 National Survey of Early Care and Education is used to develop work schedule typologies. Regression methods are employed to evaluate the relationships between these schedules and the use of center-based, home-based, and relative care; continuity of care; and complexity of care (a new measure introduced as an alternative to care multiplicity). Results: Nonstandard schedules are associated with increased child-care complexity and decreased continuity and the types of care that children receive in single-mother households but less so in two-partner households. In two-partner households the largest effects are in households in which both partners work standard schedules; children in these households receive more nonparental care and are in more complex child-care arrangements. Conclusion: Findings point to the cumulative disadvantage accruing to the children of single mothers, especially those working nontraditional shifts. (author abstract)

Hepburn, P. (2020). Work scheduling for American mothers, 1990 and 2012. *Social Problems*, *67*(4), 741–762.

American working conditions have deteriorated over the last 40 years. One commonly-noted change is the rise of nonstandard and unstable work schedules. Such schedules, especially when held by mothers, negatively affect family functioning and the well-being and development of children; they have implications for the intergenerational transmission of disadvantage. This article describes and compares the working schedules—in terms of type, duration, and variability—of American mothers in 1990 and 2012 in an attempt to assess whether nonstandard and unstable schedules are growing more common. Analyses demonstrate that evening work has increased in prevalence for single mothers but not for their partnered peers. Mothers in both single-mother and two-partner households experienced considerably greater within-week schedule variability and higher likelihood of weekend work in 2012 than they did in 1990. These changes resulted from widespread shifts in the nature of work, especially affecting less educated mothers. (author abstract)

Hill, Z., Bali, D., Gebhart, T., & Halle, T. (2021). Snapshots from the NSECE: Parents' reasons for searching for care and results of search: An analysis using the Access Framework (OPRE Report No. 2021-39). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Using data from the 2012 National Survey of Early Care and Education (NSECE) Household Survey, this snapshot examines the questions: - Why did parents with young children search for a care provider? - What percentage of parents found a new care provider? - Why did some parents' searches end without using a new care provider? The findings presented in this snapshot illustrate some of the factors that drive demand for child care for children under age

6, not yet in kindergarten. Findings also describe the challenges that parents face when searching for providers for the first time or when looking for a new provider. (author abstract)

Hill, Z., Ekyalongo, Y., Paschall, K., Madill, R., & Halle, T. (2021). *A demographic comparison of the listed home-based workforce and the children in their care* (OPRE Report No. 2020-128). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This snapshot is the third in a series of reports that describe the demographic characteristics of the ECE workforce using the 2012 NSECE data. The first report provides a descriptive analysis of the professional characteristics and motivations of the center- and home-based ECE workforce. The second report compares the demographic characteristics of the populations of center- and homebased ECE workforce and the populations of children enrolled in center- and home-based ECE, as well as compares the populations of ECE teachers and caregivers across communities with varying levels of demographic diversity. This third snapshot provides unique, additional information by comparing the demographic characteristics of the home-based workforce and the children in their direct care. (author abstract)

Hooper, A. (2017). *Identifying and exploring profiles of home-based child care providers based on their beliefs and practices*. [Doctoral dissertation, University of Delaware]. UDSpace.

This series of studies seeks to broaden the understanding of the diverse home-based child care provider workforce through identifying categories of providers based on their beliefs about caregiving and their practices with children and families. Seven million children from birth to five receive care in home-based child care settings. However, relatively little is known about characteristics of home-based providers and how to effectively engage them in quality improvement initiatives. Through secondary analysis of the National Survey of Early Care and Education data on listed home-based providers, latent profile analysis is used to explore how providers group into profiles based on key characteristics related to their beliefs and practices, as well as additional provider characteristics that predict profile membership. A similar strategy is used to analyze a sample of licensed and unlicensed home-based providers in Delaware based on the results of a statewide survey. Finally, a multiple case study approach is used to further explore providers in each profile, specifically considering how they view their roles and the quality of the care they provide and to better understand their practices with children and families. (author abstract)

Hooper, A. (2018). *Predictors of instructional practices among a nationally representative sample of home-based child care providers*. *Child & Youth Care Forum, 47*(5), 747–768.

Background: Home-based child care is a widely used form of child care. However, given its prevalence, there is little research examining the providers' instructional practices and how these may vary by provider characteristics. Objective: The goal of this study is to describe variation in instructional practices among home-based child care providers and to examine predictors of instructional practices, including provider, program, and community characteristics. Methods: This study examines the instructional practices of listed and unlisted paid home-based child care providers using data from the National Survey of Early Care and

Education through descriptive analyses and hierarchical multiple regression. Results: Descriptive analyses suggest that providers across types report implementing learning activities, although this is more prevalent among listed providers. Results of a hierarchical multiple regression reveal that recent professional engagement predicts a higher frequency of planned learning activities for listed and unlisted paid providers, although the significant predictors are different for the two groups of providers. Conclusions: Home-based child care providers vary by provider type in the frequency of their instructional practices. Increasing access to professional development and social support opportunities may be an important strategy for supporting their implementation of educational activities with the children they serve. Additionally, different supports may be beneficial for listed and unlisted paid providers. (author abstract)

Hooper, A., & Hallam, R. A. (2019). [*Identifying profiles of listed home-based child care providers based on their beliefs and self-reported practices*](). *Early Childhood Research Quarterly, 47*(2), 194–205.

This study seeks to broaden the knowledge base of the diverse home-based child care provider workforce in the United States. Home-based child care is a crucial part of the child care landscape with approximately seven million children from birth to five receiving care in home-based settings. Through secondary analysis of the National Survey of Early Care and Education data on listed home-based providers (n = 3493), latent profile analysis was used to explore how providers grouped into profiles based on key characteristics related to their caregiving beliefs and their self-reported instructional practices, professional engagement, and family supportive practices. Findings reveal providers aligned into three profiles: Educationally Focused (72.4%), Educationally Aware (15.7%), and Caregiver (11.8%). Frequency of implementing planned educational activities emerged as a particularly salient distinction among the three groups. Results suggest that although listed home-based providers appear somewhat homogeneous in their demographic characteristics, they vary in their instructional practices with children and their own professional engagement. Therefore, they may benefit from a tailored approach to quality improvement that attends to these differences. (author abstract)

Hooper, A., & Hallam, R. A. (2021). [Prevalence and characteristics of home-based child care providers serving children with provider-reported disabilities](). *Journal of Early Intervention, 43*(2), 135–154.

This study examines the prevalence of home-based child care providers who report serving at least one child whom they identify as having a disability. Although many families choose home-based child care, researchers know very little about how many home-based providers care for young children with disabilities. Through secondary analysis of the National Survey of Early Care and Education (NSECE) data about home-based child care providers, we examined the prevalence and predictors of serving children with provider-reported disabilities among listed and unlisted home-based providers. Descriptive analyses showed that 21.7% of listed providers, 20.5% of unlisted paid providers, and 10.1% of unlisted unpaid providers reported serving at least one child whom they identified as having a disability. These providers reported relatively low rates of connecting families to outside resources and utilizing outside resources to support them in their work with children. Providers who reported higher enrollment and who received child care subsidies were more likely to report serving a child with a disability. (author abstract)

Hooper, A., Slicker, G., & Riser, D. (2020). [Identifying a typology of unlisted paid home-based child care providers using latent profile analysis](#). *Early Education and Development.* Advance online publication.

Research Findings: This study provides a framework for categorizing one subset of the large and heterogeneous group of home-based child care providers, unlisted paid providers. We analyzed data on unlisted paid home-based child care providers (n = 448) from the 2012 National Survey of Early Care and Education conducted in the United States. We used latent profile analysis to explore how providers align into profiles based on key characteristics related to their caregiving beliefs, self-reported instructional practices, professional engagement, and family supportive practices. Findings reveal that unlisted paid home-based providers align into three profiles: Low Instruction, Low Professional Development (51.3%, n = 230); Higher Instruction (35.2%, n = 158); and Engaged with Outside Systems (13.4%, n = 60). Results suggest that there is variation in providers' instructional practices, family supports, and professional engagement activities among profiles. Additionally, provider age, enrollment characteristics, and neighborhood urban density predicted profile membership. Practice or Policy: Results provide insight into the design and implementation of quality improvement supports for this subset of home-based child care providers. Using this typology can help match unlisted paid home-based providers with supports that align with their beliefs and practices. It also adds to the limited research base about this subset of providers that can be used to guide practices and policies related to home-based child care. (author abstract)

Hooper, A., & Schweiker, G. (2020). [Prevalence and predictors of expulsion in home-based child care settings](#). *Infant Mental Health Journal, 41*(3), 411–425.

This study explored the prevalence of expulsion in home-based child care (HBCC) settings using a nationally representative sample of HBCC providers from the National Survey of Early Care and Education. In addition to prevalence, enrollment and provider characteristics that predicted expulsion were examined. Although there is increasing awareness of the prevalence of early childhood suspension and expulsion in early care and education settings, and the negative effects it has on children's development, few studies have included or focused on HBCC, where many children receive care. This study highlights that many home-based providers, especially listed providers, report that they expelled at least one child within the last year. Significant predictors of expulsion emerged, including enrollment characteristics such as caring for children with disabilities, enrolling more children, and caring for children unrelated to the provider. Provider characteristics, including years of experience, provider education, and provider age, also predicted provider report of expulsion. These results provide insight as to possible strategies that may be effective in reducing expulsion rates in this caregiving context. (author abstract)

Hotz, V. J., & Wiswall, M. (2019). [Child care and child care policy: Existing policies, their effects, and reforms.](#) *Annals of the American Academy of Political and Social Science, 686,* 310–338.

We analyze policies that support and affect the provision and costs of child care in the United States. These policies are motivated by at least three objectives: 1) improving the cognitive and social development of young children, 2) facilitating maternal employment, and 3)

alleviating poverty. We summarize this policy landscape and the evidence on the effects they have on the development of children and parents. We provide a summary of the use and costs of nonparental child care services; and we summarize existing policies and programs that subsidize child care costs, provide child care to certain groups, and regulate various aspects of the services provided in the United States. We then review the evidence on the effects that child care policies have on these objectives. We go on to discuss the existing evidence of their effects on various outcomes. Finally, we outline three reform proposals that will both facilitate work by low-income mothers and improve the quality of child care that their children receive. (author abstract)

Isaacs, J. B., Greenberg, E., & Derrick-Mills, T. (2018). *Subsidy policies and the quality of child care centers serving subsidized children*. **Urban Institute.**

Over 1.4 million children from low-income families are in child care arrangements subsidized by federal and state governments through the Child Care and Development Fund (CCDF). Their development is affected by the quality of these arrangements, as children benefit from the supportive learning environments found in higher-quality programs. States have broad discretion in setting subsidy policies, and policies vary considerably from state to state. A key question is whether there is an observable relationship between the quality of child care centers serving subsidized children and state subsidy policies, such as the level of subsidy reimbursement rates, the use of tiered reimbursements to incentivize quality improvement, or the practice of paying for care when children are absent. Findings from a statistical analysis of the 2012 National Survey of Early Care and Education (NSECE) generally reveal the expected relationships between state subsidy policies and the quality of centers participating in the subsidy program. That is, the quality of these child care centers is higher in states with higher reimbursement rates and a larger gap between their highest and lowest reimbursement tiers, even after controlling for a variety of other state differences. Although quality is measured using proxy indicators and we cannot be sure that the observed associations are causal, our findings suggest that state agencies can affect the quality of centers participating in the subsidy system through their policy choices regarding rates and related payment policies. Findings and methods are highlighted in this brief, and a fuller description of study methods and findings can be found in our final report (Greenberg et al. 2018). (author abstract)

Jenkins, J. M., Duer, J. K., & Connors, M. C. (2021). Who participates in quality rating and improvement systems? *Early Childhood Research Quarterly*, *54*, 219–227.

Even with rapid and widespread expansion of states' quality rating and improvement systems (QRIS)—tiered frameworks that assess, communicate, and improve early childhood education (ECE) quality—there exists no population-level information regarding which providers choose to participate in these primarily voluntary systems. We use a nationally representative survey of ECE centers to examine how the characteristics of ECE centers and the communities in which they are located predict participation in QRIS to understand the scope of QRIS policy implementation and the extent to which QRIS may be equity enhancing. We find that approximately one-third of centers nationwide participated in QRIS in 2012. Selection model results reveal that participation is more likely among centers that blend multiple funding sources and who are NAEYC accredited, and in communities with high poverty rates. However, QRIS participation is less likely in communities with relatively higher proportions of

Black residents. Findings raise questions about how QRISs can equitably engage programs in all communities. (author abstract)

Johnson, A. D., Martin, A., & Schochet, O. N. (2020). [Inside the classroom door: Understanding early care and education workforce and classroom characteristics experienced by children in subsidized center-based care](#). *Early Childhood Research Quarterly*, *51*, 462–472.

The federal child care subsidy program is the nation's largest public early care and education (ECE) program for low-income children, yet little research has documented the workforce and classroom characteristics that affect children's experiences in subsidized classrooms. Moreover, no existing study has compared the workforce and classroom characteristics in subsidized classrooms to those in classrooms across the range of alternative center-based settings available to low-income children. To fill this knowledge gap, the present study uses data from the newest national survey of child care available – the National Survey of Early Care and Education (NSECE), collected in 2012 – to describe subsidized classrooms on a broad set of workforce and classroom characteristics. Classrooms serving children with child care subsidies are compared to other classrooms serving low-income children, with a distinction between those that receive other public funds (Head Start or school-based pre-k), and those that do not (non-publicly funded centers). Consistent with prior research, which finds classrooms serving subsidized children to have lower observed global quality than Head Start or pre-k classrooms, our findings reveal that classrooms serving children receiving subsidies typically have a more disadvantaged workforce and fewer classroom characteristics indicative of higher quality and believed to promote child development. Compared to non-publicly funded center-based classrooms, classrooms serving subsidized children scored lower on several desirable workforce characteristics such as hourly pay and receipt of coaching, but did not differ on classroom characteristics. (author abstract)

Jones, J. M. (2018). [*Determinants of motivation among home-based providers serving 3–5 year olds*](#) [Master's thesis, Georgetown University]. DigitalGeorgetown.

This study analyzes the relationship between poverty-dense communities and the motivation of home-based providers to enhance the development of children aged 3-5 in his or her care. An educator's expertise in engaging with preschool students has become an important policy topic as child development, psychological, and neuroscience scholars have determined the importance of cognitive and social-emotional development in the early years of life. Data for this research came from the Home-Based data set created by the 2012 National Survey of Early Care and Education. From the review of the literature, there has not been much focus on providers working in poverty dense communities and their commitment to the development of the children in their care compared to providers working in communities that have less concentrations of poverty. Many studies have consistently found that children in low-income families benefit from quality center-based care. The findings from this study show that poverty concentration does not have a strong association with the motivation of home-based providers. From a policy perspective, it is important to encourage continued training for home-based care providers - the findings showed a strong motivational component to providing quality care. (author abstract)

Kashen, J., Potter, H., & Stettner, A. (2016). *Quality jobs, quality child care: The case for a well-paid, diverse early education workforce*. **Century Foundation.**

This report focuses on achieving quality ECE by ensuring that its workforce is well-compensated, appropriately educated, diverse, and culturally competent. It looks particularly at strategies for maintaining diversity while transforming the industry so that it provides quality jobs and quality care, with a focus in this report on center-based and school-based care. This report recommends a multi-pronged strategy for strengthening early care and education, including increased public funding, new definitions of quality in ECE that include workforce compensation and diversity, expanded workforce development programs and career pathways, and policies to promote salary parity. (author abstract)

Lin, Y. (2019). *Examining access to and participation in early care and education among children of immigrants*. **[Doctoral dissertation, University of Wisconsin-Madison]. UW Digital Collections.**

Children with at least one immigrant parent are one of the fastest growing child populations in the U.S. and they will become an essential part of the future workforce. However, children of immigrants are more likely to fall behind their peers of U.S.-born parents on school readiness skills at kindergarten entry. Despite the positive effects of center-based early care and education (ECE) on children's school readiness, children of immigrants are less likely than children of U.S.-born parents on school readiness skills at kindergarten entry. Despite the positive effects of center-based early care and education (ECE) on children's school readiness, children of immigrants are less likely than children of US.-born parents to attend center-based ECE. Lower center-based ECE participation rates may be a missed opportunity for critical learning among children of immigrants. To understand what contributes to the gap in center-based ECE participation, prior research has largely focused on child and family factors to explain the gap and suggested that family characteristics specifically lower household income, lower parental education levels, and two-parent household with one non-working parent are important predictors of lower enrollment in center-based ECE. However, little is known about how broader community factors, such as child care subsidies and the supply of ECE, affect immigrant parents' child care decisions. Paper 1 uses data from the American Community Survey and state Child Care and Development Fund (CCDF) policies from 2009 to 2016 to examine the effects of state CCDF policies related to subsidy generosity and the ease of application on center-based ECE participation among low-income children of immigrants and children of U.S.-born parents. Results suggest that higher initial income eligibility and an easier application process increase the likelihood of using center-based ECE for children of immigrants. Paper 2 uses data from the National Survey of Early Care and Education to examine whether the availability of different types of ECE helps explain the gap in center-based ECE participation between children of immigrants and children of U.S.-born parents. Results indicate that the availability of care providers who are family members, friends, and neighbors is associated with lower center-based ECE participation among 0- to 2-year-olds, while the availability of child care centers is associated with higher center-based ECE participation among 3- to 5-year-olds. However, the supply of ECE does not explain the difference in ECE arrangements. Additionally, the availability of non-English-speaking and publicly funded child care centers are associated with higher center-based ECE participation. Taken together, findings highlight the importance of considering broader community factors in center-based ECE participation among children of immigrants. The dissertation concludes with

a discussion of the implications for future research, public policy, and social work practice. (author abstract)

Madill, R., Blasberg, A., Halle, T., Zaslow, M., & Epstein, D. J. (2016). *[Describing the preparation and ongoing professional development of the infant/toddler workforce: An analysis of the National Survey for Early Care and Education data](OPRE Report No. 2016-16)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

The analyses presented in this brief describe the professional development activities of the nation's infant/toddler (I/T) workforce, based on nationally representative data collected by the National Survey of Early Care and Education (NSECE; NSECE Project Team, 2012). The goal of this brief is to help the field better understand the strengths and needs of the I/T workforce in center-based as well as home-based early care and education (ECE) programs. Findings are presented separately for I/T teachers and caregivers in center-based and home-based settings. Results indicate that I/T teachers and caregivers tended to have low levels of education; furthermore, endorsements such as the Child Development Associate Credential (CDA) or state certifications were uncommon. However, most of the I/T workforce had some exposure to college coursework. Among I/T teachers and caregivers in center-based programs, participation in professional development activities varied both by extent of previous education and whether the degree was in ECE or a related field. In general, participation in professional development activities was most common among teachers and caregivers with higher levels of education. For home-based I/T teachers and caregivers, professional development activities tended to be one- time workshops as opposed to more intensive forms of professional development, such as a workshop series or coaching. Only at higher levels of education did a substantial proportion of home-based I/T teachers and caregivers report meeting regularly with others who were looking after children. Professional development for home-based I/T teachers and caregivers tended to focus on health and safety and curriculum. Professional development for center-based I/T teachers and caregivers tended to focus on health and safety and supporting children's social- emotional development. Time release and other supports for professional development varied by education level for both center-based and home-based I/T teachers and caregivers. However, only 15 percent of home-based I/T workforce reported having received financial support for professional development in the past 12 months. Findings are discussed in terms of implications for professional development systems. (author abstract)

Madill, R., Forry, N. D., & Halle, T. (2018). *[Snapshots from the NSECE: How much did households in the United States pay for child care in 2012?: An examination of differences by community urbanicity](OPRE Report No. 2018-111)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This Snapshot is based on information collected by the National Survey of Early Care and Education (NSECE), a nationally representative study of American households and early care and education providers conducted in 2012. The information in this Snapshot is based on a report on nonparental care usage and costs from the NSECE household survey (NSECE Project Team, 2016). This Snapshot focuses on care for children under age 13. Household costs are calculated based on how much a household paid, in total, for children's regular nonparental care arrangements. Regular nonparental care arrangements are those that a child

attended for at least 5 hours per week, not including K-8 schooling. Households may use only free care arrangements, a combination of free and paid care, or only paid care arrangements. Only households that had out-of-pocket costs for care are included in the average cost estimates. (author abstract)

Madill, R., Gebhart, T., & Halle, T. (2020). *Prices reported by center-based early care and education providers: Associations with indicators of quality* (OPRE Report No. 2020-148). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Paying for child care can place a burden on households, especially those with low incomes. Currently there is a dearth of knowledge regarding whether households obtain higher-quality child care when they pay higher prices for that care. To that end, this research brief uses data from center-based providers to examine whether centers that report higher prices for child care provide higher-quality care, as measured with a variety of indicators. (author abstract)

Madill, R., Halle, T., Gebhart, T., & Shuey, E. (2018). *Supporting the psychological well-being of the early care and education workforce: Findings from the National Survey of Early Care and Education* (OPRE Report No. 2018-49). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This report uses a recent nationally representative survey of the ECE workforce to identify supports to psychological well-being among teachers in center-based ECE programs (NSECE Project Team, 2016). Teachers responded to six items assessing symptoms of nonspecific psychological distress -- for example, how often they feel like "everything is an effort." After accounting for teachers' background characteristics, we examined whether formal workforce supports (e.g., coaching/mentoring) and informal workforce supports (e.g., feeling respected at work) were associated with ECE teachers' psychological distress. Our analyses are restricted to teachers and lead teachers in the center-based workforce, so we use the term "teachers" when discussing findings. (author abstract)

Madill, R., Lin, V., Friese, S., & Paschall, K. W. (2018). *Access to early care and education for disadvantaged families: Do levels of access reflect states' child care subsidy policies?* (Child Trends Report No. 2018-07). Child Trends.

To our knowledge, no studies have asked which combinations of subsidy policies are associated with better access to ECE for low-income families (relative to higher-income families), from either a demand perspective (i.e., the perspective of the family) or a supply perspective (i.e., the availability of high-quality ECE providers serving subsidized children). The fact that subsidy funds are limited makes it essential to understand the benefits and consequences of different combinations of subsidy policies as they relate to parents' access to high-quality ECE. (author abstract)

Madill, R., Moodie, S., Zaslow, M., & Tout, K. (2015). *Review of selected studies and professional standards related to the predictors of quality included in the National*

Survey of Early Care and Education (OPRE Report No. 2015-93b). U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

The purpose of this annotated bibliography is to provide reviews of key selected studies and professional standards related to the predictors of quality (POQ) included in the National Survey of Early Care and Education (NSECE). The intent is to provide a companion piece to the NSECE methodological report Measuring Predictors of Quality in the National Survey of Early Care and Education (NSECE Project Team, 2015). The two reports focus on the same predictors of quality and follow the same numbering so that readers can easily cross-reference. (author abstract)

McDougald Scott, A. M. (2021). Benefits for child care workers: How the state could help through a Medicaid waiver. *Journal of Working-Class Studies*, *6*(1), 22–56.

Child care is expensive, and many parents struggle to afford care; furthermore, even though child care costs are high, child care providers in the United States (US) are not making a living wage. Child care professionals (ages 0-5 in child care homes or centers) earn less income than Kindergarten teachers, preK teachers, non-farm animal caretakers, and the US estimate of all workers' annual median salary (Bureau of Labor Statistics, 2020a, 2020b). Workers in comparable professions are also usually offered benefits for their labor, which child care professionals are not (Kwon, 2019; National Survey of Early Care and Education Project Team, 2020; Otten et al., 2019; Whitebook, McLean, Austin, & Edwards, 2018). This often necessitates use of public assistance. Because many child care workers are not provided access to health insurance or other health-related benefits through their employers, they must seek access to health care in other ways. Additionally, turnover rates among child care workers are high, and wages and benefits are a large part of the reason why child care professionals leave their jobs (McDougald Scott, 2021a). This policy analysis (a) reviewed the current struggle (as of May 2021) that child care workers in the United States (in general) and South Carolina (in particular) experience compared with employees in other fields; and (b) explore options (particularly a Medicaid waiver option) that might improve the situation. South Carolina (SC) is one of the 13 states that have not expanded Medicaid; most of the 13 states are in Southern United States (US) region, which makes an extrapolation of SC research reasonable. Lessons learned from SC childcare data should reflect closely what may be found in other non-expansion states, but research from the literature review will not be SC-specific. Relevant peer-reviewed, government documents, state and national data, and grey literature were reviewed and analyzed. There have been ongoing efforts (although insufficient even in more successful efforts) with mixed results to improve the pay for child care workers for decades. Progress for earning a living wage will require a systems overhaul for early education, but child care providers cannot wait for workforce environmental improvements. Action must be taken now to augment the shortage of healthcare access for child care providers. In SC, Medicaid helps some child care workers receive access to health care, but expansion through Medicaid waiver 1115 would include many more child care workers who do not currently have access. (author abstract)

McDougald Scott, A. M. (2021). *Examining the everyday life of child care workers: How low wages and the lack of benefits affect their lives and decisions about employment*. [Doctoral dissertation, Clemson University]. All Dissertations.

Child care workers' wages have been an issue that has plagued the early childhood education field for over five decades. Although research exists on child care workers' low wages, turnover rates, and lack of benefits, the details of daily life experiences from child care worker perspectives are scant. This study aims to add a lived experience perspective to the child care worker research, as well as provide stories which may be used as examples to inform policy change. This qualitative Participatory Action Research entailed semi-structured interviews with 14 child care workers to investigate: (a) the everyday life of child care workers; (b) how low wages and the lack of benefits affect child care workers' decisions to either switch between jobs within the field or leave the field; (c) what child care workers would like others to know. Fourteen child care workers who either worked in centers, owned Family Child Care Homes, or were nannies in Greenville County, South Carolina participated. Data from the semi-structured interviews were analyzed using an iterative process. (author abstract)

Mendez, J. L., & Crosby, D. A. (2018). *[Why and how do low-income Hispanic families search for early care and education (ECE)? (Publication No. 2018-15)](.)*. National Research Center on Hispanic Children & Families.

Because the Hispanic population is growing rapidly and often faces considerable economic need--and because ECE can play an important role in reducing racial/ethnic disparities in early learning and later school outcomes--it is important for the research and policy community to better understand how and why low-income Hispanic parents search for ECE. This study takes a closer look at low-income Hispanic parents' reported reasons for conducting a search for an ECE provider or program for their young children. This brief uses data from the 2012 National Survey of Early Care and Education (NSECE) to describe why low-income Hispanic parents with young children (birth to age 5) report searching for child care; comparison data for low-income non- Hispanic black and white parents are also reported. Prior research involving low-income families from various racial/ethnic backgrounds showed that parents report a variety of reasons for their ECE searches. There are also several important barriers to low-income families' use of care, including lack of availability, low affordability, and poor alignment with parents' work schedules. Understanding similar or shared concerns about ECE across U.S. racial and ethnic groups--along with differences across these groups--can guide outreach by programs and inform policy adjustments that might better serve diverse groups. (author abstract)

Mendez, J. L., Crosby, D. A., Guzman, L., & Lopez, M. (2017). *[Centers serving high percentages of young Hispanic children compare favorably to other centers on key predictors of quality (Publication No. 2017-24)](.)*. National Research Center on Hispanic Children & Families.

In this brief, we use recent national data to better understand the predictors of quality of ECE centers that serve significant numbers of low-income Hispanic children from birth through age 5. We compare ECE centers serving a high proportion of Hispanic children with ECE centers serving a low proportion of Hispanic children to see how they differ on various predictors of quality. We draw upon data from the 2012 National Survey of Early Care and Education (NSECE), which was designed to assess several predictors of quality. (author abstract)

Mendez, J. L., Crosby, D. A., & Siskind, D. (2020). *Work hours, family composition, and employment predict use of child care for low-income Latino infants and toddlers* (Report 2020-04). **National Research Center on Hispanic Children & Families.**

Using data from the 2012 National Survey of Early Care and Education (NSECE), we examine how child, household, and community characteristics relate to low-income Hispanic families' use of infant and toddler care (as illustrated in Figure 1). We explore a range of child-level characteristics, including the number and ages of children, and whether there are children with special needs in the household. At the household level, we examine family structure and household composition (including the presence of grandparents or other relatives), parents' work status, and other sociodemographic characteristics that shape the resources they may have to secure child care arrangements (e.g., income, nativity status of the household, and the extent to which English is spoken regularly at home). For community context, we include two broad indicators of the environment in which families live—urbanicity and poverty density—because of their implications for influencing the search process and supply of care. (author abstract)

Miranda, B., Gebhart, T., Madill, R., & Halle, T. (2020). *Snapshots from the NSECE: How are lower-income households using nonparental care for children under age 6?: An analysis of primary and combinations of care types* (OPRE Report No. 2020-150). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This Snapshot uses data from the 2012 National Survey of Early Care and Education (NSECE) household survey to elucidate the types of nonparental care that lower-income households with at least one working parent are using, either solely or in combination, to care for children under age 6. [In this Snapshot, children age birth through 5, not yet in kindergarten, are referred to as children under age 6.] This Snapshot also identifies the primary type of nonparental care that lower-income households use and the extent to which children from lower-income households access center-based care. Lower-income households are defined as those with an annual income below 200 percent of the federal poverty level (FPL) and at least one working parent. (author abstract)

National Center on Early Childhood Quality Assurance. (2017). *Designing family-friendly consumer education on child care*.

Consumer education efforts are undergoing revisions in response to provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 and the 2016 Child Care and Development Fund (CCDF) final rule. Specifically, each State must maintain a website that contains information about child care providers in the State or local area, results of providers' monitoring and inspection reports (including health and safety violations), and lists of resources for parents, including financial assistance. This brief provides research-based information to support state agency staff as they design and implement these websites and other resources, such as quality rating and improvement systems (QRISs). (author abstract)

Paschall, K., Davis, E. E., & Tout, K. (2021). *Measuring and comparing multiple dimensions of early care and education access* (OPRE Report No. 2021-08). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

Describing access across multiple dimensions provides decision makers with a deeper understanding of families' ECE needs and emphasizes the need for multi-faceted policy solutions. Yet measuring and comparing access from different perspectives requires available data and a clear measurement approach that can be conveyed concisely. This report describes an exploratory study using data from the 2012 National Study of Early Care and Education (NSECE) to model the complexity of ECE access and to consider how ECE access varies for families across the United States. (author abstract)

Paschall, K., Halle, T., & Maxwell, K. (2020). *Early care and education in rural communities (OPRE Research Brief No. 2020-62)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

The purpose of this report is to use nationally representative data from the 2012 National Survey of Early Care and Education (NSECE) to provide a descriptive comparison of the types of ECE available in high-density urban, moderate-density urban (suburban), and rural areas. Additionally, this report compares the need for and use of child care among families with young children in both rural and urban areas. This report also sheds light on differences in ECE by rurality on a national scale. High-quality ECE is of great importance for children's development and school readiness. In order to understand unmet needs for child care and workforce support, it is necessary to evaluate the differences in supply and demand for ECE between rural, moderate-density urban, and high-density urban areas. Once these needs are clarified, useful support can be provided for high-quality care that fosters healthy development. (author abstract)

Paschall, K., Madill, R., & Halle, T. (2020). *Demographic characteristics of the early care and education workforce: Comparisons with child and community characteristics (OPRE Report No. 2020-108)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This analysis uses the National Survey of Early Care and Education (NSECE), a nationally representative set of integrated surveys of ECE providers and households with young children, to understand, at a national level, the demographic diversity of the ECE workforce in relation to the children and communities they serve. Findings compare populations of ECE providers to populations of young children, as well as populations of ECE providers across communities with varying levels of demographic diversity. (author abstract)

Paschall, K., Madill, R., & Halle, T. (2020). *Professional characteristics of the early care and education workforce: Descriptions by race, ethnicity, languages spoken, and nativity status (OPRE Report No. 2020-107)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

This report presents a national portrait of center-based and home-based ECE teachers and caregivers from the 2012 National Survey of Early Care and Education (NSECE). It describes the professional characteristics and motivations of teachers and caregivers working in center-based and home-based settings by race and Hispanic ethnicity, languages spoken, and nativity status. (author abstract)

Phillips, D. A., Anderson, S., Datta, A. R., & Kisker, E. E. (2018). The changing landscape of publicly-funded center-based child care: 1990 and 2012. *Children and Youth Services Review, 91*, 94–104.

Low-income families' ability to sustain employment while ensuring the care and safety of their young children is profoundly affected by federal policies regarding access to subsidies and programs, such as Head Start. The current structure of these policies evolved during the decades following the 1990 enactment of the Child Care and Development Block Grant -- a period that also witnessed expansion of the Head Start program and growth of state pre-K programs. Using data from two nationally representative surveys of child care providers conducted in 1990 and 2012, this paper examines trends in the supply, sponsorship, and funding structure of publicly-funded child care centers during this period of active policymaking in early care and education. These changes include major expansion in the number and share of child care centers receiving public funds, as well as in the number of children enrolled in these centers; relatively more rapid growth among for-profit vs. non-profit centers in the publicly-funded sector, but consistency in that the major share of publicly-funded centers remained non-profit; and substantial growth in publicly-funded centers receiving vouchers as a primary funding mechanism. These trends carry the potential to enhance the reach of quality improvement efforts tagged to public funds and may have increased low-income families' choice of centers with differing hours, in a range of locations, that serve a wider age range of children, as well as children supported with differing funding sources. Whether the growing supply of publicly funded centers has actually kept pace with demand, let alone enhanced access of low-income families to care that supports their children's development, are critical, next-stage questions to address. (author abstract)

Phillips, D. A., Anderson, S., Datta, A. R., & Kisker, E. E. (2019). The changing portrait of center-based preschool teachers: 1990 and 2012. *Children and Youth Services Review, 107*, Article 104558.

Preschool teachers are widely acknowledged as critical to supporting the school readiness of children, yet remain under-paid relative to their education levels and have high rates of turnover relative to the U.S. workforce as a whole. Federal and state policies affect preschool teachers through education and training requirements, as well as guidelines affecting subsidy reimbursement rates, for example. Because these policies are focused on low-income children, they disproportionately experience the impacts. The present study describes trends affecting the racial-ethnic composition, education and experience, and compensation and turnover of preschool teachers of 3-5-year olds in ECE programs receiving and not receiving public funds between 1990 and 2012 - two years when nationally representative data are available. Data sources are the Profile of Child Care Settings (1990) and the National Survey of Early Care and Education (2012). Results indicate that, while the experience and education levels of teachers have increased over this 22-year period, wages have remained flat. Access to health insurance, in contrast, has improved over time and turnover rates have declined. The race-ethnic composition of the preschool teaching workforce also shifted during this time period, revealing a notable loss of Black teachers. Comparisons of programs receiving and not receiving public funds, and among those receiving different sources of public funds - CCDBG/CCDF subsidies, Head Start funds, pre-K funds - identified disparities within survey years, as well as differing trends over time. Results have implications for policies to support teachers and young children. (author abstract)

Pilarz, A. J., Lin, Y. -C., & Maguson, K. A. (2019). [Do parental work hours and nonstandard schedules explain income-based gaps in center-based early care and education participation?](#) *Social Service Review, 93*(1), 55–95.

Despite increases in public funding for early care and education (ECE) programs in recent decades, low-income children ages 0-5 years are less likely to be enrolled in center-based ECE programs compared with higher-income children. Low-income working parents are also more likely to work jobs with nonstandard schedules, which are associated with lower rates of center-based ECE. This study examines whether parents' work hours and nonstandard schedules explain income-based gaps in center-based ECE using detailed measures of parental work hours and schedules based on calendar data from the National Survey of Early Care and Education. We find that mothers' work hours and schedules are predictive of 0-5-year-old children's enrollment in center-based ECE, and accounting for mothers' work hours and schedules significantly reduces income-based gaps in center-based ECE, particularly among infants and toddlers. (author abstract)

Pinter, V. (2021). [*Hispanic families' utilization of social benefits: A regional analysis*](#). **[Undergraduate honors thesis, Duke University]. DukeSpace.**

The connection between race and social benefits is so strong that many times the issue of social benefits is seen as a racial versus a social issue. I hypothesize that Hispanic families in new destination locations, which are located in the Southern and Midwestern regions of the United States, will receive social benefits at a lower rate when compared to Hispanics that live in established immigrant locations, which are located in the Northeastern and Western regions of the United States. I conclude, based on a historical analysis, that the lower uptake rate of Hispanics living in Southern and Midwestern regions is due to the particularly racial history of these regions, as well as due to the racial and political ideology of those regions. To test my hypothesis, I conducted a logistic regression analysis using data that was collected by the National Survey of Early Care and Education (NSECE), which is composed of four integrated, nationally representative surveys conducted in 2012. The logistic regression analysis of uptake rake by region reveals that being in the South or Midwest lowers a family's uptake rate of social benefits. This result is significant because it indicates that the hypothesis proposed in this analysis is correct and can allow for future analysis in how to increase equity among Hispanics living in different regions of the United States. (author abstract)

Sandstrom, H., & Gelatt, J. (2017). [*Child care choices of low-income, immigrant families with young children: Findings from the National Survey of Early Care and Education*](#). **Urban Institute.**

In this brief, we explore differences in the child care settings foreign-born, US-born, LEP, and English-proficient parents select for their young children. We also explore differences in their child care preferences and perceptions, and in the household characteristics that might explain their patterns. In this way, we shed light on how being an immigrant and having limited English proficiency, among other factors, might influence parents' interest in and ability to access different child care. (author abstract)

Sandstrom, H., & Gelatt, J. (2017). *How parental preferences and subsidy receipt shape immigrant families' child care choices*. Urban Institute.

We analyze data from the National Survey of Early Care and Education (NSECE) to (1) document the parental preferences and child care arrangements of immigrant families with young children; (2) determine the factors that predict immigrant families' child care settings, including the relative roles of parental preferences for different care types, family characteristics, employment characteristics, the local community context, and local child care marketplace characteristics; (3) identify the state subsidy policies that promote subsidy participation among eligible immigrant families, and (4) estimate how much subsidy receipt facilitates access to regulated care settings for potentially eligible immigrant families. In this brief, we review our research questions and methods, and then focus on the challenges and questions that arise when using secondary data to look at early care and education experiences of immigrant households, with implications for future research. (author abstract)

Sandstrom, H., Sullivan, L., Lou, C., Spaulding, S., & Adams, G. (2019). *Balancing work with school and training while raising young children: A national portrait of young parents, their schedules, and children's care arrangements*. Urban Institute.

This study is motivated by existing research on the adverse impacts of early childbearing and observed trends in young parents (those ages 16 to 24) balancing work with education or training. Using data from the National Survey of Early Care and Education (NSECE), a set of nationally representative surveys that provide a portrait of the child care experiences of US households, we aimed to address the following research questions: 1. How many children growing up in the US have young parents who are balancing work with education or training? 2. What are the characteristics of these children and their families, and how do they compare with children with young parents who are only working or only in education or training? 3. What are the most common child care arrangements for children with young parents balancing work with education or training, and how do they compare with the care arrangements of other children? (author abstract)

Slicker, G., Tang, J., & Kelly, C. L. (2020). Workforce-, classroom- and program-level predictors of quality in infant and toddler programs: How subsidized programs compare with other center-based programs. *Children and Youth Services Review, 119*, Article 105675.

Finding affordable child care, especially for infants and toddlers, is incredibly challenging for low-income families. Child care subsidies can assist low-income working families with accessing child care and by expanding slots available for the youngest children. However, little is known about how workforce-, classroom-, and program-level predictors of quality vary across child care programs that serve low-income infants and toddlers. The current study fills a critical gap in the existing literature by comparing regulatable features of infant and toddler programs in moderate- and high- poverty areas that serve children paid for with child care subsidies with other publicly and non-publicly funded programs using nationally representative data from the 2012 National Survey of Early Care and Education (n = 1091). Our results show that while programs serving children receiving child care subsidies tend to fall short of other publicly funded programs (i.e., Early Head Start) as it relates to the program-level indicators of quality, programs that serve children receiving subsidies typically have smaller group sizes

than Early Head Start. In addition, though they tend to be less educated and are compensated at lower rates, the workforce in subsidized programs are more likely to report that they work to help children and families. Our findings suggest specific features of the workforce, classrooms, and programs that are regulated by federal, state, and local funding streams and policies that could be targeted to better support access for quality infant and toddler care, particularly for low-income families. (author abstract)

Spiegel, M., Hill, Z., & Gennetian, L. A. (2020). [Harnessing a behavioral economic framework for supporting providers in improving early childhood care](#). *Early Years*. Advance online publication.

High-quality early care and education is increasingly viewed as a path toward narrowing socioeconomic gaps in children's school readiness and development. Features of early childhood education environments such as pedagogical practices and provider-child interactions most strongly predict children's outcomes. We describe how the interdisciplinary framework of behavioral economics – blending insights from economics and psychology – can support efforts to improve the quality of these predictive features. The behavioral economic framework recognizes that early childhood providers face multiple demands on their time and attention that influence their day-to-day interactions with children beyond the pedagogical and related practices available to them and that they strive to deliver. Using data from a nationally representative sample of early care and education center-based providers in the United States, we describe characteristics of the early education workforce serving low- and higher-income communities that intersect with three pertinent behavioral economic insights related to limited bandwidth, identity, and social influences. We then describe how insights and tools from behavioral economics can be integrated to positively support the early childhood workforce and enhance the impact of existing pedagogical practices, and economic and professional support. (author abstract)

Tang, J., Hallam, R. A., & Sawyer-Morris, G. (2021). [Preschool parents' perceptions of early care and education arrangements: A latent profile analysis](#). *Early Education and Development, 32*(3), 480–500.

Research Findings: Parents make child care decisions based on their existing perceptions of early care and education (ECE) arrangements. Through secondary analysis of the National Survey of Early Care and Education data on parents of preschooler (n = 1674), an exploratory latent profile analysis was conducted to identify distinct profiles of parents based on their ratings of three regular ECE arrangements: center-based child care, family child care (FCC), and family, friend, and neighbor (FFN) care. The findings did not indicate a clear preference for a specific type of arrangements among preschool parents. Rather, two distinct profiles emerged: "favorable across all settings" and "less favorable, prefer FFN care". For both profiles, FCC was rated lower than FFN care across almost all dimensions. A set of family demographics predicted the profile membership, such as family income, parental employment, and subsidy receipt. Practice or Policy: The reauthorization of the Child Care and Development Block Grant Act of 2014 requires states to develop consumer education programs to support families in their ECE search. Given that parents have to make tradeoffs when making ECE decisions, state government agencies need to provide credible, updated, and culturally responsive information to help parents make informed choices. (author abstract)

Tang, J., Lewis, S., Cutler, L., Hallam, R. A., & Collier, Z. K. (2021). Characteristics of home-based child care providers who offer non-standard hour care. *Early Childhood Research Quarterly, 55*, 284–294.

The past decade has seen a dramatic growth of non-standard work schedules in the workforce, leading to increasing demand for non-standard hour child care during evenings, nights, and weekends. Low-income families, less-educated parents, and single parents with young children report greater demand for non-standard hour care. Given the prevalence of non-standard hour care and the importance of quality child care, a better understanding of who provides non-standard hour care and how to support this sector is necessary. Home-based child care (HBCC) providers are the largest caregiving group serving children under age 6 during non-standard hours. Through secondary data analysis of the 2012 National Survey of Early Care and Education on listed home-based child care providers (n = 3476), decision tree analysis was used to predict whether listed HBCC providers offer non-standard hour care. Results indicated those providers who offered non-standard hour care are more likely to receive government subsidies, have lower educational levels, and serve fewer children. The overall accuracy of the decision tree model was 63%. The present study also examined the relationship between providers' professional engagement and the total number of non-standard working hours (n = 880). The entire model presented a medium effect size. Providers who received home visitors and/or coaching tend to provide more hours of non-standard hour care. To better support HBCC providers in offering non-standard hour care, policy recommendations are presented. (author abstract)

Trivedi, P., Chadwick, L., & Burgess, K. (2017). *Factors associated with reduced expulsion in center-based early learning settings: Preliminary findings from the National Survey of Early Care and Education (NSECE)*. U.S. Department of Health and Human Services, Office of Human Services Policy.

This brief provides new national estimates of recent early childhood expulsion rates in a range of center-based early learning settings using data from the National Survey of Early Care and Education (NSECE), indicating how characteristics of early care and education (ECE) centers relate to the likelihood that children are denied services due to behavior. The analysis describes how access to comprehensive services, support for professional development for ECE teachers and staff, funding source (e.g., Head Start, public pre-K, private, etc.), and program sponsorship (e.g., non-profit, government sponsored, for-profit, etc.) relate to recent expulsion rates. (author abstract)

Ullrich, R., Hamm, K., & Herzfeldt-Kamprath, R. (2016). *Underpaid and unequal: Racial wage disparities in the early childhood workforce*. Center for American Progress.

This study discusses the low wages of the early childhood workforce, examines racial disparities in wages and workforce supports based on data from the National Survey of Early Care and Education (NSECE), and provides recommendations.

Ullrich, R., Sojourner, A. J., Robbins, K. G., Schmit, S., Schulman, K., & White, C. (2020). *Child care is key to our economic recovery: What it will take to stabilize the system*

during the coronavirus crisis. **Center for Law and Social Policy; National Women's Law Center.**

This brief provides new estimates of what it would cost to sustain the child care system during the coronavirus pandemic. We estimate that at least $9.6 billion is needed each month to fully fund existing providers in the child care system. These funds would allow closed providers to retain their staff at full pay, be prepared to reopen at the appropriate time, and eliminate cost burdens for families whose providers are closed. These funds will also allow open providers to offer safe, comprehensive emergency care at no cost to an estimated 6 million children of essential workers. (author abstract)

Ullrich, R., Sojourner, A. J., Robbins, K. G., Schmit, S., Schulman, K., & White, C. (2020). *Child care is key to our economic recovery: What it will take to stabilize the system during the coronavirus crisis: Technical appendix*. **Center for Law and Social Policy; National Women's Law Center.**

This analysis provides new estimates of what it would cost to sustain the child care system through the coronavirus pandemic. We estimate that at least $9.6 billion is needed each month to fully fund existing providers in the child care system—which would allow them to retain their staff at full pay and eliminate cost burdens for families—and to offer safe, comprehensive emergency care at no cost to an estimated 6 million children of essential workers in need of care. This Technical Appendix provides detailed information about our data sources, assumptions, and analytic process. (author abstract)

Vasanthi, R., Chen, R., Perkins, K., & Sevoyan, M. (2018). *South Carolina early care & education workforce study report 2018.* **University of South Carolina, Yvonne and Schuyler Moore Child Development Research Center.**

Knowledge of the SC ECE workforce is essential to understanding the impact of ECE initiatives, policies, and practices on children and child outcomes. Therefore, through funding from the Division of Early Care and Education (DECE) at South Carolina Department of Social Services (SCDSS), the administrator for the federal Child Care Development Fund (CCDF), SC Endeavors (formerly the South Carolina Center for Child Care Career Development) and Yvonne & Schuyler Moore Child Development Research Center (CDRC) at the University of South Carolina conducted a statewide survey of the early care and education workforce. This study is the first of its kind in South Carolina, including responses from individuals who work directly in classrooms with young children across varied sectors. Building on the previous SC ECE workforce study (Marsh, 2001), the goal of this study was to learn more about characteristics of the ECE workforce, ECE facilities where they work, the working conditions of their employment and their attitudes and dispositions about their work. (author abstract)

Warner-Richter, M., Paschall, K. W., Tout, K., & Lowe, C. (2020). *Understanding facilitators and barriers to professional development use among the early care and education workforce* (OPRE Report No. 2020-103). **U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This report describes the factors associated with participation in PD and highlights the individual-, program-, and system-level factors that may act as barriers to participating in specific PD activities (i.e., workshops, coaching, and college courses). We present findings from a scan of recent PD literature and share new multivariate findings from the 2012 National Survey of Early Care and Education (National Survey of Early Care and Education Project Team, 2012) that explore how often and under what conditions center-based and home-based ECE teachers and caregivers participate in PD activities. (author abstract)

Watts, K. S. (2017). *Families with low incomes and the search for child care: An exploration of factors influencing search actions and choices*. **[Doctoral dissertation, University of Maryland]. DRUM.**

Quality child care appears to have a positive effect on the school readiness of children with low incomes, and child care subsidy programs encourage parents to make informed decisions about choosing quality child care. However, research on child care decision making suggests that most parents do not consult with resources that are available to support informed decisions. The current study utilized a subsample of families with low incomes from the National Survey of Early Care and Education to increase understanding of child care decision making, focusing on search actions and choices of care. Guided by an accommodation model of child care decision making, the study examined: (1) how parents in families with low incomes search for and choose child care; (2) whether there are differences in the searches and choices of families receiving child care subsidies and other families with low incomes; and (3) how child care preferences and priorities, family and child factors, and community factors relate to searches and choices. Results indicated that families with subsidies and other families with low incomes largely searched for care in similar ways, although families with subsidies were more likely to choose a center-based provider and less likely to choose a known home-based provider. Logistic regression analyses revealed that parents' preferences and priorities regarding child care were related to search actions but were mostly unrelated to choices, and that the reason for the child care search was significantly associated with both search actions and choices. Certain family, child, and community factors were found to be related to child care search actions and choices, most notably parental immigration status and living in a rural area. Implications and future directions for research, measurement, and policy are discussed. (author abstract)

Whitebook, M. (2019). *A bizarro world for infants and toddlers and their teachers*. **Bank Street College of Education. *Occasional Paper Series, 42*.**

The 2012 NSECE allows us to examine wage disparities among early educators nationally, across four categories of center-based programs based on funding source and sponsorship: school-sponsored public pre-K, community-based public pre-K, Head Start, and other early care and education (ECE centers) (see Figure 1). Seventy percent of center-based jobs working with infants and toddlers were in other ECE centers, which on average paid the lowest wages, regardless of whether the educator had a university degree or not (Whitebook et al., 2018, p. 36). (author abstract)

Whitebook, M., McLean, C., Austin, L. J. E., & Edwards, B. (2018). *Early Childhood Workforce Index 2018*. University of California, Berkeley, Center for the Study of Child Care Employment.

This second edition of the biennial Early Childhood Workforce Index continues to track the status of the ECE workforce and related state policies in order to understand changes over time. We have added several new analyses and updated our policy indicators and recommendations. Highlights include: - Earnings data for preschool/child care center directors; - State wage data, presented in the context of cost of living; - The role of minimum wage legislation in increasing early educator wages; - Analyses of wage and opportunity disparities among groups of early educators based on race/ethnicity and program setting (the age of children served, funding streams); and - Revised policy indicators and a new weighted-point framework to allow for more sophisticated assessments of stalled, edging forward, and making headway. (author abstract)

Whitebook, M., Phillips, D. A., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. University of California, Berkeley, Center for the Study of Child Care Employment.

This report is a compilation of studies and discussions addressing the working conditions of early childhood teachers in 1989 and 2014. Additional chapters address the consequences of compensation decisions, the use of public benefits among families of staff, and the variety of state and national policy efforts related to the wages of early childhood teachers.

Zambrana, R., Amaro, G., Butler, C., DuPont-Reyes, M. &, Parra-Medina, D. (2021). *Analysis of Latina/o sociodemographic and health data sets in the United States from 1960 to 2019: Findings suggest improvements to future data collection efforts*. *Health Education & Behavior, 48*(3), 320–331.

Introduction: Prior to 1980, U.S. national demographic and health data collection did not identify individuals of Hispanic/ Latina/o heritage as a population group. Post-1990, robust immigration from Latin America (e.g., South America, Central America, Mexico) and subsequent growth in U.S. births, dynamically reconstructed the ethnoracial lines among Latinos from about 20 countries, increasing racial admixture and modifying patterns of health disparities. The increasing racial and class heterogeneity of U.S. Latina/os demands a critical analysis of sociodemographic factors associated with population health disparities. Purposes: To determine the state of available Latina/o population demographic and health data in the United States, assess demographic and health variables and trends from 1960 to the present, and identify current strengths, gaps, and areas of improvement. Method: Analysis of 101 existing data sets that included demographic, socioeconomic, and health characteristics of the U.S. Latina/o population, grouped by three, 20-year intervals: 1960–1979, 1980–1999, and 2000–2019. Results: Increased Latina/o immigration and U.S. births between 1960 and 2019 was associated with increases of Latino population samples in data collection. Findings indicate major gaps in the following four areas: children and youth younger than 18 years, gender and sexual identity, race and mixed-race measures, and immigration factors including nativity and generational status. Conclusions: The analysis of existing ethnoracial Latina/o population data collection efforts provides an opportunity for critical analysis of past trends, future directions in data collection efforts, and an equity lens to guide appropriate community

health interventions and policies that will contribute to decreasing health disparities in Latina/o populations. (author abstract)

Zhao, J., & Lu, J. (2019). [The overpaid and underpaid: A comparison of labor costs in nonprofit and for-profit service organizations](#). *Fudan Journal of the Humanities and Social Sciences, 12,* 117–136.

The comparison between nonprofit and for-profit organizations has been a lingering question for scholars and practitioners. This research explores employee wage differentials across sectors using a national sample of child care workforce. After controlling for a range of individual, occupational, organizational, and community factors, this research reports a significant wage premium for nonprofit child care teachers. In addition, this study finds evidence for both the labor donation and property rights hypotheses, but the property rights theory demonstrates comparatively stronger explanatory power. Although individuals with stronger intrinsic motivation are more willing to donate labor for charitable outputs, inefficient management in nonprofits actually sets wage levels over the market level. Overall, the study highlights nonprofits' comparative advantage in employee motivation but disadvantage in efficient management. The findings have implications for public and nonprofit management. (author abstract)

Instruments

National Survey of Early Care and Education Project Team. (2019). *[2019 National Survey of Early Care and Education (NSECE): Center-based provider questionnaire](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

National Survey of Early Care and Education Project Team. (2019). *[2019 National Survey of Early Care and Education (NSECE): Classroom staff (workforce) questionnaire](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

National Survey of Early Care and Education Project Team. (2019). *[2019 National Survey of Early Care and Education (NSECE): Home-based provider questionnaire](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

National Survey of Early Care and Education Project Team. (2019). *[2019 National Survey of Early Care and Education (NSECE): Household questionnaire](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

NORC. (2011). *National Survey of Early Care & Education: Center-based provider [questionnaire (Rev. ed.)](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

NORC. (2011). *[National Survey of Early Care & Education: center-based provider screener (Rev. ed.)](#)*. U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

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