



Child Care & Early Education RESEARCH CONNECTIONS

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

Michael López & Todd Grindal – Abt Associates

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David Bleckley & Susan Jekielek, ICPSR



Our Funders:



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

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

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



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- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
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Resource Type: Instruments

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

Date Issued: 1998

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

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

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

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

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

Summary:

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

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

Access Notes

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

Dataset(s)

DS0: Study-Level Files

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

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

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

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

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

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

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

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

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

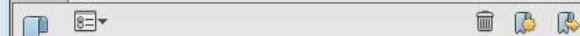
- HEAD START 01 (GO TO S16)
- NURSERY/PRESCHOOL/PREKINDERGARTEN 02 (GO TO S16)
- TRANSITIONAL KINDERGARTEN 03
- KINDERGARTEN 04
- PREFIRST GRADE (AFTER K) 05 } (GO TO S18)
- FIRST GRADE 06
- SECOND GRADE 07
- UNGRADED 08 (GO TO S15)

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

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



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

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

Question

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

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

Missing Data: 9,BLANK

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

Question

S11. Other specified language first learned.

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

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DS1: Fall 1997 Head Start Data

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

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

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

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

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

DS2: Spring 1998 Head Start Data

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

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

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

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

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

DS3: Spring 1999 Head Start Data

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

DS4: Spring 1999 Kindergarten Data

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

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

DS5: Spring 2000 Kindergarten Data

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

DS6: Spring 2000 First Grade Data

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

DS7: Spring 2001 First Grade Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary:

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

Access Notes

- These data are available to the general public.

Dataset(s)

DS0: Study-Level Files

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Study Description

Citation

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

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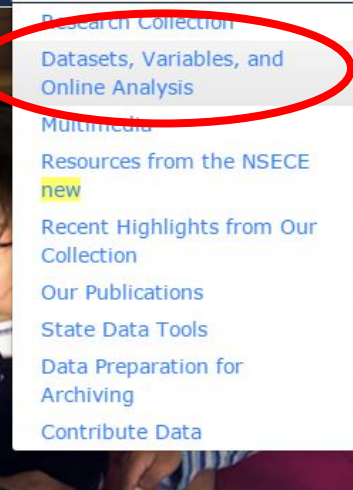
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Sep 15, 2016

- What is the role of English versus Spanish vocabulary in predicting the English literacy skills of low-income Latino English language learners?
- What are the recent evaluation findings from Georgia's Rising Pre-Kindergarten Summer Transition Program?
- How does a job-embedded professional development initiative impact early childhood professionals?
- How does the fidelity of implementation of an early-literacy intervention impact preschool children with disabilities in early childhood special education classrooms?
- What are the afterschool program experiences of children and families living in communities of concentrated poverty?
- What is the current capacity of city afterschool systems to collect and use data to inform their decisions and system-building activities?
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Research Connections offers both research data suitable for further analysis and statistical results generated from public sources. We use the term "research data" to refer to the coded responses from each respondent, documentation that provides the original questions asked, and discussions of complex statistical methods. In order to make use of this data, you will need statistical software and a good understanding of statistical methodology.

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Use the search box below to revise your search .

REVISE SEARCH

Sort by: Relevance

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

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

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Use the search box below to revise your search .

early childhood education

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

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

[Compare \(3\)](#) [Clear All \(3\)](#) [Back to search results](#)☒ KIND_G2A[Fragile Families and Child Wellbeing Study \[Public Use Data\]](#): Kindergarten Study -- Teacher Survey**Early childhood education**

Question

How many college courses have you completed in the area of early childhood education?

Responses

VALUE	LABEL	UNWEIGHTED FREQUENCIES	%
0	None	61	5.9
1	One	45	4.3
2	Two	67	6.4
3	Three	72	6.9
4	Four	67	6.4
5	Five	73	7.0
6	Six or more	603	58.0
Missing Data			
-2	Dont Know	8	0.8
-1	Refused	43	4.1
Total		NaN	100%

☒ K_Q27B_S99K[Head Start Family and Child Experiences Survey \(FACES\): 1997 Cohort \[United States\]](#): Fall 1997 Head Start Through Spring 2001 First Grade Data**Early childhood education**

Question

-

Responses

VALUE	LABEL	UNWEIGHTED FREQUENCIES	%
0	Not circled	402	20.4
2	Elementary education	288	14.6
Missing Data			
9	Not ascertained	17	0.9
.	-	1,261	64.1
Total		1,968	100%

☒ K_Q27B[Head Start Family and Child Experiences Survey \(FACES\): 1997 Cohort \[United States\]](#): Spring 1999 Kindergarten Data**Early childhood education**

Question

-

Responses

VALUE	LABEL	UNWEIGHTED FREQUENCIES	%
0	Not circled	450	40.5
2	Elementary education	316	28.5
Missing Data			
9	Not ascertained	19	1.7
.	-	325	29.3
Total		1,110	100%

Overview of ECE Briefs* & Interactive Tools



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

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

Inclusion Criteria



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

Benefits and Challenges of Large-Scale Data



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

Priority Data Elements Capturing Diversity of Hispanic Families



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

Sample Data Elements: ECE Utilization



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

Summary



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

Interactive Data Tools



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

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

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

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4.	Head Start Impact Study (HSIS) bibliography Child Care & Early Education Research Connections, November, 2014 New York: Child Care & Early Education Research Connections This bibliography lists resources in the Research Connections collection related to the Head Start Impact Study and is intended as a reference tool for researchers and policymakers. It is divided into sections for data sets; official reports; studies using HSIS data; summaries, analyses, and commentaries; and instruments. Within each section resources are listed alphabetically by author and then by year and title. (author abstract)	Bibliographies FULL TEXT OPTIONS
5.	Head Start Impact Study (HSIS), 2002-2006: Resource guide Foundation for Child Development, June, 2013 New York: Foundation for Child Development This guide provides a brief description of the research questions, data elements, data collection procedures, and instrument weightings of the Head Start Impact Study, 2002-2006. Instructions for accessing restricted-use data files and obtaining analysis-ready data are also provided.	Other FULL TEXT OPTIONS
6.	Head Start Impact Study (HSIS) Spring 2003 Care Provider Interview Westat, Inc., Spring 2003 Unpublished instrument	Instruments FULL TEXT OPTIONS

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

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

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



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

Alternate Title: HSIS, 2002-2006

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

Summary:

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

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DS1: Covariates and Subgroup Variables Data

Documentation: [Codebook.pdf](#)
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DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)
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DS3: Fall 2002 Parent Interview Data

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

DS4: Spring 2003 Child Assessment Data

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Documentation: [Documentation.pdf \(instrument matrix\)](#) [Documentation.pdf \(overview\)](#)
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DS1: Covariates and Subgroup Variables Data

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DS2: Fall 2002 Child Assessment Data

Documentation: [Codebook.pdf](#)

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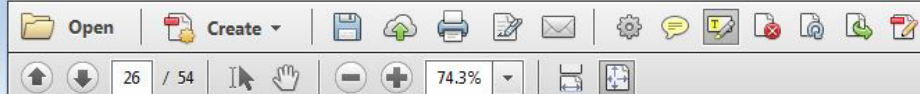
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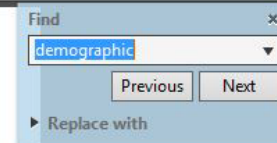
Table 3-1. Cognitive Domain Measures From the Direct Assessment and Year That Measure Was Administered (Excludes Puerto Rico) (continued)

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

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

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

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



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ICPSR 29462

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

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

Fall 2002 Parent Interview Data Codebook

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

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

Missing Data Codes: 7,8,9,BLANK

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

Explanation

Provides the number of household members listed by the respondent.

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

Missing Data Code: BLANK

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

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

Location: 476-477

Question

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

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

Missing Data Codes: 97,99,BLANK

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

Question

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

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

Find language Previous Next Replace with

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

Alternate Title: HSIS, 2002-2006

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

Summary:

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

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Dataset(s)

DS0: Study-Level Files

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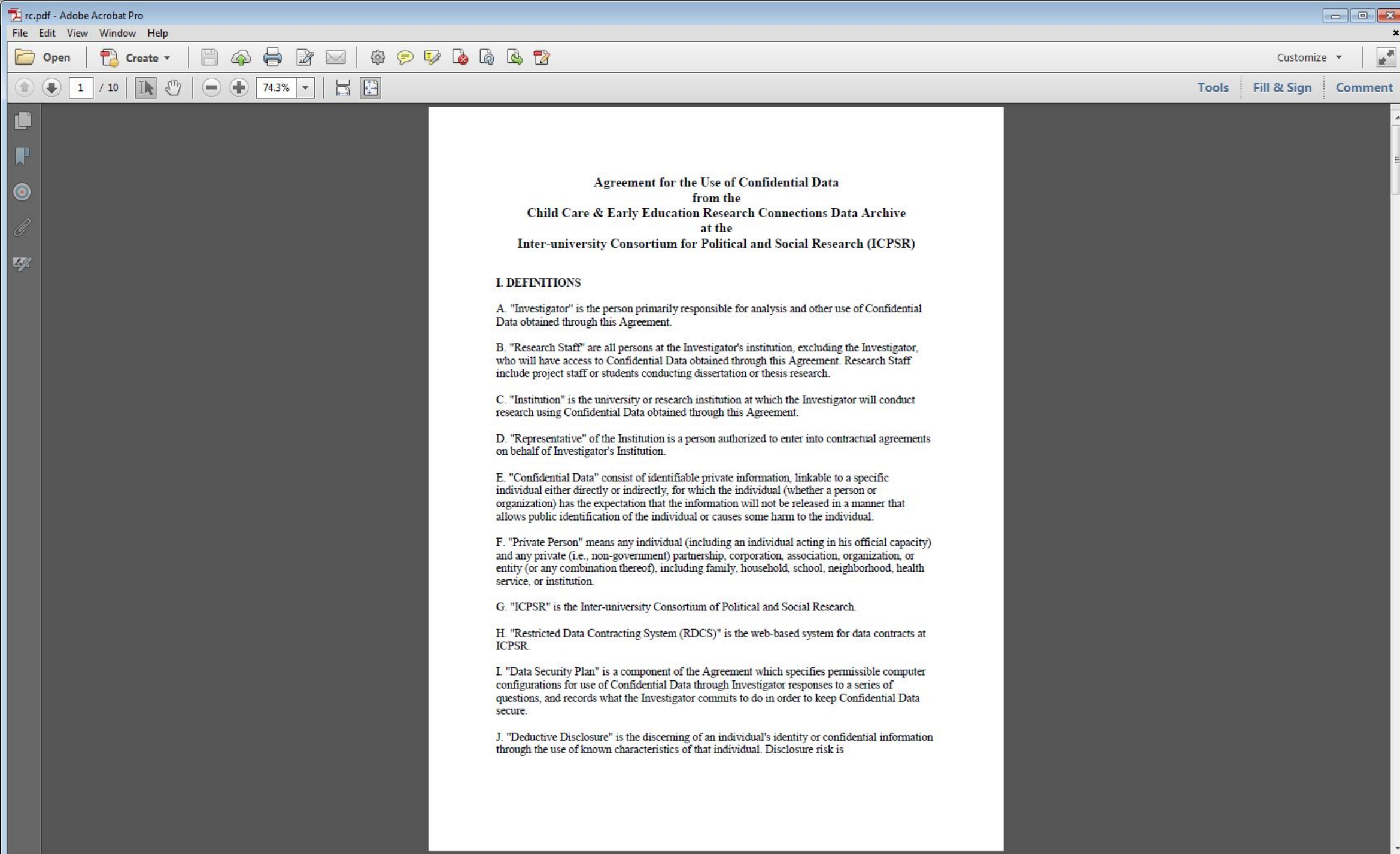
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- How do preschool teachers' mathematical content knowledge and their mathematical ability beliefs influence their sensitivity to mathematics in children's play in Germany?
- Is there a quality early childhood education access gap in the Zhejiang Province of China?
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National Survey of Early Care and Education (NSECE), 2012 (ICPSR 35519)

Alternate Title: NSECE, 2012

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

Summary:

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

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

HH_NPC_COST_WEEKLY

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

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

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

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

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

Unit	Conversion to weekly cost
Week	As is
Days	Amount*provider days in the last week
Hour	Amount*provider hours in the last week
Bi-weekly	Amount/2
Month	Amount /4.3
Other specify	For direct charges, used standard cutoffs
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