

A close-up photograph of a person's hands typing on a laptop keyboard. The person is wearing a tan, textured sweater and several metallic bangles on their left wrist. The laptop is silver and sits on a dark wooden surface. The background is a warm, out-of-focus wooden wall.

Using Surveys to Learn About Child Care and Early Education Provider Perspectives on Licensing

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OPRE Report #2024-122

August 2024

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Contract number: HHSP233201500034I-75P00119F37007

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Suggested citation: Johnson, N. & Miranda, B. (2024). *Using surveys to learn about provider perspectives of child care and early education licensing*. OPRE Report #2024-122. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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This report and other products sponsored by the Office of Planning, Research, and Evaluation are available at <https://www.acf.hhs.gov/opre>.

Acknowledgements: *Using Surveys to Learn About Child Care and Early Education Provider Perspectives on Licensing* was produced through the Understanding the Role of Licensing in Early Care and Education (TRLECE) project funded by the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services. The authors wish to thank Tracy Carter Clopet, Laura Cutler, Randy Hudgins, Eva Laguerre, Cynthia Lara, Ivelisse Martinez-Beck, Carole Turner, and Shannon Warren for their helpful feedback.

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Introduction

Child care and early education¹ (CCEE) licensing agencies can increase understanding and work toward improving aspects of licensing by gathering information from CCEE providers about their experiences with licensing. Surveys are an ideal tool for collecting input about licensing from many CCEE providers.

In this report, we offer **licensing agency** staff and their research partners research-based considerations for developing, administering, and analyzing provider surveys.

We share examples from the District of Columbia and Oklahoma throughout the report, including how they surveyed providers, what they learned, and how the data informed their licensing policies and practices.



This report is part of the project [The Role of Licensing in Early Care and Education \(TRLECE\)](#). TRLECE is funded from 2019-2024 by the Office of Planning, Research, and Evaluation in the Administration for Children and Families. The project team includes staff from Child Trends and ICF. The team has conducted a variety of activities to strengthen the field's understanding of child care and early education licensing.

¹ The first time we use a term that is defined in the glossary, it will appear in bold purple text. View the [glossary section](#) toward the end of this document for definitions.

Overview

The following is an overview of the topics covered within each of the report's sections: **planning for the survey**, **designing and conducting the survey**, and **making meaning of the data**. The appendix includes **sample survey questions**. Clicking on the section or subsection titles will take you to the corresponding portion of the guide.

1

Planning for the survey

Identify a Goal

Your goals will inform survey design, implementation, analysis, and next steps.

Involve Partners

Consider who to involve and how they can help.

Identify Topics of Interest

Topics of interest may be driven by your goals and existing data.

Define Your Target Population

Decide who you want to survey.

Plan for Sharing Results

Consider who you plan to share the survey results with.

Consider Confidentiality and Data Security

It's important to protect the identity of survey respondents and ensure data are secure.

2

Designing and conducting the survey

Develop Survey Items

Clear survey items will make the survey easier for providers and make your data more meaningful.

Determine Whether to Translate the Survey

You may want to translate the survey to the languages spoken by providers.

Pilot Test the Survey

Asking a few providers to complete the survey before distributing it may help you identify items that need clarification.

Distribute the Survey

As you decide how and how often to distribute the survey, consider your goals, resources, and potential provider burden.

3

Making meaning of the data

Analyze Responses and Interpret Findings

It may help to understand the basic characteristics of who did and didn't complete the survey, compare responses across subgroups, and involve partners in interpreting findings.

Identify Potential Changes to Policies and Practices

You can reflect on your goals, analysis, and interpretation of findings as you consider changes to licensing policies and practices.

Consider Future Data Collection

You may want to revise or add survey items once you've analyzed responses and interpreted findings.

4

Additional information

Resources

The resources section includes guidance on developing and conducting surveys and considerations regarding confidentiality, data security, and translating surveys.

Examples of Survey Questions

The appendix includes sample questions from TRLECE's national survey of CCEE providers.

Planning for the Survey

As you prepare to survey providers about licensing, consider these initial steps: **identify a goal, define your target population, identify topics of interest, plan for sharing results, and consider confidentiality and data security.**

Identify a goal

Your goal will be a touch point throughout this work, informing survey development, implementation, analysis, and next steps. These questions may help you refine your goals:

- What is motivating you to explore provider perceptions?
- What aspect of your licensing system would you like to learn more about?
- How do you plan to use this information?

State examples

The **District of Columbia's** licensing office (located within the Division of Early Learning) gathers feedback from CCEE providers after their annual inspections.

The District of Columbia heard anecdotally from providers that **citations** throughout the district lacked consistency and that the licensing agency's customer service needed improving. The district wanted to hear directly from as many providers as possible to learn about the extent of the problem. They hoped that a more informed understanding of the potential issue would help them design responsive solutions.

Oklahoma's Department of Human Services administers a comprehensive survey every two years, aiming to gather feedback on providers' experiences with several DHS programs.

Oklahoma's goal was broader: they aimed to understand providers' challenges and experiences with Department of Human Services programs, including licensing, so they could partner across programs to make targeted improvements.

Involve partners

- **Consider who to involve.** Consider including providers, researchers, **front-line licensing staff**, supervisors, and other programs or agencies throughout the process.
- **Understand how partners can help.** Partners can help design survey questions, share suggestions on, and assist in survey distribution. They can also help interpret findings.
- **Recognize the benefit of involving partners.** Input from others can improve the clarity of your survey, increase the response rate, and contribute to a more nuanced interpretation of findings.

Identify topics of interest

Your goals and target population will relate closely to the specific topics you want to explore.

- **Consider what you want to learn.** For example, you might be interested in exploring changes to an aspect of your licensing system and want to learn about providers' experiences with that aspect of licensing (e.g., the orientation process or new **licensing regulations**).
- **Use data to identify topics.** You could use your data to identify topics of interest, such as which regulations were most frequently cited, and then survey providers to understand their challenges around specific regulations.

State examples

The **District of Columbia** was interested in learning about providers' perceptions of their interactions with front-line licensing staff during routine visits. They sought to gain a more nuanced understanding of the customer service provided by front-line licensing staff and consistency in interpretation of the licensing regulations across front-line licensing staff.

Oklahoma was interested in learning about potential challenges providers experienced in a range of CCEE programs, including licensing (e.g., whether paperwork was a hinderance to providing quality care).

Define your target population

You may want to survey all CCEE providers in your jurisdiction, or a subgroup of providers.

- **Surveying all providers:** Getting feedback from as many providers as possible can help you understand the variety of provider experiences.
- **Surveying a subgroup of providers:** You might survey a subgroup of providers if you're specifically interested in the experiences of some providers. Subgroups can include setting types; licensing status; length of time licensed; funding or program participation; or provider race, ethnicity, or language.
- **Comparing the experiences of provider subgroups:** If you'd like to learn how the experiences and perceptions of one subgroup compare to another, you can survey all providers and separate the data into groups for comparison (see the **making meaning of the data** section for more information).

Plan for sharing results

As you think about your goal, you may also begin considering how to share the data and with whom. Should the findings be in an annual report? Will you share them with department-level leadership? Front-line licensing staff? Providers? Workgroups or advisory groups? Will you make them public?

State examples

The **District of Columbia** regularly shares providers' anonymous positive feedback with front-line licensing staff, and they share all feedback in a monthly report to division leadership. This specific and positive feedback has boosted the morale of front-line licensing staff. The District of Columbia also created a community of practice for licensing staff on trending topics in the survey data.

Oklahoma shares survey results with their professional development unit and their child care resource and referral agency so they can support training.

Consider confidentiality and data security

Confidentiality means you're protecting the identity of survey respondents. Data security is related to confidentiality and involves considering how the data will be stored and the safeguards in place to ensure that only authorized users have access to the data.

- **Recognize the benefits of confidentiality.** Explaining whether survey responses will be confidential may help individuals decide whether to complete the survey or skip some questions. Providers may be more honest in their responses if their data are confidential and they're sure that there won't be negative repercussions associated with their responses.
- **Ensure confidentiality and data security.** There are various ways to ensure confidentiality, such as collecting the survey data anonymously and working with a researcher or administrative staff person to ensure that licensing staff who work with providers do not see the data. If possible, it may help to consult early with someone with expertise in data security and confidentiality, such as a researcher, to help think about what to include in the survey and how best to collect and store the information. If confidentiality isn't possible, it's important to let providers know before they decide whether to complete the survey.

- **Plan for confidentiality.** Consider these questions:
 - Will the provider’s name or license number be included in the survey or connected to their responses?
 - Who will have access to the survey responses?
 - How will the data be reported?
 - If there are subgroups, will the groups be large enough to protect the identities of respondents?

Resource about confidentiality

[Data Confidentiality and Security](#). Child Care and Early Education Research Connections. This webpage lists resources on data confidentiality and security.

Designing and Conducting the Survey

This part of the process includes **developing survey items**, **translating the survey**, **piloting the survey**, and **distributing the survey**. Throughout the process, you may **involve partners**. The resource titled [Tips on Developing Surveys of Child Care Providers](#) includes additional guidance.

Develop survey items

We offer guidance related to your survey’s introductory language, demographic questions, and questions about licensing.

Introductory language

- You can let providers know that their responses will be confidential and combined with other responses when presenting results. You can also note that personally identifiable information, such as their name, email address, or other information that could reveal their identity, will only be seen by research staff. If responses will not be kept confidential, this should be clearly indicated in the introduction so that providers can decide whether to complete the survey.
- It can be helpful to share how much time the survey will take and thank providers for taking the time to complete the survey.

Demographic questions

You may want to ask for some demographic information (e.g., race, ethnicity, years of experience) about providers. This information can help you determine whether there are different experiences among groups of people. Consider the following:

- **Carefully select demographic questions.** While it’s tempting to ask many demographic questions, think about how this information will help you interpret survey responses.
- **Link with administrative data.** You may already have some of the demographic data you need. If research staff can link survey data with administrative data (for example, **quality rating and improvement system** [QRIS] level, licensure date, **subsidy** receipt) through a common ID, you may not need to ask as many demographic questions on the survey.

- **Use existing demographic questions.** Your agency may have a standard set of demographic questions for surveys. It may be helpful to check with others who have recently conducted a survey with program constituents.

State examples

Oklahoma asks for the following demographic information: county, type of license, how long the provider has been licensed, whether the provider participates in the subsidy program, and whether the provider has a Tribal contract for child care subsidy.

Considerations for developing survey items

Clear questions and answer options (such as “yes,” “no,” and “don’t know”) will make the survey easier and less time consuming for providers to complete and make it easier to interpret the data (see [Tips on Developing Surveys of Child Care Providers](#) for tips on reviewing the data that already exist). Consider the following as you craft your survey questions (Bradburn, et al., 2004; Sandstrom & Isaacs, 2020). The **appendix** includes examples of survey questions from TRLECE’s national survey of CCEE providers.

- **Use simple language.** Use as few words as possible and avoid using licensing jargon or terms that providers may not know. Follow the rules of plain language. These [Plain Language Guidelines](#), from plainlanguage.gov, share helpful guidance.
- **Avoid asking two questions in one.** These “double-barreled” questions are confusing for respondents and don’t provide high quality data. For example: “My licensing inspector was respectful and helpful.” If you’re interested in whether the inspector was respectful *and* helpful, you can include two separate questions about this in your survey.
- **Avoid leading questions.** These questions lead respondents to answer in a certain way. For example, “How do you feel about our hard-working team of licensing inspectors?” could be rephrased to “How would you describe your experience with the licensing inspector who conducted your most recent inspection?” The revised question is specific and avoids using biased language.
- **Provide a frame of reference.** Including a reference point in your questions will help the respondent understand when, where, or who you’re asking about. For example, “How useful was the support you have received from licensing inspectors?” can be rephrased as, “How useful was the support you received from your most recent licensing inspector?” “How many children do you serve?” could be reworded to, “How many children did you serve in May 2023?”
- **Prioritize your questions:** Providers are busy, so consider keeping your survey as short as possible without compromising clarity or specificity. You can test this by having a few providers complete the survey and tracking how long it takes. Consider shortening the survey to ensure it can be completed within 15 to 20 minutes.
- **Use mutually exclusive response options.** When asking providers to select one response, response options should not overlap. For example, if asking respondents to report the number of years they’ve been licensed, use options such as “0 to 2 years,” and “3 to 4 years,” instead of “0 to 2 years,” and “2 to 4 years.” In the latter example, a provider who has had their license for two years would not know which option to choose. If you have a question where a provider may need to select more than one option, specify that the respondent should “select all that apply” in the instructions.

CCEE provider survey developed by the TRLECE Project

[Instrument 3. Child Care Provider Survey](#). The Role of Licensing in Early Care and Education. This survey instrument was developed by the TRLECE project (supported by the Office of Planning, Research, and Evaluation) to gather data from licensed family child care providers and center directors about their experiences with CCEE licensing.

Determine whether to translate the survey

If there are providers whose primary language is a language other than English, you may want to consider translating the survey to make it accessible to a larger, more diverse group of providers.

- **Use administrative data to identify common languages.** If provider language is collected as part of your administrative data, you can analyze the data to determine the most common language or languages (besides English) in your state.
- **Work with a professional translator.** A professional translator can translate the survey into the language or languages that were most frequently reported. Consider the importance of cultural and linguistic sensitivity and plain language when working with a professional translator.

Resources about translating surveys

[How We Translate Survey Questions to be Fielded Around the World](#). Pew Research Center. This blog post describes best practices in survey translation.

[Basic Guidelines for Translating Services](#). RAND. This webpage offers brief guidelines about translating surveys.

Pilot test the survey

Asking some providers from your respondent group to complete your survey before distributing it to the larger group may help you identify items that need clarifying and ensure the survey can be completed in a reasonable time. This is called “pilot testing.” Try to have providers from each target subgroup pilot test each version of the survey, including those in different languages, so you can learn how the survey works for different providers. You may consider asking providers to respond to a few brief questions about the experience. For example:

- How much time did it take you to complete the survey?
- Were any questions or response options confusing? If so, what are your suggestions for improving them?
- What topics (if any) are missing from this survey?
- Which questions (if any) shouldn't be included? Please explain why.

Distribute the survey

As you decide how and how often to distribute the survey, consider your goals, resources, and the potential burden on providers. It's also helpful to establish a goal for how many providers you'd like to hear from. The following guidance can inform your planning.

- **Determine how often to distribute the survey.** This will depend in part on your goals for the survey. For example, if your goal is to learn about providers' experiences with routine inspections, you may want to send a survey after each of these inspections. If your goal is to understand how a new regulation impacts providers, you may survey providers a few months after the regulation is put into place and again the following year. The frequency with which you distribute the survey also depends on the survey's length. You may want to avoid distributing longer surveys too frequently.
- **Explore options for administering the survey.** [Tips on Developing Surveys of Child Care Providers](#) lists some advantages and disadvantages associated with each of these methods. There are several options.
 - **Web survey:** Web surveys—especially those that can be done on a mobile device—are generally easier to administer, easier to complete and submit, and cost less than telephone or paper surveys (if the provider has internet access). Web surveys eliminate the need for data entry because the respondent enters their responses directly into the data system.
 - **Telephone survey:** Telephone surveys are labor intensive for the entity administering the survey and can be challenging to schedule, but they work well for longer and more complex surveys or for providers with low literacy or no internet access.
 - **Paper surveys:** Paper surveys can be costly due to postage and data entry costs, but may be a good alternative for providers who don't have internet access.
- **Maintain data security.** You may want to request guidance from a researcher or someone familiar with data security about how best to distribute surveys. The section of this report titled, "plan for sharing results" offers considerations about maintaining confidentiality and data security.
- **Consider how to inform providers about the survey.** Consider options such as emailing providers or sharing a QR code after a visit. Announcing the survey on social media or the agency website can encourage participation and show legitimacy. You may want to consult with a few providers to learn which distribution method is preferable.
- **Establish a target response rate.** The response rate is the number of completed surveys divided by the number of surveys distributed. There is no magical threshold for a response rate (and it is rarely close to 100%). The more providers you hear from, the better you can understand the range of provider experiences.
 - **Subgroup response rates:** If you're especially interested in hearing from particular subgroups of providers, you may want to track response rates by subgroups. If the response rate for a subgroup is low, you can do additional outreach.
 - **Reasonable response rates:** It may be helpful to set your target response rate by looking at rates from surveys you conducted in previous years, other surveys conducted with providers, or other state surveys conducted at the same time.

- **Increasing response rate:** Incentives and follow-up with reminders can help increase your response rate. Providers may also be more likely to complete a survey on a topic that's important to them or when they're confident that their feedback will be used to improve their experience.

State examples

Providers in the **District of Columbia** receive a short survey after every annual licensing and monitoring visit because their licensing agency wants to learn about providers' experiences with each visit. Front-line licensing staff share a flyer with a QR code after each visit, which makes it easy to complete a survey over a smartphone.

Oklahoma shares a lengthier survey with providers every two years because they're interested in providers' experiences with all Child Care Services programs.

Resources about developing and conducting surveys

[Asking questions: The Definitive Guide to Questionnaire Design--For Market Research, Political Polls, and Social and Health Questionnaires, Rev. ed.](#) Bradburn, N., Sudman, S., and Wansink, B. This book focuses on questionnaire construction.

[Survey Research and Questionnaires.](#) Child Care and Early Education Research Connections. This webpage describes considerations related to survey research, questionnaire design, survey administration, sampling, and sources of error.

[Tips on Developing Surveys of Child Care Providers.](#) Urban Institute. This brief offers guidance on developing and testing surveys for child care providers.

Making Meaning of the Data

During this phase, you'll **analyze and interpret survey results**, explore potential **changes to policies and practices**, and make any necessary **revisions** to the survey.

Analyze responses and interpret findings

- **Know who *didn't* complete the survey.** To the extent possible, it may help to understand the basic characteristics of providers who did vs. did not complete the survey. If providers who took the survey are different from those who did not (e.g., licensed for fewer years), it may mean that you did not capture the full range of provider experiences and should be more cautious when interpreting the findings.
- **Compare responses across subgroups.** You can start by analyzing all responses but may also consider comparing some responses across subgroups. If you're asking the same question as you have in a previous survey, you can also compare responses over time.
- **Involve partners in interpreting the findings.** We suggest bringing others to the table to help you interpret your findings.

- **Providers** can share additional context about responses. For example, if you were to find that newly licensed providers struggled to understand how to comply with some regulations, you might talk with some newly licensed providers to learn more about their experiences.
- **Researchers** can help you understand which differences might be statistically meaningful.
- **Front-line licensing staff** can provide their perspectives about the findings and help you explore solutions.
- **Partner agencies** can also help you explore solutions.

State examples

The **District of Columbia's** licensing team uses an online survey tool, which compiles survey responses and allows them to export responses into Excel. Their **licensing administrator** compares response averages by year to gauge how responses have changed over time.

Oklahoma collaborated with their child care resource and referral agency and professional development program to provide additional targeted training to providers in areas that were identified by the survey.

Resource on Using Surveys to Inform Policy

[Webinar: Using Child Care Provider Surveys to Inform Policy Responses to COVID-19](#) (2020). Child Care Research and Evaluation Capacity Building Center. This webinar provides considerations about using surveys to inform policy. The considerations can be generalized beyond COVID-19.

Identify potential changes to policies and practices

You can reflect on your goals, analysis, and interpretation of findings as you consider changes to your licensing system (including, for example, training, **technical assistance**, regulations, procedures, or communication strategies). The following guiding questions can help:

- Based on the survey findings, what's working well? Where have we improved?
- Based on the survey findings, what needs improving?
- Could changes to regulations, procedures, technical assistance, training, or communication improve providers' experiences?
- Based on the subgroup analysis, are changes needed to improve the experience of specific subgroups?
- Are there patterns of findings that suggest challenges in one area of licensing over another (e.g., providers were least satisfied with enforcement actions)?

State examples

The **District of Columbia** has used survey data to inform efforts to improve provider relations and efficiencies in the licensing process. Over time, providers have expressed less frustration with consistency and customer service. Feedback has been more positive, and relationships have steadily improved. The District of Columbia continues to make the licensing process more efficient, help providers understand the regulations, and help front-line licensing staff more consistently interpret regulations.

Oklahoma provided additional training opportunities for providers, streamlined their QRIS application process (their QRIS is tied to licensing), explored funding initiatives to overcome barriers, and improved training for their staff in areas of customer service.

Consider future data collection

If you plan to survey providers regularly, consider revising and adding questions, while keeping some questions consistent.

- **Keeping questions:** It may be helpful for some questions to remain consistent to assess how perspectives and experiences change over time.
- **Revising questions:** The following questions can help you determine whether to revise survey items:
 - Does it look like the respondent understood the questions and response options? Did any of the responses seem unusual or different than other data suggest?
 - Could revisions to the survey improve response rates from subgroups?
- **Removing questions:** Remove questions that are no longer relevant and consider removing questions that aren't a priority. For example, you might remove questions about a topic you have already received sufficient information about or remove questions about a program that's no longer in existence.
- **Adding questions:** You can add questions to learn about a program or initiative you recently implemented, learn more in-depth information about responses you've previously received, or hear more about other aspects of your licensing system.

State examples

The **District of Columbia** uses the same questions each time they survey providers so they can track trends over time.

Oklahoma keeps demographic questions to provide a consistent reference point.

Resources

These resources include guidance on developing and conducting surveys, considerations regarding confidentiality and data security, and considerations about translating surveys.

Sample CCEE provider survey developed by the TRLECE project

[Instrument 3. Child Care Provider Survey](#). The Role of Licensing in Early Care and Education. This survey instrument was developed by the TRLECE project (supported by the Office of Planning, Research, and Evaluation) to gather data from licensed family child care providers and center directors about their experiences with CCEE licensing.

Guidance on developing and conducting surveys

[Survey Research and Questionnaires](#). Child Care and Early Education Research Connections. This webpage describes considerations related to survey research, questionnaire design, survey administration, sampling, and sources of error.

[Tips on Developing Surveys of Child Care Providers](#). Urban Institute. This brief offers guidance on developing and testing surveys for child care providers.

[Webinar: Using Child Care Provider Surveys to Inform Policy Responses to COVID-19](#). Child Care Research and Evaluation Capacity Building Center. This webinar provides considerations about using surveys that can be generalized beyond COVID-19.

Considerations about confidentiality

[Data Confidentiality and Security](#). Child Care and Early Education Research Connections. This webpage lists resources on data confidentiality and security.

Considerations about translating surveys

[Basic Guidelines for Translating Services](#). RAND. This webpage offers brief guidelines about translating surveys.

[How We Translate Survey Questions to be Fielded Around the World](#). Pew Research Center. This blog post describes best practices in survey translation.

Glossary

Administrative data: “Information programs collect about individual children, families, and staff to deliver program services and meet program, funding, or legal requirements. Generally, programs collect administrative data to determine child/family eligibility for services, monitor staff workload, document services provided, or examine progress children are making” (King et al., 2016, p.2).

Child care and early education: Caregiving and educational services for children from birth to age 13. CCEE includes center- and home-based settings for infants, toddlers, preschool- and school-aged children. CCEE refers to services for a larger age group than early care and education (ECE), which consists of services provided only for young children (birth to age 5 who are not yet in kindergarten). ECE programs are included within the definition of CCEE.

Citation: The documentation of a CCEE provider’s violation of licensing regulations.

Enforcement: The actions that licensing agencies use to address licensing violations. These may include fines, probation, and revocation of licensure.

Front-line licensing staff: Individuals who routinely conduct licensing inspections of licensed CCEE programs. They may have other responsibilities as well, as long as one of their jobs is to routinely conduct licensing inspections.

Licensing administrator: The person who oversees the operation of the CCEE licensing agency.

Licensing agency: The agency responsible for regulating and licensing CCEE facilities. The term “licensing unit” may also be used.

Licensing regulations: “Requirements that providers must meet to legally operate child care services in a state or locality, including registration requirements established under state, local, or Tribal law” (Child Care & Early Education Research Connections, n.d. -a). (Child Care & Early Education Research Connections uses this definition for “licensing or regulatory requirements.”)

Quality rating and improvement system (QRIS): “A system typically administered by a state or local jurisdiction used to assess, improve, and communicate the quality of CCEE settings. Most incorporate some variation of the following elements: quality standards; a system for rating/measuring and monitoring program quality; resources to improve quality, such as grants for classroom materials and staff scholarships; and outreach services to educate and communicate ... about choosing high quality [CCEE]. QRIS may also create a range of financial incentives to motivate programs to achieve higher levels of quality” (Child Care & Early Education Research Connections, n.d.).

Subsidy: “Private or public assistance that reduces the cost of child care for families” (Child Care & Early Education Research Connections, n.d.).

Technical assistance (TA): “The provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients” (National Association for the Education of Young Children & National Association for Child Care Resource and Referral Agencies, 2011, p. 18).

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Appendix. Examples of Survey Questions

These questions are from TRLECE’s 2023 national survey of CCEE providers. You can view the full provider survey on this [Office of Management and Budget website](#), under “Instrument File.”

This survey question uses an agreement scale (from “strongly disagree” to “strongly agree”) to ask about providers’ experiences with licensing. The example includes just *some* of the response options used for this question.

Thinking about your experiences with licensing over the last 2 years, how strongly do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I know what to expect when a licensing inspector visits my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to expect if I am not in compliance with one or more regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different child care licensing inspectors interpret regulations the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some child care licensing inspectors cite more violations than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care licensing inspectors show respect towards my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This survey question focuses on supports from the child care licensing agency. The example includes just *some* of the response options used for this question.

In the last 12 months, has a licensing inspector or another licensing staff member:

	Yes	No
Shared resources such as written documents or websites.	<input type="radio"/>	<input type="radio"/>
Shared strategies for maintaining compliance with regulations.	<input type="radio"/>	<input type="radio"/>
Provided help or guidance with classroom management.	<input type="radio"/>	<input type="radio"/>
Provided help or guidance with health and safety practices.	<input type="radio"/>	<input type="radio"/>