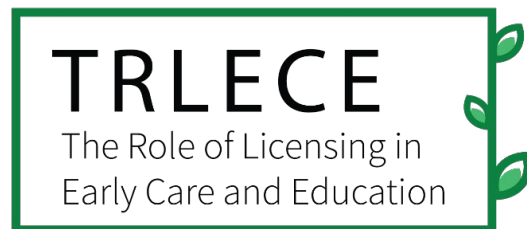


The Role of Licensing in Early Care and Education (TRLECE) Survey Methods, Users' Guide, and Respondent Demographic Characteristics



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Introduction and Overview of Surveys

State/territory **child care and early education**¹ (CCEE) **licensing agencies** establish and monitor regulations that child care programs serving young children must meet to legally operate. These regulations and monitoring practices play a large role in the operations of CCEE programs, but have received relatively little research attention. The Office of Planning, Research, and Evaluation (OPRE) within the Administration for Children and Families (ACF) at the Department of Health and Human Services (HHS) is working with Child Trends and ICF to conduct The Role of Licensing in Early Care and Education (TRLECE) project to identify and address gaps in our knowledge about **licensing**. The TRLECE Project Team² conducted three national surveys with 1) state/territory CCEE **licensing administrators**, 2) **front-line CCEE licensing staff**, and 3) licensed **CCEE providers** (both **centers** and **family child care** providers). These surveys provide information on the licensing units; characteristics and perceptions of licensing administrators; front-line staff members' characteristics, experiences, and perceptions of licensing; and providers' experiences and perceptions of licensing.

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.

This report describes the methodology for all three surveys. We provide an overview of the three surveys in Table 1, including their purpose, content, respondent type, duration, mode, and incentives. Detailed information about each survey is provided in the remaining sections of the report. The three survey instruments and data dictionaries are archived with the Child & Family Data Archive (CFData) at the Inter-university Consortium for Political and Social Research (ICPSR).

Table 1. Survey Instrument Description by Survey Type

	CCEE licensing administrator survey	Front-line CCEE licensing staff survey	CCEE provider survey
Purpose	Gather information about state and territory licensing, as well as administrators' perceptions, challenges, and ideas to improve CCEE licensing	Better understand front-line licensing staff characteristics, perceptions of their roles, and job challenges	Understand provider experiences and perceptions of the state CCEE licensing
Individuals invited to participate	All state and territory licensing administrators	All front-line licensing staff from all states and DC	Sample of licensed CCEE centers and family child care programs from all states and DC

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.

² The TRLECE Project Team includes staff from Child Trends, ICF, and OPRE.

	CCEE licensing administrator survey	Front-line CCEE licensing staff survey	CCEE provider survey
Content	Licensing unit characteristics; characteristics of CCEE licensing staff ; administrators' demographic characteristics, background and experiences, perceptions of licensing, and ideas for improving licensing	Demographic characteristics, background and experience, job duties, perceptions of their role, professional development, supervision, burnout, relationships with providers, and ideas for improving licensing	Experiences with CCEE licensing, including regulations, inspections , opportunities to provide feedback, and available supports; ideas about what's working well and what could be improved; demographic characteristics
Mode	Web-based survey	Web-based survey	Web-based or telephone survey
Duration	30 minutes	30 minutes	30 minutes
Tokens of appreciation offered³	\$25 gift card after survey completion	\$25 gift card after survey completion	\$5 gift card with the initial mailed letter plus \$20 gift card after survey completion
Responses	43 licensing administrators	1,153 front-line licensing staff	1,469 center providers 1,428 family CCEE providers
Response rate⁴	75%	42%	40%

Available Data and Documents

This report is designed to summarize the surveys' purposes and methodology, for potential data users and individuals reading published reports based on the data. The data are available as restricted use data sets (TRLECE Project Team 2024c, 2024f, 2024g, 2024j) through [CFData](#). (Note that responses to open-ended questions are not publicly available.) CFData also houses the following documents:

- The survey instruments, annotated with variable names (TRLECE Project Team 2024b, 2024e, 2024i)
- **Data dictionaries** that provide details regarding item wording, variable names, variable and value labels, and data cleaning (TRLECE Project Team 2024a, 2024d, 2024h)

We suggest that researchers who are interested in accessing the data start by reviewing this report and the questionnaires themselves to determine if they can be used to address their research questions. After selecting variables of interest, we suggest reviewing the data dictionaries (TRLECE Project Team 2024a, 2024d, 2024h) for deeper insight into those variables. Following those steps, researchers can request access to the data through CFData, run frequencies to delve into distributions, and proceed with analyses.

³ We offered tokens of appreciation to individuals who completed a survey. Some respondents, often employees of state government, may not be permitted to accept tokens of appreciation. Thus, we did not automatically send tokens to everyone who completed a survey. Respondents had to provide an email address to receive the token. There was also an option to decline the token.

⁴ See the *Response Rate* section for each survey for details regarding response rate calculation.

Institutional Review Board (IRB) and Office of Management and Budget (OMB)

Child Trends' Institutional Review Board (IRB) approved these data collection efforts on September 8, 2022.

In accordance with the Paperwork Reduction Act of 1995 (Pub. L. 104-13) and Office of Management and Budget (OMB) regulations at 5 CFR Part 1320.5 (60 FR 44978, August 29, 1995), ACF published a notice in the Federal Register announcing the agency's intention to request an OMB review of this information collection activity. This notice was published on August 23, 2022 (87 FR 65775) and provided a sixty-day period for public comment. On October 22, 2022, revised materials were posted for a 30-day period for public comment (ICR Ref. No. 202210-0970-014).

We received feedback from nine individuals/organizations across the two comment periods. Whereas some of their suggestions were beyond the scope of this project (e.g., include **license-exempt** providers), we did modify the survey content to address some of their other suggestions. For instance, we added several questions and response options to increase the information gathered regarding providers who serve school-age children.

OMB approved these data collection efforts on March 4, 2023. (OMB # 0970-0602 Expiration: 06/30/2024).

CCEE Licensing Administrator Survey

CCEE licensing administrators are state/territory leaders who oversee the regulation of CCEE settings for young children. Based on what we learned from interviews with CCEE licensing administrators in 2021 (approved under generic OMB #0970-0356; Understanding Child Care Licensing Challenges, Needs, and Use of Data), we know that licensing administrators have unique perceptions of, knowledge about, and experiences overseeing state/territory CCEE licensing agencies. The goals of the licensing administrator survey were to better understand licensing (e.g., factors that influence enforcement decisions, turnover among licensing staff) as well as administrators' perceptions, challenges, and ideas to improve CCEE licensing.

This data collection was designed to answer the following guiding questions:

- What are the characteristics of licensing administrators?
- What are the key structural features of licensing units?
- What are licensing administrators' perceptions of the licensing's role or purpose? What is their role in supporting quality/quality improvement?
- What factors influence decisions that licensing staff make?
- What do licensing administrators perceive as the strengths and challenges of licensing? How do administrators think that licensing could be improved?

Survey development

The TRLECE research team developed the CCEE Licensing Administrator survey through a review of existing surveys for other child care related professionals (e.g., the 2019 National Survey of Early Care & Education; the 2017 and 2020 Child Care Licensing Study survey). Additional development included consultation with licensing experts, our project officers at OPRE, and the Office of Child Care (OCC) at ACF.⁵ We gathered feedback on the survey from TRLECE's technical expert panel (TEP)⁶ members and a separate panel of state licensing staff. We also pilot tested this survey with three former licensing administrators.

This survey was divided into two parts. Part 1 included information about licensing in states/territories; we ensured that respondents understood that those data would be made public, as part of a state/territory [licensing information hub](#). Part 2 included information about the respondents (e.g., demographic characteristics) and their impressions/perceptions of licensing, and we told respondents that their responses would not be publicly linked to their state/territory. Note that to maintain respondent confidentiality, state names are not available as part of the publicly available, restricted use Part 2 data.

Recruitment strategy and timeframe

We contacted licensing administrators in every U.S. state and territory, plus the District of Columbia (DC), via email and telephone. The email messages described the study, invited them to participate, and included a unique link to the survey. We also attached a letter of support from the Office of Early Childhood

⁵ We engaged OCC throughout the study because they oversee states' implementation of the federal Child Care and Development Fund, which includes some guidance about CCEE licensing.

⁶ The TEP was comprised of individuals who currently work in state licensing agencies, previously did so, or are knowledgeable of licensing within broader child care and early education systems.

Development (ECD)⁷ and a TRLECE project description. Outreach information included a phone number and email address for administrators to contact the research team with any concerns or to have the survey read to them over the telephone. No administrator opted to take the survey over the telephone.

Outreach to licensing administrators was staggered and occurred between May 9th, 2023, and August 4th, 2023. We reached out to administrators up to six times, via a combination of email and phone calls.

Our goal was to receive responses from the CCEE licensing administrator in every state (n = 51⁸) and territory (n = 5), plus DC.

Data quality monitoring

We used REDCap, a secure data collection and management platform, to conduct the survey. We downloaded survey data from REDCap weekly to run data quality checks, ensuring that skip logic and data ranges were within expected parameters. During data quality checks we also reviewed the duration of survey responses to flag any surveys that were completed in unusually short periods of time (e.g., under 10 minutes), because a computer or a person who was responding without reading the questions would finish very quickly. No surveys were flagged as being very short, so no further checks were needed.

To prevent responses from bots and other unintended respondents, the survey team distributed unique survey links to each respondent, making the probability of fake respondents or bots unlikely. Further, each week the team reviewed responses to a “honey pot” question, which is hidden from real respondents but visible to bots. There was no suspected bot activity identified throughout data collection.

Finally, at the end of data collection, we examined IP addresses to ensure respondents were answering questions from their expected location. None of these checks revealed any responses of concern.

Usable responses and response rate

The total number of usable responses for the licensing administrator survey was 43, including 40 responses from states/DC and three from territory administrators. Three of these 43 stopped responding before getting to the end, but provided some usable information, so they are included in the final data set. The overall response rate was 75 percent, which was calculated by dividing the number of usable responses by number recruited ($43 \div 57 = .75$).⁹

Data cleaning and preparation

We completed the following steps to ensure that the data were clean and ready for analysis:

- Reviewed information for each variable to identify any unusual/impossible response patterns. For example, variable *a1_inifire_g* captures whether fire approval is required for initial licensure for **group child care** providers in the state. We checked for cases in which respondents indicated not licensing group child care programs (response to *a1_nolic_g*) and coded *a1_inifire_g* as Not Applicable (-88) when

⁷ ECD oversees CCEE programs in ACF. Because of ECD’s oversight of both the Office of Child Care and the Office of Head Start, the research team requested a letter of support from ECD for the study.

⁸ One state has two licensing administrators: one for centers and one for family child care. We attempted to recruit both, making the state total 51.

⁹ For licensing administrators, every state and territory was eligible. If the person we originally invited was no longer serving as the licensing administrator, we asked whoever was serving in that role to respond. Thus, we used a simple formula to calculate response rate. We used the American Association for Public Opinion Research’s Standard Response Rate 4 (American Association for Public Opinion Research, 2023) formula to calculate response rate in the other two surveys because some people invited to participate in those surveys were ineligible.

they had indicated they don't license group child care programs. See the [Licensing Administrator Survey Data Dictionary](#) (TRLECE Project Team, 2024d) for recoding details specific to each variable.

- Created missing data codes for questions that the respondent did not answer. See the [Licensing Administrator Survey Data Dictionary](#) (TRLECE Project Team, 2024d) for details regarding which options applied to which variables.
 - Don't know (-77), indicating that *Don't Know* was one of the options provided and the respondent selected that option;
 - NA (-88), indicating that the respondent was not asked this question due to a skip pattern or that *Not Applicable* was one of the options provided and the respondent selected that option; and
 - Missing (-99) indicating that the respondent was asked the question but did not provide an answer.
- For variables with an option to enter write-in text responses (e.g., Q. 37 Why do you think staff have chosen to leave the licensing unit in the past year? - Other), a senior member of the research team reviewed all the text responses and took one of the following actions. A different senior member of the research team reviewed all decisions.
- Re-assigned the text responses to the existing options when appropriate.
- For questions where the original options were mutually exclusive (select one), we created new categories to accommodate the new information. Value labels for new categories that were added at this stage start with "Other" so users can easily identify them.
- For questions where the original options were not mutually exclusive (select all that apply) we created new variables to accommodate new information. In order to clearly designate these added variables and options, the added variables' labels all include the text "R's write in coded as..."

Variable naming conventions

The licensing administrator survey dataset includes both raw variables and derived variables. Raw variables are responses to individual survey items. Derived variables were constructed from two or more raw variables.

Administrator variable names have a prefix of either *a1_* or *a2_* to indicate that they came from Part 1 or Part 2 of the licensing administrator survey, respectively. The remaining text of the variable name provides a short description of the survey item.

For raw variables, the variable label always includes the survey item number. For example, variable *a1_numfte_stlic_num* has the following variable label: "4a. Total filled and vacant FTE FLS positions: Gov employees within licensing."

Derived variables have a suffix of *_dv* to indicate that the project team constructed the item. The variable label also notes that the variable was derived. For example, the variable *a2_ccllic_dv* has the following variable label: "30. Total number of months worked in any child care licensing position (derived)." In this case, the variable was created from multiple pieces of data in response to survey item 30 (i.e., months and years).

Variable abbreviations

We used abbreviations in many variable names and variable labels. Table 2 shows common abbreviations used in the licensing administrator survey.

Table 2. Abbreviations Used in Variable Names and Variable Labels for the Administrator Survey

Abbreviation	Meaning
abb	abbreviated
c / cen	center-based child care
cc	child care
cntr	private contractors
cnty	county government
comm	committee
enfc	enforcement
eth	ethnicity
ex	license-exempt
f / fcc	licensed family child care
fdbk	feedback
fp	families and providers
fte	full time equivalent
g	group child care/large family child care
gs	good standing
hs	head start
hx	history
ini	initial
lang	language
lic	licensing
mgr	manager
ngs	not in good standing
oth	other
pk	state-funded program (e.g., pre-K)
prim	primary
prv / p	provider
qc	processes to support consistency (quality control)
r	respondent
reg	regulations
rnw	renewal
rtn	routine
sch	school-age programs
stf	staff
stlic	state government licensing unit
stnlic	state government outside of licensing unit
supr	supervisor
svy	survey
ta	technical assistance
vac	vacant
vio	violations

Missing data

Respondents had the option to skip any question they did not wish to answer, so there are some missing responses. [ICPSR Codebooks](#) shows the number of missing observations for each variable. No data were imputed, and we do not recommend imputing missing data because there is only one CCEE licensing administrator in each state, so the imputation would rely on information exclusively from other states and CCEE licensing is largely unique to each state. Data users should review the missing data for each variable of interest. Data users should also carefully review the skip logic for each variable of interest to understand who was asked each question. Both the [Licensing Administrator Survey Instrument](#) (TRLECE Project Team, 2024e) and the [Data Dictionary](#) (TRLECE Project Team, 2024d) include details about the skip logic.

Design and response weights

There are no analysis weights for this survey. Because we planned to include the entire population of licensing administrators, we did not need design weights. Further, weights to account for nonresponse were not appropriate because there is only one respondent per state/territory and each state/territory is so different that increasing the weight for any single state/territory to account for nonresponse by another state/territory would not be meaningful.

Respondent demographic characteristics

Table 3 provides demographic information for the Administrator Survey respondents. See the [Licensing Administrator Survey Instrument](#) (TRLECE Project Team, 2024e) and the [Data Dictionary](#) (TRLECE Project Team, 2024d) for details regarding recoding and data reduction.

Table 3. Administrator Demographic Characteristics (n=43)

	Number	Percentage
Gender Identity		
Missing/No Response	4	9.3
Female	34	79.1
Male	5	11.6
Non-binary, Gender fluid, or Gender expansive	0	0
A gender not listed here	0	0
Race/ethnicity (mutually exclusive)		
Missing/No Response	4	9.3
American Indian and Alaska Native alone, non-Hispanic	0	0
Asian alone, non-Hispanic	0	0
Black or African American alone, non-Hispanic	6	14.0
Hispanic or Latino, of any race	2	4.7
Native Hawaiian and Other Pacific Islander alone, non-Hispanic	2	4.7
White alone, non-Hispanic	28	65.1
Multiracial, non-Hispanic	1	2.3
Another race alone, non-Hispanic	0	0
Language(s) spoken with providers (check all that apply)		
Missing/No Response	5	11.6
English	37	86.0
Spanish	2	4.7
Another language	0	0

	Number	Percentage
Highest degree or level of education		
Missing/No Response	3	7.0
No high school diploma or equivalent	0	0
High school graduate or equivalent (e.g., GED)	0	0
Some college credit but no degree	0	0
Associate degree (AA, AS)	0	0
Bachelor's degree (BA, BS, AB)	21	48.8
Graduate or professional degree (e.g., MA, MS, Ph.D., Ed.D.)	19	44.2
Major for highest degree received or studied for (major selected by 2% or more of respondents)		
Missing/No Response	3	7.0
Not Applicable (no college or "other" education)	0	0
Social Work	7	16.3
Child development, psychology, or family studies	6	14.0
Early childhood education or early or school-age care	5	11.6
Other ¹⁰ : Law/Criminal Justice	4	9.3
Sociology	4	9.3
Other: Leadership/Admin (e.g., ed, public)	3	7.0
Business	2	4.7
Other: Communications	2	4.7
Special education	2	4.7
Elementary education	1	2.3
Other: English	1	2.3
Other: Social Science (any except Psychology or Sociology)	1	2.3
Policy	1	2.3
Public health	1	2.3
Any college coursework in early childhood education?		
Missing/No Response	3	7.0
Not Applicable (no college coursework)	0	0
No	9	20.9
Yes	31	72.1
Do you have a Child Development Associate (CDA)?		
Missing/No Response	3	7.0
No	39	90.7
Yes	1	2.3
Do you have a School-Age or Youth Development Credential?		
Missing/No Response	3	7.0
No	40	93.0
Yes	0	0

Source: TRLECE 2023 CCEE Licensing Administrator Survey

¹⁰ Variable labels starting with "other" refer to cases where the administrator wrote a response, rather than selecting one of the options provided, and the research team coded the response into the category listed.

Front-line CCEE Licensing Staff Survey

The front-line staff (FLS) members who conduct CCEE inspections and regularly visit CCEE programs or facilities are the face of CCEE licensing. No previous research studies have collected national information from FLS members themselves. Given FLS' pivotal role in CCEE licensing, the field needs to better understand their characteristics, roles and responsibilities, and their perceptions of licensing. To this end, we conducted a nationwide online survey of front-line CCEE licensing staff.

This data collection was designed to answer the following guiding questions:

- What are front-line CCEE licensing staff members' demographic characteristics, career paths, and professional development experiences?
- What are the roles and responsibilities of front-line CCEE licensing staff? What is their role in supporting CCEE quality/quality improvement?
- What do front-line CCEE licensing staff perceive as the strengths and challenges of licensing? How do front-line CCEE licensing staff think that licensing could be improved?

Survey development

We developed the FLS survey through a review of existing surveys for other child care related professionals (e.g., the 2019 National Survey of Early Care & Education; the 2020 Child Care Licensing Study survey [NARA, 2020]; Reflective Supervision Rating Scale [RSRS; Gallen et al., 2016]). Additional development included consultation with licensing experts, our project officers at OPRE, and OCC at ACF.¹¹ We gathered feedback on the survey from TRLECE's TEP members¹² and a separate panel of state licensing staff. We also pilot tested this survey with two former front-line staff members.

Recruitment strategy and timeframe

For the FLS survey, we aimed to recruit all FLS from all 50 states plus DC.¹³ Between September 2022 and February of 2023, we fielded a brief survey of state CCEE licensing administrators (approved under generic OMB 0970-0356) that included a request for the names and work contact information for the FLS. Some states posted employee lists online, so during those same months, we searched for lists of FLS on state websites. In the end, we obtained lists of front-line staff for 49 states, plus DC (42 directly from the administrator and 8 from online searches). The fiftieth state did not want to provide contact information for FLS, and we could not locate that information online. In that state, we worked with the licensing administrator to directly distribute a survey link to their FLS on our behalf.

We obtained work contact information (email and/or phone number) for FLS in the 49 states, plus DC. We reached out to each FLS up to six times, via a combination of email, text message, and phone calls. For each

¹¹ We engaged OCC throughout the study because they oversee states' implementation of the federal Child Care and Development Fund, which includes some guidance about CCEE licensing.

¹² The TEP was comprised of individuals who currently work in state licensing agencies, previously did so, or are knowledgeable of licensing within broader child care and early education systems.

¹³ We did not include territories in either the FLS or provider surveys for two main reasons. First, our 2021 interviews with licensing administrators (approved under generic OMB #0970-0356; Understanding Child Care Licensing Challenges, Needs, and Use of Data) indicated that CCEE licensing in the territories is quite different from CCEE licensing in states, with licensing agencies in the territories being smaller and typically working with many fewer providers. We were concerned that the questions we developed for states would not apply to territories. Second, for the provider survey, we developed the sampling lists using provider information available on state websites. At the time we gathered the provider information, some territories did not have this information available on their websites.

email outreach, we contacted them with details about the study and invited them to participate. Emails also included an individualized link to the survey, and we attached a letter of support from the ECD.¹⁴ Additionally, we sent an email to the licensing administrator in each state asking them to let their FLS know to expect this survey. Each outreach attempt provided a phone number and email address to contact us with any concerns or to have the survey read to them over the telephone. No administrator opted to take the survey over the telephone. Once an FLS member completed the survey, we stopped outreach.

In the one state that agreed to reach out on our behalf, the administrator agreed to send an initial email request plus one follow-up email. We provided the administrator with text for the initial email request and follow-up email; she confirmed via email when she sent both the initial request and follow-up email. We were not able to call FLS in this state to encourage their participation.

In total, 3,102 FLS were invited to participate, either directly by the research team or by their state licensing administrator. Data collection began on May 23, 2023 and ended on July 24, 2023, two weeks after the final outreach attempt.

Data quality monitoring

As with the administrator survey, we downloaded survey data from REDCap weekly to run data quality checks, ensuring that skip logic and data ranges were within expected parameters. During data quality checks we also flagged surveys that were completed in unusually short periods of time (e.g., under 10 minutes). We reviewed flagged surveys and determined that there was no evidence of straightlining (e.g., selecting “Agree” for all questions) or other inattentive survey responses.

During data quality checks we also reviewed the response rate by state to help identify states where our outreach via email might not be getting through. In a few states where response rates were low, we sent emails manually rather than through the online survey platform to decrease the likelihood that the emails were routed to spam. This approach was effective for increasing response rates in those states.

Additionally, the survey team employed a set of strategies to prevent responses from bots and other unintended respondents. For the 49 states plus DC where we obtained lists of FLS, we distributed unique survey links to each respondent, making the probability of fake respondents or bots unlikely. Further, each week the team reviewed responses to a “honey pot” question which is hidden from real respondents but visible to bots. No issues were identified using these checks.

For the one state whose administrator reached out to FLS on our behalf, there was a single link that could be used repeatedly for all respondents in that state. Because that single link could be used more than once, it was more vulnerable to fake responses from individuals who were not FLS and to bots. To address this concern, we created a separate dataset for that state to isolate those responses and permit more careful scrutiny as responses came in. There was no suspected fake respondent or bot activity identified throughout data collection.

After data collection, we examined IP addresses and respondents’ reports of their state to ensure respondents were from their expected location. We removed seven problem cases from the analysis data set after inspection of their responses indicated that they were not actual FLS, and we removed an additional two cases after discovering they were either no longer FLS or had the survey forwarded to them on accident.

¹⁴ ECD oversees CCEE programs in ACF. Because of ECD’s oversight of both the OCC and the Office of Head Start, the research team requested a letter of support from ECD for the study.

Usable responses

The analysis data set contains 1,153 usable responses from the 3,102 surveys distributed.

We received an additional 126 partial responses that we deemed unusable (in addition to the seven that were omitted after the IP address review described in the data quality monitoring section). To decide which responses were usable, we selected 10 key questions related to our primary research questions and only kept responses from those who had answered 50% or more of those key questions.

Response rate

The overall response rate was 42 percent. The state-by-state response rate ranged from 11 percent to 100 percent.

We calculated the response rate using the American Association for Public Opinion (AAPOR) Research's Standard Response Rate 4 (AAPOR, 2023) which uses the formula:

$$ResponseRate = \frac{C + P}{(C + P + NC + R + O + e(UH + UO))}$$

Table 4 details how each term was defined and operationalized, as well how we categorized each of the 3,102 FLS who were invited to participate.

Table 4. FLS Response Rate Calculation it

	AAPOR's Definitions	Our Operationalization	Value for FLS
C	Completed surveys by eligible respondents	Consented, answered at least half of the ten key questions, and reached the end of the survey.	1,142
P	Partially completed surveys by eligible respondents	Consented and answered at least half of the ten key questions but did not reach the end of the survey.	11
NC	Noncontacts: Respondent unable to be contacted	This category does not apply for this survey. Per AAPOR, because our list contained a combination of eligible and non-eligible respondents, we categorized all non-contacts as UH.	0
R	Refusals	Contacted during outreach and actively told us they did not want to participate or started the survey and did not click consent.	53
O	Other situations in which a respondent was unable to respond	N/A. We do not have any cases that we are certain could not respond. Cases where it is unclear if we ever reached them are categorized under UH.	0
UH	Unclear if address is correct	Emails bounced back and/or phone number not working.	289
UO	Other non-response of unknown eligibility	Everyone else who never responded, other than those who we know are ineligible.	1,541
IE	N/A (Not part of the equation. Removed from response rate calculations.)	Heard directly from the FLS or someone else in their agency that they no longer work as FLS.	66
TOTAL FLS INVITED			3,102

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey

The term e in the response rate equation stands for anticipated eligibility rate. Because this is the first national survey of child care licensing FLS, it is difficult to know how many FLS remained eligible from the time we gathered the initial contact lists to the time we fielded the survey. To estimate this, we used responses to the administrator survey regarding licensing staff turnover, weighted by the number of staff they reported (i.e., turnover in states with a lot of staff was counted more heavily than turnover in states with few staff). The result indicated 17 percent turnover in the previous year, so we estimated that 83 percent of FLS on the initial contact lists remained eligible at the time we launched the survey and used .83 for e in the response rate equation.

Data cleaning and preparation

We completed the following steps to ensure that the data were clean and ready for analysis:

- Reviewed descriptive information for each variable to identify any unusual/impossible response patterns or skip logic errors. For example, respondents who indicated that they had previously held a role as a director, assistant director, or owner of a child care center ($f_role_lc_dir = 1$) but also indicated that they had never worked in a child care center ($f_role_lc_na = 1$) were recoded as missing (-99) for both items due to contradictory information. The main issues identified were with caseload ($f_numprog$), wage ($f_hourly_pay_df$ and $f_hourly_pay_dv$), and responsibility (f_pct_insp through f_pct_travel) variables. See the [Front-line Staff Data Dictionary](#) (TRLECE Project Team, 2024a) for recoding details specific to each variable.
- Created missing data codes for questions that the respondent did not answer. See the [Front-line Staff Data Dictionary](#) (TRLECE Project Team, 2024a) for details regarding which options applied to which variables.
 - NA (-88), indicating that the respondent was not asked this question due to a skip pattern or that *Not Applicable* was one of the options provided and the respondent selected that option; and
 - Missing (-99) indicating that the respondent was asked the question but did not provide an answer.
- For variables with options to enter write-in text responses (e.g., Q. 20 Which of the following benefits do you receive through your employer? - Other), a senior member of the research team reviewed all the text responses and took one of the following actions. These actions were reviewed by a different senior member of the research team.
- Re-assigned the text responses to the existing options when appropriate.
- For questions where the original options were mutually exclusive (select one), we created new categories to accommodate the new information. Value labels for new categories that were added at this stage start with “Other” so users can easily identify them.
- For questions where the original options were not mutually exclusive (select all that apply) we created new variables to accommodate new information. In order to clearly designate these added variables and options, the added variables’ labels all include the text “R’s write in coded as...”

Variable naming conventions

The FLS survey dataset includes both raw variables and derived variables. Raw variables are responses to individual survey items. Derived variables were constructed from two or more raw variables.

FLS variable names have a prefix of *f_* to indicate that they came from the FLS survey. The remaining text of the variable name provides a short description of the survey item.

For raw variables, the variable label always includes the survey item number. For example, the variable *f_othlic_yth* has the following variable label: “5a. Previous work in licensing: Youth residential homes.”

Derived variables have a suffix of *_dv* to indicate that the project team constructed the item. The variable label also notes that the variable was derived. For example, the variable *f_curdept_dv* has the following variable label: “2. Total number of months in current agency/department (derived).” In this case, the variable was created from multiple pieces of data in response to survey item #2 (i.e., months and years).

Variable abbreviations

We used abbreviations in many variable names and variable labels. Table 5 shows common abbreviations used in the front-line CCEE licensing staff survey.

Table 5. Abbreviations Used in Variable Names and Variable Labels in the FLS Survey

Abbreviation	Meaning
bnft	benefits
bo	burnout
c	center-based child care
cc	child care
cd	can't determine
col	college/university
comp	complaint
cstype	type of child care setting
dir	director
dv	derived variable
enfc	enforcement
eth	ethnicity
ex	license-exempt
f	small family child care
fam	families
fu	follow-up
g	group child care/large family child care
hs	head start
it	infant and toddler
lang	language
lf	licensed family/group child care
lic	licensing
mgmt	management
na	not applicable
oth	other
pct	percent
pd	professional development
pk	school-based preschool or pre-K
pre	pre-licensing
prim	primary
prvs	previous
qual	quality

Abbreviation	Meaning
r	respondent
ref	referrals
rlship	relationship
rnw	license renewal
rtn	routine
sac	school-age children
spv	supervisor
stf	staff
ta	technical assistance

Missing data

Respondents had the option to skip any question they did not wish to answer, so there are some missing responses. [ICPSR Codebooks](#) shows the number of missing observations for each variable. No data were imputed. Data users should review the missing data for each variable of interest. Data users should also carefully review the skip logic for each variable of interest to understand who was asked each question. Both the [Front-line Licensing Staff Survey Instrument](#) (TRLECE Project Team, 2024b) and the [Data Dictionary](#) (TRLECE Project Team, 2024a) include details on the skip logic.

Design and response weights

We attempted to recruit all FLS nationally (i.e., no sampling took place), so no post-stratification design weights were needed.

We did create response weights to account for different response rates by state, which ranged from 11 percent to 100 percent by state. As state was the only characteristic we knew for non-respondents, we calculated standard inverse probability weights (population ÷ number of respondents) at the state level. For example, if there were 250 FLS in a state and we had 50 usable responses from that state, the weight for all cases in that state would be $250 \div 50 = 5$ (i.e., each respondent represents 5 real world FLS). These weights appear on the restricted use data set (TRLECE Project Team, 2024c).

Respondent demographic characteristics

Table 6 provides weighted and unweighted demographic information for the FLS survey. The unweighted statistics describe the sample who responded; the weighted statistics provide estimates of the FLS population nationally. See the [Front-line Licensing Staff Survey Instrument](#) (TRLECE Project Team, 2024b) for exact item wording and [Data Dictionary](#) (TRLECE Project Team, 2024a) for details regarding cleaning, recoding, and data reduction.

Table 6. FLS Demographic Characteristics (n=1,153)

	Unweighted Number	Unweighted Percent	Weighted Percent
Gender Identity			
Missing/No Response	19	1.6	1.7
Female	1,053	91.3	90.6
Male	78	6.8	7.3
Non-binary, Gender fluid, or Gender expansive	2	0.2	0.2
A gender not listed here	1	0.1	0.2

	Unweighted Number	Unweighted Percent	Weighted Percent
Race/ethnicity (mutually exclusive)			
Missing/No Response	38	3.3	3.6
American Indian and Alaska Native alone, non-Hispanic	6	0.5	0.4
Asian alone, non-Hispanic	44	3.8	4.4
Black or African American alone, non-Hispanic	210	18.2	19.8
Hispanic or Latino, of any race	114	9.9	12.7
Native Hawaiian and Other Pacific Islander alone, non-Hispanic	1	0.1	0.2
White alone, non-Hispanic	696	60.4	55.3
Multiracial, non-Hispanic	30	2.6	2.4
Another race alone, non-Hispanic	14	1.2	1.4
Language(s) spoken with providers at work (check all that apply)			
Missing/No Response	0	0	0
English	1,133	98.3	98.2
Spanish	111	9.6	11.6
Another language	28	2.4	2.6
Highest degree or level of education			
Missing/No Response	18	1.6	1.9
No high school diploma or equivalent	0	0	0
High school graduate or equivalent (e.g., GED)	2	0.2	0.1
Some college credit but no degree	27	2.3	2.8
Associate degree (AA, AS)	51	4.4	4.2
Bachelor's degree (BA, BS, AB)	705	61.1	60.0
Graduate or professional degree (e.g., MA, MS, Ph.D., Ed.D.)	350	30.4	31.1
Major for highest degree received or studied for (major selected by 2% or more of respondents)			
Missing/No Response	42	3.6	4.0
Not Applicable (no college or "other" education) ¹⁵	11	1.0	0.9
Child development, psychology, or family studies	288	25.0	24.1
Early childhood education or early or school-age care	227	19.7	19.5
Social Work	124	10.8	10.6
Elementary education	100	8.7	7.8
Business	55	4.8	5.1
Sociology	52	4.5	4.5
Other ¹⁶ : Law/Crim Justice	34	2.9	3.7
Other: Other Education (i.e., education major not listed elsewhere)	34	2.9	2.8
Other: Leadership/Administration (e.g., Education Leadership, Public Administration)	26	2.3	2.3

¹⁵ Eleven respondents are coded as NA because they did not see the question f_major: 2 whose highest level of education was a high school diploma and 9 who selected "other" for their highest level of education. Those 9 "other" responses were recoded into one of the existing major categories or were coded as missing for highest level of education.

¹⁶ Variable labels starting with "other" refer to cases where the FLS wrote a response, rather than selecting one of the options provided, and the research team coded the response into the category listed.

	Unweighted Number	Unweighted Percent	Weighted Percent
Others: Counseling/Therapy	23	2.0	2.0
Other, all categories selected by less than 2% or respondents, combined	137	12.8	12.7
Any college coursework in early childhood education?			
Missing/No Response	26	2.3	2.4
Not Applicable (no college coursework)	11	1.0	0.9
No	310	26.9	27.4
Yes	806	69.9	69.2
Do you have a Child Development Associate (CDA)?			
Missing/No Response	26	2.3	2.4
No	1,046	90.7	89.9
Yes	81	7.0	7.6
Do you have a School-Age or Youth Development Credential?			
Missing/No Response	23	2.0	2.3
No	1,069	92.7	92.8
Yes	61	5.3	4.9

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey

CCEE Provider Survey

CCEE **licensing regulations** and monitoring practices play a large role in the operations of CCEE programs, but there is limited research examining CCEE providers' perceptions of CCEE licensing. The few studies examining provider perceptions have been conducted within a single or few states. To better understand provider perspectives of CCEE licensing, we conducted a nationwide survey of licensed CCEE providers working in both center and family child care (FCC) settings.

This survey of licensed providers was designed to answer the following guiding questions:

- What are providers' perceptions of the burden, value, and fairness of licensing?
- What do licensed providers perceive as the strengths and challenges of licensing?
- How do licensed providers think that licensing could be improved to better support providers and improve quality?

Survey development

The TRLECE team developed the child care provider survey in consultation with licensing experts, our project officers at OPRE, and the Office of Child Care (OCC) at ACF.¹⁷ Survey development was informed by existing surveys of child care providers (e.g., the 2019 National Survey of Early Care & Education [NARA, 2020]; Study of Coaching Practices in Early Care and Education Settings: Teacher and Family Child Care Provider Survey [United States Department of HHS, ACF, & OPRE, 2023]), as well as existing studies examining provider perceptions of child care and early education (CCEE) licensing (Bromer et al., 2021; Rohacek et al., 2010; Shdaimah et al., 2018). We gathered feedback on the survey from TRLECE's TEP members¹⁸ and a separate panel of state licensing staff. We then piloted the tool with five current or former child care providers (three representing center care and two representing family child care providers).

Sampling frame

Obtaining state lists. The first step in selecting the sample for the CCEE provider survey was to create a sampling frame that included the entire target population of licensed CCEE providers in all 50 states and DC.¹⁹ We developed this list primarily using information published on state licensing websites. In many states, there was a function on the website that allowed the underlying data to be exported; we used that function to download lists for 17 states. In 28 states, we used Python's web scraping tools to collect a list of providers. Three states sent us their lists of both center and FCC providers; two for free and one for a small fee. In one additional state, we were able to scrape the list of center providers (using Python), and the state provided us with the list of FCC providers for free. The two remaining states could not be scraped for

¹⁷ We engaged OCC throughout the study because they oversee states' implementation of the federal Child Care and Development Fund, which includes some guidance about CCEE licensing.

¹⁸ The TEP was comprised of individuals who currently work in state licensing agencies, previously did so, or are knowledgeable of licensing within broader child care and early education systems.

¹⁹ We did not include territories in either the FLS or provider surveys for two main reasons. First our 2021 interviews with licensing administrators (approved under generic OMB #0970-0356; Understanding Child Care Licensing Challenges, Needs, and Use of Data) had indicated that CCEE licensing in the territories is quite different from CCEE licensing in states, with licensing agencies in the territories being smaller and typically working with many fewer providers. We were concerned that the questions we developed for states would not apply to territories. Second, for the provider survey, we developed the sampling lists using provider information available on state websites. At the time we gathered the provider information, some territories did not have this information available on their websites.

technical reasons and the lists were not available online, so research staff manually compiled the information needed. In the end, we successfully obtained a list for all 50 states and DC.

Inclusion/exclusion criteria. Because this project focuses on state child care licensing, our intention was to limit our sampling frame to only CCEE centers and FCC homes that were licensed by a state. Many state licensing websites, however, included multiple types of care in addition to licensed child care, such as license-exempt care, adult care, residential care, and summer camps. Further, the terminology used to describe licensure varies among states. For example, in some states “registered” or “certified” means the same thing as licensed; in other states, those terms refer to license-exempt care or a voluntary licensure system. Finally, in a few states, counties or cities have their own licensing systems, whereby the county or city government creates and monitors licensing regulations instead of the state. Because our focus was on state CCEE licensing, CCEE programs licensed by local systems were outside the scope of this project.

We decided to include all CCEE programs that were labeled “licensed” by the state. This often (but not always) included FCC, Head Start/Early Head Start, State pre-K, and **before- and after-school programs** that only served school-aged children. For programs with other labels on state licensing websites, such as registered or certified, we developed the following rule: *Include all categories of child care that were required to be regulated by the state child care agency to legally operate, as long as everyone in the category had to be regulated to operate.*

Based on these decisions and the study goals, the following types of programs were excluded, when we were able to identify them from information published on the state website²⁰:

- Programs labeled “license-exempt” or “non-listed” and other programs that only had to be monitored because they chose to take part in the child care subsidy system
- Programs that were regulated by the county or city²¹
- Programs that were regulated or licensed by other state agencies (e.g., Developmental Disabilities)
- Residential or overnight programs
- Summer camps
- Programs that had been licensed but were no longer eligible to serve children (e.g., license revoked, denied, or suspended)
- Programs that required parents to stay on site (e.g., gyms, malls, ski areas)

Deduplication. We reviewed each list of CCEE programs for duplicates and removed any that were truly repeated (e.g., same name, address, and licensing number). However, if a single program had more than one license (e.g., one license for preschool aged children and one for school-aged) we kept both and counted them as separate programs.

Final sampling frame. After removing all ineligible programs and deduplicating, the final list included 106,814 center programs and 101,983 FCC programs. There were centers from all 50 states, plus DC. There were FCCs from 49 states, plus DC. One state, Louisiana, did not have any licensed FCCs.

²⁰ We only excluded these programs if they were clearly labeled on the state child care licensing website as being part of one of these excluded categories. In some states, these types of programs were labeled in the same way as licensed child care centers, so we were not able to exclude them.

²¹ Child care in several large areas were excluded based on this rule, such as all “daycares” (i.e., center care for children younger than kindergarten) in New York City and all child care in some of Florida’s largest counties. FCCs and school age care centers in New York City were included because they are licensed by the state.

Sample size and power analysis

Our goal was to develop a sample of licensed providers that could be weighted to create nationally representative estimates. Additionally, we aimed to have enough licensed providers in each state and DC to allow for analysis of the association between state-level policies (e.g., policies related to improving consistency among FLS, state use of provider feedback to improve licensing, the type of compliance reviews states use during routine inspections), and providers' perceptions of licensing. To meet these sampling goals, we used two simple random samples, one of centers and a second of FCC providers. We oversampled small states to ensure a minimum of five respondents per state, plus DC, in each sample (centers and FCC providers).

To select these sample sizes, we conducted a power analysis using a sample state CCEE licensing policy (whether the state oversees licensing directly or delegates some functions to counties) as a predictor of a hypothetical set of survey items measured on a five-point scale with a mean of 3.75 and a standard deviation of .75. Using this policy, an expected medium effect size (Cohen's $d = 0.5$), an alpha level of .05 and a moderate (.1) intra-class correlation coefficient (ICC), we found that a sample of 1,000 would be sufficient to give us .8 power.²² This policy was chosen as a potentially relevant one that was present in a smaller number of states (5 states). The oversample (i.e., minimum response of 5 centers and 5 FCCs each state and DC) increased our chances that if a given policy was present more often in smaller states, we would still have enough data for these states to draw a robust conclusion.

Sample selection

Centers. To reach our goal of 1,000 centers, with a minimum of five responses from each state, we started by randomly selecting 3,125 centers. This initial outreach number was based on our estimates that 20 percent of those selected would be ineligible (e.g., closed, no longer licensed) and 60 percent of those who were eligible would not respond. Additionally, for any state that included fewer than 15 centers in the random selection, we oversampled to ensure our initial outreach included at least 15 centers per state to reach our goal of at least five responses per state. This resulted in initially reaching out to 3,192 centers (3,125 selected at random, plus 67 selected as part of the oversample from 10 states).

After approximately three weeks of data collection, we drew a second batch of 1,926 centers. Of these, 1,750 were selected at random and 176 were oversampled from 11 states. The size of this second batch was determined based on our rate of response at that point and the number of cases we still needed overall and in each state to reach our recruitment goals.

Combined across the two outreach efforts, we sought to recruit 5,118 center providers.

FCC. To reach our goal of responses from at least 1,000 FCCs, with a minimum of five from each state, we started with a random drawing of 3,125, again based on our assumptions regarding ineligibility and response rate. We augmented the 3,125 by 159 FCCs from 18 states, ensuring that the initial outreach included at least 15 FCCs per state. This resulted in starting recruitment with 3,284 FCCs.

After roughly three weeks of data collection, we drew a second batch of 1,344 FCCs. Of these, 1,268 were selected at random and 76 were oversampled from 10 states. The size of this second batch was determined based on our rate of response at that point.

Combined across the two outreach efforts, we sought to recruit 4,628 FCC providers.

²² Power calculated using GLIMMPSE software. <https://glimmpse.samplesizeshop.org/>

Efforts to obtain contact information

Our outreach plans included contacting providers via mail, e-mail, and telephone, when possible. States varied greatly with regard to the type of program contact information that was publicly available. In most states, at least partial addresses (i.e., sometimes just a zip code) and phone numbers were included on the initial lists, but a high proportion were missing email addresses.

For each provider included in the final sample, we employed various strategies to fill in missing information, including locating other state lists online (e.g., QRIS), Google, and Google API. As data collection began, we had mailing addresses for all programs except 10 FCCs (1%), telephone numbers for all centers and about 99 percent of FCCs, and email addresses for all but about 8 percent of centers and 28 percent of FCCs.

Recruitment strategy and timeframe

We reached out to each provider up to six times, via a combination of mailed letters, emails, and phone calls, depending on what contact information we had. The first outreach attempt occurred via mail for all programs with a mailing address and included a description of the study, an individualized URL that they could type into any web-browser to access the survey, and a QR Code that they can scan on their smartphone to complete their survey. Mailings also included a copy of a letter of support from ECD²³ and the first letter included a \$5 gift card as an incentive. This upfront incentive was included to improve survey response rate and help mitigate nonresponse bias (Singer & Ye, 2013). For ten FCCs for whom we did not have a mailing address, the first outreach attempt occurred via email.

The second and third outreach attempt took place by mail and email. The second and third mailings included the same information as the first, but without the \$5 gift card. The emails included a description of the study, an individualized link to the survey, and the letter of support. The letter and email included our recruitment lead's phone number and the TRLECE provider survey email address, which providers could use to ask any questions, share concerns, send a request to complete the survey over the phone, or let us know if they did not want to be contacted again.

For providers who had not yet completed the survey, the fourth outreach attempt was a phone call. We called each program to talk with the center director, FCC provider, or person in charge of licensing. When requested, we conducted the survey itself over the phone during these calls. Sixteen providers completed the survey over the telephone.

The final outreach attempts included a mailed letter and email to providers who had not yet completed the survey. Outreach to centers started on April 20, 2023 and outreach to FCCs began on May 11, 2023. Both the center and FCC provider surveys closed on August 14, 2023.

We sent all mailed and emailed outreach materials in both English and Spanish and the survey itself could be completed in either language. We also had Spanish-speaking staff available to answer questions and read the survey in Spanish to providers upon request.

Data quality monitoring

As with the administrator and FLS surveys, we downloaded survey data from REDCap weekly to run data quality checks, ensuring that the skip logic and data ranges were within expected parameters. During data quality checks we also flagged surveys that were completed in unusually short periods of time (e.g., under 10

²³ ECD oversees CCEE programs in ACF. Because of ECD's oversight of both the OCC and the Office of Head Start, the research team requested a letter of support from ECD for the study.

minutes). We reviewed flagged surveys responses and determined that there was no evidence of straightlining (e.g., selecting “Agree” for all questions) or other inattentive survey responses.

During data quality checks, we also monitored response rates by state to ensure our outreach efforts were successfully reaching providers in all states. None of these checks revealed any responses of concern.

The survey team also employed a set of strategies to prevent responses from bots and other unintended respondents. We distributed unique survey links to each respondent. Further, each week the team reviewed responses to a “honey pot” question which is hidden from real respondents but visible to bots, to monitor for any unexpected bot activity. There was no suspected bot activity identified throughout data collection.

At the end of data collection, we examined the zip codes reported by respondents to ensure respondents were from their expected location (based on program address).

Usable responses

The analysis data set contains 2,897 usable responses (1,469 centers and 1,428 FCC), with state-by-state usable responses ranging from 15 to 542 (7 to 194 for centers and 5 to 348 for FCCs). Therefore, we exceeded our goal of receiving responses from at least 1,000 center and 1,000 FCC providers. We also met our goal of receiving responses from a minimum of five center and five FCC providers in each state.

We received an additional 233 responses that we determined were unusable. To decide which responses were usable, we selected 10 key questions related to our primary research questions and kept only respondents who had answered 50 percent or more of those ten key questions.

One hundred and twenty-three providers (4 centers and 119 FCCs) wrote their open-ended survey responses in Spanish. One FCC provider wrote their open-ended survey responses in Chinese.

Response rate

The overall response rate was 40 percent (39% for centers and 39% for FCC). The state-by-state response rate ranged from 26 percent to 62 percent (27% to 71% for centers and 22% to 74% for FCCs).

As with the FLS survey, we calculated response rates following the AAPOR Researchers’ Standard Response Rate 4 (AAPOR, 2023):

$$ResponseRate = \frac{C + P}{(C + P + NC + R + O + e(UH + UO))}$$

Table 7 provides details regarding how each term was defined and operationalized, as well as how we categorized all 9,746 providers (5,118 centers; 4,628 FCC) who were invited to participate.

Table 7. Provider Survey Response Rate Calculation Terms

	AAPOR’s Definitions	Our Operationalization	Value For Providers (Overall)	Value for Centers	Value for FCC
C	Completed surveys by eligible respondents	Consented, answered at least half of the ten key questions, and reached the end of the survey.	2,732	1,384	1,348
P	Partially completed surveys by eligible respondents	Consented, answered at least half of the ten key questions, but did not reach the end of the survey.	165	85	80

	AAPOR's Definitions	Our Operationalization	Value For Providers (Overall)	Value for Centers	Value for FCC
NC	Noncontacts: Respondent unable to be contacted (e.g., email bounce back)	This category does not apply for this survey. Per AAPOR, because our list contained a combination of eligible and non-eligible respondents, we categorized all non-contacts as UH.	0	0	0
R	Refusals	Contacted during outreach and actively told us they did not want to participate or started the survey but did not consent.	355	157	198
O	Other situations in which a respondent was unable to respond	This category does not apply for this survey. We do not have any cases that we are certain could not respond. Cases where it is unclear if we ever reached respondents are categorized under UH.	0	0	0
UH	Unclear if address is correct	Mail returned, emails bounced back, and phone number not working.	8	5	3
UO	Other non-response of unknown eligibility	Everyone else who never responded, other than those who we know are ineligible.	6,353	3,453	2,900
IE	N/A (Not part of the equation. Removed from response rate calculations.)	Completed the screener and indicated they weren't eligible; emailed or told caller they are closed, or staff found definitive information on the internet during outreach that they had closed.	133	34	99
TOTAL PROVIDERS INVITED			9,746	5,118	4,628

Source: TRLECE 2023 CCEE Provider Survey about Licensing

The term e in the response rate equation stands for anticipated eligibility rate. We based our estimates for these values on the National Survey of Early Care and Education (NSECE) 2019, because our target populations were similar to the listed providers portion of the NSECE. Based on the NSECE, we estimate the eligibility rate for FCCs was 70 percent, for centers it was 61 percent, and overall it was 63 percent.

Data cleaning and preparation

We completed the following steps to ensure that the data were clean and ready for analysis:

- Reviewed descriptive information for each variable to identify any unusual/impossible responses patterns or skip logic errors. For example, three respondents reported a number of children receiving a child care subsidy (p_numsub) that exceeded the number of children served (p_numch). In these cases, we recoded values for both variables (number of children receiving a child care subsidy and number of children served) to -99.
- Created missing data codes for questions that the respondent did not answer. See the [Provider Survey About Licensing Data Dictionary](#) (TRLECE Project Team, 2024h) for details regarding which options applied to which variables.

- Don't know (-77), indicating that “don't know” was one of the options provided and the respondent selected that option;
 - NA (-88), indicating that the respondent was not asked this question due to a skip pattern; and
 - Missing (-99) indicating that the respondent was asked the question but did not provide an answer.
- For variables with options to enter write-in text responses (e.g., Q25. How do you use the support provided by a child care licensing inspector or other licensing staff, Other), a senior member of the research team reviewed all the text responses and took one of the following actions. These actions were reviewed by a different senior member of the research team.
 - For responses that fit with existing options, we re-assigned the text responses to fit within those existing options when appropriate.
 - For questions where the original options were mutually exclusive (select one), we created new categories to accommodate the new information. Value labels for new categories that were added at this stage start with “Other” so users can easily identify them.
 - For questions where the original options were not mutually exclusive (select all that apply) we created new variables to accommodate new information. In order to clearly designate these added variables and options, the added variables' labels all include the text “R's write in coded as...”

Variable naming conventions

The CCEE provider survey dataset includes both raw variables and derived variables. Raw variables are direct survey responses. Derived variables were constructed from two or more raw variables.

Provider variable names have a prefix of *p_* to indicate that they came from the CCEE provider survey. The remaining text of the variable name provides a short description of the survey item.

For raw variables, the variable label always includes the survey item number. For example, the variable *p_licr_intrst* has the following variable label: “11q. Inspector: Showed an interest in my work.”

Derived variables have a suffix of *_dv* to indicate that the item was constructed by the project team. There is also a note in the variable label that indicates when a variable was derived. For example, the variable *p_race_eth_dv* has the following variable label: “What is your race/ethnicity? Eight-level race variable derived from R's selection.” In this case, the derived variable has mutually exclusive categories that were created from the raw race variables (for which respondents selected all races that applied), as well as the raw ethnicity variable.

Variable abbreviations

We used abbreviations in many variable names and variable labels. Table 8 shows common abbreviations used in the CCEE provider survey.

Table 8. Abbreviations Used in Variable Names and Labels in the Provider Survey

Abbreviation	Meaning
r	respondent
app	appeal
barr	barrier
bf	benefit
brdn	burden

Abbreviation	Meaning
cc	child care
cite	citation
ece	early care and education
eth	ethnicity
ex	experiences
fdbk	feedback
inf	information
insp	inspection
lang	language
lic	licensing
licr	licensing inspector
lir	licensing inspection results
pi	participates in (ECE initiatives)
ref	referral
reg	regulations
sa	school age
sub	child care subsidy
top	topic
wk	work

Missing data

Respondents had the option to skip any question they did not wish to answer so there are some missing responses. [ICPSR Codebooks](#) shows the number of missing observations for each variable. No data were imputed. Data users should review the missing data for each variable of interest. Data users should also carefully review the skip logic for each variable of interest to understand who was asked each question. Both the [Provider Survey About Licensing Instrument](#) (TRLECE Project Team, 2024i) and the [Data Dictionary](#) (TRLECE Project Team, 2024h) include details on the skip logic.

Post-stratification design and response weights

For provider surveys, we used a stratified random sample—stratified provider type (center vs. FCC)—with oversampling of providers of each type in small states. Therefore, post-stratification design weights were created to adjust for differential probability of selection (separately for centers and FCCs).

For each provider type (centers and FCCs) and state, standard post-stratification weights were calculated based on the total number of providers of that type selected in each state and the total population of providers of that type in each state. For example, if we selected 50 centers into the sample in a state and the total number of centers in that state was 750, the post-stratification design weight for all the centers in that state would be 15 ($750 \div 50$). In that same state, if we sampled 20 FCCs out of the total 100 FCCs in that state, the post-stratification design weight for each FCC in that state would be 5 ($100 \div 20$).

Additionally, response weights were calculated for each state/type, using standard inverse probability weights (i.e., population size \div respondent count) by state and provider type. For example, if we have 60 centers responding in a state out of 180 total centers in that state, the final weight would be 3 ($180 \div 60$).

The final weights used in our analyses and that appear in the restricted use data set are combined post-stratification weight and response weights, which account for both differences in probability of selection and probability of response (TRLECE Project Team, 2024j). Within each state/provider type, the response weight for each provider is the same.

Respondent demographic characteristics

Table 9 shows unweighted and weighted demographic information for the CCEE Provider survey. The unweighted statistics describe the sample who responded; the weighted statistics provide estimates of the CCEE provider population nationally. See the [Provider Survey About Licensing Instrument](#) (TRLECE Project Team, 2024i) for exact item wording and the [Data Dictionary](#) (TRLECE Project Team, 2024h) for details regarding recoding, cleaning, and data reduction.

Table 9. Provider Demographic Characteristics (n=2,897)

	Unweighted Number	Unweighted Percentage	Weighted Percentage
Type			
Center-based	1,469	50.7	50.7
FCC	1,428	49.2	49.2
Gender Identity			
Missing/No Response	192	6.6	6.7
Female	2,600	89.7	89.4
Male	85	2.9	3.1
Non-binary, Gender fluid, or Gender expansive	12	0.4	0.4
A gender not listed here	8	0.3	0.3
Race/ethnicity (mutually exclusive)			
Missing/No Response	204	7.0	7.2
American Indian and Alaska Native alone, non-Hispanic	15	0.5	0.4
Asian alone, non-Hispanic	109	3.8	3.9
Black or African American alone, non-Hispanic	424	14.6	15.0
Hispanic or Latino, of any race	467	16.1	17.1
Native Hawaiian and Other Pacific Islander alone, non-Hispanic	4	0.1	0.1
White alone, non-Hispanic	1,584	54.7	53.3
Multiracial, non-Hispanic	71	2.5	2.2
Another race alone, non-Hispanic	19	0.7	0.7
Preferred language (mutually exclusive)			
Missing/No Response	180	6.2	6.3
English	2,510	86.6	86.1
Spanish	176	6.1	6.5
Another language	31	1.0	1.0
Language(s) provider speaks at work (check all that apply)			
Missing/No Response	186	6.4	6.5
English	2,614	90.2	90.1
Spanish	386	13.3	14.0
Another language	84	2.9	3.4
Highest level of education			
Missing/No Response	211	7.2	7.3
No high school diploma or equivalent	57	2.0	1.9
High school graduate or equivalent (e.g., GED)	415	14.3	14.4
Some college credit but no degree	559	19.3	19.1
Associate degree (AA, AS)	495	17.1	16.8
Bachelor's degree (BA, BS, AB)	736	25.4	25.3

	Unweighted Number	Unweighted Percentage	Weighted Percentage
Graduate or professional degree (e.g., MA, MS, Ph.D., Ed.D.)	424	14.6	15.3
Major for highest degree received for studied for (major selected by 2% or more of respondents)			
Missing/No Response	319	11.0	11.0
Not Applicable (no college or “other” education) ²⁴	521	17.9	18.0
Early childhood education or early or school-age care	824	28.4	28.3
Child development, psychology, or family studies	365	12.6	12.8
Business	234	8.1	8.2
Elementary education	187	6.5	6.3
Other (all categories selected by less than 2% or respondents, combined)	447	15.4	15.6
Any college coursework in early childhood education?			
Missing/No Response	223	7.7	7.8
Not Applicable (no college coursework)	521	18.0	18.0
No	449	15.5	15.5
Yes	1,704	58.8	58.7
Do you have a Child Development Associate (CDA)?			
Missing/No Response	208	7.1	7.3
No	2,012	69.5	69.4
Yes	677	23.4	23.4
Do you have a School-Age or Youth Development Credential?			
Missing/No Response	215	7.4	7.5
No	2,309	79.7	79.4
Yes	373	12.9	13.0

Source: TRLECE 2023 CCEE Provider Survey About Licensing

Neighborhood Characteristics

The CCEE Provider Survey data set includes a series of variables from external sources that describe the characteristics of the neighborhood in which each program was located. We used census tract as a proxy for neighborhoods. To determine each provider’s census tracts, we first geocoded each responding program’s address. We then created variables to describe that census tract in terms of: urbanicity, rurality, poverty, income, languages spoken, immigrant density, racial/ethnic composition, household composition, family structure, young child density, and employment rate. See the [Provider Survey About Licensing Data Dictionary](#) (TRLECE Project Team, 2024h) for specific information regarding the source of each neighborhood variable and how it was calculated.

²⁴ Five hundred and twenty-one respondents are coded as NA because they did not see the question p_major: 56 who did not have a high school diploma or equivalent, 413 whose highest level of education was a high school diploma, and 52 who selected “other” for their highest level of education. Those 52 “other” responses were recoded into one of the existing education categories or were coded as missing for highest level of education.

Parallel Survey Items Across Surveys

The three surveys were designed to have similar questions, when appropriate, to compare responses across respondent type. In Table 10, we provide a list of questions that are identical or similar across two or more surveys and their variable names. For instance, each survey included questions about the respondent’s role, demographic characteristics, perceptions of child care licensing, regulations, and referrals to resources outside of child care licensing.

The data files are available as restricted use data sets (TRLECE Project Team 2024c, 2024f, 2024g, 2024j) through [CFData](#). This information could support additional analysis comparing responses across respondent types. Per the restricted data use agreement, authorized researchers can use the state indicator (f_state, p_state) to link FLS and provider responses in the same state; however, researchers must present results overall or by groups of states. Part 2 of the administrator responses do not include the state name, so these data cannot be linked to other surveys, but users could still compare descriptive statistics (e.g., means, standard deviations) across similar items from different respondent types.

Table 10. Similar Items Across Surveys

	Administrator (Part 2)	FLS	Providers
Demographics			
State	N/A	f_state	p_state
Which of the following best describes your gender identity?	a2_gender	f_gender	p_gender
What is your race/ethnicity? (derived) American Indian or Alaska Native, non-Hispanic Asian, non-Hispanic Black or African American, non-Hispanic Hispanic or Latino, of any race Native Hawaiian and other Pacific Islander, non-Hispanic White, non-Hispanic Multiracial, non-Hispanic	a2_race_eth_dv	f_race_eth_dv	p_race_eth_dv
(A/F) ²⁵ Which languages do you speak with providers?; (P) Which is your preferred language?	a2_lang_eng a2_lang_span	f_lang_eng f_lang_span	p_lang_eng p_lang_span
What is the highest degree or level of education you have completed?	a2_edu	f_edu	p_edu
What was your major for the highest degree you have or have studied for?	a2_major	f_major	p_major
Have you completed any college coursework in early childhood education?	a2_ececr	f_ececr	p_ececr
Do you have a Child Development Associate (CDA) Credential?	a2_cda	f_cda	p_cda
Do you have a School-Age or Youth Development Credential?	a2_saydc	f_saydc	p_saydc

²⁵ Letters in parenthesis represent the survey specific question or response: (A) Administrator, (F) Front-line staff, and (P) Providers

	Administrator (Part 2)	FLS	Providers
Career Path			
How long have you worked in your current child care licensing position?	a2_current a2_current_yr a2_current_mo	f_current, f_current_yr f_current_mo	N/A
How long have you worked in child care licensing in any position?	a2_ccllic a2_ccllic_yr a2_ccllic_mo	f_ccllic f_ccllic_yr f_ccllic_mo	N/A
Have you previously worked in licensing outside of child care?	a2_othlic	f_othlic	N/A
In what area(s)?	a2_othlic_yth a2_othlic_snr a2_othlic_food	f_othlic_yth f_othlic_snr f_othlic_food	N/A
Please indicate any roles you have previously held in child care settings (as a director, staff) Licensed center-based child care program License-exempt center-based child care program Head Start program School-based preschool or pre-K program Licensed family/ group child care License-exempt family/ group child care	a2_role_lc a2_role_exc a2_role_hs a2_role_pk a2_role_lf a2_role_exf	f_role_lc f_role_exc f_role_hs f_role_pk f_role_lf f_role_exf	N/A
Role of Child Care Licensing Unit	The child care licensing unit's role is to...	Part of my role is to...	
Ensure children are cared for in a healthy and safe environment	a2_lic_safe	f_lic_safe	N/A
Support providers	a2_lic_supp	N/A	N/A
Build relationships with providers	a2_lic_rlship	f_lic_rlship	N/A
Help providers new to child care licensing navigate the licensing process	a2_lic_new	f_lic_new	N/A
Help existing providers navigate the child care licensing process	a2_lic_exist	f_lic_exist	N/A
Ensure an adequate supply of licensed programs	a2_lic_sply	N/A	N/A
Help improve the quality of child care	a2_lic_qual	f_lic_qual	N/A
(A) ensure that the regulations and laws are enforced; (F) ensure that the regulations and laws are implemented	a2_lic_rule	f_lic_rule	N/A
Help providers correct violations	a2_lic_fix	f_lic_fix	N/A
Help reduce the incidence of violations	a2_lic_comply	f_lic_comply	N/A
Help connect providers to resources and supports	a2_lic_conn	f_lic_conn	N/A

	Administrator (Part 2)	FLS	Providers
Perceptions of Purpose of Role	If you had to choose one, which is the primary purpose of the licensing unit?	If you had to choose one, which is the primary purpose of your child care licensing role?	
Ensure children are cared for in a healthy and safe environment	a2_prim_safe	f_prim_safe	N/A
Build relationships with providers	a2_prim_rlship	f_prim_rlship	N/A
Support providers	a2_prim_supp	N/A	N/A
Help providers new to child care licensing navigate the licensing process	a2_prim_new	f_prim_new	N/A
Help existing providers navigate the child care licensing process	a2_prim_exist	f_prim_exist	N/A
Ensure an adequate supply of licensed programs	a2_prim_sply	N/A	N/A
Help improve the quality of child care	a2_prim_qual	f_prim_qual	N/A
Ensure that the regulations and laws are implemented	a2_prim_rule	f_prim_rule	N/A
Help providers correct violations	a2_prim_fix	f_prim_fix	N/A
Help reduce the incidence of violations	a2_prim_comply	f_prim_comply	N/A
Help connect providers to resources and supports	a2_prim_conn	f_prim_conn	N/A
General Perception of Child Care Licensing			
The child care licensing system helps support children's health and safety	a2_ccls_safe	f_ccls_safe	p_ccls_safe
The child care licensing system helps providers deliver higher quality care	a2_ccls_qual	f_ccls_qual	p_ccls_qual
Feels more like a barrier than a support to providing quality services	N/A	N/A	p_ccls_barr
Treats me fairly compared to other child care providers	N/A	N/A	p_ccls_fair
Perception of Child Care Licensing Regulations			
There are too many child care licensing regulations	a2_reg_many	f_reg_many	p_reg_many
Child care licensing regulations sometimes conflict with other standards	a2_reg_inconst	f_reg_inconst	p_reg_inconst
Child care licensing regulations are reasonable to meet (A: for center-based programs/FCC/programs serving school-age children)	a2_reg_cen, a2_reg_fcc	f_reg_rsnble	p_reg_rsnble
Font-line child care licensing staff understand all child care licensing regulations	a2_reg_know	N/A	f_reg_know
Front-line child care licensing staff do not interpret all licensing regulations similarly	a2_reg_interp	N/A	N/A

	Administrator (Part 2)	FLS	Providers
Child care licensing regulations are described in plain language that providers can understand	a2_reg_lang	N/A	N/A
It is easy to make modifications to child care licensing regulations	a2_reg_mod	N/A	N/A
Front-line licensing staff have reasonable caseloads	a2_reg_case	N/A	N/A
Most child care licensing regulations are relevant to my program	N/A	N/A	p_reg_relate
I understand all licensing regulations that apply to my program	N/A	N/A	p_reg_know
Some regulations focus on small things that are not important	N/A	N/A	p_reg_small
Child care licensing regulations changed too often, making it difficult to keep up	N/A	N/A	p_reg_change
Licensing regulations are not changed often enough, making some regulations outdated	N/A	N/A	p_reg_outdate
Feedback about Child Care Licensing	Has the child care licensing unit used any of the strategies below to gather feedback from families and providers about licensing within the last 12 months?		In the past 12 months, have you done any of the following to provide feedback on the way child care licensing works (such as renewal paperwork, regulations, frequency of licensing inspections)?
Completed a survey that asked for general feedback about child care licensing	N/A	N/A	p_fdbk1_svy
(A) Follow-up phone call, survey, or email after inspection; (P) Respond to a survey, email, or phone call from the licensing agency about a recent licensing visit	a2_pfdbk_fu	N/A	f_fdbk1_fu
(A) Periodic survey; (P) Completed a survey that asked for general feedback about child care licensing	a2_pfdbk_svy	N/A	f_fdbk1_svy
Feedback form on child care licensing website	a2_pfdbk_web	N/A	f_fdbk1_web
Members of advisory boards or committees	a2_pfdbk_comm	N/A	N/A
(A) Host an event to solicit feedback; (P) Participate in an event hosted by the licensing agency to ask for feedback (such as a webinar or meeting)	a2_pfdbk_event	N/A	f_fdbk1_event
Called or emailed the licensing agency with a suggestion	N/A	N/A	f_fdbk1_call

	Administrator (Part 2)	FLS	Providers
Participated in an event hosted by the licensing agency to ask for feedback (such as a webinar or meeting)	N/A	N/A	p_fdbk1_event
Gave feedback during a licensing visit	N/A	N/A	f_fdbk1_atvst
Other	a2_pfdbk_oth	N/A	f_fdbk1_oth
Referrals to Resources Outside of Child Care Licensing	How coordinated is child care licensing with other entities in the state/territory child care and early education system?	How often do you refer providers to the following agencies, organizations, or people for help, support, or consultation? (Never to Often)	Has a child care licensing inspector or other licensing staff referred you to any of the following resources? (Yes/No)
Child Care and Resource and Referral	N/A	f_ref_ccrr	N/A
(A/P) Quality Rating and Improvement System; (F) Quality Rating and Improvement System or other quality initiative	a2_oth_qr	f_ref_qr	p_ref_qr
Other quality initiatives/programs	N/A	N/A	p_ref_qual
Fire Department	a2_oth_fire	f_ref_fire	N/A
Child and Adult Care Food Program	a2_oth_cacfp	f_ref_cacfp	p_ref_cacfp
(F) Health Department; (P) Health consultation	a2_oth_hlth	f_ref_hlth	p_ref_hlth
Mental health consultation	N/A	N/A	p_ref_mhlth
Building inspectors/departments (state or local)	a2_oth_bldg	N/A	N/A
Local zoning departments	a2_oth_zone	N/A	N/A
Child Care and Development Fund (CCDF) subsidy program	a2_oth_ccdf	f_ref_ccdf	N/A
Child care subsidy outside of CCDF	a2_oth_ccsub	N/A	N/A
Abuse and Neglect Department (e.g., Department of Family Services, Child Welfare)	N/A	f_ref_cps	N/A
Public pre-K	a2_oth_pk	f_ref_pk	N/A
(A) Head Start Collaboration Office; (F) Head Start grantee	a2_oth_hs	f_ref_hs	N/A
Public schools	a2_oth_pubsch	N/A	N/A
(F) Statewide Afterschool Network or Afterschool Association; (P) Statewide Afterschool Networks	N/A	f_ref_sanaa	p_ref_asntw
Tribal child care systems	a2_oth_tribe	N/A	N/A
Infant toddler specialist	N/A	N/A	p_ref_infTod
(A) IDEA Part C (Early intervention for babies); (F) Early Intervention Program; (P) Early intervention specialist	a2_oth_ideac	f_ref_eip	p_ref_ei

	Administrator (Part 2)	FLS	Providers
Individuals with Disabilities Education Act (IDEA) Part B (for preschoolers)	a2_oth_ideab	N/A	N/A
Behavior guidance support	N/A	N/A	p_ref_behave
Toy lending	N/A	N/A	p_ref_toy
Funding opportunities	N/A	N/A	p_ref_fund
Business administration supports	N/A	N/A	p_ref_admin
Child care provider network/s	N/A	N/A	p_ref_netwk
Early childhood coaching and consultation	N/A	N/A	p_ref_coach
Professional development opportunities	N/A	N/A	p_ref_pd

Resources

All public reports from the TRLECE project are available at

<https://www.acf.hhs.gov/opre/project/understanding-role-licensing-early-care-and-education-trlece-2019-2024>

Glossary

Before- and after-school programs: “Programs serving school age children and older when they are not in school” (Child Care & Early Education Research Connections, n.d.). (Child Care & Early Education Research Connections uses this definition for after-school programs.)

Child Care and Development Fund (CCDF): “A federal and state partnership program ... authorized under the Child Care and Development Block Grant Act (CCDBG) and administered by states, territories, and tribes with funding and support from the Administration for Children and Families’ Office of Child Care. States use CCDF to provide financial assistance to low-income families to access child care so they can work or attend a job training or educational program ... In addition, states use the CCDF to invest in quality to benefit millions more children by building the skills and qualifications of the teacher workforce, supporting child care programs to achieve higher standards, and providing consumer education to help parents select child care that meets their families’ needs” (Administration for Children and Families, 2016).

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.

Child care and early education center: “Child care services for fewer than 24 hours per day per child in a nonresidential setting, unless care in excess of 24 hours is due to the nature of the parent(s)’ work” (National Center on Early Childhood Quality Assurance, 2015a, p. 3).

Child care and early education licensing: Establishes regulations that must be met to legally operate a child care program. Child care licensing also monitors and enforces those regulations.

Child care and early education licensing staff: Any staff who work in CCEE licensing (e.g., front-line staff, managers, administrative or clerical staff).

Child care and early education provider: An organization or individual that provides CCEE services (adapted from Child Care & Early Education Research Connections, n.d.).

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

Complaint: A concern or grievance about a CCEE provider that families or the public make to the licensing agency.

Data dictionary: A document containing descriptions of the data elements or variables in a data set (adapted from Gould et al., 2014).

Family child care: “Child care provided for one or more unrelated children in a provider’s home setting.” (Child Care & Early Education Research Connections, n.d.). “Family child care” can be used to describe a provider (i.e., person) or a setting (i.e., home).

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.

Group child care home: This term is used in the Child Care Licensing Study (CCLS); TRLECE uses this term only when referring to this setting type specified by CCLS data. Defined as “two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work” (National Center on Early Childhood Quality Assurance, 2015b, p.3).

Inspection: A visit to assess if a CCEE provider is meeting licensing regulations.

License-exempt: A determination by states/territories of providers who can operate legally without a license. License-exempt providers might include providers caring only for related children (e.g., person caring for grandchildren only), providers caring for a small number of children (e.g., one or two children), and facilities operating for only a few hours per day (e.g., serving children from 9-11am on Tuesdays and Thursdays only) or caring for children while adults are present (e.g., exercise facility caring for children while parent is exercising on site).

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.). (Child Care & Early Education Research Connections uses this definition for “licensing or regulatory requirements.”)

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).

Violation: Failure to comply with a licensing regulation.

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