



Data on Early Learning and Care/ Early Childhood Education and Care

What we have and what we don't have and what we should do about it



What data do we collect now? An overview

- ◆ A lot of administrative and program data, but timeliness, access, and consistency of definitions are major issues.
- ◆ Little regularly-collected statistical survey data on ECEC (including child care, kindergarten, nursery schools, intervention programs, etc.)



Possible Sources of Data

- ◆ **Statistical surveys of parents - patterns of use, demand, expenditures, prices, family and labour force characteristics, satisfaction and opinions.**
- ◆ **Data collection from staff, directors, classrooms, schools - compensation, characteristics, quality, costs, revenue sources**



More.....

- ◆ **Data on child and family outcomes (longitudinal) from parents, children, teachers - child development, school readiness, parents' labour force attachment, women's equity, work-family balance**
- ◆ **Administrative and program data (provincial/territorial and federal) - enrollment, capacity, services available, who is subsidized, characteristics of program beneficiaries, financial statistics, etc.**



1. Parent surveys

- ◆ **National Longitudinal Study of Children and Youth**
- ◆ **Canadian National Child Care Study**
- ◆ **Survey of Household Spending**
- ◆ **U.S. surveys (Survey of Income and Program Participation, National Child Care Study, American Families). Also U.K. and Australia.**



2. Facilities and Staff Studies

- ◆ **You Bet I Care!**
- ◆ **Cost, Quality and Child Outcomes Study**
- ◆ **NICHD (National Institute of Child Health and Human Development).**



3. Child and Family Outcomes

- ◆ **National Longitudinal Study of Children and Youth - not designed to study effects of ECEC**
- ◆ **NICHD is the gold-standard of large-scale studies of child and family outcomes**



What are the problems?

- ◆ Irregular, one-off studies
- ◆ Little data on quality or prices, costs, expenditures
- ◆ Little data over time (evolution of sector and needs)
- ◆ Provincial/territorial data does not use consistent definitions, is difficult to aggregate
- ◆ No common definition of ECEC services
- ◆ Not timely (late)



Recommendations

- ◆ **Parent Survey:** Statistics Canada to collect use patterns and preference data annually from parents through Labour Force Survey add-on
- ◆ **Expanded Parent Survey:** Every 3 years, with additional questions
- ◆ **ECEC Facilities/Staffing Surveys:** Like “You Bet I Care!” every year (Statistics Canada)
- ◆ **Expanded ECEC Facilities Survey with quality assessments:** Every 3 years.



More recommendations

- ◆ **Quality and Child Outcomes:** Statistics Canada longitudinal survey relating ECEC quality to child and family outcomes, with refreshing of sample. Broadly similar to NICHD.
- ◆ **Provincial/Territorial administrative/ program data:** “similar” data collected across provinces/territories
- ◆ **Federal/Provincial/Territorial and International ECEC policy data:** Clearinghouse of info on policy design/details, rules and eligibility.
- ◆ **Special Surveys**



Recommendation Summary

Parent Survey

Expanded Parent Survey

ECEC Facilities /Staffing Surveys

Expanded ECEC Facilities Survey

Longitudinal Study of Quality and Outcomes

Administrative and program data

Program of Research

ECEC policy data

Co-ordinating body

Special Surveys



Who should do what?

Statistics Canada...

- ◆ could regularly collect data from a survey of parents on work, income, type of child care, price paid, hours used, convenience, quality perceptions, satisfaction, child outcomes, special needs
- ◆ could regularly collect facilities/staff data on costs, prices, wages/benefits, staff characteristics, hours, ages, turnover



Provinces/territories

- ◆ Provincial/territorial and federal program and policy data...
- ◆ Provincial officials already collect info on subsidized children/families, licensing information, enrollment etc.
- ◆ Some harmonization of concepts and methods would permit aggregation of data across provinces
- ◆ Provinces/territories could maintain up-to-date records of facilities to permit special surveys
- ◆ Clearinghouse could collect and maintain comparative data on policy and operating design/details



What do we want to use data for?

- ◆ Statistical Indicators about children, families, and the system of ECCE services
- ◆ Data for analyzing correlations (cause and effect)



Some statistical indicators

- ◆ Number of children enrolled
- ◆ Per cent of low-income families receiving subsidy
- ◆ Licensed/regulated spaces per child, by age, by parent's workforce participation
- ◆ Per cent of family income/mother's income spent on child care, by income group
- ◆ Per cent of staff with ECE diploma



We need to develop statistical indicators on...

- ◆ Affordability
- ◆ Availability
- ◆ Quality
- ◆ Satisfaction and preference
- ◆ Use patterns, enrollment, take-up rates
- ◆ Costs and prices
- ◆ Child outcomes and family outcomes, including work and income
- ◆ etc....



Correlations and regression

Analyzing child care decisions, looking at cause and effect, and the effects of policies on decisions, for example...

- ◆ How do price, availability and quality affect child care decisions for different families?
- ◆ How do maternity/parental benefits affect length of leave taken?
- ◆ How do different features of ECCE services affect child and family outcomes?



Data requirements

- ◆ Statistical Indicators need to be timely, frequently collected, reliable
- ◆ Statistical Indicators can include data from different data sources
- ◆ Data to analyze cause and effect may be less timely, less frequently collected, but...
- ◆ Usually all of this data must come from same survey