



CCEEPRA
Child Care and Early
Education Policy and
Research Analysis



Landscape of Publicly Available Data on School-Age Child Care

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Introduction

Research finds that high-quality child care and enrichment programming provided to school-age children (i.e., children ages 5-12 who are enrolled in school) during non-school hours (i.e., before or after school or during the summer) are associated with positive academic, physical, and social-emotional outcomes.^{a,b}

Unmet demand for school-age child care (SACC) is high, especially for families with lower incomes and for Black and Hispanic families; 51 percent of children living in low-income households and over 50 percent of Black and Latinx children would participate in afterschool programs if they were available to them, according to their caregivers.^{c,d} Despite the high need for SACC, there is limited publicly available data on SACC related topics, such as parent/family preferences, cost, availability, and the types of care used.

The main objectives of this landscape analysis are to (1) identify publicly available data sources that can be used to understand SACC topics (such as quality of services, need and demand for SACC, cost and payment supports, parent preferences, availability and usage, and child and parent/family outcomes); and (2) document the characteristics of the data sources to identify gaps in, and strengths of, currently available data. This information can be used to identify appropriate data sources for specific research questions and to highlight where further investment in SACC-related data collection is needed to better understand SACC and support future research.

Glossary

School-age child care (SACC): any supervised, regular paid or unpaid program or care setting provided to children ages 5 (who are enrolled in kindergarten) to age 12 during non-school hours, including before-school care, after-school care (including enrichment programs and activities), summer programs (including summer camp, or child care), care during school holidays, home-based care, and family or neighbor care arrangements.

Research questions

This brief provides findings on three research questions:

- **What data sources are publicly available that measure topics related to SACC, particularly need/demand, preferences, cost and payment support, availability, use, quality, and child and parent/family outcomes?**
- **What are the characteristics of each data source? These include:**
 - Years of data collection
 - Geographic areas represented (e.g., national, state level, local level)
 - Specific SACC-related topics covered
 - Populations served
 - Child and provider characteristics measured
- **What are the strengths and gaps across data sources? For instance:**
 - The ability to produce representative estimates about SACC
 - Lack of data on certain topics related to SACC (see above)
 - Data recency (i.e., how current is the data?)

^a Hurd, N., & Deutsch, N. (2017). SEL-focused after-school programs. *The Future of Children*, 27(1), 95-115. <http://www.jstor.org/stable/44219023>

^b McCombs, J.S., Anamarie A.W., & Yoo, P.Y. (2017). *The Value of Out-of-School Time Programs*. RAND Corporation. <https://www.rand.org/pubs/perspectives/PE267.html>

^c Afterschool Alliance. (2021). *Time for a game-changing summer, with opportunity and growth for all of America's youth*. America After 3PM Summer: Afterschool Alliance. <https://files.eric.ed.gov/fulltext/ED614122.pdf>

^d Afterschool Alliance. (2021). *Demand grows, opportunity shrinks*. America After 3PM. <http://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-National-Report.pdf>

Methodology

The authors used a multipronged approach to identify potential data sources that can be used to investigate independently formulated research questions about SACC. This included reviewing sources identified in a state-of-the-science review about SACC,^e conducting searches on Google and Google Scholar with relevant search terms (e.g., “school-age,” “child care,” “dataset”), and consulting subject-matter experts inside and outside of Child Trends. See Appendix B for additional methodological information.

Data sources were considered eligible if they met three criteria:

1. They included data collected in 2010 or later.
2. They included data pertaining to the care of school-age children (ages 5-12) when they are not in school (e.g., quality of child care, access to child care, use of child care, use of subsidies, family experiences/satisfaction with care).
3. The raw data had to be publicly available and analyzable by a third party.^f If access was restricted, there had to be an established and publicly stated procedure for requesting the data. Chartbooks or other compilations of pre-analyzed statistics (for example, the [America After 3PM](#) data explorer) were therefore considered ineligible.

The authors reviewed each data source to extract information about the scope and characteristics of the data, including when, how, and from whom the data were collected; what SACC-related topics (see the list below) were captured in the data sources; and what information about the population in SACC is included in the data. For most categories, sources were coded affirmatively (i.e., tagged “yes” if an author found evidence that it met the criteria and left untagged if not). Subject matter experts reviewed the information extracted by the authors for accuracy.

Descriptions of each SACC-related topic are provided below:

- **Need/demand for care:** Parent need for care, such as ease or difficulty finding child care, or inability to work due to lack of child care
- **Preferences:** Parent preferences for care characteristics, such as care environments, or provider types
- **Cost:** Cost of care for children in the household, such as how much households paid for care in a given week
- **Payment support:** Parent use of subsidies or other financial assistance to pay for care
- **Types of child care available:** Types of child care available, other than current child care arrangement
- **Types of child care used:** Types of care used, such as who provided care, or whether child(ren) were in afterschool programs
- **Child outcomes:** Child outcomes, such as health and well-being, academic performance, or involvement in school or community activities
- **Parent or family outcomes:** Parent or family outcomes, such as health, stress, missed work due to child care problems
- **Quality:** Quality of care received, such as provider licensure, child care activities, and parent perceptions of care or of the provider

^e Sacks, V., Redd, Z., Angeles-Figueroa, J., Stafford, R., Bradley, M., & Ball, J. (2022). *School-age child care: State-of-the-science annotated bibliography*. [Unpublished report]. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

^f Some state afterschool networks and state and local education agencies collect data on SACC and afterschool programs in their state, but do not provide access to that data for public external analysis.

Findings

This section includes an overview of the data sources that were identified that contain SACC topics, a review of child and provider characteristics covered within survey data sources, and a summary of the strengths and gaps of these survey sources. Detailed summary tables of the data source characteristics are presented in Appendix Tables A1-A3.

Overview of data sources

The scan identified 36 potential sources of data with information on SACC. Among those, 11 met the inclusion criteria. Three were national policy databases and eight were surveys fielded to households and/or care providers. These data sources are listed in the text box below as well as in Table A1 in the Appendix.

Policy databases included national-, state-, and territory-level information on policies and regulations related to child care, including SACC. One was federally managed, and the other two were managed by non-profit research organizations.

Survey data sources included nationally-representative surveys of parents and other caregivers that asked about a variety of topics related to the care of school-aged children.

Data Sources

Policy databases:

- Child Care and Development Fund (CCDF) State Policies Database
- National Database of Child Care Licensing Regulations
- Quality Compendium

Surveys:

- Current Population Survey: Annual Social and Economic Supplement (CPS: ASEC)
- Early Childhood Longitudinal Survey: Kindergarten (ECLS-K)
- Future of Families and Child Well-Being Study (FFCWS)
- National Survey of Children's Health (NSCH)
- National Survey of Children in Non-Parental Care (NSCNC)
- National Survey of Early Care and Education (NSECE)
- Panel Study of Income Dynamics (PSID)
- Survey of Income and Program Participation (SIPP)

Characteristics of policy databases

The three policy databases include the Child Care and Development Fund (CCDF) State Policies Database, the National Database of Child Care Licensing Regulations, and the Quality Compendium. These databases offer insights into state policies that may affect SACC providers and households with SACC needs, but they are not limited to SACC policies. Interested researchers could link policy databases with survey databases that include data about the geographic location of individual respondents (such as the state of residence) and use the linked data to assess the relationship between SACC policies and types of care used, child outcomes, satisfaction with care, and other topics. Table 1 provides a brief overview of these data sources. Appendix Table A3 provides additional information about the policies measured in each database.

Table 1. Overview of the policy databases

Data Source	Primary owner/sponsor	Years	Geographic representation	Population representation	Respondents	Data Access
CCDF State Policies Database	U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation	2009-2019	State and territory	N/A	N/A	Publicly accessible
National Database of Child Care Licensing Regulations	U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care and Office of Head Start	Licensing Agency Policies data set: 2017 & updated roughly every three years State Profiles: Ongoing Regulations: Ongoing	State and territory	N/A	N/A	Publicly accessible
Quality Compendium	BUILD Initiative; Child Trends	2014-2017, 2019, 2021	Quality Improvement System (QIS; typically state level, but some states have multiple systems)	N/A	QIS staff	Publicly accessible

Characteristics of survey data sources

The eight survey data sources varied in aspects such as their design, how long they have been administered, and their most recent data collection period. For example, half were cross-sectional surveys and half were longitudinal surveys. All eight surveys have at least some publicly accessible data, and the majority also have restricted-use versions of the datasets available to approved researchers. This section provides an overview of the years and geographic representativeness of the survey data sources, as well as the SACC topics identified in the sources. Appendix A includes detailed tables specifying the characteristics of, and the SACC topics covered by, each individual survey.

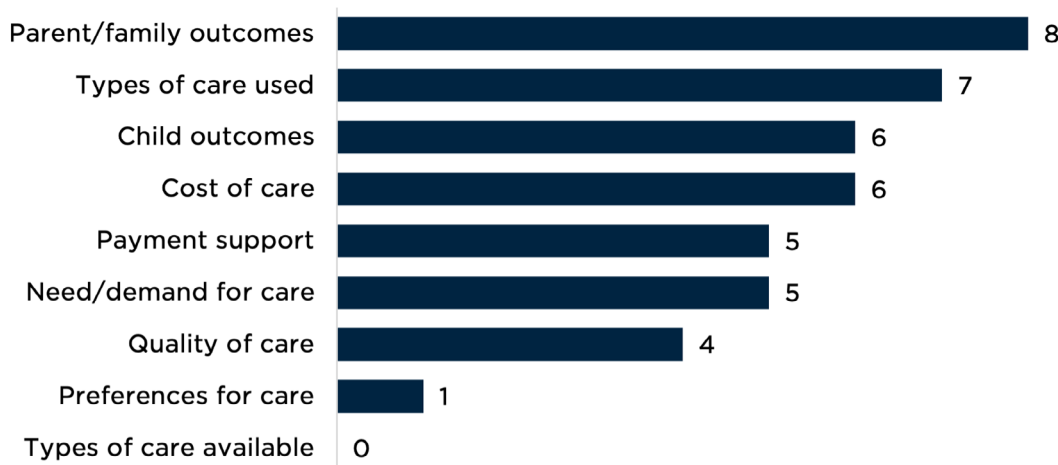
Years and geography

Half of the eight surveys were representative only at the national level and half also allowed users to produce sub-national (most commonly state-level) estimates. Most surveys had been going on for decades, such as the NSECE, SIPP, CPS: ASEC, ECLS-K, FFCWS, NSCH, and PSID; only one data source, the NSCNC, has had one period of data collection since 2010.

SACC topics

Figure 1 summarizes the SACC-related topics covered by the survey data sources. Table A2 in the appendix identifies the SACC topics measured in each individual survey.

Figure 1. Number of survey data sources assessing various SACC topics (N=8)



Preferences for care

Few data sources have information on how current care arrangements align with parents' ideals for child care. Only one data source (the NSECE) gathered information on the *preferences* for care.

Quality of care

Several sources include information on the quality of child care (such as parent satisfaction with care), although it was collected with varying degrees of detail, and none of the state-level data sources include data on quality. Some data sources include provider-collected information that researchers can use to assess various aspects related to the quality of child care. For instance, the ECLS-K includes questionnaires completed by care providers and center directors with items assessing potential indicators of quality, such as program goals, activities, children's use of TV or computers, program/center licensure, and services such as health screenings and exams, and meals. Other sources ask parents to report on aspects of quality, such as what enrichment activities are provided in the care setting.

Need or demand for care

Five of the eight survey data sources contain some information about the need or demand for care; however, this is often limited to one or two items asking whether lack of child care was a barrier to other aspects of families' lives (for example, working).

Cost of care and payment support

Many data sources provide at least some information on the cost of care and payment supports used or received. Three of the sources, the SIPP, CPS: ASEC, and NSECE, have data from the last five years; however, SIPP and CPS: ASEC only ask about total child care costs for the household and not for the school-age children in the household specifically. Several data sources may be used to estimate household expenditures on SACC and the prevalence of subsidies for care. However, most data sources have information about only one aspect of child care cost and payment support. For example, some surveys ask respondents about how much parents pay for child care or whether other individuals or organizations have helped parents pay for care. Additionally, some sources do not separate cost and payment supports for early care versus SACC.

Types of care used and available

Many data sources could be used to describe the *types of care used* by households with school-age children (e.g., relative care, non-relative home-based care, before/after school program, or summer camp/program). However, none of the sources provide information about the types of care *available* to families other than their current arrangement.

Child and parent/family outcomes

Every data source includes at least some information about *child or parent/family outcomes*, although the breadth and depth of this information vary substantially. Child or parent/family outcomes include data that researchers could use to analyze their relationship with child care and related topics. For instance, *child outcome* data could include well-being and academic performance, while *parent/family outcome* data could include parent health/stress and time lost from work. In several data sources, the only parent/family outcome measured is unwanted time off from work due to child care inconsistencies. Other sources, such as the NSCNC, contain robust information related to parent well-being, such as mental or physical health. Additionally, the sources that include data on child outcomes measure a variety of outcomes across multiple domains, including physical and cognitive development, academic performance, and social well-being.

Child and provider characteristics measured

Most data sources contain substantial information about the characteristics of children in SACC. All have at least some information about the child's age, race and ethnicity, and gender, and the family's socioeconomic status.

Less information is available about the location of the focal child's care provider, particularly in public-use data. In two datasets, the NSECE and PSID, the only location information available is about distance of the provider relative to the child's home—these sources include information about the time spent traveling to and from care arrangements.⁹ All sources providing child and provider characteristics can be found in Table A2 in the appendix.

⁹ Researchers could explore merging datasets with Census data, such as the American Community Survey, to obtain additional Census tract information.

Strengths and gaps across data sources

This search identified 11 national data sources that offer insight into SACC in the United States, far fewer than the number of data sources with information about early care and education.^h

Strengths



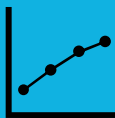
There are multiple nationally representative data sources about the types of SACC arrangements used by families.

Researchers can produce representative estimates about the types of SACC arrangements used by families, as well as the cost and use of payment supports.



Data sources include sociodemographic information, making it possible to examine differences in SACC, although sample sizes are sometimes limited.

For instance, researchers could use these data sources to examine differences in school-age care for children and families of different racial and ethnic backgrounds, incomes, and other characteristics that can identify potential disparities. However, not all data sources will have large enough samples of subgroups of children to allow for these analyses.



Both cross-sectional and longitudinal data are available, enabling analysis of trends and point-in-time estimates.

For example, researchers can use these cross-sectional and longitudinal surveys to evaluate national (and some state-level) trends, generate point-in-time estimates, and study the role of SACC within a child's broader life course.

^h For example, an initial search of the Child and Family Data Archive resulted in at least 20 data sources with information about early care and education.

Gaps



None of the data sources contain information about the different types of care currently *available* to families.

Most data sources include information about the type of care families are using currently or have used in the past. Without information about the other types of care available, but not used, there is limited ability to assess how the overall supply of SACC meets demand because we cannot compare current arrangements against available arrangements.



Most data sources do not offer in-depth information about parental preferences for SACC or how well their current care arrangements meet these preferences.

Only the NSECE captures information about parent preferences for care. However, although the NSECE household survey can be weighted to be representative of school-age children, the NSECE provider surveys are not a representative sample of SACC providers (only centers serving children ages 0-6 and home-based providers serving all children under the age of 13). Additionally, the 2019 wave of the NSECE household survey under-sampled school-age children, which could reduce the reliability of estimates from that year.



Although there is a wide range of SACC topics and outcomes covered across data sources, the information available is often limited.

This gap emerges in two ways; the first is that few data sources include in-depth information about both SACC topics and outcomes. Some data sources collect detailed and multidimensional information on child and family well-being but gather limited information on SACC (typically one or two items about the type of care used, its cost, and subsidy receipt). Whereas the NSECE collects a range of SACC information, it does not collect child outcome data, and the only family outcome measured is how a lack of care affects parents. The second is that in many data sources information on the SACC topics is limited. For example, although families' need for SACC is a topic in many data sources, need is often assessed only by whether child care posed a barrier to work for parents. This lack of more nuanced information can limit researchers' ability to study SACC topics, and their associations with child and family outcomes.

Additional considerations: Defining school-age child care across the data sources

Researchers using the identified data sources should be aware that the surveys do not use a single definition of SACC or consistent question wording to elicit information about SACC from respondents. Data sources were eligible for inclusion in this review if they asked respondents any questions about how school-age children spend their time outside of school. For instance, asking parents who else, other than the child's parents, cared for their child in a given time period or asking parents if their child participated in before- or after-school programming. A 2021 study found that parents used a variety of terms to refer to programs that their children participate in outside of school hours; the most common terms were extracurricular, afterschool, youth development, recreation, and enrichment.ⁱ Given the variation in the questions asked across the surveys described in this brief, and the potential variation in how respondents themselves would describe the program their child participates in, a potential gap is that these data sources (individually or combined) may not capture the range of experiences in how school-age children spend their time outside of school hours.

Implications

This section includes information on the potential implications for research and new data collection based on the findings from this landscape analysis, as well as limitations related to the scope of this review.

Implications for research

Researchers could use existing data sources, such as the SIPP and CPS: ASEC, to produce representative estimates of household expenditures for child care and the use of payment supports for care, although this information may not be broken out for school age children specifically. Researchers may also be able to use the survey data to evaluate trends, generate point-in-time estimates, and examine the role of SACC across children ages 5-12 within and potentially across states.

Researchers can also use existing data sources with information on child characteristics to examine various equity issues and disparities in SACC. For instance, researchers could explore differences in SACC cost/payment supports, need/demand, and parent/family or child outcomes by child racial and ethnic background, household income, or other characteristics, if sample sizes permit.

Additionally, future researchers could explore the relationships between SACC-related topics, such as the need for care, availability, type of care used, hours in care, and satisfaction with care. Researchers could explore the potential relationship between these elements and SACC-related policies using data from publicly available policy databases such as the CCDF State Policies Database or the National Database of Child Care Licensing Regulations.

Implications for new data collection

Future researchers and funders of data collection efforts on SACC could expand existing data collection, or explore new data collection, to gather more in-depth information about preferences for SACC among families and how well care arrangements meet families' preferences. For example, the NSECE household questionnaire asks respondents to indicate the importance of child care characteristics during their latest search for care, including educational and social characteristics, provider types, and the primary reason respondents chose their most recent care provider. New data collection efforts could expand on the characteristics of care parents and families prefer and how their current care arrangements are meeting these preferences. These new data collection efforts would lead to more information about the scope of unmet needs given the high demands for care.

ⁱ Learning Heroes. (2021). *Out-of-school time programs: Paving the way for children to find passion, purpose, & voice. National surveys of K-8 parents, teachers, and program providers.* [PowerPoint slides]. https://bealearninghero.org/wp-content/uploads/2021/09/Finding-Passion-Purpose-Voice_research-deck_final_9.21.pdf

Limitations

The scope of the review did not allow for the research team to determine definitively if the data sources did not include a specific criterion. Sources were only coded affirmatively if researchers found evidence that met the criteria and left uncoded if not. This analysis also did not include some notable sources of data on SACC, such as America After 3PM, the Child Care Data Center, and federal administrative data due to the inability to publicly access or request analyzable data (as opposed to the data summaries organizations produce).

Conclusions

There are several strengths of the existing publicly available data on SACC, including information on child and family demographics, types of care used, need/demand for care, child outcomes, and some parent outcomes. However, this landscape analysis identified a clear need for more publicly available data related to SACC to understand the nuanced relationships between topics such as the level of demand for and the availability of SACC, and to better understand unmet needs and preferences for care for families with school-age children.



Appendix A

Table A1. Data source overview^{j,k}

Data Source	Primary owner/ sponsor	Type	Years	Geographic representation	Population representation	Respondents	Data Access
Surveys							
Current Population Survey: Annual Social and Economic Supplement (CPS: ASEC)	U.S. Department of Labor, Bureau of Labor Statistics	Cross- sectional survey	Yearly (deployed in March); first data collection was in 1962	National, state, metropolitan areas	Households	Household members	Publicly accessible
Early Childhood Longitudinal Survey: Kindergarten (ECLS-K)	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics	Longitudinal study	ECLS-K (Kindergarten class of 1998-99; followed K-8th grade) ECLS-K:2011 (Kindergarten class of 2010-11; followed K-5th grade) ECLS-K:2024 (forthcoming)	National	Children, households, kindergarten teachers, schools serving kindergarteners	Household members, providers, teachers, children	Publicly accessible w/ separate restricted-use dataset

^j Users of any data source should note that data may not necessarily be representative of SACC experiences at all geographic levels. Users will need to access the data to assess whether there is a sufficient sample size to produce state or local representative estimates for each year of data collection.

^k Two of the four surveys in the NSECE, the household and home-based provider surveys, include substantial data on school-age children and SACC. A third survey of center-based providers is representative of centers that serve children ages 0-5, but some centers also serve school-age children

Data Source	Primary owner/ sponsor	Type	Years	Geographic representation	Population representation	Respondents	Data Access
Future of Families and Child Wellbeing Study (FFCWS; Formerly known as Fragile Families and Child Well-Being Study)	The Bendheim-Thoman Center for Research on Child and Family Wellbeing; Columbia Population Research Center	Longitudinal study	One cohort of children born 1998-2000; data collected at birth, years 1, 3, 5, 9, 15, & 22	National and selected cities	Children, households	Household members, caregivers, teachers	Publicly accessible w/ separate restricted-use dataset
National Survey of Children in Non-Parental Care (NSCNC)	U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation	Cross-sectional survey	2013	National	Children	Household members	Publicly accessible w/ separate restricted-use dataset
National Survey of Children's Health (NSCH)	U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau	Cross-sectional survey	2003, 2007, 2011-12; yearly since 2016	National and state	Children	Household members	Publicly accessible

Data Source	Primary owner/ sponsor	Type	Years	Geographic representation	Population representation	Respondents	Data Access
National Survey of Early Care and Education (NSECE)	U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation	Four integrated, nationally representative cross-sectional surveys	2012, 2019, 2024 [forthcoming]	National and selected states	Households, providers	Household members, providers	Publicly accessible w/ separate restricted-use dataset (state identifiers only in restricted dataset)
Panel Study of Income Dynamics (PSID)	Survey Research Center, Institute for Social Research, University of Michigan	Longitudinal survey	Ongoing since 1968 (yearly through 1997, then every other year)	National	Households	Household members	Publicly accessible w/ separate restricted-use dataset
Survey of Income and Program Participation (SIPP)	U.S. Department of Commerce, Economic and Statistics Administration, U.S. Census Bureau	Longitudinal survey	New cohort every 1-6 years from 1984; data collection for a cohort is ongoing until new data collection for the next cohort begins	National and state	Households	Household members	Publicly accessible

Table A2. Survey data sources: School-age child care topics and demographics^{l,m,n}






Data Source	School-Age Child Care Topics									Demographics
	Need or demand for care	Parent or family preferences	Cost of care	Payment support or assistance	Types of care available	Types of care used	Child outcomes	Parent or family outcomes	Quality of care	
Current Population Survey: Annual Social and Economic Supplement (CPS: ASEC)	✓		✓					✓		● ▲ * D ◆
Early Childhood Longitudinal Survey: Kindergarten (ECLS-K)	✓		✓	✓		✓	✓	✓	✓	● ▲ * D ◆
Future of Families and Child Wellbeing Study (FFCWS)			✓	✓		✓	✓	✓	✓	● ▲ * D
National Survey of Children in Non-Parental Care (NSCNC)	✓			✓		✓	✓	✓		● ▲ * D

● = Location ■ = Age of children served ▲ = Race & ethnicity of children served * = Gender of children served
 D = Socioeconomic characteristics of children served ◆ = Nativity/immigration of children served

^l Sources were coded affirmatively (i.e., check-marked if a researcher found evidence that it met the criteria and left untagged if not). This is because the scope of the review did not allow for researchers to determine definitively if a criterion was not met.

^m Users of any data source should consult the documentation for the data source to confirm the details of what information is available. In some cases, information available in one wave or cohort is not available in another wave/cohort. Additionally, some items may only be available in restricted use data sets.

ⁿ Location indicates data about where SACC providers operate, where enrolled children live, or the relative distance between child home and SACC provider.

Data Source	School-Age Child Care Topics									Demographics
	Need or demand for care	Parent or family preferences	Cost of care	Payment support or assistance	Types of care available	Types of care used	Child outcomes	Parent or family outcomes	Quality of care	
National Survey of Children's Health (NSCH)						✓	✓	✓		
NSECE Household Questionnaire	✓	✓	✓	✓		✓		✓	✓	
NSECE Home-based Provider Questionnaire			✓	✓		✓			✓	
Panel Study of Income Dynamics (PSID)			✓			✓	✓	✓	✓	
Survey of Income and Program Participation (SIPP)	✓		✓	✓		✓	✓	✓		







 = Location
  = Age of children served
  = Race & ethnicity of children served
  = Gender of children served
 = Socioeconomic characteristics of children served
  = Nativity/immigration of children served

Table A3. Policy data sources: Policies measured

National Policy Databases	
Data Source	Policies Measured
CCDF State Policies Database	State and territory rules for child care subsidy programs under CCDF (e.g., family eligibility, application and redetermination, priorities and waiting lists, family payments, provider requirements, reimbursement rates). Note that some rules refer to child care or SACC specifically. Delays between policy changes and data source updates may lead to some instances of outdated policy information.
National Database of Child Care Licensing Regulations	<p>State and territory licensing agency policies (e.g., complaint investigations, enforcement actions, licensing feeds, licensing staff requirements) are for licensed child care centers, family child care homes, and group child care homes, but do not specify age of children served.</p> <p>State and territory regulations can be filtered by relevance to school-age programs. Users of this data source are encouraged to examine the original text of the regulations to determine the extent to which school-age programs are addressed.</p>
Quality Compendium	Quality improvement system (QIS) characteristics (e.g., participation, funding, financial incentives, technical assistance). Note that not all QIS systems have information on school-age programs specifically. Additionally, not all QIS systems have information on school-age programs specifically, and in some instances, school-age programs may be exempt from mandatory participation in QIS.

Appendix B

Methods

The authors used a multipronged approach to identify potential data sources that can be used to investigate independently formulated research questions about SACC.

Research questions

This brief provides findings on three research questions:

- **What data sources are publicly available that measure topics related to SACC, particularly need/demand, preferences, cost and payment support, availability, use, quality, and child and parent/family outcomes?**
- **What are the characteristics of each data source? These include:**
 - Years of data collection
 - Geographic areas represented (e.g., national, state level, local level)
 - Specific SACC-related topics covered
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- **What are the strengths and gaps across data sources? For instance:**
 - The ability to produce representative estimates about SACC
 - Lack of data on certain topics related to SACC (see above)
 - Data recency (i.e., how current is the data?)

Sources and search terms

The authors reviewed data sources identified in an unpublished state-of-the-science review of research about SACC, conducted searches on Google and Google Scholar, and consulted with subject-matter experts. The authors used terms such as “school-age,” “child care,” and “dataset” when conducting web-based searches.

Inclusion criteria

Data sources were considered eligible if they met three criteria:

1. They included data collected in 2010 or later.
2. They included data pertaining to the care of school-age children (ages 5-12) when they are not in school (e.g., quality of child care, access to child care, use of child care, use of subsidies, family experiences/satisfaction with care).
3. The raw data had to be publicly available and analyzable by a third party. If access was restricted, there had to be an established and publicly stated procedure for requesting the data. Chartbooks or other compilations of pre-analyzed statistics (for example, the America After 3PM data explorer) were therefore considered ineligible.

SACC topics

The authors reviewed each data source to extract information about the scope and characteristics of the data, including when, how, and from whom the data were collected; what SACC-related topics (see the list below) were captured in the data sources; and what information about the population in SACC is included in the data. For most categories, sources were coded affirmatively (i.e., tagged “yes” if an author found evidence that it met the criteria and left untagged if not). Subject matter experts reviewed the information extracted by the authors for accuracy.

Descriptions of each SACC topic are provided below:

- **Need/demand for care:** Parent need for care, such as ease or difficulty finding child care, or inability to work due to lack of child care
- **Preferences:** Parent preferences for care characteristics, such as care environments, or provider types
- **Cost:** Cost of care for children in the household, such as how much households paid for care in a given week
- **Payment support:** Parent use of subsidies or other financial assistance to pay for care
- **Types of child care available:** Types of child care available, other than current child care arrangement
- **Types of child care used:** Types of care used, such as who provided care, or whether child(ren) were in afterschool programs
- **Child outcomes:** Child outcomes, such as health and well-being, academic performance, or involvement in school or community activities
- **Parent or family outcomes:** Parent or family outcomes, such as health, stress, and missed work due to child care problems
- **Quality:** Quality of care received, such as provider licensure, child care activities, and parent perceptions of care or of the provider

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