

**RESPONSE TO NOV. 2, 2006, DISCUSSION WITH OMB:  
CCAMPIS STUDY 1875-NEW  
NOVEMBER 9, 2006**

**1. Burden Estimates**

The original burden estimate for completing the survey was 1,376 hours for 688 respondents. It was based on an estimate of about one hour for the CCAMPIS grantee institutions and three hours for nongrant institutions. With approximately 10 percent of the sample participating in the survey in Phase I, the burden for that phase is estimated at 140 hours for 70 respondents.

**2. Obtaining Community-Level Characteristics**

We agree with OMB's suggestion to obtain community-level characteristics by using the more detailed Census tracts rather than the telephone exchange level for the areas surrounding each institution.

**3. Disclosure Review Board**

The National Center for Education Statistics (NCES) is the only principal operating component in the U.S. Department of Education (ED) to have established a Disclosure Review Board. However, the Office of Planning, Evaluation and Policy Development/Policy and Program Studies Service (OPEPD/PPSS), the originating agency, requires contractors to take all necessary precautions, including an in-house disclosure review, to protect the identity of the institutions and individuals taking part in surveys. For this particular collection effort, the Mathematica Policy Research (MPR) study team will create a restricted-use data file that includes all the information collected in the Phase I and Phase II survey with individual identifiers removed. We will remove the institution's name, Integrated Postsecondary Education Data System (IPEDS) ID, contact person, address information, and telephone number. In addition, for institutional characteristics that are rare in the sample, we will follow additional safeguards such as either collapsing data into categories for continuous variables or combining categories for categorical variables. An MPR staff member not directly involved in the study's normal, daily activities will conduct a comprehensive review of the file to eliminate, to the extent possible, inadvertent disclosure of potentially identifying information and to ensure an error-free final product. The file will be fully documented with variable labels, response labels, and analytic weights.

**4. Survey Question on Race**

For each survey question on race (questions E4, F5, K5 in Appendix B, pages 21, 23, and 34), we added another response option, "Two or more races." Question stems have been revised accordingly.

**5. Graduation Rates from 2-Year and 4-Year Institutions**

We agree with OMB's point that there may be differences between 2-year and 4-year institutions in how they report students' class level. Also, as noted during the conference call,

some students at 2-year institutions transfer to 4-year institutions without “graduating.” However, we do not have alternative question wording to propose that would better capture these intricacies. We do intend to analyze the data separately by institutional level (2 year, 4 year) and by other institutional characteristics.

## **6. Survey Question on Persistence and Graduation Rates**

To remove ambiguity, we rephrased C7 (Appendix B.14) as follows:

OLD: Have persistence and graduation rates improved as a result of providing child care assistance to Pell Grant recipients at your institution?

NEW: Has providing child care assistance to Pell Grant recipients at your institution resulted in improved persistence and graduation rates among these students?

We acknowledge OMB’s point that C8 (Appendix B.15) asks respondents to identify the source of information used to answer C7, but it does not ask them to provide the data if institutional records were used. We believe that the data obtained in C1, which covers academic years 2001-2002 through 2006-2007, will suffice. We do not want to burden respondents by asking them to provide data for years before 2001-2002.

## **7. Survey Items and Secondary Data Sources Addressing the Research Questions**

The table on the next page summarizes the data sources and analytic approaches that will be used to answer the research questions.

## **8. Follow-Up Note on Confidentiality**

As a follow-up to the written responses submitted before the conference call, we note that that we revised both item A.10 in the supporting statement and the letters to respondents to reflect the fact that the data collection will not be covered by the Privacy Act (see attached documents).

TABLE 1. DATA SOURCES AND ANALYTIC APPROACHES TO ADDRESS RESEARCH QUESTIONS

Research Questions	Data Sources	Analytic Approach
<p>How many Title IV postsecondary institutions offer campus-based child care services?</p> <p>How many receive support from CCAMPIS for child care services? For what services is the support used?</p> <p>How many institutions similar to the CCAMPIS institutions (but not participating in the program) provide child care services for dependents of low-income postsecondary students?</p> <p>What are the characteristics of institutions offering child care services? Does prevalence vary by key characteristics of institutions?</p>	<p><b>IPEDS-IC*</b>: B1, B2, C3, C8</p> <p><b>IPEDS-EF**</b>: Part E</p> <p><b>Web survey</b>: A1-3, C2</p> <p><b>Contextual data</b>: availability and accessibility of subsidies to parents in education activities; CCAMPIS grant amount, grant period, and percentage of students receiving Pell Grants</p>	<p>Descriptive analyses of the number and characteristics of Title IV institutions offering on-campus child care for students</p> <p>Descriptive analyses of the number and characteristics of similar non-CCAMPIS institutions offering on-campus child care for students</p> <p>Descriptive analyses for key subgroups of institutions (by type [public, private nonprofit, private for-profit], 2-year or 4-year institutions, whether they have undergraduate and graduate enrollment, institution size [enrollment], and CCAMPIS grant amount)</p>
<p>What are the levels of use and characteristics of child care programs in CCAMPIS grantee institutions and non-grantee comparison institutions offering child care services in terms of:</p> <ul style="list-style-type: none"> <li>• Types and arrangements of services provided?</li> <li>• Characteristics of child care providers?</li> <li>• Characteristics of postsecondary students who use the services, including number and age of the children served by type of service?</li> <li>• Patterns and levels of use?</li> <li>• Unmet need for child care services?</li> </ul> <p>Does the program maintain waiting lists?</p> <p>To what extent are the characteristics of students who use the campus-based child care services in CCAMPIS and matched non-CCAMPIS institutions similar to the characteristics of low-income students nationwide who may need child care and who use child care?</p>	<p><b>Web survey</b>: A1, B1-B6, C1-C2, C11 Sections D-I (on-campus centers), Sections J-L (off-campus centers)</p> <p><b>BPS</b>: Items related to dependent children, marital status, Pell Grant receipt, child care expenses</p> <p><b>NPSAS</b>: Items related to dependent children, marital status, Pell Grant receipt, persistence</p>	<p>Descriptive analyses of the types of child care services provided, characteristics of child care providers, and characteristics of the students and children who receive services</p> <p>Statistical tests of differences between CCAMPIS and similar institutions in the types of services provided, characteristics of child care providers, and characteristics of participants</p> <p>Descriptive analyses and statistical tests for key subgroups of institutions</p> <p>Descriptive analyses of the potential need for child care services among low-income postsecondary students, number and characteristics of low-income students who have children under 12 who may need child care and low-income students with dependent children in child care</p>
<p>What other support services are available to low-income student-</p>	<p><b>IPEDS-IC</b>: C8</p>	<p>Descriptive analyses of the availability of child care</p>

\* IPEDS Institutional Characteristics

\*\* IPEDS Fall Enrollment Survey

Research Questions	Data Sources	Analytic Approach
<p>parents to promote their retention and graduation? What are the main features of these services?</p>	<p><b>Web survey:</b> C11, C12</p> <p><b>Contextual data:</b> availability and accessibility of subsidies to parents in education activities</p>	<p>support to parents in education activities in the state, types of support services offered, and characteristics of the students who receive these services</p> <p>Statistical tests of differences between CCAMPIS and similar institutions for the types of services offered and students who receive them</p> <p>Descriptive analyses and statistical tests for key subgroups of institutions</p>
<p>Has there been an increase in the number of:</p> <ul style="list-style-type: none"> <li>• Postsecondary institutions providing campus-based child care services overall? CCAMPIS grantee and comparison institutions?</li> <li>• Postsecondary institutions offering specific types of campus-based child care services?</li> <li>• Low-income students served in CCAMPIS grantee and comparison institutions?</li> <li>• Children of low-income students served in CCAMPIS grantee and comparison institutions?</li> </ul>	<p><b>IPEDS-IC:</b> C8 (multiple years)</p> <p><b>Web survey:</b> E1, F1, G3, K1</p>	<p>Descriptive analyses of the number of institutions offering campus-based child care services, of the number of students and children served by year, and changes in numbers over specified periods of time as a percentage of the initial number</p> <p>Statistical tests of differences between CCAMPIS and similar institutions in the number of students and children and rates of change</p> <p>Descriptive analyses and statistical tests for key subgroups of institutions</p>
<p>How do child care directors of CCAMPIS grantee and comparison institutions perceive the effects of campus-based child care services on the persistence and graduation of the Pell-Grant-eligible students who use these services?</p> <p>Controlling for other factors, is CCAMPIS grant receipt associated with more child care support and a stronger perception of the effects of campus-based child care services on persistence and graduation rates?</p>	<p><b>Web survey:</b> C2-C10</p> <p><b>Contextual data:</b> availability and accessibility of subsidies to parents in education activities; CCAMPIS grant amounts</p>	<p>Descriptive analyses of perceived persistence and completion rates in CCAMPIS and similar institutions</p> <p>Statistical tests of differences between CCAMPIS and similar institutions in perceived persistence and completion rates</p> <p>Descriptive analyses of and statistical tests for key subgroups of institutions</p> <p>Multivariate analyses of key outcomes designed to examine the role of CCAMPIS grant receipt on the outcomes, controlling for other differences between CCAMPIS and similar non-CCAMPIS institutions</p>