caring for kids

PARENTS' VIEWS ON OUT-OF-SCHOOL SERVICES AND CARE

A FAMILIES COMMISSION REPORT

The Families Commission was established under the Families Commission Act 2003 and commenced operations on 1 July 2004. Under the Crown Entities Act 2004, the Commission is designated as an autonomous Crown entity.

Our main role is to act as an advocate for the interests of families generally (rather than individual families).

Our specific functions under the Families Commission Act 2003 are to:

> encourage and facilitate informed debate about families

> increase public awareness and promote better understanding of matters affecting families

> encourage and facilitate the development and provision of government policies that promote and serve the interests of families

> consider any matter relating to the interests of families referred to us by any Minister of the Crown

> stimulate and promote research into families, for example by funding and undertaking research

> consult with, or refer matters to, other official bodies or statutory agencies.

Our specific functions under the Whānau Strategic Framework (2009–2012, p. 5) are to develop an operating environment which is regarded by whānau, Māori, iwi and key stakeholders as representative of an organisation that:

> listens to the voice of whānau

> has regard to the needs, values and beliefs of Māori as tangata whenua, as required under Section 11(a) of the Families Commission Act 2003

> promotes and maintains whānau strength and resiliency

> promotes whānau ora through the activities of advocacy, engagement, policy development and research.

ACKNOWLEDGEMENTS

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PREFACE

It will come as no surprise to readers of this research that one of the key findings is that most parents want to care for their school-aged children themselves, or use the informal care available through extended family and whānau. Keeping it in the family is very much the Kiwi way and is a mark of the overall strength and wellbeing of our nation's families and whānau.

But the report also tells us that good quality, family- and whānau-centred, out-of-school services (OSS) are vital for those parents that use them. Perhaps more important, the research also shows that parents and families who need OSS the most, often experience barriers to being able to use them.

This is critical information for our leaders and decision-makers as they grapple with the issue of how to provide, fund and ensure equitable access to OSS in New Zealand.

The Government has recognised the importance of good information on this issue.

The Hon Paula Bennett, Minister for Social Development and Employment, asked the Families Commission to do the research to find the answers to a number of key questions:

> What is important to parents when they choose an out-of-school service or when making childcare decisions?

> What do parents look for in a service?

> Do they make trade-offs between cost, quality and location?

As well as answering these questions, this research also shows: that there is a need to improve access to services for families and whānau that really need them; that parents need more information about the services available in their communities and on their eligibility for the OSCAR subsidy; and that services need to be better targeted to meet the needs of lower income families and whānau. Finally, it puts the question as to whether OSCAR home-based care arrangements might be a useful way forward by providing more flexible care options for parents.

This research draws on comprehensive statistical data and an extensive survey of parents themselves. We are confident that it presents a sound and comprehensive picture of OSS and parents' use of, and thinking about, it. As such we believe this research will be useful not only for the Government as it develops OSS policies and services, it will be useful to those in the industry, and to family and whānau services generally.

Carl Davidson
Chief Commissioner

1. EXECUTIVE SUMMARY

This report responds to the Minister of Social Development's request (letter of expectation, March 2010) that the Families Commission undertakes research on what parents are looking for in out-of-school services (OSS) and care for their children, and their views on the trade-off between cost, quality and location. The Minister expressed a particular interest in understanding how parents in different income groups see these trade-offs.

This report outlines the key findings and conclusions from our research. It provides an evidence base to support the Minister's decisions in relation to the Out-of-School Care and Recreation (OSCAR) review and wider considerations on improving childcare for low-income families and whānau.

Our approach to this research was to:

1. scan literature on how parents make childcare decisions

2. consider the current policy context in New Zealand and reflect on what can be learned from other countries

3. analyse the *2009 New Zealand Childcare Survey* (Statistics New Zealand, 2010). This survey provides critical information on how New Zealand parents currently use OSS and care, the difficulties they experience with childcare and the impact on their employment and study opportunities

4. commission a new parent survey (called the *2010 Parents Survey*) to understand what parents think is important and the trade-offs they make when making childcare decisions.

The results from the two surveys provide a snapshot in time of parents' use of various childcare arrangements for a five- to 13-year-old child in their household. All of the results refer to a specific point in time (the care arrangements of one child in the week prior to both surveys). The achieved response rate was 82 percent for the *2009 New Zealand Childcare Survey* and 42 percent for the *2010 Parents Survey*.

The results provide a good indication of the use of different childcare arrangements in New Zealand and what parents consider when they make decisions at a high level. That the smaller *2010 Parents Survey* is largely consistent with the larger *2009 New Zealand Childcare Survey* findings on the types of childcare arrangements used provides us with some confidence in the results.

In the surveys, we look across several key groups of the population. We compare the response of parents who use formal OSS with the responses of parents who use other types of care (parental care and informal care arrangements, such as other family members and friends). The term 'formal OSS' refers to organised programmes that provide care and activities for school-aged children that include:

> before- and after-school care programmes (at a school or in a community setting)

> school holiday programmes

> home-based care programmes (currently provided by early childhood education (ECE) educators)

> study support or homework centres.

Figure 1 shows definitions of the types of childcare arrangements that we looked at in this study. The circles in this diagram overlap because parents may use a combination of two or three types of care arrangements to meet their care needs.

FIGURE 1: OVERVIEW OF DEFINITIONS OF CHILDCARE ARRANGEMENTS FOR FIVE- TO 13-YEAR-OLDS

A: Parental care (no other care arrangements)

B: Formal OSS

>   Before- and after-school programmes

>   School holiday programmes

>   Home-based care programmes

>   Study support or homework centres

C: Informal OSS

>   Relative care

>   Non-relative care
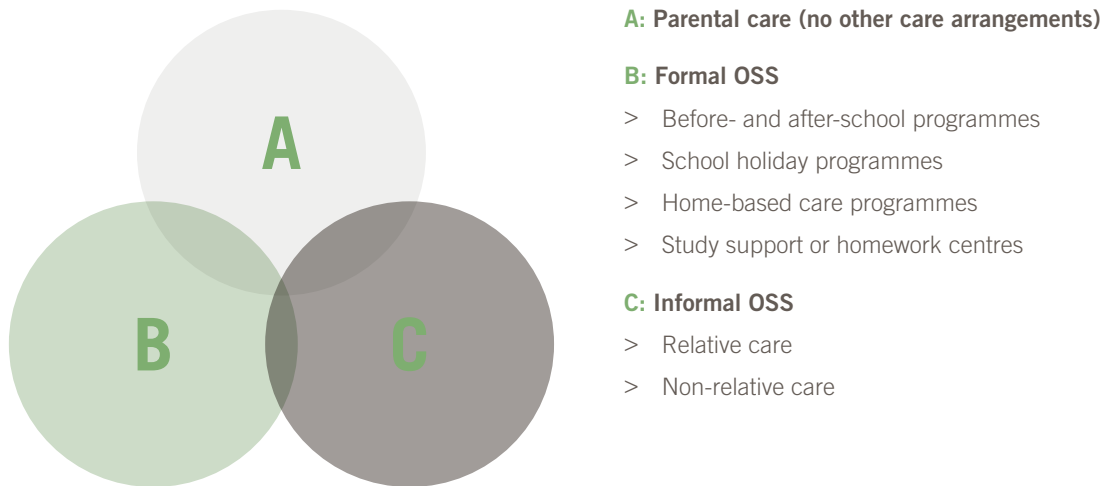
We also compare the responses of parents across different household income levels, ethnicities (Māori, Pacific and New Zealand European) and family type (sole-parent and two-parent families). Te Puni Kōkiri's research report titled *Māori and the Out-of-School Services Sector* (2010), which is based on individual and focus group interviews carried out in 2008, complements this work and provides greater depth to our understanding of the responses for Māori, and from a whānau perspective. There is no known equivalent qualitative work on the views of Pacific peoples.

Although the survey results suggest that some factors are related to each other, additional statistical analysis would be required to identify the nature of the relationship between different groups of parents. Furthermore, due to the limitations of short telephone surveys, we have not been able to undertake an in-depth analysis of the motivations and context for parents' decisions about childcare.

1.1 MAIN CONCLUSIONS

1.   **Use of formal OSS is relatively low in comparison to parental care and informal OSS arrangements (*2009 New Zealand Childcare Survey*).** Many parents receive significant assistance from grandparents, extended family and whānau, friends and neighbours to help them care for their five- to 13-year-old children.

Parental care

>   In the September quarter 2009, more than half (56 percent) of all children aged five to 13 years had no childcare arrangements other than their parent during the school term.

>   In the school holidays, 57 percent of children had no holiday care arrangements other than care provided by their parents.

Formal OSS

>   Nine percent of children aged five to 13 years attended formal OSS during the school term (between 39,100 and 53,000 children). Of these children, four out of five children (between 30,300 and 43,700 children) attended an after-school care

programme. Thirty-eight percent of these children spent three hours or less per week in this type of care.

> In the school holidays, 9 percent of children attended a formal school holiday programme (between 38,800 and 52,800 children). About half of five- to 13-year-olds who attended a formal school holiday programme spent 20 hours or less per week in such care (52 percent).

Informal OSS

> During the school term, 40 percent (between 191,700 and 220,500 children) received informal care from someone other than a parent or guardian they lived with. Most frequently, informal care was provided by the child's grandparent (46 percent of those receiving informal care), or a family member other than a parent or grandparent (31 percent).

> In the school holidays, 37 percent of children aged five to 13 years had informal OSS arrangements. This care was provided by a grandparent (19 percent of all children), or a family member other than their parents, guardian or grandparents (11 percent).

2. **Formal OSS is a crucial source of childcare for a small group of respondents who currently use this service and have few other realistic childcare options (*2010 Parents Survey*)**

There was a stark difference between the profile of those who only used formal OSS, and those who used parental care. For example, respondents using only formal OSS for their child's after-school care were more likely to be:

> New Zealand European (and were less likely to be a Pacific person)

> separated/divorced or single/never married (and were less likely to be married/living with a partner)

> a wage or salary earner (and were less likely to be a full-time home-maker)

> a full-time worker (and were less likely to work part-time).

These parents don't feel that they have many realistic options for childcare:

> For after-school care, almost two-thirds of all respondents (62 percent) said that they did not have any other realistic options than the childcare arrangements that they used. Those who used formal OSS (82 percent) were more likely than other groups of respondents to say that they had no other realistic options (59 percent for informal care users and 61 percent for parental care users).

> In the school holidays, 57 percent of all respondents felt that they did not have any other realistic options other than the childcare arrangements they used. There was no real difference between users of different types of care.

> Respondents who identify as Māori, Pacific peoples, those on incomes of $40,000 or less, sole-parents and those living in rural areas were also more likely to perceive they had no other 'realistic options' other than the care arrangements they used.

3. **Income does influence the use of formal OSS, but in combination with other factors** (such as ethnicity, employment, family structure, geographical location, age of child):

> Children aged five to 13 years old whose parent/s earned between $40,001 and $50,000 per annum[1] used formal OSS the least during the school term. Children whose parent/s earned over $100,000 per annum were the highest users of formal OSS during the school term (12 percent) and in the school holidays (14 percent) (*2009 New Zealand Childcare Survey*).

> Working parents were significantly more likely to use formal OSS in the school holidays than parents who weren't employed (*2009 New Zealand Childcare Survey*).

> Almost twice as many children living in sole-parent families as those living in two-parent families attended formal OSS during the school term (*2009 New Zealand Childcare Survey*).

> Children in the eight- to 10-year-old age group used formal OSS arrangements the most, although there are very few differences across the age groups (*2009 New Zealand Childcare Survey*).

4. **Māori respondents were more likely to feel that formal OSS was too unaffordable to be an option. Our research supports the Te Puni Kōkiri (2010) findings, which included the following:**

> Whānau play a significant role in caring for children before and after school, and in the school holidays.

> Māori want more affordable, quality childcare to be made available in their area. The Te Puni Kōkiri (2010) study noted that Māori also want a higher level of cultural content than what currently exists.

> There should be more choice of childcare to better support different working situations.

5. **Respondents had a preference for parental care, regardless of their family and whānau structure, ethnicity and employment situation:**

> Respondents identified seven factors that they believe are key when deciding on their childcare arrangements. Whether or not the parent could or would be home to provide childcare was the most common decision-making factor across all survey respondents.

> This finding is supported by the *2009 New Zealand Childcare Survey*. For the 78 percent of children not attending formal OSS, the main reason parents provided for not using this type of care was that they preferred to care for the child themselves or that there was no need for care (*2009 New Zealand Childcare Survey*).

> 'Trust and familiarity' with the care provided (whether care was provided by a parent, family and whānau, friends or a service provider) was consistently identified as important by the *2010 Parent Survey* respondents.

6. **Quality and convenience are important factors that parents consider when deciding whether to use formal OSS. In the context of limited choices in childcare, few respondents identified that they made a 'trade-off' in terms of cost, quality and location when making their decision (*2010 Parents Survey*):**

> The quality of the service and its location in relation to the parents' home or workplace were the most frequently mentioned factors for the survey respondents using formal OSS (*2010 Parents Survey*).

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1   Note that this is combined parental income for two-parent families and refers to one income for sole-parent families.

> Nearly four out of five formal OSS users (79 percent) believed that there was nothing less than ideal about their decision to use a particular childcare arrangement; ie, they had no concerns or felt that they had made a trade-off in using a particular formal OSS arrangement. For the 21 percent who did mention a trade-off, the most frequently mentioned trade-offs were cost and that they could not provide the care themselves because they had to work or study.

7. **Demand for formal OSS could increase if services were better targeted towards low-income families, and if services were perceived as affordable and accessible:**

> Parents who found it difficult to arrange childcare in the last 12 months said that their main difficulties were finding care when it was required, that childcare was too expensive or that informal care wasn't available (*2009 New Zealand Childcare Survey*).

> Parents accessed the OSCAR Subsidy for about one-in-five children during the school term. Of survey respondents who received the OSCAR Subsidy, nearly half (49 percent) said they would not have used the programme/service had the subsidy not been available to them. These respondents were more likely to be sole-parents, earning under $40,000 and living in rural areas (*2010 Parents Survey*).

> There are information gaps about the services available and parents' eligibility for the OSCAR Subsidy, for both users and non-users of formal OSS.[2] Māori and Pacific respondents were more likely to say they had not used formal OSS after school because of its cost (41 percent and 33 percent respectively), whereas only 13 percent of European respondents identified cost as being an issue (*2010 Parents Survey*).

> The OSCAR Subsidy reduces the cost of childcare for many parents but cost is still a barrier for some (*2010 Parents Survey*). Investing in childcare appears critical for supporting full-time work, particularly if the work is there (Gorey, 2009). Subsidies appear to have a positive impact on full-time employment, particularly for women (Bruenig, Gong, & King, 2010; Tekin, 2007). Research shows that the odds of low-income parents working full-time are 1.65 times higher in jurisdictions with more generous subsidies (Joo, 2008).

8. **Working survey respondents think formal OSS helps them meet work commitments better than other forms of childcare:**

> Sole-parents were much more likely to have had their work opportunities affected by childcare difficulties, particularly stopping their search for paid work and/or being prevented from making changes to their usual work (*2009 New Zealand Childcare Survey*).

> Ninety percent of employed parents using only formal OSS agreed that their current childcare supported them to work in their current job. Employed parents using informal carers and parental carers were less likely to agree (*2010 Parents Survey*).

> Due to relatively low numbers of respondents who were currently studying or training (n=133), it is not possible to draw any conclusions based upon the different types of care arrangements used in the week prior to the survey (*2010 Parents Survey*).

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2   It is important to note that in some cases, the OSCAR Subsidy may not have been accessed because the programme was not OSCAR approved and therefore the service provider would not have told the parent about the subsidy and the parent could not access subsidy funding for their child.

2. INTRODUCTION
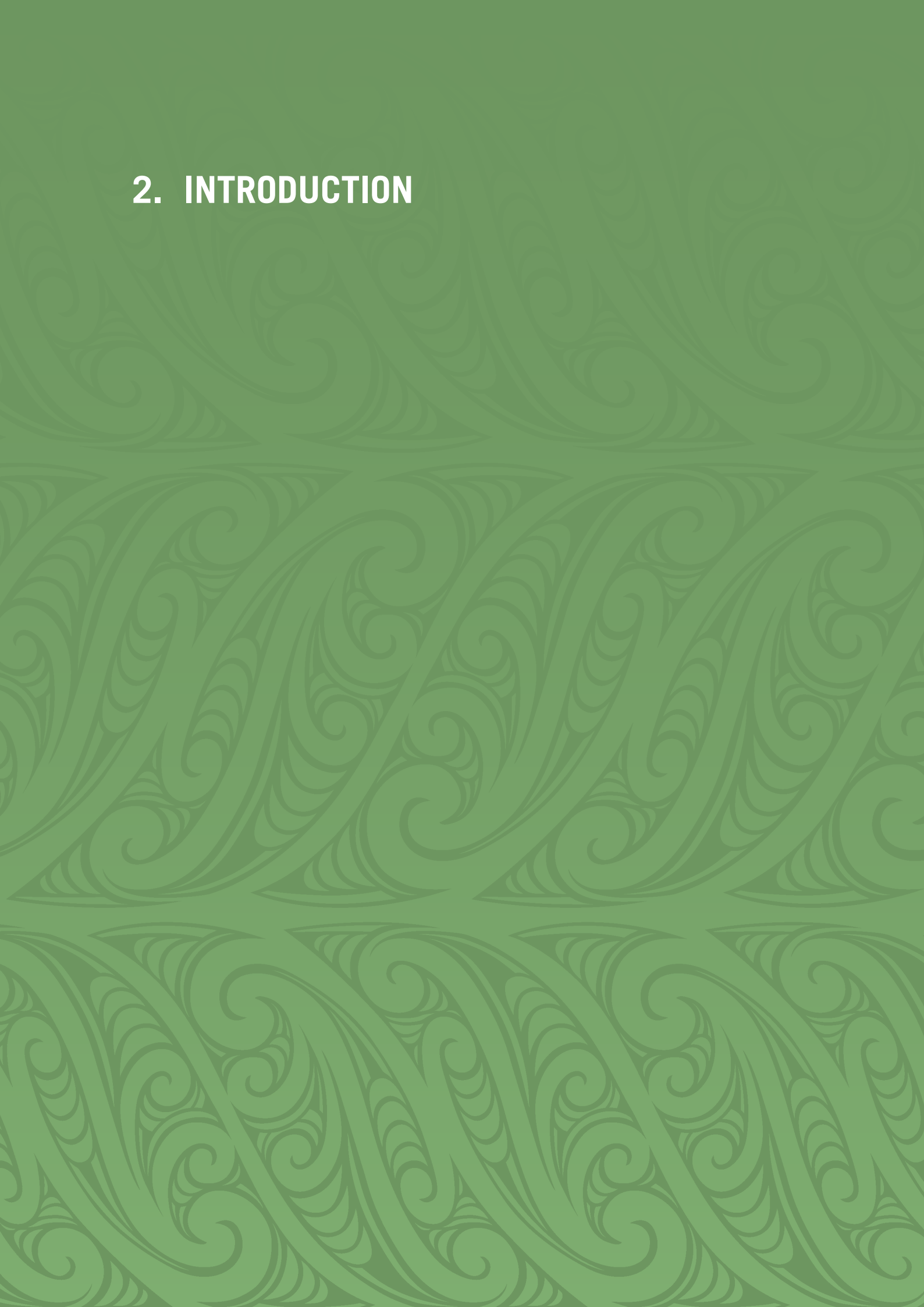
2.1 WHAT WE DID

Our approach to this research was to:

1. review the literature on how parents make childcare decisions

2. consider the current policy context in New Zealand and reflect on what can be learned from other countries

3. analyse the *2009 New Zealand Childcare Survey* (Statistics New Zealand, 2010). This survey provides critical information on how New Zealand parents currently use OSS and care, the difficulties they experience with childcare and to what extent their employment and study opportunities are affected

4. commission a new parent survey (called the *2010 Parents Survey*) to understand what parents think is important and the trade-offs they make when making childcare decisions.

The methodology section of this report summaries our approach. The source documents for this report are by Research New Zealand and are listed in the reference section.

2.2 SCOPE OF THIS RESEARCH

In this study we look at what parents think is important when they make childcare arrangements for children aged five to 13 years old.

We look at the similarities and differences of parents who use formal OSS compared with parents who use other types of care arrangements. Where we refer to 'parents' in this report, we are also including the legal guardians.

Where possible we looked at the responses of groups of participating parents of different ethnicities and developed specific reports looking at the findings for Māori and Pacific peoples. We refer to both family (whether a nuclear or extended family) and whānau in this report, in recognition of diverse meanings and arrangements.

This research focuses on parents and children who use formal OSS, because you are currently reviewing the OSCAR package of grants and subsidies. We do not assume that all families and whānau want or need to use formal services. We also do not take a position on what parents 'ought' to be doing to best meet their children's needs.

The following definitions of the different types of care arrangements were used, which are based on those used by Statistics New Zealand (2010) for the *2009 New Zealand Childcare Survey:*

>   **Parental care (or no other care arrangements):** While parents and guardians are legally responsible for ensuring that their children are cared for at all times, in this report 'parental care' refers to situations where the parents look after their children before and after school and in the school holidays. This means that parents have not asked another person to care for their child.

> **Formal OSS** refers to before-school, after-school and holiday programmes. This includes formal home-based services, which are established for children less than five years old, but can include some school-aged children. The use of formal home-based services for school-aged children is rare, as it is only available to children who have previously been cared for by the home-based carer or when a school-aged child has a sibling under five years old. Programmes that have been approved by Child, Youth and Family (CYF) are sometimes also called OSCAR programmes. Only approved OSCAR programmes are eligible to receive the OSCAR Subsidy.

> **Informal OSS:** care arrangements made with relatives, whānau, friends and neighbours. It also includes 'informal services' such as private arrangements that parents make with a professional nanny or babysitter.

The relationship between these types of arrangements is shown in Figure 1 (p. 9.)

OSS and care does not include leaving a child with a sibling younger than 14 years, a child at a parent's workplace or going to a public space such as a library, or extracurricular activities, such as music or swimming lessons. It is also beyond the scope of this research to look at situations where children aged five to 13 years spend their out-of-school time with *no* adult supervision (the literature calls this 'self-care').

3. THE POLICY CONTEXT
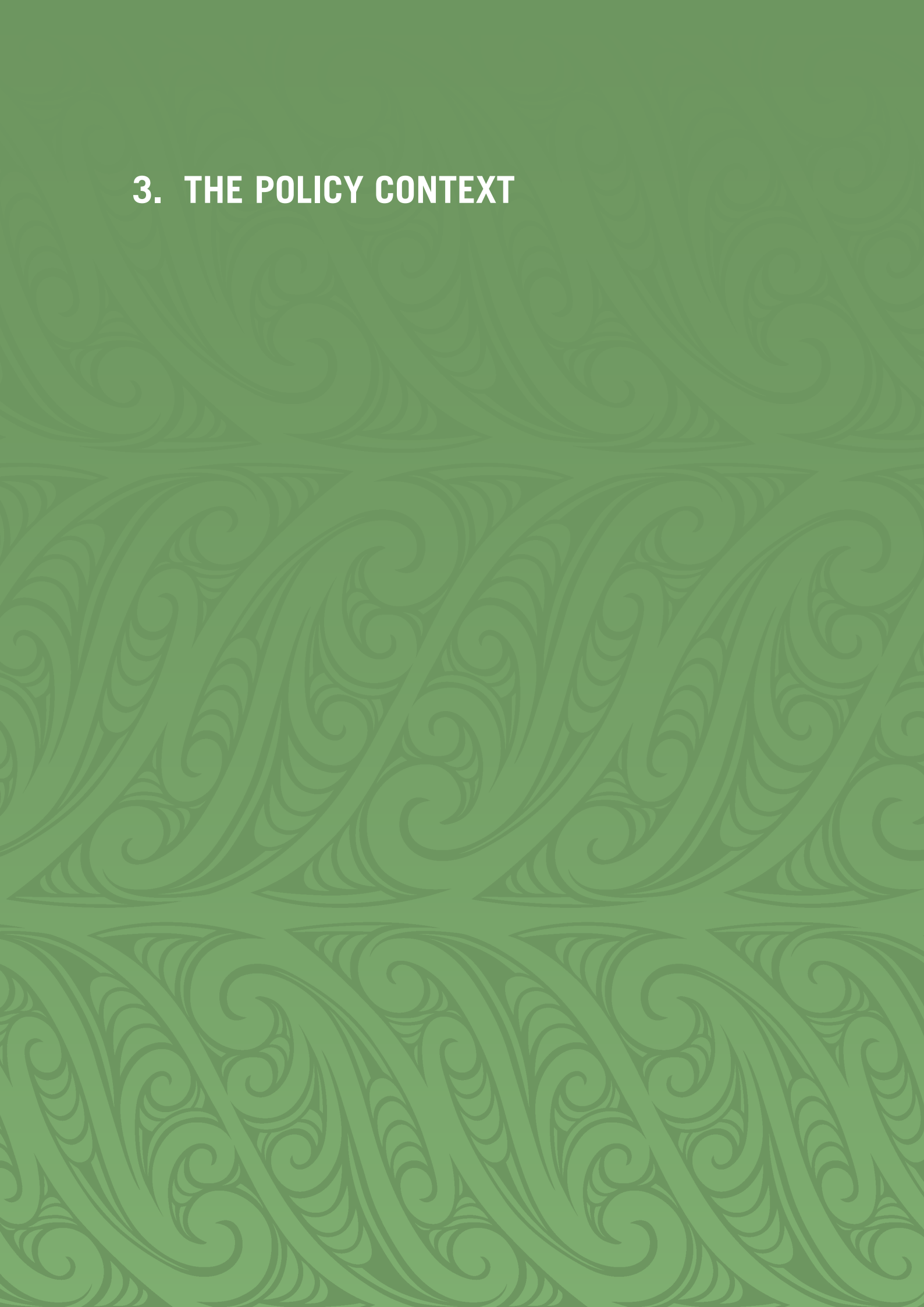
In this study we use 'formal OSS' to refer to before-school, after-school and school holiday programmes for children aged five to 13 years, where a parent or caregiver asks the OSS provider to care for their child outside of their own home.

Formal OSS includes:

> *approved programmes called OSCAR programmes.* These are run by service providers in centre-based settings that receive government funding and approval. Parents using these services are eligible for the OSCAR Subsidy

> *non-approved out-of-school services and care.* Formal OSS can legally run without government approval or funding because out-of-school services are not regulated in New Zealand. This includes some centre-based services and all home-based care. Parents who use non-approved services are not eligible for the OSCAR Subsidy.

This section provides an overview of policy context for formal OSS in New Zealand and looks at what can be learned from other countries. This helps us to consider how the findings from this study can assist the Government's aim to improve OSCAR as well as consider how parents could be better served by OSS and care.

3.1 WHAT ARE OSCAR PROGRAMMES?

OSCAR programmes are provided by service providers who are approved by CYF, who operate OSCAR-approved programmes and access OSCAR Assistance Grants. Parents and guardians can also apply to Work and Income New Zealand (WINZ) for an OSCAR Subsidy to reduce fees.[3] These services may be provided in schools, in community settings or by employers.

The OSCAR Foundation is an association that represents, promotes and supports OSCAR services nationwide. Membership is voluntary and The OSCAR Foundation estimates that it provides services to just under half of all approved OSCAR providers. The OSCAR Foundation has developed a Quality Assurance Plan for the OSCAR sector. OSS programmes that meet the CYF Standards of Approval and voluntarily become members of The OSCAR Foundation are visited by a quality evaluator, who is moderated by a quality moderator (The Oscar Foundation, 2010).

The OSCAR Foundation's survey of their 233 members indicates when services are commonly available to parents (The OSCAR Foundation, 2009):

> Before-school programmes run between 6.30am and 9.00am. They range from 45 minutes to 2.5 hours long, with 48 percent running for one hour a day, 17 percent running for two hours a day and 15 percent running for 1.5 hours a day.

> After-school programmes run between 2.00pm and 6.00pm. They range from two to four hours long, with 60 percent running for three hours a day and 17 percent running for 2.5 hours a day.

> Holiday programmes run between 6.30am and 6.30pm. They range from five to 11.5 hours, with 22 percent running for nine hours a day, 14 percent running for 10 hours a day and 12 percent running for 9.5 hours a day (The Oscar Foundation, 2009).

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3   Note that parents and guardians are not eligible to receive the OSCAR Subsidy if their service provider has not been approved by CYF.

3.2 HOW OSCAR IS REGULATED AND FUNDED

Regulations for OSCAR programmes

Formal OSS is not regulated and there are no mandatory minimum standards. There are, however, OSCAR Standards of Approval that are set by CYF. These cover basic requirements such as safety, staff and volunteer management and financial accountability. Formal centre-based OSCAR providers must meet OSCAR Standards of Approval to access government funding.

OSCAR funding

The Government provides two funding streams for formal, centre-based out-of-school services in New Zealand. These funding streams include: assistance grants to OSCAR providers and the OSCAR Subsidy for parents. WINZ administers both these grants with assistance from The OSCAR Foundation (Families Commission, 2007).

1. *Assistance grants to OSCAR providers*
    The OSCAR sector currently receives around $17.4 million a year in grant funding. There are two types of assistance grants available to OSCAR providers. The OSCAR Development Grant is a one-off grant of $3,000 which helps set up new out-of-school services. The second grant for existing OSCAR providers is called the OSCAR Assistance Funding Grant, which provides up to $16,000 a year to support ongoing programme costs (Families Commission, 2007).

2. *OSCAR Subsidy for parents and carers*
    Parents whose children attend an approved OSCAR service can apply to WINZ for the OSCAR Subsidy. This subsidy is for children aged five to 13 years (or up to 18 years if they receive a Child Disability Allowance). Access to the OSCAR Subsidy depends on household income and the rate varies according to the number of dependent children attending an approved OSCAR programme for three or more hours per week.

Home-based care

Some parents prefer to use home-based care for their school-aged child. This may be because the child has previously been cared for by the home-based carer, or the child may have a sibling under the age of five and, for convenience, the school-aged child is looked after by the home-based care provider (Families Commission, 2007). Consequently, there may be a maximum of four children under the age of five in a home-based care service as well as a number of children over the age of five who come after school or in the school holidays.

Currently, home-based providers, childminders and nannies who provide care for children over five years are unregulated and ineligible for government funding. This is because they do not meet the OSCAR Standard of Approval, which specifies that two supervisors are required at all times.

It is important to note that regulations do apply for the education and care of children under the age of five years in home-based settings. Home-based early childhood education services are regulated by the Education (Home-Based Care) Order 1992. Whilst the Ministry of Education provides funding support for children under the age of five years, no funding support is provided for children over five years. Providers of these services to children over five years are not eligible to receive OSCAR grants and parents

are not eligible to receive the OSCAR Subsidy. As a result, parents will need to pay the full cost of a home-based care provider for a child over five years.

Funding targeting children at low-decile schools

Extended Services are OSCAR programmes for children aged five to 13 years in low-decile schools. Extended Services:

> receive three-year guaranteed funding to extend their OSCAR programmes

> talk to their local communities, children and young people to see what sorts of activities they want to see offered

> focus on improving the health and general wellbeing of children and young people at their programmes.

The first Extended Services began operating in February 2008 and the second four services began operating in February 2009. The final four services have now been selected and started operating in February 2010 (Ministry of Social Development, 2010b).

3.3 HOW WE COMPARE WITH OTHER COUNTRIES

We compared New Zealand formal OSS provision with Australia, England, the United States and Sweden.

Range of services available

> All countries have a mix of centre-based services – usually in schools or other community buildings – and non-centre-based services such as childminding in carers' homes or family homes (Families Commission, 2007).

Responsibility for services

> The responsibility for formal OSS in three countries sits under education in Australia, England and Sweden.

> In New Zealand and the United States the responsibility for OSS sits under social services.

> In countries where formal OSS is the responsibility for education, there is more of a focus on academic and student achievement. When OSS is the responsibility of social services, there is more of a focus on standards and care.

Regulations and quality standards

> All four countries have minimum quality standards of OSS for all types of OSS provision. New Zealand has quite a different model with CYF approval standards that only apply to centre-based formal OSS.

> Australia is implementing a National Quality Framework that will change the quality and consistency of out-of-school services and early childhood education (Department of Education, Employment and Workplace Relations, 2010).

> Australia, Sweden and England appear to have higher levels of minimum quality standards than New Zealand (Families Commission, 2007).

Funding

> Government funding models varied from the universal approach taken in Sweden to the tightly targeted assistance to low-income families in the United States (Families Commission, 2007). Australia and England feature a mix of universal and targeted approaches. Australia appears to be strengthening its investment in OSS. The future of funding in England is currently unclear.

> New Zealand is the only country of those considered that does not provide financial assistance for home-based care provision for school-aged children (Families Commission, 2007).

3.4 MOVING FROM WELFARE TO WORK: DEVELOPMENTS IN CHILDCARE POLICY

Future Focus is a benefit reform package aiming to break the cycle of welfare dependency. The legislation supporting Future Focus, the Social Security (New Work Tests, Incentives and Obligations) Amendment Bill was signed into law on 23 August 2010. The new provisions came into effect on 27 September 2010.

From 1 October 2010, Domestic Purposes Benefit (DPB) recipients whose youngest child is aged six or more are required to participate in a part-time work test to identify work or short-term training that could lead to their future employment. In this package, the Government has clearly identified childcare as a critical component of supporting welfare beneficiaries into work. As a result, the Government has taken several steps to improve the formal OSS system and respond to the potential increase in demand for formal OSS:

> *Increased funding for OSCAR Subsidies:* The 2010 Budget provided an extra $4.3 million to meet expected increased demand for OSCAR Subsidies, to support the potential additional demand from DPB recipients who are moving into work.

> *Review of OSCAR to remove barriers to setting up OSCAR programmes.* The outcome of this review has not yet been announced. The review aims to identify how OSCAR could be improved, particularly for low-income families and whānau. The Government would like to simplify the approvals process and provide more options to parents (Ministry of Social Development, 2010d).

The Government is considering ways to improve the availability of home-based childcare for parents of school-aged children and the possibility of providing financial support for informal caregivers (Bennett, 2010).[4] The OSCAR review proposes the option of reducing the supervision requirement from two adults present at all times, to one (Ministry of Social Development, 2010d). This change would enable home-based programmes to be eligible for government funding.

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4   Bennett, P. in Hansard (2010). Social Assistance (New Work Tests, Incentives, and Obligations) Amendment Bill — In Committee [Volume:665; Page:13129] http://www.parliament.nz/en-NZ/PB/Debates/Debates/a/f/8/49HansD_20100817_00000852-Social-Assistance-New-Work-Tests-Incentives.htm

4. METHODOLOGY

We scanned the literature available to understand how parents make childcare decisions and 'what works' to meet parents' needs for childcare assistance, and to support work, study or training choices.

We considered various ways we could find out what is important to parents. We chose a quantitative research design, using a national survey of parents, because we wanted to learn what is important to New Zealand parents as a whole.

National surveys provide useful descriptive information on what people from different groups use, need or want (RAND, 2005). They are also useful for examining relationships between various key variables of interest. In this research, we look closely at the responses of the following groups of parents:

> parents who use different types of childcare services

> parents with different levels of household income

> Māori parents

> Pacific parents

> sole-parents and two-parent families and whānau.

National surveys are limited as they do not offer insight into what is provided at a local level and how services and support should be organised. We recognised the need to draw on the knowledge of policy and practice experts to strengthen our research, our understanding of the wider context and to deepen our understanding of the issues. We appreciate the input and support into the design and implementation of our research from:

> The OSCAR Foundation

> The Home-based Early Childhood Education Association

> The Australian Family Day Care Association

> Ministry of Social Development (MSD) regarding their advice on research design and information on their review of OSCAR

> Ministry of Education regarding their 2010 working paper for the Welfare Working Group on childcare for sole-parents and beneficiaries

> Te Puni Kōkiri regarding lessons learned from their qualitative research *Māori and the Out-Of-School Services Sector* (2010)

> Ministry of Women's Affairs regarding their work on their 2007 literature review *Out-of-School Services: Child and family outcomes*

> The Department of Labour regarding their review of the Flexible Work Amendment Act 2007

> National Council for the Employment of Women

> Office of the Children's Commissioner

> email contact with government departments responsible for OSS in England, Australia, Sweden and the United States.

4.1 RESEARCH QUESTIONS

The *2009 New Zealand Childcare Survey* and the *2010 Parents Survey* were analysed to address these research objectives:

1. Understand the use of and demand for formal OSS, relative to other childcare arrangements:

    –   What are the differences between parents who use formal OSS and parents using other types of arrangements (parental care and informal arrangements, such as family and friends)?

2. Identify what parents prioritise in terms of cost (affordability), location (availability and accessibility) and quality when deciding on using formal OSS:

    –   What factors do parents consider in their decisions and how does this compare with factors considered for other types of childcare?

    –   What trade-offs do parents make when they decide which childcare arrangements to use?

    –   What role does income and other factors (such as family structure and ethnicity) play in relation to the decisions parents make?

3. Understand the extent to which the availability, accessibility, quality and affordability of formal OSS influence parental behaviour in relation to undertaking employment or study/training.

4.2 LITERATURE AND ENVIRONMENTAL SCAN

Three separate literature searches by MSD's Knowledge Services provided background reading that informed our analysis of the findings from the qualitative research. The searches focused on the following three areas:

>   out-of-school services and care (including related terms like 'after school care')

>   childcare and influences on parental decision-making more generally (including related terms like 'preference', 'constraint', 'reason', 'choice', 'motivations', 'aspirations', 'low-income', 'beneficiary')

>   childcare and out-of-school services and care policy in Australia, Canada, Sweden, the United States and England. This search was limited to information from 2007 onwards.

The literature was found through a search of MSD's Knowledge Services Database, Index New Zealand, Social Care Database, EbscoHost Research Databases and Informit and focused on peer-reviewed literature from 1995 onwards. We also scanned the references of relevant documents to ensure that any relevant literature missed in the database searches would be included.

The short timeframe in which to deliver this research only allowed us to scan the literature and the environment.

4.3 QUANTITATIVE SURVEYS

Research New Zealand (a market research company) was commissioned to undertake the following two parts of the research:

1. Analyse the *2009 New Zealand Childcare Survey* [5]

The *2009 New Zealand Childcare Survey* was a supplementary survey completed as part of the Household Labour Force Survey (HLFS) conducted in the September 2009 quarter. The *Childcare Survey* provides information about the use of formal and informal childcare arrangements and the relationship between childcare, work and study arrangements.

A total of 3,656 households participated in the *Childcare Survey*, consisting of 6,326 parents, 1,341 pre-school children aged up to five years old and 2,315 school children aged five to 13 years. One parent per household was to answer on behalf of one child in the household and describe the childcare arrangements used for that child in the week prior to the survey and the most recent school holiday (which was July 2009). The response rate for parents – or those in a parent role – was 82 percent.

We limited our study of this research to the responses of parents with children aged five to 13 years old.

All estimates provided in the output tables have a relative sampling error (measured at the 95 percent confidence interval) of less than 100 percent. Sampling errors have been estimated using a jack-knife method, which is based on the variation between estimates, based on different sub-samples taken from the whole sample.

This results in margins of error at the 95 percent confidence level that range from as low as +/-4.1 percent (for the number of school-aged children with no formal or informal childcare arrangements) to +/-51.3 percent (for the number of 11- to 13-year-olds receiving both formal and informal OSS).[6]

For example, Statistics New Zealand estimates that the number of school children aged five to 13 years of age who attended at least one type of formal OSS in the September 2009 quarter was 46,600. This estimate is subject to a sampling error of +/-15 percent at the 95 percent confidence level. This means that there is a 95 percent chance that the true number of children attending at least one type of formal OSS arrangement in the September 2009 quarter was between 39,600 and 53,600 (after rounding to the nearest hundred).

2. Out-of-school services and care: *2010 Parents Survey*

We worked with Research New Zealand to survey parents with a child between the ages of five and 13, who is at school. We commissioned this survey because the *2009 New Zealand Childcare Survey* did not explore what is important to parents and the trade-offs they make when making childcare decisions.

The sampling design for the survey was based on two primary criteria:

> whether the childcare arrangements parents used were formal, informal or parental

> the ethnicity of the parent.

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5   The results from the survey are generalisable to the New Zealand population. The survey population for the *Childcare Survey* was all households in New Zealand with at least one child aged zero to 13 years old and an individual who is in the parent role.
6   Sampling errors have been provided to Research New Zealand by Statistics New Zealand.

The ethnicities of interest included Māori, Pacific peoples and parents of 'other' ethnicities (mainly New Zealand European). Also of interest were other population groups defined on the basis of their household structure (ie, sole- and two-parent families), socio-economic status (defined on the basis of an annual income of up to $40,000 or $40,001 or more), and geographic location (ie, rural versus other/urban location).

Research New Zealand phone interviewed 1,060 parents and guardians responsible for making childcare arrangements for a five- to 13-year-old child attending school and living in their household between 24 August and 7 September 2010. The final sample is on Table 1 below:

TABLE 1: FINAL SAMPLE OF RESPONDENTS FOR THE *2010 PARENTS SURVEY*					
	TOTAL	FORMAL ONLY	INFORMAL ONLY	FORMAL AND INFORMAL CARE	PARENTAL CARE ONLY
ETHNICITY					
European only	336	105	60	27	144
Māori only	202	31	59	1	111
Pacific only	216	12	53	2	149
New Zealand European/Māori	144	13	52	6	73
Other	162	33	51	3	75
TOTAL	**1,060**	**194**	**275**	**39**	**552**

Participation in the survey was voluntary. Most of the survey respondents (80 percent) were selected randomly from the New Zealand Electoral Rolls. Eighteen percent were recruited with the assistance of The OSCAR Foundation and 2 percent from Research New Zealand's Pacific Peoples' Database. We did this to ensure that we had sufficient numbers of parents who are currently using formal OSS and from the main three ethnic groups (New Zealand European, Māori and Pacific) so we could make comparisons across different groups.

We asked parents and guardians to consider the care arrangements for a five- to 13-year-old child who lived in the respondent's home, went to school in the week before the survey and whose birthday was coming up next in their household.[7] Participating parents were asked to describe the childcare arrangements used for that child in the week prior to the survey (during school term) and in the last school holiday (July 2010). We statistically analysed the relationships between the responses from different groups of parents and demographic factors, such as income.

The response rate was 42 percent, which is an average response rate for telephone surveys. We weighted the survey data to ensure that any result from the survey is representative of the population of interest. The maximum margin of error for the total sample of (n=1,060) was +/-5.3 percent at the 95 percent confidence level.

To ensure that participation remained confidential, Research New Zealand removed all personal information that could identify the respondents and reported only aggregated findings to the Families Commission.

To thank people for their time, participating parents and OSCAR providers who helped us recruit parents were included in a draw of 15 prizes of $100 vouchers.

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7   Respondents were asked to include any child who stayed in their home for at least one night a week.

4.4 ETHICS APPROVAL

The overall research methodology and the questionnaire for the *2010 Parents Survey* was approved by the Families Commission's Ethics Committee and Kaihono.[8]

4.5 LIMITATIONS OF THE RESEARCH

2009 New Zealand Childcare Survey

Some estimates have been suppressed (replaced by 'S' in the tables) for reliability and confidentiality reasons. These suppressed estimates had a relative sampling error of 100 percent or more and/or reflect a low number of responses (weighted count of 1,000 or less).

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8   The Families Commission's Kaihono, Bobby Newson, provides cultural advice and guidance to ensure that the Families Commission's work is
    carried out in a way that is consistent with the Commission's Whānau Strategic Framework (2010).

Out-of-school services and care: *2010 Parents Survey*

The limitations of this survey are as follows:

> *Representativeness of the findings:* The findings cannot be said to be representative of the parents of five- to 13-year-old school children and of all formal OSS users. It is important to note that many of the findings from this survey are consistent with the findings from the *2009 New Zealand Childcare Survey* and this gives us confidence that the findings are robust.

> *Limitations with telephone surveys:* Telephone surveys are biased towards respondents with fixed telephone lines. It is important to note that in 2006, 98 percent of New Zealand households owned a fixed telephone – 88 percent for Māori and 87 percent for Pacific peoples (Ministry of Social Development, 2010e).

> *Response rate and accuracy:* The response rate of 42 percent is reasonable for telephone surveys but we are unable to identify the impact that this has on our results. The response rate would have been higher had the specific quotas for people from ethnic groups not been necessary. Some quotas for certain groups of respondents could not be met and the numbers for some groups are low. The results for some groups of respondents must be interpreted with caution.

> *Weighting:* The weighting resulted in the over- and under-sampling of certain groups of respondents, beyond their normal proportions in the population. This made the maximum margins of error for some groups of respondents large (eg, the maximum margin of error for respondents using formal OSS is +/-12.5 percent).

4.6 PROFILE OF RESPONDENTS

TABLE 2: *2010 PARENTS SURVEY* RESPONDENTS: DEMOGRAPHIC PROFILE OF CHILDREN, PRE-WEIGHTED AND WEIGHTED SAMPLES

	PRE-WEIGHTED		WEIGHTED
BASE=	**TOTAL SAMPLE (n=1,060)**	**TOTAL SAMPLE (n=1,060)**	**TOTAL SAMPLE (n=1,060)**
GENDER	**NUMBER**	**%**	**%**
Male	526	50	50
Female	534	50	50
TOTAL	**1,060**	**100**	**100**
AGE			
Five to six years	256	24	24
Seven to eight years	270	26	27
Nine to 10 years	219	21	20
11 to 12 years	210	20	20
13 years	105	10	9
TOTAL	**1,060**	**100**	**100**

Note: Total may not add to 100 percent exactly due to rounding.

TABLE 3: *2010 PARENTS SURVEY* RESPONDENTS: DEMOGRAPHIC PROFILE OF PARENTS, PRE-WEIGHTED AND WEIGHTED SAMPLES, MAXIMUM MARGIN OF ERROR

BASE=	PRE-WEIGHTED	WEIGHTED		
	TOTAL SAMPLE (n=1,060) NUMBER	TOTAL SAMPLE (n=1,060) %	TOTAL SAMPLE (n=1,060) %	MAXIMUM MARGIN OF ERROR %
CHILDCARE ARRANGEMENTS				
Formal only	194	18	6	+/- 14.8
Informal only	275	26	15	+/- 12.4
Formal and informal care arrangements	39	4	3	+/- 33.0
Parental care/self-care	552	52	77	+/- 8.8
TOTAL	**1,060**	**100**	**100**	**+/- 6.3**
HOUSEHOLD STATUS				
Sole-parent household	251	24	17	+/- 13.0
Two-parent household	805	78	83	+/- 7.3
TOTAL	**1,060**	**100**	**100**	**+/- 6.3**
ETHNICITY				
European only	336	32	62	+/- 11.2
Māori only	202	19	10	+/- 14.5
Pacific only	216	20	6	+/- 14.0
European/Māori	144	14	7	+/- 17.1
Other	162	15	14	+/- 16.2
TOTAL	**1,060**	**100**	**100**	**+/- 6.3**
ANNUAL INCOME				
Up to and including $40,000	350	33	28	+/- 11.0
$40,001 or more	685	65	69	+/- 7.9
Refused	25	2	3	+/- 41.2
TOTAL	**100**	**100**	**100**	**+/- 6.3**
GEOGRAPHIC LOCATION				
Rural/small town	230	22	24	+/- 13.6
Large town/city	817	77	75	+/- 7.2
Don't know	13	1	1	+/- 57.1
TOTAL	**1,060**	**1,060**	**100**	**+/- 6.3**

Note: Total may not add to 100 percent exactly due to rounding.

5. RESEARCH FINDINGS

In this section, we draw from all components of the research (the literature review, the analysis of the *2009 New Zealand Childcare Survey* and the *2010 Parents Survey*) to summarise the salient findings that relate to the research questions. The data source is identified within each sub-section.

5.1 USE AND DEMAND FOR FORMAL OSS

The first research question aimed to understand the use of and demand for formal OSS, relative to other childcare arrangements. Specifically, we asked:

> What are the differences between parents who use formal OSS and parents using other types of arrangements (parental care and informal arrangements, such as family and friends)?

The *2009 New Zealand Childcare Survey* provides representative data for the New Zealand population and is used in this section to respond to this question. The *2009 New Zealand Childcare Survey* asked parents what childcare arrangements they had in place in the week prior to the survey (in the school term of the September quarter) and in the most recent school holidays.

Over half a million children aged five to 13 years attended school in the September 2009 quarter (520,900). Use of formal OSS is low in comparison to parental and informal care during the school term but there is greater reliance on formal OSS in the July 2009 school holidays.

School term (all children)

In a school week, most children aged five to 13 years (56 percent or between 278,000 and 301,500 children) had received only care provided by their parent/s. Thirty-six percent received informal care from someone other than a parent or guardian they lived with (Statistics New Zealand, 2010). Grandparents most frequently provided informal care – for nearly half of the children receiving informal care during the school term.

In comparison, 9 percent of children aged five to 13 years attended at least one type of formal OSS service before or after school during the week prior to the survey. This equates to use of formal OSS by between 39,100 and 53,000 children using a mixture of formal and informal arrangements. Of these children, 80 percent of children (between 30,300 and 43,700 children) attended an after-school-care programme (Statistics New Zealand, 2010).

FIGURE 2: USE OF FORMAL AND INFORMAL OSS BY CHILDREN AGED FIVE TO 13 YEARS DURING THE SCHOOL TERM

By type of care.[1] September 2009 quarter
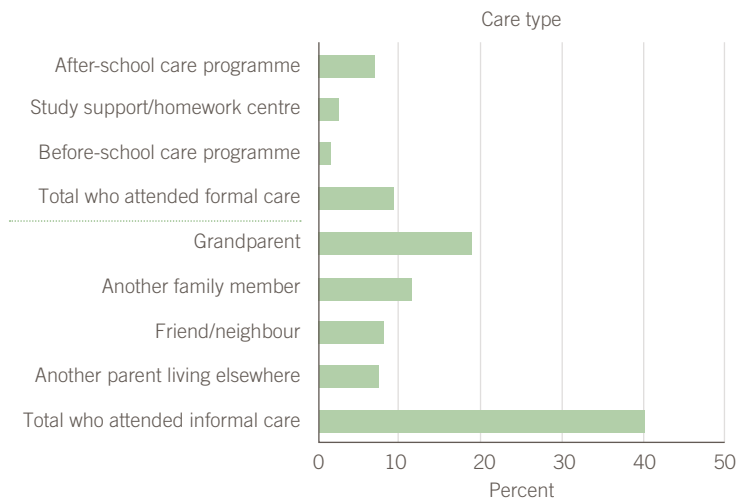
Care type

1. Children may have attended more than one type of care, therefore percentages by type do not add up to the totals.

Source: Statistics New Zealand

School holidays (all children)

In the July 2009 school holidays, 57 percent of children aged five to 13 years old had no holiday care arrangements other than care provided by their parents. Informal arrangements only (ie, care with relatives and non-relatives) were used by 34 percent of all school-aged children. As during the school term, grandparents most frequently provided informal care – 19 percent of children receiving informal care during the school holiday were cared for by a grandparent.

Formal and/or informal arrangements were used by 43 percent of all children aged five to 13 years ('all children'). Of those children, 9 percent attended a formal school holiday programme only (between 38,000 and 52,800 children).

Māori children

Overall, 52 percent of Māori children had no other care arrangements other than their parents during the school term and slightly more children were cared for by their parents in the school holidays (55 percent). This is very similar to the proportions of all five- to 13-year-old children).

Māori children were more likely to be cared for informally, by relatives and non-relatives. than all children. During the school term, 44 percent of Māori children had some form of informal care arrangement, compared with 40 percent of all children.

In the school holidays, 40 percent of Māori children had some form of informal care, compared with 37 percent for all children. As with all children, grandparents commonly provided this care for Māori children – 18 percent in the school term and 17 percent in the school holidays were cared for by their grandparents. When compared with arrangements for all school-aged children, a significantly higher proportion of Māori children received care from another family member (other than parents, guardians or grandparent) in the school term (18 percent compared with 12 percent) and the school holidays (17 percent compared with 12 percent for all children).

In the school holidays, less Māori children used a formal school holiday programme when compared with all children (7 percent compared with 9 percent of all children).

Pacific peoples

Most Pacific children had no other care arrangements than care provided by their parents during the school term and in the school holidays, and this was significantly higher than that for all children. During the school term, 63 percent of Pacific children received parental care during the school term, compared with 56 percent of all children. In the school holidays, 64 percent of Pacific children were cared for by their parents, compared with 57 percent of all children.

Informal OSS arrangements were used at significantly lower rates than was the case for all children. During the school term, 32 percent of Pacific children were cared for informally, compared with 40 percent for all children. In the school holidays, 30 percent of Pacific children were cared for informally, compared with 37 percent for all children. As with all children, grandparents commonly provided this care for Pacific children – grandparents provided care for 18 percent of children in the school term and for 16 percent of children in the school holidays. When compared with arrangements for all school-aged children, a significantly higher proportion of Pacific children received care from another family member (other than parents, guardians or grandparent) in the school term (20 percent compared with 12 percent) and the school holidays (18 percent compared with 12 percent for all children).

Pacific children were as nearly likely to attend formal OSS during the school term and in the school holidays as all children. Ten percent of Pacific children used formal OSS during the school term and 7 percent only used a formal school holiday programme (compared with 9 percent and 9 percent respectively for all children).

Parental income

Children of parent/s who earned between $40,001 and $50,000 per annum[9] in the September 2009 quarter were the lowest users of formal OSS during the school term (Figure 3). Five percent of children whose parent/s earned $40,001 to $50,000 per annum used formal OSS arrangements. Children of parent/s with an annual income of $100,000 or more were the highest users of formal OSS during the school term.

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9   Note that this is combined parental income for two-parent families and a single income for sole-parents.

FIGURE 3: PERCENTAGE OF CHILDREN WITH FORMAL OSS ARRANGEMENTS BY PARENTAL INCOME BAND DURING THE SCHOOL TERM
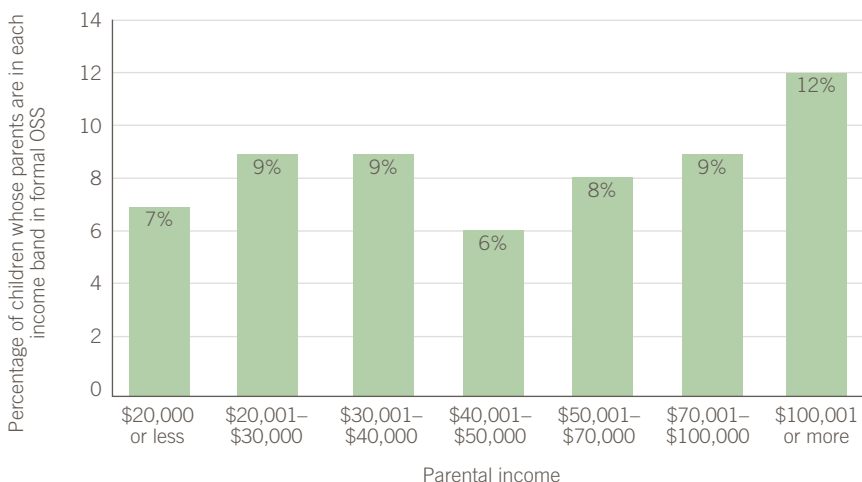
Note: 'Parental income' refers to a combined income in the case with families with two parents.

Source: *2009 New Zealand Childcare Survey*

The trend for children using formal school holiday programmes by parental income is very similar, with children of parents who earned less than $20,000 and those earning between $40,001 and $50,000 per annum being the lowest users of formal OSS. The highest users of formal school holiday programmes were children of parent/s with an annual income of $100,000 or more (14 percent).

Sole-parents and two-parent families

During the school term, children living in sole-parent families were less likely to be cared for by their resident parent out of school hours than children living in two-parent families. It is important to note, however, that sole-parents still provided care for 45 percent of children in these families (compared with 59 percent of children in two-parent families and 56 percent for all children). A similar trend occurs in the school holidays but there is less of a difference between the proportions of children cared for by parents at this time.[10]

Children living in sole-parent families were more likely to have been cared for informally than children living in two-parent families (51 percent compared with 36 percent for children living in two-parent families). However, parents living elsewhere were significantly more likely to provide this informal care. During the school term, 21 percent of children from sole-parent families were cared for by a parent living elsewhere, compared with 7 percent of all children. In the school holidays, 18 percent of children from sole-parent families were cared for by a parent living elsewhere, compared with 6 percent of all children. Grandparents also featured as common providers of informal care for both sole-parent and two-parent families.

Almost double the proportion of children living in sole-parent families as those living in two-parent families attended a formal OSS during the school term in the September 2009 quarter (13 percent and 8 percent respectively). During the school holidays, there were no differences between sole-parent and two-parent families in the proportion of children using formal school holiday programmes (9 percent for sole-parent and two-parent families).

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10 The proportion of children receiving parental care is 51 percent in sole-parent families, 59 percent in two-parent families and 57 percent for all children.

However, in terms of use of formal OSS, employment appears to have a greater influence on who uses or doesn't use formal OSS.

Employment

Ten percent of children in two-parent families where both parents were employed attended formal OSS during the school term (similar to the average attendance rate for all children). In comparison, just 3 percent of children in two-parent families where only one of the parents was employed attended formal OSS.

Children in families where a sole-parent was employed or both parents were employed were significantly more likely to attend a formal school holiday programme than children in families where a parent did not work (Figure 4).

FIGURE 4: PERCENTAGE OF CHILDREN WHO ATTENDED A FORMAL SCHOOL HOLIDAY PROGRAMME BY COMBINED LABOUR FORCE STATUS OF PARENT/S
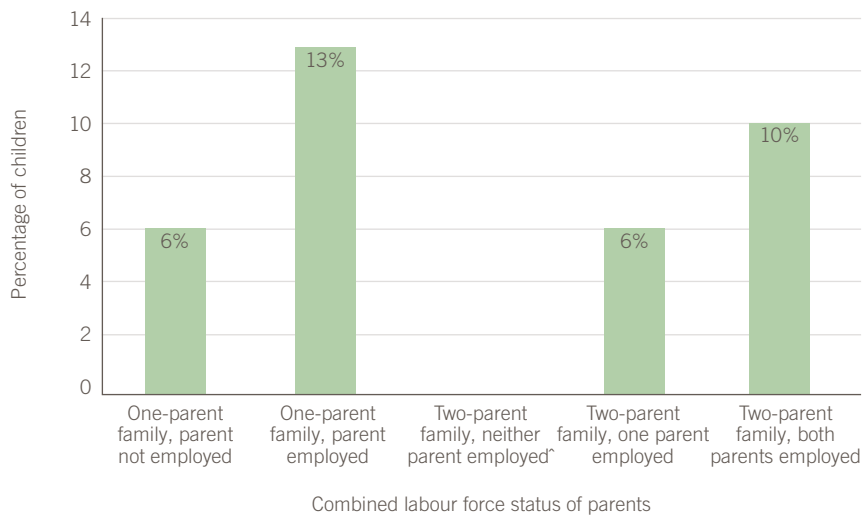
^ Data on percentage of children in formal holiday care programmes who live in two-parent families where neither parent is employed is not reliable.

Source: *2009 New Zealand Childcare Survey*

Geographical location

During the school term, children in rural areas were more likely to have no childcare arrangements other than their parents than children living in rural areas (65 percent of rural children compared to 54 percent of urban children).

Children living in urban areas were also significantly more likely to have received informal care only during the school term (36 percent compared with 31 percent of children living in rural areas). It is therefore not surprising that children living in regional areas with proportionally larger rural populations were significantly less likely to have received formal or informal OSS during the school term. The regions with the highest rates of five- to 13-year-olds with no formal OSS or informal care arrangements were Southland (70 percent), Tasman/Nelson/Marlborough/West Coast (65 percent) and Manawatu-Wanganui and Waikato (both 61 percent).

Age of child

Children in the eight- to 10-year-old age group were the most common users of formal OSS during the school term, although there were very few differences across the age groups:

> *Five- to seven-year-olds:* Ten percent attended formal OSS during the school term (more than 5 percent attended formal OSS only, while 5 percent used both formal and informal care).

> *Eight- to 10-year-olds*: Eleven percent attended formal OSS during the school term (7 percent attended formal OSS only, while 4 percent used both formal and informal care).

> *11- to 13-year-olds:* Six percent attended a formal OSS programme during the school term.

As illustrated in Figure 5, the number of hours in formal OSS varied depending upon the age of the child.

FIGURE 5: PERCENTAGE OF CHILDREN BY NUMBER OF HOURS IN FORMAL OSS DURING THE SCHOOL TERM (n=46,000)
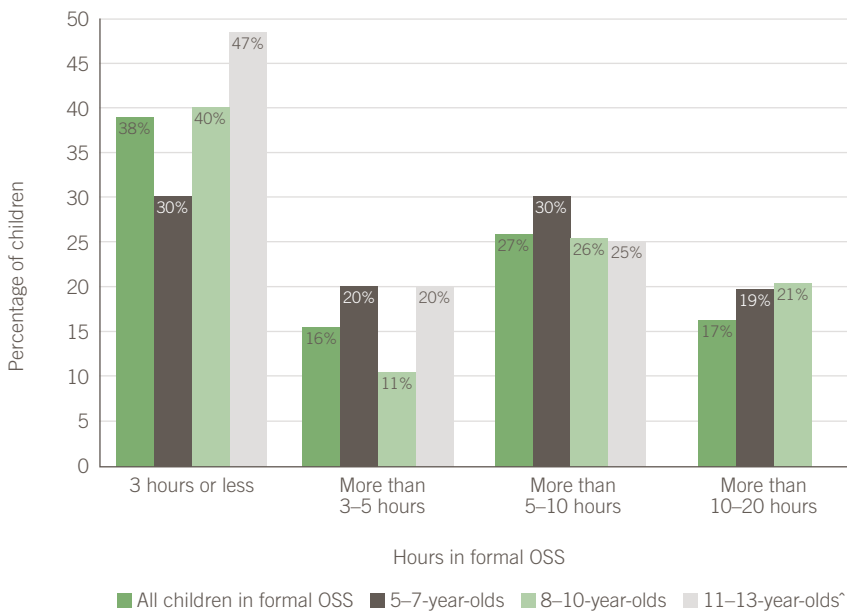
Reasons for not using formal OSS

The *2009 New Zealand Childcare Survey* asked parents to state the reasons why they did not use formal OSS.

Parents most frequently said that they preferred to look after their children themselves or that there was no need for other care arrangements (78 percent). This was distantly followed by a preference to have other family members, friends or older children look after their children (8 percent).

Four percent of parents said formal OSS was too expensive. This means that between 15,600 and 28,200 children aged five to 13 years were not in formal care because their parents perceived this type of care to be too expensive. Parents who earned $20,000 or less were more likely to say that the cost of formal OSS was the reason that their child did not use formal OSS than other parents (10 percent of children not using formal OSS compared with 4 percent of all children not using formal OSS).

Three percent of these parents said that care was not available locally or when needed, and this was why their children did not attend formal OSS care. This means that between 10,300 and 18,100 children were not in formal care during the September 2009 quarter because suitable care was not available. Children living in rural areas were significantly more likely to not attend formal OSS due to perceived lack of availability (13 percent of all rural-based five- to 13-year-old school-aged children). The parents of only 2 percent of children living in urban areas reported this difficulty.

5.2 PARENTAL DECISION-MAKING: WHAT IS IMPORTANT

Our second research question aimed to identify what parents prioritise in terms of cost (affordability), location (availability and accessibility) and quality when deciding whether to use formal OSS. To understand this we divided this question into the following three sub-questions:
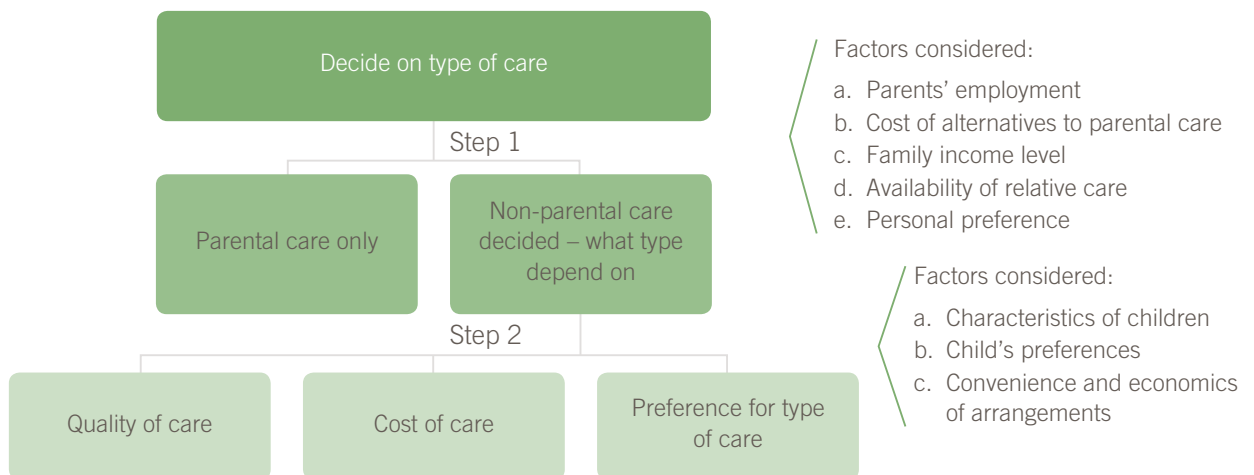
> What factors do parents consider in their decisions and how does this compare with factors considered for other types of childcare?

> What trade-offs are made by parents when they decide on the type of childcare arrangements they will use (or what was less than ideal about their decision)?

> What role does income and other factors (such as family structure and ethnicity) play in relation to decisions parents make?

We now turn to the results of the *2010 Parents Survey* to consider these questions, as this survey asked parents what was important to them when they made their arrangements. It is important to note that, while the *2010 Parents Survey* is not representative of the New Zealand population of parents with school children aged five to 13 years (because the sample selection was not completely random), we found similar proportions of parents using the various types of childcare as found in the *2009 New Zealand Childcare Survey.* Another key difference is that with the *2010 Parents Survey*, we focused on 'after-school' care arrangements only, given that the *2009 New Zealand Childcare Survey* found that this is the predominant form of formal care arrangements during the school term.

Childcare decisions have been conceptualised as the result of an interaction between families' needs, preferences, knowledge and expectations of childcare, along with structural/policy childcare context (eg, availability, subsidies) in which these families live (Huston, Chang, & Gennetian 2002; also Foot, Howe, Cheyne, Terras, & Rattray, 2000).

For example, in Cain and Hofferth's (1989) model, parents first decide whether their children will be cared for by them or others (Figure 6). Parents consider factors such as parents' employment, the cost of alternatives to parental care, family income level, availability of relative care and personal preference for that type of care. If they decide on non-parental care, their next step is to decide on the quality of care, the cost of care and the preference of care. Parents consider factors such as the characteristics of their children, child preferences and convenience and economics of the arrangement when making this decision (Powell & Widdows,1987, cited in Sarampote, Bassett, & Winsler, 2004).

FIGURE 6: CAIN AND HOFFERTH (1989) MODEL OF PARENTAL DECISION-MAKING PROCESSES FOR CHILDCARE

Decide on type of care

Step 1

Parental care only

Non-parental care decided – what type depend on

Factors considered:

a. Parents' employment
b. Cost of alternatives to parental care
c. Family income level
d. Availability of relative care
e. Personal preference

Step 2

Quality of care

Cost of care

Preference for type of care

Factors considered:

a. Characteristics of children
b. Child's preferences
c. Convenience and economics of arrangements

5.3 WHO USES DIFFERENT CHILDCARE ARRANGEMENTS?

Before we look more closely at the factors that parents say were important for their care decisions, we compare the demographic profile of parents using the different childcare arrangements. This provides useful information on the extent to which demographic characteristics might explain differences in childcare decisions made.

For the *2010 Parents Survey*, 6 percent of survey respondents reported using formal OSS as their main or only form of childcare for their child's after-school care in the week before the survey. Slightly more children (11 percent) used formal OSS as their main or only form of childcare in the July 2010 school holidays (Figure 7).

FIGURE 7: USE OF CHILDCARE ARRANGEMENTS AFTER SCHOOL AND IN THE SCHOOL HOLIDAYS
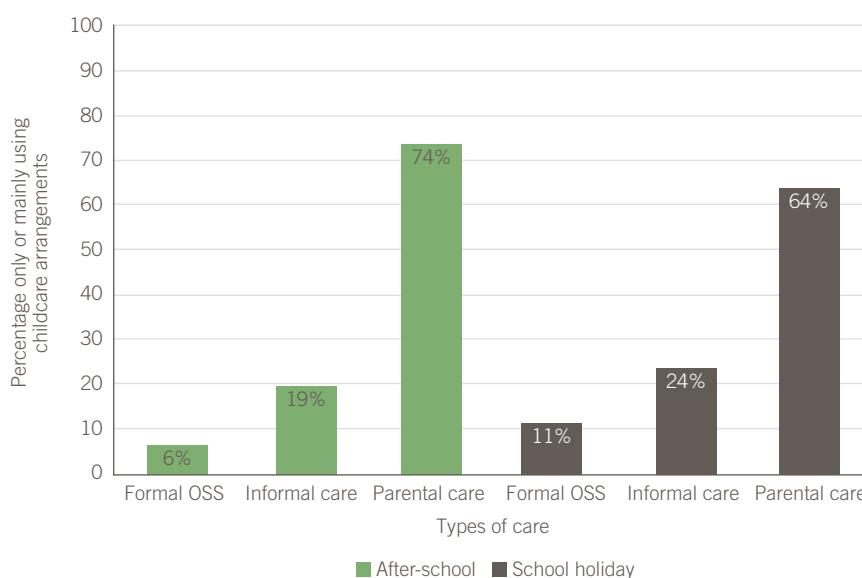
Source: *2010 Parents Survey*

After school

Users of formal OSS have a distinct demographic profile, with the most marked differences found in comparison with those who only use parental care.

Compared to parental care users, *2010 Parents Survey* respondents who used only formal OSS for their child's after-school care are more likely to be:

> European only (81 percent compared with 62 percent for respondents using parental care) and less likely to be Māori (5 percent compared with 11 percent using parental care) or Pacific only (1 percent compared with 7 percent using parental care)

> separated/divorced (22 percent compared with 6 percent) or sole/never married (15 percent compared with 6 percent) and less likely to be married/living with a partner (62 percent compared with 86 percent)

> a wage or salary earner (80 percent compared with 49 percent) and less likely to be a full-time home-maker (1 percent compared with 36 percent)

> a full-time worker (84 percent compared with 50 percent) and less likely to be a part-time worker (16 percent compared with 49 percent).

That is, parents caring for their children after school are more likely than formal OSS users to identify as Māori or a Pacific person, be married or living with a partner, a full-time home-maker and, if employed, work part-time.

There are no statistically significant differences between the two groups of respondents in terms of annual income, gender, age, whether or not they are training/studying and geographic location.

School holidays

As was the case for after-school care, the most significant differences between respondents are found between those using formal school holiday programmes and those only using parental care.

When compared with parental care users, respondents who used formal OSS in the July 2010 school holidays are more likely to be:

> European only (72 percent compared with 55 percent for respondents only or mainly using parental care) and less likely to be Pacific only (2 percent compared with 10 percent)

> separated/divorced (17 percent compared with 6 percent for respondents only or mainly using parental care) or sole/never married (13 percent compared with 6 percent)

> a wage or salary earner (76 percent compared with 44 percent) and less likely to be a full-time home-maker (16 percent compared with 40 percent).

That is, parents caring for their children in the school holidays are more likely to identify as Māori only or a Pacific person only, be married or live with a partner, be a full-time home-maker and, if employed, work part-time.

There are no statistically significant differences between the two groups of respondents in terms of annual income, gender, age, whether or not they are training/studying and geographic location.

5.4 WHAT FACTORS PARENTS CONSIDER WHEN DECIDING ON OSS

In the *2010 Parents Survey,* we asked parents what their main consideration was when they decided who would look after their child. We also asked whether they took anything else into account. These two questions were left open-ended to capture all the other factors considered.

The factors that parents considered were grouped into the following:

> cost and affordability of alternative childcare arrangements

> convenience and proximity of available childcare options

> availability of childcare

> awareness and knowledge of the childcare options available to them

> safety and security of available childcare options, and the general quality of these options

> the child's needs and preferences

> trust and familiarity with the caregiver.

FIGURE 8: CHILDCARE DECISION-MAKING PROCESS AND FACTORS –
2010 PARENTS SURVEY
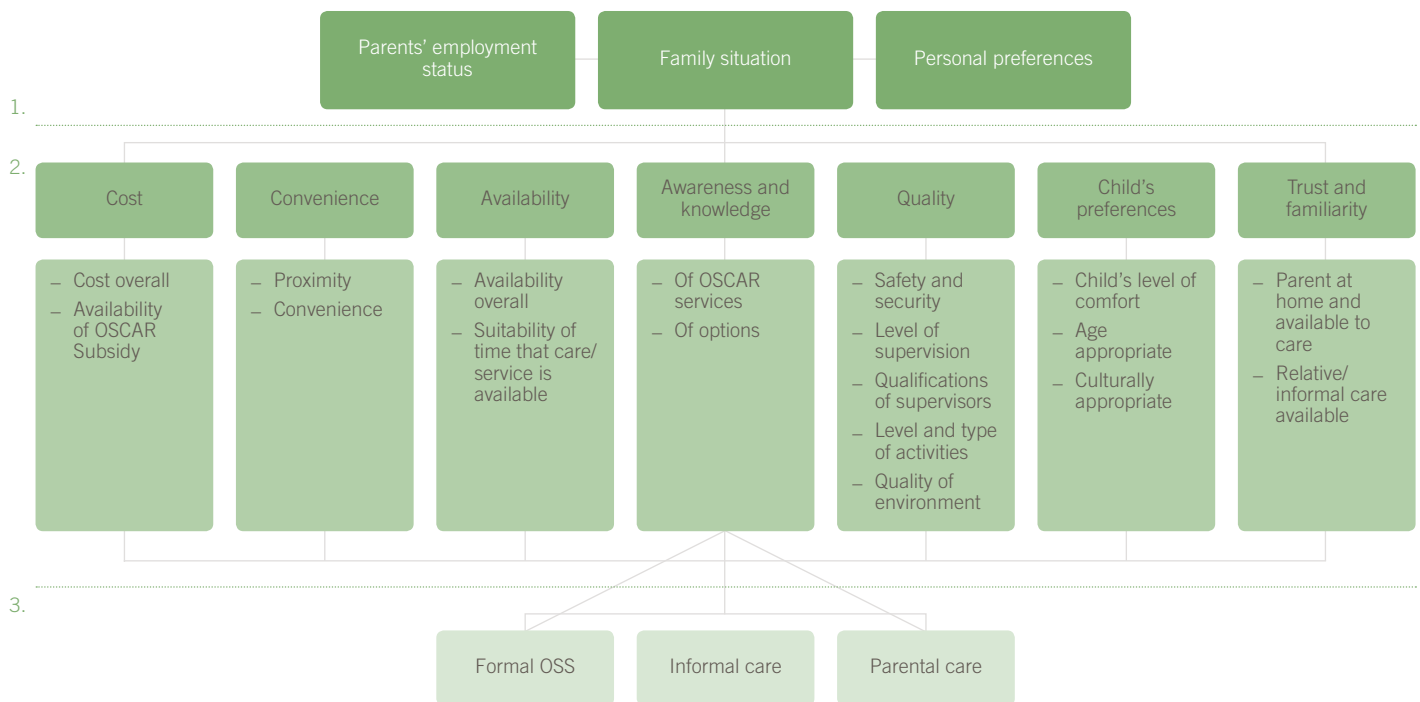
Parents show an overriding preference for parental care, regardless of the situation and parents' family and employment situation. Of the seven top decision-making factors, whether or not the parent could or would be home to provide the childcare was often mentioned, together with other trust and familiarity factors.

To a certain extent, this is even the case amongst formal OSS users. In other words, the fact that formal OSS meets the needs and circumstances of current users should not necessarily indicate their preference for this form of childcare.

Looking at care arrangements overall, most respondents used a combination of arrangements to meet their care needs. For example, while respondents who had used only formal OSS during the July 2010 school holidays were the most likely to have also used formal OSS after school in the week before the survey (25 percent), most of them had used other after-school care arrangements – most notably, parental (58 percent) and informal childcare arrangements (13 percent).

Given this context, the reasons that respondents most frequently mentioned first in relation to formal OSS after school were:

> **Quality-related factors** (48 percent mentioned these first): The safety and security of their child was the most commonly mentioned factor (20 percent). The remaining 28 percent comprised factors such as staff qualifications and training, the level of supervision, the type of activities and quality of the environment.

> **Convenience-related factors** (45 percent), of which proximity was the most commonly mentioned factor (30 percent). Fifteen percent related to factors such as the ability to access a place for their child and the provider's opening hours.

Cost-related factors were significantly less likely to be mentioned (9 percent mentioned this first overall), as were factors relating to availability (13 percent). The reasons for this could include the fact that these respondents were the least likely of all groups of respondents to believe they had 'realistic options' other than the formal OSS programme/service they used (82 percent), and because their use of the programme/service was partly paid by a government subsidy.

Respondents who used only formal OSS during the July 2010 school holidays took the same mix of factors into consideration. Most frequently, they mentioned:

> **Quality-related factors** (65 percent mentioned these first): Seventeen percent related to the quality of the activities, 14 percent to the safety and security of the formal OSS service/programme, 10 percent related to the quality of the staff and 24 percent comprised a wide range of other quality factors.

> **Convenience-related factors** (45 percent), of which proximity was the most commonly mentioned factor (30 percent). The remaining 15 percent of convenience-related factors included the ability to access a place for their child and opening hours.

Compared to the results for after-school care, respondents who used formal OSS for the school holidays more frequently stated that cost was a factor (21 percent). This is probably because school holidays are for a relatively long period (ie, usually a two-week period, four times a year) and for longer hours (often a whole day) and this can be more costly than after-school care. If a parent is working, the school holidays require parents to take significant time off work if they decide to stay at home to take care of a child.

5.5 WHAT TRADE-OFFS PARENTS MAKE

Do parents have realistic options?

It is important to put the question of trade-offs in the context of whether parents felt that they had alternative options than the childcare arrangements they used. The *2010 Parents Survey* asked respondents if they had any other realistic options to the care arrangements made.

Nearly two-thirds of respondents reported having no other 'realistic options' for their child's after-school care in the week before the survey other than the arrangement they used (Figure 9). This is slightly higher, but not significantly so, in comparison with the July 2010 school holidays. Respondents who only used formal OSS for their child's after-school care in the week prior to the survey were most likely to state that they had no other realistic options.

FIGURE 9: PERCENTAGE WITH NO OTHER 'REALISTIC OPTIONS' FOR AFTER-SCHOOL AND SCHOOL HOLIDAY CARE (n=1,060)
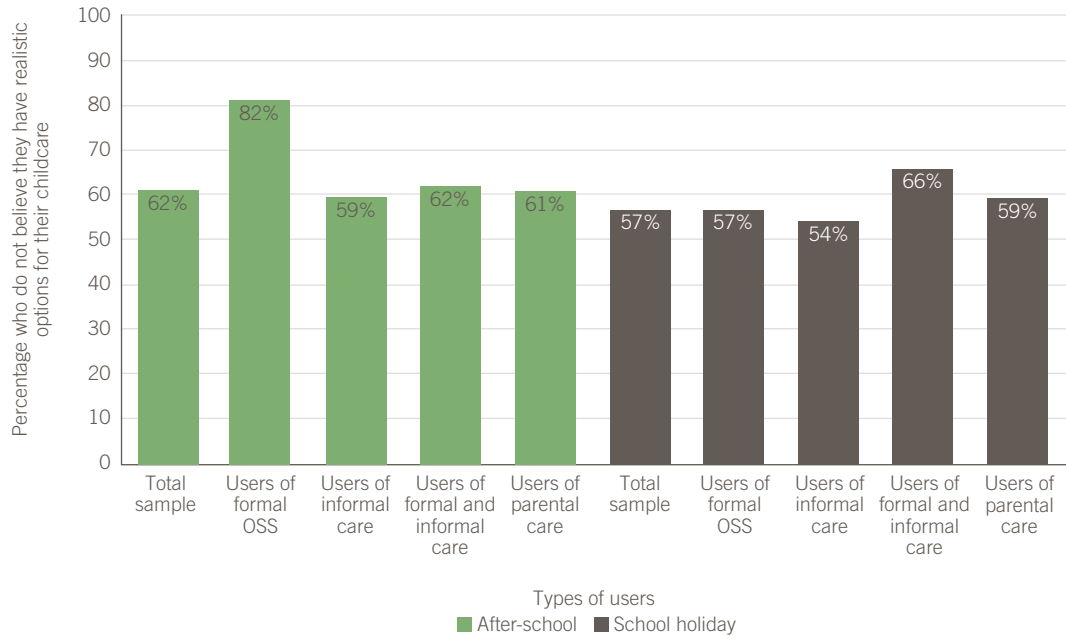
Source: *2009 New Zealand Childcare Survey*

Respondents who identify as Māori, Pacific peoples, those on incomes of $40,000 or less, sole-parents and those living in rural areas were also more likely to perceive they had no other 'realistic options' than the care arrangements they used.

What is their preferred option?

Where respondents identified other realistic options, they were asked what their preferred option would be. They had an overwhelming preference for parental care. Most respondents who felt they had 'realistic options' for either their after-school care and/or the July 2010 school holidays preferred parental care (67 percent identified 'myself' and 26 percent identified 'my partner').

Twenty-six percent of respondents identified formal OSS as one of their realistic options for after-school care, yet only 10 percent expressed a preference for formal OSS after school. A similar result is evident for the school holidays. Forty-one percent of respondents identified formal OSS as a realistic option for school holiday care, yet only 18 percent of respondents expressed a preference for formal OSS in the school holidays.

What is less than ideal with their childcare arrangements?

The *2010 Parents Survey* asked parents what, if anything, was less than ideal with their childcare arrangements, if they had concerns or felt that they had to make trade-offs.

Of the respondents using formal OSS for after-school care, most (79 percent) believed they made no trade-offs in deciding to use this service. For the 21 percent who did mention a trade-off, the most frequently mentioned trade-offs were cost and the fact that they could not provide the care themselves because they had to work, train or study.

Of the respondents using formal OSS in the school holidays, 73 percent reported they made no trade-offs in deciding to use formal OSS. Twenty-seven percent mentioned a trade-off (or something that they considered less than ideal), which was higher than the proportion of respondents using parental care or informal care who mentioned a trade-off.

5.6 WHAT INFLUENCE INCOME AND COSTS HAVE ON PARENTS' DECISIONS

How parents in different income groups see trade-offs

Due to low numbers of respondents identifying trade-offs, we were unable to analyse this with confidence. However, we did find evidence to suggest that demand for formal OSS could also increase if parents perceived that services were affordable.

Use of formal OSS in the past by non-users

The *2010 Parents Survey* asked respondents who did not use formal OSS whether they had considered using these services in the past.

In terms of after-school care, we found that 40 percent of non-users of formal OSS had considered using these services in the past. Of those who had considered using formal OSS, more than half (60 percent) had used formal OSS in the past.

We found that 58 percent of non-users of formal school holiday programmes in the July 2010 school holidays had considered using formal OSS in the past. However, over half of these respondents (56 percent) had never used these services.

Respondents who identified as Māori or Pacific peoples and those on annual incomes of up to $40,000 were less likely to have considered or used formal OSS in the past compared with other respondents.

The most frequently mentioned reasons for never using formal OSS are summarised in Table 4.

TABLE 4: FREQUENTLY MENTIONED REASONS FOR NEVER USING FORMAL OSS	
AFTER SCHOOL (%) n=146	**SCHOOL HOLIDAYS (%) n=266**
Parents at home (27 percent)	Programmes too costly (26 percent)
Formal OSS being too costly (20 percent)	Parent at home (19 percent)
Subsidy not available to them (12 percent)	Child involved in other satisfactory childcare activities (14 percent)
Child involved in other satisfactory childcare activities (14 percent)	Programmes not age appropriate (12 percent)
Do not know of formal after-school care (12 percent)	Child not comfortable/happy to be in programmes (11 percent)

Source: *2010 Parents Survey*

Importance of OSCAR Subsidy

The importance of the affordability of formal OSS is emphasised by current users' views on the OSCAR Subsidy. The literature suggests that investing in childcare appears critical for supporting full-time work, particularly if the work is there (Gorey, 2009). Subsidies appear to have a positive impact on full-time employment, particularly for women (Gong et al., 2010; Tekin, 2007). Research shows that the odds of low-income parents working full-time are 1.65 times higher in jurisdictions with more generous subsidies (Joo, 2008).

The *2009 New Zealand Childcare Survey* provides an indication of how much parents pay for formal OSS during the school term. Figure 10 shows how much parents paid

during the school term. In some cases the OSCAR Subsidy may not have been accessed because the programme was not OSCAR approved and therefore could not access subsidy funding for children. In other cases, the OSCAR Subsidy may cover the full cost of the service and parents are not required to pay.

FIGURE 10: COST OF FORMAL OSS PER WEEK DURING THE SCHOOL TERM (n=46,000)
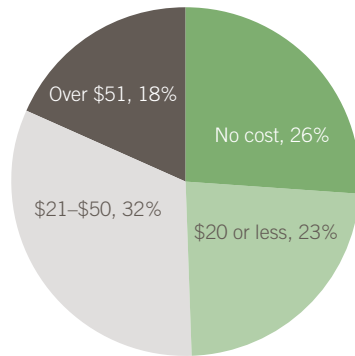
Note: Sub-population based on those children in at least one type of formal OSS in the week prior to the Childcare Survey and excludes not specified responses to the costs to parent per week.

Percentages have been calculated excluding not specified responses.

Total may not sum to 100 percent due to rounding.

Source: *2009 New Zealand Childcare Survey*

During the school term, 21 percent of the parents of children who were in any type of formal OSS arrangements accessed the OSCAR Subsidy, and 26 percent of the parents of children in a formal after-school programme received the OSCAR Subsidy. Notably, children whose parents accessed the OSCAR Subsidy spent significantly more time in formal OSS (10 hours per week on average), than children whose parents did not access the subsidy (six hours per week on average).

However, the most frequently cited reasons why parents did not access the OSCAR Subsidy for the child in question were (*2009 New Zealand Childcare Survey*):

> the child was not eligible (34 percent of those children whose parents did not access the subsidy)

> parents did not know about the subsidy (23 percent of the children in question)

> parents of 17 percent of the children did not know whether their child was eligible for the subsidy.

Lack of knowledge of the subsidy and/or eligibility for the subsidy is more common when the service used is not OSCAR approved. Unapproved programmes cannot access the OSCAR Subsidy and therefore would be unlikely to provide information about it to parents.

The *2010 Parents Survey* indicates whether they would have used formal OSS had the OSCAR Subsidy not been available. Most of the respondents who used only formal OSS for their child's after-school care in the week before the survey paid towards the use of this programme/service (92 percent) and just under half of these respondents (46 percent) part-paid with the OSCAR Subsidy.[11] Of those who received payment assistance, nearly half (49 percent) stated they would not have used the programme/ service had the subsidy not been available to them. These findings confirm that it is

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11 It is important to note that if a formal OSS provider is not an OSCAR provider, it is unlikely that they would have shared information about the OSCAR Subsidy with parents, as the parent would be unable to access the subsidy while using that formal OSS service.

likely that formal OSS users include parents on higher incomes who can afford formal OSS (whether there is a subsidy available to them or not) as well as low-income users who need the subsidy to be able to access childcare (see Figure 3, page 35).[12]

Potential for non-users to use formal OSS in the future

The *2010 Parents Survey* asked respondents who had never used formal OSS (after school and in the school holidays) whether they were likely to in the future. Significant proportions of respondents had not used formal OSS (40 percent for after-school care and 85 percent for school holidays). However, a substantial proportion indicated that they were *very likely* or *somewhat likely* to use formal OSS in the future (Table 5).

TABLE 5: LIKELIHOOD OF NON-USERS USING FORMAL OSS IN THE FUTURE		
	FORMAL OSS FOR AFTER-SCHOOL CARE (%) n=831	FORMAL OSS IN SCHOOL HOLIDAYS (%) n=854
Not very likely	56	43
Somewhat likely	26	33
Very likely	17	23
Don't know	1	1
TOTAL	**100**	**100**

Source: *2010 Parents Survey*

For after-school care, the most frequently mentioned reasons that respondents would not use formal OSS were that a parent was at home or that parental care was preferred.

We asked these same respondents if they knew of any conveniently located services. The majority of non-users of formal OSS were aware of services in their area (67 percent for after-school care and 79 percent for school holiday programmes). Some respondents were not aware of any conveniently located services (14 percent for after-school care and 8 percent for school holiday programmes). Several said that they did not know of these services (19 percent for after-school care and 13 percent for school holiday programmes).

About one-half of non-users did not know whether they were eligible to receive the OSCAR Subsidy for after-school childcare (48 percent) or for childcare during school holidays (55 percent). Pacific and Māori respondents were more likely to report they had not used formal OSS because of its costs (41 percent and 33 percent respectively), whereas only 13 percent of European respondents identified cost as being an issue.

5.7 CHILDCARE, WORK AND STUDY/TRAINING

For many parents, decisions about childcare are inextricably linked with decisions to undertake paid and/or unpaid work. For example, both childcare arrangements and employment arrangements need to fall into place before a parent can reconnect with paid work or enter the labour market for the first time.

In this section we explore the third research question, which considers the relationship (or not) between parents' decisions about childcare arrangements for their school-aged children and parental choices and behaviour in relation to undertaking employment or study/training.

12 The OSCAR Subsidy threshold and rates that applied at the time of the *2010 Parents Survey* can be found in Appendix 2.

Both the *2009 New Zealand Childcare Survey* and the *2010 Parents Survey* asked parents questions in different ways about the relationship between childcare and parents' ability to work and/or study and train.

Childcare difficulties affecting work

The *2009 New Zealand Childcare Survey* asked parents if they had difficulties arranging childcare in the last 12 months while working or wanting to work (Statistics New Zealand, 2010). Thirteen percent of parents whose youngest child was aged five to 13 years old (between 43,100 and 57,300 parents) reported having difficulties.

When asked to identify the main childcare difficulty they had experienced in the last 12 months, parents who experienced difficulties most frequently reported that:

> care was not available when needed (26 percent)

> childcare was too expensive (21 percent)

> they lacked access to informal care by someone they knew (16 percent).

Nearly two-thirds (65 percent) of those parents whose youngest child was five to 13 years old and who experienced childcare difficulties in the 12 months prior to the *2009 New Zealand Childcare Survey* while working (or wanting to work), reported having experienced at least one work consequence as a result (Figure 11). Projected out to the larger population, this equates to between 28,000 and 37,800 parents whose youngest child was aged five to 13 years old.

Notably, sole-parents were much more likely to have experienced one of the above consequences, particularly stopping their search for paid work and/or being prevented from making changes to their usual work. Due to data reliability issues, further analysis by other demographics (such as age of the child, ethnicity and parental income) is not possible.

FIGURE 11: WORK CONSEQUENCES AS A RESULT OF CHILDCARE DIFFICULTIES (n=50,800)
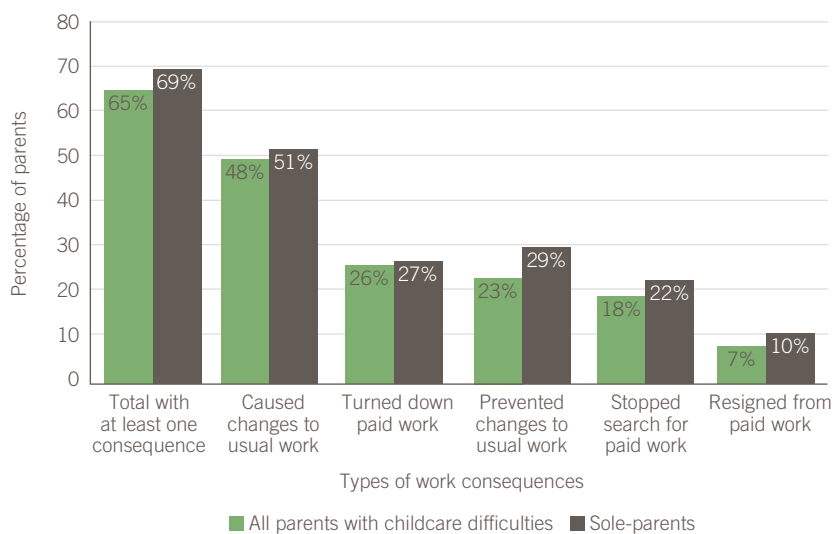
Note: Total may exceed 100 percent due to multiple responses.

Sub-population based on parents whose youngest child was aged five to 13 years old who experienced childcare difficulties in the last 12 months while working or wanting to work.

Source: *2009 New Zealand Childcare Survey*

Childcare and support for working parents

In the *2010 Parents Survey*, we asked employed respondents if they had any special arrangements, such as starting late and/or finishing early.

Most respondents who used only formal OSS for their after-school childcare in the week before the survey were currently employed (87 percent of formal OSS users) in full-time positions (84 percent of formal OSS users).[13]

Employed respondents who used only parental care were also the most likely to finish work before 3.00pm (49 percent compared with 11 percent for formal users and 27 percent for informal users). These results suggest that, while formal OSS users have some flexibility in terms of their start and finishing times, they are less likely to have the flexibility that informal and parental users appear to have.

Employed respondents were also asked how strongly they agreed with the statement that their current childcare arrangements supported them to work their current hours of employment. Most employed respondents agreed that their childcare arrangements allowed them to work the hours they are currently working. This was especially the case for those who used only formal OSS for their child's after-school care (90 percent agreed). This was higher than the percentage of employed respondents who agreed with the same statement that used informal care (72 percent agreed) and parental care (76 percent agreed).

Childcare difficulties affecting study and training

Based on the results of the *2009 New Zealand Childcare Survey*, 8 percent of parents whose youngest child was five to 13 years in the September 2009 quarter had studied or trained towards a formal qualification in the previous 12 months. This equates to between 19,800 and 27,800 mothers and 7,900 to 13,700 fathers.

Twelve percent of mothers who were studying or training reported having experienced childcare difficulties in the 12 months prior to the survey. Due to data reliability issues, it is not possible to determine the proportion of fathers who were training or studying towards a formal qualification and had experienced a childcare difficulty and whether this had impacted on their ability to train or study.

Furthermore, 5 percent of all mothers whose youngest child was aged between five and 13 years reported that they had been prevented from training or studying as a result of childcare difficulties (an estimated 9,500 to 16,500 mothers whose youngest child was aged five to 13 years old).

Childcare and support for parents to study or train

In the *2010 Parents Survey*, we asked employed respondents how strongly they agreed with the statement that their current childcare arrangements supported them to study or train (either continue with current studies/training or undertake new study/training).

At the time of the survey, 10 percent of respondents reported they were currently training or studying. Those on incomes less than and up to $40,000 (14 percent) were more likely to be currently training or studying, compared with those on incomes of $40,001 or more (9 percent). Sole parents (17 percent) were also more likely to be currently training or studying, compared with respondents living in two-parent families (9 percent). Due to the low number of respondents, it is difficult to compare the responses for those using different childcare arrangements.

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13 A similar proportion of those respondents who used formal holiday care during the last school holiday period are employed (88 percent), but just two-thirds (65 percent of the sub-sample) in full-time positions.

However, when respondents not training or studying were asked whether their current childcare arrangements would allow them to start to study or train, formal OSS users were more likely to agree that their current arrangements would support them to study or train. Fifty-eight percent of formal OSS users agreed, compared with 37 percent agreement from those using only informal care and 40 percent of those using only parental care.

6. CONCLUSIONS

This report provides information on what parents are looking for in OSS, and their views on the trade-off they may make between cost, quality and location, and how parents from different income groups see these trade-offs.

In the surveys we analysed, parents and guardians of children aged five to 13 years answered a series of questions about the childcare arrangements for a selected child in this age group, the difficulties they experienced and about what was important to them when they made this decision. We also learned what parents know about formal OSS and the OSCAR Subsidy.

Any consideration on what is important to parents needs to understand who is using formal OSS services, compared to other arrangements. Less than one in 10 parents access formal OSS (before school, after school and during the school holidays) for their child. Parents mainly care for their school-aged children themselves, and receive a great deal of support from extended family and whānau (in the form of informal care arrangements) to do so.

We found that parents have a strong preference for parental and informal care arrangements. In this context, it is not surprising that 'trust and familiarity' with the care provided was the most common factor considered by parents when deciding on the childcare arrangements.

Formal OSS is currently being used by a small but critical group of parents and their children – that is, a person who needs formal OSS to meet their working commitments and can afford it. Formal OSS users are more likely to be used by children with parents on incomes over $50,000 per annum than by children with parents on lower incomes. When compared with parental care, the survey respondents using formal OSS were more likely to be New Zealand European, a sole-parent and a full-time salary or wage earner.

Parents appear to have few realistic childcare options. The lack of options may not be an issue for many parents who want and manage to provide the care themselves, have the support of their family and whānau, neighbours and friends and have flexible working arrangements. Users of parental care and informal OSS arrangements also appear to have greater flexibility in terms of their working hours than those using formal OSS. However, in the event that the situation at home or at work changes, the limited childcare options available could pose a challenge.

Formal OSS appears to provide parents with greater confidence that they could meet their work commitments. The quality of the service and its proximity were important factors that parents considered when deciding to use formal OSS. The cost of care was identified as more of a concern for the school holiday period, probably because the total number of weeks associated with school holidays is much greater than one parent's annual leave or two parents' combined leave.

One in five survey respondents said that the cost of the service and not being able to provide the care themselves was less than ideal, or a trade-off that they had to make. Māori and Pacific respondents were more likely to identify cost as a reason for not using formal OSS than New Zealand European respondents. Few parents identified trade-offs and this limited any further analysis on this issue. It is possible that the telephone survey was not the best method for drawing parents out on a discussion on trade-offs.

The research suggests that the OSCAR Subsidy reduces the cost of childcare for many parents but cost still remains a barrier for some. Some parents did not know about the OSCAR Subsidy or their eligibility. The OSCAR Subsidy is currently targeted and the rate varies according to parental income and number of children. It can only be accessed if the child attends an approved OSCAR programme.

Given the income profile of parents currently accessing formal OSS, it is not surprising that nearly half of survey respondents currently receiving the subsidy said that they would continue to use this service if the subsidy was not available. Those who couldn't afford to use the service without the subsidy were more likely to be sole-parents, earning under $40,000 and living in rural areas. This research also identified that a considerable proportion of non-users of formal OSS are interested in using formal OSS in the future if cost wasn't a barrier.

In conclusion, while current use of formal OSS is low and is not a preferred form of childcare, it is a necessary and critical service for sole-parent/s who work full-time, and do not have flexible working hours. We found childcare difficulties had a stronger influence on parents' participation in study and training. However, if working parents do not have flexible working hours or access to informal care, then access to formal OSS becomes crucial for maintaining employment relationships. Low-income families, Māori parents and Pacific parents could benefit from greater information and support to help them access locally available childcare services and the OSCAR Subsidy. The wider literature suggests that more generous childcare subsidies provide stronger support for low-income parents working full-time.

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APPENDIX 1: *2010 PARENTS SURVEY* QUESTIONNAIRE

OUT-OF-SCHOOL CARE: WHAT'S IMPORTANT TO PARENTS?

Research New Zealand PN4134-00

August 2010

(FINAL) VERSION 11 – 25 AUGUST 2010

INTRODUCTION (LOCATION 1–3)

Good morning/afternoon/evening, my name is ^1 from Research New Zealand. Recently, you or someone in your household would have received a letter from the Families Commission about a survey we are doing on their behalf.

INTRODUCTION (LOCATION 4)

Good morning/afternoon/evening, my name is ^1 from Research New Zealand. Can I speak to [name] please?

If not available: When would be a good time for me to call back to speak to him/her? **Make appointment**

Recently, you would have received some information from your school or OSCAR provider about a survey we are doing on their behalf.

This survey is about what's important to parents and guardians of 5–13-year-old children when they make decisions about their childcare arrangements. Everyone who completes the survey will go into a draw for one of 10 prizes of $100 each. These may be redeemed as petrol or supermarket vouchers.

INITIAL SCREENER

A. Do any children between the ages of 5 and 13 live in your house or flat? If necessary: By live in, I mean sleep here on average at least one night a week.

    1   Yes **[go to B]**

    2   No **[code as Non-qualifier]**

B. Do you have, or share, the main responsibility for making childcare arrangements for these children?

    1   Yes **[go to C]**

    2   No **[go to D]**

    99   Refused **Terminate**

C. I'm calling to arrange a time to do a 15-minute interview. Is now a good time?

    1   Yes **[go to 1]**

    2   No **[make appointment]**

    99   Refused **[code as ST Refusal]**

D. **If no:** Could I speak with the person who is mostly responsible?

> 1   Yes **[go to Reintroduction]**
>
> 2   No **[go to E]**
>
> 99   Refused **[code as NST Refusal]**

E. **If person not available** When would be a good time for me to call back to speak to him/her?

MAKE APPOINTMENT

RE-INTRODUCTION (IF NECESSARY)

Good morning/afternoon/evening, I'm from Research New Zealand, my name is…
We are completing a survey for the Families Commission about what's important to parents and guardians of 5- to 13-year-old children when they make decisions about their childcare arrangements.

I understand that you have, or share, the main responsibility for making childcare arrangements for the 5- to 13-year-old child/children who live in this household.

I'm calling to arrange a time to do a 15-minute interview. Is now a good time?

> 1   Yes **[go to 1]**
>
> 2   No **[go to F]**
>
> 99   Refused **[code as ST Refusal]**

F. When would suit?

MAKE APPOINTMENT

ASK THIS OF EVERYONE WHO IS ABOUT TO START THE ACTUAL INTERVIEW

I need to let you know that completing the survey is voluntary and anything you say is confidential. We are an independent research company and we won't provide the Families Commission or anyone else with anything that identifies you or your family. Are you happy to complete this interview? You may stop at any time.

> 1   Yes
>
> 2   No

This call is being recorded for quality control and training purposes.

INITIAL DEMOGRAPHIC QUESTIONS

First of all, I'd like to ask you a couple of questions about yourself.

1. Which of the following age groups do you come into? Are you… **Read**

> 1   Up to and including 24 years of age
>
> 2   25–29

3   30–34

4   35–39

5   40–44

6   45–49

7   50–54

8   55 or more

99 Refused ***DO NOT READ***

2. Which ethnic group or groups do you belong to?

If no immediate response start to read options. Code many

1   New Zealand European or Pākehā

2   Māori

3   Samoan

4   Cook Island/Rarotongan

5   Tongan

6   Niuean

7   Tokelauan

8   Fijian

9   Other Pacific island group

10 Chinese

11 Indian

96 Other **Specify ***DO NOT READ*****

99 Refused E: ***DO NOT READ***

CHECK ETHNICITY QUOTAS

3. Are you currently…?

Read

1   Married/living with partner **(Note to interviewer: This includes civil unions)**

2   Separated, divorced

3   Widowed

4   Never married/Sole

99 Refused ***DO NOT READ***

4. And which of the following apply to you? Are you currently…?

Read. Code many

1   Studying or training

2   Involved in voluntary work

3   A full-time home-maker

4   Currently looking for employment

5   Self-employed

6   A salary or wage earner

99   Refused **E**

SELECTION OF CHILD FOR INTERVIEW

5. Now can you tell me, how many children in your house are **you** responsible for, that are aged between 5 and 13? **If necessary** This includes any of your children who stay in the house for at least one night a week.

1.   One

2   Two

3   Three

4   Four

5   Five

6   Six

7   Seven

8   Eight

96   More than eight **Specify**

97   None **Terminate**

6. **If more than one child, ask:** I'd like you to complete this interview for the 5- to 13-year-old child who had the most recent birthday. How old is this child?

If only one child, ask: How old is this child?

1   Five

2   Six

3   Seven

4   Eight

5   Nine

6   Ten

7   Eleven

8   Twelve

9   Thirteen

99   Refused **Terminate**

7. And are they a boy or a girl?

1   Boy

2   Girl

99   Refused

8. Would it be okay if we use their name during the interview?

1   Yes **Specify name**

99   Refused

9. Can you tell me what your relationship is with this child? For example, are you their…?
Read

1   Parent

2   Step-parent

3   Legal guardian

4   Grandparent

96   Other **Specify ***DO NOT READ*****

10. Now thinking about last week. That is, the week starting Monday the 16th of August
and ending on Friday 20th. Did **[CHILD]** go to school during this week?

1   Yes they went to school

2   Yes, but they were at boarding school

3   No they did not go to school (ie, was home sick or was on holiday)

4   Not applicable: child is home-schooled/learns by correspondence

98   Don't know

99   Refused

If 10=2 go to 22

If 10>2 and 5=1 Terminate

If 10>2 and 5>1 ask:

Did any of your other 5- to 13-year-olds go to school last week?

    1   Yes

    2   No

If 0=2 Terminate

5>1 ask: I'd like you to complete this interview in relation to whichever one of those children have the next birthday. How old is this child?

> **If 5=2 ask:** I'd like you to complete this interview in relation to that child. Can you tell me how old they are?

    1   Five

    2   Six

    3   Seven

    4   Eight

    5   Nine

    6   Ten

    7   Eleven

    8   Twelve

    9   Thirteen

    99   Refused **Terminate**

And are they a boy or a girl?

    1   Boy

    2   Girl

    99   Refused

Would it be okay if we use their name during the interview?

    1.   Yes **Specify name**

    99   Refused

Can you tell me what your relationship is with this child? For example, are you their…?
Read

    1   Parent

    2   Step-parent

    3   Legal guardian

    4   Grandparent

    96   Other **Specify ***DO NOT READ*****

DEMAND AND USE OF OSS AND CHILDCARE SERVICES – BEFORE AND AFTER SCHOOL

11. Including yourself, who looked after **[CHILD] after school** last week? Code Many.

    1   A grandparent

    2   An older brother or sister

    3   Another family member (eg, auntie)

    4   Another parent of … **[CHILD]** living elsewhere

    5   A friend or neighbour

    6   An after-school care/OSCAR service

    7   Cared for by me

    8   Cared for by my partner

    9   Cared for by a nanny (or similar person paid privately)

    96   Cared for by someone else **Specify**

    97   … **[CHILD]** not looked after by anyone (at all) after school
         DO NOT READ

    99   Refused

If 11>96 go to 14

12. **If more than one coded in 11 ask:**
Of those, who was the main one? Code many

    1   A grandparent

    2   An older brother or sister

    3   Another family member (eg, auntie)

    4   Another parent of … **[CHILD]** living elsewhere

    5   A friend or neighbour

    6   An after-school care/OSCAR service

    7   Cared for by me

    8   Cared for by my partner

    9   Cared for by a nanny (or similar person paid privately)

    96   Cared for by someone else **Specify**

    98   Don't know

    99   Refused

If 12>96 go to 14

13. **If more than one coded in 12, randomly select one:**
Where was … **[CHILD]** taken care of [when **xx** looked after them]? Code many

    1   At my home

    2   At the home of a parent of … **[CHILD]** living elsewhere

    3   Another family member's home

    4   A friend's or neighbour's home

    5   A childcare/OSCAR service at school

    6   A childcare service at work

    7   A childcare/OSCAR service at a community facility (eg, church, community hall)

    8   Other **Specify**

    98   Don't know

    99   Refused

14. What was your main consideration when you decided who would look after **[CHILD]** after school?

    1   Answer **Specify**

    98   Don't know

15. **If 14=98 go to 16** Was there anything else that you considered?

    1   Answer **Specify**

    2   No/nothing else

    98   Don't know

16. And was there anything that was less than ideal with **[CHILD's]** after-school care arrangements? That is, did you have any concerns or feel that you had to make any trade-offs **Probe to no**

    1   Answer **Specify**

    2   No

    98   Don't know

17. **If 16=2 or 98 go to 18** Anything else?

    1   Answer **Specify**

    2   No/nothing else

    98   Don't know

18. Did you have any other realistic options for … **[CHILD's]** after-school care last week?
If yes: What were they? Code many

    1   Cared for by a grandparent

    2   Cared for by an older brother or sister

    3   Cared for by another family member (eg, auntie)

    4   Cared for by another parent of … **[CHILD]** living elsewhere

    5   Cared for by a friend or neighbour

    6   Cared for by an after-school care/OSCAR service

    7   Cared for by me

    8   Cared for by my partner

    9   Cared for by a nanny (or similar person paid privately)

    96 Cared for by someone else **Specify**

    97 No other realistic options ***DO NOT READ***

    98 Don't know ***DO NOT READ***

    99 Refused ***DO NOT READ***

19. **If 1-96 coded above ask, otherwise go to 21:** And what would you say was your
most preferred option for … **[CHILD's]** after-school care? Code many

    1   Cared for by a grandparent

    2   Cared for by an older brother or sister

    3   Cared for by another family member (eg, auntie)

    4   Cared for by another parent of … **[CHILD]** living elsewhere

    5   Cared for by a friend or neighbour

    6   Cared for by an after-school care/OSCAR service

    7   Cared for by me

    8   Cared for by my partner

    9   Cared for by a nanny (or similar person paid privately)

    96 Cared for by someone else **Specify**

    97 No preference ***DO NOT READ***

    98 Don't know ***DO NOT READ***

    99 Refused ***DO NOT READ***

20. **If they did not use their preferred option (if 19 does not match what they told us at 11 or 12) then ask,** For what particular reasons was this not able to happen?

> 1 Comment
>
> 98 Don't know
>
> 99 Refused

21. Aside from yourself [and your partner], did anyone else look after **[CHILD]**, **before school** last week? Code many

> 1 A grandparent
>
> 2 An older brother or sister
>
> 3 Another family member (eg, auntie)
>
> 4 Another parent of … **[CHILD]** living elsewhere
>
> 5 A friend or neighbour
>
> 6 An after-school care/OSCAR service
>
> 7 Cared for by a nanny (or similar person paid privately)
>
> 96 Cared for by someone else **Specify**
>
> 97 … **[CHILD]** not looked after by anyone else before school
> ***DO NOT READ***
>
> 99 Refused ***DO NOT READ***

DEMAND AND USE OF OSS AND CHILDCARE SERVICES – SCHOOL HOLIDAYS

22. Thinking now about the last school holidays, which were in July, including yourself, who looked after **[CHILD]**, **during the DAY in the school holidays**? Code many

> 1 Cared for by a grandparent
>
> 2 Cared for by an older brother or sister
>
> 3 Cared for by another family member (eg, auntie)
>
> 4 Cared for by another parent of … **[CHILD]** living elsewhere
>
> 5 Cared for by a friend or neighbour
>
> 6 Holiday programme/OSCAR service
>
> 7 Workplace holiday programme
>
> 8 Cared for by me
>
> 9 Cared for by my partner
>
> 10 Cared for by a nanny (or similar person paid privately)
>
> 96 Cared for by someone else **Specify**

97 … **[CHILD]** not looked after by anyone (at all) during last school holidays

99 Refused

If 22=97 or 99 go to 25

23. **If more than one coded in 22 ask, else go to 24:**
Of those, who was the main person who looked after **[child]**? Code many

1 A grandparent

2 An older brother or sister

3 Another family member (eg, auntie)

4 Another parent of … **[CHILD]** living elsewhere

5 A friend or neighbour

6 Holiday programme/OSCAR service

7 Cared for by me

8 Cared for by my partner

9 Cared for by a nanny (or similar person paid privately)

96 Cared for by someone else **Specify**

98 Don't know

99 Refused

If 23=98 or 99 go to 25

24. **If more than one coded at 23, randomly select one:**
Where was … **[CHILD]** taken care of [when **xx** looked after them]? Code many

1 At my home

2 At the home of a parent of … **[CHILD]** living elsewhere

3 Another family member's home

4 A friend's or neighbour's home

5 Holiday programme/OSCAR service at school

6 Holiday programme/OSCAR service at work

7 Holiday programme/OSCAR service at a community facility
(eg, church, community hall)

8 Other **Specify**

98 Don't know

99 Refused

25. What was your main consideration when you decided who would look after **[CHILD]** during the school holidays? **Probe to no**

     1   Answer **Specify**

    98   Don't know

If 25=1 ask: Was there anything else?

     1   Answer **Specify**

     2   No/nothing else

    98   Don't know

26. And was there anything that was less than ideal with **[CHILD's]** school holiday care? That is, did you have any concerns or feel that you had to make any trade-offs **Probe to no**

     1   Answer **Specify**

     2   No

    98   Don't know

If 26=1 ask: Anything else?

     1   Answer **Specify**

     2   No/nothing else

    98   Don't know

27. Did you have any other realistic options for … **[CHILD]** during these school holidays? **If yes:** What were these? Code many

     1   Cared for by a grandparent

     2   Cared for by an older brother or sister

     3   Cared for by another family member (eg, auntie)

     4   Cared for by another parent of … **[CHILD]** living elsewhere

     5   Cared for by a friend or neighbour

     6   Holiday programme/OSCAR service (includes workplace holiday programme)

     7   Cared for by me

     8   Cared for by my partner

     9   Cared for by a nanny (or similar person paid privately)

    96   Cared for by someone else **Specify**

    97   No other realistic options ***DO NOT READ***

    98   Don't know ***DO NOT READ***

    99   Refused ***DO NOT READ***

28. **If 1-96 coded above ask, otherwise go to 30:** And what would you have most preferred for … **[CHILD]?** Code many

   1   Cared for by a grandparent

   2   Cared for by an older brother or sister

   3   Cared for by another family member (eg, auntie)

   4   Cared for by another parent of … **[CHILD]** living elsewhere

   5   Cared for by a friend or neighbour

   6   Holiday programme/OSCAR service

   7   Cared for by me

   8   Cared for by my partner

   9   Cared for by a nanny (or similar person paid privately)

   10   Cared for by someone else **Specify**

   11   No preference ***DO NOT READ***

   98   Don't know ***DO NOT READ***

   99   Refused ***DO NOT READ***

29. **If they did not use their preferred option (if 28 does not match what they told us at 22 or 23) then ask**, For what particular reasons was … **[CHILD]** not taken care of in this way?

   1   Comment

   98   Don't know

   99   Refused

30. Now thinking about childcare in general. On a scale of 0-10 where 0 is strongly disagree and 10 is strongly agree, how much do you agree or disagree that the following apply to your current childcare arrangements?

They enable you to… **Read**

	STRONGLY DISAGREE			NEUTRAL					STRONGLY AGREE			DK	REF
A If 4=4… apply for jobs	0	1	2	3	4	5	6	7	8	9	10	98	99
B If 4=5 or 6… continue doing the same hours you are currently doing in your job	0	1	2	3	4	5	6	7	8	9	10	98	99
C If 4=1… continue training or studying	0	1	2	3	4	5	6	7	8	9	10	98	99
D If 4≠4… start training or studying, if you wanted to	0	1	2	3	4	5	6	7	8	9	10	98	99
E better meet your other family commitments	0	1	2	3	4	5	6	7	8	9	10	98	99

USERS OF OSCAR SERVICES

31. **Ask if 21 or 11=6, else go to 35,** Did it cost you anything to use the **[before/after]** school care service for … **[CHILD]? If necessary.** By cost, I mean did you pay any money for this care?

1   Yes

2   No, paid [will pay] in kind

3   No

98   Don't know

99   Refused

32. **If 31=1 ask, else go to 34,** Was any of the cost covered by a government subsidy?

1   Yes

2   No

98   Don't know

99   Refused

33. **If 32=1, ask,** Without the subsidy would you still have used this service?

1   Yes

2   No

3   Depends on what it would have cost me

98   Don't know

99   Refused

34. How did you first find out about this service? Code many

1   School

2   Friends and family (word of mouth)

3   Other parents (word of mouth)

4   Telephone book

5   Newspaper

6   Internet

7   Recreational centre

8   Local council

96   Other **Specify**

98   Don't know

99   Refused

NON-USERS OF OSCAR (BEFORE-/AFTER-SCHOOL) SERVICES

35. **If 21 or 11=6, go to 44,** Have you heard of childcare services that, for a fee, provide care for school-aged children before and after school?

    1   Yes

    2   No

    98   Don't know

    99   Refused

36. **If 35>1 go to 41,** The Government pays a subsidy so that the cost of parents using these services is partly covered. Do you know if you would be eligible for this?

    1   I know that I'm eligible

    2   I'm not eligible

    3   I don't know if I'm eligible

    4   I don't know about the subsidy

    99   Refused

37. Have you ever considered using these services for … **[CHILD]?**

    1   Yes

    2   No

    98   Don't know

    99   Refused

38. **If 37>1 ask,** For what particular reasons do you say this?

    1   Comment

    98   Don't know

    99   Refused

39. **If 37=1, ask,** Have you ever used them?

    1   Yes

    2   No

    98   Don't know

    99   Refused

40. **If 39>1 ask,** Is there any particular reason for this?

    1   Comment

    98   Don't know

    99   Refused

41. How likely is it that you would use these services in the future? **Read**

    1   Not very likely

    2   Somewhat likely

    3   Very likely

    98   Don't know ***DO NOT READ***

42. **If 41=3 go to 43,** For what particular reasons do you say this?

    1   Comment

    98   Don't know

    99   Refused

43. Do you know if there are any of these services located conveniently to where you live, work or study?

    1   Yes

    2   No, there are not

    98   Don't know

    99   Refused

NOT USED HOLIDAY PROGRAMME

44. **If 22=6 or 7 go to 52,** Have you ever considered enrolling … **[CHILD]** in a holiday programme?

    1   Yes

    2   No

    98   Don't know

    99   Refused

45. **If 44>1 ask,** Is there any particular reason for this?

    1   Comment

    98   Don't know

    99   Refused

46. **If 44=1, ask,** Has … **[CHILD]** ever been on a holiday programme?

    1   Yes

    2   No

    98   Don't know

    99   Refused

47. **If 46=2 ask,** Is there any particular reason for this?

    1   Comment

    98   Don't know

    99   Refused

48. How likely is it that you would enrol them in a holiday programme in the future?
Read

    1   Not very likely

    2   Somewhat likely

    3   Very likely

    98   Don't know ***DO NOT READ***

49. **If 48=3 go to 50,** For what particular reasons do you say this?

    1   Comment

    98   Don't know

    99   Refused

50. Do you know if there are any holiday programmes run in a location that is convenient to where you live, work or study?

    1   Yes

    2   No, there are not

    98   Don't know

    99   Refused

The Government pays a subsidy so that the cost of parents using these services is partly covered. Do you know if you would be eligible for this?

    1   I know that I'm eligible

    2   I'm not eligible

    3   I don't know if I'm eligible

    4   I don't know about the subsidy

    99   Refused

CONCLUDING QUESTIONS

To finish this survey, I would like to ask you a few more questions about yourself.

52. First of all, do you have any secondary school qualifications?

    1   Yes

    2   No

    99   Refused

53. **If 52=1 ask,** Apart from these, do you have another completed qualification? Please don't count qualifications that take less than three months of full-time study.

    1   Yes

    2   No

    99   Refused

54. **If 4=5 or 6 ask else skip to 56,** Earlier, you mentioned that you work. Is your job full-time or part-time? A full-time job is when you normally work 30 hours or more a week.

    1   Work full-time – 30 hours per week or more normally

    2   Work part-time – less than 30 hours per week normally

    3   Other **Specify**

    99   Refused

55. Which, if any, of the following apply to your job at present? **Read.** Code many

    1   You start sometime before 8.30 in the morning

    2.   You start sometime after 8.30 in the morning

    3   You finish sometime before 3.00 in the afternoon

    4   You finish sometime between 3.00 and 5.00 in the afternoon

    5   You finish sometime after 5.00

    6   You do paid work, in the weekends

    7   You do shift work

    96   Other **Specify**

    97   No arrangements/none of the above

    99   Refused E: ***DO NOT READ***

56. Thinking about your total annual income from all sources. That is, before tax and for the 12 months ending today. Is your [and your partner's combined] annual income $40,000 or less?

  1   Yes

  2   No

  99   Refused

57. **If 56=1, ask else go to 59,** Which of the following income bands did it come into? **Read**

  1   $1-5,000

  2   $5,001–$10,000

  3   $10,001–$15,000

  4   $15,001–$20,000

  5   $20,001–$25,000

  6   $25,001–$30,000

  7   $30,001–$35,000

  8   $35,001–$40,000

  9   Zero income ***DO NOT READ***

  10   Loss ***DO NOT READ***

  98   Don't know ***DO NOT READ***

  99   Refused ***DO NOT READ***

58. Is a government benefit your household's main source of income?

  1   Yes

  2   No

  98   Don't know

  99   Refused

59. **If 58=1 ask,** Can you tell me which government benefit is your household's main source of income?

  1   Student Allowance

  2   Unemployment Benefit

  3   Domestic Purposes Benefit

  4   Invalid's Benefit

  5   Sickness Benefit

96   Other **Specify**

99   Refused E: ***DO NOT READ***

60. **If 56=2 ask,** Which of the following income bands did your combined annual income come into? **Read**

1   $40,001–$50,000

2   $50,001–$70,000

3   $70,001–$100,000

4   $100,001–$120,000

5   $120,001–$150,000

6   $150,001 or more

98   Don't know ***DO NOT READ***

99   Refused ***DO NOT READ***

61. And, finally, which of these best describes where you live? Do you live in a…? **Read words and numbers**

1   Rural area or small town with a population of less than about 10,000 people

2   Or do you live in a large town or city with a population greater than 10,000

98   Don't know ***DO NOT READ***

62. **Code gender – Do not read this question**

1   Male

2   Female

CONSENT

63. Thank you for completing the interview. Those are all the questions I have. Are you happy for me to submit your interview?

1   Yes

2   No

99   Refused

64. Do you have any other comments you'd like to make about the subject of this interview?

1   Comments **Specify**

2   No

65. May I please have your first name in case my supervisor needs to check on the quality of this interview?

1. Respondent first name **Specify**

99 Refused

Thanks again for your help. My name is [Q0IV] from Research New Zealand. If you have enquiries about this survey, please ring the Project Manager, Katrina Fryer, on our toll-free number: 0800 500 168. (Wellington respondents 499-3088)

APPENDIX 2: OSCAR SUBSIDY INCOME THRESHOLDS AND MAXIMUM RATES

Below are the OSCAR Subsidy income abatement thresholds and maximum rates at 1 April 2009, which applied at the time the *2009 New Zealand Childcare Survey* was undertaken.

NUMBER OF CHILDREN	GROSS WEEKLY INCOME	OSCAR SUBSIDY (PER HOUR, PER CHILD)	OSCAR SUBSIDY (PER WEEK, PER CHILD)	
			TERM TIME (FOR 20 HOURS)	HOLIDAYS (FOR 50 HOURS)
1	Less than $1,274.00	$3.63	$72.60	$181.50
	$1,274.00 to $1,379.99	$2.52	$50.40	$126.00
	$1,380.00 to $1,485.99	$1.40	$28.00	$70.00
	$1,486.00 or more	nil	nil	nil
2	Less than $1,465.00	$3.63	$72.60	$181.50
	$1,465.00 to $1,580.99	$2.52	$50.40	$126.00
	$1,581.00 to $1,697.99	$1.40	$28.00	$70.00
	$1,698.00 or more	nil	nil	nil
3 or more	Less than $1,634.00	$3.63	$72.60	$181.50
	$1,634.00 to $1,771.99	$2.52	$50.40	$126.00
	$1,772.00 to $1,909.99	$1.40	$28.00	$70.00
	$1,910.00 or more	nil	nil	nil

Below are the OSCAR Subsidy income thresholds and maximum rates at 27 September 2010, which applied at the time the *2010 Parents Survey* was undertaken.

NUMBER OF CHILDREN	GROSS WEEKLY INCOME	OSCAR SUBSIDY (PER HOUR, PER CHILD)	OSCAR SUBSIDY (PER WEEK, PER CHILD)	
			TERM TIME (FOR 20 HOURS)	HOLIDAYS (FOR 50 HOURS)
1	Less than $1,200.00	$3.70	$74.00	$185.00
	$1,200.00 to $1,299.99	$2.57	$51.40	$128.50
	$1,300.00 to $1,399.99	$1.43	$28.60	$71.50
	$1,400.00 or more	nil	nil	nil
2	Less than $1,380.00	$3.70	$74.00	$185.00
	$1,380.00 to $1,489.99	$2.57	$51.40	$128.50
	$1,490.00 to $1,599.99	$1.43	$28.60	$71.50
	$1,600.00 or more	nil	nil	nil
3 or more	Less than $1,540.00	$3.70	$74.00	$185.00
	$1,540.00 to $1,669.99	$2.57	$51.40	$128.50
	$1,670.00 to $1,799.99	$1.43	$28.60	$71.50
	$1,800.00 or more	nil	nil	nil

Families Commission research reports