

## Child Care Research Scholars: 2001 Grantees

*Scholar:*

Anne Wolf

*Project Title:*

Child-Care Selection from Birth to Age Three: The Influence of Family Economy, Demographics, and Parenting Beliefs

*Mentor:*

Judith D. Singer

*Project Funding Years:*

2001-2003

*University Affiliation:*

Harvard University

*Project Abstract:*

A study of the influence of family socio-economics, parent beliefs, and differences between single and two parent families on child care selection. The study identifies the timing and sequence of care over children's first three years of life, and examines the following issues: (1) whether and when children enter care of different types (e.g., relative care vs. family day care) and intensity (e.g., part- versus full-time); (2) the sequence of arrangements over the first three years; (3) how time-variant (e.g., income, parenting beliefs) and time-invariant (e.g., ethnicity) family characteristics affect child care decisions, and (4) whether these effects vary by child age.

*Project Publications and Resources:*

<http://researchconnections.org/childcare/resources/12373/related>

*Scholar:*

Lynne Hatch

*Project Title:*

Exit and Voice: Labor Turnover in Child Care Centers

*Mentor:*

Nancy Folbre

*Project Funding Years:*

2001-2004

*University Affiliation:*

University of Massachusetts at Amherst

*Project Abstract:*

A project designed to assess the relationship between working conditions and staff turnover in child care centers, and to create materials that policy-makers, researchers, and practitioners can use to encourage higher quality child care. Using economist Albert Hirschman's theory of exit-voice (one of several economic theories that predict lower turnover at child care centers where workers feel they have a say, or a voice, in the operation and organization of their work lives), the study examines different institutional settings to see if voice alternatives to quitting are a cost-effective method of lowering turnover.

*Project Publications and Resources:*

<http://researchconnections.org/childcare/resources/12413/related>

*Scholar:*

Juliet Bromer

*Project Title:*

Informal Social Support Roles of African American Child Care Providers in Low Income Communities

*Mentor:*

Sydney L. Hans

*Project Funding Years:*

2001-2003

*University Affiliation:*

University of Chicago

*Project Abstract:*

An examination of the ways African-American child care providers support low-income African-American parents and neighborhoods beyond the daily responsibilities of child care, and the relationships that develop among African-American child care providers, parents, and communities. The study explores the extent to which providers offer parents emotional and financial support in addition to child care, as well as how providers expand their caring to local neighborhoods through informal monitoring and organizing.

*Project Publications and Resources:*

<http://researchconnections.org/childcare/resources/12405/related>

*Scholar:*  
Jane Katz

*Project Title:*  
The Relationship Between Early Childhood Caregivers' Beliefs About Child-Rearing and Young Children's Development: A Secondary Analysis of Data from the National Institute of Child Health and Human Development Study of Early Child Care

*Mentor:*  
Catherine Snow

*Project Funding Years:*  
2001-2003

*University Affiliation:*  
Harvard University

*Project Abstract:*  
An examination of the child-rearing beliefs and authoritarian/non-authoritarian values of caregivers (center-based, family child care providers, grandparents, other relatives, and babysitters/nannies) in the National Institute of Child Health and Human Development Study of Early Child Care (NICHD, 1994). The study furthers an understanding of non-parental caregivers' roles in young children's development. Findings may have social policy implications related to developing effective education and training programs for caregivers.

*Project Publications and Resources:*  
<http://researchconnections.org/childcare/resources/6986/related>