

Child Care Research Scholars: 2004 Grantees

Scholar:

Youngok Lim

Project Title:

Asymmetric Information and the Child Care Market

Mentor:

H. Elizabeth Peters & Moncrieff M. Cochran

Project Funding Years:

2004-2005

University Affiliation:

Cornell University

Project Abstract:

An assessment of whether publicly available information about quality influences parents' child care choices, with an investigation of what types of providers are likely to participate in evaluations to assess child care quality, and how the results of these evaluations can influence the market. The study expands the work of the Child Care Programs of Excellence (CCPOE) project, which was designed to (1) recruit providers and assess their quality via on-site observations; (2) develop a quality rating report and disseminate it to parents; and (3) evaluate the impact of this information on parents' and providers' choices. Quantitative data analyses are used to answer the research questions. The policy implication for this work is the feasibility and benefit of educating parents about the importance of high quality child care.

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12362/related>

Scholar:

Henry Tran

Project Title:

Child Care Effects in Context: Quality, Stability, and Multiplicity in Nonmaternal Child Care Arrangements from 3 to 6 Years of Age

Mentor:

Marsha Weinraub

*Project Funding Years:
2004-2005*

*University Affiliation:
Temple University*

Project Abstract:

An assessment of the frequency with which low-income preschoolers (ages 3-6) experience unstable and multiple concurrent child care arrangements, and an examination of the effects of quality, stability, and multiplicity on children's social-emotional adjustment and school readiness. The study uses data from the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, and aims to help policymakers understand how child care experiences affect the social-emotional adjustment and school readiness of children living in poverty.

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12401/related>

*Scholar:
Lynda Laughlin*

Project Title:

The Constraints of Choice: The Role of Race/Ethnicity, Class, and Community Context in Child Care Decisions

*Mentor:
Julie E. Press*

*Project Funding Years:
2004-2005*

*University Affiliation:
Temple University*

Project Abstract:

An examination of the role of contextual variables in mothers' child care choices, through an identification of how child care decisions are shaped by race/ethnicity, class, and community contexts, using quantitative data from the Philadelphia Survey of Child Care and Work, and from the City of Philadelphia. The study investigates the following questions: (1) How does the neighborhood supply of licensed child care affect the use of formal or informal child care?; (2) How do child care decisions vary by racial/ethnic and socioeconomic class characteristics?; (3) How do household

demographics and work characteristics influence mothers' use of formal or informal child care?; (4) How does a mother's social networks and other resources affect her use of formal or informal care?; (5) What are the consequences of using formal or informal care?; and (6) How do the previous issues vary by neighborhood/community context? The policy implication of this study is the importance of how communities act as a medium through which the supply of, and access to, child care can be measured.

Scholar:

Eden King

Project Title:

How Organizations Can Help Child Care Work: Reducing Incidences and Consequences of Child Care Disruptions

Mentor:

Michelle R. Hebl

Project Funding Years:

2004-2006

University Affiliation:

Rice University

Project Abstract:

An investigation of the workplace factors that enable parents to cope with child care disruptions, examining employers' organizational efforts to support working parents and facilitate the utilization of child care. The hypotheses are that an organization's formal child-focused program supports will positively relate to child care accessibility and negatively relate to child care disruptions, and that an organization's informal positive workplace climate toward parenting will decrease the negative effects of child care disruptions on employees' attitudes and behaviors. This study informs work-family policies aimed at the private sector.

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12394/related>

Scholar:

Douglas Clark

Project Title:

Making the Most of Connections: Illinois License-Exempt Child Care Providers' Use of Information about Early Care and Education

Mentor:

Diana B. Hiatt-Michael

Project Funding Years:

2004-2005

University Affiliation:

Pepperdine University, Graduate School of Education & Psychology

Project Abstract:

A qualitative study that addresses the question of whether technology is an effective means of connecting providers with resources, and describes the characteristics of Illinois license-exempt child care providers, their use of information resources, and the means by which they seek information to enhance their practices. The study uses data from the Illinois Study of License-Exempt Child Care, which found that license-exempt providers had little or no child care training, but that many were interested in receiving such training. Phase 1 involves the administration of an open-ended questionnaire to 30 license-exempt providers. Phase 2 involves the administration of a semi-structured interview to 60 providers about their use of, and access to, technology. This research informs policy and program choices about the use of technology for promoting Illinois' Early Learning Guidelines.

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12387/related>