

Child Care Research Scholars: 2005 Grantees

Scholar:

Sara Benjamin

Project Title:

Comparing Web-Based to In-Person Training to Deliver a Nutrition and Physical Activity Intervention in Child Care

Mentor:

Dianne S. Ward

Project Funding Years:

2005-2006

University Affiliation:

University of North Carolina at Chapel Hill

Project Abstract:

A comparative study of different types of training components of the Nutrition and Physical Activity Self-Assessment for Child Care project (NAP SACC) in terms of their overall effectiveness at preparing Child Health Care Consultants (CCHCs) to deliver the NAP SACC intervention. NAP SACC is an intervention for child care centers and family child care homes aimed at improving nutrition and physical activity policies and practices, including the nutritional quality of food served, the amount and quality of physical activity, staff-child interactions, and center nutrition and physical activity policy, through self-assessment and targeted technical assistance. With the help of a trained CCHC, centers complete a self-assessment instrument at pre and post-intervention to evaluate center nutrition and physical activity policies and practices in fifteen areas. This study gathers a sample of twenty CCHCs who volunteer to bring NAP SACC to their counties, randomly assigns them to one of two training methods--web-based and in-person group, and evaluates them on their overall nutrition and physical activity knowledge and their ability to provide technical assistance to centers.

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12424/related>

Scholar:

Nancy Crowell

Project Title:

Impact of Literacy of Child Care Providers on Child Language

Mentor:

Deborah A. Phillips

Project Funding Years:

2005-2007

University Affiliation:

Georgetown University

Project Abstract:

A study documenting the literacy levels of a sample of early care and education providers, examining the relationships among adult literacy level, traditional measures of child care quality, and child language and cognitive outcomes, and analyzing variations in the literacy levels of early care and education providers as it relates to their economic status. The study attempts to replicate the results of a previous study that found provider English literacy to be associated with the quality of the language environment in both child care centers and licensed home-based care in Alameda County, California, using a sample of center and home-based providers whose settings were observed as part of the Child Care and Children's Temperament Study (supplement to Temperament over Time Study - TOTS).

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12369/related>

Scholar:

Susan Willard Curry

Project Title:

Comparative Analysis of Subsidized and Non-Subsidized Relative Child Care in Kansas

Mentor:

Bronwyn S. Fees

Project Funding Years:

2005-2007

University Affiliation:

Kansas State University

Project Abstract:

An assessment of the quality of care in subsidized relative care settings, conducted for the purpose of informing policymakers regarding the efficacy of this investment. The objectives are two-fold: (1) to assess and compare quality of care observed in both subsidized and non-subsidized relative child care settings; and (2) to conduct a needs assessment of subsidized relative child care providers from which governmental agencies can facilitate support mechanisms or quality initiatives meeting the specific and unique needs of these providers. The study gathers quantitative data from sample pools of 30 subsidized and 30 non-subsidized relative child care providers from select Kansas counties, using the Child Care Assessment Tool for Relatives (CCAT-R) to measure the quality in relative care environments. Complementary qualitative data is gathered from focus group interviews of subsidized and non-subsidized child care providers.

Scholar:

Chris Herbst

Project Title:

Are Child Care Subsidies Cost-Effective?

Mentor:

Mark Lopez

Project Funding Years:

2005-2007

University Affiliation:

University of Maryland

Project Abstract:

A study of the cost-effectiveness of child care subsidies along two dimensions: (1) a comparison of measures of cost-effectiveness to the alternative of an Earned Income Tax Credit (EITC); and (2) clarification of an optimal design strategy through the exploitation of the substantial cross-state policy innovation. The issue addressed is the extent to which these policies increase incentives for labor supply and human capital development, while reducing poverty and receipt of cash assistance. The study employs an empirical approach involving three broad steps: (1) modeling labor supply as a function of key budget constraint variables, including child care costs and the EITC, using a sample of single women; (2) modeling a number of indicators of educational attainment, in-school status, and job training enrollment as a function of child care costs and the EITC; and (3) conducting a welfare analysis on various components of states' CCDF comparisons in

order to clarify an optimal design strategy. Data is drawn from multiple sources, primarily the Current Population Survey (CPS) and the Survey of Income and Program Participation (SIPP).

Project Publications and Resources:

<http://researchconnections.org/childcare/resources/12410/related>

Scholar:

Shannon Williams

Project Title:

New Model of School Readiness: A Multi-Faceted, Developmental Approach

Mentor:

Lenna Ontai

Project Funding Years:

2005-2007

University Affiliation:

University of California, Davis

Project Abstract:

A project that employs a series of longitudinal models to examine the importance of a multi-faceted definition of school readiness in the context of out-of-home child care environments. The definition of readiness includes children's development of social competence and executive functioning, and ability to adapt to the transition from child care to school. These competencies are evaluated for links from earlier longitudinal patterns of sensitive caregiving in child care, and examined for their contributions to children's development of academic and behavioral competence in elementary school. The project employs Phase I, II, and III of the data from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care. Study 1 examines individual differences in developmental trajectories of social competence and executive functioning from 24 months of age through second grade. Study 2 identifies the importance of early child care experiences that may contribute to children's individual differences in development of executive functioning and social competence. Study 3 builds on the first study, including social competence with peers and executive functioning. Study 4 utilizes data from the first three studies to investigate individual and family level risk factors.

Scholar:
Linda Mayo Willis

Project Title:
Role of Tribal Child Care Programs in Serving Children Birth to Five

Mentor:
Carolyn P. Edwards

Project Funding Years:
2005-2007

University Affiliation:
University of Nebraska

Project Abstract:
An investigation of American Indian child care directors' perceptions in two areas: (1) the reservation community's efforts to promote and preserve cultural integrity in the local transmission of cultural values to children, aged birth to five, who are enrolled in tribal child care programs on American Indian reservations; and (2) how statewide quality improvement systems are (or are not) assisting them in their efforts to promote continuity of cultural education and quality child care. The project uses a multiple case study design wherein sixteen American Indian program directors from child care centers in tribal communities are divided into four equal groups defined by leadership experience and tribal affiliation/enrollment. The participants are all members of different tribes, representing sites located in diverse geographic regions, and selected to provide variation among different stages in their professional careers and different kinds and levels of challenge encountered in their work.