Child Care Research Scholars: 2006 Grantees

Scholar:
Amy Claessens

Project Title:
Child Care during the First Year of School: How Extent, Type, and Quality Relate to Child Well-Being

Mentor:
Greg Duncan

Project Funding Years:
2006-2007

University Affiliation:
Northwestern University

Project Abstract:
A systematic examination of the links between extent, type and quality of child care and children's social-emotional and cognitive well-being using the Early Childhood Longitudinal Study - kindergarten cohort (ECLS-K). The sample for this study includes approximately 14,000 kindergarteners in the ECLS-K. The research explores the full range of child care options (formal and informal), focusing on sub-groups of children including low-income and subsidy-eligible. This study informs CCDF policy regarding school-age child care, including how to design subsidy programs and cost effective quality enhancement strategies that best support school-age child well-being.

Scholar:
Nicole D. Forry

Project Title:
Maintaining Employment: The Impact of Child Care Subsidies

Mentor:
Sandra L. Hofferth

Project Funding Years:
2006-2007

University Affiliation:
University of Maryland
Project Abstract:
An examination of the relationship between child care subsidies and child care-related work disruptions that affect mothers' ability to maintain steady employment and work productively, including considerations of whether this relationship is mediated by variables that affect the type of care chosen, and whether subsidies impact the desire to change child care arrangements. The study applies cross-sectional and change regression models and path analysis to two samples: (1) a sample, collected in 2005-2006, of 40 low-income employed mothers who were interviewed twice--once while on the wait list for child care subsidies, and again eight months later, when the majority had subsequently received a subsidy--allowing for a quasi-experimental research design; and (2) a sample of predominately unmarried mothers with children aged 1-3 years from the Fragile Families and Child Well-Being study.

Project Publications and Resources:
http://researchconnections.org/childcare/resources/12411/related

Scholar:
Taryn Morrissey

Project Title:
Patchworks and Developmental Sequences: Impacts of Multiple Child Care Arrangements on Child Development

Mentor:
Moncrieff M. Cochran & Rachel E. Dunifon

Project Funding Years:
2006-2008

University Affiliation:
Cornell University

Project Abstract:
A study of the impacts on child development of multiple child care arrangements, including parental care, formal child care, and informal arrangements with relatives, neighbors, and babysitters, how these influences may change with a child's age, and how policy factors influence the number and sequence of child care types. The project uses the NICHD Study of Early Child Care to examine the number and type of child care arrangements children experience, both at one point in time and over their first five years, on child social-emotional and behavioral outcomes. Multilevel models for change are used to analyze child outcomes nested within time and policy context. In particular, this dataset allows for examination of how
subsidy requirements and child care regulations affect the use and impacts of child care combinations.

*Project Publications and Resources:*
http://researchconnections.org/childcare/resources/12363/related