

Child Care Research Scholars: 2011 Grantees

Scholar:

Rebecca Swartz

Project Title:

Sustaining Family Child Care Providers' Psychosocial Wellness

Mentor:

Angela Wiley

Project Funding Years:

2011 – 2013

University Affiliation:

Board of Trustees of the University of Illinois

Project Abstract:

To investigate how professional social networks may sustain the psychosocial wellness of family child care providers (FCCPs), we will take a mixed methods approach. We plan to combine analyses from a 2011 statewide survey of FCCPs with semi-structured interviews to gain insight into how the overlaps of work and family life, interactions in professional networks, and daily routines and rituals shape the eco-culture of family child care. Currently, the State of Illinois has prioritized professional development by creating the Illinois Gateways to Opportunity Program administered by the Illinois Department of Human Services (IDHS) and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). This proposed research will provide information regarding the role of professional networks in sustaining FCCPs' psychosocial wellness in the face of work-family balance challenges. Based on our findings, we intend to provide recommendations for tailoring professional development practices and policies to meet the unique needs of FCCPs in Illinois so these professionals have the support and resources needed to provide high quality care to children and families.

Scholar:

Joellen Lewsader

Project Title:

Church-sponsored child care: Association of regulatory level with quality for young children

Mentor:

James Elicker

Project Funding Years:
2011 – 2012

University Affiliation:
Purdue University

Project Abstract:

Indiana and 11 other states allow church-sponsored child care centers to be exempt from state licensing regulations. Because they are not required to meet state licensing rules, virtually nothing is known about the conditions or quality of care children are experiencing in these centers, which are also eligible through parents to receive CCDF voucher payments. The number of church-sponsored unlicensed centers is growing. Indiana now has 736 of these unlicensed centers in operation, more than the 609 licensed child care centers the state currently oversees. The goal of this study is to explore the assessed quality of previously unexamined church-sponsored child care centers operating in Indiana. Three groups of church-sponsored child care centers in Indiana's multi-tiered regulation system will be compared. The relationship between level of regulation and child care quality will be examined in: 1) voluntarily licensed or accredited centers; 2) centers that completed a state Voluntary Certification Program (VCP) so that they could participate in QRIS; and 3) license-exempt registered centers that have not elected to participate in licensing, accreditation, or VCP.

Scholar:
Erin Bumgarner

Project Title:
Latino American Children and School Readiness: The Role of Early Care Arrangements and Caregiver Language

Mentor:
Jeanne Brooks-Gunn

Project Funding Years:
2011 – 2013

University Affiliation:
Teachers College, Columbia University

Project Abstract:

The proposed study aims to address gaps in the literature regarding selection of child care arrangements by Latino families and the impacts of different center-based arrangements on Latino children. The study will apply propensity score matching techniques to analyze the birth cohort of the Early

Childhood Longitudinal Study (ECLS-B). With this data, the proposed study will first investigate selection processes into different care arrangements at 2-years of age (center-based care, parental care, or other home-based care) and 4-years of age (Head Start, pre-kindergarten, other center-based care, parental care, or other home-based care). We will then extend this inquiry to estimate impacts of these different care arrangements on Latino American children's math, literacy and approaches to learning outcomes in the fall of kindergarten. Finally, this study will examine whether these associations differ by the language spoken in the home, the language spoken by the child's care provider, or match between the two.