

# Secondary Analyses of Data on Child Care: Grantees

## Caroline Carlin

*Project Title:*

Exploring Parent Decision-Making: Subsidies, Employment, and Child Care

*Project Funding Years:*

2009-2011

*Affiliation:*

University of Minnesota, Department of Applied Economics

*Abstract:*

The University of Minnesota will use data from the Early Childhood Longitudinal Study – Birth Cohort to examine the complexity of child care and employment decisions. Specifically, the study aims to (a) determine how child care subsidies affect parents' decisions about employment, the use of non-parental child care, and the type of child care used, (b) measure the changes in child care decisions over time, and (c) examine how child care subsidies affect parents' decisions about the quality of child care used. It is expected that results of the study will inform policy with an increased knowledge of the interrelated nature of employment and child care choices, and the influence of child care subsidies on those choices.

*Main Dataset:*

Early Childhood Longitudinal Study – Birth Cohort

*Other Data Sources:*

Bureau of Labor Statistics

Census data

National Association of Child Care Resource and Referral Agencies (NACCRA)

National Center for Child Care Information (NCCIC)

*Measures:*

Presence of child care subsidies

Characteristics of mother

Characteristics of child

Characteristics of household

Price of care

Employment status of mother (number of hours, wage)

Type of child care used (parental, relative, non-relative home-based, center-based)

Changes in type of care over time  
Quality measures developed based on provider survey responses

## **Donna Spiker**

*Project Title:*

Secondary Analyses of Data on Child Care: Transition to Kindergarten

*Project Funding Years:*

2009-2011

*Affiliation:*

SRI International

*Abstract:*

SRI International will analyze data from the Early Childhood Longitudinal Study – Birth Cohort to identify practices that early care and education (ECE) programs can implement to promote successful transition to kindergarten for children served by the Child Care and Development Fund. The study will explore three primary research questions: (a) What transition practices are used in ECE programs?; (b) How do ECE and kindergarten transition practices and alignment of ECE and kindergarten teachers' expectations about school readiness affect transition and school readiness outcomes?; and (c) What transition practices and outcomes are experienced by specific subgroups? The results of the study are expected to contribute to an understanding of (a) transition activities in ECE programs and kindergarten classes; (b) how transition activities combine with child, family, ECE program and school characteristics to produce transition and school readiness outcomes; and (c) how transition activities and outcomes differ for subgroups of children.

*Sample:*

Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)

*Measures:*

*Child Level*

Color Knowledge

Peabody Picture Vocabulary Test (PPVT) Receptive Vocabulary

PreLAS Expressive Language Skills

Letter Recognition

Pre-CTOPP Phonological Awareness

Conventions of Print

Parent-reported child characteristics

Parent-reported early developmental skills

Caregiver and parent-reported peer social competence, self-regulation,

approaches to learning  
Parent-reported child adjustment to kindergarten and preparedness for kindergarten

*Parent, Family, and Home Level*

Parent-reported family and home environment characteristics  
Parent-child observation (Two Bags Task)

*Classroom Level*

Early Childhood Environment Rating Scale (ECERS)  
Kindergarten school characteristics

*Provider/Teacher Level*

Caregiver and kindergarten teacher-reported transition activities  
Caregiver and kindergarten teacher-reported expectations for school readiness

## **Rena Hallam**

*Project Title:*

Subsidy Density, Child Care Quality, and Low-Income Child and Family Well-Being in Tennessee: A Longitudinal Analysis Using Matched Administrative and Survey Data

*Project Funding Years:*

2009-2011

*Affiliation:*

University of Tennessee

*Abstract:*

The University of Tennessee will integrate seven state databases to investigate policy-relevant research on child care subsidy, child care quality, and child and family well-being. Specifically, the study will address the following research questions: (a) What is the relationship between subsidy density and program quality?; (b) How does the receipt of child care subsidies affect child and family well-being?; (c) How are child care arrangements influenced by Temporary Assistance to Needy Families (TANF) participation patterns?; (d) What are the relationships between child and family well-being, child care subsidy and program quality? Results of the study are expected to have significant implications for social policy relevant to state-level child care quality initiatives and child care subsidy policy and implementation.

*Main Datasets:*

Family Assistance Longitudinal Study (FALS)  
Tennessee STARS Program Assessment Database

*Other Data Sources:*

Admiral Database  
Tennessee Child Care Market Rate Dataset  
Tennessee Child Care Management System (TCCMS)  
Center for Business and Economic Research (CBER) Financial Survey  
Caseload History

*Measures:*

*Child Care Quality*

Early Childhood Environment Rating Scale – Revised (ECERS-R)  
Family Day Care Rating Scale (FDCRS)  
Infant/Toddler Environment Rating Scale – Revised (ITERS-R)  
School-Age Care Environment Rating Scale (SACERS)

## **Nancy L. Marshall, Joanne Roberts**

*Project Title:*

Parental Choice: Research Evidence from Two National Datasets

*Project Funding Years:*

2009-2011

*Affiliation:*

Wellesley College

*Abstract:*

Wellesley College will use data from the Early Childhood Longitudinal Study – Birth Cohort and the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development to investigate parent preferences, opportunities and constraints parents face in decision-making processes, and actual utilization of child care. The study will address the following research questions: (a) What are the most common eco-cultural profiles of parental preferences, attitudes toward maternal employment, and beliefs about raising children?; (b) Do parents' race, ethnicity, language, social class, marital status, geographic location, or employment history predict membership in specific eco-cultural profiles?; (c) What is the relation between parental preference profiles and child care utilization patterns?; (d) How do opportunities and constraints shape child care utilization patterns, given parental preferences, attitudes and beliefs?; (e) Do relations among parental preferences, opportunities and constraints, and child care utilization vary for specific populations? The study results will

(a) inform Child Care and Development Fund program goals by providing research evidence on parental choices and (b) assist policymakers in developing effective policies to support working families' efforts to identify child care that meets their employment and children's needs.

*Sample:*

Early Childhood Longitudinal Study Birth Cohort (ECLS-B)  
NICHD Study of Early Child Care and Youth Development (NICHD SECCYD)

*Measures:*

*Parent Level*

Beliefs about the Consequences of Maternal Employment for Children Scale  
Ideas about Raising Children Scale  
Family Practices Scale

*Classroom Level*

Observational Record of the Caregiving Environment (ORCE)  
Early Childhood Environment Rating Scale (ECERS)  
Family Day Care Rating Scale (FDCRS)  
Infant/Toddler Environment Rating Scale (ITERS)

## **Helen H. Raikes, Julia Torquati**

*Project Title:*

Testing Thresholds of Quality on Child Outcomes Globally and in Subgroups:  
Secondary Analysis of QUINCE, Early Head Start and Midwest Child Care  
Research Consortium Quality Rating Systems Pilot Data

*Project Funding Years:*

2009-2011

*Affiliation:*

University of Nebraska – Lincoln

*Abstract:*

The University of Nebraska – Lincoln will use data from the Quality Interventions for Early Care and Education, Early Head Start Research and Evaluation Project, and the Midwest Child Care Research Consortium Quality Rating System to (a) examine thresholds of child care quality and relations to children's development and (b) determine whether these levels vary due to child's age, family income, provider ethnicity, provider-child ethnic match, and quality improvement intervention. Specifically, the study aims to (a) examine thresholds of quality and child developmental outcomes, (b) examine these thresholds in subgroups, and (c) describe the demographics, beliefs, and quality of Hispanic providers. The results of the study are

expected to inform the long-term goals of the Child Care and Development Fund relating to improved quality of care, particularly for low-income children and families, as well as provide information about the usefulness of new research methods in the field of child care.

*Sample:*

Early Head Start Research and Evaluation Project  
Midwest Child Care Research Consortium Quality Rating System  
Quality Interventions for Early Care and Education

*Measures:*

*Child Care Quality*

Arnett Caregiver Interaction Scale  
Early Childhood Environment Rating Scale – Revised (ECERS-R)  
Early Childhood Environment Rating Scale – Extension (ECERS-E)  
Family Day Care Rating Scale (FDCRS)  
Infant-Toddler Environment Rating Scale (ITERS)  
Infant-Toddler Environment Rating Scale – Revised (ITERS-R)  
School Age Care Environment Rating Scale (SACERS)

*Child Level*

3-Bag Test  
Bayley Scales of Infant Development  
Bracken Basic Concept Scale-Revised  
Child Engagement, Attention and Negativity (Video Codes)  
Devereux Early Childhood Assessment (DECA)  
Family and Child Experiences Survey Social Skills and Positive Approaches to Learning Scale  
Leiter International Performance Scale-Revised (Leiter-R)  
Peabody Picture Vocabulary Test – III (PPVT-III)  
Preschool Language Scale Fourth Edition (PLS-4)  
Social Competence and Behavior Evaluation Scale (SCBE)  
Structured Interaction Qualitative Rating Scales  
Test de Vocabulario en Imagenes Peabody (TVIP)  
Woodcock Letter-Word Identification and Applied Problems Scales

*Parent Level*

3-Bag Test  
Center for Epidemiological Studies-Depression Scale  
Home Observation for Measurement of the Environment (HOME)  
Parent-Child Dysfunctional Interaction Scale  
Parenting Stress Index Distress Scale

**Kay Sanders, Eva Shivers**

*Project Title:*

Exploring Child Care Cultural Congruency: Predictors and Pathways to Social and Emotional Outcomes in Kindergarten

*Project Funding Years:*

2009-2011

*Affiliation:*

Whittier College

*Abstract:*

Whittier College will use data from the Head Start Family and Child Experiences Survey (FACES) 1997 Cohort to determine (a) how cultural congruency between home and school should be measured and (b) whether and how congruency between home and school predict children's social and emotional outcomes upon entry to Kindergarten and first grade. The results of the study are expected to address the gaps in understanding the link between culturally-situated practices and childhood outcomes, add new knowledge to data analytical strategies for large-scale studies, and identify the relationship between culturally-anchored practices in home and school and children's social and emotional outcomes.

*Sample:*

Family and Child Experiences Survey (FACES) 1997 Cohort

*Measures:*

*Classroom Level*

Arnett Caregiver Interaction Scale

Early Childhood Environment Rating Scale (ECERS)

Items related to cultural awareness and tone in the classroom

*Child Level*

Howes Peer Play Scale

Total Behavior Problems scale

Interviewer Rating

Teacher and parent reports of child social relationships and social skills/  
approach to learning

*Teacher Level*

Lead Teacher Background Information scale

Teacher interview

*Parent Level*

Parent Interview

Center for Epidemiologic Studies – Depression (CES-D)

## **Diane Schilder**

### *Project Title:*

A Closer Look: Child Care, PreK, and Head Start Collaboration

### *Project Funding Years:*

2009-2011

### *Affiliation:*

Education Development Center, Inc.

### *Abstract:*

The Education Development Center, Inc. will use data from the Ohio Department of Education and the Ohio Department of Job and Family Services to investigate the specific aspects of multi-program collaboration that relate to child care quality and child outcomes and examine how Ohio promotes collaboration that enhances parents' workforce participation. Specifically, the study will answer the following research questions: (a) Do specific aspects of multi-program collaborations relate to classroom quality?; (b) Do specific aspects of multi-program collaborations relate to child outcomes?; and (c) Do state efforts to promote local-level collaborations support the Child Care and Development Fund's goals of enhancing quality and parents' workforce participation? It is expected that the study results will address the gap in existing research literature, guide decisions to improve child outcomes, and reduce the barriers to parents' workforce participation.

### *Sample:*

Ohio Department of Education (ODE) data

Ohio Department of Job and Family Services (ODJFS) data

### *Measures:*

#### *State Level*

Data related to participation in state funded initiatives

Data on funding, supports, and collaboration policies

#### *Provider Level*

Data related to structural quality indicators

#### *Classroom Level*

Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)

Early Language and Literacy Classroom Observation (ELLCO)

#### *Child Level*

Get It, Got It, Go! Language and Literacy Assessment Tool

Kindergarten Readiness Assessment – Literacy (KRA-L)

## Melissa Raspa

### *Project Title:*

Examining Early Care Experiences of Language Minority Children with the ECLS-B

### *Project Funding Years:*

2009-2010

### *Affiliation:*

Research Triangle Institute International

### *Abstract:*

The Research Triangle Institute will use data from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) to examine the characteristics of language minority families and describe their choice of care for children at 9 months, 2 years, and during preschool. Specifically, the study will focus on four research questions: (a) To what extent are race/ethnicity, parental citizenship, and family language minority status related?; (b) Do children from language minority homes experience different types of child care at 9 months, 2 years, and 4 years of age?; (c) Is any disparity in participation in center-based care accounted for by differences in family characteristics at each time point?; (d) During the year before school, how do the characteristics of center-based care experienced by language minority children compare with characteristics of the center-based care experienced by non-language minority children? The results of the study are expected to contribute to the literature on child care choices made by diverse families and the characteristics and quality of care received. In addition, it is expected that results will provide valuable information to inform Child Care and Development Fund policy and Child Care Resource and Referral agency practices.

### *Sample:*

Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)

### *Measures:*

#### *Parent Level*

Parent Interviews

#### *Provider Level*

Early Care and Education Provider Interviews

#### *Classroom Level*

Counts of children and adults in setting

Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)

Arnett Scale of Caregiver Interaction  
Observation End-of-Visit Ratings

## **Lynne Vernon-Feagans, Allison DeMarco**

*Project Title:*

Child Care Subsidy Use and the Relationship to Parental Work and Child Care Quality in Rural Communities

*Project Funding Years:*

2009-2011

*Affiliation:*

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

*Abstract:*

The Frank Porter Graham Child Development Institute will use data from the Family Life Project – a representative sample of families and children in low income, rural counties in Pennsylvania and North Carolina who were followed longitudinally – to investigate child care subsidy use. The study will examine how low income rural families use child care subsidies, the quality of care they receive, and how subsidy use is related to child outcomes and parental work conditions. It is expected that the results of the study will provide a better understanding of how subsidies operate in rural communities and provide information about the relationship between subsidy use, child development outcomes, and families' economic self-sufficiency.

*Sample:*

Family Life Project

*Measures:*

*Child Level*

Preschool Language Score Fourth Edition (PLS-4)

Strengths and Difficulties Questionnaire

Wechsler Preschool and Primary Scale of Intelligence Third Edition (WPPSI-III)

*Parent Level*

Flexible Work Arrangements Questionnaire

*Classroom / Home Level*

Child Care Observational Coding System (CVI)

Home Observation for Measurement of the Environment (HOME)

Measure of structural quality

*Community Level*  
Census data  
Geographic isolation measure

## **Roberta B. Weber, Deana Grobe**

*Title:*

Fluctuation in Child Care Cost Burden: The Effect of Increasing Subsidy Policy Generosity on Parent Decision Making

*Project Funding Years:*

2009-2011

*Affiliation:*

Oregon State University

*Abstract:*

Oregon State University will use the Oregon child care subsidy and other administrative datasets to examine the impact of subsidy policy on parent behavior. Specifically, the study aims to (a) examine the predictability of the child care cost burden of parents using child care subsidies, (b) determine the extent to which the 2007 subsidy policy change in Oregon affected the financial assistance and predictability of parent cost burden, and (c) understand the degree to which the October 2007 policy changes are associated with changes in type of care and stability of subsidy use. Overall, it is expected that the results of the study will contribute new knowledge related to the variability of child care cost burden. Specifically, the study results will increase the understanding of how policy parameters affect parental decision making, describe characteristics of low-income families using child care subsidies before and after a policy change, and increase the knowledge of how child care subsidies expand parental options.

*Main Dataset:*

Longitudinal database of Oregon child care subsidy from 2005-2009

*Other Data Sources:*

Oregon Department of Human Services Client Maintenance System data  
Bureau of Labor Statistics data  
Census data  
Oregon Child Care Resource and Referral Network data

## **Gail L. Zellman, Lynn Karoly**

*Title:*

Capturing the Heterogeneity in Quality within Early Care and Education Programs Serving Preschool-Age Children

*Project Funding Years:*

2009-2011

*Affiliation:*

RAND Corporation

*Abstract:*

The RAND Corporation will use the RAND California Preschool Study and the Colorado Qualistar database to seek efficient ways to measure program quality and capture heterogeneity in quality at individual staff, classroom, and center levels. Specifically, the study aims to (a) determine how to combine measures of individual staff member characteristics in a classroom to best capture classroom quality; (b) evaluate whether quality should be measured at the staff member, classroom or center level; and (c) examine whether the efficiency of measuring quality at the center, classroom, and staff levels can be improved. The results of the study are expected to have immediate implications for implementation of Quality Rating Systems and also provide guidance to researchers and policymakers related to capturing quality in center-based settings.

*Sample:*

RAND California Preschool Study  
Colorado Qualistar database, which includes the Qualistar Early Learning QRIS Evaluation data and Qualistar Early Learning Administrative data

*Measures:*

*Classroom Level*

Arnett Caregiver Interaction Scale (CIS)  
Classroom Assessment Scoring System (CLASS)  
Early Childhood Environment Rating Scale – Revised (ECERS-R)

*Child Level*

Child Behavior Inventory (CBI)  
Peabody Picture Vocabulary Test (PPVT-III)  
Strength and Difficulties Questionnaire (SDQ)  
Woodcock-Johnson – Third Edition, Tests of Achievement (WJ-III)

*Family Level*

Block Child Rearing Practices Report