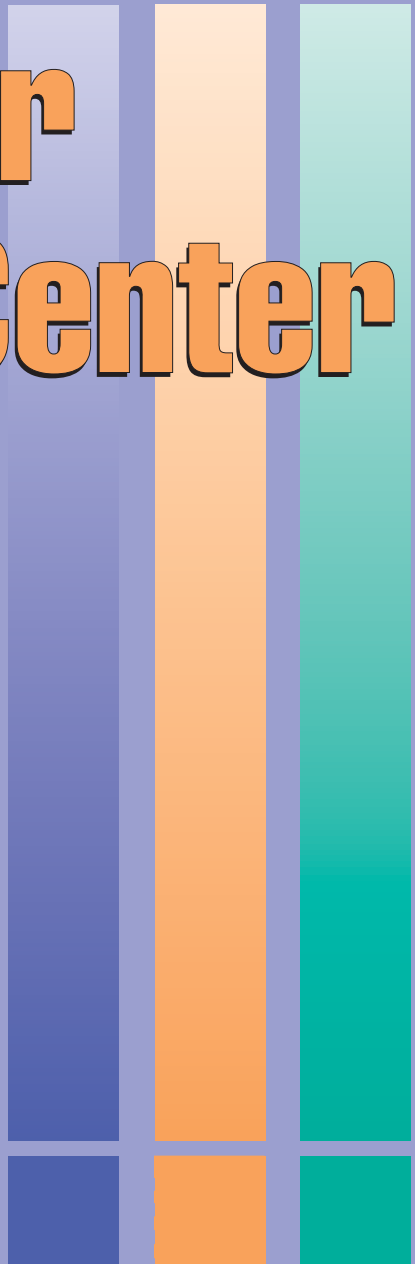# Staffing Your Child Care Center

A Theoretical and Practical Approach

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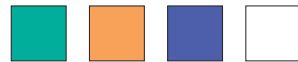Carrie Mathers

PURDUE UNIVERSITY

MFRI
Military Family Research Institute
at Purdue University

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The Military Family Research Institute is an interdisciplinary research program housed at Purdue University and funded by the Department of Defense, Office of Military Community and Family Policy. The institute conducts original research, both basic and applied, that affects military families at various levels.

The mission of MFRI is to conduct multilevel research that provides insight into the impact of quality of life factors on military members and their families. Of particular interest are satisfaction, retention, readiness, and performance. The goal of MFRI is to use this research to enhance military policies and practices focused on improving military quality of life.

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SECTION 1

Introduction and Overview

Today, far more young children are in child care than at any other time in history. Three major trends are responsible for the increased demand for child care services:

1. the unprecedented labor force participation of women with young children;

2. an emerging consensus among parents and professionals that young children should be provided with educational experiences;

3. and the accumulation of convincing evidence from research about young children's early brain development, and that high-quality services can have a positive impact on school learning.

Indeed, recent data suggest that approximately 60% of all women with infants younger than one year of age are in the labor force. Many of the children of these working mothers experience 30 or more hours of care per week and are likely to maintain this high level of care throughout their preschool years (National Institute of Child Health and Human Development (NICHD[1]) Early Child Care Research Network, 2003). Clearly, child care has become a basic need of the American family, with child care workers listed among the fastest-growing occupations for the decade 1998-2008.[2]

Consequently, considerable public attention has focused on young children's early education and care in the preschool years, much of it aimed at educating the public about the crisis in securing a skilled and stable child care workforce. These advocacy efforts in the 1990s sought to expose the problems of high turnover and low pay among child care workers, and the resulting mediocre to poor quality of many child care programs (Whitebook & Eichberg, 2001). According to the Center for the Child Care Workforce (CCW), an estimated 2.3 million caregivers[3] receive payment to care for the growing population of children in child care (Burton et al., 2002). Of these caregivers, approximately 550,000 (24%) work in center-based settings, including private and public child care centers, Head Start programs, and pre-kindergarten programs. Although the past two decades have seen a dramatic increase in public and private spending for child care programs, these increased dollars have primarily gone toward expanding the quantity of children served rather than toward improving child care quality and staffing (Barnett, 2003; Whitebook & Bellm, 1999). Thus, the increased funding has not resulted in better compensation or lower staff turnover.

The U.S. military has developed the most sizeable employer-sponsored child care program in the nation (Campbell, Appelbaum, Martinson, & Martin, 2000). This program serves over 200,000 children each day at more than 300 different locations throughout the world in family child care homes (FCCs), school-age care (SAC) programs, and in child development centers (CDCs). With the implementation of the Military Child Care Act (MCCA) of 1989 leading to significant improvements in quality, availability, and affordability of military child care, the U.S. military earned a reputation as a leader in child care quality. However, even the military has not been immune to the challenges that plague the child care industry in general. Although the military has implemented a model child care system for the entire nation, recruiting and retaining qualified caregivers is a continuing challenge (Campbell et al., 2000). Similar to civilian child care programs, the Army, Marine Corps, Navy, and Air Force experience similar rates of turnover and the inability to hire a sufficient number of qualified caregivers. This represents a problem for the military child development system (CDS), which must meet the child care capacity demands of its members, as specified in the MCCA of 1989.

[1] A complete list of acronyms can be found in the Glossary, Appendix A.
[2] U.S. Bureau of Labor Statistics cited in Burton et al., (2002)
[3] In our usage, the term "caregiver" embraces a continuum of services ranging from those designed to provide care while parents are at work to those designed to provide an educational experience for young children. As is common in the early care and education field, the terms caregiver, teacher, and provider are used interchangeably throughout this report to include elements of care and education.

In an effort to understand why the retention of qualified caregivers remains an obstacle, this report:

✦ examines the current situation in early childhood care and education;

✦ reviews recent studies that address the issues surrounding staff turnover in the early childhood care and education profession;

✦ outlines the specific contributors to turnover;

✦ aligns the causes of turnover with strategies to prevent future turnover from occurring.

While this report began as a specific effort to examine child compensation in military child development centers, it quickly became apparent that compensation, including wages and benefits, is not the only cause of turnover. Education and training initiatives, when linked to higher wages for child care providers, can also reduce staff turnover. For example, one of the keys to the military's success was directly tying compensation increases and promotions to the completion of training, which is mandatory. According to the provisions of the MCCA, training, education, and experience influence progression from entry level caregiver to positions of greater responsibility. This child care career ladder resulted in a better paid and trained caregiving staff – steps that reduced staff turnover dramatically and improved staff morale and professionalism. Thus, the original objective broadened to incorporate an examination of the multitude of factors impacting the caregiving work environment. The goal is that the research, and resources described herein, which have been culled from a great many sources, will provide guidance to center directors and child care workers, and encourage new initiatives in the delivery of high-quality education and care for children.

The Problem of Child Care Staff Turnover

High turnover of qualified employees is a challenge faced by the early childhood care and education field. Researchers, child care professionals, and child care advocates all acknowledge turnover in child care settings as a problem. Organizational research identifies several job characteristics generally related to turnover, including compensation, work conditions, and job alternatives. *But what is it about caring and educating young children in particular that leads to turnover?* This review attempts to answer this question. Evidence to support the links between staff turnover, program quality, and children's development is also presented. A presentation of successful strategies used by child care professionals to retain a consistent and stable caregiving workforce concludes the section.

Turnover rates in civilian child care centers range from 26% to 45% per year, depending on type of program, and from 20% to 34% per year, depending on accreditation status (Whitebook, Howes, & Phillips, 1998). Even in high-quality programs, turnover is extremely high, especially for entry-level teaching assistants.

The Issues and Facts Surrounding Turnover

- ✦ Child care workers are more educated than the average female civilian labor force worker (Phillips, Howes, & Whitebook, 1991), yet earn an average of $5,200/year less than other persons of the same gender, education, age, minority status, and location (Morris, 1999).

- ✦ Generous benefit packages do not offset the low salaries found among child care employees (Phillips et al., 1991).

- ✦ Benefit packages common to many child care workers, such as child care cost breaks and sick leave, promote short-term employment and lack the incentives characteristic of longer-term employment, such as health benefits and retirement plans (Bellm & Haack, 2001).

- ✦ Staff in higher positions, and with greater education and training, receive only modestly higher wages than do less advanced and qualified co-workers (Whitebook, Howes, & Phillips, 1990, cited in Phillips et al., 1991).

- ✦ From 1988 to 1997, there was a significant increase in public dollars spent on child care. However, this increase in funds did not translate into better wages. In 1997, the highest-paid caregivers averaged $10.85/hour, or $18,988/year. Compared with the previous decade, this represented a modest increase of $1.32/hour (Whitebook et al., 1998).

- ✦ From 1988 to 1997, centers that paid better wages experienced less teaching staff turnover; these centers also rated higher in quality (Whitebook et al., 1998).

Before examining turnover in detail, it is useful to review what the research reports about the quality of child care and child development. The issue of quality in early childhood care and education has many dimensions, including political and social dimensions, not all of which lend themselves to research. Research can, however, inform views of best practices by providing information about the consequences of program features in relation to young children's learning, development, and well-being.

Defining High-Quality Care

Quality in child development centers is usually indexed by evaluating (1) process indicators such as various aspects of children's experiences, (2) structural characteristics of the setting, (3) caregiver characteristics, and (4) health and safety provisions (Vandell & Wolfe, 2000). Factors affecting the overall quality of child care programs include such things as: staff education and training; experience of directors and administrators; group size; staff-to-child ratios; age-appropriate curriculum and activities; and center accreditation status. For example, in the NICHD Study of Early Child Care, indicators of high-quality care included: safer, cleaner, more stimulating physical environments; smaller group sizes; lower child-to-staff ratios; caregivers who allowed children to express their feelings and considered their views; and caregivers who provided more sensitive, responsive, and cognitively stimulating care.

One indicator of high-quality care is achieving and maintaining National Association for the Education of Young Children (NAEYC) accreditation (Whitebook, 1996). To early childhood professionals, NAEYC accreditation means: developmentally appropriate curriculum for children; quality interactions among children and staff; a healthy, safe environment for children; a sufficient number of adults per children in group sizes appropriate for children's age; and strong communication between families and staff. Early childhood professionals in NAEYC-accredited centers can also count on more involvement in decision-making and a commitment to the continual development of their teaching skills.

In a review of studies looking at accreditation, accredited programs consistently demonstrated higher quality for children as predicted by:

✦ a staff with more formal education and specialized early childhood training [4567]

✦ a more developmentally appropriate environment with age-appropriate and child-initiated activities [345689]

✦ a child-centered physical environment to promote learning [378]

✦ teaching staff who interacted more sensitively and less harshly with children [345678]

✦ stronger staff communication [378]

✦ better health and safety provisions, including nutrition and food service [37]

✦ better relations with families [37]

The National Research Council (2001) summarized a number of broadly supported findings from the research literature regarding the components of high-quality preschool programs.

✦ Cognitive, social-emotional, and physical development are mutually supportive areas of growth all requiring active attention in the preschool years.

✦ Responsive interpersonal relationships with teachers nurture young children's emerging abilities.

✦ Both small class size and low adult-child ratios are associated with more positive program effects.

✦ Children who attend well-planned, high-quality early childhood programs tend to learn more and are better prepared to master the complex demands of formal schooling.

[4] Bloom, 1996
[5] Cost, Quality & Child Outcomes Study Team, 1995
[6] Whitebook, Howes, & Phillips, 1989
[7] Whitebook, Phillips, & Howes, 1993
[8] Harris, Morgan, & Sprague, 1996
[9] Howes & Galinsky, 1996

✦ Young children who are living in circumstances that place them at greater risk of school failure – including poverty, low level of maternal education, maternal depression, and other factors – are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs.

✦ The professional development of teachers is related to the quality of early childhood programs, and program quality predicts developmental outcomes for children.

For more detail on the specific indicators of child care quality, see Appendix B, Keeping Current in Child Care Research Annotated Bibliography (Ceglowski & Bacigalupa, 2002).

The following worksheet lists the criteria of high-quality early childhood programs as adapted from the *Accreditation Criteria & Procedures of the National Association for the Education of Young Children*. To help staff gain an understanding of the criteria of high-quality early childhood programs, a NAEYC Accreditation Readiness Survey is available.[10] This 22-page survey identifies the program areas in need of strengthening, and can be used to develop program improvement plans. A simple rating scale (not met, partially met, fully met) is included so staff can assess the level at which their program demonstrates compliance with each of the criteria. This document can be a valuable tool for self-improvement and can provide a plethora of opportunities for staff to come together to discuss ways to achieve program growth and improvement.

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[10] http://www.naeyc.org/accreditation/readiness/readiness.pdf

Check Point

Does your center meet the criteria for NAEYC accreditation?

This checklist provides an overview of areas reviewed during the NAEYC Accreditation process, which was revised in 1998. Take a look at this list to see if your center meets the criteria for NAEYC Accreditation.

❒ **Interactions among Teachers and Children**
Interactions between children and adults provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Teachers facilitate interactions among children to provide opportunities for development of self-esteem, social competence, and intellectual growth.

❒ **Curriculum**
The curriculum includes the goals of the program (the content that children are learning) and the planned activities as well as the daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are used as learning experiences. Criteria for curriculum implementation reflect the knowledge that young children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their understanding of the world around them.

❒ **Relationships among Teachers and Families**
Teachers and families work closely in partnership to ensure high-quality care and education for children, and parents feel supported and welcomed as observers and contributors to the program.

❒ **Staff Qualifications and Professional Development**
The program is staffed by adults who understand child and family development and who recognize and meet the developmental and learning needs of children and families.

❒ **Administration**
Program administration is efficient and effective and focuses on the needs and desires of children, families, and staff.

❒ **Staffing**
Program staff quantity is sufficient to meet the needs of and promote the physical, social, emotional, and cognitive development of children. The program meets the recommended maximum staff-child ratios within group size.

❒ **Physical Environment**
The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

❒ **Health and Safety**
The health and safety of children and adults are protected and enhanced.

❒ **Nutrition and Food Service**
The nutritional needs of children and adults are met in a manner that promotes physical, social, emotional, and cognitive development.

Source: http://www.naeyc.org/accreditation/naeyc_accred/info_general-components.asp

Program Quality and Child Development

The quality of child care has become a national topic of discussion, as findings from rigorous, longitudinal studies have found their way into the news. Both developmental gains in social and emotional functioning, as well as cognitive functioning, are attributed to high-quality child care programs. These studies have addressed questions such as: Will child care attendance be harmful to the child? What benefits do children receive from child care? A brief overview highlighting the results of some of these studies are summarized below. For more detailed information on these and other studies, see Appendix B, Keeping Current in Child Care Research Annotated Bibliography: An Update (Ceglowski & Bacigalupa, 2002).[11]

Enhanced Social and Emotional Development
Peisner-Feinberg et al. (1999)

✦ These researchers were interested in using longitudinal data from the Cost, Quality and Outcomes Study (Helburn, 1995) to investigate whether early child care experiences, such as the quality of classroom practices and teacher-child relationships, have long-term consequences for child development.

✦ The social-emotional climates of child care classrooms as well as individual children's relationships with their teachers were identified as important predictors of children's outcomes (such as classroom behavior and peer relations).

✦ The *first phase* of this study indicated that a majority of children do not have access to the level of child care quality that is currently being recommended by child care professionals. The *second phase* of this study demonstrates that this lack of quality care has negative effects on children's readiness for school and on their development during the early school years.

✦ From their research results, these investigators concluded that the effects of child care quality are visible at least until second grade and that the quality of child care is important for all children, but may be especially important for children at-risk.

Campbell, Lamb, and Hwang (2000)

✦ These researchers conducted a longitudinal study to examine the effects of early child care experiences on the social development of children continually enrolled in child care from the age 1.5 to 3.5.

✦ Fifty-two children were followed for a period of fourteen years.

✦ Results from this study indicated that positive early child care experiences lead to enhanced child social competence.

✦ The positive impact on social development remained stable throughout childhood and early adolescence.

National Institutes of Health, National Institute of Child Health & Human Development, Center for Research for Mothers & Children (2000)

✦ The NICHD Study of Early Child Care[12] is the most comprehensive child care study conducted to date in the U.S. Researchers monitored 1,364 children, from birth to age three, from 10 different locations to ascertain how experiences in child care might relate to socio-emotional development. Indicators of high-quality care included: safer, cleaner, more stimulating physical environments; smaller group sizes; lower child-to-staff ratios; caregivers who allowed children to express their feelings and considered their views; and, caregivers who provided more sensitive, responsive, and cognitively stimulating care.

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[11]Published in *ECRP: Early Childhood Research & Practice* and updated July 2003 on thier website: http://www.ecrp.uiuc.edu/v4nl/ceglowski.html
[12]For on-line information, visit http://www.nichd.nih.gov/publications/pubs/early_child_care.htm

✦ In its assessment of the impact of early child care experiences, this study adjusted for maternal vocabulary score, family income, child gender, quality of home environment, and observed maternal cognitive stimulation.

✦ In terms of problem behaviors, researchers found that characteristics of the family– particularly the sensitivity of the mother– were stronger predictors of children's behavior than their child care experience. But when child care characteristics were considered, child care quality was the most consistent predictor of children's behavior: children in child care centers who received more sensitive and responsive attention had fewer caregiver-reported problems at ages two and three.

Take-Home Message: Enhanced Social and Emotional Development

High-quality child care – in both center and family/ home-based child care settings – facilitates enhanced social and emotional development in children (e.g., Kontos, Howes, Shinn, & Galinsky, 1997; Vandell & Wolfe, 2000). This is particularly apparent for children considered at-risk for social and emotional difficulties. The developmental gains associated with high-quality child care are often stable beyond childhood.

Enhanced Cognitive and Language Development

Boller et al. (2002) The impacts of Early Head Start

✦ In a large-scale longitudinal study of 17 Early Head Start programs, researchers tracked 2-3 year-old children from 3,001 families for 21 months.

✦ They found improved scores of cognitive development using the Bayley Scales of Infant Development Mental Development Index (MDI), improved language development using the Peabody Picture Vocabulary Test (PPVT-III), and social- emotional development using an observational checklist and the Home Observation for Measurement of the Environment (HOME).

✦ Consistently, there were statistically significant, modest, favorable impacts across a range of outcomes when children were 2 and 3 years old, with larger impacts in several subgroups.

Burchinal, Roberts, Naborts, & Bryant (1996)

✦ The above researchers explored the relationship between quality of center-based child care and infant cognitive and language development for a sample of 79 African- American 12 month-old infants.

✦ Both *process* and *structural* measures of child care quality were collected by interviewing center directors and by observing infant classrooms.

✦ Quality of infant care was positively correlated with scores on standardized assessments of cognitive development, language development, and communication skills.

✦ After adjusting for the influence of the quality of care in the homes of infants, independent relationships were found between the process measure of quality child care and the cognitive development of infants, as well as between infant- adult ratios in the classroom and the development of infant communication skills.

Peisner-Feinberg & Burchinal (1997)

✦ These researchers examined the relation- ships between child care costs, child care quality, and longitudinal outcomes for pre- school age children in full-time care in community child care centers.

✦ A sample of 757 children was recruited, including children from diverse family backgrounds.

✦ Child care quality was assessed by observing classroom practices and by using teacher ratings of teacher-child relationships.

✦ Findings from this study revealed a positive relationship between child care quality and children's cognitive and socio-emotional outcomes.

✦ The positive effects of child care quality were particularly strong for children from at-risk backgrounds.

Burchinal, Peisner-Feinberg, Bryant, and Clifford (2000)

✦ These researchers compared the behavior skills of 1,307 at-risk children (mean age 4.3 years) who attended high-quality child care centers with those outcomes of children in poorer quality care.

✦ High child care quality, as assessed by the Early Childhood Environment Rating Scale, was positively related to improved language outcomes.

✦ Child care quality was found to be especially important for those children experiencing social risk factors.

Peisner-Feinberg et al. (1999)

✦ These researchers used longitudinal data to investigate whether early child care experiences, such as the quality of classroom practices and teacher-child relationships, had long-term consequences for child development.

✦ The social-emotional climates of child care classrooms as well as individual children's relationships with their teachers were identified as important predictors of children's outcomes (such as language ability, letter-word recognition, and math skills).

✦ The authors concluded that the effects of child care quality are long term and that the quality of child care is important for all children, but may be especially important for children considered at-risk.

Howes and Smith (1995)

✦ These researchers studied 840 children ranging in age from 10-70 months who were enrolled in full-time, center-based child care in order to investigate whether children's cognitive activities could be predicted by child care quality, positive social interactions with teachers, children's play activities, and attachment security with child care providers.

✦ In seven of eight sub-samples of children, researchers were able to predict 15-30% of the variation in children's cognitive activities with positive social interaction with teachers, attachment security, and participation in creative play activities.

National Institutes of Health, National Institute of Child Health & Human Development, Center for Research for Mothers & Children (2000)

✦ In addition to children's social-emotional development, The NICHD Study of Early Child Care described earlier also looked at children's cognitive and language development.

✦ The quality of child care over the first three years of life was modestly, but consistently, associated with children's cognitive and language development. The higher the quality of child care (more positive language stimulation and interaction between the child and provider) the greater the child's language abilities at 15, 24, and 36 months; the better the child's cognitive development at age two; and the more school readiness the child showed at age three.

✦ Again, the combination of family income, maternal vocabulary, home environment, and maternal cognitive stimulation were stronger predictors of children's cognitive development at 15, 24, and 36 months.

Campbell, et al. (1999)

✦ Fifty-seven infants from low-income families were randomly assigned to receive early intervention in a high-quality child care setting.

✦ Fifty-four children were alternatively assigned to a control group.

✦ Educational activities in this child care setting addressed social, emotional, and cognitive development – particularly emphasizing language development.

✦ At the completion of the program, children from the intervention group demonstrated significantly higher scores on mental tests than children in the control group. Follow-up cognitive assessments completed at ages 12 and 15 months indicated that children from the intervention group continued to have higher than average scores on these indicators.

✦ Children who received the intervention also scored significantly higher on tests of reading and math ability through middle adolescence.

✦ At age 21, those assigned to the intervention group continued to demonstrate significantly higher mental test scores than those assigned to the control group. These effect sizes were moderate and considered educationally meaningful. Additionally, individuals from the treatment group were significantly more likely to still be in school at age 21 (40% versus 20%) and 35% had either graduated from or were presently attending a four-year college or university as opposed to 14% of individuals from the control group.

✦ Based on the results of this study, these investigators concluded that early childhood care and education experiences significantly improve the scholastic success of financially disadvantaged children – even into early adulthood.

Zill, et al. (2001) Head Start FACES: Longitudinal findings on program performance: Third progress report

✦ In their assessment of 3,200 children from 40 Head Start programs, they noted children's improvements in language and social development, and heightened levels of school readiness.

✦ Children showed significant gains in each of these categories as compared to national norms for children of all income levels.

Take-Home Message: Enhanced Cognitive and Language Development

In addition to positive social and emotional outcomes, high-quality child care facilitates the cognitive and language development of children (e.g., Burchinal, Peisher-Feinberg, Bryant, & Clifford, 2000; National Institutes of Health, National Institute of Child Health & Human Development, Center for Research for Mothers & Children, 2000). The benefits of high-quality child care remained stable in studies that attempted to control for factors such as maternal vocabulary, family income, child gender, quality of home environment, and observed maternal cognitive stimulation. Research findings from longitudinal studies indicate that the benefits of high-quality child care persist over time and are especially salient for children experiencing social risk factors.

Summary
Overall, this literature provides support for the link between child care program quality and later child development outcomes. Although other contextual factors, such as family background, may explain more variation in children's social, emotional, and cognitive development than child care experience, child care quality remains a significant factor even when these highly influential indicators are taken into account. A key finding from this research is that high-quality care is most beneficial to children who are at risk for developmental problems.

Another View

Despite the conclusions from the literature just cited, there remains debate regarding the effects of child care on children's development, especially their socioemotional adjustment. The debate centers around the effect of *quantity* of care – that is early, extensive, and continuous care such as care initiated in the first year of life for more than 20 to 30 hours per week – and its association with child outcomes. Recent data from the NICHD Study of Early Child Care (NICHD Early Child Care Research Network, 2003) suggest that cumulative *quantity* of child care across the infancy, toddler, and preschool years accounts for significant variation in child problem behaviors at 4.5 and 5 years of age. That is, the more time children spent in any of a variety of child care arrangements over the first 4.5 years of life, the more aggressive and defiant behavior and conflict with adults they display at 54 months of age and in kindergarten, as reported by mothers, caregivers, and teachers. Although these effects were small, they persisted even when quality, type, and instability of child care, maternal sensitivity and other family background factors were taken into account. It should be noted, too, that while more time in care predicted more externalizing behavior, none of this problem behavior was in the clinical range, and the overwhelming majority of children did not score in the at-risk range, even those experiencing the most child care. However, there are a number of important caveats to this finding.

First, the correlational nature of the longitudinal data does not permit one to conclude that the hours children spend in child care are the cause of problem behaviors: perhaps problem children spend more time in day care because they are problematic (e.g., Scarr & McCartney, 1983). Second, evidence from other recent work suggests that perhaps the problem

behaviors are not the result of child care per se, but rather the fact that child care increases the amount of stressful and unregulated peer interactions (Fabes, Hanish, & Martin, 2003; Watamura, Donzella, Alwin & Gunnar, 2003). For many children, being in a large, peer-group environment all day long over long periods may be challenging, particularly for younger children who may not be developmentally ready to interact in larger social groups. Third, three other studies whose results were published at the same time as the NICHD study found no relation between quantity of child care and behavior problems (Love et al., 2003).

Quality, on the other hand, was positively related to positive child behaviors and characteristics. Findings from the Sydney [Australia] Family Development Project (child care of superior quality to most child care in the U.S.); the Haifa [Israel] Study of Early Child Care (child care that is generally lower in quality than that found in the U.S.); and the U.S. Early Head Start program (low-income children in high-quality child care) highlight the importance of geographical location, type of sample, and quality of care. Results suggest that *quality* of care may be an important moderator of the amount of time in care, particularly when the child care contexts differ from those of the NICHD research. And so the debate continues.

The Role of Staff Turnover in Program Quality: Links to Child Development

Thus far, high-quality child care has been linked to positive child development, and it has been demonstrated that higher quality programs have less turnover than lower quality programs. *But what is the process that accounts for this link?* While there is still much to learn about the actual mechanisms by which child care quality influences child development, one answer may lie in the body of research that examines teacher-child relationships using an attachment framework.

The Concept of Attachment

The term *attachment* appears frequently in the early childhood care and education literature, both in research and in practice. Yet what does it really mean, and how is it associated with children's development? In everyday language, attachment refers to a relationship between two individuals who feel strongly about each other and do a number of things to continue the relationship. In the language of developmental psychology, though, attachment refers to a close emotional bond that infants form during the first year of life to one or more of their adult caregivers. These caregivers are usually mothers and fathers, but they can also be other people with whom the infant often interacts (Berndt, 1997).

> Attachment refers to a close emotional bond that infants form during the first years of life to one or more of their adult caregivers.

Another important principle in contemporary attachment theory is the concept of "security." In *secure attachment*, infants use the caregiver as a secure base from which to explore the environment. In contrast, infants who have an *insecure attachment* either avoid the caregiver, possibly by ignoring the caregiver and failing to seek proximity, or resist the caregiver, for example by clinging but at the same time fighting against the closeness by kicking and pushing away. One reason for individual differences in attachment security lies with the responsiveness and sensitivity of the caregiver to the infant's needs. For example, infants who are securely attached are more likely to have caregivers who are more sensitive,

accepting, and expressive of affection toward them than those who are insecurely attached. Many researchers (e.g., Ainsworth, 1979; Sroufe, Egeland, & Kreutzer, 1990) believe that secure attachments have positive effects on the infants' later development, whereas insecure attachments have negative effects on later development.

Attachment and Child Care

Infant-caregiver relationships in a child care setting function in many ways like the attachments that infants form to their parents. After infants have interacted regularly with the same caregivers for some time, they seek contact with those caregivers when they are distressed. During play, they may intermittently approach and look at their caregivers or show things to them. These behaviors suggest that the infants view their caregivers as a haven of security and as a secure base for exploration (Barnas & Cummings, 1994). Exploration is important because the developing child has a natural proclivity to learn, experiment, and explore. Infants learn about their environment through exploration. Exploration, particularly in the context of play and structured activities, can provide opportunities for developing language, reasoning, and social skills that support learning in more academic areas.

From an attachment perspective, confidence in a caregiver's physical and psychological availability appears to lay the groundwork for autonomous exploration and problem solving, coupled with the expectation that help will be forthcoming when needed. This is important for establishment of "internal working models." If the attachment figure has acknowledged the infant's needs for comfort and protection while simultaneously respecting the infant's needs for independent exploration of the environment, the child is likely to develop an internal working model of self as valued and self-reliant. Conversely, if the attachment figure has frequently rejected the infant's bids for comfort or for exploration, the child is likely to construct an internal working model of self as unworthy or incompetent (Betherton, 1992).

Infants can only become attached to caregivers with whom they have interacted frequently for some time. As evidenced, however, in some child-care settings, caregivers often shift from one group of children to another, or they leave the field of child care entirely (Whitebrook, Howes, & Phillips, 1990). When adults have cared for a group of infants for only one or two months, the infants rarely rely on them for comfort or approach them during play. The quality of infants' interactions with caregivers also affects their attachment to them (Goossens & van IJzendoorn, 1990; Howes & Hamilton, 1992). Infants become securely attached to caregivers who are sensitive and responsive. Infants develop avoidant or resistant insecure attachments to caregivers who are uninvolved or harsh. The stability of the caregiving staff and the quality of the teacher-child relationship is equally important for toddlers and preschoolers as discussed below.

The concept of attachment leads naturally into a discussion of several studies that have linked teacher-child closeness and attachment to children's later development. Indeed, because children prefer consistency in caregivers in day care settings (Cummings, 1980), and because stability of care is an important predictor of children's development (Phillips et al., 1991), it logically follows that children in centers that regularly lose and change staff will have a harder time attaching to new teachers and establishing secure teacher-child relationships.

Attachment and Teacher Stability

The National Child Care Staffing Study (NCCSS) (Whitebook, Howes & Phillips, 1990) looked at 227 child care centers in Atlanta, Boston, Detroit, Phoenix, and Seattle and found that high staff turnover had a negative impact on children's development. In centers with high turnover rates (averaging 57%), children were less competent in language development and social skills. Children in these centers spent more time aimlessly wandering and less time engaged in social activities. Only a small percentage of the children in centers with higher turnover rates were attached to their teachers. Thus, this study revealed a connection between staff turnover, program quality, and children's outcomes.

Rosenfeld (1979) has suggested that as turnover rates increase, caregivers shift from relationship-based to custodial-based care (cited in Fleisher, 1985). Obviously some relationship-based features

are lost between teacher and child when young children experience multiple changes in their primary caregivers.

Howes and Hamilton (1992 – 2000) have conducted a series of longitudinal studies addressing the link between teacher-child relationships and later child outcomes. In 1992, they observed 72 children from infancy through preschool. Their research question of interest was, "*Do teacher changes in preschool predict teacher-child attachment or developmental changes in security?*" They found that children

As turnover rates increase, caregivers shift from relationship-based to custodial-based care.

who changed teachers between 18 and 24 months had signif-icantly lower teacher security scores at 24 and 30 months, compared to children who did not incur a teacher change. This group effect, however, disappeared at all subsequent assessments. Thus, teacher changes negatively affect relationships with subsequent teachers when changes occur between 18 and 24 months, but the effect is not long term.

Social Competence

In 1993, Howes and Hamilton looked at several types of teacher change: teacher changes within a center; teacher changes between centers; and changes in the teacher-child relationship. In their sample of 48 preschoolers, they found that when children had more changes in teachers – and not more changes in center settings – their behaviors were rated more negatively at four years of age. Specifically, children were rated as lower in gregarious behaviors and higher in social withdrawal and aggression as the number of teacher changes during preschool increased. A more rigorous analysis that took age and the quality of the teacher-child relationship into consideration, found that:

✦ At average age 24 months, more teacher changes were clearly related to more child aggressive behaviors, regardless of the quality of the teacher-child relationships.

✦ At all data collection points, children in secure relationships were more withdrawn if they changed primary teachers than if they did not, though they fared better than children who maintained or changed into insecure relationships.

✦ At 30, 36, and 42 months, children who

changed teachers were more gregarious and pro-social when they either continued a secure relationship with a new teacher or changed to a secure relationship from an insecure one, and least gregarious/pro-social when they reestablished an insecure relationship with a new primary teacher.

✦ At 42 months, among children who maintained secure relationships, children who changed teachers played less competently with their peers than children who did not incur a teacher change. In addition, children who changed from a secure to an insecure teacher-child relationship played less when they changed teachers than when they did not.

✦ This research supports the idea that teachers follow children as they transfer to other age groups. Indeed, some researchers (e.g., Greenspan, 2003; Langlois & Liben, 2003) recommend that caregivers follow children throughout the child care years rather than have children move to different care providers as they get older. By doing this, care providers would be more familiar and in tune with each child's needs, personality, and styles of interaction.

Preliminary data from the *National Center for Early Development & Learning* (Cryer, 2002) on continuity of care corroborates this finding. Data were collected on about 40 children for three weeks before a caregiver change and compared to data on the same measures for three weeks after the change in caregiver. Surprisingly, children in typical community child care centers were not always distressed at losing their caregiver. They observed that children appear to be completely without distress when they move from a condition where the caregiver is less positively interactive (lower quality) to a new situation where the caregiver is more positively interactive, and where there are more opportunities for interesting stimulation (higher quality). Thus, to understand the effects of provision of continuity of care on children's social-emotional functioning, it is necessary to consider under what conditions and within what contexts that it does so.

Howes, Hamilton, and Phillipsen (1998) further documented the importance of teacher-child relationship quality to children's social competence in their study assessing the stability and continuity

in children's relationship quality from infancy to nine years of age. Using a sample of 55 9-year-old children, they found that children's perceptions of their relationships with their current teachers were best predicted by the quality of their attachment relationship with their first teacher. In other words, children who were more secure with their preschool teachers as toddlers were more positive about their teachers at age nine. In addition, children's perceptions of their friendship quality at age nine were best predicted by considering whether they had close friends at age four as well as the quality of their attachment relationship with their first grade teacher. Thus, children who had secure relationships as toddlers thought of themselves as having better relationships with both teachers and friends at age nine.

The Importance of Classroom Social Emotional Climate

Individual child-teacher relationships, and teachers' perceptions of individual children's behavior problems, are constructed within the context of the classroom social-emotional climate (Howes, 2000). The classroom social-emotional climate consists of: (1) the level of aggression and other behavior problems in the group of children; (2) the nature of child-teacher relationships; and (3) the frequency and complexity of play with peers. In this longitudinal study of 307 preschoolers, Howes explored the connection between the classroom social-emotional climate when children were 4-years-old and children's social competence five years later. Attachment theory as applied to the teacher-child relationship was key in this study; it assumes that if a child feels emotionally secure with his or her teacher, the child can use the teacher as a secure base and a resource for exploring the learning opportunities of the classroom (Birch & Ladd, 1997; Pianta, 1998, cited in Howes, 2000). Here is what they found.

✦ Higher levels of *teacher-child closeness* in preschool predicted:

• lower levels of aggression and disruption in second grade;

• to a smaller degree, high levels of prosocial behavior in second grade.

✦ Higher levels of *teacher-child conflict* in preschool predicted:

• higher levels of aggression and

disruption in second grade;

- lower levels of prosocial behavior in second grade.

This and the studies described above provide evidence that teacher-child relationship quality has long-lasting implications for children's social development. The new piece of information coming from this study lies in the concept of the social-emotional environment: not only is individual teacher-child closeness a predictor of children's social development, but global teacher-child closeness in the classroom – as a collective experience – has implications for children's later social development, as well.

In 2001, Peisner-Feinberg and colleagues observed 733 children from ages four to eight using the Cost, Quality, and Child Outcomes sample (Helburn, 1995). Teacher-child relationship closeness was used to predict children's cognitive skills, social skills, and academic achievement.

- ✦ Higher levels of *teacher-child closeness* in preschool predicted:
  - higher language scores over time regardless of family background;
  - fewer problem behaviors through second grade; though the magnitude of this association declined over time, there was less decline in children whose

mothers were less-educated;

- higher cognitive/attention scores in second grade;
- higher ratings of sociability through kindergarten.

This study replicates findings from previous studies: teacher-child relationship quality predicts children's social development in later years. The exciting piece of this study is the connection established between teacher-child closeness and children's later *cognitive* development. Also, this study examines the role of context in the relationship between teacher-child closeness and child development. Like high-quality child care (e.g., Peisner-Feinberg et al., 1999), the benefits of teacher-child closeness seem to be more profound for children at risk of social and emotional difficulties than for children living in better socio-economic conditions.

Summary

Evidence to support the links between wages, program quality, staff turnover, teacher-child relationships, and child outcomes is provided thus far. Figure 1 graphically depicts these links, with solid arrows indicating links supported by research. These links emphasize the important consequences that child care staff turnover can have for program quality, teacher-child relationships, and ultimately child development.

Figure 1. The Links between Wages, Turnover, Program Quality, Teacher-child Relationships, and Child Development
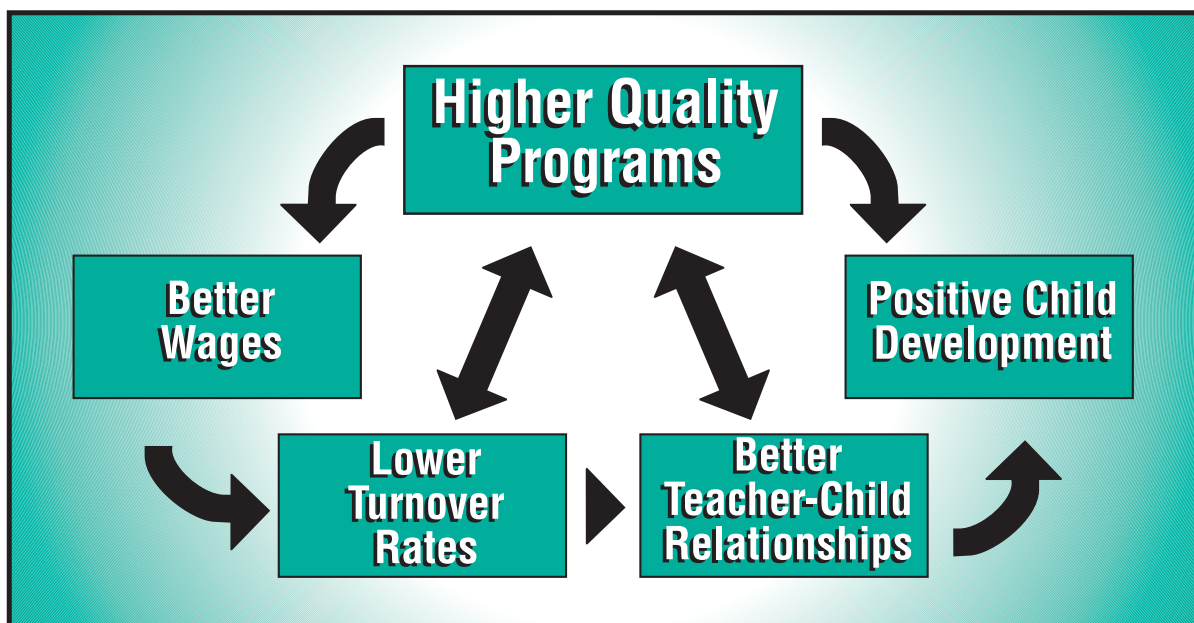
Factors Contributing to Turnover

A review of the child care literature indicates a direct link between the quality of child care and the quality of the caregiver's work environment. Previous sections introduced and discussed the factors affecting overall quality of child care programs. This

Figure 2. Factors influencing job and occupational turnover

section addresses the caregiving work environment. The quality of a caregiver's work environment is evaluated on such factors as wages and benefits, training and professional development opportunities, frequency of staff meetings, environment safety, and level of support in the workplace. Undoubtedly, the single most important of these factors in recruiting and retaining qualified child care staff is wages and benefits.

Wages

In *Working for Quality Child Care* (Bellm & Haack, 2001), the Center for the Child Care Workforce reviewed a number of influential studies[13] on child care staffing. One consistent finding in this literature is that high-quality programs have comparatively high staff wages. With only one exception, these studies[14] and the classic Cost, Quality, and Child Outcomes in Child Care Centers (Helburn, 1995) find that higher wages separate mediocre programs from good programs. In addition, Phillips et al. (1991) find teachers' wages to be the most consistent, significant predictor of quality of care among all factors examined; wages predicted both developmental appropriateness of activities and lower child-to-staff ratios. Centers that offered

higher wages also provided higher-quality care.

In addition to direct links between compensation to program quality, evidence documents that teachers with higher salaries and benefits also have stronger qualifications and more formal education and specialized training than teachers with low salaries (Barnett, 2003). Numerous studies indicate that teachers' formal education and specialized training in early childhood care and education impacts child care quality (e.g., NICHD Early Child Care Research Network, 2000). Those who contribute the most to rapid turnover are those who have little or no college-level experience or specialized early childhood training.

Most important, however, is the fact that higher wages help attract and retain a competent child care workforce (e.g., Applebaum, 2001; Whitebook et al., 2001). "*Turnover is directly related to teacher compensation, and preschool programs with the lowest pay have the highest turnover.*" (Barnett, 2003, p.2).

Although large, reputable studies have uncovered direct links between wages and turnover, there is not a clear understanding of the complex process by which wages and other job and personal characteristics affect turnover. This process is rarely clear-cut, even for wages. Although certain factors are particularly relevant for understanding turnover, the measurement of these factors is not consistent in the research literature. Also, this research often focuses on job outcomes other than turnover, such as commitment and satisfaction.

Job Commitment and Satisfaction with Pay

Low wages have been targeted as the main and obvious reason for caregiver turnover rates. However, the associations between wages and turnover have been rather weak. For example, Phillips et al. (1991) found that wages only

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[13]The National Child Care Staffing Study (Whitebook et al., 1990); The National Child Care Staffing Study 1988-1997 (Whitebook et al., 1998); Study of Accreditation in Child Care Centers (Whitebook, Sakai, & Howes, 2001).

[14]With the exception of Howes (1990).

accounted for 3% to 17% of the variance in turnover for teachers and assistants, respectively. In spite of these low associations, wages were the most important predictor of turnover and job satisfaction. Thus, there must be other significant predictors, or perhaps the relationship between wages and turnover is an indirect one. For example, job commitment might "moderate" or affect the relationship between wages and turnover. If job commitment moderated this relationship, then wages would predict turnover for workers demonstrating low commitment, but not for those demonstrating high commitment.

Findings from Jorde-Bloom (1988) support this idea of job commitment as a moderator. She surveyed 629 early child care center workers from 25 states. She found that actual wages were only weakly related to satisfaction with pay and promotion opportunities, but strongly related to commitment to the organization.

Stremmel (1991) also found a strong connection between job commitment and turnover. Surveying child care workers from 223 centers located in metropolitan areas of Indiana, he found that job commitment explained almost half of the variance (49%) in *intended* job turnover. Satisfaction with pay, promotional opportunities, and perceived availability of job alternatives explained small but significant amounts of variance in intended turnover as well (3% and 1%, respectively). In a more descriptive study, Whitebook et al. (2001) found that teachers who stayed at their center care jobs from 1996 to 2000 earned significantly higher wages than did teachers who left. This was not true for center directors or teacher assistants, highlighting the importance of distinguishing among center positions when analyzing survey data to predict job turnover.

In contrast, Phillips et al. (1991) found a contradictory relationship between job commitment and both intended and actual turnover. In their study of 1,307 center-based staff, slightly less than half (45%) indicated being 'very likely' or 'somewhat likely' to leave their job, even when they reported high levels of career commitment. Six months following this survey, 37% of these employees left their job, with only one-third of those who left remaining in the child care profession. According to Phillips et al. (1991), this is evidence that child care workers are satisfied with the intrinsic nature of child care work but dissatisfied with the more extrinsic aspects of compensation and social status.

Perhaps these studies find different relationships between wages, turnover, and job commitment because these variables were measured in different ways, using different populations. Sometimes actual wages were used, other times satisfaction with pay was used; sometimes commitment to the current job was used, other times commitment to the profession was used; and sometimes

Wages seem to be related to caregiver turnover, in both direct and indirect ways.

teacher and assistant positions were combined, whereas other times they were separated. The important information to come away with is that wages do seem to be related to caregiver turnover, in both direct and indirect ways, whereas commitment to one's job might play another significant role in determining a caregiver's decision to stay or leave their job.

Although wages are a concern among child care workers, they do not independently account for high turnover rates. Phillips et al. (1991) found that benefits, working conditions, and job satisfaction each contributed to the variation in turnover. Moreover, Fleischer (1985) found that satisfaction with salary was actually higher among 46 child care workers who left their centers than it was among 36 child care workers who were actively working. Perhaps, as Phillips et al. (1991) suggest, it is the reality of low wages, as opposed to satisfaction with wages, that seems to attract child care workers to alternative, higher-paying jobs.

Stress and burnout

Feeling tired and stressed are common complaints voiced by child care providers. As the day proceeds and the stress levels increase, teachers are less likely to meet the standards for high-quality interactions with colleagues and/or children. Furthermore, occupational stress and the "burnout" that follows have been shown to influence a caregiver's commitment to remain in the classroom and the child care or teaching profession (Wisniewski, & Gargiulo, 1997). Because stress is so prevalent in the caregiving environment, it is worthwhile to examine it in more detail.

What are the sources of stress?

The literature provides substantial information about the variables that contribute to the complexity of the work environment and about those specific variables that teachers, in general, report as stressful. In the absence of research about the impact of stress on teachers of young children in the context of the child care setting, research in special education and early childhood care and education has been analyzed for clues about the links between stress, burnout and turnover in child care centers.

Organizational Structure

One major source of stress is organizational structure and working conditions, in particular *role conflict* and *role ambiguity* (Crane & Iwanicki, 1986 cited inWisniewski & Gargiulo, 1997). For example, organizations such as child care centers clarify caregivers' expectations by articulating their organizational goals and objectives. A caregiver role is defined, and a supporting structure is provided. Role conflict occurs when the organization provides relevant information about caregivers' roles and responsibilities that conflicts with the realities of daily professional life. Role ambiguity occurs when an educator has insufficient information to carry out professional responsibilities. Specific sources of stress, summarized in Table 1, highlight the difficulties that caregivers experience relative to their professional roles and responsibilities.

Table 1. **Organizational Structure and Work Conditions as a Source of Stress**
• Insufficient planning time and long hours necessary to meet either instructional objectives or student needs
• Demands for accountability and excessive paperwork that interfere with classroom responsibilities
• Inadequate instructional support, materials, and resources
• Lack of professional satisfaction and opportunities for professional growth
• Limited programmatic structure and options, and inadequate program facilities for students with special needs
• Loss of teacher control for designing and implementing curricular practices and other curricular innovations
• Lack of participation and influence in decision making
Source: Wisniewski, L. & Gargiulo, R. (1997)

Professional Interactions

Professional interactions that caregivers develop with other teachers, administrators, and parents are valuable sources of stimulation. These interactions can also be a significant source of stress (e.g. Platt & Olson, 1990 cited in Wisniewski & Gargiulo, 1997). The types of interpersonal interactions caregivers engage in and the environmental supports that they receive will influence their belief that they can directly control the environment for their students. For example, teachers who attribute their own efforts and abilities for the events that occur develop positive attributional patterns and a sense of perceived control – that is, they believe they can influence outcomes. In contrast, teachers who develop negative attributions may attribute what happens as due to factors beyond their control. For example, caregivers or teachers may attribute a child's failure to acquire specific skills to inadequate educational materials, a large class size, or other constraints that interfere with their ability to teach. A perceived sense of being powerless, and the excessive controls that may be imposed by the organization lead teachers to question their ability to affect the decision-making process and cause them to question their professional judgment (see Table 2). A supervisor's management style can influence these attributions (see strategies) and can be major sources of stress or a significant factor in the prevention and management of stress.

<table>
<tr><td>

Table 2. Professional Interactions as a Source of Stress

- Lack of, or inconsistent support from school personnel to implement curricular innovations
- Concerns that one is legally responsible for programmatic shortcomings
- Lack of recognition by administrators for a job well done
- Professional isolation and limited opportunities for professional interactions with service providers
- Stressful professional interactions with general educators to bring about inclusion
- "Hassles" and difficulties with administrators involving service delivery issues
- Poor quality of feedback and supervision that address teacher concerns
- Stressful interactions with parents and a general lack of parental support
- Parent conferences involving placement decisions

Source: Wisniewski, L. & Gargiulo, R. (1997)

</td></tr>
</table>

Interactions with Children

Caregivers are not the only ones feeling more stressed as the day progresses. Findings from recent research (e.g., Watamura, Donzella, Alwin, & Gunnar, (2003) indicate that children in full-day, center-based child care show rises in cortisol, a stress-sensitive hormone, across the day, as compared with home-reared children, who show the typically expected fall in cortisol levels during the day. This increase appears to be age related. Specifically, increases in cortisol appear to emerge over the infancy period, peak in the toddler period, and decrease until they are no longer seen by the early school years. Although 3 and 4-year olds showed the same level of rising stress-sensitive hormone pattern as toddlers, the magnitude of the increase was greater for toddlers.

The research also shows that this pattern bears some relation to children's social behavior and temperament. Children who show more frequent and more complex play with peers, known as social competence, are less reactive, whereas children who are more socially fearful relative to agemates are more reactive. This has important implications for caregiving staff: as children's stress levels go up, this puts additional strain on teachers to manage the situation. If caregivers understand that being in peer group all day may be stressful and challenging for young children in general, but particularly for children who are shy and anxious, they may be better prepared to deal with it. In turn, they may be more successful at reducing their own stress levels, which should promote more responsive and sensitive caregiving.

How does stress lead to burnout?

Stress, real or perceived, is an event that an individual interprets as taxing – an event that is viewed as a hassle. A *stressor* is defined as "the particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984, p.19). In complex child care environments, there are a great number of stressful events. Most caregivers are able to cope with the stresses and consequent strains of professional life. However, some caregivers are unable to structure the environment and moderate the sources of stress. For these staff, frequent and prolonged periods of stress produce feelings of emotional exhaustion, a reduction in personal accomplishment, and a sense of professional failure. These symptoms define a condition often referred to as "burnout."

Three features have emerged in the study of burnout (Maslach & Jackson, 1981 cited in Wisniewski & Gargiulo, 1997): *emotional exhaustion* - the teacher feels there is nothing left to give to others on an emotional or psychological level; *depersonalization* – the experience of psychological detachment and social distancing that disrupts both personal and professional life. For example, teachers may distance themselves from their students, develop callous attitudes towards students, parents and colleagues, and develop cynical attitudes towards professional events. Reduced *personal accomplishment* results – teachers feel that they are no longer effective in their professional responsibilities. The loss of

Check Point

Are conditions at your center conducive to job burnout?

Two types of factors that contribute to burnout: personal characteristics and job setting characteristics. Below is a list of job setting characteristics that often lead to burnout. Read the list and check the item(s) that you experience in your current child care position. If you experience problems with multiple items from this checklist, you might want to evaluate what it is about your work environment that is causing these challenges.

❐ Low staff-child ratios

❐ Long hours of direct work with children

❐ Lack of regular, meaningful staff meetings

❐ Lack of structure in the program itself

❐ The novelty and uncertainty of each day

❐ Frustration with barriers that block the road to goals

❐ Pressure to achieve

❐ Continuous separation and loss as children and families move on

❐ Poor compensation

❐ Inadequate training that fosters unrealistic expectations

❐ Unclear methods of evaluation

❐ Demanding scope of the job

❐ Lack of professional standards that promote job security

❐ Inadequacy of space and materials with which to work

personal self-esteem or well-being that results frequently lead to reduced professional commitment and a desire to leave the caregiving profession.

How to recognize signs of stress in the caregiving environment

Otto (1986) describes stress as a lack of fit between the external demands of the situation, the external resources and constraints, the internal demands of the individual and the internal resources and constraints perceived by the individual. This emphasizes that stress/burnout is composed of factors within the individual (i.e., personal characteristics) and factors within the organization and nature of the work place (i.e., job setting characteristics). For a review of the findings regarding job setting characteristics related to burnout, see Townley, Thornburg, & Compton, 1991. Below is a checklist that can be used to quickly measure the likelihood that you and/or your staff members may be experiencing early signs of burnout.

In their sample of 353 early childhood teachers from child care centers in metropolitan areas, Townley and her colleagues (1991) found that teachers who had more education, negative relations with their students' parents, and worked more hours reported higher levels of burnout. Lower wages were not related to burnout, but higher wages were related to feelings of job competence.

Also examining characteristics related to burnout in teachers of young children, Stremmel, Benson, and Powell (1993) surveyed 544 child care staff members from 123 licensed centers in Indiana. They found that lower job satisfaction with work conditions and the work itself could predict burnout in both teachers and assistants (but not directors), and that job satisfaction with compensation was not a predictor of burnout. The key finding in this study is the importance of good communication - staff meetings in particular played a major role in increasing job satisfaction and reducing job stress in these caregivers.

Kelly and Berthelsen (1995) investigated stress among a group of preschool teachers using reflective journals over a two-week period. Common themes on sources of stress, listed in order of importance, include:

✦ time pressures – the numerous demands on teachers' time and interruptions to planned time;

✦ children's needs – responding to children with special needs, taking care of sick children, managing behavior, supporting development;

✦ non-teaching tasks – answering phones, doing paper work, purchasing supplies, cleaning, etc.;

✦ conflicts between maintaining early childhood philosophy and practice;

✦ the sacrifice of personal needs – "being all things to all people";

✦ issues with parents – particularly with changing family structures and employment patterns;

✦ interpersonal relationships;

✦ and, attitudes and perceptions about early childhood programs – the dilemma of status.

One of the notable features of this study was the clear differentiation between the internal demands which teachers placed upon themselves and the external demands from organizational and social pressures.

The Child Care Labor Market

It is well-known that child care salaries are low compared to salaries in other occupations and industries. For example, in 1999, the average hourly wage for a child care worker of $7.42 ($15,430 annually when working full-time) was less than the annual pay of bus drivers ($26,450), barbers ($20,970), and even pet sitters ($17,160) (Appelbaum, 2001). Further, in 2000, out of 700 occupations surveyed by the Occupational Employment Statistics (OES) program of the Bureau of Labor Statistics of the U.S. Department of Labor (BLS), only 18 occupations reported lower average wages than child care workers (Center for the Child Care Workforce, 2002).

Yet, are such occupations and their corresponding annual salaries realistic alternatives for employees in the child care workforce? Or, from the perspective of a program director, *what occupations and salaries are you competing with in hiring and retaining child care staff?*

To answer this question, child care positions[15] were compared to civilian benchmark jobs that are similar in terms of content, qualifications, and wages, and benefits using data from the U.S. Census Bureau's Current Population Survey (CPS).[16] Levels of training, experience, education, and responsibility are considered, and both hourly wage and annual income are used to compare compensation.[17]

Identifying jobs with similar content

Jobs with similar content were identified based upon the nature of the work as described in the *Occupational Outlook Handbook*.[18] Additionally, jobs were selected that required behavior similar to that of child care work. The results of these comparisons follow.

As can be seen in Figure 3, hourly wages for child care workers and jobs featuring similar content appear to increase as education levels increase.

✦ Civilian child care workers rank 5th in education, but 7th in wages among these 10 benchmark jobs.

✦ Child care workers routinely work the fewest number of hours per week; less than half (41.9%) of all civilian child care workers have full-time positions.

Fewer work hours lead to a comparatively low annual income for civilian child care workers. Because child care workers routinely work few hours, it is important to understand how this affects their annual income:

✦ Civilian child care workers earn just under $10,000/year based on their average 22.1 weekly work hours, making them second to lowest paid group of workers among jobs similar in content.

✦ If child care workers did work full-time (40 hours/week) on average, their annual income would nearly double to $17,824, increasing their rank by two among jobs similar in content.

Jobs with Similar Content

- Child care workers
- Household child care workers
  (i.e., family day care, babysitters, nannies)
- Early childhood teachers' assistants
- Teachers' aides
- Pre-kindergarten and kindergarten teachers
- Elementary school teachers
- Nursing aides
- Health aides
- Animal caretakers
- Social workers

[15]The official Occupational Outlook handbook, 2002-03 definition of child care worker excludes kindergarten and pre-kindergarten teachers and teachers aides
[16]Data from the 1999, 200, and 2001 March Suplements of the CPS were converted to 2002 dollars
[17]For more detail on these and other analyses, see the forthcoming report on the MFRI website: The Value of Caregiving: A Comparative Analysis of Compensation in Military child Development Centers (Swan, Schwarz, and MacDermid, 2003)
[18]U.S. Department of Labor, Bureau of Labor Statistics, 2003-03 edition. See http://www.bls.gov/oco/

Figure 3. Averages for Child Care Workers and Benchmark Jobs Based on Job Content
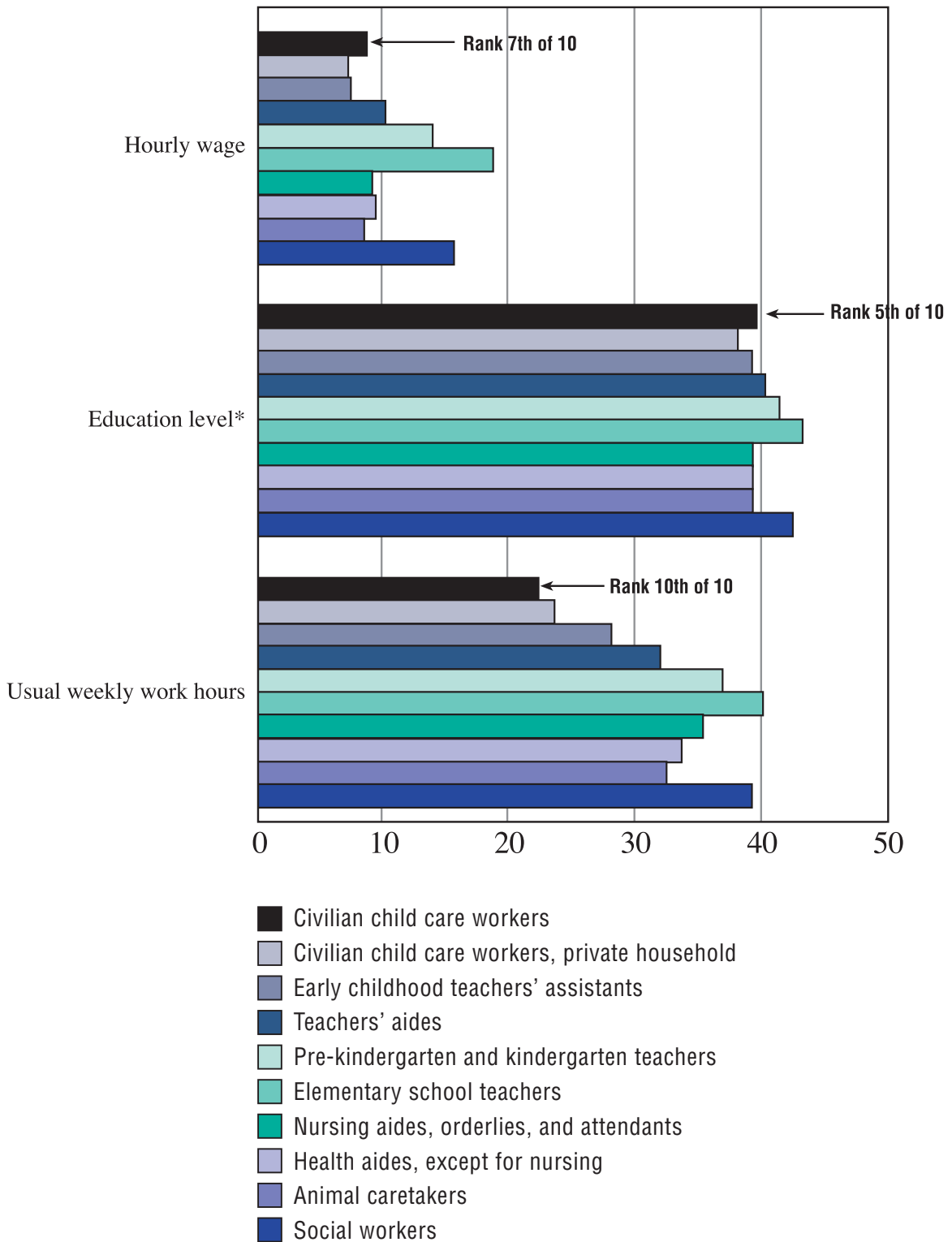
■ Civilian child care workers
▨ Civilian child care workers, private household
▨ Early childhood teachers' assistants
▨ Teachers' aides
▨ Pre-kindergarten and kindergarten teachers
▨ Elementary school teachers
▨ Nursing aides, orderlies, and attendants
▨ Health aides, except for nursing
▨ Animal caretakers
■ Social workers

*Education level
35 = 9th grade
36 = 10th grade
37 = 11th grade

38 = 12th grade no diploma
39 = High school diploma
40 = College but no degree

41 = Associated degree-Occupation/Vocation
42 = Associated degree-Academic program
43 = Bachelor's degree

Identifying jobs requiring similar qualifications

Level of education was an index of qualification. Several observations can be made upon examination of Figure 4.

✦ When education level remains constant, civilian child care workers' hourly wages are at the lower-end of the wage spectrum.

✦ According to the data, civilian child care workers earn hourly wages similar to those of animal caretakers, health aides, and nursing aides. Electricians and correctional institution officers earn the highest wages for their level of education.

✦ Civilian child care workers earn the lowest *annual* income of employees in all benchmark jobs requiring similar education levels.

✦ Based on the average number of hours that civilian child care providers work, which is approximately 22.1 hours per week, they earn between $898 and $5,100 less per year than early childhood teachers' assistants and animal caretakers.

  • This is significant because early childhood teachers' assistants and animal caretakers earn the lowest *hourly* wages of these benchmark jobs – $1.29 and $0.22 less per hour, respectively – than civilian child care workers.

  • Yet employees in these same, lower-paying jobs earn more than civilian child care workers – $898 and $5,100 more per year, respectively – when *annual* income is the unit of comparison.

Jobs with Similar Qualifications

- Early childhood teachers' assistants
- Nursing aides
- Health aides
- Animal caretakers
- Correctional institution officers
- Bank tellers
- Data-entry keyers
- File clerks
- Receptionists
- Electricians
- Hair dressers and Cosmetologists

Figure 4. Averages for Child Care Workers and Benchmark Jobs Based on Education
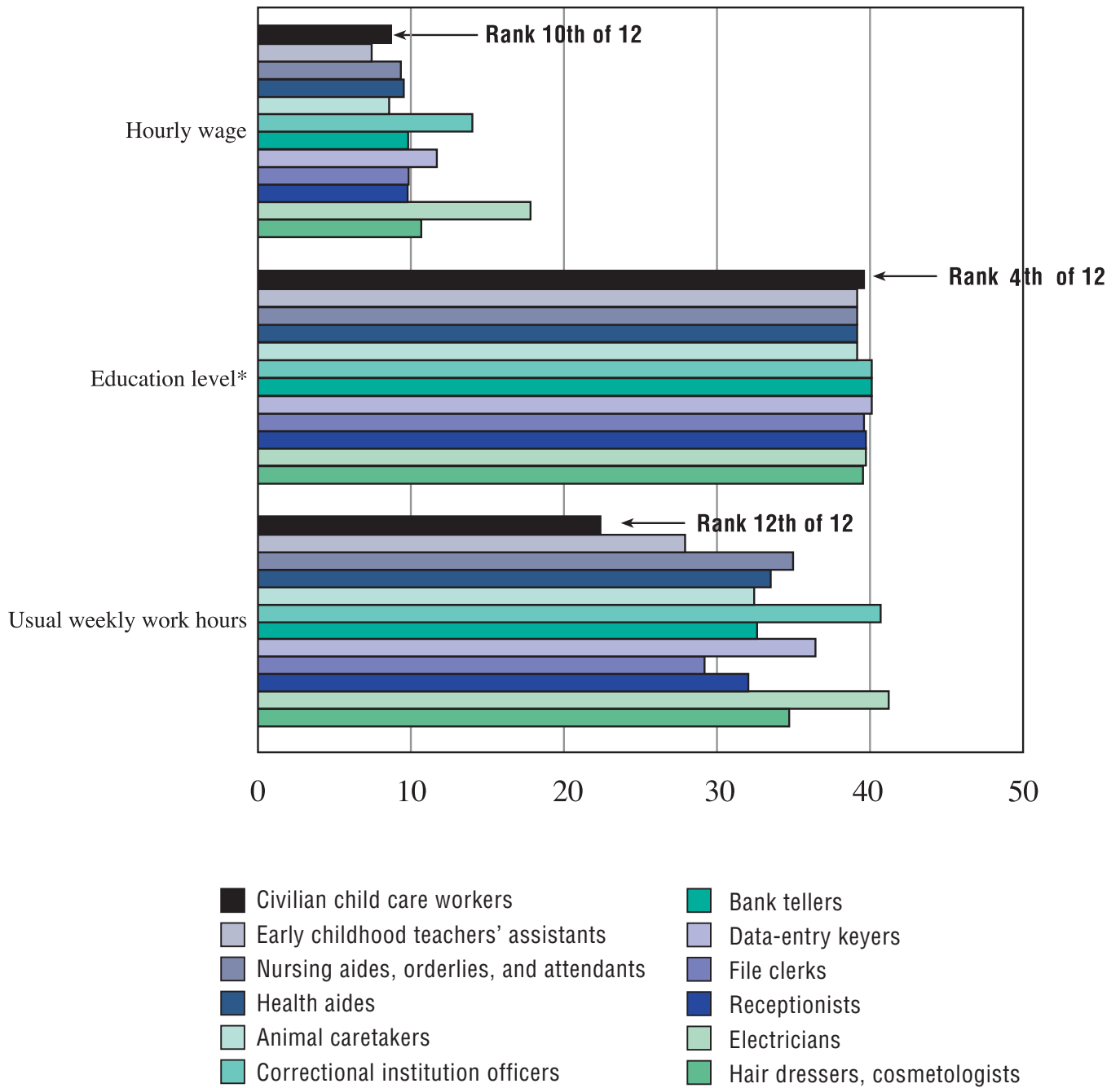
Civilian child care workers
Early childhood teachers' assistants
Nursing aides, orderlies, and attendants
Health aides
Animal caretakers
Correctional institution officers

Bank tellers
Data-entry keyers
File clerks
Receptionists
Electricians
Hair dressers, cosmetologists

*Education level
35 = 9th grade
36 = 10th grade
37 = 11th grade

38 = 12th grade no diploma
39 = High school diploma
40 = College but no degree

41 = Associated degree-Occupation/Vocation
42 = Associated degree-Academic program
43 = Bachelor's degree

Identifying jobs offering similar wages

Civilian child care workers are the most educated employees in benchmark jobs offering similar pay. (See Figure 5.)

- ✦ The average civilian child care worker has a high school diploma.

- ✦ On average, nursing aides, health aides, animal caretakers, amusement and recreation park attendants also have a high school diploma.

- ✦ However, on average, cooks, food service supervisors, and sewing machine operators have not earned their high school diploma.

Again, because child care workers work the fewest number of hours among employees who earn similar hourly wages, child care workers come away with the lowest annual income. Child care workers' low work hours limit them from maintaining the income pace set by their similarly paid counterparts

- ✦ Although civilian child care workers earn roughly the same amount *per hour* as animal caretakers, cooks, food service supervisors, and amusement park attendants, they earn from $2,264 to $5,100 *less per year* than employees in these occupations.

  - • The average sewing machine operator earns $8,525 more per year than does the average child care worker.

Jobs Similar in Mean Hourly Wages

- • Nursing aides·Health aides
- • Animal caretakers
- • Cooks
- • Supervisors of food preparation and service occupations
- • Attendants of amusement and recreation facilities
- • Textile sewing machine operators

Figure 5. Averages for Child Care Workers and Benchmark Jobs Based on Hourly Wage
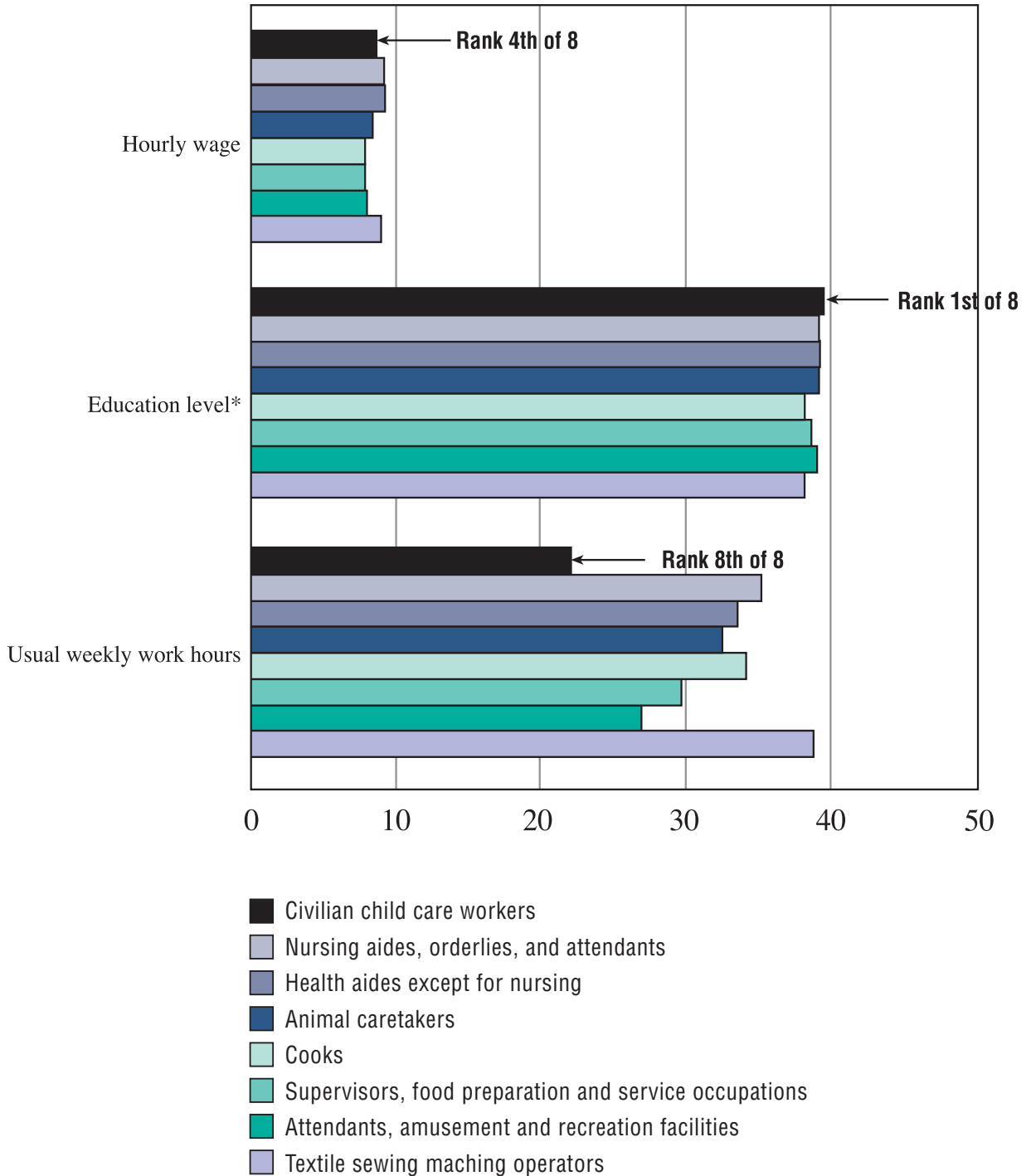
Civilian child care workers
Nursing aides, orderlies, and attendants
Health aides except for nursing
Animal caretakers
Cooks
Supervisors, food preparation and service occupations
Attendants, amusement and recreation facilities
Textile sewing maching operators

*Education level
35 = 9th grade
36 = 10th grade
37 = 11th grade
38 = 12th grade no diploma
39 = High school diploma
40 = College but no degree
41 = Associated degree-Occupation/Vocation
42 = Associated degree-Academic program
43 = Bachelor's degree

Summary

Civilian child care hourly wages are low compared to those of jobs featuring similar content and educational requirements. Specifically, civilian child care wages rank:

- 7th out of 10 jobs featuring similar content
- 10th out of 12 jobs requiring similar educational levels

Compared with other employees who receive similar hourly wages, civilian child care workers are less likely to work full-time. Fewer work hours lead to a comparatively low annual income for child care workers outside of the military system.

Based on hourly wage and actual work hours, civilian child care workers earn:

- $0.22 more per hour but $5,100 less per year than animal caretakers;
- $1.29 more per hour but $898 less per year than early childhood teachers' assistants;
- $1.05 more per hour but $1,583 less per year than cashiers;
- $0.63 more per hour but $4,773 less per year than cooks;
- $0.74 more per hour but $3,208 less per year than food service/preparation supervisors.

Putting It All Together: The Turnover Process

The most definitive study of turnover among child care staff to date captures the turnover process in high-quality child care centers. *Then & Now: Changes in Child Care Staffing, 1994-2000* (Whitebook et al., 2001) followed 75 child care centers in three California communities for 6 years. Centers were NAEYC accredited, seeking accreditation, or were rated high in quality using the nationally recognized ECERS. Although not representative of all child care in the United States, this study is an excellent comparison source for the military as 95% of military child care centers are NAEYC accredited (Campbell, et al., 2000). However, although military and civilian turnover rates are comparable, much of the military's turnover is due to the fact that 75 percent of child care staff are spouses of military members, who move approximately every three years. The following excerpts are taken directly from the study's highlights:

Stability of Teaching Staff

In general, the teaching staff workforce is extremely unstable, even among teachers in high-quality programs. Year-to-year turnover and the inability of centers to replace staff also add to instability. Despite recognition that higher wages contribute to greater staff stability, compensation has not kept pace with the cost of living. The vast majority of teachers cited the improvement of wages as essential to stemming turnover. High staff turnover among colleagues negatively affects teachers' ability to do their jobs, and for some, even contributes to their decision to leave. In spite of the instability and low wages, teaching staff members derive a great deal of satisfaction from their jobs.

Figure 6. The Turnover Cycle
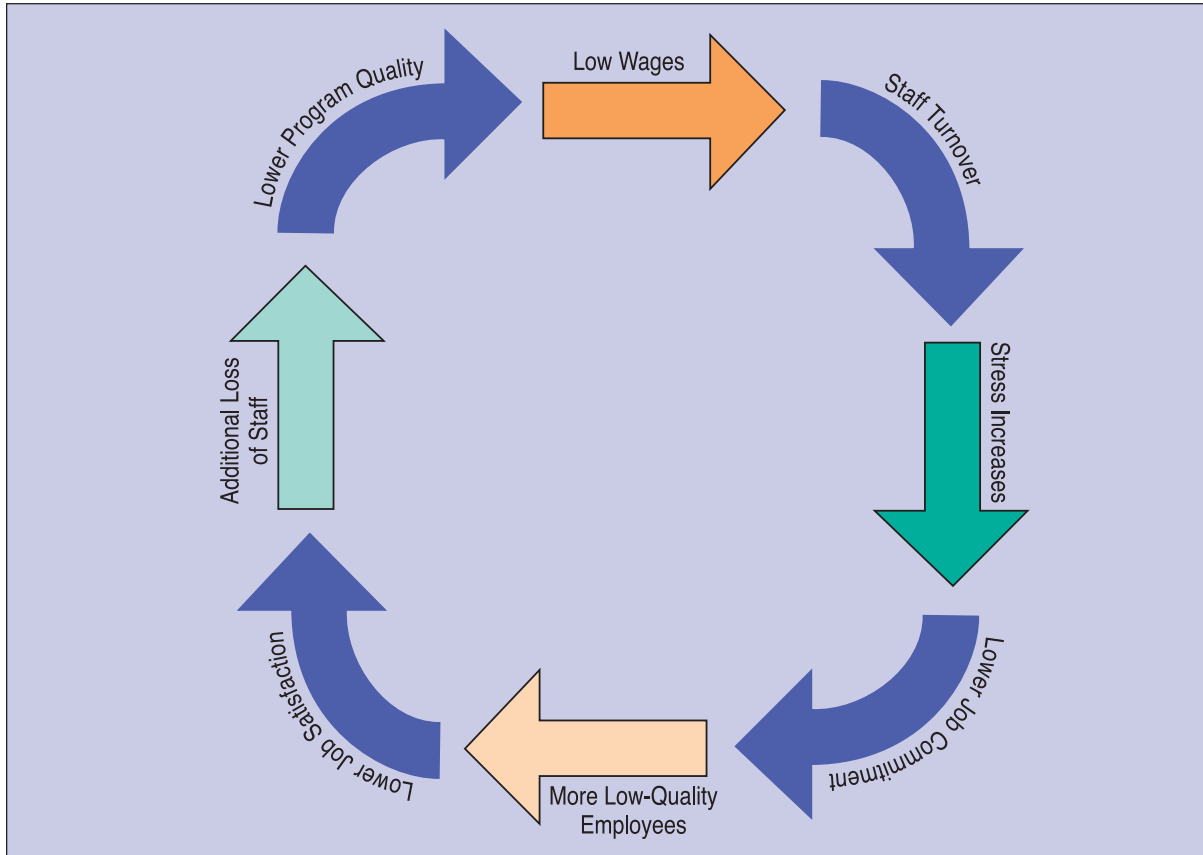
Stability of Center Directors

Director turnover is exceedingly high, and even with impressive experience and training, their wages are notably low. The staffing crisis negatively affects directors' job satisfaction and their ability to do their jobs.

Changing Characteristics of the Center-based Workforce

New teaching staffs as a whole were significantly less well-educated than were those they replaced. They were also less likely to live in households that met the self-sufficiency standard for their communities. There were no differences in professional backgrounds between former and new directors. When teaching staff and directors leave their centers, only half continue to work in child care. On average, teaching staff working in non-child care related industries earned significantly higher wages (approximately $4/hour or $8,000/year more) than those who accepted new child care jobs.

Retaining Skilled Staff

Centers paying higher wages are better able to retain qualified teachers and directors. Highly skilled and educated teaching personnel are more likely to remain at their jobs if they earn higher than average wages, and work with a higher percentage of well-trained teaching staff that also remains on the job.

Sustaining Quality

The proportion of highly trained teaching staff in 2000 is the strongest predictor of whether a center can sustain quality improvements over time. Wages also constitute a significant predictor. NAEYC-accredited programs, as a group, continue to demonstrate higher overall quality than other non-NAEYC-accredited programs. However, NAEYC-accredited programs did not experience significantly lower turnover among teaching and administrative staff than non-accredited programs in their sample.

The findings from this study seem to suggest that once started, turnover in child care centers is difficult to control. In this sense, turnover might be said to operate in a circular manner where:

✦ low wages lead to turnover in qualified employees,

✦ turnover of colleagues leads to job stress for remaining employees,

✦ job stress leads to lower job satisfaction,

✦ the hiring of lower-qualified employees further decreases job satisfaction,

✦ low job satisfaction leads to turnover in remaining qualified employees.

SECTION 2

Strategies for Retaining Qualified Caregivers

The research literature denotes a broad consensus about the indicators of high-quality child care. *How does this information influence the daily activities in center classrooms and program operating policies?* This section translates the insights gained from research into practice and review a variety of strategies, practices, and conditions that have been associated with quality care and retention of skilled child care staff.

Is turnover just a "necessary evil" to be expected and managed in the child care industry, or can turnover actually be reduced by effective business practices? To answer this question, investigators examined the practices and policies of 990 directors of child care centers in Illinois (Sheerer & Jorde-Bloom, 1990). Of the child care centers represented in this study, only 10% did not experience turnover in staff during the previous year. Interestingly, these turnover-free centers operated under the same budgetary constraints as other centers in the study, some of which reported turnover rates exceeding 50%. Compared to the directors of centers that experienced turnover, the directors of turnover-free centers were each found to use a number of specific and rather innovative business strategies.

The practices and policies described above correspond nicely with the determinants of employee retention identified by Whitebook and

Bellm (1999). Accordingly, policies and practices that relate directly to *staffing and hiring*, *organizational climate*, and *overall compensation* seem essential to reduce turnover among qualified child care professionals. These policies and practices can be broken down into two different forms of incentives: those that involve money (compensation) and those that do not involve money (quality improvement).

Compensation Incentives

This section begins with a discussion of compensation incentives – incentives that "lead to immediate financial gain for child care workers" (Whitebook & Eichberg, 2001) – since these types of increases remain the most important vehicle for stabilizing the workforce and reducing turnover. These can be further subdivided into *recurring* incentives – those that result in permanent increases to an employee's rate of pay and/or ongoing increases in benefits such as health coverage; and *non-recurring* incentives – those that are independent of regular pay such as financial rewards. It is important to distinguish between the two types of incentives because even though the latter may be substantial in dollar amount, rewards do not represent an increase in annual operating costs, nor, however, do they represent a dependable, unrestricted source of funds for caregivers.

Tips & Techniques

Items impacting workplace turnover

Directors and teaching staff from 20 San Francisco Bay Area centers were polled for what they believed would help reduce turnover the most. The top items mentioned included…

TEACHERS:
- better pay and benefits
- a better substitute system
- more staff
- more preparation time
- more scheduled break time.

DIRECTORS:
- better pay and benefits
- better substitute system
- more staff

Source: Whitebook & Bellm (1999)

Tips & Techniques

Examples of positive retention efforts

Turnover is a problem among nearly all child care and education centers. However, some directors have learned how to successfully minimize turnover. Below are some of their suggestions.

- Recognize that people want to associate themselves with innovative, pace-setting organizations. To market this, they match their employment advertising strategies to the type of employee sought. For example, they post job announcements in areas such as college placement offices and job information centers at conferences to catch the attention of those who may be serious about making a professional commitment to the field of ECE.

- Focus on maximizing the fit between child care centers and potential job candidates. They take the time to assess a job candidate's present career stage and personal needs, while also obtaining input from existing staff members during the interviewing/ recruitment process. Here, many directors capitalize on their ability to tailor vacant positions to the unique talents, skills, and career aspirations of individual job candidates.

- Work to promote a professional development orientation within their centers. For example, some use 'teacher-mentors' whose task is to oversee the orientation and supervision of new staff. Other directors attempt to provide financial incentives and bonuses to encourage staff career development whenever possible. Providing workshops, tuition assistance, and funding for trips to conferences are just some examples of popular financial incentives.

- Expand opportunities for staff to be involved in decisions that directly influence their welfare. These directors emphasize the importance of maintaining an open line of communication through which they can both provide and solicit employee feedback on a regular basis.

- Seek methods to improve the work conditions of their centers, realizing that this may make an immediate impact on their ability to recruit and retain quality staff. They make efforts to improve the overall work environment by targeting its physical (e.g., work space), structural (e.g., staffing), and social (e.g., community) components.

- Emphasize the importance of advocating on behalf of the child care profession. They do this by educating parents and the public at the local level. For example, some directors distribute magazine, newspaper, or newsletter articles on topics such as 'the early childhood staffing crisis' or 'the true costs of quality child care'. Others present parents with accurate financial data pertaining to their center and use this information to justify and explain fee increases to parents. On a broader scale, successful center directors emphasize the importance of political activism, for example, via letter writing campaigns targeting specific child care legislation.

Source: Sheerer & Jorde-Bloom (1990)

Provide competitive compensation

When child care staff who left their jobs were polled for their suggestions for decreasing turnover, 88% recommended better pay (Whitebook et al., 2001). Results of the National Child Care Staffing Study lend support to their recommendation. In this study, centers that paid better wages experienced less teaching staff turnover (Whitebook et al., 1998). Additional research has more specifically determined that lower turnover rates occur when well-educated and highly skilled teaching staff earn higher than average wages (Whitebook et al., 2001). Therefore, the following incentives are recommended:

✦ Create wages that are competitive enough to attract and retain highly skilled teachers. This will not only reduce turnover rates, but also the costs associated with turnover, such as: advertising, recruiting, screening job candidates, etc. (Whitebook & Bellm, 1999).

✦ Create competitive wages for center directors as well. Centers that pay both teaching staff and directors high wages are better able to retain both groups of workers (Whitebook & Bellm, 1999).

Offer flexible benefits

The provision of an adequate benefits package is a crucial component of compensation for child care staff (Johnson & McCracken, 1994). When polled, directors and teaching staff alike cite improvements in benefits and better pay as the most important mechanisms for reducing turnover (Whitebook & Bellm, 1999). Consider the following recommendations:

✦ Personalize benefit packages for staff members that best meet their needs, including paid leave (annual, sick, and/ or personal), medical insurance, retirement, subsidized child care, transportation subsidies, etc. (Johnson & McCracken, 1994).

✦ Provide benefits for part-time staff on a pro-rated basis (Johnson & McCracken, 1994).

✦ Create an annual fund and allow the staff to vote on how it's allocated and used. Ideas include: additional vacation time, cost-of-living increases, health plan changes, 401k, etc. (Whitebook & Bellm, 1999).

✦ Shop smart. Improve monetary compensation by shopping around for the best price when searching for benefit packages for civilian providers (Whitebook & Bellm, 1999).

Utilize Retention Allowances, Recruitment Bonuses and Relocation Bonuses as needed to augment compensation

These allowances and bonuses can be an effective means to temporarily increase compensation when wage rates and/or compensation systems (such as job levels and position classifications) cannot be changed.[19]

✦ *Retention* allowances may be used if the unusually high or unique qualifications of the employee or a special need for the employee's services makes it essential to retain the employee, and the agency determines that the employee would be likely to leave the program without the allowance.

✦ *Recruitment* bonuses may be used in difficult-to-fill positions. Criteria for approval include such factors as recent turnover, labor-market factors, and special qualifications needed in the position.

✦ *Relocation* bonuses may attract employees who must relocate to accept difficult-to-fill positions in a different commuting area.

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[19]For Military CDC Directors only: The U.S. Office of Personnal Management has delineated specific guidelines and procedures for each type of allowance. (see http://www.opm.gov/oca/). [In general, these guidelines are similar for GS and NAF positions, but not necessarily identical.]

Tips & Techniques

Using professional development as an employee incentive

The following examples illustrate how awards in the area of professional development could be used to build and reward a skilled and stable child care workforce:

- Put into place a system of stipends for attained education or continuing education and professional growth and development, beyond the training programs that are currently in place.

- Either using a performance-based award vehicle or from discretionary cost savings, arrange to provide competitive annual travel grants to staff that would fund attendance at professional conferences or workshops.

- Provide rewards for membership in professional organizations.

- Give stipends or rewards for job tenure.

- Give stipends or rewards for staff who take on additional responsibilities to improve practice, such as mentoring new teachers or providing training.

- Provide stipends for those with higher education (e.g., bachelors degrees even though not required at grade) in order to bridge gap between child caregivers and elementary school teacher salaries.

- Arrange to pay caregiving staff for time spent in excess of 40 hours/week) for tasks devoted to planning, scheduling and managing child care activities (e.g., time spent in preparing lessons, scheduling field trips, etc.).

Establish financial awards and programs to reflect the unique culture and mission of your center

In addition to Retention allowances, Recruitment and Relocation bonuses, a variety of other tools exist to deal with issues not properly resolved through the classification of positions and salary system.[20]

- ✦ Appropriate recognition and/or reward of a job well done or of a significant accomplishment can be a powerful motivating tool, contributing immeasurably to improving employee performance, strengthening morale, increasing productivity, promoting creativity, and unlocking workforce potential. Such awards include, but are not limited to, employee incentives based on predetermined criteria such as productivity standards, performance goals, measurements systems, award formulas, or payout schedules.

- ✦ Performance based awards include such recognition devices as monetary awards (cash payments that do not increase the employee's rate of basic pay); non-monetary awards (awards of a honorific value); time-off awards (time-off from duty is granted without loss of pay commensurate with the employee's contribution or accomplishment); and quality step increases (a faster than normal within-grade increase used to reward employees at any pay grade level who display exceedingly high-quality performance).

Quality Improvement Incentives

Not all incentives aimed at improving child care jobs and quality of child care programs need be financial. While improved pay and benefits remain the number one priority for reducing turnover in the child care field (e.g., Whitebook & Bellm, 1999; Whitebook et al., 2001), a number of non-financial incentives or practices that generate considerable

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[20]For Military CDC Directors only: Heads of DoD components are delegated authority to establish awards and award programs for civilian employees within the Department of Defense. The policies for awards and awards programs are outlined in DoD 1400.25-M, Civilian Personnel Manual, Subchapter 451, "Awards."

employment benefits for child care workers are identified.

The bulk of these fall under the heading of *job satisfaction* and *organizational commitment* – two key attitudinal factors that predict intent to leave the child care field. The thinking here is that if dissatisfaction with specific aspects of child care work or low commitment is associated with intent to leave, then the best strategies to reduce turnover may be to generate interventions or to change the conditions that affect job satisfaction and commitment (Stremmel, 1990).

What is the best way to increase job satisfaction? First, identify factors designed to improve the quality of the work environment as these influence child care workers' emotional reactions to different aspects of their jobs - that is, how satisfied or dissatisfied they are with their job - as well as their degree of commitment to the organization -that is, their identification with and involvement in the organization.

The quality of the work environment

The quality of work life for the adult caregiving staff is a critical component of any successful program because wages alone do not function to predict job satisfaction, turnover, or the quality of care provided for children (Phillips et al., 1991; Stremmel, 1991). Several factors affect organizational climate. Figure 7 outlines a few of the more significant factors.

These intangible dimensions of organizational climate do not consume financial resources; they cannot be found as line items in any annual center budget, yet they are critical components in determining whether staff will decide to stay or leave. While these factors can be controlled directly, creating such positive work environments can be challenging. Perhaps that is why these adult development issues have tended to receive less attention than child development issues (Whitebook & Bellm, 1999). The following recommendations represent ideas culled from a review of the literature in these areas.

Figure 7. Factors Impacting Organizational Climate
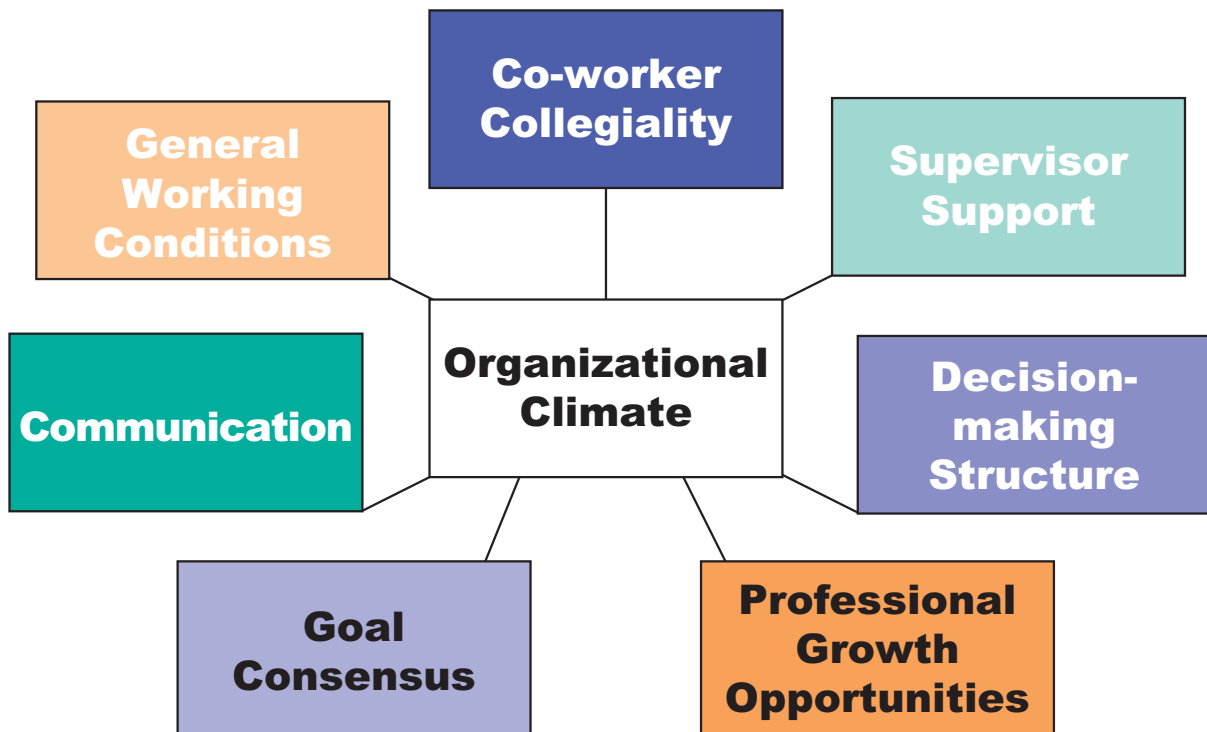
Prioritize professional development

Among those incentives that are recommended highly are those that promote and prioritize professional development, an essential component of ensuring quality child care. Investing in professional development provides two important benefits: not only does it improve the skill and qualifications of child care workers, involvement in professional activities also increases caregiver satisfaction with the work itself (Jorde-Bloom, 1988). Thus, incentives that emphasize professional development may indirectly help reduce turnover and improve program stability.

✦ Establish career paths whereby training and education allow participants to earn credentials or degrees (Bellm, Burton, Shukla, & Whitebook, 1997).

✦ Provide opportunities for staff to receive additional training and education, and encourage all staff to take advantage of these opportunities by facilitating their participation.

✦ View professional development as an ongoing process. It is important for all early childhood professionals to continually update their knowledge and skills (Johnson & McCracken, 1994).

✦ Provide professional development experiences that clearly link theory and practice, and ensure that they have a coherent and systematic program structure (Johnson & McCracken, 1994).

✦ Involve staff in the planning and design of their professional development plan. This helps to ensure fit. It also encourages individuals to develop a stronger sense of ownership for their learning and reinforces the notion that professional development is an ongoing professional responsibility (Johnson & McCracken, 1994).

✦ Consider professional development programs that suit the background, experiences, and present roles of staff members (Johnson & McCracken, 1994).

Table 3. Sampling of Organizations Providing Professional Development Opportunities

National Association for the Education of Young Children
http://www.naeyc.org/profdev/default.asp

Zero To Three: National Center for Infants, Toddlers and Families
http://www.zerotothree.org/index.html

National Network for Child Care
http://www.nncc.org/conf.html

Child Welfare League of America
http://www.cwla.org/conferences/

The Nation's Network of Child Care Resource and Referral
http://www.naccrra.net/conferences/

Child Care Resource: The Virtual Daycare
http://www.childcareuniversity.com/childcare-resource/conferences.htm

The Conference Calendar
http://www.theconferencecalendar.com/

Professional Organizations
http://www-rohan.sdsu.edu/dept/childfam/resources/organizations.html

Check Point

Are center employees setting and meeting personal goals?

Growth of the child care center as a whole is always an important goal, but growth and development of staff should also be on the list of priorities for each child care center. Directors and managers can use this worksheet to assess the goals and objectives of each of your child care center staff members.

Teacher Goals: What do you want to accomplish?
- ❑ Is it aligned with a child care center goal?
- ❑ Does it have a clear, meaningful and measurable end result?
- ❑ Is the end result demonstrable and/or observable in terms of student/children's learning?

Teacher Objective: What specific areas of focus will help you reach your goal?
- ❑ Is the objective related to what you will do to impact children's learning?
- ❑ Is it action oriented?
- ❑ Is each objective measurable, demonstrable, or observable in terms of children's learning?
- ❑ What will children do to tell you when/if you have achieved it?
- ❑ Are there any critical objectives missing? Will your teacher goal be fully achieved if all of the related objectives are achieved?

Plan of Action for each Objective: How do you plan to do this?
- ❑ Do the action steps ensure the achievement of the specific objective?
- ❑ Has every step that will require resources (time, training, materials, etc.) been included?
- ❑ Are the steps related and in the correct sequence?

Data Collection for each Objective: How will you know you have succeeded?
- ❑ Do you have a process for collecting multiple sources of evidence of children's learning related to the achievement of the objective?
- ❑ **Does this process describe at what points/benchmarks you will collect evidence of children's learning?**

Resources Needed to Accomplish each Objective: What do you need to succeed?
- ❑ Have you described all of the resources (materials, training, etc.) needed to accomplish your objective?
- ❑ **Do you have a plan for obtaining the necessary resources?**

Periodic Progress Report: What is your timeline for reaching your goal?
- ❑ Have you indicated when you will reflect on your progress?
- ❑ Do you know with whom you might reflect?
- ❑ Have you indicated a method of reflection; journaling or…

Differentiated Instruction:
- ❑ Have you described how your goals will address the unique needs of your children?

Instructional Use of Technology:
- ❑ Have you integrated technology in an instructional manner to enhance your practice?

Source: Adapted from: http://www.mansfieldct.org/schools/mms/general/forms/dev/Teacher%20Goals.doc

✦ Use training and mentoring programs to recruit and train new caregivers as well as to retain experienced workers who participate as mentors. For example, team new workers with experienced child care workers (i.e., mentors) who may or may not receive cash awards or stipends for their participation. Many states have implemented such programs (e.g., California Early Childhood Mentor program), in an effort to improve retention of experienced workers in the child care workforce.

The worksheet on page 41 can be used by directors and managers to establish a plan for teacher self-assessment and professional growth.

Another useful tool for professional development is the Internet. Information pertaining to many highly regarded conferences, workshops and other professional opportunities for practitioners in your center is available online. A few good examples of what is available to you and your staff can be found in Table 3.

Link compensation with career development

Limited training and career development funds are best spent when linked to salary enhancement and when providing concrete opportunities for career mobility (Bellm, Burton, Shukla, & Whitebook, 1997). Practices like these have been found to reduce turnover. When the link between compensation and career development is absent, the investment that centers make in training caregivers is lost, as personnel leave the field for better opportunities elsewhere (Whitebook et al., 1998). Consider the following recommendations:

✦ Provide access to training opportunities directly linked to financial rewards (such as increased compensation) as well as professional advancement (Bellm et al., 1997; Johnson & McCracken, 1994; LeBoeuf, 1986; Ritchie, 1991; Whitebook et al., 1998).

✦ Establish career ladders that delineate incremental increases in salary based upon performance and participation in professional development activities (Johnson & McCracken, 1994).

✦ When linking compensation with career development, avoid imposing a career trajectory that requires teachers to give up their direct work with children. Advancement in early childhood programs has often required teachers to forfeit their direct work with children when they would otherwise prefer not to do so (Johnson & McCracken, 1994).

A variety of initiatives at the local, state, and federal levels reward continuing education and training with increased compensation. In their publication *Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives,* the Institute for Women's Policy Research (2002) profiled seven of these programs across the United States:

✦ Compensation and Recognition Enhances Stability (CARES) in California;

✦ Child Development Program Caregiver Pay Program (DoD);

✦ Georgia Early Learning Initiative (GELI);

✦ Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Project in North Carolina;

✦ Child Care WAGE$ (North Carolina);

✦ Washington Early Childhood Education Career Development Ladder;

✦ Wisconsin Child Care Mentor Project.

Of these, the most widely used civilian program is the T.E.A.C.H. model, which in April 2003, was operating in 23 states (De Vita & Montilla, 2003). T.E.A.C.H works with providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers. The scholarship covers most of the cost for tuition and books. Recipients also receive a travel stipend each semester they are enrolled in class. T.E.A.C.H. requires that the sponsoring child care program offer paid release time for the student to attend class, study, or handle personal needs. In one scholarship year, each participant must successfully complete a required number of credit hours (usually 9-15) toward a degree or credential in early childhood education. At the end of the scholarship year, if they complete their educational requirement,

participants are eligible to receive either a bonus or a salary increase of three to five percent in conjunction with their commitment to continue working in their child care program for one year after each scholarship year.

Create a positive work environment

Factors such as healthy inter-personal relationships among staff, open lines of communication, and a participatory management style have consistently been associated with more satisfying workplaces and lower child care turnover (Whitebook & Bellm, 1999). Practices that enhance co-worker relations, (i.e., help the caregiving staff frorm close relationships with colleagues), as well as supervisor relations (i.e., improve encouragement and helpful support from supervisors) have little financial impact yet have enormous impact in terms of achieving quality work environments that are personally and professional satisfying.

Practice shared decision-making.

Provide training and exercises to increase problem-solving skills and to foster teamwork and collaboration. For example, solicit input and involve staff in identification and solutions to problems; involve staff in setting budget priorities (e.g., decisions regarding scheduling, purchasing of supplies and equipment, etc.), and in establishing program goals and objectives. Staff members that feel valuable and respected have a greater sense of ownership and commitment to the child care program as a whole because they have been involved in shaping it. The following problem-solving steps are described in detail by Friend and Cook (2000) cited in Sandall & Schwartz (2002):

- ✦ Identify the problem
- ✦ Generate solutions
- ✦ Evaluate the solutions
- ✦ Implement the solution the team chooses
- ✦ Evaluate the outcome

The first step is the most important part of the process. Staff members need to define terms so that all members are in agreement. Once the group reaches consensus, three different steps can be used to generate solutions (Friend & Cook, 2000 cited in Sandall & Schwartz, 2002).

- ✦ *Brainstorming:* Staff members verbally call out potential solutions. Staff members state as many solutions as they can think of. No evaluation is done at this time.
- ✦ During *brainwriting,* each staff member writes down potential solutions and shares them with the group.
- ✦ Using the *nominal group technique,* all written potential solutions are presented to the group, recorded by a facilitator, and then rated on a scale from one to five by each staff member.

One way to evaluate solutions is to list the positive and negative features of each alternative. The final step in the problem-solving process is to implement the selected solution, collect data, and evaluate whether the solution worked after some specified period of time. Directors and staff members can use the problem-solving worksheet on page 44 to assist them in the collective discussion and decision-making process.

Hold regular staff meetings

Hold regular and meaningful staff meetings with the entire child care center staff and allow them to participate in setting the meeting agenda. This may sound easy, however, finding a time to meet can be one of the most difficult problems faced (Kelly & Berthelsen, 1995). Furthermore, the size of the program may dictate the frequency and logistics of such meetings. For example, programs with a large staff may find it prohibitive to meet all at once when the center is in operation. Here are some ideas that staffs have shared for meeting times:

- ✦ Before children arrive or after the children leave;
- ✦ During naptime; (rotate the responsibility for watching children for each meeting);
- ✦ Adopt an "early release" day once each week for staff meetings;
- ✦ On a weekend or after the center closes;
- ✦ Programs with a large staff might hold full staff meetings once a quarter when the center is not in operation and meet in smaller groups on a more regular/frequent basis. Follow up by distributing the minutes for each small group meeting to all staff.

Check Point

Does your staff have a process in place for making decisions?

Team Members: _____ Date: _____

Identify Problem: _____

_____

_____

Desired Outcome: _____

_____

_____

Generate Possible Solutions

Plan A	*Plan B*	*Plan C*

Evaluate Solutions

Positive	Negative
Plan A	
Plan B	
Plan C	

Choose Solution

We decided to implement the following plan:

_____

_____

_____

_____

Make sure the selected solution meets the following criteria:

❑ *Our plan meets the needs of the children*
❑ *The plan is acceptable to the staff*
❑ *This plan does not create another problem*
❑ *This solution is in compliance with Center directives*

Implement Solution

Action Steps	Time/Resources Needed	Person Responsible

Evaluate solution outcome:

_____

_____

_____

Source: Adapted from ©Early Childhood Connections (2002)

Once regular meeting times have been established, it is important to structure the time together so that the meetings run smoothly and that tasks are accomplished. Sandell and Schwartz (2002) provide some guidance in this area.

✦ Choose a facilitator. This individual need not be the director. In fact, it is a good idea to have roles for each meeting and to rotate these roles from one meeting to the next. The facilitator's tasks include keeping the meeting moving and on topic, soliciting participation from each staff member, and keeping time to ensure that all agenda items are discussed and that the meeting starts and ends on schedule.

✦ Choose a recorder to note what happens during the meetings, including all decisions made, and the individuals responsible for any follow-up activities.

✦ Set the agenda. Input for setting the agenda can be gathered from all caregiving staff, or can be set by the director and/or facilitator. The results of the last meeting (set forth by the recorder) and any unfinished business can serve as a starting point.

✦ Discuss agenda items. Ideally, everyone will participate, but if not, the facilitator should solicit participation from those who are quiet. Sometimes, it may be necessary to confront areas of disagreement. Once the group reaches consensus, the facilitator should summarize the decision for the staff. This allows everyone to hear the decision and can help clarify any miscommunication.

✦ End the meeting. Again, the facilitator should help the recorder ensure that all staff members know what tasks need to be accomplished before the next meeting.

Communicate, communicate, communicate

✦ Provide regular opportunities for open two-way communication with child care staff and a comfortable environment (e.g., furnished staff break rooms) to actively listen to staff needs, complaints, and suggestions. Ensure that staff members feel safe to express themselves.

✦ Provide specific and personalized feedback to staff regarding their progress, development, and performance. Ensure that job roles and responsibilities are accurate and clearly defined, and that standards are communicated and understood.

✦ Include staff in the evaluation process: Inform staff of the performance criteria when they enter the program, and encourage periodic self evaluation.

✦ Foster and encourage opportunities that promote social interaction among the staff and fun outside of the classroom environment. For example, social events such as pot-luck dinners, center picnics (for caregivers and their families), and evenings out can increase cohesion and esprit de corps among the staff that carries over to the workplace.

✦ Provide child care staff with as much freedom and autonomy to implement child care activities as possible yet still ensure high quality delivery of services.

Foster a sense of affiliation, involvement, and investment

A decreased sense of affiliation and belonging is among the most common reasons child care professionals leave the profession (Hill, 1995). Practices designed to increase professional affiliation, involvement, and investment can be powerful tools against turnover. Particularly important in this regard is communicating center goals.

✦ Identify and articulate clearly the values and goals of the center to all current and prospective employees (Ritchie, 1991). When asked, employees in centers with low turnover are able to describe the centers' goals in detail. Goal consensus forces staff to compromise and work out differences so that they achieve a common vision. Having a common vision for the program is crucial because it affects a center's ability to carry out its mission and to establish priorities. Furthermore, goal consensus may influence the quality of teaching practices and overall program effectiveness by lessening isolation and increasing professional interaction. For example, in discussing instructional objectives, teachers frequently request and offer advice and assistance in helping their colleagues improve (Jorde Bloom, 1996).

✦ Implement practices designed to demonstrate appreciation and acknowledgement of hard work (e.g., assigning an 'employee of the month', distributing certificates of achievement for earned accomplishments, offering job-title changes, etc.) (Hill, 1995; LeBoeuf, 1986).

✦ Encourage employees to invest in the process of mentoring and training new staff, and provide incentives for them to do so (Hill, 1995; Whitebook & Bellum, 1999).

✦ Provide one-on-one time with staff to obtain their feedback and ideas for improvement of the center (Sheerer & Jorde-Bloom, 1990).

✦ Ask staff what they believe would reduce turnover most. Listen to their answers. Research and debate the best solutions before making a group decision through consensus (Whitebook & Bellm, 1999).

✦ Organize annual staff retreats wherein staff may participate in the identification of annual goals for the center (Hill, 1995).

✦ Create a sense of tradition and history within the center. Reinforce this with regularly scheduled celebrations honoring the center as a whole as well as its staff (Hill, 1995).

✦ Encourage broader involvement. When involved in child advocacy effort, teachers become a vital part of larger institution (Neugebauer, 1984).

Make meaning for caregivers

Child care workers' interactions with children and the pleasure of witnessing the positive child outcomes associated with their work provide their strongest source of satisfaction (Neugebauer, 1984; Whitebook et al., 2001; Whitebook & Bellm, 1999). Therefore, practices that increase the extent to which the job provides intrinsic enjoyment and fulfills a caregiver's needs for recognition, creativity and skill building can be powerful retention incentives in lieu of direct increases to compensation. They help the child care staff to know that their work is important, valuable, and worthwhile.

✦ Provide opportunities to help teachers observe their children's progress over time.

• For example, use videotapes, display panels/bulletin boards of children's work, digital photos that can be scanned and placed on a center Web site, and/or children's portfolios (Carter & Curtis, 1997).

• Chronicling the process in addition to displaying childrens' work benefits children, engages parents, and guides teachers. In addition to displaying the process of intellectual growth, the documentation can be a powerful professional development tool to enhance caregivers' learning. By helping caregivers' understand how children learn, they are better able to chart what their own next move should be to enhance that learning.

• Documentation improves communication with parents and educates the public about the value of caregiving work.

• The following *Child Assessment Worksheet* (Sandall & Schwartz, 2002) has been used successfully in the special education environment. It can help pinpoint strengths of, or concerns for a particular child and link them to the classroom schedule and ongoing activities. The form can guide the collection of information to determine how the child is doing within the context of the classroom and whether the child's learning needs are being met.

✦ Provide feedback that helps teachers identify how their work has facilitated positive changes in the children with whom they work (Neugebauer, 1984).

✦ Allow teachers to work with a consistent group of children over a substantial timeframe. When teachers' responsibilities shift from one group of children to another, they are not able to attribute long-term changes in children to their own efforts (Neugebauer, 1984).

Check Point

How does your center evaluate child performance and behavior?

Teacher's name: _____   Child's name: _____   Date: _____

Classroom Activities	Classroom Expectations	Child's Level of Performance
		Consistently Observed Not Consistently Observed Area of Growth
		Consistently Observed Not Consistently Observed Area of Growth
		Consistently Observed Not Consistently Observed Area of Growth
		Consistently Observed Not Consistently Observed Area of Growth
		Consistently Observed Not Consistently Observed Area of Growth
		Consistently Observed Not Consistently Observed Area of Growth

Adapted from Building Blocks for Teaching Preschoolers with Special Needs by Susan R. Sandall et al (2002)

Minimize stress

While it is not possible to completely avoid stress, it is potentially manageable. Wisniewski and Gargiulo (1997) review a variety of tactics for minimizing stress in a teaching environment that might be readily adapted to the child care setting.

✦ Establish a peer support system that provides for professional and personal interactions with colleagues. This is particularly important for teachers/caregivers who frequently complain of professional isolation.

✦ Similarly, create mentorships in which novice caregivers pair up with veteran colleagues who can provide advice and direction in stressful situations.

✦ Administrative assistance is also important in combating the stresses of a complex work environment, particularly for novice teachers/caregivers. For example, the educational literature strongly suggests that high levels of support from building principals is critical; in the child care setting this may come from the director or other supervisory personnel.

✦ Try not to assign novice teachers/caregivers to the least desirable locations or age groups since these challenging environments may induce significant stresses and strains. Compared to veteran teachers/caregivers, beginning teachers/caregivers usually lack the experience and skills necessary to cope with challenging assignments.

✦ Incorporate "stress management" module(s) into professional training and development programs. Provide the caregiving staff with opportunities to recognize potentially stressful situations and train them to generate appropriate adaptive responses. Taking a proactive approach to stress identification and management by ensuring that staff receive training in stress reduction techniques, maintaining a healthy lifestyle, managing multiple roles in professional and personal life, and other coping skills will hopefully encourage them to remain in the caregiving field.

• For example, recent research (e.g., Fabes et al., 2003; Crockenberg, 2003; Watamura et al., 2003) suggests that during long days in child care, children with inadequate regulatory abilities become increasingly stressed leading them to engage in aggressive or withdrawn behaviors. Similarly caregivers become tired and stressed and are less likely to respond effectively to these behaviors. Thus, teaching caregivers how to foster regulatory skills in children, how to maintain positive interactions between children, how to provide opportunities for late afternoon quiet play, and how to reduce activities that involve competition for resources may be a strategy helpful to both care providers and children (Langlois and Liben, 2003).

✦ If aids or flexible caregiving staff are available for only half a day, consider assigning them to assist in the afternoon, when the regular staff and the children are more likely to be stressed and tired.

Encourage the appropriate use of part-time positions

While a certain amount of flexible part-time labor is inherently necessary in the child care industry to cover such things as split shifts and census fluctuations, reliance on part-time staff encourages higher turnover and contributes to a high rate of daily caregiver instability for children (Zellman, & Johansen, 1998).

✦ Ensure that as many as possible direct care staff are given the opportunity to work full-time (35-40 hours with benefits), and that employment of part-time staff without benefits does not exceed 25 percent.

✦ A second useful option would be to provide your staff with support via additional clerical personnel. Research suggests that teachers are in need of more administrative assistance. The additional staff members may alleviate some of the stressors in the complex work climate (Wisniewski & Gargiulo, 1997).

Establish a substitute caregiving system

Teachers have suggested that a better substitute system would be one of the most effective ways to reduce turnover (Whitebook & Bellm, 1999). A stable pool of substitutes or regular flexible care staff is essential for reducing stress among staff, creating smoother transitions when turnover occurs, ensuring adequate break coverage for regular staff, and scheduling vacation, sick leave, and professional development days (Whitebook & Bellm, 1999).

To establish a flexible caregiving system:

✦ assess center needs;

✦ define whose responsibility it is to schedule substitutes;

✦ rotate the scheduling of substitutes and/ or provide a monetary incentive to perform same;

✦ include funds for flexible-hour staff/ substitutes in the center's annual operating budget;

✦ consider establishing permanent floaters (i.e., regular flexible-hour positions);

✦ clarify level of skill and qualifications needed;

✦ ensure that flexible-hour staff feel welcome, recognized and included in center activities;

✦ develop a set of orientation and supervision procedures.

Strategies for Recruiting Qualified Caregivers

Hiring practices play an important function in turnover prevention. Taking time to recruit and hire candidates who are skillful, knowledgeable and philosophically compatible with the organization, eliminates some of the major reasons employees leave their jobs (Whitebook & Bellm, 1999).

A variety of strategies may be used to fine-tune the hiring and recruitment process in order to give child development center directors an edge in recruitment and hiring.

✦ In order to attract the best pool of applicants, have an ongoing strategic recruitment and hiring plan that includes the following elements: an outline of child development center philosophy, an organizational chart, job descriptions, salary and benefits schedule, a recruitment, interviewing and selection process, and an orientation procedure for new staff (Whitebook & Bellm, 1999).

✦ Make a commitment to remunerate commensurate to education and experience. A sizeable presence of highly-trained staff remains the best predictor of a center's ability to sustain quality improvements over time. In addition, highly skilled and educated staff members are more likely to remain in their jobs when they work with similarly skilled and educated co-workers (Whitebook et al., 2001).

✦ Advertise to, and recruit from, the right audience. Build relationships with local community colleges and universities, particularly with instructors of early childhood care and education. Consider advertising in locations such as local universities/colleges or job information centers at professional organizations, etc. (Johnson & McCracken, 1994; Sheerer & Jorde-Bloom, 1990).

✦ Consider candidates that are a good fit for both the position and the center. Workplace stability has been found to relate to a center's ability to positively match candidates to available positions (Jorde-Bloom, 1988).

✦ Match the values and needs of the center to the values and needs of prospective employees in order to maximize the degree of person-environment fit. During the interview process, allow sufficient time to probe about a candidate's work style, expectations, and goals. Understanding what constitutes their ideal job, vis-à-vis the real conditions of the center (that is, role and work environment) can help reduce mismatch and thus promote greater professional fulfillment, job satisfaction, and workplace stability (Balfour & Neff, 1993).

✦ Screen carefully when hiring all staff members.

✦ Examine the motivations of candidates interested in part-time work. Although

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Characteristics to look for in potential employees

There are several personal characteristics employers should consider when screening potential employees. Personal characteristics related to burnout among child care professionals include:

- Stress-tolerance level
- Coping and adaptation abilityp
- Type A behavior pattern (impatient, rushed, competitive, hostile, overcommitted to work)
- Level of education

recent research in the civilian sector indicates that part-time jobs can be good jobs in center-based child care (Mocan et al., 2003), there is also some indication that part-time workers may be less productive or less ambitious – that is, workers who are not prepared to spend much job effort, and thus self-select into part-time jobs. Hiring practices that examine the motivations of candidates interested in part-time work will help ensure that a center's flexible caregiving staff are as motivated and interested in caregiving as a profession/career track as the regular full-time staff.

✦ Take time to hire the right person. Hiring should never be an incidental or hasty process.

✦ If necessary, hire a long-term substitute to fill in until the right job candidate is located.

✦ Encourage employees to invest in the process of mentoring and training new staff, and provide incentives for them to do so (Hill, 1995; Whitebook & Bellm, 1999).

✦ Identify and articulate clearly the values and goals of the center to all current and prospective employees (Ritchie, 1991).

✦ Recruit teaching staff to assist in the recruitment and hiring process. They have a personal stake in the outcome and first-hand knowledge of what it takes to do the job (Whitebook & Bellm, 1999).

✦ Use training and mentoring programs to recruit and train new caregivers as well as to retain experienced workers who participate as mentors.

✦ Team new workers with experienced child care workers (i.e., mentors) who may or may not receive cash awards or stipends for their participation. Many states have implemented such programs (e.g., California Early Childhood Mentor program) (Montilla et al., 2001) in an effort to improve retention of experienced workers in the child care workforce.

✦ Do not overlook sources of unpaid labor: volunteers; retirees, college students or high school interns can be valuable additions to the regular child care staff.

Conducting Successful Interviews

The success of your center depends on hiring the right people. But finding competent caregivers is not always easy, and if you do not have the right interviewing skills, you risk losing a good candidate – or worse – hiring a person who is not qualified for the job.

Before conducting an interview, prepare carefully.

Do background research on the job requirements: refamiliarize yourself with the job description, job responsibilities, job performance expectations and any barriers or challenges that exist in doing the job.

Develop a list of desired skills.

Identify the key skills, interests, and aptitudes necessary to be successful in the caregiving environment. You cannot formulate insightful questions until you know what skills to look for. *What are the personal characteristics of competent caregivers?* One important characteristic is that competent caregivers enjoy caregiving. They reflect these positive feelings as they interact with children. Child care expert LaVisa Wilson (as cited in Santrock, 1997) believes the personal characteristics listed on page 53 define competent caregivers.

Unfortunately, many interviewers walk into the interview not having thought about the core skills that drive workplace performance and thus are not able to accurately predict job performance. Understand that an interview is your chance to collect information about the candidate. It is your opportunity to find out if the applicant is qualified for a particular job, if they are truly interested in the available position, and if they fit your center's culture.

Create a list of interview questions.

Once you know the skills and characteristics needed, put together a list of interview questions that will help you learn more about the candidate. Construct open-ended questions that invite candidates to share information and talk about their experiences.

Defining competent caregivers

- Competent caregivers are physically healthy. Good health is necessary to provide the high level of energy required for competent caregiving. In child care, good health is required to resist the variety of illnesses to which caregivers are exposed.

- Competent caregivers are mentally healthy. In daily interactions with children, caregivers need to provide physical closeness and nurturance for an extended period of time, to give emotionally more than they often receive, and to be patient longer than they would like. Emotionally stable caregivers who have learned how to cope with a variety of emotional demands in their daily experiences are often able to encourage mental health in others.

- Competent caregivers have a positive self-image. Feelings of self-confidence and positive self-worth show that caregivers believe in themselves. Caregivers who have positive self-images are people who infants and children want to approach rather than avoid.

- Competent caregivers are flexible. Competent caregivers do not get upset if they have to change the daily schedule, daily plans, or responsibilities.

- Competent caregivers are patient. Children are very demanding and require considerable attention and monitoring, which can stretch the caregiver's patience. However, competent caregivers show patience as they respond to children's needs.

- Competent caregivers are positive models for children. Children observe and imitate caregivers' behaviors. Competent caregivers monitor their own behavior, knowing it is a model for children.

- Competent caregivers are open to learning. Competent caregivers seek to develop additional skills and are open to new insights, understanding, and skills.

- Competent caregivers enjoy caregiving. Competent caregivers gain considerable enjoyment and satisfaction in providing effective, high-quality care for children. Competent caregivers reflect these positive feelings as they interact with children.

Source: Santrock (1997)

Think about your interviewing strategy.

Do not be tempted to use standard interview questions – they often sidestep what you really need to know – how the person will perform in a specific role. To find and hire qualified employees, you have to adopt smart interviewing tactics that uncover the candidate's abilities, talents, strengths, and weaknesses.

Review your list of interview questions.

You should have a good mix of opinion-based, credential-based, experienced-based, and behavior-based questions that will provide a complete view of the candidate's background and personality.

Tell the applicant about the interview format.

After you introduce yourself, put the candidate at ease by telling them the basic structure of the interview. You want them to relax, speak freely, and provide detailed answers to your inquiries.

[21]http://www.childcareexchange.com

Be prepared for questions.

Make sure you have adequate information about the center to answer a candidate's questions. They may ask about number of employees, ages and numbers of children served, work environment, and a variety of other things. Sharing a copy of the job description is a good way to promote discussion about the position including specifics about the essential job functions.

Take notes.

Interviewing requires superb listening skills, but listening is not enough. Capture the details of the interview on paper to jog your memory, noting key actions and outcomes. Taking objective notes and recording responses will help you compare candidates when it is time to make a hiring decision.

The September 3, 2003, issue of *ExchangeEveryDay,*[21] the official electronic newsletter for ChildCareExchange.com, offered the following tips for conducting effective employment interviews from experienced center directors who were members of the Exchange Panel of 300.

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Interview Tips

- To encourage a candidate to be open, praise fully developed responses to questions.

- To ensure you understand a candidate or to probe for more details, restate what you heard, but in an expectant tone –"You say you have had difficulty working with aggressive parents..."

- Use silence to draw out candidates. People tend to be uncomfortable with silence in conversation. When a candidate stops talking but has not supplied enough details on a point, do not rush to fill the void. Wait for the candidate to speak up.

- Do not do all the talking. The more you talk, the less you learn.

- Do not telegraph what you want to hear by describing the philosophy of the center at the outset or by asking leading questions—"Do you believe in open education?"

- Do not reveal your reactions or feelings through gestures, expressions, or remarks. This may cause the candidate to clam up or tailor remarks to suit you.

- Do not ask trick questions. You cannot encourage the candidate to be open and frank if you are being devious yourself.

- Do not rely on general questions about teaching philosophies. How a candidate describes his/her approach in theory and how he/she performs in practice often bear little resemblance. Specific situational questions – "What would you do if . . .?" – may be more instructive.

Source: http://www.childcareexchange.com/

SECTION 3

Taking Stock: Assessment Tools to Measure Performance

Now that it has been established that high-quality child care really does matter and the links between child care staff turnover, program quality, and children's development have been reviewed, what is the next step? *What safeguards can be established to assure that child care centers are delivering high-quality care and that programs meet the needs of the caregiving staff and the children they serve?* The information in this section establishes clear-cut statements of child care center goals that are helpful in developing mechanisms to monitor the achievement of those goals. Four different assessment tools are reviewed:

1) Program evaluations
2) Performance appraisals
3) Turnover costs
4) Exit interviews

Evaluate Your Program

Program evaluations are a necessary planning tool: they help you ascertain where you are now in order to determine where you want to be in the future and how best to get there. With today's focus on accountability, there is a pressing need to consider how the day-to-day routine of a child care center affects the staff and the children enrolled in the program.

> *Outcome measurement is a way of determining whether or not a program is making a difference in the lives of the people it serves.*
>
> *Associated Early Care & Education, March 2000*

Why measure outcomes?
There are several reasons, the most important of which are:

✦ To document achievements - that is, the contribution to children's total development

and how children are better off from being in these programs;

✦ To communicate with stakeholders, including parents, funders, policymakers, and potential teachers;

✦ To strengthen and support programs through a critical evaluation of what is working and what is not so that reinforcement and adjustments can be appropriately made.

For many, conducting a program evaluation is a daunting project. Perhaps that is why so many directors and supervisors avoid them. But the information gleaned from a successful program evaluation can pay handsome dividends. The tips on page 38 will help you conquer the most common concerns about evaluation and help your staff better understand the evaluation process.[22] Although this information is intended for program evaluations of child and family support services, it is equally applicable to child care programs.

Where does the evaluation process begin?
There are many resources available that will guide you through the evaluation process. For example, *Facts in Action, Making It Count: Measuring Program Outcomes (The Early Education Clearinghouse)* [23] found in Appendix C, offers a step-by-step set of action steps to take and provides a link to other resources. They recommend assembling a working group, composed of directors, teachers, providers, volunteers, parents and others, to do the following:

✦ Develop a timeline
✦ Identify outcomes you'd like to measure
✦ Plan a strategy to measure the outcome(s)
✦ Identify outcome indicators

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[22]www.acf.hhs.gov/programs/core/pubs_reports/chapter_1_pmguide.html accessed on 8/03/03
[23]www.factsinaction.org/mcount/making-it-count.htm

Tips & Techniques

Common concerns about evaluation

Evaluation diverts resources away from the program and therefore harms participants.
This is a common concern in most programs. However, because evaluation helps to determine what does and does not work in a program, it is actually beneficial to program participants. Without an evaluation, you are providing services with little or no evidence that they actually work!

Evaluation increases the burden for program staff.
Often program staff are responsible for collecting evaluation information because they are most familiar with, and have the most contact with program participants. Despite this potential for increased burden, staff can benefit greatly from evaluation because it provides information that can help them improve their work with participants, learn more about program and participant needs, and validate their successes. Also, the burden can be decreased somewhat by incorporating evaluation activities into ongoing program activities.

Evaluation is too complicated.
Program managers often reject the idea of conducting an evaluation because they do not know how to do it or whom to ask for help. Although the technical aspects of evaluation can be complex, the evaluation process itself simply systematizes what most program managers already do on an informal basis – figure out whether the program's objectives are being met, which aspects of the program work, and which ones are not effective. Understanding this general process will help you to be a full partner in the evaluation, even if you seek outside help with the technical aspects.

Evaluation may produce negative results and lead to information that will make the program look bad.
An evaluation may reveal problems in accomplishing the work of the program as well as successes. It is important to understand that both types of information are significant. The discovery of problems should not be viewed as evidence of program failure, but rather as an opportunity to learn and improve the program. Information about both problems and successes not only helps your program, but also helps other programs learn and improve.

Evaluation is just another form of monitoring.
Program managers and staff often view program evaluation as a way to monitor staff – that is - to find out whether staff are doing what they are supposed to be doing. Program evaluation, however, is not the same as monitoring. Sometimes the information collected to monitor a program overlaps with information needed for an evaluation, but the two processes ask very different questions.

Evaluation requires setting performance standards, and this is too difficult.
Many program managers believe that an evaluation requires setting performance standards, such as specifying the percentage of children who will demonstrate changes or exhibit particular behaviors. Program staff worry that if these performance standards are not met, their program will be judged a failure.

This concern is somewhat justified because often inspectors and/or accreditation site visits often require setting such standards. However, most programs do not have sufficient information to establish these standards in any meaningful way. Instead, evaluation should assess whether there has been significant change in the knowledge, attitudes, and/or behaviors of a program's participant pop-ulation in general and whether particular characteristics of the program or the participants are more or less likely to promote change.

Source: www.acf.hhs.gov/programs/core/pubs_reports/chapter_1_pmguide.html accessed on 8/3/03

✦ Prepare the necessary materials (e.g., forms or questionnaires) to collect data

✦ Monitor data collection, data analysis, and report preparation

✦ Evaluate the results and make recommendations

Don't try to measure too many things. Choose what is mort important for the children you serve, and the most closely related to the goals of your program.

Another guidebook, *The Program Manager's Guide to Evaluation* developed by the Administration on Children, Youth, and Families (ACYF)[24] explains program evaluation – what it is, how to understand it, and how to do it. Appendix D contains the table of contents for this resource.

Assessing the quality of your classroom

Evaluation need not be a complicated process, however. The following are excellent resources to assess the classroom environment:

✦ Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 1998);

✦ Infant/Toddler Environment Rating Scale-Revised (ITERS-R; Harms, Cryer, & Clifford, 2002);

✦ Part of an accreditation process (see NAEYC Accreditation Criteria described earlier).

The results of the assessment tell the director if the classroom is interesting and engaging to children, offers a balance of activities and learning arrangements, and provides both physical and emotional security.

Conduct Effective Performance Appraisals

Evaluating your program is but one facet of managing a child care center. Equally important is evaluating your caregiving/teacher staff. Successful performance appraisals do not just happen - they require preparation, planning and hard work. Done well they can be a powerful way to develop staff and generate understanding and commitment, which together, should result in increased employee productivity. Done poorly, however, they can destroy morale, lead to a breakdown in communications, or even worse lead to staff turnover. Yet, few managers are equipped to do them. Nobody teaches you how to manage people, particularly if you have been promoted from within the ranks of the caregiver or teaching staff.

However, the management skills needed to conduct effective performance appraisals can be learned. There are a great number of performance appraisal resources available at no cost on the Web. A few of the topics available include preparing and planning for appraisals and getting the most out of a performance appraisal. A wealth of tips and fact sheets also exist on topics like positive communication, focusing on performance not personality, how to change behavior, and how to measure and agree on standards and goals. Some basic information on what to do and not do is included below. A more exhaustive list of materials can be found in Appendix E and Appendix F. These include:

✦ Practical appraisal skills

✦ Planning an appraisal timeline and setting objectives

✦ Giving feedback in an appraisal

✦ An Example of a Performance Appraisal Form, and Rating Scales

Problems and pitfalls in appraisal

According to Buzzottaa and Beatty,[25] performance appraisals are inherently problematic:

✦ *Appraisals are confrontational and stir emotions.* Staff members perceive them to be "me" against "them"; managers anticipate having to tell workers what they did wrong. Since both sides expect a confrontation, emotions run high.

✦ *Appraisals are judgmental.* Managers dislike them because they must act as judges and counselors and neither role is comfortable.

✦ *Appraisals are complex.* Effective performance appraisals are difficult to do. They require a full understanding of the worker's job and of his/her performance. They demand psycho-logical insight and interactive skills. Even the best appraisers rarely say an appraisal is "simple" or "easy."

[24]www.acf.hhs.gov/programs/core/pubs_repors/prog_mgr.html
[25]http://www.q4solutions.com/articles/article1-2.html

◆ *The appraisal process is poorly constructed.* Managers are often confused about objectives and use it to recite shortcomings rather than to instruct or teach; many managers think of appraisal as something that happens only once a year rather than a year-round activity; and there is an over-reliance on finding the perfect form rather than on interacting with people.

◆ *Managers have mistaken notions about how they should behave.* They frequently censor themselves in an effort to be kind; they sometimes show disrespect to their staff by refusing to take the appraisal seriously; and/or they misuse power by trying to "show whose boss."

◆ *Many managers do not have the skills to motivate employees through an appraisal.* They fail to prepare and collect hard facts; they fail to get the worker's views first and involve them in the discussion; they don't know how to probe for the "whys"; they offer unsolicited advice which often falls on deaf ears; and they fail to devise goals and action plans for their employees.

These problems can be overcome, or at least reduced, if your center has a workable appraisal system, makes appraisal a continuing year-round activity, and trains directors or managers how to appraise. Use the information on the following page, adapted from *The Writing Center,* to increase your caregiving staff's effectiveness and perceived value within your center.

Calculate the Costs of Turnover

An important part of the overall evaluation process is to calculate the turnover costs in your child care center. As discussed previously, staff turnover has serious ramifications for children's development and for the well-being of the remaining staff members. For an excellent discussion of managing the effects of turnover and helping children, teachers, administrators and parents cope with turnover, the reader is referred to *Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors (Whitebook & Bellm, 1999).*

Being able to recognize the costs to a center when a teacher leaves is a necessary first step in identifying areas for change. Information about the costs of turnover, for example, may prove useful in identifying how current resources are being used and can assist you in determining how those funds can be better spent in turnover prevention (Whitebook & Bellm, 1999). However, calculating the costs of turnover can be a challenge, since both direct and indirect costs must be assessed. Fortunately, a number of good resources are available to assist you in this process. For example, the worksheet on page 62, developed by the *Child Care Resource and Referral Network,*[26] walks you step by step through the calculation procedure. Appendix G contains a more detailed Cost of Turnover Log, developed by the Center for the Child Care Workforce.

Conduct an Exit Interview

Another useful tool to gain perspective on the turnover process is the *exit interview.* Feedback from those who decide to leave the program is an important resource in understanding why your child care center is experiencing turnover. By capturing the perspectives of the child care workers themselves, you gain first-hand information about why the staff member is leaving, in addition to obtaining suggestions for improvements or changes needed in the workplace. Such insights can be helpful in deciding where best to invest resources to manage and reduce turnover in the center workforce. Exit interviews can take the form of either a brief verbal interview or a more formal written survey, depending on your relationship with the terminating employee and/or the needs of the center. Appendix H provides a good example of a detailed exit interview survey.

Summary

In summary, assessment tools such as program evaluations (outcome measurement), performance appraisals, calculation of turnover costs, and exit interviews are an important and integral part of child care administration.

[26]http://www.childcarenet.org/cost_benefit_analysis.htm

Tips & Techniques

Conducting effective performance appraisals

1. **Increase your employees' comfort level with performance appraisals.** At the beginning of each review period, explain the appraisal process, rating system, and appraisal form to your employees. Agree on performance objectives and measurements for the upcoming review period.

2. **In addition to keeping your own records, encourage your employees to keep ongoing records:** Progress reports, commendations, descriptions of results achieved with special assignments, documentation of ongoing coaching discussions and of feedback from others will let you know what the employee considers important (that is, how well you are communicating priorities) and will help ensure an accurate, fair appraisal.

3. **Take full advantage of performance appraisals.** Start thinking about appraisals as an opportunity to increase the efficiency and effectiveness of your workforce. Use them to clarify team and individual responsibilities and priorities so that everyone stays focused on activities that produce desired results. They can also serve to summarize continuing on-the-job discussions to reinforce their significance and document performance of the entire review period; recognize team and individual accomplishments and contributions. Performance appraisals are a great tool to measure performance based on mutually understood, job-relevant criteria, as well as to identify and suggest actions to improve results.

4. **Use examples, facts, and accomplishments drawn from these ongoing records to present a factual, complete summary of employees' results.** Specific wording keeps employees focused on objectives, proves ratings, and gives employees something concrete to "latch on to" to improve or maintain performance. Finally, specific, accurate wording protects the center in the unlikely event of legal proceedings.

5. **Use objective (factual) wording so that you concentrate on observed behaviors rather than on personality traits or "attitude."** Instead of "Laura has a bad attitude," write, "Laura's interactions meet two of our 'Five Criteria for Excellence.'" Use objective wording to write credible performance appraisals that reinforce desired behaviors.

6. **Help employees achieve their full potential through recognition and encouragement.** Use constructive wording to cite accomplishments and suggest improvements. Be thorough and honest, but be careful to consider the effect of negatively worded comments on employees. Comment on only a few development areas: those that are critical to your team's success and those that you have discussed previously with the employee. Translate those areas into improvement suggestions.

7. **Use benefit wording to reinforce desired behavior and motivate employees.** Remind your employees and your next level manager of the value and significance of your employees' actions.

8. **Use performance appraisals to summarize the year's performance and your discussions with your employees, not to introduce development areas for the first time.** Include no "surprises." Feedback to an employee has its most significant impact immediately after a specific behavior has occurred. Always deal at once with unsatisfactory performance, especially serious conduct violations.

9. **Keep an immediate or short-term focus** when writing action plans for development needs. Link the plan and any training you recommend to team business objectives. It is important to write clearly stated and task-related action plans.

10. **Avoid picayune comments that trivialize the whole appraisal.** Keep the performance appraisal focused on significant accomp-lishments and critical improvement areas that are tied to your team's business objectives.

Source: www.uliveandlearn.com/lessons/lesson.cfm?lesid=267&pg=1

Check Point

How much does turnover cost your center?

Cost-benefit analysis may provide a useful tool to evaluate the cost of employee turnover for your center. Knowing the cost of losing and then replacing an employee will help you determine how much you can afford to invest in keeping them. It will also help you analyze whether your investment in keeping your employees is fiscally sound.

Step 1: Calculate the Current Rate of Turnover

number of employees leaving per year _____

average number of employees _____

divide line A by line B _____

percent turnover = line C x 100 _____

Step 2: Calculate the Annual Cost of Employee Turnover to the Center

Employment advertising
all recruitment advertising and related costs _____

Employment agency and search fees
fees to employment agencies, search firms, and recruitment consultants _____

Internal referrals
costs for bonuses, fees, gifts, etc., awarded to employees
participating in a company sponsored referral program _____

Applicant expenses
travel and subsistence costs _____

Relocation expenses
moving expenses and all other costs associated with relocation _____

Employment staff compensation
all salaries, benefits and bonuses of the employment staff involved in
recruiting, interviewing, hiring and training new employees _____

Other employment expenses
all other related expenses, such as the cost of facilities, telephone, consultants, etc. _____

Orientation and training
include management time, trainer fees, materials, employee
salaried, and other costs for training new employees _____

Estimated total costs _____

Number of new employees _____

Average turnover cost per new employee
divide total costs by the number of new employees _____

Step 3: Calculate Estimated Reduction in Turnover

Use data collected from needs assessment surveys, focus groups, exit interviews, etc., to **determine how many of your separating employees typically leave because of wages or other work/environment issues** _____

Deduce how many of these people probably would not have left had different programs or policies been in place. _____

Estimated reduction in turnover: subtract line 2 from line 1 _____

Step 4: Calculate the Expected Savings in Turnover Costs

Multiply the expected reduction in turnover (step 3) by the average turnover costs per new employee (step 2) to determine the expected savings in turnover costs.

_____ X _____ = _____
(reduction in turnover) (average turnover cost) (savings in turnover costs)

Do your calculations here:

Source: Adapted from thee Child Care Resource and Referral Network

Summary

Investing in program staff through good working environments and competitive compensation is essential to achieving and maintaining quality child care services. The information described in this report serves multiple purposes. It can be used as an *educational resource* for articulating what child care providers need in order to deliver high-quality education and care for children; an *assessment resource* for evaluating your work environment and measuring success; a *planning resource* for setting goals to improve job conditions; and an *advocacy resource* for enlisting the support needed to recruit and retain a skilled child care workforce.

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APPENDICES

Appendix A
Acronyms

Acronym	Definition
APF	Appropriated Funds
AV	Audio-visual
BC	Bureau of the Census
BLS	Bureau of Labor Statistics
CAP	Concepts About Print
CC	Child Care
CDA	Child Development Associate
CDC	Child Development Center
CDPM	Child Development Program Managers
CDS	Child Development System
CLS	Columbia Library System
CPS	Current Population Survey
DDESS	Domestic Dependent Elementary and Secondary Schools
DoD	Department of Defense
DoDDS	Department of Defense Dependent Schools
DoDEA	Department of Defense Education Activity
DoL	Department of Labor
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
EEO	Equal Employment Opportunity
FCC	Family Child Care
GAO	General Accounting Office
GED	General Education Degree
GS	General Schedule
HOME	Home Observation for Measurement of the Environment
ITERS	Infant/Toddler Environment Rating Scale
MCCA	Military Child Care Act
MDI	Mental Development Index
NAEYC	National Association for the Education of Young Children
NAF	Non-appropriated funds
NCCSS	National Child Care Staffing Study
NCS	National Compensation Survey
NICHD	National Institute for Child Health & Human Development
NSCW	National Study of the Changing Workforce
OPM	U.S. Office of Personnel Management
PPVT-III	Peabody Picture Vocabulary Test
PPVT-R	Peabody Picture Vocabulary Test - Revised
R&R	Resource and Referral Programs
RFT	Regular Full-Time
RPT	Regular Part-Time
SAC	School-Age Care
TFI	Total Family Income
USDA	United States Department of Agriculture
U.S.C.	United States Code
WGI	Within-Grade Increases

Appendix B
Keeping Current in Child Care Research Annotated Bibliography
An Update
Deborah Ceglowski & Chiara Bacigalupa (2002)
University of Minnesota

In 1987, the National Association for the Education of Young Children published *Keeping Current in Child Care Research: An Annotated Bibliography,* by Carollee Howes. This valuable resource reviewed child care research through 1987. In 1999, the Center for Early Education and Development updated the original review to include studies from 1987 to 1999. This update was created for participants in the second Annual Minnesota Child Care Research Conference: Welfare Reform and the Lives of Children. We believe, however, that a wider audience will find this update useful.

This update is organized in the same format as the original bibliography. The first four sections review research that continues to address questions raised in the 1970s: Will child care attendance be harmful to the child? What benefits do children receive from child care? Can child care serve as an effective intervention program in the short and long term? For example, we include recent data from the Abecedarian project, begun in 1972. This longitudinal study details the effectiveness of child care as an intervention for at-risk children.

The next five sections highlight studies that address research questions begun in the 1980s. What features distinguish high- from low-quality child care? What are the effects of age of entry, length of day, and total time in child care? What is the relation between family factors and child care? These sections include information from several well-known studies that have greatly impacted how we think about child care, such as the Cost, Quality, and Outcomes Study; the Florida Quality Improvement Study; and the National Child Care Staffing Study.

Finally, we created new sections for studies on family child care and inclusive settings. These two areas have been studied extensively since 1987, with enough research that a separate section for each seemed warranted.

Most of the research in our update continues to examine questions posed earlier, yet new questions continue to emerge. For example, just when those in the early childhood field have begun to feel more confident about what constitutes high-quality child care (low staff turnover, high-quality teacher-child interactions, safe and healthy environments, etc.), many people have begun to notice that parents often disregard the advice of child care experts. Thus, we are beginning to ask questions such as: What do parents actually look for when they choose child care? How well is the current child care system meeting the needs of parents, especially single mothers, who are leaving welfare? It is our hope that this update will provide a comprehensive look at what we have learned about child care so far, so that early childhood professionals will use that information to continue searching for answers to both the old and the new questions.

Social Development

Reference	*Sample Description*	*Measures*	*Results*
Andersson (1989)	119 Swedish children from their first year up to the age of 8 Ages 3 and 4 years at start of study	Cognitive measures Social competence	1. Children entering day care at an early age performed significantly better on cognitive tests and received more positive ratings from their teachers in terms of school achievement and social-personal attributes than did children entering day care at later ages and those in home care. 2. The author hypothesizes that two factors contribute to these positive results: Sweden's policy of providing for parents to stay home with children for the first 6 months of their lives and the generally high quality of Swedish day care.
Deater-Deckard, Pinkerton, & Scarr (1996)	141 mothers, 140 caregivers, and 72 teachers Majority European American 84% two-parent families	Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Parenting Stress Index Marshall Emotional Support Scale Parental Discipline Interview EAS Temperament Scale	1. Average center quality was low. 2. Indicators of center quality were generally unrelated to mother and teacher ratings of behavioral adjustment (although there was some indication that teachers with more training experienced fewer conduct problems).
Dunn (1993)	60 children in 30 classrooms in 24 centers 90% White, 10% African American Middle SES 77% two-parent families Ages 3 to 5 years	Observational assessment, staff interviews, and questionnaires to measure classroom quality Direct assessment, teacher ratings, and child achievement tests to measure child outcomes	1. Children with married parents and those attending centers that offered less variety and more guidance were rated as better socially adjusted. 2. Children attending centers that provided more total limits had higher levels of complex social play. 3. Child: staff ratio and group size did not predict children's social and cognitive development.

Reference	Sample Descriptions	Measures	Results
Hestenes, Kontos, & Bryan (1993)	60 children in 26 centers (30 classrooms) Range of SES Race/ethnicity data not provided Ages 3 to 5 years	Observational assessment of classroom quality Direct assessment of child outcomes	1. Low levels of classroom engagement by teachers predicted more intense negative affect among children. 2. Children whose teachers showed high levels of classroom engagement displayed more intense positive affect (temperament and child demographics were controlled).
Holloway & Reichhart-Erickson (1988)	55 children attending 15 day care centers and nursery school(30 boys) 4% African American, 94% White, 2% Asian Mostly middle SES 91% two-parent families Age 4 years	Three scales from the Early Childhood Observation Instrument: Teacher-Child Interaction, Child-Child Interaction, and Physical Environment Child social problem solving was measured using an adapted procedure by Spivack & Shure	1. Children engaging in high-quality interactions with teachers and children attending centers with lower child: teacher ratios scored higher on test of social reasoning skills. 2. In centers that were better able to accommodate groups of varying sizes, had smaller classes, and offered a variety of age-appropriate materials, children scored higher on test of social reasoning skills. 3. In centers with a more spacious layout, children spent more time in focused, solitary play and less time observing. 4. Quality indicators were not significantly related to negative or positive social interactions with peers.
Howes & Hamilton (1993)	72 children (48 at follow-up) 5 centers (and one large family day care home) at start 54 centers over course of study 14% African American, 61% White, 25% Hispanic or Asian	Observational assessment of quality Direct assessment of child outcomes	1. Children having more changes in teachers were rated as lower in positive and gregarious behaviors and higher in social withdrawal and aggression. 2. Children who had secure teacher-child relationships (or relationships that changed in a positive direction) had more

References	Sample Description	Measures	Results
	67% middle SES Ages 1 to 2 years; Follow-up at ages 4 to 5 years		positive, gregarious, and prosocial interactions with their peers and were less withdrawn and aggressive. 3. Changes in children's child care center or setting were not related to children's social competence with peers.
Howes, Phillips, & Whitebook (1992)	414 children 21% African American, 73% White SES includes subsidized children care centers and children of wealthy families Ages 15 to 54 months	Waters and Deane Attachment Q-set Early Childhood or Infant/Toddler Environmental Rating Scale Peer Play Scale	1. Children cared for in classrooms meeting Federal Interagency Day Care Requirements (FIDCR) ratios were more likely to be in classrooms rated good or very good in caregiving and activities. They were more likely to be securely attached to teachers and were more competent with peers. 2. Children in classrooms meeting FIDCR group size were more likely to be in classrooms rated higher in classroom activities. They were more likely to orient to both adults and peers and were more competent with peers. 3. Children in classrooms rated higher on "appropriate caregiving" were more likely to be classified as secure. 4. Children in classrooms rated higher on "developmentally appropriate activities" were more likely to be both adult and peer oriented.
Howes, Smith, & Galinsky (1995)	880 children in 150 centers Range of SES and urban/ rural settings in FL Ages 10 months to 5 years	Director interviews Arnett Scale of Caregiver Sensitivity Howes Involvement Scale	1. Changing child: teacher ratio requirements for infants from 6:1 to 4:1, and for toddlers from 8:1 to 6:1, resulted in more complex child play both with peers and objects, more secure attachment

Reference	Sample Descriptions	Measures	Results
		Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Revised Howes Peer Play Scale Howes Object Play Scale Adaptive Language Inventory Preschool Behavior Questionnaire	to caregivers, greater adaptive language proficiency, and fewer behavior problems (including aggression, anxiety, and hyperactivity). 2. Children in classrooms meeting professional standards for child: teacher ratios engaged in more elaborate peer play and had higher adaptive language scores, compared with children in classrooms with higher child: teacher ratios. 3. Children in classrooms that improved by shifting to teachers with CDA credentials or CDA equivalency had the largest increase in complexity of peer play and security of caregiver attachment. Children in classrooms with college-educated teachers who had early childhood training engaged in more complex peer play, had a more secure attachment with their caregiver, and had higher adaptive language scores. 4. After changes, teachers were more sensitive, positive, and responsive with children. 5. After changes, children evidenced more secure attachment and were rated as having fewer behavior problems.
Kontos (1991)	100 children in 10 centers (5 urban/nonprofit, 3 urban/profit, 1 rural/nonprofit, and 1 rural/profit) 53 male Ages 3 to 5 years	Child Development Program Evaluation-Indicator Checklist Caregiver Observation Form Early Childhood Environmental Rating Scale	1. Both family background and child care quality predicted children's development. 2. Child care quality variables were significant predictors of social adjustment and marginal predictors of sociability.

Reference	Sample Description	Measures	Results
		Slosson Intelligence Test	
		Test of Early Language Development	
		Adaptive Language Inventory	
		Preschool Behavior Questionnaire	
		Classroom Behavior Inventory	
McCartney et al. (1997)	120 centers from MA, VA, and GA 718 infants, toddlers, and preschoolers	Parental Modernity Scale Perceived work-family interference Parenting stress interference Assessment Profile for EC Programs Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Waters Attachment Q-set Social behavior observations	1. Few associations between teacher-child interaction and social outcomes were noted. 2. Teacher-child interactions were associated with social bids by preschoolers and toddlers. 3. Higher work-family interference was associated with poorer social outcomes. 4. Children in nonprofit centers had better social outcomes on some measures.
Peisner-Feinberg & Burchinal (1997) (Part of Cost, Quality, and Outcomes Study)	828 children in CA, CT, CO, and NC (52% boys) One-third ethnic minorities Two-thirds two-parent families	Early Childhood Environmental Rating Scale Early Childhood Observation Form Adult Involvement Scale Peabody Picture Vocabulary Test-Revised Attitudes/perceptions of competence Student-Teacher Relationship Scale	1. There is a positive relation between child care quality and children's cognitive and socio-emotional outcomes. 2. Stronger positive effects of child care outcomes were observed for children from more at-risk backgrounds. 3. There was no evidence that children from more advantaged families were buffered from the effects of poor-quality care.

Reference	Sample Description	Measures	Results
Peisner-Feinberg, Clifford, Culkin, Howes, & Kagan (1999)	By second grade, 418 children from the original Cost, Quality, and Outcomes Study 51% boys 30% children of color	Early Childhood Environmental Rating Scale Caregiver Interaction Scale UCLA EC Observation Form Adult Involvement Scale Instructional Environment Observation Scale (Second Grade) Student-Teacher Relationship Scale Peabody Picture Vocabulary Test-Revised Woodcock-Johnson Tests of Achievement-Revised Inventory of Classroom Behavior Teacher Assessment of Social Behavior Parent surveys	1. Children in higher-quality child care centers performed better on measures of cognitive skills and social skills. 2. Quality of care continued to affect development at least through kindergarten and, for many, through second grade. 3. Children who were at-risk were more sensitive to the negative effects of poor-quality care, and received more benefits from high-quality care. These benefits were sustained through second grade. 4. The quality of the classroom affects cognitive skills, and the teacher-child relationship influences social skills. 5. Children who attended higher-quality child care had better cognitive and social skills in second grade, even after taking into account kindergarten and second-grade classroom experiences. 6. Children who experienced more positive classroom climates in child care had better relationships with peers in second grade.
Phillips, McCartney, & Scarr (1987)	166 families in 9 centers in Bermuda Ages 36 to 68 months	Early Childhood Environ-mentalRating Scale Director interviews of classroom characteristics, ratios, caregiver training, director experience, etc. Classroom Behavior Inventory Preschool Behavior Questionnaire Parent as Educator Interview	1. Overall quality, caregiver-child verbal interactions, and director experience were each highly predictive of children's social development in child care. 2. Family background characteristics were also significantly predictive of several social outcomes.

Reference	Sample Description	Measures	Results
Vandell & Corasaniti (1990)	236 predominantly middle class 8-year-olds 84% White, 8% Black, 3% Asian American 72% two-parent families State with minimal child care standards	Retrospective parental recollections Teacher ratings of social, emotional, and academic functioning Classroom sociometric ratings Children's self-ratings Academic grades Conduct grades Standardized test scores	1. Children with more extensive child care experiences since infancy were rated as having poorer peer relationships, work habits, and emotional health. 2. Extensive infant care was associated with poorer academic and conduct report card grades and lower standardized test scores.
Vandell, Henderson & Wilson (1988)	20 White, middle-class 4-year-olds and 8-year-olds (same sample over a 4-year period) in 6 day care centers of varying quality	Observational assessment of classroom quality Direct and videotaped assessment of children Maternal, peer, and observer ratings of child behavior	1. Children in higher-quality day care were rated as more socially competent, had fewer unfriendly peer interactions, were happier, and received fewer shy nominations from peers. 2. Significant continuity of behaviors was found from age 4 to age 8. 3. Having positive interactions with adults at age 4 was significantly correlated with ratings of empathy, social competence, and peer acceptance at age 8.

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Cognitive Development

Reference	Sample Description	Measures	Results
Andersson (1989)	119 Swedish children from their first year up to the age of 8 years Ages 3 and 4 years at start of study	Cognitive measures Social competence	1. Children entering day care at an early age performed significantly better on cognitive tests and received more positive ratings from their teachers in terms of school achievement and social-personal attributes than did children entering day care at later ages and those in home care. 2. The author hypothesizes that two factors contribute to these positive results: Sweden's policy of providing for parents to stay home with children for the first 6 months of their lives, and the generally high quality of Swedish day care.
Burchinal, Roberts, Nabors, & Bryant (1996)	79 African American children attending centers in 2 small adjacent southeast cities 69% of families were under 185% of federal poverty 68% headed by a single parent	Bayley Scales of Infant Development Sequenced Inventory of Communication Development Communication and Symbolic Behavior Scales Infant/Toddler Environmental Rating Scale Early Childhood Environmental Rating Scale HOME for Infants	1. Child care quality was positively correlated with cognitive development, language development, and communication skills. 2. Process measures of quality of care independently related to the infant's cognitive development. 3. Infant: adult ratio independently related to the infant's overall communication skills.
Caughy, DiPietro, & Strobino (1994)	867 children from the National Longitudinal Survey of Youth (464 boys) 47% non-Black/non-Hispanic; 34% Black; 19% Hispanic Ages 5 to 6 years	HOME Scale (shortened version) Peabody Individual Achievement Test	1. Children from "impoverished home environments" who attended day care during the first 3 years of life scored higher on reading recognition tests and math tests. 2. The effects on reading scores were greatest for children who began day care before the age of 1. 3. The effects on math scores were greatest for children in center care.

Reference	Sample Description	Measures	Results
Dunn (1993)	60 children in 30 classrooms in 24 centers 90% White, 10% African American Middle SES 77% two-parent families Ages 3 to 5 years	Observational assessment, staff interviews, and questionnaires to measure classroom quality Direct assessment, teacher ratings, and child achievement tests to measure child outcomes	1. Children attending classrooms with higher overall quality and whose caregivers had a child-related college major and less experience in the center scored higher on a test of intelligence. 2. Child: staff ratio and group size did not predict children's social and cognitive development.
Howes, Smith, & Galinsky (1995)	880 children in 150 centers Range of SES and urban/ rural settings in FL Ages 10 months to 5 years	Director interviews Arnett Scale of Caregiver Sensitivity Howes Involvement Scale Early Childhood Environ-mental Rating Scale Infant/Toddler Environ-mental Rating Scale Revised Howes Peer Play Scale Howes Object Play Scale Adaptive Language Inventory Preschool behavior questionnaire	1. Gains in intellectual and emotional development continued to improve from 1994. 2. Children were more actively engaged and spent more time learning than they did in 1992 and 1994. 3. Teachers were overall more responsive. Teacher sensitivity and classroom quality did not increase or decrease.
Peisner-Feinberg & Burchinal (1997)(Part of	828 children in CA, CT, CO, and NC (52% boys) One-third ethnic minorities Two-thirds two-parent families	Early Childhood Environmental Rating Scale Early Childhood Observation Form Adult Involvement Scale Peabody Picture Vocabulary Test-Revised Attitudes/Perceptions of Competence Student-Teacher Relationship Scale	1. There is a positive relation between child care quality and children's cognitive and socioemotional outcomes. 2. Stronger positive effects of child care outcomes were observed for children from more at-risk backgrounds. 3. There was no evidence that children from more advantaged families were buffered from the effects of poor-quality care.

Reference	Sample Description	Measures	Results
Peisner-Feinberg, Clifford, Culkin, Howes, & Kagan (1999)	By second grade, 418 children from the original Cost, Quality, and Outcomes Study 51% boys 30% children of color	Early Childhood Environmental Rating Scale Caregiver Interaction Scale UCLA Early Childhood Observation Form Adult Involvement Scale Instructional Environment Observation Scale (Second Grade) Student-Teacher Relationship Scale Peabody Picture Vocabulary Test-Revised Woodcock-Johnson Tests of Achievement-Revised Inventory of Classroom Behavior Teacher Assessment of Social Behavior Parent surveys	1. Children in higher-quality child care centers performed better on measures of cognitive skills and social skills. 2. Quality of care continued to affect development at least through kindergarten and, for many, through second grade. 3. Children who were at-risk were more sensitive to the negative effects of poor-quality care and received more benefits from high-quality care. These benefits were sus-tained through second grade. 4. The quality of the classroom affects cognitive skills, and teacher-child relationship influences social skills. 5. Children who attended higher-quality child care had better cognitive and social skills in second grade, even after taking into account kindergarten and second-grade classroom experiences. 6. Children who exper-ienced more positive class-room climates in child care had better relationships with peers in second grade.
Vandell & Corasaniti (1990)	236 predominantly middle-class 8-year-olds 84% White, 8% Black, 3% Asian American 72% two-parent families State with minimal child care standards	Retrospective parental recollections Teacher ratings of social, emotional, and academic functioning Classroom sociometric ratings Children's self-ratings Academic grades Conduct grades Standardized test scores	1. Children with more extensive child care experiences since infancy were rated as having poorer peer relationships, work habits, and emotional health. 2. Extensive infant care was associated with poorer academic and conduct report card grades and lower standardized test scores.

Reference	Sample Description	Measures	Results
Whitebook, Howes, & Phillips (1989) (National Child Care Staffing Study)	227 day care centers High, middle, and low SES families 1,309 teachers/staff were interviewed, and 260 children were assessed	Early Childhood Environmental Rating Scale and Infant/Toddler Environmental Rating Scale Scale of Staff Sensitivity Child Assessments of Waters and Deane Attachment Q-set and the Howes Peer Play Scale Feagans and Farran Adaptive Language Inventory Peabody Picture Vocabulary	1. Child care staff education and work environments affect quality of services children receive. 2. Children in lower-quality centers were less competent in language and social development.

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Child Care as Early Intervention

Reference	Sample Description	Measures	Results
Frank Porter Graham Child Development Center (1999) (Abecedarian Project)	Same sample from original study (above), followed through 1999	Language and cognitive tests Demographic data	1. Young adults who received early educational intervention had significantly higher mental test scores from toddlerhood through age 21 than did those who were not in a treatment group. 2. Enhanced language skills probably increased the effects of intervention on cognitive skills. 3. Reading achievement scores were higher among those who received intervention. The differences between groups remained through age 21. 4. Medium effects were seen for math achievement. 5. Those who were treated were more likely to be in school at age 21. 6. 35% of treatment group graduated from a 4-year college; 14% in control group graduated from a 4-year college. 7. Intervention group members were an average of 1 year older when their first child was born.
Ramey & Campbell (1991) (Abecedarian Project)	Approximately 90 children identified as being at-risk for academic underachievement Mostly African American	Wechsler Preschool and Primary Scale of Intelligence (at 60 months) Wechsler Intelligence Scale for Children-Revised (at 78 and 96 months)	1. Positive effects of intervention were reported on children's intellectual competence and academic achievement (reading and math). Less grade retention was also reported.

Reference	Sample Description	Measures	Results
		Academic achievement tests (in elementary grades) Classroom Behavior Inventory Child Behavior Checklist	2. No significant effects were found in parents' perceptions of behavior. 3. These positive effects were proportional to the amount of intervention received.
Schweinhart, Barnes, Weikart, Barnett, & Epstein (1993) (The High/Scope Perry Preschool Study through Age 27)	123 children from African American families in Ypsilanti, MI (includes control with no preschool experience) Annual assessment from Ages 3 to 11 years Ages 14 to 15 years Age 19 years Age 27 years 4.9% cases missing	Demographic data	At age 27, program group had: 1. Significantly higher monthly earnings. 2. Significantly higher percentage of home ownership and second car ownership. 3. Significantly higher level of schooling completed (71% completed 12th grade or higher). 4. Significantly lower percentage receiving social services. 5. Significantly fewer arrests.
Wasik, Ramey, Bryant, & Sparling (1990) 64	64 infants judged to be at-risk for delayed development (assigned to three groups: child development center plus family education, family education, and control group)	Bayley Scales of Infant Development (at 6, 12, and 18 months) Stanford-Binet Intelligence Test (at 24, 36, and 48 months) McCarthy Scales of Children's Abilities (at 30, 42, and 54 months) HOME Inventory(Although the quality of the Frank Porter Graham Child Development Center was not assessed, this program is widely considered to be a high-quality program)	1. After assessment at 6 months, subsequent scores on developmental assessments were greater for children in the child care plus family education group than in the other two groups.

Specific Indicators of Child Care Quality

Reference	Sample Description	Indicators	Measures	Results
Arnett (1989)	59 caregivers in 22 centers in Bermuda Children were preschool age Level 1: no training Level 2: two training courses Level 3: four-course Bermuda College training program Level 4: 4-year college education in ECE or related subject	Caregiver training	Paternity Modernity Scale (childrearing attitudes) Caregiver Interaction Scale	1. Training is related to attitudes and behavior of caregivers. Training is related to less authoritarian child-rearing attitudes, and more positive interaction style, less punitiveness, less detachment. 2. Caregivers with Level 4 training were distinct from the other three groups—they were least authoritarian, highest in interaction factors, less punitive, and less detached.
Gallagher, Rooney, & Campbell (1999)	Licensing requirements in NC, CO, CT, and CA Results of the Cost, Quality, and Child Outcomes Study	State licensing requirements		1. State regulations focus more on child protection than they do on enhancing child development. 2. Child care regulations do not match what we tend to call "quality."
Ghazvini & Readdick (1994)	12 child care centers subsidized and nonsubsidized centers	Parent-caregiver communication	Parental Perceptions of Communication Questionnaire Early Childhood Environmental Rating Scale	1. Caregivers rated all forms of parent-caregiver communication as more important and occurring more frequently than did parents. 2. Frequency of parent-caregiver communication and quality of child care were positively correlated.

Reference	Sample Description	Indicators	Measures	Results
Howes (1997) (Analysis of Cost, Quality, and Outcomes Study, and Florida Quality Improvement Study)	Study 1: 655 full-day classrooms in CA, CO, CT, and NC; 760 children Study 2: 410 classrooms in FL; 820 children	Adult: child ratio Teacher background	Study 1: Teacher reports, Classroom Interaction Scale, Adult Involvement Scale, PPVT, WJ-R Study 2: Teacher reports, Adult Involvement Scale, Revised Peer Play Scale	1. Teachers with the most education were the most effective. 2. In the CQO Study, classrooms that complied with professional standards had more effective teachers and more positive child outcomes. 3. No interactive effects between ratio and teacher background were found.
Howes & Norris (1997)	100 family child care homes observed originally 28 providers who did enroll additional children were revisited	Group size Age mix	Family Day Care Environmental Rating Scale	1. Providers were similar in environmental quality scores before and after adding 2 additional school-age children. 2. Providers were rated as less sensitive on the post-enrollment visit. 3. Provider and children's activities were similar on the two visits.
Kontos, Howes, & Galinsky (1996)	130 family providers and 112 comparison providers in CA, TX, and NC Providers in study group received training	Provider training	Provider demographics Interviews Arnett Scale of Provider Sensitivity Adult Involvement Scale Family Day Care Rating Scale	1. Providers who seek training are not substantially different in quality of care offered. 2. Training can have a modest positive effect on several aspects of quality and intentionality.

Reference	Sample Description	Indicators	Measures	Results
Love, Ryer, & Faddis (1992)	112 volunteer classrooms that were randomly assigned to staff: child ratios of 1:8, 1:9, and 1:10	Adult: child ratios Teacher training DAP Caregiver behavior	Classroom interview Staff characteristics interview Program director interview Assessment Profile for Early Childhood Programs Arnett Scale of Caregiver Behavior Preschool Classroom Snapshot Developmental Practices Inventory Child Stress Behavior Instrument Behavior Problem Index	1. Increasing staff ratios from 1:8 to 1:9 or 1:10 did not have a measurable effect on program quality. 2. Classrooms with higher ratings on structure variables had instructional activities and caregiver-child interactions that were more developmentally appropriate, and there was less crying and fighting observed among children. 3. In classrooms that were more developmentally appropriate, caregivers were more attentive and encouraging, less harsh and critical, and less detached in their interactions with children. 4. There was less stress behavior among children when caregivers were rated as being attentive and encouraging. 5. There was some evidence that caregivers with higher levels of EC training implemented more developmentally appropriate classrooms.

Reference	Sample Description	Indicators	Measures	Results
NICHD Early Child Care Research Network (1996)	576 infants in centers, child care homes, in-home sitting arrange-ments, with grandparents, and with fathers Age 6 months	Adult: child ratio Type of care Caregiver beliefs Environment	Observational Record of the Caregiving Environment (developed by NICHD) HOME Inventory Assessment Profile for Early Childhood Programs Caregiver interviews and questionnaires	1. Caregivers were rated as providing more positive caregiving when group sizes and child: adult ratios were smaller and when caregivers held less authoritarian beliefs about child rearing. 2. In addition, small group size, and safe, clean, and stimulating physical environments were consistently associated with positive caregiving behaviors in each setting.
Olenick (1989)	204 classrooms in 100 centers in CA One-third sub-sidized programs	Adult: child ratios Training Work environment	Early Childhood Environmental Rating Scale Indirect costs Direct costs	1. Quality is affected by cost factors. 2. Programs that allocate resources to staff are most likely to be high-quality programs.
Phillipsen, Burchinal, Howes, & Cryer (1997)	224 infant/toddler and 509 preschool classrooms Nonprofit and for-profit 4 states: CA, CO, CT, and NC	State regulations Profit/Nonprofit Caregiver characteristics Work environment	Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Caregiver Interaction Scale Teacher Involvement Scale	1. Overall, process quality (children's interactions with materials and adults) was higher in states with more stringent child care regulations, nonprofit centers, and preschool classrooms. 2. In infant/toddler classrooms, process quality was higher in classrooms with moderately experienced and

Reference	Sample Description	Indicators	Measures	Results
				better paid teachers, and more experienced directors. 3. In preschool classrooms, process quality was higher in class-rooms with teachers with more education, a moderate amount of experience, and higher wages.
Scarr, Eisenberg, & Deater-Deckard (1994)	120 classrooms in each of 3 states (GA, VA, and MA) Ages less than 12 months to 60 months 21% African American, 73% White Roughly equal groups of infants, toddlers, and preschoolers	Work environment, ratios, group size	Infant/Toddler Environmental Rating Scale Early Childhood Environmental Rating Scale Assessment Profile for Preschool Programs Waters & Deane Attachment Q-set Peer Play Scale (revised)	1. Highest wage paid to a teacher was best indicator of process quality. 2. Ratios, group sizes, and staff turnover were less well correlated with process quality. 3. More than 80% of classrooms had some appropriate caregiving and activities. 4. Children in better-quality classrooms were more securely attached to teachers and more competent with peers. 5. Variations in quality correlated with structural variables such as group size and ratios.
Whitebook, Howes, & Phillips (1989) (National Child RCare Staffing Study)	227 day care centers High, middle, and low SES families	Staff characteristics such as training and education, wages, and work environment	Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale	1. Child care staff education and work environments affect quality of services children receive.

Reference	Sample Description	Indicators	Measures	Results
	1,309 teachers/ staff were interviewed, and 260 children were assessed		Scale of Staff Sensitivity Child assessments of Waters & Deane Attachment Q-set Howes Peer Play Scale Feagans and Farran Adaptive Language Inventory Peabody Picture Vocabulary	2. The most important predictor of quality of care received among adult work environment variables is staff wages. 3. Better-quality centers are more likely to be operated as nonprofits, accredited by NAEYC, and located in states with higher-quality standards.
Whitebook, Howes, & Phillips (1998) (National Child Care Staffing Study)	158 samples from original sample	Work environment	Telephone interviews with directors	1. Child care teaching staff continue to earn unacceptably low wages, even in a sample of relatively high-quality centers. 2. Increased public funding is rarely targeted to quality improvements (and so has not resulted in better wages or lower staff turnover). 3. Child care centers continue to experience high turnover. 4. Centers with lower turnover were rated higher in quality. 5. Although health coverage has improved, majority of centers still offer limited or no health coverage.

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Effects of Overall Child Care Quality

Reference	Sample Description	Quality Index	Measures	Results
Cost, Quality, and Child Outcomes Study Team (1995)	826 children in 181 centers Age 4 Centers in CA, CO, CT, and NC 15% African American, 68% White, 6% Hispanic, 4% Asian 63% of mothers have less than a bachelor's degree	Ratios Staff education and training Staff wages Experience of administrators Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale	Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Staff questionnaires (from National Child Care Study) Caregiver Interaction Scale Teacher Involvement Scale Peabody Picture Vocabulary Test Woodcock-Johnson Tests of Achievement-Revised Classroom Behavior Inventory Student-Teacher Relationship Scale Attitudes/Perceptions of Competence Scale	1. Quality correlated with higher child: staff ratios, staff education, and experience of administrator. 2. Wages, education, and specialized training most important in differentiating between poor-, mediocre-, and good-quality centers. 3. Higher classroom quality index was associated with positive greater receptive language ability, higher pre-math skills, more advanced social skills, and self-perceptions that are more positive. 4. Effect of quality on receptive language was greater for minority children. 5. States with better licensing standards had fewer poor-quality centers. 6. Quality was poor to mediocre in nearly half of infant/toddler rooms; parents overestimated quality of care.

Reference	Sample Description	Quality Index	Measures	Results
Howes (1988)	75 children enrolled in laboratory elementary school 12% African American, 69% White, 12% Hispanic, 6% Asian Mother's median education level = 14 years 70% two-parent families Child care experience at age 4: follow-up at first grade	Observational measures of classroom quality	Observational measures of classroom quality Teacher ratings of child outcomes	1. For girls, stable child care arrangements predicted academic skills, controlling for family characteristics. 2. For boys, stable arrangements and high-quality care predicted academic skills, controlling for family characteristics. 3. For both boys and girls, high-quality care predicted enhanced school skills and low behavior problems.
Howes & Smith (1995)	840 children 435 girls Center-based Ages 10 to 70 months 66% White, 34% African American 150 centers in FL	Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale Teacher education and training	Attachment Q-set Early Childhood Environmental Rating Scale Infant/Toddler Environmental Rating Scale	1. Quality was minimally adequate. 2. Classrooms with more educated and trained teachers had higher Infant/Toddler Environmental Rating Scale and Early Childhood Environmental Rating Scale scores. 3. Children's cognitive activity is enhanced in classrooms rich in creative play activities and staffed by teachers who engage children in positive social interaction.
Kontos & Keyes (1999)	60 children (26 male) in 3 programs Middle to upper-middle SES Majority European American	DAP criteria Teacher education	Observations via scan sampling Howes Involvement Scale	1. The probability of children engaging in complex interactions with objects and peers was related to classroom factors rather than to child characteristics.

Reference	Sample Description	Quality Index	Measures	Results
	6 non-native English speakers (fluent)			2. Teacher interaction had no main effects on children's interactions with objects or peers.
Peisner-Feinberg, Clifford, Yazejean, Culken, Howes, & Kagan (1998)	Subsample from Cost, Quality, and Outcomes Study 826 children in year 1 560 children in year 2 448 children in year 3 One-half boys One-third ethnically diverse	Early Childhood Environmental Rating Scale Caregiver Interaction Scale UCLA Early Childhood Observation Form Adult Involvement Scale	Early Childhood Environmental Rating Scale Caregiver Interaction Scale UCLA Early Childhood Observation Form Adult Involvement Scale Peabody Picture Vocabulary Test-Revised Woodcock-Johnson Tests of Achievement-Revised Classroom Behavior Inventory Student-Teacher Relationship Scale	1. Children in better-quality child care have better cognitive and social outcomes. 2. These benefits apply to all children. 3. These benefits do last through the early school years.
Phillips, Scarr, & McCartney (1987)	166 children in 9 centers 78% Black Bermudians, 22% White Bermudians 68% two-parent families 85% spent most of work week in day care by age 2 years Ages 3 to 5?? years 3-month study, each center visited 3 times	Staff: child ratios Director experience Caregiver turnover Child-adult verbal interactions	Early Childhood Environmental Rating Scale Interviews Assessment of child-adult verbal interactions Peabody Picture Vocabulary Test-Revised Preschool Language Assessment Instrument	1. Children in higher-quality care were rated by their parents as more considerate and sociable. 2. Children in higher-quality care were rated by their teachers as more intelligent, more task oriented, and more anxious. 3. Quality of care was predictive of verbal intellectual functioning.

Reference	Sample Description	Quality Index	Measures	Results
			Preschool Behavior Questionnaire Classroom Behavior Inventory Parent questionnaires Parent as Educator Interview	4. Age of entry and time in day care were poor predictors of children's development. 5. Amount of adult-child verbal interaction was a strong predictor of positive child outcomes. 6. Director experience was a strong predictor of positive child outcomes. 7. Verbal intelligence and language development was

References: Effects of Overall Child Care Quality

Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers, technical report.* Denver: Department of Economics, Center for Research in Economics and Social Policy, University of Colorado. ED 386 297.

Howes, C. (1988). Relations between early child care and schooling. *Developmental Psychology, 24*(1), 53-57. EJ 367 899.

Howes, C., & Smith, E. W. (1995). Relations among child care quality, teacher behavior, children's play activities, emotional security, and cognitive activity in child care. *Early Childhood Research Quarterly, 10*(4), 381-404. EJ 516 735.

Kontos, S., & Keyes, L. (1999). An ecobehavioral analysis of early childhood classrooms. *Early Childhood Research Quarterly, 14*(1), 35-50. EJ 586 523.

Peisner-Feinberg, E., Clifford, R., Yazejean, N., Culken, M., Howes, C., & Kagan, S. (1998). *The longitudinal effects of child care quality: Implications for kindergarten success.* Presentation at the American Educational Research Association Annual Meeting, San Diego, CA.

Phillips, D. A., Scarr, S., & McCartney, K. (1987). Dimensions and effects of child care quality: The Bermuda study. In D. A. Phillips (Ed.), *Quality in child care: What does research tell us?* (pp. 43-46). Washington, DC: National Association for the Education of Young Children.

Appendix C
Measuring Program Outcomes

Factsinaction.org, is the web site of the Early Education Clearinghouse! The Early Education Clearinghouse works to put research-based knowledge and tools into the hands of those who serve in the early childhood field, as well as those who influence or make policy that affects the field.

The mission of the Early Education Clearinghouse is to connect practice and advocacy with early childhood field and policy research - to turn facts in action - in order to promote higher quality programs and to bring new advocates to the field of early care and education.

In addition to factsinaction.org, the Early Education Clearinghouse publishes a semi-monthly newsletter, Facts in Action, and sponsors a series of regularly scheduled events, Facts in Action Chats. If you are interested in receiving their newsletter or notices about their events, please sign up. (www.factsinaction.org/signup.htm)

MAKING IT COUNT: MEASURING PROGRAM OUTCOMES

Step 1 – Why you should be thinking about outcome measurement (March, 2000)

Step 2 – Assembling an outcome measurement working group (May, 2000)

Step 3 – Choosing which outcomes to measure (August, 2000)

Step 4 – Choosing indicators for your outcomes (November, 2000)

Step 5 – Preparing to collect data (February, 2001)

Step 6 – Developing a plan for collecting data (April, 2001)

Step 7 – Analyzing and reporting on your findings (June, 2001)

Step 8 – Reevaluating and improving your system (August, 2001)

The Early Education Clearinghouse is a project of Associated Early Care and Education, Inc., funded by the Caroline and Sigmund Schott Foundation, the United Way of Massachusetts Bay, The Boston Foundation, and the BankBoston Charitable Foundation.

Source: http://factsinaction.org/mcount/making-it-count.htm

Appendix D
Program Manager's Guide to Evaluation

Good program evaluations assess program performance, measure impacts on families and communities, and document program successes. With this information, programs are able to direct limited resources to where they are most needed and most effective in their communities.

To help programs fulfill these goals, the Administration on Children, Youth, and Families (ACYF) has developed *The Program Manager's Guide to Evaluation*. The Guide explains program evaluation – what it is, how to understand it, and how to do it. It answers your questions about evaluation and explains how to use evaluation to improve programs and benefit staff and families.

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Source: www.acf.hhs.gov/programs/core/pubs_reports/prog_mgr.html

Appendix E
Tips for Performance Appraisals

Appraisal Skills

You may, as a manager, dread the time of year that performance appraisals have to be done, but it is impossible to underestimate the importance they have in your employees' minds for the following reasons.

✦ A chance to summarize past performance and establish new performance goals. This may be the only time in the year set aside for managers to speak to their employees on an equal basis and discuss performance expectations and the results of employee efforts in the past 12 months.

✦ It may dictate future salary increases. Many assessments affect the merit rise or bonus of the employee. For this reason a well planned and communicated review can boost individual morale and productivity.

✦ An opportunity for honest two-way communication. Most surveys show that the top ten list of employees' duties show up to 40% difference between employees' and managers' expectations. The appraisal helps both to compare notes and set assignments and priorities are agreed.

✦ A forum for career development. In some organizations, career development takes place as part of the appraisal process. Even if this is not the case, there is a natural link between performance review, objective setting, and career planning.

✦ A formalized document of employee performance. This may be the only time of the year that a written assessment of performance is carried out and the fact that it is reviewed by senior management and stored in personnel files give the appraisal process seriousness and importance.

Appraisals are a powerful way of developing staff and maximizing their potential. The points below are the ideal starting points for effective appraisals:

✦ **Preparation** - Essential for both parties to be fully prepared for discussing last year's performance and setting this year's objectives.

✦ **Review past performance objectively** - Reviewing past performance is key to an effective appraisal. Being objective is vital if the appraisee is to open up and give you the "real" reasons for last year's results; which will ultimately lead to this year's objectives.

✦ **Actively listen** - To show a genuine concern for the other parties' point of view, you must be prepared to listen and ask relevant questions.

✦ **Concentrate on performance rather than personalities** - This will ensure a fair appraisal for all and will eliminate subjective judgments made based on the manager's likes and dislikes.

✦ **Be specific about successes and failures** - Honesty in assessing performance is essential. Being clear and concise about performance means getting to the point and not glossing over awkward issues.

✦ **Agree on objectives** - If goals are specific, measurable, realistic, stretching, and agreed, you will ensure a higher rate of success.

Planning an Appraisal or Performance Review

There are a number of stages to consider regarding the structure of the appraisal, the appraisal itself, and the follow up activities.

✦ Decide why the appraisal is to be carried out and what data to collect, e.g. performance criteria, supervisor ratings, and consider how the data can be collected.

✦ Talk to the appraisee to discuss the forthcoming appraisal and its purposes. Let the appraisee make suggestions as to content. Any changes to the purposes of the appraisal can then be made.

✦ The data is collected. It should be as relevant, objective and unbiased as possible.

✦ When the data has been collected, it is summarized and made available to both you and the appraisee. The information should be understandable to both parties. Any complex analyses should be fully explained.

✦ The appraisee is given time to digest the data and come up with discussion points arising from it.

✦ Design the interview carefully, planning it so that all relevant points can be discussed. These can arise from assessing the appraisee's previous objectives and success at attaining them, from the report, from discussion points the appraisee wishes to raise, and from negotiation, where the two parties agree on the appraisee's future objectives.

One of the hardest skills for appraisers to master is the art of reviewing performance and setting objectives. The following steps will help, even new appraisers, the review process to go smoothly and professionally.

The Major Steps in Reviewing Performance

1. Ask the employee to meet for the review; have the employee estimate progress-to-date.

   • Begin your meeting by asking your employee to estimate progress-to-date toward each goal.

   • Listen to your employee's comments and take notes.

2. Discuss progress and praise your employee.

   • You and your employee need to engage in fact-finding and determining progress-to-date.

   • It is vital that regardless of how far away your employee is from meeting the goal, you praise him/her for his/her progress-to-date.

3. Re-negotiate goals and/or resources where deviation is significant.

   • If the deviation is downward, you and your employee should discuss causes and solutions to agree on appropriate actions. Appropriate actions may include increasing available resources, agreeing on activities that will enable your employee to meet goals or adjust the goals downward.

   • If, on the other hand, your employee is exceeding goals, you should discuss how added effort and/or resources may be utilized to further exceed the goal. You and your employee may decide to add additional goals at this time as well.

4. Write down new agreements and set a follow-up date.

   • Take notes during the discussion. These should be used as a summary of the agreements so that both you and your employee can review them.

   • A new follow-up session should be scheduled at a time when the data will be available to evaluate progress toward the goal(s).

   • Thank your employee.

But what if the performance has been below agreed targets? The appraiser must be able to review and set objectives that will improve performance.

How to Improve Employee Performance

✦ Describe the problem in a friendly manner.

- Handle the discussion with your employee in such a way that he/she is motivated to improve performance.

- Begin by describing the facts of the situation in a friendly manner.

- Point out specific behaviors, data or facts you have that support your judgment.

✦ Ask the employee for help.

- Discuss the causes. Have your employee focus on the performance problem. Be aware that your employee may avoid discussing the actual problem. Try to listen and ask repeatedly to get the problem out in the open.

- Search for causes. The reasons for not meeting standards could be many. They could be caused by either skill or motivational problems.

✦ Identity and write down solutions.

- Involve your employee in developing solutions.

- If your employee comes up with a solution, try to use his/her idea. This has a positive influence on your employee's motivation.

✦ Decide on specific actions to take.

- You and your employee should decide the specific actions each of you should take. The actions you may take may include providing extra resources to your employee or making yourself more accessible.

- Communicate to your employee that his/her effective performance is so meaningful to you that you are willing to take the steps and time necessary to help him/her be a success.

✦ Agree on specific follow-up dates.

- Good plans are realistic, challenging and time-limited.

- Your employee needs to know when improved performance is expected.

Providing Feedback

Giving constructive feedback is an essential skill for any manager. It is the process for relaying the effects of behavior for the individual's benefit and learning. Without feedback, it can become difficult to progress. The purpose of giving feedback is to improve performance in the future.

It is recognized that feedback directs behavior and motivates performance at work - no matter how good or effective your staff are, they can always get better.

With poor performers, we owe a legal and moral obligation to give feedback. There are several requirements.

✦ Establish the standards of performance and behavior required by the job.

✦ Give immediate feedback when performance falls short of those standards.

✦ Develop a joint action plan to get them back on track.

There are many ways, some are formal, a lot are irregular, and hit or miss. For example, the research into complaining customers shows that for every customer that complains, there are another 10 or 11 who are also dissatisfied, but who haven't voiced their opinion. In all types of business, feedback is important because past behavior is the best indicator of future behavior; unless something intervenes to alter our perspective, we will not change.

One of the regular difficulties experienced by organizations with formal appraisal systems is that managers have a habit of saving up their feedback for the once a year meeting. A good ground rule if you have appraisal is "NO SURPRISES." Twelve months is far too long to leave someone in the dark about his/her performance, whether good, bad or indifferent.

A more effective approach is to give continuous feedback throughout the year and supplement the annual interview with a series of short mini appraisals. This will make sure that nothing is missed, will keep the channels of communication open throughout the year and as a result, the final review will be more effective.

Ideally, the more immediate the feedback, the better it will be. By giving feedback as soon as possible after the event or during the progress of the work, the better both manager and job holder will be able to recall the performance and the circumstances and the more concrete will be the information on which to build.

Guidelines for Giving Feedback

1. Encourage self-criticism. People are more willing to accept the criticism when they have recognized their own strengths and weaknesses. Start by encouraging them to appraise themselves and then build on their own insights.

2. Emphasize what you see and hear. Make your feedback descriptive rather than evaluative. Describe your own observations without making judgments as to whether you see the facts as good or bad, and leave the person to make up their own assessment.

3. Concentrate on particular points. Make feedback specific rather than general. It is easier for someone to react to this than to general statements.

4. Outline the positive points. By making feedback constructive you will be helping them to find out what needs to be done rather than just telling them what they are not doing right. Always look for areas of improvement rather than concentrating on what went wrong.

5. Indicate what can be and should be done. Make your feedback practical so the person can do something about it. It should encompass specific ways the person can improve. Do not say their behavior was good or bad; it gives no direction for improvements over which the employee has control.

6. Build on what people want. Try to give feedback that is asked for rather than imposed. If this is not possible and you must bring things to the employee's attention, tell them that you are giving feedback.

7. The right time. Take time to explain things to the employee properly. This way the employee can understand what you have said and can discuss it with you. Avoid a few rushed moments in the corridor to talk to someone about his/her performance.

Source: http://www.tsuccess.dircon.co.uk/appraisal.htm

Appendix F
Performance Planning, Development and Appraisal Form
Non-Exempt Employees

Date Appraisal Was Conducted: _____

NAME: S.S.#:
JOB TITLE: DEPARTMENT/DIVISION:
CURRENT SALARY: SALARY GRADE:
PERFORMANCE PERIOD: APPRAISER'S NAME:

SECTION I: SPECIFIC JOB DUTIES — Determine the key accountabilities of the job for the rating period. Indicate accountabilities for identified performance areas and describe results in Column 1. Assign ratings in Column 2. Comments are required for ratings less than 3, and space is provided in Section V. The rating scale is as follows:

(5) Employee significantly exceeds all performance requirements; exceptional performance.
(4) Employee exceeds most or all performance requirements; very good performance.
(3) Employee fully succeeds on all performance requirements; good solid performance.
(2) Employee minimally meets performance requirements; performance needs improvement.
(1) Employee does not meet performance requirements; unacceptable performance.

(1)	(2)
Job Accountabilities **Results: Comments or Status** **EXAMPLE: INTERMEDIATE LEVEL CAREGIVER**	**Rating:** **Please use whole numbers**
The incumbent performs duties under the direct supervision of a child care supervisor. Assistance and guidance is normally available at all times, and work is reviewed in terms of results and adherence to established standards and procedures. 1. Ensures that care provided complies with Child Development standards as outlined in applicable regulations. 2. Assists in planning and conducting an effective child development program to meet the physical, social, emotional, and intellectual needs of each child, based upon stated goals and a curriculum plan provided by the supervisor. 3. Reviews and implements daily schedules and activity plans, and briefs lower-graded employees. Assists in arranging the room and play materials to accommodate the daily schedule. Sets up displays and bulletin board.	

4. Helps create adult-made games and play materials, (i.e., mixing paint and play dough; assembling props for dramatic play, activities, etc.), and assists with developing a list of needed supplies and equipment for submission to the supervisor.

5. Receives children from parents. Notes all special instructions that parents may provide. Maintains an accurate count of children at all times.

6. Conducts daily health checks of children. Notifies the Family Advocacy Program and the supervisor or Facility Director of any marks or other signs that might indicate a suspicion of illness, abuse or neglect.

7. Creates a pleasant, inviting atmosphere for children. Ensures the safety and sanitation of children through constant supervision, effective arrange of space, proper maintenance of equipment, etc.

8. Completes and submits required reports in an accurate and timely manner. Participates in conferences with parents and the supervisor. Gives parents daily feedback on children's activities.

9. Coordinates, by age, the appropriate play and learning activities to foster individual and group activity development. Leads children in songs, games, finger plays, and other activities.

10. Interacts with children during programmed activities. Uses approved child guidance and caregiving techniques that support overall program objectives. Maintains continuous observation of children to detect early signs of distress or abnormal behavior, and supervises their activities.

11. Attends to the physical needs of the children (i.e., diapering, feeding, toileting, resting, etc.). Helps children to develop self-help skills. Rocks and holds babies, and assists children during family-style meals.

12. Helps children collect their belongings when they depart. Ensures that each child leaves with a parent or someone authorized to take the child at all times.

13. Performs other related duties as assigned.

Average Accountability Rating _____

SECTION II: BEHAVIORS AND ABILITIES

Please score the following behavioral categories from 1-5 with 5 being exceptional and 1 being unacceptable. Indicate the score in the far right column that best describes the employee being rated. Comments are required for ratings less than 3, and space is provided in Section V. If the behavioral category does not apply to this position, indicate N/A in the far right column.

5	4	3	2	1	Score
QUALITY OF WORK: Work is of excellent quality. Work requires almost no review and is usually error-free. Work usually shows enhancement that the incumbent made on his/her own.	Work is completed and is of very good job quality and requires less than average review, input and revision.	Work quality is good and meets standards for the position. Work completed with average amount of review, input and revision.	Work is inconsistent in quality, completeness. It requires more than average amount of review and revision.	Work requires near-constant review and substantial revision before it is considered correct and complete.	
QUANTITY OF WORK: Responds excellently to work demands; carries a heavy workload and actually seeks out work. Consistently produces greater volumes of good quality work than would be expected of other employees in this position.	Produces greater volumes of very good quality work than is normally expected of employees in this position. Responds to work situations by making self available for additional assignments.	Completes a good amount of quality work equal to that normally expected of the employee in this position.	Occasionally fails to complete assigned work and produces a smaller volume of acceptable work than is normally expected of an employee in this position. Must be encouraged to complete of assignments.	Frequently fails to complete work and produces less volume of acceptable work than is expected in this position. Must often be encouraged to ensure completion of assignments.	
JOB KNOWLEDGE: Exceptional knowledge of all aspects of the job as well as its relation to other jobs. Often acts in a facilitative capacity where one job must interface closely with other jobs. Is regularly used as a source of information or assistance by other employees.	Very good understanding of all phases of the job. Goes beyond knowledge of essential elements of the job; knows more about the job's procedures and practices, than average. Requires only limited counsel and review on the more complex tasks.	Has good knowledge of essential job elements. Occasionally has to seek assistance from others on how to complete tasks that are more complex.	Job knowledge is below expectations. Needs additional training or experience in a number of aspects. Work often must be reviewed.	Job knowledge is not acceptable. Work must be very closely reviewed and specific directions given on completing tasks.	
LEARNING NEW SKILLS: New skills are learned very quickly and applied effectively with minimum training and direction. Employee initiates or continues learning on his or her own. Employee is one of the first to learn new skills and to assist others in learning or applying them.	New skills are learned quickly and applied effectively with a minimum of training and some direction. Employee shows strong interest in learning new skills and attempts to learn on his/her own or to initiate training.	New skills are learned in a reasonable time and applied effectively through normal training methods and with some direction. Employee expresses an interest in acquiring new skills.	New skills are learned only with some difficulty. Requires more training and direction than is usually required to learn new skills. Shows some reluctance to try new techniques.	Requires repeated training to learn even the most basic new skills. Has a difficult time adjusting to changes in job procedures.	
ACCOUNTABILITY: Extremely conscientious employee. Makes exceptional effort to be present and available to complete important tasks. Meets all deadlines. Assists others in meeting key deadlines.	Very dependable employee. Is available to complete important tasks. Meets deadlines. Assists others in meeting deadlines and completing tasks.	Takes responsibility to be present and available when needed to complete important tasks. Meets deadlines. Does not abuse break times. Reports to work in a timely manner and departs work at the appropriate times.	Sometimes fails to be present and available when needed to complete important tasks. Often fails to meet deadlines for completing tasks. Some-times takes breaks when not authorized to do so. Sometimes tardy in reporting to work.	Absence pattern is excessive and often fails to be present to complete important tasks. Is often tardy or leaves job early for non-work commitments. Takes long and frequent breaks.	
COMMUNICATIONS: Extremely effective in communicating with up-line supervisors and colleagues. Promotes an open environment that encourages new and different ideas. Helps build team spirit. Takes initiative to disseminate information and ideas in the organization.	Very effective in communicating with others. Actively supports the expression of differing ideas. Frequently anticipates workplace information needs of up-line supervisors and colleagues.	Communicates well with colleagues and up-line supervisors. Is open toward the expression of differing ideas. Informs co-workers of matters affecting the workplace.	Has some difficulty communicating with up-line supervisors and colleagues. May not always support the expression of different ideas and alternatives.	Has considerable difficulty communicating with up-line supervisors and colleagues. Most often is not supportive of the expression of different ideas and alternatives.	
TEAMWORK: Excellent team-worker. Looks for opportunities to assist associates. Generates enthusiasm and a sense of organizational spirit in the organization.	Very good team worker. Freely offers assistance to associates and cooperates eagerly as needed. Encourages others about their work and performance.	Good team worker. Gets along well with others. Consistently cooperates willingly. Displays positive approach to work and the organization.	Marginal team worker. Cooperates with the associates only when compelled to do so. Sometimes insensitive to the need for teamwork.	Unacceptable team worker. Uncooperative in interactions with associates. Typically shows insensitivity to the need for teamwork.	
INITIATIVE: Constantly works to improve procedures, methods in own job. Suggested changes are exceptionally creative and effective. Frequently suggests improved procedures or methods in areas outside of own responsibility that are perceived as significant enhancements to work efficiency and productivity.	Frequently works to improve procedures and methods in own job; suggested changes are usually successful. Occasionally suggests improved procedures or methods in related systems or areas of work outside of own area of responsibility.	Takes responsibility for handling aspects of own job. Works to improve procedures and methods of own job that sometimes result in enhanced quality, quantity, or cost effectiveness of work. Suggested changes are usually successful.	Takes responsibility for most aspects of own job with some prompting. Only infrequently works to improve procedures on own job. Suggested changes are sometimes successful.	Is reluctant to take full responsibility for all aspects of own job. Makes virtually no attempt to improve procedures and methods of the job; suggested changes are frequently not successful.	

Average Factor Rating (1) Total of all factor scores
(2) Number of rated factors
Average rating: (1) / (2)

SECTION III: RATING SUMMARY

Supervisors may assign weightings of .6, .5, or .4 to Sections I and II to equal 1.00, e.g., Section I Rating x .5 and Section II Rating x .5. Supervisors must apply the weighting distribution consistently for all subordinate staff being rated. Circle the weighting applied for each section below.

Section I: Average Accountability Rating   _____ x (.6, .5, or .4) = _____

Section II: Average Factor Rating   _____ x (.6, .5, or .4) = _____

OVERALL RATING: Section I + Section II =   _____

SECTION IV: DEVELOPMENT PLAN

What demonstrated strengths does the employee possess to build upon in improving results?

In what areas does the employee need more experience or training or need to improve performance?

What are the employee's indicated career interests and objectives?

What joint action plan is proposed for facilitating the employee's development?

SECTION V: COMMENTS
Appraisers are required to provide specific comments for scores less than 3 from Section I and Section II. These and other general comments related to the overall evaluation may be stated directly below.

The employee being appraised may comment directly below on any areas of agreement or disagreement concerning the appraisal or development plan.

_____   _____
Employee Signature*   Date

_____   _____
Appraiser Signature   Date

_____   _____
Reviewer Signature   Date

*The employee's signature does not imply agreement with the appraisal, but merely indicates that the employee has read the evaluation.

Source: http://www.morehead-st.edu/units/hr/nexempt1.doc

Appendix G
Cost of Turnover Logs

Director – Cost of Turnover Log

Week Beginning - _____ - _____ - _____

Person completing form _____

Number of Positions Changing* _____

Title _____

COST CATEGORY Leave blank if category Is not applicable	DIRECT COSTS Report amount of money spent by the Center	INDIRECT COSTS Report amount of time you spent this week	INDIRECT COSTS* Report amount of time spent by *other* staff this week	MISSED OPPORTUNITIES Record things you could not do because of dealing with turnover-related issues
Departure				
Interviewing staff about incidents leading to staff departure				
Informing and conferencing with parents, board members, staff, volunteers re: departure				
Re-arranging duties and schedules				
Locating substitute or replacement staff				
Classroom coverage (substitute costs or staff time including director)				
Writing communications for personnel files; other forms or documentation for grievance procedures				
Updating library, attending workshops re: labor laws, unemployment information				
Talking with licensing Re: unusual incidents				
Meditation services if needed				
Legal consultation if needed				
Severance package				
Paying out accumulated leave for sick or personal days				
Higher unemployment or worker's comp rates, continuation of medical coverage for separated employee				
Loss of enrollment capacity (can't meet ratios)				
Loss of families (damage to reputation)				
Going away party or gift				
More stress, illness, more substitutes				
Other, please describe				
SUBTOTAL				

COST CATEGORY Leave blank if category is not applicable	DIRECT COSTS Report amount of money spent by the Center	INDIRECT COSTS Report amount of time you spent this week	INDIRECT COSTS* Report amount of time spent by *other* staff this week	MISSED OPPORTUNITIES Record things you could not do because of dealing with turnover-related issues
Recruitment/Hiring Phase				
Advertising (ads, mailings, calls or visits to colleges)				
Screening and interviewing applicants				
Checking references				
Processing fingerprint and TB tests				
Processing new hire payroll, benefits				
Classroom coverage (substitutes or staff time including director)				
Overtime if staff covers for separated employee				
Arranging for substitutes to cover staff participation in hiring interviews				
Loss of enrollment capacity (can't meet ratios)				
Loss of families (damage to reputation)				
Recruitment of new families				
Double staffing to insure overlap between old and new staff				
Other, please describe				
SUBTOTAL				

Appendix G
Cost of Turnover Logs

Director – Cost of Turnover Log

Week Beginning - _____ - _____ - _____

Person completing form _____

Number of Positions Changing* _____

Title _____

COST CATEGORY Leave blank if category is not applicable	DIRECT COSTS Report amount of money spent by the Center	INDIRECT COSTS Report amount of time you spent this week	INDIRECT COSTS* Report amount of time spent by *other* staff this week	MISSED OPPORTUNITIES Record things you could not do because of dealing with turnover-related issues
Post-Employment phase				
Orientation				
Introduction of new employees to agency, parents and children				
Training				
Set up (assigning cubby, voice mail, personnel policies)				
New classroom materials				
Parent meetings and conferences				
Classroom observation				
Other, please describe				
SUBTOTAL				
SUBTOTAL: Departure, Recruitment/Hiring and Post-Employment				
SUBTOTAL: Indirect Teaching Staff Costs (from teacher logs)				
TOTAL: ALL COSTS				

If you wish to track costs by each event or if more than 2 events are occurring at one time, use additional forms.
*Record non-teaching staff costs here. Indirect costs from teaching staff logs will be incorporated on the final page of this log.

Adapted from the *Center for the Child Care Workforce, pages 65-67.*

Teacher – Cost of Turnover Log

Week Beginning - _____ - _____ - _____   Number of Positions Changing* _____

Person completing form _____   Title _____

If you wish to track costs by each event or if more than 2 events are occurring at one time, use additional forms.

**If there is more than one staff member for whom your are recording time, place each person's initials next to the amount of time they spent, to assist whomever makes the final calculations.

COST CATEGORY Leave blank if category Is not applicable	Amount of time you sent this week	Amount of time spent by *other* staff in your classroom this week**	MISSED OPPORTUNITIES Record things you could not do because of dealing with turnover-related issues
Before/During the Departure			
Meeting or discussion with director, other staff, parents Planning how to prepare children for the departure			
Rearranging duties and coverage			
Planning, attending farewell party			
Hiring and Beyond			
Screening and interviewing applicants			
Orienting new employee			
Training new person			
Meeting with parents, co-workers, directors			
Buying new equipment			
Throughout the Process			
Calling substitutes			
More stress, more illness, more absences			
Other, please describe			
TOTAL			

Adapted from the *Center for the Child Care Workforce, page 68.*

Appendix H
Sample Exit Interview Questions

Demographics

1. How long have you been in your current daycare position? Circle one answer below.
   a. 0-2 months
   b. 3-6 months
   c. 6 months-1 year
   d. 1-2 years
   e. More than 2 years

2. How long have you worked for this center? Circle one answer below.
   a. 0-3 months
   b. 4-6 months
   c. 7-12 months
   d. 13-24 months
   e. 2-5 years
   f. More than 5 years

3. What was your *starting grade/hourly* wage at this center? _____

4. What was your *current grade/hourly* wage? _____

5. How many hours did you typically work per week? Circle one answer below.
   a. Less than 5 hours
   b. 5-25 hours
   c. 26-35 hours
   d. More than 35

6. What percentage of your total family income would you estimate this job provided? _____

7. Did you receive sick and annual leave benefits?
   a. Yes
   b. No

8. What is your gender?
   a. Male
   b. Female

9. What is your age? _____

10. Are you a military spouse?
    a. Yes
    b. No

11. Are you a military retiree?
    a. Yes
    b. No

12. 10. Do you have children?
    a. Yes
       i.   How many?_____
       ii. Age of youngest child: _____
       iii. Age of oldest child: _____
    b. No – go to question 14

13. What is your current childcare arrangement? Circle one answer below.
    a. Family member cares for them in my home
    b. Family member cares for them in their home
    c. Babysitter cares for them in my home
    d. I take them to a babysitter
    e. I take them to a day care center
    f. Other _____

14. What is your highest level of education? Circle one answer below.
    a. Some high school
    b. High school degree
    c. Some college
    d. Bachelors degree or higher

15. On average, how many children did you normally supervise on a given day? *For example, if there were typically 10 children at the center, and a co-worker was present, the answer would be 5.*
    _____ children on average per day

16. If applicable, did this number of children conform to center guidelines?
    a. Almost always
    b. Usually
    c. Sometimes
    d. Rarely

17. Do you plan to continue work in the childcare field? Circle one answer below.
    a. Yes
    b. No
    c. Not sure

Your Working Conditions

Please respond to the following statements by circling your response on the scale provided.

Strongly Disagree = SD   Disagree = D   Neutral = N   Agree = A   Strongly Agree = SA

	SD	D	N	A	SA
1. I received sufficient resources at this center to provide high-quality care to the children.	1	2	3	4	5
2. This facility provided high-quality care to all the children it serves.	1	2	3	4	5
3. This job gave me good opportunities to learn and grow.	1	2	3	4	5
4. I had positive working relationships with my co-workers.	1	2	3	4	5
5. I had good promotion opportunities in this job.	1	2	3	4	5
6. The management staff did a good job in this center.	1	2	3	4	5
7. The number of children I supervised was reasonable.	1	2	3	4	5
8. I enjoyed my regular duties at the center.	1	2	3	4	5
9. I had a good working relationship with the parents of our children.	1	2	3	4	5
10. Parents had too much influence on my work and decisions at the center.	1	2	3	4	5
11. My overall benefits were satisfactory. (if applicable)	1	2	3	4	5
12. My salary was satisfactory.	1	2	3	4	5
13. All things considered, I was satisfied with this job.	1	2	3	4	5

If you answered *Dissatisfied* or *Strongly Dissatisfied* for any of the above, please indicate why.

_____

_____

_____

_____

14. Why did you initially accept this job? Circle one answer below.
    a. Good Pay
    b. Only job I could get
    c. Location
    d. Liked the hours
    e. Chance to grow professionally
    f. Needed the income
    g. Liked the work
    h. Good benefits
    i. Liked my coworkers
    j. Other (please indicate). _____

15. Since you have been with this center, have you experienced any of the following? Use the scale at the right to mark your response.

a.	Received a monetary award	No	Yes	Yes, twice or more
b.	Received a promotion	No	Yes	Yes, twice or more
c.	Received official recognition for your work	No	Yes	Yes, twice or more
d.	Had conflicts with management	No	Yes	Yes, twice or more
e.	Had conflicts with parents	No	Yes	Yes, twice or more

Reasons for Leaving

1. Which of the following contributed to your decision to leave your position? Circle all that apply.
   a. Salary was too low
   b. Leaving area (moving)
   c. Lack of promotion opportunities
   d. Didn't like the work
   e. Issues with coworkers
   f. Issues with management
   g. Offered another job
   h. Didn't like the hours
   i. Little chance to grow professionally
   j. Going to school
   k. Understaffed/too many children to care for
   l. Center provided inadequate care
   m. Insufficient resources
   n. Disagreed with day care/management policies
   o. Issues with parents
   p. Lack of benefits
   q. Plan to not work

Comments: _____

_____

2. Which of the items listed above is your *primary* reason for leaving?

_____

_____

_____

3. Which of the above is your *next most important* reason for leaving?

_____

_____

4. If someone asked you about a job at this center, would you recommend it to him or her? Circle one answer below.
   a. Very likely
   b. Somewhat likely
   c. Unsure
   d. Somewhat unlikely
   e. Very unlikely
   f. If not, why not? _____

5. Could management have prevented you leaving?
   a. No
   b. Yes
   c. If yes, how? _____

6. We are interested in attracting and retaining quality employees. What are the two most important things you feel we could do to accomplish this goal?

_____

_____

_____

_____

7. Is there anything else you would like to tell us about your reasons for leaving the center and how we might improve working conditions for our employees?

_____

_____

_____

_____

Thank you for sharing your views with us.

Appendix I
Suggestions for Further Reading

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Jorde-Bloom, P. (in press). Using climate assessment to improve the quality of work life in early childhood program. *Advances in Early Education and Day Care*.

Jorde-Bloom, P.Sheerer, M. & Britz, B. (1991). *Blueprint for action: Achieving center-based change through staff development*. Mt. Ranier, MD: Gryphon House.

Jorde-Bloom, P. (2002.) *Avoiding burnout: strategies for managing time, space, and people in early childhood education*. Washington DC: Acropolis Books Ltd.

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Jorde-Bloom, P. (2002). *Making the most of meetings: A practical guide*. Lake Forest, IL: New Horizons.

Katz, L. G. & Chard, S. C. (1996). *The contribution of documentation to the quality of early childhood education*. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC Document No. ED393608).

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Appendix J
Internet Resources

Center for the Child Care Workforce

Below are some links to organizations that share CCWs vision of quality child care for all families and fair wages for care givers.

National Association for the Education of Young Children

www.naeyc.org

The National Association for the Education of Young Children (NAEYC) exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children.

Early Childhood CDA Help

www.earlychildhood.cdahelp.itgo.com

This site is a great online link to support for those who are considering or working toward their CDA Credentials.

California Association for Family Child Care

www.cafcc.org

CAFCC's purpose is to provide a viable mechanism at the local, county, state, and national level that will address and actively work toward meeting the child care and development needs of children, parents, child care providers, and the community.

Child Care Works

www.childcareworks.org

Child Care WORKS is Minnesota's statewide voice for Child Care and Early Education. Through Child Care WORKS, parents, child care providers and communities have a stronger, more effective voice that can influence how policy is shaped. Through Child Care WORKS, parents, child care providers and communities have a stronger, more effective voice that can affect how policy is shaped.

Children's Defense Fund (CDF)

www.childrensdefense.org

The mission of the Children's Defense Fund is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.

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

www.naccrra.net

NACCRRA is the national network of community-based child care resource and referral agencies. Our organization is a common-ground where families, child care providers, and communities can share information about quality child care.

Young Women's Christian Association (YWCA)

www.ywca.org

YWCA is the oldest and largest women's membership movement in the United States. The movement's mission, to empower women and girls and to eliminate racism, is the guiding principle for all YWCA child care, domestic violence, violence prevention, shelter, fitness, and social justice programs.

National Head Start Association (NHSA)

www.nhsa.org

The National Head Start Association (NHSA) is a private not-for profit membership organization representing the 835,000 children, upwards of 170,000 staff and 2,051 Head Start programs in America. NHSA provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5, and their families.

Child Welfare League of America (CWLA)

www.cwla.org

CWLA is an association of more than 1,100 public and not-for-profit agencies devoted to improving life for more than 3.5 million at-risk children and youths and their families.

National Association for Family Child Care (NAFCC)

www.nafcc.org

The Mission of the National Association for Family Child Care is to promote quality child care by strengthening the profession of family child care.

Child Care Law Center

www.childcarelaw.org

CCLC's primary objective is to use legal tools to foster the development of high quality, affordable child care - for every child, every parent, every community. CCLC works to expand child care options, particularly for low income families, and to ensure that children are safe and nurtured in care outside the home.

National Child Care Information Center (NCCIC)

www.nccic.org

The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families.

Provider Appreciation Day

www.providerappreciation.org

Provider Appreciation Day, annually the Friday before Mother's Day (5/12/01), has been established as a nationally recognized day devoted to advocacy for the child care profession by increasing public awareness for the provider's role in society as a partner with parents and families in caring for and educating our children.

Ohio Association for the Education of Young Children (OAEYC)

www.oaeyc.org

OAEYC is a statewide organization of early childhood professionals that advocates for quality care and education for young children and their families, and provides leadership and professional development opportunities for its affiliate members.

ChildCareExhange.com

Parenting Exchange

https://secure.ccie.com/catalog/cciecatalog.php?cPath=11

An electronically published parenting column that focuses on the daily life of families. Incorporate it into your newsletter, copy and send it home, or e-mail it directly to your families.

Parenting Exchange Library

https://secure.ccie.com/catalog/cciecatalog.php?cPath=52

Purchase Parenting Exchange columns on topics such as bedtime, separation, diversity, toilet training and holidays to distribute to your parents.

Article Archives

https://secure.ccie.com/catalog/cciecatalog.php?cPath=50

Browse through a library of past articles and download the ones you need today. Faculty members and trainers will soon be able to select from among the 1000+ Exchange articles to provide handouts or complete course text books for their students.

Free Resources from Exchange

http://mail.ccie.com/catalog/free_articles.php

Collect Docia Stories, meet past cover directors, and benefit from articles on hand washing rules and the words that impact behavior for English speakers.

Beginnings Workshop

http://mail.ccie.com/catalog/cciecatalog.php?cPath=23

In every issue of Exchange there is a 16-page teacher training guide. Check out Beginnings Workshops on such topics as literacy, brain research, Reggio Amelia, self esteem, and many more.

ChildCare.gov

Keeping Current
Research & Reports

America's Children: Key National Indicators of Well-Being, 2002

http://childstats.gov/americaschildren/index.asp

America's Children: Key National Indicators of Well-Being 2002, is the sixth annual report to the Nation on the condition of children in America. Eight measures describe the changing population and family in which children are living, and 24 indicators depict the well-being of children in the areas of economic security, health, behavior and social environment, and education. This year's report has a special feature on children of at least one foreign-born parent.

Brain-Development Information to Promote Partnerships

http://www.nccic.org/ccpartnerships/facts/fs16.htm

The Child Care Project looks at using brain development information to promote partnerships to enhance systems of early care and education.

Business Roundtables, Coalitions, and Commissions
http://www.nccic.org/ccpartnerships/facts/fs6.htm
An employer who offers child care and other family-friendly policies has a better chance of keeping valued employees. When working parents have child care problems, their employers have problems too. These examples show different strategies used by business roundtables, coalitions, to increase the supply of high-quality child care.

Census Bureau—American Fact Finder
http://factfinder.census.gov/servlet/BasicFactsServlet
Your source for population, housing, economic, and geographic data.

Census Bureau Facts and Figures
http://www.census.gov/Press-Release/www/2001/cb01fff11.html
What's the proportion of 3- and 4-year-olds attending preschool in 2001? Which state pays its teachers the highest average salary? Get the answers from the Census Bureau's Back to School special.

Census Data
http://quickfacts.census.gov/qfd/index.html
State and County Demographic and Economic Information

Child Care and Early Education Program Participation of Infants, Toddlers, and Preschoolers
http://nces.ed.gov/pubs95/web/95824.asp
The National Center for Education Statistics prepared this statistics brief in October 1996. It describes infants', toddlers', and preschoolers' participation in a variety of early care and education settings, including both home-based and center-based arrangements. Characteristics of children (age and race-ethnicity) and their families (family income and mother's education and employment status) related to children's participation rates are examined.

Child Care Policy Research Consortium
http://www.acf.dhhs.gov/programs/ccb/research/ccprc/index.htm
The Child Care Policy Research Consortium is composed of Child Care Research Partnerships sponsored by the Child Care Bureau in the Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services. The purpose of this consortium is to increase and strengthen capacity for cross-cutting research on critical child care issues affecting welfare recipients and low-income working families. This site introduces you to the partners and some of their current work.

Child Care Quality: Does It Matter and Does It Need to be Improved - Full Report
http://aspe.hhs.gov/hsp/ccquality00/ccqual.htm
This full report prepared by the Institute for Research on Poverty, the University Of Wisconsin-Madison presents information related to how child care quality effects children's development and what might be done to improve the quality of childcare.

Child Care Safety Study
http://www.cpsc.gov/LIBRARY/ccstudy.html
CPSC has been concerned about hazards in the home for a long time, especially how they affect young children. Because similar hazards may be present in organized child care settings, CPSC staff conducted a national study of potential dangers in child care settings to identify how to help prevent injuries and ensure greater safety for children.

Children Score Higher On Tests When Child Care Meets Professional Standards

http://www.nih.gov/news/pr/jul99/nichd-01.htm

Children attending child care centers that meet professional standards for quality score higher on school readiness and language tests and have fewer behavioral problems than their peers in centers not meeting such standards, according to a study appearing in the July 1999 issue of the American Journal of Public Health.

ChildStats

http://www.childstats.gov/

This web site offers easy access to federal and state statistics and reports on children and their families, including: population and family characteristics, economic security, health, behavior and social environment, and education. Reports of the Federal Interagency Forum on Child and Family Statistics.

ChildTrends

http://www.childtrends.org/HomePg.asp

Child Trends is a nonprofit, nonpartisan research organization that studies children, youth, and families through research, data collection, and data analysis.

Child Well-Being Indicators—Survey of Income and Program Participation (SIPP)

http://www.census.gov/population/www/documentation/twps0024/twps0024fr.html

The SIPP provides a large, nationally representative sample that allows linking income recipiency, labor force participation, and participation in government assistance programs with indicators of child well-being. This report looks at early childhood experiences, parent - child interaction, school-age enrichment activities, and children's academic experience.

Consumer Product-Related Statistics

http://www.cpsc.gov/library/data.html

This links you to statistics related to products you may use in your program. Check it out!

Consumer Product Safety Commission Reports

http://www.cpsc.gov/whatsnew.html

Find the latest reports from the Consumer Products Safety Commission.

Demand, Supply, and Quality: Trends in Infant Toddler Childcare in United States

http://www.nccic.org/pubs/qcare-it/demand.html

In every part of the country, in urban and rural areas, in all racial, ethnic, and cultural groups, and at every income level, parents with very young children struggle to meet the demands of work and family. Jobs in our thriving but competitive economy demand up-to-date skills, consistently high performance, and availability for long and/or irregular hours. Without the guarantees of paid parental leave or subsidized child care that most industrialized countries offer to families, parents in the United States devise the best child care arrangements they can for their babies and very young children. The demand for non-parental child care for infants and toddlers has increased dramatically over the past three decades and shows no signs of declining. Demographic projections suggest that the demand for all types of non-parental care for infants and toddlers is likely to increase.

Early Childhood Research Quarterly

http://www.sciencedirect.com/science

This early childhood research quarterly, sponsored by the National Association for the Education of Young Children publishes significant research related to young children's development and learning. You can read abstracts from recent articles on line.

Economics of Child Care

http://clinton3.nara.gov/WH/EOP/CEA/html/exec

Large increases over the last twenty years in the numbers of employed mothers with young children has more than doubled the number of young children in non-parental care; by 1995 there were almost 10 million children under 6 with employed mothers in non-parental care. This trend is likely to continue as welfare reform moves many mothers with young children off welfare and into the workplace.

Expenditures on Children By Families - 2000 Annual Report

http://www.usda.gov/cnpp/Crc/Crc2000.pdf

The U.S. Department of Agriculture has provided estimates of expenditures on children birth through age 17 since 1960. This technical report presents the most recent estimates for husband-wife and single parent families.

Federal Interagency Forum on Child and Family Statistics

http://childstats.gov/

This web site offers easy access to federal and state statistics and reports on children and their families, including: population and family characteristics, economic security, health, behavior and social environment, and education.

Federal Statistics

http://www.fedstats.gov/

Access the full range of statistics and information produced by over 70 agencies in the Federal Government.

FTC Media Violence Report 11

http://www.ftc.gov/opa/2001/04/youthviol.htm

A six-month follow-up report from the FTC on the marketing of violent entertainment to children found that the motion picture and electronic game industries have " made some progress both in limiting advertising in popular teen media and in providing rating information in advertising." However, " the music recording industry—has not visibly responded to the Commission's report; nor has it implemented the reforms its trade association announced just before the Report was issued."

Georgia's Voluntary Prekindergarten Program

http://www.nccic.org/ccpartnerships/cases/georgia.htm

Georgia entered the 1990s with an unacceptable school dropout rate and an increasing teen pregnancy problem. In 1992, Governor Zell Miller decided to take a preventive approach to these problems after he reviewed research indicating that students with strong preschool experiences tend to be more successful in school, have higher self-esteem, and are less likely to drop out of school. He personally became the driving force behind the Georgia Voluntary Prekindergarten (Pre-K) Program, which began as an initiative to provide Pre-K opportunities to at-risk four-year-olds and now is open to all four-year-olds. Its mission is to prepare children for school and to develop school readiness skills in an environment that encourages children to enjoy learning. This paper summarizes the Program, and offers Activities, Resources, Results, Next Steps, Success Factors, and Advice for Other Partnerships.

Illinois Preschool Reports

http://www.futures4kids.org/

Illinois is one state moving toward the goal of universal prekindergarten. The Illinois Governor's Task Force on Universal Access to Preschool recently released "Ready, Set, Grow-Illinois Preschool," an action plan that outlines how the state can build a comprehensive early childhood program by 2012.

Key Research Issues and Questions: Child Care Quality

http://www.nccic.org/research/usingres/quality.html
This paper looks at the methods of improving the quality of child care.

Key Research Issues and Questions: Parental Payments and Demand for Child Care

http://www.nccic.org/research/usingres/parental.html
This paper looks at what parents should pay for child care.

Kids Count Data Book—2002

http://www.aecf.org/kidscount/databook/
The Annie E. Casey Foundation provides data on the educational, social, economic, and physical well-being of children in this annual report on the status of America's children. You can order a free hard copy of the book on line.

Legal Information Institute - Supreme Court Decisions

http://supct.law.cornell.edu/supct/
Prepared by the Cornell University Law School in New York, these hypertext Supreme Court decisions date from 1991. Also included are a few famous cases that took place before this time.

Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest

http://www.waisman.wisc.edu/cls/index.htm
Study published in the Journal of the American Medical Association in May 2001. It is a 15-year follow-up study of low-income children in public schools. The findings support the importance of quality early childhood programs.

My Daddy Takes Care of Me - Fathers as Care Providers (PPL-53)

http://www.census.gov/population/www/socdemo/child/ppl-53.html
This 1988 study looks at fathers as child care providers of children 0-14, by Labor Force Characteristics.

National Evaluation of Welfare-to-Work Strategies- Evaluating Alternative Welfare-to-Work Approaches

http://aspe.hhs.gov/hsp/NEWWS/11-prog-es00/
Two-Year Impacts for Eleven Programs This report is one in a series from an evaluation of the programs called the National Evaluation of Welfare-to-Work Strategies (NEWWS), conducted by the Manpower Demonstration Research Corporation (MDRC) with support from the U.S. Department of Education. Taking advantage of the array of programs studied as part of the evaluation, this report addresses the following critical question: What works best, and for whom - The report distinguishes between employment-focused and basic education-focused programs.

National Study of Low Income Child Care

http://www.acf.dhhs.gov/programs/opre/childcar.htm
Between September 1997 and September 2002 this project will study the low income child care market in 25 communities in 17 states with a sub-study to examine the family care market in 5 neighborhoods drawn from these communities. It will provide essential information to help inform the issues surrounding subsidized child care and its implementation by the states with particular attention to the provisions in the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) over time.

North Dakota Infant Toddler Enrichment Program
http://www.nccic.org/ccpartnerships/profiles/nditep.htm
In North Dakota, attitudes about child care are changing. By teaching the teachers, the Infant Toddler Enrichment Program is helping to improve the quality of child care throughout the state. Anyone who takes care of infants and toddlers is a target for the program. The site includes lessons learned, describes the program, and identifies resources.

Not By Chance: Creating An Early Care and Education System for America's Children
http://www.nccic.org/pubs/bychance/execsumm.html
This report synthesizes the major findings and recommendations from the Quality 2000 Initiative, a four-year, comprehensive effort to advance new ideas about reforming America's early childhood education system. The research and action plan presented in the report reflect the insights of hundreds of early childhood educators, scholars, business leaders, practitioners, policy makers, and parents whose valuable contributions shaped this vision.

Options for Full-Day Services for Children Participating in Head Start
http://aspe.os.dhhs.gov/hsp/cyp/fullday.htm
This 1995 study examined the ways in which full-day services are offered by a small group of Head Start Grantees. This study did not include all grantees that are providing full-day services, but it provided an in-depth look at eight grantees that funded extended hours by combining resources from a variety of sources. Factors considered in the selection of grantees included the geographic location of the grantee; the size of its funded enrollment and its full-day enrollment; the source(s) of funding used for the extended hours; and the structure of the full-day option. Data were collected during 2- day site visits to each grantee. In addition to the director of each program, fiscal staff, component coordinators, teaching staff, and staff from collaborating and other child care agencies in the community were interviewed.

PlusTime New Hampshire
http://www.nccic.org/ccpartnerships/profiles/plus.htm
When a person thinks of child care, the care of babies may come to mind. But even after children start school, they still need care. PlusTime New Hampshire, a non-profit group formed in 1990, focuses on meeting the needs of school-age children in the state of New Hampshire. PlusTime does not provide direct services to children. Instead, it works throughout the state by helping communities start up and improve programs for children.

The Quest for Quality in Infant Toddler Child Care - Elements and Indicators
http://www.nccic.org/pubs/qcare-it/quest.html
What determines quality in child care for infants and toddlers - Parents, providers, and child development experts may use different words to describe elements of quality, but they tend to agree about what is essential—the child's safety; communication between the provider and parents about the child; and a warm and attentive relationship between the provider and child. This paper looks at understanding these components and how to translating them into daily practice.

Resource and Referral Services - Much More Common in Large Workplaces
http://www.bls.gov/opub/ted/2000/Dec/wk4/art03.htm
The Department of Labor found that Child care resource and referral services are ten times more likely to be available to workers in the largest establishments than in the smallest.

School Readiness - Helping Communities Get Children Ready for School and Schools Ready for Children

http://www.childtrends.org/PDF/schrd.pdf

Report by Child Trends

The Science And Ecology Of Early Development (Seed)

http://grants2.nih.gov/grants/guide/pa-files/PAS-00-108.html

The NICHD, NIMH, and their SEED partners seek to stimulate systematic, multidisciplinary, and ecological research to understand the specific cognitive, linguistic, sociocultural, and economic factors, and the complex interaction among these factors, that promote or impede development of children in low-income families. It is expected that the research studies stimulated by this initiative will contribute scientific data on the developmental trajectories of low-income children and have relevant implications for emerging public policy issues, including health disparities. This research will continue through July 1, 2001.

State Estimates of Organized Child Care Facilities

http://www.census.gov/population/www/documentation/twps0021/twps0021fr.html

This paper was originally presented at the Annual Meeting of the Population Association of America (PAA) Washington, D.C., March 1997. It looks at the child care industry from 1977-1992, geographical patterns from 1987-1992, characteristics of child care centers in 1992, and the estimated supply and demand for child care.

T.E.A.C.H. Early Childhood® Project

http://www.nccic.org/ccpartnerships/profiles/teach.htm

How does one improve childcare? For the T.E.A.C.H. Early Childhood® Project (Teacher Education and Compensation Helps), the answer is to improve the training of childcare workers. Under the T.E.A.C.H. model, additional training is linked to higher wages for childcare providers. By compensating child care workers for receiving more training and education, the program works to retain child care providers and improve the quality of the child care workforce. This multi-state initiative, which was started in North Carolina by Day Care Services Association, has spread to other states, such as New York, Pennsylvania, Georgia, Florida, Illinois, Colorado, and Indiana.

Trends in the Well-Being of America's Children and Youth 1999

http://aspe.hhs.gov/hsp/99trends/index.htm

Report by the U.S. Department of Health and Human Services (HHS)

Trends in the Well Being of America's Children and Youth 2001

http://aspe.hhs.gov/hsp/01trends/intro.htm

This is the sixth edition of an annual report from the Department of Health and Human Services (HHS) on trends in the well-being of our nation's children and youth.

Use of Continuous Improvement and Evaluation in Before- and After-School Programs

http://education.umn.edu/CAREI/Programs/mott/default.html

Before- and after-school programs for school-age children have a long history in the U.S. and have experienced rapid growth in recent years. The most recent national study of before- and after-school programs found that programs are generally very limited, however, in their capacity to conduct program evaluation directed at improvement or reporting impact to their external stakeholders. Efforts at quality control have largely centered on securing state licensing or approval to operate from a state department of education or accreditation by a state or national accrediting organization.

Using Research to Improve Child Care for Low-Income Families

http://www.nccic.org/research/usingres/usingres.html

The purpose of this report is to help child care administrators use research to guide the development of comprehensive state systems for child care. The report begins with guidelines for establishing and maintaining child care research projects. Key questions are then posed in five areas: 1) projecting the cost of child care; 2) parental payments and demand for child care; 3) supply of child care; 4) child care quality; and 5) child care as an investment. Following each set of questions are examples of existing research, along with a discussion of how the research can be applied and what additional research is needed. Examples of studies that specifically respond to key questions are emphasized.

Welfare: From Cash to Child Care and Other Supports

http://www.gao.gov/new.items/d02615t.pdf

This Government Accounting Office (GAO) report finds that state welfare spending is shifting from monthly cash payments to services, such as child care and transportation to help working families. As a result, Temporary Assistance to Needy Families (TANF) caseloads are dropping. As a result, TANF caseload data does not provide a complete picture of the number of families receiving benefits and services through TANF.

Who's Minding the Kids - Child Care Arrangements

http://www.census.gov/prod/2002pubs/p70-86.pdf

Report by the U.S. Census Bureau

Early Childhood Research and Practice

http://ecrp.uiuc.edu/index.html

Early Childhood Research & Practice (ECRP), a peer-reviewed electronic journal sponsored by the Early Childhood and Parenting (ECAP) Collaborative at the University of Illinois at Urbana-Champaign, covers topics related to the development, care, and education of children from birth to approximately age 8. *ECRP* emphasizes articles reporting on practice-related research and development, and on issues related to practice, parent participation, and policy. *ECRP* also includes articles and essays that present opinions and reflections, and letters to the editor.

National Child Care Information Center (NCCIC)

The resources listed on this site provide an overview of the resources available. The National Child Care Information Center does not endorse any organization, publication or resource. If you have questions or would like additional information about this or other topics, please contact the National Child Care Information Center at (800) 616-2242 or at info@nccic.org.

Publications

Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives (PDF)

http://www.iwpr.org/pdf/CCW.pdf

Institute for Women's Policy Research

Career Development and Universal Prekindergarten: What Now? What Next? (PDF)
http://www.ffcd.org/vecchiotti.pdf
Summary prepared by Sara Vecchiotti
Foundation for Child Development
July 2001

Center Child Care Licensing Requirements: Minimum Pre-service Qualifications, Administrative, and Annual Ongoing Training Hours for Directors
http://nccic.org/pubs/cclr-directors2003.pdf
Sarah LeMoine
National Child Care Information Center
February 2003

Center Child Care Licensing Requirements: Minimum Pre-service Qualifications and Annual Ongoing Training Hours for Teachers and Master Teachers
http://nccic.org/pubs/cclr-teachers2003.pdf
Sarah LeMoine
National Child Care Information Center
February 2003

Child Care Employment: Implications for Women's Self-Sufficiency and for Child Development
http://www.ffcd.org/wbwp2txt.pdf
Compiled by Marcy Whitebook and Deborah Phillips
Foundation for Child Development
January 1999

Child Care Licensing Requirements: Minimum Pre-service Qualifications, Orientation/ Initial Licensure, and Annual Ongoing Training Hours for Family Child Care Providers
http://nccic.org/pubs/cclr-famcare2003.pdf
Sarah LeMoine
National Child Care Information Center
February 2003

Child Care Providers
http://nccic.org/ccb/ccb-ja97/ccb-ja97.html
Child Care Bulletin, Issue 16
Child Care Bureau, Administration for Children and Families
U.S. Department of Health and Human Services
July/August 1997

Childcare Workers
http://www.bls.gov/oco/ocos170.htm
Occupational Outlook Handbook, 2002-03 Edition
Bureau of Labor Statistics

Comparison of Current Publicly Funded State Initiatives for Compensation & Retention
http://nccic.org/pubs/comparison.pdf
(best available data as of July 2001)
Anne Mitchell

Current Data on Child Care Salaries and Benefits
http://www.ccw.org/pubs/2002Compendium.pdf
Center for the Child Care Workforce
March 2002

The Director's Link
http://nlu04.nl.edu/cecl/public/director's_link.htm
A Quarterly Newsletter
Center for Early Childhood Leadership

Early Childhood Teacher Prep
http://www.fpg.unc.edu/%7Encedl/PDFs/spot28.pdf
NCEDL Spotlight No. 28
November 2000

Economics Of Caring Labor: Improving Compensation In The Early Childhood Workforce
http://www.ffcd.org/ripple.pdf
Carol Ripple
Foundation for Child Development
January 2000

The Effectiveness of an Infant Mentoring Project
http://nccic.org/pubs/fiene2001.pdf
Richard Fiene
Pennsylvania State University
February 2001

Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population
http://www.ccw.org/pubs/workforceestimatereport.pdf
Center for the Child Care Workforce and Human Services Policy Center
May 2002

Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population, Key Findings from the Child Care Workforce Estimate (Preliminary Report)
http://www.ccw.org/pubs/workforceestimatereport.pdf
Center for the Child Care Workforce
May 2002

Family Child Care Peer-to-Peer Exchange
http://www.ms.foundation.org/fccptopex.pdf
for the Ms. Foundation for Women
December 10-12, 1998

Fair Labor Standards Act: How it Applies to Early Childhood Care and Education
http://www.bloch.umkc.edu/mwcnl/Forum/EEC%20Issues/Fair%20Labor/index.htm
The Forum for Early Childhood Organization and Leadership Development
Midwest Center for Nonprofit Leadership

Finding A Better Way: Defining and Assessing Public Policies to Improve CC Workforce Compensation
http://www.ccw.org/initiatives/betterway.PDF
Marcy Whitebook, Institute of Industrial Relations, University of CA, Berkeley and
Abby Eichberg, Center for the Child Care Workforce
2001

Making Gains: Improving Compensation and Education in the Early Childhood Workforce (Conference Proceedings)
http://www.fpg.unc.edu/%7Encedl/PAGES/mgconf.htm
February 4 and 5, 1999
Chapel Hill, NC

Models for Increasing Child Care Worker Compensation
http://www.urban.org/periodcl/cnp/cnp_8.PDF
Urban Institute
June 2001

NAEYC Guidelines Revision
http://www.naeyc.org/profdev/prep_review/2001.pdf
National Association for the Education of Young Children (NAEYC) Standards for Early Childhood
Professional Preparation, Baccalaureate or Initial Licensure Level
Approved by the NAEYC Governing Board, July 2001 and by the National Council for the
Accreditation of Teacher Education (NCATE), October 2001

National Directory of Early Childhood Teacher Preparation Institutions
http://www.cdacouncil.org/home/ndir_intro.htm
Council for Professional Recognition
National Center for Early Development & Learning
2000

Preparing the Workforce
http://www.fpg.unc.edu/%7Encedl/PDFs/spot33.pdf
NCEDL Spotlight No. 33
National Center for Early Development & Learning
April-May 2001

Recruitment, Retention, and Compensation of the Early Childhood Workforce Audioconference Report
http://nccic.org/forum/ecwaudioconf1.html
June 18, 2001

Recruitment, Retention, and Compensation of the Early Childhood Workforce Audioconference Report
http://nccic.org/forum/ecwaudioconf2.html
October 24, 2001

Research articles from the Center for Early Childhood Leadership
http://www2.nl.edu/twal/research/research_articles.htm

Research Notes
http://www.nl.edu/cecl/research/research_notes.htm
Center for Early Childhood Leadership

Research on the child care workforce
http://www.ccw.org/research/index.html
Center for the Child Care Workforce

Sneak Preview of 2001 Survey Results
http://institute.wheelock.edu/instresearch/instsurvmap.html
Early Childhood/School-age Career Development Work in 2001: Common Components of Career Development Systems; Wheelock College Institute for Leadership and Career Initiatives (formerly the Center for Career Development in Early Care and Education)

State Initiatives to Increase Compensation for Child Care Workers
http://www.urban.org/pdfs/childcare-workerscomp.pdf
Urban Institute
February 2001

Teacher education, wages key to outcomes
http://www.fpg.unc.edu/%7Encedl/PDFs/spot18.pdf
NCEDL Spotlights
National Center for Early Learning and Development
January 2000

Teachers-Preschool, Kindergarten, Elementary, Middle, and Secondary Occupational Outlook Handbook, 2002-03
http://www.bls.gov/oco/ocos069.htm
Bureau of Labor Statistics

Then and Now: Changes in Child Care Staffing, 1994-2000
http://www.ccw.org/then&now.html
The Center for the Child Care Workforce, Washington, DC, and the Institute of Industrial Relations, University of California at Berkeley
April 2001

Toward Better Child Care Worker Compensation: Advocacy in Three States
http://www.ffcd.org/ourwork.htm
Carol J. De Vita, Eric C. Twombly, and Maria D. Montilla
Urban Institute and Center on Nonprofits and Philanthropy
Foundation for Child Development
April 2002

Where Your Child Care Dollars Go
http://www.naeyc.org/resources/eyly/1997/07.htm
Early Years Are Learning Years, National Association for the Education of Young Children
1997

Who's Missing at the Table? Opportunities and Barriers for Teachers and Providers
http://www.ccw.org/tpp/pubs/whosmissing.pdf
Center for the Child Care Workforce
(Originally published in Leadership in Early Care and Education, 1997 National Association for the Education of Young Children)

Why Are Early Education and Care Wages So Low?
A Critical Guide to Common Explanations
http://www.ffcd.org/nelson.pdf
Julie A. Nelson
Foundation for Child Development
April 2001

Workforce Initiatives: Strategies for Improving Compensation in Child Care Jobs
http://www.ccw.org/initiatives/index.html
Center for the Child Care Workforce

Working for Worthy Wages: The Child Care Compensation Movement, 1970 – 2001
http://www.ffcd.org/Whitebook.02hisunabridged.pdf
Marcy Whitebook
Foundation for Child Development
January 2002

Organizations and Links

Alliance of Early Childhood Professionals
http://www.earlychildpro.org/

American Associate Degree Early Childhood Educators
http://www.accessece.org/

American Federation of Teachers
http://www.aft.org/

The Center for Early Childhood Leadership at National-Louis University
http://www2.nl.edu/twal/

Center for the Child Care Workforce (CCW)
A Project of the American Federation of Teachers Educational Foundation (AFTEF)
http://www.ccw.org/home/

Children's Foundation
http://www.childrensfoundation.org/

Civitas
http://www.civitas.org/

Council of Chief State School Officers
http://www.ccsso.org/

Council for Professional Recognition
http://www.cdacouncil.org/

Director Credential Hub
http://institute.wheelock.edu/insttechasst/instdchub.html
Wheelock College Institute for Leadership and Career Initiatives

Education and Training Voluntary Partnership
http://www.etvp.org/

The Forum for Early Childhood Organization and Leadership Development
http://bsbpa.umkc.edu/mwcnl//forum/forum.htm
Midwest Center for Nonprofit Leadership

National Association for the Education of Young Children
http://www.naeyc.org/

National Association for Family Child Care
http://www.nafcc.org/

National Association of Child Care Professionals
http://www.naccp.org/

National Child Care Association (NCCA)
http://www.nccanet.org/

National Education Association
http://www.nea.org/

National Institute on Out-of-School Time (NIOST)
http://www.niost.org/

National School-Age Care Alliance (NSACA)
http://www.nsaca.org/

Provider Appreciation Day
http://www.providerappreciation.org/

Quality Care for Children, Inc. (QCC)
http://www.qualitycareforchildren.org/

Taking the Lead: Investing in Early Childhood Leadership for the 21st Century
http://institute.wheelock.edu/insttechasst/instttldescript.html

USA Child Care
http://www.usachildcare.org/

Wheelock College Institute for Leadership and Career Initiatives
http://institute.wheelock.edu

Workforce Development Policy Information
http://www.econop.org/Policy-WorkforceDevelopment.htm

Worthy Wage Network (Center for the Child Care Workforce)
http://www.ccw.org/worthy_wage/index.html

PURDUE
U N I V E R S I T Y

MFRI
Military Family Research Institute
at Purdue University