

Appendix C.10
Day Care Centers Protocol

CHILD CARE LOCATIONS SUBSTUDY APPROACH

The NCS approach to studying children’s exposures during the time they spend in child care locations is through studying a statistically based subsample of the NCS births through what is called the Child Care Locations Substudy.

This document presents an overview of definitions and concepts needed for the substudy, which child care locations to include, sample design, and the general approach to assessing the child care environment. Two instruments to be used to determine quality characteristics of the child care location also are included.

1. Definitions and Concepts

A few key terms must be defined:

- *Child care* is defined as “care that occurs on a regular basis by someone other than the child’s parents.” *Regular* means that it occurs at least once per week.
- The *type of child care* refers to the person providing care as well as the location in which the care takes place. Child care is broadly defined as being either center-based or home-based. Center-based care and home-based care are mutually exclusive. *Center-based care* takes place in a child care center or facility. *Home-based care* is provided by a relative or a non-relative in a home, either the child’s home, the provider’s home, or another home. Because the NCS focuses on the environment and environmental exposures in the child’s home, the Child Care Substudy is focusing on the environment and environmental exposures that occur outside the child’s home. Child care type is further broken into what we are referring to as “locations” for this study. We use the term “locations” to refer to the location in which a child care arrangement occurs (e.g., a center, the child’s home, or someone else’s home). This way of classifying child care arrangements is presented in Table 1.

A classification system that divides care into center-based or home-based, the relationship of the provider to the child, and the location where care takes place is consistent with other major studies including the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), the National Household Education Survey (NHES), the NICHD Study of Early Child Care and Youth Development (SECCYD), and the Survey of Income and Program Participation (SIPP).

Table 1. Child Care Types and Locations

	Center-Based	Home-Based			
	Center	Non-relative		Relative	
		In Child's Home	Out of Child's Home	In Child's Home	Out of Child's Home
Environmental exposures					
Child care environment					

Note: Gray shaded cells are excluded from the proposed Child Care Substudy because the environmental exposures in the child's home will be assessed as part of the core assessment. The cells filled with slanted lines are partially excluded from the Child Care Substudy. These providers will not be asked to participate in the child care provider telephone interview and no separate child care observation will be conducted. However, there will be an opportunity to collect some child care information from these providers if the mother names that person as the alternate caregiver to be interviewed in the core assessment. Regardless of whether an observational component is added to assess environmental influences, it will be important to ensure that questions for the alternate caregivers who are not fathers collect parallel information to that collected from caregivers in the Child Care Substudy. For example, it would be beneficial to collect information on proxies for child care quality, such as provider education and training and beliefs about caregiving.

- The NCS Child Care Substudy is tasked with assessing both environmental exposures in the child care setting and the child care environment itself. To help differentiate these two types of environmental factors, we will use the term *environmental exposures* to refer to assessments pertaining to measuring toxins in the environment. We will use the term *environmental influences* to refer to other characteristics of the study child's child care environment. The child care environment includes such influences as the quality and quantity of child care, the stability of child care, and other features of the child care environment that may affect a child's social, emotional, and cognitive development and health.

2. Which Child Care Locations Will Be the Focus of the Study

Because of the longitudinal nature of the study and the focus on child health exposures, the Substudy will be child-based with assessments occurring in the actual child care locations of study children.¹

A child-based design will lead to assessments in the child care arrangements of study children. The Substudy will look at a census of locations used (at standard data collection points, currently 6 months and 12 months) by selected children. To implement this, a random subgroup of children would be placed into the Child Care Substudy at birth. Only those children in the Child Care Substudy would have their child care environment observed.² If the child currently uses a child care location for a sufficient duration of time (defined as a function of hours per week and months since

¹ We considered but rejected the possibility of selecting child care arrangements within a community where child care is provided rather than the actual care locations of study children. Under a locations-based study option, child care centers and/or home-based arrangements would be sampled and assessed. The location assessed would not necessarily (or likely) be a location where a study child is currently enrolled but rather would be sampled based on its being in the community where the child is located. Only locations which could be identified (e.g., licensed or otherwise listed) would be included. Some in-home child care locations are licensed, but many are not and thus would be excluded. In addition, it could be difficult to obtain lists of in-home licensed locations.

² It is important to note that only a percentage (roughly half) of children enrolled in the Child Care Substudy will be in regular child care at any point in their preschool years.

arrangement began), the location will be studied.³ Assessments would take place in the actual child care arrangements of study children. All locations meeting the requirement for the minimum number of hours will be observed. A variety of criteria would be used to define further which arrangements would be studied.

The optimal strategy for understanding all of children’s exposures is to assess a census of the locations ever attended by children selected for the Child Care Substudy. While it would be ideal to assess every child care arrangement that a child ever attends, from a practical and budgetary standpoint, the focus will be on arrangements that the child is currently attending at predetermined data collection points that mirror those in the main study.

3. Sample Design

Any location that a child selected for the Child Care Substudy has regularly used for child care would be eligible for the study, assuming it is a significant source of exposure. Exposure is a combination of the hours of use per week and number of weeks used. (Exposure also is a function of the environmental levels at the location but this is not known until after the sample of locations is selected.) We anticipate a two-tier eligibility rule: All locations used for child care by the child at the time of a regular core visit (e.g., 6 months and 12 months) used 30 hours will be studied, and a sample of 10 percent of those locations used 10 to 29 hours would be studied. In addition, all locations used 10 or more hours per week would be contacted by telephone to collect environmental influences information.

It is important to collect both environmental exposure and influences from the 10 percent sample of less-used locations since the conditions in heavily used locations might not accurately reflect the conditions in less-used locations. In addition, it is necessary to include data from less-used locations so that it is possible to minimize the effect of selection biases. Children are not randomly assigned to child care. There are geographic, socioeconomic, family, and child factors that effect dimensions of child care, such as the type of care selected and how much child care is used (age of entry and amount of care), that also affect child developmental and health outcomes. For example, family economic factors, maternal employment status, mothers’ education, personality, and beliefs, and family size are associated with child care use (Hofferth et al., 1991; NICHD Early Child Care Research Network, 1997a). To make inferences about relations between child care and child outcomes, it is necessary to identify and control selection biases.

We anticipate including 20 percent of the pilot births (roughly 220 children) in the Substudy.

The plan is to use the results to impute child care influences and exposures for all 100,000 children in the NCS cohort. (This will allow child care influences and exposure data to be used when modeling outcomes for the entire cohort.) Parents of children not in the Substudy would also be asked questions about the extent and location of child care. This would be used to identify similar potential exposures among Substudy children.

³ The minimum threshold for number of hours per week and length of time in the setting varies across major studies. For example, one criterion for an arrangement to be “observable” in the NICHD SECCYD is that the infant is in the arrangement for at least 10 hours per week. A criterion of 8 hours per week was used for preschoolers. For the ECLS-B, an interview with the child’s primary child care provider was conducted for any child with a regular arrangement, and an observation of a child’s child care arrangement was conducted for any child (sampled for the child care observation component) with a regular arrangement that occurred for at least 10 hours per week.

4. Measuring the Environment in the Child Care Setting

The first step in measuring the child care environment is identifying the environment of interest. To do this, the mother must first be asked questions about child care usage. The 6- and 12-month instruments will both have questions to allow the mother to report what arrangements the child has and provide permission for us to visit them.

Second, it is important to develop a plan that allows sufficient data to be collected to meet the multiple goals of this study.

Environmental exposures: The Child Care Locations Substudy will mirror exposure data collection at the 6-month home visit. A few measures of environmental exposures that are planned for the child's home may not be needed in a center setting. There is currently no plan to leave air monitors or other equipment in the child care location overnight. One additional test (fecal cultures from selected surfaces) has been proposed. Additional work is ongoing to see if any reductions can be made in the 6-month home protocol when it is applied to the Child Care Locations Substudy.

Environmental influences: The Child Care Locations Substudy will collect information on the characteristics of the child care environment in center- and home-based settings through a telephone interview with the child's non-parental child care provider. For example, information will be collected characteristics of the child care provider (e.g., education, training, knowledge of child development, and caregiver beliefs and attitudes), the caregiver-child relationship, the provider's assessment of the child's behavior and development, and other characteristics of the child care setting (e.g., other children in care, language spoken in the setting, etc.). This has been a standard approach used on such large studies as the ECLS-B, NHES, and the NICHD SECCYD. This data will be merged with data on the child's child care usage (e.g., quantity of care, stability of care) provided by all parents for analytic purposes.

5. References

- Abbott-Shim, M. & Sibley, A. (1992a). *Assessment Profile for Early Childhood Programs*. Atlanta, GA: Quality Assist, Inc.
- Abbott-Shim, M. & Sibley, A. (1992b). *Assessment Profile for Family Day Care*. Atlanta, GA: Quality Assist, Inc.
- Arnett, J. (1989). Caregivers in day-care centers: Does training matter? *Journal of Applied Developmental Psychology, 10*, 541–552.
- Blau, D. M. (1999). The effects of child care characteristics on child development. *Journal of Human Resources, 34*, 786–822.
- Caughy, M. O., DiPietro, J. A., & Strobino, D. M. (1994). Day-care participation as a protective factor in the cognitive development of low-income children. *Child Development, 65*, 457–471.
- Harms, T., & Clifford, R. M. (1980). *Early Childhood Environment Rating Scale*. New York: Teachers College Press.

-
- Harms, T., & Clifford, R. M. (1989). *Family Day Care Rating Scale*. New York: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R. M. (1990). *Infant/Toddler Environment Rating Scale*. New York: Teachers College Press.
- Hofferth, S. L., Brayfield, A., Deich, S., & Holcomb, P. (1991). *National Child Care Survey, 1990, report 91-5*. Washington, DC: Urban Institute Press.
- Hofferth, S. L., Shauman, K. A., Henke, R. R., & West, J. (1998). *Characteristics of Children's Early Care and Education Programs: Data from the 1995 National Household Education Survey*. Report No. 98-128. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Mulligan, G.M., Brimhall, D., & West, J. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001 (NCES 2006-039)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- NICHD Early Child Care Research Network (1996). Characteristics of infant child care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly, 11*, 269–306.
- NICHD Early Child Care Research Network (1997a). Familial factors associated with characteristics of nonmaternal care for infants. *Journal of Marriage and Family, 59*, 389–408.
- NICHD Early Child Care Research Network (1997b). Child care in the first year of life: The NICHD Early Child Care Research Network. *Merrill-Palmer Quarterly, 43*(3), 340–360.
- NICHD Early Child Care Research Network (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science, 4*, 116–135.
- NICHD Early Child Care Research Network (2002). Early child care and children's development prior to school entry: Results from the NICHD Study of Early Child Care. *American Educational Research Journal, 39*, 133–164.
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, et al. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72*(5), 1534–1553.
- Vandell, D. L., & Wolfe, B. (2000). Child care quality: Does it matter and does it need to be improved? Madison: University of Wisconsin-Madison, Institute for Research on Poverty. Retrieved June 29, 2006, from www.irp.wisc.edu/publications/sr/pdfs/sr78.pdf
- Wachs, T. D. (1986). Models of physical environment action: Implications for the study of play materials and parent-child interaction. In A. E. Gottfried & C. C. Brown (Eds.), *Play interactions: The contribution of play materials and parent involvement to child development*. Lexington, MA: Lexington.

NCS PROTOCOL SUMMARY OF ENVIRONMENTAL SAMPLES TO BE COLLECTED AT CHILD CARE LOCATIONS 9/11/2007		
Dust	Method	% Visits
Allergens, endotoxin (+ temp & RH)	Vacuum	100
Mold	Vacuum	100
Inorganics (wipe to be archived)	Wipe	100
SVOCs (wipe to be archived)	Wipe	100
Pesticides: Pyrethroids (composite, store 3 mos before analysis)	Wipe	100
TBD (vacuum dust to be archived)	Vacuum	100
Drinking Water		
Disinfection Byproducts (DBPs) - HAA9	Water	1 per segment/ system/ year
Disinfection Byproducts (DBPs) - THMs	Water	1 per segment/ system/ year
VOCs - non-community water source only	Water	12
Nitrate - non-community water source only	Water	12
Soil		
Mid-yard soil (SVOCs - to be archived)	Soil	100 (1 per structure)
Visual Assessment - Building, Neighborhood - Indoor (and outdoor)		

Father's Role in Child Care

Rationale:

Fathers contribute to the development of their children in a variety of ways, most particularly emotional and economic support (Tamis-LeMonda and Cabrera 2002; Levine 1998; McBride, B., Rane, T.R., & Bae, J. 1999; Nord, C.W., Brinhall, D. & West, J. 1997). When it comes to child care arrangements, the father's role is primarily as a partner to the mother in making choices about the arrangement that will work best for the family, given the availability and quality of the child care available to the family. For example, local implementation and center supply conditions may be important factors affecting parents' child care selections (Fuller, Kagan, Caspary, & Gauthier, 2002). Additionally, knowledge about the father's role in the selection and scheduling of child care provides important information about the nature of the father's involvement and the level of stress and social support faced by the mother in negotiating work schedules and child care arrangements.

In the National Children's Study, the interview with the primary caregiver, typically the mother, asks a variety of questions about the nature of current and past child care arrangements that help to identify the types of arrangements (e.g., center-based vs. family child care vs. relative care), the amount of time the child spends in this care, and indicators of the quality of these care arrangements. It would be duplicative to ask the same questions of the father. On the other hand, there are many factors that are in play when parents decide on a suitable child care arrangement, and fathers may have different levels of involvement in these decisions. Additionally, fathers may have differential levels of involvement and participation in child care, from helping financially to taking the child to and from the child care, to stepping in to provide emergency support in case the child is ill or the child care is not available for a given day or period of time. The degree to which the fathers are involved financially, physically, and emotionally may affect the child's development by providing resources to the child's mother that may offset the stress of her parenting role.

Hypotheses Involved:

Domain of Exposure for hypotheses:

- #13 Family Influences on Child Health and Development
- #15 Impact of Neighborhood and Communities on Child Health
- #16 Impact of Media Exposure on Child Health and Development
- #17 Social Institutions and Child Health and Development

Recommended Measure:

NICHD Early Child Care Study, My Child Questions (4 items). All four items of these questions from the Study of Early Child are asked of the mothers and would then be asked of fathers if they have contact with the child care provider. These questions assess the father's perspective on the relationship

between his child and the child's caregiver. Items were answered according to Likert-type scales, with the scale points and anchors differing according to each question. As a result, the Cronbach's Alpha for the composite variable summing the scores across the four questions showed only moderate reliability (Cronbach's alpha's at 6 and 15 months were 0.580 and 0.619 respectively). Standardization of the items slightly improved the Cronbach's Alpha's and the Study of Early Child Care suggested omitting item 2 from the composite because it was poorly distributed at all assessment ages. Two additional questions were included to ask about procedures and plans if the respondent's child (or other children in care) is sick. The ability of the caregiver to isolate and remove sick children so as not to spread infection has been shown to be a good indicator of overall quality of the child care environment.

NICHD Study of Early Child Care, Current Child Care Grid (Form 10A, 1 item). To identify the factors that fathers perceived as the reasons for the selection of the child care arrangement used most often, one item from this instrument was included. There is extensive literature on child care choices and the link between family resources, incomes, and education levels as well as the existing market conditions for the availability of different child care types on the choices parents make.

Early Head Start National Evaluation, 14-Month Father Interview, Questions on father's responsibility in child care arrangements. Three items taken from the EHS 14-month father interview determine the degree to which the father is involved in picking up or dropping off the child at the child care provider. One additional item asks about the sharing of costs for child care between the parents.

Child Care Decision Making (Longitudinal Study of Australian Children). In the father interview or self-administered questionnaire, we propose asking the same set of questions asked of the mother regarding the father's role in choosing a particular child care arrangement, from questions asked as part of the Longitudinal Study of Australian Children. Several items will ask the father about his role in choosing and organizing child care. Another item from the NICHD Study of Early Child Care was added asking for the different reasons why respondents chose the forms of child care that they were using.

How Interview Component Will Be Conducted:

SAQ, CAPI, or CATI

Longitudinal Characteristics:

6 months, 12 months, and 18 months

Estimated Burden:

Allocated per interview: 6 minutes
Estimated from Literature: N/A
Estimated from Pilot Test: To come

Other Options Considered:

None.

Issues:

Other questions already proposed for the father interview capture additional information regarding the father's provision of support to the mother regarding work schedules, financial and emotional support, including his contribution to child care.

Sources:

- Administration for Children and Families. (2006). Early Head Start Research and Evaluation Project, 2-year father interview. Retrieved April 10, 2006, from http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/instruments/father_interview_2yrs/father_2yr_sec7.html
- Australian Institute for Family Studies. (2002). Introducing the Longitudinal Study of Australian Children. Discussion paper 1. Retrieved April 3, 2006, from <http://www.aifs.gov.au/growingup/pubs/dp1.html>
- Fuller, B., Kagan, S. L., Caspary, G. L., & Gauthier, C. A. (2002). Welfare reform and child care options for low-income families. *Future of Children: Children and Welfare Reform*, 12(1), 97–119.
- Hirshberg, D., Huang, D. S., and Fuller, B. (2005). Which low-income parents select child-care? Family demand and neighborhood organizations. *Children and Youth Services Review*, 27(10), 1119–1148.
- International Center for Education Statistics. (n.d.). Early Childhood Longitudinal Study—Birth cohort. Retrieved January 24, 2006, from <http://nces.ed.gov/ecls/Birth.asp>
- NICHD Study of Early Child Care. (1991). NICHD Study of Early Child Care Phase I Instruments. Retrieved April 3, 2006, from <http://secc.rti.org/display.cfm?t=f&i=15K>

Father's Involvement in Child Care Arrangements—Father SAQ Items

Next, I'd like to talk to you about different the experiences that {CHILD} has in child care from someone other than {{his/her} parents/you or {his/her} mother or guardians}. We are especially interested in how fathers think about these experiences and the role they may play. Child care includes regular child care and early childhood programs, whether or not there is a charge or fee, but not occasional babysitting.

Please answer these questions about the person or caregiver who overall spends the most time with {CHILD} on a weekly basis. If you are not sure how to answer a question, you can just say that you don't know.

Section A. Father's Role in Parental Child Care Decision-Making¹

A1. First, please tell me who is the person, other than you or your {spouse/partner/the child's mother} who provides the most amount of care for {CHILD} on a weekly basis. Is he/she a ...

Relative	1
Non-relative in a home	2
Child care center	3
Don't know	8 (GO TO B1)

Please answer the rest of these questions thinking only about this particular person who provides the most amount of care for {CHILD} on a weekly basis.

A2. Who chooses where your child goes for child care?

Mother only	1
Mother mostly	2
Mother and father equally	3
Father mostly	4
Father only	5
Someone else (Specify _____).....	6
Don't know	8

A3. Who schedules and organizes the child care arrangements?

Mother only	1
Mother mostly	2
Mother and father equally	3
Father mostly	4
Father only	5
Someone else (Specify _____).....	6
Refused	77
Don't know	88

¹ Source: Child Care Choices Study, Australia (A2, A3, A7), Early Head Start National Evaluation, 14 month Father Interview (A4-A6)

A4. Have you ever taken {CHILD} to child care or a child development center or picked up {CHILD} from there?

- Yes 1
- No 2 (GO TO A7)
- Refused 7 (GO TO A7)
- Don't know 8 (GO TO A7)

A5. About how many times per month do you drop off or pick up {CHILD} from child care or a child development center?

Number of times per month: _____ OR

- Refused 7
- Don't know 8

A6. When you drop off or pick up {CHILD}, do you talk to the person who takes care of {CHILD}?

- Yes 1
- No 2
- Refused 7
- Don't know 8

A7. Who usually takes and picks up your child from child care?

- Mother only 1 (GO TO C1)
- Mother mostly 2 (GO TO C1)
- Mother and father equally 3 (GO TO C1)
- Father mostly 4
- Father only 5
- Someone else (Specify _____)..... 6 (GO TO C1)
- No one, child is cared for at home 7 (GO TO C1)
- Refused 77 (GO TO C1)
- Don't know 88 (GO TO C1)

If father answer "father mostly" or "father only" in A5, go to Section B, otherwise go to Section C.

Section B. Respondent's Relationship with Child Care Provider²

We'd like to find out a little bit about the relationship between your child's caregiver(s) and your child. For each of these statements, please select the best answer.

B1. Would you say that the relationship the caregiver(s) has with your child is

- Very close and loving -- like a member of the family 1
- Positive, but not really close 2

² Source: NICHD Study of Early Child Care, Form 15K, "My Child Care"

Neither positive nor negative, but "businesslike"	3
Not positive at all	4
Refused	7
Don't know	8

B2. When you pick up your child from the caregiver/center (or when you come after the child has been with the caregiver), does the child seem sad to leave the caregiver(s)?

The child cries when he/she leaves the caregiver	1
The child looks sad when he/she leaves the caregiver.....	2
The child does not seem to mind when he/she leaves the caregiver ..	3
Refused	7
Don't know	8

B3. When you drop the child off at the caregiver/center (or when the caregiver comes in the morning), does **the child** seem happy to see the caregiver(s)?

Joyful—he/she lights up	1
Positive but not overjoyed	2
Doesn't seem to care one way or another	3
He/she is unhappy—looks sad	4
He/she is unhappy—sometimes even cries	5
Refused	7
Don't know	8

B4. When you drop the child off at the caregiver/center (or when the caregiver comes in the morning), does **the caregiver(s)** seem happy to see the child?

Joyful—the caregiver lights up	1
The caregiver is positive but not overjoyed	2
The caregiver doesn't seem to care one way or another	3
Refused	7
Don't know	8

Section C. Father's Role in Filling Emergency Child Care Needs³

C1. In the last 2 months, has CHILD been sick on a day that your family relied on child care?

Yes	1
No	2 (GO TO D8)
Refused	7
Don't know	8

C2. What did you or the child's mother do about child care the last time that happened?

Child was in regular arrangement	1
Stayed or went home from work/school	2
Father/partner stayed or went home	3
Took child to work	4

³ Source: NICHD Study of Early Child Care, Form 15K, "My Child Care"

Relative cared for child	5
Friend or neighbor cared for child	6
Hired sitter	7
Older child stayed with child	8
Used child care for sick children	9
Other (Specify): _____	10
Refused	77
Don't know	88

C3. What *usually* happens when your child (or one of the other child(ren) in care) is sick?

The parent(s) has to make other arrangements if the child is at all sick.	1
The parent(s) has to make other arrangements only if the child is very sick	2
The caregiver takes the child, but keeps him/her isolated from other children (or there are no other children).	3
The caregiver makes other arrangements for the child (has someone else take care of him/her, etc.	4
Other (Specify _____)	5
Refused	7
Don't know	8

C4. Who *usually* cares for your child when he/she is sick and cannot attend child care?

Mother only	1
Mother mostly	2
Mother and father equally	3
Father mostly	4
Father only	5
Someone else (Specify _____).....	6
Refused	77
Don't know	88

C5. For the child care arrangement that you use the most, what factors influenced your and your (spouse/partner)'s decision to use this particular arrangement? (MARK ALL THAT APPLY).⁴

Cost.....	1
Convenient hours	2
Convenient location	3
Quality of care provided	4
Quality environment/equipment	5
Quality of program	6
Preference for relative provider	7
Preference for home environment	8
Preference for center environment	9
Availability	10

⁴ Source: NICHD Study of Early Child Care, Form 10A "Current Child Care Grid"

Other (Specify _____ _____)	11
Refused	77
Don't know	88

C6. How do you and {CHILD'S MOTHER} share the costs of child care or the child development center?⁵

Do you share 50/50	1
Do you pay most, or	2
Does she pay most	3
Refused	7
Don't know	8

⁵ Source: Early Head Start Research and Evaluation Project, Two-Year Father Interview, "Child Related Services" (A4-A6), "Child Support and Paternity" (C6)

Child Care Substudy Provider Interview

The Berkeley–Yale interviews for child care providers are telephone or in-person interviews designed to capture the quality of the child care setting. These interviews cover physical features of the child care setting, activities done in the setting, interpersonal interactions in the setting, and the relationship between the provider and parents. Additionally, provider education and experience are included in the questions. These questionnaires were designed to be used as an alternative to more burdensome observations of the child care setting by a trained professional.

Administration Time:

20–30 minutes

Administration Method:

Interview of child care provider can be administered either in person or by phone. Plan is to administer by phone at time of scheduling for environmental appointment.

Administration Procedures:

The interview is conducted with the child care provider and asks about the child care setting and provider rather than about the child. There are two alternate forms, one for Child Care Centers and the other for Family Day Care Homes. Only one of the two forms is administered to a provider. The choice of form is determined by the type of child care setting.

Child Care Centers

This 22-item questionnaire covers a variety of aspects of quality of the child care center setting, including space and furnishings, personal care routines, language-reasoning experiences, activities, interpersonal interactions (staff–child and child–child) in the care setting, and parent relations and services. Questions pertaining to caregiver background and training also are asked.

Family Day Care Homes

This 29-item questionnaire covers a variety of aspects of quality of limited-resource child care settings, including space and furnishings, basic care routines, language-reasoning experiences, learning activities, and parent–staff relations and services. Questions pertaining to the provider’s amount of experience in the child-care field, education level, membership in a professional caregiver organization, and opportunities to attend child-care related training or conferences also are addressed.

Berkeley–Yale Telephone Interview for Child Care Centers (BYTI-C)

Introduction

Hello, my name is _____ and I am calling from _____. [Fill in particulars here regarding how they were selected]. I'd like to talk with you about your child-care classroom. Our conversation should take about 20 to 30 minutes. Is this a convenient time for you to talk?

(If YES: Great! Can we begin now?).

(If NO: I'd be happy to call back at a more convenient time if that would make a difference to you.)

(If still NO: Thank you for your time.)

We know how challenging it can be a child-care teacher, given limited resources, space, and time. In order for us to get an accurate picture, we ask that you listen carefully to each question and respond with the answer that you feel best characterizes your classroom.

For the sake of time, it would be helpful if, as I read the questions, you respond with letter—a, b, c, or d—of the response that best describes your classroom. At the end of the survey you will have a chance to say more about particular questions I asked, if you choose.

Your responses are completely confidential and we will assign you an identification number rather than use your name. Do you have any other questions before we begin?

Program Size

1. On a typical morning, that is, between 9 am and noon, how many children are present in your classroom? _____ children
2. On a typical morning, including yourself, how many people work with you in the classroom? By this, I mean people who are teachers or aides. _____ workers

Space & Furnishings

3. Different programs organize their space in different ways, especially as far as dividing rooms into separate learning centers. Which of the following best describes your room?
 - a. There is not enough space or materials to establish separate learning centers.
 - b. There are at least 2 learning centers, but they are not separated from the rest of the room.
 - c. There are at least 3 learning centers that are separated from the rest of the room and are well-equipped.
 - d. There are at least 5 well-equipped learning centers providing a variety of learning experiences. Children are able to help themselves to what they need.

Language-Reasoning Experiences

4. Sometimes budgets don't allow child-care providers to purchase all the toys and materials they would like. The next question refers specifically to the amount of educational materials relating to language development, including books as well as music tapes and picture card games. Which best describes your classroom?
- There are few books in the classroom.
 - Children have enough books to avoid conflict, if several want to use them during free play.
 - There is a wide selection of books available for a substantial portion of the day. Some additional language materials are used daily.
 - The classroom has a large variety of materials in good condition present for free choice and supervised use. There are enough materials of sufficient variety that the teacher can rotate them every few weeks.
5. Now I am interested in communication activities such as talking about drawings, sharing ideas at circle time, singing songs. Which of the following best fits your classroom?
- There is rarely time for communication activities.
 - There are 1 or 2 communication activities a week.
 - Communication activities take place daily during both free play and group times.
 - The staff designs daily communication activities for free play and group time. Some of the activities link children's spoken communication with written language, for example, a teacher writes down a story as the children dictate.

Activities

6. When it comes to materials involving fine motor skills and hand-eye coordination, such as pegboards and puzzles, which best describes your class?
- Few materials are present in the classroom. Some materials are missing pieces or are damaged.
 - The classroom has some materials that are in fair to good condition, although the classroom could use a wider variety of materials.
 - The classroom has many materials in good condition. Materials are on different levels of difficulty.
 - There are enough good materials that you can rotate them every few weeks.
7. When it comes to art activities and materials, which best describes your setting?
- There are few art materials available every day for the children.
 - There are some art materials, including those where children are able to express themselves in their own way.
 - There are many, varied art materials accessible by the children. There is much individual expression in the use of these materials.
 - In addition to option c, there are three-dimensional art materials such as clay. Some of the art activities are related to other classroom experiences, such as painting with fall colors when learning about the seasons.

8. Centers vary greatly on the amount of space and resources available to provide sand and water play.

8a. Do you have provisions for sand play (or a similar material like rice) indoors?

- a. Yes
- b. No

8b. What about sand play outdoors?

- a. Yes
- b. No

8c. What about water play indoors?

- a. Yes
- b. No

8d. What about water play outdoors?

- a. Yes
- b. No

9. I am interested in the materials available for dress-up or dramatic play activities. Which best describes your classroom?

- a. There are no special materials available for dramatic play.
- b. There are some props available for dramatic play, mostly to play house.
- c. There is a variety of dramatic play props and they involve at least two themes. For example, house keeping and work.
- d. Dramatic play materials are rotated occasionally to provide a complete change of themes. Pictures, stories and trips are used to enrich dramatic play.

10. Do the children have access to a television?

- a. Yes
- b. No

11. Do the children have access to a VCR?

- a. Yes
- b. No

12. When it comes to the amount that children are supervised as they play with gross motor equipment such as tricycles, which best describes your classroom?

- a. There is not always enough staff to watch children as they play with gross motor equipment.
- b. The children are supervised by staff to avoid accidents. Otherwise, children are encouraged to play on their own.
- c. Children using gross motor equipment are given help when they ask for it.
- d. Staff talk with children as they play, asking them to talk about what they are doing. Staff provide additional resources and guide children in their play.

13. For how much of the day are the children doing an activity as a whole group—such as listening to a tape or doing the same art project?
- Most of the day
 - 50–75% of the day
 - 25–50% of the day
 - Less than 25% of the day
14. How often do the children in your class use work sheets to learn a skill? By this we mean exercises to learn their ABCs or practice numbers, not drawing or art.
- Every day
 - A few times a week
 - A few times a month
 - A few times a year or never.

Interaction

15. Which of the following best describes your classroom as far as the amount and type of interaction between staff and children?
- Due to their many responsibilities, some staff members are sometimes too busy to respond immediately when a child wants their attention.
 - The staff usually have the time to respond to children who ask for attention, but they sometimes feel hurried.
 - The staff have ample time to listen to each child who wants attention.
16. As far as children's interactions with each other, which best characterizes your classroom?
- The children often seem to be by themselves or get into conflicts when they try to play with peers.
 - The children's interactions with peers are usually positive. They usually play well together without fighting.
 - The children seem to have formed strong emotional connections with each other. They play together and are usually able to resolve differences of opinion.

Parents and Staff

17. How much time were you able to spend during the last 12 months at child-related training programs, workshops, or conferences?
- Less than 5 hours
 - 5 to 10 hours
 - 11 to 20 hours
 - More than 20 hours

18. Are you a member of a formal group or association of people who work with young children?
- Yes
 - No
19. Some centers have the resources to provide for professional materials, workshops, courses, and/or in-service training. Which of the following best describes your center?
- The center doesn't have the resources to provide professional materials or in-service training.
 - There is some in-service training for staff and occasional staff meetings.
 - Monthly staff meetings are used to handle administrative concerns and include staff development activities. Books and magazines about child care are available on-site.
 - Financial support is available for staff to attend conferences or workshops and to purchase materials.
20. Are staff with less than an AA degree in early childhood education required to continue formal education?
- Yes
 - No
21. How long have you worked as a teacher or aide in the child-care field? _____ years
22. What is your highest level of education? Stop me when I get to the one that applies to you.
- Less than high school
 - GED, high school diploma, or CDA credential
 - Some college
 - 2-year/associate's degree
 - 4-year/bachelor's degree
 - Master's degree

Is there anything you'd like to add about any of the questions I've asked? Thank you very much for your help.

Berkeley–Yale Telephone Interview for Family Child-Care Homes (BYTI-F)**Introduction**

Hello, my name is _____ and I am calling from _____. [Fill in particulars here regarding how they were selected]. I'd like to talk with you about your family child-care home. Our conversation should take about 20 to 30 minutes. Is this a convenient time for you to talk?

(If YES: Great! Can we begin now?).

(If NO: I'd be happy to call back at a more convenient time if that would make a difference to you.)

(If still NO: Thank you for your time.)

We know how challenging it can be to run a child-care setting given limited resources, space, and time. In order for us to get an accurate picture, we ask that you listen carefully to each question and respond with the answer that best characterizes your setting.

For the sake of time, it would be helpful if, as I read the questions, you respond with the letter— a, b, c, or d—of the response that best describes your family child-care home. At the end of the survey you will have a chance to say more about particular questions I asked, if you choose.

Your responses are completely confidential and we will assign you an identification number rather than use your name. Do you have any questions before we begin?

Program Size

1. On a typical morning, that is, between 9 am and noon, how many children are present in your setting? _____ children
2. On a typical morning, including yourself, how many people work with you in your setting? _____ workers

Space & Furnishings

3. Family child-care settings vary as to the amount of space they have available to post child-related pictures and art work. Which describes your child-care setting?
 - a. There is no space available to display child-related pictures, mobiles, or children's art work.
 - b. There is some children's art work displayed and you have some store-bought or adult-made pictures for children to look at.
 - c. There is much children's work displayed, at least two items per child enrolled. Some of it is down low at the child's eye level.
 - d. There are many items of interest to children displayed where the children can see them. The display is changed at least monthly to match the children's activities and interests.

4. Do you have any areas in your setting that are specifically set up just for one type of play, like a block area or a dress-up area?
 - a. Yes
 - b. No

5. Which best describes how you prevent children from breaking fragile objects like flower vases?
 - a. You teach children not to touch them.
 - b. You remove them from the areas used by children.

6. How satisfied are you with the amount of space you have for children?
 - a. Somewhat satisfied
 - b. Moderately satisfied
 - c. Very satisfied

7. We are interested in learning about the availability of items for active play, for example, tricycles. Which best describes your child-care setting?
 - a. Little active play equipment is available at this time.
 - b. You have some equipment in good condition, but there is not a lot of variety.
 - c. The room has a wide variety of equipment in good condition.
 - d. The room has many different kinds of equipment in good condition. The equipment stimulates skills on different levels. For example, tricycles with and without pedals.

Basic Care Routines

8. We're interested in how things go when children arrive in the morning. Which of the following is most like your child-care setting?
- You are often too busy to greet children individually.
 - Most of the children and parents will be greeted as they arrive. With so many families coming and going, however, some children may arrive without being greeted.
 - You greet each child and parent upon arrival.
 - You have a conversation with each child and parent upon arrival. You also use this time to talk informally with the parents or to help a child become involved in an activity.
9. How often do you have a chance to sit with the children while they are eating?
- Never
 - Sometimes
 - Often
 - Always

Language-Reasoning Experiences

10. Sometimes budgets don't allow child-care providers to purchase all the toys and materials they would like. The next question refers specifically to the amount of educational materials relating to language development, including books as well as music tapes and picture card games. Which best describes your program?
- There are fewer than 6 children's books and no other materials available.
 - There are at least 10 children's books and some other materials that you use at least 3 times a week.
 - There are at least 20 children's books and various other materials for the children. You have at least one daily planned activity, such as reading or saying nursery rhymes.
 - You check out materials from the library once a month or add to the material in other ways and use them in daily activities.
11. On an average day, how many minutes per day does someone read aloud to the children?
_____ minutes
12. How often do you ask children specific questions about the story when you read aloud?
- Every day
 - Most of the time
 - Sometimes
 - Rarely

13. Which best represents the type of informal conversation that takes place in your setting?
- You talk with the children primarily while managing routines like toileting, or to correct a child's behavior.
 - You have time for short, social conversations with most of the children.
 - You have many conversations with children and try to make comments that build on ideas presented by them.
 - You make sure to have a conversation with each child every day and often ask questions to encourage them to talk more.

Learning Activities

14. When it comes to materials involving hand–eye coordination, such as pegboards and puzzles, which best describes your setting?
- At this time, I have no hand–eye coordination materials.
 - There are some hand–eye materials available for children to use independently.
 - There is a variety of hand–eye materials as well as space to play with the materials.
 - I have a wide range of materials that are rotated to maintain interest. They also are organized and labeled to encourage self-help.
15. When it comes to art activities and materials, which best describes your setting?
- There are no art materials available for use by children.
 - There are some materials, including drawing, at least twice a week.
 - There are crayons and paper, or other drawing materials available daily. Art materials needing supervision are planned at least 3 times a week, such as cutting and pasting, or painting.
 - There are at least 2 different activities offered daily. Activities include at least one 3-dimensional material per week, such as clay or carpentry.
16. Family child-care homes vary greatly on the amount of space and resources available to provide sand and water play.
- 16a. Do you have provisions for sand play (or a similar material like rice) indoors?
- Yes
 - No
- 16b. What about sand play outdoors?
- Yes
 - No
- 16c. What about water play indoors?
- Yes
 - No

- 16d. What about water play outdoors?
- Yes
 - No
17. I am interested in the resources available for dress-up or dramatic play activities. Which best describes your child-care setting?
- There are not special materials available for dramatic play.
 - There are some props available for dramatic play, mostly to play house.
 - There is a variety of dramatic play props and they involve at least two themes. For example, house keeping and work.
 - There is a variety of props involving two themes. The props are arranged in their own space and include child-sized play furniture, like a small stove or a baby stroller.
18. How often do the children have access to the computer?
- Every day
 - A few times a week
 - A few times a month
 - A few times a year or never
19. How often do they have access to the television or videos?
- Every day
 - A few times a week
 - A few times a month
 - A few times a year or never
20. How often do you talk with the children about what they are watching on the television or VCR?
- Always
 - Often
 - Sometimes
 - Rarely or never
21. How often do the children in your setting use work sheets to learn a skill? By this we mean exercises to learn their ABCs or practice numbers, not drawing or art.
- Every day
 - A few times a week
 - A few times a month
 - A few times a year or never.

Parents and Staff

24. Do you have a regularly scheduled parent conference?
- Yes
 - No
25. I am interested in knowing how you are able to balance personal and caregiving responsibilities. Which description best describes you?
- Many housekeeping duties and family errands come up throughout the day.
 - You make some changes in your own schedule of housekeeping and family errands on a day-to-day basis to meet caregiving responsibilities.
 - You make plans so that family responsibilities and caregiving seldom interfere with one another. You have a substitute available as an emergency back-up.
26. Some providers have the opportunity to attend child-related training, workshops, or conferences. How much time did you spend during the last 12 months at child-related training programs, workshops, or conferences?
- Less than 5 hours
 - 5 to 10 hours
 - 11 to 20 hours
 - More than 20 hours
27. Are you a member of a formal group or association of people who work with young children?
- Yes
 - No
28. We would like to find out a little bit about you and your job. How long have you worked as a provider in the child care field? _____ years
29. What is your highest level of education? Stop me when I get to the one that applies to you.
- Less than high school
 - GED, high school diploma, or CDA credential
 - Some college
 - 2-year/associate's degree
 - 4-year/bachelor's degree
 - Master's degree

Is there anything else you'd like to add about the questions I've asked you?
Thank you very much for your help.