

References for Research Relating Child Care Quality to Child Outcomes (June 2010)

Correlational Studies (Note: Correlation does not equal causation)	
Burchinal MR, Roberts JE, Riggins R, Zeisel SA, Neebe E & Bryant D (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. <i>Child Development, 71</i> , 339-357.	African American children who experience higher quality center-based care at ages 1 to 2 (based on assessment of classroom environment, curriculum, teacher-child interactions and teaching practices) have more advances cognitive and language development at ages 1 to 3.
Burchinal M, Vandergrift N, Pianta R & Mashburn A (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. <i>Early Childhood Research Quarterly, 25</i> , 166-176.	Among low-income children in higher quality preschool classrooms (based on teacher emotional support and instructional quality), higher quality teacher child interactions was related to higher social skills, lower behavior problems, and higher language reading and math skills but less so or not at all in lower-quality classrooms.
NICHD Early Child Care Research Network (1998). Early child care and self-control, compliance, and problem behavior at twenty-four and thirty-six months. <i>Child Development, 69</i> , 1145-1170.	Children who experience higher quality nonrelative care prior to ages 2 and 3 (cumulatively), based on positive caregiving in the child care setting (e.g., responsiveness, supporting development), have lower levels of concurrent behavior problems at age 2, and lower levels of concurrent behavior problems and noncompliant behaviors during a play task and higher levels of compliance during a clean-up task at age 3, respectively. Earlier quality child care was also positively related to later social competence and negatively related to later behavior problems.
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. <i>American Educational Research Journal, 39</i> , 133-164.	Children who experience higher quality nonrelative care prior to age 4.5, based on positive caregiving in the child care setting (e.g., responsiveness, supporting development), have higher levels of pre-academic skills and language at age 4.5, and children who experience improved quality in care across time have better pre-academic skills at 4.5.
NICHD Early Child Care Research Network (2005). Early Child Care and Children's Development in the Primary Grades: Follow-Up Results From the NICHD Study of Early Child Care. <i>American Educational Research Journal, 42</i> , 537-570	Children who experience higher quality nonrelative care prior to age 4.5, based on positive caregiving in the child care setting (e.g., responsiveness, supporting development), score higher on tests of math, reading and language in grades 1 and 3.
Peisner-Feinberg ES, Burchinal MR, Clifford RM, Culkin ML, Howes C, Kagan SL & Yazejian N (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. <i>Child Development, 72</i> , 1534-1553.	Children who experience higher quality child care in community child-care centers at age 4 (based on classroom environment, teacher sensitivity, child centeredness, and teacher-responsiveness) have increased receptive language and math skills through second grade.
Vandell DL, Belsky J, Burchinal M, Steinberg L & Vandergrift N (2010). Do effects of early child care extend to age 15 years? Results from the NICHD Study of Early Child Care and Youth Development. <i>Child Development, 81</i> , 737-756.	Children who experience higher quality nonrelative care prior to age 4.5 have higher levels of cognitive-academic achievement and lower levels of problem behaviors at age 15. The relation between quality care and cognitive-academic achievement was strongest among those with higher quality care (an effect unique to adolescence, aka, a "sleeping effect").
Vandell DL, Henderson VK & Wilson KS (1988). A longitudinal study of children with day-care experiences of varying quality. <i>Child Development, 59</i> , 1286-1292.	White middle-class children in higher quality child care centers at 4 years (based on having better trained teachers, better materials, higher adult-child ratios, lower enrollments and smaller classes) had higher social skills at age 8 than their counterparts in lower quality child care centers.

Experimental Study	
Campbell FA, Pungello E, Miller-Johnson S, Burchinal M & Ramey CT (2001). The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment. <i>Developmental Psychology</i> , 37, 231-242.	Low-income African American children who participated in an early education program at a high quality child care center (low teacher:child ratios, extensive in-service training for teachers, low teacher turnover, curriculum design to promote cognitive, language, perceptual-motor and social development) had higher IQ and academic achievement through age 21 than children in a control group (a variety of early care environments, including parental care and/or care from other facilities typically used by low-income families in the community, plus iron -fortified formula through 15 months and free diapers through toilet training) to

Compiled by Jenn Beyers, Organizational Research Services, for a panel presentation at the NACCRRRA Leadership & Management Institute.