

**USING CONSUMER VIEWS IN PERFORMANCE
INDICATORS FOR CHILDREN'S SERVICES**

ANNOTATED BIBLIOGRAPHY

**PREPARED FOR THE STEERING COMMITTEE FOR THE REVIEW OF
COMMONWEALTH/STATE SERVICE PROVISION**

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General Note: The annotations and quotes in this Bibliography are narrowly focused on the purposes of the current project and are therefore highly selective. They do not attempt to give a complete picture of each document, which may contain much additional valuable information not central to this client views and performance indicators project. The heading 'technical issues' under any item refers to any technical issues raised specifically by the authors themselves.

Aakhus, Belle P.; Hoover, John H. (1991), *Rural Ojibwe Mothers' Experiences with Early Childhood Special Education Services.*

Purpose: Program improvement.

Service Type: Disability Special Education Service

Target Group: Native American mothers

Methods: Method involved sending letters through the Director of a local Early Childhood Special Education Program to Native American mothers asking for permission to interview. Only two mothers responded and both were interviewed. Interviews were tape recorded in respondents' homes.

Coverage: Local program only.

Outcomes/Findings: Clients reported problems with distance and cultural trust.

A.C.T. Department of Education & Community Services, 1999, *Preschool Satisfaction Survey*

Purpose: Quality/effectiveness performance measure.

Service Type: Government Preschools

Target Group: Parents

Method: Contracted out sample survey (Price Waterhouse). All parents at 12 out of 82 centres. Centres are stratified on geographical area and service type (stand alone part-time, stand alone fulltime, multiple unit, co-located with primary school, co-located with child care). Sample is redrawn annually. Questionnaires are mailed direct to parents from lists provided by selected centres. Response rate is 57%. Number of completed questionnaires is 320. The questionnaire consists of 8 questions administered through a 10 point scale (poor to excellent). Seven questions ask about different aspects of the services and the eighth is a general satisfaction level "with your child's preschool experience". Specific aspects include information, welcoming environment, balance of activities, play based learning, development of independence, safe/hygienic environment, suitability of session times for family needs. The questionnaire is included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Duration: Annual

Coverage: A.C.T.

Technical Issues, Outcomes & Findings: Summary of results is reported in the Annual Report as an effectiveness/quality measure. Results expressed as percent satisfied compared to target. Satisfaction is counted as ratings between 7 and 10 on the survey scale. 1997/98 results were 92% satisfied (target was 85%). Other measures included in the annual report are: Quantity - no. of

children, no. of preschools, no. of hours per week per child; Timeliness - whether notified of vacancy in term prior to enrolment; Cost - average cost per preschool child.

Arizona Department of Economic Security (1999): Child Care Program Client Satisfaction Survey 1998, Child Care Administration, Research & Evaluation Unit, April 26, 1999, Arizona

This is the latest in a series of surveys carried out in 1989, 1995, 1996 and 1997. Copies of the 1996 and 1997 documents have been obtained but are not included in this Bibliography. Results are reported in a public document at the completion of data analysis.

Purpose: Program evaluation and comparison with previous surveys.

Service Type: Child Day Care Subsidy Program

Target Group: Parents

Methods: Postal survey of 1,057 child care families representing a 6% random sample of 17,616 families stratified by district. Response rate was 21.2% (224 returned surveys). 10 pre-coded questions are asked plus space for spontaneous open-ended responses. Questions include: My education is ...; I learned about DES Child Care from ...; After I first contacted the DES Child Care office, it took ... (days) to approve my child care (1 to 5 days to More than one month); Usually, I (drive myself, take the bus, ride with others, walk, other) to my child care provider; It takes (time range) to get from home to my child care provider and to work/school/training agency; I am satisfied with the services that I receive at my local DES Child Care Office (strongly agree to strongly disagree, including no opinion); Overall, the DES Child Care Program is excellent, good, fair poor. Other questions ask about the type of provider (center, home relative); the main reason for using the provider (cost, location, quality, other); whether the DES subsidy pays for a provider "that meets my child's needs" (strongly agree to strongly disagree plus no opinion) and the consequences of not receiving DES Child Care (quite/reduce work, request public assistance, rely on family or friends, pay total cost, quit training/school, leave my child home alone). The questionnaire is included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Duration: Data collection October to December 1998 inclusive.

Geographical Coverage: Arizona

Technical Issues, Findings & Outcomes: Authors note that the comparatively lower response rate than for previous surveys could be explained by the omission of a follow-up mail out two or three weeks after initial posting.

78% of respondents used centre based care and 6.9% used relative care. 34% each reported that the main reason for choice of provider was location and quality, 11% reported cost and 16% reported other.

Satisfaction with DES office services was 48% strongly agree and 34% agree.

Rating of Program (not child care service used) was 53% excellent and 38% good.

Arizona Department of Economic Security (1995): Child Care Program Client Satisfaction Survey 1995, Child Care Administration, Research & Evaluation Unit, August 1995, Arizona

This document is annotated separately as it provides slightly more detail on methodology than the above material. See also Cook-Dixon 1989 for the original methodology.

Purpose: Program evaluation: Reassess customer satisfaction, compare findings with 1989 survey, gain customer feedback and in-put.

Service Type: Child Day Care Subsidy Program

Target Group: Parents

Methods: A postal survey based on a random sample stratified by three districts including one categorised as 'rural'. Sample was 2.8% (490) of 17,236 families receiving child care services and subsidised by the DES Child Care Program. A 47.1% response rate was achieved (231 surveys returned). A reminder and thank you note were posted three weeks after initial posting. The questionnaire was written in English and Spanish in "simple and understandable language equal to 4.3 in Flesch-Kincaid Grade Level." There were 13 precoded questions and space for spontaneous comments. For individual questions see preceding entry in this Bibliography.

Duration: April to June inclusive covering draft survey, piloting, data collection and analysis.

Geographical Coverage: Arizona

Technical Issues, Outcomes & Findings: The authors note a general response rate range of between 20% & 50% for "mailed surveys targeted at 'highly motivated' clients with follow-up reminders." A 6% margin of error is claimed.

Australian Bureau of Statistics (1996a): Child Care Australia, ABS Catalogue No. 4402.0

This publication summarises the results of the national survey using the questionnaire noted in the next entry. The Child Care Australia survey is conducted every three years as a supplement to the Monthly Population Survey. It is aimed at reporting usage and demand statistics. Results on usage and parental perceptions of a number of aspects of care are reported on a number and percentage of children basis. Results are reported by type of care used within each state/territory and nationally.

Australian Bureau of Statistics (1996b): *Child's Questionnaire March 1996*

This is the questionnaire on which the most recently published national Child Care Australia statistics are based. It is very similar to the 1999 version below and has not been cited separately in the project Report.

Australian Bureau of Statistics (1999): *Child's Questionnaire June 1999*

This questionnaire contains over 150 questions on child care usage by type of child care (formal and informal) and parents' perceptions about a variety of aspects aimed at measuring demand including: main reasons for choosing type of care (cost, availability, hours of operation, quality/reputation, close to home,

close to work, etc.); whether cash rebate claimed; hours of operation; need for care/more care. Demographics include work status, income and main language spoken at home. The questionnaire is included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Australian Federation of Child Care Associations (1999a): *Demand for Child Care for Shift Workers Study, Questionnaire.*

This a national survey in progress at the time of commencing this Study.

Purpose: To identify demand factors

Service Type: Private long day care

Target Group: Parents who are shiftworkers

Method: Self administered questionnaire. The questionnaire is being administered to a purposive sample of shift workers sources for which were identified through member centre proprietors and include some employer sponsored services and local businesses (large and small) employing shiftworkers with a substantial proportion of women aged 20-35 years spread across all states/territories. Employers include a casino, hotels, hospitals, factories and service industry firms. Questions include numbers and ages of children, number and reasons for working shifts, child care arrangements when working shifts, reasons for choosing, consequences of usual care breakdown and willingness to pay specified amounts per hour. No satisfaction questions are included.

Duration: 6 weeks

Coverage: Australia

Australian Federation of Child Care Associations (1999b): *Study of the Demand for child Care for Children Who are Sick, Questionnaire.*

Purpose: To identify demand factors

Service Type: Private long day care

Target Group: Parent users

Method: Self administered questionnaire using a systematic sample of users of member services selected and stratified on states/territories and socio-economic areas. Questions include current child care arrangements and preferred arrangements when child is sick; current practices for sick child and frequency of taking time off work to look after sick child; and willingness to pay specified costs per hour. Does not ask about satisfaction with current arrangements.

Duration: 6 weeks

Coverage: Australia

Bailey, Donald B Jr.; McWilliam, R A.; Darkes, Lynette Aytch; Hebbeler, Kathy et al. (1998): *Family outcomes in early intervention: A framework for program evaluation and efficacy research. Exceptional Children. 64(3):313-328. 1998 Spring.*

This is a literature review and theoretical discussion of early intervention family support outcomes for the purposes of research and evaluation. The article contains no questionnaires nor recommended methodologies. The authors note that most effectiveness evaluations focus on child outcomes but there is a growing emphasis on the need for the focus to include support for families of children with a disability. This latter focus is described as "family-focused, family-centered, family-friendly, family-directed". Some sources suggest that "the ultimate goal of early intervention is to enable and empower families". This would produce good child outcomes. Dimensions used for family-centred assessment include: amount and quality of mother-child interaction; size and helpfulness of social support network; perceived parental stress (Honkoff, Hauser-Cram, Krauss & Upshur 1992); other outcome conceptualisations include motivation outcomes (self-efficacy, control, hope, etc.) and knowledge/skill outcomes (information, problem-solving, coping etc. -Turnbull et al. 1998).

Barclay, Kathy & Benelli, Cecelia. *Program evaluation through the eyes of a child. Childhood Education. 72(2):91-96. 1995 Winter.*

Purpose: Program review.

Service Type: Infant and pre-school centre

Target Group: Children 0-5 years

Method: Concentrated on the Katz bottom-up perspective in evaluation presented later in this Bibliography. The main method used was observation of children. No parent surveys were included in this article. The study developed a Child Observation Form and used standard scales such as ECERS.

Geographical Coverage: One West Illinois centre.

Technical Issues. Findings & Outcomes: The authors concluded that children's responses were valuable in evaluation. Individual follow-up with observed children provided insights into program quality. The authors describe the seven child care quality areas and the rating scale of ECERS (Early Childhood Environment Rating Scale): : 1) furnishings and display, 2) personal care routines, 3) language/reasoning experiences, 4) social development, 5) fine and gross motor activities, 6) creative activities and 7) adult needs. ECERS, often used by teachers and administrators, rates items on a scale from 1 (inadequate) to 7 (excellent). The authors note that : Since its publication in 1984, the Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs has increasingly been used by early childhood educators to validate the quality of their programs. The NAECP quality components are summarised as: curriculum, administration, health and safety, physical environment, staff qualifications and development, staff-children interactions, staff-parent interactions, evaluations, staffing, and nutrition and food service... Educators can determine the extent to which their center meets the criteria through a self-study process that involves parent and staff surveys, classroom observations and gathering of program-related data.

Blau, David M. *The production of quality in child care care centers.* Journal of Human Resources. 32(2):354-387. 1997 Spring.

Purpose: Investigation of the determinants of quality.

Service Type: Day Care Centres

Target Group: Staff

Methods: Manipulation of data collected by the 1988 National Child Care Staffing Study (NCCSS). Methods used in that study included interviews with providers and classroom observation. Tools included ECERS and ITERS. No parent interviews.

Geographical Coverage: Atlanta, Boston, Detroit, Phoenix, and Seattle.

Technical Issues: "... many of the [past childcare quality] studies do not contain adequate controls for the characteristics of the children and their families. If families who provide a supportive and nurturing home environment tend to place their children in high-quality child care arrangements, then the measured effects of the inputs on the quality of child care could simply be picking up the effects of omitted child and family characteristics (Hayes, Palmer, and Zaslow 1990; Belsky 1990).

Outcomes & Findings: Questions the impact of group size and child-staff ratio on quality ratings derived from observation of factors such as centre atmosphere, activities, tone and attitudes. Staff education and refresher training have a larger impact. Overall, however, "The effects of staff education and training are typically small as well... The quality and quantity of the purchased child care together with the home inputs combine to produce child development outcomes such as cognitive gains, emotional wellbeing, and social skills."

Britner, Preston A. Phillips, Deborah A. (1995): *Predictors of parent and provider satisfaction with child day care dimensions: A comparison of center-based and family child day care.* Child Welfare. 74(6):1135-1168. 1995 Nov.

Purpose: To unbundle parent satisfaction dimensions

Service Type: Centre-based and family day care - full day care

Target Group: Parent users and care providers

Methods: Interviews with 90 parents and 27 care providers. 18 care providers from six centre based services; 9 providers from nine separate family day care homes. Providers were interviewed about the 149 children with participating parents. Parent contact lists were obtained from providers. Original number of parents agreeing to participate was 205. Interviewing of one parent only reduced sample size to 90.

Time 1 and 2 administrative material and questionnaires were distributed by providers in self-addressed envelopes. Sealed envelopes were returned to providers for Time 1, and directly to researchers for Time 2. Questionnaires not included in report. (Requested from authors but not obtained by end of this project.)

Instruments included a 32-item list of care characteristics which was rated initially (Time 1) for importance by parents and providers. This same list was administered to parents in Time 2 to measure satisfaction, on a scale of "very satisfied to very dissatisfied"; and to providers for assessment of service on a scale of "doing extremely well" to "needs much improvement".

The study concentrated on four "functional dimensions of continuity as possible predictors of satisfaction for parents and providers": social support to parents; parent involvement in care; parent-provider agreement on beliefs; parent provider agreement on important dimensions to care. Method concentrated on specific dimensions likely to be associated with satisfaction and which predict dissatisfaction, rather than on global satisfaction. Hierarchical regression analysis was used. Composite scores for satisfaction were provided through averaging individual importance items.

Coverage: Two suburban areas in a mid Atlantic state.

Duration: Short term longitudinal - 4 months. Two stage - Time 1 and Time 2.

Technical considerations: Cites a number of previous studies (e.g., Shinn et al 1991) which showed that: parent satisfaction was not influenced by location, flexibility of hours and rules nor parental influence on program policy; and where main influencing factors on mothers' perceptions of quality were provider-child interactions whereas structural dimensions of quality were less influential.

Outcomes and Findings: Social support from the provider was considered to be the best predictor of satisfaction overall - for both centre and home based users.

Additionally, "For center-based providers, satisfaction was best predicted by parent-provider agreement about the importance of specific care characteristics. Parent-provider agreement about traditional child-rearing values was associated with satisfaction for family child care providers."

The authors hypothesise reasons for "apparent contradiction in the literature on parents' reactions to child day care?" They conclude that their current study reflects the likelihood of "shortcomings in the frameworks that guide research on parental satisfaction", rather than reluctance of parents to admit dissatisfaction with care.

Results showed: "The traditional "quality" variables of academic research and licensing standards simply were not associated with parents' satisfaction with care. Whereas parents may view structural markers such as group size to be important in their selection of a care arrangement, their satisfaction with the arrangement is not associated with these same markers. Although parents rated aspects of quality as more important than convenience in their selection of care arrangements, parents in this middle-class sample may have chosen their care arrangement on the basis of perceived quality of settings that were realistic options, given cost, hours, and location."

Brown, Philip (1995): *Evaluation of Home Child Care Allowance: Findings from Pre-Implementation Survey*, Social Security Journal, December.

Purpose: Report on additional findings from a survey of Home Child Care allowance recipients.

Service Type: Included formal and informal child care.

Target Group: Parents

Method: Contracted out survey of 1,453 randomly selected "partnered Family Payment recipients". Telephone and face to face interviews, including NESB and ATSI interviews. Questionnaires asked about family characteristics, employment, workforce intentions, ideal working arrangements, child care and family expenditure. Questionnaire did not appear to include parent satisfaction.

Duration: Survey - June to July 1994.

Coverage: Australia

Outcomes & Findings: Reasons for using formal care were mainly work or study. Reasons for use of formal over informal care included development benefits for children. Reasons for using informal care included safety, trust, convenience and cost.

Burchinal, Margaret R. (1999): *Child Care Experiences and Developmental Outcomes, The Annals of the American Academy, 563, May 1999.*

This article is a literature review and theoretical discussion of general child care for the purposes of research into child outcomes

Technical Issues: The author raises the question of whether regression analysis using many variables (family characteristics and care characteristics) can technically be expected to show high levels of influence of either on child development. "Any variance in the child outcome that is caused by child care, but overlaps with family characteristics, will not be attributed to either child care or the family characteristic." She particularly questions the validity of studies using hierarchical regression analyses: "Accordingly, all of the overlapping variance is attributed to the block of variables that enter first."

Outcomes & Findings: "... literature indicates that children who experience better-quality care tend to display more optimal cognitive and social development than children who experience lower-quality care, although the associations tend to be modest." The article identifies lack of past research which included the family covariates of child development. Cites Lamb 1997 and NICHD 1996 as showing that "Families who select higher-quality child care tend to be better educated, have more income, have more stimulating and responsive home environments, and have child rearing beliefs and practices that have been linked to better child outcomes." Cites Garcia-Coll et al. 1996 as arguing "that what constitutes high quality and quantity of care may be different for children of color and Hispanic children because of differences in the history of societal discrimination and cultural practices". Quality indicators noted include: small child:staff ratio, responsive and stimulating interaction with caregivers, ECERS, Caregiver Interaction Scale. Distinguishes between the two literatures on cognitive and language development versus social and emotional development. Concludes that family characteristics are more strongly related to child outcomes than are quality of care factors and that centre-based care "may be" related to better cognitive outcomes while both centre based and family based child care "may be" related to better social outcomes.

Camasso, Michael J. & Roche, Susan E (1991): *The Willingness to Change to Formalized Child Care Arrangements: Parental Considerations of Cost and Quality, Journal of Marriage and the Family 53 (November 1991).*

Purpose: Investigate child care choice factors

Service Type: Child Care

Target Group: Parents who are state employees.

Methods: Mail questionnaires resulted in 3,063 completed questionnaires which represented a 52% response rate. Data used is from a 1988 survey. As well as

family demographics, data collected includes costs, preferred costs, willingness to pay more, quality factors (including convenience to home and work, individual attention/supervision/caring atmosphere, structured activities, honesty/respect, food, non sexist activities, cross cultural appreciation, parental involvement. Main theme was willingness to change care.

Duration: Not specified.

Coverage: New Jersey

Technical Issues, Outcomes & Findings: Results reported from other studies include: Cost correlates negatively with formal care decisions. "The impact of user cost, moreover, is quite powerful; in a majority of studies it is among the strongest predictors of choice." Study results on influence of family income are ambiguous and equivocal. One study (Atkinson 1987) of parents found reasons for selecting current child care centre included "reliability, flexible hours, location, convenience, staff qualifications, health care, and planned activities and socialization opportunities." Another study (Cheskis-Gold 1988) showed choice reasons were "reliability, convenience, flexible hours, and a low child-to-staff ratio." Results of the current study showed that willingness to change (from informal to formal care) is affected by price for infant/toddler and school age groups - "willingness to pay more than current levels increases the willingness to switch." Other factors affecting willingness to change include: convenience (infant/toddler group), self-respect and respect for others (preschool group); self respect, respect for others, activities of structured play, physical exercise and "listening to stories" (school age group).

Camilleri, Peter & Kennedy, Rosemary (1994): *Educational Issues for Family Day Care: Results of a South Australian Survey*, Australian Journal of Early Childhood, Vol.19, No.3, September.

Purpose: Investigate training for family day care providers.

Service Type: Family Day Care

Target Group: Providers

Method: Survey carried out by South Australian Care Providers Association.

Postal survey. N= 1696. No parent component.

Cardona, Magnolia (1996): *Applying mainstream health outcome measurement in Aboriginal health care: how are we doing?* in Integrating Health Outcomes, Measurement in Routine Health Care Conference 1996 - Proceedings, Australian Health Outcomes Clearing House, Australian Institute of Health and Welfare, Canberra, 1997

The purpose of this paper is to investigate deficiencies in Aboriginal health outcome measurement. It is a theoretical discussion based on observation and discussion with aboriginal consumers in Cape York.

It is argued that measurement difficulties include: lack of reliable baseline information (omission of Aboriginality fields); and lack of culturally relevant indicators - lack of participation, greater acceptance by Aboriginal communities of intermediate indicators such as service utilisation rather than overall health status or living conditions.

Carr, Margaret (1998): Assessing Children's Experiences in Early Childhood, Final Report to the Ministry of Education, Part One, Ministry of Education, N.Z.

Purpose: Identification of observable outcomes for children linked to early childhood curriculum guidelines, and development of assessment instruments.

Service Type: Early childhood services

Target Group: Centres

Method: Framework development and trialling. Observations, case studies and a practitioner assessment workshop.

Duration: 1995-1997

Coverage: New Zealand

Technical Issues: Notes the inadequacies of statistical measurement of children's learning: "... but to then label the domain of a 5-point scale, or the package of completed or failed tasks, as describing a skill ability or attitude with predictive validity... has been shown by numerous research projects to be at best an enterprise that reduces human complexity and contradiction to a rough approximation of its authentic self, and at worst a statement of 'truth' that gives an adult permission to categorise and intervene in a way that may remove all responsibility from the learner."

Outcomes & Findings: The framework is described as a "Learning Story" framework which sets out five broad behaviour categories related to the following dispositions which affect learning in later life: to find an interest here, to be involved and attentive, to tackle and enjoy difficulty and uncertainty, to express their ideas, and to take some responsibility in joint and group endeavours.

Carr, Margaret (1998): Assessing Children's Experiences in Early Childhood, Final Report to the Ministry of Education, Part Two, Ministry of Education, N.Z.

Part Two contains the five case studies on which Part One above is based.

Catanese, A.A.; Coleman, G.J.; King J.A.; Reddiough, DS (1995): *Evaluation of an early childhood programme based on principles of conductive education: The Yooralla Project*, Journal Paediatrics and Child Health, 31.

Purpose: Program evaluation.

Service Type: Conductive education

Target Group: Preschool and school age children with cerebral palsy; and their parents.

Method: Comparative evaluation of 17 children enrolled in Yooralla Project with a similar control group receiving traditional early childhood services. Data collection methods included videotapes and three standardised tests of cognitive ability plus the QRS-F questionnaire administered to primary caregiver. Did not include parent satisfaction.

Duration: 6 months

Coverage: One program in Victoria.

Technical Issues: Small sample size is noted.

Outcomes & Findings: Children receiving CE program "showed greater improvement in motor performance", and their parents rated higher on "coping". Parents reported improvement in all child development categories over time.

Centre for Educational Research and Innovation (1999): *Early Childhood Education and Care*, Chapter 2 in Education Policy Analysis 1999, O.E.C.D.

This Chapter focuses on community investment in children's services from two viewpoints: an investment in lifelong learning; and a "support to the wider economic and social needs of families." Relevant results include sections on past international research in relation to outcomes for children.

City of Kingston (1999): *Children's Services Surveys*, Mentone, Victoria.

Purpose: Quality improvement

Service Type: Family Day Care, Long Day Care, Maternal & Child Health centres, Immunisations sessions, Child Care Support Agencies

Target Group: Parents

Method: Annual census of all parents and all service providers. Family Day Care 491/88, Long Day Care 209/4. The Long Day Care questionnaire contains 13 statements on a four-point 'always true' to 'never true' scale plus provision for comments on each statement. Statements cover confidence in child care staff skills and training, attitude of staff to parent, child enjoys experience, nutritious meals, quality of meals, information on child's activities, meet annually with staff, comfortable about speaking to staff re concerns, access to staff, written newsletters, hours of opening, input into management, and "Overall, I am satisfied with the quality of care provided to my child/ren." Additional open-ended questions cover best aspects of care, anything else would like to incorporate, any suggestions for improvement, plus length of time using service, days per week and other comments. The Family Day Care questionnaire contains similar questions plus others on scheme supervision and co-ordination. The questionnaires are included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Duration: Annual

Coverage: Kingston Local Government Area

Outcomes & Findings: A summary of results is provided to clients "listing consistent issues raised including a brief response". Results are also provided to the relevant Business Units for quality improvement purposes.

Choice, *Childcare*, October 1994

Purpose: Information for Choice magazine readers.

Service Type: Child Care

Target Group: Parents

Method: Survey in magazine issue Nov. 1993, plus directly mailed to 3,000 non subscribers. Also passed on by hand and photocopy. Not a representative sample. The questionnaire for this study is unavailable and no further details could be provided.

Outcomes & Findings: Nearly 20% reported 'having no options at all'. The most serious service deficiency was found in rural and remote areas. 20% reported not getting first choice, especially FDC and LDC. Long waiting lists were reported: "On average respondents... reported waiting just under four and a half months for a place in a childcare service." WA had the shortest and NSW the longest waiting lists.

Most results were not precisely reported, e.g. "some parents were very happy... others are not so happy."

Choice, *The search for quality childcare*, November 1994

Second article reporting results of above parent survey.

Outcomes & Findings: The majority of parents were satisfied with their current child care. Reasons for dissatisfaction included: safety, hygiene.

Parents wanted (not quantified but in priority order) loving and caring environment, location, safety plus stimulating environment and qualified/trained staff. 65% were satisfied with premises plus 30% fairly satisfied. 65% were satisfied with play & learning material. Half were satisfied with carer keeping them informed about child's day, 38% fairly and only 1% very dissatisfied. Results on 'service responds to suggestions or complaints' were 52% very satisfied, 36% fairly, 5% dissatisfied and 1% very dissatisfied. Results on satisfaction with staff training & experience was 70% very, 25% fairly, 10% uncertain or dissatisfied with care and cuddling.

Overall satisfaction was strongly related to whether parents felt they had a choice. Parents who did not have a choice were less likely to be very satisfied. Almost 60% were very satisfied. 31% were fairly satisfied and 6% reported serious misgivings.

Commonwealth Child Care Advisory Council (1999a): *Review of the Quality Improvement and Accreditation System - Issues for Consultation*, September.

Purpose: Review of quality improvement and accreditation system

Service Type: Long day care

Target Group: Service providers and national peak bodies

Method: Consultation paper inviting comment

Duration: September to November

Coverage: Australia

Technical Issues, Outcomes & Findings: The Paper sets out some of the preliminary results of the above Review. The Review included consultation with parents and providers. Preliminary results identify 15 key issues. There is an accompanying new draft Principles paper (www.facs.gov.au/chldcare/publicat.htm) which proposes the reduction from 52 principles to 40. Periods between service reviews currently vary between 1, 2 or 3 years. The Paper proposes a new standard time - possibly every 2.5 years (2 years is preferred but may be too costly). Current rating categories are unsatisfactory, basic, good quality, high quality. The Paper proposes a universal system of accredited or unaccredited categories. To be accredited, a minimum of 'satisfactory' would be

required for all Principles. Supplementary categories for accredited centres on various clusters of characteristics would be good quality and exemplary. The latter "would recognise and encourage innovation, initiative and responsiveness to unique situations and circumstances". The identified clusters are: "warmth towards children, respect for children, partnerships with families, staff interactions, program planning and evaluation, child development, program procedures, health and welfare, food and hygiene, health and safety and centre management and staff professional development." The period for external assessment of centre self studies (formerly Reviews, now proposed validation visits) to be extended from one to two days for centres with 30 or more children per week. These and other proposed changes would be tested through a pilot phase.

Commonwealth Child Care Advisory Council (1999b): *Draft New Principles*, www.facs.gov.au/childcare/publicat.htm

In this 148 page document, the 40 new draft principles are presented within a framework of four Parts: Part A: Interactions and Communications; Part B: The Program; Part C: Nutrition, Health and Safety; and Part D: Centre Management and Staff Professional Development. Within each Part, Clusters of Principles are presented plus key concepts, indicators of satisfactory and unsatisfactory care, and the individual principles.

Commonwealth Department of Family & Community Services, Child Care In Australia: An update of key statistics relating to the Commonwealth Childcare Program, July 1999

Purpose: Information

Service Type: Commonwealth Childcare Program

Method: Data based on Census of Child Care Services (next 1999) (1993,95,97); ABS triennial Child Care Survey and other administrative data bases.

Coverage: Australia

Outcomes & Findings: Utilisation of centre-based long day care fell from around 90% to around 80% between 1995 and 1997 (measured by total child hours paid for as a percentage of total capacity). Long Day Care (centre based and family) fees have increased by 56% between 1991 and 1998. Greatest increase has been for centre-based. The greatest jump in LDC average weekly fees was for community based centres which rose from \$139 to \$162 between 1995 and 1997. Private centres rose from \$142 to \$154 during same period and family day care rose from \$122 to \$130. 1998 average weekly long day care fees were community \$169, private \$162, family \$134.

Consumer Contact (1996): OSHC Family Preferences, Specifically the Child's Preferred Care, Consumer Research Study Report, Department of Human Services and Health, Canberra

Purpose: To establish consumer preferences

Service Type: Out of School Hours Care

Target Group: Children 5-12 years and parents

Methods: Stage 1 of the research was qualitative consisting of 12 focus groups with parents and 106 in depth interviews with children. Stage 2 was quantitative consisting of 503 telephone interviews with parents and 755 face-to-face interviews with children. The parent questionnaire contained global satisfaction questions for each type of care and specific satisfaction questions for various aspects of care such as location, opening time, closing time, age relevant activities/program content physical surroundings, number and quality of staff, food, cost, transport arrangements. Specific questions are asked about the hours of operation and "Do these hours met your needs? Yes/No/Sometimes" The child questionnaire contained 21 questions asked directly of the child. Questions were mainly about current arrangements and activities at care and in the holidays. Attitude questions included: "How do you feel about where you go (Show smiling faces card)", "If you have to go to care where do you want to go?" "How do you feel about having older/younger children at care? (Show smiling faces card)" A full copy of the child's questionnaire is included in the Sample Questionnaires attachment to the Final Report which accompanies this Bibliography.

Duration: Qualitative Stage - October 12 to November 20, 1995; Quantitative Stage: Fieldwork - December 5 1995 to January 10 1996. Final Report completed March 7 1996.

Coverage: Australia

Technical Issues: The authors note the importance of gaining parental permission prior to interviewing children as specified in Article 9 of the Code of Professional Behaviour of The Market Research Society of Australia.

Outcomes & Findings: Findings include different preferences between parents and children in terms of type of care. Children preferred informal care and parents preferred formal care. Choices of care are affected by availability, affordability and range of activities as well as choices between formal and informal carers.

Contact (1998): Evaluation Report "Innovative Rural and Remote Child Care Places Project" for the Commonwealth Department of Health and Family Services, Contact Incorporated, Newtown, NSW.

Purpose: To identify child care requirements of rural and remote families and research the need for innovative models for children's services in rural and remote areas.

Service Type: Rural child care

Target Group: Parents

Method: Telephone and mail exchange. 12 consultations in rural and remote Local Government Areas.

Duration: 21/1/98 to 30/6/98

Coverage: N.S.W.

Outcomes & Findings: Report contains results of individual consultations. General findings include an identified need for existing child care models

considered not economically viable for remote areas. Flexibility in service delivery options is also a main identified need. The Report recommends the incorporation of an isolation factor for remote area funding.

Contact (1980): *Community Needs Self Survey Kit, Questionnaire, Methodology & Selected Results*, Contact Inc., Newtown, NSW

Purpose: To investigate the needs of isolated carers.

Service Type: Children's services

Target Group: Parents

Method: Four surveys carried out by women caring for children, specially trained by professional interview trainers. Door to door probability samples were used in the three metropolitan areas and a census was aimed for at the rural LGA. A total of 524 completed interviews was achieved. The questionnaire contained items on perceived care problems, preferences for service types, isolation factors, information needs and current child care usage. Satisfaction with current service was not included.

Duration: Not stated

Coverage: Four NSW LGA'S: 3 metropolitan (Villawood, Campsie, Erskineville); 1 rural (Lake Cargelligo)

Outcomes & Findings: Preferences were expressed for structured child care services.

Cook-Dixon, Marjorie I. (1989): DES Child Day Care Subsidy Family Survey, Evaluation Unit, Office of Policy, Planning, and Evaluation, Department of Economic Security, Arizona

This document describes the methodology of the original survey carried out in 1989. See other entries in this Bibliography under 'Arizona Department of Economic Security' for the 1995, 1996, 1997 and 1999 surveys.

Purpose: Evaluation and service improvement.

Service Type: Child Day Care Subsidy

Target Group: Parents

Methods: Postal survey based on random sample stratified by district and representing 28% of 8,813 families receiving Child Day Care Subsidy. Follow up postcards were mailed two weeks after mailing the original questionnaire. Of the 2,500 families selected, responses were received from 30% (695). Questionnaire consisted of 34 questions on matters including: "the length of time receiving services under the Child Day Care Subsidy Program, why were they using the Subsidy, whether they were a single parent, what their educational level was, what were the ages of their children, what other services were they receiving from DES, how much extra did they pay for: co-payments, registration, fees, extra services, and sick days, did they feel their children were safe and happy in their day care setting, what problems they were having, and if their DES case manager had been helpful."

Duration: Data collection - 60 days. Beginning in the first week of August 1989.

Geographic Coverage: Arizona

Technical Considerations, Outcomes & Findings: Author claims a + or - 6% margin of error but notes that the margin of error "may be higher" because of inaccuracy of some addresses and the "low" response rate.

Cryer, Debby (1999): *Defining and Assessing Early Childhood Program Quality*, *The Annals of the American Academy*, 563, May.

This is a literature review and theoretical discussion aimed at critiquing definitions and assessment of early childhood program quality

The author notes that quality is subjective. She looks at the relationship between quality and children's development, and process and structural quality. The article sets out the currently accepted U.S. definitions of quality referred to elsewhere in this Bibliography. The author distinguishes structural and process quality as they relate to the child care environment. Process quality means what the child experiences. Structural quality is inputs to process and is more distal. The article focuses on more proximal quality indicators, i.e., most immediately linked to child development. The basic quality elements are listed as: safe care/supervision; healthful care (including hygiene); developmentally appropriate stimulation; positive interactions with adults; promoting individual emotional growth (includes independence, co-operation); promoting positive relationships with other children (peer interaction). Cryer notes that the same basic inputs are required for centre and family based care., and that these quality elements cross international borders. The author cites Bronwen Miller (1990) as reporting that "parents see staff warmth, a good educational program, social activities and physical activities as being important aspects of quality." and cites Williams (1994) as explaining that the generally agreed child-centered approach to quality would not be very appropriate to Native American culture "where the development of the individual is not as important as the relationship of the individual to the group and where knowledge is not seen to be individually constructed but socially constructed." Atwater et al 1994 is quoted as judging agreed definitions as "inadequate ... in meeting the needs of children with disabilities, who often require more exacting teaching strategies than do typically developing children."

Cryer notes multiple perspective on program quality and suggests that the real question might be "What outcomes are produced under this definition of quality? Depending on the desired outcomes, the answer to the question What is quality? will then become apparent."

She discusses measures for the 'mainstream' definition of quality. She notes the wide utilisation of global instruments for rating child care environments, such as ECERS, ITERS, FDCRS. ECERS was revised in 1998 (ECERS-R) to include a wider range of needs including for children with disabilities and from diverse family backgrounds. Other measures noted are: the Assessment Profile for Early Childhood Programs and its family day care version. (Checklist of about 150 items) with age related subscales. Process items are in the Early Childhood Classroom Observation section (78 items); the Observational Record of the Caregiving Environment (NICHD 1996) which focuses on experiences of a single

child rather than all children in the setting. Less global measures are noted including the Caregiver Interaction Scale, and the Teacher Involvement Scale. Cites many recent studies (including Peisner-Feinber & Burchinal 1997) which have found that quality is related to outcomes in terms of child development across the range of cognitive, emotional and behavioural development. Despite earlier findings (e.g., Whitebook, Howes & Phillips 1990) which found higher process quality in non profit programs, later research (e.g., Helburn et al 1995) "found no differences in process quality scores between for-profit and non profit programs..." The author suggests a modest relationship between structural and process quality where 'higher levels of teacher education, fewer children per teacher and better teacher wages have been significant predictors of process quality'. She provides evidence for the need for "a broad range of structural supports" to improve process quality.

Cryer, Deborah Reid (1994): *Parents as Informed Consumers of Child Care: What Are Their Values? What Do they Know about the Product they Purchase*, Ph.D Dissertation Abstract, University of North Carolina at Chapel Hill.

The study used here is part of the Cost, Quality and Child Outcomes in Child Care Centers study which is reported on in this Bibliography under Helburn (1995).

Service Type: Child care

Target Group: Parents

Method: Survey and observation ratings. Questionnaires completed by 727 parents of infants/toddlers in 173 classrooms and 2,407 parents of pre-schoolers in 409 classrooms. Trained interviewer observations of same aspects of care in all classrooms.

Outcomes & Findings: "In general, parents indicated high values for all aspects of care, with higher importance scores for items relating to interactions, health and safety than for curriculum and adult needs related items."

"Parents rated the quality of care their children received significantly higher than did trained observers. In general, when rating the quality of aspects of care that were easy to monitor, differences in parent/observer quality scores were smaller than when rating aspects that were more difficult to monitor. As parental values increased for an aspect of care, the difference between parent and observer quality scores also increased."

Cryer, Debby and Burchinal, Margaret (1997): *Parents as Child Care Consumers*, Early Childhood Research Quarterly, 12, 35-38, Ablex Publishing Corp.

This article is based on the research carried out in the above study and contains many of the same conclusions. The purpose of the study is described as "to address questions about why parents as consumers seem to be satisfied with center-based care that early childhood professionals assess as low quality child care, and thus do not act to increase the quality of the product they are purchasing."

Findings include the likelihood that "imperfect information" hinders a demand for high quality even though parents and professionals value the same quality criteria. The study confirmed other research findings that parents value health, safety and positive interactions more highly than other aspects of quality. The authors note that "Parents may simply not be able to admit that they have chosen an inappropriate placement for their child."

Discussion includes reasons for the lack of improved quality in the child care market despite findings that "parents want to purchase high quality child care for their children". A conclusion is that there is a need for more consumer protection if "the larger society values the benefits of high quality programs for children".

Ways of promoting consumer protection include better staff training, regulation and financial support and more use of accreditation.

Dadleh, Penny (1999): Caring for our Kids Too! Research into Child Care Services for Aboriginal Families Living in the Far North of South Australia, Remote & Isolated Children's Exercise, Inc., Port Augusta

Purpose: Investigate child care needs - follow up to Priest (1997) study reported in this Bibliography.

Service Type: Child care

Target Group: Aboriginal families in remote areas

Method: Informal visits and discussion.

Duration: not stated

Coverage: Far north of South Australia

Outcomes & Findings: All communities would like a safe house for the children aged 0-5 years "for them to call their own, experienced staff to manage the service and a variety of activities to keep the children occupied..." Where there is no youth funding, communities would like a Vacation Care program. Regular moving from community to community needs to be accommodated. Family day care is inappropriate - one reason is the perceived inappropriateness of paying money to friends/relatives.

DETR & Audit Commission (1999): *Performance Indicators for 2000/20001: A joint consultation document*, Department of the Environment, Transport & Regions and the Audit Commission, September 1999, London, www.detr.gov.uk/piconsultation2000-001.pdf

This 203 page consultation document is part of the development of national performance indicators for the U.K. Best Value project. Indicators would cover the following areas: authorities' corporate health; education; social services; housing, housing benefit and council tax benefit; environmental services, transport and planning; cultural and recreational services; police and fire services.

Out of 150 best value indicators, the two which relate to children's services are: BV30 - "Percent of 3 year olds who have access to a good quality free early years education place in the voluntary, private or maintained sectors."

BV36 - Net expenditure per pupil in LEA schools (a) Nursery and primary pupils under 5."

It is proposed that the national performance indicators be collected by each Local Authority by various methods. Customer satisfaction is proposed for a number of indicators but as can be seen from the following excerpt none are proposed for children's services. Some customer perception material would be collected through a general standardised survey administered separately by each local authority, and others would require special separate surveys. Part of the consultation purpose is to receive feedback which would help with the future design of the surveys.

The Best Value performance indicator document contains a critique of various survey methods suitable for obtaining customer feedback and requests input

SERVICE	PROPOSED INDICATOR	SURVEY
Corporate Health	The percentage of citizens satisfied with the overall service provided by their authority, and with its handling of complaints.	General or specific
Social Services	Users/carers who said they got help quickly.	Specific
	Users/carers who said that matters relating to race, culture or religion were noted.	
Housing	Tenants' satisfaction with arrangements for participation in management and decision making, including the local Tenant Participation Compact.	Specific
	Tenant satisfaction with overall housing service provided by the landlord.	Specific
Benefits	User satisfaction survey covering issues of accessibility, staffing issues (helpfulness etc.) and communications/ information (understandability etc.)	Specific
Waste	Percentage of survey respondents expressing satisfaction with Recycling Facilities, Household Waste Collection and Civic Amenity Sites.	General
Litter	Percentage of survey respondents satisfied with cleanliness standards.	General
Planning	Percentage of applicants and those commenting on planning applications satisfied with the service received.	Specific
Transport	Percentage of users satisfied with local provision of public transport information.	General
	Percentage of users satisfied with local bus service.	Specific
Culture	The percentage of library users who found the book(s) they wanted and/or the information they needed.	Specific
	Percentage of residents by targeted group satisfied with the local authorities cultural and recreational activities.	General
Police	Feelings of public safety using agreed survey	General
	Level of crime using agreed survey	General
	Fear of crime using agreed survey.	General
	Public confidence in the criminal justice system or its component parts, using agreed survey.	General
	Percentage of victims and witnesses satisfied with overall treatment by the police in the course of the case.	Specific

from local authorities. Comments for the consultation are required by November

4, 1999 and a list of recommended indicators is promised for distribution to local authorities by the end of 1999.

Doherty, Gillian (1997): *Zero to Six: the Basis for School Readiness, Research Paper*, Applied Research Branch, Strategic Policy, Human Resources Development Canada, www.hrc-drhc.gc.ca/arb/research/r-97-8e.pdf

This document is a literature review one of the purposes of which is "to present a brief discussion of the impact of the availability of various family and community resources on a child's school readiness." Quality child care is described as "provided by people who are knowledgeable about children's developmental stages and needs, are not responsible for too many children at one time, talk with the children, and provide them with a variety of stimulating activities."

Dyskin, Elena (1996): *Review of the Literature on the Methodological and Practical Issues of Consumer Satisfaction Surveys*

This is a general literature review but mainly draws on satisfaction studies carried out in the areas of intellectual disability and mental health services. The author notes and discusses a number of general problems with satisfaction surveys including: subjectivism; distortions because of power differentials; lack of organisation information by respondents; criticisms of measurement tools and survey designs (including sampling bias and low response rates). One criticism voiced by evaluation professionals is that when lacking in rigour, client satisfaction surveys can be "nothing but public relation exercises." The review quotes the views of some evaluation professionals about the practice of using the generally high positive response rates to justify existing policy which "draws resources and claims consumers' time without delivering any visible results, not even reflecting the true consumers' perception of the organisational performance."

The Paper identifies four different methodological streams of research: short unidimensional estimates of "general satisfaction" - for comparison purposes; multidimensional but service specific surveys for quality improvement in individual services; quality of life measurement; qualitative surveys to assist policy development.

The author notes the following agreement about consumer studies targeted to people with intellectual disabilities: "The general consensus appears to be the following: to be valid, the questions must be simple to understand, not-threatening, positively worded, referring only to the immediate situation, and concrete."

In a section on surveying parents of children with disabilities, the author notes the scarcity of studies of both parental perceptions of children's services and children's perception of paediatric settings or child disability services. The author concludes that "It appears that there is no universally accepted 'manual' for designing a consumer satisfaction survey which would allow calculating the global satisfaction score at the most general level in a way that it could be consequently unfolded into the service specific satisfaction scores."

The paper discusses the use and shortcomings of the CSQ-8 instrument (see Krahn in this Bibliography).

The author strongly emphasises the need for performance monitoring instruments and sampling procedures to be identical, otherwise comparisons are not valid.

Eayrs, Caroline B. & Jones Robert S.P. (1991): *Methodological issues and future directions in the evaluation of early intervention programmes, Child: care, health and development*, 1992, 198, 15-28

This is a literature analysis and theoretical discussion of outcomes evaluation for early intervention programs for biologically impaired children and those at environmental risk in North Wales. The authors raise the technical issues of difficulties with control groups and with dependent variables being intelligence tests. They also raise problems with the application of 'goals achieved' in measuring outcomes. The authors state: "it is important that programmes should focus on the evaluation of the extent to which the service meets the stakeholders' needs and not solely on gains in developmental level." The inadequacy of developmental gains as the predominating dependent variable must be recognized and other variables related to child health, parental satisfaction and wellbeing, uptake of other services, are all suggested as equally, if not more, important. The article mentions client satisfaction and performance indicators but does not expand.

Emlen, Arthur C. (1998a): *From a Parent's Point of View: Flexibility, Income, and Quality of Child Care*, Background Paper for the meeting on Child Care in the New Policy Context, Bethesda, Maryland, April 30 and May 1, 1998.

Purpose: Policy development: Parent Input.

Service Type: Child Care

Target Group: Parents and Planners

Method: Development of the "Quality of Care From a Parent's Point of View: A Questionnaire about Child Care" through focus groups and extensive piloting with various purposive samples totalling 862 parents. Questionnaire contains 55 "quality of care items". "Satisfaction with" questions were avoided in favour of event assessment measured by 'occurs never, sometimes, often, always'. Global ratings were included at the end of sections, e.g., 'All things considered, how would you grade the quality of care your child is in? Perfect, excellent, good, fair poor, bad or awful.'

Three items from the Quality-of-Care Survey were included in the 1996 Oregon Population Survey. This is a biennial Oregon household survey to measure "progress towards priority goals in quality of life." That ongoing study included benchmarks for the availability and affordability of child care but not quality, until 1996. The selected items are "My child feels safe and secure in care; my caregiver is open to new information and learning; my child gets a lot of individual attention."

Duration: Oregon population survey is bi-ennial ongoing. Quality of Care Survey tools continue to be used in a number of varied studies.

Coverage: Oregon

Technical Issues: Parent-based measurement of quality of care still requires considerable development. The validity of self-reports remains an issue. The scales were tested for internal consistency using Cronbach's alpha coefficient. A shorter version of the scales is currently under development.

Outcomes & Findings: The Paper discusses the question "Why is there such a large discrepancy between quality-of-care measures coming from parents versus from trained observers?" Part of the discrepancy is likely to come through different research methodologies, e.g., parent assessments do not derive from the in-depth observational access used by the researchers. The author cannot answer the question about how much of the discrepancy comes "from valid substantive differences in concept, standards, criteria, and assessment?" The author notes that the undeniable discrepancy has been interpreted, at least by the media, as parents telling lies.

Flexibility, whether provided through work or family circumstances or by the child care itself, is a pre-requisite for use of child care. Parents can distinguish between high quality care and high flexibility (e.g., high quality centre users reported low centre flexibility).

Emlen, Arthur C. (1998b): *AFS Consumer Survey: From Parents Receiving Child-Care Assistance*, Adult and Family Services Division, Oregon Department of Human Resources

Purpose: Program assessment

Service Type: Child Care

Target Group: Parents receiving child care assistance, including parents of children with disabilities

Method: Self-administered questionnaires were sent to all parents receiving child care assistance (15,034). Response rate 16% (2,366). 222 respondents were parents of a child with a disability "that requires a higher level of child care".

Questionnaire (included) asks questions on type of child care used and satisfaction with it. Other questions included assessments of difficulty in finding child care, accessibility of child care options, flexibility and quality of care and what selection factors in terms of provider characteristics were important (i.e., training in various areas).

Duration: Periodic: 1990, 1994, 1998.

Coverage: Oregon

Technical Issues: Warns that sample may not be representative.

Outcomes & Findings: Parents of children with a disability were significantly more likely to report levels of difficulties and concerns. They were less satisfied with the overall program (but presumably not less satisfied with individual providers used). Respondents reporting that they were very satisfied with their current provider ranged from 41% (at home with young relative), through 57% (centre), 61% (family day care) to 82% (at home with spouse/partner). Combined satisfied/very satisfied responses for the same types of care respectively were: 61%, 83%, 85% and 92%. Responses to quality measures were consistent with

satisfaction levels except that overall only 54% reported that their child always gets a lot of individual attention. Training (37%) was least important in choosing a provider compared to other factors (e.g., trust 86%, child likes 85%, provider able to meet schedule 72%, location 68%, registered/licensed 41%, cost 41% - note that respondents' child care costs are subsidised.)

Emlen, Arthur (1997a): *Quality of Care from a Parent's Point of View: A Place at the Policy Table for Child-Care consumers*, Paper prepared for "Innovations in Child Care Consumer Education" Leadership Forum, Child Care Bureau, Washington.

Purpose: To promote consumer participation in child care policy making.

Service Type: Child care

Target Group: Administrators

Method: Theoretical analysis and argument, based on Oregon Child Care Research Partnership activities reported on elsewhere in this Bibliography.

Methods to involve parents also include a 20 member policy council.

Outcomes & Findings: The Paper summarises some of the conclusions drawn from differences between parental reports and other methods of measuring child care quality. It argues that research opinions commonly exaggerate "a ... defensive distortion of reality" on the part of parents whereas studies also show that parents can and do discriminate quality of care ingredients. Nevertheless, the author concedes that single global ratings probably do "elicit some response bias in a socially desirable direction." The Paper presents the author's own research findings that quality of care items distinguished as important by parents include: warmth and interest in my child, rich environment, skilled caregiver, information sharing, caregiver accepting and supportive, child feels safe and secure, child getting along well socially. The paper points to greater distinguishing results on global ratings using scale of perfect (21%), excellent (48%), good (24%), fair (6%) and poor, bad, awful (1% combined); and a 32% response by parents who did not say that the care they use is "just what my child needs" even though they were specifically offered such a response category.

Emlen, Arthur C. (1997b): *Quality of Child Care and Special Needs of Children Who Have Emotional or Behavioral Problems*, paper for Building on Family Strengths: A National Conference on Research and Services in Support of Children and their Families, Portland, Oregon.

Purpose: Comparison of parent views

Service Type: Child Care

Target Group: Parents of children with a disability: SED children are defined as "My child has an emotional or behavioral problem that requires special attention"

Method: Selected findings from Quality of Care from a Parent's Point of View 1996 research, reported elsewhere in this Bibliography.

Outcomes & Findings: 45% of parents of SED children rated their child care as perfect/excellent compared to 70% of other parents; ratings for fair/worse were 21% by SED parents versus 6% by other parents.

Emlen, Arthur (1997c): *Quality of Care From a Parent's Point of View: Questionnaire on Child Care*, www.teleport.com/~emlenart/open_res/survey.html

This is the copy of the full questionnaire. It is contained in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography. The questionnaire contents are also described in detail in the Final Report itself.

Emlen, Arthur; Carlson, Maya; Fuller, Bruce, Witte, Ann (1999): *Consortium Contributions to Research on Quality of Care: A Briefing*, Child Care Policy Research Consortium, June 14 1999, unpublished.

Purpose: Briefing for Child Care Bureau

Outcomes & Findings: Describes two bodies of research on quality of care: ECE - early care and education; NICHD longitudinal study of child development. Core Elements of ECE definitions of quality are process quality, as opposed to structural quality. Both approaches found quality of care linked to favorable child outcomes.

The authors note that parents' assessments are 'rosier' than ECE researchers assessments and that "parents were assessing a different set of facts." They take issue with past explanations for the divergence in ratings being attributed to "failings of the parents and to their uninformed, inaccurate, and defensive perception of their child care." The authors note that NICHD approach showed family factors overrode quality factors.

The Consortium continues the distinction between care quality and family life quality or 'other inputs to quality of care' and expands categories of inputs to quality. Amongst many others, the question is asked "How is quality of care seen by parents and can it be reliably measured?"

The briefing describes the Oregon Child Care Research Partnership measures for "Measuring Child Care Quality from a Parent's Point of View". Parental beliefs about importance of caregiver sharing family values was treated as "an accessibility issue among other parent and family inputs to quality." Correlates of parent-reported quality of care are: accessibility (shared values); and flexibility from work, family or caregiver;

Parents of children with serious emotional or behavioral problems "reported significantly lower quality of care on all of the quality scales."

Reported quality does not vary according to type of care "There is much variation in quality within each of the major types of child care".

The authors argue that perceptions of parent motivation to report high quality care if it meets flexibility needs does not mean that parents' cannot discriminate between "the quality of their care and the flexibility of their circumstances."

Findings from a nationally representative sample (Witte and Queralt) on regulation are included.

Community Inputs work is reported on. A working list of supplemental inputs to quality of care is included with three categories: inputs of care setting; inputs of work and family; inputs of community resource. The Emlen et al child care quality

parent measures are currently being used in 15 other studies in the U.S. including Alaska.

Emlen, Arthur C & Koren, Paul E (1993): *Estimating Child-Care Demand for Statewide Planning*, Reprinted from the 1993 Proceedings of the Government Statistics Section of the American Statistical Association.

Purpose: Develop benchmarking methodology

Service Type: Child care

Target Group: Administrators

Method: Descriptive paper

Technical Issues: Requires a comprehensive population survey.

Outcomes & Findings: Demand and supply data are reported including: use of paid care, types of paid care by age of child, labor force participation and paid care, marital status and paid care, marital and employment status and paid care, household income and the affordability of child care; and, for family day care, effective demand (current usage) as percent of population, agency-known supply as percent of population; agency-known supply as a percent of effective demand. The official affordability indicator adopted by the Oregon Progress Board is "ten percent of household income spent on child care".

E-Qual (1998): Review of Approaches to Satisfaction Surveys of Clients of Disability Services, Productivity Commission, Melbourne.

This Report provides advice on "an appropriate mix of methodology for a survey to provide nationally comparable information on the satisfaction of clients of disability services." The Report is based on an international literature review and outlines good practice in relation to survey research on consumer satisfaction with disability services and identifies four possible options for implementation of such a survey.

The Report's analysis includes the fact that satisfaction levels are influenced in part by a service's objective performance but are also influenced by consumer expectations and knowledge of alternatives and various other external factors. "... significant differences in levels of satisfaction between two samples may not reflect differences in the level of performance of the two services from which the samples are drawn... A good service system in Sample A may educate consumers by having some high profile, very high quality services which act to raise expectations of all consumers and lower the satisfaction levels of consumers able to access other services of adequate quality. Sample B may show higher levels of satisfaction in the context of uniformly mediocre services. In this example, Sample B may show higher levels of satisfaction than Sample A although other objective indicators may suggest Sample A is drawn from a jurisdiction with higher quality services."

The most influential service performance factor on satisfaction ratings is likely to be staff interaction with the individual consumer.

Evans, Judith L, "Quality in Programming/Best Practices, in Quality in ECCD: Everyone's Concern", Consultative Group on Early Childhood Care and Development

Purpose: Improving program quality. Specification of quality indicators from diverse perspectives.

Service Type: Early childhood care

Target Group: Professionals

Method: Literature analysis. Sample workshop design - for determining quality.

Outcomes & Findings: Recommends ECERS and DAP (Developmental Appropriate Practice) although notes that other authors (e.g., Brophy) consider that these are value laden and not suitable for UK use. Notes that standards may differ cross culturally. Advocates the need to ground discussion of quality in programme goals. Quotes Katz. Parent Questions - is the place safe and pleasant. Does it fit with family needs. Notes that "Quality indicators should be viewed as changeable, and a process should be created for making changes." The process should include the various stakeholders. Suggests that development of quality indicators should include an understanding of: inputs/provision (the primarily static dimensions of programs, process/practice (the dynamic dimensions of programs) and desired outcomes/product.

Farquhar, Sarah-Eve (1991): Quality is in the eye of the beholder: The nature of early childhood centre quality, Education Department & University of Otago, Dunedin, N.Z.

Purpose: To examine perspectives on quality and observe quality practices in centres.

Service Type: Child care centres

Target Group: Parents, staff, "experts"

Method: Self administered questionnaires completed by 223 families and 32 staff and 47 experts. Parent and staff questionnaires distributed by head centre staff. Expert questionnaires were mailed. Observations at 11 centres (4 kindergartens, 3 childcare centres, 2 playcentres, 2 Kohanga Reo. A 9 page parent questionnaire and staff questionnaire are included plus an 18 page Quality Review Checklist and two three-page lists of additional questions related to observation for staff and parents.

Duration: December 1989 to December 1991.

Coverage: Otago region.

Technical Issues: Self administered questionnaires resulted in poor response rate from Maori respondents. This was supplemented by personal visits from the Maori researcher and group meetings.

Outcomes & Findings: Broad findings include: Most important goals for parents and staff were to: "provide a safe and secure environment, provide children with warm loving care, encourage children to develop confidence in themselves and their abilities, encourage children to mix and to get along with one another, encourage children's independence from adults." Centre quality ingredients of most importance for all three groups were "staff who are warm and caring people, staff who are responsive to children's social bids and needs, staff who

show children that they really care about them, a safe environment, developmentally appropriate activities, a team-work approach amongst staff, parents and families always feel welcomed." Preparing children for school was not considered to be a main goal by either parents or staff. Specific findings include: Least agreement between staff and parents on following goals: more important to staff - providing parent education on child rearing, promoting spiritual development, fostering compliance with social expectations, promoting of cultural awareness, promoting moral development; more important to parents - keeping children entertained.

Farquhar, Sarah-Eve (1990): *Defining Quality in the Evaluation of Early Childhood Programs*, Australian Journal of Early Childhood, Vol. 15(4), December.

Purpose: Review of problems of defining and assessing the nature of quality early education, especially in relation to New Zealand.

Service Type: Early education and care

Target Group: Discusses parental perspectives.

Method: Literature analysis and theoretical discussion.

Outcomes & Findings: Cites other study findings re need for 'much greater clarity in the concept of "quality"' (Lero & Kyle, 1985; Schweinhart & Weikart, 1985). Notes earlier research designed to identify key quality indicators. Notes that these were usually regulation related, e.g. adult-child ratio, group size, staff training, physical space, quantity and variety of toys and equipment. States that research on process variables "has not been as extensive." Notes that regulations are a floor rather than a goal. Notes that "One of the main barriers to being sure about what quality means has been the diversity of aims and goals of early education and care." Identifies four articulated perspectives: child development; government/regulatory; social service; and parent perspective. In the parent perspective "quality is defined as the extent to which early childhood services meet parents' needs and fulfil their expectations (Endsley & Bradbard, 1985; Ruopp & Travers, 1982)." Quality criteria for this perspective "usually include: staff friendliness towards parents and children; children's happiness; affordability of the service; hours of opening; and convenience of location to home or work." May also include parental influence on program. Four further perspectives are identified: Child, social policy funding, staff and cultural. The child perspective centres on children's perceptions of their experience; the cultural perspective defines quality in terms of social norms, values, customs and beliefs of people served.

Fiene, Richard (1984): CDPES, Child Development Program Evaluation Scale, Research and Information Systems, Office of Children Youth and Families, Harrisburg, Pennsylvania

Purpose: Development of scales for centre licensing and measuring program quality.

Service Type: Centre based child care.

Target Group: Centres

Method: Caregiver and centre observation

Outcomes & Findings: Recommends parent interviews to verify parent program involvement. Licensing scale consists of 13 subscales. Program quality scale consists of 23 subscales.

Frecknall, Peter & Luks, Alan (1992): *An Evaluation of Parental Assessment of the Big Brothers/Big Sisters Program in New York City, Adolescence, Vol.27, No.107, Fall.*

Purpose: Assessment of program impact

Service Type: Social support

Target Group: Single parents of high risk children

Method: 76 out of 135 heads of households responded to mailed out questionnaire (56% response rate). Instrument used was two-page questionnaire. Measured items included parents' assessment of : time in program, frequency of contact of child and parent with big brother/sister and subjective ratings of outcome measures: school attendance, grades, getting along with family members and friends, self-esteem, staying out of trouble, being more responsible.

Coverage: New York program

Outcomes & Findings: 63% reported children "greatly improved" overall. Individual results ranged from 47% improved school grades to 83% staying out of trouble. Increased success was related to greater time in program and greater parent contact with program.

Friendly, Martha (1999): *Child care and Canadian federalism in the 1990s: Canary in a coal mine, Working Paper prepared for "Good Child Care in Canada in the 21st Century: Preparing the Policy Map", www.childcarecanada/org-marthadoc.htm*

The purpose of this literature review and theoretical discussion was to inquire into jurisdictional obstacles of Canadian federalism in the development of a national child care strategy. The author notes that " The two main rationales for child care are, first, enhancing healthy child development and, second, supporting parents' workforce participation." She argues that the new Social Union Framework Agreement contains principles capable of promoting a national child care strategy. The author notes that Quebec has started to build its early childhood program. She advocates the development of national guiding principles which would include "clear goals and objectives" and be based on

"best practice principles" including: universal provision , high quality, comprehensiveness responsiveness, accountability, coherence.

Gain, Lyn & Young, Laurie (1998): Outcome Measures in Child Protection Final Report, Productivity Commission, Melbourne.

This international literature review and critical analysis contains a section on "Client Satisfaction, Consumer Surveys and Client Involvement. Findings include bias caused by 'social desirability' responses and the disputed usefulness of client reports for purposes other than service improvement. Some sources give client satisfaction a separate status as an outcome indicator. Differences between worker and consumer perceptions are noted.

Galinsky, Ellen (1990): *Families and Work Institute: Paper presented at the Conference on Preparation & Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade*, NY, November 1990

This literature analysis explores influences on parents' selection of child care. The author notes the outcomes of other studies including: Parents' reasons for choice were quality, location & cost (Kisker, 1989). Parent factors (hours, cost, location, flexibility, opportunity for parental input into decisions) were not linked to overall satisfaction (but were linked to stress); children's experiences (attention, activities, discipline etc.) were linked to overall satisfaction but not stress (Shinn, Galinsky & Gulcur 1990). The author quotes the findings of a 1990 study by Shinn, Phillips, Howes, Galinsky & Whitebook where "...mothers, surprisingly, were more satisfied when group size was larger and staff/child ratios were poorer. There was no relationship between maternal satisfaction and whether or not the provider had been trained. Mothers, however, were attuned to the teacher's style of interacting with the child, especially if that style was detached, as opposed to sensitive and responsible."

Galinsky, Ellen, O'Donnel, Nina Sazer; Beyea, Brigit; Boose, John (1998a) Florida Child Care Quality Improvement Study Findings, Families and Work Institute, New York

Purpose: Program Evaluation for Quality Improvement

Service Type: Early education and care (centres)

Target Group: Parents, Children, Providers

Method: 1996 children study - 150 licensed child care centres in 4 Florida counties. Telephone interviews with parents included. Does not report methodology for 1992 and 1994 studies.

Outcomes & Findings: Of the 1996 Children Study - cognitive, attachment & learning activities increased through increased teacher education and ratio requirements., increased language proficiency and , increased teacher sensitivity.

**Galinsky, Ellen, O'Donnel, Nina Sazer; Beyea, Brigit; Boose, John (1998b)
*Florida Child Care Quality Improvement Study, Survey of Parents and Child
Care Questionnaire, Families and Work Institute, New York***

This is the parent questionnaire noted above in Galinsky et al (1998a).

It is a 39 page questionnaire administered over the telephone, plus a one page screening interview to establish eligibility (children under 5) regardless of whether formal or informal care used. Respondents were parent or parent surrogates with most knowledge about how child spend the day. Questions included type of care used; whether pleased with current combination arrangement or would prefer one only plus reasons; knowledge of group size; fee levels prepared to pay per week, whether cost is a problem, whether provider has training, whether parents encouraged to visit.

Satisfaction questions (very satisfied to very dissatisfied) are asked for 27 separate items relating to hygiene, equipment, values, group size, convenience, flexibility, teacher support to parent, teacher's relationship with child, training, cost, nutrition, discipline, warmth, learning opportunities, openness, safety, home or school like, staff/child ratio, licensing, attention to child, experience and a final question "All in all, how satisfied are you with the overall quality of (child's) care at (providers'/Program)?"

Two significant overall attitude questions are: "Knowing what you know now, if you had to decide all over again whether to send child to provider/program, what would you decide?" Definitely send/some second thoughts/probably not send/definitely not send/don't know; "If a friend of yours with a child the same age as (child) was thinking about sending her child to ..., what would you say?" Strongly recommend/recommend/have doubts about recommending/advise against/don't know."

Other attitude items include: Most important thing in making decision; 2nd most important thing (Precoded 16 item list plus other included: cost/convenient hours/convenient location/confidence in provider/knew program/provider/recommended/carer's personality/positive interaction/experience/home like/clean/safe/nutrition/group size/cultural or religious values/quality (probe).

Satisfaction questions are repeated for previous child care placements. A 22 item question, similar to the original 27 item question is asked, but on importance not satisfaction - regardless of whether child care is used.

Individual questions are asked about importance of factors such as: learning experiences, training,

Other questions are focused on work and family matters including absence, working intentions, quality of life. The questionnaire concludes with some direct questions about Florida's licensing requirements. A full copy of the questionnaire is included in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Galinsky, Ellen; Shubilla, Laura; Willer, Barbara; Levine, Julie; Daniel, Jerlean (1994): *State and Community Planning for Early Childhood Systems, Young Children*, January, Vol.49.

Purpose: Professional development

Service Type: Early Childhood

Target Group: Professionals

Method: Forum discussions

Duration: September 1993

Coverage: U.S.

Outcomes & Findings: The main theme was the state and community planning process. Critical components include: creating linkages including involving parents in a "substantive way"; using data in planning including the development of benchmarks. Benchmarks used in Oregon are: (1) % of facilities meeting basic standards, (2) number of slots available for every 100 children younger than 13 (goal 25 regulated slots per 100 children); (3) % of accredited child care facilities; (4) % of families for whom child care is affordable (less than 10% of income).

Gormley, William Jr. (1999): *Regulating Child Care Quality, The Annals of the American Academy*, 563, May.

This literature review and theoretical discussion examines the relationship between regulation and quality. The author notes that parents assume that child care will be of better quality where regulations specify a minimum quality floor. He cites the Helburn (1995) study examining the quality of care in 401 group day care centres. This was compared to state regulations. Results showed that the weakest regulations coincided with the lowest structural quality. Harms, Cryer and Clifford discovered a correlation between regulatory levels and process indicators measured by the standard scales. Relationships between regulations and quality apply across centre based and home based programs. Gormley suggests that staff training is a more desirable proxy quality indicator than staff to child ratio as it has little impact on price whereas the ratio "can improve quality but at the expense of affordability and availability."

Greenblat, Evelyn & Ochiltree, Gay (1993): *Use and Choice of Child Care, AIFS Early childhood Study Paper No. 4, Australian institute of Family Studies, Melbourne.*

Purpose: To research aspects of use and choice of child care

Service Type: Child care general - centre, relatives, partner, family day care , mother while working, friends/neighbours.

Target Group: Working mothers with preschoolers, and mothers who had worked at some stage during their child's pre-school years.

Methods: The study was based on two samples. The Stage 1 sample involved the mailing of 8,456 mailed questionnaires to mothers of children in the first year of school identified through the school system. The Stage 2 method interviewed 728 mothers and included child testing. The sample was selected from 4,042 mothers who agreed to stage 2 interviewing in Stage 1.

Questionnaire sections include reasons for choice of child care (working mothers); satisfaction with child care (preschool); satisfaction with neighbourhood facilities (kindergarten year). A global satisfaction question concerning overall satisfaction with care provided over the preschool years was included for mothers who had ever worked prior to their child commencing school

Duration: Stage 1 1988 and 1989, longitudinal

Geographic Location: Perth, Melbourne and Adelaide

Outcomes and Findings: Reasons for choice include convenience of arrangement and suitability of care to the needs of the child (55%); most acceptable of available child care facilities (31%); similar values 7%, cheaper 5%, previous satisfaction 4%, recommended 3%.

Results from the global satisfaction question were: 14% very satisfied, 66% moderate satisfaction levels, 10% generally satisfied but with reservations, 8% slightly higher (14%) in households where parental education was low. Average satisfaction scores from satisfaction questions on each type of care ranged from 10.0 very dissatisfied to 50.0 very satisfied with all care types used.

Satisfaction with informal care (45.8) was slightly higher than formal care (43.0).

Griffin, Abbey & Fiene, Richard (1995): A Systematic Approach to Child Care Regulatory Review, Policy Evaluation and Planning to Promote Health and Safety of Children in Child Care, Zero to Three,

Purpose: A manual for State and Local Child Care and Maternal and Child Health Agency Staff

Service Type: Child care

Target Group: Administrators

Method: Development of tools for review and planning including compliance with regulation study and a weighted indicator checklist for monitoring compliance.

Coverage: USA, especially Florida and Utah

Outcomes & Findings: States that "Research on child care has been consistent, to a degree rarely found across both large and small sample studies, in identifying child care quality indicators that promote healthy, safe environments for children. These indicators include: small group size, high staff-to-child ratios, staff education and specialized training, family involvement, health promotion for staff and children, safe physical environments both inside and outside, and continuity of caregiving, where relationships can develop over time among staff, family members and children." The document contains methods and examples of regulatory analysis, a compliance study, an indicator monitoring tool and a data display chart and recommended action planning chart.

Harris, Gardenia & Poertner John (1997): Measurement of Client Satisfaction (1997): The State-of-the Art, Children and Family Research Center, School of Social Work, University of Illinois at Urbana-Champaign

Purpose: To review client satisfaction methodologies.

Services Types: Any. Studies in the following service areas are reviewed: mental health services (12), with health services (7), family mediation services

(4), child welfare/protection services (4), services for disabled children (3), and self-help groups (2).

Target Groups: Consumers

Methods: Review of the literature

Technical Issues, Outcomes and Findings: This paper examined 34 studies reported on between 1990 and 1996. Client satisfaction is defined as "the client perspective on aspects of the service transaction important to them". The Paper examines these studies according to whether the measuring instruments were developed from consumer sources, professionals or the professional literature. Each instrument is briefly described, including a number of scales such as the Client Satisfaction Questionnaire (reported as the most commonly used standardised instrument), Client Satisfaction Scales, SHARP-v, Medical Interview Satisfaction Scales, Youth Satisfaction Questionnaire, Homebuilders Client Feedback Survey, Parent Outcome Interview, Physicians Humanistic Behaviors Questionnaire.

The authors note that: "There seem to be two overall themes embedded in the client satisfaction literature. One theme is the idea that satisfaction is the consumers response to a question of the type: How satisfied are you with service x ? Another theme is that there are specific features of the service to which the consumer reacts."

Two further themes not dependent on service type are reported as client/worker interaction and consumers' perceptions of results or outcomes.

The two main methodological problems identified were low response rates and response bias.

In relation to acquiescence response bias the authors note that "Even the most carefully worded items may inadvertently communicate a positive or negative bias." They cite studies which show that positively worded items are likely to achieve higher favourable responses than negatively worded items and report on the lack of validity of responses where only 35% responded logically on paired items (Ross et al 1995). Although acquiescence bias was shown in a number of specific instances, the authors note that overall: "However, no significant difference was found between non-acquiescent subjects and highly acquiescent subjects on measures of global satisfaction, overall evaluation ratings, behavior intention, and willingness to pay."

In relation to low response rates the authors assert that: "For client satisfaction results to truly represent the perspective of the clients served, a high response rate from a random sample of clients is required."

The authors advocate the development of satisfaction instruments from a consumers' perspective rather than relying on the professional literature which they say is the strategy "most likely to result in measures that do not accurately reflect the concerns of consumers."

Harrison, Amanda & Maddern, Christine (1999): Banyule City Council Customer Satisfaction Survey 1998, Child Care Services, Market Solutions (Australia) Pty. Ltd., Moonee Ponds, Vic.

Purpose: Program improvement

Service Type: Child Care

Target Group: Parent users

Method: 226 users of centre-based occasional care (89) and family day care (137) services were computer assisted telephone interviewed. This represents a response rate of 39% and 61% respectively. Questions included global satisfaction with centre-based care, family day care, pre-schools and kindergartens, plus satisfaction with particular aspects of operations, staff, location and affordability and global quality of care satisfaction. The rating scale was 6 point totally satisfied to totally dissatisfied plus Don't Know. The 43 page questionnaire is included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Annotated Bibliography.

Duration: Ongoing annual survey commencing 1998.

Coverage: Local Government area of Banyule, Victoria.

Technical Issues: Bias towards parents from one particular centre was noted.

Outcomes & Findings: Satisfaction with Council child care services overall was 86%. Satisfaction with centres was 92.4%. The main drivers of global satisfaction with centres were standard of resources and equipment, staff courtesy and convenience of location, even though other aspects scored higher (e.g., food and cleanliness, staff responsiveness and knowledge). Satisfaction with Family Day Care overall was 90%. The main drivers of global satisfaction with Family Day Care were quality of care, responsiveness of care provider to needs, standard of provider interaction with child, service hours available. This was irrespective of high scores on other aspects including cleanliness, courtesy, safety, personal support received.

Helburn, Suzanne; Culkin, Mary; Howes, Carollee; Bryant, Donna; Clifford, Richard; Cryer, Debby; Peisner-Feinberg, Ellen & Kagan, Sharon Lynn (1995): Cost, Quality, and Child Outcomes in Child Care Centers, Public Report, Cost, Quality & Child Outcomes Study Team, 2nd edition, Denver, Economics Department, University of Colorado at Denver.

Purpose: To investigate the effects of market operation on quality of care and outcomes for children.

Service Type: Child care centres (long day)

Target Group: Children, Parents, Staff

Methods: 401 child care centres and 826 preschool children from 50 for profit and 50 non profit centres were randomly chosen in each location. 228 infant/toddler and 521 preschool classrooms were observed user standard rating scales (ECERS, ITERS). Teacher involvement was measured on the Arnett Caregiver Interaction Scale, the Howes & Stewart Teacher Involvement Scale and the Student-Teacher Relationship Scale. Developmental outcomes for children in their penultimate year of preschool, at the end of preschool and at the end of their kindergarten year were assessed using Peabody Picture Vocabulary Test, Woodcock-Johnson Tests of Achievement and children's views were collected using Attitudes/Perceptions of Competence Scale. Teacher ratings of children's development were obtained using the Classroom Behavior Inventory. Parents provided demographic information including level of maternal education,

child ethnicity (African-American, Asian-American, Latino, White/non-Latino and other). Centre quality was classified into poor, mediocre or developmentally appropriate using discriminant analysis Other analysis tools were: econometric estimation using ordinary least squares (OLS) and hierarchical regression analysis.

Geographical Coverage: Approx. 100 centers each in: Los Angeles County, California; the Front Range region of Colorado; the Hartford-New Haven corridor in Connecticut; the Piedmont Triad area in North Carolina.

Duration: Centre based observations - Spring 1993. Longitudinal child testing annually for three years.

Technical Considerations, Findings & Outcomes : . One of the research questions was "How effective are parents in monitoring the quality of care?" Child care is described as a 'trust' good: "a good or service the quality of which is very important to the purchasers but difficult for them to assess accurately". This leads to the placing of high importance on the trustworthiness of the provider. Consumer findings include: "There is evidence of inadequate consumer knowledge which creates market imperfections and reduces incentives for some centers to provide good-quality care." The Report contains considerable discussion about high parental ratings of quality and the discrepancies between parent and trained observer ratings. Of particular relevance is the finding that: "The differences between quality scores given by parents and observers were higher for aspects of care that are difficult for parents to observe." A further finding relevant to the ability of parents to assess accurately is: "As parents value a dimension of care more highly, the difference [higher by parents] between their quality rating and the observer's rating for that dimension actually increased!" Quality findings included: Child care at most centres in the United States is poor to mediocre. "Across all levels of maternal education and child gender and ethnicity, children's cognitive and social development are positively related to the quality of their child care experience....The quality of child care is primarily related to higher staff-to-child ratios, staff education, and administrators' experience..." Teacher wages, education and training contribute to quality levels. The authors argue that good quality child care should be treated as a merit good and not left to market provision.

Herman, Sandra E (1997): *Exploring the Link between Service Quality and Outcomes - Parents' Assessments of Family Support Programs*, Evaluation Review, Vol.21, No.3, June.

Purpose: Program evaluation - to investigate the relationships between measures of users' perceptions of service quality and program satisfaction with self reported outcomes.

Service Type: Family support

Target Group: Parents

Method: 55 program sites were selected (stratified sample) representing 889 families. 319 families volunteered on initial contact to participate. Of these 188 families were randomly selected to complete computer assisted telephone questionnaires. Interviews ranged from 22 minutes to 202 minutes, with a

median time of 45 minutes. A follow-up mail questionnaire achieved a 92.6% response rate. The telephone questionnaire included questions on assessment of the quality and effectiveness of the program and with specific sub-services. Scales used 5-point Likert-type formats. Three global satisfaction items were included for the program, respite services and case management services (very satisfied to very dissatisfied). The follow-up questionnaire contained two outcome measuring instruments: Questionnaire on Resources and Stress, and Family Resource Scale.

Coverage: Michigan

Technical Issues: Notes the challenge to "link program processes with outcomes." and the lack of empirical studies relating "recipients' perceptions of program quality with their outcomes".

Outcomes & Findings: Reported outcomes correlated with reported satisfaction but not with reported individual quality elements. Perceptions of poor quality was consistently linked with poor outcome status. Advocates combined usage of quality perceptions and outcome perceptions. The author warns about use of consumer quality ratings in isolation as this does not allow for assessment of administrative aspects of programs; and advocates the use of multiple alternative quality measures. The author claims that this will help address "a conflict experienced by many current generation program evaluators whose 'theory of value' calls for considering multiple stakeholders' interests but does not provide them with clear direction on whose criteria should be used to judge the success of a social program..." Conclusion is: "Evaluators should continue to value the perspectives of consumers and providers of services. At the same time, evaluators must learn to balance these perspectives when trying to determine the effects of service quality on the achievement of strong positive outcomes."

Hill, Steven; Lyhne, Nina ((1996): Customer Perception Survey 21 District Offices June 1996 Executive Report, WA. Department of Family and Children's Services, Policy and Planning.

Purpose: To measure customer satisfaction and investigate reasons for satisfaction/dissatisfaction for quality improvement.

Service Type: Direct service customers

Target Group: Customers recorded on the Client and Community Services system

Method: 5,141 people on the contact list for the period 8 December 1995 to 1 March 1996 remained after culling on various criteria. The of 5,141 individuals were mailed to invite them to participate. 384 customers indicated that they wanted to be excluded and 322 letters were returned unopened. This left 4,195 customers, 1,797 with phone contacts and 2,398 with mail only. An independent tendering organisation was used. The phone sample achieved a 54% response rate. The mail sample returned a 10% response rate. Copies of both questionnaires are attached to the report. Questions included: "Overall, how satisfied were you with the service that you got?" (very satisfied to very dissatisfied scale plus don't know) plus provision for an open ended reason for

saying that; whether service was very helpful to not at all helpful (including "a little helpful" - 4 point scale); plus how satisfied with the way treated by staff.

Duration: Annual

Coverage: Western Australia, clients of one department.

Outcomes & Findings: 75% satisfied with last contact of whom 44% were very satisfied. 18% were dissatisfied. 54% found service very helpful 70% found service helpful (very or helpful). 17% found service not at all helpful.

Hofferth, Sandra L. Chaplin, Duncan D. Wissoker, Douglas A. Robins, Philip K. (1996): *Choice characteristics and parents' child-care decisions.*

***Rationality & Society.* 8(4):453-495. Nov.**

Purpose: Research to test rational choice theories

Service Types: Centre based day care and nursery; home-based including family day care and baby sitter; care by relative; care by father.

Target Groups: Households with children under 13 years

Methods: Modelling using National Child Care Survey 1990 data, controlling for cost, staff/child ratios (quality measure) and travel time. Coverage: U.S. national survey

Technical Issues: Authors note that numerous studies show that characteristics of care which may affect child-care quality include low child/staff ratios, small group sizes, the training of the teachers and the continuity of providers: "Most studies that include measures of cost, quality and availability find small relationships between quality of care and mode choice, whereas the relationship between cost and mode choice is quite large (Hofferth and Chaplin 1994; Yaeger 1979)."

Outcomes and Findings: Only travel time was found to have a strong negative association with mode choice for all modes of care.

Hofferth Sandra L.; Kisker Ellen Eliason (1994): *Comprehensive services in child-care settings: prevalence and correlates.* (Proceedings of the International Conference on Child Day Care Health: Science, Prevention and Practice)(Supplement) Pediatrics, Dec 1994 v94 n6 p1088(4)

Purpose: To investigate comprehensiveness of service components.

Service Type: Pre school programs and regulated family day care

Target Group: Households with children under 13; Providers and centre directors

Methods: Manipulation of data from A Profile of Child Care Settings (PCS) which "included a nationally representative survey of regulated and nonregulated-preschool programs and regulated family day-care homes." and from the National Childcare Survey 1990 (see above article).

Duration: Data Sets 1989-90

Geographical coverage: U.S. national survey

Technical Issues: Not relevant.

Outcomes and Findings: Need for supplemental services in child care settings; need to investigate further options for sick children.

Hofferth, Sandra L. & Phillips, Deborah A (1991): *Child Care Policy Research, Journal of Social Issues, Vol.47, No.47, No.2.*

This U.S. based theoretical discussion is aimed at policy review.

Outcomes & Findings: The supply of child care for preschoolers is adequate overall. The most important issues are quality, cost and freedom of choice. The article describes the 'child care market'. 1990 participation figures show that 28% of the preschool children of employed mothers were in centre based care and 20% were in formal home care. Corresponding figures for non working mothers was 11.4% and 2.6%. 8% of school aged children were in centres. The article contains a section on parents which reports a Sonenstein & Wolf study on preferences and satisfaction with care among low-income families. Findings were that "while convenience of hours and location are important to satisfaction, a low ratio of children to staff also contributes to satisfaction for under 3 year olds. Low income families pay 20-25% of their income on childcare. The article references Kisker 1991 and Whitebrook et al 1990 as showing wide variability in the quality of child care and relates this finding to low thresholds of quality in state developed regulations, including variations in staff-to-children ratios from 1:3 to 1:12 for infant care. Waite, Leibowitz & Witsberger 1991 are referenced as showing "no association between what parents pay and the quality of care their children are receiving." The latter study measured quality by parent reports of child care characteristics. These findings conflict with correlations between quality and cost reported in provider studies. The authors conclude that "These findings raise the issue of how much parents know about the child care their children receive." A Shinn et al 1990 investigation into care characteristics' relation to parental satisfaction is also referenced, together with other research, (Hofferth & Wissoker 1990) which "finds that parental perceptions of both price and quality of care are associated with the care they choose, with price more important than quality."

Hofferth S & Wissoker D (1991): *Price, quality and income in child care choice*, The Journal of Human Resources, Vol27, No.1

Purpose:

Service Type: Non maternal care

Target Group: Mothers

Methods: The data come from the 1985 wave of the National Longitudinal Survey of Youth, Ohio State University. The NLSY included a set of questions on child care asked of 20-27 year old parents. N - 971 mothers with children under six years and who used some non maternal care as primary arrangement.

Duration: 20+ years

Geographical coverage: U.S. National survey

Technical Issues: Indicator of quality of care for this paper is the child/staff ratio as reported by parents.

Outcomes & Findings: Notes that research has shown the following three characteristics as associated with child outcomes: group size, child/staff ratio, caregiver education and training. NLSY findings include: Half the sample mothers were not aware of provider training or education. Authors state that "child/staff ratio is the best regulatable indicator of quality." Findings from current paper include: "Increased cost decreases parental choice"; weak links between

child/staff ratio and parental choice; parents find following factors more important than child/staff ratio - warmth and familiarity of provider and program characteristics such as convenient location and hours.

Holloway, Susan D. & Fuller, Bruce (1999): *Families and Child Care: Divergent Viewpoints*, in The Annals of the American Academy, 563, May.

This literature review and theoretical discussions compares the family-oriented perspective and early childhood education perspective. The authors argue that attempts to improve quality and increase supply must integrate the culturally based preferences of parents with knowledge about universal developmental processes gleaned from research and practice. The authors note that 1987 guidelines for developmentally appropriate practice contain statements "that 'most parents do not fully understand how young children learn' and make 'negative comments about developmentally appropriate practice' due to economic pressure, their own need for self-esteem, media misrepresentation, and the proliferation of inappropriate programs (Black & Puckett 1987)". More recent (1997) versions of the guidelines place more stress on openness to parents' cultural and social goals and a less elitist attitude on the part of child care staff. The article includes considerable discussion about the cultural context of all child care policy and practice. Particular studies on different cultural perspectives are illustrated, including a Latina parental preference for non institutional care that provided warmth, acceptance and moral guidance rather than academic learning. The article notes studies which have found convergence of professional and parental perceptions of child care quality. An example is Cryer & Burchinal 1997 where parents of infants and preschoolers gave high ratings to nearly every indicator of quality on the Early Childhood Environmental Rating Scale. A Galinsky et al 1994 study is cited showing high agreement between parents and family day care providers on "What is most essential" including amounts of attention and home-like rather than school-like settings. Variations are found more in the priority of different indicators and these vary with socio-economic status, e.g., ratings of basic skills and knowledge and work habits versus self-concepts.

The authors cite studies finding positive parental evaluations of child care versus research findings of mediocre quality and literature hypotheses that parents lack information, for explaining these results. "Family-level characteristics which influence child care decisions include maternal education, family size, mother's age at first birth, ethnicity and beliefs about child learning". "Studies of child care effects on children's development that neglect to account for parental selection are likely to over-estimate the program effects."

Holloway, Susan D. & Fuller, Bruce (1992): *The Great Child-Care Experiment, What Are the Lessons for School Improvement?*, Educational Researcher, October.

This literature review and theoretical discussion aims to investigate differences between parental and professional definitions of educational quality. Questions

examined include "How do parents define high-quality care? How do they respond when dissatisfied with current arrangements?"

The article suggests that basic goals for improving child care quality shared by educators include: ensuring "adequate supply at reasonable... cost; promoting children's cognitive growth and development, and socializing children in a manner consistent with parental preferences and community norms."

The authors conclude that: "The results of these studies suggest that parents seek to balance three basic domains: program quality, location, and price."

Studies cited as finding that carer or program characteristics are the most important criterion include Bogat & Gensheimer (1986), Turner & Smith (1983), Kisker et al (1989), The National Child Care Survey - Willer et al 1991. Studies cited as finding that "parental convenience is the more salient criterion" include Atkinson (1987) and Gravett, Rogers & Thompson (1987).

The section on parental satisfaction includes the following points: "The child-care literature suggests that most parents report being highly satisfied with their current arrangement." Studies cited with these findings include Fuqua & Labenson 1986, Winget, Winget & Popplewell 1982, Kivinkink & Schell 1987, Willer et al 1991. In these studies parent ratings ranged from 4.2 to 4.7 on a five point scale on items such as safety, healthy environment, activities, qualities of provider, similarity in values and school preparation; 97% of parents approved of values being taught; 92% would place child there again; 90% parent satisfaction with current arrangements.

Satisfaction does not vary according to ethnicity, social class or marital status. Reasons for dissatisfaction include: lack of educational stimulation, cost, location, unreliability, inadequate peer stimulation, different values and caregiver neglect. Studies including these findings are cited as Endsley & Brabard, 1987 and Kisker et al 1989.

Parental inspections of child care sites before enrolling were found to be at low levels.

Howes, Carollee; Smith, Ellen; Galinsky, Ellen (1995): The Florida child Care Quality Improvement Study Interim Report, Families and Work Institute, New York

Purpose: Program planning: To investigate effects on quality of staff:child ratios and training regulations.

Service Type: Licensed child care programs - centre based

Target Group: Services, children, staff

Method: 150 licensed centres in 1992, 148 centres in 1994 - 128 shared programs. This report covers only the children study, not the parent questionnaire (See under Galinsky et al 1998b) nor the market study. 450 classrooms were observed, plus teacher and director interviews. 880 randomly selected children from the classrooms were selected to observe. Teacher and classroom measures included: Process quality - Arnett Scale of Caregiver Sensitivity, Howes Involvement Scale; Structural Quality - Group size, staff/child ratio, formal education of provider, Credentials, training, years of experience; Global quality - ECERS, ITERS. Child development measures were: Attachment

Security, Revised Howes Peer Play Scale, Howes Object Play Scale, Adaptive Language Inventory, Preschool Behaviour Questionnaire.
Duration: 1992, 1994, 1996. 1996 results not included.
Coverage: Four Florida counties: Pinellas, Duval, Broward, Hillsborough.
Outcomes & Findings: The main conclusion is that children's intellectual and emotional development is improved as a result of regulation for lower staff:child ratios; teachers are more sensitive and responsive; negative management styles decreased; global quality improved significantly. Future regulations will require higher qualifications. Advocates the following quality indicators: adult/child ratio, smaller group size, higher level of staff education and training, low staff turnover, high staff compensation.

Iutovich, Joyce; Fiene, Richard; Johnson, James; Koppel, Ross; Langan, Francine (1997): Investing in Our Children's Future, The Path to Quality Child Care through the Pennsylvania Child Care/Early Childhood Development Training System, Keystone University Research Corporation, Erie, Pennsylvania.

Purpose: Research into training and quality. One specific aim is to answer "To what extent is a center's overall quality of care associated with director background characteristics, aggregate teacher characteristics, organizational climate and other site level features (e.g., size of center, accreditation status, turnover rate, and average hours of training per year)."

Service Type: Centre based care and family day care.

Target Group: Child care sites

Method: Cross sectional random sample of sites. Observation and staff questionnaires. Quality of care measures: Environment Rating Scales, ECERS, iters, FDCRS. Work environment measure: Early Childhood Work Environment Survey.

Duration: Not reported

Coverage: Pennsylvania

Outcomes & Findings: Hours of training is not a significant predictor of quality. There is a strong association between reported opportunities for professional growth and higher quality (40% of variation in quality is explained by this factor).

Johnson, H.C., Cournoyer, D.E., & Bond, B.M. (1995): *Professional ethics and parents as consumers: How well are we doing?* Families in Society, 76, 408-420 electronic

Purpose: To examine the validity and congruence of parent rating of children's mental health professionals

Service Type: Mental health services for children

Target Group: Parents

Methods: Mailed questionnaires to parent members of three national parent-support groups. Total of 204 parents responded representing a response rate of 30%, 36.5% and 49.8% for each of the three organisations. No follow-up. The data collection instrument used was the Helping Behavior Checklist (HBCL).

Duration: Not stated

Geographical coverage: U.S.

Technical Issues, Outcomes and Findings: Some support was found for the discriminant validity of parental reports. Evidence for this is that although correlations occurred between parent rating of professionals and parent reports of overall satisfaction, there were no significant correlations between parental perceptions of children's progress and parental ratings of professionals. Authors note that "Behaviors that parents find helpful correspond to behaviors that professionals deem ethical." These include: courtesy, deference, decisionmaking support, provision of accurate information.

Jorm, Louisa & Astbury, Lyn (1996): *Trialing the Child Health Questionnaire in Australia*, in Integrating Health Outcomes, Measurement in Routine Health Care Conference 1996 - Proceedings, Australian Health Outcomes Clearing House, Australian Institute of Health and Welfare, Canberra, 1997

Purpose: Assessment of concurrent validity, reliability and psychometric validity of the above questionnaire.

Service Type: Child health services

Target Group: Parents or caregivers of 5-16 year old children

Method: Telephone survey. 70% response rate from 3,484 targeted numbers.

Instrument (CHQ-PF50) contains 50 items including nine child health scales and family problems.

Duration: September 1995

Coverage: Two Sydney local government areas - Auburn and Holroyd.

Outcomes & Findings: Reliability estimates were moderate to high. Further use recommended by authors.

Katz, Lillian G. (1994): *Perspectives on the quality of early childhood programs*. Phi Delta Kappan. 76(3):200-205. Nov.

This theoretical discussion is aimed at encouraging multiple perspectives in quality evaluation. The discussion promotes the notion of five perspectives on quality: Top Down perspective: assessed by examining selected features of the program - the setting, equipment, staff, and so on - from the perspective of the program administrators and of those responsible for the supervision and licensing of the program; Bottom Up perspective: attempting to determine how the program is actually experienced by the participating children; Inside/outside perspective: assess how the program is experienced by the families it serves; Inside perspective: takes into account how the program is experienced by the staff members responsible for it; the ultimate perspective - considers how the community and the larger society are served by a program. The author states that "Ideally, judgment of the quality of a program should be based in part on how the parents perceive the services provided to them and their children." Suggested questions from a parental perspective include questions on: safety, comfort, valued by staff, whether child treated with respect and warmth, teacher understanding of special needs, learning enhancement, responsive to culture and traditions, respectful of parent goals and values.

The author raises but does not answer the question "Should one perspective be given more weight than another in assessing the quality of a program?"

Kontos, Susan & Fiene, Richard (undated): *Child Care Quality, Compliance with Regulations, and Children's Development: The Pennsylvania Study*, Chapter 4 in Predictors of Child Care Quality

Purpose: To assess "which regulatable characteristics of centers are most critical to quality ... in child development outcomes."

Service Type: Child care centres

Target Group: Children 3, 4 and 5 years old who had attended fulltime (20+ hours per week) for at least 6 months; and their mothers.

Method: Carried out in conjunction with the Office of Children, Youth and Families. Random sample of 10 centres selected from 25 volunteering centres which formed part of a sample of 40 centres selected as representative of a universe of 350 centres. Half urban and half non profit representative of rural/urban distribution. Children sample was 100 randomly selected from each centre. Mothers were telephone interviewed. Center measures used included staff turnover, group size, ratio, staff experience and training and ECERS. Child development measures included Slosson Intelligence Test, Classroom Behavior Inventory and Preschool Behaviour Questionnaire. Parent satisfaction was not measured, but mother's were interviewed about their childrearing and education values.

Duration: Not specified

Coverage: North east region of Pennsylvania

Technical Issues: "Researchers have yet to determine at what point an effect can be said to have a substantive impact on development, even when it is statistically significant."

Outcomes & Findings: Other Pennsylvania studies had shown a 97% compliance with regulations. Current study showed that centres present a range of quality - in terms of both licensing criteria and professional standards. "Capacity, group size and ratio were the structural characteristics most consistently related to any aspect of quality. Family background was the prime or only significant predictor for three out of the six child development measures, but did not affect social development. Combinations of director experience and average staff experience and appropriate degrees made noticeable contributions to the variance in children's intellectual development. "The results clearly show that individual center characteristics were much more powerful as predictors of children's development when they were treated in clusters than alone." Results and comparison with previous studies showed inconsistencies and consistencies.

Krahn, Gloria L.; Eisert, Debra; Fifield, Bryce (1990): *Obtaining Parental Perceptions of the Quality of Services for Children with Special Health Needs*, Journal of Pediatric Psychology, Vol.15, No. 6.

Purpose: "To develop a specific method to obtain parental perceptions of the quality of services delivered within an interdisciplinary setting for children with special health needs."

Service Type: Evaluation (not treatment) services for children with special health needs.

Target Group: Parents

Method: 295 parents across two service delivery sites, representing a 62% response rate. Instruments included adaptation of existing measures, e.g., the Client Satisfaction Questionnaire (Larsen et al 1979). Ratings were 1-4, 1 most positive and 4 most negative. Mean item replacement was used for 7% of data. Analysis included principal component analysis and varimax rotation. Open ended questions included "What did you like best about the clinic" and "What would like us to change about the clinic?". Global questions included "To what extent has our program met your needs - none met/only a few met/most met/almost all met" and "In an overall sense, how satisfied are you with the service you received - very satisfied, mostly satisfied, indifferent/mildly dissatisfied, quite dissatisfied." Questionnaire is included in article.

Coverage: Oregon - Portland and Eugene

Technical Issues: Cites results of large range of research which show: "Parents are known to be good observers of their children and to provide valid assessments of their handicapped children's abilities... " Cites research on consumer satisfactions which shows that "Although consumer satisfaction is typically acknowledged to be multidimensional..., empirical examination of dimensionality has yielded diverse results."

Outcomes & Findings: The following 14 items account for around 34% of total variance in general satisfaction: quality of service, kind of service, needs met, recommend to a friend, amount of help, now deal more effectively with child, overall satisfaction, would return, staff's concern, courteousness and helpfulness, usefulness and accuracy of information, availability of services. Convenience was an important item emerging from open-ended questions and not previously included in satisfaction scales.

Kutena, Zuzanka (1995): Identified Needs of Remote and Isolated Aboriginal Children, Families and Communities in New South Wales: An Overview, Contact Inc., Newtown, NSW.

Purpose: To report on continuing needs of Aboriginal families, particularly those with children 0-5 years.

Service Type: Rural children's services

Target Group: Aboriginal children, families and communities

Method: Based on results of Contact Inc. 1993-94 survey. Aboriginal fieldworkers surveyed 10 remote and isolated Aboriginal communities.

Coverage: Remote N.S.W.

Outcomes & Findings: The overwhelming response was for culturally appropriate services. "A major perception of services, by Aboriginal people in general, is that these services are not responsive to their community's values, needs, or realities." Playgroups, preschools and 'kids activities' were nominated as needed services. Most care is by the extended family. "Programs and services must be community initiated, community designed, community driven, and community

controlled." Cross cultural community preschools and playgroups are attended, but most Aboriginal families do not use mainstream children's services. Reference is made to the Maori Language Nests where a strong role of traditional elders and grandparents assist indigenous identity and the learning of traditional language and beliefs.

Lamare, Judith (1997): Sacramento START: An Evaluation Report, September 1996-May, 1997.

Purpose: Program evaluation

Service Type: After school learning program

Target Group: Children, principals and teachers

Method: Standardised tests for children, interviews with principals and teachers.

No parent element.

Duration: September 1996 to May 1997

Coverage: Three Californian school districts.

Technical Issues: Recommended possible widening of evaluation tools.

Outcomes & Findings: The program had a measurable, positive impact on student performance - 83% improved test scores.

Lever, Rosemary (1993): The Child Care Choices and Preferences of Employees in Five Victorian Companies, The Child Care Connection, Women's Research Employment Initiatives Program, AGPS Canberra.

Purpose: Planning - Investigate usage and choice influences.

Service Type: Formal child care

Target Group: Working Parents

Method: Included rating of satisfaction with current child care arrangements on a five point scale (questionnaire not included but from the text the scale would be from very satisfied through mixed feelings to very dissatisfied). Those dissatisfied were asked to identify reasons from a pre-coded list. Sample was 1,000 staff with preschool children, and almost 3,000 planning to have children within the next five years. Self administered questionnaires were used (content varied between workplaces). Supplementary focus group material was used. Results are reported for each workplace and not for the combined sample.

Duration: 1990 and 1991.

Coverage: Five 500+ staff organisations in Victoria: Two hospitals (one metropolitan, one provincial); international telecommunications supplier, chemical distributor, financial institution (metropolitan and country).

Outcomes & Findings: Following are the ranges for the five organisations. 38-54% of respondents used parent care, 38-69% informal care by friend/relative or non relative and 26-48% used formal care. Overall 50-58% of employees were satisfied with present arrangements, 19-36% had mixed feelings and 2-8% were dissatisfied whether using formal or informal care. In the organisation with the highest use of formal care, 70% used long day centre-based care, 10% used family day care, and 20% used pre-schools. In that organisation, 64% were satisfied with formal care, 50% with parental care and 43% with informal care. Dissatisfaction with informal care was 16%, parental care 13% and formal care

7%. In the sample overall, reasons given for dissatisfaction varied with type of care. Informal non relative care and formal care concerns were about cost and inflexibility. The likelihood of changing to employer sponsored long day care if it were available was higher amongst those with mixed feelings or currently dissatisfied, and lowest amongst those using parent care. The study summarises the "key variables influencing parents' choice of child care for under school age children as: "mother's employment situation, number and ages of siblings, availability of friends/relatives, nature & circumstances of child, family values, culture and preferences."

Langsted, Ole (1994): *Looking at Quality from the Child's Perspective*, Chapter 3 in Moss & Pence (eds) Valuing Quality in Early Childhood Services, Paul Chapman Publishing Ltd., London.

This chapter is based on Danish research and asks the question "Is anyone interested in the kind of daily life the *children* want?" Langsted notes the introduction of national general principles by the Ministry of Social Affairs which include: "Children's development, well-being and independence must be encouraged; children must be listened to; parents must have influence." The 'Children as Citizens' Project' looked at ways of children exerting influence. Interviews with children were mainly with teenagers or older children. The research with younger children did not include asking them "about their daily lives but staff and parents have tried to find out how to be attentive to the children's needs and wishes in their everyday life."

The author notes that interviewing children presents problems of validity and reliability, but concludes that children should "be asked about their own lives in all relevant circumstances." Lack of research interviewing young children is noted and the BASUN Project is provided as an example of interviewing five year olds, in conjunction with parent and staff interviews about the children. The method was personal interviews structured on time and space (i.e., what did you do then and there). The BASUN Project also collected some views of kindergarten attendees (24) about the difference between the worlds of care and home. The main factor liked by children about the care world was the presence of other children, followed by activities, toys, and 'nice staff', "but the staff certainly do not have the same importance as the other children.". The chapter contains a number of examples of the open-ended questions used by the interviewers. The author concludes that the cultural climate is more important than structures and procedures for building in children's influence: "The wish to listen to and involve children originates in this cultural climate. This wish will then lead to structures and procedures that can guarantee the involvement of the children."

Larner, Mary & Phillips, Deborah (1994): *Defining and Valuing Quality As a Parent*, Chapter 4 in Moss & Pence (eds.) Valuing Quality in Early Childhood Services, Paul Chapman Publishing Ltd., London

This U.S. based chapter contrasts parental and professional perspectives and looks at the implication of the free market economy on child care usage. The

authors note the dominance of professional definitions of quality and the consequences of professional assessment: "Their concepts of quality are designed to be concrete, objective and quantifiable, so they can be applied fairly across a wide range of programmes." A number of common structural indicators are identified including "adult-child ratio, group size and caregiver qualifications". In relation to parental perceptions: "Parents care about child care quality, but they define quality in relation to the needs of their own children." Factors in parental considerations include hours, cost, physical appearance and caregiver/child behaviour. Parent/caregiver rapport "is often a major consideration".

The chapter summarises a range of recent research focusing on parent' values and perceptions and notes a new emphasis on parent choice where "Vouchers can now be used to pay not only for child care centres but also relatives, friends and neighbours." A result of these changes is that parents are turning to unlicensed arrangements. Some discussion is devoted to results of the 1990 National Child Care Survey. Results of research by Siegel and Loman 1991, Mehers 1993 and Porter 1991 are summarised. "Those parents gave top priority to safety and trust, closely followed by the quality of the care (described as including both nurturance and educational opportunities). Factors like location and cost had to be weighed by low-income parents, but they are valued very differently from factors that directly affect the child's wellbeing."

Care for children under three is viewed by some parents as babysitting. Care for children over three is often viewed as "an important educational opportunity". There is little research on how cultural and ethnic values affect "choice and comfort". "Interviews with mothers from several ethnic groups in a working class community led one researcher to conclude that 'parents search for arrangements they trust and are often reassured by continuities between home and caregivers. At the same time, parents want the advantages of professional care if it means early childhood education, reliability, a healthy and safe environment, nutritious meals, kindness, affection and fairness' (Zinsser, 1991)".

Livingstone, Ian D (1998?): Parents as First Teachers, Summary Report - Evaluation of Pilot Project, Ministry of Education, New Zealand

Purpose: Program Evaluation

Service Type: Parenting program

Target Group: Parents and children

Method: Longitudinal study. Initial sample 975 caregivers, sample at age 3 - 698. Control groups were used. Sample and results are reported for each individual region; no totals are provided. Baseline assessment was with first-time mothers in maternity hospital to request enrolment in project, followed by a random selection process for programme and comparison groups. Age three assessment consisted of initial telephone contact for two face-to-face interviews (one in home and one at clinical site). Home interview included a 15 minute video session of the caregiver interaction with child, plus cognitive, developmental and family environment measures, plus a questionnaire. Many instruments were used:

Child-5 instruments; Parents 7 instruments; Family 3 instruments. Questions included indicators of global and specific item satisfaction with program.

Duration: 1992-1997

Coverage: Dunedin, Gisborne region, South Auckland, Whangarei region.

Technical Issues: A high refusal rate is noted.

Outcomes & Findings: 96% of parents believed the program should be available throughout the country. Universally high ratings of the parent educators were found on the following variables: caring, trustworthy, respectful, sensitive, helpful, reliable, accepting and support of parental beliefs from other cultures.

Loane, Sally (1997): Who Cares? Guilt, hope and the child-care debate, Mandarin Australia, Vic.

This book aims to provide child care information for general public information. The chapter on How We Should Measure Quality distinguishes between child-centred measurement (e.g., high ratios of staff, group size, training, low staff turnover; and centre conditions, e.g., safety, hygiene, physical environment) and adult centred measurement. The author warns against measuring quality in terms of opening times, convenience to work, expensive equipment. Cites a NSW study which found an 85% staff turnover in a two year period.

Love, John M. (primary author) (1997:) *Quality in Child Care Centers*, North Carolina Univ. Chapel Hill, Frank Porter Graham Centre, also published in The Education Digest, March 1998.

This U.S. based literature analysis and policy brief identifies the following quality dimensions: Structural features (e.g., group size, child-staff ratios, physical space, teacher qualifications, staff training, wages and safety); caregivers interaction. The author notes that there is little nationally representative data on quality. Individual study findings reported on include: "typical quality is considerably below what is considered good practice"; low staff credentials, high staff turnover, low wages. Lists a number of outcomes related to quality including sociability, self control and cognitive development. Recommends strengthening standards and regulations, a "periodic nationally representative study of child care practices and quality" and longitudinal studies including family values and parental choices.

Lobsco, Anna F & Newman, Dianna L (1992): *Stakeholder Information Needs: Implications for Evaluation Practice and Policy Development in Early Childhood Special Education*, Evaluation Review, Vol.16, No.5, October.

Purpose: Evaluation and planning

Service Type: Special education and related services

Target Group: Participants in community-based planning for young children with developmental disabilities; including parents.

Method: Target sample 1,000 participants. Response rate was 53%: 475 respondents - 223 administrators, 140 direct service personnel, 112 parents.

Methods included: participant interviews and observation plus surveys and rating scales.

Outcomes & Findings: The article reports previous research that asserts that qualitative formative information is more useful for program development purposes than is quantitative summative data. Identifies the need for evaluative information for three different audiences: program planners, service providers and parents. Parents involved in summative decisions "generally expressed" greater need for consultant information, contact with program and involvement in decision process. All participants (100%) reported "lack of confidence in their own experience as a basis for decision making."

McCallum, John & Anderson, Iain (1996): *The shorter short form: analysis of SF-12 items in Australian data, in Integrating Health Outcomes, Measurement in Routine Health Care Conference 1996 - Proceedings, Australian Health Outcomes Clearing House, Australian Institute of Health and Welfare, Canberra, 1997*

Purpose: Investigate suitability of the short 12-item version of the SF-36 measure of health-related quality of life for Australian populations.

Service Type: Physical and Mental Health

Target Group: Consumers

Method: Validity testing of short form of SF-36 on Australian populations. Data used for testing was originally collected from the 1994 and 1995 Population Survey Monitor via multiple regression analysis. Subscales included physical functioning, bodily pain, general health, social functioning.

Technical Issues, Outcomes & Findings: "Results of these analyses shows that the 12 items which are best predictors of the Australian aggregate scores are different from the 12 items which are best predictors of the US aggregate scores." The SF-36 is more reliable. Article contains a list of the 36 SF items.

McGregor, Ian; Hancoop, Tim; Burke, Vincent (1998): Child Care Research, Department of Education, Training and Employment, Adelaide

Purpose: To investigate reasons for decreasing use of formal child care in order to promote future usage.

Service Type: Formal child care

Target Group: Parents - users, past users and non users.

Method: Qualitative only. 5 focus groups to investigate awareness and usage, attitudes towards, image of and motivators and inhibitors to use of child care.

Duration: Group discussions over 3 days at Consultant's offices.

Coverage: Adelaide

Outcomes & Findings: Awareness was high, cost was the main inhibiting factor. "Few participants considered the primary purpose of child care was for the benefit of the children themselves." Factors for motivation to use a particular centre include: location, safety, suitable facilities, properly accredited with trained staff, properly structured program activities, adequate staff/child ratio/ how staff related to children/ whether children happy, if 'vibes' right.

Melhuish, Edward C. & Moss Peter (eds) (1991): Day Care for Young Children International Perspectives, Tavistock/Routledge, London

This book contains 11 articles covering characteristics of and research into day care in France, Germany, Sweden, United Kingdom and the United States. Contains reports of a number of studies of child care quality including some surveys of parents. Most studies are concerned with various aspects of child development. Parent surveys appear mainly to be focused on child development rather than parent satisfaction. Findings include:

France - Surveys between 1978 and 1980 show discrepancies between preferred care and care used. Discrepancies narrow as parental income rises.

U.S. - Research into day care settings shows "Secure attachments with caregivers, stable caregivers and peer groups, trained caregivers who skillfully mediate peer interaction and relatively small groups of peers facilitate the development of social competence with peers."

U.K. - Factors likely to affect the quality/child development differences observed include: group size, adult-child ratios, accommodation, equipment, staff training and experience, stability of care. "From the child's point of view stability of caregivers is probably the most important..."

McWilliam, R.A.; Lang, Linda; Vandiviere, Pat; Angell, Robbie; Collins, Laurie; Underdown, Gayle (1995): *Satisfaction and Struggles: Family Perceptions of Early Intervention Services*, Journal of Early Intervention, Vol.19, No.1.

Purpose: To gather descriptive data and determine satisfaction levels

Service Type: Early intervention

Target Group: Parents of infants, toddlers and preschoolers receiving any type of early intervention service.

Method: Quantitative (mail survey) and qualitative (semi structured personal interviews) methods were included in overall design. 539 families responded out of 1,540 mailed (35% response rate). 30-item questionnaire was developed.

Questions were focused on the following conceptual groups: inclusion, service delivery, payment, comprehensiveness, families and overall satisfaction. The qualitative component was selected from those volunteering from the quantitative survey. Six families participated. Interviews were conducted by parents of young children with disabilities.

Coverage: North Carolina

Technical Issues: Measuring consumer satisfaction is justified by the first goal of early intervention: to support families in achieving their own goals.

Outcomes & Findings: 55% of families perceived service improvements since first using.

Morris, John R. (1999): *Market Constraints on Child Care Quality*, The Annals of the American Academy, 563, May.

This literature review and theoretical discussion focuses on the improvement of child care quality through market manipulation. The author cites and describes the Helburn 1995 study Cost, Quality and Child Outcomes in Child Care Centers,

the Helburn and Morris 1996 study the Economics of Family Child Care Project, and the study by Galinsky et al 1994 The Study of Children in Family Child Care and Relative Care. These studies used observation, teacher interviews and interviewed parents.

The author notes that the above studies found severe quality problems. Reasons for poor quality are suggested as: poor knowledge of suppliers and researchers, monopoly competitive markets, wide range of types of care with different costs, consequent cost cutting. Reasons put forward why market solutions have not resulted in improved quality are parents' lack of information and lack of affordability. "Many parents cannot afford the cost of high-quality care, and even those who can afford it have trouble identifying it." The article discusses the possibility that professionals' definition of quality are different from parents'. It concludes that parents value similar quality factors to professionals but that their evaluation of levels of quality is far higher. The author provides evidence for the former statement in citing the CQO study where the parent mean score for each of the ECERS and ITERS measurement characteristics was 2.8 out of a possible 3. The author suggests that "There is something about the way staff members work together to produce quality or not that the standard measures do not catch." "Although there is no clear formula that always produces high-quality care, we know enough to say that hiring a good director and better-trained staff, paying them well enough to stay, and improving the adult to child ratio will usually produce better care."

"Statistically, there was little relationship between fees and quality and even less between quality and profitability... The market simply does not appear to reward high quality child care."

The author notes that one reason parents may not be able to judge quality of care is lack of direct observation. "...they have to depend on the comments of their preschooler and the greeting and departure experience, both less than ideal proxies for all-day quality."

Moss, Peter & Pence, Alan (eds.) (1994): Valuing Quality in Early Childhood Services, New Approaches to Defining Quality, Paul Chapman Publishing Ltd, London

This book contains 12 chapters by a variety of authors.

Peter Moss, in Chapter 1, argues that quality "is a relative concept, not an objective reality." The purpose of the book overall is to define quality from the perspective of a variety of stakeholders. Moss quotes Johansson 1993: "'Quality' is not a very useful analytical concept... I have been struck from time to time with the thought that it would be a relief to have an agreement not to use (the term) 'quality' in scientific studies of early childhood services, at least for a couple of years. Pence identifies two different meanings of quality, the analytic and the evaluative, and notes the use of a number of proxy quality indicators in evaluation (including child/adult interactions and staff ratios and training). He locates customer satisfaction as a possible service goal "and therefore the basis for evaluating quality." The article contains a detailed discussion of goal setting

and asks "What are the implications of the relative nature of quality for the evaluation, regulation and public funding of services?"

Chapter 5 by Julia Brophy and June Statham discusses the use of standardised observation scales.

Chapter 11 by Gunilla Dahlberg and Gunnar Asen discusses evaluation and regulation with particular attention to goal setting. The authors note that evaluation is emerging as "a new fourth steering system (Lundgren, 1990)." They introduce the notion of 'goal governing' and identify four different approaches to goal formulation: political, economic, professional and associative. The authors argue that Sweden has moved from a political model (national consistency through regulation) to a 'market-oriented goal-governing model' involving emphasis on consumer freedom of choice. The professional model works in conjunction with the political model. The associative model is a new model which replaces market based evaluation with civic participation and evaluation by the wider community through forums and public discussion.

Other specific articles are included separately in this Bibliography.

Moyle, Helen, Meyer Paul, Golley Louise & Evans, Ann (1996): Children's services in Australia 1996, Services for children under school Age, Australian Institute of Health & Welfare, Canberra.

This Report provides comprehensive statistics and descriptions of children's services for each Australian state and territory. It describes each service type - its history, administration, cost, regulations and licensing, and status in terms of national standards. Service types covered are preschools, long day care centres, family day care and occasional care but not services for school age children. At the time of publishing, major changes were being implemented to child care funding with the acceptance by the Federal Government of recommendations from the National Commission of Audit regarding competitive neutrality. Recommendation 4.31 from the Commission of Audit proposed the removal of Commonwealth operational subsidies from community based services and their replacement by individual based payments to improve equity between public and private centre users.

National Association of Community Based Children's Services (1997): Cost versus Quality; The Results of a National Survey of Community Owned Children's Services, Northcote, Vic.

Purpose: To investigate the effects of removal of Commonwealth Operational subsidies and the gap between Commonwealth Childcare Assistance and price of service to parents.

Service Type: Not for profit centre-based long day care.

Target Group: Centres and exiting parents.

Method: Two surveys were carried out: one with centres and one with parents' exiting care. The centre sample was 1,084. 270 completed questionnaires were received (25% response rate). The parent exit survey resulted in 129 completed questionnaires, a 12% response rate. Eligibility for completing the exit survey

was parents who had either left the centre or reduced their hours. 39% had left altogether. Questionnaires are not included.

Duration: July to September 1997.

Coverage: Australia

Outcomes & Findings: Results from the Parent Exit Survey included:

40% went to parental care; a further 27% to informal care by relatives, friends or neighbours; 8% converted to Family Day Care, 5% to other Long Day Care Centre, 2% to Occasional Care.

The main reason for leaving/reducing hours was cost (73%), followed by changing work arrangements (20%). Less than one percent reported changing because of quality of care. 76% of parents reported fee increases due to the loss of operational subsidies in July 1, 1997.

National Childcare Accreditation Council (1994): Quality Improvement and Accreditation System Workbook, Sydney.

Purpose: To explain self-study procedures

Service Type: Accredited long day care - community and private

Target Group: Providers and parents

Method: Parents Questionnaire. Administered by centres to parents on initial request for accreditation and on review. Questions include feelings about staff interaction with child, parents relationship with staff, teamwork (all yes/no/don't know answers); plus whether special needs are taken into account, whether close watch is kept on child's health, whether attention is paid to child's clothing; whether happy with food and drink; whether staff take into account parents suggestions re activities; whether happy with information about the centre management and about own level of involvement in management decisions, plus age of child (Under 18 months, 18 months-3 years, 3-5 years). The questionnaire is included in the Sample Questionnaires attachment to the Final Report which accompanies this Bibliography.

Duration: Rolling

Coverage: Australia

National Child Care Survey (1990), National Association for the Education of Young Children and the Administration for Children, Youth and Families, U.S.

Purpose: National baseline survey.

Service Type: Child Care

Target Group: Parents and providers

Method: National representative survey. 4,400 households with children aged under 13. 57% response rate for basic interview. Telephone interviews with most knowledgeable adult

Coverage: 100 counties and county groups in the U.S.

Outcomes & Findings: Survey results used in a number of research studies reported elsewhere in this Bibliography.

National Longitudinal Survey of Children and Youth (1997): Overview of Survey Instruments for 1996-97 Data Collection, Cycle 2, Human Resources Development Canada and Statistics Canada.

Purpose: Includes "to support Canadian understanding of the determinants of child development and well-being and of the pathways of their influence on child outcomes".

Service Type: Includes child care

Target Group: Children and young people

Method: Representative sample of all children in Canada aged 0-11 in 1994/95 living in private households. 22,831 children newborn to 11 years of age inclusive, in the ten provinces. Follow-up survey is conducted every two years. Cycle 2 in 1996/97 consists of 16,903 children. A cluster sample was used based on age, province and an over sampling of 0-11 month children. The main knowledgeable adult (usually the mother) was interviewed by telephone and in person. A number of instruments were used. Children 4-6 were assessed in the home, children 10-13 years were given a self-administered questionnaire. Teachers and principals responded to a mail questionnaire. Instruments included a parent questionnaire, child questionnaire, school information and the Peabody Picture Vocabulary Test. The most relevant parent attitude question asked related to parental expectation of child's schooling. The full parent questionnaire (and all other instruments) is available on the internet (Statistics Canada website) in the publications: *National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-1997 Data Collection - Cycle 2, Book 1*, Catalogue No. 89FOO77XPE and *National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-1997 Data Collection - Cycle 2, Book 2*, Catalogue No.89FOO77XPE.

Duration: November 1996 to June 1997 - Cycle 2 data collection.

Coverage: Canada

Outcomes & Findings: Results are released in waves due to size of overall survey.

New Zealand Department of Labour & National Advisory Council on the Employment of Women (1998): Childcare, Families and Work, The New Zealand Childcare Survey 1998: A Survey of Early Childhood Education and Care Arrangements for Children, technical excerpts.

Purpose: To describe child care usage and the relationship between early childhood education and care and labour market factors.

Service Type: Child Care - formal and informal

Target Group: Parents

Method: Carried out in conjunction with the quarterly Statistics New Zealand Household Labour Force Survey which uses a random sample of 16,000 household representative of all households in New Zealand. Of this sample, 3,809 families participated in the Childcare Survey. This represented 7,185 children. HLFS response rate was 91% for the September 1998 quarter, with a 95% response rate for those with a child aged 0-13 years. Method was combined telephone and face-to-face interviews, mainly telephone. Two questionnaires

were used: one about children and one about parents. A separate questionnaire was completed for each child. Figures were weighted to represent the total number of 432,000 families with 0-13 year old children in New Zealand (one and two-parent). Child questionnaire included age and type of care used, with a separate section for each type of care asking questions about days and hours of usage, costs, government subsidies, whether would like to use more hours, and reasons for not using. Reasons for not using fully included cost, waiting list, transport difficulties and lack of suitable or flexible hours, culturally appropriate services and quality of program or service. Quality was not defined. A section on unmet needs is included which asks whether parents would like to use other services, if so what services, and reasons for not using. Reasons include all the above plus lack of age appropriate services, lack of local services and would rather use informal care by someone known & trusted. The parent questionnaire included questions on employment status and conditions including flexibility, arrangements made for children during work time, child related leave and whether care arrangements had to change because of sick child or lack of care, transport or ability to pay. Questions regarding lack of care arrangements included the same reasons as for the children's questionnaire. Both questionnaires are included in full in the Sample Questionnaires attachment to the Final Report which accompanies this Bibliography.

Duration: July, August and September 1998.

Coverage: New Zealand

Technical Issues: Standard error sample size warning.

Outcomes & Findings: Only technical excerpts were acquired.

NSW Department of Community Services, 1999, *Children's Services Program Annual Service Plan and Reporting Document*

Purpose: Funding

Service Type: State funded children's services

Target Group: Services

Method: Annual form. As well as questions on numbers and ages of children, special needs users, hours of opening, fees charged, employment status of parents etc., the form asks for severity and number of injured children, number of children involved in notifiable outbreaks of diseases, how the service measured that it was meeting parents' needs and how the needs of special target groups were met.

Duration: Ongoing

Coverage: NSW

Ochiltree, Gay, 1994: *Effects of Child Care on Young children, Forty Years of Research*, Early Childhood Study Paper No.5, Australian Institute of Family Studies, Melbourne.

This literature review and theoretical discussion includes substantial sections on research into the dimensions of quality. It includes a chapter on different contexts, including ethological and ecological approaches and research on attachment to parents. The author notes the complexity of the concept of quality

and its multiple definitions. Material contained elsewhere in this Bibliography on differing perspectives on quality (e.g., Farquhar) is summarised. The author distinguishes between the elements of child care (e.g., structural indicators) and the processes (e.g., interactions). She notes that "Research on specific aspects of quality has led to general agreement that the most important predictors of better outcomes on a range of measures... for children in non parental care are staff-child ratio, group size and education of the caregiver..."

Anne Smith (1992) in New Zealand is cited as arguing that the issue of quality exists "within a socio-political context of cultural attitudes and values... In this perspective, the meaning of good quality child care is 'an issue of choice and judgement as well as an empirical question'". The author makes the distinction between an "objective empirical research-based approach" and a "values-consultative approach". She describes the approach of the European Commission Childcare Network as "more subjective" than the dominant U.S. approach, i.e., quality is value-based and a dynamically defined process.

Ochiltree, Gay and Edgar, Don (1995): *Today's Child Care, Tomorrow's Children!*, AIFS Early Childhood Study, Paper No.7, Australian Institute of Family Studies, Melbourne.

This paper looks at the effects of different child care contexts on children's social-emotional or cognitive outcome scores. It focuses on the child not the parents in order to identify family background effects. It is based on the AIFS Early Childhood Study the methodology for which has already been briefly described under Greenblat & Ochiltree (1993).

Oregon Progress Board (1999): *Achieving the Oregon Shines Vision: The 1999 Benchmarks Performance Report*, Salem.

This 109 page document contains reports on 92 benchmarks for social, economic and environmental conditions in Oregon. One is relevant to this study: Ready-To-Learn - The percent of Oregon children entering school with the

developmental readiness necessary for them to succeed in school. This benchmark is reported every two years. The data source is a special Oregon Readiness for Kindergarten Survey of kindergarten teachers. The benchmark was first introduced in 1997 when 58% of children were assessed to be school ready.

Pascal, Christine; Bertram, Tony; Gasper, Michael; Mould, Claire; Ramsden, Fiona; Saunders, Maureen (1999): Research to Inform the Evaluation of the Early Excellence Centres Pilot Programme, Centre for Research in Early Childhood, University College Worcester, commissioned by Department for Employment and Education, U.K

Purpose: Evaluation of program pilot and recommendation of common future performance indicators and other methodologies for future ongoing national evaluation.

Service Type: Early Excellence Centres (includes nursery/kindergartens, holiday play schemes, after school clubs, extended day care, parent and toddler groups, full day care, child minder network, creches, preschools, toy libraries and mobile services.

Target Group: Administrators, providers, parents, children

Method: Fieldwork with government personnel and Local Authority personnel, users and services. Four methods for local fieldwork were: interviews, questionnaire, observation and documentary analysis. Interviews were carried out with various centre managers and staff and local authority inspectors. The questionnaire was self-administered to parents and other centre users (e.g., health visitors). Children were observed using the Child Tracking Observation Schedule. 11 services participated in the evaluation.

Duration: 7 months - November 1998 to May 1999.

Coverage: U.K.

Technical Issues:

Outcomes & Findings: Early Excellence Centres include children's services and parenting services. The pilot national program aims to provide integrated services for children and families, including early education and child care, family support and parent education.

The study proposes a framework of common indicators in the following functional areas: "Contextual or Enabling Indicators [10], Process or Quality Indicators [5] and Outcome or Impact Indicators [7]." These 22 common indicators are grouped into 11 core indicator categories. The 22 core indicators cover 72 groups of sub indicators. Examples of some sub indicator groups and their core and common categories are: Contextual or Enabling Indicators - Community/Access to Centre (awareness, visibility, affordability, for all); Staffing/Stability and recruitment (staff turnover, clear and appropriate terms & conditions of service, equal opportunities, adequate salaries, absenteeism and sickness); Range and Nature of Services/Varied programme of services for children and adults (flexible and responsive, innovative, culturally reflective, aware of equal opportunity issues); Accommodation and Resources/Accessible (easy location, clear & welcoming entrance, access for pushchairs etc.); Process Quality Indicators - Quality of Learning and Development/Development & Learning activities (developmentally and culturally appropriate experiences and caring, involvement levels, disposition to learn, consistency and continuity, early identification of special developmental and educational needs); Quality of Practitioner/Adult style (sensitivity, stimulation, empowerment etc.); Outcome Impact Indicators - Children/Cognitive development (educational attainment, Baseline, National Curriculum Tests); Family/Use of services (increased awareness and take up of services by different groups, regular attendance, level of client satisfaction. The proposals for measuring client satisfaction as an outcome impact sub indicator sub item are not developed in this report.

The methodology proposed for future national evaluations is described as "a layered of model of evaluation which promotes a model of 'validated self evaluation' within each EEC, and 'meta-evaluation' at a national programme level. This involves the building on a common practice of self evaluation in each

service based on a core set of common data collections. Methods put forward for use in the national evaluation include: focused interviews, testimony, questionnaires, and observation. The authors assert that the common indicators proposal is much broader than the more narrow use of conventional performance indicators which they define as aimed at providing statistical measures of comparative performances directed at ensuring accountability and improvement.

The proposed national evaluation timetable is separated into three phases: Phase 1, 12 months (September 1999-August 2000); Phase 2, 36 months (September 1999-August 2002); Phase 3, 609 months (September 2002-August 2004).

General points made in the report include: The need to be wary about the transferability of U.S. early childhood research even though this represents most of the relevant published research. The availability of alternative observation tools such as the Child Tracking Schedule (Sylva, Roy & Pointer, 1980; Pascal Bertram et al 1998), the Leuven Involvement Scale for Young Children (Laevers, 1996), the Adult Engagement Scale (Bertram, 1996) and Narrative Observations (Bruce, 1999).

Peisner-Feinberg, Ellen S. et al. (1999): Children of the Cost, Quality, and Outcomes Study Go To School, Executive Summary, June 1999

Purpose: The purpose of the overall study was to examine the influence of centre-based child care on preschool and school outcomes.

Service Type: Centre based child care

Target Group: Children

Method: See next article. This summary extends the following article's scope by tracing the same children later in school life.

Duration: Longitudinal - 1993-1999 and ongoing

Outcomes & Findings: Quality of child care affects readiness for school. Higher quality centres resulted in better performance on cognitive and social skills, regardless of family background. "Children who have traditionally been at risk of not doing well in school are affected more by the quality of child care experiences than other children."

Peisner-Feinberg, Ellen S. & Burchinal, Margaret R. (1997): Relations between Preschool Children's Child-Care Experiences and Concurrent Development: The Cost, Quality, and Outcomes Study, Merrill-Palmer Quarterly, Vol.43, No.3.

Purpose: To examine the relationship between the quality of centre-based child care and children's development, controlling for family characteristics.

Service Type: Centre based child care

Target Group: Centres, classrooms, children and families.

Method: Initial sample of 401 centres from which one preschool classroom and one infant/toddler classroom were randomly selected for quality observations resulting in an initial sample of 521 preschool and 298 infant/toddler classrooms.

Outcomes component used a subsample of 177 classrooms in 170 centres. 757

children and families comprised the final sample. A response rate of 98% for parents and 86% for teachers was obtained from non postal self-administered questionnaires. Methods for rating quality included classroom observations using ECERS, Caregiver Interaction Scale, Early Childhood Observation Form and Adult Involvement Scale. Parent questionnaires covered demographic information but not parent satisfaction or attitude information. Individual child outcomes were assessed using instruments including: Peabody Picture Vocabulary Test-Revised, Woodcock-Johnson Tests of Achievement-Revised, Attitudes/Perceptions of competence. Teacher administered instruments included Classroom Behavior Inventory and Student-Teacher Relationship Scale.

Coverage: Los Angeles County in California, the Hartford corridor in Connecticut, the Frontal range in Colorado and the Piedmont region in North Carolina.

Technical Issues:

Outcomes & Findings: A relationship between assessed child care quality and preschool children's cognitive and socio-emotional outcomes was found. Higher quality care had a positive impact on all children, but a greater positive influence for at risk children. Moderating influences of family backgrounds was variable. Results supported hypothesis that "outcomes of children from less advantaged backgrounds are more susceptible to the influences of child-care quality" but only on some outcomes (reading achievement, cognitive/attention skills, problem behaviours). No evidence was found for the hypothesis "that children from more advantaged backgrounds are buffered from the potentially harmful effects of poor quality care by the influences of the family." The strongest findings were in relation to language development.

Phillips, Deborah A (ed.) (1987): Quality in Child Care: What Does Research Tell Us?, National Association for the Education of Young Children, Washington, D.C.

This book contains seven chapters by different authors addressing a range of aspects of the identification of quality characteristics in child care.

Phillips & Howes in Chapter 1 identify the most important quality indicators as: Structural - adult-child ratio, group size, caregiver training, education and experience; Setting - staff stability. Chapters 2 to 6 provide reports of five different studies (four in the U.S. and one in Canada), a number of which have been separately reported elsewhere in this Bibliography.

Goelman and Pence in Chapter 6 report on the Canadian project which looked at the effects of child care and family and individual characteristics on children's language development. This study concluded that all three aspects of family structure, child care structure and child care process combine to affect children's development.

Clarke-Stewart in Chapter 7 looks for consistencies in child care research based on the reported five studies. She summarises the "best predictors of advanced child development" as: a licensed program; frequent verbal and educational child/caregiver interaction (rather than custodial/controlling); structured play;

adequate adult-child ratio; reasonable group size; caregiver "has a balanced training in child development, some degree of professional experience in child care, and has been in the program for some period of time."

Phillips, Deborah A; Howes, Carollee; Whitebook, Marcia (1992): The Social Policy Context of Child Care: Effects on Quality, American Journal of Community Psychology, Vol.20, No.1

Purpose: Research into the influence of regulatory stringency and compliance and legal auspice on quality of care.

Service Type: Full day centres

Target Group: Children and Centres

Method: Described as an ecological model of research. Study consisted of sample survey of 227 child care centres in five metropolitan areas. Stratified on variations in regulated levels of quality. No parent surveys used. Methods included assessments of overall quality of care using ECERS (Early childhood Environment Rating Scale) and ITERS (Infant-Toddler Environment Rating Scale). Summary description of scales provided. Other assessments included classroom observations of group size and staff:child ratios; assessment of staff qualifications; staff-child interaction using the Arnett scale of Teacher Sensitivity; and staff turnover.

Duration: Data collection - February to August 1988.

Coverage: Atlanta, Boston, Detroit, Phoenix, Seattle.

Outcomes & Findings: Higher quality correlates with more stringent regulations in areas of staff-child ratios, staff training. So does lower staff turnover. Compliance correlated with lower staff turnover, "more age-appropriate classroom activities, less harsh and more sensitive teachers, and more teachers with specialized training." "For profit centers offered children less optimal care." The section on measurement of quality includes discussion of convergence of research findings on essential factors of quality in terms of "predictors of positive development among children". Regulatory factors include staff:child ratio, group size, staff qualifications. Environmental factors include physical environment, activities, quality of staff-child interactions, staff sensitivity, stability of care, stable relations between caregivers and children, staff turnover.

Podmore, Valerie N.; May, Helen; Mara, Diane (1998): Evaluating Early Childhood Programmes using the Strands and Goals of Te Whariki, the National Early Childhood Curriculum, Final Report on Phases one and two to the Ministry of Education, New Zealand Council for Educational Research, Wellington.

Purpose: Quality improvement through program evaluation - including development of quality measures suitable for self evaluation. Research questions are: "What are the key elements of programme quality in relation to the Strands and Goals of Te Whariki, which should be the focus of evaluation practice? How can these features which characterise effective practice in early childhood centres be implemented into a framework for curriculum evaluation?"

Service Type: Early childhood services

Target Group: Professionals, centres

Method: Focus groups with key informants (providers, advocates, academics) , Ethnographic studies at seven centres (two kindergartens, two play centres, three childcare centres) focusing on staff, children and context.

Outcomes & Findings: Report contains results of Phases 1 and 2 of the study. Te Whariki goals or principles include empowerment, learning through responsive and reciprocal relationships. There are 18 goals and 117 listed outcomes - not presented in this document. There was agreement that selected Te Whariki principles would guide the proposed evaluation framework. Assessment and evaluation frameworks would be combined/connected. Two frameworks are proposed: the Learning Story and the Teaching Story. The quality and effectiveness of early childhood teaching will be enhanced by a Centre Teaching Story that is developed for self-evaluation and supports a "self-reflective/weaving" process. Learning Story already developed and trialled by Margaret Carr (see earlier this Bibliography). Teaching Story yet to be developed. Project proposes to concentrate on children's perspective, plus teacher self-evaluation. Parents are not mentioned. The proposed framework focuses on five dimensions: belonging, wellbeing, exploration, communication, contribution. Investigation of these dimensions includes the proposed use of "child' questions' answered through observation not child interviews. An example of one of these questions is "How do you appreciate and understand my interests and abilities and those of my family?" Phases 3 and 4 of the study would trial Teaching and Centre Teaching Stories. "This proposed framework encapsulates the key elements of programme quality, viewed from a child's perspective, which should be the focus of evaluation and assessment practice."

Priest, Kathryn (1997): Caring for outback kids, Remote and Isolated Children's Exercise Inc., Port Augusta

Purpose: Exploration of child care needs

Service Type: Child care

Target Group: Isolated parents

Method: Qualitative study using informal interviews/discussions. Study also used 1996 survey.

Duration: 24 weeks

Coverage: Rural South Australia: Oodnadatta, Marree, Nepabunna, Copley, Mintabie, Marla, Yunta.

Technical Issues, Outcomes & Findings: Multiple service models required. Recommended models include mobile, home-based child care for station families and school holiday programs for Aboriginal children. Flexibility is crucial. Little formal child care is used. Results are divided in families living in rural centres, those living on sheep and cattle stations, and specific issues for Aboriginal families. Of those using centres, regional centre parents identified three reasons for choice: socialisation for children, assumed quality of care, facilitate parent activities. Most regional centre parents had not investigated family day care and most felt more comfortable with centre care. Child care for station families is a work related issue which for consistent solution required home-based care. Nearly all station families would like a nanny. Costs are the obvious barrier. Aboriginal communities require ownership, genuine consultation and culturally appropriate services. Attention needs to be paid to Aboriginal child

rearing practices including concepts of learning and discipline. One appropriate method is using Aboriginal staff.

Quality of Day Care Uncertain, Society, Vol 28, No.3, March/April 1991, no author cited.

Purpose: Research into quality. The summary report of a study by Angela Browne-Miller.

Service Type: Day care: public centre based, employer sponsored, family based

Target Group: Parents

Method: Purposive centre sample, 241 parents interviewed. Questionnaire not included. Personal observation of centres. Centres ranked on five dimensions of care: psychological, educational, social, physical and environmental.

Duration: Not specified

Coverage: California

Technical Issues: Parental capacity to assess quality questioned. Possible reasons offered include: "a tendency among consumers of social services to approve of programs because they depend on them. Parents find it difficult to be critical of an agency to which they have entrusted the care of their children, especially if they feel they cannot afford or find alternatives... Finally, parental guilt over the issue of child care may cause some parents to avoid seeing the problems."

Outcomes & Findings: "The study found that while parents uniformly rated their children's day care programs as excellent, the actual performance of the programs was far more variable." Ratings derived from observation ranged from poor to mediocre "with only one very good program out of the six".

Queensland Dept. of Family Services & Aboriginal & Islander Affairs (1999): Licensing - Departmental Questionnaire for Parents - Family Day Care Form 3.

Purpose: Licensing assessment

Service Type: Family Day Care

Target Group:

Method: Survey of 20% of parents using each scheme, random sample. Self administered questionnaire includes following: Precoded/quantitative: number, ages and hours/week for child plus "How do you rate the standard of care your children/receives? (above average, average, below average)" and whether various types of information have been provided - tick box.

Open ended: Special child care needs, describe how met or not met (yes/no).

Why chose family day care over other forms of care.

Duration: Ongoing - Every two years

Coverage: Queensland

Queensland Office of Child Care (1999): *Parent Survey*

Purpose: Program Planning (1999)

Service Type: Child Care Formal and Informal

Target Group: Parents - person most responsible for arranging care

Method: Telephone survey, random computer generated, n=500, households with children 12 years and under; using Computer Assisted Telephone Interviewing (CATI), 3 callbacks. Contracted to A.C. Nielsen. Pilot of 50 interviews. Questionnaire includes: no. & ages of children, care used regularly, main reasons for using care and importance of following factors:

Cost, location of service/carer, time service/carer available, surroundings of service/carer, organisation/structure of care, aspects of the carer, activities or programs available, promotion of child's learning and development, services offered to assist parents.

Respondents are asked to identify three top ranked factors from the above list. There are individual questions on each of above (precoded). No question on satisfaction is included. The full copy of this questionnaire is included in the Sample Questionnaires attachment to the Final Report which accompanies this Bibliography.

Duration: Not specified

Coverage: Queensland

Outcomes & Findings: Not yet released.

RICE -Remote and Isolated Children's Exercise Inc. (1999): *Link-Up Questionnaire, Port Augusta*

Purpose: Program evaluation

Service Type: Parental teleconferences

Target Group: Isolated parents

Method: Self administered mail survey. Questions include enjoyment, whether believe isolation relieved, suggestions for improvement.

Duration: Ongoing

Coverage: Remote South Australia

Remote Family Care Service (1999), *Carer Assessment Questionnaire, Thuringowa Central, Queensland.*

Purpose: Quality improvement

Service Type: Remote in home child care

Target Group: Parents

Method: Self-administered questionnaire mailed out to all users immediately after having a child carer in their home. Response rate approximately 80%, of whom a further 80% include comments as well as ticked boxes. Seven questions use a five point scale (poor to excellent) and questions are included on carer/child interaction (sensitivity, guidance, skill building, stimulation, stage appropriate activities); special needs, wellbeing and safety, physical needs, attitude to parent suggestions, information to parents. A final question asks: How would you rate the overall quality of care your child/ren received?

Duration: ongoing

Coverage: Remote Queensland

Ross, David P., Scott, Katherine; Kelly Mark (1999): *Linking Home Environment and Child Development*

Purpose: Report of some results in the first wave of results from the National Longitudinal Study of Children and Youth (annotated in this Bibliography).

Outcomes & Findings: Child outcomes differ according to household income and parents' educational levels. "The test results suggest that children's school readiness increases with their parents' educational attainment..." Parenting styles also affect school readiness: "69 percent of children whose parents had average or high scores on a positive interaction scale were within the normal developmental range, compared to 47 percent of children whose parents had the lowest positive parenting scores. "

Sands, Deanna J; Kozleski, Elizabeth B.; & Goodwin, Laura D. (1991): *Whose Needs Are We Meeting? Results of a Consumer Satisfaction Survey of Persons With Developmental Disabilities in Colorado, Research in Developmental Disabilities, Vol.12, pp. 297-314.*

Purpose: To evaluate consumers and/or families level of satisfaction, needs and quality of life

Service Type: Services for people with developmental disabilities including case management, residential, education, vocational, health, individual support, transportation and caregiver support services.

Target Group: People with developmental disabilities, service consumers

Method: Sample drawn from a number of agency client lists. Initial list of 1,198 via stratified random sample. Randomly selected within agency but stratified on age, geographical area and type of disability. Letter seeking interview sent to full initial list. Of 346 returned consent forms, 247 individuals with developmental disabilities 0-72 years were interviewed. Instrument was the Consumer Satisfaction Survey (Temple University, 1988) -40 mins. to 3 hours. Respondents were asked what services they used and satisfaction with each service using a 5 point scale very satisfied to very dissatisfied (mid point was neither satisfied nor dissatisfied). Questionnaire not included.

Duration: Not stated.

Coverage: Colorado

Technical Issues: Skewed sample. High levels of satisfaction may reflect "whatever a service recipient gets is satisfactory since it is better than not getting service."

Outcomes & Findings: Satisfaction (satisfied plus very satisfied) ranged from 63% to 100%; dissatisfaction from 0% to 36%. Reasons for service dissatisfaction included: poor quality, lack of respect, not individualized, insufficient amount of service.

Sawyer, Michael; Miller, Lydia, Pearson, Christopher; Marino, Barbara; Homer, Charles (1996): *Health outcomes at a children's hospital: parent satisfaction with services*, in Integrating Health Outcomes, Measurement in Routine Health Care Conference 1996 - Proceedings, Australian Health Outcomes Clearing House, Australian Institute of Health and Welfare, Canberra, 1997

Purpose: Quality improvement and public image.

Service Type: Tertiary health care services for children

Target Group: Parents

Method: Sample of parents of children after discharge, selected on rolling basis by rotating day of discharge each week. 530 parents who could be contacted (14 parents declined) were interviewed by telephone. Questionnaire was the Clinical Consumer Survey Questionnaire developed by the Boston Children's Hospital in association with the Picker/Commonwealth Program. 140 items including the following dimensions: respect for children's values and preferences, respect for parents' values and preferences, emotional support, visiting arrangement, information and education to child and parents. Questionnaire included rating scales (functioning well), including an overall rating, and yes/no responses.

Duration: Six months

Coverage: South Australian Women's and Children's Hospital, Adelaide

Outcomes & Findings: For program improvement purposes "The results suggest that when investigating quality of care it is important to measure specific aspects of care, not just a global assessment of 'satisfaction'." Authors recommend telephone interviewing as a satisfactory method.

Scarr, Sandra; Phillips, Deborah; McCartney, Kathleen (1990): *Facts, Fantasies and the Future of Child Care in the United States*, Psychological Science, Vol.1, No.1, January.

This public interest theoretical discussion aims to dispel myths and present research facts about U.S. child care. The article discusses maternal deprivation, developmental effects of child care and relations between home and child care. Phillips, McCartney & Scarr (1987) are referenced as including "teacher and parent rating of considerateness and sociability" as "positive outcomes". In the 'what is quality' section the authors conclude "Reliable indices of child care quality include caregiver-child ratio, group size, and caregiver training and experience. These variables, in turn, facilitate constructive and sensitive interactions among caregivers and children, which promote positive social and cognitive development." The importance of stable care is contrasted to the high turnover rates among child care workers. Remarks relevant to the development of outcome indicators include: "Contemporary researchers recognize the necessity of taking into account not only the quality of child care, but also the quality of the home environment, individual differences in children, and the history of children's experience with child care."... "Longitudinal research is necessary to determine which effects of child care are transitory and which represent enduring influences on development.... For these reasons, we can make few definitive statements at this time about the direct effects of child care

on children." The authors note a difference between the needs of children (quality care for child development) and of parents (affordability, availability, consistency, dependability & flexible employment options).

Scarr, Sandra; Phillips, Deborah; McCartney, Kathleen; Abbott-Shim, Martha (1993): *Quality of Child Care as an Aspect of Family and Child Care Policy in the United States, Pediatrics, Vol.91, No.1, January.*

Purpose: To investigate child care quality

Service Type: Centre based child care - profit and non profit

Target Group: Children in Centres, and Parents

Method: 720 children and their parents randomly sampled from three classrooms in each of 120 centres. Child instruments included ITERS, ECERS, the Assessment Profile of Early Childhood Programs and global ratings of caregiver behaviours of children plus observation of peer interaction, Q-Sort attachment ratings. Parent instruments included Wechsler Adult Intelligence Scale-Revised, Vocabulary subtest. Parents rated child's social/emotional development. Parent interviews were for 2.5 hours in their homes.

Coverage: 120 centres in three states - Massachusetts, Virginia, Georgia.

Outcomes & Findings: State regulations re staff/child ratios were often violated. Factors other than quality which affect child development include family stress, parental intellectual status and economic characteristics. Quality factors include group size and ratios as well as the ITERS and ECERS environmental measures.

Singh, Jagdip (1991): *Understanding the Structure of Consumers' Satisfaction Evaluations of Service Delivery, Journal of the Academy of Marketing Science, Vol. 19, No.3, pp.223-244.*

Purpose: To investigate consumer satisfaction structure

Service Type: Especially health care

Target Group: Consumers

Method: Empirical modelling. A mail survey was administered to a random household sample. 375 questionnaires were mailed for each city. Responses were between 103 and 154 for each city. Adjusting for various factors the response rate is estimated at between 34% and 39%. Non response bias was also investigated. A total of six items were used to measure each of three dimension/objects. Satisfaction scales for the three dimensions were six point very satisfied to very dissatisfied, plus four general satisfaction questions. Additional check questions, i.e. intentions to change physician, were included, using a very unlikely to very likely scale.

Duration: Not stated

Coverage: Four metropolitan areas: Cleveland Ohio, Jacksonville Florida, Omaha Nebraska; Salt Lake City Utah.

Technical Issues: This whole article is an investigation of the technical issue of the structure of consumer satisfaction.

Outcomes & Findings: Distinguishes between process (consequences and antecedents) and structure (content and dimensions) of consumer satisfaction.

Observes that "issues concerning the structure of satisfaction are especially critical for services" in contrast to products. Reviews health literature on satisfaction. Discusses situation specific and global attitudes across episodes. Distinguishes between the "conceptualization of satisfaction" as a cognitive evaluation and an emotional state. Asserts that market research has favoured the emotional response while health research favours the cognitive view. References the Westbrook & Oliver (1981) notion of a "quasi-cognitive" approach that involves both factors; and the Ross et al (1997) argument "that restricting satisfaction to perceptions of the "quality" of health care received is an 'inherent weakness'." Factors such as waiting lists and cost should be included. Stresses the need to identify the object of the satisfaction (object appears to mean particular person/venue/transaction). Findings include the demonstrated fact that "multidimensional-multiobject model" is valid but that "objects were the major source of variation in consumers' evaluations", while dimensions were secondary factors. Suggests that dimensions should be developed within an object structure.

Stonehouse, Anne (1998): 'It's Sort of Like Being At Home', Values and Elements of quality in Family Day Care, A Report for the National Family Day Care Council (Aus) Inc to the Commonwealth Department of Health and Family Services

Purpose: To define and report on values and other critical quality elements in Family Day Care as a basis for the development of a national quality assurance system.

Service Type: Family Day Care

Target Group: Children, Parents, Carers, Other stakeholders

Method: A literature review, consultations and interviews. 11 children (six school age) were personally interviewed and 41 children returned written responses.

Checklist questions included: What do you like about going to FDC before school? After School? In School Holidays? On Weekends? What don't you like about going to family day care before school, after school, during school holidays? What games/activities do you like to do inside/outside?

1,343 parents responded to a self-administered questionnaire which consists entirely of 5 open-ended questions plus an other comments section.

Questionnaires were sent out in a special edition of Jigsaw to approximately 22,000 carers. Some carers and contact people distributed the original questionnaires to parents and other schemes adapted the questionnaire before distributing. It is not possible to estimate the response rate that the 1,343 returned parent questionnaires represents. As the purpose of this study was to identify values, there were no questions on parent satisfaction with services.

However the report asserts that "parents who returned questionnaires were very satisfied with care". The most relevant question for our purposes is Q.4" What are the most important elements of quality in Family Day Care? In other words, what would you want to see, hear, and know in order to feel certain that Family Day Care is good child care?"

Duration: September 1997 to February 1998.

Coverage: Australia

Outcomes & Findings: The author states that 'outcomes' are 'how it is desirable for the child's daily experience to actually be'. Parent survey results include: child's happiness and enthusiasm are an indicator of "working well"; quality indicators are personal attention, stability, home-like activities, positive family context. Health and safety were rarely mentioned. Mix of ages was valued. Also flexibility (time and routines); close communication with carer; carer characteristics such as loving and caring; monitoring of carers and regulation. Children valued feeling at home. Carers values were similar to parents.

Stuntzer-Gibson, D., Koren, P.E., & DeChillo, N. (1995): *The Youth Satisfaction Questionnaire (YSQ): What kids think of Services. Families in Society, 76, 616-624.*

Purpose: To describe "the development of the Youth Satisfaction Questionnaire, a brief self-report measure for children nine years old and older that assesses general satisfaction as well as satisfaction with a specific service and activity in which a child is involved"; and to report on a single program evaluation using this instrument.

Service Type: Children's mental health program that manages "wrap-around" services of a wide-ranging nature

Target Group: Children - service users between 5 and 18 years of age, and their parents.

Method: Self-administered questionnaire interviews with 165 children nine years or older (66% response rate). If children were aged under nine, personal interviews with parents collected the data. Instruments included the Service Fit Questionnaire and the Child Behavior Checklist.

Duration: At admission and at six-month intervals. This report uses admission data only.

Coverage: Wood Johnson Foundation's Mental Health Services Program for Youth in Multnomah County, Oregon.

Technical Issues: Notes that criticisms of satisfaction studies include lack of specificity, idiosyncratic response bias and bias towards socially desirable results. Asserts that "continued focus on satisfaction [is] an important criterion in evaluating program benefits and failures."

Outcomes & Findings: The following three items are most significant in measuring global satisfaction: whether the young people liked the help they were getting, got the help they wanted, and felt that services helped in their lives. Children's perceptions of services can include many factors, e.g., scheduling, enjoyability and accessibility. The full range of differentials is difficult to measure in a short instrument. "... an in-depth examination of more specific components of this satisfaction remains an important topic of future research."

Tallangatta Community Education Centre Inc. (1994): Country Kids- Who Cares - Child Care, A Work Related Issue for Farm Families, Commonwealth of Australia, Canberra.

Purpose: To identify families needs, particularly child care needs; to identify flexible, accessible and affordable child care options to support specific child care needs.

Service Type: Rural child care

Target Group: Farming families

Methods: Focus groups, surveys, community meetings and a regional forum. In the focus groups parents and carers described current child care arrangements and generally discussed local issues and problems. Community meetings included discussion focussing on local supply and demand and types of services appropriate for each community.

Duration: Four months

Coverage: Tallangatta and Walwa in north east Victoria; Savernake and Holbrook in south east N.S.W.

Outcomes & Findings: Barriers to satisfactory child care include distance, some regulations, extended hours of employment, community attitudes and higher costs. Overall parental satisfaction not reported. Services needed include before and after, occasional and extended centre based and mobile care, long day care, emergency care. A range of opinions about need for and desirability of child care were uncovered. Lack of accurate information on service types was reported.

Tietze, Wolfgang & Cryer, Debby (1999): Current Trends in European Early Child Care and Education, The Annals of the American Academy, 563, May.

This literature review and theoretical discussion provides an international comparison of quality characteristics for publicly supported early child care and education. Child care in 15 European Union countries was considered. The authors found a strong convergence in thinking amongst professionals and public. "It is now generally recognized that ECE programs should provide the fundamental requirements for children's personal care, health and safety, socialization, and education in an integrated manner and that those services should be available to support family life, at an affordable cost for all parents who need and want them." Average employment rate of mothers of children under 10 years is 50%. This varies from 70%+ (Denmark, Portugal, Sweden) to 35% (Ireland, Spain). Fulltime and part-time employment also vary greatly. Quality considerations include availability and affordability. "In general, parental fees contribute 12-28% of operation costs (capital and infrastructure costs excluded) for services where parental fees are required, with a range of 15-25% being most common." Quality indicators include teacher qualifications and children's care experience. "Requirements for staff training are relatively stringent in most countries." Most European information measures quality based on structural characteristics and few measure children's direct experience. The authors make a case for measuring quality by proxy structural indicators based on past research findings, but note "However, structural quality measures are only a

proxy for process quality and cannot replace its direct assessment." The only European study to date that assessed process quality used the common measure reported on elsewhere In this bibliography (i.e., ECERS) This study [European Child Care and Education Study Group 1997] also shows that a combination of process and structural measures representing ECE program quality were found to explain a substantial amount of children's developmental outcomes." in terms of social competence, mastery of daily living skills and language development.

Thompson, Sandy (1997): National Survey of Out of School Care and Recreation Services 1996/97, National Association for Out of School Care and Recreation, Wellington, NZ.

Purpose: To create a database of services for families and gather information on needs for out of school care.

Service Type: Out of school care and recreation

Target Group: Auspice organisations

Method: Search survey to identify sponsoring organisations, 2nd survey to assess provision. 2,311 forms were returned from the first survey, identifying 2,798 potential OSCAR programs, reduced to 2,428 programs mailed to in the 2nd survey. 665 survey forms were returned in Survey 2 but 116 of these were excluded by definition. The resulting 549 providers represent 23% of the 2428 potential programs. A supplementary telephone survey of 1735 organisations resulted in identification of a further 361 OSCAR providers. No parents were contacted.

Duration: 2nd survey started in September 1996 to

Coverage: New Zealand

Outcomes & Findings: Findings were mainly to do with the location and characteristics of services. These included hours of opening, staff child ratios, fees, eligibility restrictions, facilities, written health and safety standards, numbers of children and numbers of staff.

Tuompo-Johansson, Erja; Almqvist, Fredrik; Huikko, Eeva & Kairemo, Ann-Christin (1998): Child day care services and parents' satisfaction with them, *Nordic Journal of Psychiatry*, 52/1.

Purpose: Research - Evaluate parents' satisfaction with services and describe stability of the child's "day care career".

Service Type: Day care (informal and formal, centre based and family, shorter and longer hours)

Target Group: Parents

Method: Retrospective longitudinal survey. Larger sample of 1,290 children were cluster sampled - representing all children born in the Helsinki region in 1981 and still living in the same area. Study focused on 95 children for detailed interviews. These 95 children were selected according to parent and family demographics, health and level of learning. Interview areas covered were day care history (commencement, termination, forms), group size, satisfaction (satisfied, somewhat dissatisfied, clearly dissatisfied) and whether the day care had been

somewhat undesired, clearly undesired. Self-administered questionnaires covered family demographics.

Duration: Started in Autumn 1989.

Coverage: Previous studies: Norway, Finland, Sweden. Current study: Helsinki.

Technical Issues: Authors note that satisfaction is subjectively defined.

Outcomes & Findings: Contradictory findings are presented from a number of previous Nordic studies on the effects of day care (different types and different quality) on children's behaviour and development. Findings from the current study include:

A "low" rate of dissatisfaction (13.7%). Satisfaction varied with subsequent periods in day care. Perceptions of the first period in care were 70.7% clearly satisfied, 13.4% somewhat dissatisfied, 15.95 clearly dissatisfied). Average duration of care was 1.37 years.

Stability of care was higher from unbroken homes.

Relatively high stability: 29.5% of children had 1 or 2 periods in day care, 44.2% 3 or 4 different periods and 18.9% 5-13 different periods.

VandenHeuvel, Audrey (1993): *When Roles Overlap: Workers with Family Responsibilities*, AIFS Monograph No.14, Australian Institute of Family Studies Work and Family Unit, Department of Industrial Relations, Melbourne.

Purpose: To investigate work and family responsibilities via the Dependent Care Study

Service Type: Chapter 3 deals with child care - formal and informal.

Target Group: Working parents

Method: Computerised telephone interviews. Random sample of listed telephone numbers. 2,642 employed respondents. 72% female. Half of sample selected in Victoria, remaining half in all other states and territories proportional to population incidence. 79% response rate. 20 minutes interview. 392 respondents were parents of preschoolers. 933 respondents were parents of school age children (under 14 years).

Duration: November 1991 to April 1992.

Coverage: Australia

Technical Issues: Author raised advantages and disadvantages of telephone interviewing. Advantages include cost, ease of complex questionnaire administration and speed. Disadvantages include lack of telephones plus unlisted numbers. She notes that 94% of Australian households had telephones in 1991 and 11% of residential telephone numbers were unlisted in 1992.

Outcomes & Findings: 43% of pre-schooler parents used formal care. 1% used work-based child care, 7% used pre-school/kindergarten and 12% family day care. More than half used informal care. 11% of school-aged children's parents used formal vacation care and 11% used after school care. Multiple care arrangements were common. Other findings include time taken off work for child-related reasons.

**Victorian Government Department of Health & Community Services
(1992a): Children's Services in Victoria: What Parents Think, Part 1, Social Justice Strategy Project, Australian Institute of Family Studies Early Childhood Study**

Summary of findings of the 1988 AIFS Early Childhood Study survey, summarised elsewhere in this Bibliography. (See Greenblatt & Ochiltree 1993)

**Victorian Government Department of Health & Community Services
(1992b): Children's Services in Victoria: What Parents Think, Part 2, 1992 Parent Survey.**

Purpose: Program Planning - to determine consumer views on the preferred mix, location and need for children's services.

Service Type: Formal and informal child care

Target Group: Parents

Method: Telephone survey, over 1,000 households with children under 13 years, plus focus groups with users and non users. "Statistically representative sample of Victorian Households using estimated resident population from 1991 Census" Sample stratified according to estimated resident population of children aged 0-14. Random telephone numbers were computer generated for all STD/prefix numbers in Victoria. Quadrant Research conducted interviews. Final sample 1,019. 6% of eligible contacts refused or terminated (i.e. 94% response rate). Plus 9 focus groups across Victoria including Koori and some non English speaking background groups. The questionnaire was not included.

Duration: Data collection - April to September 1992.

Coverage: Victoria

Outcomes & Findings: The two most common reasons for using care (formal and informal) were not provided for the overall sample but by the type of care: Centre based 62% working/studying versus 41% good for child; family day care 83% vs 18% plus 24% shopping/appoint; preschool 12% vs 69%; informal care 77% versus 10%. Extended/flexible hours were mentioned by 10% of users of centre based care.

Satisfaction ratings were: Before School 64%, After School 82%, Centre Based 82%, Family Day Care 78%, Preschool 79%, Informal 82%.

Focus group indicators of satisfaction included: children felt settled, happy, belong; environment friendly; children receive individual attention; developmental activities. 10% of centre based and preschools mentioned extended/flexible hours.

**Victorian Government Department of Health & Community Services (1992c)
Children's Services in Victoria: What Parents Think, Part 3**

Purpose: Program planning

Service Type: Work Related child care - formal and informal

Target Group: Mothers

Method: Based on data from the 1991 Australian Living Standards Study referred to in Greenblatt & Ochiltree 1993. 420-520 households in each of four areas with children aged less than 20 years. Child care questions were asked of

households where at least one parent was working and with children under school-age and/or with primary school-age children - approximately 40% under school age children households. Questionnaire not included.

Coverage: Four Melbourne municipalities

Outcomes & Findings: Many results are presented by locality only, not total, including reasons for using types of care. The most common responses to the question relating to "parents were asked to indicate what aspects of their current care arrangements were not satisfactory" were: Cost of care (19 to 49%), care of sick children (14-35%), hours available (3-22%), level of staff training (12-13%), activities provided (8-12%), what child learns (9-17%), convenience of location (9-19%), child's happiness (4-11%). This document does not report overall levels of satisfaction, but says that satisfaction is generally high for parents of preschool and school age children.

Wangmann, June (1995), *Towards Integration and Quality Assurance in Children's Services*, AIFS Early Childhood Study Paper No.6, Australian Institute of Family Studies, Melbourne.

This literature analysis and theoretical discussion notes that "good quality must be one of the policy goals." It includes a chapter on Quality in Child Care Services. The author notes that three elements interact to make up the "child's total environment": "the health care system; the family; the school or child care setting". She notes that child centred definitions of quality are common in the professional literature, and the relative influences of cultural and socio-economic environments on perceptions and outcomes. The lack of integration of child care goals in Australia is an impediment to developing definitions of quality. Meade (1988) in New Zealand is cited as listing the "identifiable characteristics of 'good quality'": staff-child ratios, group size, caregiver qualifications, developmentally appropriate programs, indigenous language and culture, low staff turnover, family/services partnership, safe and healthy environment, close relationship with the community.

Whitebrook, Marcy; Howes, Carollee; Phillips, Deborah (1989): Who Cares? Child Care Teachers and the Quality of Care in America, Executive Summary, National Child Care Staffing Study, Child Care Employee Project.

Purpose: To measure and compare quality

Service Type: Centre based care, for profit and not for profit, church and non church run.

Target Group: Centres - children and staff.

Method: Stratified random sample of 227 child care centres in five metropolitan areas. Stratified on socio-economic area. Methods included observation of infant, toddler and preschool classrooms and teachers. Measures included ECERS, ITERS and a Staff Sensitivity Scale. Personal interviews were held with directors and staff. Some child assessments carried out (Atlanta only). 1988 data compared to 1977 National Day Care Supply Study.

Duration: February to August 1988

Coverage: Atlanta, Boston, Detroit, Phoenix and Seattle.

Outcomes & Findings: Findings about teachers related to qualifications and experience, professional identification, pay, conditions and job satisfaction. Non profit centre teachers were better educated and qualified and more experienced. Staff turnover rates were high (average annual turnover rate 41%). The authors concluded that high turnover adversely affects children. "Children in centers with higher turnover rates spent less time engaged in social activities with peers and more time in Aimless Wandering." Findings on center characteristics included varying compliance with regulated group sizes (63% to 89%) depending on age.

Whitehead, Linda C.; Deiner, Penny L; Toccafondi, Susanne (1990): *Family Assessment: Parent and Professional Evaluation, Topics in Early Childhood Special Education* 10:1.

Purpose: Information sharing on use of family assessment techniques for project evaluation and program planning.

Service Type: Delaware FIRST - Early Childhood Special Education

Target Group: Parents and professionals.

Method: The four tools used were: The Survey of Family Needs (Bailey, 1988), The Family Support Scale (Dunst, Jenkins & Trivette 1984), the Parenting Stress Index (Abidin, 1983) and the Family Adaptability and Cohesion Evaluation Scale (Olson, Portneer & Lavee 1985). Interviews were in home and duration was 1-2 hours. 18 families were included representing 21 children served.

Duration: 1 year re-evaluation.

Coverage: Delaware Program

Technical Issues: Noted the need to distinguish between instruments used for formative and summative purposes.

Outcomes & Findings: Most commonly mentioned needs were: childcare and financial /medical needs. Needs obtained through the Survey of Family Needs differed: obtaining information on teaching their child, receiving help in finding babysitters; finding more time for themselves. Most helpful types of programs were early intervention, and school or day care settings. High scores on family stress were reported.

Williams, Sian (1997): *Defining High Quality ECED Provision. A Note and an Exercise, Paper presented at the Caribbean Conference on Early Childhood Education, Barbados.*

This paper promotes a similar 5 point approach to Katz covered above.

Wishart, Jennifer G; MacLeod, Hamish A; & Rowan, Cathie (1992): *Parents' evaluations of pre-school services for children with Down syndrome in two Scottish regions, Child: care, health and development, 1993, 19, 1-23.*

Purpose: Program Evaluation

Service Type: Various health, education and social services. Not child care.

Target Group: Parents of Down syndrome children

Method: Survey of Association members. Purposive sample of those with pre-school children. 18 from each region. Telephoned for consent. One refusal. Two postals, rest randomly allocated a postal or telephone survey. 63 item

questionnaire. Services used and parent views of these services in terms of whether they were helpful/unhelpful to child and to parent. Main answer mode is box ticking. A 5 point scale is used (very helpful, reasonably, not very , unhelpful). Open ended questions pursue reasons for dissatisfaction. The postal sample was telephoned after 3 weeks.

Duration: Not specified

Coverage: Two Scottish regions - Lothian and Strathclyde

Technical Issues: The authors claim that telephone interviewing was no more effective than the postal self administered method. However, they note that the postal sample was followed up by phone in 10% of cases.

Outcomes & Findings: 82% were satisfied that group activities were attended as often as child would like. Helpfulness varied from nearly 80% very helpful for educational home visitor and occupational therapist, down to around 35% for educational psychologist . "Parental satisfaction was not high." Over 14% of all ratings fell within the unhelpful category. Dissatisfaction was mainly with the level of services, but also with delays.

Wood, Geraldine (1996): *Consumer/patient satisfaction: the SA experience, in Integrating Health Outcomes Measurement in Routine Health Care Conference 1996 - Proceedings, Australian Health Outcomes Clearing House, Australian Institute of Health and Welfare, Canberra, 1997.*

Purpose: To develop patient satisfaction tools for quality improvement and benchmarking

Service Type: Health care

Target Group: Consumers

Method: Survey of hospital patients using questionnaire developed by the Association for Quality in Health Care (SA). Questionnaires were distributed through hospitals in September/October 1995. Hospitals were chosen purposively - to represent the private, metropolitan and country sectors - four from each. Each hospital was given an indicated sample size and requested to take a 'sampling approach' to questionnaire distribution. Questionnaires were returned direct to the Association in stamped addressed envelopes. 1,222 respondents completed questionnaires out of 1,960 distributed - a 6.24% response rate. The questionnaire developed is called 'The Patient's Viewpoint'. A copy of the questionnaire is not included, but questions focussed on eight major components including ratings of multiple aspects of hospital care, summary of the quality of care, ratings of satisfaction with care and intention to return to the hospital and recommend the hospital to family and friends. A five point Likert scale (excellent to poor) was used.

Duration: Not specified

Coverage: South Australia

Technical Issues: The author raised questions about the length of the questionnaire for older patients

Outcomes & Findings: High levels of satisfaction were reported. Factors related to satisfaction levels included length of stay (whether 'it was just right'), admission procedures, information on what to expect, nursing skill, patients'

original expectations (poor expectations correlated with lower satisfaction), and attention levels. Satisfaction levels varied with age, with younger patients more likely to express dissatisfaction. Subjectivity of patient reports is discussed, as is the past lack of strategic use of patient satisfaction.

**Wylie, Cathy; Thompson, Jean; Kerslake Hendricks, Anne (1996):
Competent Children at 5, Families and Early Education, New Zealand
Council for Educational Research, Wellington**

Purpose: To discover "what impact children's family resources and early childhood education experiences have on the development of their cognitive, social, communicative, and problem-solving competencies."

Service Type: Early childhood education services

Target Group: Children under 5 years, parents, staff, centres.

Method: Phase 1 of a longitudinal project. 307 children observed using Child Observation Schedule and interviewed; 87 services rated using Centre/Service Rating Scale (4 subscales staff/child interaction, self esteem, program/activity focus, and physical environment/resources); teacher rating of child's competencies; centre profiles provided by supervisors and head teachers; main caregiver interviews - face-to-face. Centres randomly selected to provide equal numbers attending kindergarten, playcentre, child care centres and family day care or home care, plus all Pacific Island centres. Parent/caregiver consent was initially sought, resulting in 307 acceptances out of a total of 543 approached. Parent/guardian structured questionnaire not included. Demographic questions covered family income, family composition, paid work status, education, household income, ethnic and language background. Other background questions covered social support systems, family activities and resources. General attitude questions covered parental ambitions for children's education, child's home activities (reading, writing, number activities (cooking, games, phone numbers, money)), perceptions of how children acquired literacy and numeracy skills, responses to difficulty with activities. Child care usage questions included total history and duration of ECS use and parental involvement with service. Child care attitude questions included satisfaction with first care, and perceptions of effects on child of first and current care.

Duration: 1992 to 1996. Proposed to continue until 2005.

Coverage: Wellington region.

Outcomes & Findings: Overall quality for 4-year olds appears better and less varied than reported in Helburn 1995 in the U.S. Nevertheless 24% of ratings showed low quality experience. Half the ratings showed adequate or better quality, "but none showed very high quality". The authors concluded the better showing of child care in New Zealand was due to direct service funding rather than reliance on subsidies and rebates to parents. Quality was related to: early childhood education qualifications, highest salary, child/staff ratio, group size. Quality varied by type of child care. Parents' perceptions of quality differ from research evaluations. "If the allocation of public money was solely on the basis of parental choice, the taxpayer would often be supporting ECSs of inadequate quality." Similarly "The difference between some parental perceptions of ECS

quality and research-based evaluation, and the lack of correlation between cost to parents and ECS quality, indicates that parental choice should not be the foundation for ECS policy, for service provision, or for service improvement." The dominant reason given for choosing first service type was convenience of location. Other major reasons were that it suited parents' needs and the perception that the centre had a good reputation or previous positive experience (e.g., sibling). Other important factors were cost, quality of facilities, followed by curriculum and type of service. Overall, dissatisfaction with first service was expressed by 10% of those whose first service was not their current service. Reasons varied according to type of care chosen, e.g., non profit centre care - centre facilities and reputation as well as location and good program; private care - cost, caregiver child management, child with friends; Family Day care - small numbers of children plus cost. The main reasons for choice of current service (at the 4-year old level) were reputation (40%) and location (35%). Main reasons for different types were: kindergarten - location (53%), reputation, personal needs & previous family attendance (30%); Family day care - personal reasons including previous family use (44%) and suiting parental needs for work or study (40%); child care centres - reputation (48%), suiting parental needs (24%); private preschool - reputation (62%), personal reasons (46%), location (35%), program (31%); A'oga Amata - cultural appropriateness, personal reasons and suiting parental needs.

Zaslow, Martha J (1991): *Variation in Child Care Quality and Its Implications for Children*, Journal of Social Issues, Vol.47, No.2, 1991

This literature analysis and theoretical discussion was for the purpose of research and policy development in the child day care area. The article summarises the "second wave" of child care research which focuses on quality implications for children's development. (The first wave focussed on potential harm.) The author puts forward three dimensions for studies of care quality and child outcomes. Approaches are global or summary measures; structural measures; interactive or experiential measures. Child outcomes dimensions are experience in care; socio-emotional development; cognitive development. Parent outcomes are not discussed. The author notes that "interactive behaviour in day care settings has been conceptualized as both an approach to defining quality, that is, as an independent variable... and as an outcome measure", i.e., a dependent variable. Findings on child care quality and family characteristics included: lower socio-economic families are found "disproportionately in low-quality child care settings" whilst other findings showed middle income families placed children in lower quality centres than either high or low income families. Research results on relative importance of child care setting and family variables is inconclusive in relation to child development. Conclusions include the need "to ask whether parents are sensitive to the same dimensions of quality or, alternatively, if they evaluate child care along distinctly different dimensions [than professionals/researchers]." The author recommends further research into

understanding the convergent influences of home and external care on child development.