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Author: various

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Excerpts from the introduction:

The articles [in the issue] address one or more of the key elements of the child care research model:

- (a) selecting and measuring the independent variables to determine the characteristics ("qualities") of the child care environment (and, in some studies, the characteristics of parents and family),
- (b) selecting and measuring the dependent variables to determine the child's physical and developmental status after a period of time in a particular child care arrangement (usually a school year) compared with that of children in other arrangements (or simply the same child before spending time in the arrangement),
- (c) establishing causal links between the independent and dependent variables that are either assumed in randomized experiments or estimated through statistical controls in nonexperimental studies, and
- (d) assessing impacts across subgroups to see whether the program benefits one particular group more (or less) than others.

Articles in this issue:

Introduction: Rethinking child care research ^[3]

Besharov, Douglas J. & Morrow, Jeffery S.

The "quality" of early care and education settings: Definitional and measurement issues ^[4]

Layzer, Jean I. & Goodson, Barbara D.

Child outcome measures in the study of child care quality ^[5]

Zaslow, Martha, et al

Connecting child care quality to child outcomes: Drawing policy lessons from nonexperimental data ^[6]

Duncan, Greg J. & M. Gibson-Davis, Christina

Family factors in child care research ^[7]

Hungerford, Anne & Cox Martha J.

Randomize groups, not individuals: A strategy for improving early childhood programs ^[8]

St.Pierre, Robert G. & Rossi, Peter H.

Region: United States ^[9]

Tags: quality ^[10]

child development ^[11]

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