DOCUMENT RESUME

ED 121 818 TM 005 249

AUTHOR Hodges, Walter L.; Peters, Donald L.
TITLE Evaluation of Day Care at the State Level.
PUB DATE [Apr 76]
NOTE 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Day Care Programs; *Evaluation Methods; Measurement Techniques; Preschool Children; Preschool Education; *Program Effectiveness; *Program Evaluation; Research Problems; *State Programs

ABSTRACT

Using the evaluation of day care programs at the state level as a basis, this document focuses on the methodology, logistics, politics, and benefits of state-wide efforts, particularly as these efforts relate to the impact of day care services on the children served. Since every evaluation effort must be individually tailored, and each state's day care needs and services are in some ways unique, a selected few of the generic issues that others must address as they undertake or participate in state-wide evaluation efforts are focused on. The examples used emanate from the collective experiences of the authors in Pennsylvania, West Virginia, South Carolina, and Arkansas. (Author/DEP)

# Evaluation of Day Care at The State Level[1]

Walter L. Hodges

Georgia State University

Donald L. Peters

The Pennsylvania State University



We have been asked to address four broad questions relating to the conduct of the evaluation of day care at the state level. The questions focused our attention on the methodology, logistics, politics, and benefits of state wide efforts--particularly as these efforts relate to the impact of day care services on the children served. Since every evaluation effort must be individually tailored, and each state's day care needs and services are in some ways unique, we have focussed on a selected few of the generic issues that others must address as they undertake, or participate in, state-wide evaluation efforts. Our examples emanate from our own collective experiences in Pennsylvania, West Virginia, South Carolina, and Arkansas. These issues and examples will be helpful in broadening perspectives.

## Monitoring vs Evaluation

For the purposes of this paper, an initial distinction needs to be made between monitoring and evaluation. Every state has some agency designated for monitoring day care as well as other child services. Monitoring is an official state responsibility (usually specified by law). To fulfill its monitoring responsibility a state needs a management information system which will provide on demand, or according to a time schedule, a stable source of accurate data. The purposes of the monitoring system are two fold:

1. Effort expendature assessment--e.g. How many children and families are served by how many day care systems, centers, or homes, and at what cost?

2. Compliance assessment--e.g. Are programs complying with promulgated regulations, concerning staffing, space, program, safety, cost accounting, and the like. Compliance monitoring ususally involves the establishment and periodic reference to minimal standards designed to insure the health, safety, and welfare of children.

Evaluation, on the other hand, is concerned with the relative desirability, adequacy, effectiveness, and worth of services with respect to the impact upon service recipients (clients). Evaluation is concerned with the description of program inputs, transactions, and outcomes for children, families, and communities, as well as with the benefits accrued in relation to costs of operation.

The concern of the present paper is evaluation.

## Characteristics of "State-Wide" Evaluation

The characteristics of state-wide evaluation can be differentiated from evaluation efforts at the local and federal level. Four features of state-wide evaluation efforts stand out as important. They are: (a) The size, (b) The scope, (c) The sensitivity, and (d) The directness of impact. While these features are obviously interrelated, the recognition of each feature separately provides a framework for highlighting both the problems and the benefits of state-wide efforts.

### Size

It is evident that state-wide evaluation is an undertaking that exceeds in scale all but the most unusual local evaluation efforts. What is not so obvious is that state-wide efforts frequently exceed national

evaluation efforts in scale. For example, the national evaluation of Project Home Start involved only 16 Home Start Programs with extensive summative data provided by only 6 Home Start and 4 Head Start sites (Deloria, Coelen and Ruopp, 1974). The Pennsylvania Day Care Study involved data collection from almost 2000 programs with extensive data collection involving multiple visits to over 400 day care centers and 162 day care homes. Three hundred children were individually tested, 210 sets of mothers and fathers interviewed and the staff members of sixty programs extensively observed. (Peters 1972; 1973)

The West Virginia Study (Hodges, et al., 1973) included data from 27 area welfare offices, 68 non-center day care providers, 15 day care centers, 15 area day care workers, 6 chairpersons of boards of directors, 60 day care center staff members, and so on.

While these two examples are greatly despariate in size of sample evaluated they both represent large and comprehensive efforts. Studies of similar magnitude are typical.

Scope

First, national evaluations are usually established by a Request for Proposal (RFP) to answer specific questions about certain decisions that need to be made. State-wide evaluations are usually contracted to address a wide range of frequently ill-defined questions. For example, some national day care evaluation efforts are focused upon the cost-benefits of specific child/staff ratios. The Pennsylvania Day Care Study was designed to simultaneously answer a range of questions relating to the impact of day care on children, families, and communities.

The West Virginia project was designed to determine the scope and quality of child care offered in the state; to develop an alternative

Model, or Models; compare present services with the Alternative Model; and propose efficient and effective means for the delivery of this Model. (Incidentally, it is important to note that these four purposes reflect the generic definition of evaluation as a process). These purposes required study of human resources, transportation, building, welfare system capacity, financial resources, community attitudes, and previous written statements as a minimum effort.

Second, and at another level, the scope of state-wide efforts differs from most federal evaluations. States have the responsibility for regulating and evaluating all programs within their borders. This includes funded as well as non-funded elements of the service delivery system and long established as well as new programs. For example, "for-profit," well established programs which neither desire nor receive state or federal funds may be required to participate, on a non-voluntary basis, in the evaluation efforts along with newly established and funded programs. This markedly increases the number of conflicting interest groups involved.

Third, the state's responsibilities toward programs may be more multi-disciplinary than federal or local evaluations. State departments have the responsibility for the interfacing of a variety of service delivery systems only one of which is day care. State-wide evaluations may, therefore, have to be concerned with the day care nutrition program and its relationship to other child-feeding and school lunch programs, or the interrrelatedness of child health care within day care services to programs such as EPSDT. The number of possible examples here is quite large. The point is that educational programs delivery and child learning may be necessary but certainly not sufficient criteria in evaluating developmental child care. How children are managed, fed, protected, rested, screened, as well as how they are taught or how they learn are important considerations.

Political Sensitivity

In many ways state-wide evaluation efforts are more politically sensitive than either national or local evaluations. State-wide evaluation involves more political entities (governmental bodies and levels) than does local evaluation, but it does not have the equivalent political distance that is found in federal evaluation efforts. People feel that they have more direct access to state government than they do to federal. Legislators and bureaucrats are better known and are considered more accessible. The psychological proximity creates a general feeling that it is us, not they who are making decisions. Many more people feel, therefore, that they have a right and responsibility to participate in the decision-making process and in the design of evaluation.

Directness of Impact

At the state level decisions made on the basis of evaluation data are more readily felt by a larger segment of the population. States hold the licensing and regulatory power which permits the opening or closing of day care programs. States are more prone to have an action orientation and have the communication mechanisms necessary to bring about direct and relatively immediate impact upon the organizations which they regulate. Their span of control is both reasonable in size and relatively comprehensive. This cannot be said for either the local or federal levels.

## Methodological Issues

When one takes on responsibilities within a state-wide evaluation effort methodological concerns begin immediately. The first concern, and perhaps the most crucial, involves defining the intentions, or objectives, of the project.

Defining Intentions (Objectives)

Defining intentions is at least a three step process:

1. Defining the objectives of the evaluation study.

2. Defining the objectives of the service that is the focus of the evaluation (in this case day care).

3. Setting priorities for the selection of objectives actually to be studied (within cost and resource constraints).

Defining the Objectives of the Evaluation

If the objectives of the evaluation are not already adequately spelled out in the RFP or contract, then the investigator must determine efficient methods of defining them. These objectives are usually in the minds of those persons who are most concerned with child care delivery in the state. Early agreement on the objectives of the evaluation is necessary if misunderstanding and disappointment are to be prevented and if the data gathered by the evaluation efforts are to be actually used in the state's decision-making process.

Early and open discussion with decision-makers and staff members charged with implementing the decisions made is essential. The process of working through most of the potential questions that the study can answer, with the persons most concerned or involved with the results, serves both to direct the work of the evaluation team and to reduce the expectations of those most directly involved with the study to a scope realistic within the funding and time resources. For example, the principal investigator in the West Virginia project worked through every interview item, every source of information to be used, every observation instrument, with those who would ultimately propose to their supervisors what was to be done about the day care system and who would also be responsible for supervising

the implementation process. This procedure combined the expertise of the evaluator with the basic needs of the recipients of the evaluation report. Through these efforts many out-of-proportion expectations about the extent to which an evaluation project alone can solve problems were mitigated.

Defining the Objectives of the Service

There is ambiguity, uncertainty, and considerable debate as to the basic purposes of day care. This problem has been discussed elsewhere (Peters, 1975). A detailed analysis of the views on day care objectives held by elected officials, regulatory agents, program specialists, program staff, and parents is presented in Peters (1973 a). In light of such conflicting opinion and expectations, the evaluator is forced to seek out authority and concensus for his position.

When restricting concern to outcomes for children, the objectives for day care can still include any change in behavior or development deemed desirable by the child, the child's parents, educators, or the larger society. In an effort to define the desired outcomes more closely, the evaluator can survey experts, parents or day care staff (cf. Peters & Marcus, 1973), search the child development and early childhood education literature (e.g., Butler, Gotts, Quinsenberry & Thomson, 1971), search out legislative and regulatory intents, or derive objectives from developmental theory (e.g., Kamii, 1971).

In Pennsylvania a concensus approach was employed which used all of the above. A list of 72 child objectives as constructed on the basis of a literature search, an analysis of federal and state regulations for day care, (Holleck, Peters, & Kirchkner, 1972) and personal experience of the evaluation team. These were then sent to both a sample of day care operators in Pennsylvania and a national sample of child development and

early childhood education experts. Only those objectives that were endorsed beyond chance levels by one or both groups were retained as the objectives for day care to be studied.[2]

Measurement

Once the objectives of the evaluation and of the service are defined the problems of measurement must be addressed. Many of these are logistical in nature, and will be discussed later. Others, such as the existing paucity of adequate and appropriate measures for assessing the affective and social development of young children, (not to mention the cognitive) are such common knowledge (and we have no quick and novel solutions) that they will not be addressed here at all. Several points are worth mentioning, however.

1. Time. If procedures such as those above are followed in determining the objectives of the study, and if the evaluation is to be tailored to the expectations of state personnel, measures will have to be selected, adapted, and/or developed differently for each evaluation. A major investment of time and money is required to do so, and funding source personnel will have to be convinced of the necessity and value of this investment. It does not apy to rush this phase of a project.

The problem with many state projects is, of course, the highly restrictive time frame from initiation of RFP to initiation and completion of project. The West Virginia Study was requested in the early FAll of 1972. Work started in November, 1972 and had to be completed (report finished) by March 1, 1973. The total elapsed time: less than six months. Naturally, child outcome data must be relegated to the realm of the unrealistic in such a period since no baseline data, no instruments, no sample, and no design had been conceived by the state before start-up in November, 1972. This is not to cast criticism on any state agency since each of us knows all too

well the insane lack of lead time provided in the funding of most publicly supported research, development, and evaluation efforts.

2. Face Validity of Measures. The participation of day care personnel in a state-wide evaluation, including those in state decision-making roles, is enhanced by keeping the measures used as concrete and obvious as is possible. Measurement of behaviors that teachers and parents can see as direct indicators of the achievement of the objectives of day care create fewer questions, elicit more responses, and produce data which are more likely to be used for program change. Locus of Control or other high-inference measures while interesting from a child development perspective, are not likely to be accepted well by many parents or teachers in day care centers or homes.

Sampling

Since in many states the potential number of subjects (be they centers, homes, children, staff or parents) is large, sampling is desirable and essential. However, there are several problems associated with the sample selection process. Some of the problems are simple methodological ones. Others are human problems.

Within any particualr state the day care service delivery system is complex. The ways in which day care is delivered varies. In some states ther is both publicly and privately funded center based care. Private care includes that which is non-profit and that which is "for profit." There are family day care homes--again private and publicly funded. Sometimes there are extended day care homes or mini-centers. There are experimental programs and infant centers. There are licensed programs, approved programs, and programs which lie outside the preview of state regulation (½ day nurseries in some states). The persons who are potentially affected by day care

include parents, children, the caregivers, consultants, public agents such as social case workers, fire marshals, health officers, and so on. In addition, the purposes and effects of day care may be diffused throughout the community. This multiplicity of levels and persons leads to major sampling problems that are not easily resolved. In some states sampling problems are made more complex by the fact that various geographical regions of the state also reflect ethnic groups, socioeconomic level, life style, and cultural differences.

Generally, the way to confront such a problem is to use a random sampling, or stratified random sampling procedure. That is, major strata are defined and random sampling procedures are employed within strato. This procedure is basically the one that was employed in the studies with which we are familiar. However, two problems with this procedure should be noted.

1. The procedure assumes that the Universe (population) to be sampled is known. In the case of family day care homes, where estimates suggest that fewer than one in ten are licensed, or registered, with the Department of Welfare or other responsible agency this is not the case. For example, the Pennsylvania Day Care Study (Peters, 1972b) a geographic 10% sample of day care homes was studied. These were selected from a listing of approximately 1600 day care homes licensed, or approved, by the state. No effort was made to determine how the licensed or approved homes differed from others that were not licensed or approved (and not identifiable). Hence, the results are at best generalizable only to day care homes where the day care home mother was motivated to follow the legally required licensing procedures.

2. There is little or no evidence presently avaialbel as to the key dimensions, or strata, within which to sample. Our state of knowledge is

sufficiently sketchy at this time that the principle dimensions of our sampling process are, at best, poorly educated guesses.

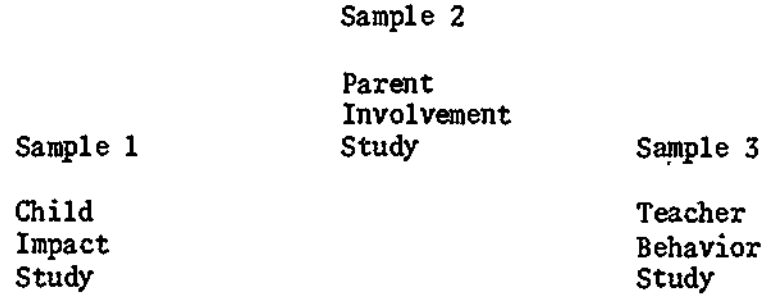
Despite these problems, stratified sampling is still the most reasonable way to proceed. Within that framework, two additional procedures are helpful.

1. Matrix. Sampling within strata. This is best explained by an example. If the object of the evaluation is program improvement--i.e., the focus is on program, rather than individual information, then not all units need to be thoroughly measured. For example, not all children need to complete all tests or measures to produce program wide data for analysis. If we randomly select 10 children from each of 100 programs, and each child is administered one of 10 measures (e.g., language, self-concept, social maturity and the like,) this yields incomplete data on each child's progress, but does provide N=100 for analysis of each measure. Such a procedure provides adequate information for state-wide decisions without spending too much time with each program, or in over-testing each child.

2. Developing multiple overlapping samples. Figure 1 suggests one possible pattern of overlapping samples. In this case a different sample of parents, staff, and children are selected for study of specific questions. However, since a sub-portion of all three samples overlap (the shaded area), it is possible to interrelate staff behaviors with parent and child outcome data.

Figure 1

System of Overlapping Samples



There is one remaining sampling problem which should be noted. This is strictly a human problem. It deals with the difficulty of convincing the non-methodologically sophisticated program personnel and administrators that anything less than a 100% sample can produce interpretable and accurate results. Program personnel frequently feel that their program has not been adequately evaluated when only 10 of their children are involved (and they could not pick which ones). It is even harder to explain when each child receives a different test. Similarly, it is difficult for persons who have not engaged in research to understand the necessity for random selection. It is not uncommon to find persons who wish to include in the sample particular persons, particular centers, and particular caregivers because of their known strengths or their known weaknesses. To disallow this preconceived idea of what a sample should consist of is frequently a difficult task. Working through the sampling process with those who are to receive the final report is a healthy way to proceed. The responsibilities of the evaluator include the continuing education of the decision-maker.

Design

Sampling considerations are a part of design, but the ultimate questions of design are those of comparison. What are the appropriate comparisons which will yield valid answers to the questions being asked? Essentially the comparisons available include:

1. Those within the smpling strata selected, e.g., funded vs unfunded programs, or one geographical subregion with another.

2. Those with control or comparison groups, e.g., (a) using Head Start, nursery schools or other programs which have similar child development objectives (through different clientele), (b) using waiting list people.

3. Using fixed, or determinable standards, e.g., standardized test norms.

4. Using repeated measures or naturally occurring time series or time lag designs, e.g., some children enter day care at age 3, others at age 4. It is possible to compare children in day care at age 4 who have had little or no experience in day care with those who have had a year or more of it.

Carefully considering and planning for any or all of the above comparisons strengthens the internal and external validity of the study.

Comparison of the result to a desirable standard may be particularly useful. In the West Virginia Study a fortunate strategy was employed. The staff of all the offices of welfare throughout the state, the staff of the Central Office, persons on the Inter-agency Day Care Council, and all written documents prepared by the state prior to the evaluation study, were used to derive a model of day care as seen through the eyes of the state and as modified through the investigator's own experiences. The procedure of constructing the model of day care in this way lent much credibility to the established "ideal" standards. The "ideal" then was the basis used for comparison with the evaluation data produced.

Since the West Virginia project did not focus directly on child outcomes we will not describe the objectives for children derived in the above manner. We will, however, indicate the program parenting derived through this process. These included the goals of (a) a well-articulated comprehensive system that is cost effective, (b) individual programs should be planned and based on goals which specify the behaviors that both adults and children are expected to demonstrate, (d) programs are to be differentiated on the basis of each child's abilities and needs, (d) programs should be differentiated as basic, minimal, and developmental, (e) programs should include parent education designed to improve quality of child-rearing techniques used in homes.

## Logistics

Every methodological problem has its related logistical problem. Most methodological problems can be overcome if better people, more money, and more time were available. However, the nature of contracting with state governments is such, that there are several real, pressing, and more or less, universal logistical problems that need to be recognized.

### People Problems

It is trite to say, "it is hard to get good people nowadays." In point of fact, it is not nearly as hard as it was several years ago. Still, it is a real problem to put together a good evaluation team on relatively short notice, on soft-money, and for short periods of time. Such positions do not hold a great deal of appeal. This creates a problem in the recruitment and continuity of top level staff. Selection is made from a pool of people who are generally local, and who might otherwise not have employment. (The Pennsylvania Day Care Project was sometimes sarcastically called "the wives" project.)

At the data collection staff level other problems exist. Naivete of the observers, testers, and others is difficult to control unless it is possible to have persons who are unaware of the specific intentions of the study, but who, at the same time, are competient to use the measures. Such persons are difficult to find. At the same time persons who are highly knowledgeable about day care are seldom knowledgeable about measurement or observation. Psychometricians are seldom knowledgeable about day care. In either case biases may result.

The solution to all such personnel problems lies in the development of adequate training procedures, the specificity of instructions, and the adequacy of the monitoring system that the investigator establishes to

insure the adequate administration of interviews, tests, observational schedules and so on. In state-wide studies which involve relatively large staffs, such procedures require budgeting of time, money, and personnel. Procedurally one should plan on:

1. Extensive training sessions and workshops.[3]

2. A staffing pattern which permits relatively close supervision by persons with a reasonable span of control.

3. Procedures for frequent checks of reliability and accuracy of the data collected.

4. Procedures for obtaining feedback from the sample of day care program staff, parents, children, and so forth, on the adequacy of the performance of the evaluation team staff.

That is, there should be an adequate formative evaluation system designed to assess all aspects of the evaluation process itself. Someone must evaluate the evaluators.

Time and Money Problems

The logistical problems involved in the study of day care at the state level reduce to "How can the answers to questions be achieved in time to affect the decision-making process within the financial constraints provided?" The evaluator seldom feels he/she has the time or money necessary.

Yet, in a very real sense, Time is the most important constraint--the least flexible parameter of the problem. Given the kinds of personnel and methodological problems sighted before, simply supplying a project with more money is not likely to lead to better information (though it might ease the pain.) Rarely, if ever, does the evaluator have the luxury of studying the impact of day care on children over long periods of time. Terms of office of politicians are too short, developmental studies too

long. Given longer periods of ime, it would be easier to establish better measurement systems, train a better staff, and design a better study. However, unless the information is available when it is needed by state program administrators the evaluation has failed to serve its purpose. Therefore, the evaluator must recognize the need to sacrifice some excellence and elegance in the pursuit of practical and immediate impact.

There is one other aspect of time that should be noted in the evaluation of day care at the state-wide or any other level. This aspect has to do with "timing." Timing is considered a logistical concern because it determines activity priorities and emphases. (It is also a methodological consideration of design).

There is some evidence that the behavioral and developmental changes that occur in children as a result of early childhood education experiences are most marked during the first weeks or months of enrollment in a program (cf. Bronfenbrenner, 1974). After this initial period gains tend to taper off. Similarly, there is some indication that shakey marriages tend to split apart relatively soon after the availability of day care makes it possible for the wife to become economically independent (Myers, 1972). Such timing-related changes can critically effect the results of a study and can lead to misinterpretations of the impact of day care on its users. Logistically, therefore, it is important to gear ones activities towards gathering data before, at, and immediately after (assumed or suspected) critical points.

## Political Problems

Evaluation is always political. It has to do with the allocation of resources and that affects power structures. Since state government is the focal point of regulatory power governing day care, and since the state

government is the primary conduit for money for day care, state-wide evaluation is a major political issue.

What should the data show?

State-wide evaluation, as distinct from monitoring, directly reflects upon the adequacy of the state government in its establishment of programs and expenditure of resources. A state wide program that has no discernable effects on the children or families served (or has a negative effect) can be a major political liability to those in office. Governors, legislators, agency administrators have concerns which may not be enhanced, fostered, or furthered by the study as it develops. The degree to which such persons are willing and able to accept data, no matter how reliable and valid, that are at variance with their preconceived notions or political ambitions, can be very problematical--particularly since such persons are also at the heart of the funding for the evaluation effort. In a situation where no one wants to be "wrong," the evaluator needs to be especially sensitive to issues of objectivity.

This has been alluded to in previous paragraphs but it should be made clear here that no investigator is free of the potential repercussions that can occur as the result of his presentation of the data. Rigorous reporting of the data of course is the hallmark of a good investigator. The investigator reports what he finds, puts it in the context of what the data mean, and tries to say these things as fairly and impartially as possible. The problem is that an investigator who works closely with a group of people in developing the goals, instruments, and sample of a study has a difficult time divorcing himself from the impact of his report upon those to whom the report goes. The impact of a report can be widespread. The report of the West Virginia Project is still at the root of major changes in day care

delivery in that state. It can affect providers, licensing personnel, the whole Department of Welfare, and other agencies having to do with day care, such as the Inter Agency Child Care Council, and so forth. These threats may be different for different people, so an investigator needs to be aware before going into the study of the danger to which he exposes himself.

Communication of Results

The results of an evaluation should be presented in the format most facilitative of their use in the decision-making process. How to organize and present information, as well as the timing of the presentation are methodological concerns. The most political issue is to whom the results should be made available. Throughout, progress of the evaluation effort special care should be taken to only use appropriate, and previously agreed upon, channels for the release of information.

Benefits

Throughout much of this paper we have focused upon "issues" and "problems" of state-wide evaluation efforts. Partially this is the result of the particular questions we were asked to address. Partially, no doubt, it is a result of some of our own battle weariness. Partially, it reflects our desire to assist others in avoiding some of the mistakes we have made. We hope, however, we have not been too negative and discouraging.

We feel that state-wide efforts at the evaluation and study of day care are of tremendous potential benefit. Our optimism stems from the belief that the state is the correct unit of study for the day care system. Our reasoning here is both pragmatic and scientific.

States have the licensing and regulatory power to significantly affect the institution of day care. They have an action orientation and can have direct and relatively immediate impact upon the organizations which they

regulate. The state is close enough, the people are known to one another well enough, the communication networks are strong enough, that things can change rather quickly once basic decisions have been made to move in one direction or another. As such, evaluation efforts are optimally conducted at this level.

Similarly, a state-wide focus provides the opportunity to influence the building of day care programmatically instead of in piecemeal fashion. Studying day care at less global units tends to make the movement piecemeal, sporatic, and spasmodic. It considerably dimishes the influence of the investigators efforts.

State level analysis seems optional for gaining understanding of day care both "close-up" and "wide angle." States are geographically and demographically broad enough units (at least some of them) to capture the diversity that is day care. Yet, they are small enough so that the diversity can be seen within a single whole. Careful sampling permits a close look at different aspects of day care while simultaneous use of broad survey methods permits integration of the small sample information into a broader decision-makers perspective.

Finally, there is no doubt that the information obtained from state-wide evaluation efforts can enhance our general knowledge of child development, parenting and intervention. The answers to questions concerning the process and impact of day care from an evaluation perspective, also provide information on questions relating to different forms of child rearing, on parent-child relations, on teacher child relations, and, even, in some cases, on the effects of some forms of abuse, neglect and deprivation. Similarly, teaching methods and styles, curricula and materials, and many other important areas may be studied and expanded through state-wide evaluation efforts.

As state-wide day care evaluation efforts increase, and as information on the experience and results are shared, a closer approximation of the full potential of these activities will be reached. The more we involve ourselves in evaluation at the state level the more we are able to narrow the range of our errors of evaluation. Caution is a necessary watchword, however, for that which can have immediate benefit can also yield immediate harm. Most of the people involved in institutions caring for and teaching children are sufficiently aware of the inadequacies, abuses, and strains on children and families suffered in these institutions that we see no alternative but to push for more and more evaluative studies and consequent follow-up.

## Notes

1. This Paper is part of a symposium entitled, "Evaluation of Day Care," presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 20, 1976. Authors addresses: Walter L. Hodges, Department of Early Childhood Education, Georgia State University, Atlanta, Georgia 30303; Donald L. Peters, College of Human Development, The Pennsylvania State University, University Park, Pennsylvania 16802.

2. Details of the survey method employed are found in Peters and Marcus, 1972. The measures developed to assess the attainment of these objectives are found in Kirchner and Vondracek, 1972, and Kirchner, 1973.

3. Since field staff may be the only project staff with whom day care program personnel have direct contact, they should be briefed sufficiently on overall project design and purposes to answer accurately and diplomatically all questions raised. Hence, training needs to go well beyond skill training for the specific tasks they are to perform.

Reference

Bronfenbrenner, U. Is Early Intervention Effective? A Report on Longitudinal Evaluations of Preschool Programs, H.E.W. Office of Child Development, 1974, (DHEW Publication # OHD 75-25).

Butler, A., Gotts, E., Quinsenberry, N. and Thompson, R. Literature search and development of an evaluation system in early childhood education: Behavioral Objectives. Washington, D. C.: Final Report, Department of Health, Education and Welfare, 1971.

Deloria, D., Coelen, C., and Ruopp, R. National Home Start Evaluation: Interim Report V, Executive Summary. HEW: Office of Child Development, October, 1974.

Hodges, W. L., Davis, S., DeWees, D., Rice, C., and Tidwell, N. The day care needs of indigent children in West Virginia, Atlanta, Georgia: Family Learning Centers, Inc., 1973.

Hollick, R., Peters, D., and Kirchner, E. A review of federal and state regulations for day care programs and facilities. Center for Human Services Development, Report #10, University Park, Pennsylvania: The Pennsylvania State University, 1972.

Kamii, C. Evaluation of learning in preschool education. Socio-emotional, Perceptual-motor, cognitive Development. In B. Block, J. Hasting's and G. Madaus (Eds), Handbook of formative and summative evaluation of student learning, New York: McGraw-Hill, 1971.

Kirchner, E. An assessment inventory for the Day Care Child Volume II. Field evaluation and Preliminary Findings. Center for Human Services Development Report #25, University Park, Louisiana. The Pennsylvania State University, 1973.

Kirchner, E., and Vondracek, S. An assessment inventory for the Day Care

Child Volume I. Background Development and Sample. Center for Human Services Development Report #14. University Park, Pennsylvania: The Pennsylvania State University, 1972.

Myers, L. The family and community impact of day care: preliminary findings. Center for Human Services Development report #17. University Park, Pennsylvania. The Pennsylvania State University, 1972.

Peters, D. The Pennsylvania Day Care Study: Progress Report. Technical Report #11, College of Human Development, The Pennsylvania State University, November, 1972 (a).

Peters, D. Day Care Homes: A Pennsylvania Profile. Center for Human Services Development Report #18. University Park, Pennsylvania. The Pennsylvania State University, 1972 (b).

Peters, D. The Pennsylvania Day Care Study: Summary. Center for Human Services Development Report #27. University Park, Pennsylvania: The Pennsylvania State University, 1973 (a).

Peters, D. The Decision to Intervene: Early Childhood Education, paper presented at a conference entitled Human Development Intervention. University Park, PA, 1973 (b).

Peters, D. Forward in D. Peters (ed.) Day Care: The Problems, The Process, The Prospects. New York: Human Sciences Press, 1975, 35-139.

Peters, D. and Marcus, R. Defining day care goals: A preliminary study. Child Care Quarterly, 1973, 2, 270-276.