

## **Comprehensive Integrated Service Resources Selected Annotated Bibliography**

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**The Annie E. Casey Foundation. (1999). Transforming neighborhoods into family-supporting environments: Evaluation issues and challenges. Baltimore, MD: author.**

This report is the result of the Annie E. Casey Foundation's March 1999 Research and Evaluation Conference. It was the fourth conference in a series focused on the identification of emerging challenges and promising solutions to improving outcomes for disadvantaged children and families and occurred as the Foundation launched a new neighborhood transformation and family development initiative. The conference report includes a section on understanding the connection between families and communities, a section on evaluating initiatives, and a section regarding lessons for future research and evaluation.

**Behrman, R. E., Editor-in-chief. (2002). Children and welfare reform. The Future of Children, 12(1). Los Altos, CA: The David and Lucile Packard Foundation.**

This issue of The Future of Children journal published by the David and Lucile Packard Foundation examines how well programs implemented under the Personal Responsibility and Work Opportunity Act of 1996 are affecting children's development and well-being. With contributions from noted scholars and practitioners, articles include a review of the legislation, effects on child development, access to child care, family economic resources, father involvement, and parenting. The issue includes a discussion of how supports and services can be improved during the reauthorization of the act.

**Behrman, R. E., Editor-in-chief. (2001). Caring for infants and toddlers. The Future of Children, 11(1). Los Altos, CA: The David and Lucile Packard Foundation.**

This issue of The Future of Children journal published by the David and Lucile Packard Foundation focuses on the daily care of children between birth and age three. Scholars and practitioners discuss the striking shift in caregiving arrangements, the developmental needs of infants and toddlers, public opinion, government and employer supports, and recent innovations in the care and support of vulnerable children. The issue includes an analysis of findings and recommendations for policy and practice. The authors argue that it is the role of government to see to it that families of all income levels have equitable access to caregiving supports.

**Behrman, R. E., Editor-in-chief. (1998). Children and managed health care. The Future of Children, 8(2). Los Altos, CA: The David and Lucile Packard Foundation.**

In this issue of The Future of Children journal published by the David and Lucile Packard Foundation, this issue examines how children are affected by the adoption of managed health care as the primary method of financing and delivering health care services in the United States. Noted scholars and practitioners review the positive and negative aspects of managed care, trends in service delivery, legislation regarding managed care organizations, and empirical evidence of the impact of managed care arrangements on health care access, utilization, and quality for children. The authors include an overall analysis of the articles and a series of recommendations for system improvement.

**Behrman, R. E., Editor-in-chief. (1995). Low Birth Weight. The Future of Children, 5(1). Los Altos, CA: The David and Lucile Packard Foundation.**

This issue of The Future of Children journal published by the David and Lucile Packard Foundation examines current knowledge and experience regarding low birth weight with the objective of improving public policies related to infant mortality and morbidity. Topics include epidemiology of low birth weight, economic analysis of costs, prevention factors, technologies, access to care, and outcomes of low birth weight infants. The authors include an overall analysis of the articles and a series of recommendations for future research, prevention, and care efforts.

**Behrman, R. E., Editor-in-chief. (1993). Home Visiting. The Future of Children, 3(3). Los Altos, CA: The David and Lucile Packard Foundation.**

This issue of The Future of Children journal published by the David and Lucile Packard Foundation provides a multidisciplinary perspective on home visiting as well as a critical analysis of what is known about its effectiveness and how best to design such programs. Articles also provide an international perspective, an examination of staffing issues, and a discussion of the importance of culture in designing programs. An overall analysis of the information and research presented is provided as well as recommendations to guide future policy development.

**Boyer, E. L. (1991). Ready to learn: A mandate for the nation. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. ISBN: 0-931050-44-8**

Often cited as one of the founding elements of the school readiness movement, this book was written as a blueprint for action to support early care and education. The author identifies seven steps of a ready-to-learn agenda that addresses health care, parenting supports, quality preschools, and responsive workplaces and communities.

**Brown, S. S. & Eisenberg, L. (Eds.) (1995). The best intentions: Unintended pregnancy and the well-being of children and families. Committee on Unintended Pregnancy, Division of Health Promotion and Disease Prevention, Institute of Medicine. Washington, D.C.: National Academy Press. ISBN: 0-309-05230-0**

With contributions from many distinguished scholars and researchers, this book addresses the complicated issues and outcomes associated with unintended pregnancies. Topics include trends, international comparisons, preconception care, factors related to contraceptive use and access, and programs to reduce unintended pregnancies. The book ends with recommendations for a national campaign to reduce unintended pregnancy.

**Bryant, E., & Hayes, C.D. (2002). Sustaining comprehensive community initiatives: Key elements for success [Available on-line at [www.financeproject.org](http://www.financeproject.org)]. Washington, D.C.: The Finance Project.**

This publication outlines a sustainability framework that identifies key elements that are necessary for long-term initiative success and stability. The authors argue that short- and long-term sustainability planning is essential to the management of a successful initiative. The importance of non-fiscal resources as well as ongoing fiscal resources is discussed.

**Carnegie Corporation of New York. (1994). Starting Points: Meeting the needs of our youngest children. New York, NY: author.**

Intended as a call to action for meeting the needs of children under the age of three, this publication was the initial report that spurred a five year project that funded several initiatives focused on young children around country. The report outlined the crisis and the key elements of child well-being (responsible parenting, quality child care, good health, and supportive communities). Numerous additional papers and reports were prepared as part of the project.

**Child Trends (2002). Charting parenthood: A statistical portrait of fathers and mothers in America. Washington, D.C.: author.**

This book is a collection of statistical data regarding parenting. Topics covered include the value of raising children, parental warmth and affection, time and activities with children, setting limits and administering discipline, daily time with children, one parent versus two, primary care by fathers, physical abuse of children, contact with nonresident parent, marriage, divorce, cohabitation, and fertility.

**Colburn, D. R. & deHaven-Smith, L. (2002). Florida's megatrends: Critical issues in Florida. Gainesville, FL: University Press of Florida. ISBN: 0-8130-2532-X**

Combining the expertise of a history and a political science scholar, this book provides a social, economic, and political history of Florida with an eye to how this heritage will impact the future of the state. The authors examine the history of the state and the population projections and discuss the likely economic, environmental, racial and ethnic, urban, and rural challenges that Florida will face in the twenty-first century.

**Connell, J. P., Kubisch, A. C., Schorr, L. B., & Weiss, C. H. (Editors) (1995). New approaches to evaluating community initiatives: Concepts, methods, and contexts (Volume 1) ISBN: 0-89843-167-0**

**Fulbright-Anderson, K. Kubisch, A. C., & Connell, J. P. (Editors) (1998). New approaches to evaluating community initiatives: Theory, measurement, and analysis (Volume 2) ISBN: 0-89843-249-9**

**Roundtable on Comprehensive Community Initiatives for Children and Families. Washington, D.C.: The Aspen Institute.**

The Roundtable on Comprehensive Community Initiatives for Children and Families is a forum in which persons involved in current community-based cross-system reform efforts can engage in discussions regarding the challenges and lessons of their work. As a policy program of The Aspen Institute, the Roundtable is also able to research and study issues of common concern. Noting the complexity and complicated contextual issues of community-based cross-system interventions, the authors strive to highlight the difficulties, limitations, and promising practices of initiative evaluation. Volume 1 addresses some of the common problems associated with the design, implementation, and evaluation of community-based initiatives and highlighted the importance of specific theories of change. Volume 2 provides a progress report of evaluation work and the application of theory of change evaluation.

**Crittenden, A. (2001). The price of motherhood: Why the most important job in the world is still the least valued. New York: Henry Holt and Company. ISBN: 0-8050-6618-7**

With anecdotal accounts and scholarly research, the author makes the case that mothering and caregiving is consistently devalued and disrespected. Crittenden argues that mothers are systematically disadvantaged and made dependent in American society and offers recommendations for increasing resources, rewards, and respect for mothers.

**deHaven-Smith, L. & Hurst, D. (Editors) (1999). Charting Florida's future. Tallahassee, FL: The Florida Institute of Government at Florida State University. ISBN: 0-9649227-3-8**

Designed for use by the statewide comprehensive planning committee, this book is a collection of papers from planning scholars and practitioners. Topics include environmental management, growth, transportation, education, employment, and housing with a focus on Florida's emerging trends, challenges, and opportunities.

**De Vita, C. J. & Mosher-Williams, R. (Editors) (2001). Who speaks for America's children? The role of child advocates in public policy. Washington, D.C.: The Urban Institute Press. ISBN: 0-87766-704-7**

This book is a collection of papers regarding the history and future of child advocacy in the United States. The volume is divided into two sections. The first section examines the current infrastructure and scope of child advocacy organizations, and the second section looks at the history of establishing constituencies for child advocacy and the potential for creating an advocacy movement in the future.

**Duncan, G. J., & Brooks-Gunn, J. (Eds.) (1997). Consequences of Growing Up Poor. New York, NY: Russell Sage Foundation. ISBN: 0-87154-143-2**

Developmental psychologists, economists, and sociologists address the intellectual, emotional, and physical effects of poverty on children in this book. Based on their findings, specific child welfare policies are recommended with specific attention to income supplements, child care subsidies, and home interventions.

**Ehrenreich, B. (2001). Nickel and dimes: On (not) getting by in America. New York, NY: Henry Holt & Company. ISBN: 0-8050-6389-7**

The author, a writer, spent a year moving across the country working in low-wage jobs in an effort to understand how the working poor survive. Detailing her work, living arrangements, the physical and mental demands of low-wage jobs, and personal experiences, the author concludes in this book that one job is not enough for America's working poor.

**Ethiel, N. (Ed.). (1997). Reflections on NAEYC accreditation: Lessons learned and goals for the future. Washington, D.C.: National Association for the Education of Young Children.**

This book provides an overview of the evidence of NAEYC accreditation effectiveness in raising the quality of early care and education and identifies the organization's goals for the future.

**Ewing Marion Kauffman Foundation and David and Lucile Packard Foundation. (1999). Stepping up: Financing early care and education in the 21<sup>st</sup> century, volumes 1 and 2. Making it Economically Viable: Financing Early Care and Education Working Meeting. New York, NY: authors.**

Sponsored by the Ewing Marion Kauffman and David and Lucile Packard Foundations, Making It Viable: Financing Early Care and Education was a working meeting of economists, children's advocates, academic experts, and public policy specialists with the goal of formulating viable financing strategies for an early care and education system. Volume 1 of the series includes four framing papers commissioned to spark discussion and work at the meeting. The papers addressed current funding sources, state initiatives, public opinions, and creating a climate for change. Volume 2 is a summary of the proceedings of the conference including action steps recommended by participants.

**Fenichel, E., Griffin, A., & Lurie-Hurvitz, E. (1999). Quality care for infants and toddlers. Washington, D.C.: Child Care Bureau, U.S. Department of Health and Human Services.**

A National Leadership Forum on Quality Care for Infants and Toddlers was sponsored by the Child Care Bureau and the Head Start Bureau in 1998 with administrators, program directors, researchers, trainers, grant makers, advocates, and experts from across the country in attendance. This report synthesizes presentations and discussions that took place at the Forum and follow-up interviews with participants. Topics include demand, supply and quality; elements and indicators of quality care; strategies to improve quality; and action steps for moving forward.

**Florida Children's Forum. (2001). Charting the progress of child care and early education in Florida 1999-2000. Tallahassee, FL: author.**

This report is a compilation of information on the access, affordability, and quality of early care and education in Florida. Data is presented by county and for the state as a whole.

**Florida Senate Finance and Taxation Committee, House Committee on Fiscal Policy and Resources, Office of Economic & Demographic Research, & Florida Department of Revenue Office of Research & Analysis. (2001). 2001 Florida Tax Handbook. Tallahassee, FL: Florida Senate.**

This handbook reviews Florida state finances, provides statutory and administering authority for all revenue sources with a brief history of sources, and lists tax collections and disposition. It also gives current revenue estimates and provides a comprehensive analysis of the revenue potential of selected alternative tax sources.

**Foundation for Child Development (2001). Working paper series [Available on-line at [www.ffcd.org](http://www.ffcd.org)]. New York, NY: author.**

The Foundation for Child Development created the Working Paper Series as an effort to share ideas and potential solutions about how all American families can meet the basic requirements for the healthy development of their children. Paper topics include:

- \* Achieving Quality Early Childhood Education for All
- \* Reducing Poverty among American Children through a “Help for Working Parents” Program
- \* The Working Poor in America: A Bibliographical Resource
- \* Regulation: An Imperative for Ensuring Quality Child Care
- \* Child Care Employment
- \* Universal Prekindergarten in Georgia
- \* Subsidizing Child Care by Mothers
- \* Business Leaders as Effective Advocates for Children
- \* Labor’s Role in Addressing the Child Care Crisis
- \* Economics of Caring Labor: Improving Compensation in the Early Childhood Workforce
- \* Money, Accreditation, and Child Care Center Quality

**Fuller, B., & Kagan, S. L. (2000). Remember the children: Mothers balance work and child care under welfare reform. The Growing Up in Poverty Project – Wave 1 Findings. Berkeley, CA: University of California, Berkeley.**

**Fuller, B., Kagan, S. L., & Loeb, S. (2002). New lives for poor families? Mothers and young children move through welfare reform. The Growing Up in Poverty Project – Wave 2 Findings. Berkeley, CA: University of California, Berkeley.**

The Growing Up in Poverty Project was a collaborative study of the effects of welfare reform codirected by researchers based at Berkeley, Yale, Stanford, Teachers College, and Columbia University. The research sample included single mothers with preschool-age children in California, Connecticut, and Florida who were deemed eligible for participation in the new welfare reform programs. During Wave 1, the study examined the experiences of mothers and children six to eighteen months after enrollment. Wave 2 explored how families were faring at two to four years after enrollment.

**Gladwell, M. (2000). The tipping point: How little things can make a big difference. Boston, MA: Little, Brown and Company. ISBN: 0-316-31696-2**

The author explores why major changes in our society so often happen unexpectedly and spread rapidly. He analyzes particular personality types and their roles in the phenomenon of social change and concludes that one person can make a difference.

**Gruenstein, D. (2002). Using the Community Reinvestment Act to help finance initiative for children, families, and communities [Available on-line at [www.financeproject.org](http://www.financeproject.org)]. Washington, D.C.: The Finance Project.**

This report provides a thorough description of the Community Reinvestment Act and how it can be used to finance numerous community initiatives for children and families. Successful examples are provided.

**Hayes, C. D. (2002). Thinking broadly: Financing strategies for comprehensive child and family initiatives [Available on-line at [www.financeproject.org](http://www.financeproject.org)]. Washington, D.C.: The Finance Project.**

This publication is a useful guide and framework for developing financing strategies for comprehensive initiatives. The author provides principles to guide investments and details five key strategies for developing financing of programs and services. Examples from across the nation are provided.

**Helburn, S. W., & Bergmann, B. R. (2002). America’s child care problem: The way out. New York, NY: PALGRAVE. ISBN: 0-312-21149-X**

The authors carefully lay out the economic, social, and political challenges facing the child care industry and propose a step-by-step solution to the problem. Their work is well-researched and their ideas are clearly articulated. This book is certain to spark many discussions and serve as an important guide in working toward a solution to building a better child care system.

**Helburn, S., Culkin, M. L., Morris, J., Mocan, N., Howes, C., Phillipsen, L., Bryant, D., Clifford, R., Cryer, D., Peisner-Feinberg, E., Burchinal, M., Kagan, S.L., & Rustici, J. (1995). Cost, Quality, and Child Outcomes in Child Care Centers. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.**

and

**Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S.L., Yazejian, N., Byler, P., Rustici, J. & Zelazo, J. (2000). The children of the cost, quality, and outcomes study go to school: Technical report. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.**

This book and the follow-up report describe the findings of a comprehensive study of early care and education in four states, California, Colorado, Connecticut, and North Carolina. In brief, the study found wide variations in quality within and between states, with higher quality in states with more stringent licensing standards. Most child care was mediocre in quality and sufficiently poor to interfere with children's emotional and intellectual development. The report summarizes findings in four areas: quality; costs, revenue, and support; sector comparisons; and the child care economic environment. The authors conclude with a discussion of the implications of their findings and a series of recommendations.

**Institute of Medicine. (2001). Crossing the quality chasm: A new health system for the 21<sup>st</sup> century. Committee on Quality Health Care in America. Washington, D.C.: National Academy Press. ISBN: 0-309-07280-8**

The second and final report of the Committee on the Quality of Health Care in America, appointed in 1998, this book focuses on how the health care delivery system can be designed to innovate and improve care. A vision for the future is outlined that includes changes in the purpose and aims of the health care system, how patients and clinicians should relate, and how processes can optimize responsiveness. Topics include building organizational supports for change, applying evidence to health care delivery, using information technology, aligning payment policies with quality improvement, and preparing the workforce.

**Karr-Morse, R. & Wiley, M. S. (1997). Ghosts from the nursery: Tracing the roots of violence. New York: The Atlantic Monthly Press. ISBN: 0-87113-703-8**

Tracing the early years of several juveniles convicted for heinous crimes and utilizing research regarding early brain development and the effects of violence on children, the authors create a compelling and powerful argument for improved child welfare practices and policies.

**Klein, L. G. (Ed.) (2002). Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children. The Kauffman Early Education Exchange, 1 (1). Kansas City, MO: The Ewing Marion Kauffman Foundation. ISBN: 1-891616-22-6**

This issue of the Kauffman Early Education Exchange is a post-conference report that features all of the papers presented at the inaugural conference that focused on the social and emotional development of young children as an essential building block to prepare for school success. With contributions from scholars and practitioners, the articles include reviews of current research regarding the topic as well as discussions of the implications of knowledge for policy and practice. The issue concludes with implications for future policy and practice.

**Knitzer, J., Cauthen, N. K., & Kisker, E. (1999). Enhancing the well-being of young children and families in the context of welfare reform: Lessons from early childhood, TANF, and family support programs. Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.**

This report presents findings about emerging approaches to enhance the well-being of young children and families in the context of welfare reform. It addresses three questions:

- \* How are child development and family support programs serving low-income families with young children responding to new welfare reform policies and practices?
- \* What kinds of partnerships are developing between those serving low-income families with young children and those implementing welfare changes?
- \* What opportunities and challenges are emerging?

Eleven initiatives were studied in depth. The authors conclude with observations and recommendations for future collaborations and policy changes.

**Kontos, S., Howes, C., Shinn, M., & Galinsky, E. (1995). Quality in family child care and relative care. New York: Teachers College Press. ISBN: 0-8077-3409-8**

This book details a research study regarding the quality of family child care and relative across three states conducted during 1991 and 1992. It provides researchers and policy makers with information of unprecedented depth and breadth regarding these forms of child care.

**Laverty, K., Siepak, K., Burton, A., Whitebook, M., & Bellm, D. (2002). Current data on child care salaries and benefits in the United States. Washington, D.C.: Center for Child Care Workforce.**

This report provides data on child care salaries and benefits by state and for the nation as a whole. It also discusses the challenges of improving salaries and benefits.

**Mercer, J. M., Garasky, S. B., & Shelley, M. C. (Eds.) (2000). Redefining family policy: Implications for the 21<sup>st</sup> century. Ames, IO: Iowa State University Press. ISBN: 0-8138-2590-3**

This book provides a historical, present, and future view of family policy in the United States. Topics are arranged under three sections: perspectives on contemporary family policy, family policy across the life cycle, and family policy and 1996 Welfare Reform. Based on the contributions of various scholars, the editors make recommendations for redefining family policy.

**National Center for Children in Poverty. (2000). The children and welfare leadership project, Issue Briefs. New York, NY: author.**

After passage of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act, the National Center for Children in Poverty established the Children and Welfare Leadership Project to promote the implementation of welfare reform in a manner that leads to better outcomes for children and families. A series of issue briefs was developed that focus on ways states and communities can achieve the adult-focused goals of welfare reform *and* enhance the well-being of young children.

**National Research Council (2001). Eager to learn: Educating our preschoolers. Committee on Early Childhood Pedagogy. B. T. Bowmen, M. S. Donovan, & M. S. Burns (Eds.). Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press. ISBN: 0-309-06836-3**

With contributions from many distinguished scholars and researchers, this comprehensive book on early childhood learning focuses on children ages two to five. The book begins with a review of the key discoveries of how children learn and ends with recommendations for parents, educators, and policymakers. Topics also include teacher preparation, assessments of teaching and learning, teacher-child relationships, curricula, and meeting the needs of children at risk of school failure.

**National Research Council and Institute of Medicine (2000). From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press. ISBN: 0-309-06988-2**

This book provides a thorough and timely review of current scientific knowledge about the nature of early development and the role of early experiences. Research findings and limitations regarding the impact of child care, the influence of family stress on child development, the effectiveness of early intervention, and the role of parents in early development are examined. The authors also address the implications of this knowledge base for early childhood policy, practice, professional development, and research. The body of research reviewed and presented is extensive, multidisciplinary, and complex.

**Park-Jadotte, J., Golin, S. C., & Gault, B. (2002). Building a stronger child care workforce: A review of studies of the effectiveness of public compensation initiatives. Washington, D.C.: Institute for Women's Policy Research. ISBN: 1-878428-80-2**

This report highlights the progress of current initiatives that link professional development to increases in child care compensation. The Institute for Women's Policy Research reviewed evaluations of seven programs designed to improve the compensation of the child care workforce: California CARES, U.S. Department of Defense Caregiver Pay Program, Georgia Early Learning

Initiative, North Carolina's T.E.A.C.H., and North Carolina's Child Care WAGE\$. The successes and challenges of each program are discussed.

**Peth-Pierce, R. (2000). A good beginning: Sending America's children to school with the social and emotional competence they need to succeed [Monograph]. Bethesda, MD: The National Institute of Mental Health, The Child Mental Health Foundations and Agencies Network (FAN).**

This monograph highlights the importance of social and emotional school readiness and reviews the evidence of behavioral, emotional, academic, and social development problems that follow children into adulthood if they are not socially and emotionally ready. The author discusses federal policies that affect children's development and readiness, identifies gaps within research and policy regarding the topic, and makes recommendations for next steps.

**Phillips, D., & Bridgmann, A. (Eds.). (1995). New findings on children, families, and economic self-sufficiency: Summary of a research briefing, Board on Children and Families, National Research Council, Institute of Medicine. Washington, D.C.: National Academy Press.**

This report provides a comprehensive review of evidence regarding children raised in families with low socioeconomic status. The paper discusses developmental outcomes, the effects of income versus other facets of socioeconomic status, the effects of intervention, and the role of supports such as child care. The brief was written with a focus on promoting a better alliance between those who conduct the research and those that use the research to shape policies and practices.

**Pipher, M. (2002). The middle of everywhere: The world's refugees come to our town. New York, NY: Harcourt, Inc. ISBN: 0-15-100600-8**

Author of *Reviving Ophelia*, Pipher details the struggles and triumphs of refugees in America in this book. The book reminds readers how people from different countries and religious traditions view Americans, how policies and practices affect the well-being of refugee families, and how important it is to respect and understand different perspectives.

**Reich, R. B. (2000). The future of success. New York: Random House. ISBN: 0-375-72512-1**

The author, former Secretary of Labor under President Bill Clinton and current professor at Brandeis University, examines the current economy and the work environments of Americans. He argues that Americans are working harder and are having a more difficult time balancing work, family, and community. He concludes by making provocative suggestions for creating a more balanced society.

**Schmidley, A. D. (2001). Profile of the foreign-born population in the United States: 2000, U.S. Census Bureau, Current Population Reports, Series P23-206. Washington, D.C.: U.S. Government Printing Office.**

This paper provides a thorough review of the foreign-born population in the United States on a variety of economic, social, health, and family factors. The author includes numerous charts and statistics.

**Schulman, K. (2000). The high cost of child care puts quality care out of reach for many families. Washington, D.C.: Children's Defense Fund.**

Utilizing data collected from child care resource and referral agencies in every state, the author describes the dilemma faced by many parents in need of child care. Comparisons between child care and the cost of college are made, and the author demonstrates that neither parents nor child care providers can solve the challenge of high child care costs. The author concludes with recommendations regarding the appropriate role of federal and state governments.

**Schumacher, R., Greenberg, M., & Lombardi, J. (2001). State initiatives to promote early learning: Next steps in coordinating subsidized child care, Head Start, and state prekindergarten. Washington, D.C.: Center for Law and Social Policy.**

Drawing on the experiences of three states (Georgia, Massachusetts, and Ohio), this paper describes the challenges states face in addressing the expansion and enhancement of early education and learning opportunities, responses to the challenges, and recommendations for the future. The authors identify five overarching challenges and describe state responses to each. Recommendations for states, localities, and the federal government are presented.

**Sherman, A., Amey, C., Duffield, B., Ebb, N., & Weinstein, D. (1998). Welfare to what: Early findings on family hardship and well-being. Washington, D.C.: Children's Defense Fund and National Coalition of the Homeless.**

Utilizing national survey data, studies by states and private research institutions, and findings from informal community-based monitoring projects, the authors examine the early evidence of family well-being after welfare reform and find a mixed and troubling picture. Successes and hardships are discussed and recommendations are made for actions at the federal, state, and community levels to improve family and child well-being.

**Shore, R. (2000). Our basic dream: Keeping faith with America's working families and their children. New York, NY: Foundation for Child Development.**

Utilizing prior work of the Foundation for Child Development as well as a broader research base, this report commissioned by the Foundation describes the struggle of American families who cannot lift themselves out of poverty despite hard work and offers a vision for advancing children's well-being. The four major areas covered include changing economic and social conditions of families, the impact of these conditions on children and families, the requirements and resources of working families, and strategies for improving the prospects of low-wage working families and their children.

**Stebbins, H. (no date). Improving services for children in working families. Washington, D.C.: National Governors' Association.**

This report profiles nearly 60 state initiatives to improve services for children in working families. The profiles indicate a focus on improving access to high-quality child care and a trend toward coordinating services across agencies and organizations.

**Stubbs-Wynn, P. (Ed.) (no date). Building healthy child care partnerships: Success stories from health systems development in child care projects. Maternal and Child Health Bureau, Health Resources & Services Administration. Denver, CO: National Resource Center for Health and Safety in Child Care, University of Colorado.**

The Healthy Child Care America Campaign was launched in 1995 as a partnership between the Maternal and Child Health Bureau and the Child Care Bureau of the Department of Health and Human Services as a Federal program intervention initiative to foster collaboration between health and child care providers. In order to operationalize the goals of the program, 51 grants were awarded to state agencies, human service organizations, and national professional organizations for strategies that develop and maintain healthy and safe child care environments. This report documents the success of 24 of the 51 projects.

**The Urban Institute. Assessing the New Federalism Occasional Papers. Washington, D.C.: author.**

*Assessing the New Federalism* is a multi-year Urban Institute research project to analyze the devolution of responsibility for social programs from the federal government to the states. It focuses primarily on health care, cash assistance and other income benefits, family structure, child care, child welfare, immigration, and long-term care. Researchers monitor program changes and fiscal developments. In collaboration with Child Trends, the project is studying the well-being of children and families. Researchers have amassed a welfare rules database, conducted household surveys, and studied policies in 13 states including Florida. The analysis of this information has yielded numerous papers on the topics listed above.

**Woods, T. (1996). Building comprehensive, community-based support systems for children and families: A review of legislative examples. The Finance Project.**

This paper analyzes 31 federal and state legislative efforts designed to build comprehensive, community-based support systems for children and families. The author examines the major components of system reform, identifies similarities and differences between the pieces of legislation, and discusses major themes that emerge and their potential impact on future policy development.