

Early Care and Education Blended Funding

Annotated Bibliography of Related Sources

Collins, AM, Layzer, JI, Kreader, JL, et al (2000) *National study of child care for low-income families: State and community substudy, interim report*. Cambridge, MA: Abt Associates, Inc. <http://www.abtassociates.com/reports/NSCCLIF.pdf>

Summary: This report documents changes in child care during the first three years after the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). Authors found an increase in child care funding throughout the nation. The study examined: (1) the uses of both Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) funds, (2) pressures seen in administration and child care supply after the enactment of PRWORA, and (3) initiatives to increase child care supply and quality.

Greenberg, M, Schumacher, R (2003) *Financing universal pre-kindergarten: Possibilities and technical issues for states in using funds under the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) block grant*. Washington, DC: Center for Law and Social Policy. http://www.clasp.org/publications/universal_prek.pdf

Summary: This brief report summarizes the roles of Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) grants and examines possible ways these funds can financially support universal Pre-K initiatives. Authors conclude that although both funds can be used for universal Pre-K initiatives, the states may need to develop clearer policy guidelines for prioritizing the use of the funds as complexities arise with more programs seeking funding.

Kiron, E. *Blending early care and education funds: Issues, opportunities, and strategies*. Newton, MA: Education Development Center, Inc. Retrieved October 28, 2009, from http://ccf.edc.org/PDF/EDC_FinBrief2.pdf

Summary: The issue brief summarizes the finance-related findings from a descriptive study of early care and education partnerships. In this study, researchers analyzed data from over 200 early care and education providers in partnerships representing 36 states. The brief describes various challenges faced by providers engaged in partnerships and presents possible strategies to overcome them.

McWayne, C, Broomfield, M, Sidoti, J, Camacho, N (2008) Facilitators of and challenges to interagency collaboration: An early childhood perspective. *NHSA Dialog*, 11(2), 90-109.

Summary: The study examines the strengths and weaknesses of an interagency collaborative program (Early Head Start program and residential drug treatment agency) in a large northeastern city consisting of many low-income families. Researchers conducted qualitative data collection both open-ended and close-ended surveys on 15 staff members. The interagency collaborative programs were created to respond to the issues that low-income families face in terms of the health and wellness of their children and families.

Mitchell, A., Stoney, L., & Dichter, H. (2001). *Financing child care in the United States: An expanded catalog of current strategies*. Kansas City, MO: Ewing Marion Kauffman Foundation. Retrieved June 27, 2007, from <http://www.kauffman.org/pdf/childcare2001.pdf>

Summary: Authors report that in contrast to higher education institutions, early childhood programs have less financial support available. This catalog comprehensively indexes four different broad categories of current child care funding strategies within the nation: (1) generation of public revenue, (2) allocation of existing public revenue, (3) financing from private sector, and (4) financing from public-private partnership. Collaboration rather than a competition between sectors is one of the suggestions highlighted within this catalog.

Schilder, D., Broadstone, M., Chauncey, B., Kiron, E., Miller, C., & Lim, Y. (2009). *Child care quality study: The impact of Head Start partnership on child care quality final report*. Newton, MA: Education Development Center, Inc. Retrieved October 28, 2009, from http://ccf.edc.org/PDF/FinalReport_HSPartnership.pdf

Summary: This final report from a three-year study of partnerships presents findings on the impact of partnerships on child care quality. The study examined data from a sample of child care center classrooms, children attending child care centers, and family child care providers. The study reports that partnerships predict enhanced classroom quality and some improvements in school readiness outcomes for children attending child care centers in partnership. The study also found that family child care providers in partnerships report offering more comprehensive services and more educational opportunities for children. However, analysis of family child care home observational data showed no relationship between partnership and environment.

Schilder, D., Chauncey, B., Broadstone, M., Miller, C., Smith, A., Skiffington, S., et al. (2005). *Child Care/Head Start Partnership Study: Final report*. Newton, MA: Education Development Center. Retrieved June 27, 2007, from <http://ccf.edc.org/pdf/PipReport-32406.pdf>

Summary: This report presents findings from a longitudinal survey research study examining the benefits of early care and education partnerships comparing child care centers in partnership with Head Start (78 centers) and comparison centers that were not partnering (63 centers) in Ohio. The study reports that the existence of partnership is correlated with improved opportunities for teacher professional development and training, improved employment benefits for teacher, and increased comprehensive services for children and their families. The researchers found that communication between partners and agreement on goals each predict improved benefits.

Schilder, D., Chauncey, B., Smith, A., & Skiffington, S. (2005). *Ohio Head Start Plus Study: Final report*. Newton, MA: Education Development Center. Retrieved June 27, 2007, from <http://ccf.edc.org/pdf/OhioHeadStartPlusReport-EDC.pdf>

Summary: Researchers conducted a survey research study collecting data from child care centers in Ohio. The study examined differences between centers participating in federally funded Head Start partnerships, centers participating in partnerships with a state funded program, and comparison centers not in partnership. Authors found that centers participating in the state-funded program were more likely than comparison centers to provide full-time care and comprehensive services to low-income families in Ohio. Differences were also seen in the following: (1) educational attainment of teachers and professional development opportunities, (2) use of structured curriculum and assessment tools, (3) linkages to comprehensive services, and (4) resources and challenges.

Schilder, D., Kiron, E., & Elliott, K. (2003). *Early care and education partnerships: State actions and local lessons*. Newton, MA: Education Development Center, Inc.

Summary: This qualitative research study examines how states across the nation are supporting and encouraging early care and education partnerships and describes the nature of those partnerships. The report presents the challenges faced in forming a partnership and describes benefits of forming partnerships. Some of the benefits reported by early care and education providers in partnership include classroom level curriculum enrichment and availability of additional services for child care centers and low-income families.

Schumacher, R., Hamm, K., & Ewen, D. (2007). *Making pre-kindergarten work for low-income working families (Paper No. 1)*. Washington, DC: Center for Law and Social Policy. Retrieved June 22, 2007, from http://www.clasp.org/publications/making_pre-k_work.pdf

Summary: The policy paper presents policymakers with considerations for improving Pre-K initiatives for optimal benefits and access for children living in low-income working families. Authors suggest that the key challenge states face is the insufficient funding available to maintain high-quality standards in community-based early care centers. Several key strategies are proposed. Authors describe various state and local models that have successfully responded to the needs of working and low-income.

Schumacher, R., Ewen, D., Hart, K., & Lombardi, J. (2005). *All together now: State experiences in using community-based child care to provide pre-kindergarten*. Washington, DC: Center for Law and Social Policy. Retrieved June 8, 2007, from http://www.clasp.org/publications/all_together_now.pdf

Summary: Authors describe a mixed delivery model in which Pre-K programs are provided through schools and community-based providers—such as Head Start programs, community colleges. The researchers surveyed states that are promoting these mixed delivery models. The report presents policy choices, benefits, and obstacles that states face in supporting this mixed delivery model.

Selden, S.C., Sowa, J., Sandfort, J. (2006). The impact of nonprofit collaboration in early child care and education on management and program outcomes. *Public Administration Review*, 66(3), 412-425.

Summary: The study examines the nature of interagency collaborations—a type of interorganizational relationship—and variation within the collaborations. Authors analyzed comparative case study data from 20 human service organizations providing services to early care and education providers in New York and Virginia. The findings of the research indicate that interagency collaborations positively influence staff compensation and staff turnover.

Stebbins, H., & Scott, L. C. (2007). *Better outcomes for all: Promoting partnerships between Head Start and pre-K*. Washington, DC: Pre-K Now & the Center for Law and Social Policy. Retrieved June 25, 2007, from http://www.preknow.org/documents/HeadStartPre-KCollaboration_Jan2007.pdf

Summary: The report examines ways in which state Pre-K programs and Head Start can collaborate to provide better services for children and families based on in-depth interviews and Center for Law and Social Policy (CLASP) research on state Pre-K programs in community-based settings. The report introduces both key collaborative challenges in addition to successful methods of collaboration.

U.S. General Accounting Office. (2004). *Prekindergarten: Four selected states expanded access by relying on schools and existing providers of early education and care to provide services* (GAO-04-852). Washington, DC: Author. Retrieved June 10, 2007, from <http://www.gao.gov/new.items/d04852.pdf>

Summary: Conducting qualitative observational research in four states (Georgia, Oklahoma, New York, New Jersey), the researchers examined how states expanded Pre-K programs. The researchers examined models that required community collaboration and offered services at no cost to parents. The study found that partnerships between school districts and community-based providers offered more resources and classroom capacity. However, researchers raised concern that Pre-K programs provided by school districts might decrease the demand for community-based services.

U.S. General Accounting Office. (2003). *Child care: Recent state policy changes affecting the availability of assistance for low-income families* (GAO-03-588). Washington, DC: Author. Retrieved June 11, 2007, from <http://www.gao.gov/new.items/d03588.pdf>

Summary: This study examined policies pursued by 50 states and the District of Columbia to assist low-income family groups with child care. Survey results suggest many states offered child care assistance to low-income families but data suggested that many states were giving priority to families transitioning from Temporary Assistance for Needy Families (TANF). The survey found that since January 2001, 23 states decreased child care assistance, 9 states increased assistance, and 3 states involved both a decrease and increase in assistance to low income families.

U.S. General Accounting Office. (2001). *Child care: States increased spending on low-income families* (GAO-01-293). Washington, DC: Author. Retrieved June 11, 2007, from <http://www.gao.gov/new.items/d01293.pdf>

Summary: The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) has increased the spending to support low-income families send their children to child care programs. The study analyzed child care expenditures, especially focusing on how Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) block grants have been spent between 1997 and 1999 in seven states.

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