

**Frontiers in Child Care Research
Child Care Policy Research Consortium Annual Meeting
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Biographies

Gina Adams

Gina Adams, M.A., is a Senior Research Associate at The Urban Institute, where she directs a team of child care researchers. Her focus is on policies and programs that affect the affordability, quality, and supply of child care/early education. Her current research includes multi-state studies on child care providers and subsidy policies, qualitative research on child care subsidy implementation, analyses of child care survey data from the National Survey of America's Families, and the National Head Start Impact Study. Prior to The Urban Institute, she was the Assistant Director of the Child Care and Development Division at the Children's Defense Fund. She also was a child care teacher for infants and toddlers, and has worked with low-income families. She has an M.A. in Public Policy from Duke University. The Urban Institute is a private, nonprofit research organization in Washington, D.C., which conducts objective and nonpartisan research and educational outreach on social, economic, and governance problems facing the nation. Through broad conceptual studies, program evaluations, administrative/technical assistance, and other research, Urban Institute researchers and consultants make data and findings available to the public and to public officials concerned with formulating and implementing more efficient and effective government policy.

Brenda Bean

Brenda Bean, M.C.P., works in policy and program development to integrate early childhood mental health into Vermont's comprehensive child development system. Her duties include but are not limited to management of Children's Upstream Services (CUPS) and Supported Child Care contracts with community mental health and child care centers. She also works to incorporate mental health components in the training offered to child care providers and others concerned with early childhood programs. Ms. Bean has a Master's degree in Counseling Psychology with a holistic specialization and a Bachelor's degree in Sociology/Anthropology. She has extensive experience with the state administration of children's mental health, juvenile and criminal justice, and delinquency prevention Federal programs and grants.

Shelley Waters Boots

Shelley Waters Boots, M.P.A., serves as the Policy Research Director for the New America Foundation's Work and Family Program. In this role, she leads the research efforts that address work-family policies, translating complex research findings into issue briefs and reports that speak to broad audiences. Previously, she served as the Director of the Child Care and Development Division at the Children's Defense Fund (CDF) in Washington, D.C. In this role, she managed all aspects of the organization's work on child care, early education, and after-

school policy issues. Prior to her work at CDF, Ms. Boots spent several years in California directing a team of child care policy researchers for a nationally recognized, statewide, not-for-profit organization. Ms. Boots also worked at The Urban Institute as a researcher on a variety of social policy issues. In addition, she worked in the private sector as a management consultant where she addressed training, technology, and organizational development needs in public social services agencies. Ms. Boots has been cited in the Los Angeles Times, San Francisco Business Journal, and other publications. She holds a Master's degree in Public Administration from the Maxwell School at Syracuse University and a B.A. in Political Science from Furman University

Richard Brandon

Richard Brandon, Ph.D., is Senior Research Fellow at the Evans School of Public Affairs where he directs the University of Washington's Human Services Policy Center (HSPC). Before joining the University of Washington in 1989, Brandon served as professional staff member and staff director of the U.S. Senate Budget Committee. Prior to that, he directed systems analysis and budgeting for the New York City Department of Mental Health and has been a consultant to state and local governments; the American Association of Retired Persons; the Carnegie Commission on Science, Technology, and Government; and Fannie Mae on a variety of human service and financing issues. Brandon has consulted on policy communications to the National Governors Association and the Centers for Disease Control and Prevention. Brandon directs HSPC projects in its four major lines of activity: educating and caring for children, building public understanding and support for better policies, conducting program evaluations, and profiling child and family well-being. As part of the latter, Brandon directs the Washington Kids Count project, which for the last 10 years has tracked, analyzed, and communicated comprehensive information about the well-being of children and families in Washington. Brandon has conducted studies of financing a wide range of education and social services for state agencies and legislatures. HSPC studies demonstrating the impact of teen substance use, violence, and delinquency on school test scores have influenced national and state debates on funding school-linked services. Dr. Brandon received his doctorate from the University of Pennsylvania.

Juliet Bromer

Juliet Bromer, M.S.Ed., is currently a doctoral candidate in the Committee on Human Development at the University of Chicago. She received her B.A. from Columbia University and her M.S. from Bank Street College of Education. She previously worked as a research associate at the Family Child Care Project, formerly one of the Centers for Child Care Policy and Training at Wheelock College. Her work there involved the development of the new NAFCC Accreditation system for family child care providers. She has also taught young children and trained teachers in a variety of urban settings. Her dissertation research examines the social support and community-building roles of child care providers in low-income communities.

Donna Bryant

Donna Bryant, Ph.D., is a Senior Scientist and Associate Director at the FPG Child Development Institute at the University of North Carolina at Chapel Hill (UNC-CH) and a Research Professor in the School of Education. She is currently leading a team of researchers from five states in a study funded by the Child Care Bureau that will assess the implementation and outcomes of a quality enhancement intervention for family and center-based child care providers. Dr. Bryant also co-directs the National Center for Early Development and Learning, based at UNC-CH and funded by the Institute of Education Sciences. From 1993–2003, She led the evaluation team for North Carolina’s Smart Start initiative and, with colleagues on the evaluation team, conducted several studies of center-based and family child care, and family and health services. Dr. Bryant has conducted several studies as part of Head Start consortia: the Head Start Transition Demonstration Project, the Head Start Quality Research Consortium (QRC), and the Head Start Mental Health Consortium. She leads a team that is part of the second Head Start QRC, studying mental health interventions for teachers and parents of children with challenging behaviors. She has conducted statewide studies of North Carolina’s kindergarten and public preschool programs, the school readiness assessment pilot study, and a statewide early childhood needs and resources assessment. She has authored many papers and chapters on early intervention and early childhood education and is the co-author of two books, one on home visiting and another on early intervention. Her Ph.D. is in Experimental Psychology from UNC-CH.

Shannon Christian

Shannon Christian, M.P.P., is the Associate Commissioner for the Child Care Bureau in the Administration for Children and Families at the U.S. Department of Health and Human Services, where she oversees the nation’s child care subsidy program for low-income working families and promotes the President’s early learning agenda. Previously, Ms. Christian served for 6 years as part of former Wisconsin Governor Tommy Thompson’s nationally renowned welfare reform team, first as Director of Planning for the state’s Department of Health and Social Services, and then as Senior Policy Advisor to the Secretary of Workforce Development. Ms. Christian had a lead role in developing Work Not Welfare, the nation’s first time-limited welfare demonstration, and W-2, a complete replacement for AFDC that required work, while offering generous work supports, such as child care and health care, to all low-income working families.

Early in her career, Ms Christian was a special assistant at the U.S. Department of Labor, serving under Secretaries Ann McLaughlin, Elizabeth Dole, and Lynn Martin. During that time, she helped develop the Work and Family Clearinghouse for the Women’s Bureau, served as legislative officer responsible for Child Care and Parental Leave legislation, and led the analysis for the Task Force on Child Care Liability Insurance. Ms. Christian holds a Master’s degree in Public Policy from the Kennedy School at Harvard, where she did her thesis on child care for a group advising the State of Connecticut. Having entered full-day, full-year pre-school just before her second birthday, and having remained in the same high quality program for years, Ms. Christian welcomes the opportunity to help all children have access to the same positive early learning experiences she did.

Ann Collins

Ann Collins, M.A., is a senior associate in the area of Education and Family Support at Abt Associates, Inc. Prior to joining Abt Associates in May 2003, she served as the director of policy and program research at the National Center for Children in Poverty at Columbia University's Mailman School of Public Health. Ms. Collins has extensive experience in child care policy research and has worked on several projects funded by the Child Care Bureau and the Administration for Children and Families. For instance, she is a member of the team working on the Evaluation of State Child Care Subsidy Strategies, she directed the State and Community Substudy of the National Study of Child Care for Low-Income Families, she directed one of the original Child Care Research Partnerships, and she served as lead for the National Center for Children in Poverty in the development of the Child Care Research Collaboration and Archive (Child Care and Early Education *Research Connections*).

Judy Collins

Judy Collins, M.A., has worked in early care and education for over 35 years. Her Masters in Child Development has supported her work in a variety of roles, including serving as a preschool teacher and director of a child care center and working in child care licensing in the state of Oklahoma. While Licensing Coordinator for the State, Ms Collins was one of the architects to develop and implement Oklahoma's successful "Reaching for the Stars" tiered reimbursement/quality rating system. She is a nationally recognized expert in licensing and tiered quality strategies and has served as a consultant with more than 20 states as they explored and developed their own tiered strategy systems. Ms Collins is currently a State Technical Assistant for the National Child Care Information Center.

Stephanie Curenton

Stephanie Curenton, Ph.D., is an Assistant Professor at Florida State University. She earned her Ph.D. in Developmental and Community Psychology from the University of Virginia, where she studied the social and literacy skills of children enrolled in child care and early education programs. Dr. Curenton was formerly a Society for Research on Child Development Policy Fellow appointed to the Administration for Children and Families in the Child Care Bureau. While at the Bureau, she coordinated the Evaluation of State Child Care Subsidy Strategies, worked on the Early Learning Team for *Good Start, Grow Smart*, and managed the Child Care Research Scholars. Dr. Curenton has received funding from Florida State University to use the Early Childhood Longitudinal Study Kindergarten Cohort to examine how various dimensions of early childhood care and education relate to children's school achievement in third grade. Dr. Curenton began her career in early childhood development as a substitute teacher and community service coordinator for Head Start.

Louise Davis

Louise Davis, Ph.D., is the Extension Professor in Child and Family Development at Mississippi State University (MSU) Extension Service. She received her terminal degree in Curriculum and Instruction from MSU College of Education in 1993. Dr. Davis has 22 years of teaching and research experience. She has served as President of the Mississippi Early Childhood Association and as the Mississippi Representative on the Southern Early Childhood Association Board. Dr. Davis is serving as co-chair of the National Extension Cares Initiative Early Childhood Committee. Also, she is a member of the Advisory Council of the Early Childhood Interagency Council as well as other numerous state initiative committees and task forces. She has written numerous publications and articles in the area of early childhood for the public audience. Currently, Dr. Davis is principal investigator of the Nurturing Homes Initiative project (NHI), and it is in the fifth year of funding utilizing the 4 percent Quality Enhancement funding from the Mississippi Department of Human Services, Office for Children and Youth. This project successfully provides intensive technical assistance and educational programming to unlicensed family providers in Mississippi. Currently, she and Dr. Cathy Grace are Co-Principal Investigators on a new project to implement one of the first resource and referral systems in Mississippi. Also, she serves as a team member with the Georgetown University Right from Birth project and the QUINCE team.

Mary Ann Dayton-Fitzgerald

Mary Ann Dayton-Fitzgerald is the Early Childhood Intervention Specialist at the Department of Children and Families. In addition to overseeing the Early Childhood Consultation Partnership, her focus is to develop a cohesive network of providers, programs, and services to young children and their families in Connecticut. Her background includes 14 years of experience working with children and families as an Adult Mental Health and Child Guidance Therapist, an Outreach Therapist, and as a Director of Women and Family Services in a community health center setting.

Patricia Divine

Patricia Divine, Ed.D., is a consultant and former Research Coordinator for the Child Care Bureau. Dr. Divine has been heavily involved in child care research and development for many years. She directed the National Child Care Survey (1974–5), the National Day Care Home Study (1975–80), the National Employer-Supported Child Care Study (1984–5), the National Evaluation of Transition from Head Start to Elementary School (1984), and the National Child Care Survey (1990), as well as various state-level and local studies. Dr. Divine is especially interested in developing consortia and networks in order to leverage resources and knowledge. She was instrumental in establishing the Child Care Policy Research Consortium and helped expand the consortium to its present strength of more than 50 grants and contracts. She also developed the national Head Start State Collaboration Network during the early 1990s and has participated in a wide variety of working groups and interagency forums to promote high quality research and evaluation studies. Dr. Divine holds a doctorate in Human Development and

Psychology from the Harvard University Graduate School of Education and has completed post-doctoral work in analytic psychology at the C.G. Jung Institute in Zurich, Switzerland. For the past decade, she has participated in post-graduate training at the Family Institute of Virginia, where she studies family systems and individual development. She retired from the Child Care Bureau in 2004 to resume advanced studies in Germany and Switzerland where she spends part of each year.

Chantelle Dowsett

Chantelle Dowsett, M.A., is a doctoral candidate in the Department of Human Ecology at the University of Texas at Austin, under the advisory of Dr. Aletha Huston. Ms. Dowsett has been an active member of the child care team under MDRC's Next Generation Project, involved in data management, analysis, and authorship of several articles. Part of her time on the Next Generation Project was funded as a predoctoral traineeship from the National Institute of Child Health and Human Development (NICHD). Using data from the NICHD Study of Early Child Care and Youth Development, Dowsett has also coauthored several papers with Dr. Huston examining the role of social-emotional behavior in school readiness and the reciprocal relationship between the amount of time children spend in child care and children's social behavior.

Carolyn Drugge

Carolyn Drugge, M.S., M.A., is the director of Maine's Office of Child Care and Head Start. Ms. Drugge currently serves as both the State Child Care Administrator and Head Start Collaboration Director. She is also the co-principal investigator on the Maine Child Care Data Capacity and Research Partnership Grant. Previously, Carolyn taught at the high school and college levels, managed grants and administered programs at the University of Maine, and was the head teacher at the University of New Hampshire preschool. She has an M.A. in Public Policy and Management from the Muskie School of Public Service and an M.S. from the University of New Hampshire and has taken graduate courses in child development at the University of Connecticut.

David Edie

David Edie, M.Ed., holds the position of Public Policy Education Specialist at the University of Wisconsin–Extension as part of the Wisconsin Child Care Research Partnership. Mr. Edie was a lead state planner on child care issues for more than 20 years for State government in Wisconsin from 1980–92, including a key role in the development of Wisconsin's welfare reform program, Wisconsin Works (W-2). He held several positions during his tenure, including Director of the Office of Child Care and Director of the Office of Regulation and Licensing. Prior to his work in State government, he headed the Wisconsin Early Childhood Association (an NAEYC affiliate), taught and administered child care programs in Indiana and Massachusetts, and worked in public elementary schools as a member of the National Teacher Corps. Mr. Edie also works as a state technical assistance specialist for National Child Care Information Center.

Carla Fenson

Carla Fenson, M.Ed., has worked in the field of early childhood education for over 25 years. Her direct service experiences include teaching preschool in inclusive settings, facilitating parenting groups, and coordinating parent toddler programs. Ms. Fenson received her Master's degree in Early Intervention and Family Support at the University of North Carolina. She has coordinated research studies at the FPG Child Development Institute and the University of North Carolina's pediatric clinic where her primary roles have included professional development and the coordination of study interventions related to early childhood. Currently, Ms. Fenson is the project coordinator for the Partnerships for Inclusion (PFI) Model of On-Site Consultation, a part of the Quality Interventions for Early Care and Education project (QUINCE).

Daniel Ferguson

Daniel Ferguson is a research assistant at the National Center for Children in Poverty at Columbia University. He works on Child Care and Early Education *Research Connections*, a Web site that promotes high quality research in child care and early education and its use in policymaking. His involvement in the *Research Connections* project consists of acquiring, indexing, and abstracting resources for the site. Mr. Ferguson is a graduate of Keble College, Oxford University, where he holds a Bachelor's degree in Philosophy, Politics, and Economics.

Suzanne Freed

Suzanne Freed, M.P.P., received her B.A. degree from the University of California at Berkeley in 1996 and a Master's degree in Public Policy from the Georgetown University Public Policy Institute in 1999. She has been with the Child Care Bureau since 2003 working in the Policy and Research Division. Suzanne analyzes Federal and state subsidy policy and is the coordinator and editor for the Child Care and Development Fund Report to Congress. She is also a member of the steering committee for the Child Care and Early Education *Research Connections* project. Prior to joining the Bureau, Ms. Freed was a senior analyst for the House and Senate budget committees in the Maryland General Assembly, covering such areas as school readiness, welfare reform, and child support enforcement. In addition, she served as lead staff for Maryland's Blue Ribbon Commission on the Financing of Early Child Care and Education.

Lisa Gennetian

Lisa Gennetian, Ph.D., is a Senior Research Associate at MDRC and has been at the forefront of MDRC's child well-being and child care work, examining the effects of welfare and employment policies on child care, family structure, family relationships, and the well-being of children and adolescents. Dr. Gennetian is a lead investigator in the Next Generation project, aimed at broadly examining the effects of welfare and employment programs on low-income children using data from over 10 studies and is actively part of MDRC's methodological initiatives aimed at developing nonexperimental techniques that can be applied to experimental data to better

understand how programs affect families and children. She has managed several projects in the areas of child care and child well-being, directing research, analytic design, and leading write-up of findings, and has also published numerous academic articles in leading peer-reviewed journals, largely based on findings from MDRC's random assignment studies of welfare and employment programs. She received her doctorate in Economics from Cornell University in 1998, specializing in economics of the family and labor economics.

Jamie Gottesman

Jamie Gottesman is the Assistant Bureau Chief for the Ohio Department of Job and Family Services, Bureau of Child Care and Development. Ms. Gottesman is responsible for the research, planning, and development of all new and existing initiatives. During her tenure the Bureau has launched First Steps, Ohio's Infant Toddler Initiative, and the Governor's Early Literacy Initiative, and now is responsible for the implementation of Step Up to Quality, Ohio's Quality Rating System. Ms. Gottesman has been in the field of education for nearly 20 years as a teacher, child care director, curriculum director, and education manager for Head Start. Those who know her all agree that regardless of the role, she brings a tireless energy and enthusiasm to work on behalf of children, their families, and all those who care for them.

Cathy Grace

Cathy Grace, Ph.D., is Director of the Early Childhood Institute at Mississippi State University and the National Center for Rural Early Childhood Education. She has conducted research in child care settings focusing on professional development of teachers in child care and early education programs serving children from low-income families. Developing research-based policy and educational practice related to issues facing the teachers and support systems to young children in rural America is one aspect of her new position as National Center Director. Prior to her work at Mississippi State University, she coordinated state-wide implementation of public kindergarten in Mississippi, developed the family support/family preservation model currently utilized by the Mississippi Department of Human Services, and served as Executive Director of the Southern Early Childhood Association. She has co-authored with Elizabeth Shores *The Portfolio Book—A Step-by-Step Guide for Teachers*, written with Gail Lindsey the parent and caregiver guide to *Right From Birth* as part of a Mississippi Public Broadcasting Network series based on the book written by Drs. Craig and Sharon Ramey, and authored the parent/caregiver guide to *Going to School* for Mississippi Broadcasting Network based on the book written by Drs. Craig and Sharon Ramey. The Early Childhood Institute at Mississippi State University is funded through a partnership with the Day Foundation and the Phil Hardin Foundation. The National Center for Rural Early Childhood Education is funded by the U.S. Department of Education.

Wen-Jui Han

Wen-Jui Han, Ph.D., is Assistant Professor of Columbia University School of Social Work. She has extensive research experience in the area of child care, maternal employment, and child well-being. Specifically, she is conducting research in the areas of maternal employment and child well-being, the impact of the 1996 welfare reform law on low-income single mother families' economic well-being in New York State and New York City, the effects of the 1993 Family and Medical Leave Act (FMLA) on mother's and father's leave usage and leave-taking duration surrounding the birth of the newborn, the associations between parents' work schedules and the arrangements they make to care for their children and between parents' work schedules and child well-being, the impact of families' resource allocation on children's educational outcomes in an international perspective. Recently, she expands her research expertise to examine the developmental experiences of children in immigrant families, using data from the National Longitudinal Survey of Youth 1997 Cohort as well as the Early Childhood Longitudinal Survey Kindergarten cohort.

Aletha Huston

Aletha Huston, Ph.D., is the Pricilla Pond Flawn Regents Professor of Child Development and the Associate Director of the Population Research Center at the University of Texas at Austin. She specializes in understanding the effects of poverty on children and the impact of child care and income support policies on children's development. She is a principal investigator in the New Hope Project, a study of the effects on children and families of parents' participation in a work-based program to reduce poverty. She was also a member of the MacArthur Network on Successful Pathways Through Middle Childhood and an Investigator for the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, a longitudinal study following a national sample of children from birth through middle childhood. Since 1998 she has served as the leading developmental psychologist for the Next Generation Project. She edited *Children in Poverty: Child Development and Public Policy* and has written numerous articles on poverty and children. She is the first author of *Big World, Small Screen: The Role of Television in American Society*.

Marilou Hyson

Marilou Hyson, Ph.D., is Senior Advisor for Research and Professional Practice at NAEYC (the National Association for the Education of Young Children). At NAEYC, Marilou is involved in teacher education and program review, publications, position statement development, and other content and policy issues. Before joining NAEYC's staff, she was Professor and Chair of the University of Delaware's Department of Individual and Family Studies. From 1995 to 2000 Marilou served as editor-in-chief of *Early Childhood Research Quarterly*. In 1998–99 she held an Executive Branch Policy Fellowship in the U.S. Department of Education's National Institute on Early Childhood Development and Education. Among her publications is the second edition of *The Emotional Development of Young Children: Building an Emotion-Centered Curriculum*

(2003). With Carol Copple and Jacqueline Jones, she has written a chapter on early childhood education for the sixth edition of the *Handbook of Child Psychology*, to appear in 2005.

Peter Joftis

Peter Joftis is Senior Research Associate at the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan. Peter began his career at the Institute for Social Research at the University of Michigan working on the American National Election Study (NES) project. He was involved in all aspects of survey data collection, from instrument/questionnaire development to fieldwork, content coding, data and documentation preparation, archiving, dissemination, and analysis. He also taught workshops on and provided consultation in the use of statistical methods appropriate for use with survey-based data collections. More recently, Peter has been responsible for ICPSR's main database systems and their interface with the organization's Web-based projects. He has also played a leadership role in the Data Documentation Initiative (DDI), an international effort to establish a standard for technical documentation describing social science data using Extensible Markup Language (XML). He is the Associate Director of the DDI Alliance, the organization that is developing the DDI specification. As manager of the Child Care and Early Education *Research Connections* project, Peter is responsible for developing and maintaining the Web site and expanding the collection of research data available for secondary analysis. He collaborates with the National Center for Children in Poverty team to improve the design and service delivery aspects of the *Research Connections* Web site and database.

Lucy Jordan

Lucy Jordan, M.S.W., is a Child Care Bureau Research Scholar. Ms. Jordan completed her Master of Social Work at the University of Michigan, Ann Arbor campus in 1996 where she focused on Research and Evaluation and Interpersonal Practice. In the years prior to returning for her doctoral degree, she worked as a child and family clinician and as a research interviewer and analysts for a number of different research studies in the Seattle area conducted by the Department of Pediatrics Harborview Medical Center, the Social Development Research Group, Alcohol and Drug Abuse Institute and Development Research and Programs, Inc. She has extensive experience collaborating with professionals in social work practice and research areas, performing primary and secondary data collection and training. Ms. Jordan has most recently worked as a research assistant with Dr. Marcia Meyers. In this role, she has been responsible for data collection and management of two cross-state policy databases, data cleaning and preparation, data analysis combining state policy indicators with nationally representative micro data sets (such as the National Survey of American Families), conference and manuscript preparation. She has also been involved in the state policy regime work of Dr. Meyers. Ms. Jordan has assisted in teaching advanced research methods at the M.S.W. level. Her primary research area focuses on the relationship of social and family policies to labor-force participation of women.

Eric Karolak

Eric Karolak, Ph.D., is Deputy Executive Director at the National Child Care Information Center (NCCIC). A human services analyst, researcher, and administrator for the last 14 years, he is author of numerous research articles and public policy papers on child care subsidy administration, market rate surveys, and cost analysis, among other topics. He has taught at several universities, including the University of Alaska, where he was Assistant Professor. Prior to joining NCCIC, Dr. Karolak was with the Ohio Legislative Budget Office, where he worked on workforce development, family self-sufficiency, and children's issues.

Rosemary Kendall

Rosemary Kendall, Ph.D., is an Information Specialist with the National Child Care Information Center (NCCIC). Prior to joining NCCIC, Dr. Kendall has acted as both a preschool teacher and director, worked as an Early Head Start Family Development Specialist, and taught as an adjunct faculty member at Northern Virginia Community College. Through the Fairfax County Public Schools' Center for Promoting Family Learning and Involvement (FLI), she has served as instructor and presenter, and has developed curriculum and served as a trainer for pre-K–2 teachers on parent involvement and diversity issues. She planned and evaluated training through the Title XX Child Care Training Project in Western Pennsylvania. Dr. Kendall has presented at numerous State and local conferences on early childhood education and holds a Ph.D. in Education with a concentration in child development.

Kwang Kim

Kwang Kim, Ed.D., is a Senior Study Director at Westat and is the data archive manager for the FACES and Head Start Performance Measures Center project.

Eden King

Eden King, A.B.D., is currently a third-year graduate student in Rice University's graduate program in Industrial and Organizational Psychology. She recently completed her Master's thesis entitled "Making It to the Top: Do Family-Friendly Organizations Support the Advancement of Women?" with the support of the Society for the Psychological Study of Social Issues. She has begun work on her dissertation with the support of the Child Care Research Scholars Program, "How Organizations Can Help Child Care Work: Reducing Incidences and Consequences of Child Care Disruptions." In addition to her passion for psychological research, Eden also enjoys teaching and mentorship, and is currently advising an honors thesis student, coordinating a research lab of 6 graduate and 15 undergraduate students, and has taught classes for undergraduate psychology students. Eden looks forward to pursuing an academic career when she receives her Ph.D. in May 2006.

Jane Knitzer

Jane Knitzer, Ed.D., is Director of the National Center for Children in Poverty (NCCP) at the Mailman School of Public Health, Columbia University. She is a psychologist whose career has been spent in policy research and analysis of issues affecting children and families, including mental health, child welfare, and early childhood. She has been on the faculty at Cornell University, New York University, and Bank Street College for Education. Prior to that, she worked for many years at the Children's Defense Fund. Currently, her work is focusing on broad efforts to improve outcomes for low-income young children and families. She is the author of the initial Map and Track series of reports that NCCP has developed to track state-by-state policies and practices affecting young children and families. She has provided leadership to, and authored several issue briefs in NCCP's Children and Welfare Reform series, and is now directing an initiative to link school readiness and improved emotional supports to the most vulnerable young children and families, *Promoting the Emotional Well-Being of Children and Families*. The most recent publications in that series are: *Ready To Enter* and *Making Dollars Follow Sense*. Dr. Knitzer is the recipient of the first Distinguished Contribution to Child Advocacy Award from the American Psychological Association. She is a past president of Division 37 Child, Youth, and Family Services of the American Psychological Association and of the American Association of Orthopsychiatry. Currently, she serves on the New York State Permanent Committee on Justice for Children and is a member of the Family Support America Board.

J. Lee Kreader

J. Lee Kreader, Ph.D., is Director of Outreach and Partnerships, National Center for Children in Poverty (NCCP), Mailman School of Public Health, Columbia University. He co-directs Child Care and Early Education *Research Connections*, a Web-based hub for research in the field operated by NCCP in partnership with the Inter-university Consortium for Political and Social Research and the Child Care Bureau. Dr. Kreader has represented NCCP on research teams working with: Abt Associates (National Study of Child Care for Low Income Families, Evaluation of Child Care Subsidy Strategies); Bank Street College (Assessing Child Care Development Fund Investments in Child Care Quality); Chapin Hall (Child Care Subsidy Use and Employment Outcomes of TANF Mothers); Oregon State University (Guidance for Validating Child Care Market Rate Surveys) and The Dynamics of Child Care Subsidy Use study. He was planner and first coordinator for Illinois' child care resource and referral system and has directed child care programs in Chicago. His Ph.D., from the University of Chicago, is in United States social history.

Michel Lahti

Michel Lahti, Ph.D., is a Research Faculty member at the Edmund S. Muskie School of Public Service, University of Southern Maine, and directs evaluation services at the School's Institute for Public Sector Innovation. He serves as the Co-Principal Investigator on Maine's Child Care Research and Data Capacity grant. His research interests are in the areas of children's behavioral health, child welfare/adoption, and human services performance measurement systems. For the

Child Care Research Project, Dr. Lahti is working to support the creation of a network of child care researchers in Maine and is collaborating on a parent survey project investigating issues of child care access, quality, and arrangements for those receiving and not receiving governmental subsidies/supports.

Lynda Laughlin

Lynda Laughlin, M.A., is a Child Care Bureau Research Scholar and a doctoral candidate in Sociology at Temple University. Her research interests include urban poverty, low-wage work, and work-family issues. Ms. Laughlin has most recently worked as a research assistant for Drs. Julie Press and Jay Fagan on *The Philadelphia Survey of Child Care and Work* (PSCCW). Her dissertation work uses the PSCCW to examine the role of neighborhood factors in the child care decisions made by working mothers.

Nancy Lee

Nancy Lee is an early care and education policy and training consultant based in the San Francisco Bay Area. Ms. Lee has developed and implemented a range of teacher training and support initiatives for child care programs throughout California. Her education includes an undergraduate degree from the University of California, Berkeley, and graduate studies in Cognitive Development at Rutgers University. Ms. Lee is currently leading the Quality Improvement Initiative project for First Five—Alameda County.

Michael Lopez

Michael Lopez, Ph.D., is a Senior Research Analyst within the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF). This research office provides scientific consultation, coordination, and support for the implementation of research efforts within and across various ACF program offices, including the Head Start Bureau. In conducting these research and evaluation projects, OPRE staff maintain strong ties with both the academic and practitioner communities and actively contribute to the theoretical and empirical knowledge base within the areas of child development and social services programs. Dr. Lopez currently directs a number of large-scale research and evaluation projects, including the National Head Start Impact Study, the first-ever national longitudinal study examining the impact of Head Start on the school readiness of children participating in the program, as compared to children not enrolled in Head Start. Other key research projects include the national evaluation of the Comprehensive Child Development Program, the Head Start Mental Health Research Consortium, and the Head Start Graduate Student Research program. Dr. Lopez received his Ph.D. in child clinical psychology from Michigan State University, with an emphasis on pediatric psychology and child neuropsychology. After completing an internship and postdoctoral fellowship at the University of California, Los Angeles, Dr. Lopez briefly worked at Kaiser Permanente Hospital in Los Angeles, before coming to Washington, D.C., in 1991.

Erin Maher

Erin Maher, Ph.D., is a Senior Analyst for the Human Services Policy Center, Evans School of Public Affairs, University of Washington. She specializes in education and early learning. She has conducted quantitative analyses of the size and characteristics of the child care workforce, family, friend and neighbor care, and the costs and impacts of expanded early care and education financing systems as co-investigator on the following projects, among others: *Improving the Quality of Family, Friend, and Neighbor Caregiving: Developing, Implementing, and Evaluating a Caregiving Skills and Knowledge Training and Support Program*; *Estimating the Size of the Child Care Workforce at the State and National Level*; *Financing Universal Early Care and Education for American Children*; and *Family, Friend, and Neighbor Care and Caregivers in Washington State*. She has also conducted research on mental health and disability and published in all areas. She has expertise in both quantitative and qualitative methods, including survey design and implementation. She received her Ph.D. in Sociology from Indiana University.

Ivelisse Martinez-Beck

Ivelisse Martinez-Beck, Ph.D., received her doctorate in Developmental Psychology and Linguistics from the University of Michigan, Ann Arbor, Michigan. She also holds a Graduate Certificate from the Graduate Program in Culture and Cognition at the University of Michigan, an interdisciplinary program in Anthropology and Psychology for the study of socio-cultural influences on cognitive processing and cognitive development. She currently holds a Society for Research in Child Development Executive Branch Policy Research Fellowship with the Policy and Research Division of the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services in Washington, D.C. Her work in the Child Care Bureau involves: consultation in designing the Child Care Bureau's research agenda; management of research grants and contracts studying topics related to child care subsidy policies, implementation of child care quality initiatives (including efforts to improve the knowledge, skills and competencies of the early care and education workforce), and their effects on quality of care and child outcomes; representation of the Child Care Bureau in diverse Federal interagency research groups; and, most recently, collaboration in designing the Child Care Bureau's role in implementing the *Good Start Grow Smart* early learning Presidential initiative. She is a member of the steering committee of the Child Care and Early Education *Research Connections* project and co-project officer of the recently funded Child Care Provider Training Evaluation study to be conducted by the FPG Child Development Institute at the University of North Carolina at Chapel Hill, and the Georgetown University Center on Health and Education in Washington, D.C.

Kelly Maxwell

Kelly Maxwell, Ph.D., is a Research Scientist at the FPG Child Development Institute and Clinical Assistant Professor in the School of Education at the University of North Carolina at Chapel Hill. She leads a study of legal, unregulated family child care and co-directs, with Dr. Richard Clifford, the National Prekindergarten Center. Her primary research interests include

school readiness assessment, developmentally appropriate practices in preschool and the early elementary grades, and early childhood professional development.

Marcia K. Meyers

Marcia K. Meyers, Ph.D., is Associate Professor of Social Work and Public Affairs at the University of Washington and an Affiliate of the Social Indicators Survey Center at Columbia University. She earned an M.P.A. at Harvard University and an M.S.W. and Ph.D. from the University of California, Berkeley. Dr. Meyers's research focuses on public policies and programs for vulnerable populations, with a particular focus on issues of child care, poverty, welfare and maternal employment. Current research projects examine the impact of U.S. state policy regimes on the labor force participation of mothers, on inequality in access to early childhood education and care, and on disposable family income. In collaboration with researchers at the Rockefeller Institute of Government, she is studying the front-line delivery of welfare reforms in 11 sites around the country. With colleagues at the Social Indicators Survey Center, she conducts a biannual survey to monitor the economic and social well-being of the residents of New York City. Dr. Meyers is co-author of a book on European models of family policy, *Families That Work*, published in 2003 by the Russell Sage Foundation and is co-editing a forthcoming book tentatively titled *New York City and the Welfare State*. Meyers has received funding for her work from the U.S. Department of Health and Human Services (OASPE and Child Care Bureau), the State of California (Department of Social Services), the MacArthur Foundation, the Russell Sage Foundation, the Public Policy Institute of California, the Ford Foundation, the Foundation for Child Development, and other sources. Her papers have appeared recently in *Journal of Policy Analysis and Management*, *Journal of European Social Policy*, *Social Service Review*, *Journal of Public Administration Research and Theory*, *Social Science Quarterly*, and *Demography*.

Reeva Sullivan Murphy

In her 25 years in early education and child care, Reeva Sullivan Murphy, M.Ed., has served as a teacher of young children in a variety of public and private settings, child care director, consultant and trainer, and college-level instructor. Since September 1999 she has held her current position as the Child Care Administrator for the Rhode Island Department of Human Services (RI DHS). In this capacity she serves as the top state administrator responsible for policy and program decisions related to the RI DHS Starting Right Child Care Assistance Program, Rhode Island's subsidy program under the Child Care and Development Fund (CCDF). This includes responsibility to administrate related child care quality and professional development initiatives funded by the CCDF quality set-aside. Ms Murphy has served as a validator for the National Academy of Early Childhood Programs at the National Association for the Education of Young Children (NAEYC) and a representative for the Council for Early Childhood Professional Recognition, which awards Child Development Associate credentials. She is an active member of NAEYC and the American Public Human Services Association Child Care Affiliate. Ms. Murphy holds a B.A. in Humanities from Providence College and a Master's in Early Childhood Education and Special Education from Rhode Island College.

Deborah Neill

Deborah Neill, M.A., has worked almost exclusively in the area of child-related services for the past 29 years. Her varied experience includes work in the areas of mental health, school psychology, special education, developmental disabilities, juvenile justice, child welfare, and child care. Ms. Neill was licensed as a Psychological Examiner in 1978 and did her postgraduate work in School Psychology at Middle Tennessee State University from 1980–81. Ms. Neill notes that her life outside of work includes spending time with her two godchildren, a horse, two dogs, two cats, and many friends. Ms. Neill holds a B.A. in Psychology from the University of Denver and an M.A. in Clinical Psychology from Middle Tennessee State University.

Peggy O’Brien-Strain

Peggy O’Brien-Strain, Ph.D., is Director of Social Policy at The SPHERE Institute, a nonprofit research firm based in the Bay Area. She also serves as an adjunct fellow at the Public Policy Institute of California and staff economist for the Gardner Center for Youth and Their Communities at the Stanford University School of Education. She was Principal Investigator for the Child Care Bureau–funded Child Care Price Dynamics project in California and is currently helping to plan and evaluate a county-specific child care subsidy pilot in San Mateo, California. Her research covers a broad range of topics in social service delivery, performance measurement, and welfare reform in California. She received her Ph.D. in Economics from Stanford in 1999, specializing in labor economics.

W. David Patterson

W. David Patterson, Ph.D. is the technical lead for the Palmetto Stars Information System project. He is employed by the South Carolina Budget and Control Board’s Office of Research and Statistics, where he currently serves as supervisor of the social services unit and project manager for several systems development initiatives. He holds a doctorate in Political Science from Emory University with specialization in quantitative research methods and social welfare policy. Dr. Patterson has over 20 years of practical experience in systems development using numerous programming languages and information technology architectures. Prior to his employment with the Office of Research he served on the faculty of Southern Methodist University and as a Research Associate with the Centers for Disease Control and Prevention’s Family and Intimate Assaults in Atlanta project.

Shawn Marie Pelak

Shawn Marie Pelak, M.A., is a Research Associate at the Inter-university Consortium for Political and Social Research (ICPSR), Institute for Social Research, University of Michigan. Her responsibilities include supervising the data acquisition and processing activities of the Child Care and Early Education *Research Connections* project. *Research Connections*, a partnership between ICPSR, Columbia University’s National Center for Children in Poverty, and the Child

Care Bureau, is a collaborative effort to promote high quality research in child care and early education and the use of that research in policy making. Ms. Pelak is a graduate of the University of Illinois, where she studied political science. Prior to her work on the *Research Connections* project, she spent 6 years working on the public opinion and electoral data acquisition activities of ICPSR's General Archive, as well as consulting with data producers on the preparation of public-use data files. Ms. Pelak has participated in numerous presentations on the topics of data acquisitions, promoting secondary analysis of data, and the use of both ICPSR and *Research Connections* resources.

Toni Porter

Toni Porter, M.A., has served as the director of the Institute for a Child Care Continuum at Bank Street College of Education since 1992. The Institute's work focuses on early childhood services, parenting education, and family support. It offers staff development for individuals and organizations that seek to develop and implement programs in these areas; technical assistance to agencies that offer early childhood services, family support, and parent education; and policy research. Ms. Porter's current research interests focus on two issues: the use and evaluation of funds to improve child care quality, and understanding quality in kith and kin child care. Among the studies she has conducted are: *Supporting Family, Friend and Neighbor Caregivers: Findings From a Survey of State Policies* (with Kearns); *A Toolkit for Evaluating Initiatives To Improve Child Care Quality* (with Mabon, Kearns, Robertson and Kreader); *Assessing Child Care Development Funds Investments in Child Care Quality: A Study of Selected State Initiatives* (with Habeeb, Mabon, Robertson, Kreader and Collins); *Doting on Kids: Understanding Quality in Kith and Kin Child Care* (with Rice and Mabon); *Neighborhood Child Care: Family, Friends, and Neighbors Talk About Caring for Other People's Children*; and *Lessons Learned: Strategies for Working With Kith and Kin Caregivers* (with Rice). She is currently engaged in developing an instrument to assess quality in family, friend, and neighbor care.

Julie E. Press

Julie E. Press, Ph.D., is Assistant Professor of Sociology and Women's Studies at Temple University. Her research interests include the sociology of gender, work and family, and race, urban poverty, and social inequality. Dr. Press's Child Care Bureau grant funded the Philadelphia Survey of Child Care and Work, a quantitative social survey of 1,070 working mothers designed to examine linkages between child care problems and mothers' work outcomes. She has published articles in *Journal of Marriage and Family*, *Gender & Society*, *Journal of Family Issues*, *Journal of Family and Economic Issues*, and the Russell Sage Foundation volumes *Prismatic Metropolis* and *Urban Inequality*. She is currently writing a book, *Working To Succeed: How Child Care Impacts Mothers' Work and What We Can Do About It*, using data from the survey funded by the Child Care Bureau and the Ford Foundation.

Harriet Presser

Harriet Presser, Ph.D., is Distinguished University Professor in the Department of Sociology at the University of Maryland, College Park. She is Past President of the Population Association of America (1989), and was named George Washington University's 1992 Distinguished Alumni Scholar, having received her B.A. from there. She earned her M.A. at the University of North Carolina at Chapel Hill and her Ph.D. from the University of California, Berkeley. She has held residential fellowships at the Center for Advanced Study in the Behavioral Sciences at Stanford, the Netherlands Institute for Advanced Study in the Humanities and Social Science, the Russell Sage Foundation, and the Rockefeller Foundation's Bellagio Study and Conference Center. Dr. Presser is an elected Fellow of the American Association for the Advancement of Science (AAAS). Her research interests currently focus on the intersections of gender, work, and family, both from a demographic and sociological perspective, with special attention to the impact of our 24/7 service economy on work and family time. Her recent book on this issue is *Working in a 24/7 Economy: Challenges for American Families* (Russell Sage Foundation, 2003). Both in this book and in her other publications, she has elaborated on how parental employment at nonstandard times generates complex and often problematic child care arrangements. Dr. Presser has received grants from the National Institutes of Health, the National Science Foundation, the Rockefeller Foundation, the W.T. Grant Foundation, the Russell Sage Foundation, the William and Flora Hewlett Foundation, the Andrew W. Mellon Foundation, and the Population Council. She recently completed a project funded by the Russell Sage Foundation (with Janet Gornick at CUNY, Baruch) entitled *Nonstandard Work Schedules and Public Policy in Cross-National Perspective*, examining variations within Europe and the United States.

Helen H. Raikes

Helen H. Raikes, Ph.D., is an Associate with the Center on Children, Families, and the Law at the University of Nebraska and is affiliated with the Gallup Organization, Omaha, Nebraska. At the University of Nebraska—Lincoln, she is also Adjunct Associate Professor, Departments of Psychology and Family and Consumer Science. Dr. Raikes received her doctorate degree from Iowa State University and Master's degree from the University of California, Davis. Her research and professional activities in developmental psychology have centered on infants and toddlers and low-income children in general. She has been principal investigator the Midwest Child Care Research Consortium; the Nebraska Head Start/Public Schools Transition Study; and the Nebraskan's Attitudes Towards Children and Youth study. She was also Director of Research and Infant/Toddler Programs at the Gallup Organization Child Development Center. Dr. Raikes provides consultation to the Administration on Children and Families in connection with the Early Head Start Research and Evaluation Project.

Craig T. Ramey

Craig T. Ramey, Ph.D., is the co-author of two recent books, *Right From Birth: Building Your Child's Foundation for Life* and *Going to School: How To Help Your Child Succeed*, published by Goddard Press of New York. He is Georgetown Distinguished Professor of Health Studies and Founding Director of the Center for Health and Education at Georgetown University.

Dr. Ramey is the author of more than 225 scientific and educational articles and five books and has made over 600 keynote and scientific addresses. The American Psychological Association's Award for Exemplary Prevention Research is one of many that Dr. Ramey has received for his work on the prevention of intellectual disabilities and for exemplary early childhood education programs. Dr. Ramey frequently appears on television and radio concerning child, family, and public policy issues. He also serves as a frequent advisor to Federal and state governments and private agencies concerning policies and programs. Currently, Dr. Ramey serves on the Head Start Research Advisory Panel and the National Academy of Science Panel on Minority Representation in Special Education.

Sharon Landesman Ramey

Sharon Landesman Ramey, Ph.D., holds the Susan H. Mayer Professorship in Child and Family Studies at Georgetown University, and is the Founding Director of the Georgetown University Center on Health and Education. Dr. Ramey earned her B.A. in Psychology and Comparative Physiology at New College and her Ph.D. in Developmental Psychology from the University of Washington. She has held professorships in Psychiatry at the University of Washington, the University of North Carolina at Chapel Hill (where she was Director of the FPG Child Development Center), and the University of Alabama at Birmingham (where she was the Founding Director of the Civitan International Research Center). Dr. Ramey's research has focused on the effects of the environment on behavior, including longitudinal studies of the effects of early experience on the development of children "at risk" for mental retardation and school failure; pioneering work on the behavioral effects of prenatal exposure to alcohol, nicotine, and cocaine; in-depth studies on the dynamic changes affecting today's American families; observational research on the social ecology of residential and educational settings for individuals with mental retardation; and a recent landmark study on the transition to school, including 8,000 former Head Start children and families and 3,000 other classmates and their families; and an ongoing multi-site study on the prevent of child neglect. Currently, Dr. Ramey leads an interdisciplinary team in conducting randomized controlled trials of an innovative, highly intensive form of rehabilitation (known as Pediatric CI Therapy) for young children with cerebral palsy.

Dr. Ramey has published more than 175 scientific papers and four books. Her recent parenting books, *Right From Birth: Building Your Child's Foundation for Life* and *Going to School: How To Help Your Child Succeed* have received National Parenting Book Gold Awards, and are the basis for two highly acclaimed public television series named after each of the books. Dr. Ramey is a frequent guest on many television and radio programs, and serves as a consultant nationwide and internationally on projects that seek to improve the health and well-being of children and families, and has received numerous awards for her research achievements. Sharon Ramey lives in Washington, D.C., with her husband, Dr. Craig Ramey, and their youngest child, Sam (now 12 years old). The Rameys have three grown daughters and two wonderful granddaughters, who live nearby.

Dawn Ramsburg

Dawn Ramsburg, Ph.D., is a Society for Research on Child Development Policy Fellow appointed to the Administration for Children and Families in the Child Care Bureau. Dr. Ramsburg has a Ph.D. in Human Development and Family Studies from the University of Illinois at Urbana–Champaign. Prior to joining the Child Care Bureau, Dr. Ramsburg conducted child care policy research for the Illinois Department of Human Services, including market rate surveys, child care workforce studies, a study of license-exempt care in Illinois, and an evaluation of the Great START wage supplement program. Dr. Ramsburg served on several state child care committees and was part of the Illinois child care resource and referral system from 1996 through 2004. She also was a toddler teacher for 2 years.

Mairéad Reidy

Mairéad Reidy, Ph.D., is a Senior Researcher at Chapin Hall and a Research Associate (Instructor) at the University of Chicago. Her current work focuses on the effects of child care subsidy use, and food stamp and Women, Infants, and Children (WIC) program participation on child and family outcomes. She leads an Administration on Children, Youth, and Families–funded collaborative initiative between the U.S. Census Bureau, the Jacob France Institute at the University of Maryland, the National Center for Children in Poverty, and the Ray Marshall Center at the University of Texas examining employment and Temporary Assistance for Needy Families (TANF) outcomes for low-income families receiving child care subsidies in Illinois, Maryland, and Texas. Dr. Reidy is also involved in state, national, and international efforts to develop and monitor indicators of the well-being of children and youth. She is currently working on a report entitled *North American Child Well-Being Indicators*. Funded by the Annie E. Casey Foundation, this report will document the well-being of children in Canada, Mexico, and the United States. Recently she has directed both the State Child Indicators Initiative and State Youth Indicators Initiative at Chapin Hall. Sponsored by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (ASPE), these initiatives aim to assist states with the development and use of indicators of child and youth well-being. Dr. Reidy holds a Master’s degree in Social Policy and a Ph.D. in Sociology from Oxford University.

Rose Ribeiro

Rose Ribeiro, M.R.P., is a Bilingual Information Specialist at the National Child Care Information Center (NCCIC), where her work focuses primarily on child care subsidy administration; early care and education funding and legislation; early care and education statistics; early childhood nutrition; cultural and linguistic diversity in early care and education; and the development of resources for Hispanics. Before joining NCCIC, Ms. Ribeiro worked as a research specialist for the Linking Economic Development and Child Care Research Project at Cornell University. Ms. Ribeiro received her Master’s degree in Regional Planning at Cornell University.

Elizabeth Rigby

Elizabeth Rigby, M.Phil., is a doctoral candidate in Politics and Education at Columbia University. Her dissertation research, supported by the Child Care Bureau through a Research Scholar award, examines state early care and education policymaking during the 1990s. Elizabeth is also a Graduate Research Fellow at the National Center for Children and Families (Teachers College, Columbia University) where she serves as the coordinator of the Policy Matters project, a state-based policy planning effort focused on states' school readiness policies. In the fall, Elizabeth will begin a postdoctoral fellowship at the University of Wisconsin–Madison as a Robert Wood Johnson Health and Society Scholar.

Joanne Roberts

Joanne Roberts, Ph.D., is a Research Scientist at Wellesley College Center for Research on Women in Wellesley, Massachusetts. She is a director of the Massachusetts Early Care and Education Study, the Maine Early Care and Education Study, and the Family Income, Infant Child Care and Child Development Study. She was recently awarded an AERA Research Grant to examine relations among family characteristics, child care, and children's outcomes at 12, and 24 months. In addition she is the co-principal investigator of the Massachusetts Early Care and Education and School Readiness Study by funded by the Administration for Children and Families. Dr. Roberts is a director of the Massachusetts Voucher Study. Her interests include links between early care and education and school readiness. Dr. Roberts holds a Ph.D. from New York University in Psychological Development.

Wendy Wagner Robeson

Wendy Wagner Robeson, Ed.D., is a Research Scientist at Wellesley College Center for Research on Women in Wellesley, Massachusetts. She is the director of the Family Income, Infant Child Care and Child Development Study as well as a director of the Massachusetts Early Care and Education Study and the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development. Dr. Robeson is the principal investigator of the Administration for Children and Families–funded Massachusetts Early Care and Education and School Readiness Study. She also directs the Massachusetts Capacity Study, which is examining the current early care and education workforce in Massachusetts and the capacity of institutions of higher education to train them. Her interests include links between language and social development, early care and education, and school readiness. Dr. Robeson holds an Ed.D. from Harvard University in Language Development.

Mariajosé Romero

Mariajosé Romero, Ph.D., co-director of Child Care and Early Education *Research Connections*, joined the National Center for Children in Poverty (NCCP) in January 2002 to assist in the development of this project's pilot Web site. Her interests focus on the sociology of early

childhood education and the educational experiences and outcomes of Latino immigrants in the United States. She has conducted evaluations of federally funded education and prevention programs, as well as research for nonprofit organizations in the United States and Colombia, and has taught in higher education institutions in both countries. Prior to joining NCCP, Dr. Romero worked in the evaluation of New York City's summer school and evaluated projects in the areas of family literacy, early literacy, parent needs assessment, and bilingual education, as well as substance use and sex risk prevention education. A Fulbright scholar, she received her Ph.D. and Ed.M. in Sociology of Education from the State University of New York at Buffalo, and a professional degree in Psychology from Universidad de los Andes, Bogotá, Colombia. Dr. Romero is the author of two ethnographies of preschools and several research and evaluation reports. Her work has been presented at national and regional conferences.

Deanna Schexnayder

Deanna Schexnayder, M.B.A., is Associate Director and a Research Scientist at the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin's LBJ School of Public Affairs, and has been conducting research on human resource development issues since 1983. She is currently managing a 3-year study of the devolution of Texas-subsidized child care policy to the local level. Ms. Schexnayder has directed or co-directed research projects related to Texas welfare, employment and training, child care, and child support programs since 1986. She is considered a leader in the use of individual-level administrative program data for research purposes and lectures regularly on this topic for national research audiences. She has served as a technical advisor to the U.S. Department of Health and Human Services-funded Child Care Research Collaboration and Archive (Child Care and Early Education *Research Connections*) project and the Evaluation of Child Care Subsidy Strategies project. Ms. Schexnayder also participates in many local initiatives devoted to improving the quality of child care and public education, and has served on numerous education and child care policy advisory committees for the Austin Independent School District and other organizations. She holds a B.S. in Psychology and an M.B.A., both from Louisiana State University.

Diane Schilder

Diane Schilder, Ed.D., is a Senior Research Associate and Project Director at the Education Development Center, Inc. (EDC). For more than 15 years, Dr. Schilder has directed large-scale research studies for government agencies, national organizations, and foundations. Prior to joining EDC, Dr. Schilder served as a principal researcher and project manager for the Harvard Family Research Project. She also worked as a senior social science analyst at the U.S. General Accounting Office. In these roles, she led numerous evaluations and studies of early care and education initiatives. Dr. Schilder earned a doctorate in Education Administration and Policy Studies from George Washington University, and holds a Master's degree in Education and Human Development.

Linda Smith

Linda Smith is the Executive Director for NACCRRRA, the Nation's Network of Child Care Resource and Referral Agencies. Prior to joining the NACCRRRA staff, Ms. Smith served as a Legislative Fellow and then professional staffer on the U.S. Senate Health, Education, Labor and Pensions Committee under the Chairmanship of Senator Edward M. Kennedy. During this time, Ms. Smith worked on a variety of children's legislation including the Child Care and Development Block Grant, the Early Care and Education Act, the Child Abuse Prevention and Treatment Act, and the Temporary Assistance for Needy Families (TANF) block grant. Ms. Smith has over 25 years of Federal service with the Department of Defense. In her last position, Ms. Smith was the Director of Family Policy for the Secretary of Defense and was responsible for policy and oversight of family programs affecting 2.1 million family members of military personnel. Programs included Child Development and Youth Programs, Child and Spouse Abuse Programs, Family Centers, Spouse Employment, and Relocation and Transition Assistance Programs. In this capacity, she had direct operational oversight of annual budgets totaling \$200 million and policy oversight for programs with combined budgets of close to \$1 billion dollars. Prior to joining the staff of the Secretary of Defense, Ms. Smith worked for both the U.S. Army and the U.S. Air Force. She spent 5 years developing programs for Native American Children on the Northern Cheyenne Indian Reservation and 2 years as an Extension Home Economist for the University of Wyoming. Ms. Smith has received numerous awards including the Defense Distinguished Civilian Service Award, the highest award given to a Department of Defense civilian. Ms. Smith is a native of Polson, Montana, and a graduate of the University of Montana. She has two grown daughters.

Alberto Sorongon

Alberto Sorongon is a research associate at Westat and is currently involved with the analysis and reporting of data collected for all three cohorts of the Family and Child Experiences Survey (FACES). For FACES, Mr. Sorongon has conducted such analyses as multi-level modeling, psychometric evaluation of the instruments, and other multivariate approaches.

Rod Southwick

Rod Southwick, M.P.A., is the Research Director for the Massachusetts Office of Child Care Services. He manages the collection of state and Federal subsidy data and produces reports on the cost, use, and demand for both subsidized child care and licensed child care providers in Massachusetts. For the past 15 years Mr. Southwick has been a child care program administrator and has helped design and develop two child care data management systems for Massachusetts. In this capacity he has assisted in data collection efforts for a number of national research projects. He received a B.A. from the University of California and a M.P.A. from Northeastern University. Particular interests include the collection and maintenance of child care administrative data and the evaluation of program quality in facilities serving low-income children. The Massachusetts Office of Child Care Services (OCCS) is the state agency responsible for child care licensing, a professional child care staff qualification registry,

information and referral services for child care, quality initiatives for providers, provider training and curriculum development, and—as the state CCDF lead agency, most all child care subsidies funding—child care for TANF recipients, income-eligible child care, teen parent child care, wraparound child care for Head Start families, supportive child care for children at risk of abuse or neglect (DSS clients), and pilot programs. More information about OCCS is available at <http://www.qualitychildcare.org>.

Alan Sweet

Alan Sweet, Wisconsin Department of Workforce Development, is Wisconsin's Grant Manager for the state's Child Care Data Capacity Grant. When not in that role, Mr. Sweet is the manager of the state's automated systems that support the subsidy program. He has worked in child care for 10 years as the lead for the subsidy program policies and procedures. Mr. Sweet is most proud of his work in leading the development of Wisconsin's Child Care Data Warehouse (CCDW), a system built by Deloitte, the state's child care IT contractor. The CCDW is now the cornerstone data source for both the Child Care Data Capacity and the Child Care Research Partnership grants.

Kate Tarrant

Kate Tarrant is pursuing a Master's degree in Public Administration at Columbia University's School of International and Public Affairs, with a concentration in Social Policy. Kate is also a research assistant for the National Center for Children and Families, Teachers College, Columbia University. She previously worked as the Public Policy Specialist for Good Beginnings Alliance–Hawaii, an intermediary organization working to shape public policy, increase public awareness, and mobilize action to improve the lives of Hawaii's young children. Kate's research interests include the development of a comprehensive system of early care and education for young children and the application of child care and school readiness policy to children who receive informal care.

Henry Tran

Henry Tran is a doctoral candidate in Psychology at Temple University, where he is currently serving as a Child Care Bureau Dissertation Research Fellow. His research interests include child care access for low-income families, parents' child care preferences and selection, and effects of child care on children. Mr. Tran's dissertation work examines the rates, effects, and mechanisms of child care stability in preschool-age children.

Karen Tvedt

Karen Tvedt began her career in the field of early care and education as a licensed family child care provider. She also taught in a cooperative preschool program, directed a school-age child care center, instructed parents and child care providers at the community college level, and worked as a child welfare services caseworker. From 1985 through 1998, she was administrator of Washington State's child care programs, which included subsidy policy, licensing, and initiatives to improve the quality, availability, and affordability of child care. Since 1999, Karen Tvedt has served as director of the Child Care Bureau's Policy and Research Division and oversees Child Care and Development Fund (CCDF) policy, data, and research. She has degrees in early childhood education, social work, and public administration.

Jere Wallden

Jere Wallden, M.A., is Executive Director of The Registry Inc., of Wisconsin. She has an M.A. in Adult Education from the University of Wisconsin with an emphasis in early childhood education. Her varied background in early childhood includes teaching in public schools, providing family child care and serving as a child care center director, and holding administrative positions in technical assistance agencies before becoming the Executive Director of the Wisconsin Registry in 1991. Ms. Wallden and her staff have been involved to date in the system development of registries in eight other states. Ms. Wallden is a founding member of the National Registry Alliance, a collaboration of 26 participating states that are planning or implementing a Registry as part of their career development systems. In addition, Ms. Wallden is a faculty member at Nicolet College where her primary interest and focus is on educating child care administrators and where she was instrumental in the development of Wisconsin's Child Care Administrator Credential.

Roberta Weber

Roberta Weber, A.B.D., coordinates the Oregon Child Care Research Partnership, part of the Family Policy Program at Oregon State University. Ms. Weber has worked in child and family education for over 30 years and has been involved in child care research since the late 1980s. Much of her work has centered on child care research partnerships, strategies for improving child care by bringing researchers, practitioners, and state administrative staff together in policy-relevant research efforts. Her work focuses on efforts to improve child care through policy-relevant research. She is also involved in efforts to utilize administrative data in research. Recently, Ms. Weber led an effort to articulate a strategy for improving child care by providing qualitative information on child care facilities to parents and communities. She is currently involved in a study of the stability of child care subsidy participation and subsidized child care arrangements, a part of a larger study of what happens to families after they leave the subsidy program. Ms. Weber is currently completing her doctorate at Oregon State University.

Marsha Weinraub

Marsha Weinraub, Ph.D., is Laura H. Carnell Professor of Psychology at Temple University in Philadelphia, Pennsylvania. Dr. Weinraub has published widely in the areas of infant attachment, gender role development, and family interactions. She is most noted for her studies of the effects of early child care, single parenting, and maternal employment on parent-child relationships and child development. Dr. Weinraub is the author or co-author of more than 120 scholarly articles, book chapters, and presentations on early personality development. She has served on the editorial boards of *Child Development* and *Psychology of Women* and has reviewed for numerous other professional journals and funding agencies. Dr. Weinraub is a Principal Investigator on the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, a national longitudinal project investigating variations in early child care in infants and toddlers and the effect of these variations on children's social, emotional, and intellectual development. This project has followed a diverse sample of more than 1,000 children from birth. Phase IV is now beginning, examining the effects of early experiences with child care on children's development during adolescence. With Anne Shlay, Dr. Weinraub is co-investigator on a 2-year project funded by the William Penn Foundation to study the effects of child care subsidies on parental employment and child and family outcomes in low-income families with different ethnic backgrounds. It is hoped that the results of this William Penn project will help the State of Pennsylvania redesign its program of child care subsidies in low-income families.

Susan Wilson

Susan Wilson, M.S.W., is the director of the Early Childhood DataCONNECTIONS project, which aims to build the capacity of state government to collect, analyze, and disseminate early childhood data and research for program and policy purposes. It is funded by a State Child Care Data and Research Capacity grant from the Child Care Bureau, along with state general funds and foundation grants. She was a policy planner in the Connecticut Department of Social Services for 11 years where she did interagency work on child care and welfare to work programming. Ms. Wilson is currently a Fellow with the State Early Childhood Policy Leadership Forum sponsored by Zero to Three and the National Governors Association. She was a Head Start Fellow in Washington, D.C., in 1999–2000. She has over 30 years of experience in social services and research and has an M.S.W. in Community Organization and Urban Planning from the University of Pittsburgh.

Martha Zaslow

Martha Zaslow, Ph.D., is Vice President for Research and Senior Scholar at Child Trends in Washington, D.C. Dr. Zaslow's work focuses on the implications of welfare policies for families and children; the development of children in poverty; maternal employment; child care; and improving survey measures of parenting and of children's development. Dr. Zaslow received her Ph.D. in Developmental Psychology from Harvard University.

Nicholas Zill

Nicholas Zill, Ph.D., heads the Child and Family Study Area at Westat, a social science research organization in Rockville, Maryland. He received his doctorate in psychology from The Johns Hopkins University. He has helped to design, analyze, and report on large-scale studies of children and families for more than 28 years, including the Head Start National Reporting System (NRS), the Head Start Family and Child Experiences Survey (FACES), and the National Survey of Children. He is the author or co-author of a number of journal articles and book chapters on the health status and school readiness of American children, adolescent time use, and the development and well-being of children from divorced families, stepfamilies, adoptive families, and welfare families.