

C2: EARLY CARE AND EDUCATION COORDINATION: DESCRIPTIVE RESEARCH FINDINGS AND POLICY IMPLICATIONS

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Session Overview

- Brief description of forthcoming Special Issue of Early Education and Development on Early Childhood Collaboration
- Findings from the national descriptive study of Early Head Start-Child Care Partnerships
- Findings from a study on coordination of early care and education with family economic security and/or other health and human services
- Recommendations and suggestions from audience about research issues regarding coordination
- Emerging findings and methodological challenges of conducting a needs assessment that focuses on coordination of services for children birth to age five

What are we talking about when we talk about coordination?

?

Potential Research Issues to Consider

- 1. What are research implications of the articles in the special issue?**
 - Given the nature of the research on coordination and collaboration, what additional methods should be considered for future research?
 - To adequately address equity, what questions should be posed and methods should be employed?
 - What questions should be posed in future research and analyses?
- 2. What are the implications for federal policies and initiatives?**
 - What are the implications for child care, Head Start, PDG-B5, Part C and Part B, home visiting, TANF, as well as preschool policies and regulations?
 - What are the implications for equity?

Desired Outcomes of Today's Panel Discussion

- Share questions, methods and findings
- Obtain your expert advice and input about methodological issues
- Discuss gaps in the research and future opportunities



EARLY CARE AND EDUCATION COORDINATION:

Overview of definitions, methods,
emerging findings and implications



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EDC

**Learning
transforms
lives.**

Editors of Early Education and Development Special Issue on Collaboration



Diane Schilder



Stephanie M. Curenton



Meghan Broadstone

Background of Special Issue

- Early Education and Development (EED) is a top-tier peer reviewed academic journal in early childhood field
- Stephanie is currently an associate editor of EED
- EED accepted our topic and published [call](#) for a special issue in July 2017
- Emails were sent to national researchers who were engaged in research on collaboration to encourage contributions to the journal

Definitions and Conceptualization of Coordination and Collaboration

- Authors used a range of definitions of the term “collaboration” and some used the term coordination
- All articles focus on two or more ECE staff or programs working together toward a common goal

Scope of the Accepted Articles . . .

Who is collaborating. . .

- Head Start and Early Head Start program administrators and staff
- Child care center administrators and staff
- Family child care home providers
- Public school preschool teachers
- Researchers



With whom?

- Child care center administrators and staff
- Family child care providers
- Head Start/EHS
- School districts receiving PDG grants
- Researchers, funders, practitioners and community members (one article focuses on Educare)
- Early childhood educators and grantees

Key Findings (Slide 1 of 4)

Why and **how** are ECE providers collaborating?

- Specific **grant funding** or opportunities for ECE providers prompted collaborations.
- Educators engaged in collaboration report **sharing ideas for effective classroom practices**, sharing **curriculum plans**, and working together on **behavior management issues**
- Head Start directors collaborating with public schools to support transition report helping schools identify incoming kindergarteners, engaging in joint-trainings, and sharing curriculum

Key Findings (Slide 2 of 4)

What aspects of collaboration lead to success?

- ❖ **Success is defined differently in each study.** It is important to frame research questions based on implications for equity.
- Focus on mutual **outcomes** (such as meeting the needs of students) is predictive of stronger collaboration (as defined by process measures).
- Establishing a **collaborative relationship** with clarity about the roles, regulations and processes appears key
 - Staff buy-in is critical
 - Joint understanding of regulations is important
 - Sharing of curriculum practice is one important aspect that appears linked with success
- Strong **administrative procedures** such as contracts, procedures for explaining each program's regulation, and processes for sharing data appear important for collaboration success
- **Time** devoted to the collaboration is important for collaboration success

Key Findings (Slide 3 of 4)

What are the articles reporting about collaboration and desired improvements in classroom quality as well as child outcomes?

- Regression analysis reveals a relationship between **QRIS scores** and collaborations that have stronger administrative practices and relationships among those in the collaboration
- **EHS/CC partnerships** report above average classroom quality scores
- **Collaborations that focus on data** and include multiple partners demonstrate improved classroom quality scores

Key Findings (Slide 4 of 4)

What are the articles reporting about collaboration success?

- Two articles discussed “process success”
- EHS/CC partnerships report offering more comprehensive services and supports
- ECE providers participating in Educare collaborations report using data to inform targeted improvements
- Qualitative findings reveal:
 - Collaborations help the programs enroll and retain larger numbers of four-year-olds
 - Collaborations helped programs enroll new four-year-olds whose families were looking for flexible hours and convenient wraparound care
 - Collaborations helped reach families who otherwise would probably not have attended the private program for the full day due to costs

Implications

Advisors suggested that research is needed that. . .

- Reflects racially, culturally, and linguistic competence and focuses on the relationship between formal collaborations and issues of equity
- Employs consensus definition of collaboration and associated processes and outcomes is needed
- Uses mixed methods to unpack the processes that are related to success in different contexts and with a range of populations

Advisors suggested that policies are needed that. . .

- Focuses attention on issues of equity
- Are informed by the latest research on collaboration (accounting for what is still not known about collaboration)
- Support technical assistance as well as processes that research suggests are predictive of desired outcomes

Next Steps

- All articles are being finalized after having gone through the peer-review process
- Editors are finalizing introduction to the special issue
- The special issue will be released in the fall 2019

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THANK YOU

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