

Collaboration and Coordination across the Early Care and Education System

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March 2, 2017

Presenters

Jaime Thomas, Mathematica Policy Research

Early Head Start-Child Care Partnerships: How Do Partnership Programs Provide High-Quality Child Care and Comprehensive Services to Low-Income Families with Infants and Toddlers?

Meghan Broadstone, Education Development Center, Inc.

Collaboration at the Provider Level and How It Relates to Indicators of Program Quality

Amie Lapp Payne, Consultant with the National Center for Early Childhood Quality Assurance

Strengthening Compliance with Various Health and Safety Standards Across the Early Care and Education System

Overarching Questions for Consideration

What kinds of collaborations are evident or emerging in early care and education?

What are the best ways to identify and measure components of collaboration? How best to document the variability?

What research is needed to better understand collaboration and its intended and unintended consequences?

How do we measure the effects of collaboration on individuals, programs, and the early care and education system?

Study of Early Head Start-Child Care Partnerships

**THE PRELIMINARY FINDINGS FROM THIS PRESENTATION CANNOT
BE DISTRIBUTED AT THIS TIME.**

Jaime Thomas • Patricia Del Grosso • Diane Paulsell •
Eileen Bandel

Collaboration at the Provider Level and How it Relates to Indicators of Program Quality

Presentation at the Child Care and Early Education Policy Research Consortium
Annual Meeting
March 2, 2017

Meghan Broadstone, Diane Schilder, Sarah
Kim, & Jess Gropen

Education Development Center, Inc.

Presentation Overview

- Brief description of the study
- Presentation of most recent findings
- Discussion of next steps



Child Care Collaboration Study

- Office of Policy Research and Evaluation (OPRE) Child Care Research Partnership Grant (2013-2017)
- Research Team: Diane Schilder, Meghan Broadstone, Sarah Kim, & Jess Gropen
- State Partners:
 - **Maryland** Department of Education
 - **Vermont** Department of Children & Families

Goals of the Child Care Collaboration Study

1. To describe the nature of collaboration at the:
 - **State-level:**
 - Child Care and Development Fund Administrators
 - State Head Start Collaboration Office Directors
 - ECE Specialists in State Departments of Education overseeing state pre-Kindergarten
 - **Community-level:**
 - Child care providers
 - Head Start/Early Head Start programs
 - Pre-K providers
 - Informal organizations and coalitions
2. To examine the association between collaboration and structural indicators of child care quality including: QRIS rating, provision of comprehensive services, professional development incentives, employee benefits, and use of standardized curriculum

Child Care Collaboration Study Methods

Study Phase	Component	Data Source
Phase 1: National trends/ patterns in collaboration	Review of Child Care and Development Fund (CCDF) Plans	<ul style="list-style-type: none"> • 2014-2015 CCDF state and territory plans (N=49)
	National Online Survey	<ul style="list-style-type: none"> • CCDF Administrators (N=48) • Head Start State Collaboration Office Directors (HSSCD) (N=48) • State Early Childhood Specialists/Pre-K Administrators (N=25)
Phase 2: Collaboration in Vermont and Maryland at state agency and local levels	State Administrator Online Survey	<ul style="list-style-type: none"> • CCDF, HSSCD, State Early Childhood Specialists (N=6)
	State Administrator Professional Network Survey	<ul style="list-style-type: none"> • CCDF, HSSCD, State Early Childhood Specialists (N=6)
	State Level Network Survey	<ul style="list-style-type: none"> • Professional Networks of CCDF, HSSCD, State Early Childhood Specialists from Vermont (N=51) and Maryland (N=25)
	Provider Pilot Study	<ul style="list-style-type: none"> • Child Care Providers in Vermont (N=7) and Maryland (N=7)
	Provider Formal and Informal Collaboration Online Survey	<ul style="list-style-type: none"> • Child Care Providers in Vermont (N=191) and Maryland (N=118)
	Provider Network Online Survey	<ul style="list-style-type: none"> • Child Care Providers in Vermont (N=171) and Maryland (N=112)

Questions Guiding Current Phase of the Research

1. Do collaborating child care programs differ from non-collaborating programs in terms of size, types of children served, or other characteristics?
2. Do collaborating child care programs differ from non-collaborating programs in terms of structural indicators of quality?

Defining Formal Collaboration

The study defined formal collaboration in the following way:

- **Collaborating programs:** Directors/owners reported interaction with Head Start, Early Head Start, and/or local Preschool Development Grantees (PDG)
- **Non-collaborating programs:** Directors/owners reported no interaction with Head Start, Early Head Start, and/or local Preschool Development Grantees (PDG)

Findings



Question:

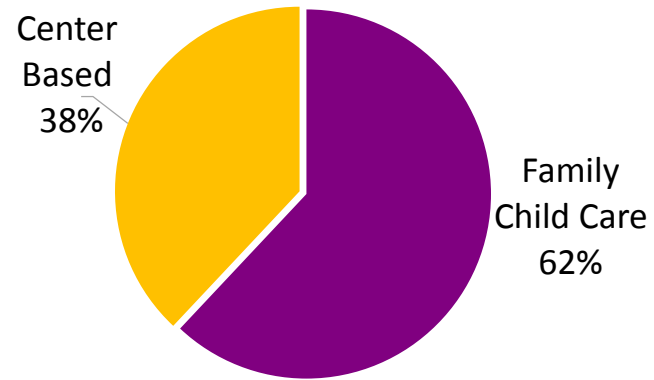
How did the sample of respondents differ from the universe of child care providers in each state?

Answer:

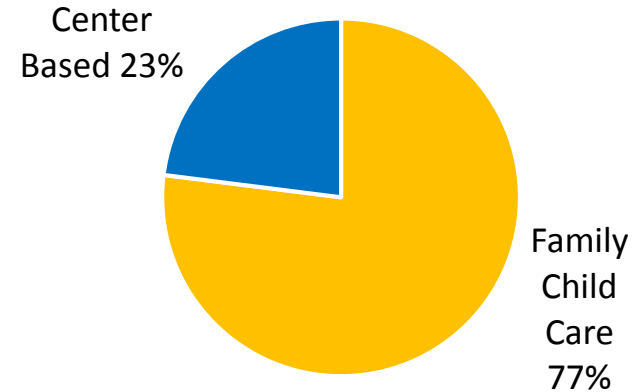
Vermont sample was similar to the universe of programs, but centers were overly represented in the Maryland sample.

Sample of Respondents: Center-Based and Family Child Care Providers

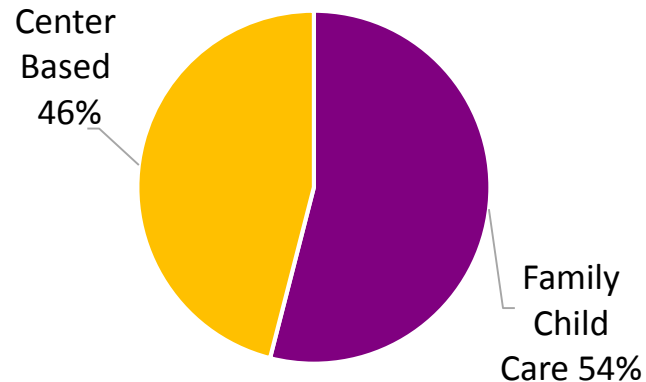
**Maryland Sample
(N=112)**



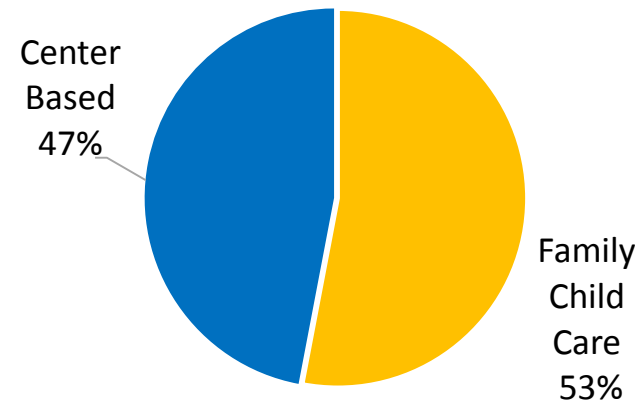
**Maryland State
Demographics**



**Vermont Sample
(N=171)**



Vermont State Demographics



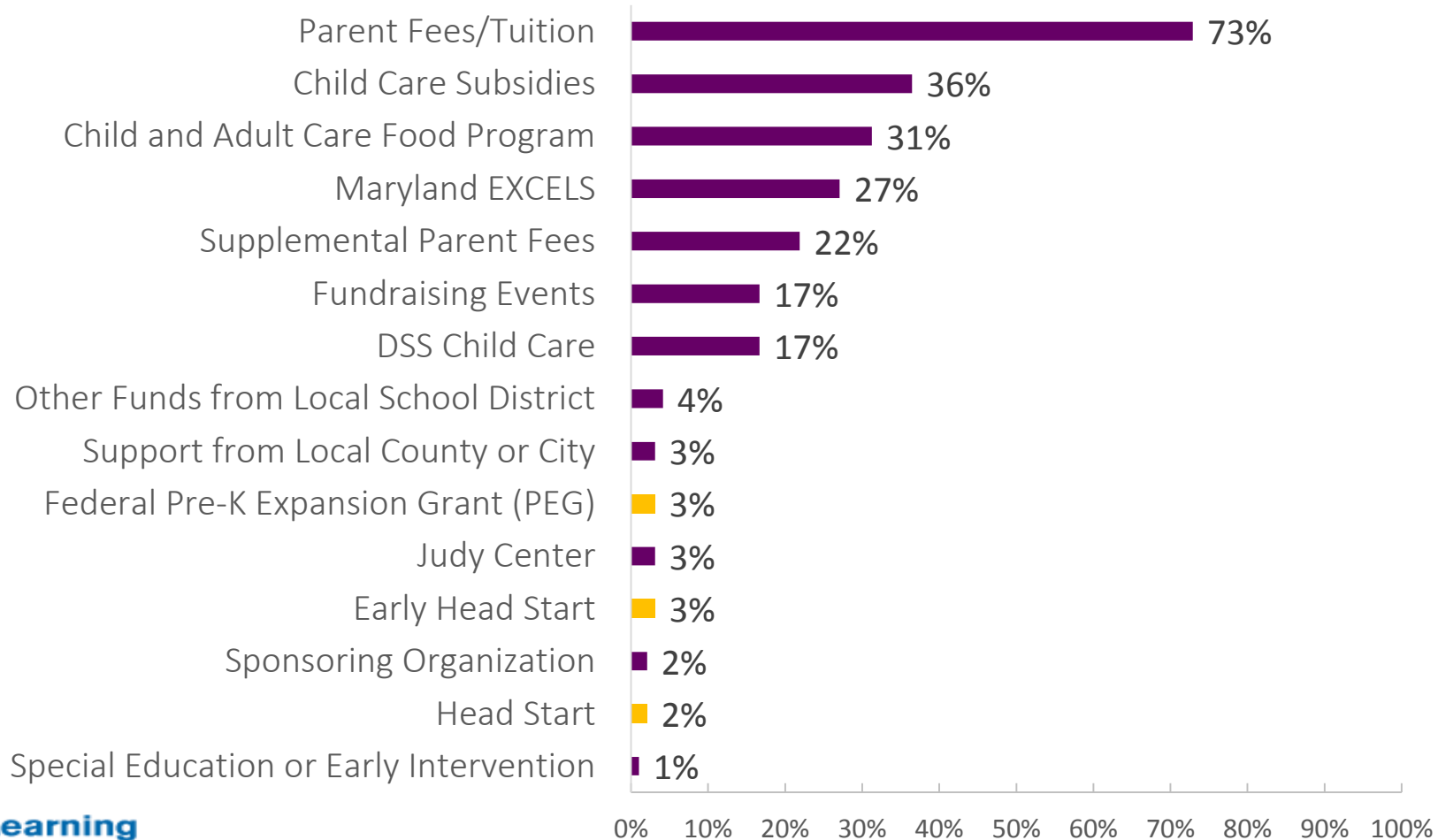
Question:

What private and public sources of funding/supports were most frequently accessed by programs in the sample?

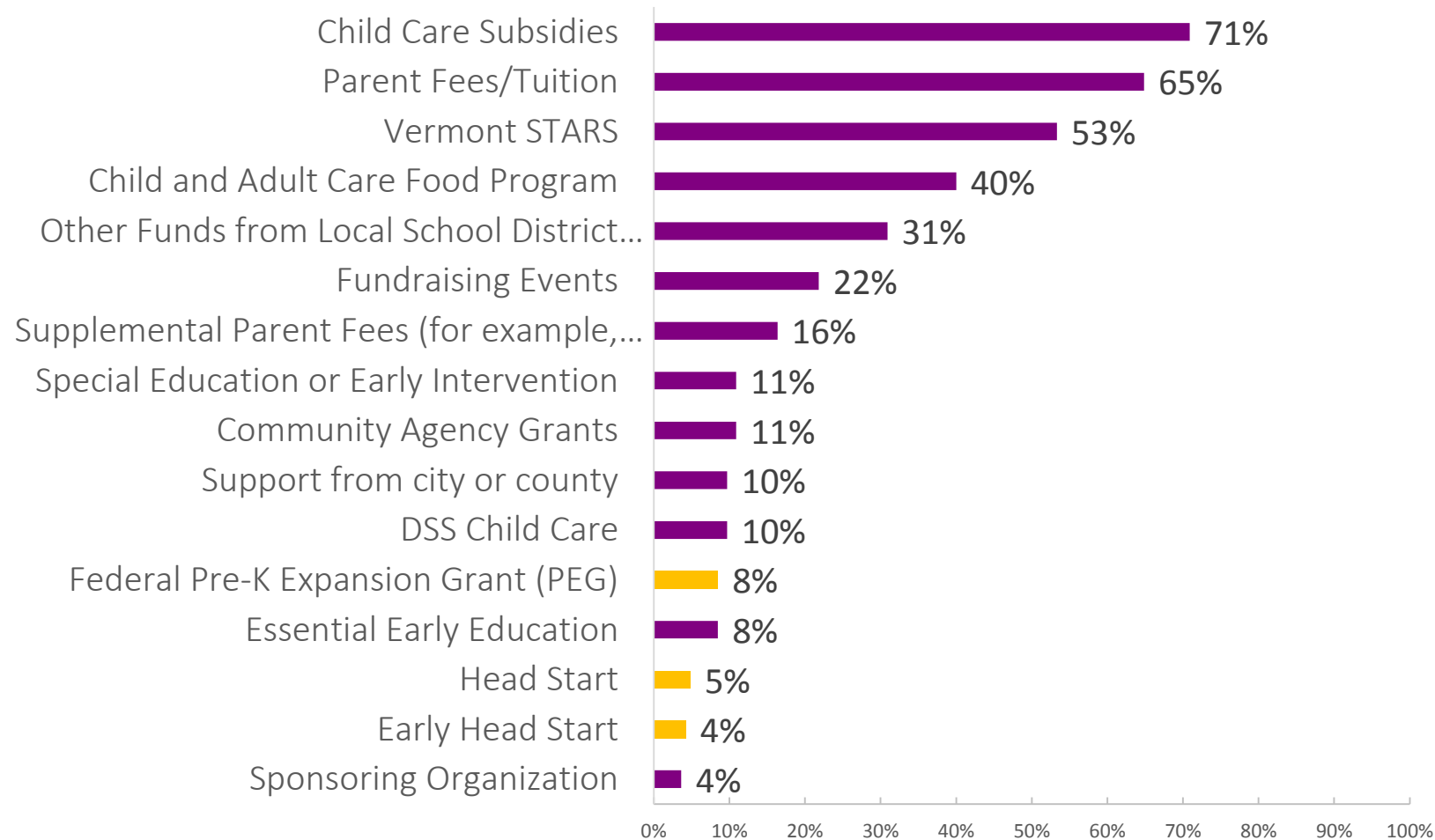
Answer:

Parent fees, child care subsidies, state Quality Rating and Improvement Systems (QRIS) funding/supports, and USDA child care funding were most frequently cited sources in both Maryland and Vermont.

Maryland Child Care Programs' Sources of Support (Funding/Services)



Vermont Child Care Programs' Sources of Support (Funding/Services)



Question:

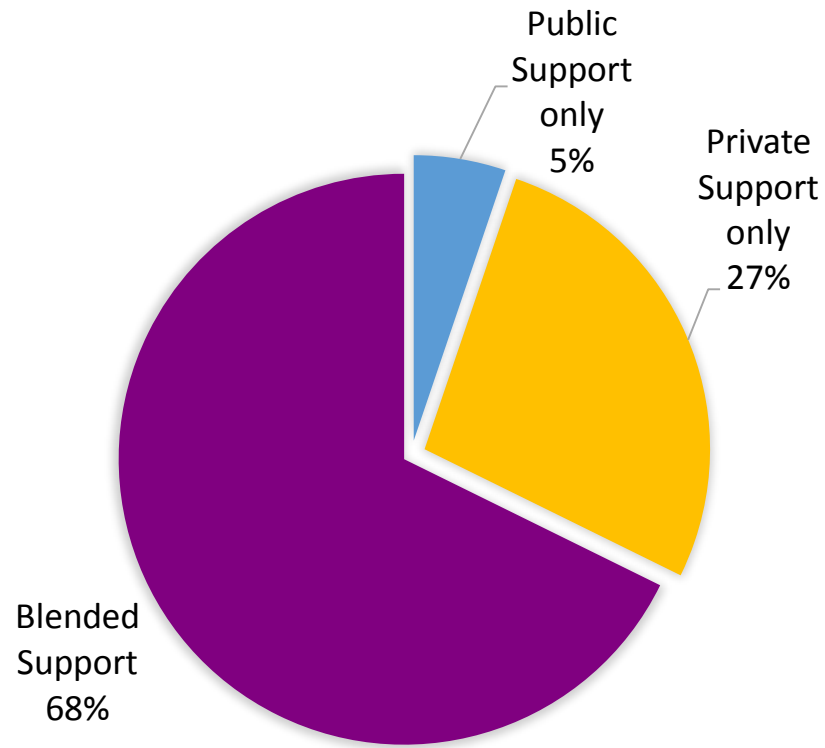
Did programs report accessing private funds/supports, solely public funds/supports or a blend of both?

Answer:

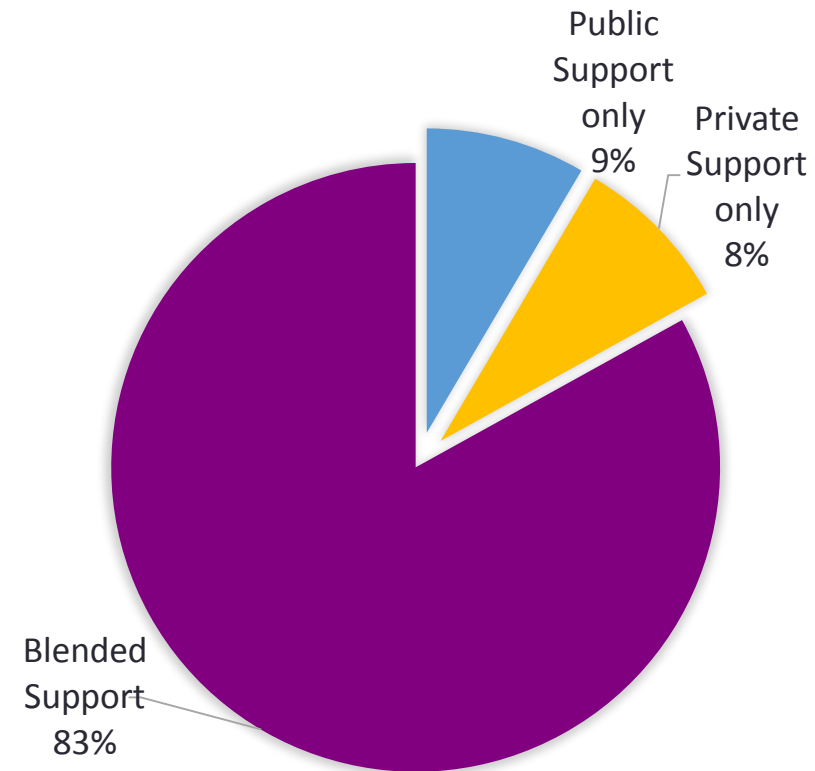
In both states, a large majority of programs reported accessing a blend of funding streams and supports.

Sources of Funding and Support Reported by Child Care Programs

**Maryland Programs
(n=96)**



**Vermont Programs
(n=165)**



Question:

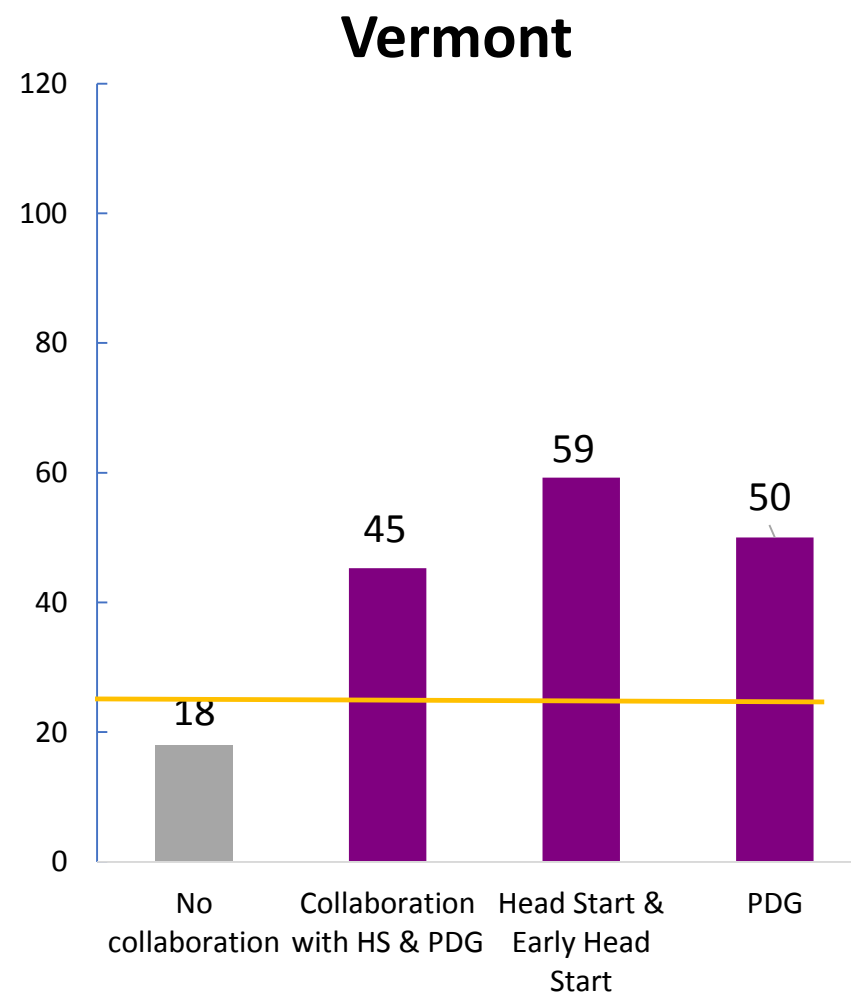
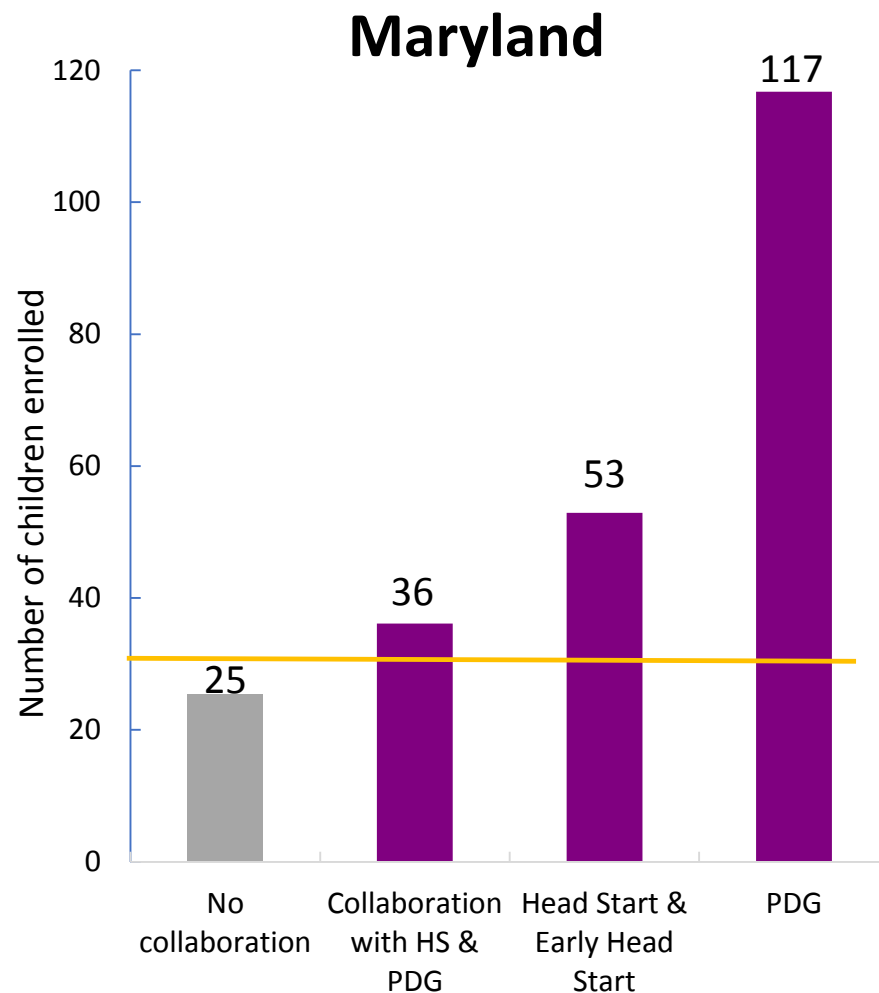
Do programs **in collaboration** with Head Start, Early Head Start, and/or Preschool Development Grantees, differ from those not collaborating in terms of size and characteristics of children served?

Answer:

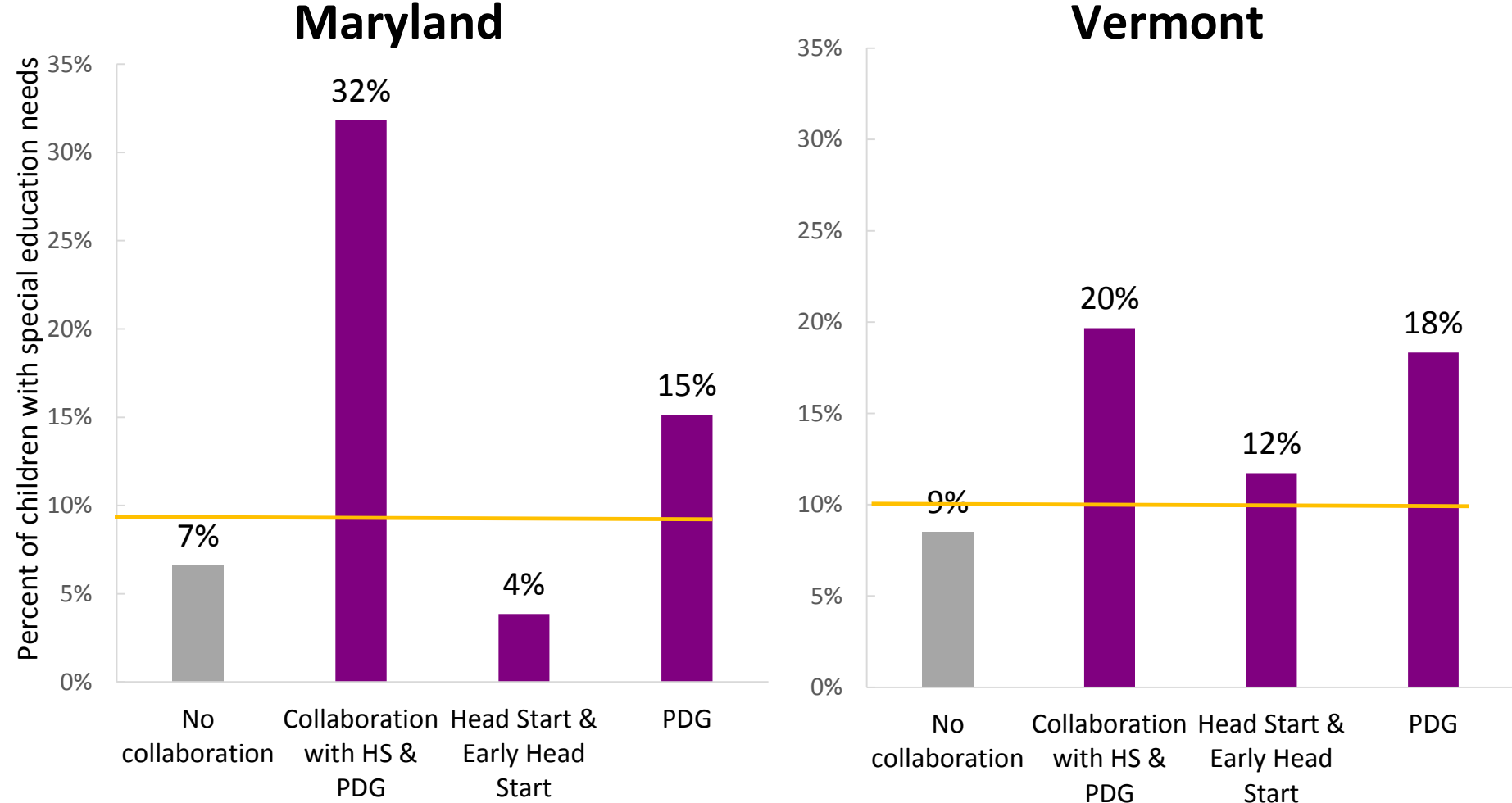
Collaborating programs differ from non-collaborating programs in terms of:

- Size (in terms of number of children enrolled)
- Percentage of children with documented special education needs
- Racial/ethnic diversity of children in attendance

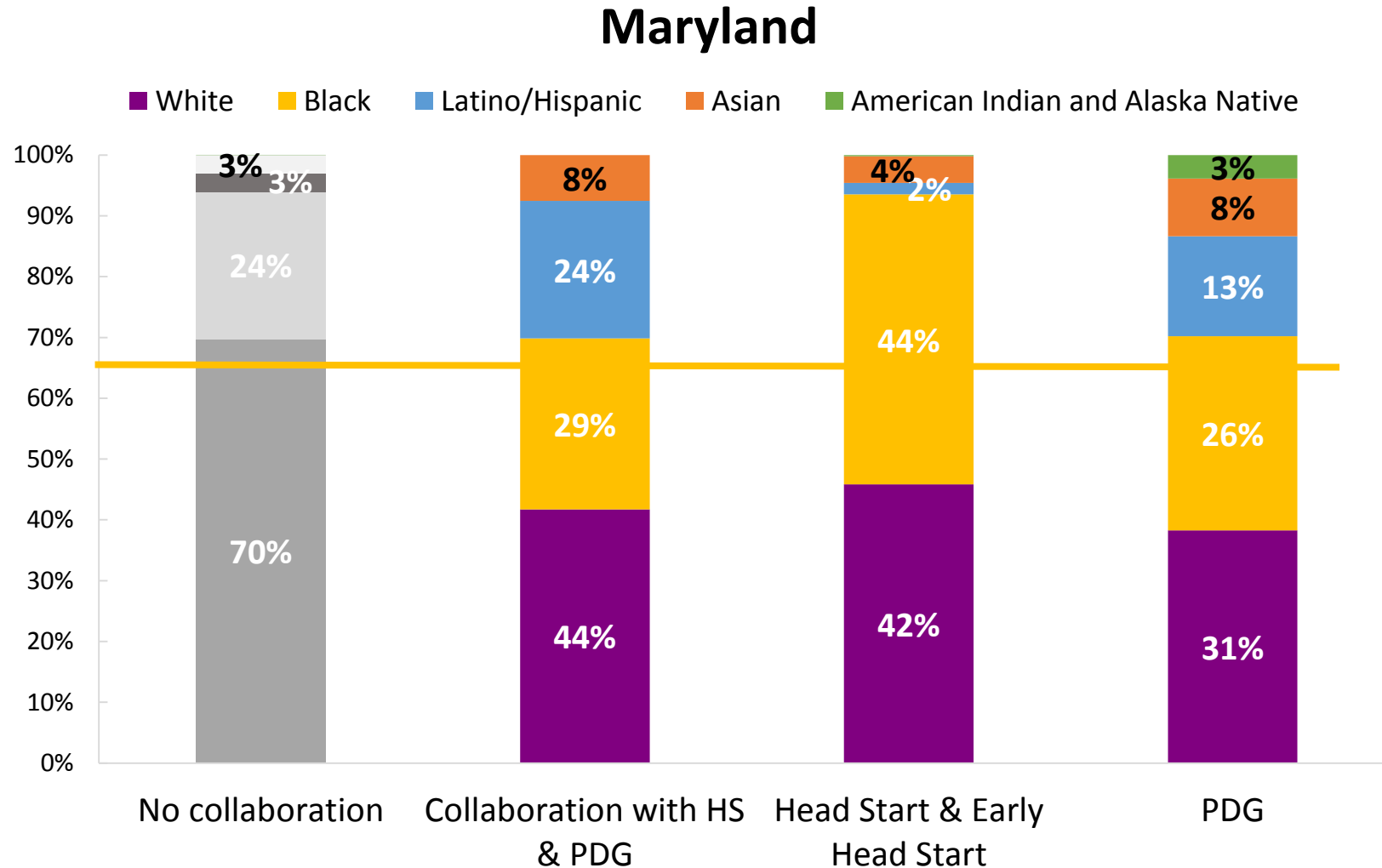
Collaborating Programs Enroll More Children than Non-Collaborating Programs



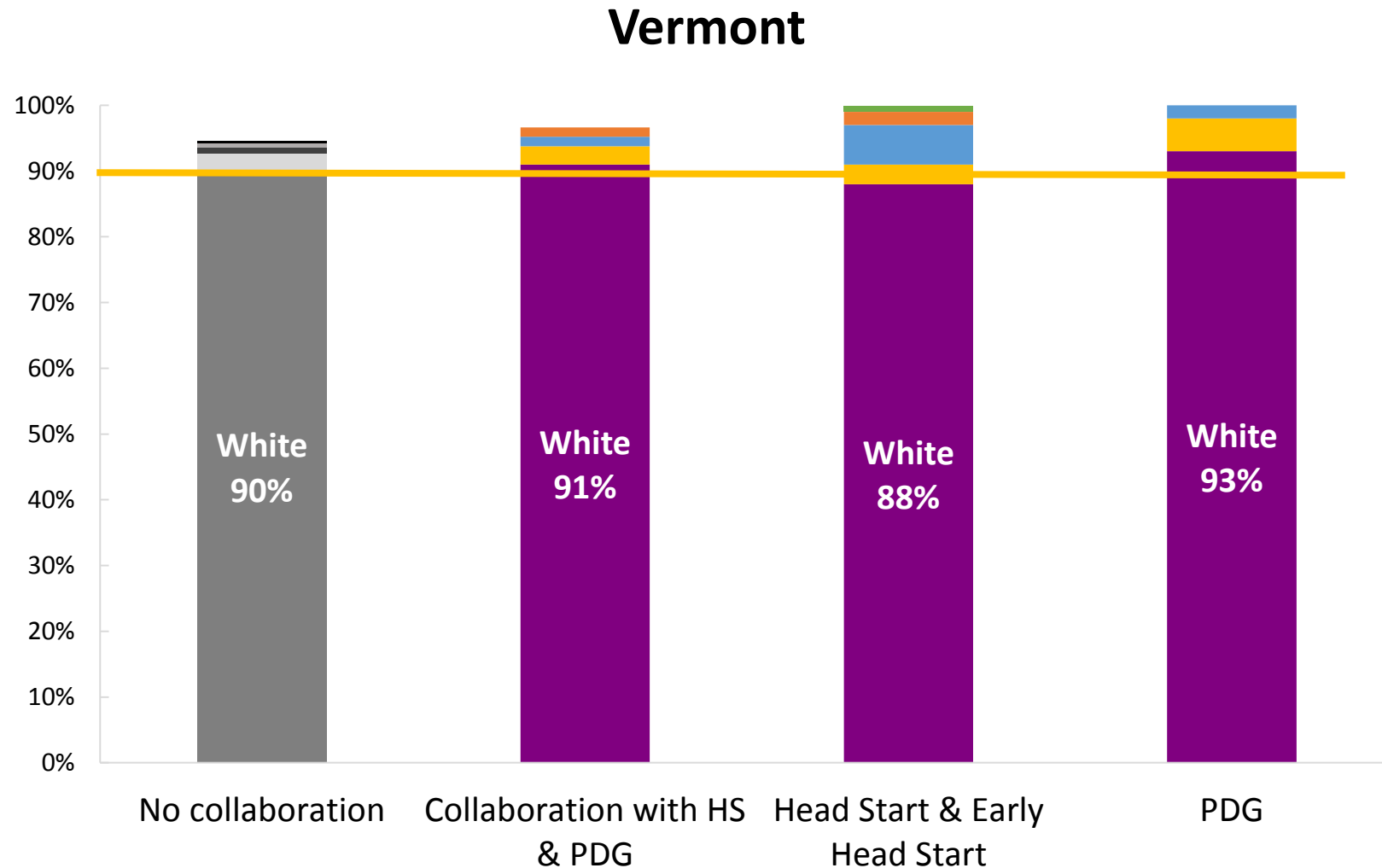
Collaborating Programs Mostly Serve Higher Percentage of Children with Special Education Needs Than Comparison Programs



Collaborating Programs in Maryland Serve More Diverse Populations than Comparison Programs



Programs in Vermont Serve Mostly White Children but Some Differences Reported



Question:

Do programs **in collaboration** with Head Start, Early Head Start, and/or Preschool Development Grantees, differ from those not collaborating in terms of structural indicators of quality?

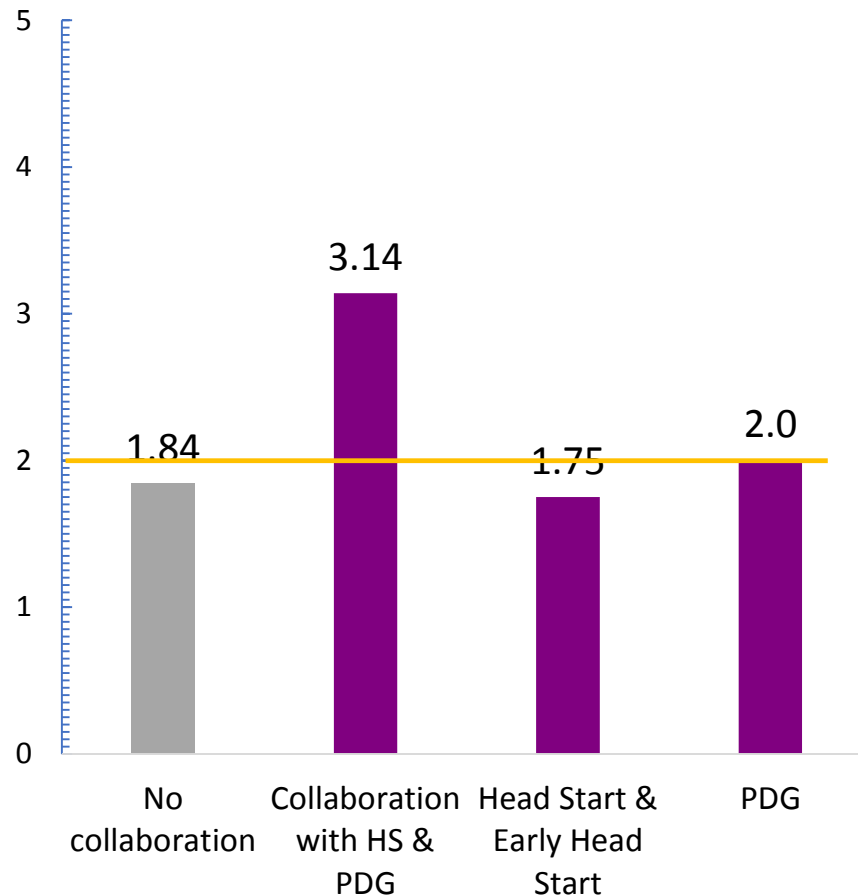
Answer:

Collaborating programs differ from non-collaborating programs in terms of:

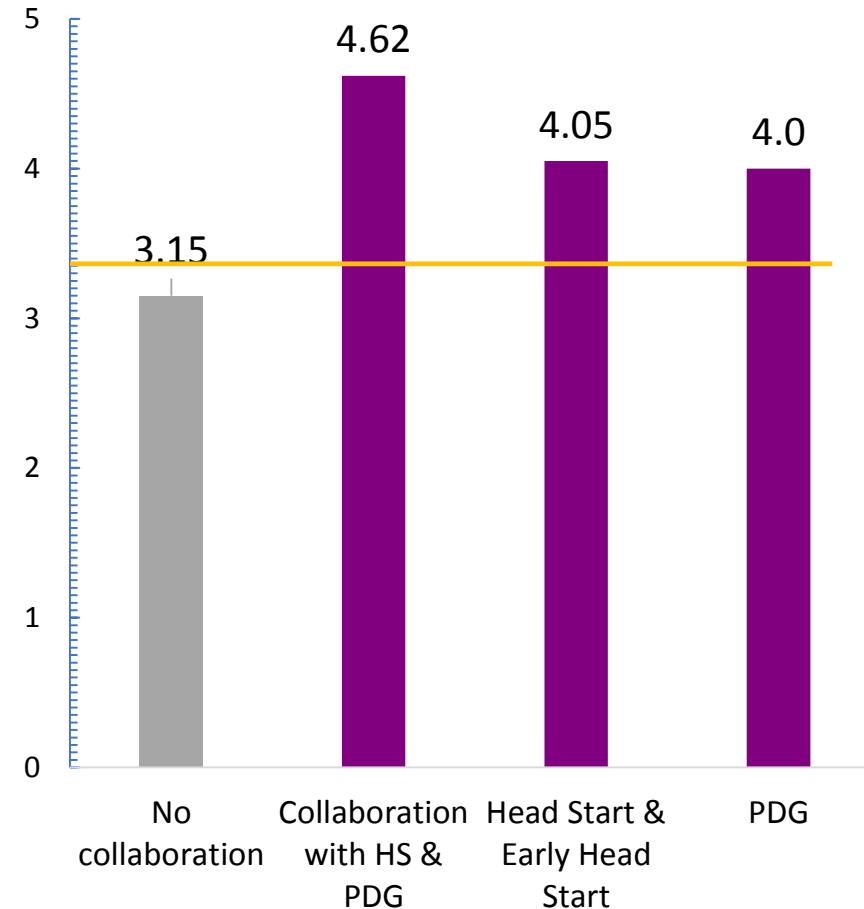
- QRIS ratings
- Professional development opportunities
- Employee benefits
- Provision of comprehensive services
- Use of standard curriculum

Programs in Collaboration Mostly Report Higher QRIS Ratings in Maryland and Vermont

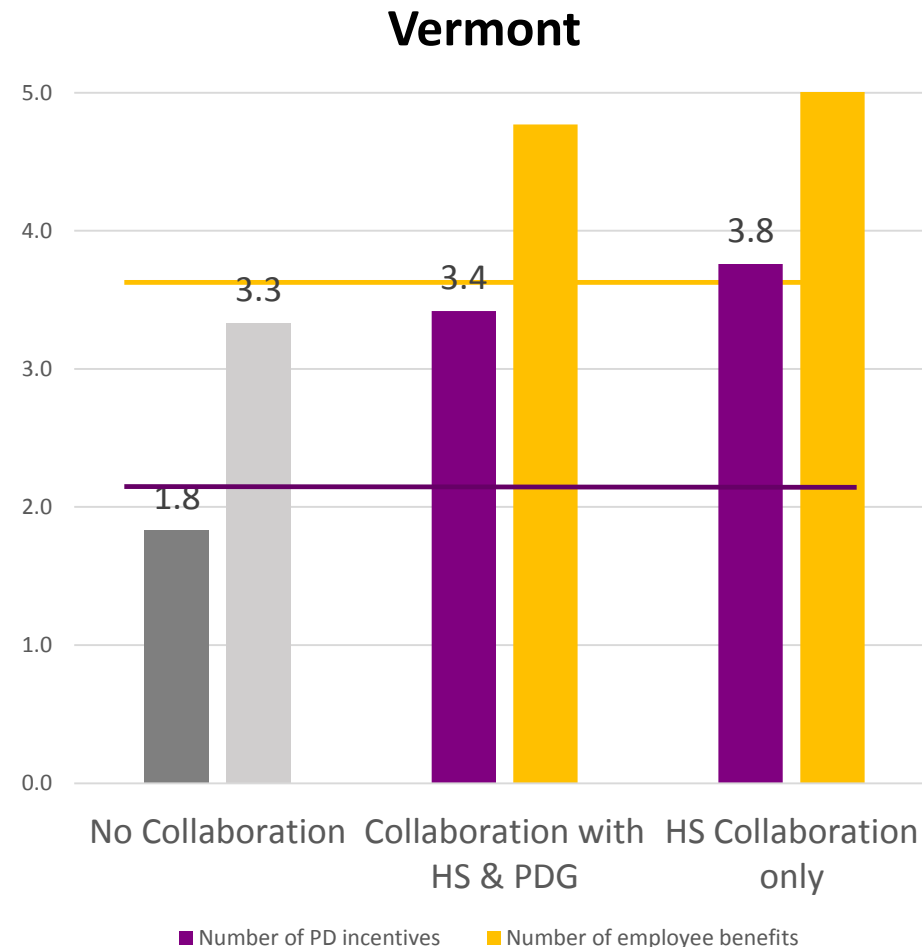
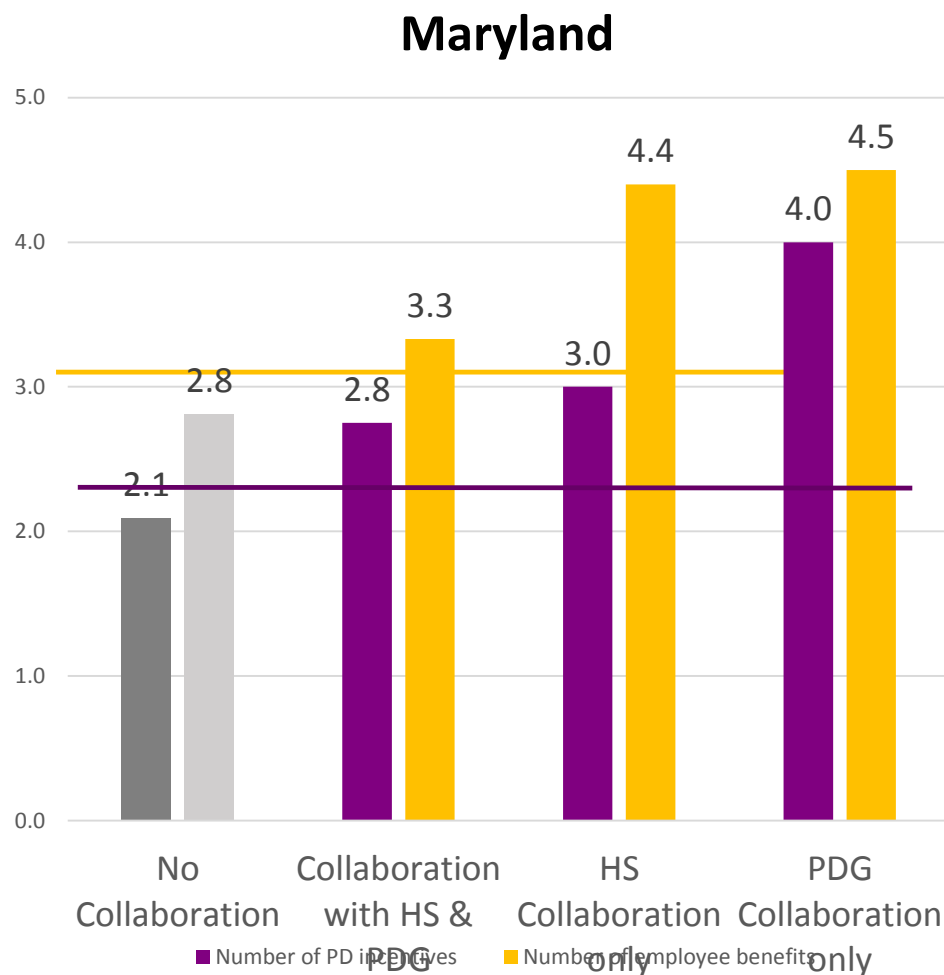
Maryland EXCELS



Vermont STARS

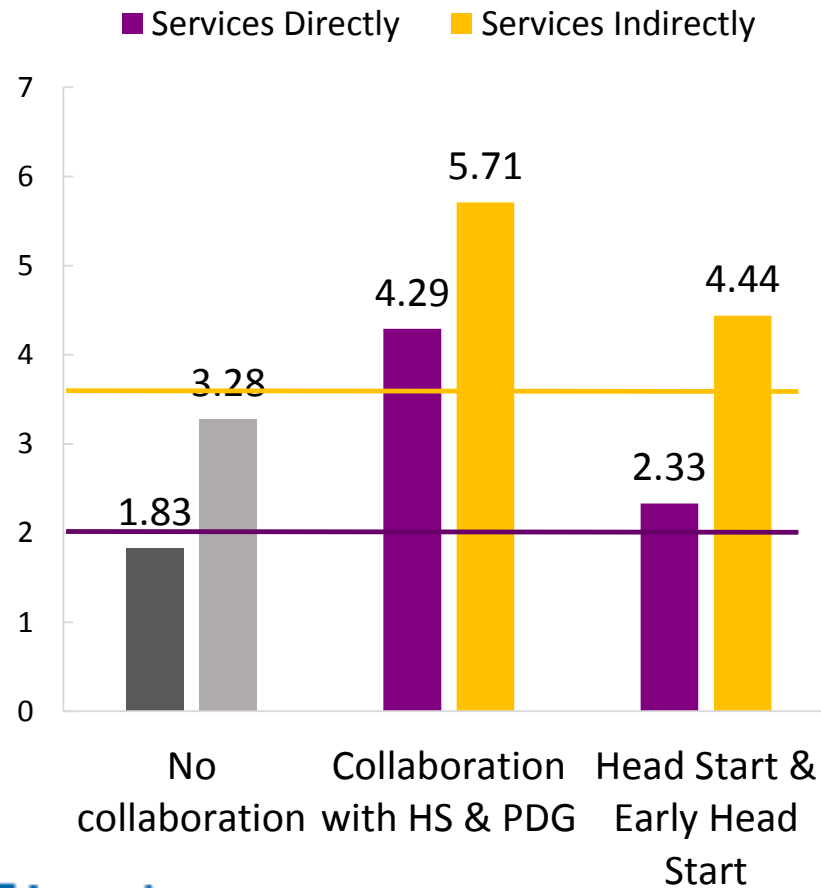


Programs in Collaboration Mostly Report Offering More Employee Benefits

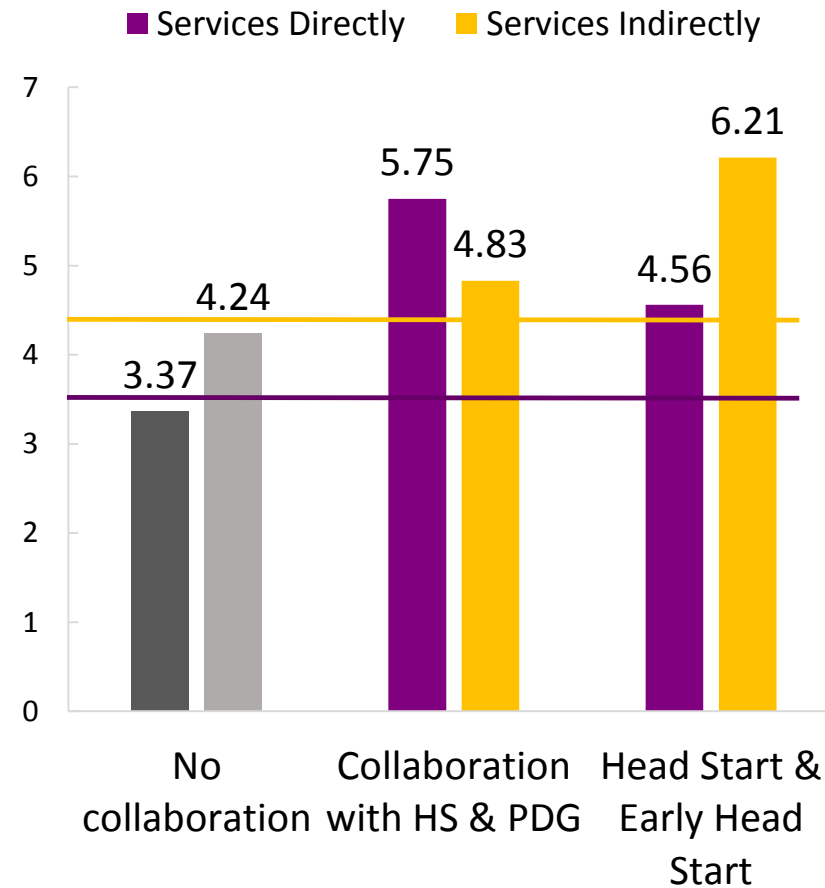


Programs in Collaboration Offer More Comprehensive Services Than Comparison Programs

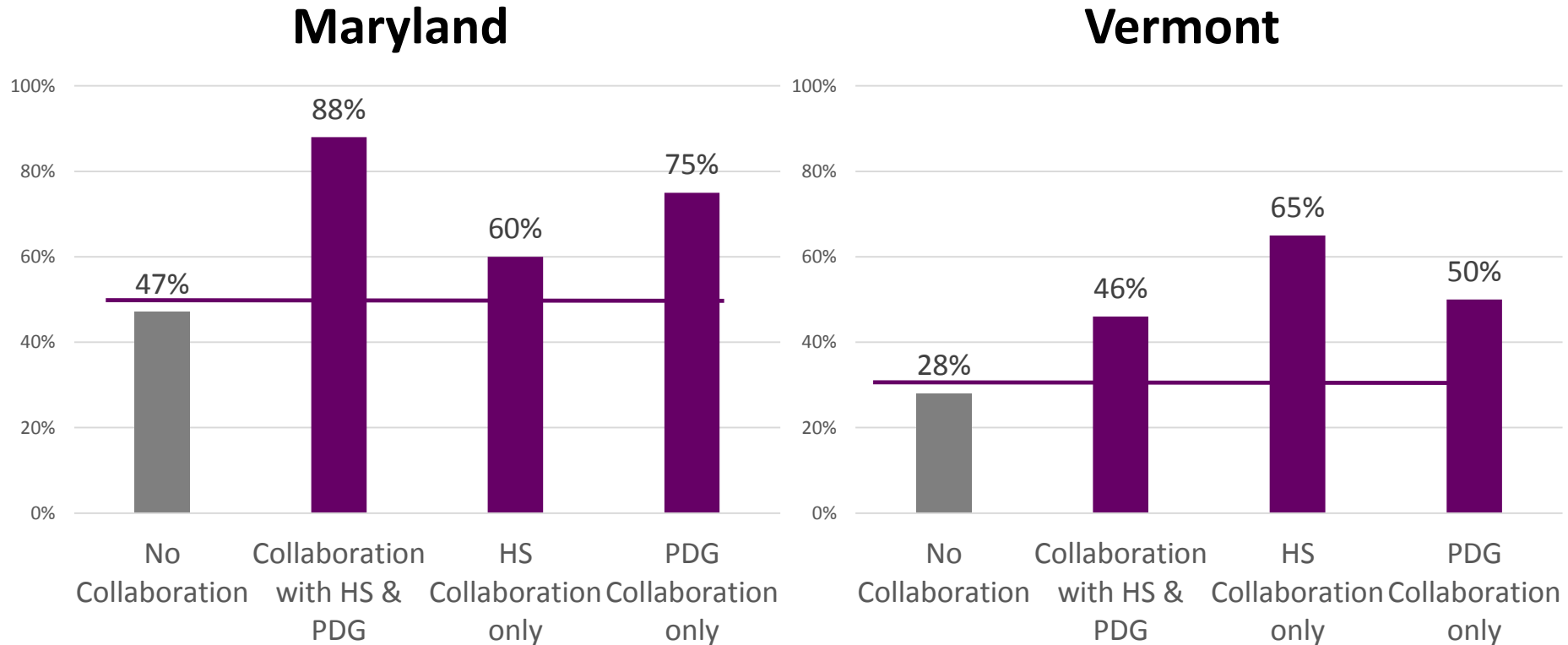
Maryland



Vermont



Programs in Collaboration More Likely to Use a Standard Curricula



Next Steps

Study team plans to:

- Analyze differences between family child care and center based child care
- Examine relationship between state-level collaboration and provider-level indicators of quality
- Provide state stakeholders with briefings and materials support efforts to strengthen collaborations and remove barriers to participation
- Engage with other researchers to publish findings from our respective studies on collaboration



NATIONAL CENTER ON Early Childhood Quality Assurance

Strengthening Compliance with Health & Safety Standards (SCHSS)

Amie Lapp Payne, Ph.D.

Child Care & Early Education Policy Research Consortium
Washington D.C.

March 1 -2, 2017

What is the SCHSS Training?

- ◆ Three-part series
- ◆ Supports ECE providers across settings:
 - Ensure children's health and safety
 - Deliver higher quality care
- ◆ Seven key topics

Topics

- ◆ Health and Safety
- ◆ Children's Safety and Well-being
- ◆ Maintaining Compliance
- ◆ Health & Safety Monitoring Visits
- ◆ Reporting Requirements and Investigations
- ◆ Communication with Families
- ◆ Child Care, Head Start, and Pre-K Partnerships

Pilot Test Results

- ◆ Evaluation at end of each session
- ◆ Semi-structured, 5-point Likert scale
- ◆ Open-ended questions
- ◆ Collected:
 - Demographic
 - Curriculum-specific
 - Participant knowledge, skills, and abilities
 - Training methods

Pilot Test Results

◆ Participants (N = 31):

- Family Child Care Owner and/or Teacher
- Head Start Teacher or Assistant
- Training/Technical Assistance Provider
- Child Care Center Director, Teacher, Assistant
- Pre-K Teacher
- Other/Not Reported

Pilot Test Results

Semi-structured

◆ Change in Knowledge (pre-to-post)

- .84 - .92 overall
- .74 – 1.0 unique to each city

◆ Helpfulness of the Training

- 4.48 – 4.96 overall, across all indicators
- 4.44 – 5.00 unique to each city
- 4.80, 4.83 highest rated topics
 - Maintaining Compliance; Partnerships

Pilot Test Results

Open-ended

◆ Helpful Topics

- Health and safety, monitoring, funding requirements

◆ Suggestions

- Detailed examples, monitoring agency expectations

◆ Recommendations

- Parent communication resources on health and safety

◆ Use of information

- Staff training; implement safety and monitoring rules

Overall Summary

- ◆ High degree of self-reported change in participant knowledge
- ◆ Training topics and delivery consistently rated between “very helpful” and “extremely helpful”
- ◆ Participants wanted more time to keep delving into training sessions and more training



NATIONAL CENTER ON Early Childhood Quality Assurance

Thank you!



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Early Childhood Quality Assurance**

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CHILDREN & FAMILIES

Overarching Questions for Consideration

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What research is needed to better understand collaboration and its intended and unintended consequences?

How do we measure the effects of collaboration on individuals, programs, and the early care and education system?

What else?