



STATE- LEVEL COLLABORATIONS AND COLLABORATING PROGRAMS

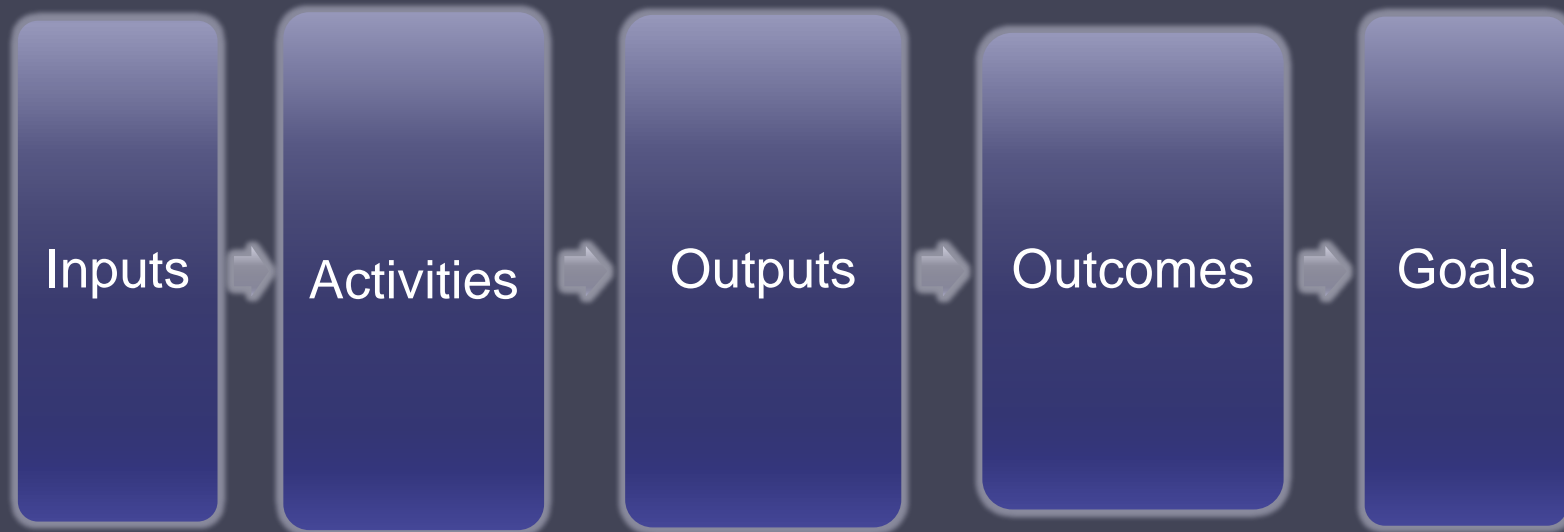
Dr. Diane Schilder
Education Development Center, Inc.

Overview

- Key dimensions of collaborations to measure
- Outcomes to consider
- Methodological issues and considerations



Key Dimensions of Collaboration to Measure



Key Dimensions of Collaboration to Measure

- ◎ Collaboration among **what** programs?
- ◎ Collaboration **for whom**?
- ◎ Collaboration **for what** desired outcomes?

Key Dimensions of Collaboration to Measure

- ◎ Collaborations among or between *what programs?*
 - Child care/Head Start?
 - Child care/pre-K?
 - Early intervention
 - Early childhood special education?
 - Health providers?
 - Mental health care providers?
 - Family preservation and support services?
 - Parental work support providers?
 - Home visiting programs?

- ◎ Methodological approach: review program standards and articulate desired outcomes of each program and across programs

Key Dimensions of Collaboration to Measure

- ⦿ Important to define target group of collaborative activities:
 - Increased access preschool for **all** children
 - Increased access to preschool for **low-income** children
 - Increased access to services for **special populations** (young children with disabilities, ELL children, etc.)
- ⦿ Methodological approach: attempt to include all possible target groups in research

Outcomes to Consider Based on Program Priorities

Possible outcomes:

- ⦿ Increased access high-quality preschool
- ⦿ Access to care that supports parents' workforce participation

Outcomes to Consider Based on Program Priorities

⦿ **Outcomes focused on increased access high-quality preschool**

- Hours per day/week of 'preschool' education
- Curriculum use
- Teachers' credentials/degrees
- Teacher/child ratios
- Teacher/child interactions using tool such as CLASS
- Children's learning outcomes, (PPVT; PALS; PLS-4; Get it, Got it, Go; etc.)

⦿ **Outcomes focused on access to care that supports parents' workforce participation**

- Full-day, full-year care
- State licensing and/or standards requirements
- Classroom quality using a tool such as ECERS-R
- Teacher interaction using a tool such as Arnett
- Parents workforce and education outcomes

⦿ **Methodological approach**

- include outcome measures across programs
- include measures of collaboration

Methodological Approach

How do we measure collaboration?

- Begin with qualitative methods including interviews, focus groups, and document reviews
- Develop surveys with items that reflect key constructs identified through qualitative methods
- Analyze data to determine relationship between collaborative activities/processes and desired outcomes

Methodological Issues/Next Steps

- Assess alignment within and across programs
- Definitional clarity within and across programs
- Clarity on desired outcomes
- Clarity on desired target groups



Unanswered Questions

- ◎ How are states supporting cross-program assessment systems?
 - To what degree do states have separate standards and data systems for child care and pre-K?
 - To what degree are states aligning pre-K, early learning, child care licensing, QRIS, and Head Start standards
- ◎ How does alignment of state assessment systems (or lack of) affect providers?

Contact Information

Dr. Diane Schilder

Education Development Center, Inc.

dschilder@edc.org

617-816-2026

<http://ccf.edc.org/pubs/partnerships.asp>