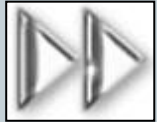


**Child Care & Early Education**  
**RESEARCH CONNECTIONS**

**WEBINAR ON  
COLLABORATIONS IN  
EARLY CHILD CARE  
AND EDUCATION**

**APRIL 6<sup>TH</sup>, 2011**

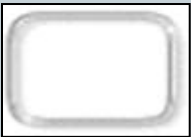
# Instructions for GoToWebinar Menu Window



To hide Control Panel



To show Control Panel



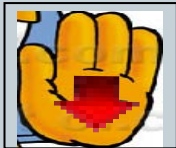
View Webinar in Full Screen

Mode/Minimize Full Screen Mode



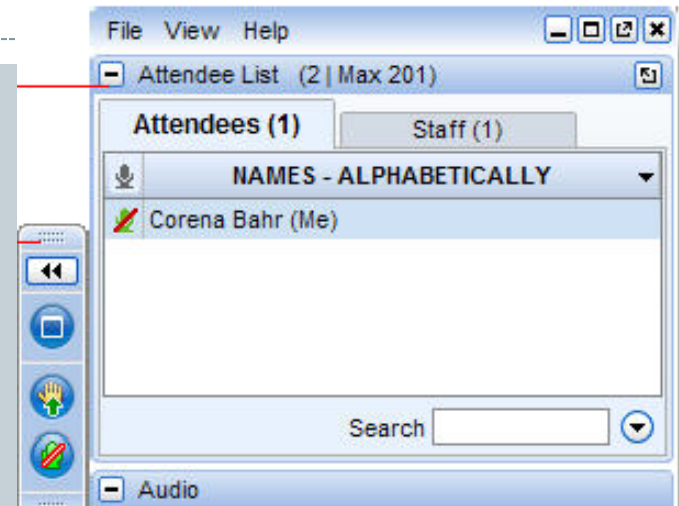
Green arrow means hand is NOT raised

(Click to raise your hand)



Red arrow means hand IS raised

(Click to lower your hand)



**\*Please use \*6 or a mute button to silence your telephone when you are not speaking\* To unmute your phone press \*6 a second time.**

# Collaborations in Early Child Care and Education



- **Facilitator:**
  - Dr. Beth Rous- University of Kentucky
- **Presenters:**
  - Dr. Jessica Sowa- University of Colorado
  - Dr. Rolf Grafwallner- Maryland State Department of Education
  - Dr. Heather Rouse- Philadelphia Policy and Analysis Center
- Materials from the meeting are available on Research Connections ([www.researchconnections.org](http://www.researchconnections.org)) under 'Collaborative Projects'

# Collaborations in Early Child Care and Education



- **Workgroup Meeting, May 2010**
  - Overall goal
    - ✦ To construct a framework for research and evaluation regarding collaborations in early care and education
  - Parameters of discussion
    - ✦ State-level collaboration
    - ✦ Early education programs – child care, Head Start, pre-k, early intervention, and early childhood special education
    - ✦ Process of collaborating (vs. collaborative institution/body)

# Collaborations in Early Child Care and Education



- **Broad questions addressed at the workgroup meeting**
  - What is known, what needs to be known, and what are the appropriate approaches to take to further research and evaluation in the field?
  - What are the important measurement and design issues?
  - How can research help identify effective collaboration? What about these collaborations is effective? For whom are these collaborations effective?

# Collaborations in Early Child Care and Education



- **Setting the context**
  - Increased emphasis on cross sector collaboration
  - High need for Collaborative Leadership
    - ✦ “a potential solution for easing the burden” on leaders through “shared responsibility and mutual accountability toward a common goal or goals” (Arnold, 2004, p. 5).
  - Key aspects of collaborative leadership
    - ✦ mutual openness and trust,
    - ✦ individual commitment and organizational purposes,
    - ✦ shared vision of goal accomplishment reinforced through shared experiences and action
      - (Bryk & Schneider, 2002; Donaldson, 2006; Kouchanek, 2005; Telford, 1996).

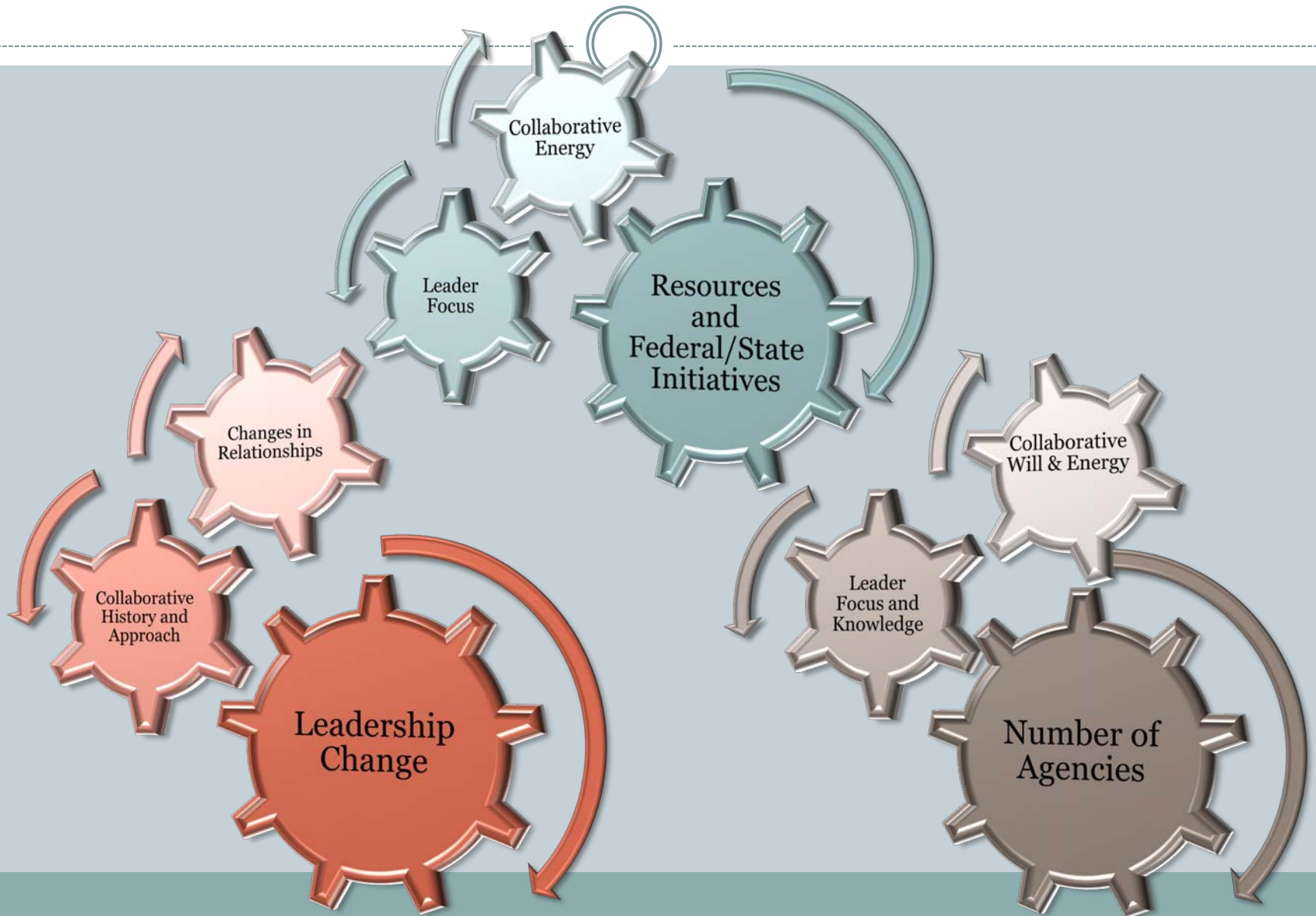
# Collaborations in Early Child Care and Education



- **The Reality**

- Need to build relationships again and again and again.....
  - ✦ Constant changes in leadership roles
- Fighting the natural urge to work with those who are closely aligned in philosophy, areas of interest, etc.
- **Strong collaborative relationships**
  - ✦ can take extensive human and fiscal resources to build
  - ✦ can produce lasting impacts on programs, children and families, but.....
  - ✦ are extremely easy to disrupt or destroy by a change in program focus, policy or people.

# Collaborations in Early Child Care and Education



# Collaborations in Early Child Care and Education



- **Coming Next.....**
  - Clarifying Questions – use chat
  - Hold other questions/comments to end – raise hands
- **Logic Model:**
  - Dr. Jessica Sowa, University of Colorado
- **Maryland's Early Childhood System:**
  - Dr. Rolf Grafwallner, Maryland State Department of Education
- **Kids Integrated Data System (KIDS):**
  - Dr. Heather Rouse, Philadelphia Policy and Analysis Center

# Collaborations in Early Child Care and Education



- **Logic Model-**

- This logic model is a theory of change model (drawing on the Kellogg Foundation logic model types)
- Built on the following assumptions:
  - ✦ Actors involved at state level are the policy level actors—referred to as stakeholders
  - ✦ When examining how the inputs into the collaboration are converted into a process—concerned with the quality of the process
  - ✦ Context matters—need to assess the environment in which these collaborations are being implemented

## A: Inputs to Collaboration

## B: Process Components

C: Collaborative Outcomes-  
State LevelD: Collaborative  
Outcomes-Service LevelE: Collaborative Outcomes-  
Family and Child Level

Stakeholder Inputs-  
Organizational time and resource commitment to the collaboration; sending a powerful agent (see definition); level of commitment to the collaborative mission (e.g. buy-in, ownership, stewardship)

Design Components-correct number and representation of stakeholders, clear decision-making rules, delineated roles and responsibilities, including such roles as manager to provide administrative support, facilitator, and entrepreneur who is championing the collaborative effort, clear meeting design, and explicated purpose for the collaboration

(See definition sheet)

Norms

Inclusion

Authenticity

Equality

Problem Focus

Support

Identification

Facilitation

Generative Purpose

Changes to understandings of the policy problem—policy learning, shared problem definitions

Reduction of fragmentation

Improved relationships and trust between the stakeholders

Increased collaborative activity—for stakeholders and for the policy field

Increased adaptive capacity for stakeholders

Access to new resources—for stakeholders and for the policy field

Increased political will

Explicit goals of the collaboration achieved

Changes to stakeholder organizations

Shared professional knowledge in the field

Improved quality of services provided, including higher quality staff

Improved consistency in care delivery

Improved care infrastructure in a community—more and higher quality providers

Better communication with the state level; establishment of a feedback loop from service delivery level

Improved outcomes for children—better status re service, improved child well-being

Improved outcomes for families—stability, improved family well-being

Improved ability to track outcomes for children and families

Moderators of Collaboration (See Definition Sheet)

# Collaborations in Early Child Care and Education



- **Issues to Consider with the Logic Model-**
  - Examples of how this would work in practice
  - Designed for research, but could be tailored for evaluation purposes
  - Could unpack the different components (A, B, C, D, and E) depending on the type of evaluation or the research question being explored
  - Still a work in progress—needs to be applied to fully explicate the connections between the components

# Collaborations in Early Child Care and Education



- **Maryland – Process Components of Collaboration**
  - Context 1: Consolidation of all early care and education programs at the Dept. of Education
  - Context 2: Early Childhood Advisory Council – overarching early education policy

# Collaborations in Early Child Care and Education



- **Context 1:**

- Norms of collaboration defined by state agency within executive branch (e.g., legislative mandate, regulations, agency mission and policies)
- Facilitation by one Division working collaboratively with three other divisions (i.e., special education; food and nutrition, libraries, student and family support)
- Problem focus on school readiness and early learning opportunities gap (e.g., accountability system; strategic planning process)
- Support (e.g., agency infrastructure; budgeting process, enforcement authority)

# Collaborations in Early Child Care and Education



- **Context 2:**

- Norms of collaboration (e.g., Governor's agenda; interest-based negotiations)
- Facilitation (e.g., state's EC advisory council; Children's Cabinet)
- Problem focus (e.g., school readiness, healthy children)
- Support (e.g., multi-agency approach; joint funding; legislative committees)

# Collaborations in Early Child Care and Education



- **Outcomes in Maryland**

- Shared problem definitions (i.e., school readiness; alignment with K-12)
- Fragmentation (i.e., streamlined decision-making; overlapping missions)
- Improved relationships and trust (e.g., long-term engagement; leadership (State Superintendent))
- Increased collaborative activity (e.g., joint funding; division of labor; local collaboration models)
- Increased political will (i.e., Children's Cabinet; legislative committees; Governor; State Board of Education)

# Collaborations in Early Child Care and Education

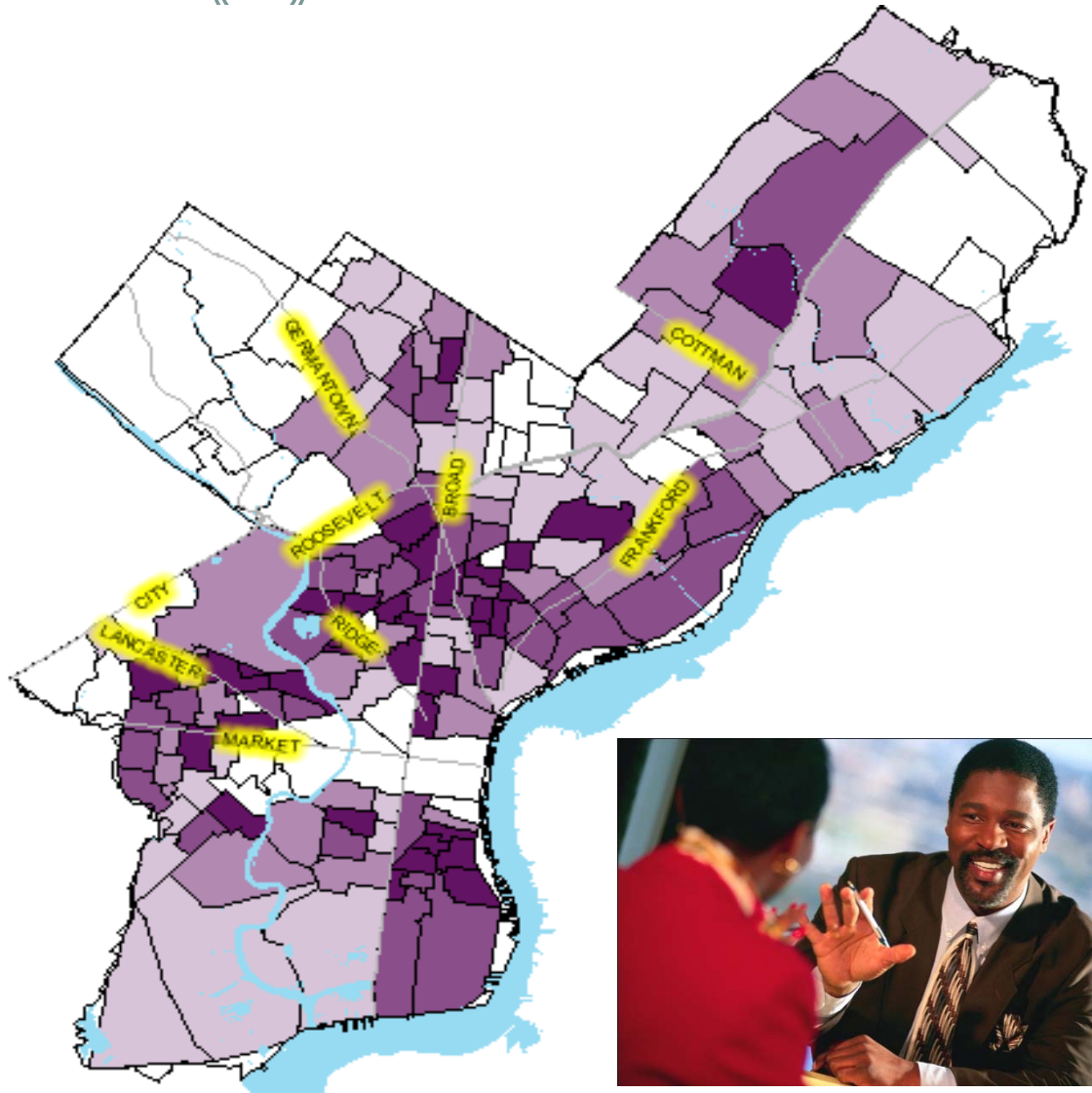


- **Issues:**
  - Maintaining transparency (e.g., dissemination pathways and current updates)
  - Inclusion of Federal programs and mandates (e.g., redundancies and Federal to local oversight)
  - Collaboration between LEAs and EC partners (e.g., transition practices and control of funding/oversight)

# Kids Integrated Data System



Heather L. Rouse  
Philadelphia Policy &  
Analysis Center  
April 6<sup>th</sup>, 2011



# Kids Integrated Data System

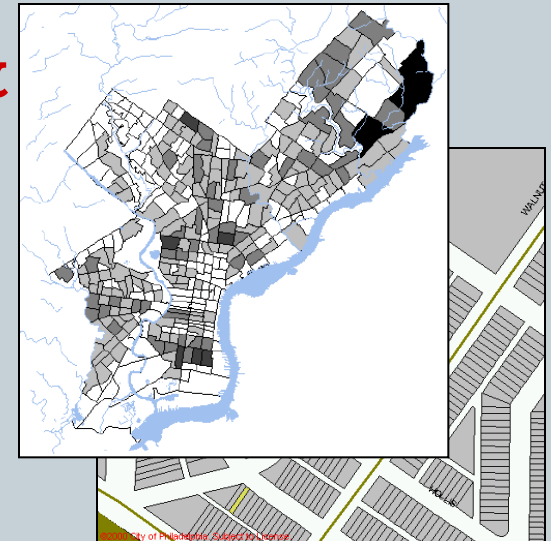
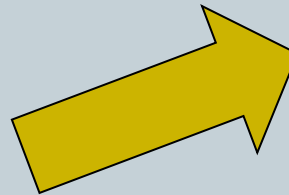
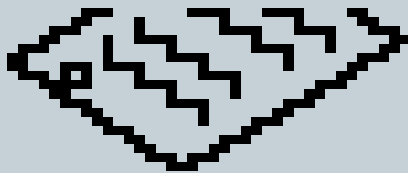


Integrates All Administrative Records for Children & Youth age 0 to 21

Provides Individual & GIS-based Data for Policy Analysis, Community Planning & Research

Metadata Entry Table			
ID	Common Name	Actual File Name (on agency Data Type)	Feature Type
32	Lnl_Vacancy 1996	Lnl_Vacancy96	A
55	LnlVacSurvey 1999	Lnl_Vacancy99	A
66	L&I Clean and Seal Codes	LUI_LnlCleanSealCode	A
57	L&I Condition Codes	LUI_LnlConditionCode	A
67	L&I Demolition Code	LUI_LnlDemolitionCode	A
56	L&I Occupancy Code	LUI_LnlOccupancyCode	A
5	LUIBuildingCode	LUIBuildingCode	L
6	LUCategoryCode	LUCategoryCode	L
4	LUCensusBlockgroups	LUCensusBlockgroups	L
3	LUCensusTract	LUCensusTract	L
7	LUIExemptCode	LUIExemptCode	L
30	LUImperviousFCCode	LUImperviousFCCode	L
27	LUILandUse	LUILandUse	L
10	LUNeighborhoods	LUNeighborhoods	L
8	LUSalesType	LUSalesType	L
20	LUIStreetCode	LUIStreetCode	L
26	LUISuffix	LUISuffix	L
39	LUIWaterUserCode	LUIWaterUserCode	L
23	Neighborhoods	nhd_152.shp	S
11	Parcels	parcels.shp	S
12	Parks	parks.shp	S

**Individual & Aggregate**



# Kids Integrated Data System



**WHO** University Researchers, Public Service Providers, & local Foundation

Co-Founders: John Fantuzzo, Dennis Culhane, & Trevor Hadley;  
University of Pennsylvania

**WHAT** Integrated Individual Child/Youth Data

- Child Welfare & Human Services
- Vital Statistics
- Health
- Department of Behavioral Health (mental health)
- Early Intervention
- Public Education
- Emergency Shelter Services and Supportive Housing

# Value of Building Research Capacity with Municipal Administrative Data

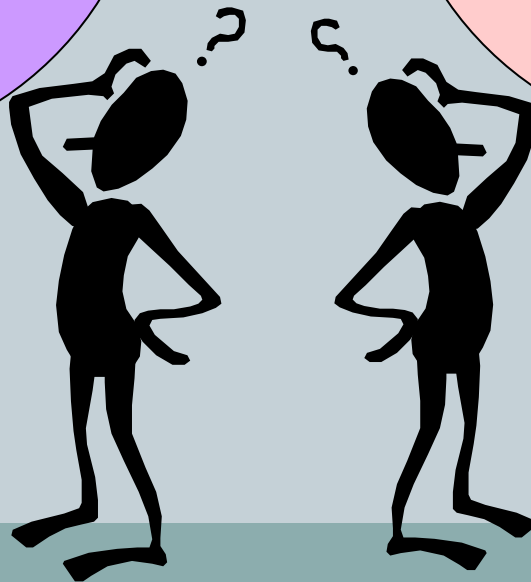


- It is **there**.
- An **infrastructure exists** to collect it and maintain it.
- It can be used to **inform decisions** at multiple levels
- It can be used to **build comprehensive models** to foster understanding and to **stimulate strategic planning**.
- It can create **dialogue across agencies** serving the same populations of children.
- It can be used to share with the community to build support and **focus community-wide action**

# Challenges of Collaboration: A Tale of Two Realities

**Government  
Policy & Practice**

**Academic  
Research**



# Government Policy & Practice

---

**Data  
infrastructure?**

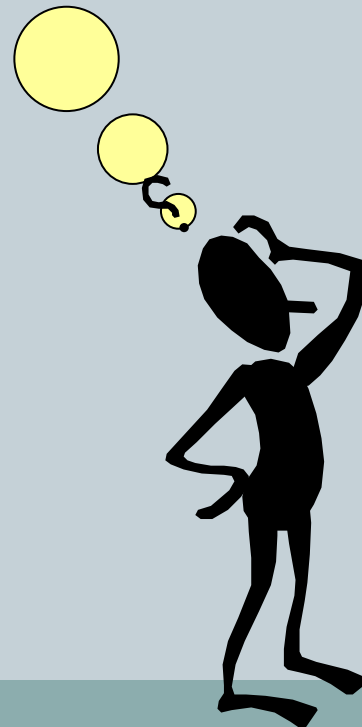
**Research capacity?**



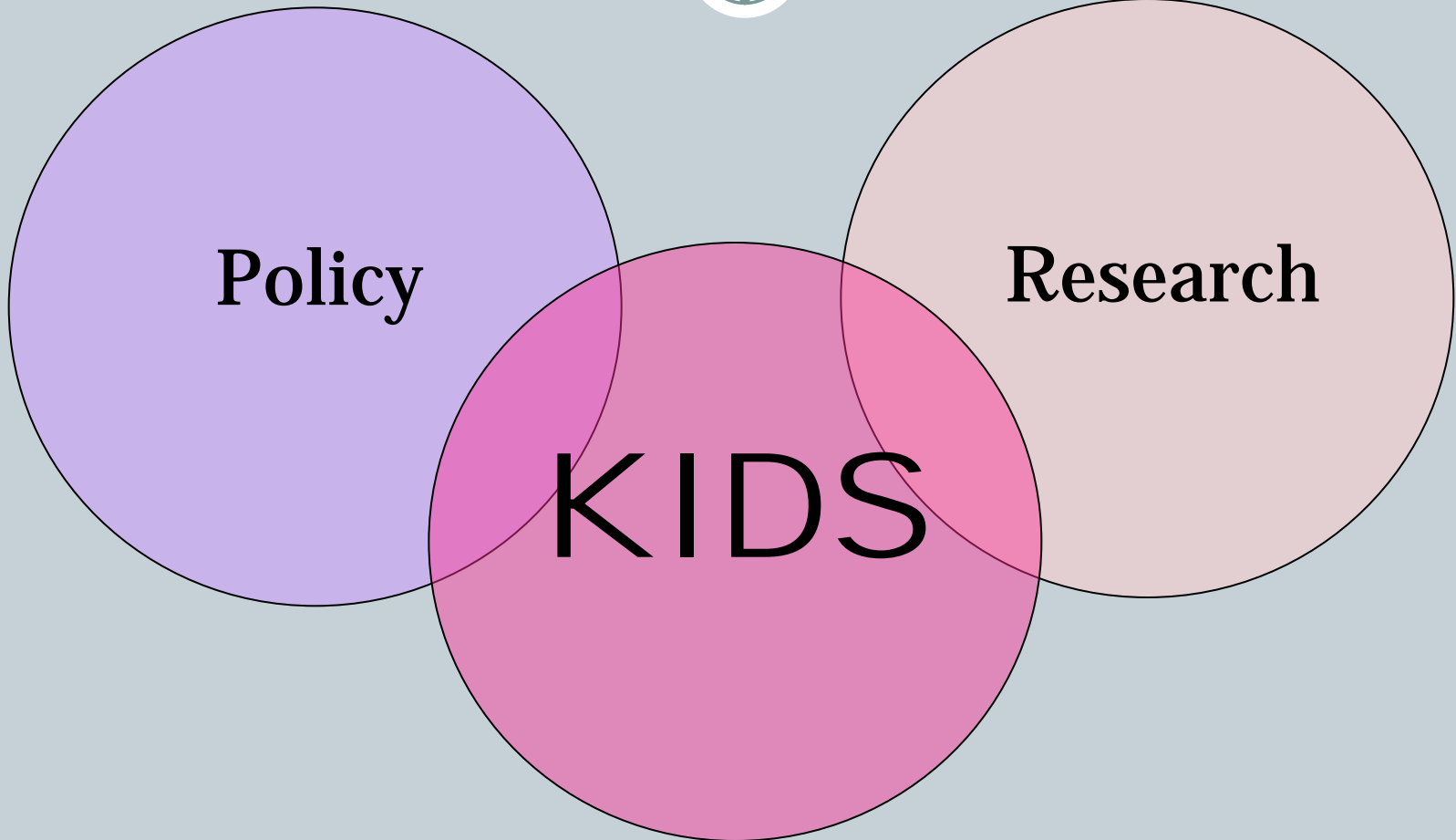
# Academic Research

Time for partnerships?

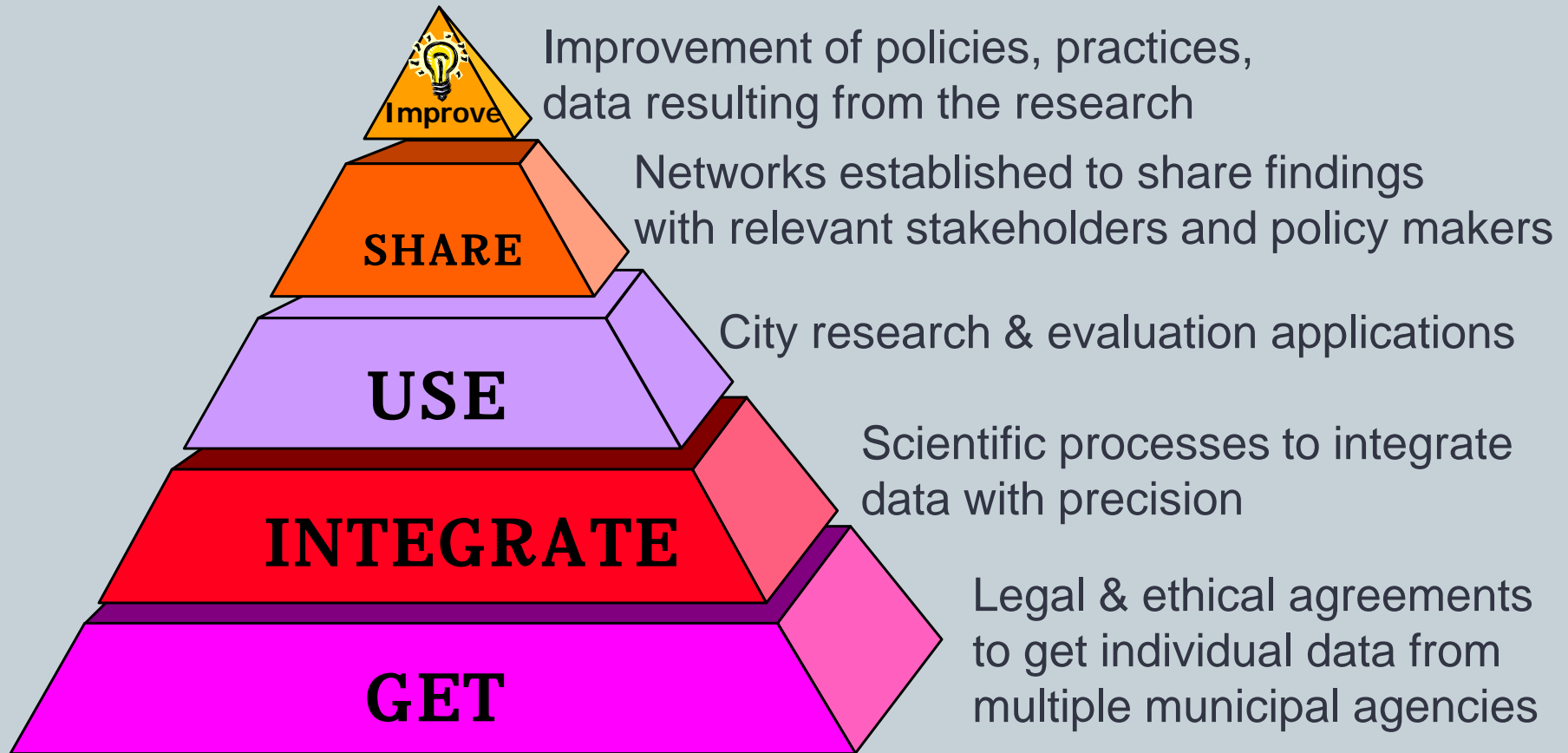
You want the answer *When?*



# ***Integration*** of Diverse Realities



# HOW? Partnership Agreements & Protocol



# KIDS Legal Issues



**HIPAA**: Health Insurance Portability & Accountability Act

**FERPA**: Family Educational Rights & Privacy Act

## Requirements for Use of Information:

- ✓ ***Practical Use*** for agencies
- ✓ ***Security Standards & Protocol*** for data use

# KIDS Ethical Issues:

## Disconnects between Research & Practice

# FEARS

The research will not benefit our agency

We will lose control of how our data are used

Researchers will take our data and run with no regard for us or our work with children

The findings may contradict our own reports

Negative findings will be shared without our input creating misunderstandings

# The KIDS Policy Group



**Purpose:** Govern all KIDS research projects to ensure agency-research connections

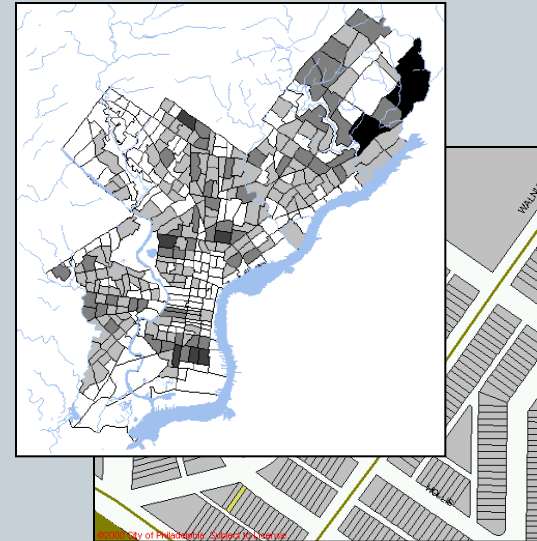
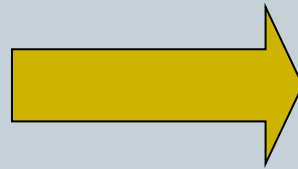
**Process:**

- Each agency elects 1 representative
- All research proposals are reviewed & voted
- Approved projects must adhere to KIDS Researcher Agreements
- Researcher conducts research & informs the Policy Group at every step

# KIDS Data Integration Process



ID	Common Name	Actual File Name (on agency Data Type)	Feature Type
32	Lnl_Vacancy 1995	Lnl_Vacancy95	A
56	LnlVacSurvey 1999	Lnl_Vacancy99	A
66	LMI Clean and Seal Codes	LU_LmiCleanSealCode	A
57	LMI Condition Codes	LU_LmiConditionCode	A
67	LMI Demolition Code	LU_LmiDemolitionCode	A
56	LMI Occupancy Code	LU_LmiOccupancyCode	A
5	LUBuildingCode	LUBuildingCode	L
6	LUCategoryCode	LUCategoryCode	L
4	LUCensusBlockgroups	LUCensusBlockgroups	L
3	LUCensusTract	LUCensusTract	L
7	LUExemptCode	LUExemptCode	L
30	LUImperviousFC	LUImperviousFC	L
27	LULandUse	LULandUse	L
10	LUNeighborhoods	LUNeighborhoods	L
8	LUSalesType	LUSalesType	L
20	LUStreetCode	LUStreetCode	L
26	LUSuffix	LUSuffix	L
39	LUNWaterUserCode	LUNWaterUserCode	L
23	Neighborhoods	nbhd_152.shp	S
11	Parcels	parcels.shp	S
12	Parks	parks.shp	S



- ✓ Routine data-dumps from agencies
- ✓ Scientific audit system for “research-ready” data
- ✓ KIDS Policy Group Approval for specific projects
- ✓ Dataset integration tailored to project parameters
- ✓ De-identified or aggregate data shared with researchers

# Sample KIDS Policy Research



- How do multiple risk factors impact school readiness?
- What is the overlap between DOE Special Education Services and Community Mental Health Services?
- How are educational outcomes affected by experiences in multiple public systems (e.g., Child Welfare & Shelter Services)?
- What are the educational outcomes for children using different homelessness support services?
- What are the characteristics of Out-of-School youth?
- Are there disparities in care for children with ADHD?

# Responses to Research Findings



- Built Capacity: Early Care & Education Interview
- Principal Training Academy for Kindergarten Transitions
- Latino Taskforce on Early Childhood Education
- Grant funding to establish a Summer Academy for children with no prior preschool experience
- National funding for Out-of-School Youth interventions
- Pilot project: Social Workers in Homeless shelters



# Thank You

**For More Information about KIDS:**

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