

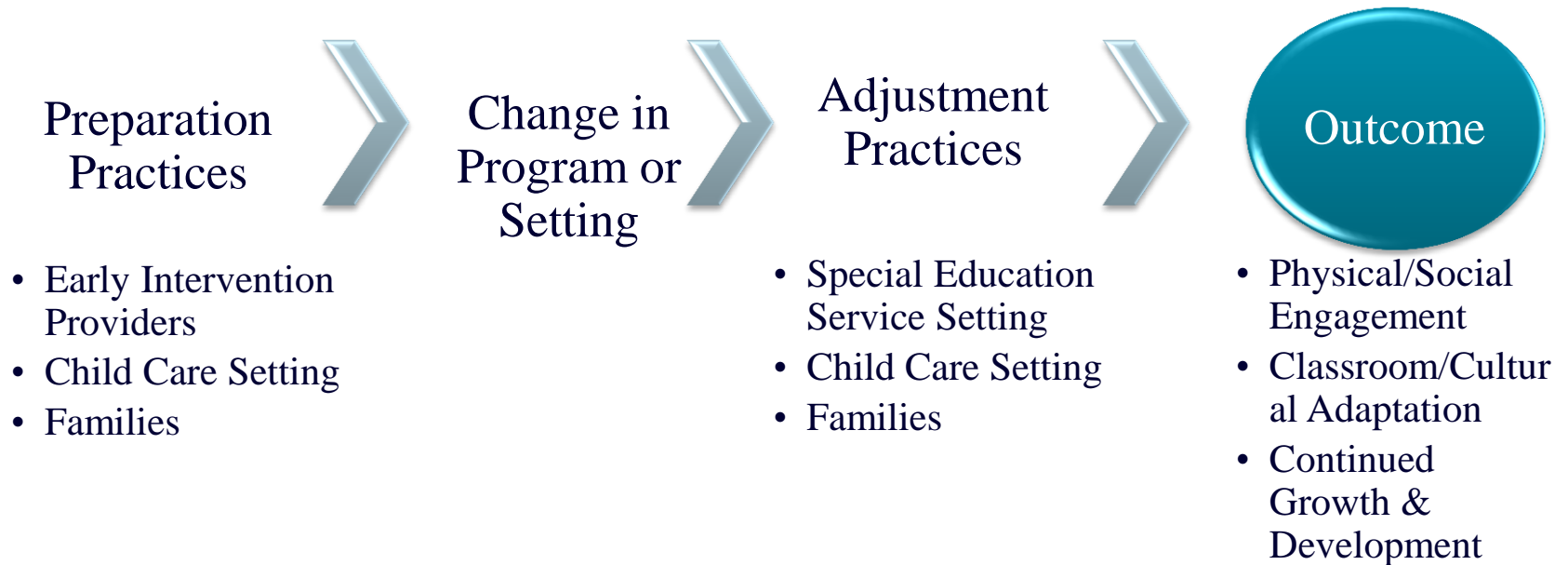
Methodological Considerations for Studies  
Conducting Research with Participants  
Receiving Integrated or Linked Services:  
*National Early Childhood Transition  
Research and Training Center*

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Annual Meeting of the Child Care Policy  
Research Consortium  
November 2011  
Beth Rous, University of Kentucky

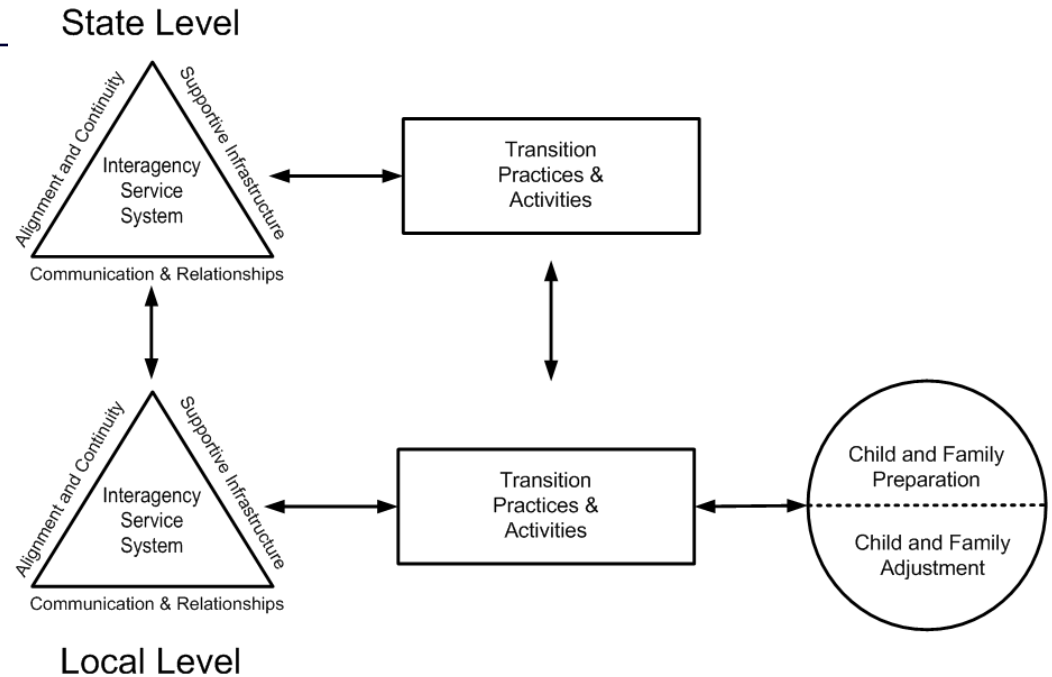
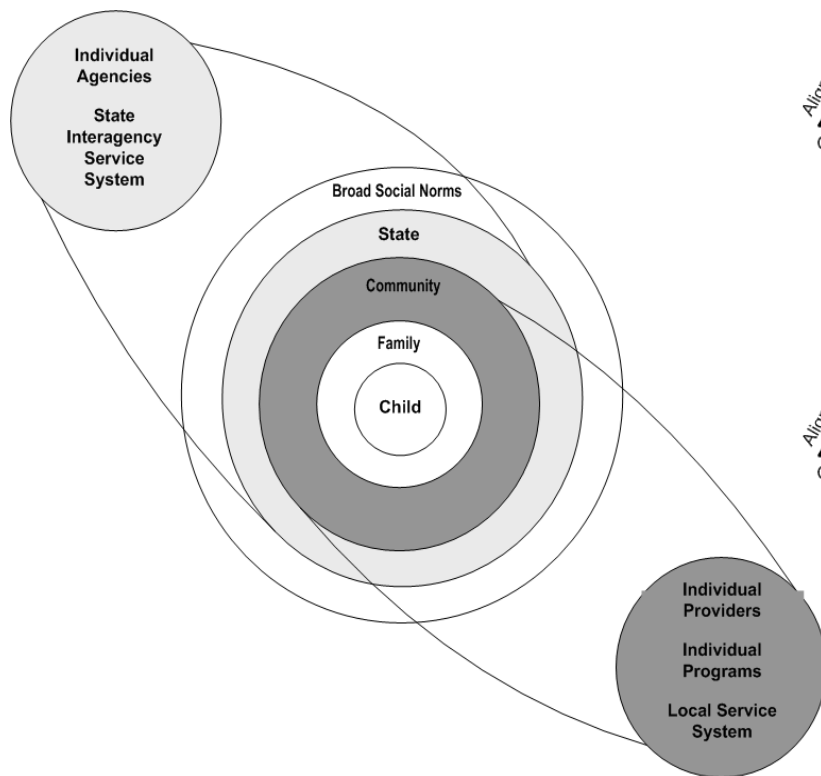
# The NECTC Studies

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# Conceptual Framework

**Figure 1**  
Contextual Factors



**Figure 2**  
Key Elements of the Transition  
Process

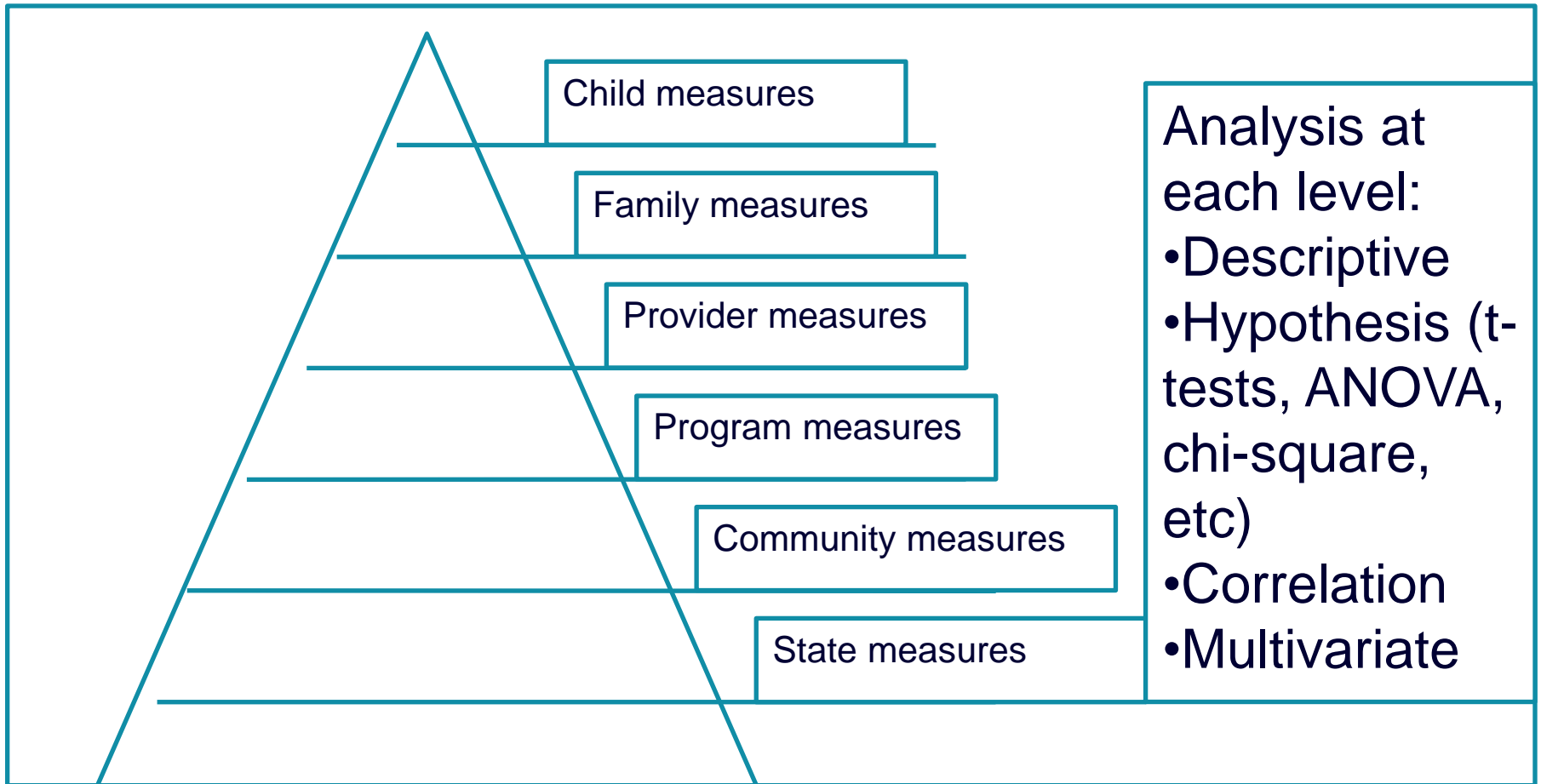
Rous, Hallam, Harbin, McCormick & Jung, 2007

# Study Sample

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- Children, Families, Programs from 5 states
- Five Study Cohorts
  - Study 1 = Exit from Early Intervention
  - Study 2 = Entry to Preschool
    - Received early intervention services
  - Study 3 = Exit from Preschool
  - Study 4 = Entry to Kindergarten
    - Received Special Education Services
  - Study 5 = Longitudinal Sample (1-4)

# Nested HLM Design





# Methodological Challenges

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- Defining “community” across states
  - County, region, area code
- Documenting the system of services received by the family and child
  - Who to ask?
  - Dosage
  - Intensity



# Methodological Challenges

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- Defining the intervention
  - Strategies different for program/family
  - Temporal issues based on time of data collection
- Defining the outcomes
  - Differentiation of success based on program goals and philosophy
- Recruitment of family/child participants during times of high stress (sample bias).

# Questions

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- What are the implications for cross-state, cross-sector studies given differentiation of services systems at the state and/or local levels?
- How can we define the “intervention” so it is both applicable and measurable across populations under study?
- How can we use new and emerging statistical treatments across disciplines to enhance our research designs?