2010 CCPRC Annual Meeting
Workshop Session C5
October 22, 2010, 10:45 a.m.

Poster Symposium: Research Findings and Implications for the Collaboration Logic Model

Description

This breakout session included brief descriptions about latest research findings in light of the components of a logic model for collaboration, presented during Plenary Session 5, to: a) inform the further development of the logic model; b) align what is known from existing research about different components of the model; and c) assess gaps in the existing research data base. Presenters responded to a draft model and were asked to use their posters to inform the development of the model and illustrate the existing knowledge base. The following questions were addressed: How does the research inform the model? What changes should be made to the draft model in light of existing research?

Moderators

Kathleen Dwyer, OPRE

Presenters

Diane Schilder, Education Development Center, Inc.
Louisa Anastasopoulos, Education Development Center, Inc.
Julie Atkins, University of Southern Maine
Donna Spiker, SRI International
Rena Hallam, University of Delaware/University of Tennessee

Scribe

Ali Chrisler, Child Trends

1. **Summary of Presentations**
    *   **Summary of Presentation #1:** Julie Atkins
        o   Research conducted by the University of Southern Maine looked at children 0–5 years within the child welfare system. Researchers examined the degree to which collaboration was occurring between child welfare and early intervention (early intervention/preschool special education services under IDEA and quality early care and education programs). The research included a case study that examined five counties in Colorado through field studies and surveys.
        o   Within early child education, there were missed opportunities. Within the child welfare system, case workers found it difficult to ensure children were referred to certain services because there were so many points of entry for children. Developmental concerns were often missed.
        o   The research suggests that it is difficult for relationships between early childhood and child welfare agencies to be present in the absence of structure and a formalized system. However, in rural areas, there were more relationships between the two agencies and more referrals were offered.

- **Summary of Presentation #2:** Donna Spiker
  - SRI's research used ECLS-B data which includes data collection on children at 9 months, 2 years, 3 years, 4 years and in kindergarten.
  - SRI looked at children who were at school readiness risk and found that poor preschool children received more transition activities than non-poor children. However, when in kindergarten, poor children received less transition activities.

- **Summary of Presentation #3:** Rena Hallam
  - The UT's research focused on integrating existing state longitudinal databases to examine the effects of subsidy density on child care quality and family well-being indicators.
  - Collaboration among key interagency stakeholders resulted in a conceptual model that resulted in the design and analysis for the secondary analysis study.
  - Preliminary analysis indicated that subsidy density at the program level resulted in mixed effects on child care quality depending on program type with infant/toddler programs being most negatively impacted by subsidy density.

2. **Summary of Discussion with Presenters and Participants**
   - Key Themes/Issues
     - Areas for improvement in the logic model:
       - Include cost-effectiveness in the logic model.
       - Resources section needs to be furthered developed.
       - Sustainability section needs to be included in the model.
       - Further development of how to cultivate "powerful agents" (building leadership among young/new professionals in the field).
       - Provide examples of how the logic model concepts play out.
       - Develop a toolkit.
       - Further develop barriers associated with collaboration, such as fear of collaboration and inability to change frames of thinking.
       - Include a continuous improvement model within the logic model.
       - Use data driven decision-making that includes process data.
     - Collaborations
       - Families need to be included in future collaborations.
       - Collaborations need to take into account cultural expectations and needs.

3. What were the three or four key issues raised during the session? What are the implications of these issues for policy makers and new directions in CCDF?
   - Key Questions/Issues Raised
     - How do we cultivate the new generation of "powerful agents" and ensure sustainability?
     - How can we show that collaborations demonstrate cost-effective outcomes?
     - Do we have a vision of what the "system" for children 0 to 5 years should be?
     - How do we overcome collaboration barriers, such as fear, and the need to change frames of thinking?
     - How can we integrate continuous improvement within the logic model?

- o How can we ensure that future decision-making includes data, but is not limited to data?
- Implications for Policy Makers/New Directions in CCDF
  - o Policymakers can benefit from a logic model for collaboration. Also, the logic model can help in further developing ECE collaborations and the field.