

Child Care Policy Research Consortium

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Overview

- Definitions
- Aspects of collaboration that we examined
- Measures

How do we define collaboration?

- Focus on point of service delivery to jointly deliver services to children and families
- A formal agreement between two or more early care and education providers
 - Example 1: Head Start and child care center
 - Example 2: Head Start and family child care provider
 - Example 3: School district and child care center
 - Example 4: School district and Head Start program
 - Example 5: Head Start, child care and school district

Description of the Studies

- Qualitative study to look at the nature & type of partnerships (2003)
 - Interviews & survey data from partnering Child Care, Head Start and PreK providers in most states across the country
 - Interviews and document reviews from each state's child care administrator, Head Start-State Collaboration, or preK directors
- Longitudinal survey research study of 141 child care centers in partnership with Head Start and comparison (in Ohio) (2001 to 2005)
- Observational study (using ECERS-R, ELLCO, FDCRS, and Arnett) and child study (using PPVT, PALS, and PLS-4) of centers and family child care providers in partnership and comparison (2004 to present)
- Survey research study of child care providers in partnership with Head Start through Ohio Head Start Plus funds (funded by Ohio in 2005)
- Pre-K study examining partnerships between child care and pre-K
- Closer Look examining multi-partner collaborations

Strengths and Limitations of the Study Design

- Limitations
 - Survey research design does not answer causal questions
 - Correlations between partnership and quality variables could be attributed to other factors
- Strengths
 - Survey data were collected from directors, parents, and teachers
 - Observational data enables examination of the relationship between self reports and actual quality
 - Analytic modeling enabled us to assess relationship between duration and quality variables as well as management capacity and observed quality
 - Quantitative study based on findings that emerged from qualitative research

Aspects of Collaboration

- Duration
- Intensity
 - Partnership development
 - Agreement on goals
 - Communication among partners
 - Resources exchanged

Duration

Definition duration

- Time involved in collaboration

Challenges

- Defining 'start date'
- Taking into account spells not in collaboration
- Taking into account policy changes

Partnership Development

- Number of meetings among partners
- Process of developing partnership agreement
- Revision of partnership agreements

What does the research say about the types of partnerships that lead to benefits?

- Well-defined goals and high levels of communication are related to benefits for centers overall ($F=39.11$; $p<.001$).
 - Together these two variables explain 43 percent of the variation in benefits for centers overall ($r^2=.43$)
- Well-defined goals and high levels of communication are also related to benefits for staff ($F=15.86$; $p<.001$).
 - Together these two variables explain 24 percent of the variation in benefits for staff ($r^2=.24$).

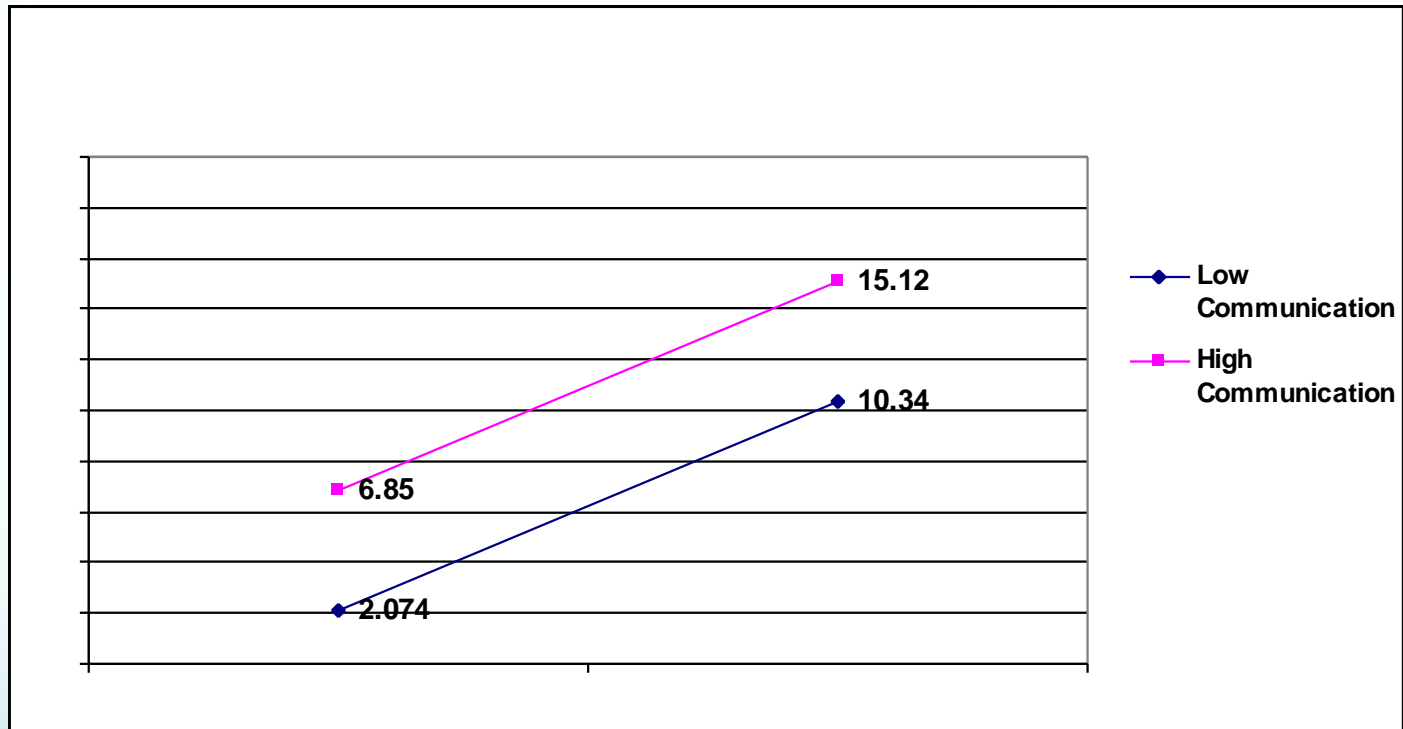
Definition of “Well-Defined Goals”

- Well-defined goals:
 - Written partnership goals
 - Clearly defined roles and responsibilities for staff involved in the partnership
 - Agreement about the curriculum to be used
 - Written procedures for communication
 - A process to orient staff to the Head Start program and regulations
 - Ways to prepare staff for new responsibilities
 - Procedures to keep children enrolled if parents lose subsidy eligibility
 - Procedures to keep children enrolled if parents lose eligibility for state programs
 - Procedures to manage finances as part of the partnership
 - Regular updates of agreements

Definition of Good Communication

- Variables comprising “communication” composite:
 - Good communication within their own organization
 - Good communication across organizations
 - Mutual respect between partners
 - A feeling that their voice was heard by their partner
 - An ability to call their partner as needed
 - A view that both organizations regard each other as a full partner

Well Defined Goals/High Communication Predict Benefits of Partnership



Duration of Partnership Predicts Benefits

- Duration is related to the following benefits:
 - Employment benefits to teachers such as paid maternity leave, paid family leave, release time for training, and tuition reimbursement
 - Teacher compensation
 - Some teacher professional development opportunities such as onsite workshops
 - Teacher beliefs about developmentally appropriate practices
 - Teacher beliefs about child-initiated activities
 - Teacher beliefs and reported practices related to language and literacy
 - Supervision teachers receive from supervisors such as discussions about curriculum
 - Child services as reported by parents
 - Referrals and services offered to parents

Higher Observed Quality in Partnering Centers than Comparison Centers

- Observed quality for partnering centers is higher than comparison centers on ELLCO subscales. . .
 - General classroom environment**
 - Language, literacy, & curriculum**

** Differences at the .01 level.

Resources

- Per child funding
- Lump sum funding
- Other resources

Survey Data Reveals Variation in Resources

- Most centers received resources from Head Start in terms of funds, professional development opportunities, supplies, etc.
 - ❖ Average per child funding from Head Start to child care centers was \$3,600
 - ❖ 70% of child care centers used funds for classroom equipment for supplies (bookshelves, tables, curriculum, etc.)
 - ❖ Over half of child care centers used funds for training or to enhance teachers' salaries; most reported receiving professional development directly from Head Start

Partnership Duration and Per Child Funding Predict Quality of Supervision

