STATE- LEVEL COLLABORATIONS AND COLLABORATING PROGRAMS

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Overview

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

Inputs ➔ Activities ➔ Outputs ➔ Outcomes ➔ Goals
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
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

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