WEBINAR ON COLLABORATIONS IN EARLY CHILD CARE AND EDUCATION

APRIL 6TH, 2011
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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) under 'Collaborative Projects'
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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)
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- 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?
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- 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).
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.
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• 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
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- **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
<table>
<thead>
<tr>
<th>A: Inputs to Collaboration</th>
<th>B: Process Components</th>
<th>C: Collaborative Outcomes-State Level</th>
<th>D: Collaborative Outcomes-Service Level</th>
<th>E: Collaborative Outcomes-Family and Child Level</th>
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<tbody>
<tr>
<td>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)</td>
<td>(See definition sheet) Norms Inclusion Authenticity Problem Focus Support Identification Facilitation Generative Purpose</td>
<td>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</td>
<td>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</td>
<td>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</td>
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*Moderators of Collaboration (See Definition Sheet)*
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- **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
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- **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
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- **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)
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- **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)
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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)
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- **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 6th, 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
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
Data infrastructure?

Research capacity?
Time for partnerships?
You want the answer *When*?
Integration of Diverse Realities

Policy

Research

KIDS
HOW? Partnership Agreements & Protocol

GET

Legal & ethical agreements to get individual data from multiple municipal agencies

INTEGRATE

Scientific processes to integrate data with precision

USE

City research & evaluation applications

SHARE

Networks established to share findings with relevant stakeholders and policy makers

Improve

Improvement of policies, practices, data resulting from the research
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

- Researchers will take our data and run with no regard for us or our work with children
- We will lose control of how our data are used
- The findings may contradict our own reports
- The research will not benefit our agency
- 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

- 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
For More Information about KIDS:

Heather L. Rouse, Ph.D.
Deputy Research Director
Philadelphia Policy & Analysis Center

Heather.Rouse@Phila.gov (or)
rouseh@gse.upenn.edu