C2: EARLY CARE AND EDUCATION COORDINATION: DESCRIPTIVE RESEARCH FINDINGS AND POLICY IMPLICATIONS

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Session Overview

• Brief description of forthcoming Special Issue of Early Education and Development on Early Childhood Collaboration

• Findings from the national descriptive study of Early Head Start-Child Care Partnerships

• Findings from a study on coordination of early care and education with family economic security and/or other health and human services

• Recommendations and suggestions from audience about research issues regarding coordination

• Emerging findings and methodological challenges of conducting a needs assessment that focuses on coordination of services for children birth to age five
What are we talking about when we talk about coordination?
Potential Research Issues to Consider

1. **What are research implications of the articles in the special issue?**
   - Given the nature of the research on coordination and collaboration, what additional methods should be considered for future research?
   - To adequate address equity, what questions should be posed and methods should be employed?
   - What questions should be posed in future research and analyses?

2. **What are the implications for federal policies and initiatives?**
   - What are the implications for child care, Head Start, PDG-B5, Part C and Part B, home visiting, TANF, as well as preschool policies and regulations?
   - What are the implications for equity?
Desired Outcomes of Today’s Panel Discussion

• Share questions, methods and findings
• Obtain your expert advice and input about methodological issues
• Discuss gaps in the research and future opportunities
EARLY CARE AND EDUCATION COORDINATION:

Overview of definitions, methods, emerging findings and implications

Diane Schilder, Principal Research Scientist, EDC
Meghan Broadstone, Research Scientist, EDC
Stephanie M. Curenton, Associate Professor, Boston University
Editors of Early Education and Development
Special Issue on Collaboration

Diane Schilder

Stephanie M. Curenton

Meghan Broadstone
Background of Special Issue

- Early Education and Development (EED) is a top-tier peer reviewed academic journal in early childhood field
- Stephanie is currently an associate editor of EED
- EED accepted our topic and published call for a special issue in July 2017
- Emails were sent to national researchers who were engaged in research on collaboration to encourage contributions to the journal
Definitions and Conceptualization of Coordination and Collaboration

• Authors used a range of definitions of the term “collaboration” and some used the term coordination

• All articles focus on two or more ECE staff or programs working together toward a common goal
Who is collaborating . . .

• Head Start and Early Head Start program administrators and staff
• Child care center administrators and staff
• Family child care home providers
• Public school preschool teachers
• Researchers

With whom?

• Child care center administrators and staff
• Family child care providers
• Head Start/EHS
• School districts receiving PDG grants
• Researchers, funders, practitioners and community members (one article focuses on Educare)
• Early childhood educators and grantees
Key Findings (Slide 1 of 4)

Why and how are ECE providers collaborating?

- Specific grant funding or opportunities for ECE providers prompted collaborations.
- Educators engaged in collaboration report sharing ideas for effective classroom practices, sharing curriculum plans, and working together on behavior management issues.
- Head Start directors collaborating with public schools to support transition report helping schools identify incoming kindergarteners, engaging in joint-trainings, and sharing curriculum.
Key Findings (Slide 2 of 4)

What aspects of collaboration lead to success?

- **Success is defined differently in each study.** It is important to frame research questions based on implications for equity.
  - Focus on mutual **outcomes** (such as meeting the needs of students) is predictive of stronger collaboration (as defined by process measures).
  - Establishing a **collaborative relationship** with clarity about the roles, regulations and processes appears key
    - Staff buy-in is critical
    - Joint understanding of regulations is important
    - Sharing of curriculum practice is one important aspect that appears linked with success
  - Strong **administrative procedures** such as contracts, procedures for explaining each program’s regulation, and processes for sharing data appear important for collaboration success
  - **Time** devoted to the collaboration is important for collaboration success
Key Findings (Slide 3 of 4)

What are the articles reporting about collaboration and desired improvements in classroom quality as well as child outcomes?

- Regression analysis reveals a relationship between QRIS scores and collaborations that have stronger administrative practices and relationships among those in the collaboration.
- EHS/CC partnerships report above average classroom quality scores.
- Collaborations that focus on data and include multiple partners demonstrate improved classroom quality scores.
Key Findings (Slide 4 of 4)

What are the articles reporting about collaboration success?

- Two articles discussed “process success”
- EHS/CC partnerships report offering more comprehensive services and supports
- ECE providers participating in Educare collaborations report using data to inform targeted improvements
- Qualitative findings reveal:
  - Collaborations help the programs enroll and retain larger numbers of four-year-olds
  - Collaborations helped programs enroll new four-year-olds whose families were looking for flexible hours and convenient wraparound care
  - Collaborations helped reach families who otherwise would probably not have attended the private program for the full day due to costs
Implications

Advisors suggested that research is needed that...

- Reflects racially, culturally, and linguistic competence and focuses on the relationship between formal collaborations and issues of equity
- Employs consensus definition of collaboration and associated processes and outcomes is needed
- Uses mixed methods to unpack the processes that are related to success in different contexts and with a range of populations

Advisors suggested that policies are needed that...

- Focuses attention on issues of equity
- Are informed by the latest research on collaboration (accounting for what is still not known about collaboration)
- Support technical assistance as well as processes that research suggests are predictive of desired outcomes
Next Steps

• All articles are being finalized after having gone through the peer-review process
• Editors are finalizing introduction to the special issue
• The special issue will be released in the fall 2019
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- The views expressed in this presentation do not reflect the views of OPRE.
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1958
Commitment from the beginning (Hands-On Science, 1960; Head Start, 1978)

GLOBAL REACH
50 U.S. states, Asia, Africa, and Latin America

>50 Projects
~ 1 out of 5 employees

>$20 Million annually

Funders: USAID, NSF, NIH, ED, CPB/PBS, SAMHSA, UNICEF, Heising-Simons Foundation, MasterCard Foundation
THANK YOU

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