EARLY CARE AND EDUCATION COLLABORATION: METHODOLOGICAL ISSUES

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Description of Studies

- **Child Care/Head Start Partnership Study**
  - Survey research
  - Randomly selected child care centers in partnership with Head Start and matched comparison centers
  - Data from center directors, teachers and parents

- **PreK Study**
  - Survey research
  - Randomly selected child care centers offering preK services
  - Data from center directors and R&Rs

- **Closer Look: Secondary Analysis Study**
  - Secondary analysis of survey and administrative data
  - Analysis of differences depending upon types of collaboration
Definitions

Collaboration defined as

- Contractual agreement between two or more agencies to jointly offer services

Example of collaborations with two partners
- Child Care/Head Start collaboration
- Child Care/preK collaboration

Example of multi-partner collaboration
- Child Care/Head Start/preK
Methodological Challenge: Sample Selection

- Possible sources
  - Child care licensing database
  - State Department of Education database
  - Specific program database (such as preK provider or Head Start partner databases)

- Sources do not use comparable naming structures or ID’s
- Providers are often listed in multiple sources
- Providers might not be aware that they are part of a collaboration
Methodological Challenge

Selecting comparison group

- Are centers that are in no collaborations the comparison or centers in different types of collaboration?

<table>
<thead>
<tr>
<th>Reference Group</th>
<th>Comparison 1</th>
<th>Comparison 2</th>
<th>Comparison 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>Child Care Centers with no other collaborating</td>
<td>Child Care Centers collaborating with preK but</td>
<td>Child Care Centers Collaborating with any other</td>
</tr>
<tr>
<td>Center</td>
<td>partners</td>
<td>not Head Start</td>
<td>source including foundations</td>
</tr>
<tr>
<td>Partnering with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Care Centers Collaborating with Head Start Compared with those Not Collaborating with Head Start

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Partnering</th>
<th>Non-Partnering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space &amp; Furnishings</td>
<td>0.00</td>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Personal Care</td>
<td>1.00</td>
<td>2.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Language-Reasoning</td>
<td>2.00</td>
<td>3.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Activities</td>
<td>3.00</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Interaction</td>
<td>4.00</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Program Structure</td>
<td>5.00</td>
<td>6.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Total Score</td>
<td>6.00</td>
<td>7.00</td>
<td>8.00</td>
</tr>
</tbody>
</table>

* p < 0.1; ** p < 0.05; *** p < 0.01

Figure 4: ECERS-R Scores for Partnership and Comparison Classrooms

- Child Care & Head Start*
  - *Could include other collaborations as well
- No Collaboration with Head Start
Comparing Different Types of Collaboration

AVERAGE ECERS-R

- Head Start & Child...
- State preK & Child...
- Head Start, preK &...
- Federal, State, ...
- No Collaboration
Methodological Challenge

- Defining collaborative approach and appropriate unit of analysis
  - Program-level collaboration
  - Classrooms within programs
  - Teachers within programs
  - Children or families receiving services
Methodological Challenge: Unit of Analysis

<table>
<thead>
<tr>
<th></th>
<th>Comprehensive approach</th>
<th>Selective collaboration</th>
<th>Targeted approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Two programs collaborating to jointly deliver all services to meet highest standard</td>
<td>Programs collaborate to deliver selected services</td>
<td>Target services are delivered such as part-day preschool for eligible children</td>
</tr>
<tr>
<td>Classroom</td>
<td>All classrooms participate in collaboration</td>
<td>Some classrooms participates in collaboration</td>
<td>One classroom participates in collaboration</td>
</tr>
<tr>
<td>Teacher</td>
<td>All teachers and assistant teachers deliver joint services</td>
<td>Some lead teachers or some assistant teachers participate</td>
<td>One group of teachers is targeted</td>
</tr>
<tr>
<td>Child</td>
<td>All children receive collaborative services</td>
<td>Children in one classroom receive collaborative services</td>
<td>Target children receive collaborative services</td>
</tr>
</tbody>
</table>
Methodological Challenge: Taking into Account Intensity and Duration

- Defining intensity of collaboration
  - Agreement on goals/philosophy, communication, resource exchange
  - Possible tools: Partnership Impact surveys and Hicks surveys

- Defining duration of collaboration
Methodological Challenge: Defining Outcomes

- Outcomes required by all collaborating programs
- Outcomes required by selected collaborating programs
- Outcomes defined by researchers
## Defining Outcomes: Example of Possible Outcomes

<table>
<thead>
<tr>
<th>Outcomes as Measured by Each Collaborating Program</th>
<th>Outcomes as Measured by Selected Collaborating Programs</th>
<th>Researcher Defined Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care program: Get it, Got it, Go</td>
<td>PreK program: Kindergarten Readiness Assessment</td>
<td>Language/literacy measures (e.g., PPVT, PLS, PALS,)</td>
</tr>
<tr>
<td>PreK program: Kindergarten Readiness Assessment</td>
<td></td>
<td>Socio-emotional measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service receipt measures</td>
</tr>
</tbody>
</table>
Contact Information

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