Multiple Programs, Services and Funding Streams: Implications for Families, Policy-Makers and Researchers

Child Care Research Consortium Meeting
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Panelists

- Diane Schilder, Education Development Center, Inc.
- Helen Ward, Muskie School, University of Southern Maine
- Monica Rohacek, Urban Institute
- Stephanie Curenton, Rutgers University
Child Care Quality Study

Background:
- EDC has studied partnerships since 2001
- Focused on child care, Head Start and preK

Methods:
- Survey of all 50 states
- Longitudinal survey study of 141 child care centers with data collected from directors, parents, teachers
- Observations of classrooms
- Assessment of a sample of children
- Survey of family child care providers in partnership and comparison providers
Partnership Findings in Brief

Partnership with Head Start related to:

- Improved structural indicators of quality
- Greater likelihood of providing referrals & services to children and parents
- Employment benefits for teachers/staff
- Higher classroom quality as measured by ELLCO and ECERS-R
Partnership Findings & Implications

Elements of partnership predict benefits:
- Communication between partners
- Specificity in agreements
- Alignment of goals
- Partnership with federal Head Start (as opposed to state)
- Funding
- Duration

Policymakers report specific steps to support partnerships:
- Follow federal IM to extend eligibility
- Provide T/TA
- Circulate information about rules/regulations
Questions for Panelists

- What are the implications for families, policymakers, program directors, researchers?
- What are the practical suggestions you have for examining these issues?
- What are the unintended consequences of attempts to align programs?
Questions for Panelists

- Given that the programs are inter-related, how do we consider the entire picture together?
  - What methods are appropriate for studying these systems?
  - How do we account for the rapidly changing context?
- Do the studies address issues of:
  - Outcomes for programs, children, families
  - Professional development needs of teachers
  - Quality of programs
  - Parent choice