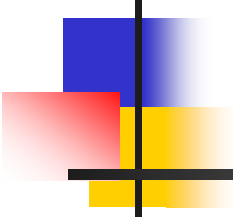


Multiple Programs, Services and Funding Streams: Implications for Families, Policy-Makers and Researchers



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