



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

Child Care Research Consortium Meeting
August 1, 2008



Panelists

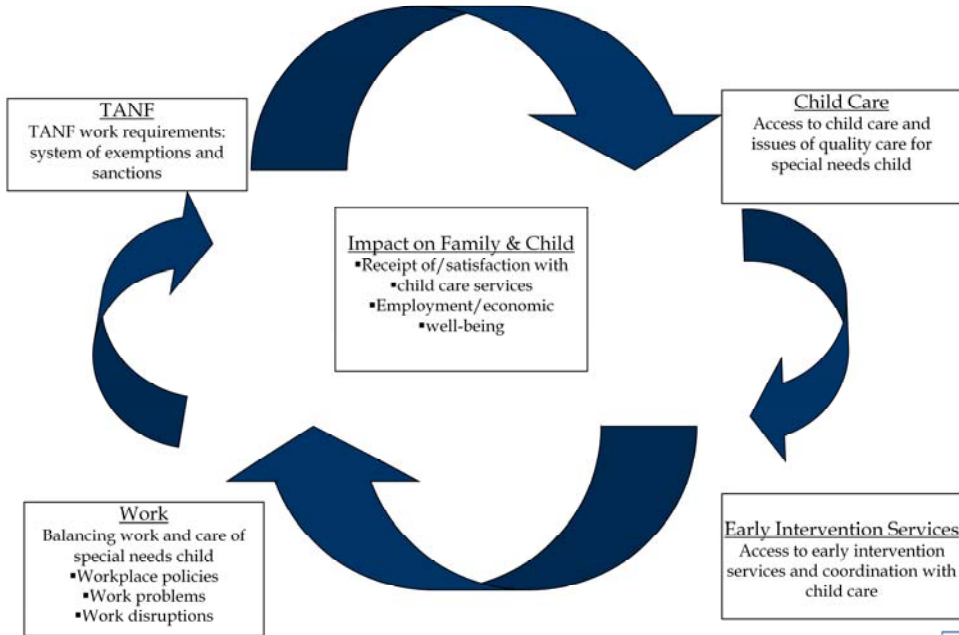
- Diane Schilder, Education Development Center, Inc.
- Helen Ward, Muskie School, University of Southern Maine
- Monica Rohacek, The Urban Institute
- Stephanie Curenton, Rutgers University



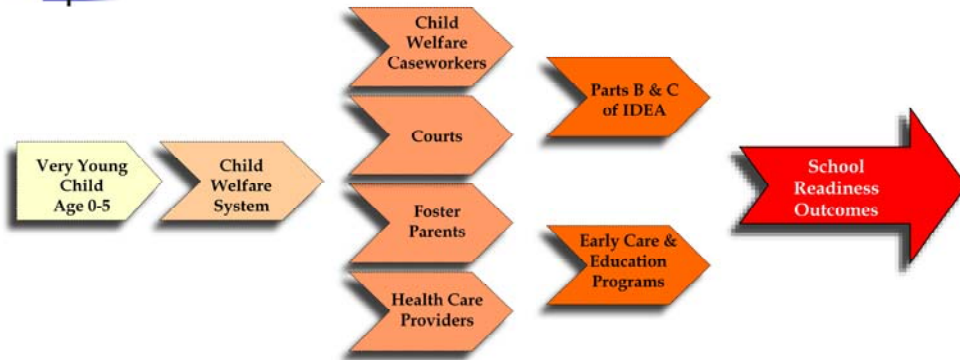
Studies Discussed

- Collaborations *within* one system (e.g. Head Start and Pre-K) versus *between* multiple systems (e.g. IDEA E.I./Preschool Special Ed., child welfare and ECE)
- Exploratory studies versus ones that look at relationships between collaboration and improvement in specific outcomes.
- Primary focus on how families and children are affected versus how child care providers/programs are affected.

Child Care and Children with Special Needs: Challenges for Low-Income Families



**Children at Risk in the Child Welfare System:
Collaborations to Promote School Readiness**
A Case Study in Colorado





Some of the Challenges Identified in Our Studies

- When missions and the primary beneficiaries of programs differ, that affects:
 - Expectations for parents
 - Eligibility for services/assistance
 - Differing “mindsets” about child versus family needs
 - Mode of delivery, amount and duration of care/services
 - Funding

- These issues can cause conflicts for parents and providers:
 - Stability of child care and parental satisfaction
 - Work problems for parents
 - Multiple transitions for children
 - Issues for child care staff/programs
 - Potential for children to go without early interventions
 - Unexpected issues involving additional programs/funding streams



Pre-Kindergarten Programs & Community-Based Child Care

- **Research Questions**

- ❖ To what extent do community-based child care centers serve the population targeted by pre-k?
- ❖ How many centers currently meet quality or other standards associated with pre-k?
- ❖ Other considerations in delivering pre-k services through community-based child care?

- **Methodology**

- ❖ 5 counties in 4 states
- ❖ Representative sample of center directors and teachers
- ❖ Exclusions from sampling population



Key Findings (Opportunities)

- Community-based centers are serving children targeted by prekindergarten initiatives
 - ❖ Age Almost all centers serve 3-4 year olds
 - ❖ Family Income 80% of centers in all sites serve at least one child living in a low-income family
 - ❖ Limited English Proficiency 10% (1 site) to 50% (4 sites) of centers served at least one child with LEP parents
- Community-based centers often have staff that speak languages of LEP families
- Community-based centers serve prekindergarten-age children in tandem with younger and older children



Key Findings (Challenges)


- Many community-based centers are likely to need extra support to fully meet and maintain pre-kindergarten standards
 - ❖ Staff education level No teachers with B.A. degree in 20%-47% of centers (4 sites, lower in 5th site)
 - ❖ In-service training On average 50% of teachers in a center had 10+ hours in prior year (4 sites, lower in 5th site)
 - ❖ Hourly wage Community-based center average (\$9-\$18)
Elementary school average (\$22-\$29)
 - ❖ Ratios Teachers in 50% of centers had child:teacher ratios exceeding standards recommended by AAP/APHA
 - ❖ Financial condition 34%-50% of centers struggled to meet payroll or bills during previous year
- Other issues



Impact of Pre-K Expansion

Research Questions

- How does the expansion of pre-k affect the quality and supply of child care for low-income families?
- How are child care centers that partner with pre-k programs different from those programs that do not partner?



Impact of Pre-K Expansion (Opportunities)

County-level Investigation within States

- Examine impact of pre-k expansion in two counties in Ohio (Franklin, Cuyahoga) and two in New York (Albany, Niagara)

National-level Investigation

- Refine NIEER yearbook questions to investigate state pre-K and child care coordination

RUTGERS
Edward J. Bloustein School
of Planning and Public Policy

11

County-level Investigation within States

Examine impact of pre-k expansion in two counties in Ohio (Franklin, Cuyahoga) and two in New York (Albany, Erie)

Longitudinal investigation of changes in child care supply through analysis of data from Resource & Referral (R&R) Agencies

Assessment of changes in child care quality through analysis of survey and R&R data



Impact of Pre-K Expansion (Challenges)

Lessons for Researchers

- Sampling Issues
- Describing results in terms of context

Lessons for Administrators

- Various funding streams with different missions are being combined



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?

- What can we learn from the studies about the following?
 - Outcomes for programs, children, families
 - Professional development needs of teachers
 - Quality of programs
 - Parent choice