Overview

- Definitions

- Aspects of collaboration that we examined

- Measures
How do we define collaboration?

- Focus on point of service delivery to jointly deliver services to children and families
- A formal agreement between two or more early care and education providers
  - Example 1: Head Start and child care center
  - Example 2: Head Start and family child care provider
  - Example 3: School district and child care center
  - Example 4: School district and Head Start program
  - Example 5: Head Start, child care and school district
Description of the Studies

- Qualitative study to look at the nature & type of partnerships (2003)
  - Interviews & survey data from partnering Child Care, Head Start and PreK providers in most states across the country
  - Interviews and document reviews from each state's child care administrator, Head Start-State Collaboration, or preK directors

- Longitudinal survey research study of 141 child care centers in partnership with Head Start and comparison (in Ohio) (2001 to 2005)

- Observational study (using ECERS-R, ELLCO, FDCRS, and Arnett) and child study (using PPVT, PALS, and PLS-4) of centers and family child care providers in partnership and comparison (2004 to present)

- Survey research study of child care providers in partnership with Head Start through Ohio Head Start Plus funds (funded by Ohio in 2005)

- Pre-K study examining partnerships between child care and pre-K

- Closer Look examining multi-partner collaborations
Strengths and Limitations of the Study Design

- Limitations
  - Survey research design does not answer causal questions
  - Correlations between partnership and quality variables could be attributed to other factors

- Strengths
  - Survey data were collected from directors, parents, and teachers
  - Observational data enables examination of the relationship between self reports and actual quality
  - Analytic modeling enabled us to assess relationship between duration and quality variables as well as management capacity and observed quality
  - Quantitative study based on findings that emerged from qualitative research
Aspects of Collaboration

- Duration

- Intensity
  - Partnership development
  - Agreement on goals
  - Communication among partners
  - Resources exchanged
Duration

Definition duration

- Time involved in collaboration

Challenges

- Defining ‘start date’
- Taking into account spells not in collaboration
- Taking into account policy changes
Partnership Development

- Number of meetings among partners
- Process of developing partnership agreement
- Revision of partnership agreements
What does the research say about the types of partnerships that lead to benefits?

- Well-defined goals and high levels of communication are related to benefits for centers overall ($F=39.11; p<.001$).
  - Together these two variables explain 43 percent of the variation in benefits for centers overall ($r^2=.43$)

- Well-defined goals and high levels of communication are also related to benefits for staff ($F=15.86; p<.001$).
  - Together these two variables explain 24 percent of the variation in benefits for staff ($r^2=.24$).
Definition of “Well-Defined Goals”

- Well-defined goals:
  - Written partnership goals
  - Clearly defined roles and responsibilities for staff involved in the partnership
  - Agreement about the curriculum to be used
  - Written procedures for communication
  - A process to orient staff to the Head Start program and regulations
  - Ways to prepare staff for new responsibilities
  - Procedures to keep children enrolled if parents lose subsidy eligibility
  - Procedures to keep children enrolled if parents lose eligibility for state programs
  - Procedures to manage finances as part of the partnership
  - Regular updates of agreements
Definition of Good Communication

- Variables comprising “communication” composite:
  - Good communication within their own organization
  - Good communication across organizations
  - Mutual respect between partners
  - A feeling that their voice was heard by their partner
  - An ability to call their partner as needed
  - A view that both organizations regard each other as a full partner
Well Defined Goals/High Communication Predict Benefits of Partnership
Duration of Partnership Predicts Benefits

- Duration is related to the following benefits:
  - Employment benefits to teachers such as paid maternity leave, paid family leave, release time for training, and tuition reimbursement
  - Teacher compensation
  - Some teacher professional development opportunities such as onsite workshops
  - Teacher beliefs about developmentally appropriate practices
  - Teacher beliefs about child-initiated activities
  - Teacher beliefs and reported practices related to language and literacy
  - Supervision teachers receive from supervisors such as discussions about curriculum
  - Child services as reported by parents
  - Referrals and services offered to parents
Higher Observed Quality in Partnering Centers than Comparison Centers

- Observed quality for partnering centers is higher than comparison centers on ELLCO subscales.
  - General classroom environment**
  - Language, literacy, & curriculum**

** Differences at the .01 level.
Resources

- Per child funding
- Lump sum funding
- Other resources
Survey Data Reveals Variation in Resources

- Most centers received resources from Head Start in terms of funds, professional development opportunities, supplies, etc.
  - Average per child funding from Head Start to child care centers was $3,600

- 70% of child care centers used funds for classroom equipment for supplies (bookshelves, tables, curriculum, etc.)

- Over half of child care centers used funds for training or to enhance teachers’ salaries; most reported receiving professional development directly from Head Start
Partnership Duration and Per Child Funding Predict Quality of Supervision