

RUTGERS

Edward J. Bloustein School
of Planning and Public Policy

LEARNING TO PLAY WELL WITH OTHERS:

***State Examples and Research
Evidence on Collaboration***

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Outline

- **Research Evidence on Collaboration**
 - Stephanie M. Curenton, Rutgers University
 - Diane Schilder, Education Development Center
- **A Historical Perspective on Collaboration**
 - James Scott, Ohio Head Start Collaboration Office
- **Early Childhood Comprehensive Systems Building**
 - Lori Connors-Tadros, The Finance Project
- **Small Group Activity**

What is Collaboration?

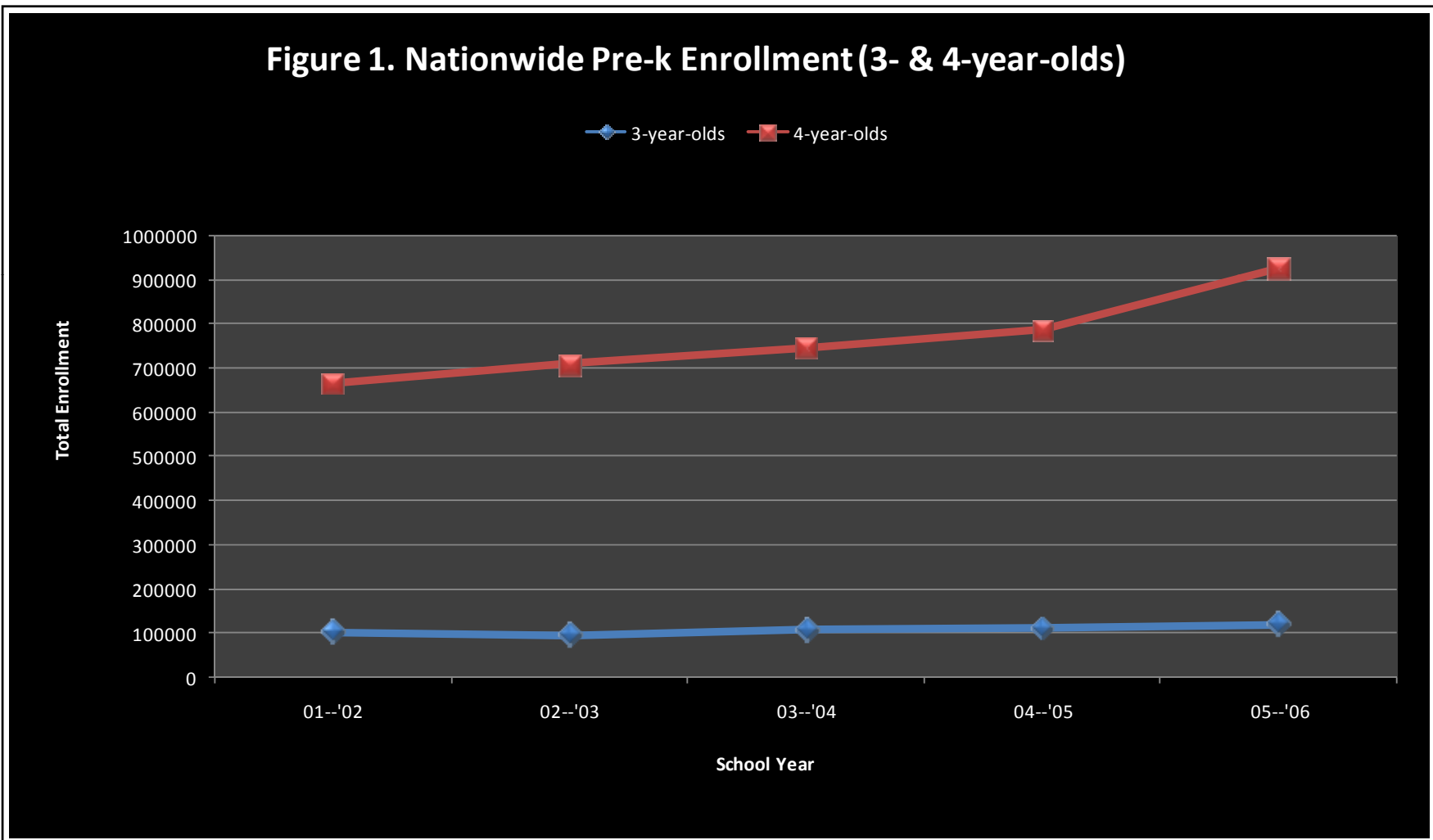
- “The act of working jointly with others to bring about a common action.”
- Collaboration at **Program-level**
 - Focuses on the scope and implementation of program delivery
- Goals for ECE Collaborative Partnerships
 - To enhance low-income children’s access to high quality programs
 - To provide year long, full-day care for working families

Collaboration Enhances Quality

- **Administrative**
 - Creates more ECE slots for low-income children
 - Strengthens community relationships
- **Classroom**
 - Enhances classroom quality
 - Enhances educational experiences
- **Staff**
 - Enhances teachers' professional development
 - Offers better salaries and benefits
 - Decrease turnover
- **Child**
 - Promotes children's school readiness
 - Offers health screenings and referrals

Rising Pre-K Enrollment as an Impetus for Collaboration

Figure 1. Nationwide Pre-k Enrollment (3- & 4-year-olds)



Source: *The State of Preschool Yearbook*, NIEER.

Research Questions

How do pre-K partnering child care centers compare to non-partnering centers in terms of providing access to low-income children and high-quality services?

Sampling and Survey Details

- Respondents randomly selected from a list of licensed child care providers provided by local R&R
 - 526 providers from Ohio and New York
- Computerized telephone survey
 - 25-item questionnaire about child and staff characteristics and information about program services and features
 - Collaboration defined at program-level and in terms of funding

Ohio Contextual Issues

- **Early Learning Initiative (ELI)**
 - Purpose: To provide full-year, full-day care for low-income working families with preschool age children
 - Collaborative partnership between *Department of Jobs and Family Services* and the *Department of Education*

Fiscal Year 2008 (Ohio Dept. Education, 2008)
\$125 million total funding
\$10, 438 cost per child
Aims to serve 12,000 children

Survey Participants

	Ohio		
	Franklin County	Cuyahoga County	Total # Centers
Pre-K Partnership	41% (87)	51% (111)	198 Partnerships
Comparison	59% (124)	49% (106)	230 Comparisons
Total # Centers	211	217	

Access

Do pre-K programs offer full day, full year care?

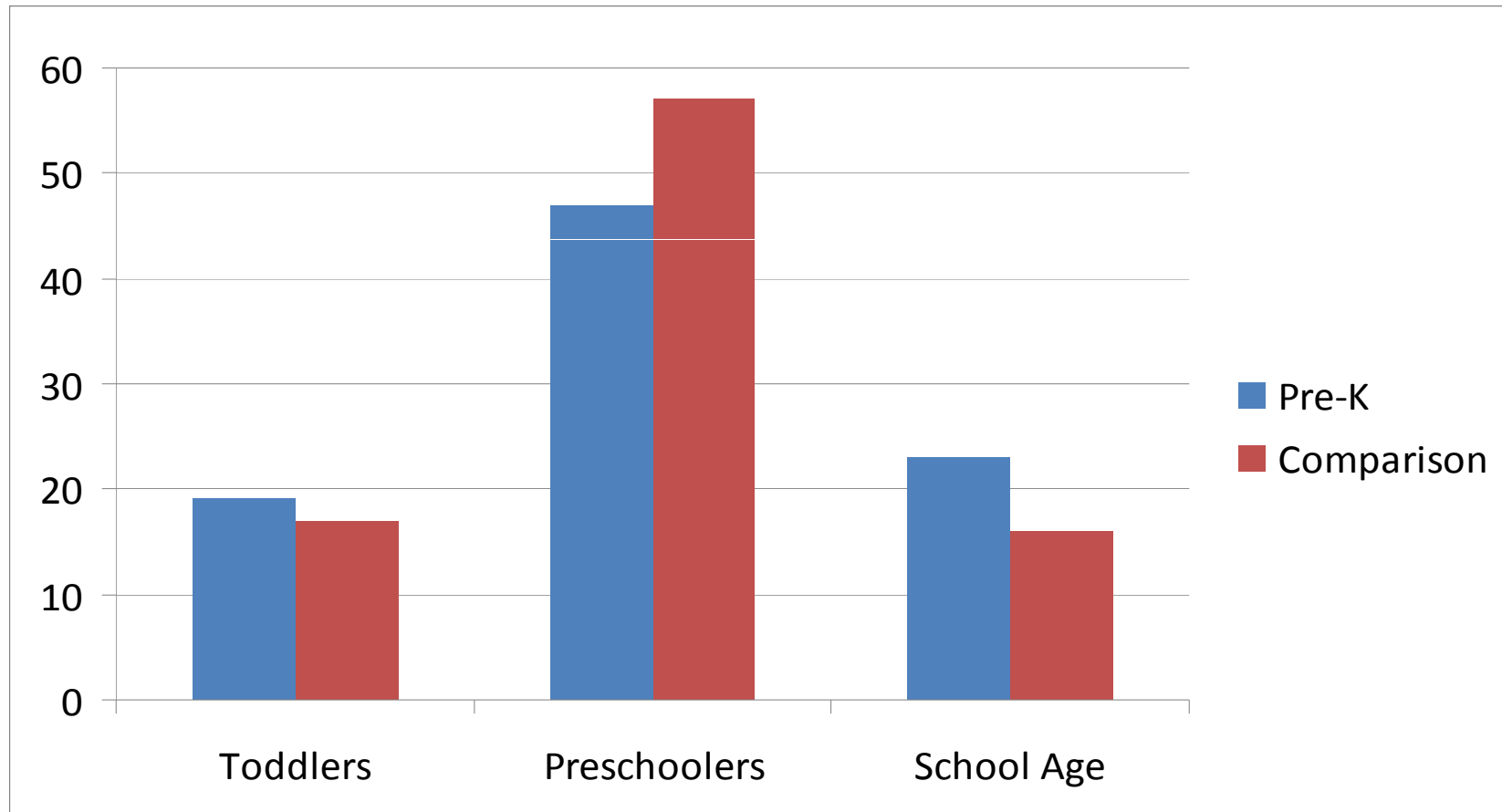
Do they differ in terms of age groups served?

Do they differ in terms of the children served?

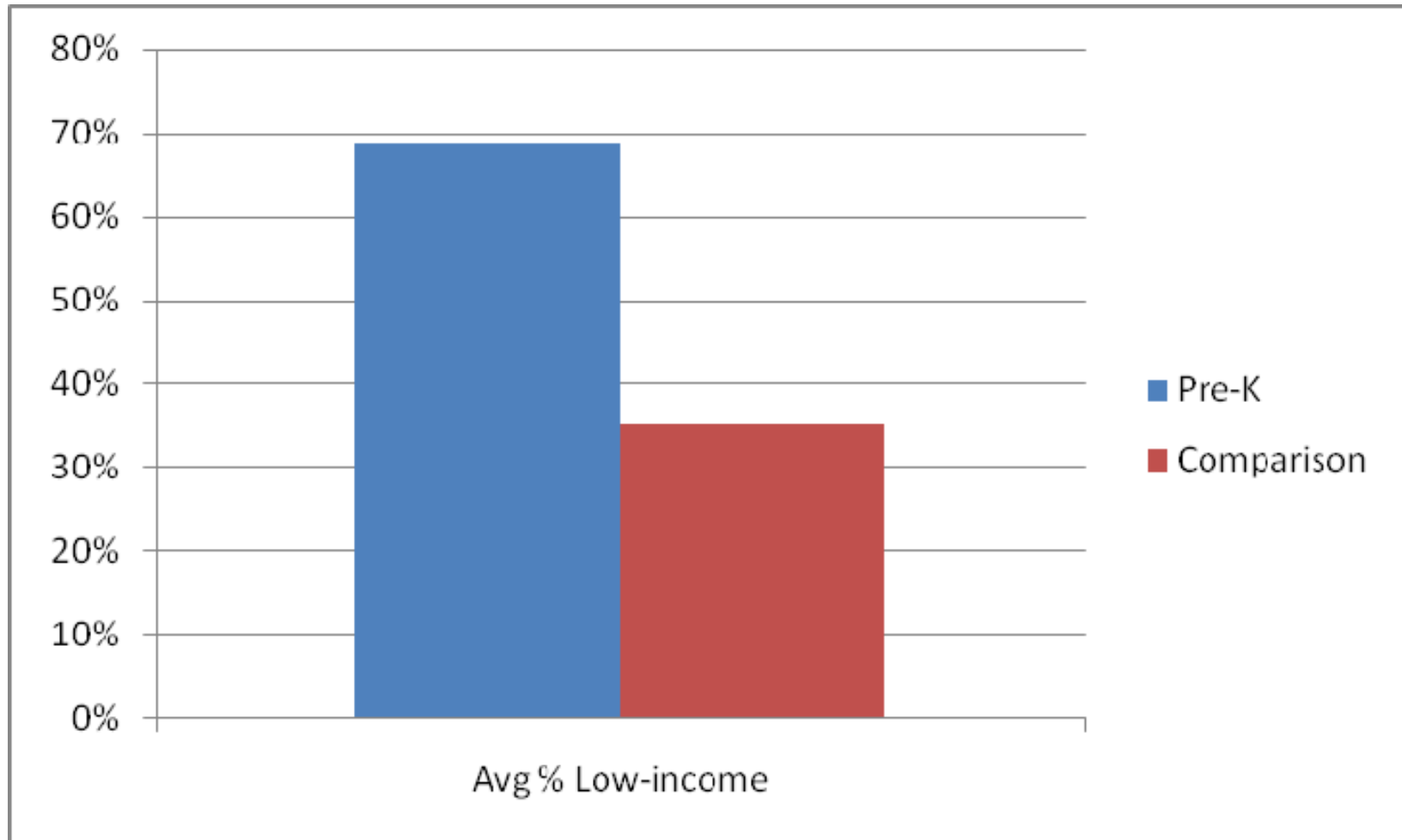
Children in pre-K partnering centers received funding for full day, full year care

- Funding covered average of
 - 8.5 hours per day
 - 5 days per week

Pre-K partnering centers served more toddlers and school-age children

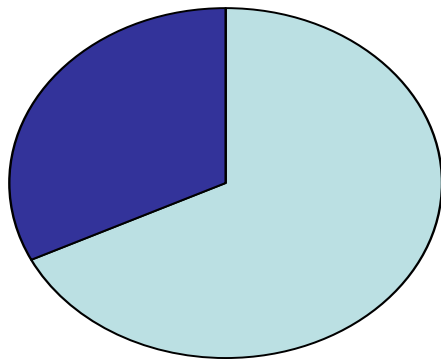


Pre-K partnering centers served more low-income children

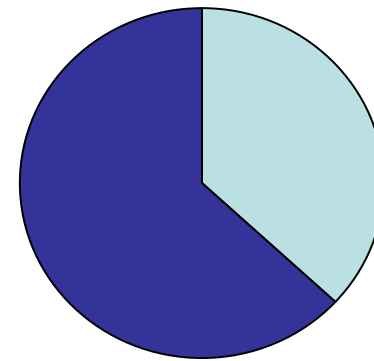


Pre-K partnering centers served more minorities

Pre-K Partnering



Comparison



■ Minority
■ White

Quality

Are pre-K centers more likely to be NAEYC
accredited?

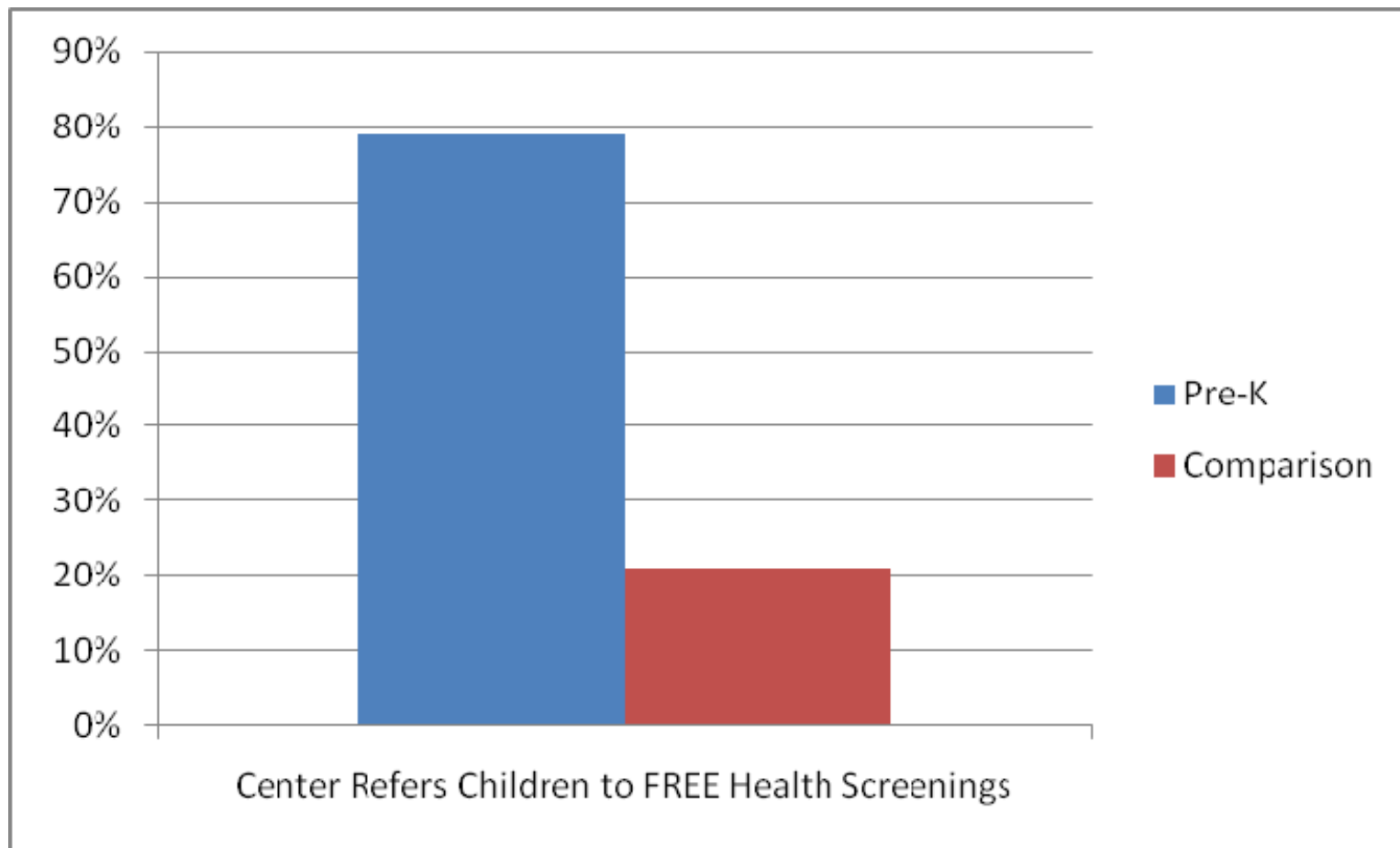
Are they more likely to use a standard curriculum?

Is the staff more educated?

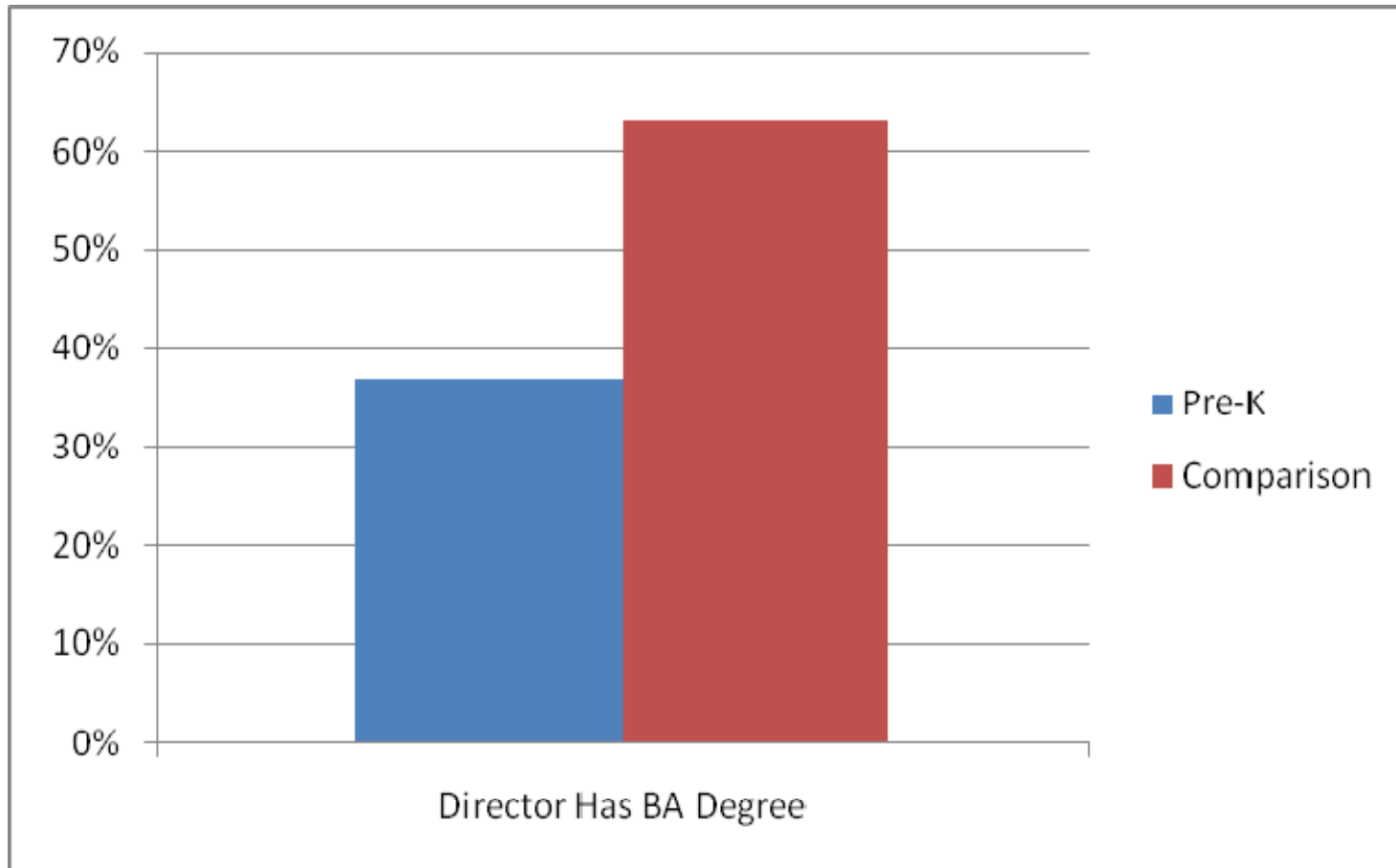
Pre-k partnering centers are NOT
more likely to be accredited

- But pre-k centers were more likely to report they were in the *_process* of seeking accreditation

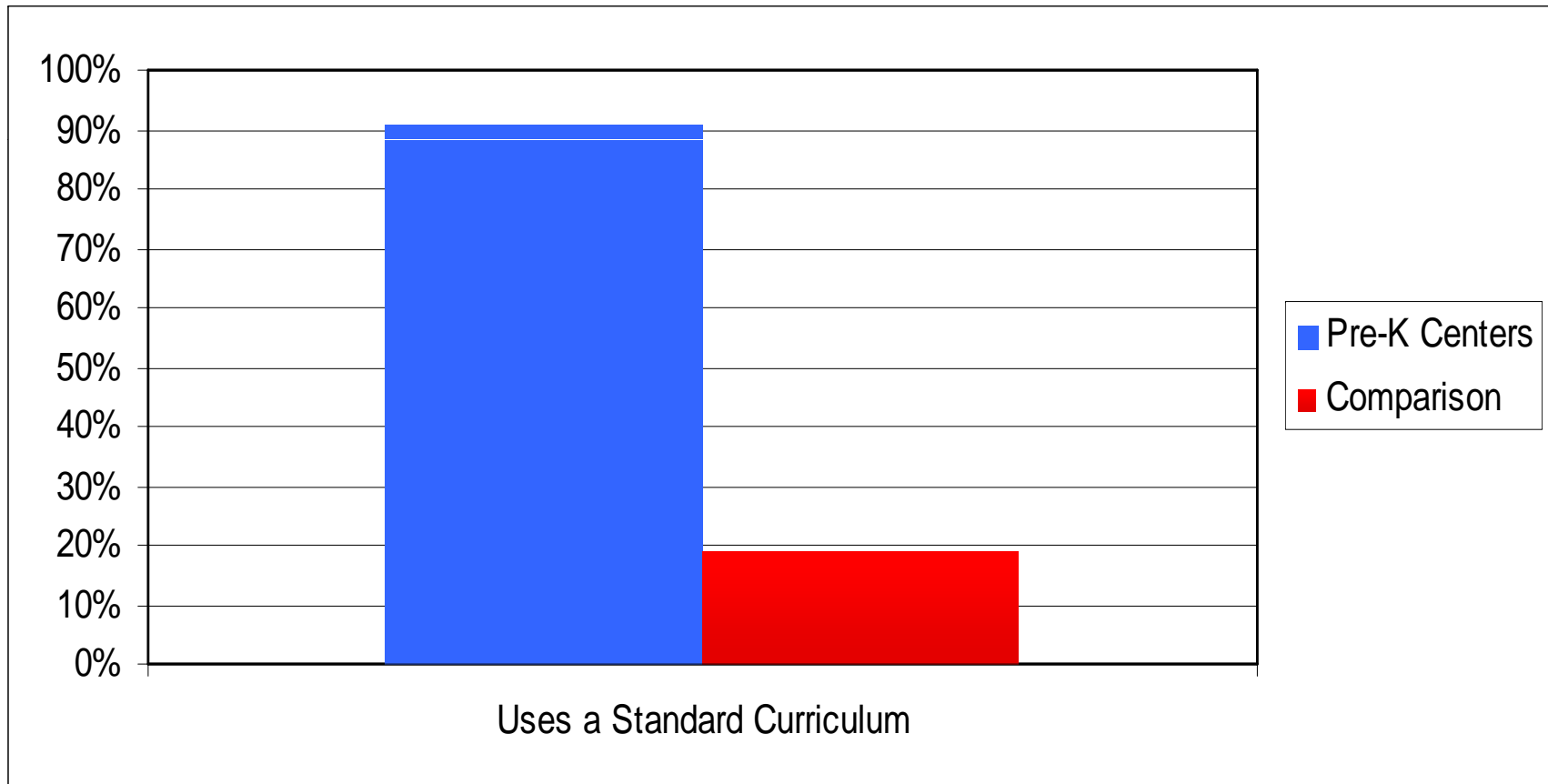
Pre-K partnering centers referred children to free health screenings



Comparison centers had more director's with BA degrees



Pre-K partnering centers were more likely to use a standard curriculum



What makes a good partnership?

- A. Formal Agreement
- B. Procedures for Implementation
- C. Plan for sustainability

Formal Agreement	Procedures for Implementation	Plans for Sustainability
<p>Written partnership goals that reflect a shared mission</p> <p>Contract for number of slots and cost per child</p> <p>Clearly defined roles, responsibilities, and standards for staff</p> <p>Agreement on curriculum and education standards</p>	<p>Procedures to orient staff to program regulations</p> <p>Procedures for communication across agencies/ programs</p> <p>Provision of joint professional development and training</p> <p>Procedures for managing finances</p>	<p>Providing eligibility waivers to ensure education and care continuity</p> <p>Procedures for how unspent funds can be used</p> <p>Creating flexible financing strategies that are open to various funding sources</p> <p>Ensuring agreements can be updated/ revised</p>

Source: Paulsell et al (2002); Schilder (2007)

Pre-K Impact Study

(<http://prekimpact.edc.org>)

County-level Investigation

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

National-level Investigation

- Refine NIEER yearbook questions to investigate state pre-K and child care collaboration
 - Policies that effect low-income children's access (such as offering full-year, full-day care or waiving eligibility requirements)
 - Consistency with definitions (programs, terms, services, operation hours)
 - Funding resources that effect children's access

THANK YOU!

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