



Early Experiences Last A Lifetime

In Ohio

- 62% or more children under the age of six live in homes where all adults have jobs
- Approximately 300,000 children in settings with some level of regulation (Head Start, child care and certified family child care)
- Approximately 95,000 children receive child care subsidy
- Approximately 307,000 children under the age of 6 live in poverty

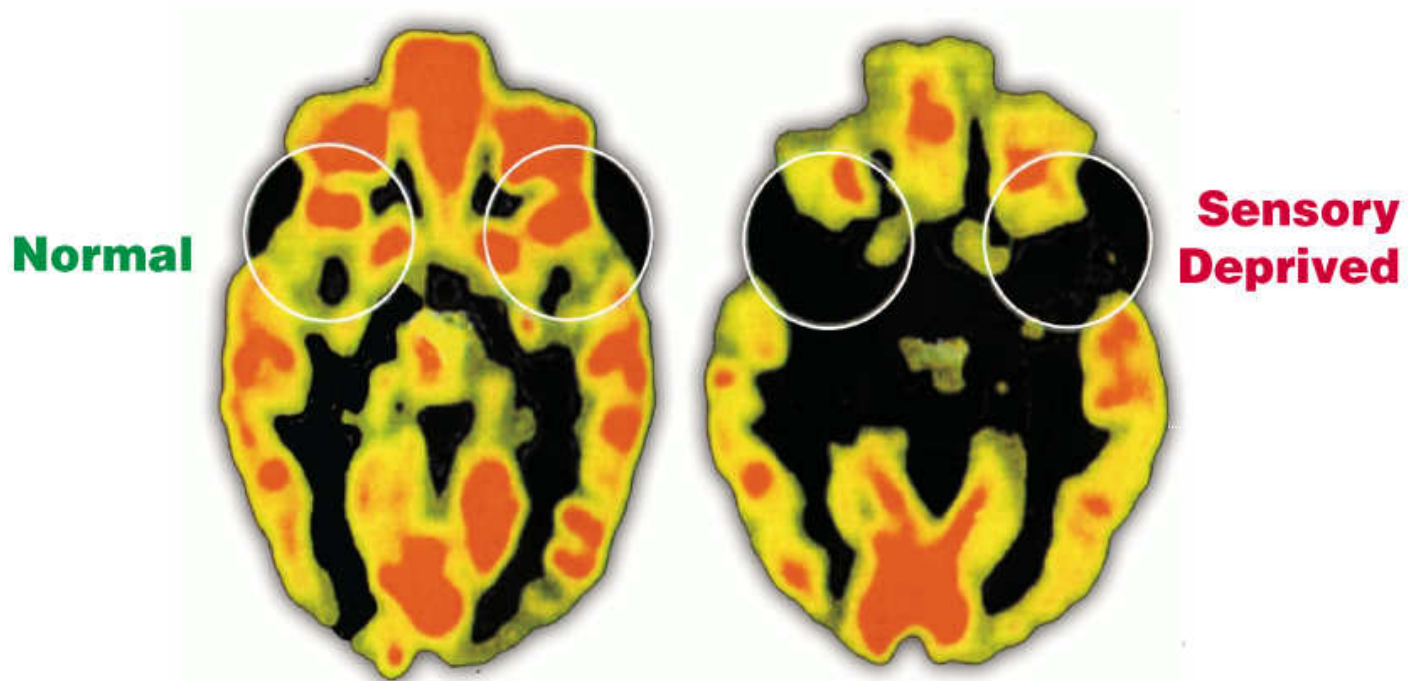
Prepared for school?

- 130,000 children entered Kindergarten last year in Ohio
- 40,000 of these children needed intervention services
- Several thousand will repeat kindergarten or a primary grade
- 36% of fourth-grade children read below grade level

Both children have 1,349 days left before they start kindergarten



Normal vs. Deprived Brain of a Three Year Old Child



Source: Newsweek, Spring/Summer 1997 Special Edition:
"Your Child: From Birth to Three", pp. 30-31.

Children who don't play much or are rarely touched develop brains 20% to 30% smaller than normal for their age.

Who will be ready?

- High quality early care and education settings support Max's trajectory
and
- High quality early care and education settings can actually change Sam's trajectory



Two Goals:

- Improve the quality of early care and education for all children
- Provide parents with an easy-to-use tool to assist them in selecting early childhood programs

Pilot to Statewide

- States with Quality Rating Systems have common benchmarks/components
- What differs are the indicators that are chosen to represent the benchmarks
- Before taking the system statewide we wanted to be sure that the way the indicators are bundled for each step “buy” or equate to an acceptable level of quality as measured by the ECERS-R

Research Questions:

- Is there a relationship between SUTQ ratings and ECERS-R scores?
- Are ECERS-R scores impacted by benchmark indicators?
- Do benchmark indicators distinguish the Steps?
- What impact is SUTQ having on pilot participants and families?

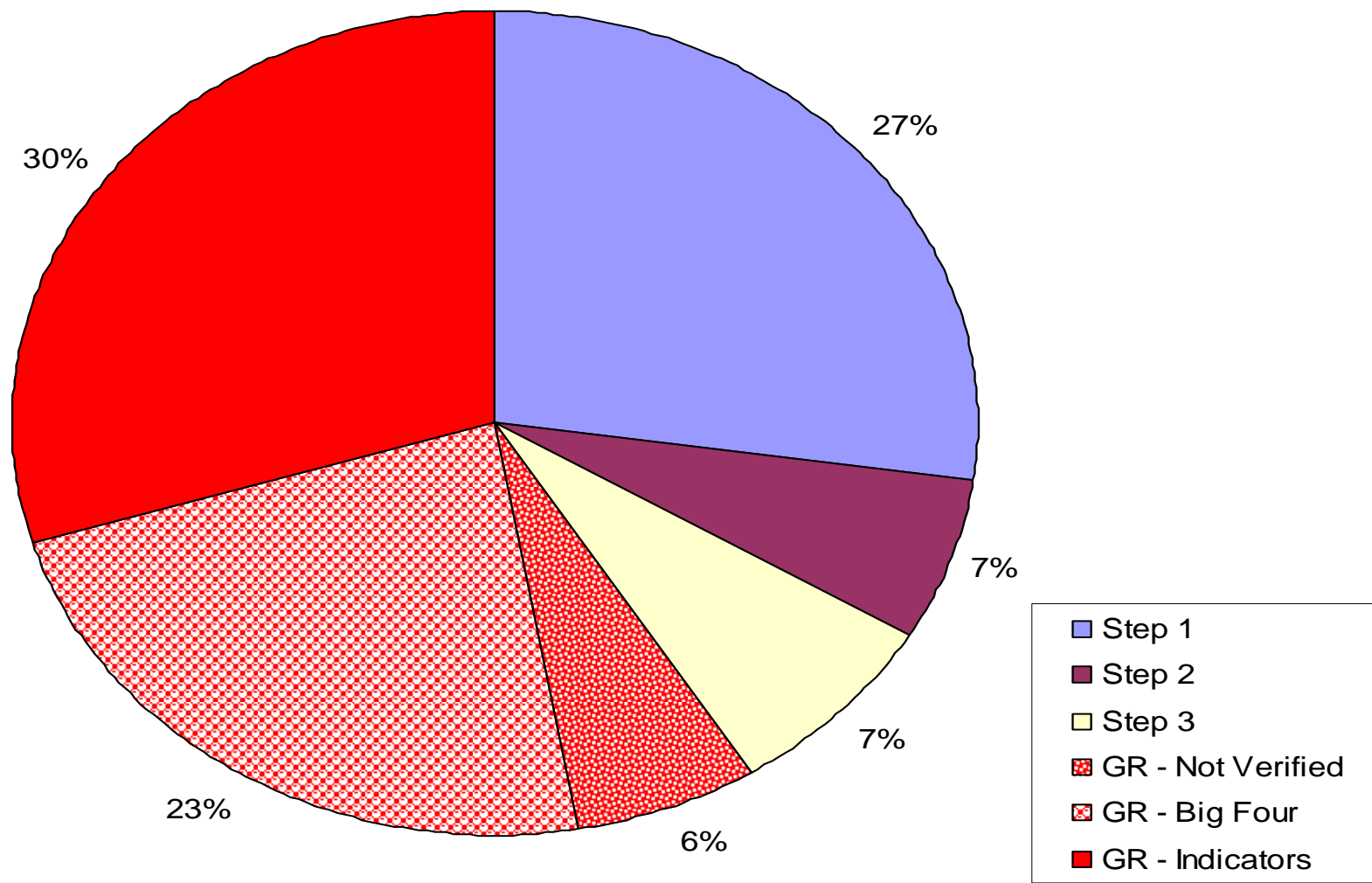
Research Design:

- Data collected after mandatory orientation
 - Center profile
 - Professional development profiles for all staff
 - Verification form
- Analyses based on 282 centers
- On-line surveys used to assess impact

Summary Sheet (7/24/06)

<u>Forms</u>	<u>Total Centers</u>
Step Applications	307
Professional Registry	256
Verification	260
Center profile	288
ECERS-R	282
Changes	81
ECERS classrooms	392

Step Application Pie Chart (July 24th)

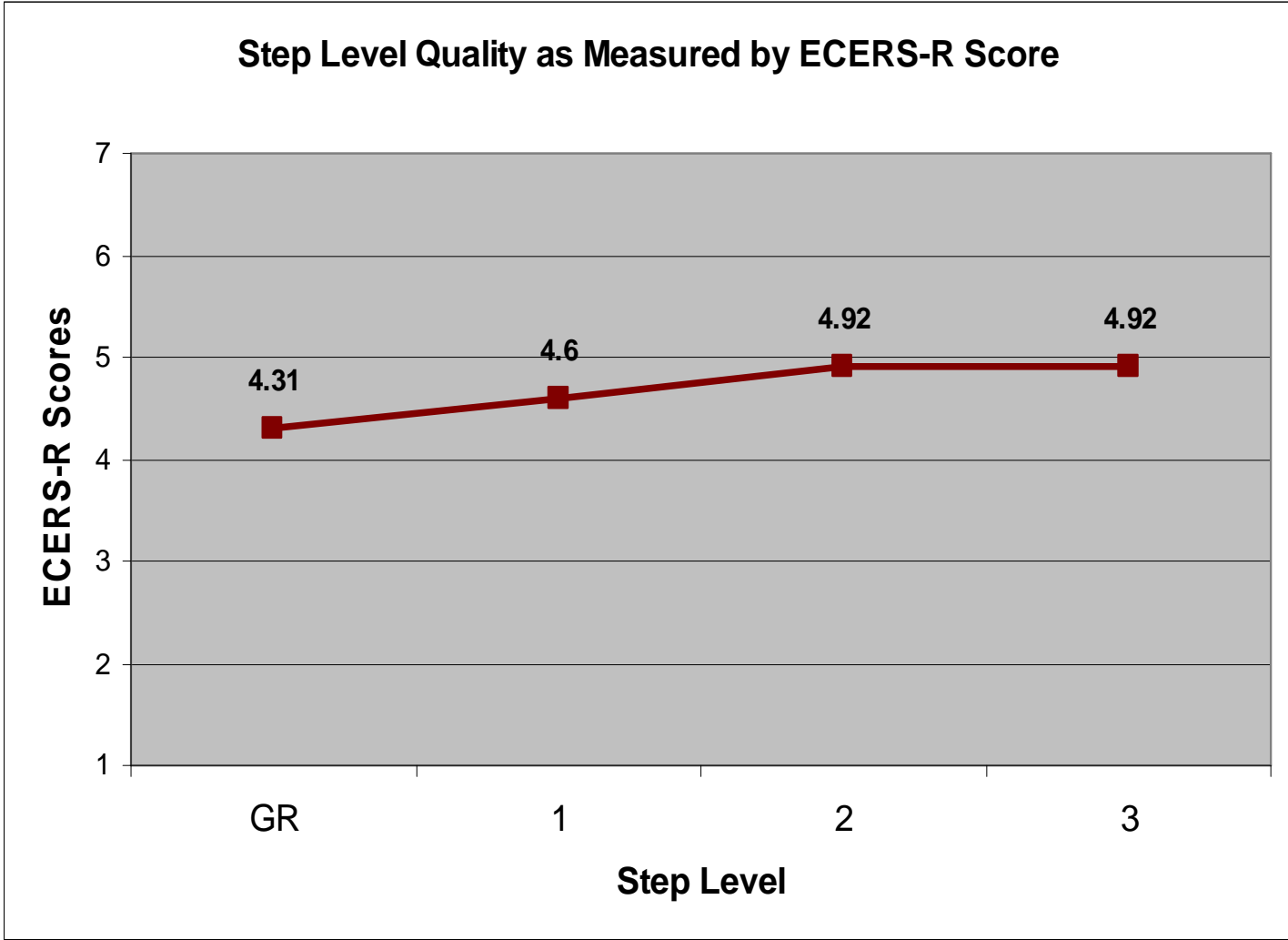


Is there a relationship between SUTQ ratings and ECERS-R scores?

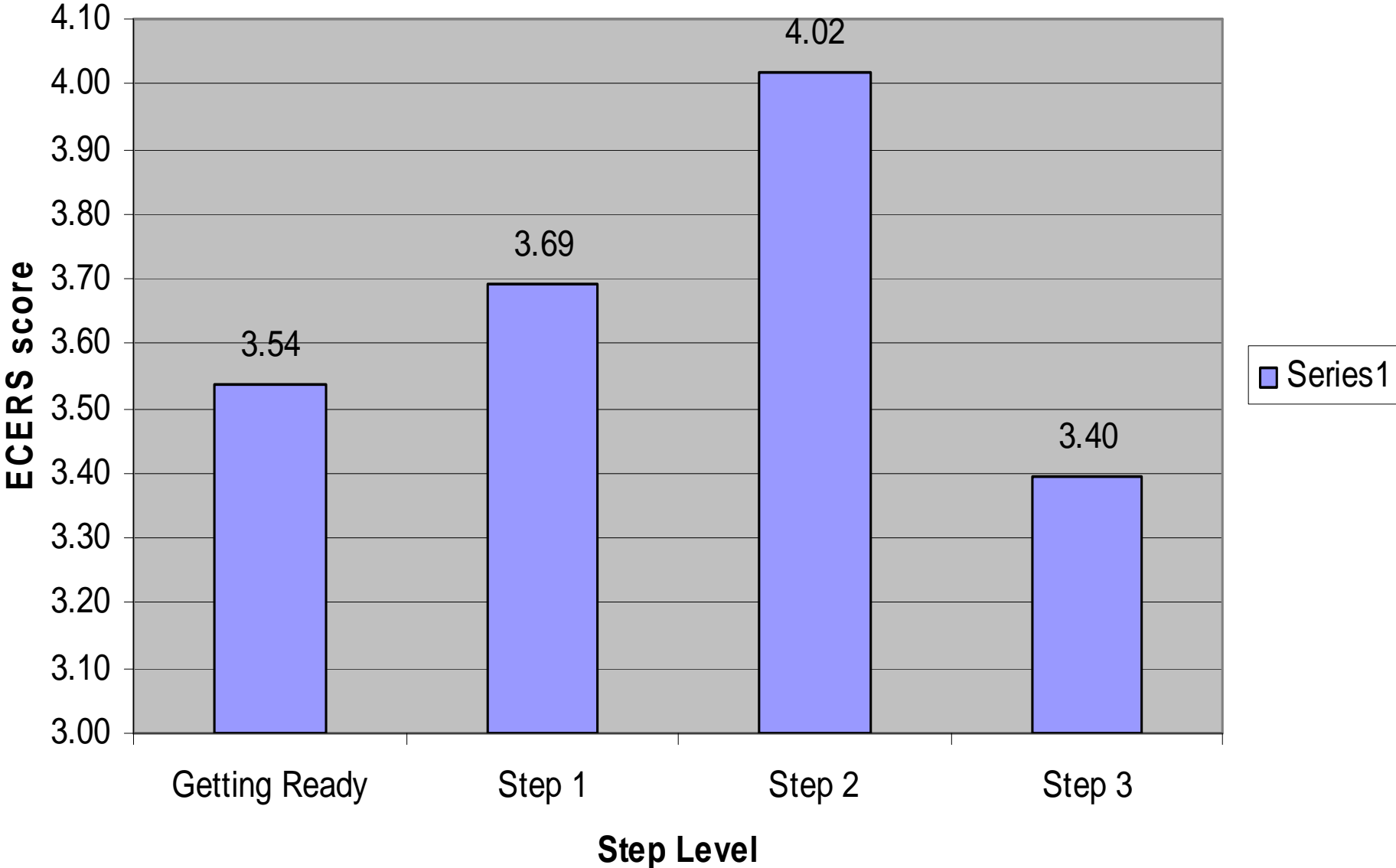
Yes

- The differences in ECERS-R scores for rated centers compared to Getting Ready Centers is statistically significant.

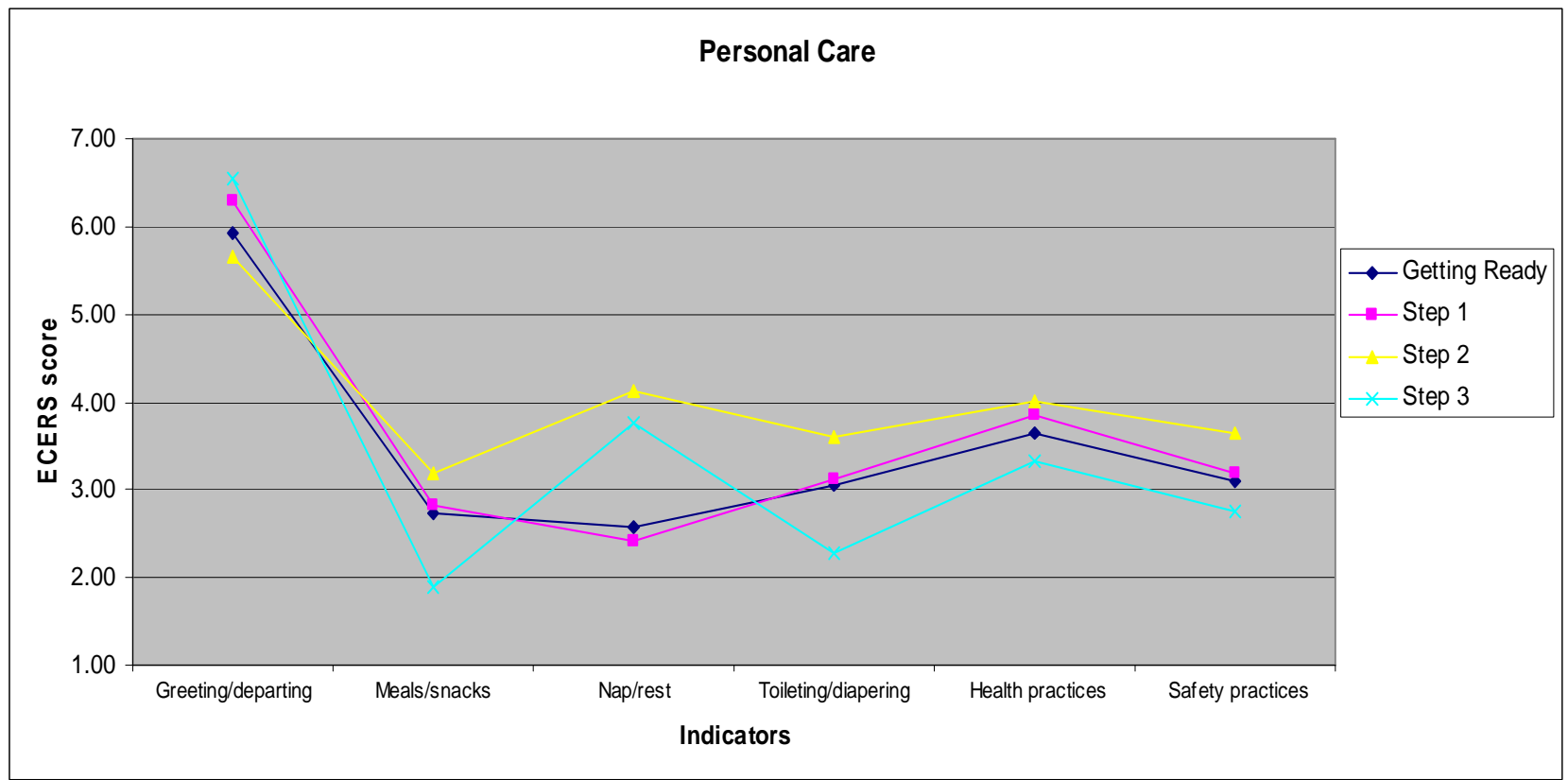
Step Level by ECERS-R Score



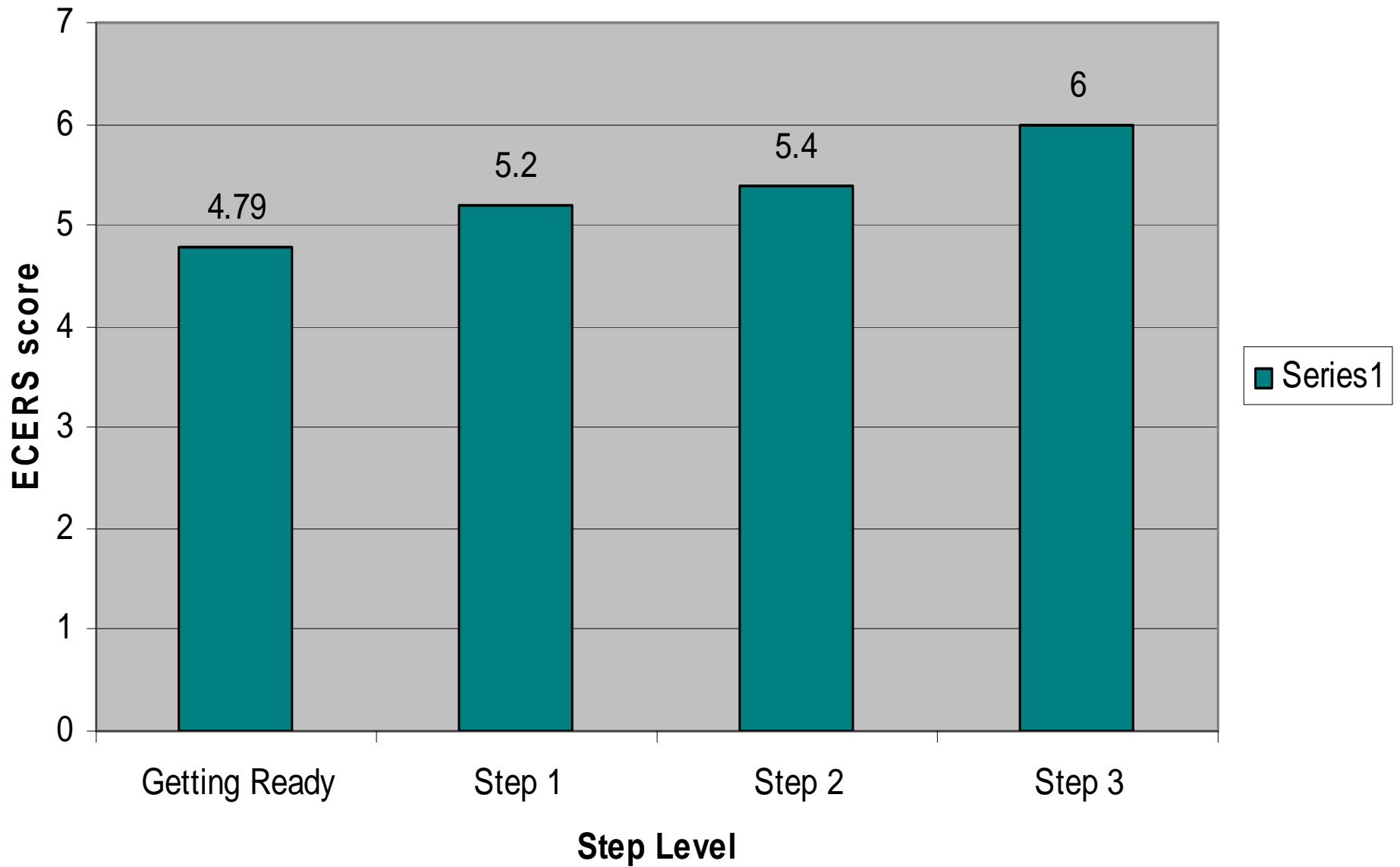
Personal Care ECERS subscale



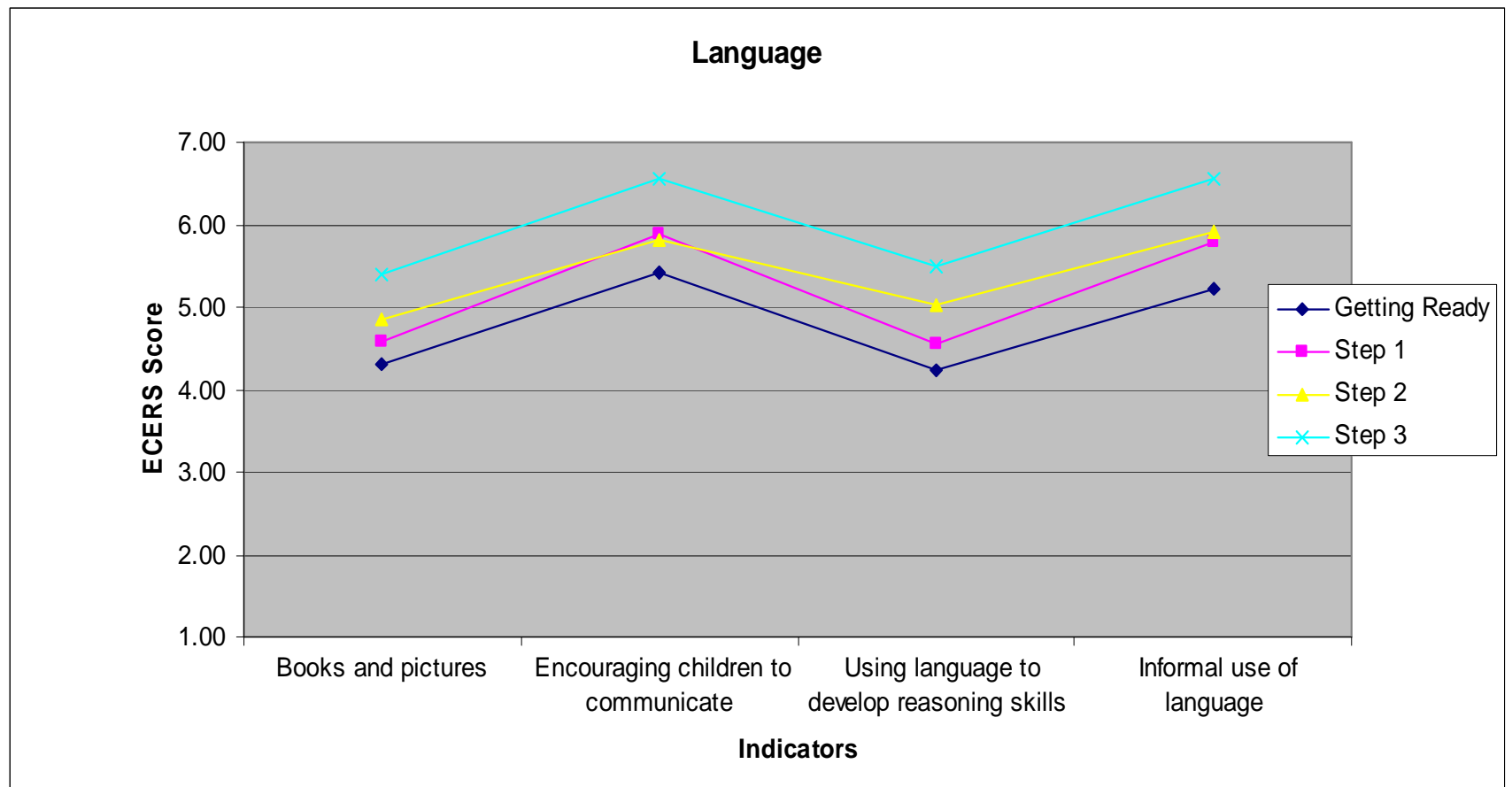
Personal Care Indicators by Step



Language ECERS subscale



Language Indicators by Step



Are ECERS-R scores impacted by benchmark indicators?

NO

- Although research shows that each benchmark is essential, each on it's own is not sufficient to improve program quality.

Do benchmark indicators distinguish the Steps?

Yes

- Centers in all Steps are right in the middle, they are not close to meeting the indicators in the next Step

Step Level by Benchmark: % Not Meeting Requirement for Step Above

	Ratio	Staff Education	Staff Training	Workplace	Early Learning
Getting Ready	38%	20%	78%	77%	61%
Step 1	58%	57%	95%	69%	95%
Step 2	56%	75%	75%	81%	75%

- However there were certain variables that were statistically significant:
 - NAEYC accreditation
 - For profit vs. Not-for-profit centers
 - Centers serving subsidized children

Subsidized Enrollment Funding Sources and ECERS-R Scores

Number of Funding Sources		ECERS-R Step			Total
		1	2	3	
1 source	Count	3	16	8	27
	%	11.10%	59.30%	29.60%	100%
2-3 sources	Count	11	34	14	59
	%	18.60%	57.60%	23.70%	100%
More than 3 sources	Count	0	3	11	14
	%	0%	21.40%	78.60%	100%
Total	Count	14	53	33	100
	%	14%	53%	33%	100%

What impact is SUTQ having on pilot participants and families?

One year later:

- A take-up rate of 39%
- 114 rated programs compared to 430 NAEYC accredited programs in Ohio

Online Surveys

- Three surveys developed:
 - Rated Administrators
 - Getting Ready Administrators
 - Parents
- Emails sent to Step Up to Quality centers by ODJFS
- July 14th through July 24th
- Response rates:
 - 28% overall Center response rate (76 of 273 centers)
 - 41% response rate Rated Centers (47 of 114)
 - 18% response rate Getting Ready (29 of 159)
 - 136 responses to the parent survey (total population unknown)

Administrators of Rated Centers Importance of SUTQ Benchmarks

	Important or Very Important	Response Average
Ratio and Group Size	89%	4.53
Accreditation	56%	3.44
Staff Education & Qualifications	89%	4.44
Staff Training	91%	4.49
Workplace Characteristics	89%	4.40
Early Learning	91%	4.39

Administrators of Rated Centers Attaining SUTQ Benchmarks

	Easy or Very Easy	Response Average
Ratio and Group Size	67%	3.80
Accreditation	42%	3.00
Staff Education & Qualifications	49%	3.40
Staff Training	51%	3.44
Workplace Characteristics	84%	4.29
Early Learning	71%	3.82

Administrators of Rated Centers

- 30.2% have had parents report SUTQ was important in choosing the center
- 68.2% have made changes in budgeting/fiscal priorities to meet SUTQ benchmarks
- 50% think participation in SUTQ has improved the quality of child care in center
- 73% responded that it was likely or very likely that SUTQ benchmarks will lead to continued improvement
- 88% said they were likely or very likely to refer colleagues at other centers to SUTQ

Administrators of Rated Centers

- 76% think Board members/funds have a better understanding of quality program components
- 91% think staff members have better understanding
- 71% think parents have better understanding
- 88.6% have used SUTQ to promote their center
- 77.5% plan on applying for a higher step in the future

Administrators of Rated Centers

Importance of SUTQ incentives

	Not Important 1	2	3	4	Very Important 5	Response Average
T.E.A.C.H.	17%	20%	29%	2%	32%	3.12
On-site technical assistance	10%	14%	31%	14%	31%	3.43
Quality Improvement grants	0%	0%	0%	24%	76%	4.76
Evidence binder trainings	17%	17%	20%	32%	15%	3.10
Early Learning Resource grants	5%	2%	0%	24%	69%	4.50
NAEYC Accreditation grants	24%	10%	5%	17%	44%	3.46
ECERS-R assessment	14%	7%	29%	29%	21%	3.36

Administrators of GR Centers

Importance of SUTQ

Benchmarks

	Important or Very Important	Response Average
Ratio and Group Size	96%	4.71
Accreditation	68%	3.58
Staff Education & Qualifications	92%	4.54
Staff Training	92%	4.58
Workplace Characteristics	87%	4.38
Early Learning	75%	4.21

Administrators of GR Centers Attaining SUTQ Benchmarks

	Easy or Very Easy	Response Average
Ratio and Group Size	54%	3.58
Accreditation	16%	2.17
Staff Education & Qualifications	42%	3.21
Staff Training	34%	3.17
Workplace Characteristics	46%	3.46
Early Learning	41%	3.25

Administrators of GR Centers

Importance of SUTQ incentives

	Not Important 1	2	3	4	Very Important 5	Response Average
T.E.A.C.H.	26%	17%	30%	9%	17%	2.74
On-site technical assistance	4%	8%	29%	21%	38%	3.79
Quality Improvement grants	0%	0%	9%	9%	83%	4.74
Evidence binder trainings	5%	14%	32%	23%	27%	3.55
ECERS-R assessment	0%	8%	38%	21%	33%	3.79

Administrators of GR Centers

- 79% think Board members/funds have a better understanding of quality program components
- 75% think staff members have better understanding
- 70.8% have made changes in budgeting/fiscal priorities

Administrators of GR Centers

- 37% think participation in SUTQ has improved the quality of child care in center (mean 3.38)
- 73% responded it is likely or very likely that SUTQ benchmarks will lead to continued improvement
- 79% said they are likely or very likely to refer colleagues at other centers to SUTQ
- 100% plan on applying for a higher rating in the future

Parents

- 32% are familiar or very familiar with SUTQ Benchmarks
- Only 9.6% have used ODJFS web site to identify centers with SUTQ rating; 74.4% would use ODJFS web site in the future
- 23.8% have used a child care resource and referral agency to identify centers; 78.4% would use such an agency to identify a SUTQ rating in the future
- 39% think SUTQ participation has improved the quality of child care in their center (mean 3.35)
- 37% said star rating was important or very important in enrollment decision

Parents Materials Received

	Response Percent
Step Up to Quality Brochure	42.6%
Step Up to Quality Bumper Sticker	53.7%
A letter from center about SUTQ	89.8%

Parents Materials Seen

	Response Percent
Step Up to Quality Poster	68.5%
Step Up to Quality Banner	85.6%
Print news articles	49.5%
TV coverage of SUTQ	9.9%

State Policy Implications:

- There are multiple pathways to demonstrate quality and improved outcomes for children
- A state's regulatory system plays an integral role in predicting how far/close programs are to meeting minimal-good levels of quality
- As it is with so many things, it is the mix that makes the difference. A good system is one where all the parts work synergistically, taking any single part away weakens the entire system

- For our children most at risk of school failure, the subsidized funding stream alone can not provide the level of structural quality to support intensive instructional strategies
- Process quality indicators in a quality rating system are essential as all children need to be emotionally engaged and socially connected if children are to have the competencies necessary for life

- Alignment with state and national requirements/research is essential as quality rating systems can be a powerful vehicle for moving child care towards improved quality.
- This critical mass of quality builds capacity so child care programs can be true school readiness partners

SUTQ Has Stickiness

- Educates parents
- Motivates providers
- Engages policy makers

A strong base camp experience,
improves the chances that Ohio's
children will have the resources
necessary to support their life-long
journey



• Successful in Life

• Productive at Work

• Prepared for School

• Base Camp