



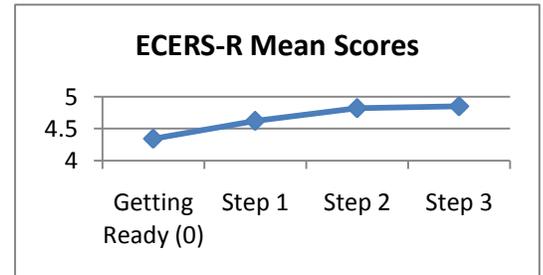
Step Up To Quality - Research Initiative I

2005 - 2007

Questions and Findings

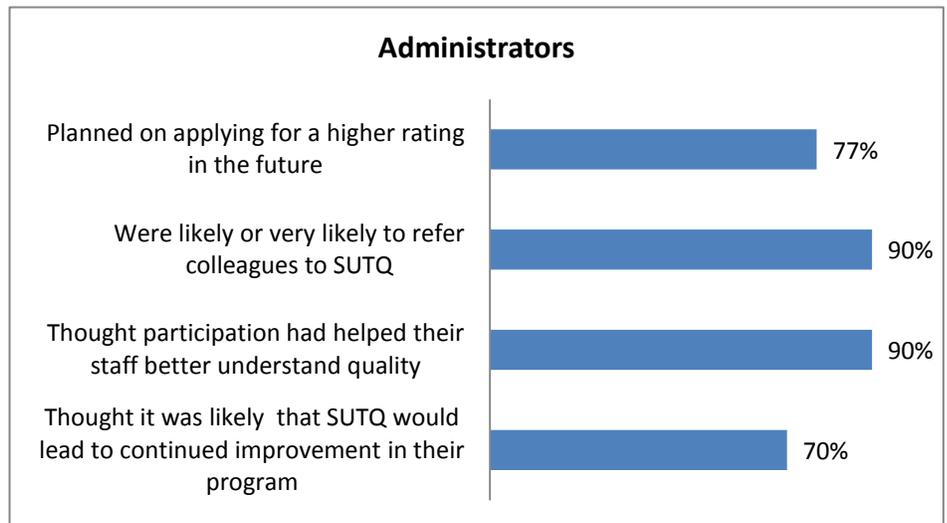
- In the pilot of Step Up To Quality, what is the quality of Ohio's early child care and education programs as measured by the Early Childhood Environmental Rating Scale – Revised (ECERS-R) and is there a relationship between a SUTQ rating and quality as measured by the ECERS-R?

- Significant differences were found between those achieving a step level (1, 2, & 3) and those not achieving a step level, but no significant differences between step levels were found. Overall, ECERS scores were relatively high, ranging from 4.34 (Getting ready) to 4.85 (Step 3).



- Do the SUTQ Benchmarks work together to create the quality rating levels? In other words, does each of the Benchmarks play a role in determining the rating levels or does one indicator become the “gatekeeper?”
 - No one Benchmark was most closely associated with delineating step levels. Data indicated that at each step level, programs met the indicators within their applied for step level as well as some of the indicators for step levels above their current applied for rating.
- How successful was the pilot program in terms of the satisfaction of program administrators and their stakeholders, including parents, and how successful was SUTQ in obtaining “buy in” to improving program quality?

- 40% of parents thought participation in SUTQ had improved quality in their child's program.
- 80% said they would use SUTQ ratings to identify a program for their child in the future.



Conclusions and Next Steps

- Quality as measured by the ECERS-R was relatively high across all centers obtaining a Step Level.
- The ECERS-R may not provide enough sensitivity to detect statistically significant differences between levels.
- The Benchmarks and indicators appear to all contribute to delineating levels.
- Responses from administrators indicate significant buy in by program administrators, and parents perceive value in SUTQ ratings in terms of making decisions about early childhood care and education programs.
- Future study should continue to monitor stakeholder buy in and satisfaction with SUTQ Initiative as well as examine the relationship between Step levels and teacher characteristics and proxies for child outcomes.