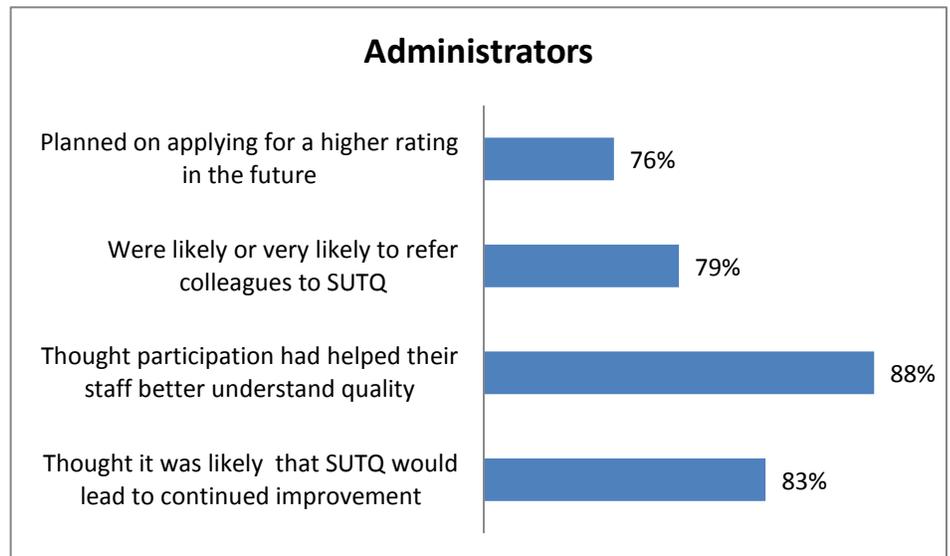


Questions and Findings

- Is there a relationship between child outcomes and star ratings?
 - Almost all child outcome variables were aligned in the appropriate direction. That is, children in programs with Star Ratings of 2 and 3 scored higher than children in Star 1 programs. These findings were consistent across literacy (PALS-PreK), and social/emotional development [Early Development Instrument, (EDI)], with some reaching statistical significance.
 - Parents in Star 3 programs rated their children significantly higher on measures of social/emotional development (“executive functioning” and “independence/maturity”) in the EDI.
- To what extent are SUTQ ratings associated with teacher instructional practices and children’s social, behavioral, and pre-academic skills within childcare settings?
 - In the subsample of observed programs, 2 and 3 star programs had consistently higher ELLCO classroom environment scores than programs with a 1 star rating. Two star programs did not differ from 3 stars.
- Is the SUTQ program being implemented as planned and how do stakeholders view various aspects of the program?

- Across all star ratings, parents saw SUTQ benchmarks and early learning as important and indicated that they would be willing to pay more for such programs if they had the money.
- Although few parents had used state/local resources on childcare programs in the past, a large majority reported they would use them in the future (77%).
- Parents saw SUTQ as enhancing quality at their program and would use star ratings in making future enrollment decisions.
- Teachers reported at an above average rate (3.80 on a 5-point scale) that participation in SUTQ had resulted in improvements in their program.



Conclusions and Next Steps

- Findings indicate that even with statewide expansion SUTQ has significant buy in from participating program administrators, teachers, and parents.
- The findings around child outcomes and classroom quality variables are encouraging. Additional research should explore positive associations between child outcomes, classroom quality, and star ratings.