

## Questions and Findings

- To what extent do rated and non-rated programs differ in teacher instructional practices and children’s social, behavioral, and pre-academic skills?
  - Rated programs scored significantly higher than non-rated programs on several measures of teacher instructional practices. Controlling for family characteristics and child’s age, children in rated programs also scored significantly higher on measures of math and literacy.
- To what extent are SUTQ ratings associated with teacher instructional practices and children’s social, behavioral, and pre-academic skills within childcare settings?
  - Programs with a Star 3 rating scored significantly higher than other Step levels on the ECERS-R, the ELLCO, and the Instructional Support and Emotional Support domains of the CLASS. Controlling for family characteristics and children’s age, gender, and race, children in Star 3 Programs performed better on measures of literacy and math and exhibited less problem behaviors based on teacher report.

Domains	Measures	Non-Rated Programs	Rated Programs	Star 3 Superior
<b>Teacher Instructional Practices</b>	ECERS-R (Environment)		★	★
	CLASS- Emotional Support		★	★
	CLASS- Classroom Organization			★
	CLASS- Instructional Support		★	★
	ELLCO (Classroom Literacy)		★	★
<b>Child Outcomes</b>	PPVT (Vocabulary)			★
	PALS (Literacy)		★	★
	WJIII (Math)		★	★
	HTKS (Self-Regulation)			
	ASQ-SE (Parent Report of Social-Emotional)		★	★
	SSIS (Teacher Report of Social-Emotional)	★		★
<b>Teacher Perspectives</b>	Child-Centered Perspectives		★	★
	Instructional Time: Math		★	★
	Instructional Time: Reading			★

★ Denotes significant positive findings in at least one subscale of the measure or between at least one level of SUTQ status (e.g., rated vs. nonrated, Star 3 vs. nonrated, or Star 3 vs. Star 1 or 2)

## Conclusions and Next Steps

- Although the design of this study presents correlational not causal relationships between classroom quality, child outcomes, and quality ratings, the findings are encouraging, as there appears to be an association between participation in SUTQ, higher classroom quality, and positive child outcomes, particularly with programs obtaining the highest SUTQ rating.
- Answering the following outstanding questions could inform SUTQ related policy decisions: 1) What is the quality of unrated programs in general (% of unrated program in this study was small)? 2) What are the reasons programs do not participate in SUTQ? 3) Will the findings of this study hold in a more rigorous experimental/quasi-experimental designed study? and 4) What is the long-term impact of SUTQ on school-readiness, particularly among at-risk children?