



# RHODE ISLAND CHILD CARE CENTER AND PRESCHOOL QUALITY STUDY

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# Purpose of Child Care Quality Study

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- Better understand the quality of child care centers and preschool programs in Rhode Island
  - ▣ Preschoolers (50 classrooms)
  - ▣ Infants & toddlers (50 classrooms)

# Study Measures

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## □ Levels of Evidence

### ▣ Observation

- Facility checklist, Environment Rating Scales

### ▣ Review of existing documents

- Document review

### ▣ Existing data (pilot programs)

- Dept. of Children, Youth, & Families

### ▣ Self-report

- Director questionnaire, Director & Teacher qualifications

# Environment Rating Scales

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- Global quality measure
  - “low” < 3.0
  - “medium” 3 to 4.9
  - “high” 5.0 to 7.0
- Higher ERS scores associated with better child outcomes
- Most states use the ERS in their QRIS

*Authors: Harms, Cryer, and Clifford*

# ERS Subscales

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## ITERS-R

- ❑ Space & Furnishings
- ❑ Personal Care Routines
- ❑ Listening & Talking
- ❑ Activities
- ❑ Interactions
- ❑ Program Structure

## ECERS-R

- ❑ Space & Furnishings
- ❑ Personal Care Routines
- ❑ Language & Reasoning
- ❑ Activities
- ❑ Interactions
- ❑ Program Structure

# Child Care Sample Recruitment

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- Goal: 50 preschool classrooms and 50 infant/toddler classrooms
- Step 1: Pilot sample of 25 programs invited to be in study
  - ▣ 23 agreed
    - 19 served infants/toddlers & preschoolers
    - 4 served preschoolers only
  - ▣ Needed 27 more preschool classrooms & 31 more infant/toddler classrooms

# Recruitment

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- Step 2: Recruited 46 more programs
- Contacted 104 randomly selected programs in order to reach goal
  - Of 69 that were eligible, 46 agreed
  - 67% response rate
- Total of 69 programs



# Program Characteristics

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- Statewide: Providence, Kent, Washington, Newport, & Bristol Counties)
- Enrollment Mean = 61
  - 41% served < 50 children
  - 48% served 50-99 children
  - 10% served 100 or more children

# Program Characteristics

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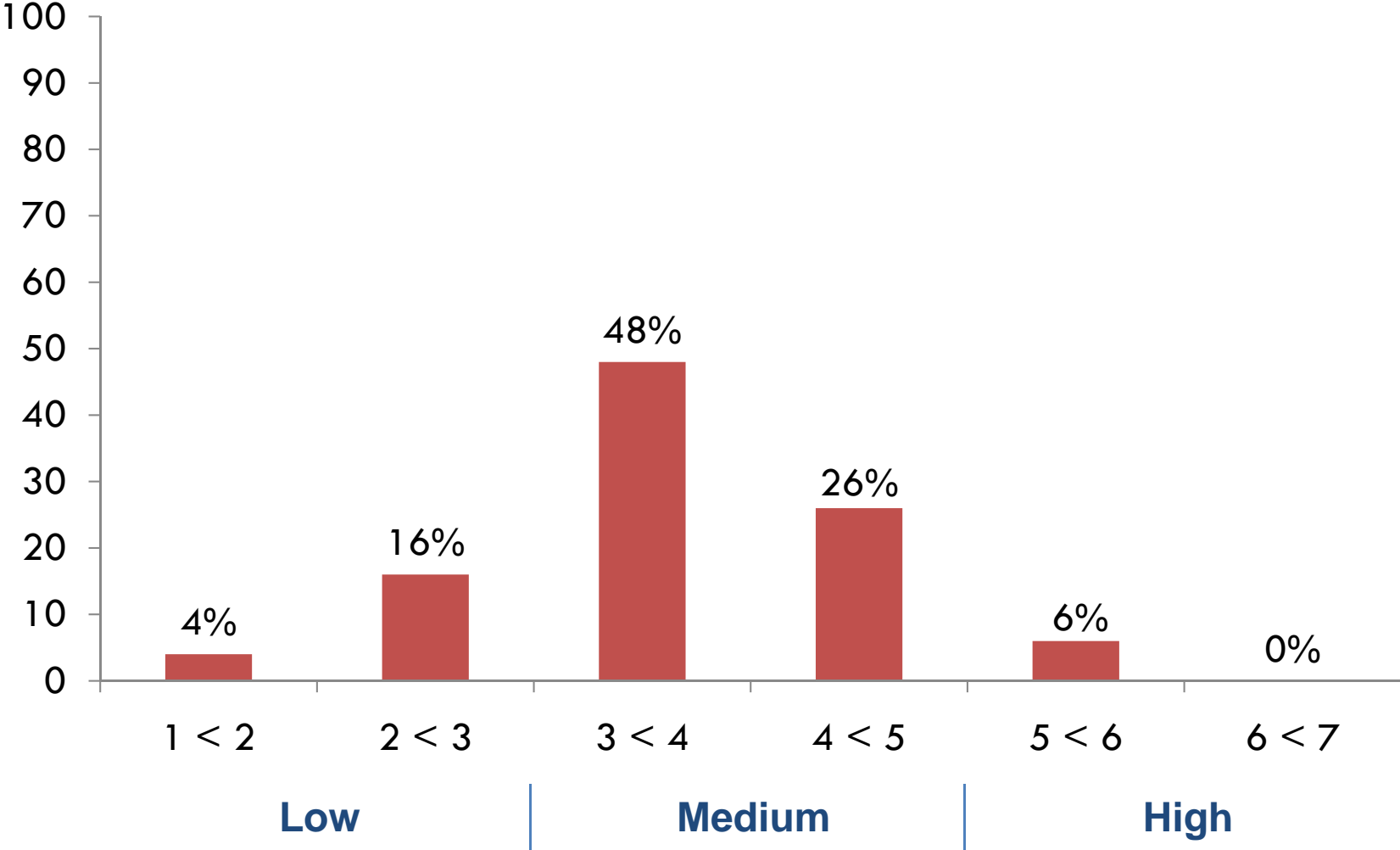
- 51% not for profit
- 9% received Head Start funds
- 16% NAEYC-accredited
- 86% accepted children with subsidies
- 54% served infants (B-18 mos.)
- 77% served toddlers (19-36 mos.)
- 96% served preschoolers

# Program Characteristics

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- ▣ 74% served infants/toddler and preschoolers
- ▣ 86% accepted children with DHS subsidies
- ▣ Of those,
  - 12% served 0 subsidized children
  - 51% served  $\leq 25\%$  subsidized children
  - 11% served 26% to 50% subsidized children
  - 25% served  $\geq 51\%$  subsidized children

# Distribution of Total ITERS-R Scores

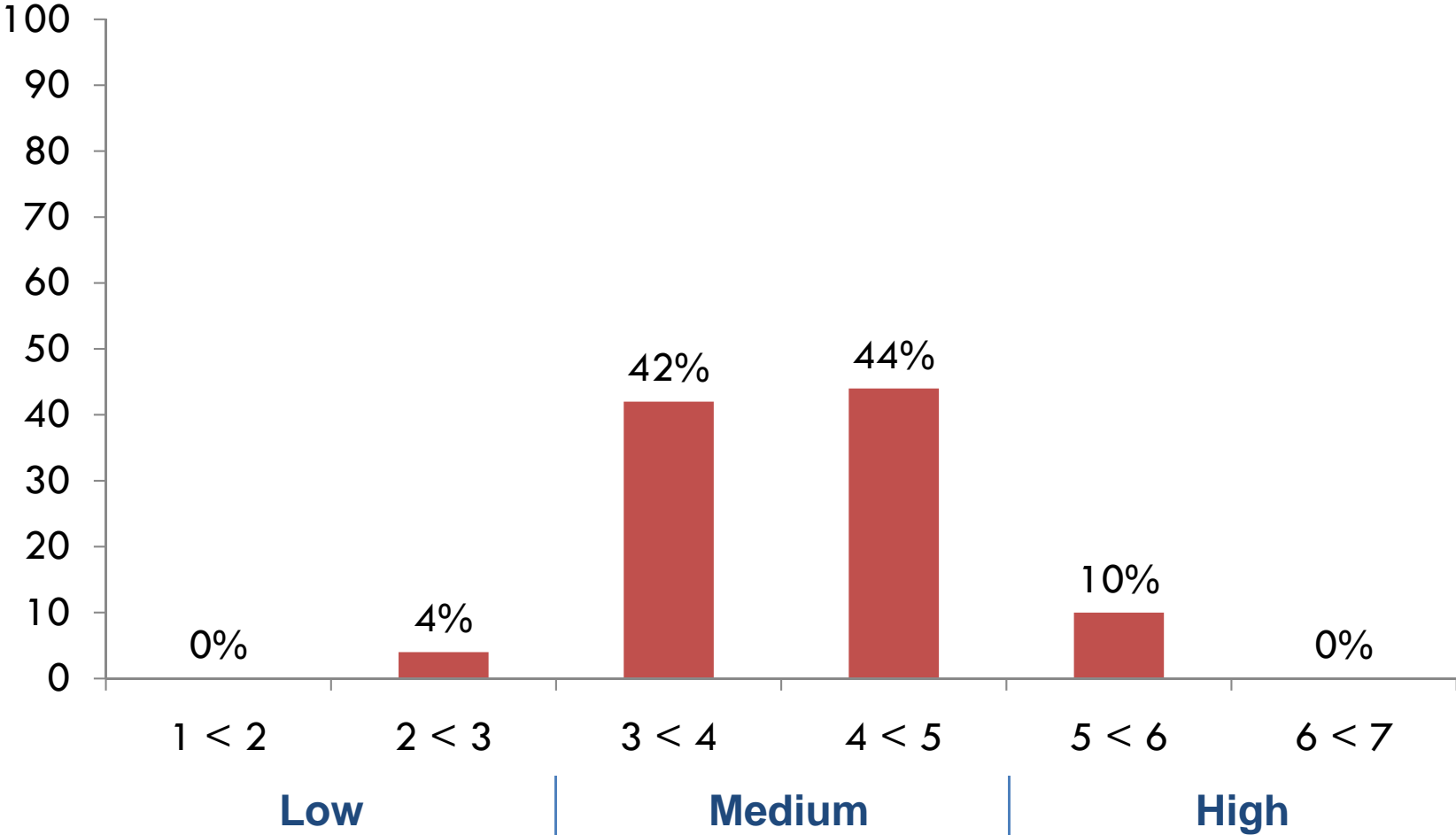


# ITERS-R Findings (N=50)

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	Mean	Min	Max
<b>Total</b>	<b>3.65</b>	<b>1.71</b>	<b>5.50</b>
Space & Furnishings	3.72	2.00	5.40
Personal Care	2.61	1.33	4.83
Listening & Talking	4.42	1.33	7.00
Activities	3.68	1.25	5.56
Interaction	4.27	1.50	7.00
Program Structure	4.36	1.67	7.00

# Distribution of Total ECERS-R Scores



# ECERS-R Findings (N=50)

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	Mean	Min	Max
<b>Total</b>	<b>4.09</b>	<b>2.89</b>	<b>5.49</b>
Space & Furnishings	3.50	2.38	6.00
Personal Care	2.74	1.50	3.67
Language-Reasoning	4.88	2.75	7.00
Activities	4.19	2.30	5.80
Interaction	5.23	2.00	7.00
Program Structure	4.82	2.00	7.00

# Director Qualifications

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- 91% had an Associate's degree or higher
  - ▣ Of those, 63% majored in early childhood education or a related field
- 11% reported having the Rhode Island Early Learning Standards Level III Certificate

# Lead Teacher Education

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Degree	Percentage
High School or GED	17%
CDA*	10%
Some College	18%
Associate's	20%
Bachelor's or more	35%

*\*The CDA is technically a certificate, not a degree.*

# Education by Type of Classroom

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## Infant/Toddler

Degree	Percentage
HS or GED	25%
CDA*	14%
Some college	21%
Associate's	23%
Bachelor's or more	17%

## Preschool

Degree	Percentage
HS or GED	10%
CDA*	8%
Some college	16%
Associate's	16%
Bachelor's or more	50%

*\*The CDA is technically a certificate, not a degree.*

# RI Early Learning Certificate (RIELS)

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	<b>RIELS Certificate</b>	<b>Percentage</b>
Preschool Lead Teachers	None	68%
	Level I Certificate	6%
	Level II Certificate	12%
	Level III Certificate	2%

# Other Findings

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- ❑ 85% compliant with all critical areas of licensing
- ❑ 91% met the RI requirements for number of staff per child
- ❑ 80% met group size requirements
- ❑ 29% of programs serving preschoolers used a curriculum that is aligned with the RI Early Learning Standards
- ❑ 60% offered parent-teacher conferences twice/yr
- ❑ 62% conducted annual family survey

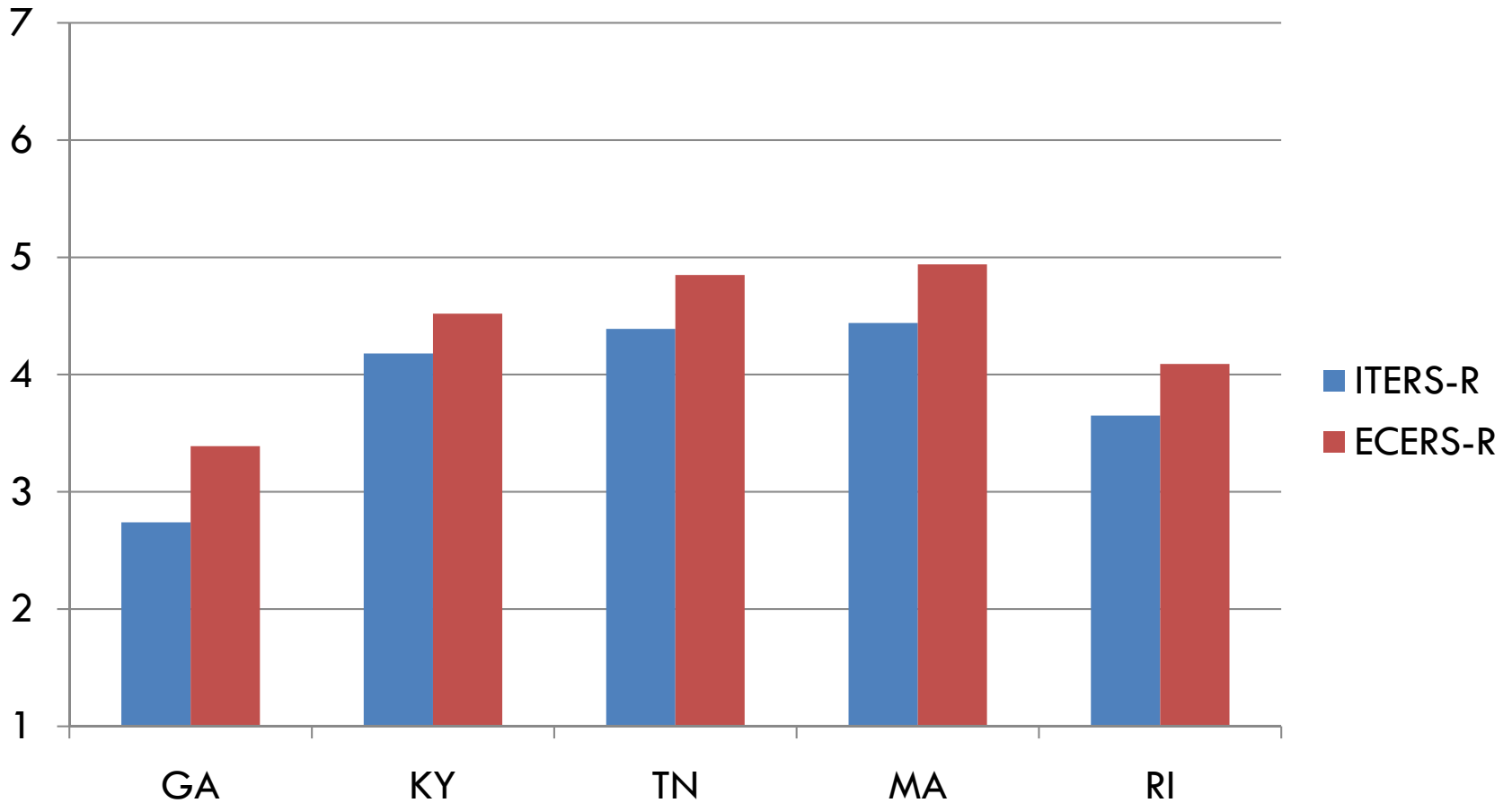
# Summary

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- ❑ Overall “medium” level of quality
- ❑ Quality lower in infant/toddler classrooms
- ❑ Less educated teachers more likely to be in infant/toddler classrooms


# Context: State Comparisons

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# Recommendations

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- Continue to improve quality
- Important to strengthen the quality of care for infants and toddlers
- Multiple strategies likely needed
  - ▣ Support *and* sustain quality
- Use BrightStars as an overarching framework
-  for conducting study & using data to guide decisions

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# FPG Child Development Institute

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