

# Lessons Learned from the First Five Years of the NC Rated License Assessment Project



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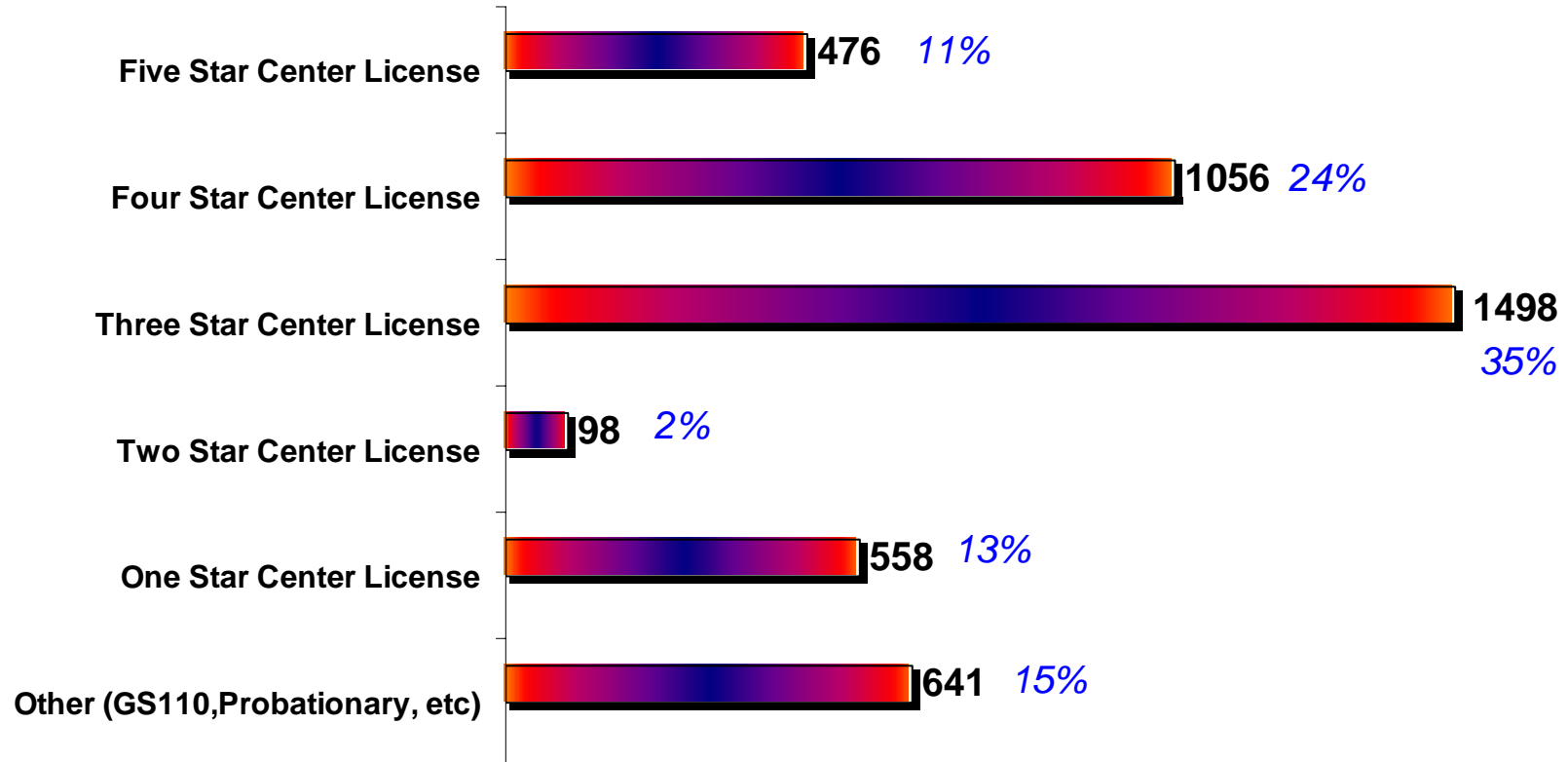


## Session Overview

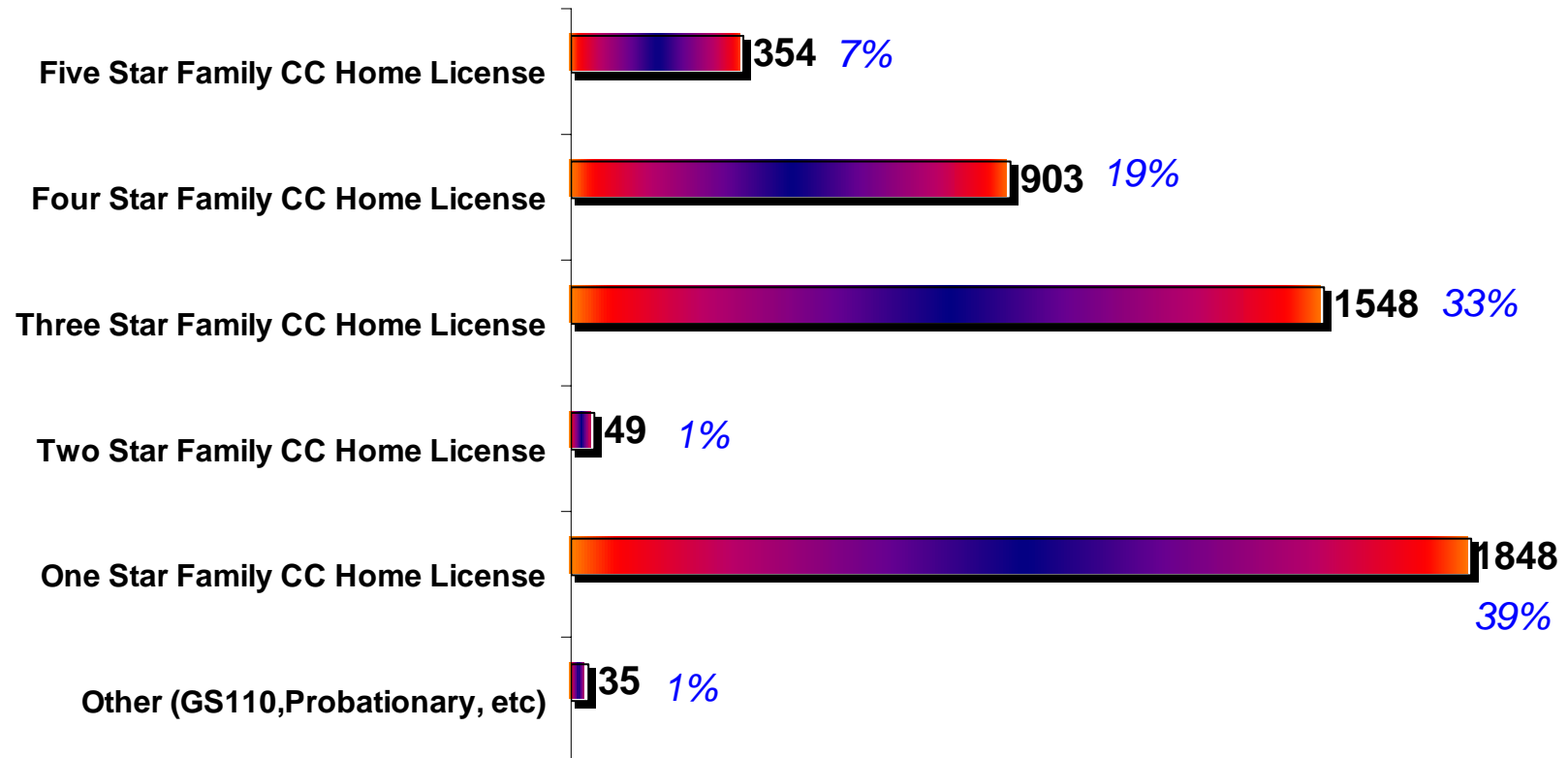
- The role of NCRLAP within the NC Star Rated License
- Results: What have we learned in the past 5 years?
  - Star Ratings Across the State
  - Average scores
  - Teacher education and program quality
  - Low scoring items & indicators
  - How do facilities score over time?
  - Enhanced facility summary report
- Challenges in using the rating scales for regulatory purposes



## Percentage of Centers By NC Star Rated License



## Percentage of Homes By NC Star Rated License



# Average scores for North Carolina

(September 1, 1999 to May 1, 2004)

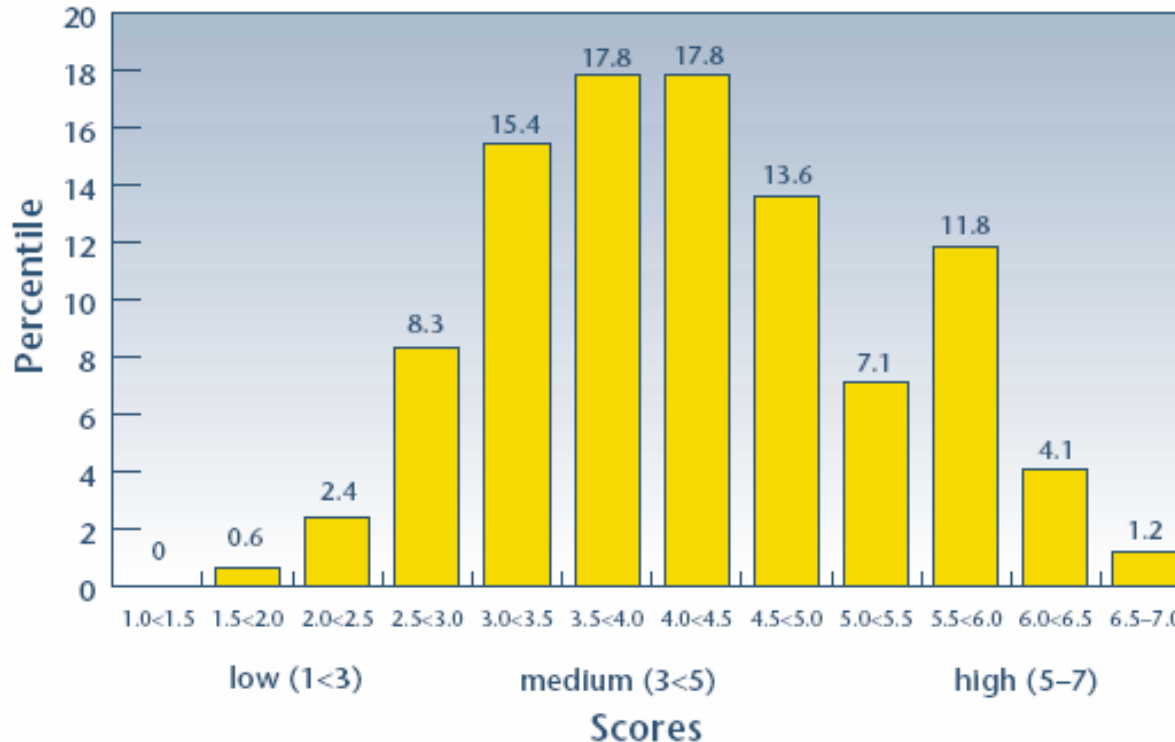
	<b>Number of Assessments</b>	<b>Average Score</b>
ECERS-R	2,464	5.02
ITERS-R	327	4.76
ITERS	1,193	4.69
SACERS	861	5.21
FDCRS	1,348	5.09
<i>Total</i>	<i>6,193</i>	

- 1) Average scores achieved in preschool and school-age classrooms, as well as family child care homes reflect “good” quality
- 2) Average score in infant and toddler classrooms was less than “good”
- 3) Programs receiving assessments clearly represent the higher quality child care facilities in the state



# How do our findings compare to previous studies?

Figure 1: Child Care Classroom ECERS Scores  
(N=169)



The Cost, Quality, and Outcome (1999) study reported a mean ECERS score of 4.26, which are significantly lower than NCRLAP score of 5.02. The CQO sample included 863 children from four states (CA, CO, CN, NC).



<b>Average Scores by Education in Centers</b>	
High School (n=245)	4.70
Some College (n=2427)	4.83
2-year degree (n=856)	5.03
4-year degree other field (n=691)	5.18
4-year degree ECE/CD (n=352)	5.24
Graduate work (n=233)	5.26

<b>Average Scores by Education in Homes</b>	
High School (n=113)	4.90
Some College (n=856)	5.08
2-year degree (n=178)	5.14
4-year degree other field (n=123)	5.21
4-year degree ECE/CD (n=37)	5.34
Graduate work (n=33)	5.17



## Correlations between Teacher Education and ECERS-R Items $\geq .20$ (n = 2464)

Item	Correlation
6 – Child related display	.23
15 – Books and pictures	.21
16 – Encouraging children to communicate	.20
17 – Use of TV, video, &/or computer	.23
18 – Informal use of language	.21
25 – Nature/science	.23
26 – Math/number	.21
31 – Discipline	.22

## Correlations between Teacher Education and ITERS-R Items $\geq .20$ (n = 327)

Item	Correlation
12 – Helping children understand language	.23
13 – Helping children use language	.20
28 – Discipline	.23
39 – Opportunities for professional growth	.22

## Lowest Scoring Subscales

ECERS-R = Personal Care Routines (mean = 3.83)

ITERS-R = Personal Care Routines (mean = 3.45)

SACERS = Health and Safety (mean = 4.49)

FDCRS = Basic Care (mean = 3.92)

### ECERS-R: Personal Care Routines (n = 2401)

<u>Item</u>	<u>Average Score</u>
9. Greeting/Departing	6.68
10. Meals/Snacks	3.01
11. Nap/rest	3.68
12. Toileting/diapering	3.11
13. Health Practices	3.98
14. Safety Practices	2.51



# Discuss handout



## How Do Facilities Score Over Time?

<b>Time 1</b>	<b>Time 2</b>	<b>Difference</b>
Average = 4.96	Average = 4.90	.06 *

n = 830 (paired), \*p<.05

### **From Time 1 to Time 2...**

- 26% increased score by at least one “level”
- 28% decreased score by at least one “level”
- 46% no change.



# Enhanced Facility Summary Report

## Example from classroom observation report:

Item	Indicator
<b>Personal Care Routines</b>	
12. Toileting/diapering  <b>Score: 2</b>	<p><b>3.1 Sanitary conditions are maintained.</b> The same sinks were used for all hand washing routines (after toileting, nose blowing, meals, messy play, etc.). The sinks and faucets were not sanitized during the observation to cut down on fecal-oral contamination (intestinal germs transferred on the hands).</p> <p>Scores by indicator: <input checked="" type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input checked="" type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 7.1 <input checked="" type="checkbox"/> 7.2 (potential score of 7)</p> <p>Priority: <input checked="" type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L</p>

## Example of completed goal page: Priority rating: High

Item and Indicator(s)	Goal	Action Needed	Who	Resources	Dates:
#12. Toileting/ diapering, Indicator 3.3	Sanitize sinks between dual uses.	-Training for staff  -Reorganize hand washing routines	All infant teachers; director	RR support for training; Consult <u>Caring for Our Children</u>	Projected date: 10/31/2004  Actual date: _____



## Challenges

- It is possible through the point system to be a 4-star program without having an assessment done.
- To ensure a reliable assessment process, additional notes have become numerous, specific, and technical.
- Should scores be averaged? High stakes.
- Ensuring quality all day and everyday instead of for a day.
- Determining quality in one, two, and three-star facilities.



# Recommendations

- 1) All programs receiving three, four, or five stars should have assessments completed in their facilities in order to ensure that these programs truly represent the highest quality programs in North Carolina.
- 2) Assessments should be conducted and the star rating reviewed annually, instead of every three years.
- 3) Quality improvement efforts should emphasize health and safety.
- 4) Tangible incentives should be provided to encourage providers, particularly those in family child care homes, to apply for and complete assessments in an effort to achieve higher star ratings.
- 5) The points-per-category system should be reviewed in light of the fact that some facilities can receive higher stars even if their quality of care is not developmentally appropriate.
- 6) Minimum education standards should be increased to a two-year degree in center-based care.
- 7) Training should be focused on ALL items and indicators that seem to be common problems for providers.

