

What we gain from teacher education
in terms of child care quality:
*Lessons learned from the
North Carolina Rated License Assessment Project*



Overview

1. The role of NCRLAP in the NC star rated license
2. Rating scale scores for North Carolina: Overall scores and low scoring items
3. How teacher education relates to program quality
4. The relationship between inclusion and quality

The NC Star Rated License

Shows the number of stars earned (shaded) out of the number of stars possible (blank)

Shows the name and physical location of the program

State of North Carolina
Department of Health and Human Services
Division of Child Development

Three Star Child Care License

★ ★ ★ ☆ ☆

ABC CHILD CARE CENTER
123 ANYWHERE ST
RALEIGH, NC 27777

In each area rated, this facility earned:
Staff Education: 2 out of 5 points
Program Standards: 2 out of 5 points
Compliance History: 5 out of 5 points
Total: 9 out of 15 points

ID Number: 92001033
Type of Facility: Center

Issued to: CHLO CARE, SUZIE
Age Range: 0 - 12 years
Capacity: 60
Effective Date: July 1, 1999
Restrictions:
Daytime care only
Children in care on ground level only

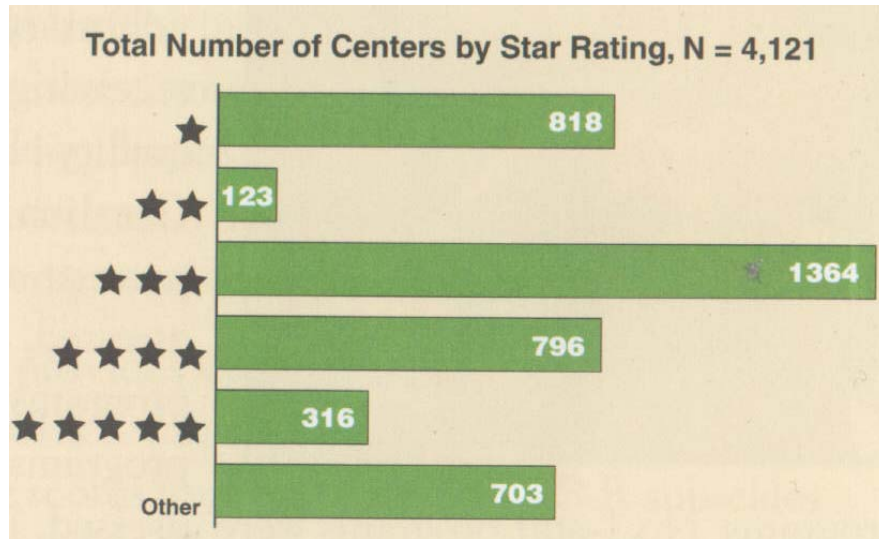
SAMPLE

Camen Hooker Odom, Secretary, Department of Health & Human Services
Peggy Ball, Director, Division of Child Development

Shows how many points the program earned in each of the three components

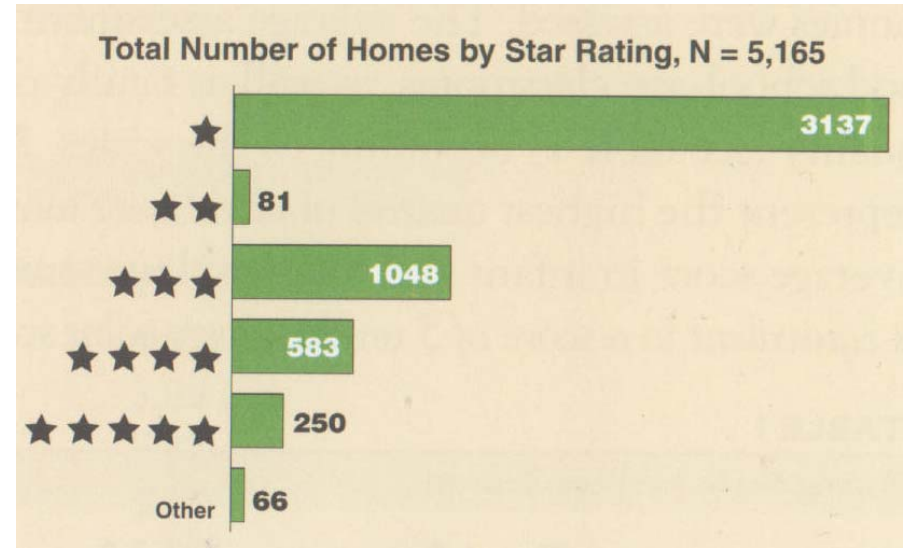
Shows basic licensing information such as number of children allowed, ages allowed and any restrictions

Percentage of Centers Assessed By NC Star Rated License



CENTERS ASSESSED

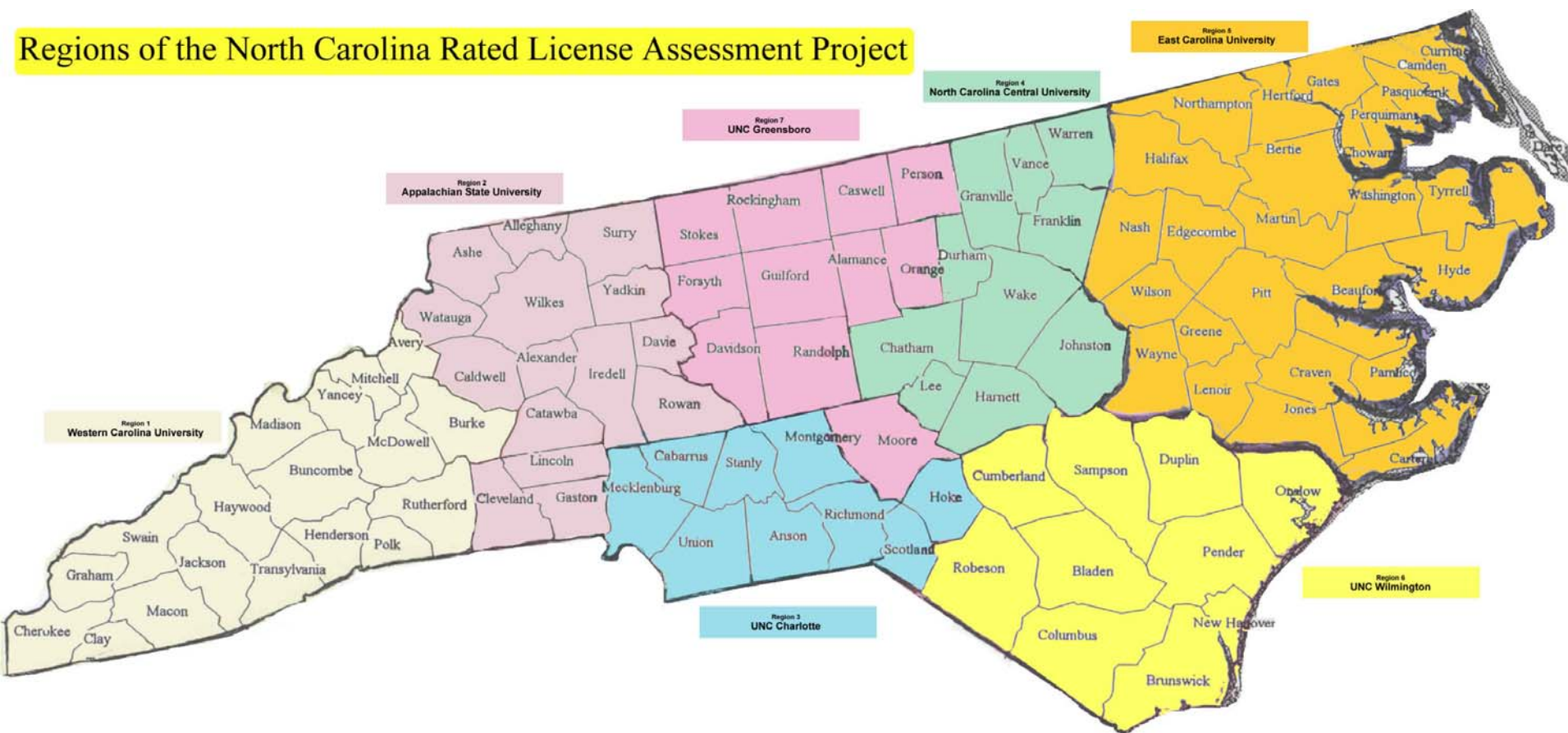
- 100 percent of the 5-star programs
- 81 percent of the 4-star programs
- 13 percent of the 3-star programs
- 9 percent of the 2-star programs
- No 1-star programs were assessed



HOMES ASSESSED

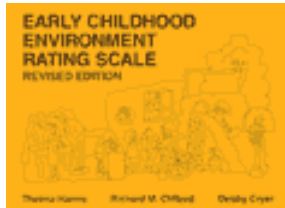
- 81 percent of the 5-star homes
- 52 percent of the 4-star homes
- 8 percent of the 3-star homes
- 2 percent of the 2-star homes
- No 1-star homes were assessed

Regions of the North Carolina Rated License Assessment Project



Overview of the Environment Rating Scales

The scales measure process and structural quality for different segments of the early childhood field.



ECERS-R -- Designed to assess group programs for children of preschool through kindergarten age, 2½ through 5. (43 items)



ITERS-R -- Designed to assess group programs for children from birth to 2½ years of age. (39 items)



SACERS -- Designed to assess group-care programs for children of school age, 5 to 12. (49 items)



FDCRS -- Designed to assess family child care programs conducted in a provider's home. (40 items)

Average Rating Scale Scores for North Carolina

(Sept 1, 1999 to Sept 30, 2003)

	Total Assessments	Average Score
ECERS-R	1, 832	5.02
ITERS	1,168	4.70
SACERS	644	5.20
FDCRS	1,062	5.08
<i>Total</i>	4,706	

- 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.

ECERS-R Subscales with Scores

<u>Subscale</u>	<u>Average Score</u>
Space and Furnishing	4.92
Personal Care Routines	3.82
Language-Reasoning	5.45
Activities	5.13
Interactions	5.63
Program Structure	6.03

Lowest scoring items within the
Personal Care Routines subscale (ECERS-R)

<u>Subscale Items</u>	<u>Average Score</u>
9. Greeting/departing	6.65
10. Meals/snacks	3.02
11. Nap/rest	3.77
12. Toileting/diapering	3.05
13. Health practices	4.00
14. Safety practices	2.49

ITERS Subscales with Scores

<u>Subscale</u>	<u>Average Score</u>
Furnishings and Display	4.97
Personal Care Routines	3.27
Listening and Talking	5.80
Learning Activities	5.06
Interaction	5.61
Program Structure	4.93

Lowest scoring items within the
Personal Care Routines subscale (ITERS)

<u>Subscale Items</u>	<u>Average Score</u>
6. Greeting/departing	6.43
7. Meals/snacks	2.57
8. Nap	3.17
9. Diapering/toileting	2.72
10. Personal grooming	3.26
11. Health practices	2.36
13. Safety practices	2.37

How Teacher Education Relates to Program Quality

TABLE 10A

Rating Scale Average Scores By Education in Center-Based Care

Education Level	Combined Average Scores
High School	4.72
Some College	4.81
2-Year Degree	5.05
4-Year Related Degree	5.18
4-Year Degree in CD/ECE	5.26
Graduate Work	5.27

TABLE 10B

Rating Scale Average Scores By Education in Home-Based Care

Education Level	Average Scores
High School	4.87
Some College	5.08
2-Year Degree	5.09
4-Year Related Degree	5.24
4-Year Degree in CD/ECE	5.27
Graduate Work	5.01

Teacher Education, Materials/Activities, and Language/Interaction

Educational Level	Overall ECERS-R		Factor 1 Materials/Activities		Factor 2 Language/Interaction	
	Mean	SD	Mean	SD	Mean	SD
	High school	4.80	.61	4.22	.86	5.09
Some college	5.04	.62	4.77	.99	5.39	1.05
2-year degree	5.28	.61	5.03	1.03	5.73	1.02
4-year degree (other field)	5.37	.59	5.25	1.00	5.86	.96
4-year degree (CD/ECE)	5.44	.56	5.30	.99	5.85	.99
Graduate work	5.43	.63	5.27	1.15	5.97	.92

Materials/Activities & Language/Interaction Items

	Factor 1: Materials / Activities	Factor 2: Language/Interactions
#19 - Fine Motor	.76	.09
#20 - Art	.70	.21
#26 - Math/Number	.69	.26
#25 - Nature/Science	.67	.21
#3 - Furnishing for Relaxation	.62	.08
#24 - Dramatic Play	.61	.18
#15 - Books and Pictures	.59	.18
#22 - Blocks	.56	.16
#5 - Space for Privacy	.54	.17
#31 - Discipline	.16	.74
#32 - Staff-child Interactions	.12	.66
#33 - Interactions among Children	.15	.65
#18 - Informal Use of Language	.21	.58
#30 - General Supervision of Children	.11	.47
#17 - Using Language to Develop Reasoning Skills	.22	.43
#36 - Group Time	.30	.43

Teacher Education, Materials/Activities, and Language/Interaction

Educational Level	Overall ECERS-R		Factor 1 Materials/Activities		Factor 2 Language/Interaction	
	Mean	SD	Mean	SD	Mean	SD
	High school	4.80	.61	4.22	.86	5.09
Some college	5.04	.62	4.77	.99	5.39	1.05
2-year degree	5.28	.61	5.03	1.03	5.73	1.02
4-year degree (other field)	5.37	.59	5.25	1.00	5.86	.96
4-year degree (CD/ECE)	5.44	.56	5.30	.99	5.85	.99
Graduate work	5.43	.63	5.27	1.15	5.97	.92

Inclusive Classrooms in Our Sample

- Data collected from 1106 preschool classrooms
396 were inclusive (36%)
710 were non-inclusive (64%)
- Across the inclusive classrooms there were 982 children with disabilities
- Teacher ratings of severity indicated approximately:
46% were considered mild
40% were considered moderate
14% were considered severe

The Relationship between Inclusive Classrooms and Quality

- Inclusive child care classrooms were higher in quality than classrooms with only typically developing children ($p < .0001$).
 - Inclusive classrooms had a mean score of 5.25 (on a 7 point scale)
 - Non-inclusive classrooms had an average score of 4.96
- Inclusive classrooms had teachers with significantly higher education than teachers from non-inclusive programs ($p < .0001$)
- As teacher ratings of severity of disability increased so did overall quality scores ($r = .20$, $p < .0001$).
- The greater the number of children with disabilities in a classroom, the higher the level of global quality ($r = .22$, $p < .0001$).

Conclusions & Recommendations

- Enhance provider's knowledge of health and safety
- Encourage provider's educational pursuits.
 - In center based child care, a two year degree is needed to achieve a developmentally appropriate level of quality.
- It is a myth that including children with disabilities will lower classroom quality.
- Other recommendations specific to North Carolina:
 - Help providers better understand the connection between their ability to provide high quality care and the assessment process
 - Increase availability of assessments for providers
 - Shorten the period between assessments
 - Increase incentives to encourage providers to achieve higher stars

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Welcome to the...
North Carolina Rated License Assessment Project



Conducting assessments to help improve child care quality in North Carolina!

Note: Starting September 1, 2003, the ITERS will be replaced by the new revised edition called the ITERS-R and will be used for all assessments of infant/toddler classrooms.

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- [Executive Summary \(New!\)](#)
- [A Quick Reference to NCRLAP](#)
- [Environment Rating Scales information](#)
- [Local Child Care Resource and Referrals](#)
- [Measurement of Quality in Preschool Child Care Classrooms \(presented at SRCD, Apr 03\)](#)
- [NC Star Rated License general information](#)

For Child Care Providers & Quality Enhancement Specialists

- [Caring for Our Children](#)
- [CPSC Guidelines](#)
- [Differences Between the ITERS-R and ITERS \(6-26-03\)](#)
- [Playground Information for NC Rated License Assessors](#)
- [Search for a child care facility](#)
- [Summary of USDA Meal Guidelines for NC Rated License Assessors](#)

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