

TENNESSEE REPORT CARD & STAR QUALITY PROGRAM -PROGRAM YEAR 13 ANNUAL REPORT-



June 2015

PREPARED FOR THE

Tennessee Department of Human Services

By

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SOCIAL WORK OFFICE OF
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& Star Quality Program 
Year 13 Annual Report***

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**SOCIAL WORK OFFICE OF
RESEARCH & PUBLIC SERVICE**

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Table of Contents

List of Tables	vii
List of Figures	ix
Executive Summary	1
Part I: Report Card Scores	3
Overall Report Card Scores	3
Movement in Overall Report Card Ratings	4
Part II: Program Assessment Results	6
Environment Rating Scales.....	7
Use of State-Funded Child Care Support and Program Assessment Scores	10
Conclusion	10
Introduction	11
Scope and Purpose of Report	11
Evaluation Process	12
Organization of the Report	13
Part I: Report Card Results	15
Changes in Report Card Components	15
Methodology	16
Description of the Sample.....	16
Limitations of the Data.....	16
Data Analysis.....	16
Research Findings: Overall Report Card Scores	17
Distribution of Scores for All Agencies.....	17
Distribution of Report Card Scores for Provider Types.....	18
Statistical Analysis.....	21
Component Scores	22
Distribution of Scores.....	22
Statistical Analysis.....	24

Movement in Overall Report Card Ratings	25
Non-movement in Overall Report Card Rating Scores in Years 10, 11, 12, and 13	27
Part II: Program Assessment Results	29
Methodology	29
Program Assessment Process	29
Assessor Reliability.....	30
Description of the Sample.....	31
Limitations of the Data.....	31
Data Analysis.....	32
Research Findings: Overall Program Assessment Scores	32
Distribution of Overall Program Assessment Scores	32
Average Program Assessment Scores	36
Statistical Analysis.....	36
Movement in Provider Scores in Year 13.....	37
Non-Movement in Provider Scores in Years 10, 11, 12, and 13	38
Classroom/Home Observation Scores	39
Number of Assessments by Scale	39
Average Observation Scores	39
Statistical Analysis.....	40
Distribution of Classroom/Home Observation Scores	40
Analysis of Reliability Data	46
Analysis of Caregiver Characteristics	46
Child–Staff Ratios and Classroom Assessment Score	46
Statistical Analysis.....	47
Caregiver Experience and Classroom and Home Assessment Score	48
Caregiver Highest Level of Education and Professional Training in Early Childhood Education (ECE).....	48
Statistical Analysis.....	49
Caregiver Professional Training in Early Childhood Education (ECE) and Classroom and Home Assessment Score	50
Statistical Analysis.....	51
Utilization of TECTA Services	51
Statistical Analysis.....	54
Relationship between CCR&R Targeted Technical Assistance and Program Assessment Score	55
Statistical Analysis.....	56
Utilization of TFCCA and TOPSTAR Services.....	56
Statistical Analysis.....	57
Relationship between Accreditation and Program Assessment Score.....	57
Conclusions	59
References	63

Appendix 1 **65**
 Report Card Components**65**
 Child Care Centers..... 67
 Family and Group Homes..... 68
Appendix 2 **69**
 Report Card Scores, Years 1-13**69**

List of Tables

Table 1. Movement in Overall Star-Rating For Paired Agencies from Year 10 To Year 13	5
Table 2. Movement in Program Assessment Scores for Paired Agencies from Year 10 To Year 13.....	9
Table 3. Movement in Overall Report Card Star-Rating Scores from Year 12 to Year 13.....	25
Table 4. Movement in Overall Report Card Star-Rating Scores from Year 11 to Year 12.....	25
Table 5. Movement in Report Card Component Scores for Child Care Centers from Year 12 To Year 13	26
Table 6. Movement in Report Card Component Scores for Family/Group Homes from Year 12 to Year 13.....	27
Table 7. Movement in Overall Program Assessment Scores for Paired Agencies from Year 12 to Year 13.....	38
Table 8. Movement in Overall Program Assessment Scores for Paired Agencies from Year 11 to Year 12.....	38
Table 9. Average Classroom Assessment Scores by Child–Staff Ratio for Infant-Toddler, Preschool, and School-Age Classrooms for Year 13	47
Table 10. Highest Level of Education for Assessed Caregivers in Year 13	48
Table 11. Average ERS Scores by Level of Education in Year 13.....	49
Table 12. Professional Training in Early Childhood Education (ECE) for Assessed Caregivers in Year 13.....	50
Table 13. Average Classroom Assessment Scores by Attainment of a CDA Credential.....	51
Table 14. Assessed Caregivers’ Report of Utilization of TECTA Services in Previous 12-Month Period	52
Table 15. Type of TECTA Service Utilized by Assessed Caregivers at Any Time.....	53
Table 16. Type of TECTA Orientation Completed by Assessed Caregivers at Any Time	53
Table 17. Average Classroom Assessment Scores by Completion of TECTA Orientation.....	54
Table 18. Assessed Caregivers’ Report of Utilization of CCR&R Services in Previous 12-Month Period	55
Table 19. Average Classroom Score for Assessed Caregivers’ Report of Utilization of CCR&R Targeted Technical Assistance in Previous 12-Month Period	55
Table 20. Assessed Caregivers’ Report of Utilization of TFCCA and TOPSTAR Services in Previous 12-Month Period	56

Table 21. Assessed Caregivers’ Report of Utilization of TFCCA and TOPSTAR Services in Previous 12-Month Period by Type of Service..... 56

Table 22. Average Program Assessment Scores for Providers by Accreditation Status for Year 13 57

Table A1. The Distribution of Overall Report Card Scores for Child Care Centers and Family/Group Homes, Years 1–13 71

Table A2. Average Report Card Scores for All Evaluated Agencies, Child Care Centers, and Family and Group Homes for Years 1–13 72

Table A3. Distribution of Report Card and Component Scores for Child Care Centers, Years 1–13 73

Table A4. Distribution of Report Card and Component Scores for Family/Group Homes, Years 1–13..... 76

Table A5. The Distribution of Overall Program Assessment Scores for All Providers, Child Care Centers, and Family/Group Homes, Years 1–13 78

Table A6. Average Program Assessment Scores for All Evaluated Agencies 80

Table A7. Number of Assessments and Average Classroom/Home Observation Scores for All Evaluated Agencies..... 81

List of Figures

Figure 1. Percentage of Agencies Earning 0, 1, 2, and 3 Stars in Year 13	3
Figure 2. Change in Ratings between Year 12 and Year 13, for Agencies Evaluated in Both Years	5
Figure 3. Distribution of Report Card Scores for Years 1, 5, 12, and 13	7
Figure 4. Average ERS Classroom and Home Scores for Years 1, 5, 12, and 13.....	8
Figure 5. Change in Ratings between Year 12 and Year 13, for Agencies Evaluated in Both Years	9
Figure 6. Distribution of Report Card Scores for All Evaluated Agencies in Years 1, 5, 12, and 13	18
Figure 7. Percentage of Child Care Centers and Family/Group Homes Receiving 3 Stars.....	19
Figure 8. Distribution of Overall Report Card Scores for All Evaluated Child Care Centers for Years 1, 5, 12, and 13.....	20
Figure 9. Distribution of Overall Report Card Scores for All Evaluated Family and Group Homes for Years 1, 5, 12, and 13.....	20
Figure 10. Average Report Card Scores for All Evaluated Agencies, Child Care Centers, and Family and Group Homes for Years 1–13	21
Figure 11. Percent of Child Care Centers Receiving 3 Stars on Each Component in Year 13	23
Figure 12. Percent of Family/Group Homes Receiving 3 Stars on Each Component in Year 13.....	23
Figure 13. Distribution of Overall Program Assessment Scores for Child Care Centers and Family/Group Homes in Year 13.....	33
Figure 14. Distribution of Overall Program Assessment Scores for All Providers for Years 1, 5, 12, and 13	34
Figure 15. Distribution of Overall Program Assessment Scores for All Evaluated Child Care Centers for Years 1, 5, 12, and 13	35
Figure 16. Distribution of Overall Program Assessment Scores for All Evaluated Family and Group Homes for Years 1, 5, 12, and 13.....	35
Figure 17. Average Program Assessment Scores for All Evaluated Agencies for Years 1-13.....	36
Figure 18. Average ERS Scores for Each Classroom Type for Years 1-13.....	40
Figure 19. Distribution of FDCRS/FCCERS-R Scores, Years 1, 5, 12, and 13	41
Figure 20. Distribution of ITERS/ITERS-R Scores, Years 1, 5, 12, and 13.....	42
Figure 21. Distribution of ECERS-R Scores, Years 1, 5, 12, and 13	42
Figure 22. Distribution of SACERS Scores, Years 1, 5, 12, and 13	43

Figure 23. Distribution of FDCRS/FCCERS-R Using Scale 1–7, Years 1, 5, 12, and 13 44
Figure 24. Distribution of ITERS/ITERS-R Scores Using Scale 1–7, Years 1, 5, 12, and 13..... 45
Figure 25. Distribution of ECERS-R Scores Using Scale 1–7, Years 1, 5, 12, and 13 45
Figure 26. Distribution of SACERS Scores Using Scale 1–7, Years 1, 5, 12, and 13 46

Executive Summary

The Tennessee Report Card and Star Quality Program (the “STARS” program) was implemented in October 2001 to improve the quality of child care in the state. The goals and objectives of the program, as outlined in T.C.A. § 71-3-502, and described in Rules of Tennessee Department of Human Services (DHS) Adult and Family Services Division, Chapter 1240-04-07 are:

1. To encourage and recognize quality child care programs,
2. To improve the quality of child care in Tennessee, and
3. To provide support and information to parents as they seek to secure quality child care for their children.

There are two aspects of the Tennessee Report Card and Star Quality Program: the mandatory Report Card Program and the voluntary Star Quality Program. Child care centers and family/group homes¹ undergo an annual mandatory license renewal evaluation (the Report Card Program). During the evaluation, the program evaluator determines whether the center/home is eligible for the voluntary Star Quality Program; programs are eligible if they receive a score of at least 1 star on the *program assessment* component and a total score of at least 1 star. All licensed programs must display their license and report card; in addition, eligible programs that choose to participate receive 1, 2, or 3 stars to display on their license. Along with the report card, this tells parents that the program meets certain state-defined quality standards. Parents can search for licensed child care programs on the DHS website, where programs are classified by Star Quality Rating. In addition, as centers receive more stars, they receive higher reimbursement rates from the DHS Child Care Certificate Program.

Since both programs employ the same evaluation criteria, this report covers only the results of the more inclusive Report Card Program.² The report examines scores on all components of the report card evaluation and provides further details about the *program assessment* component scores. The purpose

¹ Child care centers enroll 13 or more children. Family/child care homes enroll five to seven unrelated children. Group child care homes enroll eight to 12 unrelated children. Care provided in the child’s own home, along with child care programs that operate for less than 3 hours per day or enroll fewer than five children, do not require licensure.

² The Report Card Program includes those agencies that scored at the 0-star level; the Star Quality Program excludes these agencies as well as those that do not choose to participate.

of this report is to analyze the report card results for all child care agencies evaluated during the 13th program year of the Tennessee Report Card and Star Quality Program, defined as October 1, 2013, through September 30, 2014. The report compares the Year 13 results to the results for Year 1 (the baseline year) and Year 12 (the previous year). On occasion, Year 13 scores are compared to Year 5 scores; Year 5 is used as a second baseline year because DHS introduced substantial changes in the child care system during the latter part of Year 5 and Year 6.

Levels of analysis

When comparing scores from one year to another (Years 1 and 13, Years 5 and 13, and Years 12 and 13), the analysis is performed in two ways: scores are analyzed as *group scores* and *paired scores*. Each method has an advantage and a disadvantage.

In the group score analysis, all agencies evaluated within the program year are included in the analysis, and the mean scores for the years are compared. The advantage of this process is that scores for all agencies evaluated during the program year under study are included; on the other hand, the disadvantage of this method is that the groups being studied (for the years being compared) are dissimilar in composition and size (because the agencies in existence are constantly changing).

The paired score analysis, which is used to compare the movement in scores for the same agency across years, compares only agencies that were evaluated in both of the two years being studied. The advantage of the paired score analysis is that it is possible to see how individual agencies change over time, and the groups being compared are identical; the disadvantage is that the scope of the analysis is narrowed, as unpaired agencies (those evaluated in only one of the years being studied) are dropped. In order to provide both perspectives, results for both types of analysis are reported.

Part I: Report Card Scores

Overall Report Card Scores

This section reports and analyzes scores for the Report Card Program for all agencies evaluated in program years 1, 5, 12, and 13, with a special focus on those evaluated during program year 13. Agencies earn an overall report card score—0, 1, 2, or 3 stars—and a score of 0, 1, 2, or 3 stars on each component that applies to the agency’s program. Child care centers are evaluated based on seven components: *director qualifications*, *professional development*, *parent/family involvement*, *ratio and group size*, *staff compensation*, *developmental learning*, and *program assessment*. Family and group child care homes are evaluated on five of these criteria; they are not evaluated on *director qualifications* or *staff compensation*.

Tennessee child care providers have improved dramatically over the last 13 years. More agencies received 3 stars on the report card in Year 13 than in any other year. The proportion of agencies receiving 3 stars in Year 13 (71.1%) is over twice the proportion of agencies that received 3 stars in Year 1 (30.1%). In Year 13, 74.4% of **child care centers** and 63.8% of **family/group homes** scored 3 stars. There has been a corresponding drop in the proportion of agencies scoring 0 stars. Less than half as many agencies received 0 stars in Year 13 (14.3%) as in Year 1 (32.1%). Figure 1 shows the distribution of report card scores in Year 13.

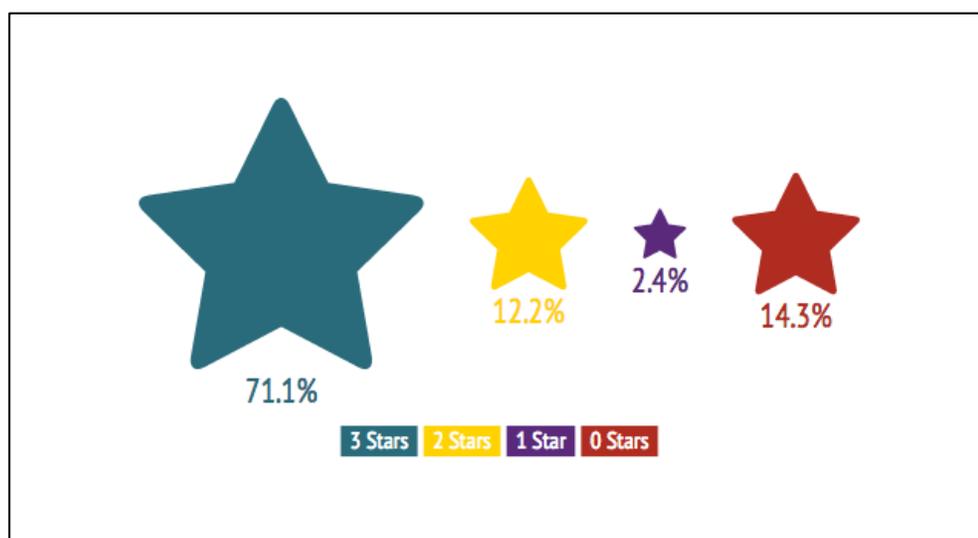


Figure 1. Percentage of Agencies Earning 0, 1, 2, and 3 Stars in Year 13

Component scores

The overall report card score is based upon scores on specific components. Agencies earn a score of 0, 1, 2, or 3 stars on each component that applies to the agency’s program. A description of the components is included in Appendix 1 of the full report. The components for **child care centers** are listed below, ranked by the percentage of centers earning 3 stars in Year 13. More centers received 3 stars in each of the seven categories in Year 13 than in Year 12.

Staff Compensation	94.8%
Developmental Learning	89.0%
Parent/Family Involvement	88.6%
Professional Development	76.3%
Director Qualifications	73.8%
Ratio/Group Size	73.5%
Program Assessment	55.4%

The components for **family/group homes** in Year 13 are listed below; rank ordered by percentage of programs earning 3 stars. In Year 13, more homes earned 3 stars in all areas except *program assessment*, compared to Year 12.

Business Management	92.8%
Parent/Family Involvement	84.2%
Developmental Learning	83.8%
Program Assessment	52.5%
Professional Development	46.2%

Movement in Overall Report Card Ratings

In the paired analysis, the 2,250 programs that were evaluated in both Year 12 and Year 13 were analyzed to assess how the programs' scores changed over time. In addition, 1,984 agencies were evaluated in each of the past four program years (Years 10, 11, 12, and 13). This analysis allowed a closer look at the characteristics of agencies that consistently receive the same scores over time (see Figure 2).

For the programs evaluated in both Year 12 and Year 13, the following are noteworthy observations:

- A slightly larger proportion of both **child care centers** and **family/group homes** increased rather than decreased their rating.
- The majority (88.8%) of **all providers** either maintained or increased their overall report card star-rating.
- In Year 13, 1,437 agencies (57.1% of all agencies) maintained their 3-star rating from Year 12 to Year 13.

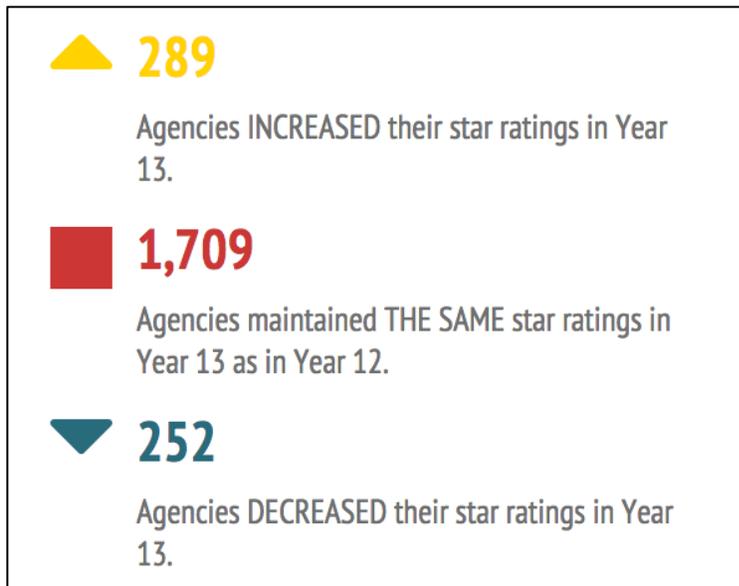


Figure 2. Change in Ratings between Year 12 and Year 13, for Agencies Evaluated in Both Years

Table 1 shows the star-ratings for programs that have maintained the same rating for the past 4 years. Of the 1,984 programs evaluated in Years 10–13, 52.1% of agencies evaluated in all 4 years (1,034) have maintained a 3-star rating for the past 4 years, whereas 3.3 % (66) maintained a 0-star rating during the same time period. Of the providers who maintained a 3-star rating for 4 years, 808 were child care centers and 226 were family/group home providers.

Table 1. Movement in Overall Star-Rating for Paired Agencies from Year 10 to Year 13

Overall Star-Rating	Kept the same rating		Rating changed		Total	
	#	%	#	%	#	%
0	66	3.3	260	13.1	326	16.4
1	3	0.2	45	2.3	48	2.4
2	33	1.7	197	12.9	289	14.6
3	1,034	52.1	414	14.5	1,321	66.6
Total	1,136	57.3	848	42.7	1,984	100.0

Part II: Program Assessment Results

In Part II of the report, the focus shifts to the *program assessment* component of the report card. In the program assessment, a trained assessor visits the child care center/home and evaluates classrooms based on age-appropriate, validated environment rating scales (ERS). The assessment scores for the baseline Years 1 and 5 and the most recent Year 12 and Year 13 program years are reported and analyzed.³

The assessor scores each of the items on a scale from 1 to 7, with 7 being the best. The item scores are then averaged to determine the classroom observation score, which also ranges from 1 to 7. This report uses the score interpretation recommended by the authors of the ERS assessment instruments: a score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. The ERS authors recommend that, for all of the scales, the goal of a home or classroom is to reach a score of 5 out of a possible 7, and the goal for an agency is to reach an overall *program assessment* score of 5. The ERS scores translate to stars as follows: a score of 3.99 or below (inadequate to minimal) is equivalent to 0 stars; 4.00–4.49 (average) is equivalent to 1 star; 4.50–4.99 (average to good) is equivalent to 2 stars; and 5.00 or above (good to excellent) is equivalent to 3 stars.

The *program assessment* results are analyzed at two levels:

1. The overall *program assessment* score, also called the “provider score,” for **centers** is the average of the ERS scores used in the assessment of the appropriate classrooms, and for **family/group homes** is the equivalent of the FCCERS-R scale score; and
2. The observation score, sometimes called the “classroom score” for **centers** is the score earned on the ERS (ITERS-R, ECERS-R, and SACERS) in each of the selected classrooms; for **family/group homes**, the observation score is the score earned on the FCCERS-R.

In Year 13, 52.9% of providers achieved assessment scores of 5.00 or above (3 stars), the threshold for good to excellent quality. The percentage of **child care centers** receiving 3 stars has increased from 30.9% in Year 1 to 53.5% in Year 13. The percentage of **family/group homes** receiving 3 stars has almost doubled, from 26.0% in Year 1 to 51.5% in Year 13. The proportion of providers receiving 0 stars in Year 13 is less than half the proportion that received 0 stars in Year 1. Very few providers—2.3%—received an inadequate classroom score (0.00-1.99).

Scores improved dramatically through Year 12 and have increased incrementally from Year 12 to Year 13, as shown in Figure 3. A slightly smaller proportion of agencies received 3 stars on the *program assessment* in Year 13 than in Year 12.

³ Because *program assessment* data come from a different database than the report card data, there are minor differences in the number of programs evaluated and in mean *program assessment* scores presented in the two sections.

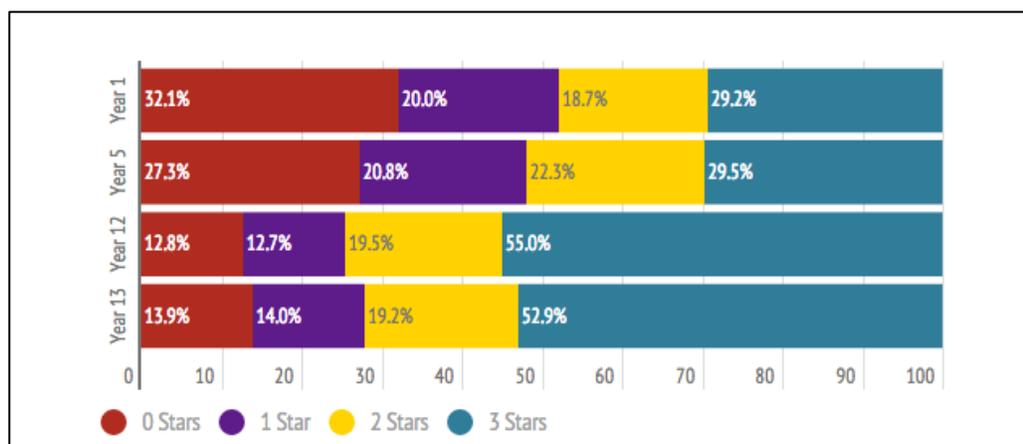


Figure 3. Distribution of Report Card Scores for Years 1, 5, 12, and 13

Environment Rating Scales

Each of the scales was designed for use with a specific age group or type of child care program. The four scales are:

- **Infant and Toddler Environment Rating Scale-Revised Edition, Updated (ITERS-R)**—For use with group programs that serve children up to 2½ years of age.
- **Early Childhood Environment Rating Scale-Revised Edition, Updated (ECERS-R)**—For use with group programs that serve children from 2½ to 5 years of age.
- **School-Age Care Environment Rating Scale (SACERS)**—For use with before and afterschool group care programs that serve children from 5 to 12 years of age.
- **Family Child Care Environment Rating Scale—Revised Edition, Updated (FCCERS-R)**—For use with child care programs in family and group homes.

Classroom/home observation scores

As seen in Figure 4, the average classroom scores for the **ITERS/ITERS-R**, **ECERS-R**, **SACERS**, and **FDCRS/FCCERS-R** increased steadily through Year 12. In Year 13, scores on the **ECERS-R** continued to increase, while scores on the other scales leveled off and decreased slightly. The average classroom scores for the **ECERS-R** stayed **above 5.0** (the threshold for good to excellent quality) for the fourth consecutive year.

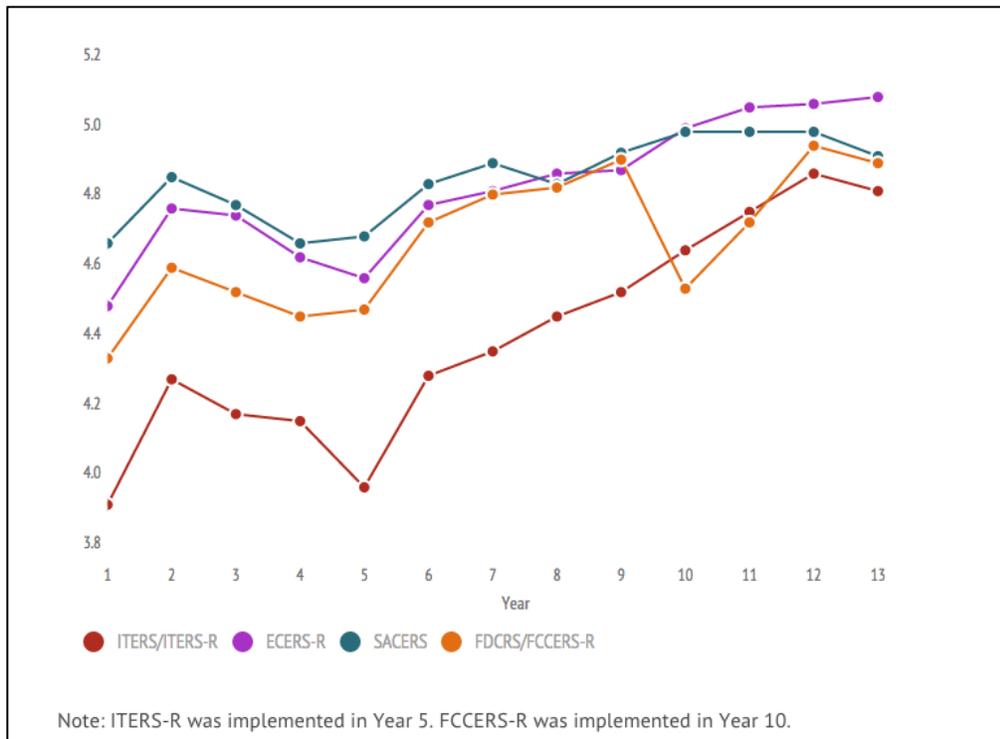


Figure 4. Average ERS Classroom and Home Scores for Years 1, 5, 12, and 13

Movement in provider scores from Year 12 to Year 13

In the paired analysis, the 2,395 programs that were evaluated in both Year 12 and Year 13 were analyzed to assess how programs’ scores changed over time. In addition, 2,121 agencies were evaluated in each of the past 4 program years (Years 10, 11, 12, and 13) (see Figure 5).

When comparing assessment scores between Years 12 and 13, the majority of providers maintained or increased their assessment scores. For **child care centers**, 77.4% of providers kept the same or increased their *program assessment* scores in Year 13. For **family/group homes**, 74.9% of providers kept the same or increased their *program assessment* scores in Year 13.

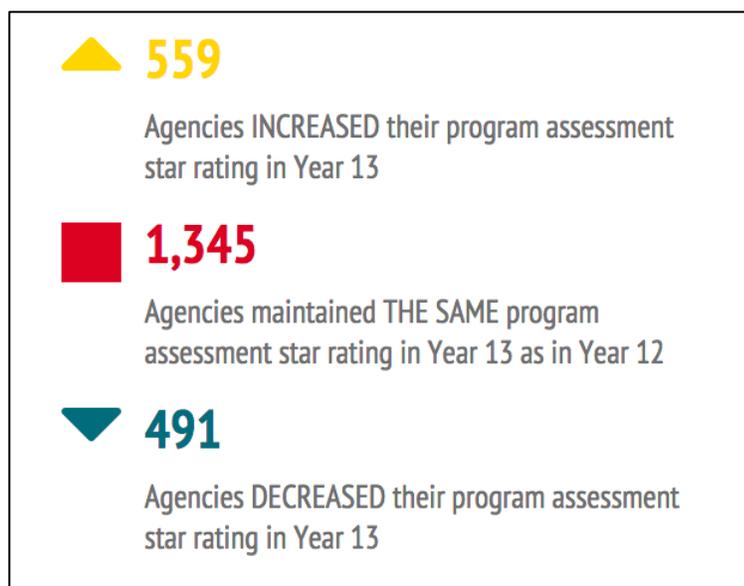


Figure 5. Change in Program Assessment Scores between Year 12 and Year 13, for Agencies Evaluated in Both Years

Among the 2,121 agencies that were evaluated in Years 10, 11, 12, and 13, 26.6% of agencies evaluated in all 4 years (564) maintained a 3-star rating for 4 consecutive years, whereas 3.3% of the agencies (69) maintained a 0 star-rating during the same time period (see Table 2). Of the 3-star providers, 455 were child care centers and 109 were family/group homes.

Table 2. Movement in Program Assessment Scores for Paired Agencies from Year 10 to Year 13

Program Assessment Star-Rating	Kept the same rating		Rating changed		Total	
	#	%	#	%	#	%
0	69	3.3	199	9.4	268	12.6
1	4	.2	276	13.0	280	13.2
2	10	.5	378	17.8	388	18.3
3	564	26.6	621	29.3	1,185	55.9
Total	647	30.5	1,474	69.5	2,121	100.0

Use of State-Funded Child Care Support and Program Assessment Scores

Child care centers and **family/group homes** can receive state-sponsored support through the Tennessee Early Childhood Training Alliance (TECTA) and Child Care Resource and Referral (CCR&R). In addition, **family/group homes** can receive support from the Tennessee Family Child Care Alliance's (TFCCA) and Tennessee's Outstanding Providers Supported Through Available Resources' (TOPSTAR) peer mentoring program services. In Year 13

- 25.0% of programs ($n = 1,024$) reported utilizing TECTA training services (mostly TECTA orientations),
- 81.2% of programs ($n = 3,336$) used CCR&R services (mostly CCR&R-sponsored training events or onsite targeted technical assistance), and
- 39.2% of **family/group homes** ($n = 266$) reported participating in TFCCA or TOPSTAR services.

Programs and caregivers who utilized any of these DHS-funded training programs or support services received higher *program assessment* scores, on average, than those who did not utilize services.

Conclusion

The past 13 years of evaluation, training, educational support, and onsite assistance have dramatically improved the quality of child care in Tennessee. A review of average *overall report card* scores over time shows that the average overall assessment score in Year 13 is significantly larger than the average score in Year 1; however, *overall report card* scores increased incrementally from Year 12, but these changes were not statistically significant. Many agencies have maintained the same report card star-rating over the past 4 years. Most non-movement is among 3-star and 0-star agencies. A large proportion of programs have reached and continue to receive 3-star-ratings since Year 10, whereas a smaller proportion of programs have received 0 stars for the past 4 years and have failed to improve over time. Of the agencies evaluated in Year 13, 52.1% have maintained a 3-star report card rating for the past 4 years.

Program assessment scores have decreased since Year 12 for both child care centers and family/group homes. As with the *overall report card* score, a small percentage of agencies have received a 0-star rating for each of the past 4 years, and a larger percentage have maintained a 3-star rating for the past 4 years. Of the agencies evaluated in Year 13, 26.6% have maintained a 3-star *program assessment* score for the past 4 years.

There have been dramatic increases in the overall quality of child care settings across the state of Tennessee since the inception of the Report Card Program in 2001. More children in Tennessee are receiving higher quality, developmentally appropriate child care—care that keeps them safe and healthy, prepares them for school, and gives them the tools they need to succeed in life. In addition, the results indicate that many child care providers are using DHS-provided support for quality improvements and that the improvements providers have made have resulted in higher quality care for Tennessee's children. Many child care providers have been providing high-quality care consistently for years. Tennessee now has the opportunity to make changes that will improve child care in the state to an even greater extent.

Introduction

The Tennessee Report Card and Star Quality Program (often referred to as the “STARS” program) was implemented in October 2001 to recognize high-quality child care, to improve the quality of child care in Tennessee, and to inform parents about child care program quality. There are two aspects of the Tennessee Report Card and Star Quality Program: the mandatory Report Card Program and the voluntary Star Quality Program. Child care centers and family/group homes⁴ undergo an annual mandatory license renewal evaluation (the Report Card Program). During the evaluation, the program evaluator determines whether the center/home is eligible for the voluntary Star Quality Program; programs are eligible if they receive a score of at least 1 in the *program assessment* component and a total score of at least 1. All licensed programs must display their license and report card; in addition, eligible programs that choose to participate receive 1, 2, or 3 stars to display on their license. Along with the report card, this designation tells parents that the program meets certain state-defined quality standards. Parents can search for licensed child care providers on the DHS website, where programs are classified by Star Quality Rating. In addition, as centers receive more stars, they receive higher reimbursement rates from the DHS Child Care Certificate Program for low-income/at-risk children. Since both programs employ the same evaluation criteria, this report covers only the results of the more inclusive Report Card Program.⁵ The report examines scores on all components of the report card evaluation and provides further details about the *program assessment* component scores.

Scope and Purpose of Report

The purpose of this report is to analyze the report card results for all child care agencies evaluated during the 13th program year, or Year 13, of the Tennessee Report Card and Star Quality Program, defined as October 1, 2013, through September 30, 2014.⁶ The report compares the Year 13 results to

⁴ Family child care homes enroll five to seven unrelated children. Group child care homes enroll eight to 12 unrelated children. Child care centers enroll 13 or more children. Care provided in the child’s own home, along with programs that operate for less than 3 hours per day or enroll fewer than five unrelated children, do not require licensure.

⁵ The Report Card Program includes those agencies that scored at the 0-star level; the Star Quality Program excludes these agencies as well as those that do not choose to participate.

⁶ The licensing program year and program assessment year are defined with different parameters in this report. The program assessment of an agency takes place approximately 2 months prior to its licensing evaluation. The licensing program year begins October 1 and ends September 30, although the program assessment program year begins August 1 and ends July 31.

the results for Year 1 (the baseline year) and Year 12 (the previous year).⁷ On occasion, Year 13 scores are compared to Year 5 scores; Year 5 is used as a second baseline year because the Tennessee Department of Human Services (DHS) introduced substantial changes in the child care system during the latter part of Year 5 and Year 6. In Year 5, DHS undertook a comprehensive evaluation of the STARS system,⁸ which included interviews with providers, staff, and administrators across the state. The primary impetus for this system-wide evaluation was a steady decline in average report card and *program assessment* scores for 3 consecutive years. On the heels of the departmental study, the Tennessee Office of the Comptroller undertook an evaluation of the STARS program, issuing a report with similar findings. After studying the evaluation results, DHS made substantial changes in the STARS program beginning in Year 5 and in Year 6, including widespread implementation of Targeted Technical Assistance (TTA), extensive training in the environment rating scales (ERS) for Child Care Resource and Referral (CCR&R) specialists, establishing ERS liaisons in each CCR&R site, enhanced coordination between partner groups, setting up the practice of contacting every provider upon receipt of assessment results, and launching the Provider Self-Assessment and Mentoring (PSAM) services in 2008.⁹

The report examines scores on all components of the report card evaluation, with special emphasis on the *program assessment* component.

Evaluation Process

Participation in the Report Card Program is required for all child care agencies in Tennessee that are licensed or approved by DHS. All child care programs that enroll at least five unrelated children for 3 or more hours a day must be licensed by DHS. Additionally, a limited number of agencies licensed by the Tennessee Department of Education choose to participate in the Report Card Program. Evaluations are conducted annually as the agency renews its license; report cards are displayed by child care programs along with their licenses.

The evaluation process can be described as follows: The assigned DHS Licensing staff, a program evaluator, collects all pertinent information on the agency to determine its eligibility for a license. After the agency's information has been reviewed and verified, the program evaluator completes an initial report card and issues the center's license. Family and group homes¹⁰ are evaluated on five components: *professional development*, *parent/family involvement*, *business management*, *developmental learning*, and *program assessment*. Child care centers are evaluated on seven

⁷ Please see these reports for data on previous years: *Child Care Evaluation and Report Card Program Legislative Report* for Year 1 results; *Tennessee Report Card and Star Quality Program Year 3 Annual Report* for Year 2 and Year 3 results; *Tennessee Report Card and Star Quality Program Year 4 Annual Report*; *Tennessee Report Card and Star Quality Program Year 5 Annual Report*; *Tennessee Report Card and Star Quality Program Year 6 Annual Report*; *Tennessee Report Card and Star Quality Program Year 7 Annual Report*; *Tennessee Report Card and Star Quality Program Year 8 Annual Report*; *Tennessee Report Card and Star Quality Program Year 9 Annual Report*; *Tennessee Report Card and Star Quality Program Year 10 Annual Report*; *Tennessee Report Card and Star Quality Program Year 11 Annual Report*; *Tennessee Report Card and Star Quality Program Year 12 Annual Report*.

⁸ *What Is Working? What Is Not Working? Report on the Qualitative Study of the Tennessee Report Card and Star-Quality Program and Support System*, November 2006, http://www.state.tn.us/humanserv/adfam/rept_insidess.pdf

⁹ See Pope, Koelz, Denny, and Cheatham (2009) and Graves, Koelz, Magda, and Denny (2010) for evaluation reports on PSAM.

¹⁰ Family homes serve five to seven children; group homes serve 8 to 12 children; and child care centers serve 13 or more children.

components: *director qualifications, professional development, parent/family involvement, ratio and group size, staff compensation, developmental learning, and program assessment*. The component *compliance history* was previously included in the evaluation of child care centers but was replaced by *developmental learning* midway through Year 9. Licensing program evaluators rate the agency on all of the components except *program assessment*. (See Appendix 1 for a description of each of the components.)

The annual program assessment is conducted 2 to 3 months before the agency's license is due to expire. DHS Assessment program evaluators or assessors observe each home or selected classroom for at least 3 hours using the appropriate ERS¹¹ to assess its physical environment, basic care, curriculum, schedule and program structure, and the caregiver's conversations and other interactions with the children. The assessor ends the observation by asking questions about the workings of the classroom that were not observable and inquiring about teachers' educational backgrounds, teachers' participation in professional development training, and characteristics of class members.

If an agency is eligible for the Star Quality Program,¹² the DHS program evaluator includes a letter with report card results informing the agency of the opportunity to participate. Less than 2.0% of agencies choose not to participate in the Star Quality Program.

Organization of the Report

The *Year 13 Annual Report* begins with an **Introduction**, which defines the purpose and scope of the report. This section provides brief background information on the evaluation process and the organizational structure of the report.

The body of the report is divided into two parts: **Report Card Results** and **Program Assessment Results**. Each of these parts includes a **Methodology** section that describes the sample, analytical techniques, and limitations of that part of the study.

¹¹ The ERS used in Tennessee's child care assessments are the following:

Early Childhood Environment Rating Scale—Revised Edition, Updated (ECERS-R) by Thelma Harms, Richard M. Clifford, and Deborah Reid Cryer. (Teachers College Press, © 2005 by Thelma Harms, Richard M. Clifford, and Deborah Reid Cryer.) Used with permission of the publisher and the authors. All rights reserved.

Infant/Toddler Environment Rating Scale (ITERS) by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford. (Teachers College Press, © 1990 by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford.) Used with permission of the publisher and the authors. All rights reserved. (Used in Tennessee during Program Years 1-4.)

Infant/Toddler Environment Rating Scale—Revised Edition, Updated (ITERS-R) by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford. (Teachers College Press, © 2006 by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford.) Used with permission of the publisher and the authors. All rights reserved.

Family Day Care Rating Scale (FDCRS) by Thelma Harms and Richard M. Clifford. (Teachers College Press, © 1989 by Thelma Harms and Richard M. Clifford.) Used with permission of the publisher and the authors. All rights reserved. (Used in Tennessee during Program Years 1-9.)

Family Child Care Environment Rating Scale—Revised Edition (FCCERS-R) by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford. (Teachers College Press, © 2007 by Thelma Harms, Deborah Reid Cryer, and Richard M. Clifford.) Used with permission of the publisher and the authors. All rights reserved.

School-Age Care Environment Rating Scale (SACERS) by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White. (Teachers College Press, © 1996 by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White.) Used with permission of the publisher and the authors. All rights reserved.

¹² To be eligible for the Star Quality Program, a provider must be in compliance with DHS Licensing standards and must earn at least 1 star on the *program assessment* component of the report card.

The **Report Card Results** section examines the assessment results for child care agencies evaluated in Year 13. The overall score and the component scores are compared and analyzed across time. Finally, this section details the results of tests for statistical significance and analyzes factors affecting the Year 13 results.

The **Program Assessment Results** section looks more closely at the *program assessment* component of the report card. The program level data are analyzed for statistical significance in two ways: as group scores and as paired scores. This section includes a report on reliability data and caregiver characteristics.

The final section of the report presents **Conclusions**.

Appendix 1 includes descriptive information on Report Card Program components. **Appendix 2** contains additional tables with data from all 13 years.

Part I: Report Card Results

This section reports and analyzes scores for the Report Card Program for all agencies evaluated in program year 13, with agencies evaluated in Program Years 1, 5, and 12 included for comparison. Year 1 serves as the original base year, and Year 5 serves as a second base year. In Year 5, *program assessment* scores hit the lowest point since Year 1; in response, DHS instituted revisions to the STARS support system in the latter part of Year 5 and in Year 6.

There are two aspects of the Tennessee Report Card and Star Quality Program: the mandatory Report Card Program and the voluntary Star Quality Program. The Star Quality Program is restricted to those child care agencies that meet eligibility requirements and choose to participate in the program. Since both programs employ the same evaluation criteria, this section of the study covers only the results of the more inclusive Report Card Program.¹³

Agencies earn an overall report card score—0, 1, 2, or 3 stars¹⁴—and a score of 0, 1, 2, or 3 stars on each component that applies to the agency’s program.

Changes in Report Card Components

The report card rules were revised after a yearlong process involving informational meetings/presentations and seven public hearings held across the state. The revised rules went into effect in January 2009. The following are significant changes that relate to the report card component areas and the overall star-rating: (1) In Year 8, the *compliance history* component was removed and transformed into a threshold item that is used to determine eligibility for participation in the Star Quality Program; (2) The *developmental learning* component was introduced to the report card matrix but was not implemented or scored until January 2010; and (3) The number of bonus points awarded to those programs accredited by a recognized national body was increased from 1 to 2. The full text of the rules can be found on the state website: <http://share.tn.gov/sos/rules/1240/1240-04/1240-04.htm>.

¹³ The Report Card Program includes those agencies that scored at the 0-star level; the Star Quality Program excludes these agencies as well as those that do not choose to participate.

¹⁴ Although stars are not actually awarded in the Report Card Program (only in the Star Quality Program), the term “star-rating” is applied to the results because the scoring system is identical to that used in the Star Quality Program.

Methodology

Description of the Sample

In May 2015, the University of Tennessee College of Social Work Office of Research and Public Service (UT SWORPS) received an extract of report card scores from the Tennessee Licensing Childcare System (TLCS) database administered by DHS. After cleaning and coding the extract, the final sample included 11,093 records for Years 1, 5, 12, and 13. A total of 2,518 agencies were evaluated in Year 13, including 1,741 **child care centers** and 777 **family/group homes**.

Program years used for the data analysis of the report card scores are defined as follows:

Year 1	October 1, 2001–September 30, 2002
Year 5	October 1, 2005–September 30, 2006
Year 12	October 1, 2012–September 30, 2013
Year 13	October 1, 2013–September 30, 2014

The report card scores are grouped into program years according to the date of the issuance of the report card to the child care provider by Licensing staff.

Limitations of the Data

There are several factors that should be noted for their potential to affect the data analysis for this section of the annual report.

- The TLCS database is maintained by DHS and is considered to be secondary data for this analysis. As is the case with all secondary data, the evaluators cannot guarantee the quality of the data.
- As a working database, the TLCS database is a “live” database. Data are constantly being added and/or changed. Even archival data may be revised in special cases. For this reason, any analysis of the data can only provide a snapshot of the data as they existed at the time of download.
- As noted earlier, the data extract for this analysis was pulled in May 2015 in order to meet reporting deadlines. It is possible that some facilities may have had an incomplete Year 13 evaluation at the time of the download, resulting in their being omitted from the Year 13 analysis.

Data Analysis

The data analyses employed in this study are descriptive statistics (frequencies, averages, medians, and ranges), univariate analysis of variance (*t*-tests and Chi-square tests of association), and multivariate analysis of variance. The level of significance used in each case is $\alpha = 0.05$.

When comparing scores from one year to another (Years 1 and 13 and Years 12 and 13), the analysis is performed in two ways: scores are analyzed as *group scores* and *paired scores*. Each method has an advantage and a disadvantage.

In the group score analysis, all agencies evaluated within the program year are included in the analysis, and the mean scores for the years are compared. The advantage of this process is that scores for all agencies evaluated during the program year under study are included; on the other hand, the disadvantage of this method is that the groups being studied (for the years being compared) are dissimilar in composition and size (because the agencies in existence are constantly changing).

The paired score analysis, which is used to compare the movement between star-rating levels for the same agency across years, compares only agencies that were evaluated in both of the two years being studied. For example, if ABC Agency was evaluated in both Year 12 and Year 13, the paired score analysis would include ABC Agency. If ABC Agency was evaluated for only one of the years (for instance, it closed in Year 13), it would not be included in the paired analysis of Year 12 and Year 13 scores. The advantage of the paired score analysis is that the test groups being compared are identically constituted; the disadvantage is that the scope of the analysis is narrowed, as unpaired agencies (those evaluated in only one of the years being studied) are dropped. In order to provide both perspectives, results for both types of analysis are reported.

In each section, the group score analysis is presented as the primary analysis, followed by a supplementary paired score analysis. The statistics reported are based on group scores (comprising all evaluated agencies), unless specified as paired scores.

Research Findings: Overall Report Card Scores

Distribution of Scores for All Agencies

Figure 6 presents a comparison of the distribution of scores in Years 1, 5, 12, and 13. The improvements for providers over the last 13 years are dramatic. The proportion of agencies receiving 3 stars in Year 13 (71.1%) is more than twice the proportion of agencies that received 3 stars in Year 1 (30.3%). There is also evidence of significant improvement in scores over the last 8 years, since Year 5, when 49.1% of agencies received 3 stars. While nearly one third of agencies scored 0 stars in Year 1 and Year 5, only 14.3% received 0 stars in Year 13. Compared to Year 12, the percentage of evaluated agencies earning 3 stars in Year 13 increased, while those earning 0 or 2 stars decreased.

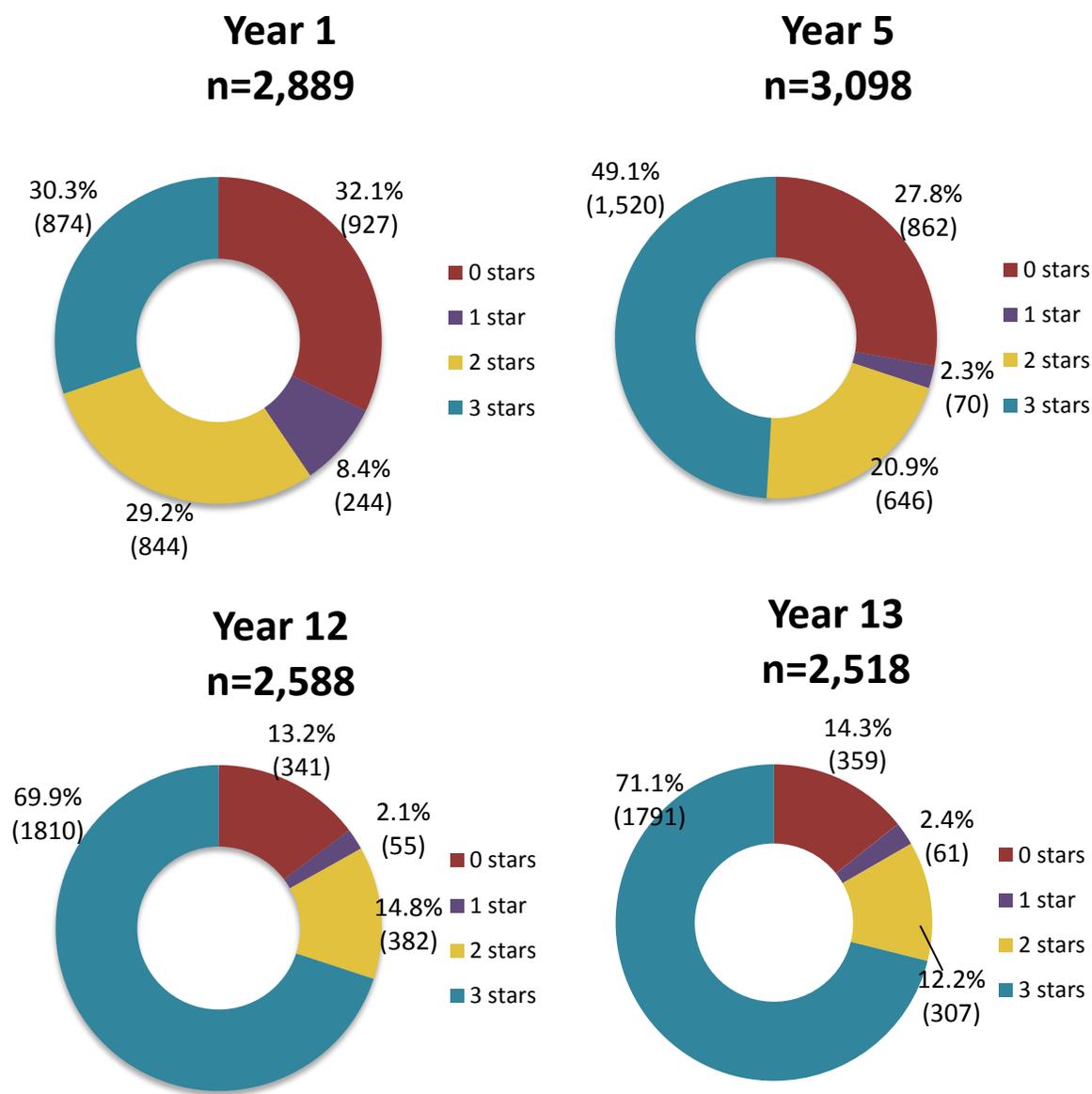


Figure 6. Distribution of Report Card Scores for All Evaluated Agencies in Years 1, 5, 12, and 13

Distribution of Report Card Scores for Provider Types

Figure 7 shows the percentage of **child care centers** and **family/group homes** that received 3 stars in Years 1-13. Figures 8 and 9 present the distribution of overall report card scores for Years 1, 5, 12, and 13 for **child care centers** and **family/group homes**. The complete data for all years are available in Table A1 in Appendix 2.

A positive movement in report card scores can be observed across time for **child care centers**. After a positive movement of scores from Year 1 through Year 9, **family/group homes** experienced a decrease in scores during Year 10 after the introduction of the FCCERS-R. However, **family/group home** scores

demonstrated positive movement since Year 10: the percentage of **family/group homes** receiving 3 stars has increased for the past 3 years. In Year 13, the percentage of 3-star rated **family/group homes** exceeded the pre-FCCERS-R levels.

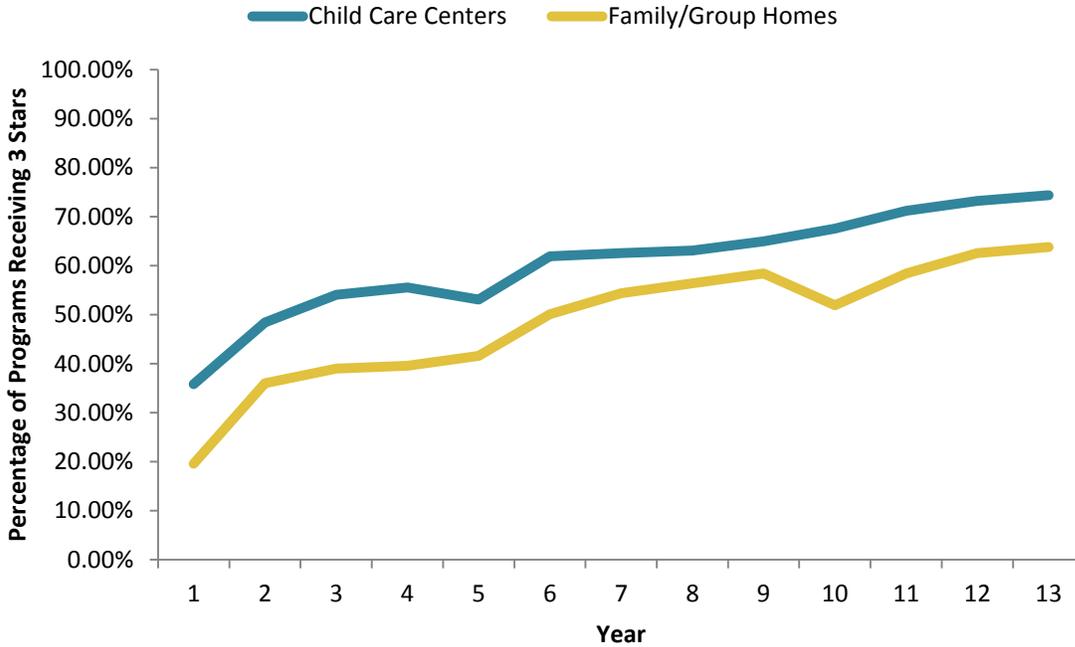


Figure 7. Percentage of Child Care Centers and Family/Group Homes Receiving 3 Stars

Figures 8 and 9 show the distribution of scores for **child care centers** (Figure 8) and **family/group homes** (Figure 9) in Years 1, 5, 12, and 13. For both **child care centers** and **family/group homes**, the proportion of programs scoring 0 or 2 stars has decreased consistently. The proportion of programs receiving 1 star has remained steady and low since Year 5. The proportion of programs earning 3 stars has increased considerably since Years 1 and 5 and continues to increase incrementally compared to Year 12.

As can be seen in Figure 10 (and Table A2, Appendix 2), the average overall score for **all evaluated agencies** in Year 13 surpassed the previous high seen in Year 12. The average overall score for **centers** steadily increased from Year 5 through Year 13. After a decrease for **homes** between Years 9 and 10, which can be attributed to the introduction of the FCCERS-R scale in Year 10, average overall scores have increased every year. Average overall scores for **family/group homes** are now slightly higher than the pre-FCCERS-R level of Year 9.

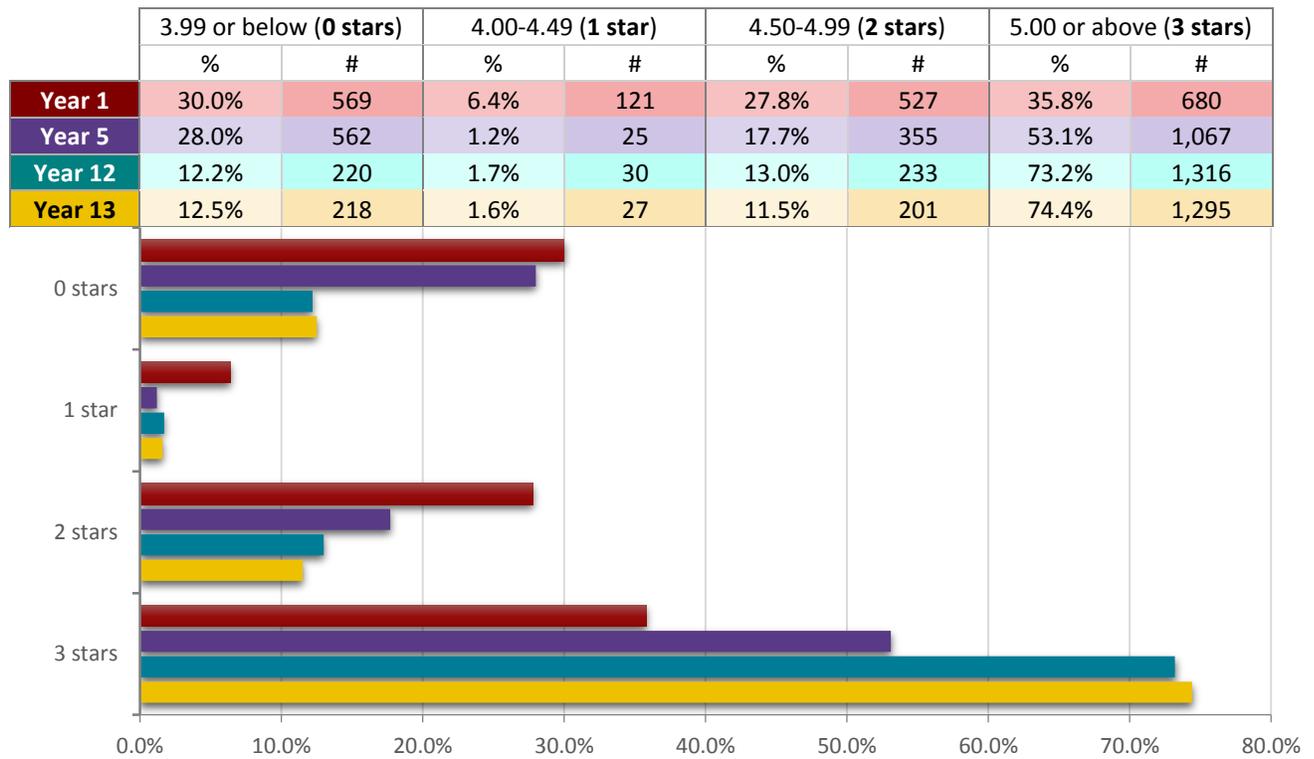


Figure 8. Distribution of Overall Report Card Scores for All Evaluated Child Care Centers for Years 1, 5, 12, and 13

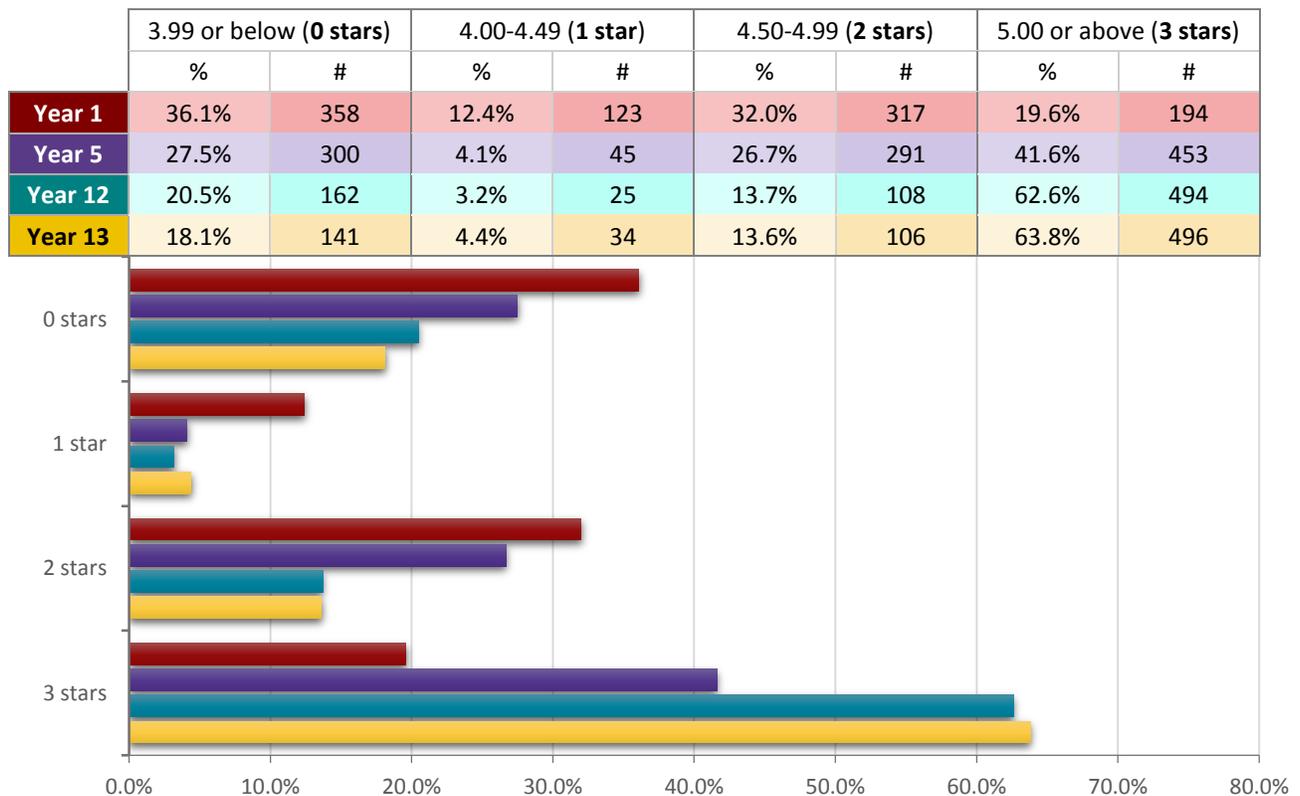


Figure 9. Distribution of Overall Report Card Scores for All Evaluated Family and Group Homes for Years 1, 5, 12, and 13

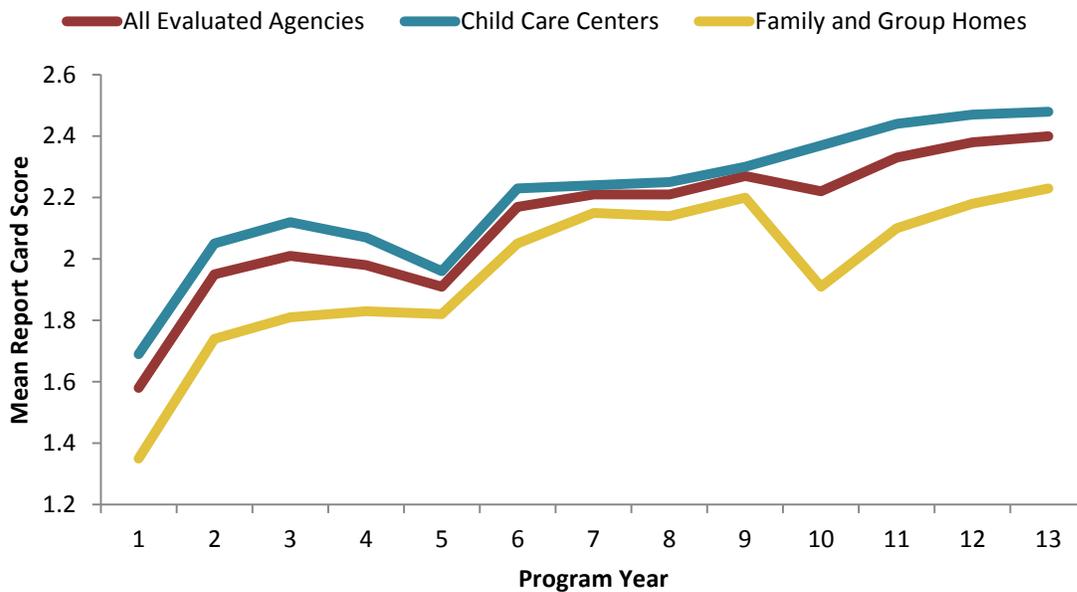


Figure 10. Average Report Card Scores for All Evaluated Agencies, Child Care Centers, and Family and Group Homes for Years 1–13

Statistical Analysis

In order to determine if the changes in overall report card mean scores are a result of normal variation or are an indication of real change, a statistical test (*t*-test) was applied to the average scores to determine if a statistically significant difference exists. (This analysis is called the “grouped score” analysis in this report to distinguish it from the “paired score” analysis; in a grouped score analysis, all agencies evaluated in the relevant program years are included in the groups that are compared.) The results for both subgroups are as follows:

Year 1 and Year 13—Grouped score analysis

- The change in overall report card mean scores for **child care centers** (from 1.69 to 2.48 on a scale of 0 to 3) is statistically significant ($p < .001$), indicating a real and substantial increase in average scores between Year 1 and Year 13.
- Because of the implementation of FCCERS-R in Year 10, the change in overall report card mean scores for **family/group homes** between Year 1 and Year 13 (from 1.35 to 2.23 on a scale of 0 to 3) was not tested.

Year 12 and Year 13—Grouped score analysis

- The change in overall report card mean scores for **child care centers** (from 2.47 to 2.48 on a scale of 0 to 3) is not statistically significant ($p = .7688$).
- The change in overall report card mean scores for **family/group homes** (from 2.18 to 2.23 on a scale of 0 to 3) is not statistically significant ($p = .4034$).

A review of average report card scores over time (see Figure 10) shows that the increase in mean scores between Years 12 and 13 is not as large as the increase between Years 11 and 12 and between Years 10 and 11. See Table A2 in Appendix 2.

Component Scores

The overall report card score is based on scores on specific components. Agencies earn a score of 0, 1, 2, or 3 stars on each component that applies to the agency's program. A description of the components is included in Appendix 1.

Child care centers are scored on seven components, and **family/group homes** are scored on five components. Midway through Year 8, the *compliance history* component was changed into a threshold item for the Star Quality Program. For that reason, data for the *compliance history* component are not available after Year 7. Midway through Year 9, the *developmental learning* component was added to the report card.

Distribution of Scores

The percentage of programs receiving 3 stars in each component is shown in Figures 11 and 12. The full distributions of component scores for Years 1 through 13 are displayed in Tables A3 and A4 in Appendix 2. The following observations can be made:

- In Year 13, a larger proportion of **child care centers** received 3 stars than in any other year for each of the seven components. The proportion of **family/group homes** receiving 3 stars is the highest yet for all components except the *program assessment* component.

A comparison of data from Year 1 through Year 13 for **child care centers** shows that there is an increase over time in the proportion of agencies in the 3-star category for most components. The *program assessment* component shows variation over time in early years, with consistent improvement since Year 8.¹⁵ The percentage of programs receiving 3 stars in *director qualifications* decreased in Years 8 and 9 but has increased each year since then.

Four of the components for **child care centers** (*professional development, ratio and group size, staff compensation, and professional development*) each show only one dip between consecutive years for the proportion of centers in the 3-star category. In each case, the dip is minor—less than one half of a percentage point.

For the remaining component, *parent/family involvement*, the trend is upwards for 3-star facilities for all 13 years.

- For **family/group homes**, in Year 13, a larger proportion of agencies received 3 stars on *professional development, parent/family involvement, business management, and developmental learning* than in any previous year. The proportion of programs receiving 3 stars on *program assessment* decreased slightly from Year 12.

¹⁵ Results in Part 2 show a small decline in the number of both **centers** and **homes** scoring 3 stars on the program assessment component. This discrepancy occurs because the data come from two different databases, and some programs may have been entered in only one database at the time data were extracted.

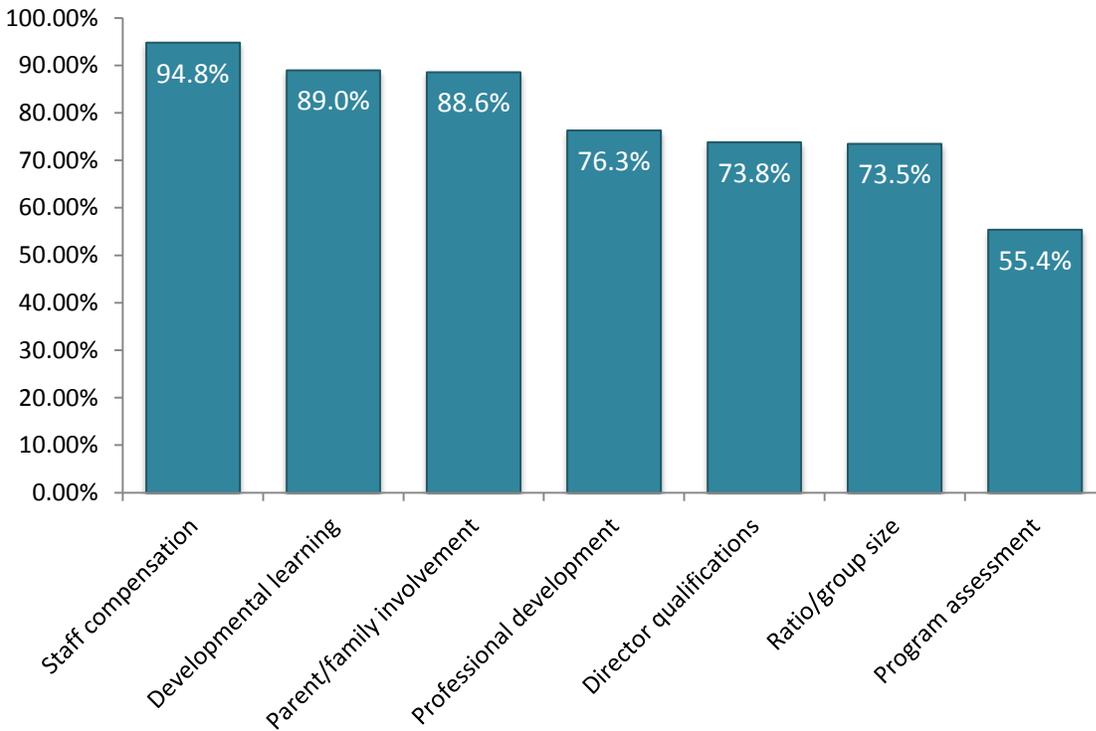


Figure 11. Percent of Child Care Centers Receiving 3 Stars on Each Component in Year 13

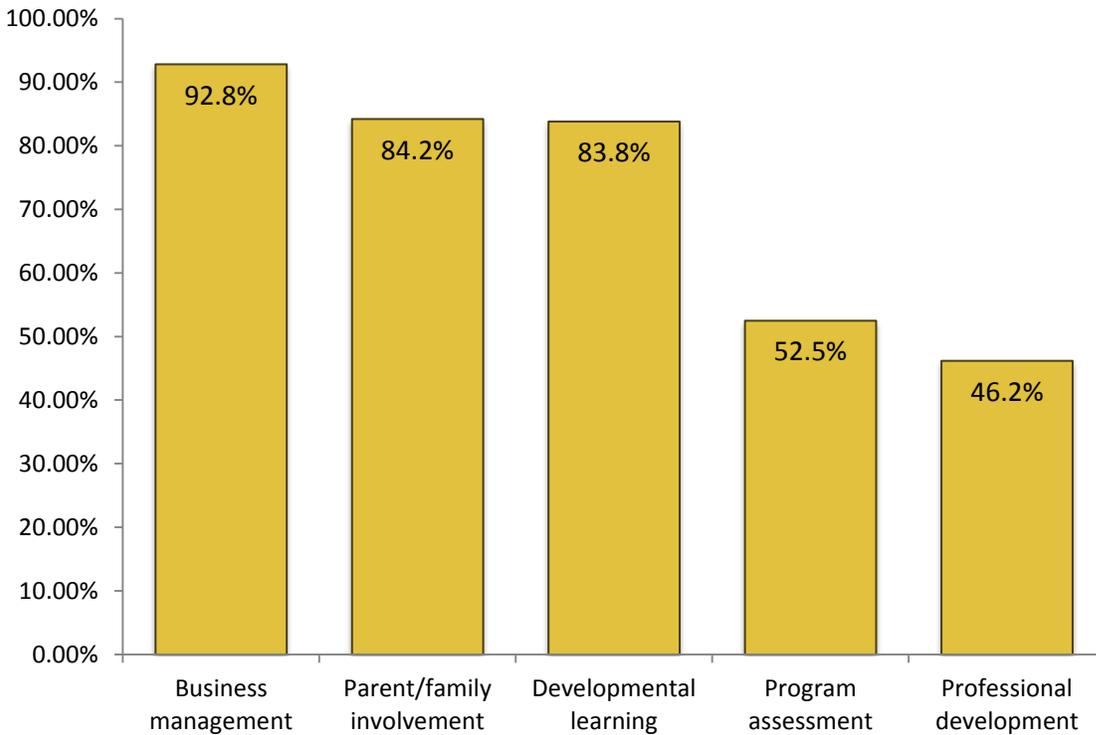


Figure 12. Percent of Family/Group Homes Receiving 3 Stars on Each Component in Year 13

Comparing the proportion of **family/group homes** scoring 3 stars on each component for Years 1 through 13, the following trends emerge. The proportion of **family/group homes** receiving 3 stars on *professional development* has increased consistently since Year 1. The proportion earning 3 stars on *developmental learning* has increased steadily since this component was introduced in Year 9. *Business management* shows one small dip in the proportion of programs scoring 3 stars, in Year 11, but has increased in all other years. *Parent and family involvement* scores have fluctuated over time, but the proportion of **family/group homes** scoring 3 stars has increased in each of the past 2 years. *Program assessment* scores showed the expected drop in Year 10, after FCCERS-R was introduced in Year 9. The proportion of **family/group homes** scoring 3 stars on *program assessment* returned to pre-FCCERS-R levels in Years 12 and 13.

Statistical Analysis

In order to assess the statistical significance of the movement in component scores from Year 1 to Year 13 and Year 12 to Year 13, multivariate analysis of variance (ANOVA) tests of the differences in average scores were applied. Each test determines if the change in scores was a result of normal variation or if it represents a real change.

The results of the statistical analysis of component scores are as follows:

Year 1 and Year 13—Grouped score analysis

- The increases in average scores for *all six* components available for comparison for **child care centers** are statistically significant ($p < .001$). In each case, the average Year 13 scores were **significantly higher** than the average scores from Year 1. The *developmental learning* component is not included in this analysis as it was introduced as a new component midway through Year 9 and is not available in Year 1 for comparison.
- The increases in average scores for the *three* components (director qualifications, professional development, and parent/family involvement) available for comparison for the **family/group home** report card are statistically significant ($p < .001$). In each case, the average Year 13 scores were **significantly higher** than the average scores from Year 1. The *developmental learning* component was not included in this analysis as it was introduced as a new component midway through Year 9 and is not available in Year 1 for comparison. The *program assessment* component is not included because the FCCERS-R replaced the FDCRS in Year 10, so scores in Year 1 are not comparable to those in Year 13.

Year 12 and Year 13—Grouped score analysis

- The changes in average scores are not statistically significant for any of the seven components for **child care centers**. The change in average scores for **family/group homes** is not statistically significant for any of the five components. As seen in the overall grouped score analysis between Year 12 and Year 13, scores may be beginning to level off over time with 13 years of repeated testing, educational support, and onsite assistance. Alternately, the change in scores from one year to the next may simply be too small to be statistically significant.

Movement in overall report card ratings

The movement in overall report card scores between Years 12 and 13 are presented in Table 3. For comparison, a similar table (Table 4) shows movement in scores between Years 11 and 12.

Year 12 and Year 13 star-rating data for providers was paired and analyzed to explore the movement in overall report card star-ratings between years. The following are noteworthy observations:

- The majority (88.8%) of **all providers** either maintained or increased their overall report card star-rating.
- Of those that moved, a larger proportion of both **child care centers** and **family/group homes** increased rather than decreased their rating.

An analysis of the movement in star-rating scores between data in Tables 3 and 4 shows that a lower percentage of providers maintained their star-rating between Years 12 and 13 than between the Years 11 and 12 comparison. Among both **child care centers** and **family/group homes**, more providers increased their scores *and* more providers decreased their scores in Year 13, compared to Year 12.

Table 3. Movement in Overall Report Card Star-Rating Scores from Year 12 to Year 13[†]

All paired agencies	Increased 1, 2, or 3 star levels		Kept the same rating		Decreased 1, 2, or 3 star levels	
	#	%	#	%	#	%
Child Care Centers	175 ¹	11.1	1,244	78.6	163 ²	10.3
Family and Group Homes	114 ³	17.1	465	69.6	89 ⁴	13.3
All Providers	289 ⁵	12.8	1,709 ⁶	76.0	252 ⁷	11.2

[†]Includes agencies with a 0-star rating.

¹ Of these, 91 (52.0%) increased 1 level, 36 (20.6%) increase 2 levels, and 48 (27.4%) increased 3 levels.

² Of these, 66 (40.5%) decreased 1 level, 40 (24.5%) decreased 2 levels, and 57 (35.0%) decreased 3 levels.

³ Of these, 52 (45.6%) increased 1 level, 25 (21.9%) increased 2 levels, and 37 (32.4%) increased 3 levels.

⁴ Of these, 40 (44.9%) decreased 1 level, 16 (18.0%) decreased 2 levels, and 33 (37.1%) decreased 3 levels.

⁵ Of these, 143 (49.5%) increased 1 level, 61 (21.1%) increased 2 levels, and 85 (29.4%) increased 3 levels.

⁶ Of these, 1,437 (84.1%) kept their 3-star rating.

⁷ Of these, 106 (42.1%) decreased 1 level, 56 (22.2%) decreased 2 levels, and 90 (35.7%) decreased 3 levels.

Table 4. Movement in Overall Report Card Star-Rating Scores from Year 11 to Year 12[†]

All paired agencies	Increased 1, 2, or 3 star levels		Kept the same rating		Decreased 1, 2, or 3 star levels	
	#	%	#	%	#	%
Child Care Centers	178	10.6	1,341	80.1	155	9.3
Family and Group Homes	112	15.6	528	73.4	79	11.0
All Providers	290	12.1	1,869	78.1	234	9.8

[†]Includes agencies with a 0-star rating.

The movement in component scores between Years 12 and 13 is presented in Tables 5 and 6. These data, along with the overall scores presented in Table A3 and A4 in Appendix 2, resulted in the following noteworthy observations:

- The majority of providers maintained their overall star-rating level. When movement was observed, a larger percentage of both **child care centers** and **family/group homes** increased rather than decreased their overall star-rating level.
- For both types of providers, more providers saw a decrease in the *program assessment* score than in any other component.
- For all other components, providers' star-ratings were more likely to increase than decrease.
- The data indicate that **family/group home** providers are adjusting to the revised ERS used to rate the *program assessment* component for the last 4 years.

Table 5. Movement in Report Card Component Scores for Child Care Centers from Year 12 to Year 13[†]

Child care centers (n = 1,647)	Increased 1, 2, or 3 star levels		Kept the same rating		Decreased 1, 2, or 3 star levels	
	#	%	#	%	#	%
Component scores						
Program assessment	335	21.2	900	56.9	347	21.9
Professional development	171	10.8	1,271	80.3	140	8.8
Ratio and group size	162	10.2	1,266	80.0	154	9.7
Director qualifications	141	8.9	1,353	85.5	88	5.6
Parent/family involvement	101	6.4	1,405	88.8	76	4.8
Developmental learning	89	5.6	1,407	88.9	85	5.4
Staff compensation	35	2.2	1,515	95.8	32	2.0
Overall score	175	11.1	1,244	78.6	163	10.3

[†]Includes agencies with a 0-star rating.

Table 6. Movement in Report Card Component Scores for Family/Group Homes from Year 12 to Year 13[†]

Family/group homes (n = 700)	Increased 1, 2, or 3 star levels		Kept the same rating		Decreased 1, 2, or 3 star levels	
	#	%	#	%	#	%
Component scores						
Program assessment	156	23.4	346	51.8	166	24.9
Professional development	78	11.7	536	80.2	54	8.1
Parent/family involvement	65	9.7	578	86.5	25	3.7
Developmental learning	45	6.7	602	90.1	21	3.1
Business management	35	5.2	611	91.5	22	3.3
Overall score	114	17.1	465	69.6	89	13.3

[†]Includes agencies with a 0-star rating.

Non-movement in overall report card rating scores in Years 10, 11, 12, and 13

The facilities that had no movement in overall report card rating scores between Years 10 through 13 were examined. In the interest of continuous quality improvement, the evaluators looked at facilities that don't progress from lower star levels to higher star levels over time. This allows the STARS partners to review needs for licensing, targeted technical assistance, or other training for those agencies. The facilities that maintain 3 stars over time are also examined.

Only centers or homes that participated in the program for all 4 years are included. This represents approximately 81.0% of **child care centers** and 74.0% of **family/group homes** that were evaluated in Year 13. More than half of **child care centers** and more than one third of **family/group homes** have received 3 stars for all of the past 4 program years. Note the following:

For **child care centers** (n = 1,410)¹⁶

- 32 facilities (2.3%) received 0 stars for overall report card rating scores for the 4 most current program years,
- 1 facility (0.1%) received 1 star for 4 years in a row,
- 26 centers (1.8%) maintained 2 stars for 4 years in a row, and
- 808 centers (57.3%) were awarded 3 stars consistently for the 4 most current program years.

For **family/group homes** (n = 574)¹⁷

- 34 homes (5.9%) received 0 stars for overall report card rating scores for the 4 most current program years,
- 2 homes (0.3%) received 1 star for 4 years in a row,
- 7 homes (1.2%) maintained 2 stars for 4 years in a row, and
- 226 homes (39.4%) were awarded 3 stars consistently for the 4 most current program years.

¹⁶ Only child care centers that participated in the program for all 4 years are included.

¹⁷ Only family/group homes that participated in the program for all 4 years are included.

Part II: Program Assessment Results

In Part II of the report, the focus shifts to the *program assessment* component of the report card. The assessment scores for the baseline Years 1 and 5 and the most recent Year 12 and Year 13 program years are reported and analyzed. The *program assessment* data are analyzed as group scores and as paired scores, as was done for the overall report card scores.

This report uses the score interpretation (“inadequate” [1], “minimal” [3], “average” [4], “good” [5], and “excellent” [7]) recommended by the authors of the ERS assessment instruments. The authors recommend that, for all of the scales, the goal of a home or classroom is to reach a score of “5” out of a possible “7,” and the goal for an agency is to reach an overall *program assessment* score of “5.”

Methodology

Program Assessment Process

Assessors observe each home or selected classroom for at least 3 hours using the appropriate ERS to assess its physical environment, basic care, curriculum, schedule, program structure, and the caregiver’s conversations and other interactions with the children. The assessor then submits the rating score sheet and explanatory notes to UT SWORPS, where the *overall program assessment score* is automatically calculated from the *classroom/home observation* scores using the DHS scoring logic.

The *observation score* is the score obtained when an assessor uses one of the four rating scales (ITERS-R, ECERS-R, SACERS, or FCCERS-R) to assess a **classroom** or **family/group home**. In the case of a **family/group home**, only one observation is made and one observation score is recorded. For a **child care center**, the number of observations depends upon the size of the center and the number of classrooms. At each center, at least one third of all classrooms (and at least one of each age group served by the center) are observed. The overall score is based on the average of the classroom observation scores unless the program has a classroom with a score of 2.99 or lower. In that case, the lowest classroom score is used as the *overall program assessment score*. If a classroom scores below 3.00, that classroom is considered to be providing inadequate child care. The rationale is that parents

should be made aware of this situation when it occurs, and they would not be if an inadequate classroom score were obscured in an average of all classroom scores.¹⁸

Each of the scales¹⁹ was designed for use with a specific age group or type of child care program. The four scales are:

- *Infant and Toddler Environment Rating Scale-Revised Edition, Updated (ITERS-R)*—For use with group programs that serve children up to 2½ years of age. Thirty-two items of this scale are used in Tennessee.
- *Early Childhood Environment Rating Scale-Revised Edition, Updated (ECERS-R)*—For use with group programs that serve children from 2½ to 5 years of age. Thirty-seven items of this scale are used in Tennessee.
- *School-Age Care Environment Rating Scale (SACERS)*—For use with before and afterschool group care programs that serve children from 5 to 12 years of age. Thirty-four items of this scale are used in Tennessee.
- *Family Child Care Environment Rating Scale—Revised Edition, Updated (FCCERS-R)*—For use with child care programs in family and group homes. Thirty-four items of this scale are used in Tennessee.

The assessor scores each of the items on a scale from 1 to 7, with 7 being the highest score. The item scores are then averaged to determine the classroom observation score, which also ranges from 1 to 7.

Once the scoring is complete, UT SWORPS sends a copy of the results and the assessor's notes to the DHS Licensing Unit. The overall *program assessment* score is used to determine the agency's rating for the *program assessment* component of the report card. A score of 3.99 or below is equivalent to 0 stars; 4.00–4.49 is equivalent to 1 star; 4.50–4.99 is equivalent to 2 stars; and 5.00 or above is equivalent to 3 stars. An agency must score 1 star or better (4.00 or above) in *program assessment* and be in compliance with DHS Licensing standards in order to qualify for the Star Quality Program.

Assessor Reliability

DHS assures proper and accurate assessments of child care providers by conducting reliability checks of all assessors who use the ERS and by tracking the reliability of each assessor by maintaining a reliability history. An assessment specialist conducts a reliability check with each assessor on a regular basis.

In a reliability check, an assessment specialist goes with an assessor to conduct the assessment. Both independently (without sharing information) assess the child care program and then afterward debrief and reach a consensus agreement according to the scale requirements. For the assessor to be judged "reliable," her or his assessment must closely match the agreed-upon consensus score, which is based upon what was observed and the appropriate scale requirement.

To ensure that assessors are using the scales reliably and consistently, each assessor's reliability on a scale is scheduled to be checked about every sixth, 12th, or 24th time the assessor uses each scale

¹⁸ An observation score of 1 is considered to be "inadequate" care; 3 is "minimal" care; 4 is "average" care; 5 is "good" care; and 7 is "excellent" care. Scores of 2 and 6 are not explicitly defined in the scales.

¹⁹ For full citation, see footnote 11.

(depending upon their level of reliability). An assessor's reliability is calculated by averaging the trained assessor's three most recent reliability scores. If the average is 85.0% or higher, the assessor is considered to be reliable. Assessors and others who lose their reliability on a scale (i.e., the average falls below 85.0%) cannot conduct observations until their reliability is regained.

The following are the levels of reliability:

- New assessors, or veteran assessors new to any particular scale, have a reliability check about every sixth time they use one of the Environment Rating Scales until they reach a consistent level of reliability.
- Experienced assessors who have demonstrated a consistently verifiable level of reliability are granted "extended reliability" status. Reliability checks of these individuals are extended to every 12th or 15th time they use the scale, or every 6 months, whichever occurs first.
- Once an assessor has used the scale for 18 months and has maintained a 90.0% average for at least six consecutive reliability checks, they may be eligible to be moved to the "veteran extended reliability" status. Reliability checks of these individuals are extended to every 24th or 27st time they use the scale, or every 9 months, whichever occurs first.
- Assessors who have not used a particular scale for 2 to 3 months are scheduled for a reliability check prior to their being scheduled to conduct an assessment using that scale.

Description of the Sample

Program assessment data are drawn from the STARS *program assessment* database administered by UT SWORPS. An extract of *program assessment* scores for the first 13 program years was compiled in April 2015. Each program year begins on August 1 and ends on July 31.

Limitations of the Data

Several factors should be noted for their potential to affect the data analysis for this section of the annual report.

- Caution is always necessary when reviewing scores from standardized instruments. Instruments may show variation from one year to the next due to changes and updates in the interpretation of particular items.
- As noted earlier, the Year 13 data extract for this analysis was pulled in April 2015 in order to meet reporting deadlines. It is possible that some facilities may have had an incomplete Year 13 evaluation at the time of the download, resulting in their being omitted from the Year 13 report.
- As a working database, the UT SWORPS database is "live." Data are constantly being added and/or changed. Even archival data may be revised in special cases. For this reason, any analysis of the data can only provide a snapshot of the data as they existed at the time of download.
- The TLCS identification codes assigned to child care agencies are sometimes changed for a variety of reasons. Efforts were made to identify code changes and match *program assessment* data; even so, a small percentage of provider scores were unable to be matched.

Data Analysis

The data analyses employed in this study were descriptive statistics (i.e., frequencies, averages, medians, ranges), univariate analyses (*t*-tests and Chi-square tests of association), and multivariate analysis of variance. In each test, the level of significance applied was $\alpha = 0.05$.

Levels of analysis

The *program assessment* results reported in Part II were analyzed at two levels:

1. The overall *program assessment* score, also called the “provider score,” for **centers** is the average of the ERS scores used in the assessment of the appropriate classrooms, and for **family/group homes** is the equivalent of the FCCERS-R scale score; and
2. The observation score, sometimes called the “classroom score,” for **centers** is the score earned on the ERS (ITERS-R, ECERS-R, and SACERS) in the selected classrooms of centers; for **family/group homes**, the observation score is the score earned on the FCCERS-R.

Group and pairwise analysis

Additionally, the overall *program assessment* results were analyzed in two ways: as *group scores* and as *paired scores*. The group score analysis included scores for all agencies evaluated during the program year in which their license expired. Since agencies are constantly opening and closing, the groups that were compared (Year 1 compared to Year 13, or Year 12 compared to Year 13) are dissimilar in composition and size.

The paired score analysis, used to analyze movement of star levels for individual programs, examined only the agencies that were evaluated in both Years 12 and 13. Agencies that were evaluated in only one of the two years being studied were dropped from the paired score analysis. In the paired score analysis, the groups being compared were identical in composition and size.²⁰

Research Findings: Overall Program Assessment Scores

In this section, the overall *program assessment* scores are analyzed with the same scoring categories used in the Report Card and Star Quality Program (described in the previous section).

Distribution of Overall Program Assessment Scores

Figure 13 presents the distribution of overall *program assessment* scores in Year 13 for **child care centers** and **family/group homes** separately. In Year 13, over half of all programs—53.5% of child care centers and 51.5% of family/group homes—received the target *program assessment* score of 5.00 or above (3 stars). This finding represents a slight decrease from Year 12, when 55.0% of both **child care centers** and **family/group homes** received a score of 5.00 or higher (3 stars). In Year 13, 12.2% of **child care centers** and 17.8% of **family/group homes** scored 3.99 or below, or 0 stars.

²⁰ It should be noted that the paired score analysis can only be applied at the agency level (to the overall *program assessment* score) and not at the observation or classroom level. Since classrooms are randomly selected for assessment, pairing scores at this level is not possible.

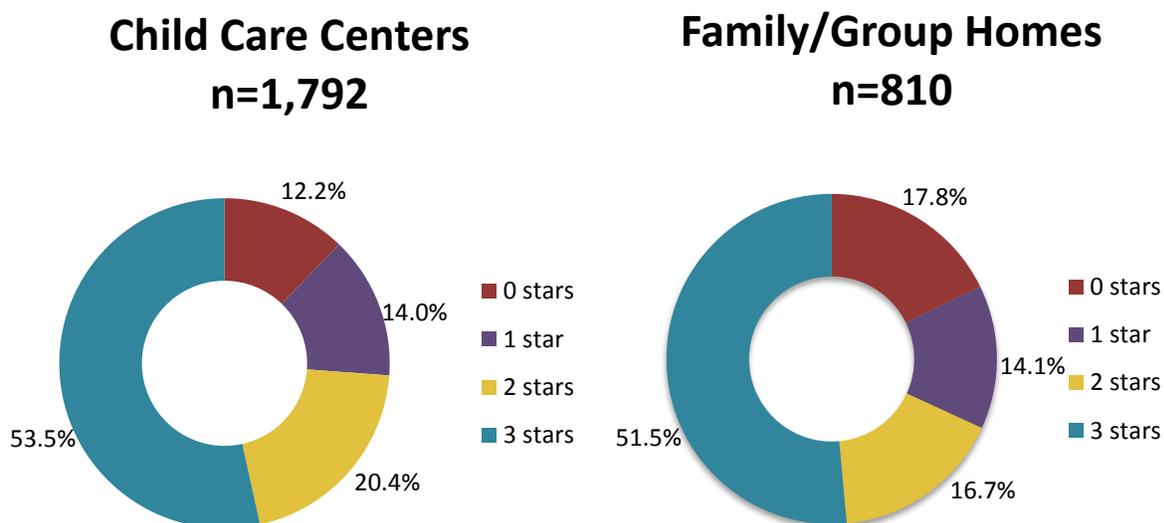


Figure 13. Distribution of Overall Program Assessment Scores for Child Care Centers and Family/Group Homes in Year 13

It is worth noting that **family/group homes** have had a higher proportion of providers scoring 5.00 or above on *program assessment* from Year 5 through Year 9, when compared to **centers**. In Year 10 and Year 11, **centers** had a higher proportion of agencies scoring 5.00 or above on *program assessment* than did **family/group homes**. In Year 12, 55.0% of **center** and **family/group home** providers achieved an assessment score of 5.00 or above. In Year 13, the proportion of programs scoring 5.00 or above (3 stars) dropped slightly for both centers and family/group home providers, and a larger percentage of centers than homes scored 3 stars. **Family/group homes** showed the expected dip in scores with the implementation of the FCCERS-R scale in Year 10. The Year 13 proportion of **family/group homes** scoring 5.00 or above exceeded pre-FCCERS-R levels for the second year in a row, further confirming that home providers are adjusting to the use of the new ERS.

The *rate of change* is another way of demonstrating the improvement in scores over the course of the Report Card Program. The proportion of **child care centers** receiving 3 stars in Year 13 is 1.74 times the proportion that received 3 stars in Year 1. There has been a corresponding decrease in the proportion of **child care centers** receiving 0 stars since Year 1 (from 30% in Year 1 to 12% in Year 13). However, since Year 12, there was a drop in the number of programs receiving 3 stars; there were 66 fewer 3-star **child care centers** in Year 13 than in Year 12. There was an increase in the proportion scoring 0 stars; there were 18 more 0-star **child care centers** in Tennessee in Year 13 than in Year 12.

Family/group homes showed even greater improvement since Year 1. There was a 1.96 increase in the proportion of **family/group homes** receiving 3 stars between Year 1 and Year 13. During this time, there was also a 50.5% decrease in the proportion of **family/group homes** scoring 0 stars. Between Year 12 and Year 13, in contrast, there were 38 fewer **family/group homes** scoring 3 stars. Though the percentage of **family/group homes** with 0 stars was higher in Year 13 when compared to Year 12, the

number of homes receiving 0 stars was smaller; because fewer **homes** were assessed in Year 13, there is actually one less 0-star provider in Year 13 than in Year 12.

The distributions for Years 1, 5, 12, and 13 for *all providers* are presented graphically in Figure 14 (see Table A5 in Appendix 2 for data on all years). The distributions for **child care centers** and **family/group homes** are presented in Figures 15 and 16. These figures show that, overall, scores have improved drastically since both baseline years, so that more than 50.0% of all programs now receive 3 stars (5.00 or above). However, for both **child care centers** and **family/group homes**, progress has leveled off. Compared to Year 12, slightly more agencies received 0 stars, and slightly fewer received 3 stars.

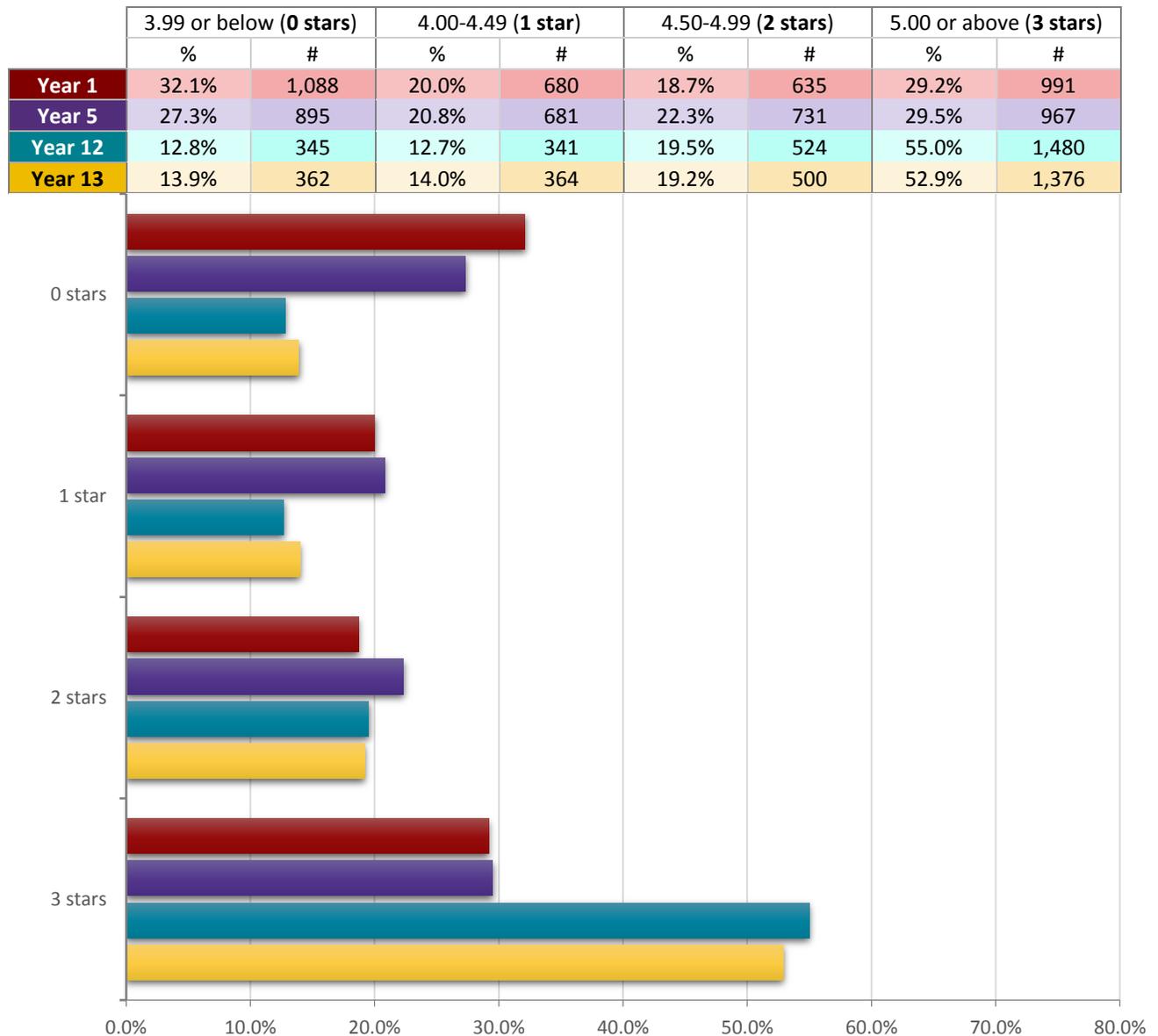


Figure 14. Distribution of Overall Program Assessment Scores for All Providers for Years 1, 5, 12, and 13²¹

²¹ A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. Scores of 2 and 6 are not explicitly defined in the scales.

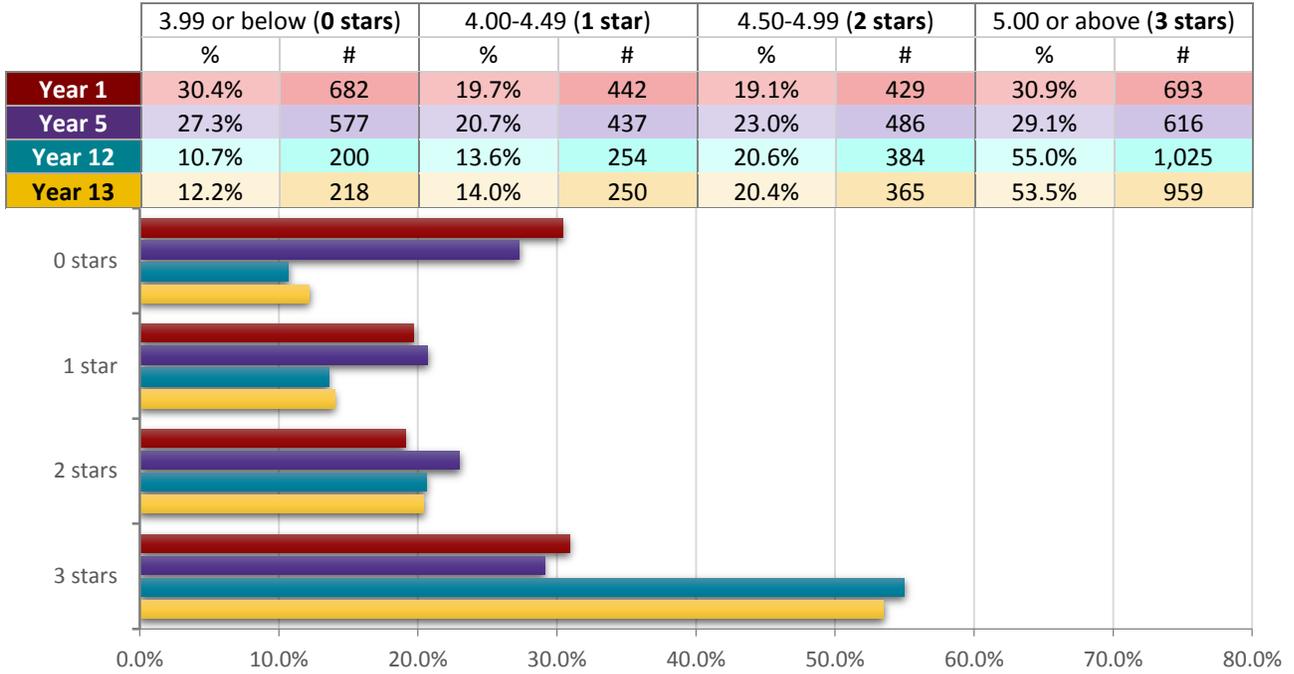


Figure 15. Distribution of Overall Program Assessment Scores for All Evaluated Child Care Centers for Years 1, 5, 12, and 13²²

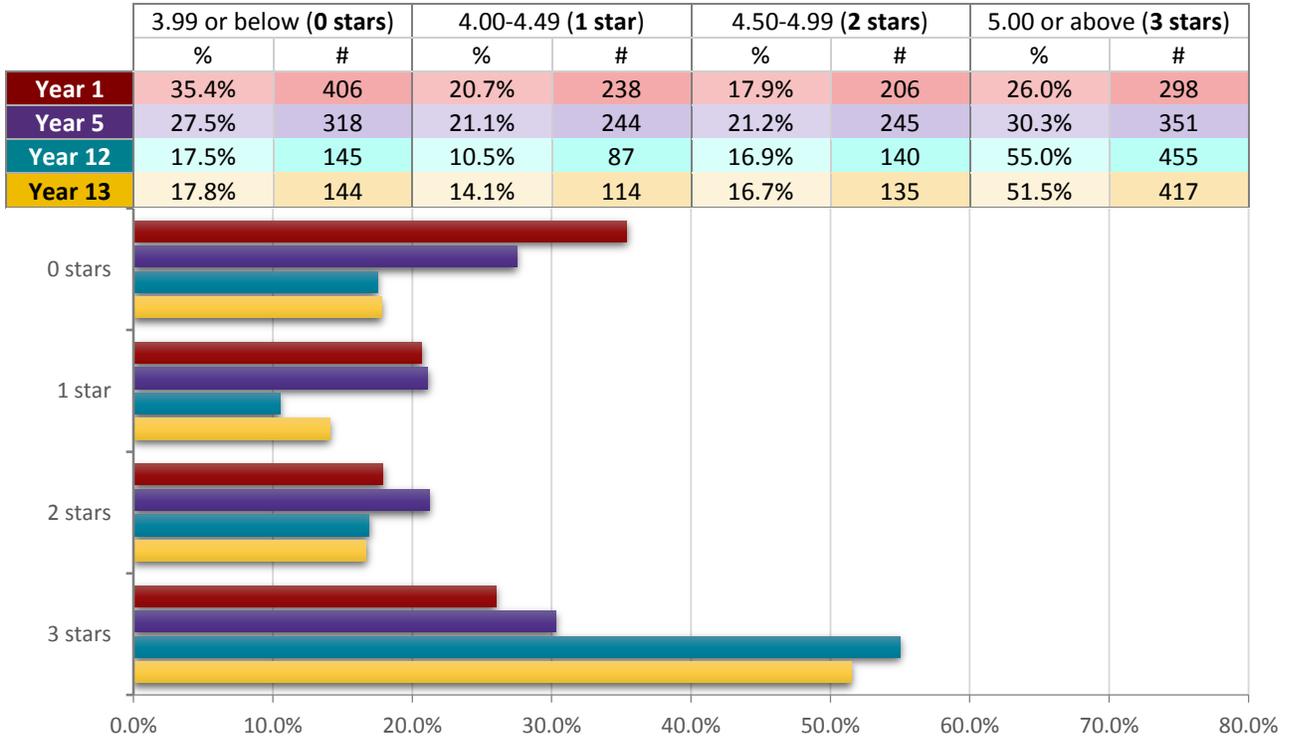


Figure 16. Distribution of Overall Program Assessment Scores for All Evaluated Family and Group Homes for Years 1, 5, 12, and 13²³

²² A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. Scores of 2 and 6 are not explicitly defined in the scales.

²³ A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. Scores of 2 and 6 are not explicitly defined in the scales.

Average Program Assessment Scores

In order to assess how scores have changed since Year 1, Year 5, and Year 12, an average overall *program assessment* score was calculated for all evaluated agencies and the two subgroups (see Table A6, Appendix 2). Figure 17 shows the average *program assessment* score for all agencies together and for **child care centers** and **family/group homes** separately. In Year 13, the overall mean *program assessment* score was 4.98 (range 0.00-6.90). The mean for **child care centers** was 5.00 (range 0.00-6.83), while the mean for **family/group homes** was 4.93 (range 1.75-6.90).

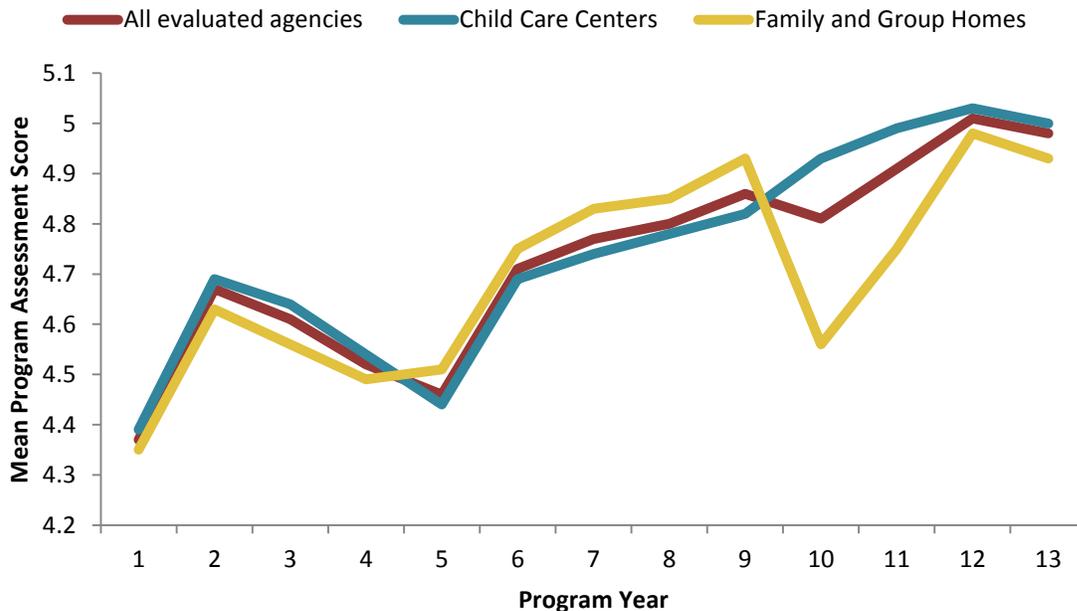


Figure 17. Average Program Assessment Scores for All Evaluated Agencies for Years 1-13²⁴

Statistical Analysis

A statistical test (*t*-test) was applied to the differences between average *program assessment* scores to determine whether the differences from Year 1 to Year 13 and from Year 12 to Year 13 were statistically significant. This is a test to determine if the change in scores between the years being compared is a result of normal variation or if it represents real change. Analysis was conducted for **child care centers** as well as **family/group homes**.

Year 1 and Year 13—Grouped score analysis

- The change in overall *program assessment* mean scores for **child care centers** (from 4.39 to 5.00) was statistically significant ($p < .001$), indicating a real and substantial increase. Year 13 was the second year that the mean score reached or exceeded 5.00, the threshold for good care as defined by the ERS authors.

²⁴ A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. Scores of 2 and 6 are not explicitly defined in the scales.

- This comparison could not be made for **family/group homes** because of the change in instruments from FDCRS to FCCERS-R in Year 10.

Year 12 and Year 13—Grouped score analysis

- The change in overall *program assessment* mean scores for **child care centers** (from 5.03 to 5.00) between Years 12 and 13 was not statistically significant ($p = .386$), indicating that the small observed drop in scores may be the result of natural variation.
- The change in overall *program assessment* mean scores for **family/group homes** (from 4.98 to 4.93) was not statistically significant ($p = .308$). The mean score from Year 13 was similar to pre-FCCERS-R levels (mean in Year 9, 4.93).

Movement in Provider Scores in Year 13

Movement in provider scores was analyzed (paired analysis) for the 1,677 **child care centers** and 718 **family/group homes** assessed in both Year 12 and Year 13. This sample makes up 94.0% of **child care providers** and 89.0% of **family/group homes** assessed in Year 13. A comparison of the movement in *program assessment* scores between Years 12 and 13 (see Table 7) to the movement in scores between Years 11 and 12 (see Table 8) revealed the following:

- During Year 13, 79.9% of **child care center** providers increased or kept the same *program assessment star level*. More **child care centers** increased their scores (22.6%) than decreased their scores (20.1%). Compared to Year 12, a similar percentage of **child care centers** (22.6%) improved their star-ratings, fewer programs maintained the same star-rating, and more programs decreased their rating.
- Between Years 12 and 13, 78.6% of **family/group home** providers increased or kept the same *program assessment* scores. In Year 13, more **family/group homes** increased their scores (25.1%) than decreased their scores (21.4%). More **family/group homes** maintained the same star-rating in Year 13 than in Year 12. There was less positive change and more negative change during Year 13, compared to Year 12.

Table 7. Movement in Overall Program Assessment Scores for Paired Agencies from Year 12 to Year 13

All paired agencies	Increased 1, 2, or 3 levels		Kept the same score		Decreased 1, 2, or 3 levels	
	#	%	#	%	#	%
Child care centers	379 ¹	22.6	961	57.3	337 ²	20.1
Family and group homes	180 ³	25.1	384	53.5	154 ⁴	21.4
Total	559	23.3	1,345	56.2	491	20.5

¹ Of these, 274 (72.3%) increased 1 level, 90 (23.7%) increased 2 levels, and 15 (4.0%) increased 3 levels.

² Of these, 247 (73.3%) decreased 1 level, 76 (22.6%) decreased 2 levels, and 14 (4.2%) decreased 3 levels.

³ Of these, 97 (53.9%) increased 1 level, 52 (28.9%) increased 2 levels, and 31 (17.2%) increased 3 levels.

⁴ Of these, 89 (57.8%) decreased 1 level, 44 (28.6%) decreased 2 levels, and 21 (13.6%) decreased 3 levels.

Table 8. Movement in Overall Program Assessment Scores for Paired Agencies from Year 11 to Year 12

All paired agencies	Increased 1, 2, or 3 levels		Kept the same score		Decreased 1, 2, or 3 levels	
	#	%	#	%	#	%
Child care centers	396	22.6	1,016	58.1	337	19.3
Family and group homes	251	33.1	362	47.8	145	19.1

Non-Movement in Provider Scores in Years 10, 11, 12, and 13

The facilities that had no movement in *program assessment* scores between Years 10 and 13 were examined. In the interest of continuous quality improvement, the evaluators looked at facilities that do not progress from lower star levels to higher star levels over time. This allows the STARS partners to review needs for targeted technical assistance or other training for those agencies. The facilities that maintain 3 stars over time are also examined.

Only centers or homes that participated in the program for all 4 years are included. This represents approximately 84.0% of **child care centers** and 77.0% of **family/group homes** that were evaluated in Year 13. Non-movement was observed almost exclusively in the 0-star and 3-star categories: a small percentage of programs consistently received 0 stars, while a much larger proportion have maintained 3 stars over the past 4 years. Note the following:

For **child care centers** ($n = 1,498$)²⁵

- 35 facilities (2.3%) received 0 stars for *program assessment* for the four most current program years,
- 4 facilities (0.3%) received 1 star for 4 years in a row,
- 9 centers (0.6%) maintained 2 stars for 4 years in a row, and

²⁵ Only child care centers that participated in the program for all 4 years are included.

- 455 centers (30.4%) were awarded 3 stars consistently for the 4 most current program years.

For **family/group homes** ($n = 623$)²⁶

- 34 homes (5.5%) received 0 stars for *program assessment* for the 4 most current program years,
- 0 homes (0.0%) received 1 star for 4 years in a row,
- 1 home (0.2%) maintained 2 stars for 4 years in a row, and
- 109 family/group homes (17.5%) were awarded 3 stars consistently for the 4 most current program years.

Classroom/Home Observation Scores

Number of Assessments by Scale

A total of 4,602 classrooms/homes were evaluated in Year 13. The total number of classroom/home assessments has decreased each year, with an overall decrease of 1,274 observations from Year 1 to Year 13 (see Table A7 in Appendix 2). The largest decreases have occurred in the SACERS (-435) and ECERS-R (-365) assessments. The number of observations in the ITERS/ITERS-R, ECERS-R, and SACERS classroom settings have declined steadily over the years, whereas the number of FDCRS/FCCERS-R has vacillated (but has declined, overall). Between the close of Year 12 and the close of Year 13, the number of observations for all classroom and home settings decreased by 146 observations.

Average Observation Scores

In Year 13, scores on the ITERS-R ranged from 0.00 to 6.82 (mean 4.84), the ECERS-R scores ranged from 0.00 to 6.91 (mean 5.11), the SACERS scores ranged from 2.43 to 6.81 (mean 4.94), and the FCCERS-R scores ranged from 1.75 to 6.90 (mean 4.92). Figure 18 (and Table A7 in Appendix 2) shows the average observation score for each of the four scales during each of the 13 program years. The following are noteworthy observations:

- The average classroom score for the **ECERS-R** increased in Year 13, while the average classroom scores for **ITERS-R**, **SACERS**, and **FCCERS-R** declined.
- The average classroom scores for the **ECERS-R** stayed **above 5.0** for the fourth consecutive year. The **ECERS-R** had the highest average score of all scales for the 4 most recent program years (Years 10, 11, 12, and 13).
- The average classroom score for the **SACERS** dropped below 5.0, after being at or above 5.0 for the previous 3 years.
- The **ITERS/ITERS-R** held the lowest average score among the scales for the first 9 program years, as well as for Years 12 and 13. The **FCCERS-R** had the lowest average score in Years 10 and 11, after the FDCRS was replaced with the FCCERS-R.

²⁶Only family/group homes that participated in the program for all 4 years are included.

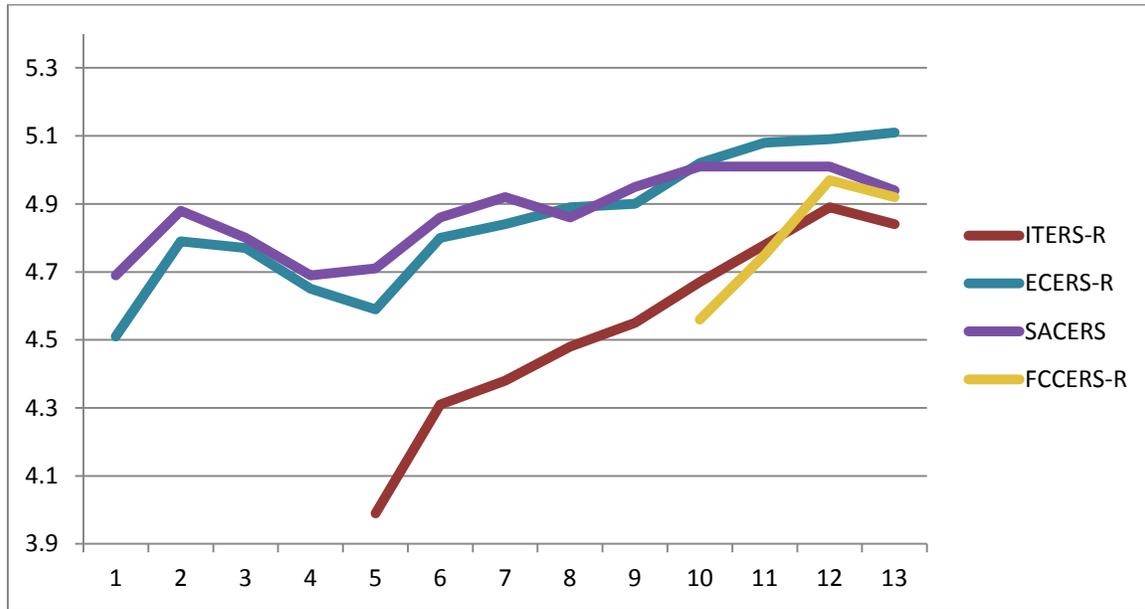


Figure 18. Average ERS Scores for Each Classroom Type for Years 1-13

Statistical Analysis

A t-test was applied to the average classroom/home observation to determine whether the differences in average scores were statistically significant between Years 1 and 13 and Years 12 and 13. This test determines if the change in scores was a result of normal variation or if it represents a real change. The results are as follows:²⁷

Year 1 and Year 13

- The changes in average observation scores for **ECERS-R** and **SACERS** were statistically significant ($p = .0001$), indicating a real increase in scores. **ITERS** and **ITERS-R** and **FDCRS** and **FCCERS-R** could not be compared.²⁸

Year 12 and Year 13

- There were *no* significant differences in scores for **any of the scales** between Year 12 and Year 13.

Distribution of Classroom/Home Observation Scores

The distributions of observation scores for each of the scales are presented in two ways: (1) by star-rating categories and (2) by unit scores 1–7.

²⁷ The statistical test for observation scores is administered to “grouped scores.” This test cannot be administered on “paired scores” at the observation level for centers, because classrooms are selected for assessment on a random basis; thus, the classrooms cannot be “paired” from one year to the next.

²⁸ The ITERS-R (a revised version of the ITERS) was implemented in Tennessee in Year 5. In previous years, the ITERS was the infant-toddler assessment instrument that was used. The FCCERS-R (a revised version of the FDCRS) was implemented in Tennessee in Year 10. In previous years, the FDCRS was the family/group home assessment instrument that was used.

Distribution by star-rating categories

Family/Group Homes (FDCRS/FCCERS-R)

In Year 13, more than half of **family/group homes** scored 5.0 or higher on the *program assessment*. After the introduction of the FCCERS-R scale in Year 10, *program assessment* scores demonstrated an anticipated decrease from the Year 9 FDCRS scores (48.3% scored 5.0 or above in Year 9, whereas 36.7% of home providers were in that category in Year 10).²⁹ As Figure 19 indicates, scores steadily improved through Year 12. Scores have leveled off, and declined slightly, in Year 13. Compared to Year 12, more homes received 1-star ratings and fewer homes received 3-star ratings. Year 13 scores are comparable to scores in Year 9, the year before the FCCERS-R was introduced.

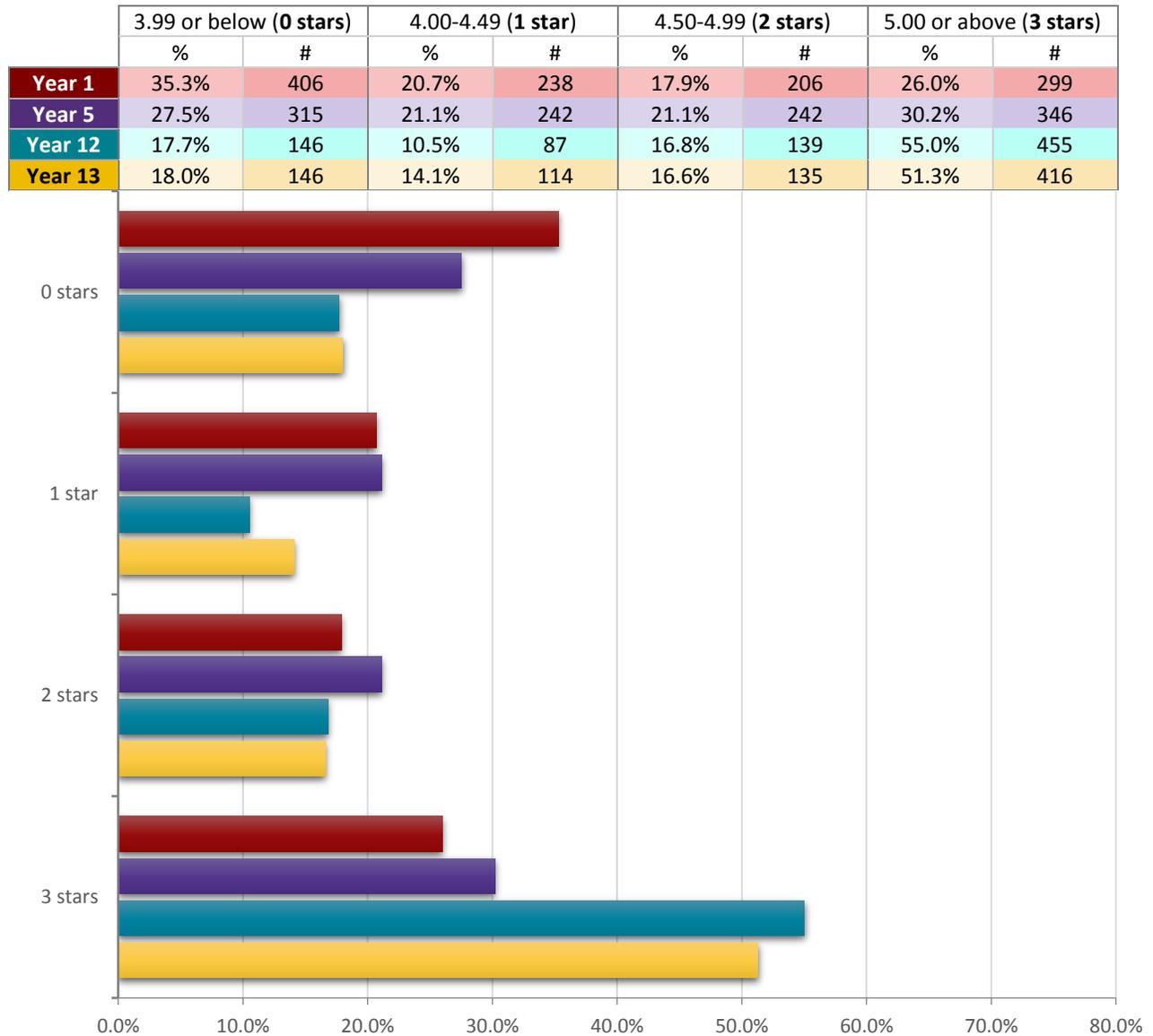


Figure 19. Distribution of FDCRS/FCCERS-R Scores, Years 1, 5, 12, and 13

²⁹ See Table A5 in Appendix 2.

Infant-Toddler Classrooms (ITERS/ITERS-R)

For infant-toddler classrooms, as seen in Figure 20 in Year 13, observation scores dropped slightly from Year 12. Classrooms assessed in Year 13 had a lower proportion in the 0-star category (3.99 and below) and a higher proportion in the 3-star category (5.00 and above) compared to either of the baseline years (Years 1 and 5). However, compared to Year 12, there were more classrooms in the 0- and 2-stars categories and fewer in the 1- and 3-star categories. The proportion of infant/toddler classrooms scoring 3 stars dropped back below 50.0% in Year 13.

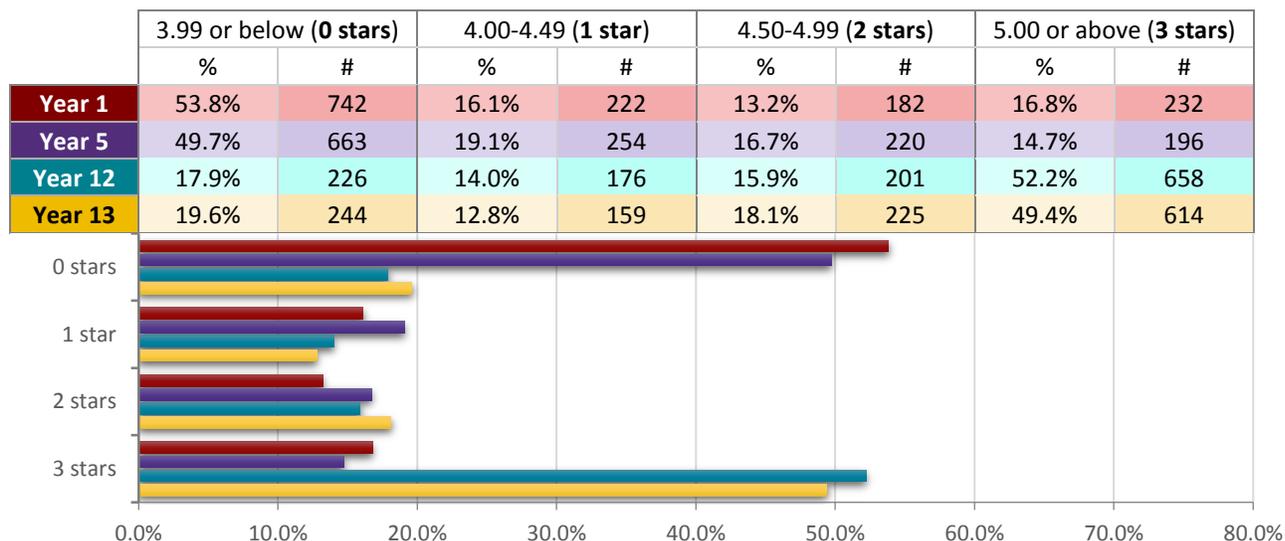


Figure 20. Distribution of ITERS/ITERS-R Scores, Years 1, 5, 12, and 13

Preschool Classrooms (ECERS-R)

While scores on the other scales declined slightly in Year 13, ECERS-R scores continued to improve. In Year 13, 57.7% of preschool classrooms scored at or above 5.0. The proportion of preschool classrooms that scored in the 0- and 1-star categories continued to decrease, and the proportion scoring in the 2- and 3-star categories (4.50-4.99 and 5.0 or above) increased slightly in Year 13 (see Figure 21).

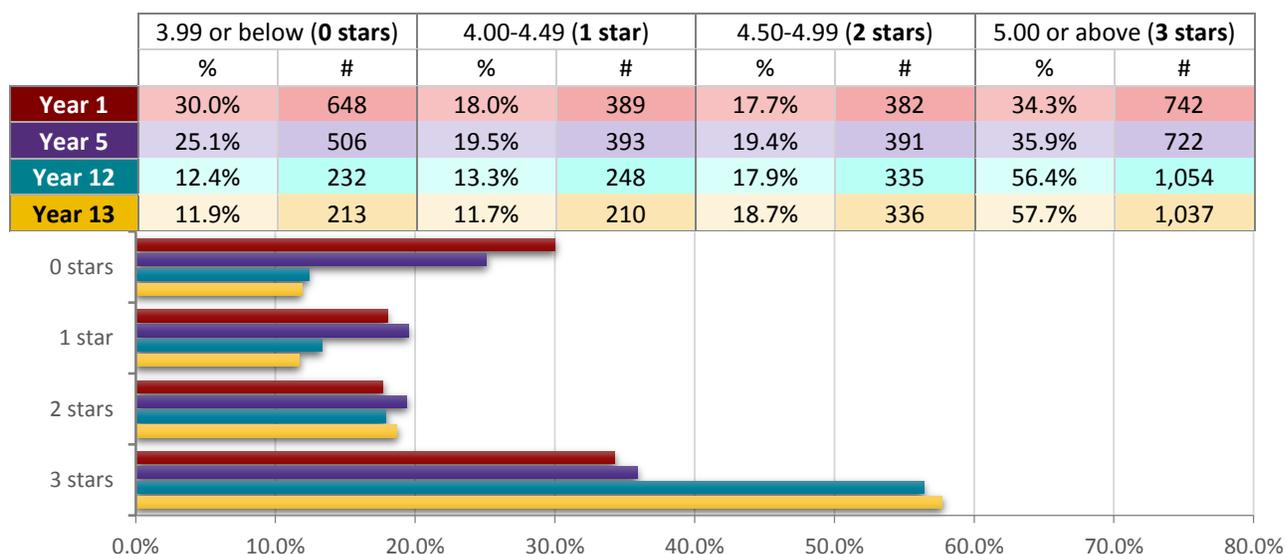


Figure 21. Distribution of ECERS-R Scores, Years 1, 5, 12, and 13

School-age Classrooms (SACERS)

Over half of school-aged classrooms scored 5 or higher on the **SACERS** in Year 13. The distribution of **SACERS** scores (see Figure 22) shows that the proportion of classrooms with a 3-star rating decreased compared to Year 12 (and to Year 11, 53.8%). More classrooms scored 0, 1, or 2 stars in Year 13 than in Year 12.

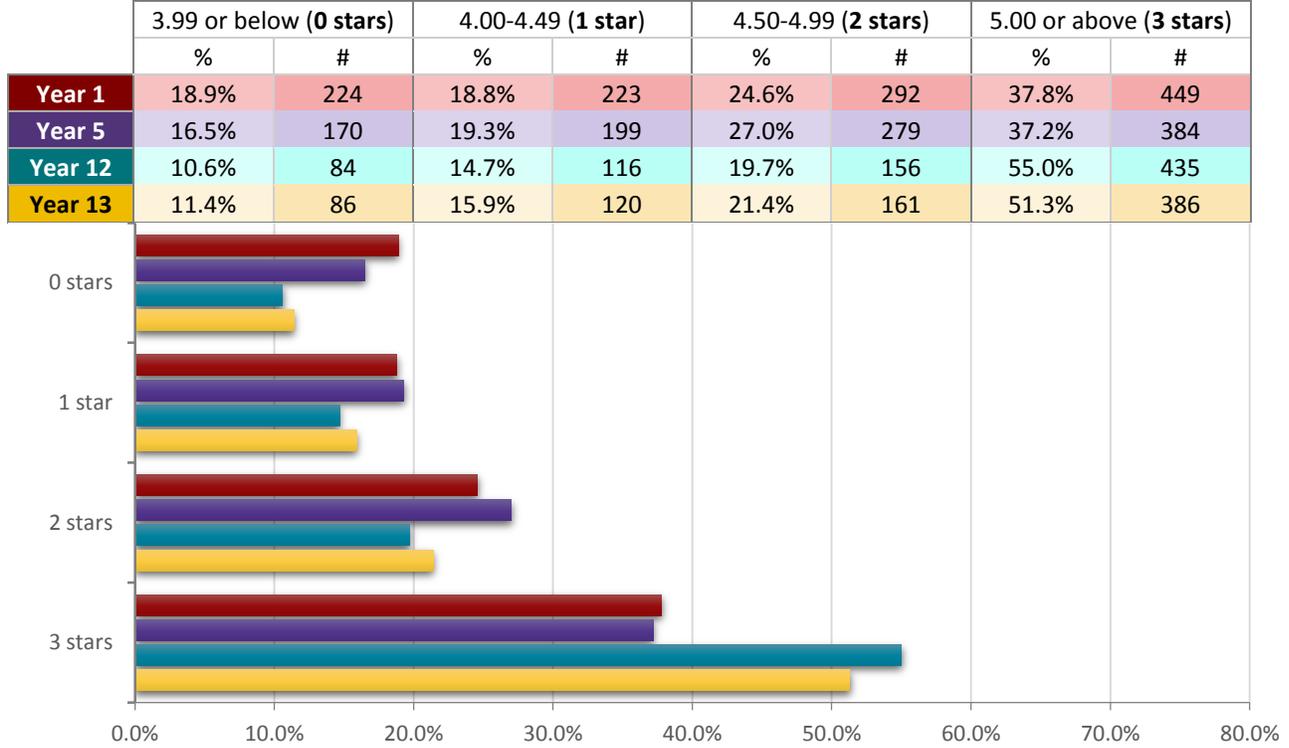


Figure 22. Distribution of SACERS Scores, Years 1, 5, 12, and 13

Distribution of classroom/home observation scores on a scale of 1 to 7

The authors of the ERS have advised using the categories of 1–7 when studying the distribution of scores over time. This set of distributions allows a judgment to be made about what is happening to scores at the two ends of the scale and allows a visual perception of the shifts across time. Using this scale, a score of 1.00–2.99 is considered “inadequate” quality, a score of 3.00–4.99 is “minimal,” and a score of 5.00–7.00 is “good to excellent.” Figures 23-26 present the *program assessment* results for Tennessee using a scale from 1 to 7.

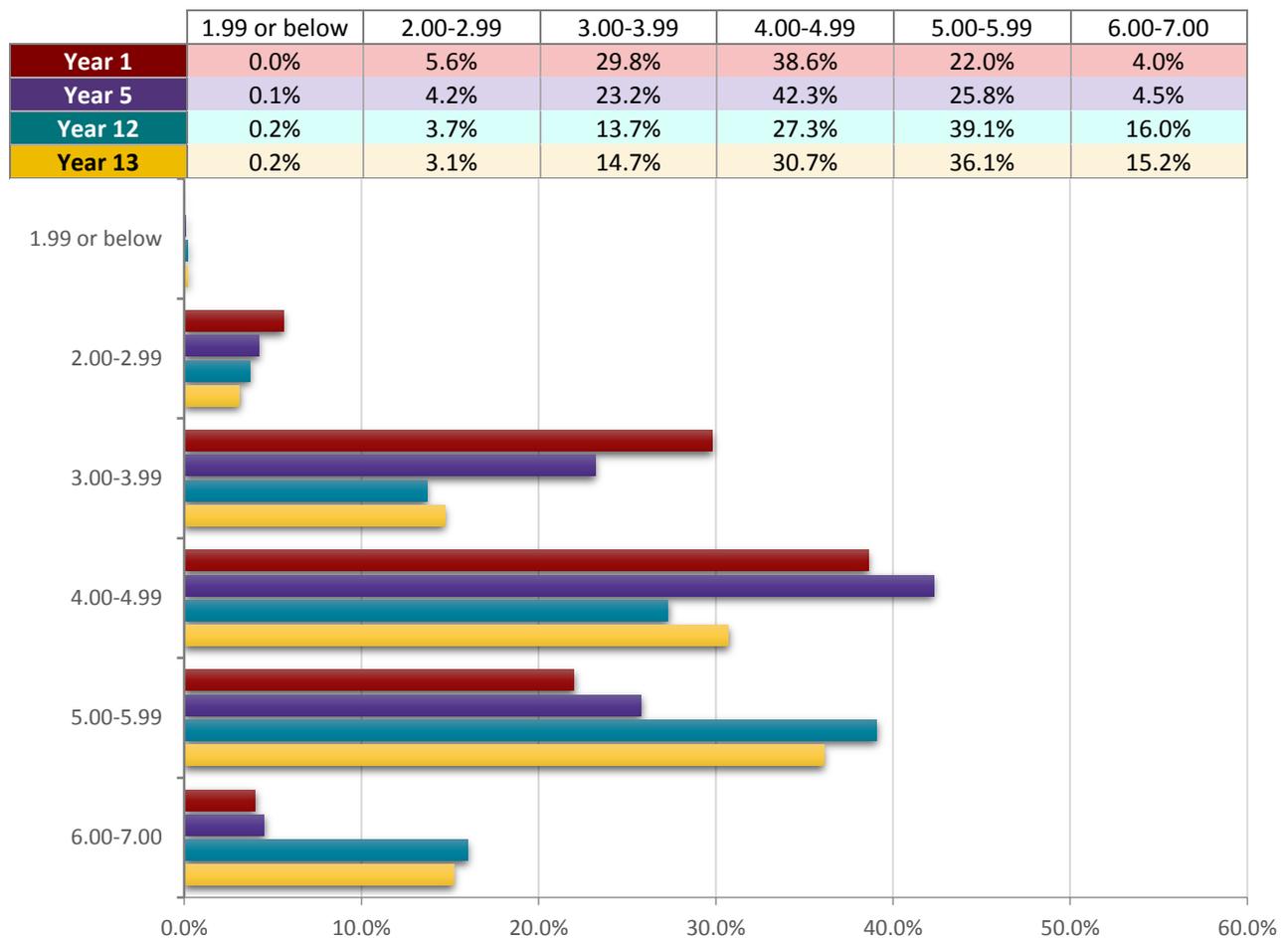
Very few classrooms/homes were scored as inadequate (0.00-2.99), a category of particular concern. On the FCCERS-R only two homes (0.2%) scored 0.00-1.99, and 25 homes (3.1%) scored 2.00-2.99. On the ITERS-R, two infant classrooms (0.2%) scored below 2.00, and 41 classrooms (3.5%) scored 2.00-2.99. One preschool classroom (0.1%) scored 0.00-1.99 on the ECERS-R, and 27 (1.5%) scored 2.00-2.99. Finally, only six school-age classrooms (0.8%) scored 2.00-2.99 on the SACERS, and none scored below 2.00.

On the **FCCERS-R** (Figure 23), the proportion of homes receiving a score of 2.99 or below decreased through Year 13. The proportion of homes scoring 3.00-3.99 or 4.00 to 4.99 increased in Year 13, after decreasing in previous years. The proportion of homes scoring 5.00-5.99 or 6.00-7.00 increased through Year 12, then decreased slightly in Year 13.

On the **ITERS-R** (Figure 24), more infant/toddler classrooms scored 2.00-2.99, 3.00-3.99, and 4.00-4.99, compared to Year 12. Fewer classrooms scored 5.00-5.99 or 6.00-7.00. There was no change in the proportion of homes scoring 0.00-1.99.

Scores on the **ECERS-R** (Figure 25), in contrast, continued to improve through Year 13. Although slightly more classrooms scored 2.00-2.99 in Year 13 than in Year 12, fewer classrooms scored 3.00-3.99 or 4.00-4.99. A slightly larger proportion of preschool classrooms scored 5.00-5.99 or 6.00-7.00, compared to Year 12. There was no change in the proportion of homes scoring 0.00-1.99.

On the **SACERS** (Figure 26), in Year 13, a smaller proportion of classrooms scored 0.00-1.99, 2.00-2.99, 5.00-5.99, or 6.00-7.00, compared to Year 12. A larger proportion of school-age classrooms scored 3.00-3.99 or 4.00-4.99 than in Year 12.



Note: FCCERS-R was implemented in Year 10.

Figure 23. Distribution of FDCRS/FCCERS-R Using Scale 1–7, Years 1, 5, 12, and 13

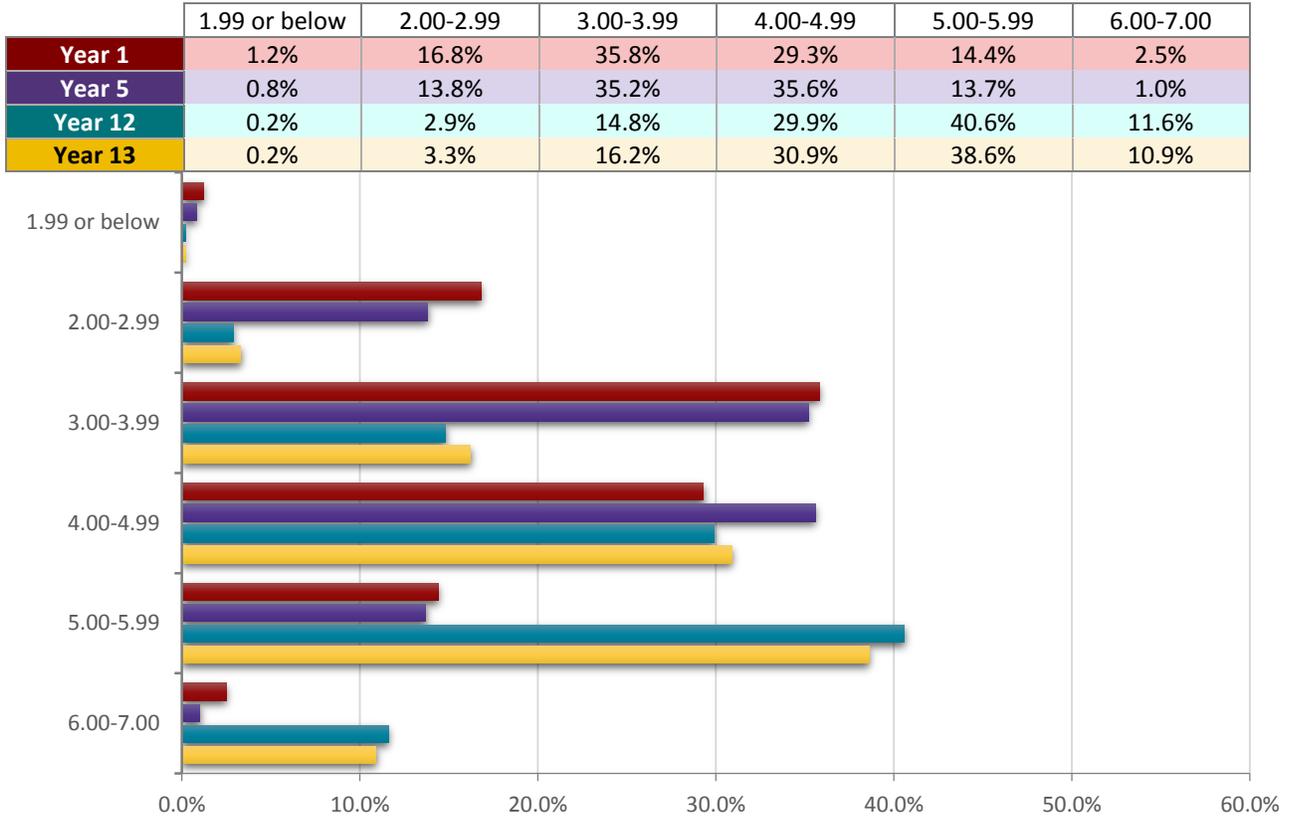


Figure 24. Distribution of ITERS/ITERS-R Scores Using Scale 1–7, Years 1, 5, 12, and 13

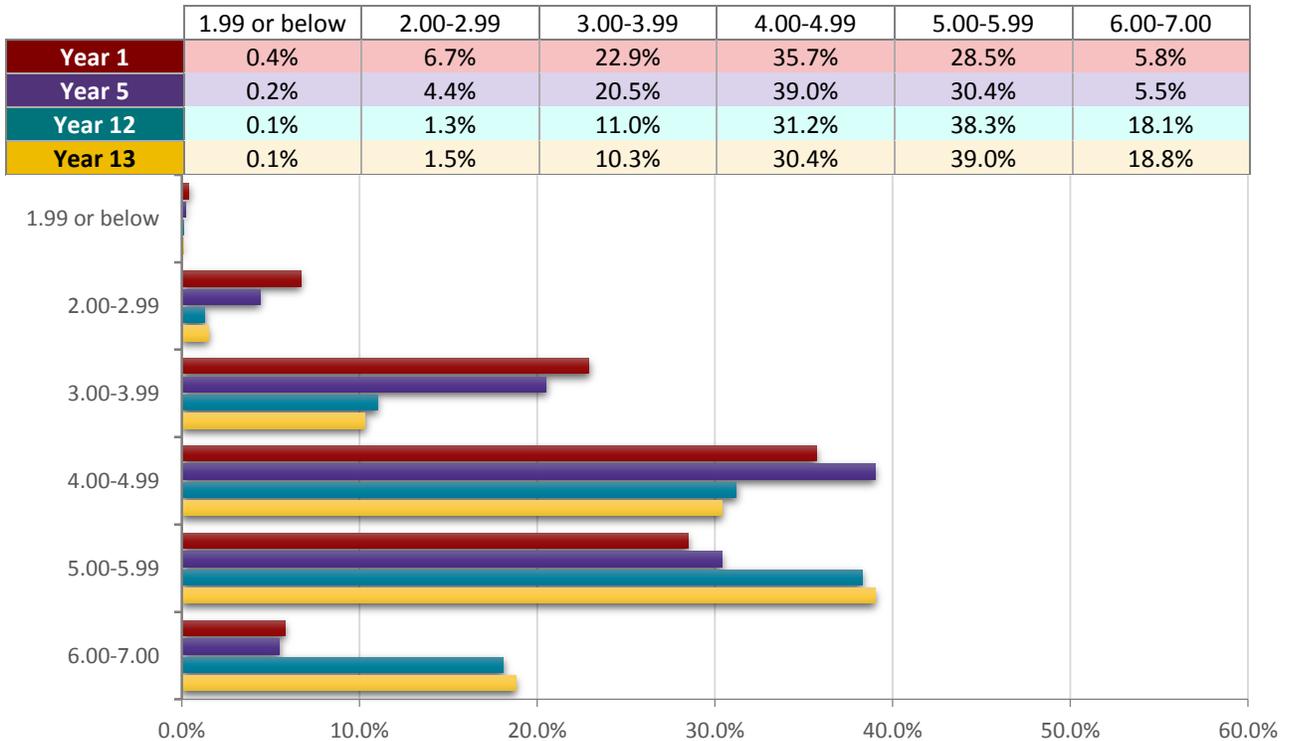


Figure 25. Distribution of ECERS-R Scores Using Scale 1–7, Years 1, 5, 12, and 13

	1.99 or below	2.00-2.99	3.00-3.99	4.00-4.99	5.00-5.99	6.00-7.00
Year 1	0.0%	2.8%	16.1%	43.4%	33.7%	4.1%
Year 5	0.0%	1.3%	15.2%	46.3%	34.6%	2.6%
Year 12	0.1%	1.1%	9.4%	34.4%	45.4%	9.6%
Year 13	0.0%	0.8%	10.6%	37.3%	41.8%	9.4%

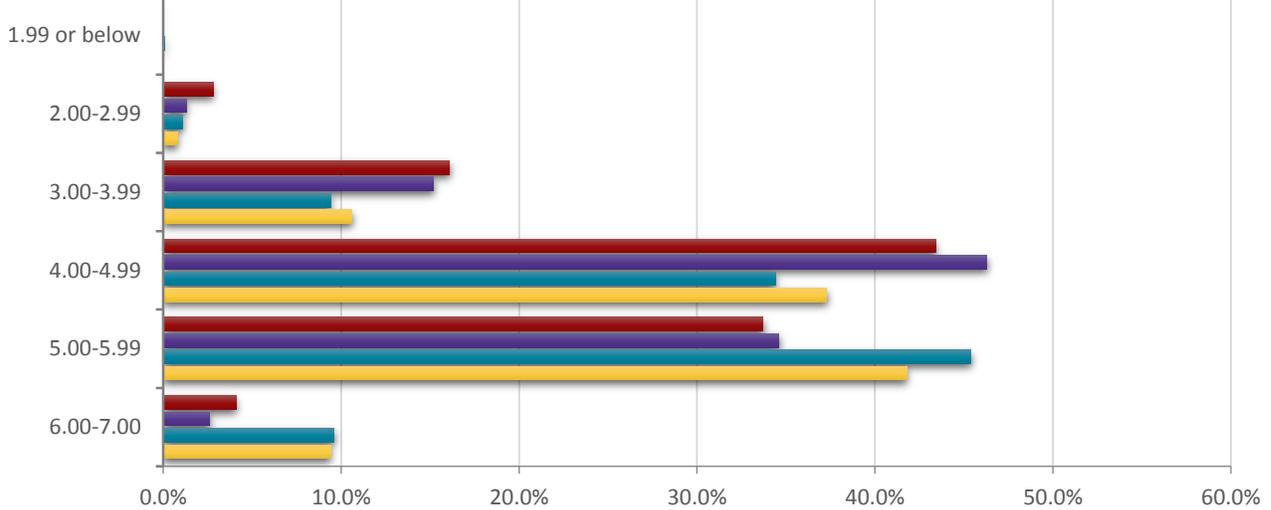


Figure 26. Distribution of SACERS Scores Using Scale 1-7, Years 1, 5, 12, and 13

Analysis of Reliability Data

The total number of observations ($n = 4,602$) and reliability checks ($n = 371$) conducted during Year 13 was lower than the number of both in Year 12 (4,748 observations and 372 reliability checks). The number of assessors checked per month ranged from 22 in December and April to 37 in November and February. As discussed above, each assessor has at least one reliability check every 6 months.

In Year 13, as in Year 12, only one assessor was deemed “not reliable” (based on an average of less than 85.0% on his or her last three checks). The one “not reliable” result (with a reliability score of 82.3%) occurred on the FCCERS-R. The majority of assessments resulted in reliability scores of 90.00-94.99% (145 assessments) or 95.0% or greater (200 assessments).

Analysis of Caregiver Characteristics

During the assessment process, information is collected about a variety of caregiver characteristics that are thought to enhance the quality of the classroom or home environment and, thus, the child’s experience in care. These include child-staff ratio; caregiver experience; caregiver education and professional training; utilization of TECTA, CCR&R, TFCCA, and TOPSTAR support services; and agency accreditation. Included below is a discussion of these data and the findings of the statistical analysis.

Child-Staff Ratios and Classroom Assessment Score

The relationship between a child care center classroom’s child-staff ratio and ERS score was explored. The average scores for the various ratios are presented in Table 9. Overall, scores improved as the child-staff ratio declined (as there were fewer children per caregiver).

Table 9. Average Classroom Assessment Scores by Child-Staff Ratio for Infant-Toddler, Preschool, and School-Age Classrooms for Year 13

Child-staff ratio (# children/1 staff) [†]	<i>n</i>	<i>mean</i>
Infant-toddler classrooms (ITERS-R)		
1–2	486	5.01
3–4	577	4.77
5 or more infants and toddlers	179	4.61
Preschool classrooms (ECERS-R)		
1–5	930	5.16
6–7	473	5.12
8 or over	393	4.96
School-age classrooms (SACERS)		
1–5	196	5.00
6–8	220	5.08
9–10	103	5.05
11–14	151	4.77
15 or over	83	4.65

[†]The child-staff ratio was created by dividing the number of children present by the number of staff present on the day of the assessment. Ratios (# children/# staff) were reported as whole numbers, rounding down for any and all fractions.

Statistical Analysis

Statistical analysis was conducted on the various ratio subgroups for each classroom type, showing that the staff-child ratio affects quality. Specific observations are as follows:

- For **infant-toddler classrooms**, classrooms with the lowest child-staff ratio (1-2 children per staff member) had **significantly higher** average observation scores than larger classrooms (child-staff ratio of 3-4 or 5+). Additionally, the group with the lowest child-staff ratio (1-2) achieved an average score above 5.00, the threshold for good to excellent care.
- For **preschool classrooms**, classrooms with a child-staff ratio of 1-5 or 6-7 had significantly higher average observation scores than did classrooms with a ratio of 8 or higher. The two groups with the lowest child-staff ratios (1-5 and 6-7) both achieved average scores above 5.00, the threshold for good to excellent care.
- For **school-age classrooms**, the average observation scores for the subgroups of classrooms with the highest child-staff ratios (**11-14** and **15 or over**) were **significantly lower** than the averages for the other classroom subgroups. The three groups with the lowest child-staff ratios (1-5, 6-8, and 9-10) achieved average scores of 5.00 or above, the threshold of quality care.

Caregiver Experience and Classroom and Home Assessment Score

The relationship between the caregiver’s years of experience in the child care field and the observation score was calculated for each classroom type and for family/group homes. The findings from this analysis showed that all correlations are statistically significant for *classrooms*, indicating that the caregivers with more experience had higher observation scores. The correlation coefficients were weak but significant ($r = .143$, $p < .001$ for **infant-toddler classrooms**; $r = .179$, $p < .001$ for **preschool classrooms**; and $r = .160$, $p < .001$ for **school-age classrooms**). The correlation for **family/group homes** was not significant.

Caregiver Highest Level of Education and Professional Training in Early Childhood Education (ECE)

The highest educational attainment for assessed caregivers is presented in Table 10, which shows that the majority of caregivers completed a high school degree, a GED, or some college work. Table 11 shows average scores for providers at each level of education.

Table 10. Highest Level of Education for Assessed Caregivers in Year 13

Highest level of education	Infant-toddler <i>n</i> = 1,242		Preschool <i>n</i> = 1,795		School-age <i>n</i> = 753		Family/group home <i>n</i> = 810	
	#	%	#	%	#	%	#	%
Did not complete high school	5	0.4	4	0.2	1	0.1	6	0.7
High school diploma/GED	415	33.4	329	18.3	113	15.0	185	22.8
Some college coursework	441	35.5	565	31.5	307	40.8	319	39.4
2-year AA or AAS degree	115	9.3	255	14.2	65	8.6	97	12.0
4-year BA or BS degree	134	10.8	351	19.6	113	15.0	60	7.4
Some graduate coursework	15	1.2	36	2.0	10	1.3	6	0.7
Graduate degree	21	1.7	88	4.9	30	4.0	17	2.1
Declined to answer	96	7.7	167	9.3	113	15.0	120	14.8

Table 11. Average ERS Scores by Level of Education in Year 13

	<i>Infant-toddler n = 1,242</i>	<i>Preschool n = 1,795</i>	<i>School-age n = 753</i>	<i>Family/group home n = 810</i>
Highest level of education	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Did not complete high school	4.23	4.26	4.09	4.93
High school diploma/GED	4.61	4.78	4.76	4.70
Some college coursework	4.91	4.96	4.98	5.06
2-year AA or AAS degree	5.09	5.32	5.01	5.10
4-year BA or BS degree	5.19	5.36	5.01	5.00
Some graduate coursework	5.24	5.53	4.44	4.58
Graduate degree	5.25	5.35	4.85	4.39
Declined to answer	4.66	5.18	5.01	4.84

Statistical Analysis

The result of the statistical analysis showed significant relationships between caregiver education and observation scores in **family/group homes** and in all classroom settings. In general, for infant and preschool classrooms, scores increased as caregiver education increased; this trend did not hold for school-age classrooms or family/group homes. The differences between scores for caregivers with less than a high school diploma and scores for all other groups were not statistically significant, likely because the group with no high school diploma/GED was very small (16 caregivers across all four classroom/home types).

- In **infant-toddler classrooms**, caregivers with some college, a 2-year associate's degree, a 4-year college degree, or a graduate degree received better scores, on average, than caregivers with only a high school diploma or GED. Caregivers with a 4-year degree also received better scores, on average, than those with some college but no degree.
- In **preschool classrooms**, if the caregiver had a graduate degree, some graduate coursework, a 4-year college degree, a 2-year AA or AAS degree, or some college coursework, the observation scores were higher on average than if the caregiver only had a high school diploma or GED. Caregivers with a 2-year AA or AAS degree or any higher education level also received better scores, on average, than those with some college but no degree.
- In **school-age classrooms**, on average, caregivers with some college, a 2-year degree, or a 4-year degree received higher scores than those with only a high school diploma and received higher scores than those caregivers who had completed some graduate coursework but no degree.
- In **family/group homes**, if the caregiver had a 2-year associate's degree or some college coursework, the observation scores were higher on average than if the caregiver only had a high school degree/GED.

Caregiver Professional Training in Early Childhood Education (ECE) and Classroom and Home Assessment Score

A more in-depth review of the educational credentials of caregivers is displayed in Table 12. It includes data on the professional training obtained by caregivers assessed in Year 13. The following observations can be made:

- More than 40.0% of the caregivers in **preschool classrooms** had earned a Child Development Associate (CDA) credential or a degree in early childhood education.
- More than one third of the caregivers in **family/group homes** had earned a CDA credential or a degree in ECE.
- Approximately one quarter of the caregivers in **infant-toddler classrooms** (25.6%) **and school-age classrooms** (24.6%) reported having a CDE credential or an ECE degree.

Table 12. Professional Training in Early Childhood Education (ECE) for Assessed Caregivers in Year 13[†]

Early Childhood Education (ECE) Professional Training [†]	Infant-toddler n = 1,254		Preschool n = 1,857		School-age n = 762		Family/group home n = 841	
	#	%	#	%	#	%	#	%
None	840	67.6	927	51.6	463	61.5	434	53.5
Child Development Associate (CDA) credential	190	15.3	291	16.2	106	14.1	203	25.0
2-year degree in ECE or child development	49	3.9	163	9.1	34	4.5	58	7.2
4-year degree in ECE or child development	70	5.6	245	13.6	33	4.4	20	2.5
Graduate degree in ECE or child development	10	0.8	64	3.6	12	1.6	6	0.7
Declined to answer	95	7.6	167	9.3	114	15.0	120	14.8

[†]Instructions were to check all that apply when answering this question; therefore, the total number of observations for each classroom level or family/group home is higher than that shown in Table 12, and the percentages reflect the percent of the total caregivers in that classroom type or home with that level of training. Columns do not total 100%.

Attainment of a CDA credential and classroom/home scores

To investigate the value of a CDA credential, the average observation score for the subgroup of caregivers with a CDA credential was compared to the average observation score for the subgroup of caregivers without any formal early childhood or child development education within each of the

classroom/home types (infant-toddler, preschool, school-age classrooms, and family/group homes). The average observation scores are included in Table 13. For all classroom/home types, scores were higher for classrooms/homes where the caregiver had CDA credentials. Caregivers with CDA credentials were also compared to caregivers without CDA credentials but with a degree. Preschool caregivers with a degree but no CDA scored higher, on average, than did caregivers with CDA. There were no other significant differences between these groups.

Table 13. Average Classroom Assessment Scores by Attainment of a CDA Credential[†]

Classroom/Home Type*	With CDA		Without CDA or degree		With degree but without CDA	
	<i>n</i>	<i>Mean</i>	<i>n</i>	<i>Mean</i>	<i>n</i>	<i>Mean</i>
Infant-toddler classrooms (ITERS-R) (<i>n</i> = 1,030)	190	5.11	840	4.83*	117	5.25
Preschool classrooms (ECERS-R) (<i>n</i> = 1,218)	291	5.22	927	4.85*	411	5.43*
School-age classrooms (SACERS) (<i>n</i> = 569)	106	4.99	463	4.71*	70	4.95
Family/group homes (FCCERS-R) (<i>n</i> = 637)	203	5.16	434	4.79*	54	5.26

[†]Percentages based on number of caregivers responding to this question; it does not include missing data. *n* depicts number responding to question.

* indicates significant difference from the mean score for With CDA, $\alpha = 0.05$.

Statistical Analysis

The results of the statistical analysis indicate that the average classroom/home observation scores for those **caregivers who held a CDA credential** were significantly higher than the average classroom observation for those who did not, across **all classroom** and **family/group home** settings. Additionally, in infant-toddler and preschool classrooms and in homes, caregivers who held a CDA credential had average scores that exceed the threshold for good to excellent quality (greater than 5.0 out of 7.0). School-age classrooms that had caregivers with CDA credentials had average scores slightly below the 5.0 threshold, but still they scored better than classrooms that had caregivers without credentials.

Utilization of TECTA Services

In Year 13, **family/group home** providers and teachers in **classrooms** selected for assessment were asked about their use of Tennessee Early Childhood Training Alliance (TECTA) services. Table 14 presents the frequencies of those responding affirmatively to a question about using TECTA services **within the last 12 months** by classroom/home type. One quarter of all caregivers reported using TECTA services at least once in the previous 12 months. The proportion of caregivers utilizing TECTA services was much higher in **family/group homes** than in the **center** classrooms.

Table 14. Assessed Caregivers' Report of Utilization of TECTA Services in Previous 12-Month Period[†]

Classroom/Home Type	<i>n</i>	%
Infant-toddler classrooms (ITERS-R) (<i>n</i> = 1,148)	276	24.0
Preschool classrooms (ECERS-R) (<i>n</i> = 1,630)	364	22.3
School-age classrooms (SACERS) (<i>n</i> = 638)	141	22.1
Family/group homes (FCCERS-R) (<i>n</i> = 688)	243	35.3
Total (<i>n</i> = 4,104)	1,024	25.0

[†] Percentages based on number of caregivers responding to this question; it does not include missing data. *n* depicts number responding to question.

Caregivers were asked two additional questions about TECTA:

- If they had at **any time** completed TECTA-funded college courses and
- If they had at **any time** completed TECTA Orientation, the 30-hour orientation session designed and led by TECTA staff. If they had attended orientation, they were asked to check the specialization(s) of the orientation classes that they completed.

These results are displayed in Tables 15 and 16. More than half of providers in **child care centers** had completed TECTA Orientation, and more than 85.0% of providers in **family/group homes** had done so. **Family/group home** providers were also more likely than **child care center** providers to report completing TECTA-funded college courses.

As expected, providers most often reported attending the trainings most relevant to their classroom type. Of those who had completed any orientation, more than three quarters of caregivers for infant-toddler classrooms had completed the infant-toddler orientation, more than three quarters of preschool caregivers had completed center-based orientation, and more than three quarters of family/group home caregivers had completed family child care orientation. Providers in school-age classrooms and family/group homes were more likely than other caregivers to complete administrator orientation.

Table 15. Type of TECTA Service Utilized by Assessed Caregivers At Any Time[†]

TECTA Services	Infant-toddler classrooms <i>n</i> = 1,146 ^{††}		Preschool classrooms <i>n</i> = 1,622 ^{††}		School-age classrooms <i>n</i> = 635 ^{††}		Family/group homes <i>n</i> = 688 ^{††}	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Completed TECTA-funded college courses	170	14.8	292	18.0	80	12.6	224	32.6
Completed TECTA Orientation	661	57.7	861	52.9	357	55.9	593	85.9

[†] Percentages based on number of caregivers responding to this question; it does not include missing data.

^{††} *n* depicts number responding to question.

Table 16. Type of TECTA Orientation Completed by Assessed Caregivers At Any Time[†]

Classroom/Home Type	Administrator		Center-based		Family child care		Infant-toddler		School-age	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Infant-toddler classrooms (<i>n</i> = 661) ^{††}	46	7.0	186	28.1	12	1.8	516	78.1	32	4.8
Preschool classrooms (<i>n</i> = 861) ^{††}	172	20.0	668	77.6	37	4.3	205	23.8	78	9.1
School-age classrooms (<i>n</i> = 357) ^{††}	135	37.8	140	39.2	16	4.5	69	19.3	162	45.4
Family/group homes (<i>n</i> = 593) ^{††}	236	39.8	143	24.1	464	78.2	211	35.6	142	23.9

[†] Assessors were asked to check all the responses that apply. For that reason, the percentages of responses in each row do not total 100%.

^{††} *n* depicts number reporting completion of TECTA Orientation; percentages based on this number.

TECTA Orientation and classroom/home scores

To assess the impact of TECTA Orientation on the observation scores, a comparison of average observation scores for the subgroup of caregivers who reported completing TECTA Orientation was compared to the average observation score for the subgroup of caregivers who did not complete orientation. The mean observation scores are included in Table 17.

Table 17. Average Classroom Assessment Scores by Completion of TECTA Orientation

	<i>Have Completed Orientation Mean</i>	<i>Have Not Completed Orientation Mean[†]</i>
Infant-toddler classrooms (ITERS-R) (<i>n</i> = 1,148) ^{††}	4.92*	4.78
Preschool classrooms (ECERS-R) (<i>n</i> = 1,629) ^{††}	5.11	5.09
School-age classrooms (SACERS) (<i>n</i> = 639) ^{††}	5.07*	4.76
Family/group homes (FCCERS-R) (<i>n</i> = 690) ^{††}	5.00*	4.57

*statistically significant at $\alpha < .05$

[†]This subgroup includes caregivers who never attempted orientation and those who did not complete orientation.

^{††}*n* depicts number reporting completion of TECTA Orientation.

Statistical Analysis

Statistical tests were conducted to determine the effect of utilization of TECTA services on observation scores. The findings of the statistical tests were the following:

- For those caregivers in **infant-toddler classrooms, school-age classrooms, and family/group homes** who had indicated that they completed TECTA Orientation, the average classroom/home observation score was **significantly higher** than those caregivers who had not. There was no significant difference in the average scores in **preschool classrooms** for caregivers who had and had not completed TECTA Orientation.

CCR&R training and classroom/home scores

Assessed caregivers were asked if they had utilized services provided by the Child Care Resource and Referral (CCR&R) program **within the last 12 months**. If the answer was affirmative, they were asked to indicate the types of services utilized (i.e., “onsite consultation or technical assistance,” “training sponsored by CCR&R,” “checked out resources from the lending library,” and “visit to CCR&R”). The number and percent reporting participation in these trainings are presented in Table 18. Table 19 shows average *program assessment* scores for caregivers who reported accessing CCR&R services, compared to scores for those who had not.

The majority of caregivers (81.2%) indicated that they utilized CCR&R services within the last 12 months. These caregivers were most likely to attend a CCR&R sponsored training event or receive onsite targeted technical assistance. As with TECTA training, family/group home caregivers were the most likely to report utilizing CCR&R services.

Table 18. Assessed Caregivers' Report of Utilization of CCR&R Services in Previous 12-Month Period[†]

	Infant-toddler classrooms (ITERS-R)		Preschool classrooms (ECERS-R)		School-age classrooms (SACERS)		Family/group homes (FCCERS-R)		TOTAL	
Has caregiver utilized services provided by CCR&R within the last 12 months?	<i>n</i> = 1,149 ^{††}		<i>n</i> = 1,629 ^{††}		<i>n</i> = 640 ^{††}		<i>n</i> = 691 ^{††}		<i>n</i> = 4,109 ^{††}	
	#	%	#	%	#	%	#	%	#	%
Yes	937	81.5	1,290	79.2	489	76.4	620	89.7	3,336	81.2
If yes, check all that apply. [†]	<i>n</i> = 937 ^{††}		<i>n</i> = 1,290 ^{††}		<i>n</i> = 489 ^{††}		<i>n</i> = 620 ^{††}		<i>n</i> = 3,336 ^{††}	
	#	%	#	%	#	%	#	%	#	%
Training sponsored by CCR&R	823	87.8	1,101	85.3	391	80.0	513	82.5	2,728	81.8
Onsite consultation or technical assistance	589	62.9	804	62.3	325	66.5	495	79.6	2,213	66.3
Lending library	86	9.2	163	12.6	56	11.5	96	15.4	401	12.0
Provider visit to CCR&R office to use resources	89	9.5	96	7.4	37	7.6	92	14.8	314	9.4

[†]Assessors were asked to check all the responses that apply. For that reason, the percentages of responses in each column do not total 100%.

^{††}*n* represents number responding to question. Percentages based on number of caregivers responding to this question; it does not include missing data.

Relationship between CCR&R Targeted Technical Assistance and Program Assessment Score

Table 19. Average Classroom Score for Assessed Caregivers' Report of Utilization of CCR&R Targeted Technical Assistance in Previous 12-Month Period*

	Infant-toddler classrooms (ITERS-R)*		Preschool classrooms (ECERS-R)		School-age classrooms (SACERS)		Family/group homes (FCCERS-R)*	
	#	Mean	#	Mean	#	Mean	#	Mean
Yes	589	4.96	804	5.15	325	5.07	494	5.03
No	348	4.78	486	5.07	164	4.99	126	4.75

*Comparisons were statistically significant at $p \leq .05$.

Statistical Analysis

An analysis to determine the impact of CCR&R Targeted Technical Assistance on *program assessment* scores showed that for infant-toddler classrooms and family/group homes the average observation score for the caregivers who received onsite consultation or technical assistance was **significantly higher** than the average scores for caregivers who did not receive these services.

Utilization of TFCCA and TOPSTAR services

In Year 13, assessed **family/group home** providers were asked about their use of Tennessee Family Child Care Alliance's (TFCCA) and Tennessee's Outstanding Providers Supported Through Available Resources' (TOPSTAR) peer mentoring program services. Tables 20 and 21 present information about providers who reported utilizing these services **within the last 12 months**. More than one third of **family/group home** providers had utilized services provided by TFCCA and TOPSTAR. Of those who indicated the type of service, 80.3% had participated in peer support groups and 66.2% had attended the annual conference

Caregivers were asked a follow-up question about TFCCA or TOPSTAR participation. The results showed that 138 (17.2% of all providers, or 63.6% of providers who reported using TFCCA or TOPSTAR services) responded that they had either been a protégé in the past or were currently a protégé. Caregivers also disclosed their mentor status; 109 (13.4% of all providers, or 50.2% of those who reported using TFCCA or TOPSTAR services) had been a mentor in the past and/or were currently a mentor in Year 13.

Table 20. Assessed Caregivers' Report of Utilization of TFCCA and TOPSTAR Services in Previous 12-Month Period

Has caregiver utilized services provided by TFCCA or TOPSTAR within the last 12 months? (n = 678)	n	%	Mean
Yes	266	39.2	5.25*
No	412	60.8	4.71*

*The difference was statistically significant at $\alpha = .001$.

Table 21. Assessed Caregivers' Report of Utilization of TFCCA and TOPSTAR Services in Previous 12-Month Period by Type of Service

	n	%
Has caregiver utilized services provided by TFCCA or TOPSTAR within the last 12 months? (n = 678)	266	39.2
If yes, check all that apply.*		
Participated in TFCCA/TOPSTAR peer support group	183	80.3
Participated in TFCCA/TOPSTAR conference	151	66.2
Participated in a Leadership Summit	64	28.1

†Assessors were asked to check all the responses that apply. For that reason, the percentages of responses in each column do not total 100%.

Statistical Analysis

The average observation scores were compared for the subgroup of **family/group home** caregivers who utilized services provided by TFCCA or TOPSTAR with those caregivers who did not. Those who did utilize TFCCA/TOPSTAR services received higher scores. This difference was large and **statistically significant** ($p < .001$).

Relationship between Accreditation and Program Assessment Score

DHS awards two bonus points to those agencies that have earned accreditation from DHS-recognized national organizations (e.g., NACECPP, NAEYC, NAFCC, SACS). These bonus points are added to the sum of component scores before the calculation of the report card star-rating and do not impact the *program assessment* score. In Year 13, 4.4% of programs were accredited. Data are included in Table 20.

Table 22. Average Program Assessment Scores for Providers by Accreditation Status for Year 13

	<i>All providers</i>	
	<i>n</i>	Mean
Programs with accreditation	111	5.55
Programs without accreditation	2,401	4.97

The results of the statistical analysis show that for **all providers**, the average *program assessment* score for programs that were accredited was **significantly higher** ($p < .001$) than the average score for those facilities that were not accredited.

Conclusions

The dramatic increase in the overall quality in child care settings across the state of Tennessee since the inception of the Report Card Program in 2001 indicates that more children in Tennessee are receiving higher quality, developmentally appropriate child care.

- In Year 1, only 30.3% of all evaluated agencies (874 out of 2,889 agencies) earned an overall 3-star rating, the highest rating an agency can earn. **By Year 13, the percent of child care agencies earning an overall 3-star rating had more than doubled to 71.1% (1,791 out of 2,518 agencies).**
- In Year 1, almost one third (32.1%) of all evaluated agencies (927 out of 2,889 agencies) earned a zero- or no-star rating, the lowest rating an agency can earn. In Year 13, this figure had decreased to 14.3% (or 359 out of 2,518 agencies), indicating that many more children are receiving the quality of care they need to be successful.
- Similar changes, including increases in the 3-star and decreases in 0-star ratings, have occurred with both **centers** and **family/group homes** from the first year of the program to Year 13.
- The proportion of **child care centers** receiving a score of 5.00 or higher on the *program assessment* component of the report card (good to excellent care; 3 stars) increased between Year 1 and Year 13 from 30.9% to 53.5%. The proportion receiving 3.99 or lower (inadequate care; 0 stars) has decreased since Year 1 from 30.4% to 12.2%. However, since Year 12, the proportion of programs scoring 5.00 or higher has decreased by almost 3.0% (from 55.0% to 53.5%), and the proportion of programs scoring 3.99 or below has increased from 10.7% to 12.2%.
- Since Year 1, the proportion of **family/group homes** scoring 5.00 or higher (3 stars) on the program assessment has almost doubled (from 26.0% to 51.5%). The proportion of **homes** scoring 3.99 or below has decreased by almost half (from 35.4% to 17.8%). In contrast, since Year 12, the proportion of programs scoring 5.00 or higher has decreased by more than 3.0% (from 55.0% to 51.5%), and the proportion of programs scoring 3.99 or below has increased by 0.3% (from 17.5% to 17.8%).

Year 13 marked a continuation of progress in the quality of child care in Tennessee, as measured by the Tennessee Report Card and Star Quality Program. During the last year, average overall report card scores improved for both centers and family/group homes.

- During the last year, the number and percent of child care agencies earning 3-star overall ratings increased, and the number and percent of agencies that did not earn stars dropped.
- In Year 13, 71.1% of all evaluated agencies earned a 3-star rating, a small increase since Year 12, when 69.9% of all evaluated agencies earned 3 stars.
- In Year 13, **74.4% of child care centers (1,295 out of 1,741) earned 3 stars**, an increase of just less than two percentage points from the previous high of 73.2% in Year 12.
- In Year 13, **63.8% of family/group homes (496 out of 777) earned 3 stars. Year 13 is the fourth consecutive year that the more comprehensive FCCERS-R has been in place.** Scores dropped when the FCCERS-R was implemented in Year 10 but have returned to—and exceeded—pre-FCCERS-R scores. This finding clearly indicates that **family/group homes** learned the new assessment tool, and many of them demonstrated its higher standards.
- Between Year 12 and Year 13, 11.1% of **centers (175 centers)** and 17.1% of **family/group homes (114 homes)** increased their star-rating. More than three fourths of all providers (1,709 agencies), of which 84.1% (1,437) were 3-star agencies, kept the same star-rating from Year 12 to Year 13.

In Year 13, the average *program assessment* score for family/group homes has increased significantly since Year 1. Higher *program assessment* scores indicate that children in family/group homes are experiencing care that keeps them safe and healthy and promotes their personal growth and development.

- As noted above, the more comprehensive FCCERS-R was introduced to measure the *program assessment* component for **family/group home** providers. In Year 13, the average *program assessment* score for homes was 4.92, similar to pre-FCCERS-R scores.
- In addition, 51.3% of homes (417 homes) scored 5.00 or above on their assessments. In Year 13, more homes scored 3 stars than in any previous year except Year 12 (55.0%, or 455 homes). The proportion scoring 3.99 or below on their assessments, and, thus, not eligible to earn stars, remains similar to the proportion in Year 12 (17.5% [145 homes] in Year 12 and 17.8% [144 homes] in Year 13). As noted above, this finding indicates that **family/group home** providers are adjusting to the new scale and are rising to meet the comprehensive new standards.

In Year 13, the average *program assessment* score (5.00) for centers marked the second consecutive year that the average child care center score was in the target range of 5.00 or above, or 3 stars.

- Continuing on the path to improved quality as measured by the ERS, 80.7% of **centers (1,290 centers)** either kept the same, or increased their *program assessment* star-rating between Years 12 and 13.
- In Year 13, 53.5% of all **centers (959 centers)** earned a *program assessment* score of 5.00 or above. This is the third year that more than half of the **centers** earned a score of 5.00 or better, the threshold for good to excellent quality.

- The average classroom score for the **preschool** (5.11) classrooms, as measured by the ECERS-R, was above 5.00 for the fourth year in a row. Preschool classrooms have had the highest scores of all classrooms/homes for the past 4 years. These scores indicate that providers are committed to improving the quality of the care they provide.

Tennessee’s children receive higher quality child care when teachers are better educated, have more years of experience in the child care field, hold a Child Development Associate Credential, and/or complete TECTA Orientation. The children receive better care in the classroom when there are lower staff-child ratios, when the center or family/group home provider receives CCR&R targeted technical assistance, when the family/group home provider utilizes TFCCA and TOPSTAR services, or when the facility is accredited.

These findings are confirmed by noting that average observation scores exceed 5.0, the threshold for good to excellent care, as outlined by the authors of the ERS, under the following circumstances:

- When classrooms have a lower staff-child ratio,
- When **infant-toddler** and **preschool classroom** teachers hold an associate’s degree or higher,
- When teachers in any classroom or home setting hold a CDA credential and/or have an early childhood education degree,
- When teachers in **infant-toddler classrooms, school-age classrooms, or family/group homes** complete TECTA Orientation,
- When an **infant-toddler classroom** or **home** receives CCR&R targeted technical assistance,
- When **family/group homes** utilize TFCCA and TOPSTAR services, or
- When the child care center or home is accredited by a national organization, such as NAEYC or NAFCC.

These findings and others in the report indicate that more and more children in Tennessee are experiencing the high-quality care they deserve and their parents expect—care that keeps them safe and healthy, prepares them for school, and gives them the tools they need to succeed in life. In addition, the findings indicate that many child care providers are using DHS-provided support for quality improvements and that the improvements providers have made have resulted in higher quality care for Tennessee’s children.

References

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- Pope, B. G., Koelz, A. E., Denny, J. H., & Cheatham, J. (2009). *Provider self-assessment and mentoring services (PSAM): Mid-term evaluation*. Prepared for the Tennessee Department of Human Services. Knoxville, TN: University of Tennessee College of Social Work, Office of Research and Public Service.

Appendix 1

Report Card Components

Report Card Components³⁰

Child Care Centers

Director qualifications—This component provides the parent or other consumer with information about the education and experience of the center’s director. This is important because the director plans the program and trains and supervises staff, thus establishing the quality of the program.

Professional development—This component describes the education and experience of the caregivers. Caregivers who have more experience, education, and up-to-date training on developmentally appropriate child care are more likely to understand and address children’s developmental needs and, therefore, better prepare them for the future.

Parent/family involvement—This component describes how the agency involves parents and other family members in the child care program. Children in programs that emphasize active partnerships with parents generally receive higher quality care.

Ratio and group size—This area relates how many adults supervise the children in care at the facility and how many children are in each group. When ratios and group sizes are smaller, each child receives more individualized attention and supervision.

Staff compensation—This component provides information on the center’s pay scale and benefits. It describes the extent to which all staff are included in a defined pay scale and whether the scale for teachers is related to their experience, education, and training. Staff turnover is stressful for young children, and caregivers who receive better pay and benefits are more likely to remain with the agency. However, this component on the report card does not measure how well staff are paid. Thus, a higher star-rating does not mean higher-than-average rates of compensation.

Program assessment—The program assessment is a 3–4 hour onsite observation of the child care agency in which the agency is rated on the quality of care being provided. This rating gives parents and other readers a good overall view of the program’s quality.

Developmental learning—This component applies to the participation of staff in training on the Tennessee Early Developmental Standards (for programs serving children from zero to 60 months of age) and the School-Age Developmental Standards (for programs serving children over 60 months of age).

³⁰ In Years 1–7, child care centers were evaluated on seven components, and family and group homes were evaluated on five components. In the middle of Year 8 (January 2009), the *compliance history* component was removed and transformed into a threshold item that is used to determine eligibility for stars. In January 2010 a new component, *developmental learning*, was added to both the child care center and family/group home report cards.

Family and Group Homes

Parent/family involvement—Same as above

Program assessment—Same as above

Professional development—This component tells the reader more about the primary caregiver’s education, experience, and training.

Business management—This component informs the reader about the agency’s policies, philosophy, and business and financial management practices. Good business practices lead to more stable facilities with fewer turnovers and more longevity.

Developmental learning—Same as above

Appendix 2

Report Card Scores, Years 1-13

Table A1. The Distribution of Overall Report Card Scores for Child Care Centers and Family/Group Homes, Years 1–13[†]

	Child Care Centers									
	0 stars		1 star		2 stars		3 stars		TOTAL*	
	#	%	#	%	#	%	#	%	#	%
Year 1	569	30.0	121	6.4	527	27.8	680	35.8	1,897	100.0
Year 2	423	19.8	84	3.9	595	27.9	1,033	48.4	2,135	100.0
Year 3	430	20.0	53	2.5	506	23.5	1,165	54.1	2,154	100.0
Year 4	496	23.7	33	1.6	401	19.1	1,164	55.6	2,094	100.0
Year 5	562	28.0	25	1.2	355	17.7	1,067	53.1	2,009	100.0
Year 6	379	19.0	25	1.3	358	17.9	1,238	61.9	2,000	100.0
Year 7	369	18.7	19	1.0	352	17.8	1,238	62.6	1,978	100.0
Year 8	351	18.3	24	1.3	332	17.3	1,209	63.1	1,916	100.0
Year 9	320	16.7	35	1.8	315	16.4	1,246	65.0	1,916	100.0
Year 10	276	14.4	39	2.0	305	15.9	1,293	67.6	1,913	100.0
Year 11	238	12.7	30	1.6	272	14.5	1,335	71.2	1,875	100.0
Year 12	220	12.2	30	1.7	233	13.0	1,316	73.2	1,799	100.0
Year 13	218	12.5	27	1.6	201	11.5	1,295	74.4	1,741	100.0
	Family/Group Homes									
	0 stars		1 star		2 stars		3 stars		TOTAL*	
	#	%	#	%	#	%	#	%	#	%
Year 1	358	36.1	123	12.4	317	32.0	194	19.6	992	100.0
Year 2	292	27.3	79	7.4	314	29.3	385	36.0	1,070	100.0
Year 3	294	26.9	43	3.9	329	30.1	426	39.0	1,092	100.0
Year 4	300	25.9	60	5.2	340	29.4	458	39.6	1,158	100.0
Year 5	300	27.5	45	4.1	291	26.7	453	41.6	1,089	100.0
Year 6	214	21.1	29	2.9	262	25.9	507	50.1	1,012	100.0
Year 7	183	18.0	30	2.9	251	24.7	553	54.4	1,017	100.0
Year 8	193	19.2	42	4.2	202	20.1	566	56.4	1,003	100.0
Year 9	162	16.1	60	6.0	197	19.6	588	58.4	1,007	100.0
Year 10	272	28.5	34	3.6	154	16.1	496	51.9	956	100.0
Year 11	198	22.3	31	3.5	140	15.8	517	58.4	886	100.0
Year 12	162	20.5	25	3.2	108	13.7	494	62.6	789	100.0
Year 13	141	18.1	34	4.4	106	13.6	496	63.8	777	100.0

[†]Percentages may not total 100% due to rounding.

Table A2. Average Report Card Scores for All Evaluated Agencies, Child Care Centers, and Family and Group Homes for Years 1–13[†]

	All Evaluated Agencies		Child Care Centers		Family and Group Homes	
	#	Mean	#	Mean	#	Mean
Year 1	2,889	1.58	1,897	1.69	992	1.35
Year 2	3,205	1.95	2,135	2.05	1,070	1.74
Year 3	3,246	2.01	2,154	2.12	1,092	1.81
Year 4	3,252	1.98	2,094	2.07	1,158	1.83
Year 5	3,098	1.91	2,009	1.96	1,089	1.82
Year 6	3,012	2.17	2,000	2.23	1,012	2.05
Year 7	2,995	2.21	1,978	2.24	1,017	2.15
Year 8	2,919	2.21	1,916	2.25	1,003	2.14
Year 9	2,923	2.27	1,916	2.30	1,007	2.20
Year 10	2,869	2.22	1,913	2.37	956	1.91
Year 11	2,761	2.33	1,875	2.44	886	2.10
Year 12	2,588	2.38	1,799	2.47	789	2.18
Year 13	2,518	2.40	1,741	2.48	777	2.23

[†]Report Card scores range from 0 to 3.

Table A3. Distribution of Report Card and Component Scores for Child Care Centers, Years 1–13

	Child Care Centers								
	0 Stars		1 Star		2 Stars		3 Stars		Total
	#	%	#	%	#	%	#	%	#
	Director Qualifications								
Year 1	360	19.0	120	6.3	313	16.5	1,103	58.2	1,896
Year 2	317	14.9	106	5.0	381	17.9	1,325	62.2	2,129
Year 3	239	11.1	81	3.8	406	18.9	1,425	66.2	2,151
Year 4	211	10.1	78	3.7	389	18.6	1,415	67.6	2,093
Year 5	219	10.9	58	2.9	347	17.3	1,381	68.9	2,005
Year 6	183	9.2	47	2.4	341	17.1	1,427	71.4	1,998
Year 7	158	8.0	49	2.5	368	18.6	1,403	70.9	1,978
Year 8	181	9.4	46	2.4	373	19.5	1,316	68.7	1,916
Year 9	196	10.2	46	2.4	377	19.7	1,297	67.7	1,916
Year 10	207	10.8	37	1.9	359	18.8	1,310	68.5	1,913
Year 11	162	8.6	38	2.0	345	18.4	1,330	70.9	1,875
Year 12	176	9.8	37	2.1	295	16.4	1,291	71.8	1,799
Year 13	142	8.2	27	1.6	287	16.5	1,284	73.8	1,740 ³¹
	Professional Development								
Year 1	783	41.3	158	8.3	328	17.3	625	33.0	1,894
Year 2	617	28.9	180	8.4	406	19.0	929	43.6	2,132
Year 3	513	23.8	157	7.3	379	17.6	1,105	51.3	2,154
Year 4	419	20.0	137	6.5	344	16.4	1,194	57.0	2,094
Year 5	395	19.7	133	6.6	317	15.8	1,164	57.9	2,009
Year 6	349	17.5	119	6.0	302	15.1	1,228	61.5	1,998
Year 7	310	15.7	111	5.6	342	17.3	1,214	61.4	1,977
Year 8	304	15.9	94	4.9	283	14.8	1,235	64.5	1,916
Year 9	246	12.8	85	4.4	302	15.8	1,283	67.0	1,916
Year 10	244	12.8	65	3.4	247	12.9	1,357	70.9	1,913
Year 11	213	11.4	58	3.1	228	12.2	1,376	73.4	1,875
Year 12	210	11.7	52	2.9	179	9.9	1,358	75.5	1,799
Year 13	188	10.8	54	3.1	170	9.8	1,329	76.3	1,741
	Compliance History [†]								
Year 1	46	2.4	2	0.1	3	0.2	1,846	97.3	1,897
Year 2	43	2.0	1	0.0	3	0.1	2,088	97.8	2,135
Year 3	60	2.8	2	0.1	6	0.3	2,086	96.8	2,154
Year 4	41	2.0	0	0.0	4	0.2	2,049	97.9	2,094
Year 5	41	2.0	0	0.0	3	0.1	1,965	97.8	2,009
Year 6	22	1.1	1	0.1	2	0.1	1,975	98.8	2,000
Year 7	29	1.5	1	0.1	4	0.2	1,939	98.3	1,973

	Child Care Centers								
	0 Stars		1 Star		2 Stars		3 Stars		Total
	#	%	#	%	#	%	#	%	#
	Parent/Family Involvement								
Year 1	240	12.7	238	12.5	419	22.1	1,000	52.7	1,897
Year 2	165	7.7	198	9.3	438	20.5	1,333	62.5	2,134
Year 3	123	5.7	145	6.7	407	18.9	1,479	68.7	2,154
Year 4	93	4.4	156	7.4	344	16.4	1,501	71.7	2,094
Year 5	94	4.7	118	5.9	282	14.0	1,515	75.4	2,009
Year 6	75	3.8	98	4.9	267	13.4	1,560	78.0	2,000
Year 7	60	3.0	92	4.7	267	13.5	1,559	78.8	1,978
Year 8	97	5.1	79	4.1	228	11.9	1,512	78.9	1,916
Year 9	114	5.9	50	2.6	218	11.4	1,534	80.1	1,916
Year 10	99	5.2	36	1.9	189	9.9	1,589	83.1	1,913
Year 11	88	4.7	32	1.7	138	7.4	1,617	86.2	1,875
Year 12	92	5.1	28	1.6	127	7.1	1,552	86.3	1,799
Year 13	74	4.3	22	1.3	102	5.9	1,543	88.6	1,741
	Ratio/Group Size								
Year 1	378	19.9	353	18.6	308	16.2	858	45.2	1,897
Year 2	183	8.6	410	19.2	401	18.8	1,136	53.3	2,130
Year 3	122	5.7	405	18.8	396	18.4	1,229	57.1	2,152
Year 4	103	4.9	380	18.2	356	17.0	1,254	59.9	2,093
Year 5	93	4.6	342	17.0	351	17.5	1,223	60.9	2,009
Year 6	87	4.4	331	16.6	335	16.8	1,247	62.4	2,000
Year 7	82	4.1	318	16.1	325	16.4	1,253	63.3	1,978
Year 8	69	3.6	291	15.2	316	16.5	1,240	64.7	1,916
Year 9	59	3.1	243	12.7	304	15.9	1,310	68.4	1,916
Year 10	51	2.7	231	12.1	328	17.1	1,303	68.1	1,913
Year 11	30	1.6	204	10.9	306	16.3	1,335	71.2	1,875
Year 12	31	1.7	180	10.0	279	15.5	1,309	72.8	1,799
Year 13	37	2.1	165	9.5	259	14.9	1,279	73.5	1,740

³⁰ In Year 13, one case was missing for each of the following components: director qualifications, staff compensation, ratio/group size, and developmental learning.

	Child Care Centers								
	0 Stars		1 Star		2 Stars		3 Stars		Total
	#	%	#	%	#	%	#	%	#
	Staff Compensation								
Year 1	187	9.9	90	4.7	210	11.1	1,410	74.3	1,897
Year 2	126	5.9	63	3.0	172	8.1	1,769	83.1	2,130
Year 3	92	4.3	49	2.3	151	7.0	1,860	86.4	2,152
Year 4	84	4.0	35	1.7	123	5.9	1,852	88.4	2,094
Year 5	61	3.0	34	1.7	107	5.3	1,805	89.9	2,007
Year 6	35	1.8	24	1.2	95	4.8	1,845	92.3	1,999
Year 7	33	1.7	26	1.3	85	4.3	1,832	92.7	1,976
Year 8	34	1.8	27	1.4	86	4.5	1,769	92.3	1,916
Year 9	49	2.6	24	1.3	67	3.5	1,776	92.7	1,916
Year 10	44	2.3	23	1.2	55	2.9	1,791	93.6	1,913
Year 11	39	2.1	26	1.4	50	2.7	1,760	93.9	1,875
Year 12	48	2.7	19	1.1	39	2.2	1,693	94.1	1,799
Year 13	32	1.8	11	0.6	48	2.8	1,649	94.8	1,740
	Program Assessment^{††}								
Year 1	550	29.0	348	18.3	370	19.5	629	33.2	1,897
Year 2	402	18.8	376	17.6	503	23.6	854	40.0	2,135
Year 3	396	18.4	429	19.9	545	25.3	784	36.4	2,154
Year 4	482	23.0	410	19.6	480	22.9	722	34.5	2,094
Year 5	545	27.1	420	20.9	449	22.3	595	29.6	2,009
Year 6	370	18.5	351	17.6	486	24.3	793	39.7	2,000
Year 7	357	18.0	314	15.9	406	20.5	901	45.6	1,978
Year 8	337	17.6	291	15.2	444	23.2	844	44.1	1,916
Year 9	304	15.9	302	15.8	433	22.6	877	45.8	1,916
Year 10	255	13.3	261	13.6	440	23.0	957	50.0	1,913
Year 11	211	11.3	267	14.2	426	22.7	971	51.8	1,875
Year 12	194	10.8	242	13.5	370	20.6	993	55.2	1,799
Year 13	191	11.0	244	14.0	341	19.6	965	55.4	1,741
	Developmental Learning^{†††}								
Year 9	142	11.5	23	1.9	54	4.4	1,012	82.2	1,231
Year 10	165	8.6	34	1.8	74	3.9	1,639	85.7	1,912
Year 11	119	6.4	31	1.7	77	4.1	1,639	87.8	1,866
Year 12	135	7.5	30	1.7	53	2.9	1,581	87.9	1,799
Year 13	124	7.1	23	1.3	45	2.6	1,548	89.0	1,740

[†]The *compliance history* component was removed from the report card in the middle of Year 8 (January 2009).

^{††}The *n* for the *program assessment* component score (reported in Part I) differs from the *n* for the *program assessment* overall score (reported in Part II) because the data are drawn from two different databases.

^{†††}The *developmental learning* component was added to the report card in the middle of Year 9 (January 2010); thus, the sample size is smaller in Year 9 than in subsequent years.

Table A4. Distribution of Report Card and Component Scores for Family/Group Homes, Years 1-13

	Family/Group Homes								
	0 Stars		1 Star		2 Stars		3 Stars		Total
	#	%	#	%	#	%	#	%	#
	Professional Development								
Year 1	532	53.6	146	14.7	195	19.7	119	12.0	992
Year 2	455	42.5	138	12.9	274	25.6	203	19.0	1,070
Year 3	415	38.0	143	13.1	324	29.7	210	19.2	1,092
Year 4	413	35.7	151	13.0	339	29.3	255	22.0	1,158
Year 5	359	33.0	139	12.8	330	30.3	261	24.0	1,089
Year 6	275	27.2	146	14.4	322	31.8	269	26.6	1,012
Year 7	266	26.2	122	12.0	326	32.1	303	29.8	1,017
Year 8	234	23.3	82	8.2	365	36.4	322	32.1	1,003
Year 9	197	19.6	75	7.4	371	36.8	364	36.1	1,007
Year 10	160	16.7	73	7.6	352	36.8	371	38.8	956
Year 11	168	19.0	56	6.3	283	31.9	379	42.8	886
Year 12	154	19.5	41	5.2	245	31.1	349	44.2	789
Year 13	147	18.9	44	5.7	227	29.2	359	46.2	777
	Compliance History[†]								
Year 1	10	1.0	0	0.0	2	0.2	980	98.8	992
Year 2	11	1.0	1	0.1	2	0.2	1,056	98.7	1,070
Year 3	17	1.6	0	0.0	0	0.0	1,075	98.4	1,092
Year 4	15	1.3	0	0.0	3	0.3	1,140	98.4	1,158
Year 5	8	0.7	1	0.1	2	0.2	1,078	99.0	1,089
Year 6	9	0.9	0	0.0	0	0.0	1,003	99.1	1,012
Year 7	7	0.7	0	0.0	3	0.3	1,002	99.0	1,012
	Parent/Family Involvement								
Year 1	91	9.2	306	30.8	118	11.9	477	48.1	992
Year 2	63	5.9	241	22.5	99	9.3	667	62.3	1,070
Year 3	53	4.9	201	18.4	101	9.3	736	67.5	1,091
Year 4	51	4.4	185	16.0	101	8.7	821	70.9	1,158
Year 5	54	5.0	145	13.3	82	7.5	808	74.2	1,089
Year 6	41	4.1	117	11.6	64	6.3	790	78.1	1,012
Year 7	38	3.7	106	10.4	51	5.0	822	80.8	1,017
Year 8	104	10.4	61	6.1	76	7.6	762	76.0	1,003
Year 9	117	11.6	42	4.2	70	7.0	778	77.3	1,007
Year 10	101	10.6	37	3.9	44	4.6	774	81.0	956
Year 11	100	11.3	25	2.8	58	6.5	703	79.3	886
Year 12	98	12.4	17	2.2	38	4.8	636	80.6	789
Year 13	79	10.2	16	2.1	28	3.6	654	84.2	777

	Family/Group Homes								
	0 Stars		1 Star		2 Stars		3 Stars		Total
	#	%	#	%	#	%	#	%	#
Business Management									
Year 1	250	25.3	110	11.1	271	27.4	359	36.3	990
Year 2	176	16.5	76	7.1	231	21.6	585	54.8	1,068
Year 3	107	9.8	79	7.2	206	18.9	700	64.1	1,092
Year 4	99	8.5	69	6.0	187	16.1	803	69.3	1,158
Year 5	97	8.9	55	5.1	148	13.6	789	72.5	1,089
Year 6	62	6.1	42	4.2	136	13.5	771	76.3	1,011
Year 7	58	5.7	36	3.5	116	11.4	807	79.4	1,017
Year 8	42	4.2	34	3.4	81	8.1	846	84.3	1,003
Year 9	39	3.9	26	2.6	54	5.4	888	88.2	1,007
Year 10	36	3.8	22	2.3	41	4.3	857	89.6	956
Year 11	38	4.3	13	1.5	44	5.0	791	89.3	886
Year 12	48	6.1	5	0.6	23	2.9	713	90.4	789
Year 13	34	4.4	4	0.5	18	2.3	721	92.8	777
Program Assessment^{††}									
Year 1	342	34.5	190	19.2	191	19.3	269	27.1	992
Year 2	282	26.4	181	16.9	201	18.8	406	37.9	1,070
Year 3	286	26.2	209	19.1	232	21.2	365	33.4	1,092
Year 4	296	25.6	267	23.1	266	23.0	329	28.4	1,158
Year 5	294	27.0	230	21.1	234	21.5	331	30.4	1,089
Year 6	209	20.7	169	16.7	212	20.9	422	41.7	1,012
Year 7	174	17.1	172	16.9	187	18.4	484	47.6	1,017
Year 8	180	17.9	174	17.3	193	19.2	456	45.5	1,003
Year 9	157	15.6	141	14.0	223	22.1	486	48.3	1,007
Year 10	262	27.4	154	16.1	183	19.1	357	37.3	956
Year 11	186	21.0	143	16.1	180	20.3	377	42.6	886
Year 12	144	18.3	82	10.4	142	18.0	421	53.4	789
Year 13	136	17.5	105	13.5	128	16.5	408	52.5	777
Developmental Learning^{†††}									
Year 9	120	17.3	23	3.3	20	2.9	530	76.5	693
Year 10	140	14.6	40	4.2	27	2.8	749	78.3	956
Year 11	122	13.8	23	2.6	24	2.7	717	80.9	886
Year 12	111	14.1	17	2.2	17	2.2	644	81.6	789
Year 13	102	13.1	9	1.2	15	1.9	651	83.8	777

[†]The compliance history component was removed from the report card in the middle of Year 8 (January 2009).

^{††}The n for the program assessment component score (reported in Part I) differs from the n for the program assessment overall score (reported in Part II) because the data are drawn from two different databases.

^{†††}The developmental learning component was added to the report card in the middle of Year 9 (January 2010); thus, the sample size is smaller in Year 9 than in subsequent years.

Table A5. The Distribution of Overall Program Assessment Scores for All Providers, Child Care Centers, and Family/Group Homes, Years 1–13

All Providers	3.99 or below		4.00–4.49		4.50–4.99		5.00 or above		TOTAL [†]
	#	%	#	%	#	%	#	%	#
Year 1	1,088	32.1	680	20.0	635	18.7	991	29.2	3,394
Year 2	741	22.0	566	16.8	747	22.1	1,320	39.1	3,374
Year 3	731	21.9	668	20.0	785	23.5	1,153	34.6	3,337
Year 4	839	25.0	702	20.9	757	22.5	1,064	31.6	3,362
Year 5	895	27.3	681	20.8	731	22.3	967	29.5	3,274
Year 6	606	19.5	532	17.1	726	23.3	1,249	40.1	3,113
Year 7	553	17.8	510	16.4	619	19.9	1,428	45.9	3,110
Year 8	540	17.8	474	15.6	654	21.5	1,367	45.0	3,035
Year 9	468	15.7	452	15.1	665	22.3	1,403	47.0	2,988
Year 10	534	18.3	433	14.8	633	21.7	1,318	45.2	2,918
Year 11	400	14.3	422	15.0	615	21.9	1,369	48.8	2,806
Year 12	345	12.8	341	12.7	524	19.5	1,480	55.0	2,690
Year 13	362	13.9	364	14.0	500	19.2	1,376	52.9	2,602
Child care centers	3.99 or below		4.00–4.49		4.50–4.99		5.00 or above		TOTAL [†]
	#	%	#	%	#	%	#	%	#
Year 1	682	30.4	442	19.7	429	19.1	693	30.9	2,246
Year 2	436	19.3	387	17.1	540	23.9	900	39.8	2,263
Year 3	426	19.2	453	20.4	545	24.6	792	35.7	2,216
Year 4	523	24.1	422	19.5	492	22.7	732	33.7	2,169
Year 5	577	27.3	437	20.7	486	23.0	616	29.1	2,116
Year 6	389	18.8	359	17.4	505	24.4	816	39.4	2,069
Year 7	370	18.2	329	16.2	414	20.3	924	45.4	2,037
Year 8	350	17.5	294	14.7	459	23.0	897	44.9	2,000
Year 9	306	15.7	308	15.8	432	22.2	899	46.2	1,945
Year 10	258	13.4	263	13.6	454	23.5	955	49.5	1,930
Year 11	210	11.0	281	14.7	425	22.3	994	52.0	1,910
Year 12	200	10.7	254	13.6	384	20.6	1,025	55.0	1,863
Year 13	218	12.2	250	14.0	365	20.4	959	53.5	1,792
Family/group homes	3.99 or below		4.00–4.49		4.50–4.99		5.00 or above		TOTAL [†]
	#	%	#	%	#	%	#	%	#
Year 1	406	35.4	238	20.7	206	17.9	298	26.0	1,148
Year 2	305	27.5	179	16.1	207	18.6	420	37.8	1,111
Year 3	305	27.2	215	19.2	240	21.4	361	32.2	1,121
Year 4	316	26.5	280	23.5	265	22.2	332	27.8	1,193
Year 5	318	27.5	244	21.1	245	21.2	351	30.3	1,158
Year 6	217	20.8	173	16.6	221	21.2	433	41.5	1,044
Year 7	183	17.1	181	16.9	205	19.1	504	47.0	1,073
Year 8	190	18.4	180	17.4	195	18.8	470	45.4	1,035
Year 9	162	15.5	144	13.8	233	22.3	504	48.3	1,043
Year 10	276	27.9	170	17.2	179	18.1	363	36.7	988

Family/group homes	3.99 or below		4.00–4.49		4.50–4.99		5.00 or above		TOTAL [†]
	#	%	#	%	#	%	#	%	#
Year 11	190	21.2	141	15.7	190	21.2	375	41.9	896
Year 12	145	17.5	87	10.5	140	16.9	455	55.0	827
Year 13	144	17.8	114	14.1	135	16.7	417	51.5	810

[†]Percentages may not total 100% due to rounding.

Table A6. Average Program Assessment Scores for All Evaluated Agencies³²

	All evaluated agencies		Child Care Centers		Family and Group Homes	
	#	Mean	#	Mean	#	Mean
Year 1	3,394	4.37	2,246	4.39	1,148	4.35
Year 2	3,374	4.67	2,263	4.69	1,111	4.63
Year 3	3,337	4.61	2,216	4.64	1,121	4.56
Year 4	3,362	4.52	2,169	4.54	1,193	4.49
Year 5	3,274	4.46	2,116	4.44	1,158	4.51
Year 6	3,113	4.71	2,069	4.69	1,044	4.75
Year 7	3,110	4.77	2,037	4.74	1,073	4.83
Year 8	3,035	4.80	2,000	4.78	1,035	4.85
Year 9	2,988	4.86	1,945	4.82	1,043	4.93
Year 10	2,918	4.81	1,930	4.93	988	4.56
Year 11	2,806	4.91	1,910	4.99	896	4.75
Year 12	2,690	5.01	1,863	5.03	827	4.98
Year 13	2,602	4.98	1,792	5.00	810	4.93

³² A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care. Scores of 2 and 6 are not explicitly defined in the scales.

Table A7. Number of Assessments and Average Classroom/Home Observation Scores for All Evaluated Agencies[†]

	(ITERS)/ITERS-R		ECERS-R		SACERS		(FDCRS)/FCCERS-R ^{††}	
	#	Mean	#	Mean	#	Mean	#	Mean
Year 1	(1,378)	(3.94)	2,161	4.51	1,188	4.69	(1,149)	4.36
Year 2	(1,390)	(4.30)	2,173	4.79	1,153	4.88	(1,113)	4.62
Year 3	(1,369)	(4.20)	2,140	4.77	1,125	4.80	(1,108)	4.55
Year 4	(1,371)	(4.18)	2,096	4.65	1,069	4.69	(1,176)	4.48
Year 5	1,333	3.99	2,012	4.59	1,032	4.71	(1,145)	4.50
Year 6	1,340	4.31	2,006	4.80	954	4.86	(1,031)	4.75
Year 7	1,320	4.38	1,982	4.84	916	4.92	(1,064)	4.83
Year 8	1,300	4.48	1,938	4.89	882	4.86	(1,028)	4.85
Year 9	1,320	4.55	1,934	4.90	835	4.95	(1,035)	4.93
Year 10	1,296	4.67	1,920	5.02	817	5.01	988	4.56
Year 11	1,290	4.78	1,901	5.08	816	5.01	897	4.75
Year 12	1,261	4.89	1,869	5.09	791	5.01	827	4.97
Year 13	1,242	4.84	1,796	5.11	753	4.94	811	4.92
Change Yrs. 12-13 ^{†††}	-19		-73		-38		-16	
Change Yrs. 1-13 ^{††††}	-136		-365		-435		-338	

Note: ITERS-R was implemented in Year 5. FCCERS-R was implemented in Year 10.

[†]A score of 1 is considered to be “inadequate” care; 3 is “minimal” care; 4 is “average” care; 5 is “good” care; and 7 is “excellent” care.

^{††}FDCRS/FCCERS-R data derived from the observation-level database; numbers vary slightly from the provider-level database.

^{†††}Total change for all observations between Year 12 and Year 13 was -146.

^{††††}Total change for all observations between Year 1 and Year 13 was -1,274.

