

University of Wisconsin - Extension's Report on Measuring Quality

Following the recommendations of Wisconsin's "Quality Care for Quality Kids" Task Force (Dec 2004), 68 *Grow in Quality* programs were assigned a maximum of 30 points each based on their (a) directors' education, (b) teachers' education, (c) learning environments and curriculum, and (d) professional practices (Table 1). This report summarizes Wisconsin's *Grow in Quality* programs using our new tool, Wisconsin's MAP to *Grow in Quality*.

Table 1. Quality Indicators for Quality Rating System	
	Possible Points
Director Qualifications	0 – 7
Teacher Qualifications	0 – 7
Learning Environment and Curriculum	0 – 10
Professional Practices	0 – 6
Total	0 – 30

Director Points: Using the point distribution outlined in Table 2, approximately one-third (35%) of directors in the 68 *Grow in Quality* programs had not earned a degree (0-2 points); one-third (35%) had earned some type of degree (3-4 points); and one-third (30%) had earned a minimum of a bachelor's degree in a related field (5-7 points).

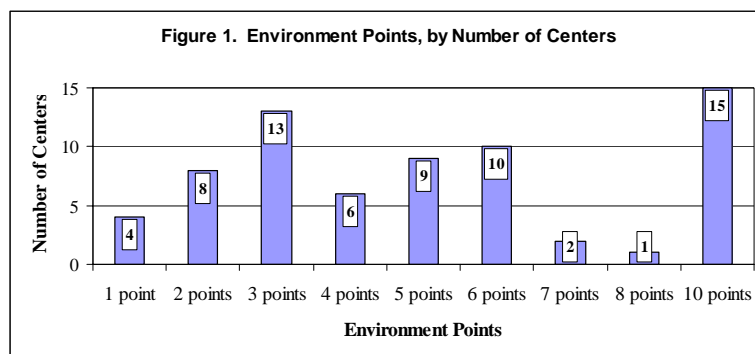
Table 2. Director Qualifications	Points
No credential; and no degree	0
Infant-Toddler (or other Registry-verified credential)	1
Administrator Credential	2
Associate Degree (related) OR Bachelor's Degree (unrelated)	3
Administrator Credential AND Associate (related) OR Bachelor's Degree (unrelated)	4
Bachelor's Degree (related)	5
Bachelor's Degree (related) AND Administrator Credential	6
Graduate Degree (related)	7

Teacher Points: Using the point distribution outlined in Table 3, approximately one-half (49%) of *Grow in Quality* programs were unable to cover all of their classrooms with teachers who had at least 6 college credits (0-2 points); 22% of programs covered all classrooms with teachers with at least 6 credits (3-4 points); and 29% covered all classrooms with degreed teachers (5-7 points).

Table 3. Teacher Qualifications	Points
Fewer than 25% of classrooms have teachers with credits	0
Teachers with credits for 25% of classrooms	1
Teachers with credits for 50% of classrooms	2
Teachers with credits for 100% of classrooms	3
Teachers with degrees for 50%; teachers with credits for 50% of classrooms	4
Teachers with degrees for 100% of classrooms	5
Teachers with degrees for 100% of classrooms, 50% with <u>related</u> Bachelor's degrees	6
Teachers with <u>related</u> Bachelor's degrees for 100% of classrooms	7

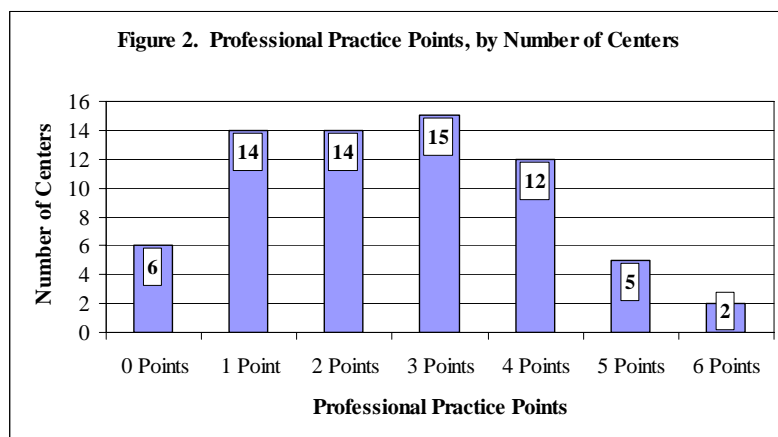
Classroom Environment and Curriculum Points:

Classrooms were rated on the appropriateness of materials and the quality of classroom practices. As indicated in Figure 1, 22% of programs automatically received 10 points for being nationally-accredited; 19% of programs earned 6-8 points; 41% of programs earned 3-5 points; and 18% of programs earned 0-2 points for their learning environments.



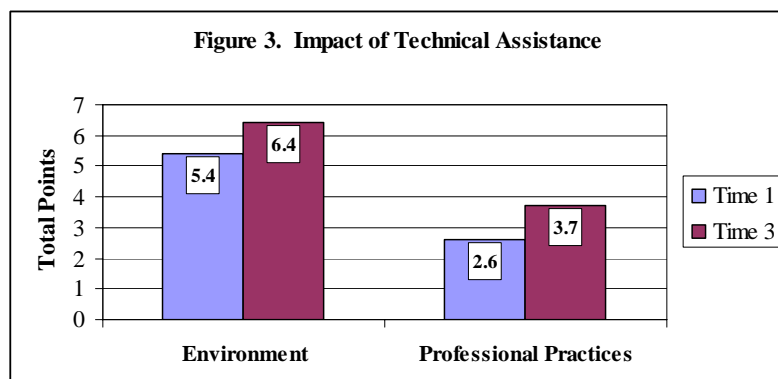
Professional Practice Points:

Each program could earn a maximum of 6 points for their professional practices in the areas of staff practices, business practices, and family practices. As indicated in Figure 2, 10% of programs earned 5-6 points, 60% earned 2-4 points, and 29% earned 0-1 point for their professional practices.



Did these programs improve following technical assistance?

YES! As indicated in Figure 3, when we compared program scores on classroom environments and professional practices at Time 1 and Time 3, following technical assistance, we found significant improvements in both areas.



Summary: The results of the *Grow in Quality* project indicate that Wisconsin's MAP to *Grow in Quality* is a practical cost-effective tool for assessing quality in early care and education programs. This project provides a foundation for development of a statewide child care quality rating system that could reward early care and education programs for providing higher quality care and could lead to a higher quality of care for Wisconsin's children from low-income families.