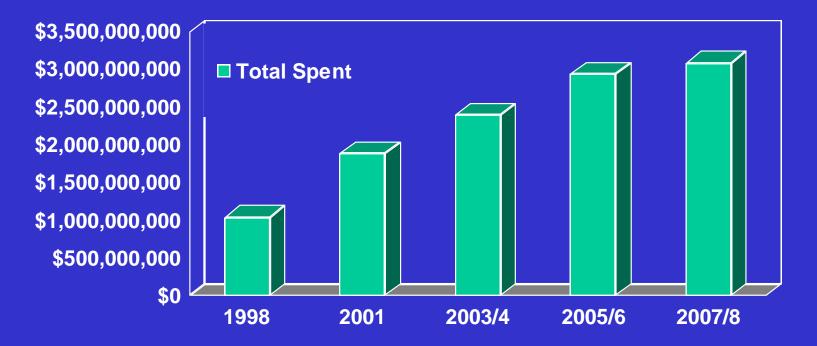
Monitoring Quality in Early Childhood Education and Care (ECEC) Programs

Michal Perlman, Ph.D. Atkinson Centre, OISE/UT Context:

Good <u>Early Childhood</u> <u>Education programs are good</u> for children and families. **

** Most research in this area is based on samples of children from deprived backgrounds. Increasing numbers of children are attending Early Childhood Education and Care (ECEC) Programs. Context: Canada

Provincial/Territorial budget allocations for regulated childcare by year.



Figures taken from ECEC in Canada 2008.

Context: Ontario

Full-day JK & SK comes with a large price tag

It will change the lives of thousands and thousands of children and their families.



Context: What is quality?

Good ECEC programs provide children with:

Warm and nurturing environments.

Activities and materials that children can interact with and that have been selected by staff to further specific educational goals.

Useful and supportive feedback about their own performance.

Context: What is quality?

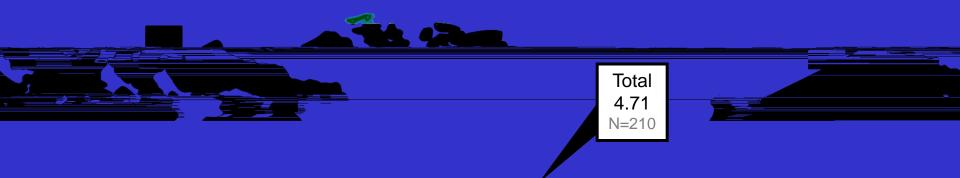
Good ECEC programs:

- Meet the needs of children from diverse backgrounds with different learning needs.
- Facilitate the connection between home and the early childhood education program.
- Provide good adult: child ratios with low staff turnover.
- Have experienced staff who have trained in early childhood education.

Context

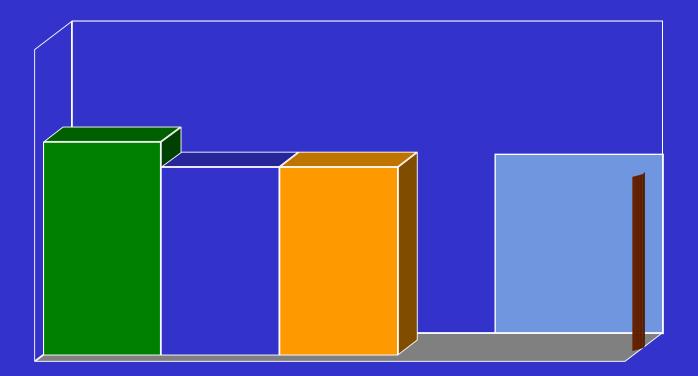
Context:

ECERS data across Canada.



Data from You Bet I Care survey. Goelman et al., (2006).

ECERS-R data from 116 randomly selected



Context

So, what do we know about the current quality of our ECEC programs?

Not a whole lot.

What we do know suggests there is lots of room for improvement.

We have virtually no information about the quality of

Monitoring Quality: Why?

Quality Improvement. Accountability. Public Education.

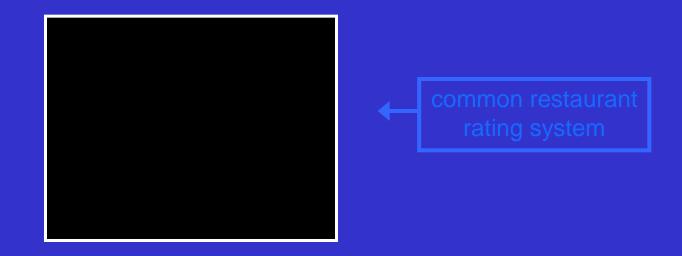






Monitoring Quality: Why?

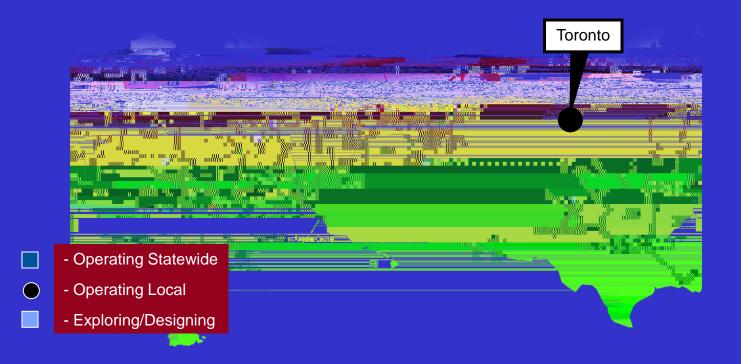
Rating systems are used as part of accountability systems to drive improvement.



Test scores have consequences associated with them.

Monitoring Quality: Why?

and pre-kindergarten programs



Source: NCCIC (2004), UWA (2005)

Quality measures must be:

Fair.

<u>^____</u>

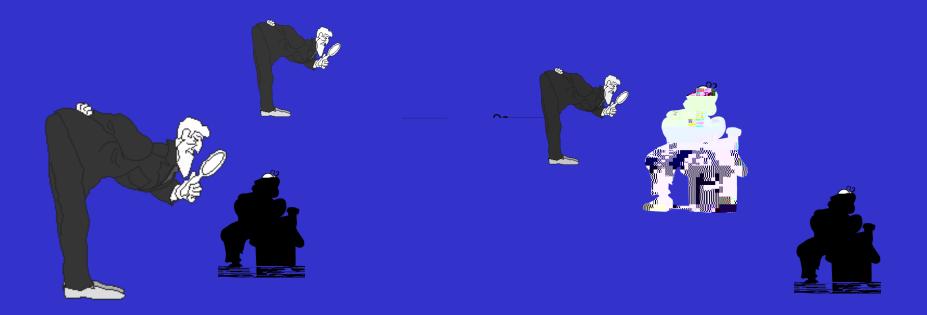
Quality measures must be: Fair. Valid.

to measure.)

<u>^___</u>

Quality measures must be: Fair. Valid. Reliable. (The measure must be applied objectively.)

Reliability across observers, time & location.



Quality measures must be: Fair. Valid. Reliable. Include objective measures. Quality measures must be: Fair. Valid. Reliable. Include objective measures.

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Include objective measures. Reduce self-presentation bias. Provide rich feedback.

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Efficient.

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Frovide rich feedback.

Efficient

Monitoring Quality: Which measures?

Operating Criteria Valid and efficient. (about one hour per room)

Classroom Assessment Scoring System Valid and provides rich feedback. (about 3 hours per room)

Caregiver Interaction Scale Valid and provides general feedback.

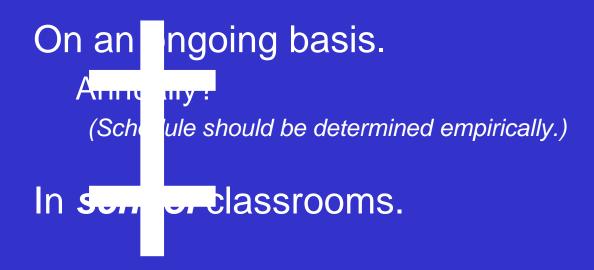
(5-mintes per staff, but must be in the room for 45 minutes)

Ratios & Staff Training / Education

All types of ECEC programs need to be assessed using the same standards.

A four-year-old child has the same developmental needs regardless of program type.





Monitoring Quality: What else?

Any evaluation of the impact of

initiative should include measures of child outcomes.







Culture We need to break down silos based on precedent and logistics.

Cost

Not so large when we keep the magnitude of spending in mind.

Conclusions:

Monitoring quality is hard but doable. Make decisions based on data where it exists:

Collect data where it is needed.



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