

Key Tables and Graphs from the Final Report: Evaluation of the Arkansas Early Childhood Professional Development System

Figure 4: Environment Rating Scale Scores by Quality Level

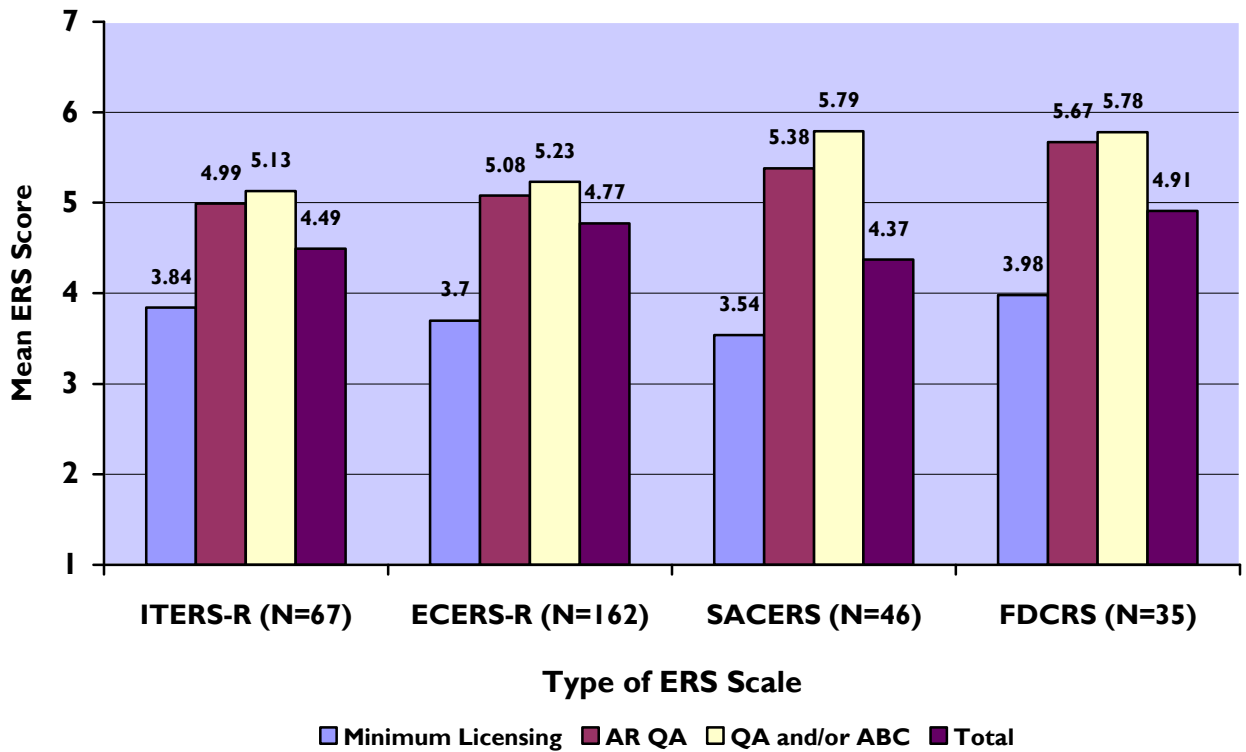


Table 29: Overall ERS Scores by Quality Level

| ERS Scale and Quality Level | Mean* | Significance |
|------------------------------------|--------------|--|
| ITERS-R (N=67) | 4.49 | |
| Min (N=31) | 3.84 | Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and programs at every other quality level. |
| QA (N=22) | 4.99 | |
| QA & ABC (N=14) | 5.13 | |
| ECERS-R (N=64) | 4.77 | |
| Min (N=43) | 3.70 | Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and programs at every other quality level. |
| QA (N=55) | 5.08 | |
| QA & ABC (N=64) | 5.23 | |
| SACERS (N=46) | 4.37 | |
| Min | 3.54 | Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and programs at every other quality level. |
| QA | 5.38 | |
| QA & ABC | 5.79 | |
| FDCRS (N=35) | 4.91 | |
| Min | 3.98 | Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and programs at every other quality level. |
| QA | 5.67 | |
| QA & ABC | 5.78 | |

Table 36: Caregiver Interaction Subscale Scores by Age Group Observed and Quality Level

| CIS Subscales (N=311) | Mean Subscale Scores* | | | |
|--------------------------|--------------------------|-------------------------|-------------------------|-------------------------|
| | Infant/Toddler (N=67) | Pre-school (N=162) | School-age (N=46) | Family (N=36) |
| Sensitivity | 3.78 | 3.82³ | 3.45 | 3.66¹ |
| Min | 3.52 | 3.37 | 3.28 | 3.37 |
| QA | 3.99 | 4.03 | 3.57 | 3.98 |
| QA & ABC | 3.99 | 3.95 | 4.04 | 3.63 |
| Harshness | 1.38¹ | 1.41³ | 1.38 | 1.59¹ |
| Min | 1.56 | 1.85 | 1.41 | 1.88 |
| QA | 1.27 | 1.25 | 1.42 | 1.35 |
| QA & ABC | 1.16 | 1.25 | 1.05 | 1.40 |
| Detachment | 1.93 | 1.85³ | 2.22⁴ | 1.96¹ |
| Min | 2.15 | 2.23 | 2.42 | 2.25 |
| QA | 1.76 | 1.73 | 2.11 | 1.70 |
| QA & ABC | 1.73 | 1.70 | 1.38 | 1.80 |
| Permissiveness | 1.91 | 1.89⁸ | 1.95 | 1.93¹ |
| Min | 2.02 | 2.16 | 1.91 | 2.16 |
| QA | 1.72 | 1.66 | 2.07 | 1.68 |
| QA & ABC | 1.96 | 1.89 | 1.63 | 1.95 |
| Cognitive | 2.88² | 3.31³ | 3.12⁵ | 2.95⁷ |
| Min | 2.53 | 2.66 | 2.79 | 2.49 |
| QA | 3.12 | 3.45 | 3.46 | 2.40 |
| QA & ABC | 3.27 | 3.62 | 3.96 | 3.10 |
| Socio-emotional | 3.12 | 3.49³ | 3.18⁶ | 3.23 |
| Min | 2.88 | 2.94 | 2.96 | 2.89 |
| QA | 2.85 | 3.71 | 3.34 | 3.50 |
| QA & ABC | 3.30 | 3.68 | 3.94 | 3.20 |

* The mean scores range between 1, indicating that a type of interaction is not at all observed, and 5 indicating that it is always observed.

¹ Significant difference at $p \leq 0.05$ level between minimum licensing requirement programs and QA programs.

² Significant difference at $p \leq 0.05$ level between minimum licensing requirement programs and QA programs. Significant difference at $p \leq 0.01$ level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

³ Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and programs at every other quality level.

⁴ Significant difference at $p \leq 0.05$ level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

⁵ Significant difference at $p \leq 0.01$ level between minimum licensing requirement programs and QA programs. Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

⁶ Significant difference at $p \leq 0.01$ level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

⁷ Significant difference at $p \leq 0.01$ level between minimum licensing requirement programs and QA programs.

⁸ Significant difference at $p \leq 0.001$ level between minimum licensing requirement programs and QA programs. Significant difference at $p \leq 0.05$ level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

Table 40: Program Administration Scale—Mean Number of Staff by Quality Level and Type of Center

| Center Staff | | Quality Level | | | Center Type | | | |
|----------------------|-----------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|-----------------------|
| | | Min | QA | QA & ABC | For-profit | Private Nonprofit | Public Nonprofit | College-Public School |
| Administrative Staff | Full-time | 1.32 | 1.36 | 1.10 | .65 | 1.70 | 1.20 | 1.24 |
| | Part-time | .42 ¹ | .11 ¹ | .05 ¹ | .52 ⁴ | .30 ⁴ | .05 ⁴ | .09 ⁴ |
| Teaching Staff | Full-time | 5.28 | 6.55 | 5.78 | 4.65 ⁵ | 8.88 ⁵ | 5.24 ⁵ | 4.72 ⁵ |
| | Part-time | 5.78 ² | 1.27 ² | .47 ² | 1.87 ⁶ | 3.60 ⁶ | .32 ⁶ | .76 ⁶ |
| Support Staff | Full-time | .87 | 1.13 | 1.68 | .35 ⁷ | 1.30 ⁷ | 1.86 ⁷ | .76 ⁷ |
| | Part-time | .49 ³ | .54 ³ | .13 ³ | .43 | .40 | .27 | .46 |
| Overall (N=169) | | 586 | 613 | 553 | 195 | 647 | 521 | 382 |

¹ Significant difference at p< 0.001 level between minimum licensing requirement programs and program facilities at other quality levels.

² Significant difference at p< 0.05 level between minimum licensing requirement programs and QA programs. Significant difference at p< 0.001 level between minimum licensing requirement programs and “QA and ABC or ABC only” programs.

³ Significant difference at p< 0.05 level between QA programs and “QA and ABC or ABC only” programs.

⁴ Significant difference at p< 0.05 level between for-profit programs and private nonprofit programs. Significant difference at p< 0.001 level between for-profit programs and public nonprofit programs. Significant difference at p< 0.001 level between for-profit programs and college/public school programs. Significant difference at p< 0.01 level between private nonprofit programs and public nonprofit programs. Significant difference at p< 0.05 level between private nonprofit programs and college/public school programs.

⁵ Significant difference at p< 0.05 level between private nonprofit programs and all other types of programs.

⁶ Significant difference at p< 0.05 level between for-profit programs and private nonprofit programs. Significant difference at p≤ 0.05 level between for-profit programs and public nonprofit programs. Significant difference at p< 0.001 level between private nonprofit programs and public nonprofit programs. Significant difference at p< 0.001 level between private nonprofit programs and college/public school programs.

⁷ Significant difference at p< 0.01 level between for-profit programs and public nonprofit programs.

Figure 9: Turnover Rate by Type of Staff and Quality Level

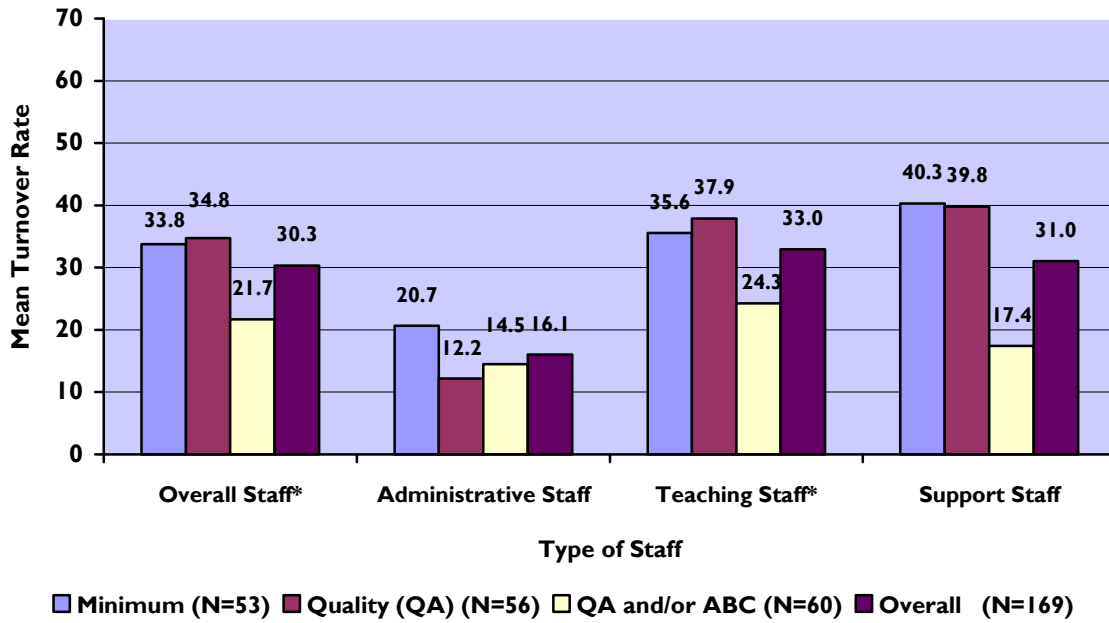


Table 41: Program Administration Scale Scores for Quality Level and Type of Center

| Program Quality Level ¹ | Mean | Type of Center ² | Mean |
|------------------------------------|-------------|------------------------------|------|
| Minimum (N=53) | 3.12 | For-profit (N=23) | 2.15 |
| QA (N=56) | 3.90 | Private Nonprofit (N=40) | 3.94 |
| QA &/or ABC (N=60) | 4.47 | Public Nonprofit (N=59) | 4.47 |
| Overall PAS Score | 3.86 | College/Public School (N=48) | 3.85 |

* Scale values: 1=inadequate; 3=minimal; 5=good; 7=excellent.

¹Significant difference at p< 0.01 level between minimum licensing requirement programs and QA programs. Significant difference at p< 0.001 level between minimum licensing requirement programs and “QA and ABC or ABC only” programs. Significant difference at p< 0.05 level between QA programs and “QA and ABC or ABC only” programs.

²Significant difference at p< 0.001 level between for-profit programs and all other programs. Significant difference at p< 0.05 level between private nonprofit programs and public nonprofit programs. Significant difference at p< 0.01 level between public nonprofit programs and college/public school programs.

Table 43: Program Administration Scale Scores for Family Partnerships by Program Quality Level and Type of Center

| Family Communication | | | |
|---|--------------|-----------------------------------|--------------|
| Program Quality Level¹ | Mean* | Type of Center³ | Mean* |
| Minimum (N=53) | 2.87 | For-profit (N=23) | 2.00 |
| QA (N=56) | 4.02 | Private Nonprofit (N=40) | 3.98 |
| QA &/or ABC (N=60) | 4.10 | Public Nonprofit (N=59) | 4.71 |
| Overall Family Communication Score | 3.69 | College/Public School (N=48) | 3.02 |
| Family Support and Involvement | | | |
| Program Quality Level² | Mean* | Type of Center⁴ | Mean* |
| Minimum (N=53) | 4.26 | For-profit (N=23) | 3.04 |
| QA (N=56) | 5.48 | Private Nonprofit (N=40) | 5.38 |
| QA &/or ABC (N=60) | 5.92 | Public Nonprofit (N=59) | 6.17 |
| Overall Family Support and Involvement Score | 5.25 | College/Public School (N=48) | 5.11 |

* Scale values: 1=inadequate; 3=minimal; 5=good; 7=excellent.

¹Significant difference at p< 0.05 level between minimum licensing requirement programs and programs at every other quality level.

²Significant difference at p< 0.001 level between minimum licensing requirement programs and programs at every other quality level.

³Significant difference at p< 0.001 level between for-profit programs and all other programs. Significant difference at p< 0.05 level between private nonprofit programs and public nonprofit programs. Significant difference at p< 0.001 level between public nonprofit programs and college/public school programs.

⁴Significant difference at p< 0.01 level between for-profit programs and private nonprofit programs and between for-profit programs and public nonprofit programs. Significant difference at p< 0.05 level between private nonprofit programs and College/public school programs. Significant difference at p< 0.05 level between public nonprofit programs and college/public school programs.

**Figure 11: Program Administration Scale (PAS)
Scores by Quality Type**

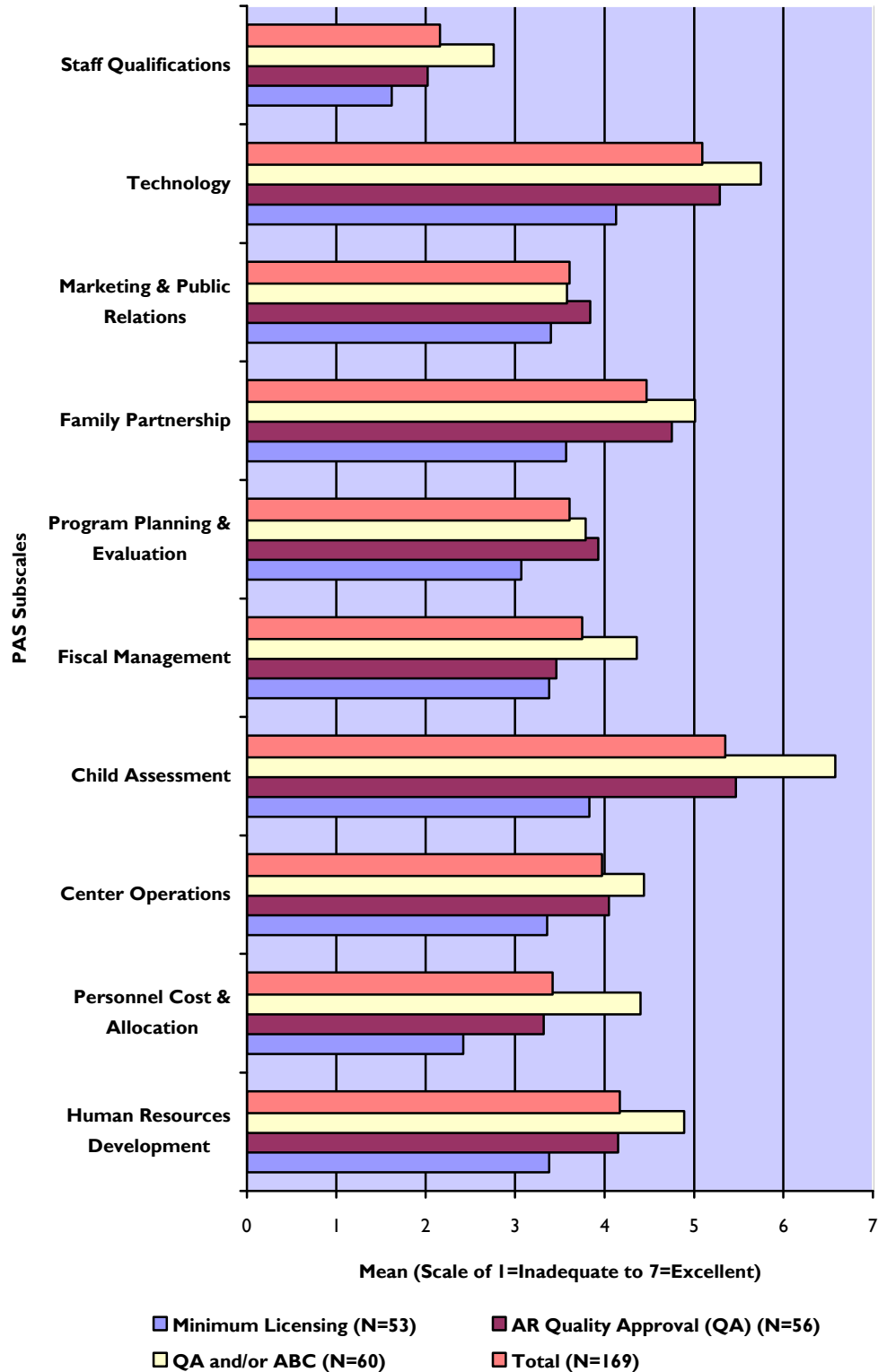


Table 7: Score Overview from Assessment of AECPDS Registries

| Component Area | # of Items | % Fully Met | % Partially Met | % Not Met | % Not Applicable |
|---------------------------------------|-------------------|--------------------|------------------------|------------------|-------------------------|
| 1.0 Core Data Elements | 4 | 0% | 75% | 25% | 0% |
| 2.0 Data Collection | 6 | 0% | 50% | 50% | 0% |
| 3.0 Review Process | 3 | 66% | 33% | 0% | - |
| 4.0 Verification | 6 | 66% | 0% | 33% | 0% |
| 5.0 Data Entry | 8 | 50% | 50% | 0% | - |
| 6.0 Updating/Maintaining Data | 16 | 44% | 31% | 25% | 0% |
| 7.0 Recruitment | 4 | 50% | 50% | 0% | - |
| 8.0 Policies and Procedures | 5 | 40% | 40% | 20% | - |
| 9.0 Data Partners | 5 | 0% | 0% | 40% | 60% |
| 10.0 General Operating/Administration | 12 | 17% | 25% | 41% | 17% |
| 11.0 Technology | 16 | 56% | 25% | 0% | 19% |

Table 27: Score Overview—AECPDS Assessment of Trainers & Training Curriculum Materials

| Area of Assessment | Number of Items | % Fully Met | % Partially Met | % Not Met |
|--|------------------------|--------------------|------------------------|------------------|
| Assessment of Trainers | 20 | 45% | 35% | 20% |
| Assessment Training /PD Opportunities: SPECTRUM Training Program | 18 | 0% | 11% | 89% |
| Assessment of Training/PD Opportunities: Other Registered Training | 18 | 0% | 0% | 100% |
| Total | 56 | 16% | 16% | 68% |