Partnership Predicts Improved Classroom Quality

Partnering Centers Demonstrate Higher Classroom Quality than Comparison Centers
Child care centers that are partnering with Head Start demonstrated higher observed classroom quality than non-partnering comparison centers. Researchers observed 66 classrooms in centers throughout the state of Ohio using two standardized instruments—the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R), and the Early Language and Literacy Classroom Observation checklist (ELLCO). Classrooms in centers that are partnering with Head Start achieved higher scores on both the ECERS-R and ELLCO.

Classrooms at Partnering Centers Show Higher Overall Quality
Child Care Quality investigators used the ECERS-R to assess the overall quality of the classroom environments. Classrooms in partnering centers achieved higher total scores—on average 4.1 for partnership compared with 3.3 for non-partnership classrooms. Moreover, classrooms at partnership centers recorded higher scores on most of the subscales. Partnership centers showed particular strength on the activities, interaction, and program structure subscales, compared to non-partnership centers. In addition, partnership centers achieved significantly higher scores in the language reasoning subscale.

Partnership Centers Perform Better on Classroom Literacy Assessment
Researchers collected data about the literacy environments of classrooms in partnership with Head Start, in order to determine whether partnering with Head Start predicted better literacy environments. Classrooms in partnership centers achieved higher total scores, compared to non-partnership centers—(3.2 for partnership versus 2.4 for non-partnership). Moreover, classrooms at partnering centers showed higher quality on the general classroom environment and language subscale as well as the literacy and curriculum subscale.