Parents and QRIS: Cross-State Findings

CHILD CARE POLICY RESEARCH CONSORTIUM
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Overview

• What might we want to know from parents?
  ○ Their awareness of and perceptions of the QRIS
  ○ How the QRIS information affects child care decision making
  ○ How the QRIS levels relate to parental satisfaction and parental perceptions of the quality of care received

• Can we get this information from parents through a survey? How do we ask?

• What kind of results are states seeing?

• What information have you gathered from parents?
Parent Surveys

- Indiana
  - Two surveys: one with parents whose children are in QRIS-rated programs and one with a random sample of parents from across the state
- Kentucky
  - One survey using a random sample of parents
- Maine
  - One survey of parents with children in QRIS-rated programs
- Minnesota
  - Two surveys: one with parents whose children are in QRIS-rated programs and one with a random sample of parents from across the state
Awareness of and Perceptions of the QRIS

- *(For QRIS sample)* Is your child's provider in [the QRIS]?  
- *(For general sample)* Have you heard of [the QRIS]?  
  - How did you first hear about it?  
- Have you used [the QRIS]?  
  - How helpful was the information describing the quality ratings?  
  - How helpful was the information available about specific providers?  
  - How many providers or programs did you learn about using [the QRIS]?  
  - How easy was it to find the information you needed using [the QRIS]?  
- Overall, how satisfied were you with [the QRIS]?
Most parents have not heard of the QRIS.

Among Parents in QRIS care:
- MN 2008
- MN 2009
- MN 2010
- Indiana 2011
- Kentucky 2011

Percent of Parents who have heard of QRIS

*Children of parents answering this question were enrolled in QRIS-rated programs*
## Evaluating the Helpfulness & User-friendliness of QRIS information

### How helpful were the following aspects of the QRIS?

(Among parents in Kentucky who reported using the QRIS info, N=46)

<table>
<thead>
<tr>
<th>_aspect_desc</th>
<th>Extremely helpful</th>
<th>Somewhat helpful</th>
<th>Not very helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information describing the quality ratings</td>
<td>43%</td>
<td>48%</td>
<td>9%</td>
</tr>
<tr>
<td>The information available about specific providers</td>
<td>41%</td>
<td>50%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Answering these kind of questions might require a different sampling strategy to reach more parents with experience using the QRIS website and other materials.
Impact of QRIS on child care decision making

- In your future decision making, how important will a program's [QRIS] level be in your decision?
- Would you be willing to pay more for a provider with a higher level in [the QRIS]?
- How helpful would it be if your community had a child care rating system that would give you information you could use for selecting quality care?
Most parents say that a QRIS rating would be important in their decision making.

In selecting child care arrangements for your child, how important is the provider’s QRIS rating?

- **Very important**
- **Somewhat Important/Important**
- **Neither important nor unimportant/Not important**

**Kentucky Household Survey**

**Indiana PTQ Survey**
Most parents would find QRIS info helpful.

- How helpful would it be if your community had a child care rating system that would give you information you could use for selecting quality care?
Parental satisfaction with quality of care

- Overall, rate the quality of [provider] – Excellent, Good, etc.
- Would you change your present child care arrangements for this child if you could?
- If a friend of yours with a child the same age as your child was thinking about using [provider] to care for his or her child, would you recommend this provider?
- If you could change one thing about [provider] so that it better met your needs or your child's needs, what would you change?
- Moreover, several scales are available to assess parents’ perceptions of particular aspects of quality.
### Comparing priorities and perceptions to measure Satisfaction

Thinking about [program name] that [child] attends, how often would you say [program name] does each of these things…

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Talk with you each day</td>
<td>&lt;1%</td>
<td>3%</td>
<td>10%</td>
<td>27%</td>
<td>60%</td>
</tr>
<tr>
<td>b. Use a curriculum or planning tool for teaching</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>7%</td>
<td>16%</td>
<td>75%</td>
</tr>
<tr>
<td>c. Have a lot of books and learning materials.</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>6%</td>
<td>90%</td>
</tr>
<tr>
<td>d. Provide a warm and caring environment with positive relationships between teachers and caregivers and children</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>8%</td>
<td>88%</td>
</tr>
<tr>
<td>e. Help your child get along with other children</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>3%</td>
<td>13%</td>
<td>83%</td>
</tr>
<tr>
<td>f. Track your child’s learning and development using an assessment tool</td>
<td>2%</td>
<td>2%</td>
<td>9%</td>
<td>17%</td>
<td>68%</td>
</tr>
<tr>
<td>g. Have teachers and caregivers with formal education and training to work with young children</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>20%</td>
<td>70%</td>
</tr>
<tr>
<td>h. Have staff that are warm and friendly with your child</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>11%</td>
<td>87%</td>
</tr>
<tr>
<td>i. Enroll children from different backgrounds (for example, race, ethnicity and religion)</td>
<td>1%</td>
<td>3%</td>
<td>10%</td>
<td>14%</td>
<td>70%</td>
</tr>
<tr>
<td>j. Have caregivers or teachers who speak your family’s native language with your child</td>
<td>8%</td>
<td>1%</td>
<td>4%</td>
<td>6%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: Parent Aware Evaluation Parent Interview 2010-2011
Perceptions of parent engagement

• Parents surveys can also serve to validate indicators or constructs in the QRIS.

• Please indicate whether or not you received each of the following services from your child care provider:
  o I was given a handbook that describes the program.
  o I was given information about local health or human services that may be helpful for me and for my child(ren)/family.
  o I was given information in a language that I understand.
  o Program has a parent advisory/involvement group.
  o Program does a survey with parents at least once a year.
  o The program offers daily written communications about your child's day.
<table>
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<th>Item</th>
<th>Percent “YES”</th>
<th>Program Type Analysis by Step Level</th>
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<td><strong>Percent “YES”</strong></td>
<td><strong>Program Type Analysis by Step Level</strong></td>
</tr>
<tr>
<td>Given a handbook that describes the program. (n=1,766)</td>
<td>93%</td>
<td>At Step One, 84% of parents served by FCC reported getting a handbook compared to 92% of those served by CBC (p=.014). At Step Three, 88% of FCC reported getting a handbook compared to 96% of CBC and 98% of HS programs (p=.007). No differences noted for Steps Two and Four program types.</td>
</tr>
<tr>
<td>Given information about local health or human services that may be helpful for me and for my child(ren)/family. (n=1,752)</td>
<td>49%</td>
<td>At Step One, 40% of parents served by FCCs receive this information compared to 28% of those served by CBCs (p=.027). At the Step Three level; FCC 51%, CBC 54% and HS <strong>85%</strong> (p=.000). Similar at Step Four, FCC 51%, CBC 58% and HS <strong>88%</strong> (p=.000).</td>
</tr>
<tr>
<td>I was given information in a language that I understand. (n=1,758)</td>
<td>98%</td>
<td>No differences by program type.</td>
</tr>
<tr>
<td>Item</td>
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</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Program has a parent advisory/involvement group (n=1,750)</strong></td>
<td>47%</td>
<td>Differences at each Step Level, and for all Step levels only 15% of parents served by FCC programs reporting advisory/involvement groups, compared to 50% for centers and 89% for HS programs.</td>
</tr>
<tr>
<td><strong>Program does a survey with parents at least once a year (n-1,754)</strong></td>
<td>57%</td>
<td>Differences are evident at Steps Three and Four, and for all Step levels 49% parents served by FCC programs report a survey is done compared to 54% of centers and 86% of HS settings.</td>
</tr>
<tr>
<td><strong>The program offers daily written communications about your child's day. ( n = 1,752)</strong></td>
<td>46%</td>
<td>Differences are evident at Steps Three and Four, and for all Step levels 46% parents served by FCC programs report a survey is done compared to 48% of centers and 41% of HS settings.</td>
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</table>
Discussion

- How has your state measured parental engagement in QRIS?
- What questions have been most/least effective?
- Should our measures vary based on the goals of the QRIS?
- Should our measures vary based on the outreach and marketing campaigns to parents?
- What are reasonable expectations or goals for parent engagement with a QRIS?