

STATE CHILD CARE QUALITY INDICATORS, 2004: Some Blunt Instruments for Advocates

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I. INTRODUCTION:

This study provides 43 sets of State-by-State data as tools to help you and others to understand and improve the overall quality of child care in your State. The study offers publicly available State-by-State information relevant to the quality of child care, and gives some analysis and comparisons that may be useful.

It's generally accepted that the quality of child care matters very much in a child's life. We see it in our own experience with children. A growing number of well-conceived longitudinal studies demonstrate the dramatic results of child care quality differences over a child's lifetime (e.g., the Perry Preschool Project (Schweinhart et al, 2004), the Abecedarian Project (Peisner, et al, 1999), and the Chicago Child-Parent Centers (Reynolds, 2000)).

Child care quality goes far beyond statistics. It is rooted in the complex relationships between a child, his caregivers, his family, and the other children with whom he grows while in care. Nobody can measure a child's developing attitude toward the world as he experiences it, or the shine in his eyes as he discovers a new skill in himself or a new friend among his companions in care. The measurements relating to quality are only those for the quality of inputs that research has shown to change a child's observed behaviors, whether in pre-literacy, math, or social skills. The *Environmental Rating Scales*® developed by Dr. Thelma Harms and others (e.g., ECERS-R, 1998) provide some global indication of "process quality" in a classroom, but cannot show directly how that environment affects each child.

When one moves out of the classroom to the State level, the correlation between the quality of care and the data reportedly affecting it is even less obvious. For instance, we know that teacher education has a major effect on quality, as does the incidence of accreditation among child care programs. But that doesn't mean that an inspired adult with a high school education can't give even better quality care, than a highly educated but depressed teacher in an accredited center that has lost its focus. So there's an inherent weakness in trying to draw cause and effect between any particular statistic and the "quality" it purports to affect. In addition, the statistics available to the public do not always use consistent dates or definitions, although most of them are sufficiently compatible for the uses to which they're put here. Even so, an attempt to relate available data to overall child care quality in a State seems worth the effort. Advocates and officials at the State and local levels need to make decisions on what affects quality with some understanding of the State's strengths and weaknesses, within its child care system and in comparison with other States. So the tools offered below, though blunt instruments, still may be useful.

The data below were selected because they appear to be of material importance for the quality of care that children experience, according to research. The Methods section below indicates why each data set was chosen and where it comes from. In the Discussion section, the author offers an interpretation of the numbers, according to a 100-point comparison system, to evaluate overall child care quality between States. Weights were assigned to data according to the author's assessment of the importance of the data to quality and the reliability of the information provided. One may disagree with the weights assigned to each area, but the overall comparisons between the top and bottom performers are meaningful, even if the data are not precise enough for rankings. The Conclusion summarizes national trends and identifies the best and worst States for the major data sets.

This is the second of these studies. Last year's study, *A Primitive Matrix of State Child Care Quality Indicators for 2002*© (hereinafter, "Matrix"), is available for download in .pdf format from the Web at www.cdpi.net/matrix.pdf. This year's study allows us to begin to try to discern trends, both nationally and at a State level.

II. METHODS:

The data are presented below in tables in each of 4 major areas: **regulations, financing, compensation, and accreditation**. For each area, the contents of the table are described first, and then presented. The medians for each numerical indicator are noted in the "US" row.

A. DEMOGRAPHICS

The basic demographics presented in the first table are not elements of quality in themselves, but comparisons in other contexts are based on them. The numbers of regulated Centers and family child care homes are drawn from the current Annual Licensing Studies for Centers and Family Child Care Homes, respectively, as published by the Children's Foundation and the National Association of Regulatory Administrators (NARA), based on reports from State licensing authorities.

Column 1. State:

The States compared in this study also include the District of Columbia, which is within the United States. Later parts of the study also include some data for Puerto Rico and the Virgin Islands. Territories cannot be compared to "States" because they lack significant points of comparison in a number of fields. Similarly, some statistics are reported for Military child care programs abroad, but data for these are limited to some regulations and accreditation.

Column 2. Number of Centers, 12/2003:

The number of child care centers regulated in each State is needed as a basis for comparison for other data sets, so that big States and small States can be compared meaningfully. Reported numbers of centers should be used with the understanding that States differ in their methods of determining what constitutes a "center", especially regarding nursery schools, public preschool programs, and large family child care homes. Also, many States do not regulate child care programs sponsored by religious organizations. The numbers range from North Dakota's 122 to California's 14,637.

Column 3. Number of Family Providers, 7/2004:

The number of family child care homes regulated in each State also is used as a basis for comparison between States. As indicated below, States vary substantially in their definitions of "family child care home", with many excluding substantial numbers of children in care, often including the provider's own children. In addition, many states have a separate category of "large family child care home", which sometimes is not regarded as a center. The numbers range from DC's 233 to California's 44,800.

Column 4. Number of Children, Ages 0-4:

The number of children under 5 years old in each State also is needed as a basis for comparison. These numbers were taken from the U.S. Census Bureau's web site, www.census.gov/popest/states/asrh/ST-EST2003-01.html, ST-EST2003-01res.xls., as of July 1, 2003. Please note that some of the categories for which this number is the denominator do not use July 1, 2003 as their date of reference. The numbers range from Wyoming's 31,018 to California's 2,544,024.

Column 5. 0-4 Children per Center + Family Child Care Home:

This ratio is derived from the total of children aged 0-4 in each State (Column 4), divided by the combined totals of centers and family child care homes regulated in each state (Columns 2 and 3). Of course child care programs of both types serve children older than 4, and Head Start, State-sponsored and otherwise exempt child care programs may absorb some of the 0-4 population. Even so, the resulting ratio gives an indication of the proportion of the State's young children who are in regulated child care. The converse of the ratio gives some indication of the prevalence of kith and kin, exempt, unregulated and illegal care. The ratios range from New Mexico's 14 to Nevada's 157.

Table A. Demographics

1. State	Demographics			
	2. # Centers 12/2003	3. # Family Providers 7/04	4. # Children 0-4	5. 0-4 Children / Center + FCCH
Source	CF/C	CF/F	US 2003 Census	CF & Census
Alabama	1,450	1,951	297,364	87
Alaska	213	1,579	48,680	27
Arizona	2,101	4,218	436,172	69
Arkansas	1,748	1,175	185,941	64
California	14,637	44,800	2,544,024	43
Colorado	2,873	4,120	327,773	47
Connecticut	1,588	3,296	211,302	43
Delaware	351	1,661	53,938	27
D. Columbia	360	233	33,598	57
Florida	6,641	8,073	1,054,865	72
Georgia*	2,572	6,660	659,238	71
Hawaii*	523	501	85,073	83
Idaho	790	1,235	101,532	50
Illinois	3,125	10,774	886,515	64
Indiana	634	3,222	430,166	112
Iowa	1,455	5,688	181,603	25
Kansas	1,317	7,295	189,267	22
Kentucky	2,221	9,183	270,957	24
Louisiana	2,156	8,032	324,428	32
Maine	835	1,834	67,227	25
Maryland	2,626	10,197	364,507	28
Massachusetts	3,216	9,484	397,693	31
Michigan	4,657	14,057	647,757	35
Minnesota	1,600	13,645	326,026	21
Mississippi*	1,789	591	210,550	88
Missouri	1,826	2,045	372,569	96
Montana	268	1,057	53,510	40
Nebraska	851	3,106	120,746	31
Nevada	450	588	163,442	157
N. Hampshire	1,172	352	73,206	48
New Jersey	4,134	4,072	567,576	69
New Mexico	630	8,986	133,454	14
New York*	4,653	14,438	1,215,052	64
N. Carolina	4,248	4,999	590,099	64
North Dakota	122	2,306	36,984	15
Ohio	3,663	15,171	740,300	39
Oklahoma	1,933	4,469	244,139	38
Oregon	840	5,013	223,606	38
Pennsylvania	3,966	5,132	704,651	77
Rhode Island*	460	1,318	61,511	35
South Carolina	1,631	1,947	277,113	77
South Dakota	285	1,006	51,591	40
Tennessee	3,574	1,811	382,664	71
Texas	11,206	13,234	1,807,172	74
Utah	336	2,485	230,319	82
Vermont	630	1,320	31,027	16
Virginia	2,573	3,692	491,229	78
Washington	2,150	6,629	389,625	44
West Virginia	600	3,136	101,294	27
Wisconsin	2,415	8,099	339,186	32
Wyoming	257	510	31,018	40
US	116,351	290,425	19,769,279	49

B. REGULATIONS

Table B summarizes, in 10 categories (11, if we include the 0-4 children: regulated providers ratio in Column 5 of Table A), the elements of regulation that are known to affect the quality of child care in some degree. As the regulatory requirements change less frequently than do other categories, the particular changes that were noticed this year are indicated in **boldface type** in the table.

Why these data? A State's regulations establish an important floor for the quality of child care that the State regulates. If centers or family providers are exempt from regulation, there is no floor of minimum standards of protection for children in their care other than their goodwill. So Column 6 looks at which States exempt child care centers connected to religious organizations, and Column 7 reports which States limit their family child care regulation to those providers who care for more than a given number of children. Column 8, on the number of programs in the workload of each licensing inspector, shows how much attention the inspector can give to a program's observance of the regulations. Inspectors also often offer technical advice that improves quality, if time permits. Columns 9 and 10, on adult : child ratios, address the important issue of responsive relationships between child and caregiver that research has shown to have a decisive influence on development, especially for infants and toddlers. Group size, addressed in Column 11, is important for infants and toddlers as it affects the noise and distraction in their growth environment. Columns 12-15 address the providers' education and annual training in early childhood topics, which research has shown to be the best indicator of the responsiveness of a provider to the developmental needs of a child.

Column 6. Center Religious Exemptions:

15 States provide some form of religious exemption for centers. These data, as of February, 2004, were prepared by the National Child Care Information Center, and are available on their Web site, www.nccic.org, which gives much fuller descriptions of the specific exemptions than this table permits.

Column 7. Family Child Care Licensing Threshold:

Also according to the National Child Care Information Center, as of February 2004, 41 States allow family child care to take place without regulation if the number of children in care is below a certain threshold. Idaho, Louisiana and New Jersey, allow all family child care to take place without being regulated, but define "center" as a program serving more children than the threshold indicates. Some States have varying degrees of regulation of a family child care provider, depending on the number of children in care.

Column 8. Number of Centers and Family Child Care Homes per Inspector:

This information comes from the author's interpolation of both Annual Child Care Licensing Studies. Because the inspectors are assigned varying duties according to their jurisdiction, it is difficult to generate comparative data in this area. Some inspectors also inspect nursing homes, foster care homes, etc. Others confine their inspections to only centers or family child care homes. A more useful comparison could be made in term of full-time equivalents for centers and for family child care homes, as most inspectors have a variety of programs to inspect. Those data are not yet available. The ratios range from Hawaii's 23 to Maine's 309.

Column 9. Number of Infants under 1 year per Center Staff Member:

These data, which come from both the National Child Care Information Center's (NCCIC) Website, www.nccic.org, and the Annual Center Licensing Study, show how much

time and attention a center staff member can provide for an infant in her care. NAEYC recommends a maximum ratio of 1 : 3, but only 4 States require that ratio. The highest ratio is Idaho's 1 : 12.

Column 10. Number of 3-Year Olds per Center Staff Member:

These data are from the Annual Center Licensing Study. The ratios range from 7 : 1 in 2 States to 15 : 1 in Texas.

Column 11. Group Size for Children 0-2:

These data also are from the Annual Center Licensing Study. The maxima range from 7 in Massachusetts to no requirement in 16 States.

Column 12. Number of Clock Hours of Pre-service Education in Early Childhood Subjects for Directors of Child Care Centers:

These data come from both the Annual Center Licensing Study and NCCIC's Website, www.nccic.org. In order to permit comparisons, State educational requirements were converted into clock hours of class instruction in subjects relevant to early childhood education. An orientation is deemed here as equivalent to 3 hours, a certificate of vocational training as 90 hours, a CDA as 120 hours, an AA as 180 hours, a BA as 210 hours, and an MA as 300 hours. Most States' regulations provide a set of alternative combinations of formal education and experience for pre-service education, and these figures were taken from that combination for each State requiring the least formal education. These assumptions may vary from the requirements of particular educational institutions or even the regulations in question, in their more detailed provisions of which time did not permit a detailed examination. The directors' minimum class hours range from 0 (9 States) to 300 in Michigan.

Data were not collected for the comparable requirements for pre-service education for center aides and substitutes, or for the annual training requirements for center personnel, even though they are available in the Annual Licensing Studies. It appeared that the differences between States on these factors were similar to the differences in other contexts.

Column 13. Number of Clock Hours of Pre-service Education in Early Childhood Subjects for Lead Teachers in Child Care Centers:

These data are from the same sources and with the same qualifications as above. The minimum class hours range from 0 in 17 States to 300 in Vermont.

Column 14. Number of Clock Hours of Pre-service Education in Early Childhood Subjects for Small Family Child Care Home Providers:

These data are from both the Annual Family Child Care Licensing Study and NCCIC's Website, www.nccic.org, with the same qualifications as above. Independent requirements relating to training in first aid, Cardio-Pulmonary Resuscitation (CPR), and other topics are also indicated for some States. The economics of family child care, in its competition with illegal family child care, exerts a downward pull on the pre-service educational requirements of regulated family child care providers, which often is offset by requirements for continuing training. The minimum class hours range from 0 in 9 States to 102 in Texas.

Column 15. Number of Clock Hours of Annual Training for Family Child Care Providers:

These data are from the same sources as above. Similar requirements exist for child care center directors, teachers, and aides, but are not listed in this study because of the similarity of the requirements for the different settings. The minimum annual hours range from 0 in 6 States to 40 (a CDA in 3 years) in Indiana.

Table B. Regulations

State	Regulations									
1	6. center religious exemption.	7. # of children FCCH licensing threshold	8. # of ctrs. & FCCH/ Inspector	9. 0-12 mo. olds / center adult	10. 3 yr. olds / center adult	11. center 0-2 group size	12. director min. preserv. ECE hrs. rqrmnts.	13. lead teacher min. preservice ECE ed. hrs. rqrmnts.	14. sml. fam. CC min. preserv. ECE ed. hrs. rqrmnts.	15. FCC annual ECE training hours
Source	NCCIC (2/04)	NCCIC (2/04)	CF/C	CF/C; NCCIC	CF/C	CF/C	CF/C & NCCIC	CF/C & NCCIC	CF/F & NCCIC	CF/F & NCCIC
Alabama	on request	1	50	6	12		124	12	24	20
Alaska		5	24	5	10	10,12	120	120	0.00	12
Arizona		5	88	5, 11/2	13		60	0	3	6
Arkansas	on request	6	73	6	12	12, 18	0	0	0	10
California		2 + fam.	250	4	12		90	120	15 health	none
Colorado		2 + fam.	194	5	10	10	270	0	12	9
Connecticut	memb. ch.	1	172	4	10	8	120	120	6	none
Delaware		1	160	4	12		120	90	21	12
D. Columbia		1	118	4	8	8	180	120	3	none
Florida	vac. Bible	2 + fam.	75	4	11		203	120	30	10
Georgia		3	62	6	15	12,16	0	10	0	10
Hawaii		3	23	3	12	6, 8,10,12	120	120	80	varies
Idaho		cert. 7-12		12	12		0	0	0	4
Illinois	>age 3	4 + fam.		4	10	12,14,15	300	120	1st aid/CPR	15
Indiana	register	6	155	4	10	8,10	180	120	3	CDA/3 yrs
Iowa		6	132	4	8		75	0	0	12
Kansas		1	162	3	10	9,10	120	120	1st aid	5
Kentucky		4	83	5	12	10,12	0	6	6	6
Louisiana	easier	7	94	5	13	0	30	8	12 +CPR	none
Maine		3	309	4	8	12,15	135	0	6	6
Maryland	curric/staf	1	107	3	10	12	90	90	14 + CPR	6
Massachusetts		1	278	3, 7/2	10	7,9	195	180	3 + CPR	6
Michigan		1	230	4	10		300	0	5	none
Minnesota		2 + fam.	187	4	10	8,14	90	120	CPR	6
Mississippi		6	108	5	12	10	120	0	0	none
Missouri	except fire, health	5	75	4	10	8	210	0	0	12
Montana		3	116	4	10		0	0	3	8
Nebraska		4	162	4	10	12 inf.	3	3	1	12
Nevada		5	55	varies	varies		120	0	6 + CPR	12
N. Hampshire		4	118	4	8	12,15	120	120	CPR	6
New Jersey		6	160	4	10	15	0	120	8 if regist.	12
New Mexico		5	92	6	12		120	0	CPR	12
New York	NYCed/hlt	3	29	4	7	8,10,12	120	120	15	15
N. Carolina	on request	3	78	5	10	10,12	120	90	CPR	12, 8
North Dakota		4<2 yrs; 6		4	7		120	0	6 + CPR	9
Ohio		7	75	5, 6	12	10,12,14,16	120	45	CPR, health	15, 12, 0
Oklahoma		1	60	4	12	8,12	3	20	CPR	12
Oregon		4 + fam.	146	4	10	8	3	0	CPR	1 abuse
Pennsylvania		4	67	4	10	8,10	30	180	0	6
Rhode Island		4	222	4	9	8,12	180	210	1st aid+ orient.	5
South Carolina		2 + fam.	93	6	13		0	3	some if licens.	15 If lic.
South Dakota	yes	13	30	5	10	20	0	0	0	6
Tennessee	Ed.Dept.reg.	5	45	4	9	8,12,14	34	3	3 + CPR	4
Texas		4; regist. <3	92	4	15	10,13,18	120	8	102 + CPR	20
Utah	> age3/schl.	5	110	4	12	8	120	3	7 + CPR	20
Vermont		3 + fam.	280	4	10		120	300	3 + CPR	6, 12
Virginia	yes	6	160	4	10		0	12	1st aid	none, 6
Washington		1	97	4	10	8,14	120	20	5 hr+CPR/HIV	0, 10
West Virginia		4	82	4	10	10	0	0	1st aid	8
Wisconsin		4	100	4	8	8	90	72	43	15
Wyoming		3 + fam.	60	4	10	10,12	100	0	6 + CPR	15
US		4	120	4	11	10	98	57		10
Puerto Rico			20		12		120	0	0	0
U.S. Mil.				4,5	12					
Virgin Islands			35	0	9		210	180	3	2
Weight for factor										

C₁. FINANCIAL INVESTMENT: State Spending to Improve Child Care Quality

Table C₁ below summarizes in 9 categories the actual dollar amounts spent on child care by States, directly from their own budgets and from various Federal sources. An important component of this spending is the amount that the Child Care and Development Block Grant (CCDBG) requires States to set aside to improve child care quality. Comparisons are made between Federal Fiscal Year 2004 and FFY 2002, because these figures are gathered only biennially. The CCDBG requires States to adopt 2-year plans, and the figures are drawn from the States' reports on the implementation of those plans.

Why these data? Funding for quality initiatives affects quality through enhancing the various inputs to higher quality that research has shown to matter. However, the direct effect of any expenditure varies according to the kind of expenditure made and the circumstances of the children and families affected. The data in this table were provided by NCCIC, and the 2004 data will be in the Child Care Bureau's Report of State Plans, FY 2004-05 (in press). The 2002 data were in the corresponding report for FY 2002-03.

Column 16. CCDBG Quality Set-aside in Dollars:

The CCDBG requires each State to spend at least 4 percent of its allocations on measures designed to improve child care quality. Proposals have been made, in the context of the reauthorization of the CCDBG, to increase this percentage to 6 percent, because of the well-documented importance of the quality of child care to children's success in school and in life. Many States honor that concept by setting aside substantial additional amounts from the CCDBG and from their own funds for quality. Column 16 shows the absolute amounts of Federal CCDBG money allocated to such efforts. The amounts range from North Dakota's \$461,480 to California's \$69,511,000.

Column 17. 2004 Set-aside as a Percent of a State's Total CCDBG Allocation:

Column 17 reports the percentage for FY 2004 (rounded to the nearest whole number) that the dollar amount in Column 16 represents of the State's total CCDBG allocation for the Federal Fiscal Year. 27 States reported the minimum 4 percent, and 2 States reported 18 percent.

Column 18. 2002 Set-aside as a Percent of a State's Total CCDBG Allocation:

Column 18 reports the corresponding percentage for FY 2002, as noted in the *Matrix*. 27 States reported the minimum 4 percent, and North Dakota reported 27 percent.

Column 19. State Maintenance of Effort Spending in Dollars for Fiscal Year 2004:

These amounts are reported this year as a memorandum item only. The CCDBG requires States to spend at least as much of State money on child care after it receives CCDBG money as it did before (the "supplement, not supplant" requirement). This amount does not change substantially from year to year, as most States want to preserve their flexibility in budgeting for child care. So the amounts in Column 19 set a floor on child care spending from State and local government resources, but they do not indicate the current level. These amounts range from South Dakota's \$802,914 to New York's \$102,000,000.

Column 20. Total State and U.S. Dollars Spent on Child Care for Fiscal Year 2004:

The amounts reported in Column 20 come from CCDBG allocations, Federal TANF (welfare) money transferred to the CCDBG for child care subsidies and other purposes, TANF money spent directly on child care subsidies, State maintenance of effort spending (as reported in the previous column), State funds needed to match Federal spending for other purposes on child care, and some miscellaneous other State spending on child care reported to the Federal Government. For instance Rhode Island now guarantees to each family earning less than 225 percent of the Federal Poverty Level that its children 0-16 will receive child care assistance from the State, an expense at least \$45 million more than the Federally required amounts. The totals range from Wyoming's \$11,271,209 to California's \$1,797,674,000.

Column 21. Total State and U.S. Dollars Spent on Child Care for Fiscal Year 2002:

Column 21 reports the corresponding amounts for Federal Fiscal Year 2002. These data did not appear specifically in the 2002 Report, but have been reconstructed by the author from other information in that Report. Because Georgia and Michigan never reported some elements of their 2002 spending, no figures are provided for them. Otherwise, the amounts ranged from North Dakota's \$12,047,677 to California's \$1,629,260,874.

Column 22. Change in Total Federal and State Dollars for Child Care, 2004-2002:

Column 22 subtracts a State's 2002 total expenditures (Column 21) from those in 2004 (Column 20), to reveal the amount of increase or decrease in total spending over the two-year period. Because Mississippi and Oregon did not report any change in total spending over the two years, no change is reported for them. The amounts ranged from Massachusetts' loss of \$78,826,791 to Illinois' addition of \$334,052,503.

Column 23. 2004 Total Spending for Child Care as a percentage of 2002 Spending:

Column 23 reports the total spending reported in Column 20, divided by the 2002 total amount (Column 21). The result expresses 2004 expenditure as a percentage of 2002 expenditure, so that the relative increase or decrease is shown. Thus, for instance, a 71 amount in this column for Montana shows that total child care spending diminished there over 2 years by a total of 29 percent, but a 312 amount for Rhode Island shows that spending there increased by 212 percent over the same period.

Column 24. Total 2004 State and Federal Spending on Child Care per Child aged 0-4:

Column 24 gives a dollar amount, useful only as a general indication of State and Federal financial investment in young children, based on the 2003 U.S. Census figures on children aged 0-4 as reported in Column 5 of the Demographics section (part A) above. Of course child care is provided to children above age 4, and many if not most children in each State under age 4 are not in child care. Also, infant care is much more expensive per capita than preschool or after school care, so the proportion of children under two in care may warp the results. If there was an available statistic reporting the number of children in care, that would be used; but no such statistic appears to be available. The comparison in per capita investments is interesting and useful even so, because it gives an indication of relative financial efforts across the States. The total government spending per child aged 0-4 ranges from Utah's \$225.26 per child to DC's \$1,405.14 per child.

Table C₁. Financial Investment in Quality

State	State Spending								
1	16. CCDBG 04 quality set-aside in \$	17. 04 set-aside as % of CCDBG	18. 02 set-aside as % of CCDBG	19. State maint. of effort spending in \$, FFY 04	20. total State & US \$ on Child Care, FFY 04	21. total State & US \$ on child care, FFY 02	22. change in total \$ for child care, 04-02	23. % of total \$ for child care, 04/02	24. 04 State & US cc \$/ 0-4 child
Source	ACF/NCCIC	ACF/NCCIC	ACF/NCCIC	ACF/NCCIC	ACF/NCCIC	ACF/NCCIC	Surr	Surr	ACF/NCCIC
Alabama	2,391,706	4	4	6,896,417	85,068,366	111,244,573	-26,176,207	0.76	286.07
Alaska	1,250,810	4	5	3,544,811	34,815,073	46,603,385	-11,788,312	0.75	715.18
Arizona	4,735,900	4	4	10,032,936	117,682,828	164,100,900	-46,418,072	0.72	269.81
Arkansas	2,635,223	6	4	1,886,543	56,565,211	53,383,244	3,181,967	1.06	304.21
California	69,511,000	5	7	85,593,000	1,797,674,000	1,629,260,874	168,413,126	1.10	706.63
Colorado	3,602,681	6	5	8,900,000	117,100,000	117,900,000	-800,000	0.99	357.26
Connecticut	2,744,793	4	7	18,738,357	87,358,190	107,147,027	-19,788,837	0.82	413.43
Delaware	1,315,066	5		5,179,335	22,676,735	26,538,830	-3,862,095	0.85	420.42
D. Columbia	1,750,443	6	3	4,566,974	47,209,796	54,092,156	-6,882,360	0.87	1,405.14
Florida	20,197,943	4		33,415,872	557,010,558	0	557,010,558		528.04
Georgia	8,500,000	4	5	22,200,000	231,900,000	231,798,197	101,803	1.00	351.77
Hawaii	4,212,272	9	4	4,971,630	52,583,088	51,359,736	1,223,352	1.02	618.09
Idaho	1,341,000	4	11	1,175,819	33,524,237	37,562,697	-4,038,460	0.89	330.18
Illinois	17,000,000	4	4	56,873,825	664,800,000	330,747,497	334,052,503	2.01	749.90
Indiana	8,839,600	4	4	15,356,945	182,621,973	189,117,541	-6,495,568	0.97	424.54
Iowa	12,396,640	16	9	5,078,586	84,240,479	108,693,510	-24,453,031	0.78	463.87
Kansas	12,693,781	16	4	6,673,024	80,727,284	71,397,869	9,329,415	1.13	426.53
Kentucky	2,942,000	4	4	7,274,537	167,083,800	142,626,200	24,457,600	1.17	616.64
Louisiana	4,500,000	4	4	5,219,488	205,544,340	187,864,137	17,680,203	1.09	633.56
Maine	2,300,000	12	9	1,749,818	33,211,593	33,750,000	-538,407	0.98	494.02
Maryland	4,273,934	4	15	23,301,407	130,149,763	170,032,244	-39,882,481	0.77	357.06
Massachusetts	11,521,866	5	6	44,973,373	363,570,170	442,396,961	-78,826,791	0.82	914.20
Michigan	15,500,000	9		24,400,000	395,900,000	0	395,900,000		611.19
Minnesota	6,296,182	5	4	19,700,000	199,300,000	114,300,000	85,000,000	1.74	611.30
Mississippi	2,427,678	4	4	1,715,430	62,608,271	62,608,271	0	1.00	297.36
Missouri	7,514,075	8	7	16,600,000	149,100,000	70,052,527	79,047,473	2.13	400.19
Montana	620,500	4	4	1,313,990	18,826,494	26,375,337	-7,548,843	0.71	351.83
Nebraska	3,771,398	10	4	6,498,998	53,047,119	50,671,246	2,375,873	1.05	439.33
Nevada	2,251,182	6	7	2,580,421	37,447,948	38,898,645	-1,450,697	0.96	229.12
N. Hampshire	900,044	4	4	4,581,870	27,082,979	23,100,000	3,982,979	1.17	369.96
New Jersey	14,700,000	4	4	26,400,000	258,800,000	203,400,000	55,400,000	1.27	455.97
New Mexico	1,549,013	4	4	2,895,259	78,162,017	72,142,653	6,019,364	1.08	585.69
New York	65,000,000	16	17	102,000,000	514,000,000	517,000,000	-3,000,000	0.99	423.03
N. Carolina	11,044,064	4	4	37,927,282	340,651,118	308,360,562	32,290,556	1.10	577.28
North Dakota	461,480	4	27	1,017,036	12,554,044	12,047,677	506,367	1.04	339.45
Ohio	10,853,598	5	4	45,403,943	476,413,001	472,316,418	4,096,583	1.01	643.54
Oklahoma	19,210,693	18	23	10,360,233	171,401,149	175,856,316	-4,455,167	0.97	702.06
Oregon	5,250,888	4	4	11,318,090	85,007,349	85,007,349	0	1.00	380.17
Pennsylvania	35,327,871	15	18	46,629,051	454,395,051	364,196,603	90,198,448	1.25	644.85
Rhode Island	1,213,476	4	4	5,321,126	81,000,000	25,937,027	55,062,973	3.12	1,316.84
South Carolina	3,079,297	4	4	4,085,269	82,567,698	76,586,882	5,980,816	1.08	297.96
South Dakota	3,000,000	18	18	802,914	17,002,914	16,808,108	194,806	1.01	329.57
Tennessee	8,995,818	7	5	18,975,000	217,775,000	238,064,449	-20,289,449	0.91	569.10
Texas	17,372,689	4	4	27,745,141	466,062,361	507,504,867	-41,442,506	0.92	257.90
Utah	5,642,000	16	4	4,474,923	51,881,250	56,543,200	-4,661,950	0.92	225.26
Vermont	2,500,000	9	4	2,666,323	26,690,817	26,038,753	652,064	1.03	860.24
Virginia	5,651,437	4	4	21,328,762	155,358,043	171,440,015	-16,081,972	0.91	316.26
Washington	9,300,000	4	4	38,707,605	352,133,688	275,237,100	76,896,588	1.28	903.78
West Virginia	1,608,543	4	4	2,971,392	60,332,657	61,033,391	-700,734	0.99	595.62
Wisconsin	6,512,628	4	26	16,449,400	313,175,100	304,277,308	8,897,792	1.03	923.31
Wyoming	1,622,347	17	15	1,553,707	11,271,209	15,558,327	-4,287,118	0.72	363.38
US	469,833,559	7	9	880,025,862	10,323,064,761	8,676,980,609	1,646,084,152	1.19	525.65
Puerto Rico	2,280,000	4	12		59,000,000	52,000,000	7,000,000	1.13	
U.S. Mil.									0.00
Virgin Islands					2,094,534				
Weight for factor									

C₂. FINANCIAL INVESTMENT:

Direct Financial Incentives to Improve Child Care Quality

Table C₂ describes State initiatives in five areas deemed particularly productive for quality improvements at a State-wide level. This Table is intended more as a useful catalogue of which States are doing what in this area, than as a direct indicator of quality. In addition to these incentives, virtually all States spend CCDBG money on training and paying their own Staff to be better able to regulate and manage the child care profession, and on resource and referral services for parents and providers. The data in this Table are derived from the State Plan Reports described in Section C₁ above, and more descriptive tables available from the National Child Care Information Center at www.nccic.org, as well as the Annual Licensing Studies for 2004. The Center for the Child Care Workforce also has many of these data available for each State on its Website, www.ccw.org/policy_state.html.

Column 25. Tiered Quality Strategies:

Column 25 describes the variety of policies in 38 States that reward or give special recognition to providers of high quality child care. The abbreviation, "*reimb.*" refers to a policy ("*co.*" if it's done only in some jurisdictions of the State) of providing reimbursement premiums of child care subsidies to those providers that meet prescribed standards for high quality programs, often according to a graduated scale. Thus, a child who attends a center meeting the highest standards might yield to the center a premium over its normal fees, ranging from 5 percent in some States to 45 percent in others. The premium is an incentive for the provider to achieve and maintain the quality standard, and also to accept children at risk of school failure because of low family income or other reasons. These at-risk children have been shown in several studies such as the Abecedarian Project (2002) to benefit much more from high quality child care than their less-challenged cohorts. To receive these premiums, providers often have to be accredited or be accreditation candidates, and have relatively well-educated teachers. Often States also require the premium program to administer an Environmental Rating System (the abbreviation "*ERS*") assessment to each classroom.

The abbreviation "*qual. rate*" refers to a quality rating system, often using stars or gold-silver-bronze to distinguish between the best, the better, and the ordinary. In a number of States these rating systems are used by most parents in finding appropriate child care for their children. So the rating systems provide a marketing incentive as well as a direct financial impact. Finally, Massachusetts' tiered strategy gives incentives based on specific measures related to literacy, curriculum, etc. (abbreviated at "*lit., curr., etc.*").

Column 26. Compensation Incentives:

Column 26 describes, for the 32 States that have them, a variety of strategies intended to ease the recruitment and retention of well-qualified child care teachers. Numerous studies have demonstrated the strong influences that teacher education and retention have on quality for the child. The following Section D of this study, comparing hourly wages in the early childhood profession generally, goes into much more detail about this feature. Column 26 only identifies which States have government-sponsored incentives, often flowing directly to the individual teacher or family provider, to improve their compensation for the ultimate benefit of the children.

The abbreviation, "*apprntc.*", identifies a child care apprenticeship program managed by the 14 States that have them for child care workers, often with support from the U.S. Department of Labor. "*pay\$*" identifies a State or "*co.*" County that provides a salary supplement keyed to early childhood education, experience, and continuity of employment. "*WAGES™*" identifies a variant of such wage incentive programs affiliated with the national Smart Start™ model. Finally "*Mentor\$*" identifies programs that pay experienced providers to take time to tutor their less experienced colleagues. Rhode Island also provides subsidized health insurance to family child care providers.

Column 27. Accreditation Incentives:

Column 27 describes the number, and to some extent the types, of accreditation incentive programs available in the 37 States that have them. As is noted below in Section E of this study, national accreditation is perhaps the best objective measure available to show that a program meets agreed high quality standards. Some accreditation incentive programs are local, and others Statewide; many are funded privately or indirectly, through resource and referral agencies and the like. Some offer mentoring, and some reimburse fees or training or substitute costs relating to accreditation. Some are related to tiered strategies, or to career development programs.

Column 28. Grants or Loans:

Column 28 lists some of the ways in which 36 States offer financial grants or low-cost or guaranteed loans intended to improve child care quality. Licensing and start-up grants (abbreviated "*lic.*" and "*strt.*") give seed money to new providers to enable them to meet licensing standards and fees. Quality ("*qual.*") grants are to provide materials and services such as training to improve quality. Accreditation grants ("*accred.*") are described in the context of the previous column. Planning grants and loans ("*plan*") allow providers to improve their facilities and basic equipment. *Loans* serve all the purposes above, and more.

Column 29. Career Development Subsidies:

Column 29 lists some of the variety of scholarship, training and other programs in 47 States that try to improve the professional competence of those educating and caring for young children. The usual types, with their abbreviations, are as follows: Resource and Referral agencies ("*r&r*") are subsidized by the State under a CCDBG set-aside and otherwise to provide information to parents seeking child care and training to child care providers. Kith and kin providers ("*k&k*") are given training and mentoring to improve their skills to a level that will help the children in their care to whom they are related. Some States help to establish a coordinated and articulated Statewide *system* of early care and education training and education for the whole profession. Mentoring ("*ment.*") of less experienced providers by more experienced providers is supported in a number of States. Distance learning programs ("*dist.*") give State-sponsored education and training opportunities to isolated providers through their own computers via the Internet. Smart Start's *TEACH™* system of career development is used in a number of States. Finally, *scholarship* aid through grants, loans, or reimbursements of training expenses, usually at the college level, are a common form of support in this area.

Table C₂. Financial Incentives for Quality

State	Financial Incentives				
1	25. tiered quality strategies	26. compensation initiatives	27. # of accreditation incentive programs	28. grants or loans	29. career development subsidies
Source	www.ccw.org	www.ccw.org	www.ccw.org	ACF/NCCIC	www.ccw.org
Alabama			1	accreditation grant	r&r, dist, k&k, TEACH
Alaska		apprntc.	yes		system, r&r, mentor
Arizona	reimb.	pay\$	1		system, 2 wk. training
Arkansas	reimb.	apprntc.	ABC progs. Accred.	lic.,strt.,qual., accred. grts., loan	ESL, system, mentor
California		mentor\$, co. pay\$	2	lic.,qual. grts.	system, k&k, ERS, ESL
Colorado	ERS qual. rate, co. reimb			lic.,strt.,qual.,plan gr., loan	dist,ment,sys,r&r,TEACH,k&k
Connecticut	reimb.	apprntc.	1	start gr., loan	k&k
Delaware		apprntc.		start gr.	system
D. Columbia	ERS qual. rate, reimb		1	start, accred. gr., loan	system, ERS
Florida	qual. rate, co. reimb	WAGE\$	9 regional	lic.,strt.,qual.,accr., plan gr.	TEACH
Georgia	ERS qual. rate, co. reimb	pay\$	4	strt.,qual. grts.	system
Hawaii	reimb.				TEACH
Idaho		apprntc.	2		TEACH
Illinois		apprntc., pay\$	4	strt.,qual. grts.	r&r, TEACH, mentor
Indiana	reimb.		2		TEACH, dist., web course
Iowa			accred for pre-k	start gr., loan	system,r&r,TEACH
Kansas	ERS qual. rate, co. reimb	WAGE\$	4	start gr.	system, TEACH
Kentucky	ERS qual. rate, co. reimb	pay\$			r&r, mentor, schol.
Louisiana	some ctr. reimb.			license gr.	
Maine	reimb.		1		system, training
Maryland	ERS qual. rate, reimb	credential bonus	2	lic.,qual. grts.	system, mentor, trng. subsidy
Mass.	ERS,lit, curr,etc., reimb.	yes	4	lic.,strt.,qual., accred. grts.	ERS, r&r, dist., k&k
Michigan			4	lic.,strt.,qual. grts.	TEACH
Minnesota	reimb.	pay\$			r&r, mentor, TEACH
Mississippi	reimb.				
Missouri	ERS qual. rate, co. reimb	pay\$	accred for pre-k	strt.,qual. grts.	r&r, k&k, TEACH
Montana	ERS qual. rate, reimb	pay\$	1	strt.,qual. grts.	r&r, mentor, scholarships
Nebraska	reimb.	apprntc.	2	lic.,strt., accr. gr.	ERS,mentor,TEACH, system
Nevada	reimb.	apprntc.	1	license gr.	
N. Hampsh.	reimb.			lic.,start gr., loan	system, mentor, k&k
New Jersey	reimb.		2	start grant, loan	system, trng. Subsidy
New Mexico	reimb.		2	quality grants	system, TEACH
New York	ERS qual. rate, co. reimb	pay\$	2	license gr.	system, dist., k&k, TEACH
N. Carolina	ERS qual. rate, reimb	WAGE\$		qual gr., loan	system,r&r,TEACH
North Dakota					system, r&r, mentor
Ohio	ERS qual. rate, co. reimb		7		TEACH
Oklahoma	ERS qual. rate, reimb	apprntc., WAGE\$	2		system, TEACH
Oregon			1	strt.,qual.,plan grts.	system, mentor, scholarships
Pennsylv.	ERS qual. rate, co. reimb		2	lic.,strt.,qual.,plan grts.	system,TEACH,k&k
Rhode Island		fcc health care \$	2	start,qual gr., loan	system, training, TA
S. Carolina	reimb.	yes	4	qual gr	system, TEACH
South Dakota		apprntc.			
Tennessee	ERS qual. rate, reimb	apprntc.	2	quality grant	mentor, training
Texas	reimb.		4		scholarships
Utah	reimb.	pay\$		quality, accred. gr.	system, scholarships
Vermont	ERS qual. rate, reimb	apprntc., pay\$	1	start gr.	system, k&k, scholarships
Virginia			2	start gr.	TEACH
Washington	co. reimb.	pay\$	2	start gr., loan	system, r&r, mentor, TEACH
W. Virginia	reimb.	apprntc.		lic., accred. gr.	system, r&r, mentor
Wisconsin	reimb.	aptc.,co.pay\$,mentr\$	grants rqr accr	start gr.	r&r, TEACH,mentor
Wyoming					mentor
US					
Puerto Rico				loan	
U.S. Mil.	reimb.	pay\$	yes	yes	yes
Virgin Is.				start gr.	

D. HOURLY WAGES OF CHILD CARE TEACHERS

According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS), there were 469,150 "child care workers" in the U.S. in May 2003, and 368,870 "preschool teachers". This table uses data derived from BLS Web site, www.bls.gov/oes/2003/may/oesrcst.htm, for the occupational categories of "preschool teacher" (BLS Category 25-2011, www.bls.gov/oes/2003/may/oes252011.htm), and "child care worker" (BLS Category 39-9011, www.bls.gov/oes/2003/may/oes399011.htm). As employers fill out the surveys on which these categories are based without precise descriptions of the categories before them, the categories overlap in fact and are determined somewhat subjectively. Even so, there is a significant difference in the hourly pay reported for each, with "preschool teacher" receiving much more than "child care worker".

Why these data? The data in this table are relevant to child care quality because pay usually is the most important factor in decisions by potential child care and early education teachers to come into, or leave the profession for better-paying alternative occupations. Many of the better-educated teachers of young children simply can't afford to work in child care, especially in States that are increasing the number of public pre-Kindergarten classes, full day Kindergarten classes, and small class sizes in the primary grades. Public school teachers often get paid as much as twice what their counterparts in child care receive. Both the educational preparation of early childhood teachers and their retention are highly important in determining the quality of the children's environment. See, e.g., M. Whitebook, et al (1998), and Inst. For Women's Policy Research, (2004) .

Column 30. Preschool Teachers' Hourly Wages, 2003:

Column 30 reports the median hourly wage for preschool teachers in May 2003, as reported to and by BLS, ranging from \$6.92 in Idaho to \$12.78 in Rhode Island.

Column 31. Child Care Workers' Hourly Wages, 2003:

Column 31 reports the comparable figure for child care workers, ranging from \$6.28 in Puerto Rico to \$10.00 in Massachusetts.

Column 32. Average Preschool Teacher and Child Care Worker Hourly Wages, 2003:

Column 32 averages the hourly wages for the two categories in Columns 30 and 31. In order to reflect the relative numbers of preschool teachers and child care workers as reported above, the wages for each State are weighted by the national proportion of workers in each category as reported on the BLS Web site. This produces an average hourly wage for each State for the whole early childhood profession in each State. The average ranges from \$7.02 in Tennessee to \$10.46 in Massachusetts.

Column 33. State Median Wage, 2003:

Column 33 lists, for comparison purposes, the State Median Wage (SMW) reported by the BLS for each State for the same date as the two included pay categories. It also appears on the State Web pages on BLS' Web site. SMW shows how child care pay compares with the pay available for jobs that compete with child care for personnel, and also what the relative cost of living is likely to be for those in the early childhood profession. If child care pay is relatively high compared to SMW, there's less of a problem in recruiting and retaining qualified teachers due to the pay factor. But if child care pay is relatively low, policy makers should focus more attention on compensation initiatives. State Median Wages range from Puerto Rico's \$7.92 to DC's \$20.89.

Column 34. Average Early Childhood Wage as a Percent of State Median Wage, 2003:

Column 34 divides Column 33 by Column 32 to produce a percentage, to yield a meaningful measure of where the average early childhood wage stood in relation to the State Median Wage in each State for 2003. The percentages range from DC's 48 percent to Puerto Rico's 90 percent.

Column 35. Average Early Childhood Wage as a Percent of State Median Wage, 2001:

Column 35 does the same for 2001; however, the average of early childhood pay for that year was computed by splitting the difference between the average preschool teacher pay and child care worker pay. Even though the 2001 average wasn't as refined as that for 2003, comparison between the two does give an indication of the direction in which early childhood pay is going in each jurisdiction. 2 jurisdictions had 53 percent in 2001, and Puerto Rico had 96 percent.

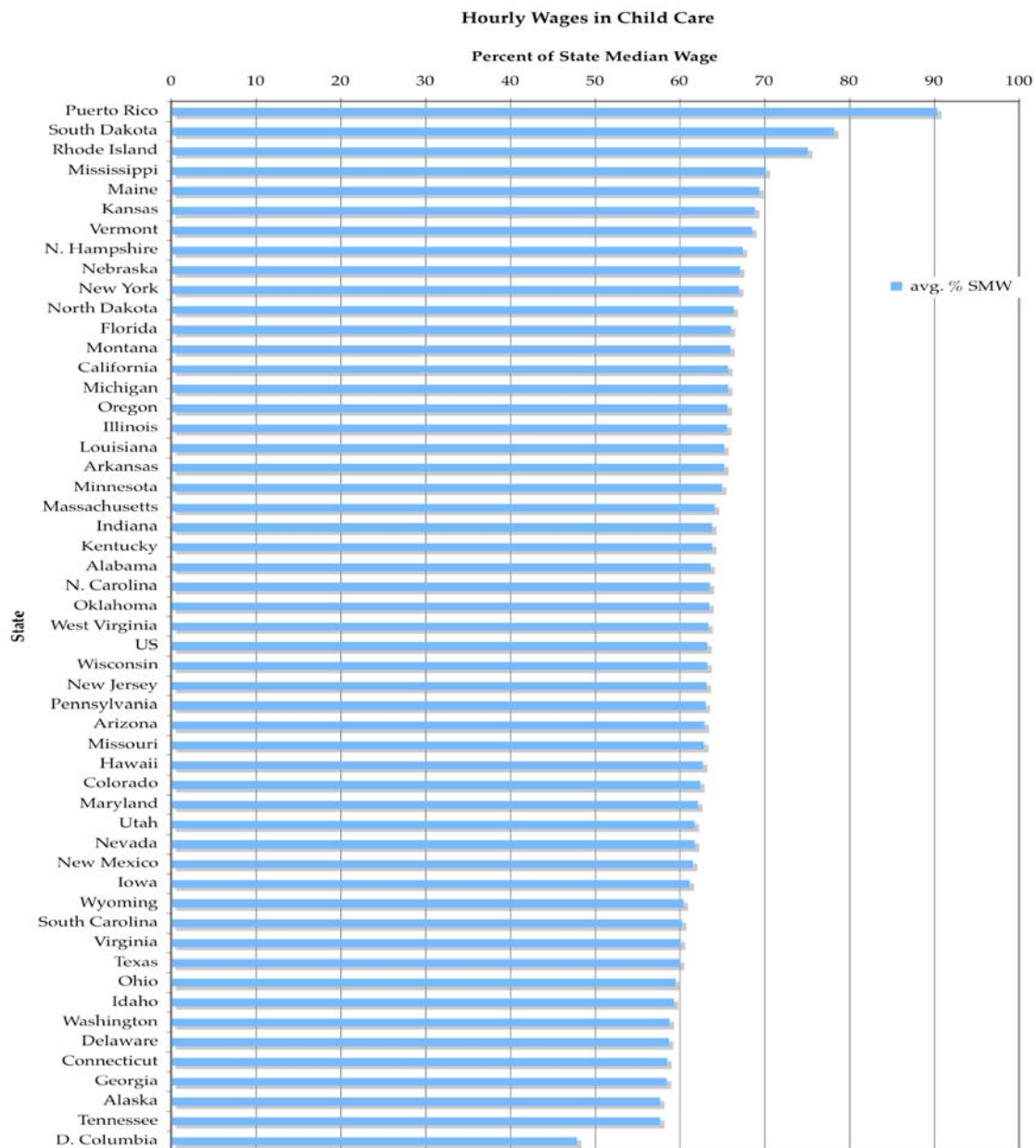


Table D. Compensation

State <i>1</i>	Hourly Wages					
	30. prsch. teachers' hourly wages, 2003	31. childcare hourly wages, 2003	32. average presch. & cc wages	33. State Median Wage 5/03	34. Presch /CC avg. % of State Median Wage 04	35. presch /CC avg. % of State Median Wage 01
Source	BLS	BLS	Surr	BLS	Surr	Surr
Alabama	\$8.30	\$6.54	\$7.31	\$11.52	63	62
Alaska	\$10.85	\$8.50	\$9.53	\$16.55	58	59
Arizona	\$8.63	\$7.53	\$8.01	\$12.76	63	63
Arkansas	\$7.94	\$6.54	\$7.16	\$10.99	65	67
California	\$10.72	\$9.14	\$9.84	\$14.99	66	66
Colorado	\$10.18	\$8.48	\$9.23	\$14.82	62	62
Connecticut	\$10.43	\$9.02	\$9.64	\$16.51	58	59
Delaware	\$9.05	\$7.84	\$8.37	\$14.28	59	58
D. Columbia	\$11.98	\$8.40	\$9.98	\$20.89	48	53
Florida	\$8.94	\$7.07	\$7.89	\$11.97	66	66
Georgia	\$8.17	\$7.10	\$7.57	\$12.97	58	61
Hawaii	\$11.03	\$6.74	\$8.63	\$13.78	63	64
Idaho	\$6.92	\$7.41	\$7.19	\$12.15	59	61
Illinois	\$9.94	\$8.65	\$9.22	\$14.08	65	63
Indiana	\$8.56	\$7.93	\$8.21	\$12.88	64	64
Iowa	\$8.23	\$6.86	\$7.46	\$12.22	61	62
Kansas	\$9.79	\$7.72	\$8.63	\$12.55	69	68
Kentucky	\$8.12	\$7.43	\$7.73	\$12.14	64	66
Louisiana	\$8.79	\$6.47	\$7.49	\$11.50	65	66
Maine	\$9.76	\$7.99	\$8.77	\$12.66	69	73
Maryland	\$10.01	\$9.00	\$9.44	\$15.23	62	67
Massachusetts	\$11.04	\$10.00	\$10.46	\$16.33	64	65
Michigan	\$10.53	\$8.68	\$9.49	\$14.48	66	66
Minnesota	\$11.78	\$7.96	\$9.64	\$14.86	65	66
Mississippi	\$8.57	\$6.69	\$7.52	\$10.73	70	68
Missouri	\$8.67	\$7.39	\$7.95	\$12.68	63	64
Montana	\$7.72	\$7.23	\$7.45	\$11.31	66	69
Nebraska	\$9.18	\$7.29	\$8.12	\$12.12	67	65
Nevada	\$8.36	\$7.73	\$8.01	\$12.99	62	63
N. Hampshire	\$9.98	\$8.51	\$9.16	\$13.60	67	66
New Jersey	\$12.11	\$8.05	\$9.84	\$15.60	63	62
New Mexico	\$7.77	\$6.89	\$7.28	\$11.84	61	61
New York	\$11.09	\$9.96	\$10.46	\$15.63	67	67
N. Carolina	\$8.12	\$7.87	\$7.98	\$12.57	63	63
North Dakota	\$8.09	\$7.05	\$7.51	\$11.34	66	65
Ohio	\$8.42	\$7.75	\$8.04	\$13.55	59	62
Oklahoma	\$7.92	\$6.70	\$7.24	\$11.42	63	67
Oregon	\$10.42	\$8.07	\$9.10	\$13.89	66	66
Pennsylvania	\$9.28	\$7.77	\$8.43	\$13.40	63	65
Rhode Island	\$12.78	\$9.00	\$10.66	\$14.21	75	53
South Carolina	\$7.59	\$6.95	\$7.23	\$12.02	60	62
South Dakota	\$10.53	\$7.05	\$8.58	\$10.99	78	80
Tennessee	\$7.24	\$6.84	\$7.02	\$12.19	58	59
Texas	\$8.49	\$6.70	\$7.49	\$12.50	60	61
Utah	\$8.50	\$7.03	\$7.68	\$12.45	62	67
Vermont	\$9.73	\$8.35	\$8.96	\$13.09	68	74
Virginia	\$8.73	\$7.75	\$8.18	\$13.62	60	61
Washington	\$10.33	\$8.30	\$9.19	\$15.66	59	59
West Virginia	\$7.66	\$6.59	\$7.06	\$11.16	63	65
Wisconsin	\$8.92	\$7.99	\$8.40	\$13.31	63	64
Wyoming	\$8.24	\$6.82	\$7.45	\$12.33	60	60
US	\$9.30	\$7.71	\$8.41	\$13.32	63	64
Puerto Rico	\$8.25	\$6.28	\$7.15	\$7.92	90	96
U.S. Mil.						
Virgin Islands				\$10.68	0	0
Weight for factor						

Table E. ACCREDITATION

Table E describes how many centers and family child care homes in each State are accredited by the National Association for the Education of Young Children (NAEYC) (for centers) or the National Association for Family Child Care (NAFCC) (for family child care homes). The data for Table E are drawn largely from the author's article, *Who's Accredited? What and How the States Are Doing on Best Practices in Child Care*, in the March-April 2004 issue of *Child Care Information Exchange*, and are based on end-2003 data. Data about the accreditation of family child care homes were drawn from www.nafcc.com. More current data are available from www.naeyc.org, and www.nafcc.org. Those data are compared with the numbers of center and family programs regulated in each State, which appear in Columns 2 and 3. The percentages of centers or family homes that are accredited provide a measure of comparison between States in relation to the number of eligible programs.

Why these data? Accreditation is an important indicator of quality because the accrediting organizations assess and recognize the factors that directly affect the quality of care received by the child in those programs that meet the accreditation standards. In this respect, the percentage of programs accredited in a State is the best single measure of how many programs meet the standards that are known to help children to succeed in school and in life. The major shortcoming for the purposes of this study of the percentages accredited is that they say nothing about the quality of unaccredited programs, which typically are the vast majority of the child care programs in a State. Even so, one may surmise that in States like Massachusetts and Rhode Island, where almost a quarter of the programs are accredited, there is some demonstration effect and pull to improve quality for competitive purposes among the unaccredited programs.

There are "apples and oranges" comparison problems here too, as center accreditation includes some programs not subject to center regulation, such as public school pre-K programs, nursery schools, and (at least until NAEYC's new standards kick in) after-school or wrap-around programs. For family home accreditation, the problems are with homes legally exempt from regulation (e.g., too few children in care) or regulated separately (e.g., large family child care homes, often regulated as centers). Only NAEYC accreditation is measured here for centers, because the other accrediting agencies have not yet established the depth and duration of accredited programs that would be needed for meaningful comparisons. As NAFCC's accreditation program is still moving toward full acceptance among family child care homes, the percentages of those homes that are accredited is much smaller than the percentage of centers accredited in the better-established NAEYC system. Even so, comparisons and rankings among States according to accreditation are deemed to be useful.

Column 36. Number of NAEYC-Accredited Centers, January 2004:

This information is drawn originally from www.naeyc.org, as reported in the article, *Who's Accredited?* cited above. The number of accredited programs ranges from 5 in South Dakota to 809 in Massachusetts.

Column 37. Percent of Regulated Centers that Are Accredited, January 2004:

This information converts into percentages the data in the first column of this table, divided by the numbers of regulated child care centers for each State as reported in the *Annual Child Care Center Licensing Study, 2004*, and the demographics table in Column 2 above. The amounts range from 1.75 percent in South Dakota to 25.16 percent in Massachusetts.

Column 38. Percent of Regulated Centers that Were Accredited, December 2002:

This information comes from a comparable scan of the NAEYC Website by the author for end-December 2002, as well as a comparison of the regulated center numbers for each State in the *Annual Child Care Center Licensing Study, 2003*. It is here for information and comparison with Column 37 only. The low percentage then was South Dakota's 1.48, and the high was Connecticut's 23.98.

Column 39. Center Accreditation Rank, 2004:

Column 39 reports the comparative ranking for each State, based on the data shown in Column 37 above starting with Massachusetts, the State with the highest percentage of NAEYC-accredited programs for 2004. Because the data for accreditation are relatively reliable, the author believes that ranking States is appropriate, perhaps in this context only. South Dakota ranks 51.

Column 40. Center Accreditation Rank, 1998:

Column 40 reports the same kind of comparative ranking for 1998, the first year for which the author made these rankings. Massachusetts was first then, and Nevada was 51.

Column 41. Change in Center Accreditation Rank, 1998-2004:

Column 41 shows the trend, over time, in each State's relative standing in NAEYC accreditation rankings. Some rankings changed dramatically during that period, and others, like Massachusetts', did not. The changes ranged from New Hampshire's net drop of 35 to Nebraska's net gain of 18.

Column 42. Number of Family Child Care Homes Accredited by NAFCC, August 2004:

Column 42, drawn from NAFCC's Website, shows how many family child care homes in each State were accredited as of August 2004. They ranged from 2 States with no accredited homes to California's 314 accredited homes.

Column 43. Percent of Regulated Family Child Care Homes that Are Accredited, 2004:

The information in Column 43 uses the data from Column 42 and from the *Annual Family Child Care Licensing Study, 2004*, as reported above in Column 3. Column 43 compares these data in the same way as the data for centers were compared in Column 37. The percentages range from 2 States with 0 percent to DC, with 6.44 percent.

Column 44. Percent of Regulated Family Child Care Homes that Were Accredited, 2003:

The information in Column 44 uses comparable data from 2003 collected by the author for his article, *Who's Accredited?* These data permit a similar examination to be made of the trends for the past year in family child care accreditation in each State. A word of caution, however: As NAFCC accreditation is still getting underway, the percentages of the homes accredited is much smaller than the percentages of accredited centers reported in earlier columns. So the trends may not be as reliable as they are for centers, and a higher rate of growth for homes may occur than for centers. The percentages in 2003 ranged from 4 States with 0 percent to DC, with 6.96 percent

For much more information on State accreditation data, see Surr, J., "Who's Accredited? What and How the States are doing on Best Practices in Child Care", Child Care Information Exchange, March-April, 2004, (available free as pdf document from www.childcareexchange.com).

Table E. Accreditation

State 1	Accreditation									
	36. # of accred. centers 04	37. % of accred. ctrs 1/04	38. % of accred. ctrs. 12/02	39. accred. centers rank 04	40. accred. centers rank 98	41. change in rank, 98-04	42. # of accred FCC 8/04	43. % of accred. FCC 04	44. % of accred. FCC 03	
Source	Surr, 3/04 Child Care Exchange article						NAFCC	Surr	Surr	
Alabama	76	5.24	5.60	31	33	-2	27	1.38	0.72	
Alaska	16	7.51	6.96	20	26	-6	2	0.13	0.15	
Arizona	256	12.18	12.14	8	12	-4	7	0.17	0.14	
Arkansas	57	3.26	2.14	47	46	1	2	0.17	0.17	
California	504	3.44	3.68	45	32	13	314	0.70	0.31	
Colorado	137	4.77	5.27	36	25	11	13	0.32	0.42	
Connecticut	378	23.80	23.98	2	3	-1	7	0.21	0.46	
Delaware	16	4.56	5.94	37	13	24	3	0.18	0.06	
D. Columbia	79	21.94	20.22	3	10	-7	15	6.44	6.96	
Florida	684	10.30	9.91	12	21	-9	282	3.49	3.69	
Georgia	222	8.63	7.27	17	6	11	51	0.77	0.58	
Hawaii	72	13.77	12.48	6	4	2	2	0.40	0.00	
Idaho	42	5.32	4.43	30	44	-14	7	0.57	0.16	
Illinois	504	16.13	15.14	5	8	-3	67	0.62	0.58	
Indiana	130	20.50	18.06	4	5	-1	42	1.30	1.07	
Iowa	173	11.89	11.69	9	9	0	5	0.09	0.09	
Kansas	65	4.94	4.48	35	39	-4	17	0.23	0.19	
Kentucky	133	5.99	6.26	28	20	8	7	0.08	0.04	
Louisiana	56	2.60	3.28	49	40	9	0	0.00	0.00	
Maine	31	3.71	3.35	44	50	-6	23	1.25	0.82	
Maryland	113	4.30	3.97	38	37	1	138	1.35	0.96	
Massachusetts	809	25.16	23.90	1	1	0	80	0.84	1.15	
Michigan	144	3.09	2.87	48	47	1	43	0.31	0.35	
Minnesota	171	10.69	10.03	10	7	3	1	0.01	0.06	
Mississippi	32	1.79	1.95	50	49	1	1	0.17	0.00	
Missouri	107	5.86	5.62	29	43	-14	36	1.76	1.66	
Montana	19	7.09	7.09	21	36	-15	31	2.93	2.92	
Nebraska	56	6.58	6.44	24	42	-18	7	0.23	0.40	
Nevada	17	3.78	3.06	43	51	-8	6	1.02	0.84	
N. Hampshire	39	3.33	4.87	46	11	35	2	0.57	0.54	
New Jersey	208	5.03	4.90	33	35	-2	16	0.39	0.41	
New Mexico	78	12.38	12.30	7	19	-12	6	0.07	0.08	
New York	310	6.66	8.64	23	15	8	54	0.37	0.43	
N. Carolina	163	3.84	4.12	41	41	0	73	1.46	1.73	
North Dakota	10	8.20	6.87	19	18	1	4	0.17	0.14	
Ohio	343	9.36	9.57	13	24	-11	21	0.14	0.18	
Oklahoma	82	4.24	4.15	39	48	-9	33	0.74	0.61	
Oregon	51	6.07	5.23	27	31	-4	3	0.06	0.02	
Pennsylvania	248	6.25	6.13	25	27	-2	40	0.78	1.33	
Rhode Island	49	10.65	9.63	11	16	-5	7	0.53	1.09	
South Carolina	84	5.15	3.67	32	38	-6	4	0.21	0.05	
South Dakota	5	1.75	1.48	51	45	6	2	0.20	0.10	
Tennessee	143	4.00	4.29	40	30	10	30	1.66	1.15	
Texas	427	3.81	3.96	42	28	14	79	0.60	0.58	
Utah	31	9.23	8.04	15	29	-14	9	0.36	0.33	
Vermont	57	9.05	9.79	16	22	-6	10	0.76	0.76	
Virginia	173	6.72	7.19	22	17	5	12	0.33	0.25	
Washington	108	5.02	5.05	34	23	11	2	0.03	0.03	
West Virginia	37	6.17	6.27	26	34	-8	5	0.16	0.10	
Wisconsin	224	9.28	8.67	14	14	0	28	0.35	0.41	
Wyoming	22	8.56	10.89	18	2	16	0	0.00	0.00	
US	7,991	6.87	7.70	25.50	25.50	0.00	1,676	0.58	0.52	
Puerto Rico		0.00				0		0.00	0.00	
U.S. Mil.		0	95	0	0	0	7	50.00	50.00	
Virgin Islands		0				0		0.00	0.00	
Weight for factor										

III: DISCUSSION

A. A POINT SYSTEM AS A BASIS FOR COMPARISON

.....And now we enter the dreaded jungle of subjectivity. Obviously we want to look at State child care quality as a whole, including all of the elements described above. Yet we cannot do that without some common denominator, a basis for comparison. So last year, in the *Matrix* paper, the author developed a subjective point system. It gave each factor above deemed to have some bearing on quality at the classroom level a weight in relation to the other factors, and set a scale for each of those factors to reflect relative standing. Assistance in refining these weights would be greatly appreciated.

For the four wider categories, 30 points out of 100 are given to regulatory factors, 20 points for financial investment and incentives, 20 points for average pay, and 30 points for accreditation. This is the same allocation between the categories as appeared in the *Matrix*.

1. Weights Given to Factors:

a. Regulatory Indicators: 30 points

As was the case last year, the number of programs per inspector was given only one point, as State measurements of this important check on quality varied and often were inconsistent between data reports. Also unchanged from last year is the 5 points given to the one year old : staff ratio, and 5 points to the 3 year old : staff ratio. Child : staff ratios have been shown repeatedly by research to have a major impact on child care quality, as the responsiveness of the personal relationship between the child and the adult is the major determinant of the child's development. Having too many children to care for erodes that crucial connection. Similarly, group size limits for 0-2 year olds affects that interaction between teacher and child, and a large group will tend to distract the child more than is good for him or her. That measure continues to have 4 points.

The responsiveness of the adult : child interaction also is influenced significantly by the adult's pre-service education and continuing training, according to research. Thus the remaining four measures in the regulatory field each have 3 points: for minimum director education, for lead teacher education, for family child care education, and for continuing training for family child care providers.

Within the general categories, however, some changes in weighting have occurred since last year. In the regulatory area, 3 points were allotted in the *Matrix* to the number of children 0-4 per regulated child care program, and this year that category receives only one point. This year the author found State-by-State data on religious exemptions from center regulations and minimum number of children in care requiring family child care regulation. Those two factors together were given two of the 0-4:program ratio's points, as each is perhaps more relevant as an indicator of unregulated child care than the gross child to program ratio, which includes parental, nanny, and kinship care as well as commercial care on the unregulated side of the equation.

b. Financial Indicators: 20 points

The percentage of a State's CCDBG allocated to quality enhancement receives 10 points, as it did last year, reflecting the importance of this percentage in determining the overall level of quality in child care in the State. But this year 3 points were taken from the categorical incentives, and were given to a new measure showing changes since 2002 in a State's total investment of State and Federal dollars in child care. The listing of State-sponsored quality initiatives by category is interesting and useful to advocates, but the net improvement in quality that one program rather than another gives is debatable. Hence the incentives, such as tiered strategies, compensation initiatives, accreditation assistance, grants, loans, and scholarships, are only given 2 points in the 2004 study, based on the number of these categories in which a State sponsors some kind of program. The new quality measure that receives these points is the total investment, both State and Federal, in child care, as

reported by the State to the Federal Government. The net increase or decrease in total child care funding since 2002 becomes the focus of measurement for the three points. The importance of changes in total funding to quality in child care relates to the unreported cuts in quality-related expenditures that programs have to take when State governments skimp on subsidies.

The other element in the points for financial incentive indicators is the 5 points allocated (both this year and last year) to relating that total investment to the number of children aged 0-4 in the State, to produce a hypothetical expenditure on child care per young child. This measure affects quality because it shows much better than the other measures how devoted the State government is financially to its children in care. It is assumed here that the number of children in care is roughly proportional to the total number of young children in the State.

c. Average Child Care Pay as a Percentage of State Median Income: 20 points

This allocation of points, which is unchanged from last year, is based on the research showing the importance to young children of having well-trained teachers who stay with the children and don't constantly leave for other, better-paying jobs.

d. Accreditation: 30 points

This allocation of points reflects the importance of accreditation as a direct indicator of quality, at least at the top end of the scale. No other measure in this study has as direct and comprehensive relationship to quality as accreditation. The point allocation to particular categories within accreditation, unchanged from last year's, is 6 points for a State's change in NAEYC accreditation ranking since 1998; 18 points for the percentage of centers accredited by NAEYC; and 6 points for the percentage of family child care homes accredited by NAFCC. NAEYC accreditation is given much more attention in this scale than NAFCC accreditation, because NAFCC is just beginning to get a representative sample of homes accredited, while NAEYC has a well-established system.

2. Array of Points for Each Category:

Three goals were sought for the points given in each category:

- o First, that the points should reflect the full range of distribution of values for each State in each category;
- o Second, that flexibility be built in at the extremes for some future growth or decline; and
- o Third, that the values themselves should be used as a basis for comparison, with a standard mathematical constant where possible.

Thus the point system should confine the author's subjective judgment mostly to the weighting of categories, as discussed in Part A above.

One of the point allocations has been changed from the first year to the second. Accreditation percentages in the *Matrix* were multiplied by 2/3 to produce the score in that category for 2003, but the comparable percentages for 2004 were multiplied by 3/4, in order to provide a wider distribution across the 18-point scale. Accordingly, the points reported in the *Matrix* for NAEYC accreditation percentages were revised according to the 3/4 standard for the comparison in the last column of this table. The categories with new point systems are identified by *italics*.

Table F shows how the points were allocated in each of the categories. Where a category permits more than 5 points to be allocated, the progression established for the first five points continues and is indicated in context by "etc."

Table F. POINTS GIVEN TO QUALITY FACTORS

Factor	Weight	0 pt.	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
0-4 Children/Center + FCC ('03)	3	>80	51-80	31-50	<30-		
0-4 Children/ Center + FCC	1	>40	<41				
Religious exemption	1	yes	no				
Family care children exempt	1	>2	<3				
# FCCCH + Centers/Inspector	1	>101	<100				
# Infants/Ctr. Staff member	5	>7	7	6	5	4	3
# 3 yr. / Ctr Staff member	5	>12	12	11	10	9	<9
Group Size for Infants in Centers	4	no/rq	15-20	12-14	10-11	8-9	
Director Preserv. ECE Education	3	0-50 hrs	51-100	101-150	151+		
Lead Teacher Preserv. Education	3	no/rq	1-50	51-100	101+		
FCC Provider Preserv. Education	3	no/rq	1-10	11-20	21+		
Annual Training for small FCC	3	no/rq	1-5 hr	6-10	11+		
Quality % of CCDBG	10	4-5	6-7	8-9	10-11	12-13	14-15 etc
State M. O. E. \$/Child ('03)	5	<20	21-40	41-60	61-80	81-99	100+
Total State & Fed. CC \$/ child	5	<\$300	\$301-450	\$451-600	\$601-750	\$751-900	>\$900
% Change in Total CC\$, 04/02	3	0-80%	81-100%	101-20	>120%		
Tiered Reimbursement ('03)	1	no	yes				
Compensation Initiatives ('03)	1	no	yes				
Accreditation Incentives ('03)	1	no	yes				
Loans or Grants ('03)	1	no	yes				
Career Development ('03)	1	no	yes				
No. of Columns with Financial Incentive Programs	2	0-2	3	4-5			
Percent Average Hourly Wages	20	53%	54%	55%	56%	57%	58%, etc.
Percent Average Hourly Wages	20	56%	57%	58%	59%	60%	61%, etc.
NAEYC Accred.' 03 percentage	18	2/3%	2/3%	2/3%	2/3%	2/3%	2/3%,etc
NAEYC Accred. '04 percentage	18	3/4%	3/4%	3/4%	3/4%	3/4%	3/4%,etc
Change in Accred. Rank, 98-02	6	>19	18-13	12-7	6-1	0-5	6-11 etc
NFCCA Accred. '02 percentage	6	=%x5	=%x5	=%x5	=%x5	=%x5	=%x5 etc

Each State gets a whole number of points on each of the factors listed above, and the sum of those points is reported on the spreadsheet at the State's composite quality rating, with 100 being the optimal and 0 being the worst.

The points for accreditation percentages for 2003 for centers have been recomputed according to the new, augmented point allocation for that factor, to make year-to-year comparisons consistent. Thus the points given to that factor in the *Matrix* are not the same as those appearing in this paper. Otherwise the points from the *Matrix* are unchanged.

B. RESULTS OF APPLICATION OF THE POINT SYSTEM TO THE DATA:

Table G below, in two parts on succeeding pages, shows the application of the point system described above to the data provided in the "Methods" section of this study. The first part summarizes the factors relevant to regulation (30 points possible), and the second summarizes all other factors (financial, 20 points; wages, 20 points; and accreditation, 30 points). The total points for each State are shown, followed by the comparable total in last year's *Matrix*. The Conclusion of this study describes the status and trends discerned through use of the point system. Finally, a summary chart shows for each State its total points, divided among the four categories of regulation, financial, wages, and accreditation.

Table G, Part 1. Points for Quality Indicators: Regulation

State	Points											
	45. pts. for few 04 chldrn./prov'd'r	46. points for fewest exempt	47. points for progs./insp'ct'r	48. points for infants /adult	49. pts. for 3 year olds / adult	50. pts. for avrg. group size	51. points for direct'r. ECE.	52. points for lead teacher ECE	53. points for FCC ECE	54. points for annual train.	55. pts. for all regulatory indicators 04	56. pts. for all regulatory indicators 03
Source	Surr											
Alabama	0	1	1	2	1	0	2	1	3	3	14	13
Alaska	1	1	1	3	3	3	2	3	0	3	20	21
Arizona	0	1	1	2	0	0	1	0	1	2	8	9
Arkansas	0	0	1	2	1	1	0	0	0	2	7	11
California	0	1	0	4	1	0	1	3	2	0	12	12
Colorado	0	1	0	3	3	3	3	0	2	2	17	18
Connecticut	0	1	0	4	3	4	2	3	1	0	18	15
Delaware	1	2	0	4	1	0	2	1	3	3	17	17
D. Columbia	0	2	0	4	5	4	3	3	1	0	22	22
Florida	0	0	1	4	2	0	3	3	3	2	18	10
Georgia	0	1	1	2	0	2	0	1	0	2	9	9
Hawaii	0	1	1	5	1	4	2	3	3	1	21	18
Idaho	0	1	0	0	1	0	0	0	0	1	3	4
Illinois	0	0	0	4	3	2	3	3	1	3	19	19
Indiana	0	0	0	4	3	4	3	3	1	3	21	15
Iowa	1	1	0	4	5	0	1	0	0	3	15	15
Kansas	1	2	0	5	3	4	2	3	1	1	22	23
Kentucky	1	1	1	3	1	3	0	1	1	2	14	15
Louisiana	1	0	1	3	0	0	0	1	2	0	8	9
Maine	1	1	0	4	5	2	2	0	1	2	18	17
Maryland	1	1	0	5	3	2	1	2	2	2	19	18
Massachusetts	1	2	0	4	3	4	3	3	1	2	23	23
Michigan	1	2	0	4	3	0	3	0	1	0	14	15
Minnesota	1	1	0	4	3	3	1	3	1	2	19	19
Mississippi	0	1	0	3	1	3	2	0	0	0	10	11
Missouri	0	0	1	4	3	4	3	0	0	3	18	16
Montana	1	1	0	4	3	0	0	0	1	2	12	12
Nebraska	1	1	0	4	3	2	0	1	1	3	16	18
Nevada	0	1	1	2	2	0	2	0	2	3	13	13
N. Hampshire	0	1	0	4	5	2	2	3	1	2	20	21
New Jersey	0	1	0	4	3	1	0	3	1	3	16	15
New Mexico	1	1	1	2	1	0	2	0	0	3	11	11
New York	0	0	1	4	5	3	2	3	2	3	23	22
N. Carolina	0	0	1	3	3	3	2	2	1	3	18	19
North Dakota	1	1	0	4	5	0	2	0	1	2	16	18
Ohio	1	1	1	2	1	2	2	1	1	3	15	16
Oklahoma	1	2	1	4	1	3	0	1	1	3	17	15
Oregon	1	1	0	4	3	4	0	0	1	1	15	15
Pennsylvania	0	1	1	4	3	4	0	3	0	2	18	18
Rhode Island	1	1	0	4	4	3	3	3	1	1	21	20
South Carolina	0	1	1	2	0	0	0	1	1	3	9	4
South Dakota	1	0	1	3	3	1	0	0	0	2	11	10
Tennessee	0	0	1	4	4	2	0	1	1	1	14	15
Texas	0	1	1	4	0	1	2	1	3	3	16	13
Utah	0	0	0	4	1	4	2	1	1	3	16	15
Vermont	1	1	0	4	3	0	2	3	1	2	17	19
Virginia	0	0	0	4	3	0	0	1	1	1	10	9
Washington	0	2	1	4	3	3	2	1	1	1	18	19
West Virginia	1	1	1	4	3	3	0	0	1	2	16	13
Wisconsin	1	1	1	4	5	4	1	2	3	3	25	25
Wyoming	1	1	1	4	3	3	1	0	1	3	18	18
US	0.47	0.90	0.00	3.53	2.00	1.96	1.41	1.39	1.16	2.00	14.82	14.88
Puerto Rico				4	1		2	0	0	0	7	7
U.S. Mil.			0	3	1	0					4	7
Virgin Islands			0	4	4		3	3	1	1	12	11
Weight for factor	1	2	1	5	5	4	3	3	3	3	30	30

Table G, Part 2. Points for Quality Indicators

State	Points (Continued)															
	57. pts. for qual. % CCD BG	58. pts. for % Δ total CC \$ 04/02	59. pts for \$/child	60. points for incentives	61. pts. for financial invest. 04	62. pts. for financial invest. 02	63. pts for avg. pay % 04	64. pts for avg. pay % 03	65. pts. for accred % 04	66. pts. for ch accred. Rank 98-04	67. pts. for accred FCC 04	68. points for all accred 04	69. points for all accred 03	70. quality score for 2004	71. rev. quality score 2003	72. change quality score, 03-04
Source	Surr															
Alabama	0	0	0	1	1	4	8	9	4	4	6	14	12	37	38	1
Alaska	0	0	3	1	4	7	2	6	6	5	1	11	10	37	44	6
Arizona	0	0	0	2	2	4	12	10	9	4	1	14	14	36	37	1
Arkansas	2	2	1	2	7	4	10	14	2	3	1	6	5	30	35	4
California	1	2	3	2	8	5	10	13	3	1	4	7	8	37	39	2
Colorado	2	1	1	1	5	4	7	9	4	2	2	7	9	36	40	3
Connecticut	0	1	1	2	4	10	3	6	18	4	1	23	24	48	56	8
Delaware	1	1	1	1	4	6	3	5	3	0	1	4	9	28	37	9
D. Columbia	2	1	5	2	10	19	0	0	16	5	6	27	26	59	67	7
Florida	0	0	2	2	4	3	11	13	8	5	6	19	18	52	44	-7
Georgia	0	1	1	2	4	4	3	8	6	2	4	12	9	28	30	2
Hawaii	5	2	3	0	10	5	8	11	10	3	2	15	12	54	46	-8
Idaho	0	1	1	1	3	6	3	8	4	6	3	13	6	22	24	2
Illinois	0	3	3	2	8	6	10	10	12	4	3	19	18	56	53	-3
Indiana	0	1	1	1	3	3	8	11	15	4	6	25	23	57	51	-6
Iowa	12	0	2	1	15	6	6	9	9	4	0	13	13	49	43	-6
Kansas	12	2	1	2	17	3	14	15	4	4	1	9	8	62	50	-12
Kentucky	0	2	3	1	6	4	8	13	4	2	0	7	8	35	40	5
Louisiana	0	2	3	0	5	2	10	13	2	2	0	4	5	27	30	3
Maine	8	1	2	1	12	6	14	20	3	5	6	14	11	58	53	-5
Maryland	0	0	1	2	3	12	7	14	3	3	6	12	11	41	55	13
Massachusetts	1	1	5	2	9	11	8	12	19	4	4	27	27	67	73	6
Michigan	5	0	3	1	9	1	10	13	2	3	2	7	7	40	35	-4
Minnesota	1	3	3	1	8	5	10	13	8	3	0	11	11	48	48	0
Mississippi	0	1	0	0	1	1	15	15	1	3	1	5	4	31	32	1
Missouri	4	3	1	2	10	7	7	11	4	6	6	16	16	51	50	-2
Montana	0	0	1	2	3	5	10	16	5	6	6	17	17	42	50	8
Nebraska	6	2	1	2	11	7	12	12	5	6	1	12	13	51	50	-1
Nevada	2	1	0	1	4	2	6	10	3	5	5	13	10	36	36	0
N. Hampshire	0	2	1	1	4	4	12	13	2	0	3	5	6	41	45	3
New Jersey	0	3	2	2	7	3	9	9	4	4	2	10	10	42	37	-5
New Mexico	0	2	2	2	6	4	6	8	9	6	0	16	16	39	38	0
New York	12	1	1	2	16	14	11	14	5	2	2	9	12	59	62	3
N. Carolina	0	2	2	2	6	7	8	10	3	4	6	13	13	45	49	4
North Dakota	0	2	1	0	3	12	11	12	6	3	1	10	9	40	50	10
Ohio	1	2	3	1	7	3	4	9	7	5	1	13	13	39	41	3
Oklahoma	14	1	3	2	20	14	8	14	3	5	4	12	11	57	54	-3
Oregon	0	1	1	1	3	4	11	13	5	4	0	9	7	38	39	1
Pennsylvania	11	3	3	2	19	12	8	12	5	4	4	13	15	58	57	-1
Rhode Island	0	3	5	2	10	7	20	20	8	4	3	15	17	66	44	-22
South Carolina	0	2	0	2	4	4	4	9	4	5	1	10	6	27	23	-4
South Dakota	14	2	1	0	17	8	20	20	1	3	1	5	5	53	43	-11
Tennessee	3	1	2	2	8	5	2	6	3	2	6	11	11	35	37	2
Texas	0	1	0	1	2	1	5	8	3	1	3	7	7	30	29	-1
Utah	12	1	0	2	15	4	6	14	7	6	2	15	13	52	45	-6
Vermont	5	2	4	2	13	8	13	20	7	5	4	16	16	59	63	5
Virginia	0	1	1	1	3	4	4	8	5	3	2	10	10	27	31	4
Washington	0	3	2	2	7	7	3	6	4	2	0	6	6	34	38	4
West Virginia	0	1	2	2	5	5	8	12	5	5	1	10	10	39	40	1
Wisconsin	0	2	5	2	9	17	8	11	7	4	2	13	12	55	65	10
Wyoming	13	0	1	0	14	9	5	7	6	1	0	7	10	44	44	-1
US	2.92	1.41	1.84	1.43	7.61	10.00	8.25	11.17	5.15	3.65	3	12	12	42	48	6
Puerto Rico	0	2		0	2	4	20	20	0		0	0	0	29	31	2
U.S. Mil.				2	2	5			18	4	6	28	30	34	42	8
Virgin Islands				0	0	0			0		0	0	0	12	11	-1
Weight for factor	10	3	5	2	20	20	20	20	18	6	6	30	30	100	100	

IV. CONCLUSIONS

A. National:

The findings of Helburn, et al (1995), revealed that most of America's children in care are not being helped in their development by that care. That study gave us in the early childhood profession a research basis to urge improvements in child care quality, so that many more children can succeed in school and in life. The 1996 welfare reform legislation poured much more money into the CCDBG over the 5 or 6 following years, but that commitment has waned. So there's plenty of room for improvement.

The indicators in this study show that child care quality in the United States is generally poor and deteriorating, although there are bright spots in a number of States. On a scale of 1-100, overall child care quality in the US got an average score of 48 in last year's *Matrix*. This year the average score is down 6 points, to 42. About half of that drop comes from a loss in relative pay for child care professionals, which we see in the brain drain of qualified teachers leaving for more remunerative work because they can't afford to do the work they love with children. The other half is from a drop in government investments in child care generally and quality improvement investments in particular, including an average drop in CCDBG quality set-asides from 9 percent of CCDBG allocations to 7 percent. Fortunately, regulatory standards and accreditation seem to be holding their own nationally.

The impending hike in NAEYC's accreditation fees and its projected upgrading of standards may mean that fewer, though better-qualified, programs will be accredited by NAEYC in the future, absent more funding of government accreditation support programs. The rapid growth of NAFCC's accreditations may offset this trend somewhat.

Government financing of quality is up in the air, as part of the reauthorization of the CCDBG that will come up again soon. Both House and Senate Committee versions of the reauthorization bill in the Congress just ended would raise the minimum quality percentage from the current 4 percent to 6 percent of the CCDBG total, and the Senate voted overwhelmingly this year to raise the mandatory (i.e., not subject to annual appropriation) portion of the CCDBG by \$7 billion. But overall funding of CCDBG at the Federal level may be threatened by the new composition of Congress, and the desire of Congressional and Administration political leadership to cap or reduce all discretionary domestic expenditures, including child care, while reducing Federal taxes even more. In this climate it is hoped that the data in this study may help advocates to preserve or improve Federal fiscal investment in child care quality.

B. States:

1. **The Big Picture:** Using the author's admittedly subjective point system, it appears that **Massachusetts**, which for many years until 2003 dominated the quality standings, is holding on to the leadership at **67** points, with a one point lead over **Rhode Island**, which has moved up to **66** points, a 22 point gain contrasted with its neighbor's 6 point loss since last year. Rhode Island's gains came mostly from an infusion of State money into the child care subsidy program, some marginal improvement in its regulations, and an exemplary child care compensation environment. Massachusetts lost ground mostly on its compensation (down 4 points) and an 18 percent loss in total child care financing, including a one percent drop in the CCDBG quality set-aside (down 2 points).

Other outstanding performers in overall quality include **Kansas**, at **62** points, which increased its quality set-aside from 4 to 16 percent of its CCDBG allocation over the last 2 years, yielding a net increase in 12 points over last year's overall standing of 50 points. The **District of Columbia**, **New York**, and **Vermont**, all were tied for fourth place at **59** points. DC and Vermont lost ground from last year's standings, with DC losses coming from a drop in total child care financing, and Vermont's mostly from a drop in relative child care pay. New York dropped in pay and in accreditations, but gained in financing.

At the other end of the scale, *Idaho* got even more in the hole, with a drop in its overall score from 24 to 22, with drops in pay and quality set-asides more than offsetting a gain in accreditation. *Louisiana, South Carolina, and Virginia*, all at 27 points, were next up the line, with South Carolina improving in accreditation, but Louisiana losing in pay, accreditation and regulations more than it gained in finances, and Virginia losing in pay. *Maryland* had the biggest drop in its overall rating, by 13 points due to pay and finances, while *North Dakota* and *Wisconsin* both had a 10-point drop.

2. Regulatory Quality: 30 Points

As was mentioned above in Section A, changes in regulations were marginal between 2003 and 2004 for most States. **Wisconsin**, at 25 points out of a possible 30, continues to have the highest regulatory standards, followed by **New York** and **Massachusetts** at 23 points and the **District of Columbia** and **Kansas** at 22. Florida's regulatory indicators improved by 8 points, to 18, since last year, while Indiana went up 6, to 21, South Carolina was up 4, and Connecticut, Hawaii, Tennessee, and West Virginia were up 3.

Idaho came in worst this year in the regulatory area with 3 points. Arkansas has only 7 points, a drop of 4 from last year's score due to group size and annual training hours. *Louisiana* and *Arizona* have 8 points apiece, and *Georgia, South Carolina, and Virginia* are the next worst, with 9 points apiece.

3. Financial Investments: 20 Points

Oklahoma led the pack on financial investments, with 20 points, followed closely by **Pennsylvania** with 19 and **Kansas** and **South Dakota**, with 17 apiece. Although Oklahoma's quality set-aside dropped 5 percent from 23 to 18 percent since the previous CCDBG plan, its 18 percent was tied for the highest in the country. South Dakota maintained its set-aside at 18 percent also. Pennsylvania, while dropping its set-aside by 3 percent, raised its total child care investment by 25 percent in the 2-year period.

Alabama and *Mississippi* tied for worst for finances, with only *one* out of 20 points, closely followed by *Arizona* and *Texas* with 2 points apiece, and *Idaho, Indiana, Maryland, Montana, North Dakota, and Virginia*, with 3 points apiece. *D.C., Maryland, and North Dakota* lost 9 points apiece for finances over the 2-year period, while *Wisconsin* lost 8.

Kansas and **Utah** increased their set-asides from the minimum 4 to 16 percent over the two-year CCDBG Plan period, bucking a nationwide trend to reduce the set-asides, and **Iowa** and **Nebraska** increased their set-asides by 6 percent of the CCDBG apiece. In sharp contrast, *North Dakota* went from 27 percent to the minimum 4, and *Wisconsin* from 26 percent to 4.

In overall child care funding, several States had huge increases over the 2-year CCDBG Plan, led by **Rhode Island** with a 212 percent increase, **Missouri** with a 113 percent increase, and **Illinois** with a 101 percent increase. The biggest drops in overall funding were suffered in *Montana*, with a 29 percent drop, and *Arizona* and *Wyoming* with a 28 percent drop. Nationally, the investment increase averaged 19 percent over the two year period.

In terms of investment per 0-4 year old child, **DC** continues to lead the nation with \$1,405 per child, followed by **Rhode Island** at \$1,316 per child. The lowest investments are in *Utah*, at \$225 per child, *Nevada*, at \$229 per child, and *Texas*, at \$257 per child.

4. Relative Hourly Wages: 20 Points

Puerto Rico continues to have the most competitive pay for child care professionals, at 90 percent of State Median wage. Among the States, **South Dakota** is best at 78 percent, followed by **Rhode Island** at 75 percent, and **Mississippi** at 70 percent. The worst jurisdiction is the *District of Columbia*, at 48 percent, followed by *Alaska, Georgia, and Tennessee*, all at 58 percent. The national average is 63 percent. Rhode Island advanced in

pay the most, by 22 percent, and no other States improved by more than a few percent. But Vermont dropped by 6 percent, and DC, Maryland, and Utah dropped by 5 percent.

5. Accreditation: 30 Points

Massachusetts, which has held the No. 1 or No. 2 spot in accreditation since at least 1998, is joined in a tie for points this year by the **District of Columbia**, at 27 points out of 30. Following them closely is **Indiana**, at 25 points, with **Connecticut**, which was second last year, at 23 points. The worst this year are *Delaware* and *Louisiana*, with 4 points each, and *Mississippi*, *New Hampshire*, and *South Dakota*, with 5 points apiece. Idaho gained 7 points this year, and Indiana gained 4. Delaware dropped 5 points since last year.

Indiana made a 2.5 percent gain in the percentage of NAEYC-accredited centers, while Wyoming lost almost as much. The gains and losses among NAFCC-accredited homes was much less dramatic, as the system is still young.



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