

# **THE RELATIONSHIP OF TEACHER QUALIFICATIONS, QUALITY OF CARE AND STUDENT ACHIEVEMENT OUTCOMES IN THE ARKANSAS BETTER CHANCE PROGRAM**

## **ABSTRACT**

The purpose of this study was to conduct a program evaluation of the Arkansas Better Chance Program and determine if a relationship existed among teacher qualifications, quality of care and student achievement outcomes. The teacher qualifications were measured with a researcher designed questionnaire. The variables for teacher qualifications were wage, experience, education and training (Framework, Pre-K ELLA, WSS). The quality of care was measured with the Early Childhood Environment Rating Scale Revised (ECERS-R). The student achievement outcomes were measured with the Work Sampling System (WSS- these scores were turned into percent proficient scores).

The ABC teacher workforce is predominately young white females with a teaching degree and license. She earns less than \$25,000 per year. The ABC student is a white English-speaking boy or girl at 200 percent of poverty level.

A significant difference was found in student achievement based on teacher qualifications (wage, experience and Pre-K ELLA training). A significant difference was found in quality of care based on teacher qualifications (experience, Framework and Pre-K ELLA training).

A relationship was found between student achievement and quality of care; specifically, student achievement, the total ECERS-R scores and each of the subscale scores (language-reasoning, space and furnishings, activities, interaction, program structure). A relationship was found among teacher qualifications, quality of care and

student achievement: specifically, between Framework and Pre-K ELLA; Pre-K ELLA and WSS; Framework and WSS; WSS and education; WSS and wage; wage and education; Pre-K ELLA and experience; Framework and experience; ECERS-R and experience; and, percent proficient and ECERS-R.