

Using CLASS™ in Family Childcare

The overarching goal of using CLASS™ as part of the Early Achievers quality rating is to **ensure that children in childcare programs are provided with access to supportive and stimulating adult-child interactions.**

- Measuring things is not solely about the numbers, but rather about **guiding and monitoring improvement toward a measurable, important, observable goal.**
- Developmentally enhancing interactions are hard to measure well without a standardized tool.

What is CLASS™?

- An observational tool designed to measure effective adult-child interactions
- Validated in over 3000 early care and education environments – children in programs with higher CLASS™ scores show better academic and social development
- CLASS™ can help program staff **assess the effectiveness of adult-child interactions** in their programs in ways that provide important information for program improvement
 - Target professional development funds and coaching
 - Support individual providers
 - Share information with stakeholders
- CLASS™ provides a **common lens and language** for understanding adult-child interactions in ways that can facilitate program improvement efforts

“Dozens of studies, from all across the country, converge on the findings that it is the qualities and nature of interactions between adults and children that are responsible for children’s learning and development.”

-Robert. C. Pianta, Dean of the University of Virginia Curry School of Education

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- Using a combined scale of the CLASS™ Pre-K and the Toddler CLASS™ allows us to measure these interactions in a combined age grouping, such as present in many family childcare homes.
- In 2010-2011 the UW validated the use of the CLASS™ in 37 family childcare homes
- Because the emphasis of the CLASS™ measure is on observing the *interactions* versus the materials in the environment, a specific curriculum, ratios or other structural variables, it works well to help researchers, providers and policy makers understand and communicate the frequency and depth of developmentally enhancing interactions that children in family childcare homes are experiencing

