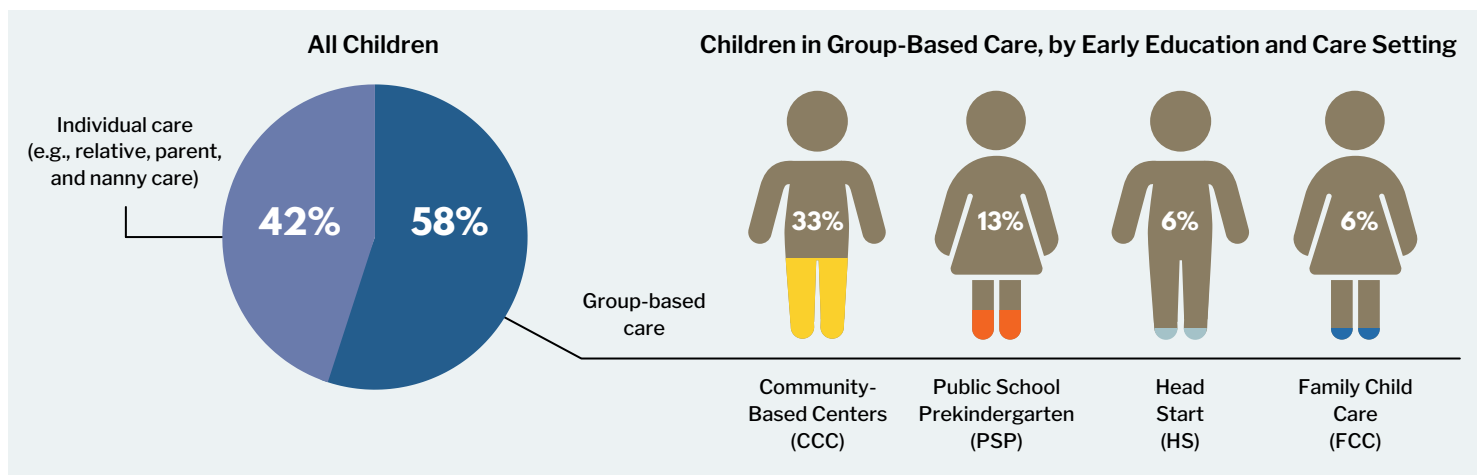


THE EARLY LEARNING STUDY AT HARVARD (ELS@H): QUALITY ACROSS AND WITHIN EARLY EDUCATION AND CARE SETTINGS

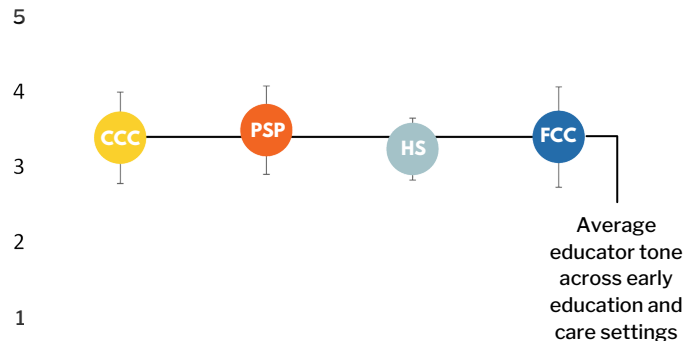
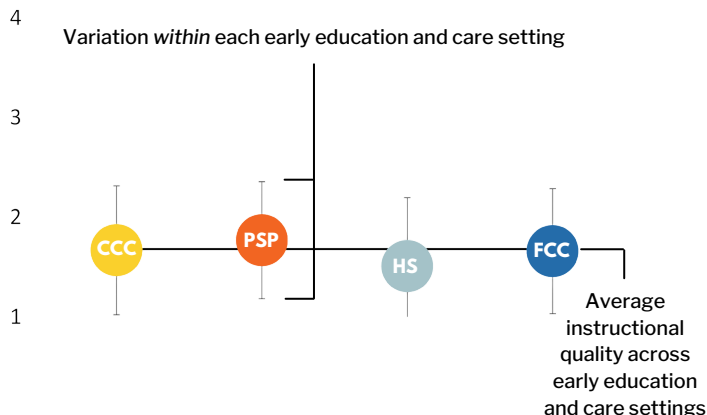
Across Massachusetts, 3- and 4-year-olds spend time in a variety of early education and care settings.



For the most part, average levels of quality are consistent across early education and care settings. For example, family child care programs were observed to have similar levels of quality compared to other settings including public school prekindergarten and community-based centers.

There is wide variation in quality *within* early education and care settings, however. In other words, a child in one public prekindergarten program can have a very different experience from a child in another public prekindergarten program. The same is true within all other settings.

Illustrative Example: Features of Quality



Instructional Quality

Instructional quality scores range from 1, which indicates a focus on activities that involve *low-level skills* (e.g., identifying letters, cutting with scissors) through 4, which indicates a focus on *high inferential learning* (e.g., the kind of learning that takes place during back-and-forth conversations).

Educator Tone

Educator tone scores range from 1, which indicates an *extremely negative* tone, to 5, which indicates a *vibrant* tone.

Note: Data are from Table 3 of [Jones et al. \(2020\)](#); Bars represent +/- 1.96 standard deviation