Framework for a Data System to Assess State Efforts in Quality Improvement

Logic Model and Clusters of Potential Indicators

Richard N. Brandon

CCPRC
Washington, DC  October 22, 2010
Child Development Outcomes Improve: overall and elimination of gaps
Children experience higher quality ECE

[Impact]

**Providers**
Offer Higher Quality ECE
[Outcomes]

**Parents**
Demand/Select Higher Quality ECE
[Outcomes]

**Supports to Provider Organizations:**
[Outputs]
- Clear standards; objective rating
- Fees/reimbursement cover standards
- Incentives to improve
- Stable cash flow, ‘venture capital’ to invest in meeting standards.
- Technical assistance: coaching, monitoring
- Professional development, training

**Support to Families:** [Outputs]
- Assistance to afford higher quality ECE (e.g. vouchers, tax credits; no-fee public programs)
- Information about the nature of quality and ratings

**Essential Inputs**
- Reliable rating scales and trained raters
- Outreach to assure high level of participation by providers, staff (if voluntary)
- Sufficient public funding to cover provider transitional and ongoing costs of meeting standards
- Prompt and stable payments to providers
- Registry to track staff qualifications
- Funding of TA, Professional Development

**Financial**

**QRIS**

**TA/PD**
Clusters of Potential Indicators to Discuss:

**QRIS**: provider participation rate; number/% of kids and providers by Quality-level, change in average level of Quality ...

*Financial incentives and support*: amount of funding, base + incentives; terms/conditions; number providers/staff receiving incentives

*Technical Assistance*: #/% providers receiving consultation, monitoring, coaching, mentoring; quality, impact of TA.

*Professional Development and training*: scope of offerings; #/% of providers, staff participating; qualifications of trainers; impact of PD/training.

*Workforce characteristics*: qualifications, experience, age, compensation. Observed quality.

*Others* .........................