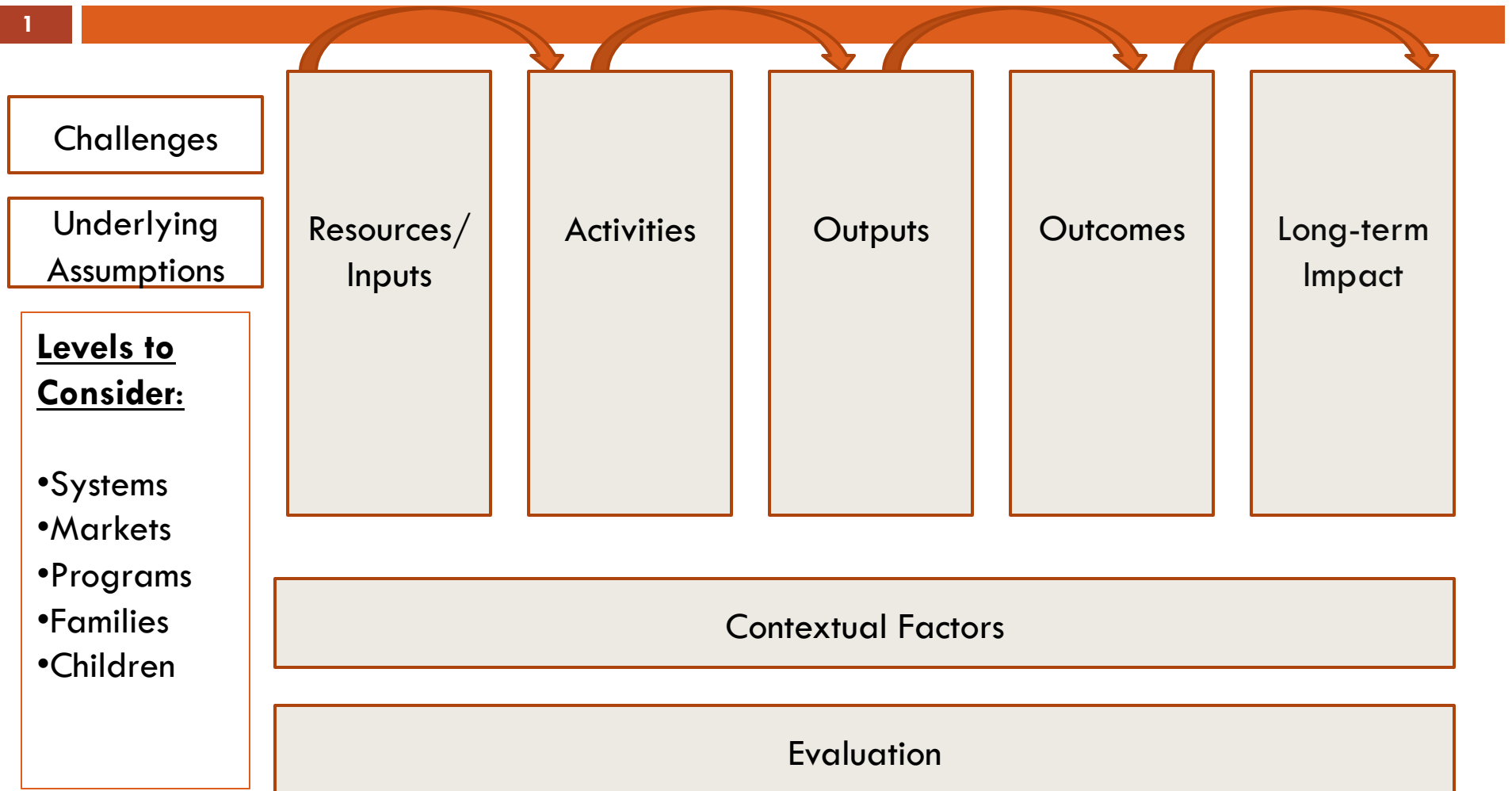


# Logic Model for Quality Rating and Improvement Systems

1



# Child Level Issues

2

- What is the specific program theory of change (logic model) for child effects? (What are hypothesized mediation processes?)
- Are the child-level measures valid within these child care settings and populations?
- What specific kinds and sizes of child effects do we expect or demand from QRIS? *When* do we expect to see these effects?
- What are our objectives when assessing children's developmental status? (consider access to quality)

# Parent/Family Level Issues

3

- Are parents aware of the QRIS system? Do they know its purpose?
- How have parents learned about the system?
- How do we assess the impact of QRIS on child care decision-making?
- Are parents willing/able to pay more for higher quality care?
- Is decision-making affected more in some types of families & less in others? Why?

# Program/Provider Level Issues

4

- What specific aspects of program quality are likely to be affected by QRIS? How do we measure those aspects?
- Do we have valid quality measures for different types of child care? For settings with children of different ages and backgrounds? For settings with children with special needs?
- How do we assess program fidelity? Rate of provider advancement within the QRIS system? Incentives and barriers to provider enrollment and advancement?
- Different types of providers: What is their experience within QRIS?
- What aspects of the QRIS are associated with specific program outcomes?
- How do we reach *non-participating* providers?

# Systems Questions

5

- What is the state of our knowledge about systems change and how to measure it?
- What drives systems change and infrastructure development to support QI?
- How do we study these changes?
- What are the leading measures?
- Can systems level changes be measured at the family and child level? When?