

# Challenges in Collecting Data on Quality

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# Federal and state governments may have some different goals for performance data

- Federal and state staff motivated to improve quality of care for CCDF-subsidized children and all children
- Federal government interested in:
  - Monitoring the use of CCDF funds
  - Drawing cross-state comparisons
  - Strengthening use of these funds as a lever for change
- States interested in:
  - Monitoring QI activities
  - Promoting QI goals
  - Identifying policies that may need to change

# Cross-state Comparisons Require Standardization of Data

- Ideally, elements are defined so that data transcend state definitions
  - E.g., licensing standards vary widely: is percent of licensed programs in QRISs good enough?
  - E.g., criteria for star levels in QRISs very different; a “2-star” program in one state is equivalent to a “4-star” program in another
- Standardization may rely on more molecular data in some instances
  - E.g., deconstruct licensing
  - May not be possible for some indicators

# Several Considerations Need to Guide Selection of Data Elements

- Feasibility
  - Cost of data collection
  - Frequency of data collection required
- Validity: does the element measure what it purports to measure?
  - E.g., given how difficult it is to get a degree and dependence on higher education infrastructure, should number of degrees granted represent a measure of quality?
- Reliability: are the data being collected and reported in a consistent way?
  - E.g., proportions require a denominator: are states using the same one?
  - Are data collection techniques, training, definitions the same?