This poster presents results of a study of toddlers (N=75) and preschoolers (N=146) development over a two-year period as a function of participation in a statewide child care quality rating and improvement system (QRIS) by comparing children’s development and learning in lower-rated care with higher-rated care. Child care program quality was assessed three times via QRIS ratings and CLASS observer ratings. PreK CLASS and QRIS quality ratings were moderately correlated, but Toddler CLASS and QRIS ratings were not. Toddlers in higher QRIS-rated care showed more gains in early learning over two years than those in lower QRIS-rated care. Preschoolers in higher QRIS-rated care showed more gains in school readiness than those in lower QRIS-rated care. CLASS-rated quality did not predict cognitive or social-emotional gain rates in either toddlers or preschoolers.

**Research Questions**
1. How do state QRIS quality ratings correlate with independent CLASS quality ratings by trained observers?
2. Are toddlers’ and preschoolers’ growth rates over one year greater if they experienced higher QRIS-rated child care or higher CLASS-rated child care?

**Research Design**
- Evaluation of an established QRIS in a midwestern state (operating since 2009).
- Low-income sample; all children participating in CCDF voucher program.
- Stratified random longitudinal sample (N=221) of preschoolers (3-5 yrs., n=146) in Level 0 (n=21), 1 (n=42), 3 (n=39), or 4 (n=44) rated care; and toddlers (1-3 yrs., n=75) in Level 1 (n=30) or 4 (n=45) rated care.
- Children were initially nested within 137 child care settings in 199 classrooms.
- 3 child development assessments were completed, at 12-month intervals.
- 2 CLASS observations were completed, initially and at 12 months.
- Current longitudinal analyses are preliminary, including 51 toddlers and 91 preschoolers who were assessed to date at Time 3 (total 2 yrs.).

**Policy Implications & Future Research**
- This study provides preliminary evidence that toddlers and preschoolers from low-income families who spend more time in higher QRIS-rated child care settings gain an advantage in their cognitive and social-emotional development, compared with children placed in lower-rated settings.
- CLASS-rated quality showed no positive predictive associations with children’s learning and development over two years. CLASS quality could however have positive contemporaneous influences, not yet examined here.
- Future analyses will include the full sample (31 more children); added statistical controls for parent education, time-varying predictors, and also test effects of specific quality variables on specific child outcome variables.

**Abstract**
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