## Technical Assistance

This fact sheet provides a descriptive analysis of data from QRIScompendium.org about how technical assistance (TA) is being implemented across the 40 QRIS operating in the US. It includes information about: the types and focus areas of TA, the job titles used for TA providers, the number of TA providers delivering services for QRIS, and trainings or certifications needed for TA providers. This fact sheet also includes information on the delivery of TA: how TA is targeted to particular early care and education (ECE) programs, whether standardized processes are used and details on the dosage of on-site support.

Data from this fact sheet come from QRIScompendium.org, a catalog of all of the Quality Rating and Improvement Systems operating in the United States and its associated territories. The data are self-reported by states and reflect these 40 systems as they were on October 31, 2015. This fact sheet was prepared by staff at Child Trends.

TA Type

All 40 QRIS are providing some type of TA to their participating programs, although the extent and type of TA varies between systems. TA "type" includes the method or model for the way that TA is delivered to ECE programs. TA types could include mentoring (relationship-based process between colleagues), coaching (relationship-based process led by an expert), consultation (collaborative, problem-solving process with an external consultant), professional development (PD) advising (one-on-one process in which an advisor offers PD guidance) and peer-to-peer (development of relationship-based learning and support communities among colleagues).[1]

# of QRIS Providing Common TA Types
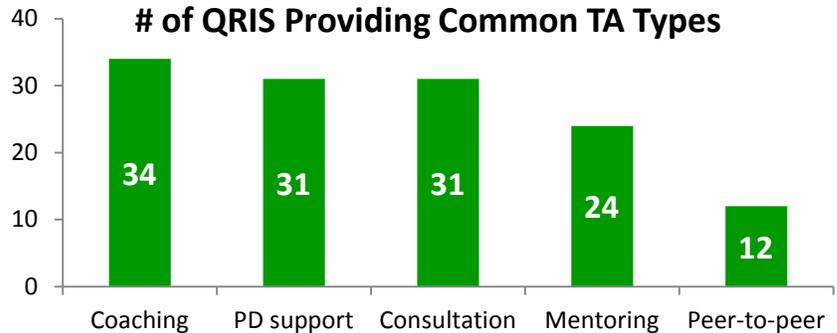
Coaching (85%) is the most common type of TA that QRIS report they provide. This is followed by PD support (78%), consultation (78%), mentoring (60%) and peer-to-peer support (30%). QRIS work with different entities to provide TA, including state agencies, Child Care Resource & Referral agencies (CCR&Rs), universities or other entities (e.g., community colleges, non-profit organizations). CCR&Rs are the most common TA providing groups, in use in 26 QRIS. State agencies are the second most common (19), followed by educational institutions (10) and the QRIS managing organization (7).

[1]Early Childhood Education Professional Development: Training and Technical Assistance Glossary. NAEYC and NACCRRA. Available at: http://www.naeyc.org/GlossaryTraining_TA.pdf

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TA Focus Areas

TA "focus areas" are the content provided to ECE programs across all TA types. Curriculum and assessment and improving teacher-child interactions were the two most common TA focuses in 2015, in 80% (32) QRIS.

These focuses were followed closely in frequency by health and safety, program administration, and the QRIS rating process, which are topics covered in 78% (31) of the QRIS in the country. Fewer QRIS provided TA with content specific to school-age children (48%) and dual-language learners (35%).
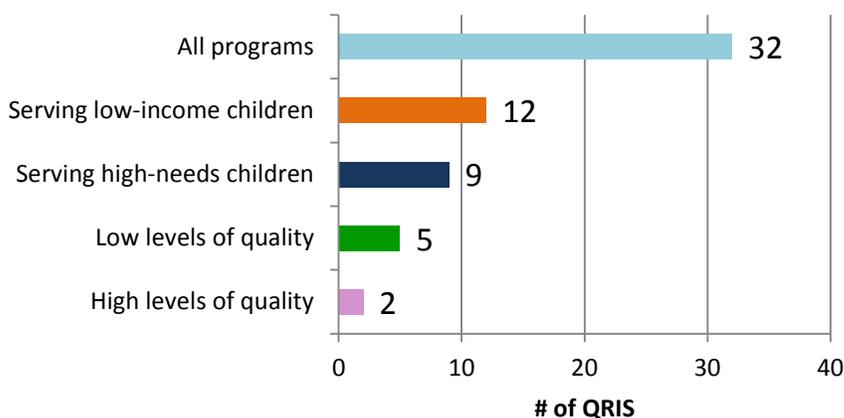
> **Number of QRIS Addressing Certain TA Focus Areas**
>
> Curriculum and assessment=32
> Teacher-child interactions=32
> Health and safety-31
> Program administration=31
> QRIS rating=31
> Observational assessments=30
> Infant/toddler care=29
> Inclusion=27
> Developmental screening=23
> School-age care=19
> Dual-language learners=14

TA Priority Programs

In some states and territories, on-site TA is targeted to specific programs, for example, those in communities where there is a high percentage of children with high-needs or programs rated at lower quality levels in the QRIS. Most QRIS (80%) offer some TA to all programs even if they target other programs with additional TA. Many (16) QRIS use more than on strategy to target TA.

TA Priority Programs

	# of QRIS
All programs	32
Serving low-income children	12
Serving high-needs children	9
Low levels of quality	5
High levels of quality	2

TA Provision

Across QRIS, the individuals providing TA have different titles—most are referred to as "consultants" or "coaches" and some are called "specialists" or "advisors." The number of TA providers across QRIS ranges from 5 to 207 with a median of 46.

Thirty (30) QRIS require TA providers to follow a standardized process or model when they are providing TA. QRIS TA models often have guidelines for the amount of TA time that programs will receive and the length of time the TA will last. In 32 of the 40 QRIS (80%), the length of receipt varies based on program type or level of quality. Four (4) QRIS have models that entail that TA is provided for more than six months, while one (1) QRIS has TA that always last between 1 and 6 months. The remaining three (3) QRIS use a variety of other models for determining how long TA lasts.

Thirty-one (31) QRIS require certain preparation, like training or certification, for TA providers before they can begin working with programs. The other nine (9) QRIS do not. Preparation requirements for TA providers include: completion of specific training (21), particular education degrees (12), completion of a certification process (12), years of experience in the early childhood field (11) and credentialing (5).