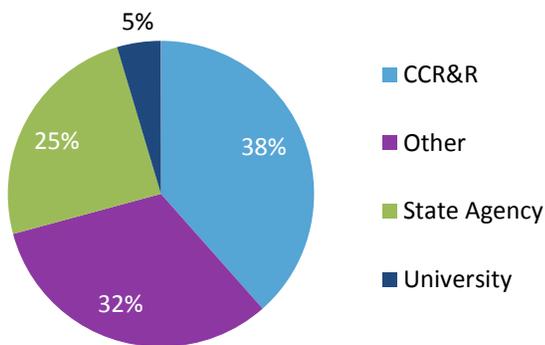


This fact sheet provides a descriptive analysis using data from qriscompendium.org¹ about how on-site TA is being implemented across the 39 operating QRIS in the US in 2014, including information on: the entities providing TA, the job titles used for TA providers, the number of TA providers delivering services for QRIS, and trainings or certifications needed for TA providers. This fact sheet also includes information on the delivery of TA, including how TA is targeted to particular ECE programs, whether standardized processes are used, and details on the dosage of on-site support.

About TA Providers

All 39 currently operating QRIS offer some form of on-site TA.ⁱⁱ QRIS work with different entities to provide TA, including a state agency or contracted Child Care Resource and Referral (CCR&R), university, or other entity (e.g., community college non-profit organization). Sixteen QRIS use more than one entity to provide TA and nine use more than two. See Figure 1 for details on the different entities providing TA.

Figure 1. Entities Providing TA



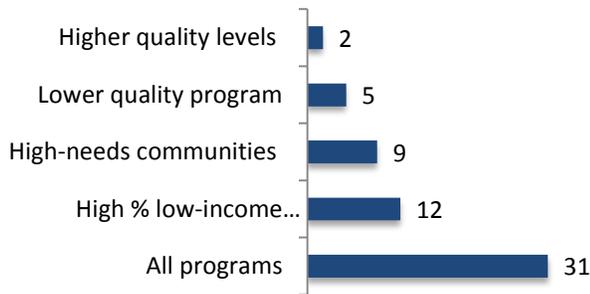
Across QRIS, the individuals providing TA providers have different titles—most are referred to “consultants” or “coaches” and some are called “specialists” or “advisors”. The number of TA providers in a given state or territory ranges from 5 to 200 and the median is 21.

Twenty-seven QRIS require certain preparation for TA providers (like trainings or certifications) before they can begin working with programs while 12 QRIS do not. Preparation requirements for TA providers include: particular educational degrees, years of experience in the early childhood field, completion of specific trainings, engagement in a credentialing or certification process, and/or ongoing professional development.

About TA Delivery

In some states and territories, on-site TA is targeted to specific ECE programs, for example those serving high-needs communities or a high percentage of low-income children, or programs rated at lower or higher quality levels in the QRIS. Most QRIS (79%) offer some TA to all programs even if they target other programs with additional TA. Some QRIS may be using more than one strategy to target TA. See Figure 2 for a description of how QRIS are targeting on-site TA efforts.

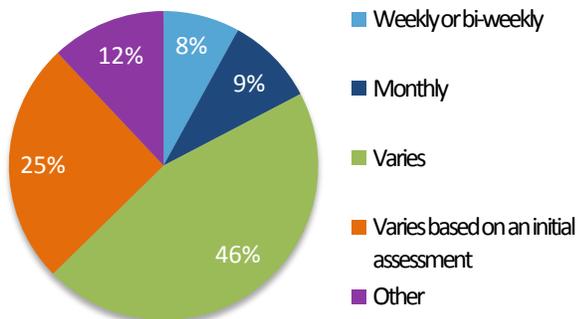
Figure 2. Priorities of On-Site TA (note: many systems target more than one group)



Twenty-nine QRIS use a standardized process for on-site TA, and 10 QRIS do not. Standardized processes might include a model for TA (published or self-developed) or a set sequence of activities that the TA provider follows.

Across QRIS, the dosage of on-site TA offered to ECE programs varies in terms of frequency, length, and duration. The frequency of on-site TA visits varies based on certain factors (46%)—such as the type of program or the rating a program is seeking—or varies based on an initial assessment of the program (25%). It is less often that on-site TA visits are routinely scheduled weekly/bi-weekly (8%) or monthly (9%). See Figure 3 for a description of on-site TA frequency.

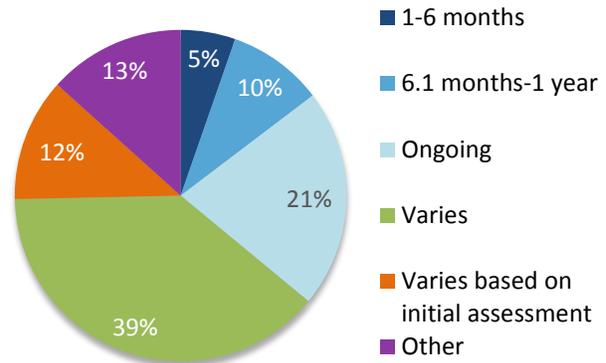
Figure 3. Frequency of TA Visits



The length of on-site TA visits varies in most QRIS (56%) though TA visits last 1-4 hours (15%) or more than 4 hours (6%) in other QRIS.

The duration of on-site TA visits is different across QRIS. Many QRIS provide on-site TA that varies in duration (39%)—based on factors such as program type or the rating the program is seeking—and several have ongoing TA with no established end date (21%). For some QRIS, the duration varies based on an initial program assessment (12%) and for others it ranges from over six months to one year (10%). Few QRIS provide on-site TA for one to six months (5%). See Figure 5 for a description of the differing durations of on-site TA.

Figure 5. Duration of TA Visits



ⁱ The Build Initiative & Child Trends. (2014). A Catalog and Comparison of Quality Rating and Improvement Systems (QRIS) [Data System]. Retrieved from <http://qriscompendium.org> on June 9, 2015.

ⁱⁱ Data as of October 21, 2014.

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