Paths to QUALITY: Indiana’s Experience Supporting Home-based Providers within QRIS

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PTQ Evaluation Questions

• Do the PTQ levels standards and ratings discriminate real differences in child care quality?

• What are the experiences of child care providers in PTQ?

• How do parents perceive PTQ?

• How are children doing in PTQ?
  – For more information see: http://www.cfs.purdue.edu/cff/publications/publications.html
Experiences of Providers Methodology

• Initial SAQ and 6 month follow-up phone interview with providers assessed:
  – Provider’s understanding the PTQ system
  – Providers incentives to enroll in the system
  – Obstacles providers faced in participating in the system
  – Training/technical assistance resources providers accessed
Incentive to enroll in PTQ (n=164)

- Improve quality: 81%
- Professional recognition: 72%
- New ideas: 68%
- Gifts/cash incentives: 61%
- Training or TA offered: 60%
- Make attractive to parents: 66%
- Increase my business: 47%
Most beneficial aspect of PTQ (n=126)

- Mentoring services: 38%
- Gifts/incentives: 24%
- Recognition: 17%
- Training provided: 10%
Challenges for advancement (n=126)

- Finding time: 19%
- Paperwork: 14%
- Insufficient funding: 10%
- Accreditation standards: 9%
- No obstacles: 9%
- Training requirements: 8%
- Six month wait: 5%
- Curriculum: 4%
- Takes away from care: 4%
- Makes home a center: 2%
- No obstacles: 0%
Implications

• Invest in sustainable, relationship-based coaching supports.
• Invest in professional and public recognition.
• Provide training in leadership and time management.
• Target T/TA resources to individual provider needs.
• On-going incentives are important to continue participation, level advancement and maintaining high levels of care.
Gaps in research

• What are the factors that predict advancement to higher levels in QRIS?
  – provider characteristics
  – provider attitudes
  – T/TA received

• What is the impact of coaching, which providers benefit most, and what specific coaching activities are related to QRIS advancement?