

Indiana Paths to QUALITY
Factors predicting quality improvement:
Provider characteristics and coaching

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Policy Research Consortium**

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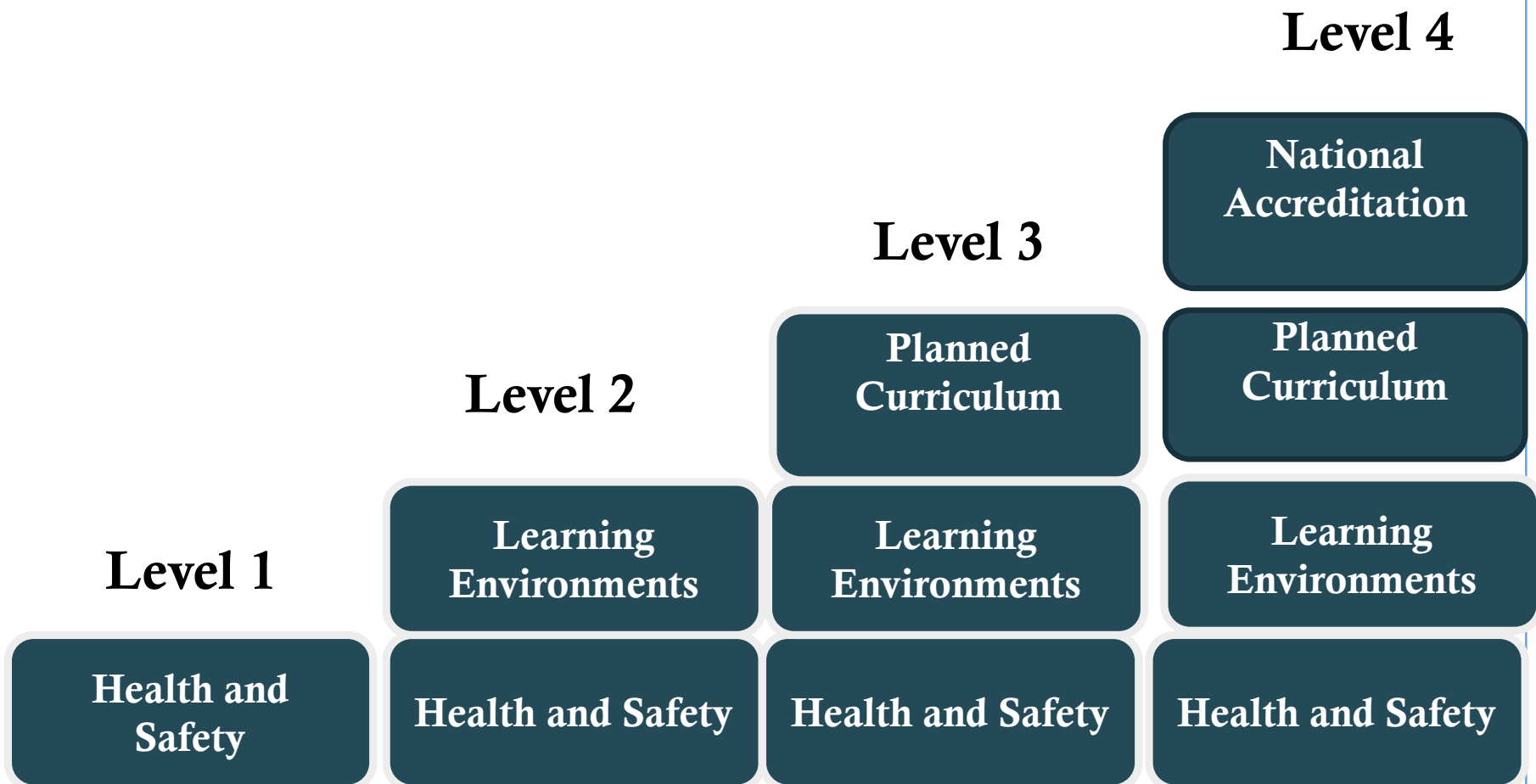
Paths to **QUALITY** Evaluation

- **Phase 1 (2007-2012)**
 - Implementation & Validation Studies
- **Phase 2 (2012-2018)**
 - Provider Outcome Study
 - Child Outcome Study
 - Statewide Parent Awareness Survey

Provider Outcome Study: Research Questions

- **Is PTQ effective at providing T/TA that helps diverse child care providers advance to higher quality levels?**
- **What were specific factors that were associated with quality improvement over time? (provider characteristics & attitudes; coach perceptions & strategies)**
- **Are there distinct groups of providers within PTQ that require different T/TA strategies? (future analyses)**

Indiana's Paths to QUALITY: A Building Block QRIS



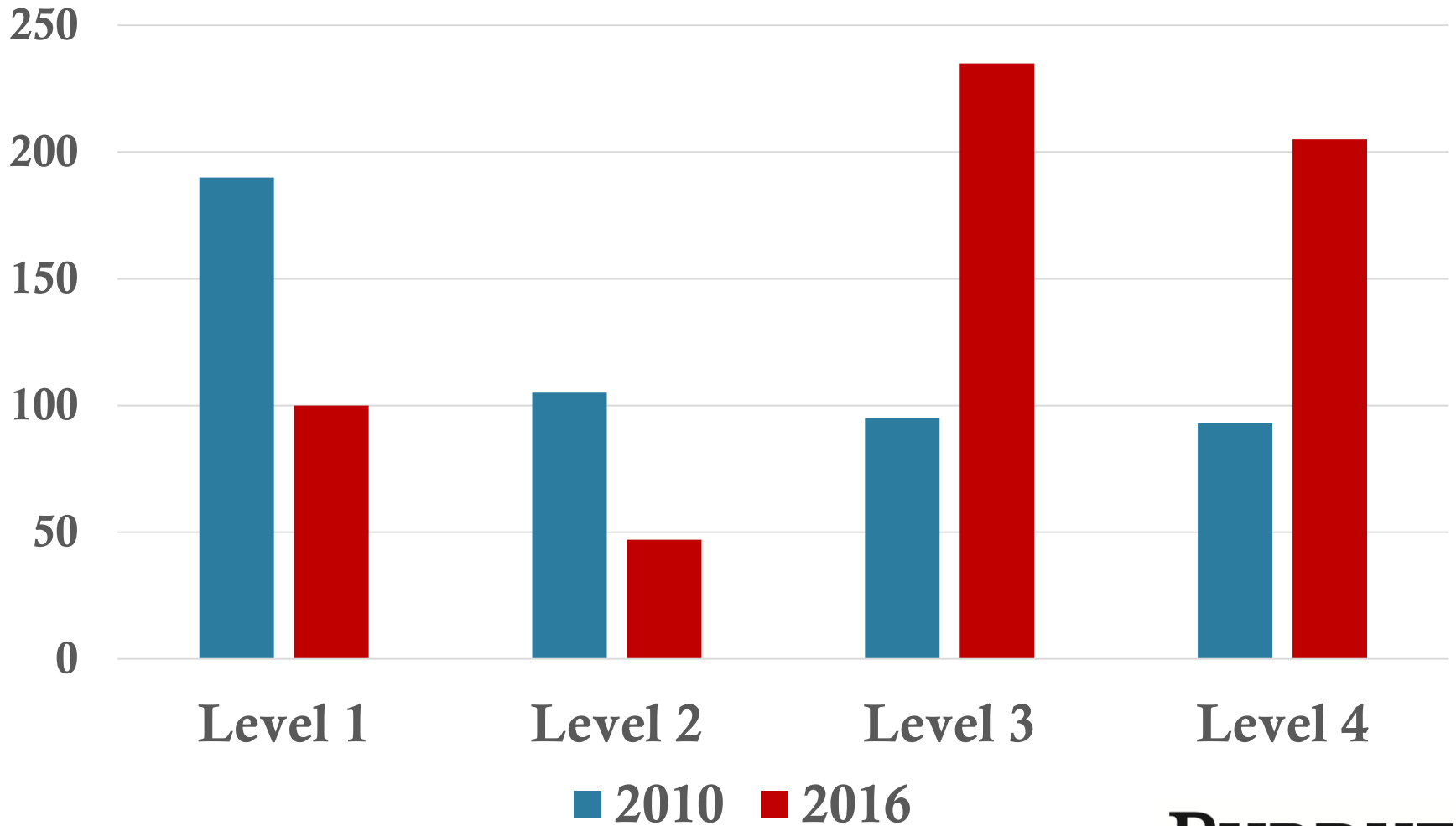
Paths to QUALITY Provider Incentives

- **Level 1:**
 - One time non-cash award \$50
- **Level 2 and Level 3:**
 - \$1,000 one time non-cash award to centers and ministries
 - \$300 one time non-cash award to homes
- **Level 4:**
 - \$1,500 one time award to centers; \$1,000 cash annual award each year for maintenance of Level 4
 - \$300 one time and annual award for family child care homes
- **CCDF tiered reimbursement** based on PTQ level

Coaching in Paths to QUALITY

- Providers at all PTQ levels have access to a quality improvement coach.
- Coaches at Levels 1 and 2 are provided by local CCR&R agencies.
- Additional Coach can be assigned for Level 3→Level 4, if goal is national accreditation.
- Coaching Model: LEARN 360
- Minimum Coach Qualifications: BS in Education; 2 yrs. ECE experience.

Distribution of PTQ-Rated Programs, Licensed Centers, 2010-2016



Provider Longitudinal Sample

- 179 randomly-selected providers and their 58 coaches
 - sampled at PTQ Levels 1, 2, 3
 - 5 state regions (urban and rural)
 - Types: Family child care homes, Licensed centers, Unlicensed registered ministry centers
- 5 provider interviews over 2 years
- 3 coach interviews over 2 years

5 Provider Interviews

@ 6-Month Intervals

Interviewees: Center directors; Family child care owners

- **Demographics:** current level; type of care; education; certification; professional organizations; training hours
- **Attitudes about Paths to QUALITY:** composite ratings of value; stressful; rewarding
- **Motivation to advance** and confidence re: advancement
- **Readiness to change** (State of Change Scale, Peterson & Valk, 2010)
- **Attitudes toward coach:** helpful, amount of contact, satisfaction, importance, overall relationship quality
- **Continuity:** number of coach changes over two years

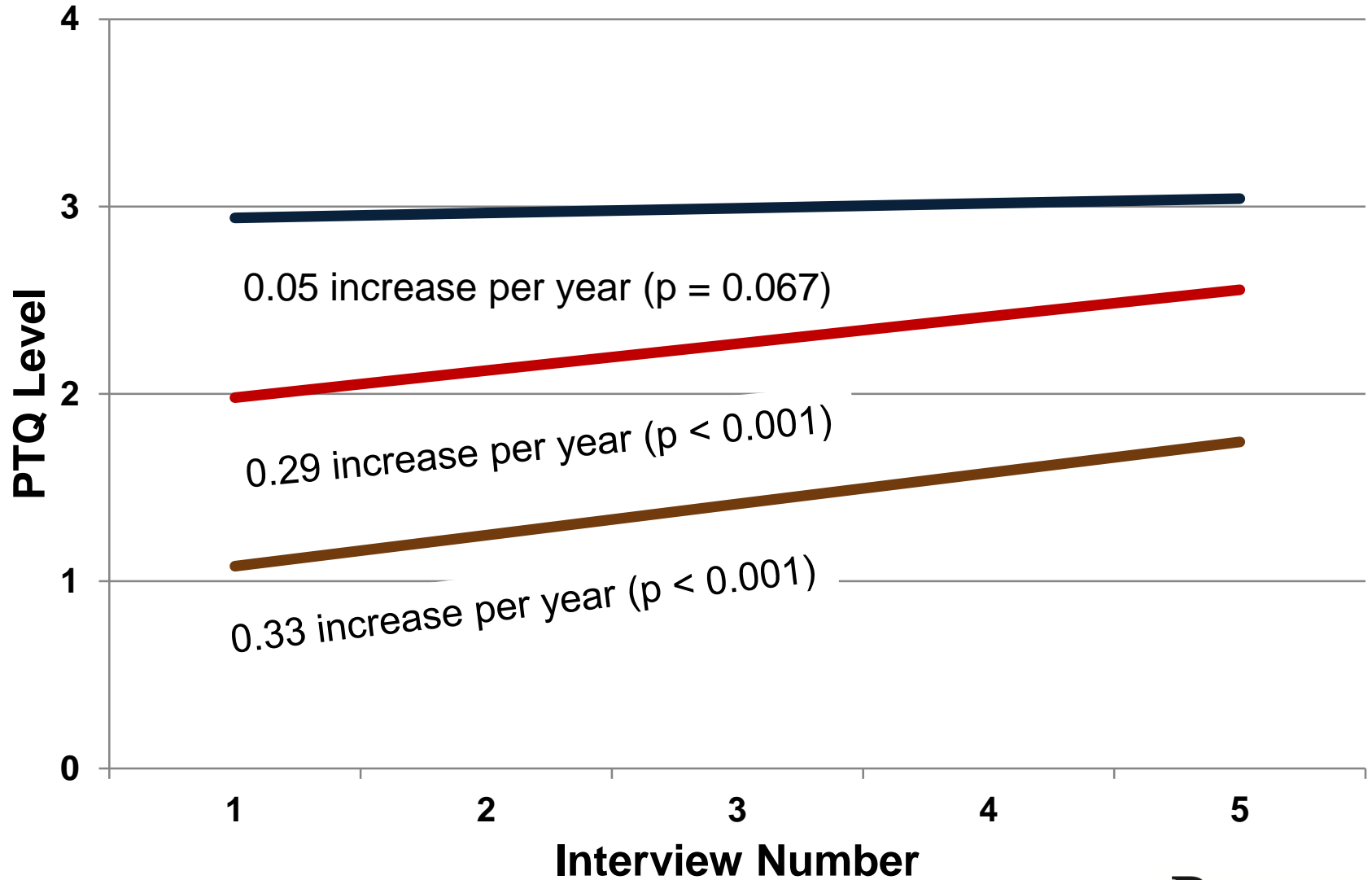
3 Parallel Coach Interviews

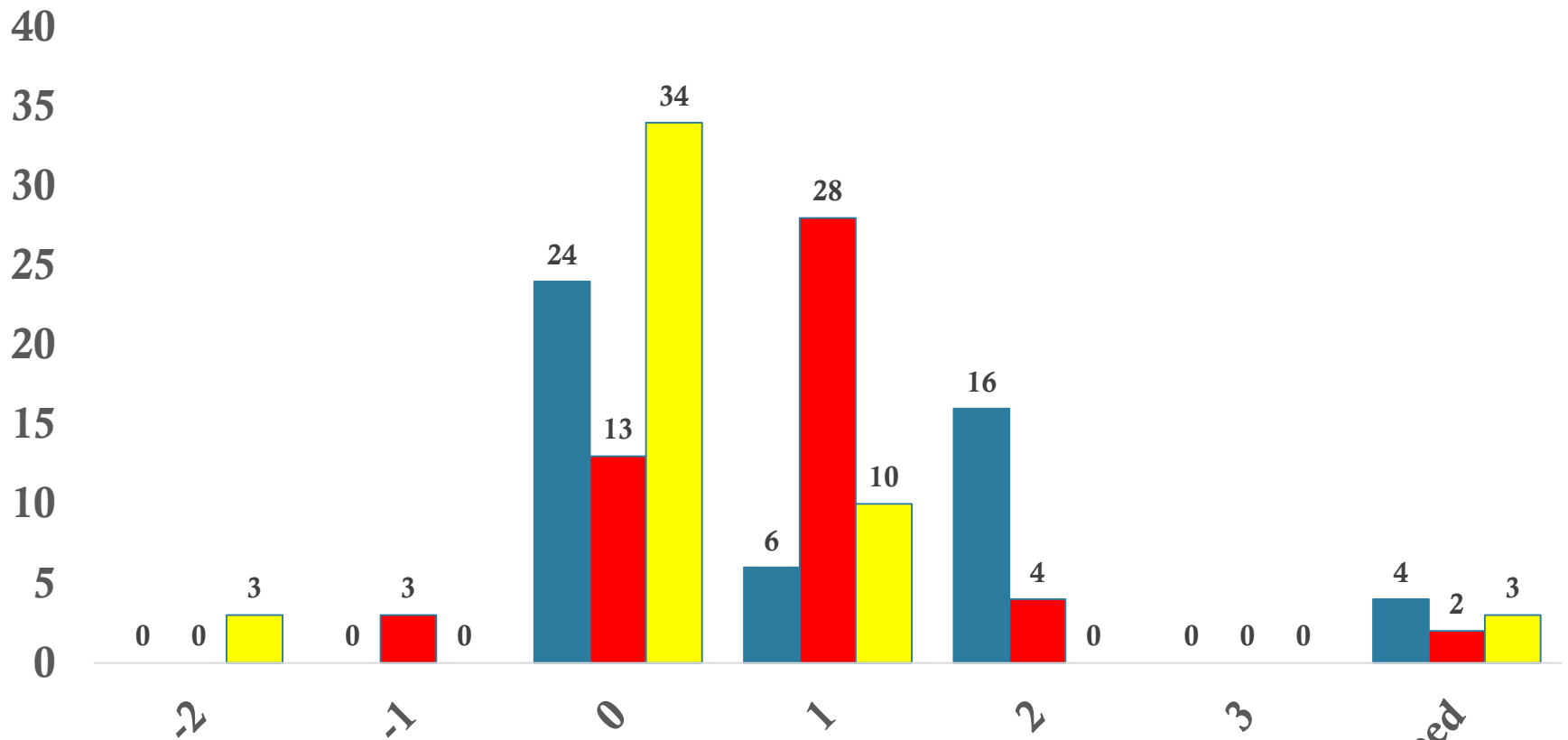
@ 12 Month Intervals

Interviewees: Current primary coaches (N=58)

- **Coach demographics:** education level and specialization; certification; professional engagement; training hours; years of experience
- **Perceptions about provider:** engagement; motivation; ease/difficulty; likelihood to advance; amount of contact; overall relationship quality
- **Effectiveness of specific coaching strategies:** formal training; consultation with director, staff; direct mentoring; observation; preparation for rating visit, etc.
- **Readiness to change** (State of Change Scale, Peterson & Valk, 2010)

Average PTQ Rating Over Two Years





Number of Providers: Net Change in Rated Level Over 2 Years (N=150)

Closed/Dropped

Beginning Level: ■ Level 1 ■ Level 2 ■ Level 3

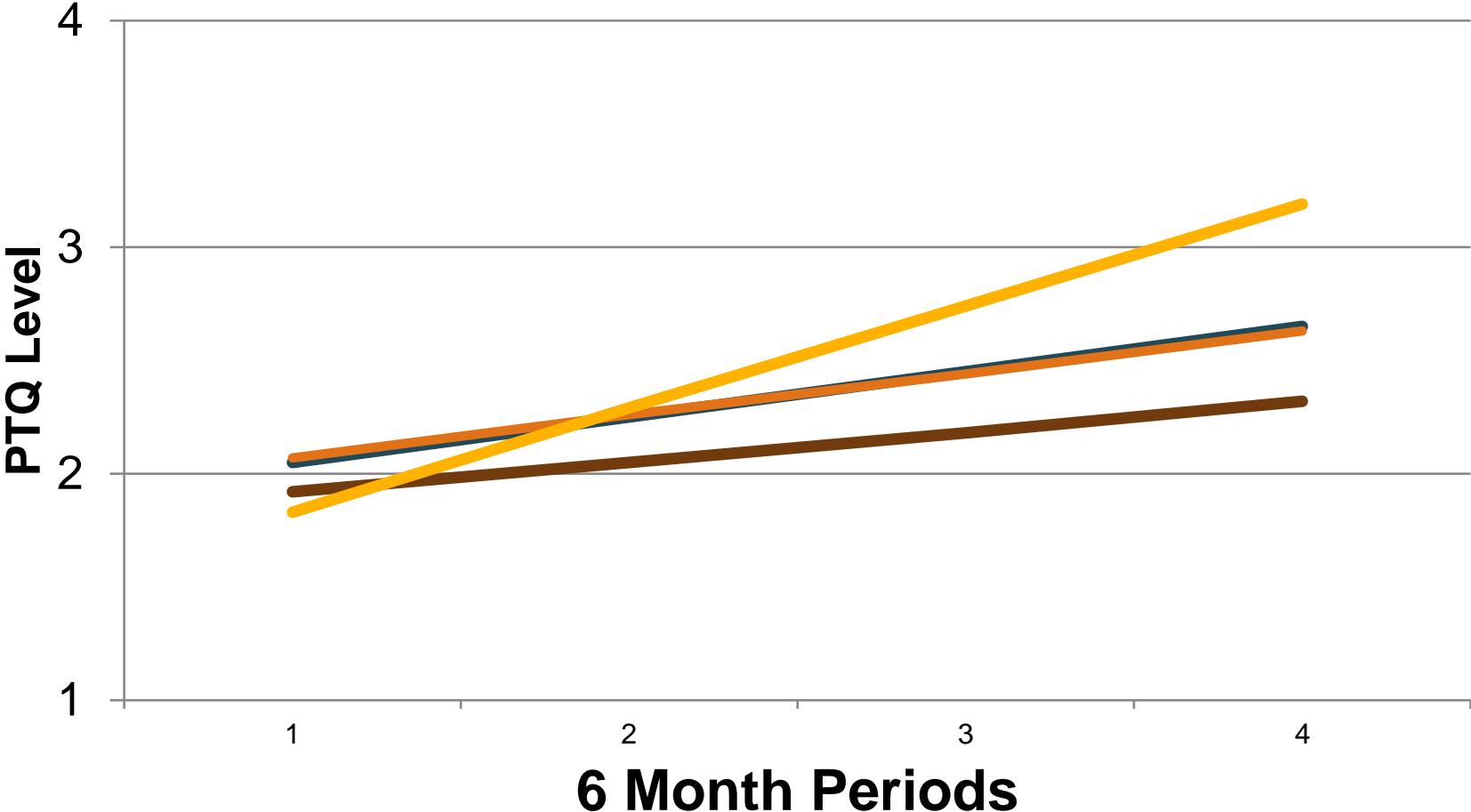
Quality Advancement: Provider Demographics (N=178)

	Bivariate Multi-level Model	Multivariable Multi-level Model
Variable	odds ratio	odds ratio
Beginning PTQ Level	0.39**	0.32***
Type of child care (LCC)	2.26**	<i>ns</i>
Education level (BA)	2.27*	<i>ns</i>
Education level (advanced degree)	11.55**	10.68***
Training hours	1.01**	<i>ns</i>
Years experience	0.96**	0.95**
Number organization memberships	<i>ns</i>	1.36*

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Average PTQ Rating Over Two Years by Provider Education Level



— High School — AA — BA — Advanced

Quality Advancement: Provider Attitudes (N=142)

	Bivariate Multi-level Model	Multivariable Multi-level Model
Variable	<i>odds ratio</i>	<i>odds ratio</i>
Level reflects true level (yes)	0.47**	<i>ns</i>
Level reflects true level (no)	2.89***	<i>ns</i>
Want to advance (yes)	10.81***	4.78*
Want to advance (no)	0.06***	<i>ns</i>
Motivation to advance	2.71***	1.61*
Confidence in advancement	2.35***	<i>ns</i>
Contact with coach helpful	1.38*	2.11*
Readiness to change scale	1.6*	<i>ns</i>
Continuity (# of coaches in 2 years)	<i>ns</i>	<i>ns</i>

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Quality Advancement: Coach Perceptions/Strategies (N=168)

	Bivariate Multi-level Model	Multivariable Multi-level Model
Variable	<i>odds ratio</i>	<i>odds ratio</i>
Provider engagement	1.64**	<i>ns</i>
Provider motivation	1.87***	1.53*
How likely provider will advance	1.82***	1.59**
Relationship quality w/provider	<i>ns</i>	<i>ns</i>
Training methods-effectiveness:		
Formal training	<i>ns</i>	<i>ns</i>
Consultation w/directors	1.42*	<i>ns</i>
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Conclusions--Policy Implications

- Type of care, current rating, provider education & attitudes about QRIS, satisfaction with coaching are all important factors predicting advancement.
- Providers' attitudes about QRIS value and trust in quality rating validity linked to advancement. **Build/maintain confidence in the PTQ system among providers.**
- Coaches' evaluations of providers' potential are linked to advancement. **Coaches convey realistic advancement goals, plans.**
- There may be significant barriers or disincentives to advancement from Level 3 → Level 4, for at least some. **Increase provider recognition, incentives, T/TA support at Levels 3 to 4.**
- Family child care providers and Level 3 providers are the least likely to advance. **Identify important provider subgroups and tailor T/TA strategies.**
- Professional qualifications of directors and FCC providers are an important predictor of quality advancement. **Support targeted PD for directors, family CC providers.**

Future Analyses

- Identify important provider subgroups based on quality advancement patterns; suggest tailored T/TA strategies
- Analyze quality advancement patterns using time-varying predictors
- Analyze qualitative interview data: Focus on incentives, barriers, suggestions for system improvement
- Analyze impact of specific coaching methods, duration

References & Contacts

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- Technical reports are available at:
<https://www.purdue.edu/hhs/hdfs/cff/research/publications/>
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