Meeting the Needs of Working Families Through Family Child Care

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The Infant/Toddler & School-Age Child Care Institute
Plenary Session
May 10, 2017
Myths, Stereotypes, and Quality in Family Child Care

• What have you heard?

• What do you think high-quality child care should look like?

By Joseph Martin Kronheim (1810-) [Public domain], via Wikimedia Commons

By US Army Garrison Yongsun [Public domain], via Flickr
Definitions

• Family child care (FCC)
  • Group care, regulated, paid, non-relative children in care

• Friend and neighbor care
  • Small group, regulated, paid/unpaid, non-relative

• Family/relative care
  • Small group, unregulated, paid/unpaid
What do we know about family child care?
## National Survey of Early Care & Education Home-Based and Center-Based ECE

<table>
<thead>
<tr>
<th>Type of provider</th>
<th>Number of providers</th>
<th>Number of children served ages 0 to 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Home-Based</strong></td>
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<tr>
<td>Paid (listed/unlisted)</td>
<td>1 million</td>
<td>3 million</td>
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<tr>
<td>Unpaid</td>
<td>Almost 3 million</td>
<td>Over 4 million</td>
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<tr>
<td><strong>Center-Based</strong></td>
<td>1 million teachers (129,000 centers)</td>
<td>Almost 7 million</td>
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Prevalence of family child care

• 4 million providers care for over 7 million children ages 0-5 including close to 4 million infants and toddlers (more than twice as many as are in center-based child care)

• Close to 2 million school-age children

• Most providers care for children across the age range 0 to 13

• More working families with non-standard hours rely on family child care than centers

Sources: Ehrle, Adams, & Tout, 2001; Johnson, 2005; NSECE, 2014; 2016
Tree of Early Childhood Knowledge (IOM/NRC report)

The role of family child care in the early childhood professional service delivery system

Institute of Medicine (IOM) and National Research Council (NRC) (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*
Policy initiatives and family child care

- Reauthorization of Child Care Development Fund requires non-relative family child care providers to meet new regulations
- Early Head Start- Child Care Partnership initiative includes family child care
- State quality rating & improvement systems and some pre-K initiatives include family child care
Benefits of family child care

Children
- one-on-one relationships
- nurturing, responsive
- family setting
- convenient, flexible
- affordable
- siblings together
- language/culture

Parents
- economic and social asset in neighborhood
- neighborhood watch

Community

Sources: NICHD, 2004; Bromer & Henly, 2004, 2009; Bromer, 2006; Henly, Shaefer, & Waxman, 2006; Gilman, 2001
Need for quality improvement

Aspects that limit quality caregiving

- Isolation
- Role burden (child care-family balance)
- Lack of access to information and resources
- Caring for mixed age groups

Poor to mediocre quality of care, especially FCC serving children who receive a subsidy

Research at Erikson Institute: Home-Based Child Care Support Research Project

- What does high-quality support to family child care look like?
- What is the best way to provide this support to caregivers?
Conceptual model for delivering high-quality support to home-based child care providers

Factors
- Organizational and staff characteristics (organizational culture & structure; staff training; staff supervision & support)
- Child care and provider characteristics (capacity; neighborhood; provider motivations, experience & training)

High-quality supports
- Types of services:
  - Quality caregiving supports (individualized & group approaches)
  - Caregiving sustainability supports (administrative and material resources)
- Implementation practices:
  - Relationship-based approaches
  - Fidelity practices

Outcomes
- Improved implementation practices
- Improved provider well-being, knowledge, and practice
- Improved caregiving and child care environment quality
- Child and family well-being

Types of high-quality support: Quality caregiving

**Individualized services**
- Visits to provider homes focused on quality caregiving for children and families
- Telephone helpline
- Program-provider collaboration

**Group supports**
- Direct education and training for providers
- Provider peer support groups
Types of high-quality support: Support around caring for mixed-age groups of children

- Mixed-age caregiving not included in current measures of quality child care
- Providers report less help around mixed age groups and staff report a lack of knowledge about school-age care
- Staff less likely to focus on how to work with mixed-age groups during visits or in training workshops

Bromer & Pick, 2012; Bromer & Weaver, 2016
Types of high-quality support: Caregiving sustainability

Administrative and material resources

- Business practices
- Materials and equipment
- Information about resources
- Help navigating systems (licensing, QRIS)
- Advocacy on behalf of providers
High-quality support implementation: Relationship-based approach

- Cultural sensitivity & responsiveness
  - Information & resources match provider interests and needs

- Communication
  - Reciprocal communication & feedback
  - Active listening
  - Conflict resolution

- Goal-setting & professional boundaries
  - Goals for children & families
  - Goals for professional development
  - Confidentiality

- Emotional connection
  - Care & commitment
  - Trust
  - Encouragement

Relationship-based constructs
High-quality support implementation: Fidelity practices

- Theory of change
- Dosage
- Intensity & consistency
- Caseload
- Content
High-quality support implementation: Fidelity practices

- Planning and documentation
- Reflective supervision
- In-service training/ professional development
- Job roles clearly defined
High-quality support implementation: Fidelity practices

- Peer support
- Availability & exchange of resources at work
- Safety
Factors that may shape high-quality support

- Organizational & staff characteristics
- Child care program & provider characteristics
High-quality support outcomes

Implementation Outcomes
- Provider engagement and participation
- Positive provider-staff relationships

Provider Outcomes
- Reduced isolation; increased support; self-efficacy; child development knowledge
- Access to resources, professional engagement; networks; lower job stress; increase tenure

Quality Outcomes
- Environment, Instructional practices, Sensitive provider-child interactions
- Provider-family relationship quality

Child and Family Outcomes
- Family engagement
- Family well-being
- Child social emotional development
- Cognitive development (literacy, language)
New research: National Study of Family Child Care Networks

- Web-based survey of organizations across states + tribal communities
- In-depth profiles of 50 promising networks
- Descriptive data on staff practices and provider experiences
- Implementation study of replicable network models
- Development of a learning collaborative of family child care networks
Connecting research with practice: Philadelphia case study

- Mapping services across city
- Identifying challenges & strengths within agencies/programs
- Brainstorming opportunities for collaboration
- Provider-centered referral continuum of services
- Developing theory of change models to guide implementation

Porter & Bromer, 2017
<table>
<thead>
<tr>
<th>Target Population</th>
<th>Agency A</th>
<th>Agency B</th>
<th>Agency C</th>
<th>Agency D</th>
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<tbody>
<tr>
<td>Family Child Care</td>
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<td>Family, Friend, &amp; Neighbor care</td>
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<td>Non-English speakers</td>
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<td><strong>Individual supports</strong></td>
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<td>Licensing/ Certification / Inspection visits to provider homes</td>
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<td>QRIS coaching/ specialist visits</td>
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<td>Early Head Start/ Head Start visits</td>
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<td>Child &amp; Adult Care Food Program visits</td>
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<td>Other mentoring/coaching/ consultation visits</td>
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<td><strong>Group supports</strong></td>
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<td>Provider cohorts</td>
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<td>Peer support groups</td>
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<td>CDA for FCC</td>
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<td>One-time workshops</td>
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<td>Workshop / training series</td>
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<td><strong>Sustainability supports</strong></td>
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<td>Health and safety equipment/materials</td>
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<td>Learning materials and equipment</td>
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<td>Mini grants</td>
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<td><strong>Connections to resources</strong></td>
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<tr>
<td>Help with college degree attainment</td>
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<td>Scholarships, financial aid for training/education</td>
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<td><strong>Accreditation support</strong></td>
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<td>Referrals to other organizations</td>
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<td>Telephone assistance/ warm line</td>
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<td>Administrative help with regulatory systems and procedures</td>
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<tr>
<td>Help with business practices and start up</td>
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<td>Mailings/Website</td>
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<td>Supports/ Services/ Resources offered in languages other than English</td>
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The Referral Continuum for Family Child Care Support

**Pre-Licensing/ Certification**
- Existing services
- GAPS IN SERVICES

**Licensing/ Certification/ Start-Up**
- Existing services
- GAPS IN SERVICES

**Licensing/ Certification/ Sustainabilty**
- Existing services
- GAPS IN SERVICES

**Entry to QRIS/ Level 1**
- Existing services
- GAPS IN SERVICES

**QRIS Level 2**
- Existing services
- GAPS IN SERVICES

**QRIS Level 3/ Accreditation**
- Existing services
- GAPS IN SERVICES

**QRIS Level 4/ Head Start or Early Head Start/ Universal Pre-K**
- Existing services
- GAPS IN SERVICES

Illustrative Theory of Change Model for a Home-Based Child Care Initiative

Target Population
- Caregiver Characteristics
- Child Characteristics
- Parent and Family Characteristics

Inputs and Resources
- Funding
- Qualified Staff
- Supervision
- Staff Training and Technical Assistance
- Curricula
- Program Manuals and Forms
- Materials for Trainers and Participants
- Collaborations with Other Organizations

Implementation
- Identification/Recruitment of Participants
- Incentives for Participation
- Supports to Increase Access
- Content of Services
- Dosage of Services (Intensity and Duration)
- Quality of Services
- Staff-Caregiver Relationships

Short-Term/Intermediate Expected Outcomes
- Changes in the Home-Based Care Environment
- Increase in Caregiver Knowledge, Skills, Credentials
- Enhanced Interactions and Practices
- Improved Family-Caregiver Relationship

Long-Term Outcomes and Impacts
- Improved Child Development Outcomes
- Enhanced School Readiness
- Caregiver Outcomes
- Family Outcomes

Other Child Care Arrangements, School Environment (for school-age children), Other Environmental/Contextual and Policy Factors

<table>
<thead>
<tr>
<th>Caregiver Outcomes</th>
<th>Family Outcomes</th>
<th>Child Outcomes</th>
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<tbody>
<tr>
<td>• Improved health and safety of the home</td>
<td>• Increased satisfaction with child care arrangements</td>
<td>• Reduced injuries and accidents in child care</td>
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<tr>
<td>• Improved environment for supporting children’s cognitive, language, social-*emotional, and physical development</td>
<td>• Improved continuity of care</td>
<td>• Improved health status</td>
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<tr>
<td>• Increased knowledge of child development</td>
<td>• Greater ability to balance work and family</td>
<td>• Improved social-emotional development (social skills, self-regulation)</td>
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<tr>
<td>• Improved caregiving skills/practices</td>
<td>• Reduced work absenteeism</td>
<td>• Reduced behavior problems</td>
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<tr>
<td>• Enhanced regulatory/quality rating status</td>
<td>• Improved relationship with caregiver</td>
<td>• Improved language and literacy development</td>
</tr>
<tr>
<td>• Improved access to community resources/government supports</td>
<td>• Improved knowledge of child development</td>
<td>• Improved cognitive development</td>
</tr>
<tr>
<td>• Increased income/Business sustainability</td>
<td>• Improved parenting / caregiving skills</td>
<td>• Positive racial/ethnic socialization and identity</td>
</tr>
<tr>
<td>• Increased professionalism</td>
<td>• Improved parent/family-child relationship</td>
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<tr>
<td>• Increased formal educational status</td>
<td>• Improved psychological well-being</td>
<td></td>
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<tr>
<td>• Improved relationships with families</td>
<td></td>
<td></td>
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<tr>
<td>• Improved satisfaction in caregiver/provider role</td>
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<td></td>
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<tr>
<td>• Enhanced self-efficacy</td>
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<tr>
<td>• Improved access to social supports</td>
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<tr>
<td>• Reduced isolation</td>
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<td></td>
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<tr>
<td>• Improved psychological well-being</td>
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Contact Information & Resources

jbromer@erikson.edu

Briefs & Publications

http://www.erikson.edu/research/family-child-care-support-research/

Looking into family child care modules for agency staff:

Townsquareil/grow.org
State perspectives on supporting family child care

• How is your state supporting family child care providers in meeting the new CCDF regulations?
• What strategies is your state using to increase family child care participation in quality improvement activities/professional development systems?
• What are some of the barriers or challenges your state faces around including family child care in quality improvement?
• What successes have you seen in this work?
• What types of collaborations exist in your state around supporting family child care providers?