Addressing the Decrease in Family Child Care

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Presenters

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Session Objectives

• Understand how data can support FCC supply building policies and implementation practices

• Identify state examples of policies and implementation practices to support FCC

• Explore strategies, challenges, and solutions for FCC supply building
Agenda

• Family Child Care overview
  – National data
  – Characteristics
• Using administrative data
• Discussion
• Wrap-up
• Resources
Family Child Care

- One of three categories of care

- Family child care providers:
  - Licensed (family child care)
  - License-exempt (family, friend and neighbor care)
# Advantages of Family Child Care

## Children
- Single caregiver
- Family setting
- Nurturing and responsive

## Parents
- Convenient, flexible, and affordable
- Siblings together
- Familiar language and culture

## Community
- Economic asset
- Continuity of care
- Social asset

Source: Bromer, 2016.
Who is Using Family Child Care

- More infants and toddlers than in centers
- Low-income families with non-standard work hours
- Approximately 25 percent of children in subsidized child care are in home-based child care (child’s home, family home, and group home)

Decline in Family Child Care

◆ Children receiving CCDF subsidies in FCC (child’s home, family home, group home):
  – 2008, 38%
  – 2016, 22% ¹

◆ Decline in the number of licensed or regulated FCC providers:
  – 13% from 2008 to 2011ᵃ
  – 15% from 2011 to 2014ᵇ

Sources: ¹ ACF-800 (provider) and ACF-801 (child) data
Using Administrative Data to Understand the Decline in Family Child Care

Nadia Orfali & Kathryn Tout

Presentation at the State and Territory Administrators Meeting, August 2018
Understanding the Family Child Care Landscape is an individualized TA opportunity offered through NCECQA. Goal is to develop:

- A “data story,” which combines and compares data in new ways
- A clearer understanding of FCC characteristics and longitudinal trends.

NCECQA is currently working with New Mexico. The TA opportunity is available to other states.
New Mexico’s Questions about Family Child Care

Over time and across different areas of the state...

1. How has the supply of family child care (registered and licensed) changed over time, compared to center-based programs?

2. How has the need for family child care changed over time among children receiving CCDF?
- 16 files of each type from 2003 – 2018
- Almost all files are from January of each year to provide a cross-sectional look at programs and children each year
Classifying Program and Family Location

- Zip Codes, ZCTA, Urban Areas, FAR Codes
Key Data Elements for Success

- Consistent, unique identifier at the program level in the program files and the ACF 801 files
- Program zip code and family zip code (could use FIPS code or county)
- Program, family, and child demographic characteristics (e.g., language spoken)
Examples of Data Questions

- How has the number of registered FCC, licensed FCC, and licensed centers in urban, rural, and frontier areas of the state changed over time?

- How has the number of children receiving CACFP attend registered FCC, licensed FCC, and licensed centers in urban, rural, and frontier areas of the state changed over time?

- How has the number of registered FCC providers becoming licensed or dropping out of the system changed over time?
Lessons Learned (so far...)

Hard to disentangle the supply and demand of license-exempt family child care

Grace periods to become registered to receive CCDF funds may lead to unmatched records, requiring creative data solutions

Zip codes change!
Identify available data elements:
- Licensing data
- QRIS data
- Facility data

What characteristics are associated with closures or with staying open?
- Age of business/Age of provider
- Geographic region
- Participation in QRIS
- Licensing violations
- Other?
The Child Care Administrative Data Analysis Center (CCADAC) is supported through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) and managed through the Child Care and Early Education Policy Analysis (CCEPRA) contract with Child Trends.

- Ivelisse Martinez-Beck, CCEPRA Project Officer

The primary purpose of CCADAC is to support the use of administrative data to address policy-relevant early care and education research questions for state child care administrators and their research partners.

- Kathleen Dwyer, CCADAC Project Officer
Where to find resources on using administrative data?

http://www.researchconnections.org/content/childcare/understand/administrative-data.html

Organizes resources by topic:
• Managing administrative data
• Analyzing administrative data
• Linking administrative data
• Data confidentiality and security

1. Developing Collaborative Partnerships with State Agencies
2. Determining the Feasibility of Using Administrative Data
3. Considerations in Preparing to Analyze Administrative Data
5. Opportunities through State Agency Research Partnerships for Using Administrative Data to Support Early Care and Education
• Guidelines for Developing Data Sharing Agreements to Use State Administrative Data for Early Care and Education Research
Discussion
Data

- What types of data do you collect?
- Do you share data with other agencies?
- How have you used or will you use data to inform your work on FCC supply building?
Contributing Factors

• What have you learned about the contributing factors for the decline in the number of FCC providers in your state?
Family Child Care Challenges

- Multiple standards and regulations
- Isolation
- Lack of access to information and resources
- Role burden
- Low income; lack of benefits
Strategies for Addressing the Decline

• What strategies is your state using to encourage inclusion of family child care in your state systems?

• What strategies have you used to reach out to and engage providers?
  – What has been the response/resulted in the greatest response?

• What supports have you offered to family child care providers in your state?
Strategies

• Revisit subsidy policies and payment rates
• Create supports to reduce isolation, and share program costs and services
• Expand training opportunities
• Assess the impact of regulatory and policy changes, zoning and homeowner association rules
Strategies

• Encourage and support participation in the Child and Adult Care Food Program (CACFP), quality initiatives and accreditation programs
• Raise awareness and recognition
• Share resources on partnering with organizations in the community
• Support license-exempt providers
Wrap-Up
References


References


Resources


Thank you!

- Nadia Orfali norfali@childtrends.org, Kathryn Tout ktout@childtrends.org, ChildTrends https://www.childtrends.org/

- Tasha Owens-Green, Child Care Services Director, Tennessee Department of Human Services Tasha.Owens-Green@tn.gov

- Mary Beth Salomone-Testa, Policy Consultant, marybeth@mbstsolutions.com, National Association for Family Child Care (NAFCC) https://www.nafcc.org/

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