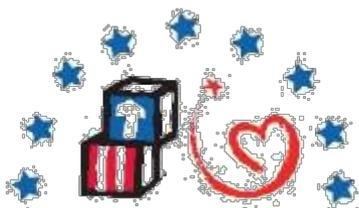




Family Child Care: Supporting Quality

Webinar 1. November 13, 2019



National Center on Afterschool and Summer Enrichment
Child Care State Capacity Building Center

Shannon Christian

Director of the Office of
Child Care,
Administration for Children
and Families,
U.S. Department of Health
and Human Services



Welcome

Virtual Infant/Toddler and School-Age Child Care
Institute overview

Chat pods and polls



Introductions



Ronna Schaffer,
Child Care State
Capacity Building
Center,
Infant/Toddler
Specialist Network



Michele Adams,
National Center on
Early Childhood
Quality Assurance



Tina Jiminez,
Child Care State
Capacity Building
Center,
Infant/Toddler
Specialist Network



Susan O'Connor,
National Center on
Afterschool and
Summer Enrichment



Special Guest



Juliet Bromer, Ph.D.

Research Scientist,
Herr Research Center,
Erikson Institute,
Chicago, IL

jbromer@erikson.edu



Poll



National Center on Afterschool and Summer Enrichment
and Child Care State Capacity Building Center

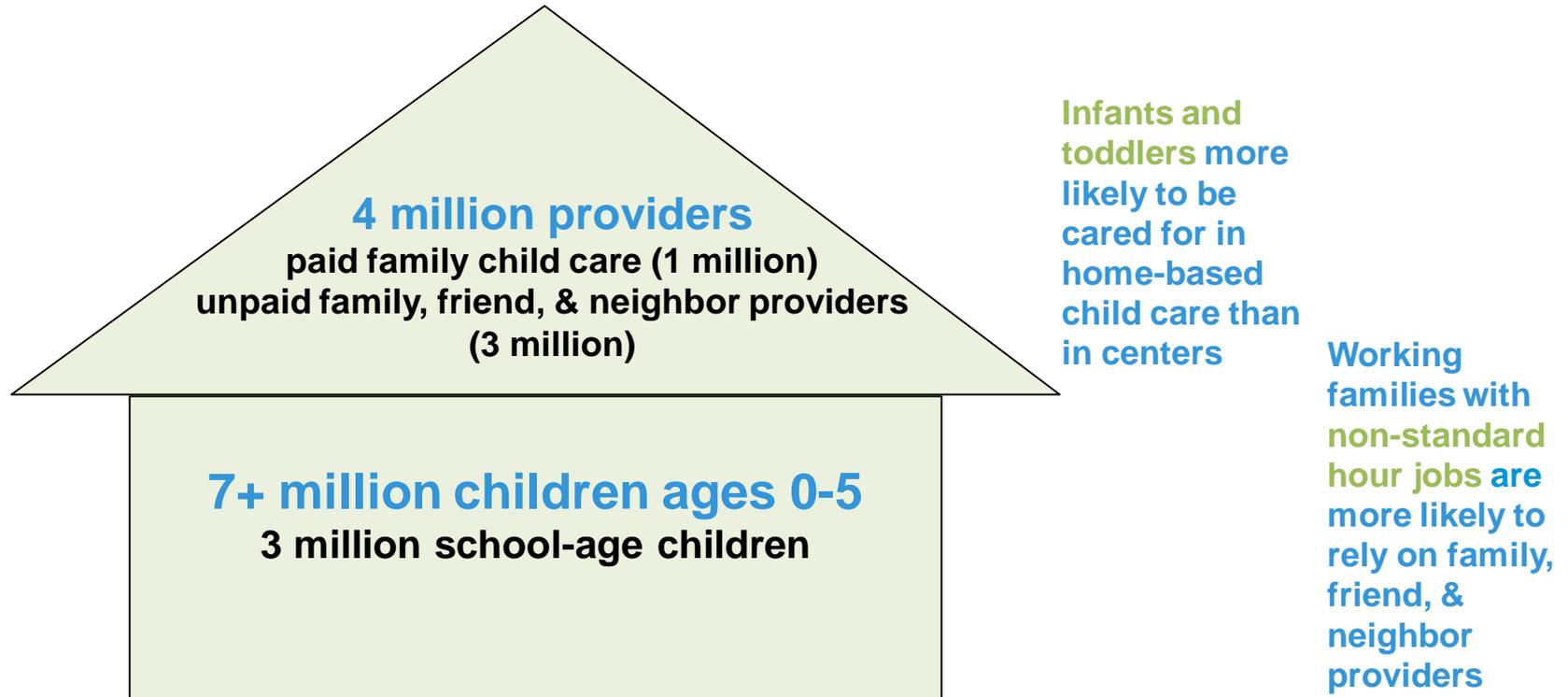
Purpose

Examine promising practices and research to support quality in family child care (FCC)

Hear from participants about their experiences



National Survey of Early Care & Education: Home-Based Child Care

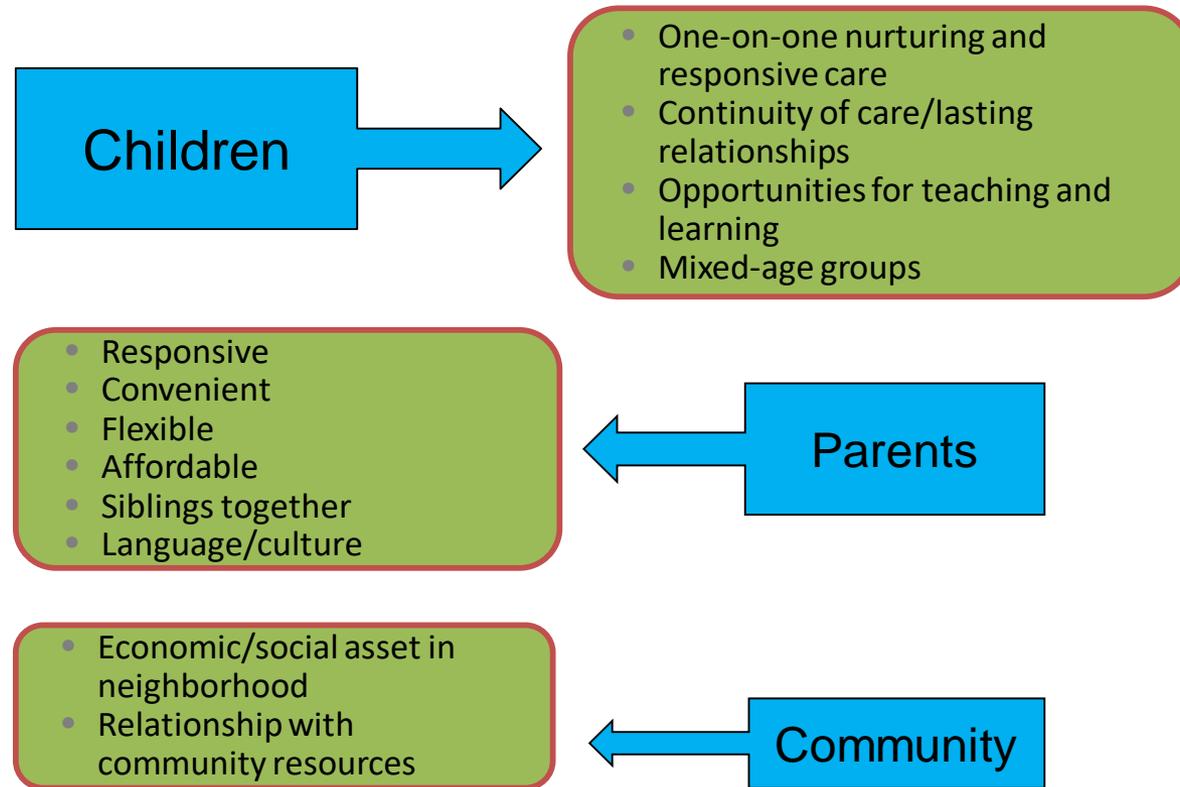


National Survey of Early Care and Education Project Team. (2016). *Characteristics of home-based early care and education providers: Initial findings from the National Survey of Early Care and Education*. OPRE Report #2016-13. Washington, DC: Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/opre/resource/characteristics-home-based-early-care-education-findings-national-survey-early-care-and-education>

National Survey of Early Care and Education Project Team. (2015). *Fact sheet: Provision of early care and education during non-standard hours*. OPRE Report #2015-44. Washington, DC: OPRE, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/opre/resource/fact-sheet-provision-of-early-care-and-education-non-standard-hours>

Paschall, K. (2019). Child Trends analysis of the 2012 National Survey of Early Care and Education Household Public-Use Survey [Web page]. Retrieved from <https://www.childtrends.org/nearly-30-percent-of-infants-and-toddlers-attend-home-based-child-care-as-their-primary-arrangement>

Benefits of family child care



Blasberg, A., Bromer, J., Nugent, C., Porter, T., Shivers, E.M., Tonyan, H., Tout, K., & Weber, B. (2019). *A conceptual model for quality in home-based child care*. OPRE Report #2019-37. Washington, DC: OPRE, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/opre/resource/a-conceptual-model-for-quality-in-home-based-child-care>

National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. (2006). *The NICHD study of early child care and youth development: Findings for children up to age 4½ years*. Retrieved from https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/seccyd_06.pdf

Bromer, J., & Henly, J.R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly*, 24, 271–288.

Bromer, J., & Henly, J.R. (2004). Child care as family support? Caregiving practices across child care providers. *Children and Youth Services Review*, 26, 941–964.

Bromer, J. (2002). Extended care: Family child care, family support, and community development in low income neighborhoods. *Zero to Three*, 23 (2), 33–37.

Purpose of Focus Groups

- ◆ Learn about the experiences of FCC providers who are supporting mixed-age groups
- ◆ Identify challenges in caring for children in FCC mixed-age group settings
- ◆ Recognize promising practices among providers serving all children
- ◆ Gain understanding from current FCC providers about what helps them stay in the field
- ◆ Determine what training and technical assistance would be helpful for those serving children from birth through age 13



Family Child Care Focus Group Participants

- ◆ Focus groups: 4
- ◆ Participants: 54 (representing 15 states)
- ◆ FCC license: 2/3 small group, 1/3 large group
- ◆ Majority of FCC providers have 10 or more years of experience
- ◆ Racial and linguistic diversity



Provider motivations for doing child care

	Paid listed FCC	Paid unlisted FCC
Motivations for doing child care		
Career or personal calling	49%	18%
Help out children	9%	14%
Help out families	8%	45%

National Survey of Early Care and Education Project Team. (2015). *Measuring predictors of quality in early care and education settings in the National Survey of Early Care and Education*. OPRE Report #2015-93, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Why Providers Entered the Field

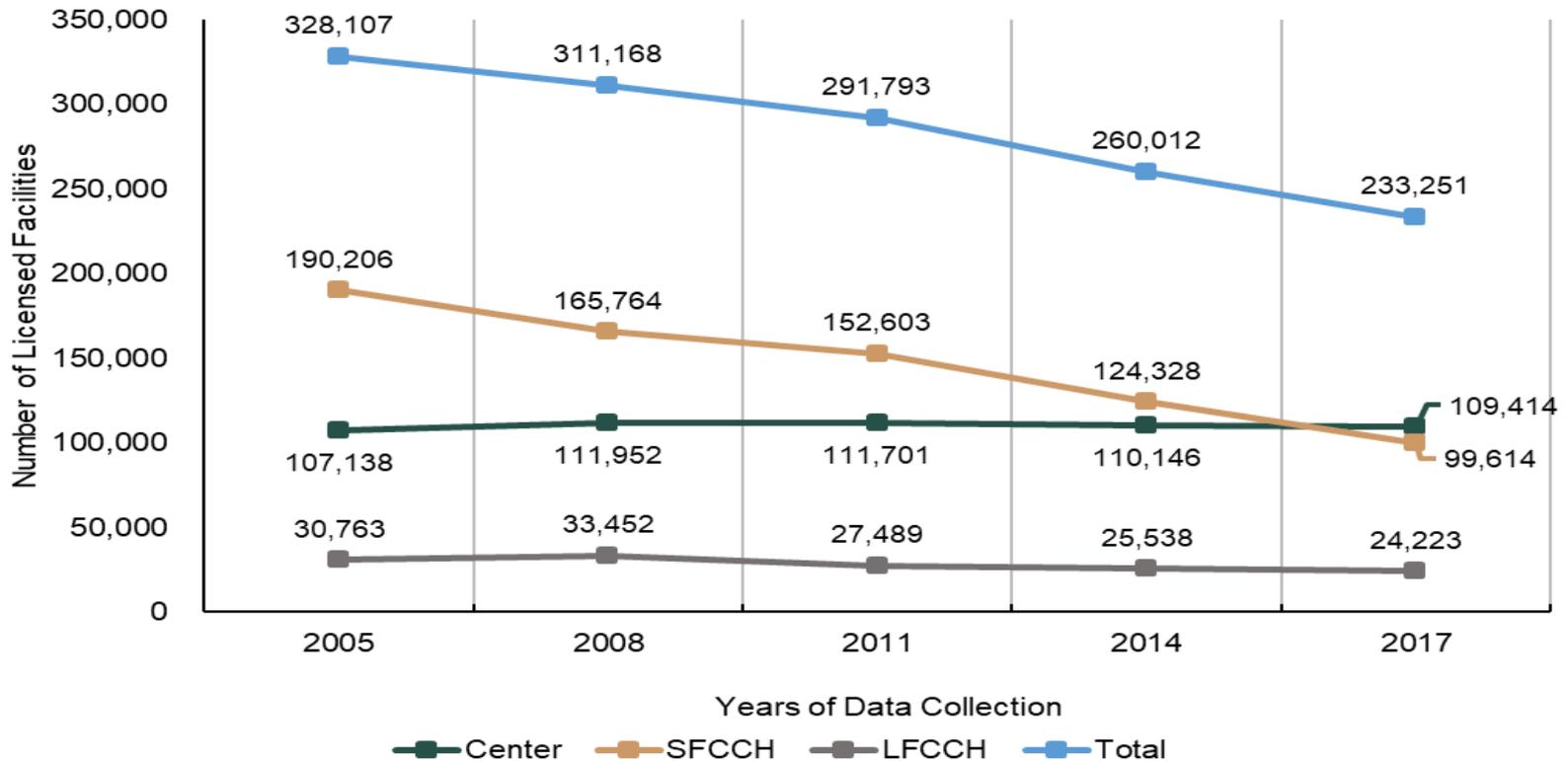
- ◆ Stay at home with their own children
- ◆ Care for children of relatives or neighbors
- ◆ Care for children with special needs
- ◆ Own their own businesses
- ◆ Establish a career
- ◆ Become licensed after providing care as a family, friend, or neighbor provider



Decreasing Numbers



Number of Licensed Child Care Facilities, 2005–2017



SFCCH = small family child care homes; LFCCH = large family child care homes

Source: National Center on Early Childhood Quality Assurance. (2019). Analysis of data from the 2005, 2008, 2011, 2014, and 2017 Child Care Licensing Studies. Unpublished data.

Note: Data sets for 2005, 2008, 2011, and 2014 are available at <https://www.researchconnections.org/childcare/series/231>.



Decrease in Providers Receiving Subsidy Payments, Fiscal Years (FYs) 2011–2017

Type of Provider	FY 2011	FY 2017	Difference	Percentage Change
All child care providers	420,723	236,413	-184,310	-44%
Small and large FCC providers legally operating without regulation (license exempt)	208,840	79,775	-129,065	-62%
Licensed or regulated small and large FCC providers	120,754	77,163	-43,591	-36%

Sources: Administration for Children and Families, U.S. Department of Health and Human Services. (2019). Preliminary FY 2017 data from ACF-800. Unpublished data.

Administration for Children and Families, U.S. Department of Health and Human Services. (2013). Final FY 2011 data from ACF-800. Unpublished data.



Chat

What have you learned about why FCC providers are leaving the field?



Providers and staff lack resources and information about mixed ages

- Most networks offered training on mixed ages, but fewer than half reported that staff received any training on mixed-age care (Bromer & Porter, 2019).
- In child care resource and referral agencies in IL, less than a third (29%) reported talking often with providers about mixed-age groups; few focused trainings on this topic (Bromer & Weaver, 2016).

Bromer, J., & Porter, T. (2019). *Mapping the landscape of family child care networks: Findings from the National Study of Family Child Care Networks*. Chicago, IL: Erikson Institute.

Bromer, J., & Weaver, C. (2016). Supporting family child care and quality improvement: Findings from an exploratory survey of Illinois child care resource and referral agency staff. *International Journal of Child Care and Education Policy*, 10(4).

“We have had some providers who’ve said it’s just way too much paperwork ... A lot of them are thinking about not staying in and continuing to do work with subsidized families because they just don’t think it’s cost-efficient to do so much paperwork and also such difficult work with the children.”

System Challenges

- Navigating confusing and conflicting requirements
- Paperwork burden
- Technology
- Language
- Low reimbursement rates

“The low reimbursement rate, and the transactional parts of it are so complicated, and so hard, it is really breaking the back, and, frankly, driving a lot of people who have a heart, and have the desire to take care of kids. I think you’re moving to more underground child care providers.”

From Porter, T., & Bromer, J. (forthcoming). *Unpacking family child care networks' services and supports: Findings from the National Study of Family Child Care Networks*. Erikson Institute. Chicago, IL

Strategies from Focus Groups

- ◆ General
- ◆ Environment and materials
- ◆ Routines and schedules
- ◆ Curriculum
- ◆ Community resources
- ◆ Planning and preparation



Infant/Toddler Challenges

- ◆ Providing responsive, individualized care and one-on-one attention
- ◆ Ensuring the safety of infants and young toddlers
- ◆ Minimizing overstimulation



School-Age Challenges

- ◆ Meeting the needs of a broad age range
- ◆ Increasing engagement
- ◆ Balancing a mixed-age group and independent activities
- ◆ Providing homework support



Strategies that are most likely to support provider and improve quality

- Coaching/home visits focused on children combined with training
- Qualified staff who understand relationship-based approaches to service delivery
- Sustainability supports: business practices, administrative help, systems participation
- Peer and professional support & leadership development
- Communities of practice

Bromer, J., & Korfmacher, J. (2017). Providing high-quality support services to home-based child care: A conceptual model and literature review. *Early Education & Development, 28*, 745–772.

Bromer, J., & Porter, T. (2019). *Mapping the landscape of family child care networks: Findings from the National Study of Family Child Care Networks*. Chicago, IL: Erikson Institute.

Home visits focused on mixed ages

“The provider might say, ‘You know, this routine is not working out, because now I have children of different ages.’ We go in there, and we might spend a whole day there, trying to figure out what might work best. Sometimes, we have to go two-three days in a row, just trying to figure out what will be the best way to help them create those routines, because since they have children six weeks to 12 years old, especially in the summertime—that’s when it becomes more difficult for them to keep up with a routine, to create a different lesson plan for the different ages that they have.”

From Porter, T., & Bromer, J. (forthcoming). *Unpacking family child care networks' services and supports: Findings from the National Study of Family Child Care Networks*. Erikson Institute. Chicago, IL

Examples of home visiting strategies from Erikson Institute's Family Child Care Quality Improvement Learning Collaborative

- Using home visits to help providers observe and plan for toddlers
- Using video to observe and record toddler behavior
- Connecting visits to training: Focused workshop on observation and recording for cohort of providers in specialist's caseload

Examples of peer support strategies from Erikson Institute's Family Child Care Quality Improvement Learning Collaborative

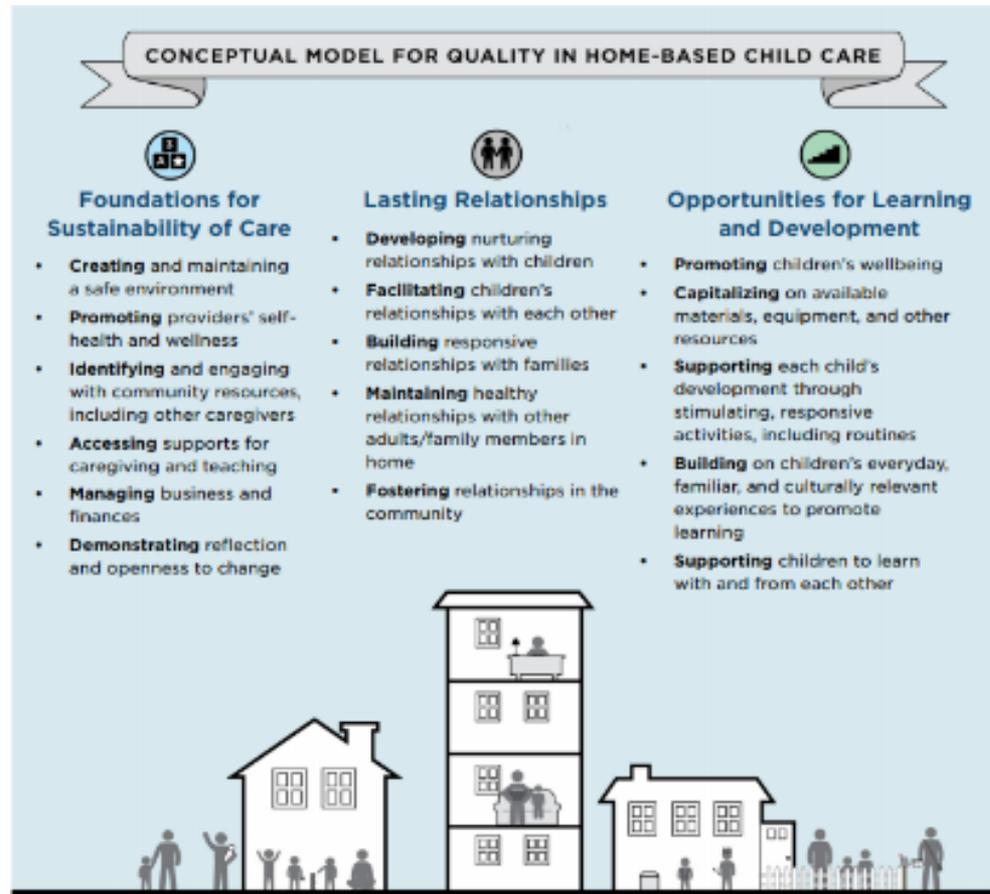
- Peer-to-peer visiting: Providers visit each other's homes to learn more about environments for mixed-age groups
- Peer-to-peer sharing: Provider-initiated text groups to share strategies for working with toddlers in mixed-age groups
- Facebook page: Providers sharing challenges and solutions for supporting toddlers in mixed ages
- Hosting communities of practice in FCC provider homes with a focus on mixed-age groups

Chat

What additional strategies have you found to be helpful when working with mixed-age groups?



Designing supports to meet the needs and realities of family child care



Blasberg, A., Bromer, J., Nugent, C., Porter, T., Shivers, E.M., Tonyan, H., Tout, K., & Weber, B. (2019). *A conceptual model for quality in home-based child care*. OPRE Report #2019-37. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Providers Speak Out about Their Need for Support

◆ Training and TA

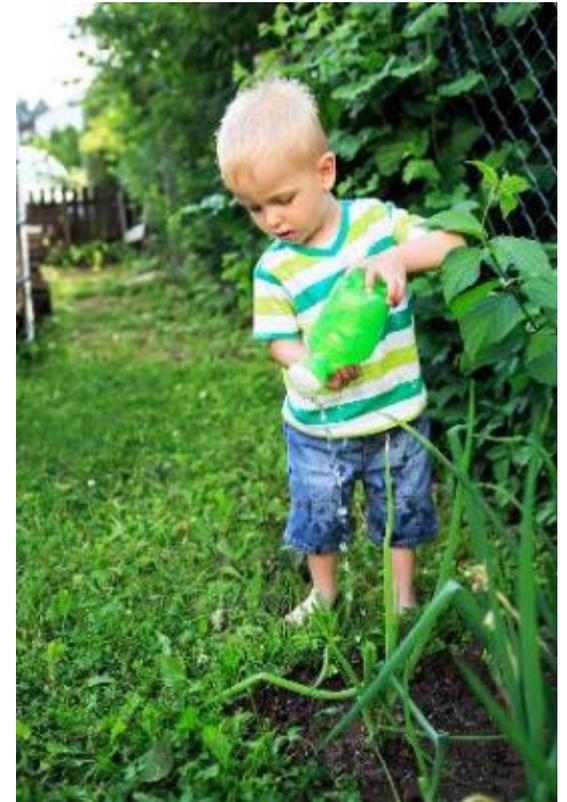
- Mentoring by seasoned FCC providers
- Coaching by someone who understands FCC
- Trainings specific to FCC providers
 - Cohort training
 - Hybrid training
 - Training topics



Providers Speak Out about Their Need for Support

◆ Funding

- Scholarships
- Grants
- Incentives or stipends
- Funds for professional development



Chat

- ◆ What additional supports have you found to be helpful or would be welcome?



Systems and policies that impact supply and quality of home-based child care

Child Care Development Block Grant (CCDBG)

Child & Adult Care Food Program (CACFP)

***Early Head Start - Child Care Partnership Initiative
& Head Start for Family Child Care***

State licensing for child care

State quality rating & improvement systems

Universal pre-K initiatives

Local zoning laws, small business rules

Breakout Discussion Session

- ◆ Age-specific, follow-up discussions
- ◆ November 20, 2019
 - Infant/toddler: 1:00–1:45 p.m. ET
 - School age: 1:45–2:30 p.m. ET
- ◆ <https://ccssn.adobeconnect.com/breakout/>



Upcoming Webinars

Quality Improvement Systems that Support Children across the Age Continuum

- Wednesday, December 11, 2019, 1:00–2:30 p.m. ET

Trauma and Resilience: The Role of Child Care Providers

- Wednesday, January 8, 2020, 1:00–2:30 p.m. ET

For more information and to register, visit <https://childcareta.acf.hhs.gov/virtual-infanttoddler-school-age-child-care-itsacc-institute>.



Evaluation Polls

Please respond to the three polls you will see on your screen.



Resources

Blasberg, A., Bromer, J., Nugent, C., Porter, T., Shivers, E. M., Tonyan, H., Tout, K., & Weber, B. (2019). *A conceptual model for quality in home-based child care*. OPRE Report #2019-37. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/opre/resource/a-conceptual-model-for-quality-in-home-based-child-care>

Bromer, J., & Porter, T. (2019). *Mapping the family child care network landscape: Findings from the National Study of Family Child Care Networks*. Chicago, IL: Herr Research Center, Erikson Institute. Retrieved from <https://www.erikson.edu/research/national-study-of-family-child-care-networks/>

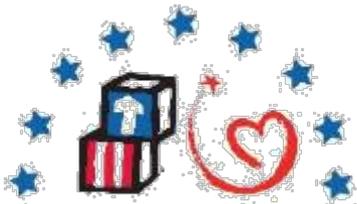
National Center on Early Childhood Quality Assurance. (2019). *Addressing the decreasing number of family child care providers in the United States*. Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://childcareta.acf.hhs.gov/resource/addressing-decreasing-number-family-child-care-providers-united-states>





Thank you to the following:

- ◆ Dr. Juliet Bromer, Erikson Institute
- ◆ National Center on Early Childhood Quality Assurance
- ◆ National Association for Family Child Care
- ◆ YMCA Childcare Resource Service, San Diego County, CA



National Center on Afterschool and Summer Enrichment
Child Care State Capacity Building Center

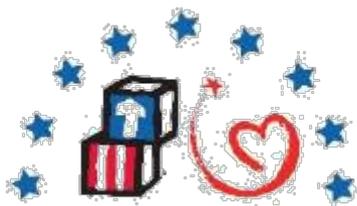


State Capacity Building Center/Infant Toddler Specialist
Network

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

National Center on Afterschool and Summer
Enrichment

<https://childcareta.acf.hhs.gov/centers/national-center-afterschool-summer-enrichment>



National Center on Afterschool and Summer Enrichment
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