

Blending Family and Professional Roles: Psychosocial Influences Upon the Experiences of Family Child Care Providers

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Wednesday, December 2, 2015

Child Care Policy Research Consortium Meeting

Acknowledgements

The project described was funded by a Child Care Research Scholars Grant (ID#90YE0135- Sustaining Family Child Care Providers' Psychosocial Wellness) from the Administration for Children and Families Office of Planning and Evaluation Research, U.S. Department of Health and Human Services) presented to Rebecca Swartz and Angela Wiley.

The contents of this presentation are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services or any other of our partners.

We are grateful for the support of our partner agencies: the Illinois Department of Human Services (IDHS), Illinois Network of Child Care Resource & Referral Agencies (INCCRRA), and the Child Care Resource Service (CCRS).

We also thank the child care providers who gave of their time and personal stories to make this work possible.

Family Child Care (FCC): Definition

- **Home-based Care**
- **Licensed home-based care capacity is \approx 1.2 million children** and the number of providers is estimated to be 115K listed and 919K unlisted providers
- Caregivers with diverse educational backgrounds and pathways to this work
- High representation of infants and toddlers

(Morrissey, 2007; National Child Care Information and Technical Assistance Center & National Association for Regulatory Administration, 2013; National Survey of Early Care and Education Project Team, 2013)

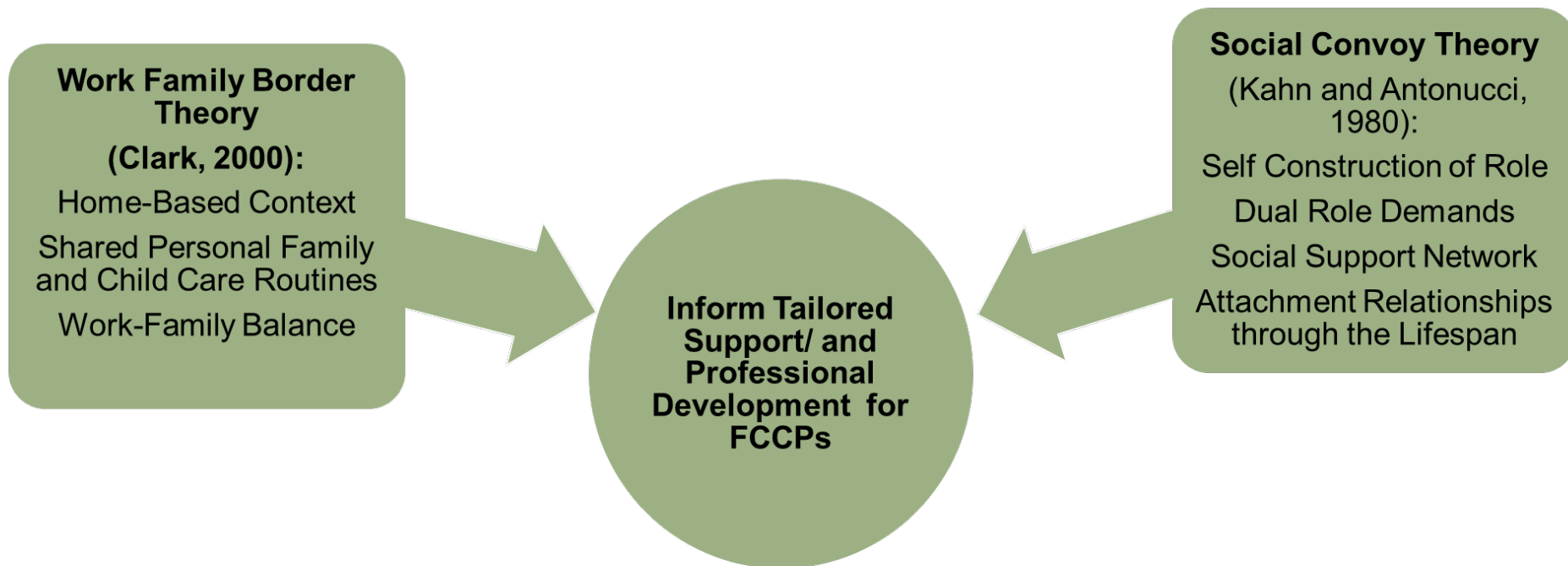
Background: Psychosocial Influences upon FCC Quality

- Psychosocial wellness is associated with higher quality of care
- Stressed providers often exit, but using supportive resources is associated with higher commitment and quality
- Social support from peer providers is associated with less consideration of exit
- Professional role identity is associated with more professional development participation
- Lower participation in training and quality improvement efforts than center-based programs; lower quality overall even among those who do participate

Research goal: Increase understanding of the experiences of FCC Providers to support efforts to engage these members of the ECE workforce in quality improvement.

(Baumgartner, Carson, Apavaloaie, & Tsoulapas; 2009; Hamre and Pianta, 2004; Manlove, 1993 ; Todd & Deery-Schmidt, 1996; Swartz, Wiley, Koziol, & Magerko, Revise and Resubmit; Tout et al., 2010; Tout et al., 2011)

Family Child Care Interview Project (FCCIP): Integrated Theoretical Framework



FCCIP: Participant Demographics

- N =24
- Small Urban/Rural
- 75% Caucasian; 25% African American
- 6 Counties in Illinois
- M=45 years old
- All Women
- Varied Formal Education (ranging from GED - pursuing a masters degree)

FCCIP: Method

In-depth, semi-structured interviews, conducted in participant's homes (ranging 39-118 min.) (Rubin & Rubin, 2005, Seidman, 1998; Fontana & Frey, 2003)

Themes

- Ecocultural Family Routines (Weisner, 2002)
- Stresses and Challenges of family child care (Clark, 2000)
- Support Network/Social Convoy (Kahn & Antonucci, 1985)
- Training and Professional Development Participation

Narrative analysis

- Interpretive process (Denzin, 2001)
- Verbatim Transcripts
- 2 Independent coders (Miles & Huberman, 1984)
- Member checks (Guba & Lincoln, 1985)
- Ethnographic field notes (Lofland & Lofland, 1995; Ely, 1991)

FCCIP Findings: Role Identities

Family Roles

- Mother
- Sister
- Grandmother
- Aunt
- Close Friend

ECE Professional Roles

- Day care provider
- Teacher
- Preschool Teacher
- Child Care Provider

Voices of Participants: Family Roles

Everybody calls me Nana, everybody... my daughter's friends, my daughter's boss, everybody calls me Nana.--Barbara

FCCP Findings: Characteristics Related to Family Role Identities

Routines	Support Network	Professional Development
<ul style="list-style-type: none"> •Less structured •Comparisons to rearing own children •More intertwining with personal family routines 	<ul style="list-style-type: none"> •Own family •Friends •Faith community •“Close” FCC families 	<ul style="list-style-type: none"> •Less focused on formal training/education •Less open/more nervous about trainers entering their homes for consulting (though the Child and Adult Care Food Program trainers and Quality Improvement/Toy Library visitors were mentioned positively)

Voices of Participants: ECE Professional Roles

There is a family childcare association, and I'm head of that so, we do trainings once a month, I try to stay involved with our school district...That's one thing I loved about working at Head Start, because it really taught me the things I needed to know to make sure the children were prepared for school.

----Mary

FCCIP Findings: Characteristics Related to ECE Professional Role Identities

Routines	Support Network	Professional Development
<ul style="list-style-type: none"> •More structured •Use of a “curriculum” •More separate from personal family routines 	<ul style="list-style-type: none"> •Included trainers and PD providers •Included professional peers •Mention providers associations and networks 	<ul style="list-style-type: none"> •Positive about quality improvement program •More eager to work with consultants •Interest in formal education in ECE

FCCIP Findings: Intertwining Roles

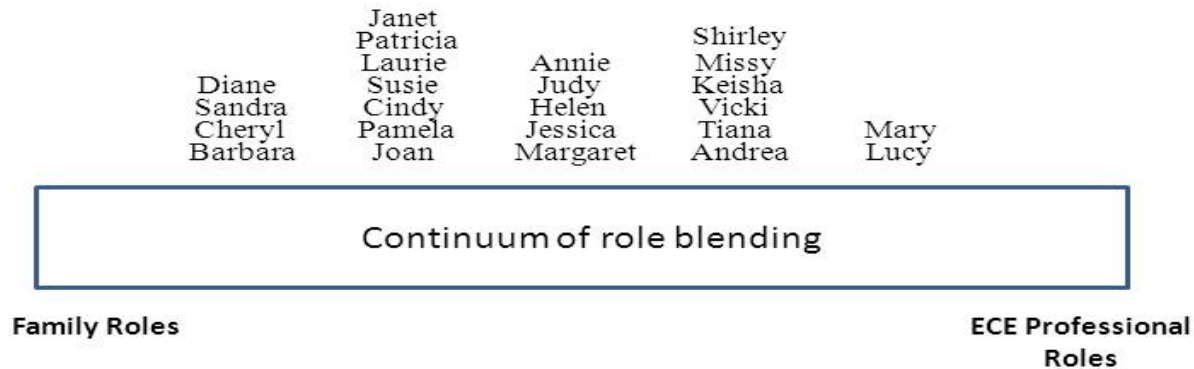
- **Not mutually exclusive roles**
- **Fluid identities/dynamic over time**
- Network and professional development experience reflected **each provider's unique identity balance**
- Difficulties one caregiving role could affect the other domain
- Adequate **social support** and awareness of the need to **balance both caregiving roles** seemed to help FCCPs persevere in the face of stress.
- Difficulty **balancing** the demands of child care work and personal family also appeared to cause stress in FCC routines and make professional development participation more challenging

Voices of Participants: Intertwining Roles

With my 3 year old. .. when I 'm running the daycare we follow the same routine and we do things.. so tryin ' to find that balance was like, okay, Tina (her daughter) I know you wanna go do this but right now we 're doing this (daycare)...I found that to be kind of a challenge, being mom and being child care provider. –Keisha

Role Identity Blends

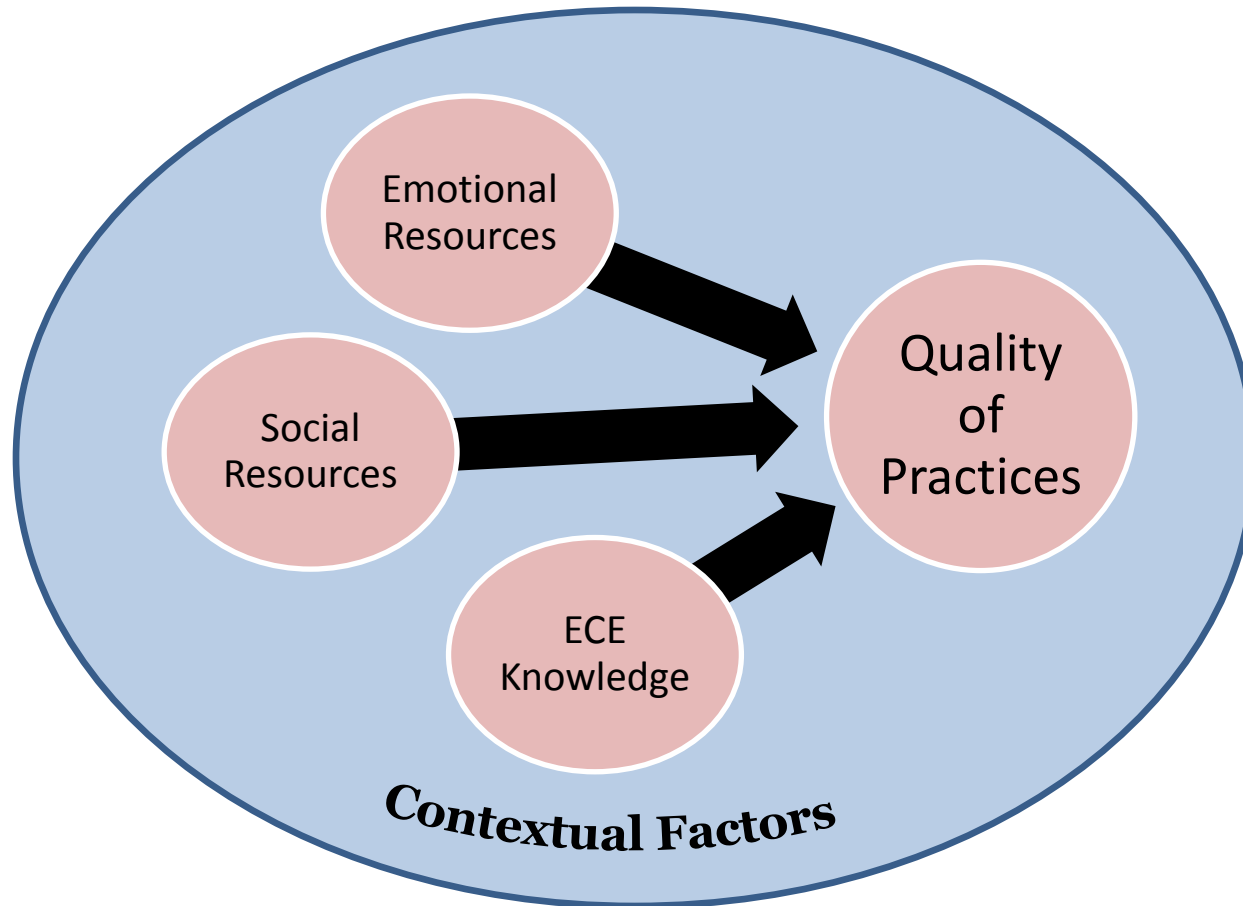
Role Identity Blend



Fluidity of Role Identities: Example of Building ECE Professional Identity

I'm, accepted into the training grant program that they have, and help me but learning more about, tryin' to teach and, you know, help with these kids, cause like they say I'm not a babysitter...but it's different, it's totally different. It's a teaching in there, teaching is not normal as to raising your child, you know what I'm sayin', it's different, it's like actual teacher school, you know and I didn't know that when I first started.—Pamela

Contextualized “Whole Caregiver” Understanding to Inform Quality Improvement Efforts



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