

# Sustainability of Daily Routines: Well-Being and Implications for Quality Improvement among Family Child Care Providers

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- 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.

# Our Study: Family Child Care

- *National Challenge*: recruitment and retention of FCCPs in Quality Improvement programs
- *Question*: When and how do family child care providers engage with quality improvement initiatives like the Race to the Top-Early Learning Challenge?
- *Methods*:
  - Three naturally occurring groups
    - “in” a coach-led system
      - With public ratings: QRIS
      - Without public ratings: QIS (Family Child Care Home Education Network); LA area only
    - “not in”
  - Across two regions and over time
    - Select areas in southern California (Year 1 & 3)
    - Three counties in northern California (Year 2 & 4)
  - Surveys and case studies
    - Interviewers completed a preliminary overall rating following completion of the Case Study
- **Please see our project brief in the meeting materials for more information**

# Ecocultural Theory and the Sustainability of Daily Routines

- The **sustainability of daily routines** is a concept developed from research with families of children with disabilities (Weisner et al, 2005).
- Families were more likely to adopt and sustain changes suggested in early intervention programs when they had a sustainable daily routine with the following characteristics:
  - Predictability
  - Fit with resources
  - Personal meaning
  - Congruent: balanced the inevitable conflicts among family members

# Sustainability of Daily Routines in Family Child Care Homes

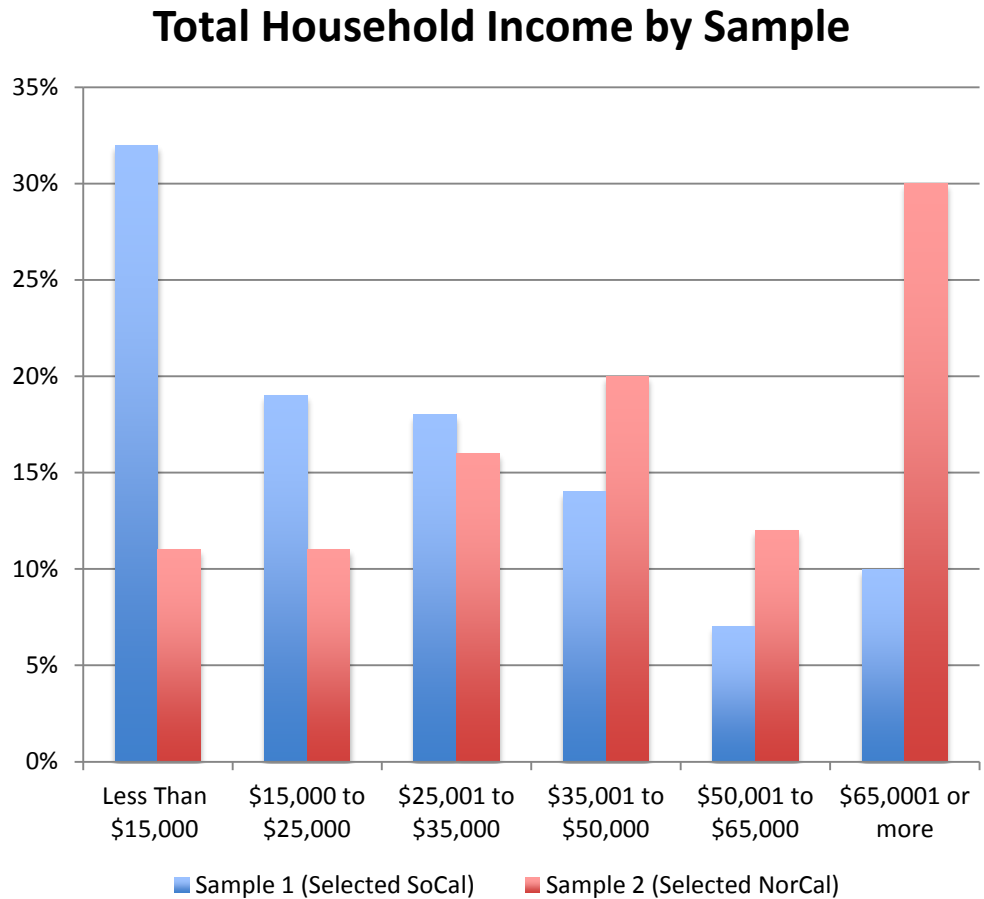
- Predictability and stability: providers know what to expect
- Fit with resources: they have “enough”
- Personal meaning: they find meaning in their work, feel it is “right”
- Congruence: they balances competing stakeholder interests (i.e., provider, children, children’s families and possibly provider’s own family and helpers)

Level	Description	Preliminary Counts
Sustainable	High on all components	27
Sustainability in Doubt	Isolated or temporary strains As long as things don’t get worse...	23
Unsustainable	Something has to get better...	3

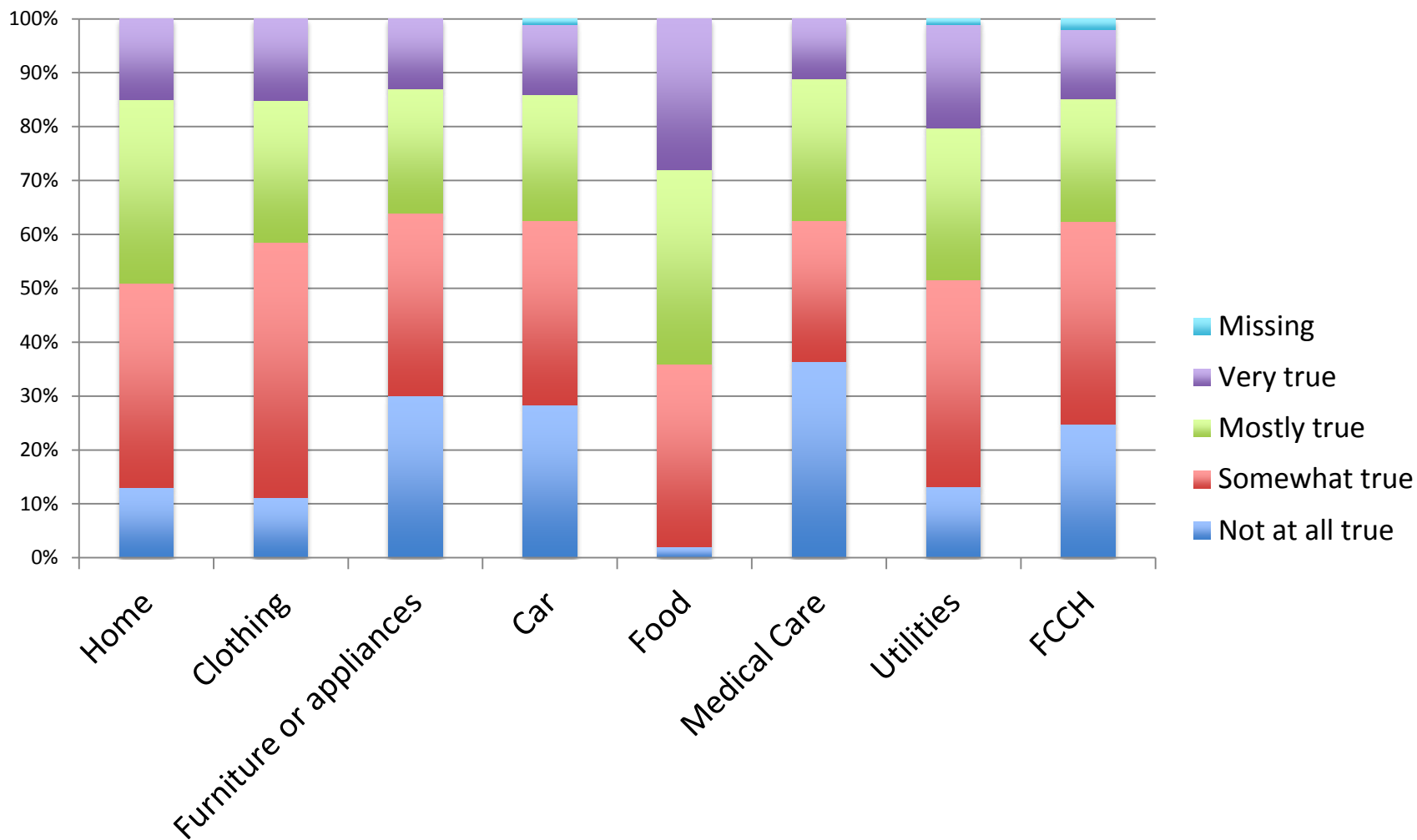
**Overall, few providers were unsustainable, but many had isolated or temporary threats.**

# A Key Component of Sustainability: Economic Situation

- Providers varied in their total household income
  - Some really struggled
  - Some doing fairly well
- A larger percentage of the more urban Sample 1 was struggling financially than in the less densely populated Sample 2
- **Economics are a key part of sustainability**



# “Your family had enough money to buy the kind \_\_\_\_\_ that you needed.”



Source: Year 1 Case Study Surveys

# Engaging in Quality Improvement

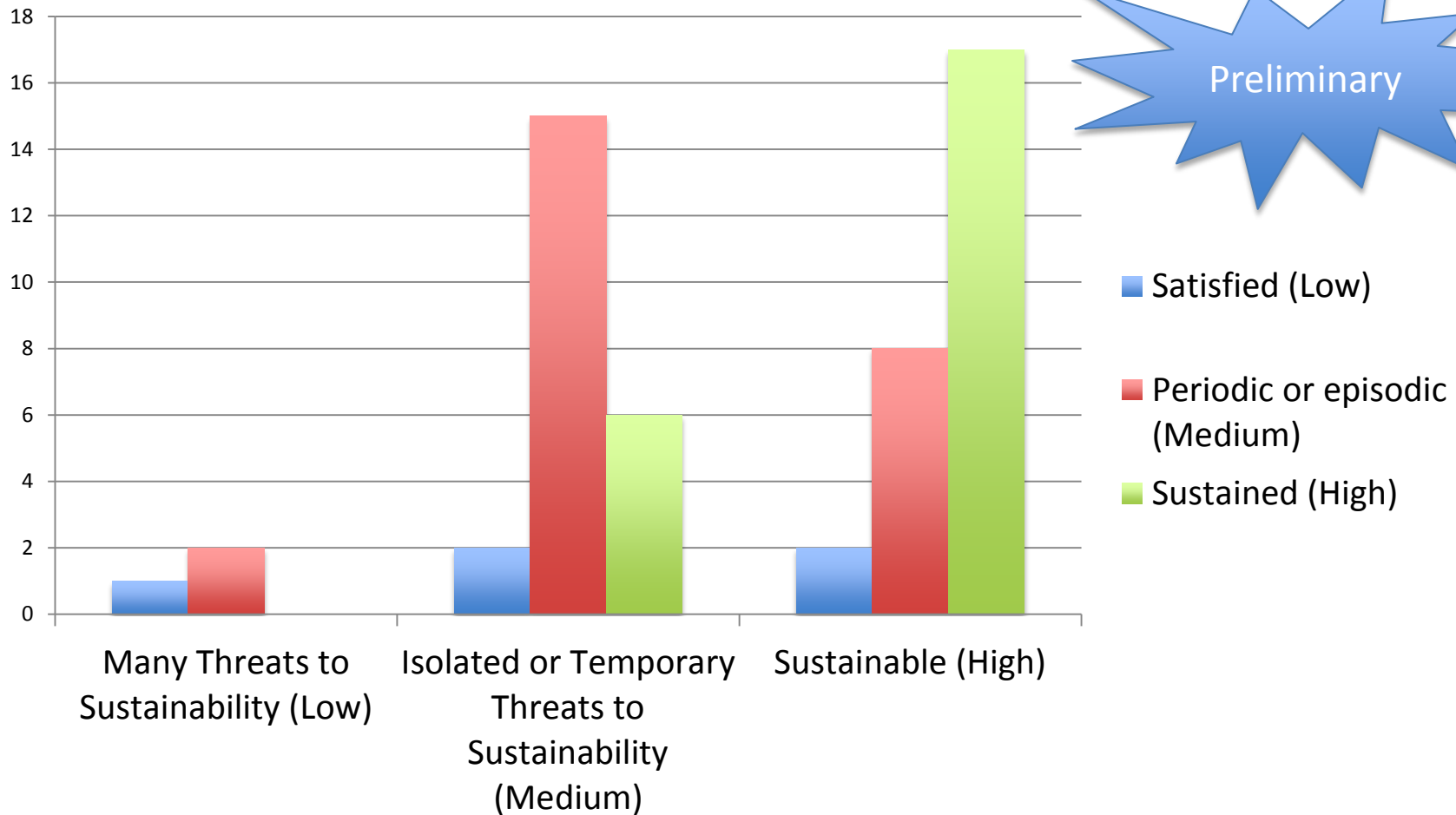
Level	Working Definition	Preliminary Counts
Sustaining QI (high):	Providers <b>regularly and consistently</b> take <b>active steps to improve their own practice</b> in ways that <b>impact daily routine activities with children</b>	23
Periodic or Episodic (medium):	Providers take at least <b>some active steps</b> to improve their own practice. They have, at times, engaged in QI, but this is <b>not part of their daily routines or ongoing professional practice.</b>	25
Satisfied (low):	Providers are satisfied with their own practice or <b>take no active steps</b> to improve their own practice or improve family child care more broadly (beyond their own child care).	5

Most providers were engaged in periodic/episodic or sustained QI.

Source: Year 1 Case Study Interviewer Ratings



# Engagement in QI was lower when providers faced many threats to Sustainability



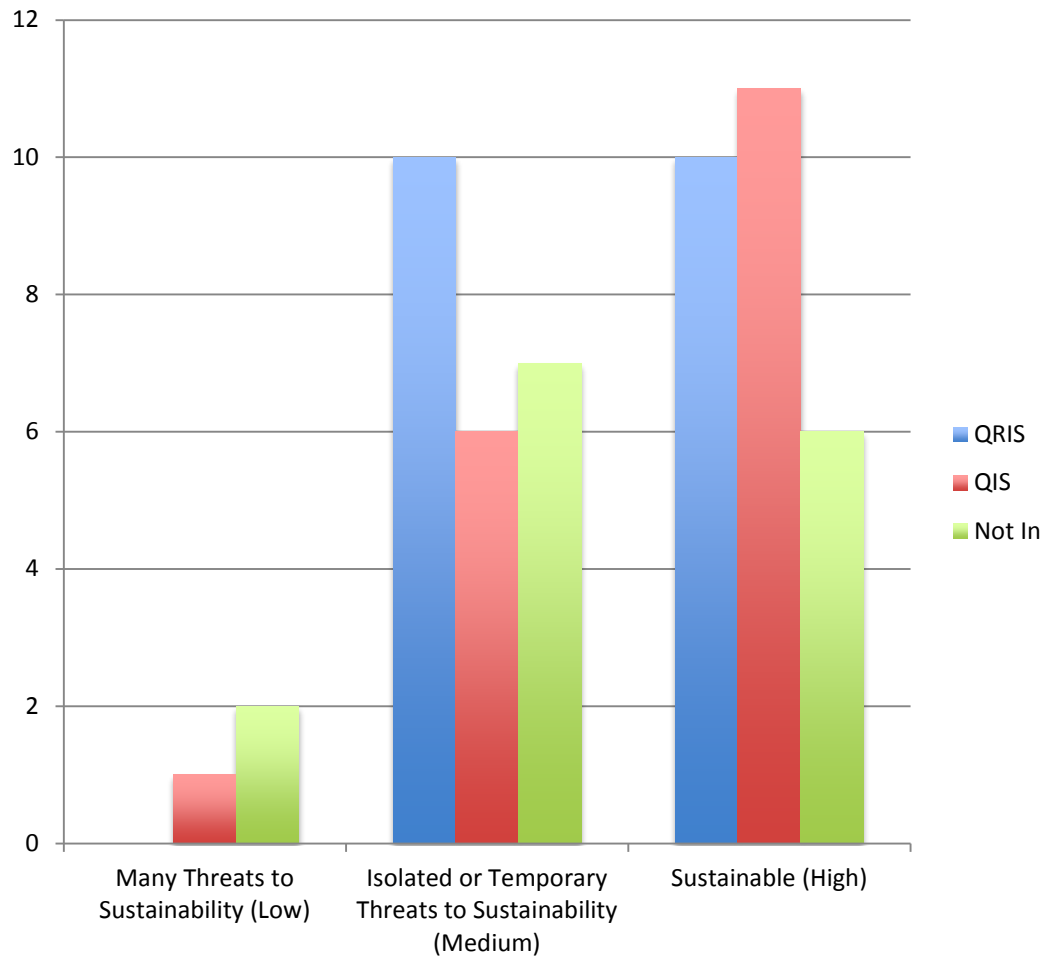
Source: Year 1 Case Study Interviewer Ratings

# Participation in QI initiatives varied by Sustainability of Daily Routines

**Many Threats to Sustainability:** None of the providers who had many threats to sustainability were in a QRIS.

**Isolated or Temporary Threats:** Qualitative data suggest that some of the providers with isolated or temporary threats to sustainability joined a QRIS because they hope it will address some of the isolated or temporary threats to sustainability (e.g., enrollment).

**Sustainable:** Of course, not all providers with sustainable daily routines participate in our optional QRIS. QRIS is not available to all of these providers (e.g., waitlists, geographic restrictions)



# Conclusions

- Attention to what we call Sustainability and what Whitebook and colleagues call the adult learning environment is needed.
  - Specifically, attention to FCC providers' economic situation is needed.
- Many providers – even providers who are choosing not to be in QI initiatives – are actively seeking out information and reflectively using that to guide their work with children.
- Engagement in QI – broadly defined and initiatives like QRIS – varied by Sustainability

# Thank you!

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