

Home-Based Child Care Providers: Who are they? What do they need?

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Diversity among Licensed Family Child Care Providers

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Background

- Why question conventional wisdom about licensed family child care (FCC) and FCC providers?
 - Increasing research suggests
 - that they are quite diverse
 - characteristics of FCC vary based on region and settings (e.g., rural versus urban)
 - Many studies compare FCC to center-based care in ways that likely mask that diversity and variation
 - That diversity likely matters for recruiting and retaining FCC providers in Quality Improvement (QI) initiatives
- **NSECE: high levels of attachment to the profession** among “listed” home-based care providers (i.e., hours worked, experience); (NSECE Project Team, 2015)

This Presentation

- The purpose of this presentation is to provide an in-depth look at licensed family child care providers to demonstrate
 - ...within group variability
 - ...likely to impact providers' engagement in quality improvement initiatives
- If we want to engage FCC providers on a large scale, we need to come to terms with such within group variability

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: RTT-ELC QRIS
 - “in” a coach-led system without public ratings: QIS (Family Child Care Home Education Network); LA area only
 - “not in” a coach-led system
 - Across two regions and over time
 - [Select areas in southern California \(Year 1 & 3\)](#)
 - Three counties in northern California (Year 2 & 4)
- Please see the brief for our partnership in the meeting materials.

Overview of Years 1-2

- Regional Surveys (Years 1 & 2)
 - Mailed to all licensed FCCH in
 - SoCal: Selected service areas of LA County & all of San Bernardino County
 - NorCal: Sacramento, Contra Costa, and El Dorado Counties
 - Self-selected sample chose to return the survey
- Case Studies (Year 1)
 - 54 licensed FCCH
 - “in” RTT-ELC QRIS (n = 20)
 - “in” QI (no public ratings; n = 18)
 - “not in” (no mentor/coach directed QI; n = 16)
 - All from targeted areas of LA County
 - Self-selected sample
 - Completed an online or paper survey
 - Participated in an in-depth interview

The typical family child care provider in our sample...

- *Was 40 years old, Hispanic, and spoke English. She had been licensed for 10 years, planned to continue running a family child care home for at least two years, and had completed “some college,” often in early childhood education or a related field.*
 - Diverse in Ethnicity in this urban setting: 64% “Hispanic/Latino”; 15% Black/African-American; 13% non-Hispanic White; 4% Asian, non-Hispanic; 2 “not listed” (“Hispanic/Latino” providers did not respond to a race/ethnicity distinction)

FCC Providers Varied in Their Experience

Mean Experience	Sample 1 (SoCal: LA/SB)	Sample 2 (NorCal: Sac/CoCo/EIDo)
“Taking care of children”	16 years	19 years
Licensed	11 years	13 years

- However, QI targeted for these mean levels of experience will not be a good fit for the providers who are quite evenly distributed across five-year spans of experience.

Variability in Years Licensed	Sample 1 (SoCal: LA/SB)	Sample 2 (NorCal: Sac/CoCo/EIDo)
Up to 4 Years	17%	20%
5-9 Years	25%	25%
10-14 Years	32%	20%
15-19 Years	13%	13%
20 Years or More	13%	23%

Source: Regional Surveys (Years 1 & 2)

Needs May Vary by Career Phase

Career Phase	Characteristics	QI Needs
Recently-Licensed	Getting established (less than 5 years) and adjusting to the demands of the work	Many workshops available are of interest, but may be hard to access because of timing and cost.
Mid-Career	Established providers (approx. 6 to 15 years licensed)	Often seek targeted, in-depth information related to specific challenges they are facing
“Seasoned”	Have been licensed for many years; they know and have experienced a lot; they have a lot to share with others	Still seeking information and feeling frustrated or resigned because of the paucity of resources available to them

Who are FCC Providers (cont)?

- Motivations vary:
 - *some* have their own young children (30% or less)
 - many are married
 - many see this as a profession
 - some see themselves as “babysitters” or “just day care”

Diversity in Background/Training/Education

- Similarly, providers varied from no high school diploma to master's degrees. It will be hard to design effective QI for individuals if the QI does not address this variability.
- One-third had a CA Child Development Permit.

Formal Education (Highest Level Attained)	Sample 1 (SoCal: LA/SB)	Sample 2 (NorCal: Sac/CoCo/EIDo)	2006 CA ECE Workforce Study
High School Diploma or Less	26%	9%	29%
Some College (no degree)	39%	49%	43%
Associate's Degree	17%	20%	15%
Bachelor's Degree or Higher	18%	23%	14%

Source: Regional Surveys.

Motivation Not for me?

One experienced provider said:

- ***I haven't really needed to use them [the CCR&R] because I don't run a preschool. I run more of a home day care so typically the things that I would do with my own kids is what I would be doing with my daycare children. So do I have to have all those resources? No. If I was a schoolteacher teaching preschool or had like a circle time that the parents wanted certain things I probably would need [CCR&R 1] more. I know that they have options to go and play rugs check out this and checkout like a little library but I don't do it. It's more work for me to get there to check it out and then to make sure that I have it returned and enough time than to just get my own resources and once I buy it it's mine, it's here, I use it 'till it wears out. So I don't really have the need for a constant resource like [CCR&R 1] because of the type of daycare I run.***

Another, newly licensed provider (1 year) said:

- ***we are not licensed teachers we are licensed child care providers. So teachers, I think, know more to do with the kids than us as individuals. So if we can have some resource like to go back to and check that would be really helpful.***

Career Phase: The Needs of a Newly Licensed Provider...

When given a list of services available, the same provider (licensed 1 year) said:

•Like I said I only know [CCR&R1], I did not know any, I see the whole list that you have and I have never heard of any of them. I do not know what the lack was. Maybe I did not research properly. Or there was... I do not know, probably it was on my side because I should have looked more thoroughly I think. I did I found [Name of Agency]. I think it is not, they do not serve [CITY2], so I think; my... my understanding was there was only [CCR&R1] that would cover this area so that is why I did not look further into it so that is the only resource I have so far... I do not know anything that exist other than [CCR&R1].

...Are Not the Same as the Needs of an Experienced, Educated Provider

On the trainings and workshops available:

- *Um the classes that they give the speakers are really knowledgeable um they're good subjects but if you... okay--for instance they have a special needs class at [CCR&R2] it's a three hour class on Saturdays. I took a special needs course for four, five months at [College 1] so I've taken this course where I did hands on work with special needs children plus my grandson is special needs and some of my children at the time were special needs but the three hour class is good because you get a sticker and the sticker says that you completed the course **but what can you teach me in three hours that I didn't learn in four months at the actually class...** see what I'm saying?*

Just the “tip of the iceberg”

- The variation described in the previous slides is only a small taste of the important variability we see among licensed FCC providers.
 - Size: small versus large
 - Economic situation: struggling to pay basic bills versus doing pretty well for themselves
 - “Connection” to resources: having many, diverse sources of information versus not knowing where to turn for information

Conclusions

- If we want to “scale up” and effectively engage larger numbers of licensed FCC providers, we need to
 - Better understand this diversity
 - Design QI to better address this diversity



Thank you!

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**Family, Friend and Neighbor Care:
Findings from Recent Studies**

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Purpose

- To provide a perspective from selected studies on the characteristics of family, friend and neighbor (FFN) caregivers that have implications for QI initiatives
- To enhance our understanding of variation among FFN caregivers in the context of the NSECE data on unlisted paid providers
- To explore potential strategies for reaching out and engaging FFN caregivers

Selected Studies

Studies:

- The Arizona Kith and Kin Project Evaluation (2015)
- First Five LA Informal Caregivers Study (2012)
- Informal Caregivers Research Project (2015)

Samples:

- AZ: Full sample: 2936 FFN caregivers; Targeted Sample: 275 FFN caregivers
- First 5: Survey: 448 FFN caregivers; focus groups: 4 with 44 caregivers
- Informal Caregivers Project: interviews: 22 FFN caregivers, 25 parents who were also caregivers

The Arizona Kith and Kin Project Evaluation

Research Questions:

- Was there an increase in child development knowledge?
- Were there observable increases in child care quality and effective practice?
- What were providers' experiences in the project?

Methods/Measures:

- Full sample:
 - Baseline background survey (demographics, conditions of caregiving, motivation)
 - Child development knowledge pre/post test
 - Feedback survey (program completion)
- Targeted sample:
 - Pre/post observations with the CCAT-R and the CIS

Likely to Meet NSECE definition of FCC: Relationship to Children in Care

Relationship to Child in Care	2015 Full Sample (n=2936)	Targeted Sample (n=275)
Acquaintance (conocidos)	25%	25%
Aunts/ uncles	39%	42%
Grandparents	14%	17%
Siblings/Cousins	2%	4%
Neighbors	5%	4%
Others	6%	8%

Years Providing Child Care and Mean Number of Children in Care

Years Providing Child Care	Full Sample (n=2936)	Targeted Sample (n=275)
Years Providing Child Care (Mean)	7.02	7.53
Number of Children in Care (Mean)	2.40	2.69

Likely to Meet NSECE Definition of FCC: Payment

	Full Sample (n=2936)	Targeted Sample (n=275)
Yes	36%	49%
No	64%	51%

Motivation

	Full Sample (n=2936)	Targeted Sample (n=275)
I want to help my family.	72%	75%
I love the child (ren) and want to spend time with them.	64%	61%
I need the money.		43%
I enjoy working with children.	67%	73%
I can do a better job than a stranger.	39%	41%

Reasons for Retention

	2015 Full Sample (n=2527)
Desire for knowledge and training	98%
Relationship with trainer	26%
Contact with other providers	21%
Prizes and materials	19%

“One Thing to Enhance Quality”

	2015 Full Sample (n=2527)
Get more training	67%
Learn English/Spanish	63%
Get licensed/certified	48%
Go back to school	42%
Obtain more materials for my child care	28%
Create more space in my home for child care	23%

Implications

- Differences matter:
 - Motivation
 - Educational levels
 - Resources (economic, logistical, informational, social)
- Tailor initiatives to these differences:
 - If you build it, they will come.

Sources

First 5 LA. (2012). *Family, Friends and Neighbors: Understanding the Needs of FFN Child Care Providers in LA County*. Los Angeles, CA: Author

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Why Do We Need to Include Home-Based Providers in Our QI Efforts - Implications from the Research



Opportunities to Improve Quality in Home-Based Settings

- Federal
 - Race to the Top-Early Learning Challenge
 - Early Head Start Child-Care Partnerships
 - CCDBG

- State
 - First 5 California CARES Plus and MyTeachingPartner™
 - First 5 IMPACT

Does it Work? Provider Testimonials

- “I really enjoyed the CARES Plus program because it gave me all the resources to take the classes offered by the different programs. Every class I took was very, very, valuable. I'm very impressed and glad these programs are offered to family child care homes. Thank you so very much for your support.”
- “I am a Family Child Care provider who entered this program with minimal education in child development. I became so impassioned by the learning process; I enrolled in an online BA program for Child Development.”

Questions?

