



Improving Quality in Less Formal Home-Based Care: Current Evaluation Research

Bridget E. Hatfield, Ph.D., & Kelly Hoke, B.S.
October 12, 2016



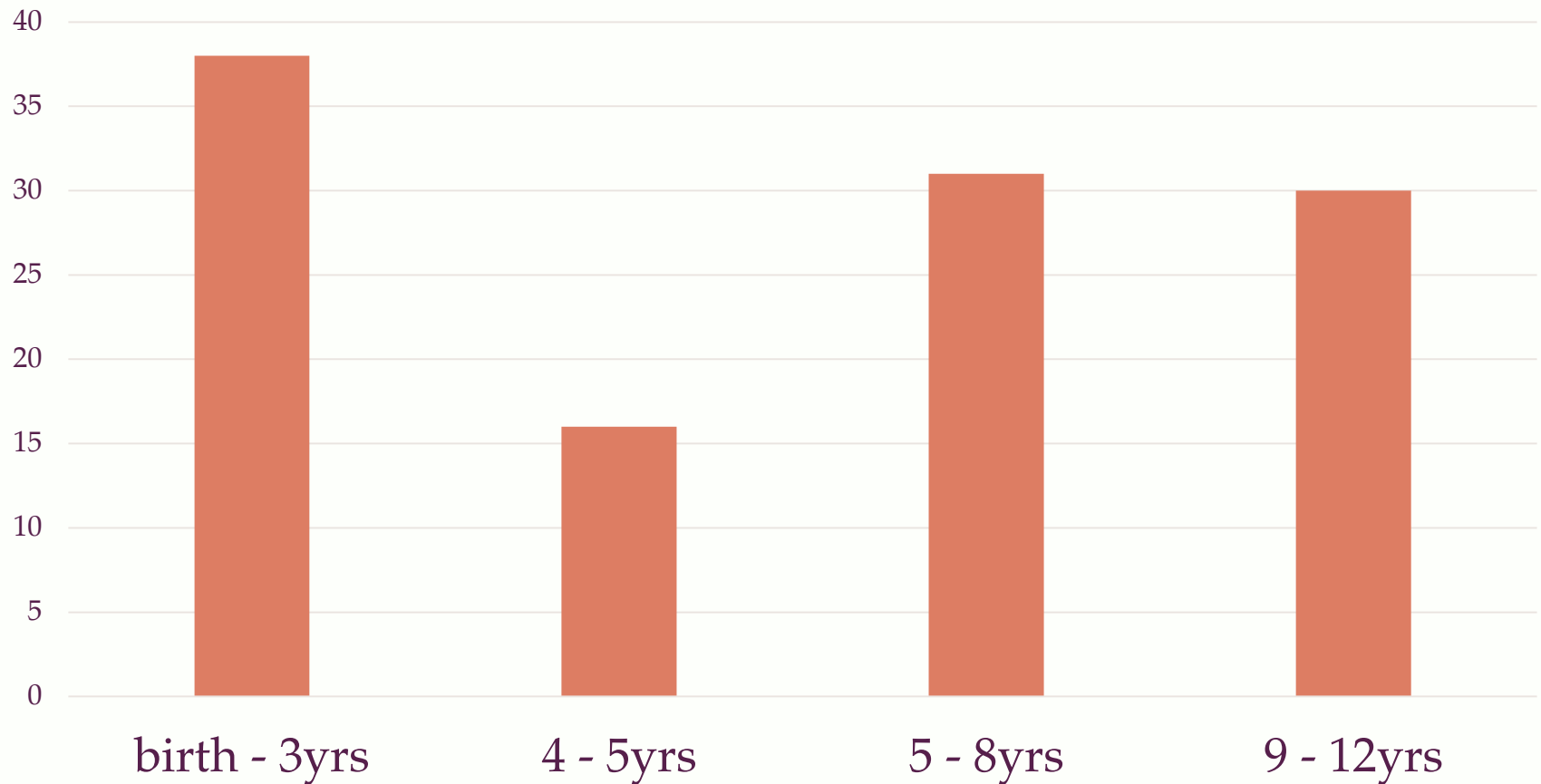
Overview

- Characteristics of Less Formal Home-Based Care Providers
- Strategies to Improve Quality and Engagement in PD
- Highlight three effective, recent PD programs
 - All Our Kin
 - Arizona Kith and Kin Project
 - First 5 Monterey County
- Summary

Characteristics of Less Formal Home-Based Care Providers

Less-Formal Care in Oregon

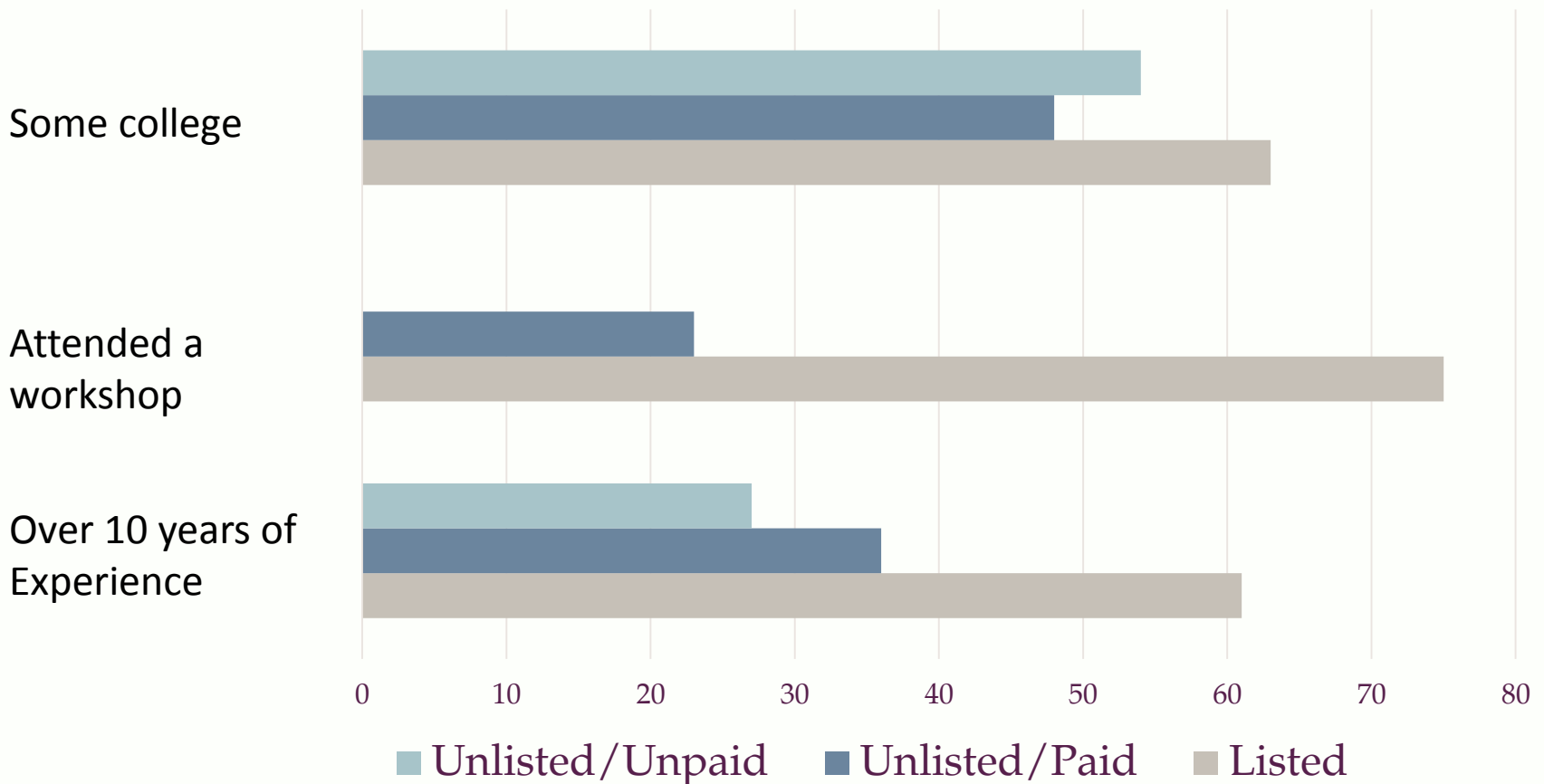
% of children in less formal care



Less-Formal Care Providers Nationally

- Estimate is conservative (NSECE research team, 2016)
- Low-income, working families more likely to use less-formal care (Thomas, Boller, Johnson, Young, & Hu, 2015)
- Interested in training and support (Brandon, 2002; Chase et al., 2006).

Comparing less-formal home-based providers, nationally



Quality of less-formal care

- Quality of less-formal care is variable

Undesirable

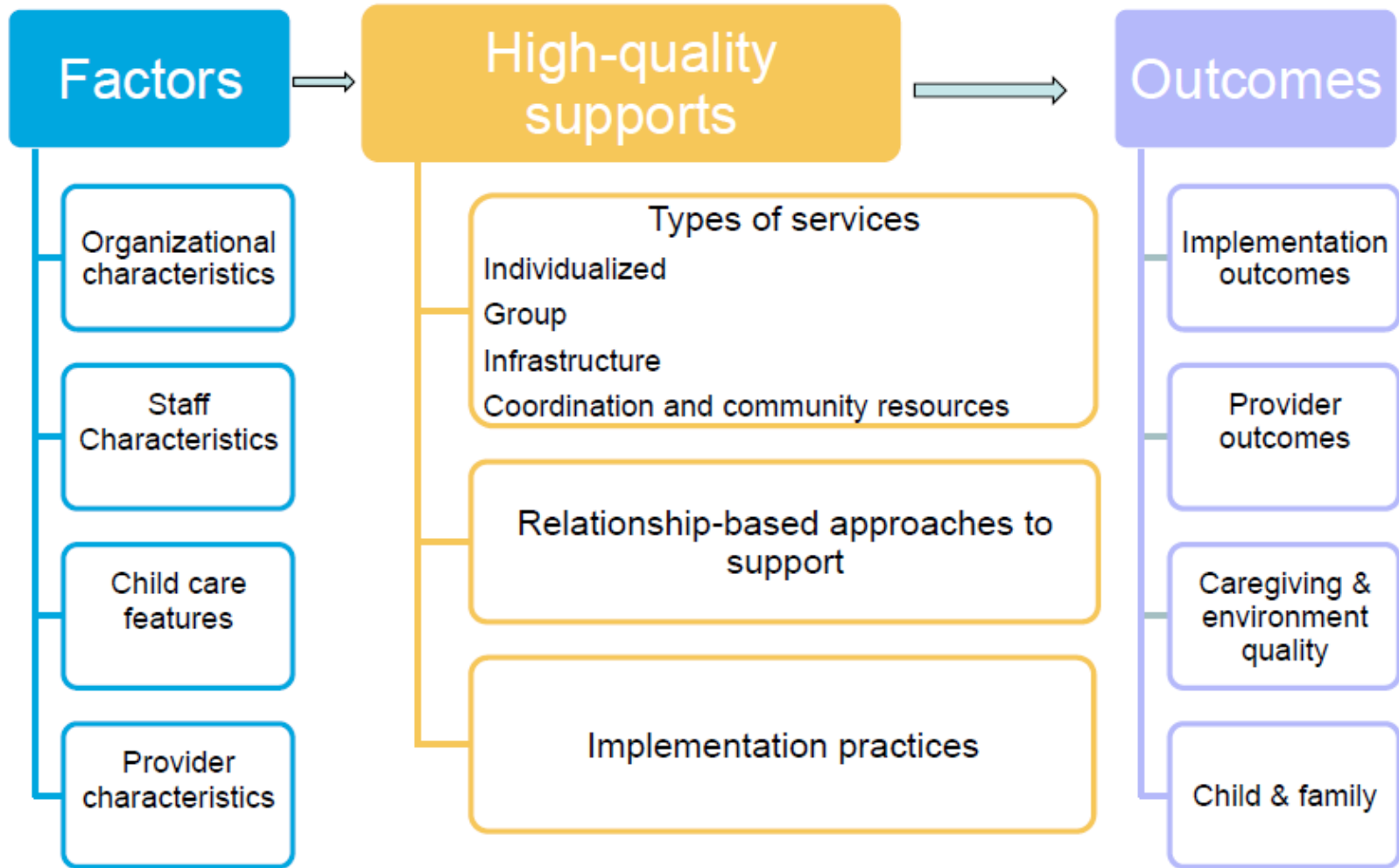
- Less like to prepare children for school (Gordon, Colaner, Usdansky, & Melgar, 2013; Porter & Vuong, 2008; Paulsell et al., 2006)
- Lower global quality (FDCERS: Fuller et al., 2004; McCabe & Cochran, 2008)

Desirable

- Often has higher sensitive caregiving (Raikes et al. (2013),
- and low ratios (Bassok, Fitzpatrick, Greenberg, & Loeb, in press; Paulsell, Porter, & Kirby, 2010)

Strategies to Improve Quality and Engagement in PD for home-base providers

Measuring high-quality support to home-based providers



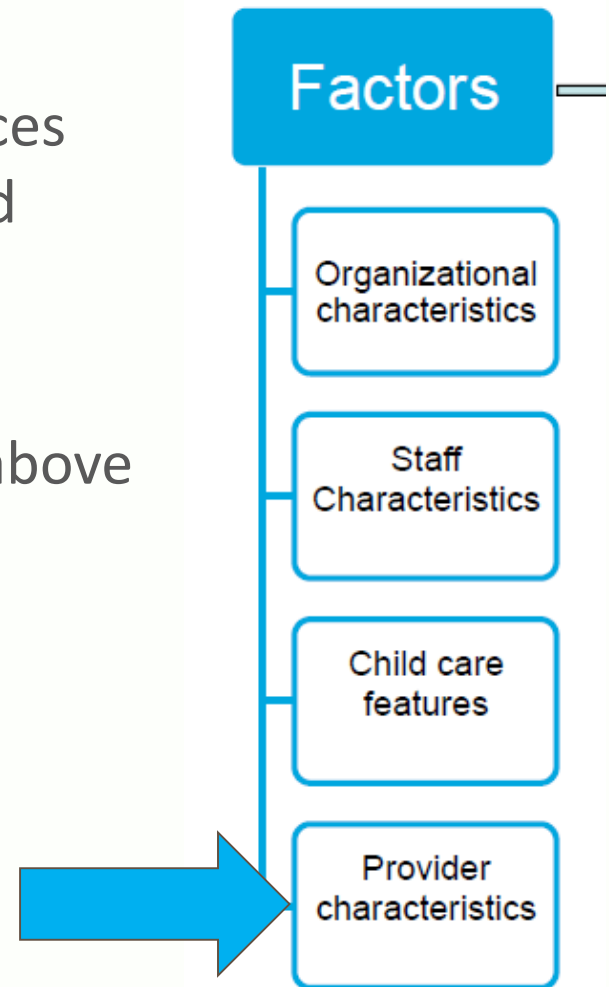
Factors associated with PD activity for home-based providers

Most interested in health and safety practices *and* activities and materials to support child development (First5 L.A., 2012; Thomas et al., 2015)

Online module completion is aligned with above interests (Durden et al., 2016)

Burdens/barriers (Bromer & Korfmacher, 2016)

- Isolation
- Limited access to resources
- Caring for mixed age children



Forms of PD for home-based providers



Home Visiting



Collaborations with
Other Early
Childhood Programs

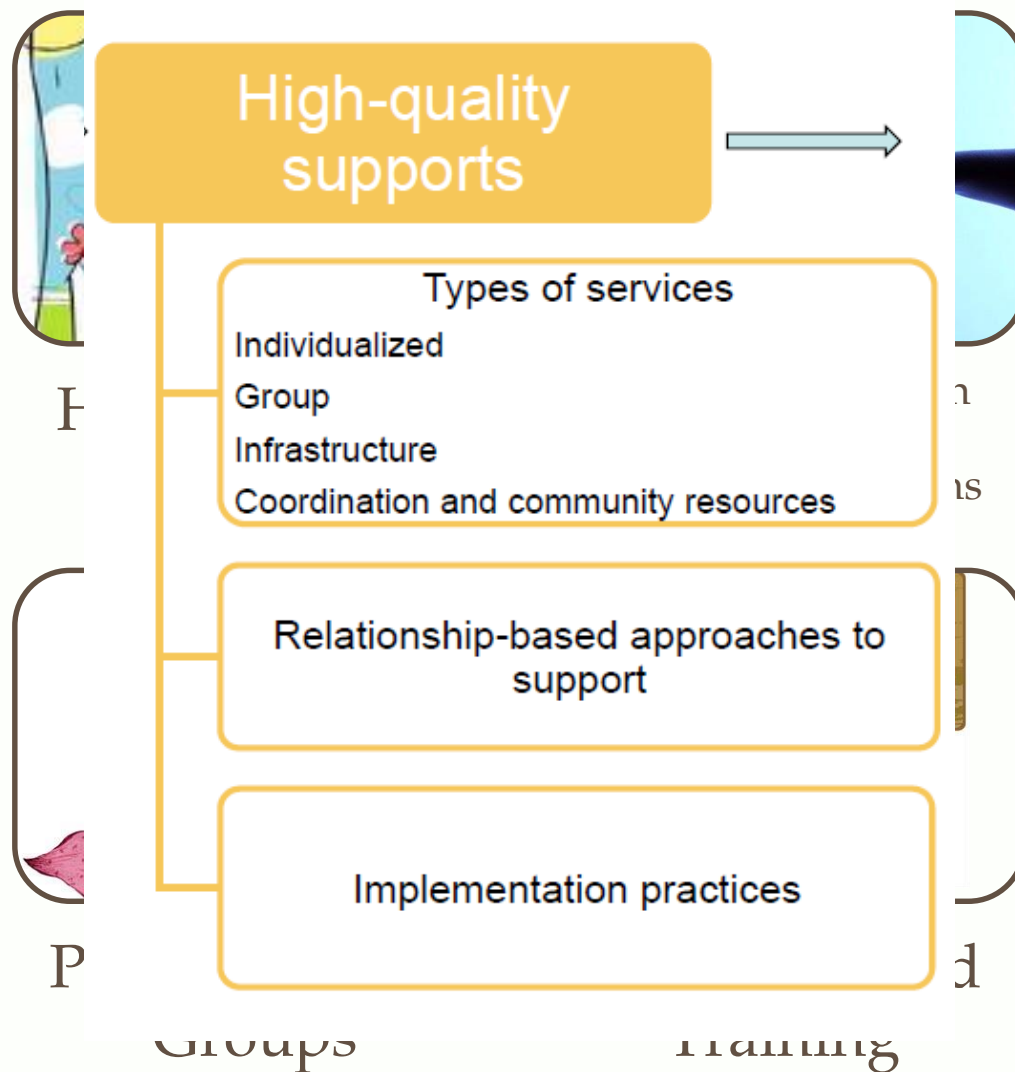


Play and Learn
Groups



Education and
Training

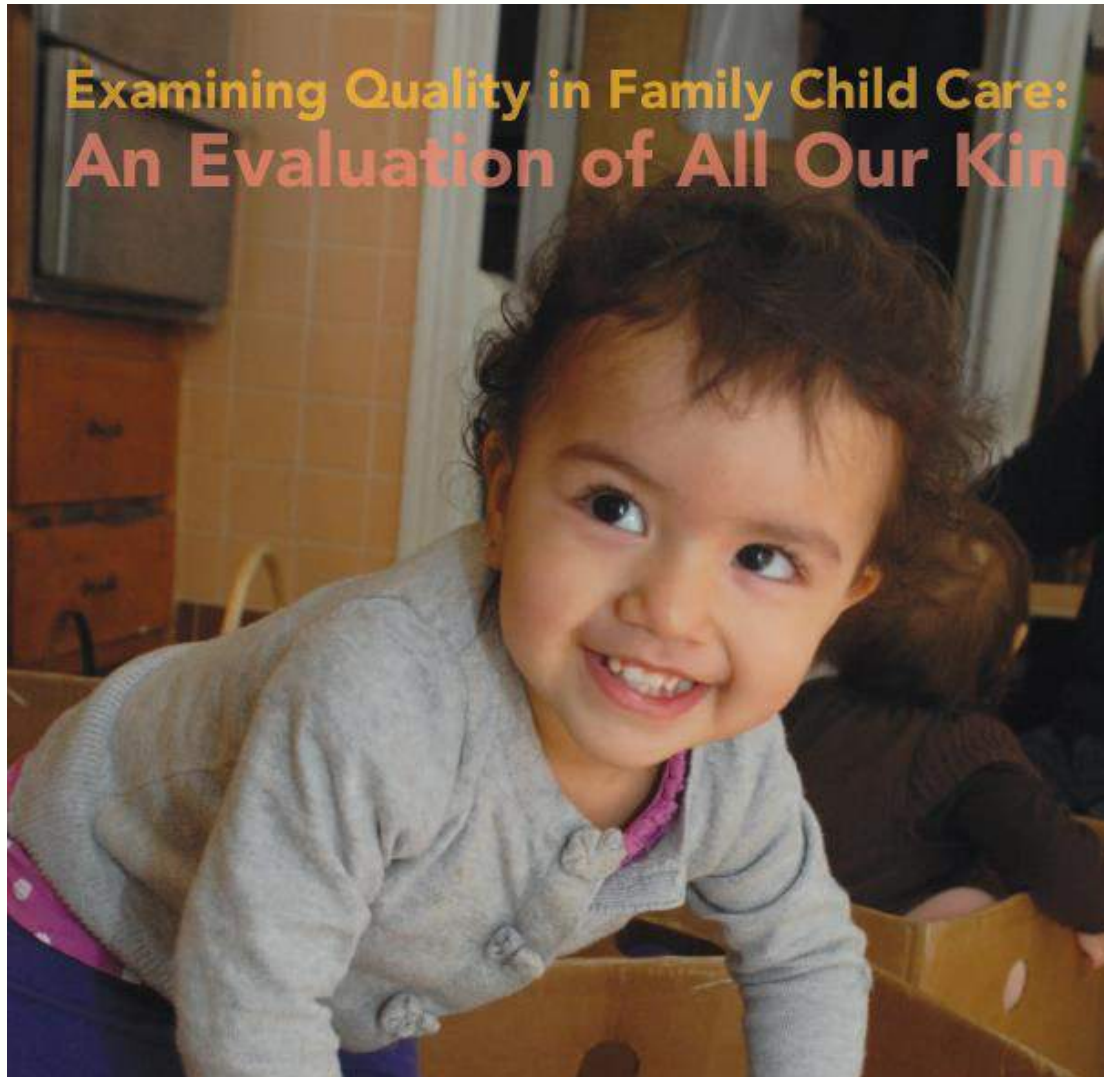
Forms of PD for home-based providers



Three Effective, Recent Professional Development Programs

All our Kin

All Our Kin



Examining Quality in Family Child Care:
An Evaluation of All Our Kin

Nelson, Porter, & Reiman, 2016

Oregon State
UNIVERSITY

PD Components



Home Visiting

- At least seven home visits/educational consulting visits



Education and Training

- A minimum of 15 AOK Family Child Care Network programs

Sample

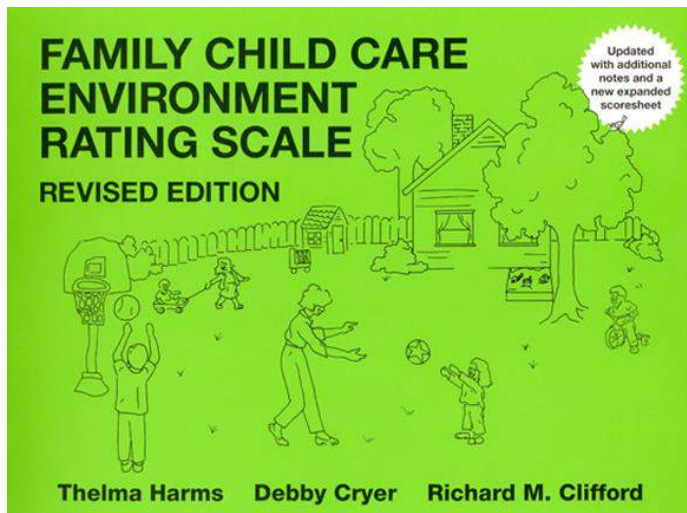
- 48 Licensed family child care providers who cared for at least three children.
- 52% self-reported Latinas ethnicity, and there were approximately equal distribution of college educated providers vs. no college

Control Group
 $n = 20$ providers

Experimental Group
 $n = 28$ providers

Procedures

- Observations of Quality



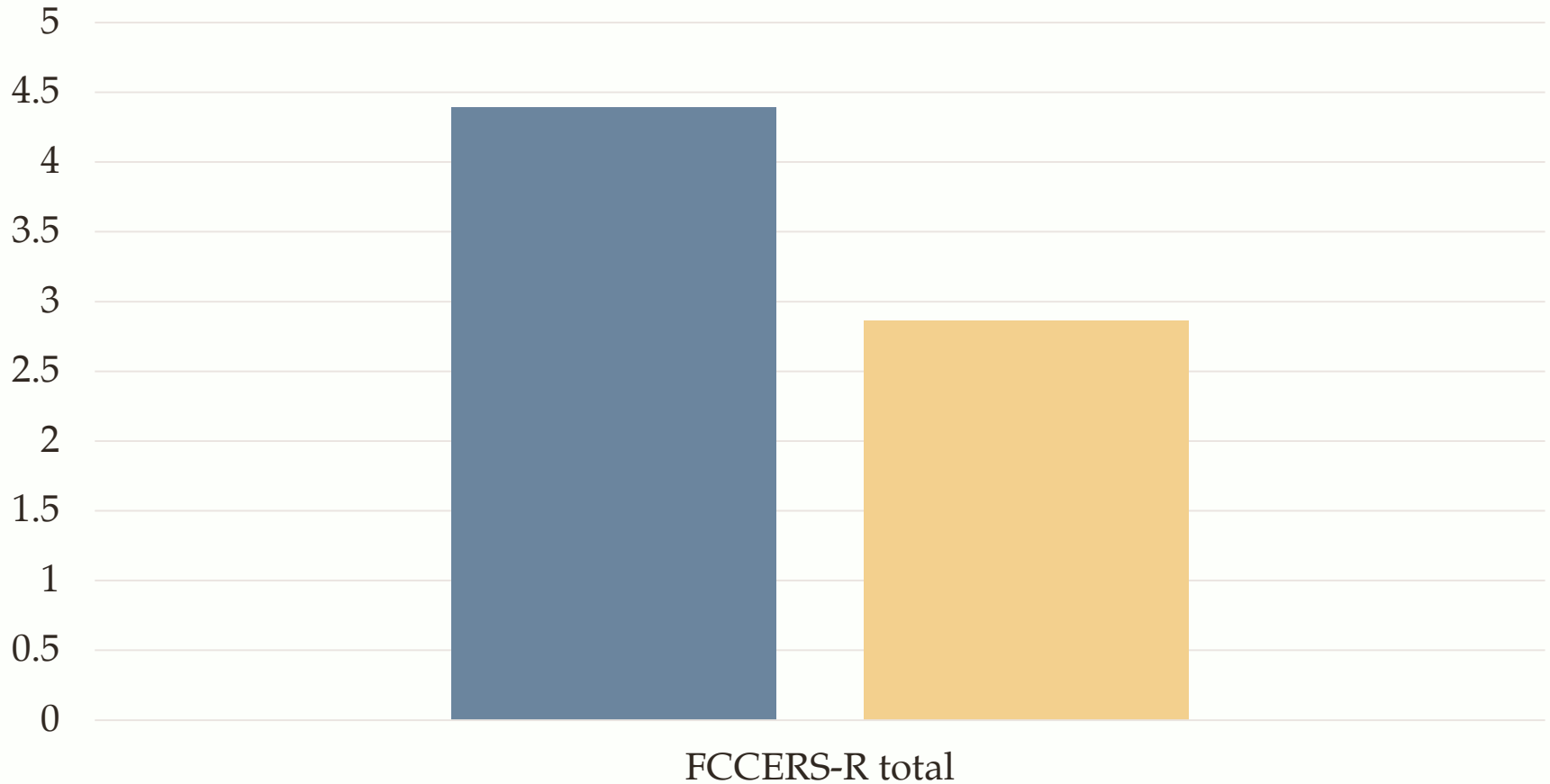
&

P I C C O L O TM

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes

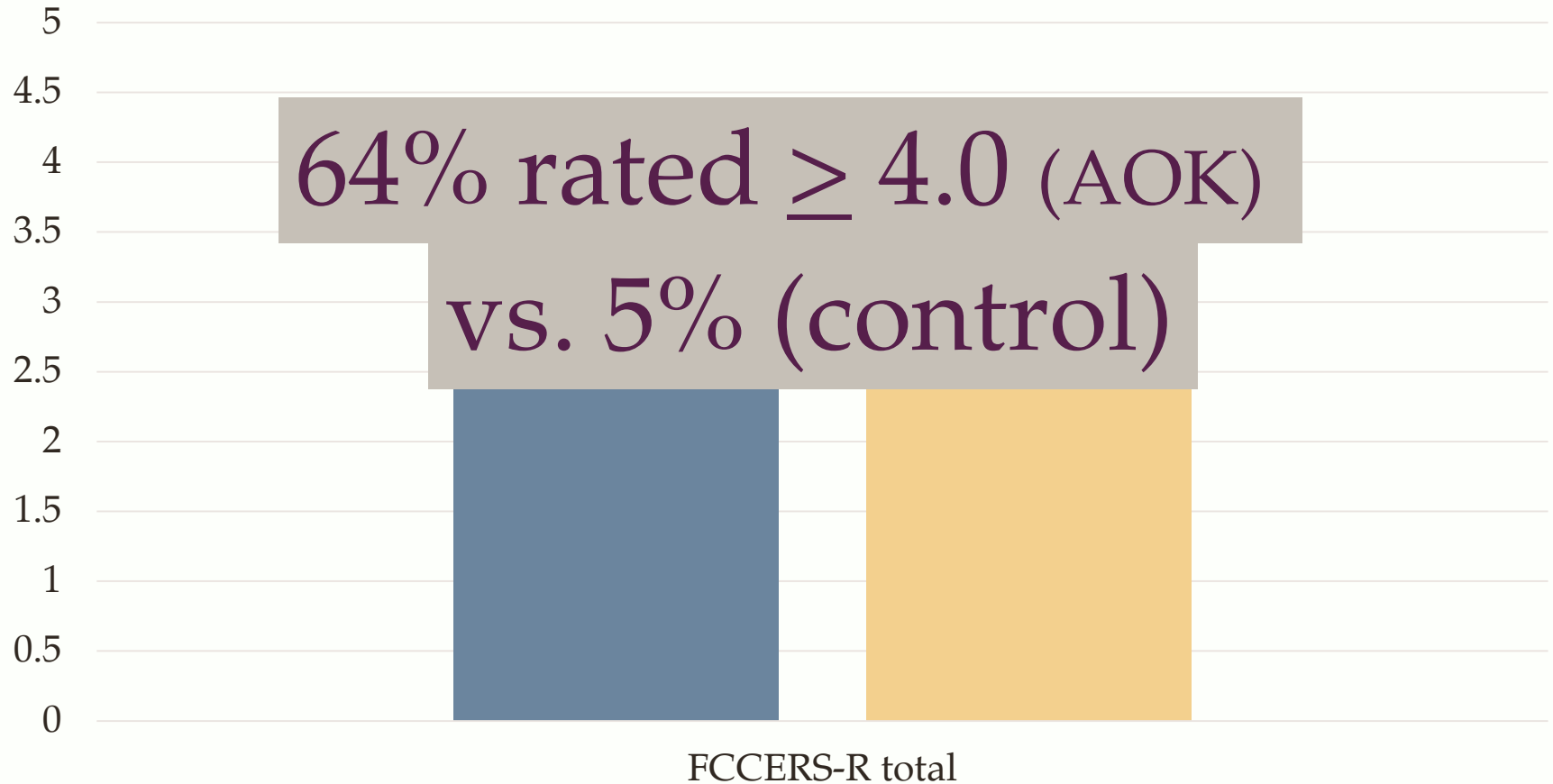
- Surveys

FCCERS-R Total score: Differences between AOK & control group



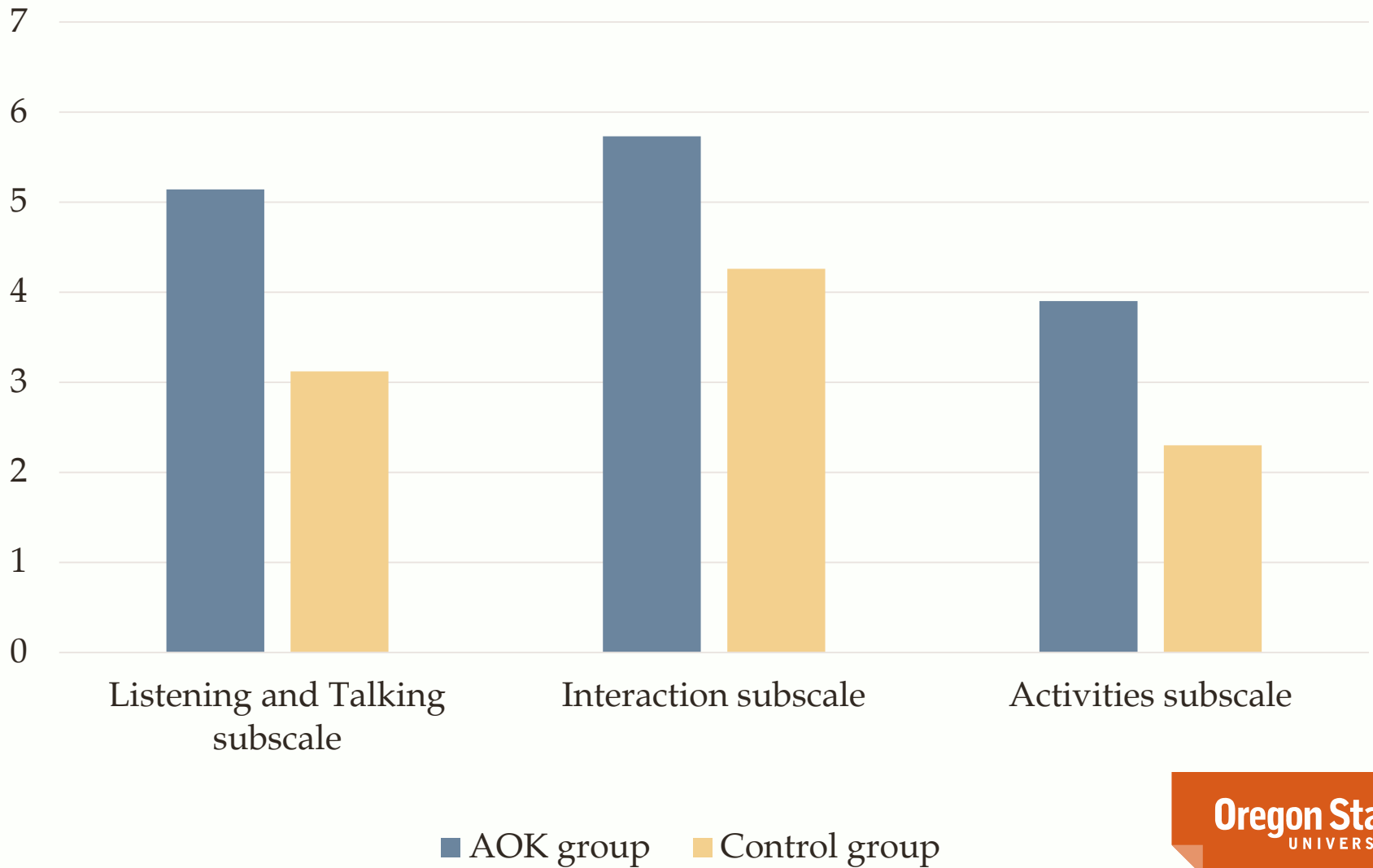
■ AOK group ■ Control group

FCCERS-R Total score:
Differences between AOK & control group

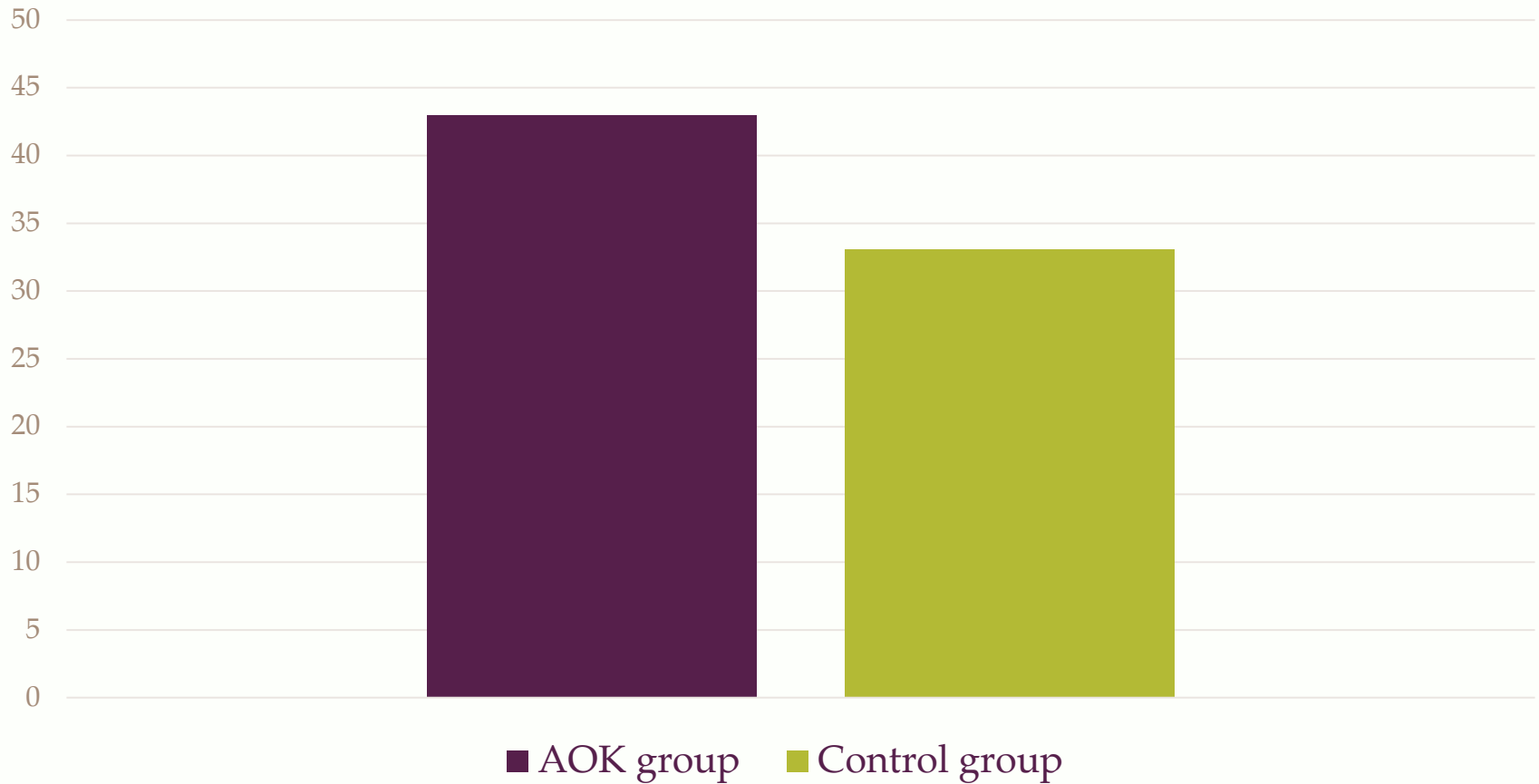


■ AOK group ■ Control group

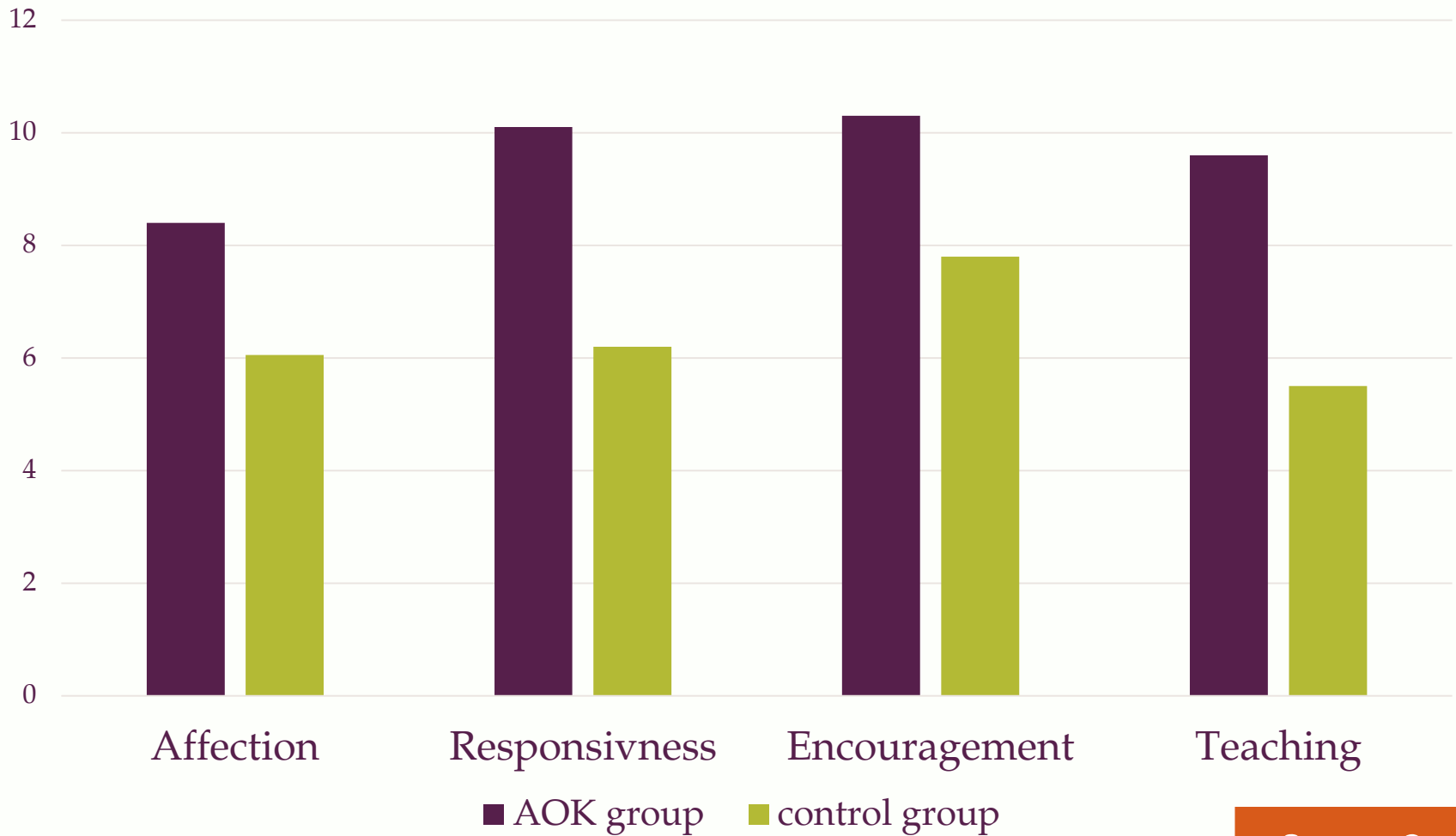
Selected FCCERS-R subscale scores: Differences between AOK & control group



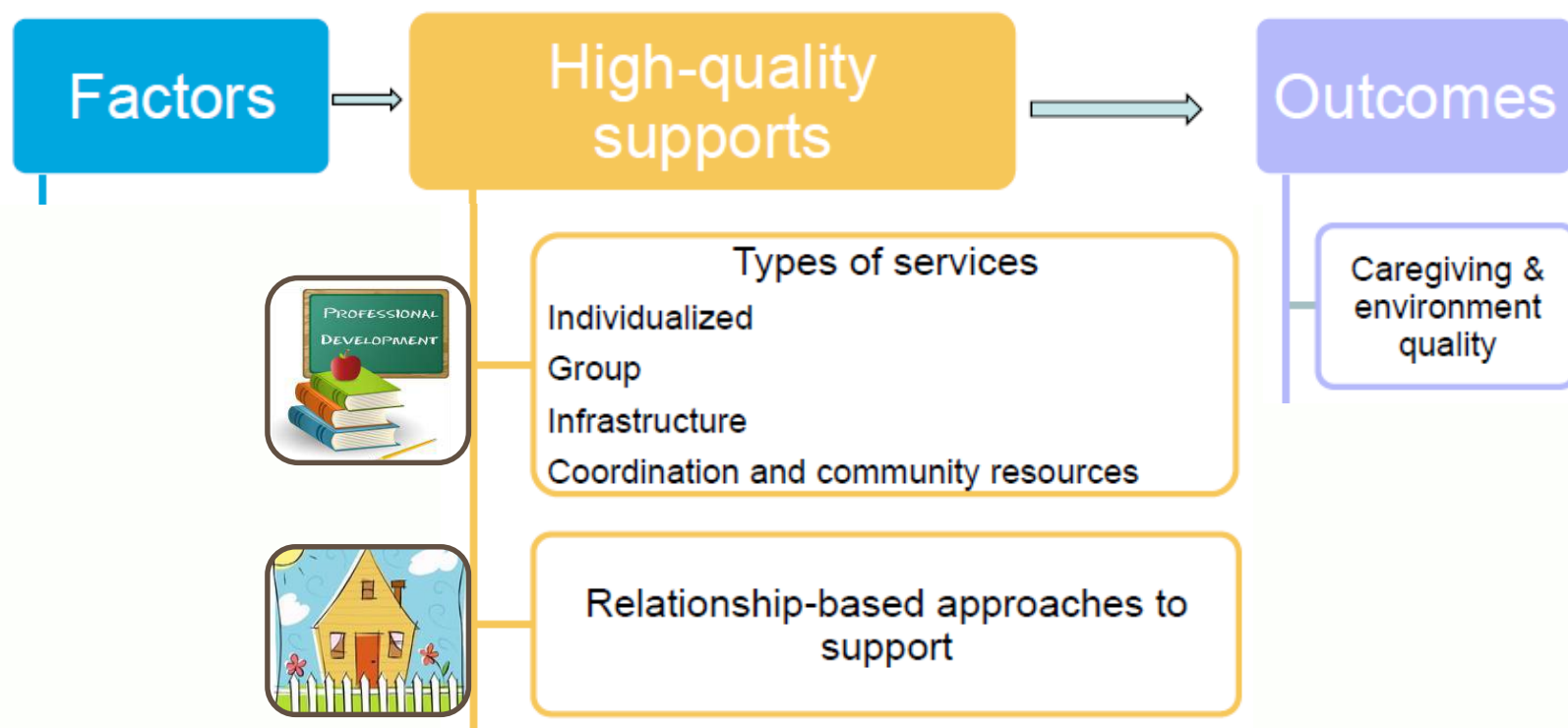
Total PICCILO Score: Differences between AOK & control group



Subscales of PICCILO: Differences between AOK & Control group



Summary: *All Our Kin*



Arizona Kith and Kin Project

- *Arizona Kith and Kin Project* – a 15 year-old community-based, grass-roots child development support and training intervention program
- Goals: **Quality** **Knowledge** **Health and Safety**
- Has served more than 5,000 FFN child care providers



Arizona
Kith and Kin
Project

<http://www.asccaz.org/kithandkin.html>

Oregon State
UNIVERSITY



Shivers, Fargo, & Goubeaux, 2016

Oregon State
UNIVERSITY

AZ Kith & Kin Project

- 2 hour training – support group sessions
 - 14 weeks
 - Spanish- and English-speaking caregivers
- Topics included
 - Strategies to support children’s learning
 - Protecting children’s health
 - Brain Development

- Transportation and on-site child care provided
- Day and evening sessions

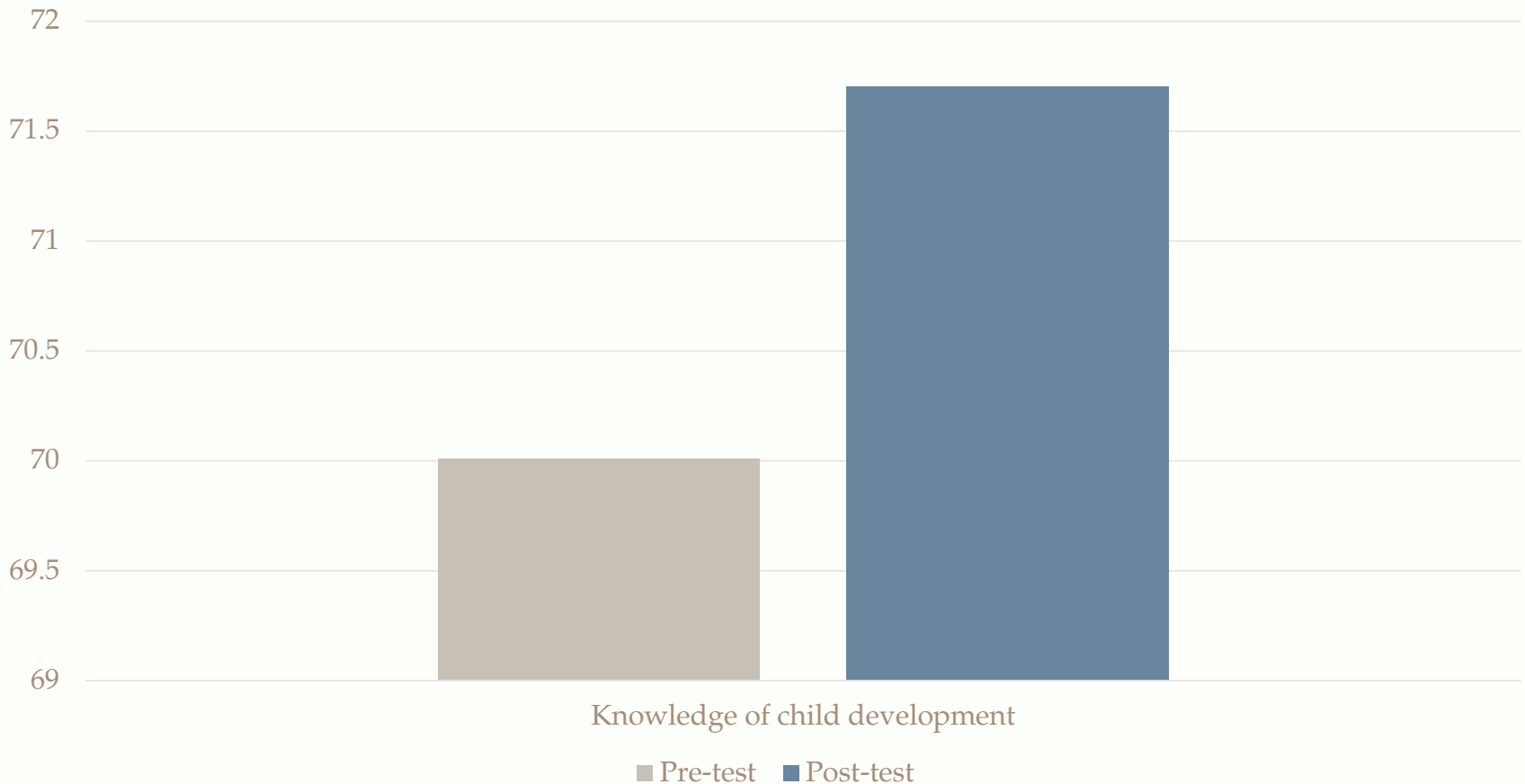


Education and Training

Sample

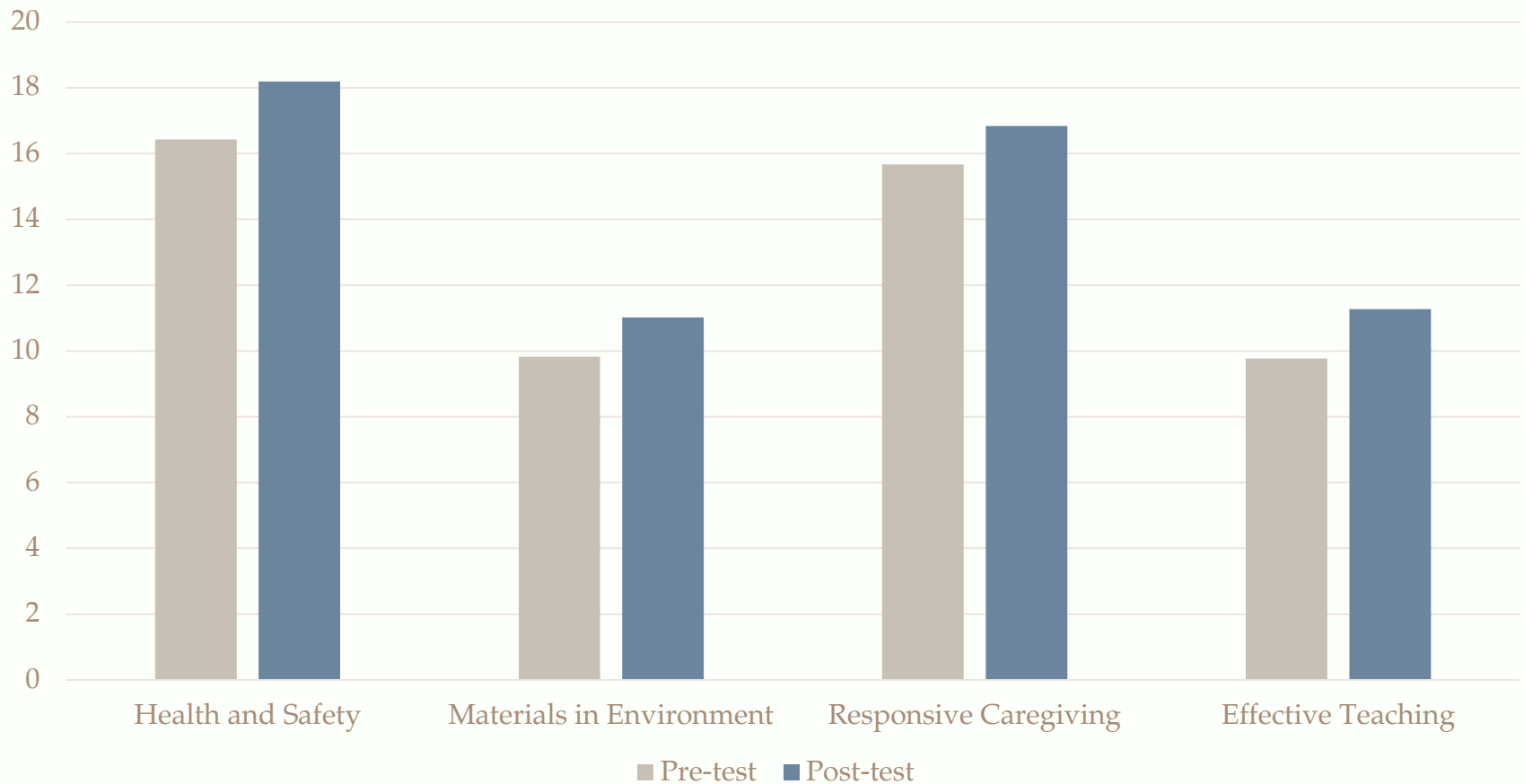
- 4,121 FFN providers
 - Female (95%)
 - Latina (89%; 94% were of Mexican heritage).
 - 89% held high school diploma or less.
 - Most of the FFN providers were family friends, aunts/uncles, or grandparents.
- Subsample with observational data
 - 275 FFN providers

Providers report increase in knowledge



n = 3,540 providers

Observed increases in quality: *CAT-R Snapshot and CCAT-R Behavior Checklist*

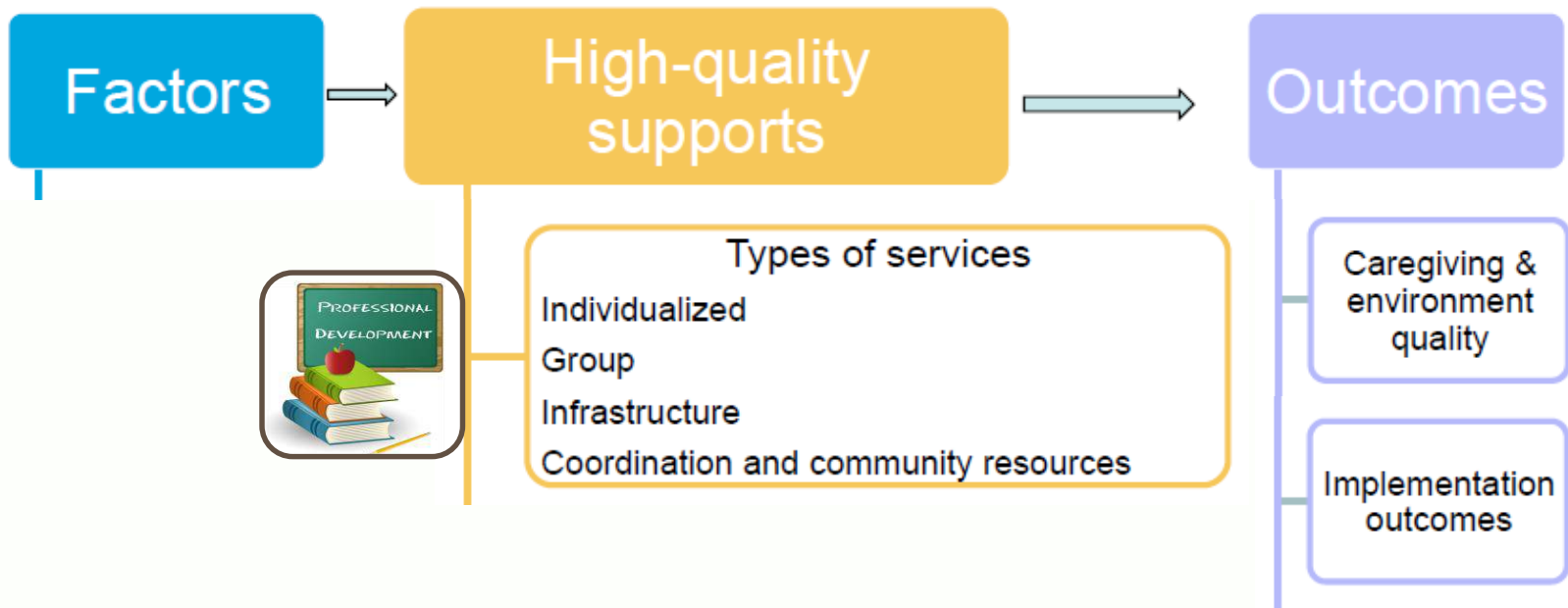


n = 275 providers

Providers experiences

- More likely to continue to receive training
- Desire for knowledge and training kept them coming back
- Workshops most useful (70% or more reported)
 - CPR and First Aid
 - Health and Safety
 - Nutrition
 - Child Passenger Safety
 - Ages and Stages
 - Brain Development
 - Guidance and Discipline

Summary: *AZ Kith & Kin*



First 5 Monterey County

FFN childcare providers



Oregon State
UNIVERSITY

Harder + Company Community Research (2011)

Goals

- Fidelity with F5MC content
- Alignment with goals of F5MC
- **Identification of factors that promote or restrain implementation of the FFN Caregiver Technical Assistance.**



Play and Learn
Group

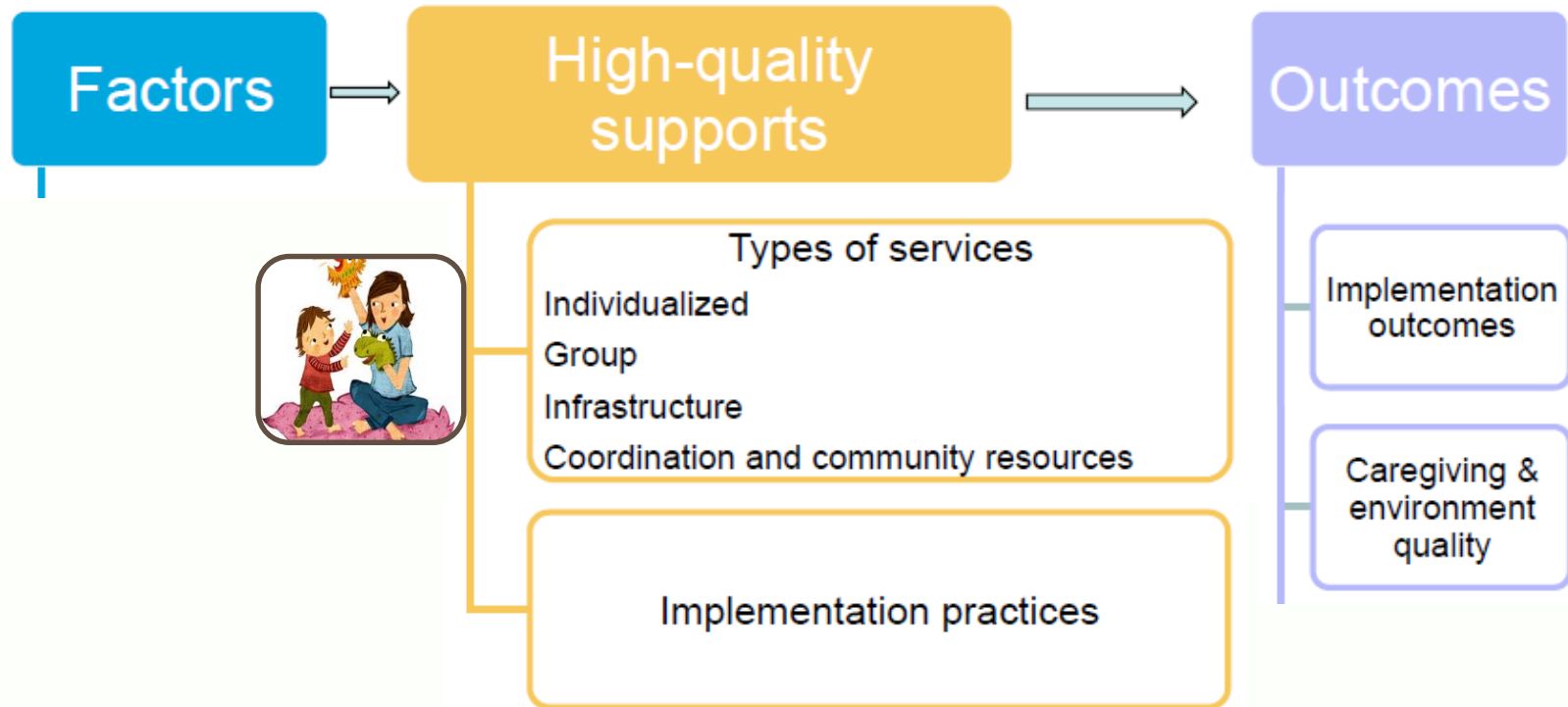
Results: Providers

- Positive experience
- Added new activities that were developmentally appropriate
- Stronger links between activities and development
- Stronger relationships with children
- Better understanding of the importance of peer-peer interactions
- More connected with resources and other providers

Results: Facilitators & Coordinators

- Lessons learned
 - Relationships are key
 - Variety of activities for children
 - More frequent meetings
 - Schools are successful advertising venue
 - Time for facilitators to collaborate

Goals

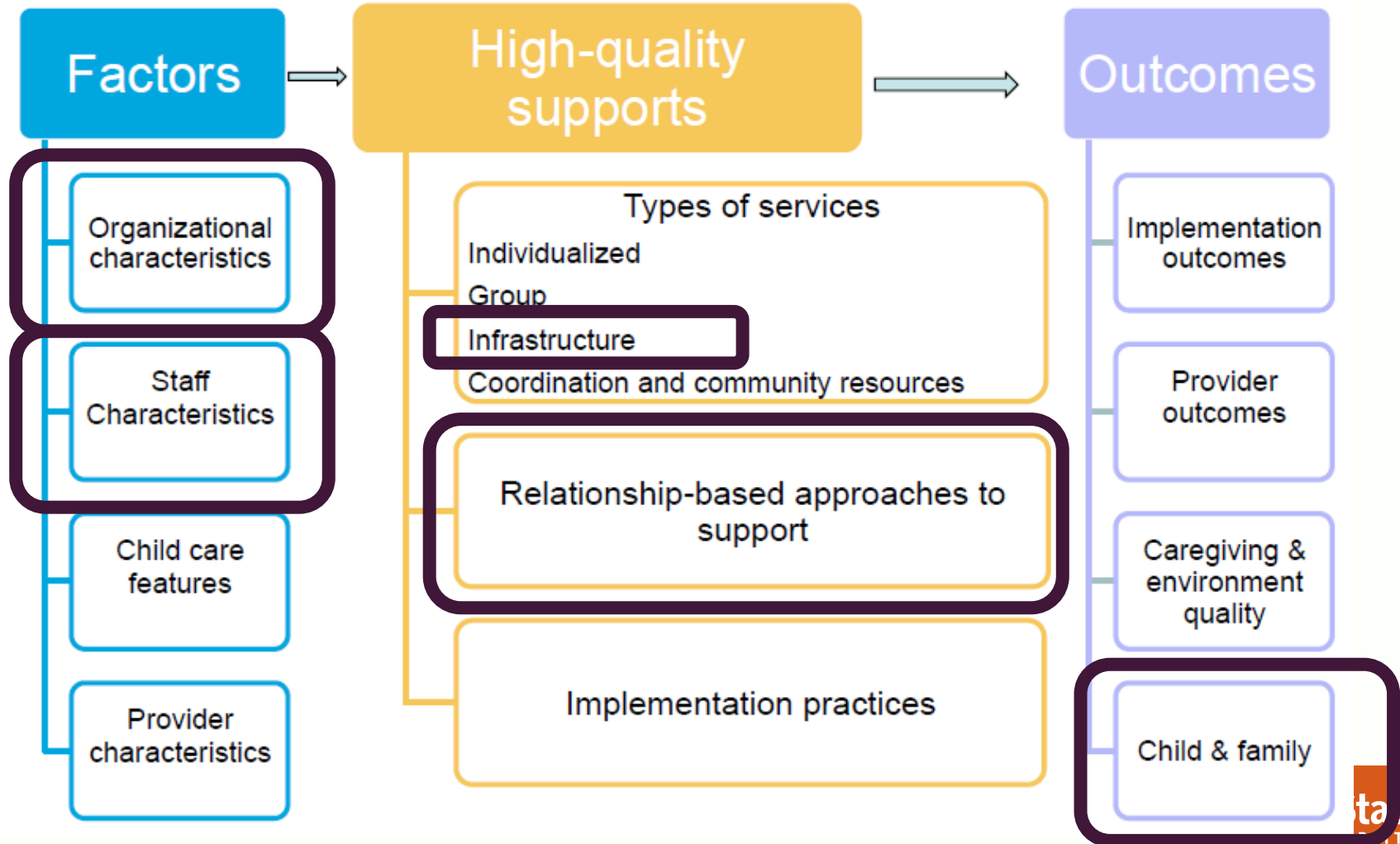


Summary

Summary

- Intentional professional development can change quality of programs!
 - Multimethod supports may work best
 - Flexibility of program offering is important
 - Many partner with community agencies to hold PD
- Still **a lot** left to do

Summary



Thank you!

- *Funding provided by the Oregon Early Learning Council*
- B. Weber, T. Porter, N. Johnson, and many other colleagues
- Full report available (soon) on the OCCRP website

More information

Bridget.Hatfield@oregonstate.edu



Supporting Engaging Adult Relationships with Children

Searching for Strategies.

<http://searchresearchlab.com>

References

Bassok, D., Fitzpatrick, M., Greenberg, E., & Loeb, S. (in press). Within- and between-sector quality differences in early childhood education and care. *Child Development*.

Brandon, R., Maher, E., Joesch, J. & Doyle, S. (2002, February). *Understanding family, friend, and neighbor care in Washington state: Developing appropriate training and support*. Retrieved from: wa.childcare.org/ckfinder/userfiles/files/HSPC_FFN_report_2002.pdf

Bromer, J., & Korfmacher, J. (2016). *Supporting quality in family child care: Perspectives and practices of agencies and agency staff*. Paper presented at the Administration of Children and Families' National Research Conference on Early Childhood, Washington, D.C.

Chase, R., Arnold, J., Schaubenm, L., & Shardlow, B. (2006). *Family, friend, and neighbor caregivers—Results of the 2004 Minnesota statewide household survey*. Retrieved from [http://www.wilder.org/Wilder-Research/Publications/Studies/Child Care Use in Minnesota 2004/Family Friend and Neighbor Caregivers - Results of the 2004 Minnesota Statewide Household Child Care Survey.pdf](http://www.wilder.org/Wilder-Research/Publications/Studies/Child_Care_Use_in_Minnesota_2004/Family_Friend_and_Neighbor_Caregivers_-_Results_of_the_2004_Minnesota_Statewide_Household_Child_Care_Survey.pdf)

Durden, T., Mincemoyer, C., Crandall, L., Alviz, K., & Garcia, A. (2016). Gateway to quality: online professional development for family childcare providers. *Early Childhood Development and Care*, 186, 1079-095.

First 5 L.A. County (2012). *Families, friends & neighbors: Understanding the needs of FFN childcare providers in L.A. County*. Retrieved from: http://www.first5la.org/files/FFNReport_r4_0.pdf

Fuller, B., Kagan, S.L., Loeb, S., & Chang, Y. (2004). Child care quality: centers and home settings that serve poor families. *Early Childhood Research Quarterly*, 19, 505-527.

Gordon, R., Colaner, A. C., Usdansky, M., L., & Melgar, C. (2013). Beyond an “either–or” approach to home- and center-based childcare: Comparing children and families who combine care types with those who use just one. *Early Childhood Research Quarterly*, 28, 918-935.

Harder + Company Community Research (2011). *Findings from an evaluation of technical assistance to child care centers, playgroups for informal child care providers, and the CARES incentive program*. Retrieved from: <http://harderco.com/wp-content/uploads/F5-Monterey-County-Vision-II-Report-Year-2.pdf>

McCabe, L.A., & Cochran, M. (2008). *Can home visiting increase the quality of home-based child care? Findings from the Caring for Quality Project*. Research Brief No. 3. Retrieved from <http://www.human.cornell.edu/fldc/cecp/resources/loader.cfm?csModule=security/getfile&PageID=48184>

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. Retrieved from: www.acf.hhs.gov/sites/default/files/opre/characteristics_of_home_based_early_care_and_education_toopre_032416.pdf

Nelson, C., Porter, T., & Reiman, K. (2016). *Examining quality in family child care: An evaluation of All Our Kin*. Retrieved from <http://www.allourkin.org/sites/default/files/ExaminingQualityinFCC2016.pdf>

Thomas, J., Boller, K., Johnson, C. J., Young, M., & Hu, M. (2015). *Setting the stage: The importance of informal child care in California*. Retrieved from <https://www.packard.org/wp-content/uploads/2015/02/Setting-the-Stage1.pdf>

Paulsell, D., Porter, T., & Kirby, G. (2010). *Supporting quality in home-based child care: Final brief*. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/supporting_brief.pdf

Paulsell, D., Mekos, D., Del Grosso, P., Rowand, C., & Banghart, P. (2006). *Strategies for supporting quality in kith and kin child care: Findings from the Early Head Start Enhanced Home Visiting Pilot Program evaluation*. Retrieved from files.eric.ed.gov/fulltext/ED496388.pdf.

Porter, T., & Vuong, L. (2008). *TUTU AND ME®: Assessing the effects of a family interaction program on parents and grandparents*. NY: Bank Street College of Education, Institute for a Child Care Continuum, Division of Continuing Education. Retrieved on November 1, 2012 from <http://webstaging.bankstreet.edu/gems/naffncc/TTMfinal7.16.08.pdf>

Shivers, E., Fargo, F. & Goubeaux, P. (2016). *The Arizona Kith and Kin Project Evaluation Brief #1: Improving quality in family, friend, and neighbor (FFN) child care settings*. Retrieved from http://www.asccaz.org/pdf/AZ_Kith_and_Kin_Evaluation_FNL_2016.pdf

Weber, R., & Hartman, G. (2015). *Child care and education in Oregon and its counties: 2014*. Retrieved from <http://health.oregonstate.edu/sites/default/files/occrp/2014-state-and-county-profiles/pdf/state-profile-child-care-and-education-in-oregon-and-its-counties-2014.pdf>