

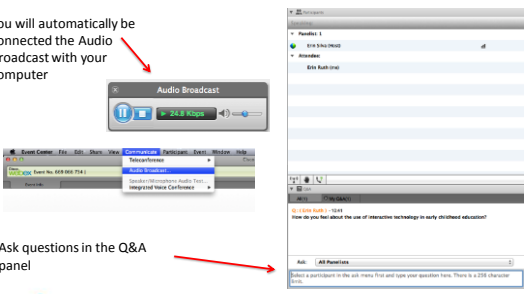
Juliet Bromer, Ph.D.
Erin Silva, M.A.

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Ask questions in the Q&A panel

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...and more.

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 - Online modules (coming soon)
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- **Consultation and protracted training**
 - For organizations, designed to develop a deep impact in practice

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- Questions can be directed to:
 - Webinars@Erikson.edu
 - 312-893-7171



Today's Panel



- Toni Porter, Early Care and Education Consulting, NY



- Nilda Aponte, Network Director, All Our Kin, CT



- Patricia A. Twymon, NAFCC Accredited Provider, Kohl McCormick 2009 Teaching Award Winner, Chicago, IL



Toni Porter, Early Care and Education Consulting



- Formerly a Senior Researcher in Innovation, Research and Policy at Bank Street College of Education
- She is currently the Principal Investigator on a two-year evaluation of the effects of a family child care network on family child care provider quality and child outcomes
- She has served as the principal investigator on the *Supporting Quality in Home-based Child Care* project
- Served as a consultant to the Early Head Start for Family Child Care Project and the Early Head Start Enhanced Home Visiting Demonstration Project



Supporting Family Child Care: Highlights from Research

Toni Porter
 Early Care and Education Consulting
 E-mail: tonibporter@gmail.com

Prevalence of Family Child Care

- 1 million children under age 5 in a regular FCC arrangement (Spring, 2011 Census)
- 7.6 % of children under age 5 with employed mothers (Spring, 2011 Census)
- High proportions of children of color (Spring, 2011 Census)

Source: Laughlin, L., 2013

Parental Reasons for Using Family Child Care

- Individual attention (small group size)
- Nurturing (home-like setting)
- Flexibility (non-standard hours that meet their needs)
- Cost (less expensive than center care)

Source: National Survey of Early Care and Education Project Team(2014); Porter et al., 2010;

Characteristics of Family Child Care

- | | |
|---|---|
| <p>Educational Attainment:</p> <ul style="list-style-type: none"> • 34% high school or less • 34% some college, no degree • 16% AA degree • 16% BA degree or higher | <p>Years of Experience (Median: 13.7)</p> <ul style="list-style-type: none"> • 1 year or less: 21% • More than 1 year through 5 years: 14% • More than 5 years through 10 years: 21% • More than 10 years through 20 years: 36% • More than 20 years: 27% |
|---|---|

Source: National Survey of Early Care and Education Project Team (2013)

Source: National Survey of Early Care and Education Project Team (2013)

Weekly Hours of Work

- Predominately full-time (85%)
- Median hours: 54 hours a week
- Less than 20 hours a week: 2 %

Source: National Survey of Early Care and Education Project Team (2013)

Systems that Support Family Child Care

Early Head Start Child Care Partnerships

- Enhance and support early learning settings; provide new, full-day, comprehensive services that meet the needs of working families; and prepare children for the transition into preschool;
- Must meet Head Start Performance Standards, ratios, and regulations
- Early Head Start supports

Systems that Support Family Child Care

Quality Rating and Improvement Systems (QRIS)

- Family child care providers' participation required/voluntary
- Improve quality levels through ratings
- Supports: Technical assistance, professional development, materials, increased reimbursement rates
- Challenges: low uptake, slow movement between levels

Coaching Effects and Promising Strategies

Effects:

- Positive changes in global quality or in specific areas (e.g. language)
- Positive effects on children's language, literacy and behaviors

Strategies:

- Frequent and sustained coaching
- Affiliation with networks with specially-trained staff
- Opportunities for feedback and communication with network staff

Source: Isner et al., 2011

Source: Bromer et al., 2009; Isner et al, 2011; McCabe & Cochran, 2008;

Coaches Characteristics

- Educational level:
 - 41% BA
 - 44% MA
- Teacher, Director or with adult learners
- 3 to 5 years of experience

Source: Isner et al., 2011; Smith et al., 2012

Frequency and Focus of Visits for Family Child Care Providers

- | | |
|--|--|
| Number of Visits: <ul style="list-style-type: none"> • 58% less than 10 visits • 16% 10-20 visits • 8% 20 or more visits | Focus: <ul style="list-style-type: none"> • Environment: 88% • Improving rating: 76% • Supporting social-emotional development: 68% • Supporting language development: 65% • Supporting literacy: 61% • Less than 50%: supporting math, conducting self-assessments, enhancing parental involvement |
|--|--|

- Frequency:**
- Monthly: 36%
 - Twice a month: 20%
 - Weekly: 4%

Source: Smith et al., 2012

Types of Activities for Family Child Care Providers

- Talk to provider: 70%-73%
- Observe provider: 42%-61%
- Modeling: 36%
- Joint planning: 11%-13%

Source: Smith et al., 2012

Training

Amount

- 50%: 1 or twice a month (up to 30 hours a year)
- 29%: twice a year or less (multi-day conferences
- 10%: up to 50 hours a year)

Source: Smith et al., 2012

Content:

- 46%: rating scales
- 26%: early learning content
- Other: coaching strategies, effective TA

Challenges and Needs

Challenges:

- Time
- Provider resistance to change
- Required focus on QRIS

Source: Smith et al., 2012

Needs:

- Training on effective coaching
- Training on the work of coaches and TA providers
- Opportunities to practice new skills

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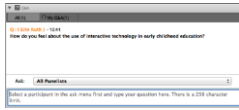
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Q & A



Ask questions in the Q&A panel



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Nilda Aponte, Bridgeport Network Director



- Has a B.A. in Education with a concentration in Preschool Education from the Interamerican University of Puerto Rico
- Taught preschool at the Centro PrisoSocial Educativo Integral in Puerto Rico.
- An active member of the Fair Haven community where she is a parent leader of Teach Our Children
- In 2008, Casa Otoñal's graduating Child Development Class honored her for her work with the Tool Kit Licensing Program
- In 2013, RYASAP honored her with the "Above and Beyond" Award
- A graduate of the Community Leadership Program and the Parent Leadership Training Institute
- A proud mother of five beautiful children

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ALL OUR KIN

Building High-Quality, Sustainable Family Child Care Programs





WHAT WE DO

All Our Kin is a Connecticut-based non-profit organization that trains, supports, and sustains family child care providers to ensure that children and families have the foundation they need to succeed in school and life.



Our Core Programs: The Quality Highway

AOK licenses, mentors, and supports family child care providers throughout their professional development, creating more slots and enhancing their quality.



Beginning Provider



Improving Provider



Strengthened Provider

Tool Kit Licensing
Help new providers get started and become licensed

Family Child Care Networks
Support all providers through workshops, courses, and conferences

Early Head Start
Full range of services to the neediest children

Statewide Training and Technical Assistance
Train other agencies on generating quality practice throughout Connecticut



Tool Kit Licensing Program



Family Child Care Network



- Educational consultation and program visits from master teachers
- Child Development Associate (CDA) Training
- Workshop series
- Scholarships for college courses
- Business training and technical assistance
- Networking and peer mentoring
- Annual conference



Statewide Training and Technical Assistance





THE HEART OF OUR MODEL:
COACHING AND CONSULTATION



How it Works

- Listen thoughtfully
- Set mutual goals for growth
- Work together with providers to meet goals; reflect on progress made and obstacles encountered, and adapt as needed
- Model intentionality; describe what you are doing and why
- Engage providers in observation and reflection
- Help providers practice new strategies and skills





**THE GARDEN PROJECT:
BUILDING ORGANIC GARDEN BEDS
IN URBAN COMMUNITIES**



Organizational Practice

At All Our Kin we strive to integrate the same collaborative and continuous learning that we want to see in our providers.



A Team-Based Approach



- Prioritize communication and community
- Build in time to reflect and discuss
- Work together to problem-solve





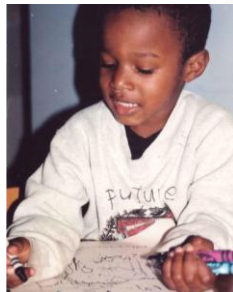
EARLY HEAD START

Our program runs EHS in family child cares, making care more accessible to the families who need it most and creating valuable spillover into the community.



Our Approach to EHS:

- Based on a provider-driven mindset
- Applies our coaching and consultation model
- Focuses on goals beyond compliance



EHS Benefits to All Our Kin



- Reinforces thoughtful observation and lesson planning
- Provides additional resources for evaluation and support
- Extends the multidisciplinary team to include health, mental health, and supports for families



Awareness and Advocacy

- Building relationships with stakeholders at the local and state levels
- Creating a united community of professional educators
- Highlighting the value of family child care using written and online materials, community outreach, and economic reports





Thank You!

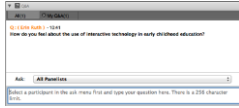
For more information, visit www.allourkin.org



Q & A



Ask questions in the Q&A panel



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Patricia A. Twymon, NAFCC Accredited Provider



- Operated a Group Family Childcare Home for 21 years
- “Wee Are The World Home Day Care” is NAFCC Accredited and has been featured on “A Place of Our Own”, as its “Provider of the Week”
- Pat’s program has won several awards to include the 2009 Kohl McCormick Early Childhood Teaching Award
- Advocating for children, their families and fellow providers fuel Pat’s desire to work hard towards change.

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Wee Are the World Home Daycare



Patricia Twymon-Family Childcare Provider

I'm the owner and lead provider of, "Wee Are the World Home Daycare", the married mother of three grown sons, and two granddaughters. Staying home with my children was what motivated me to start my own business, twenty years ago. Our motto is: "Children are the results of their experiences" We provide our children with the very best experiences, each and every day.

- We are a NAFCC Accredited "Group Family Childcare Home" that cares for sixteen children throughout an average day. I employ two full-time staff members. We are licensed to operate Monday through Sunday from 6am until midnight.



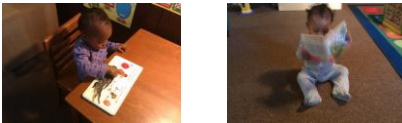
Participation in Advocacy and Support

- 2009 Kohl McCormick Early Childhood Teaching Award
- Featured on "A Place of Our Own", as their "Providers of the Week".
- Department of Children and Family Services (DCFS) committee
- IL Department of Human Services (IDHS) committee
- Providers in Action (PIA)
- President, Supporting Providers Network Association (SPNA) Community partner advisory boards



What is the most important thing we do for children?

Our goal is for every child in our program to be equipped with the skills for successful learning and transition into kindergarten and beyond by age 5. We currently use Creative Curriculum for Family Childcare, Ages & Stages (ASQ) and the IL Early Learning and Development Standards (IELDS).



What is the most important thing we do for children? Cont....

- We plan and implement age appropriate activities, as well as, follow each child's individual interests. We simply make learning fun!



What is the most important thing we do for parents?

When parents leave their children in our care, we promise to keep them safe from harm. We keep the parents abreast of their children's progress through pictures, videos, text, assessments, observations and conferences. Parents are welcome to stop by anytime and often volunteer their time. They read to the children, accompany us on field trips and assist when we are involved in projects.

Real-Life Experience

Visit to The Fire Station



Hatching Chickens



Rewards & Challenges

Rewards

Most of our former students stay in touch with us. They are so proud to share their progress and several have received academic scholarships to college.

Challenges

State Funding for the Subsidized Childcare Program is a big issue. Providers suffer through slow approvals, late payments and, as of late, the complete loss of State funds.

What Does Good Support Look Like?

- Develop a partnership with providers
- Easy to contact
- Patience
- Has dedicated time to help/support/focus on provider's needs
- Consistency
- Offers guidance/Resources
- Comes to the provider's home to offer support
- Sticks with the provider through the entire process/long-term relationships
- Brings providers who are at similar levels together; encourages and facilitates networking among providers

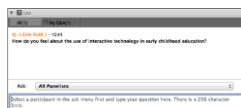
Quality Improvement Initiatives/Barriers

My program was the first in our state to receive a "Star" rating in it's voluntary "Quality Improvement Initiative". Participation in this program has been extremely low; even with the monetary "add-on". If providers were able to have knowledgeable individuals working with them on a consistent basis, more would have become "Star" rated homes.

Q & A



Ask questions in the Q&A panel



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Family Child Care Specialist Training Project

Juliet Bromer
Herr Research Center
for Children and Social Policy
Erikson Institute

January, 2015

Family child care specialist training project: Background

- **Family child care network impact study:** Identified network staff as key to quality for affiliated providers; networks with specially-trained staff have potential for more effective services to providers.
- **Family child care specialist training project:** In-person training project for agency specialists – relationship-based practices around working with family child care providers.
- **Looking into family child care:** Online modules for agency staff development and training around supporting family child care.

Characteristics of specialists

- Specialists in our training projects have a range of educational and work experiences
 - Most have BA; some have MA
 - Some have social work background or professional experience working with adults; others have direct work experience with children (teachers, providers)

Select findings from our training and evaluation work

- Specialists working with FCC share common rewards
 - Working with FCC is seen as unique and different from centers
 - Provider professionalism is seen as a common reward and goal
 - Positive relationships with children in FCC homes is a rewarding part of the work

..... and challenges

- Resistant providers
- Inappropriate practices
- Uncomfortable homes and neighborhoods
- Logistics and scheduling
- Navigating monitoring vs. supporting
- Lack of models or standards to guide practice

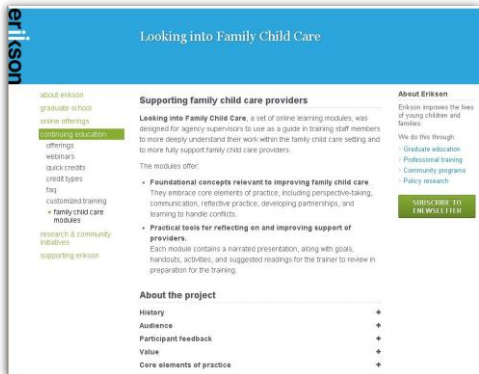
What do specialists need to offer good support to providers?

- Training in coaching and consultation, home visiting, adult learning/communication, understanding families, school-age development
- Understanding of family child care settings
- Time for reflection and sharing with peers and supervisors
- Agency resources and support – staff and providers often wear multiple hats and experience role burden

Announcing a New FCC Online Resource!

<http://www.erikson.edu/family-child-care-modules>

- Intended for agency supervisors to use as a guide in training staff members
- Use the resources to more deeply understand work within the family child care setting and to more fully support family child care providers.
- Webpage Includes:
 - Background Information
 - Links to articles and training resources
 - Online Modules
 - Webinar Information including archives and slides



<http://www.erikson.edu/family-child-care-modules>

Online FCC Modules

Modules Include:

- The Module
 - (narrated with introductory and summary video clips)
- Trainer PowerPoint notes for slides
- Trainer Module Preparation Notes
- Recommended Readings
- Handouts and Suggested Activities

<http://www.erikson.edu/family-child-care-modules>

Experience the modules

We invite you to experience the Looking into Family Child Care modules

Orientation to Family Child Care (available mid-February 2015)

This module orients trainers to the core elements of practice for family child care providers. It also guides the trainer in supporting staff in ongoing discussions of what they know and how they think about some key aspects of family child care.

Available mid-February 2015

Future modules

- What is Family Child Care? (available late February 2015)
- Engagement of Providers (available mid-March 2015)
- Working with Mixed-Age Groups (available mid-April 2015)
- Culture (available early June 2015)

To be notified when new modules are available, contact Juliet Bromer at jbromer@erikson.edu.

Resources for getting started

- How to Use Module Training Materials [\(PDF, 362\)](#)
- Tips for Planning and Setting up a Training Session [\(PDF, 162\)](#)
- Improving Support Services for Family Child Care Through Relationship-based Training [\(PDF, 185\)](#)

Find out more: [Online Modules Technical Support Guide](#)

Additional FCC Module Information

- Come back and visit the site as new materials are posted
 - Topics Coming Soon:
 - Orientation to Family Child Care (available mid-February 2015)
 - What is Family Child Care? (available late February 2015)
 - Engagement of Providers (available mid-March 2015)
 - Working with Mixed-Age Groups (available mid-April 2015)
 - Culture (available early June 2015)

• We welcome your participation and feedback!

<http://www.erikson.edu/family-child-care-modules>

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FCC Module Contact Information

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<http://www.erikson.edu/research/family-child-care-specialist-training-project/>

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Other Erikson Upcoming Webinars

- **Anxiety in Early Childhood: A Root Cause of Behavioral and Emotional Issues**
With Kerry Kyle Davies, LCSW
Wednesday, March 18, 2015
10:00-11:30am CST
- **Young Children and Divorce**
With Denise Duval Tsiolis, Ph.D.
Wednesday, April 1, 2015
10:00-11:30am CST
- **Mandated Reporting: The Essentials**
With James Grabowski, M.A., LCPC
Wednesday, July 8, 2015
10:00-10:30am CST



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