



Home-Based Child Care: Centering Authentic HBCC Educator Voices in ECE Systems

Tuesday, September 21, 2021



Agenda



Welcome



Guiding Principles



State and Community
Approaches Next Steps



Poll

What is your role in the home-based child care sector? (As many as apply)

- HBCC Educator/Provider
- Support organization: I support providers via coaching, compliance, technical assistance, etc.
- System administrator: I work in the administration of systems that intersect with home-based child care (early learning, pre-k, early intervention, health, mental health).
- Other: Write in the Chat Box



Core Beliefs

Core Beliefs

1

Family child care and family, friend, and neighbor care settings, whether licensed or license-exempt, are part of the fabric of a mixed delivery system for early care and education.

2

Strategies and the system components supporting home-based child care settings should be resourced on par with center- and school-based settings.

3

Strategies to work with providers in these family care settings should be responsive to their needs and intentional in their development to reflect the unique modality of care.

4

Family child care needs to be approached in a systemic way across all the various federal initiatives and private funding opportunities, in order to leverage these fully while also keeping a laser focus on best practice for FCC

Values related to Maximizing Federal Investments

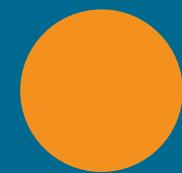
- We seek to help states advance toward a vision of comprehensive, racially equitable early childhood systems that are inclusive and of high quality.
 - Funding streams should be used to take steps toward achieving the vision.
 - Federal guidance is guidance, but also think about your own guidance from your constituencies.
- No one leader, organization, or system can address all the challenges or take advantage of all the opportunities.
 - Focus on the big picture, long-term goals, and broad set of partners.
 - We are better together sharing, learning, triaging, and leveraging.

Unprecedented Investments!

- Child Care is now understood as essential infrastructure.
- Institutional and structural racism are discussed in mainstream media.
- These are enormous opportunities matched by unprecedented investments.

Where is the Money?

- American Rescue Plan provides \$39 billion for child care
 - \$24 billion for child care stabilization grants
 - \$15 billion for the Child Care and Development Block Grant
- Local Fiscal Recovery Fund
- Elementary and Secondary Emergency Education
- IDEA
 - Part B
 - Part C
- Head Start
- Coronavirus Capital Project Fund
- MIECHV: ARP amended Sec. 511A of SSA: \$150 million



Lanette Dumas
NAFCC

Guiding Principles for Engaging FCC

1. Value FCCP as leaders
2. Value FCCP as people
3. Value FCCP as educators
4. Value FCCP as entrepreneurs
5. Value FCCP as business owner
6. Value FCCP and share power

What we've heard



Tips to consider:

Consider time of day, location, coming to where family child care is and not expecting family child care to move every time

Remember language accessibility – language justice

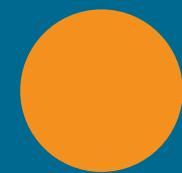
See FCC as a peer and an expert

Compensate her for the expertise she brings to discussion tables

Do the work of unpacking a proposal to see how it benefits or hinders family child care practices

Appreciate and respect the home, her home





Malia Woessner
*Leadership Director
IdahoSTARS Project*

Designing Feedback Loops: 12 provider interviews

General Data

18 identified providers

12 completed interviews

-6: not interested, closed business, no contact from provider to schedule

Interviews were conducted over zoom and averaged 30 minutes

11 interviews were conducted in English, one was conducted in Spanish

All participants were home-based child care providers, one program was started through the RCBD program

We asked providers what THEY thought we should ask.

Q1: What methods should we use to engage providers in feedback loops?

Q2: What should the characteristics of the providers be? Who should we ask to participate?

Q3: Who else from your community should we be working with?

Q4: Once we have people engaged, what questions should we ask them?

Q5: Who should be asking the questions?

Q6: How should we compensate providers for their engagement in feedback loops?

1 answer: “Listening and paying attention to what we’re saying is compensation enough.”

Gift cards	Raffles	Items for the program (books, puzzles, materials)	\$20-\$50 for 1-2 hours
Wage enhancement	Provide a sub for an hour	Provide training hours	Additional step compensation
Recognition for the program	Thank-you card		

Q7: What should we know about engaging in this process that we might not know yet?

Q8: What barriers might we encounter in this process? How could we overcome those barriers?

Q9: How will we know we were successful at the end of all of this?

Compile questions from interviewees (Q4), send a survey to all child care providers in the state

Rationale: interviewee data overwhelmingly called for asking input from ALL; email was the second highest method suggested by interviewees for contacting providers

On survey, ask for interest in providing continued feedback: participation in large-group conversations and/or small advisory group beyond the survey

Rationale: we want input from all, but need a smaller group to engage in ongoing feedback loops; group format was the highest method suggested by interviewees for engagement

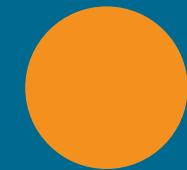
IdahoSTARS workgroup compile survey results

Rationale: having IdahoSTARS do the prep work will save time so providers can efficiently come together in the final step to review

Bring original 12 interviewees together on Zoom and review the results, collectively determine next steps

Rationale: large group was the highest suggested method for engagement; continue engagement in feedback loop with the original 12 interviewees to co-create next steps

Proposed Next Steps



Ruth Kimble
*Austin Child Care Providers
Network (ACPN)*

DeCarla Burton
*Supporting Professionals
Network Association (SPNA)*

Austin Childcare Providers Network



Austin Childcare Providers Network (ACPN) was founded in 1998 with the mission to empower early childhood educators with knowledge, skills, and best practices, which ensure high quality learning programs and sustainable businesses. ACPN has a network of members that represent 50 center-based and family child homes' programs. ACPN members annually serve 1200 children. We are committed to supporting our members to become a highly trained, early childhood workforce to ensure the school readiness and future success of young children.

ACPN Provides Training:

- Annual Symposium
- Advocacy
- Behavioral Health
- Applying to and registering for Chicago Community Colleges
- Technology

ACPN Provides Supports:

- Network members with information and opportunities by hosting Quarterly Network Meetings
- Network members in how to remain open during Covid-19, so they can serve families, who were essential workers
- Network members in serving children, who are learning remotely
- Network members by providing additional resources: food, clothing and COVID-19 donations for the families in their programs.

ACPN Provides Partnerships

- Partnerships
 - Higher Ed Partnership with Malcolm X on the Austin Early Childhood Cohort (AECC)
 - Since 2019, we have assisted 20 members in starting their application and registration process with Malcolm X
 - Hire an individual to counsel and coach Network members in creating and implementing an individual higher ed plan



Supporting Professionals Network Association

- Supporting Providers Network Association is a not-for-profit organized in 1998 by and for family child care educators for the purpose of eliminating isolation and connecting with professionals in the field.
- We began as a support group for 10 members and currently have over 120 members representing Chicago and Suburbs serving over 1,000 families.



Supporting Professionals Network Association

Our Mission

It is our mission to be recognized as a respected partner in child care and as an advocate in the field of early childhood.

To build meaningful collaborations and lasting partnerships in all communities, allowing us to make positive change in the lives of children and families.



Supporting Professionals Network Association

Goals & Accomplishments

Mentor
Accreditation,
CDA, McCormick
Leadership,
Moral Support
(college)

*Professional
Growth*

Eliminate
Feeling of
Isolation
Burnout

Networking

*Power hour chat
Phone group apps
meetings & events*

Advocacy

On-going &
Continuous
Peer to Peer
Mentorship

Share Resources

Resources

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