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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH



Partners in Family Child Care
Year Two Report
2009-2010

Presented by Shira Peterson, Ph.D.

Thank You to Our Funders...

- ❖ The Community Foundation
 - Brush Family Fund of the Rochester Area Community Foundation
 - Rochester's Child
- ❖ JPMorgan Chase & Co.
- ❖ M & T Bank
- ❖ Caryl and Gerry Wenzke
- ❖ (2) Anonymous
- ❖ Wegmans

Books donated by:

- ❖ Literacy Movement

Project Rationale

- ❖ Rochester has among the highest quality programs for three- and four-year-olds in the country as documented by RECAP assessment
- ❖ 2,700 children ages three and four participated in RECAP assessed programs (2006-2007 academic year)
- ❖ 80% of these children who leave pre-K have made gains above what is expected developmentally in cognition, gross motor, and social-emotional development
- ❖ Another 1,500 children under the age of five in Rochester are in 175 urban group family child care settings where on average, quality of programs is in the “minimal” range
- ❖ Providers are in acute need of training to support children’s language, literacy, and social-emotional development

Project Description

Goals:

- ❖ To improve the quality of group family child care programs
- ❖ To improve outcomes in social-emotional health and early literacy of children

Project Partners

- ❖ Children's Institute
- ❖ Family Child Care Satellites of Greater Rochester:
 - Rochester Childfirst Network
 - Community Place
- ❖ Family Resource Centers of Crestwood Children's Center

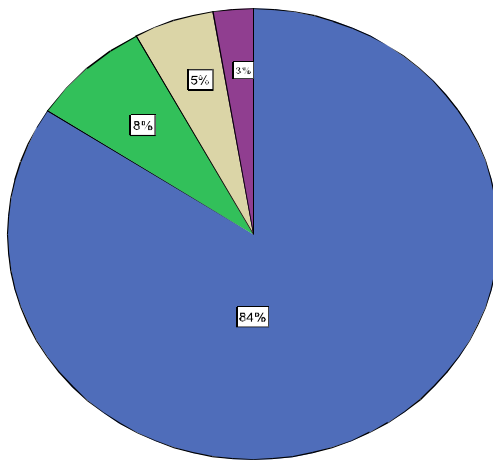
Project Components

- ❖ Based on Cornell University's "Caring for Quality" project
- ❖ Home visits - two times each month for ten months using three curricula:
 - Parents As Teachers
 - Program for Infant/Toddler Care
 - Early Literacy Program
- ❖ Monthly group meetings for providers
- ❖ Child screenings and support for referral

Project Participants

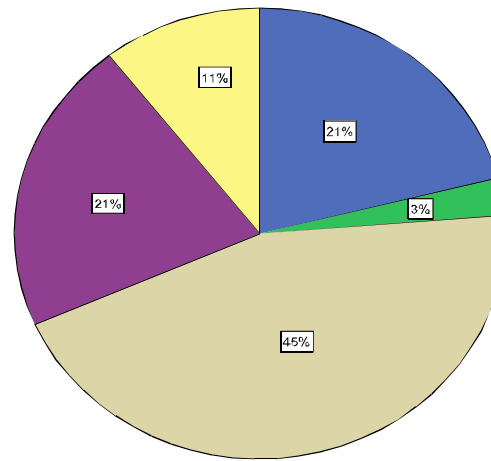
- ❖ 30 group family child care homes per year (60 providers)
- ❖ 240 children ages five and under

Provider Demographics



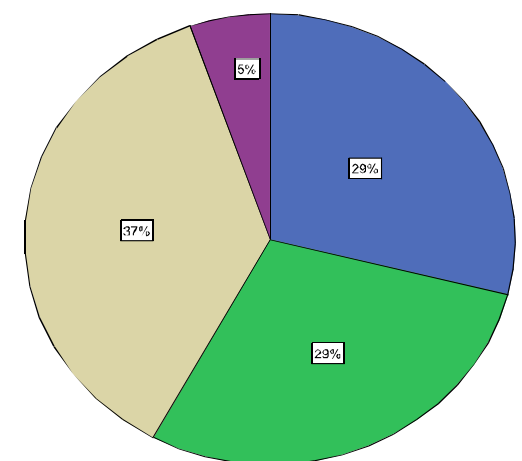
Provider Race

- Black or AA, Non-Hispanic
- Hispanic or Latino/a, Black
- Hispanic or Latino/a, White
- White, Non-Hispanic



Provider Highest Level of Education

- Associate's/2 year
- Bachelor's/4 year
- High School/GED
- Some College
- Some High School



Provider Family of Origin SES

- Lower Middle Class
- Low Income
- Middle Class
- Upper Middle Class

What Does a Home Visit Look Like?

Part I: Individual Meeting

- ❖ Review curriculum activity
- ❖ Discuss lesson topic as it relates to child development

Part II: Group Activity

- ❖ Materials and books distributed
- ❖ Engage in hands-on activities with children and model appropriate practices
- ❖ Assessments two times a year



Parent Engagement Efforts in Year Two

- ❖ Families were invited to a group meeting with providers
- ❖ Providers were interviewed for suggestions to engage families
- ❖ Providers identified obstacles to family engagement

“We have a hard time getting the parents to do anything.”

“Many parents have no car or are single parents and don't have time to be involved.”

“[Parents need help] finding time to spend with their children since they are always busy.”

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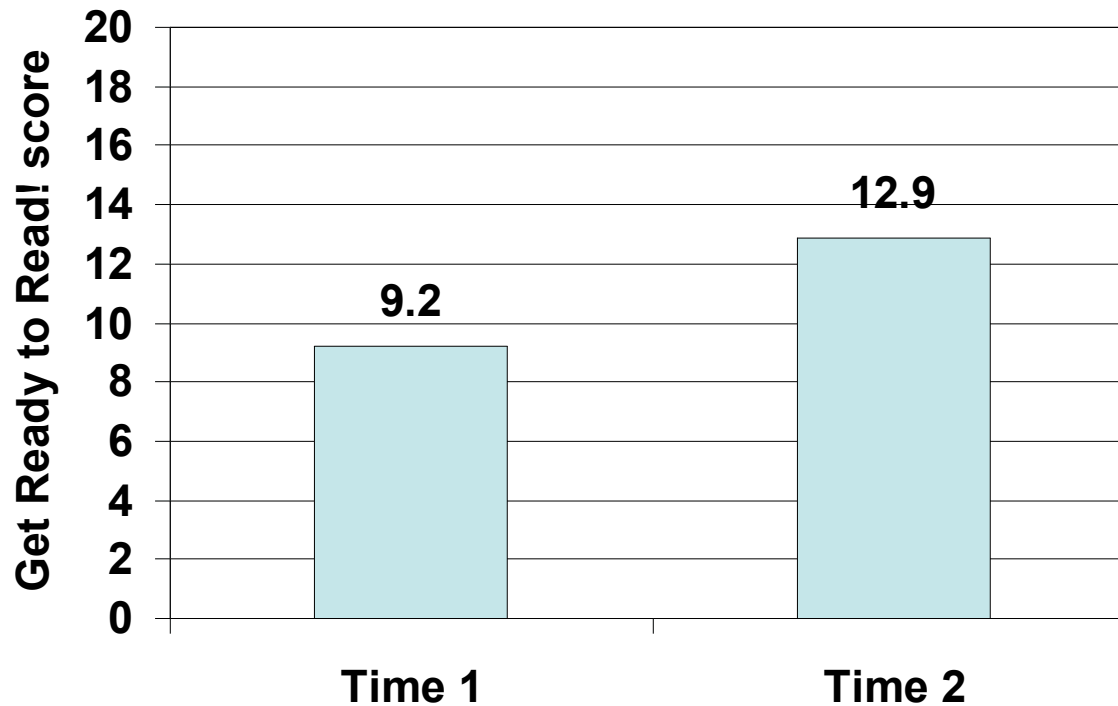
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Year Two Results



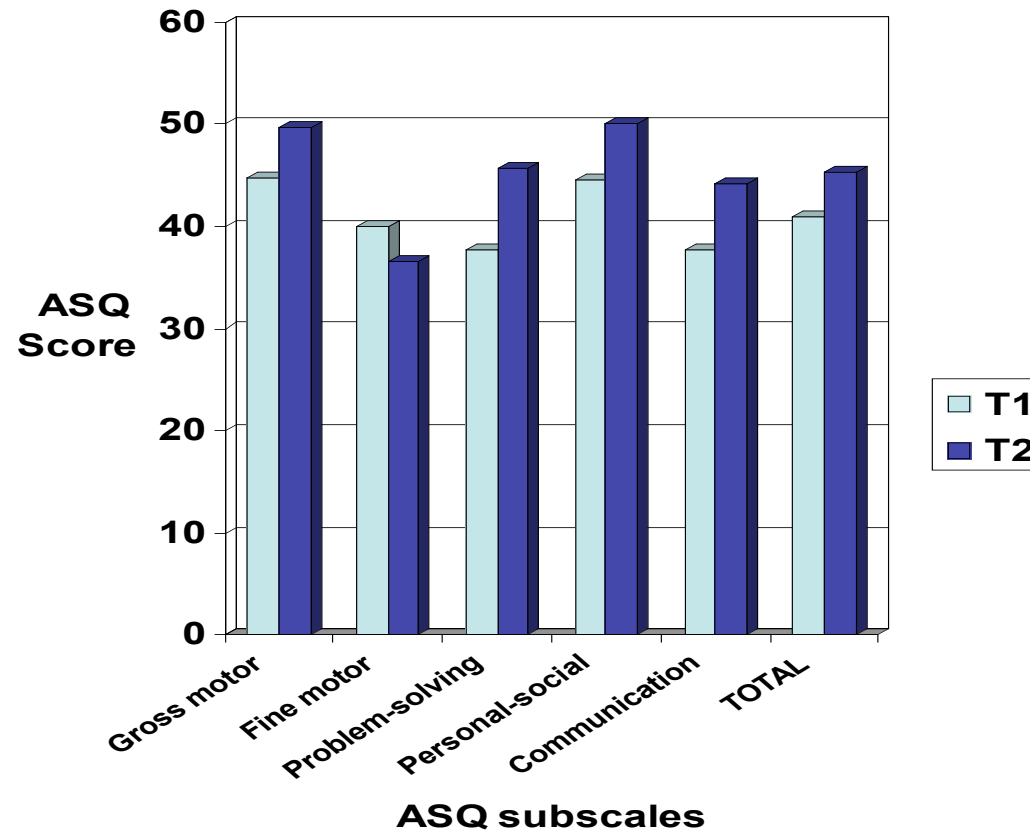
Child Outcomes: Early Literacy Skills

- ❖ For the second year in a row, children made gains above developmental expectations in early literacy skills



Child Outcomes: Overall Development

- ❖ Children made significant gains (beyond developmental expectations) in overall development, especially in the areas of communication and problem-solving



Child Outcomes: Provider Observations

"The children ask more questions about what I am reading."

"[The children have a] longer attention span. During play the children rhyme and sing more. [They are] learning the letters in their name and other words."

"The children are more interested in words and books. Those that are able have started writing letters and their name."

"They are more creative in what they do and how they think. Some of the children talk more about their ideas."

Provider Outcomes: Satisfaction with Program

- ❖ 100% would recommend the program to their peers

"The children really loved it."

"The program is too short! [I would like the program to be] longer or more often – weekly."

"[I would like to] do it again!"

"I hope there will always be a [program] like this every season. I hope this program will not discontinue. This is very important for children."

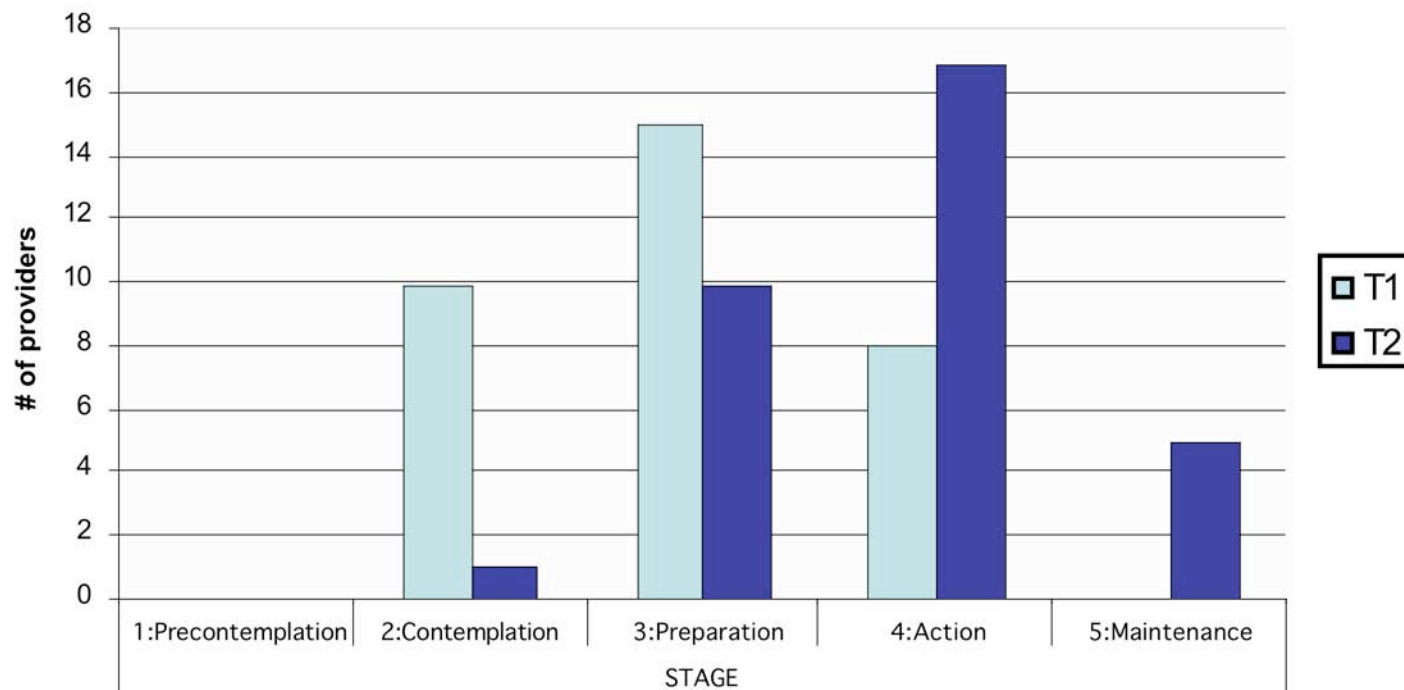
Provider Outcomes: Readiness to Change

- ❖ The Stage of Change Scale for Early Education and Care measures a provider's readiness to change her child care practices
- ❖ Gaining national attention (Child Trends, Erikson Institute, ACF/U.S. DHHS)
- ❖ Can also be used in parenting programs, center-based programs
- ❖ Implications for tailoring services with this population of providers

Stage	Description
1: Precontemplation	Not ready to make a change
2: Contemplation	Thinking about change, but overwhelmed by obstacles
3: Preparation	Ready to change
4: Action	Actively engaged in change
5: Maintenance	Maintaining change with vigilance

Provider Outcomes: Readiness to Change

- ❖ For the second year in a row, providers showed a statistically significant increase in readiness to change (home visitor rating)



Provider Outcomes: Provider Changes in Knowledge and Practice

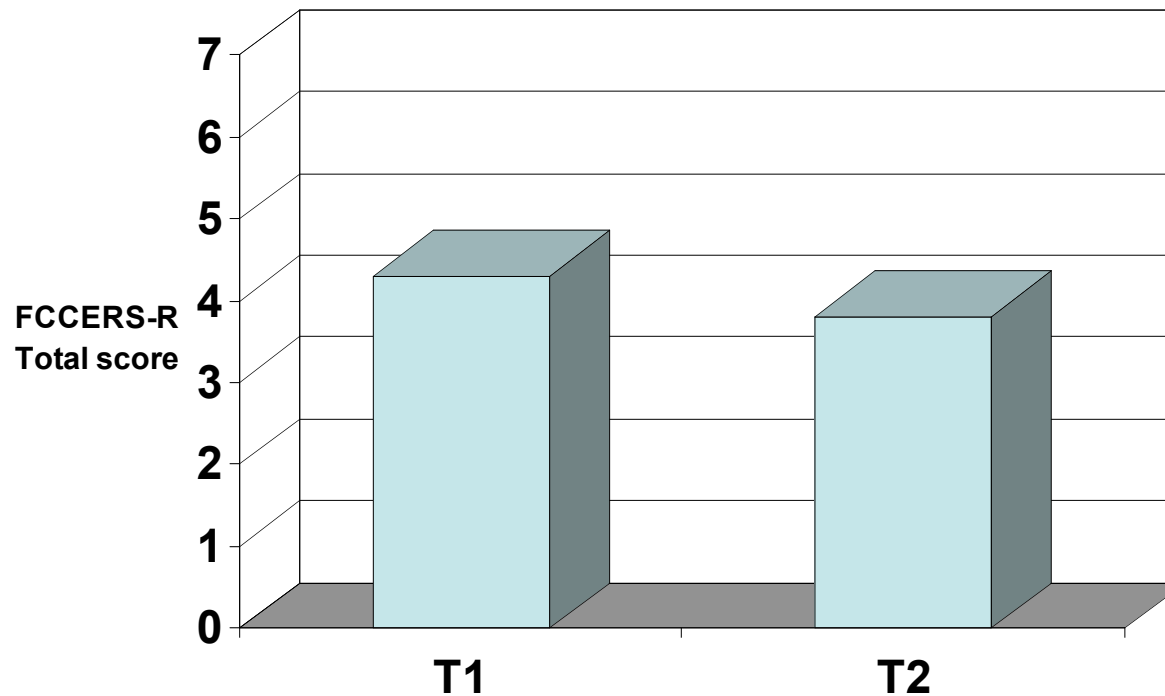
"[I learned] to interact with the children more – conversations and encouragement."

"[I learned] to be more observant and listen carefully when they talk to me and each other, then I follow their lead. Being aware of print – letters and words – they are everywhere!"

"I make sure I continually offer opportunities for the children to talk, tell stories, sing, write letters-words, use their imagination and creativity."

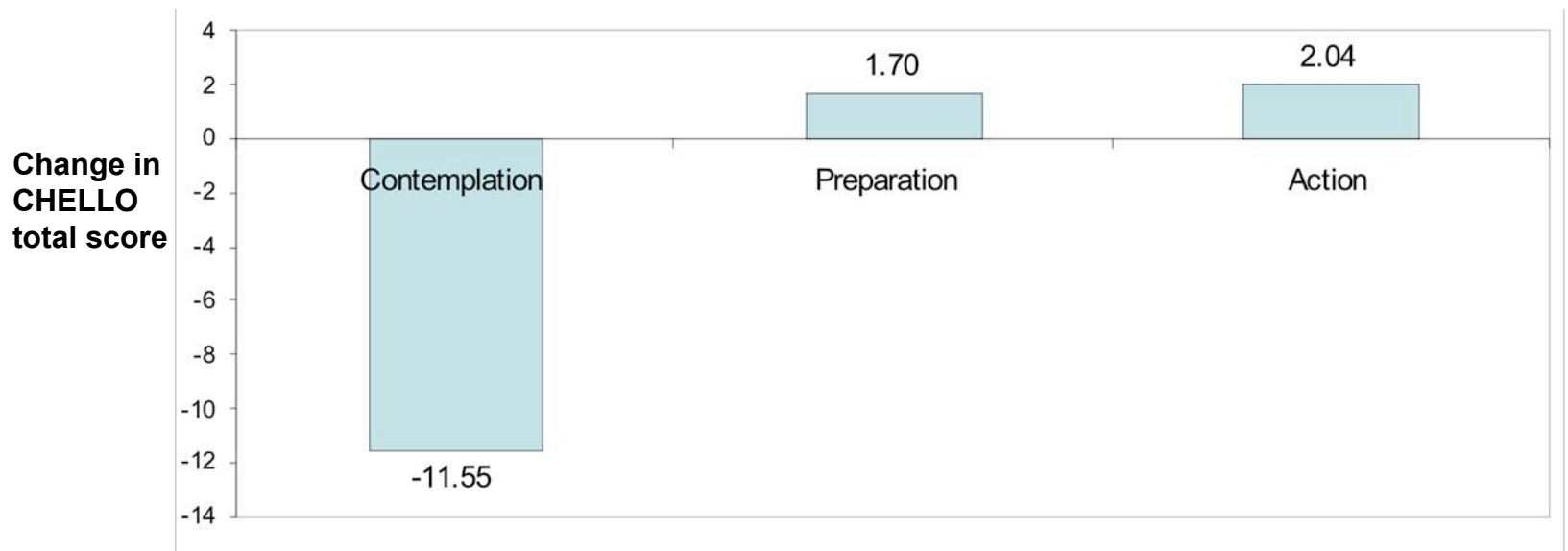
Program Outcomes: Overall Child Care Quality

- ❖ For the second year in a row, there was no improvement in overall child care quality
- ❖ This year, there was a small statistically significant decrease in overall child care quality, similar to “no intervention” group in Caring for Quality



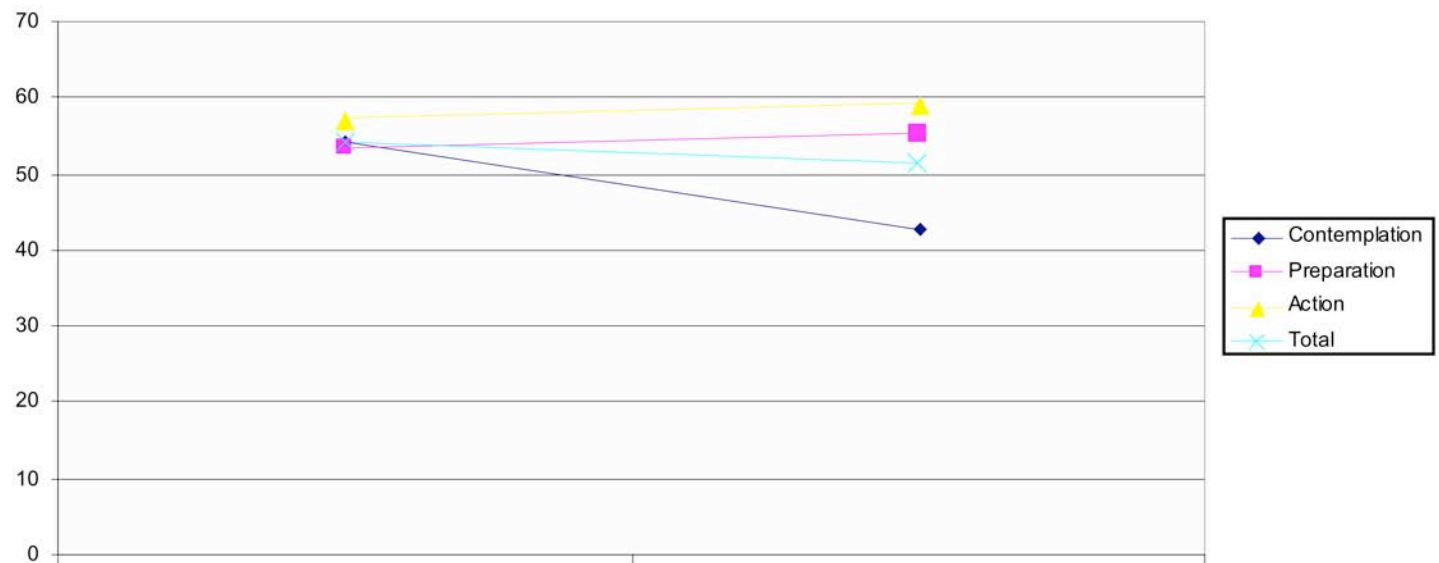
Provider Outcomes: Early Literacy Environment

- ❖ Providers who were rated by their home visitor as initially “ready to change” made improvements in quality of the early literacy environment
- ❖ Unlike in Year One, we found no overall improvement in the quality of the early literacy environment



Provider Outcomes: Early Literacy Environment

- ❖ Home visitor rating of provider's readiness to change at T1 predicts change in quality of the early literacy environment



◆ Contemplation	54.4	42.9
■ Preparation	53.5	55.2
▲ Action	57.2	59.3
✕ Total	54.4	51.5

Looking Ahead

- ❖ Use data to inform program in Year Three
- ❖ Explore potential for screening and tailoring services based on readiness to change
- ❖ Contribute to national body of knowledge of effective professional development across early education and care, family child care, and parenting programs
- ❖ Article in preparation for *Zero to Three* journal (expected publication in Summer 2011)
- ❖ Possibilities for booster sessions in Year Four for providers who have completed the program

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Questions and Feedback