

Role Identity and Professional Development of Home-Based Child Care Providers



Rebecca Swartz
Assistant Professor/ECE Extension Specialist
Child, Youth, and Family Studies
University of Nebraska-Lincoln

Objectives



- Background on Home-based caregivers
- Overview of Mixed Method Study
- **Focus on Qualitative Study:**
 - Relationship focused research and professional development (PD)
 - Social Convoy Model
- **Implications for practice and policy**

Sustaining Family Child Care Providers



- **Funding: Child Care Research Scholars Grant**
(Administration for Children and Families Office of Planning and Evaluation Research, U.S. Department of Health and Human Services)
- **Partner Agencies:**
 - Illinois Department of Human Services (IDHS)
 - Illinois Child Care Resource & Referral Network (INCCRRA)
 - Child Care Resource Service (CCRS)

Family Child Care (FCC)



- Provided in private homes
- Caregivers with diverse educational backgrounds
- 27.9% of US child care workforce
- Children served in FCC > 1.75 million
- Licensure varies across states

(National Association for Regulatory Administration; National Child Care Information and Technical Assistance Center; Center for the Child Care Workforce)

FCC Quality



- **Quality variable for children in subsidized care** (Morrissey, 2007; Kontos, Howes, Shinn, & Galinsky, 1995; Kontos, et al, 1995; Raikes, Raikes, & Wilcox, 2005).
- **Lower training and quality improvement efforts than center-based programs** (Child Care Policy Research Consortium, 2012)
- **Stressed providers often exit, but using supportive resources is associated with higher commitment and quality** (Todd & Deery-Schmidt, 1996; Baumgartner, Carson, Apavaloaie, & Tsoulapas; 2009; Manlove, 1993)
- **Psychosocial wellness and social support are correlates of caregiving quality** (Hamre and Pianta, 2004; Todd & Deery-Schmidt, 1996; Baumgartner, Carson, Apavaloaie, & Tsoulapas; 2009)

Engaging Family Child Care Providers



- Family child care providers (FCCPs) are challenging to **reach** and **engage** in training
- Differences between FCC and Centers include:
 - **Social context**
 - **Stresses**
 - Providers' educational and motivational **pathways to the work**

Mixed Methods: Responding to Workforce Survey Findings



Workforce Survey Data:

Greater Embrace of ECE Professional Role leads to greater participation in Professional Development (PD) among FCCPs. (Swartz, Wiley, & Koziol, Under Review)

Policy and Practice: How can this inform PD Planning for FCCPs?

Qualitative Interview Data:

Why? What other roles identities might be salient for FCCPs? How does this influence the social convoy of the FCCP?

(Cresswell and Plano-Clark, 2007)

Qualitative Interviews



In-depth, semi-structured interviews (Rubin & Rubin, 2005, Seidman, 1998; Fontana & Frey, 2003)

Themes

- Ecocultural Family Routines(Weisner, 2002)
- Support Network/Social Convoy(Kahn & Antonucci, 1985)
- Training

Narrative analysis

- Interpretive process (Denzin, 2001)
- 2 Independent coders (Miles & Huberman, 1984)
- Member checks (Guba & Lincoln, 1985)
- Ethnographic field notes (Lofland & Lofland, 1995; Ely, 1991)

Convoy???



Roles we play...



Attachment relationships we build...



Experiencing the Social Convoy Model: Roles and Attachments



- What “roles” do you play in your life?
- Who supports you in those roles?
- Put 1 star next to those who are important, but you don’t feel a particularly close bond.
- Put 2 stars next to those with whom you feel a closer bond with, but are not in your “inner circle”
- Put 3 stars next to those who are your “closest” supports.

Social Convoy Model: Key Ideas



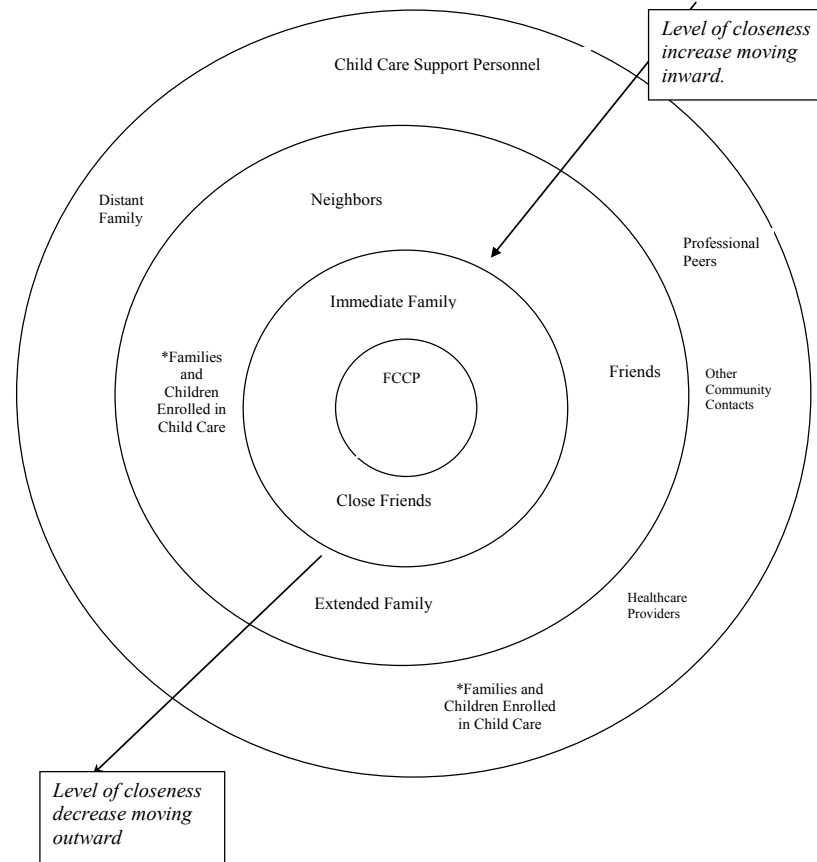
- Roles become more complex as we move through the lifespan.
- We continue to build “attachment relationships” through the lifespan.
- Level of closeness varies by relationship and over time
- There is no “perfect” convoy... it needs to suit the individual and changes as needed.

Social Convoy Model

(Kahn and Antonucci, 1980- Adapted by Swartz, 2011)



Prompt: Tell me about the people who support your FCC work?



Sample Description



Qualitative N = 24

6 counties in IL

Urban/rural

75% Caucasian; 25% African
American

M = 12 years of experience

M = 45 years old

Role Categories



Family Roles

- Mother
- Sister
- Grandmother
- Aunt
- Close Friend

ECE Professional Roles

- Day care provider
- Teacher
- Preschool Teacher
- Child Care Provider

Examples: Identifying with Family Roles



Everybody calls me Nana, everybody... my daughter's friends, my daughter's boss, everybody calls me Nana.

- Barbara

They're all, all my kids ..and they're all kinda like brothers and sisters...The little boy I've had for a long time, he's twelve, almost thirteen and he's like, "You're like my mom". You know, because he doesn't have a mom. He's just with his dad.- Diane

Characteristics Related to Family Roles



Routines	Support Network	Professional Development
<ul style="list-style-type: none">•Less structured•Comparisons to rearing own children•More intertwining with personal family routines	<ul style="list-style-type: none">•Own family•Friends•Faith community•“Close” FCC families	<ul style="list-style-type: none">•Less interested in formal training•Less open to consultants

Examples: Identifying with ECE Professional Role



There is a family childcare Association, and I'm head of that so, we do trainings once a month, I try to stay involved with our school district..-that way I know what the kids need to know before they go into school and that way I know I'm on track with that stuff too. That's one thing I loved about working at Head Start, because it really taught me the things I needed to know to make sure they were prepared for school.- Mary

I've had the education background experience working with kids...I've seen how having a routine and the structure, how that helps out the kids. I can tell that the girls are learning.- Missy

Characteristics Related to ECE Professional Roles



Routines	Support Network	Professional Development
<ul style="list-style-type: none">•More structured•Use of a “curriculum”•More separate from personal family routines	<ul style="list-style-type: none">•Included trainers and PD providers•Included professional peers•Mention providers associations and networks	<ul style="list-style-type: none">•Positive about quality improvement program•More open to consultants•Interest in formal education in ECE

Examples of Intertwining Roles – Family and ECE Professional



I think that you should still have the same expectations for your kids as you would the daycare kids...at the same time still make sure that you have time set aside for you your child to make them feel important, that they're still your number 1, cause they need that...that's a special skill, it is definitely something you have to, yeah, think about. -Missy

With my 3 year old. .. when I'm running the daycare we follow the same routine and we do things.. so tryin' to find that balance was like, okay , Tina, I know you wanna go do this but right now we're doing this...I found that to be kind of a challenge, being mom and being child care provider. –Keisha

Intertwining Roles

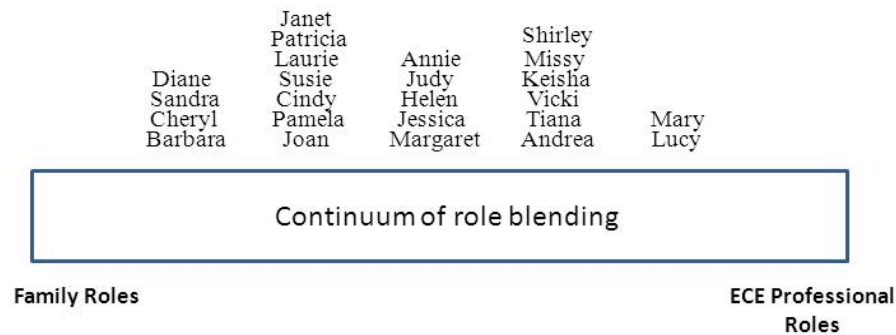


- Not mutually exclusive roles
- Varied levels of internalization
- BOTH dimensions were needed to manage the complexities of home-based care
- Network and professional development experience reflected each provider's unique identity balance

Role Identity Blends



Role Identity Blend



Identity as a Resource



Bein' with the mom or grandma type ...it's what I think they need...Now they need to have play time and that's what I tell the people that come into my house. We are a playing house, we learn on the fly. This house concentrates on manners. Please, thank you, sorrys, playing together, sharing. You know, we learn colors by playing with whatever and counting and ABC's, and songs and dancing. - Cindy

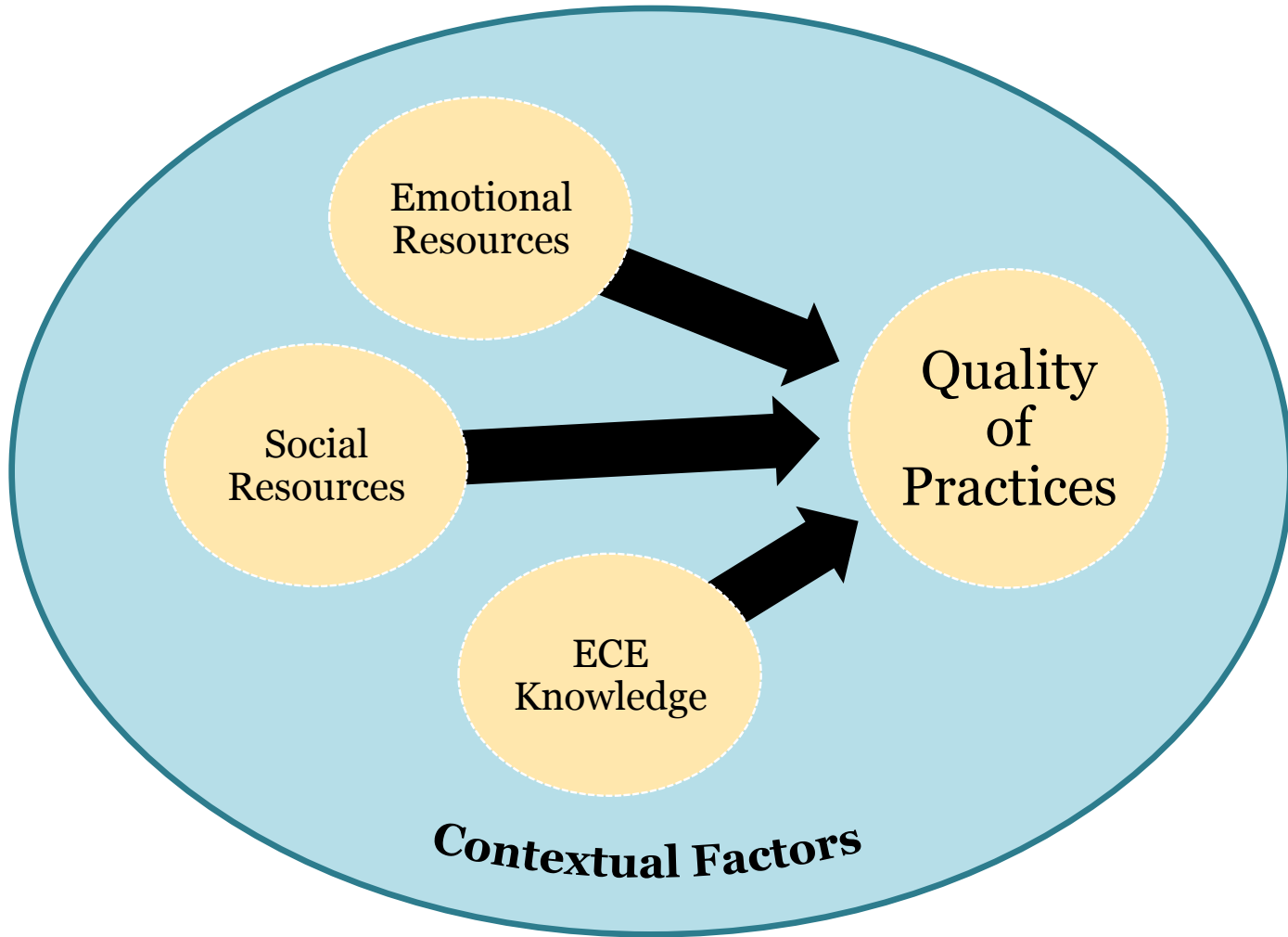
I go to workshops too...You notice different things and kids be on different levels ...you really wanna put emphasis on getting this child to this place. You know, my goal is to, when you're ready for preschool you are ready for preschool because of Miss Annie's daycare. -Annie

Building ECE Professional Identity



I'm, accepted into the training grant program that they have, and help me but learning more about, tryin' to teach and, you know, help with these kids, cause like they say I'm not a babysitter...but it's different, it's totally different. It's a teaching in there, teaching is not normal as to raising your child, you know what I'm sayin', it's different, it's like actual teacher school, you know and I didn't know that when I first started.—Pamela

Whole Caregiver



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