Describing Quality within Profiles of Home-Based Child Care Providers

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CCEEPRC 2017 Annual Meeting

Research Questions

Phase I:

- To what extent do home-based providers group into profiles based on key characteristics related to their beliefs and practices?

- What provider characteristics predict profile membership?
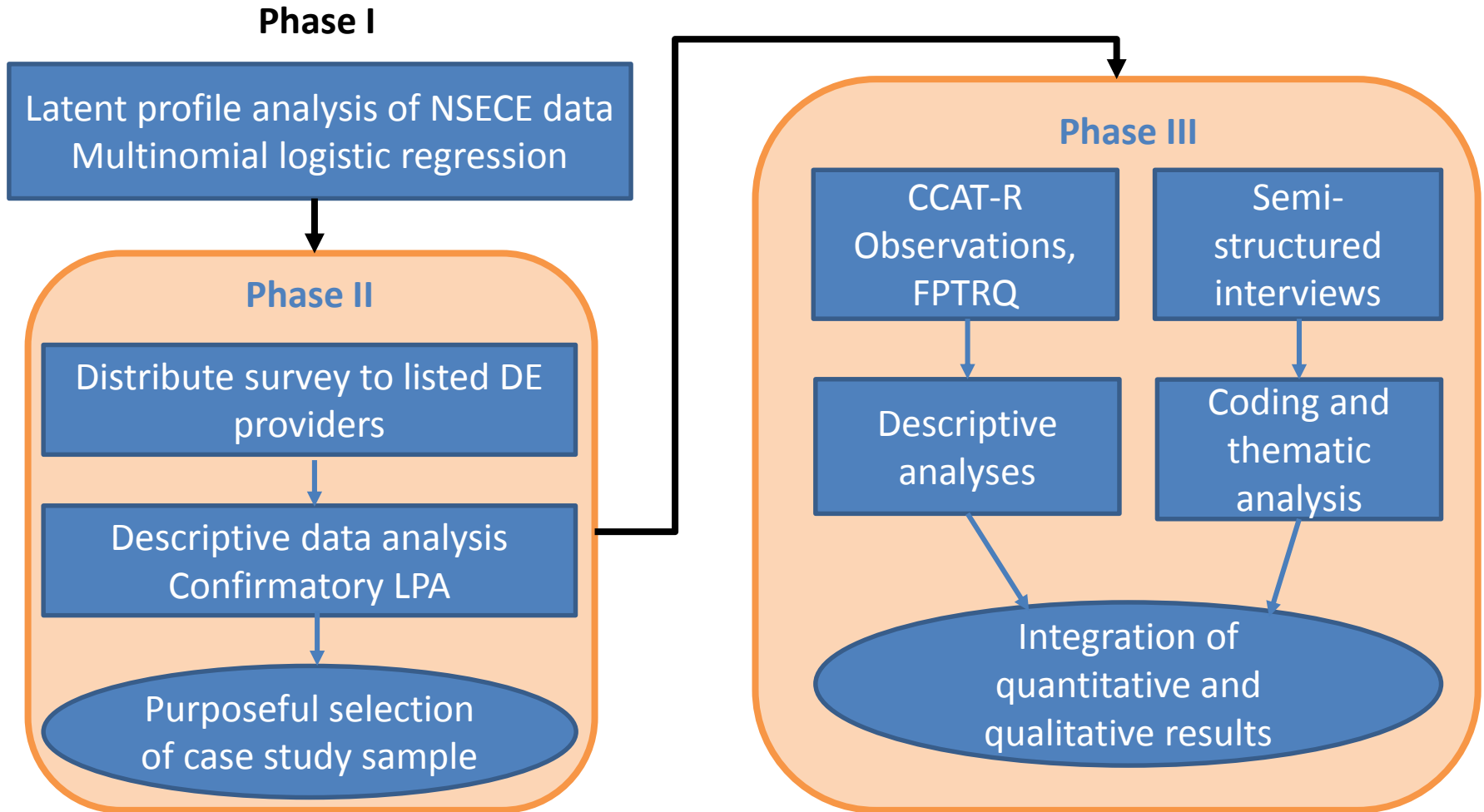
Phase II:

- What is the predicted profile membership of home-based providers in Delaware?

Phase III:

- How do home-based providers in each profile perceive their role, and what is the quality of care they provide to children?

Research Design

Phase I

Latent profile analysis of NSECE data
Multinomial logistic regression

Phase II

Distribute survey to listed DE providers

Descriptive data analysis
Confirmatory LPA

Purposeful selection of case study sample

Phase III

CCAT-R Observations, FPTRQ

Semi-structured interviews

Descriptive analyses

Coding and thematic analysis

Integration of quantitative and qualitative results

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Approaches to Understanding Quality

- Child Care Assessment Tool–Relative Care (CCAT-R; Porter et al., 2006)

- Family and Provider/Teacher Relationship Quality–Provider/Teacher Measure (FPTRQ; Kim et al., 2014)

- Self-report of beliefs and practices from the NSECE

- Qualitative interview data

- Field notes from observation

Family Supportive Practices

(referring families, flexible scheduling and payment, family support resource)

Educational Practices

(curriculum, number of learning activities, time planning)

Home-Based Provider Beliefs and Practices

Professional Engagement

(coaching, coursework, hours of PD, meeting with others, professional association)
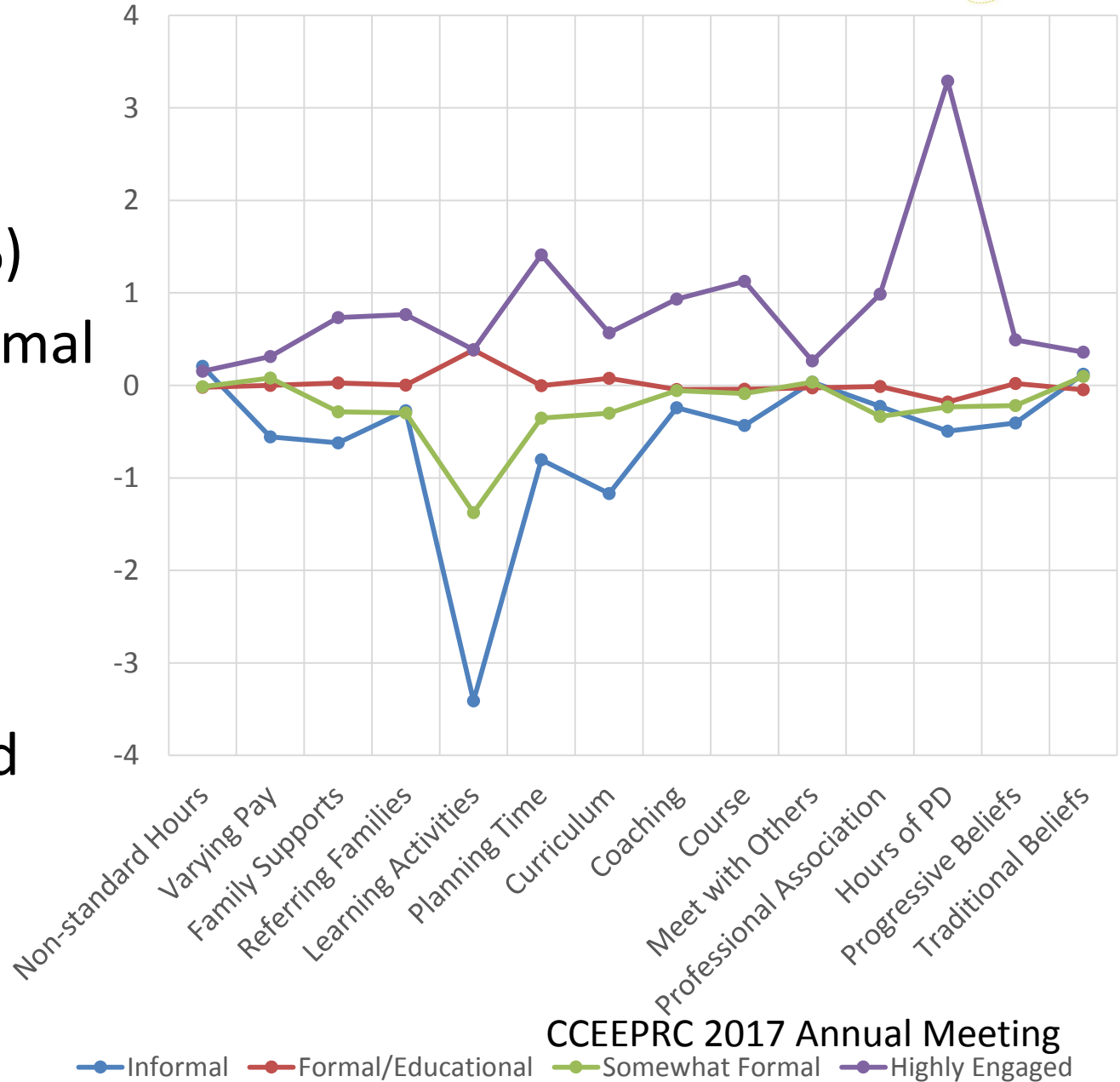
Caregiving Beliefs

(progressive and traditional)

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Phase I and II Results

Four profiles of providers:

- Informal (5.1%)
- Somewhat Formal (10.3%)
- Formal/ Educational (79.1%)
- Highly Engaged (5.6%)

Phase III Case Study Sample Demographics

Variable	Frequency	*n*
Time Licensed		15
Unlicensed	20.0%	
Up to 10 years	33.3%	
10 to 20 years	33.3%	
More than 20 years	13.3%	
Children enrolled		15
Less than 5	26.7%	
5 to 7	40.0%	
8 or more	33.3%	
QRIS Participation		15
Not eligible (unlicensed)	20.0%	
Not participating	13.3%	
Star Level 1 or 2	26.7%	
Star Level 3, 4, or 5	40.0%	

Variable	Frequency	*n*
Provider Education		14
High school diploma/GED or less	20.0%	
Some college credits	40.0%	
Associate's degree	6.7%	
Bachelor's degree or higher	26.7%	
CDA	7.1%	14
Provider Race & Ethnicity		15
White, non-Hispanic	40.0%	
African-American, non-Hispanic	53.3%	
Hispanic or Latino	6.7%	
Female	100%	15

Role Perceptions by Profile

	Relationship-Based (*n*=3)	Informal (*n*=2)	Somewhat Formal (*n*=3)	Formal/ Educational (*n*=4)	Highly Engaged (*n*=3)
Administrator/ Business Owner	0%	50%	33.3%	50%	66.7%
Teacher	33.3%	0%	100%	75%	100%
Activity Coordinator	0%	50%	66.7%	0%	0%
Extension of the Family	66.7%	50%	100%	50%	100%
Support to Parents	33.3%	50%	66.7%	50%	33.3%
Nurturer	33.3%	50%	33.3%	100%	100%
Custodial Caregiver	66.7%	100%	33.3%	25%	0%
Functional Role	100%	100%	66.7%	100%	100%

Educational Practices by Profile

	Relationship-Based (*n*=3)	Informal (*n*=2)	Somewhat Formal (*n*=3)	Formal/ Educational (*n*=4)	Highly Engaged (*n*=3)
Implementing Curriculum	0%	0%	66.7%	50%	100%
Implementing Planned Learning Activities					
No evidence	100%	100%	33.3%	0%	0%
Some	0%	0%	0%	75%	0%
Regular/ Intentional	0%	0%	66.7%	25%	100%
Planning Time					
No evidence	66.7%	50%	33.3%	0%	0%
Irregular	33.3%	50%	0%	50%	0%
Regularly	0%	0%	66.7%	50%	100%

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FPTRQ Scores by Profile

	Relationship-Based (*n*=2)	Informal (*n*=2)	Somewhat Formal (*n*=3)	Formal/ Educational (*n*=4)	Highly Engaged (*n*=3)
	M	*M*	*M*	*M*	*M*
Total Score	182.5	156.0	166.3	177.5	164.0
Knowledge	43.0	33.5	36.3	41.3	36.7
Practices	82.5	71.0	81.4	74.3	74.0
Attitudes	57.0	51.5	55.7	54.9	53.3

CCAT-R Scores by Profile

	Relationship-Based (*n*=2)	Informal (*n*=2)	Somewhat Formal (*n*=3)	Formal/ Educational (*n*=4)	Highly Engaged (*n*=3)
	M	*M*	*M*	*M*	*M*
Health and Safety	70.5%	76.6%	95.7%	90.3%	88.5%
Materials	33.3%	83.3%	79.0%	76.7%	93.3%
Nurturing	-1.0	0	0.7	1.0	0.3
Engagement	48.5	47.3	38.8	53.9	61.5
Bi-Directional Communication	75.0	81.3	50.8	73.9	59.5
Uni-Directional Communication	41.8	46.0	33.7	50.5	57.3

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CCAT-R Item Frequencies by Profile

	Relationship-Based (*n*=2)	Informal (*n*=2)	Somewhat Formal (*n*=3)	Formal/ Educational (*n*=4)	Highly Engaged (*n*=3)
	M	*M*	*M*	*M*	*M*
Caregiver Engagement	50.0%	58.3%	27.8%	33.3%	55.6%
Caregiver Negativity	25.0%	25.0%	0%	8.3%	0%
Caregiver Talk	51.7%	52.5%	30.6%	49.6%	54.4%
Child Engagement	100%	75.0%	88.9%	100%	94.4%
Child Talk	54.2%	53.3%	66.7%	60.8%	62.8%

Discussion

- Variation in formalization and intentionality of practices and role perceptions
- Benefits and challenges of specific measures
  - CCAT-R
  - FPTRQ
- Self-report vs. verifying practices
- Accounting for unique strengths of HBCC in measurement approaches

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