



The National Training Institute  
for Child Care Health Consultants

# Overview of the Field of Child Care



- Name
- Agency
- Date



# Introductions/Icebreaker

- Share your name, your agency, and how long you have worked with the field of child care.
- Find the *Field of Child Care* worksheet in your participant's packet. Listen during the presentation and fill in the blank spaces as we go along.



# Training Objectives

- Describe different types of child care available to families.
- Summarize critical issues related to out-of-home child care.
- Identify key considerations of families looking for child care.



# Child Care Timeline

- Check under your chair to see if you have a card taped there. If you do, stand up.
- If you are standing, decide whether you think your card is 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> in the Child Care Timeline.
- Be prepared to tape your card to the timeline.

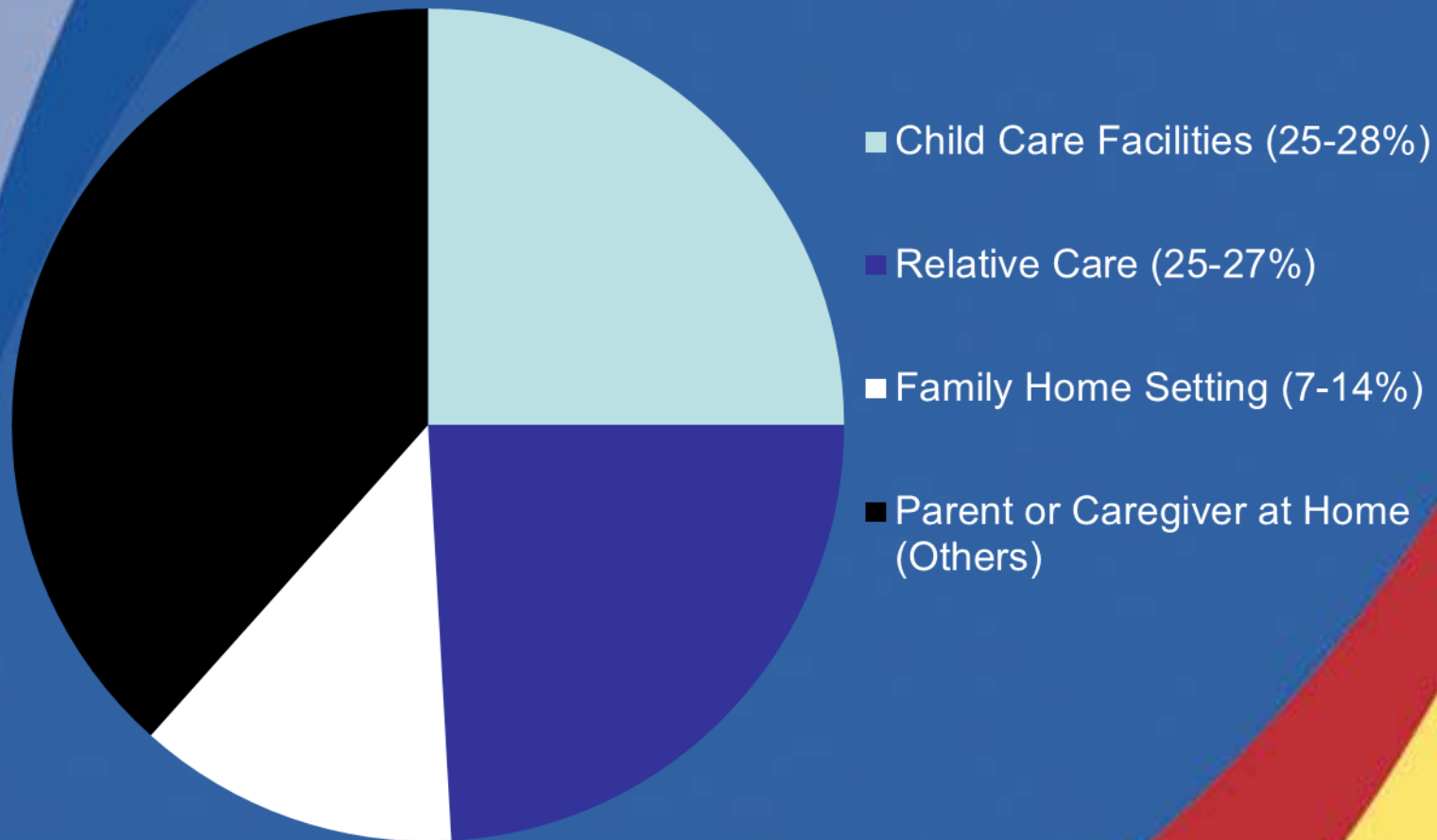


# Child Care Timeline

- Late 1800s – First Child Care Revolution
- 1940s – 87% of children had one non-employed parent who could provide full-time child care at home.
- 1960s – Second Child Care Revolution
- 2001 – 65% of mothers with children under six and 59% of mothers of infants were working outside the home.



# Primary Child Care Arrangements







# Types of Child Care

## **Non-Relative Care**

- In-Home Non-Relative Care
- Family Child Care
- Facility-Based Care
- Public School Pre-Kindergarten
- Head Start and Early Head Start
- Parent's Day Out and After-School Programs

## **Relative Care**





# In-Home Non-Relative Care

- Babysitting care is often part-time and/or occasional.
- Nanny care is often full-time and may be live-in.
- In 2005, less than 4% of children were cared for in their homes by a non-relative.



# Family Child Care

- Caregiver/teacher cares for unrelated children in his/her own home.
- Fourteen percent of children with a working parent are in family child care settings.
- Care may be regulated or unregulated.



# Facility-Based Care

- Organized facilities have age segregated classrooms and many caregivers/teachers who provide care and education for children in a nonresidential setting.
- This includes child care facilities, nursery or pre-schools, Head Start programs, and public school pre-kindergarten.
- This is usually licensed or regulated in some way.



# Pre-Kindergarten Programs

- In 2008, over 1.1 million pre-kindergarten-age children were served in public schools. Enrollment in state-funded programs rose by 50% from 2002 to 2008 (Pre-K Now, 2009).
- Funding from federal programs is used to provide services to
  - preschoolers with disabilities,
  - to Head Start grantees and/or Head Start programs housed in public schools, and
  - to Title 1 preschool programs for children at risk of school failure due to socio-economic status.



# Head Start

- Head Start was founded in 1965.
- The goal is to prepare young children from economically disadvantaged households for school.
- In 2008, Head Start operated in all 50 states and served over 908,000 children.



# Head Start (continued)

- Head Start is paid for with \$7.1 billion in federal funds, with an additional \$2.1 billion allocated in the 2009 Recovery Act.
- Programs are administered at the community level by local non-profit organizations and school systems.
- It is a comprehensive program that addresses the social, psychological, health, nutritional, and emotional needs of children (US DHHS Head Start Bureau, 2006).





# Early Head Start

- In 1994, Early Head Start was established for pregnant women, infants and toddlers from low-income families.
- It serves over 95,000 children in all 50 states.
- Early Head Start is founded on evidence that early intervention through high-quality services can help both parents and children reach their goals.
- Both Head Start and Early Head Start programs meet national performance standards and also serve children with disabilities (US DHHS Head Start Bureau, 2006).





# Parent's Day Out

- Part-time child care programs are typically offered by a church, synagogue, or private school.
- Provides parents several hours to take care of appointment needs without their children, while children spend time in a social environment with small groups of children of the same age.



# After-school Programs

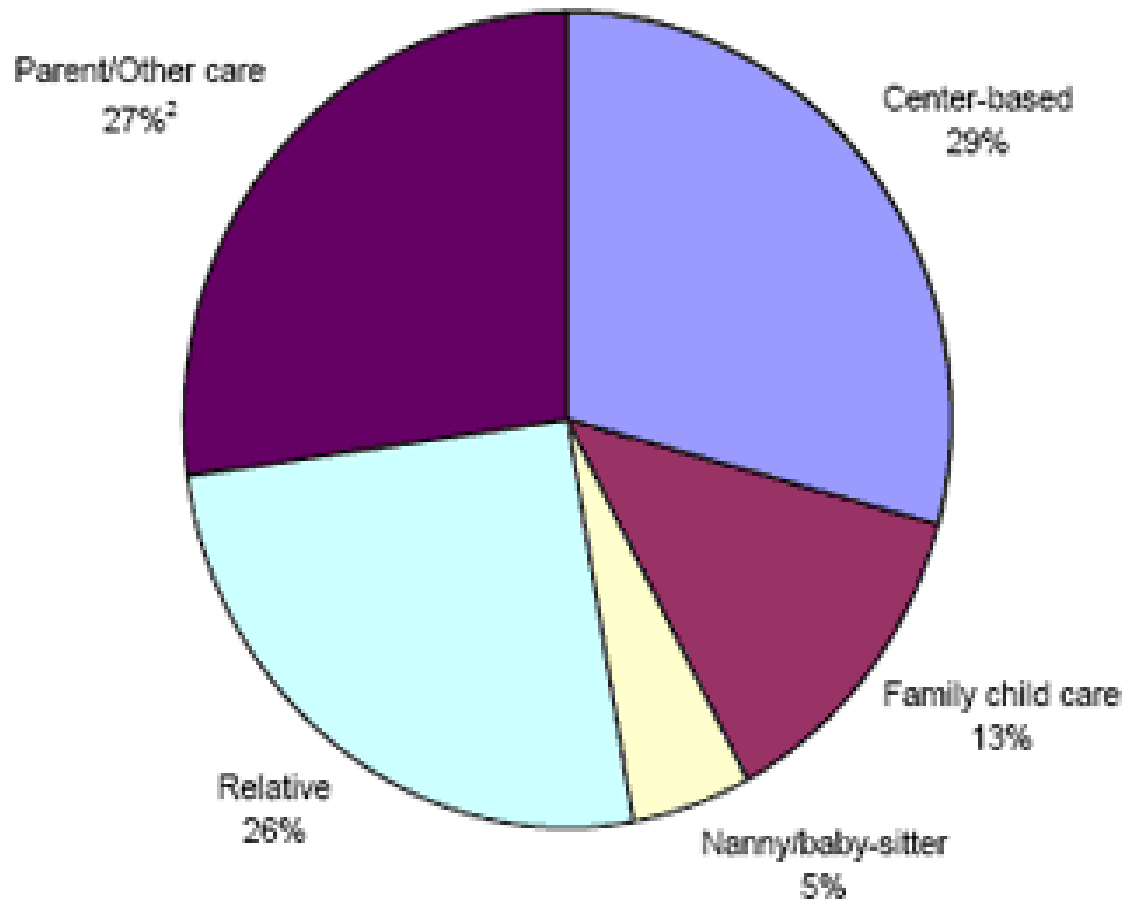
- After-school programs are often available through child care facilities.
- Many programs offer transportation from schools.
- Some schools have after-school programs through a contract with a local child care facility. Sometimes the school system itself may organize care.



# Relative Care

- Care is provided by a family member other than the parent (might be a grandparent, sibling, aunt, uncle, or cousin).
- Relative care is generally informal and unregulated.
- About a quarter of all children under age 5 are cared for by relatives as their primary care arrangement, and about 50% of preschoolers are regularly cared for by relatives at least some of the time (Smith, 2000).
- Conditions of relative care can vary significantly.

# Primary Child Care Arrangements for Children under Age 5 with Employed Mothers<sup>1</sup>



Source: 2002 National Survey of America's Families

Note: <sup>1</sup>Data on child care arrangements were obtained by conducting interviews with the adult most knowledgeable about the child. Since this person was most often the mother (71.5 percent), the term "mother" is used here to refer to this respondent.

<sup>2</sup>The survey did not ask questions about parental care, which can include care provided by the other parent or care by the mother while she worked. Children whose mothers did not report them to be in a regular child care arrangement are assumed to be in parent/other care.



# How Families Choose Child Care

Based on:

- Age of the child(ren)
- Family's income
- Parent's Work Schedule
- Cultural Considerations



# Age Considerations

- Children age two and under are significantly more likely to be cared for in a private home (either their own or the caregiver/teacher's) than in a facility-based setting (Casper, 1996).
- After age two, school readiness may weigh in as an important factor in child care choices, when a high proportion of 3-4-year-olds are in facility-based programs (Smith, 2000).
- By age four, well over 50% of families utilize facility-based care in some capacity (U.S. Department of Education, 2004).



# Income Considerations

- Low income families rely more on relatives (41%) than non-relatives (32%) for child care. Higher income families rely about equally on relatives and non-relatives (Smith, 2000).
- Nanny and babysitter care is most common for children of high income families, and least common for children of low income families (Ehrle et al., 2001).
- Children from low-income families are less likely to receive facility-based care and more likely to receive parental or relative care than children from higher-income families (Urban Institute, 2002).





# Income Considerations (continued)

- Children from very poor families where the parents are not working are more likely to be eligible for public subsidy or to enroll in facility-based programs like Head Start which are available to only the poorest families.
- Working poor families cannot afford private facility-based care but also earn an income that disqualifies them from subsidies and Head Start.

# Work Schedule Considerations



- Facility-based and family child care homes typically operate during traditional business hours (9:00 a.m.-5:00 p.m., weekdays).
- In one study, 60% of mothers working traditional shifts enrolled their children in facility-based and family child care versus 41% for mothers working nontraditional shifts (Cooper, 1999).
- In contrast, mothers working nontraditional hours use relatives for child care more often than mothers working traditional hours (35% vs. 29%) (Casper, 1999).

# Race/Ethnic Considerations



- Hispanic and Asian families relied on relatives for child care more often than white or black families.
- Facility-based care was much more common for black children than for white or Asian children, and less than half as common for Hispanic children compared with black children.
- Family child care was least common for Asian children and Hispanic children and most common for white children.
- Parental care was most common for white children.



# Activity: Pass the Question

- On the index card provided, write one question that pertains to the information you've just heard. You must know the answer to the question.
- Pass the card to the person sitting to your right. Take a card from the person to your left.
- Read the question you've been passed and write the answer on the card. Pass the card back to your left.
- Check the answer on the card that was returned to you and let your neighbor know if he or she got it right.



# Limited Availability of Child Care

- Too few spots are available for children under age 6 who need care while their parents work (NACCRA, 2009).
- Less than 10% of child care programs in the U.S. can be described as high quality, and up to 86% of all programs are rated mediocre to poor quality (NACCRA, 2009).





# Obstacles to Availability

- **Limited care during nontraditional hours:** Only about 15% of child care facilities and 6% of family child care homes provide care during nontraditional hours (California Child Care Resource and Referral Network, 2006; Hofferth, 1996).
- **Limited care for infants:** Fewer than half of child care facilities admit infants (Hofferth, 1996).
- **Limited care for child with special needs (CSN):** CSN are often excluded from child care programs that feel unprepared to meet their needs.



# Limited Affordability of Child Care

- American families spend an average of \$12,445 per year on child care expenses, which compares to college tuition at a public university (State of Care Index, 2009).
- Estimates of the cost of full-day facility-based child care range from \$4,056 to \$15,895 per year.
- The cost for full-time care in a family child care home is only slightly less, ranging from \$3,380 to \$10,324 (NACCRRA, 2009).
- The average family spends 14% percent of its household income on child care (State of Care Index, 2009; Rosenbaum and Ruhm, 2004).





# Child Care Subsidies

- Subsidies are not an entitlement. Many low-income families that qualify do not receive help.
- Since 2001, 23 states have decreased the availability of subsidies for child care, and only 18.3% of eligible children received subsidies nationwide (Hamm, Gault, and Jones-DeWeever, 2005).
- Families may be unable to work without child care arrangements, but unable to pay for child care with their current salaries.

# Challenges for the Child Care Staff



- Low Compensation
- Inadequate Benefits
- High Turnover
- Cost of Quality Improvements
- Unique Challenges for Family Child Care Caregivers/Teachers
- Lack of Supporting Infrastructure



# Low Compensation

- The average annual income for child care caregivers/teachers is \$19,670 and \$25,800 for pre-school teachers (NACCRRA, 2009).
- Family child care caregivers/teachers who participate in some degree of regulation earn approximately \$8,344-\$10,000 annually after expenses.
- The salary of nonregulated caregivers is estimated to be even lower at \$5,132 (Whitebook and Phillips, 1999).



# Inadequate Benefits

- Very few facilities offer fully-paid health insurance. Although some facilities do offer partial coverage, staff frequently don't use it because they can't afford the premiums.
- Very few facilities offer a retirement plan.



# High Turnover

- Approximately 20% of child care staff leave their jobs each year (Hamm, Gault, and Jones-DeWeever, 2005).
- The high turnover also places an additional burden on those who remain in child care and must continuously train new co-workers.
- A 2001 survey (Whitebook et al.) showed that child care facilities paying higher wages to both directors and teachers showed less turnover in both groups.

# Cost of Quality Improvements



- Child care staff are often required and encouraged to make improvements in the quality of their programs.
- Some improvements can be made with minimal impact on the budget, but major improvements can be expensive.
- In most child care programs, parent fees are the largest single source of revenue.





# Challenges for Family Child Care Caregivers/Teachers

- Professional isolation
- Lack of separation of work/family space and time
- Need to provide for multi-age children
- Responsibility for all aspects of the program
- Significant work hours (up to 50 per week) in direct contact with the children and *additional* hours shopping, cleaning, and preparing activities





# Public School Infrastructure

- Teacher training and education through public and private educational institutions
- Ongoing research in educational institutions to generate and update effective curricula
- Creation and publication of learning materials by commercial companies
- Construction of comfortable, attractive facilities utilizing tax dollars



# Public School Infrastructure (continued)

- A network of transportation for getting children to and from school
- Nutritional experts and food service staff to provide free or reduced price meals for eligible students during school hours
- An ongoing multi-level evaluation system for checking the effectiveness of the educational process



# Activity: Stand Up, Sit Down

- Divide into small groups.
- Have each person tell the others one thing they learned from the presentation. When they have shared one thing, they should sit down.
- Continue sharing until everyone is seated.



# Regulation

- States are responsible for developing their own regulations.
- These are the minimum standards for health and safety.
- National associations also have recommended standards for high quality care. For example, the National Association for the Education of Young Children and the National Association for Family Child Care have established voluntary accreditation programs.
- Voluntary national health standards are published in *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* (3<sup>rd</sup> ed., 2011).



# State Initiatives

- Early Childhood Advisory Councils (ECAC)
- Early Childhood Comprehensive Systems (ECCS) Initiative
- Star Quality Rating and Improvement Systems (QRIS)
- State Early Learning Standards



# The Role of the CCHC

- Be familiar with child care in the community.
- Work with child care staff to expand options for available and affordable child care.
- Work with child care staff to develop policies that promote staff training, increased salaries and benefits, and possibilities for staff to move up the career ladder within the child care program.





# The Role of the CCHC (continued)

- Identify outstanding programs and establish them as demonstration centers.
- Work with policymakers, child care programs, and resource and referral agencies to build infrastructure.
- Engage in state systems building by getting to know state players and providing input into development of state quality rating systems and early learning standards.



# Review Training Objectives

- Describe different types of child care available to families.
- Summarize critical issues related to out-of-home child care.
- Identify key considerations of families looking for child care.



# Learning Assessment

- Worksheet Review
- Where there answers you missed?



# Evaluation

- Please take 5 minutes to complete the evaluation.
- Thank you!