

# Child Care & Early Education RESEARCH CONNECTIONS

## Quality Improvement in Home-Based Child Care Settings: Research Resources to Inform Policy

Many young children – particularly infants and toddlers, children of immigrant families and those in families of diverse cultural and linguistic backgrounds, and children whose parents work non-traditional schedules – receive some or all of their non-parental care in home-based settings. Estimates from the National Survey of Early Care and Education are that over 7 million children up to the age of 5 who are not yet in kindergarten receive some regular care from over 3.7 million home-based providers (National Survey of Early Care and Education Project Team, 2015). This includes children whose only or primary caregiving arrangement is in a home-based setting as well as those with multiple care arrangements that regularly include home-based care (Laughlin, 2013).

There is tremendous variability in home-based settings, which include care provided in the home of the child as well as in the home of the caregiver; with caregivers who are related to the families, very often grandmothers caring for their grandchildren, and with non-relative caregivers; by caregivers who are paid and those who are not; in settings and by providers who are licensed, regulated, registered, and/or monitored by state agencies and those that are not (National Survey of Early Care and Education Project Team, 2013; National Survey of Early Care and Education Project Team, 2015). Terms that are often used to describe some or all of these types of home-based child care include “family, friend, and neighbor care,” “informal care,” “family child care,” and “legally exempt child care” (Layzer, Goodson, & Brown-Lyons, 2007).

Early care and learning experiences are critical influences in the development and learning of young children and the quality of those experiences makes a difference, no matter what the age of the child or the type of setting or arrangement. Supporting quality improvement in home-based care presents particular challenges in identifying and engaging home-based child caregivers, particularly those who are not connected with a public agency through subsidy payments or regulation, and in developing and delivering accessible and relevant interventions that meet the needs, interests, and circumstances of the range of home-based providers.



This **Topic of Interest** provides a comprehensive list of research in the *Research Connections* collection that was published in 2005 or later addressing issues related to quality improvement specifically in home-based child care. The resources are grouped under the following headings:

- Overviews, Summaries, and Reviews of Quality Improvement Strategies & Interventions that Included Home-Based Child Care
- Evaluations of Specific Quality Improvement Strategies & Interventions that Included Home-Based Child Care
- Evaluations of QRIS Quality Improvement Interventions that Included Home-Based Child Care
- Measuring Quality in Home-Based Child Care Settings
- Factors Affecting Quality and Participation in Quality Improvement in Home-Based Child Care Settings
- Characteristics, Interests, Needs, Experiences, and Perspectives of Home-Based Child Care Providers
- Policy Issues and Options for Home-Based Child Care

### **Overviews, Summaries, and Reviews of Quality Improvement Strategies & Interventions that Included Home-Based Child Care**

Argo, M., Chan, H., & Malecka, C. (2005). *Lessons from the field: Culturally competent support for family, friend and neighbor caregivers in Seattle*. In R. Rice (Ed.), *Perspectives on family, friend and neighbor child care: Research, programs and policy* (Occasional Paper Series No. 15, pp. 38-42). New York: Bank Street College of Education.

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Weber, R. (2013). *Improving the quality of family, friend, and neighbor care*. Corvallis: Oregon Child Care Research Partnership.

Zaslow, M., Tout, K., & Halle, T. (2012). *On-site approaches to quality improvement in quality rating and improvement systems: Building on the research on coaching*. (Research-to-Policy, Research-to-Practice Brief OPRE2012-40). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

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Child Welfare League of America.

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Bromer, J., Weaver, C., & Korfmacher, J. (2013). *Evaluation of Erikson Institute Family Child Care Specialist Training Program phase II: Final Report*. Chicago: Herr Research Center.

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Harder + Company Community Research. (2011). *First 5 Monterey early learning opportunities: Vision II: Access to high quality early care and education: Findings from an evaluation of technical assistance to child care centers, playgroups for informal child care providers, and the CARES Incentive Program*. San Francisco: Harder + Company Community Research.

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### **Factors Affecting Quality and Participation in Quality Improvement in Home-Based Child Care Settings**

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### **Characteristics, Interests, Needs, Experiences, and Perspectives of Home-Based Child Care Providers**

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