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Forgotten Frontline Workers, One Year Later

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FORGOTTEN FRONTLINE WORKERS - ONE YEAR LATER

A FOLLOW-UP SNAPSHOT OF FAMILY CHILD CARE PROFESSIONALS IN NEW YORK CITY

Mark Nagasawa, Straus Center for Young Children & Families

Image: Bank Street College of Education

"QUE PESE A LAS ADVERSIDADES TENEMOS QUE SEGUIR ADELANTE"

"***Despite the adversities, we have to move forward***," wrote a family child care (home based) professional in June 2021. Her statement encapsulated the fortitude expressed by many participants in the Listening to Teachers Study, a multi-year, mixed methods project seeking to understand how New York City's (NYC) early childhood educators are faring through the ongoing COVID-19 pandemic. This study's purpose is to not only chronicle and describe early educators' experiences but also to draw lessons from them that can inform the development of the equitable post-pandemic early care and education systems NYC needs.

ABOUT THE STRAUS CENTER

The Straus Center for Young Children & Families at Bank Street College was founded in 2015 to conduct and promote practice-oriented, policy-relevant, and equity-committed research, with a particular concern for the inequities and traumas caused by the interaction of racism, classism, sexisms, and ableism.

This is the second in a series of reports and briefs discussing findings from a June 2021 survey sent to New York Aspire Registry members who work in NYC (*n*=663). [1] It also follows up on *Forgotten Frontline Workers* (link), a report issued last year which focused on family child care (FCC) professionals' experiences earlier in the pandemic. While the results discussed in this report come from a self-selected sample (*n*=97), and therefore cannot be used to draw conclusions about all FCC professionals in NYC, the value of these analyses come from recognizing each of these participants' humanity and the important, policy-relevant issues they raise for discussion. [2]

HIGHLIGHTS

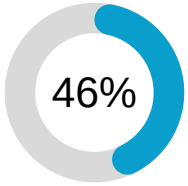
Consistent with last year, significantly more FCC professionals and their families were weathering economic stresses than other survey respondents.

79% reported negative emotional effects from the pandemic, with 77% saying they experienced 5 or more of the 11 focal stressors in the survey.

While most certainly negatively affected by the pandemic, this particular group was, in general, doing significantly better emotionally than others.

In June, a time of relative optimism, significantly more reported that they were suffering or struggling and fewer reported optimism about the future when compared with their colleagues.

The odds of FCC professionals primarily working with infants and toddlers were 5.7 times higher than other survey participants.



46% agreed or strongly agreed that they received helpful support from a coach, licensing consultant, etc.

QUESTIONS

Taken together these nuanced results **raise more questions than answers – in keeping with this study's broad purpose of using data to prompt reflection, inquisitiveness, and action-oriented discussion**, for instance:

- Might there be protective factors or social conditions somehow held in common by FCC professionals (and what needs be done to prize and nurture these)?
- What is the nature and accessibility of current supports for FCC professionals? What support do they need and want? How are they being supported to do the emotional labor of program leadership?
- What can be done to increase support to FCC professionals to reach those who are struggling - and to bolster those who are thriving so that they continue to thrive?
- What are the opportunities to evaluate these support efforts, not solely in terms of effectiveness and ineffectiveness but rather as a systematic process of learning for program improvement?

[1] Between June 14 and July 2, 2021 a Spanish-English survey was sent to members of the New York Aspire Registry who worked in NYC (*N*=23,020). The response rate was 3.6% (*n*=833), which introduces considerable risk of selection and response biases. Those who did not complete the survey were assumed to have withdrawn their consent, leaving a usable sample of *n*=663. For additional details, see Listening to Teachers, Phase II, Report 1: *"Nadie nos han preguntado…"* (link)

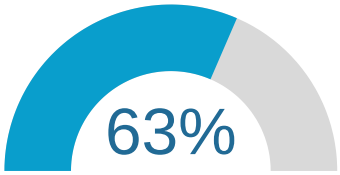
[2] Family child care encompasses different arrangements from informal ones between parents and family, friends, or neighbors to those that are legally defined, eligible for public funding, and subject to public oversight (New York Codes, Rules & Regulations, 2021). This report focuses on the latter.

WHO PARTICIPATED?

Last year's survey made it clear that FCC professionals had unique experiences, likely complicated by their dual role as small business owners and early childhood educators. [3] Therefore it was important to seek better understanding of who they were in this follow up survey. Furthermore, because FCC professionals make up only 1.5% of the NYC Aspire population, in an effort to *over sample* we asked several community-based organizations with ties to FCC professionals to help encourage their participation (again, highlighting the non-representativeness of this sample).

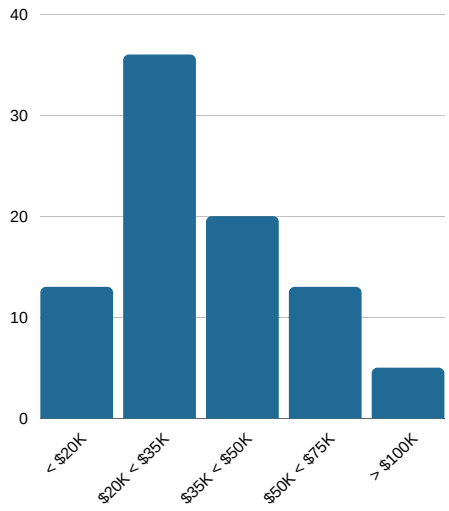
#97 = 15% of the total sample

82% identified as Black, Indigenous, or Other People of Color (vs. 62% for the total sample).



4+ years of experience (31% 10+ years)

44% had a college degree (10% associate, 25% bachelor & 19% master)



73% reported a household income under $50,000.

#06

Participants identified as lesbian, gay, bisexual, pansexual, or asexual.

#01

Identified as disabled

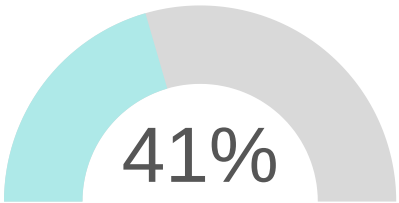
#00

Identified as transgender or nonbinary

#04

Identified as men

50% of FCC professionals said they worked primarily with infants and toddlers (vs. 15% for others). [4]



39 identified as parents.

While these data cannot be used to draw any conclusions about all of NYC's FCC professionals, they are useful for reflecting upon commonly held assumptions about this sector.

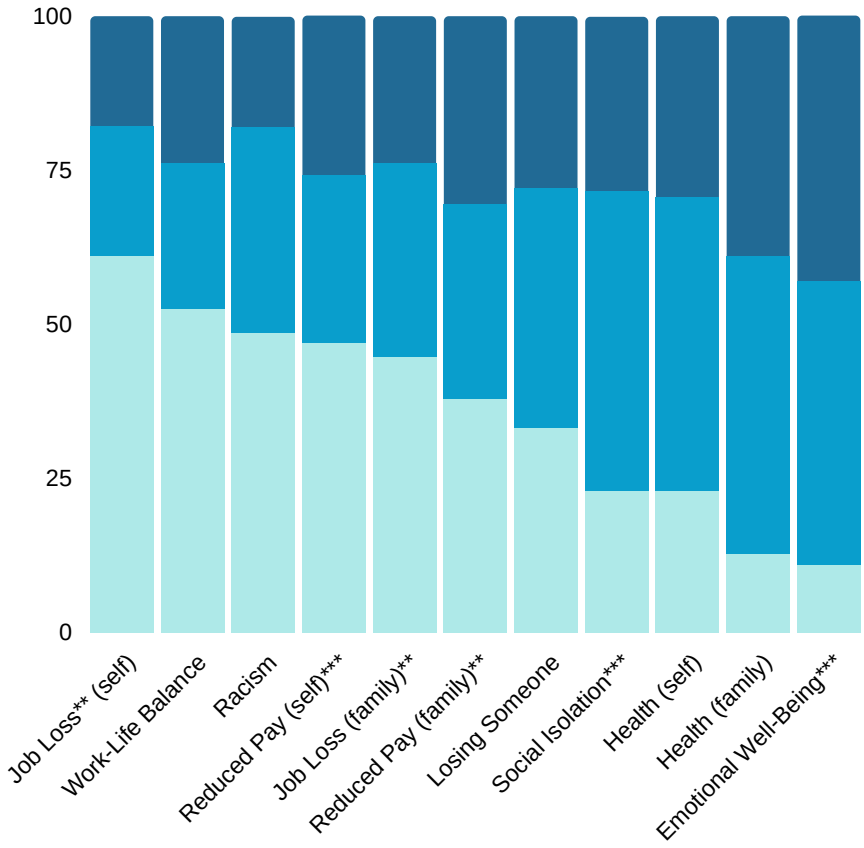
[3] Nagasawa & Tarrant, 2020

[4] Chi square test of independence (FCC/Others:0-3/Others): $\chi 2(1)=61.234, p \leq .001, \varphi = .315$ (medium effect), **Odds Ratio = 5.661 (95% CI, 3.553 to 9.02)**

WHAT WERE THEIR EXPERIENCES COMPARED WITH OTHERS?

As with the 2020 survey, respondents were asked to consider stressors (*fig. 1*). Racism was added to this year's survey based upon 1) evidence of the health and mental health toll that pervasive racism exacts and 2) clearly documented racial disparities during the pandemic. [5] The lightest shade shows the percentage who said they were not affected, with the darker shades showing the proportions for being moderately and greatly affected. A final point regarding *fig. 1* is that these **were not discrete experiences, with 77% of FCC professionals reporting being affected by 5 or more of these stressors**.

fig. 1. Stressors (%)



Significant association between program type and stressor, **p≤ .01 ***p ≤ .001

In terms of considering the humanity in this visualization, if one looks at the first column (job loss, self), while it is encouraging that 61% of all respondents did not experience job loss (lightest band), the remaining 39% who were affected (i.e., furloughed, laid off, or closed business) is a substantial number (*n*=256). While a smaller number within this affected group, FCC professionals were disproportionately affected at 75%. In fact, **FCC professionals were more affected economically than everyone else who participated in this survey.** As one respondent told us, "*It's been extremely hard to keep my business open*...," which highlights, as with last year, the FCC sector's economic precarity, with meaningful observed differences between them and their colleagues working in other settings, seen in **significantly more lost wages and job losses – for both themselves and family members**. [6] Interestingly, despite the heightened economic pressures suggested in *fig. 1.*, **these FCC professionals were <u>less</u> negatively affected in terms of social isolation and emotional well-being, a sign of resilience.** [7]

"It's been extremely hard to keep my business open..."

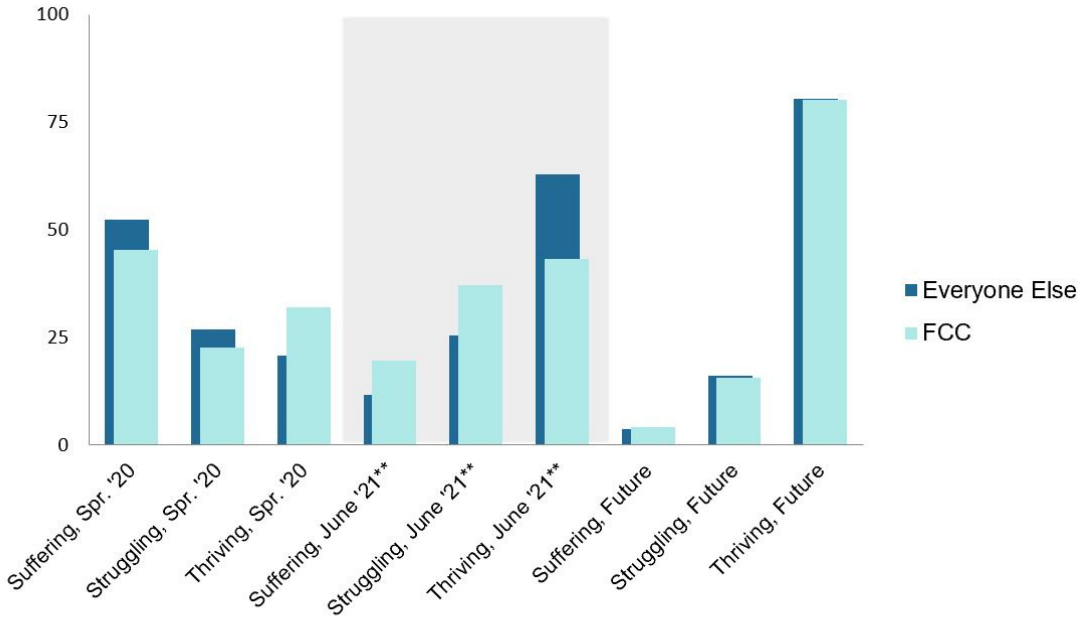
[5] English et al. 2020; Jones, 2021; Williams, 2018

[6] Nagasawa & Tarrant, 2021; Chi-square tests of independence were conducted between program type and job loss-self (*n*=616); lost wages-self (*n*=621); job loss-family (*n*=615); lost wages-family (*n*=617); physical health-self (*n*=622); physical health-family (*n*=625); emotional well-being (*n*=620); death and loss (*n*=620); work-life balance (*n*=618); loneliness (*n*=616); and racism (*n*=620). Tables 3-13 (appendix) provide more analytic detail.

Suffering, Struggling, and Thriving: 2020 vs. 2021

Given the patterns of stress in what participants told us last year, two measures were added to this year's survey. The first was the *Cantril Self-Anchoring Striving Scale*, widely used to estimate well-being and hopefulness, which can be categorized into suffering, struggling, and thriving. The second was a burnout screening question – not for diagnostic purposes but as an additional data point to get a sense educators' experiences. [8]

fig. 2. Cantril Scale, FCC v. Everyone Else (%)



n=626; **significant differences, *p*<.01

The first three bar clusters are their ratings for the spring of 2020 (lighter shaded bars in the foreground are for FCC). The second three bar clusters are how they were feeling in June 2021, and the final three bar clusters are what they thought their lives would be like in five years. The observed differences for Spring 2020 were non-significant, which suggests potential similarity of experiences between the groups, although the noticeable difference in thriving may be meaningful - for this group of respondents. **The groups' differences were significant for "right now" ratings (June 2021), with more FCC professionals saying that they were suffering and struggling (57%, *n*=55*)*.** There were no group differences for ratings about what life would be like in 5 years, reflecting an overall sense of optimism and resilience (again, in June); however, 20% of FCC professionals (*n*=19) reported not sharing their colleagues' optimistic outlook. While a small number, they matter. [9]

[7] Re: *fig. 1.*, **Statistically significant differences** (**potentially meaningful differences in experiences**), with FCC being *more negatively affected*, were found between program type:job loss-self, $\chi 2(2)=12.634$, $p=.002$, Cramer's $V=.143$. Following Cohen (1988), this association was small; lost wages-self, $\chi 2(2)=19.002$, $p\leq.001$, $V=.175$ (small-medium); job loss-family, $\chi 2(2)=11.062$, $p=.004$, $V=.134$; lost wages, family, $\chi 2(2)=9.826$, $p=.007$, $V=.126$. **Statistically significant differences**, with FCC being *less negatively affected*, were found with loneliness, $\chi 2(2)=13.441$, $p=.001$, $V=.148$; and emotional well-being, $\chi 2(2)=17.468$, $p\leq.001$, $V=.168$. **No significant differences** (**potential similarity in experiences**) were found with physical health, self, $\chi 2(2)=.862$, $p=.65$; physical health, family, $\chi 2(2)=2.483$, $p=.289$; death and loss, $\chi 2(2)=3.013$, $p=.222$; work-life balance, $\chi 2(2)=.137$, $p=.934$; or racism, $\chi 2(12)=3.163$, $p=.206$.
[8] Cantril, 1965; These categories were developed by Gallup, 2021, 2009; The burnout item was developed and validated by Rohland et al., 2004
[9] When FCC professionals' *Cantril Scale* scores (past, present, and future) were compared with everyone else, s**tatistically significant differences were found between the June 2021 distribution of groups' scores**: $\chi 2(2)=13.151$, $p=.001$, Cramer's $V=.145$ (see tables 14-16, appendix).

Burnout

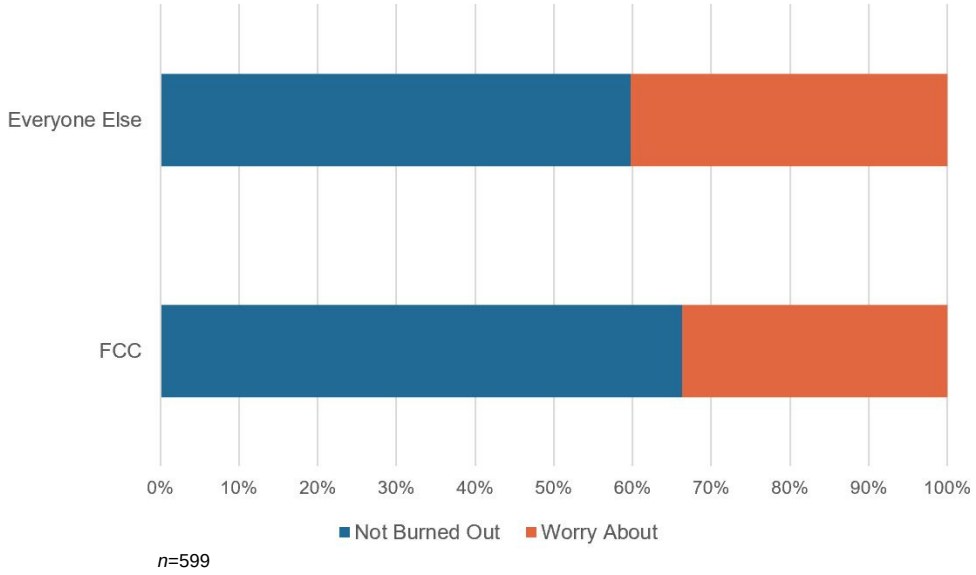
The pandemic's unpredictability, layers of stressors, and duration caused us to suspect that these were having an effect on the field, particularly in light of the ways that the nation's fragmented pandemic response intensified conditions that can lead to burnout: (1) workload demands, (2) perceived lack of control, (3) mismatches between effort and rewards, (4) workplace climate, (5) inequitable treatment, and (6) values conflicts. [10]

These conditions can be heard in what this FCC professional told us last year,

> ***"Stake holders and mandating agencies abandoning us. We are essential workers, without any support. Many of my colleagues, have had COVID-19, deaths, illnesses, confusion on where do we go from here? …Disconnection of communication from [regulatory agency], the means of communication is via bombardment of letters, if they have your email."***

These sentiments were expressed frequently enough that we hypothesized that burnout might be high. However, the picture that emerges in *fig. 3.* is more complicated and requires some reflection.

fig. 3. Burnout (%)



n=599

Fig. 3. might be thought of as a kind of *Rorschach test*. Some may see this as good news - *most said they did not feel at risk of burning out*. Others might see this as bad news - *the worry about group's numbers seem too small*. This kind of either/or perspective is the way research and political polling are often reported about in the news.

However, in reality, this *simple* graph is anything but simple. Because of the different sized groups, it is reporting proportions. Considering how many people are represented in *fig. 3.*, may change perceptions: 66.3% (*n*=63) of FCC professional were not feeling burned out, which left 31 who might have been at risk of burning out (and 204 from among everyone else). 235 is a considerable number of people. [11]

[10] Maslach & Leiter, 2016

[11] $\chi 2(1)=1.397$, $p=.237$, statistically non-significant difference between FCC and everyone else; Note: Research attention to this issue in ECE is quite recent, meaning there are no clear estimates about prevalence. Stormont & Young Walker (2016) found that 38% of participants in their study were at risk of burnout.

Workplace Support

That the majority of respondents said they were not feeling burned out raises questions about the possible buffering nature of workplace support, although this hypothesis is unresolved in the research literature. [12] This idea has particular relevance for FCC professionals for at least several reasons.

First, while these are home-based businesses, FCC can involve increased staffing. For instance, when more than six non-school-aged children are in care, there needs to be an additional staff person. Similarly, with children under age two, the ratio is one adult for every two children (recalling that 50% of these respondents said they worked primarily with this age group). [13] Second, the US Department of Health and Human Services has promoted staffed child care networks, which provide technical and other support, as a quality improvement strategy. [14]

Of the work-related social support we asked about (from supervisors, coworkers, and representatives from "the system", *figs. 4-6*.), **the only significant difference between FCC professionals and other respondents was in the area of support from supervisors, with FCC professionals reporting meaningfully lower support**. Across types of support, 37% reported that these met their needs well or very well, which is understandable given the pandemic's scope, but signals opportunities to consider the field's needs as a part of "post-pandemic" recovery. [15]

fig. 4. Support from Supervisors

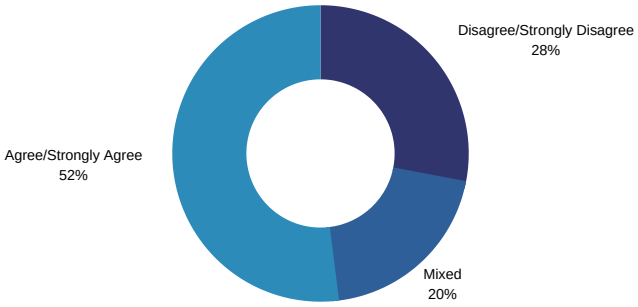


fig. 5. Support from Coworkers

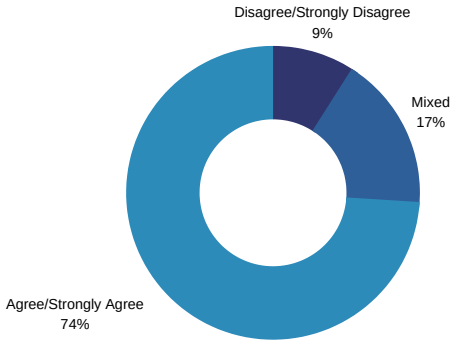


fig. 6. Support from "the System" (e.g., coach, licensing specialist)

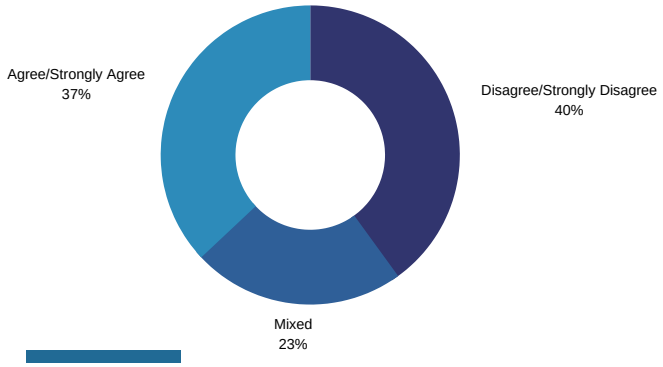
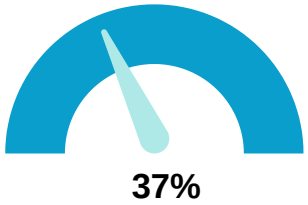


fig. 7. The support I got met my needs (well-very well)



[12] The evidence for workplace support as a mediator for burnout is uncertain, see Ju et al., 2015 and Stormont & Young Walker, 2016, but it is associated with job satisfaction and effects on children, see Farewell et al., 2021; Gilliam, 2021; Jorde-Bloom, 1988; Totenhagen et al., 2016

[13] New York Codes, Rules & Regulations, 2021

[14] Porter & Bromer, 2020

[15] **FCC/Others:Support from Supervisors, *n*=574, $\chi 2$(2)=7.906, *p*=.019, *V*=.117**; Group differences were non-significant for support from coworkers [*n*=613, $\chi 2$(2)=1.604, *p*=.448]; system representatives [*n*=432, χ2(2)=1.776, *p*=.411]; and in how the groups rated the support they received, [*n*=623, χ2(4)=.713, *p*=.950]. This may suggest similarity of experiences across groups.

Staffed FCC Networks

In the hope of better understanding participation in staffed FCC networks, we asked respondents whether or not they were participating in a network. While the results are inconclusive, they are included in this report with a **clear caveat that this study's purpose is to raise issues for discussion, rather than to arrive at generalizable conclusions**.

Of the 58 participants who answered the question about networks, 27 were part of a network and 31 were not. [16] No significant associations were found between network participation and burnout, struggling/thriving, or ratings of support experienced from supervisors, coworkers, or intermediaries (e.g. coaches). [17] **It is improper to use the limited findings in this section to judge or evaluate FCC networks; however, they do raise the importance of understanding how FCC networks are functioning.**

An opportunity exists to conduct a proper evaluation - a systematic approach to learning and program improvement. This requires thoughtful and intentional design, considering issues like:

- Who participates in the networks? Why do they participate? How do they become involved?
- Understanding each network's approach to navigating competing purposes (e.g., support vs. enforcement of regulations) [18]
- Identifying key features of each network's model (e.g., training, in person coaching, online coaching, etc.)
- Defining anticipated outcomes (short term, intermediate, and longer term)
- Defining *dosage* (How much of different forms of support?)
- Planning for gathering evidence of desired/unanticipated outcomes and participants' experiences

Image: Bank Street College of Education

[16] 27 network (7 FCC, 20 Group FCC); 31 no network (10 FCC, 21 Group FCC]
[17] Fisher's exact tests for network participation: burnout (n=53, p=.550); struggling/thriving (n=57, p=.435), ratings of support experienced from supervisors (n=38, p=.708); coworkers (n=53, p=.694); or intermediaries (n=50, p=.827)
[18] Porter & Bromer, 2020

The Potential of Supporting FCC: Three Illustrations

The shifting ECE environment in New York City presents an important chance to document and analyze the development of a systemic, multi-level, and plural approach to supporting FCC professionals. The following examples are not endorsements but rather are skeletal illustrations that suggest the promise of seeking better understanding of the many ways that FCC professionals are being supported in NYC.

System-level Guidance: New York City Department of Education, Division of Early Childhood Education

In 2020 the NYC Department of Education's Division of Early Childhood Education (DECE) issued their *Family Childcare Network Handbook* which details network staff qualifications, a strengths-based orientation to support, and professional learning for network staff, as well as support of programmatic operations (e.g., health and safety, curricular/assessment, family engagement, etc.). This handbook is grounded in the DECE's *Early Childhood Framework for Quality* made up of six principles: (1) respect for diversity; (2) safe and positive environments; (3) play-based learning and responsive caregiving; (4) promoting families; (5) quality improvement; and (6) strategic leadership. [19]

Support to Networks: Bank Street Education Center

The complex work of translating the DECE's guidance occurs through professional learning, such as that provided through a collaboration between DECE and the Bank Street Education Center, the branch of the college which provides technical assistance to state education agencies, districts, and schools. This work aims to provide staff, from across the city's 28 networks, with the experiences of strengths-based, collaborative learning that draws on participants' prior knowledge to help them - and each other - consider how to recreate similar learning for the FCC professionals these network staff support. This can range from practicing close observation as a part of assessing coaching to "turnkey" (i.e., ready to use) techniques like managing administrative demands (e.g., creative use of readily available calendaring apps), a substantial issue identified in a recent study of early childhood coaches' time use. [20]

Support to FCC Professionals: All Our Kin

All Our Kin is a national nonprofit that supports FCC professionals, including directly through networks. Their approach highlights that highly functioning networks are about developing structures to support the networks themselves in service to their work with with individual FCC professionals. This involves developing an equity-focused vision and theory of change - a roadmap linking vision, programming, and desired outcomes. This program theory is operationalized by intentional decision making about staffing, staff support, listening to FCC professionals, and creating a range of support options, including opportunities for FCC professionals to network and learn from each other. [21]

[19] DECE, 2020
[20] Donbro & Lasala, 2021; Ryan & Li, 2020
[21] Viera & Hill, 2019

Conclusion

While the findings in this report cannot lead to any clear conclusions about FCC professionals in NYC as a whole, they provide a snap shot of issues that is generally consistent with what others have observed about this important-but-often-neglected segment of ECE, particularly the demands and financial precarity of operating small businesses while also nurturing and teaching children. [22] When considered in total, the findings in this report show a picture of fortitude in the face of very real economic, social, and personal stressors.

Once again, this study's purpose is to surface issues and stimulate discussion about the field's pandemic-related experiences in order to consider what is already being done to support them, how disparate activities could be coordinated, and what else might be done. Towards these efforts, we end with the questions raised earlier:

- Might there be protective factors or social conditions somehow held in common by FCC professionals (and what needs be done to prize and nurture these)?
- What is the nature and accessibility of current supports for FCC professionals? What support do they need and want? How are they being supported to do the emotional labor of leadership?
- What can be done to increase support to FCC professionals to reach those who are struggling - and to bolster those who are thriving so that they continue to thrive?
- What are the opportunities to evaluate these support efforts, not solely in terms of effectiveness and ineffectiveness but rather as a systematic process of learning for program improvement?

OTHER REPORTS FROM THE LISTENING TO TEACHERS STUDY

PHASE I

Forgotten frontline workers: A snapshot of COVID-19 and family child care in New York

New York early care and education survey: Understanding the impact of COVID-19 on New York's early childhood system

Who will care for the early care and education workforce? COVID-19 and the need to support early childhood educators' emotional well-being

PHASE II

"Nadie nos han preguntado..." (Nobody has asked us...)

Reports can be accessed here (link)

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HEISING-SIMONS FOUNDATION

Expert Reviewers: Mary Quest & Elizabeth Tertell, Erikson Institute

[22] Laughlin, 2013; Layzer, Goodson & Brown-Lyons, 2007; Reid, Melvin Kagan & Brooks-Gunn. 2020

APPENDICES

Table 1

Participants' Characteristics (FCC Sample vs Full Sample & Aspire Population)

Race/Ethnicity	FCC % (*n*=97)	All Others % (*n*=566)	Aspire % (*N*=23,020)
Black/African American (including Continental African and Afro-Caribbean)	26.8	19.6	20.6
Indigenous (including American Indian, Alaska Native, Native Hawaiian, and Pacific Islander)[1]	2.1	.4	.3
Latine/x/Hispanic[2]	41.2	21.7	29.5
Asian American	6.2	9.8	10.7
Middle Eastern/West Asian/North African	0	.6	-
Bi- or Multi-Racial	2.1	3.6	2.2
White	8.2	30.3	29.3
Other/Not Specified	6.2	5.5	7.3
Prefer Not to Answer	7.2	8.7	-
Missing	5.3		.1
Felt Gender			
Woman (including trans- and cis-)	73.1	78.4	95.1
Nonbinary	0	.6	-
Man (including trans- and cis-)	3.2	3.9	4.6
Prefer to Self-Describe/Not Specified	14	8.3	.4
Prefer Not to Answer	9.7	8.8	-
Missing	6.5		8.8
Sexual Orientation			
Lesbian or Gay	1	1.3	-
Bisexual	2.1	2.3	-
Asexual	3.1	2.3	-
Pansexual	0	1	-
Straight	78.4	78.4	-
Prefer to Self-Describe/Not Specified	2.1	2.1	-
Prefer Not to Answer	13.4	12.2	-
Missing	6.5		-
Identify as Disabled			
Yes	1	3.8	-
No	95.9	92.5	-
Prefer Not to Answer	3.1	3.8	-
Missing	5.6		-
Parent			
Yes	40.6	35.8	-
No	59.4	64.2	-
Missing	5.6		-
Household Income			
< $20,000	13.7	5	-
$20,000 - $34,999	37.9	22.8	-
$35,000 - $49,999	21.1	19.2	-
$50,000 - $74,999	13.4	26.7	-
$75,000 - $99,000	8.4	10.9	-
> $100,000	5.3	15.4	-
Missing	7.1		-
Formal Education			
High School Diploma/General Equivalency Degree	25	3.6	56.6
Some College	20.8	11.7	4.6
Associate's Degree	10.4	8.9	4.8
Bachelor's Degree	25	22.2	16.0
Master's Degree	18.8	52.7	17.1
Doctoral Degree	0	.9	.3
Missing	5.4		5.9
Years of Experience in the Field			
< 1 Year	4.4	3.8	-
1-3 Years	33	17.9	-
4-9 Years	31.9	29.2	-
10-15 Years	15.4	18.4	-
> 15 Years	15.4	30.7	-
Missing	7.7		-

[1] Those identifying as Native Hawaiian/Pacific Islander were grouped with those identifying as Native American/Alaska Native based upon the United Nations, uncodified, definition of Indigeneity, which is based in part on ties to ancestral lands and surviving colonization (Martínez Cobo, 1982).

[2] The survey used the terms Latina/o/x and Hispanic; however, of those who chose to self-describe their racial/ethnic identities (*n*=37), 60% wrote Latina, Hispanic, or a specific ethnicity (e.g., Puerto Rican). Some observers have argued that Latinx reflects English-dominance, classism, and the flattening of a dynamic and fluid ethnic group and offer Latine as a more linguistically-grounded approach to signifying gender inclusivity (see Del Real, 2020; Noe-Bustamante, Mora & Lopez, 2020; Slemp, 2020).

Table 2

Geographic Distribution

NYC Borough	FCC Sample % (*n*=97)	All Others % (*n*=566)	Aspire Registry % (*N*=23,020)
Bronx	38.5	16.4	17.7
Brooklyn	28.1	32.3	35.4
Manhattan	15.6	28.1	15.8
Queens	13.5	17.2	24.2
Staten Island	4.2	6	6.8
Missing	5.6		-

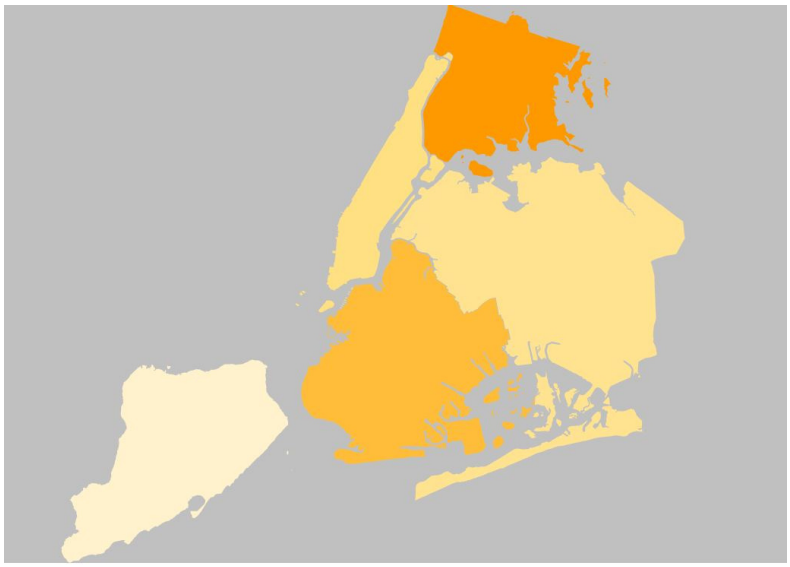

Table 3

Program Type: Job Loss, Self

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	333	101	86	520
	Expected Count	317.4	109.7	92.9	520.0
	%	64.0%	19.4%	16.5%	100.0%
	Adjusted Residual	**3.6**	**-2.4**	**-2.0**	
Family Child Care	Count	43	29	24	96
	Expected Count	58.6	20.3	17.1	96.0
	%	44.8%	30.2%	25.0%	100.0%
	Adjusted Residual	**-3.6**	**2.4**	**2.0**	
Total	Count	376	130	110	616
	Expected Count	376.0	130.0	110.0	616.0
	%	61.0%	21.1%	17.9%	100.0%

$X^2(2)= 12.634$, $p= .002$, $V= .143$

Table 4

Program Type: Work-Life Balance

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	275	123	125	523
	Expected Count	274.2	124.4	124.4	523.0
	%	52.6%	23.5%	23.9%	100.0%
	Adjusted Residual	.2	-.4	.2	
Family Child Care	Count	49	24	22	95
	Expected Count	49.8	22.6	22.6	95.0
	%	51.6%	25.3%	23.2%	100.0%
	Adjusted Residual	-.2	.4	-.2	
Total	Count	324	147	147	618
	Expected Count	324.0	147.0	147.0	618.0
	%	52.4%	23.8%	23.8%	100.0%

$X^2(2)= .137$, $p= .934$

Table 5

Program Type: Racism

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	257	180	88	525
	Expected Count	254.9	176.1	94.0	525.0
	%	49.0%	34.3%	16.8%	100.0%
	Adjusted Residual	.5	.9	-1.7	
Family Child Care	Count	44	28	23	95
	Expected Count	46.1	31.9	17.0	95.0
	%	46.3%	29.5%	24.2%	100.0%
	Adjusted Residual	-.5	-.9	1.7	
Total	Count	301	208	111	620
	Expected Count	301.0	208.0	111.0	620.0
	%	48.5%	33.5%	17.9%	100.0%

$X^2(2)= 3.163$, $p= .206$

Table 7

Program Type: Job Loss, Family

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	245	163	113	521
	Expected Count	233.0	163.5	124.5	521.0
	%	47.0%	31.3%	21.7%	100.0%
	Adjusted Residual	**2.7**	-.1	**-3.0**	
Family Child Care	Count	30	30	34	94
	Expected Count	42.0	29.5	22.5	94.0
	%	31.9%	31.9%	36.2%	100.0%
	Adjusted Residual	**-2.7**	.1	**3.0**	
Total	Count	275	193	147	615
	Expected Count	275.0	193.0	147.0	615.0
	%	44.7%	31.4%	23.9%	

$X^2(2)= 11.062$, $p= .004$, $V= .134$

Table 8

Program Type: Lost Wages, Family

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	209	165	147	521
	Expected Count	197.6	164.7	158.7	521.0
	%	40.1%	31.7%	28.2%	100.0%
	Adjusted Residual	**2.6**	.1	**-2.8**	
Family Child Care	Count	25	30	41	96
	Expected Count	36.4	30.3	29.3	96.0
	%	26.0%	31.3%	42.7%	100.0%
	Adjusted Residual	**-2.6**	-.1	**2.8**	
Total	Count	234	195	188	617
	Expected Count	234.0	195.0	188.0	617.0
	%	37.9%	31.6%	30.5%	100.0%

$X^2(2)= 9.826$, $p= .007$, $V= .126$

Table 9

Program Type: Death of Someone

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	175	210	140	525
	Expected Count	174.4	204.1	146.5	525.0
	%	33.3%	40.0%	26.7%	100.0%
	Adjusted Residual	.1	1.4	-1.6	
Family Child Care	Count	31	31	33	95
	Expected Count	31.6	36.9	26.5	95.0
	%	32.6%	32.6%	34.7%	100.0%
	Adjusted Residual	-.1	-1.4	1.6	
Total	Count	206	241	173	620
	Expected Count	206.0	241.0	173.0	620.0
	%	33.2%	38.9%	27.9%	

$X^2(2)= 3.013$, $p= .222$

Table 10

Program Type: Loneliness

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	108	269	144	521
	Expected Count	120.1	254.6	146.3	521.0
	%	20.7%	51.6%	27.6%	100.0%
	Adjusted Residual	**-3.2**	**3.2**	-.6	
Family Child Care	Count	34	32	29	95
	Expected Count	21.9	46.4	26.7	95.0
	%	35.8%	33.7%	30.5%	100.0%
	Adjusted Residual	**3.2**	**-3.2**	.6	
Total	Count	142	301	173	616
	Expected Count	142.0	301.0	173.0	616.0
	%	23.1%	48.9%	28.1%	100.0%

$X^2(2)= 13.441$, $p= .001$, $V= .148$

Table 11

Program Type: Physical Health, Self

		Not at all	A little/moderate	A lot/greatly	Total
All Others	Count	118	251	157	526
	Expected Count	120.9	251.2	153.9	526.0
	%	22.4%	47.7%	29.8%	100.0%
	Adjusted Residual	-.8	.0	.8	
Family Child Care	Count	25	46	25	96
	Expected Count	22.1	45.8	28.1	96.0
	%	26.0%	47.9%	26.0%	100.0%
	Adjusted Residual	.8	.0	-.8	
Total	Count	143	297	182	622
	Expected Count	143.0	297.0	182.0	622.0
	%	23.0%	47.7%	29.3%	100.0%

$X^2(2)= .862$, $p= .650$

Table 12

Program Type: Physical Health, Family

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	63	259	207	529
	Expected Count	67.7	255.6	205.7	529.0
	%	11.9%	49.0%	39.1%	100.0%
	Adjusted Residual	-1.6	.8	.3	
FCC/GFCC	Count	17	43	36	96
	Expected Count	12.3	46.4	37.3	96.0
	%	17.7%	44.8%	37.5%	100.0%
	Adjusted Residual	1.6	-.8	-.3	
Total	Count	80	302	243	625
	Expected Count	80.0	302.0	243.0	625.0
	%	12.8%	48.3%	38.9%	100.0%

$X^2(2)= 2.483$, $p= .289$

Table 13

Program Type: Emotional Well-Being, Self

		Not at All	A Little/ Moderate	A Lot/ Greatly	Total
All Others	Count	48	237	241	526
	Expected Count	57.7	241.8	226.5	526.0
	%	9.1%	45.1%	45.8%	100.0%
	Adjusted Residual	**-3.5**	-1.1	**3.3**	
Family Child Care	Count	20	48	26	94
	Expected Count	10.3	43.2	40.5	94.0
	%	21.3%	51.1%	27.7%	100.0%
	Adjusted Residual	**3.5**	1.1	**-3.3**	
Total	Count	68	285	267	620
	Expected Count	68.0	285.0	267.0	620.0
	%	11.0%	46.0%	43.1%	100.0%

$X^2(2)= 17.468$, $p\leq .001$, $V=.168$

Table 14

Past Suffering to Thriving

		Suffering	Struggling	Thriving	Total
All Others	Count	277	142	110	529
	Expected Count	271.3	138.6	119.2	529.0
	%	52.4%	26.8%	20.8%	100.0%
	Adjusted Residual	1.3	.9	**-2.4**	
Family Child Care	Count	44	22	31	97
	Expected Count	49.7	25.4	21.8	97.0
	%	45.4%	22.7%	32.0%	100.0%
	Adjusted Residual	-1.3	-.9	**2.4**	
Total	Count	321	164	141	626
	Expected Count	321.0	164.0	141.0	626.0
	%	51.3%	26.2%	22.5%	100.0%

$X^2(2)=5.862$, $p= .053$

Table 15

Present Suffering to Thriving

		Suffering	Struggling	Thriving	Total
All Others	Count	62	135	332	529
	Expected Count	68.4	144.5	316.0	529.0
	%	11.7%	25.5%	62.8%	100.0%
	Adjusted Residual	**-2.1**	**-2.4**	**3.6**	
Family Child Care	Count	19	36	42	97
	Expected Count	12.6	26.5	58.0	97.0
	%	19.6%	37.1%	43.3%	100.0%
	Adjusted Residual	**2.1**	**2.4**	**-3.6**	
Total	Count	81	171	374	626
	Expected Count	81.0	171.0	374.0	626.0
	%	12.9%	27.3%	59.7%	100.0%

$X^2(2)= 13.151$, $p= .001$, $V=.145$

Table 16

Future Suffering to Thriving

		Suffering	Struggling	Thriving	Total
All Others	Count	19	84	423	526
	Expected Count	19.5	83.7	422.8	526.0
	%	3.6%	16.0%	80.4%	100.0%
	Adjusted Residual	-.3	.1	.0	
FCC	Count	4	15	77	96
	Expected Count	3.5	15.3	77.2	96.0
	%	4.2%	15.6%	80.2%	100.0%
	Adjusted Residual	.3	-.1	.0	
Total	Count	23	99	500	622
	Expected Count	23.0	99.0	500.0	622.0
	%	3.7%	15.9%	80.4%	100.0%

$X^2(2)= .074$, $p= .964$

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