

ALL OUR KIN

Family Child Care Network

STAFFED FAMILY CHILD CARE NETWORKS have paid, specialized staff members who provide services and resources to family child care educators*. Networks offer educators opportunities to develop a continuing, long-term professional relationship with a network coordinator or a family child care specialist and a place to connect with other educators, creating strong peer networks in an otherwise isolating profession.

CRITICAL COMPONENTS



*Licensed family child care educators as well as their staff and applicants in the licensing process



THE RESEARCH BEHIND THE COMPONENTS

Over the last 20 years All Our Kin (AOK) has seen direct impact with the educators and communities engaged in our networks. These results have informed our Critical Components. We have worked with researchers to both capture and to inform our work, so that we can support other FCC communities to grow, to achieve powerful outcomes, and to drive systemic change.

All Our Kin Staffed Family Child Care Networks have seen Increases in:

■ Quality of family child care.

AOK educators score more than **50% higher** on research-based measures of quality than non-AOK educators.¹

■ Educator earnings and significant economic returns in our communities.

Nearly 60% of Toolkit Licensing participants reported **earning at least \$5,000 more the first year** after licensure. **In the second year**, over 45% reported **earning at least \$10,000 more**. Each newly licensed educator made it possible for 4–5 parents to enter the workforce. This combination of the program's impact resulted in **\$15–\$20 of macroeconomic benefits for every dollar invested**.²

■ Supply of licensed family child care in the community.

Between 2000 and 2011, Connecticut lost 34% of its licensed FCC programs. During that same period, the number of **licensed FCC programs in our service area increased by 74%**.³

■ Health and safety in family child care programs.

Comparing rates of health and safety violations, AOK educators had **lower risk of violations and were significantly less likely to have violations** in the areas of Child, Family, and Staff Documentation (43% vs. 54%), Emergency Preparedness (27% vs. 33%), and Indoor Safety (36% vs. 43%).⁴

■ Educators who identify themselves as professionals.

Over **50% of Licensing Toolkit program graduates went on to achieve an Associate's Degree** in Early Childhood Education or a CDA credential.⁵ **50% of All Our Kin educators intended to stay in the field of family child care "as long as possible,"** compared to 7% of the comparison providers.⁶

Data from other Networks also Support the Critical Components

■ Opportunities offered across domains.

A quasi-experimental study of licensed FCC educators participating in 35 different networks in Chicago, found that educators who were affiliated with staffed networks that delivered **a combination of on-going support services were more likely to offer higher quality care** than unaffiliated educators.⁷

■ Community building and networking.

Qualitative studies find that **networks help to mitigate some of the barriers, such as isolation, that educators face**, by connecting them to training opportunities and other educators.⁸

■ Relationships first.

Focus groups with educators in 9 professional development networks in Washington, found that **educators cited relationship-based support, networking opportunities with other educators, and respect for FCC as benefits of network participation**.⁹

¹ Porter, T. & Reiman, K. & Nelson, C. & Sager, J. & Wagner, J. (2016). Quality in Family Child Care Networks: An Evaluation of All Our Kin Provider Quality. Zero to Three.

² Hill, S. Carstensen, F. Coghlan, J. Graziano, M. Parr, K. Waite, W. (2011). The Economic Impact of All Our Kin Family Child Care Tool Kit Licensing Program. New Haven, CT: All Our Kin.

³ Ibid.

⁴ Rosenthal, Marjorie & Franco-Labarga, Ana & Jeon, Sangchoon & Ma, Tony & Crowley, Angela. (2020). Health and Safety in a Family Child Care Network: An Analysis of Violation Data of Routine, Full Unannounced Inspections. Maternal and Child Health Journal. 24.

⁵ Hill et al. (2011). The Economic Impact of All Our Kin Family Child Care Tool Kit Licensing Program.

⁶ Porter et al. (2016). Quality in Family Child Care Networks.

⁷ Bromer, J., Van Haitsma, M., Daley, K., & Modigliani, K. (2009). Staffed support networks and quality.

⁸ Buell, M. J., Pfister, I., & Gamel-McCormick, M. (2002). Caring for the caregiver: Early Head Start/family child care partnerships. Infant Mental Health Journal, 23(1–2), 213–220. <https://doi.org/10.1002/imhj.10013>.

⁹ Lanigan, J.D. (2011). Family child care providers' perspectives regarding effective professional development and their role in the child care system: A Qualitative study. Early Childhood Education Journal, 38, 399–409. <https://doi.org/10.1007/s10643-010-0420-2>.