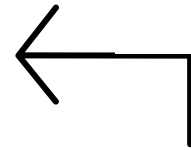


PROGRAM GOALS

- High quality family child care
- Children on path to school and life success
- Families engaged in children's education

- SHORT TERM GOALS**
- Providers engaged in quality practices that support positive child outcomes and family engagement
 - Children supported in growth and development in all domains (social emotional, language, cognitive, and physical) preparing them for success outside child care
 - Parents more engaged with their children and with HBCC provider



JOB-EMBEDDED PROFESSIONAL DEVELOPMENT ACTIVITIES

Coaching by Early Learning Specialists (ELs) - who reflect the communities' language, culture, and race) builds professional skills for providers

- Focusing on supporting quality interactions between children and providers
- Addressing the learning environment and developmentally appropriate practice and curriculum
- Identifying providers' strengths and enhancing with information and strategies to engage families in supporting children's development and school readiness
- Using child observation data to inform providers' goals
- Modeling how to identify, connect with, and monitor resources for families needing additional support
- Encouraging a growth mindset and engaging providers in ongoing learning via communities of practice so quality improvement becomes an ongoing pursuit



RESOURCES: OUTPUTS

- Twice weekly visits during the day while the children are in care by ELs who shares a community and cultural background
- Books, educational toys, and art materials that are the curricular items to support provider-children interactions
- Books to send home to families to support family engagement
- Guide sheets for providers and tip sheets to send home to families

RESOURCES: INPUTS

- Resources for providers to purchase materials in alignment with their quality improvement plans
- In-person training and support for family child care systems (ELs and other system staff) that meets individual learners where they are and is consistent with current adult learning theory
- A pathway for continuing learning beyond the on-boarding, training, and follow-up through a Learning Management System and communities of practice
- Implementation Manual for training and reference beyond on-boarding
- Use of Management Information System (MIS) to store all data and generate reports at prescribed intervals during the service delivery period to ensure work is meeting objectives and to support continuous quality improvement
- Ongoing professional development and reflective supervision for those serving as ELs



ENABLERS

HOME-BASED CHILD CARE PROVIDERS

NEGATIVES

- Lowest paid, under-served, and under-resourced
- Isolated because most networking and professional development activities take place during their working hours
- Supports have been adapted from those for center-based child care programs and are therefore not a good fit and less effective
- Do not have learning opportunities reflecting their language, culture, and community
- Not trained to see themselves as leaders
- Do not have the resources to engage parents

POSITIVES

A critical component of any early care and education ecosystem:

- Preserves family choice to select care that reflects their culture, language, and values
- Enables siblings to be together
- Located close to home or work
- Less expensive than center-based care
- Provides care during non-traditional hours



EVIDENCE

ORS | 3rd party evaluation of the HBCC model (2018)

PROVIDERS

- Demonstrated significant improvements across all assessments
- FCCERS scores pre- and post-Program show increase in all subscales

CHILDREN

- ELs reported positive changes in children over the course of the program, including increased use of language, greater engagement and enthusiasm, and increased social-emotional maturity

ADULTS

- Reported substantially decreased screen time at home post-program
- Reported increased interactions with their children at home

ASSUMPTIONS

- Low-income communities are more likely to prefer HBCC over center-based care
- HBCC has received less support and resources than center-based care, contributing to its lower quality
- Children who are not in optimal learning environments are less likely to be ready for pre-k or kindergarten
- Children not prepared for kindergarten are less likely to be successful in elementary school and are less likely to graduate from high school

