



INDIGO
CULTURAL CENTER

*The Arizona Kith and Kin
Project Evaluation*

Brief #2:

*Latina Family, Friend, and
Neighbor (FFN) Provider
Characteristics and Features of
Child Care They Provide*

Prepared by

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Report prepared for:



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Report prepared for:



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Executive Summary

Despite the prevalence of family, friend, and neighbor (FFN) child care (NSECE, 2015), relatively little is known about the characteristics of this type of care, quality of care, and the features of effective quality improvement initiatives for FFN care providers. In general, the early childhood field has remained relatively silent about FFN child care in policy and research discourses surrounding child well-being and quality initiatives (Shivers, 2012; Whitebook et al., 2004).

The overall goal of the analysis described in this brief, Brief #2 in a series of four, was to explore and document the characteristics of an increasingly larger segment of child care providers in this country, Latina Family, Friend, and Neighbor providers, and to document and describe features of the child care they provide. This large sample was obtained by collecting data from providers involved in a 14-week training-support group intervention known as the *Arizona Kith and Kin Project*.

The *Arizona Kith and Kin Project* is a program of the Association for Supportive Child Care (ASCC), a nonprofit child care agency that was founded in 1976 to improve the quality of care for Arizona children. The program was established in 1999 to provide ongoing early childhood training and support to family, friend, and neighbor caregivers. The goals of the program are to (1) improve the quality of child care through training; (2) increase caregivers' knowledge and understanding of early child development; and (3) increase caregivers' knowledge and understanding of health and safety issues to provide a safer child care environment.

The *Arizona Kith and Kin Project* provides a 14-week, two-hour support group training series for Spanish and English speaking and refugee caregivers, with most training-support sessions offered in Spanish. The training-support sessions are held at various community partner locations that are embedded in the daily lives and neighborhoods where FFN providers live and work.

The evaluation for the *Arizona Kith and Kin Project* was an extensive four (4) year project conducted by the *Indigo Cultural Center* and included data and measures not necessarily included in the present brief.¹ The research questions explored in '*Brief #2: Latina Family, Friend, and Neighbor (FFN) Provider Characteristics and Features of Child Care They Provide*' are outlined below:

Research Question #1: What are the background characteristics of the *Arizona Kith and Kin Project* providers? How do these characteristics compare to those of other FFN samples around the country? (Sample size = 4,121 providers)

Research Question #2: What are the features of child care of the *Arizona Kith and Kin Project* providers? How do the conditions of child care compare to those of other FFN samples around the country? (Sample size = 4,121 providers)

Research Question #3: What were the *Arizona Kith and Kin Project* providers' experiences with families? (Sample size = 4,121 providers)

¹ This brief is the second of four that highlights major findings from the *Arizona Kith and Kin Project* evaluation. Background and demographic data highlighted in this series is representative of six years of data collection from 2010-2015. For copies of the other three briefs, please contact Dr. Eva Marie Shivers: Eshivers@IndigoCulturalCenter.org.

Executive Summary

Data were collected through questionnaires and surveys. Descriptive analyses were conducted and results for many of the provider characteristics and conditions of child care were compared to national, state, and county data from other Family, Friend, and Neighbor samples.

Results

Most of the providers in this sample were Latina (89%), and 94% reported Mexican heritage. Sixty-four percent (64%) were related to the children (e.g. 14% grandmothers; 40% aunts; 9% other relatives) – the rest of the providers were neighbors or ‘conocidos’ (acquaintances). Eighty-eight percent (88%) of the providers reported speaking Spanish with the children in their care. About sixty-eight percent (68%) of the sample reported household incomes that were at or below the federal poverty line for a family of four (\$24,300/year). About three-fourths (78%) of the providers had a high school education or less and the other quartile (22%) reported having some college experience or a college degree.

The average number of children (five years-old and younger) FFN providers cared for was 2.4 ($SD = 1.86$). Their primary motivation for taking care of children was to help the family go to work or school (72%). Most providers reported caring for children during ‘traditional’ child care hours (67%). Almost none of the providers in this sample reported receiving a child care subsidy (98.5%); however, 36% received some payment from families (ranged from \$5 - \$20 per day), and 48% reported bartering with parents (e.g., parents providing child care in return, getting groceries for provider, and paying bills for provider). Almost half (48%) of the providers reported that they do things for the parent(s) other than provide child care, including cooking meals, cleaning the house, picking up prescriptions, and doing laundry.

Discussion

Given that the majority of the FFN providers in this sample are Latina, and 88% speak Spanish with the children in their care, taking a close look at the background characteristics and conditions of caregiving of these providers has important implications for supporting the development and early education of Dual Language Learners (Yoshikawa, 2011). A key feature of the program design of the *Arizona Kith and Kin Project* is to be responsive to the providers who participate in their sessions. This includes providing on-site child care and transportation to and from the sessions, facilitating content delivery in a responsive way, and hiring staff and Specialists who are culturally and linguistically compatible with diverse cultural communities. The program is tailored and is fluid in how its design can accommodate the needs and desires of participants. Indeed, culturally tailoring support, training, and outreach for FFN providers is a hallmark of successful initiatives (Powell, 2008).



Continued support for culturally responsive, effective interventions like the *Arizona Kith and Kin Project* should not only persist, but should undergo a feasibility study for more effective scaling across the state, and most likely across the nation. However, careful attention should be paid to creating policies, standards of practice, and professional development initiatives that are flexible enough to respond to the unique profiles of specific cultural communities.

Introduction

Family, Friend, and Neighbor Care (FFN) and Its Importance in the Child Care Continuum

“Kith and kin”, “informal”, or “family, friend, and neighbor (FFN)” child care is one of the oldest and most common forms of child care (for a comprehensive review see Susman-Stillman & Banghart, 2008). This type of care is usually defined as any regular, non-parental child care arrangement other than a licensed center, program, or family child care home; thus, this unregulated care usually includes relatives, friends, neighbors, and other adults caring for children in their homes (Brandon, Maher, Joesch, & Doyle, 2002). The prevalence of informal child care has been well documented by researchers over the past decade (e.g., Capizzano & Adams, 2003). Scholars estimate that from a third to one half of all children under five are in FFN child care arrangements, rendering this form of care as the most common non-parental child care arrangement for young children in the U.S. (Boushey & Wright, 2004; Johnson, 2005; Maher & Joesch, 2005; NSECE, 2015; Porter, Rice, & Mabon, 2003; Snyder & Adelman, 2004; Snyder, Dore, & Adelman, 2005; Sonenstein, Gates, Schmidt, & Bolshun, 2002). Results from a recent national survey (National Survey of Early Care and Education) suggest that the numbers of young children in FFN settings may be even higher than earlier estimations (e.g., up to 70% of children reported to be in child care settings where the provider is “unlisted/unpaid.”) (NSECE, 2015).

The *Arizona Kith and Kin Project* Evaluation Brief Series

This brief is the second in a series of four that highlights major themes from a four (4) year study designed to assess the effectiveness of the *Arizona Kith and Kin Project* – a 17 year-old community-based, grass-roots child development support and training intervention program. Each of the four briefs explores a salient theme that emerged from the study, including:

- Improving quality of care in FFN child care settings (Brief #1);
- Latina provider characteristics and features of the child care they provide (Brief #2);
- Professional development with FFN care: Implications for dual language learner child outcomes (Brief #3);
- Increasing cultural and social capital by linking FFN providers to other resources in the early childhood system (Brief #4).



Introduction

Scholars and policy makers are becoming more aware of the differences in the use of FFN child care by race and ethnicity (Boushey & Wright, 2004; Snyder & Adelman, 2004). Latino and African American families use home-based care more often than white families, although differences exist by the age of the children (Crosnoe, 2007; Liang, Fuller, & Singer, 2000; Magnuson & Waldfogel, 2005; Snyder & Adelman, 2004). Research also shows that some families, particularly those who are newcomers to the United States, want to use family members for care because they share the same culture, home language, values, and childrearing practices (Fuller, Holloway, & Liang, 1996; Shivers, 2006; Yoshikawa, 2011).



Despite the prevalence of FFN care, relatively little is known about the characteristics of this type of care, quality of care, and the features of effective quality improvement initiatives for FFN care providers. It is important that researchers, advocates, and policymakers gain a better understanding of the characteristics and quality of care provided by FFN providers across diverse contexts, in order to better understand the consequences of FFN care for children's well-being, and in order to support programs and initiatives that can enhance the quality of care in FFN settings. The current study of the *Arizona Kith and Kin Project* was designed to enhance the limited body of research on these issues and to stimulate research questions that can be explored to push the field toward a deeper understanding of FFN professional development models, provider outcomes, and ultimately, toward incorporating FFN initiatives into states' larger early childhood systems (i.e., professional development, quality improvement, social welfare, and family support systems).

Description of the *Arizona Kith and Kin Project*

The *Arizona Kith and Kin Project* is a program of the Association for Supportive Child Care (ASCC), a nonprofit child care agency that was founded in 1976 to improve the quality of care for Arizona children. ASCC oversees and coordinates the *Arizona Kith and Kin Project* as well as 10 other programs. The program was established in 1999 to provide ongoing early childhood training and support to family, friend, and neighbor caregivers. The goals of the program are to (1) improve the quality of child care through training; (2) increase caregivers' knowledge and understanding of early child development; and (3) increase caregivers' knowledge and understanding of health and safety issues to provide a safer child care environment.

The *Arizona Kith and Kin Project* provides a 14-week, two-hour support group training series for Spanish and English speaking and refugee caregivers, with most training-support sessions offered in Spanish. The training-support sessions are held at various community partner locations such as: Head Start centers, faith-based organizations, public libraries, elementary schools, and local community centers that have an adjoining space for child care. The program provides transportation for caregivers who are located within a five-mile radius of the training location as well as on-site child care by experienced and educated child care providers during each training-support session. Most training-support sessions are offered during the day and sometimes in the evenings or weekends. During the time period of the present evaluation, from 2010 to 2015, the *Arizona Kith and Kin Project* has offered over 300 sessions, including sessions in Coconino, La Paz, Maricopa, Mohave, Pima, Yavapai, and Yuma counties, and has served an average of 1,670 providers per year.

Over the past 17 years, the *Arizona Kith and Kin Project* has developed a statewide and national reputation for their successful recruitment and retention of Latina providers (Porter et al., 2010; Ocampo-Schlesinger & McCarty, 2005). The *Arizona Kith and Kin Project's* approach to participant recruitment is based on a history of developing strong partnerships with other community-based entities that are trusted by the residents of those neighborhoods and communities. Examples of such partners include: local Head Start sites; elementary schools; faith-based organizations; children's museums; public libraries; and other community agencies. Another important strategy for recruitment is involving an individual community partner as a co-facilitator during the training (a more in-depth description of the *Arizona Kith and Kin Project* can be found at <http://www.asccaz.org/kithandkin.html>).



In 2010, a four (4) year evaluation study was commissioned to assess the effectiveness of the *Arizona Kith and Kin Project*. The overall goals of the evaluation were to: (1) assess whether there would be a change in observed child care practices and quality after providers completed the *Arizona Kith and Kin Project* training-support sessions, and (2) provide descriptive information about FFN child care providers' observed child care practices and quality of care. The data presented in this brief was collected over the course of four years. The evaluation had two main components – general data collection with all participants (n = 4,121) and more intense data collection with a smaller, targeted sample of participants (n = 275). Details about the methodology for the present analysis are presented in the Research Approach section that follows.

Description of the *Arizona Kith and Kin Project*

Theoretical Framework for Evaluation

The prominent conceptual framework informing the research design and interpretation of findings for all four briefs is *Howes' developmental framework*, which places children's development within ethnic, cultural, historical, and social contexts of communities, as well as within relationships with others (Howes, 2000; Howes, James, & Ritchie, 2003; Rogoff, 2003). Howes posits that providers' beliefs about child care and practices with children reflect the impact of their community's adaptive culture – a group of goals, values, attitudes, and behaviors that set families and children of color apart from the dominant culture (predominantly white, middle-class). Pervasive racism, prejudice, and discrimination in the U.S. have resulted in families of color developing an adaptive culture (Garcia Coll et al., 1996). According to Garcia Coll and colleagues (1996), expression of adaptive culture emerges in socialization practices or “ways of doing things” with children – including selection of child care arrangements that reflects families' goals, values, attitudes, and aligns with urgent realities such as cost and convenience.

Focus of Brief #2: Latina FFN Provider Characteristics and the Features of Child Care They Provide

Research Question #1: What are the background characteristics of the *Arizona Kith and Kin Project* providers? How do these characteristics compare to those of other FFN samples around the country? (Sample size = 4,121 providers)

Research Question #2: What are the features of child care of the *Arizona Kith and Kin Project* providers? How do the conditions of child care compare to those of other FFN samples around the country? (Sample size = 4,121 providers)

Research Question #3: What were the *Arizona Kith and Kin Project* providers' experiences with families? (Sample size = 4,121 providers)

We decided to dedicate a separate brief to the characteristics of providers and their child care because we believe these data provide an important window into the daily experiences of young (predominantly Latino) children in Family, Friend, and Neighbor child care. The early childhood field still lacks basic descriptive data about the diversity of FFN providers (Bromer, McCabe, & Porter, 2013). In addition, questions remain about how to support quality in FFN child care and, more broadly, how to develop systems that are culturally attuned to the daily realities of providers, families, and children. After presenting the findings, we include a discussion on how these data have implications for understanding and measuring FFN child care quality and for informing quality improvement initiatives.

Selection and usage of FFN child care, arguably an adaptive response of many marginalized families to their experiences with racism, prejudice, and wide disparities regarding access to resources, have led to the creation of a ‘system’ outside of the dominant culture (i.e., white, middle-class). Increasing numbers of early childhood education stakeholders share a vision of creating inclusive, effective systems that not only benefit each and every child, but also systems that confront inherent biases in our society; thereby closing the achievement and outcomes gap. An important step in operationalizing this vision is to explore data on specific groups of marginalized communities (Annie E. Casey Foundation, Race Matters Collection, 2008). It is paramount that we explore the characteristics of FFN providers and the key features of the care they provide, and be diligent about supporting and developing programs that are tailored to their unique needs and characteristics.

Research Approach and Methodology

Overall Evaluation Design²

The findings of the present brief are one part of a much larger four (4) year evaluation agenda. The evaluation was designed to provide summative and formative data for the project developers. Performance measures were based on the project developers' theory of change and on child care research on effective professional development for early care and education caregivers. The purpose of the overall evaluation was three-fold: first and foremost, it was intended to determine whether the *Arizona Kith and Kin Project* met its stated objectives and outcomes. Second, the evaluation was designed to provide insight and feedback to the program's developers as they move forward to bring the program to scale across the state of Arizona. Third, findings from this evaluation were expected to point to other research questions that researchers and future evaluations can explore, to push the field toward a deeper understanding of FFN professional development models, provider outcomes, and ultimately, toward incorporating FFN initiatives into states' larger professional development systems.

Evaluation Procedures: Brief #2

The data collection protocol for the findings presented in this brief consisted of data collection with all participants. All participants were asked to complete a background questionnaire at the beginning of the project. If participants started as late as the fourth session, the background questionnaire was still collected. Providers were not allowed to enroll in the project if more than six sessions had already taken place.

Data Collection and Instrumentation: Brief #2

The only instrument germane to the current analysis is displayed in Table 1.

Table 1: Overview of Evaluation Measure³

Instrument	Citation	Constructs Measured	Respondent	When Collected
<i>Child Care Assessment Tool for Relatives (CCAT-R)</i> <i>Caregiver Interview - Partial</i>	(Porter et al., Institute for Child Care Continuum, 2003)	<ul style="list-style-type: none">• Demographics• Conditions of care• Motivation for providing care• Beliefs about parents	Full Sample (n = 4,121)	Baseline

² For a more in-depth description of the overall evaluation methodology – including the logic model and theory of change, please refer to Brief #1 in this series (Shivers, Farago, & Goubeaux, 2016).

³ For more information about this instrument or any of the others listed in the other briefs, please contact the corresponding author, Dr. Eva Marie Shivers: Eshivers@IndigoCulturalCenter.org

Research Approach and Methodology

Description of Participants: Brief #2

A total of 4,121 child care providers participated in the full sample evaluation. An in-depth exploration of their background characteristics is provided in the Results section that follows.

Analysis Strategy: Brief #2

Data were collected through questionnaires and surveys. Descriptive analyses were conducted and results for many of the provider characteristics and conditions of child care were compared to national, state and county data from other Family, Friend, and Neighbor samples. Fifteen studies that included descriptive data on characteristics of FFN care were included in this comparative analysis (see Table 2). We only included somewhat larger studies that had at least 100 FFN providers in their sample, so that we can get closer to generalizing across the country. Sample categories were: national; multi-site; and state/county-level.

Table 2: Studies Reviewed

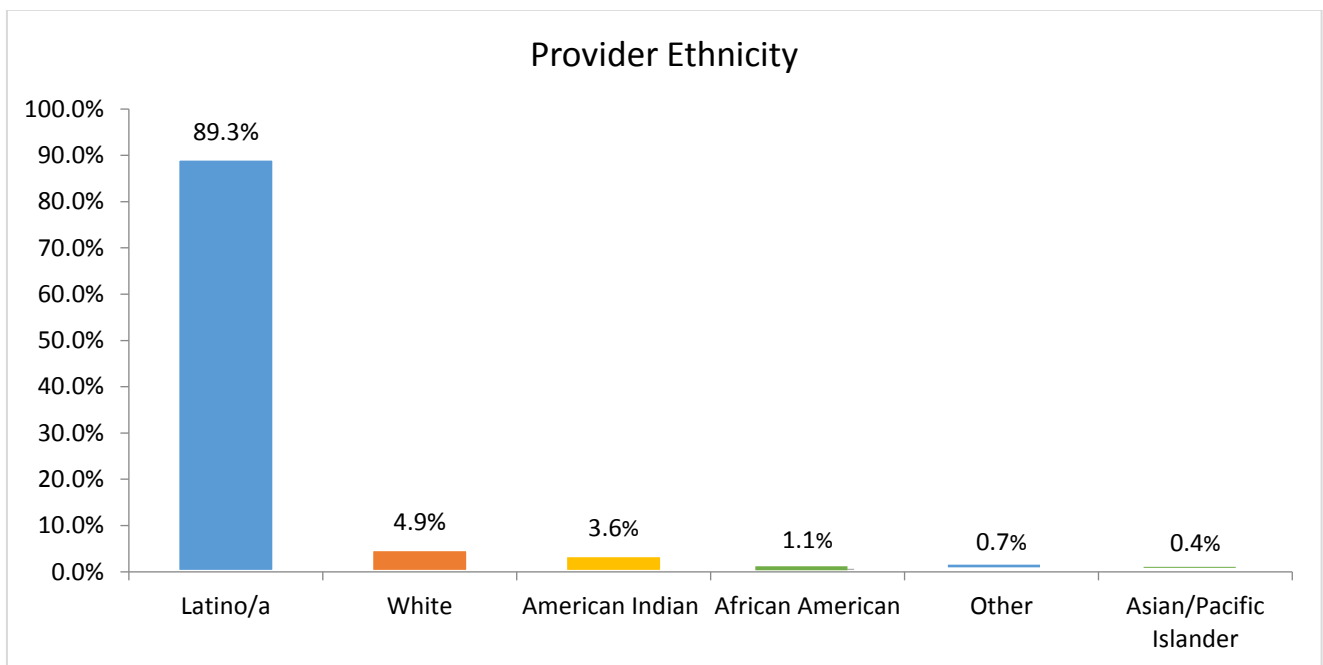
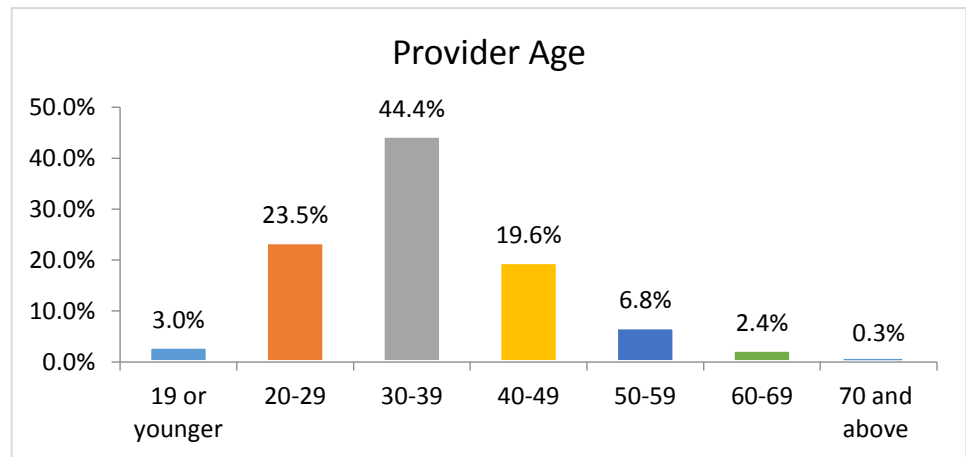
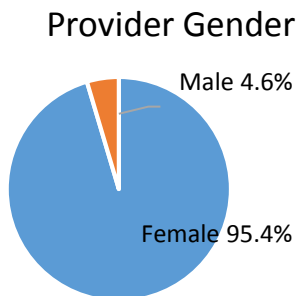
Study Type	Citation
National Studies	<ul style="list-style-type: none"> Herbst, 2008 (National Survey of America's Families) Laughlin, 2013 (U.S. Census Data) Layzer & Goodson, 2006 National Survey of Early Childhood Education Project Team (NSECE), 2015 National Household Education Survey Program (NHES), 2005
Multi-Site Studies	<ul style="list-style-type: none"> Li-Grining & Coley, 2006 National Institute of Child Health and Human Development (NICHD), 2000 Paulsell et al., 2006 VotrubaDrzal et al., 2004
State/County Studies	<ul style="list-style-type: none"> Illinois: Anderson, Ramsburg & Scott, 2005 Los Angeles County: First 5 LA, 2012 Pittsburgh: Shivers & Barr, 2007 South Los Angeles: Shivers, 2003 Washington: Brandon, Maher, Joesch, & Doyle, 2002 Washington: Brandon, 2005

Limitations of the Study: Brief #2

Although the sample size for this FFN evaluation is one of the largest in the country (Porter, 2013), a major limitation to the study includes the possibility of a self-selection bias insofar as the *Arizona Kith and Kin Project* was a service for which FFN providers volunteered. It may be that seeking out this type of experience is a characteristic of providers who are more inclined to pursue growth opportunities and are ready to learn, and are not necessarily a representative demographic of Latina FFN providers in Arizona.

Results

Research Question #1: What are the background characteristics of the *Arizona Kith and Kin Project* providers? How do these characteristics compare to those of other FFN samples around the country? (Sample size = 4,121 providers)



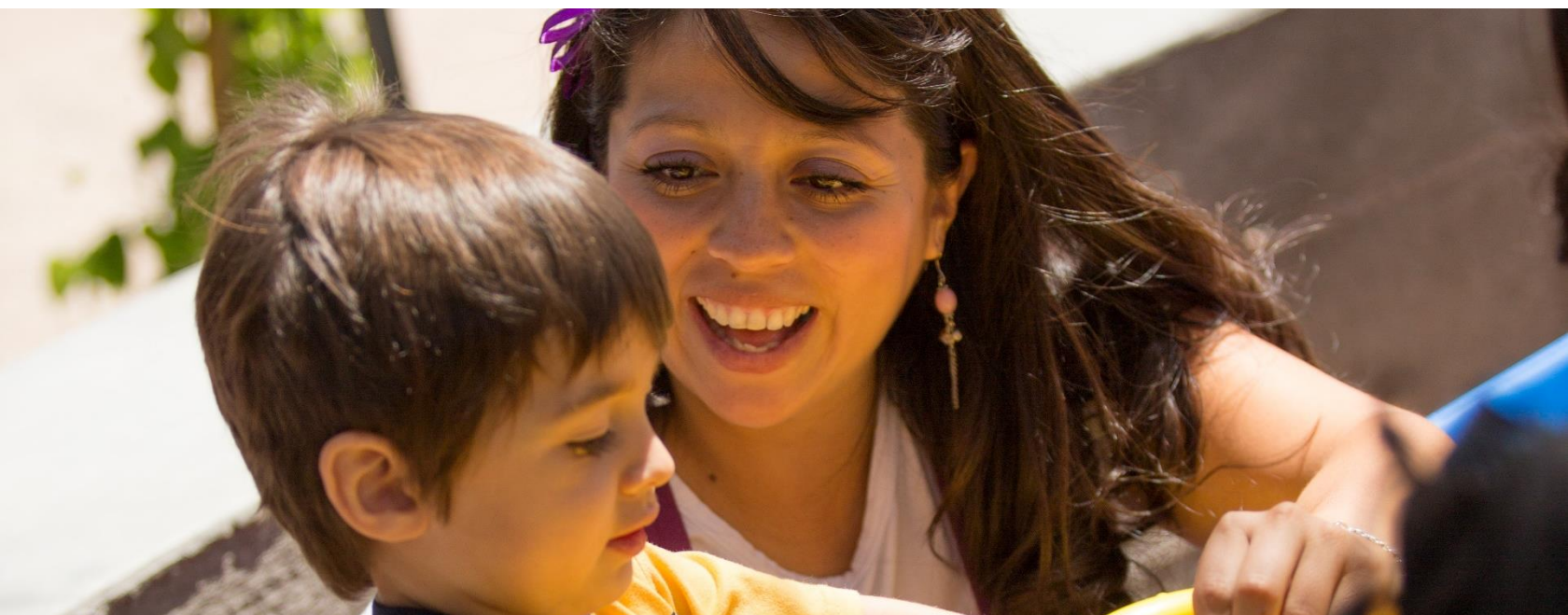
Note: 94% of Hispanic providers were of Mexican heritage; Average number of years living in the U.S. = 14.8 years (SD = 8.85); Range: 0-68 years.

Results

Table 3: Total Household Income

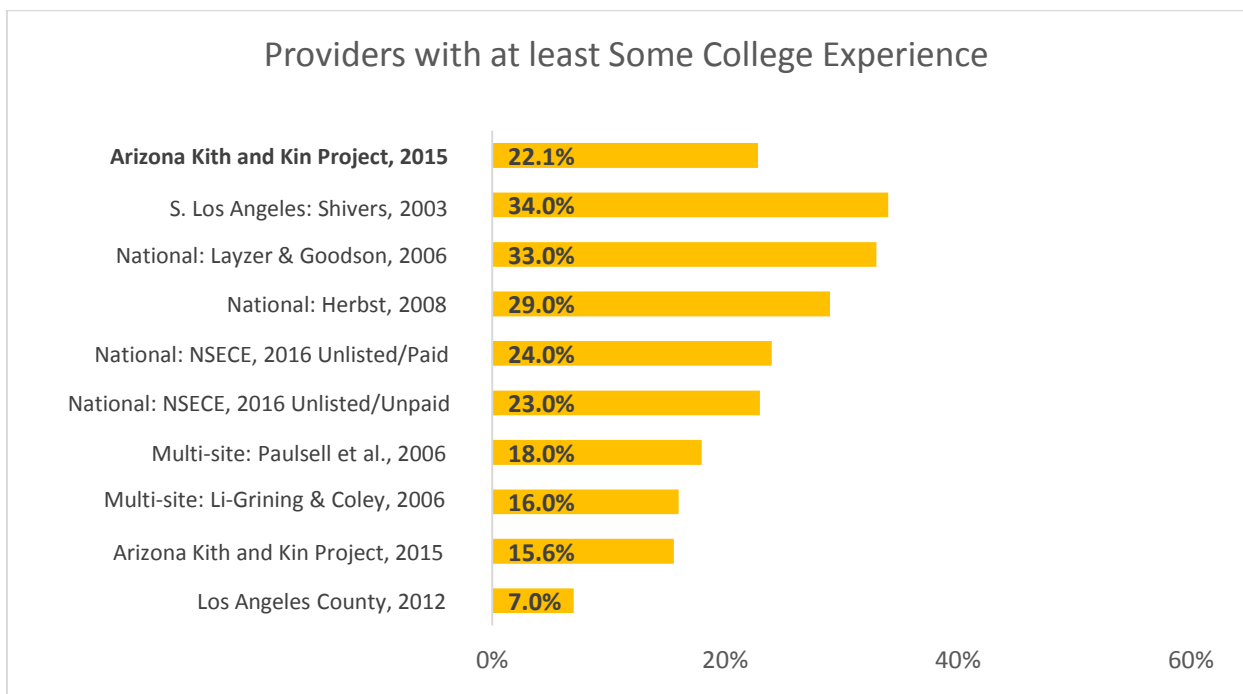
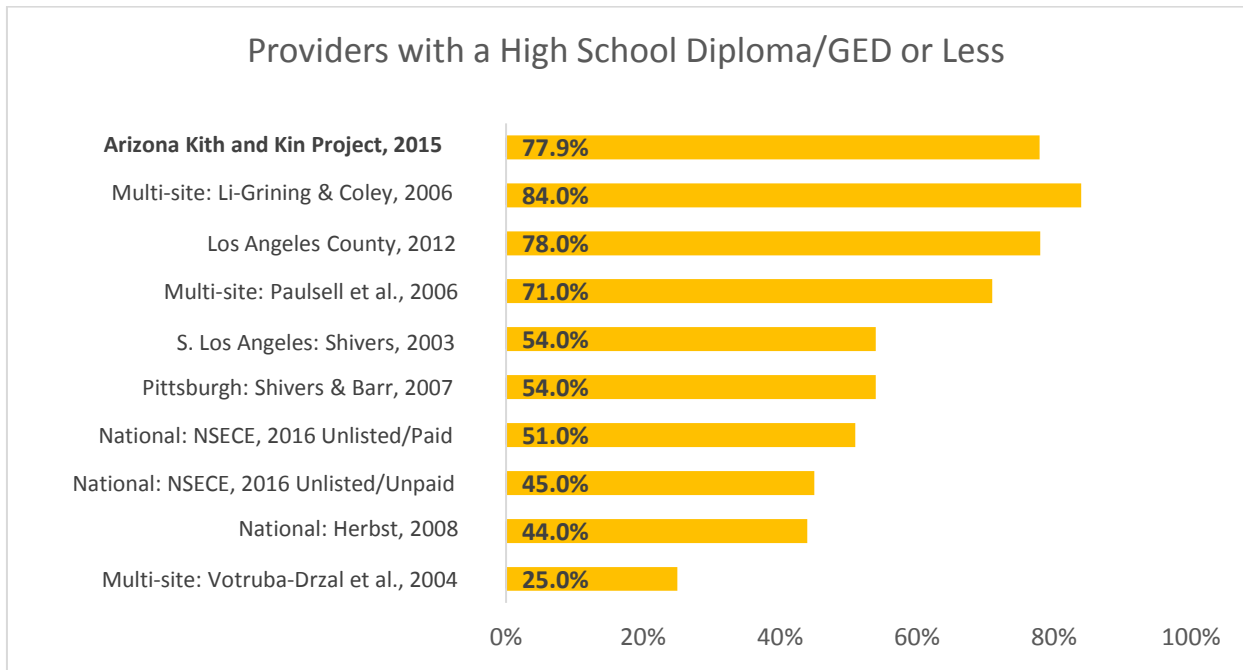
		Frequency	Percentage
100% U.S. Federal Poverty Level \$24,300*	Less than \$10,000	975	26.9%
	\$10,000-\$14,999	642	17.7%
	\$15,000-19,999	454	12.5%
	\$20,000-24,999	394	10.9%
	\$25,000-29,999	223	6.1%
	\$30,000-34,999	159	4.4%
	\$35,000-39,999	103	2.8%
200% U.S. Federal Poverty Level \$48,600*	\$40,000-44,999	59	1.6%
	\$45,000-49,999	31	.9%
	\$50,000-59,999	25	.7%
	\$60,000-74,999	22	.6%
	\$75,000-99,999	8	.2%
	\$100,000 or more	4	.1%
	Decline to answer	532	14.7%
Total		3,631	100.0%

Note: *86% of providers reported 2-4 adults living in the household; Mean = 2.59 (SD = 1.26); 79% of providers reported living with a partner. U.S. Federal Poverty Levels notated above are based off of a four-person household.



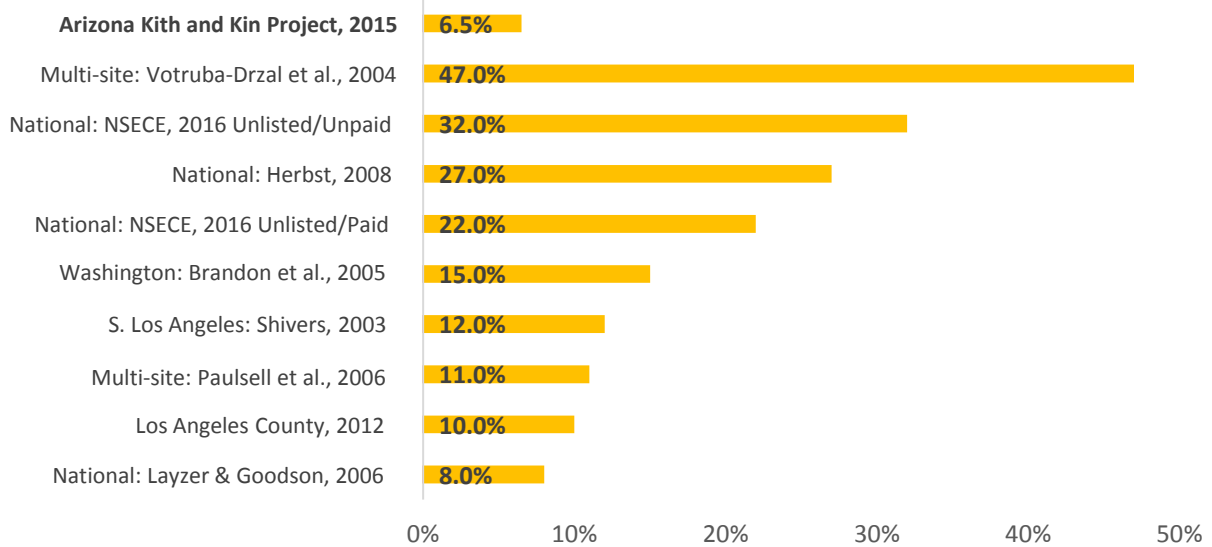
Results

Education Level and Child Care Experience

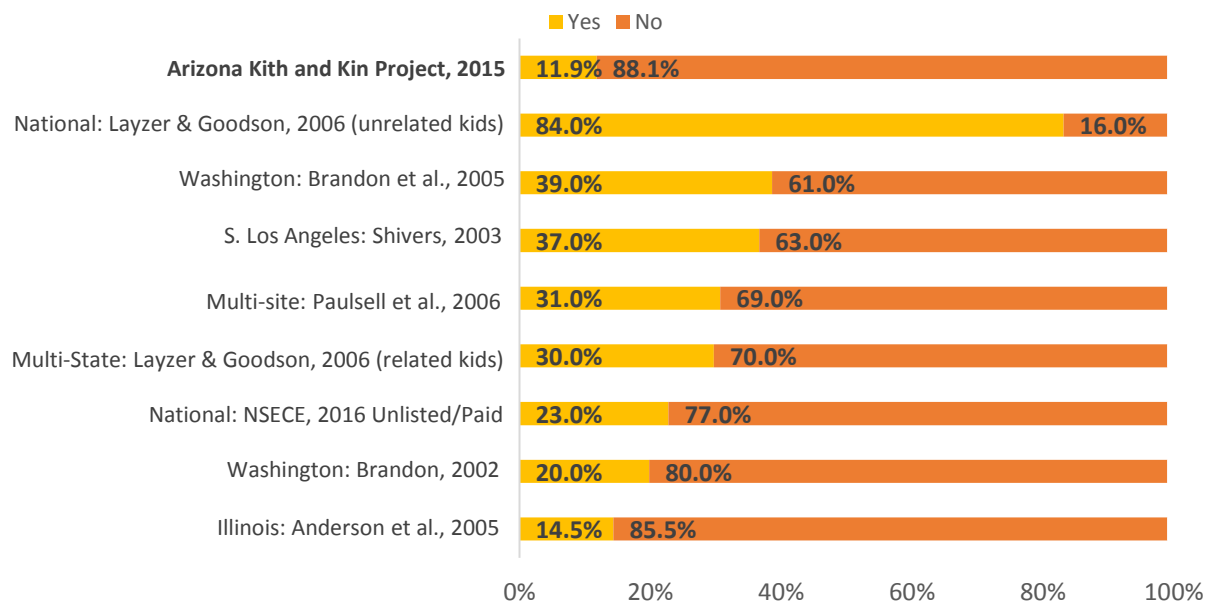


Results

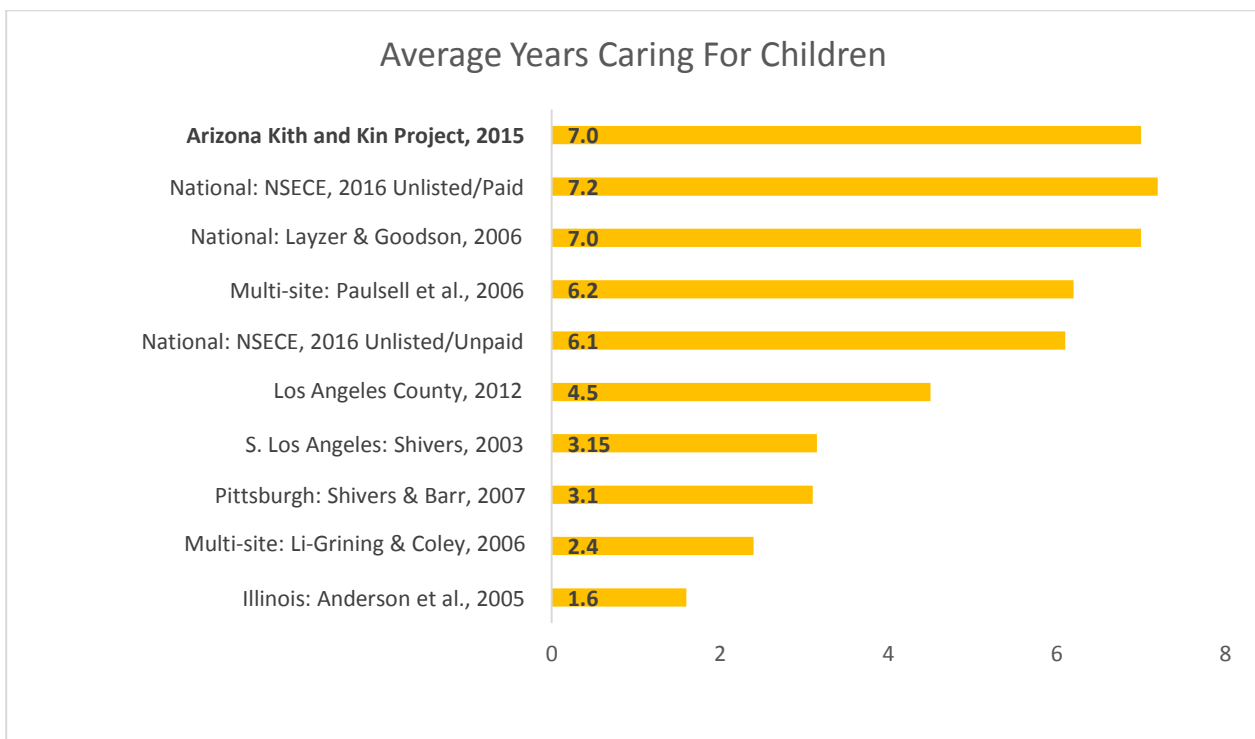
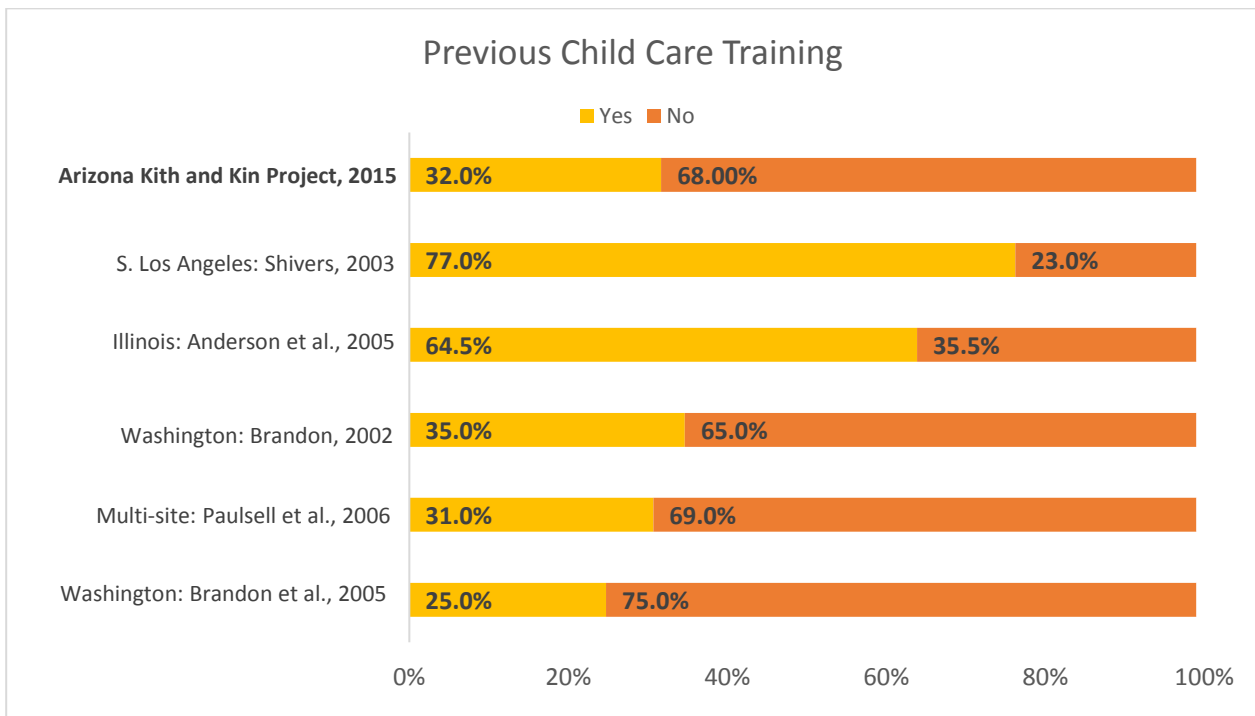
Providers with at least a Four (4) Year College Degree



Early Childhood Education / Child Development College Coursework

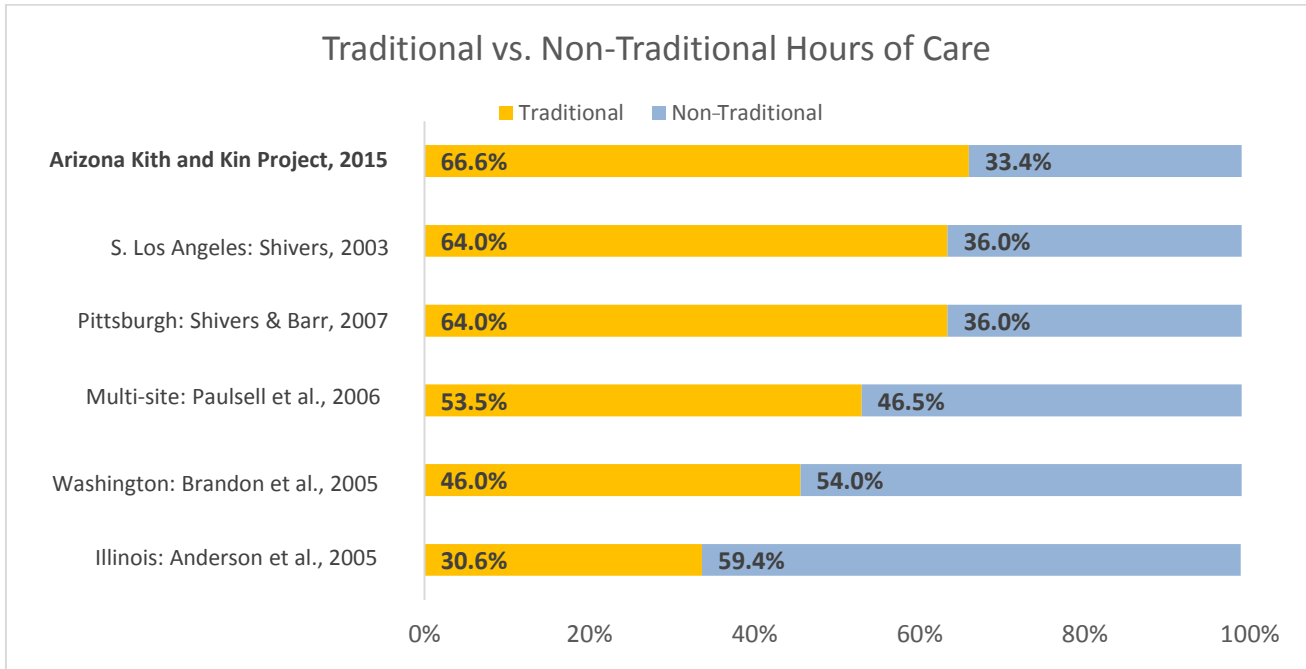


Results

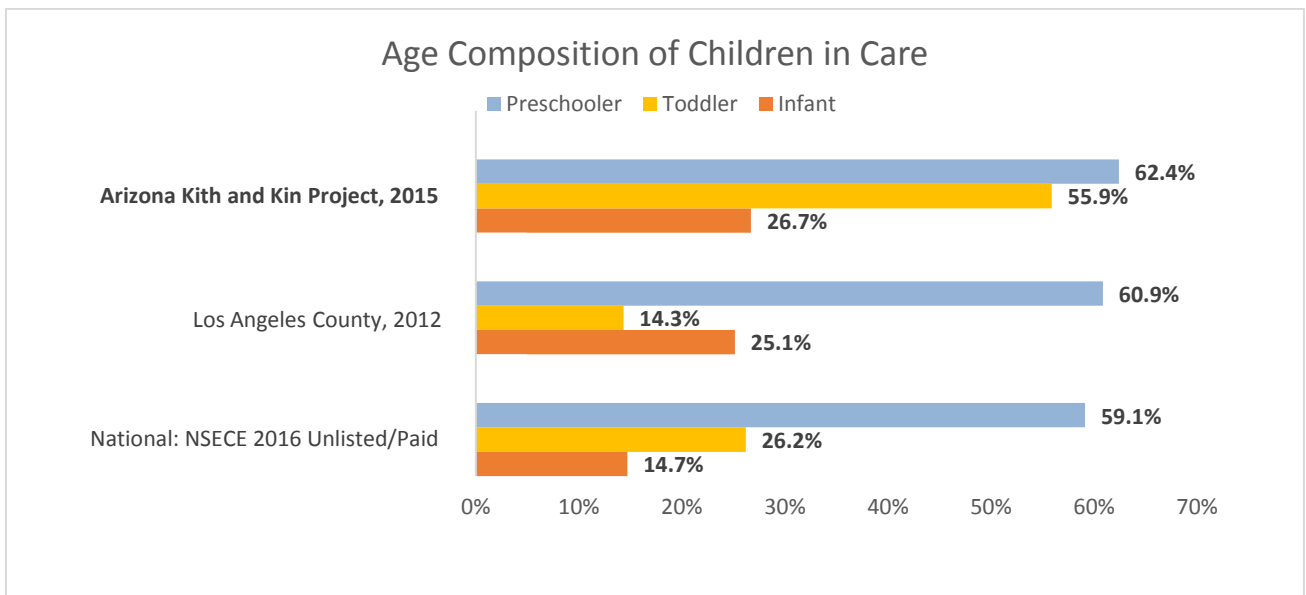


Results

Research Question #2: What are the features of child care of the *Arizona Kith and Kin Project* providers? How do the conditions of child care compare to those of other FFN samples around the country? (Sample size = 4,121 providers)

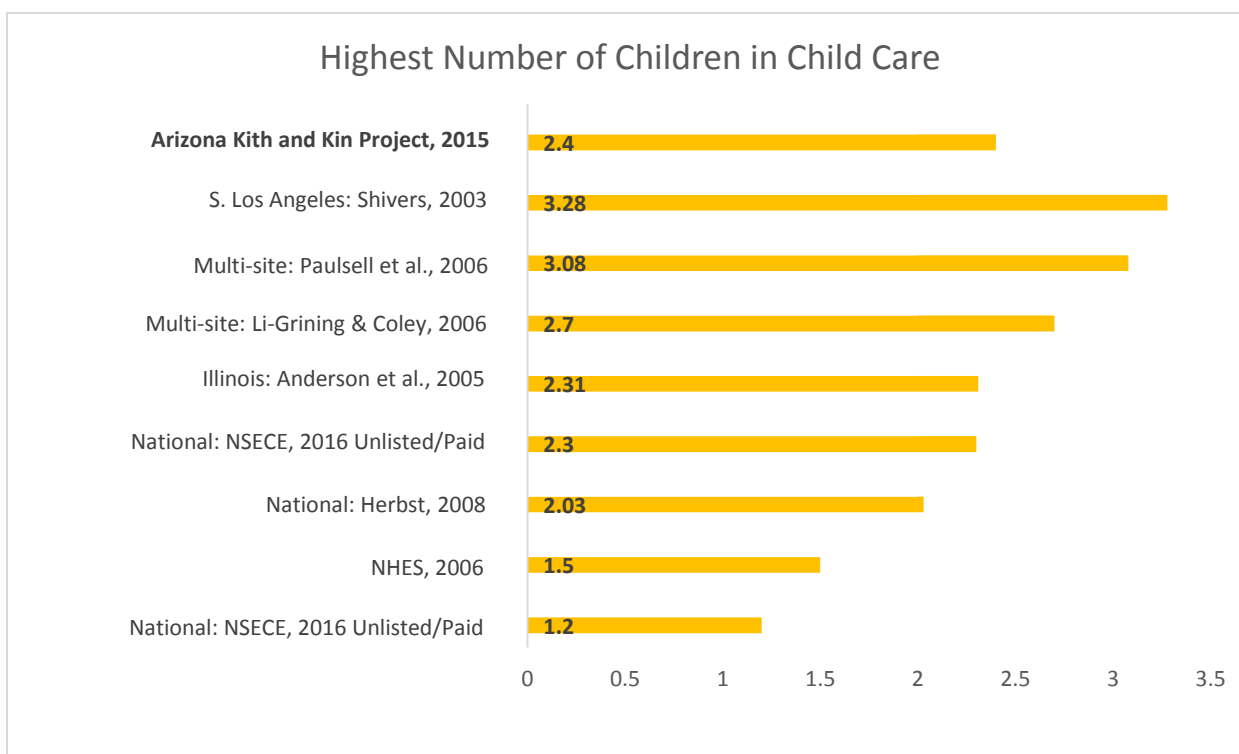
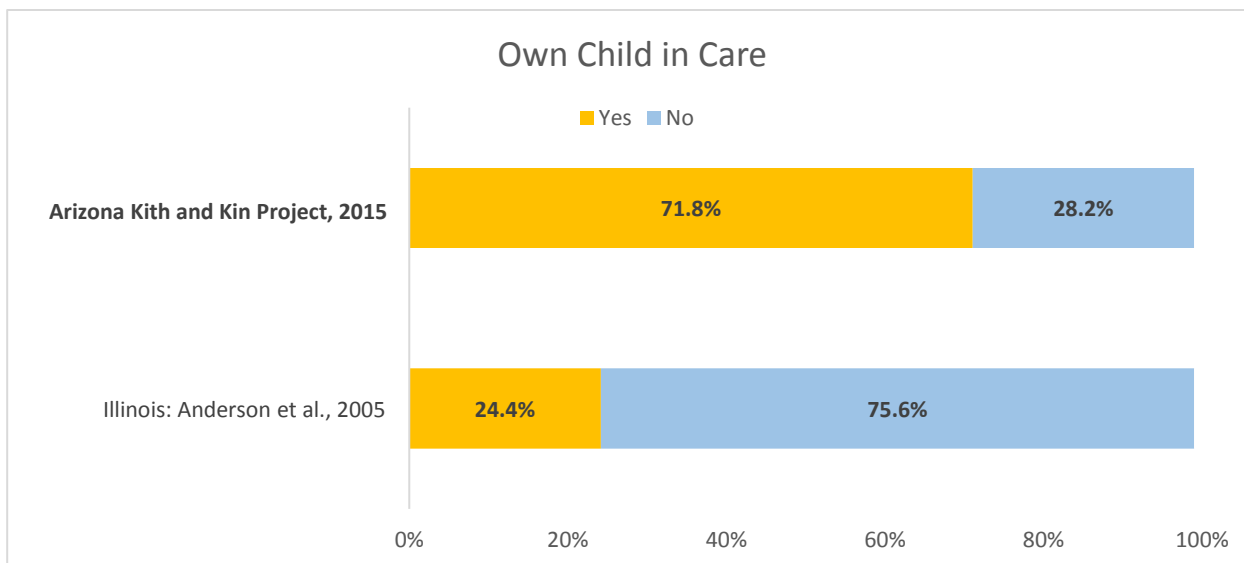


Note: 19.7% of providers reported providing care for children during both traditional and non-traditional hours.



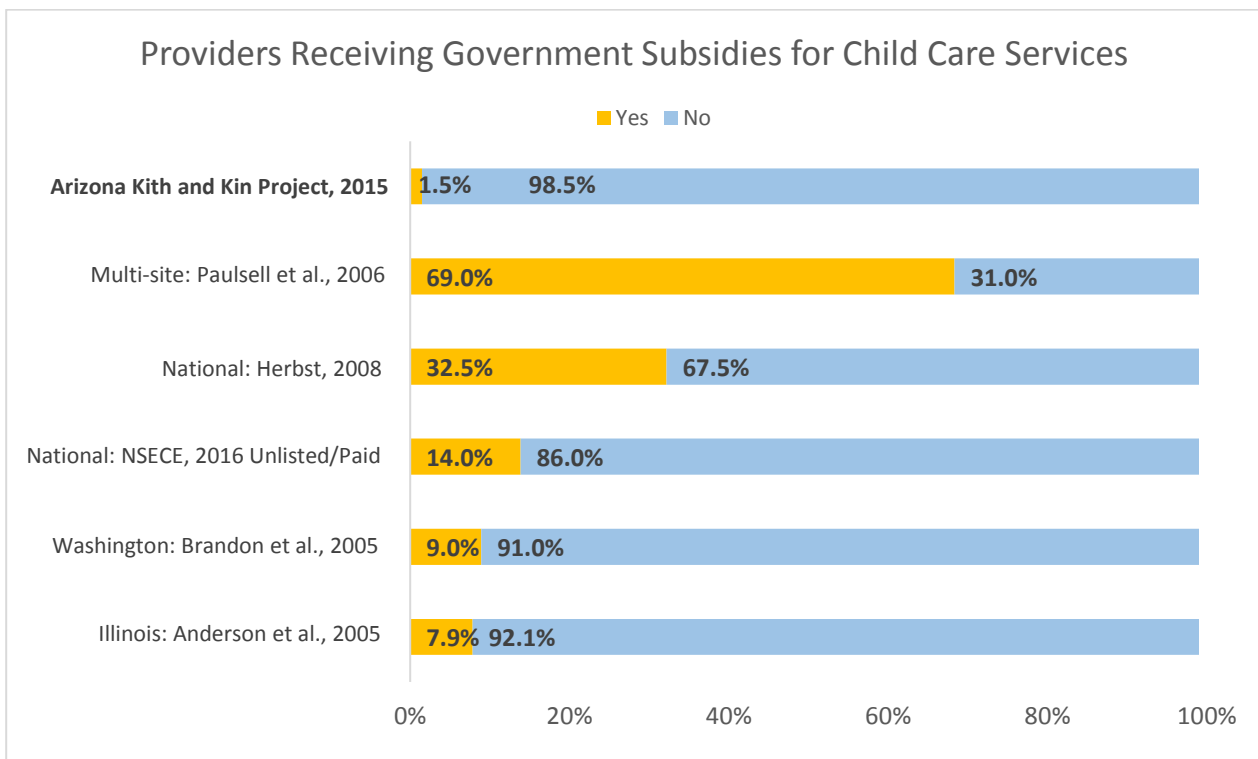
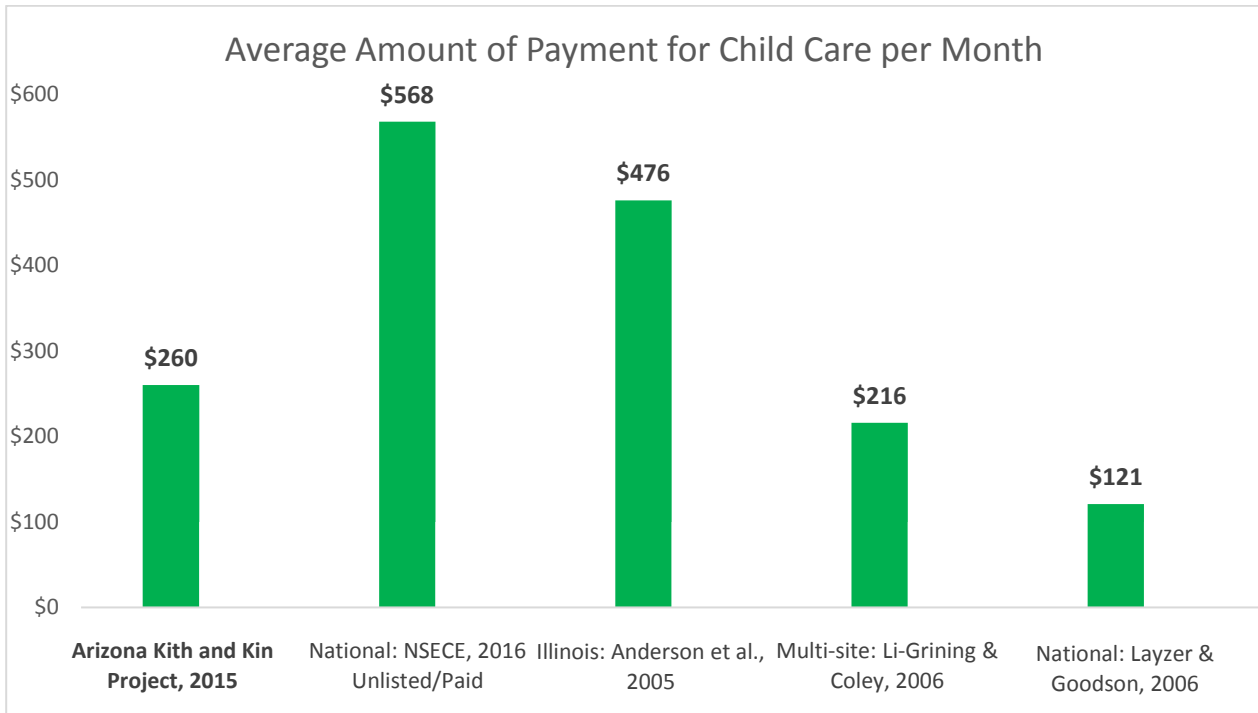
Note: 73.2% of providers reported caring for at least one school-age child.

Results

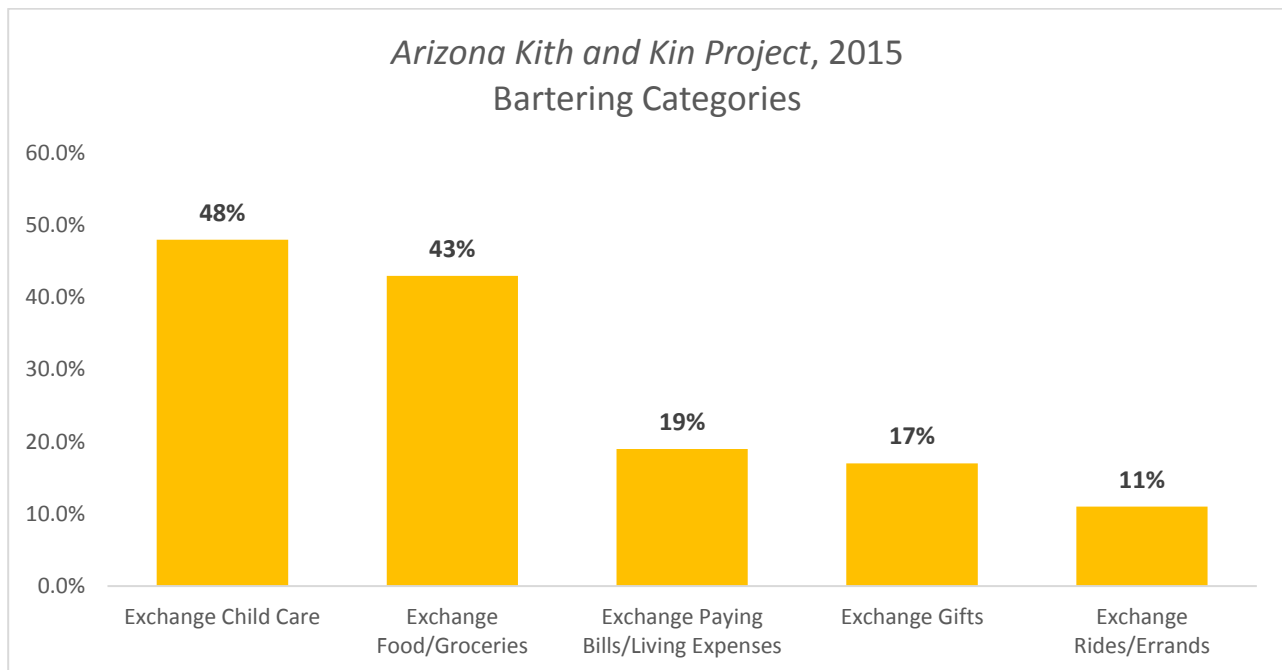


Note: Providers were asked to report on the highest number of children in care in an average week. These numbers only represent children for whom they provide child care, and do not include their own children.

Results



Results



Research Question #3: What were the *Arizona Kith and Kin Project* providers' experiences with families? (Sample size = 4,121 providers)

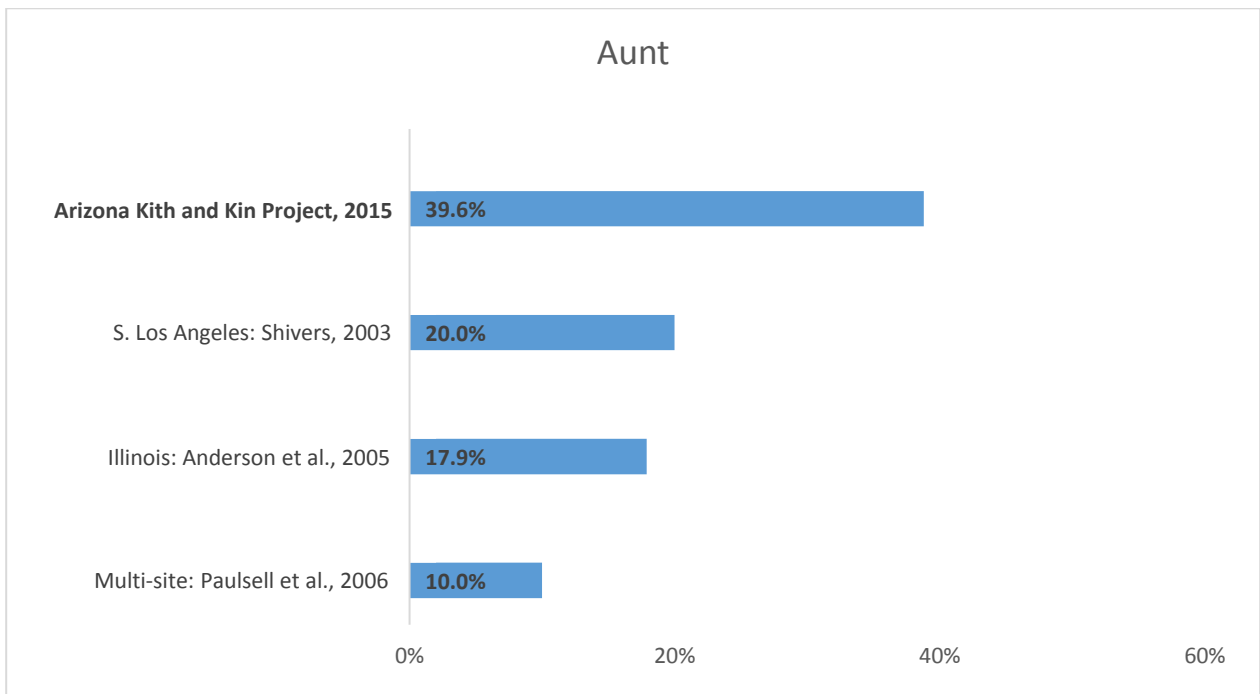
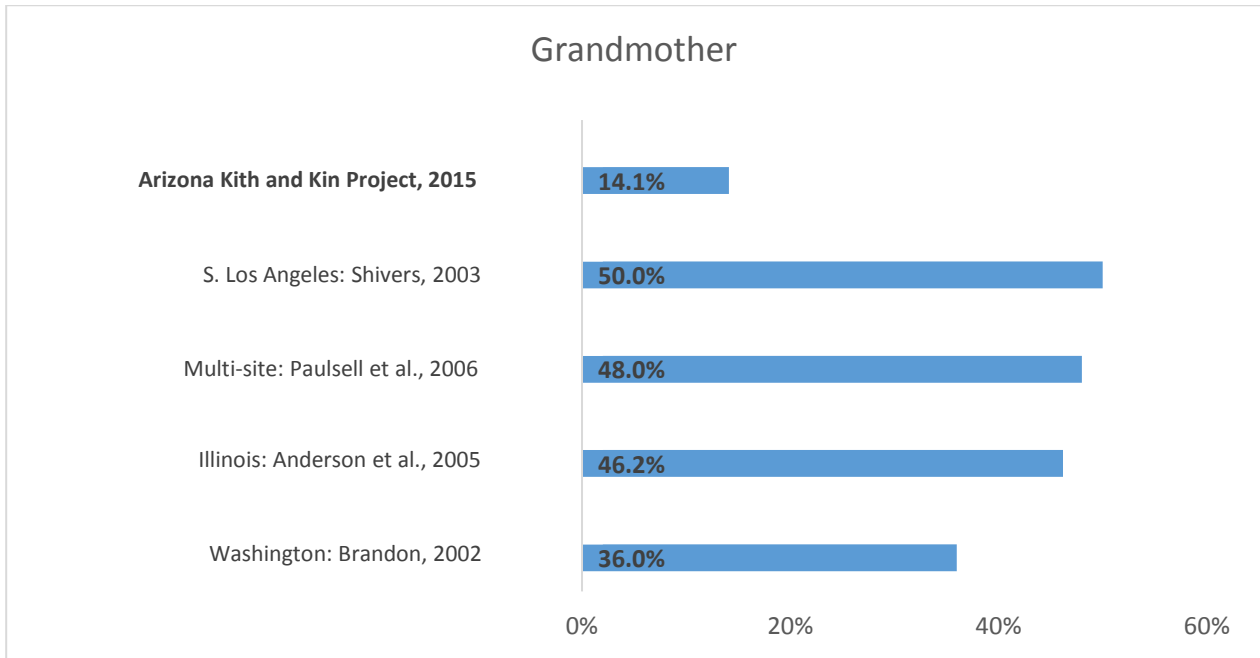


Relatively little research has been conducted about the parent-provider relationship in the FFN caregiving context (Anderson et al., 2005). The topic of family-provider relationships in FFN child care settings is one that is touted as both a strength in this child care arrangement (Bromer & Henly, 2004), as well as a source of frustration for providers as well as for parents (Porter et al., 2003). This section of the analysis explores family-provider relationships and family support in FFN child care settings. Understanding FFN care in this context will facilitate the design and implementation of programs based on an inherent strength – as opposed to the dominant early childhood education framework where providers' relationships and experiences with families are often an afterthought.

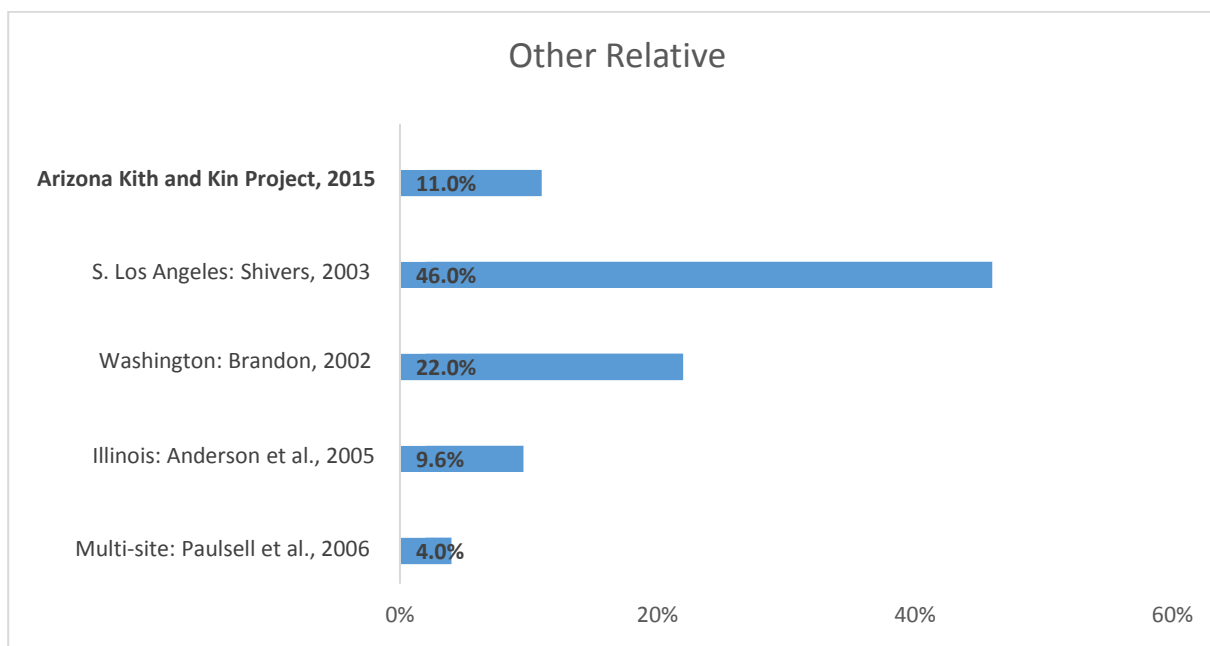
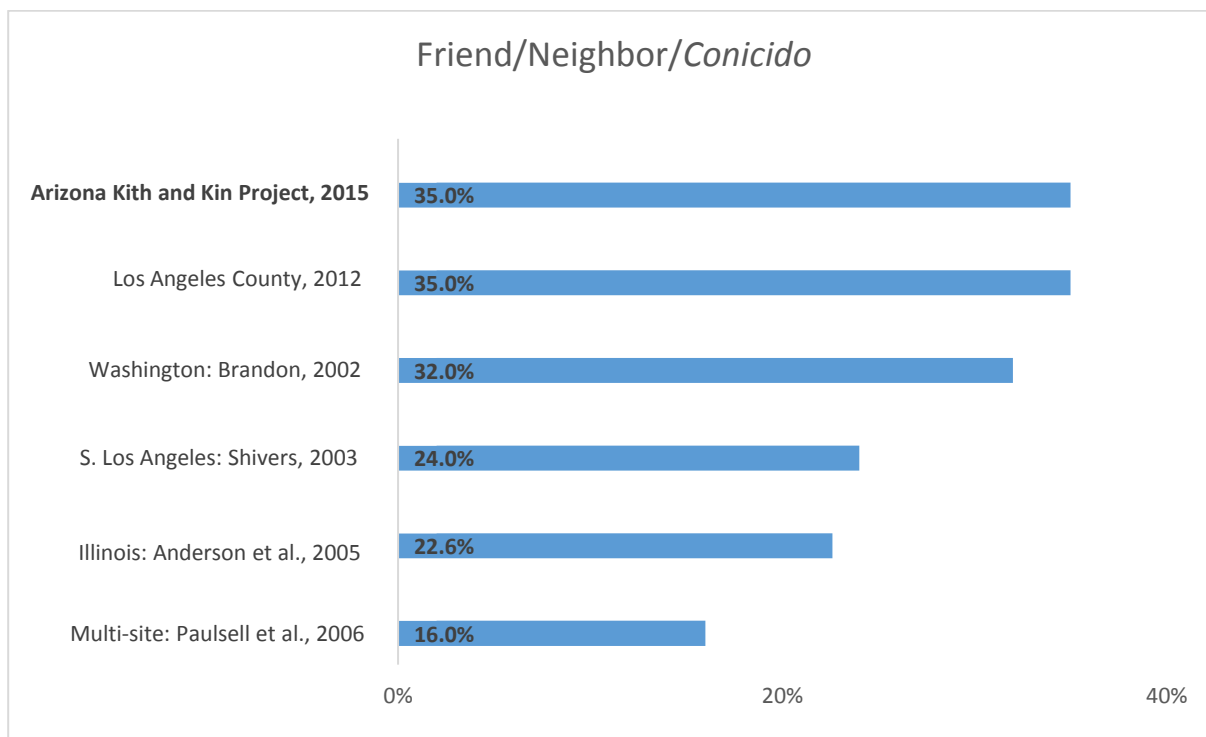
Many of the data in this section examine the relationships between the family and the provider related to a focal child.

Results

Relationship to Children in Care



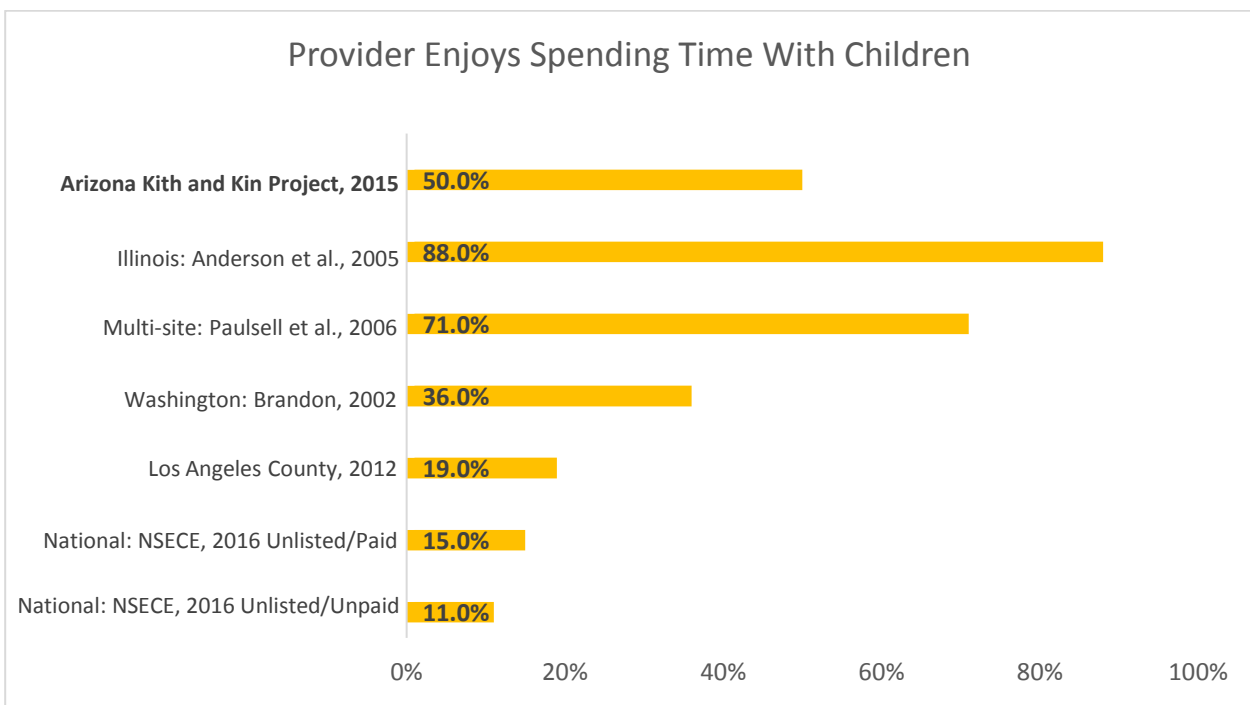
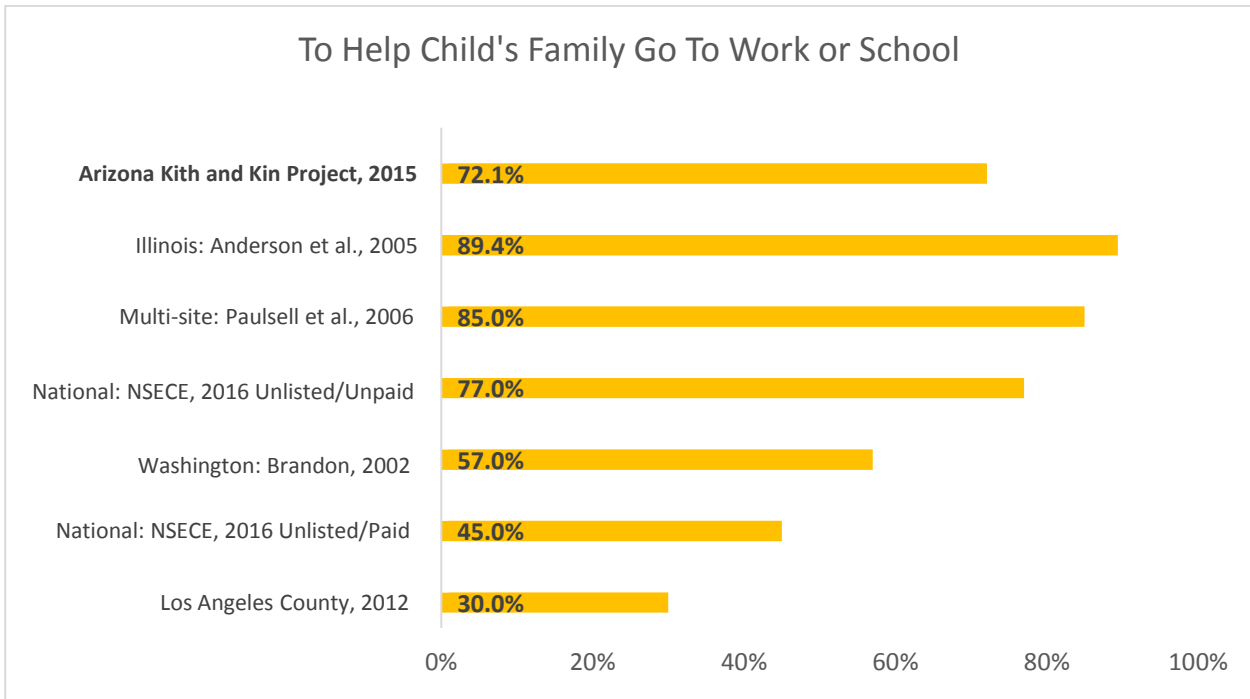
Results



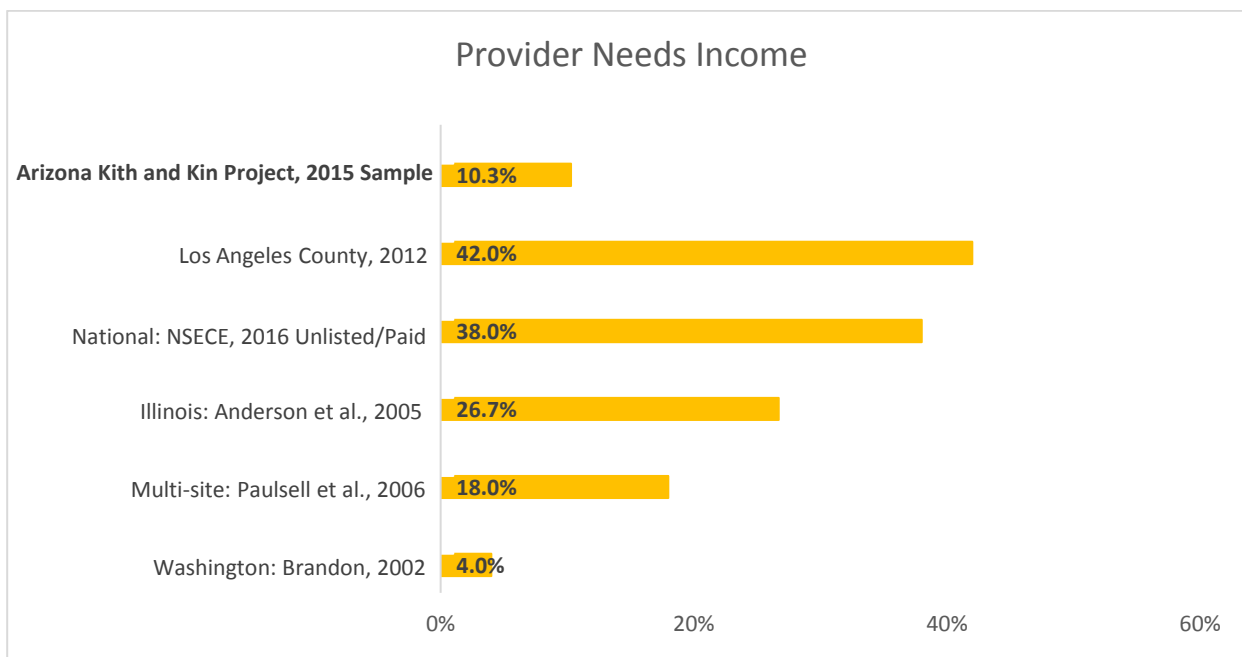
Note: 93% of Arizona Kith and Kin Project providers have their own children in care along with other's children. This percentage is much higher than that of other samples around the country (Anderson et al., 2005).

Results

Motivation for Providing Care

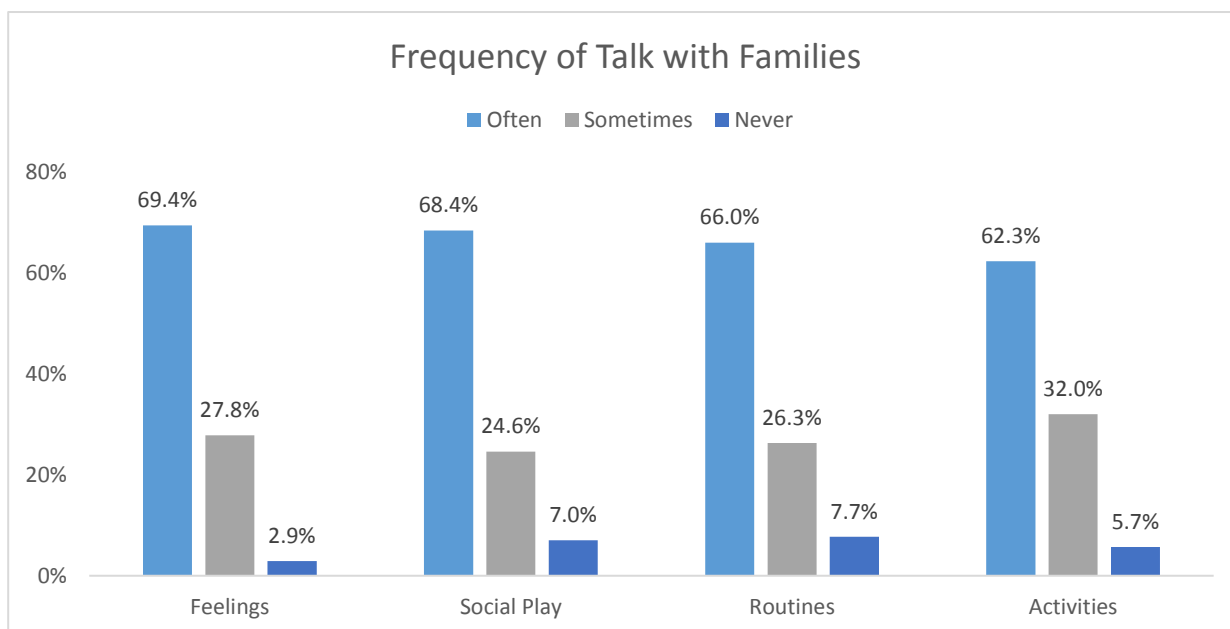


Results



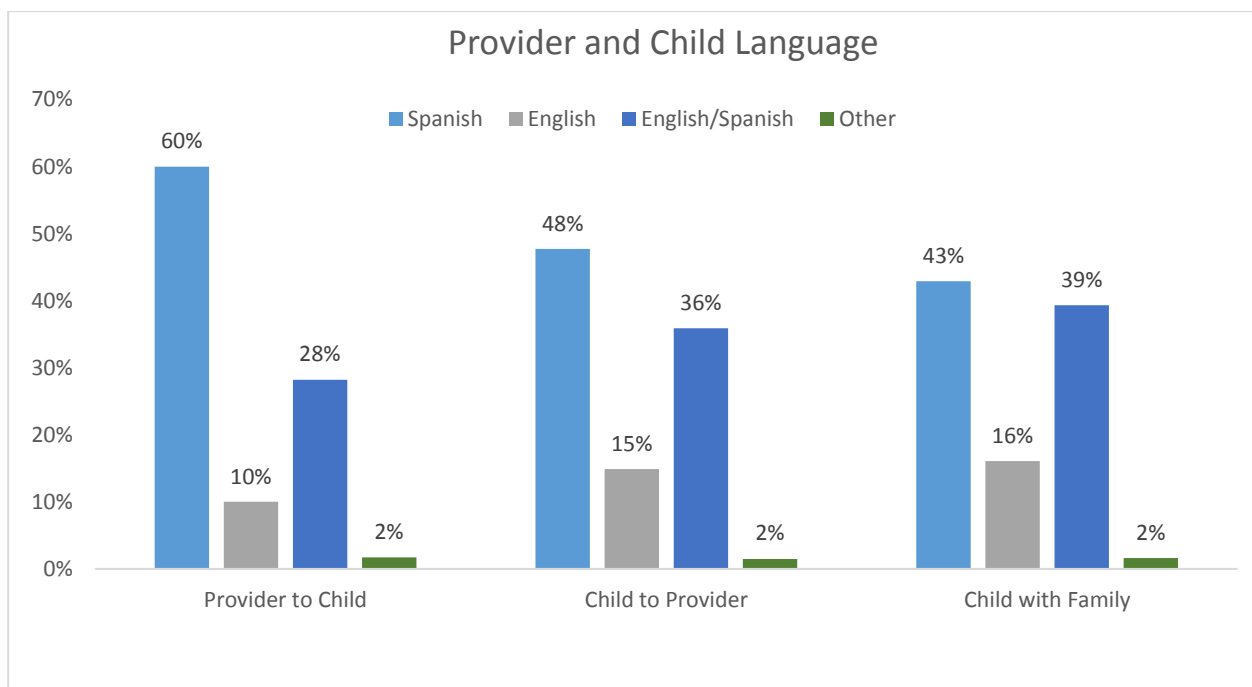
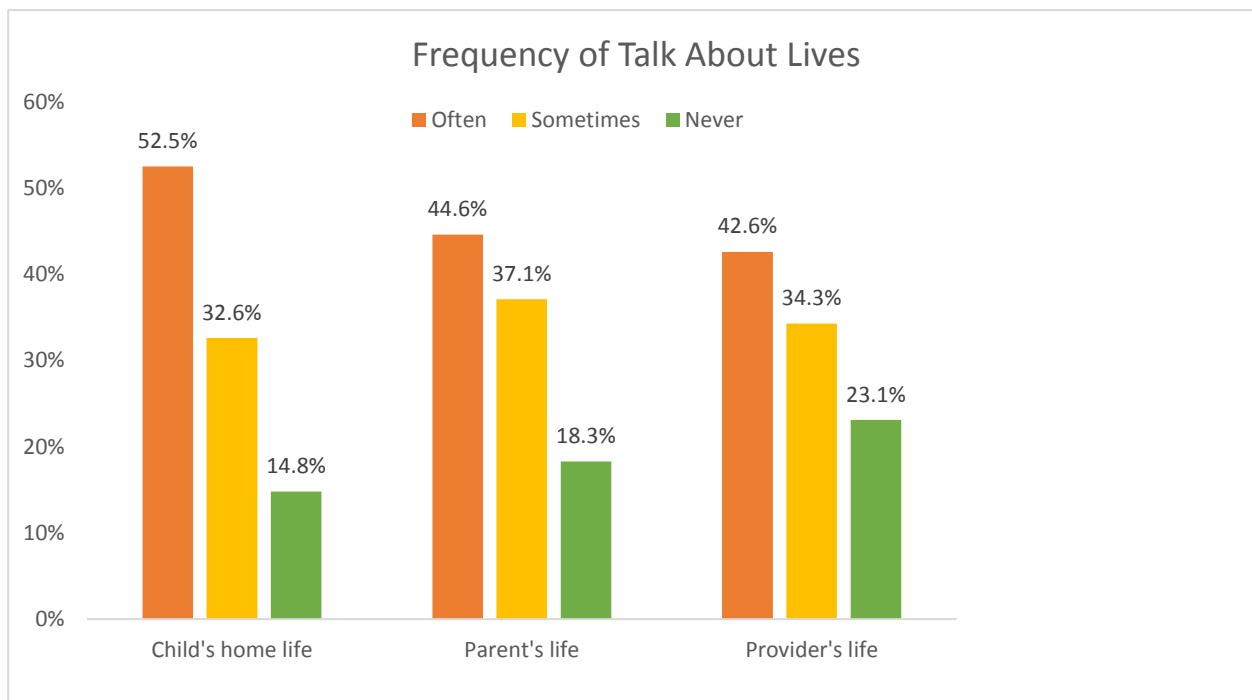
Frequency of Talk with Families

How often do you talk with parents about the following aspects regarding focus-child's day?



Results

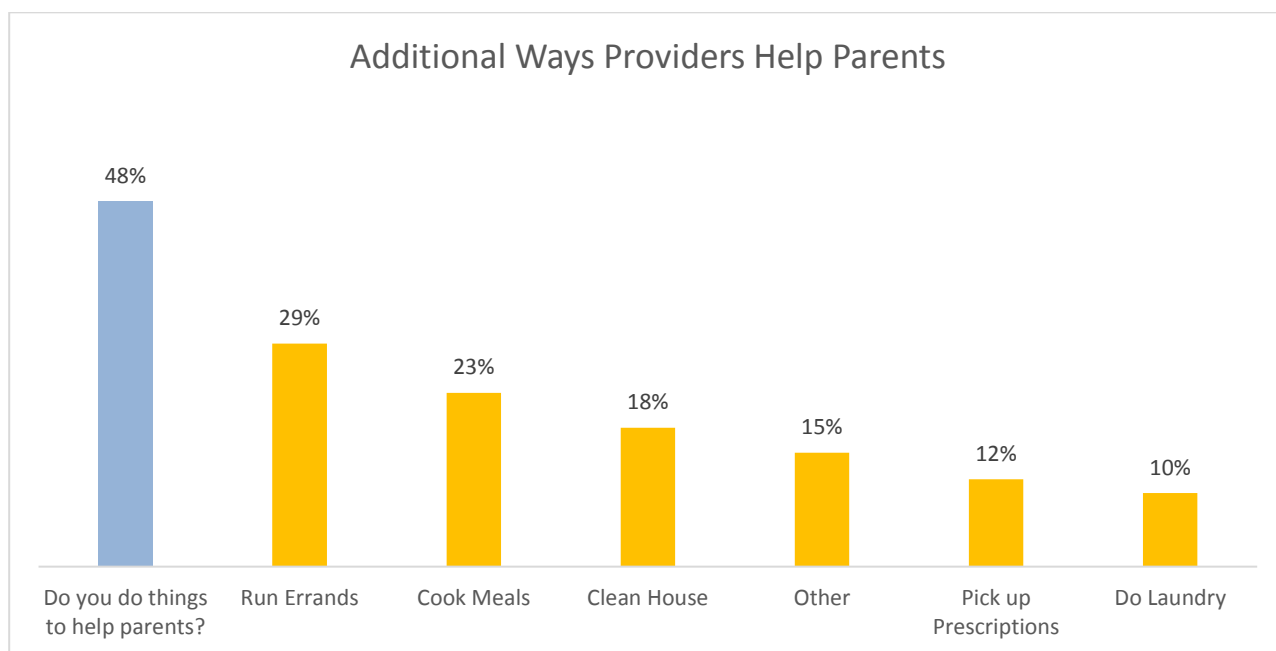
How often do you talk about each other's lives?



Results



Forty-eight percent (48%) of FFN providers reported that they do things for the parent(s) other than provide child care. These additional tasks include: cooking meals; cleaning the house; picking up prescriptions; doing laundry; etc.



Discussion

Summary of Findings

The robust descriptive data in this sample are a testament to the *Arizona Kith and Kin Project's* reputation for successful recruitment and retention of a population of child care providers that are typically marginalized and excluded from quality improvement initiatives and larger systemic professional development efforts. A large part of the project's success can be attributed to the culturally responsive strategies in its design. For example, the project's hiring strategies include an explicit and serious attempt to hire bi-lingual and bi-cultural Specialists and staff that share the same cultural heritage as the majority of participants. Specialists are also trained to facilitate discussions in a non-didactic manner that values and builds on providers' experiences. In addition, the *Arizona Kith and Kin Project* model is intentionally designed and implemented in a way that is flexible and responsive to the needs and desires of the providers who participate in any given group. Research demonstrates that agencies are successful at engaging participation from marginalized cultural communities when a) approaches for FFN training and support are flexible; b) voluntary, customized, and demonstrate respect for the inherent strengths of FFN care; and c) as well as take into account the cultural differences and the essential personal relationships of FFN providers (Chase, 2008; Kruse, 2012; Powell, 2008).

There were a few notable trends in the comparative analysis with other FFN samples from around the country:

***Arizona Kith and Kin Project* Sample: Similarities to other studies**

- Mostly female providers (98%)
- Provider-child ratios (mean = 2.4 children per provider)
- Provider not related to child; described as acquaintance or 'conocido' (35%)
- Helping families stay employed and in school (72%) and 'enjoy working with children' are primary motivations to provide child care (50%)

***Arizona Kith and Kin Project* Sample: Key differences from other studies**

- Lower education levels (78% high school diploma or less) than other samples
- Higher trend towards providing care during 'traditional' hours (67%) when compared to other samples
- Fewer grandmothers (14%); more aunts (40%) compared to other samples
- More years and experience caring for children (mean = 7 years) compared to other samples
- Very likely to be caring for their own children in child care (93%) compared to other samples
- Almost no public child care subsidy take-up (98.5%) compared to other samples

In summarizing key trends from the comparative analysis, it may be tempting to characterize this group of providers as homogeneous, and we urge caution in interpreting the comparative analysis results as an endorsement of such. The main objective of this comparative analysis is to determine in what ways policy makers and program administrators can tailor outreach and support strategies to enhance the likelihood of success with this ever increasing population of child care providers.

Discussion

Policy Recommendations

Similar to Brief #1 of this series, it remains the authors' main contention that there is an urgent need for more systemic investment for this group of child care providers – as recent national research demonstrates, even greater numbers of children are in these settings than previously estimated (NSECE, 2015). Based on this in-depth exploration of FFN provider characteristics in the *Arizona Kith and Kin Project*, we offer several policy and program recommendations below⁴:



- Provide resources and education for providers about moving along the continuum of child care. This includes other professional development opportunities and hands-on technical assistance with the licensure process.
- There are a number of research studies that point to limited awareness of subsidy regulations as a top barrier to subsidy use. In addition to family-level factors, it is especially important to explore systems level and community level barriers to participation in the child care subsidy system. Currently, Arizona has limited capacity to regulate and fund full participation of increased numbers of lawfully operating home-based child care providers.
- Offer community-based resources and culturally responsive technical assistance for providers to obtain more formal education (e.g., G.E.D., Child Development Associate's credential).
- Provide specific training based on the latest research for supporting the development of young children who are Dual Language Learners.
- Consider extending home-visiting services to FFN providers, since such a high percentage are also caring for their own children along with other families' children.

These findings really underscore the need for researchers and policy makers to take into account the specific cultural communities and diverse contexts in which children and providers are embedded. Not doing so can further marginalize low-income communities of color, which already struggle with the myriad consequences of historic institutional and systemic racism (Suarez-Orozco, Yoshikawa, & Tseng, 2015).



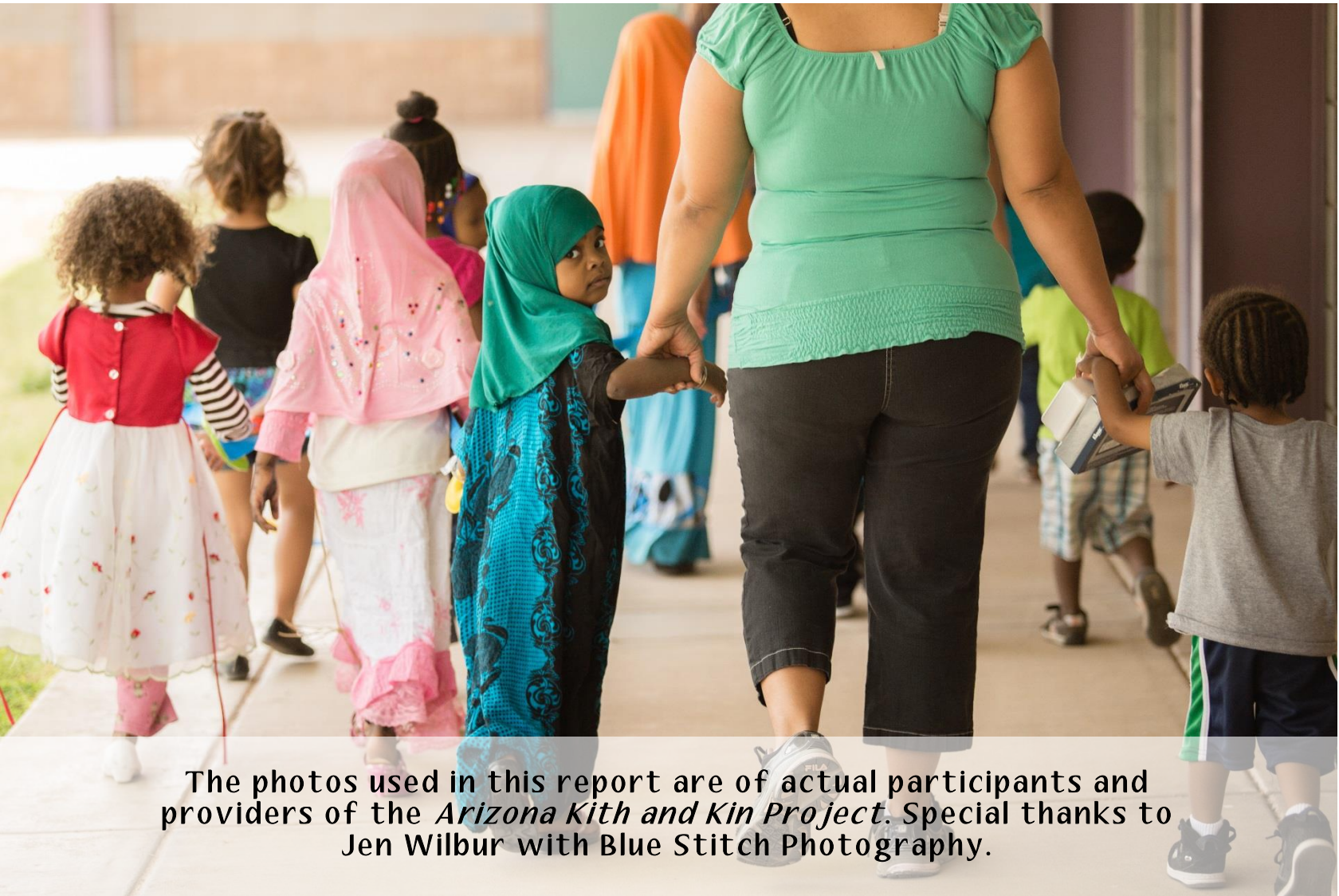
⁴ The *Arizona Kith and Kin Project* has already begun to implement many of these recommendations.

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The photos used in this report are of actual participants and providers of the *Arizona Kith and Kin Project*. Special thanks to Jen Wilbur with Blue Stitch Photography.

