

# Including Family Child Care Programs in Publicly-Funded PreK Systems

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October 8, 2024

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# Family Child Care

- Home-based child care, in which the educator is licensed, registered, or certified by the state government to provide care
- 2019: Less than 100,000 listed educators caring for 785,000 children (25% decline since 2012).

# Mixed delivery in Pre-K

- All but 1 state allows for mixed public-private delivery
  - Programs either receive funding directly from the state or through subcontracting
- There are different models of mixed delivery, for example:
  - New Jersey: school districts subcontract
  - South Carolina: one agency oversees public schools; the other nonpublic schools
  - West Virginia: county collaboration of entities
- Approximately **40%** of children in state-funded pre-K are served outside of public schools
  - Not all programs can report enrollment by location

# Some Reasons Families Chose Home-Based Settings

- Continuity of care and stability
- Mixed-age groups
- Culturally and linguistically responsive care
- Individualized care and education/smaller group sizes
- Fostering community connections and development
- Flexibility and family support

Adapted from: Melvin, S.A., Bromer, J., Iruka, I.U., Hallam, R., & Hustedt, J. (2022). *A transformative vision for the authentic inclusion of family child care in mixed-delivery PreK systems*. Erikson Institute.

# FCCs & Pre-K

- National scan of inclusion of FCCs in pre-K systems (2021) that examined the 2019-2020 school year
- ...and update (2024) that examined the 2022-2023 school year



AUTHORS:  
GG Weisenfeld and Ellen Frede, National Institute for Early Education Research (NIEER)

SUGGESTED CITATION:  
Weisenfeld, G., & Frede, E. (2021). *Including family child care in state and city-funded pre-k systems: Opportunities and challenges*. National Institute for Early Education Research.



Home Grown is a national collaborative of philanthropic leaders committed to improving the quality of and access to home-based child care. We use numerous strategies to better understand and support various forms of home-based child care including regulated family child care, regulation-exempt care, and family, friend and neighbor care. Learn more on our website.



The National Institute for Early Education Research (NIEER) conducts academic research to inform policy supporting high-quality early education for all young children. NIEER provides independent research-based analysis and technical assistance to policymakers, journalists, researchers, and educators.



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SUGGESTED CITATION:  
Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in state-funded pre-k systems: An update*. National Institute for Early Education Research.

# Update to the 2021 Scan

In 2022-2023, 44 states and D.C. operated a total of 60 pre-K programs

- 24 states (30 programs): allowed FCCs to participate in state pre-K
  - 7 states (9 programs): none enrolled
  - 12 states (13 programs): could report enrollment
  - 4 states (4 programs): could confirm participation, but not report enrollment
  - 1 state could not report the number of providers
  - 4 states (4 programs): not sure

# Enrollment Numbers

- The number of children served in FCC homes is relatively low compared to the number of children served in center-based and school-based publicly-funded programs
  - 8 out of 13 programs served less than 1% of preschool children in FCC homes
- Most states reported increases in the number of children participating since 2019-2020:
  - New York (Increase from 294 children to 4,090 children)
  - Oregon (Increase from 216 children to 970 children)
  - Washington (Increase from 30 children to 263 children)
- Only one state, Illinois, did not enroll FCCs in state-funded pre-K in 2022-2023, but did so in 2019-2020.
- The other state that showed a decrease in participation and a reduction of two providers was Ohio.



# Program Specifications

- More states are setting “minimum” number of FCC/pre-K students
- 10 out of 14 programs are/will be requiring participating in the QRIS
- Most offering coaching/PD
- Some have coordinated enrollment systems
- Some have pay parity
- Some have sub-pools

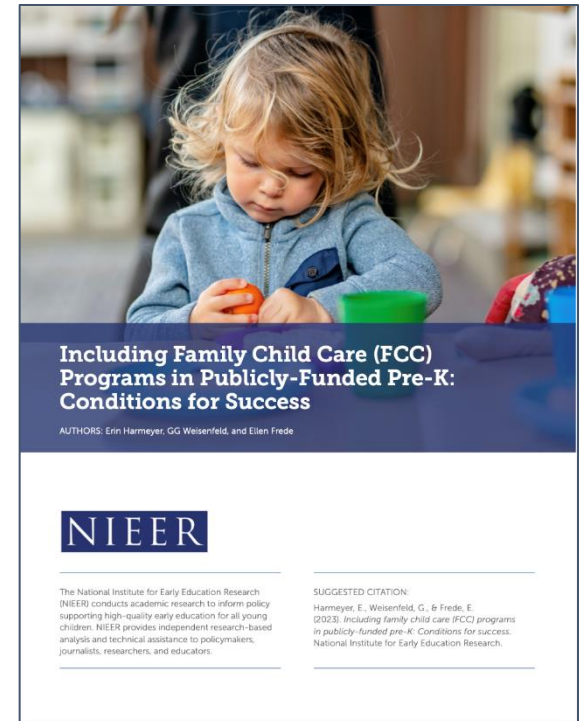
# Conditions for Success: Overview

## Similar to NIEER Policy Benchmarks:

- Research-based
- Based on policies pre-K systems can implement to support quality (similar topics)
- Include process (child-teacher interactions) and structural elements (group size)

## Different than the NIEER Policy Benchmarks:

- Appropriate for FCCs
- Research-based, but the research is more limited than the Yearbook's Benchmarks
- Not designed to be used for ranking state systems, but to provide a critical foundation



# Conditions for Success: Structure

## Nine Policy Areas

- *Brief description*
- *Rationale for inclusion (research base)*
- *Considerations*

Guidance & support for implementing curriculum & child assessment

Child screenings & referrals

FCC educator qualifications: BA degree with specialized training

Equitable compensation & benefits

Group size and ratios

Support for mixed-age groups

Family engagement

Guidance on fiscal and budgeting management

Cost estimates

# Key Issues for Including FCCs in Pre-K

- FCCs inclusion in state pre-K should be viewed as one of the options in a mixed-delivery system
- The likelihood of positive child outcomes occurring in this setting will only occur if the program is high-quality
- Pre-K systems must develop policies and practices that are supportive of FCC educators

# Part 2: Funding FCCs in Pre-K Systems

Needed to understand cost implications for implementing *Conditions for Success*, released Including *Family Child Care Homes in Publicly-Funded Pre-K Programs: Estimating the Cost of Supporting Quality* (2024)



**Including Family Child Care Homes in Publicly-Funded Pre-K Programs: Estimating the Cost of Supporting Quality**

MARCH 2024

AUTHORS:  
GG Weisenfeld, Kari Garver, and Erin Harmeyer

SUGGESTED CITATION:  
Weisenfeld, G., Garver, K., & Harmeyer, E. (2024). *Including family child care homes in publicly-funded pre-K programs: Estimating the cost of supporting quality*. National Institute for Early Education Research.

**HOME GROWN**

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# Cost Study Assumptions

- Pre-K Schedule: 10 months (school year); 6 hours/day (30 hours/week)
- FCC Educator: BA degree and specialization in working with pre-K aged children
- Pay Parity: Across all settings (center, public schools, FCCs); includes benefits
  - Average teacher salary: \$60,900 (2021)
  - Benefits: 61.8% of salary (38% of total teacher compensation)
    - **TOTAL: \$98,544 annually**
  - Assistant with a CDA: \$34,230, plus 38% for benefits.
  - Benefits include paid leave, life/health/disability insurance, retirement, and all legally required benefits (social security, workers' comp, etc.)

## Site Level & System Level Costs

- **Non-personnel costs at the FCC level are 12 to 20% of the pre-K personnel line**
- **Systems costs which we estimate would add an additional 10 to 20% to the FCC site-level costs**
- **Use of Staffed FCC Networks and Shared Services Alliances could reduce costs**



**Table 2. Non-Personnel Costs for FCC/Pre-K**

Non-Personnel (FCC/Pre-K Site Level)							
		4 pre-K children	6 pre-K children	8 pre-K children	10 pre-K children	10 pre-K children	12 pre-K children
Facilities	\$1,000 per child <sup>a</sup>	\$4,000	\$6,000	\$8,000	\$10,000	\$10,000	\$12,000
Food	\$833 per child <sup>b</sup>	\$3,332	\$4,998	\$6,664	\$8,330	\$8,330	\$9,996
Technology	\$1,400 per site <sup>b</sup>	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
Teaching materials/ supplies	\$153 per child <sup>c</sup>	\$612	\$918	\$1,224	\$1,530	\$1,530	\$1,836
License/permit fees	\$508 per site <sup>c</sup>	\$508	\$508	\$508	\$508	\$508	\$508
Professional Fees	\$3,000 per site <sup>b</sup>	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Advertising	\$26 per child <sup>d</sup>	\$104	\$156	\$208	\$260	\$260	\$312



## Table 3: Total FCC/Pre-K Costs: Per Home and Per Child

Number of children enrolled in pre-K per home	4 pre-K children	6 pre-K children	8 pre-K children	10 pre-K children <sup>a</sup>	10 pre-K children	12 pre-K children
Number of adults per pre-K home	1 adult	1 adult	1 adult	1 adult	2 adults	2 adults
TOTAL personnel cost (salary & benefits)	\$98,544	\$98,544	\$98,544	\$98,544	\$153,932	\$153,932
TOTAL non-personnel cost	\$12,956	\$16,980	\$21,004	\$25,028	\$25,028	\$29,052
<b>TOTAL site-level costs</b>	<b>\$111,500</b>	<b>\$115,524</b>	<b>\$119,548</b>	<b>\$123,572</b>	<b>\$178,960</b>	<b>\$182,984</b>
Per-child site-level costs	\$27,875	\$19,254	\$14,944	\$12,357	\$17,896	\$15,249
<b>TOTAL per-child costs (system &amp; site level)</b>						
10% system-level estimate	\$30,663	\$21,279	\$16,438	\$13,593	\$19,686	\$16,774
20% system-level estimate	\$33,450	\$23,105	\$17,932	\$14,829	\$21,475	\$18,298

# State Variations

We selected the most cost-efficient FCC model (10 children served by one adult) & adjusted our FCC per child estimate to reflect the variation in teacher compensation levels and created an estimated FCC per child rate for each state.

- Using FCC per child estimates with 10% system-level costs, about 31 states would be able to support the cost of high-quality preschool in FCC settings if they increased state preschool funding to a level that is appropriate to support quality.
- Another 13 states would be within about \$500 per child.
- Using FCC per child estimates based on 20% system-level costs, 11 states would be able to support quality in FCC settings, and 7 more would be within about \$500 per child.

## Table 7: Estimates of Per-Child Funding by State

	FCC Cost Per Pre-K Child (10% System-Level)	FCC Cost Per Pre-K Child (20% System-Level)	Estimated Per-Child Cost of Quality for State Pre-K Programs	Difference using 10% System-Level Estimate	Difference using 20% System-Level Estimate
Alabama	\$11,868	\$12,947	\$10,619	(\$1,250)	(\$2,328)
Alaska	\$14,789	\$16,133	\$17,140	\$2,351	\$1,006
Arizona	\$11,664	\$12,724	\$11,535	(\$129)	(\$1,189)
Arkansas	\$11,322	\$12,351	\$11,612	\$290	(\$739)
California	\$17,001	\$18,547	\$16,693	(\$308)	(\$1,854)
Colorado	\$12,301	\$13,419	\$12,654	\$353	(\$765)
Connecticut	\$16,007	\$17,462	\$17,061	\$1,053	(\$402)
Delaware	\$13,470	\$14,695	\$13,701	\$231	(\$994)
District of Columbia	\$16,226	\$17,701	\$16,781	\$556	(\$919)
Florida	\$11,117	\$12,127	\$12,342	\$1,225	\$215

# State Decisions that Impact Costs

- *Does the state's data system(s) include FCC providers?*
- *How does the state system support a cadre of coaches and assessors who support FCC/pre-K educators?*
- *What is the optimal caseload for coaches/assessors who support FCC/pre-K educators?*
- *Does the pre-K curriculum need to be research-based? Is it aligned with the state's early learning standards and child assessments?*
- *Is the curriculum appropriate and applicable for children enrolled in FCC settings?*
- *How will the curriculum be procured and what is included in the costs?*
- *How will child assessments and screeners be selected and what is included in costs?*

# Key Issues for Including FCCs in Pre-K: Financing & Funding

- Similar to all settings, it must be adequately funded to support high-quality programming
- It is not cheaper than center-based, but it does provide an important alternative for some children and families
- Use of Staffed FCC Networks and Shared Services Alliances could reduce costs
- What state policies support blending and braiding funds?
- There are different state mechanisms to move funds from the state to FCC educators

# Concluding Thoughts

- Many states allow for FCC inclusion in state-funded pre-K programs, but participation and enrollment in states that allow it is typically quite small.
- Some states may have to make infrastructure adjustments to best support FCCs:
  - Distributing funding & reimbursement policies
  - Professional development & coaching
  - Monitoring
- One strategy to start including FCCs may be through some sort of on-ramp for providers who are interested but not yet qualified to meet pre-K policies (i.e., BA degree)

# Educator Perspectives on Delivering Publicly-Funded PreK in Family Child Care

NASLEE Roundtable, October 8, 2024  
Juliet Bromer, Erikson Institute



## PreK in **Family** **Child Care** Project



# Acknowledgements

- Funders: **Home Grown** and **Foundation for Child Development**
- Collaborators: Rena Hallam & Jason Hustedt, **Univ. of DE, DE Institute for Excellence in Early Childhood**; Iheoma Iruka & Jenille Morgan, **UNC-Chapel Hill, Frank Porter Graham Child Development Center**; **Equity Research Action Coalition**
- FCC Educator and Family Advisory Board
  - Adrienne Briggs, **PHLpreK teacher** (9 years)
  - Kissha Ballard, **Florida VPK teacher** (8 years)
  - Anny Gonzalez, **Maryland PreK teacher** (2 years)
  - Aja Anderson, **Florida parent who uses PreK in FCC**
- **Educators and PreK administrators** who participated in our research



# Conceptual Framework for Including FCC in Mixed-Delivery PreK Systems



## Implementation Areas

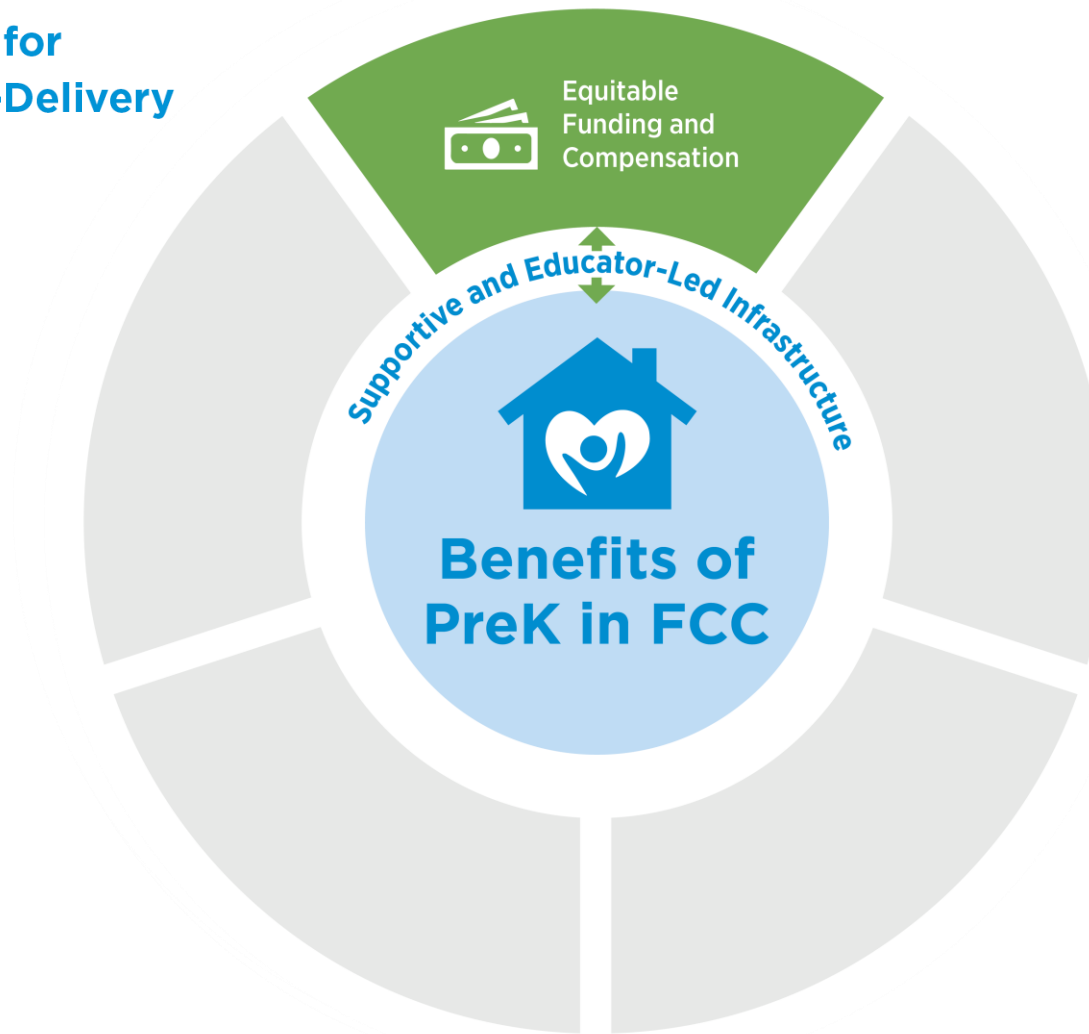


**Birth-to-five ECE systems context:** Historically not designed for FCC programs  
**Sociocultural context:** Legacy of structural racism, classism, and sexism

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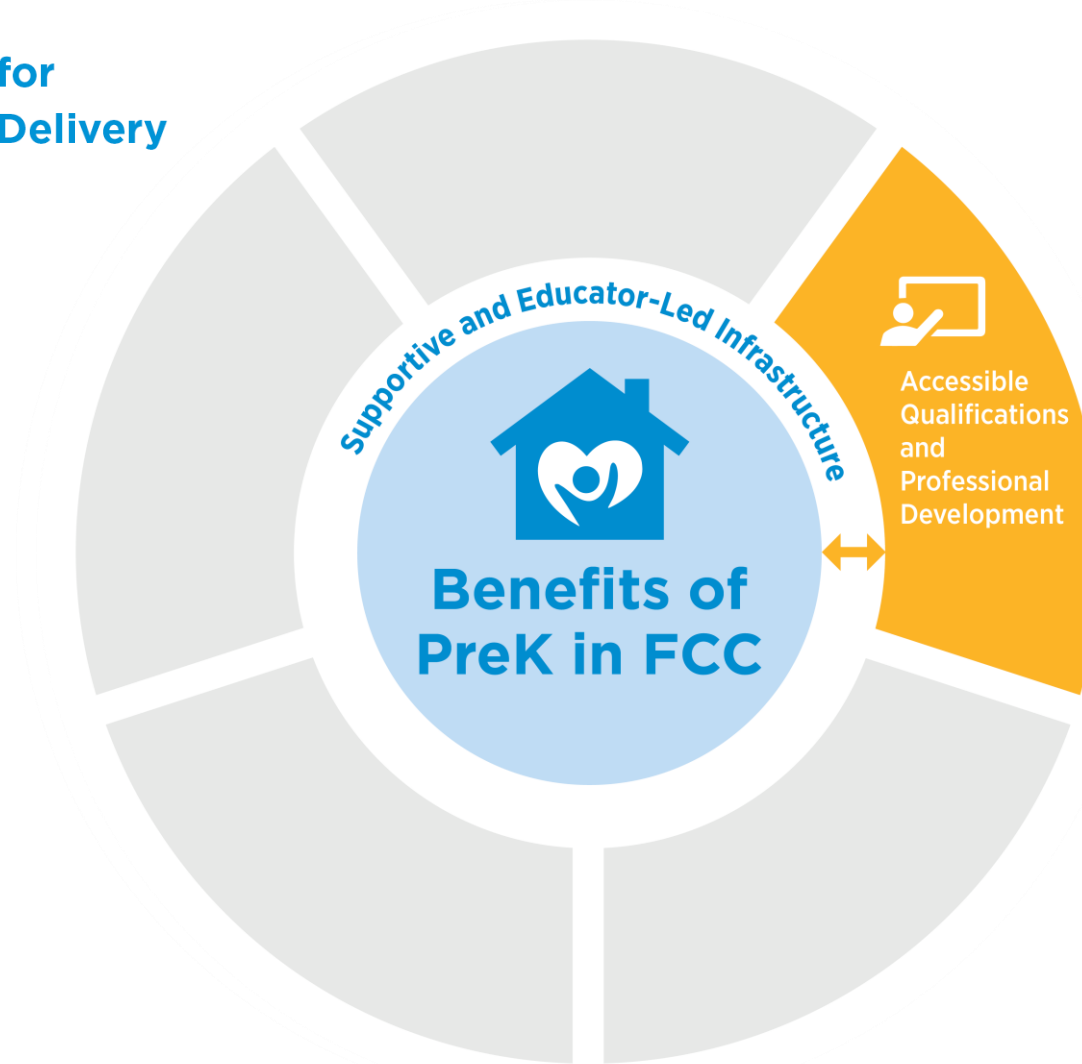


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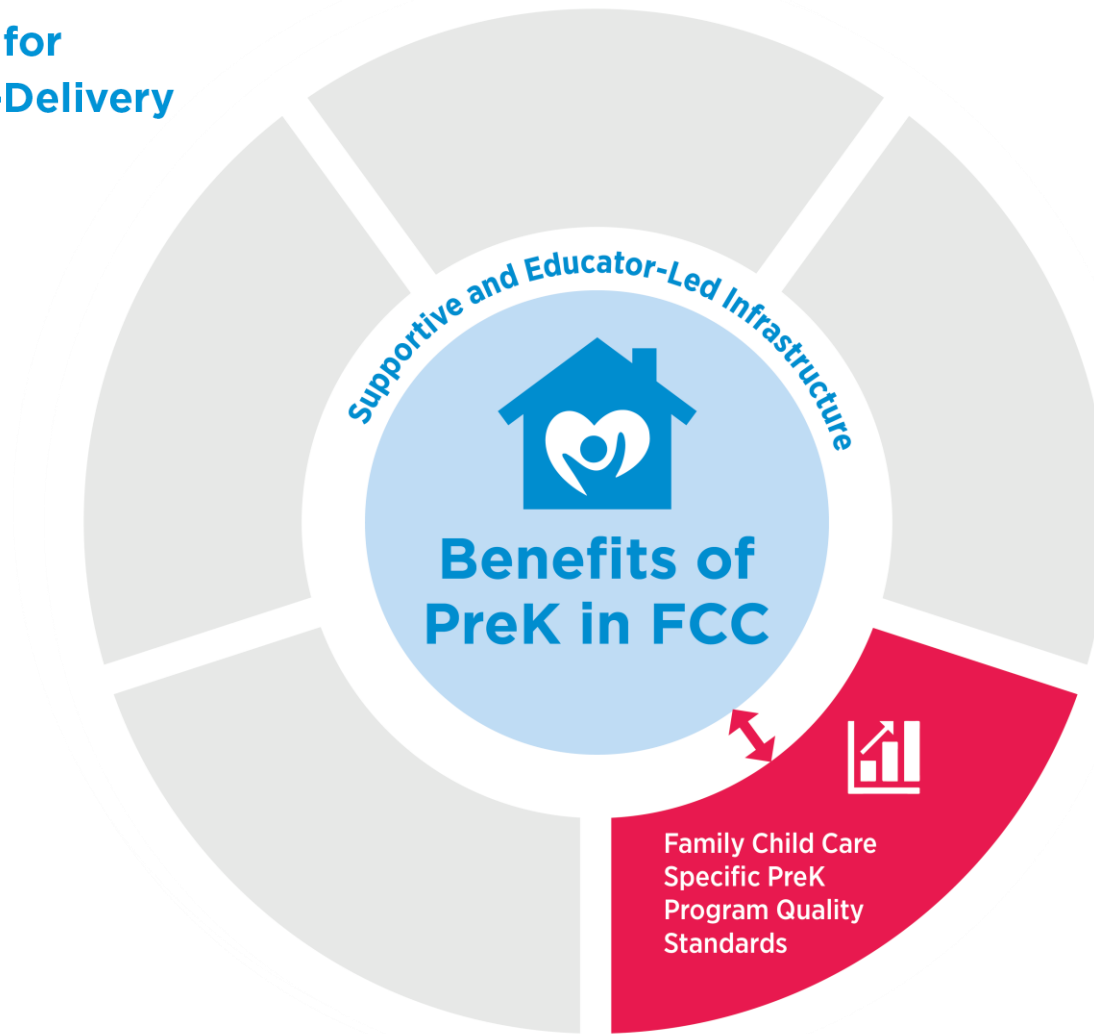


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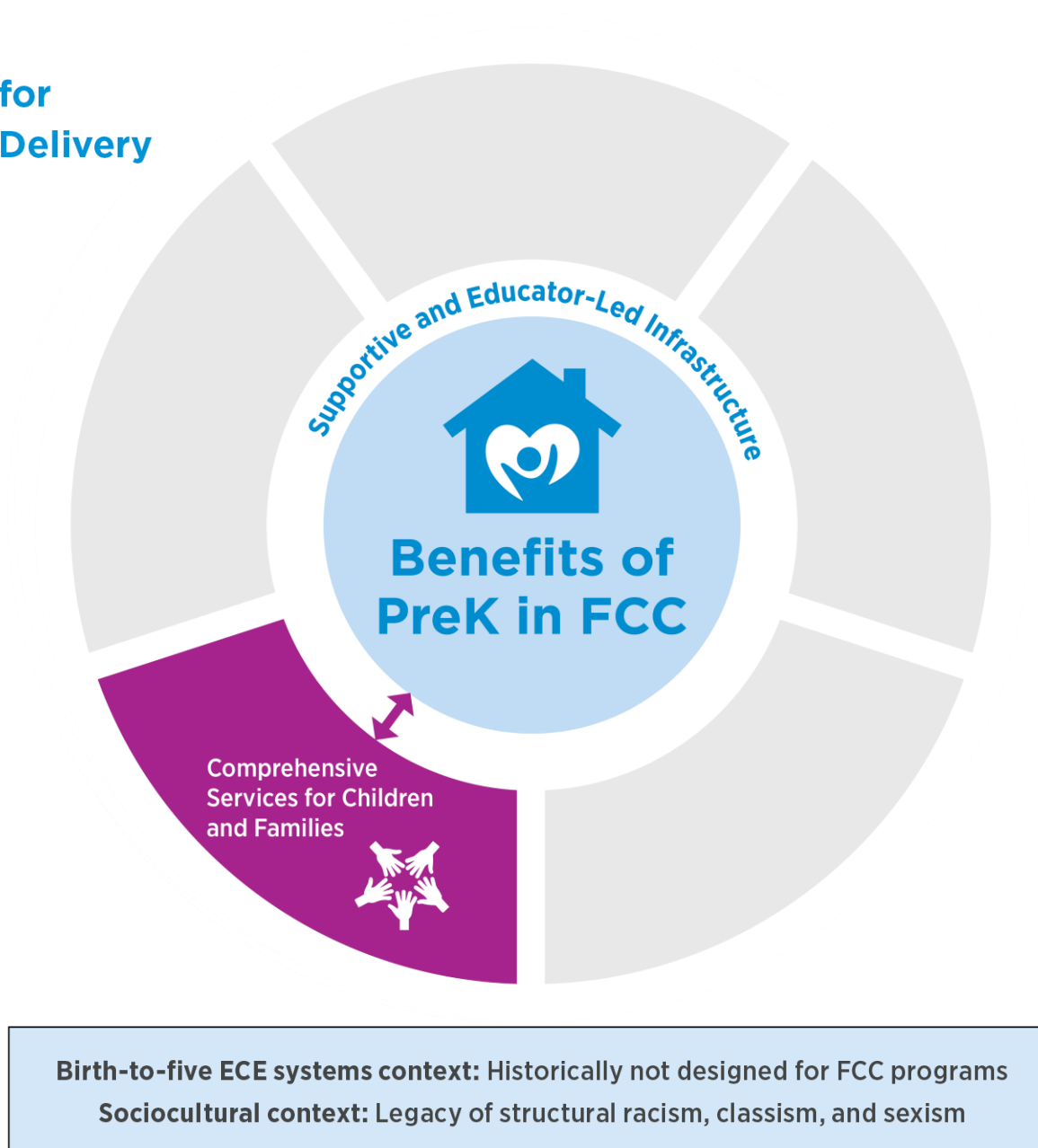


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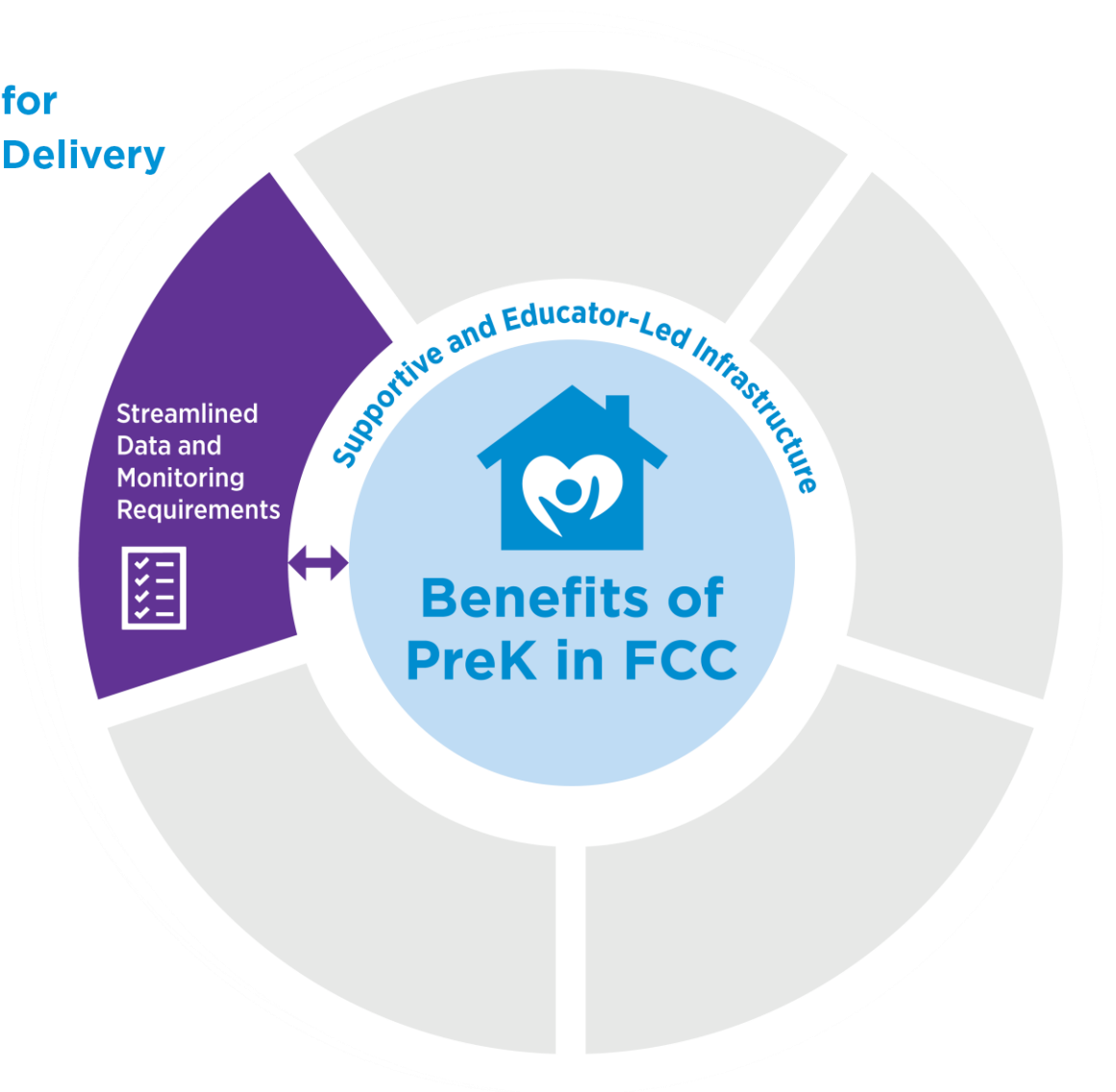
### Implementation Areas



## Conceptual Framework for Including FCC in Mixed-Delivery PreK Systems

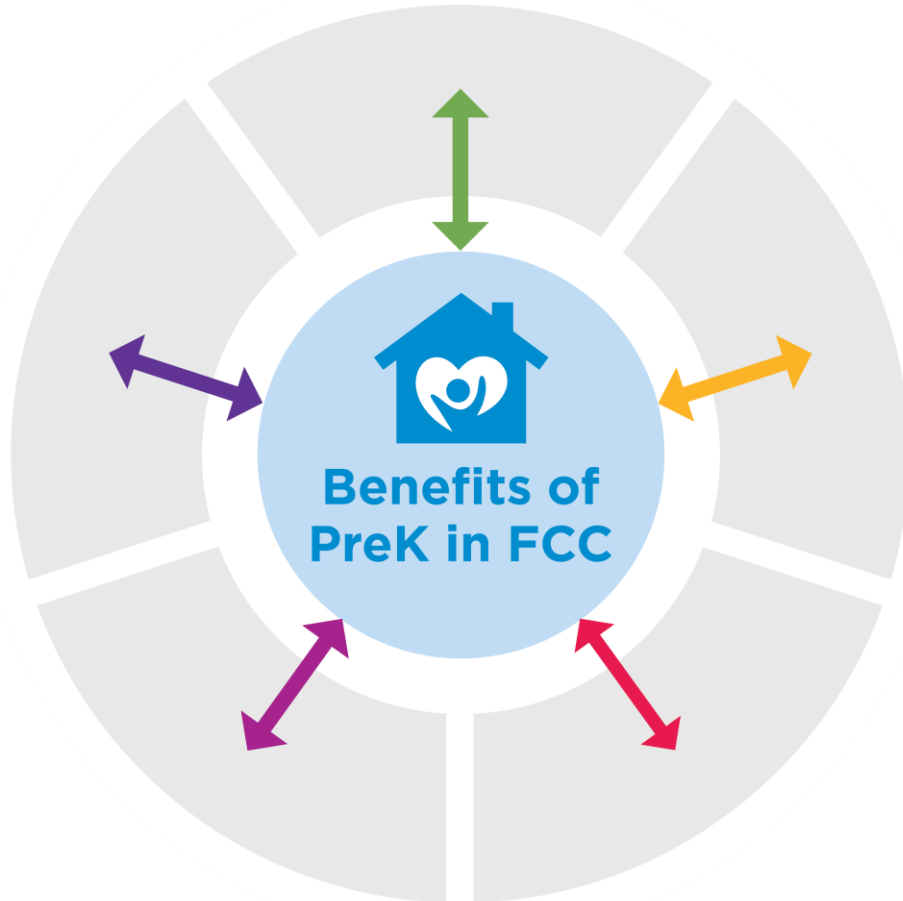


### Implementation Areas



**Birth-to-five ECE systems context:** Historically not designed for FCC programs  
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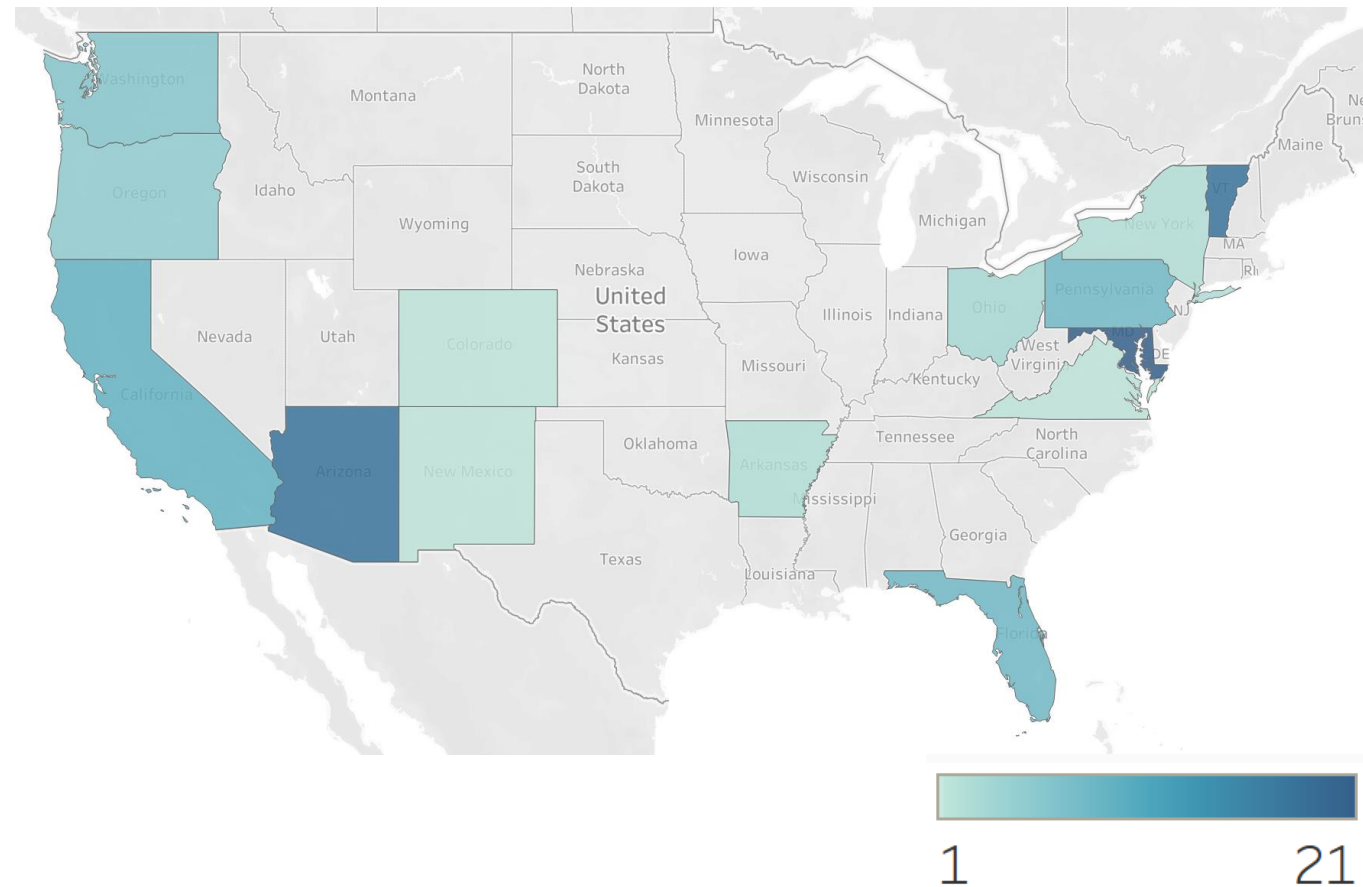
# Supportive & Educator-Led Infrastructure



- Can include networks, hubs, associations, dedicated agency/district staff
- Involves FCC educators in decision-making and feedback loops from design through implementation and expansion processes
- Allows for deeper understanding of the FCC setting and holistically supports FCC educators in meeting all PreK requirements, from application to implementation
- Is essential for FCC educators to see themselves as a valued part of a PreK system and to successfully offer PreK programming

# National PreK-FCC Educator Survey

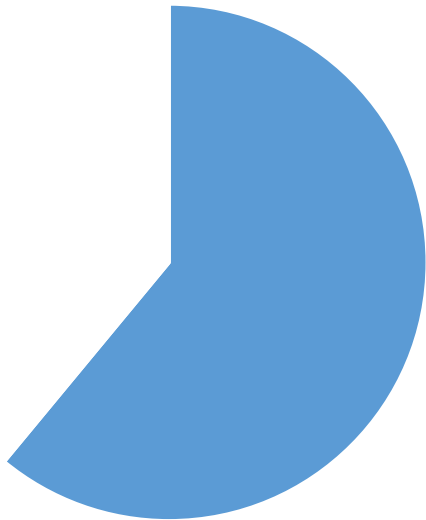
- Survey of **103 FCC educators receiving public PreK funds**
  - 18 PreK programs
    - 12 states, 6 municipalities
    - Mostly Northeast, Mid-Atlantic, West Coast, Southwest
  - Between 1-21 educators from each PreK program (avg. 25% of all FCC educators in each locale, range <1-78%)





# Who are PreK-FCC educators?

61% Educators  
of Color



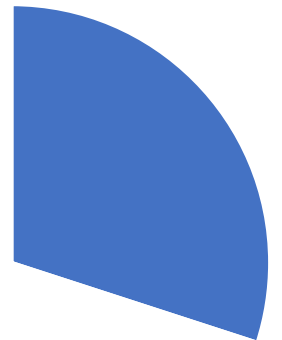
71% have a  
Bachelor's or  
higher



51% have more  
than 20 years of  
ECE experience



30% are NAFCC  
accredited



# PreK-FCC educators' Assets

- **Continuity and stability**
  - 82% care for PreK-funded children as infants/toddlers
- **Cultural and linguistic responsiveness**
  - 99% racial/ethnic match with at least one child
  - 25% spoke 2+ languages
  - 82% speak to families about their family lives and cultural identities weekly or more
- **Individualization**
  - 99% spend some time daily in 1-1 activities
- **Flexibility and family support**
  - 93% open year-round
  - 79% offer non-standard hour care
  - 70% CACFP, 64% subsidy, 9% Early/Head Start



## Benefits of PreK in FCC

Continuity and Stability  
Cultural and Linguistic Responsiveness  
Individualization  
Community Connections  
Flexibility and Family Support

# Who do PreK-FCC educators teach?

**Most educators teach diverse groups of children in terms of age, race and ethnicity, language, and ability.**

**5 PreK children**  
out of 9 total children  
(on average)

**85% Mixed Ages**  
Including infants, toddlers,  
and school-agers

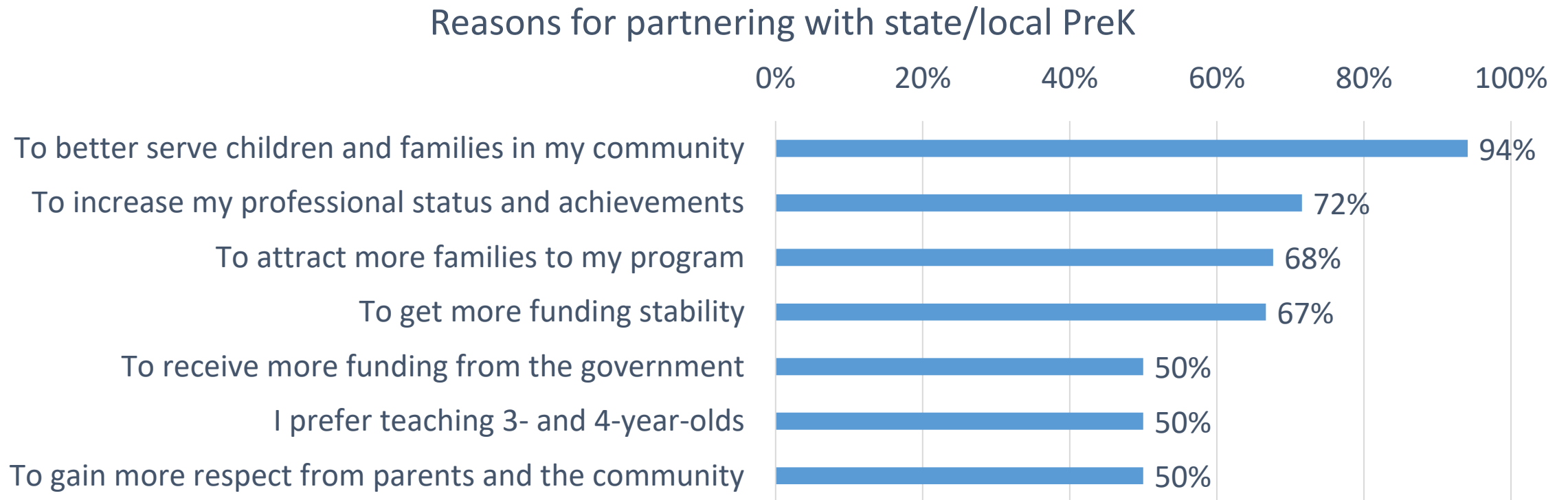
**Multicultural**  
3 in 4 educators care for  
children from 2+ racial and  
ethnic backgrounds

**Multilingual**  
1 in 3 educators care for dual  
language learners

**Ability**  
More than half care for a  
child with a disability or  
developmental delay

# Why do FCC educators offer public PreK?

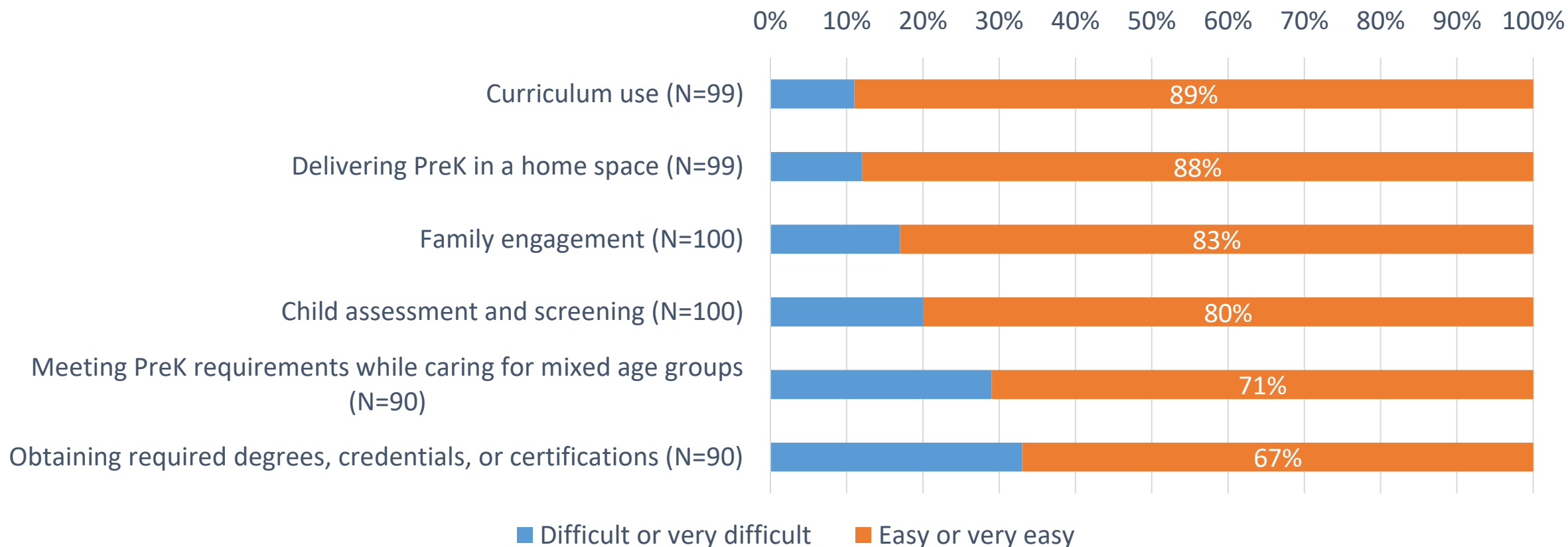
**The most popular reason educators decide to do public PreK is to better serve children and families in their community (94%).**



# Which PreK requirements are easy to meet?

**The easiest PreK requirements to meet are related to care and teaching practices.**

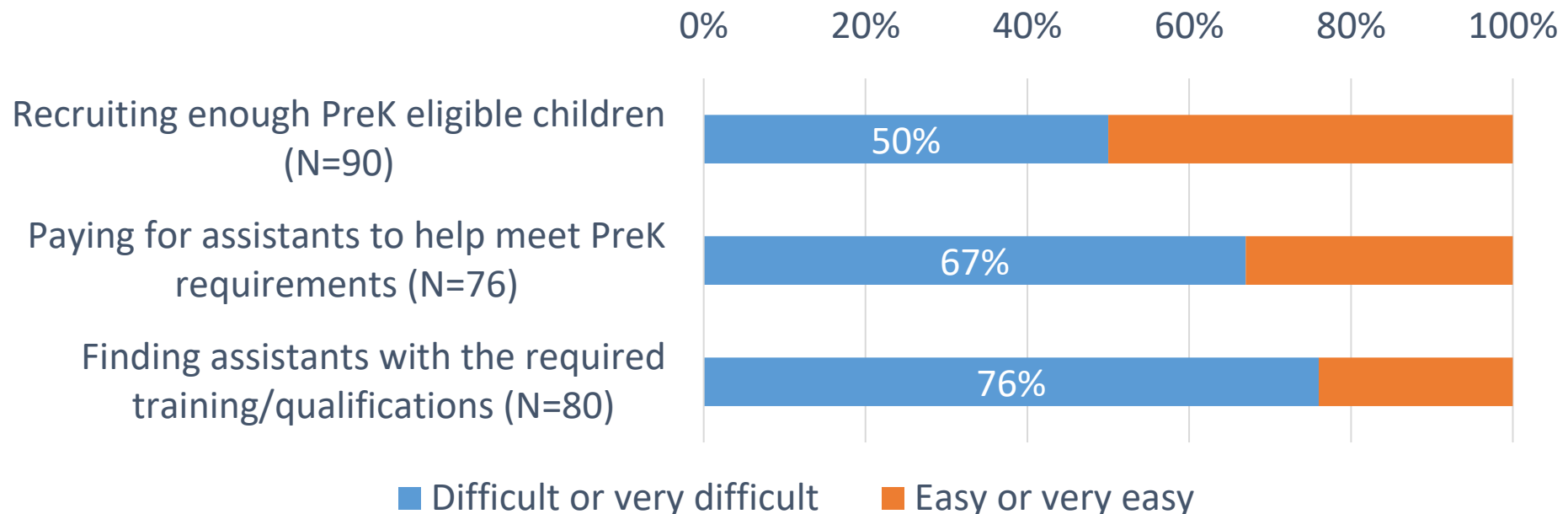
How easy or difficult is it to comply with the following PreK requirements?



# Which PreK requirements are hard to meet?

**The most difficult PreK requirements are related to finding and paying for qualified assistants.**

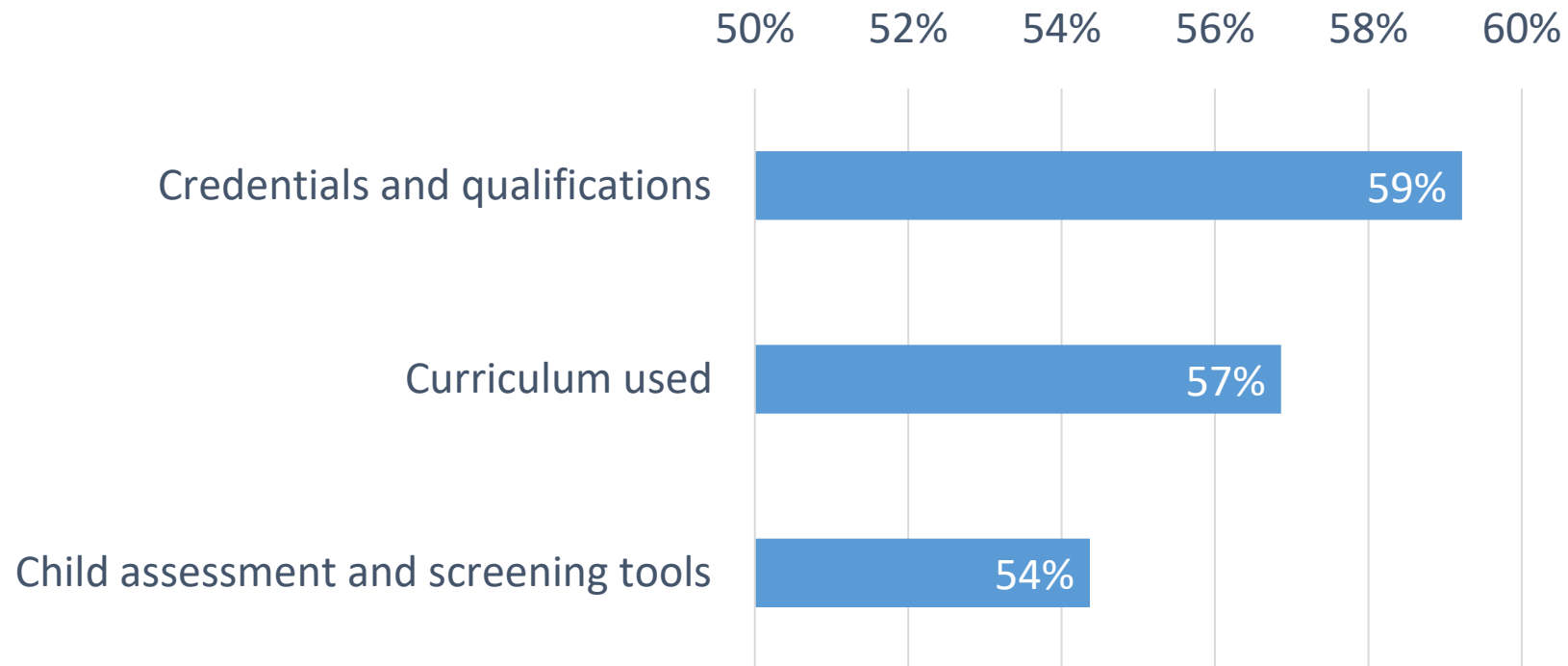
How easy or difficult is it to comply with the following PreK requirements?



# What are the impacts of PreK on FCC?

**The most positive areas of change are in terms of credentials and qualifications, curriculum used, child assessment and screening tools used.**

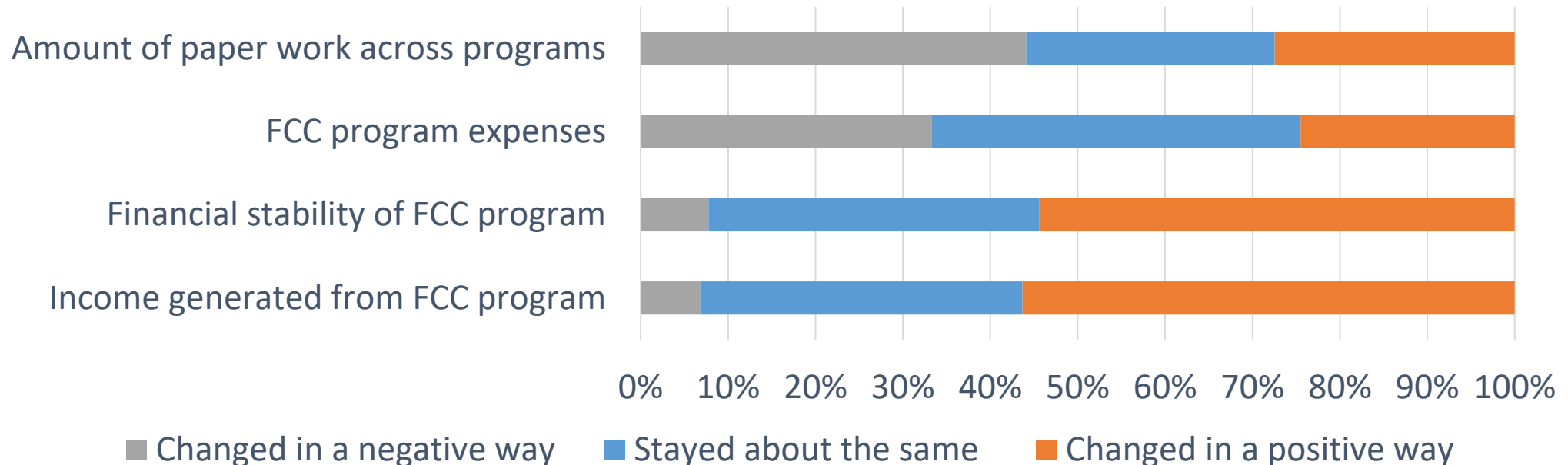
Since you have been offering state/local PreK, which of the following changed in a positive way?



# What are the impacts of PreK on FCC?

**Other positive changes include income generated from the FCC program and financial stability of their FCC program, but at the same time, educators report negative impacts on FCC program expenses and the amount of paperwork.**

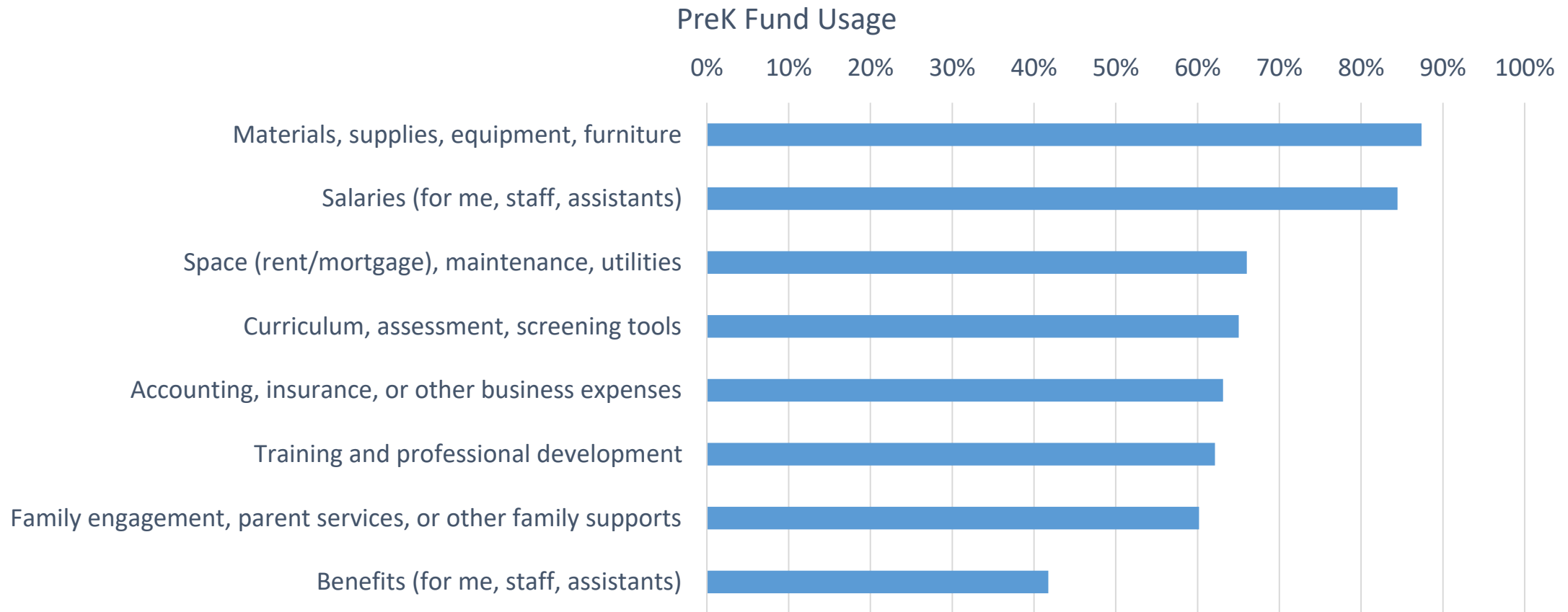
Since you have been offering state/local PreK, how did the following things change?





# How do educators spend PreK funds?

**Most PreK funds are spent on materials and salaries.**



# Do parents want FCC for PreK?

- **In the last three years, at least some PreK children had also been enrolled in most FCC programs as infants/toddlers**
- **Some reasons educators think parents stay for PreK include:**
  - Smaller setting and one-on-one time (98%)
  - Parents feel comfortable with FCC educator (94%)
  - Convenience (69%)
  - Shared cultural backgrounds or languages (43%)
- **57% of educators maintain a waiting list of children for PreK**
- **92% of families appreciate that FCC educator offers PreK**

# Contact Information

Erikson Institute Home-Based Child Care Research Team:

[HBCCprojects@erikson.edu](mailto:HBCCprojects@erikson.edu)

For More Information on Home-Based Child Care Research at  
Erikson Institute:



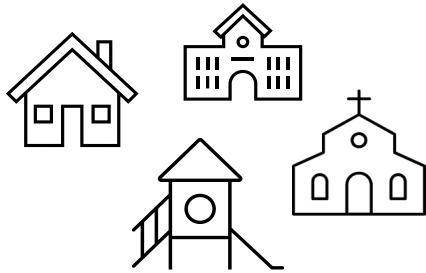
# VIRGINIA'S MIXED DELIVERY PRE-K SYSTEM

September 2024



# VIRGINIA'S SHARED VISION

We envision a Virginia where *all* children have the opportunity to enter school ready.



**Families have a variety of affordable, high-quality early learning options.**



**Programs are measured, supported to improve, and rewarded for continuous improvement.**



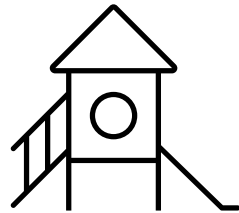
**Parents can work or go to school and meet their family's needs.**

# PUBLIC-PRIVATE PARENT CHOICE SYSTEM

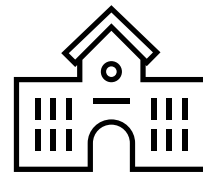
Virginia's early childhood system consists of multiple public and private providers that offer birth-to-five care and education across multiple settings.



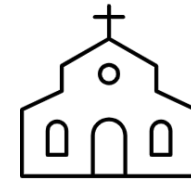
Over **1,900**  
family child  
care homes



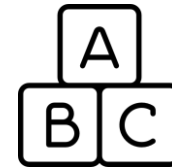
**~2,700**  
licensed child  
care centers



**946** public  
schools



**~870**  
religiously-  
exempt child  
care centers



**52** Head Start  
and Early  
Head Start  
grantees  
(across 364  
sites)

*Note: Site totals are not mutually exclusive and should not be summed. Additional site types include certified preschools, local government approved centers, and short-term child day centers (generally summer camps).*

# VIRGINIA'S STATE FUNDED PRE-K LANDSCAPE

Virginia has two state-funded pre-K programs that include the option to partner with family day homes.

	Virginia Preschool Initiative	Mixed Delivery Grants
<b>Settings</b>	Primarily local public elementary schools; some students served in licensed child care settings	Child care centers and family day homes
<b>Enrollment</b>	~23,000 three- and four-year-olds <ul style="list-style-type: none"> <li>Primarily in public schools, ~4% in community settings, less than 1% FDH</li> </ul>	~2,000 three- and four-year-olds (additional 500 infants and toddlers) <ul style="list-style-type: none"> <li>100% in community settings, ~2% FDH</li> </ul>
<b>Program characteristics</b>	<ul style="list-style-type: none"> <li>School day, school year services</li> <li>Participate in VQB5</li> <li>Follow programmatic guidelines for enrollment and additional requirements</li> </ul>	<ul style="list-style-type: none"> <li>Full day, full year services</li> <li>Participate in VQB5</li> <li>Follow programmatic guidelines for enrollment and additional requirements</li> </ul>
<b>Funding</b>	Funded to meet Standards of Quality formula (school based)	Funding at 100% Cost of Quality formula (child care based)
<b>Local Coordination</b>	Coordinated by school divisions	Coordinated by Virginia's Ready Regions and Virginia Early Childhood Foundation

# SUPPORTS FOR FAMILY DAY HOME PROVIDERS

Focus on Quality and  
Feedback through  
**VQB5**

Targeted  
**Professional  
Development**  
Supports

Educator Incentives  
through  
**RecognizeB5**

Commitment to Cost-  
Driven  
**Programmatic  
Funding**



# REQUIREMENTS TO PARTICIPATE

**Family day homes develop agreements with the local coordinating body for the pre-K program, which include requirements for both the program and the coordinating body.**

Programmatic expectations may include:

- Participate in VQB5, Virginia's unified quality measurement and improvement system.
- Use a statewide approved curriculum, including family day home options.
- Complete screening assessment of three- and four-year-olds twice a year.
- Meet professional development expectations.
- Complete reports on attendance, and in some cases assist with eligibility.
- Exemptions from teacher-licensure requirements.
- For VPI and Mixed Delivery, state funding does not change based on the private provider setting.

# EMPHASIS OF REGIONAL COORDINATION

**In both pre-K programs, engagement with family day home providers is driven through regional coordination and local leaders.**

## **Virginia's Ready Regions (Mixed Delivery and VPI):**

- 9 regional networks that are charged with regional coordination and quality support for all early childhood programs.
- As part of this, Ready Regions are the local subgrantee for Mixed Delivery Programs.
  - Responsible for identifying and supporting local coordination and collaborating with sites.
  - Communicating expectations of the program and troubleshooting throughout the year.
- Ready Regions receive FTE funds to support Family Day Homes.



## **School Divisions as Local Grantees (VPI):**

- VPI programs are subgranted through localities, typically a school division, representing the one county or city.
- VPI subgrantee is responsible for identifying and supporting private providers.
  - School divisions identify mechanism for engaging private providers, many partner with Ready Regions.