



Including Family Child Care in State-funded Pre-K Systems: An Update

AUTHORS: GG Weisenfeld and Erin Harmeyer, National Institute for Early Education Research (NIEER)

NIEER

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.

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.

Introduction

Millions of families rely on home-based care settings in the U.S., and more than 750,000 children are cared for in family child care (FCC) homes, or home-based settings that are regulated, certified, or licensed by the state.¹ Understanding this setting is thus critical to better supporting early learners, and additional research in these settings is needed. As part of these efforts, in 2021 we released the report: [*Including Family Child Care in State and City-funded Pre-K Systems: Opportunities and Challenges*](#), in which we reviewed the integration of FCC homes in publicly funded pre-K systems during the 2019-2020 school year. We found that about half of state-funded pre-K programs (29 out of 62) in 24 states allowed FCCs to receive state pre-K dollars either directly from the state or through subcontracting. However, allowing for the inclusion of FCCs does not necessarily lead to FCC participation: States reported much lower participation numbers than might be expected, from a low of 6 providers enrolling 23 children in Illinois to a high of 924 children enrolled in New York. When states did report that FCCs were participating in state-funded pre-K, actual enrollment of children in this type of setting was quite low (typically less than 1 percent of preschool children).

Following these initial findings, we released the report: [*Including Family Child Care \(FCC\) Programs in Publicly-Funded Pre-K: Conditions for Success*](#), which included conditions or policies states could establish that would set them up for success, should they decide to include FCC programs in their mixed-delivery pre-K systems. These conditions outline research-based practices that support high-quality pre-K in home-based settings, such as having a highly-qualified teaching staff (e.g., teacher holds a bachelor's degree), academic supports for educators (e.g., a research-based curriculum aligned with the state's early learning standards), and environments that support high-quality learning (i.e., reasonable group sizes and ratios).

Families prefer FCC for a host of reasons, and research indicates families with low incomes and those from minoritized and marginalized communities (e.g., communities of color, immigrant communities, rural communities) are more likely to utilize home-based child care.² Likewise, parental prioritization of different ECE characteristics can make parents more likely to select one type of care environment over another. For instance, research has shown that parents who prioritize convenience (e.g., a location close to home, availability of sick care) and affordability are more likely to use home-based child care, while those who prioritize a teacher's English fluency and provider training are more likely to

select center-based ECE settings.³ It is clear from previous research that parental decisions regarding children's early learning settings are complex, reflecting that families have different needs and desires when selecting learning settings. It may be that expanding mixed-delivery options (i.e., by including more FCC sites in state-funded pre-K programs) could attract more families to state-funded preschool, but more research is needed to answer that question. Additionally, states may find they are better able to meet more families with high-quality preschool programming through expanding mixed delivery pre-K settings. Because equitable access for all children to high-quality early learning settings is still a concern in the U.S., particularly for low-income and minority children, innovative solutions to serving more children are needed.

In addition, multiple states have recently passed laws requiring universal preschool, and thus there is an urgent need to increase the number of available classrooms where children can be served in state-funded programs. One estimate shows New Jersey's proposed preschool expansion to a universal program for three- and four-year-olds would require an additional 333 classrooms per year to provide space for an additional 5,000 children.⁴ Utilizing pre-existing classrooms, including already operating FCC homes, may allow expansion to proceed at the rate intended by legislation, since these classroom spaces already exist. Some states have incorporated FCCs in the planning process as expansion proceeds: For example, California has included FCCs in workgroups that are planning pre-K expansion for the state.⁵ And in Washington, a state workgroup called the "Smaller Provider" Pathway workgroup is looking at the specific needs of smaller providers implementing ECEAP, the state-funded program.

While family preferences, existing facilities concerns, and many other issues are critical in making decisions about where children are served in state-funded pre-K, central to decisions about pre-K should be quality. The evidence base on high-quality preschool is clear: Students with the opportunity to attend a high-quality program are likely to experience positive impacts on their educational outcomes and well-being in both the short- and long-term. Quality matters, however, not all pre-K programs are created equal or funded equitably. In this paper, we provide an update on which state policies allow for the inclusion of FCCs in state-funded pre-K. Rigorous research on the impact of pre-K delivered in FCC settings on child outcomes should be undertaken in order to influence decisions on future expansion. While evidence

makes it clear that high-quality learning can and does take place in home-based settings, future research questions can highlight the impact of publicly-funded pre-K in FCC settings specifically, and furthermore, highlight how states can expand into FCC settings in a way that prioritizes quality and equity.

Recent increases in proposed state legislation that allows FCC inclusion in pre-K indicate that many states have an interest in including FCC educators. To update our data on FCC inclusion for this report, we followed up with states in the 2022-2023 school year to learn more about whether the perceived interest and proposed legislation surrounding the inclusion of FCC in pre-K programs was translating into actual participation. In addition, we

wanted to see if the percentage of children enrolled in this type of setting had changed since the 2020-2021 school year. We also wanted to review funding levels and how state dollars flowed to FCC sites. Finally, we were curious about the degree to which policies identified in the Conditions for Success were being met. In the spring and summer of 2023, we reached out to state leaders to identify the degree to which FCCs participated in state pre-K programs (see Appendix A: Methodology Notes). The following tables outline the data answering these questions and provide a starting point for interested parties to understand what FCC inclusion rates and participation were in the 2022-2023 school year

Participation in Public Pre-K

In 2022-2023, 44 states and Washington, D.C. operated a total of 62 pre-K programs.⁶ All but one state served pre-K children in mixed-delivery settings and at least eight states served more children in non-public school settings than in public schools (Garver et al., 2023). Some of these states allowed and funded FCCs in their pre-K systems.

- Seven of 24 states reported that FCCs did not participate in the state pre-K program, even though this participation is allowed (Alabama, Connecticut, Delaware, Illinois, Iowa, Kansas, and Maine; see Table 1).
- Enrollment information was reported by 12 states (Arizona, Arkansas, California, Florida, Maryland, Massachusetts, New Mexico, New York, Ohio, Oregon, Virginia, and Washington; see Table 2) in 13 programs (Virginia has two programs). Vermont was able to report the number of providers, but not the number of children.
- Four states were unable to report the actual number of children enrolled in FCC pre-K slots but were able to confirm the participation of FCC providers in at least one of their pre-K programs (Minnesota Voluntary Prekindergarten and School Readiness Plus (MN VPK), Oregon Pre-Kindergarten, Pennsylvania Head Start Supplemental Assistance Program, and Vermont Universal Prekindergarten Education (Act 166)). To understand why this might occur, it is helpful to look at MN VPK. Preschool enrollment data is reported by the school district to the state, but it does not include a breakdown of where the program is operating. However, at the time of applying for VPK funds, implementation partners including FCCs are identified.

- The number of children served in FCC homes is relatively low compared to the number of children served in center-based and school-based programs (see Table 3). Out of the 13 pre-K programs (12 states) that could report enrollment, more than half (8 out of 13) served less than 1% of preschool children in FCC homes. This is similar to Head Start, in which 0.2% of funded slots were in FCC homes in the 2020-2021 school year. Exceptions to this small percentage were Oregon, Arizona, and New York with 18.2%, 3.8%, and 2.6%, respectively.
- Several state offices do not collect this information, so it is possible that FCCs did participate in pre-K since they are eligible directly or through subcontracts in these state pre-K programs (Minnesota Head Start, Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K, Texas Public School Prekindergarten, Wisconsin Four-Year-Old Kindergarten (4K)).

Changes since 2019-2020

- Three new states (Maryland, Minnesota, and Virginia) reported the inclusion of FCCs in state-funded pre-K (Maryland's data from 2020-2021 was included in the 2021 report). In addition, Connecticut now allows FCCs to participate in two of its preschool programs, however, none did so in 2022-2023.⁷
- Most states reported increases in the number of children participating (see Table 2), including:
 - 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.

Funding Mechanisms and Amounts in 2022-2023

- As expected, as enrollment of children in FCC/pre-K settings increased, so did overall state spending (see Table 5).
- Per child spending (2022-2023) ranged from \$2,393 (Florida VPK summer program; 300 hours) to \$19,070 (Washington’s Early Childhood Education and Assistance Program (ECEAP); 2,370 hours).
- Even though more than half of the states (9 out of 16) can distribute pre-K funds directly to FCC providers; only six states directly contracted with them for pre-K services (Arizona, Arkansas, New Mexico, Ohio, Oregon, and Washington) (see Table 5).
- Washington’s ECEAP was the only state pre-K program that funded FCCs directly and used intermediaries.

Requirements and Program Specifications & Variations

- States set thresholds for the maximum and sometimes minimum number of children allowed in a licensed FCC. In a recent scan⁸ of state policies, researchers found a range of 1 to 6 minimum children and 4 to 16 as the maximum group size (small group homes). Similarly, some states have policies that establish the minimum enrollment of pre-K students in FCC settings,⁹ for example:
 - Oregon Preschool Promise requires at least 6 children be enrolled in pre-K. Based on licensing regulations, Oregon only allows 6 children to be enrolled in small homes, thus all 6 slots will be filled with pre-K-aged students.
 - Virginia Mixed Delivery program specifies that “(c) ontracts between grantees and ECCE sites must be for a substantive portion of slots per Mixed Delivery classroom (ex: 10 Mixed Delivery slots in a 20-child classroom or 3 per family day home).”¹⁰ However, programs may submit waivers if they cannot meet this requirement but can still meet the goals of the program.
 - In Florida, the minimum FCC enrollment is four VPK children for both programs, but the maximum is 12 for the summer program and 11 for the school year program.

Coordinated Enrollment System

- Both New York and Florida have a coordinated enrollment system, thus allowing a single point of entry for pre-K enrollment that is inclusive of all settings, including FCCs. Minnesota piloted a similar system during the fall of 2023.
- In Oregon, Early Learning Hubs, which serve as intermediaries between the state and providers, help support a more coordinated enrollment system that is inclusive of the various ECE opportunities within their geographic boundaries.

Unionization

- In California, The Child Care Providers United (CCPU) Union represents FCC providers throughout the state who participate in state-funded early care and education programs, including those in the state-funded California State Preschool Program (CSPP). In negotiations with the CCPU, the State of California has reached agreements regarding training, incentives to retain licensed providers, and retirement and health benefits.¹¹
- Florida’s Department of Early Learning works in partnership with the Florida Family Child Care Home Association (FFCCHA) to provide policy and program updates as well as professional learning opportunities at the FFCCHA annual conference.

Pay Parity

- In New Mexico, FCC educators are eligible for the Early Childhood Education and Care Department’s Pre-K Parity Program,¹² which provides pay parity to early childhood educators who work as teachers or directors in community-based programs that are New Mexico-funded. The program makes up the difference between the New Mexico Public Education Department base amount and the yearly salary of the FCC educator, guaranteeing that all FCC educators are paid at least \$50,000 yearly – the annual minimum salary of pre-K educators in the state.

Professional Development and Coaching

- Florida’s Division of Early Learning has developed incentives through the federal American Rescue Plan Act (ARPA) to support implementation of program assessment (Classroom Assessment Scoring System – CLASS observations) in pre-K classrooms. Incentives are available to all provider types and include professional development opportunities and resources providers may utilize to increase or maintain program assessment composite scores that indicate high-quality programs.

- In Maryland, the Family Child Care Alliance has a substitute pool available for providers paid for with state pre-K dollars; this supports providers with up to 24 hours of substitute coverage per year (paid at up to \$18 per hour).
- Maryland offers an intensive coaching and support system to FCC pre-K educators, which includes 8 coaches on staff who work with FCC educators for 1-1.5 hours per week. Each coach has a caseload of approximately 7 educators.
- In Massachusetts, the Grant Coordinator works with educators to ensure professional development opportunities are available after hours; and that providers receive stipends for time spent outside of regular operating hours.
- Minnesota supports FCC educators through inclusion in school district and Head Start professional development activities. FCC educators who are in

Head Start and the pre-K program are eligible to receive grants and other supports and resources available to any FCC provider through the state QRIS Parent Aware.

- In New Mexico, each pre-K provider is assigned a specialist who monitors the program for compliance with pre-K standards, and provides resources and guidance as needed.
- The Washington State Department of Children, Youth and Families provides ongoing performance standards and program support through virtual platforms and check-ins with directors and field staff, and online trainings for all pre-K staff. Each contractor has an assigned Continuous Quality Improvement (CQI) specialist who provides technical assistance and is a liaison for the state. The CQI specialists provide targeted support to FCC contractors and other contractors with FCC sites.

Conclusion

The total number of states that allow for the inclusion of FCC programs in their state-funded pre-K systems has remained unchanged since our previous report was released. In 2019-2020, we reported that 29 programs in 24 states allowed FCC participation. The number of states allowing for FCC participation in 2022-2023 remained at 24, although there were some shifts: While North Dakota and Missouri allowed FCCs to receive state pre-K funds in 2019-2020, none participated, and in 2022-2023 these programs (Missouri Preschool Program and North Dakota's Early Childhood Education Grant Program) no longer existed. But in 2022-2023, two new states reported allowing FCC participation: Connecticut allowed for participation of FCCs in two programs, although no FCC providers participated, and Virginia reported enrollment of children in two of their programs. This brings the total to 30 programs in 24 states allowing participation in 2022-2023.

The biggest change from the 2019-2020 school year to the 2022-2023 school year has been increases in enrollment of children in FCCs in state-funded pre-K programs, which in some programs have been substantial. Most states reported an increase in the number of children enrolled in FCC settings, with more notable increases in New York, Oregon, and Washington. Only one state (Illinois) reported enrollment of children in FCCs in 2019-2020 and not in 2022-2023, and only one state (Ohio) reported a reduction in enrollment numbers. In 2022-2023, we report a total enrollment of 6,303 children in 13 programs in 12 states (Vermont, while unable to report enrollment for 2022-2023 could report 49 FCC providers were eligible to provide services, although some

may not have enrolled any pre-K children). In 2019-2020, we reported a total enrollment of 1,084 children in 9 programs in 9 states. While some of this increase can be attributed to states' capacity to report enrollment (i.e., Arkansas, Florida, and Massachusetts were unable to report enrollment numbers in 2019-2020; and Maryland did not enroll children until 2020-2021), some can also be attributed to states reporting enrolling more children in FCCs as compared to 2019-2020. This is the case in Virginia (VPI program) in which inclusion is newly occurring, but also in states where enrollment increased between 2019-2020 and 2022-2023 including larger increases in California (151 children, up from 96), New York (4,090 children, up from 294), Oregon (970 children, up from 216) and Washington (263 children, up from 30).

These enrollment changes from 2019-2020 to 2022-2023 seem to indicate that enrollment in state-funded pre-K in an FCC setting appeals to families and providers. However, little research has documented the structural or process quality in these settings or the learning gains made by children in these settings. As states expand their pre-K programs to include more children in FCC settings, future research should document the quality and learning outcomes of children, particularly so that areas of strength and opportunity in these programs can be identified and adequately supported. While there are many similarities in what constitutes quality learning and instruction regardless of setting, the uniqueness of FCC programs will require thoughtful incorporation as they continue to be included in state-funded pre-K.

Acknowledgements

We would like to extend our thanks to Ellen Frede, Karin Garver, Tracy Jost, Alexandra Patterson, and Natalie Renew for their time and effort in participating in conversations and providing insights that helped us finalize this document.

Table 1. FCCs that were Allowed to Participate and Received Preschool Dollars in 2019-2020 and 2022-2023

Name or location of state-funded preschool program	FCCs were eligible to receive state preschool dollars in 2022-2023 ¹	FCCs received state preschool dollars in 2022-2023 ¹	FCCs received state preschool dollars in 2019-2020 ¹
First Class Pre-K: Alabama’s Voluntary Pre-Kindergarten Program	Yes	No	No
Arizona: Quality First Scholarships	Yes	Yes	Yes
Arkansas Better Chance/Arkansas Better Chance for School Success	Yes	Yes	Unknown
California State Preschool Program (CSPP)	Yes	Yes	Yes
Connecticut Child Day Care Contracts	Yes	No	Not allowed
Connecticut School Readiness Program	Yes	No	Not allowed
Delaware Early Childhood Assistance Program (ECAP)	Yes	No	No
Florida Voluntary Prekindergarten Program	Yes	Yes	Unknown
Illinois Preschool for All	Yes	No	Yes
Iowa Statewide Voluntary Preschool Program	Yes	No	No
Kansas Preschool Pilot	Yes	No	No
Kansas Preschool-Aged At-Risk	Yes	No	No
Maine Public Preschool Program	Yes	No	No
Maryland Prekindergarten Program	Yes	Yes	No, but did in 2020-2021
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	Yes	Yes	Unknown
Minnesota Head Start	Yes	Unknown	Unknown
Minnesota Voluntary Prekindergarten and School Readiness Plus	Yes	Yes, but was not able to be reported	Unknown
New Mexico PreK (4s) NM Early PreK (3s)	Yes	Yes	Yes
New York State Administered Prekindergarten Program	Yes	Yes	Yes
Ohio Early Childhood Education	Yes	Yes	Yes

Table 1. FCCs that were Allowed to Participate and Received Preschool Dollars in 2019-2020 and 2022-2023 (continued)

Name or location of state-funded preschool program	FCCs were eligible to receive state preschool dollars in 2022-2023 ¹	FCCs received state preschool dollars in 2022-2023 ¹	FCCs received state preschool dollars in 2019-2020 ¹
Oregon Pre-Kindergarten	Yes	Yes, but was not able to be reported	Yes, but was not able to be reported
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania Head Start Supplemental Assistance Program	Yes	Yes, but was not able to be reported	Yes, but was not able to be reported
Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K	Yes	Unknown	Unknown
Texas Public School Prekindergarten	Yes	Unknown	Unknown
Vermont Universal Prekindergarten Education (Act 166)	Yes	Yes, but was not able to be reported	Yes
Virginia Mixed Delivery	Yes	Yes	Unknown ³
Virginia Preschool Initiative (VPI)	Yes	Yes	No (but allowed)
Washington: Early Childhood Education and Assistance Program (ECEAP)	Yes	Yes	Yes
Wisconsin Four-Year-Old Kindergarten (4K) ²	Yes	Unknown	Unknown

1. Funds could be received either directly from the state or through subcontracting via an intermediary (e.g., school districts, FCC network, etc.). Even though North Dakota and Missouri did not support FCCs in their state pre-K programs (North Dakota's Early Childhood Education Grant Program and Missouri Preschool Program), they were allowed to receive funds. In 2022-2023, these two programs no longer existed.

2. In 2019-2020, the Wisconsin Head Start State Supplement was reported as a separate pre-K program, Wisconsin's 2nd state-funded pre-K program. However, the program's information is no longer included in NIEER's State of Yearbook due to the state supplemental funds not substantially expanding the number of children served, and thus no longer included in this report.

3. Virginia Mixed Delivery did not meet NIEER's definition of a pre-K program and was thus not included until the 2022 NIEER Yearbook which reported the 2021-2022 school year, and therefore is not included in the previous 2021 report on FCC participation in state pre-K systems.

Table 2. FCC Enrollment in Preschool Programs in 2022-2023

Name or location of state/city-funded preschool program	Number of FCC/pre-K providers	TOTAL: Number of 3- and 4-year-old children served	3-year-olds	4-year-olds	Notes	Enrollment in 2019-2020 scan
Arizona: Quality First Scholarships	Not able to be reported	228	104	97	Includes 27 five-year-olds.	3s & 4s: 198 Providers: 75
Arkansas Better Chance (ABC)	4	46				Not able to be reported
California State Preschool Program (CSPP)	113	151	67	72	Additional 12 children who were not 3- or 4-years of age.	3s & 4s: 96 Additional: 39 5-year-olds Providers: Unknown
Florida Voluntary Prekindergarten Program	39	226	0	226		Not able to be reported
Illinois Preschool for All	0	0	0	0		3s & 4s: 23 Providers: 6
Maryland Prekindergarten Program	27	132	0	132		No children were enrolled in FCC/ pre-K in 2019-2020. 2020-2021: 3s & 4s: 40 Providers: 14
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	2	13				Not able to be reported
New Mexico PreK (4s) NM Early PreK (3s)	11	115			Enrollment: 12 3-year-olds; 24 4-year-olds; and 79 3- and 4-year-olds.	3s & 4s: 111 Providers: 9

Table 2. FCC Enrollment in Preschool Programs in 2022-2023 (continued)

Name or location of state/city-funded preschool program	Number of FCC/pre-K providers	TOTAL: Number of 3- and 4-year-old children served	3-year-olds	4-year-olds	Notes	Enrollment in 2019-2020 scan
New York State Administered Prekindergarten Program	Unknown	4090			A majority of the enrollment is in NYC (3549 enrolled in FCC/pre-K: 3,186 3-year-olds & 363 4-year-olds.)	3s & 4s: 294 Providers: Unknown
Ohio Early Childhood Education	5	19	6	13		3s & 4s: 33 (34 slots were funded) Providers: 7
Oregon Preschool Promise	93	970			Children must be 3 years old and not older than five.	Enrollment 3s & 4s: 216 (cumulative) Providers: 24
Vermont Universal Prekindergarten Education (Act 166)	49	Not able to be reported			There are 49 registered FCCs that are approved, however not all may be currently serving children.	Enrollment 3s & 4s: 83 Providers: 23
Virginia Mixed Delivery	7	30	19	11		Unknown ¹
Virginia Preschool Initiative (VPI)	20	20			The exact number of children is not collected, but it is estimated to be about 20 children.	None (FCCs did not receive funding)
Washington: Early Childhood Education and Assistance Program (ECEAP)	49	263	110	153		3s & 4s: 30 Providers: 7

1. Virginia Mixed Delivery did not meet NIEER's definition of a pre-K program and was thus not included until the 2022 NIEER Yearbook which reported the 2021-2022 school year, and is not included in the previous 2021 report on FCC participation in state pre-K systems.

Table 3. FCC Operation and Enrollment in Preschool Programs in 2022-2023

Name or location of state-funded preschool program	State Department that Administers preschool ¹	Number of children (3s & 4s) served in FCC/Pre-K	% of pre-K children enrolled in FCC setting (2019-2020)	% of pre-K children enrolled in FCC setting (2022-2023)
Arizona: Quality First Scholarships	State Board	228	3.7%	3.83% (3- and 4-year-olds)
Arkansas Better Chance (ABC)	Education	46	Not reported	.25%
California State Preschool Program (CSPP)	Education	151	.04%	.16% (just CSPP)
Florida Voluntary Prekindergarten Program	Education	226	Not reported	.15%
Illinois Preschool for All	Education	0	.03%	0%
Maryland Prekindergarten Program	Education	132 (only 4-year-olds)	.12%	.50% (only 4-year-olds)
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	ECE Department	13	0%	.67% (just CPPI)
New Mexico PreK (4s) NM Early PreK (3s)	ECE Department	115	.009%	.87%
New York State Administered Prekindergarten Program	Education	4090	.24%	2.63%
Ohio Early Childhood Education	Education	19	.18%	.11%
Oregon Preschool Promise	Education	970	12.2% (just Preschool Promise)	18.50% (just Preschool Promise)
Vermont Universal Prekindergarten Education (Act 166)	Education	Not reported	.01%	Unknown
Virginia Mixed Delivery	Education	30	Not reported ³	1.65% (VA Mixed Delivery) .53% (both VA pre-K programs)
Virginia VPI	Education	20 (estimated)	0%	.09% (VPI) .53% (both VA pre-K programs)
Washington: Early Childhood Education and Assistance Program (ECEAP)	Human Services	263	.21%	1.66%

1. For more information see: Friedman-Krauss, A. H., Barnett, W. S., Hodges, K. S., Garver, K. A., Weisenfeld, G., Gardiner, B. A., Jost, T. M. (2023). The State of Preschool 2022: State Preschool Yearbook. National Institute for Early Education Research.

2. To determine the total number of children participating in pre-K in 2022-2023, estimates were made from preliminary data collection for NIEER's State of Preschool 2023 Yearbook which will be released in the spring of 2024.

3. Virginia Mixed Delivery did not meet NIEER's definition of a pre-K program and was thus not included until the 2022 NIEER Yearbook which reported the 2021-2022 school year and therefore not included in the previous 2021 report on FCC participation in state pre-K systems.

Table 4. FCC State Flow of Funds in 2022-2023

Name of state-funded preschool program	Can FCCs receive funds directly from the state?	Can FCCs receive funds via inter-mediaries?	Information about intermediaries that contracted with FCC providers	
Arizona: Quality First Scholarships	Yes	No	NA	FCCs are included in the same mechanism for distributing funds as center-based programs. FCCs determine family eligibility, enroll the child, report days/hours scheduled and absences on a monthly basis, reimbursement is paid directly to the FCC monthly based on reporting.
Arkansas Better Chance (ABC)	Yes	Yes	Intermediaries are currently not being used to distribute funds to FCCs.	The state contracts with agencies to provide PD services for both center- and home-based ABC providers.
California State Preschool Program (CSPP)	No	Yes	Name: FCC Home Education Networks (FCCHENS) 2022-2023: 5 FCCHENS	As specified in state statute, the FCCHEN makes payments to CSPP FCC providers and provides educational and support services to those providers and to children and families eligible for CSPP services. FCC homes submit their monthly invoices or attendance record to the FCCHEN agency with a CSPP contract, and the FCCHEN agency either pays via direct deposit or check, based on the FCC home provider's preference.

Table 4. FCC State Flow of Funds in 2022-2023 (continued)

Name of state-funded preschool program	Can FCCs receive funds directly from the state?	Can FCCs receive funds via intermediaries?	Information about intermediaries that contracted with FCC providers	
Florida Voluntary Prekindergarten Program	Yes	Yes	<p>2022-2023: 30 Early Learning Coalitions (ELCs) and one Redlands Christian Migrant Association.</p> <p>Only intermediaries were used to distribute funds to FCCs.</p>	
Maryland Prekindergarten Program	Yes	Yes	<p>2022-2023: One Intermediary was contracted by the state: Maryland Family Child Care Alliance</p> <p>Only intermediaries were used to distribute funds to FCCs.</p>	<p>FCC providers that meet the PreK Grant Requirements can apply to receive their own grant and receive funds directly and do not need to subcontract with the Alliance. However, none currently do so.</p>
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	No	Yes	<p>School districts were allowed to subcontract with FCCs as part of a pilot program.</p>	
Minnesota Head Start	No	Yes	<p>Head Start grantees would serve as intermediaries. It is unknown if any did so in 2022-2023.</p>	
Minnesota Voluntary Prekindergarten and School Readiness Plus	No	Yes	<p>School districts would serve as the intermediaries.</p> <p>The exact number of FCCs participating in VPK is unknown.</p>	<p>When applying for VPK funding, school districts identify community partners, including FCCs. However, it is unknown if new FCC providers are added overtime.</p>

Table 4. FCC State Flow of Funds in 2022-2023 (continued)

Name of state-funded preschool program	Can FCCs receive funds directly from the state?	Can FCCs receive funds via intermediaries?	Information about intermediaries that contracted with FCC providers	
New Mexico PreK (4s) NM Early PreK (3s)	Yes	No	NA	The distribution of funds is via a competitive grant process. It is a reimbursement program and FCC providers invoice monthly.
New York State Administered Prekindergarten Program	No	Yes	School districts serve as the intermediaries.	The amount that an eligible agency receives is agreed upon by the district and the agency through a contractual agreement. The state does not collect this information.
Ohio Early Childhood Education	Yes	Yes	Intermediaries are currently not being used to distribute funds to FCCs.	The funding distribution for FCCs is the same as it is for non-FCC providers in the Early Childhood Education grant program.
Oregon Preschool Promise	Yes	Yes	Intermediaries are currently not being used to distribute funds to FCCs.	In 2019-2020, the state sub-contracted with FCCs through local hubs. Starting in 2020-2021, all Preschool Promise providers were funded directly from the state.
Vermont Universal Prekindergarten Education (Act 166)	Yes	Yes	School districts serve as the intermediaries. Only intermediaries were used to distribute funds to FCCs.	All funds are funneled through the “home” elementary school that the child is expected to attend for kindergarten. The funds are then disbursed to approved FCC providers through school district partnership/contracts.
Virginia Mixed Delivery	No	Yes	The Virginia Early Childhood Foundation serves as the intermediary.	The Virginia Early Childhood Foundation distributes funds to regional partner organizations (Ready Regions – 9 throughout the state) who then contract directly with FCCs. Three of the 9 Ready Regions contracted with FCCs in 2022-2023.

Table 4. FCC State Flow of Funds in 2022-2023 (continued)

Name of state-funded preschool program	Can FCCs receive funds directly from the state?	Can FCCs receive funds via inter-mediaries?	Information about intermediaries that contracted with FCC providers	
Virginia Preschool Initiative (VPI)	No	Yes	School districts serve as the intermediaries.	
Washington: Early Childhood Education and Assistance Program (ECEAP)	Yes	Yes		In 2022-2023, The state contracted directly with two FCC providers who subcontracted with other FCCs. Other non-FCC contractors also subcontracted FCCs.

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/month/year funding covers	Notes
Arizona: Quality First Scholarships	\$933,467	\$958,627	\$3,000 (part-time, 2 stars) \$3,648 (part-time 3-5 stars) \$6,000 (full-time, 2 stars) \$7,296 (full-time 3-5 stars)	Part-time: 8 days/month; 34-92 hours/month Full-time: 8 days/month; 93 or more hours/month	In addition to state dollars, \$542,265 in federal ARPA funds. In July 2024, the new rates will be about 50% higher: \$5,300 (part-time, 2 stars) \$6,300 (part-time 3-5 stars) \$10,600 (full-time, 2 stars) \$12,600 (full-time 3-5 stars)
Arkansas Better Chance	Not able to be reported	Not able to be reported	\$5,070	7 hours/day; 178 days annually	Center-based and home-based funding is not able to be separated by setting. Children in FCCs are funded at the same amount as children in other settings.

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/ month/year funding covers	Notes
California State Preschool Program (CSPP)	\$617,921	\$1,200,000 (estimated)	\$5,777 (part-day) \$12,970 (full-day)	Part-day: 3 to 4 hours/day; 175 days annually Full-day: 246 days annually (hours not specified)	<p>The 2022-2023 estimate is based on expenses reported through March 2023 by CSPP contractors. Per-child funding amount is regionally based. The weighted statewide average reimbursement rate for full-day (246 days, unless specified in contract) CSPP is \$62.03 and for part-day (175 days, unless specified in contract) is \$38.84. CSPP contractors, such as a CSPP FCCHEN, can retain up to 15% of the daily rates for administrative costs. To calculate the per child funding amount: number of days X daily rate X 85%.</p> <p>The number of hours for full-day CSPP are not specified, but programs are required to operate for the number of hours needed to meet the needs of the community.</p>

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/month/year funding covers	Notes
Florida Voluntary Prekindergarten Program	Not able to be reported	\$638,271	\$2,393 (summer) \$2,803 (school year)	Summer: 300 hours annually School-year: 540 hours annually	<p>The 2023 Senate Bill 2500 (General Appropriations Act) includes an increase in the annual Base Student Allocation: \$2,941 for the School Year program and \$2,511 for the Summer program.</p> <p>Beginning with the 2024-25 program year, section 1002.68(4) (e), F.S., provides for a differential payment to a prekindergarten provider based on its performance designation. The differential payment may be up to a 15 percent increase of the base student allocation for each enrolled student.</p>
Illinois Preschool for All	\$2,408,971	\$0			

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/ month/year funding covers	Notes
Maryland Prekindergarten Program	\$780,846	\$3,500,000	\$13,000 (as part of FCC Alliance) \$11,594 (2023-2024, full-day) (Maryland State Prekindergarten Grant manual)	FCC Alliance: 6.5 hours/day; 9 months MD State Prekindergarten Grant Program: Full-day hours not specified for	Family Child Care Alliance of Maryland was allocated approximately \$3.5 million in 2022-2023. They provide oversight, professional development, and coaching to the FCC homes participating in the grant, in addition to funding contracted FCCs \$13,000 per PreK slot Separately, an FCC provider that meets the PreK Grant Requirements can apply to receive their own grant and receive funds directly (\$11,594 per PreK slot) and do not need to contract with the Alliance.
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	\$0	Not able to be reported	Locally determined	6 hours/day; 10 months	School districts are allocated \$138,000 in base funding for CPPI in 2023-2024. Dollars may be allocated to support the successful implementation of grant requirements, including shared expenses for both district and community-based partners, such as FCCs.

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/ month/year funding covers	Notes
New Mexico PreK (4s) NM Early PreK (3s)	\$897,523	\$838,175	\$3,500 (half-day preschool) \$4,375 (half-day early and mixed ages) \$7,000 (extended-day preschool) \$8,750 (extended-day and mixed ages)	Half-day (preschool): 400 hours annually Half-day (early and mixed ages): 400 hours annually Extended-day (preschool): 900 hours annually Extended-day (early and mixed ages): 900 hours annually	<ul style="list-style-type: none"> • Preschool: only 4-year-olds • Early ages: only 3-year-olds • Early and mixed ages: 3- and 4-year-olds
New York State Administered Prekindergarten Program	Not able to be reported	Not able to be reported	Determined locally	2.5 hours/day	The amount that an eligible agency, including FCCs, receives is agreed upon by the district and the agency through a contractual agreement. The state does not collect this information.
Ohio Early Childhood Education	\$162,006	\$76,000	\$4,000	12.5 hours/ week; 455 hours annually	\$140,000 was allocated, but due to unfilled slots, only \$76,000 was expended. Each slot is allocated at \$4,000 and paid as reimbursement of expenses for verified eligible and enrolled children.

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/ month/year funding covers	Notes
Oregon Preschool Promise	\$2,043,394	\$13,240,500	\$13,650 \$900/child for transportation		The legislature approved a budget increase of approximately \$2000/child and \$200/transportation for 2023-2024.
Vermont Universal Prekindergarten Education (Act 166)	\$331,813	Not able to be reported	\$3,656	10 hours/week; 35 weeks	The funds are expected to pay for the 10 hours per week of state-funded preschool and the families are responsible for paying additional costs (or using other funds) to pay for the remaining hours of care. Per child rates are published annually .
Virginia Mixed Delivery	NA ¹	Not able to be reported	\$10,000 (low-cost tier) \$11,000 (mid-cost tier) \$12,000 (high-cost tier)	6.5 hours/day	FCCs receive the same rate per child as a center for the Mixed Delivery program.
Virginia Preschool Initiative (VPI)	NA	Not able to be reported	Not able to be reported	Part-day: 3 hours/day School-day: 5 hours/day	All slots are funded at the same rate from the VDOE to school division. The school division (or subgrantee) coordinates funding awarded (including total amount) with FCC.

Table 5. FCC State Pre-K Funding Amounts in 2019-2020 and 2022-2023 for Preschool-Aged Children (continued)

Name or location of state/city-funded preschool program	Funding Allocation (2019-2020 state dollars adjusted to 2022-2023)	Funding Allocation (2022-2023 state dollars)	Per Child Funding Amount (2022-2023 state dollars)	Number of hours per day/ month/year funding covers	Notes
Washington: Early Childhood Education and Assistance Program (ECEAP)	\$440,141	\$1,454,476	\$9,192 (part-day) \$12,414 (school-day) \$19,070 (working-day)	Part-day: 3 hours/day; 360 hours annually School-day: 5.5 hours/day; 1,000 hours annually Working-day: 10 hours/day; 2,370 hours annually	Contractors may pass through the entire amount per funding model, or they may hold back an admin rate depending on the services that each contractor and subcontractor provide to meet ECEAP Performance Standards. The state legislature increased slot rates for FY 24 due to cost study work: <ul style="list-style-type: none"> • Part Day: \$ 9,835 • School Day: \$14,602 • Working Day: \$20,656
1. Virginia Mixed Delivery did not meet NIEER’s definition of a pre-K program and was thus not included until the 2022 NIEER Yearbook which reported the 2021-2022 school year, and is therefore not included in the previous 2021 report on FCC participation in state pre-K systems.					

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
Arizona: Quality First Scholarships	Required	FCCERS, CLASS, QF Points Scale	Arizona requires a high school diploma or equivalent for pre-K providers.	Each program receiving QF scholarships must participate in Quality First, AZ's QRIS. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms randomly selected at the site. A program must achieve a 3-, 4-, or 5-star to participate in QF Scholarships.
Arkansas Better Chance	Required	FCCERS	Required to have a BA degree or working on it (expected to be obtained within 2 years but can be extended). Assistants must have a CDA.	All classrooms are observed over the course of a two-year cycle.

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
California State Preschool Program (CSPP)	Voluntary	FCCERS-R	FCC CSPP providers are required to have at least a Child Development Associate Teacher Permit; the same required qualification as CSPP center-based teachers. This permit requires a minimum of 12 semester hours of course work in ECE/child development, and 50 days instructional experience in an ECE program.	All FCCHEN agencies with CSPP contracts are required to have an annual FCCERS-R observation. In addition, the state (CDE- Early Education Division) monitors FCCs every three years to ensure that the child assessment (DRDP) is being conducted.
Florida Voluntary Prekindergarten Program	NA (state does not have a QRIS); however, some participate in a county QRIS such as Miami-Dade Quality Counts	CLASS	VPK Director Credential, including a minimum of a Child Development Associate (CDA)	CLASS used annually and programs must obtain a 4.0 composite score to be eligible for funding (calculated as an average of all dimension scores, excluding negative climate).
Maryland Prekindergarten Program	Required	Self-developed tool	Requires a four-year degree and certification by the state to teach pre-K, or four-year degree and working towards certification.	FCC Alliance (intermediary) uses CLASS for FCC providers.

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	Voluntary	CLASS	School districts define teacher qualifications for grantees, including FCCs.	
New Mexico PreK (4s) NM Early PreK (3s)	Required	Community-based programs use CLASS or ERS.	BA Degree in ECE; or actively pursuing attainment of BA in ECE. Those who do not yet possess a state-issued Early Childhood teaching license or BA degree must complete a minimum of six credit hours annually toward the degree or license.	

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
New York State Administered Prekindergarten Program	Voluntary	Classroom assessment instruments are determined locally.	Effective July 1, 2010, all pre-K teachers in non-public schools must have a BA in ECE or related field, and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades. In order to maintain permanent certification, all teachers must get their master's degrees within 5 years of completion of their undergraduate studies. Under certain circumstances, a waiver can be requested to extend that 5-year-period.	QUALITYstarsNY, New York's QRIS for early childhood programs, provides support and resources to improve and sustain high quality across New York State. Section 3602-e of Education Law was amended in the 2017-2018 school year in which districts had to adopt quality indicators. This includes, but is not limited to, valid and reliable measurements of environmental quality, the quality of teacher-student interactions, and student outcomes.

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
Ohio Early Childhood Education	Required	Ohio Classroom Observation Tool (OCOT)	In all programs, at least 50% of teachers must have a BA in Early Childhood Education.	All Ohio ECE programs are required to be rated at 3 or more stars on the state's QRIS, Step up to Quality, which includes fully meeting six of seven elements on the Ohio Classroom Observation Tool (OCOT).
Oregon Preschool Promise	Required	FCCERS and CLASS	Teachers must have a minimum of a CDA or at least step 8 on the Oregon Registry Online (ORO).	Preschool Promise programs are required to participate in Spark, Oregon's QRIS system.
Virginia Mixed Delivery	Required (starting 2023-2024)	CLASS	Teachers are exempt from the regulatory requirements for teacher licensure.	Beginning in August 2023, all publicly-funded birth-to-five early childhood programs are required to participate in the newly developed VQB5 (Virginia's QRIS system).
Virginia Preschool Initiative (VPI)	Required (starting 2023-2024)	CLASS	In non-public schools, employers determine credentials required; all teachers have at least a CDA or AA	Beginning in August 2023, all publicly-funded birth-to-five early childhood programs are required to participate in the newly developed VQB5 (Virginia's QRIS system).

Table 6. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name or location of state/city-funded preschool program	QRIS Participation	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/ Degree Requirements	Notes
Vermont Universal Prekindergarten Education (Act 166)	Required	CLASS	VT licensed ECE/ ECSE, or receive regular, hands-on active training by a VT licensed ECE/ ECSE at least 3 hours per week during each of the 35 weeks per year with written documentation.	The QRIS system, STARS, was revised July 1, 2023. Pre-K programs must have a minimum of 4 stars in STARS, or 3 with a plan.
Washington: Early Childhood Education and Assistance Program (ECEAP)	Required	ERS & CLASS	Lead Teachers are required to have an associate or higher degree in ECE or DCYF approved equivalent; or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.	All ECEAP sites must rate a level 4 or 5. FCC staff have the same PD requirements as other ECEAP contractors.

² For more information, see: <https://sites.google.com/pdx.edu/child-care-employer-essentials/oregon-registry-steps>

³ For more information, see: <https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5>

⁴ Additional professional development requirements can be found in the [ECEAP Performance Standards](#).

Appendix A: Methodology Notes

IDENTIFYING STATES THAT ALLOW FCC TO PARTICIPATE IN PRE-K:

We began by conducting a national scan of the state-funded pre-K programs by first reviewing NIEER's State of Preschool Yearbook (Friedman-Krauss et al., 2023) to determine which state pre-K programs allowed FCCs to participate in their pre-K system. The survey asks state administrators to identify:

- Agencies eligible to receive preschool funding directly (Friedman-Krauss et al., 2023, Table 89A)
- Agencies with which subcontracting is permitted to provide preschool (Friedman-Krauss et al., 2023, Table 90A)

One of the response options includes family child care homes. Any state pre-K program that chose FCC homes as a response was selected for inclusion in the scan. In addition, any programs that were identified in our first scan (Weisenfeld & Frede, 2021) that were not included after this initial analysis were identified. As a result of these efforts, 30 state pre-K programs were identified to receive surveys providing further information about FCC eligibility and participation in state-funded pre-K programs.

COLLECTING THE DATA:

State administrators for these 30 programs were sent a brief survey in June 2023 requesting information on the degree to which FCCs participated in pre-K in 2022-2023. For the 30 programs that were sent surveys:

- 12 programs (10 states) completed the survey,
- 9 programs (7 states) confirmed that children did not participate in FCC settings and did not complete the survey,
- 8 programs did not complete the survey; however, the state sent information via email and/or through phone calls with the researchers, and
- 1 state did not respond to the survey or email requests however the state's contracted intermediary that administers the FCC/pre-K program provided information through phone calls.

To understand more about the state's FCC/pre-K policies, state pre-K websites, policy and implementation manuals, state statutes, and contracts between FCC providers and the state and/or intermediaries were reviewed between June and September 2023.

In-depth conversations also occurred with four state teams (NM, MD (intermediary), MN, and VT) familiar with the implementation of FCCs and pre-K in April and May 2023. All of these data were compiled and trends identified as well as differences between what was reported since the last scan of the 2019-2020 school year.

OVERALL PRE-K ENROLLMENT AND FUNDING COMPARISONS:

To understand the state's pre-K enrollment and administration of pre-K systems, we reviewed NIEER's State of Preschool Yearbooks and preliminary data collection for NIEER's *State of Preschool 2023 Yearbook* which will be released in the spring of 2024. To compare spending from the previous report to this report, data from the Bureau of Economic Analysis was used to calculate the inflation rate between 2019-2022 and 2022-2023. This rate was then applied to 2019-2020 funding and per-child rates to make them comparable with 2022-2023 dollars.

Endnotes

1 National Survey of Early Care and Education (NSECE) Project Team. (2016). Characteristics of home-based early care and education providers: initial findings from the national survey of early care and education. *OPRE Report #2016-13*. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

2 Crosby, D., Mendez, J., & Barnes, A. (2019). *Child care affordability is out of reach for many low-income Hispanic households*. National Research Center on Hispanic Children & Families; Henly, J. R., & Adams, G. (2018). *Increasing access to quality child care for four priority populations*. The Urban Institute; Porter, T., Paulsell, D., Del Grosso, P., Avellar, S., Hass, R., & Vuong, L. (2010). *A review of the literature on home-based child care: Implications for future directions*. Mathematica Policy Research.

3 Coley, R. L., Votruba-Drzal, E., Collins, M. A., & Miller, P. (2014). Selection into early education and care settings: Differences by developmental period. *Early Childhood Research Quarterly*, 29(3), 319–332. <http://dx.doi.org/10.1016/j.ecresq.2014.03.006>

4 National Institute for Early Education Research (2022). *New Jersey Strategic Plan for Preschool Expansion Phase I: The Foundation*.

5 The State Superintendent of Public Instruction, in consultation with the Director of Social Services and the Executive Director of the State Board of Education has convened a universal preschool (UPK) mixed-delivery statewide interest holder workgroup pursuant to California *Education Code (EC)* Section 8202.6. The workgroup includes representatives from county offices of education, contracted CSPPs, including those operated by school districts and community-based organizations, FCCHENs, licensed FCC providers, transitional kindergarten programs, tribal preschool programs, educators, the Commission on Teacher Credentialing, First 5, resource and referral agencies, alternative payment programs, contracted general childcare programs serving preschool-age children, Head Start, private center-based preschool providers, researchers, and child development experts.

6 The number of state preschool programs was made from preliminary data collection for NIEER's *State of Preschool 2023 Yearbook* which will be released in the spring of 2024.

7 Changes in Connecticut legislation allows family child care homes to participate in two of its state preschool programs: Child Day Care Contracts and School Readiness Program.

8 Kane, M. C., Harris, P., Jordan, D., Lloyd, C. M., Testa, M. B. S. (2021). *Promising practices in policy for home-based child care: A national policy scan*. Home Grown. <https://homegrownchildcare.org/wp-content/uploads/2021/01/HBCC-policy-scan-10.29-1.pdf>

9 For a state-by-state scan of FCC regulations see, Kane, M. C., Harris, P., Joran, D., Llyod, C. M., & Testa, M. B. (2021). *Promising practices in policy for home-based child care: A national policy scan*. Home Grown & Child Trends. <https://homegrownchildcare.org/wp-content/uploads/2021/01/HBCC-policy-scan-10.29-1.pdf>

10 Virginia Early Childhood Foundation and Virginia Department of Education. (n.d.). *Mixed delivery program guidelines*. https://www.vbgrowsmart.com/_assets/Mixed-Delivery-Program-Guidelines-FY23.pdf

11 The State and CCPU agreed on the following items: A one-time \$100,000 investment for the California Department of Human Resources to hire a consultant on behalf of the JLMC to provide recommendations and inform the JLMC on retirement benefit models to improve access to retirement benefits for FCC providers represented by CCPU. Up to \$40,000 one-time investment to design and conduct a survey to determine the current access and unmet retirement needs of FCC providers represented by CCPU. A one-time \$100,000 investment payable to such entity as designated by CCPU to establish a CCPU Retirement Trust after agreement on a retirement model is reached. Three side letters to liquidate the entire \$40 million training fund have been finalized by the parties and can be located at <https://www.calhr.ca.gov/Documents/2021.01.19%20Side%20Letter%20-%20Higher%20Ed.Peer%20Mentoring.pdf>, <https://www.calhr.ca.gov/Documents/2022.07.22%20Apprenticeship.COC.TIC.BT.pdf>, and [https://www.calhr.ca.gov/Documents/3rd%20SIDE%20LETTER%20-Access%20&%20Equity%20\(Final\).pdf](https://www.calhr.ca.gov/Documents/3rd%20SIDE%20LETTER%20-Access%20&%20Equity%20(Final).pdf).

The CCPU has established a website to share information on the training fund.

12 New Mexico Early Childhood Education & Care Department. (2021, September 9). *ECECD launches pay parity program for preK educators*. [Press release]. <https://www.nmececd.org/2021/09/09/ececd-launches-pay-parity-program-for-prek-educators-2/>.