The Inclusion of Family Child Care in ECE Systems

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Innovation Statement

To ensure equity and reach traditionally underserved communities, include Family Child Care in Pre-K systems with thoughtful planning and adequate financing.
Home Grown

- Home Grown is a national collaborative of funders dedicated to improving the quality of and access to home-based child care (HBCC)
  - Inclusive of Family Child Care (FCC) providers and Family, Friend, and Neighbor (FFN) caregivers

- Home Grown Members:
HBCC Landscape

Nearly 7 million children 0-5 in home-based child care
  ● Licensed family child care and family (FCC)
  ● Family, friend, and neighbor (FFN)

Who receives care in home-based child care?
  ● Children from low-income families
  ● Black and Latinx children
  ● Infants and toddlers
  ● Children in rural areas
  ● Children with special needs
  ● Children whose parents work nontraditional and unpredictable hours
Family Child Care in Pre-K

- **Equity**: we need to ensure that ECE systems include children, families and providers in the home-based setting.

- **Opportunity**: with historic investments in pre-K, FCC programs can help ensure that we reach traditionally underserved communities, including Black and Brown, rural, and low-income families and those who work nontraditional or unpredictable schedules, groups that are more likely to use home-based care.

- **Learning**: FCC/pre-K and FCC networks are happening around the country and there is much to learn from work in place as we consider how best to design or re-design more inclusive systems.

- **Home Grown** engaged NIEER to research the current state of FCC in Pre-K and explore the challenges and opportunities.
National Institute for Early Education Research (NIEER)

- NIEER conducts academic research to inform policy supporting high-quality, early education for all young children.
- The *State of Preschool Yearbook* has annually tracked state-funded preschool program funding, access, and policies since the 2001-2002 school year.
- The Yearbook analyzes center-based preschool programs, however, data about agencies eligible to participate (including FCCs) are collected.
In 2019-2020, 44 states and D.C. operated 62 state funded pre-K programs:

- 29 of these programs in 24 states allowed FCC homes to receive state dollars to participate in pre-K
- Out of these 24 states:
  - 7 states did not have any FCC homes participating
  - 7 states were not able to report data/if any FCC homes participated
  - 10 states provided information about FCCs participation in pre-K
FCCs Participation in Pre-K

We examined the 10 states that were able to report data on FCC participation in pre-K:

Arizona
Illinois
New Mexico
Ohio

California
Maryland
New York
Oregon
Vermont
Washington
Summary of Findings: Participation & Funding

• Very few state-funded preschool children were enrolled in FCCs (less than 1% of children in pre-K)
  Exceptions:
  • Oregon Preschool Promise enrolled almost 14%
  • Arizona Quality First Scholarships enrolled almost 4%

The overall numbers are small (3- and 4-year-olds):

• The total reported state spending on FCCs ranged from $136,000 (Ohio) to more than $2 million (Illinois).
Summary of Findings: QRIS Systems

• It is common for states to require pre-K providers, including FCC homes, to participate in the QRIS system (8 out of the 10 states).

• Each QRIS system utilizes different classroom assessment tools and may have alternative pathways for achieving quality.

• Through participation in QRIS FCCs receive supports such as coaching, access to professional development trainings, and/or scholarships.
Opportunities and Challenges

• Report also includes opportunities and challenges to consider as we explore the inclusion of FCC in pre-K

• Access:
  • Facilities
  • Teacher availability
  • Geographic reach

• Quality:
  • Defining and measuring quality
  • Oversight and licensing
  • Quality improvement
  • Teacher qualifications

• Economies of scale and fiscal factors
Recommendations

• Bring regionally, culturally, ethnically, and linguistically diverse stakeholders together to discuss the inclusion of FCC

• Engage in strategic planning for gradual expansion, including evaluation and quality improvement supports

• Conduct cost and equity analysis: examine how inclusion of FCC supports traditionally underserved populations

• Establish equivalent but not necessarily identical program standards

• Investigate and pilot methods for developing a seamless Birth to Kindergarten system that builds on public pre-K while improving infant and toddler care.

• Explore the role of intermediaries to possibly reduce costs, improve accountability and oversight and increase quality
Thank you