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

**A Transformative Vision for the Authentic Inclusion
of Family Child Care in Mixed-Delivery PreK Systems**

The PreK in FCC Research Team



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Background

What do we know?

- Many states and cities allow family child care (FCC) educators to deliver publicly-funded PreK in their homes (Weisenfeld & Frede, 2021)

What do we not know?

- How is publicly-funded PreK actually implemented in FCC?
- What are the barriers to more FCC professionals implementing publicly-funded PreK?

Weisenfeld, G. 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. https://homegrownchildcare.org/wp-content/uploads/2021/08/HomeGrown-NIEER-FCC-PreK-Report_FINAL_8.16.21.pdf

Goals of the PreK in FCC project

- To better **understand state and city strategies**, successes, and challenges delivering PreK in FCC settings
- To **elevate the experiences** of FCC professionals who offer publicly-funded PreK
- To **counter the perception** that FCC programs do not have the potential to offer high-quality PreK education to children and families
- To **facilitate national learning and conversation** about best practices for mixed delivery systems

A Conceptual Framework for the Equitable Inclusion of Family Child Care in Mixed Delivery PreK Systems

Guiding principles for equitable implementation of PreK in FCC settings

- High-quality PreK **CAN** and **DOES** occur in FCC, whether it currently receives public funds or not
- FCC **BRINGS** unique strengths and assets to PreK
- Critical to **PROMOTE** FCC as a visible and essential component of robust early care and education systems

Principles for PreK in FCC settings (cont'd)

- Need to **DIFFERENTIATE** resources, standards, and compensation structures to support FCC
- Important to **MAINTAIN** the continuity of care and infant and toddler care that FCCs offer families
- Center racial, gender, and economic **EQUITY** and **JUSTICE** as top priorities for FCC educators who face systemic inequities

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

Strengths & benefits of FCC for PreK



Benefits of PreK in FCC

Continuity and Stability

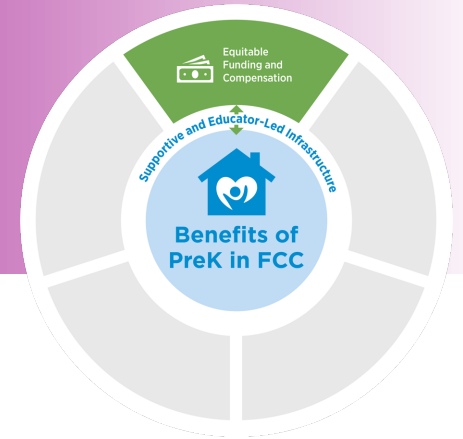
Cultural and Linguistic Responsiveness

Individualization

Community Connections

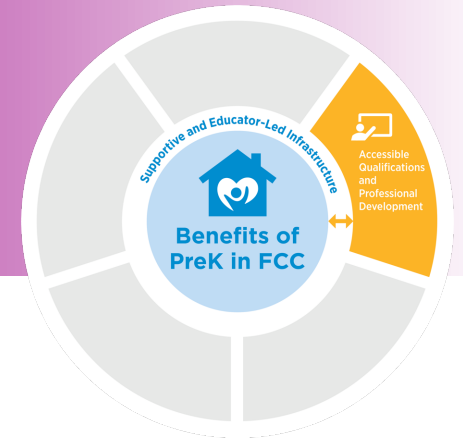
Flexibility and Family Support

Equitable funding and compensation



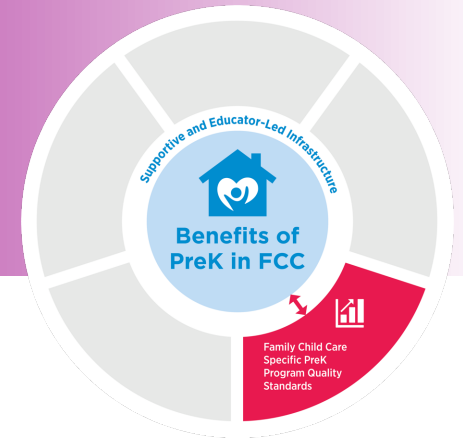
- Acknowledge the true costs of delivering high-quality including:
 - A living wage for FCC professionals, including parity with other early childhood settings
 - Access to benefits that support educator well-being
 - Long hours and multiple roles of FCC professionals
- Support the continuous, mixed-age nature of FCC programs through:
 - Blended/braided funding across sources
 - Intentionality around full-day, non-traditional hour, and full-year care

Accessible qualifications and professional development



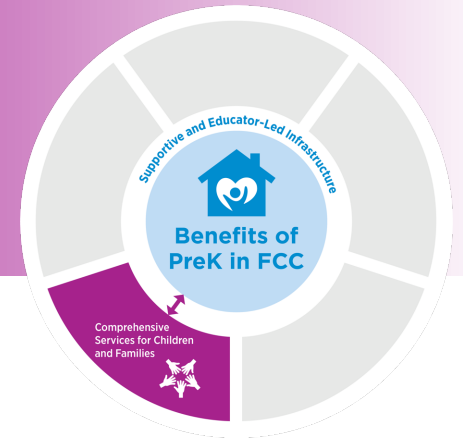
- Honor and promote FCC educator strengths and experiences
- Include clear and accessible pathways for attainment
- Acknowledge that differentiated inputs and supports may be necessary to yield consistent outcomes

FCC-specific PreK program standards



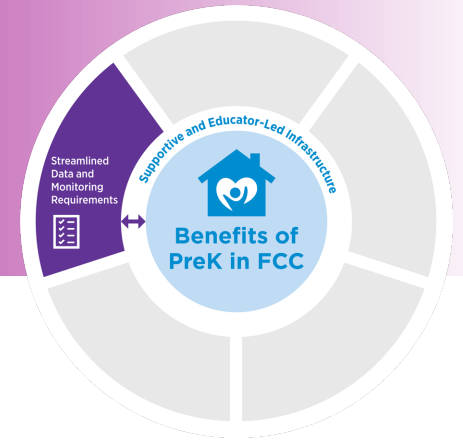
- Understand the realities of FCC and its staffing patterns through requirements that are appropriate for home-based settings and mixed-age groups
- Honor the assets and needs of the diverse children and families served
- Are aligned and reciprocal with requirements from existing systems (e.g., licensing, subsidy, and quality systems)

Comprehensive services for children and families



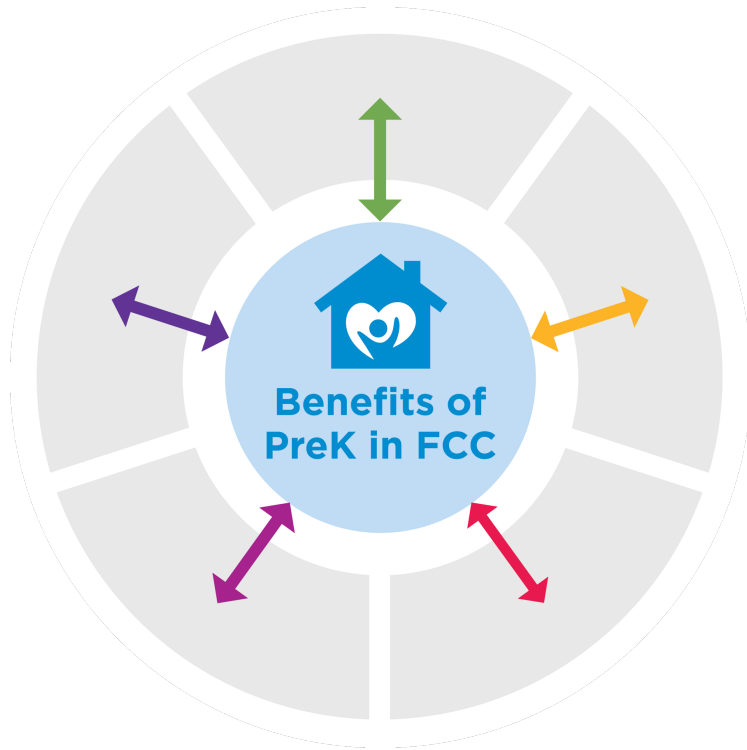
- Understand the rootedness of FCC professionals in their communities
- Support FCC professionals with the infrastructure to provide screenings, referrals, early intervention supports, and other required services
- Acknowledge the value of the informal and relationship-based ways FCC professionals support families

Streamlined data and monitoring



- Are reasonable for FCC educators to accomplish with available staff in a home setting
- Ensure that visitors understand the FCC context
- Are reciprocal with other elements of the birth-to-five system (i.e., single data tracking platform, limited number of visitors)

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

Contact Information

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For More Information:

<https://www.erikson.edu/research/prek-in-family-child-care-project-pkfcc/>