PreK in Family Child Care Project

FCC Educator Perspectives

PreK in Family Child Care (PKFCC) Project Educator Survey: Full Technical Report

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ABOUT THE PREK IN FCC PROJECT

The PreK in Family Child Care (PKFCC) Project explores strategies, successes, and challenges in the implementation of publicly funded PreK in FCC settings. The PKFCC Project is guided by the belief that FCC educators can deliver high-quality preschool education, whether they are publicly paid for it or not, and that FCC educators bring unique benefits to PreK systems. Including FCC educators in mixed-delivery ECE and PreK systems requires intentionality and differentiated support to preserve continuity of care from birth to school age and to promote equity and justice for the many women of color who have been marginalized in this workforce.

For more information about the PreK in Family Child Care Project, visit our website! www.erikson.edu/research/prek-in-family-child-care-project-pkfcc

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Introduction

During the 2022–2023 school year, approximately 2,400 family child care (FCC) educators delivered publicly funded state or local prekindergarten (PreK) to nearly 6,000 3- and 4-year-olds across the nation.[1] While an increasing number of states and municipalities are including FCC educators in their mixed-delivery systems or expanding the number of FCC programs receiving public dollars, there is very limited documentation about FCC educators' experiences delivering PreK in their home-based settings. This technical report details data from a survey of 103 FCC educators across the United States who were delivering state or locally funded PreK between April and October 2023 or who had delivered publicly funded PreK within the last five years. The report aims to highlight the benefits and challenges they experienced.

What is Family Child Care?

Family child care is:

- Nonparental ECE delivered in a home-based setting
- Typically paid, often by a combination of parent payments, child care subsidies, and other public funding sources (such as PreK)
- Provided to small, usually mixed-age groups of children from 6 weeks to 12 years old
- Regulated by state and local licensing, registration, or certification policies
- A primary form of ECE for over 300,000 3- and 4-year-olds in 2019[2]
- A common form of ECE for families from economically, racially and ethnically, and geographically marginalized communities.[3]

Findings

Findings Part 1: FCC Educator and Program Characteristics

This section shares data about demographics, program characteristics, teaching practices, and well-being of FCC educators who offer PreK (PKFCC) to better understand this subset of the home-based child care (HBCC) workforce. Where possible, we compare our sample with data in the nationally representative National Survey of Early Care and Education (NSECE), collected in 2019 from more than 4,200 HBCC providers who appear on state lists (i.e., "listed HBCC providers"), the vast majority of whom likely are licensed FCC educators (i.e., paid to care for children, care for at least one child without a prior relationship, care is in provider's home, and care is for four or more children).[4] We also explore regional variation in educator and program characteristics to explore statistical variation. (Examining statistical differences by state was not possible with this small sample.) We make note of state or local variation or policy context when relevant and possible, but it is beyond the scope of this report to compare educator responses by specific policies.

PKFCC Educator Characteristics

Educator characteristics are summarized in Appendix Table A2, page 27.

PKFCC educators are diverse in terms of racial and ethnic identity, country of origin, languages spoken, and age. They are more racially diverse than the FCC educator workforce nationally.

- 66% of respondents are PKFCC educators of color from a variety of cultural backgrounds.[5]
  - 31% identify as Black, African American, African, or Caribbean.
  - 27% identify as Hispanic or Latine (including Cuban, Mexican, and Peruvian backgrounds).

  - 5% identify with multiple racial and ethnic identities.
  - 2% identify as Asian or Asian American (including Indian and Chinese backgrounds).
  - 1% identify as American Indian, Alaska Native, Native, or Indigenous (including Confederated Tribes of Grand Ronde, Sioux, Seminole, and Cherokee tribal memberships).
  - 34% of educators identify as White. (See Figure 1.)
- 28% of educators report being born outside the United States.
- 25% of educators speak two or more languages; 91% speak English, and 30% speak Spanish. Other languages spoken include American Sign Language, Chinese, French, German, and Italian.
- Educators are 52 years old on average (range: 30–74), with the majority being over 50 years old.

Compared with national data about listed HBCC providers,[6] our sample of PKFCC educators is more racially and culturally diverse:

- More PKFCC educators identify as Black (30.5% in PKFCC sample versus 23% nationally) and Latine (27.4% in PKFCC sample versus 17.8% nationally).
- More PKFCC educators were born outside the United States (28.3% in PKFCC sample versus 18.5% nationally).
- Similar numbers of educators speak language(s) other than English (32.7% in PKFCC sample versus 31.5% in nationally).
- More PKFCC educators are over 50 years old (63.1% in PKFCC sample versus 53.6% nationally). (See **Figure 2**.)

PKFCC educators are highly prepared to teach PreK, in terms of degrees, college majors, credentials, and experience.

- 73% have a bachelor's degree or higher; 17% hold a master's degree, and 3% hold a doctoral degree; 78% majored in education, child development, or related fields.
- 56% have a Child Development Associate (CDA) credential (35%) and/or a state teaching certification in early childhood (30%); 28% have other forms of certification (e.g., elementary or special education, director's credential, Montessori or Waldorf certificate, etc.); 20% are working toward an ECE credential. (See **Figure 3**.)

Figure 1

66% Are Educators of Color

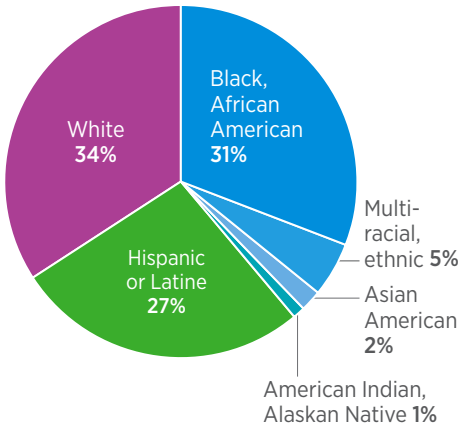
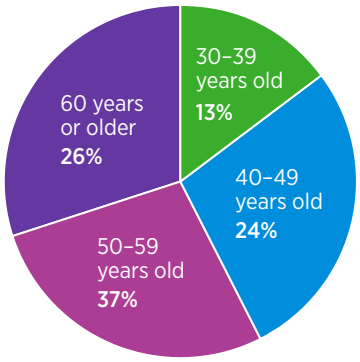


Figure 2

63% of Educators Are Over 50 Years Old



- PKFCC educators have 22 years of ECE experience on average (range: 5–40 years), including an average 17 years (range: 1–36) in FCC; 60% previously taught in a center- or school-based ECE setting.
- 79% participate in a state or local quality rating and improvement system (QRIS); almost all participants who reported their QRIS rating level have a level 3 or higher.[7]
- 30% are accredited by the National Association for Family Child Care (NAFCC).
- 76% belong to a professional association, and 20% belong to a union. (See **Figure 4**.)

Figure 3

Highest Degree Attained

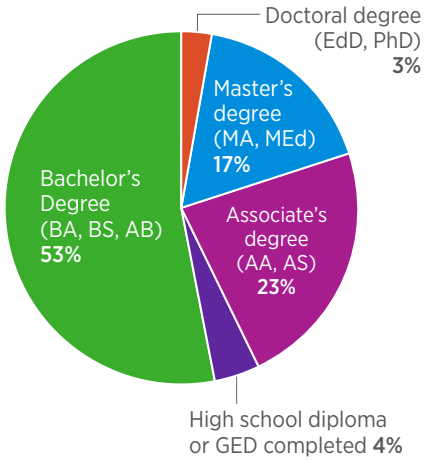
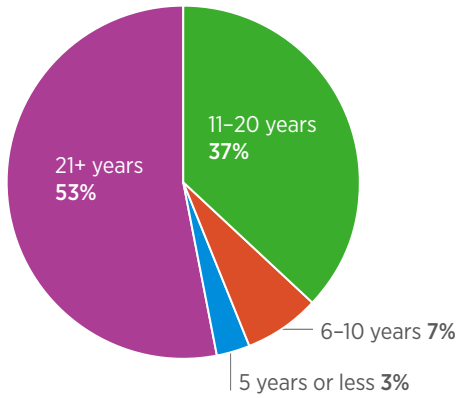


Figure 4

53% of Educators Have 21+ Years of ECE Experience



Compared with national data about listed HBCC providers,[8] the PKFCC educators in our sample have more experience and qualifications, possibly because of their high rates of prior employment in school- or center-based settings:

- More than three times as many PKFCC educators have a bachelor's degree or higher (73% in PKFCC sample versus 17.9% nationally).
- More PKFCC educators have over 10 years of ECE experience (89.9% in PKFCC sample versus 68.6% nationally).

PKFCC educator demographics vary by region of the country, with PreK systems in the West being the most diverse in terms of educator racial and ethnic identity, country of origin, languages spoken, and educational attainment (see Appendix Table A3, page 30).

- Differences by race and ethnicity mirror geographic patterns in the United States: the majority of PKFCC educators in Northern states are White, the majority of educators in Southern states are Black or African American, and the majority of educators in Western states are Latine.
- There are no statistically significant regional differences in age, having an ECE credential, years of experience, or union membership, though union membership is least common in Northern states.
- PKFCC educators in Western states are more culturally and linguistically diverse but less likely to have a bachelor's degree. They are more likely to be born outside the United States and speak Spanish or be multilingual, and less likely to speak English. They are less likely to be a member of a professional association. This variation is likely the result of more language accessibility in Western locales as well as more flexible requirements and pathways for PreK qualifications (e.g., recognition of credentials obtained in other countries) in states and localities on the West Coast and in the Southwest.[9] (See **Figure 5**.)

Figure 5

Educators with a BA or Higher, by Region

Program Characteristics

Educator characteristics are summarized in Appendix Table A4, pages 31–32.

Most PKFCC programs are in urban areas.

- 82% are in urban areas or urban clusters;[10] 12% are in suburban areas, including Arizona (N=4), Maryland (N=2), Vermont (N=5), and Washington (N=1); and 6% are in rural areas, all in Vermont.
- Compared with national data on listed HBCC providers, similar rates of PKFCC educators (17.8%, collapsing suburban and rural) and national HBCC providers (17.2%)[11] live outside urban areas, although rurality was calculated differently in each sample. (See **Figure 6**.)

Most PKFCC educators care for midsize groups of children (seven or more on a typical day) and have help from an assistant or assistants.

- On average, educators care for nine children on a typical day (range: 3–22), not including their own children. Over half (59%) are licensed as large FCCs,[12] and 23% care for at least one of their own children in their program on a regular basis.
- 52% care for fewer than their ideal number of children (e.g., six children enrolled on a typical day but would prefer to have eight), suggesting that educators are experiencing low enrollment or demand.
- 62% have at least one assistant, while 38% work alone.
- The average group size of children in care in this sample of PKFCC programs is similar to the national average number of children in care for listed HBCC providers (8.7 on average nationally[13]). (See **Figure 7**.)

Most PKFCC educators care for diverse groups of children in terms of age, race and ethnicity, language, and ability.

- 85% care for mixed-age groups in addition to preschool-age children; 35% care for infants; 78% care for toddlers; and 47% care for school-age children.
- 15% care exclusively for preschool-age children and live in eight locales (Arkansas, Arizona, Maryland, Multnomah County, Pennsylvania, Philadelphia, Vermont, Washington). This is more than four times higher than the national average of proportion of listed HBCC providers enrolling exclusively preschool-age children (14.6% versus 3.4% nationally).[14]
- Most educators care for multicultural groups of children; 73% care for children from at least two different racial and ethnic backgrounds.
- Educators who care for single racial/ethnic groups include groups of exclusively White children (eight programs in Vermont, one program each in California, Maryland, and Philadelphia); exclusively Black children (three in Maryland, one each in Arkansas, Ohio, and Pennsylvania, Philadelphia); and exclusively Hispanic/Latine children (six in Arizona, two in California).

Figure 6

PKFCC Program Locations

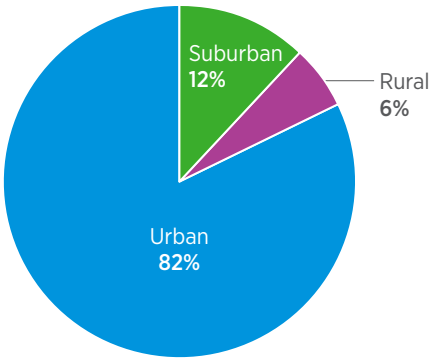
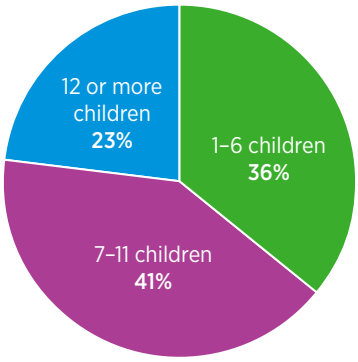


Figure 7

Number of Children on a Typical Day

Not including their own children



- 35% care for one or more dual-language learners; Educators care for children who speak a variety of languages at home, including English, Spanish, Mixteco, Tagalog, Igbo, Swahili, Amharic, Arabic, Hindi, Gujarati, Mandarin, Cantonese, Vietnamese, Korean, Creole, French, Russian, and American Sign Language.
- 52% care for at least one child with a diagnosed disability or developmental delay.
- 53% report they currently, previously, or would be willing to enroll children who were previously expelled from or asked to leave another PreK program for behavioral reasons. Another 39% are not sure, and only 9% say they would not enroll previously expelled children. Black educators are slightly, but not significantly, more likely to express willingness to enroll previously expelled children (59%) compared with White (48%) or Hispanic/Latine (46%) educators. (See **Figure 8**.)

Most PKFCC educators offer extended hours of operation beyond school-day and school-year schedules.

- 93% are open year-round.
- 79% offer some type of nonstandard-hour care outside of school days, with two thirds providing care after school hours and many providing early morning, evening, emergency, weekend, and late night/overnight care. (See **Figure 9**.)

Figure 8

Programs Enrolling One or More Children with the Following Racial and Ethnic Backgrounds

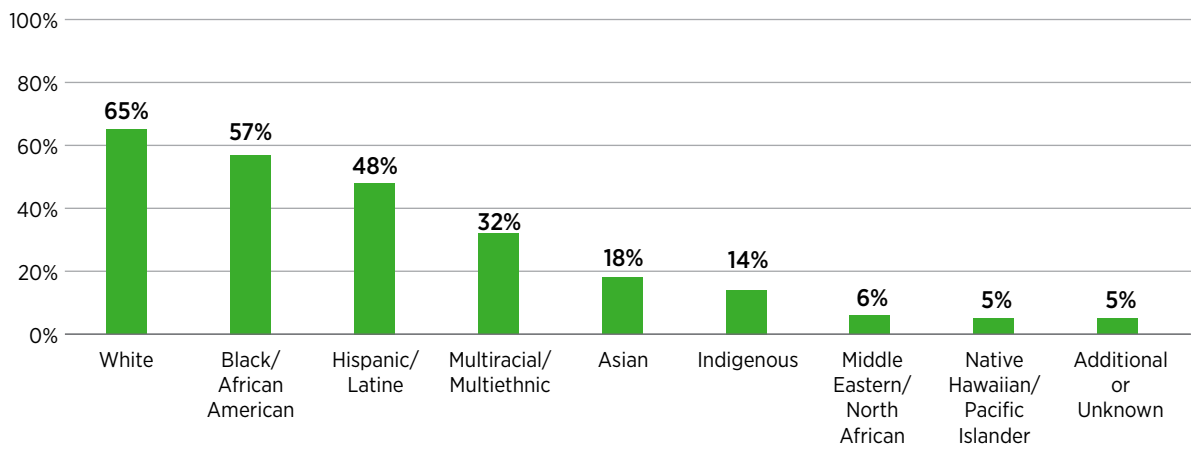
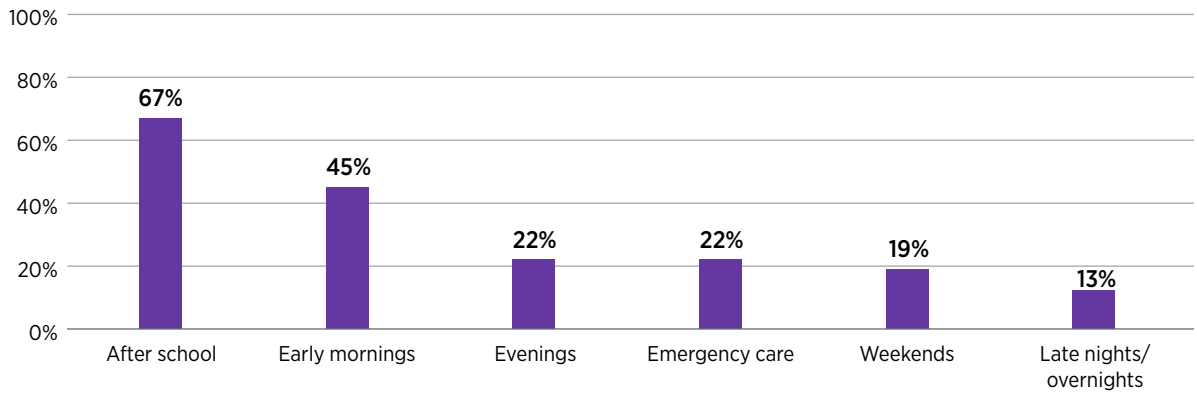


Figure 9

Nontraditional Schedules Provided



There are some regional differences in PKFCC program characteristics, including program size, racial and ethnic composition, funding types, and nontraditional hour care (see Appendix Table A5, pages 33–34).

- PKFCC programs in Northern states are the least likely to be in urban areas and most likely to be in rural areas, driven by educators in Vermont.
- PKFCC programs in Northern states are smaller (seven children on average, compared with nine in Southern states and 10 in Western states) and less likely to have assistants.
- PKFCC programs in Western states are the most racially, ethnically, and linguistically diverse. Higher numbers of racial and ethnic communities are represented in their programs, especially compared with the North (nearly three groups, on average, compared with two groups), with greater representation of Hispanic/Latine, Asian, and Indigenous children in programs. More programs enroll dual-language learners. At the same time, fewer programs in Western states enroll children with disabilities.
- Programs in Southern states are more likely to enroll Black children compared with Northern and Western states and more likely to provide care during nontraditional hours, especially during early morning and after-school hours.

Teaching Practices

Educator characteristics are summarized in Appendix Table A6, page 35.

The majority of PKFCC educators use a published curriculum, child assessment, and developmental screening tools, especially Teaching Strategies Creative Curriculum/GOLD and the Ages and Stages Questionnaire.

- 70% use a published curriculum or set of learning activities, compared with 55% of listed HBCC providers nationally who use a curriculum or prepared set of learning materials.[15] Of those who specify their curriculum, 74% use Teaching Strategies Creative Curriculum (including a mixture of the Preschool and Family Child Care versions). Other curricula used include Montessori, High Scope, Tools of the Mind, and a state/local PreK curriculum.
- Of educators who teach mixed-age groups, 76% use the same curriculum for all age groups in their program.
- 56% use a child assessment tool. Of those who specify their assessment tool, 84% use Teaching Strategies GOLD. Other assessments include California's Desired Results Developmental Profile, Work Sampling, Montessori, and COR Advantage.
- 58% use a developmental screening tool. Of those who specify their screening tool, 97% use the Ages and Stages Questionnaire (ASQ). Other screening tools include the Developmental Indicators for the Assessment of Learning (DIAL-4), the Devereux Early Childhood Assessment (DECA), Centers for Disease Control and Prevention (CDC), and Battelle Early Academic Survey (BEAS), all of which are used in addition to the ASQ.

PKFCC educators spend considerable time in child-selected and whole-group learning activities, physical activity both indoors and especially outdoors, and in mixed-age activities and routines.

- Educators spend time with children each day in different group arrangements, including 99% of time in child-selected activities (e.g., centers or choice time), 100% in whole groups, 98% in small groups, and 99% in one-on-one interactions.
- Educators spend daily time taking children outdoors (100%) and engaging them in physical activity (99%), as well as book reading (100%) and singing/rhyming (99%) activities.
- Most educators (97%) spend some or all their time doing activities with mixed-age groups of children, with 80% spending at least some time each day with children separated by age groups for activities.

PKFCC educators regularly talk to parents about their home lives, including things happening at home, cultural identities, and family lives.

- 93% talked with parents of children enrolled in their programs about something happening in their family (e.g., child-parent relationships, stresses like parent finances and employment, or family tensions) at least once in the last week; 42% did so three or more times.
- 82% report that in the last week, they talked with parents about their cultural identities and family lives.

There are some regional differences in curriculum and assessment use and daily activities (see Appendix Table A7, page 36).

- More PKFCC educators in Southern states use a published curriculum, driven in particular by the 21 educators in Maryland, all of whom use published curricula.
- More PKFCC educators in Northeastern states use an assessment; fewer educators in Western states use an assessment tool.
- More PKFCC educators in Western states spend at least some time doing activities with children separated by age groups (though they also spend some time in mixed-age groups), while fewer educators in Northeastern states spend any time in mixed-age groups.

Economic and Physical Well-Being

Educator characteristics are summarized in Appendix Table A8, page 37.

Most PKFCC educators are homeowners and/or are married or living with a partner, and very few receive government assistance.

- 88% own their home. National data about listed HBCC providers find similar proportions of home ownership (80%).[16]
- 70% are married or living with a partner (similar to 71.5% reported nationally)[17] and likely can rely on multiple income sources and/or social or work supports in their household.
- 11% receive financial assistance from government programs (such as cash assistance/Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI)/Disability, Section 8 housing assistance, state unemployment, free-reduced lunch for their children, Medicaid, Supplemental Nutrition Assistance Program(SNAP), or Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); 89% do not receive any assistance and 5% did not respond to this question.

About half of PKFCC educators have negative perceptions of compensation and advancement in their work.

- 55% feel they are being paid less than they deserve.
- 47% feel their fringe benefits are not adequate.
- 45% feel their pay is not adequate.
- 43% feel opportunities for them to advance are limited.
- 42% feel they do not have enough time off for holidays and vacations.

Although many PKFCC educators report stable child care income from month to month, less than half report other positive financial practices.

- 55% agree that their child care business income is stable from month to month.
- 43% agree that they expect to give themselves a raise in the next year.
- 43% agree that they pay themselves an annual salary.
- 32% agree that they contribute to savings, retirement, or investment accounts.

PKFCC educators report good overall health.

- 61% report that their health is very good or excellent, less than national data with 84.6% of listed HBCC providers reporting good or excellent health.[18]

PKFCC educators in Northern states report lower economic well-being than those in other regions (see Appendix Table A9, page 38).

- Most educators receiving assistance from government programs are in Northern states.
- More educators in the Northern states agree that their pay is inadequate and that they are paid less than they deserve. Fewer educators in these states agree that they would give themselves a raise in the next year and that their child care business income is stable from month to month.
- Fewer educators in Western states have negative perceptions about their child care compensation, while more educators in Southern states report positive financial practices.

Findings Part 2: PreK Implementation Experiences

In this section, we share data about educators' experiences choosing to participate in publicly funded PreK; the benefits and challenges of PreK implementation, including those related to funding, requirements, and perceived program impacts; and perceptions of parent demand. The data presented in this section rely on educator reports and may not be an accurate representation of PreK system policies.

As in the previous section, we share observations and patterns related to PreK system policies and practices where data are available from other elements of the PKFCC Project and other sources, but it is beyond the scope of this analysis to check every educator response for accuracy. It is not hypothesized that there would be regional patterns in the data in this section, and indeed there were few significant or trending differences by region, so those results are not reported.

Public PreK System Participation and Funding

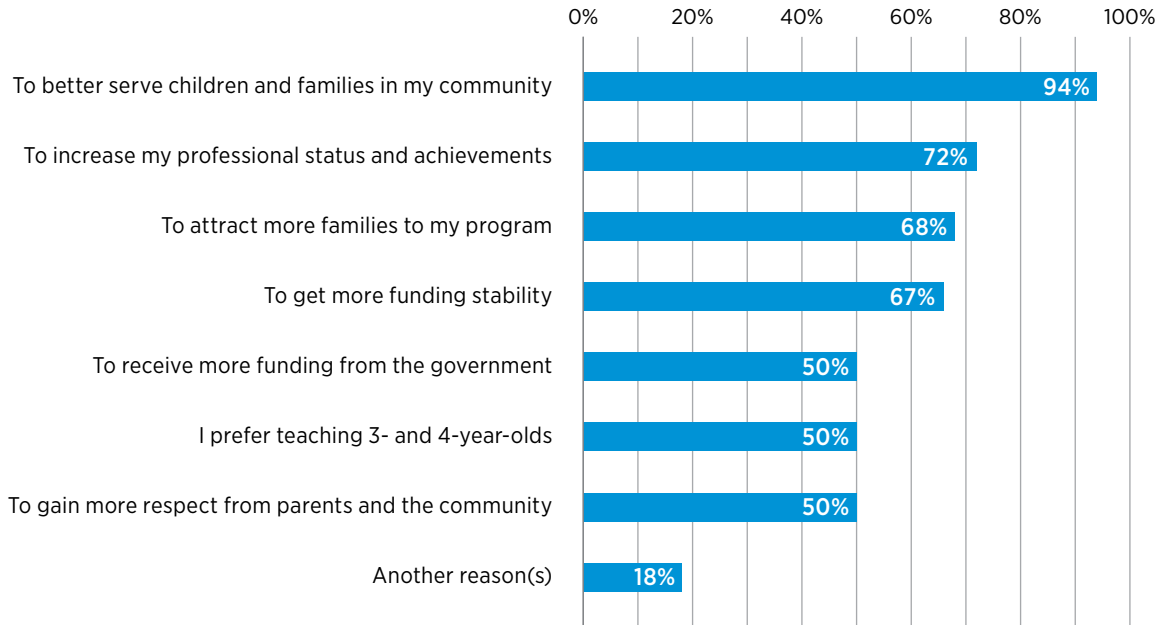
Educator characteristics are summarized in Appendix Table A10, pages 39–40.

PKFCC educators choose to partner with state/local PreK systems for a variety of reasons, including wanting to better serve children and families, increasing their own professional status, attracting more families to their program, and having more stable funding.

- The most popular reason educators decide to do public PreK is to better serve children and families in their community (94%). Other popular reasons include increasing professional status and achievements (72%), attracting more families to their program (68%), and getting more funding stability (67%). (See **Figure 10**.)
- Responses to "another reason" include helping families access and/or afford ECE; continuity; PD support; peer support; increasing diversity; and increasing quality.

Figure 10

Reasons for Partnering with State/Local PreK

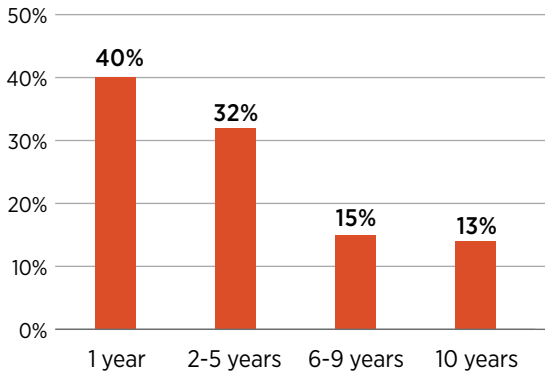


PKFCC educators typically receive PreK funding for multiple children and do so consistently once they begin partnering with a PreK system. However, requirements present barriers to consistent funding in some locales.

- On average, educators receive PreK funding for five children (range at time of survey completion: 0–22).[19]
- On average, PKFCC educators report having at least one child who receives public PreK funding for four of the last 10 years (from the 2013–2014 through the 2022–2023 school year,[20] N=92,[21] SD=3.3, range=1–10).
  - 40% of educators received public PreK funding for only one year. More than a third of these educators (N=13) are from Maryland, which has recently undergone a rapid expansion of PKFCC.[22]
    + Among the 26% of educators who received only one year of funding, it was typically for the 2022–2023 school year.
    + Ten educators received PreK funding for one year (pre-2022) and never again.
  - Among the 60% of educators who received multiple years of PreK funding:
    + Most (91%) received funding continuously (i.e., every year) once they joined the PreK system.
    + Five educators from two states (Florida and Vermont) received PreK funding sporadically (e.g., received funding for three years, then a one-year break, then another three years). Some states such as Florida have a threshold of children (e.g., at least four PreK children in Florida) that must be met to receive funding.[23]
    + Three educators (from Philadelphia, Ohio, and Vermont) received multiple years of consecutive funding but stopped receiving funds before the 2022–2023 school year. (See **Figure 11.**)

Figure 11

How Long PKFCC Educators Report Receiving Public PreK Funding



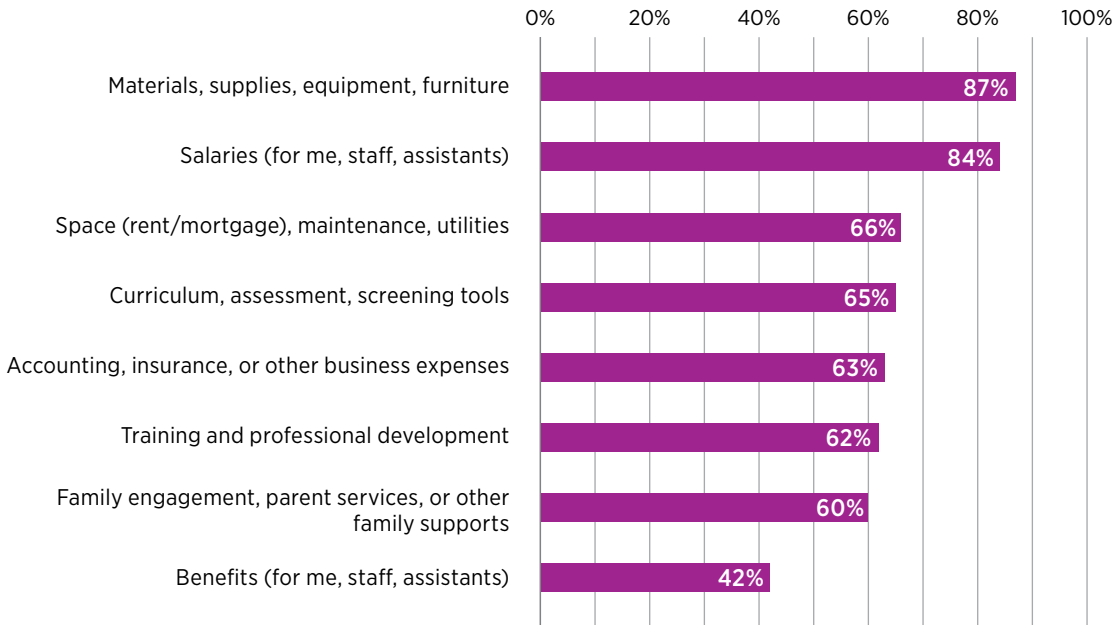
Note: *This chart does not include 11 educators who were not able to report which years they received public PreK funding.*

PreK funding includes per-child rates, grants and stipends, and other forms of compensation. Funds are primarily used for materials and staff salaries.

- Over a quarter of respondents do not know their per-child rate from PreK. Responses could not be consistently analyzed because of inconsistencies in participant reporting (e.g., not providing yearly rates or identifying the scale). This may also point to PreK compensation structures that are difficult to navigate and not clear to participating FCC educators.
- The most common allowable uses for PreK funds are materials, supplies, equipment, and furniture (87%) as well as salaries for the educator and/or other staff members (84%). (See **Figure 12**.)
- Some educators also receive additional forms of compensation from PreK systems, including:
  - A grant or stipend for purchasing materials or supplies (60%)
  - Supplemental pay (28%; e.g., wage supplements, retention bonuses, etc.)
  - Scholarship funds (25%; e.g., via TEACH grants or other mechanisms)
  - An incentive or stipend for serving priority populations (9%; e.g., Spanish-speaking families).

Figure 12

PreK Fund Usage



Most PKFCC educators blend public funding sources in addition to receiving public PreK funds.

- 89% received funding from at least one government source in addition to PreK within the last five years; 70% received funding from the Child and Adult Care Food Program (CACFP); 64% received child care subsidies (Child Care and Development Fund [CCDF], TANF, etc.); 51% received QRIS funding; 9% received Head Start or Early Head Start funding. In addition, six educators received American Rescue Plan/COVID relief funds as part of an "another funding source" response.

Implementing PreK

Educator characteristics are summarized in Appendix Table A11, page 41.

The easiest PreK requirements for educators to meet are related to care and teaching practices. The most challenging requirements are related to finding and affording qualified assistants as well as recruiting eligible children.

- When asked how easy or difficult requirements are to meet, educators report that using curriculum (89%), delivering PreK in their home space (88%), family engagement (83%), and child assessment and screening (80%) are the easiest requirements to manage.
  - When asked to share what is easy about meeting these requirements, some educators mention that supports and resources from coaches and colleagues help them meet requirements, especially those related to curriculum and assessments. Others note that these requirements are easy to implement because they already were meeting them before joining the public PreK system: *"teaching the children is the easy part, which I have always done just using a different curriculum."*[24]
- More than two thirds of educators report that meeting PreK requirements while caring for mixed-age groups (71%) and obtaining required degrees and credentials (67%) are easy.
  - In states that require educators to obtain degrees and/or certifications from higher education programs that are not designed for FCC educators, educators report difficulties. Several educators in Maryland, for example, notice that the hardest thing about PreK is obtaining their required degree and certification. They explain

that these challenges stem from *"adjusting to the requirement of becoming a student again,"* that *"we cannot fulfill the student-teaching experience, which is required to be done at a public school,"* and issues communicating with the teaching certification office.

- Recruiting enough PreK eligible children is a reported challenge for about half of educators.
  - A few educators (in California and Florida) mention that recruiting PreK children is challenging because of competition from centers and bias by PreK systems in favor of schools and centers.
- Among educators with assistants, finding (76%) and paying for (67%) qualified assistants are the most challenging requirements to meet.
  - Several educators mention that in addition to difficulties finding qualified staff and *"stretch[ing] the budget"* to meet requirements and pay themselves a decent wage, they generally do not have enough time to complete requirements (e.g., to check email, meet deadlines for completing paperwork and assessments, and attend in-person classes or PD). (See **Figure 13**.)

Challenges meeting PreK requirements

"It takes more time, money, and paperwork."

"[The state is] taking away our preschoolers, and we are running out of preschool children."

"Getting certified is very difficult—family childcare providers are not able to do their required student teaching in their homes."

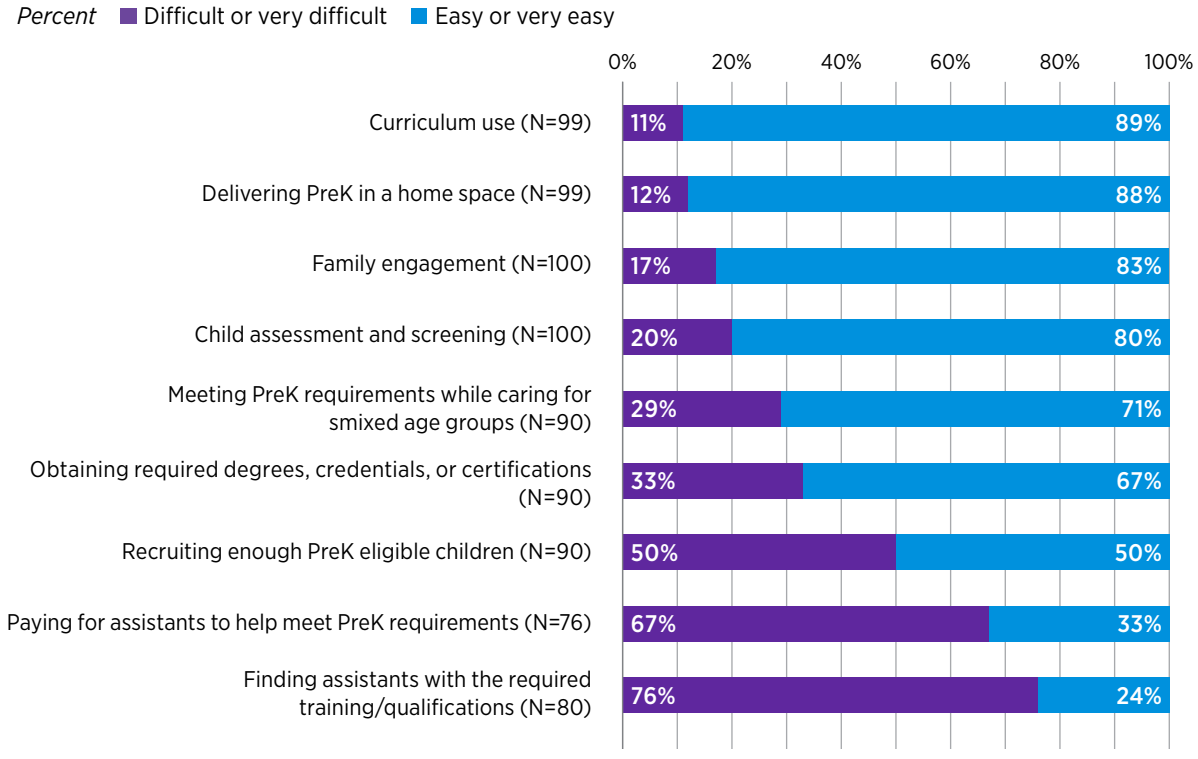
"Obtaining needed supplies, filling empty slots, attending trainings at designated times"

"Finding quality staff and paying them a living wage is the most difficult."

"It is just difficult to find time during work hours when I am with children to do any work. That means I am doing it outside of work hours and not being compensated for my time."

Figure 13

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

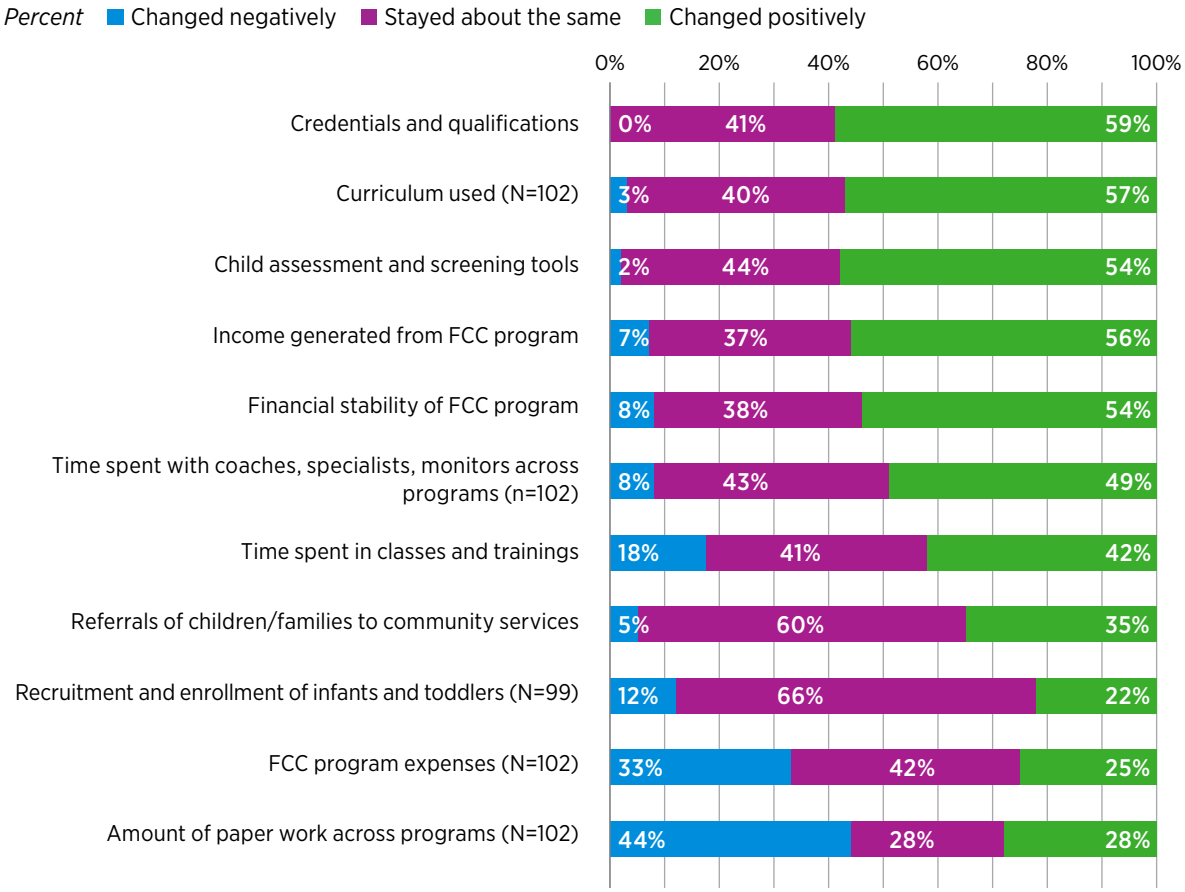


The most positive perceived impacts of PreK are related to credentials, practices, and income. The most negative perceived impacts of PreK are related to paperwork and expenses.

- When asked how things related to their FCC programs changed from before they began offering state/local PreK to the time of responding to the survey:
  - The most positive perceptions of change (i.e., where more than half of educators experienced a positive change and few report a negative change) are around credentials and qualifications (59% positive change; no educators report a negative change), curriculum used (57% positive change), child assessment and screening tools used (54% positive change), income generated from their FCC program (56% positive change), and financial stability of their FCC program (54% positive change).
  - The most neutral perceptions of change (i.e., where a majority of educators report that things stayed about the same) are referrals to community services (60% stayed about the same) and recruitment/enrollment of infants and toddlers (66%).
  - Other neutral-to positive perceptions that are somewhat surprising include time spent with coaches, specialists, and other visitors (49% experienced a positive change) and time spent in classes and trainings (42% experienced a positive change).
  - The most negative perceptions of change (i.e., where negative change responses outweighed positive change responses) are around the amount of paperwork required (44% experienced a negative change) and program expenses (33% experienced a negative change). (See **Figure 14**.)

Figure 14

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



Benefits of public PreK funding

"Getting funding from the PreK program has given me the foundation to move my program towards accreditation and help me run a program that's free to the families I serve in my community."

"My business is bigger and better."

"Families in the area are increasingly interested in my program because I offer UPK [Universal PreK]."

"Being compensated for the quality of care I provide."

"Preparing the children that I serve for kindergarten & seeing the gratefulness on their parents' faces."

- When asked about the greatest benefits of receiving state/local PreK funding, educators shared a variety of benefits related to enhancing and expanding their businesses, being compensated for their work, and better serving children and families.

Support for PreK Implementation

Educator characteristics are summarized in Appendix Table A12, pages 42–44.

PKFCC educators report receiving helpful, PreK-specific PD in multiple modalities.

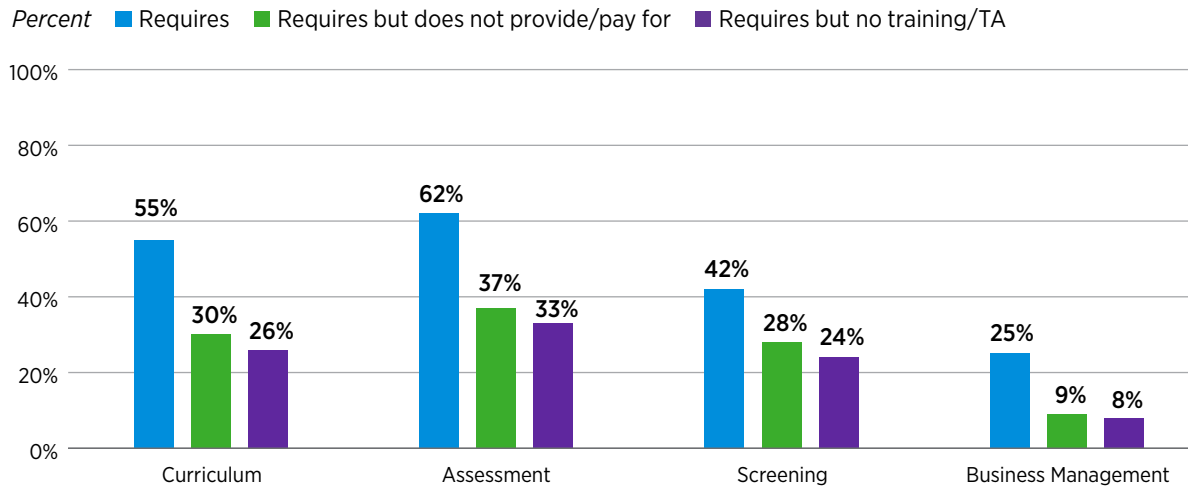
- 87% of PKFCC educators received PD specifically related to meeting PreK requirements within the last year.
- Of these educators, almost all find this PD to be at least a little helpful, and 68% find it to be very helpful. Coaching is most frequently reported as the most helpful PD support (67%), followed by workshops or meetings (55%), courses or classes (50%), and communities of practice, cohorts, or meetings with other educators (46%).

PKFCC educators report having multiple sources of support for PreK but receiving more support on understanding and implementing PreK requirements than they do for completing PreK applications.

- When asked whom they call when they need to talk about something related to implementing PreK, the most common sources of support are PreK coaches or specialists (78%). Other PKFCC educators are also common sources of support (56%). Most educators report talking to another PKFCC educator at least monthly, with 16% talking to another educator every day. Other local and state organizations and agencies are also reported as sources of PreK support for about a third of educators.
- Overall, educators report more sources of support for understanding and implementing PreK requirements than completing applications for PreK grants, slots, or funds; 85% of educators receive help from any source (including PreK system staff, other FCC educators, or staff from other state or local agencies) related to understanding and implementing PreK requirements, but only 65% of educators receive any help completing applications. For example, 73% of educators report that they get help from PreK staff (coaches, specialists, or other staff members) around understanding and implementing requirements, but only 43% say they get help from PreK staff with completing PreK applications.
- When it comes to completing curriculum, assessment, screening, and business management requirements, many educators report that their PreK systems require the use of the related tools but do not provide or pay for the tool or give training or technical assistance (TA) in using the tool. For example, 62% of educators report that their system requires the use of a child assessment tool, but 37% say their system does not provide or pay for the assessment, and another 33% say their system does not give training or /TA on using the assessment. (See **Figure 15**.)

Figure 15

PreK System Support for Required Tools

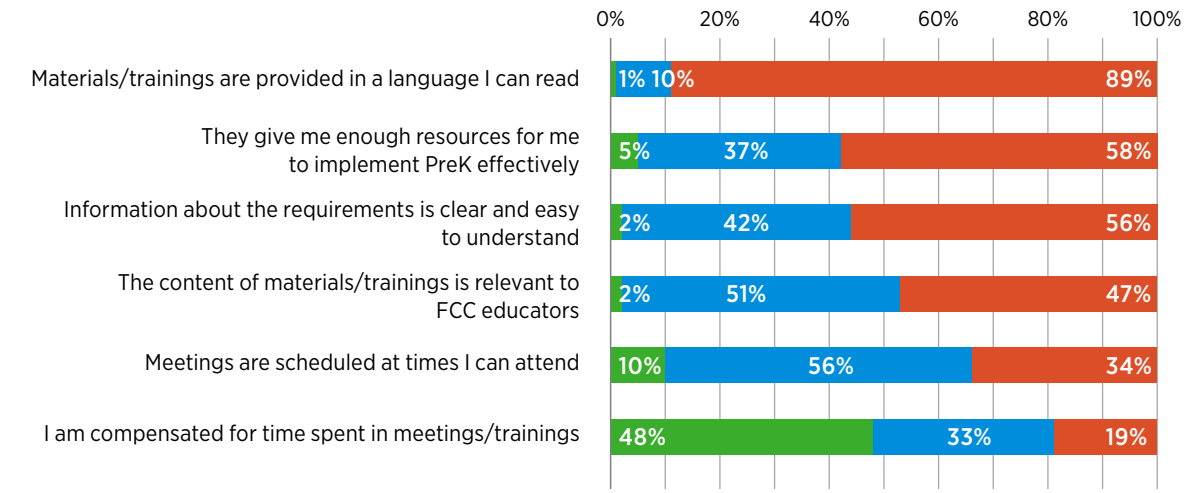


PKFCC educators have positive perceptions of their state/local PreK systems' respect and support for their work. However, educators see areas for improvement in terms of accessibility.

- When asked how much they agree with various statements about their state/local PreK system:
  - Most educators agree that their PreK systems believe FCC programs can prepare children for kindergarten (75%) and provide high-quality ECE (71%).
  - Most educators agree that their PreK systems respect their work (71%), treat them fairly (68%), and recognize their strengths (62%).
  - Two thirds of educators agree that PreK systems give them a chance to ask questions (67%), but less than half agree that their program adapts supports to meet their needs (47%) or asks for their ideas about how to design PreK (45%).
  - Only 46% of educators agree that their voice is heard as a PreK educator.
- PreK systems do not consistently adapt timing, content, language, or other features of materials or trainings for FCC educators. Most educators report that materials and trainings are always provided in a language they can read (89%), and almost all educators report that they receive sufficient resources to implement PreK effectively, that information is clear and easy to understand, and that content of materials and trainings are relevant to FCC educators at least sometimes. However, only a third of educators report that meetings are always scheduled at times they can attend (34%), and almost half of educators report that they are never compensated for time spent in meetings and trainings (48%). (See **Figure 16**.)

Figure 16

PreK System Adaptations for FCC



Perceived Parent Demand for PreK in FCC

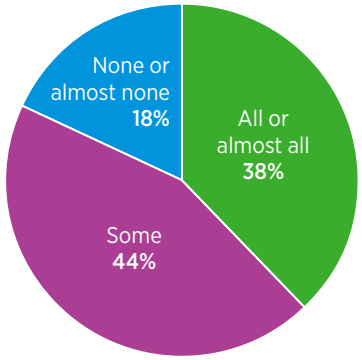
Educator characteristics are summarized in Appendix Table A13, page 45.

Most children enrolled in PKFCC programs were enrolled in the program as infants or toddlers, and many educators keep a waitlist for additional PreK-age children.

- 57% of educators maintain a waiting list of children for state/local PreK
- In the last three years, at least some PreK children were also enrolled in FCC programs as infants/toddlers; 38% report continuous enrollment of current PreK children since they were infants/toddlers; 44% report a mix of continuous enrollment of children and enrollment of new PreK children; and 18% report having all new children in their PreK slots. (See **Figure 17**.)

Figure 17

Number of PreK Children Enrolled in FCC Program as Infants/Toddlers

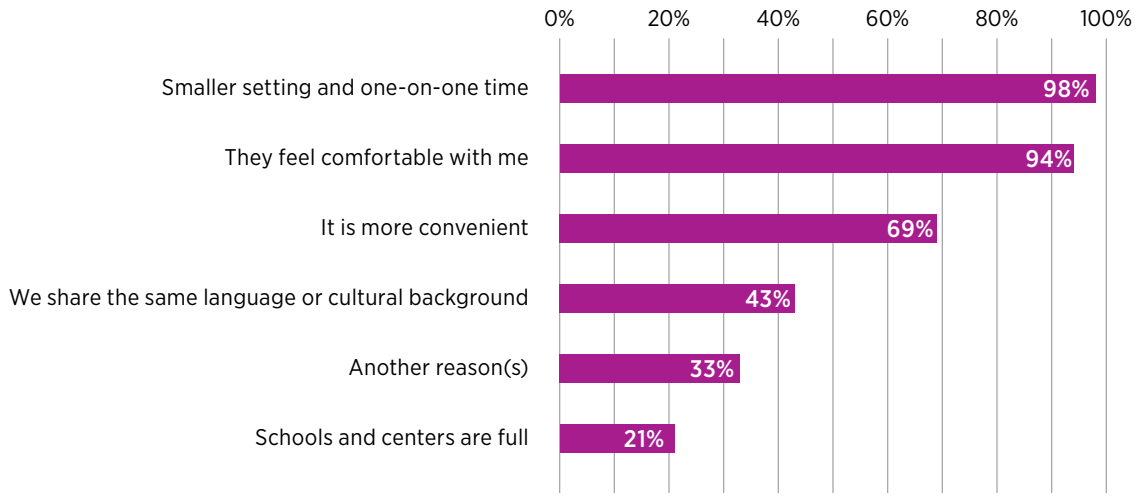


Most educators feel that parents value their provision of public PreK and that they choose FCC programs for PreK because of the smaller setting, one-on-one time, and comfort with an FCC educator.

- When asked why educators think parents keep their children in FCC programs for PreK:
  - The most popular reasons are the smaller setting and one-on-one time (98%) and parents' comfort with the FCC educator (94%).
  - Additional reasons are convenience (69%) and shared cultural backgrounds or languages (43%).
  - Only 21% of educators feel that families stay in FCC for PreK because schools and centers are full (i.e., that families do not have a choice).
  - 33% report other reason(s), including longer hours (e.g., before/after hours, nontraditional hours, year-round care), curriculum/philosophy, funding support, continuity of care, educator experience, special needs care, and high quality in FCC. (See **Figure 18**.)
- When asked how much they agree with various statements about families' opinions about PreK for 3- and 4-year-old children:
  - Most educators agree that their families appreciate that they offer PreK (92% agree or strongly agree).
  - Almost half of educators agree that families are aware that FCC is an available option for PreK (45%), but some educators aren't sure or think families are not aware (28% agree or strongly agree that families don't realize they can stay for PreK).
  - 39% of educators have negative perceptions of parent demand for PreK in FCC, agreeing that parents think schools or centers could better prepare children for kindergarten.

Figure 18

Reasons Educators Think Families Choose PreK in FCC



Recommendations

- **Create new narratives and messages in mixed-delivery PreK systems about the benefits of PreK in FCC** for children and families (e.g., continuity of care; small group sizes; flexibility for families; racial, ethnic, and linguistic diversity), PreK systems (e.g., experienced, highly trained, and high-quality educators), and educators, themselves (e.g., more stable funding, more support, feeling valued and respected by systems and families). Messages must include considerations about how to include FCC educators in PreK systems through adapted and tailored supports that acknowledge their strengths and differences from school- and center-based settings.
- **Build on-ramps and flexible pathways for FCC educators to attain required qualifications and other eligibility requirements within PreK systems.**[25] These can include experience-based qualifications and eligibility, cohorts for degree and certification attainment, honoring degrees received outside the United States and supports for communities that speak Spanish and other languages besides English. These strategies seem to work to enhance quality and equity in Western states, where educators have similar levels of experience and credentials but lower rates of bachelor's degree attainment, and are significantly more racially, ethnically, and linguistically diverse.
- **Fund the full cost of delivering high-quality PreK in FCC and implement payment procedures and benefits that support financial stability.**[26] It is important that the financial benefits—increased and more stable and sustainable compensation—outweigh the additional costs of meeting PreK requirements such as hiring and retaining assistants. PreK systems should consider payment processes that are based on enrollment not attendance and that pay providers on a prospective basis rather than reimbursements. Ensuring that FCC educators understand the funding process should include transparency around blended funding and allowable uses of PreK funding. PreK systems should find ways to broadly to support FCC educators' access to benefits such as health insurance, paid time off, and retirement.
- **Simplify application processes, including recertification processes, to support continuity.**[27] When PreK eligibility for educators fluctuates from year to year, it may negate some of the benefits of PreK participation, such as more stable income.
- **Coordinate with broader birth-to-5 initiatives**[28] to increase access to PreK funding and participation for FCC educators. Systems coordination should include streamlining of paperwork, requirements, and monitoring across systems. PreK expansion to include FCC should not disrupt care for infants and toddlers in these settings.
- **Develop intermediary and other support structures, such as hubs, networks, coaches, and professional development cohorts dedicated to FCC.**[29] PreK systems should work to ensure FCC educators receive the support they want and need, including support for both the PreK application process and PreK implementation and delivery.
- **Include FCC educators in the design, adaptation, and planning for FCC inclusion in PreK initiatives** to ensure that educator voices inform development of requirements that make sense for FCC settings, are easily understood, and are attainable with available resources.
- **Where PreK in FCC is an option, help families understand its availability and possible benefits.** Public messaging campaigns not only help families meet their needs for PreK but also help enhance public opinion about home-based child care educators more broadly. Marketing and communication with families and communities about the value and benefits of FCC could also support FCC educators with recruitment and enrollment of PreK children.

Methodology

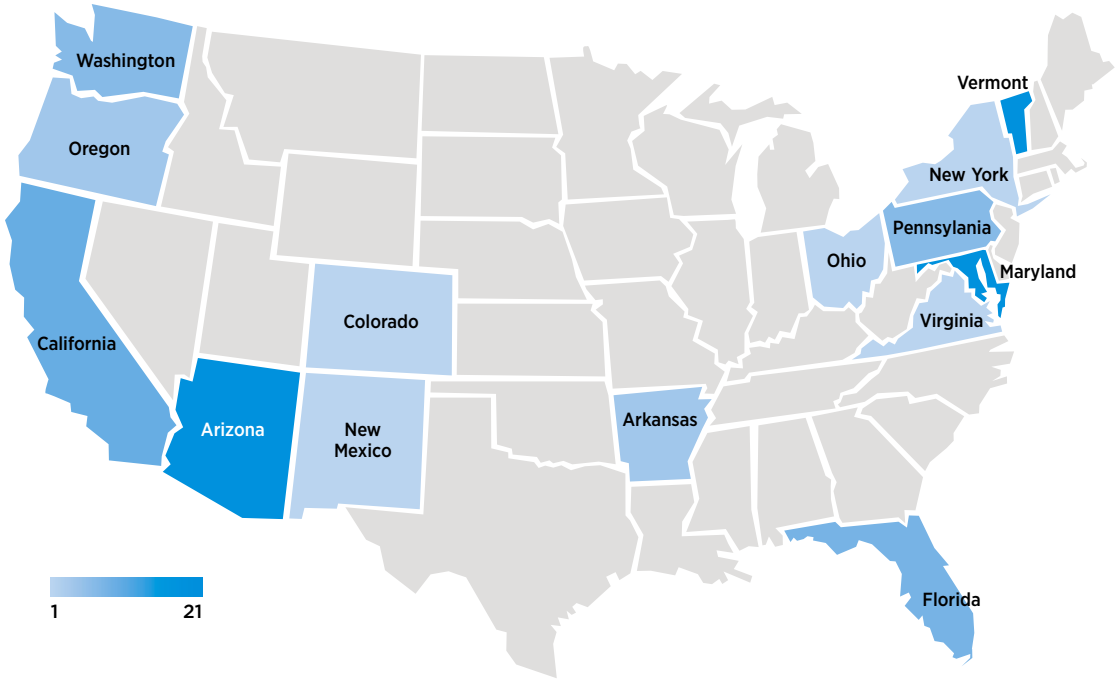
We designed and fielded a survey to all states and municipalities known to have FCC educators that received public PreK funds within the last five years. We identified 24 PreK systems (in 15 states and nine municipalities) to invite to participate in the survey. Educators were recruited to complete the survey by snowball sampling. Based on outreach conducted throughout the PKFCC Project, the survey link was sent to PreK administrators and intermediary organizations to forward to FCC educators via email, as well as to FCC educators directly (identified either through public lists or personal outreach). The online survey was administered via Qualtrics and open from April to October 2023. All participants completed informed consent procedures as required by the Erikson Institute Institutional Review Board.

FCC educators were eligible to complete the survey if they met the following criteria: owner/operator of an FCC business, received funding from a state or local PreK system in the last five years, located in a state or locality that we identified as allowing FCC educators to administer public PreK. During the early stages of data collection, we experienced a bot attack that created thousands of false responses to the survey. We eliminated responses meeting the following criteria and used fraud detection tools available through Qualtrics: duplicate responses (e.g., from the same IP address), failed fraud detection tests (e.g., Recaptcha score of 0.5 or lower), missing or suspicious embedded location data (e.g., embedded location data from survey invitation link was either missing, from a location known to have triggered suspicious survey activity, and/or where embedded data and survey responses did not match). The final sample included in the analysis comprises 103 PKFCC educators.

To triangulate the accuracy of the sample, we compared the final number of participants in our sample with data provided to the National Institute for Early Education Research (NIEER) in state[30] and local[31] scans of the number of FCC educators participating in public PreK in their locales during the same 2022–2023 period. In all locales, the number of participants who completed our survey is less than the total number of PKFCC programs as reported by PreK administrators to NIEER (range: <1% to 78%).

Method and Sample

- Online survey of 103 FCC educators who offer state or locally funded PreK (PKFCC educators)
- PKFCC educators were from 18 mixed-delivery PreK systems:
  - 12 states
  - 6 municipalities (city or county)
  - 3 regions of the country, based on census definitions:[32]
    North (Northeast + Midwest): Ohio, Pennsylvania, New York, Vermont (N=30)
    South: Arkansas, Florida, Maryland, Virginia (N=32)
    West: Arizona, California, Colorado, New Mexico, Oregon, Washington (N=41)
- 1–21 PKFCC educators from each PreK system
  - An estimated average 25% of FCC educators in each program[33] (range: <1% in New York to 78% in Maryland)



Limitations

This was an exploratory, descriptive survey that relies on educator reports of their experiences in PreK. While we believe this study identified many FCC educators delivering PreK around the country, it is not nationally representative. As such, there may be inaccuracies in the data reported when compared with program policies in some cases. Additionally, some PreK systems are overrepresented (e.g., Arizona, Maryland, Vermont), which may be driving findings for certain questions. For example, related to qualifications, some public PreK initiatives require having a bachelor's degree, which may drive differences between the findings in our study and FCC educator demographics in studies with a general FCC educator population. Specific state and local policies may also create this kind of variation; we have pointed this out where possible but are not able to identify all policy-related sources of variation.

Endnotes

1 Not including states where data were not available or provided. Numbers are calculated from National Institute for Early Education Research (NIEER) state and local PreK surveys conducted with administrators about the 2022–2023 school year; see Weisenfeld, G., & Harmeyer, E. (2024a). *Including family child care in state-funded pre-K systems: An update.* NIEER. https://nieer.org/node/1068; Weisenfeld, G., & Harmeyer, E. (2024b). *Including family child care in pre-K systems: An update at the local level.* NIEER. https://nieer.org/research-library/including-family-child-care-pre-k-systems-update-local-level

2 Estimates are based on listed HBCC providers in the 2019 National Survey of Early Childhood Education (NSECE); Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *NSECE chartbook—Home-based early care and education providers in 2012 and 2019: Counts and characteristics (No. 2021-85).* Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

3 Henly, J. R., & Adams, G. (2018). *Increasing access to quality child care for four priority populations: Challenges and opportunities with CCDBG Reauthorization.* Urban Institute. https://www.urban.org/research/publication/increasing-access-quality-child-care-four-priority-populations Bromer, J., Melvin, S., Porter, T., & Ragonese-Barnes, M. (2021). *The shifting supply of regulated family child care in the U.S.: A literature review and conceptual model.* Erikson Institute. https://www.erikson.edu/wp-content/uploads/2021/03/The_shifting_supply_of_regulated_FCC_in_the_US_2021_LITREVIEW.pdf

4 Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

5 8% of educators did not respond to questions about racial and ethnic identity.

6 Comparisons use valid percents in PKFCC sample compared with listed HBCC providers in 2019 NSECE; Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

7 Different locales have different QRIS rating scales.

8 Comparisons use valid percents in PKFCC sample compared with listed HBCC providers in 2019 NSECE; Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

9 Morgan, J. A., Iruka, I. U., Bromer, J., Melvin, S. A., Hallam, R., & Hustedt, J. (2022). *Strategies toward the equitable implementation of PreK in family child care: Qualifications & compensation, Issue 1. The Family Child Care in PreK Project Brief Series.* Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/research/prek-in-family-child-care-project-pkfcc/

10 Urban, suburban, and rural classifications are based on census definitions and approximated based on ZIP Codes using Rural-Urban Commuting Area codes: https://www.ers.usda.gov/data-products/rural-urban-commuting-area-codes/documentation/

11 Comparisons use valid percents in PKFCC sample compared with listed HBCC providers in 2019 NSECE; the comparison report defines rural communities as those where less than 30% of the population lived in an urban area; Schochet, O., Li, A., Del Grosso, P., Atkins-Burnett, S., Porter, T., Reid, N., & Bromer, J. (2023). *A national portrait of unlisted home-based child care providers: The communities where providers live* (OPRE Brief No. 2023-146). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/HBCCSQ_SecondaryAnalyses_FS4_508.pdf

12 The survey acknowledged that not all states distinguish between large and small FCCs and states use different terminology.

13 Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

14 Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

15 Comparisons use valid percents in the PKFCC sample compared with listed HBCC providers in 2019 NSECE; Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Learning activities, caregiving services, and children served.* OPRE Brief #2022-292. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

16 Comparisons use valid percents in the PKFCC sample compared with listed HBCC providers in 2019 NSECE; Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

17 Comparisons use valid percents in the PKFCC sample compared with listed HBCC providers in 2019 NSECE; Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

18 Comparisons use valid percents in the PKFCC sample compared with listed HBCC providers in 2019 NSECE; Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

19 Responses of zero indicate educators who had previously participated in public PreK but were not receiving funds at the time of survey completion.

20 Twelve educators report receiving PreK funding before the 2013–2014 school year.

21 There was confusion from some FCC educators about how to report which years they received public PreK funding; responses from 11 educators who either reported that they were "not sure" which years they received funding or who did not indicate receiving funding in any years were excluded from this analysis.

22 Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in state-funded pre-K systems: An update.* National Institute for Early Education Research. https://nieer.org/node/1068

23 Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in pre-K systems: An update at the local level.* National Institute for Early Education Research. https://nieer.org/research-library/including-family-child-care-pre-k-systems-update-local-level

24 Quotations are from open-ended responses on the survey.

25 Morgan, J.A., Iruka, I.U., Bromer, J., Melvin, S.A., Hallam, R., & Hustedt, J. (2022). *Strategies toward the equitable implementation of PreK in family child care: Qualifications & compensation,* Issue 1. The Family Child Care in PreK Project Brief Series. Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/wp-content/uploads/2023/01/PKFCC-Policy-Implementation-Issue1-final-2.pdf

26 Morgan, J.A., Bromer, J., Melvin, S.A., Lewis, S., Hustedt, J., Hallam, R., & Iruka, I.U. (2024). *Strategies toward the equitable implementation of PreK in family child care: PreK funding procurement, child enrollment, and data tracking,* Issue 4. The Family Child Care in PreK Project Brief Series. Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/wp-content/uploads/2024/03/PKFCC-Brief4-Funding-Enrollment-DataTracking-FINAL.pdf

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. https://nieer.org/research-library/estimating-cost-supporting-quality

Home Grown (2023). *Opportunities for state to improve benefits access for home-based child care providers.* https://homegrownchildcare.org/wp-content/uploads/2023/08/HomeGrownBenefitsAccessHBCC.pdf

27 Morgan, J.A., Bromer, J., Melvin, S.A., Lewis, S., Hustedt, J., Hallam, R., & Iruka, I.U. (2024). *Strategies toward the equitable implementation of PreK in family child care: PreK funding procurement, child enrollment, and data tracking,* Issue 4. The Family Child Care in PreK Project Brief Series. Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/wp-content/uploads/2024/03/PKFCC-Brief4-Funding-Enrollment-DataTracking-FINAL.pdf

28 Morgan, J.A., Bromer, J., Melvin, S.A., Lewis, S., Hustedt, J., Hallam, R., & Iruka, I.U. (2024). *Strategies toward the equitable implementation of PreK in family child care: PreK funding procurement, child enrollment, and data tracking,* Issue 4. The Family Child Care in PreK Project Brief Series. Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/wp-content/uploads/2024/03/PKFCC-Brief4-Funding-Enrollment-DataTracking-FINAL.pdf

29 Melvin, S.A., Reinoso, L., Bromer, J., Hallam, R., Hustedt, J., Morgan, J.A., & Iruka, I.U. (2023) . *Strategies toward the equitable implementation of PreK in family child care: Infrastructure and support,* Issue 3. The Family Child Care in PreK Project Brief Series. Erikson Institute, University of Delaware, University of North Carolina at Chapel Hill. https://www.erikson.edu/wp-content/uploads/2023/08/PKFCC-Brief3-InfraSupport-R4.pdf

30 Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in state-funded pre-K systems: An update.* National Institute for Early Education Research. https://nieer.org/node/1068

31 Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in pre-K systems: An update at the local level.* National Institute for Early Education Research. https://nieer.org/research-library/including-family-child-care-pre-k-systems-update-local-level

32 US Census Bureau. (n.d.). *Geographic Terms and Definitions.* Census.gov. https://www.census.gov/programs-surveys/popest/about/glossary/geo-terms.html

33 Response rates were calculated using data from NIEER's state and local PreK surveys for the 2022–2023 school year (Weisenfeld & Harmeyer 2024a, 2024b). See Appendix Table 1 and Methodology section for details.

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

About the Project and the Partners

The PreK in Family Child Care Project explores strategies, successes, and challenges in the implementation of publicly funded PreK in FCC settings. The PKFCC Project is guided by the belief that FCC educators can deliver high-quality preschool education, whether they are publicly paid for it or not,[34] and that FCC educators bring unique benefits to PreK systems. Including FCC educators in mixed-delivery ECE and PreK systems requires intentionality and differentiated support to preserve continuity of care from birth to school age and to promote equity and justice for the many women of color who have been marginalized in this workforce.

The PKFCC Project is a collaboration of Erikson Institute's Herr Research Center, the University of North Carolina Frank Porter Graham Child Development Institute's Equity Research Action Coalition, and the University of Delaware Institute for Excellence in Early Childhood.

Home-Based Child Care Research at Erikson Institute's Herr Research Center
www.erikson.edu/research/prek-in-family-child-care-project-pkfcc
Erikson Institute educates, inspires, and promotes leadership to serve the needs of children and families. As part of that mission, the Herr Research Center develops original scholarship and research that shapes the early childhood field. Since 2008, the Home-Based Child Care (HBCC) Research focus area has conducted rigorous and actionable research to inform early care and education policy and program design and decision-making. Through national, multistate, and local projects and participatory approaches, Erikson's HBCC Research group partners with professionals and communities to highlight promising strategies for supporting equity for the home-based child care workforce and quality for children and families who use home-based child care.

Delaware Institute for Excellence in Early Childhood at the University of Delaware
www.dieec.udel.edu
The Delaware Institute for Excellence in Early Childhood (DIEEC) strives to improve the quality of early care and education throughout the state and beyond by providing exemplary professional development and program-level supports to all sectors of the early care and education community. DIEEC conducts policy-relevant research that helps advance equity, promote the early childhood workforce, and enhance the lives of young children and their families.

Equity Research Action Coalition at the University of North Carolina at Chapel Hill's Frank Porter Graham Child Development Institute
equity-coalition.fpg.unc.edu
The Equity Research Action Coalition, a university based collaborative, focuses on co-constructing with practitioners and policymakers actionable research and evaluation to support the optimal development of Black children and other children of color prenatally through childhood. The coalition works at the intersection of research, program, and practice through anti-racist and cultural wealth frameworks. The coalition focuses on developing a science-based action framework to eradicate the impact of racism and all its consequences on the lives of Black children, families, and communities and other children and families from marginalized communities, and to ensure their optimal health, wealth, and well-being.

Acknowledgments

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A partnership of

Erikson Institute
Home-Based Child Care Research

University of Delaware
Delaware Institute for Excellence in Early Childhood

Equity Research Action Coalition
UNC Frank Porter Graham Child Development Institute

Appendix: Data Tables

Contents

Table A1. PreK in FCC Prevalence (from National Institute for Early Education Research) and PKFCC Educator Survey Response Rates

PreK program/system	Total number of PKFCC educators[a]	Total number of 3- and 4-year-old children served[a]	Number of educators in PKFCC survey	PKFCC survey approximate response rate
State Programs				
Arizona Quality First Scholarships	Not reported	228	18	–
Arkansas Better Chance (ABC)	4	46	2	50.0%
California State Preschool Program (CSPP)	113	151	5	4.4%
Florida Voluntary Prekindergarten Program	39	226	8	20.5%
Illinois Preschool for All	0	0	0	N/A
Maryland Prekindergarten Program	27	132	21	77.8%
Massachusetts Commonwealth Preschool Partnership Initiative (CPPI) Grant	2	13	0	0
New Mexico PreK (4-year-olds) NM Early PreK (3-year-olds)	11	115	1	9.1%
New York State Administered Prekindergarten Program	Unknown	Unknown[b]	0	–
Ohio Early Childhood Education	5	19	3	60.0%
Pennsylvania Head Start Supplemental Assistance Program (PAHSSAP)	Not reported	Not reported	1	–
Pennsylvania PreK Counts (PAPKC)	Not reported	Not reported	2	–
Vermont Universal Prekindergarten Education (Act 166)	49	Not reported	18	36.7%
Virginia Mixed Delivery	7	30	0	0.0%
Virginia Preschool Initiative (VPI)	20	20	1	5.0%
Washington Early Childhood Education and Assistance Program (ECEAP)	49	263	4	8.2%
Local Programs				
Denver Preschool Program	7	27	1	14.3%
Multnomah County Preschool for All	21	191	5	23.8%
New York City PreK for All[c]	1,800	3,549	2	0.1%
Philadelphia PHLpreK	25	122	5	20.0%
Preschool for All in San Francisco (PFA)	270	662	4	1.5%
Seattle Preschool Program (SPP)	22	98	2	9.1%
TOTAL	**2,471**	**5,892**	**103**	**20.0%**

a Numbers reported by state administrators to NIEER, Weisenfeld & Harmeyer 2024a and 2024b

b New York State value from NIEER report (less New York City providers) is not included because when we did outreach to New York State administrators, they reported they did not have any FCC educators or children participating in PreK

c New York City PreK for All reported approximately 1800 FCC providers

Table A2. PKFCC Educator Characteristics

	Full PKFCC educator sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
Gender				
Female	100	97.1	98.0	–
Male	2	1.9	2.0	–
Missing	1	1.0	–	–
Race and ethnicity[a]				
Educator of color	63	61.2	66.3	40.8
Black, African American, African, Caribbean	29	28.2	30.5	23.0
Hispanic, Latina/o/e/x, Spanish origin	26	25.2	27.4	17.8
Multiracial/multiethnic	5	4.9	5.3	–
Asian, Asian American	2	1.9	2.1	–
American Indian, Alaska Native, Native, Indigenous	1	1.0	1.1	–
Other	–	–	–	6.6
White	32	31.1	33.7	52.6
Missing	8	7.8	–	–
Country of birth[a]				
United States	71	68.9	71.7	–
Outside the United States	28	27.2	28.3	18.5
Missing (includes prefer not to answer)	4	3.9	–	–
Language[a]				
English	92	89.3	91.1	–
Any language other than English	33	32.0	32.7	31.5
Spanish	30	29.1	29.7	–
Another language (American Sign Language, Chinese, French, German, Italian, "multiple languages")	7	6.8	6.9	–
2 or more languages	25	24.3	24.8	–
Age[a]				
Age (years)	M=52.46	SD=10.11	Range= 30-74	–
Age (categories)				
Under 30	0	0	0	4.3
30–39	12	11.7	13.0	16.8

Table A2, continued

	Full PKFCC educator sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
40–49	22	21.4	23.9	25.3
50–59	34	33.0	37.0	32.5
60 or older	24	23.3	26.1	21.1
Missing	11	10.7	–	–
Highest degree completed[b]				
Bachelor's or higher	73	70.9	73.0	17.9
Doctoral degree (EdD, PhD)	3	2.9	3.0	–
Master's degree (MA, MEd)	17	16.5	17.0	–
Bachelor's degree (BA, BS, AB)	53	51.5	53.0	–
Associate's degree (AA, AS)	23	22.3	23.0	18.1
Some college credit	–	–	–	33.3
High school diploma or GED completed	4	3.9	4.0	25.3
Missing	3	2.9	–	–
Degree major				
Education or child development	76	73.8	77.6	–
Early childhood education	62	60.2	63.3	–
Elementary education	3	2.9	3.1	–
Special education	1	1.0	1.0	–
Child development, psychology, or family studies	10	9.7	10.2	–
Another major	22	21.4	22.4	–
Missing	5	4.9	–	–
Early childhood credential or certification[b]				
CDA or state certification	54	52.4	56.3	52.4
CDA	34	33.0	35.4	–
State teaching certification in early childhood	29	28.2	30.2	–
Another certification (e.g., elementary or special education, director's credential, Montessori or Waldorf certificate)	27	26.2	28.1	–
Currently working toward credential/ certification	19	18.4	19.8	–

Table A2, continued

	Full PKFCC educator sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
Experience				
In early childhood (years)	M=21.91	SD=8.17	range= 5-40	–
In early childhood (categories) b				
1 year or less	0	0	0	1.3
5 years or less	3	2.9	3.0	11.1
6–10 years	7	6.8	7.1	14.0
11–20 years	37	35.9	37.4	35.1
21+ years	52	50.5	52.5	33.5
Missing	4	3.9	–	
In licensed FCC (years)	M=16.69	SD=8.63	range= 1-36	–
In licensed FCC (categories)				
5 years or less	13	12.6	13.1	–
6–10 years	15	14.6	15.2	–
11–20 years	38	36.9	38.4	–
21+ years	33	32.0	33.3	–
Missing	4	3.9	–	–
Previously taught in school/center	60	58.3	60.0	–
Professional affiliations				
Professional association member	77	74.8	75.5	–
Union member	20	19.4	19.6	–
Quality indicators				
Quality Rating and Improvement System (QRIS) participation (N=101)	80	77.7	79.2	–
National Association for Family Child Care (NAFCC)-accredited (N=102)	31	30.1	30.4	–

a Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

b Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

Table A3. PKFCC Educator Characteristics by Region

	North (N=30)		South (N=32)		West (N=41)		
	N	Percent	N	Percent	N	Percent	Sig.
Race and ethnicity							
Educator of color	11	37.9	20	69.0	32	86.5	***
Black, African American, African, Caribbean	8	27.6	15	51.7	6	16.2	**
Hispanic, Latina/o/e/x, Spanish origin	2	6.9	2	6.9	22	59.5	***
White	18	62.1	9	31.0	5	13.5	***
Country of birth							
United States	27	90.0	28	90.3	16	42.1	***
Language							
English	30	100.0	31	100.0	31	77.5	***
Any language other than English	5	16.7	4	12.9	24	60.0	***
Spanish	3	10.0	4	12.9	23	57.5	***
2 or more languages	5	16.7	4	12.9	16	40.0	*
Age							
Age (years)	M=50.33	SD=10.816	M=51.27	SD=9.259	M=55.08	SD=9.779	ns
Highest degree completed							
BA or higher	26	89.7	26	81.3	21	53.8	**
Early childhood credential or certification							
CDA or state certification	15	53.6	18	58.1	21	56.8	ns
Experience							
In early childhood (years)	M=21.97	SD=8.356	M=23.2	SD=7.563	M=20.87	SD=8.523	ns
In licensed FCC (years)	M=17.1	SD=9.147	M=14.52	SD=7.482	M=17.93	SD=8.915	ns
Previously taught in school/center	20	69.0	20	62.5	20	51.3	ns
Professional affiliations							
Professional association member	28	93.3	29	90.6	20	50.0	***
Union member	3	10.0	7	21.9	10	25.0	ns
Quality indicators							
QRIS participation (N=101)	25	83.3	24	75.0	31	79.5	ns
NAFCC-accredited (N=102)	7	23.3	13	40.6	11	27.5	ns

Note: ns = not significant.
*p <.05. **p <.01. ***p <.001.

Table A4. PKFCC Program Characteristics

	Full PKFCC program sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
Rurality				
Urban	83	80.6	82.2	–
Suburban	12	11.7	11.9	–
Rural	6	5.8	5.9	–
Outside an urban area[a]				17.2
Missing	2	1.9	–	–
Group size				
Large/group FCC	54	52.4	59.3	–
Number of children on a typical day (categories)				
1–6 children	37	35.9	36.3	–
7–11 children	42	40.8	41.2	–
12 or more children	23	22.3	22.5	–
Number of children on a typical day[b] (number)	M=8.83	SD=3.76	range=3-22	M=8.7
Fewer than ideal number of children enrolled	52	50.5	51.5	–
Own children in care	23	22.3	22.5	–
Has at least one assistant	63	61.2	61.8	–
Program composition				
Age group composition[b]				
Preschool only	15	14.6	14.6	3.4
Mixed-age group	88	85.4	85.4	–
Any infants enrolled	36	35.0	35.0	–
Any toddlers enrolled	80	77.7	77.7	–
Any school agers enrolled	48	46.6	46.6	–
Racial and ethnic composition (educator enrolls any children from the following backgrounds)				
Number of racial and ethnic groups represented in program	M=2.49	SD=1.26	range=1-6	–
White	66	64.1	64.7	–
Black, African American, African, Caribbean	58	56.3	56.9	–
Hispanic, Latina/o/e/x, Spanish origin	49	47.6	48.0	–
Multiracial/multiethnic	33	32.0	32.4	–
Asian, Asian American	18	17.5	17.6	–

Table A4, continued

	Full PKFCC program sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
American Indian, Alaska Native, Native, Indigenous	14	13.6	13.7	–
Middle Eastern, North African	6	5.8	5.9	–
Native Hawaiian, Pacific Islander	5	4.9	4.9	–
Additional or unknown racial or ethnic background	5	4.9	4.9	–
Any children with a disability or developmental delay cared for	53	51.5	52.0	–
Any children who are dual or multiple-language learners cared for	36	35.0	35.3	–
Ever or willing to enroll children expelled or asked to leave another PreK program for behavioral reason				
Yes	53	51.5	52.5	–
Not sure	39	37.9	38.6	–
No	9	8.7	8.9	–
Willingness to enroll children previously expelled by race/ethnicity (ns)				
White educators willing	15	48.4	–	–
Black educators willing	17	58.6	–	–
Hispanic/Latine educators willing	12	46.2	–	–
Schedules				
Year-round operations	95	92.2	93.1	–
Any nontraditional schedules	81	78.6	79.4	–
After school	68	66.0	66.7	–
Early mornings	46	44.7	45.1	–
Evenings	22	21.4	21.6	–
Emergency care (e.g., sick care, drop-in, as needed, sibling care, vacation days, school holidays)	22	21.4	21.6	–
Weekends	19	18.4	18.6	–
Late nights/overnights	13	12.6	12.7	–

a Comparison report defines rural communities as those where less than 30% of the population lived in an urban area; Schochet, O., Li, A., Del Grosso, P., Atkins-Burnett, S., Porter, T., Reid, N., & Bromer, J. (2023). *A national portrait of unlisted home-based child care providers: The communities where providers live* (OPRE Brief No. 2023-146). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/HBCCSQ_SecondaryAnalyses_FS4_508.pdf

b Datta, A. R., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-based early care and education providers in 2012 and 2019: Counts and characteristics* (OPRE Report No. 2021-85). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/opre/report/home-based-early-care-and-education-providers-2012-and-2019-counts-and-characteristics

Table A5. PKFCC Program Characteristics by Region

	North (N=30)		South (N=32)		West (N=41)		
	N	Percent	N	Percent	N	Percent	Sig.
Rurality							***
Urban	19	63.3	29	93.5	35	87.5	
Suburban	5	16.7	2	6.5	5	12.5	
Rural	6	20.0	0	0	0	0	
Group size							
Number of children on a typical day (categories)							**
1–6 children	18	62.1	5	15.6	14	34.1	
7–11 children	8	27.6	20	62.5	14	34.1	
12 or more children	3	10.3	7	21.9	13	31.7	
Number of children on a typical day (number)	M=6.93	SD=2.58	M=9.22	SD=2.55	M=9.88	SD=4.70	**
Fewer than ideal number of children enrolled	12	41.4	17	53.1	23	57.5	ns
Own children in care	8	26.7	5	15.6	10	25.0	ns
Has at least one assistant	13	43.3	20	62.5	30	75.0	*
Program composition							
Preschool only	4	13.3	6	18.8	5	12.2	ns
Mixed-age group	26	86.7	26	81.3	36	87.8	
Any infants enrolled	10	33.3	7	21.9	19	46.3	+
Any toddlers enrolled	22	73.3	25	78.1	33	80.5	ns
Any school agers enrolled	18	6.0	14	43.8	16	39.0	
Racial and ethnic composition (educator enrolls any children from the following backgrounds)							
Number of racial and ethnic groups represented in program	M=2.03	SD=1.03	M=2.47	SD=1.14	M=2.85	SD=1.42	*
White	23	76.7	2	62.5	23	57.5	+
Black, African American, African, Caribbean	14	46.7	26	81.3	18	45.0	**
Hispanic, Latina/o/e/x, Spanish origin	6	20.0	12	37.5	31	77.5	***
Multiracial/multiethnic	9	30.0	12	37.5	12	30.0	ns
Asian, Asian American	2	6.7	4	12.5	12	30.0	*
American Indian, Alaska Native, Native, Indigenous	4	13.3	1	3.1	9	22.5	+

Table A5, continued

	North (N=30)		South (N=32)		West (N=41)		
	N	Percent	N	Percent	N	Percent	Sig.
Middle Eastern, North African	2	6.7	2	6.3	2	5.0	ns
Native Hawaiian, Pacific Islander	0	0	1	3.1	4	10.0	ns
Additional or unknown racial or ethnic background	1	3.3	1	3.1	3	7.5	ns
Any children with a disability or developmental delay cared for	18	60.0	22	68.8	13	32.5	**
Any children who are dual or multiple-language learners cared for	4	13.3	13	40.6	19	47.5	**
Ever or willing to enroll children expelled or asked to leave another PreK program for behavioral reason							
Yes	14	46.7	20	64.5	19	45.7	
Not sure	14	46.7	10	32.3	15	37.5	
No	2	6.7	1	3.2	6	15.0	
Schedules							
Year-round operations	28	93.3	30	93.8	37	92.5	ns
Any nontraditional schedules	20	66.7	29	90.6	32	80.0	+
After school	17	56.7	29	90.6	22	55.0	**
Early mornings	9	30.0	19	59.4	18	45.0	+
Evenings	7	23.3	8	25.0	7	17.5	ns
Emergency care (e.g., sick care, drop-in, as needed, sibling care, vacation days, school holidays)	7	23.3	9	28.1	6	15.0	ns
Weekends	5	16.7	7	21.9	7	17.5	ns
Late nights/overnights	3	10.0	7	21.9	3	7.5	ns

Note: ns = not significant; all valid percentages reported.
*p <.05. **p <.01. ***p <.001.

Table A6. PKFCC Educators' Teaching Practices

	Full PKFCC educator sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid Percent	Percent
Curriculum, child assessment, child screening				
Published curriculum used a (N=99)	69	67.0	69.7	55.1
Self-developed curriculum used (N=99)	34	33.0	34.3	–
Child assessment used (N=99)	55	53.4	55.6	–
Child screening used (N=99)	57	55.3	57.6	–
Doesn't use any curriculum, assessment, or screening tools (N=99)	2	1.9	2.0	–
Uses same curriculum for all age groups (N=88)	67	65.0	76.1	–
Daily activities (any time spent)				
Whole group (N=102)	102	99.0	100.0	–
Small group (N=101)	99	96.1	98.0	–
One-on-one (N=95)	94	91.3	98.9	–
Child-selected (N=96)	95	92.2	99.0	–
Physical activity (N=99)	98	95.1	99.0	–
Outside time (N=101)	101	98.1	100.0	–
Singing/rhyming (N=100)	99	96.1	99.0	–
Book reading/sharing (N=101)	101	98.1	100.0	–
Group composition for activities/routines (any time spent)				
Separated by age group (N=95)	76	73.8	80.0	–
Older/younger children together (N=96)	93	90.3	96.9	–
Family communication (at least weekly)				
Talk about something that is happening in child's family (N=102)	95	92.2	93.1	–
Talk about cultural identities and family lives (N=102)	84	81.6	82.4	–

a Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). A national portrait of unlisted home-based child care providers: Learning activities, caregiving services, and children served. OPRE Brief #2022-292. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Table A7. PKFCC Educators' Teaching Practices by Region

	North (N=30)		South (N=32)		West (N=41)		
	N	Percent	N	Percent	N	Percent	Sig.
Curriculum, child assessment, child screening							
Published curriculum used (N=99)	16	55.2	30	93.8	23	60.5	***
Self-developed curriculum used (N=99)	15	51.7	4	12.5	15	39.5	**
Child assessment used (N=99)	21	72.4	18	56.3	16	42.1	*
Child screening used (N=99)	16	55.2	19	59.4	22	57.9	ns
Doesn't use any curriculum, assessment, screening tools (N=99)	–	–	–	–	–	–	–
Uses same curriculum for all age groups (N=88)	20	76.9	25	83.3	22	68.8	ns
Daily activities (any time spent)							
Whole group (N=102)	30	100.0	32	100.0	40	100.0	ns
Small group (N=101)	30	100.0	32	100.0	37	94.9	ns
One-on-one (N=95)	28	96.6	30	100.0	36	100.0	ns
Child-selected (N=96)	28	100.0	29	96.7	38	100.0	ns
Physical activity (N=99)	30	100.0	30	96.8	38	100.0	ns
Outside time (N=101)	30	100.0	32	100.0	39	100.0	ns
Singing/rhyming (N=100)	30	100.0	32	100.0	37	97.4	ns
Book reading/sharing (N=101)	30	100.0	32	100.0	39	100.0	ns
Group composition for activities/routines (any time spent)							
Separated by age group (N=95)	21	75.0	19	67.9	36	92.3	*
Older/younger children together (N=96)	26	89.7	29	100.0	38	100.0	*
Family communication (at least weekly)							
Talk about something that is happening in child's family (N=102)	29	96.7	30	93.8	36	90.0	ns
Talk about cultural identities and family lives (N=102)	25	83.3	25	78.1	34	85.0	ns

Note: ns = not significant; all valid percentages reported.
*p <.05. **p <.01. ***p <.001.

Table A8. PKFCC Educators' Economic and Physical Well-Being

	Full PKFCC educator sample (N=103)			National data (NSECE 2019)
	N	Percent	Valid percent	Percent
Household characteristics[a]				
Married or living with partner (N=93)	65	63.1	69.9	71.5
Own home (N=93)	82	79.6	88.2	80.0
Financial assistance from government programs (N=98)	11	10.7	11.2	–
Perceptions of compensation and advancement (% agree or strongly agree)				
My pay is not adequate b (N=100)	45	43.7	45.0	–
My fringe benefits are not adequate (N=97)	46	44.7	47.4	–
I do not have enough time off for holidays and vacations[b] (N=99)	42	40.8	42.4	–
I'm being paid less than I deserve (N=100)	55	53.4	55.0	–
Opportunities for me to advance are limited (N=100)	43	41.7	43.0	–
Financial practices (% agree or strongly agree)				
I expect to give myself a raise during the next year (N=100)	43	41.7	43.0	
I pay myself an annual salary (N=99)	43	41.7	43.4	
My income from my child care business is stable from month to month (N=99)	54	52.4	54.5	
I contribute to savings, retirement, or investment account(s) (N=97)	31	30.1	32.0	
Overall health[a] (N=100)				
Fair	39	37.9	39.0	15.4[c]
Very good	47	45.6	47.0	50.1
Excellent	14	13.6	14.0	34.5

a Schochet, O., Li, A., Del Grosso, P., Aikens, N., Atkins-Burnett, S., Porter, T., & Bromer, J. (2022). *A national portrait of unlisted home-based child care providers: Provider demographics, economic wellbeing, and health* (OPRE Brief No. 2022-280). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/hbccsq_secondary_analyses_fs1_jan2023.pdf

b Asked in reverse.

c Combined fair and very poor.

Table A9. PKFCC Educators' Economic and Physical Well-Being by Region

	North (N=30)		South (N=32)		West (N=41)		
	N	Percent	N	Percent	N	Percent	Sig.
Household characteristics							
Married or living with partner (N=93)	19	70.4	17	56.7	29	80.6	ns
Own home (N=93)	25	86.2	26	86.7	31	91.2	ns
Financial assistance from government programs (N=98)	7	23.3	1	3.3	3	7.9	*
Perceptions of compensation and advancement (% agree or strongly agree)							
My pay is not adequate a (N=100)	19	63.3	13	41.9	13	33.3	*
My fringe benefits are not adequate (N=97)	18	60.0	11	39.3	17	17.5	ns
I do not have enough time off for holidays and vacations a (N=99)	15	50.0	12	40.0	15	38.5	ns
I'm being paid less than I deserve (N=100)	23	76.7	16	51.6	16	41.0	*
Opportunities for me to advance are limited (N=100)	14	46.7	14	45.2	15	38.5	ns
Financial practices (% agree or strongly agree)							
I expect to give myself a raise during the next year (N=100)	8	26.7	18	58.1	17	43.6	*
I pay myself an annual salary (N=99)	13	43.3	15	48.4	15	39.5	ns
My income from my child care business is stable from month to month (N=99)	11	36.7	21	70.0	22	56.4	*
I contribute to savings, retirement, or investment account(s) (N=97)	10	34.5	13	43.3	8	21.1	ns
Overall health (N=100)							ns
Fair	14	46.7	8	25.8	17	43.6	
Very good	13	43.3	20	64.5	14	35.9	
Excellent	3	10.0	3	9.7	8	20.5	

Note: ns = not significant; all valid percentages reported.
*p <.05.

a Asked in reverse.

Table A10. Public PreK System Participation and Funding

	Full PKFCC educator sample (N=103)		
	N	Percent	Valid percent
Educators' reasons for partnering with public PreK systems (N=102)			
To better serve children and families in my community	96	93.2	94.1
To increase my professional status and achievements	73	70.9	71.6
To attract more families to my program	69	67.0	67.6
To get more funding stability	68	66.0	66.7
To receive more funding from the government	51	49.5	50.0
I prefer teaching 3- and 4-year-olds	51	49.5	50.0
To gain more respect from parents and the community	51	49.5	50.0
Another reason(s)	18	17.5	
PreK system participation			
Number of currently enrolled children receiving PreK funding (N=100)	M=4.59	SD=3.34	range=0-22
Number of years received PreK funding (2013–2023; excluding "not sure") (N=92)	M=3.80	SD=3.26	range=1-10
10 years	12	11.7	13.0
6–9 years	14	13.6	15.2
2–5 years	29	28.2	31.5
1 year	37	35.9	40.2
Not sure or none checked	11	10.7	-
Allowable use of PreK funding			
Materials, supplies, equipment, furniture	90	87.4	87.4
Salaries (for myself, staff, assistants)	87	84.5	84.5
Space (rent/mortgage), maintenance, utilities	68	66.0	66.0
Curriculum, assessment, screening tools	67	65.0	65.0
Accounting, insurance, or other business expenses	65	63.1	63.1
Training and PD	64	62.1	62.1
Family engagement, parent services, or other family supports	62	60.2	60.2
Benefits (for myself, staff, assistants)	43	41.7	41.7

Table A10, continued

	Full PKFCC educator sample (N=103)		
	N	Percent	Valid percent
Additional forms of compensation from PreK systems			
Grant or stipend for purchasing materials or supplies	61	59.2	59.8
Wage supplement, retention bonus, or other supplemental pay	28	27.2	27.5
Scholarships for college coursework tuition (e.g., TEACH)	25	24.3	24.5
Incentive or stipend for serving priority populations (e.g., Spanish-speaking families)	9	8.7	8.8
Receive public funding sources (in addition to PreK)			
Head Start/Early Head Start	9	8.7	8.7
Child care subsidy (CCDF, TANF, etc.)	66	64.1	64.1
Quality improvement/QRIS	52	50.5	50.5
Child and Adult Care Food Program (CACFP)	72	69.9	69.9

Table A11. PKFCC Educators' Experiences Implementing PreK

	Percent difficult or very difficult	Percent easy or very easy
Ease or difficulty of complying with PreK requirements		
Curriculum use (N=99)	11.1	88.9
Delivering PreK in a home space (N=99)	12.1	87.9
Family engagement (N=100)	17.0	83.0
Child assessment and screening (N=100)	20.0	80.0
Meeting PreK requirements while caring for mixed-age groups (N=90)	28.9	71.1
Obtaining required degrees, credentials, or certifications (N=90)	34.4	65.6
Recruiting enough PreK eligible children (N=90)	50.0	50.0
Paying for assistants to help meet PreK requirements (N=76)	67.1	32.9
Finding assistants with the required training/qualifications (N=80)	76.3	23.8

	Percent changed negatively	Percent stayed about the same	Percent changed positively
Changes since implementing PreK			
Credentials and qualifications obtained	0.0	40.8	59.2
Curriculum used (N=102)	2.9	40.2	56.9
Child assessment and screening tools used	1.9	43.7	54.4
Income generated from FCC program	6.8	36.9	56.3
Financial stability of FCC program	7.8	37.9	54.4
Time spent with coaches, specialists, monitors across programs (N=102)	7.8	43.1	49.0
Time spent in classes and trainings	17.5	40.8	41.7
Referrals of children/families to community services	4.9	60.2	35.0
Recruitment and enrollment of infants and toddlers (N=99)	12.1	65.7	22.2
FCC program expenses (N=102)	33.3	42.2	24.5
Amount of paperwork across programs (N=102)	44.1	28.4	27.5

Note: All valid percentages reported.

Table A12. Support Received by PKFCC Educators for PreK Implementation in FCC

	Full PKFCC educator sample (N=103)		
	N	Percent	Valid percent
PreK professional development (PD) participation			
PreK-specific PD in the last year	84	81.6	86.6
PreK-specific PD helpfulness (N=84)			
Not at all helpful	2	1.9	2.4
A little bit helpful	25	24.3	29.8
Very helpful	57	55.3	67.9
Most helpful type of PreK-specific PD (N=84)			
Coaching	56	54.4	66.7
Workshops or meetings	46	44.7	54.8
Courses or classes	42	40.8	50.0
Communities of practice, cohorts, or meetings with other educators	39	37.9	46.4
Another type of PD and training (includes business practices, financial management, social emotional, degree attainment, peer support)	11	10.7	13.1
None of these	3	2.9	3.6
PreK support received			
Sources of PreK support			
PreK program coaches, specialists, or other staff	80	77.7	78.4
Another FCC educator(s)	57	55.3	55.9
Staff from a local support organization or agency (e.g., family child care network, family child care association, union)	38	36.9	37.3
Staff from a state or county agency (e.g., licensing, subsidy, QRIS, CACFP)	32	31.1	31.4
Friend or family member	15	14.6	14.7
Spouse or partner	14	13.6	13.7
Other (includes supports from networks, associations, or community organizations; school district staff; etc.)	14	13.6	13.7
I don't have anyone to call	3	2.9	2.9
Frequency of talking to PKFCC peers (N=57)			
Never	1	1.0	1.8
Less than once a month	7	6.8	12.3
Once or twice a month	24	23.3	42.1
Once or twice a week	16	15.5	28.1
Almost every day	9	8.7	15.8

Table A12, continued

	Full PKFCC educator sample (N=103)		
	N	Percent	Valid percent
Received support for completing applications for PreK grants, slots, or funds from any sources (N=100)	65	63.1	65.0
PreK program coaches, specialists, or other staff	43	41.7	43.0
Other family child care educator(s)	29	28.2	29.0
Staff from a local support organization or agency	21	20.4	21.0
Staff from a state or county agency	20	19.4	20.0
A PreK teacher (sometimes called an itinerant teacher) who is assigned to help	11	10.7	11.0
Someone else	6	5.8	6.0
Received support for understanding and implementing PreK requirements from any sources (N=100)	85	82.5	85.0
PreK program coaches, specialists, or other staff	73	70.9	73.0
Other family child care educator(s)	42	40.8	42.0
Staff from a local support organization or agency	39	37.9	39.0
Staff from a state or county agency	42	40.8	42.0
A PreK teacher (sometimes called an itinerant teacher) who is assigned to help	29	28.2	29.0
Someone else	7	6.8	7.0
Requirements and supports for specific tools (N=92)			
Curriculum			
PreK system requires curriculum	51	49.5	55.4
PreK system provides or pays for curriculum	29	28.2	31.5
PreK system provides training/TA in how to use curriculum	45	43.7	48.9
Requires but does not provide/pay for curriculum	28	27.2	30.4
Requires but does not provide training/TA for curriculum	24	23.3	26.1
Child assessment			
PreK system requires assessment	57	55.3	62.0
PreK system provides or pays for assessment	33	32.0	35.9
PreK system provides training/TA in how to use assessment	43	41.7	46.7
Requires but does not provide/pay for assessment	34	33.0	37.0
Requires but does not provide training/TA for assessment	30	29.1	32.6
Developmental screening			
PreK system requires screening	39	37.9	42.4
PreK system provides or pays for screening	23	22.3	25.0
PreK system provides training/TA in how to use screening	34	33.0	37.0

Table A12, continued

	Full PKFCC educator sample (N=103)		
	N	Percent	Valid percent
Requires but does not provide/pay for screening	26	25.2	28.3
Requires but does not provide training/TA for screening	22	21.4	23.9
Business management app (e.g., Wonderschool or Brightwheel)			
PreK system requires management app	23	22.3	25.0
PreK system provides or pays for management app	19	18.4	20.7
PreK system provides training/TA in how to use management app	31	30.1	33.7
Requires but does not provide/pay for management app	8	7.8	8.7
Requires but does not provide training/TA for management app	7	6.8	7.6
How well PreK system respects and values educator's work (% of educators who agree or strongly agree)			
The PreK system believes FCC programs prepare children well for kindergarten	76	73.8	75.2
The PreK system believes FCC programs can offer high quality care and education	72	69.9	71.3
The PreK system respects my child care and early education work	72	69.9	71.3
The PreK system treats me fairly	68	66.0	68.0
The PreK system gives me a chance to ask questions	68	66.0	67.3
The PreK system recognizes my strengths	63	61.2	62.4
The PreK system individualizes or adapts supports to meet my needs	47	45.6	47.0
I feel that my voice is heard as a PreK educator	46	44.7	45.5
The PreK system asks me for my ideas about how to design PreK	45	43.7	44.6

	Full PKFCC educator sample (N=103)		
	Percent never	Percent sometimes	Percent always
Educators' perceptions of PreK systems' adaptation for FCC			
Materials/trainings are provided in a language I can read	1.0	9.9	89.1
They give me enough resources to implement PreK effectively	5.0	36.6	58.4
Information about the requirements is clear and easy to understand	2.0	41.6	56.4
The content of materials/trainings is relevant to FCC educators	2.0	51.5	46.5
Meetings are scheduled at times I can attend	9.9	56.4	33.7
I am compensated for time spent in meetings/trainings	48.0	33.0	19.0

Table A13. PKFCC Educators' Perceptions of Parent Demand for PreK in FCC

	Full PKFCC Educator Sample (N=103)		
	N	Percent	Valid percent
I maintain a waiting list for PreK	59	57.3	57.3
PreK children were enrolled in my FCC program as infants/toddlers			
All or almost all	39	37.9	38.2
Some	45	43.7	44.1
None or almost none	18	17.5	17.6
Perceived reasons families stay in FCC for PreK			
Smaller setting and one-on-one time	82	79.6	97.6
They feel comfortable with me	79	76.7	94.0
It is more convenient	58	56.3	69.0
We share the same language or cultural background	36	35.0	42.9
Other reason(s) (e.g., longer hours, continuity, experience, quality, special needs care, affordability)	28	27.2	33.3
Schools and centers are full	18	17.5	21.4

	Full PKFCC Educator Sample (N=103)		
	Percent agree or strongly agree	Percent neither agree nor disagree	Percent disagree or strongly disagree
Perceptions of family opinions about PreK			
The families I work with appreciate that I offer public state/local PreK for 3- and/or 4-year-old children	92.2	3.9	3.9
Families believe that school- or center-based settings will better prepare children for school	39.2	27.5	33.3
Families don't realize that they can stay in my FCC program for PreK	28.4	26.5	45.1