



Opportunities to Expand Support for Home-Based Child Care through the Preschool Development Grant Birth Through Five

Fall 2022

HOME GROWN

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

- I. [Introductory Letter](#)
- II. [Key Priorities of the Preschool Development Grant Birth through Five](#)
- III. [Why Home-Based Child Care? Why Home-Based Child Care for PDG B-5?](#)
- IV. [Three Key Opportunities for Home-Based Child Care](#)
- V. [Comprehensive Networks of Support](#)
- VI. [Quality and Equity for FFN Services through Home Visiting](#)
- VII. [Expanding Mixed Delivery in State PreK Programs](#)
- VIII. [Conclusion](#)

I. Introductory Letter

Home Grown is a national funders collaborative seeking to improve access to and the quality of home-based child care (HBCC) across America. Home Grown defines home-based child care broadly to include licensed family child care as well as family, friend and neighbor care. Nearly 7 million children under age 5 receive their child care experience in a home-based setting, where quality may be unknown and resources are scarce. Parents choose this care for various reasons including availability, convenience, affordability, and shared culture, language or child rearing practices. The number of licensed HBCC providers has been rapidly declining for the last decade and fewer HBCC providers accept child care subsidies; as such, we understand that parent access to affordable care is diminishing.

Given the diversity of providers and caregivers in HBCC and the myriad of challenges and issues facing this sector, Home Grown has adopted a multi-pronged approach to realize its mission. We are a collaborative space for learning and sharing among funders who are committed to HBCC; we are an agile innovation lab exploring sticky issues and identifying new solutions; and we are a field builder addressing immediate gaps while elevating the capacity of partners to address these gaps for the long term. We rely most on relationships with and ardent listening to providers to inform our approaches. Our work brings together partners and solutions in the areas of: building durable infrastructure and sustainable financing; shifting public perception via movement building; defining and advancing quality; and setting a policy agenda to support home-based child care.

Over the past three years, Home Grown has developed new projects and invested in existing initiatives that we have drawn on in the creation of this resource. Including:

1. [Leading From Home](#): Home Grown funds individual providers and grassroots provider-led groups to develop networks of support and advocacy. These groups convene locally and identify support and policy needs, enabling us to learn alongside them and elevate their needs within state and federal policy agendas.
2. [Building Comprehensive Networks](#): Home Grown has developed a suite of open-source tools and resources to support state, local and tribal partners in establishing and enhancing comprehensive

networks of support for home-based child care. We also provide technical assistance and grant funds to state and local governments to support governmental efforts.

3. [Policy Analysis](#): Home Grown commissions policy briefs and analysis to support a myriad of stakeholders in better including and bolstering home-based child care providers in existing systems and initiatives (including [child care subsidy](#), [Early Head Start](#), [PreK](#), [home visiting](#) and [child nutrition](#) programs). These papers consider how the child care and early learning sector can enhance quality and access to home-based child care and also interrogate policy intersections that are relevant to home-based child care, for example the [intersection of immigration policy and home-based child care](#). Home Grown engages with diverse local, state and national partners as they develop data, insight and recommendations to strengthen the field. Many of these resources are references and linked in this resource.
4. [Innovation](#): Home Grown engages providers and partners in human-centered design processes to develop and advance innovative programs and policy concepts. We recently launched the [Thriving Providers Project](#), a guaranteed income initiative that uses a set of demonstration projects to inform policy improvements in the child care provider payment system.

On September 10, 2022, the U.S. Department of Health and Human Services' Administration for Children and Families issued two Notices of Funding Opportunities for the [Preschool Development Grant Birth through Five \(PDG B-5\) Renewal Grant \(HHS-2022-ACF-OCC-TP-0180\)](#) and the [Preschool Development Grant Birth through Five \(PDG B-5\) Planning Grant \(HHS-2022-ACF-OCC-TP-0001\)](#). These combined opportunities will offer \$266 million in funding to strengthen "states' early childhood systems to ensure children are healthy and ready to enter kindergarten."

We are at a critical time for the child care sector and we believe strongly that including and better supporting home-based child care can assist states in improving and expanding services for underserved children and families. This document is intended to support state administrators who are considering how they might use this PDG grant opportunity to expand or enhance services for home-based child care by:

1. offering key strategies to build durable systems structures to support home-based child care;
2. indicating how these strategies align with the priorities of ACF as outlined in the notices of funding opportunity; and
3. sharing examples and considerations for how you might approach these strategies in your plans.

In addition to providing this resource, Home Grown is eager to support states that need additional technical or strategic assistance. We welcome your requests for peer-to-peer planning sessions, access to expert consultation, and connections to additional resources.

Sincerely,
Natalie Renew
Executive Director
natalie@homegrownchildcare.org

II. Key Priorities of the Preschool Development Grant Birth through Five

The federal notices articulate eligibility and a set of priorities. Throughout this document, we aim to highlight how the strategies outlined here support these priorities.

Renewal Grant Eligibility and Priorities

The Preschool Development Grant Birth through Five (PDG B-5) **Renewal Grant** (HHS-2022-ACF-OCC-TP-0180) is available to the following:

States and Territories	Maximum Funding Per Year	3 Year Maximum
Ohio, Pennsylvania, Texas	\$16 million	\$48 million
Arizona, Indiana	\$14 million	\$42 million
Arkansas, Kentucky, Massachusetts, Mississippi, Oklahoma, Utah	\$12 million	\$36 million
Idaho, Iowa, Nevada, New Mexico	\$10 million	\$30 million
Alaska, Delaware, District of Columbia, Hawaii, Maine, Montana, North Dakota, Vermont	\$8 million	\$24 million
Commonwealth of Northern Mariana Islands	\$6 million	\$18 million

Grant priorities are outlined in the notice of funding and the key words and concepts that inform priorities are:

- Workforce support and conditions
- Compensation
- Social-emotional resources
- Professional learning opportunities
- Data-driven decision making
- Professional pathways
- Increasing children served
- Vulnerable families
- Underserved communities
- Rural communities

III. Why Home-Based Child Care for PDG B-5?

High Use, High Demand: Home-based child care is a broad category that includes both early care and education services that the state regulates through what we typically call “licensing,” and also services that are provided in the home of the child or in the home of the caregiver, neither of which is typically regulated. Looking at this entire continuum, we must understand that home-based child care plays a major role in meeting the needs of children and families. In fact, about [7 million children from ages 0-5 receive care in a home-based child care setting](#). Home-based child care is the most prevalent child care placement for infants and toddlers: [30% of infants and toddlers attend home-based child care as their primary care arrangement, compared to just 12% in centers](#). The single largest type of home-based care is what is typically referenced as Family, Friend and Neighbor (FFN) care, that is to say, care that is not typically subject to state licensing requirements. [One in four young children is cared for by a grandparent](#). For many of the priority populations of concern to states, home-based child care plays a vital role. It is critical for each of these populations:

- Immigrant, Dual Language Learners
- Families seeking care during non-traditional and unpredictable work hours
- Rural communities
- Low-income communities
- Black, Latino/x families
- Infants and toddlers
- Children with special needs.

Essential to Mixed Delivery: The Preschool Development Grant Birth through Five prioritizes support for a mixed delivery system that can best scaffold the workforce, families and communities. Mixed delivery is built on the concept of parent choice. Families are decision-makers for the early childhood services and settings that work best for them and their children. The early care and education system should enable family access, comprehensive supports, and financial assistance across the full range of early care and education serving settings. But state systems do not typically prioritize family access, comprehensive supports and financial assistance across the full range of home-based child care settings. Typically, states have included regulated home-based care in their child care initiatives such as licensing, child care assistance, quality improvement, professional development, and

supply building. Equitable inclusion of home-based child care is not always the norm. For state PreK, regulated home-based child care fares far worse. In a [recent study](#) conducted by the National Institute for Early Education Research (NIEER) for Home Grown, 24 states allowed Family Child Care homes (FCCs) to receive state PreK dollars either directly from the state or through subcontracting. And even when home-based child care is permitted to participate, participation may be authorized in statute but not significantly implemented. Finally, family, friend and neighbor (FFN) care is often left out of the equation in terms of the state’s early childhood system, whether focusing on child care assistance, quality improvement, professional development, or supply building.

Leverages Infrastructure: Infrastructure is an ongoing challenge for the development of early care and education, whether at the facilities or staffing level. Home-based child care has strengths in this area, bringing an additional supply of both facilities and personnel. Enhancing the facilities is typically a modest investment as well. And, there continues to be robust interest in the provision of home-based child care, whether through regulated, more informal or less formal models. We have seen exciting efforts around the country to leverage the unique setting of home-based care and the dedicated providers therein to expand services; the recent Early Head Start Child Care Partnership (2020) expansion grants enabled existing and new grantees to add home-based child care partners to expand services to underserved children and families.

Supports Equity: The recent [Executive Order](#) on equity provides a definition of equity that focuses on the fair, just and impartial treatment of individuals; it also defines underserved communities:

1. The term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.

2. The term “underserved communities” refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.”

With this understanding of equity, home-based child care is a “must” for inclusion in early childhood systems building. Home-based child care is relied upon by families in rural areas, families from a wide array of racial and ethnic communities, and families whose children have special needs. In addition, the individuals who offer home-based child care reflect these same characteristics. [Data on home-based child care providers](#) indicate that 40% of workers in childcare centers and home-based child cares identify as people of color, and almost 50% of unlisted, home-based child care providers are people of color. Ensuring fair ways for families to participate in home-based child care along with fair support for the providers of these services can assist in the development of an equitable early childhood system.

PDG B-5 provides states with an opportunity to approach home-based care in a more nuanced way, and to consider how to build on family interest in and support for home-based child care. There is opportunity for states to innovate, and start new systems-oriented supports for home-based child care. The PDG B-5 grant opportunity also provides an opportunity to more systematically elevate current work for home-based child care and help spread and scale that work.

Whether states are applying for a renewal grant or a planning grant, PDG B-5 creates opportunities to strengthen home-based child care. All states can leverage key activities in supporting the workforce and in improving quality. In addition, those pursuing a renewal grant have opportunities through Activity 6: Subgrants to Enhance Quality and Expand Access to Existing and New Programs and/or Systems Enhancement.

IV. Three Key Opportunities for Home-Based Child Care

We introduce three key opportunities to support home-based child care in the context of the PDG B-5 grants.

The first of these is **developing or strengthening comprehensive networks for home-based child care**. Comprehensive networks enable providers to offer **high-quality** child development service; be **financially sustainable** and offer continuous care (as individuals or small businesses); connect children and families to **comprehensive services** that improve their mental, physical, social and economic well being; and offer or connect providers to **well-being** services and resources.

A second way to leverage PDG B-5 is **developing or strengthening FFN services through home visiting**. Home visiting can be a key support strategy for those providing FFN services, who may not see themselves as child care professionals in the same way that those working in centers or regulated homes do. Many caregivers want to improve their professional caregiving

skills, including enhancing their relationship with the children they care for and promoting the children’s development. Home visiting, which adapts to the schedules and availability of home based providers, is an accessible way to do this. Home visiting is also a critically important way to ensure young children are receiving developmental screenings and are being referred for additional services.

A third approach focuses on the new frontier for state-based PreK, which is **incorporating home-based child care into state PreK**. Many states have already succeeded in including home-based child care in their state PreK programs and have opportunities to expand this approach. This holds the potential to strengthen PreK as a mixed delivery system that is responsive to family values while promoting great quality for children and families.

Connection to PDG B-5 Priorities

As states develop their activities for supporting the B-5 workforce (Activity Four), program quality improvement (Activity Five), and for renewal grants only, enhancing quality and expanding access to existing and new programs (Activity Six), these three strategies are all relevant.

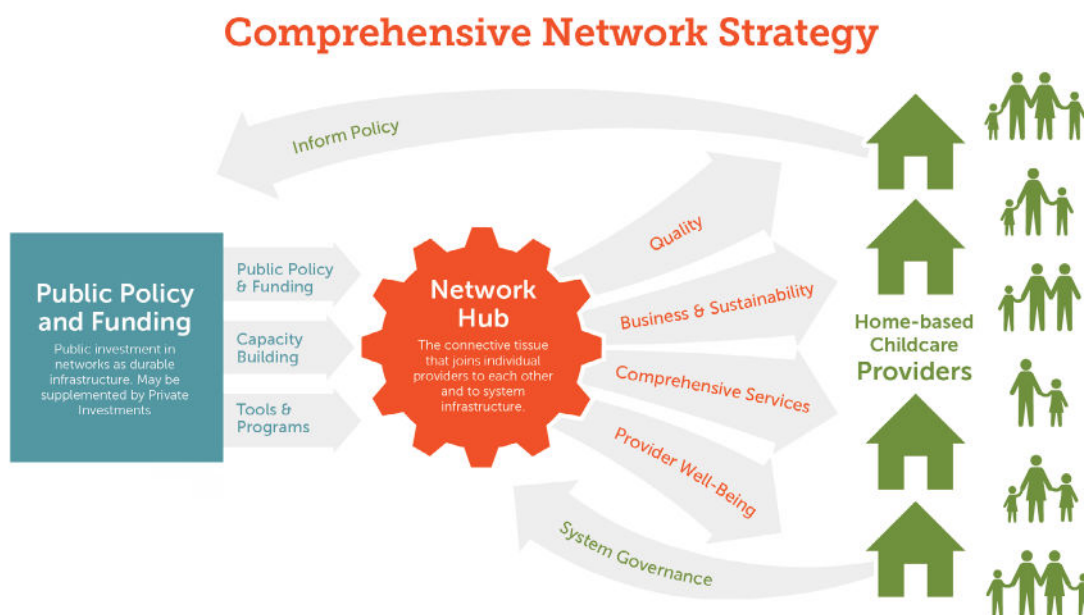
For those pursuing bonus points on coordinated application, eligibility and enrollment, improving workforce compensation, and increasing access to inclusive settings, these three strategies align. For those working on planning, including the perspective of and data on home-based child care is a critical part of needs assessment and strategic planning.

V. Comprehensive Networks of Support

Coordination of funding and services is critical to ensuring that target groups receive the programs and supports they need. A promising strategy to do this on behalf of home-based child care providers and the families that they serve is to build or enhance comprehensive networks of support for home-based child care. A Comprehensive Network Strategy (graphic below) is durable infrastructure that uses a publicly funded hub(s) to offer and measure the impact of services that enable providers to:

- Offer high-quality child development services;
- Be financially sustainable and offer continuous care (as individuals or small businesses);
- Connect children and families and providers to comprehensive services that improve their mental, physical, social and economic well being;
- Promote provider well being.

In the graphic below, the Comprehensive Network Strategy is the totality of the public policy and funding entity, the comprehensive network hub(s), and the providers and families. Comprehensive Networks facilitate policy, payment, information and support to HBCC; gather critical data, assess needs and deliver services; and are informed by and responsive to provider needs and leadership. They emphasize coherence with a vision for achieving key outcomes for providers, families, and children.



In this approach, both public policy and public funding are well focused on one or more types of home-based child care providers, and are intentional and deliberate in working with the provider community to develop supports in key areas of quality, business and sustainability, comprehensive services and provider well-being.

The network of support might be delivered by one or more organizations; it might leverage existing organizations that already partner with a state, and it might also tap into new organizations with expertise. It may be offered by many types of groups, such as staffed family child care networks, child care resource & referral agencies, shared service alliances, associations, and more. Regardless of the type of group that takes this on, comprehensive networks are durable infrastructure that are positioned to tackle big issues facing the home-based child care sector: quality; building supply and retaining existing high quality operators; and connecting providers and families to additional services.

There is no one “right” entity to offer comprehensive networks for home-based child care. And of course, many of the supports we’re discussing in the areas of quality, supply building, sustainability, and connection of families and providers to comprehensive services, are top of mind for cutting-edge work states are doing with center-based providers. For home-based child care, the opportunity is to specifically and intentionally focus on home-based providers, which means securing staff with expertise and orientation to the needs of the home-based community.

Example: [Nevada Strong Start Child Care Services Center](#)

Nevada has initiated a new approach to supporting its provider community. Nevada Strong Start Child Care Services Center (CCSC) is offering a one-stop hub for new and existing child care providers to receive help navigating licensing, connect parents with services and benefits, and collaborate with industry peers. Created to support cross-sector partnerships, CCSC is building systems that are aligned, coordinated, and centered on meeting the needs of child care providers and families. Strong Start is led by the Nevada Division of Welfare and Supportive Services (DWCC) and is leveraging longstanding non-profit partners, such as The Children’s Cabinet, Children’s Advocacy Alliance, Nevada Association for the Education of Young Children, Workforce Connections and Nevada Youth First, Las Vegas Urban League. At the same time it

is tapping other experts, such as Wonderschool and Candelen, who are new to working in Nevada but have unique home-based child care expertise that the state and its partners are leveraging. WonderSchool is assisting home-based providers to become licensed, and Candelen is facilitating access to subsidy and quality supports for FFN providers. The Services Centers are conceived of as one-stop shops that address “one-stop child care provider training, quality improvement supports, small business administration resources, networking, behavioral and health referrals for children, child care subsidy resources, educational and professional development grants, small business loans, and early childhood substitute teachers. They are inclusive of all types of child care, with staff focused on home-based child care of all types, and are explicit about this in their design and in their delivery.

An exciting feature of the [Strong Start initiative in Nevada](#) is strong reliance on providers to inform the design of the services, and to provide ongoing feedback to ensure that the services offered are meeting their needs.

Example: [Quality Care for Children \(Georgia\)](#)

Quality Care for Children (QCC) is a child care resource and referral (CCR&R) agency in Georgia with a comprehensive approach that involves working directly with children, parents, and child care providers. Programs include training for providers around quality and business supports, including the Provider Resource Hub and on-site consultation visits for providers, as well as child care food program sponsorship and child care management software. QCC also works with the state to support its Early Head Start Child Care Partnerships program.

Example: [La Red Latina Educación Temprana \(Minnesota\)](#)

La Red Latina Educación Temprana, known as “La Red,” is a community-led model that works to eliminate systemic barriers for Friend, Family, and Neighbor (FFN) childcare providers by providing early childhood quality care training, educational opportunities, and leadership development to its members. It uses cultural and community strengths of Latino families and childcare providers to work with families and has been supporting the FFN community for nearly 10 years. La Red has produced a [video](#) that explains the model’s history and approach.

Resources:

Home Grown offers several publications that can guide state thinking and planning to provide focused, targeted support for home-based providers through comprehensive networks.

[Resource Website for Building Comprehensive Networks](#) is located on the Home Grown website and houses the following resources:

- Comprehensive Networks Overview Brief: [Home-Based Child Care Networks: Making Connections to Make a Difference](#). This paper looks at the services and opportunities providers seek via networks as well as the methods of networking.
- [State and Local Government Action Plan Template](#). The Action Plan template is designed for use by state or local government agencies who are planning to create or enhance networks to support home-based child care.
- [Network Checklist for State and Local Administrators](#). The Checklist serves as a tool for state and local administrators seeking to partner with networks to support home-based child care (HBCC) providers.
- [Compendium of Effective Supports for Home-based Child Care](#). A compendium of programs and tools for home-based child care networks. The Compendium, developed in partnership with

Promise Venture Studios, contains a directory of dozens of programs and tools that support home-based child care providers and can be delivered through home-based child care networks. The compendium is searchable and includes profiles of each program or tool that is included.

- [Evaluation Toolkit](#). The Toolkit is intended to help evaluate Home-based Child Care (HBCC) networks. It includes tools that can be used to collect data to assess an initiative's progress toward meeting its goals.
- Additional resources and research from other partners.

There are two new resources for administrators to conceptualize Comprehensive Networks recently published by the Erikson Institute in partnership with Home Grown. These resources articulate a set of benchmarks and indicators of effective networks informed by research.

- [Strengthening home-based child care networks: An evidence-based framework for high-quality](#).
- [Identifying practices and features of high-quality home-based child care networks: A review of the research evidence](#). Authored by Marina Ragonese-Barnes, Juliet Bromer, Toni Porter of the Erikson Institute.

VI. Quality and Equity for Family, Friend and Neighbor (FFN) Services Through Home Visiting

Family, Friend and Neighbor (FFN) providers can benefit from support that embraces their unique role in supporting children and families, and aims to strengthen their approach to and practices with children. The traditional approaches to professional development, quality improvement, and credentialing are often not well suited to the FFN community. A positive option is to reach FFN providers through a home visiting model. Many states are starting to engage in this approach, using established home visiting models that have been adapted to the needs of the FFN community

Example: Parents as Teachers and HIPPY (Colorado)

Colorado has undertaken this approach through its Preschool Development Grant Birth to Five. PDG funds supported [local organizations](#) to work with two evidence-based home visiting programs, Parents as Teachers and Home Instruction for Parents of

Preschool Youngsters (HIPPY) that have demonstrated effectiveness in improving school readiness for children by strengthening caregiver-child interactions and increasing caregiver education and knowledge. Both models have developed adaptations to effectively serve formal and informal providers and the families they serve. The home visiting approach for each program was adapted for use in home-based child care settings. This work took place in urban, rural and frontier parts of Colorado. Reaching over 40 providers each year, [the evaluation](#) indicated that "home visiting-child care provider partnerships are a promising strategy to improve the quality of home-based child care and enrich children's learning, development, and readiness for school." Colorado produced [a video](#) on this approach and Valley Settlement provides information about its work on their [website](#).

Example: ParentChild+ (New York, North Carolina)

and other locations)

ParentChild+, like Parents as Teachers and HIPPOY, has also adapted its home visiting program for use with home-based child care settings. It shares the aspects of this approach via [their website](#) and describes a year-long curriculum that brings books and toys along with coaching into the home of providers. ParentChild+ currently is fielding support to home-based providers with public funding in New York state, counties in [North Carolina](#), and the cities of Seattle, Washington and Syracuse, New York.

These home visiting models, which use trained peer educators (often former parent participants) to deliver

services to others in their communities, may be particularly well suited to support home-based child care providers. Home visitors travel to care homes, and can adapt schedules to meet during nap time or other windows of provider availability. Home visitors often share a common language, culture and community with the caregivers they serve. This support-forward approach to providers responds to their desire to enhance their child development knowledge and skills, address the behavior and developmental needs of the children in their care, prepare young children for success in kindergarten, and provide resources to parents.

Resources:

Migrant Policy Institute: [*The Invisible Work of Family, Friend, and Neighbor Caregivers and Its Importance for Immigrant and Dual Language Learner Families*](#). 2021

These examples provide living evidence of adaptation of home visiting for use in the home-based child care community. There are several national reports that underscore the critical importance of the FFN provider population to communities that are often not well served with public resources. For example, the Migration Policy Institute notes the prevalence of FFN care by families who are immigrant as well as those whose children are dual language learners, and the important contribution that immigrants are making as FFN providers. MPI provides a [series of policy recommendations](#) to strengthen public attention to FFN providers, including implementation of home visiting services for FFN providers.

Child Trends: [*Examining the Feasibility of Using Home Visiting Models to Support Home-Based Child Care Providers*](#)

Child Trends has prepared a series of papers on FFN care and the value of home visiting as a strategy to support the FFN community, noting the work

of the home visiting model sponsors to adapt their curriculum for use in the FFN setting as well as the many barriers that face FFN providers in accessing more traditional supports for professional learning and quality improvement in the early care and education community.

Companion briefs include:

- [*Policy Approaches to Support Home Visiting for Home-Based Child Care Providers*](#)
- [*Curricula Considerations for Home Visiting for Home-Based Child Care Providers*](#)
- [*Professional Development Systems to Support Home Visiting for Home-Based Child Care Providers*](#)

Urban Institute: [*Early Childhood Home Visiting and Home-Based Child Care Providers: Expanding Participation*](#)

The Urban Institute offers a comprehensive review about FFN and home visiting, detailing progress made in this area and offering further opportunities to advance this approach.

VII. Expanding Mixed Delivery in State PreK Programs

Advancing educational and school readiness outcomes for underserved children could be significantly enhanced by including home-based child care in state funded PreK programs and ensuring these settings receive the financial and technical support offered withing PreK systems. [According to the National Institute for Early Education Research](#) (NIEER), “about

half of the PreK programs allowed Family Child Care homes (FCCs) to receive state PreK dollars either directly from the state or through subcontracting.” Implementation is uneven, for those states reporting enrollment, the numbers are low—around 1%-- with the exception of Oregon, which reports approximately 12% of the children in the state’s Preschool Promise

program are served through home-based child care. The PDG B-5 grant opportunity offers an opportunity to expand enrollment and participation in existing PreK programs that allow home-based care to do so and conceptualizing new opportunities for HBCC participation in places that currently do not. We also see this opportunity as particularly impactful for programs that have limited facilities for expansion, where staffing shortages are stalling expansion, and where populations profiles call for more options in the mixed delivery PreK system.

Example: **Oregon Preschool Promise**

- Oregon's Preschool Promise program is one of Oregon's several state-funded preschool programs. Participation in the program is open to families up to 200% of the federal poverty level, and includes centers, schools and family child care to deliver the program. Some key dimensions of the initiative that are supportive of all providers participating, and in particular promote the successful inclusion of family child care, include:
- Clear values: These informed the start and continued development of the program including:
 - All provider types are an integral part of the early learning system
 - Quality programming can occur in any setting with the appropriate level of supports & resources
 - Parents should have choices that align to their family preferences
 - Early learning settings should be reflective of the children and families served
 - Parent and provider voice needs to be centered in decision making.
- Payment mechanisms: Contracts/grants are based on a reconciliation model, not a reimbursement model. A provider can ask for funds in advance, and

then submit an expense report prior to asking for more funds. This offers providers cash flow, while still holding them fiscally accountable. This helps smaller businesses that do not have a large reserve.

- Waivers to meet QRIS requirements: Waivers are available with the understandings that: home based providers were already serving priority populations and needed resources/supports to reach quality requirements, that including home based providers was a strategy to have more programs with staff that are representative of priority populations, and that home-based providers help meet family preferences and needs (location, hours of services, language spoken, etc.)
- Educational qualifications: There are several options for lead teachers, including a CDA, an Associate's degree (with ECE focus or equivalency), and a Bachelor's degree (with ECE or equivalency). There is a salary scale connected to role and educational credentialing.
- Coaching and support: The state's R&R system is used to provide quality-based coaching for all participating programs, supporting quality and business acumen.
- Payment levels: Compared to the state's child care assistance program, the payment levels are competitive and of interest to all provider types, including home-based providers.
- Coordinated enrollment: Local entities assist with coordinated enrollment and support for all participating programs to ensure families are aware of the opportunity.
- Service hours: 900 hours of service per year is required, with parameters as follows: no less than 6 hours a day; no services outside of a 7 am to 7 pm schedule; no less than 4 days a week.
- Languages: All materials from the state are available in English and in Spanish.

Resources:

NIEER: [*Including family child care in state and city-funded PreK system: Opportunities and challenges*](#)

With a focus on mixed-delivery for all facets of the early care and education system, incorporation of home-based child care into state PreK programs is an important opportunity. NIEER has identified multiple barriers to successful inclusion of home-based child care in state PreK programs. We highlight some of the key barriers they describe, and outline solutions that might be pursued as part of the PDG B-5 work of a state.

- Facilities. PreK programs may require specific, educationally-oriented space for young children, and may include space for each child that is out of sync with how space is configured in family child care homes.
 - States could permit variances in order to successfully include home-based child care, establish different requirements that take into account the home-based environment, and/or support start-up investment to assist home-based providers to meet state requirements.
- Teacher Qualifications. States may require specific

degrees and teaching credentials for state PreK programs.

- States could provide waivers as home-based providers seek to meet the state's requirements, could consider alternative certification, and could work collaboratively with providers and institutions of higher education on effective alternative pathways for degrees. States could set minimum educational requirements, such as CDA, as a starting point.
- Quality Standards. State PreK programs may provide different program standards and expectations from state child care programs, and may provide unrealistic definitions of items such as "instructional" time that don't match how services are structured in home-based settings. NIEER notes that home-based child care offers assets that are not present in centers, such as lower child-staff ratios, and are more likely to have providers from the family's cultural and linguistic community, thus facilitating family engagement.
- States could work to allow for a range of alternatives for their quality standards as well as ensure the provision of coaching support to assist with external observations (such as program quality assessment tool).

NIEER has made additional recommendations to facilitate the incorporation of home-based child care into state PreK that are provided below. As with the policies outlined above, above, these may be accomplished through the PDG B-5 opportunity.

- Create a strategic plan that incorporates rigorous evaluation and a continuous improvement cycle as home-based child care is included in state PreK, and use that information to inform improvements in quality improvement supports along with assessment of inclusion/expansion opportunities for home-based child care in state PreK.
- The strategic plan should include ongoing equity analysis, which would factor in how inclusion of FCCs could enhance provision of PreK to specific regional and hard-to-reach or traditionally underserved populations, as well as cost analysis, and potential policy, legal or political challenges.
- Consider the legal and political context while weighing whether to incentivize inclusion of home-based child care in state PreK or require it.
- Consider the use of a home-based child care network as part of the support and quality improvement process for successfully supporting home-based child care in state PreK.
- Establish equivalent, but not necessarily identical,

program standards (e.g., teacher qualifications, curriculum, supports, facility requirements, etc.) and use the on-going program evaluation and improvement system to refine these over time as needed.

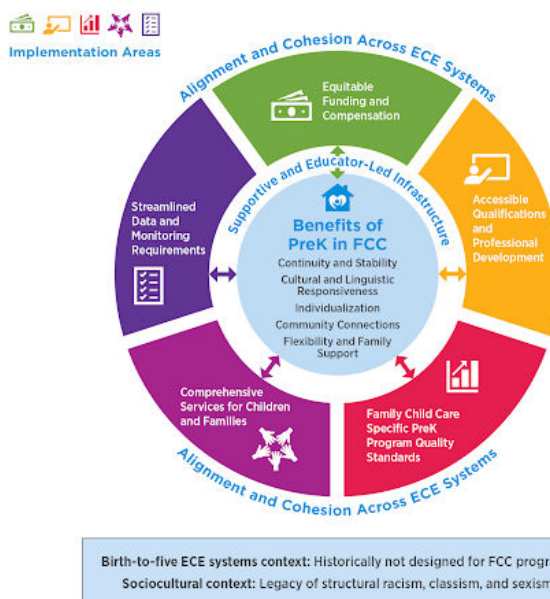
- Investigate and pilot methods for developing a seamless Birth to Kindergarten system that builds on public PreK while improving infant and toddler care.

Erikson Institute; Equity Research Action Coalition at UNC's Frank Porter Graham Child Development Institute; Delaware Institute for Excellence in Early Childhood at the University of Delaware: [A Transformative Vision for the Authentic Inclusion of Family Child Care in Mixed-Delivery PreK Systems](#)

A just released paper from the PreK in Family Child Care Project, led by the Erikson Institute, in collaboration Equity Research Action Coalition at the Frank Porter Graham Center at the University of North Carolina and the University of Delaware, also provides some guidance to inform advancement of incorporation of family child care into state PreK. In their new paper, they advance five recommendations to pursue, which are also in line with the barriers observed by NIEER:

1. Equitable funding and compensation
2. Accessible qualifications and professional development
3. FCC-specific PreK program quality standards
4. Comprehensive services for children and families
5. Streamlined data and monitoring requirements

Conceptual Framework for Including FCC in Mixed-Delivery PreK Systems



They propose a set of principles to inform the planning and implementation of the work:

1. Authentic mixed-delivery PreK systems recognize that high-quality preschool teaching occurs every day in FCC programs, regardless of whether or not they currently receive public PreK dollars.
2. Authentic mixed-delivery PreK systems value and learn from FCC strengths and promote FCC as a visible and essential component of ECE, broadening access to PreK for families living in marginalized communities.
3. Authentic mixed-delivery PreK systems intentionally design and differentiate resources, standards, and compensation structures that support FCC programs for their strengths and assets in serving children and families.
4. Authentic mixed-delivery PreK systems do not displace continuity of care and the important infant and toddler care that FCCs offer families. PreK systems support the family and community embeddedness of FCC programs, as well as community-based child care centers, as part of a

broader birth-to-five care and education ecosystem.

5. Authentic mixed-delivery PreK systems make equity and justice a top priority for FCC educators who, like center-based child care educators, face inequities largely due to racism and sexism.

As with the NIEER work, the PreK in Family Child Care Project, provides arguments, based on equity and other factors, for why it is critical to move state PreK to full mixed delivery that embraces home-based child care. The significant exclusion of home-based child care from state PreK presents states with new opportunities for innovation in this area. States can leverage PDG B-5 to help them understand state-specific barriers and move forward in addressing these barriers, and can learn from states such as Oregon who have been proactive and intentional about including home-based child care in the state PreK programming. For those seeking a renewal grant, the opportunity to subgrant and implement new strategies for family access, workforce support, and comprehensive services, provides an opportunity to initiate or grow home-based child care participation in state PreK programs.

VIII. Conclusion

Home-based child care is an important asset as states and territories leverage PDG B-5 to develop new or strengthen current approaches to best support families with young children. We at Home Grown are excited to share some of the ways that PDG B-5 can incorporate home-based strategies and encourage your creative application of these ideas and development of state and territory specific advances.