



Including Family Child Care in Pre-K Systems: An Update at the Local Level

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Introduction

A large body of research shows that high-quality pre-K programs leave children better prepared for school, and states have responded to this research by working to provide children access to these programs.¹ Over the last several years, a growing number of cities have also invested in early learning programs for 3- and 4-year-old children. The degree to which pre-K programs operate in the 75 largest U.S. cities² are evaluated annually as part of CityHealth, an initiative of the de Beaumont Foundation and Kaiser Permanente.³ Seventy-three out of the 75 cities operated at least one of the state's pre-K program(s),⁴ the two exceptions are Washington, D.C. which is not located within a state, and Indianapolis.⁵ These 73 cities are located across 32 states. Twenty of these cities (counting Washington, D.C.)⁶ operated an additional program with a separate and dedicated funding source in 2022-2023, see Table 2.

Both the state- and city-funded pre-K programs operate in a variety of settings. In 2022-2023, all but one state served pre-K children in mixed-delivery settings and in at least eight states more of the enrolled children were in non-public school settings, such as private child care centers, private schools, Head Start agencies, or family child care (FCC) homes.⁷ In 2021, NIEER released the report: [Including Family Child Care in State and City-funded Pre-K Systems: Opportunities and Challenges](#), in which we reviewed the integration of family child care (FCC) homes in publicly funded pre-K systems during the 2019-2020 school year. In addition to state pre-K systems, we examined four cities that included FCC homes in their pre-K city systems: Denver, Philadelphia, San Francisco, and Seattle. We found that the four cities examined enrolled a greater percentage of children in

FCC homes than in state-operated programs. However, the percentages were still relatively low for three of the cities: Denver (.38%), Philadelphia (2.5%), and Seattle (2.6%), with San Francisco enrolling a slightly larger percentage of children in FCC homes (17.7%). We were curious to see what was happening in these cities in 2022-2023, as well as the other 71 largest U.S. cities. For information on our methodology, see Appendix A.

As more cities/counties are developing and/or expanding their pre-K programs, we wanted to provide some insights into how FCCs were operating within their local pre-K systems. Millions of families rely on home-based care settings in the U.S., and more than 750,000 children are cared for in FCCs, or home-based settings that are regulated or certified by the state. This report presents a summary of FCC participation in city/county public pre-K programs accompanied by tables outlining the data. This is followed by descriptions of strategies five cities and one county (Denver, New York, Philadelphia, Multnomah County (Portland, OR),⁸ San Francisco, and Seattle) have implemented to support FCC integration into their city/county pre-K systems, and how they have addressed some of the recommendations outlined in [Including Family Child Care \(FCC\) Programs in Publicly-Funded Pre-K: Conditions for Success](#). This information, in companion with the recently released [Including Family Child Care in State-funded Pre-K Systems: An Update](#) provides an initial overview of FCC inclusion and practices in publicly-funded programs within cities/counties in the 2022-2023 school year.

FCC Participation in City/County Public Pre-K

- More than half of the cities (42 out of 75, 57%) did not enroll children in a state- or city/county-funded pre-K program in FCCs, either because the state/city/county does not allow it (27 out of 74), the state does not have a pre-K program (1 out of 75), or the state does allow it but the pre-K system chooses not to have FCCs integrated into the program or within that city (14 out of 43, 33%), see Table 2.
- Of the remaining cities (33 out of 75), 11 programs enrolled children in a publicly-funded pre-K program, either through the city/county-operated program and/or in the state-funded program at the city level. In 22 cities, it is unknown whether the state-funded program enrolled children within the city in FCC homes.
- As described earlier, 20 cities/counties operate their own separate and locally funded pre-K program, in addition to the state-funded program.
- Denver, New York City, Multnomah County, Philadelphia, San Francisco, and Seattle enrolled children in FCCs in their city/county pre-K program in 2022-2023.

- The greatest number of pre-K children served in FCC settings occurred in New York City (3,549 children) and San Francisco (662 children), see Table 3.
- The 2022-2023 annual per-child spending for city/county FCC/pre-K ranged from \$10,000 (PHLpreK, 5.5 hours/day, 180 days/year, 10 months) to \$30,000 (NYC Pre-K For All, 10 hours/day, 260 days/year), see Table 4.
- Only New York City and Multnomah County did not require FCCs to participate in the state's QRIS system, see Table 5.
- For the four cities we studied in 2019-2020 and 2022-2023; Denver and Seattle saw more children enroll in FCCs (an additional 9 children (50%) and an additional 33 children (51%), respectively); while in Philadelphia and San Francisco, enrollments decreased (by 11 children (12%) and by 317 children (32%), respectively).⁹
- While San Antonio's Pre-K 4SA does not fund slots for pre-K in FCCs, it has supported FCCs in other ways. Since 2022, Pre-K 4SA has supported 27 FCCs in providing services such as business coaching, pedagogical coaching, materials, curriculum, assessments, and software to automate their business practice.
- For those pre-K systems that are inclusive of FCCs, children were more likely to attend pre-K in an FCC setting in a city/county pre-K program than in a state pre-K program. More than half of the states that serve pre-K children in FCC homes and could report enrollment (8 out of 13) served less than 1% of pre-K children in this setting.¹⁰ Conversely, 5 out of 6 city/county pre-K programs (83.3%) served at least 1% of pre-K children in FCCs, see Table 3.

Supporting FCC/pre-K providers in Cities/Counties

In our recent report, [Including Family Child Care \(FCC\) Programs in Publicly-Funded Pre-K: Conditions for Success](#) (Conditions for Success), we identified the conditions or policies states or cities/counties should establish to set them up for success should they decide to include FCC programs in their mixed-delivery pre-K systems. These conditions outline research-based practices that support high-quality pre-K in FCC settings. Below, we identify some of the ways localities have implemented policies to support components described in the Conditions for Success. Specifically, we focused on how cities/counties could:

- support the implementation of a curriculum that is appropriate for home-based programs and is connected to a system of professional learning;
- provide opportunities for FCC/pre-K providers to obtain a bachelor's degree with specialized training and pay parity;
- offer ongoing professional development that is applicable and accessible for FCCs;
- define pre-K group size and other age groups;
- support systems of continuous quality improvement; and
- contract with FCC providers to participate in pre-K, including payment policies.

Curriculum

Curriculum, or the coordinated system of learning goals, activities, teaching strategies and materials used to help children learn, along with quality and implementation of curricula, are considered important elements to delivering high-quality preschool.¹¹ A recent consensus study report on preschool curriculum quality, however, noted that there has been limited rigorous research on curriculum usage in FCC homes, and that most FCC educators are using locally-developed curricula. Only two commercially-available curricula have been marketed as specifically applicable for FCC homes in that they target mixed-age groupings: The Creative Curriculum for Family Child Care, and Redleaf Family Child Care Curriculum. For many FCC educators, cost for curriculum can be prohibitive: For example, The Creative Curriculum for Family Child Care with Daily Resources costs \$2,070,¹² and other commercially-available curricula also have high price points.

Some city/county-based programs require a specific curriculum and provide it for all programs. For example, PHLpreK requires programs to use the Creative Curriculum, and purchases this resource for programs that do not currently have access.¹³ Other locally-funded programs utilize a curriculum that has been specifically adapted for FCCs and is available to all providers. New York City Pre-K for All and 3-K for All has developed a curriculum specific to mixed-age settings. The Let's Play!

A Relationship Based Family Child Care Curriculum, is available to DOE-contracted providers and includes a scope and sequence and ten monthly planners that are specific to the FCC setting.¹⁴ In Boston, schools use the Focus on Early Learning, a comprehensive curriculum that was adapted from two domain-specific curricula focused on literacy and mathematics. Recognizing that there is a not a multi-age curriculum that has been developed and evaluated in FCC programs, Boston is currently developing an iteration of Focus on Early Learning that is expected to be piloted in the 2024-2025 school year and will be appropriate for the mixed-age groups typically enrolled in FCC homes. In Multnomah County, preschool providers can choose a curriculum that best matches their early education philosophy and meets the needs of children in their care; the curriculum must be aligned to the [Oregon Early Learning and Kindergarten Guidelines](#).

Educator Qualifications and Pay Parity

In New York City, Multnomah County, and San Francisco, the minimum required qualification for FCC/pre-K providers is a CDA or 12 ECE college credits. While Denver and Seattle do not specify a minimum degree requirement, they have articulated standards within their QRIS point system. Philadelphia is the outlier of the six localities, requiring FCC/pre-K educators to obtain a minimum Level B on the state’s Early Childhood Education (ECE) Career Pathway (Level B), which requires an associate degree with 18 ECE credits. By 2028, a BA will be required. When comparing the requirements for FCC/pre-K educators to center-based pre-K providers in these five cities and one county, there are similar minimum qualifications in Denver, Philadelphia, Multnomah County, and San Francisco.¹⁵ In New York City and Seattle, pre-K providers in centers are required to have a BA. To help support center-based educators in NYC in meeting the BA requirement, and FCCs meet the CDA requirement, the [New York Early Childhood Development Center](#) provides comprehensive career

development services, including one-on-one career counseling and advising.

To support FCC/pre-K educators, Multnomah County developed a salary scale inclusive of FCCs, see Table 1. In San Francisco, FCCs are welcome to participate in training opportunities, including coaching. They are also eligible for stipends of up to \$39,100 a year depending on their degree, permit level, part-time/full-time status, position, and the proportion of children served who are designated to be low-income.

Ongoing Professional Development

Program administrators in city/county-funded pre-K programs must make decisions around how providers receive the professional development they need to understand the curriculum, early learning standards, and effective teaching practices that will allow them to continue to improve their practice and impact children’s learning and development. The structure of professional development and coaching also depend on the governance and contracting system used by the locally-funded program, which thereby impacts the level of involvement the city/county has in supporting classroom quality.

In Philadelphia, the Erikson Institute Town Square Team led support efforts for the PHLpreK FCC cohort. Erikson Institute, a graduate school in child development and home to Town Square, an online learning community created for FCC educators, was able to deliver synchronous remote meetings monthly for FCC educators. In addition, workshops were offered focused on supporting children’s development, critical thinking, and connection-making skills.

For Seattle FCC educators, the Seattle Preschool Program provides professional development, trainings, coaching, and educators are eligible for tuition reimbursement. The Seattle Preschool Program also provides the SPP

Table 1. Multnomah County’s Preschool for All Salary Scale (2023-2024)

Lead Teacher Minimum Salary			Lead Teacher Goal Salary	
Qualification Level	Hourly Salary	% of Corresponding Goal Salary	Hourly Salary	% of Average Kindergarten Teacher Salary
Step 10/BA	\$28.11	75%	\$37.48	100%
Step 9/AA	\$23.89	75%	\$31.68	85%
Step 7	\$21.08	75%	\$28.11	75%

Hub Network, which delivers training and PD to FCCs. In addition, FCC educators have access to Imagine Institute, a shared services hub with opportunities for training and technical assistance, along with other resources and supports. Past research has shown that FCC educators affiliated with a staffed FCC network were more likely to offer higher quality care than educators who were unaffiliated;¹⁶ however, the research base is limited and future evaluations should discern how networks can best support quality in FCC homes.

Pre-K Group Size

We did not find evidence of policies set by state or city/county pre-K systems that identified a minimum or maximum number of pre-K children that need to be enrolled in the FCC home to participate in the state-funded pre-K program. However, cost studies have addressed the issue that enrollment numbers may directly affect the economies of scale and the quality of the program.¹⁷ The one exception is Multnomah County which requires that FCC/pre-K providers serve a minimum number of preschool children (four). To support the continued care of infants and toddlers, the county's Preschool & Early Learning Division offers stabilization funding through increasing the wages and benefits of educators who work with infants/toddlers not yet eligible for Preschool for All.¹⁸ The other five cities studied do not set a minimum number of pre-K children that must be served in an FCC home. Not setting a minimum number of pre-K children may have cost implications for the system.¹⁹ Furthermore, cities/counties should consider how the number of pre-K children required may impact slots available for infants and toddlers.

Systems of Continuous Quality Improvement

City/county-funded pre-K programs differ on whether or not they require program participation in the state's quality rating and improvement system, or QRIS. These systems aim to provide a quality framework for early learning programs and the supports programs need to improve in quality. Often QRIS participation and ratings are tied to child care subsidy reimbursements which may enable FCC/pre-K providers to blend and braid funding in some instances.²⁰ In some states, QRIS participation is mandatory, and in others, it is voluntary; state-funded pre-K programs often require that programs participate in the state QRIS. Regardless of whether participation in the state QRIS is required, as outlined in *The Conditions for Success*, we recommend that programs have a way to monitor and support quality improvement over time.

For the locally-funded programs highlighted in this report that do require participation in the state QRIS, most

have a minimum rating providers must obtain within a set timeframe in order to maintain pre-K funding. For example, all PHLpreK programs participate in Keystone STARS, Pennsylvania's QRIS. Programs that are unrated when starting with PHLpreK must commit to achieving a minimum STAR 3 (there are 4 total STAR levels) within a specified timeframe. Seattle, Denver, and San Francisco similarly outline requirements for maintaining a minimal level of quality in these QRIS systems. Cities/counties that have structures in place to support providers in improving their ratings typically report success in having lower-rated sites improve their ratings to higher levels. For example, the Denver Preschool Program works with sites that have not met the required Level 3 rating to move up in levels through coaching support that targets reaching this minimum requirement within a specified timeframe.

However, in Multnomah County and New York City, participation in the state QRIS is voluntary. In Multnomah County's Preschool for All, providers must commit to continuous quality improvement, including working closely with a PFA coach and participating in PD opportunities. In New York, the Program Assessment team conducts training and on-site evaluations using an Environmental Rating System (ERS) tool and making regularly scheduled visits to pre-K programs throughout the year to monitor quality. See Table 5 for additional descriptions around QRIS requirements in city/county-funded programs.

Contracting FCCs and Payment Policies

Additional support and sensitivity in language may be needed to encourage collaboration and to guide FCC educators through the pre-K application process. To support FCCs that are not quite ready to meet all of the requirements (e.g., being licensed or meeting the educator qualifications) for Multnomah County's Pre-K for All program, the county has established a Pathways Program. Each participating provider receives a \$500 stipend and assigned coach. Providers still need to apply to become approved FCC/pre-K providers.²¹

Typically, a city/county office administers the pre-K program. However, the department's broad responsibility varies by the five localities: New York City (Education), Philadelphia (Children and Families), Multnomah County (Human Services), San Francisco (Early Learning), and Seattle (Education and Early Learning), see Table 4. In Denver, the outlier of the group, the Denver Preschool Program is administered by a non-profit entity. All five cities and one county used intermediaries to distribute funds to the FCC providers, see Table 4.

To support FCCs participation in pre-K, some localities have implemented new reimbursement and funding policies, such as Multnomah County which begins payments in August for new providers and all providers may be eligible to receive funding for transportation, infant/toddler stabilization funding, and inclusion support funding. In addition, Preschool for All pays FCC/pre-K providers for all of the slots included in their contract, even if they are unfilled or an enrolled child leaves the

program. However, Multnomah County manages the application system and fills seats when they open up. In addition, the contract is for three years with an option to extend for an additional two years. After five years, the providers need to reapply. Philadelphia offers a short series of finance and budgeting workshops around FCC business practices. This is especially crucial since most FCC/pre-K providers rely on multiple funding streams to blend and or braid dollars.

Conclusion

The percentage of children in the United States enrolled in a state-funded preschool program reached an all-time high in the 2022-2023 school year, with 35% of 4-year-olds and 7% of 3-year-olds enrolled.²² Even though this represents a lower number of children enrolled in preschool than prior to the pandemic (with the proportion increasing due to a declining young population), these efforts to reach a greater proportion of children in their early years means states must ensure there are adequate high-quality sites to serve children, particularly as many states announce plans to provide universal preschool.²³

However, despite these efforts to expand state-funded programs, many children still lack access to publicly-funded preschool, and most importantly, many lack access to a program that is high-quality. NIEER estimates less than 25% of 4-year-olds, and a very small percentage of 3-year-olds, have access to a high-quality program, and that it would take 150 years at the current rate of progress to expand access to 75%; and even then, much of that programming would not be defined as high-quality. Cities/counties have been a bright spot in this, however, with many cities/counties stepping up to raise standards and provide additional funding when states have not done so.

We found that in many cases, cities/counties have also taken the lead in utilizing a mixed-delivery system to reach children. While our previous report, [Including Family Child Care in State-funded Pre-K Systems: An Update](#), demonstrated that most states enrolled less than 1% of children in home-based settings within their mixed-delivery system (when FCCs were included at all), we found many cities (and one county) utilized home-based sites at a much higher proportion. For instance, the top five pre-K programs (city/county and state) that served the greatest percentage of children in FCCs were Multnomah County (26.6%), followed by Oregon (18.2%), San Francisco (15.8%), Seattle (6.7%), and Arizona (3.8%).

Large urban areas have more children residing in neighborhoods of concentrated poverty, higher rates of childhood poverty, and higher percentages of children from minority and non-English speaking backgrounds.²⁴ Research shows that lower-income families, those needing care for infants and toddlers, and those who identify as Hispanic or Black are more likely to use FCC care than center-based care.²⁵ It may be that for families from historically marginalized communities, including those located in urban areas with high concentrations of poverty, a city/county-funded pre-K program housed in an FCC could be an appealing option, although more research is needed regarding parental preferences within city/county-funded mixed-delivery systems. Additional future research is needed on quality of FCCs enrolled in publicly-funded preschool programs, to ensure practices that support child learning in these sites are implemented.

As local entities continue to fill in gaps where state- and other publicly-funded preschool programs are not meeting all children's needs, providing the infrastructure that will support quality in these programs is important. As documented in this report, cities/counties that have included FCCs in their mixed-delivery systems have found ways to support FCC educator integration into the program, such as with support in curriculum selection and implementation, quality improvement initiatives, and obtaining professional development. Future efforts to incorporate FCC educators into mixed-delivery systems should provide supports that allow FCC educators to feel incorporated into the preschool program, without altering program standards in a way that impacts quality. Children enrolled in high-quality preschool programs enter kindergarten better-prepared than their peers and these benefits continue into their later educational years in academic and social-emotional outcomes.²⁶ Supporting FCC educators to deliver high-quality pre-K in cities/counties could support more children in obtaining the benefits of preschool programming while supporting a workforce that has historically and often been excluded from early childhood initiatives.

Appendix A: Methodology

IDENTIFYING THE SAMPLE:

In addition to the four cities we included in our previous paper (Denver, Philadelphia, San Francisco, and Seattle), we added questions to our annual CityHealth survey for the other 71 largest US cities (August and September 2023) to inquire if FCCs were included in their pre-K systems within their cities/counties. As a result, we identified which cities could report that FCC were included in their state pre-K program(s), see Table 2, and identified six city/county pre-K systems that funded slots for FCCs in their system (Denver, New York, Philadelphia, Multnomah County, San Francisco, and Seattle).

COLLECTING THE DATA:

City/county administrators for these six programs were sent a brief survey in June and September 2023 requesting information on the degree to which FCCs participated in pre-K in 2022-2023. In addition, city/county pre-K websites, policy and implementation manuals, annual reports, and contracts between FCC providers and the city/county and/or intermediaries were reviewed between June and December 2023. Follow-up emails and phone calls occurred with the five cities and one county between June 2023 and May 2024.

FINALIZING THE DATA:

Once the report was drafted, it was sent to the six city/county pre-K leaders for verification and to collect any needed edits to accurately reflect their programs' policies and/or operations.

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Table 2. FCCs that Participated in City/County-Funded Pre-K Programs in 2022-2023 (Largest 75 U.S. Cities)

City	State pre-K program(s) were able to enroll children in FCCs (2022-2023)	FCCs participated in state pre-K program(s) within city (2022-2023)	Name of city or locally funded pre-K program(s) [separate from state program]	City/County pre-K program enrolled children in FCCs (2022-2023)
Albuquerque, NM	Yes	Unknown	Preschool & City of Albuquerque Child Development Centers	No
Anaheim, CA	Yes	No	--	--
Anchorage, AK	No	--	--	--
Arlington, TX	Yes	Unknown	--	--
Atlanta, GA	No	--	--	--
Aurora, CO	No	--	--	--
Austin, TX	Yes	No	--	--
Bakersfield, CA	Yes	Unknown	--	--
Baltimore, MD	Yes	Yes	--	--
Boston, MA	Yes	No	Boston K0/K1	No*
Charlotte, NC	No	--	MECK Pre-K	No
Chicago, IL	No	--	--	--
Cincinnati, OH	Yes	Unknown	Cincinnati Public Schools Preschools	Unknown
Cleveland, OH	Yes	Unknown	Cleveland Metropolitan School District Preschool Program	No
Colorado Springs, CO	No	--	--	--
Columbus, OH	Yes	Unknown	Columbus Early Start	Unknown
Corpus Christi, TX	Yes	No	--	--
Dallas, TX	Yes	No	--	--
Denver, CO	No	--	Denver Preschool Program	Yes

Table 2. FCCs that Participated in City/County-Funded Pre-K Programs in 2022-2023 (Largest 75 U.S. Cities) (continued)

City	State pre-K program(s) were able to enroll children in FCCs (2022-2023)	FCCs participated in state pre-K program(s) within city (2022-2023)	Name of city or locally funded pre-K program(s) [separate from state program]	City/County pre-K program enrolled children in FCCs (2022-2023)
Detroit, MI	No	--	--	--
Durham, NC	No	--	Durham PreK	No
El Paso, TX	Yes	Unknown	--	--
Fort Worth, TX	Yes	Unknown	--	--
Fresno, CA	Yes	Unknown	--	--
Greensboro, NC	No	--	--	--
Henderson, NV	No	--	--	--
Honolulu, HI	No	--	--	--
Houston, TX	Yes	No	--	--
Indianapolis, IN	--	--	--	--
Irvine, CA	Yes	No	--	--
Jacksonville, FL	Yes	Yes	--	--
Kansas City, MO	No	--	--	--
Las Vegas, NV	No	--	--	--
Lexington-Fayette, KY	No	--	--	--
Lincoln, NE	No	--	--	--
Long Beach, CA	Yes	No	--	--
Los Angeles, CA	Yes	No	--	--
Louisville, KY	No	--	--	--
Memphis, TN	No	--	--	--
Mesa, AZ	Yes	Unknown	KinderU/ (funded in part through Quality First Scholarships)	No

Table 2. FCCs that Participated in City/County-Funded Pre-K Programs in 2022-2023 (Largest 75 U.S. Cities) (continued)

City	State pre-K program(s) were able to enroll children in FCCs (2022-2023)	FCCs participated in state pre-K program(s) within city (2022-2023)	Name of city or locally funded pre-K program(s) [separate from state program]	City/County pre-K program enrolled children in FCCs (2022-2023)
Miami, FL	Yes	Yes	--	--
Milwaukee, WI	Yes	Unknown	--	--
Minneapolis, MN	Yes	Unknown	High Five	No
Nashville, TN	No	--	--	--
New Orleans, LA	No	--	--	--
New York, NY	Yes	Yes	Pre-K For All	Yes
Newark, NJ	No	--	--	--
Oakland, CA	Yes	Unknown	--	--
Oklahoma City, OK	No	--	--	--
Omaha, NE	No	--	--	--
Orlando, FL	Yes	Yes	--	--
Philadelphia, PA	Yes	Unknown	PHLpreK	Yes
Phoenix, AZ	Yes	Unknown	--	--
Pittsburgh, PA	Yes	No	--	--
Plano, TX	Yes	Unknown	--	--
Portland, OR	Yes	Yes	Multnomah’s County Preschool for All	Yes
Raleigh, NC	No	--	--	--
Riverside, CA	Yes	No	--	--
Sacramento, CA	Yes	Unknown	--	--
St. Louis, MO	No	--	--	--
Saint Paul, MN	Yes	Unknown	Saint Paul 3K	Unknown
San Antonio, TX	Yes	Unknown	PK4SA	Yes**

Table 2. FCCs that Participated in City/County-Funded Pre-K Programs in 2022-2023 (Largest 75 U.S. Cities) (continued)

City	State pre-K program(s) were able to enroll children in FCCs (2022-2023)	FCCs participated in state pre-K program(s) within city (2022-2023)	Name of city or locally funded pre-K program(s) [separate from state program]	City/County pre-K program enrolled children in FCCs (2022-2023)
San Diego, CA	Yes	No	--	--
San Francisco, CA	Yes	Yes	Preschool for All in San Francisco	Yes
San Jose, CA	Yes	Unknown	--	--
Santa Ana, CA	Yes	No	--	--
Seattle, WA	Yes	Unknown	Seattle Preschool Program	Yes
Stockton, CA	Yes	No	--	--
Tampa, FL	Yes	Yes	--	--
Toledo, OH	Yes	Unknown	Toledo Public Schools Pre-K	No
Tucson, AZ	Yes	Unknown	Pima Early Education Program (PEEP) in Pima County	No
Tulsa, OK	No	--	--	--
Virginia Beach, VA	Yes	Unknown	--	--
Washington, D.C.	--	--	Pre-K	No
Wichita, KS	No	--	--	--

* In 2023-2024, Boston UPK expanded to include FCCs. For more information, see: Boston Public Schools: Department of Early Childhood. (n.d.). Boston's quality pre-k model. <https://www.bpsearlylearning.org/boston-upk#program>

** San Antonio did not fund slots but supported FCCs in participating in professional development opportunities through Prek4SA.

Table 3. FCC Enrollment in Locally Funded and Administered Preschool Programs in 2022-2023

Name of locally funded preschool program	Number of FCC/pre-K providers	TOTAL: Number of 3- and 4-year-old children served	3-year-olds	4-year-olds	% of pre-K children enrolled in FCC setting	Notes
Denver Preschool Program	7	27	14	13	.14%	In 2019-2020, 18 children were enrolled in DPP/FCC homes; 9 providers.
Multnomah County's Preschool for All	21	191			26.6%	There were 21 providers in 24 locations. In-home providers must apply for a minimum of 4 slots.
New York City Pre-K For All	~1800	3549	3186	363	3.6%	
Philadelphia PHLpreK	25	122	59	63	3%	In 2019-2020, 95 children were enrolled in PHLpreK/FCC homes; 23 providers. In 2022-2023, the 25 providers included 8 group FCC homes.
Preschool for All in San Francisco (PFA)	270	662			15.8%	In 2019-2020, 979 children were enrolled in PFA/FCC homes; 259 providers.
Seattle Preschool Program (SPP)	22	98	52	46	6.7%	In 2019-2020, 65 children were enrolled in SPP/FCC homes; 14 providers.

Table 4. Administration and FCC Local Funding and Flow in 2022-2023

Name of locally funded preschool program	City/County department that administers pre-K	Who distributes funds to the FCC/pre-K providers?	Total funding amounts	Per-child funding amount	Notes
Denver Preschool Program	Independent Nonprofit Corporation	Independent Nonprofit Corporation	\$359,759	\$11,106 (tuition scholarships) \$13,324 (all funding)	\$299,872 was used for tuition credits/scholarships and \$59,887 for FCC quality initiatives in 2022-2023.
Multnomah County's Preschool for All	Multnomah County's Department of County Human Services	1 intermediary organization	Over \$5,000,0000	\$15,000 (school year/ school day; 6 hours per day and a minimum of 900 program hours (this total hourly requirement is designed to align with Preschool Promise). \$21,000 (year-round/ full-day-10 hours per day; up to four full weeks off during the calendar year)	<p>The Preschool & Early Learning Division is part of Multnomah County's Department of County Human Services.</p> <p>For new PFA Providers, the annual payment amounts are prorated. In the first year, new Providers receive 11 monthly allotments beginning in August. These are the 2023-2024 funding amounts and could change for 2024-2025. Final contracted amounts may be negotiated with providers depending on program schedules and services offered to families.</p> <p>An intermediary organization pay providers based on regular monthly invoices. At a minimum, invoices document the number of slots provided, dates of service, and total amount negotiated per slot.</p> <p>FCC providers may also be eligible for funding for transportation, infant/toddler stabilization funding, and inclusion support funding.</p>

Table 4. Administration and FCC Local Funding and Flow in 2022-2023 (continued)

Name of locally funded preschool program	City/County department that administers pre-K	Who distributes funds to the FCC/pre-K providers?	Total funding amounts	Per-child funding amount	Notes
New York City Pre-K For All	NYC Department of Education	65 school districts and 29 intermediary organizations	Approximately \$50,000,000	\$10,800-\$30,000 per child per year depending on the length of day or 6, 8 or 10 hours) and number of days per year (180, 225 or 260).	
Philadelphia PHLpreK	City Office of Children and Families	1 intermediary organization	Total: \$878,156 (\$832,000 city + \$46,156 supplemental funding)	\$1,000/enrolled child/month/10 months (Sept and Oct based on allocation, Nov-June based on enrollment and at least one day of attendance)	
Preschool for All in San Francisco	City Department of Early Childhood	2 intermediary organization	Approximately \$40,000,000	\$24,176 (full-time; 30 hours week) \$14,509 (part-time)	In the last two years, San Francisco expanded the availability of funding for subsidies and raised eligibility thresholds (110% of the area median income). Although legislation allows for expansion of eligibility up to 200% of the area median income, the recent expansion to 110% is still new, and the network of participating programs needs to expand to meet the increase demand.

Table 4. Administration and FCC Local Funding and Flow in 2022-2023 (continued)

Name of locally funded preschool program	City/County department that administers pre-K	Who distributes funds to the FCC/pre-K providers?	Total funding amounts	Per-child funding amount	Notes
Seattle Preschool Program	City Department of Education and Early Learning	2 intermediary organizations	\$1,898,800 (local funds)	\$12,240 per child [6 hours per day/5 days per week] \$5,500 (annually) & \$25,000 (start-up) additional per pre-K classroom/home	The Intermediary organizations are responsible for 50 seats each, but they can be distributed across FCC providers as needed.

Table 5. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023)

Name of locally funded preschool program	Participation in State's QRIS	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/Degree Requirements	Notes
Denver Preschool Program	Required	FCCERS-3	The QRIS system is a point system and includes obtaining an Early Childhood Professional Credential. There are not any degree requirements.	All DPP providers have to participate in the state's QRIS or an approved alternative pathway accreditation.
Multnomah County's Preschool for All	Voluntary	ERS tools and ACSES	<p>Current requirements:</p> <ul style="list-style-type: none"> • Lead Provider/Teacher: Step 7 on the Oregon Registry Online or Child Development Associate (CDA) • Assistants/Aides: Step 4 on the Oregon Registry Online (ORO) <p>After 2 years of participating in Preschool for All:</p> <ul style="list-style-type: none"> • Lead Provider/Teacher: Step 7.5 on the Oregon Registry Online (ORO) • Assistants/Aides: Step 5 on the Oregon Registry Online (ORO) <p>In 10 years, Preschool for All will require:</p> <ul style="list-style-type: none"> • Lead Provider/Teacher: Step 9 on the Oregon Registry Online (ORO) or an AA Degree in early childhood education or related field • Assistants/Aides: Step 7 on the Oregon Registry Online (ORO) or a Preschool Child Development Associate (CDA) 	<p>PFA providers are not required to participate in the state's QRIS system, PFA providers must commit to continuous quality improvement, including working closely with a PFA coach and participating in PD opportunities.</p> <p>Waivers for education requirements are available for providers who have a detailed plan to reach these levels within two years.</p>

Table 5. Required QRIS Participation, Structured Classroom Observations, Provider Requirements (2022-2023) (continued)

Name of locally funded preschool program	Participation in State's QRIS	Structured Classroom Observations Tools Used	FCC/Pre-K Provider Certification/Licensure/Degree Requirements	Notes
New York City Pre-K For All	Voluntary	ERS tools and CLASS	Providers are expected to have a CDA to provide Pre-K for 3-year-olds, and these providers can receive a fully funded credit-bearing CDA with the goal of providing opportunity to continue their career pathway if desired.	The Program Assessment team conducts training and on-site evaluations using the CLASS and ERS tools, including the FCCERS-3 in FCC homes. The Site Support teams make regularly scheduled visits to all 3K and pre-k programs throughout the year. Any issues of concern are flagged via the DECE (Division of Early Childhood Education) intake system and resolved by central staff in partnership with networks and/or providers.
Philadelphia PHLpreK	Required	Keystone STARS protocol (includes FCCERS-3 as a choice)	PA Career Level B or higher: ECE focused ASB or AST • AA/AS in ECE • AA/AS/BA/BS in related field with 18 ECE credits • AA/AS/BA/BS in an unrelated field with 30 ECE credits • Elementary Ed Degree with 12 ECE credits	PHLpreK providers are expected to obtain a STAR 3 in the QRIS; If not at STAR 3, then must agree to attain STAR 3 in a specified timeframe.
Preschool for All in San Francisco	Required	CLASS & ERS	12 ECE units, including nine units of core classes (CDEV 53; CDEV 66; CDEV 67) & three ECE elective units for educator providing instruction and supervision to the children.	Programs must conduct an ERS self-assessment and receive an independent CLASS observation prior to being approved to participate in city funding. They are also evaluated by city program officers using a quality portfolio checklist.
Seattle Preschool Program	Required	CLASS	HS diploma or equivalent (state licensing requirements)	Must obtain an Early Achievers Level 3 on the state's QRIS

Endnotes

1 Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Bill and Melinda Gates Foundation. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Sciences & Policy*, 2(1). 37-46. Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, Jr., W. T., Ludwig, J., & et al. (2013). *Investing in our future: The evidence base on preschool education*. Society for Research in Child Development.

2 To determine the largest 75 U.S. cities, CityHealth used projections from the U.S. Census as of as of July 1, 2019. The U.S. Census Bureau develops annual estimates first by estimating the number of housing units, and then multiplying this by the 2010 Census occupancy rate and the 2010 Census persons per household. The Census Bureau adds this total to an estimate of the group quarters population (e.g. nursing homes, college dormitories, etc.) to arrive at its final subcounty population estimate. CityHealth obtained population estimates for all cities with more than 50,000 residents from the U.S. Census Bureau's Annual Estimates of the Resident Population for Incorporated Places of 50,000 or More, Ranked by July 1, 2019 Population: April 1, 2010 to July 1, 2019 then ranked cities based on their 2019 population estimates, and then extracted the largest 75 cities from that list.

3 The CityHealth Initiative is funded through the de Beaumont Foundation and Kaiser Permanente. For more information about CityHealth, see: <https://www.cityhealth.org>.

4 Of the states that house one of the 75 largest cities, California, Louisiana, Massachusetts, Minnesota, New Jersey, Oregon, Pennsylvania, Virginia and Washington all operated more than one state-funded pre-K program in 2022-2023.

5 Indiana does not operate a state-funded preschool program that meet NIEER's definition. For more information, see: https://nieer.org/sites/default/files/2024-05/2023_nieer_yearbook_4.24.24-compressed.pdf

6 The 19 cities/counties that operated a locally-funded pre-K program separate from the state pre-K program in 2022-2023 were: Albuquerque, Boston, Charlotte, Cincinnati, Cleveland, Columbus, Denver, Durham, Mesa, Minneapolis, New York, Philadelphia, Portland (Multnomah County), Saint Paul, San Antonio, San Francisco, Seattle, Toledo, and Tucson. In addition, Washington, D.C. is not a state, and thus does not have a state-funded pre-K program, but does operate a locally funded pre-K program.

7 Garver, K., Weisenfeld, G., Connors-Tadros, L., Hodges, K., Melnick, H., & Plasencia, S. (2023). *State preschool in a mixed delivery system: Lessons from five states* [Report]. Learning Policy Institute.

8 Portland, Oregon is located within Multnomah County. We have included this locally administered pre-K program in this report.

9 Weisenfeld, G., & Frede, E. (2021). *Including family child care in state and city-funded pre-k system: Opportunities and challenges*. National Institute for Early Education Research.

10 Weisenfeld, G., & Harmeyer, E. (2024). *Including family child care in state-funded pre-k systems: An update*. National Institute for Early Education Research.

11 National Academies of Science, Engineering and Medicine (2024). *A new vision for high-quality preschool curriculum*. National Academies Press.

12 The Creative Curriculum for Family Child Care, Third Edition, with Daily Resources. <https://shop.teachingstrategies.com/collections/the-creative-curriculum-for-family-child-care/products/the-creative-curriculum-for-family-child-care-3rd-edition-with-daily-resources>

13 Programs are able to apply for a waiver to use another approved Pennsylvania curriculum.

14 New York City Public Schools. (n.d.). *Let's play at home!* <https://infohub.nyced.org/docs/default-source/default-document-library/let's-play.pdf>

15 For information, see CityHealth's High-Quality Accessible Pre-K: NIEER Quality Benchmarks (<https://www.cityhealth.org/wp-content/uploads/2023/12/2023-High-Quality-Pre-K-Benchmarks.pdf>) which assessed the city pre-K programs for Denver, New York City, Philadelphia, San Francisco, and Seattle for the 2021-2022 school year. In Multnomah County, see Preschool for All: Preschool for All Pilot Site Requirements (https://multco-web7-psh-files-usw2-s3-us-west-2.amazonaws.com/s3fs-public/Copy%20of%20PFA%20Pilot%20Site%20Requirements_ENG_2024.pdf).

16 Bromer, J., Van Haitsma, M., Daley, K., & Modigliani, K. (2008). *Staffed support networks and quality in family child care: Findings from the Family Child Care Network Impact Study; Executive summary*. Herr Research Center for Children and Social Policy, Erikson Institute. http://www.erikson.edu/wpcontent/uploads/fccnetwork_execsummary1.pdf

17 Weisenfeld, G., Harmeyer, E., Garver, K. (2024). *Including family child care homes in publicly-funded pre-K programs: Estimating the cost of support quality*. National Institute for Early Education Research.

18 Preschool for All. (n.d.). Preschool for All: Provider frequently asked questions. Multnomah County. <https://www.multco.us/preschool/provider-faqs>

19 Weisenfeld, G., Harmeyer, E., Garver, K. (2024). *Including family child care homes in publicly-funded pre-K programs: Estimating the cost of support quality*. National Institute for Early Education Research.

20 For more information, see the QRIS Resource Guide: Provider Incentives and Support. <https://equality.acf.hhs.gov/resource-guide/provider-incentives-and-support>

21 For more information about the Preschool for All Pathways Program, see: <https://www.multco.us/preschool/pathways>.

22 Friedman-Krauss, A., Barnett, W. S., Hodges, K. S., Garver, K., Jost T., Weisenfeld, G., & Duer, J. (2024). *The state of preschool 2023: State of Preschool Yearbook*. https://nieer.org/sites/default/files/2024-05/2023_nieer_yearbook_4.24.24-compressed.pdf

23 Governors in New Jersey, Michigan, and Illinois have recently announced support for universal preschool (for 3- and 4-year-olds in Illinois and New Jersey).

Endnotes (continued)

24 Parker, K., Horowitz, J., Brown, A., Fry, R., Cohn, D., & Igielnik, R. (2018). *Demographic and economic trends in urban, suburban, and rural communities*. Pew Research Center.

25 https://childcareta.acf.hhs.gov/sites/default/files/addressing_decreasing_fcc_providers_revised_final.pdf

26 Barnett, W. S., Jung, K., Friedman-Krauss, A., Frede, E. C., Nores, M., Hustedt, J. T., Howes, C., & Daniel-Echols, M. (2018). State prekindergarten effects on early learning at kindergarten entry: An analysis of eight state programs. *AERA Open*, 4(2), Article 2332858418766291. <https://doi.org/10.1177/2332858418766291>; Frede, E., Jung, K., Barnett, W. S., & Figueras, A. (2009). *The APPLES blossom: Abbott preschool program longitudinal effects study (APPLES) preliminary results through 2nd grade* (Interim Report). National Institute for Early Education Research.