Leveraging Family Child Care to Promote Equity in Public PreK

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Guiding principles for equitable implementation of PreK in FCC settings

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

Principles for PreK in FCC settings (cont'd)

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

Conceptual Framework for Including FCC in Mixed-Delivery PreK Systems





Birth-to-five ECE systems context: Historically not designed for FCC programs **Sociocultural context:** Legacy of structural racism, classism, and sexism

Policy Implementation Takeaways

- Listening sessions with 14 states and 9 localities
- State and local PreK programs <u>do not</u> typically differentiate requirements for FCC programs
 - Similar qualifications
 - Same curriculum, assessment, screening, monitoring requirements
 - Some application, eligibility processes and requirements (e.g. QRIS) may reinforce existing inequities

Policy Implementation Takeaways

- However, PreK programs that are invested in including FCC educators in their systems <u>do</u> provide tailored supports to help them achieve PreK requirements
 - Flexible education and professional development pathways
 - Dedicated intermediary organizations for FCC educators
 - Instructional, financial, administrative supports for educators and comprehensive services for families
 - On-ramps to prepare new and seasoned educators