NATIONAL CENTER *for* CHILDREN & FAMILIES
ADVANCING POLICY, EDUCATION, & DEVELOPMENT

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Enhancing the Quality of Infant and Toddler Care in New York City: Variation Across EarlyLearn Settings

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July 10th, 2020

Acknowledgements

We note with gratitude that this work was made possible by a generous grant from the New York Early Childhood Professional Development Institute at the City University of New York (CUNY), which is dedicated to ensuring excellence in the early childhood workforce. We are also grateful to the New York City Early Childhood Research Network, an innovative collaboration between scholars and policymakers in which we are honored to participate, and to the Heising-Simons Foundation, whose commitment to the equitable provision of high-quality care and education for young children is extraordinary. We would further like to acknowledge the critical contribution of our first-rate team of research assistants, Valentina Chegwin and Carolina Snaider, and Caitlin Dermody, whose expert editing was invaluable. Finally, we are most grateful to the study participants who shared their time and thoughts with us. Elevating their voices is a primary goal of this work.

Preface

We would like to acknowledge the extraordinary circumstances in which we submit this report. The horrible loss of life rendered by Covid-19 has been accompanied by economic devastation that will have severe consequences for city and state budgets. We fully recognize that the policy recommendations in this report, which include a call for additional resources, will be hard to achieve in the current environment. Our intent is to fulfill a commitment to present the data and their policy implications, some of which necessarily require new resources. However, we also recognize and honor the need to prioritize scarce resources to prevent and ameliorate human suffering. We hope our study will be taken in this spirit.

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I. Executive Summary

This study compares the characteristics of New York City's EarlyLearn programs for infants and toddlers that are located in centers and family child care (FCC) settings with a focus on their experience of EarlyLearn quality-enhancement efforts in the current policy landscape. The study also examines the views of directors and teachers in these settings on how best to promote the quality of programs for infants and toddlers. Employing a mixed-methods design, we collected data in 2019 from surveys of 32 center directors, 32 center teachers, and 30 FCC leaders, who act as both directors and teachers. The study is intended to complement the prior NCCF study, *Building a Unified System for Universal Pre-K in New York City: The Implementation of Pre-K for All by Setting and Auspice* (2018), which compared the characteristics and quality of Pre-K for All programs in schools and New York Early Education Centers (NYCEECs).

Data were collected via three surveys, one for FCC leaders, one for center directors, and one for center teachers. The surveys contain a mix of close-ended and open-ended questions that address program characteristics and management; director and teacher characteristics, compensation, and well-being; instructional approach, practice, and content; program quality and job perceptions; and professional development. Data from the surveys were analyzed to identify statistically significant differences between centers and FCCs. After describing our sample, data, and analytic methods, we present the results, key findings, and their policy implications.

I.1. Themes and Policy Recommendations

Theme #1: ***FCC leaders are doing two jobs at once, and many are struggling with the managerial demands and long hours of their program while caring for infants and toddlers.***

- Policy Recommendation #1: Increase managerial support for FCCs.
- Policy Recommendation #2: Increase funding for non-standard work hours in both settings.

Theme #2: ***While compensation is misaligned between FCC leaders and center directors, both FCC leaders and center teachers work for poverty-level wages and benefits.***

- Policy Recommendation #3: Increase compensation for FCC leaders and center teachers, and financially reward those who pursue certification and higher education.
- Policy Recommendation #4: Provide stipends and practical support to allow FCC leaders and center teachers to pursue additional training.

Theme #3: ***FCCs offer fewer services than centers to children and families, but for both FCCs and centers, family engagement in program activities is a persistent challenge.***

- Policy Recommendation #5: Help FCCs refer children and families to comprehensive services.
- Policy Recommendation #6: Consider a dual-generation approach to family engagement in both settings.

Theme #4: ***Workshops and coaching are valuable for participants in both settings, and particularly for FCC leaders. However, FCC leaders face higher obstacles to participation and less frequent access.***

- Policy Recommendation #7: Foster equitable access to workshops by paying FCC leaders for their time and removing practical obstacles to their participation.

- Policy Recommendation #8: Provide more frequent coaching in both settings.

Theme #5: ***FCC leaders, center directors, and center teachers share child-centered beliefs about program quality, but they apply them differently in practice.***

- Policy Recommendation #9: Use models and metrics of quality that recognize the distinctive strengths of both settings.

- Policy Recommendation #10: Preserve and encourage the culturally-rich options that parents seek.

Theme #6: ***Policies to engage FCCs in 3K for All will have important consequences for the quality and supply of programs for infants and toddlers.***

- Policy Recommendation #11: Promote and align quality across settings with differentiated strategies that pursue the common goal of nurturing young children's learning and development.

- Policy Recommendation #12: Increase the funding that FCCs and centers receive for the care of infants and toddlers.

I.2. Conclusion

Infancy and toddlerhood is a unique period of development that demands unique status. Policies that apply a system-wide framework for quality to the diverse landscape of programs for infants and toddlers should take special care to build on the distinctive assets of particular settings and the cultural communities they serve. As such, the alignment of quality across programs does not preclude the possibility that quality might manifest differently among them. The intent of this study is to help inform policies that are guided by this premise as they seek to address the shortage of infant and toddler programs while elevating their quality. Importantly, the data indicate that both settings—but particularly FCCs—lack sufficient resources to sustain the program quality sought by policymakers. Even while we acknowledge the challenging fiscal environment that New Yorkers currently face, this finding indicates that the transformation of the city's early childhood landscape, which has laudably advanced with the expansion of 3K and Pre-K for All, urgently requires the strategic use of existing and new resources devoted to the excellence, equity, and sustainability of programs for infants and toddlers.

Note for the Reader: *This report is structured to accommodate readers whose needs for detail vary. For those who would like a brief summary of the study, the Executive Summary in Section I may suffice. The purpose, context, and design of the study can be found in Sections II and III. A list of our key findings can be found in Section IV, and the data that support these findings are presented in Section V. We identify major themes in the findings and their policy implications in Section VI. The Addendum then presents cross-study patterns that we discerned from data in both the study of infant and toddler programs and NCCF's prior study of Pre-K for All programs. In addition, Appendix A contains a thorough presentation of these combined data; Appendix B contains selected quotes from survey respondents in the infant and toddler study; and Appendix C contains references that support the analyses and additional resources that include examples of the recommendations offered herein.*

II. Purpose and Background

As programs serving 3- and 4-year-old children have garnered increasing resources, belated attention has been given to expanding access to high-quality child care programs for infants and toddlers (Bromer & Korfmacher, 2017; Paulsell, Porter, & Kirby, 2010; Ruzek, Burchinal, Farkas, & Duncan, 2014). Although quality-enhancement efforts often focus on center-based programs, most infants and toddlers in families who qualify for subsidized care are enrolled in family child care (FCC) settings, of which most are unregulated (Hurley & Butel, 2018).[1] Recognizing wide variations in quality across these settings, as well as in those serving older children, New York City launched its EarlyLearn initiative in 2012 to reorganize the system for city-contracted child care. The goal was to maximize the use of multiple funding streams in order to promote and align quality in EarlyLearn child care programs, regardless of setting. EarlyLearn also sought to increase the supply of licensed programs for infants and toddlers up to age 3, recognizing a longstanding shortage that leaves low-income families who need care for infants and toddlers with few high-quality choices (Gelatt & Sandstrom, 2014; Hartzog, Vecchiotti, & Tarrant, 2008). In 2019-20, about 5,500 children ages 0 to 2 are enrolled in EarlyLearn FCCs, and 3,000 children ages 0 to 2 are enrolled in center-based EarlyLearn child care programs; in addition, about 1,400 3-year-olds are enrolled in EarlyLearn FCCs, and 7,400 low-income 3-year-olds are enrolled in EarlyLearn centers (NYC DOE, 2020).

Raising quality while increasing supply is a formidable challenge. New requirements intending to enhance quality run the risk that providers will find them too difficult and financially untenable, which may lead them to forego the demands of a city contract or close their doors entirely (Hallam et al., 2017; Hurley, 2020; Rachidi, Sykes, Desjardins, & Chaidez, 2019). This concern is particularly salient among FCCs, whose financial stability and administrative capacity can be tenuous (Layzer, Goodson, & Brown-Lyons, 2007; NSECE Project Team, 2016; Rachidi et al., 2019). The relative isolation of FCC providers, who typically work alone with little or no administrative support, has fostered the belief that FCCs are unlikely to engage in quality enhancement opportunities or requirements, such as professional learning and the use of curricula and assessments. However, recent research suggests that FCC providers may be motivated to improve quality by a desire for professionalism and the pursuit of greater financial

[1] Throughout this report, the term "Family Child Care" is used to represent licensed providers of home-based care, aka "Family Day Care."

support (Hallam et al., 2017; Tonyan, Nuttall, Torres, & Bridgewater, 2017). Overall, we have little evidence of the extent to which both FCCs and center-based providers of infant and toddler care participate in quality enhancement efforts, why they do or do not participate, or their efficacy (Bromer & Korfmacher, 2017; Tonyan, Paulsell, & Shivers, 2017).

II.1. Purpose

In this dynamic policy context, this study compares the characteristics of New York City's EarlyLearn programs for infants and toddlers that are located in FCCs and centers with a focus on their experience of EarlyLearn quality-enhancement efforts in the current policy landscape. The study also examines the views of directors and teachers in these settings on how best to promote the quality of programs for infants and toddlers. Employing a mixed-methods design, we collected data in 2019 from surveys of 32 center directors, 32 center teachers, and 30 FCC providers. Hereafter, we refer to FCC providers as *FCC leaders* in recognition of their dual role as both directors and teachers. Though programs that serve "infants and toddlers" are commonly thought to serve children ranging in age from 0 to 36 months, we have expanded our focus to include programs that serve 3-year-olds in order to complement the prior NCCF study, *Building a Unified System for Universal Pre-K in New York City: The Implementation of Pre-K for All by Setting and Auspice* (2018), which compared Pre-K for All programs for 4-year-olds in schools and New York Early Education Centers (NYCEECs).

II.2. Background

The study is framed by the policies of the EarlyLearn initiative, which sought to enhance quality in publicly funded ECE programs in New York City, reduce longstanding inequities and inefficiencies, and promote the supply of programs that serve infants and toddlers. Yet, the policy landscape continues to evolve. The system for the provision of EarlyLearn programs and promotion of their quality is currently undergoing transformative change. Moreover, any effort to promote quality must agree on a definition of "quality" in diverse programs that serve diverse populations, a sometimes imprecise and contentious endeavor. We offer some framing thoughts below for consideration.

II.2.a. The Goals of EarlyLearn

EarlyLearn established uniform standards for publicly funded centers and FCCs with the goal of aligning the quality of ECE programs for children from birth to kindergarten entry (NYC Administration for Children's Services, 2011). Specifically, EarlyLearn policies required that all contracted child care centers and FCCs: i) use a research-based curriculum; ii) formally screen children for developmental impairments within 45 days of entry to care; iii) conduct formal assessments to track children's educational and developmental progress; iv) provide or refer families to needed support services; and v) operate for eight to 10 hours per day and 12 months per year. In addition, EarlyLearn required that teachers in center-based programs receive 12 days per year of professional development (PD) and FCCs receive six days per year. Rather than contracting directly with FCCs, the Administration for Children's Services contracts with community-based networks, which then sub-contract directly with FCCs. The networks provide

oversight and support to FCCs, while connecting them to center-based care with the expectation that children will transition to EarlyLearn centers at age 3.

Stark differences between these two settings added considerable complexity to the goal of aligning their quality. Historically subject to different regulatory standards, FCC leaders often have lower levels of education and administrative capacity, a population of children with mixed ages, a primary language other than English, and a history of isolation from systemic supports (Madill et al., 2018; NSECE Project Team, 2016; Paulsell et al., 2010). At the same time, FCCs can offer a culturally responsive pedagogy and bilingual instruction in a home-like setting that fosters trusting relationships with families and continuity of care for children (Choi, Horm, Jeon, & Ryu, 2018; Espinosa et al., 2017; Paredes, Hernandez, Herrera, & Tonyan, 2019; Tonyan, 2017). In addition, FCCs are more likely than center-based providers to offer flexible hours that accommodate the increasing number of low-wage working parents with irregular and non-standard work schedules, i.e., outside 8:00 am to 6:00 pm (NSECE Project Team, 2015a; NSECE Project Team, 2017; Rachidi et al., 2019). While acknowledging these distinctions, EarlyLearn sought to apply the same requirements to FCCs as those applied to center-based providers, such as the use of a standardized curriculum, lesson plans, and systematic child observations and formal assessments to track children's developmental progress. To help FCCs meet these demands, the city funded the network organizations to assist FCCs with child recruitment, professional learning opportunities, and compliance with new quality standards.

Among FCCs serving infants and toddlers, the initial results of EarlyLearn were mixed (Gelatt & Sandstrom, 2014; Hurley & Shen, 2016). Some FCC leaders reported a new sense of pride in viewing themselves as educators with knowledge about early childhood development and praised the reduced complexity of EarlyLearn contracts that combined funding streams (Hurley & Shen, 2016). But some also said they were overwhelmed by higher demands for paperwork, documentation, and work hours, all without additional compensation, to meet EarlyLearn's requirements (Hurley & Shen, 2016). The results of EarlyLearn's policy changes among center-based providers are not clearly known. Adding to these challenges, EarlyLearn's requirements were implemented at a time when federal demands of child care providers were rising, with the 2014 Child Care and Development Block Grant Act increasing health and safety requirements for providers receiving child care subsidies.

While these changes were underway, the city launched the Pre-K for All initiative in 2014-15, creating free access to pre-k programs for all 4-year-olds in the city, regardless of family income. In 2017-18, the city then launched the 3K for All initiative, gradually increasing free access to 3-year-olds in the highest-need neighborhoods. The early results of the Pre-K for All initiative have in many respects been very positive. Families have reported high levels of satisfaction with the program (Westat et al., 2016), and the recent round of 3rd grade assessment results, which include the first cohort of Pre-K for All children, are encouraging (NYC Department of Education, 2019). At the same time, the apparent effect of both Pre-K for All on child enrollment at EarlyLearn center-based programs has raised concerns. As families have enrolled their children in school-based Pre-K for All programs, the number of 4-year-olds enrolled in EarlyLearn centers has declined by 25% from 12,269 before 2014-15 to 9,167 in 2019 (Hurley, 2020). If FCCs are similarly losing children to Pre-K and 3K for All programs, their financial viability will likely decline.

II.2.b. Current Policy Landscape

Today the policy landscape for city-contracted infant and toddler programs continues to evolve in transformative ways. Three signal policy changes are underway. First, as of July 1st, 2019, the city transferred all EarlyLearn contracts from the Administration for Children's Services (ACS) to the Department of Education (DOE). This reorganization brings the city's early childhood education (ECE) contracts under one administrative aegis, posing both opportunities and challenges as the city strives for more cohesive policymaking and quality alignment across multiple programs and diverse settings.

Second, EarlyLearn programs have been asked to respond to new DOE RFPs that offer potential opportunities and challenges. Notably, FCCs have been invited to participate in the city's 3K for All initiative, a shift from the EarlyLearn vision that all 3-year-olds in FCCs would transition to center-based care. This change could offer a financial lifeline to FCCs that may have seen declining enrollment since the advent of Pre-K for All; FCCs typically rely on the enrollment of older children to help cover the higher costs associated with caring for infants and toddlers (Hurley & Butel, 2018). At the same time, the appeal of 3K and the material supports that come with it might diminish incentives to provide care to infants and toddlers, which is already in short supply (Hurley, 2020). It is further unclear how FCCs, which are typically mixed-age settings, will implement 3K curricula and programming for children whose peers are different ages. How centers and FCCs perceive these momentous policy changes is not known.

Third, the city has committed to reduce large disparities in salaries earned by teachers in community-based organizations, relative to those in schools. In July 2019, the city announced its intention to raise salaries for starting certified teachers in any city-funded center by 30% to 40% from 2019 levels by October 1, 2021; the city also committed to give non-certified teachers and support staff an $1,800 bonus and 2.75% wage increase on October 1, 2021 (Parrott, 2020). Although these changes do not apply to FCC leaders, they represent important steps toward closing the salary gaps between center-based and school-based teachers, which were found to be as wide as $30,000 per year, on average, among the Pre-K for All teachers in NCCF's study.

II.2.c. Defining Quality

At its core, ECE "quality" can be conceptualized as evident in programs that offer positive, warm, and responsive interactions between teachers and children that effectively nurture children's multi-domain learning and development (Pianta, Downer, & Hamre, 2016; Shonkoff & Phillips, 2000). These elements of pedagogical quality receive support from structural components, such as teacher qualifications, curriculum and assessment use, and low teacher-child ratios (Burchinal, 2018). System-level components, such as cohesive governance and policymaking, equitable compensation for directors and teachers, stable financing, comprehensive child and family services, and workforce development, are also critical to foster equitable and sustainable program quality systemwide (Kagan, 2015).

Formidable as this equation appears to be, it is increasingly thought to be an insufficient model for the diverse array of providers who serve an increasingly socio-demographically diverse population of children and families. While not rejecting a systems orientation to program quality,

early childhood policy scholars challenge conventional pedagogical ideas by calling for the abandonment of any singular notion regarding "best practice" that imposes deficit paradigms and English monolingualism on "minoritized" populations (Souto-Manning & Rabadi-Raol, 2018; Souto-Manning et al., 2019). In its place would be culturally responsive and sustaining pedagogies centered on the "lives, experiences, voices, and values" of young children, and which embrace bilingual and multilingual fluency. In the context of home-based care for infants and toddlers, Tonyan (2017) argues for an eco-cultural conceptualization of quality that aligns with the local values of FCCs and their families and builds upon the unique strengths of FCC settings. In this view, policymaking that relies on a one-size-fits-all definition of quality will not resonate with FCCs (Hallam et al 2017; Tonyan, 2017), Instead, definitions of pedagogical quality, and the structural and systemic components that support it, must be very adaptive to the local needs and preferences of particular communities. We return to the challenging implications of these ideas when discussing the results of the analyses.

III. Research Questions, Data, and Methods

The present study was guided by two research questions: 1) How do the characteristics of EarlyLearn FCCs and centers that serve infants and toddlers differ? 2) To what extent has the experience of EarlyLearn policies to enhance the quality of programs for infants and toddlers varied in these settings?

The study employs a mixed-methods design with quantitative and qualitative data. We sampled 65 sites, composed of 35 centers and 30 FCCs, all with EarlyLearn contracts. Data were collected via three surveys, one for FCC leaders, one for center directors, and one for center teachers. The surveys contain a mix of close-ended and open-ended questions that address program characteristics and management; director and teacher characteristics, compensation, and well-being; instructional approach, practice, and content; program quality and job perceptions, and; and professional development. The survey for FCC leaders contains a combination of the questions asked of center directors and questions asked of center teachers, as well as some unique questions relevant only to FCCs. Data were analyzed to identify statistically significant differences between centers and FCCs. After describing our sample, data, and analytic methods, we present the results, followed by an analysis of their policy implications for consideration.

All procedures for the study were approved by the Teachers College Institutional Review Board (IRB). Protocols during the first three months of recruitment and data collection were also approved by ACS's Research Review Board; subsequent recruitment, data collection, and data analysis were approved by the New York City's DOE IRB. This shift in oversight resulted from the transition of EarlyLearn contracts from ACS to DOE on July 1, 2019. Recruitment occurred from April 2019 until August 2019. Contact with the sites was suspended for three weeks in July while we obtained approval from the DOE IRB, and then re-approval from the Teachers College IRB, to resume recruitment and data collection.

III.1. Sampling and Recruitment

To be eligible for the study, sites had to have EarlyLearn contracts to serve children from 6 weeks to age 3. (Sites may also have been serving older children.) Because of differences

between centers and FCCs regarding the agencies that oversee them, the level of public information about them, and their engagement with prior research efforts, different strategies were used for sampling and recruitment for centers and FCCs.

III.1.a. Sampling of Centers and Recruitment of Center Directors

To prepare a sample for recruitment, administrative lists, including those from ACS and the Department of Health and Mental Hygiene (DOHMH) Child Care Connect portal, were searched for sites that serve children ages 0-3 and participate in EarlyLearn (i.e., have EarlyLearn contracts). In the first round of searching, programs were included in the recruitment sample if they: 1) had a permit for infant/toddler care (i.e., children under 24 months),[2] or 2) were located in a zip code corresponding with the nine community districts studied in the Pre-K for All study.[3] Centers with infant/toddler permits were intentionally oversampled because we wanted our sample to reflect the relatively small number of EarlyLearn centers citywide that serve children under age 2 (19.5%). We also sought to recruit in the nine community districts used for the Pre-K for All sample in order to make the data as comparable as possible across the two studies. However, as recruitment proved insufficient within the nine community districts, it was necessary to conduct a second round of searching to identify additional permitted centers outside of the nine community districts. The final recruitment sample included 140 centers. Of these, 27 (19.3%) had an infant/toddler permit, and 88 (62.9%) were located in the nine community districts represented in the Pre-K for All study.

The NCCF research team reached out to centers directly, using the phone number and email address for the person designated by the administrative lists. If that person changed or if a name was not provided, a member of the NCCF team asked to speak with the center's director. If an email address was available, the NCCF researcher also sent an email enclosing a recruitment letter with information about the study. In some cases, the NCCF researcher dropped by the site to leave information about the study for the director. Once contact with a site director was made, the researcher provided information about the study, determined basic interest, and identified the target director (i.e., the person responsible for staffing and operations at the site). The researcher also assured that the site was eligible to participate by confirming that the center had classrooms for children within the age 0-3 range and that the site received EarlyLearn funding. To capture the experiences of sites working with very young children, centers that exclusively enrolled 3- and 4-year-old children (despite their permit for infant-toddler care) were not eligible to participate; however, classrooms with mixed age 2- and 3-year-old classrooms were eligible. This initial contact was followed by an in-person meeting to explain the study in more depth, obtain informed consent from the director to participate in the study, and sample one lead teacher to recruit for participation in the study.

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[2] In NYC, centers are permitted by the NYC Department of Health. There are two permit levels: infant/toddler (under 24 months) and preschool (2-5 years). Additionally, FCCs are licensed by the NY State Office of Child and Family Services (OCFS), but the NYC DOHMH conducts monitoring visits on the state's behalf.

[3] Center-based programs were recruited to participate in the Pre-K for All Study within nine of the city's Community Districts, which represented diverse communities with varying levels of social and economic resources. Most of the center-based programs in the Pre-K for All sample had EarlyLearn contracts. For more detail on sampling and recruitment for the Pre-K for All study, please see the report, *Building a Unified System for Universal Pre-K in New York City: The Implementation of Pre-K for All by Setting and Auspice* (2018).

Of our initial sample of 140 centers, nine centers (6%) were ineligible for the study, either because of the inclusion/exclusion criteria or because the site was no longer open. We could not make contact with 30 centers (21%), and an additional 21 centers (15%) declined to participate. In addition, we made initial contact with 42 centers (30%), but we were unable to speak to a director or schedule a meeting. Three centers (2%) initially agreed to participate but later changed their minds. Our final sample thus included 35 centers that agreed to participate, for an overall response rate of 25%. Twenty of the 35 centers (57%) were located in the nine community districts used for the Pre-K for All study.

At 32 of the 35 centers, the director agreed to participate and completed the survey, a completion rate of 91%. At three of the 35 centers, the director initially agreed to participate but did not complete the survey. Among the 32 directors who completed surveys, 7 directors (22%) worked in centers that enrolled children under age 2.

III.1.b. Sampling and Recruitment of Center Teachers

One lead teacher was chosen at each of the 35 centers in the sample using a cell-phone application that randomly generates numbers to allow the random selection of a classroom from a given number of options. Because relatively few centers served children under age 2, sampling at those centers was restricted to classrooms serving children under age 2. At other centers, any classroom that included children ages 2 and/or 3 was eligible. Once a classroom had been selected, the lead teacher was invited to participate in the study, either in person, by leaving a recruitment letter in her mailbox with a request to contact the research team, or via email, which included the recruitment letter. Teachers who agreed to participate were then either emailed links to complete the consent form and survey electronically or given paper versions to complete.

At 30 of the 35 centers in the sample, the teacher agreed to participate and completed the survey. At two of the 35 centers, the teacher refused or was unable to complete the survey, so a different teacher at the site was invited and agreed to participate, for an overall completion rate of 91%. At three of the 35 centers, the selected teacher initially agreed to participate but did not complete the consent form or survey. Among the 32 teachers who completed surveys, 10 teachers (31%) taught in classrooms that included children under age 2; the remaining 22 teachers (69%) taught in 2 and/or 3-year-old classrooms, some of them with a mix of ages.

III.1.c. Sampling of FCCs and Recruitment of FCC Leaders

The FCC recruitment sample was not restricted by geographic location or age group served because we anticipated greater difficulty in recruiting FCC leaders. Reluctant to call or visit FCCs directly at their homes without prior introduction, we decided to use the structure of networks, which support individual FCCs, to obtain our recruitment sample. Therefore, the original recruitment sample consisted of 27 EarlyLearn networks, and we received contact information for the person overseeing FCCs at each network from ACS. The research team contacted the person to inform them about the study and inquire if their FCCs might be willing to participate. The research team successfully made contact with eight networks (30%). Of these, one was interested but no longer contracting with EarlyLearn; one requested more information but later lost interest; and six agreed to support our recruitment efforts.

The sampling process varied slightly by network preference, but in most cases, the networks gave information about the study to their FCCs, who could then choose to give their contact information to the NCCF research team. One network invited us to present our study at a professional development meeting with FCC leaders, after which they shared contact information if they were interested in participating. Two networks shared our recruitment letter with their providers, asking them to reach out to the research team if they were interested. Two networks shared provider contact information with the research team after obtaining provider permission. The final recruitment sample included 81 FCC leaders from four networks.

NCCF researchers reached out to all FCC leaders in the sample via email and phone, depending on the contact information available. All materials were provided in both English and Spanish; for direct communications, NCCF researchers were bilingual in English and Spanish. Once contact was made, the researcher provided information about the study and determined basic interest. Initially, the research team then set up in-person meetings at providers' homes to confirm participation and administer informed consent. However, this proved challenging given providers' care schedules. Therefore, the majority of providers (all but seven) were administered the consent form over the phone, and then electronically signed the form before completing their survey. Because FCC leaders have a dual-role as both director and teacher, no further sampling or recruitment was necessary at these sites.

Of the 81 FCC leaders in the recruitment sample, 39 initially agreed to participate, a response rate of 48%. At 30 of the 39 FCCs, the provider completed the survey, a 77% completion rate.[4] Among the 30 FCCs in the final sample, 100% enrolled children under age 2. Twenty-three FCCs (77%) were "group" FCCs, which are licensed to serve 7 to 12 children (including the provider's own children under school age), and the remaining seven FCCs (23%) were licensed to serve 3 to 6 children (including the provider's own children under school age).[5]

III.1.d. Analytic Sample

To summarize, the analytic sample was comprised of 65 sites: 35 centers and 30 FCCs. Although our goal had been to recruit 40 centers and 40 FCCs, recruitment proved very challenging, in part because many sites were understandably focused on responding to the city's re-contracting proposal. In addition, when we had to suspend contact with sites for three weeks in July, the engagement of some sites declined. As a result, we extended our recruitment period until late August, and recruitment was completed when we had at least 30 sites in each setting.

It is noteworthy that while 32 directors completed surveys and 32 teachers completed surveys, not all directors and teachers were in the same sites. In three centers, only the director completed a survey, and in three other centers, only a teacher completed a survey. In 29 centers, both the director and teacher completed surveys. Overall, the sample was not intended to be representative of the universe of EarlyLearn programs that serve infants and toddlers. As described, we tried to maximize the number of programs serving children under age 2 and to prioritize the nine community districts used for the Pre-K for All sample.

[4] As is typical in survey data, most surveys contained missing data when participants (i.e., center directors, center teachers, or FCC leaders) chose not to answer a question.
[5] Maximum FCC enrollments do not include school-age children before or after school and during school holidays.

III.2. Data Collection

Data were collected via three surveys: one for center directors, one for center teachers, and one for FCC leaders. At centers, we asked the director and a lead teacher to complete surveys. At FCC sites, where the director and teacher were the same person, we fielded a single survey that combined relevant questions for both roles.

The surveys contained a mix of close-ended and open-ended questions intended to address our research questions. When developing the surveys, we consulted several key informants to support our understanding of the city's infant and toddler programs, EarlyLearn quality-enhancement, and ongoing developments in DOE policy. In particular, we consulted senior staff at the DOE, ACS, and DOHMH, and two leaders in the FCC field outside of city government.

III.2a. Areas of Inquiry

We divided our inquiry into the following seven areas:

1) Program characteristics and management, e.g., independent/affiliated; hours/days/months open; number of classrooms, child enrollment, and mixed-age rooms; staffing and teacher turnover; funding and budgeting; program compliance; network/organization support, family engagement, and child and family services; and transitions to subsequent programs for children, the transition of contracts from ACS to DOE, and the expansion of 3K for All.

2) Director characteristics, compensation, and well-being, e.g., age, race/ethnicity, language(s) spoken, experience, education, and certification; salary, health benefits, and retirement plans; work hours; and levels of job control, stress, and economic security.

3) Teacher characteristics, compensation, and well-being, e.g., age, race/ethnicity, language(s) spoken, experience, education, and certification; salary, health benefits, and retirement plans; work hours; and levels of job control, stress, and economic security.

4) Instructional approach, practice, and content, e.g., number and characteristics of children within classrooms; use of curriculum, assessments, and child data; teacher beliefs and pedagogies; family engagement; special-needs children; and use of bilingual instruction.

5) Program quality and job perceptions, e.g., definitions of program quality; identification of barriers to quality; and job description and satisfaction.

6) Professional development for directors, e.g., type (workshops and coaching), frequency, location, and content received; content needed; cost; match of content and needs; nature and extent of effect on practice; barriers to efficacy; and professional peer supports.

7) Professional development for teachers, e.g., type (workshops and coaching), frequency, location, and content received; content needed; cost; match of content and needs; nature and extent of effect on practice; barriers to efficacy; and professional peer supports.

III.2.b. Survey Development

To capture these data with survey questions that are both comparable and relevant to the three types of participants, we developed several sets of questions: 1) questions applicable to all three types of participants; 2) questions applicable only to FCC leaders and center directors; 3) questions applicable only to FCC leaders and center teachers; and 4) questions applicable only to FCC leaders. Many of the survey questions were identical or comparable to questions asked on surveys for the Pre-K for All study. Wherever relevant, we included questions from existing surveys and large-scale research studies, such as the federal Early Childhood Longitudinal Study–Birth Cohort and the National Survey of Early Care and Education. Several questions were drawn from the National Study of Family Child Care Networks (Bromer & Porter, 2019).

The surveys were piloted in English by two center directors, two center teachers, and one FCC leader. Based on feedback from pilot participants, the surveys were revised to ensure clarity and relevance for the target populations. We then entered the surveys into Qualtrics and texted or emailed the Qualtrics link to participants who consented to participate in the study. In their final form, the surveys included questions in the following specific content areas:

Table 1. Content areas in the surveys for FCC leaders, center directors, and center teachers

	FCC leaders	Center directors	Center teachers
Content applicable to all three types of respondents			
Individual characteristics and compensation	x	x	x
Curriculum and assessment use	x	x	x
Family engagement	x	x	x
Job stress and well-being	x	x	x
Job description and satisfaction	x	x	x
Program quality and barriers	x	x	x
Professional development	x	x	x
Content applicable only to FCC leaders and center directors			
Program characteristics	x	x	
Child recruitment and enrollment	x	x	
Staffing and teacher turnover	x	x	
Program funding and budgeting	x	x	
Program compliance	x	x	
Network/organization support	x	x	
Child and family services	x	x	
Child transitions	x	x	
Transition of contracts to DOE	x	x	
Content applicable only to FCC leaders and center teachers			
Classroom and child characteristics	x		x
Pedagogies, practices, and beliefs	x		x
Content applicable only to FCC leaders			
Interest in 3K for All	x		
Reasons for doing the job	x		

III.2.c. Survey Completion

Respondents completed surveys during the recruitment and data collection process, with the first surveys completed in April 2019 and the last in October 2019. The center director and FCC leader surveys took about 45 minutes to complete, while the center teacher surveys took about 30 minutes. Surveys were offered in English or Spanish. Nine participants, all FCC leaders, opted to complete the surveys in Spanish, which were translated by bilingual members of the research team. Surveys could be completed online via a link to Qualtrics, which allows participants to complete a survey, with starts and stops, at their own pace. Three center directors, two center teachers, and two FCC leaders chose to complete surveys on paper, which were transcribed by the research team into Qualtrics. Each respondent received a $40 gift card for participating.

Survey responses were confidential, with only the core research team knowing the identity of respondents. A strict protocol was followed to de-identify all data for analysis. Qualitative items were coded in NVivo by a single member of the research team to allow for quantitative analysis.

III.3. Data Analysis

The analyses compare data from the three types of respondents: 1) center directors, 2) center teachers, and 3) FCC leaders, who are both directors and teachers. In the analyses, we compared the data from FCC leaders with data from center directors, and then we compared the data from FCC leaders with the data from center teachers. We did this in several ways:

1) Data from questions asked only of FCC leaders and center director were compared.
2) Data from questions asked only of FCC leaders and center teachers were compared.
3) When the same questions were asked of all three types of participants, data from FCC leaders were compared with data from center directors, and then the *same data* from FCC leaders were compared with data from center teachers.
4) When open-ended questions were asked of all three types of participants (e.g., "If you had to give a job description for your job, what would it say?"), responses from FCC leaders related to being directors were compared to responses from center directors, and then responses from FCC leaders related to being teachers were compared to responses from center teachers.
5) For survey questions that were asked only of FCC leaders, the results are reported solely for FCC leaders without comparison.

Overall, our intent is to inform policy decisions that consider FCC leaders as both directors and teachers, two distinct roles. Note that for the sake of simplicity, we refer to FCC leaders and center teachers in *classrooms*, though we recognize that FCC leaders teach in their homes.

Descriptive data were analyzed to identify differences between the characteristics of FCCs and center-based programs and the leaders, directors, and teachers who work in them. Independent-sample t-tests were conducted to ascertain the statistical significance of comparative differences. In all analyses, because our sample is small (30 FCC leaders; 32 center directors; and 32 center teachers) and our study is purely descriptive, we recognize statistical significance at four levels: $p<.10$, $p<.05$, $p<.01$, and $p<.001$.

IV. Key Findings

The key findings from the analyses are presented below in the seven areas of inquiry: 1) Program Characteristics and Management; 2) Director Characteristics, Compensation, and Well-being; 3) Teacher Characteristics, Compensation, and Well-being; 4) Instructional Approach, Practice, and Content; 5) Program Quality and Job Perceptions; 6) Professional Development for Directors; and 7) Professional Development for Teachers. For each area, we provide key findings on specific topics. In the following section (*Section V. Results of the Analyses*), we provide the results of the analyses that support the key findings.

IV.1. Program Characteristics and Management

IV.1.a. Site Enrollment: FCCs are more likely to enroll children below age 2, while FCCs and centers are equally likely to enroll 2-year-olds. Although FCCs are less likely than centers to enroll 3-year-olds, the majority of both FCCs and centers enroll children age 3, an indication that the 3K expansion could affect enrollment in both settings. FCCs are less likely than centers to enroll 4-year-olds, a likely reflection of center participation in Pre-K for All.

IV.1.b. Characteristics of Children Enrolled: Both FCCs and centers are equally likely to enroll Hispanic/Latinx or Black children, and both enroll a substantial number of dual language learners. However, FCCs are more likely than centers to have enrollment that is almost entirely Hispanic/Latinx. While FCCs and centers are equally like to have children with IFSPs, centers are more likely to have children with IEPs, a reflection of the older ages they serve. Notably, both FCC leaders and center directors report having children with undiagnosed disabilities.

IV.1.c. Hours Open, Hours Worked, and Division of Time: FCCs are open more hours per day than centers and are more likely to change their hours to accommodate the needs of parents. On average, FCC leaders work more hours per week than center directors; nearly half of FCC leaders work at least 55 hours per week. While both FCC leaders and center directors divide their time between administrative tasks and caring for children, FCC leaders devote less of their time to administrative tasks.

IV.1.d. Funding Sources: Both FCCs and centers receive funding from multiple sources, but center directors manage a higher number of funding streams on average than FCC leaders. The most common sources of funding for both FCCs and centers were child care subsidies within their EarlyLearn contracts, ACS child care vouchers, and the Child Care and Adult Food Program. Most centers participated in Pre-K for All, and many participated in 3K for All. Payments from families are another common source of funds in both settings.

IV.1.e. Program Affiliation, Supports, and Accreditation: Most FCCs say their networks or organizations have met their needs and offered a variety of supports related to program management, compliance, and quality promotion. FCCs and centers are equally likely to be accredited by the National Association for the Education of Young Children or the National Association for Family Child Care, but FCCs are less likely than centers to participate in New York State's QualityStarsNY.

IV.1.f. Child Recruitment: Only about half of both FCCs and centers met their target enrollment in the prior year. FCC leaders are more likely than center directors to say that child recruitment was difficult in the prior year, and that recruitment has grown harder since the launch of Pre-K for All, citing the loss of children to 3K and Pre-K for All.

IV.1.g. Fiscal Administration: Both FCCs and centers spend considerable hours per week on budgeting and accounting. More than half of FCC leaders and center directors say the budgeting and accounting rules are confusing. FCC leaders are also more likely to say that the rules are complicated, that support from ACS is insufficient, and that they need more help in this regard.

IV.1.h. Program Compliance: Both FCC leaders and centers directors have the greatest difficulty with meeting requirements regarding teacher education and credentials. Center directors are more likely than FCC leaders to cite the difficulty of hiring and retaining teachers at current salary levels, while FCC leaders are more likely to cite inadequate funding for teacher training. In addition, FCC leaders experience more difficulty than center directors in several areas of program compliance, such as the hours of operation covered by funding, using early learning standards, and using curriculum. Almost half of both FCC leaders and center directors say that complying with requirements regarding family engagement was difficult.

IV.1.i. Program Staffing and Teacher Turnover: FCC leaders are less likely than center directors to have administrative support staff and paid teaching assistants. In addition to their teaching assistants, more than half of the centers had a master teacher on staff. Yet, many center directors report frequent disruptions in their staffing, with nearly half saying at least one teacher left in the prior year and one-quarter said at least two teachers had left. Center directors say that teachers most commonly leave to take higher paying jobs at schools.

IV.1.j. Family Engagement: Centers generally have more ways than FCCs for families to engage in their children's program, such as parent-teacher conferences, attendance at class events, volunteering in the classroom, and going on field trips.

IV.1.k. Services for Children and Families: Centers are more likely than FCCs to provide or refer children to services, such as basic screenings and mental health services. In addition, centers are more likely than FCCs to provide or refer *families* to services, such as mental health, legal, and employment/education services.

IV.1.l. Child Transitions: Centers are generally more likely to foster smooth transitions for children to their next program or school. However, most of the various types of services that could support successful transitions were offered by less than half of the sites in either setting.

IV.1.m. EarlyLearn and the Transition to DOE: Less than half of FCC leaders and center directors say that EarlyLearn had met their needs. Moreover, center directors are more likely than FCC leaders to say the transition of EarlyLearn contracts to DOE has been confusing, complicated, and/or challenging. Some FCC leaders say that they hope the transition will lead to an increase in their funding.

IV.1.n. FCC Views on 3K for All: When asked their views on the expansion of 3K for All to include FCCs, many FCC leaders say that they are interested in the opportunity and want to learn more. However, some FCC leaders express doubts and concerns, such as wondering how it would work in a mixed-age setting and whether they would be able to meet 3K's requirements.

IV.2. Director Characteristics, Compensation, and Well-being

IV.2.a. Director Characteristics: FCC leaders have fewer years of experience working with children under age 5 than center directors, and FCC leaders who are caring for their own as well as other children have the fewest years of experience. Center directors have higher education levels on average than FCC leaders, and are more likely to be state certified in early childhood teaching, elementary teaching, or special education. However, most FCC leaders have a Child Development Associate (CDA) credential, and nearly half of them are pursuing a credential, certification, or degree. FCC leaders are more likely to be Hispanic/Latinx, while center directors are more likely to be White. FCC leaders are also more likely to be bilingual and less likely to have needed an interpreter to talk with parents.

IV.2.b. Director Compensation: Center directors earn more than twice as much annually as FCC leaders, and most FCC leaders have household incomes below $50,000. Half of FCC leaders get health insurance through Medicaid. Somewhat surprisingly, FCC leaders and center directors are equally likely to be members of a union, although for FCC leaders, union membership rarely includes help with health insurance or retirement plans.

IV.2.c. Director Well-being: On average, both FCC leaders and center directors report high levels of stress. However, FCC leaders say they feel more control over the daily activities of their job, less frustration at work, and less concern about being able to do their best than center directors. Despite the differences in compensation found among FCC leaders and center directors, they share similar concerns about their economic security.

IV.3. Teacher Characteristics, Compensation, and Well-being

IV.3.a. Teacher Characteristics: FCC leaders and center teachers have similar years of experience with children under age five. Center teachers have higher education levels on average, but FCC leaders are more likely than center teachers to have a CDA credential. FCC leaders and center teachers are equally unlikely to be state certified, and are equally likely to be pursuing a credential, certification, or degree. Additionally, FCC leaders and center teachers are equally likely to be Hispanic/Latinx, Black, or Asian.

IV.3.b. Teacher Compensation: FCC leaders and center teachers have similarly low earnings and most of both groups have household incomes below $50,000. Some center teachers get health insurance through their employer, but half of FCC leaders and almost one-quarter of center teachers get health insurance through Medicaid. FCC leaders are less likely than center teachers to be members of a union, although for both groups, union membership rarely includes help with retirement plans.

IV.3.c. Teacher Well-being: FCC leaders work much longer hours than center teachers. Even so, FCC leaders and center teachers report similar levels of control over the daily activities of their jobs, levels of job-related stress, and levels of economic security.

IV.4. Instructional Approach, Practice, and Content

IV.4.a. Director Decisions Regarding Curriculum: Nearly all FCC leaders and center directors use at least one curriculum for their children ages 0-3, but center directors are more likely to use the same curriculum for all children ages 0-3. Both FCC leaders and center directors most commonly use the Creative Curriculum for Infants, Toddlers, and Twos. In addition, many FCC leaders use a curriculum they developed themselves, and some center directors use the DOE's 3K curriculum. Both FCC leaders and center directors say their network or larger organization requires specific curricula.

IV.4.b. Director Decisions Regarding Child Assessments: Nearly all FCC leaders and center directors use at least one assessment for their children ages 0-3, but center directors are more likely than FCC leaders to use the same assessment for all children ages 0-3. Both FCC leaders and center directors most commonly use Teaching Strategies Gold. FCC leaders are more likely then center directors to say they had no choice in selecting an assessment. However, FCC leaders are less likely to say the content of their curricula and assessments is consistent.

IV.4.c. Teacher Use of Curricula: Nearly all FCC leaders and center teachers use at least one curriculum for their children ages 0-3, but center teachers are more likely than FCC leaders to report using the same curriculum for all children ages 0-3. Again, the Creative Curriculum for Infants, Toddlers, and Twos is most commonly used in both FCCs and centers. FCC leaders are more likely than center teachers to say they use a curriculum that they themselves developed. Center teachers are more likely than FCC leaders to say they are "very" or "extremely" comfortable using a curriculum.

IV.4.d. Teacher Use of Child Assessments: Nearly all FCC leaders and center teachers use at least one assessment for children ages 0-3, and most use the same assessment for all children ages 0-3. Teaching Strategies Gold is, again, most commonly used by both groups, though some use the Ages and Stages Questionnaire and/or an assessment that they themselves developed. Most of both FCC leaders and center teachers say they are "very" or 'extremely" comfortable using an assessment. However, FCC leaders are less likely than center teachers to say their curricula and assessments are "very" or "extremely" consistent. FCC leaders and center teachers similarly use assessments to gauge children's growth and identify areas for improvement; to share with families; and to plan lessons, activities, and curriculum.

IV.4.e. Teacher Beliefs on Child Behavior and School Readiness: FCC leaders and center teachers generally express the same beliefs and priorities for children's learning. FCC leaders and center teachers report having similar beliefs regarding children's behaviors, reflecting a mix of more traditional views regarding the need for obedience and more child-centered views that elevate a child's point of view. Moreover, FCC leaders and center teachers share similar views regarding the skills that children need to be ready for school, giving highest priority to children's approaches to learning, such as their initiative, curiosity, and enthusiasm for learning.

IV.4.f. Teacher Pedagogies and Parent Involvement: FCC leaders and center teachers place similar emphases on the pedagogies they use to foster children's learning. Both FCC leaders and center teachers give highest priority to child-led activities. Many also said that teacher-led activities, the documentation of children's progress, and using data from child assessments were priorities. FCC leaders were somewhat less likely than center teachers to prioritize planning activities and lessons. Both groups were generally unlikely to employ strategies to involve parents in their children's learning on a weekly basis.

IV.4.g. Class Size and Teaching Mixed-age Children: FCC leaders have fewer children in their care and all FCC leaders teach children of mixed ages. Nearly half of center teachers also teach a mix of ages, although the age range is less wide than for FCC leaders. Among those with mixed-age children, FCC leaders are more likely to say that a challenge of teaching mixed-age children is individualizing their activities, lesson plans, and materials, and giving them individual attention. Some FCC leaders say that they lack space for separate play areas and toys.

IV.4.h. Teaching Children with Special Needs: Nearly half of both FCC leaders and center teachers have children with special needs in their care, and many say they teach children who have disabilities that have not yet been formally diagnosed. Among those with special-needs children, some of both groups say that an advantage of teaching special-needs children is that all children learn how to help, adapt to, and accept each other. But many center teachers say that special-needs children require extra time or attention that teachers do not have. Some of both groups say that children with special needs create behavioral challenges, the need for individualized instruction, and the need for additional training.

IV.4.i. Teaching Culturally and Linguistically Diverse Children: Most FCC leaders and center teachers teach children who are DLLs, and many teach children who speak multiple languages. Among those who have DLLs in their classrooms, most of both FCC leaders and center teachers teach in more than one language. While both FCC leaders and center teachers see advantages to having DLL children in their classroom, some also say they need more training on teaching DLLs. At the same time, both FCC leaders and center teachers express moderate confidence in their understanding of the cultural backgrounds of families enrolled in their programs, and both integrate a rich array of their own cultural traditions in their teaching.

IV.5. Program Quality and Job Perceptions

IV.5.a. Director Views on Program Quality: FCC leaders and center directors express similar views on the components of program quality and the child outcomes it renders. The two groups identify similar structural components of quality, such as having qualified or well-trained teachers, and process components of quality, such as active learning by children. FCC leaders and center directors also identify the same child outcomes that are evident in quality programs, such as children learning, developing, and growing, and adults who meet the individual needs of all children. When asked to name the barriers to such quality, both groups most commonly name inadequate funding, lack of training or qualified teachers, and disengaged or unsupportive parents. However, center directors are more likely to cite staff shortages and unmotivated teachers as barriers, while FCC leaders are more likely to say not having enough time.

IV.5.b. Director Perceptions of Their Job: While FCC leaders and center directors generally agree on program quality, they differ in their descriptions of the job they do and its purpose. When asked to describe their job, some of both FCC leaders and center directors identify themselves as an educator, teacher, and/or professional. However, they describe its purpose differently, with FCC leaders expressing a focus on the care and education of children and center directors taking a broader view of serving both children and families and the responsibilities of managing a program. When asked to name the best parts of their job, FCC leaders are more likely than center directors to say seeing children learn and thrive, working with children, and receiving positive feedback from parents. Regarding the worst parts, both groups cite inadequate compensation and program funding, and long hours with too little time off.

IV.5.c. Teacher Views on Program Quality: FCC leaders and center teachers express similar views on the structural components of quality, such as creating a safe and healthy environment, but their views diverge somewhat on the process components of quality. Although the two groups are equally likely to say children should be active learners, FCC leaders are more likely to cite the creation of caring, nurturing, and secure relationships as an element of quality, while center teachers are more likely to cite play-based learning. In terms of child outcomes, both FCC leaders and center teachers say that adults should meet the individual needs of all children. But FCC leaders are more likely to cite children who are learning, developing, and growing, while center teachers are more likely to cite the promotion of social and emotional development. Regarding the barriers to such quality, both groups commonly name inadequate funding, but center teachers are more likely than FCC leaders to name inadequate learning materials or supplies, behavioral challenges, and a stressful work environment.

IV.5.d. Teacher Perceptions of Their Job: Once again, while FCC leaders and center teachers generally agree on the definition of program quality, they differ in their descriptions of their work and its purpose. When asked to describe their job, FCC leaders and center teachers similarly identify as an educator, teacher, and/or professional, but differ in their purpose. FCC leaders are more likely to say their job is to love children, make a difference in their lives, and care for and educate them, while center teachers are more likely to say their job is to create a safe and healthy environment, characterized by caring and active learning. Center teachers are also more likely to describe their job in terms of classroom practices commonly associated with quality, such as using curriculum, lesson plans, and assessments, and organizing the classroom. When asked to name the best parts of their job, both FCC leaders and center teachers cite the joys of working with children. Regarding the worst parts, both groups say inadequate compensation. Center teachers also cite too much paperwork and too little guidance.

IV.6. Professional Development for Directors

IV.6.a. Workshops for Directors: Every FCC leader and center director has attended at least one workshop in the prior 12 months, but center directors are more likely to have done so at least monthly. Most center directors have attended workshops provided at their sites and are more likely to have been paid for their time doing so. Both FCC leaders and center directors are most likely to have attended workshops provided by ACS/EarlyLearn, but many have attended workshops conducted by various other providers. Workshops for both groups commonly address content regarding EarlyLearn requirements, regulatory compliance, quality improvement, social

and emotional development, and curriculum use or development. FCC leaders are more likely to attend workshops on nutrition and meal planning, while center directors are more likely to attend workshops on teacher-child interactions and child recruitment.

IV.6.b. Workshop-related Changes Reported by Directors: FCC leaders are more likely than center directors to say that the workshops they attended changed their administrative/ management practices "a lot." FCC leaders and center directors say that the workshops helped them learn or apply new knowledge, practices, and/or strategies, and helped with new program requirements. When workshops did not make such a difference, both FCC leaders and center directors say the content was redundant or did not match their needs.

IV.6.c. Coaching for Directors: FCC leaders and center directors are equally likely to have received coaching in the prior 12 months and to have received it at least monthly. For both FCC leaders and center directors, coaching was provided by ACS/EarlyLearn and a variety of other providers. FCC leaders are more likely than center directors to receive coaching on regulatory compliance, nutrition and meal planning, lesson planning, and early literacy. Coaching for both FCC leaders and center directors also commonly addresses EarlyLearn requirements, quality improvement, and social and emotional development.

IV.6.d. Coaching-related Changes Reported by Directors: FCC leaders are more likely than center directors to say that the coaching they received changed their administrative/ management practices "a lot." Both FCC leaders and center directors say that coaching helped them learn or apply new knowledge, practices, and/or strategies. Some FCC leaders say that coaching helped them to manage their programs and/or budgets and to make lesson plans, while some center directors say they received help with new program requirements. When coaching did not make such a difference, FCC leaders say the content did not meet their needs and center directors say the content was redundant.

IV.6.e. Professional Development Needed by Directors: FCC leaders are more likely than center directors to say they can choose the PD opportunities that meet their needs, and in particular, that the coaching they had received had met their needs. Both FCC leaders and center directors say they still need PD regarding curriculum use or development, behavioral challenges, quality improvement, regulatory compliance, and lesson planning. FCC leaders are more likely to say they need PD regarding budgeting/accounting and EarlyLearn requirements, while center directors are more likely to say they need PD regarding teacher-child interactions.

IV.6.f. Professional Support for Directors: FCC leaders are more likely than center directors to have participated in some type of external activity for the ECE profession during the prior year, such as networking meetings, annual conferences, and provider-recognition events. However, less than half of FCC leaders and center directors participated in each type of activity.

IV.7. Professional Development for Teachers

IV.7.a. Workshops for Teachers: Nearly every FCC leader and center teacher has attended at least one workshop in the prior 12 months, but center teachers are more likely to have done so at least monthly. Most center teachers have attended workshops provided at their sites and are more

likely to have been paid for their time doing so. Many FCC leaders and center teachers attended workshops provided by ACS/EarlyLearn, but most have also attended workshops conducted by various other providers. Workshops for both FCC leaders and center teachers commonly address content regarding child assessment, social and emotional development, curriculum use or development, and lesson planning. FCC leaders are less likely than center teachers to attend workshops on behavioral challenges and teacher-child interactions.

IV.7.b. Workshop-related Changes Reported by Teachers: FCC leaders and center teachers are equally likely to say that the workshops they attended changed their teaching practices "a lot," and both say the workshops helped them to learn or apply new knowledge, strategies, and/or practices, helped with children experiencing trauma, abuse, and/or emotional issues, and helped with curriculum implementation. Additionally, center teachers say the workshops helped them manage behavioral issues in the classroom. When workshops did not make such a difference, both FCC leaders and center teachers say the content was redundant or did not match their needs.

IV.7.c. Coaching for Teachers: FCC leaders and center teachers are equally likely to have received coaching in the prior 12 months, but center teachers are more likely than FCC leaders to have received it at least monthly. For both FCC leaders and center teachers, coaching was provided by ACS/EarlyLearn and/or other coaching providers. For both groups, coaching commonly addresses lesson planning, social and emotional development, child assessment, curriculum use or development, and teacher-child interactions. Center teachers are more likely than FCC leaders to receive coaching on managing behavioral challenges.

IV.7.d. Coaching-related Changes Reported by Teachers: FCC leaders and center teachers are equally likely to say that the coaching they have received changed their teaching practices "a lot." FCC leaders are more likely to say that coaching helped them to learn or apply new knowledge, strategies, and/or practices, while center teachers are more likely to say that coaching helped them manage behavioral challenges in the classroom. Some FCC leaders also say that coaching helped them with lesson planning. When coaching did not make such a difference, FCC leaders say the content did not meet their needs or was too infrequent and center teachers say the content was redundant or difficult to apply.

IV.7.e. Professional Development Needed by Teachers: FCC leaders are more likely than center teachers to say they can choose the PD opportunities that meet their needs, but they are equally likely to say that, overall, the workshops they had attended and the coaching they had received had met their needs. FCC leaders are more likely to say they need PD regarding lesson planning, while center teachers are more likely to say they need PD regarding behavioral challenges. Both groups also say they still need PD regarding curriculum use or development, child assessment, and social and emotional development.

IV.7.f. Professional Support for Teachers: FCC leaders are more likely than center teachers to have participated in some type of professional support activity during the prior year, such as support-group or networking meetings, annual conferences, and mentoring from another teacher. However, less than half of FCC leaders and center teachers participated in each type of activity.

V. Results of the Analyses

The results of the analyses are presented below in the seven areas: 1) Program Characteristics and Management; 2) Director Characteristics, Compensation, and Well-being; 3) Teacher Characteristics, Compensation, and Well-being; 4) Instructional Approach, Practice, and Content; 5) Program Quality and Job Perceptions; 6) Professional Development for Directors; and 7) Professional Development for Teachers. For each area, we present the results of the data analyses that support the key findings. Whenever comparative results are statistically significant, we provide the level of significance ($p<.10$, $p<.05$, $p<.01$, and $p<.001$). When the comparative results are not statistically significant, no p-value level is reported.

Tables that contain the results from both the study of infant and toddler programs and the study of Pre-K for All programs can be found in *Appendix A*. We provide a cross-study analysis of these combined results in the *Addendum* at the bottom of this document. In addition to the quantitative data presented below, we present qualitative data in the form of quotes from the open-ended survey questions in *Appendix B*. The quotes serve an explanatory function, supporting and expanding upon the quantitative results. Finally, a list of references, which provide support from the research literature for this work and additional resources regarding the policy recommendations offered below, can be found in *Appendix C*.

V.1. Program Characteristics and Management

The following results reflect analyses of data from the FCC leader and center director surveys.

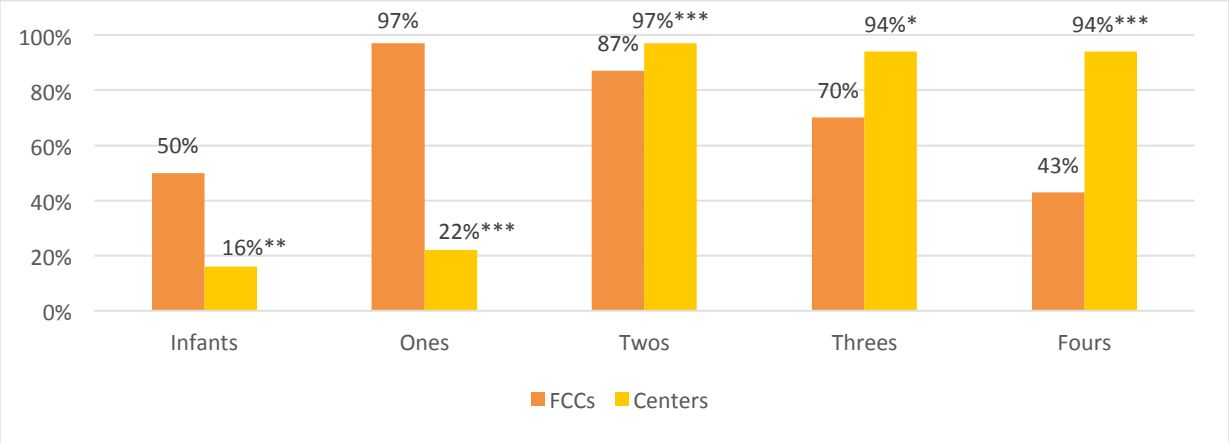
V.1.a. Site Enrollment (*Table 1 in Appendix A*)

FCCs enrolled fewer children than centers (9 vs. 75 on average, respectively; $p<.001$). For both FCCs and centers, their current enrollment represented, on average, about 80% of the number of children that they were licensed to enroll; FCCs were licensed to enroll 12 children on average, while centers were licensed to enroll 93 children on average ($p<.001$).[6]

FCCs were more likely than centers to enroll infants (50% of FCCs vs. 16% of centers; $p<.01$) and to enroll 1-year-olds (97% vs. 22%, respectively; $p<.001$; *Figure 1*). However, FCCs and centers were equally likely to enroll 2-year-olds (87% and 97%, respectively). Although FCCs were less likely than centers to enroll 3-year-olds, most programs in both settings enrolled children in this age group (70% vs. 94%, respectively; $p<.05$). FCCs were less likely to enroll 4-year-olds (43% vs. 94%, respectively; $p<.001$). The oldest child at both FCCs and centers was about age 5 on average (5.4 and 4.7 years, respectively). As is typical, all FCCs cared for children of mixed ages together in one room or rooms, and one-third (36%) cared for their own children along with children from other families. A number of centers (38%) also enrolled children in mixed-age classrooms ($p<.001$).

[6] License to enroll up to 12 children is consistent with group FCCs, which represent 77% of the sample.

Figure 1. Percent of Sites Enrolling Children of Each Age by Setting (n=62 leaders/directors)



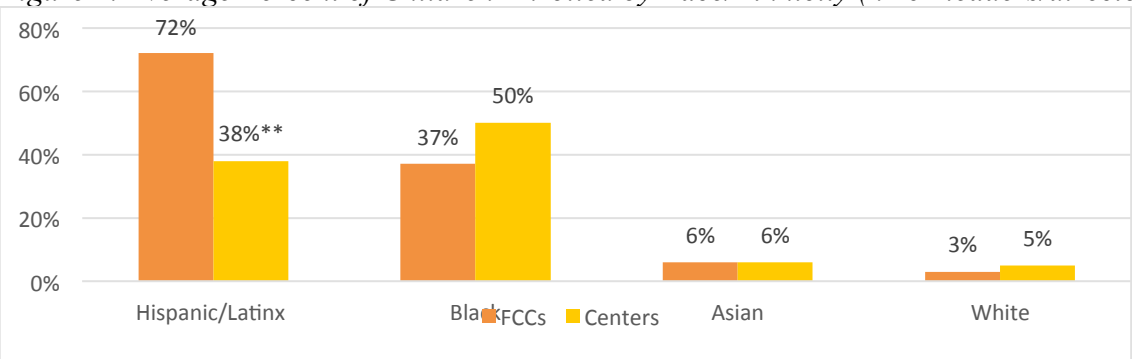
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.b. Characteristics of Children Enrolled (*Table 2 in Appendix A*).

Most children in FCCs and many in centers were Hispanic/Latinx (72% at FCCs and 38% at centers). In nearly half of the FCCs (41%), at least 80% of the children were Hispanic/Latinx; only 11% of centers had enrollment that was predominantly Hispanic/Latinx (p<.01; *Figure 2*). Children at FCCs and centers were equally likely to be Black (37% and 50%, respectively); in nearly half of both FCCs and centers, at least 80% of the children were Black (36% and 44%, respectively). Only 3% of children at FCCs and 5% at centers were White[7], and in both settings, only 6% were Asian. Many children in both FCCs (32%) and centers (42%) were dual language learners (DLLs). Children spoke an array of languages, including Spanish, Mandarin, Cantonese, Arabic, Haitian Creole, Urdu, Russian, French, Hebrew, African dialects, Filipino, and Japanese.

Children enrolled at FCCs and centers were equally likely to have Individualized Family Service Plans (IFSPs; 6% at FCCs and 3% at centers). However, children at FCCs were less likely than children at centers to have Individualized Education Programs (IEPs; 4% vs. 10%, respectively; p<.05). FCC leaders and center directors both said that children in their sites (9% of children in FCCs and 10% of children in centers) had undiagnosed disabilities.

Figure 2. Average Percent of Children Enrolled by Race/Ethnicity (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

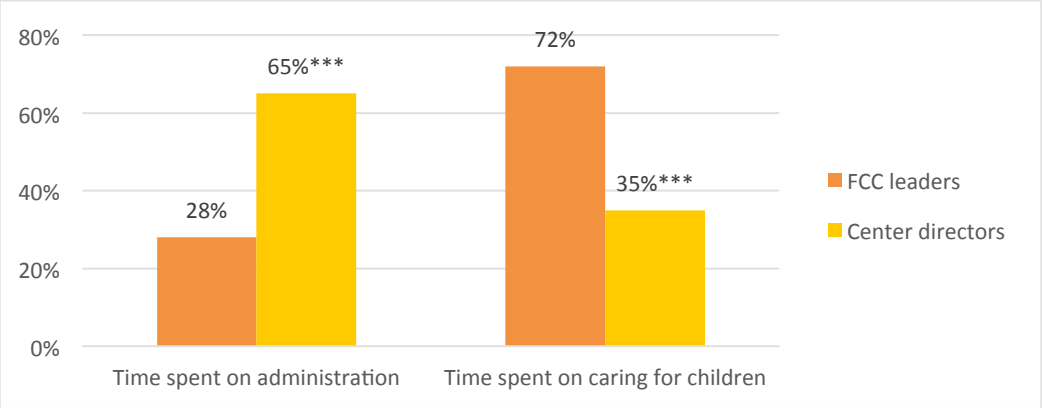
[7] The term "White" refers to non-Hispanic/Latinx Whites.

V.1.c. Hours Open, Hours Worked, and Division of Time (*Table 3 in Appendix A*)

FCCs were open slightly more hours per day on average than centers (10.2 hours at FCCs vs. 9.9 hours at centers; p<.10). More striking is the higher likelihood that FCCs change their hours to accommodate the needs of parents; 70% of FCCs said they did so, compared to 28% of centers (p<.01). Among those who change their hours, almost every FCC (91%) allowed early drop-off, compared to 33% of centers (p<.01). Many FCCs (62%) and centers (33%) allowed late pick-up.

Overall, FCC leaders typically worked more hours per week than center directors (50.4 vs. 43.5 hours, respectively; p<.05). Nearly half of FCC leaders (40%) worked at least 55 hours per week, compared to 6% of center directors (p<.01). FCC leaders devoted more of their time to caring for children (72% of FCC leaders' time vs. 35% of center directors' time; p<.001) and less of their time devoted to administrative tasks (28% vs. 65%, respectively; p<.001; *Figure 3*).

Figure 3. How FCC Leaders and Center Directors Divide Their Time (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

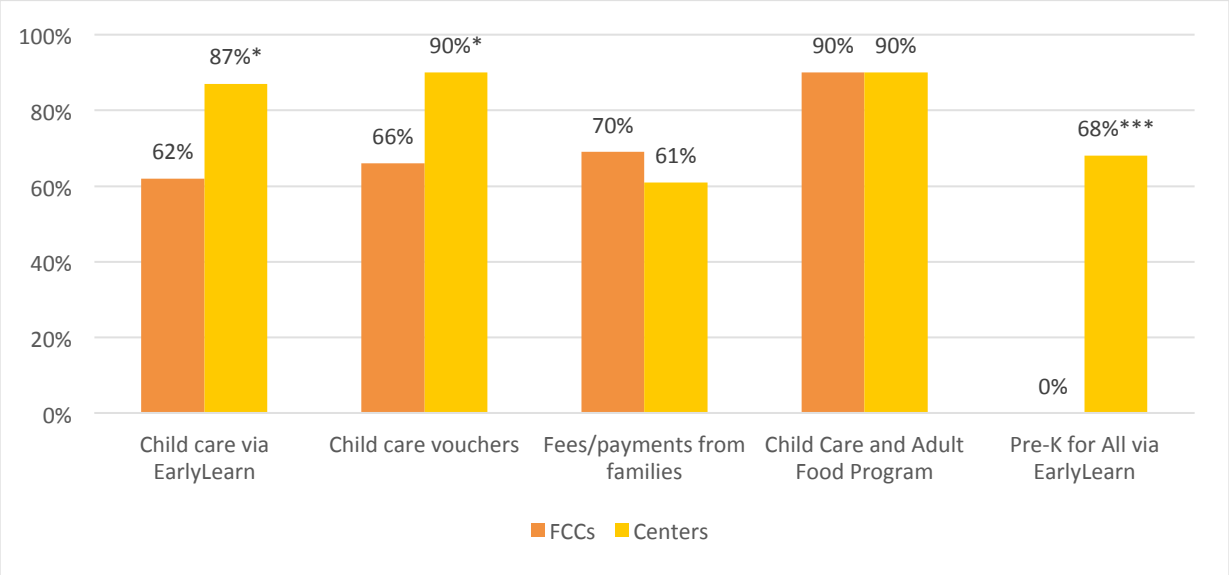
V.1.d. Funding Sources (*Table 4 in Appendix A*)

On average, FCCs received funding from three sources in 2018-19, while centers received funding from six sources (p<.001). These numbers include funding that sites receive via their EarlyLearn contracts. For example, FCCs and centers were both likely to receive child care funds via their EarlyLearn contracts (62% of FCCs vs. 87% of centers; p<.05; *Figure 4*); some also received Early Head Start funding (7% and 13%, respectively). In addition, many centers participated in programs for older children, such as Head Start (0% of FCCs vs. 26% of centers; p<.01), 3K for All (0% vs. 19%, respectively; p<.05), and Pre-K for All (0% vs. 68%, respectively; p<.001) via EarlyLearn. On average, FCCs received their first EarlyLearn contract in 2015, while centers received their first EarlyLearn contract in 2012 (p<.001).

Many centers and a smaller number of FCCs received funding from other sources as well. Nearly every center and two-thirds of FCCs received ACS child care vouchers (66% of FCCs vs. 90% of centers; p<.05). One-fourth of centers (23%) received TANF vouchers, while no FCCs did so (0%; p<.01). Some FCCs (21%) and centers (3%; p<.05) were not sure if they received vouchers.

Some centers contracted directly with the federal government for Early Head Start (0% of FCCs and 3% of centers) and Head Start (0% vs. 19%, respectively; p<.05). One FCC (3%) and one center (3%) received federal funding through the Early Head Start-Child Care Partnership. Some centers contracted directly with the DOE for 3K for All (0% of FCCs vs. 13% of centers; p<.05) and Pre-K for All (0% vs. 65%, respectively; p<.001). FCCs were more likely to say they were not sure about these types of funding (35% vs. 7%, respectively; p<.01). Payments from families were another common source of funds (70% and 61%, respectively). Most FCCs and centers also received funding from the Child Care and Adult Food Program (90% of both). Additionally, one-fourth of centers garnered funding from community sources, such as charities, foundations, and private donors (0% of FCCs vs. 26% of centers; p<.01).

Figure 4. Most Common Sources of Funding by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.e. Program Affiliation, Supports, and Accreditation (*Table 5 in Appendix A*)

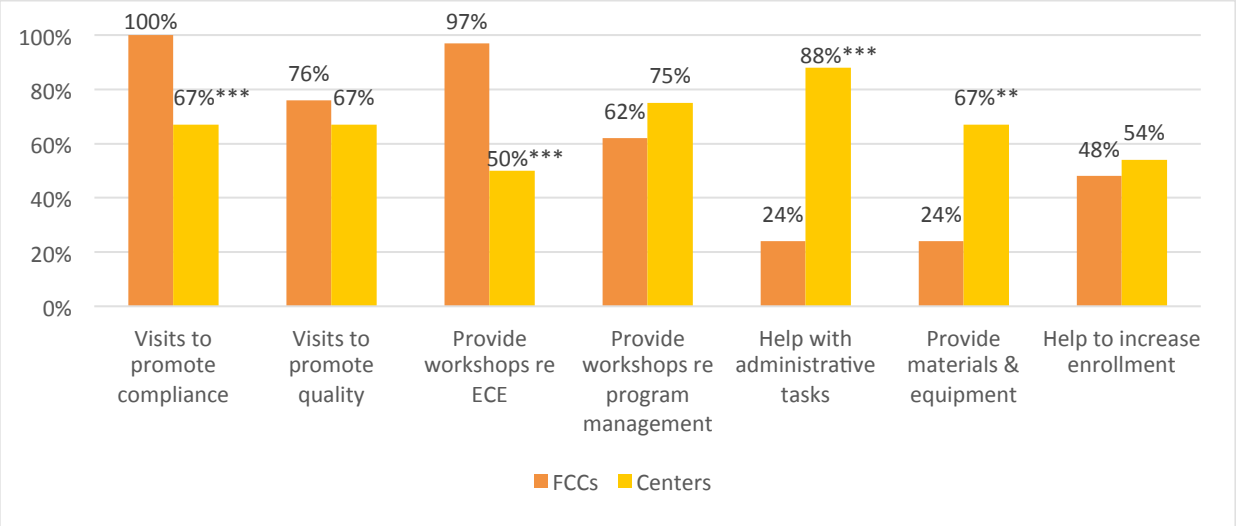
Most FCCs (97%) were affiliated with a family child care network, as required by EarlyLearn, and most centers (72%; p<.01) were affiliated with a larger family service organization; the balance (3% and 28%, respectively) operated independently. Most of those with such affiliations said that their network or organization had met their needs (83% and 78%, respectively).

FCC leaders and center directors received a variety of supports from their networks or family service organizations (*Figure 5*). FCCs were more likely than centers to receive site visits to promote compliance with city/state regulations (100% vs. 67%, respectively; p<.001), workshops on caring for and educating children (97% vs. 50%, respectively; p<.001), and information regarding programs to improve quality, such as QualityStarsNY (48% vs. 38%, respectively; p<.10). FCCs were less likely than centers to receive help with administrative tasks, e.g., budgeting, accounting, building maintenance, meal plans, supply orders, payroll, and child eligibility (24% vs. 88%, respectively; p<.001), materials and equipment (24% vs. 67%, respectively; p<.01), and either providing services or referring children and families to needed services (31% vs. 54%, respectively; p<.10).

FCC s and centers were equally likely to receive site visits to promote program quality (76% and 67%, respectively), workshops on program administration and management (62% and 75%, respectively), coaching on caring for infants and toddlers (48% and 33%, respectively), help with program enrollment (48% and 54%, respectively), help connecting with other child care programs (24% and 29%, respectively), financial assistance with the respondent's continuing education (14% and 38%, respectively), and financial assistance with the continuing education of program staff (10% and 25%, respectively).

One-third of centers (34%) and 14% of FCCs participated in QualityStarsNY (p<.10). When asked if their programs were accredited by the National Association for the Education of Young Children or the National Association for Family Child Care, FCCs and centers were equally likely to be so accredited by one of these organizations (21% and 29%, respectively).

Figure 5. Most Common Supports from Networks or Larger Service Organizations (n=53 leaders/directors)



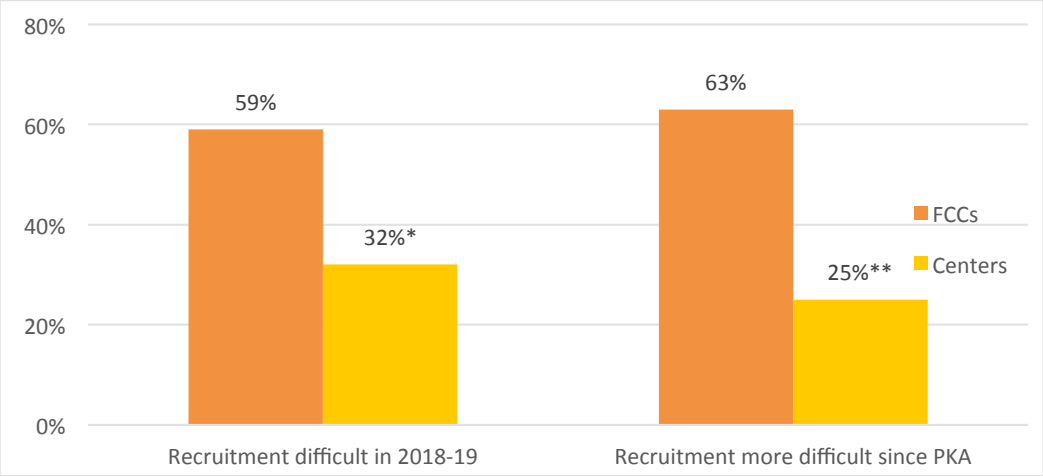
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.f. Child Recruitment (*Table 6 in Appendix A*)

Just over half of both FCCs and centers met their target enrollment in the prior year (55% of both), but FCC leaders were more likely than center directors to say that recruiting children was difficult in the prior year (59% vs. 32%, respectively; p<.05; *Figure 6*). Among those who said recruitment was difficult, both FCC leaders and center directors cited losing children to sites that offer 3K and Pre-K for All (22% and 9%, respectively), competition from schools and centers (11% and 27%, respectively), and a recruitment process that requires too much time (17% and 9%, respectively). FCC leaders were more likely to cite the need for marketing strategies and materials (28% vs. 0%, respectively; p<.05), while center directors were more likely to say that not enough families are eligible for Head Start (6% of FCC leaders vs. 36% of center directors; p<.10). In addition, FCC leaders were more likely than center directors to say that child recruitment had grown more difficult since the launch of Pre-K for All in 2014-15 (63% vs. 25%, respectively p<.01), most commonly because they were losing children to sites that offer 3K and Pre-K for All (60% vs. 25%, respectively; p<.01).

To market their programs, centers were more likely than FCCs to post or distribute flyers (61% of FCCs vs. 81% of centers; p<.10) and to post a sign on their building door (29% vs. 56%, respectively; p<.05). FCCs were more likely to use the internet, a web-site, and/or social media (23% vs. 6%, respectively; p<.10), and nearly all of both groups used "word of mouth," i.e., families who recommend their programs to other families (86% and 97%, respectively).

Figure 6. Difficulty with Child Recruitment by Setting (n=62 leaders/directors)

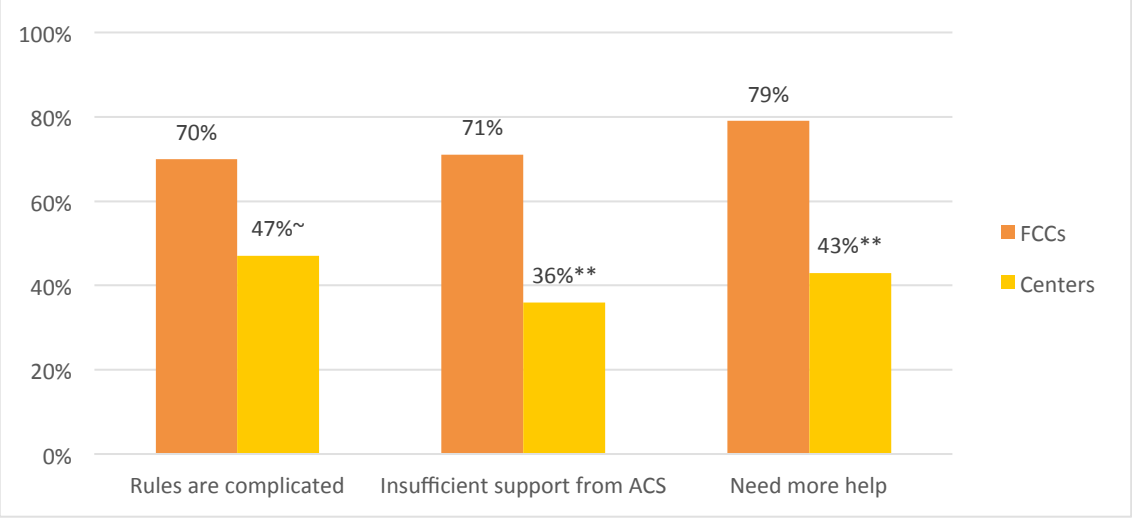


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.g. Fiscal Administration (*Table 7 in Appendix A*)

On average, FCC leaders said that they and any staff devote 7.9 hours per week to budgeting and accounting, while center directors and their staff devote 12.2 hours per week. More than half of both groups said that budgeting and accounting rules are confusing (54% and 55%, respectively), but FCC leaders were more likely to describe them as complicated (70% vs. 47%, respectively; p<.10), to say the support they receive from ACS is not sufficient (71% vs. 36%, respectively; p<.01), and to say they need more help (79% vs. 43%, respectively; p<.01; *Figure 7*).

Figure 7. Difficulty with Budgeting and Accounting by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.h. Program Compliance (*Table 8 in Appendix A*)

Both FCC leaders and center directors reported the greatest difficulty with meeting requirements regarding teacher education and credentials (65% and 66%, respectively; *Figure 8*). Among those who said it was difficult, center directors were more likely to cite the difficulty of hiring and retaining teachers at current salary levels (8% of FCC leaders vs. 67% of center directors; $p<.001$). FCC leaders were more likely to cite inadequate funding for teacher training (39% vs. 5%, respectively; $p<.05$). Both groups said that teachers or assistant teachers could not or would not complete requisite education and/or training programs (39% and 19%, respectively), and some FCC leaders said that teacher training was too time consuming or scheduled during the day when teachers work (15% of FCC leaders and 0% of center directors).

Other areas of program compliance and funding posed greater challenges for FCC leaders than center directors. FCC leaders had more difficulty with the number of hours of operation for which they received funding (54% vs. 16%, respectively; $p<.01$). Among those who said it was difficult, FCC leaders were more likely to say that funding was insufficient for the hours they worked (35% vs. 17%, respectively; $p<.05$), and that there was not enough time within the hours for which their programs were funded to complete paperwork (18% vs. 0%, respectively; $p<.10$). Some FCC leaders (6%) and center directors (17%) said the hours covered by program funding did not match the hours that parents needed.

FCC leaders were also more likely than center directors to say that using the required early learning standards was difficult (52% vs. 19%, respectively; $p<.01$). Among those who said it was difficult, some said they need more training (29% and 17%, respectively), they do not have enough time to use early learning standards (21% and 17%, respectively), and agencies have different standards or change the required standards (14% and 33%, respectively). Some FCC leaders said that it was hard to make lesson plans that relate to the standards (14%).

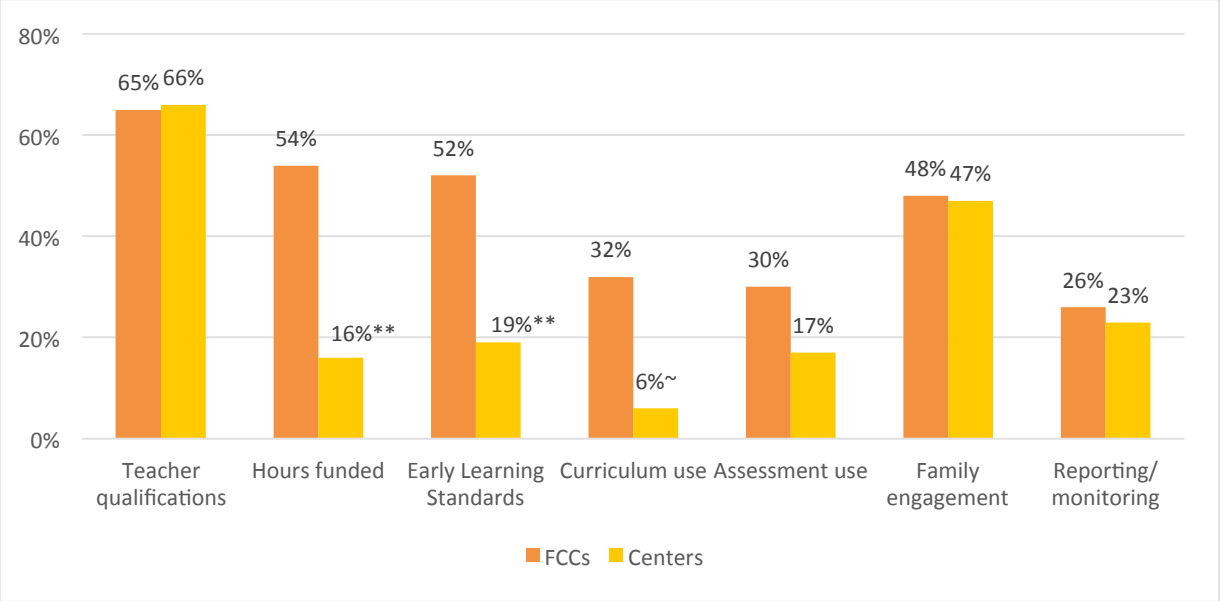
Additionally, FCC leaders were more likely to say that using required curricula was difficult (32% of FCC leaders vs. 6% of center directors; $p<.10$). Among those who said it was difficult, some of both groups said that implementing a curriculum was too time-consuming (33% and 50%, respectively). Some FCC leaders said that they needed more training (22% and 0%, respectively), that implementation was hard with infants and toddlers (7% and 0%, respectively), and that creating one without adequate resources was difficult (22% and 0%, respectively).

Some of both FCC leaders and center directors said that child assessment requirements were also difficult (30% and 17%, respectively). Among those who said it was difficult, both groups said they have insufficient support or training (63% and 40%, respectively) and that assessments were too frequent and time-consuming (50% and 20%, respectively).

Almost half of both FCC leaders and center directors said that requirements regarding family engagement were difficult (48% and 47%, respectively). Among those who said it was difficult, nearly every FCC leader and center director said parents were too busy, had to work on varied schedules, or were uninterested in program activities (92% and 80%, respectively).

Reporting and monitoring requirements were difficult for some of both groups (26% of FCC leaders and 23% of center directors). Among those who said it was difficult, some said that agency rules conflicted or changed (29% of both), the requirements were too demanding or confusing (14% and 43%, respectively) and required too much time (43% and 14%, respectively). Some center directors said that the ACS reporting system was outdated and slow (0% of FCC leaders and 29% of center directors). A smaller number of both groups said compliance with child eligibility requirements was difficult (11% and 13%, respectively); some of them said that determining eligibility took too much time (33% and 50%, respectively) and involved too many regulations and documents (67% and 25%, respectively).

Figure 8. Areas of Program Compliance that are Difficult by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

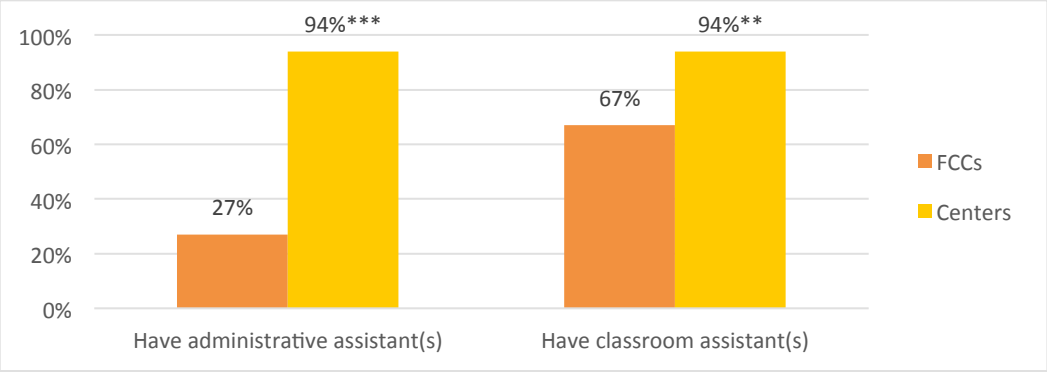
V.1.i. Program Staffing and Teacher Turnover (*Table 9 in Appendix A*)

FCC leaders were less likely than center directors to have paid assistants to help with administrative tasks (27% vs. 94%, respectively; p<.001; *Figure 9*). FCC leaders were also less likely to have help with teaching (67% of FCCs have paid teaching assistants vs. 94% of centers have teaching assistants in their classrooms; p<.01). However, nearly half (43%) of FCC leaders said they have help from household members, such as a partner/spouse or older child. Many centers (59%) had a master teacher on staff.[8] At some centers, the master teacher advised, consulted, mentored, and/or coached newer teachers (42%), helped with program compliance (37%), and helped with curriculum planning and implementation (26%).

Staff changes were common at centers. Nearly half of center directors (44%) said that at least one teacher had left during the prior year, and one-quarter (25%) said at least two teachers had left. The most common reason for teachers leaving was the pursuit of a higher paying job at a school; among center directors who said at least one teacher had left, 50% cited this reason.

[8] "Master teachers" was defined as someone who "might meet with newer teachers, model classroom activities, and/or open their own classroom for observation."

Figure 9. Program Staffing by Setting (n=62 leaders/directors)

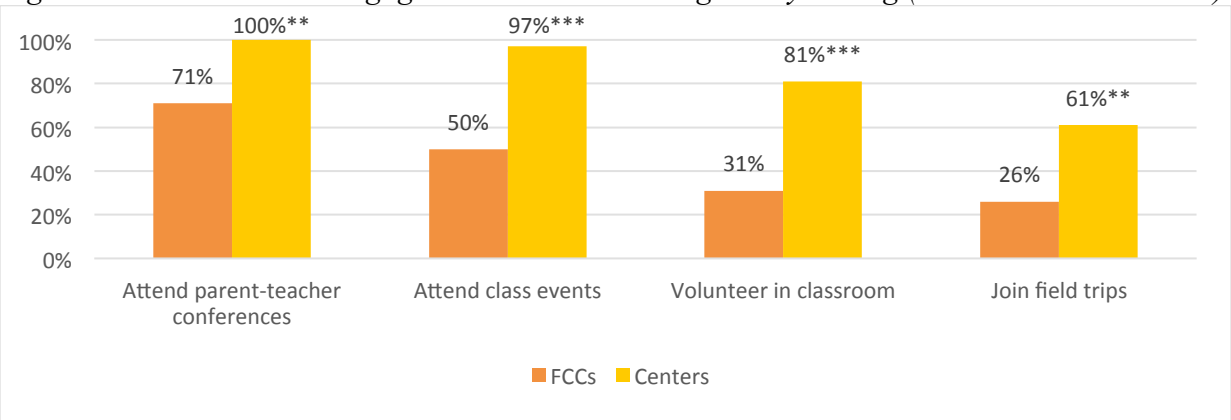


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.j. Family Engagement (*Table 10 in Appendix A*)

Centers had more ways than FCCs for families to engage in their children's program, such as holding parent-teacher conferences (71% of FCCs vs. 100% of centers; p<.01) and inviting parents to attend class events (50% vs. 97%, respectively; p<.001; *Figure 10*). Parents at centers were also more likely to have opportunities to volunteer in their children's classroom (31% of FCCs vs. 81% of centers; p<.001) and to join field trips (26% vs. 61%, respectively; p<.01).

Figure 10. How Families Engage in Their Child's Program by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

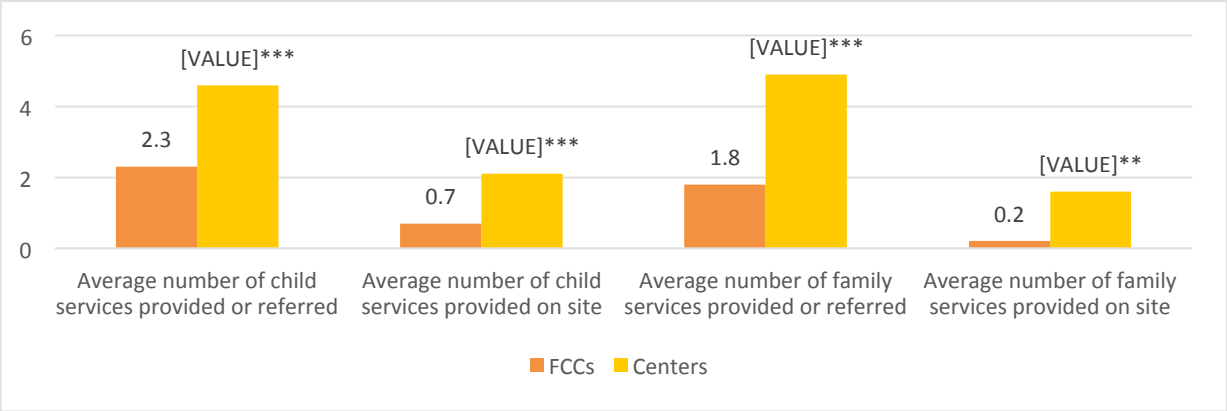
V.1.k. Services for Children and Families (*Table 11 in Appendix A*)

When asked about the types of services they provide directly or refer children to (e.g., basic health screens, developmental assessments, therapeutic services, mental health, and medical), centers provided or referred more child services (an average 2.3 services at FCCs vs. 4.6 services at centers; p<.001; *Figure 11*). Centers were also more likely to provide such services on site; 61% of centers provided basic screenings on site, compared to 4% of FCCs (p<.001). About half of centers (53%) provided mental health services on site, compared to 4% of FCCs (p<.001).

When asked about the services they provide directly or refer families to (e.g., mental health, legal, housing, employment/education, parenting classes, and help with government

applications), centers provided or referred more services (an average 1.8 services vs. 4.9, respectively; p<.001). Again, centers were more likely to provide such services on site; 40% of centers provided family mental health services on site (vs. 4% of FCCs; p<.01). About half of centers (48%) provided parenting classes on site (vs. 7% of FCCs; p<.001), one-quarter (24%) provided employment/education assistance on site (vs. 0% of FCCs; p<.01), and one-quarter (24%) helped with government applications on site (vs. 0% of FCCs; p<.01).

Figure 11. Child and Family Services by Setting (n=62 leaders/directors)

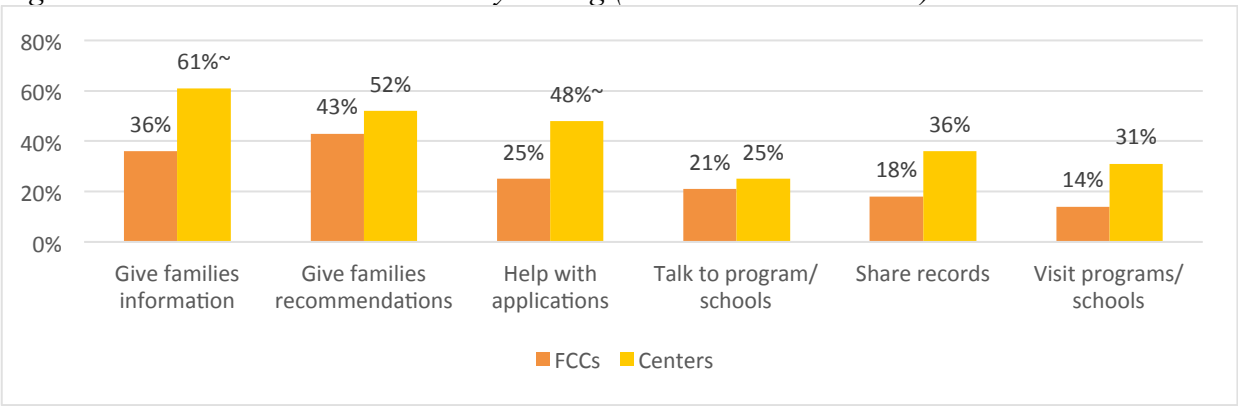


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.l. Child Transitions (*Table 12 in Appendix A*)

In some ways, centers were more likely than FCCs to foster smooth transitions when children moved to a new center or a school (*Figure 12*). Centers were more likely to give families information on programs or schools (36% of FCCs vs. 61% of centers; p<.10) and to help them with applications (25% vs. 48%, respectively; p<.10). But FCCs and centers were equally likely to give families recommendations on programs or schools (43% and 52%, respectively), to talk to programs or schools about families who might enroll (21% and 25%, respectively), to share records with programs or schools (18% and 36%, respectively), and to visit programs or schools with families (14% and 31%, respectively). Nearly every FCC leader and center director said they knew where their children subsequently enrolled (82% and 94%, respectively). Even so, most types of transition services were provided by less than half of the programs in either setting.

Figure 12. Child Transition Services by Setting (n=62 leaders/directors)



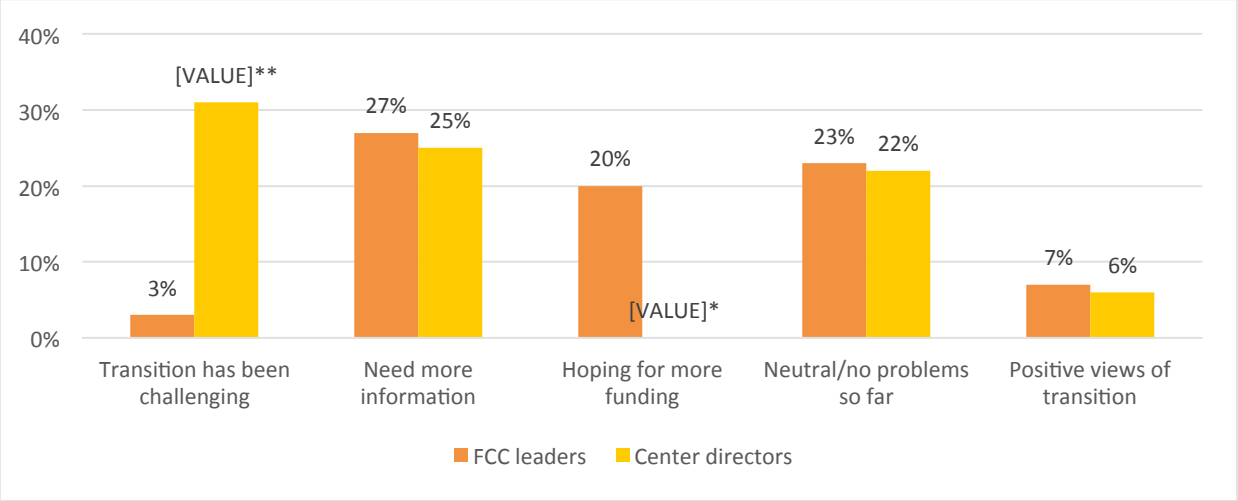
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.m. EarlyLearn and the Transition to DOE (*Table 13 in Appendix A*)

Overall, less than half of FCC leaders and center directors said that EarlyLearn had met their needs (48% and 31%, respectively). Some of both groups said ACS had been unresponsive or unhelpful (3% and 13%, respectively) or had provided inadequate funding for what EarlyLearn requires (10% and 6%, respectively). Center directors were more likely to say that EarlyLearn funding was inadequate to hire qualified staff (0% of FCC leaders vs. 13% of center directors; p<.05) and its requirements were confusing or conflicting (0% vs. 13%, respectively; p<.05). A minority of both groups said EarlyLearn had met their needs regarding program compliance, saying that ACS had been cooperative, supportive, or helpful (13% and 22%, respectively); had helped with monitoring and compliance (13% and 9%, respectively); and had provided PD or technical assistance (10% and 9%, respectively).

Center directors were more likely than FCC leaders to say the transition of EarlyLearn contracts from ACS to DOE was confusing, complicated, or challenging (3% of FCC leaders vs. 31% of center directors; p<.01; *Figure 13*), while FCC leaders were more likely to be hopeful that the transition would mean more funding (20% vs. 0%, respectively; p<.05). About a quarter of both groups said they need more information (27% and 25%, respectively), and a smaller number expressed positive views about the transition (7% and 6%, respectively).

Figure 13. Views of the Transition to DOE by Setting (n=62 leaders/directors)

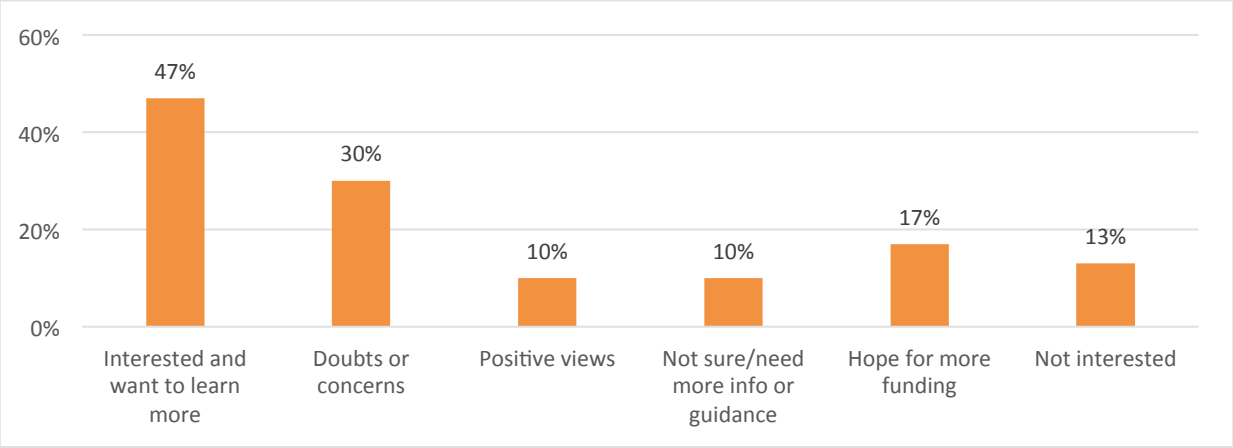


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.1.n. FCC Views on 3K for All (*Table 14 in Appendix A*)

When asked about the expansion of 3K to include FCCs, FCC leaders expressed a mix of positive and negative views (*Figure 14*). Many said they are interested and want to learn more (47%), but some expressed doubts and concerns (30%), such as wondering how it would work in a mixed-age setting, whether they could meet 3K's standards and curriculum requirements, and whether it would mean more oversight and paperwork. A minority of FCC leaders expressed clearly positive views (10%), saying that 3K would benefit children, families, and FCC leaders. Some said they would like to learn more (10%) and hope it will mean more funding and/or an increase in enrollment for them (17%). A smaller number (13%) said they are not interested.

Figure 14. FCC Leader Views on their Inclusion in 3K for All (n=30 leaders)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.2. Director Characteristics, Compensation, and Well-being

The following results reflect analyses of data from the FCC leader and center director surveys.

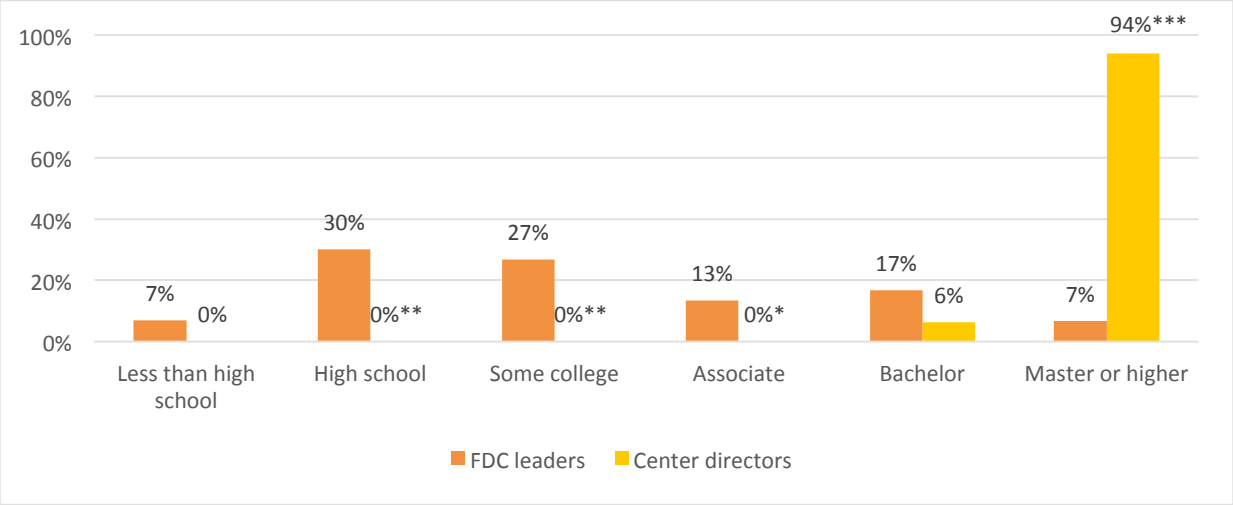
V.2.a. Director Characteristics (*Table 15 in Appendix A*)

The average age of FCC leaders and center directors was 45 years and 49 years, respectively, and nearly all were female (100% and 91%, respectively). On average, FCC leaders had fewer years of experience working with children under age 5 (12.9 years vs. 17.8 years, respectively; p<.10), and those who were caring for their own children as well as other children had the fewest years of experience (7.9 years among FCC leaders with their own children vs. 14.8 years among FCC leaders without their own children; p<.05).

Almost all center directors had a master's degree (94%), compared to 7% of FCC leaders (p<.001; *Figure 15*). Most FCC leaders had a high school degree (30%; p<.01) or some college (27%; p<.01). Some FCC leaders had an Associate degree (13%; p<.05), a Bachelor of Arts degree (17%), or less than a high school degree (7%). Center directors were more likely to be state certified in early childhood teaching, elementary teaching, or special education (20% of FCC leaders vs. 81% of center directors; p<.001). However, three-quarters of FCC leaders (77%) had a CDA, compared to 3% of center directors (p<.001), and FCC leaders were more likely to be pursuing a credential, certification, or degree (40% vs. 19%, respectively; p<.10).

FCC leaders were more likely than center directors to be Hispanic/Latinx (63% vs. 25%, respectively; p<.01) and to speak Spanish (68% vs. 42%, respectively; p<.05). FCC leaders were less likely to be White (0% vs. 19%, respectively; p<.05) and to speak English (89% vs. 100%, respectively; p<.10). One-third of FCC directors (33%) and half of center directors (47%) were Black. Smaller numbers were Asian (4% and 6%, respectively) and spoke Mandarin or Cantonese (3% of both). FCC leaders were more likely than center directors to be bilingual (72% vs. 48%, respectively; p<.10) and less likely to have needed an interpreter to talk with parents (21% vs. 84%, respectively; p<.001).

Figure 15. Highest Level of Education for Directors (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.2.b. Director Compensation (*Table 16 in Appendix A*)

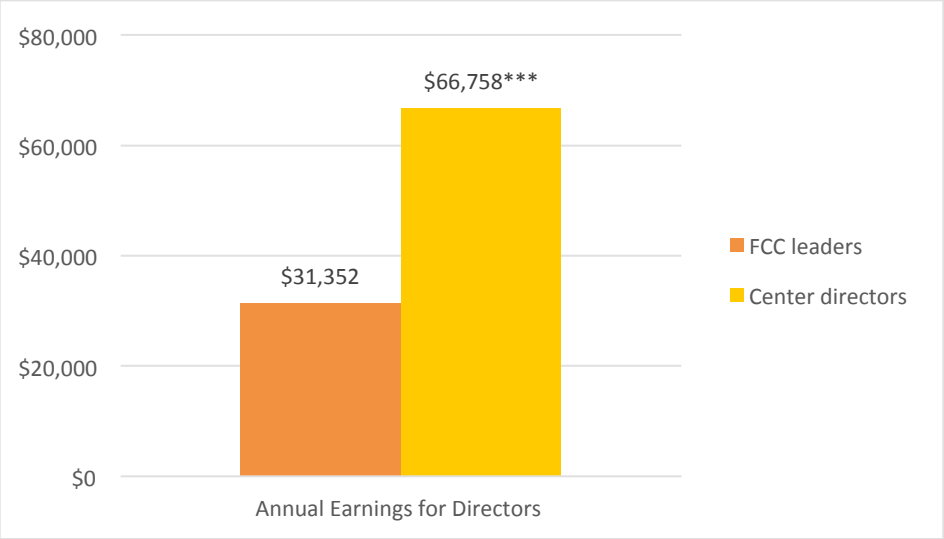
On average, FCC leaders earned $31,352 per year, while center directors earned $66,758 per year (p<.001; *Figure 16*), and they were equally likely to have other jobs in addition to their FCC or center job (14% of FCC leaders and 25% of center directors). FCCs leaders and center directors also had widely different household incomes. Nearly two-thirds of FCC leaders (63%) had household incomes of $50,000 per year or less, compared to 7% of center directors (p<.001).

FCC leaders and center directors were equally likely to have health insurance (96% of FCC leaders and 97% of center directors), but they got their health insurance from different sources. Almost half of center directors got health insurance through their employer (48% of center directors) or their union (0% of FCC leaders vs. 28% of center directors; p<.01). FCC leaders were more likely to get their health insurance through Medicaid (50% vs. 3%, respectively; p<.001) or by purchasing it directly (14% vs. 0%, respectively; p<.05). Some FCC leaders and center directors got health insurance through their spouse's employer (25% and 10%, respectively) or through Medicare (7% of both FCC leaders and center directors).

FCC leaders and center directors were equally likely to be union members (39% and 53%, respectively). Among FCC leaders who were union members, nearly all (91%) were members of the United Federation of Teachers (UFT), which offers professional learning opportunities to FCC leaders; the remaining 9% were members of Local 95. In contrast, center directors who were members of union were likely to belong to one of several unions: Local 205 (41%), Council of School Supervisors & Administrators (41%), DC1707 (12%), or the UFT (6%).

For center directors, their employer or union often contributed to a retirement plan for them. Nearly one-third of center directors (31%) said their employer contributed to a retirement plan and one-fifth (19%) said their union did so. For FCC leaders, union membership rarely conferred help with retirement; only 10% of them said their union contributed to a retirement plan.

Figure 16. Annual Earnings for Directors (n=52 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.2.c. Director Well-being (*Table 17 in Appendix A*)

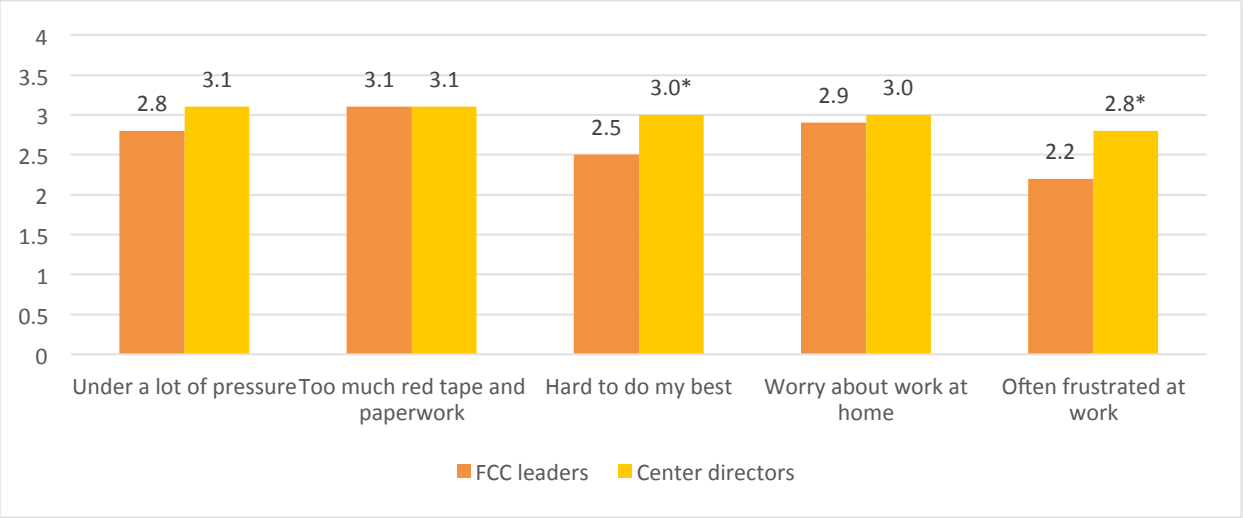
FCC leaders and center directors similarly rated their ability to control aspects of their jobs. For example, they rated their ability to "take time off when you need it," as ranging between "rarely" and "sometimes" (2.6 for FCC leaders and 2.8 for center directors, on a 5-point scale of 1=rarely, 3=sometimes, and 5=most of the time). However, FCC leaders reported more control over the "types of daily activities you do." On average, FCC leaders said they could control such activities close to "most of the time" (4.5 on the 5-point scale), while center directors said they could control such activities only "sometimes" (3.3 on the 5-point scale; p<.001).

For both FCC leaders and center directors, job-related stress appears to be high (*Figure 17*). Both FCC leaders and center directors agreed with the statements, "I am under a lot of pressure at work" (an average 2.8 and 3.1, respectively, on a 4-point scale of agreement), and "Red tape and required paperwork absorb too much of my time" (an average 3.1 for both on the 4-point scale).[9] However, FCC leaders were less likely to agree that, "The amount of work I have makes it difficult to do my best" (2.5 vs. 3.0, respectively, on the 4-point scale; p<.05) and "I am often frustrated at work" (2.2 vs. 2.8, respectively; p<.05). As a result, the overall level of stress was slightly lower for FCC leaders than for center directors (2.7 vs. 3.0, respectively; p<.10).

FCC leaders and center directors expressed similar levels of concern regarding their economic security. Both FCC leaders and center directors generally agreed with the statement, "I worry about having enough money to pay my family's monthly bills" (an average 4.4 and 4.1, respectively, on a 6-point scale of agreement), and both agreed strongly with the statement, "I worry about having enough savings for retirement" (an average 5.0 and 4.7, respectively).

[9] The well-being scales differ because we used pre-established measures to allow comparability across studies.

Figure 17. Levels of Job-related Stress for Directors (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Respondents were asked to rate their level of agreement with statements related to job stress on a scale of 1 to 4, with 1=strongly disagree and 4=strongly agree.

V.3. Teacher Characteristics, Compensation, and Well-being

The following results reflect analyses of data from the FCC leader and center teacher surveys.

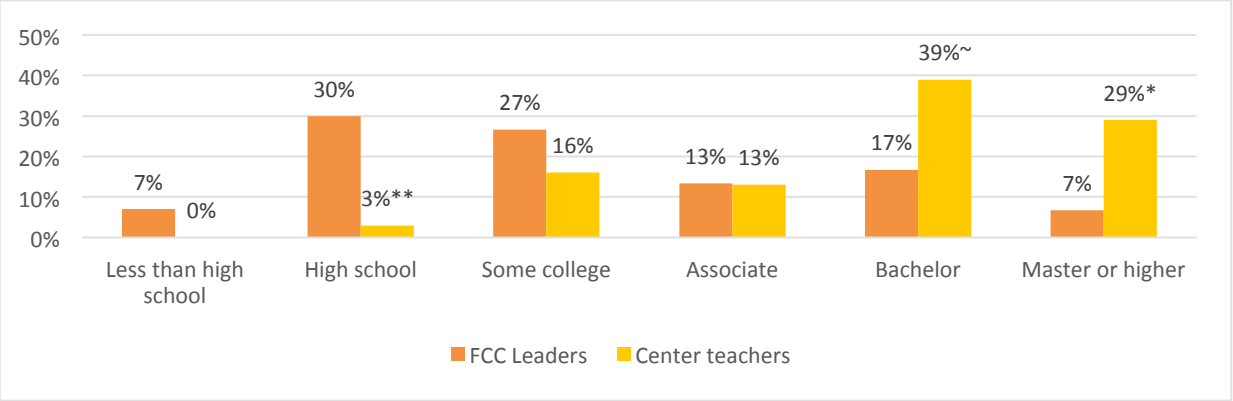
V.3.a. Teacher Characteristics (*Table 18 in Appendix A*)

The average age was 45 years among FCC leaders and 42 years among center teachers, and nearly all were female (100% and 97%, respectively). On average, the two groups had similar years of experience with children under age five (12.9 years and 13.8 years, respectively). Most center teachers had a Bachelor's degree (39%) or master's degree (29%), compared to 17% (p<.10) and 7% (p<.05) of FCC leaders, respectively (*Figure 18*). Most FCC leaders had a high school degree (30% of FCC leaders vs. 3% of center teachers; p<.01), or some college (27% and 16%, respectively). Among those with postsecondary experience, FCC leaders were more likely to have taken courses with content on infants and toddlers (96% vs. 75%, respectively; p<.05).

At the same time, FCC leaders and center teachers were equally likely to be state certified in early childhood teaching, elementary teaching, or special education (20% and 16%, respectively), but FCC leaders were more likely to have a CDA credential (77% vs. 26%, respectively; p<.001). FCC leaders and center teachers were equally likely to be pursuing a new credential, certification, or degree (40% and 34%, respectively).

FCC leaders and center teachers were equally likely to be Hispanic/Latinx (63% of FCC leaders and 47% of center teachers) and to speak Spanish (68% and 50%, respectively). None of the FCC leaders and center teachers was White (0% of both) and nearly all spoke English (89% and 94%). One-third of FCC leaders (33%) and nearly half of center teachers (44%) were Black. Smaller numbers were Asian (4% and 6%, respectively) and spoke Mandarin/Cantonese (3% of both FCC leaders and center teachers). A similar number of FCC leaders and center teachers were bilingual (72% and 53%, respectively), and were equally likely to have needed an interpreter to talk with parents (21% and 38%, respectively).

Figure 18. Highest Level of Education for Teachers (n=62 leaders/teachers)



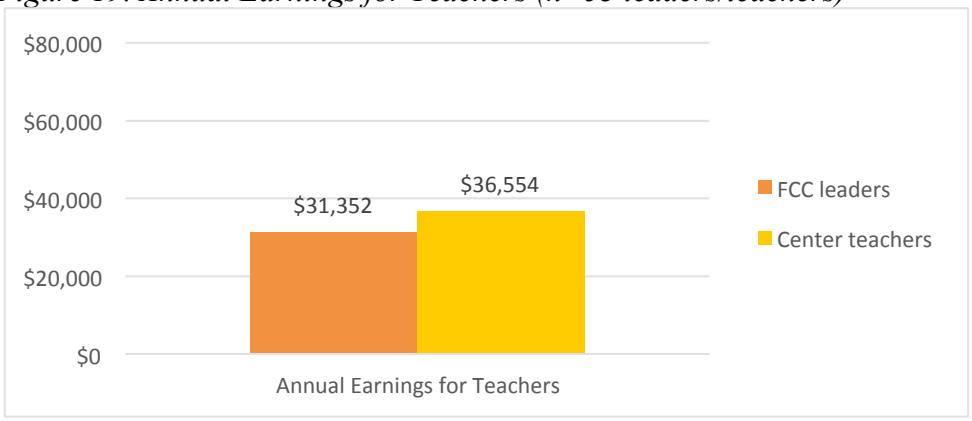
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.3.b. Teacher Compensation (*Table 19 in Appendix A*)

On average, FCC leaders earned $31,352 per year, while center teachers earned $36,554 per year (*Figure 19*). They were equally likely to have other jobs in addition to their FCC or center job (14% and 28%, respectively) and most of them had household incomes of $50,000 or less (63% and 71%, respectively). The two groups were also equally likely to have health insurance (96% and 97%, respectively). Some center teachers received health insurance through their employer (25%) or union (6%), but FCC leaders were, once again, more likely than center teachers to get health insurance through Medicaid (50% vs. 22%, respectively; p<.05). Some FCC leaders and center teachers got health insurance through their spouse's employer (25% and 13%, respectively) or purchased insurance directly (14% and 19%, respectively).

FCC leaders were less likely than center teachers to be members of a union (39% vs. 78%, respectively; p<.001). While nearly all FCC leaders who belonged to a union were members of the UFT (91%), center teachers were more likely to be members of Local 205 (0% of FCC leaders vs. 44% of center teachers; p<.001) and DC1707 (0% vs. 48%, respectively; p<.001). One-third of center teachers (35%) said their employer contributed to a retirement plan for them, and more than one-fourth (29%) said their union did so. Only 10% of FCC leaders said their union contributed to a retirement plan for them.

Figure 19. Annual Earnings for Teachers (n=53 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001

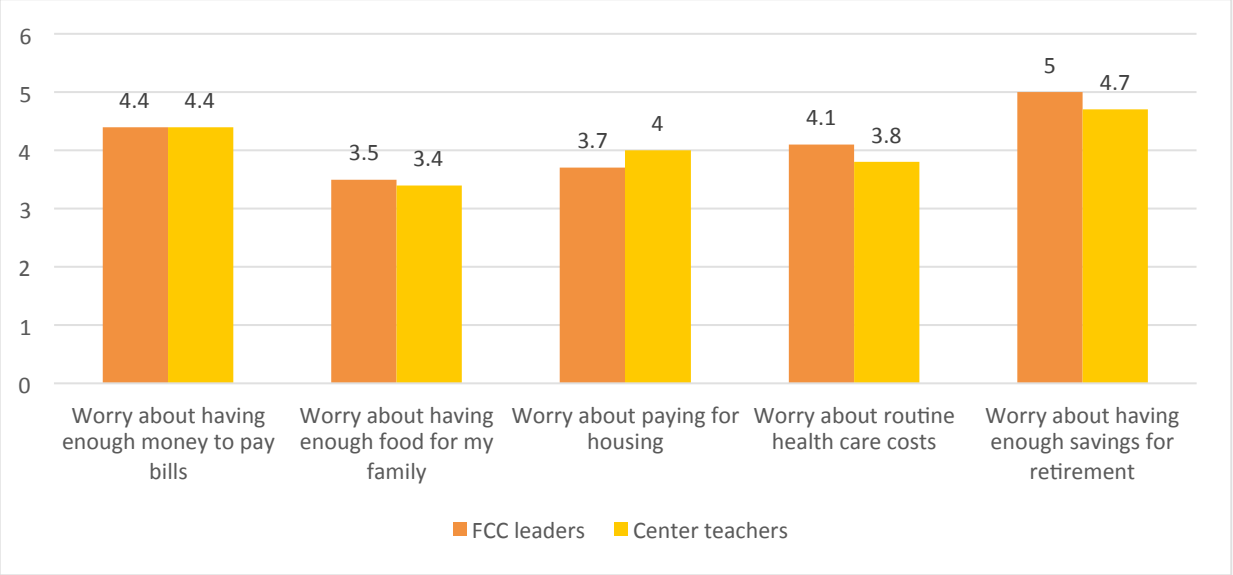
V.3.c. Teacher Well-being (*Table 20 in Appendix A*)

Both FCC leaders and center teachers rated their health as good to very good on average. On a scale from 1 to 5, with 3 being "good" and 4 being "very good," FCC leaders rated their health as an average 3.4 and center teachers rated their health as an average 3.2. However, their work hours differed significantly. FCC leaders worked an average of 50.4 hours per week, while center teachers worked an average of 38.5 hours per week (p<.001).

FCC leaders and center teachers similarly rated their ability to control various aspects of their jobs, such as the ability to control their daily activities as ranging between "sometimes" and "most of the time" (4.5 for FCC leaders and 4.3 for center teachers, on a 5-point scale of 1=rarely, 3= sometimes, and 5=most of the time). However, FCC leaders reported more control than center teachers over "getting parents to be consistent with you in how you deal with a child" (3.7 vs. 3.1, respectively, on the 5-point scale; p<.05). At the same time, FCC leaders and center teachers reported high levels of job-related stress. Both FCC leaders and center teachers agreed with the statements, "I am under a lot of pressure at work" (an average 2.8 and 2.7, respectively, on a 4-point scale of agreement), and "Red tape and required paperwork absorb too much of my time" (an average 3.1 and 2.9, respectively).[10]

FCC leaders and center teachers also expressed similar concerns regarding their economic security (*Figure 20*). For example, both FCC leaders and center teachers agreed with the statement, "I worry about having enough money to pay my family's monthly bills" (an average 4.4 for both on a 6-point scale of agreement), and both agreed strongly with the statement, "I worry about having enough savings for retirement" (an average 5.0 and 4.7, respectively).

Figure 20. Levels of Economic Security for Teachers (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Respondents were asked to rate their level of agreement with statements related to job stress on a scale of 1 to 6, with 1=strongly disagree and 6=strongly agree.

[10] The well-being scales differ because we used pre-established measures to allow comparability across studies.

V.4. Instructional Approach, Practice, and Content

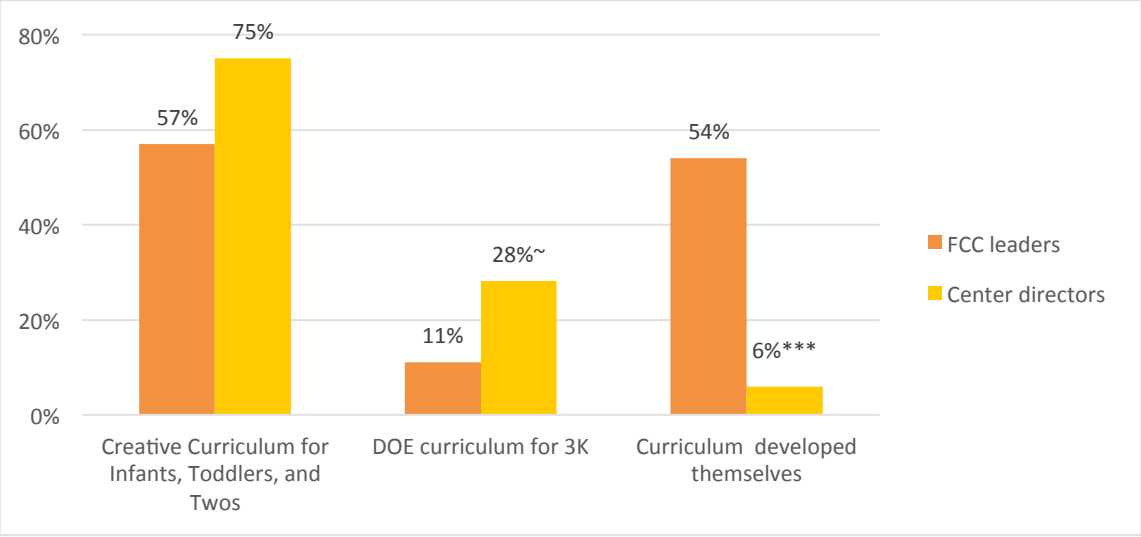
The following results reflect analyses of data from the FCC leader, center director, and center teacher surveys.

V.4.a. Director Decisions Regarding Curriculum (*Table 21 in Appendix A*)

Nearly all FCC leaders and center directors said they use at least one curriculum for the children ages 0-3 in their program (89% of FCC leaders and 97% of center directors), but FCC leaders were less likely to use the same curriculum for all children ages 0-3 (40% vs. 87%, respectively; p<.001). Most commonly, both FCC leaders and center directors said they use the Creative Curriculum for Infants, Toddlers, and Twos (57% and 75%, respectively; *Figure 21*). FCC leaders were more likely to say they use a curriculum that they themselves developed (54% vs. 6%, respectively; p<.001), while center directors were more likely than FCC leaders to say they use the DOE curriculum for 3K (11% of FCC leaders vs. 28% of center directors; p<.10), while

FCC leaders were more likely than center directors to say they had "a lot" of choice when selecting curricula for their program (56% vs. 32%, respectively; p<.10). However, both FCC leaders and center directors said that their network or larger organization requires specific curricula (75% and 87%, respectively).

Figure 21. Curricula Used by Directors (n=62 leaders/directors)



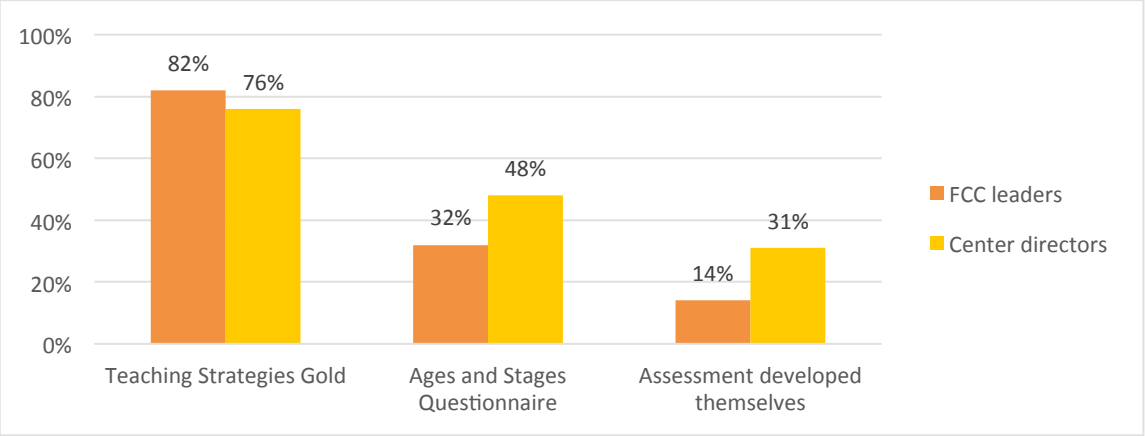
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.b. Director Decisions Regarding Child Assessments (*Table 22 in Appendix A*)

Almost all FCC leaders and center directors used at least one assessment for children ages 0-3 in their program (86% and 97%, respectively), but FCC leaders were less likely to use the same assessment for all children ages 0-3 (67% vs. 100%, respectively; p<.01). Teaching Strategies Gold was the most common choice (82% and 76%, respectively; *Figure 22*). One-third of FCC leaders (32%) and half of center directors (48%) used the Ages and Stages Questionnaire. Some of both groups used an assessment they developed themselves (14% and 31%, respectively).

FCC leaders were more likely than center directors to say they had no choice in selecting assessments (63% vs. 33%, respectively; p<.05), and all FCC leaders (100%) and most center directors (88%) said their network or larger organization required a particular assessment (p<.10). However, FCC leaders were less likely than center directors to say their curricula and assessments were "very" or "extremely" consistent (32% vs. 79%, respectively; p<.01).

Figure 22. Child Assessments Used by Directors (n=62 leaders/directors)

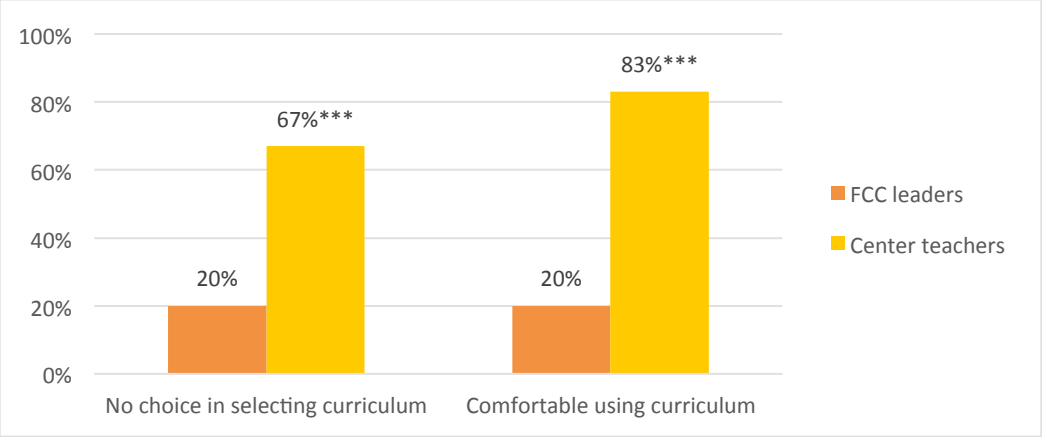


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.c. Teacher Use of Curricula (*Table 23 in Appendix A*)

Nearly all FCC leaders and center teachers said they use at least one curriculum for their children ages 0-3 (89% and 94%, respectively). FCC leaders were less likely to use the same curriculum for all children ages 0-3 (40% vs. 84%, respectively; p<.01). Both FCC leaders and center teachers most commonly said they use the Creative Curriculum for Infants, Toddlers, and Twos (57% and 44%, respectively). FCC leaders were more likely to say they use a curriculum that they themselves developed (54% vs. 6%, respectively; p<.001). Center teachers were more likely than FCC leaders to say they were "very" or "extremely" comfortable using a curriculum (20% of FCC leaders vs. 83% of center teachers, respectively; p<.001).

Figure 23. Teacher Curricular Choice and Use (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

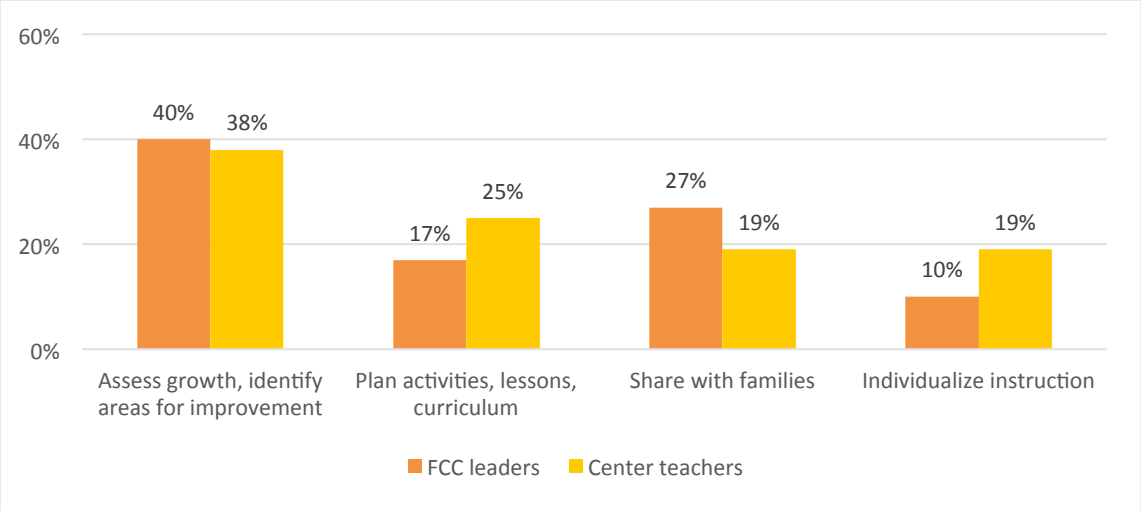
V.4.d. Teacher Use of Child Assessments (*Table 24 in Appendix A*)

Almost all FCC leaders and center teachers used an assessment for children ages 0-3 (86% of FCC leaders and 91% of center teachers), and most used the same assessment for all children ages 0-3 (67% and 83%, respectively). Teaching Strategies Gold was again the most common choice (82% and 66%, respectively; *Figure 24*). About one-third of FCC leaders (32%) and center teachers (38%) used the Ages and Stages Questionnaire. A smaller number (14% of FCC leaders and 22% of center teachers) used an assessment they developed themselves.

FCC leaders and center teachers were equally likely to say they had no choice in selecting their assessments (63% and 62%, respectively). Most also said they were "very" or "extremely" comfortable using one (71% and 86%, respectively). However, FCC leaders were less likely than center teachers to say that their curricula and assessments were "very" or "extremely" consistent (31% vs. 82%, respectively; p<.001).

FCC leaders and center teachers generally used assessments in the same ways (*Figure 24*). Most commonly, they used assessments to gauge children's growth and identify areas for improvement (40% of FCC leaders and 38% center teachers), plan activities, lessons, and curriculum (17% and 25%, respectively), individualize instruction (10% and 19%, respectively), and share with families (27% and 19%, respectively). A smaller number used assessments to determine if a child needs a special-needs assessment (3% and 9%, respectively) or to submit to a case manager or an FCC network (10% vs. 0%; p<.10).

Figure 24. How Teachers Use Child Assessments (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

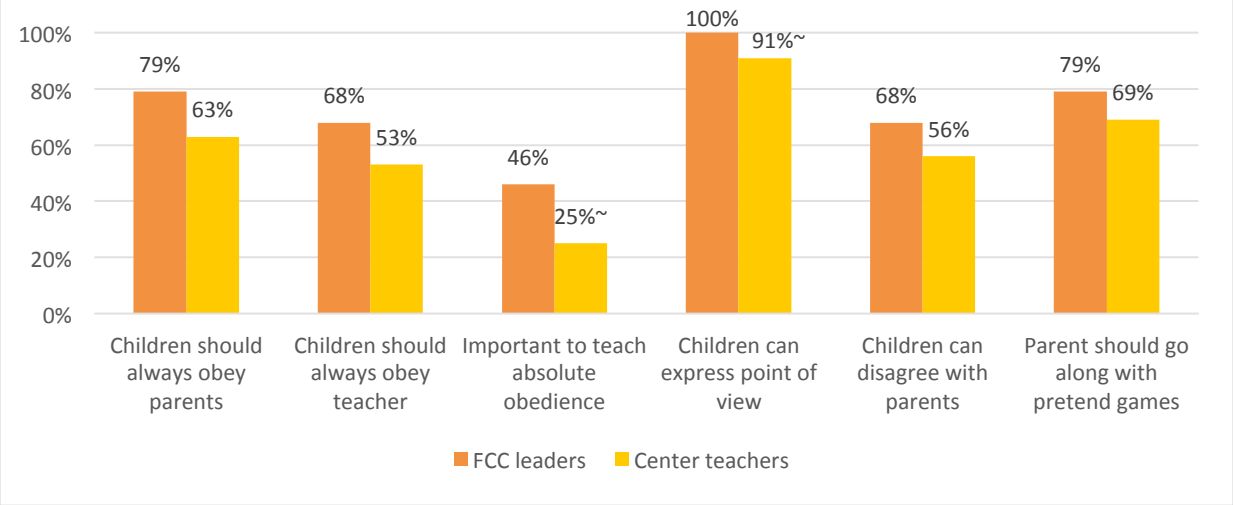
V.4.e. Teacher Beliefs on Child Behavior and School Readiness (*Table 25 in Appendix A*)

When asked whether they agree or disagree with several statements regarding child behavior, both FCC leaders and center teachers agreed with statements that reflected a mix of traditional expectations about obedience and progressive views about children's point of view (*Figure 25*). Most of both groups agreed that, "Children should always obey their parents" (79% and 63%, respectively), and, "Children should always obey the teacher" (68% and 53%, respectively).

However, FCC leaders were more likely to agree that, "The most important thing to teach children is absolute obedience to whomever is the authority" (46% vs. 25%, respectively; p<.10). At the same time, both groups also expressed more progressive views regarding child behavior. Nearly all FCC leaders and center teachers agreed that, "Children have a right to their own point of view and should be allowed to express it" (100% vs. 91%, respectively; p<.10). More than half agreed that "It is alright for a child to disagree with his or her own parents" (68% and 56%, respectively), and most agreed that, "Parents should go along with the game when their child is pretending something" (79% and 69%, respectively).

When asked to rate the importance of the skills that children need to be ready for school, FCC leaders and center teachers most commonly emphasized skills related to children's approaches to learning. Nearly all FCC leaders and center teachers said that it was "very important" or "essential" that children develop initiative and curiosity (89% and 84%, respectively), enthusiasm for learning (89% and 84%, respectively) and pride in their accomplishments (93% and 91%, respectively). A smaller number said that the ability to sit still and pay attention was very important or essential (64% and 53%, respectively). In addition, FCC leaders were more likely to place importance on children being sensitive to others' feelings (89% vs. 69%, respectively; p<.10), and to cite the more traditional skills of "can count to 20" (71% and 63%, respectively) and "knows letters" (79% and 63%, respectively) as very important or essential.

Figure 25. Teacher Beliefs Regarding How Children (and Parents) Should Behave (n=62 leaders/teachers)



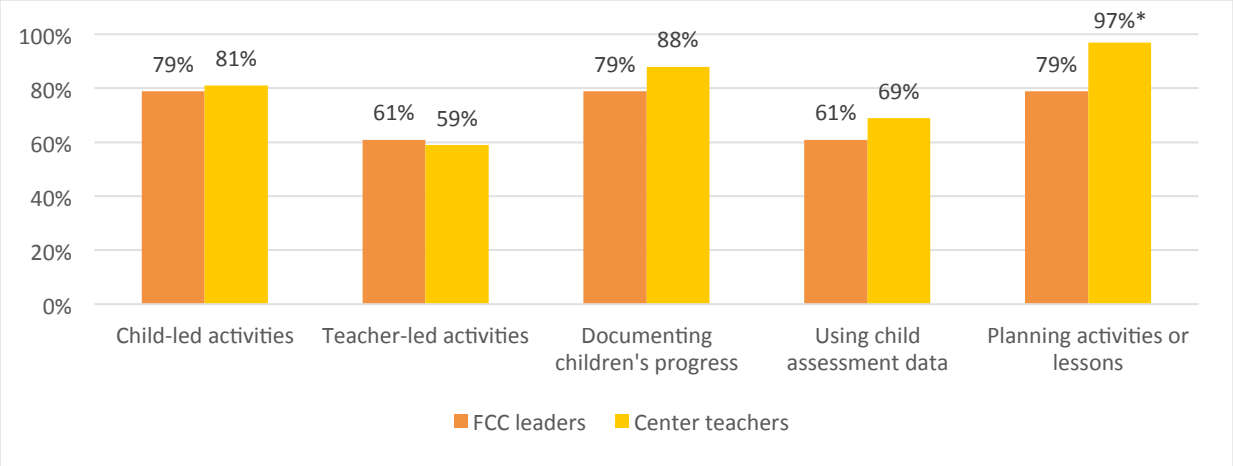
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.f. Teacher Pedagogies and Parent Involvement (*Table 26 in Appendix A*)

When asked about their pedagogical approaches to children's learning, FCC leaders and center teachers most commonly cited child-led activities as "high priority" or "essential" (79% and 81%, respectively; *Figure 26*). Teacher-led activities were cited less often as high priority or essential (61% and 59%, respectively). Many FCC leaders and center teachers prioritized documenting children's progress (79% and 88%, respectively) and using data from child assessments (61% and 69%, respectively). While most also prioritized planning activities or lessons, FCC leaders were somewhat less likely to do so (79% vs. 97%; p<.05).

In contrast, fewer FCC leaders and center teachers employed strategies to involve parents in their children's learning on a weekly basis. Just over half of FCC leaders (57%) and under half of center teachers (41%) communicated weekly with parents about their child's developmental progress. Less than half of both FCC leaders and center teachers communicated weekly about activities to do at home with their child (36% and 47%, respectively), and less than half gave parents weekly materials to promote their child's learning at home (43% and 44%, respectively).

Figure 26. Teacher Pedagogies that Teachers Say are High Priority or Essential (n=62 leaders/teachers)



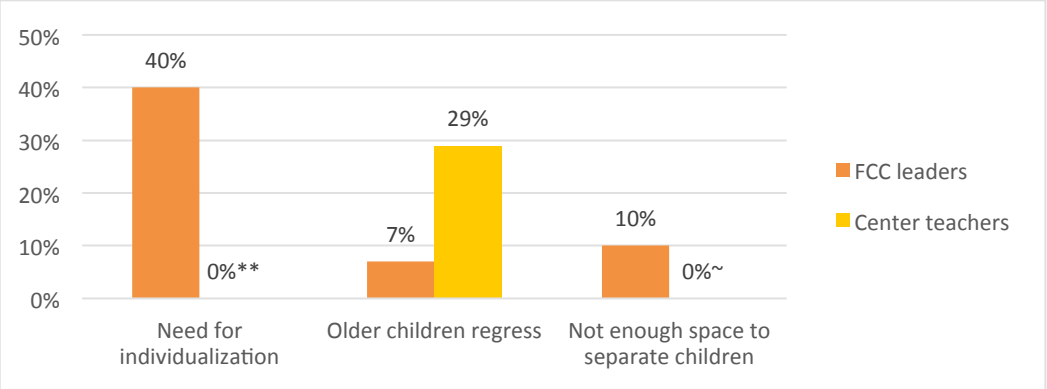
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.g. Class Size and Teaching Mixed-age Children (*Table 27 in Appendix A*)

FCC leaders had an average 9.2 children in their care, while center teachers had an average 11.7 children (p<.01). All FCC leaders and nearly half of center teachers (44%) taught children who were a mix of ages (p<.001). FCC leaders were more likely to teach a wide age range than center teachers. Specifically, every FCC leader (100%) taught children who were a mix of infants and young toddlers (i.e., less than 2 years old) as well as older toddlers and children (i.e., 2-5 years old), compared to only 3% of center teachers (p<.001). In contrast, center teachers were more likely to teach exclusively infants and young toddlers (0% of FCC leaders vs. 19% of center teachers; p<.05) or exclusively older toddlers and children (0% vs. 78%, respectively; p<.001).

Among those with mixed-age children, center teachers were more likely than FCC leaders to say that an advantage of mixed-age classrooms is that younger children learn from older children (20% of FCC leaders vs. 57% of center teachers; p<.05). Some of both groups said that children learn from each other (23% and 7%, respectively), and that teaching a mix of ages improved their teaching skills (10% and 7%, respectively). Some FCC leaders also said that older children learn how to be kind and helpful to younger children (10% vs. 0%; p<.10). At the same time, FCC leaders were more likely to say that it is difficult to individualize activities, instruction, lesson plans, and materials for mixed-age children, and/or to give individualized attention (40% vs. 0%, respectively; p<.01), and that they do not have enough space for separate play areas and toys (10% vs. 0%, respectively; p<.10; *Figure 27*). Some of both groups also said that older children may regress in the company of younger children (7% and 29%, respectively).

Figure 27. Challenges of Teaching Mixed-age Children by Setting (n=62 leaders/teachers)



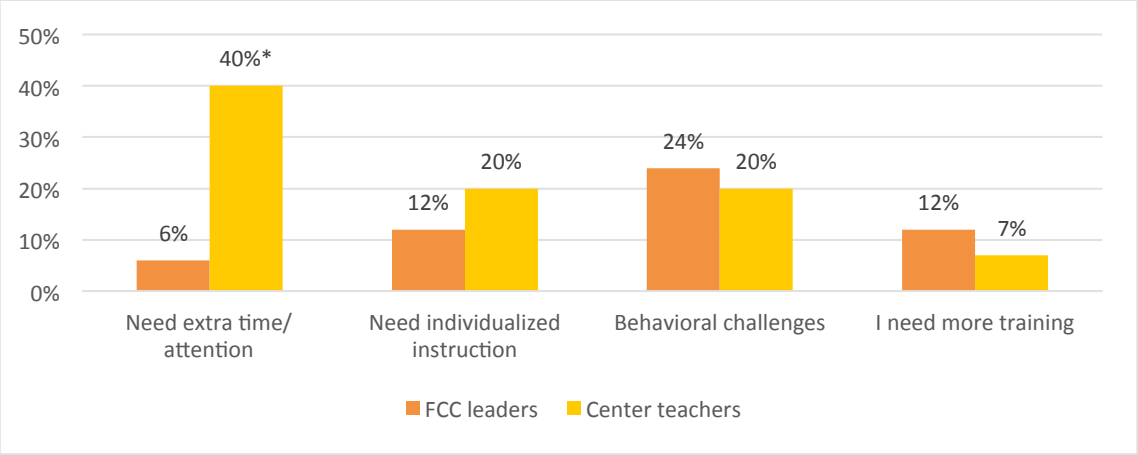
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.h. Teaching Children with Special Needs (*Table 28 in Appendix A*)

Nearly half of both FCC leaders and center teachers had children with special needs in their care, i.e., those with IFSPs and IEPs (48% and 47%, respectively). Many FCC leaders and center teachers also said that they teach children who they believe have disabilities that have not been formally diagnosed (36% and 47%, respectively).

Among those with special-needs children, some of both groups said that the advantages of teaching special-needs children are that children learn how to help, adapt, accept, and triumph with each other (24% of FCC leaders and 27% of center teachers). Some FCC leaders said that special-needs children teach them new perspectives (12% and 0%, respectively), but center teachers were more likely to say that special-needs children require time or attention that teachers lack (6% of FCC leaders vs. 40% of center teachers; p<05). Some of both groups said that teaching children with special needs involved disruptive behavioral issues (24% and 20%, respectively), the need to individualize instruction (12% and 20%, respectively), and the need for more training (12% and 7%, respectively; *Figure 28*). Some center teachers also said they lack support, services, and materials for special-needs children (0% and 13%, respectively).

Figure 28. Challenges of Teaching Children with Special Needs (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.4.i. Teaching Culturally and Linguistically Diverse Children (*Table 29 in Appendix A*)

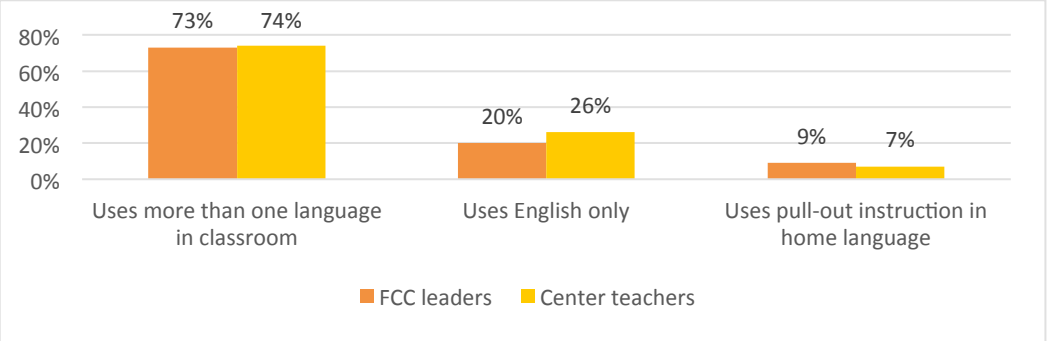
Most FCC leaders (65%) and center teachers (74%) had DLL children in their classrooms, and among those with DLL children, many said that multiple languages were spoken by children (41% and 65%, respectively). Most of both FCC leaders and center teachers used more than one language when teaching DLLs (73% and 74%, respectively), and a minority used only English (20% and 26%, respectively; *Figure 29*).

Just under half of both FCC leaders (43%) and center teachers (42%) said that both they and their children learned new languages from children who are DLLs. Some center teachers also said that DLL children helped other children learn about different cultures (0% of FCC leaders vs. 17% of center teachers; p<.05). However, some of both groups said they need additional training to teach DLLs (19% and 13%, respectively), and that the need to individualize instruction, materials, and/or lesson plans for DLLs was difficult (10% and 4%, respectively).

When asked about their teaching practices with culturally diverse children, some of both FCC leaders and center teachers agreed with the statement, "I have a good understanding of the cultural backgrounds and practices of the parents whose children are in my classroom" (an average 3.4 and 3.3, respectively, on a 5-point scale from 1=strongly disagree to 5=strongly agree), and some said they adapt how they teach to the cultural backgrounds of children in their classrooms (an average 3.0 for both).

Most FCC leaders and center teachers integrate their own cultural heritages into their teaching practices (75% and 63%, respectively). Some of both groups taught cultural celebrations and history (30% and 40%, respectively), music and/or dancing from their cultures (30% and 40%, respectively), food from their cultures (48% and 25%, respectively), and literature and arts from their cultures (4% vs. 25%, respectively; p<.10). FCC leaders were more likely to teach behavioral norms, such as taking shoes off when entering a room (13% vs. 0%; p<.10).

Figure 29. Instructional Strategies with Dual Language Learners by Setting (n=38 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.5. Program Quality and Job Perceptions

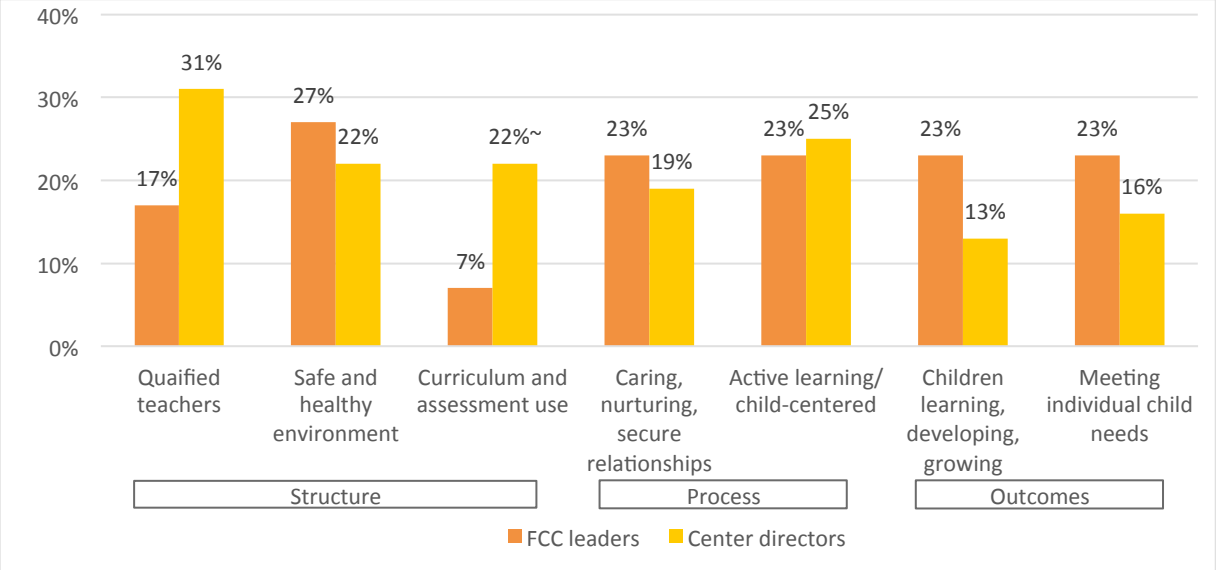
V.5.a. Director Views on Program Quality (*Table 30 in Appendix A*)

When asked how they define program quality, FCC leaders and center directors expressed similar views regarding structural components of quality.[11] The two groups were equally likely to say qualified or well-trained teachers (17% of FCC leaders and 31% of center directors), a safe and healthy environment for children (27% and 22%, respectively), supportive partnerships with families (10% and 16%, respectively), low child/adult ratios (7% and 6%, respectively), adequate funding/resources (3% and 6%, respectively), and adequate or appropriate materials in classrooms (7% and 3%, respectively). However, FCC leaders were less likely than center directors to name curriculum and assessment use (7% vs. 22%, respectively; p<.10).

FCC leaders and center directors also expressed similar views on the process components of quality. The two groups were equally likely to identify caring, nurturing, and secure relationships with children (23% and 19%, respectively); several FCC leaders distinctively described such relationships with the words "loving" or "affection." Both groups cited active learning by children (23% and 25%, respectively), best practices with children (7% and 19%, respectively), positive teacher-child interactions (3% for both), and language-rich interactions (3% for both). FCC leaders were less likely to name play-based learning (0% vs. 13%, respectively; p<.05).

Regarding the child outcomes that are evidence of program quality, FCC leaders and center directors similarly said that children who are learning, developing, and growing (23% and 13%, respectively), adults who are meeting the individual needs of all children (23% and 16%, respectively), and the promotion of whole child development (7% and 6%, respectively) and social and emotional development (3% for both). Overall, FCC leaders were more likely to cite at least one child outcome when asked to define program quality (53% vs. 31%; p<.10).

Figure 30. Components of Program Quality Most Commonly Cited by Directors by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

[11] On the question regarding program quality, responses from FCC leaders were compared to equivalent responses from center directors; then responses from FCC leaders were compared to equivalent responses from center teachers below. If a response from FCC leaders had no equivalent response from either center directors or teachers, we report it here if it relates to administrative/managerial practices, or below if it relates to care and education practices.

When asked to name the barriers to such quality, the two groups most commonly identified inadequate funding (33% and 25%, respectively), lack of training or qualified teachers (23% and 19%, respectively), disengaged or unsupportive parents (10% and 13%, respectively), inadequate learning materials or supplies (10% and 6%, respectively), inadequate support or guidance (7% and 6%, respectively), and the demands and deadlines of program compliance (7% and 3%, respectively). Additionally, center directors were more likely to cite staff shortages (7% of FCC leaders vs. 44% of center directors; $p<.01$) and unmotivated teachers (0% vs. 9%; $p<.10$), while FCC leaders were more likely to say not having enough time (10% vs. 0%; $p<.10$).

V.5.b. Director Perceptions of Their Job (*Table 31 in Appendix A*)

When asked to describe their job, some of both FCC leaders and center directors identified themselves as an educator, teacher, and/or professional (23% and 9%, respectively; *Figure 31*).[12] However, FCC leaders were more likely to describe the purpose of their job as the care and education of children (33% vs. 9%, respectively; $p<.05$), while center directors were more likely to describe their job as engaging and helping children and families (13% vs. 38%, respectively; $p<.05$). In addition, FCC leaders and center directors were equally likely to describe their jobs as the promotion of whole child development (13% and 9%, respectively) and a safe and healthy environment (7% and 13%, respectively). Some FCC leaders (13%) and center directors (3%) described their job as the provision of child or day care services, without citing education.

At the same time, FCC leaders were less likely than center directors to describe their jobs in terms of program management (13% vs. 59%, respectively; $p<.001$). In particular, center directors were more likely to cite their responsibilities regarding budget and program compliance (3% of FCC leaders vs. 28% of center directors; $p<.01$) and providing or partnering with community service providers for children and families (3% vs. 13%, respectively; $p<.001$). As might be expected, center directors also said their job is to supervise and train their teaching staff (0% of FCC leaders vs. 50% of center directors; $p<.001$).

When asked to name the best parts of their jobs, FCC leaders were more likely than center directors to describe seeing children learn and thrive (53% vs. 25%, respectively; $p<.05$), working with children (47% vs. 19%, respectively; $p<.05$), and receiving positive feedback in the form of shared joy, hugs, and trust from parents (17% vs. 3%, respectively; $p<.10$), reflecting FCC-leader perceptions of their job as primarily one of teaching, rather than program management. Some of both FCC leaders and center directors said they enjoyed supporting children *and* their families (13% and 16%, respectively), and some center directors said that one of the best parts was supporting teachers (0% of FCC leaders and 19% of center directors).

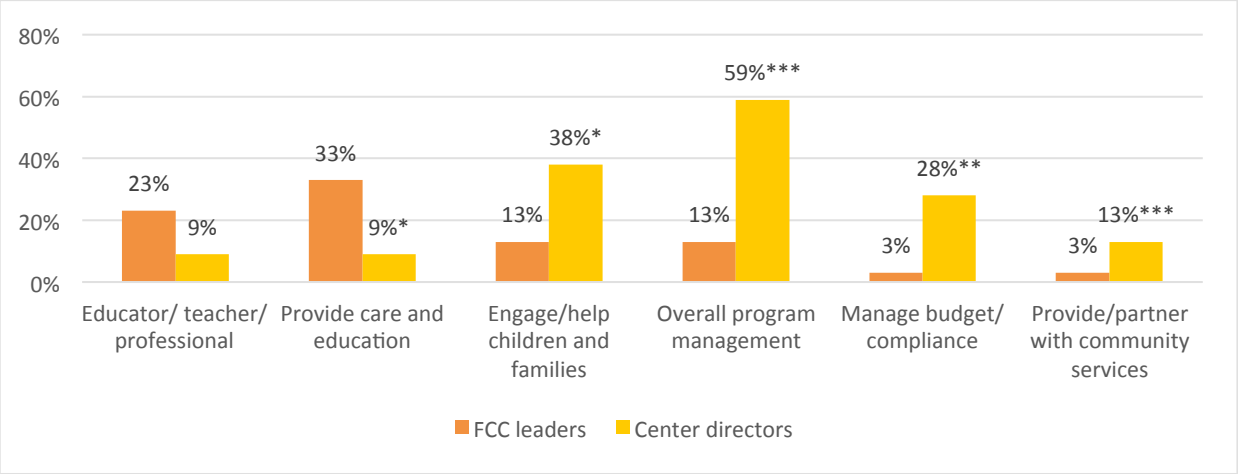
For FCC leaders, the rewards of working with children were also evident in their responses to a question that asked them why they do their jobs.[13] Most FCC leaders responded that they wanted

[12] On the question of how to describe their jobs, responses from FCC leaders were compared to equivalent responses from center directors; then responses from FCC leaders were compared to equivalent responses from center teachers below. If a response from FCC leaders had no equivalent response from either center directors or teachers, we report it here if it relates to administrative/managerial practices, or below if it relates to care and education practices.
[13] The question regarding reasons for doing their job was asked only of FCC leaders.

to work with children (83%), to own their own business (73%), and to help families (50%). Some said they wanted to stay home with their own children (37%) and to work at home (33%).

When asked about the worst parts of their jobs, FCC leaders and center directors generally cited the same challenges. Some said that the worst parts were inadequate compensation (27% of FCC leaders and 16% of center directors), inadequate program funding overall (23% and 16%, respectively), long hours with too little time off (17% and 25%, respectively), inadequate or unqualified staff (3% and 16%, respectively), and high levels of stress (7% and 9%, respectively). Some center directors also said that they had too little support or guidance (0% of FCC leaders vs. 16% of center directors; p<.05).

Figure 31. Director Descriptions of Their Job by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.5.c. Teacher Views on Program Quality (*Table 32 in Appendix A*)

When asked how they define program quality, FCC leaders and center teachers expressed similar views regarding structural components of quality. The two groups were equally likely to indicate the necessity of a safe and healthy environment for children (27% and 16%, respectively), qualified or well-trained teachers (17% and 16%, respectively), supportive partnerships with families (10% and 3%, respectively), curriculum and assessment use (7% and 6%, respectively), adequate or appropriate materials in the classroom (7% and 6%, respectively), and modern equipment or well-maintained facilities (7% and 6%, respectively).

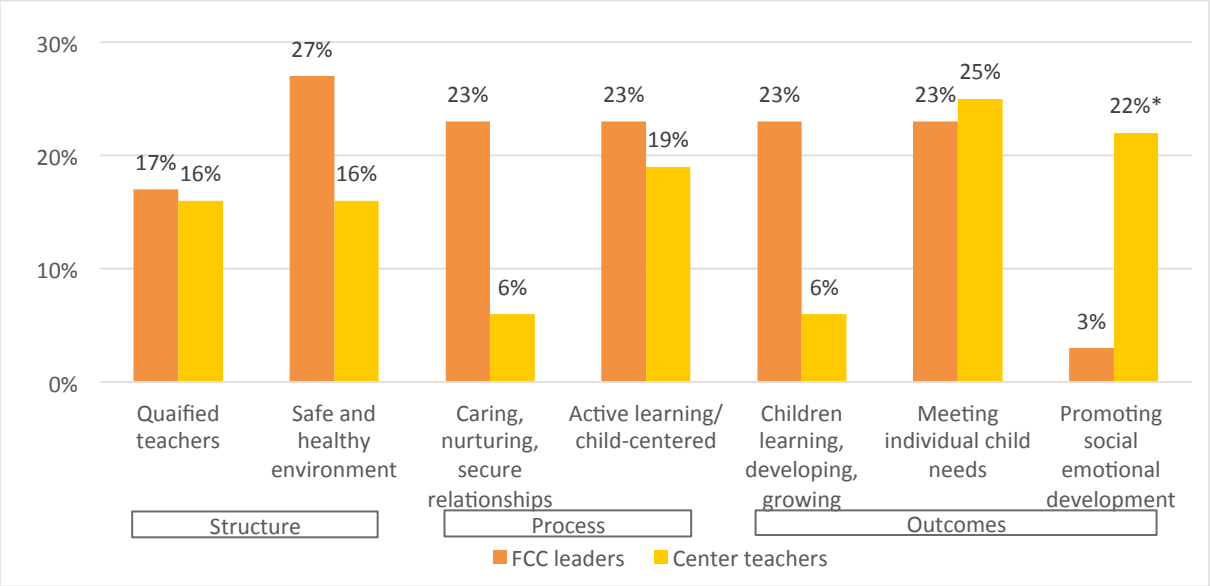
However, FCC leaders and center teachers named somewhat different process components of quality. Although the two groups were equally likely to say active learning by children (23% of and 19%, respectively) and best practices by teachers (7% and 13%, respectively), FCC leaders were more likely to cite the presence of caring, nurturing, and secure relationships (23% vs. 6%, respectively; p<.10), while center teachers were more likely to cite play-based learning (0% of FCC leaders vs. 16% of center teachers, respectively; p<.10).

Regarding the child outcomes that are evidence of program quality, both FCC leaders and center teachers said adults should meet the individual needs of all children (23% and 25%, respectively) and promote whole child development (7% and 9%, respectively). But FCC leaders were more

likely to cite children who are learning, developing, and growing (23% vs. 6%, respectively; p<.10), while center teachers were more likely to identify the promotion of social and emotional development (3% of FCC leaders vs. 22% of center teachers; p<05).

The two groups commonly cited inadequate funding as a barrier to quality (33% and 19%, respectively), lack of qualified teachers (23% and 9%, respectively), staff shortages (7% and 9%, respectively), inadequate support in the classroom (7% and 9%, respectively), disengaged or unsupportive parents (10% and 9%, respectively), inadequate time or planning time (10% and 6%, respectively), and the demands of program compliance (7% and 3%, respectively). In addition, center teachers were more likely to identify inadequate learning materials or supplies (10% of FCC leaders vs. 28% of center teachers; p<.10), behavioral challenges (0% vs. 9%, respectively; p<.10), and a stressful work environment (0% vs. 9%, respectively; p<.10).

Figure 32. Components of Program Quality Most Commonly Cited by Teachers by Setting (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

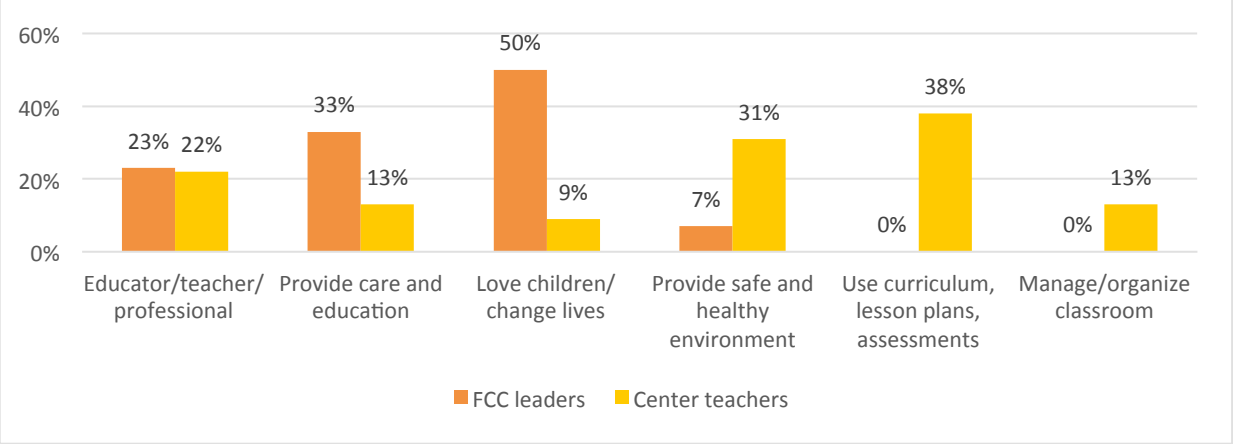
V.5.d. Teacher Perceptions of Their Job (*Table 33 in Appendix A*)

When asked to describe their jobs, some of both FCC leaders and center teachers identify themselves as an educator, teacher, and/or professional (23% and 22%, respectively; *Figure 33*). However, FCC leaders were more likely to describe the purpose of their job as the care and education of children (33% vs. 13%, respectively; p<.10), and as loving children and making a difference in their lives (50% vs. 9%, respectively; p<.001), while center teachers were more likely to cite providing a safe and healthy environment (7% of FCC leaders vs. 31% of center teachers; p<.05), and a caring and active-learning environment (0% vs. 16%, respectively; p<.05). FCC leaders and center teachers similarly cited the promotion of whole child development (13% and 6%, respectively), meeting the needs of children (7% and 13%, respectively), engaging and helping parents and families (13% and 3%, respectively), and preparing curious early learners (3% and 9%, respectively). Some FCC leaders (13%) described their job as child or day care services without citing education, while no center teachers did so.

Center teachers were more likely than FCC leaders to describe their jobs in terms of classroom practices. In particular, center teachers cited the use of curriculum, lesson plans, and assessments (0% of FCC leaders vs. 38% of center teachers; p<.001), managing and organizing the classroom (0% vs. 13%, respectively; p<.05), and playing with children and fostering imaginative play (0% and 6%, respectively). Some center teachers also described their jobs as hard work that is underpaid (0% of FCC leaders vs. 9% of center teachers; p<.10).

When asked to name the best parts of their job, FCC leaders and center teachers were equally likely to say, quite simply, the children (47% and 50%, respectively). They also named seeing children learn and thrive (53% of both) and working with people they trust (3% and 16%, respectively). Asked about the worst parts of their jobs, both groups cited inadequate compensation (27% and 41%, respectively), inadequate or undedicated staff (3% and 16%, respectively), long hours without time off (17% and 6%, respectively), behavioral challenges (7% and 6%, respectively), and high levels of stress (7% and 6%, respectively). Center teachers were more likely to cite having too little support or guidance (0% of FCC leaders vs. 19% of center teachers; p<.05) and too much paperwork (3% vs. 22%, respectively; p<05).

Figure 33. Descriptions of the Teacher Job by Setting (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.6. Professional Development for Directors

The following results reflect analyses of data from the FCC leader and center director surveys.

V.6.a. Workshops for Directors (*Table 34 in Appendix A*)

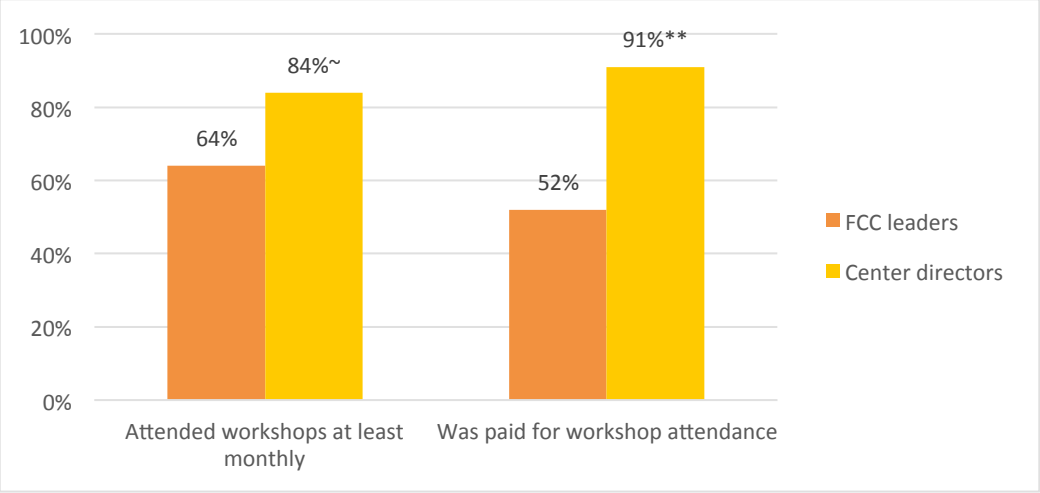
Every FCC leader and center director attended at least one workshop in the prior 12 months (100% of both).[14] However, FCC leaders were less likely than center directors to have done so at least monthly (64% vs. 84%, respectively; p<.10; *Figure 34*). Most center directors (75%) attended workshops provided at their sites and they were more likely than FCC leaders to have been paid for their time doing so (52% of FCC leaders vs. 91% of center directors; p<.01).

[14] All participants were asked separately about two types of professional development, defined for them as: "(1) workshops (i.e., group workshops or training sessions) and (2) coaching (i.e., personalized coaching, mentoring, or consultation for you alone or as part of a small group)."

Most FCC leaders (68%) and center directors (75%) said they had attended workshops provided by ACS/EarlyLearn. In addition, center directors were more likely to have attended workshops provided by the DOE (4% of FCC leaders vs. 31% of center directors; p<.01). Most of both groups attended workshops conducted by multiple other providers (79% and 78%, respectively), such as the UFT, Trauma Smart, DOHMH, and their networks or larger organizations.

For both FCC leaders and center directors, workshops commonly addressed content regarding EarlyLearn requirements (61% and 63%, respectively), regulatory compliance (71% and 59%, respectively), quality improvement (68% and 63%, respectively), social and emotional development (57% and 59%, respectively), and curriculum use or development (54% and 56%, respectively). FCC leaders were more likely than center directors to attend workshops on nutrition and meal planning (79% vs. 50%, respectively; p<05), while center directors were more likely to attend workshops on teacher-child interactions (21% of FCC leaders vs. 63% of center directors; p<.01) and child recruitment (4% vs. 22%, respectively; p<.05).

Figure 34.Workshop Attendance by Directors by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

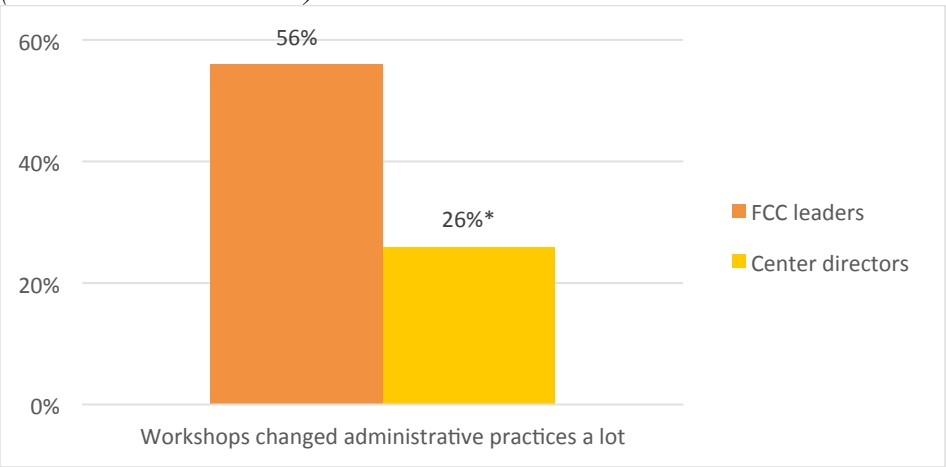
V.6.b. Workshop-related Changes Reported by Directors (*Table 35 in Appendix A*)

FCC leaders were more likely than center directors to say that the workshops they attended changed their administrative/management practices "a lot" (56% of FCC leaders vs. 26% of center directors; p<.05; *Figure 35*).[15] Among those who said workshops made such a difference, both FCC leaders and center directors said that workshops helped them learn or apply new knowledge, practices, and/or strategies (50% and 22%, respectively). Some said that the workshops helped them with new program requirements and paperwork (17% and 22%, respectively), and to manage their programs (11% of both). In addition, 11% of center directors said workshops helped them support or evaluate their staff.

[15] Both FCC leaders and center directors were asked the extent to which workshops related to "administrative/management practices" changed their practices.

At the same time, some of both FCC leaders and center directors said that the workshops did not substantially change their practices. Among those who said the workshops did not make a difference, center directors were more likely to say that the content was redundant (13% of FCC leaders vs. 17% of center directors; p<.10). Some of both FCC leaders and center directors said the content did not match their needs (13% and 8%, respectively), the workshops were too infrequent or lacked follow-up (7% and 4%, respectively), and funding was inadequate to pay someone to cover for them when they attended (7% and 4%, respectively). For a small number of FCC leaders (7%), not having time to apply what they had learned was a barrier.

Figure 35. Workshop-related Changes in Practices Reported by Directors by Setting (n=62 leaders/directors)



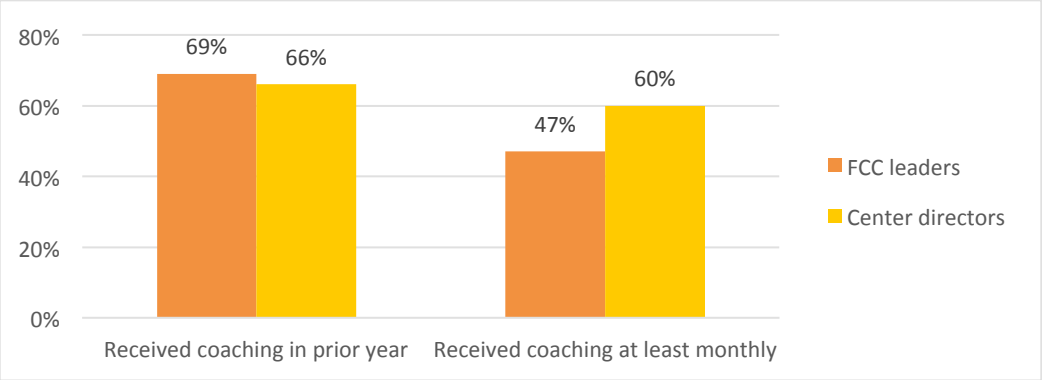
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.6.c. Coaching for Directors (*Table 36 in Appendix A*)

FCC leaders and center directors were equally likely to have received coaching in the prior 12 months, (69% and 66%, respectively) and to have received it at least monthly (47% and 60%, respectively; *Figure 36*). For both FCC leaders and center directors, coaching was often provided by ACS/EarlyLearn (41% and 39%, respectively). Center directors were more likely than FCC leaders to have received coaching provided by the DOE (0% of FCC leaders vs. 16% of center directors; p<.05), and some of both FCC leaders and center directors received coaching conducted by various other providers (46% and 34%, respectively), such as the UFT, City University of New York/QualityStarsNY, and their networks or larger organizations.

FCC leaders were more likely than center directors to receive coaching on regulatory compliance (72% vs. 40%, respectively; p<.05), nutrition and meal planning (67% vs. 15%, respectively; p<.01), lesson planning (61% vs. 25%, respectively; p<.05), and early literacy (33% vs. 10%, respectively; p<.10). For both FCC leaders and center directors, coaching commonly addressed EarlyLearn requirements (67% and 40%, respectively), quality improvement (50% and 72%, respectively), and social and emotional development (56% and 30%, respectively).

Figure 36. Coaching in Prior Year for Directors by Setting (n=62 leaders/directors)

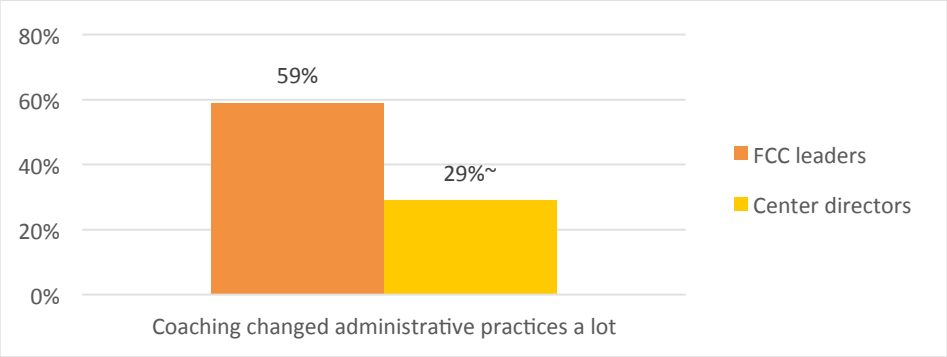


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.6.d. Coaching-related Changes Reported by Directors (*Table 37 in Appendix A*)

FCC leaders were more likely than center directors to say that the coaching they received changed their administrative/management practices "a lot" (59% vs. 29%, respectively; p<.10; *Figure 37*).[16] Among those who said that coaching made such a difference, both FCC leaders and center directors said that coaching helped them to learn or apply new knowledge, practices, and/or strategies (50% of both). Some FCC leaders said that coaching helped them to manage their programs and/or budgets (20% and 0%, respectively) and to make lesson plans (20% and 0%, respectively). Some center directors said they received help with program requirements (0% of FCC leaders and 25% of center directors). Among those who said coaching did not make such a difference, some said that the content had not met their needs (17% and 0%, respectively), or that the content was redundant (0% of FCC leaders and 22% of center directors).

Figure 37. Coaching-related Changes Reported by Directors by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.6.e. Professional Development Needed by Directors (*Table 38 in Appendix A*)

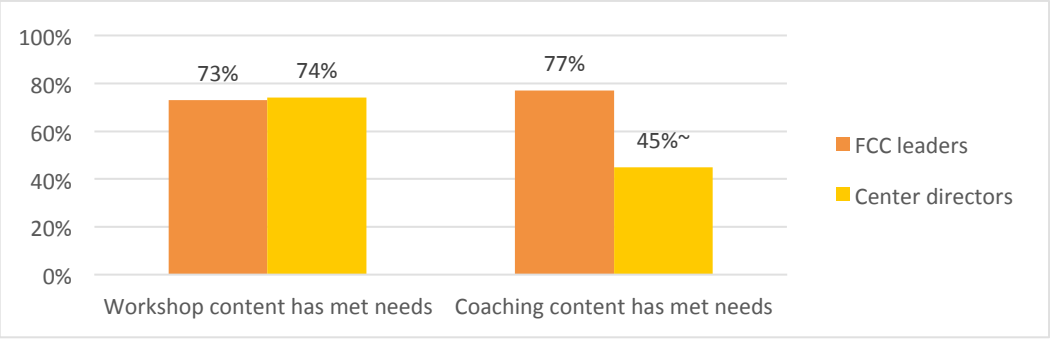
FCC leaders were more likely than center directors to say they can choose the PD opportunities that meet their needs (an average 2.8 vs. 2.4, respectively, on a 4-point scale of agreement; p<.10) and that in particular, the coaching they had received had met their needs (77% vs. 45%,

[16] Both FCC leaders and center directors were asked the extent to which coaching related to "administrative/management practices" changed their practices.

respectively; p<.10; *Figure 38*). FCC leaders and center directors were equally likely to say that the workshops they had attended had met their needs (73% and 74%, respectively).

Both FCC leaders and center directors said they still need PD on curriculum use or development (50% and 55%, respectively), behavioral challenges (42% and 58%, respectively), quality improvement (42% and 52%, respectively), regulatory compliance (35% and 52%, respectively), and lesson planning (50% and 29%, respectively). FCC leaders were more likely to say they need PD on budgeting and accounting (62% vs. 36%, respectively; p<.10) and EarlyLearn requirements (46% vs. 23%, respectively; p<.10), while center directors were more likely to identify teacher-child interactions (15% of FCC leaders vs. 42% of center directors; p<.05).

Figure 38. Alignment of Professional Development and Director Needs by Setting (n=62 leaders/directors)

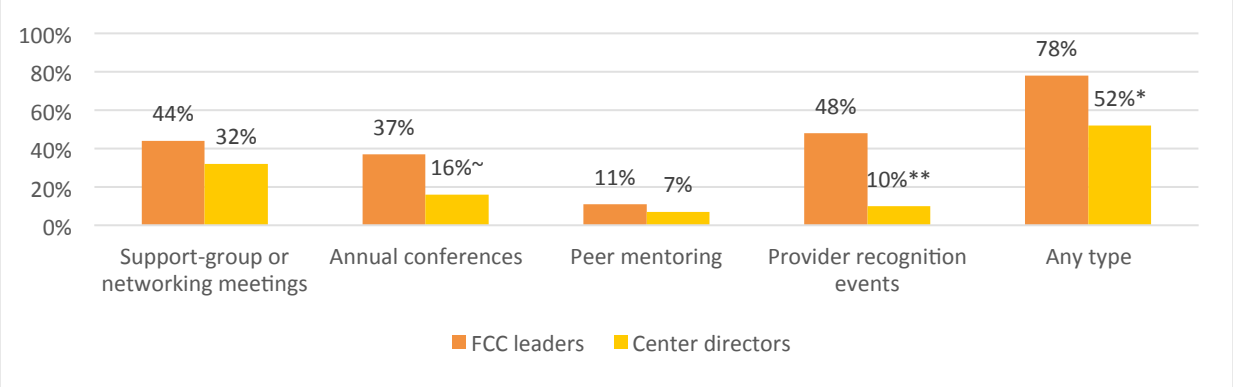


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.6.f. Professional Support for Directors (*Table 39 in Appendix A*)

FCC leaders were more likely than center directors to have participated in some type of external activity for the ECE profession during the prior year (78% vs. 52%, respectively; p<.05; *Figure 39*). However, less than half of either group participated in particular activities, such as support-group or networking meetings (44% and 32%, respectively) and mentoring (11% and 7%, respectively). FCC leaders were more likely to have attended annual conferences (37% vs. 16%, respectively; p<.10) and provider-recognition events (48% vs. 10%, respectively; p<.01).

Figure 39. Director Participation in Professional Support Activities by Setting (n=62 leaders/directors)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.7. Professional Development for Teachers

The following results reflect analyses of data from the FCC leader and center teacher surveys.

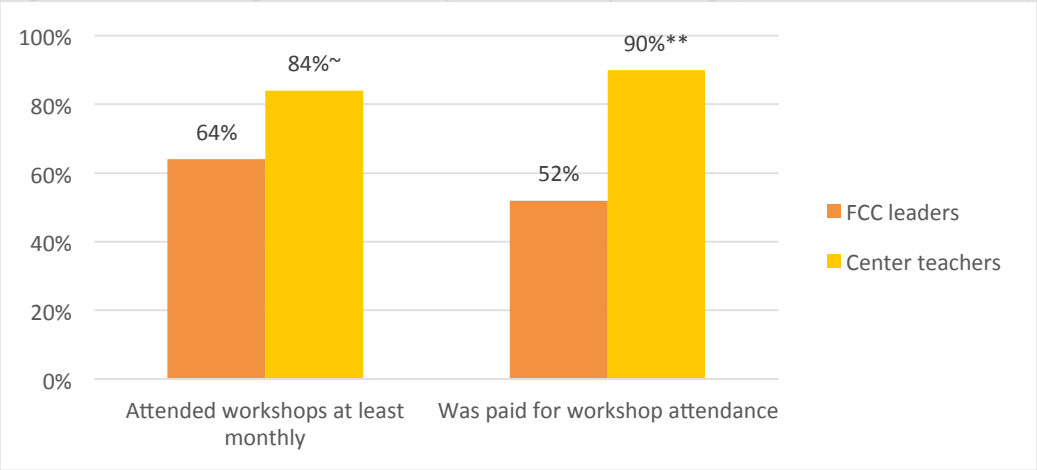
V.7.a. Workshops for Teachers (*Table 40 in Appendix A*)

Nearly every FCC leader and center teacher has attended at least one workshop in the prior 12 months (100% and 97%, respectively). However, center teachers were more likely to have done so at least monthly (64% vs. 84%, respectively; p<.10; *Figure 40*). Most center teachers (71%) attended workshops provided at their sites and they were more likely than FCC leaders to have been paid for their time doing so (52% of FCC leaders vs. 90% of center teachers; p<.01).

Many FCC leaders and center teachers attended workshops provided by ACS/EarlyLearn (68% and 69%, respectively). Center teachers were more likely than FCC leaders to have attended DOE workshops (0% of FCC leaders vs. 9% of center teachers; p<.10). Most of both groups have attended workshops conducted by other providers (82% and 72%, respectively), such as Trauma Smart, Bank Street, and the City University of New York/Aspire. A small number of center teachers said they attended workshops provided by their own center director (6%).

For both FCC leaders and center teachers, workshops commonly addressed content regarding child assessment (54% and 58%, respectively), social and emotional development (57% and 65%, respectively), curriculum use or development (54% and 58%, respectively), and lesson planning (46% and 52%, respectively). FCC leaders were less likely than center teachers to attend workshops on behavioral challenges (36% vs. 74%, respectively; p<.01) and teacher-child interactions (21% vs. 55%, respectively; p<.01).

Figure 40. Workshop Attendance by Teachers by Setting (n=62 leaders/teachers)



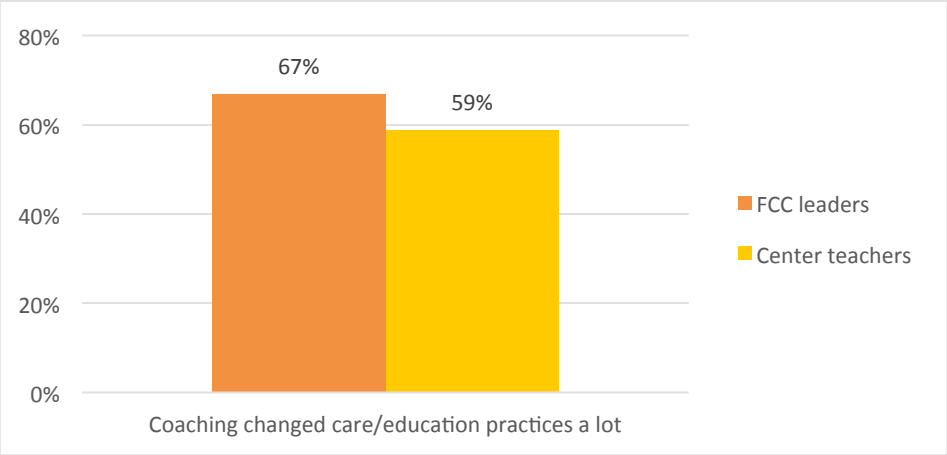
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.7.b. Workshop-related Changes Reported by Teachers (*Table 41 in Appendix A*)

FCC leaders and center teachers were equally likely to say that the workshops they attended changed their teaching practices "a lot" (62% of FCC leaders and 68% of center teachers; *Figure*

41).[17] Among those who said workshops made such a difference, both FCC leaders and center teachers most commonly said that the workshops helped them to learn or apply new knowledge, strategies, and/or practices. Some of both groups also said the workshops helped with children experiencing trauma, abuse, and/or emotional issues (5% and 14%, respectively), and curriculum implementation (13% and 5%, respectively). In addition, center teachers said the workshops helped them manage behavioral challenges (0% of FCC leaders vs. 29% of center teachers; p<.05), and the new rules and reports that were required of them (0% and 10% respectively). Among those who said the workshops did not make such a difference, FCC leaders and center teachers were equally likely to say that the content was redundant (10% and 30%, respectively), or did not match their needs (10% and 20%, respectively).

Figure 41. Workshop-related Changes in Practices Reported by Teachers by Setting (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

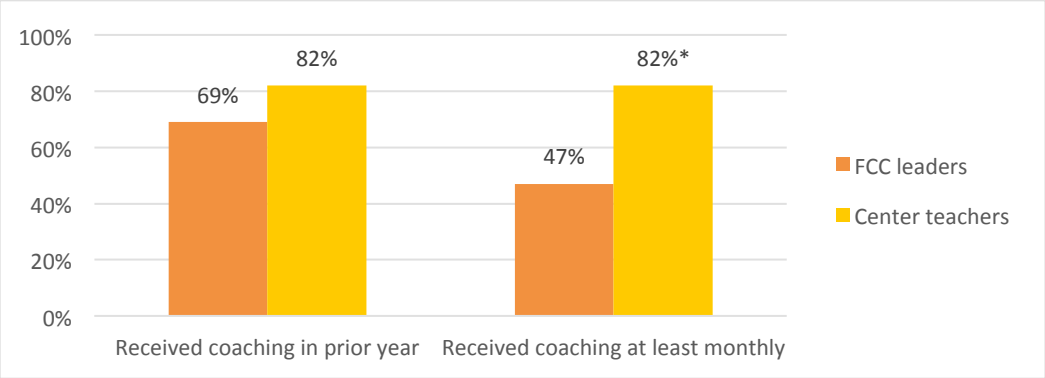
V.7.c. Coaching for Teachers (*Table 42 in Appendix A*)

FCC leaders and center teachers were equally likely to have received coaching in the prior 12 months (69% and 82%, respectively), but center teachers were more likely to have received it at least monthly (47% of FCC leaders vs. 82% of center teachers; p<.05; *Figure 42*). For both groups, coaching was provided by ACS/EarlyLearn (41% and 55%, respectively). In addition, center teachers were more likely to have received coaching provided by the DOE (0% of FCC leaders vs. 13% of center teachers; p<.05), and some of both groups received coaching from other providers (46% and 43%, respectively), such as Trauma Smart, DOHMH, and Bank Street.

Coaching commonly addressed lesson planning (61% for FCC leaders and 50% for center teachers), social and emotional development (56% and 64%, respectively), child assessment (50% of both), curriculum use or development (50% and 46%, respectively), and teacher-child interactions (44% and 50%, respectively). FCC leaders were less likely than center teachers to receive coaching focused on behavioral challenges (33% vs. 64%, respectively; p<.10).

[17] Both FCC leaders and center teachers were asked the extent to which workshops related to "care/education practices" changed their practices.

Figure 42. Coaching in Prior Year for Teachers by Setting (n=62 leaders/teachers)



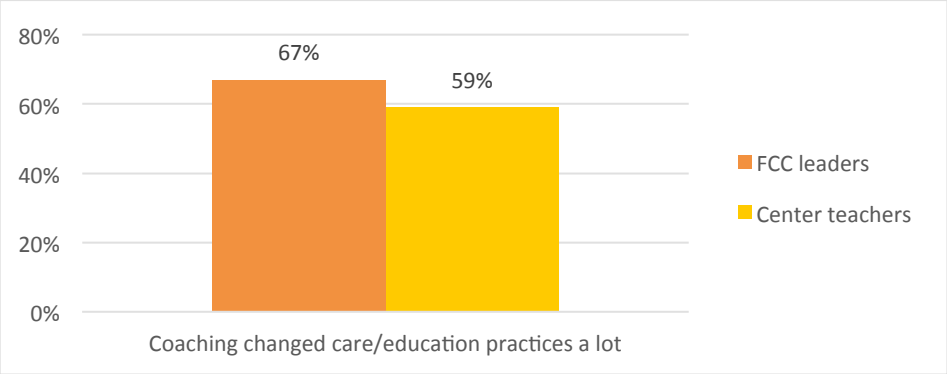
Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.7.d. Coaching-related Changes Reported by Teachers (*Table 43 in Appendix A*)

FCC leaders and center teachers were equally likely to say the coaching they received changed their teaching practices "a lot" (67% and 59%, respectively; *Figure 43*).[18] Among those who said coaching made such a difference, FCC leaders were more likely to say it helped them to learn or apply new knowledge, strategies, and/or practices (80% vs. 38%, respectively; p<.05), and some of both groups said coaching fostered reflection on their teaching (10% and 8%, respectively). FCC leaders were less likely to say that coaching helped them manage behavioral issues (0% vs. 23% respectively; p<.10), but some said coaching helped with lesson planning (20% and 0%, respectively) and curriculum use (10% and 0%, respectively). Some center teachers said coaching helped them meet children's needs (0% of FCC leaders and 15% of center teachers).

Among those who said coaching did not make such a difference, some FCC leaders said that the content had not met their needs (20% of FCC leaders and 0% of center teachers) and that coaching visits had been too infrequent (20% and 0%, respectively). Some center teachers said that the content of coaching had been redundant (0% of FCC leaders and 11% of center teachers) and had been too difficult to apply in practice (0% and 11%, respectively).

Figure 43. Coaching-related Changes in Teacher Practices Reported by Teachers by Setting (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

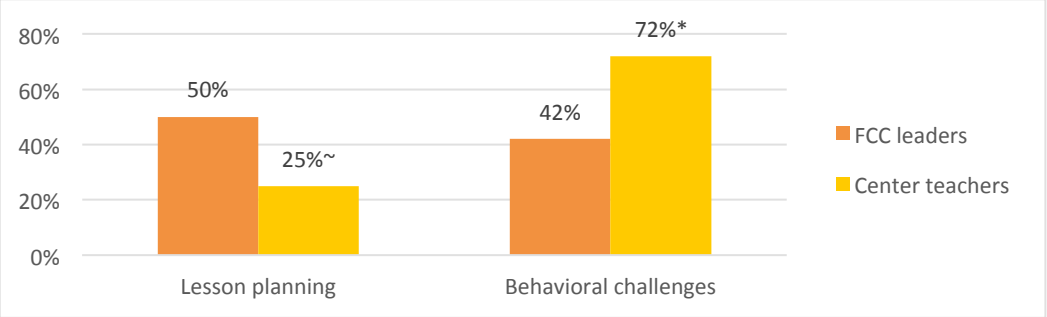
[18] Both FCC leaders and center teachers were asked the extent to which coaching related to "care/education practices" changed their practices.

V.7.e. Professional Development Needed by Teachers (*Table 44 in Appendix A*)

FCC leaders were more likely than center teachers to say they can choose the PD opportunities that meet their needs (an average 2.8 for FCC leaders vs. 2.4 for center teachers, on a 4-point scale of agreement; p<.10). Yet, they were equally likely to say that, overall, the workshops they had attended had met their needs (73% and 68%, respectively) and the coaching they had received had met their needs (77% and 73%, respectively).

FCC leaders were more likely to say they still need PD on lesson planning (50% vs. 25%, respectively; p<.10), while center teachers were more likely to say they need PD on behavioral challenges (42% of FCC leaders vs. 72% of center teachers; p<.05; *Figure 44*). Both groups said they need PD regarding curriculum use (50% and 34%, respectively), child assessment (35% and 38%, respectively), and social and emotional development (27% and 34%, respectively).

Figure 44. Differences in the Professional Development that Teachers Say They Need by Setting (n=62 leaders/teachers)

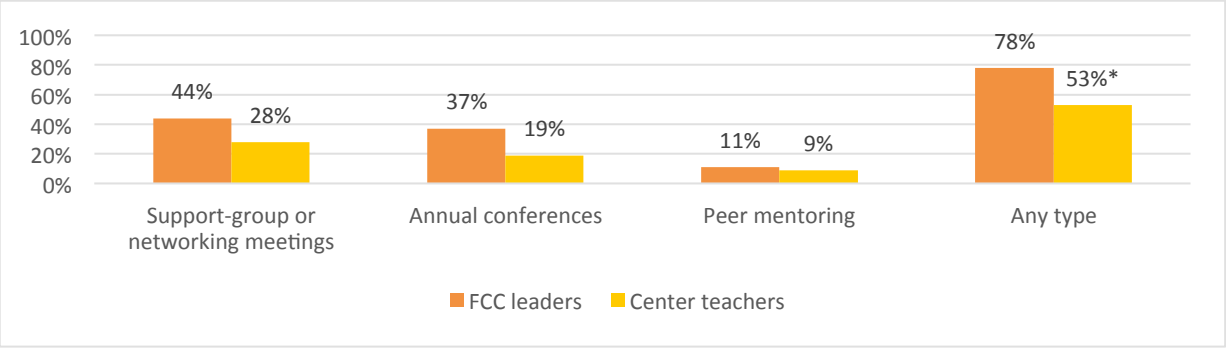


Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

V.7.f. Professional Support for Teachers (*Table 45 in Appendix A*)

FCC leaders were more likely than center teachers to have participated in some type of supportive activity for the ECE profession during the prior year (78% vs. 53%, respectively; p<.05; *Figure 45*). However, less than half of both groups participated in particular activities, such as support-group or networking meetings (44% and 28%, respectively), annual conferences (37% and 19%, respectively), and mentoring from another teacher (11% and 9%, respectively).

Figure 45. Teacher Participation in Professional Support Activities by Setting (n=62 leaders/teachers)



Note: ~p<.10, *p<.05, **p<.01, ***p<.001.

VI. Themes and Policy Recommendations

The results indicate some important similarities and striking differences in the program characteristics and individual views that characterize EarlyLearn FCCs and centers serving infants and toddlers. In several ways, the similarities between the two settings suggest that some of the goals of EarlyLearn have been fulfilled. For example, nearly all programs in both settings are using curricula and assessments, and they are using assessments in the same or similar ways to gauge children's growth and prepare learning activities for children. More troubling, both FCCs and centers report operating with too few resources to enact the quality improvements that are expected of them, and the low annual earnings of both FCC leaders and center teachers represent an urgent policy challenge. At the same time, differences between the settings indicate some obstacles to the promotion of their quality. Foremost, the education levels of FCC leaders and their director and teacher peers at centers are dramatically different, and FCC leaders appear to be struggling more than center teachers with the use of curricula, making lesson plans, and individualizing instruction. However, FCCs also distinguish themselves with several strengths, such as their willingness to accommodate the irregular schedules of parents and their high rate of bilingualism. More broadly, the manifestations of program "quality," as defined by FCC leaders, center directors, and center teachers, appear to differ in the two settings.

To synthesize these and other results, we present six themes that emerge from the data. These themes represent a synthesis of what the analyses reveal about the strengths and weaknesses evident in each setting, and their implications for the quality, equity, and sustainability of the city's infant and toddler programs. For each theme, we offer corresponding policy recommendations for consideration as the city moves forward with transformational changes in the early childhood landscape.

VI.1. Themes and Recommendations

VI.1.a. Theme #1: *FCC leaders are doing two jobs at once, and many are struggling with the managerial demands and long hours of their program while caring for infants and toddlers.*

Even though center directors typically oversee larger programs than FCC leaders, the results indicate that in many ways, FCC leaders are managing the same or similar challenges as their peers at centers, while also directly caring for young children and working longer hours. Both FCC leaders and center directors spend considerable hours per week on budgeting and accounting, and yet FCC leaders are more likely to say that the rules are complicated, that support from ACS is insufficient, and that they need more help in this regard. FCC leaders also experience more difficulty managing the number of program hours that are covered by funding, saying that they work more hours than are covered. Indeed, the results indicate that FCCs are open more hours per day than centers and are more likely to change their hours to accommodate the needs of parents. While this is a critical service for families, it also extends the workday of FCC leaders, who typically work 50 hours a week, compared to 44 hours for center directors. Nearly half of FCC leaders work at least 55 hours per week, a rarity for center directors.

Over and over, many FCC leaders say that the difficulties they experience managing the components of their programs reflect not having sufficient time or resources. Indeed, FCC

leaders are unlikely to have any administrative support staff. They are also unlikely to receive professional development that emphasizes business practices and program management. In short, the results indicate that as FCC leaders toggle between the roles of director and teacher, they need additional support with the managerial demands of their programs. For FCCs, this is an issue of both quality and sustainability (Vieira & Hill, 2019). If FCC leaders cannot navigate the managerial demands of their program while meeting increasing demands from EarlyLearn and 3K for All, they may provide sub-standard services or close their doors altogether.

- **Policy Recommendation #1:** ***Increase managerial support for FCCs.***

FCC leaders need more training on how to manage their budgets and accounting, and more administrative (or teaching) support to create the time to do so. The evidence that FCC leaders highly value the supports they receive from their networks suggests that networks would be a natural source of such managerial assistance. Yet, the results indicate that FCC networks commonly provide workshops on administrative tasks, but rarely the direct on-site coaching that can respond to individual needs. When network staff forge ongoing, supportive relationships with FCC leaders, they can provide individualized training on business practices, create shared services strategies, and utilize other creative approaches to make FCC leaders' businesses more sustainable. With 83% of FCC leaders in the sample saying that their networks are providing valuable assistance, the results support a call for greater on-site managerial support.

- **Policy Recommendation #2:** ***Increase funding for non-standard work hours in both settings.***

FCC leaders should be paid for the hours they work to accommodate the schedules of parents. Yet, even while child care for non-standard and irregular work schedules is a strength of FCCs, it should not be exclusive to them. Low-income parents who work such hours require coverage, whether in FCC or center-based programs, to maintain their family income and reduce parental stress, both of which lead to better outcomes for children. While the city cannot change the level of federal and state CCDBG or Head Start funding, city policymakers can still act expeditiously to augment these funds with financial incentives for both centers and FCCs to offer nonstandard-hour care. This would assure that FCC leaders and center staff are paid for staying open longer, while fostering the well-being of families and the healthy development of children.

VI.1.b. Theme #2: *While compensation is misaligned between FCC leaders and center directors, both FCC leaders and center teachers work for poverty-level wages and benefits.*

FCC leaders earn less than half as much annually as center directors. On average, FCC leaders earn $31,352 per year, while center directors earn $66,758 per year. Yet, FCC leaders and center teachers have similarly low earnings. While FCC leaders earn $31,352 per year, center teachers earn $36,554 per year, and most of both groups have household incomes below $50,000. Depending on the number of people in their households, these earnings put both FCC leaders and center teachers close to or below the poverty line. Notably, FCC leaders work longer hours than center teachers for similarly low levels of compensation (an average 50 hours per week for FCC leaders vs. 39 hours per week for center teachers).

Compensation does not end with salary, of course. Although FCC leaders and center directors are equally likely to have health insurance, most center directors get their health insurance through their employer or union, while half of FCC leaders get health insurance through Medicaid; the other half purchase it directly or receive it via Medicare or their spouse. Among FCC leaders and center teachers, both are unlikely to have health insurance though an employer or their union, and about one-quarter of center teachers get health insurance through Medicaid.

To some extent, the disparities between FCC leaders and center directors are explained by differences in education. Nearly all center directors have a master's degree, while most FCC leaders have a high school degree or some college experience; a minority have an Associate or Bachelor's degree. Center directors also oversee larger programs with more staff to supervise. However, the similarly low earnings of both FCC leaders and center teachers are hard to justify. While both FCC leaders and center teachers have low earnings, center teachers have higher levels of education, which suggests that center teachers who gain education receive no earnings increase for doing so. At the same time, FCC leaders and center teachers are equally *unlikely* to be state certified. More positively, most FCC leaders have a CDA, and many FCC leaders and center teachers are pursuing a new credential, certification, or degree.

Nonetheless, the low levels of compensation for both FCC leaders and center teachers, disparities in their education levels, and equally low levels of state certification are a pressing challenge to city policies that seek to promote quality across both settings. The city's laudable commitment to raise salaries for certified teachers by October 2021 will not apply to FCC leaders and center teachers who are not certified, and the city's promised wage increase and bonus for uncertified teachers is insufficient to address the poverty-level wages found here.

- **Policy Recommendation #3:** ***Increase compensation for FCC leaders and center teachers, and financially reward those who pursue certification and higher education.***

As part of its efforts to provide just compensation to the early childhood workforce, the city needs to assure that both FCC leaders and center teachers earn salaries and benefits that put them well above the poverty line and ease the economic worries that are likely to affect their health and well-being as individuals (and often parents themselves) and as teachers. The compensation framework should be structured to provide financial incentives to FCC leaders and center teachers to pursue credentials and higher education. This would help dismantle the current *de facto* career track, in which teachers gain requisite qualifications and then move to higher-paying jobs at schools, fueling turnover and program disruption. Instead, the compensation structure should assure an adequate baseline income and then give incentives to uncertified FCC leaders and center-based teachers to gain credentials and education that will benefit both themselves and the children they serve. The results here suggest that many of them are willing to do so.

- **Policy Recommendation #4:** ***Provide stipends and practical support to allow FCC leaders and center teachers to pursue additional training.***

The city should provide stipends for teachers who pursue state certification and higher education to assure that they can afford to acquire the skills and education that city policies require. It is also important to consider the practical challenges of attaining certification and degrees for FCC

leaders who work long hours and often work alone. This may mean ensuring that course schedules accommodate their work schedules and training is available in their communities. With these considerations in mind, creative models such as apprenticeships, which combine easy-to-access coursework with on-the-job training and monthly stipends, have shown promising results (Bipartisan Policy Center, 2019; Gardner et al., 2019).

VI.1.c. Theme #3: *FCCs offer fewer services than centers to children and families, but for both FCCs and centers, family engagement in program activities is a persistent challenge.*

As might be expected, FCCs do not have sufficient staff or resources to provide the types of comprehensive services that children require and that centers often provide, including on-site services to children, such as basic health screens, developmental assessments, therapeutic services, mental health services, and medical services. Centers are also more able to provide families with services, such as mental health, legal, housing, and/or employment services, parenting classes, and help with government applications. However, the finding that FCCs are also less likely than centers to *refer* children and families to such services is less expected. While comprehensive service provision is impractical for FCC leaders, the referral of children and families to needed services seems more feasible. The results indicate that fewer than a third of FCCs receive support in this regard from their networks, compared to more than half of centers who say they receive help with service referrals from their larger service organizations. This suggests that networks could do more to connect FCCs with community-based providers and coordinate referrals to them.

The results further indicate that centers generally have more ways than FCCs to engage families in their children's program, such as parent-teacher conferences, attendance at class events, volunteering in the classroom, and going on field trips. While this could be considered a weakness of the FCC model, it is hard to imagine how FCC leaders could conjure these multiple school-like activities, given their time and resource constraints. At the same time, FCCs may excel at engaging families in sustained and trusting relationships, which these activities may not capture (Blasberg et al., 2019; Hooper et al., 2019). Nonetheless, nearly half of both FCC leaders and center directors say that engaging families is difficult, explaining that parents are too busy, have to work on varied schedules, or are uninterested in program activities. Thus, even with more ways to engage families in program activities, center directors are just as likely as FCC leaders to suggest that such efforts are not effective.

Understanding these results demands consideration of a growing research literature regarding how to conceptualize and operationalize family engagement (e.g., Gennetian et al., 2019; Jeon, Choi, Horm, & Castle, 2018; McWayne, Melzi, Limlingan, & Schick, 2016). A traditional perspective emphasizes the lack of family engagement as rooted in family capacity, decisions, or preferences. While this perspective typically calls upon program directors and teachers to remedy such disengagement, it may be hindered by assumptions of family deficits, a perception that by itself, may discourage family engagement and prevent the formation of trusting alliances between teachers and parents (Souto-Manning & Swick, 2006). Although the results do not implicate these deeper issues, they clearly indicate the need for a reconsideration of how best to engage diverse and predominantly low-income families, a core component of the city's framework for program quality across settings (NYC DOE, 2019a).

Rather than solely intensifying efforts to enact traditional family-engagement activities, recent scholarship has argued for a different approach that would focus resources on the adult-learning services for families that are likely to benefit both parents and children (Sabol, Sommer, Sanchez, & Busby, 2018). This approach is operationalized in a model of dual-generation programs, which views early education programs as a platform for adult education and training (Sommer et al., 2018). Such programs, which re-orient family engagement activities to services that could substantively change families' lives, are showing considerable promise in empirical studies (Sabol et al., 2015; Sommer et al., 2018).

- **Policy Recommendation #5:** ***Help FCCs refer children and families to comprehensive services.***

The FCC networks can do more to connect FCCs to the community-based services that their children and families require. In particular, the networks could help FCCs develop relationships with community-based service providers and coordinate the referrals that children and families need. This enhanced support could, for example, strengthen the city's efforts to build the capacity of early childhood teachers to recognize signs of childhood trauma and assure that children and families receive the services they need.

- **Policy Recommendation #6:** ***Consider a dual-generation approach to family engagement in both settings.***

Dual-generation programs may offer a more productive way to engage parents, and in turn their children, than solely devoting more resources to a traditional menu of family activities. Instead, this model calls for a systematic approach to creating opportunities for sustained engagement in adult learning programs. While FCCs and centers are unlikely to have the capacity to provide adult learning services, they could foster participation with referrals and support. Although we do not suggest eliminating classroom-level efforts to involve families in their children's learning, the disappointing results of current modes of engagement and the need to support greater access to services for children and families, both evident in the data, could inform a systems-level reconsideration of family engagement with the intent to pilot this innovative approach.

VI.1.d. Theme #4: *Workshops and coaching are valuable for participants in both settings, and particularly for FCC leaders. However, FCC leaders face higher obstacles to participation and less frequent access.*

Most FCC leaders and center directors have attended workshops at least monthly in the prior year, and about half of both groups have received coaching at least monthly, indications that EarlyLearn's goals regarding PD participation are being realized in many sites. Even so, for center directors, workshop participation is more frequent and more conveniently provided onsite, and they are more likely to be paid for their time attending. Nonetheless, FCC leaders are more likely than center directors to say that workshops and coaching substantially changed their administrative practices. Similarly, most FCC leaders and center teachers have attended workshops in the prior year, but for center teachers, workshops are more frequent, more often provided on site, and more likely to include payment for their time. In addition, center teachers are more likely than FCC leaders to have received coaching at least monthly. Even so, FCC

leaders and center teachers are equally likely to say that workshops and coaching substantially changed their teaching practices. When workshops and coaching did not make such a difference, FCC leaders, center directors, and center teachers all say the content was redundant or did not match their needs. Some FCC leaders and center teachers also said that coaching was too infrequent or too difficult to apply.

Together these results indicate that workshops and coaching are valued sources of knowledge for participants in both settings, and especially in FCCs, but that access and frequency are inequitable, disadvantaging FCC leaders. Intensive coaching that occurs at least bi-weekly appears to promote the application of new teaching skills to practice, with particular potency in FCCs (Bromer et al., 2009; Bromer & Porter, 2017; McCabe & Cochran, 2008; Porter et al., 2010; Yoshikawa et al., 2013). Yet, FCC leaders are unlikely to receive coaching this often.

In addition, while the results suggest that FCC leaders, center directors, and center teachers, share some PD needs, the data also underscore the importance of tailoring content to the needs of participants. For example, FCC leaders are more likely to say they need PD on budgeting, accounting, and EarlyLearn requirements, while center directors are more likely to say they need help with teacher-child interactions. Among FCC leaders and center teachers, FCC leaders are more likely to say they need PD on lesson planning, while center teachers are more likely to say they need help with behavioral challenges. Some of both FCC leaders and center teachers say they need training on teaching DLLs, and nearly half of FCC leaders, more than half of center directors, and almost three-quarters of center teachers say they need training on managing behavioral challenges. Both FCC leaders and center teachers cited behavioral disruptions as one of the primary challenges related to special-needs children. The relative lack of either workshops or coaching on behavioral challenges for FCC leaders is a concern in this context.

- **Policy Recommendation #7:** ***Foster equitable access to workshops by paying FCC leaders for their time and removing practical obstacles to their participation.***

To foster equitable access to professional learning opportunities, the city should pay FCC leaders for their time spent attending workshops. The provision of trainings at night or on weekends, and in the communities where FCC leaders live, could further increase their participation. Moreover, tailoring the content of workshops so that it reflects the stated needs and varied contexts in which FCC leaders, center directors, and center teachers work would likely increase the engagement of participants and the efficacy of such efforts in changing practice.

- **Policy Recommendation #8:** ***Provide more frequent coaching in both settings.***

The provision of more frequent (ideally bi-weekly), customized coaching would support the application of knowledge, gained from either workshops or prior coaching, to practice. In the small, home-based settings of FCCs, this type of individualized, relationship-based coaching may be particularly valuable.

VI.1.e. Theme #5: *FCC leaders, center directors, and center teachers share child-centered beliefs about program quality, but they apply them differently in practice.*

FCC leaders, center directors, and center teachers express similar support for child-centered, progressive definitions of quality. For example, FCC leaders and center teachers are equally likely to say that children should be active learners and that children have a right to their own point of view and should be allowed to express it. Moreover, FCC leaders and center teachers are equally likely (albeit a minority of both groups) to identify as an educator, teacher, and/or professional, and they share similar views regarding the skills that children need to be ready for school, giving highest priority to children's approaches to learning. These generally consonant views of program quality and pedagogies should be encouraging to policymakers who might have expected disparities in this regard.

However, the results also suggest that the application of teachers' beliefs to their daily practice differs in FCCs and centers, as revealed in their descriptions of the work they do. For example, FCC leaders are more likely to cite the creation of caring, nurturing, and relationships as a component of quality, while center teachers (like center directors) are more likely to cite fostering play-based learning. FCC leaders are also more likely to say that their job is to love children and make a difference in their lives, while center teachers are more likely to describe their job in terms of enacting classroom practices commonly associated with quality, such as using curriculum, lesson plans, and assessments, and creating a caring and playful classroom. The emphasis on emotional connections forged between adults and children in FCCs may in part reflect their higher enrollment of babies and toddlers, whose needs for attachment are indeed foundational, as well as the distinctive structure of FCCs that allows a caregiver to forge trusting relationships with children and families that extend for several years.

In this context, FCCs may excel at offering families the cultural congruence they seek during their children's first years of life. While FCCs and centers in the sample are equally likely to enroll Hispanic/Latinx children, FCCs are more likely to have enrollment that is almost entirely Hispanic/Latinx. In every FCC with predominantly Hispanic/Latinx children, the FCC leader was herself Hispanic/Latinx and Spanish-speaking. These FCCs may appeal to Hispanic/Latinx families who prefer home-like settings that foster trusting relationships and shared cultural understandings (Lopez & Grandal, 2020; Paredes et al., 2019). FCCs may be particularly good at offering care that is consistent with the Latinx concept of *familismo*, in which attachment, loyalty, and reciprocity characterize relationships among extended family and non-family members who are jointly engaged in the upbringing of children (Calzada, Tamis-LeMonda, & Yoshikawa, 2012; Durand, 2011; Paredes et al., 2019). Preserving this type of culturally-rich option for Hispanic/Latinx and other families who seek child care for their infants and toddlers requires careful efforts to promote a system-wide model of quality that honors the community preferences implicit in this choice.

At the same time, some pedagogical components of program quality appear to be more difficult for FCC leaders. Compared to center teachers, FCC leaders are more likely to say that using required curricula is difficult, and some also say that using assessments is difficult, explaining that they have insufficient support or training, and that assessments are too frequent or time-consuming. In addition, FCC leaders, who typically teach a wider age range of children, are more likely to say it is challenging to individualize activities and instruction for them, and to make lesson plans that reflect the early learning standards their program funding requires.

While these results point to the need for individualized professional development, they also suggest that quality may "look different" in the two settings. As described in *Section II.3.c.*, predominant definitions of program quality emphasize positive and responsive interactions between children and teachers who effectively use curricula, assessments, and intentional instructional strategies, a view that is consistent with the job description offered by center teachers. (Shonkoff & Phillips, 2000). The description offered by FCC leaders focuses more narrowly on strong and sustained relationships that underly the responsive interactions that nurture children's learning and development. Hence, while the pedagogical philosophies of FCC leaders and center teachers are similar, their application may differ due to structural variations in the two settings. FCC leaders oversee mixed-age groupings, generally younger children, and a familial setting that sustains multi-year relationships attuned to families' cultural values. In contrast, center teachers work in classrooms with more narrow age-groupings and typically older children who will soon move to a new teacher and classroom.

Models and tools that recognize these distinctive features can help render more useful data than those designed primarily for centers. Blasberg et al. (2019) offer a research-based model of quality in FCCs that recognizes both the distinctive characteristics of home-based programs, such as the formation of lasting and supportive relationships, and the elements of quality that transcend FCCs and other early childhood settings, such as positive adult-child interactions. Observational tools have also been designed to recognize the distinctive qualities of FCCs. For example, the Quality of Early Childhood Care Settings: Caregiver Rating Scale (QUEST; Halle, Whittaker, & Anderson, 2010) is designed for both home-based settings and centers, and another promising option is the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT), a tool for use in both FCCs and centers to measure the quality of caregivers interactions with infants and toddlers (Atkins-Burnett et al., 2015). These types of models and tools support a reconsideration of how to conceptualize and measure quality in the diverse settings that comprise infant and toddler programs and indeed, the broader early childhood landscape.

- **Policy Recommendation #9:** ***Use models and metrics of quality that recognize the distinctive strengths of both settings.***

When conceptualizing and measuring quality in FCCs and centers, use models and tools that recognize the distinctive features of both settings, rather than applying the metrics of a center-based model or tool to FCCs. Metrics that recognize the relative strengths of each setting, while also identifying weaknesses, are more likely to render data that support the professional learning that FCC leaders, center directors, and center teachers can apply to their particular contexts.

- **Policy Recommendation #10:** ***Preserve and encourage the culturally-rich options that parents seek.***

The pursuit of system-wide quality need not exclude the culturally-rich aspects of programs—in both FCCs and centers—which parents may seek for their infants and toddlers. The use of culturally-sensitive tools, such as the Q-CCIIT, which offer specific guidance on how to use their metrics when considering cultural differences, can support a more systemic-level consideration of children's learning as an inherently cultural process that quality programs understand.

VI.1.f. Theme #6: ***Policies to engage FCCs in 3K for All will have important consequences for the quality and supply of programs for infants and toddlers.***

The city has recently begun counting all the 1,400 3-year-olds served enrolled in EarlyLearn FCCs as 3K for All enrollees. The results here suggest that this may come as a surprise to the FCC leaders who have little knowledge of what 3K for All entails and feel under-resourced to provide the services already required of them. Indeed, the financial and programmatic pressures weighing on FCC leaders, evidenced in the data, call for careful consideration as the city seeks to integrate FCCs into 3K provision and align quality across settings.

The results indicate that the majority of both FCCs and centers enroll 3-year-old children. Rather than helping to transition their 3-year-olds to center-based programs, FCCs have an understandable incentive to keep their 3-year-olds because their funding offsets the higher costs of caring for infants and toddlers under age 2. Moreover, FCCs are more likely to say that recruitment has grown harder since the launch of Pre-K for All, and the expansion of 3K for All could accelerate this trend, threatening the fiscal viability of FCCs and aggravating a longstanding shortage of programs for infants and toddlers.

Even with the inclusion of FCCs in 3K for All, it is unclear how they will manage the demands of 3K while caring for infants and toddlers. The results indicate that FCCs typically serve a wide range of ages, and few FCCs have the paid teaching support that would help them provide the individualized attention and instruction that 3K could require. In this context, FCCs might struggle to simultaneously fulfill the demands of caring for infants and toddlers and the 3K model. They could decide to shed their infant-and-toddler seats, opting for the greater funding and simplicity of focusing on 3-year-olds, or to cease operations entirely. The DOE is trying to reduce this risk with the creation of a modified 3K curriculum that FCCs can use in mixed-groups settings. Indeed, the city is well aware of this policy challenge: how to integrate FCCs into 3K for All, without demanding so much from them that they shed their infant and toddler seats or close their doors completely.

In its efforts to engage FCCs in 3K for All, the city has decided to require different qualifications for FCC leaders to be eligible to provide 3K. Few FCC leaders meet the requirements for lead teachers in center or school-based 3K classrooms, which are to have a Bachelor's degree and state certification, a Bachelor's degree and two years of relevant experience, or an "approved study plan" to gain a Bachelor's degree within seven years (NYC DOE, 2018). Recognizing this reality, the DOE has determined that in FCCs only, either the FCC leader or an assistant teacher must have a CDA (NYC DOE, 2019b). The results here suggest that this change will swiftly make most FCC leaders eligible for 3K for All, but simultaneously calls upon the city to provide the resources that FCCs require to meet the rising expectations of 3K while providing the infant and toddler care that families desperately need.

- **Policy Recommendation #11:** ***Promote and align program quality across settings with differentiated strategies that pursue the common goal of nurturing young children's learning and development.***

Differences in qualifications and program quality across settings call for differentiated strategies to enhance the strengths of the two settings while addressing their weaknesses. Varied types and levels of training may be compatible with different manifestations of 3K for All that reflect the distinctive features of diverse settings—when those settings have the resources they require to meet program expectations. The "alignment" of program quality across settings thus takes on new meaning when we recognize that quality may look different among them. Rather than aspiring to a singular version of quality, varied settings may draw upon their distinctive strengths to serve children and families successfully. What transcends these differences and unites efforts to align quality is the common goal, supported by the extant knowledge base, of effectively nurturing the healthy growth and active learning of children.

- **Policy Recommendation #12*: Increase the funding that FCCs and centers receive for the care of infants and toddlers.***

To promote quality across settings and sustain access to infant and toddler care, the city needs to build on program strengths and address weaknesses in the many ways described above, *while increasing the funding that FCCs and centers receive for the care of infants and toddlers.* Rising expectations must be accompanied by rising resources. Current funding rates that FCCs and centers receive for infants and toddlers, which are set at the state and county levels, do not reward programs for improvements in quality. The city could demonstrate leadership in this regard, as it has done with 3K and Pre-K for All. Specifically, the city could augment current funding and use QualityStarsNY, which has distinctive standards of quality for FCCs, as a ready-made structure for tiered funding that would reward programs that increase their quality. This type of QRIS structure has been used by states and localities across the country.

As FCCs join 3K for All, we thus recommend a multi-pronged strategy of increased and strategically focused resources for the care of infants and toddlers that, in combination with increased compensation for teachers in FCCs and centers, could mitigate a decline in infant and toddler care while promoting quality across both settings. One proposal to implement this type of strategy, along with ideas of how to fund it, suggests a 6-year phase-in that would ultimately cost $660 million per year (Stringer, 2019). We encourage the city to explore its options.

VI.2. Limitations

As noted in *Section III*, recruitment of our sample proved challenging. While some sites in the recruitment sample were ineligible to participate, many did not participate because they were over-burdened or simply too busy to do so. As a result, it is likely that our results reflect self-selection among sites that had the time and bandwidth to participate, producing a sample that is biased away from sites that would likely be more stressed and/or or disengaged from EarlyLearn efforts to promote quality. Thus, to the extent the results indicate FCC-leader overload and related challenges to quality promotion, they are likely to underestimate these challenges due to inherent sample bias.

In addition, because our recruitment strategy established contact with FCC leaders via their networks, the sample of EarlyLearn FCCs may be more likely than other EarlyLearn FCCs to be constructively engaged with their networks. As such, they may represent the potential of FCC

engagement with their networks, without being typical of the broader EarlyLearn FCC population. Indeed, the sample is not intended to be representative of either EarlyLearn centers or FCCs city-wide. Rather, we seek to elevate the voices and experiences of a sample of EarlyLearn providers who offer insights into their distinctive and similar characteristics, assets, needs, and experience with quality-enhancement policies.

Finally, it is noteworthy that the collection of data from April to October in 2019 occurred during a time of extraordinary change in the city's early childhood system. By itself, the transition of contracts from ACS to DOE, which occurred in the middle of the data collection, represented a massive shift in administrative responsibilities and the relationships that underly contracts between city government and its programs. The subsequent invitation to FCCs to join 3K for All represented another systemic change. As such, the data should be considered in the context of unusual instability; the perspective of a participant who responded in April could be different from one who responded in September. While our intent is to inform these very policy changes, which continue to evolve, the data should be considered with this caution in mind.

VI.3. Conclusion

Infancy and toddlerhood is a unique period of development that demands unique status. Policies that apply a system-wide framework for quality to the diverse landscape of programs for infants and toddlers should take special care to build on the distinctive assets of particular settings and the cultural communities they serve. As such, the alignment of quality across programs does not preclude the possibility that quality might manifest differently among them. The intent of this study is to help inform policies that are guided by this premise as they seek to address the shortage of infant and toddler programs while elevating their quality. Importantly, the data indicate that both settings—but particularly FCCs—lack sufficient resources to sustain the program quality sought by policymakers. Even while we acknowledge the challenging fiscal environment that New Yorkers currently face, this finding indicates that the transformation of the city's early childhood landscape, which has laudably advanced with the expansion of 3K and Pre-K for All, urgently requires the strategic use of existing and new resources devoted to the excellence, equity, and sustainability of programs for infants and toddlers.

Addendum:
Cross-Study Patterns

I. Introduction

The results from the both the infant and toddler and Pre-K for All studies invite cross-study comparisons to discern common patterns. Both analyses compared early childhood programs in two different settings: FCCs and centers in the infant and toddler study, and NYCEECs and schools in the Pre-K for All study, and in many instances, asked identical questions of survey respondents. However, some caveats are due. Although the studies were conducted separately, there may be natural overlap between the centers in the infant and toddler study and NYCEECs in the Pre-K for All study, both conceptually and literally. In the two studies, both centers and NYCEECs are community-based organizations that typically depend on child care and Head Start funding, and increasingly, 3K and Pre-K for All funding. Although participation in Pre-K for All was a requirement for eligibility only in the Pre-K for All study, many of the centers in the infant and toddler study provide Pre-K for All as well. Indeed, several of the centers in the infant and toddler study also participated in the Pre-K for All study. As such, it is important to recognize that the two categories of community-based organizations (i.e., "centers" and "NYCEECs") are in many ways indistinct. For reporting purposes, however, we call them "centers" in the infant and toddler study and "NYCEECs" in the Pre-K for All study to distinguish them as separate samples from the two studies. Hence, we present data on four types of settings from the two studies: 1) FCCs; 2) centers; 3) NYCEECs; and 4) schools.

At the same time, the two studies make comparisons of settings that represent apples and oranges to the extent that the samples of the two studies serve somewhat different populations. To be eligible for the infant and toddler study, sites needed to enroll children under age 4, and preferably under age 2. Few of the NYCEECs and none of the schools in the Pre-K for All study enrolled children under age 2. Programs with such different age populations operate under different requirements, such as lower child-adult ratios for programs that serve infants and toddlers and different threshold qualifications for their teachers. And of course, public funding rates vary by the population served, affecting the resources available to different programs. Finally, data for the two studies were collected at very different times, during the 2016-17 school-year for the Pre-K for All study and in 2019 for the infant and toddler study. Given the significant changes in the early childhood landscape during that time period, data from the two studies were collected from sites that were operating under quite different policy conditions.

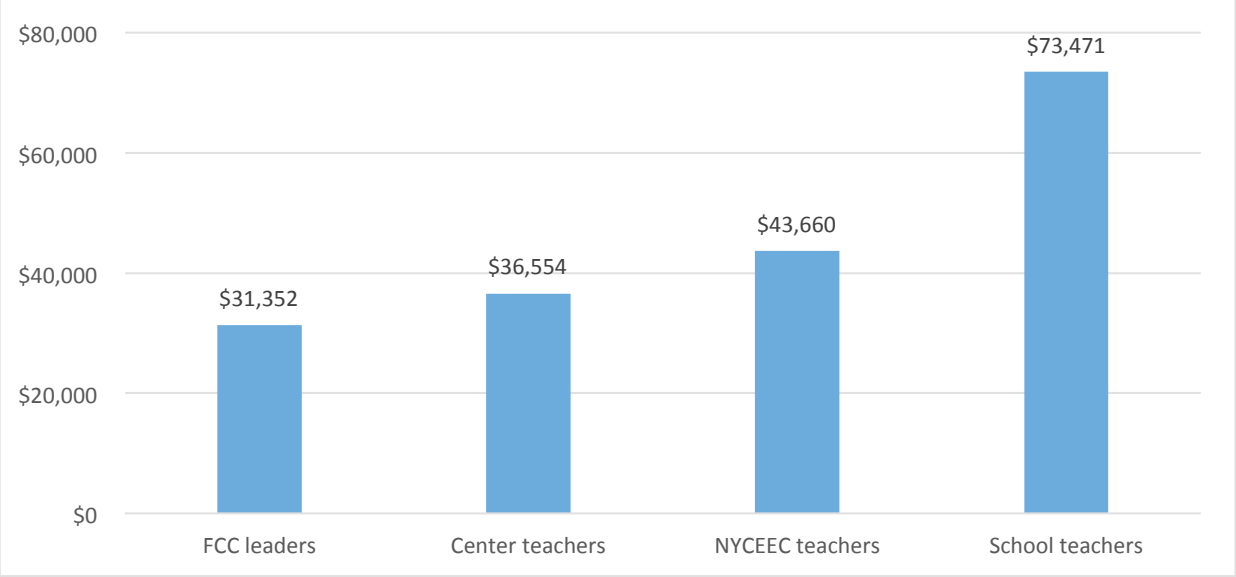
With these caveats in mind, patterns in the data can help inform a systemic perspective of publicly funded early childhood programs that serve children before kindergarten entry. In a program landscape that has historically lacked cohesion and continuity for children and families, our hope is that this cross-study view will support city efforts to consider systems-level policy that seeks to promote equity and excellence across all settings, while recognizing the assets and needs of particular settings and particular sites. To this end, we present four notable patterns in the data from both studies. A more complete presentation of the data, along with levels of statistical significance for comparative differences, can be found in *Appendix A*.

II. Cross-study Patterns

II.1. Pattern #1: ***Compensation differences across the four types of early childhood settings are substantial, with particular wage penalties for those working with infants and toddlers. Even with recent commitments to pay parity, these disparities remain an urgent policy challenge (Tables 8, 16, and 19 in Appendix A).***

Across the two studies, most FCC leaders, center directors, and NYCEEC directors say that requirements regarding teacher education and credentials are difficult to meet (65%, 66%, and 66%, respectively), and for center and NYCEEC directors, the leading reason for such difficulty is compensation that is too low to attract and retain qualified teachers (67% and 81%, respectively). Other results from the two studies regarding teacher compensation strongly support this explanation. Across the four groups of teachers, annual earnings are much lower for early childhood teachers who work in any of the community-based organizations, including the FCCs, than for early childhood teachers who work in schools (*Figure 46*). It is further evident that compensation is lowest for teachers of infants and toddlers. The results are consistent with national data indicating the same pattern of lower earnings for FCC and center-based teachers than for school-based early childhood teachers, and a particular wage penalty for those working with infants and toddlers (Whitebook, McLean, Austin, & Edwards, 2018).

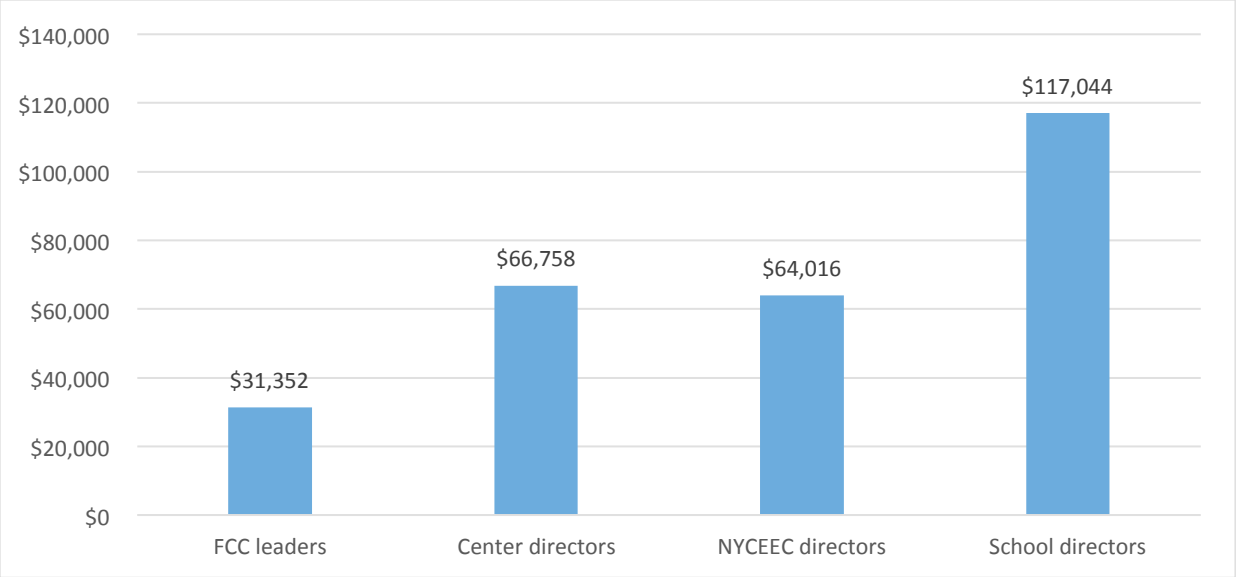
Figure 46. Annual Teacher Earnings in Four Early Childhood Settings (n=128 leaders/teachers)



Again consistent with national data (Whitebook et al., 2018), FCC leaders, center teachers, and NYCEEC teachers are also much less likely than school teachers to get health insurance through their employer and/or union (0%, 31%, 48%, and 86%, respectively), and to get help with a retirement plan from an employer or union (10%, 55%, 61%, and 86%, respectively). FCC teachers and center teachers are also unlikely to be state certified teachers (20% and 16%, respectively), compared to 66% of NYCEEC teachers and 91% of school teachers. These results underly the economic worries that are evident across FCCs, centers, and NYCEECs.

Additionally, the results across the two studies indicate that annual earnings are much lower for program directors who work in any of the community-based organizations than for directors who work in schools (*Figure 47*).[19] FCC leaders are also much less likely than directors in centers, NYCEECs, and schools to get health insurance through their employer and/or union (0%, 76%, 71%, and 91%, respectively), and to get help with a retirement plan from an employer or union (10%, 44%, 57%, and 96%, respectively).

Figure 47. Annual Director Earnings in Four Early Childhood Settings (n=119 leaders/directors)



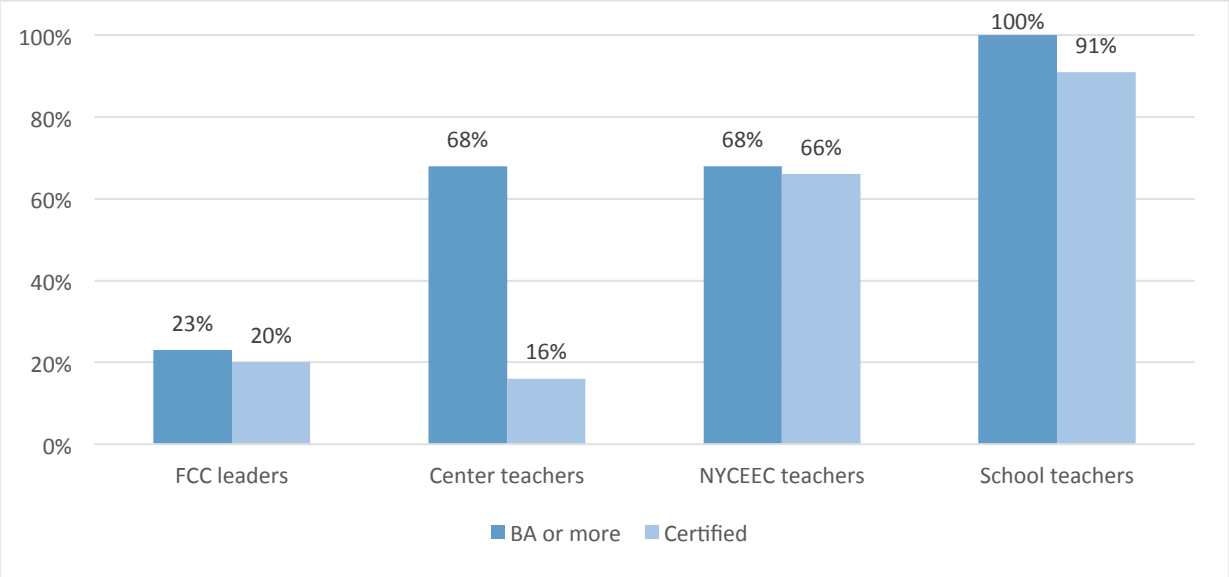
Recent commitments to remedy salary disparities help to close earnings gaps between certified teachers in centers and schools, but they do not close the gaps in overall compensation between uncertified FCC leaders and center teachers and teachers of older children (Parrott, 2020). The steps toward pay parity also do not address compensation gaps for site directors, who impel and sustain the quality that children and families need. The persistence of these disparities will continue to fuel teacher turnover at community-based sites, disrupting continuity for children and absorbing administrative resources in the recruitment and retraining of new teachers. The gaps also bolster a *de facto* career ladder that fosters staff turnover as qualified teachers move to schools or center classrooms for older children. In short, the results suggest that even with the laudable progress the city is making by raising salaries for certified teachers, wide gaps remain that are deeply inequitable and undermine the city's efforts to promote and align program quality in its publicly-funded early childhood programs.

II.2. Pattern #2: ***Teacher qualifications differ widely across the four settings, representing a steep climb for policymakers who seek to align teacher preparation in the pursuit of equity and excellence (Table 18 in Appendix A).***

[19] The term, "school directors," reflects respondents who had varied site-level titles: 59% were principals, 23% were Assistant Principals or Deputy Directors, 14% were Directors or Education Directors, and 4% had another title. Regardless of title, each had site-level responsibilities for the management and oversight of the pre-k program.

The results from the two studies indicate that teachers' qualifications are generally higher in classrooms with older children, and particularly in school classrooms (*Figure 48*). FCC leaders are the least likely to have a Bachelor's degree (23%), followed by center teachers and NYCEEC Teachers (68% of both groups), and then school teachers (100%). FCC leaders and center teachers are equally *unlikely* to be certified teachers, followed by NYCEEC teachers (66%), and then school teachers (91%).

Figure 48. Teacher Education and Certification in Four Early Childhood Settings (n=128 leaders/teachers)

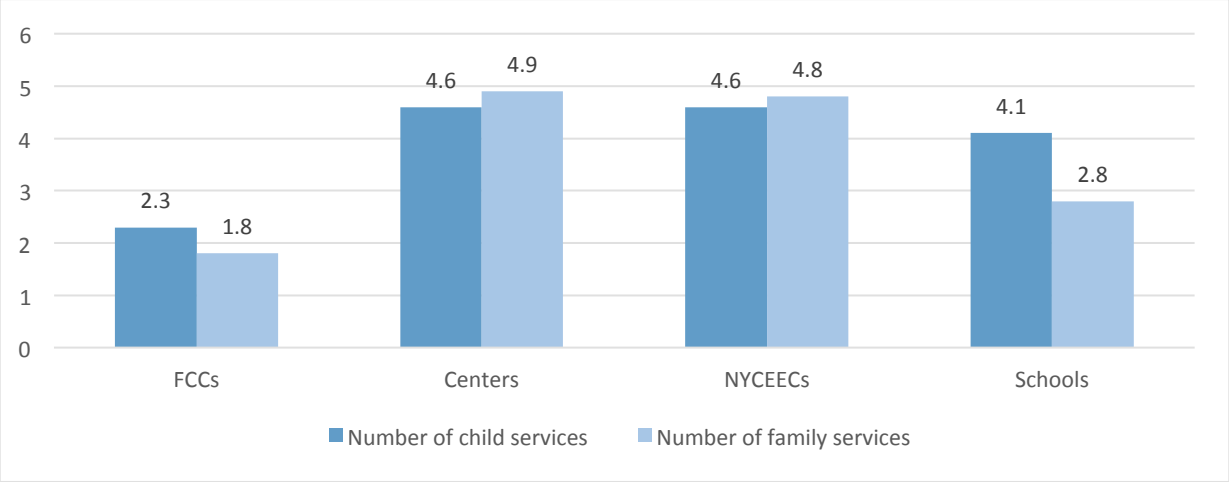


The finding that teachers of infants and toddlers have lower levels of education and lower rates of certification than teachers of older children raises troubling equity issues and challenges for promoting quality. Directors in the four groups who report difficulty meeting teacher-qualification requirements cite several reasons: low teacher pay, inadequate funding for teacher training (FCCs and centers), teachers or assistants who don't pursue education and credentials (FCCs and centers), and teacher training that takes too much time or is scheduled during the day when teachers are teaching (FCCs). These results suggest that a concerted response to address these many obstacles will be needed to allow teachers to pursue credentials and higher education.

II.3. Pattern #3: ***Centers and NYCEECs refer or provide families with more services than do FCCs and schools, but all four settings are struggling to engage their families in their children's learning (Tables 10 and 11 in Appendix A).***

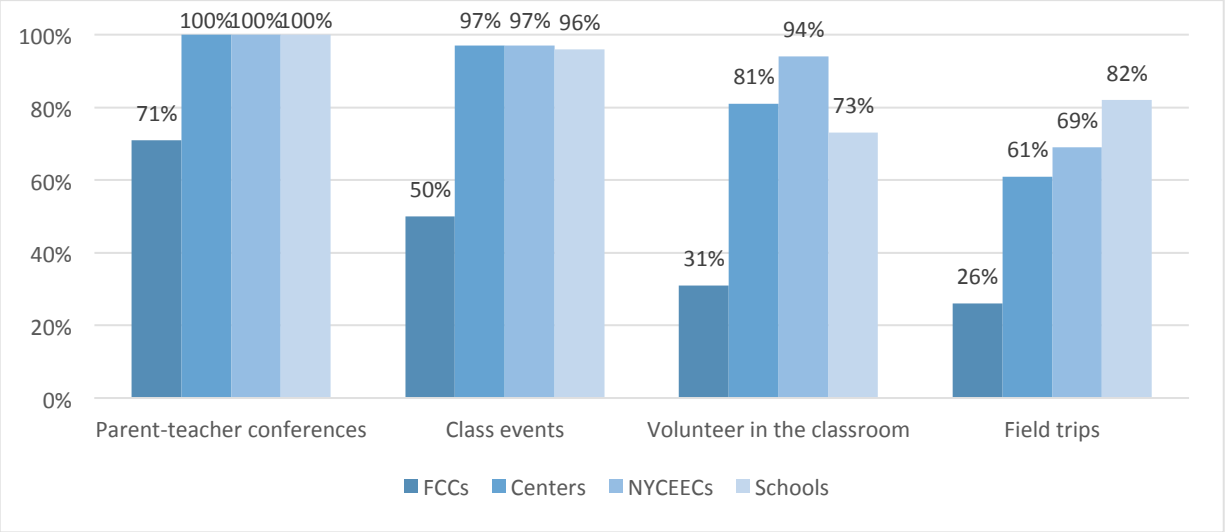
An important finding of the Pre-K for All study was the relatively low capacity of school-based programs to provide needed services to families, while both schools and center-based programs provide an equal number of child services. That pattern extends here with center-based programs and NYCEEC programs providing the same number of services on average to children *and* to families, but FCCs providing the lowest number of both child and family services of any setting (*Figure 49*). This is a relative weakness of both FCCs and schools that calls for greater support to allow families to access the comprehensive services that they and their children require.

Figure 49. Average Number of Services Provided or Referred in Four Early Childhood Settings (n=119 FCCs, centers, NYCEECs, and schools)



FCCs also employ fewer of the traditional strategies to engage families in their child's learning than the other three settings (*Figure 50*). This menu of options, such as volunteering in classrooms, has become a "normalized and expected" set of practices across early childhood settings (Colegrove, 2019; p. 221). But the mechanics of parent involvement are conducted within multi-layered relationships between teachers and families, colored by sometimes varied expectations, values, and communication styles (Barbarin et al., 2010; Colegrove, 2019; Lareau, 2003; Paulsell et al., 2010; Tobin, Arzubiaga, & Adair, 2013). This helps to explain why, despite the largely common provision of these strategies, difficulty with family engagement transcends all four settings. Nearly half of FCC leaders (48%), center directors (47%), and NYCEEC directors (43%), and one-third of school directors (32%) say it is difficult or very difficult to engage families. The most common explanation is that parents are too busy, have other priorities, or are uninterested. This may reflect both the reality of parents' work schedules and stressful lives, and directors who are perhaps inclined to locate disengagement in parent disinterest.

Figure 50. How Sites Engage Families in Four Early Childhood Settings (n=119 FCCs, centers, NYCEECs, and schools)

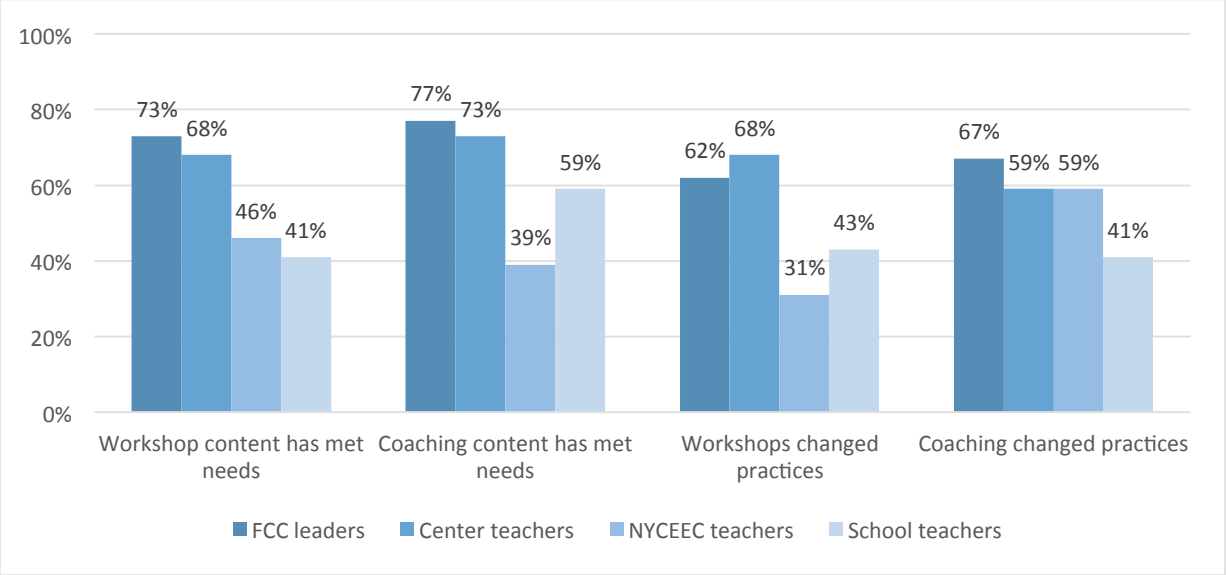


This represents an important challenge to program quality, as family engagement remains a core component of the 3K for All, Pre-K for All, and EarlyLearn programs. Indeed, the DOE's *Early Childhood Framework for Quality*, which is intended to transcend all settings, names family engagement as one of six core elements of program quality. The Framework calls upon program leadership to "build relationships with families and communities in order to provide meaningful opportunities and resources that support children's development and the whole family's well-being" (NYC DOE, 2019a, p. 5). The results suggest that only a minority of programs are meeting this goal and therefore, need greater support to create mutual collaborations with families, in which teachers and parents learn from each other on how best to foster children's development and learning. Taken together, they also strengthen the rationale for a dual-generation approach to family engagement.

II.4. Pattern #4: ***Across the four settings, workshops and coaching are valuable sources of professional learning, but there are both challenges and opportunities to making these applicable to teacher practices (Tables 20, 26, 40, 41, 42, 43, and 44 in Appendix A).***

Across all four settings, many teachers say that workshops and coaching have met their needs and represent valuable sources of learning that have affected their teaching practices (*Figure 51*). FCC Leaders give similarly positive reviews of the workshops and coaching that addressed their administrative and managerial practices. These findings are very encouraging.

Figure 51. Alignment of Professional Development and Teacher Needs and PD-related Changes in Practices Reported by Teachers in Four Early Childhood Settings (n=128 leaders/teachers)



The results simultaneously indicate several areas across settings that deserve attention to strengthen professional development efforts. First, intensive coaching that occurs at least twice a month appear to foster the application of new knowledge and skills to the complex endeavor of teaching (Bromer et al., 2009; LaParo & King, 2019; Sheridan et al., 2009; Yoshikawa et al., 2013).). Yet, the results here indicate that less than half of FCC leaders, NYCEEC teachers, and school teachers receive coaching at least monthly, a cause for concern.

Second, multiple studies on professional development across early childhood settings suggest that its efficacy depends on content that is individualized to the characteristics, dispositions, and contexts of teachers, and that is "rooted in self-directed learning" (Bromer & Korfmacher, 2017; LaParo & King, 2019, p. 433; Sheridan et al., 2009). Teachers across all four settings are likely to say that the content of their workshops and coaching have met their needs. Those who say such activities did not affect their practices explain that its content was redundant or did not meet their needs, underscoring the need for a customized approach.

Moreover, teachers across all four settings describe high levels of stress, economic worry, and the pressures of being under-resourced to meet what is expected of them, each of which hinders their ability to voluntarily enact new teaching knowledge. Yet, they simultaneously express broad support for progressive beliefs regarding child development and pedagogies, a basis for the promotion of high-quality instructional strategies (Forry et al., 2013; Susman-Stillman, Pleuss, & Englund, 2013). FCC leaders and center teachers similarly identify as teachers, educators, or professionals, with many of them pursuing education and new credentials on their own, indicators of a professional commitment to the field (Forry et al., 2013; Hallam et al., 2017: McLeod et al., 2019). Moreover, FCC leaders and center teachers in the sample do not differ in years of experience with young children, a common indicator of professional commitment (Tonyan et al., 2017b). Finally, and with near unanimity, teachers in each setting express a passion for children, and in the most visceral terms among FCC leaders. Each of these results represents coveted assets that can support effective professional development and indeed, the ongoing project of program improvement.

III. Conclusion

The cross-study patterns suggest several key take-aways for consideration. Foremost, the challenges of low teacher compensation represent an ongoing and urgent challenge to policymakers who seek not only to promote quality but also to justly compensate the early childhood workforce, which extends from birth to (at least) age five. At the same time, disparities in teacher qualifications extend across the early childhood field, calling for innovative policies to foster the career advancement of early childhood educators with financial incentives and supports. Settings also vary in the services they can provide or help families access in their children's first years, a core element of quality often over-shadowed by an emphasis on instructional quality. Encouragingly, the cross-study patterns further point to the value of individualized and intensive professional learning opportunities in every setting. More broadly, these and other metrics of quality manifest differently in the multiple settings for early childhood programs that serve diverse communities. As such, we urge policymakers to consider differentiated strategies of quality enhancement that build on the relative strengths of varied settings with the overall goal of nurturing healthy, curious children. It is our hope that this work will support them in that endeavor.

Enhancing the Quality of Infant and Toddler Care in New York City: Variation Across EarlyLearn Settings

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July 10th, 2020

Appendix A:
Combined Data from the Study of Infant and Toddler Programs and the Study of Pre-K for All Programs

Note: Data for the Infant and Toddler study were collected via surveys of:1) Center directors; 2) Center teachers; and 3) Family Child Care (FCC) leaders, which asked questions relevant to both directors and teachers. Data for the Pre-K for All Study were collected via surveys of 1) New York Early Education Center (NYCEEC) directors; 2) NYCEEC teachers; 3) School directors; and 4) School teachers. Although overall sample size is represented in each column heading, missing data occurred due to non-response and skip patterns in the survey that asked questions of respondents contingent on their response to a prior question. All percentages represent valid percentages, which exclude any missing data. When missing data equal more than 10% of the sample, the adjusted sample size is noted below. Significance tests compare FCCs with centers, and separately, NYCEECs with schools, as conducted for the Pre-K for All study. The presence of a hyphen ("-") in a cell means that the question was not asked that type of respondent. Note that the term, "school directors," reflects a group of respondents who had varied site-level titles: 59% were principals, 23% were Assistant Principals or Deputy Directors, 14% were Directors or Education Directors, and 4% had some other title. Regardless of title, each had site-level responsibilities for the management and oversight of the pre-k program.

I. Program Characteristics and Management

The following results reflect analyses of data from the FCC leader, center director, NYCEEC director, and school director surveys.

Table 1: Site Enrollment by Setting (Director Data)

	FCCs n=30 sites	**Centers** n=32 sites	**NYCEECs** n=35 sites	**Schools** n=22 sites

	Mean or % (SD)	Mean or % (SD)	Mean or % (SD)	Mean or % (SD)
Number of children enrolled (total at site)	9.2 (3.4)	75.4*** (40.0)	74.8 (35.1)	414.6*** (265.3)
Number of children licensed to enroll (total at site)	12.1 (4.2)	93.3*** (43.1)	-	-
Number of classrooms (total at site)	-	5.7 (2.8)	4.9 (2.4)	20.9*** (10.0)
Average number of children enrolled in each ECE classroom[1]	-	12.8 (2.3)	17.0 (2.6)	17.3 (2.3)
Enrolls infants	50.0%	15.6%**	-	-
Enrolls 1-year-olds	96.7%	21.9%***	-	-
Enrolls children under age 2	100%	21.9%***	-	-
Enrolls 2-year-olds	86.7%	96.9%	-	-
Enrolls 3-year-olds	70.0%	93.8%*	-	-
Enrolls 4-year-olds	43.3%	93.8%***	100%	100%
Youngest age enrolled at site (years)	-	-	2.0 (0.8)	3.5*** (0.5)
Oldest age enrolled at site (years)	5.4 (2.9)	4.7 (0.7)	5.6 (2.6)	9.8*** (3.5)
Site has at least one mixed-age classroom[2]	100%	37.5%***	45.7%	40.9%

[1] ECE classrooms in NYCEECs and schools represent only Pre-K for All classrooms.
[2] For NYCEECs and schools, the term "mixed-age classrooms" refers to classrooms in which 3- and 4-year-olds share a classroom.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 2: Characteristics of Children Enrolled by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Hispanic/Latinx[1]	72.3%	37.6%	44.1%	40.7%

At least 80% of children are Hispanic/Latinx	41.4%	10.7%**	-	-
Black	37.3%	50.2%	38.0%	24.8%~
At least 80% of children are Black	36.2%	44.1%	-	-
White[2]	3.3%	5.0%	7.3%	18.6%
Asian	6.0%	6.3%	7.8%	12.8%*
Mixed/other	9.5%	5.5%	3.0%	3.3%
DLLs	31.6%	42.1%	43.7%	24.1%*
IFSPs	6.3%	3.2%	-	-
IEPs	4.3%	9.7%*	10.5%	4.9%**
Children with undiagnosed disability[3]	8.5%	9.9%	-	-
In poverty[4]	-	-	57.7%	56.6%

[1] Race/ethnicity numbers sum to more than 100% because some directors/leaders identified children as both Black and Hispanic/Latinx.
[2] The term "White" refers to non-Hispanic/Latinx Whites.
[3] "Children with undiagnosed special needs" reflects the view of the FCC leader or center director.
[4] Poverty data were not available for children in FCCs and centers, though their Early Learn eligibility suggests that participants were living below or close to the poverty line.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 3: Hours Open, Hours Worked, and Division of Time by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Hours open each day	10.2 (0.5)	9.9~ (0.6)	9.0 (1.5)	7.0*** (1.3)
Changes hours to accommodate parent needs	70.0%	28.1%**	-	-
How changes hours:	n=21	n=9		
Provides early drop-off	90.5%	33.3%**	-	-
Provides late pick-up	61.9%	33.3%	-	-
Hours that director works per week	50.4 (13.4)	43.5* (7.8)	-	-
Works at least 55 hours per week	40.0%	6.3%**	-	-

Percent of hours devoted to administrative tasks	27.8%	64.5%***	-	-
Percent of hours devoted to caring for children	72.2%	35.4%***	-	-

[1] ECE classrooms in NYCEECs and schools represent only Pre-K for All classrooms.
[2] For NYCEECs and schools, the term "mixed-age classrooms" refers to classrooms in which 3- and 4-year-olds share a classroom.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 4: Funding Sources by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Number of funding sources (including sources within EarlyLearn contracts)	2.9 (1.4)	6.0*** (2.2)	-	-
Funding via EarlyLearn contract:			-	-
Child Care	62.1%	87.1%*	-	-
Early Head Start	6.9%	12.9%	-	-
Head Start	0%	25.8%**	-	-
3K for All	0%	19.4%*	-	-
Pre-K for All	0%	67.7%***	-	-
Not sure	20.7%	0*	-	-
Year in which EarlyLearn contract began	2015	2012***		
Funding via child care vouchers:			-	-
ACS child care vouchers	65.5%	90.3%*	-	-
TANF vouchers	0%	22.6%**	-	-
Not sure	20.7%	3.2%*	-	-
Funding via direct federal contract:			-	-
Early Head Start	0%	3.2%	-	-
Head Start	0%	19.4%*	-	-
Early Head Start-Child Care Partnership	3.4%	3.2%	-	-
Not sure	34.5%	6.5%**	-	-
Funding via DOE contract:			-	-

3K for All	0%	12.9%*	-	-
Pre-K for All	0%	64.5%***	-	-
Not sure	34.5%	6.5%**	-	-
Other funding sources:				
Fees/payments from families	69.0%	61.3%	-	-
Child Care and Adult Food Program	89.7%	90.3%	-	-
Early Intervention/IDEA funding	0%	9.7%~	-	-
Community organizations (e.g., charities, foundations, private donors)	0%	25.8%**	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 5: Program Affiliation, Supports, and Accreditation by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Affiliated with an FCC network or larger family services organization	96.7%	71.9%**	82.8%	-
Supports from network/organization meet my needs (3 or 4 on a scale from 1=strongly disagree to 4=strongly agree)	82.8%	78.3%	-	-
Supports received from network/organization:				
Help with administrative tasks (e.g., budgeting, accounting, building maintenance, meal plans, supply orders, payroll, child eligibility)	24.1%	87.5%***	-	-
Provide workshops re program administration and management	62.1%	75.0%	-	-
Provide workshops re caring for and educating children	96.6%	50.0%***	-	-
Site visits to promote compliance with	100%	66.7%***	-	-

city/state regulations				
Site visits to promote program quality	75.9%	66.7%	-	-
Coaching on caring for infants and toddlers	48.3%	33.3%	-	-
Financial assistance with my continuing education costs	13.8%	37.5%	-	-
Financial assistance with my staff's continuing education costs	10.3%	25.0%	-	-
Provide materials and equipment	24.1%	66.7%**	-	-
Provide or refer children/families to services	31.0%	54.2%~	-	-
Provide info re quality-improvement programs, e.g., Quality STARS	48.3%	37.5%~	-	-
Help increase enrollment in my program	48.3%	54.2%	-	-
Help connect me to other programs	24.1%	29.2%	-	-
Participates in QRIS	13.8%	34.4%~	-	-
Accredited by NAEYC or NAFCC[1]	21.4%	29.0%	-	-

[1] NAEYC is the National Association for the Education of Young Children and NAFCC is the National Association for Family Child Care.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 6: Child Recruitment by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Met target enrollment in 2018-19	55.2%	54.8%	74.3%	86.4%
Child recruitment was difficult in 2018-19 (3 or 4 on a scale of 1=very easy to 4=very difficult)	58.6%	32.3%*	51.4%	18.2%*
Why child recruitment was difficult:	n=18	n=11	n=16	n=4
Losing children to 3K and/or Pre-K for All	22.2%	9.1%	-	-

Competition from schools	0%	0%	31.3%	0%
Competition from schools *and* centers/NYCEECs	11.1%	27.3%	25.0%	25.0%
Families prefer school-based settings	0%	0%	37.5%	25.0%
Families want longer hours	0%	0%	0%	25.0%
Not enough families eligible for Head Start	5.6%	36.4%~	0%	0%
Hard to attract private-pay families	11.1%	0%	0%	0%
Need more marketing strategies and materials	27.8%	0%*	0%	0%
Not enough time/recruitment takes too long	16.7%	9.1%	-	-
Child recruitment has been more difficult since the launch of Pre-K for All (yes/no)	63.3%	25.0%**	-	-
Why recruitment has been more difficult:	n=30	n=32		
Losing children to 3K and/or Pre-K for All	60.0%	25.0%**	-	-
Losing children to larger child care sites	6.7%	0%	-	-
Demand is for infant slots	3.3%	0%	-	-
Child recruitment methods:				
Post or distribute flyers	60.7%	81.3%~	-	-
Post sign on my door	28.6%	56.3%*	-	-
Word of mouth	85.7%	96.9%	-	-
Internet/website/social media	23.3%	6.3%~	-	-
Newsletter/newspaper ads	6.7%	0%	-	-
Open houses/community meetings	3.3%	12.5%	-	-
Assistance from larger organization/network	3.3%	3.1%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 7: Fiscal Administration by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Number of hours per week director and any staff work on budgeting and accounting	7.9 (6.9)	12.2 (12.7)	18.0 (1.6)	3.4* (2.9)

Management of budgeting and accounting (3 or 4 on a scale of 1=strongly disagree to 4=strongly agree):				
Budget and accounting are complicated	70.4%	46.7%~	65.6%	22.7%**
Budget and accounting are confusing	53.6%	54.8%	71.9%	9.1%***
I need more help with budgeting and accounting	78.6%	43.3%**	59.4%	18.2%**
I don't get enough help from ACS or my network on budgeting and accounting	71.4%	35.5%**	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 8: Program Compliance by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Compliance with teacher education/credential requirements was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	65.0%	65.6%	65.7%	9.1%***
Why teacher education/credential requirements were difficult:[1]	n=13	n=21	n=21	n=2
Teacher pay is too low	7.7%	66.7%***	81.0%	100%
Inadequate funding for teacher training	38.5%	4.8%*	0%	0%
Teachers or assistant teachers don't or can't pursue credentials/education	38.5%	19.0%	19.0%	0%
Teacher training takes too much time or is scheduled during the day	15.4%	0%	0%	0%
DOE rules are unclear/confusing	0%	0%	14.3%	0%
Compliance with hours covered by public funding was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	53.6%	16.1%**	20.0%	13.6%
Why hours covered by funding was difficult:	n=17	n=6	n=7	n=3

Hours covered do not match parent hours	5.9%	16.7%	0%	0%
Inadequate funding	35.3%	16.7%*	28.6%	100%
Long hours for teachers and children	17.6%	16.7%	0%	0%
Not enough time for paperwork	17.6%	0%~	0%	0%
Different hours for UPK and Early Learn	0%	0%	57.1%	0%
UPK day is too short	0%	0%	28.6%	0%
Compliance with reporting and monitoring was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	25.9%	22.6%	28.6%	18.2%
Why reporting and monitoring was difficult:	n=7	n=7	n=11	n=4
Multiple rules conflict or change	28.6%	28.6%	45.5%	0%
Too much paperwork	28.6%	0%	45.5%	75.0%
Requires too much time	42.9%	14.3%	0%	0%
Too demanding or confusing	14.3%	42.9%	54.5%	0%
ACS too slow to respond or outdated systems	0%	28.6%	0%	0%
Can't report behavioral concerns	0%	0%	0%	25.0%
Compliance with early learning standards was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	51.9%	18.8%**	31.4%	9.1%~
Why early learning standards were difficult:	n=14	n=6	n=9	n=3
Inexperienced staff/insufficient training/need more support	28.6%	16.7%	33.3%	0%
Agencies have different or changing standards	14.3%	33.3%	33.3%	0%
Hard to make lesson plans	14.3%	0%	0%	0%
Not enough time	21.4%	16.7%	11.1%	0%
Hard to meet standards for high-needs children	0%	0%	11.1%	33.3%
Play is more important	0%	0%	11.1%	0%
Other	0%	16.7%	0%	66.7%
Compliance with curriculum requirements was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	32.1%	6.3%~	20.0%	9.1%
Why curriculum requirements were difficult:	n=9	n=2	n=6	n=1

Implementation is time consuming	33.3%	50.0%	0%	0%
Need more training that is not too hard	22.2%	0%	0%	0%
Implementation is hard with infants and toddlers	22.2%	0%	0%	0%
Creating one without adequate resources is hard	22.2%	0%	0%	0%
Different agency requirements	0%	0%	33.3%	0%
Need to individualize instruction	0%	0%	33.3%	0%
Inconsistent expectations from DOE	0%	0%	0%	100%
Other	0%	0%	33.3%	0%
Compliance with assessment requirements was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	29.6%	16.6%	17.1%	22.7%
Why assessment requirements were difficult:	n=8	n=5	n=6	n=5
Insufficient teacher training or support	62.5%	40.0%	33.3%	60.0%
Too frequent, not enough time	50.0%	20.0%	33.3%	40.0%
Other	12.5%	20.0%	33.3%	0%
Compliance with family engagement requirements was difficult. (3 or 4 on a scale of 1=very easy to 4=very difficult)	48.2%	46.9%	42.9%	31.8%
Why family engagement was difficult:	n=13	n=15	n=14	n=6
Parents too busy/have to work/uninterested	92.3%	80.0%	57.2%	83.3%
Not enough time or resources	0%	6.7%	35.7%	0%
Teachers unmotivated	0%	0%	14.3%	0%
Compliance with child eligibility requirements was difficult (3 or 4 on a scale of 1=very easy to 4=very difficult)	11.1%	12.9%	-	-
Why child eligibility requirements were difficult:	n=3	n=4		
Process to determine eligibility is too slow	33.3%	50.0%	-	-
Too many regulations and required documents	66.7%	25.0%	-	-

[1] FCC leaders were asked about training and education requirements for assistant teachers.

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 9: Program Staffing and Teacher Turnover by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Has administrative assistant(s)	26.7%	93.8%***		
Average number of administrative assistant(s)[1]	0.30 (0.53)	2.3*** (1.5)	1.8 (1.6)	1.3 (1.0)
Has assistant staff in classroom(s)	66.7%	93.8%**		
Average number of paid classroom assistant(s) per room	1.4 (1.3)	2.6*** (0.77)	1.7 (0.57)	1.5 (1.0)
Household help in classroom (partner/spouse, older children, other relatives)	42.9%	-	-	-
Has master teacher on staff	-	59.4%	48.6%	50.0%
Role of master teacher:	-	n=19	n=12	n=10
Advise, consult, mentor, and coach teachers	-	42.1%	58.3%	70.0%
Help with program compliance	-	36.8%	-	-
Curriculum planning, development, and implementation	-	26.3%	16.7%	20.0%
Help with family engagement	-	5.3%	-	-
At least one teacher left in prior year	-	43.8%	68.6%	36.4%*
At least two teachers left in prior year	-	25.0%	20.0%	18.2%
Teacher(s) left program because:	-	n=14	n=23	n=7
Higher paying job in public school	-	50.0%	52.2%	14.3%~
Higher paying job in NYCEEC	-	0%	0%	14.3%~
New job teaching older children	-	0%	34.8%	42.9%
Left the field/retired	-	14.3%	4.3%	14.3%
Personal reasons	-	35.7%	26.1%	28.6%

[1] For NYCEECs and schools, data represent number of assistants who work on budgeting.

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 10: Family Engagement by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
How families can get involved in child's program:				
Attend parent-teacher conferences	71.4%	100%**	100%	100%
Attend class events	50.0%	96.8%***	97.1%	95.5%
Volunteer in the classroom	30.8%	80.6%***	94.3%	72.7%
Go on field trips	25.9%	61.3%**	68.6%	81.8%

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 11: Services for Children and Families by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Average number of child services provided on site or referred (e.g., basic health screens, developmental assessments, therapeutic services, mental health services, and medical services)	2.3 (1.8)	4.6*** (1.0)	4.6 (1.0)	4.1 (1.3)
Average number of child services provided on site	0.7 (0.9)	2.1*** (1.6)	1.4 (1.5)	2.0 (1.9)
Provide basic screenings	3.7%	61.3%***	42.9%	42.9%
Provide developmental assessments	32.1%	48.4%	42.9%	54.6%
Provide therapeutic services (e.g., speech or occupational therapy)	21.4%	36.7%	11.4%	50.0%**
Provide child mental health services	3.7%	53.3%***	35.3%	27.3%
Provide medical services	7.1%	13.3%	8.6%	22.7%
Average number of family services provided on site or referred (e.g., mental health, legal, housing,	1.8 (2.2)	4.9*** (2.0)	4.8 (2.0)	2.8** (2.6)

and/or employment services, parenting classes, help with government applications)				
Average number of family services provided on site	0.2 (0.5)	1.6** (2.0)	1.2 (1.4)	0.5* (0.6)
Provide mental health services	3.8%	40.0%**	31.4%	9.1%~
Provide legal services	0%	13.8%*	0%	0%
Provide housing and/or food assistance	7.4%	13.8%	11.8%	0%~
Provide employment/education assistance	0%	24.1%**	14.3%	4.6%
Provide parenting classes	7.4%	48.3%***	42.9%	27.3%
Provide help with government applications	0%	24.1%**	17.1%	4.6%
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.				

Table 12: Child Transitions by Setting (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Knows where children ages 0-3 go to preschool after leaving program	82.1%	93.8%	-	-
Number of preschool or pre-k programs children go to after leaving program	2.3 (1.3)	4.7 (3.6)	-	-
Types of transition planning for children:				
Give families information on other programs/schools	35.7%	60.7%~	6.7%	100%
Give families recommendations	42.9%	51.7%	-	-
Help families with applications	25.0%	48.3%~	85.7%	86.4%
Talk to programs/schools about families who might be applying/enrolling	21.4%	25.0%	-	-
Share child records with programs/schools	17.9%	35.7%	74.3%	72.7%
Visit programs or schools with families	14.3%	31.0%	71.4%	95.5%*
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were				

sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 13: EarlyLearn and the Transition to DOE (Director Data)

	FCCs n=30 sites Mean or % (SD)	**Centers** n=32 sites Mean or % (SD)	**NYCEECs** n=35 sites Mean or % (SD)	**Schools** n=22 sites Mean or % (SD)
Overall, EarlyLearn has met my needs (3 or 4 or on a scale of 1=strongly disagree to 4=strongly agree)	48.1%	31.1%	-	-
How EarlyLearn has met needs:				
Has been cooperative, supportive, and/or helpful	13.3%	21.9%	-	-
Helped with monitoring and compliance	13.3%	9.4%	-	-
Has provided PD or technical assistance	10.0%	9.4%	-	-
How EarlyLearn has not met needs:			-	-
ACS is unresponsive or unhelpful	3.3%	12.5%	-	-
Child enrollment is too slow or not working	0%	6.3%	-	-
Inadequate funding for qualified staff	0%	12.5%*	-	-
Inadequate funding for what ACS requires	10.0%	6.3%	-	-
Inadequate funding to meet children's needs	6.7%	0%	-	-
Need individualized support	6.7%	0%	-	-
Requirements are confusing and/or conflicting	0%	12.5%*	-	-
Need more training or PD	6.7%	3.1%	-	-
Views on the transition to DOE:				
Transition has been confusing, complicated, and/or challenging	3.3%	31.3%**	-	-
Need more information	26.7%	25.0%	-	-
Hoping for more funding or fairness in funding	20.0%	0%*	-	-
Neutral/no problem or no changes so far	23.3%	21.9%	-	-
Positive views of transition	6.7%	6.3%	-	-
Other	36.7%	18.8%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were

sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 14: FCC Views on 3K for All by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Views on the inclusion of FCCs in 3K:		-	-	-
Interested and want to learn more	46.7%	-	-	-
Doubts and concerns	30.0%	-	-	-
Positive views	10.0%	-	-	-
Not sure and need more information/clear guidelines/clear procedures	10.0%	-	-	-
Hoping it will mean more funding	16.7%	-	-	-
Not interested	13.3%	-	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

II. Director Characteristics, Compensation, and Well-being

The following results reflect analyses of data from the FCC leader, center director, NYCEEC director, and school director surveys.

Table 15: Director Characteristics by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Age	45.4	48.7	48.1	49.0

	(12.6)	(15.9)	(10.9)	(7.8)
Gender	100%	90.6%	94.3%	90.9%
Years of experience with children under age 5	12.9 (8.6)	17.8~ (11.0)	-	-
Education: Highest degree:				
Less than high school degree	6.7%	0%	0%	0%
High school degree	30.0%	0%**	2.9%	0%
Some college	26.7%	0%**	0%	0%
Associate's degree	13.3%	0%*	0%	0%
Bachelor's degree	16.7%	6.3%	8.6%	0%
Master's degree or higher	6.7%	93.7%***	88.6%	100%
Has certification/credential:	86.7%	84.4%	-	-
Has teaching certificate:	20.0%	81.3%***	-	-
Early childhood teaching	13.3%	78.1%***	-	-
Elementary teaching	6.7%	37.5%**	-	-
Special education	3.3%	18.8%~	-	-
Has Child Development Associate	76.7%	3.1%***	-	-
Other	10.0%	12.5%		
In progress credential, certification, or degree	40.0%	18.8%~	-	-
Type of program:	n=12	n=6		
Associate's degree	8.3%	0%	-	-
Bachelor's degree	25.0%	0%	-	-
Master's degree	8.3%	50.0%	-	-
Doctoral degree	0%	16.7%		
Child Development Associate	58.3%	0%	-	-
Professional certification	0%	33.3%	-	-
If some college, CDA, or higher:				
Took courses covering infants and toddlers	n=24 95.8%	n=30 93.3%	-	-
Had field placement in infant and toddler program	n=28 64.3%	n=31 51.6%	-	-
Race/ethnicity:				

Hispanic/Latinx	63.0%	25.0%**	28.6%	31.8 %
Black	33.3%	46.9%	28.6%	13.6%
White[1]	0%	18.8%*	22.9%	40.9%
Asian	3.7%	6.3%	11.4%	4.6%
Mixed/Other	0%	6.3%	5.7%	9.1%
Languages spoken:				
English	89.3%	100%~	100%	100%
Spanish	67.9%	41.9%*	43.2%	36.4%
Mandarin/Cantonese	3.3%	3.1%	-	-
Arabic	0%	3.2%	-	-
Urdu	0%	3.2%	-	-
Russian	0%	3.2%	-	-
Other	6.7%	6.3%	-	-
Bilingual[2]	72.0%	48.4%~	-	-
Has needed interpreter to talk to parents	21.4%	83.9%***	47.7%	59.1%

[1] The term "White" refers to non-Hispanic/Latinx Whites.
[2] Three center directors spoke more than two languages.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 16: Director Compensation by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Annual salary	n=26 31,352 (21,722)	n=26 66,758*** (16,354)	n=30 $64,016 (16,177)	n=18 $117,044*** (30,078)
Has job(s) in addition to center/FCC job	14.3%	25.0%	-	-
Household income:				
$50,000 or less	62.5%	6.9%***	6.7%	0%

$50,000 to $100,000	33.3%	79.3%**	60.0%	15.0%**
Over $100,000	4.2%	13.8%	33.3%	85.0%***
Has health insurance	96.4%	96.6%	97.1%	95.5%
Type of health insurance:	n=27	n=28		
Private health insurance from employer/union:	0%	75.9%***	71.4%	90.9%~
Private health insurance from employer	-	48.3%	-	-
Private health insurance from union	0%	27.6%**	-	-
Private health insurance from spouse's employer	25.0%	10.3%	17.1%	4.5%
Private health insurance purchased directly	14.3%	0%*	5.7%	0%
Medicaid	50.0%	3.4%***	0%	0%
Medicare	7.1%	6.9%	0%	0%
Receives government assistance (e.g., cash or housing assistance, free and reduced-price lunch for own children, food stamps)	3.6%	3.1%	5.7%	0%
Member of a union	39.3%	53.1%	-	-
Which union:	n=11	n=17		
UFT	90.9%	5.9%***	-	-
Local 205	0%	41.2%	-	-
Council of School Supervisors & Administrators	0%	41.2%	-	-
DC1707	0%	11.8%	-	-
Local 95	9.1%	0%	-	-
Employer and/or union contribute to retirement:	10.0%	43.8%*	57.1%	95.5%**
Employer contributes to retirement plan	-	31.3%	-	-
Union contributes to retirement plan	10.0%	18.8%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 17: Director Well-being by Setting (Director Data)

	FCC Leaders n=30 sites Mean or %	**Center Directors** n=32 sites Mean or %	**NYCEEC Directors** n=35 sites Mean or %	**School Directors** n=22 sites Mean or %

	(SD)	(SD)	(SD)	(SD)
Physical health (1=poor; 2=fair; 3=good; 4=very good; 5=excellent)	3.4 (1.0)	3.4 (1.0)	-	-
Job control[1]: How much control over (1=rarely; 3=sometimes; 5=most of the time):				
Daily activities	4.5 (0.9)	3.3*** (1.1)	-	-
Taking time off from work when you need it	2.6 (1.5)	2.8 (1.4)	-	-
Taking time by yourself during the workday	2.4 (1.4)	2.3 (1.4)	-	-
Mean	3.2 (1.0)	2.8 (1.0)	-	-
Job stress[2] (1=strongly disagree to 4=strongly agree):				
I am under a lot of pressure at work.	2.8 (0.9)	3.1 (0.8)	3.0 (0.8)	3.0 (0.9)
Red tape and required paperwork absorb too much of my time.	3.1 (0.8)	3.1 (0.9)	3.3 (0.7)	3.0 (0.9)
The amount of work I have makes it difficult to do my best.	2.5 (0.8)	3.0* (0.8)	2.9 (1.0)	2.8 (1.1)
I worry about work problems while at home.	2.9 (1.0)	3.0 (0.8)	3.2 (0.7)	3.1 (0.9)
I am often frustrated at work.	2.2 (0.8)	2.8* (0.9)	2.4 (0.8)	2.3 (0.9)
Mean	2.7 (0.6)	3.0~ (0.6)	3.0 (0.6)	2.9 (0.7)
Economic security[3] (1=strongly disagree to 6=strongly agree):				
I worry about having enough money to pay my family's monthly bills.	4.4 (1.6)	4.1 (1.7)	-	-
I worry about having enough food for my family.	3.5 (1.8)	3.3 (1.8)	-	-

I worry about paying for routine health care costs for myself and my family.	4.1 (1.8)	3.8 (1.9)	-	-
I worry about paying for transportation to and from work.	2.9 (1.9)	3.0 (1.9)	-	-
I worry about paying for housing.	3.7 (1.9)	3.7 (1.7)	-	-
I worry about having enough savings for retirement.	5.0 (1.6)	4.7 (1.7)	-	-
Mean	3.9 (1.5)	3.7 (1.5)	-	-

[1] Curbow, B., Spratt, K., Ungaretti, A., McDonnell, K., & Breckler, S. (2000). Development of the child care worker job stress inventory. *Early Childhood Research Quarterly, 15*(4), 515–536.
[2] Fantuzzo, J., Perlman, S., Sproul, F., Minney, A., Perry, M.A., & Li, F. (2012). Making visible teacher reports of their teaching experiences: The Early Childhood Teacher Experiences Scale. *Psychology in the Schools, 49*, 194-205. The scales of well-being measures differ because we used pre-established scales to allow comparability across studies.
[3] Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

III. Teacher Characteristics, Compensation and Well-being

The following results reflect analyses of data from the FCC leader, center teacher, NYCEEC teacher, and school teacher surveys.

Table 18: Teacher Characteristics by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Age	45.4 (12.6)	42.0 (14.0)	40.4 (13.6)	41.5 (11.8)

Gender	100%	96.9%	95.5%	100%
Years of experience with children under 5	12.9 (8.6)	13.8 (10.5)	9.4 (8.5)	9.0 (7.0)
Education: Highest degree:				
Less than high school degree	6.7%	0%	0%	0%
High school degree	30.0%	3.2%**	2.3%	0%
Some college	26.7%	16.1%	0%	0%
Associate's degree	13.3%	12.9%	31.8%	0%**
Bachelor's degree	16.7%	38.7%~	65.9%	100%***
Master's degree	6.7%	29.0%*	2.3%	0%
Has certification/credential:	86.7%	58.1%*	79.6%	95.5%~
Has teaching certificate:	20.0%	16.1%	65.9%	90.9%*
Early childhood teaching	13.3%	12.9%	54.5%	81.8%
Elementary teaching	6.7%	3.2%	20.5%	54.5%
Special education	3.3%	0%	18.2%	27.3%
Has Child Development Associate	76.7%	25.8%***	-	-
Other	10.0%	16.1%	-	-
In progress credential, certification, or degree	40.0%	34.4%	9.1%	4.5%
Type of program:	n=12	n=11		
Associate's degree	8.3%	18.2%	-	-
Bachelor's degree	25.0%	18.2%	-	-
Master's degree	8.3%	36.4%	-	-
Child Development Associate	58.3%	9.1%	-	-
Professional certification	0%	9.1%	-	-
If some college, CDA, or higher:				
Took courses covering infants and toddlers	n=24 95.8%	n=28 75.0%*	-	-
Had field placement in infant and toddler program	n=28 64.3%	n=31 51.6%	-	-
Race/ethnicity:				
Hispanic/Latinx or Black	96.3%	90.6%	61.4%	27.3%**
Hispanic/Latinx	63.0%	46.9%	27.3%	9.1%~

Black	33.3%	43.8%	34.1%	18.2%
White[1]	0%	0%	22.7%	50.0%*
Asian	3.7%	6.3%	11.4%	13.6%
Mixed/Other	0%	3.1%	4.6%	9.1%
Languages spoken:				
English	89.3%	93.8%	100%	100%
Spanish	67.9%	50.0%	43.2%	36.4%
Mandarin/Cantonese	3.3%	3.1%	-	-
Other	6.7%	6.3%	-	-
Bilingual[2]	72.0%	53.3%	63.6%	54.6%
Has needed interpreter to talk to parents	21.4%	37.5%	47.7%	59.1%

[1] The term "White" refers to non-Hispanic/Latinx Whites.
[2] One center teacher was trilingual.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 19: Teacher Compensation by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Annual salary	n=26 31,352 (21,722)	n=27 $36,554 (7,721)	n=41 $43,660 (8,519)	n=20 $73,471*** (19,990)
Has job(s) in addition to center/FCC job	14.3%	28.1%	-	-
Household income:				
$50,000 or less	62.5%	71.4%	35.0%	4.6%**
$50,000 to $100,000	33.3%	28.6%	62.5%	45.5%
Over $100,000	4.2%	0%	2.5%	50.0%***
Has health insurance	96.4%	96.9%	97.7%	100%

Type of health insurance:				
Private health insurance from employer or union:	0%	31.3%**	47.7%	86.4%**
Private health insurance from employer	-	25.0%	-	-
Private health insurance from union	0%	6.3%	-	-
Private health insurance from spouse's employer	25.0%	12.5%	14.0%	4.5%
Private health insurance purchased directly	14.3%	18.8%	9.3%	4.5%
Medicaid	50.0%	21.9%*	9.3%	0%
Medicare	7.1%	0%	7.0%	0%
Receives government assistance (e.g., cash or housing assistance, free and reduced-price lunch for own children, food stamps)	3.6%	6.3%	4.5%	0%
Member of a union	39.3%	78.1%**	65.9%	86.4%~
Which union:	n=11	n=25	n=29	n=19
UFT	90.9%	0%***	6.9%	94.7%
Local 205	0%	44.0%***	6.9%	0%
DC1707	0%	48.0%***	75.9%	0%
Local 95	9.1%	0%	3.5%	0%
Other	0%	8.0%	6.9%	5.3%
Employer and/or union contribute to retirement:	10.0%	54.8%**	61.4%	86.4%*
Employer contributes to retirement plan	-	34.5%	-	-
Union contributes to retirement plan	10.0%	29.0%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 20: Teacher Well-being by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Physical health (1=poor; 2=fair; 3=good; 4=very	3.4	3.2	-	-

good; 5=excellent)	(1.0)	(0.7)		
Hours worked per week	50.4 (13.4)	38.5*** (3.0)	-	-
Job control[1] (How much control over item with 1=rarely; 3=sometimes; 5=most of the time):				
Daily activities	4.5 (0.9)	4.3 (0.6)	4.6 (0.8)	4.7 (0.6)
Getting children to do what you want	3.9 (1.1)	3.6 (0.9)	4.1 (0.9)	4.1 (0.9)
Getting parents to be consistent with you in how to deal with a child	3.7 (1.1)	3.1* (0.9)	3.3 (0.8)	3.6 (1.1)
Taking time off from work when you need it	2.6 (1.5)	2.9 (1.3)	3.3 (1.4)	3.5 (1.3)
Taking time by yourself during the workday	2.4 (1.4)	2.4 (1.3)	2.8 (1.6)	2.82 (1.1)
Mean	3.4 (0.8)	3.3 (0.7)	3.7 (0.7)	3.8 (0.6)
Job stress[2] (1=strongly disagree to 4=strongly agree):				
I am under a lot of pressure at work.	2.8 (0.9)	2.7 (0.7)	2.6 (0.8)	2.8 (0.9)
Red tape and required paperwork absorb too much of my time.	3.1 (0.8)	2.9 (0.8)	2.9 (0.7)	2.8 (0.8)
The amount of work I have makes it difficult to do my best.	2.5 (0.8)	2.6 (0.8)	2.8 (0.8)	2.6 (0.7)
I worry about work problems while at home.	2.9 (1.0)	2.6 (1.0)	3.0 (0.8)	3.0 (0.8)
I spend a lot of time outside of school planning classroom activities.	2.8 (0.9)	2.6 (0.9)	3.0 (0.8)	3.1 (0.7)
I have adequate planning time.	2.4 (0.8)	2.8 (0.8)	3.1 (0.8)	2.7 (0.9)
I am often frustrated at work.	2.2 (0.8)	2.3 (0.8)	2.4 (0.7)	2.0 (0.7)

Mean	2.7 (0.6)	2.6 (0.6)	2.8 (0.5)	2.7 (0.6)
Economic security[3] (1=strongly disagree to 6=strongly agree):				
I worry about having enough money to pay my family's monthly bills.	4.4 (1.6)	4.4 (1.5)	3.9 (1.9)	3.6 (1.8)
I worry about having enough food for my family.	3.5 (1.8)	3.4 (1.8)	2.5 (1.6)	2.6 (2.0)
I worry about paying for routine health care costs for myself and my family.	4.1 (1.8)	3.8 (1.8)	3.4 (2.0)	2.9 (2.1)
I worry about paying for transportation to and from work.	2.9 (1.9)	3.4 (1.8)	2.6 (1.8)	3.1 (2.0)
I worry about paying for housing.	3.7 (1.9)	4.0 (1.6)	3.4 (2.0)	3.4 (2.1)
I worry about having enough savings for retirement.	5.0 (1.6)	4.7 (1.6)	4.6 (1.9)	4.3 (1.8)
Mean	3.9 (1.5)	4.0 (1.4)	3.4 (1.5)	3.3 (1.8)

[1] Curbow, B., Spratt, K., Ungaretti, A., McDonnell, K., & Breckler, S. (2000). Development of the child care worker job stress inventory. *Early Childhood Research Quarterly, 15*(4), 515–536.

[2] Fantuzzo, J., Perlman, S., Sproul, F., Minney, A., Perry, M.A., & Li, F. (2012). Making visible teacher reports of their teaching experiences: The Early Childhood Teacher Experiences Scale. *Psychology in the Schools, 49*, 194-205. The scales of well-being measures differ because we used pre-established scales to allow comparability across studies. Responses for adequate planning time were reverse coded to make them comparable to other statements regarding stress.

[3] Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

[4] Fantuzzo, J., Perlman, S., Sproul, F., Minney, A., Perry, M.A., & Li, F. (2012). Making visible teacher reports of their teaching experiences: The Early Childhood Teacher Experiences Scale. *Psychology in the Schools, 49*, 194-205. Responses for low morale were reverse coded to make them comparable to other statements regarding support.

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

IV. Instructional Approach, Practice, and Content

The following results reflect analyses of data from the FCC leader, center director, center teacher, NYCEEC director, NYCEEC teacher, school director, and school teacher surveys.

Table 21: Director Decisions Regarding Curriculum by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Use curriculum/a or prepared set of learning and play activities	89.3%	96.9%	100%	100%
Use same curriculum for all children ages 0-3	40.0%	87.1%***	-	-
Curriculum/a used:				
Creative Curriculum for Infants, Toddlers, and Twos	57.1%	75.0%	-	-
Creative Curriculum for Preschool	32.1%	68.8%**	74.3%	18.2%***
High/Scope for Infants and Toddlers	14.3%	6.3%	-	-
High/Scope for Preschool	14.3%	6.3%	8.6%	0%
DOE curricula[1]	10.7%	28.1%~	48.6%	72.7%
Curriculum I/we developed	53.6%	6.3%***	8.6%	22.7%~
Other	21.4%	9.4%	2.9%	9.1%
Choice you had in selecting curricula:				
None	20.0%	29.0%	-	-
A little	24.0%	38.7%	-	-
A lot	56.0%	32.3%~	-	-
Network/organization requires specific curricula	75.0%	87.0%	-	-

[1] For FCCs and centers, "DOE curricula" means 3K Explorations. For Pre-K for All classrooms, "DOE curricula" means Explore, Inspire, Units of Study, and/or Building Blocks.

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 22: Director Decisions Regarding Child Assessments by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Use child assessment(s)	85.7%	96.8%	100%	100%
Use same assessment for all children ages 0-3	66.7%	100%**	-	-
Assessment(s) used:				
Work Sampling	7.1%	17.2%	17.1%	77.3%***
Teaching Strategies GOLD	82.1%	75.9%	85.7%	22.7%***
Ages and Stages Questionnaire	32.1%	48.3%	-	-
COR Advantage	0%	6.9%	8.6%	0%
Assessment I/we developed	14.3%	31.0%	2.9%	13.6%
Other	0%	13.8%*	14.3%	9.1%
Choice you had in selecting assessment:				
None	62.5%	33.3%*	-	-
A little	16.7%	40.0%~	-	-
A lot	20.8%	26.7%	-	-
Network/organization requires specific assessment	100%	87.5%~	-	-
Curricula and assessments are very/extremely consistent	31.8%	78.6%**	85.7%	63.6%~

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 23: Teacher Use of Curricula by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or %	**NYCEEC Teachers** n=44 classrooms Mean or %	**School Teachers** n=22 classrooms Mean or %

		(SD)	(SD)	(SD)
Use curriculum/a or prepared set of learning and play activities	89.3%	93.8%	95.5%	90.9%
Use same curriculum for all children ages 0-3	40.0%	83.3%**	-	-
Curriculum/a used:				
Creative Curriculum for Infants, Toddlers, and Twos	57.1%	43.8%	-	-
Creative Curriculum for Preschool	32.1%	34.4%	52.3%	13.6%**
High/Scope for Infants and Toddlers	14.3%	3.1%	-	-
High/Scope for Preschool	14.3%	3.1%	2.3%	0%
DOE curricula[1]	10.7%	12.5%	52.3%	54.5%
Curriculum I/we developed	53.6%	6.3%***	6.8%	13.6%
Other	21.4%	12.5%	2.3%	18.2%*
Choice you had in selecting curricula:				
None	20.0%	66.7%***	75.0%	59.1%
A little	24.0%	20.0%	-	-
A lot	56.0%	13.3%**	-	-
Comfortable using curriculum:				
Not at all	40.0%	0%**	-	-
Somewhat	40.0%	16.7%~	-	-
Very/extremely	20.0%	83.3%***	-	-

[1] For FCCs and centers, "DOE curricula" means 3K Explorations. For Pre-K for All classrooms, "DOE curricula" means Explore, Inspire, Units of Study, and/or Building Blocks.

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 24: Teacher Use of Child Assessments by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or %	**NYCEEC Teachers** n=44 classrooms Mean or %	**School Teachers** n=22 classrooms Mean or %

		(SD)	(SD)	(SD)
Use child assessment(s)	85.7%	90.6%	-	-
Use same assessment(s) for all children ages 0-3	66.7%	82.4%	-	-
Assessment(s) used:				
Work Sampling	7.1%	15.6%	-	-
Teaching Strategies GOLD	82.1%	65.6%	-	-
Ages and Stages Questionnaire	32.1%	37.5%	-	-
COR Advantage	0%	6.3%	-	-
Assessment I/we developed	14.3%	21.9%	-	-
Other	0%	3.1%	-	-
Choice you had in selecting assessment:			-	-
None	62.5%	62.1%	-	-
A little	16.7%	13.8%	-	-
A lot	20.8%	24.1%	-	-
Comfortable using assessment(s):			-	-
Not at all	4.2%	3.6%	-	-
Somewhat	25.0%	10.7%	-	-
Very/extremely	70.8%	85.7%	-	-
Curricula and assessments are very/extremely consistent	31.8%	81.5%***	-	-
How assessments are used:				
To assess growth/identify areas for improvement	40.0%	37.5%	-	-
To plan activities, lessons, and curriculum	16.7%	25.0%		
To individualize instruction	10.0%	18.8%	-	-
To share with families	26.7%	18.8%	-	-
To determine if I am meeting program standards	3.3%	3.1%	-	-
To determine if child needs assessment	3.3%	9.4%	-	-
To help with transition to new teacher	0%	3.1%	-	-
To submit to case manager or network	10.0%	0%~	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 25: Teacher Beliefs on Child Behavior and School Readiness by Setting (Teacher Data)				
	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Child behavior[1] (4 or 5 on a scale of 1=strongly disagree to 5=strongly agree):				
In my opinion, children should always obey their parents.	78.6%	62.5%	-	-
In my opinion, children should always obey the teacher.	67.9%	53.1%	-	-
In my opinion, the most important thing to teach children is absolute obedience to whomever is the authority.	46.4%	25.0%~	-	-
In my opinion, children have a right to their own point of view and should be allowed to express it.	100%	90.6%~	-	-
In my opinion, it is alright for a child to disagree with his or her own parents.	67.9%	56.3%	-	-
In my opinion, parents should go along with the game when their child is pretending something.	78.6%	68.8%	-	-
Skills that are very important or essential to children's readiness for kindergarten (4 or 5 on a scale of 1=not important to 5=essential):				
Can count to 20	71.4%	62.5%	60.0%	50.0%
Knows letters	78.6%	62.5%	71.4%	63.6%
Sits still and pays attention	64.3%	53.1%	62.9%	36.4%~
Sensitive to others' feelings	89.3%	68.8%~	94.3%	81.8%
Initiative and curiosity	89.3%	84.4%	94.3%	86.4%
Enthusiasm for learning	89.3%	90.6%	97.1%	95.5%
Pride in accomplishments	92.9%	90.6%	97.1%	86.4%

[1] Schaefer, E. S., & Edgerton, M. (1985). Parent and child correlates of parental modernity. In I. E. Sigel (Ed.), *Parental belief systems: The*

psychological consequences for children (pp. 287-318). Hillsdale, NJ: Erlbaum.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 26: Teacher Pedagogies and Parent Involvement by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Pedagogies that are high priority or essential (4 or 5 on a scale of 1=not a priority to 5=essential):				
Child-led activities	78.6%	81.3%	88.6%	100%
Teacher-led activities	60.7%	59.4%	72.7%	77.3%
Documenting children's progress	78.6%	87.5%	88.6%	90.9%
Using data from child assessments	60.7%	68.8%	86.4%	81.8%
Planning activities or lessons	78.6%	96.8%*	93.2%	95.5%
How parents are involved in children's learning (e.g., via texts, letters, emails, or phone):				
Communicates with parents re child's developmental progress weekly	57.1%	40.6%	-	-
Communicates with parents re activities to do with child at home weekly	35.7%	46.9%	-	-
Gives materials to parents to promote child's learning at home weekly[1]	42.9%	43.8%	-	-

[1] One center teacher said she gives parents materials daily.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 27: Class Size and Teaching Mixed-age Children by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Number of children in classroom	9.2 (3.4)	11.7** (2.9)	17.0 (2.6)	17.3 (2.3)
Teaches mixed-age children	100%	43.8%***	-	-
Age range of children:				
Infants, toddlers, and older children (ages 0-5)	100%	3.1%***	-	-
Infants and young toddlers (below age 2)	0%	18.8%*	-	-
Older toddlers and children (ages 2-5)	0%	78.1%***	-	-
Advantages of mixed-age children:	n=30	n=14		
Children learn from each other	23.3%	7.1%	-	-
Younger children learn from older children	20.0%	57.1%*	-	-
Older children are kind to/help younger children	10.0%	0%~	-	-
Inclusive activities allow all to learn together	10.0%	0%~	-	-
Improves my teaching skills	10.0%	7.1%	-	-
Disadvantages of mixed-age children:	n=30	n=14		
They need individualized activities, instruction, lesson plans, materials, and/or attention	40.0%	0%**	-	-
Younger children pick up negative behaviors from older children	0%	7.1%	-	-
Older children regress/are bored	6.7%	28.6%	-	-
Not enough space for separate play areas/toys	10.0%	0%~	-	-
Hard to do by myself	6.7%	7.1%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 28: Teaching Children with Special Needs by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	Center Teachers n=32 classrooms Mean or % (SD)	NYCEEC Teachers n=44 classrooms Mean or % (SD)	School Teachers n=22 classrooms Mean or % (SD)
Teaches children with special needs[1]	48.0%	46.9%	72.7%	63.6%
In classrooms that have special needs children:	n=17	n=15		
Average number of special needs children	2.1 (1.0)	2.6 (1.6)	-	-
Teaches children with undiagnosed special needs[2]	36.0%	46.9%	-	-
Advantages of special-needs children:	n=17	n=15		
Children learn to help/adapt/accept each other	23.5%	26.7%	-	-
They increase their goals/learn from others	0%	13.3%	-	-
They teach us new perspectives	11.8%	0%	-	-
Improves my teaching skills	5.9%	6.7%	-	-
Inclusive activities allow all to learn together	5.9%	6.7%	-	-
Disadvantages of special-needs children:	n=17	n=15		
They need extra attention/time I do not have	5.9%	40.0%*	-	-
They need individualized instruction	11.8%	20.0%	-	-
Their behavioral challenges are disruptive	23.5%	20.0%	-	-
I need more training	11.8%	6.7%	-	-
Inadequate services/supports/materials	0%	13.3%	-	-
Parents get frustrated/unsupportive	0%	6.7%	-	-

[1] "Children with special needs" reflects those with an IFSP or and IEP.
[2] "Children with undiagnosed special needs" reflects the view of the FCC leader or center teacher that a child may need an IFSP or IEP.
Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 29: Teaching Culturally and Linguistically Diverse Children by Setting (Teacher Data)

	FCC Leaders	Center Teachers	NYCEEC Teachers	School Teachers

	n=30 sites Mean or % (SD)	n=32 classrooms Mean or % (SD)	n=44 classrooms Mean or % (SD)	n=22 classrooms Mean or % (SD)
Teaches children who are DLLs	65.4%	74.2%	79.5%	81.8%
In classrooms that have DLLs:	n=21	n=24		
Average number of children who are DLLs	4.9 (3.4)	5.2 (3.7)	-	-
Two or more languages other than English spoken by children in the classroom	41.2%	65.2%	-	-
Instructional Practices with DLL children:	n=15	n=23		
Use more than one language in classroom	73.3%	73.9%	47.7%	27.3%
Use pull-out instruction in child's home language	8.7%	6.7%	13.6%	0%~
Use English only in classroom	20.0%	26.1%	45.5%	72.7%*
Advantages of DLL children:	n=21	n=24		
Children and teacher gain knowledge of two languages	42.9%	41.7%	-	-
Children learn about different cultures	0%	16.7%*	-	-
Children help each other learn	4.8%	8.3%	-	-
DLL children learn a new language/advantage of bilingualism	9.5%	8.3%	-	-
Can use my Spanish	0%	8.3%	-	-
Disadvantages of DLL children:	n=21	n=24		
I need more training re teaching DLLs	19.0%	12.5%	-	-
They need individualized instruction, materials, and/or lesson plans	9.5%	4.2%	-	-
Hard for DLLs to learn a new language	14.3%	4.2%	-	-
Communicating with the child	0%	8.3%	-	-
Communicating with the parents	4.8%	4.2%	-	-
Cultural and linguistic competence (1=strongly disagree to 5=strongly agree):				
The languages spoken by children in my classroom make it hard for me to be an effective	1.8 (1.0)	1.9 (0.8)	1.8 (1.0)	2.1 (1.0)

teacher.				
I have a good understanding of the cultural backgrounds and practices of the parents whose children are in my classroom.	3.4 (0.7)	3.3 (0.5)	4.1 (0.8)	4.1 (0.5)
I change how I teach the children in my classroom depending on their cultural backgrounds.	3.0 (0.7)	3.0 (0.6)	3.7 (0.9)	3.6 (0.9)
Uses own cultural traditions in teaching	75.0%	62.5%	-	-
How uses own cultural traditions:	n=23	n=20		
Teach cultural celebrations/traditions/history	30.4%	40.0%	-	-
Teach music/dancing	30.4%	40.0%	-	-
Serve food from my culture	47.8%	25.0%	-	-
Use my native language	8.7%	20.0%	-	-
Teach literature/arts/crafts	4.3%	25.0%~	-	-
Teach behavioral norms/manners	13.0%	0%~	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

V. Program Quality and Job Perceptions

The following results reflect analyses of data from the FCC leader, center director, center teacher, NYCEEC director, NYCEEC teacher, school director, and school teacher surveys.

Table 30: Director Views on Program Quality by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
What is "high quality"?				
Structural components:	53.3%	53.1%	-	-

Qualified/well-trained teachers	16.7%	31.3%	-	-
Adequate funding/resources	3.3%	6.3%	-	-
Well-paid teachers	0%	6.3%	-	-
Low child/adult ratios	6.7%	6.3%	-	-
Curriculum and assessment use	6.7%	21.9%~	-	-
Adequate/appropriate materials	6.7%	3.1%	-	-
Safe and healthy environment	26.7%	21.9%	-	-
Support/resources for special-needs children	3.3%	0%	-	-
Supportive partnerships with families	10.0%	15.6%	-	-
Access to community health resources	0%	3.1%	-	-
Modern equipment/maintained facilities	6.7%	0%	-	-
Support for business management	3.3%	0%	-	-
Process components:	50.0%	50.0%	-	-
Caring/nurturing/secure relationships	23.3%	18.8%	-	-
Positive teacher-child interactions	3.3%	3.1%	-	-
Appropriate/best practices with children	6.7%	18.8%	-	-
Language-rich interactions	3.3%	3.1%	-	-
Active learning/child-centered	23.3%	25.0%	-	-
Play-based learning	0%	12.5%*	-	-
Child outcomes:	53.3%	31.3%~	-	-
Children learning/developing/growing	23.3%	12.5%	-	-
Meets individual needs of all children	23.3%	15.6%	-	-
Promotes whole child development	6.7%	6.3%	-	-
Promotes social and emotional development	3.3%	3.1%	-	-
Promotes school readiness	6.7%	0%	-	-
What are the barriers to quality?				
Inadequate funding	33.3%	25.0%	-	-
Inadequate teacher pay	6.7%	21.9%~	-	-
Lack of training/lack of qualified teachers	23.3%	18.8%	-	-
Inadequate staffing/shortages	6.7%	43.8%**	-	-
Inadequate learning materials/supplies	10.0%	6.3%	-	-
Inadequate support/guidance	6.7%	6.3%	-	-

Inadequate time	10.0%	0%~	-	-
Inadequate enrollment	3.3%	0%	-	-
Unmotivated teachers	0%	9.4%~	-	-
Disengaged/unsupportive parents	10.0%	12.5%	-	-
Compliance demands/deadlines	6.7%	3.1%	-	-
Changing rules that disrupt continuity of care	0%	6.3%	-	-
Challenges of mixed-age settings	3.3%	0%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 31: Director Perceptions of Their Job by Setting (Director Data)

	FCC Directors n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Job description:				
Identification/purpose:				
Educator/teacher/professional	23.3%	9.4%	-	-
Provide care and education	33.3%	9.4%*	-	-
Provide child care or day care	13.3%	3.1%	-	-
Engage/help children and families	13.3%	37.5%*	-	-
Promote whole child development	13.3%	9.4%	-	-
Provide safe and healthy environment	6.7%	12.5%	-	-
Program management/multiple responsibilities:	13.3%	59.4%***	-	-
Manage budget and program compliance	3.3%	28.1%**	-	-
Provide or partner with community service providers	3.3%	12.5%***	-	-
Supervise/train teachers	0%	50.0%***	-	-
Best parts of the job:				
Seeing children learn and thrive	53.3%	25.0%*	-	-
Working with children	46.7%	18.8%*	-	-

Positive parent feedback (joy/hugs/trust)	16.7%	3.1%~	-	-
Supporting children and their families	13.3%	15.6%	-	-
Supporting teachers	0%	18.8%	-	-
Primary reasons for doing FCC work:				
Want to work with children	83.3%	-	-	-
Want to own my own business	73.3%	-	-	-
Want to help families	50.0%	-	-	-
Want to stay home with my children	36.7%	-	-	-
Want to work at home	33.3%	-	-	-
Worst parts of the job:				
Complying with bureaucracies/multiple agencies	10.0%	25.0%	-	-
Inadequate compensation	26.7%	15.6%	-	-
Inadequate program funding	23.3%	15.6%	-	-
Inadequate/unqualified staff	3.3%	15.6%	-	-
Inadequate support or guidance	0%	15.6%*	-	-
Long hours/too little time off	16.7%	25.0%	-	-
Stress	6.7%	9.4%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 32: Teacher Views on Program Quality by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
What is "high quality"?				
Structural components:	53.3%	40.6%	-	-
Qualified/well-trained teachers	16.7%	15.6%	-	-
Adequate funding/resources	3.3%	3.1%	-	-
Well-paid teachers	0%	3.1%	-	-

Low child/adult ratios	6.7%	3.1%	-	-
Curriculum and assessment use	6.7%	6.3%	-	-
Adequate/appropriate materials	6.7%	6.3%	-	-
Safe and healthy environment for children	26.7%	15.6%	-	-
Nutritious meals	0%	6.3%		
Support/resources for special-needs children	3.3%	0%	-	-
Supportive partnerships with families	10.0%	3.1%	-	-
Access to community health resources	0%	3.1%	-	-
Modern equipment/maintained facilities	6.7%	6.3%	-	-
Process components:	50.0%	40.6%	-	-
Caring/nurturing/secure relationships	23.3%	6.3%~	-	-
Positive teacher-child interactions	3.3%	0%	-	-
Appropriate/best practices with children	6.7%	12.5%	-	-
Language-rich interactions	3.3%	0%	-	-
Active learning/child-centered	23.3%	18.8%	-	-
Play-based learning	0%	15.6%*	-	-
Child outcomes:	53.3%	62.5%	-	-
Children learning/developing/growing	23.3%	6.3%~	-	-
Meets individual needs of all children	23.3%	25.0%	-	-
Promotes whole child development	6.7%	9.4%	-	-
Promotes social and emotional development	3.3%	21.9%*	-	-
Promotes school readiness	6.7%	3.1%	-	-
Learning numbers, shapes, colors, letters	0%	6.3%	-	-
Promotes academic skills	0%	3.1%	-	-
What are the barriers to quality?				
Inadequate funding	33.3%	18.8%	-	-
Inadequate teacher pay	6.7%	6.3%	-	-
Lack of training/lack of qualified teachers	23.3%	9.4%	-	-
Inadequate staffing/shortages	6.7%	9.4%	-	-
Inadequate learning materials/supplies	10.0%	28.1%~	-	-
Inadequate support/resources for special-needs children	0%	3.1%	-	-

Inadequate support/being alone in the classroom	6.7%	9.4%	-	-
Inadequate time/time to plan	10.0%	6.3%	-	-
Inadequate time off	0%	3.1%	-	-
Disengaged/unsupportive parents	10.0%	9.4%	-	-
Behavioral challenges	0%	9.4%~	-	-
Compliance demands/deadlines	6.7%	3.1%	-	-
Difficult/stressful work environment	0%	9.4%~	-	-
Lack of autonomy or respect	0%	6.3%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 33: Teacher Perceptions of Their Job by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Job description:				
Identification/purpose:				
Educator/teacher/professional	23.3%	21.9%	-	-
Provide care and education	33.3%	12.5%~	-	-
Provide child care or day care	13.3%	0%	-	-
Love children/make a difference in their lives	50.0%	9.4%***	-	-
Promote whole child development	13.3%	6.3%	-	-
Meet the individual needs of all children	6.7%	12.5%	-	-
Create caring/fun/active-learning environment	0%	15.6%*	-	-
Provide safe and healthy environment	6.7%	31.3%*	-	-
Engage/help parents and families	13.3%	3.1%	-	-
Prepare early learners/peak curiosity	3.3%	9.4%	-	-
Classroom practices and pedagogies:				
Use curriculum, lesson plans, and assessments	0%	37.5%***	-	-

Manage/organize classroom	0%	12.5%*	-	-
Play with children/foster imaginative play	0%	6.3%	-	-
Maintain discipline	0%	3.1%	-	-
Hard work that is underpaid	0%	9.4%~	-	-
Best parts of the job:				
Working with children	46.7%	50.0%	-	-
Seeing children learn and thrive	53.3%	53.1%	-	-
Working with people I like/trust	3.3%	15.6%	-	-
Creating safe/secure space for children	3.3%	6.3%	-	-
Worst parts of the job:				
Inadequate compensation	26.7%	40.6%	-	-
Inadequate/undedicated staff	3.3%	15.6%	-	-
Inadequate support or guidance	0%	18.8%*	-	-
Inadequate funding for special needs children	0%	3.1%	-	-
Long hours/too little time off	16.7%	6.3%	-	-
Too much paperwork	3.3%	21.9%*	-	-
Difficult/unengaged parents	3.3%	9.4%	-	-
Assessments	3.3%	3.1%	-	-
Behavioral challenges	6.7%	6.3%	-	-
Lack of time to reflect/prepare	3.3%	6.3%	-	-
Lack of respect	3.3%	3.1%	-	-
Stress	6.7%	6.3%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

VI. Professional Development for Directors

The following results reflect analyses of data from the FCC leader, center director, NYCEEC director, and school director surveys.

Table 34: Workshops for Directors by Setting (Director Data)

	FCC	Center	NYCEEC	School

	Leaders n=30 sites Mean or % (SD)	**Directors** n=32 sites Mean or % (SD)	**Directors** n=35 sites Mean or % (SD)	**Directors** n=22 sites Mean or % (SD)
Attended PD workshops in last 12 months	100%	100%	-	-
Attended workshops at least monthly	64.3%	83.9%~	-	-
Attended on-site workshops	-	75.0%	-	-
Was paid for at least some workshops	51.9%	90.6%**	-	-
Attended PD workshops in last 12 months provided by:			-	-
ACS/EarlyLearn	67.9%	75.0%	-	-
DOE	3.6%	31.3%**	-	-
Other	78.6%%	78.1%	-	-
Content of workshops:			-	-
Budgeting and accounting	17.9%	21.9%	-	-
EarlyLearn requirements	60.7%	62.5%	-	-
Nutrition and meal planning	78.6%	50.0%*	-	-
Quality improvement	67.9%	62.5%	-	-
Child assessment	53.6%	65.6%	-	-
Using child data	21.4%	34.4%	-	-
Regulatory compliance	71.4%	59.4%	-	-
City policy changes	39.3%	40.6%	-	-
Cultural diversity	35.7%	50.0%	-	-
Child recruitment	3.6%	21.9%*	-	-
Math and numeracy	14.3%	3.1%	-	-
Early literacy	42.9%	31.3%	-	-
Social and emotional development	57.1%	59.4%	-	-
Behavioral challenges	35.7%	56.3%	-	-
Teacher-child interactions	21.4%	62.5%**	-	-
Curriculum use	53.6%	56.3%	-	-
Lesson planning	46.4%	31.3%	-	-
Bilingual education	10.7%	3.1%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 35: Workshop-related Changes Reported by Directors by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Workshops changed administrative practices "a lot"	55.6%	25.8%*	-	-
Why workshops changed practices:	n=17	n=8		
Learned or applied new knowledge, strategies, and/or practices	50.0%	22.2%	-	-
Helped with new program requirements	16.7%	22.2%	-	-
Helped me manage the program	11.1%	11.1%	-	-
Helped me support or evaluate staff	0%	11.1%	-	-
Helped with lesson planning	5.6%	0%	-	-
Built my confidence	5.6%	0%	-	-
Why workshops did not change practices:	n=13	n=24		
Content did not match needs	13.3%	8.3%	-	-
Content was redundant	13.3%	16.7%~	-	-
Too infrequent/inadequate follow-up	6.7%	4.2%	-	-
Inadequate funding	6.7%	4.2%	-	-
Not enough time	6.7%	0%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 36: Coaching for Directors by Setting (Director Data)

	FCC Leaders n=30 sites	**Center Directors** n=32 sites	**NYCEEC Directors** n=35 sites	**School Directors** n=22 sites

	Mean or % (SD)	Mean or % (SD)	Mean or % (SD)	Mean or % (SD)
Received coaching in last 12 months	69.2%	65.6%	-	-
Received coaching at least monthly	47.1%	60.0%	-	-
Received coaching in last 12 months from:			-	-
ACS/EarlyLearn	40.7%	38.7%		
DOE	0%	15.6%*	-	-
Other	46.2%	34.4%	-	-
Content of coaching:	n=18	n=20		
Budgeting and accounting	5.6%	5.0%	-	-
EarlyLearn requirements	66.7%	40.0%	-	-
Nutrition and meal planning	66.7%	15.0%**	-	-
Quality improvement	50.0%	72.2%	-	-
Child assessment	50.0%	40.0%	-	-
Using child data	27.8%	20.0%	-	-
Regulatory compliance	72.2%	40.0%*	-	-
City policy changes	20.0%	27.8%	-	-
Cultural diversity	33.3%	25.0%	-	-
Child recruitment	16.7%	15.0%	-	-
Math and numeracy	22.2%	5.0%	-	-
Early literacy	33.3%	10.0%~	-	-
Social and emotional development	55.6%	30.0%	-	-
Behavioral challenges	33.3%	45.0%	-	-
Bilingual education	5.6%	5.0%	-	-
Teacher-child interactions	44.4%	35.0%	-	-
Curriculum use	50.0%	40.0%	-	-
Lesson planning	61.1%	25.0%*	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 37: Coaching-related Changes Reported by Directors by Setting (Director Data)

	FCC	**Center**	**NYCEEC**	**School**

	Leaders n=30 sites Mean or % (SD)	**Directors** n=32 sites Mean or % (SD)	**Directors** n=35 sites Mean or % (SD)	**Directors** n=22 sites Mean or % (SD)
Coaching changed administrative practices "a lot"	n=21 58.8%	n=21 28.6%~	-	-
Why coaching changed practices:	n=12	n=6		
Learned or applied new knowledge, strategies, and/or practices	50.0%	50.0%	-	-
Helped with new program requirements	0%	25.0%	-	-
Helped with lesson planning	20.0%	0%	-	-
Helped me manage the program/budget	20.0%	0%	-	-
Why coaching did not change practices:	n=9	n=15		
Content did not match needs	16.7%	0%	-	-
Content was redundant	0%	22.2%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 38: Professional Development Needed by Directors by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Can choose the PD that meets my needs (1=strongly disagree to 4=strongly agree)	2.8 (0.7)	2.4~ (0.9)	2.6 (0.8)	2.6 (0.8)
Workshop content has matched needs	73.1%	74.2%	-	-
Coaching content has matched needs	76.5%	45.0%~	-	-
PD content needed:				
Budgeting and accounting	61.5%	35.5%~	-	-
EarlyLearn requirements	46.2%	22.6%~	-	-
Nutrition and meal planning	23.1%	19.4%	-	-

Quality improvement	42.3%	51.6%	-	-
Child assessment	34.6%	29.0%	-	-
Using child data	26.9%	35.5%	-	-
Regulatory compliance	34.6%	51.6%	-	-
City policy changes	38.5%	38.7%	-	-
Cultural diversity	19.2%	25.8%	-	-
Child recruitment	26.9%	29.0%	-	-
Math and numeracy	11.5%	22.6%	-	-
Early literacy	19.2%	35.5%	-	-
Social and emotional development	26.9%	35.5%	-	-
Behavioral challenges	42.3%	58.1%	-	-
Bilingual education	19.2%	22.6%	-	-
Teacher-child interactions	15.4%	41.9%*	-	-
Curriculum use	50.0%	54.8%	-	-
Lesson planning	50.0%	29.0%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 39: Professional Support for Directors by Setting (Director Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Directors** n=32 sites Mean or % (SD)	**NYCEEC Directors** n=35 sites Mean or % (SD)	**School Directors** n=22 sites Mean or % (SD)
Participated in professional support activities in prior year	77.8%	51.6%*	-	-
Type of professional support activities in prior year:				
Support-group or networking meetings with other child care providers	44.4%	32.3%	-	-
Annual conferences for child care providers	37.0%	16.1%~	-	-
Mentoring from another provider/peer	11.1%	6.5%	-	-

Provider recognition events	48.1%	9.7%**	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. . NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

VII. Professional Development for Teachers

The following results reflect analyses of data from the FCC leader, center teacher, NYCEEC teacher, and school teacher surveys.

Table 40: Workshops for Teachers by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Attended PD workshops in last 12 months	100%	96.9%	95.5%	95.5%
Attended workshops at least monthly	64.3%	83.9%~	65.9%	31.8%
Attended on-site workshops	-	71.0%	80.1%	52.4%
Teacher was paid for at least some workshops	51.9%	90.3%**	92.9%	61.9%
Attended PD workshops in last 12 months provided by:				
ACS/EarlyLearn	67.9%	68.8%	-	-
DOE	0%	9.4%~	77.3%	90.9%
Program staff	0%	6.3%	54.6%	22.7%
Other	82.1%	71.9%	36.4%	22.7%
Content of workshops:				
Child assessment	53.6%	58.1%	-	-
Using child data	21.4%	29.0%	47.7%	59.1%
Cultural diversity	35.7%	25.8%	34.1%	40.9%
Math and numeracy	14.3%	16.1%	47.7%	31.8%
Early literacy	42.9%	35.5%	29.6%	54.6%

Social and emotional development	57.1%	64.5%	68.2%	50.0%
Behavioral challenges	35.7%	74.2%**	-	-
Bilingual education	10.7%	9.7%	9.1%	9.1%
Teacher-child interactions	21.4%	54.8%**	70.5%	36.4%
Curriculum use	53.6%	58.1%	45.5%	59.1%
Lesson planning	46.4%	51.6%	34.1%	27.3%

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 41: Workshop-related Changes Reported by Teachers by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Workshops changed teaching practices "a lot"	61.5%	67.7%	31.0%	42.9%
Why workshops changed practices:	n=16	n=21		
Learned or applied new knowledge, strategies, and/or practices	40.0%	36.4%	-	-
Helped with behavioral management	0%	28.6%*	-	-
Helped with children experiencing trauma, abuse, and/or emotional issues	5.0%	13.6%	-	-
Helped with curriculum implementation	12.5%	4.8%	-	-
Helped with new rules/reports	0%	9.5%	-	-
Helped with lesson planning	5.6%	0%	-	-
Why workshops did not change practices:	n=10	n=10		
Content did not match needs	10.0%	20.0%	-	-
Content was redundant	10.0%	30.0%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 42: Coaching for Teachers by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Received coaching in last 12 months	69.2%	81.8%	93.2%	100%
Received coaching at least monthly	47.1%	81.8%*	45.5%	36.4%
Received coaching in last 12 months from:				
ACS EarlyLearn	40.7%	54.8%	-	-
NYC DOE	0%	12.5%*	81.4%	90.9%
Program staff	0%	3.1%	27.9%	22.7%
Other	46.2%	43.8%	2.3%	13.6%*
Content of coaching:	n=18	n=22		
Child assessment	50.0%	50.0%	-	-
Using child data	27.8%	13.6%	27.3%	72.7%***
Cultural diversity	33.3%	22.7%	9.1%	27.3%~
Math and numeracy	22.2%	13.6%	43.2%	40.9%
Early literacy	33.3%	40.9%	43.2%	36.4%
Social and emotional development	55.6%	63.6%	47.7%	63.6%
Behavioral challenges	33.3%	63.6%~	-	-
Bilingual education	5.6%	13.6%	6.8%	9.1%
Teacher-child interactions	44.4%	50.0%	56.8%	68.2%
Curriculum use	50.0%	45.5%	47.7%	68.2%
Lesson planning	61.1%	50.0%	40.9%	45.5%

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 43: Coaching-related Changes Reported by Teachers by Setting (Teacher Data)

	FCC Leaders	**Center Teachers**	**NYCEEC Teachers**	**School Teachers**

	n=30 sites Mean or % (SD)	n=32 classrooms Mean or % (SD)	n=44 classrooms Mean or % (SD)	n=22 classrooms Mean or % (SD)
Coaching changed teaching practices "a lot"	66.7%	59.1%	58.5%	40.9%
Why coaching changed practices:	n=10	n=13		
Learned or applied new knowledge, strategies, and/or practices	80.0%	38.1%*	-	-
Helped with lesson planning	20.0%	0%	-	-
Helped with curriculum implementation	10.0%	0%	-	-
Helped me meet or understand children's needs	0%	15.4%	-	-
Helped with behavioral management	0%	23.1%~	-	-
Helped with children experiencing trauma, abuse, and/or emotional issues	0%	7.7%	-	-
Provided individualized support	0%	7.7%	-	-
Fostered reflection	10.0%	7.7%	-	-
Why coaching did not change practices:	n=5	n=9		
Content did not match needs	20.0%	0%	-	-
Content was redundant	0%	11.1%	-	-
Coaching was too infrequent	20.0%	0%	-	-
Content was difficult to apply	0%	11.1%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 44: Professional Development Needed by Teachers by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Can choose the PD that meets my needs	2.8	2.4~	-	-

(1=strongly disagree to 4=strongly agree)	(0.7)	(0.8)		
Workshops content has matched needs	73.1%	67.7%	45.5%	40.9%
Coaching content has matched needs	76.5%	72.7%	38.6%	59.1%
PD content needed:				
Child assessment	34.6%	37.5%	-	-
Using child data	26.9%	12.5%	11.4%	13.6%
Cultural diversity	19.2%	21.9%	6.8%	0%
Math and numeracy	11.5%	18.8%	4.6%	9.1%
Early literacy	19.2%	15.6%	13.6%	4.6%
Social and emotional development	26.9%	34.4%	22.7%	18.9%
Behavioral challenges	42.3%	71.9%*	-	-
Bilingual education	19.2%	15.6%	4.6%	0%
Teacher-child interactions	15.4%	18.8%	11.4%	22.7%
Curriculum use	50.0%	34.4%	15.9%	27.3%
Lesson planning	50.0%	25.0%~	4.6%	4.6%

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Table 45: Professional Support for Teachers by Setting (Teacher Data)

	FCC Leaders n=30 sites Mean or % (SD)	**Center Teachers** n=32 classrooms Mean or % (SD)	**NYCEEC Teachers** n=44 classrooms Mean or % (SD)	**School Teachers** n=22 classrooms Mean or % (SD)
Participated in professional support activities in prior year	77.8%	53.1%*	-	-
Type of professional support activities in prior year:				
Support-group or networking meetings with other child care providers	44.4%	28.1%	-	-
Annual conferences for child care providers	37.0%	18.8%	-	-

Mentoring from another provider	11.1%	9.4%	-	-

Note: ~p<.10, *p<.05, **p<.01, ***p<.001. Significance tests compare FCCs with centers, and separately, NYCEECs with schools. NYCEECs were sampled for the study of Pre-K for All programs; however, some of the NYCEECs also serve younger children. Centers were sampled for the study of programs that serve infants and toddlers; however, some of the Centers also serve older children and may have Pre-K for All classrooms.

Enhancing the Quality of Infant and Toddler Care in New York City: Variation Across EarlyLearn Settings

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July 10th, 2020

Appendix B:
Selected Responses to Open-ended Survey Questions

I. Job Perceptions

FCC leader: "Is a very important job that doesn't get the recognition it deserves. Providers aren't treated with the benefits and don't get the opportunities that they deserve for such an important job that affects kids and their families."

Center director: "As a Director of a daycare my responsibilities exceed my job description. You have to come in with a heart and a vision of what you want to accomplish. Your degree is good, but it will not equip you to deal with staff, students, and parents. So, a passion to make a difference in the community in which you are applying for is top."

FCC leader: "I am an Early Childhood Educator."

Center teacher: "I am a mother, nurse, a friend, secret keeper, and teacher."

FCC leader: "Teaching cleaning organizing cooking."

Center director: "Educator, Mentor, Administrator, Advocate, Social Worker, PD Trainer, Custodian, Health Professional, Building Supervisor, Grant Writer, and Fiscal Professional."

FCC leader: "I am a mother a sister a doctor a therapist confidant cook house keeper."

Center director: "Leader, educator, and social worker."

FCC leader: "More than a job it is a vocation, having the chance to offer these kids the opportunity to develop and learn, while giving them all my love and affection. Being able to do this as their parents work to make ends meet is an immense satisfaction."

Center teacher: "It is a very hard job. Teacher has to move around the class as children work to observe each child."

FCC leader: "The job description that I & my providers do is never ending. We were many hats. As the program director. What we do at our program with our children, our families & our community is never ending. My role is to oversee, manage & create content for the daycare. My responsibility included marketing, creating content, lesson planning, ensuring that meals menus are in compliance with CACFP. Ensuring that we have the state regulations & we complied with OCFS. Ensuring that we comply with our NETWORK/ Early learn program. Partnering with community organizations to provide our children with different experiences. Serving as a liaison between my parents & provider. Creating & delivering workshops for our parents. Preparing month newsletters, weekly lesson plans, overseeing the accounting for the program, creating & managing the budget. And the list continues."

Center director: "Educator, Mentor, Administrator, Advocate, Social Worker, P D Trainer, Custodian, Health Professional, Building Supervisor, Grant Writer, and Fiscal Professional."

FCC leader: "Child Care Specialist with a focus in child development, nutrition, infant brain development, toddler language and literacy, social emotional development for the "whole child." Skills include, ability to successfully multi-task, handle children of multi-age levels at once. Prep nutritious menus and meals. Serve and supervise meals. Expert in diapering and potty training of infants and toddlers. Business skills include but are not limited to telephone skills, computer skills such as website navigation, document creation, emailing, online childcare software navigation (i.e., kidkare). Marketing skills, advertising, web design and social media."

FCC leader: "A caring professional teacher."

Center director: "Provide a safe and caring environment for young children. Work with parents. Work with ACS, DOE, and DOH. Provide a stable and developmental education for young children."

FCC leader: "PASSIONATE, GRATIFYING, transcends time and generations, because we are educating the man and woman of tomorrow."

Center director: "Ensure we provide developmentally appropriate experiences for all children and families. Supervise program staff. connect to networks and organizations. Committed to continuous professional development. Train and hire staff."

FCC leader: "Helping students learn the basics of their everyday life and understand how to teach themselves what's right for them."

II. Best Parts of the Job

Center director: "I am able to create a safe space for the children. [It] is like a heaven for them."

FCC leader: "I like working with children and it is personally very satisfying being able to educate them."

Center director: "I get to make an impact on the lives of children who face environmental hardships."

FCC leader: "The best thing about my job is the result of teaching these children and seeing them apply it as they grow and leave the daycare. There academic efforts and teaching always allow my students up to high school to come back and visit and even assist in the program."

Center teacher: "The best thing about my job is that I have a director that is available to give support with any classroom challenges and provides resources to implement different activities to accommodate the needs of all children."

FCC leader: "I am committed to contribute to the educational development of the kids and also aid in their physical and emotional development. I am definitely passionate about working with children."

Center director: "When I can accomplish requirements and feel proud and less stressed until the stress builds again."

FCC leader: "The children in my program flourish and develop so beautifully. When they leave they always come back and remember me. They hug me and the parents are so happy and grateful that I helped their children and family."

Center director: "The best thing for me is to be able to witness and be a part of supporting the development of children, their families, and especially their teachers."

FCC leader: "[Being] given the opportunity to work with the children. As a working mom I missed a great deal with my children. I continue to be amazed at how intelligent the children are and how they understand much more than you think."

III. Worst Parts of the Job

Center director: "I can barely make ends meet."

Center director: "The worst thing is that there is too much paperwork. I am always signing contracts, doing reports, attending meetings. Everything is about collecting data, but it does not leave me time to be with children, to build relationships with them, to observe classrooms and help my teachers improve."

FCC leader: "Not paid our worth, The McDonalds worker gets paid more than we do."

Center director: "The work we do is not valued as the work that is done in the DOE. We set the foundation and that in itself deserve the benefits and respect that the DOE receives, especially when the requirements are about the same."

FCC leader: "Being an immigrant, my job is devalued by the society and by the parents. Many see us as simple babysitters."

Center teacher: "No respect and favoritism among several staff members that makes the working place a living hell."

Center teacher: "The only thing is the pay rate is awful for the amount of work that is required from you."

IV. Defining Quality

FCC leader: "Somewhere you can leave your child that you trust. Where families can get the best care from someone who treats the children as if they're you're own child, and know they are very well taken care of. Also making sure things in the day care (like food and toys) are quality and help children learn."

FCC leader: "Stimulate not 'babysit.'"

Center director: "High quality to me means having a program which is not only babysitting but in addition, understanding and having knowledge of the development of young children and their interaction with adults and their surroundings."

FCC leader: "High quality to me means, Child Care Providers who are knowledgeable and educated on best practices, early childhood development and can assist families in ensuring their children are on track in their development. It also means these programs have the necessary supports and resources for children and families in the case of any delays. High quality means a child in any culture, family, or background has an equal opportunity to develop in the program and be ready for 'big school' and are able to compete with their peers. Accredited Programs, and CDA credentials are a good start. Funding to help providers offset the cost of qualified staff and nationally recognized curriculums and assessment tools would help tremendously as that is usually where we are lacking in funds. Additionally, helping providers with the business aspect of their business would make it easier for us to focus more on the children because we aren't worried about 'back office' issues."

Center director: "There should be play based learning, experiences being shared, discussions being had, modeling being done, and scaffolding of experiences to easily encourage the learning experiences. There should be whole family connections and communication taking place. Getting the families involved in the process and the school. Quality childcare for infant and toddlers should not be 'a neighbor with 10 other children and a TV' because families cannot afford care. Quality childcare should be a basic right for everyone."

FCC leader: "'High quality' for me, is a program that offers safety, cleanliness, respect, communication and, last but not least, love."

Center teacher: "In order to have a 'high quality program,' teachers must be qualified for the position. Have teachers that love what they are doing which is the love to teach all students. Programs must have supplies needed to execute lessons and activities. Teacher often buy out of pocket for materials and that should NEVER happen. Ratio should be in place for all classrooms.

Pay teachers what they are worth. There should be respect for all starting from the janitor and up. All of this and more should be in place in order to have a high-quality program."

FCC leader: "High quality programs means that children are given endless opportunities to discover and learn about themselves and the environment around them. Daily children experience activities that challenge them and help them reach developmental milestones

V. Barriers to Quality

Center director: "Teachers not being paid their worth."

FCC leader: "I have difficulty providing a high-quality program when I make well below minimum wage."

FCC leader: "The funding that we receive does not cover the cost of program requirements including staff, supplies, maintenance to provide safety and security of children… ACS Early Learn does not pay enough to cover the cost of maintaining and providing safety for each child."

FCC leader: "I never see obstacles when the work is done with love and good preparation."

VI. Teacher Recruitment

Center director: Meeting teacher and credential requirements is difficult because "Iis' a Day care Center with a reputation of NANNYing the children instead of educated them. Teachers find it difficult to go back to school because of hours of work. Some are not sure if they want to continue this kind of job, they don't feel rewarded."

FCC leader: Complying with assistant training and/or education requirements is difficult because it is "very hard to find a reliable, independent and engaged assistant. A lot of them cannot get the proper certification because they find the class challenging or for those who can, they ask for higher pays and/ or benefits."

VII. Program Reporting, Monitoring, and Compliance

Center teacher: "The paperwork and assessment tools will consume your time and waste valuable time that could be spent actually teaching the students."

FCC leader: The number of hours covered by funding per day "is difficult because the hours paid do not match the minimal salary we have to pay to the assistants (U$14 .00 per hour)."

FCC leader: The number of hours covered by funding per day is difficult because "the hard part is that sometimes parents need more hours given their work schedule [and] the hours are not covered by the hours granted by the agency."

Center director: Family engagement is difficult because "parents are required to work or go to school in order to receive child care so you need to plan around their schedules which is not always during school hours."

FCC leader: "If a parent tells me that they start work at 7am, I receive the child at 6am. Same if they work until 7pm. We sign a mutual agreement, which involves and extra fee for the modification of the hours I am working in order to meet parents' needs."

VIII. Child Recruitment

FCC leader: "Previously, we had more options, there were children of a wider range of ages. Now, it is only from 0 to 3. It is harder to fill the slots with no school-aged available children."

FCC leader: "It is being very difficult. There is a lot of demand for infant slots, but children from 2 years and beyond they go to centers, that's why it is very difficult," but regarding the expansion of 3K, "I am not interested in for the moment."

FCC leader: "What are some transitional programs to help Family Child Care Providers in the process of traversing the DOE landscape and aiding them in being relevant to the early childhood field?"

FCC leader: "Because here in NYC now that the DOE has decided to now implement 3K for all they have taken away that age group from the daycares."

FCC leader: "Families leave my program earlier because of 3K," and regarding the opportunity to join 3K, "This is a good opportunity because the 3K provider can work less hours…. Yes, I would be interested because it will give me the opportunity to be seen my parents not only as a babysitter but as an educator."

FCC leader: "It is more difficult because parents see pre-k programs as a better educational option for their children."

IX. Adapting to Family Schedules

FCC leader: "I talk with the child's parent/guardian and agree the drop in and pick up times. If because of work they need to bring the kid earlier, or pick the kid later, they have to pay an extra."

X. Early Learning Standards

FCC leader: "Early learning developmental standards use a teaching method of learning through play in most instruction. I believe it works as well as teaching children on an academic school level in preparing them for public, private or charter schools."

FCC leader: "They want you to do a lot of things. But then they do not help us. We need more help, more materials and more professional training. I have to pay for all my training. Because of my income they do not pay my trainings. I had paid myself all of them."

XI. Curriculum Use

FCC leader: "I want to do my curriculum continuously and make sure the children are receiving the best education but as I am the primary teacher and also the only administrator, it's hard to focus on the children when I have so many other things to do."

XII. Child Assessment Use

FCC leader: "It's for the purpose of the parent to see where their children are on an the domain level."

FCC leader: Assessment use is difficult because "it's very difficult to do all this and they do not give me support. No materials or pedagogical support."

XIII. Professional Development

FCC leader: "I wish the agency explained a little more how I can improve, show me what to do, had more follow up. For example, they come and do FCCERS and don't give us feedback on it or tell me how to make it better."

Center director: "Monitoring agencies should create one tool and trainings regionally so specialists, inspectors, early childhood consultants are all on the same page."

FCC leader: "I learn how to respect different cultures, respect families' religions. And regarding food, I learn to give children time to eat, and how to combine the ingredients to be more nutritive… and I learn to plan my classes in a simpler way."

FCC leader: Her PD experiences "son muy buenas."

Center director: Workshop and training sessions changed my administrative/management practices because they allowed "me to learn how to delegate responsibilities to others, incorporate systems and procedures to make sure tasks are completed and accomplished."

FCC leader: Coaching changed both her administrative and educational practices "because we can put in practice different suggestions in order to be better professionals… Day by day the human being learns, and it is good to be innovative in order to capture children's interest and attention."

XIV. Children with Special Needs

Center teacher: "Being a teacher who is not certified in special needs makes meeting the needs of children with special needs a difficult task. I recently enrolled in the master class and am

currently learning about different strategies that I can employ to help students meet educational goals and self- regulation goals. The greatest challenge that I have involves circle time; the students with special needs tend to climb the desk, and/ or began to run. I often ponder if one student's education is expendable to the other; I however am trying to utilize differentiation of curriculum, and small group but due to two-year-olds not receiving one to one, the task becomes that more difficult. The benefits I believe is that students learn early on that as much as we are different, we are the same. Equally important is that children who have special needs have a different way of grasping academic concepts, and therefore are able to offer problem solving skills at a different level."

XV. EarlyLearn

Center director: "ACS has always provided TA and has given us tips on how to engage parents. ACS will provide workshop when asked and can be involved when asked."

FCC leader: "Their training was very helpful."

Center director: "ACS/EL was very helpful to us - helping to open and equip our EHS classrooms. They provided us with articles and information that we used."

FCC leader: "It helps with assisting me in understand the requirements for each child at their age group."

Center director: "The [EarlyLearn] Program was designed to fail. Not enough funding; asked to meet Head Start standards without the funds to support programs; did not developing a plan to help retain staff; ACS reduce their workforce to a level that resulted in little support at all; provided little support with facility issues or with the negotiations for new leases."

FCC leader: "ACS needs to work more closely--hand in hand--with child care programs in their problems. ACS must ensure that the support it offers to programs is not only of economic nature, but [also] provide[s] support in other areas."

Center director: "Providing families of low-income childcare is a huge help to the families and to us to be able to service those families. However, ACS, DOE and DOH have conflicting policies that make it difficult to comply with everyone."

FCC leader: "ACS Early Learn does not pay enough to cover the cost of maintaining and providing safety for each child."

Center director: "ACS has not updated teachers' salaries to match the salaries of the Department of Education. ACS Early learn teachers are required to have the same credentials as DOE Teachers for NYS certifications. They should receive the same pay and benefits. They are also working longer hours per day. They should be paid for their time as well."

XVI. The Transition to DOE

Center director: "I am happy about the instructional coaches, social workers that will be brought on to help us."

FCC leader: "I am still in the process of transitioning I think it will benefit the children and their development. I would like to know more of how it would benefit and/or challenge my daycare and curriculum."

Center director: "It's very ambiguous and is a bit confusing. No one has the answers to our questions."

FCC leader: "I hope that working with DOE we can get a better pay according to the job we do with the children."

Center director: "I pray that this will be a final change."

FCC leader: "While this is a positive move forward there are rumblings that programs will not get the same benefits of public schools while we are not sure when the rate per child will be comparable to that of our public-school counterparts. It is also unclear how this will work out in terms of hours for our younger children. It is already financially frustrating as it is and the requirements for our programs are already high. We still have to maintain all the other things a business needs to run effectively. Trying to pay a staff above minimum wage is a struggle with business and liability Insurance needed to be at 1million dollar even if you have just one child from the network."

Center director: "Currently ACS is being taken over by DOE and ACS has provided practically ZERO assistance and have taken on and "I got ya" attitude, coming into programs and trying to find programs out of compliance on many issues including issues that appear to have been made up hence giving programs a hard time putting them in a worrisome state because we feel like we are being backed into a corner with no salvation."

FCC leader: "I am aware of the transition. I am concerned that it will limit how many children I will be able to enroll in my program due to not having the right funding sources available."

Center director: "Much of this transition has us and many programs feeling uninformed. The information sessions conducted by DOE left us with a lot of questions that have yet to be answered. The representatives that have come to the program often tell us we will get back to you, but so far have not. I think doing a transition at this time of year with many at the DOE out for the summer or on vacation has created some major challenges for them. Our Major Concern is the RFP that DOE rolled out a couple of months ago for contracts going forward. This RFP looks a lot like the original Early Learn RFP that did not work and had to be modified. One good point is the seasoned quality Early Childhood professionals that were at ASC were moved to DOE to help with this transition."

FCC leader: "This transition does not benefit the providers in any way. We work for the DOE but without receiving any benefits from them, it is only more requirements."

FCC leader: "As a teacher I would say that I strongly agree that it should be the DOE who directs the Early Education programs, since it is the most qualified organization for these matters."

XVII. FCCs and the 3K Expansion

FCC leader: "I would be interested. The benefit is that pre-ks and centers won't take our 3-year-olds anymore. They are already trying to take our 2s. We don't get children as easy as we used to."

FCC leader: "I would not be interested considering the strict regimen of the curriculum and not allowing to let me run my program as I see fit that would benefit my children in my community."

FCC leader: "Yes, I would be interested because it will give me the opportunity to be seen my parents not only as a babysitter but as an educator."

FCC leader: "More paper work. More oversight."

FCC leader: "I am looking forward to being part of this innovation and of course I am interested in doing so."

FCC leader: "I think it will take effort from the providers, but I am fully on board for this as I believe it will allow the children to be more prepared leaving from daycare to school. It will take more qualification from the providers but that is good."

FCC leader: "No. In first place, the funding per child is not sufficient to hire more people, or a certified teacher."

FCC leader: "I am interested in this collaboration, but I think clear guidelines and procedures need to be in place. Also, the team working with family childcare programs need to understand the uniqueness [that] Family Child Care programs bring to the table."

FCC leader: "I think it might be difficult to keep up with the standards, regulations, and curriculum since my daycare is of mixed age children."

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July 10th, 2020

Appendix C:
References and Other Resources

I. References

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II. Other Resources

II.1. Administrative Supports

Bromer and colleagues (2019) present profiles of several effective FCC Networks, many of which offer shared services supports that include parent fee collection, payroll, and substitute support. Vieira and Hill (2019) describe ways to support the sustainability of FCCs.

- https://www.erikson.edu/wp-content/uploads/2019/01/FCC-Network-Landscape_Technical-Report_Erikson-Institute_Jan2019.pdf
- http://allourkin.org/sites/default/files/PolicyReport-Oct2019-rev2_compressed%20%281%29.pdf

II.2. Incentives for Non-standard Hours

Delaware has created a Capacity Grant program for eligible licensed programs that take care of children during non-traditional hours and/or serve children in other high-need populations (i.e., infants and toddlers, children with special needs, dual language learners). These grants are designed to fund quality enhancements for these high-need groups and can be used to fund things like materials, equipment, technology, curriculum and assessment tools, professional training (including PD, CDA training, and/or college credit), and business services.

- https://www.cffde.org/capacity-grant

II.3. Increased Compensation and Higher Education Incentives

Many states have developed career ladders and lattices that incorporate FCC leaders based on a combination of education, training, credentials, and experience (see Limardo et al., 2016 for a review). As well, many Networks extend stipends to FCC leaders to incentivize and support higher education opportunities (see Bromer et al., 2019 for examples).

- https://www2.ed.gov/programs/racetothetop-earlylearningchallenge/pathways/elpathways.pdf

II.4. Tiered Teacher Competencies

In addition to NAEYC's Power to the Profession framework, two studies (Caronongan et al., 2019 and Gilken, Longely, & Crosby, 2020) focus specifically on competencies and training for teachers of infants and toddlers.

- http://powertotheprofession.org
- https://www.acf.hhs.gov/opre/resource/competencies-of-infant-and-toddler-teachers-and-caregivers-a-review-of-the-literature
- https://earlychildhoodresearchny.org/researchlibrary/projects/Details/1001

II.5. Teacher Stipends, Scholarships, and Practical Support

California's FCC Apprenticeship provides a model for extending the increasingly popular ECE Apprenticeship model to FCC leaders.

- https://learningpolicyinstitute.org/sites/default/files/product-files/Early_Educator_Preparation_REPORT.pdf
- Bipartisan Policy Center. (2019). *Registered apprenticeships: A viable career path for the early childhood workforce*. Washington, DC: Bipartisan Policy Center. Retrieved from https://bipartisanpolicy.org/wp-content/uploads/2019/09/BPC_Early_Childhood_Issue_Brief_RV4.pdf

II.6. Child and Family Service Referrals

Several staffed FCC Networks have explored new ways to support families through referrals to services, home visits by Network-affiliated social workers, and parent education activities. For network profiles:

- https://www.erikson.edu/wp-content/uploads/fccnetwork_execsummary1.pdf

II.7. Professional Learning in FCCs

All Our Kin has a strong model of relationship-based professional learning in FCCs.

- http://allourkin.org/sites/default/files/PolicyReport-Oct2019-rev2_compressed%20%281%29.pdf

II.8. Quality Metrics

For observational measures that can be used in both home-based and center-based programs:

- https://www.acf.hhs.gov/sites/default/files/opre/complete_compendium_full.pdf
- https://www.acf.hhs.gov/sites/default/files/opre/measuring_the_quality_of_caregiver_child_interactions_for_infants_and.pdf
- https://www.mathematica.org/toolkits/q-cciit

II.9. Culturally Responsive Teaching in Early Childhood

NAEYC has issued a new position statement on diversity and equity in early childhood. Moore et al. (2017) offer culturally-sensitive measures or "constructs" for thriving children in their first years. Observational tools that measure socio-cultural interactions are being developed.

- https://www.naeyc.org/resources/position-statements/equity
- https://www.childtrends.org/publications/flourishing-start-can-measured
- Jensen, B., Mejia-Arauz, R., Grajeda, S., Toranzo, S. G., Encinas, J., & Larsen, R. (2018). Measuring cultural aspects of teacher–child interactions to foster equitable developmental opportunities for young Latino children. *Early Childhood Research Quarterly*, https://doi.org/10.1016/j.ecresq.2018.10.01.
- https://www.tandfonline.com/doi/full/10.1080/09575146.2020.1749035

II.10. Engaging FCCs in Quality Improvement Initiatives

For strategies to engage FCCs in the design and use of quality improvement initiatives:

- https://childcareta.acf.hhs.gov/sites/default/files/public/engaging_fcc_qi_systems_1.pdf
- http://allourkin.org/sites/default/files/PolicyReport-Oct2019-rev2_compressed%20%281%29.pdf

II.11. Differentiated Strategies for FCCs and Pre-K Provision

The Los Angeles Unified Preschool program engaged diverse providers, including FCCs, in its preschool provision, employing an intensive, individualized coaching model to promote quality.

- https://www.mathematica.org/our-publications-and-findings/publications/quality-support-coaching-at-laup.

II.12. Increases in Funding Rates

Subsidy rates are typically determined by market surveys, but market costs often underestimate the actual cost of care (CAP cost of care report). In response, the District of Columbia developed a model for rate setting based on the actual cost of care at each level of the District's QRIS, setting type, and ages served (OSSE, 2016). The federal Office of Child Care has also developed a tool for estimating the actual cost of care to facilitate rate setting (OCC, nd). As a stopgap measure for low statewide reimbursement rates that are misaligned with high costs of living, San Francisco recently implemented a Compensation and Retention Early Educator Stipend, giving an additional $4000 annually to eligible FCC leaders and center teachers.

- https://osse.dc.gov/publication/modeling-cost-child-care-district-columbia-2016
- https://childcareta.acf.hhs.gov/pcqc
- https://www.sfgate.com/news/bayarea/article/City-To-Distribute-Stipends-To-Early-Childhood-14505469.php