

# A1: Child Care Subsidies, Access and Choice: Emerging Insights and Unanswered Questions

<p><b>Quiet reflection with report out:</b></p> <ul style="list-style-type: none"> <li>• What strikes you, or what do you find most interesting, about the findings presented?</li> <li>• What new knowledge/perspective do you feel you could contribute to the knowledge summarized?</li> </ul>	<p>There is general agreement on how striking the conflicting findings of the research and the different factors that are causing these inconsistencies are. Peer mediated and gate-keeper effects could be effecting the findings. All of the inconsistencies lead to the idea that there are many hidden variables at work that are not entering into the studies.</p> <p>Also discussed is the lack of infant and toddler findings. Are they just not being presented or do the findings not apply? Maybe we need to be thinking about the research questions in terms of age of child.</p> <p>Also striking is that participants don't know more than we already do! The same research has been used for several years.</p> <p>The expanded definition of quality is surprising to some participants. Do we not currently know as much about quality as we originally thought?</p> <p>As far as new knowledge:</p> <ul style="list-style-type: none"> <li>-Age and order of siblings.</li> <li>-Cross-state analyses and what can be learned across states. Thinking about Race to the Top, how does that apply?</li> <li>-MD-MN and NY-IL partnerships can help us see some of these across states analyses.</li> <li>-Teacher salaries and teacher well-being. How can we make sure providers are happy aside from just training them?</li> <li>-It would be helpful for states to communicate what they are finding as they analyze data sets.</li> </ul>
<p><b>What we know with confidence</b></p> <ul style="list-style-type: none"> <li>• Given your knowledge of the field and the brief presentations you've heard, what do you think we know with confidence?</li> </ul>	<ul style="list-style-type: none"> <li>-Federally, we are out of money. Regardless of who is elected, there are going to be cuts. We need to figure out what is most important to be funded.</li> <li>-A lot of people who are eligible for subsidies are not using it.</li> </ul> <p>There is not one solution for everyone. What holds one family back does not necessarily hold the next.</p> <p>There are definitely links to employment within subsidies.</p> <p>Subsidy is using more utilization of formal and regulated care.</p> <p>Price really matters to parents.</p>

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<p><b>What we know with less confidence</b></p> <ul style="list-style-type: none"> <li>• What knowledge seems tenuous given existing findings?</li> </ul>	<p>Why are those who are eligible for subsidies not using them? Do they not want to be on them or can't they get them?</p> <p>Why aren't people who are eligible using the subsidies?</p> <p>Are subsidies a work-support or early education program?</p> <p>How does the program serve two parent families? What is the eligibility within this populations?</p> <p>Perception of quality is changing. As new research comes out we may actually know less about what high quality care is.</p> <p>Behavioral economics-the hidden agendas and variables within the research.</p> <p>What care are families actually using? Are they using only one type of care or multiple types? (wrap-around care)</p> <p>Dosage are not well understood</p> <p>Contracts v. vouchers</p> <p>Early care and education policies.</p>
<p><b>What we don't know (Gaps in the research)</b></p> <ul style="list-style-type: none"> <li>• What additional knowledge do you think we need to move the field forward regarding the topics presented?</li> <li>• What related topics do you feel are missing from the conversation?</li> </ul>	<p>Research on where to set eligibility levels. Do we help those people who are already making it or try to save those people who are clearly drowning?</p> <p>Maybe some of the research questions need to be shifted away from subsidies being a work-support rather than early education program.</p> <p>Two parent families' use of subsidies.</p> <p>Restrictions on budgets</p> <p>Trade-off between work-support and quality and helping to improve school readiness in children</p> <p>What makes for quality effects and how much must be spent to achieve quality?</p>

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	<p>What is Head Start doing right to achieve the quality they are achieving?</p> <p>There is a lot to learn about tribes and how they work with the subsidy program. It's currently a non-researched area.</p> <p>Behavioral economics.</p> <p>The need to limit some of the choices parents have so we can take care of what is important so they don't have to decide when they are choosing child care.</p> <p>Need for method to address all the questions we have without collecting all new data in order to save time. What can we do with the data we have?</p>
<p><b>What policy-relevant questions do we need to address next?</b></p> <ul style="list-style-type: none"> <li>• How does this research relate to policy questions you are hearing from states?</li> <li>• What information is needed to help translate what we know into information that states can use?</li> </ul>	<p>Captured within other questions above.</p>