

B2: Subsidies and Continuity: Fostering Consistency through Policies and Practices

<p>Quiet reflection with report out:</p> <ul style="list-style-type: none"> • What strikes you, or what do you find most interesting, about the findings presented? • What new knowledge/perspective do you feel you could contribute to the knowledge summarized? 	<ul style="list-style-type: none"> • The data is very sticky and difficult to disentangle, such as employment and care. • As CCDF may be shifting to include more of a focus on ECE, has the research lens also shifted or are we looking at things through an outdated lens? If we are interested in thinking about how subsidy receipt can improve access to care or the amount of time that a child is exposed to better care, are we still looking at the right unit of analysis? Do we need to be thinking about other ones?
<p>What we know with confidence</p> <ul style="list-style-type: none"> • Given your knowledge of the field and the brief presentations you've heard, what do you think we know with confidence? 	
<p>What we know with less confidence</p> <ul style="list-style-type: none"> • What knowledge seems tenuous given existing findings? 	
<p>What we don't know (Gaps in the research)</p> <ul style="list-style-type: none"> • What additional knowledge do you think we need to move the field forward regarding the topics presented? • What related topics do you feel are missing from the conversation? 	<ul style="list-style-type: none"> • We need to understand why these changes and discontinuity are happening. Talked about combining administrative data analysis with qualitative research. • We talked about whether changes are good or bad: this depends on who we are talking about and what outcomes. Are all changes equal? Are changes good or bad? They will be different in terms of child outcomes, parental outcomes, and sometimes these don't move in the same direction. We can't always say what something is attributed to, but we can say was it planned/unplanned? • We think that identifying pieces related to administrative policy are important. This is something we can think about applying to childcare. • We need to think about working with other systems in terms of examining them, studying them, and lessons learned.

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What policy-relevant questions do we need to address next?

- How does this research relate to policy questions you are hearing from states?
- What information is needed to help translate what we know into information that states can use?

- Wyoming just had a policy shift allowing only 3 provider changes in a 6-month period. We think this is important because it's hitting the policy agendas of states, so we need to know what the implications are for children and families.
- There are probably a subset of families that experience a lot of changes, so if we could identify those families and what's going on with them, then they are probably the same families experiences poor outcomes for children.