

# Background

- What we know
  - Take-up rates are low
  - Families receiving subsidies are more likely to use center-based care
  - Quality of care children with subsidies use vary by comparison groups
- Inconsistency in findings
  - Different study samples (e.g., welfare recipients, pre-school children)
  - State policy context
  - Omitted variables (e.g., culture, languages, BE psychologies)
  - Varying comparison groups (e.g., low-income families in general, subsidy-eligible)

# What needs to be done

- Research on subpopulations
  - Infant/toddler, pre-school, and school-age children
  - Two-parent families relative to subsidy use
  - New parents vs. parents with multiple children
- How to target subsidy \$\$
  - Subsidies targeted to care with higher ratings in QRIS
  - Which children need to be targeted
  - Who will benefit the most
- Mediators to link between subsidy receipt and child outcomes
  - Teacher education, salary or teacher well-being
  - (Observed) Quality
  - Other family or community factors??

# What needs to be done (cont.)

- Research on the collaboration with other publicly funded ECE programs (e.g., public pre-k, Head Start, and home visiting)
  - How do families use them?
  - How to align subsidies with these programs
- Research focusing on “ghost outcomes”
  - Do subsidies free up family income?
  - How much do subsidies smooth bumps in employment?
  - How do subsidies affect other family disruptions and challenges?
- Constellations of subsidy policies and practices
  - Contract vs. vouchers
  - Implementation of policies
  - Reviewing clusters of policies (e.g., income eligibility, reimbursement rate, copayment rate)

# What needs to be done (cont.)

- Measures of quality
  - Are we measuring it right?
  - What is missing in current definitions?
  - What is the “acceptable” threshold of quality? How much do we need to invest to produce high quality of care?
  - Which components of QRIS are more relevant to child outcomes?
- Cross-state analysis
  - What characteristics are important to consider when taking lessons from other states?
  - What are the commonality in policies that lead to positive outcomes?

# What needs to be done (cont.)

- Consumer education on subsidies & quality
  - Effective outreach activities?
  - How to present information effectively to parents?
  - How to effectively evaluate consumer education strategies?
  - Applying behavioral economics psychologies
- Capitalizing upon existing data in research
  - Use planned variation in states using administrative data
  - Increase access to national- and state-level administrative data