

Centering Families Needs in Measuring Access to Child Care and Early Education

Child Care and Early Education Policy Research Consortium
(CCEEPRC)

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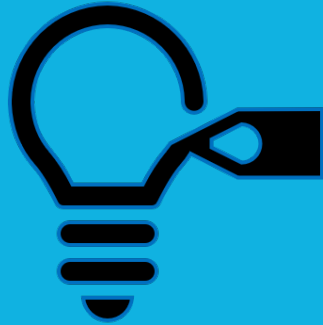
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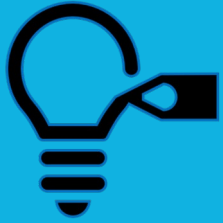
The Child Care and Early Education Policy Research and Analysis (CCEEPRA) project is managed by Child Trends. Ivelisse Martinez-Beck is the Contracting Officer Representative (COR) and Shannon Warren is the Project Monitor.



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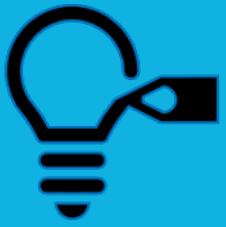


Overview of What We Know About Centering Families' Needs in Measuring CCEE



Background

- The most common access metric is the number of children relative to the number of childcare slots
- *How many tots per slot?*
- ‘Child care deserts’ are defined as areas with > 3 tots per 1 slot.



The limits of tots per slot

A tots per slot analysis provides an *inaccurate estimation* of access to ECE

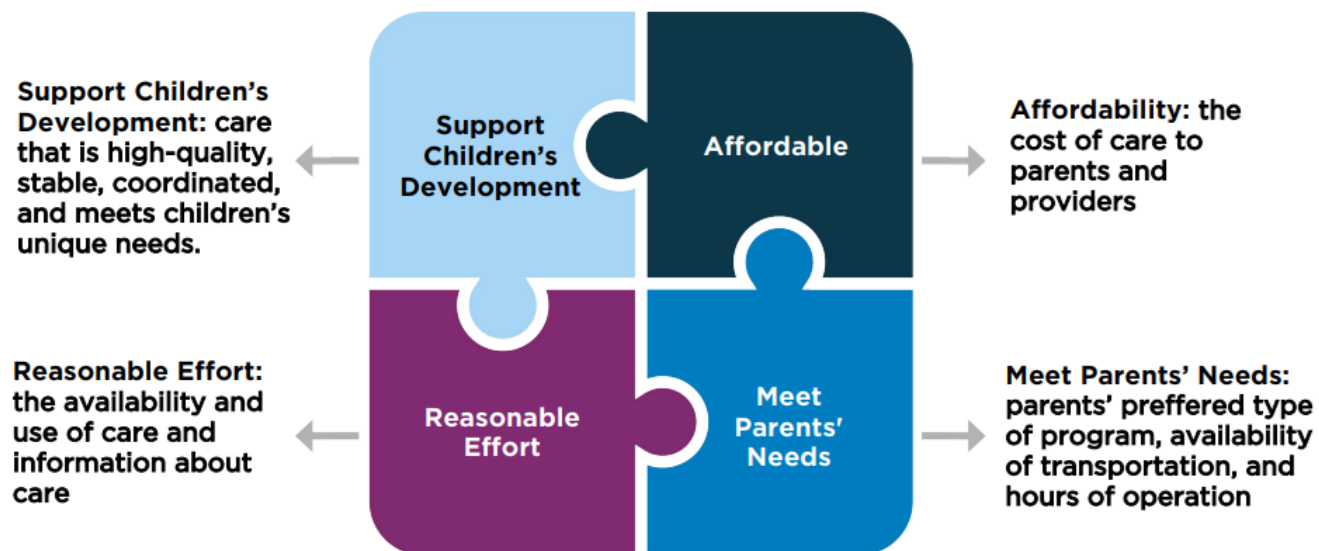
Not all slots are available to all families.

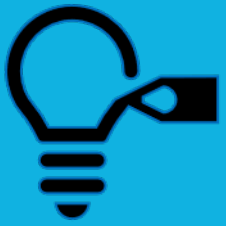
- They may not be easily found
- They may not be affordable
- They may not be offered during days/times that families need
- They may not offer support services/coordination children and families need
- They may not meet the preferences of families



Access Framework Definition

All families, with reasonable effort, can find and use affordable care that meets the family's needs and supports their children's development.





Applying the Access Framework

The multidimensional access framework gives us a structure for examining:

- Does the supply match the needs and preferences of families?
 - *What are the needs and preferences of families?*
 - *What are the constraints and barriers for families?*
 - *How do we build a supply that better meets their needs and preferences?*
- Who has access to what?

What we know

- Most studies explore the availability, affordability, and use of CCEE programs.
- Research rarely considers constraints on supply and demand.
- Examining multiple dimensions reveals a more accurate estimation of access.
- Families' needs and preferences are not static.

Opportunities to improve our understanding of CCEE access

- How can family demand and preferences for CCEE be measured?
- How can we measure multiple access dimensions simultaneously?
- How can we further understand disparities in CCEE access across the access dimensions?