Financing and Governance Strategies to Address Infant/Toddler Child Care Deserts

Friday, July 17, 2020
We Are On Indigenous Land.
How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.
Presenters

Jeanna Capito
Principle, Prenatal to Five Fiscal Strategies

Steven Jessen-Howard
Early Childhood Policy Research Assistant, Center for American Progress

Simon Workman
Director of Early Childhood Policy, Center for American Progress
Session Overview

2. New infant/toddler child care deserts analysis.
3. Addressing infant/toddler child care deserts.
4. Strategies and principles to support a comprehensive approach to finance and governance of P-5 systems.
Context

• Fifty-one percent of neighborhoods designated a child care desert.
• Updated CAP deserts methodology www.childcaredeserts.org.
• Fifty-state, 0-5 analysis masks variations for specific populations such as infants and toddlers.
Do you know how many infant and toddler child care slots are in your state?
Examining child care supply data by age range.

Nineteen states and DC had some level of data.

Data collection pre-COVID.

Methodology and limitations.
## Infant-Toddler Child Care Deserts, 2020 Study

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of infants/toddlers who could be served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>24%</td>
</tr>
<tr>
<td>Indiana</td>
<td>15%</td>
</tr>
<tr>
<td>California</td>
<td>17%</td>
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<tr>
<td>Oregon</td>
<td>17%</td>
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<tr>
<td>Maryland</td>
<td>19%</td>
</tr>
<tr>
<td>Colorado</td>
<td>19%</td>
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<tr>
<td>Missouri</td>
<td>19%</td>
</tr>
</tbody>
</table>

### Expanded States

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of infants/toddlers who could be served</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>20%</td>
</tr>
<tr>
<td>Arizona</td>
<td>21%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>22%</td>
</tr>
<tr>
<td>Montana</td>
<td>26%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>28%</td>
</tr>
<tr>
<td>New York</td>
<td>29%</td>
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<tr>
<td>Ohio</td>
<td>31%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>32%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>33%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>33%</td>
</tr>
<tr>
<td>Iowa</td>
<td>38%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>39%</td>
</tr>
<tr>
<td>Vermont</td>
<td>43%</td>
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<tr>
<td>DC</td>
<td>47%</td>
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</tbody>
</table>
Infant/Toddler Child Care Deserts, 2020 Study

Maternal labor force participation is higher where there is more infant & toddler child care

- 1 (fewest mothers working)
- 2
- 3
- 4
- 5 (most mothers working)

Expanding reach. Enhancing impact. Advancing equity.
Infant/Toddler Child Care Deserts, 2020 Study

Expanding reach. Enhancing impact. Advancing equity.
Why is There Less Capacity for Infants and Toddlers?

- Mismatch between subsidy, tuition, and cost.
- Subsidy system does not provide guaranteed revenue.
- Public momentum for pre-K in the past decade.
What strategies have you used or considered in your state to address infant-toddler child care deserts?
Addressing Infant/Toddler Child Care Deserts

• Contracting (center based).

• Contracting (family child care).

• Alternative methodology for rate setting.

• Early Head Start - Child Care Partnerships/Early Head Start Hubs.

• Staffed Family Child Care Networks (recruiting new FCC sites).
Strategies to Support a Comprehensive Approach

• Need for big-picture thinking.
• Systems approach to financing prenatal to five, using data and the actual cost of quality.
• Identifies and remediates structural and institutional inequities.
• Strategy and action for necessary change.
• New and additional funding.

Expanding reach. Enhancing impact. Advancing equity.
Principles of a Comprehensive Approach to Finance and Governance of P-5 Systems

A system that:

• Works for all children and ensures that programming reaches and positively impacts those children furthest from opportunity.
• Is fair to providers and supports their developing capacity for quality implementation.
• Uses public resources wisely and efficiently, augmenting private resources from those families who can afford it.
• Acknowledges embedded societal inequities and implements changes to remediate inequity.
• Compensates the workforce at a level that allows for financial stability and acknowledges its significant impact on child development.
• Supports the entirety of a child’s experiences before entering kindergarten, including prenatal supports for expectant mothers.
For More Information

Resources

• CAP Early Ed: www.americanprogress.org/issues/earlychildhood/view

• NCIT deserts toolkit: https://www.thencit.org/sites/default/files/2019-03/ChildCareDeserts-toolkit.pdf

Contact

• Simon Workman sworkman@americanprogress.org

• Steven Jessen-Howard sjessenhoward@americanprogress.org

• Jeanna Capito jeannacapito@gmail.com

Expanding reach. Enhancing impact. Advancing equity.
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.