



LSC

**BUILDING INNOVATION
FOR EQUITABLE
CHILD CARE (BIEC)**

Impact Calculator

GOAL

Quantify the potential impacts of co-located child care services on children and families, so that in predevelopment processes, teams can communicate project benefits, attract funding, and advocate for stakeholders to support co-location as a component of sound public policy.

CONTEXT

Communities across the country have limited access to quality child care, with historically disinvested communities of color and rural areas disproportionately affected. This need only intensified since the COVID-19 pandemic, with experts projecting that up to half of child care providers may close permanently. With the drop-offs in federal investment, [more than three million children](#) nationally are projected to lose access to child care. Equitable access to quality child care and early learning has never been more essential to the health and economic vitality of families, communities, and the nation. As we seek to rebuild a more resilient child care infrastructure, we also have an opportunity to address longstanding gender and racial inequities by supporting the women entrepreneurs of color who comprise a majority of child care providers in many communities.

For more points related to the importance of early childhood education, its impacts, and the potential of co-location see the [Helpful Early Childhood Co-location Context](#) section of the guide. This additional context can be used by project teams to set the stage for the overall need for co-located child care, whereas this impact calculator helps to identify potential project-specific benefits.

OVERVIEW

The *Building Innovation for Equitable Child care* (BIEC) program funds, coordinates, and supports a cohort of “co-location models” that seek to push the boundaries of ways that child care space has historically been designed and developed with a focus on:

- Incorporate child care operations into innovative mixed-use development projects that incorporate a child care operation;

- (Re)build a resilient child care system
- Prioritize intentionality and equity through locally-rooted efforts to more comprehensively support children and families;
- Utilize findings to inform community development strategies and drive broader child care systems change locally and nationally.

Across our nation, there are examples of projects where child care space is part of a broader community revitalization effort. The BIEC program is a concerted effort to examine the benefits, opportunities and challenges of co-location models across a variety of programs, partner types, and geographies with a specific focus on increasing equitable access to quality early learning environments. Building a resilient child care system requires exploration of new models and ways of developing space to meet a wide array of family and community needs. Child care should not be an afterthought in community planning endeavors, it should be embedded in the work to create communities of opportunity. The BIEC program is founded on the principles of supporting disinvested communities that lack quality child care options – where residents and employees most need access to care – and building the capacity of local partners to work together to form innovative solutions.

In that spirit, this impact calculator is meant to enhance the integration of child care into a broad array of revitalization initiatives. It is also meant to support a culture of learning leading to the strong delivery of early childhood education (ECE) programs, by pointing to smart practices in ECE implementation.



TOOL AUDIENCE AND USE CASE

This tool is intended for use during predevelopment by project teams to quantify the anticipated social impacts of intentional, thoughtfully planned co-location on children and families.¹ Child and family-level outcomes are an important component of project impact, alongside other benefits of co-location (such as supporting family employment and therefore stabilizing rent rolls for projects sited within affordable housing developments). For example, school readiness is an easily understood impact that can help teams seek funding for their projects, and advocate with government agencies to prioritize co-located projects within public funding streams.

This tool synthesizes the extensive literature on child and family impacts to provide a research-informed calculator that estimates the benefits of co-location, when projects are in predevelopment. For example, studies agree on the positive impact of ECE on kindergarten readiness and academic and developmental outcomes through third grade ([scoring higher on letter-word identification, spelling, and applied problems](#)). There is also an understanding that access to ECE options can help parents obtain and maintain employment. Citing rigorous research, the tool allows project teams to project these kinds of potential impacts, as they also consider local contexts and additional local and regional possibilities.

USING THE TOOL

This tool focuses on ways that co-location can improve ECE **accessibility and, quality, including streamlined coordination of co-located supports and services**. While the impacts of co-location vary from site to site, the implementation quality matters, and for the purposes of this tool, we projected that the maximum benefits to families and children will occur within well-planned and well-executed programs, the tool also describes **research on strong implementation of quality ECE programs**, so developers can partner with child care operators who will put these principles into practice.

PROJECTING IMPACTS

This tool is intended to apply findings from the research literature to proposed projects to estimate the potential impact of the co-located facility on children and families. The tool is not geographically specific, meaning it does not provide location-based insights, but we have

linked to other tools that are designed to provide data and templates for calculated costs, local needs, and demographics.

- Column 1 (“Outcome”) describes the domain of impact (for example, student income over the longer term).
- Column 2 (“Input”) includes a description of the input unit (for example, number of children to be served, number of co-located services planned) and is **where development teams can enter the input number**.
- Column 3 (“Output”) provides the calculated potential impact of co-location, based on past research.
- Column 4 (“Finding Baseline and Context”) offers context for what the expected outputs would be without intervention, and cites the relevant study used in calculating impact, for transparency purposes.

For example, the second Outcome listed, “Long-term student outcomes - educational attainment,” estimates college enrollment impacts from well-run ECE programs. If you are proposing to develop a new co-located facility that can enroll 100 preschool age students, you would enter “100” into the input field which would, in turn, provide the estimated increase in college enrollment as a result of early childhood education enrollment of 8 (automatically calculated in the “Output” field which also provides the unit/how to interpret). The last column, “Finding Baseline & Context” describes what the estimated output would be without the intervention, where available, for comparison.



It is not necessary to use every domain in making a case – choose the ones that align with the project, most resonate with you and reflect the pressing issues that engage local stakeholders, and build those into communications plans, citing or linking to the research in column 4. For example, if your local community is concerned about the percentage of citizens with college degrees, you could include a statement about your project that indicate, “[According to recent research](#), 100 additional child care slots can result in 8 more college enrollments for the community every year, in the long term.”

¹Other tools and calculators estimate ECE financing needs. For example, the [Cost of Quality Calculator](#) computes the cost of quality at the program level, and is designed to help you understand the cost of operating centers or family child care homes at different levels of quality. The [Cost of Preschool Quality & Revenue \(CPQ&R\) Calculator](#) helps users determine costs and funding sources related to implementing high-quality preschool programs, and can inform funding allocations by estimating costs of expansion and quality enhancements to identify trade-offs on quality and access associated with different pre-K policy options, and the [Cost Estimation Tool for Early Head Start-Child Care Partnership Services](#) determines the feasibility of creating EHS-CCP partnerships for potential center-based or family child care partners.

SUPPORTING STRONG IMPLEMENTATION

The research suggests that realizing these potential longer-term impacts of ECE programs may also require: 1) making sure that programs attract children who would not otherwise be served (promoting **accessibility**) 2) finding ways to deliver extra help to them (providing **service** coordination), and 3) providing quality care and early learning instruction (promoting **quality**).

These three factors are also ones that are intrinsic to BIEC's co-location model. Having child care programs that are part of other kinds of housing or community facilities naturally promotes accessibility. Being part of a broader development project also makes it possible to direct additional services to children and families, and research suggests that well-designed and well-maintained facilities may promote quality early educational experiences for children.

At the same time, the literature also suggests a need for intentionality in promoting accessibility, service coordination, and quality care. For example, there are complex choices to be made in deciding how to market programs and make them fully accessible, or to prioritize and operationalize referrals for children and families.

While developers and operators will both bring their own expertise (which cannot be captured in a checklist or worksheet), the implementation guide within the impact calculator is meant to provide a research-based framework as operators are selected and early plans for implementation are created.



Each section of the *Management Implications* section of the tool is organized into topic areas along with a research finding, in brief, related to accessibility, service coordination, and quality.

- Column 1 (“Management Implications”) describes a potential implication of the research finding for developers and operators.
- Column 2 (“Operational Considerations”) lists some of the ways that developers can look for and support quality child care operators to operationalize the research.
- Column 3 (“Action Planning”) is where you can start to specifically plan for these components of accessibility, service coordination, and quality.

For example, in the topic area “Accessibility,” the “Management Implications” column describes a framework to understand the different dimensions of accessibility, including approachability, appropriateness, and affordability, along with the potential implications of promoting these components of accessibility. For example, using service networks to conduct outreach to populations who might otherwise not hear about the program. The next column “Operational Considerations” describes how a high-quality child care provider may operationalize these components, and the final column, “Action Planning,” provides space for development teams to reflect on the concrete ways that they can expect to see that their child care partners are aware of and fully planning to operationalize these strategies.



Instructions: Enter projected numbers as described in the yellow highlighted "Input" column. When entering input numbers, do not include commas or any special characters. A downloadable, Excel version of this calculator is available [here](#).

Outcome	Input	Output	Finding Baseline & Context
Long-term student outcomes - income	Number of preschool aged children (3-4 years old) served annually: _____	Total estimated monthly increase in salaries later in life: _____ Sample Output	The HighScope Perry Preschool Project estimates that preschool enrollment can lead to increased earnings of up to \$2,000 per month as an adult (2016 dollars), at which point the median household income was approximately \$58,000, making a \$2,000/month increase amount to more than a 40% increase to the median household income. Source: GAFCP
Long-term student outcomes - educational attainment	Number of preschool aged children (3-4 years old) served annually: _____	Estimated increase in students expected to attend college: _____ Sample Output	Attendance at a public preschool in Boston boosted college enrollment by 8%, an 18% increase relative to the baseline college-going rate of 46%. Source: Gray-Lobe et al.
Student attendance	Number of preschool aged children (3-4 years old) served annually: _____	Estimated increase in days of high school attended by students per year: _____ Sample Output	High school students who attended preschool miss on average 1.5 fewer days of school per year. 81% of students miss less than three days per year, of the 19% that miss three or more days, they are more likely to be low-income, students of color, and/or have a disability. Source: Amadon et al.
Decreased involvement with the carceral system	Number of preschool aged children (3-4 years old) served annually: _____	Estimated decrease in number of participants who have ever been arrested: _____ Sample Output	Participants are less likely to ever have been arrested as well as well likely to be arrested for a variety of offenses. Source: HighScope Perry Preschool Project
Early English learning	Number of English Language Learners served annually: _____	Estimated increase in number of English Language Learners scoring at least one level higher on English proficiency: _____ Sample Output	At least 90% of the students enrolled in PreK before age four scored almost one level higher on an English proficiency test. Source: Uchicago Consortium
Long-term student outcomes - Hispanic students	Number of Latine Head Start students served annually: _____	Estimated increase in Latine students completing postsecondary credential: _____ Sample Output	Head Start increases postsecondary credential completion overall, including an estimated increase of 15 percentage points for Latine participants. In 2020, 36% of Latine students enrolled in postsecondary education, compared to 41% of White students. Source: Brookings
Parental employment	Number of 0-3 students served annually: _____	Estimated increase in parental employment or job training enrollment: _____ Sample Output	Early childhood education in particular is tied to up to 9% increases in parental enrollment in job training or employment. Source: Office of the Administration for Children and Families
Parental employment	Number of children served annually: _____	Estimated number of parents who will return to work when provided with accessible child care: _____ Sample Output	DC's rollout of universal Pre-K resulted in an estimated 10% increase in maternal employment, attributable to the expansion. An estimated 72% of mothers and 92% of fathers are employed nationally. Source: Center for American Progress
Public cost-savings	Total investment: _____	Estimated cost savings to public systems (education, medical, carceral justice systems): _____ to _____ Sample Output	While there is consensus that investing in ECE is a cost-saving mechanism in the long-term, ROI estimates vary from \$4-\$13 for every \$1 on ECE as a result of impacts on educational attainment, employment, health, and the carceral justice system. Source: Brookings
Referrals or services offered	Number of households reached by referrals or service enrichment on-site: _____	Estimated increase in referrals to needed services: _____ Sample Output	The presence of co-located services can lead to increased referrals and inter-agency coordination, enabling caseworkers to more efficiently respond to family's needs. Source: NYS Office of Children and Family Services
Student retention	Number of attendees who live within a three minute drive: _____	Estimated decrease in likelihood of transferring schools for those with a 3 minute drive vs. 15 minute drive: _____ Sample Output	Longer commute times for students can result in an increased likelihood of transferring schools (7.9% transfer for kindergarteners with a 15-minute commute and 3.9% transfer rates for students with a 3-minute drive) and lead to higher absentee rates. The average distance traveled to preschool is 4.6 miles for children under 5 and 3.9 for children 3-5. Source: Urban Institute

TOPIC: ACCESSIBILITY

Research Finding: As more parents/caregivers work outside of the home and require child care, there has not been a commensurate increase in available ECE slots. ECE slots have decreased in the past twenty years as the need has increased, particularly for low-income and BIPOC households. Accessibility can be assessed through a variety of frameworks, Archambault’s framework includes: Approachability and availability; appropriateness and acceptability; autonomy; accessibility; and affordability. [Source](#)

Management Implication:	Operational Considerations:	Action Planning:
Approachability and availability: ensure that users of co-located services are aware of how to access services and how it benefits them; use networks of co-located provider to reach out to people who might otherwise be excluded.	Child care operators need to implement multiple marketing and promotional tactics in order to ensure that their programs remain full and their waiting lists are long and active. Websites, social media sites, signage, referral incentives, community events, and other varied activities will be key to ensuring that all those that work/live in the building, those who utilize the co-located services and amenities, and those in the immediate surrounding community are aware of the new child care program.	Do you have a plan for staff buy-in and education around available services? Do marketing and promotional tactics include co-located services and amenities? <hr/>
Appropriateness and acceptability (related to culturally competent care insight): Ensure linguistically accessible, culturally appropriate marketing materials, including some which address immigration status eligibility.	Not only should marketing materials be available in multiple languages, but if a child care provider has a large population of families that speak languages other than English, then all signs that are posted for families throughout the program should be posted in both languages. For families considering enrollment and touring the program, seeing signs in their native language will be a strong signal of welcome to them.	Will co-located amenities’ and services’ communications reflect the languages of the community? <hr/>
Autonomy: Emphasize choice in marketing materials; include how this child care is filling a community need.	Child care operators respect the parent as a child’s first teacher and work to engage parents in classroom learning and to assist them in extending that learning into the home environment. This may be realized through regular communication, book lending libraries, and other strategies.	How is your program meeting an unmet community need? For example, are you providing infant/toddler care; care for neurodiverse populations; dual language offerings; etc. <hr/>
Accessibility: Consider needs of workers with varying shift or nontraditional schedules, staffing services accordingly.	Child care providers offering evening, overnight, weekend and/or part-time care should carefully consider their cost to offer these services and price them accordingly. Strong budgeting, allocation, and other practices will be critical to determining the cost of care for specialized services to meet the varied needs of working parents.	Have you created budget projections to inform tuition decisions including evening, overnight, weekend, and/or part time care? <hr/>
Affordability: Through co-located services, maximize access to child care subsidies and other benefits, including immigration status-blind ones.	Child Care providers serving a socio-economically diverse group of families need multiple funding sources and funding program participation - including those such as the Child and Adult Care Food Program (CACFP) that require additional administration and reporting.	Are co-located services coordinated to maximize efficiency such as data collection and sharing (with confidentiality protocols)? What additional subsidy/revenue streams can be explored? <hr/>

Research Finding: Because co-located ECE is rooted within the communities they are serving, they may be able to better reflect their communities (meaning hire staff that can speak the same languages spoken at home/can provide culturally aware practices). Additionally, since colocation centers may provide multiple resources, they are more likely to be trusted by parents.

Management Implication:	Operational Considerations:	Action Planning:
Trust: Build trusted networks for enrollment that rely on existing networks and relationships.	Building trusting relationships and open lines of communication with co-located agencies will help support your goals for children and families. Providers build trust through consistent, regular and ongoing communication with partners, parents, and caregivers. Mobile friendly technology helps providers to send videos, photos and texts throughout the day and in multiple languages quickly and easily to single, groups and/or classrooms of caregivers.	Have you identified and established common goals (including long-range goals) with community partners for the children and families you seek to serve? <hr/>
Cultural competence: Recruit multilingual and culturally competent staff that understand and can uphold cultural values.	Staffing is a challenge for most child care operators. Making part-time educator positions available can be an important strategy to build a pipeline of staff and can be particularly effective in recruiting bilingual staff directly from the parent community. Moving parents from volunteers to part-time staff, with access to professional development including ESL classes and income, is a win for parents and a win for the child care program.	How well do the demographics of the program staff reflect those of the children and families in the community in terms of culture, race, and language? How are you recruiting from the community? <hr/>

TOPIC: ACCESSIBILITY

Visibility: Ensure that centers are seen as community centers that are recognized and familiar to families.

Awnings and window signage are important markers for child care programs and help members of the local community become aware of the facility. In addition, programs can offer Open House events, community plantings, health fairs and other activities that are open to the community in order to build strong relationships and to identify potential new families interested in enrolling.

How are you working with the co-located services and amenities to partner on community events to increase visibility? Is the entrance to the child care space well-defined with signage, clear pathways, lighting, etc.?

Research Finding: While universal Pre-K is tied to improved short and long-term outcomes for students, a pre-k only approach can often come at the expense of earlier child care who may experience limited supply and increased prices.

Management Implication:

Operational Considerations:

Action Planning:

Maximizing ECE outcomes means providing for the full spectrum of infant, toddler, and child care.

Programs that offer a continuum of care (ages 0 to 5 and even beyond) support healthy development for children and provide parents with a consistent and single-point care option over early years of their child's life. It is worth noting that the younger the child served in licensed child care settings, the higher the adult to child ratio and, therefore, the higher the cost of care. To offer the more expensive care to younger children, ideally the child care provider has a larger number of overall seats and a high proportion of older children served. In addition, providers need to have strong business and administrative practices, with a focus on the Iron Triangle of ECE Finance and use of automation to ensure business sustainability when serving a varied mix of child ages.

If your program does not currently include infant/toddler care - does the space allow for future expansion into new age groups?

TOPIC: SERVICE COORDINATION

Research Finding: Co-location can lead to more efficient resource allocation and improved referral processes/delivery of services. However, it requires staff training, buy-in, and planning in order to ensure seamless integration and maintain secure processes.

Management Implication:

Operational Considerations:

Action Planning:

Ensure investment to allow time for both child care and other service agencies to develop and adhere to a referral system, and consider the costs related to any data/referral infrastructure.

Because staff:child ratios must be maintained in all classrooms at all times, child care operators must consider the benefit of hiring administrative staff such as family coordinators to perform coordination and data functions or otherwise utilize existing staff. Teaching staff will need to be carefully scheduled while planning for staff training and meetings and budget for the cost of substitutes or overtime pay.

What early planning needs to occur to ensure efficiencies such as coordinated data systems?

Create a plan for staff buy-in and education around available services, including plan for staff turnover.

Staff training specific to the facility, the tenants within it, and the approach to service coordination can be included in the staff orientation that child care operators require for all new staff.

Have you created a plan for staff buy-in and education around available services, referral processes and delivery of services, including a plan for staff turnover?

Avail of existing or create new needs assessment to engage families around their own priorities.

Enrollment processes typically include gathering information about family structure, employment, culture, and income - in addition to information specific to the enrolling child.

Do assessments or information gathering processes need to be adjusted to account for co-located services/referral opportunities?

Develop confidentiality protocols around sharing data.

Because child care licensing typically requires collection of vaccination/immunization and other health data, child care programs should have strong data storage, data sharing, and release of information policies and procedures in place.

Can data storage, sharing, and release of information policies be streamlined to meet co-located agency requirements?

TOPIC: QUALITY

Research Finding: There are developmental Benefits to ECE that “maintains continuity of cultural and linguistic characteristics and experiences between children’s homes and their early childhood settings.” [Source](#)

Management Implication:	Operational Considerations:	Action Planning:
Incorporate the Head Start Cultural Principles:		
Principle 1: Every individual is rooted in culture.	Enrollment processes that include gathering information about languages spoken in the home and cultural and religious practices are the first step to ensuring that staff have the basic data set needed to offer culturally relevant services.	How well do the demographics of the program staff reflect those of the children and families in the community in terms of culture, race, and language? <hr/>
Principle 2: The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.		<hr/>
Principle 3: Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes.	Family members of enrolled children can serve as key informants related to their countries of origin and can train staff and participate in classroom activities (such as games, special meals or traditions) that acknowledge and celebrate diverse cultures.	Are there community partners who have the cultural and linguistic skills and deep relationships with specific communities that can be supported and leveraged to achieve goals of equity and inclusion in the early childhood programs? <hr/>
Principle 4: Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice.	While quality child care programs base learning on vetted curriculum, most programs combine several curricula and adapt them for the needs of their diverse community of learners.	<hr/>
Principle 5: Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.		<hr/>
Principle 6: Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.	Children who speak languages other than English at home can take longer to acquire English speaking skills in their child care program. Ongoing documentation of progress in the context of assessing the effectiveness of language learning supports are critical to inform decision-making.	Could co-located agencies who also have language access needs share costs for services such as translation and interpretation? <hr/>
Principle 7: Culturally relevant programming requires staff who both reflect and are responsive to the community and families served.	Staffing is a challenge for most child care operators. Making part-time educator positions available can be an important strategy to build a pipeline of staff and can be particularly effective in recruiting bilingual staff directly from the parent community. Moving parents from volunteers to part-time staff, with access to professional development including ESL classes and income, is a win for parents and a win for the child care program.	How well do the demographics of the program staff reflect those of the children and families in the community in terms of culture, race, and language? How are you recruiting from the community? <hr/>
Principle 8: Multicultural programming for children enables children to develop an awareness of respect for, and appreciation of individual and cultural differences.	From books in multiple languages to dolls with skin tones of many shades, child care operators can fully integrate multicultural programming into their daily practices.	<hr/>
Principle 9: Culturally relevant and diverse programming examines and challenges institutional and personal biases.	Regular staff training around cultural biases, and diversity and inclusion strategies are essential for child care operators working with diverse populations.	<hr/>
Principle 10: Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children.		<hr/>

TOPIC: QUALITY

Research Finding: High quality ECE (which includes physical space) are tied to long-term school achievement, positive behaviors (executive functions), and good health. Quality rating and improvement systems (QRIS) were created at a state by state level in the late 90s and were one of the first frameworks used to evaluate ECE quality. While these measures filled in a gap, they have historically not incorporated equity measures and in some ways, replicated inequities, creating a need for more holistic measures. [Source](#)

Management Implication:	Operational Considerations:	Action Planning:
Quality physical space that is free of health and safety hazards and comfortable for children.	Safe and well cared for facilities help child care providers recruit and retain families and staff. Photos and videos on websites and social media important marketing tactics for programs. Dedicated space for staff breaks and meals, away from children and with computers, can offer a critical respite for staff and opportunities for professional development and ongoing learning while on the job.	Is the space being planned using best practice design elements? Will there be a maintenance plan in place with clear roles and responsibilities for child care tenants?
Staff retention leads to better long-term relationships overtime.	Strong Human Resources practices are key to staff retention. Clear and accurate job descriptions, written policies and procedures, automated timekeeping systems and a myriad of other supports - in addition to competitive compensation - will help operators reduce staff turnover costs and increase staff retention and continuity of care for children.	Does the facility design create a physically and psychologically comfortable workplace, does it facilitate professionally rewarding interactions with community?
Seek client input around quality of services they received and of the referral process.	Family surveys are a common practice in the field and the administrative work of gathering and analyzing data from families, in multiple languages, can be eased through technology.	Do family surveys incorporate questions to gather feedback referral services?
Seek to implement and adapt quality rating systems that are holistic and consider ECE quality, flexibility, and purposefully designed spaces that incorporate perspectives from children, families, and educators.	Lighting is just one of many examples of how physical space and quality programming interact. The use of dimmable lights and lighting centers allow child care classrooms to help children nap, rest and calm and also to create flexible options for groups of children within the same classroom. For children with sensory challenges, dimming lights can radically alter their ability to fully participate in child care programming.	How are the needs of the community being reflected in the design of the space?

HELPFUL EARLY CHILDHOOD CO-LOCATION CONTEXT

NEED FOR QUALITY CHILD CARE

- There are an estimated 24 million children under five across the US. Of those under 5, 68% live in households where available parents are working. Amongst low-income households with children under 5, 78% of Asian non-Hispanic children, 69% of Black non-Hispanic children, and 73% of Hispanic/Latine children live in households with at least one employed parent.
- 59% of children under five are in at least one weekly nonparental care setting. Low-income children and children of color are more likely to live in households with working parents. Child care can be expensive and poor households (below the poverty line) spend, on average, 33% of their income on child care, compared to higher-income households (>= 300% FPL) who, by comparison, spend 11% of their income on child care.

33% Percentage of income, on average, that households below the poverty line spend on child care.

- Partnered women with young children are 19% less likely to work than partnered women without children.
- Prior to the COVID-19 Pandemic, 2.7 million children lacked access to formal child care. During the pandemic, nearly 16,000 child care facilities closed down and even before the pandemic, the number of licensed family child care homes fell by more than half from 2005-2017. Beginning in 2023, more than three million children nationally are projected to lose access to child care as the result of drop-offs in federal investment.
- In 2017, 1.3 million children received Child care and Development Block Grant (CCDBG) funding for child care assistance – a decrease of 450,000 children compared to 2006. CCDBG is not an entitlement program, the funding is capped and does not increase to meet increased need.

- 70% of low-income children receiving non-parental care attend care within three miles of their home. Latine and Asian children are most impacted by a lack of proximity to child care options.

12% Percentage increase in maternal labor force participation since implementing universal preschool in Washington DC.

HIGH QUALITY CARE LEADS TO POSITIVE LONG-TERM OUTCOMES FOR CHILDREN AND FAMILIES

- Children who see the same child care provider for multiple years benefit from more opportunities for building “a responsive” relationship between the child and caregiver. Staff retention can vary from facility to facility and is strongly correlated to wages, turnover rates are significantly lower for employees with higher wages.
- Since implementing universal preschool, Washington DC has seen the maternal labor force participation increase by 12%, with 10% points attributable to preschool expansion.
- Families who receive child care subsidies are more likely to be stably employed.
- While universal Pre-K is tied to improved short and long-term outcomes for students, a pre-k only approach without increased support for earlier years can come with the unintended consequence of a reduction in infant and toddler child care supply and increased prices.
- Studies agree on the positive impact of early childhood education on kindergarten readiness and academic and developmental outcomes through third grade (scoring higher on letter-word identification, spelling, and applied problems). After third grade some studies see a “fade out” of positive impacts, while other studies continue to see positive outcomes through adulthood.

3M+ Number of US children projected to lose access to child care as the result of drop-offs in federal investment.

62%

Projected percentage of children who will be members of “minority groups” by the year 2050.

THERE IS A NEED FOR CARE THAT IS ROOTED IN CULTURAL COMPETENCE

- As of 2015, 25% of children under six have at least one foreign-born parent. By 2050, an estimated 62% of children will be members of “minority groups” (BIPOC).
- Some federal child care programs and subsidies (namely CCDBG and TANF) have eligibility restrictions for immigrants. While Head Start does not have any immigration status restrictions, undocumented caregivers may be hesitant to interact with government programs, particularly due to immigration enforcement measures.
- Black children make up 18% of preschool enrollment but account for 38% of preschoolers suspended more than once.
- Head Start’s cultural competence principles, in part aim to address historic inequities and disparities and to support preschoolers who come from homes where a language other than English is spoken (who also account for 29% of Head Start preschoolers).

96%

Percentage of facilities audited that had one or more hazardous conditions and/or violations.

THOUGHTFUL SERVICE COORDINATION CAN INCREASE UPTAKE AND REFERRALS

- In 2020, ACF and HHS sought to “research how centralized community resource centers, which allow citizens to apply for several Federal social services in a single location, can reduce the burden on constituents and ensure the cost-effective allocation of Federal resources.” They found that co-location can increase client access and can connect clients to services for which they may not have known they were eligible.
- Co-location of domestic violence survivor resources at child protective services in NYS has led to improved understanding of domestic violence and child welfare systems by both staff. Improved family functioning and family stability and expedited reunification of family.

PHYSICAL SPACE MATTERS

- The physical space of child care settings matter. High quality space (that is safe, inclusive, and engaging) leads to better long-term outcomes.
- An audit of child care programs nationally found that 96% of facilities had one or more hazardous conditions and/or health and safety violations.
- Parents often factor facility location, visibility in the community, and accessibility into their decision-making when selecting child care.

THERE IS A LACK OF QUALITY CHILD CARE THAT IS ALSO ACCESSIBLE AND DOES NOT REPLICATE EXISTING INEQUITIES

- Only 10% of early childhood providers are considered high quality. Children from low-income and BIPOC families are less likely to be enrolled in early education, and less likely to be enrolled in high quality early childhood education.
- State Quality Rating and Improvement Systems (QRIS) can also be tied to higher operating costs and has reinforced racial inequities that exist, with fewer QRIS facilities owned by people of color and fewer students of color attending them. This can have a ripple effect especially in states where subsidy rates are higher for programs with higher QRIS ratings.
- While there are subsidies available to low-income households and providers, they often require applicants to submit extensive paperwork to government entities. Immigrant families, regardless of immigration status, are less likely to take up programs that they are eligible for, for reasons ranging from lack of outreach and knowledge of the program, to concerns about privacy and lack of trust in institutions collecting data on them.

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