

Child Care Research Partnerships: 2010 Grantees

The University of Chicago

Project Title:

Determinants of Subsidy Stability and Continuity of Child Care in Illinois and New York

Principal Investigator:

Julia R. Henly

Co-Principal Investigators:

Amy Claessens

Ajay Chaudry

Partners:

The Urban Institute; Illinois Department of Human Services, Bureau of Child Care & Development; New York State Office of Children & Family Services; Illinois Action for Children; Monroe County, NY Department of Human Services; Nassau County, NY Department of Social Services;

Project Funding Years:

2010-2013

Abstract:

This partnership joins researchers at the University of Chicago and the Urban Institute with the administrators of Child Care and Development Fund (CCDF) programs in the states of Illinois and New York to inform policy efforts in those states as well as in other state CCDF programs concerning the determinants of subsidy stability and child care continuity. By analyzing quantitative and qualitative information on parent perceptions together with administrative records, the partnership aims to strengthen knowledge around the pathways that lead to stability for key sub-populations of families. The project will address the following research questions: (1) What are the different patterns of subsidy use and stability over time? (2) To what extent do subsidy program characteristics and parental work circumstance influence subsidy use and stability? (3) How stable are child care arrangements for subsidy-receiving families both during a subsidy spell and over time? (4) To what extent do subsidy program characteristics and parental work circumstance directly influence the stability of child care arrangements? (5) What challenges to subsidy stability and child care stability do parents perceive to be most difficult? and (6) What challenges to subsidy stability and child care stability are particularly salient for parents with non-traditional jobs and/or nonstandard work schedules, families

receiving Temporary Assistance for Needy Families (TANF), immigrant families/non-English speaking parents, and families with multiple children? The study results will (1) inform administrators and policymakers about how to design and administer subsidies in ways that will improve stability for families with different characteristics and in diverse circumstance, and (2) improve understanding of the linkages between subsidy stability and child care stability.

Child Trends

Project Title:

Early Care and Education Choices, Quality and Continuity, for Low-Income Families A Maryland-Minnesota Research Partnership

Principal Investigator:

Kathryn Tout

Co-Principal Investigators:

Nicole Forry, Tamara Halle, Amy Susman-Stillman, Elizabeth Davis and Caroline Carlin

Partners:

Maryland State Department of Education; Minnesota Department of Human Services University of Minnesota; Wilder Research; RESI of Towson University

Project Funding Years:

2010-2013

Abstract:

Child Trends will conduct three sub-studies in Minnesota and Maryland to inform policy efforts in those states by examining critical issues in early care and education using research findings with an interdisciplinary team of researchers experienced in conducting studies on subsidy policy, quality improvement strategies, family experiences, and child outcomes. Child Trends, in partnership with the University of Minnesota, Towson University, and Wilder Research will capitalize on existing research projects in the two states, and seek to facilitate cross-state application of learning using mixed methodologies and rigorous analytic techniques. The project will address research questions in the following domains: (1) how families seek and process information about early care and education, (2) how families value and weigh different features of the quality of arrangements, (3) the dynamics of how families/children transition between arrangements, and (4) the effects of these processes/decisions on family and child outcomes. The

proposed methodology will allow the study of parent decisions over time and account for unobservable characteristics that may impact choices related to early care and education decisions. This methodology fills a void in the field which has not previously addressed these issues. The study will use focus groups and cognitive interviews with low-income families in both states to learn more about developing measures that adequately captures the constructs being assessed. Results will inform policy related to (1) the factors shaping early care and education decisions and outcomes; (2) the critical aspects of early care and education for supporting positive outcomes for families and children; and (3) the patterns of early care and education use, dynamics of child care subsidy use, and the ways in which subsidy receipt influences continuity in early care and education settings.