

Counties for Kids



National
Collaborative
for Infants
& Toddlers

www.countiesforkids.org



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of COUNTIES
NACo.
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Resources

The National Collaborative for Infants & Toddlers

THE ABCs OF PRENATAL-TO-THREE FOR COUNTY OFFICIALS

The daily decisions that counties make not only shape community conditions but often set a trajectory for success for their youngest residents. When infants are born healthy into safe and nurturing environments with parents who are well-supported, a whole community can benefit from improved social, economic and health outcomes. County officials play a key role in helping young children to grow, learn and thrive – and to prioritize and promote the programs and policies necessary to support healthy development. If your county is just starting out or looking to expand upon existing efforts, this resource, “The ABCs of Prenatal-to-Three,” offers policymakers a range of ideas for prioritizing investments that set young children on a path to success. While there is no set process for advancing a prenatal-to-three agenda, the National Association of Counties (NACo) Research Foundation (NACoRF) has learned from counties across the nation about some of the ways that counties are getting started. No matter where you are in your journey, NACoRF can support you by providing relevant information and connecting you to best practices and local leaders who have made meaningful strides.


QUESTIONS FOR COUNTY LEADERS TO CONSIDER

- **Is there strong leadership for infants and toddlers in your county?** One way county boards can demonstrate bipartisan community support for their youngest residents is through a public statement of support.
- **Does your county have an active early childhood stakeholder group?** Connecting to or convening a diverse stakeholder team can build broad-based community support and cultivate champions for young children. Counties may establish a new or identify an existing group that is committed to shared vision and developing a strategic plan of action for children from prenatal to age three. To further support their cross-sector stakeholder group, counties may explore opportunities for establishing a dedicated early childhood system coordinator to strategically drive initiatives in the community.
- **Does your county have a vision for improving outcomes for children that includes infants and toddlers?** Oftentimes, planning for school readiness begins at preschool or even earlier. County leaders can work with the early childhood stakeholder group to develop a shared vision and help to support the full continuum of a child’s development by facilitating the integration of prenatal-to-three stakeholders and priorities within broader conversations around school readiness.

Prenatal-to-Three County Leader Toolkit



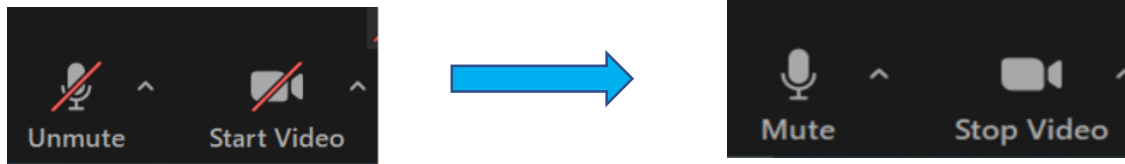
Counties Getting Started: A Prenatal-to-Three Guidebook



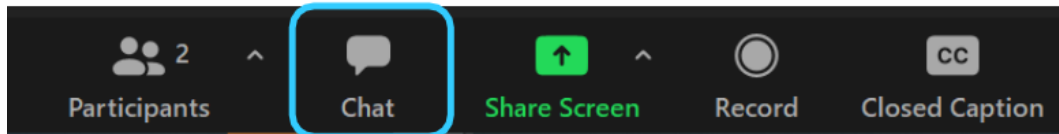
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Instructions

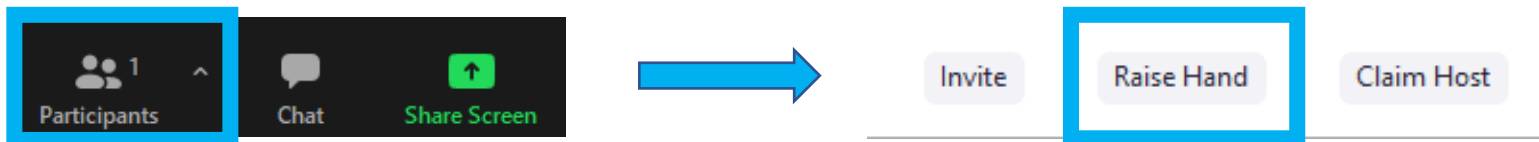
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Agenda

Early Childhood Urban Peer Learning Network: Strategies for Building the Supply of Child Care at the County-Level

- Welcome
- National Speaker – Linda Smith, Bipartisan Policy Center (10 minutes)
- County Speaker – Otter Tail, Minn. (10 minutes)
- Questions & Interactive Discussion (30 minutes)
- Conclusion

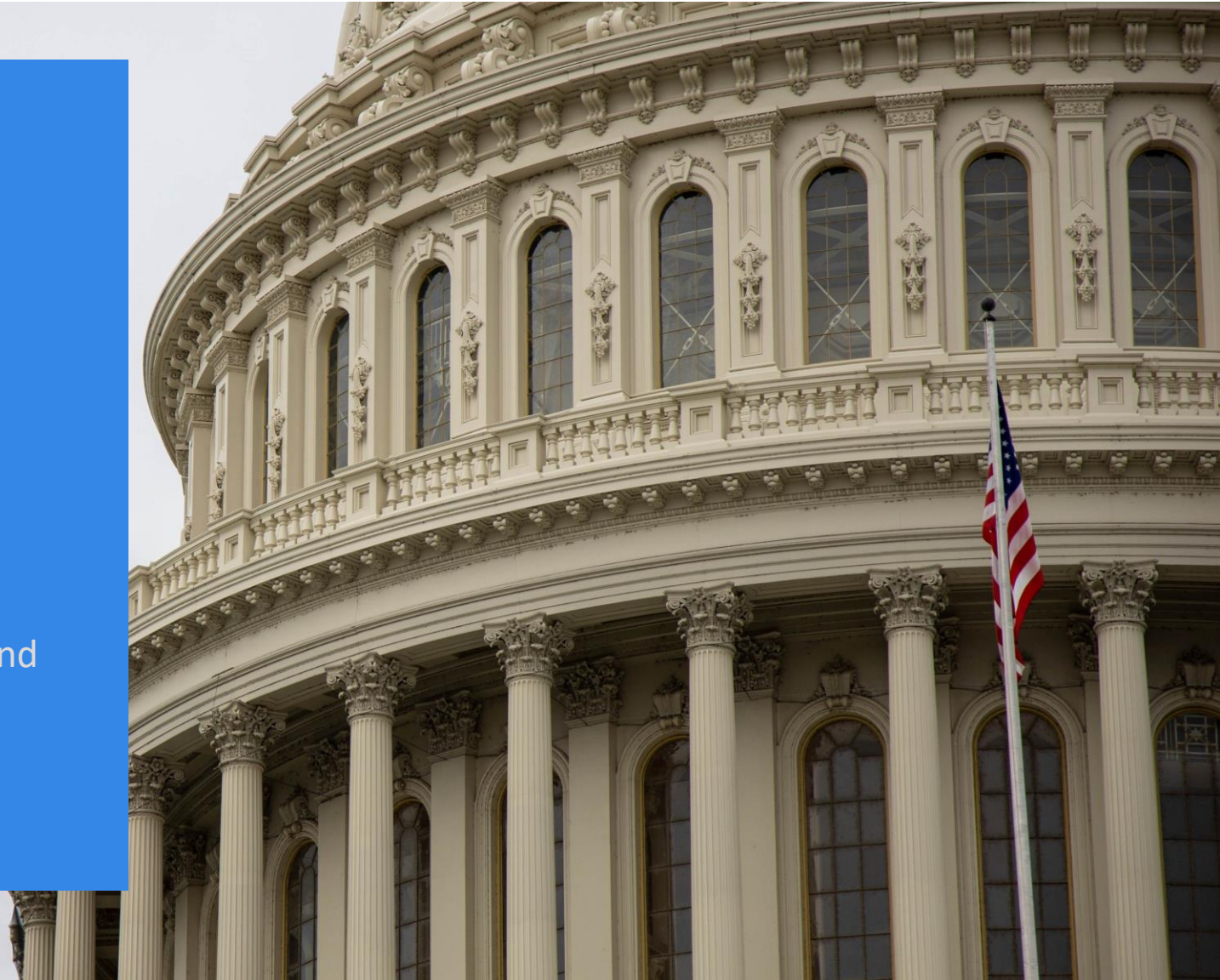




Child Care in 25 States: What We Know and Don't Know

Quantifying the Supply of, Potential Need for, and
Gaps in Child Care Across the Country

January 2021



Background

- There is broad bipartisan support for child care at all levels of government
- But little is known about the amount of care the country actually needs

BPC asked...

**How much additional child care does the country
need?**



What BPC Did

Quantified the supply of, potential need for, and gaps in child care in 25 states as of 2019

The analysis gives policymakers, advocates, and stakeholders

- A baseline from which to devise strategies to strengthen the quality of and access to child care
- A critical tool for holding federal, state, and local leaders accountable for improving child care access
- An evidence base to use data rather than anecdotes to evaluate the need for care



Products of the Analysis

Interactive Mapping Tool

- Quantifies supply, potential need, and gaps by:

State County Congressional District

State Senate District Metropolitan Area Opportunity Zone

- Also includes breakdowns by:

Minority Population Under/Above 85% of State Median Income

Below Poverty Line

25-State Report

- Detailed methodology / National findings
- How to properly interpret gap findings for policy purposes
- Recommendations for how states can optimize data collection



Project Overview: State Advisory Committee

Committee Member	State
Samantha Aigner-Treworgy Department of Early Education and Care	MA
Nichole Anderson Department of Family Services	WY
Crystal Arbour Office of Child and Family Services	ME
Jill Bushnell Child Care Collaborative Task Force	WA
Patty Butler Department of Public Health and Human Services	MT
Tracey Campanini Office of Child Development and Early Learning	PA
Tracey Gruber Office of Child Care	UT
Chris Jones Department of Human Services	ND
Lori Masseur Early Childhood Education and Head Start Collaboration Office	AZ
Nicol Russell Teaching Strategies	
Jeana Ross Department of Early Childhood Education	AL
Julie Preskitt Associate Professor of Health Care Organization and Policy, The University of Alabama at Birmingham School of Public Health	
Kristi Snuggs Division of Child Development and Early Education	NC
Nicole Vint Department of Health and Human Services	NE

All methodological decisions were agreed to by a committee of 12 state child care officials

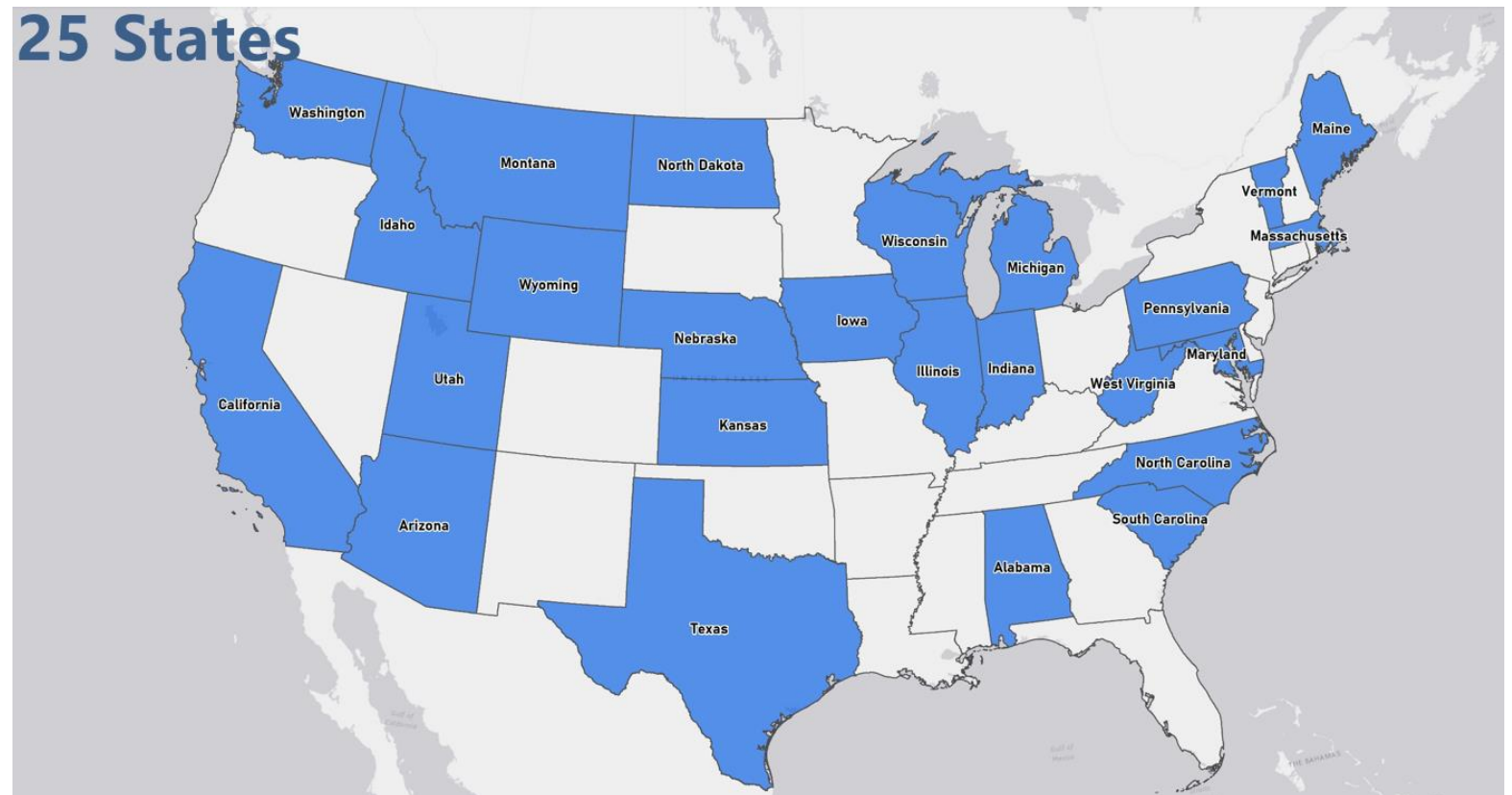
Provided high-level guidance:

- Developing definitions
- Identifying data resources
- Reviewing analytics
- How to present results

Project Overview: 25 States

- Originally set out to map access in all 50 states
- 25 states were complete when the pandemic prompted stay-at-home orders in March and BPC halted the analysis

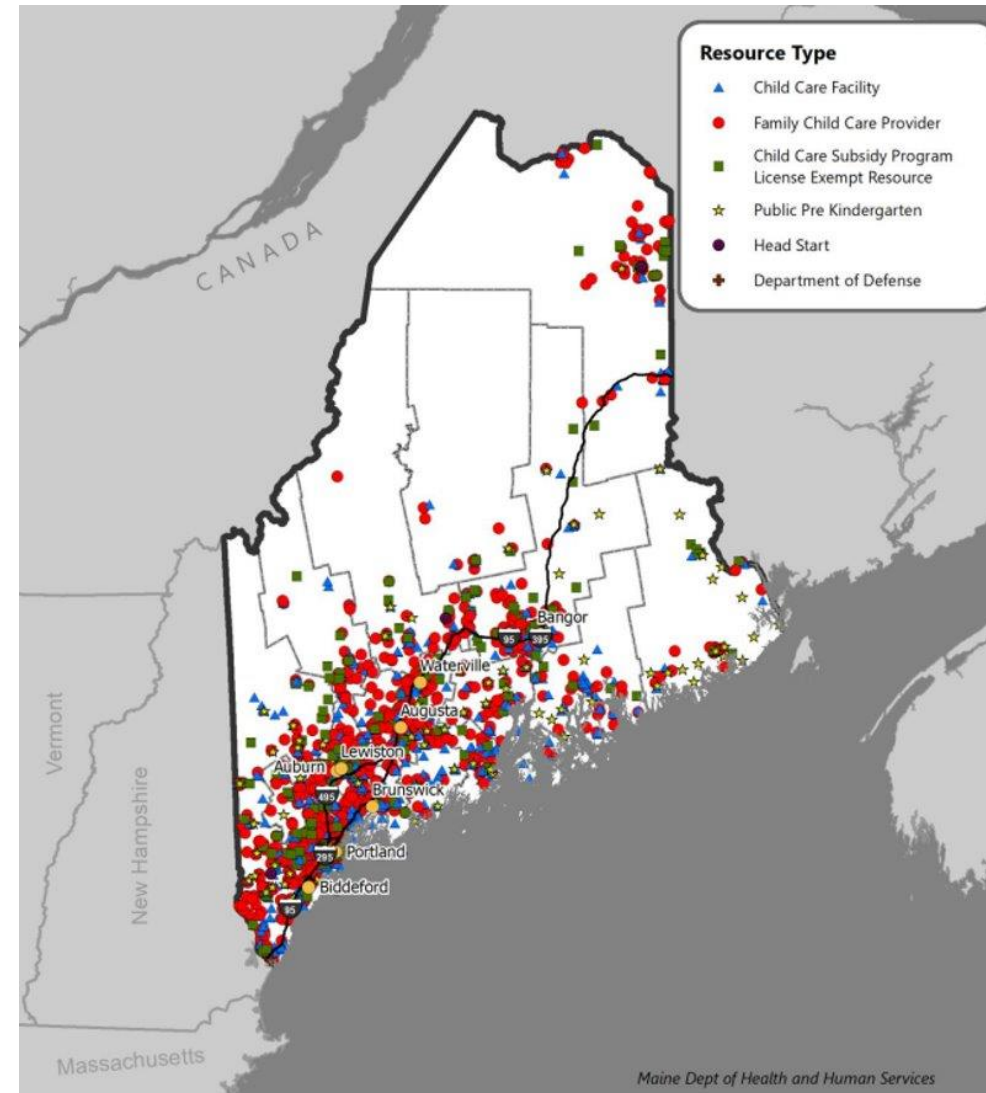
Politically and
geographically diverse
25 states



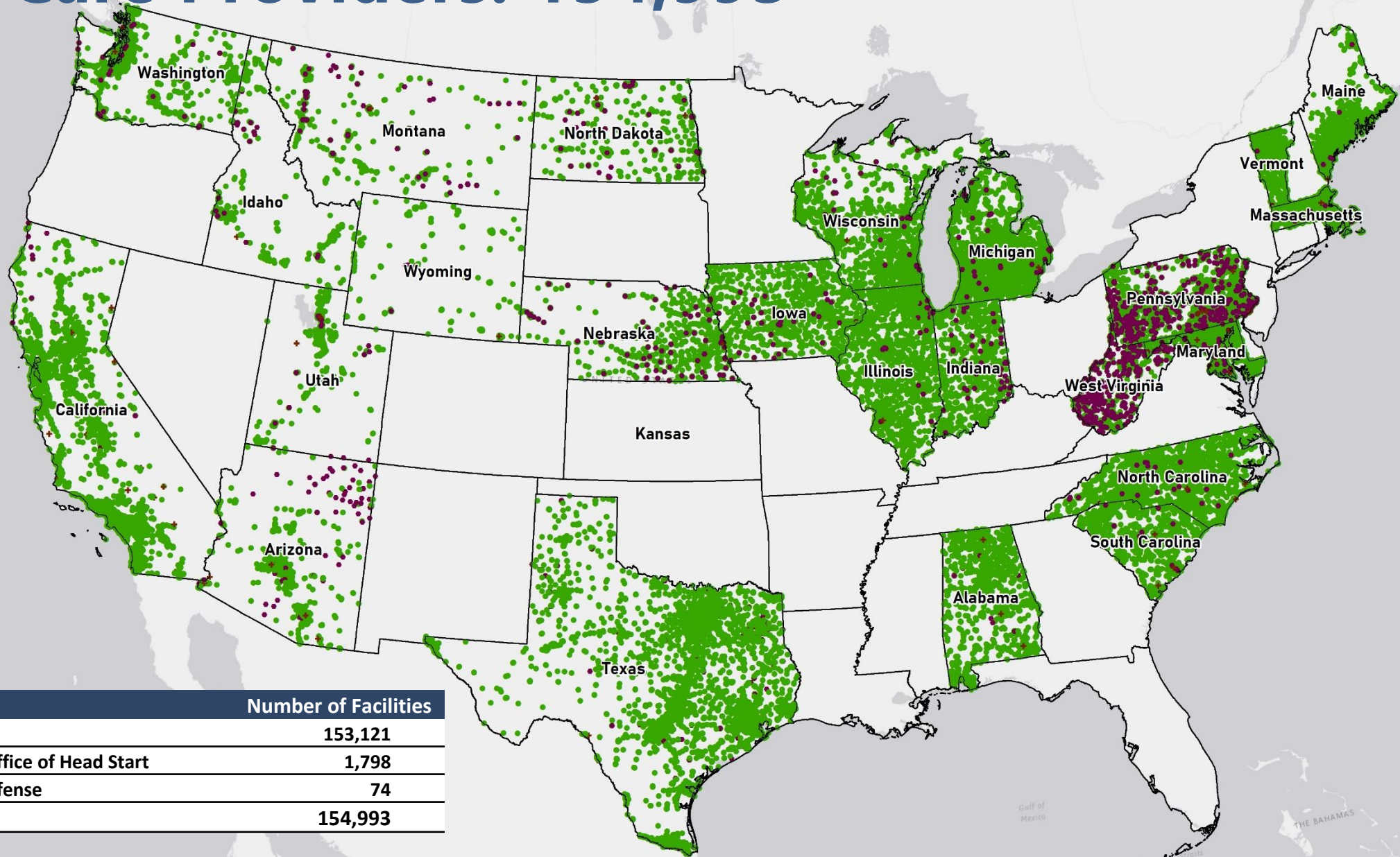
Project Overview: Mapping Supply

Supply: The number of child care slots offered by legally operated and state-recognized providers

- Definition included the entire range of formal child care settings available to parents
- To build datasets of each provider's location and capacity, BPC worked with:
 - Each state's child care and education agencies
 - Federal DHHS for Head Start data, AIAN tribes for tribal data, and DOD for military data
- Data was only incorporated after state approved



Child Care Providers: 154,993

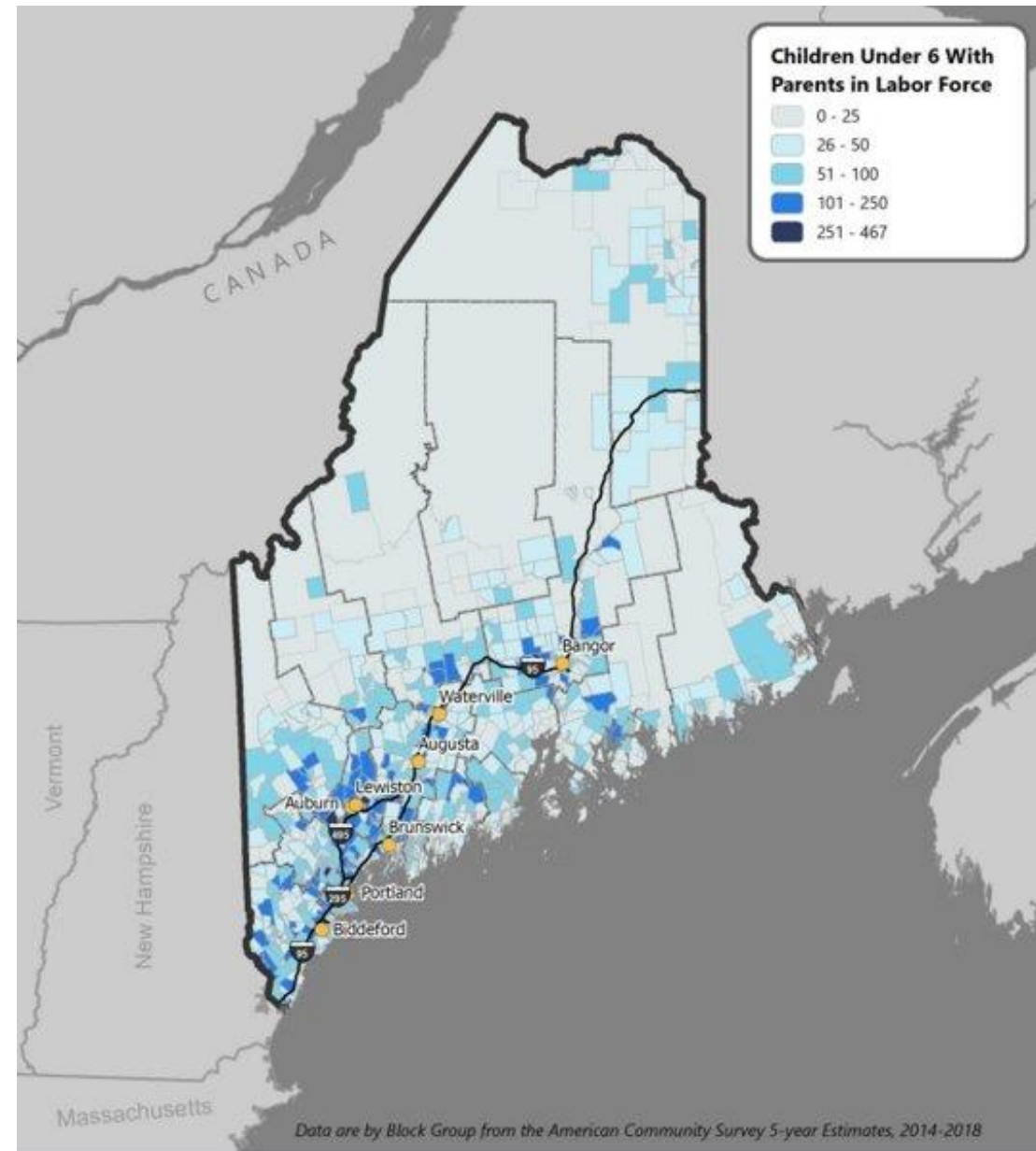


Source	Number of Facilities
State Provided	153,121
Additional from Office of Head Start	1,798
Department of Defense	74
TOTAL	154,993

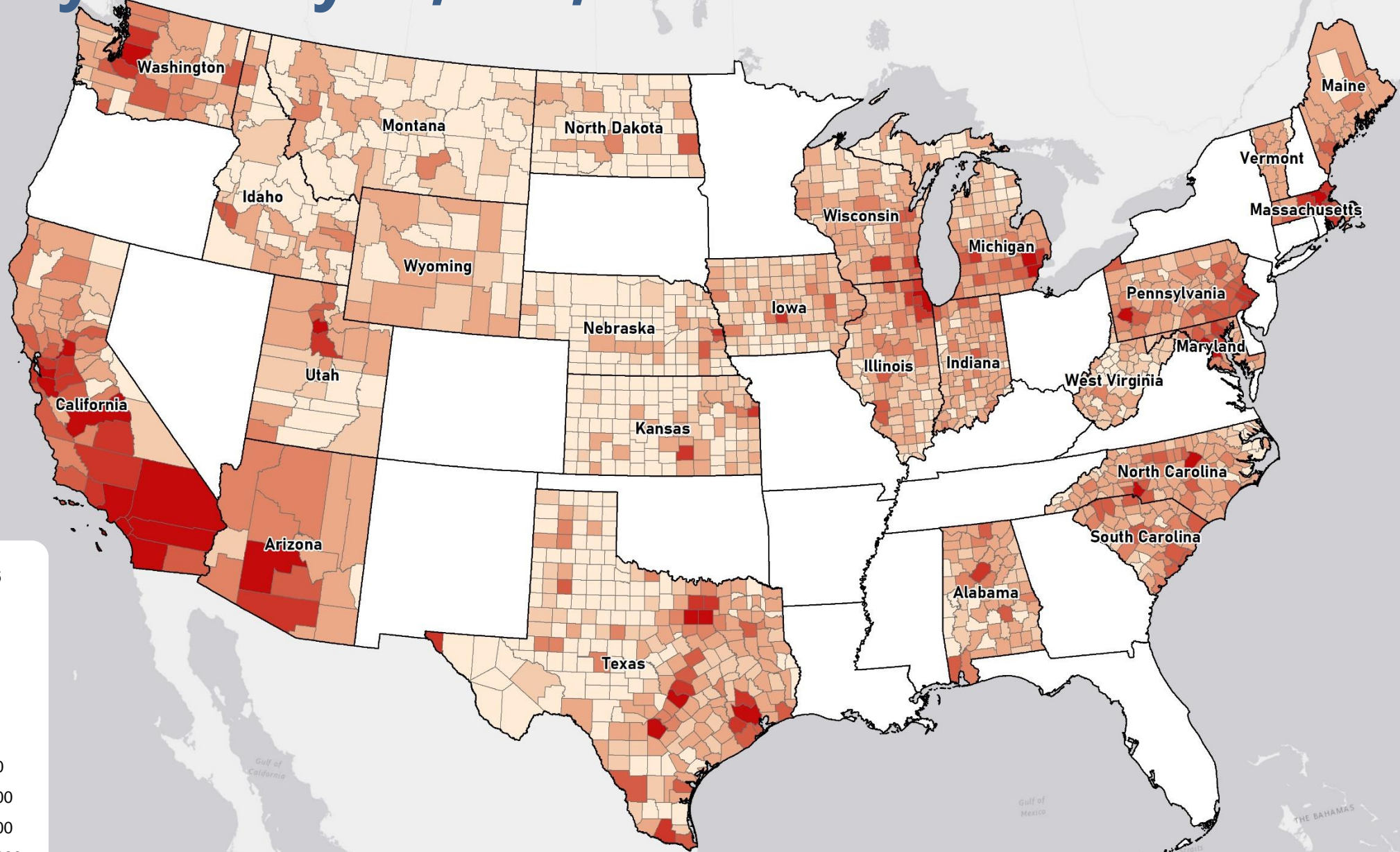
Project Overview: Mapping Potential Need

Potential Need: The number of children under six with all available parents in the labor force

- Not Demand: the rate at which families actually utilize or look for formal child care
 - May seasonal/family-related factors influence demand
 - No available data by geographic area
- Informative starting point for policy recommendations
- But interpretations must consider data on how much and what types of care communities actually use



Need by County: 8,448,993



Children Under 6 With Parents in Labor Force - County

- 10 - 500
- 501 - 1,000
- 1,001 - 5,000
- 5,001 - 10,000
- 10,001 - 25,000
- 25,001 - 50,000
- 50,001 - 451,629

Project Overview: Measuring the Gap

Gap: The number of children who potentially need care but whose families cannot reasonably access formal care by driving

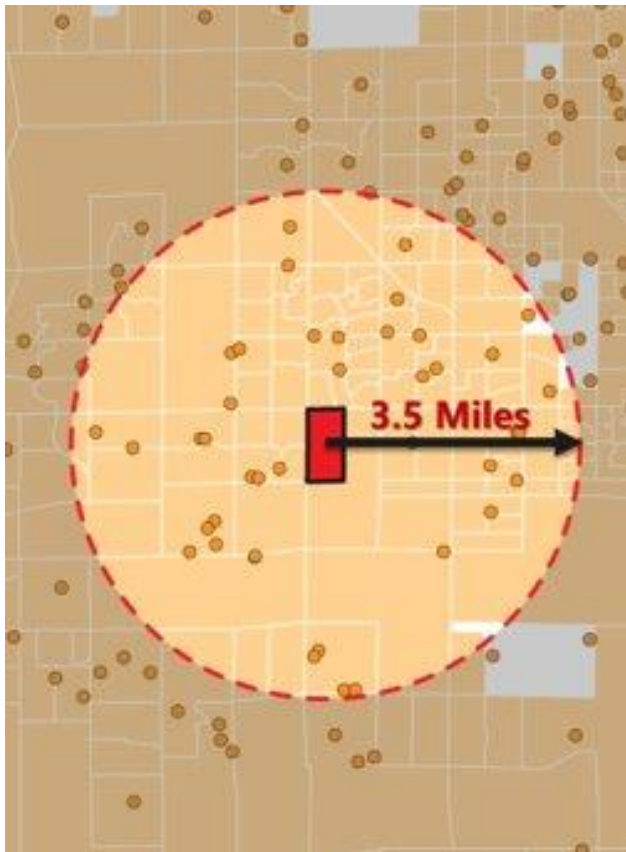
Incorporated parent choice data: 86% of parents drive to child care; rural parents are much more likely to drive over 10 miles for child care

Step 1: each census block group was assigned a services area of a specific driving radius
Urban Areas: **3.5 mi** Rural Areas: **10 mi**

Step 2: assumed families in a given block group could access the facilities within their service area

Step 3: potential need proportionally allocated to child care providers within service area until all provider capacity was filled

Step 4: quantified the number of children without access to child care by location



Understanding Parent Choices to Interpret Findings

Any policy recommendation based on gap data must consider how much and what types of child care parents and families actually use

Potential Need \neq Actual Demand

Must interpret gap findings in conjunction with real parent choice data

What proportions of parents in your community...

- Need care at non-traditional hours?
- Prefer formal vs informal care?
- Prefer certain types of formal child care?

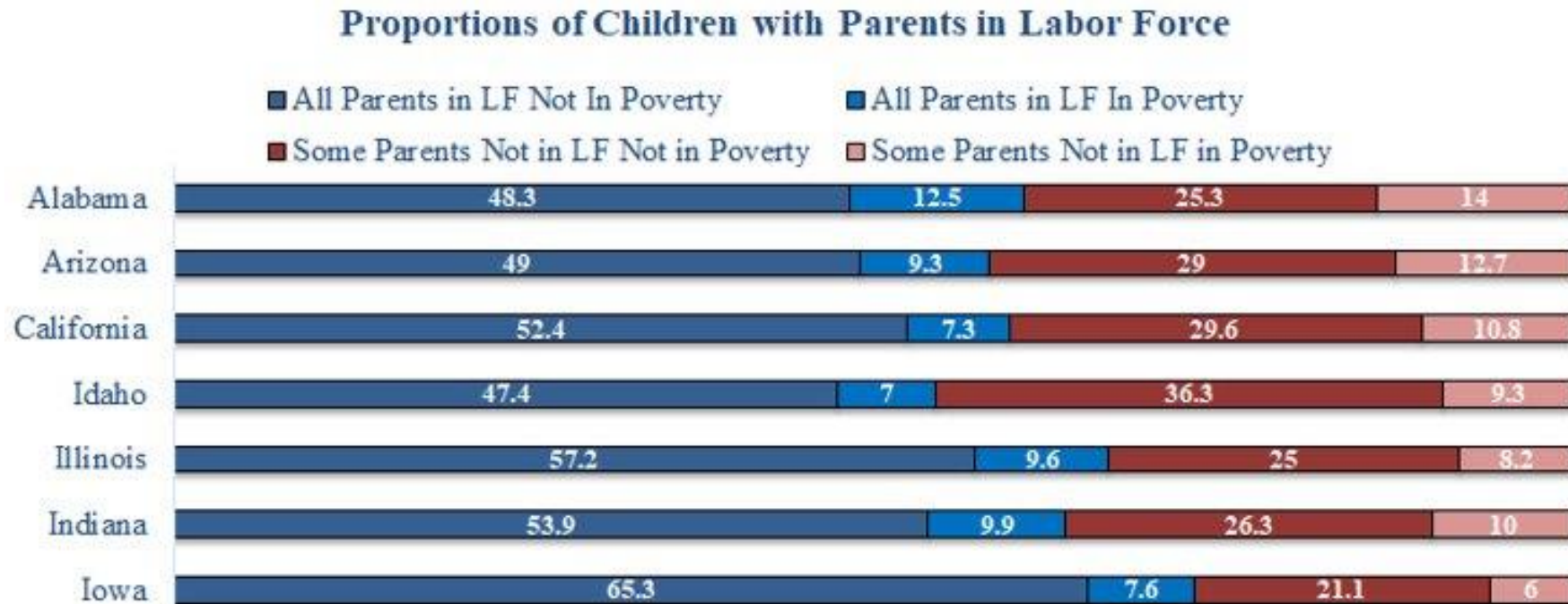


Cultural Values Influence the Gap

Some communities place great value on caring for children within their families, rather than opting for formal child care

The analysis was susceptible to estimating higher gaps in these communities

- Some gaps may have less serious implications for families in real-life



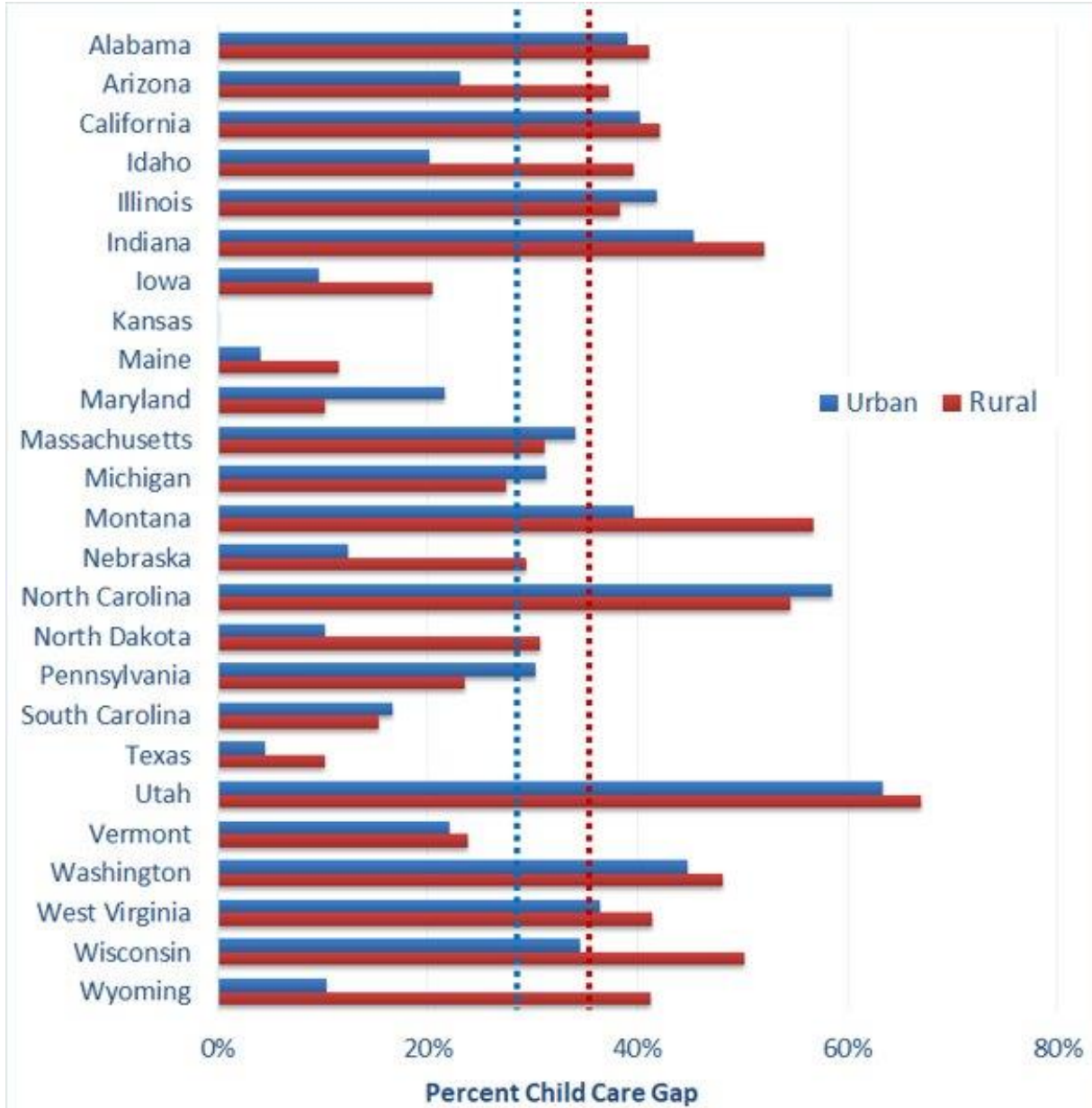
High-Level Findings

Child Care Gap Findings Across 25 States in 2019	
Potential Child Care Need	8,448,993 children
Child Care Supply	5,901,319 slots
Child Care Gap	2,682,262 children
Percent Child Care Gap	31.7% of children

**This estimate orients us around the magnitude of the child care gap
But the gap is not uniform across the country**



Disaggregating the Data: Rural vs Urban



Rural areas were underserved far more often than urban areas (even after using the distance adjustment)

Urban Avg: **28.9%**

Rural Avg: **35.1%**

National Survey Data:

- Only 38% of rural families said finding quality child care within their budget was easy (over 50% for urban)

Still unclear about the extent to which preferences for family/friend care reduce supply in rural areas

Disaggregating the Data: Opportunity Zones

Opportunity Zones: Low-income communities designated by the Tax Cuts and Jobs Act of 2017 in which investors can receive tax incentives for supporting economic development.

The availability of child care should be part of any discussion related to investments in Opportunity Zones

Child Care Gaps within Opportunity Zones			
State	Total State Gap	Total Gap in OZs	Number of OZs
Alabama	40.0%	36%	158
Arizona	25.2%	33%	168
California	40.4%	45%	879
Idaho	28%	23%	28
Illinois	41.2%	40%	326
Indiana	47.7%	48%	156
Iowa	15.1%	19%	62
Kansas	35.5%	NA	NA
Maine	9.2%	14%	32
Maryland	20.0%	21%	149
Massachusetts	33.8%	34%	138
Michigan	30.2%	30%	288

Child Care Gaps within Opportunity Zones			
State	Total State Gap	Total Gap in OZs	Number of OZs
Montana	48.6%	49%	25
Nebraska	18.5%	20%	44
North Carolina	57.0%	57%	252
North Dakota	21.4%	12%	25
Pennsylvania	28.7%	24%	300
South Carolina	16.1%	15%	135
Texas	5.8%	8%	628
Utah	64.1%	65%	46
Vermont	23.4%	22%	25
Washington	45.4%	46%	139
West Virginia	39.5%	39%	55
Wisconsin	40.6%	34%	120
Wyoming	27.6%	16%	25

Red: gap higher across OZs than across state

Blue: gap higher across state than across OZs



Disaggregating the Data: Socioeconomic Characteristics

Investigated whether a range of socioeconomic characteristics were associated with changes in the size of the child care gap

Compared the statewide gap to the gap in block groups...

- With a high percent of minority residents
- Where the median household income is below 85% of the state median
- Where the median household income is above 85% of the state median
- Where a high percent of residents live below the federal poverty line

Socioeconomic trends are different in every state and must be closely reviewed using the interactive map



County Speaker



Marsha Erickson
Early Childhood Specialist
West Central Initiative Foundation



Discussion Questions

- How is your county ensuring that child care options are available for infants and toddlers?
- If your county used CARES funding or local relief for child care, how were those dollars used? What did they fund?
- What concerns or issues are you hearing from parents around child care access and affordability?
- How is your county addressing equity issues regarding barriers to child care access?
- How does your county engage and support child care providers?



CONTACT US

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Thank you!



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