

Key Takeaways from the Research Reports for each Work Group - **Governance**

Study C (Barriers to using Child Care Subsidy)

- The ERDC program has a dual-generation focus: 1) enabling parents to participate in the labor market, & 2) support child development.
 - Participants spoke to need to adjust communications and messaging around the program to focus on **supporting child development**, and investing in children and families and less about it being public assistance program (like SNAP, TANF).
 - Providers spoke to **stigma** associated with “welfare” programs and distrust of government were to reasons given for why parents may be reluctant to apply.
 - Right now many **parents learn about the program when applying for other ODHS benefits**.
 - **Providers also play a central role** in teaching parents about the program for the first time, and would like support in doing better by that. They explained that it is hard to get parents to follow through once they learn about the program.
- Complicated processes hinder participation and addressing these would improve uptake by families and providers.
 - Aspects that parents and providers really struggle with are
 - **application process**
 - **billing process**
 - **Matching a parent to provider process.**
 - There are potentially many different individuals at DHS/ELD that engage with a single case
 - Parents report getting **confused about the specifics of their case** and have trouble getting answers from DHS, DPU, and 211.
 - This often leads to **communication challenges** for both parents and providers to figure out what is going on.

Study B (Supply and Demand Studies)

- Oregon has an inadequate child care supply; and that, at least partially, can be explained by the relatively **low ranking in public investment in child care** and early education programs.
- To target investments that improve access for all of Oregon’s children, considerations at both levels is needed:
 - targeting child level barriers with **interventions for families** to facilitate access to existing care
 - **community interventions** to increase supply overall.
- To equitably increase child care access, **solutions must take into account the diverse and unique qualities of each community**, such as, but not limited to:
 - Race/ethnicity, Languages spoken
 - Urban, Rural, Mixed types of communities
 - Household income and type of schedules work
 - Single parent status
 - Age of children in community
- Data on **child care supply is currently limited** to what is known to ELD and would benefit from strong coordination with K12 and other sectors/agencies.
- In addition to information sharing, efforts towards solutions that encourage **more system coordination** between the early learning system and K-12, and other community organizations would be beneficial; especially at the community level.

Other Resources

State of [Oregon Early Care & Education Profile](#) (8-pager, with graphics)

- See Page 7 – Comparison of child care expenditures funded by parents vs. government
- See Page 8 – State-level engagement in public programs (contracts & subsidy/ERDC)