

FOCUS ON: **BARRIERS TO EDUCATIONAL ATTAINMENT & CAREER SUCCESS**



Women with young children, especially those in Low SES households, are a large part of the employment system and the lack of available and affordable child care is likely disrupting their education and economic progress.

For women in Low SES households, especially, who are seeking to get more education or work out of the home, addressing their child care needs should be prioritized.

Parents of young children are making choices about their life because of child care and this is especially pressing for North Carolina women who are their family breadwinners (including many women of color).

THESE FAMILIES WANT TO WORK AND GAIN HIGHER EDUCATION; HOWEVER, THEIR GOALS MAY BE DEFERRED OR STALLED DUE TO THE LACK OF AVAILABLE AND AFFORDABLE CHILD CARE THAT MEETS THEIR WORK CONDITIONS AND EDUCATIONAL NEEDS.

For women in low SES households, in particular, child care provided by family, friends, and neighbors is preferred because it offers flexibility for working hours and attending school, a likely necessity to reduce their economic vulnerability. **Their child care challenge is further compounded by their lack of employee-provided child care benefit.**

45% OF PARENTS WITH YOUNG CHILDREN ARE DROPPING OUT OF COLLEGE/TRAINING OR DECLINED TRAINING.

Families' employment was impacted by COVID-19, regardless of their SES. **However, families in Low SES households report more challenges than families in Mid/High SES households, primarily due to the lack of child care.** Half of families reported not having employer-provided child care benefits, especially for families in Mid/High SES houses.

Almost 50% of Low SES parents were using child care, but mostly informal care (e.g., relative, friend, or neighbor). While parents across SES groups did not differ on their reasons for using relative, friend, or neighbor (e.g., preferred, affordable, COVID-19 concern), parents in Low SES households were more likely to report going to school compared to M/H households.

For more context and deeper analysis, [read the full report](#) and follow NCECF.