Bridging the Gap: State Strategies to Support Nontraditional Hours for Parents

October 25th, 2023
MEETING IS NOT FOR ATTRIBUTION

During this meeting we hope to generate a frank and open dialogue. For that reason, our discussion today is closed door and not for attribution.

CHAT IS OPEN AND ENCOURAGED

Please leverage the chat functionality to share materials, ask questions, provide feedback, etc.

CONTACT EKAAN FOR TECHNICAL HELP

For technical issues, please chat or email Ekaan Ahmad – eahmad@nga.org

PLEASE INCLUDE STATE IN NAME

Please re-name yourself to include your name and state (John, DE) by clicking the three dots in the corner of your picture.
AGENDA

- Welcome and Overview
- State Breakout Discussion
- Presentation from the Urban Institute
- Presentation from Minnesota
- State Q&A
- Closing & NGA Updates
Welcome!

Eli McCabe
Policy Analyst
Breakout Discussion
Breakout Room Questions

• What is your state’s top priority in expanding nontraditional hour care? Are there any populations you’re particularly focused on?

• What are the biggest challenges in your state in supporting nontraditional hour care?
Urban Institute

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Nontraditional-Hour Child Care: Key Research Findings

Diane Schilder and Dawn Dow (based on recent research and studies with: Gina Adams, Cary Lou, Justin Doromal, Eve Mefferd, Jonah Norwitt, Peter Willenborg, and Heather Sandstrom)
Overview

- What do we know about nontraditional hour...
  - Prevalence and variability?
  - Demand during different times of the day and days of the week?
  - Employer and community leader perspectives?
  - Current policy decisions and options?
Prevalence High and Variable by Characteristic and Geography
Prevalence Highest for Families Facing Structural Barriers to Opportunity Most Likely to Need NTH Care

Over one third of children under age six with working parents have parents working nontraditional hours.

Share of United States Children Younger than Age 6 in Working Families that have NTH-Working Parents, by Selected Personal and Family Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family income below 100% FPL</td>
<td>53%</td>
</tr>
<tr>
<td>Family income between 100%–199% FPL</td>
<td>46%</td>
</tr>
<tr>
<td>Family income 200% FPL or above</td>
<td>29%</td>
</tr>
<tr>
<td>Asian American or Pacific Islander</td>
<td>29%</td>
</tr>
<tr>
<td>Black</td>
<td>29%</td>
</tr>
<tr>
<td>Latino</td>
<td>29%</td>
</tr>
<tr>
<td>Native American</td>
<td>29%</td>
</tr>
<tr>
<td>White</td>
<td>29%</td>
</tr>
<tr>
<td>Other or multiracial</td>
<td>37%</td>
</tr>
<tr>
<td>High school or less parental education</td>
<td>53%</td>
</tr>
<tr>
<td>Some college or associate degree parental education</td>
<td>42%</td>
</tr>
<tr>
<td>Bachelor’s degree or more parental education</td>
<td>23%</td>
</tr>
<tr>
<td>One parent present</td>
<td>23%</td>
</tr>
<tr>
<td>Two parents present</td>
<td>36%</td>
</tr>
<tr>
<td>Overall</td>
<td>36%</td>
</tr>
</tbody>
</table>


Notes: FPL = federal poverty level (poverty thresholds). For family income, a small group of children living with unrelated household members or in group quarters falls into a not applicable category. Poverty status is not calculated (and not shown here) for these children. The other or multiracial group includes children identified as another race outside these categories or more than one race. Parental education level reflects the highest level of attainment between both parents for children living with two parents. A small group of children not living with their parents falls into a no parents category (not shown here).
Substantial Variation Exists by State

- Depending on the State, between about One-Quarter and Nearly Half of Young Children in Working Families Have Parents Working Nontraditional Hours
  - Highest share: Mississippi (47%), Nevada (44%), Alabama and Louisiana (42%)
  - Lowest share: North Dakota (24%) and Montana and South Dakota (25%)
Across States, One-Third to One-Half of Young Children in Working Families with Low Incomes Have Parents Working During NTH
Demand and Use Differs by Time of Day and Day of the Week
Potential Demand for Nontraditional Hour Care Varies by Time

Young Children in NTH Care Are Most Often in Care Immediately before and after Traditional Weekday Hours and on Weekends

<table>
<thead>
<tr>
<th>NTH period (weekend and weekday hours)</th>
<th>Share of children in NTH care in care during hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend</td>
<td>55%</td>
</tr>
<tr>
<td>6-7 pm</td>
<td>46%</td>
</tr>
<tr>
<td>7-8 pm</td>
<td>39%</td>
</tr>
<tr>
<td>8-9 pm</td>
<td>31%</td>
</tr>
<tr>
<td>9-10 pm</td>
<td>25%</td>
</tr>
<tr>
<td>10-11 pm</td>
<td>20%</td>
</tr>
<tr>
<td>11 pm-12 am</td>
<td>16%</td>
</tr>
<tr>
<td>12-1 am</td>
<td>11%</td>
</tr>
<tr>
<td>1-2 am</td>
<td>12%</td>
</tr>
<tr>
<td>2-3 am</td>
<td>12%</td>
</tr>
<tr>
<td>3-4 am</td>
<td>13%</td>
</tr>
<tr>
<td>4-5 am</td>
<td>14%</td>
</tr>
<tr>
<td>5-6 am</td>
<td>17%</td>
</tr>
<tr>
<td>6-7 am</td>
<td>37%</td>
</tr>
</tbody>
</table>

Source: Urban Institute analysis of National Survey of Early Care and Education 2019 household survey data.
Notes: Figures are estimates, and percentages are rounded to the closest 1 percent. Children can be in NTH care during multiple periods, so the categories sum up to more than 100 percent.
Parents Use Different Types of Care Depending on Time of Day/Week

- Most parents use a combination of types of care for different time periods.
  - About two-thirds had traditional hour and nontraditional-hour care needs and use licensed care during traditional hours.
  - Most who use licensed care for traditional hours told us they rely on family, friend and neighbor care or other unlicensed, more informal care for late hours, overnight, or very early in the morning.

- For parents with late evening, overnight, and very early morning child care needs:
  - Most rely on family, friends or neighbors;
  - Some use family child care; and
  - Fewer use center-based care very late at night, overnight and early hours of the morning.
Parents’ Recommendations

- Care in the child’s home by a relative or friend was the first choice, for most NTH time periods especially when the child was sleeping, for early morning or evening meals and bedtime routines.

- For young children in a licensed family child care home or center during the day, extending the hours slightly right before or after traditional hours benefits the child and family.

- Parents’ preferences for child care arrangements for weekends care depends on what the child was doing during the week. If a child was in home-based care during the week, parents wanted more structure and stimulating care during the weekend and vice versa.
Parent perspectives on care varies by time period

“[I...] want stable licensed child care from 6am-7pm/8pm and then overnight would prefer a relative caregiver or someone who they have a close personal trust (child sleeping in own bed)"
Community Leaders and Employers Report a Need for Nontraditional Hour Care and Providers Report Barriers to Providing Nontraditional-Hour Care
Community Leader, Policymaker, and Employer Perspectives

- Community leaders, policymakers and employers (who participated in a few studies) told us a lack of nontraditional-hour care leads to…
  - Less reliable workforce
  - A more limited pool of trained workers in some fields like construction and health care because parents cannot participate in training during nontraditional hours
Community leader perspective about NTH child care

“‘I do work with a quite a few families who are unable to pursue other job opportunities or continue with schooling because they don't have the [NTH child care] support that they need for their child’”

- director of a community-based organization
Employer Perspectives

Some employers are addressing the lack of nontraditional hour child care by . . .

- partnering with child care providers and supporting shared services
- creating work schedules with parents’ caregiving needs in mind by giving advanced notice and seeking ways of providing more stable schedules
- working with local leaders to support policies that provide public policies and funding for nontraditional-hour child care
Policy Considerations and Actions
Equity Consideration

- Child Care and Development Fund (CCDF) requires equitable provision of child care but...
  - Workers with lower incomes told us they have less control over their schedules and are juggling multiple responsibilities.
  - Many are working, are also in school and need care for non-work related reasons.
  - Lack of available culturally competent and congruent care reported by most parents who participated in Austin study.
  - Lack of reliable nontraditional hour care limits economic opportunities and mobility.
Policy Options to **Expand Hours** of Existing Providers

Increase **subsidy rates** for nontraditional hour care. Examples include…

- **Connecticut** provides an enhanced rate for care that extends beyond an 8-hour day
- The **District of Columbia** that has a rate based on a cost of quality study that includes nontraditional hours
- **Ohio**'s plan indicates the state plans a 5 percent enhancement added to base rates
- **Texas** allows local workforce boards to develop differential rate structures for care such as overnight and on weekends
  - Yet, some states exclude nontraditional hours from market rate surveys, thereby limiting the ability of state policymakers to address the issue
Policy Options to Increase Quality of Nontraditional Hour Care: Policy Ideas Being Launched or Considered

- Allow unlicensed caregivers as well as small facilities to participate in professional development opportunities, which is done in Hawaii.

- Use measures of quality in Quality Rating and Improvement Systems that are appropriate for different types of providers (including those offering care during nontraditional hours) as Indiana is doing.

- Use research findings to inform development of checklists and materials for families about what constitutes quality nontraditional hour care, recommended by several states in our study.
Policy Options to **Expand Hours** of Existing Providers

Use child care subsidy funds for nontraditional-hour **contracted slots**

- In **Colorado**, under the Colorado Child Care Assistance Program (CCCAP), each county has the option of developing contracts for slots with licensed child care centers and family child care homes (contracts for slots increase supply and quality and serve vulnerable and underserved families); county departments of human services may opt to pay higher rates.

Support “shared services agreements” or **networks of caregivers**

- Communities in **Texas** are supporting networks of caregivers to offer care during nontraditional hours and some communities are **incentivizing employers** to support networks.

- **Virginia** and is implementing a Shared Services Network for Family Day Homes pilot project.
Policy Options to Increase the Supply of Subsidized Care During Nontraditional Hours

- Address barriers to participation in subsidy system experienced by some providers
  - Allow family, friend and neighbors to access subsidies as is the case in Montana and New Jersey
  - Provide information and supports to “unlicensed” caregivers about how to participate in subsidy system as is done in Kentucky
  - Provide start-up funding which is done in Alaska and Idaho
- List these options on state child care consumer education databases
Policy Options to **Provide Families and Caregivers with Information** about Need and Supply

- Update **child care consumer education resources (databases listing providers)** to include information about nontraditional-hour care as DC, Connecticut and Oklahoma are doing.

- Consider supporting backup nontraditional hour as **Oklahoma** did in the early days of the pandemic.

- Update child care databases on a regular basis and provide local up-to-date resources and information.
Key Resources
Selected Products: Informing Policy Decisions about Nontraditional-Hour Child Care

Nontraditional-Hour Child Care in Austin/Travis County

- Nontraditional-Hour Child Care in Austin/Travis County: Insights from Interviews, Focus Groups, and Analyses of Supply and Demand (report)
- Executive Summary: Nontraditional-Hour Child Care in Austin/Travis County Insights from Interviews, Focus Groups, and Analyses of Supply and Demand (brief)

Analyses of NSECE 2019

- State Snapshots of Potential Demand for and Policies to Support Nontraditional-Hour Child Care
- Child Care Use for Young Children during Nontraditional Hours

Exploring Potential Demand and Parental Preferences for Nontraditional-Hour Child Care in Three Sites

- Executive Summary: What Child Care Arrangements Do Parents Want during Nontraditional Hours?
- What Child Care Arrangements Do Parents Want during Nontraditional Hours?
Thank you!!!

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Many thanks to study participants including:

Parents    Business leaders
Policymakers    Policymakers
Child care providers    Community leaders
Policymakers
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Project Resources: Informing Policy Decisions about Nontraditional-Hour Child Care.
    Weblink: https://www.urban.org/projects/informing-policy-decisions-about-nontraditional-hour-child-care
Minnesota

Tracy Roloff

Special Projects Manager,
Child Care Services Division
Minnesota Department of Health and Human Services
Minnesota’s Family, Friend and Neighbor Grant Program and Ecosystem Supports

Tracy Roloff | Special Projects Manager; CCS Division
• FFN providers are a frequent choice of care for parents with infants and toddlers, parents in diverse cultural and ethnic communities, and parents working non-standard hour jobs.

• Minnesota has a long history of supporting Family Friend and Neighbor providers.
  • Focus on FFN providers started in Minnesota in 1993
  • In 2008, Minnesota was the first state in the nation to provide state funding for an FFN grant program
  • In 2012, a community-informed strategic plan was developed and had begun to be implemented.
• Definition: Family, Friend and Neighbor (FFN) care is unlicensed care provided by a relative, friend, or someone in the community. It can occur in the child’s home or in the caregiver’s home. Caregivers may include grandparents, other relatives, and non-relatives. It may be full or part-time, paid or unpaid care.

• Mission: Provide opportunities to create trusting relationships and supports for FFN caregivers to enhance their knowledge and the skills that promote children’s safety and healthy physical, social/emotional and cognitive development within the context of the child’s family and cultural community. Promote practices that strengthen families.
• With Minnesota becoming a Race to the Top state in 2012, legislative priorities shifted. The importance of FFN providers in the early childhood landscape did not.

• During the COVID-19 pandemic, many more families began using FFN providers because their typical care provider closed, or they do not feel safe having their child cared for in a congregate setting.
In 2020, DHS dedicated $1 million of its CCDBG CARES Act appropriation to provide support for FFN providers. The financial support was granted out to agencies to provide direct outreach, training and materials supports to FFN providers, prioritizing organizations serving the Somali, Latinx, Hmong, African American, American Indian and immigrant communities.

DHS prioritized and utilized equity in procurement tools to execute this first iteration of the grant program.

Concurrently, Minnesota’s Preschool Development Grant provided funding support for important FFN initiatives including an FFN Learning Community and early childhood mental health coaching supports for FFN providers.
Through the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and American Rescue Plan Act (ARPA) funds, Minnesota invested $4.5 million in supporting Family, Friend and Neighbor providers in the state.

- Permanent hire of a full time FFN Project Manager
- ~$2.9 million in grant funding disbursed to organizations supporting FFN providers to and sustain and the FFN grant program
- FFN-focused outreach and marketing campaign
- Environmental scan study of FFN in Minnesota
Minnesota FFN Grant Program Funding: $7.8 million (Oct. 1, 2023 – June 30, 2025)

- Funding Sources
  - $5,075,000 from the federal Child Care Development Block Grant
  - $2,725,000 from the State General Fund

- Primary Goals:
  - Support FFN providers
  - Expand FFN support geographically
  - Continue to increase community engagement.
Minnesota’s FFN Grant Program

• To increase the cultural diversity of child care providers in our state

• To increase the number of registered [LNL providers](#) in the state

• To invest in a consistent, coordinated and sustained statewide network of support for FFN providers

• Outreach to increase FFN’s awareness of existing resources they could benefit from

• To provide support and technical assistance to targeted community-based organizations to increase their capacity to support FFN providers
Between September 2022 and June 2023, The Minnesota Department of Human Services, in partnership with researchers at The Improve Group, designed and implemented an environmental scan of family, friend, and neighbor (FFN) childcare in Minnesota. The study centered on two surveys: one each for FFN caregivers and the parents/guardians who use FFN care.

Top level take-away: Much variation in preferences, experiences, and opinions exists, as families pursue the unique FFN care arrangements that work best for their families and circumstances.
Environmental Scan Recommendations

- Given the high variability in experiences and preferences of FFN caregivers and families choosing FFN care, the State should avoid one-size-fits-all approaches and center equity as a top priority.

- Continue to support community-based organizations to do community-specific outreach related to FFN childcare

- Include FFN care in child-care related resource and benefit programs eligible to those who use or provide center- or in-home childcare

- Offer training and resources with the goal of supporting FFN caregivers to enhance the care they are already offering

- Recognize FFN care as an important form of childcare, but use caution when pursuing it as an entry point into childcare careers
• The Department of Human Services’ (DHS) Child Care Services Division (CCS) asked Management Analysis and Development (MAD) to help identify opportunities for sustainable support to FFN providers, as temporary funding was set to expire in the next few years. With sustainable funding secured in 2023, CCS pointed sustainability efforts to focus on additional ways to support FFN providers and the community organizations that support them.

• CCS took this opportunity to use the information gleaned from interviews with FFN grant recipients, as well as community organizations, national early childhood organizations, local and national foundations, and early childhood programs in other states to learn about innovative programs and funding ideas. MAD conducted interviews and convened a group discussion in spring and summer 2023 with these groups.
Sustainability Recommendations

• Improve language access

• Increase opportunities for community organizations and providers to connect and collaborate

• Expand connections with other state agencies, nonprofit organizations, foundations, and other organizations

• Find ways to help community organizations navigate multiple funding sources
Focus of the FFN Training design sprint is to improve access, participation, and engagement by culturally, racially and language diverse Friends, Family and Neighbors (FFN) and Legal, Non-Licensed child care providers in Minnesota’s early-childhood professional development system.

The outcomes are:

- Demonstrating how HCD can impact the way the teams work together and,

- Help match caregiver (FFN) unmet needs to program design to increase engagement and improve outcomes

**Deliverables from this will be:**

- Synthesis from the internal interviews and recommendations on how the team can better use human-centered design to improve empathy and insights gathering and idea activation.

- Persona frameworks that synthesize information from provided documents, interviews with Grantees and DHS team.
The Children and Families team

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  Program Director

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  Policy Analyst

- **Eli McCabe**
  Policy Analyst

- **Ekaan Ahmad**
  Policy Coordinator