

Child Care and Workforce Development: *Bridging the Gap*

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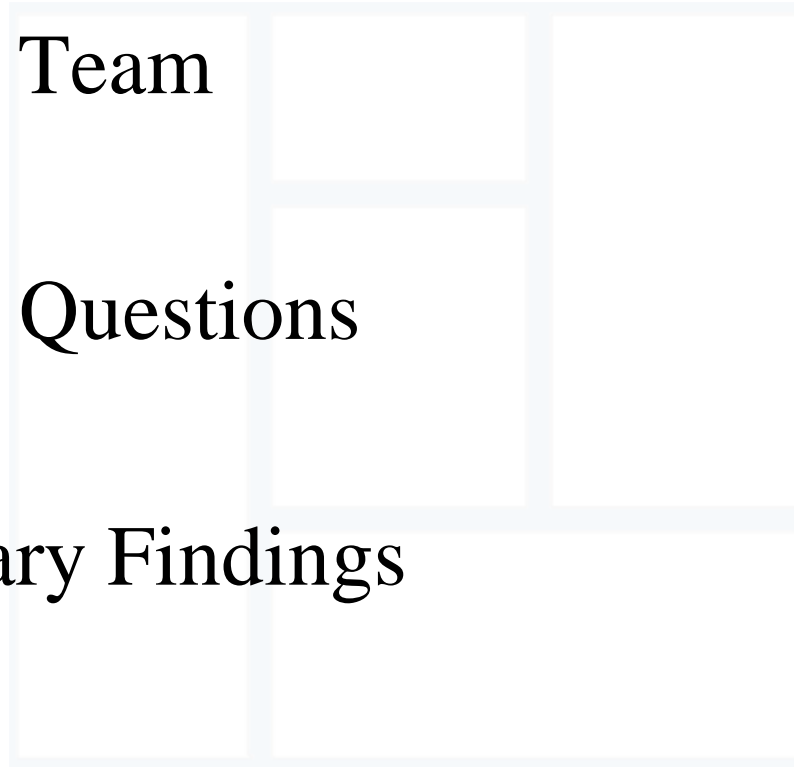
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Overview of Presentation

- Research Team
- Purpose
- Research Questions
- Methods
- Preliminary Findings



Research Team

- Gina Adams, Principal Investigator
- Teresa Derrick-Mills, Senior Research Associate
- Lauren Eyster, Senior Research Associate
- Shayne Spaulding, Senior Research Associate
- Tom Callan, Research Associate
- Carrie Heller, Research Assistant

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Purpose

- Understand the supports and challenges for parents in meeting both their child care needs and their needs to increase education and training to provide a better life for their children
- Understand where intersections and promising practices currently exist between child care and education/training practices and policies
- Provide information that may help in addressing the challenges of creating supportive structures bridging the gap between child care and education/training practices and policies



Importance of the Issue

- Over two-thirds of future jobs will require some education and training beyond high school (Carnevale, Smith, and Strohl 2013)
- A variety of pilot workforce development, education, and training programs have been funded to test out strategies to support successful program completion focusing on holistic needs of students
- Low-income parents may face many challenges in participating in education and training, but relatively little attention has been given to their particular needs (Nelson, Froehner, and Gault 2013)
- Supporting low-income parents in their ability to get ahead can be particularly important, as it not only affects their well-being, but also affects the well-being and development of their children (Davis-Kean 2005; Douglas-Hall and Chau 2007; Haveman and Wolfe 1995; Smith, Brooks-Gunn, and Klebanov 1997)



Agencies and Programs

HHS

CCDF

Head Start

TANF

Pilots

DOL

WIOA
WIBs, AJCs,
training

Pilots

DOE

Pell Grants

CTE, Adult
Education

State Pre-K



Research Questions

- What do **the data tell us about the incidence** of parents in education and training and/or the **potential need** for education and training for low-income parents?
- What is the **extent and nature of child care barriers** for low-income unemployed/low-wage parents from the perspective of child care and workforce development experts, policy makers and practitioners?
- What do we know about **education and training policies and practices** to address the child care barriers for their parent population?
- What do we know about **state child care policies and practices** for parents in education and training?
- What are the **experiences/challenges/lessons learned** by the local workforce development programs, educational institutions, and the child care-supporting agencies in dealing with child care barriers?
- What are the ideas and **promising practices** used to address these barriers?



Mixed Methods Exploratory Design

Stage 1: Use existing resources to examine the problem

- Examination of 2008 SIPP data
- Examination of workforce development, education, and training literature
- Analysis of state child care subsidy policies and 801 data

Stage 2: Gauge interests, concerns, and promising strategies

- Interviews of child care and workforce development, education, and training thought leaders in foundations, research organizations, and government

Stage 3: Learn about front-line challenges and solutions

- Interviews of organizational representatives running programs that support child care, workforce development, education and training needs of parents



Stage 1 Preliminary Findings

- Just over 1.8 million low income parents participated in some form of education or training (calculated from SIPP, Eyster, Callan, Adams, forthcoming)
 - 48% combined training with work
 - 51% were single mothers
 - 70% had children younger than age 5
- 1.8 million adults served by WIA adult and dislocated worker program (2012)
 - 15% of WIA adults and 9% of WIA dislocated are parents (WIASRD data, SPR)
- 1,605,348 children in 957,947 families received child care subsidies in an average month in FFY 2011 (CCDF 801 data)
 - About 19% were supported for any education and training



Stage 1 Preliminary Findings, con't

- Workforce Development – broad range of services
 - Adult Education (ABE, GED, EL)
 - Training (short-term, vocationally-focused)
 - Postsecondary Education (college credential or certificate)
 - Support Services (finding and holding a job)
- Workforce Development – many providers
 - Public colleges and universities (including community colleges)
 - Private colleges and universities (including community colleges)
 - Community-based organizations
 - Local departments of education
 - employers



Stage 1 Preliminary Findings, con't

- Most states include education/training as an eligible need for child care subsidy (for non-teen parents):
 - 48 states allow post-secondary education/ training
 - 47 states allow high school/GED programs
 - 30 states allow EL courses
 - 22 of the 25 states that mention ABE identified it as an eligible activity for parents
- 27 states established one or more eligibility restrictions
 - 17 states limit postsecondary degrees to particular types of degrees, or for a limited number of degrees
 - 11 states limit to activities that are most likely to result in immediate employment



Stage 2 Preliminary Findings

- We conducted 18 interviews with thought leaders
 - On the workforce, education, and training side, many thought leaders are focused on challenges of low-wage, low-skill student success more broadly
 - Increasing interest in two-generation models
 - Foundations are sponsoring some initiatives to test out education/training success strategies
 - On the child care side, the shortage of funds overall tends to focus discussions on waiting lists, but continuity of care across various transitions is also a focus
 - Overall, thought leaders are focused on issues that affect student parents, but not specifically on student parents



Stage 3 Preliminary Findings

- We interviewed:
 - 18 of individuals providing workforce, education, or training programs
 - 16 of individuals running child care support services
 - 2 providing a two-generation focus
- On the workforce, education, and training side, we found a wide range of program models supportive to parents*
- On the child care side, many expressed frustration in trying to support educational advancement of parents through CCDF child care subsidies, but some found local funds to support needs
- Individuals trying to meet comprehensive needs of parents and children found many conflicts between the systems; attempts to resolve were difficult due to policies, incentive structures, and departmental separations



Thank You!

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