



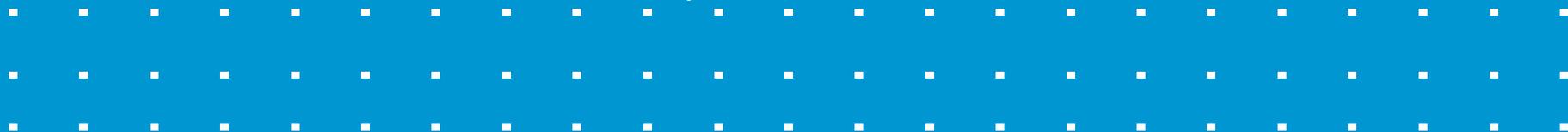
Helping Parents Access Child Care for Education and Training

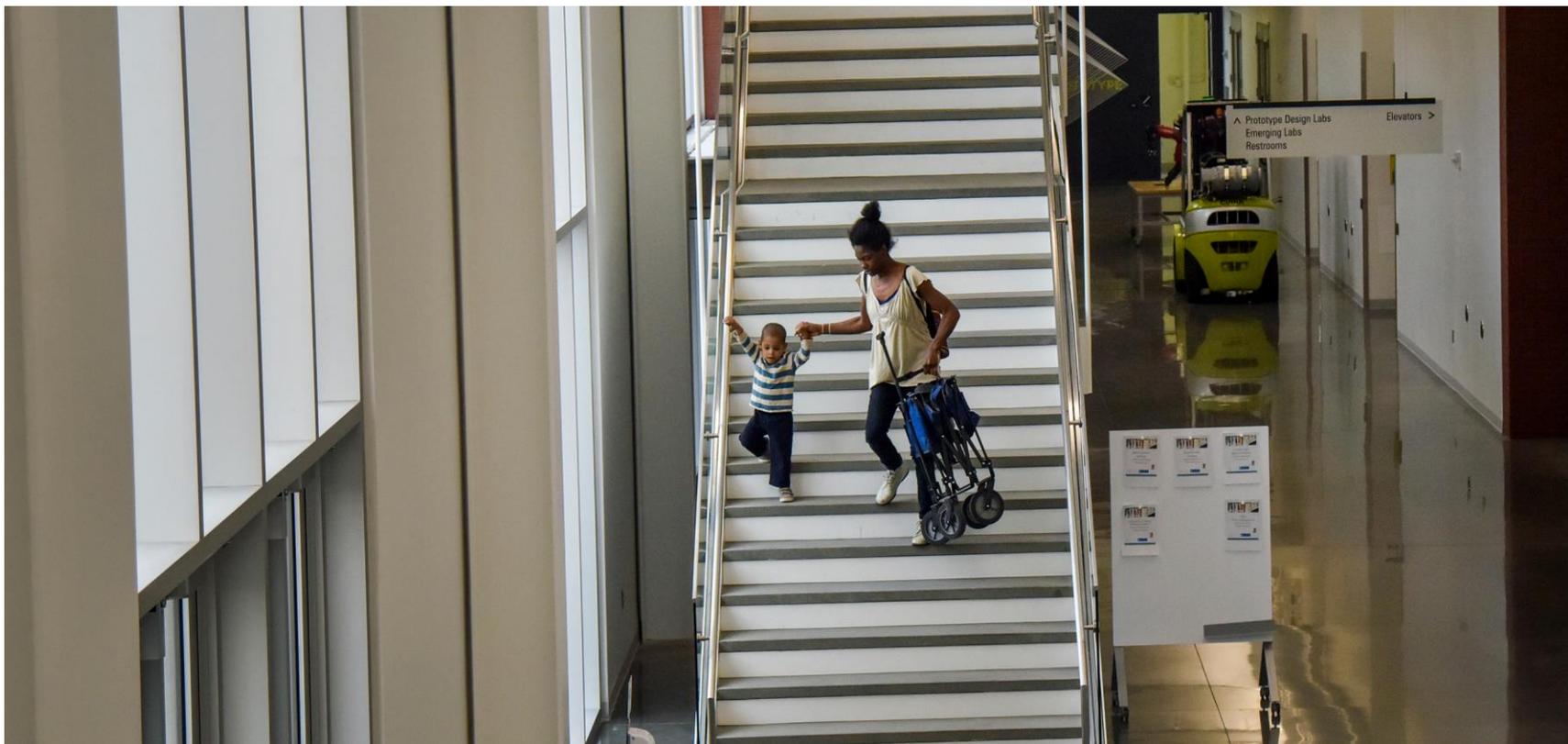
Presented by Shayne Spaulding, senior fellow, The Urban Institute

National Conference of State Legislatures

Jobs Summit

September 2019





Bridging the Gap Overview

- Phased set of studies – 15 studies
- Focus on better meeting the child care needs of low-income parents needing education and training
- Broad data gathering through interviews and data analysis
- Reports focus on overview of the issues facing this population, federal/state policies, local practices, partnerships, need, etc.
- All studies available at <https://www.urban.org/bridging-gap>

Findings about the Need

No national estimate of “need”— yet data provide insights

- Of 23 million low-income parents, 60% have a high school credential or less
- One in six US adults has basic or lower levels of literacy; almost a third possess basic or lower levels of numeracy
- Only 1 in 10 low-income parents are enrolled in education and training
 - ½ of these parents work, and 1/2 of those who work full-time go to school full-time
 - 60% single, 69% have child younger than 6, 42% have child younger than 3
- Low-income parents *not* in education and training and not working have even lower levels of education -- 2/3 have a high school credential or less

Challenges for Parents

- Complexity of arranging child care for education and training activities (often coupled with work) –
 - Extra challenge of non-traditional and unstable schedules
- Limited information about child care options
- Financial constraints and limited access to child care subsidies or low-cost/free care options
- Limited supply of good quality care overall, and for particular populations

Local Strategies to Meet the Needs of Families

Step 1: Assess needs and identify partners

Step 2: Design education and training services to facilitate access to child care

Step 3: Assess participants' child care needs as part of planning and provide on-going support

Step 4: Help parents understand and find child care options in their community

Step 5: Help parents access help paying for child care or free care

Step 6: Facilitate access to a supply of affordable care

Systems that Aim to Meet the Needs of Parents in Education and Training

- Workforce Development system
 - Includes WIOA, post-secondary (2- and 4-year), American Job Centers, State and local workforce development boards (WDBs)
- Child Care/Early Education system and market
 - Includes CCDF, prekindergarten, Head Start, State and local funding initiatives, and larger market of formal and informal providers
- TANF system

Systems Level Challenges

- Both WIOA and CCDF:
 - Have inadequate funding
 - Low-income parents in education and training often low priority
 - Have policies that can create barriers to serving these families
 - Operate separately
 - Are complex – i.e. devolved, operate at different levels of governance

Child Care Development Fund (CCDF) Subsidies

- Nationally only one in seven children eligible under federal rules served due to inadequate funding
- Giannarelli et al (2019) found that if all eligible parents with incomes at 150% of federal poverty level accessed subsidies, there would be:
 - 800,000 more families covered
 - 270,000 additional mothers would join workforce
 - 385,000 children lifted out of poverty

Variation in State Subsidy Policies for Education and Training

TABLE 1

Number of States with Additional CCDF Eligibility Requirements for Parents in Education and Training Activities, 2017

Requirements for adult (non-teen) parents not receiving TANF

	Postsecondary education or training	High school or GED	English literacy	Total number of states
States allowing eligibility	49	45	33	50
States with additional requirements (among states allowing eligibility)	30	15	12	33
Degree limit	18	NA	NA	18
Vocational requirements	7	NA	NA	7
Work requirements	10	8	6	11
Time limits	7	3	2	9
Performance requirements	4	1	1	4
Qualifying institutions	5	2	2	5
Other	12	3	2	12

Source: Authors' tabulations of data from the CCDF Policies Database.

Notes: For the purposes of this table, Washington, DC is counted as a state. NA = not applicable. Columns and rows do not add to the totals because states may be represented in more than one cell.

Variation by State in Access to Subsidies for Education and Training

- In 2016, 823,864 families received CCDF subsidy in average month
 - For the care of 1.37 million children
- 13.2 % used subsidy to support any education and training
- Proportion of subsidy recipients who receive funding for education and training ranges from low of 2% to high of 49.4%

What States Can Do: A Framework for Action

- Prioritize the child care needs of parents with low incomes seeking education and training within state agencies and through agency partnership.
- Incorporate education and training for parents with low incomes in their visions and strategic plans for moving families out of poverty and include access to child care as a critical support service for those families.
- Leverage other planning opportunities, such as plans for federal funding or new statewide initiative planning, to collaborate with other stakeholders around this issue.

What States Can Do (continued)

- Facilitate local or regional child care access
 - State child care agencies can adjust eligibility, authorization, and other key policies to allow more parents to receive subsidies for education and training activities
 - State WIOA agencies can provide leadership and support to local workforce stakeholders to encourage providing child care assistance for parents with low incomes who need job training
- States can leverage other sources of funding beyond WIOA and CCDF

For more information, see:
Bridging the Gap webpage

<https://www.urban.org/policy-centers/cross-center-initiatives/building-americas-workforce/projects/bridging-gap>



URBAN

INSTITUTE · ELEVATE · THE · DEBATE

THANK YOU

Shayne Spaulding: sspaulding@urban.org

