UNDERSTANDING WORKFORCE DEVELOPMENT AND CHILD CARE SYSTEMS AND THEIR INTERSECTION

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TODAY'S PRESENTERS

TODAY'S OBJECTIVES

- ✓ Review key aspects of workforce and child care systems

- ✓ Understand how those systems can and do interact

- ✓ Think about what grantees can do to further integrate these systems as part of their SWFI activities

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TODAY'S AGENDA

- ➢ Overview of workforce development system
- ➢ Overview of child care system
- ➢ Points of intersection and opportunity to align systems
- ➢ Gathering and answering your questions

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How would you describe what you know about integrating workforce and child care systems

Choose the answer that best reflects you (or your group):

1. **A lot!** I already know most of it, and am just listening in to confirm my understanding.

2. **Some.** I think I understand some opportunities for systems alignment, but I want some help understanding the complexities.

3. **Not much.** I know a little from preparing my grant application, but am getting stuck as I try to actually integrate these systems and need more support.

Overview of Workforce Development System

PROVIDERS INVOLVED IN WORKFORCE DEVELOPMENT SERVICES

➤ Local Workforce Innovation and Opportunity Act (WIOA) agencies and American Job Centers (AJCs)

➤ Nonprofit community-based organizations

➤ Community colleges

➤ Partner agencies providing supportive services

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FUNDING SOURCES

U.S. Department of Labor	U.S. Department of Health and Human Services	U.S. Department of Education	U.S. Department of Agriculture
WIOA training activities for adults, youth, and dislocated workers	Temporary Assistance to Needy Families	Pell grants	Supplemental Nutrition Assistance Program (SNAP) Employment and Training
Training for special populations		Career education	
Veterans employment and training		Adult education	
Discretionary grants			

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EFFECTIVE WORKFORCE DEVELOPMENT PROGRAMS FOR PARENTS

➢ Most research is from programs serving low-income, low-skill parents

➢ Key strategies:

- Providing supportive services and counseling directly or in partnership with other organizations

- Considering the needs of the whole family

- Providing subsidized employment

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ANY QUESTIONS? 〉 Enter your questions in the Chat window!

Overview of Child Care System

CHILD CARE/EARLY EDUCATION 101: UNDERSTANDING BASIC CHILD CARE SETTINGS (1)

Center-based care includes Head Start, state prekindergarten, community child care centers, private child care centers, school-based programs, and faith-based programs.

- Head Start and prekindergarten mostly serve 3- and 4- year-old children and often are part-day/part-year.
- Most other centers operate during traditional work hours; usually serve children younger than 5; vary in whether offer care for infants/toddlers or school-age.
- School-age options are complex and highly varied.
- Need sufficient community demand to sustain supply.

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CHILD CARE/EARLY EDUCATION 101: UNDERSTANDING BASIC CHILD CARE SETTINGS (2)

Family child care is group care in someone else's home.

- Programs are smaller
- Often serve mixed ages
- Usually more flexible schedules
- Varying licensing statuses by state

"Family friend and neighbor" care is also referred to as informal care.

- Usually unregulated with variable quality
- Most flexible hours or schedule

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CHILD CARE AND EARLY EDUCATION 101

Education and care are both essential, but focus on care can be greater during nontraditional hours.

Many parents use more than one option at one time and change options over time.

Cost of care can be prohibitive.

Supply of good quality care is inadequate.

Wide variation in supply, cost, and quality of care within and across communities.

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CHILD CARE AND EARLY EDUCATION 101

Parents might need information and support finding child care options

Public funding for child care/early education usually takes one of two approaches:

- **Vouchers** used to purchase care in the market; Child Care and Development Fund primary source
- **Supporting classrooms or programs**, mainly Head Start and state prekindergarten

Bottom line: <u>Child care is complex with no silver bullet.</u>

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ANY QUESTIONS? 〉 Enter your questions in the Chat window!

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What approaches are you planning to take for integrating workforce and child care systems? (Select all that apply)

1. Designing and scheduling workforce activities to be compatible with child care schedules to the extent possible

2. Building child care counseling into ongoing case management efforts

3. Addressing financial constraints and supply gaps through some set of the following:

   - Partnering with low-cost or free programs (such as Head Start or state prekindergarten)

   - Partnering with other providers in the community

   - Providing or helping your families get child care subsidies

   - Exploring sharing care or cooperative situations

   - Braiding funds from various sources beyond your SWFI grant

4. Other (describe in the chat box)

What approaches are you interested in learning more about or getting TA to support? (Select all that apply)

1. Designing and scheduling workforce activities to be compatible with child care schedules to the extent possible

2. Building child care counseling into ongoing case management efforts

3. Addressing financial constraints and supply gaps through some set of the following:

   • Partnering with low-cost or free programs (such as Head Start or state prekindergarten)

   • Partnering with other providers in the community

   • Providing or helping your families get child care subsidies

   • Exploring sharing care or cooperative situations

   • Braiding funds from various sources beyond your SWFI grant

4. Other (describe in the chat box)

POINTS OF INTERSECTION

OPPORTUNITIES TO ALIGN WORKFORCE AND CHILD CARE SYSTEMS

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COMMON THEMES AND CHALLENGES

Both systems:

➢ Have shared goals and serve overlapping populations

➢ Have inadequate funding to serve eligible families

➢ Are separate, with few points of formal intersection

➢ Have complex and diverse funding streams, service types, and service providers

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COMMON THEMES AND CHALLENGES

Both systems:

- ➢ Generally do not prioritize the child care needs of low-income parents who seek education and training
- ➢ Have policies and incentives that can create barriers to serving this population
- ➢ Have recently been reauthorized and are in a state of transition
- ➢ Have little information on how to work together

Parents need an overall child care strategy that:

- Works for children of all ages who need care
- Makes sense for their whole schedule
- Is logistically possible
- Is affordable
- Is good for their children
- Is stable and dependable, yet flexible

ISSUES TO CONSIDER

How can child care reduce barriers to workforce development participation?

How stable is the likely demand for child care? Worth investing in infrastructure?

What are the time and location demands of workforce activities for parents when they are involved in your project?

Where are families, providers, and your services located in your geographic target area?

How will you address parents' questions about quality among care providers?

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POSSIBLE FIRST STEPS

What child care options will meet the needs of your clients during your program and beyond?

Consider the ages of the children who will need child care.

Find out what your families need and want.

Consider designing workforce development services to accommodate child care needs.

POSSIBLE FIRST STEPS (CONTINUED)

Explore partnerships with child care resource and referral agencies.

Identify and reach out to quality child care/early childhood education providers.

Explore whether and how families can get child care subsidies for education and training activities.

Consider how to handle care for infants and toddlers, school-age children, and nontraditional hours.

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How would you describe what you learned about integrating workforce and child care systems? Choose the answer that best reflects you (or your group):

1. **A lot!** Most of this information was new to me, and I'm ready to get started.

2. **Some.** I learned a lot today, but will need some help from my coach to put this in practice.

3. **Not much.** This was interesting but most of this was information I already knew and I have different questions about integration that we haven't covered today.

Gathering and starting to answer your questions

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ANY QUESTIONS? ❯ Enter your questions in the Chat window!

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COMMUNITY OF PRACTICE

What have you learned about systems integration that surprises you?

What is most confusing to you about systems integration?

SWFI Mailbox

SWFI@dol.gov

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Transcript of Webinar

Understanding Workforce Development & Child Care Systems & Their Intersection

Tuesday, July 18, 2017

JON VEHLOW: So without further ado I'd like to turn things over to our moderator today, Danielle Kittrell, workforce analyst, H-1B grants, ETA, Division of Strategic Investments. Danielle?

DANIELLE KITTRELL: Thank you very much, Jon, and good afternoon and welcome everyone to today's technical assistance webinar on workforce development and child care system. Our goal today is to give you a general understanding of the intersection between the workforce systems and child care systems, which is a key goal of the Strengthening Working Families Initiative, or SWFI, grant. So we are so excited to have you all join us for this event.

So again, my name is Danielle Kittrell and I will be one of your moderators for this webinar. I'd also like to introduce my colleague, Jessica Harding, who will also be a moderator as well, who's from Mathematica.

And these are today's presenters; Ms. Gina Adams and Shayne Spaulding with the Urban Institute, who have deep subject matter expertise in child care and workforce systems, respectively.

So now I'll turn it over to Jessica to get us started – (inaudible) – on what we will cover today. Jess?

JESSICA HARDING: Great. Hi, everyone and welcome. We're really excited about today's webinar, which will serve as an opportunity to ensure that we're all on the same page about key aspect of the workforce and child care systems, as well as how those systems interact. We really hope this webinar helps you think about how you can further integrate these systems.

We're going to start with overviews of the workforce development and child care systems and then discuss points of intersection and opportunities to align these systems. We really want to hear from you about the questions that you have.

Throughout the presentation please use the chat box to ask any questions that you have. And at different points we will stop to answer these questions or we'll make note of them to answer them at a later date. As you use the chat box it will tell us your name but please help us by also telling us your state and the name of your grantee so we know who we're talking to. You can enter questions at any time throughout and we're going to answer them throughout different points.

First we want to get a sense of how much people know about integrating workforce and child care systems. Please take a few minutes to answer this poll to let us know whether you know a lot, some, or not much about integrating these systems. (Pause.)

Great. So I see five participants have responded to the poll and all are saying that they know some about integrating workforce and child care systems; understanding some opportunities for systems alignment but want some more help understanding the different complexities.

Now I'll turn it over to Shayne to get us started with an overview of workforce development.

SHAYNE SPAULDING: Thank you, Jess. I'm excited to be involved in this initiative and thankful to our colleagues at DOL and Mathematica for their partnership in this effort. Today Gina and I will be sharing findings and lessons from our "Bridging the Gap" project, which was originally funding by the Ford Foundation and now the Annie E. Casey Foundation. The project focuses on supporting the child care needs of low-income parents needing education and training.

You'll see our resource link to this webinar, which lists a variety of publications that may be helpful to you as you all work to support the child care needs of parents in workforce programs through the Strengthening Working Families Initiative.

As many of you know, workforce development can mean many things. It can involve career exposure, exploration and planning; participants can get formal training or credentials or can be involved in adult basic education or postsecondary education. People can get help finding jobs as well as receive other support services that can include connections to child care. The system can also link participants to on-the-job training and to participate in apprenticeships.

To access these services, participants in the workforce system may go to a range of providers, many of which are involved in the Strengthening Working Families Initiative partnerships. These include local WIOA agencies and American Job Centers; nonprofit community-based organizations; community colleges; and partner agencies that provide support services to address employment barriers. Partners may address health and mental healthcare, child care, and transportation needs.

Effectively serving low-income parents means mapping out these various providers for the purpose of exploring partnerships that can support the needs of families. Next slide.

Many of you are also familiar with the parts of the workforce development system but you might not be familiar with all of it, as the Strengthening Working Families Initiative projects are engaged in startup and eventually thinking about sustainability, understanding the funding sources for the workforce system is critical. Providing quality workforce services that include supports that parents need – including access to child care – can be expensive, and there is evidence that exemplary programs often leverage many sources of funding.

At the federal level, four departments provide funding that affect workforce development. I've listed some funding program streams in each department to help you think about where there may be untapped resources to support your efforts. Some of these sources can be leveraged to support child care or funding for the cost of child care might come from other non-workforce development streams.

For example, there are a variety of child care resources that can be leveraged, such as the Child Care and Development Fund vouchers for families or free programs like Head Start and public pre-K. Gina's going to talk more about these programs in a little bit.

Let me pause here to let you all digest this, and then in a moment we'll ask what questions you may have. Next slide.

Research on past workforce development efforts can be useful in shaping current workforce programs. Generally we know the importance of engaging employers, aligning training with labor market needs, the benefits of on-the-job training, and the value of robust counseling and supportive services.

While much of the research on effective strategies comes from studies of programs that serve populations like the ones you're serving, there are some strategies that should especially be considered when serving parents. I list three strategies here.

First, there's counseling and supportive services, including child care, which can be crucial for parents who have complex lives and responsibilities. We know that many parents, especially those who are young, relay on other family members for help with care. This makes strategies that consider the reality of the whole family very important.

Finally, subsidized employment is a way to provide on-the-job training and a foot in the door, especially for those who have been out of the workforce, possibly because they have been caring for young children.

Many of these strategies are being used by many of you, which is great. The research coming out of the project will hopefully the opportunity to learn even more about what works when serving this population. Now I'll turn it back to Jess.

JESSICA HARDING: Great. Thanks. So we just wanted to take a second to see if anyone has any questions related to the workforce system at the moment. It doesn't look as though we have any questions coming through now, but please do type in any questions as we're going through the webinar so that we can really make the most of having Gina and Shayne's expertise here on the call.

So if anyone has any questions you can enter them in the chat box now or at any point throughout the webinar you can do so. (Pause.)

For now I'll turn it back to Gina to discuss the child care system.

GINA ADAMS: Good afternoon, everybody. This is Gina Adams at the Urban Institute. I also, like Shayne, want to say I'm delighted to be part of this project working with DOL and Mathematica, and I hope to meet many of you in the coming months.

I'm going to start out by giving you a quick overview of some of the basics about child care, what we are calling Child care 101. Next slide, please.

So first of all I thought it might be useful just to lay the different types of programs that care for children. There's two general types of care. People often think about the first one here, which is center-based care. That's usually located in a standalone facility; for example, not a home; and

care is for classrooms of kids. The facilities can range in size from one classroom of maybe 15 kids to very large programs that serve several hundred.

There are many different types of center-based programs. There's publicly-funded programs like Head Start or state pre-kindergarten. Those sometimes are called early education but use the center-based model. There's community-based child care programs; private child care centers, which can be not-for-profit or for-profit or faith-based.

Some of the publicly funded center-based programs such as Head Start and state pre-K serve predominantly three- to four-year-olds. There is Early Head Start, which serves some zero to three, but that's relatively small. And there are many private or community programs that predominantly serve preschool-aged children as well. School-aged children are usually served in programs that predominantly serve that age group in a variety of different kinds of settings and schools, community programs; rec programs.

Center-based programs of the three different types of care that we'll talk about have the most restricted schedules. Head Start and state pre-K often operate on a part day/part year – and as we recently discovered – part week basis. Community and private centers usually operate during hours that support a traditional work day schedule, such as from 8:00 (a.m.) to 6:00 (p.m.).

Also, the last point about center-based programs is that they need a certain level of demand in the community to sustain the program; so you tend to see fewer programs and centers in areas where there's less demand, such as rural areas or high-poverty areas – (inaudible) – populations. Next slide, please.

Another type of care is family child care, which is group care in someone's home. These programs are usually smaller, often serve mixed ages – for example, one to two infants, couple preschoolers; sometimes school-aged kids. They tend to have more flexible schedules than centers.

States vary in when they require these programs to be licensed. They often set a minimal threshold number of children below which the program does not need to be licensed. So in some states you can have programs serving as many as, for example, six to eight kids who are legally unregulated.

Finally, the third type of care is what we sometimes call family, friend, and neighbor care. This is sometimes also referred to informal care. These settings are usually unregulated, though some settings are now required to be inspected if they receive public funds through the Child Care and Development Fund. These settings are the most flexible in terms of timing and schedules, though the quality is highly variable. It can be great; it can be terrible. Next slide, please.

Continuing with some of the basic points of child care just to make sure we're all on the same page. You often hear people talk about early education and care rather than just child care. This is a way to help strengthen the understanding that children are always learning while they're being cared for; and so considering the quality in the learning value of the care is important.

Obviously this is a little bit less of an issue during evenings and weekends, but every child needs to have access to care settings that help them develop to their full potential.

A second point here is that for a family, child care is not necessarily a single arrangement. They may use different arrangements over the course of the day; for example, Head Start in the morning and a grandmother or family child care help in the afternoon. They may use different combinations of arrangements if they have more than one child. And furthermore, these options are likely to change over time as the child needs change or as their schedule or transportation needs change.

A third point – and this is one I'm sure you're all extremely aware of – is the cost of child care can be quite high. Good care is very labor-intensive. So it makes sense if you think about what you're paying for, but the costs can make providing care particularly challenging.

Another point which I imagine many of you already experience is that the supply of good quality care is inadequate. Particularly, there can be gaps for infants and toddlers, for school-age children, for children with special needs; care during nontraditional hours; and care in some geographic areas, for example, rural areas and high-poverty areas.

So as a result, when you put all of this together the reality is the supply of cost and quality of care can vary widely, both within and across communities depending on the market, parental resources, and public and private investment resources. Next slide, please.

So two more background points. One is because of its complexity and the fact that every family's needs are unique, it's particularly likely that the families you're serving are going to need information and support finding child care options in their community. It's particularly likely if they're facing unfamiliar activities and a new schedule.

Finally, before we move into thinking about the implications of all this for how child care intersects with workforce development, I want to point out that public funding for child care and education usually takes one of two approaches. One is vouchers, which can be used to purchase care that exists in the market. The largest public source of this is the Child Care and Development Fund, or CCDF; also known as the Child Care and Development Block Grant, or CCDBG, if you want the acronyms. This is administered by states' federal block grant (sic).

The most flexible support that's out there is the voucher. If the parents can find care – which is an "if" – if the parents can find care it can be used in a range of settings and work for multiple children with different child care needs and can be used in ways that are likely to meet the parents' unique needs.

The other approach is actually funds that support programs or classrooms directly. The major examples of this are Head Start and state pre-K. These often provide free or very low-cost care; but as we described earlier, can be limited both in terms of the age ranges they serve as well as the schedule in which they operate.

So the bottom line here is that child care unfortunately is a complex issue and there's no easy answer or silver bullet.

I'm going to turn it back to Jess to answer – see if there's any questions.

MS. HARDING: Great. Once again, please feel free to ask any questions that you might have about the child care system or its integration with workforce. (Pause.)

I see some folks are typing but we're going to have a long question-and-answer session at the end, so please do keep typing questions in so that we can address them at the end.

So for now we're going to do another poll, so if we could switch back to the presentation that would be great. We want to get a sense of the different approaches that you're planning to take to integrate the workforce and child care systems. So please take a few minutes to read through the different approaches and select all the approaches that you're planning to use. And I see that Beth was asking about strategies for child care that are being used, so this is starting to get a sense of the types of strategies that different grantees are using.

So I'll just give a few minutes for everyone to fill out this, and if you say other, than please describe in the chat box what that other strategy is. (Pause.)

Great. So it seems as though we have a mix of different strategies. We have a relatively equal number of folks using designing and scheduling workforce activities to be compatible with child care schedules to the extent possible. We see a number of folks are also building child care counseling into ongoing case management efforts.

And then an even larger number of grantees are addressing financial constraints and supply gaps through either partnering with low or free programs; partnering with other providers in the community; providing or helping families get child care subsidies; or exploring sharing care or cooperative situations.

And I'm seeing some folks are saying that they're also using a program model with a child care navigator, so two strategies using that.

Perfect. So on to the next poll. We also really want to know what approaches you're most interested in learning about so this can guide our TA. So please now select all the approaches that you're interested in learning and receiving TA to support you. (Pause.)

Great. Thanks so much. That's really helpful for us to know so that it can guide our TA as we move forward.

For now I'll turn it back to Shayne to talk about how to align the two systems.

MS. SPAULDING: Thanks, Jess. So we're going to talk about at the systems level how the workforce and child care systems intersect, and then Gina's going to talk about it from the perspective of parents.

So to understand the intersection, I think it's useful to think about how the systems are similar. First, they have shared goals and serve overlapping populations, which provides real opportunities for collaboration across the systems. However, they also face many common challenges. Of course, funding is one of the biggest challenges. Both systems can't serve all the individuals who need or are eligible for services, and that constraint is core to many of the other challenges that each system faces.

Another challenge that each of you are very aware of and are working to address through these grants is that the worlds are often separate and operate separately with key points of connection which can make collaboration difficult. Also, these are not really systems are all in many respects. They're a complex set of different programs, policy approaches, stakeholders, local service providers, institutions, and vending approaches.

And for all these different programs there's variation in who administers them. Some are operated by states, some at the local level, some by non-governmental organizations. This means that the context and potential partners can look different everywhere you go. Next slide.

Another point is that because of the funding challenges this population is not the top priority for either system. For child care subsidies, priority is often given to parents who are employed. States differ on this front. Early education programs don't usually prioritize families based on the adults' activities. And then for workforce development and postsecondary education, child care is expensive and parents can face challenges completing activities, which can make them a lower priority. I think the main exception here is with TANF, which does prioritize families.

A sixth point is that each system has policies and incentives that can create barriers to helping these families. For example, in the child care realm there is a push toward using subsidies for center-based child care, which may not be a form or care that works for parents seeking education and training, given their schedules.

On the workforce side, as I already said, the focus on employment outcomes, while essential, may lead providers not to want to serve individuals with the greatest barriers to completion and employment, such as parents with child care issues.

Both systems have recently been reauthorized and are in a state of transition, which creates both opportunities as well as additional challenges. We have written some papers on these opportunities and challenges which are in the "Bridging the Gap" resource I mentioned earlier.

And finally, neither system has much information on how they can best work together, which is why what you all are doing through the Strengthening Working Families Initiative is so important. I'm sure we're going to learn some important lessons for the field.

Now I want to turn it back over to Gina, who can talk about other ways that these systems intersect.

GINA ADAMS: Thanks, Shayne. So one of the things that Shayne and I have talked about, this set of issues that we found, is the best way to think about how the system intersects is to think about how they need to work from the perspective of the family. Because if we're going to make these pieces work together, they have to work for the parents, and that's where they come together at the most basic level. And of course, parents are your clients.

So to truly remove the barriers to participation in education, work, and training, the parent must end up with an overall strategy that works for them and for their children. Specifically it has the following components.

First, it has to work for all of their kids who need care, not just for their preschool-age children. It's easy to focus just on those preschool-age children who are the easiest to serve and care is more available for them. The challenges that parents face in trying to find care for their infants and toddlers or their school-age children are the challenges that are likely to prevent the parent from enrolling or being able to complete their workforce development activities.

Second, it has to work for their whole schedule, which means recognizing not only the demands that your workforce development program puts on them, but also, for example, if they're trying to keep working or do other kinds of education and training activities at the same time, it has to work for that entire package of activities.

Third, it has to be logistically possible for them. Can they get to it? What is transportation like; commuting time; dealing with their other child or children responsibilities or family responsibilities?

Fourth, it has to be affordable, which we've already talked about is a big challenge. Fifth, it has to be good for their kids. Any parent is going to need the care setting to be loving, safe, and help their child develop, because no parent wants to leave their child someplace it isn't good for them.

And finally, it has to be stable and dependable; something that both the parents and the children can rely on but can change as the family's needs change. Next slide, please.

So as you think about the interaction of these systems, these are some of the questions that you're likely to be facing that we should be talking more about.

First of all, what child care and educational strategies can you put into place that address the child care needs of all the children in the family who would need care during their scheduled work activities?

Second, when you think about your child care strategies and whether it's useful to invest to building infrastructure or supporting particular programs, it's important to think about things like how stable the demand will be for care as you look forward? Can you project a stable number of parents who might need a particular type of care for a steady period of time and/or schedule? And if the answer's yes to that, then it might make sense to develop or work with a particular program that meets those needs.

Or, is it more important to think about how to help your families address the temporary needs that they may have as they participate in your program over a relatively short time; or are the needs too different across your families to be able to meet them with a particular program model? In this case, the voucher may be a better strategy. Obviously – (inaudible) – you can choose both of those.

Third question is what are the time and location demands the package of workforce activities, including work, that the parents will need to participate over the time of their involvement in your project? So not just if you think about the short term but also over the longer term what that looks like.

A related question is what is your geographical target area and where are the families located? Where are the providers that they'll use be located, and where are your services located? Going back to that community question.

And finally, how will you deal with concerns about the quality of care if parents ask for that kind of information? Next slide, please?

So some first steps to think about as you design your efforts. I think many of you have already thought about many of these, have already started down this path. We thought it might just be useful to go over these to make sure that we're all on the same page.

First of all, picking up on some of the ideas from the last slide, it's useful to take some time to think big-picture about what your families will need and the trajectory over time with your program and beyond. What kinds of child care options can you help put in place that are going to meet their larger needs?

Really think carefully about what the ages of children you want to include as part of your intervention and whether there are other children in the family whose child care needs are going to affect whether your parents can successfully complete your program.

Find out what your parents need as well, what the families need. Their preference in reality should be part of the conversation. If you don't take that into account it's highly likely it'll undercut your success because the service simply won't make sense for them.

For example, one of the things that's been tried and sometimes works but often hasn't is the idea of setting up a 24-hour child care center for parents who work nontraditional hours. There's certainly some successful models out there, but often what has happened is it turns out that if you ask parents they may not want to drive their child across town to sleep in a bed someplace else and then have to wake them up in the middle of the night to bring them home again. They'd much rather have them in their own bed or sleeping some place that feels like home.

And finally, consider how you can design your workforce development services to accommodate child care needs. Set up your schedules so that activities are during nontraditional hours when child care is most likely to be available. Make it stable over time so that parents don't have to bounce their children around in different settings to meet different scheduling needs. Having

stability and clarity here will work logistically. It takes time for parents to find good care, and bouncing children around isn't good for either the parent or the child. A stable continuity of care is very important.

Clearly, many of you have been thinking about these issues as we saw in the poll. Next slide, please.

Some other possible first steps are to explore working with child care resource and referral agencies. Those are agencies that help families understand and find child care in your community. Not every community has one, but if your community does they can be a critically valuable partner in supporting your families and supporting you in understanding the child care and early education context you're in.

You can also explore what good quality child care and early education providers exist in your community and reach out to them to explore partnerships.

Third, reach out to your state and local child care subsidy agency; identify state child care eligibility requirements that affect whether or not your families can get care. And explore whether and how families can get subsidies for education and training activities.

Also, important to pay attention to the particularly thorny questions of how to handle care for infants and toddlers, school-age care, and nontraditional hours, all of which are generally in short supply.

So I'm going to stop there and turn it back over to Jess.

MS. HARDING: Great. Thanks so much. So we just have one final poll before we move into discussion time and starting to address some of the questions that were asked. So please take a few minutes just to let us know how much you learned about integrating workforce and child care systems from today's webinar – a lot, some, or not much. (Pause.)

As everyone's filling that out, feel free to keep asking more questions in the chat box and we'll turn to talking through some questions now. (Pause.)

Great. So first of all we have – a lot of the questions were aimed at what other grantees are doing, and we're definitely going to be putting in some different ways for grantees to connect with one another and hear about what other grantees are doing; including launching their community of practices, where grantees can write on discussion boards about different questions.

But to see whether – to get some feedback from Shayne and Gina as well, we had a question about experience co-enrolling with TANF, and this was specifically about whether other grantees have experienced co-enrolling, so feel free to write into the text box. But I wonder if Gina or Shayne, you can speak to this at all as well.

MS. ADAMS: This is Gina. Not directly, but obviously child care is a high-priority service for families who are on TANF. So the benefit of using TANF as a co-enrolling strategy would be to

the extent that your state may limit access to subsidies for education and training with the regular child care program, going through TANF allows them to access subsidies in a way that may allow you to kind of bypass that.

Obviously there's other challenges on the TANF side, but I think it could be a particularly valuable strategy given the limitations in access to subsidies and eligibility for subsidies for families who are not on TANF that need education and training.

MS. SPAULDING: And this is Shayne. I would just add that we do have one publication that specifically talks about the intersection of TANF with workforce and child care, so that's a resource that you can look at.

When we were examining programs from all across the country there were a couple of examples of programs that were leveraging TANF programs in interesting ways. The Arkansas Courier Pathways Initiative is one that comes to mind. That's also an effort that's described in some of our work, I think trying to, as they say, blend funding to bring those resources to bear to meet the needs of TANF populations but also other populations as well.

MS. HARDING: Perfect. Great. And I'm seeing some other grantees are using TANF and are connecting through the chat, so that's really great.

So moving again to another question that was asked, which again is really about what other grantees are doing, but just to summarize some of what's been happening in the chat. We had a question about the child care navigator's role in the program, and different grantees were offering some comments about what their navigators were doing.

One said that their navigator is like a concierge about providing information about what types of cares and openings in real-time. Another grantee offered that the child care navigator is a vital part of their team that works on the following: educating participants about safe child care; helping locate affordable child care near the home, workplace, or training programs; helping secure other child care funding; and acting as a liaison between the parent and child care providers. They're finding that it's already proven to be a great model for them.

And then finally, another grantee also offered that they have a partner who's providing this child care navigation role, who's providing training to providers on how to take care of children with special needs.

All right. Perfect. I'm seeing some other questions coming through in the chat and different grantees connecting, which is great.

So another question that we have is, "Any strategies that might be used to increase the supply of child care during nontraditional hours; and whether folks have worked with or supported family, friend, and neighbor providers to meet this need." And I'm not sure if either Shayne or Gina can speak to this or if any of the other grantees can keep offering ways that they use after-hours care in the chat.

MS. ADAMS: This is Gina. I can say a few things and refer you to some other resources as well.

One is – it's obviously one of the most challenging issues there is. We have – one of the papers that's listed in the resource guide is strategies that different programs have used, and there's some interesting ideas there that people might be able to try on and think about. One of them – and it really depends on the length of your program, the style – some people have used cohort models to create cooperative babysitting approaches.

Another place in there had created a list of a vetted babysitting concept, which were folks who had gone through a certain level of training that families could choose to use, but it was family choice.

There's also work being done by the National Women's Law Center that you can look to see that they've done a lot of work on family, friend, and neighbor care and strategies that different places have used to expand access to that. So that's another resource to look at.

MS. HARDING: Great. Thanks so much. And I'm seeing a lot of informal peer connecting going on, and I wanted to let you know about some of the other opportunities for peer learning that are going to be coming up, which are we're planning to facilitate some calls between different grantees about recruitment strategies as one of the first calls that we have coming up. We hope that through these kinds of connections grantees are going to be able to share best practices and lessons learned.

We're also – currently coaches are talking to each grantee about how they're providing child care and writing a very brief description about that. And we hope to share that either through a discussion board or potentially a quick tip sheet so that all grantees will know how the other grantees are providing child care.

And then finally we have the community of practice, and there was a question about when the community of practice will be launched. Unfortunately we don't have a date yet, but we hope that that will be within the month, and they'll be a lot of opportunities for discussion and peer learning and sharing of resources on that.

Great. Perfect. And I'm seeing another question here from Therese (sp) about the types of strategies that other regions are using for connecting parents with resources for older children with disabilities. So if grantees have suggestions about that, please continue typing them into the chat. And then I'm not sure if Shayne or Gina wants to speak to that at all or add anything there.

MS. ADAMS: I'm afraid I don't have anything useful to provide at this point. It's a very important question, though. (Pause.)

MS. HARDING: Great. Perfect. I'm seeing some folks typing in answers to that. Tiffany (ph) mentioned that their resource navigators are helping parents and families with everything including disability and broader benefit services. So that's one approach grantees are taking. (Pause.)

Great. Perfect. I'm seeing some suggestions coming through from other grantees about specific agencies that are dealing with special needs youth and creating contacts there.

So an earlier question came through that was about, "In addition to working with other agencies that provide child care, we're also planning to provide vouchers. And are there any best practices to limit liability issues?" I saw some grantees coming through earlier about that vouchers are really just going to licensed providers and certain levels of quality within QRIS systems, but that this is still a struggle when some participants are in rural areas that aren't close to licensed providers.

So if other grantees have other strategies to deal with this or anyone else on the call, our presenters want to jump in to discuss liability concerns, that would be great.

MS. ADAMS: This is Gina; just one comment. I mean, this is obviously something that the child care subsidy agencies deal with as well, and some of these issues can vary from place to place. So you might want to reach out to your child care, either your state agency or your local agency, and find out how they deal with it.

I know one strategy is to try to use the same approach that CCDF uses in terms of which providers can get funding, so you can kind of piggyback on their process.

Another question I think that has been raised is if it's a voucher and the parent is choosing the care, then that can help, so obviously the payment is going to the provider from the state or from you.

So I think working, talking to your local colleagues in the local child care subsidy agency might be a useful way of getting some insights about how they've dealt with that and what vulnerabilities might be there, or strategies.

MS. HARDING: Perfect. Great. So I think those are many of the questions, but there seems to be conversation going on in the chat, so if folks have more questions please ask those now.

And all of the questions that you've asked, we're going to be looking into and figuring out how to best address these questions and connect grantees with one another. So great, thanks so much. So we can move to the next slide now.

Great. So as we said, the community of practice is going to be launched within the month, and we really want to continue some of the conversations that we've been having in this webinar on the community of practice. And so once the community of practice launches we're going to post the following questions about – what have you learned about systems integration that surprises you, and what is most confusing to you about systems integration?

So we really hope that grantees can login and discuss these topics to provide tips for others and so that you can provide peers who have similar struggles.

Now, I'll turn it back to Danielle to wrap up.

MS. KITTRELL: Thank you so much. And so here's the SWFI mailbox and contact information for you all again. Remember, you can also call your coaches if you need more support from senior subject matter experts.

So thank you all so much for joining us this afternoon and we look forward to seeing you all for the next TA webinar. Thank you so much.

(END)