



RESEARCH REPORT

Partnering to Meet the Child Care Needs of Parents in Education and Training

Four Profiles of Collaboration

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Partnering to Meet the Child Care Needs of Parents in Education and Training

Child care can be a major challenge for low-income parents who want to participate in education or training to improve their employability and future earnings. One promising approach is to develop collaborations between those who provide education and training services to families and those involved in meeting their child care needs. This report profiles four innovative collaborations working to bridge this gap. Two of these are between colleges and child care resource and referral (CCR&R) agencies; these partnerships focus on helping student parents understand and find child care options. The other two are between state child care subsidy agencies and state agencies that run education and training programs; these partnerships focus on helping parents get child care subsidies so they can participate in education and training.

This report is written for two audiences: for education and training providers looking for new ways to help their students/clients with children succeed, and for child care support organizations looking for new ways to reach parents and meet their child care needs. These profiles provide useful insights into how, by working together, these organizations can support the needs of two generations as the parents strive to improve their ability to provide for their families.

Background

Low-income parents seeking education and training to better support their families can find that difficulty accessing child care presents an insurmountable barrier to meeting their goals. The Urban Institute's Bridging the Gap: The Intersection of Child Care and Workforce Development project has highlighted these challenges in a number of reports examining data, policies, and practices (box 1). While there are many ways to address these barriers, one important strategy is to build collaborations between child care and education/training institutions to meet the needs of low-income parents. Such

partnerships are particularly appropriate for this set of services, as both systems—child care and education/training—involve a complex set of services, supports, and expertise. Both systems may leverage efficiencies and effectiveness by drawing on each other’s expertise and reach.

BOX 1

Urban Institute Project Overview

Bridging the Gap: The Intersection of Workforce Development and Child Care

With the support of the Ford Foundation and the Annie E. Casey Foundation, the Urban Institute is currently conducting a phased set of studies examining the intersection of child care and workforce development systems, policies, and practices, and the implications for low-income, low-skilled parents seeking education and training. The project has produced several publications, including:

- An overview of the child care and workforce development systems, their intersection, and implications for policy (Adams, Spaulding, and Heller 2015)
- Analyses of national survey data:
 - » An analysis of low-income parents and their participation in education and training efforts (Eyster, Callan, and Adams 2014)
 - » An analysis of employed, low-income student parents (Spaulding, Derrick-Mills, and Callan 2016)
- Assessments of key policy systems at this intersection:
 - » An overview of Child Care and Development Fund (CCDF) eligibility and services for families in education and training (Adams et al. 2014)
 - » An examination of the implications of the reauthorized CCDF for parents seeking education and training (Adams and Heller 2015)
 - » An overview of the implications of new provisions in the Workforce Innovation and Opportunity Act for families needing child care to participate (Spaulding 2015)
 - » An overview of the workforce development and child care intersection for the Temporary Assistance for Needy Families (TANF) program (Hahn et al. 2016)

This report profiles four collaborations between workforce development/postsecondary education organizations and child care organizations. It provides an overview of the key elements of these partnerships, their funding, some common challenges and lessons learned, and respondent perspectives on why collaboration is worth the effort. It concludes with a short profile of each of these collaborations, providing more detail on each of their particular approaches. The goal of this report is to

provide insights for other organizations and agencies interested in collaborating on behalf of low-income families.

The four sites were initially identified as part of a broader study where we conducted interviews with a variety of organizations and agencies actively working to meet the child care needs of parents needing education and training. The range of strategies undertaken by these organizations will be discussed in a forthcoming paper (Adams, Derrick-Mills, and Heller), which will profile examples of concrete steps that can be taken to support these families. This report focuses in greater depth on four active collaborations between workforce development entities and child care entities. We followed up our initial interviews with additional interviews with the partner organization(s) in order to provide a deeper look at the partnership itself. In addition, three of the four partnerships participated in an online policy debate hosted by the Urban Institute.¹ These profiles are meant to be illustrative, not representative.

Collaborations of this nature are particularly relevant now, as recent federal developments create opportunities for greater focus on the needs of low-income families through the reauthorization of the Child Care and Development Fund (Adams and Heller 2015) and the new provisions in the recently passed Workforce Innovation and Opportunity Act (Spaulding 2015). For both of these federal programs, new legislation creates significant opportunities for partnerships as states and local areas develop and implement new policies. In addition, ongoing possibilities for reauthorization of the Temporary Assistance for Needy Families (TANF) program (Hahn et al. 2016) provide further impetus for considering the needs of these families.

BOX 2

Key Terms

Some of the key terms used in this report include:

- **Child care resource and referral (CCR&R) agencies** assist families in understanding and accessing child care. They frequently work to build the supply of child care and may operate in single communities, across multiple communities, or statewide. Many are community-based organizations, but they may also be housed in colleges and local or state governments.
- **Workforce development agencies** are state or local government agencies that manage federal and state or local programs and resources aimed at helping people secure, prepare for, and retain jobs.
- **Postsecondary educational institutions**, in this report, include two- and four-year colleges and universities both public and private.

An Overview of the Collaborations

The four collaborative partnerships highlighted in this report take one of two approaches:

- Collaborations between postsecondary education institutions and CCR&R agencies that help their students find child care options:
 - » **UNC-CCSA.** The University of North Carolina at Chapel Hill (UNC), a large state university serving about 29,000 students, partners with the Child Care Services Association (CCSA) to help student parents understand and access child care.
 - » **4C-Chatfield.** Chatfield College (Chatfield) in Cincinnati, a two-year private college that focuses on serving students with challenges—such as single mothers and low-income students—partners with 4C for Children in Cincinnati (4C), a CCR&R that provides child care resource and referral counselling to its students.
- Collaborations between state agencies providing education and training services and those providing child care subsidies to help clients participating in state workforce development activities access subsidies:

- » **AR CPI.** The Arkansas Career Pathways Initiative (AR CPI) includes a number of partnerships. This profile focuses on the partnership between the Arkansas Department of Workforce Services (DWS), the Department of Higher Education, and the Department of Human Services (DHS), which works to ensure that parents participating in the AR CPI initiative get the child care assistance they need to attend CPI workforce development activities.
- » **BFET.** The Basic Food Employment and Training (BFET) program in Washington State provides education and training to clients of the federal Supplemental Nutrition Assistance Program (SNAP). To meet the child care needs of clients, the part of the Department of Social and Health Services (DSHS) that runs BFET partners with the state Department of Early Learning (DEL) to set policies for child care subsidies, and with the part of DSHS that administers child care subsidies.

Note that this report focuses only on partnerships that involve child care—these initiatives may involve other partnerships to provide other services. For more details on each partnership, see the profiles following this overview.

Key Elements

While the partnerships differ in many ways, the profiles reveal some common elements to their approaches and processes (figure 1).

Common elements across the two collaborations between colleges and CCR&R agencies:

- Both the UNC-CCSA and 4C-Chatfield partnerships see the educational institutions actively working to help students become aware of available child care support services by advertising those supports and providing space on campus for the service providers and students to meet. The CCR&R agencies hold workshops and provide outreach and CCR&R services to students on the partner institutions' campuses. As noted above, Chatfield has a particular focus on individuals who face multiple challenges, including single mothers and low-income students. 4C provides these students with enhanced resource and referral services including: education on quality child care options, assistance in developing child care plans, vacancy checks, child care subsidy application assistance, and follow-ups to see if the parents' needs have been met or if they need more help.

- Both sites offer additional activities and services as part of the partnership.
 - » Chatfield requires parents to take a class during their first term where they learn more about child care options and the 4C services.
 - » UNC provides funds to support the CCR&R and child care scholarship services. CCSA provides UNC with analysis and advice about child care-related gaps and administers the university's child care scholarship programs. The group works with local community partners to design services that meet the unique needs of parents in school and training programs.

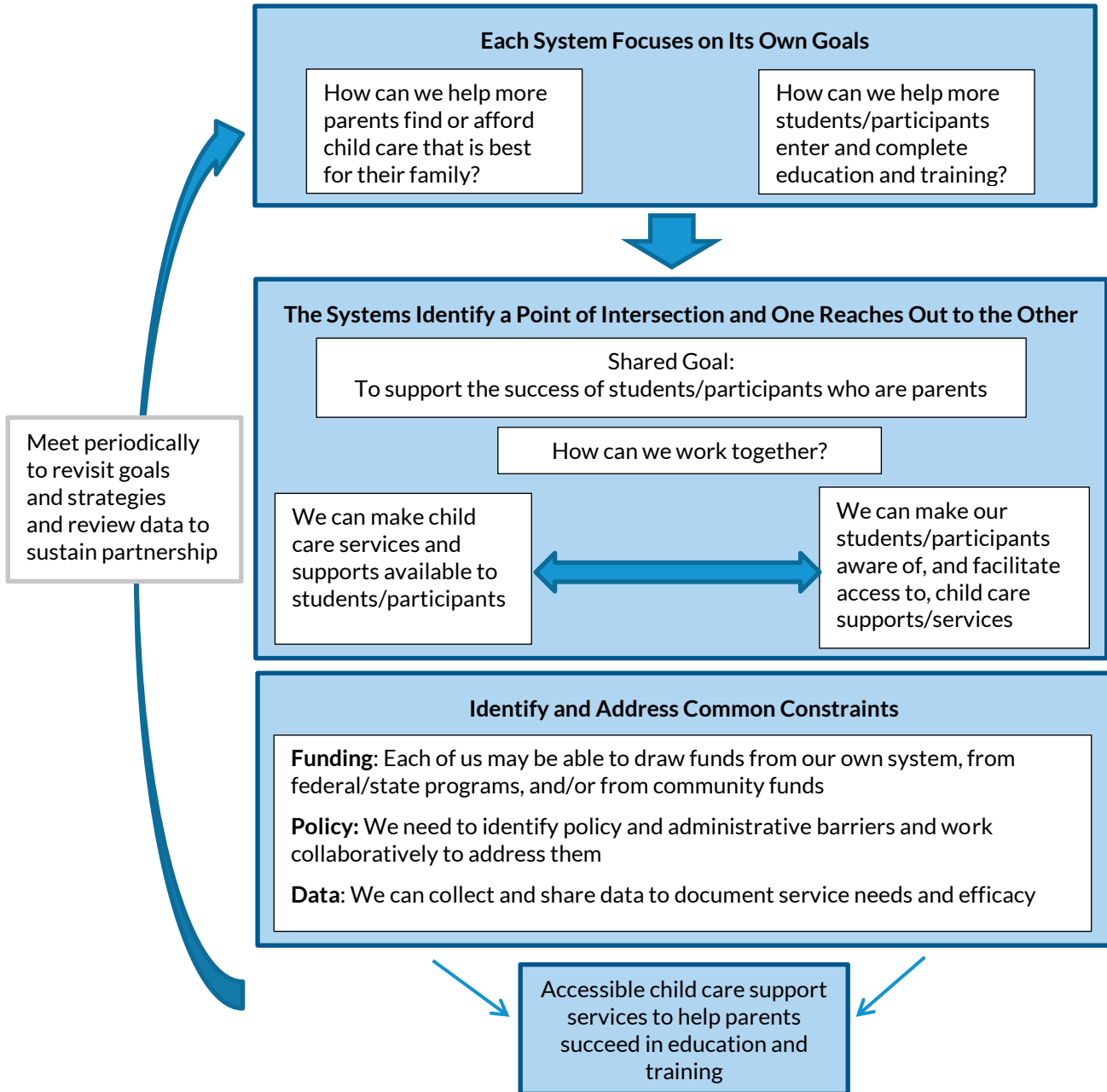
Common elements across the agency partnerships, BFET in Washington State and AR CPI in Arkansas:

- Both partnerships involve an agreement with the child care subsidy agency to increase the likelihood that clients access subsidies, and changes in policy and practice to make this effective.
 - » With BFET, the subsidy agency agreed to make participation in the program an approved categorical eligibility activity for child care subsidies.
 - » With AR CPI, the subsidy agency agreed to provide subsidies to CPI clients if funds were available, and—when the state had ARRA funds—agreed to give priority to CPI clients. The AR CPI partnership also created a form for child care eligibility that is still used in some localities.
- Both collaborations seek alternative funds to help parents pay for child care if CCDF funds are not available. In BFET's case, federal Supplemental Nutrition Assistance Program funding rules require local education and training providers to cover the costs of some services; providers receive a 50% reimbursement from BFET funds. These local funds can be used to cover child care costs for clients unable to receive CCDF funds. In AR CPI's case, child care for clients unable to get CCDF subsidies is paid for by TANF funds administered by DWS.
- Both partnerships share some administrative tasks related to eligibility determination and verification. With BFET, the DSHS has an integrated data system that allows both BFET staff and child care subsidy staff to see eligibility information and allows local education and training providers to enroll clients and document their status. With AR CPI, DHS fills out the previously mentioned form determining whether AR CPI clients can get subsidies. During a previous period, AR CPI was able to cross-reference data across AR CPI and child care client lists to verify eligibility, though this has become more difficult due to stricter data-sharing standards.

- Both collaborations hold regular cross-agency meetings. In the case of BFET, a strategic planning team includes BFET education and training providers and other partners, and annual training forums provide updates on changes in CCDF policy from child care program staff. AR CPI described the importance of meeting regularly at the state quarterly TANF meetings.

FIGURE 1

Common Elements of Child Care–Workforce Development Partnerships



Funding

Collaborations supported their efforts through a mix of private, local government, state government, and federal government funds. The partnerships described here relied on a variety of funding strategies to support their services:

- Sometimes one partner funds the other to provide their expertise, as in the case of UNC paying for CCSA's CCR&R services. Sometimes one partner seeks funds externally to support the partnership, as 4C does to support their work with Chatfield students. Other times, both partners bring their own funding to the table, as in the case of BFET and AR CPI.
- The two collaborations involving colleges and CCR&R agencies are funded differently. UNC pays for the CCR&R services using funds allocated by the chancellor and pays for special student-scholarships through student fees. In the case of the 4C-Chatfield partnership, 4C reached out to local funders—the United Way of Greater Cincinnati and the City of Cincinnati's Human Services Fund—to support their enhanced R&R services.
- The two agency partnerships, BFET and AR CPI, both pay for child care using funds from the federal Child Care and Development Block Grant for those clients who are eligible, but (as discussed above) supplement it with other funds for those parents who are ineligible or are unable to get subsidies due to lack of funds.

For more information on funds used by each of these partnerships, see the individual profiles following this overview. For information on possible funding sources for such activities, see Adams, Heller, and Spaulding (2015) as well as a forthcoming paper on strategies for meeting the child care needs of parents in education and training (Adams, Derrick-Mills, and Heller).

Common Challenges

The collaborations profiled in this report described a number of challenges they faced in developing and sustaining partnerships, several of which were common across multiple partnerships. In many cases, partners were able to overcome, or succeed in spite of, these obstacles. Major challenges, and examples from the partnerships, are described below.

- **Funding constraints.** Funding limitations were a challenge in AR CPI,² although AR CPI respondents noted they were able to grant their clients higher priority for child care subsidies

when ARRA funds were available. While not specific to child care, BFET respondents discussed scarcity of resources in rural areas of Washington, making it challenging to meet federal requirements that nonfederal resources match federal resources at a 50/50 rate.

- **Siloed services.** The “siloed” nature of state agencies created initial challenges for both state-level collaborations because they either had little knowledge of each other (AR CPI), served overlapping families and needed to avoid duplicating services (AR CPI), or approached the issues from different perspectives (BFET). BFET respondents noted that these issues could make it challenging to maintain equal priority for these efforts across the partners, and meant that it could be hard and slow work to keep the partnership going. However, both partnerships made it clear that these efforts were important to meet their agency goals and identified strategies that helped them address these challenges (see Lessons Learned below).

“The agencies live and operate in silos ... I had no idea what any of the partnering agencies did. ... I have learned more in the last 10 years working across agencies than I did in my other 20-year career.”

- **Strong implementation.** Both of the state agency collaborations described difficulties ensuring strong and consistent local implementation of partnership activities. BFET respondents described the challenge of state agencies maintaining relationships with local providers, noting that collaborating with nongovernmental partners is not typical for state agencies, which more often function in an oversight capacity. The AR CPI partnership involved 85 local subsidy offices and 25 educational institutions, which created challenges for consistent implementation at the local level due in part to differences in whether these local partner entities were located in geographic proximity and in how well local DHS administrators and AR CPI directors knew each other.
- **Staff turnover.** Respondents from both the 4C-Chatfield and UNC-CCSA partnerships noted staff turnover as a challenge. Relationships are ultimately between people, so when turnover occurs, institutions must have infrastructure in place to facilitate renewing the relationship. They do have these infrastructures, but staff turnover can change the dynamic nonetheless.

- **Policy constraints.** Respondents from both state agency partnerships noted that eligibility requirements for CCDF subsidies make it challenging to meet the needs of clients. Similarly, 4C described how child care subsidy eligibility cutoffs create a disincentive for parents seeking education, as the salaries they will earn when they graduate (\$12–15 an hour) will disqualify them from receiving subsidies in Ohio.³ BFET respondents noted the challenges created by the subsidy system’s unwillingness to pay for gaps between activities and the efforts they made to help local education and training providers actively engage families during these gaps to help them retain subsidies. The recently reauthorized CCDF now contains much stronger language allowing families to retain subsidies during such gaps (Adams and Heller 2015).

Respondents for CCSA described a range of challenges related to subsidy rules for student parents, including schedules of care allowed, types of education/training permitted, and the length of time student parents could receive assistance.⁴ These policy constraints are often established at the state level, given that CCDF is a block grant with significant state discretion. For more information on the CCDF in this area, see Adams and Heller (2015) and Adams et al. (2014).

- **Data challenges.** AR CPI respondents noted being unable to share data electronically across the agencies and the lack of a centralized list of CPI families.
- **Finding the right partner.** Identifying a partner with the appropriate skills and shared values was also noted as a challenge. Respondents from the 4C-Chatfield partnership discussed difficulties replicating their services because there was not a qualified CCR&R partner to serve a rural Chatfield campus. Similarly, 4C respondents noted difficulty developing similar partnerships with other colleges, perhaps because other colleges lacked knowledge of available resources to effectively eliminate the barrier of child care.
- **Supply of good child care options.** CCSA respondents noted the tremendous lack of supply of good child care options that meet the range of family needs, including unique scheduling needs such as evening and weekend care, of student parents.⁵

Lessons Learned

The collaborations also had some common thoughts about lessons they learned and key practices they would want to share with others.

- **Build trust.** AR CPI and BFET respondents discussed the importance of both informal and formal trust-building mechanisms, from periodic pizza lunches to annual staff training events. An AR CPI respondent said, “I had no idea what ... [they] did, I just bought pizza and invited them over to our offices. We’d never been to each other’s offices.” BFET respondents noted, “On a regular basis, we’re having a conversation. ... It’s something we built into the culture and worked hard to keep that culture.”
- **Take time to understand and support each other’s goals and values.** AR CPI respondents discussed the importance of understanding a partner’s performance standards and goals to building a relationship of mutual respect. “It’s taking the time to build relationships of mutual respect and sitting around the table and saying, ‘What you want from this partnership?’” CCSA respondents described how providing data to UNC helps them understand the impact of their services, the nature of the unmet need, and change in community resources and needs so that UNC can adjust their services appropriately. They also noted that “having folks at the University deeply understand why it’s beneficial makes [CCSA’s] job easier ... they understand these supports and benefits help their students be successful.” 4C described the importance of working with education and training providers to help them see the value of R&R services for their students and of individualizing services to meet the needs of parents.

“It’s taking the time to build relationships of mutual respect and sitting around the table and saying, ‘What do you want from this partnership?’”

- **Have a mechanism to regularly engage with partners.** Respondents from BFET described the importance of annual trainings and quarterly meetings in promoting collaboration and shared perspectives. Respondents from the UNC-CCSA partnership highlighted the value of regular meetings of the Child Care Advisory Committee (CCAC) at UNC and how the diversity of representation (including clients, the CCSA, and research experts) on the CCAC “helped [UNC] understand a broader context and understand the issues we’re facing.”
- **Have administrative leadership, support, and focus.** UNC-CCSA respondents cited the importance of having an infrastructure, such as staff to support the initiative, an administrative home within UNC, and the leadership of the CCAC. BFET and AR CPI have initiatives that

provide impetus and ongoing leadership for their efforts. The president of Chatfield College initially created the partnership with 4C.

- **Use data and technology effectively.** Technology plays a key role in several collaborations, in documenting the extent of need or the impact of services (CCSA), facilitating eligibility and monitoring determination through data sharing (BFET), or through the absence of technology, exemplified by AR CPI's inability to share data. A BFET respondent highlighted the importance of seeking technological solutions to maximize efficiency, noting:

...having an automated system allows providers to document student progress and makes the application process more streamlined. Child care workers have the ability to verify the parent's activity and can approve child care benefits at the time of initial application. Enrolling in school, and completing all of the paperwork can be a struggle. Automating the process wherever possible helps parents focus on school and their families. Children can be enrolled much faster and parents have reduced stress from not having to worry about having stable and good quality child care for their children.

- **Focus on maintaining and renewing relationships over time.** BFET respondents discussed the importance of starting small and building along the way, and an AR CPI respondent cited the value of renewing partnerships to keep them active, saying, "It's just like any relationship, marriage. ... I said the other day, sometimes marriages need to be renewed, so do agency marriages."

"It's just like any relationship, marriage. ... sometimes marriages need to be renewed, so do agency marriages."

Keeping It Going: Why is It Worth It?

Finally, when organizations and agencies were asked why they kept the partnerships going and why it was worth it, answers were consistent across the board. In all cases, partners replied that collaboration allowed them to meet their larger goals for families more effectively than they would be able to on their own.

- AR CPI respondents discussed how "students themselves are the beneficiaries" and their child care partner, Arkansas DHS, noted, "We feel like the families who have the opportunity to

pursue their education are potentially going to make better wages, and it's better for our state economically and for children.”

- A BFET respondent described the value of the partnership by saying, “The growth of the value of customer service is worth the stress of making our programs work together because it’s in the best interest of meeting the end goal. With that goal constantly in mind, it’s forced us to work together better.” Another respondent noted that “the DSHS mission is to transform lives, and BFET helps to do that. Quality child care opportunities help parents to succeed while participating in BFET. ... This program is a win/win.”
- A CCSA respondent described the value of the partnership as “being able to provide education about the available services and have a direct line of access to families through the support the university gives us; it really facilitates service delivery to families who might otherwise struggle to get information and support.”
- Chatfield College respondents noted how the 4C-Chatfield partnership allowed them to meet one of their students’ greatest needs: an annual survey of their students helps determine what students perceive to be their biggest barriers, and child care and transportation are consistently the most cited. A Chatfield respondent also described how it made good business sense, as supporting students’ child care needs helped attract the students they most wanted to serve, saying, “I saw it as a way to help expand our market share or desirability by assisting with [child care].”

“I saw it as a way to help expand our market share or desirability by assisting with [child care].”

Sites also provided insights into the power of working together for families. In Arkansas, for example, the state director of AR CPI, the state child care director, and the state DWS director responded to a long waiting list for child care subsidies by working together to secure an additional \$300,000 in subsidy funds from DWS that year.

Several partnerships described the importance of staying focused on the needs of families and children as a way to keep partnerships moving toward their mutual goal. A BFET respondent said,

“What will actually help our clients ultimately? What will help us to communicate effectively with each other so we can coordinate these services? ... Any time we come to a crossroads where we have difficulty, we always come back to that one principle.”

“What will actually help our clients ultimately? ... Anytime we come to a crossroads where we have difficulty, we always come back to that one principle.”

Conclusion

These four partnerships provide valuable insights into ways that workforce and child care agencies and organizations can work together on behalf of parents needing child care to participate in education and training. These organizations and agencies are innovators moving out of their comfort zones to better meet the needs of families. Their experiences can inform others interested in supporting the success of low-income parents needing education and training to improve their lives and those of their children.

Collaborations: Four Profiles

Arkansas Career Pathways Initiative: Department of Higher Education, Department of Human Services, and Department of Workforce Services

Overview

The Arkansas Career Pathways Initiative (AR CPI) is a statewide program supporting the education and training needs of low-income custodial caretakers. It is managed and administrated by the Department of Higher Education (ADHE) and funded by the Department of Workforce Services (DWS) through the Temporary Assistance for Needy Families (TANF) state block grant. For this profile, we focus specifically on partnerships that address the child care needs of students under AR CPI, with ADHE, DWS, and the Arkansas Department of Human Services (DHS) serving as primary agencies, although Workforce Investment Boards can play a role locally. The information below is based on interviews with state leaders from DHS and ADHE, who provided an overview of how the collaboration functions at the state level and how it may function at the local level (although we did not interview local leaders).

Purpose of the Collaboration

The AR CPI program relies on collaboration between ADHE, DHS, and DWS to address the child care needs of students. Services are delivered through 25 sites, including all community colleges across the state. The initiative began serving clients in 2005 and provides case management and support services to eligible low-income participants. Direct supportive services include transportation, tuition, books, supplies, child care, and assessments related to employment. Since 2005, CPI has served over 30,000 students, of whom, most needed help meeting their child care needs. These community colleges form local collaborations and link resources to support eligible students with school enrollment and pursuit of their educational goals.

The program was piloted at Southeast Arkansas College and administered by the Southern Good Faith Fund (OFA, n.d.). After identifying a TANF funding surplus through the National Governors

Association Center for Best Practices, ADHE, the Association of Community Colleges (then known as the Arkansas Association of Two-Year Colleges), the Southern Good Faith Fund, and the Governor's Office collaborated on a proposal to take the initiative statewide. This relationship with the National Governors Association helped facilitate a relationship between DHS and ADHE.

Organizations Collaborating

CHILD CARE-FOCUSED PARTNER

The Arkansas Department of Human Services administers the federally supported and state-supplemented Child Care Development Fund subsidy program, which helps low-income families pay for child care, through local offices guided by centrally developed policies. Local offices may build partnerships in their communities to ensure smoother service delivery to particular populations, like those served through AR CPI.

EDUCATION AND TRAINING-FOCUSED PARTNER

The Arkansas Department of Higher Education administers AR CPI. The Department “works closely with the public colleges and universities in Arkansas to promote higher education across the state.”⁶ The Career Pathways Initiative is an effort to produce a better-trained workforce and promote economic growth by targeting jobs in industries of importance to local economies and by supporting community colleges to align their mission areas and support students.⁷

ADDITIONAL PARTNER

Since 2005, DWS administers the TANF block grant, which funds AR CPI. The Department oversees various workforce programs, including TANF, unemployment services, and job search services.

Elements of the Collaboration and How It Supports Student Parents

This collaboration includes three different actors: ADHE, DHS, and DWS.

COLLABORATION WITH DHS

When AR CPI was initially formed, DHS managed the TANF block grant and AR CPI and DHS developed a memorandum of understanding. In 2005, DWS took over managing the TANF block grant (Rickard and Blankenship 2009), but DHS maintained their part of the memorandum, which includes:

- AR CPI students will only use DHS-approved child care providers.
- DHS will verify child care subsidy eligibility for AR CPI students.
- DHS will provide child care subsidies to AR CPI students if funding is available.

Outside of this agreement, DHS maintains a priority group for parents in education and training. DHS and ADHE have worked together in different ways over time. When American Recovery and Reinvestment Act funding was available, DHS gave priority to student parents in AR CPI. During this time, a DHS child care administrator was dedicated to leading efforts with AR CPI. The Department of Human Services and ADHE also worked together to develop a form that DHS uses to determine eligibility for AR CPI students. Currently, DHS staff and ADHE staff interact primarily through quarterly state TANF meetings hosted by DWS.

While ADHE manages AR CPI at the state level, relationships with DHS and DWS offices are largely determined at the local level. There are 85 local child care subsidy offices and 25 educational institutions. At the local level, the strength of the relationship between DHS child care administrators and AR CPI program directors and staff varies depending on their knowledge of each other as well as on whether they are in geographic proximity to each other.. In some areas, DHS child care administrators may be in a different county than the community college, making collaboration more difficult. Elsewhere, child care administrators may sit on the board of the local community college, or AR CPI staff may be previous DHS child care administrators themselves. When AR CPI and DHS staff have close relationships, they may communicate directly if a child care opening arises or if there are issues for the client, such as transportation. Department of Human Services staff also direct parents interested in education and training to AR CPI.

COLLABORATION WITH DWS

Part of the funding from the TANF block grant administered by DWS directly covers student supports, including child care expenses. As a result, DWS collaborates with ADHE to pay child care providers, and each program at a community college sets up a vendor agreement with DHS-approved child care providers. These child care providers send monthly bills to the colleges, which pay the providers and are reimbursed by DWS. The program has also added a performance measure on preparing students for entry-level work at the request of DWS.

MULTI-AGENCY COLLABORATION

There is some state-level coordination between agencies. On one occasion, the state director of AR CPI, the state child care director, and the state DWS director responded to a long waiting list for child care subsidies by working together to secure an additional \$300,000 in subsidy funds from DWS that year.

Funding for the Collaboration

The primary funding for AR CPI comes through the TANF block grant, administered by DWS but allocated to ADHE to fund the program. Colleges contribute a bundle of in-kind services that include all CPI office space; classrooms; labs; and computer, financial aid, and other services extended to community college students. The Association of Community Colleges, previously known as the Arkansas Association of Two-Year Colleges, is an advocate for the initiative. Workforce Investment Boards contribute on the local level with services that are not funded by local CPI budgets. The program was rolled out across the state in three phases over three years, with six community colleges serving as pilot sites in the first phase, five more entering in the second phase, and all remaining community colleges entering in the third year. Eligible students receive child care subsidy funds through the federal CCDF dollars managed by DHS.

Challenges of the Collaboration

In our interviews, respondents identified three primary challenges to the ongoing collaboration:

1. Initially, it was difficult to understand each agency's role and responsibilities due to the siloed nature of the state agencies. "The agencies live and operate in siloes," one respondent said. "I had no idea what any of the partnering agencies did, since I have always worked in higher ed. This encore career has been a blessing. I have learned more in the last 10 years working across agencies than I did in my other 20-year career."
2. From an implementation perspective, three challenges persist:
 - » The multiple actors involved and the complexity of the funding cause difficulties since some families are eligible for multiple services across DHS, AR CPI, and DWS, and programs do not want to duplicate services. "It gets complex," a respondent said. "We were partnering with three different agencies including ours. ... Sometimes we didn't have clear understanding or communication."

- » An inability to electronically share data, such as the names of CPI students, impedes collaboration and prioritization. In addition, DHS cannot easily determine an individual's status with AR CPI because there is no centralized list or data source they can reference. During the period of ARRA funding, DHS was able to cross-reference child care and AR CPI client lists to verify student eligibility. However, stricter state standards for data sharing have made this more difficult.
 - » Agencies struggle translating state policy and priorities to the local level. There are differences in caseloads and staff preferences between localities, so the state may prioritize a certain group but it may not translate locally. This could be remedied with additional training for local staff.
3. From a sustainability perspective, it is hard to keep the needs of families and the activities needed to sustain the collaboration a high priority across the various partners, which can adversely affect service delivery to clients.

Lessons Learned

- It is important to revisit partnerships periodically to keep them active: “It’s just like any relationship, marriage. ... I said the other day, sometimes marriages need to be renewed, so do agency marriages.”
- Informal mechanisms for building trust can be important (i.e., don’t underestimate the value of eating lunch together): “The agencies live and operate in siloes. I had no idea what DWS did. ... I just bought pizza and invited them over to our offices. We’d never been to each other’s offices.”
- Formal agreements can also be important in facilitating data sharing, particularly with the rise of data security concerns.
- Understanding each other’s performance standards and goals can help you work together better: “It’s taking the time to build relationships of mutual respect and sitting around the table and saying, ‘What do you want from this partnership?’”

Why It is Worth It

From ADHE’s perspective, the coordination of these services and funding streams directly benefits the student parents that AR CPI aims to serve: “The richness of it is the students are the beneficiaries.” Although some centralized policies and procedures are necessary, the flexibility at the local level also allows the programs to pursue relationships and funding that are helpful and feasible in their locality and with their particular population.

From DHS’s perspective, if they can identify and prioritize parents in the CPI program, they ensure their subsidies go to parents pursuing education to improve their opportunities and who may not need subsidies in the future. Further, this investment in student parents aligns with the current governor’s focus on economic development, as these parents will hopefully obtain higher wages and reduce their need for public benefits: “We really value the education component of this. We feel like the families who have the opportunity to pursue their education are potentially going to make better wages, and it’s better for our state economically and for children.”

Basic Food Employment and Training and Child Care Subsidy: Department of Social and Health Services and Department of Early Learning

Overview

In Washington State, the Basic Food Employment and Training (BFET) program in the Department of Social and Health Services (DSHS) collaborates with the state Department of Early Learning (DEL) and the DSHS child care subsidy unit to ensure that parents participating in BFET have their child care needs met. The three units have collaborated to set child care subsidy eligibility policies and share data electronically to facilitate easier and more consistent access to child care subsidies for parents attending school or training supported by BFET. This profile focuses on understanding how the BFET program, with their partners, supports families with young children through the state child care subsidy program and third-party funding.

Purpose of the Collaboration

The Basic Food Employment and Training program collaborates with its partners to ensure that child care does not become a barrier to completing education and training supported by BFET.

Organizations Collaborating

CHILD CARE-FOCUSED PARTNER(S)

At the state level, there are two child care-focused partners: DEL and the child care subsidy unit within DSHS. DEL sets the child care subsidy policies and DSHS administers the subsidy program, handling screening, enrollment, and monitoring of applicant families.

EDUCATION AND TRAINING-FOCUSED PARTNERS

The BFET program in Washington State provides education and training to federal Supplemental Nutrition Assistance Program (SNAP) recipients. States may initiate this employment and training program through the federal SNAP program. Washington State has been deliberately and strategically

growing the program since 2005. The program started in a local DSHS office, with WorkFirst (Washington's TANF program) as partners along with six local partner organizations in the poorest community within Seattle. Administration of BFET moved to the state level in 2008, and the program grew one county at a time, creating relationships with the 34 community and technical colleges and 27 surrounding community-based organizations to reach a statewide presence by 2013.⁸ Partnering education and training providers must provide nonfederal funds as a 50/50 match to federal funding. During the last federal fiscal year, BFET provided employment, training, and support services to 26,000 individuals, including 2,919 parents with child care needs.

Elements of the Collaboration and How It Supports Student Parents

The collaboration has several prongs:

- DEL sets child care subsidy policies that align with participation in BFET. Specifically, DEL made BFET an approved categorical activity for receiving child care subsidies. Previously, parents not receiving TANF had to be employed to receive subsidies for vocational education programs.
- DSHS provides an integrated data system that allows BFET employees and child care subsidy unit employees to view data on client eligibility, status, and progress. Through a data-sharing agreement, BFET education and training providers can also use this data system to enroll clients in the program and document clients' progress and schedules. This automation reduced the communication burdens and made serving clients quicker and more efficient across both programs. BFET uses Lean tools, such as value stream mapping, to identify additional possibilities for automation.
- BFET asks local education and training partners to provide funding for the child care needs of clients who are either ineligible or on the waiting list for CCDF-funded child care subsidies and provides a 50% reimbursement to those partners. The program also encourages these partners to actively engage clients in activities such as job clubs or soft-skills training during breaks in training or education. This strategy provides clients with necessary skills and minimizes the gap period, helping parents retain their eligibility for subsidies and ensuring continuity of care. BFET provides a manual to education and training providers outlining the process and policies for clients to access child care (DSHS 2016).

- Program partners come together for an annual forum to receive training and learn from their peers. For example, DSHS child care administrators provide presentations on child care subsidy policies, including any changes, and how they may impact clients.

Funding for the Collaboration

Each service has its own funding stream. The Basic Food Employment and Training program receives federal funding through SNAP, and the education and training partners provide a 50/50 locally raised, nonfederal match to the BFET funding they receive. Child care subsidy funds come from the state's allocation of federal Child Care Development Funds and state matching funds. When families are either ineligible or on a waiting list for subsidies, their child care needs are paid for by the education and training partners with 50% reimbursement by BFET.

Challenges of the Collaboration

The greatest challenge is maintaining the relationships with the local education and training providers. From the beginning, BFET has made an effort to include these providers as collaborative partners; they are, for example, a part of the strategic planning team. Still, the partnership has been difficult to maintain for two reasons. First, it is unusual for the state agency to directly collaborate with service providers instead of serving as an oversight body. Second, the various partners do not always have the same perspective or approach. The annual training forums and quarterly meetings help promote and maintain the collaborative atmosphere.

The BFET program has also had difficulty finding partners and setting up programs in very rural, low-population areas because of the high level of federal funding in these areas and the requirement that education and training partners match federal funds with nonfederal funds at a 50/50 rate. BFET parents have also faced challenges keeping their child care subsidies during breaks in education and training, such as during the summer or winter. While the BFET program encourages education and training partners to provide other qualifying activities during these breaks so student parents can keep their child care subsidies, it has still posed a challenge. At the time of publication, it is not clear how the state plans on implementing new federal policy requiring 12-month authorization periods, which, depending on implementation, could result in parents keeping their subsidies during these breaks.

Lessons Learned

- Start small and build partnerships along the way. This allows you to establish early success and build momentum: “We grew the program very intentionally over a five-year period. ... We started out in a localized area, slowly adding on one county at a time.”
- Look for technology solutions for efficiency: “...trying to automate the system as much as possible ... that is valuable because it takes man-hours out of there. I don’t have the BFET operational team going back and forth liaisioning.” Additionally, “having an automated system that allows providers to document student progress makes the application process more streamlined. Child care workers have the ability to verify the parent’s activity and can approve child care benefits at the time of initial application. Enrolling in school and completing all of the paperwork can be a struggle. Automating the process wherever possible helps parents focus on school and their families. Children can be enrolled much faster, and parents have reduced stress from not having to worry about having stable and good quality child care for their children.”
- Regularly engage partners: “On a regular basis, we’re having a conversation. ... The majority of the strategic planning team is our BFET providers ... as well as other programs that we’re closely partnering with. It’s something we built into the culture and worked hard to keep that culture. That’s reaped a lot of rewards but it’s also very slow-moving and difficult to maintain.”
- Establish relationships: Both formal relationships established in agreements and informal relationships established by interacting regularly are important for ongoing success.
- Focusing on the needs of clients helps in overcoming obstacles: “What will actually help our clients ultimately? What will help us to communicate effectively with each other so we can coordinate these services? Keeping that in mind has been very beneficial. Any time we come to a crossroads where we have difficulty, we always come back to that one principle. ... because we value customer service and getting the person into services as quickly as possible, that helps us overcome the hurdles.”

Why It is Worth It

With a heavy focus on seamless customer service and cross-agency collaboration, the participating agencies and partners have learned to work better together, increasing efficiency and benefiting their customers:

The growth of the value of customer service is worth the stress of making our programs work together because it's in the best interest of meeting the end goal. With that goal constantly in mind, it's forced us to work together better. It's still not natural to us all the time, but it's something we're seeing a lot better results with. Once we get outside our division and work with other divisions within the state, we run into difficulties and have to work to build that culture, but in the end, we always benefit from it.

One respondent from DSHS said, "The DSHS mission is to transform lives, and BFET helps to do that. Quality child care opportunities help parents to succeed while participating in BFET. Having quality early learning and child care builds a strong foundation so that children start kindergarten healthy, capable, and confident in their ability to learn and succeed. This program is a win/win."

The University of North Carolina at Chapel Hill and Child Care Services Association

Overview

The University of North Carolina at Chapel Hill (UNC), a public university, partners with Child Care Services Association (CCSA), a private, nonprofit organization, to help UNC-affiliated families meet their child care needs. The university contracts with CCSA to provide child care referral services and administer child care scholarship programs for both employee- and student-affiliated families. The university and CCSA collaborate beyond the contracts to anticipate the changing needs of university-affiliated families based on changing community resources and circumstances, and CCSA provides child care-related advice through formal and informal mechanisms as requested by UNC. This profile focuses specifically on supports for student parents, but it is important to remember that these are delivered within the supports for all affiliated families.

Purpose of the Collaboration

The university and CCSA collaborate to help university-affiliated families understand and obtain high-quality early care and education and out-of-school-time care for children while meeting the employment and educational needs of parents.

Organizations Collaborating

CHILD CARE-FOCUSED PARTNER

Child Care Services Association is a private, nonprofit, community-based organization that has been working for more than 40 years to ensure affordable, accessible, high-quality child care for all children and families. They help families understand and access child care, help improve child care in the communities they serve, help improve understanding of child care needs throughout North Carolina, and administer child care subsidy programs for a variety of entities. The organization routinely works with employers and local governments in communities they serve to anticipate and develop services that meet the needs of children and families. In the last fiscal year, CCSA provided child care referral services to 2,508 families and child care scholarships to 713 children.

EDUCATION AND TRAINING-FOCUSED PARTNER

The University of North Carolina at Chapel Hill is the flagship public university in North Carolina, serving 18,421 undergraduate and 10,669 graduate students.⁹ In 1988, the university's chancellor established a Child Care Advisory Committee (CCAC) with a threefold purpose:

1. To study and evaluate alternatives for improving and strengthening child/family services for UNC faculty, staff, and students;
2. To make recommendations to the Chancellor for future goals for programs and services; and
3. To assist the Office of Human Resources, Benefits Services Department, in implementing new programs and services (UNC 2011).

The committee continued to operate through 2014, and many of its functions have continued informally during the current period of inactivity pending the restructuring of university responsibilities. The committee and Department of Human Resources worked hand-in-hand to identify and meet needs and manage contracts established to meet university-affiliate needs. It consisted of 10–15 members, appointed by the university chancellor, serving rotating three-year terms (with up to one three-year extension) and representing a mix of faculty, students, and staff across multiple disciplines and schools. Although some representation was fixed, “up to three additional members from the campus community, with attention to disciplinary and demographic diversity” could be added as needed (UNC 2011).

Elements of the Collaboration and How It Supports Student Parents

The collaboration has three prongs:

- CCSA representatives provide UNC with advice regarding community child care resources and the gaps in those resources that university-affiliated families experience or are likely to experience in the future. While CCAC was active, CCSA representatives served as nonvoting members.
- CCSA provides child care referral services, educating university-affiliated parents on child care quality in North Carolina and helping parents understand their child care, pre-K, Head Start, and afterschool/summer camp options for children age 12 and under. Emphasis is placed on helping parents access high-quality child care, and the university contracts for these referral services, which are provided by phone, by web, and through informational sessions and

workshops on campus. Last fiscal year, 173 people affiliated with UNC received help finding child care. While not all of these individuals reported the nature of their affiliation, the data suggest that this group included at least 13 faculty members, 21 staff, 13 undergraduates, and 33 graduate students.

- CCSA administers the university's two child care scholarship programs for children age 12 and under. The group screens parents for an array of support services for which they may be eligible, including both university-sponsored and outside child care scholarship and subsidy options. They enroll parents in these services, provide payments to child care operators as appropriate for partial scholarships, track availability of funds and manage waiting lists. Last fiscal year, 107 university-affiliated families received partial scholarships to offset costs of child care arrangements, including 22 employee families and 85 student families.

The collaboration helps student parents learn about their child care options and access the supports available to them in the community, whether those supports are university sponsored or not. Information about CCSA services and its role in administering scholarships is still promoted and provided to families affiliated with the university despite the inactivity of the CCAC. Given the costs of child care near UNC, a typical student child care scholarship is \$6,132 per year.

Funding for the Collaboration

The university provides funding and contracts for CCSA to provide child care referral services and child care scholarships. Funding for services comes from the Chancellor's Child Care Funds and from student fees. As of the 2014–15 school year, each undergraduate student contributes \$13.30 annually (through student fees) to support child care scholarships for students (UNC 2014). Student fees collected for child care are subject to the same voting process as other student fees.

Challenges of the Collaboration

One of the primary challenges of the collaboration has been maintaining it for so long amid staff turnover at both CCSA and UNC: "The committee has been in a lot of flux in the last years because of the turnover at the university and the change/transition that goes hand in hand with that." Recently, CCAC became inactive due to restructuring at the university, but because of UNC's strong commitment to addressing child care issues, they continue to do so without the committee.

Lessons Learned

- The combination of the CCAC and the staffing support provided by the Department of Human Resources and provost's office has been important in maintaining a commitment to child care issues on the UNC campus and providing a regular point of the contact for the CCSA staff: "I think having a home for it—having an administrative home for it—is helpful because it provides a certain level of continuity." The diversity of representation on the CCAC, including research experts in child development and lactation and recipients of services, enriched discussions and helped reveal both needs and solutions. Additionally, having CCSA representatives on the committee "gave the perspective outside of the university setting. It helped [UNC] understand a broader context and understand the issues we're facing."
- Child Care Services Association staff supply data on the services provided to affiliates on a regular basis so that UNC can see the difference it is making for its families and their children.
- Child Care Services Association staff also provide regular information about unmet needs, including the status of waiting lists for scholarship assistance and changing community resources and needs that impact the university. Because of this, the university can "gear the shift in terms of their priorities, populations they want to serve ... [CCSA] can work collaboratively with them to custom build a service that meets their unique community needs."
- On both ends, the desire to help families meet their child care needs is genuine and intentional. As one respondent said, "Having folks at the university deeply understand why it's beneficial makes [CCSA's] job easier ... they understand these supports and benefits help their students be successful."

Why It is Worth It

From CCSA's perspective, serving these children and families is part of their mission, and they could not reach the families as easily or serve them as well without the partnership: "Being able to provide education about the available services and have a direct line of access to families through the support the university gives us; it really facilitates service delivery to families who might otherwise struggle to get information and support."

From UNC's perspective, CCSA is a resource they can call upon to get information, context, or perspective on child care issues in the community:

As a campus, we have encouraged faculty and staff to seek out the CCSA as a trusted resource to seek information about finding quality child care. We often have faculty, staff, and students who are moving to the Chapel Hill and surrounding community as a result of their affiliation with UNC, and they are not familiar with the resources to help them identify quality child care in the area. It's an added benefit to have CCSA as a resource to provide information, guidance and concrete referrals to both quality in-home and center-based child care centers. As a result, parents are able to make informed decisions that impact the quality of care received by their children.

4C for Children and Chatfield College

Overview

4C for Children (4C), a community-based, nonprofit child care resource and referral (CCR&R) organization, and Chatfield College (Chatfield), collaborate to ensure that Chatfield students have easy access to information about child care through enhanced referral services and workshops provided on campus. This profile focuses on the partnership between 4C and Chatfield, how it formed, how it operates, and what makes it an example of a type of partnership that 4C regularly engages in with other colleges and organizations.

Purpose of the Collaboration

4C for Children and Chatfield collaborate to help students at Chatfield's Cincinnati location understand their child care options and select child care that best meets the needs of students and their children.

Organizations Collaborating

CHILD CARE-FOCUSED PARTNER

4C for Children is a private, nonprofit, community-based organization providing CCR&R services for 40 counties in Ohio and Kentucky. Founded in 1972, their mission is “to educate and support the adults who care for young children and advocate for public support for quality early education and care for all children” (4C for Children 2014). They help families understand and access quality child care, educate child care providers, and improve the understanding of child care needs in the communities they serve. They also work with employers to identify child care needs and provide enhanced services to employees. 4C serves about 7,800 parents per year, 250–275 of which are at-risk parents served through enhanced referral services; about 100 of those parents are enrolled in higher education or workforce development/training programs. Approximately 15 of those 100 attend Chatfield College.

EDUCATION AND TRAINING-FOCUSED PARTNER

Chatfield College is a two-year private liberal arts college founded in 1971 that offers Associate of Arts degrees grounded in “a liberal arts education and a Catholic heritage” to about 400 full- and part-time

students per semester on its two Ohio campuses. Its mission is “to empower students who might best succeed within our supportive, small college experience.”¹⁰ It has a particular focus on single mothers and low-income students. About 53 percent of students attending the urban campus in Cincinnati are mothers with young children.

Elements of the Collaboration and How It Supports Student Parents

The collaboration between 4C and Chatfield has been in place since 2009. At that time, the president of Chatfield, who had been the president of the Board of Directors of 4C about 15 years earlier and understood the challenge of child care as a barrier to accessing education, contacted 4C to initiate the partnership and more proactively meet the needs of Chatfield students. The collaboration is limited to Chatfield’s Cincinnati campus because 4C’s catchment area and funded service delivery area do not cover the county where Chatfield’s other campus is located.

The collaboration between 4C and Chatfield has three prongs:

- 4C staff attend Chatfield’s Cincinnati campus college orientation sessions and open houses to educate students on child care options in Cincinnati and how 4C can help them access the child care they need. Chatfield also requires students to take a course during their first term where they discuss their child care needs and learn about 4C’s services and the child care subsidy system.
- The Chatfield Cincinnati campus site director connects student parents with 4C for enhanced child care referral services. The site director either directs students to contact 4C (via business card) or contacts 4C for the student. These enhanced referral services include:
 - » Education on child care quality and options
 - » Development of a child care plan, including identifying emergency backup care
 - » Vacancy checks (e.g., referring parents to child care slots known to be available)
 - » Assistance with applications for child care subsidies
 - » Two follow-ups (one after two weeks and another 45 days later) to assure parents’ needs are met

Funding for the Collaboration

4C is able to provide services on the Chatfield Cincinnati campus and enhanced referrals to Chatfield students because of funding provided by the United Way of Greater Cincinnati and the City of Cincinnati's Human Services Fund. These funders support 4C in offering these services in a variety of locations. The United Way of Warren County supports 4C to provide similar services to families in its funding catchment areas.

Both the City of Cincinnati and the United Way of Greater Cincinnati enforce geographic parameters on funding. 4C can use city funds only to serve parents within the city limits and United Way funds only in certain counties. Both funders provide money to serve at-risk families, including low-income families (at or below 200% of the federal poverty level), single-parent families, families with a complicated child care need (e.g., homelessness), families with children with special needs, and families where English is a second language. 4C has received support from these funders for three years, and the parameters regarding types of families that may be served have altered slightly over time with a greater focus on parents that are underemployed or unemployed.

Challenges of the Collaboration

Neither 4C nor Chatfield indicated significant challenges for the collaboration, but they did acknowledge that receptivity for the collaboration and its services can vary with staff turnover. Chatfield calls on 4C regularly for services, creating a continuity of service delivery. In addition, 4C has a strong system for handling changes in the assignment of service delivery; Chatfield may experience a change in persons delivering services but not a gap in services.

However, both organizations indicated challenges in replicating this partnership. As previously mentioned, Chatfield's rural campus cannot be served by 4C because of funding parameters, and rural campus staff have been unable to find a similar organization in their area to provide enhanced referrals.

4C has similar partnerships with other community colleges in the Cincinnati area, although these required more effort to initiate. Instead of the colleges approaching 4C, as Chatfield did, 4C had to pursue partnerships and explain the services it provides. Staff attributed this additional step to other community colleges lacking knowledge of available resources that can effectively eliminate the barrier of child care.

Lessons Learned

From the CCR&R perspective:

- Child care resource and referral agencies need to provide parents with comprehensive and individualized service that includes follow-ups at various intervals. By engaging parents at a local level, 4C has been able to maximize local resources dedicated to elevating the self-sufficiency and employability of parents.
- It is critical that CCR&Rs be able to access a diverse provider pool to meet the extensive needs of families. By proactively reaching out to child care providers, CCR&Rs can populate their database with a variety of child care options that meet diverse scheduling needs like those frequently experienced by students in education and training programs.
- It is important for CCR&Rs to develop an entrepreneurial culture and remain open to innovation. It is partially due to this culture that 4C has relationships with so many workforce entities: “We’re looking for where we can be relevant and meeting families’ needs.”
- It is also important that CCR&Rs approach education and training providers to help them identify and understand child care as a barrier and to show the value in their services for student parents. 4C for Children found it useful to focus the conversation largely on women to highlight child care as a barrier and tease this population out.

From the college perspective:

- Colleges should view single mothers the same way they view veterans and ingrain support into the culture of their organizations: “Every college has a department of veterans services; veterans need special help and funding. I think schools have recognized this is a source of students and revenue. I think single moms with children need to be looked at in the same way. I guess most schools don’t do that. I think a lot of them deal with the issue by saying we have a child care center. But that might not be the best solution.”
- Colleges also need to understand the barriers to success their students face and the opportunities to identify those barriers during the admissions and financial aid processes.

Why It is Worth It

Helping parents meet their child care needs is 4C's core mission. They are always looking for ways to reach more parents, and their collaboration with Chatfield helps them do that.

From Chatfield's perspective, they are in the business of serving students who are experiencing difficulties in their lives and need a supportive environment for college success. They conduct a survey of their students each year to determine what they perceive to be their biggest barriers, and child care and transportation are consistently the most cited barriers. Thus, the collaboration with 4C helps Chatfield meet one of its most cited student needs. As Chatfield has one campus that receives 4C's services and one campus that does not, it can really appreciate the time saved troubleshooting child care issues with students and the proactive support students receive at the Cincinnati site. The partnership with 4C and the additional student support also help expand Chatfield's market share, making it an effective strategy for attracting the exact students they target.

Notes

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Gina Adams, a senior fellow in the Center on Labor, Human Services, and Population at the Urban Institute, is a national expert on factors that shape the affordability, quality, and supply of child care/early education services, and the ability of low-income families to benefit from them.

STATEMENT OF INDEPENDENCE

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