



Executive Summary: What Child Care Arrangements Do Parents Want during Nontraditional Hours?

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March 2022

Understanding the child care needs of parents working nontraditional-hour schedules is a growing area of interest for federal and state policymakers.¹ Currently, almost 5 million children (or about one-third of children) younger than age 6 living in families with working parents have parents who work before 7:00 a.m. or after 6:00 p.m. on weekdays or on weekends. Further, children of color, children in families with low incomes, and children in single-parent families are disproportionately likely to have parents working these hours.² Research indicates that those families face extra challenges finding child care, and they are less likely to get child care assistance (Rachidi et al. 2019). Despite these realities, however, very little is known about what child care arrangements these parents want during nontraditional hours or about the policy constraints and opportunities that may affect their ability to access the care they want.

This executive summary presents findings from a mixed-methods study that begins to explore these questions: Diane Schilder, Gina Adams, Laura Wagner, Cary Lou, and Peter Willenborg, *What Child Care Arrangements Do Parents Want during Nontraditional Hours? Insights from Parents in Connecticut, the District of Columbia, and Oklahoma* (Washington, DC: Urban Institute, 2022). Specifically, our research team designed this study to answer the following questions:

1. What do we know about the potential demand for child care during nontraditional hours?
2. What child care arrangements do parents of young children recommend and use for nontraditional hours?

3. What role do children’s needs play in shaping parents’ recommendations for nontraditional-hour child care?
4. What other constraints and issues do parents report concerning nontraditional-hour child care?
5. What are the implications of the answers to these questions for policy and practice?

Our Approach

To address these questions, we worked with state and local partners to conduct a mixed-methods study focused on Connecticut, the District of Columbia, and Oklahoma from January 2020 through October 2021. Our study involved the following components:

- **Survey data analysis.** We analyzed data from the 2014–18 American Community Survey (ACS) and the 2016 Survey of Income and Program Participation (SIPP) for each state and the District of Columbia to identify how many children younger than age 6 with working parents had parents who were working nontraditional-hour schedules and to understand these children’s characteristics. In early 2021, we published three briefs—one for each site—with our study findings (Adams et al. 2021a, 2021b, and 2021c).
- **Parent interviews.** In a select community in each state and the District of Columbia (described more in a later section), we interviewed 41 parents working nontraditional hours who had at least one child age 5 or younger and had not started kindergarten. We asked these parents what child care arrangements they would recommend to a hypothetical friend to use during different time frames (before 7:00 a.m., after 6:00 p.m., overnight, and on weekends). Parents were also asked about considerations that shaped their views.
- **Stakeholder interviews and document review.** We talked with local, state, and national stakeholders, experts, and policymakers, and reviewed policy documents to understand the policy context shaping parents’ ability to access the nontraditional-hour care options they felt were best for their young children.

We worked with our state partners to identify a geographical area in each state and Washington, DC, for our parent interviews. We focused on a set of urban-suburban communities in Connecticut (New Haven, West Haven, Hamden, Fair Haven, and Hartford), select neighborhoods in the District of Columbia, and a mostly rural area including several counties in southeastern Oklahoma. These sites were chosen to provide a mix of rural, urban, and suburban communities; include parents from a variety of racial and ethnic groups; and engage working parents with lower incomes. For more information on our methodology, see the description in the full report and appendix A.

Key Findings

The following section summarizes our key findings for each of the primary research questions previously mentioned. We first set the context by examining the potential demand in our focal states

and Washington, DC, and then present the findings from our parent interviews. We conclude with a discussion of the implications of these findings for policy and practice.

Setting the Context: What Was the Potential Demand for Nontraditional-Hour Child Care in Our Focal Sites?

As shown in figure E.1, our analyses of national survey data for Connecticut, Oklahoma, and Washington, DC, revealed the following (Adams et al. 2021a, 2021b, and 2021c):³

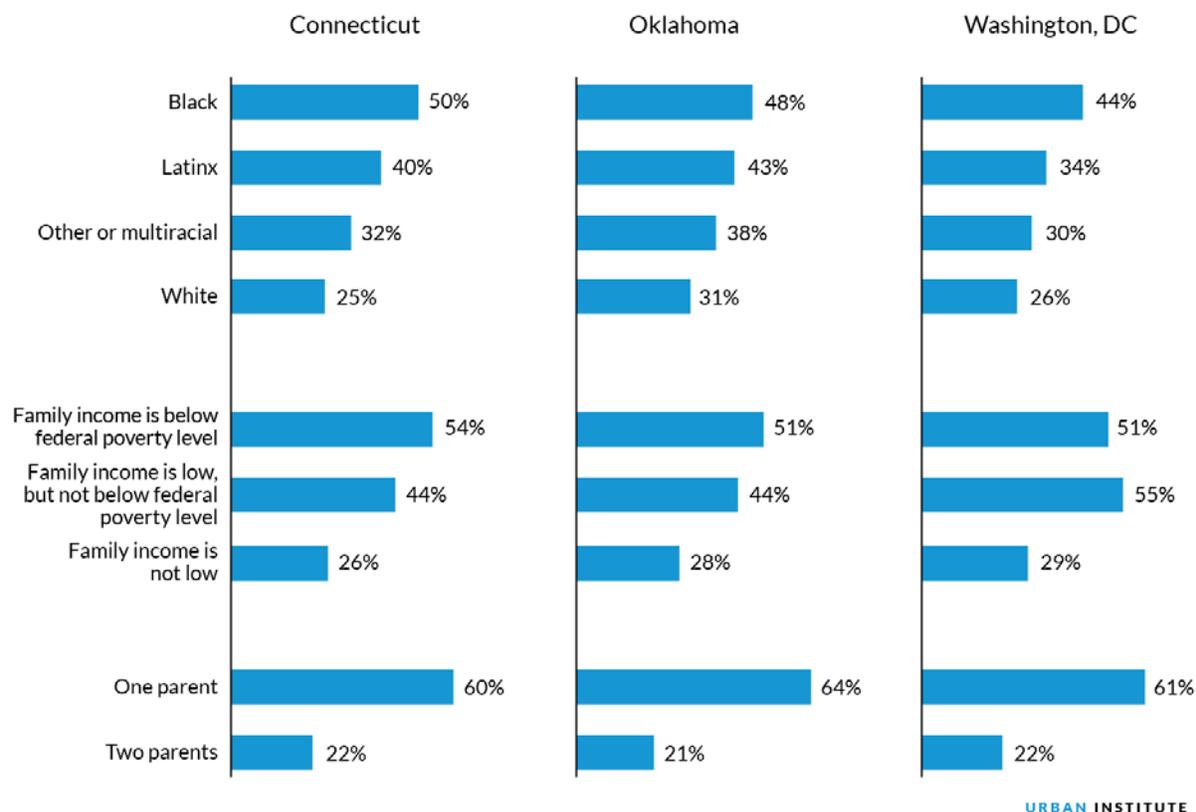
- About one-third of all young children living in families with working parents had all parents in their household working nontraditional hours.
- In the two states and Washington, DC, children living in families—who were often families of color—facing structural barriers to opportunity were even more likely to have all parents working nontraditional-hour schedules:
 - » About one-half of all children living with working parents whose family income is below the poverty level have all parents in their household working nontraditional hours.
 - » Black and Latinx children are more likely than white children to have all parents in their household working nontraditional hours.
 - » Sixty percent or more of young children living in single-parent households with working parents have all parents in their household working nontraditional hours.

Similar patterns were also found nationwide (Schilder et al. 2021).

Although not shown in figure E.1, in the two states and Washington, DC, children were less likely to have parents who worked overnight than early mornings, evenings, or on weekends, though there was some variation.

FIGURE E.1

Share of Children with All Parents in Their Household Working Nontraditional Hours, by Place and Selected Characteristics



Sources: Urban Institute analysis of Census Bureau microdata from the 2014–18 American Community Survey downloaded from IPUMS-USA and from the 2016 Survey of Income and Program Participation. See Adams and colleagues (2021a, 2021b, and 2021c).

Notes: Figures are estimates, frequencies are rounded to the nearest 10, and percentages are rounded to the closest 1 percent. For children living with two parents, both parents had to be working for the child to be considered having all parents working. Children with parents working during nontraditional hours (NTH) had all parents predicted as working or commuting during NTH (6:00 p.m.–6:59 a.m. weekdays or anytime Saturday or Sunday). For children living with two parents, both parents had to be working or commuting either during the same weekday hour or anytime during the weekend to be considered working NTH in that period. Families with incomes below poverty have incomes below 100 percent of the federal poverty level (FPL), families with low incomes have incomes below 200 percent FPL, and families with higher incomes or incomes that are not low have incomes at or above 200 percent FPL. For family income, a small group of children living with unrelated household members or in group quarters fall into a “Not Applicable” category, in which poverty status is not calculated (not shown here). The “other or multiracial” group includes Asians and Pacific Islanders, Native Americans, those that identified as another race outside of these categories, and those that identified with more than one race.

The finding that children of color are disproportionately likely to have parents who work these nontraditional-hour schedules highlights the role that structural racism has played in limiting access to good education and employment opportunities for these families (Brown et al. 2019).⁴ This finding underscores the importance of ensuring that our public child care investments support these families and children as part of an effort to achieve greater equity.

Findings from the Parent Interviews

To understand the findings from the parent interviews, it is useful to first understand that the parents we interviewed were almost all mothers. Our sample was diverse, representing a variety of races and ethnicities (Asian/Middle Eastern, Black/African American, Latina,* Native American, and white). They all worked nontraditional hours but varied widely in the types of jobs they held and their work schedules. Many parents had schedules that changed on a regular basis. We asked parents several questions about the child care arrangements they would recommend for different times, why they would recommend them, and what constraints and issues they faced with nontraditional-hour care (see the full report for more information on our sample of parents). The key findings are described in the following sections.

WHAT NONTRADITIONAL-HOUR CHILD CARE ARRANGEMENTS DID PARENTS OF YOUNG CHILDREN RECOMMEND AND USE?

When asked what child care arrangements they would recommend to a hypothetical friend who worked nontraditional hours, we heard the following responses:

- For nontraditional-hour periods, most parents across each site and across racial and ethnic groups recommended care in the child's home by a relative or friend as their first choice. Care in the child's home also was recommended during the time the child was sleeping and care in someone else's home was the second-best option for overnight periods.
- The child care arrangements parents recommended for weekends depended on what the child was doing during the week, with parents suggesting that being at home would be better for children who were in licensed child care during the week and that care involving activities would be preferable for children who were at home during the week. These findings were consistent across locations and among parents of different races and ethnicities.
- A few parents recommended licensed child care during most nontraditional-hour time frames; some parents recommended that if the child was in a licensed family child care home or center during the day, extending the hours slightly could benefit the child and family.
- When asked about their own child care arrangements during their nontraditional work hours, most parents reported relying primarily on family and friends for child care, with the care being provided either in their own homes or in the homes of their family or friends. In contrast, when asked about the care settings they used during the day, a majority used group care settings such as child care centers or family child care settings, though a sizeable share reported their children were cared for in their own home or the home of a friend or relative during the day.

* Throughout the report, we use "Latina" to describe interviewed parents of Latin American descent because they self-identified as such. We use "Latinx" to describe people of Latin American descent when discussing data from American Community Survey and the Survey of Income and Program Participation. The authors acknowledge this may not be the preferred identifier, and we remain committed to employing inclusive language whenever possible.

WHAT ROLE DID CHILDREN'S NEEDS PLAY IN SHAPING PARENTS' RECOMMENDATIONS FOR NONTRADITIONAL-HOUR CHILD CARE OPTIONS?

Parents reported that their children's needs shaped their recommendations for child care arrangements. Specifically, they reported the following:

- Children's needs were a primary reason given for recommending specific nontraditional-hour child care arrangements. A majority of parents recommended care in the child's home during most time frames to support key developmental priorities such as children having a sense of stability, security, and routine; sleeping in their own bed; getting a good night's sleep; and having unrushed meals in their home.
- Parents often recommended and used different child care arrangements during traditional weekday hours compared with the those they recommended and used during nontraditional hours because they believed that children needed different things during these times. A majority of the parents in our study used some form of group care during daytime hours, including Head Start, Early Head Start, prekindergarten, or licensed child care programs.
- A majority of parents recommended that caregivers who they did not know well should have some training in topics such as CPR, first aid, or child development. Although many parents did not feel such training was necessary for family or friends, they thought it could be helpful if their family and friends were interested in it.

WHAT OTHER ISSUES AND CONSTRAINTS DID PARENTS REPORT CONCERNING NONTRADITIONAL-HOUR CARE?

Parents reported several other issues and constraints regarding nontraditional-hour child care:

- Parents discussed the important role that consistent, reliable care played in allowing them to work.
- Parents described the cost of child care as an important issue. They reported a range in how much they paid for their nontraditional-hour care arrangements, with some offering caregivers gas money, groceries, or small amounts of money and some reporting high out-of-pocket costs. No parents we interviewed reported using child care subsidies for nontraditional-hour care, though about two-thirds of them reported getting subsidies or free or low-cost care such as Head Start or state-provided prekindergarten for the care they used during the day.
- Parents who relied on family and friends reflected on the challenges faced by parents who do not have such support systems to provide care.
- Across our sites, parents reported that the supply of nontraditional-hour child care options available was inadequate.
- Parents reported using multiple arrangements. They also discussed sometimes having to patch together child care arrangements when their primary arrangement fell through and having to rely on arrangements that were less than ideal when their schedules changed.

Implications for Policy and Practice

We also explored the implications of the research findings for several major areas of child care policy, the extent to which those policy areas support the recommendations of the parents we interviewed, and suggestions for policy changes that could better support the families. For this analysis, we relied on the information we gathered from parents, along with interviews we conducted with a range of stakeholders and experts—including from our focal sites and states and national experts—as well as a review of key policy documents. We include additional details and resources about several of these policy areas in appendix B of the full report (Schilder et al 2022). The specific policy actions, summarized in box E.1, are briefly described below.

1. Take Steps Across Child Care Policy Areas to Improve Supports for Nontraditional-Hour Child Care

Our review of existing federal and state child care policies in the context of what we learned from parents suggests the following:

- **Existing policies and systems are not designed to support the nontraditional-hour child care arrangements that parents we interviewed believed were best for their children.** This disconnect primarily exists because those policy areas are not aligned with nontraditional-hour care in one of or more of the following ways:
 - » They assume that parents are working a stable schedule, that the schedule is based on an eight-hour workday (plus commuting time), that the schedule involves a traditional Monday–Friday workweek, or a combination of those. However, the complex and changing schedules of parents working nontraditional hours are not consistent with any of those assumptions.
 - » They are based on children’s developmental and care needs during the day and do not recognize that children’s developmental and care needs are different during nontraditional hours.
 - » They mostly support licensed center-based and licensed home-based settings and do not support the in-home child care and care by relatives and friends that parents in our study recommended for children during nontraditional hours.

Stakeholders and policymakers in each child care area should systematically review their policies and practices to assess whether and where these assumptions may be shaping their policies in ways that make their supports less available to parents working nontraditional hours.

- **Policymakers should engage with parents who are working nontraditional hours, as well as with the providers who are currently meeting their needs, to learn about their specific child care needs and preferences** and they should continue working with them as policy changes are made.

Making public child care resources more available to parents working nontraditional hours can help address historic inequities in access to these supports. As noted previously, parents with low incomes and parents of color are disproportionately likely to work nontraditional-hour schedules. Taking these recommended actions can help make current child care investments and services more accessible to these families and thus can help address some of the inequities in the child care system's current structure (Adams and Pratt 2021).

2. Make Child Care Assistance through the Child Care and Development Fund More Available for Parents Working Nontraditional-hour Schedules

Parents who use nontraditional-hour child care reported constrained child care options, particularly for those parents who do not have access to support systems that can afford to help them, and they reported concerns about the cost of care. Although child care subsidies supported by the Child Care and Development Fund (CCDF) are designed to help defray some or all of the costs of child care for working parents with low incomes, the parents we spoke with recommended in-home care and care by relatives and friends as the best for their children during nontraditional hours, and this care arrangement is not commonly supported in state CCDF subsidy systems.

To improve the likelihood that parents who are eligible for and need subsidies can use them for the nontraditional-hour child care arrangements they want, the federal government and state agencies responsible for overseeing the implementation of the CCDF can take the following steps:

- Expand and simplify access to child care subsidies for relatives and other providers who care for children in the child's home or their own home.
- Ensure that subsidy payment rates fully support nontraditional-hour care providers, including by taking the following actions:
 - » convening a working group of experts to provide states with guidance on how to establish payment rates—for relative and in-home caregivers and for nontraditional hours—that focus on recognizing and supporting these essential forms of care;
 - » examining the implications of the small number of children being cared for when establishing rates and determining appropriate payment levels; and
 - » exploring strategies that stabilize the payments for providers to ensure they are available for families whose schedules change, such as paying for enrollment rather than attendance.
- Ensure that approaches to authorizing hours of care accommodate the complexities of nontraditional-hour work schedules through steps such as the following:
 - » authorize hours in ways that accommodate families, children, and caregivers when parents' work schedules do not fit traditional workweek assumptions (i.e., eight-hour days, five-day weeks during weekdays); and
 - » consider more than work hours and commuting hours in authorizing hours of care.
- Ensure that parents can use subsidies for multiple providers to cover their full child care needs.

3. Support the Supply of Nontraditional-Hour Care Options That Parents Want

The CCDF includes funds that states can spend to improve the supply of child care. Existing data on strategies that states are planning suggest that very few states were planning to support in-home or relative care to improve the supply of quality nontraditional-hour care.⁵ Our findings suggest that states should also consider the following steps to support the supply of care options that parents recommend:

- Make in-home care and care by relatives and friends a priority for efforts to support the supply of nontraditional-hour child care.
- Explore incentives and challenges in helping licensed programs extend their hours slightly in the morning and evening, though this suggestion may be challenging now given the staffing shortages experienced by many child care providers.

4. Ensure Systems That Protect Children’s Health and Safety and Encourage Quality Child Care Also Support Nontraditional-Hour Arrangements

Parents made it clear that they wanted nontraditional-hour child care options to meet their children’s care and developmental needs during evening, overnight, and early-morning hours. They also shared that though they did not feel that training in areas such as CPR, first aid, and child development was necessary for relatives, they did feel this training was necessary for caregivers who they did not know well.

The child care field has the following areas of policy focused on children’s health and safety in child care and on supporting the quality of child care overall:

- The **CCDF** requires that programs that serve children receiving subsidies be licensed or meet health and safety standards, though relatives can be exempt from these requirements, and has funds that states can use to support the quality and supply of care.
- **State child care licensing systems** provide a threshold of health and safety that programs must meet to operate legally, and they determine which providers are exempt from these requirements. Relatives usually do not have to be licensed unless caring for unrelated children; states vary in whether smaller providers caring for a few children in their home must be licensed or are exempt from licensing.⁶
- **State quality rating and improvement systems (QRIS)** are systems that set higher quality standards that states use to assess and report the quality of child care available, and they offer supports for child care providers to engage in quality improvement activities. Most QRIS do not include license-exempt home-based providers such as the caregivers parents recommended for nontraditional-hour care. In 2019, only two states included license-exempt home providers in their QRIS.⁷

In considering these systems, it is important to recognize that there have been recent calls to revise the standards and requirements of state licensing and QRIS systems (and CCDF systems, which rely

heavily on licensing and QRIS) to better reflect the needs, realities, and preferences of communities of color, people who have come from other countries or speak languages other than English, and those with different socioeconomic backgrounds (Adams and Pratt 2021).

As the parents we spoke with recommended, these systems could be more relevant and support nontraditional-hour child care in the following ways:

- Identify appropriate ways to support children’s health and safety when cared for by relative and home-based care providers who may not be subject to licensing rules.
- Incorporate parents’ and providers’ definitions of quality of nontraditional-hour care in quality standards for the CCDF, licensing, and QRIS.
- Consider refinements to CCDF requirements and licensing for relatives and other small home-based providers to build on coaching and home-visiting models.
- Take the following steps to make quality supports more relevant and accessible to relative providers and other people caring for children during nontraditional hours:
 - » Explore strategies to make training for CPR, first aid, and sudden infant death syndrome prevention easily available, affordable, and accessible to all people caring for children during nontraditional hours.
 - » Recognize the unique training needs and motivations of relative providers and smaller home-based providers caring for children.
 - » Make sure that the content of professional development opportunities for nontraditional-hour caregivers is relevant to those time frames.
 - » Change the timing and mode of professional development opportunities to better accommodate the time frames that nontraditional-hour child care providers work.
- Consider providing extra supports to address the challenges children may face because of irregular schedules.

5. Provide Parents with Information about Nontraditional-Hour Child Care Arrangements

Many parents who use care during nontraditional hours reported that they felt quite lucky that they were able to find someone to care for their child during these hours and noted that they felt badly for parents who did not have support networks or other ways to find needed care. When asked about searching for child care, many parents were not aware of how to find child care—especially during nontraditional hours. The CCDF has requirements on informing parents about child care. States could take the following steps to better inform parents about nontraditional-hour child care:

- Ensure state child care websites include information about nontraditional-hour child care.

- Provide parents a registry of people who have been screened and can provide nontraditional-hour child care in the child's home.

6. Support Access to Nutritional Supports for Nontraditional-Hour Child Care through the Child and Adult Food Care Program

The Child and Adult Care Food Program (CACFP) helps pay for meals provided to children in child care. Our review suggests that like other programs described previously, nontraditional-hour child care settings overall—and relative, in-home, and license-exempt settings in particular—face challenges when it comes to benefiting from the CACFP. Policymakers could take the following steps:

- Review nutrition supports to assess whether the program design reflects the actual hours and irregular schedules of children whose parents work nontraditional hours.
- Allow relative and license-exempt caregivers to participate in the CACFP.

BOX E.1

Summary of Suggested Policy Steps to Support Nontraditional-Hour Child Care

1. Take steps across child care policy areas to improve supports for nontraditional-hour child care

- Engage with parents working nontraditional hours and the providers currently meeting these parents' needs to ensure that policy changes address their needs. Include parents who may not be connected to formal child care systems and the relative and in-home providers parents recommend, and sustain engagement over time.
- Conduct a systematic review of policies and practices across all systems that support child care to ensure they adequately support the options parents want and need.

2. Make child care assistance through the Child Care and Development Fund more available for parents working nontraditional-hour schedules

- Expand and simplify access to child care subsidies for relatives and other providers who care for children in the child's home or their own home.
- Ensure that subsidy payment rates fully support nontraditional-hour care providers.
 - » Provide states with guidance on establishing appropriate payment rates for relative and in-home caregivers and on establishing payment rates for nontraditional hours.
 - » Examine the implications of the small number of children being cared for when establishing rates or determining appropriate payment levels.
- Explore strategies that stabilize the payments for providers to ensure they are available for families whose schedules change.
- Ensure approaches to authorizing hours of care accommodate the complexities of nontraditional-hour work schedules.

- » Authorize hours in ways that accommodate families, children, and caregivers when parents' work schedules do not fit traditional workweek assumptions (i.e., eight-hour days, five-day weeks during weekdays).
- » Consider more than work and commuting hours in authorizing hours of care.
- Ensure that parents can use subsidies for multiple providers to cover their full child care needs.

3. Support the supply of nontraditional-hour care options that parents want

- Include in-home care, relative care, and other license-exempt home-based options as priorities for efforts to support the supply of nontraditional-hour child care.
- Explore incentives and challenges in helping licensed programs extend their hours slightly in the morning and evening.

4. Ensure systems that protect children's health and safety and encourage quality child care also support nontraditional-hour care arrangements

- Identify appropriate and inclusive ways to support children's health and safety when cared for by relative care providers and small home-based license-exempt providers.
- Incorporate parents' and providers' definitions of quality of nontraditional-hour care in quality standards for the CCDF, licensing, and QRIS.
- Consider refinements to CCDF, licensing, and QRIS requirements and supports for relatives and other small home-based providers to build on coaching and home-visiting models.
- Take steps to make quality supports more relevant and accessible to relative providers and other people caring for children during nontraditional hours.
 - » Explore strategies to make training for CPR, first aid, and sudden infant death syndrome prevention easily available, affordable, and accessible to all people caring for children during nontraditional hours.
 - » Recognize the unique training needs and motivations of relative providers and license-exempt home-based providers caring for children.
 - » Make sure that the content of professional development opportunities for nontraditional-hour caregivers is relevant to those time frames.
 - » Change the timing and mode of professional development opportunities to better accommodate the hours that nontraditional-hour child care providers work.
- Consider providing extra supports to address the challenges children may face because of irregular schedules.

5. Provide parents with information about child care arrangements

- Ensure state child care websites include information about nontraditional-hour child care. Provide parents a registry of people who have been screened and can provide nontraditional-hour child care in the child's home.

6. Support access to nutritional supports for nontraditional-hour child care through the Child and Adult Care Food Program

- Review nutrition supports to assess whether the program design reflects the actual hours and irregular schedules of children whose parents work nontraditional hours.
- Consider expanding access to relative and license-exempt caregivers.

Conclusion

Almost 5 million children have parents who work nontraditional-hour schedules—more than one-third of all children younger than age 6 with working parents in the US. These numbers are even higher when considering children from families with low incomes. Thus, a sizeable percentage of children whose families are a priority for public child care investments have parents who work nontraditional hours. Further, children of color are disproportionately likely to have parents who work these nontraditional-hour schedules, highlighting the impact that structural racism has had in limiting access to good education and employment opportunities for these families. Ensuring that families in which parents work nontraditional-hour schedules can access public resources is important to meeting our societal goals for more equitably supporting parental work and child development for all children and families.

Most families with nontraditional-hour schedules we interviewed recommended child care in the child's home and care by relatives and friends during most nontraditional periods, except some parents recommended that if the child was in a licensed family child care home or center during the day, extending the hours slightly could benefit the child and family. However, when comparing these recommendations with our public child care policy areas, we found that in general these care settings are not supported by our publicly funded child care policies and practices. Further, current child care policies often appear to assume that parents work traditional hours and regular schedules, and concepts of quality care are designed around what children need during daytime hours. These assumptions are not accurate for the one-third of all children living with parents who work nontraditional hours and result in our investments in child care being less accessible to these children and their families.

Our findings highlight how important it is that policymakers address the child care needs of families with parents who work nontraditional hours and suggest that policymakers revisit these core assumptions that appear to underlie current child care policy. The findings also suggest that if policymakers are to meet the child care needs of *all* families, it is important to anchor policies in the realities, preferences, and unique needs of families working nontraditional hours, as well as those of the providers serving them. Addressing these issues is timely as our country works to build more equitable access to child care given that even higher percentages of young children whose parents work nontraditional-hour schedules live in families whose incomes are low, are children of color, and are children in single-parent families. Supporting the child care arrangements that these families want and use can help meet the needs of all working families as they try to ensure their children's well-being and healthy development.

Notes

- ¹ See, for example, the recent priority given to the child care needs of parents working nontraditional hours in the recent Build Back Better child care legislation: Alyssa Fortner, “7 Things to Know about Child Care and Universal Pre-K in the Build Back Better Act,” Center for Law and Social Policy (blog), November 12, 2021, <https://www.clasp.org/blog/7-things-know-about-child-care-and-universal-pre-k-build-back-better-act>. The Office of Planning, Research, and Evaluation (OPRE) has funded studies to better understand how to improve access to child care for these families (see “Child Care,” OPRE, accessed March 16, 2022, <https://www.acf.hhs.gov/opre/topic/child-care>); and the priority given to expanding the supply of care for this population in the 2014 Reauthorization of the Child Care and Development Fund: Child Care Development Fund (CCDF) Program, 45 CFR 98, 81 Fed. Reg. 190 (Sept. 30, 2016), <https://www.govinfo.gov/content/pkg/FR-2016-09-30/pdf/2016-22986.pdf>).
- ² Diane Schilder, Peter Willenborg, Cary Lou, Sarah Knowles, and Kate Thomas, “State Snapshots of Potential Demand for and Policies to Support Nontraditional-Hour Child Care,” Urban Institute, July 2021, <https://www.urban.org/state-snapshots-potential-demand-and-policies-support-nontraditional-hour-child-care>; Gina Adams, Peter Willenborg, Cary Lou, and Diane Schilder, “To Make the Child Care System More Equitable, Expand Options For Parents Working Nontraditional Hours,” *Urban Wire* (blog), Urban Institute, January 14, 2021, <https://www.urban.org/urban-wire/make-child-care-system-more-equitable-expand-options-parents-working-nontraditional-hours>
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- ⁴ Diane Schilder and Stephanie Curenton, “Policymakers Can Redesign the Early Childhood and Education System to Root Out Structural Racism,” *Urban Wire* (blog), January 29, 2021, <https://www.urban.org/urban-wire/policymakers-can-redesign-early-childhood-and-education-system-root-out-structural-racism>.
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- ⁶ “Threshold of Licensed Family Child Care in 2014,” AFC, OCC, 2015, https://childcareta.acf.hhs.gov/sites/default/files/public/threshold_fcch_2014.pdf.
- ⁷ QRIS participation rules by program type created from “Create a Report, Quality Compendium, BUILD Initiative, accessed March 16, 2022, <https://qualitycompendium.org/create-a-report>.

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Acknowledgments

This executive summary was funded by the Robert Wood Johnson Foundation. We are grateful to them and to all our funders, who make it possible for Urban to advance its mission.

The views expressed are those of the authors and should not be attributed to the Urban Institute, its trustees, or its funders. Funders do not determine research findings or the insights and recommendations of Urban experts. Further information on the Urban Institute's funding principles is available at urban.org/fundingprinciples.

We are grateful to Sherri Killins-Stewart, Bobbie Weber, and Sharon Neilson who served as external expert advisors, and to Heather Sandstrom and Erica Greenberg of the Urban Institute who provided internal expert guidance. We also appreciate Dawn Dow and Danielle Ewen's review of earlier drafts, as well as the editorial support provided by Liza Hagerman.

We are also very grateful to our state partners, who served as key informants, provided access to state documents and information, introduced us to local partners who helped share information about our study with parents who work nontraditional hours, and provided reflections about the policy and research implications of our study's findings. We thank our community partners who provided insights about the community context and shared perspectives and reflections about findings (see the full report for a complete list). We also thank the national experts and stakeholders at the national, state, and local levels who provided important contextual information about child care policies affecting nontraditional-hour care and the implications of our study's findings for policy, practice and research.

Our deepest appreciation goes to the many parents who shared their time, perspectives, and experiences with us. We hope that our research helps raise their voices and needs to inform the policy conversation.

Although the findings are based on our analysis of interview data from the people listed above, the findings and recommendations are the responsibility of the authors alone.



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