

Restore Illinois: Demand for school-aged childcare

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DRAFT

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Executive Summary

/ A S O F 5 / 2 7 / D R A F T - F O R D I S C U S S I O N O N L Y

- **~0.7M school-age children (ages 6-12) live in Illinois households where all parents work** and are likely to require some form of child care
 - These children are the equivalent of an estimated **~0.6M parents who rely on child care** to go ‘back to work’
- **~0.5M (~73% of those in households where all parents work) are both enrolled in school and using child care** outside of the school day on a regular basis
 - These children are heavily reliant on relative care, but also **typically use ~0.2M slots* of center/ non-relative care** outside of school hours
 - Approximately half of these children are enrolled in **2 or more child care arrangements** (e.g., center care, before- / after- school care)
- Governments are considering a **variety of formats for going ‘back to school’**, including sending students to school on-site every other week/ day or staggering shifts of students throughout the day
 - Alternating schedules every other week/ day is **less complicated logistically** than staggering multiple shifts in one day, but may present **difficulty for schools attempting to accommodate 50% of the student body** at any point in time given capacity and social distancing constraints
 - Conversely, staggering multiple shifts in one day **provides parents with daily care, but poses challenges logistically** especially for kids who utilize multiple forms of care already (e.g., bussing required from place to place, increased difficulty maintaining static groups)
- Modified back to school scheduling will likely **increase demand for center-based and non-relative care** vs. ‘typical’ times and some children previously not using care may start given longer time periods without school (e.g., full week remote, full day remote)
- To determine the appropriate ‘back to school’ model, **considerations for multiple groups must be made**, including children in school (physically on-site), in remote/ online learning (physically off-site) and in child care settings outside of school hours

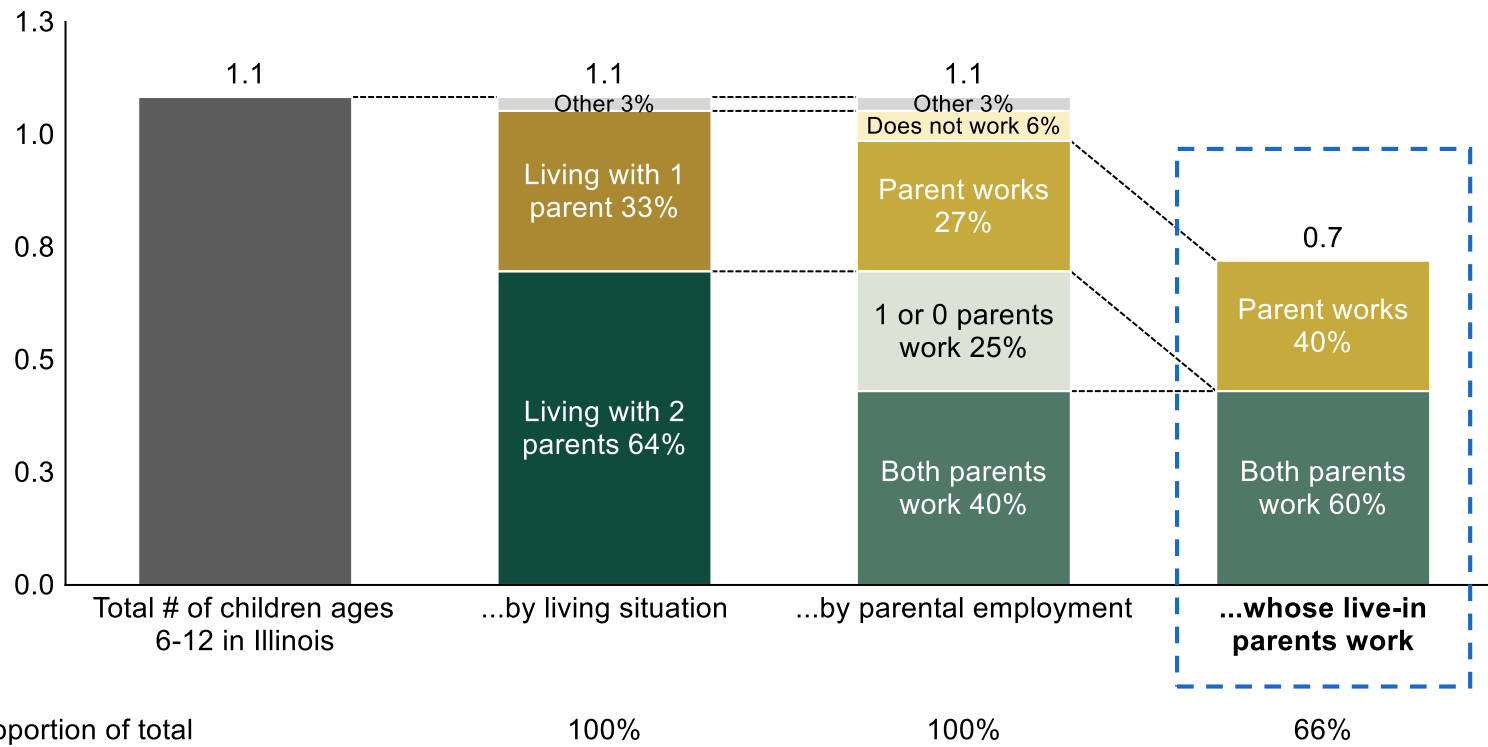
~66% of school-age children (~0.7M) in Illinois live in households where all parents work and will therefore likely require some form of child care

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An estimated ~0.7M children live in households where all parents work, with ~0.4M living with two parents and ~0.3M living with a single parent

Emerging insights

Proportion of Illinois school-age children (ages 6-12) by living situation (# children, Million)



- An estimated **~0.7M children ages 6-12 in Illinois** are within the ‘target population’ that may require child care
 - Most of the remaining ~0.4M children have an adult at home who is likely able to take care of the child without additional demand for care
- These ~0.7M children are equivalent to an **estimated ~0.6M parents who rely on child care to go ‘back to work’**
 - Including children ages 0-6, an estimated ~1-1.2 million parents rely on child care to go ‘back to work’

Note: Children within the ‘target population’ that may require childcare include those who live with two parents who both work or with one parent who works ‘Other’ living situation indicates unknown situation or child not living with parents; Breakdown of children ages 6-12 by living situation assumed proportional to that of children ages 0-5 (based on IECAM data); Estimated number of children per family with children in Illinois is 1.9 | Source: IECAM – Census Data (2018 est.); Who’s Minding the Kids? Child Care Arrangements: Spring 2011; IL Action for Children; US Census – avg. # of children per family

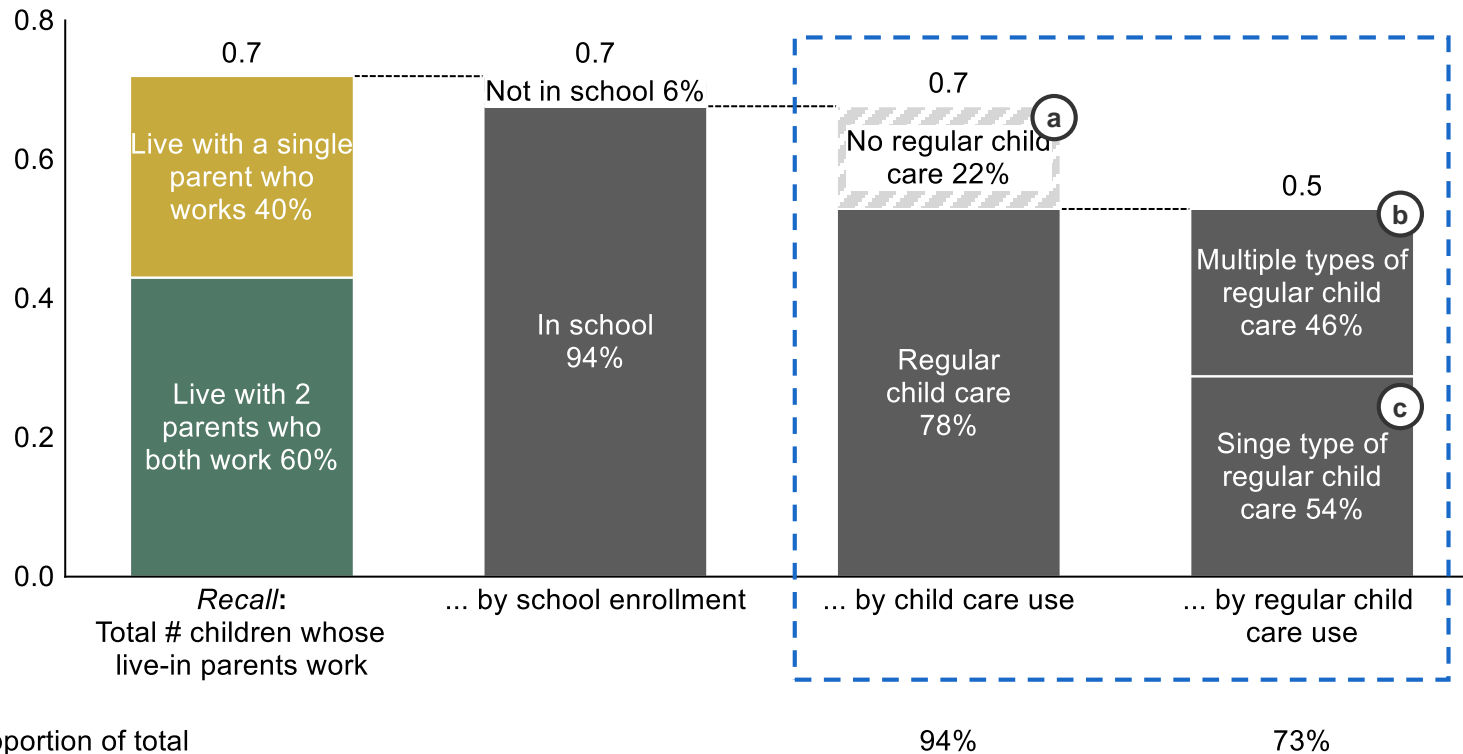
~94% of school-age children (~0.7M) are enrolled in school, ~78% of which (~0.5M) of which use child care outside of the school day on a regular basis

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An estimated ~0.5M children live in households where all parents work, go to school, and regularly use child care outside of school hours

Child care type descriptions

Total Illinois school-age (ages 6-12) children enrolled in school using child-care (# children, Million)



(a) No regular child care: Includes children **only in school or only in self-care**

(b) Multiple types of regular child care: Includes children in **2 or more child care arrangements**, excluding school and self-care

(c) Single type of regular child care: Includes children in **1 type or regular child care arrangement**, including:

- Relative
- Non-relative
- Center
- Enrichment (e.g., before-/ after- school programs)

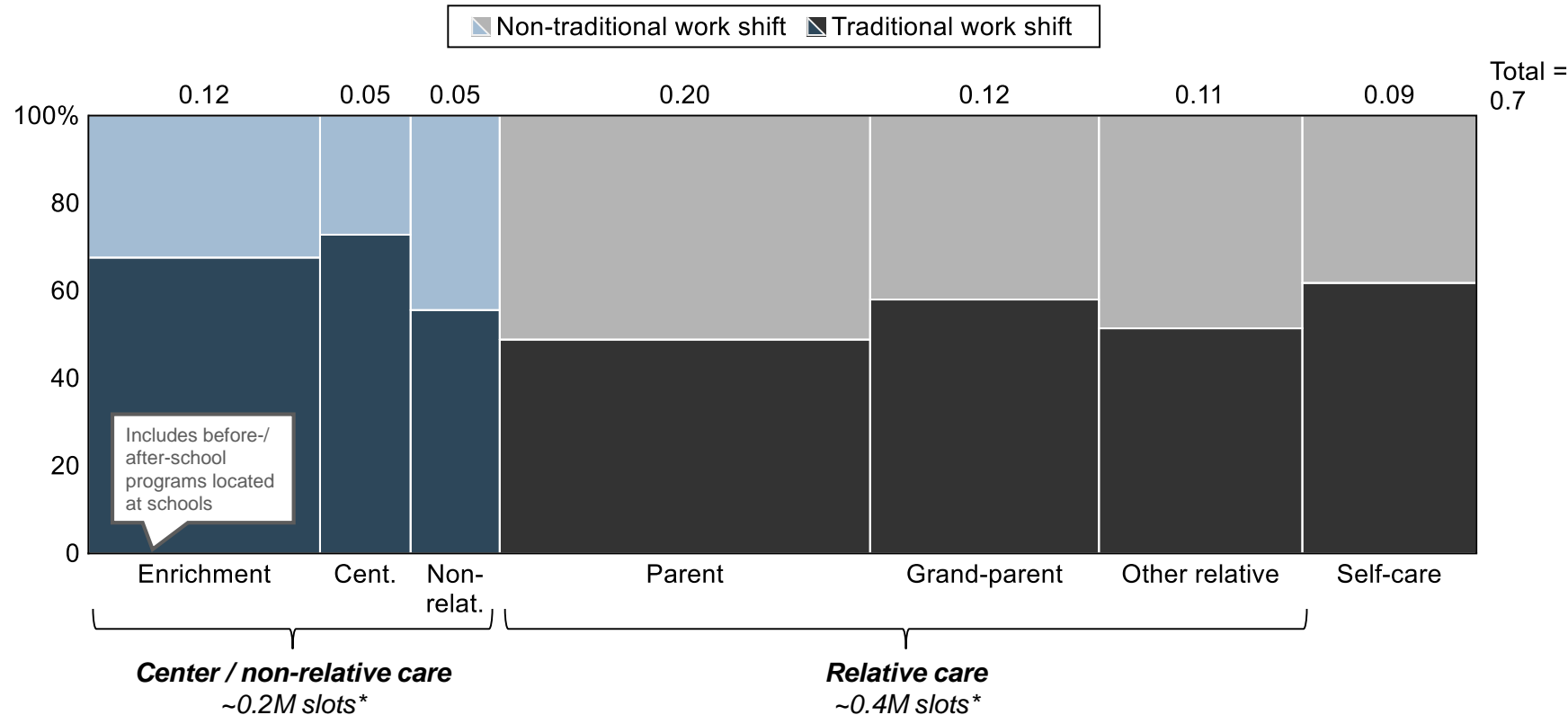
Note: Regular child care/ multiple types of child care includes relative care (e.g., mother, father, grandparent); Assumes ~94% of children ages 6-12 are in school based on 'Who's Minding the Kids' article
 Source: IECAM – Census Data (2018 est.); Who's Minding the Kids? Child Care Arrangements: Spring 2011; IL Action for Children

School-age children tend to be heavily reliant on relative care, but also typically use ~0.2M slots* of center/ non-relative care outside of school hours

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In 'typical' times, school-age children in school require an estimated ~0.2M slots* of center/ non-relative care and ~0.4M slots* of relative care

Estimated total child care demand for school-age children (ages 6-12) by parental employment shift* (# slots, Million) - During 'typical' times



Emerging insights

- There is a **sizable need for child care** for school-age children outside of typical school hours
- If schools do not re-open, these children will **require care during the day**
- If schools re-open on a modified calendar, it is likely **many of these children will still require child care** to supplement their school day
- When going 'back to school', **stable classrooms may be challenging to achieve** without any changes to child care hours
 - Approximately half of children using regular child care use multiple types of care

Note: *Demand is # of slots as demand by child care type is not mutually exclusive – one child may participate in multiple types; School-age children refer to those ages 6-12; Proportion of children using child care by type based on 'Who's Minding the Kids'; Non-relative demand based on sum of non-relative in child's home and in provider's home; Excludes children with no regular child care | Source: IECAM – Census Data; 'Who's Minding the Kids? Child Care Arrangements'; IL Action for Children

Governments/ school districts are proposing and considering a variety of formats for going ‘back to school’ in the fall

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① Every other week

② Every other day

③ Staggered shifts throughout the day

<i>Description</i>	<ul style="list-style-type: none"> • Students attend school on-site on an alternating schedule every other week • At any given point, only ~50% of students are on-site to minimize interaction among large groups 	<ul style="list-style-type: none"> • Students attend school on-site on an alternating schedule every other day • At any given point, only ~50% of students are on-site to minimize interaction among large groups 	<ul style="list-style-type: none"> • Students attend school on-site on a staggered schedule for a few hours each day <ul style="list-style-type: none"> – E.g., 2-3 groups in 3-6 hour shifts • At any given point, only ~33-50% of students are on-site to minimize interaction among large groups
<i>Case Study</i>	<ul style="list-style-type: none"> • Colorado is considering a schedule during which students are separated in 2 groups – Group A and Group B <ul style="list-style-type: none"> – In week 1, Group A attends school in person while Group B does remote online learning from home – In week 2, Group B attends school in person while Group A does remote online learning from home 	<ul style="list-style-type: none"> • Philadelphia is considering a schedule during which students are separated in 2 groups – Group A and Group B <ul style="list-style-type: none"> – Group A attends school in person on Monday and Wednesday – Group B attends school in person on Tuesday and Thursday – Groups A and B both participate in remote online learning from home on Fridays 	<ul style="list-style-type: none"> • California superintendent suggests students are separated in 2 groups – Group A and Group B <ul style="list-style-type: none"> – Group A attends school in person in the morning – Group B attends school in person in the afternoon

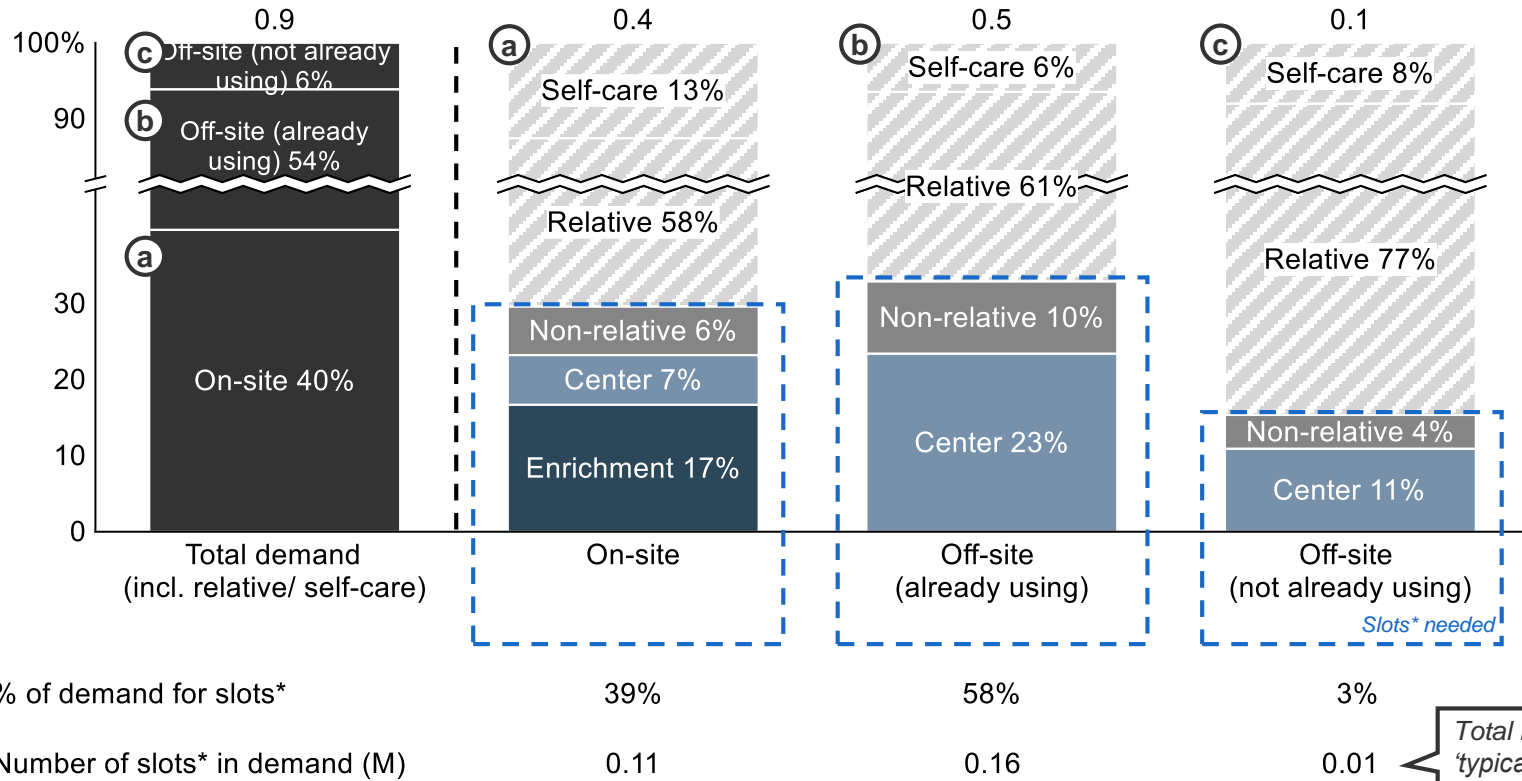
Note: List of options shown is not fully exhaustive; As of 5/26/20
 Source: NBC News; Philadelphia Inquirer; ABC News

① Every other week: Estimated child care demand under an 'every other week' format of going back to school is ~0.28M slots*

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An estimated ~0.28M slots* (~130% of 'typical' demand) are needed to support school-age children attending school every other week

Estimated total child care demand for school-age children (ages 6-12), (# slots, Million) - 'Every other week' scenario



Pros

- **Less complicated logistics** (e.g., bussing, staffing)
- **Lower scheduling volatility** for staff, students, and parents given full week of back-to-back on-site activity
- **Sufficient time between groups** to sanitize

Cons

- **Difficult to accommodate 50% of students** at any given point given capacity/ distancing constraints
- **Decreased consistency for staff/ students** with longer period between student groups/ instructional days
- **Some children previously not using care will start**, increasing demand and number of social interactions

Key assumptions

- **~50% of students are on-site** at any given point
- Demand for students **on-site mirrors 'typical' demand**; demand for students **off-site mirrors summer demand**
- Children whose parents work traditional shifts will require care when off-site, with the **greatest demand coming from children already using care** outside of school hours

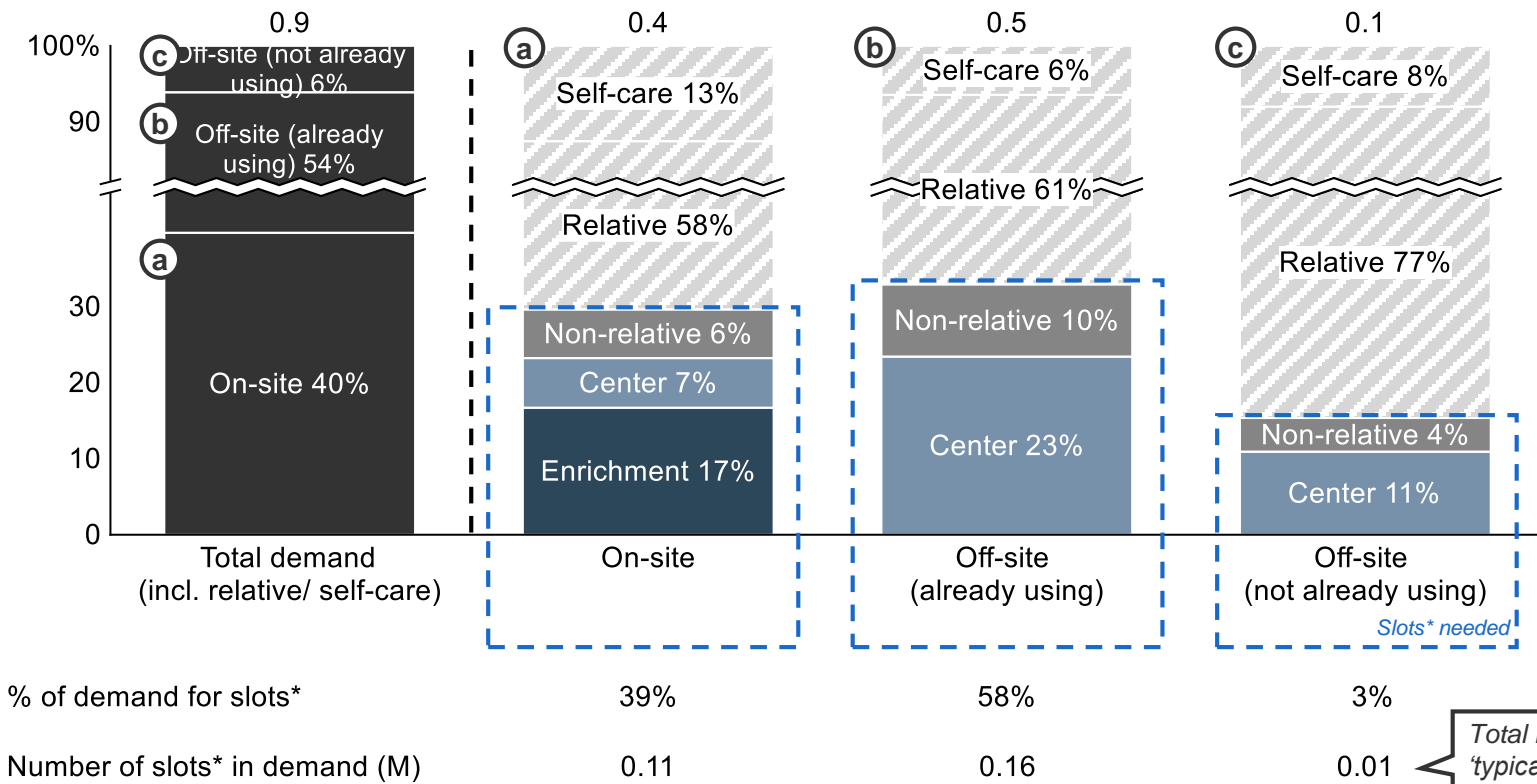
Note: *Demand is # of slots as child care types are not mutually exclusive; 1 child may participate in multiple types of care; Includes children ages 6-12; % of demand by care type based on 'Who's Minding the Kids'; Demand for students off-site mirrors summer demand; Center demand in off-site scenario includes demand for summer programs/ camps in summer months; Assumes children not previously using care and whose parents work traditional shifts require care while off-site; Assumes children not previously using care and whose parents work non-traditional shifts do not require care while off-site | Source: IECAM – Census Data; 'Who's Minding the Kids? Child Care Arrangements'; IL Action for Children; The Urban Institute

② Every other day: Estimated child care demand under an 'every other day' format of going back to school is ~0.28M slots*

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An estimated ~0.28M slots* (~130% of 'typical' demand) are needed to support school-age children attending school every other day

Estimated total child care demand for school-age children (ages 6-12), (# slots, Million) - 'Every other day' scenario



Pros

- Modified parental work schedules may better accommodate 'every other day' cadence
- Increased consistency for staff/ students vs. 'every other week' model given single-day break between student groups/ instructional days
- Sufficient time between groups to sanitize

Cons

- Difficult to accommodate 50% of students at any given point given capacity/ distancing constraints
- Some children previously not using care will start, increasing demand and number of social interactions

Key assumptions

- ~50% of students are on-site at any given point
- Demand for students on-site mirrors 'typical' demand; demand for students off-site mirrors summer demand
- Children whose parents work traditional shifts will require care when off-site, with the greatest demand coming from children already using care outside of school hours

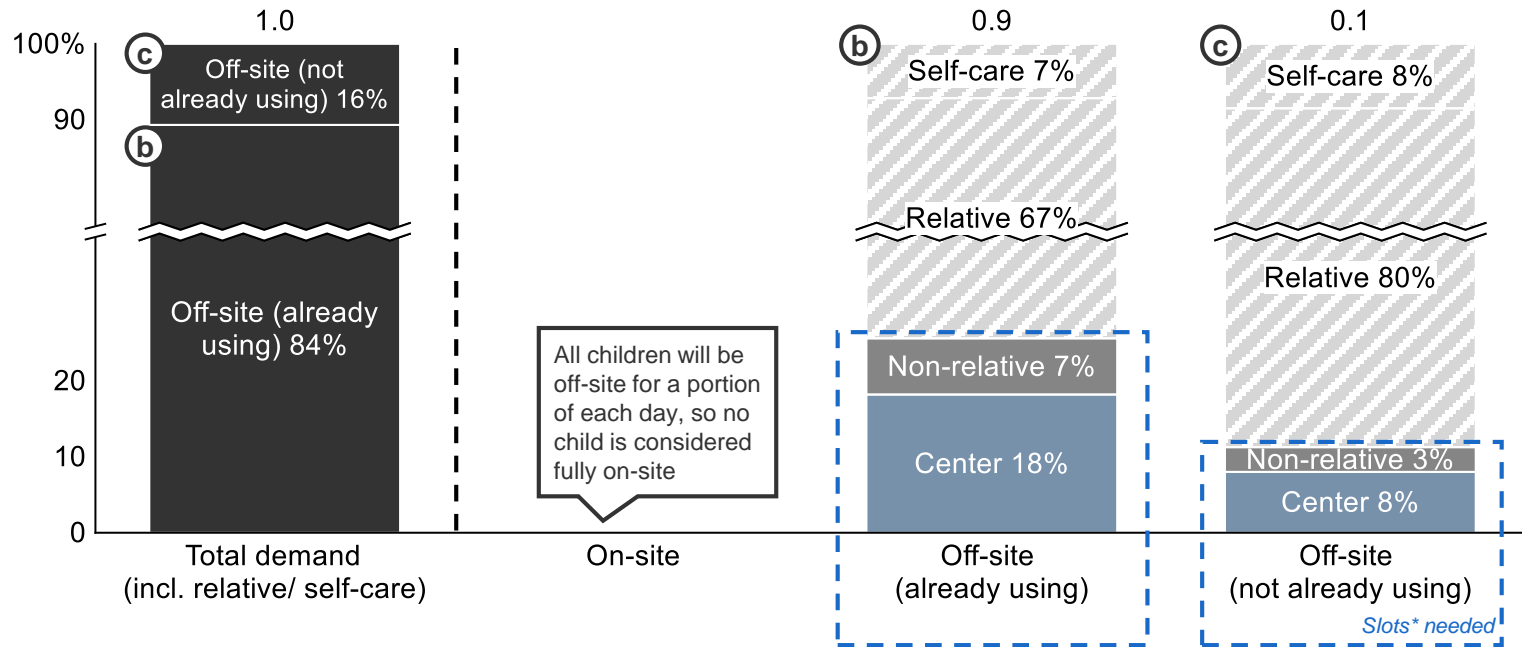
Note: *Demand is # of slots as child care types are not mutually exclusive; 1 child may participate in multiple types of care; Includes children ages 6-12; % of demand by care type based on 'Who's Minding the Kids'; Demand for students off-site mirrors summer demand; Center demand in off-site scenario includes demand for summer programs/ camps in summer months; Assumes children not previously using care and whose parents work traditional shifts require care while off-site; Assumes children not previously using care and whose parents work non-traditional shifts do not require care while off-site | Source: IECAM - Census Data; 'Who's Minding the Kids? Child Care Arrangements'; IL Action for Children; The Urban Institute

③ Staggered shifts: Estimated child care demand under an 'staggered shifts' format of going back to school is ~0.24M slots*

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An estimated ~0.24M slots* (~110% of 'typical' demand) are needed to support school-age children attending school on staggered shifts

Estimated total child care demand for school-age children (ages 6-12), (# slots, Million) - 'Staggered shifts' scenario



	On-site	Off-site (already using)	Off-site (not already using)
% of demand for slots*	0%	95%	5%
Number of slots* in demand (M)	0.00	0.23	0.01

Total is ~110% of 'typical' demand

Pros

- More flexibility to accommodate student body (e.g., 3 shifts at 33% of capacity)
- Provides parents with **partial daily care**

Cons

- **More complicated logistics** to accommodate multiple shifts, esp. children attending multiple types of care
 - E.g., bussing required from place to place, higher difficulty maintaining static groups
- Potential for **extended workday day for teachers**
- **Limited time to sanitize** between groups
- **Some children previously not using care will start**, increasing demand and number of social interactions

Key assumptions

- **No child considered fully on-site** as child moves between on-/ off-site each day
 - Demand for students **off-site mirrors summer demand**
- Children whose parents work traditional shifts will require care when off-site, with the **greatest demand coming from children already using care** outside of school hours
- **Higher proportion of parents can take care of their children** than in the 'every other week/ day' scenarios

Note: *Demand is # of slots as child care types are not mutually exclusive; 1 child may participate in multiple types of care; Includes children ages 6-12; % of demand by care type based on 'Who's Minding the Kids'; Demand for students off-site mirrors summer demand; Center demand in off-site scenario includes demand for summer programs/ camps in summer months; Assumes children not previously using care and whose parents work non-traditional shifts do not require care while off-site; Non-relative/ Center demand weighted by 70% assuming a proportion of parents (30%) can take care of their children in this scenario vs. others
 Source: IECAM – Census Data; 'Who's Minding the Kids? Child Care Arrangements'; IL Action for Children; The Urban Institute