

# Employer Strategies for Supporting Out of School Time Programming in Texas:

*Incentives for Action,  
Opportunities for  
Collaboration*



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## Foundations and the Importance of Data

The research included in this report was produced with the support of the Texas Education Grantmakers Advocacy Consortium. The Consortium is comprised of foundations and philanthropists from across Texas interested in ensuring that parents, educators, policymakers, media, and the general public have objective data about public education. The Consortium has strived to ensure that the research contained in this report is objective and non-partisan.

Created in 2011, the Consortium is comprised of 25 foundations from throughout Texas and focuses its work on leveraging private resources to produce credible and necessary data on the most important educational challenges facing Texas. Local foundations and philanthropists determine the Consortium's research focus, priorities, and partners.

For more information on the Texas Education Grantmakers Advocacy Consortium please visit [www.tegac.org](http://www.tegac.org).



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# EXECUTIVE SUMMARY

This study report is the result of a four month exploratory study commissioned by the Texas Education Grantmakers Advocacy Consortium (TEGAC), to assess the extent to which Texas business leaders are aware of, and in tune with, the “out of school time” (OST) challenges faced by working parents negotiating the concurrent demands of a traditional work day while managing their school-aged children’s educational activities in the hours beyond the traditional school day.

To fully explore the dimensions of the OST challenge as experienced within the Texas workplace, six core issues were studied:

- Employee logistical challenges related to providing OST support to their school aged children,
- Stress levels as a result of managing OST activities,
- Influence of OST challenges on individual employee productivity,
- Employer awareness of, and attitudes towards, working parents managing OST issues,
- Specific programming delivered by Texas employers to help remedy the OST challenge,
- Incentives of interest to Texas employers, to support the expansion of OST programming.

This qualitative study was designed to capture a wide range of perspectives on how OST challenges manifest in Texas workplaces. Interviewees were selected from across both large corporations and small to medium size businesses, across 13 representative Texas industries, and from the perspective of 33 human resource professionals and executive leaders in 22 companies. Interview questions focused on: actual program support and policies, awareness of employee needs, perceptions of lost productivity time by working parents, opportunities to increase engagement by businesses in the future, and perspectives on potential for collaboration with a range of community stakeholders. The study also employed an online survey, completed by 153 working Texas parents and colleagues. Respondents identified specific challenges faced in managing OST activities, associated stress levels, and influence on work productivity.

In an effort to identify feasible programming solutions for the future, a wide range of corporate activities in support of educational initiatives across the state of Texas, as well as specific OST interventions, were documented. As well, four best practices were examined nationally, in order to provide a set of evidence-based, policy solutions geared towards three critical stakeholders — private sector employers, educational foundations, and the Texas state legislature.

## ***Overarching Challenges Emerging from the Study***

**CHALLENGE 1:** Approximately 67% of employed Texans with children between the ages of 6-17 come from households where all parents in the family are in the labor force (U.S. Census Bureau, 2013 American Community Survey).

**CHALLENGE 2:** Corporations sincerely want to help support OST programming, but have little knowledge of OST offerings in their communities.

**CHALLENGE 3:** Corporations do not have the time or resources, nor feel it is their responsibility, to initiate or coordinate OST program development, implementation, and quality control. However, they are generally interested in supporting such programming.

**CHALLENGE 4:** Most companies’ philanthropic activities are customized around their specific corporate vision and their leadership does not want to stray far from their core values when supporting community programs.

**CHALLENGE 5:** Most corporate-driven OST programming support results in short-term, ‘feel good’ events that do not provide sustainable, comprehensive solutions for their working parents (e.g. one week summer camps, one-day demonstration or mentoring events, bring child to work on a holiday), nor to the wider community.

**CHALLENGE 6:** Working parents want high-quality OST programming. Corporations want to support effective programming.

**CHALLENGE 7:** Working families have a complex set of variables to work with to craft individual solutions to their childcare solutions (e.g. location of work vis a vis home and school, age of children, special needs of children, family makeup and extended family or older sibling support, etc.).

**CHALLENGE 8:** Corporations believe that flex-time work policies, managed on a case-by-case basis between supervisor and employee, are the best solution to supporting working parents. However, working parents surveyed identified extremely high levels of stress in their daily lives as they negotiate their roles as employees and parents.

**CHALLENGE 9:** Sick children and school holidays are the greatest challenge to worker productivity and create the highest levels of stress for working parents. Single working parents are commonly reported as the greatest challenge to productivity, as their absenteeism is higher than dual-parent households where parents can share the burden of transportation and care.

**CHALLENGE 10:** Better tracking data is needed to understand working parent household structure and dynamics.

## Business Leader Awareness & Attitudes

(Interview Results)

- The business community sees OST solutions as a **business decision**, not an education issue.
- Almost every corporate leader interviewed ranked “being perceived as an **involved community actor**” as a more important rationale for being involved in OST programming than receiving financial incentives, such as tax credits, for philanthropic efforts.
- Corporations expressed interest in collaborating with other organizations and community stakeholders to create OST solutions, but **do not see the business community as the driver** of designing or implementing solutions.
- **Cost is a leading factor** cited by the majority of companies when asked why they don’t provide more comprehensive OST support.

## Working Parents Perspectives:

**Key Productivity Challenges** (Survey Results)

- A high number of working parents surveyed identified their **stress levels as “extremely” or “very” high**.
- Many survey respondents highlighted their colleagues’ **lack of understanding of their work responsibilities**, typically done later from home, as a major stressor, as perceptions like this can lead to wider beliefs that non-parent employees are carrying extra workload for working parents, or that working parents are less reliable. This can increase inter-employee tensions significantly, decrease wider company morale, but also cause working parents to suffer lower morale as well.
- Ninety percent of working parents surveyed **cited flexible hours** as the most important support to maintaining work productivity, with 83% selecting **flexible work sites** as another important support. Fifty six percent of respondents highlighted **subsidies for child care or enrichment programs** as important.
- Parents surveyed identified **afterschool time** as the period they are most in need of childcare, followed by **early school dismissal, school holidays**, and **summer**, as well as **child sick days**.

**Why OST Programming Doesn’t Work** (Survey Results)

- Employees will often not enroll children in corporate-sponsored programming because of a lack of **solid credentials/evaluation or unknown staff quality**.
- Such camps and short-term solutions are **not comprehensive enough** to be sustainable solutions for working parents.

## Contrasts in Working Parents and Business Leader Understandings of OST Challenges

(Comparative Results – Working Parent Surveys and Corporate Leader Interviews)

- Interviews highlighted the fact that **specific logistical challenges of working parents** negotiating OST is **almost completely absent from the radar** of company leadership across the state.
- **Flex-time is the most commonly** cited solution by corporate leaders, described as an effective and sustainable support for working parents grappling with OST challenges. However, survey findings demonstrate **high levels of stress** experienced by over 66% of working parent as they navigate their work-life balance in this regard.
- The majority of employers noted that **working parent productivity is not notably different during the OST periods of the day and year**, yet surveyed working parents commonly highlighted management of OST logistics as a **burden on their productivity**.
- Every Texas business interviewed for the study cited a keen interest in developing a family friendly workplace, **yet actual support for OST programming for working parents is almost non-existent**.
- Over half of all HR managers interviewed reported an **unwillingness to provide financial subsidies** or other support to working parents for OST programming, citing concerns about **perceptions of unfairness by workers without children**.
- 57% of surveyed working parents reported that **out-of-school experiences** for community children are not part of their company’s mission/vision, however 73% **reported they should be**.

## Core Policy Recommendations to Address Challenges

### Support Texas Businesses and Working Parents:

- **Expand on momentum of companies trying to develop family-friendly workplaces:** Create a workforce award (e.g. through Workforce Commission) for those companies leading in implementation of most family-friendly workforce/workplace policies
- **Design win-win solutions that help working parents and the community simultaneously:** Build future corporate-sponsored programs with an eye to serving working parents in tandem with fulfilling philanthropic mission/community support of Texas businesses.
- **Develop better understanding of stressors experienced by working parents:** Expand working parent survey to better determine critical logistical challenges and most significant stressors.

### Support OST Network Development and Collaboration Opportunities Across the State of Texas

- **Develop incentives to create new partnerships:** Establish a state-wide grant competition to incentivize cross-sectoral collaborations between a broader range of private and public stakeholders, to support innovative OST programming.
- **Create coordinating mechanism for better information dissemination, evaluation, and stakeholders network development:** Establish regional or statewide coordinators to: build a database of best practice models; disseminate information and education about OST programs to working parents and companies; lead the OST program evaluation process; build new networks of stakeholders through provision of networking events across local communities and regions.

## Expansion of Expanded Learning Opportunities (ELO) Council Recommendations

In late 2014, the Expanded Learning Opportunities (ELO) Council of the Texas State Legislature produced a statewide strategic plan, after a six month study of the expanded learning environment for K-12 children across Texas (2016-2017 *Statewide Strategic Plan for Expanded Learning Opportunities*, 2014). Evidence from this study supports the ELO key findings and recommendations, but with several important additions that relate specifically to the opportunity for the Texas business community:

- **ELO Recommendation: High quality ELO programs can help families, the economy, and academic achievement**

*Report Additions: as well as individual Texas employers of all sizes and across industries, to attract and retain a more productive workforce.*

- **ELO Recommendation: Program standards that are tied to funding are essential for implementing and operating high quality ELO programs**

*Report Additions: as well as raising working parent and company usage of such programs.*

- **ELO Recommendation: Many Texas students do not have access to high quality ELO programming**

*Report Additions: nor do businesses or working parents have access to complete information about available local programs.*

## Support for Funding Initiatives

Funding initiatives recommended by the ELO report (2014) are highlighted below, with similar additions provided, as above, which would **enhance the role of Texas business engagement in supporting community-based, collaborative solutions.**

- **Competitive grant program** – such an initiative, if it included business partners as an eligible recipient when working in collaboration with community stakeholders, would incentivize new collaboration possibilities between private and nonprofit sectors.
- **Training and technical assistance** – such an initiative would help create new program content and train more OST educators, both resources which Texas businesses could employ in their own OST program implementation.
- **Statewide leadership and coordination** – a state-level officer charged with coordination of the broader group of stakeholders interested in supporting OST efforts could lead to the building of a coalition of interested business leaders who champion enhanced programming. As well, this actor could organize informational events, as well as disseminate information to appropriate human resource professionals and employee assistance program representatives across the state.
- **Program evaluation** – development of a core set of evaluation criteria could build up better evidence of effective OST programs, which would help business leaders and working parents have greater confidence that Texas children are receiving appropriate care and education in the out of school time period, decreasing working parent stress.



## Introduction to Out of School Time (OST) Challenges

This report represents summary findings from a qualitative research study, funded by the Texas Education Grantmakers Advocacy Consortium, that conducted qualitative interviews with a wide range of Texas business leaders and human resource professionals between April and August 2014, as well as disseminated an online survey of working parents, to document business leader attitudes, awareness, and employed strategies that exist to support working parents manage the inherent stresses of needing to place children in extended learning and childcare opportunities outside of the traditional school day and calendar year while parents complete a typical work day.

### 1.1 Study Frame

“Out of school time” (OST) refers to the time period, outside of traditional school schedules and calendars, when school-aged children need childcare and educational opportunities, while their parents complete a traditional workday. As such, the challenges associated with providing OST support is multifaceted, encompassing an educator dilemma, a working parent dilemma, a public policymaker dilemma, and a private sector dilemma of significant import. Intervention requires more coordinated solutions and as such, a greater range of stakeholders than has been historically recognized, including ‘unlikely partners’ such as private sector employers, are critical to the solution.

For Texas working parents, the challenges surrounding the out of school time period are not just related to providing care, but also identifying high quality educational experiences for their school aged children, as increasing evidence demonstrates the importance of using OST as an opportunity to provide enrichment activities to support a range of youth development and competency building beyond the traditional school curriculum. For low-income families, access to OST programming provides a potential opportunity to level the playing field for lower-achieving students.

For working parents, managing the out of school time period for their children requires organizing and negotiating a logistical labyrinth to provide childcare solutions, which often translates into a drain on workplace productivity. As a result, the OST period is an issue of growing import to employers who employ dual-income household working parents, ever increasing numbers of single working parents, and record numbers of two-earner families in the workforce.

The OST issue is critical for Texas businesses, for the

development of a skilled workforce and to support the productivity of their existing staff who are working parents and struggling with the above challenge. It is estimated that 67% of Texas school-aged children (ages 6-17) live in households with working parents (whether single or dual-income households) (U.S. Census Bureau, 2013 American Community Survey). In today’s economic climate, most families are characterized by the house’s adults working, meaning that when kids are ill, during school holidays, etc., there are fewer back-up child care providers at home. When parents are distracted, or leave work to address this concern, their work may suffer. That said, many Texas employers are establishing policies and benefits, and offering out of school time programs in their communities, all of which help mitigate this challenge and create a triple bottom line – for businesses, for working parents, and for Texas children.

### 1.2 Study Design

To design effective policy solutions and better support private sector initiatives, both employer and employee perspectives must be understood. This study has been designed to document this interface between working parents and their employers, to:

- Better understand the **logistical challenges and resultant stressors** for Texas’ working parents,
- Document Texas business leaders’ **awareness and attitudes** of out of school time challenges for their employees,
- Identify **corporate-supported best practices** to enhance staff productivity during children’s out of school time, and
- Identify **incentives to support new private sector initiatives** to provide this benefit.

Through this new evidence base, a clearer understanding of how the challenges related to providing quality programming to school-aged children in the OST period plays out in the Texas workplace will be achieved. New knowledge about how employees maintain productivity in the face of specific challenges, which range from not only finding effective solutions for before and after school care every work day (anecdotally known as, “the after 3pm problem”), during shorter school holiday breaks (such as spring and winter breaks) and the longer summer vacation period can enhance company policies to support working parents. (Please note: In the course of data collection, sick child days and school

holidays/teacher in-service days emerged as significant stressors influencing working parents' productivity, so these periods have also been addressed in the course of the study.)

New understandings about the extent of employer acknowledgement of the impact OST has on the business' bottom line, as well as employer and employee awareness of and interest in programming solutions, are also critical points of knowledge to incentivize company support for finding effective solutions. Understanding employer and employee attitudes towards the OST problem are critical to crafting and supporting solutions in which the business community is both *invested* and *motivated* to act as an active participant. Thus, this report has also documented motivations identified by a range of Texas businesses leaders during the course of interviews for the study, including specific philanthropic initiatives related to a broader range of volunteer and grantmaking activities in support of educational efforts in communities across the state.

### 1.3 Intended Audience

This study was commissioned by the Texas Education Grantmakers Advocacy Consortium (TEGAC), a group of private foundations focused on improving education outcomes across the state of Texas, to provide evidence-based research to support the Extended Learning Opportunities (ELO) Council's effort to provide recommendations to the Texas Legislature.

During the 2013 session, the Texas Legislature passed, and the Governor signed, Senate Bill 503, creating a 13-member Expanded Learning Opportunities Council to study and develop a comprehensive statewide action plan concerning expanded learning opportunities for public school students. The Council is charged with identifying programs and services that address expanded learning opportunities, with a core measure of The Council's success its ability to engage businesses.

At the time of publication of this study, the ELO had concluded a six month review of the broader expanded learning opportunity landscape in the state of Texas and released their 2016-2017 Statewide Strategic Plan. This report has attempted to shape policy recommendations in line with this strategic plan, as appropriate, to be of as much relevance as possible to policymakers and stakeholders alike. This study will also be of interest to a wider set of stakeholders:

- **Corporations** interested in expanding their support to out of school time learning opportunities for their working parents and extended community,

- **Foundations and government agencies** considering ways to develop innovative collaborations to enhance the quality and diversity of out of school time (OST) and extended learning opportunities; and
- **Providers** of such programming, looking to engage broader stakeholders in their efforts.

Creating effective programming solutions to help working parents address their out of school time challenges in the state of Texas is a complex challenge. Solutions depend on family structure and resources, size and type of workplace, type of industry, geographical location of both family and company (i.e. urban or rural context, size of city, distance between household, school, and employer, etc.), types of OST programming available, and business owner motivation to support programming.

With such diversity, there are no cookie cutter solutions. However, a review of best practices nationally has demonstrated that bringing a wide range of stakeholders together to collaborate on developing community-wide, sustainable solutions that work for a range of working parents, is the best hope for the future. Corporations play a vital role in providing vision, resources, volunteers, and momentum to such community collaborations.

### 1.4 Study Contributions

As a result, this exploratory research provides an evidence base for the ELO Council, as well as the broader Texas philanthropic community, to inform the 2015 legislative process relating to public investments related to OST programming. The study makes several significant contributions:

- Provides *new insights into specific obstacles* individual working parents and HR professionals must surmount to ensure worker productivity for parents with school aged children,
- Highlights *how Texas businesses understand and respond* to the OST challenge,
- Identifies *high-functioning business models and best practices* among human resource managers currently at the cutting edge of preventing productivity loss during OST time,
- Identifies *mechanisms to incentivize* increased business promotion of, and involvement in, OST solutions, and
- Considers the OST care challenge as a *state-wide public policy issue* and makes programming recommendations relevant to the legislative process.

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## 1.5 Report Structure

The report begins by providing a brief historical overview of the out of school time challenge and major initiatives to address them, across the United States, in Chapter 2. Chapter 3 overviews current OST initiatives in Texas. Chapter 4 provides an overview of the study methodology and sample.

Presenting findings from the working parent survey, Chapter 5 highlights the employee experience, focusing on working parents' logistical challenges related to OST, reports on individual productivity and how this influences their work relationships, and identifies specific stressors in relation to their management of OST programming for their school-aged children. Using interview data with Texas business leaders, Chapter 6 documents the employer experience, focusing on Texas business leaders' awareness of OST challenges, as well as attitudes towards working parents as they manage this period of their work day. Chapter 7 documents a range of business strategies to mitigate working parent challenges, including flextime arrangements, employee assistance programs, software, and spending accounts. Chapter 7 closes by documenting several business leaders' perspectives on whether extending the school day and year is a more efficient alternative to the various stop-gap policies businesses currently employ to help working parents.

Chapter 8 provides an overview of various ways in which Texas companies engage in philanthropy and volunteerism in their local communities. Employer and employee perspectives are included, as they provide interesting insights into how OST programs are understood and supported from within the business community. This analysis holds clues to how to best support future scaling up of corporate

sponsorship of OST efforts. Data from this study, provided in Chapter 8, shows that businesses are eager and willing partners, but frame OST support in different ways that have implications for the kinds of strategies they might employ to address the challenges experienced by their workforce. The chapter also highlights the fact that businesses predominately see their role as supporters of out of school time initiatives, not drivers or implementers of solutions. These perspectives are documented, as they are fundamental inputs into the design of future programming and collaborations that elicit company buy-in and are sustainable. The chapter closes with descriptions of various incentives that business leaders feel are the right levers to enhance corporate participation in the future.

Chapter 9 documents the range of business involvement in OST programs, as well as broader educational activities interviewees identified as relevant to the provision of OST programming (i.e. infrastructural types of supports like renovating classrooms, providing training to teachers, participating in extracurricular instruction during the school day that enhances student learning and is connected to other OST programming the companies might provide, such as mentoring or camp efforts). Chapter 10 reviews four exemplary best practice OST programs across the United States, each driven by effective, long-term community collaborations. Descriptions of each highlight the core attributes of these success cases, relevant to future OST program design in the state of Texas. Chapter 11 closes with a set of specific policy recommendations to corporate leaders, legislators, and private foundations interested in coordinating and scaling up corporate sponsored programming.

# CHAPTER 2

## History of Out of School Time (OST) Programming

Out of school time programming is growing as an issue of increasing import as more working parents are participating in the workforce than in history. Opportunities for corporations to play a more proactive role in programming should be considered within the context of the broader landscape of OST programming, which has been historically driven through philanthropic and direct government support, although nowadays more private providers are coming online to meet the demand of such programs. The following section highlights both historical and current programming efforts of note, as well as major federal funding streams and supportive actors in the research and philanthropic communities that are poised to support any advancements of corporate partnerships in support of OST. Table 2.1 below provides definitions related to the out of school time period.

### 2.1 The Foundation of Out of School Time Programs in the United States: Philanthropic and Government Efforts

Bodilly and Beckett's (2005) *Making Out-of-School-Time Matter: Evidence for an Action Agenda*, describe five distinct phases of OST development in the United States. The first phase of OST support (1920-1930) emerged as a consequence of the large numbers of immigrants that arrived in the United States during the second half of the

19th century. At that time, philanthropic settlement houses provided immigrants with English classes, other training, clothes, and food. During the 1920's, when mandated school enrollment for children increased, these centers acted as charitable child care sites for poor working parents. At this point, OST initiatives were decentralized, with each private local provider setting its own policies and programs.

The second phase (1930-1950) was marked by the Great Depression, and thus, by the first federal funds provided in support of child-care services. Furthermore, during World War II, as women entered the workforce, local governments set up "defense day care" facilities to help parents who were supporting the war effort. However, as the Great Depression and World War II ended, these programs disappeared, and OST initiatives returned to the philanthropic sector.

During the third phase (1950-1970), OST programs emerged as a way to "shelter" youth, to prevent crime, and to prepare "productive youth." It was also during this phase that OST providers began to seek federal funding. The fourth phase (1950 – 2000) saw an impressive growth in both demand and supply of OST programming, spurring federal interest and intervention, as research results demonstrated: a) the high number of youth arrested or victimized by crime between 3pm and 6pm, and b) the effects of OST programs

in academic achievement. It was during this phase that OST programs began to be viewed as a useful strategy to reduce inequality, support working families, and sustain a strong economy.

The current phase (2000 – present) is marked by increasing recognition and support of OST and extended learning opportunities, as further research demonstrates the significant influence such efforts have on building essential capacities and life skills, especially for the more vulnerable populations of youth. As well, there has been an increase in corporate support of such programming as OST is increasingly seen as a conduit for economic and workforce development in tandem with corporate efforts to enhance their image of corporate social responsibility.

**Table 2.1: Relevant Definitions** (Expanded Learning Opportunities Council, 2014)

|   |
|---|
| <b>Expanded Learning Opportunities</b> (ELO) is a term that encompasses Out of School Time (OST) programs and Extended Learning Time (ELT) programs.  |
| <b>Expanded Learning</b> is a term defined in Texas statute as "opportunities provided to public school students during an extended school day, an extended school year, or a structured learning program that occurs before school, after school, or during summer hours. Overall, ELO programs commonly consist of intentional, safe, and structured activities for school-aged youth that complement the regular school day such as engaging students in project-based learning, mentoring, tutoring, physical activity, academic support, and educational enrichment in one or more subjects."  |
| <b>Out of School Time</b> (OST) programs offer a wide range of youth development activities to K-12 students before school, after school and during the summer break. Activities may include academics, STEM education, performing and/or fine arts, physical activity, health and nutrition education, character building and other aspects of positive youth development. OST providers include nationally affiliated programs like YMCA and Boys & Girls Clubs; municipal programs led by city parks & recreation departments or county programs; 4-H Youth Development programs led by Cooperative Extension offices; community-based nonprofit organizations; faith-based programs; federally funded Texas ACE 21st Century Community Learning Centers (21st CCLC) programs and other school-based programs. |
| <b>Extended Learning Time</b> (ELT) is a school-based model which extends the school day or the school year for all students on a campus.   |



As more parents enter the workforce, decreasing work productivity has also spurred more corporate involvement. A Catalyst and Brandeis University study (2006), highlights several challenges of note in this regard. Their study sampled a small subset of Fortune 500 companies and found that 44.7% of fathers and 55.3% of mothers who work have school-aged children, that those parents miss an average of five days of work per year due to a lack of afterschool care, and that decreased worker productivity related to parental concerns about afterschool care costs businesses total up to

\$300 billion per year. Such evidence is also reframing the challenges of after school care – shifting program focus from services for the predominately working poor, to also consider services for middle class working parent families with limited budgets.

The federal government has supported such programming through a range of federal financing schemes, namely the 21st Century Fund. A brief summary of major funding streams is presented in the table below.

**Table 2.2: Current Federal Funding Initiatives**

| <b>Federal Program<sup>1</sup></b>   | <b>Description</b>  | <b>Texas Instantiation</b>   |
|--|---|--|
| <b>Department of Education 21st Century Community Learning Centers (CCLC)<sup>2</sup></b>  | Only federal funding stream dedicated specifically to OST   | Texas Education Center uses this funding for its Afterschool Centers of Education (ACE).- FY2013: decreased to 101 million (104m, 2012FY)                    |
| <b>Child Care Development Fund<sup>3</sup></b>   | US Department of Health and Human Services  | TX Workforce Commission.   |
| <b>National School Lunch Program (NSLP)- Dept. of Agriculture<sup>4</sup></b><br><b>Child and Adult Food-Care Program (CACFP)<sup>5</sup></b><br><b>Summer Food Service Program (SFSP)<sup>6</sup></b> | These programs offer Federal Nutrition Funding for reimbursement of OST meals.  | Amount received by the State of Texas per program during FY 2011:<br>NSLP: \$18,759,361<br>CACFP: \$11,222.803<br>SFSP: \$12,027,612 FY2011                  |
| <b>Elementary and Secondary Education Act, Title 1<sup>7</sup></b>   | Supplemental services (federal regulation requires that some title 1 funds be set aside for Supplemental Education Services (SES)<br><br>Grant to LEAS: form based funds provided by school with students who have the highest risk of failing- basic improvements to classroom activities, but also OST services | In 2011: ~\$3.7 million in SES funds expended in OST programs.<br><br>In 2011: \$14.5 million expended on OST programs.                                      |
| <b>Community Development Block Grant</b>   | Federally funded formula grant program awarded on an entitlement basis to cities/ counties  | Difficult to say which amount benefits OST.  |
| <b>Social Security Act, Title IV-B</b>   | Administered by Children and Families (US Health and Human Services), at risk youth and families  | In 2011, Promoting Safe and Stable Families block grant program:<br>\$3 million for community-based delinquency prevention and family engagement activities. |



Out of School Time programs are also supported and promoted by a rapidly increasing network of nationwide alliances, foundations, institutes, and research organizations dedicated to raising awareness, increasing the effectiveness and quality of OST programs, providing technical assistance and advisement to new OST initiatives, and researching the most innovative practices across the nation. The most salient actors are presented in the table to the right.

## 2.2 National Studies about Out of School Time: Key Challenges Identified

A set of national studies informs Texas-based research on the out of school time challenge and several important pieces of evidence drive current program development, including the need to focus increasingly on both low and middle-income working parents, more attention on vulnerable population needs, the types of program focus and infrastructure which generate the most positive results, and the importance of informal learning spaces to enhance traditional learning. The Harvard Research Family Project “Highlights from the Out-of-School Time Database” (2007) identify OST’s most pressing issues as: the best ways to achieve quality in OST programming; to recruit, retain, and develop a high-quality workforce; to achieve sustainability and bring successful initiatives to scale; and when OST programs contribute to positive youth outcomes. All of these issues are directly relevant to considerations of how corporations could better support working parents.

Research conducted by the Afterschool Alliance (2012) between April 25 and June 8, 2012, to assess the impact of economic conditions on afterschool programs, received 1,012 survey responses, representing 4,947 after-school sites serving more than 567,470 children located in urban (45%), suburban (30%) and rural (31%) communities across the United States. This research found that funding for 68% of African-American majority programs and 65% of Latino majority programs is lower than it was three years ago. Further, 62% of Latino majority programs and 70% of African-American majority programs report that their current budgets cannot meet the needs of students and families in their community. Ninety-two percent of Latino majority programs report that children in their community need afterschool care, but are unable to access it. Finally, the children served by after school programs are primarily from economically disadvantaged households and high-need populations, especially majority African-American and Latino areas. This last point is critical, as it reiterates that the best-served programs are neither fully funded nor reaching a sufficient number of their own targeted beneficiaries. Further, an Austin-based funder of Texas after school

**Table 2.3: National Research, Advocacy and Funding Groups**

|    |  |  |
|----|--|--|
| 1  | <b>Afterschool Alliance<sup>8</sup></b>                                | “Dedicated to raise awareness of the importance of after-school programs. Advocates for quality, affordable programs. Public private and non-profit organization” (Bodilly and Beckett 2005)   |
| 2  | <b>After School @ Harvard Family Research Project<sup>9</sup></b>      | Its objective is to “increase effectiveness of OST programs (...) Collects, analyzes evaluates information regarding OST programs and collaborations” (Bodilly and Beckett 2005)   |
| 3  | <b>National Afterschool Association (NAA)<sup>10</sup></b>             | Provides publications, training and technical assistance for the development after-school programs.  |
| 4  | <b>National Center for Quality Afterschool<sup>11</sup></b>            | Helps local and state education agencies to develop high quality afterschool programs  |
| 5  | <b>National Network of Statewide Afterschool Networks<sup>12</sup></b> | Funded by the Mott Foundation. ATAC (Afterschool technical assistance and collaboration). “Facilitates partnership, provides information to develop high-quality programs, and supports efforts to sustain expanded learning opportunities”. |
| 6  | <b>National Institute of Out of School Time<sup>13</sup></b>           | Objective: “that every family has access to high quality after school programs, and has helped to develop standards” (Bodilly and Beckett 2005).   |
| 7  | <b>National Conference of State Legislatures<sup>14</sup></b>          | Assistance to policymakers on after school programs (Bodilly and Beckett 2005) and other issues  |
| 8  | <b>Forum for Youth Investment<sup>15</sup></b>                         | Discussion and advocacy at a state and local level for young people. Research, analysis and dissemination of findings, recommendations on policies.  |
| 9  | <b>National League of Cities<sup>16</sup></b>                          | Institute for Youth Education and Families. Its’ objective is to “increase availability of extended learning opportunities in cities.” (Bodilly and Beckett 2005)  |
| 10 | <b>Children at Risk<sup>17</sup></b>                                   | Non-profit organization that, through research, education and advocacy programs, seeks to improve the well-being of the whole child.   |
| 11 | <b>Catalyst<sup>18</sup></b>   | Non-profit organization which seeks to expand opportunities for women and businesses through the creation of inclusive workplaces (research, awards, services, etc.)   |

programs, interviewed for this research, contextualized this finding by noting that while the poorest of the poor used to be their target for after school program access, the need now stretches right through the middle class.

An important research volume is *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* (2014), edited by Terry Peterson, a prominent advocator of OST, and a former counselor to the US Secretary of Education. He notes the solid research basis for the claim that quality OST programs make a positive impact on students, communities, schools and families. Therefore, he argues that the outstanding challenge is to expand and strengthen learning opportunities. Two studies featured in the “Recent Evidence of Impact” section in this compendium are of particular note in considering how to enhance OST programming across the state of Texas. First, Durlak and Weissberg’s “Afterschool Programs That Follow Evidence-Based Practices” (2013) reviews evaluations of 68 after-school programs across the country, in both urban and rural areas, with participation by children between five and 18 years old. The study compared programs with the specific goal of bolstering personal development against those that lacked that goal. They found that programs fostering personal development improved students’ self-perception, school attendance, and academic scores, and reduced drug use and behavioral problems. The overall conclusion of the authors is that the question is not whether OST programs should be offered, but how their quality might be enhanced to make them more successful.

Griffin and Martinez’ work (2013) in the same compendium, “Value of Partnerships in Afterschool and Summer Learning,” explores one way to improve quality, and argues that one of the most important factors leading to OST programs’ long-term sustainability and impact maximization is the importance of a strong, diverse community and partnerships with institutions such as colleges, universities, youth development organizations, libraries, museums, city parks departments, and faith-based organizations. In the same volume, in “The Power of Community-School Partnerships in Expanding Learning,” Marmillion and Rose (2013) similarly argue that students in the 21st century need to learn skills to succeed in the workforce, skills that cannot be learned in isolation and that are provided by informal learning institutions. They provide multiple exemplars of such programming.

Campbell and Edwards (2010) present research conducted by Texas A&M, focused on how to build capacities for youth development in rural areas. The authors identify challenges to community building, such as lack of resources that result

in fewer programs, low program variety, and less access to technological assets. Further, they note that effective programs feature partnerships that engage all available stakeholders, including civic, religious, business, and recreation programs, to build community capacity. They highlight the need for localized programs designed through a learning process approach, in local context. The brief also identifies other useful sources, including an Afterschool Alliance study (2007) which overviews the main challenges faced by children in rural US areas and provides several local examples of how OST programs have helped solve some of the most significant issues. For example, the “After School on Track” program in Edmonton, Kentucky provides access to students by giving daily transportation for 75% of the students. Reported results included increased program participation and engagement, and better academic performance.

### **2.3 National Studies of Employer Attitudes: Working Parents and Out of School Time Issues**

The following section documents major national trends in corporate awareness of working family challenges, especially support for out of school time interventions. The research trends reported below parallel the data collected for this study.

A 2012 study, *National Study of Employers*, carried out by the Families and Work Institute (Matos and Galinsky 2012) examines U.S. employers’ practices, policies and benefits as related to working parents. It included 1,126 companies from across the United States in the study, sampling for organizations with more than 50 employees, with 75% of participating companies being for-profit and 25% non-profit, and 18% of responding companies being single-location companies and 82% multi-location companies. While the previous 2005 and 2008 studies aimed to identify practices and policies that made flexible and effective workplaces, the 2012 research attempted to assess whether businesses are indeed implementing these identified factors.

The study concludes that, since 2005, employers have increased options to manage times and places where they work: flexible hours increased from 66% to 77%; flexible work place increased from 34% to 63%; choices in managing time increased from 78% to 93%; and daily time off when important needs arise increased from 77% to 87%. Matos and Galinsky (2012) also report on predictors of flexibility, including: relatively large size; nonprofit status; relatively many women, part-time employees, and women and ethnic minorities in leadership positions; and overall fewer racial or ethnic minorities, union members, and hourly employees. Many of these predictors coincide with predictors of whether

businesses offer elder care assistance as well, demonstrating a general shift towards attention in developing family-friendly workplaces across the country. A number of other studies have documented similar trends and could serve as important reference points for corporations interested in supporting OST programming in the future.

Research also demonstrates more employers are offering Dependent Care Assistance Plans (DCAPs) to pay for child care with pre-tax dollars.

**Table 2.3: Child Care Assistance from 2005-2012**  
(national data, Matos and Galinsky, 2012)

| Practice, Policy or Benefit   | 2005 | Sig | 2012 |
|---|------|-----|------|
| Access to information to help locate child care in the community (Child Care Resource and Referral) | 34%  | ns  | 38%  |
| Dependent Care Assistance Plans (DCAPs) that help employees pay for child care with pre-tax dollars | 45%  | *** | 62%  |
| Payment for child care with vouchers or other subsidies that have direct costs to the company       | 3%   | ns  | 2%   |
| Child care at or near the worksite  | 7%   | ns  | 7%   |
| Child care for school-age children on vacation  | 3%   | ns  | 2%   |
| Back-up or emergency care for employees when their child care arrangements fall apart               | 6%   | **  | 3%   |
| Sick care for the children of employees   | 6%   | **  | 3%   |

Source: Families and Work Institute, 2012 National Study of Employers. Sample sizes range within survey year from 860-875 in 2005 and 900-905 in 2012. Only the % responding "Yes" is reported for each option. Statistical significance: \*\*\* =  $p < .001$ ; \*\* =  $p < .01$ ; ns = not significant.

Some existing studies address productivity gains and losses, both financial and psychological, that businesses face as they and their employees address out of school time challenges, as well as document core attitudes on out of school time programming.

*Business Leaders: Expanding Afterschool and Summer Learning Opportunities Can Make a Bottom Line Difference* (Grant et al. 2013) presents business community members' views on the importance of out of school time programs in preparing the future workforce. This work found that employers view today's workplace as highly technical, and more so, than in the past. Thus, competitive recruits must demonstrate problem solving, collaboration, self-esteem, innovative thinking, and social skills. Participants viewed out of school time programs as opportunities for developing creativity, self-expression, and exposure to different career paths. They also viewed out of school time programs as

business investments, helping to develop youths' skills with a view towards them as future participants in the workforce, ensuring American competitiveness.

Indeed, *The American Business Collaboration for Quality Dependent Care's (ABC) 10th Anniversary Report* noted that, companies view their investments in dependent care in the community not as charity, but as sound business practice (*Afterschool Programs Help Working Families*, 2003). For businesses assessing how community engagement, whether

in the form of providing or supporting after school programs, might intersect with their own business needs, the *Afterschool Toolkit: Business to Business* (Working Families Alley, 2002) features a sample survey for employers to apply to employees.

One study, *The Family-Friendly Workplace: Integrating Employees' Work and Life and the Impact on Talent Attraction and Retention* (Filipkowski 2013), reports on a nationwide study of how benefits and policies focused on helping integrate work and personal lives can support an employer's talent management strategy. Four hundred surveys were conducted among US organizations of varying sizes to explore the case for family friendly benefits, impacts on employee outcomes, and benefits return on investment. Surveyed companies reported offering the following benefits: 35% provide transitional periods between full- and part-time work for parents, 30% provide back-up emergency childcare, 44% have

on-site childcare, and 44% offer childcare subsidies and/or discounts. Participants reported that the primary reason for offering family-friendly benefits and policies included business strategy (7%); organizational values and mission (37%); employee needs (26%); and remaining competitive when recruiting talent (14%). Factors considered in the decision to implement these benefits or policies included direction from leadership (71%); company values and culture (65%); cost (62%); employee survey results (47%); industry benchmarks (43%); employee exit interviews (38%); local market factors (32%); and candidate feedback (25%). Participating human resources directors and other business leaders noted the benefits of the above policies as major factors that attract and retain candidates. That said, Filipkowski found that most organizations studied do not measure benefits' impacts or whether family-friendly policies and benefits pay for themselves.

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Finally, *Exploring Managers' Attitudes toward Work/Family Programs in the Private Sector* (Stout et al 2013) used an online, snowball sampling method to survey 63 managers employed by private sector businesses which offer flexible time and/or telecommuting options, in order to explore managers' attitudes towards work and family programs. Results indicated that managers' support and promotion of work/family programs depended on their perception of their employees' level of responsibility.

While the above is a start in terms of inroads to understanding how best to support working parents in the workplace, there is a dearth of research regarding employers' attitudes on the "loss of productivity" problem for working parents. This report contributes to that gap.



# CHAPTER 3

## Overview of Out of School Time Initiatives in Texas

This chapter provides key aggregate data for Texas programs but more extensive data regarding OST programs in Texas may be found on the TXPOST webpage. (TXPOST is a statewide network of nonprofit, public and private sector partners dedicated to increasing the quality and availability of out of school time (OST) opportunities for Texas youth). A key source of data for Texas OST programs is the study, *America after 3pm* (2009, 2014), as it included 1,129 Texas households in the 2009 survey study and has been updated in 2014. The study, conducted by the Afterschool Alliance and funded by the JCPenney Afterschool Fund, presents the results of a survey of more than 30,000 families, providing a comprehensive picture of what children are doing after school and how many are in after school programs.

with their child's afterschool program and 74% agree that afterschool programs give working parents peace of mind (After School Alliance, 2014).

According to the *Texas After 3PM* study (2009), Texas' afterschool programs rank in the top 10 in satisfaction in both quality of care (85%) and variety of activities (84%). More impressive though is the percentage of high-need children served in Texas. More than half the state's afterschool participants (53%) qualify for reduced priced lunches. This places Texas third among all states. This combination of providing parents with quality care, providing children with a variety of activities, and serving a high need population makes Texas, according to the authors of this study, as one of the "top 10 states for afterschool" in the country.

### 3.1 Scope of OST Challenge and Programming: State-Level Data

According to U.S. Department of Education data from 2005-2006, the total school enrollment in Texas is 4,526,595, which is the foundation for all statewide projections in *Texas after 3PM* (2009). This work finds that in Texas, 26% (1,167,862) of K-12 youth are responsible for taking care of themselves after school. Further, of all Texas children not currently enrolled in afterschool programming, 51% (1,692,279) would be likely to participate if an afterschool program were available in their community.

*America After 3PM* (2014) revealed that 880,636 children (18%) in Texas participate in an afterschool program, yet 1,516,900 children (37%) would be enrolled in a program if one were available to them. Nineteen percent of Texas students (935,057) are unsupervised after school for an average of 7.7 hours per week (*Texas After 3PM*, 2014). 80% of Texans support public funding for afterschool programs (*Texas After 3PM*, 2014).

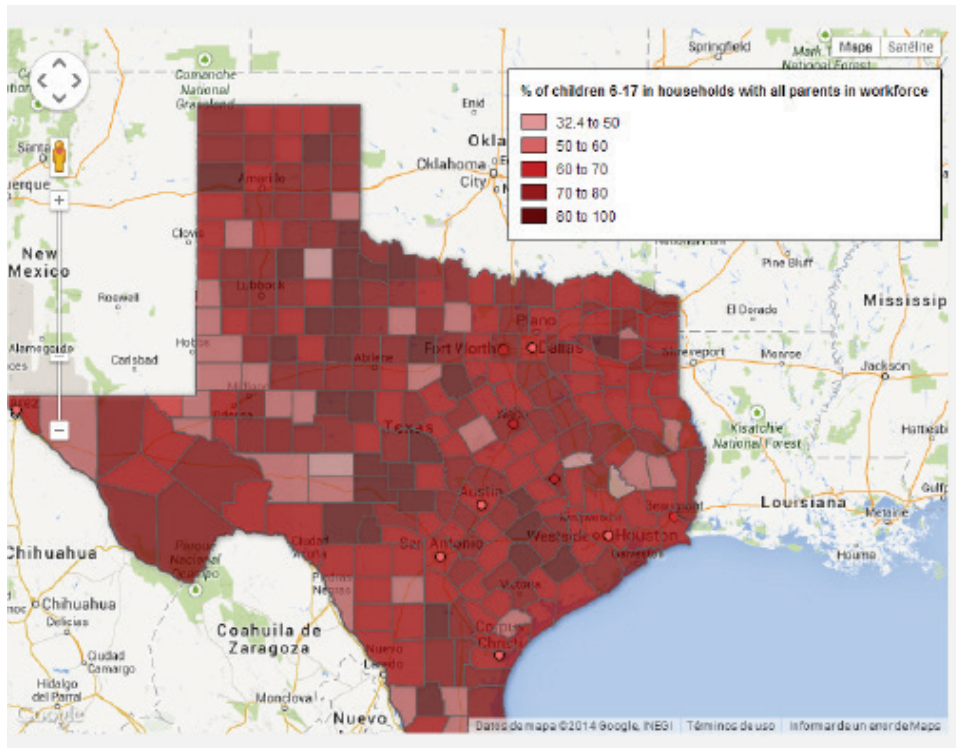
More than 8 in 10 parents with kids in after school programs agree that the programs help working parents keep their jobs (*America After 3PM*, Afterschool Programs in Demand, 2014). Eighty seven percent of Texas's parents are satisfied

**Table 3.1: Afterschool Program Participation Rates** (*Texas After 3 PM*, 2009)

|  | Texas |      | Total |
|--|-------|------|-------|
|  | %     | Rank | %     |
| Afterschool Program Participation Rate   | 15    | 19   | 15    |
| Average Hours in Afterschool Programs Per Week/Per Child                             | 8.51  | 15   | 8.14  |
| Self-Care Participation Rate   | 26    | 12   | 26    |
| Percent of Afterschool Program Participants who Qualify for Free/Reduced Price Lunch | 53    | 3    | 41    |
| Agreement that Afterschool Programs are Available – % Completely/Somewhat Agree      | 50    | 38   | 57    |
| Satisfaction with Afterschool Program % Extremely Satisfied                          | 56    | 14   |       |
| Quality Care   | 85    | 9    | 79    |
| Variety of Activities  | 84    | 4    | 74    |
| Cost   | 62    | 29   | 63    |

The study cites that 15% (678,989) of Texas's K-12 children participate in afterschool programs, including 94,137 kids in programs supported by the U.S. Department of Education's 21st Century Community Learning Centers initiative (CCLC). The 21st CCLC initiative supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools (<http://www2.ed.gov/programs/21stcclc/index.html>).

**Figure 3.1: Percentage of Children 6-17 in Households with All Parents in Workforce**  
(Fischer, 2013)



The *No Child Left Behind Act* reauthorized 21st CCLC in 2002 ([www.afterschoolalliance.org](http://www.afterschoolalliance.org)). For currently enrolled Texas children, 91% of parents are satisfied with the afterschool program their child attends. If the 21st Century Community Learning Centers initiative were funded at the fully authorized level, the Texas share would be \$222,656,133 for Fiscal Year (FY) 2013. The current amount appropriated is \$104,440,061 (FY2011:102,902; FY2012:104,440).

### 3.2 State and Local Government Support for OST Initiatives

In addition to federal support of OST programming, Texas has supported OST programming through the following channels.

Witt and Henderson's 2013 report from *Texas A&M's Youth Development Initiative* documents the supply of OST programs for children in grades K-12, during the after school hours in Texas, as well as their capacity to provide programming and beneficiaries' use of it (as measured by average daily attendance). This work found that average daily attendance was 195,404 children and youth across 3,609 programs. These programs offer art activities (96%), sports (89%), tutoring or homework assistance (88%), STEM activities (54%), college and career readiness activities (54%), and drama activities (37%). STEM and college/career readiness activities were more likely offered by programs serving middle and high school aged children.

Nafziger and Ferguson (2013), provides recent evidence of impact through examination of the results of an evaluation of the Texas Afterschool Centers of Education (ACE), funded by the 21st Century Community Learning Centers. This evaluation demonstrates the early impact of OST programs in Texas and illustrates how a member of the business community, Skillpoint Alliance, is participating in programming to prepare a "qualified" workforce. Nafziger and Ferguson found that participation for children in grades 9-10 was associated with an increase in scores in reading and English, math, and arts. They also found, for children under age 12, a decrease in disciplinary incidents as measured by the Texas Assessment of Knowledge and Skills. Participation was associated with an increased likelihood of grade promotion.

A third study (American Institute for Research, 2013), commissioned by The Texas Education Agency (TEA) evaluates the Texas 21st Century Community Learning Centers (CCLC). The overall objective of the evaluation was to assess which programs' policies and practices have been most successful in addressing TEA's "Critical Success Model" (CSM), which identifies four contributors to program success: a) family involvement, b) student involvement in school, c) data assessment and revision of student activities and services, and d) staff professional development. The study conducted observations and interviews in 80 afterschool centers of education in the 2011. Of those, 15 were selected for more in-depth research, including additional observations and interviews with site coordinators, principals, and teachers in 2012. The study found that features associated with high levels of student engagement included: a) clarity of purpose, b) intentional use of time, and c) an interactive instructor. It further found that organizational approaches, including center intentionality, practices to monitor improvement, linkages to the school day, staff development and collaboration, and community connections drive instructional and point of service quality.

As can be seen, data related to OST programming is patchwork and emerging. However, enough information exists to demonstrate the importance of supporting the

**Table 3.2: Texas State Initiatives***(Several local government initiatives of note have emerged as well.)*

| State Program  | Description   | Source / Note  |
|--|---|--|
| <b>Texas Workforce Commission (Childcare)</b>            | Comes from the federal program.   | Analysis of Public Funding Sources for Out of School Time in Texas. TXPOST, July 2013.   |
| <b>Department of Family and Protective Services</b>      | Preventive. Texas Statewide Youth services network (TXSYN): targets youth under 18.   |  |
| <b>Temporary Assistance for Needy Families</b>           | Federal block grant program-provides services to low income-families.   | Texas must also spend a proscribed amount (MOE)-Texas is 1 of 10 states that spends less than 5% of TANF on childcare (2011); [average 16.5] |
| <b>Expanding Learning Opportunities Council (SB 503)</b> | Analyze best practices, availability, unmet needs, opportunities to create incentives for employers and businesses, to maximize support for public and private partnerships and expand STEM in Expanded Learning Opportunities. | "Texas Policy and Advocacy" TXPOST website, n.d..  |

expansion of OST programming in the state of Texas. Chapter 9 of this report expands on a number of cases of corporate-driven support in the state, as well as highlights a range of best practice collaborations of note to Texas businesses, where corporations across the United States have initiated and expanded unique OST programming in alignment with their own business mission, while simultaneously fulfilling the needs of their working parents and local community's school aged children. Such success stories have typically been spurred by cross-sectoral collaborations engaging a unique and sometimes, unexpected, group of partners.

**Table 3.3: Local Initiatives of Note**

| Local Public Initiative | Description  | Source   |
|-------------------------|--|--|
| <b>San Antonio</b>      | Department of Human Services administers the After School Challenge Program in 132 area school sites.  | Analysis of Public Funding Sources for Out of School Time in Texas. TXPOST, July 2013. |
| <b>Harris County</b>    | Department of Education operates the Cooperative for After-School Enrichment (CASE). CASE partners with state and federal agencies and with community and nonprofit organizations to administer a OST programs in more than 100 sites. | CASE website   |

## Research Design

Because the OST challenge is complex, depending on specific family and workplace variables, this exploratory, qualitative study has been designed to capture a wide range of perspectives (working parents, human resource professionals, and CEOs) and across types of organizations (both large corporations and small to medium size businesses, located in rural and urban locations, and across the major regions of the state). An online survey, in-depth interviews, and case studies were triangulated to highlight the workplace dynamics surrounding working parents' management of OST programming for their school aged children, specifically to answer the following three overarching research questions:

- *How does the OST challenge effect worker productivity, and thus profits, for Texas businesses?*
- *To what extent are Texas corporations engaged in OST time programming?*
- *What would motivate increased engagement by corporations?*

The study design in support of answering these questions is further articulated in Table 4.1 below. The data collected informs five critical knowledge gaps underlying the growing OST challenge for Texas employers and their working parents.

To understand Texas private sector involvement in offering educational opportunities to Texas children during Out of School Time, three strategies were employed to collect data. First, five questions were included on the employee survey, asking participants to describe their employers' involvement in community OST offerings, both as a benefit to the general community, as well as an internally-offered benefit to working parent employees. Secondly, Texas business leaders were questioned on programming efforts. Third, private sector participation was researched across the state of Texas.

Texas employers were interviewed to document core attitudes and awareness of the OST problem, as well as how working parents' efforts in this regard influence company productivity. Human resource professionals were asked to identify current strategies employed to support staff with school-aged children, as well as to identify possibilities for future programming. Working parents were surveyed to better understand the specific kinds of stressors they face as they accommodate their individual needs as working parents. The online survey was disseminated across the

state to capture a range of perspectives relevant to: a) dual-income families, b) increasing numbers of single parents, and c) the disappearing middle class in today's economic climate. A review of corporate-supported OST programming across the state and nationally helped shape recommendations geared towards four critical stakeholders - private sector employers, educational foundations, the Texas state legislature, and local communities interested in creating sustainable programming through collaborative partnerships with the aforementioned stakeholders.

### 4.1 Company Sample - Interviews

Companies were sampled to include both companies proactively engaged in OST programming, as well as those companies not aware or engaged in OST programming, to evidence four core dimensions of the OST issue:

- Employer awareness of employee needs concerning OST programs,
- Employer support for OST time incentives for employees (i.e. pre-tax payroll deduction),
- Employer perspectives on lack of utilization of incentives, and
- Employer perspectives on productivity loss during OST time

Interview questions focused on: actual program support and policies, awareness of employee needs, perceptions of lost productivity time by working parents, opportunities to increase engagement by businesses in the future, and perspectives on potential for collaboration with a range of community stakeholders (See appendix for a full set of interview protocols and the survey instrument).

Interviewees were selected from companies identified, through an online review of corporate policies and programs, as proactively engaged in support for working parents, as well as companies without obvious attention to such issues. Interviewees were sampled from a range of industries (see Chapter 2 for details) to build a multidimensional snapshot of a variety of contexts, employee types, and working day structures, to provide a solid foundation for an initial analysis of an aggregated "Texas case" of corporate perspectives and strategies, in support of their working parents and out of school time.

Initial outreach was made through "cold" emails and phone calls to 130 companies. Seven company representatives



agreed to interviews, at which time 34 community representatives (i.e. United Way, family-oriented service providers and nonprofits, and chambers of commerce) and 31 Texas industry association representatives were contacted to assist in securing further interviews. The final sample of interviewees included 33 human resource professionals and executives (e.g. CEOs, Directors of Operations, and managers of philanthropic units) working at 22 companies,

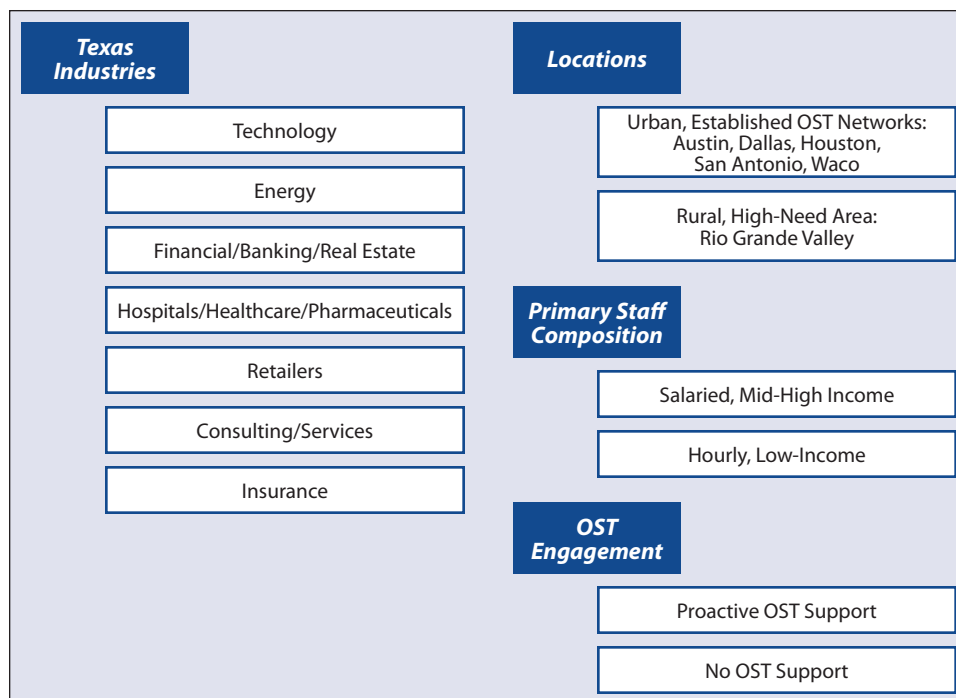
both large corporations and small to medium size businesses, across 13 representative Texas industries (see Figure 4.1 on the following page).

This study was iterative in nature, with the data collection strategy left open to adaptation for the first several weeks of the study, as it was uncertain what knowledge would emerge from this first study focused on documenting corporate leader perspectives on the out of school time

**Table 4.1: Research Design Overview**

|   | Dimension of OST Challenge  | Research Activity  | Data Source   | Representative Questions   |
|---|---|--|---|--|
| 1 | Employee Logistics  | Document employee challenges related to filling in OST childcare gap | Online survey of employees across sample of Texas businesses  | <ul style="list-style-type: none"> <li>• What are specific exemplars of the kinds of activities individual employees engage, on a consistent basis, to address OST challenges?</li> <li>• How does the existence/absence of OST programming effect employees' planning and productivity?</li> <li>• What kinds of effects (i.e. emotional, physical, psychological) does corporate support of OST programming, or lack thereof, have on working parents?</li> </ul>  |
| 2 | Employee Productivity   | Document impact of OST challenges on worker productivity             | In-depth interviews with HR professionals; employee survey  | <ul style="list-style-type: none"> <li>• Over the course of the calendar year, what effects have fluctuations in the existence of after school and summer school programs had on staff productivity?</li> </ul>  |
| 3 | Employer Attitude, Awareness, Motivations, Incentives                                       | Document employer awareness & attitudes towards OST                  | In-depth interviews with business leaders and HR professionals  | <ul style="list-style-type: none"> <li>• To what degree do business leaders understand and appreciate the challenges of the OST problem? Specific parental stressors and challenges? Solutions?</li> <li>• How do employers perceive differences in productivity between staff with and without school-aged children? Over the course of the day? Year?</li> <li>• How does the existence/absence of OST programming effect employers' planning?</li> <li>• Have employers perceived effects of these fluctuations on their company's bottom line?</li> <li>• What types of company cultures are most supportive of working parents struggling with OST challenges? In what ways exactly?</li> </ul> |
| 4 | Employer Strategies   | Assess OST strategies currently engaged by companies                 | In-depth interviews with business leaders and HR professionals; Case studies of current corporate-supported OST programming, nationally and within Texas      | <ul style="list-style-type: none"> <li>• What kinds of corporate-supported programs exist to support working parents in need of OST educational opportunities for their school-age children?</li> <li>• What proactive strategies do employers already use to help staff with school-aged children mitigate productivity challenges?</li> <li>• Are there specific government benefits companies receive for offering these programs?</li> <li>• Are there incentives that employers would most likely engage, if available?</li> </ul>  |
| 5 | Effective, Sustainable Policy Solutions<br>(Considerations of Future Public Policy Options) | Identify potential policy solutions                                  | Literature review to assess best practices nationally; best practice community collaborations; In-depth interviews with business leaders and HR professionals | <ul style="list-style-type: none"> <li>• Are there examples of statewide policy solutions in existence that would inform future OST programming as a public sector initiative?</li> <li>• Which program models hold the most promise for replicability?</li> <li>• What kinds of incentives exist for businesses to address the OST problem as a private sector solution or to engage in public-private partnerships for these solutions?</li> <li>• Do human resource managers know about program exemplars that hold potential that have not been tried in Texas?</li> <li>• What do employers feel are the greatest obstacles to implementing new ideas?</li> </ul>                               |

**Figure 4.1: Sampling Frame: Representative Texas Corporations**



challenges faced by working Texas parents. The interview sample was purposefully created to include companies reputed to have strong policies and support for working parents, as well as exemplars across most common Texas industries. The sample was also opportunistically created, as it became readily apparent in the first few weeks of outreach to companies that a key factor in sample inclusion would be a willingness to participate in the interviews. As a result, the study is exploratory and anecdotal in nature, but it also presents a set of data that provides an in-depth examination of the core dimensions at play in many Texas companies.

To support the generation of new knowledge on this topic, interviews were open-ended, but guided by a set of potential questions (See Appendix C: interview protocols), to ensure several major themes were explored:

- Employer awareness of employee needs concerning OST programs,
- Employer attitudes towards working parents in general,
- Employer perspectives on productivity loss during OST time, influence on work culture, and inter-personal dynamics in the workplace, and
- Employer support for OST time programming and strategies to help individual employees mitigate logistical challenges and stressors as working parents.

Over the course of the interviews, key themes and perspectives repeated frequently, providing the research team with certainty that even with a small and uneven

sample of businesses, the data is a reliable representation of corporate perspectives on OST and working parent challenges across the state. The excerpts provided demonstrate that the interviews were composed of business leaders in the trenches, some of the best practitioner minds attempting to tackle the realistic challenges of a growing working parent workforce across the state.

## 4.2 Employee Sample – Survey

The study also employed an online survey, completed by 153 working Texas parents and their colleagues, between June 18 and August 30, 2014. Respondents were asked to identify specific challenges faced in managing OST activities, associated stress levels, and influence on work productivity.

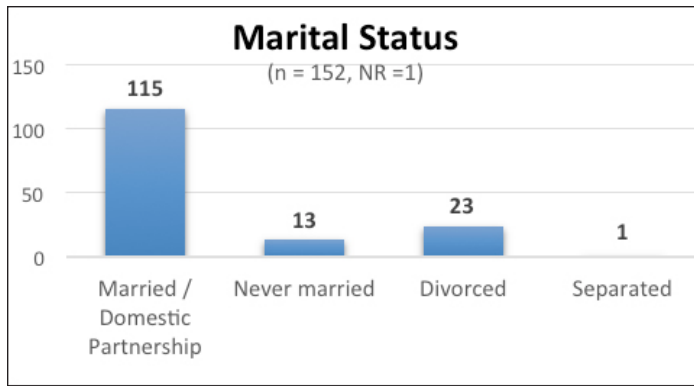
The survey was distributed through a range of methods. First, interviewees were asked to distribute the survey to their own working parent employees. Second, Chambers of Commerce in Austin, San Antonio, Waco, Houston, El Paso, Laredo, Brownsville, Abilene, Lubbock, Midland/Odessa, Tyler, Galveston, Beaumont, Corpus Christie, Amarillo, and Dallas/Ft. Worth were requested to distribute the survey to their local businesses. Twenty one Texas trade associations were also asked to circulate to their membership organizations. Although survey respondents were not perfectly representative of Texas companies, respondents did represent an appropriate range of geographic and sector diversity.

One hundred and fifty five people participated in the survey. Of these, one gave no responses to any questions, and one works in Pennsylvania, so the reported sample is 153. It is notable that these 153 responded to nearly every question, including and especially, the open-ended questions, which comprised the majority of the survey and which covered the substantive topics. Responses to these questions were thorough and opinionated, which gave great variety and color to the voices sought from the Texas labor force.

Of 133 female and 20 male respondents, 115 were married at response time, 23 divorced, 13 never married, one separated, and there was one non-response on marital status. The complete survey can be found in the appendix of this report.

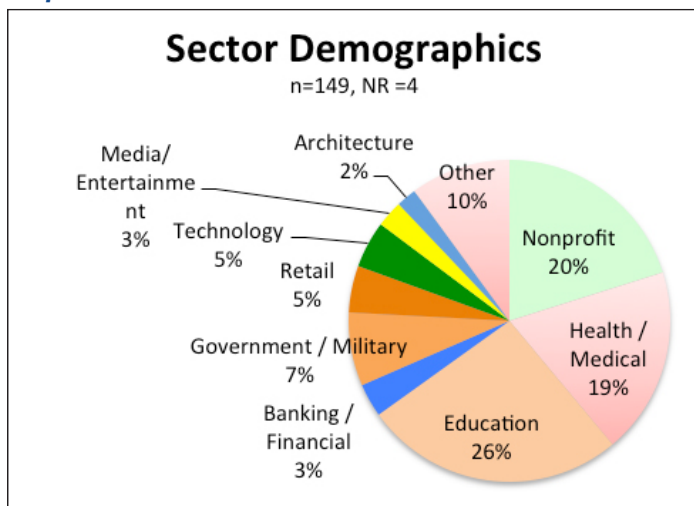
Respondents worked in the following industries: Health and Medicine (28); in Education (39); Nonprofit (30);

**Figure 4.2: Marital Status as Reported by Survey Respondents**



Government and Military (11); Retail (7); Technology (7); Banking and Financial (5); Media and Entertainment (4); Architecture (3); Hospitality (2); Legal (2); Chemical (2); Automotive (1); Energy (1); Scientific Research (1); and Trade Association (1).

**Figure 4.3: Industry Location as Reported by Survey Respondents**



Survey participants reported working in San Antonio (59); Austin (32); Houston (12); Dallas (5); Brownsville (5); Edinburg (4); Eagle Pass (3); Georgetown (2); McAllen (2); Freeport (1); Harlingen (1); Helotes (1); Hondo (1); Hunt (1); Kerrville (1); La Feria (1); La Vernia (1); Laredo (1); Pasadena (1); Raymondville (1); Schertz (1); Spring Branch (1); Sugarland (1); Texas City (1); The Woodlands (1); and Tyler (1).

There were 152 salaried respondents, while 25 have hourly positions and 16 have contract positions. One hundred thirty participants work full time and 19 work part time.

One hundred and twenty five respondents reported *currently* being working parents, of a total of 287 children. Most of these children (121) were aged 5-10, while 46 are aged 11-13 and 50, 14-18 years old. About half of the remainder

of children (36) were under 5 years old and half (34) were older than 18. All but four children live with the responding survey participant. A total of 135 respondents selected 'yes' when the question changed to "are you or *have you ever been* a working parent?" Forty-two respondents reported supervising or working alongside working parents. Among them, 24 reported being working parents of school-aged children and supervisors of the same.

Overall, the survey respondents were, on whole, well-positioned to respond to questions about the productivity challenges of working parents, and individual and workplace strategies to mitigate those challenges.

Among the 125 respondents with children in school, 99 reported that, during the times when their children are not in school but they are at work, that they are responsible for the logistics of getting their child to childcare or extracurricular activities on a daily basis, and 14 reported that they were responsible for getting their child to childcare or extracurricular activities a few times per week. Nine reported dealing with these logistics a few times per month, and 5 reported that they never had to deal with this issue.

Survey responses are detailed in Chapter 5.

### 4.3 Case Studies

Further, the study examined a number of critical cases of OST programming currently supported by Texas corporations, to better understand:

- The organizational dynamics that have led to such solutions,
- The impact such programming has had on individual employee motivation and overall worker productivity,
- The types of influence they've had on the community in which they are implemented, and
- Whether such models hold potential for widespread replicability.

To collect this data, interviewees were asked to identify their own company efforts, as well as exemplary programs they had heard about. Seventy one instances of some form of support for OST programming were identified by interviewees, including grantmaking, volunteering, support for nonprofit and school-based initiatives, corporate-driven programs like summer and holiday camps, and national blueprint and corporation-wide initiatives. Instances have been grouped along a continuum of these 5 main types of interventions to provide a sense of the most popular types of initiatives across the interview sample. Findings are presented Chapter 9.

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#### 4.4 Study Limitations

As highlighted above, participation in both the interviews and online survey were less than hoped for, even after extensive outreach. Many employers initially contacted were reticent to discuss the issue, citing their lack of knowledge or engagement in OST program or support for working parents. Other employers were concerned that participation or dissemination of the online survey would raise expectations. Chambers and associations were unwilling to distribute the survey to member organizations. As well, the study was conducted over the summer months and many potential interviewees were on holiday, just back from holiday, or planning a holiday, so this greatly influenced availability of many. Future study of OST programming by corporations would need more extensive resources devoted to outreach and education of OST issues.

It is also important to note that although the original sample included companies representing predominately low-skilled and/or shift workers, multiple contacts across the state with key employers, as well as industry associations, resulted in only one grocery retailer willing to be interviewed. Thus, the ‘voice’ of this important segment of Texas business leaders is absent from the narrative recorded on these pages. Future research targeting only this group of businesses would be an important contribution to the study.

Although extensive outreach was conducted in South and West Texas, as well as more rurally located businesses, business leaders were wholly unresponsive to all attempts to schedule an interview.

Austin businesses have been oversampled, since many companies are headquartered in Austin and the study team had the strong support of the Austin Chamber and area foundations in support of organizing interviews. The same can be said of the San Antonio community, where outreach was more successful and business leaders were more willing to consent to interviews due to their relationship with local foundation and chamber representatives serving as connectors to the business community. Technology firms also represent a disproportionate part of the sample but in the case of this industry, there was a high response rate to interview requests, leaders were highly enthusiastic to talk about OST and their frequent contribution to STEM (science, technology, engineering, and math) programming.

The survey was exploratory and qualitative in nature, designed as a first attempt to gather perspectives of working parents across the state, to build a more holistic picture of Texas business culture as it relates to working parents and their OST challenges. Thus, the survey was not expected to result in a large number of respondents, especially due to dissemination over a fairly short time period (approximately 2½ months) and during the summer, but this data must be considered in light of its non-representativeness and small response rate. However, as the respondents self-selected from a broad range of industries and locations, this data is also illustrative of a host of issues not identified in interviews with business leaders located in a few large urban centers.



## The Employee Experience: Logistics and Productivity Concerns

This chapter explores the first research question driving the study, from the working parent perspective. The following chapter addresses these questions but from the perspective of Texas employers:

- *How does the OST challenge effect worker productivity, and thus profits, for Texas businesses?*

It also addresses its sub-questions:

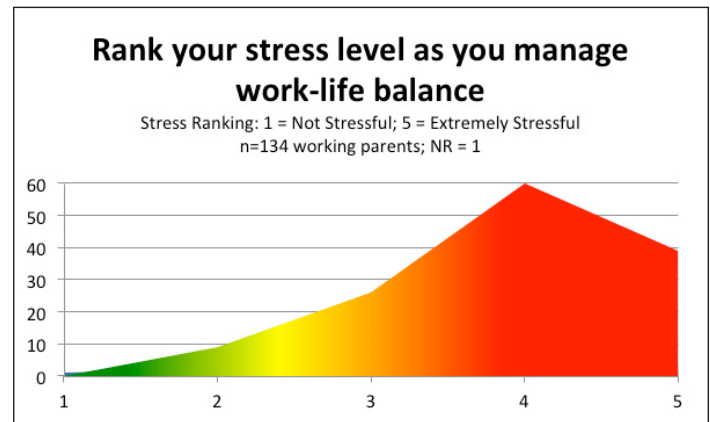
- *What specific dimensions of the OST challenge most significantly influence working parent productivity? (i.e. coordinating and arranging logistics like transportation and planning, contingency arrangements on sick and school holidays, etc.) and*
- *What kinds of psychological, emotional, and physical stressors are experienced by working parents that influence their productivity?*

To address this question, this chapter reports on results of an online survey, summarizing core challenges for individual employees as they negotiate out of school time needs for their school-aged children, their strategies to address such challenges, and their perceptions of their employers' support to working parents to mitigate these challenges. This chapter reports on open and closed-ended questions posed to participants in the Texas labor force<sup>19</sup> about their productivity, work environment, and mitigation strategies. Excerpts are provided from responses to give first-person voice to the issue from an employee perspective, including exemplars of specific logistical challenges, finances, resulting emotional stresses, and how such challenges play out on individual and work team morale.

### 5.1 Productivity Challenges Experienced by Working Parents

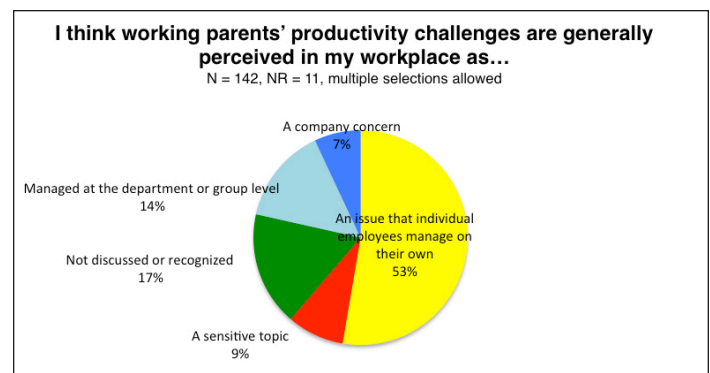
We asked working parents: *Rank your stress levels as you manage work-life balance*, with 0 being least stressed and 5 the greatest possible. Stress was a clear issue among the respondents. 93% ranked their stress as three, four, or five out of five, with five being extremely stressful. Zero participants ranked their stress as they manage work-life balance as 1 – not stressful – and only nine (two each in non-profit and medical, and one each in automotive, health & wellness, technology, education, warehouse & distribution) ranked stress levels as two. Indeed, 73% of respondents ranked their stress as a four or a five out of five.

**Figure 5.1: Stress Level Reported by Survey Respondents**



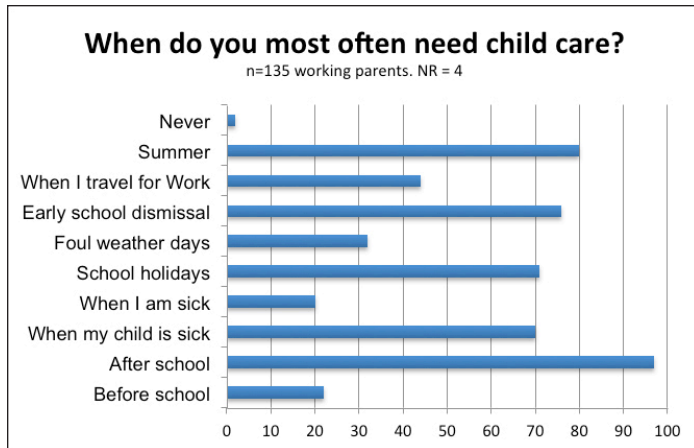
Despite this important source of stress identified by employees, among all respondents only 21%, or 40 respondents, noted that work-life balance is perceived as either a company problem or addressed at the managerial level. All other respondents noted that the productivity of working parents is an issue that individual employees manage on their own (53%, or 98 respondents), an issue that is not discussed or recognized (17%, 32), or a sensitive topic (9%, 16)

**Figure 5.2: Perceptions of Working Parents by Others, as Reported by Working Parents**



We asked working parents, *When do you most often need child care?* Nearly 72% (97) of respondents identified the time period After School, and more than half of respondents identified Summer (80), School Holidays (71), Early School Dismissal (76), and When My Child is Sick (70) as times when they need child care.

**Figure 5.3: Identification of Time Periods Most in Need of Childcare, as Reported by Working Parents**



## 5.2 Specific On-the-Job Stressors Faced by Working Parents

We asked survey participants: *To what extent would you say that your school-aged child's after-school situation has caused you problems on the job? and What are working parents' top productivity challenges?*

Many mentioned needing to leave early from work to pick up children, missing meetings or phone calls on those occasions, and the difficulty of timely completion of tasks. Further, sick children, particularly children with long-term illness, posed a major productivity challenge for survey respondents. Many responses also mentioned distractions – keeping in contact during the day with teenage children, unexpected cancellations from the baby sitter, having to take child to the doctor, etc. as their greatest stressors and productivity challenges. Finally, the need to work beyond the agreed forty hour work-week or eight-hour work-day weighed heavily on those who had to choose between going the extra mile at work and attending to their children.

Three survey respondents additionally indicated that these challenges in turn caused resentment among colleagues. Indeed, productivity challenges and morale challenges seem to go hand in hand. Twenty five responses specifically mentioned “**stress**,” nine “**guilt**” (about short-changing work or children); 18 “**exhaustion**” (as well as “**burnout**”); and eight as “**worry**.” One survey participant noted, “Around the clock expectations place extra burdens on parents and can discourage an employee’s motivation to move up into management.”

Some survey participants chose to elaborate on why their school-aged children’s after-school situation has not caused problems on the job: five responses identified a support network, such as extended family or a stay-at-home parent, and one attributed having few problems to a flexible work

**To what extent would you say that your school-aged child’s after-school situation has caused you problems on the job?**

*“I have to leave at exactly the same time every day or my children have to wait on the street corner for me to pick them up. While the corner is in a safe neighborhood, I feel guilty when they have to wait for me. It is hard to get out of the office sometimes at the same time and I feel like I am **slacking** if I don’t stay over my time. There is this general feeling of not doing your job if you leave on time, as my **supervisor** is a nun **and does not understand family needs**.”*

*“I have had to bring my child to work on numerous occasions which means I cannot attend meetings with outside individuals. I have had to **leave work** and **missed meetings** because my child was sick and I **HATE** that I **have to take off work to take her to dentist appointments**.”*

*“[I was] **overlooked for promotion** when both my children were younger. [I] was actually told [that] if I could find someone else to “run” my children around, my advancement would be endless.”*

*“As a professor, I have students who need/want after class assistance and yet **my brain is burning** with the fact that I have GOT to leave and get my own child!”*

*“It feels like something you are just expected to handle on your own, not talk about with [your] supervisor. Or, it would **not be viewed favorably**, like you’re supposed to project an attitude that work is your first priority.”*

*“I have to **exceed the speed limit** to get to work occasionally.”*

*“It is difficult to keep an edge in my field when I am being ranked next to those who have no children or have grown children that no longer live at home.”*

*“We [parents in the office with children] have to prioritize and **take “risks”** when we decide not to attend an after hour event or stay late to work on projects. Then, other employees who have no children gain the edge when performance is appraised.”*

*“The public school system really hasn’t seemed to adjust to the needs of working parents. I feel like **businesses and schools need to find some sort of middle ground for what works best for parents**.”*

*“When I have to **travel** I have to pay out of pocket for my children’s care at times that are not in the norm (overnight care). There is no reimbursement or subsidy for these costs and using local nanny agencies to provide this service can run up to \$1500 for a 2 day business trip.”*

**“Fear of Retaliation”**

*“Parents worry that their family-related absences may be **perceived as excessive**, even though other employees may take off just as much time, just for different reasons.”*

*“I’m not able to work past 5pm due to the **hours of aftercare programs**.”*

*“Sometimes I **feel frozen** and come to a complete stop because I am so overwhelmed by everyone’s expectations of me. I’m juggling too many balls at once I and I don’t feel like I am completing anything in a successful manner.”*

**Figure 5.4: Perceptions of Working Parents by Others, as Reported by Working Parents**

| How are Working Parents Perceived in Your Office?   |  |   |
|---|--|---|
| Positively (68)   | Neutrally (68)   | Negatively (47)   |
| <ul style="list-style-type: none"> <li>• Good / Well / Positively (29)</li> <li>• Respected / Admired (11)</li> <li>• Excellent / Very positively (5)</li> <li>• High functioning / Respected because of all they are balancing (7)</li> <li>• Hard workers / Great employees (6)</li> <li>• Valued / Welcomed / A benefit (6)</li> <li>• Interested</li> <li>• Good dad</li> </ul> | <ul style="list-style-type: none"> <li>• As equals / No Different (34)</li> <li>• Ok / No problem (21)</li> <li>• Accepted (7)</li> <li>• Overworked / Distracted, but good employees / doing their best (2)</li> <li>• Mixed (2)</li> <li>• Multi-taskers</li> <li>• Family oriented</li> </ul> | <ul style="list-style-type: none"> <li>• Underachieving / Questionable commitment to work or career / Mommy track (13)</li> <li>• Busy (6)</li> <li>• Needy / Challenged (5)</li> <li>• Distracted / Preoccupied (4)</li> <li>• Not well / unfavorable (4)</li> <li>• Excuse makers (2)</li> <li>• Unreliable (2)</li> <li>• Less available</li> <li>• Less productive</li> <li>• Less competent</li> <li>• Having too much responsibility</li> <li>• Old</li> <li>• Invisible</li> <li>• Overwhelmed</li> <li>• B team</li> <li>• Tolerated</li> <li>• Crazy</li> <li>• Drama</li> </ul> |

schedule. One noted, “There is an overall sense of concern and flexibility here at the office that would allow for matters such as daycare and/or pickups and drop offs to be managed without any barriers or obstacles.”

### 5.3 Productivity Challenges of Working Parents: Influences on the Work Environment

Indeed, some survey participants noted that a heavy presence of working parents, or a supportive workplace, mitigates some challenges. We asked colleagues of working parents: *How do working parents’ productivity challenges affect your productivity?* These responses were mixed. On the one hand, some noted that their colleagues work hard “to prevent impact to the team,” that “for the most part, working parents do well with managing their time,” and that “[t]he parents at my office pull their weight.” On the other hand, others noted that “planned time off works great, but [the] office suffers with [my] unexpected time off due to sick or problem at school,” that “sometimes it can be challenging for me to get my work completed if people I rely on are not available,” and “I cannot always rely on them in key positions of responsibility when absence rates are high due to child care issues.”

To understand how respondents perceive the challenges of working parents affecting overall work environments, we asked how individual working parents are perceived in their workplace by colleagues, by the respondent’s direct supervisor, and by management. As the table below reveals,

these responses varied widely, from the extremely positive, identifying working parents as great employees and valued as a benefit to the company, to the extremely negative, with low commitment to the company or their own careers, as unreliable and as excuse-makers.

When asked directly: *How do working parents’ productivity challenges affect office morale?*, sixteen responses identified a feeling of resentment pervasive in the office, due to special benefits offered working parents, or to the uneven application of policies. “I’ve overheard people talking about how people in our office use their children as an excuse to get out of things” and resentment remains “even if the time/effort is made up later.” One response noted

that it is “seen as unfair that parents’ phone use is tolerated.” Two responses noted that in chronic instances, co-workers’

#### Effects of Working Parents’ Productivity Challenges on Morale

*“There is acute awareness in the office of when people are in and when they are out and comments are made. This awareness can be distracting and stressful.”*

*“Parents get their work done and manage their workload so there’s nothing to bitch about at the water cooler.”*

*“When a working parent must leave for children...it compromises or adds workload to those that stay behind.”*

*“If I miss meetings in the late afternoon or explain why a deadline cannot be met, it weighs on me.”*

*“To receive pay raises, my performance must ‘exceed expectations’ in multiple categories. The choices I make to maintain my work hours separately from my family time might impact my ability to earn performance-based pay raises.”*

*“Non-parents feel that parents are given special treatment.”*

*“Another company I worked for, which was full of millennials who had yet to have children, seemed to be frustrated that I couldn’t go to their happy hours or work past 5:15 (to pick my child up from after school care). I felt left out from their camaraderie and actually only lasted 2 months with them.”*

*“There is generally sympathy and understanding if work has to be delayed because of family obligations that arise suddenly. I think the parents hold themselves to a tougher standard of productivity than their co-workers do. The exception to this would be chronic instances.”*



“parenting challenges start sounding like excuses,” trust is broken, and morale suffers. On the other hand, “[if] company policy and attitude do not support and validate parents’ concerns, the working parents feel betrayed by company or co-workers.”

Many survey participants perceived that they work in an environment that is understanding, that “family is important and comes first” (15), with sympathy (2), and with empathy (11). One respondent noted that colleagues often ask if there is something they can do [to help]. Indeed, 9 responses mentioned that they were surrounded by working parents, noting that “we are all in the same boat” (5 responses used that metaphor). Five respondents mentioned a supportive workplace, one very supportive, and three a flexible workplace. One respondent wrote, “my company is all about promoting THE FAMILY, so in my company, it’s a plus.”

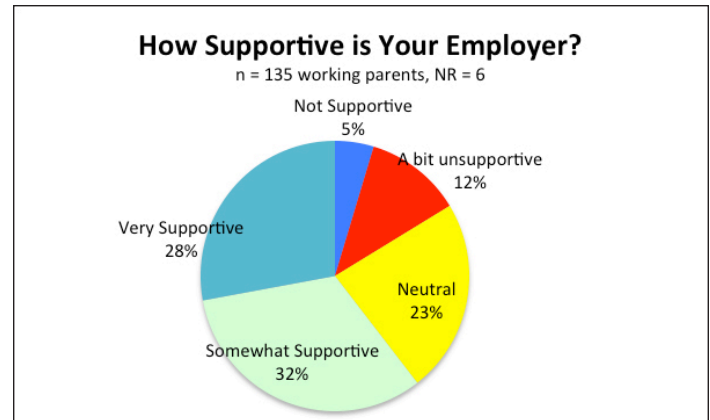
Other responses noted that their workplace environment was characterized by a more conditional understanding, viewing working parents “positively as long as they are getting the job done” (2). Here the clearly stated priority is the productivity of the company, noting that the company or “work comes first” (2). They were perceived with understanding combined with “the expectation to get the job done no matter what,” “to make arrangements if work conflicts with childcare,” and that disruptions would be only occasional (2). “Basically,” one respondent said, “do it on your own time, just get it done.”

A final group of survey responses perceived that employers view working parents in a negative light (11) or ignore or forget about employees’ family obligations completely (6). These respondents elaborated this view: “[my managers] don’t really care much about it,” “[they feel] that we should be able to do everything and figure out how to manage it all on our own,” “[act] with total disregard for parenting,” or “[get] nervous about talking about our kids and our need to balance our work with family.” Employers here are reported as not cutting employees much slack and “feel that they don’t work as hard as those without children.” One response noted, “Most of my colleagues are understanding and supportive when child care issues arise, but the administration is less understanding.”

## 5.4 Perspectives on Employer Support

When we asked the 135 working parents the multiple-choice question: *How supportive is your employer?*, six labeled their employers “Not Supportive” (5%), fifteen as “A Bit Unsupportive” (12%), 30 as “Neutral” (23%), 42 as “Somewhat Supportive” (32%), and thirty six as “Very Supportive” (28%).

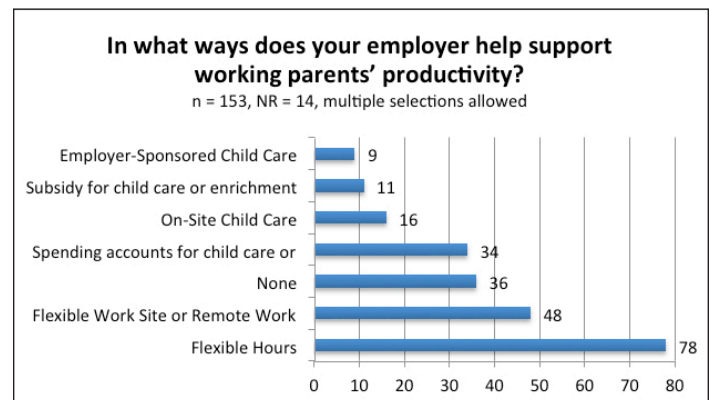
**Figure 5.5: Perceptions of Employer Support for Working Parents, as Reported by Working Parents**



To get more detail, we asked the open-ended question: *In what ways does your employer help support working parents’ productivity?* This allowed multiple selections and a line for entering additional responses. The most common response was “Flexible Hours,” with about half of all survey participants identifying that as a common policy in their workplace. About one third of survey respondents identified “Flexible Work Site” or “Remote Work” as an additional policy option.

Fewer respondents identified more formal programs offered by their employers. Available benefits included: Spending Accounts for Child Care or Enrichment Programs (22%), On-Site Child Care (10%), Subsidies or Discounts for Child Care or Enrichment Programs (7%), and Employer-Sponsored Child Care (6%). *A full 24% of survey participants indicated that they received none of the support policies or programs.*

**Figure 5.6: Report of Employer Strategies Employed to Support Working Parents, as Reported by Working Parents**





## 5.5 Current Mitigation Strategies Identified by Working Parents as Helpful

This response indicates the benefits and policies that Texas employees currently have access to, that could help address their productivity challenges that relate to out of school time. Other responses submitted in response to this question included: employees can bring children to work (especially when sick) (3) an employee assistance program (1), paid leave/unpaid vacation time (1), and a company policy of eight hours a year that can go towards being a class parent (1).

Some respondents reported a greater number of helpful benefits or policies than others. As the table below shows, participants most frequently reported on one benefit or policy (43 times). That benefit was most typically flexible hours, with the second most frequent single benefit offered being spending accounts for child care or enrichment programs. The most frequent three-benefit combination was flexible hours, flexible work site, and the ability to work remotely. This combination arose 21 of the 23 times three strategies were checked (Note: it is possible that respondents didn't distinguish between flexible work site and remote work). When participants checked a fourth strategy, spending accounts for child care/enrichment programs or on-site child care were the two responses most frequently checked.

Most interestingly, seven participants identified that their employers have either five or six strategies. Five participants checked five benefits available in the question. One was a salaried Senior Systems Analyst at a major public university, with two children (one aged 5-10 and one 11-13), who reports that she is "somewhat satisfied" with the benefits on offer. She notes that she:

**Figure 5.7: Aggregate Responses, Number of Helpful Policies, as Reported by Working Parents**

| # of Relevant Employer Benefits or Policies | # Respondents who claimed that number |
|---|---------------------------------------|
| 0   | 34                                    |
| 1   | 43                                    |
| 2   | 15                                    |
| 3   | 23                                    |
| 4   | 17                                    |
| 5   | 3                                     |
| 6   | 4                                     |
| Total Number of Responses = 139             |                                       |

*"Can only work remotely if there is a sick child but would like to be able to work remotely at least once a week or be allowed to have 4 day work weeks (10 hour shifts). Also [I] would love to have hours that are more in line with my children's work day. Also, I would like to be able to work a reduce amount of hours. I would love to work 35 hours a week. This way, I could be home in the late afternoon and have time to prepare meals and take children to after-school activities without rushing."*

An attorney for a major state agency in Austin, with two children, reported being "very satisfied," though she noted that "Congress is generally not supportive of programs that benefit working mothers in the federal workforce. Finally, an executive in the banking and financial sector in San Antonio, noted that she was "very satisfied" with the company's "great benefits."

Four participants checked all six benefits available in the question. One, a full-time female lecturer at a major public university in Austin with a small child, reported that the flexibility of the workplace and her paid leave policy leaves her "satisfied." She also identified the presence of employer-sponsored child care, but cited having been on the waitlist for such for 18 months. One respondent from a non-profit community association in San Antonio who identified themselves as "very satisfied," noted,

*"We are a very child and family-friendly organization as a whole, so it makes since that the services that we offer to the general public would be extended to employees. It is an added benefit of employment, plus it helps employees benefit from the mission of the organization."*

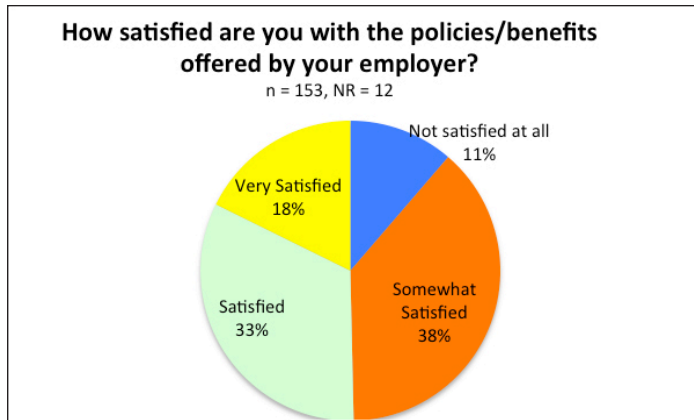
That respondent also noted,

*"We recently had our employee discount cut from 50% off childcare services to 25% - a pretty large increase for parents to adjust to. I would prefer it if we could go back to the lower rate, but I understand the decision making behind the change."*

After we learned what was offered by employers, we asked survey participants: **How satisfied are you with the policies/benefits offered by your employer?** Of 141 responses, 11% reported being "Not Satisfied at All," while 38% were "Somewhat Satisfied." Thirty three percent were "Satisfied," and 18% were "Very Satisfied."

Of the 25 respondents who identified themselves as "Very Satisfied," 22 are parents of children between the ages of 5 and 18. Twenty three are female. Three respondents list "Owner" or "Founder" as their job title. Three are contract employees, and two of those contracts are held by Texas independent school districts. Of the 25 very satisfied respondents, one

**Figure 5.8: Satisfaction with Employer Policies, as Reported by Working Parents**



is paid on an hourly basis - a female licensed master social worker in San Antonio.

Finally, we asked survey participants to: *Describe any innovative policies, benefits, or programs that your or other employers offer their working parents to support their out-of-school-time needs.* Most either left this open-ended question blank or marked it “n/a” or “none,” but some identified specific policies, practices or programs that supported working parents as they deal with the time when their kids are out of school, but are traditionally expected to be working.

**Figure 5.9: Innovative Policies, Benefits, or Programs, as Reported by Working Parents**

|  |
|--|
| <p><b>Describe any innovative policies, benefits, or programs that your or other employers offer their working parents to support their out-of-school-time needs.</b></p> <p><b>Policies / Practices:</b></p> <ul style="list-style-type: none"> <li>• Allowing remote work</li> <li>• Flex time, four-day week, summer Mondays or Fridays</li> <li>• Ongoing discussions or open door to discuss work life balance, what works/doesn't</li> <li>• YMCA full-time staff are allowed up to 3 days off to attend school events, volunteer, etc.</li> <li>• Children welcomed to the office in an area set up for several children to spend time together as parent works, some responses added, “on an approved basis.”</li> <li>• School-year employment periods</li> </ul> <p><b>Programs Offered:</b></p> <ul style="list-style-type: none"> <li>• On-site child care</li> <li>• Staff may “bring their kids to child watch at the Y for up to 2 hours/day as part of their Y[MCA] membership benefit”</li> <li>• Benefits package features spending accounts for childcare</li> <li>• On-site summer day camps</li> <li>• Discounts for after-school care</li> <li>• Buses/vans sent to the school to pick up the kids and bring them to work for tutoring after school</li> </ul> |
|--|

## 5.6 Mitigation Strategies Needed by Working Parents

Having documented survey participants’ existing, relevant, benefits, we then asked the closed-ended question: *How should your employer help ensure productivity for their staff who are working parents?* (Multiple selections were allowed). As the table below illustrates, the most popular benefits selected were flexible hours, the ability to work remotely, and a flexible work site. These options were each popular with about 67% of those who responded to this question. A full 42% of those who responded to this question selected subsidies or discounts for child care or enrichment programs.

Least popular among the provided options were spending accounts for child care/enrichment programs, child care on-site, or an employer-sponsored child-care program. Just over 30% of people who responded to this question selected each of those.

Write-in responses included pleas to “change firm culture,” including requests for respect of family time, priority scheduling for parents, and non-judgmental acknowledgement of parental status. One respondent requested advanced planning for unexpected school closings, and another requested the facilitation of the use of sick childcare centers on days when one’s child cannot go to daycare but is not ill enough to need to stay home. Write-in benefits requested included more part time options, paid family medical leave, increased vacation time, and improved technology to make working remotely more viable.

We also asked the open-ended question: *What would make you more satisfied with the policies or benefits offered by your employer?* Many responses reiterated those made in the above section. Additional suggestions included: better pay; lower health insurance premiums for dependents; more spots at existing child-care facilities; the ability to log in remotely (which relates to technical capability as well as data security); the ability to reduce hours to part time without losing longevity pay and benefits, and child care options that are congruent with 12-hour shifts.

One survey participant noted that she just wanted benefits that had previously been offered:

“We recently had our employee discount cut from 50% off childcare services to 25% - a pretty large increase for parents to adjust to.”

Further, two additional groups of responses stood out. The first related to office culture, with six open-ended responses calling for recognition and understanding that raising children requires flexibility in scheduling and work location.

**Figure 5.10: Suggestions to Improve Productivity, as Reported by Working Parents**

| <b>How should your employer help ensure productivity for their staff who are working parents?</b><br>(Note: Respondents could make multiple selections, and write in ideas)<br>n = 153; NR = 21  |                       |
|--|-----------------------|
| <b>Desired Policies and Practices</b>  | <b># of Responses</b> |
| Flexible hours   | 89                    |
| Remote work / Flexible work site   | 83                    |
| <ul style="list-style-type: none"> <li>- Respect family time</li> <li>- Scheduling priority to parents</li> <li>- Be more open to acknowledge parenting without frowning upon it.</li> <li>- Plan for when the schools close unexpectedly</li> </ul>   | write-in responses    |
| <b>Desired Programs</b>  |                       |
| Subsidies or discounts for child care or enrichment programs   | 56                    |
| Spending accounts for child care or enrichment programs  | 42                    |
| Child care on-site   | 43                    |
| Employer-sponsored child care program  | 40                    |
| Better insurance / benefits (non-specified)  | write-in x 3          |
| <ul style="list-style-type: none"> <li>- Ability to use sick childcare centers for days when child cannot go to day care but is not severe enough to need to stay home.</li> <li>- Extended maternity leave</li> <li>- More part time options</li> <li>- Paid family medical /extended maternity leave</li> <li>- Improved technology to make working remotely more viable</li> <li>- More vacation time for everyone</li> </ul> | write-in responses    |

One respondent noted that “Policies are ok, but more sensitivity and support for working parents from supervisors would be appreciated.” Another called for a “flexible caring attitude towards all employees,” and suggested educating all employees about “parenting challenges so others could understand when you have to make an adjustment or when you have an emergency situation.” Finally, these respondents hoped that management would solicit, and take seriously, input from all levels, and “handle these issues instead of ignoring [them].”

#### **Uneven Application of Flexible Work Policies**

*“While my department/office is fairly flexible, I know that others are not. Also, that flexibility is entirely related to my position as a director. I believe that there is no guarantee and that if our management team were to change, so could the flexibility I now enjoy.”*

*“I work for a global company - all other offices in the world get more time off tha[n we do in] the USA”*

A second group of responses – nine in total—featured suggestions for the formalization of certain practices, particularly allowances for flexible hours and flexible work site. One response referred to flexible hours in her work place as “lip service,” and another highlighted a need for “a written or stated policy that allowed for greater flexibility. While I am generally free to come and go and work from where I like, in reality, I feel that I am frowned upon when I exercise these rights.”

Reasons for desiring formal policies varied, but most often related to favoritism and to incidental uneven application of allowances across positions, and within and across management teams.

Two responses attributed difficulties in taking advantage of company-offered flexibilities to the unfavorable exertion of managerial discretion. “Flexible work options such as working from home and some flex hours [are] at the discretion of [my] supervisor, and my employer does not like this, so she does not allow it except under specific circumstances. Thus, if one’s supervisor does not want to follow the policies offered by [my company], it appears they don’t have to. This feels unfair... if I were working in a different department it would be different. There is also a culture in my department that you don’t really talk about these issues (with your supervisor), the focus is just on work productivity rather than any personal life issues.” On the other hand, one survey participant requested more, not less, managerial discretion “to allow flexible schedules to parents of school aged children.”

A key concern about uneven application of benefits related to **hourly and part-time employees**, who, respondents thought, received significantly fewer and lower-quality benefits than their salaried colleagues. (This is particularly notable because most respondents were salaried):

These comments reflect the overall tenor of responses to the questions asking how employers *should* support their working parents’ productivity during out of school time. Two survey participants made clear their pleasure of having opted out of the issue altogether:

“I work for myself — it’s the only way I’ve made it work.”

“Luckily, I’m self-employed.”

One satisfied respondent noted that her “employer puts children first already and thus, staff are very hardworking and positive.” It is worth reiterating that 28% of respondents reported that their employers were “Very Supportive,” and 18% reported being “Very Satisfied” with their benefits. Those respondents occasionally reiterated their satisfaction throughout the survey, but had not been asked to, nor voluntarily did so, in a systematic way. Therefore, these



### Uneven Application of Flexible Work Policies: Spotlight on Hourly Workers

*"Subsidies or discounts are the same for hourly and salary employees. Our hourly employees are the life line of the organization and make far less than salaried employees. I would like to see a larger benefit for our hourly employees, who also make up most of the working parents."*

*"It's a catch 22 — jobs that offer these types of benefits are usually the higher paying jobs, but those employees are not as challenged in juggling the family/work demands because they can afford help, or can work less, or their jobs are more specialized, so employers are more apt to be flexible to keep valued employees."*

*"It's the blue collar worker that finds themselves without options — their jobs are less flexible, they can't afford to work less, they can't afford to hire help, and their jobs are insecure, so they are afraid to ask for these types of benefits."*

*"There is a need to remunerate [sic] (both in benefits and pay) part-time/adjuncts in a similar scale to full-time professors."*

*"Until, recently, I worked in food service. There were no set schedule for many jobs, so I was constantly having to trade shifts and ask for time off for school events, i.e. orchestra performances."*

*"Understand I am the employer and I work for myself. I pay fair wages, I am flexible with my employees, but as a clinic, they cannot work from home. We do not have day care capabilities- I have only 5 employees. Most of my staff already get Medicaid and daycare subsidy and food stamps. They have multiple children as single parents, with dads who do not pay child support. They have a GED education and some with vocational training. You will not make a six figure salary with that. We support each other, work well together, and enjoy our work. Fancy benefits are not a reality I can provide, but are already provided by me through taxes."*

*"It's the blue collar worker that find's themselves without options — their jobs are less flexible, they can't afford to work less, they can't afford to hire help, and their jobs are insecure, so they are afraid to ask for these types of benefits."*

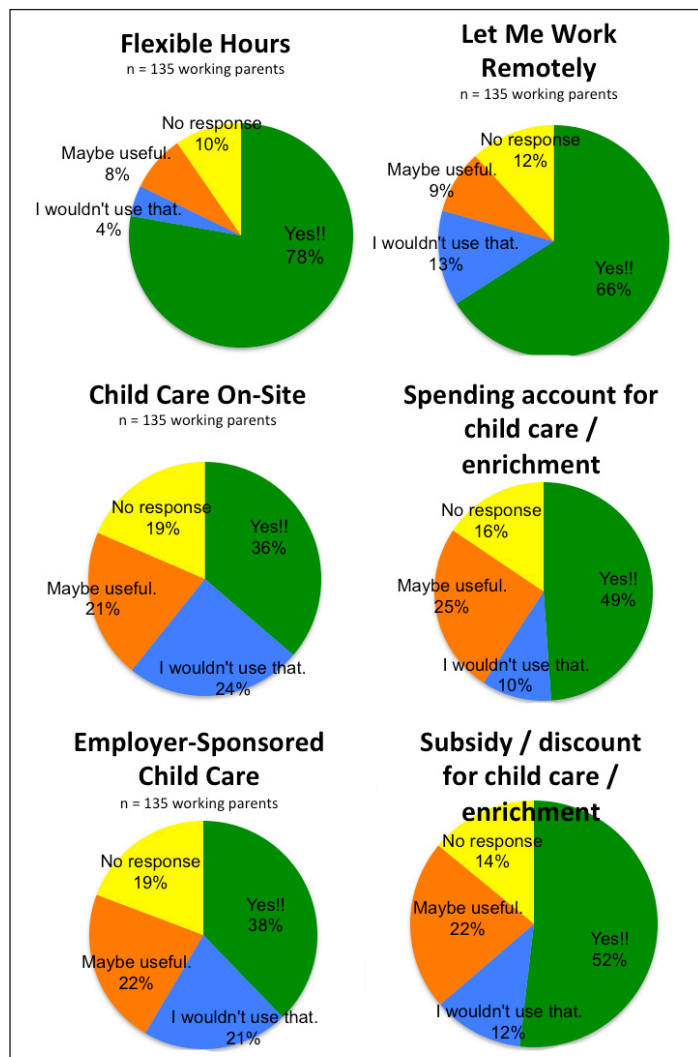
volunteered reiterations were reported when relevant to the question posed or if respondents were asked to provide specific responses.

## 5.7 Preferences for Supportive Strategies in the Future

We asked the 153 parents who participated in our survey: **How would you like for your employer to help support your productivity during work?** This differs from the question posed at the beginning of the survey, because that question asked all respondents: **How should employers support working parents generally?** This question asked parents whether they would use specific policies and benefits, asked about separately in a multiple choice section, with parents asked to indicate the degree to which they might find the specific options useful or wouldn't use at all. The following

charts provide a synopsis of this data. As can be seen, a wide range of options are supported by working parents, with flexible hours and remote work opportunities indicated as the most popular options.

**Figure 5.11: Working Parent Assessment of Specific Options to Support Out of School Time Challenges, as Reported by Working Parents**



We asked the self-reported 135 working parents to: **Describe the policies, benefits, or programs that an employer could offer you as a working parent that would make you consider switching jobs and, If you could wave a magic wand, how would your employer help you maintain your productivity during your kids' out-of-school time?**

About ten responses noted that a salary increase or the equivalent, such as fewer work hours/ responsibilities, or more time off with equivalent pay, would be compelling. Six participants explicitly stated that no improvement was critically important, and certainly not important enough to switch jobs. One respondent wrote, "My expectations are unrealistic at this time. I do not see a solution."

Many ideas already mentioned were raised again. “Flexibility” was frequently in most responses, particularly a flexible schedule (37) and flexible worksite (49). One respondent noted that, in addition to the need for flexibility, was the “hope for an explicit policy describing the rules.”

Benefits requested varied widely, including insurance, child care assistance for children of all ages and for sick children, coverage or discounts for local day cares and after school programs, family leave, contributions to college funds/scholarship opportunities, and compensation time.

On-site child care and enrichment programs were identified about 40 times, including child care “that was available 365 days per year, during school breaks, with hours long enough to allow staff flexible scheduling.” Other requests included “camps during school breaks,” “a corporate provided school with compatible lunch hours, holidays, etc.,” “family-friendly events,” “after-school enrichment programs,” “fun and educational activities,” and a “staffed youth recreation center for older children to hang out.”

One survey participant suggested, “Have an educationally enriching and fun series of on-site day camps that require no commitment or obligation, but that can be available during the hours I need to work. I would even pay for it if it were reasonably priced, since it would allow us to have the same schedule, it would reduce back-and-forth driving, and would allow lunch and break interactions to be spent either visiting the kids or sharing lunch together.”

Others echoed this suggestion, and saw the value in allowing employees to bring their children to work. One thought, “I think the kids need to see that work is important, and if they come with you to work, yet still do their own thing, they will be more appreciative of the time that work takes away from parent’s time with them.” Others hoped for volunteer and internship opportunities for older children, as well as supported “job shadowing opportunities.”

Other respondents suggested: “a change in the culture of the workplace into one that fosters support and encouragement for working families,” “that values family time,” and that “prioritizes their employees’ whole and satisfying life on part with their productivity as a worker.” These survey participants hoped that their employers would be “supportive when child care situations arise,” and would “reassure me that no matter what challenges I have in my schedule, that they trust and support my decision on how to best manage the situation.” Another respondent summarized their desire as to work for a company that “conveys a culture of support for the idea of personal life/family/spending time with children.”

Some additional ideas were raised in response to these

questions that really weren’t mentioned elsewhere in the survey. These include a transition to “time-based work” (e.g. an arrangement in which one puts in a certain number of hours, to “outcome-based work” (e.g. an arrangement in which one is expected to achieve certain goals or deliverables).

Six respondents suggested that work provide some form of transportation for their children:

- “If they could provide transportation for my children from school to me, and then allow them to be at the workplace until I leave for home, that would be amazing”
- “Provide taxi service and meals”
- “Buses/vans sent to the school to pick up the kids and bring them to work for tutoring after school”
- “Taxi service to take the kids to and from activities”
- “Pick my children up from school and provide them with a snack and after school activities until I am ready to leave for the day”

Other innovative suggestions included childcare coverage for overnight work-related travel expenses, job sharing opportunities, and investment in a healthier work site.

## 5.8 Employee Perspectives on Lack of Strategies in Place

We asked the open-ended questions: *Why do you think your employer has not implemented these ideas?* and *Why do you believe your company doesn’t offer these benefits?* These questions asked survey participants whose employers do not offer the full range of strategies that might help working parents maintain their productivity, to speculate as to why this might be the case. Though some respondents were in managerial positions, and could provide an accurate account of the reasoning for these decisions, here, we the focus was on capturing employees’ perceptions of those reasons. This data reporting should be read in that light.

Seventy-nine responses identified cost as a reason survey participants thought their employers have not implemented the above-mentioned ideas or offered the above-mentioned benefits. Of these, some noted that they worked at smaller businesses. “It’s not feasible for employers to singularly bear the cost of these much needed benefits.”

Nineteen survey responses indicated that offering these benefits were infeasible, and most did not specify the reason for infeasibility. A few responses did identify a lack of space for on-site child care offerings, insurance challenges for the same, and an improper “set up for monitoring employees remotely or in off hours.”

An additional sixteen responses identified infeasibility due to their company’s specific business needs. Flexible hours and flexible worksite were particularly infeasible for employees in client-oriented positions, when clients must be able to reach those individuals in predictable locations and/or during predictable time periods. Further, some businesses lack the technology to allow for remote work: *“Here, our support roles are still paper based. If an employee is out of the office, the source of work is generally unavailable to them, making it impossible to begin many new work flow processes... The volume of documents is very high in our business and the capital investment necessary to [convert to a digital system]... is large.”* Others, such as manufacturing workers, require access to large equipment, and participate in assembly processes that can only be done in the factory setting.

### 5.9 Workplace Culture: Challenges and Opportunities

Seventeen responses raised the issue of employer fears — fear of a loss of control, fear of confidentiality being breached if work is taken out of the office, fear of (unspecified) risk, fear of decreased employee productivity, and fear of abuse of privileges. One response noted, “I believe management thinks this privilege would be abused. Instead of disciplining those who have a problem, it is easier for them to just say no one can do it.”

**Figure 5.12: Explanations for Why Employers Have Not Implemented Ideas, as Reported by Working Parents**

| <p><b>Why do you think your employer has not implemented these ideas?</b></p> <p><b>Why, do you believe, your company doesn't offer these benefits?</b></p> |    |
|---|----|
| Too Costly  | 79 |
| Infeasible / Impractical  | 35 |
| Fear  | 17 |
| Unaware   | 12 |
| Inertia   | 15 |
| Doesn't care about staff  | 12 |
| Staff don't need these benefits   | 8  |
| Equity considerations   | 5  |

Twelve responses speculated that a lack of awareness or understanding about the issue precluded their employers’ action. For some, the plight of the working parent is an issue that they thought had not yet been brought to their employers’ attention — that employers hadn’t made a relevant assessment and employees hadn’t made a relevant request. Others state that their employers just “aren’t

committed to working families,” or that their employers are more passive — not thinking “about personnel having a life/family outside of work,” most being “single without children or [in two-]parent working households and cannot see past their own experiences or cannot empathize with single, working parents.” More broadly, these responses speculated that “employers believe that work should be prioritized over family,” “employers don’t understand that flexible hours and flexible work site can increase productivity,” “employers aren’t particularly concerned about employee retention,” and doubt “that [their] work environments take into account the holistic health and well-being of their employees.” For one respondent who does receive benefits, they explained, in their estimation, why their employer invests in such benefit, *“They recognize the importance of the work/family life balance and its correlation to productivity and costs.”*

One reason for lack of employer awareness or program support is cited as “momentum”—an understanding that “business as usual will continue, absent some catalyzing event.” Indeed, fifteen respondents alluded to a path dependence that made employers resistant to change. Entrenched practices and an “old school mentality,” according to these survey participants, precludes major adjustments. This is not a surprising finding; as significant change of work culture and practice is difficult. “I believe it would require a significant infrastructure investment for the company in terms of technology and work flow adaptation... The scale of that investment and adaptation is daunting and there is significant inertia inhibiting change.”

Some expressed frustration with the pace of change. “I don’t know,” one respondent complained, “We are an education agency. We have the contacts and work with the school districts.” The implied question in this response was made explicit by another respondent: “My employer worries more about the families they service and put[s] their employees second.” They weren’t alone. Ten other responses speculated that their employers’ profit motive (“greed”) and market orientation override any concern for the people who made up their staff: *“Saving money. Bottom line, they don't care. It's all about profit. No need to invest in individual employees at minimum wage.”*

On reading these results, some employers might respond that they didn’t need, or weren’t aware that they needed, to support working parents. Indeed, eight survey participants noted that their offices lacked parents with school-aged children, or that their industry or business did not prioritize staff member recruiting or retention. In some areas, this may reveal vestiges of a male-dominated workplace and the mindset of the single-earner household.

**Vestiges of a Male-Dominated Workplace and the Single-Earner Household**

*"I am the only female attorney in this office with young children"*

*"I work in a very male dominated field, mostly with men who have stay at home wives. There is just a lack of understanding"*

*"Generally men are in positions of power and they are not always the most understanding about child related issues"*

*"It's tunnel vision by primarily older white men with children who are grown and gone and wives who didn't work when the children were home (or did so only because they wanted to -- not HAD to for family survival)"*

Finally, five responses thought that employers and human resource managers concerned with equitable treatment of employees would be reluctant to offer a benefit specifically for working parents. They thought their management might believe this would "upset the employees who do not have children," and one speculated that, for businesses "with offices in different locations what might be fair or reasonable for one area, might not be enough or too much somewhere else, and that could lead to harsh feelings between employees."

## 5.10 Summation of Findings

This chapter offers a range of perspectives on a number of challenges faced in their workplace, as well as supportive features. Once juxtaposed against employer responses in the following chapters, it becomes apparent that there are mixed feelings and experiences between working parents and employers, as well as across organizations and industries. However, by the end of the study, some core themes were emerging across the data, which will be summarized in Chapter 11, before turning to relevant policy recommendations.



## The Employer Experience: Awareness and Attitudes of OST Challenges for Working Parents

The following chapter presents key findings from interviews with Texas business leaders, HR specialists, and managers of philanthropic units. Like Chapter 5, similar overarching questions drove the interview process, but were targeted to the interviewee's position, whether a member of the company leadership or a human resource specialist. Questions covered similar territory as Chapter 5, asking:

- *How does the OST challenge effect worker productivity, and thus profits, for Texas businesses?*
- *What specific dimensions of the OST challenge most significantly influence working parent productivity? (i.e. coordinating and arranging logistics like transportation and planning, contingency arrangements on sick and school holidays, etc.) and*
- *What kinds of psychological, emotional, and physical stressors are experienced by working parents that influence their productivity?*

Additional questions were included, attempting to capture awareness of, and attitudes towards, working parents and their challenges related to managing their children's out of school time programming (See appendix for full interview questionnaires). As a result, this findings chapter provides rich insight into the dimensions of top business leadership awareness of the challenges faced by both their working parents as individuals, as well as their perspectives on the influences such challenges have on productivity for their organizations.

### 6.1 Key Insights from Corporate Leaders: Common Perspectives & Challenges

Core attitudes of business leaders towards working parents provide insight into a dichotomy between working parent's perspectives of self (e.g. often, that their OST challenges detrimentally influence their individual and work team productivity and morale) and business leader's attitudes towards working parents, which are almost wholly positive across interviewees. Another important contrast in beliefs that emerges in this chapter is the fact that business leaders consider flex-time arrangements as an adequate solution for mitigating major stressors for working parents, while parents report extremely high levels of stress when required to repeatedly approach their supervisors for permission to make work arrangements on a case-by-case basis. The chapter also provides a window into how business leaders

perceive OST management influencing productivity, as well as its effect on inter-personal dynamics and office and team morale.

In general, it is clear "out of school time" and "extended learning opportunities" are not concepts that are on the radar of most businesses as an issue in need of formal, company-wide solutions. Many company leaders were sympathetic to the issue, but felt unable to intervene in the face of the enormity of the challenge, stated a willingness, and often enthusiasm, to participate in employing solutions as part of a larger community in support of working parent challenges, but did not see themselves or their individual companies as the drivers of solution generation.

The following sections provide excerpts of the interviews, to give voice to various dimensions of these issues. The chapter is organized around the most common themes that emerged: employer awareness and attitudes towards working parents and OST, perspectives on productivity, and lack of productivity's influence on work culture, and inter-personal dynamics in the workplace. Key perspectives of note include framing of OST as a business decision, more so than an educational issue, with companies often citing workforce development as their primary impetus for supporting OST programs. As well, businesses see themselves as supporters of solutions, but not the key force to develop and implement solutions.

### 6.2 Employer Awareness of OST Challenges

Another key finding of note is the fact that many senior leaders were often unable to articulate working parents' specific logistical challenges when asked. Such questions were often deferred to an HR specialist during the interview, or an anecdote would be provided of how the interviewee had helped their executive assistant or a close work team member negotiate a specific challenge recent to the interview date. Questions asked about sustainable or holistic solutions for the entire company were often answered with descriptions of flex-time policies, assigned to the discretion of individual supervisors and employees. In three interviews, software solutions were described, where parents are able to systematically log "personal day" usage without negotiating with their supervisor.

Five interviewees felt that OST was not a relevant concern in their workplace, even though they employ working parents.



The most common reason provided when asked why this time period of child care is not relevant in a business setting was akin to, “our’s is a male-dominated workplace/industry” or “our employees are paid well enough that their wives are able to stay home with the children.”

Further exemplar quotes follows:

*“The two full time employees with kids here are male, and they have wives at home raising the kids, so their working parent status doesn’t affect their productivity...At [this] company, this issue is a 0-1 on a scale of 0-5, where 5 is urgent.”*

*“A majority of our workforce is male. There are more dependents on our plan than there are in our employee population, so this indicates shared responsibility at home. So we do not see a whole lot of issues.”*

Another HR professional highlights that childcare is predominately a woman’s problem and focused on the need for to update their policies related to ensuring productivity:

*“One of my concerns is that we get more women on staff, from a diversity standpoint. However, we also need to add to our employee handbook to address the flexibility of men and women around the child care issue. [We] want to make sure female employees with kids are productive.”*

One HR manager of a medium-sized engineering firm describes how engineering firms are mostly male dominated and often composed of a young workforce, so “OST challenges have not been a pronounced issue since their wives are often home with the children.”

Another set of perspectives revolve around “smallness” and “newness.” One small software start-up described how their small size allows for a high degree of flexibility, where employees can work from home, so the business structure is already prepared for more women to join the staff, a key focus of their diversity strategy.

Other companies appear to not be engaged with the issue at all. An HR specialist of a major natural gas supplier in the state says they are unaware of productivity challenges for working parents... “they don’t trickle up to the benefits office.”

### **6.3 Leadership’s Framing of Issue Has Important Implications for Support for Working Parents**

An important finding from the aggregate analysis of interview data is that there are three predominate ways business executives view challenges working parents face, as:

- An individual and discrete employee issue, to be dealt with on a case-by-case basis, typically through negotiation with a supervisor,

- An issue of import for the company as a whole, that requires comprehensive policies and solutions,
- An issue with more significant implications for the company’s community as a whole (however defined in individual cases), or as an issue to be addressed with benefits for society in general. Solutions are seen as needing to be holistic, equitable, and best implemented through collaboration with a group of relevant but diverse stakeholders.

Such differences in framing appear to influence corporate action. Some businesses frame support for working parents as solely a productivity issue, while others frame their support as more of a humanitarian issue, as “the right thing to do for working parents.” Others frame the issue as a combination of both – they care about creating a “family friendly” workplace, but acknowledge that such cultures support the highest levels of productivity and retention. Others cite workforce development in a similar vein - either as part of their broader efforts to be a good corporate citizen in their community because “development of human capital is the right thing to do” or they cite such supports as having direct implications to their future bottom line – building specific skills for future employees of their company.

## **6.4 Employer Attitudes towards Working Parents**

### **6.4.1 Focus on the Bottom Line — Companies with Strong Profit Orientations**

Several excerpts demonstrate various employer macro-perspectives on how they view their organizational culture and how individual employees and their challenges fit into it. The following quote represents a hard-nosed business edge, by a non-family-oriented real estate firm in central Texas, when asked if a ‘business case’ could be made for increasing his firm’s support of OST programming:

*“I don’t depend on people to change their business to accommodate my choices. On the one hand, as an owner, I have to do what’s best for the business—I’m not in the business of babysitting, and half my agents don’t have kids. If every one of my agents had children, then maybe that’s something I’d look at... Because of the industry I’m in, I have to suck it up as an employee and figure out how to do my work – my personal choices shouldn’t have anything to do with operation of the business. If my business can’t provide for me what I need, then I’ll go work somewhere else.”*

This same employer can also be seen to soften up later in the interview, but clearly views support to working parents as a business decision: “If we see our competitors offer day care, insurance, etc., we’ll have to offer those benefits.”

Another competitor describes a more “organic” focus but one that still targets benefits as a recruitment and retention technique: “Most of our competitors target younger employees, in their early 20s, so their benefits are not child-care related. They do things like Summer Fridays, take your dog to work, social stuff. We do those things too, generally, but we try to make things as organic as possible so it’s really what people want – we’re not competing against any laundry list.”

Some employers appear to be less in touch with their employees than others, with some explicitly attaching value to working parent support as it relates to the company’s bottom line:

*“From a competitive point of view we have to because we have to attract the best workforce we can. We need people to say, ‘Gee, I’m sure proud to work here.’”*

*“Internally, it’s an issue among other issues. I don’t think it’s more of a concern than others. As a company, we’re concerned about work-life balance. While we have flexibility, we’re invested in seeing the work that’s produced grow – getting not 45 but more like 60 or 65 hours out of our staff. We don’t separate or have different expectations from our working parents. High expectations from anyone.”*

However, some more conservative companies in male dominated industry historically describe how their company culture is changing. One major bank division leader describes the evolution in his company’s perspective:

*“Management styles are changing over the years. We are encouraged to be more flexible, more empathetic to what people have going on. People can work two days in office, three days at home, have flexible arrival and leave times.”*

#### **6.4.2 Humanitarian Orientations: Companies Committed to a Positive Work-Life Balance**

Several respondents described their overarching company ethos, which demonstrate a highly evolving work culture across companies in the state of Texas. Supportive workplace policies are seen as an important component of both retention and recruitment. A few examples follow:

*“We are known as a company that really cares about our workers. Our environment, culture, and policies mean we are able to recruit and retain solid talent, even though we don’t pay as much as others. People need the support and flexibility.”*

Another sums it up as follows:

*“The heart and soul of our work is community engagement and volunteering. Though people work long hours, people*

*find amazing time to do that. We love and encourage that. On their own time of course! We really don’t punch the clock around here. If you can get your manager’s ok to go to the Habitat for Humanity office and volunteer, as long as you meet your own deadlines, we don’t care. People make times to do things.”*

A major grocery retailer explains:

*“We avoid ‘clogenings.’ Managers are extremely schedule friendly to partner needs. We might have pockets [of less supportive managers]. Our culture is ‘partner first.’ All of that being said, the stresses that might occur, even though an employee has defined availability, there is no idea how to quantify the stress of childcare while not in school.”*

An engineering firm HR direction explains their company ethos and how it is spread by corporate leadership:

*“Twice a year [leadership] goes and sees all the employees in their office. The message is ‘work-life balance. Be here, but when you don’t have to work, go do your kid stuff’. It’s not looked down on to want to come in early so you can go to your kids’ soccer game. We are on an honor system. It is mainly our female staff who negotiate their schedules, a few males when they have school-aged kids.”*

One particularly working-parent centric company, shows high levels of tolerance and flexibility, allowing workers to bring children to work:

*“We’ll be flexible based on circumstances of the individual. Sometimes that means special care. As long as your kid isn’t running around terrorizing anyone, we don’t really care.”*

This same company developed an innovative program where a private office was provided for new parents to bring infants to work until they are mobile. New parents share the “romper room” space, babies can play together. Company documentation of one new parent’s involvement elaborates the unique arrangement and effect on the general office climate:

*“There were lots of people in the office who welcomed the chance to walk around with a baby for a bit. I wasn’t alone, there were a number of people wanting to help out. Babies have a calming effect on everyone, they put everyone in a different mindset.”*

The CEO elaborates her perspective:

*“Having a baby at work does require attention away from your work, but so do many other life issues. [Our company] recognizes that life doesn’t stop because you’re at work. We have a responsibility to keep women working and I’ve found that if you can ease the anxiety at the*

*early stages of motherhood by allowing moms and dads to bring their babies in, it increases employee morale and retention.”*

Other companies demonstrate flexibility on a case-by-case basis:

*“Every once in a while someone calls in with a sick child. We’re flexible enough that someone can come in early for the next couple weeks because they’re expecting that they’ll have to go pick up their kids.”*

Some companies have instituted systems that help employees create their own balance between work and childcare needs:

*“Depending on the role, we do have options – part-time, ten hour shifts, flexible work arrangements and work hours, in some environments, like call center environments, we have different ‘tours’ for different hours of operation. Employees bid for shifts.”*

One large computer company describe a company-wide ethos across the planet embodied in a set of driving key principles [masked to maintain company confidentiality], which the HR officials feel drive the relationship between employer and employees, as well as with customers and philanthropically:

*“These principles... it’s about helping the individual create an individually-tailored workplace.”*

One large grocery retailer describes it as such:

*“My company’s entire ethos is based on a humanitarian mission. Working mothers struggling to cover a shift are treated similarly [with respect and compassion].”*

A medium-sized engineering firm HR director describes a similarly ‘organic’ experience:

*“We are a company that cares about people, treats people as individuals. We are privately held and we have limited policies, so we can do that... [our founding and managing CEO] wants to be able to control [this] – make sure it’s not all about the bottom line.*

A large national insurance company highlights the importance of balance and company roles in supporting that balance:

*“Our business areas do recognize that our associates have to balance their work and their life... how you define balance is different for everyone. We recognize corporately that if balance is in place, more productivity can occur at work. We try to help with the balance as much as we can.”*

*“We’ve had campuses with daycare with multi-party third care provider – lots of other options. Out of school time is not an acute issue. Parents are solving challenges*

*elsewhere. People are extremely adaptive and creative. Give them a little room to move and they’ll solve their challenges better than I could.”*

In a similar vein, many companies have moved away from “punching a clock” and are focusing more so on the results delivered by individual employees.

#### **6.4.3 Focus on Maintaining Equity between Working Parents and Non-Parent Employees**

Many HR leaders cited equity as a critically important consideration in how far they are able to support working parents to manage out of school time challenges.

Companies with a large number of working parents with school aged children tend to trend towards creating menus of options for parents to pick and choose from as they attempt to create work-life balance, with different benefits but with a same dollar value, extended to all employees:

*“We don’t focus on OST specifically, but we are very focused on ‘work-life balance.’ We do a ‘connected workplace’ program, which is about flex time, working remotely, and job sharing, so people can have work-life balance. It’s a corporate program but people can choose their plan. People elect it, but in the U.S., it is more flexible. You can always go back and change it. There’s no set enrollment period.”*

Another firm describes how even changes in office configuration can shift the work culture and require management to ensure a sense of equity is maintained:

*“We have downsized from 80 to 35 people in our agency... the dynamic has changed with our new location [loss of on-site daycare facilities] and creation of an open office environment. This has triggered a new perception process. What has come up more, more than any other time, is comments like, ‘So and so aren’t here.’ It’s a bit of a re-education... some positions require more time out of the office... There’s a culture shift — how do you adjust it without killing it? We’re huge on culture.”*

One global consulting firm describes the dichotomy between their youngest, single employees who prefer support like pet care, pet insurance, concierge services, and wellness and wellness rewards. However, this same firm describes how their working parent-oriented policies:

*“seem to have much greater appeal to the Generation Y staff who are looking ahead. They don’t have a child now, but they want to be sure benefits are available to support a long-term career. So there is a bit of a shift in expectation...”*



This same manager cites the rise in research findings supporting work-life balance and how such information is raising the bar. He explains the pressure as an HR manager: “Staff are “expecting flexibility, a life outside of work...”

A large insurance firm also struggles with ensuring a sense of equity between working parent and non-parent staff. They instituted a “tour bids” system based on productivity, where staff are ranked to pick their schedule. Working parents have asked for higher priority on the list because of their working parent status. However, people without children always say “you worry more about people with children”. Especially in “high shift environments” with lots of shifts – this comes up. The ‘Baby Boomers’ also complain. They say that the folks that have the children are ‘winning’ the flexibility, forgetting, as one HR manager explains, “that they were doing that when they had kids! He concludes that benefits are a fine line – “if parents with kids have more benefits, it’s no good for anyone.”

Another employer explains why companies are hesitant to add too many specific benefits to support employees:

*“The biggest challenge relates to our size. We have to be careful about bestowing a benefit because we can’t then take it away. It’s also more interesting to offer flexibility, rather than create a program, because it’s de-motivating to take the program away. So what we will continue to do will be more about flexibility and more about addressing issues case-by-case.”*

*“The problem is when you come up with a corporate answer that helps 10 people but not 290 others. Then it becomes a fairness issue. The reality is that flexibility is the answer... it has worked well for us.”*

## 6.5 Perspectives on Productivity

### 6.5.1 Shifting Landscape

Interviewees were asked to respond to three statements encompassing common beliefs thought to be foundational to the business community’s perspectives on working parent productivity:

- “Productivity plummets at 3pm!”
- “Summer absenteeism is a killer!”
- “My teammate is never here!”

Responses varied, but were telling, especially how the workplace has evolved in the past 20 years. One interviewee describes corporate culture at one rapidly growing computer hardware company in the mid-nineties:

*“We heard [of these kinds of issues] for sure at [this company]. When people left at 4 or 5pm to go pick up*

*kids at day care, you heard complaints, such as: ‘Slacker, not pulling their weight, not putting in the 12 hour days like others.’”*

The same interviewee, a working parent, countered the sentiments of the past with a description of the realities of that period, as well as sharing the current workplace dynamic:

*“But this is absolutely ridiculous. If you have a laptop, you can certainly put in another 3 hours of work after the kids go to bed. I worked at [this company] between 1994-2001, at which time women were still struggling, but at that time, [the company] was growing and hiring tons of women of child-bearing age, in all positions. [The company] was hiring heavily and women were starting to be in management and leadership positions. Those employees could hire child care support, but not all women can afford that...there were lots of single moms who just had to go when they needed to, to go pick up their kid. Then the panic started. ‘Do I have enough time off? Are my peers judging me?’”*

*“There was a struggle... when we were bringing these women on. They had the skill set to do the job, but they were moms. It was always a personal struggle for them – ‘Am I jeopardizing my career here because I don’t have someone to help me with child care?’”*

*“When I was [there], everyone asked: how many hours are you in your chair? 9-12 hours a day meant you were a great employee. Productivity wasn’t a question.”*

*“At that time, people were more concerned about job security and child care... In this day and age, with the flexibility of workplace, there are sixteen ways you can get your work done... The culture of work-life balance, new technology, and social media allows people to get work done at home, in the car, at the airport, etc. That was not the norm 18-20 years ago. Accountability meant badging in and badging out of the office for a long day. Thank goodness for women of childbearing age in the workforce today!”*

Another HR manager describes, “We don’t distinguish mothers from fathers here. Today, it’s a singular debate—now, we have as many fathers as mothers that are addressing this issue.”

One global consulting firm described a strong focus on work and family policies starting in 1999, as a founding member of the American Business Collaboration, a consortium of top U.S. corporations focused on “doing together what none of us can do alone” (ABC website). This consortium brought companies together to make early investments in quality



childcare and supported the evolution of Bright Horizons, a major childcare provider supporting working parents and corporations nationally. As part of that collaboration, each company had to pledge a certain dollar amount to impact communities where the company 'lives and works.'

However, a website review showed that many of these earlier private sector collaborations, like the American Business Collaboration, are less engaged in work-life issues than before. When asked why, this long-tenured HR representative explained: "individual company strategies were going in different directions. [One] was focused on global childcare while other businesses were more aligned geographically."

However, other employers describe ongoing struggles with management of flextime arrangements for working parents. Several quotes hint at tensions related to employer orientations flavored with assumptions about gender's role in responsibility for childcare when problems arise. The following section provides exemplars of this.

### 6.5.2 Perspectives on Working Mothers' Productivity

Several employers described the challenges of dual-income earning households. One engineering HR specialist describes it as such, "Working spouses – it's a challenge. It's always a struggle of who is going to get away... we have to be careful that our more liberal flextime policies do not get taken advantage of. We request employees to share these responsibilities between both companies."

A large real estate firm assesses productivity from a gender perspective.

*"It's hard to attribute [poor productivity] to gender because there are a lot of other variables. We're in sales and a rep could just be bad at sales. I do have one single mom and I do see that it affects her a lot. She works on a team with two other agents, and often changes her client appointments, and her teammates don't want to use her as their salesperson. She cuts herself off from a lot of business because her kids are a higher priority. [Her teammates] are very frustrated. They take the time to set up these client appointments, and they get rescheduled and that gives clients an opportunity to go to our competitors. These people's commission is contingent on these appointments. That person also loses a lot of opportunities because when there's really good clients her teammates don't assign them to her."*

When asked to elaborate on this woman's status as a mother and prioritization of her children, the respondent added, "I wouldn't say that it's a difference between men and women. It's more related to these particular people and how they set

their priority levels... For instance, when I can, I attend my children's school events, but if I have to be at the office, I skip my kids' events. My wife goes. Others have to go to school event or choose to go to events. I understand it can be more difficult for a single mom."

Another real estate firm executive reiterates that for his highest producers, "They have the moms at home. Male brokers don't have the responsibility of childcare."

A long-time mother in the tech field explains the bias she felt, although a formal program was in place to support maternity leave and re-entry:

*"I worked at [that company] until two days before my child's birth. I had a fabulous male manager, married with no kids, who was ahead of the curve and was tuned into work-life balance. He knew people could get their work done, and knew people didn't have to be at their desk to do it. I was away for 12 weeks on maternity leave, and they had to fill the position while I was gone. The [company] said — 'we can't promise you that you'll get to keep your position, but you will get an equal pay position.' When I returned, they gave me a different job — a lower level, administrative /secretarial (not staffing) job, but it wasn't my skillset. So I was worried they'd fire me for poor performance. I felt like I was really being persecuted for taking the time off that I was legally allowed. We worked it out and I eventually got back into staffing."*

### 6.5.3 Perspectives on 'Presenteeism vs. Absenteesim'

Some employers describe the impact 'present, but distracted' employees have on productivity. "Yes it definitely impacts it. You can see it. You can't always see it directly, but it's obvious — constant texting, negotiation with caregivers... We call it 'presenteeism' when the employee is here, but not productive."

One employer explained how his company tries to monitor excessive absenteeism of previously high performing employees before it becomes a 'crisis,' citing the benefits of having an employee assistance program in place for such times. He also explains that for some employees who abuse the flextime system, they are quickly identified as a 'misfit' for the organization, "if they just have a time challenge in general," and weeded out before they effect the culture of the broader work environment. He goes on to describe how the HR managers:

*"do a good job laying out the demands of positions and the industry during the interview and hire process. 'We're not trying to be everyone to everybody... we gracefully identify a mismatch.'"*

In some companies, informal flextime arrangements have worked well because they find individual employees police each other's behavior:

*"It's hard when you're a small business when you don't have a lot of hands on decks ... we try to be flexible... luckily, we [staff] really cull each other from the herd when people are not doing the right thing [vis a vis flexible work time]."*

#### **6.5.4 Specific Anecdotes of Lost Productivity, Descriptions of Observed Stress**

Although one large global consulting firm actually believes working parents are the most productive members of their workforce, they are an outlier:

*"Our perception is that working parents are perhaps more productive, or have to be more productive. They are our leaders, of our very young workforce. They tend to be managing directors and partners because of our young workforce. Parenting effects retention more than productivity... It is tougher to stay in a culture/ environment like our's. There are more hours, more demands, so investments in flexibility are important."*

Most employees and employers alike describe anecdotes of the following nature and the challenges with how to address them. Most responses describe finding solutions on a case-by-case basis, leaving it to the employee to negotiate the complexities of their own work-life balance as a parent. One real estate executive describes his lost productivity challenge as follows:

*"My situation in particular is a great example of lost productivity over time. I have two kids, both really young. One and a half and three and a half, who both go to school-type of day care three times per week, at 8:45 am. This makes me unproductive until after 9:00 am. Before we had kids, I'd start working at 6:00 or 6:30 am and have most of my work done by noon or 1pm, which is good, because I make calls in the afternoon, meet people... Before I had kids, I'd stay in the office until about 6pm, I now leave at about 4pm so I can be at home to play with my kids a bit and be there for the bedtime routine. So I used to have a 12 hour day in the office, which is normal for a business owner, but now I have at least three 7-hour days. Also, I used to work on Saturdays, at least an hour or two, now I can't, because of birthday parties, etc. My productivity has had a big time loss since I had babies."*

Another parent describes the summertime challenge as her greatest productivity loss:

*"Piecing together summer camps and finding summer activities is hardest. Many camps don't last the full day,*

*only 9am-noon. They also fill up at the beginning of the year. It takes a lot of planning to get the kids occupied during the summer. It's also expensive."*

Another describes that it's "the logistics of what to do with them while you're at work, after school" that is the most stressful part of her work-life balance. She goes on to describe how from 2:30-5:30 pm she must be concerned that "her kids are at a good program." She also cites the challenges of transportation if childcare is not provided at the school where her children are in attendance at the time.

Another HR manager describes how working parents may not have specific challenges, but productivity loss shows up in the influence of higher stress levels. Several quotes highlight how stress is seen by employers, echoing working parents' identification of extremely high stress levels in the online survey.

*"Productivity is influenced in two ways. The easy answer is that managing children's care impacts the stress level of our employees and how they can perform in their day. Most people here are responsible and considerate in their approach. They don't necessarily work fewer hours, but they do it at scattered times. They're often on later in the evening or texting during the time that they're grabbing their kids. That can be stressful if they feel like they're letting team members down and feeling like they're not putting enough time in. Also kids need attention — it is stressful to split attention like this. A bigger issue is piecing together work when people leave for sick time. We all fill in — working parents have to be reactive, they can't necessarily plan leave. The whole team has to come together during those times."*

Another employer describes how "such stressors influence how you work together as a team, which affects the bottom line. [Teams] may need to add more hours, but that can be an issue for non-parents too. This same interviewee explains, when considering the stress on the larger team dynamic, that "people can work odd hours and we can handle issues remotely" but also adds that, "When it comes to long-term team building, it depends on how the parents react. Are they stressed?"

### **6.6 When Flexibility Doesn't Work: Core Challenges to Supporting Working Parents**

#### **6.6.1 Child Illness**

Other providers have sourced "backup dependent care" (whether in-home or in a facility) as a viable option (whether paid for by the company, but more often the provider is retained or a simple referral is made through an employee assistance program) to help with the most significant

challenges of working parents, which appear, based on frequency of the issue being cited, revolve around providing emergency care for sick children. As one corporate executive describes:

*"The other thing that kills us is when an epidemic strikes. Today, I have four people on my team and three are out sick. Two are without kids at home, but the other one has sick kids. [This illness] is running around the schools."*

Unexpected and prolonged absences due to lengthy child illnesses appear to have the most significant effect on work team morale. Many employers described how repeated absences of this nature create perceptions of inequity between working parents and non-parent employees who feel they must "cover" and "pull extra weight" or are "punished with extra work for not having sick children."

Another employer describes the challenges of their manufacturing center employees:

*"I think coverage of illness is most acute with low salaried, hourly employees. Lots of manufacturing employees don't have options, family support structure because everyone is at work. Austin is not acute in this way, since a substantial number of people are in the 'creative class.'"*

Some companies are more relaxed in their approach, focusing on results and allowing parents to negotiate their work time around illness as needed:

*"We are very flexible in start times. If you've got a sick child, go home and work. Get your job done and balance needs with the job of being a parent... At the end of the day, people are paid for results."*

A smaller real estate firm describes that although they aren't large enough to support an employee assistance or referral program, "Kids can come to work if there is no child care."

## 6.6.2 Single Parents

Single parents were described by several employers as a special category of challenge, recognizing the plight of their case with compassion, but also describing it as a major hurdle:

*"Our single greatest challenge as a company is a single parent with a sick kid. What are you going to do?"*

## 6.6.3 Summertime and Week-Long School Holidays

When asked about OST challenges of working parents, many employers would highlight school holidays, especially summer and lengthier holiday periods like Christmas and spring breaks, as times they supported parents with OST programming.

Several executives describe the challenges of providing short-term camp arrangements for their employees:

*"Camps come and go... someone might have a bad experience. Word of mouth is everything"*

*"Availability is a big issue, carried with affordability. Even if we were to leverage our reimbursement and referral service more, we hear 'We just can't find it' or 'it's not high quality. I wouldn't leave my child there.' So the issue is making it a viable alternative."*

One business leader for a large consulting firm describes her company's dilemma:

*"Once we did a pilot, in our Dallas office, a Spring Break program. We ran it and didn't have people come. We went back to the parents and asked, 'We set it up, noone came, why?' Parents responded, 'There was no reputation. We didn't feel comfortable because we didn't know the care provider, there was no referral... We did use reliable providers, but parents want a 'great center' or 'great reputation.'"*

She goes on to explain that her professional employees wanted "a great center" or a "great reputation" and this was difficult to achieve when creating a week long, one-time camp.

One corporate executive describes his own challenges of this nature, with a change in his child's schedule in late July:

*"I haven't had to deal with that yet because I sent my daughter to Maryland for the summer, but she'll be here in August. I wasn't expecting her and I'll have to send her to camp now."*

He also purports that because of the professional nature of his employee positions that "No one in the office is desperate [during the summer] to the point that we can observe it." He goes on to explain that his employees are able to manage because of their professional positions:

*"Anecdotally I'd say it seems from a summer perspective, it doesn't change [workplace productivity]. That also has to do with how much household income people have to spend here. Most of our people are salaried, and in dual income families. They're not rich, but they're not scraping by either. It may be stressful, but they have some flexibility because of their income or because of their family support structure."*

## 6.6.4 School In-Service and Bank Holidays

Many company executives described their willingness to help parents deal with childcare challenges on single-day holidays and teacher in-service days. One company describes their process.



*“It is very common to bring kids to work...we have a few meeting spaces they take over... Parents are of course in charge of keeping kids busy. That’s an option that has worked well when half days or no school and summer. That is not necessarily an option for all working parents. Some kids need constant supervision... We try to be flexible. However, it’s hard. At the end of the day, we work by billable hours. The work has to get done by somebody and often those without children have to pick up the slack and then it’s an equity issue.”*

Another explains:

*“We are really flexible about having kids here with you. On some teacher in-school days — a mass of kids are running around here. We ask parents to supervise kids but we make conference rooms into movie rooms, bring bean bags down. It happened as a grassroots initiative. It was department by department but we know there are 15 kids here so at corporate level, we know it is more fun to get a movie on. Those things are ok. People are ok with watching other people’s kids running around.”*

*“One woman has a child in that sweet spot — an 11 year old. Sometimes we know that something fell through because there’s a kid sitting at her desk, or in the conference room playing video games. This happens on a teacher in-service day, a school holiday, etc.”*

Three other large companies describe ‘bring your child to work’ activities formally employed to create a company ethos of a family-friendly workplace. Some involved having a family movie morning, a day with demonstration products for kids, or a day where children can shadow their parents at work in the summer.

In contrast, one HR representative at another company with less open policies notes that “a child in the office means something fell through.”

## **6.7 Summation of Findings**

A review of the entirety of interview responses from business leaders demonstrates that in general, executives are quite positive about their working parents, the challenges they face, and the need to provide organizational support to help them navigate their work-life issues. However, on the whole, there is limited understanding by business leaders of the specific challenges faced by working parents, nor how various home and work pressures combine to create interactive effects that result in the very high stress levels reported by working parents, as elaborated in Chapter 5.

Financial concerns appear to be heavily influencing perceptions about how to best intervene to support working

parents, with interviewees frequently highlighting the more austere economic climate of the mid-2010s as a rationale for scaling back employee benefits. When asked why they don’t provide more comprehensive OST support, cost was the leading factor cited. Over half of all HR managers interviewed reported an unwillingness to provide specific supports for OST programming in a more conservative fiscal climate, citing concerns about perceptions of unfairness by workers without children. Chapter 7 identifies various strategies being employed to support working parents that are more diffuse, or are part of a menu of options for all employees, which HR representatives identify as their preferred strategy to mitigate perceptions of unfairness between employees.

The “perspectives on productivity” section of this chapter highlight key concerns business leaders have as they observe working parents navigating out of school time logistics, although most employers described working parent productivity as not notably different during the OST periods of the day and year. This perception is in contrast to working parents’ self-reports of their own loss of productivity during this time (provided in Chapter 5). In this vein, several employers did identify a rise in “presenteeism” of working parents during the after school period, a phenomenon they see on the rise across employee groups, defined as staff who are physically present at work but experiencing high levels of distraction.

Most impactful to productivity appear to be: child illness, single parent status, one day holidays during the work week, and week-long and summer holiday periods. For both working parents and business executives alike, episodic, unexpected periods of care, such as during children’s illnesses or sudden loss of childcare support, are seen as the most stressful management issues. Several executives also highlighted the need for increased attention to working mothers and their special needs, highlighting the fact that mothers typically maintain a leading role in managing childcare and OST logistics, regardless of their work role.

The narrative in this chapter, combined with working parent data in Chapter 5, highlights the mixed perceptions of working parent’s challenges and their effect on productivity. The following chapter overviews the most frequent strategies employed by the businesses interviewed for the study, to help working parents navigate their work-life issues. Informal flextime arrangements between individual supervisors and employees is, across the board, the most common solution employed and provides further insight into the complexity inherent in the management of these issues from a business perspective.



## Specific Business Strategies to Mitigate Working Parent Challenges

Interviewees were asked to report on specific policies that support working parent's management of their children's out of school time needs. Due to increasing evidence of the challenges of this period for working parents, it was expected that companies would detail a range of supports. However, almost every company representative interviewed described how after experimentation with different policies over the years, informal, "flexible," and undocumented approaches are the best intervention, as such arrangements allow working parents to negotiate their unique needs in this area, in real time, on a case-by-case basis.

Without fail, every leader interviewed for the study cited a keen interest in developing a family friendly workplace, yet actual support for OST programming for working parents is almost non-existent except for a few experimental programs. Working parents similarly report limited or no out of school time support provided by their companies. Ironically, many of these same parents reported feeling well supported by their companies at the same time as reporting extremely high levels of stress around their management of OST issues. These interesting juxtapositions led to digging deeper into this issue during later interviews, to understand the additional types of supports provided to working parents across businesses that might help them to feel well supported, but not mitigate the out of school time challenge specifically. What emerged is a clear sense that neither working parents nor companies believe that on-site programs provided by single companies is an appropriate or sustainable solution.

This chapter thus provides insights into the broader set of company policies that appear to help working parents manage their work-life balance: flextime, employee assistance programs, software solutions, financial subsidies and support of spending accounts for working parents, as well as on-site daycare and efforts to provide week-long summer camps and other short-term events to provide support to working parents. Innovative solutions, as well as deeper questioning of the current structural mismatch between school and work days presented by some interviewees, are also included.

A few key perspectives came to light upon analysis of interview data in aggregate, which help to explain the lack of widespread corporate support for OST programming. In particular, three core attitudes towards working parents emerge in the analysis of the data presented in Chapters 6 and 7. Notably, that working parent challenges are framed

by leaders in one of three ways: a) an individual issue that working parents should work out for themselves, b) an issue worthy of attention and support as a company-wide policy, or c) a challenge of such import to the broader community that the company feels it should engage as an active stakeholder to support more holistic, community-driven solutions.

This chapter provides exemplars of company support related to the first two framings above - individual working parents mitigating individual challenges and company-wide solutions supporting a growing subset of working parents. Chapter 8 provides manifestations of the third frame - companies as community stakeholders, presenting a broad range of philanthropic activities company leaders have identified as supportive to children in their local community.

Although at first glance, some of these activities appear tangential to support of OST programming, further consideration highlights that they represent a solid foundation of pre-existing relationships with schools and nonprofit organizations, which could provide conduits for companies to enhance future participation in community-based collaborations in support of OST programming. Chapter 9 provides further insights on philanthropic pursuits that help provide a composite picture of the way forward for private sector partners.

### 7.1 Flex-Time Policies: A Range of Rationales for Implementation

As previously noted, many companies highlighted flex-time policies as the best solution to meet a range of needs of working parents. However, the motivation and application differs across business environments, with different outcomes for working parents.

For some, it has led to a committed, productive workforce, so is a solid business model:

*"Everyone knows that we promote flex time, especially our 7:30-2:30 work hours. That is why it is easy to find employees. We are known for our highly supportive work environment."*

*"We have a very informal flextime policy, no formal program. Some families pick up their kids at 2:30 and then work 3 more hours at home. People work it out with their managers. It is very role specific but people love it."*

*"We're pretty flexible for working arrangements – people can work from home in the afternoon – not just working*

parents. We have far more people interested in that arrangement than doing it. [We] are growing quickly. People like to be here more than at home. People want to be plugged in to the informal culture in the hallway than just receiving an official announcement.

*“We have part-time policies if the job allows it, especially if it is a really good performer. Here is a typical story: I’ve got a lady – lead HR Director in [a foreign country] who worked extensively in a crisis management situation and then asked for two months to bond with her newly adopted baby. The law of that country doesn’t allow for that but [we] heard about this and are going to give her the time off, allow her to come work at the factory once a week. The message to her is, ‘This is out of the ordinary. But you’re a great performer. You helped a lot with a crisis, so we want to be there for you too.’ It’s a human way to be. It’s recognizing talent in your workforce. A human point of view represents commitment to your workforce.”*

But for many, development of formal policies is either a waste of resources or not helpful due to the necessity of navigating a range of individualized needs in a complex business environment. For two respondents, they explain why they’ve opted for case-by-case flextime arrangements with direct supervisors:

*“It’s hard to create a coherent policy, as employees are scattered across the city.”*

*“From an internal and business model — we are a consulting company — we are on the forefront of figuring out work life challenges — but flexible work life solutions have to be developed on a case by case basis. There is no silver bullet, one size fits all solution.”*

Others defend their policy decisions based on ability to produce a broader impact:

*“We’re revisiting our benefits right now... There are enough working parents with school-aged kids to have an impact, but not so many to warrant major action.”*

*“The flexibility issue was probably started when [this company] was in its infancy... the policies evolved out of the realities [the leadership faced vis a vis working parent challenges] when they were a smaller company.”*

Others find providing flexibility is integrally related to the production of work outputs in their industry:

*“We are a technology company. We need to keep creative, keep inventing. [Employees] need to be in an environment conducive to this. We hold [employees] accountable, but give them room to let that creativity flow.”*

*“We are outcomes based. We hold people accountable, but they can be creative whenever they want. We try not to have lots and lots of specific rules. It just creates rigidity. We manage the boundaries. Supervisors work with employees to get the work done and let employees manage their lives. We gain commitment. Rarely people take advantage of the system — they get weeded out as well.”*

*“We accommodate all software and hardware. Managers will do flex days, not just flex hours. People need to talk to China. They are doing lots of calls at 9 pm. People can go home at 3:30 and have family time, then put kids to bed and go back to work.”*

## **7.2 Flex-Time Policies: An Individualized Solution to Ensure Accountability of Working Parents**

However, upon additional analysis, it is apparent that flex-time policies, when offered as a standalone solution, without additional company supports for working parents, are indicative of a broader company ethos, which is the expectation that working parents are expected to navigate challenges with minimal intervention or support from the broader work community. The following quotes demonstrate this perspective, evident in a number of interviews.

An HR representative of a large tech employer in Austin explains their expectations in this regard:

*“[It is their] individual responsibility to solve needs. We have a connected workplace. They just have to use it.”*

*“We don’t allow telecommuting. It doesn’t work for us. However, we know there are no cookie cutter solutions. We don’t have ‘policies’ but ‘guidelines,’ — round corners. Employees have to determine how to use the tools they’ve been given to the best of their ability.”*

In a similar vein, an Austin-based real estate firm explains how they do not invest in specific working parent policies, as their focus is:

*“One of providing efficient resources to parents of children before pre-K... Improved economic productivity is achieved through improved earning power.”*

## **7.3 Company-Wide Policies in Support of Working Parents**

The following quotes demonstrate how some companies embrace working parent challenges as a collective issue, as part of a broader strategy to create a more positive work culture and work-life balance. Several HR representatives framed such interventions as a ‘circle of life’ type issue, where they have come to find that all employees may not benefit

from all policies offered at a particular stage in the life of the company, but, as one VP of a large national insurance firm describes, “the *modus operandi* has been to create as many work life supports as possible.” Another interviewee explains how:

*“employees generally appreciate the effort to support different staff at different stages in their life and are pleased to know that certain benefits exist that they might take advantage of later in their careers.”*

The most common company-wide policies related to helping working parents manage childcare and educational enrichment opportunities include:

- Employee assistance programs which provide:
  - Emergency/backup care referrals,
  - Referral to daycare providers, and
  - Subsidies or discounts to employees for daycare and out of school time programs,
- Spending accounts to receive tax relief for childcare,
- On-site day care/after school programs,
- On-site summer camps or holiday events exclusively for working parent’s children only (as opposed to programs open to the broader community),

Each are elaborated below.

### **7.3.1 Employee Assistance Programs**

All large companies interviewed have employee assistance programs. They differ by the range of benefits offered and the amount of subsidization provided by the employer. The following excerpts have been chosen, as they exemplify the most common types of programs.

One company has their internal employee assistance program identify yearly, community programs that are offering summer camps, to help parents find programs in the summer. However, the interviewee also suggested this could be more formalized and advertised across the company, as well as expanded to include after school and holiday camp offerings.

Larger corporations have the luxury of extensive support for their employees, tapping into national programs and networks, due to their size:

*“[Employees] have Bright Horizons as their backup care and great software to track the [requests]. We subsidize 100 hours of child care and eldercare for every employee. Bright Horizons has a network. They will tap into their own network, call Longhorns for Hire, nanny care, etc. They will send a text message. It’s very efficient. They can fill in a request, ask for a specific agency, people are vetted.*

*You have options for in-home care or in a center. They barely need to give any notice. You can call with a sick child at 7 am and have a 9 am nanny.”*

One company has a service team center, called “Ask HR,” which handles all manner of employee issues, but is responsible for vetting employee search requests for childcare providers. Their HR specialist explained that they “typically rely on community research and lists of directories, but do not maintain relationships with a specific nanny service.”

For emergency care, one national insurance firm has partnered with local childcare centers through Bright Horizons, which has a national network of providers. They also provide \$1,000 a year of reimbursement for any type of emergency care an employee might need.

One Houston energy company provides off-site back-up child care for their downtown location employees. The company contracts with a back-up childcare provider (once again, Bright Horizons), which is renewed year-to-year, for a certain amount of days a year of back-up child care. It is provided to both salaried and hourly employees and the service is fully paid by the company. Each employee is entitled to use 10 days of the service per year, subject to availability. It is worth noting that company leadership is considering doing away with the program, as a cost-cutting measure, as it is under-utilized.

One large tech firm in Austin is plugged into their corporation’s national “Wellbeing Management System” that is envisioned to support the health and well-being of all employees. As part of this system, there is a free resource and referral program to help employees organize their time, find child or eldercare, and adjust to changes at work. Other tech firms have similar baskets of services and wellness programs that offer **life skills** information, webinars and seminars to support work-life balance as well. One firm has a “Life Hacking” program which is run several times a day and has educational offerings that are meant to support working parents and non-parents alike.

Several companies who have invested in employee assistance plans expressed that they expect more accountability of their working parents to find solutions, as one large global consulting firm HR specialist describes how EPAs work as a strategy to maintain productivity:

*“The only sort of direct provision of service program we offer that comes close to OST support is our emergency backup program... We expect our people to plan... we give them lots of resources around planning. We have a comprehensive employee assistance program that provides referrals to after school care programs and summer camp programs. It is a free*



service, offers one on one consultation, and provides different resources in their area. We help with the search, location, and planning of out of school time. It is available for everyone.”

### 7.3.2 Software Solutions

Several companies employ ‘tracking software’ to help parents log their personal days and medical leave hours more autonomously, without having to negotiate permission with a supervisor directly. This is an important offering when considered in light of findings from the working parent survey, where several respondents indicate that direct negotiations with their supervisors adds additional stress to already stressful situations, usually related to urgent and unexpected childcare needs.

Another employer explains their online system and sick time policy as: “generous, made up of 80 hours of paid leave that can be used for anyone and can be used in increments. This really makes a difference. [An employee] can be home all day and do some work and at the end of the day, they tally up what they did and didn’t do and log it. But, good luck getting 8 hours in when your kid is sick!”

To help address the special challenges of shift workers, a large grocery retail chain has employed a scheduling system that works around employee availability to help workers manage their work and home responsibilities. Employees record their available hours ahead of the work week. The more hours they make available, then the more shifts an employee is eligible for. For sick days, these employees receive 40 hours of “Med-Bank” which tracks their paid time off for illness. They also have the option of non-paid time off, if needed. If an employee has a “problem child” it is dealt with at the store level, by the manager. The interviewee explains how “HR will step in. The employee will not lose their job... Our environment is perceived as fair. We are not a “black and white company” — we have policies, but we go to the partner level.”

### 7.3.3 Financial Subsidies and Support of Spending Accounts for Working Parents

Several employee assistance programs provide financial subsidies for emergency child and eldercare. Some companies provide a specific subsidy allotment for working parents to find their own OST programming or childcare provider. Larger companies often work to establish a partnership with a provider company that in turn, provides a discount to their employees. Others, as highlighted below and in Chapter 8, have established their own summer camps or daycare offerings and then provide free of charge or subsidize for their working parents.

The other way in which companies can support their working parents is by enrolling in company-sponsored pre-tax contribution accounts. As a large employer in Austin explains the rationale for this form of support over direct service provision:

*“we generally make available pre-tax contributions to those sorts of accounts, rather than offering particular programs. The idea again is about flexibility. Some parents might like to bring their kids to campus, but others like to keep them close to home. Rather than try to pick the right solution, we offer discounts and accounts so parents can choose to go where they want.”*

### 7.3.4 On-Site Daycare

Many companies contacted have experimented with a range of daycare options. Such experiences would likely have an influence on whether companies would be willing to provide or support out of school time programming. Several have experimented in just that direction, highlighting that the provision of summer camps has worked, but afterschool programs are just not viable. Logistically, they are fraught with challenges. Several respondents provide examples:

*“If we had an after school program here –it wouldn’t work. It’s 40 minutes each way to get kids here [since we’re on the outskirts of San Antonio]. We’ve looked at on-site daycare solutions for younger kids. It just creates different logistical challenges. Then it creates tension internally. At our largest site, here in San Antonio, we have 3,000 people here and we have 30 spots at daycare. How do we decide who gets the slots? Lottery?”*

*We were part of a ‘near-site collaboration’ led by a local company many years ago, which would provide a shared center for several companies in this geographical area, but it was cost prohibitive at \$15,000 per kid annually!”*

Multiple interviewees cited logistics, cost, and the belief that most working parents want options near their homes, as the key rationale companies don’t attempt to provide more on-site care. Variable school day and holiday schedules also create additional challenges to provide a continuum of programming at a company site:

*“We used to have after care as an option here for our working parents, but now we allocate more ‘floating holiday’ time because we know different schools have different holidays. We focus more on pre-K support, more programs focused on maternity and paternity leave and gradual return to work policies.”*

As previously cited, several companies contract out with Bright Horizons to fulfill daycare needs. Several other



interviewees expressed a company openness to providing care on site, but limited resources to get an idea implemented. A large engineering company in Austin looked into daycare, hoping it could also serve as an aftercare program for employees' children, but recognized early on that, "on-site care doesn't work, as most people want daycare near their homes."

Several companies, after highlighting their inability to support returning mothers with explicit daycare options, provided other ways they found they could support their logistical challenges:

*"We created a part-time option for moms... no 'all or nothing' policies. We made decisions based on business needs. [We] give moms the part-time option for 5-6 years. Then they come back full-time. They don't stop their career..."*

Another organization provides pickups from public elementary schools in the general area around the business, citing they are only "limited by the number of vehicles they have."

One company explains that they will provide grants to daycare to avoid making individual reimbursements to employees, to avoid any perceptions of inequity between working parents and the rest of the company population.

Another large marketing firm describes how they manage newborn care and how it taught them not to go into the 'daycare business:'

*"Usually new parents who are still trying to figure out the appropriate gradual release from their newborn use our program. Typically mom comes back after 3 months, or if it's dad using the program, it's when mom goes back to work. Babies can come to work until they are 6 months old. The program features an alternate workspace that's catered toward the baby. There's a pack-and-play, a diaper changing area, and moms can close the door for pumping or nursing. This was the only semblance of on-site child care we ever got close to. Through that program, we've realized we'd never do a formal on-site child care program."*

Other companies are exploring new solutions for new models of daycare and after school time support. One insurance company has a strategy of building 'regional hubs' as they bring in new office locations and one of their considerations is whether it makes sense to partner with other companies to provide daycare or offer collective discounts for childcare near the offices.

### **7.3.5 Efforts to Provide Week-Long Summer Camps and Other Short-Term Events to Provide Support to Working Parents**

Several employers provide summer camp options for their employees on their campus, but often in conjunction with a program that is targeted at a broader group of community children. These are detailed in Chapter 8.

However, one large community association in Austin provides free summer camp programming to all of their employees with 5 years tenure with the organization. They also allow their employees to have their children in their offices after camp ends at 4 pm. "The effect on their ability to recruit and retain employees committed to a work-friendly culture have been evident, explained the executive director. She explains it is expensive, 'but it just works for us!'"

### **7.4 Innovative Solutions Considered**

Interviewees were asked to brainstorm any ideas they had for future programming to support their working parents. Several participants had a clear vision for feasible and sustainable programing, citing the need for a wider partnership to accomplish the vision.

One large tech firm explained they "are interested in subsidizing a summer camp, and could easily provide the space to hold a camp... It would be great to have a parade of groups with possible programming — both summer and after school camp. Of course, if any subsidies were available for that, it would be welcomed and encouraged!"

One major insurance firm described its long-range intention to create a "live-work-play environment." As they choose new office locations, they purposefully try to select spaces near a rail system and that have access to restaurants, doctor's offices, and other on-site amenities, to help employees create lifestyle and balance. They also highlighted the importance of finding willing business partners to help provide such amenities.

A Houston hospital has trialed having parents only work during the school year or provide summer time schedules where employees can work in four hour shifts. Their HR specialist explained that both alternatives were very desirable for working parents, but that it was challenging to implement because it causes gaps in their 24/7 operation.

Another respondent mentioned that the multi-generational dimensions of childcare are not being accounted for, as many grandparents take time off from work to help support the childcare needs of their working children, especially in times of crisis, as well as mitigate the cost of afterschool childcare.

Another real estate CEO suggested Austin go the way of Omaha, Nebraska, “to provide free daycare to all children up until kindergarten, and then transportation until first grade.”

This final suggestion foreshadows another group of suggestions, which were made by about one third of interviewees, which is the need to re-evaluate school day and calendar offerings to better align with the work day. In light of the fact that approximately 67% of school-aged children come from homes where all parent(s) are in the workforce, this is an issue in need of further examination.

## 7.5 Structural Mismatches between School and Work Days in Need of Examination

Companies with large working parent populations are the most vocal on this issue. As one interviewee questioned:

*“There is futility in continuing to try to create stopgaps to a larger problem, which is that a large portion of our staff are constantly struggling with managing OST logistics.”*

Another describes:

*“A lot of charter school systems have a longer school day than the public school system. We support these programs that offer a longer day and a longer school year.”*

*“I’m intrigued by proposals to extend the day, even if through a study hall or a P.E. That seems so much more logical all around.”*

*“This is exactly the kind of stuff we struggle with. Instead of shutting down certain offices [to accommodate some parents], we have thought we should just end the day early or extend the school day overall.”*

## 7.6 Limits to Flexibility: Hourly Employees & Shift Work, Team-Based Work Cultures

Organizations with low paying, hourly, shift-based jobs are limited in the amount of flexibility they can afford to their employees. However, companies that rely on extensive team-based interactions to accomplish their work, also are unable to offer as much flexibility as they would like, as several describe:

*“We’re a 24-7 manufacturing site, so there are a few scheduling options. We have a normal 9-5 work week, or someone could choose three 12-hour shifts one week and four 12-hour shifts the next week. This gives staff the flexibility to choose their work time. Obviously it depends on business needs, so not everyone can choose a shift at the beginning of the week, for example.”*

*“We are a very collaborative org. We can’t really collaborate if people are working from home. This is unique to our*

*business... I’ve seen it even more when we go to design centers...”*

A large technology firm elaborates the dilemma when determining flexibility for employees:

*“The job comes first. We have lots of jobs where people are required to be here. The fabrication unit must move equipment, set things up. There is not a lot of flexibility. We have thousands of salaried jobs with much more flexibility. We work around “core hours” — the part of the day where team meetings and collaborations happen. But then, outside of that period, there are flex hour policies where supervisors manage [arrangements] with employees. They can come and go a little bit. If people want to work 6 am to 3 pm or 10 am to 6:30 pm, take time off during day, etc., it can be dealt with.”*

An insurance company with multiple call centers explains their need to maintain a uniform policy across the country so there is not a sense of inequity between locations.

One engineering firm explains that “some positions can’t be flexible. Our magic happens here when our engineers are here together, talking.”

Other companies divide their employees by category and accept the different policies available for different kinds of workers:

*“Data centers staff need to be on the floor, in the center. On the opposite end, software development programmers are sitting by themselves all day anyway.”*

## 7.7 Summation of Findings

This chapter has focused on providing an extensive range of support strategies to support working parents. Although most do not directly relate to out of school time programming, they do provide a necessary infrastructure for working parents to be able to manage their work-life challenges and for some, specific types of flexibility, such as special summer hours or flexibility in arrival times, could prove to be essential to helping working parents gain access to OST programs for their children.

This chapter also is important in that it evidences the lack of widespread corporate support for direct provision of OST programming. Such a lack of programming, as well as interviewee insights, demonstrates the inherent complexities in providing such a benefit to working parents.

Chapter 8 highlights several types of programming that companies support as part of their wider philanthropic strategies, as corporate social responsibility increases in strength within the private sector. Educational support, whether financial through provision of volunteers, is a

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very popular intervention for companies, even though few companies are engaged in OST program delivery. Company volunteers report positive experiences in working directly with school-aged children or supporting teachers and schools in delivering their educational outcomes. Companies receive a lot of attention in the wider community for these kinds of home-grown efforts. Thus, the following chapter is designed to provide examples of possible mechanisms to expand OST support, highlighting the pathways through which companies already work with nonprofit organizations and schools, as well as support national 'blueprint' programs for supporting less advantaged children in lower-economic areas. Chapter 10 provides instances of 4 national best practice collaborations which have proven to be most effective in building community collaborations in support of OST programs nationwide.

## Perspectives on Corporate Philanthropy and Volunteerism across Texas: Potential for Future Collaborations, Challenges to Surmount

This chapter addresses the research questions:

- *To what extent are Texas corporations engaged in OST time programming (generally, as a philanthropic pursuit)?*
- *Are there incentives that employers would most likely engage, if available?*

When questioned about corporate involvement in OST programming, only about a third of corporate leaders were familiar with the concept of out of school time. Most companies do not have any specific company strategies to support working parent needs, beyond the flextime arrangements documented in Chapter 7.

Companies describe the challenges of providing specific on-site solutions for their working parents. Cost is a leading factor cited, as well as employer concerns for not being seen as ‘favoring’ working parents above non-parent employees. When questioned about provision of benefits and supportive programming, a majority of interviewees cited their inability to provide a similar level of benefits to staff without children in a tightening economy. Many companies interviewed explained they have costed out a range of alternatives for working parents and have come to the conclusion that corporate-driven, on-site OST programming is not an efficient use of funds. If support is provided, it is typically in the form of a subsidy for childcare (typically 25-30% of actual expenses) or as a flexible tax-deferred spending account.

Beyond expense factors, interviewees cite complex logistical variables at play for working parents as barriers to expanding support. Provision of on-site childcare programming or summer or holiday camps has not had traction for many companies. Logistical challenges include location of employee homes and children’s schools in relation to their employer and work hours in relation to traffic patterns. Most interviewees described a range of historical ‘best efforts’ to research, experiment with, and implement programming to support daycare needs of their working parent’s children (from birth onwards), but almost across the board, such programs have been discontinued in favor of subsidies, or more frequently, employer supported tax deferred spending account, in combination with ‘flextime’ as the favored intervention strategies by employers.

The interview data did, however, result in a snapshot of Texas employer’s philanthropic efforts more broadly, and towards educational needs, and OST programming, specifically. When asked about support for OST programming, business leaders often provided details of their broader philosophy towards corporate social responsibility vis a vis their local community, and types of activities they participate in in the wider educational community (highlighted in Chapter 9). Interviewee responses demonstrated a strong ethos of volunteerism within the organizational cultures of the sampled companies, although it manifests in different ways across companies.

This chapter provides some of the more common philanthropic perspectives, as well as the ways in which volunteerism is engaged, as they provide insight into the pathways through which Texas businesses already support their communities, which might be strong conduits for building partnerships of support for OST programs in the future. The chapter closes by providing excerpts from leader’s opinions of the types of incentives they feel would most likely influence more Texas businesses to engage with government and other partners to support OST.

Key findings presented in this chapter include:

- Texas business leaders see themselves as supportive and engaged partners, but not the initiators or leaders of program development,
- Business leaders repeatedly identify government, communities, schools, educational providers, and nonprofit organizations as the “natural” or “appropriate” drivers of OST efforts,
- Businesses see support for OST programming as a business decision, less so than an educational issue,
- Private sector volunteers are a strong source of ready-made support for community-based OST efforts, but companies need more information about opportunities,
- Companies struggle with a number of barriers to their full participation as partners in OST programming, and
- Companies are incentivized by unexpected factors.



## 8.1 Businesses are Eager and Willing Partners, Corporate Social Responsibility a Key Focus

Businesses can easily connect support for education into their broader company mission and corporate social responsibility (CSR) initiatives, typically keeping a wide lens towards what kinds of contributions support children and education.

*"We talk about 'shared value,' as a directive from headquarters, which is a buzzword in corporate philanthropy. However, a company can't thrive in a community that's not thriving. We focus on the educational system, family supports, etc. Kids that grow up in poverty don't graduate from high school and cost money to society. We look at root causes."*

*"There are lots of important causes. We're looking to strengthen the educational pipeline. That even includes food security."*

*"Education and leveling the playing field is part of our social and economic justice pillar."*

*"Our owner is very much about education. He spends a lot of his time on that effort. One of our main 'trifecta' is education, health, and poverty. We say that is where we then change the world"*

*"The heart and soul of our work is community engagement and volunteering. Though people work long hours, people find amazing time to do that. We love and encourage that...on their own time of course. We really don't punch the clock around here. If you can get your manager's ok to go to the Habitat for Humanity office and volunteer, as long as you meet your own deadlines, we don't care. People make times to do things."*

One internet software company explains the pervasiveness of their vision of corporate social responsibility and how structures are in place to create time to focus on philanthropic efforts:

*"All three pillars are built into our recruiting, marketing, and business development, and inform our day-to-day activities... We hire people who are just as into social impact as they are on technical excellence. At [this company] we talk about [social mission and philanthropic activities] a couple times a week... this part of the corporate culture is still crystalizing, but it's very serious. We hold biweekly working group meetings and present needs and opportunities in which we could mobilize [our company's] help. We ask in our annual review what staff have done for the three pillars."*

Another describes the balancing act as a business leader and individual volunteer:

*"I've been an HR coordinator for 2-3 years. I have a full-time day job, I'm a principal consultant in addition. So, all these other plans and events that we do are beyond our corporate commitments. It's a weird mix. We try to generate momentum, get people interested to volunteer. If there's a critical social cause, we apply to work for time to do it. Each Friday we discuss and plan these potential activities. Our biggest challenge is constant balance between the three pillars – especially sustainable business [e.g. we are for-profit and have paying clients] and our social impact pillar."*

## 8.2 Businesses See OST Support More as a Business Decision, Less as an Educational Issue

A review of the interview data in aggregate demonstrates that overall, the business community sees addressing OST challenges as primarily a business decision. For companies aware of the opportunities associated with OST programming, they often discuss it as a component of broader workforce development efforts, as a support to their working parent's work-life balance issues, as part of their corporate social responsibility platform, or as a conduit to increase employee loyalty:

*"Support for future workforce development builds core skills in more vulnerable student populations that directly relate to their own business strategy, providing a larger base of skilled workers in the future,"*

*"We want to improve the business context in which we operate, and we can do that by contributing to make sure the social fabric of our community is strong."*

*"We support working parents in their efforts to integrate work-life balance by allowing parents to volunteer in local schools, often in their children's classrooms," and*

*"As a company we are doing our duty as good corporate citizens, to support the future of our community."*

*"There is totally a business case for individual employees' participating in community events."*

*"These aren't workforce development programs, they're employee loyalty programs! When we send someone to speak at an event...or ask employees to mentor kids in the community, or we go do a speaking engagement at a college, it gives back to the employee more than anything. It's refreshing and invigorating for employees to talk about their work and talk about their pride in the company."*

*"Incentives? That's typically not what drives us. It's our culture, our DNA, it's something deeper and richer...Part*

*of the reason we don't jump in the "daycare" game – we don't just check the boxes like other companies trying to get "best employer" awards... Smart companies take care of their people... and it means you're taking care of their families and them. If you are allowing people to take care of their families, we know employees will stick around and that effects the bottom line... and we just feel good about the work we do..."*

A number of companies who actively support OST programming explain their motivation is for workforce development and they see their support as a "win-win-win," explaining the benefits of such initiatives: a) They support current working parent's productivity, b) support the educational and care needs of their community's youth outside of the school day, and c) support future workforce development. Such framing is a powerful draw for companies looking to engage in philanthropic activities that are directly related to their core mission.

In addition, Chapter 9 elaborates how Texas businesses are engaged in philanthropy in the educational sector in particular, which is by far the most common type of philanthropic activity pursued by Texas businesses interviewed. Many companies already partner with schools and nonprofits in their local community, providing volunteers, resources, board members, and funds to educational programs, whether as mentors or teachers in support of STEM or other skill-building programs, or through involvement in community-based organizations like Boys and Girls Clubs. The foundation of volunteerism and funding support for the educational enterprise already exists, yet business leaders cited several 'missing links' keeping their companies from being more engaged in OST programming.

### **8.3 Businesses See Themselves as Supporters, Not Drivers of OST Solutions**

Interviewees describe barriers to increased private sector participation in more specific OST programming: more evidence-based knowledge of community needs, knowledge of programming and providers, receipt of specific requests to engage in activities, and ease of engagement for their volunteers and company. In particular, interview data demonstrates that companies see their role as one of 'supporter' of external initiatives, not as leaders, and want more direction in how to shape their support of OST initiatives:

*"We're open, it's just there's no driver for [supporting OST]."*

*"We volunteer our time and partner with organizations in the education space, but we have to partner with others. We*

*haven't taken the lead on other projects, due to our size."*

*"I can't remember the last time someone came to [our company] and asked, 'Can we promote these programs?'"*

Leaders cite the need for an intermediary to organize such activities between stakeholders:

*"In Dallas, there are a lot of non-profits who do this work but we don't know about them. It could be that we are missing the non-profit/NGO network?"*

*"Our employees are mobile (rotate among offices) and travel a ton, so long-term institutional associations are difficult to create and maintain."*

Interview data also include requests for more knowledge of specific OST needs and providers in the community, and evidence of quality programming before investing significant resources.

## **8.4 Texas Companies Support Volunteerism in their Local Communities**

### **8.4.1 Examples of Corporate Support for Volunteerism**

The following summary of employee volunteer efforts, distilled from the interviews, provides a sense of the scope and diversity of how corporations and their employees are spending their volunteer time to support educational efforts across the state. Several quotes exemplify common perspectives on the role of corporation and their volunteers in the philanthropic sector, as well as how companies create more formal structures and processes to guide volunteerism within their company:

*"We don't run programs. Most of our work is through nonprofit organizations. Employees contribute via company-sponsored events and by individual giving."*

*"We have 'Care Teams' at every job site. This is how we create community investment opportunities. We don't have to try very hard. People really want to volunteer."*

*"We encourage all employees to volunteer. We ask them to contribute 24 hours a year."*

Several companies are much more directive in their encouragement of volunteerism by their employees:

*"We have a list of who we support, to make it easy for the teams."*

*"Contributions are done through our philanthropy division and 'good neighbor' employee groups, then we review all contributions for the company. For individual volunteerism, that is handled through our public affairs department. They vet choices."*

*"We have a structure, called 'I Care in Action,' which is*

*connected to our stated employee values. It offers benefits for employees. They get one full-time day off if they give a day in a community partner facility.”*

Several companies have identified education as a primary target of their philanthropy and encourage employees to focus on school-based volunteerism in line with their mission. Several of these quotes also demonstrate that companies consider broader support for schools as part of their ‘out of school time’ contribution, such as renovating schools, sponsoring field trips, and providing infrastructures for learning, such as computer labs:

*“Most of our philanthropy is with schools in the area. We fix libraries, paint school hallways, set up computer labs. We allow 24 work hours (3 days) that are paid. We encourage our team to use volunteer activities to bond. We work with the Parks & Recs Department, school systems, Big Brothers & Sisters, the local animal shelter, and food banks. Usually we have 50 volunteers at a time.”*

*“We go to school locations to see kids. We have a couple of events here. School will bus kids from the school. They are all focused on STEM activities. We are trying to get kids more interested in technology early. We host a ‘Code-a-Thon’ or a ‘Hack-a-Thon.’ The kids have to solve a problem or build a code in a day. Teams work together. A few years ago we worked with girl scouts to create a technology badge.”*

*“All company foundation work is done with schools in the community. We do everything from coaching robotics classes, to organizing a robotics competition. It’s a one day a week after school program.”*

#### **8.4.2 Less Formal Approaches to Volunteerism**

In about equal numbers to companies with more formalized approaches to employee volunteerism, interviewees cited how volunteerism is supported in their organizations in less structured ways:

*“Employees are given 1-2 days a year off to volunteer.”*

Some companies still encourage support of particular causes, but don’t try to track volunteer hours. For example, one engineering firm describes the United Way as their main conduit for philanthropy, with their own leadership driving United Way campaigns. They do not have a formal support system for their employees to donate time to nonprofits, but if they do, the company supports that effort. Others describe support as follows:

*“We support Boys & Girls Club of Fort Worth, but we don’t track the numbers.”*

Others describe a less formalized, less targeted approach, responding to requests as they arrive:

*“If someone approaches us asking for volunteers, we totally do it. Mostly requests come from college level. If elementary and high schools reached out, we’d say yes.”*

#### **8.4.3 Financial Support for Volunteerism**

Some companies have gone so far as to offer ‘reward points’ programs and paid time off as incentives for volunteering, supporting all manner of individual and company-driven activities:

*“For corporate sponsored events, employees track volunteer hours in a company database. We give reward points and give rewards for volunteer time. Employees get gift cards or merchandise. The employees enjoy the volunteer work, but they also get a benefit. Their service is not tied to performance...Employees must get management approval to take time off for community service or do it during their time off. ‘Individual interest’ volunteer time is entirely on one’s own. Employees that attend corporate sponsored events get time off with the permission of their manager (but not non-exempt employees, only exempt). We advertise and employees ask their manager. Once they have given their blessing, they sign up for the event.”*

*“We subsidize 100 hours of volunteer efforts for every employee, every year.”*

Several companies have incentivized participation through offering grants volunteer employees can offer to their non-profit organization of choice:

*“If an employee volunteers at least 40 hours at a not-for-profit anywhere, he or she can get up to \$1,000 of grant money to allocate, or give out a \$500-\$1,000 activity kit. If the staff member volunteers at least 100 hours, she’s entitled to allocate up to \$2,000.”*

*“We have a grant. If you volunteer 40 hours, then you get \$500 for the 501(c)(3), for each employee working for it. Staff have one full work day that they can use in chunks of time to volunteer, whether it is their own children’s field trip or in other ways.”*

#### **8.4.4 Expectations of Volunteerism: Leader-Driven Initiatives, Ties to Assessment**

Other business leaders describe a philanthropic and volunteer ethos that manifests from the top company leadership, and is driven by clear expectations that community support is expected by all employees.

*“It’s not tied to performance management, but executives sponsor various volunteer programs and employees are expected to participate.”*



*"We have an overall Corporate Social Responsibility vision. We set certain amounts of volunteer hours. It's expected, but not required. We call it 'Power the Possible.' We will show quarterly reports for each leader of a business unit and we set targets for each quarter, like 4 hours per person. Teams can then choose projects to work on... A list of nonprofit organizations will post their needs and employee groups will choose. Most of what is tracked is the group activities. It's highly encouraged. Everyone is expected to have a level of CSR and a contribution back to their community."*

Companies of this mind are increasingly tying such efforts into performance management systems when assessing managers, and thus formally tying their corporate social responsibility mission into all areas of the company's purview:

*"Executive leadership sponsors and supports United Way. The mandate comes from the highest levels and everyone is expected to participate. The company adopts a school and the entire company gets involved in a focused project."*

*"We are different than most large companies – our key leaders and leadership team are very active in seeking ideas 'out there.' We need our feet on the ground...that's how things bubble up."*

*"About 2-3 times a year, a business group will host a 'Family Day.' Last year, it was driven by our vice president... These efforts are driven by employees. The company gives freedom and support, and there is an expectation at the senior leader level that everyone contributes to corporate social responsibility efforts. It's a public shaming thing. Your group is 'lower' if you don't participate."*

#### **8.4.5 Employee-Driven Efforts**

Other companies leave it to their employees to drive their own volunteer efforts, in quantities and timing of the employee's choice. In larger companies, employees often conceive of and conduct volunteer efforts through employee association groups:

*"We do not have a corporate-driven program but we have different employee groups doing lots of individualized and localized programs. Two employee associations have a relationship with a high school. Students come twice a week, for 4 hours a day and learn administration and payroll. They even get paid for their work. They get work experience. Our engineering groups are doing STEM programs. An example of how this works is a recent Meals on Wheels project, where an HR leader said 'I'm championing this' and 100 employees went out and did it. However, because we are so large, it is hard to regulate*

*volunteerism across the corporation. If people have a passion, we will do everything to facilitate that."*

### **8.5 Corporate Incentives to Support Philanthropic Initiatives**

One mandate of this study was to assess the kinds of incentives that might motivate Texas companies to increase their support of OST programming. A specific interview question was asked about financial or other incentives that might encourage companies to increase their participation. The responses were surprising, as not a single company said that financial support would be a motivating factor in enhancing support of such efforts. The following excerpts are indicative:

*"What we need is awareness of opportunities... we don't need financial incentives. This is just who we are! We'd love to collaborate more, we are open to this, but typically we do individual projects."*

*"No economic incentives needed. More likely, someone here would have a passion and make a proposal or call to action, and we'd probably say ok. We don't have anyone devoted to thinking up these sorts of activities, and we're super-busy, so planning must require the least possible time and mental energy investment. We're also already doing programmatic, project-based work and so [more of that] wouldn't be a break for us. Maybe if we were actually developing kid's programs, it would be really invigorating."*

*"We just do. No tax breaks. It's too specialized. It's not a perfect benefit but it's super-flexible. It means we have a better chance of retention of moms and dads...A government grant probably wouldn't be good for us because we want flexibility... But knowing there's an option, leaves people with a good feeling."*

*"Incentives? We're not really looking for it. We don't have a problem to go fix... Our doors are not closed, we'd want to be in the conversation."*

*"You should point out that if you're trying to address the issue, children without parents, you need to address the core problem. Don't just make it a given that new programs to fill the gap are the right solution. Fix school scheduling. We are wary though as well, of 'big programs' where someone comes in and says 'I'm going to fix your problem.' We are in favor of letting people solve their own problems. It is better."*

*"If there was some kind of funding for companies that did like a back to school activity. Like our adopt a school, where we do a math and science night... something that wasn't just money, but maybe an idea kit, like 'here's*



*something your company could do' and then we could go get money for it, that would increase our efforts."*

*"Our health plan... provided a series of 10 different things to do – [it was] wonderful, it got it kick started here. Even something like that, even without funding, would motivate us. Also, funding for someone to develop a summer program would be helpful. (e.g. "here is a program you could take home to your children")*

Many opportunities exist to enhance company support, beyond financial incentives, but there are also significant barriers.

## **8.6 Business Leaders Experience Barriers to Their Philanthropy**

### **8.6.1 Concerns about Government Support**

Business leaders had a range of concerns related to encouraging more government support of philanthropic efforts:

*"We don't usually expect anything in return or accept anything in return. We won't take any incentives. Taking money means something else comes back around later."*

*"We cannot get too involved with government. [The nature of our business] requires that we must retain independence."*

*"It would depend on what it was and how much paperwork is required to get it... The 'devils in the details.'"*

*"Look I know what this study is about. There are things that Texas could do better from a law/regulation standpoint, but we're a global company, so we're outside of state law."*

*"We must be careful about advocacy. We are very carefully regulated. We are still trying to figure it out. Notoriety would motivate us, being associated with a halo effect in the community... I understand why smaller businesses would care about that. We are more focused on a global effect, a global presence. We are interested in longer school days, creating opportunities for children to compete globally."*

### **8.6.2 Concerns about Lack of Impact, Return on Investment**

Companies are also incentivized to support participation in community initiatives because employees volunteering together and supporting charitable causes collectively provides significant cohesion within the company. At the same time, interviewees also expressed frustration that much of their effort often feels ineffective because participation in

discrete, one-time events, or support to a single cause, does not feel integrated into larger community needs:

*"A lot of it scratches an itch and makes people feel good but [the efforts are] not sustainable."*

*"Employees are given 1-2 days a year off to volunteer. Some employees go every other week or every month. Those are great and those work. The rest are ad hoc and one time shows. It's not that great for the organization and the employee."*

For businesses that have implemented summer camps and educational events for the children of their working parents, they explain that significant resources are spent on such programming, but at the same time, acknowledge that such efforts are not a sustainable solution for their working parents.

As well, interviewees explain that opportunities must be perceived as easy to develop and implement:

*"For me personally, in working with government-funded projects, you can't make it too hard... if it becomes really hard and highly regulated, with too many hoops to jump through, it won't happen."*

*"Training grants are perceived as hard in our industry, even if not hard."*

The quotes provided capture the general perspectives of business leaders interviewed, which demonstrate both logistical and framing challenges to surmount, to better engage the private sector as partners in the development of community-based OST solutions. In addition, there are incentives that can be employed to increase business participation, which are highlighted below.

## **8.7 Business Leaders See Opportunities to Engage More with OST through Government Support**

A few of the larger companies are in support of tax credits, although there is little consensus on how to shape such support. Leaders also cite that it would unlikely influence their philanthropic efforts, which they describe as internally driven:

*"Privately held companies can do what they want. The significant majority of businesses are motivated by taxation. Most corporations would jump at economic incentives. However, we don't think that way."*

*"Research and development involves a tax credit. You could increase those tax credits."*

Multiple companies suggested financial support directly benefitting their working parents as a better conduit of government support:

*“We’d like to see more funding of full-day pre-K. The Texas Association of Business recognizes that too.”*

*“In our benefit plan, we allow employees to put money into a flexible account for daycare. I think we’d be interested in any kind of tax reduction if we were to do something like a referral or nanny service.”*

So.

Others describe a range of more creative interventions that would serve as incentives of a non-monetary kind:

*“Incentives from government? The short answer is ‘anything would be helpful.’ Right now it is ad hoc. People’s personal passions and personal connections drive our philanthropy. If there was something more structured, like if the city sent a list of ‘this is what we need help with,’ we’d be able to participate better.’ A local government with a set of needs could really take advantage of the manpower we have to help with needs. Like right now, we have high school students that come do payroll, but probably because of personal connection to the high school. With greater awareness, more high schools might benefit. Their demographics are probably associated with specific socio-economic groups that need more support than we know about.”*

*“As a city, country – [we] need to be making decisions collaboratively... redeploy resources... prioritize, stop things that don’t work.”*

*“People want solutions... companies and people are more apt to invest in things that are seen as game changers and solutions.”*

## **8.8 Summary of Findings**

This chapter has provided insights into what motivates Texas companies. Company representatives present a strong ‘internal motivation’ to support community development, but it is also apparent that such efforts are congruent with a broader business-minded approach, focused on creating happy employees and customers.

The fact that companies in general do not see individual private sector organizations as leaders in delivering programming means future recommendations must be tailored towards creating initiatives and incentives that bring companies in as partners and supporters, not drivers of programming. At the same time, presenting company support of such initiatives as a sound business decision, framing such support as ‘building happy customers, employees, and a future workforce for their company,’ should also enhance future participation.

There is significant potential to deploy private sector volunteers in more targeted ways, but providers of OST programming must find ways to build partnerships, and most importantly, communication conduits, with Texas businesses, to enhance the impact of this potentially rich resource for OST support.

Government support to build such communication channels, as well as incentivize the development of sustainable partnerships between companies and OST providers, are important building blocks of a long-term strategy to develop a state-wide, community-based OST solution to support a range of children and their working parents and their specific OST needs.

## Business Community Support of Out of School Time Programming: Specific Exemplars

This chapter is constructed in response to the following questions:

- *What kinds of corporate-supported programs exist to support working parents in need of OST educational opportunities for their school-age children?*
- *What proactive strategies do employers already use to help staff with school-aged children mitigate productivity challenges?*

This chapter provides a range of exemplars of specific interventions in the educational landscape by Texas businesses proactively engaged in OST support. Although not detailed in description, the examples provided give a sense of the scope of programming occurring across the businesses sampled for the study, giving insight to the possibilities for future expansion of the foundation of OST programming that currently exists.

These businesses and their leaders are also noteworthy in their perceptions of self, and company, as key stakeholders in finding solutions to the out of school time challenge, an issue that they frame as a public policy concern of great significance to their wider community, not just for their bottom line productivity.

Philanthropic efforts towards OST can be grouped along five pathways, which represent different degrees of engagement by Texas businesses, as well as types of relationships developed with program providers. For many companies, they see their greatest influence on out of school time challenges through more diffuse interventions in the educational system, such as employee mentoring of low-income or at-risk students, building educational infrastructure through building improvements (e.g. painting school rooms, providing technology) or supporting curriculum design or teacher professional development. Table 9.1 provides an overview of these five pathways and frequency of company support, as reported by interviewees.

The following sections provide an overview of the types of programs interviewees identified as contributions to OST programming, in response to the question, *In what ways does your company support out of school programming in your community?*

This broad description of company efforts to respond to educational challenges in their community makes three contributions to conceptualizing and incentivizing future interventions:

- Narratives provide a broader sense of business leaders' conceptualizations of what encompasses 'support for out of school time' efforts, which in many cases, goes beyond traditionally defined OST programming activities,
- Aggregation of program descriptions in one location shows the richness of potential interventions available to companies considering supporting OST programming in the future,
- Such documentation also provides evidence of the lack of coordination of such efforts across wider communities of stakeholders.

### 9.1 Corporate-Driven Efforts

For many larger companies operating at a national or international scale, local offices direct volunteer and philanthropic efforts through engagement of core corporate philanthropic principles, as well as through activities designed or endorsed by company headquarters. Some are directed by corporate social responsibility offices, some are led through corporate foundations, and others as plans disseminated through headquarter human resource offices. Such efforts might include distribution of grants to local community organizations, in-kind donations of equipment or resources, or volunteer hours provided for a program or activity initiated by the headquarter office.

**Table 9.1: Summary of Texas Business Support for OST Programming**

| Corporate-Driven Efforts (33)   | Pre-Established National 'Blueprint' Programs (5) | Individual, Local Partnerships (15)   | Multi-Partner Collaborations (5) | Direct Provision of OST Programming (13)   |
|---|---|---|----------------------------------|--|
| <ul style="list-style-type: none"> <li>• Grantmaking (3)</li> <li>• Volunteers provided (26)</li> <li>• Effort part of corporate global/national program model (3)</li> <li>• Product provided (1)</li> </ul> |   | <ul style="list-style-type: none"> <li>• Direct partnership with local school or school district (8)</li> <li>• Community partnership with single nonprofit (3)</li> <li>• Partner with university (2)</li> </ul> |                                  | <ul style="list-style-type: none"> <li>• Summer programs (10)</li> <li>• Afterschool events and field trips (3)</li> </ul> |

This section provides an overview of 32 corporate-driven efforts, primarily through the provision of volunteers (26), grantmaking (3) and participation in national programs initiated by company leaders (3). Several interviewees describe “researching OST solutions to support their development,” “studying systemic shifts in education at district and state levels,” and “being in conversation with national associations supporting OST programming to be better educated to OST needs” as exemplars of their support. These are included here as well.

Table 9.2: Examples of Volunteerism

|  |
|--|
| Employees join local community boards of company-supported nonprofit organizations   |
| “Care teams” exist at every job site, which direct volunteerism in community   |
| Staff given 1 full work day that they can use in chunks of time to volunteer, whether it is for their own children’s field trip or in other ways |

Table 9.3: Examples of Grantmaking

|   |
|---|
| Grants to small non-profits for \$10,000  |
| \$500-\$1,000 ‘activity kits’ given to community nonprofits selected by employees   |
| \$1,000-2000 in grant money given to organizations chosen by company staff contributing 50-100 hours of volunteer time a year   |
| \$500 for the 501(c)(3) of choice for employees volunteering over 40 hours a year   |
| \$1 million to United Way ‘Success by Six’ program, which readies young children for kindergarten by giving low-income families access to child care, parent education and mental health services |

Table 9.4: Examples of In-Kind Donations of Products

|   |
|---|
| Computers provided to libraries   |
| Approximately 74,000 free booklets and other curriculum materials were distributed to schools in local community. |
| School supplies provided to more than 2,200 students in need.   |

Figure 9.1: Example of Participation in a Corporate Program Model

IBM

IBM is a major global corporation, so has a wide range of activities that emanate from their corporate philanthropic unit, which manifest in different localities in different manners. However, the extensive offerings they have developed over the years provide a range of pathways other companies could engage on a smaller scale

**IBM - National Engineers Week (now called: Discover-E).**

- Employees go to schools and do hands-on science projects,
- Run demonstrations at Ft. Worth Museum of History and Science, Bullock Museum - Science Thursday.

**EXCITE Program** (*Dallas program called IBM GiGaWoT (Girls Inspired Greatly about the World of Technology)*)

- 30 girls brought into the lab and mentored by professional female engineers to inspire them,
- Fund STEM programs and give out hardware and software and provide online resources,

**IBM Young Explorer Program**

- IBM donates a computer, housed in a LilTykes console, with software appropriate for pre-K kids,
- Based on the assumption that exposure important for low income households lacking internet and computers.

**IBM TeachersTryScience** (*teacherstryscience.org*)

- 200+ lesson plans developed and hosted on the website, maintained by IBM staff.
- NY IBM designs curriculum.

**IBM Reading Companion**

- Reading practice tool. Has ebooks, designed for kids learning to read and adults to learn English. IBM donated the license to 13 Dallas Boys and Girls Clubs last November.

**IBM World Community Grid**

- Software that donates cycle time to research projects around the world, computing time donated to public interest research teams around the world.

**Client or Business Partner Joint Projects**

- Benefit to a community and opportunity for client and IBM teams to work collaboratively

**National/Regional Partner Team Projects**

- Partner organizations develop a framework and activities and deliver them to chapters/organizations for single large-scale, skills-based team projects

**IBM Program Expansion Projects**

- Help support previously existing programs- ask for new inputs and ideas for individual or team skills-based service projects.

**Virtual Volunteering Projects**

- Use collaboration technologies to share IBMers’ skills remotely with a community partner.

**Team Projects**

- Executed at local community partner’s location.
- IBMers participate in service project, raise awareness of local societal issues and ways to get involved.

**Individual Projects**

- IBMers support a volunteer effort of their choice with a community partner.



**Figure 9.2: Example of Participation in a Corporate Program Model**

| Samsung   |
|---|
| <b>Summer Science Program:</b> 3,000 high school students from around the country attend week-long sessions in STEM education, to gain hands-on experience.   |
| <b>Samsung Solve for Tomorrow:</b> \$2 million technology competition for U.S. public schools that challenges 6th to 12th grade students and teaches them to use STEM to improve their local community. |
| <b>Samsung Mobile App Academy:</b> top high school students spend two days at an elite college campus to learn from leading professionals how to take a mobile app from concept to market.              |

**Figure 9.3: Example of Participation in a Corporate Program Model**

| Price Waterhouse Coopers' Financial Literary Program   |
|--|
| PWC spent 2-2.5 years to put it together. It was announced through the Clinton Global Initiative. Programming aligns to core aptitudes and business values. Attendees solve problems that align to business and finance, as well as looking at adding job skills and job readiness curriculum.   |
| PWC employees go back into schools and teach in classrooms. There are materials to teach employees how to teach. They also teach facilitation and presentation skills, as well as teacher training. They conduct training seminars 2-3 times a year, where they bring in high school teachers, senior professors, and senior PWC presenters to train volunteers. |

## 9.2 Individual Partnership with Local School or Nonprofit

work for companies that have chosen to partner with a local school or nonprofit organization to plan or implement a program effort. In such cases, companies play a specific and ongoing role, but the partner organization directs the shape of the company involvement. Companies typically provide volunteers or funds to a single partner nonprofit or school on a consistent basis and highlight these entities in their public relations materials as a 'community partner.' The following section provides examples of fifteen local partnerships - eight with public schools, three with nonprofits, and two with universities.

**Table 9.5: Examples of Partnerships with Local Schools**

|  |
|--|
| Go to schools one day a week after school, coach robotics classes at company headquarters (schools bus kids). Also organize robotics competitions  |
| Go to schools and host 'Code-a-Thons' or 'Hack-a-Thons' (Focus on solving a problem or building a code in a day, in teams working together).   |
| Fix libraries, paint school hallways, set up computer labs   |
| 'Adopt-a-school program,' where company supports an elementary and middle school in a very underprivileged area, by improving school facilities, supporting teachers with in-kind donations, as well as providing canned goods and coats   |
| Chamber of Commerce Committee for Workforce Development, with local universities and other chambers across the DFW metroplex, to review industry clusters to ensure that the future workforce is being properly trained for expected needs |
| Two employee associations have a relationship with a high school. Students come twice a week, for 4 hours a day and learn administration and payroll. They even get paid for their work. They get work experience                          |
| Employees spend one day a week, from 4-6 pm, for 15 weeks, at a local school, mentoring students   |
| Adopt-a-School program through "Excellence in Education" program   |
| Robotics curriculum delivered at schools in the community  |
| 70 engineers mentor on a robotics program and deliver STEM curriculum across a school district   |
| Adopt a school   |
| Provide student internships at two local high schools  |
| Provide STEM-based program, as well as equipment for a few weeks, and an employee to coach students through after school program. School provides space  |

**Table 9.6: Examples of Partnerships with Local Non-Profit Organization**

|  |
|--|
| Work with Girl Scouts to create a technology badge     |
| Austin Partners in Education "A-Pie"                   |
| San Antonio Children's Museum                          |
| Thinkery (Austin children's museum) summer programming |

**Table 9.7: Examples of Partnerships with Local University**

|   |
|---|
| Work with UT Dallas (in Richardson) to partner on summer camp development   |
| Two interns, from the biotech program at Austin Community College, come to company for 8-10 weeks and are mentored by senior scientists and staff scientists while working in the lab. The same is being developed for older high school kids |

9.3 Ongoing Participant in National “Blueprint” Programs

The following section describes company participation in 5 ‘national blueprint’ programs, which are defined as program models designed and delivered through an external nonprofit organization, employing a common methodology across sites nationally. Companies engaged in such programming cite the ease of engagement in models with solid track records, as well as the motivation of employees to participate in nationally recognized programs.

Businesses often partner with pre-established programs with a national footprint. Some corporations support external partners as a company-wide effort, across locations. Interviewees report that such participation provides for a cohesiveness and consistency in philanthropic activity across the company. Activities include providing funds, strategic and logistical support, in-kind donations, and volunteer hours. Events can be one-time, such as a group effort to redesign a program space or raise funds for an initiative, as well as an ongoing engagement, where an individual employee supports an activity on a regular basis, such as student mentoring.

Texas businesses occasionally participate as partners in a pre-established program, providing funds, mentors, equipment, and other support, for a wider community initiative. In Texas, City Year San Antonio (supported by Toyota, Geekdom, and Rackspace), Boys & Girls Clubs’ Young Entrepreneurs Program (supported by Price Waterhouse Coopers), Communities in Schools (Chase), Junior Achievement (supported by CenterPoint Energy, H.E.B., and Nustar), Big Brothers and Sisters (Zachary Holdings) and Read for America (supported by Samsung) all represent local adoption of strong national programs by corporate leaders. Additional programs include First Bites, Girl Scouts, Invent Now Inc., Skillpoint Alliance, and United Way programs.

Table 9.8: Examples of Blueprint Program Support

|   |
|---|
| Big Brothers & Sisters  |
| Boys & Girls Clubs (x 2) (job shadowing, a day at the office, and financial literacy programming; “One Student at a Time” program, “XYZ Zone” program |
| United Way (x 3) (Reading Together program; Project Graduation; Middle School Matters)  |
| Communities in Schools (x 2)  |
| Read Across America   |
| YMCA (x 2)  |
| Junior Achievement (x 2) (collect school supplies, employees help before and after school in classrooms)  |

Figure 9.4: Example of Corporate Participation in a National Blueprint Program

“Big Brothers & Big Sisters, and Boys and Girls Club have a program for the kids that come after school to ‘earn dollars’ to shop at a store in the local clubs to buy hygiene products. [Our company] helped build a store out, made it pretty and reorganized it so it looked nicer, a place kids wanted to shop in, after school, after they get points for doing their homework.”

9.4 More Complex Collaboration with Multiple Stakeholders

Such efforts are often longer-term efforts than simpler partnerships with a single entity and emerge as a result of a concept for philanthropic support that is bigger in scope than one company can provide. Such efforts are often made up of other industry partners or community stakeholders, and initiated by an OST advocate, nonprofit, or government leader. Of note is the fact that most of the national best practices described in Chapter 10 have emerged from more complex collaborations of this nature. The following provides information on five multi-sector collaborations, as described by interviewees.

Table 9.9: Examples of Collaboration with Multiple Stakeholders

|  |
|--|
| Summer STEM Funders Collaborative (supported by KDK Harman Foundation) |
| Pre-K SA (San Antonio)   |
| Regional Science and Engineering Fair for Houston                      |
| US2020 City Competition (Houston and San Antonio)                      |
| Lady Cans (collaboration with Girl Scouts for a special purpose)       |

Figure 9.5: Example of a Complex Collaboration with Multiple Partners

**Thoughtworks & Black Girls Code**

This project get kids interested in careers in the IT industry, focus on teaching math, engineering, and computer science as ‘cool.’ Although it is an exemplar of a national blueprint project, a grassroots partnership emerged in Dallas, through personal contacts at a local software company

“We were planning Girls Code and we needed 60 girls’ computers and laptops. One of our staff has a lab and we asked to borrow it. Then we found out that UT Dallas does their own program, so we’ll [join forces] and start working there. Networking really brings these things back to us. This is how we get clients too.”

Figure 9.6: Example of a Complex Collaboration with Multiple Partners

**Samsung-United Way-Travis County**

“As part of a grant from Samsung, the United Way came up with a blueprint for childhood success for things we should do in the community. They took the blueprint and activities to Travis County and they gave \$500,000 to support the programs.”

“This is an example of a functioning public-private partnership, which was aided with good research. The good research gave the government an opportunity to make evidence-based investments, and opportunity it welcomed.”

Figure 9.7: Example of a Complex Collaboration with Multiple Partners

**US2020 Competition (Houston)**

The Houston’s Mayor’s Office of Education Initiatives, a division of the Department of Neighborhoods, worked in collaboration with a guiding coalition of business partners, made up of 9 corporations, nonprofits, and foundations, to support the city’s participation in this effort.

Figure 9.8: Example of a Complex Collaboration with Multiple Partners

**City Year San Antonio (CYSA)**

City Year provides young people of all backgrounds with a year of full-time service, giving them skills and opportunities as tutors and mentors. This leadership program helps at-risk youth – those with poor school attendance, with disruptive behaviors, and/or course failure in math and English – to stay in school and on track, and supports their mentees and communities. City Year San Antonio was launched in 1995 with the support of the Texas Commission for Volunteerism and Community Service, the City of San Antonio, and H-E-B.

Corporate partners can participate through Team Sponsor Program provides a unique opportunity for our partners to engage with our corps members. Through the program, Team Sponsors partner with a team of 8 to 12 corps members to make an impact in their community by investing time, resources, and talent.

9.5 Direct Provider of OST Programming

Thirteen examples exist of companies that have developed their own programs to intervene in the out of school challenges faced by their working parents, or wider community. Often, these activities take the form of camps after school or during the summer time, and mentorship programs at the office. This section also provides examples of field trips, school partnerships, and competitions business leaders support that they consider integral to such efforts.

Most typically, such efforts are in direct alignment with sharing company values or products (e.g. tech firms provide STEM training), or are seen as supporting the development of future workforce. Most OST programs have been delivered as summer camps or afterschool initiatives. In these instances, companies drive the development and implementation of the OST event or program, it is typically hosted at the business, and employees play a key role in curriculum development and delivery.

Table 9.10: Examples of Direct Provider of OST Programming

|   |
|---|
| We have a couple of events here. School will bus kids from the school. They are all focused on STEM activities.   |
| STEM programming  |
| “We use our tech knowhow and skill set to organize workshops and after school programs. We target minorities, traditionally underprivileged, and girls for STEM activities. We’ve done a few workshops where we introduce software development, ‘build a webpage in a day,’ that sort of thing. |
| Summer high school volunteer program within hospital  |
| STEM Academy program, which brings high school kids to the North Austin campus to explore technician jobs.  |

Figure 9.9: Example of Direct Provider of OST Programming

**Rackspace Summer Camps: “Teaching Kids to Code”**

A free summer camp to teach their employee’s children how to code through summer camps designed as 4 day, ½ day morning and afternoon sessions. The focus is on teaching children about technology and entrepreneurship. They open seats to employees first, then paid seats to anyone who can pay for them, and then other spaces to disadvantaged kids.

Figure 9.10: Example of Direct Provider of OST Programming

**Vital Link (6th grade) FWISD**

Over summer, 10-15 students come by bus for one week, between 8:30-11:30. There is a paid ISD teacher supervisor with them. Students are paired with our summer interns. They have field trips, understand the STEM perspective, see how a business operates.

**Figure 9.11: Example of Direct Provider of OST Programming**

**Freescale Rocket Scientist Summer Camp**

On-site programming for working parents and community that occurs over one to two weeks, all day, every day, and on-site. Students are exposed to science and math and build work projects. Employees bring kids to camp. Freescale brings ‘curriculum builders’ in to develop and help staff the camps. Employees also provide substantive material and lectures for the camps.

**Figure 9.12: Example of Direct Provider of OST Programming**

**Centerpoint Energy Venture Camps  
with San Jacinto College**

Middle school students attend and receive career awareness, especially in energy and STEM sectors. Eight 1-week camps are held. Accredited teachers are sued. Programming includes field trips to refineries and chemical plant. Smart meters and intelligent grids are examined.

**Centerpoint Pre-Engineering Program with the  
University of Houston Downtown**

Students from Title 1 schools in Houston (9th and 10th graders) attend day-long career awareness on STEM programs.

- nationally driven (whether by a corporate-driven initiative or as a participant in a national blueprint program driven by a nonprofit organization), and
- have a broader web of support and multiple actors involved in delivery.

For many of the direct providers, they often describe their efforts as infrequent or yearly events, which require significant and ongoing ‘championing.’ Concern was repeatedly expressed that such efforts are losing momentum over time or cannot continue in perpetuity, in light of tighter financial times. One interviewee, engaged in community development for decades in his role as vice president of human resources at his engineering firm (and currently the Board Chair for a major community nonprofit), highlights the futility of corporate involvement in individually-generated activities:

*“There is good intent, but random and circular efforts. We need a ‘United Nations’ for corporate philanthropy, so everyone out there is not doing their own thing and little piece of it. It’s just not efficient. A holistic approach is much better than a piece meal approach. Somewhere there needs to be an overarching vision, with the right people setting direction at the macro level. Does [this city] really need 3,500 501(c)(3)s?”*

## 9.6 Summation of Findings

Although the intent of this chapter was to present program examples, as described by interviewees, not to detail actual initiative, the five types of major activities described by companies provides enough context to demonstrate that these are the most common ways Texas businesses are providing support to OST programs. Such efforts provide a foundation for creating broader enabling environments for community-based OST interventions to flourish. Many of these efforts are multi-year, while others are scaling-up. The most sustainable offerings highlighted in this chapter have the following characteristics:

This is a sentiment echoed in multiple interviews. In support of enhancing community-wide, coordinated OST programming, several national ‘best practice’ programming models are summarized in the following chapter. Selected programs have received significant attention for their ability to build high quality and sustainable OST programming, accessible to working parents, as well as available to a wider sub-set of more vulnerable school-aged children in the community. They have been identified as best practices due to their long-range successes, as part of more complex community-based collaborations with a range of stakeholders, made up of partners from the public, private, and non-profit sectors.



## Spotlight on Best Practice Collaborations: Future Pathways to Build and Sustain OST Programming in Texas

In the past, out of school time programming has been addressed as a federally-funded, national initiative, as well as an issue of import for individual states attempting to improve support to a growing working parent population. There are also a range of specific programming models that have been developed and funded by for-profit providers, as well as by private foundations interested in enhancing innovative programming solutions for working parents.

A growing body of national research demonstrates that because the OST challenge encompasses an educational dilemma, a working parent dilemma, a public policy dilemma, and a private sector dilemma of significant import, intervention requires more coordinated solutions. In addition to the typical partners that engage in supporting OST programming — parents, educators, government agencies, and charitable foundations, ‘unlikely partners’ such as private sector employers must be engaged than has been historically the case. This chapter provides a multitude of ways companies can engage in future OST programming that has the most chance for sustainable impact.

In support of providing exemplars relevant to the Texas policymaking and business communities, this chapter answers the following questions, which help to provide insight as to the best direction for Texas stakeholders to support future evolutions of OST programs across local communities, as well as build coordinated statewide policy solutions.

- Are there examples of statewide or national policy solutions in existence that would inform future OST programming as a public sector initiative?
- Which program models hold the most promise for replicability?
- What kinds of incentives exist for businesses to address the OST problem as a private sector solution or to engage in public-private partnerships for these solutions?

Several existing national examples of unlikely partnerships among the public, private, and philanthropic sectors that are addressing the OST issue, which are particularly relevant to the Texas state context, based on the structure of the collaboration and leadership, as well as the similarities in their private sector to the industries in Texas are presented below. Table 10.1 provides an overview of a sub-set of nationally recognized cross-sector partnerships with strong

**Table 10.1: National Examples of Cross-Sector Partnerships Addressing OST**

| Collaboration  | Description   |
|--|---|
| <b>The American Business Collaboration</b>                           | U.S. companies working towards creating quality dependent care and services for their employees so that they can balance their work and personal lives. OST programs are seen as a critical issue “for parents, children, businesses and the community”. The collaboration has supported initiatives such as the Bridge Project. Its members are: Deloitte & Touche, Exxon Mobile Corporation, IBM Corporation, Johnson & Johnson and Texas Instruments.  |
| <b>Indiana Afterschool Network</b>                                   | A public-private partnership whose objective is to sustainable network of cross-sector partnerships at the state, regional, and local levels to advance public policy, increase funding and resources, and promote quality afterschool and summer learning programs throughout Indiana.   |
| <b>Boston After School and Beyond</b>                                | Public-private partnership founded in 2005. The Partnership Council is appointed by the Mayor. It includes OST providers, education, the City of Boston, foundations and businesses (some of the businesses included in this partnership are: Bank of America, the Boston Private Industry council, Verizon and MetroLacrosse) (Boston After School and Beyond)   |
| <b>Chicago Out-of-School Time Project</b>                            | Chicago Out-of-School Time Project – City’s Department of Family and Support Services and Chicago Metropolis 2020 (Commercial Club of Chicago’s civic organizations) partnered to create the Afterschool for Children and Teens Now (ACT Now) campaign to increase public support for out-of-school time (National League of Cities Institute for Youth, Education, and Families, 2010)   |
| <b>Youthworks</b>  | Baltimore’s partnership with the business community created this summer jobs program. In 2009 more than 6,500 obtained a summer job through the program. Businesses also funded summer job for youth working in non-profit organizations (included allocations of federal and state funds) (National League of Cities Institute for Youth, Education, and Families, 2010)   |
| <b>The Silicon Valley Out-of-School-Time Collaborative 2010-2015</b> | Private collaboration that supports 9 local organizations to develop academic skills and abilities beyond the school day for middle and high school students; and establishes specific goals in different periods of time. These nine organizations are: ACE Charter School, Bay Area After School All Stars, Boys and Girls Clubs of the Peninsula, Breakthrough Silicon Valley, Citizen Schools, College Track, East Palo Alto Tennis and Tutoring, Peninsula Bridge, Silicon Valley Children’s Fund. |

corporate leadership at their core. The chapter will elaborate on four partnerships.

To illustrate how collaborations that combine public and private efforts to develop and sustain high quality OST programs are already emerging in the country, four briefs are elaborated in the table below: The Silicon Valley Out-of-School-Time Collaborative 2010-2015, the Boston

Afterschool and Beyond initiative, the Indiana Afterschool Network, and the Rolls Royce Community Engagement and STEM Educational Initiatives.

These collaborations vary in their nature, purposes, scale and scope; however, they all have found innovative ways to expand and improve OST programs in their communities.

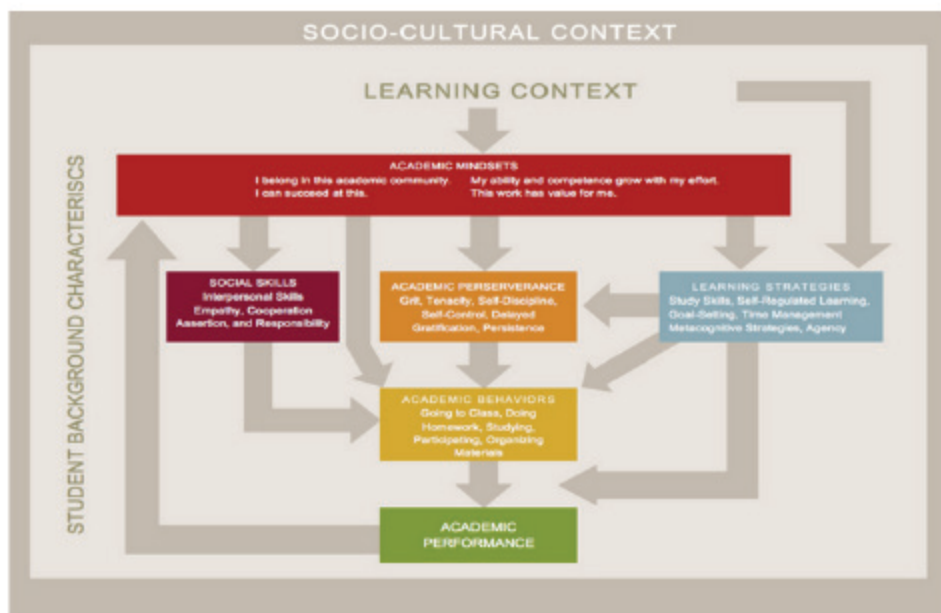
**Table 10.2: Summary of 4 Best Practice Models**

| Collaboration   | Model  |
|---|--|
| <b>1. The Silicon Valley Out-of-School-Time Collaborative (2010-2015)<sup>20</sup></b><br><i>Private Initiative</i>       | <p>The Collaborative's 'theory of change' focuses on non-cognitive factors, including the social and cultural contexts as well as social skills and learning strategies, to improve students' academic performance. The model argues that these non-cognitive skills can be better learned outside the traditional school day, especially through OST programs.</p> <p>The collaboration provides grantees with a combination of financial and non-financial supports. Financial supports include: an annual Grant, an ED Discretionary Fund, and a Taproot Foundation grant. Non-financial support to programs include: Learning Community Meetings, Annual Seminars, and Funder liaison mentorship.</p> <p>Exemplar programs include Breakthrough Silicon Valley</p>   |
| <b>2. Boston Afterschool and Beyond (2005)<sup>21</sup></b><br><i>Public-Private Initiative</i>                           | <p>The collaboration developed an ACT (Achieving, Connecting and Thriving) model based on three interconnected dimensions for life and school's success: achieving, connecting and thriving.</p> <p>The model acts as the main guideline for the collaborative to integrate a vision that traverses afterschool, summer programs and the traditional school days, and serves as a tool to measure outcomes and to evaluate programs.</p> <p>The collaborative sees OST programs as crucial for closing the opportunity gap, and to provide children with a more successful career. Their programs include strong partnerships with businesses leaders in the city.</p> <p>Exemplar programs include: Semester-long, for-credit arts course at the Institute for Contemporary Art; Teen Empowerment and the Hyde Square Task Force, where students earn a stipend and learn to be community leaders and organizers; the Private Industry Council's Classroom at the Workplace program</p> |
| <b>3. Indiana Afterschool Network [IAN] (2007)<sup>22</sup></b><br><i>Public-Private Initiative</i>                       | <p>Based on academic and empirical research the network has been able to develop specific standards or guidelines for funders, policy leaders, parents, families, and schools to improve the quality and scope of the OST programs provided in the state.</p> <p>The collaborative sees OST programs as important not only to keep children safe and to bolster "innovative learning", but also to support working parents.</p> <p>The IAN serves as an important actor to provide relevant information for OST providers and advocates.</p> <p>Exemplar program: Afterschool Youth Program Database</p>   |
| <b>4. Rolls Royce Community Engagement and STEM Educational Initiatives<sup>23, 24</sup></b><br><i>Private Initiative</i> | <p>In addition to Rolls Royce's active participation in the Indiana Afterschool Network, Rolls Royce executive offices in Indiana, for Rolls Royce Helicopters, Defense North America, and Liberty Works, support STEM development programs in K-12 and undergraduate educational institutions.</p> <p>Exemplar program: Menu of STEM Ed programs (elaborated below)</p>   |

## 10.1 Silicon Valley Out-Of-School-Time Collaborative 2010-2015<sup>25</sup>

This private initiative was initiated in 2010 and funded by four large philanthropic organizations<sup>26</sup> to support afterschool and summer programs focused on middle and high-school students. The collaborative funds nine private and public afterschool organizations<sup>27</sup>, to help them strengthen their capacities, improve program quality, and support low-income students' success in school and enrollment in college.

**Figure 10.1: Academic Performance Model**



A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/School and Larger Socio-Cultural Context. Adapted from Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago. Consortium on Chicago School Research.

Based on academic literature and research, the collaborative designed a Theory of Change model (illustrated in Figure 10.1) on how promoting non-cognitive factors, such as academic mindsets, interpersonal skills and study skills, can help develop academic behaviors and perseverance, to positively affect the students' performance. This model guides the work of the collaborative, and the capacities they expect grantees to develop through their programs.

According to the collaborative, non-cognitive skills can be better targeted outside the traditional school day, and thus, they see OST programs (both afterschool and summer) as crucial to guarantee success in school and after.

The collaborative undertakes three activities in order to improve and scale OST services: first, to build the capacity of funded organizations incorporate this theory of change into their programming; second, to create a "learning community" that improves the quality of the offered

programs; and third, to contribute to the OST field by sharing successful models, best practices, concerns, expert opinions, and access to funders. Sharing exercises include a) **Learning Community Meetings**, during which funders and Executive Directors of the nine recipient programs meet at least five times per year to share experiences, b) **Annual Seminars**, during which key-note speakers present on specific issues such as governance and talent capital, and c) **Funder liaison mentorship**, through which each funder organization mentored a recipient program's Executive Director. The collaborative provides financial support through annual \$45,000 grants to each of its nine programs,

and through its ED Discretionary Fund, undertook a capacity building project that featured a \$5,000 supplemental grant for each. The Taproot Foundation also provides six of the collaboration's grant recipients with supplemental marketing, strategic planning and management resources.

### 10.1.1 Exemplary Program Partnership: Breakthrough Silicon Valley

Breakthrough Silicon Valley runs a middle school summer program, during which career development activities include visits to local companies, a "Women of Science and Technology Brunch", and a Career Speaker's Day.

The objective of the Women of Science and Technology Brunch for young girls is to bolster the participation of unrepresented groups, especially women of color, in STEM careers. A keynote speaker and women working in the STEM fields share their experiences, to inspire girls to get involved in the science and technology fields. In 2013, the key note speaker was Wanda Sigur, Vice President and General Manager of Civil Space business for Lockheed Martin Corporation's Space Systems.

On Career Speaker's Day, professionals who volunteer from a variety of fields spend a morning in small groups with children attending the summer program sharing their professional experiences, and speaking about their jobs. After the talks they are invited to spend time with the children and staff in an "All School Meeting".

Such activities are enriched by "career partners" from the public sector, and the business community that



participate in the program. Career partners come from technology, sports, communications, education, government, and consulting, and include Applied Materials Inc., Bloom Energy, Luther Burbank Savings, Barry Swenson Builder, San Jose Giants, Apple, Deloitte, Microsoft, Silicon Valley Bank, Google Inc., Bank of America, Facebook Inc., Yahoo! Inc., San Jose Mercury News, and the City of San Jose.

### More Information on the Silicon Valley Out-Of-School-Time Collaborative:

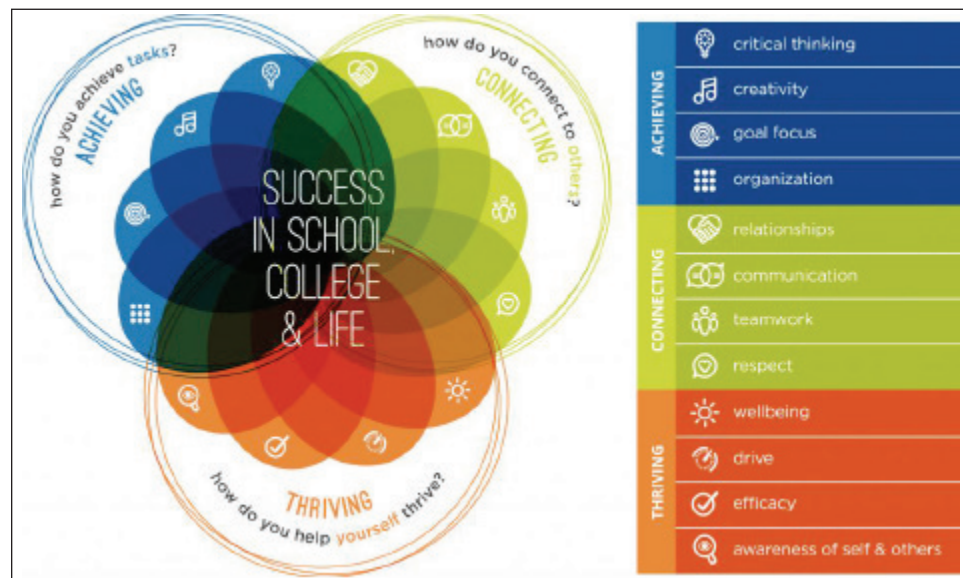
- Webpage: <http://www.sandhillfoundation.org/New-Initiative.html>
- Video: <http://vimeo.com/76919168>
- Three-year evaluation, “Building the Organizational Capacity of Out-of-School Time Providers in Silicon Valley: The Impact of Providing Organizational Capacity Supports Through a Funder Collaborative”: [http://www.sandhillfoundation.org/OSTC\\_Yr\\_3\\_Eval\\_Report\\_11\\_20\\_13\\_FINAL.pdf](http://www.sandhillfoundation.org/OSTC_Yr_3_Eval_Report_11_20_13_FINAL.pdf)
- Breakthrough Silicon Valley Website: <http://breakthroughsv.org/>

## 10.2 Boston Afterschool and Beyond<sup>28</sup>

Boston Afterschool and Beyond is a partnership led by the City of Boston, established in 2005 as the city’s initiative to offer every child the opportunity to develop his/her “full potential”, and expand learning and skill development opportunities after school and in the summer for children in early childhood through their time in high-school. To date, the Boston Afterschool and Beyond collaborative includes more than 11,000 summer program slots; more than 10,000 summer jobs for youth; an after-school program at each program school; and boasts more than 50 members in their Partnership Council.

Recognizing the summer as one of the most important times during which achievement and opportunity gaps widen, Boston Afterschool and Beyond’s framework is based on three interconnected dimensions for life and school’s success: achieving tasks, connecting with others, and self-help for thriving in school, college, and life (further elaborated in Figure 10.2).

**Figure 10.2: Boston Afterschool and Beyond Logic Model**



Each of these areas involves specific skills that the collaborative has identified as key for students to success in school and in their careers. The model acts as the guideline for the partnership to integrate activities that traverse after school, summer programs and the traditional school day, and offers a framework to measure outcomes and to evaluate programs.

The partnership has developed four strategies to reduce the disparities in opportunity among Boston’s children: first, to offer “skills for success” in each after school and summer program and make those programs available to every child; second, to create innovative ways to learn and earn; third, to generate strategic partnerships among members of the community including businesses, schools, government, foundations, providers, students, and parents; and fourth, to provide summer learning for every student in the city.

These strategies are complemented by four strategic activities: convening and communication; policy development and coordination; research and analysis; and program demonstration and partnerships.

Some specific initiatives to improve program quality and advance the Partnership’s goals include a plan to adopt common measures of program’s quality and students’ outcomes; the creation of a “teen initiative” to collaborate with youth organizations and government offices to work in the short, medium and long term with Boston’s public schools; a collaboration, that includes research and training, with the STEM community to develop best practices of teaching science to children; and the improvement of school-community partnerships through a Summer Learning Program.



Members of the Partnership Council include program providers, foundations, businesses, education leaders. These include: Bank of America, Barr Foundation, Berklee College of Music, Black Ministerial Alliance, Boston Centers for Youth & Families, Boston Children's Museum, City Connects, Boston Private Industry Council, Boston Public Library, Boston Public Schools, Boys & Girls Clubs of Boston, Brigham and Women's Hospital Building Educated Leaders for Life (BELL), Citizens Schools, City Year, Community Music Center of Boston, Dudley Street Neighborhood Initiative, EdVestors, Hyams Foundation, Inquilinos Boriquas en Accion (IBA), Mass 2020, Massachusetts Afterschool Partnership (MAP), Mayor's Office, MetroLacrosse, Nellie Mae Education Foundation, Phillip Brooks House Association, Sociedad Latina, State Street Foundation, Tenacity, The Boston Foundation, UMASS Boston, United Way of Mass Bay, Verizon, Wheelock College, and YMCA of Greater Boston.

### **10.2.1 Exemplary Program: Classroom at the Workplace**

One exemplary program includes Classroom at the Workplace, which is carried out in partnership with the Private Industry Council<sup>29</sup> and consists of students taking courses in a workplace during a summer internship. One of the purposes of the program is to show students the connection between their academic formation and their professional careers, and motivate them in their studies. Student program participants receive a paycheck for their work. Business partners come primarily from financial and health sectors' members of the Private Industry Council.

#### **More Information**

- Boston Afterschool and Beyond Website:  
<http://bostonbeyond.org/>
- Boston Private Industry Council Website:  
[www.bostonpic.org](http://www.bostonpic.org)
- Classroom at the Workplace:  
<http://bostonpic.org/programs/classroom-workplace>
- Video: <http://vimeo.com/7615120>
- News:  
<http://www.bostonglobe.com/opinion/2013/11/04/podium-afterschool/eJPPMjBHhnYzkW7L4uDf2K/story.html>  
<http://www.educationpioneers.org/becoming-a-partner/partner?cid=0014000000FVlKoAAL>

### **10.3 Indiana Afterschool Network<sup>30</sup>**

The Indiana Afterschool Network (IAN) is a non-profit organization formalized in 2007 working to share best practices and advocate for OST programs in the state, in order to keep children safe, but also to “inspire learning” for students, and to help working families to increase their productivity. Funders and contributors come from both the private and public sectors. The network's funders include the Mott Foundation, Lilly Endowment, Lumina Foundation, Indiana Department of Education, and Fifth Third Bank. Other contributors include the E-VSC School Community Council, Bartholomew County, LaPorte County Coalition of Youth, Serving Agencies, City of Hammond, Diehl Consulting, and Cares, Inc. The Indiana Afterschool Network's Board of Directors includes Rolls-Royce as a key player and supporter of OST programs in the state (see Rolls-Royce brief, below).

Three main goals guide IAN's work: first, to influence policy and raise awareness among policymakers, businesses, and other community of the importance of OST programs; second, to expand OST programs by curating information resources, needs, and funds; and third, to improve the quality of OST programs by developing standards, sharing best practices, and creating evaluation tools.

One critical IAN activity is developing specific quality and organizational standards to guide the work of funders, policy-makers, families and schools. These voluntary, evidence-based guidelines include Indiana's afterschool standards; users' guides for quality-self assessment; specialty standards for college and career readiness, mentoring, STEM, and summer learning; and key guidelines from the 21st Century Community Learning Centers evaluation. IAN's work illustrates how a network can act as a platform from which program providers and OST advocates can build relationships, organize, and strengthen efforts to improve program offerings in terms of scale and quality.

#### **10.3.1 Exemplary Program: Afterschool Youth Program Database**

This project is managed between the IAN and the Indiana Association of Child Care Resource and Referral. The program seeks to map every OST program in the state, by provider, location, and specific program characteristics (i.e. grades served, type of activities, transportation, duration, cost) to serve as a valuable resource for the community.

#### **More Information**

- Indiana Afterschool Network:  
<http://www.indianaafterschool.org>

## 10.4 Rolls Royce Community and STEM Educational Initiatives

Rolls Royce executive offices in Indiana, for Rolls Royce Helicopters, Defense North America, and Liberty Works, undertake an array of community engagement and development projects, many of which are focused on volunteer programs for its employees, grants, and STEM development programs in K12 and undergraduate educational institutions.

Rolls Royce is the corporate member in the Indiana Afterschool Network (IAN) board of directors, in which it actively participates by facilitating workshops, and by raising awareness of the importance of afterschool programs. Further, during the 2014 Indiana Summit on Out of School Learning, Reginald McGregor, Rolls Royce Corporation's Manager of Engineering Employee Development and Research and Technology Strategy, delivered a Keynote Address titled, "The Power of Afterschool."

According to McGregor, the business community must care about after school programs for four main reasons: the first one is to **attract talent**, so that prospective employees see in the city in which they work opportunities not only for themselves, but also for their children. The second reason is to **retain talent**: Rolls Royce employees participating as mentors in after school programs develop relationships and ties with the community, ties Rolls Royce affirms are brought back into the industry. The third reason is to develop **employee skills**: mentors participating in after school programs develop a set of skills valuable to the company; and fourth, after school programs create a **rewarding space** for both the community and the company.

In addition to Rolls Royce's active participation in IAN, the company also has a stated policy taking a holistic approach to after school programs, viewing them necessary for the current and future workforce, as well as for the company's return on investment.<sup>31</sup>

### 10.4.1 Exemplary Program: STEM Ed Programming<sup>32</sup>

Rolls Royce's development of a range of STEM-related programming for high school and college children provides excellent examples of multiple pathways to engage local school children in OST activities. Similar activities could be created by smaller companies in Texas, partnered with schools and universities in their local communities.

**Rolls FanTastic Challenge:** The Rolls-Royce FanTastic Challenge is a competition between Bristol schools to design and make the fastest, most efficient and most powerful electrically driven fan powered vehicles. The project aims

to give pupils an insight into the world of engineering and design, where innovation and compromise are key. It will help develop skills that are vital to any career, including teamwork, problem solving and communication.

**Forces and Motion:** The workshop is divided into two main sections. The first contains presentations, discussion and pupil participation linked to the Science curriculum. The second involves the pupils working in small teams to design, build and test a jet-powered aircraft.

**Journey Through Engineering & Technology (JET):** JET aims to inspire an interest in science and technology, developing links with local schools and to promote pride and respect for the local area and having a positive and lasting impact on children. JET incorporates a visit to our Heritage Trust Exhibition followed with interactive and practical learning activities.

**Bright Sparks:** Bright Sparks is a new education project designed to increase awareness among school children in the area of the sources of renewable energy and the benefits and challenges of their use in everyday life through a series of hands-on practical experiments and interactive exercises. Taking place in school the two-hour activity includes an interactive discussion of renewable energy, fun and hands on experiments and a discussion of the outcomes.

**High Flyers:** The workshop comprises a series of interactive exercises and an element of performance. Each workshop runs for a half day with a whole class. The pupils are taken on a journey around an Engineering world. They learn key concepts about engineering and the jet engine through a variety of media including discussions, small group activities, design activities and puzzles. The activity is designed and managed by trainees.

**Science Alliance:** Science Alliance is a programme that links Rolls-Royce scientists and engineers to primary schools. Company personnel are directly involved in science lessons, helping to make the practical part of the National Science Curriculum more interesting and fun for children aged between 5 and 11. The concept of Science Alliance was introduced to the UK from Delaware USA by the Centre for Science Excellence at Sheffield Hallam University.

**Schools for Engineering Project (SEP):** Schools for Engineering is run in conjunction with the Industrial Trust. The project takes the form of an interactive exhibition around the life-cycle of the gas turbine aero-engine, from market analysis to after-sales service. The project culminates in a visit to see a full scale Trent engine in the Technology Exhibition at Moor Lane, a trip around the Heritage Centre and a quiz. The activity is designed and managed by trainees

who host groups of Key Stage 3 or 4 students from local schools.

#### 10.4.2 Exemplary Program: US2020 Mentorship Program

In 2013, President Barack Obama launched the US2020 program to help cities address the expected gap will exist between available STEM jobs in 2018 and the qualifications of individuals who might fill them. US2020 provides access, especially for low-income youth, to corporate programs and mentors to be role models and inspire youth interest in science and technology through extended day, afterschool, summer or weekly programs. Rolls Royce participates in the Core Planning Committee<sup>33</sup> of Indianapolis' #TeamIndy program, which was one of 13<sup>34</sup> recipients (among 52 cities that applied) of US2020 program funds. #TeamIndy, a 6 year pilot program that will start in August 2014, will undertake five activities:

- **Build supply:** form partnerships with strategic STEM companies and graduate programs,
- **Unlock demand:** Identify STEM professionals in knowledge, authority, coach and mentor's roles in school and community programs,
- **Create a menu** of high-impact STEM programs serving K12,
- **Connect groups** through an online portal supporting a stream line among companies, programs and schools, and
- **Create a fund** to cover the costs of US2020 equipment and supplies to awarded programs.

The city of Houston was the finalist city for the US2020 Mentorship Program from Texas and has been detailed in Chapter 8. The initiative was led by the city's Department of Education partnering with: Center for Houston's Future, CenterPoint Energy, Citizen Schools-Texas, Genesys Works, The Harris Foundation, Houston Independent School District, Microsoft Corporation and Wells Fargo ("Houston Chosen As Finalist In US2020 City Competition: Winning Cities Will Share Nearly \$1 Million To Bolster STEM Mentoring For Under-Represented Students," n.d.)

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#### 10.5 Summation of Findings

Community-based collaborations engaging wider set of unexpected partners are emerging as best practice models to emulate, due to their ability to develop high quality programming that addresses the needs of a wide range of working parents and their specific issues, based on geographic location, unique circumstances, and economic trends.

This chapter has provided a range of collaborative initiatives that are gaining traction across the country. Data from this study demonstrates that businesses are incentivized through three modes: promoting the productivity of their employees with school-aged children, preparing a future workforce, and participating meaningfully in their communities. Each of these collaborations and their exemplary program show how the collaborations built off of similar modes of engagement. In addition, whether public, private, or mixed collaborations, common characteristics to be found among the programs are:

- Long-term planning efforts were required, with a champion often promoting the idea for a lengthy period before adoption
- Network building occurred incrementally, bringing in trusted and like-minded actors, often resulting in

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unexpected but highly successful groupings of partners across a range of diverse sectors that were wedded by a vision, common strategy, or community-oriented objective,

- Collaborations often built off of national program models already in existence, reviewing evaluations to ensure quality outputs were a reality, and
- Significant initial investments in programming were required to launch and sustain early initiatives.

These collaborations also show the critical role policymakers can play in:

- Incentivizing businesses to support a sustainable network of options,
- Serving as an important guide and bridge to community resources necessary to build and sustain such efforts, and
- Assisting in facilitating the building of networks across diverse sectors until trust can be established amongst the relevant parties.

For companies interested in elevating OST to a community-wide public policy concern and supporting solutions, these exemplars provide multiple directions forward, particularly to create incremental solutions for enhanced corporate involvement as the Texas business community tests the waters with enhanced engagement in this issue.



## Policy Recommendations for Enhancing and Scaling Up OST Partnership in the State of Texas

### 11.1 Key Contributions

This study was originally commissioned to better understand Texas business leader's perspectives on working parent productivity, types of interventions to mitigate this challenge, and how policymakers could help incentivize increased private sector support of this issue.

Key informant interviews with Texas business leaders were expected to capture core dimensions of the OST challenge, identified as critical to understanding the complexity of OST initiatives in the state of Texas:

- Employees' logistical challenges as they navigate OST challenges and associated stressors,
- Actual worker productivity as a result of such efforts, as well as how it is perceived in the work context, by colleagues and business leaders alike,
- Resulting influences of perceptions of lost productivity on the broader organizational culture, as well as effects on the colleagues of working parents,
- Employer attitudes, awareness, motivations, and incentives to support OST needs of working parents,
- Employer strategies currently employed to mitigate productivity challenges, and
- Exemplars of current corporate-supported programming that might represent effective, sustainable policy solutions that could be scaled up across the state.

In initial explorations of the topic, it became apparent that a wider lens needed to be cast over various dimensions of the out of school time issues from the perspectives of working parents, not just business leaders. A working parent survey was added to contextualize and provide a counterbalance to business leader's views on the above issues. As a result of juxtaposing these two viewpoints, the study was able to articulate core dimensions of the OST issue as manifested in Texas businesses.

The study has also accomplished the following:

- Provided a thematic analysis of common success factors and challenges from three perspectives – human resource professionals, executives, and employees – creating a multidimensional snapshot of current OST challenges for the business community, and
- Through the best practices review, identified examples of opportunities for ways to widen the scope for stakeholder

involvement in providing quality programming for children during OST – through networks, partnerships, and collaborative vehicles.

This research also provides insights for the Texas State Legislature and Expanded Learning Opportunities Council, as well as the broader Texas philanthropic community, to inform the 2015 legislative process relating to public investments related to OST programming. For this audience, the study makes several significant contributions:

- Provides new insights into specific obstacles individual working parents and HR professionals must surmount to ensure worker productivity for parents with school aged children,
- Highlights how Texas businesses understand and respond to the OST challenge,
- Identifies best practices among human resource managers successfully mitigating productivity loss during OST time,
- Identifies mechanisms to incentivize increased business promotion of, and involvement in, OST solutions, and
- Considers the OST time care challenge as a state-wide public policy issue and make programming recommendations relevant to the legislative process.

### 11.2 Key Findings: Answers to Core Study Questions

When asked **how working parents' management of OST challenges effect worker productivity, and thus profits, for Texas businesses**, interviews with executives led to a surprising finding, which was that company leadership did not identify 'management of OST challenges' as causing significant decreases in worker productivity.

The documentation of this wide-held perception throughout the study most likely explains the limited degree to which **Texas companies are engaged in provision of OST programming**, the second core issue explored as a foundation for the study. As well, early interviews demonstrated that the business community generally has limited knowledge of out of school time programming, and even less understanding of programming strategies to support their own working parents during the OST period. Limited OST program support by Texas businesses required the research team to search more broadly for national best practice exemplars to help provide evidence-based recommendations for future policy interventions at the state level.

Business leaders also provided unexpected answers when asked **what would motivate increased engagement by corporations**. Leaders were expected to highlight a range of financial incentives that could be provided by the public sector. Instead, a common response emerged across interviews, which was that companies support philanthropic efforts because they are a demonstration of the care they feel for their wider community, and see such efforts as a fundamental component of their broader corporate social responsibility mission. They also see volunteer and financial support to the community as a motivating force for their employees, as well as an opportunity to build an organizational culture aimed at supporting more family friendly engagements with clients and community alike. If a strong incentive exists, it would be to spread information about the company's philanthropic accomplishments to their local community, to reinforce them as an active stakeholder and supporter of the community.

Even though there was less understanding of OST challenges and solutions, the study has provided a snapshot of a range of philanthropic initiatives led by companies trying to make a difference in their wider communities, as part of strengthening corporate social responsibility efforts. These snapshots represent a launching point for the Texas business community to build from, as many initiatives documented are in collaboration with community partners that are natural collaborators for the expansion of OST programming, such as public schools and nonprofit organizations.

On these pages, readers will also see a range of strategies employed by companies to help working parents, even if not specifically targeting OST needs. These efforts provide a lens into the supports available to working parents in their business environments which help them mitigate a range of non-OST issues, but that have potentially even greater impact on employee productivity, such as sick child care, financial worries related to the expense of providing care on an ongoing basis, and limited flexibility to support the logistics of OST programming, especially transporting children between their school day location and an OST provider.

Thus a much more complex assessment has emerged of how working parents function in Texas businesses, as well as how business leaders lend support to this growing group of working parents. Readers will see failed strategies of the past, successful experimentation with new supports, and visions for future programming, building a foundation for future development of OST programming as a wider state community.

## 11.3 Key Messages

From these chapters, key messages emerged from Texas business leaders and working parents, with several interesting juxtapositions emerging in perspectives on productivity, stress, and the best strategies to address out of school time programming needs of working parents.

### 11.3.1 Key Messages to Emerge from Interviews with Texas Business Leaders

Several key insights about Texas businesses have emerged during the course of the study:

- The way employers frame OST challenges, as an individual, company, or community-relevant challenge, significantly influences organizational culture and action on the issue,
- Companies can be seen to be divided into two camps - strongly profit-driven and more focused on work-life balance. These perspectives strongly influence work culture and strategies implemented for OST challenges, and
- Businesses that are most aware of, and engaged in, OST, tend to frame their support as one influencing workforce development or enhancing the company's bottom-line, creating a solid bridge between their philanthropy and core business mission.

Texas businesses take their 'good citizenship' role seriously and are prepared to enhance support of out of school time efforts, granted that, for many, the following conditions are satisfied:

- There needs to be a business case for the effort (i.e. working parents benefit directly from the programming or, involvement in the effort by volunteer employees is seen as beneficial to company morale),
- Companies do not want, nor have the resources, to drive such programming, but are willing to support community-based providers,
- Companies do not appear to be highly motivated by financial incentives, such as tax credits, to participate in philanthropic efforts. They prefer to be recognized as community partners, doing good because it is the right thing to do,

Single working parents, and larger numbers of working parents returning to the workforce are increasingly influencing business decisions, but several challenges influence business' capacity to address these challenges effectively:

- Large businesses often have too diverse of a workforce, spread across locations, to support on-site out of school time programming (e.g. location of business vis a vis employee residences and the uniqueness of individual employee circumstances have prevented experimental programs from developing traction),
- Small-medium sized businesses can't afford to support OST and can't go it alone,
- All sizes of companies are concerned about ensuring a sense of equity between working parents and non-parent employees within the workplace, but are also strongly focused on building family-friendly work cultures, and
- Employers are primarily relying on flex-time as a "satisfactory" solution, since it allows for maximum flexibility and individual adjustment, and believe this is solving productivity challenges. However, parents themselves report loss of productivity, high levels of stress, and tension within their work groups due to their usage of flextime arrangements.

The narratives emerging from the interviews also give a strong sense that business leaders and parents alike consider current offerings as a stop-gap, and that more comprehensive solutions are needed. Both groups also acknowledge that successful solutions have to be customized to specific communities, business missions, and individualized working parent needs.

### 11.3.2 Key Messages to Emerge from Survey of Working Parents

Core working parent perspectives on key productivity challenges/stressors and how employers should help support working parents' productivity are below:

- A high number of working parents surveyed identified their **stress levels as "extremely" or "very" high**,
- Many survey respondents highlighted their colleagues' **lack of understanding of their work responsibilities**, typically done later from home, as a major stressor, as perceptions like this can lead to wider beliefs that non-parent employees are carrying extra workload for working parents, or that working parents are less reliable. This can increase inter-employee tensions significantly, decrease wider company morale, but also cause working parents to suffer lower morale as well,
- Working parents also cite fears of loss of job or retaliation for lost work time as ongoing concerns,

- Ninety percent of working parents surveyed **cited flexible hours** as the most important support to maintaining work productivity, with 83% selecting **flexible work sites** as another important support. Fifty six percent of respondents highlighted **subsidies for child care or enrichment programs** as important. Around forty percent of respondents selected child care or employee-sponsored programming on site, and spending accounts as important to ensuring productivity, and
- Parents surveyed identified **afterschool time** as the period they are most in need of childcare, followed by **early school dismissal, school holidays, and summer**, as well as **child sick days**.

Working parent perspectives on why OST programming doesn't work is also noteworthy:

- Corporate OST programming efforts have typically been a **one-time experiment** or **very limited in scope**, such as a week-long day camp, or a one-day event,
- Employees will often not enroll children in corporate-sponsored programming because of a lack of **solid credentials/evaluation or unknown staff quality**,
- Such camps and short-term solutions are **not comprehensive enough** to be sustainable solutions for working parents, and
- Specific industries, positions, and work structures **don't allow for the type of flexibility needed by working parents to manage OST needs**.

### 11.3.3 Tensions between Working Parents and Company Leader Perspectives

A number of core tensions between working parents and employers of note, also emerged.

- Employers believe flextime is mitigating productivity and working parent stress. Parents report very high stress levels, even as they also identify their employers as supportive,
- In general, employers and employees have very different perspectives on working parent productivity. Parents report much lower productivity as a result of OST issues while most business leaders interviewed believe productivity of working parents isn't a problem, and
- There is significant dialogue around the need for developing family friendly workplaces but the implementation of specific strategies to support this intention is less apparent.

## 11.4 Key Challenges and Recommendations for the Statewide OST Community to Address Collectively

Recommendations have been created in light of the multiple needs of the variety of audiences this report hopes to reach – corporations and their working parents, the legislature, communities, and private foundations. Although state attention and acknowledgement of resource needs are growing, as highlighted in the recent *2016-2017 Statewide Strategic Plan* (2014) produced by the Expanded Learning Opportunities Council, more attention needs to be paid to how to build new knowledge of specific dilemmas of working parents trying to manage out of school time programming, including how to create venues for Texas business leaders to come together to discuss a statewide, or at least community-wide vision of a way companies can work to promote their own strategic advantage in supporting programming.

**CHALLENGE 1:** Approximately 67% of employed Texans with children between the ages of 6-17 come from households where all parents in the family are in the labor force (U.S. Census Bureau, 2013 American Community Survey).

### Possible Solutions:

- Create a more extensive set of sustainable solutions for OST programming across the state that fill the gap between the end of the school day and the end of the traditional work day, as well as summertime programming, in a coordinated manner that is useful for working parents.
- Extend the school day and year to be more in line with traditional working hours, as opposed to providing “fill in the gap” programming.

**CHALLENGE 2:** Corporations sincerely want to help support OST programming, but have little knowledge of OST offerings in their communities.

### Possible Solutions:

- Develop enhanced knowledge of program options by the corporate community
  - Develop an online database of OST program providers, including their specific volunteer and resources needs that corporations could support in their local communities.
  - Disseminate knowledge of specific OST programs in area to corporate community.

**CHALLENGE 3:** Corporations do not have the time or resources, nor feel it is their responsibility, to initiate or coordinate OST program development, implementation, and quality control. However, they are generally interested in supporting such programming.

### Possible Solutions:

- Create supportive mechanisms for better coordination between stakeholders
  - Create a statewide coordinator position to help match corporations seeking to support OST programming, with providers or community stakeholders interested in developing OST programs.
  - Develop a database of possible best practice OST program models that corporations could help implement, without having to design an entire program.
- Consider opportunities for corporations to engage in community philanthropy that also support their working parents.
  - Build future corporate-sponsored program opportunities with an eye to how serving working parents in tandem with fulfilling philanthropic mission/community support.

**CHALLENGE 4:** Most companies’ philanthropic activities are customized around their specific corporate vision and their leadership does not want to stray far from their core values when supporting community programs.

### Possible Solutions:

- Create supportive mechanisms for better coordination between corporations interested in supporting OST programming.
  - In addition to creating a statewide coordinator position and developing a database of OST program models, statewide coordination could help to match corporate resources with community needs. For example, a large corporation with a wide state presence, that typically provides financial literacy training, could be mobilized to be a cornerstone of a statewide financial literacy training, implemented across communities.

**Challenge 5:** Most corporate-driven OST programming support results in short-term, ‘feel good’ events that do not provide sustainable, comprehensive solutions for their working parents (e.g. one week summer camps, one-day demonstration or mentoring events, bring child to work on a holiday), nor to the wider community.

### Possible Solutions:

- Develop a statewide strategic vision for comprehensive OST programming modules. (Modules identified by corporate leaders interviewed include: STEM, financial literacy, presentation and communication skills, analytic skills, time and stress management, emotional and social intelligence, environmental awareness, robotics, IT training).



- Support the building of community-wide collaborations to create holistic, sustainable OST solutions, as opposed to multiple providers creating singular solutions.
  - Incentivize cross-sector collaborations between key stakeholders (providers, corporate partners, parents, teachers/schools, and government agencies) by providing “partnering grant” funds.
  - Acknowledge companies publicly for proactively supporting family friendly workplaces and supporting OST programming.
    - > Create a “family friendly business” award through Texas Workforce Commission.

**CHALLENGE 6:** Working parents want high-quality OST programming. Corporations want to support effective programming.

**Possible Solutions:**

- Develop criteria for monitoring OST programming and disseminate widely.
- Monitor and improve OST program quality.

**CHALLENGE 7:** Working families have a complex set of variables to work with to craft individual solutions to their childcare solutions (e.g. location of work vis a vis home and school, age of children, special needs of children, family makeup and extended family or older sibling support, etc.).

**Possible Solutions:**

- A wide range of solutions need to be created that are not driven by individual corporations, but are coordinated and developed at the regional level (e.g. across major metropolitan areas, across rural counties, inter-county, etc.), so parents have a menu of options to choose from.
  - Support strengthening and growth of OST provider networks to build such integrated solutions, as well as enhance corporate membership of such networks.
  - Support Chambers of Commerce across the state to help build membership of such networks.

**CHALLENGE 8:** Corporations believe that flex-time work policies, managed on a case-by-case basis between supervisor and employee, are the best solution to supporting working parents. However, working parents surveyed identified extremely high levels of stress in their daily lives as they negotiate their roles as employees and parents.

**Possible Solutions:**

- Develop better understanding of stressors experienced by working parents.
- Expand working parent survey or conduct qualitative case studies to better document common logistical challenges and how they inter-relate to individual worker productivity

**CHALLENGE 9:** Sick children and school holidays are the greatest challenge to worker productivity and create the highest levels of stress for working parents. Single working parents are commonly reported as the greatest challenge to productivity, as their absenteeism is higher than dual-parent households where parents can share the burden of transportation and care.

**Possible Solutions:**

- Several companies interviewed have contracted with nanny services to provide in-home or sick-child care facilities for their working parents that can be contacted and employed at last minute.
- Several industry leaders provide a benefit that creates a set allocation of care time for children for working parents that they can avail for sick child or parent days or to watch children so parents can work from home. This cuts down on absenteeism, productivity, and most importantly, individual worker stress.
- Companies that have pooled resources to hire such child care/nannying services for their working parents might be a model corporations wish to adopt in the future, to collaborate to provide such services across a geographic area.

**CHALLENGE 10:** Better tracking data is needed to understand working parent household structure and dynamics.

**Possible Solutions:**

- Helpful data sources to understand the extend of OST logistical challenges include: types of positions working parents hold (e.g. hourly or salaried, full-time or part-time), location of work vs. distance from home and children’s schools, household composition (e.g. additional financial support beyond working parent salaries), and additional types of resources and supports families rely on to cover OST care for school-aged children
- Helpful data sources to understand the stress experienced by working parents: mother and father stress levels as working parents (general), stress levels around particularly challenging events during OST (sick child, provider unavailable, etc.)

## 11.5 Core Policy Recommendations to Address Challenges

### **Support Texas Businesses and Working Parents:**

- *Expand on momentum of companies trying to develop family-friendly workplaces:* Create a workforce award (e.g. through Workforce Commission) for those companies leading in implementation of most family-friendly workforce/workplace policies

- ***Design win-win solutions that help working parents and the community simultaneously:*** Build future corporate-sponsored programs with an eye to serving working parents in tandem with fulfilling philanthropic mission/community support of Texas businesses.
- ***Develop better understanding of stressors experienced by working parents:*** Expand working parent survey to better determine critical logistical challenges and most significant stressors.

### **Support OST Network Development and Collaboration Opportunities Across the State of Texas**

- ***Develop incentives to create new partnerships:*** Establish a state-wide grant competition to incentivize cross-sectoral collaborations between a broader range of private and public stakeholders, to support innovative OST programming.
- ***Create coordinating mechanism for better information dissemination, evaluation, and stakeholders network development:*** Establish regional or statewide coordinators to: build a database of best practice models; disseminate information and education about OST programs to working parents and companies; lead the OST program evaluation process; build new networks of stakeholders through provision of networking events across local communities and regions.

### **11.6 Support for Expanded Learning Opportunities (ELO) Council Recommendations**

In late 2014, the Expanded Learning Opportunities (ELO) Council of the Texas State Legislature produced a statewide strategic plan, after a six month study of the expanded learning environment for K-12 children across Texas (2016-2017 *Statewide Strategic Plan for Expanded Learning Opportunities*, 2014). The ELO report recommended dedicated funds be delegated as part of the Texas Education Agency's appropriation for the "Texas Expanded Learning Opportunities Initiative." Evidence from this study support the ELO key findings and recommendations, but with several important additions that relate specifically to the opportunity for the Texas business community to be involved in future programming. These additions are noted in italics text below, with the original ELO recommendation in normal text:

#### **ELO RECOMMENDATION 1:**

- High quality ELO programs can help families, the economy, and academic achievement  
***Recommended Language Addition:*** "...as well as individual Texas employers of all sizes and across industries, to attract and retain a more productive workforce."

#### **ELO RECOMMENDATION 2:**

- Program standards that are tied to funding are essential for implementing and operating high quality ELO programs  
***Recommended Language Addition:*** "...as well as raising working parent and company usage of such programs."

#### **ELO RECOMMENDATION 3:**

- Many Texas students do not have access to high quality ELO programming  
***Recommended Language Addition:*** "...nor do businesses or working parents have access to complete information about available local programs."

Funding initiatives recommended by the ELO report (2014) are highlighted below, with similar additions provided, as above, which would **enhance the role of Texas business engagement in supporting community-based, collaborative solutions**, a key recommendation to emerge from this study. In particular, as national best practices have shown, incentivizing the business community to engage with a wider range of stakeholders and providers, as well as creating the necessary infrastructure to support and disseminate such efforts, would ensure wider-reaching, more sustainable programming is made available to many more working families than is currently the case (original recommendation in bold text, additional recommendation stemming from this study in italics).

- **Competitive Grant Program** – *such an initiative, if it included business partners as an eligible recipient when working in collaboration with community stakeholders, would incentivize new collaboration possibilities between private and nonprofit sectors.*
- **Training and Technical Assistance** – *such an initiative would help create new program content and train more OST educators, both resources which Texas businesses could employ in their own OST program implementation.*
- **Statewide Leadership and Coordination** – *a state-level officer charged with coordination of the broader group of stakeholders interested in supporting OST efforts could lead to the building of a coalition of interested business leaders who champion enhanced programming. As well, this actor could organize informational events, as well as disseminate information to appropriate human resource professionals and employee assistance program representatives across the state.*
- **Program Evaluation** – *development of a core set of evaluation criteria could build up better evidence of effective OST programs, which would help business leaders*

*and working parents have greater confidence that Texas children are receiving appropriate care and education in the out of school time period, decreasing working parent stress.*

## 11.7 Predominant Pathways for Business Support

Five predominant pathways in which businesses already support OST programming were identified in this study, as well as documentation of a strong presence of volunteerism across Texas businesses included in the study. Such early efforts represent a solid foundation from which to build additional efforts in the future.

- **Corporate Models:** Programming stemming from national corporate models are well supported by company leadership and have strong structures to promote employee volunteerism, and thus elicit a high degree of volunteerism.
- **Volunteerism:** There are high-levels of volunteerism embedded in work cultures across Texas, though how companies support efforts play out differently. (e.g. Some companies formally drive and support individual volunteerism, some tie volunteerism into formal performance management systems, others offer financial incentives to encourage volunteerism, and others allow employees to drive volunteer efforts ‘from the bottom up.’) Regardless of the conduits, there exists a strong presence of volunteers within corporate Texas, which can be tapped into to more strongly support OST programming.
- **Individual Partnerships with Local Schools or Nonprofit Organizations:** Local partnerships create a strong sense of connection to the community, a sense of ownership in the process, an excitement as a result of building something at the local level, and a strong buy-in to a long.
- **More Complex Collaborations with Multiple Stakeholders:** New models of collaboration are beginning to emerge, bringing new partners from a range of sectors, which hold great potential for community-based solution that serve a much wider swath of children. Such efforts require more extensive networking and longer-term planning, but interviewees express excitement at being part of these broader initiatives.
- **Direct Programming by Corporations:** Companies directly providing OST programming express pride and enthusiasm for their programs but also admit high time and resource allotments, lack of sustainable programming for their working parents, and a sense that it’s a mismatch—low return on investment.

## 11.8 National Best Practice Models

The four national best practices presented provide a vision for the Texas community of how to collaborate to build more sustainable, community-wide initiatives, as well as provide a sense of the national resources available for such work.

- In particular, the **Indiana After School Network** and their after-school program database, present a blueprint of a **statewide** initiative and knowledge management system.
- The **Silicon Valley OST Collaborative** demonstrates how a clear theory of change and a strong programming logic can lead to exemplary **corporate-driven** programming.
- The **Boston After School Alliance** demonstrates how a **community** can come together around a strong model for life and school success which traverses a range of different stakeholders and their needs, as well build community-based tools for measuring success.
- The **Rolls Royce** example represents a **company-led program** that provides a diverse set of innovative, creative pathways to connect children’s OST programming to the company’s broader workforce development vision, supporting their working parents’ and wider community needs in tandem.

Texas companies are hungry for knowledge, new partnership models, and conduits to create synergy between themselves, their employees, and the larger community. Working parents need feasible, sustainable and affordable solutions to support their out of school time programming needs. Although none of the options presented have been evaluated formally in the course of this study, it is hoped that this aggregation of a range of approaches might begin a conversation about how to expand OST options across the state of Texas in the future.

Community collaborations are an important pathway for such expansion. The exemplars presented show the importance of long-range planning efforts and spending time to build the right mix of participants. Cases also show the power of developing inclusive and community-wide visions that encompass a wide swath of children.

This study’s primary contribution has been to provide snapshots of both working parents and business leaders’ efforts to surmount out of school time challenges. This research also demonstrates that significant attention and resources still need to be devoted to this issue. Efforts must be focused both across, and within Texas communities, encompassing a broad range of stakeholders, inclusive of traditional and unexpected partners.



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## APPENDIX A

### Corporate-Sponsored OST Programs and Partners Identified as Noteworthy During Course of Study

**AfterSchool KidzScience**

<http://www.devstu.org/afterschool-kidzscience>

**AT&T: On the Front Lines of Schools (2009 Report)**

[https://www.att.com/Common/merger/files/pdf/Schools\\_Front\\_Lines.pdf](https://www.att.com/Common/merger/files/pdf/Schools_Front_Lines.pdf)

**Austin Partners in Education**

<http://www.austinpartners.org/>

**Bank of America: Boys and Girls Clubs Great Futures Program Support**

<http://about.bankofamerica.com/en-us/partnering-locally/boys-and-girls-clubs-great-futures.html>

**Big Brothers and Sisters**

<http://www.bbbs.org>

**Black Girls Code**

<http://www.blackgirlscode.com/>

**Boys and Girls Clubs**

<http://bgca.org/Pages/index.aspx>

**Child Trends List of Technology Resources for OST Programming**

[http://www.childtrends.org/wp-content/uploads/2010/03/Child\\_Trends-2010\\_03\\_01\\_RB\\_TechnologyOST.pdf](http://www.childtrends.org/wp-content/uploads/2010/03/Child_Trends-2010_03_01_RB_TechnologyOST.pdf)

**City Year San Antonio**

<http://www.cityyear.org/sanantonio>

<http://cityyearsanantonioblog.com>

**Communities in School**

<http://www.communitiesinschools.org/>

**Exxon Out of School Time fundraiser, Brooklyn, NY**

<http://ourgreenpointcommitment.com/en/community-engagement/fundraiser-is318.php>

**FIRST (For Inspiration and Recognition of Science and Technology) Program**

<http://www.usfirst.org/>

**Freescale Community Involvement**

<http://www.freescale.com/webapp/sps/site/overview.jsp?code=ABUCMMINVOLVEMNT#top>

**Freescale Foundation**

<http://www.freescale.com/webapp/sps/site/overview.jsp?code=FOUNDATION#top>

**Freescale Foundation: Grants for Science Education**

<http://www.insidephilanthropy.com/science-education-grants/freescale-foundation-grants-for-science-education.html>

**Girl Scouts**

<http://www.girlscouts.org/>

**Girl Start**

<http://www.girlstart.org/>

**Girls Who Code**

<http://www.afterschoolalliance.org/afterschoolsnack/ASnack.cfm?idBlog=2DBEE209-5056-A82E-7A314DF2351A78FD>

**Healthy Kids, Healthy Communities Out-of-School Time Partnership (Phialdelphia)**

<http://www.hpcpa.org/programs/healthy-kids-healthy-communities-out-school-time-partnership>

**IBM Benefits Program - Employee Well-Being**

[http://www.ibm.com/ibm/responsibility/employee\\_well\\_being.shtml](http://www.ibm.com/ibm/responsibility/employee_well_being.shtml)

**IBM Benefits Program - LifeWorks**

<http://www-01.ibm.com/employment/us/benefits/obs01.shtml>

**IBM 2010 Corporate Responsibility Report, Education**

<http://www.ibm.com/ibm/responsibility/report/2010/communities/education-communities.html>

**IBM 2010 Corporate Responsibility Report, Service**

<http://www.ibm.com/ibm/responsibility/report/2010/communities/service-communities.html>

**IBM Corporate Responsibility Reports - current and archive**

<http://www.ibm.com/ibm/responsibility/reports/>

**Invent Now Inc.**

<http://www.inventnow.org/>

**Junior Achievement of South Texas**

<http://www.jast.org/About/about.htm>



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**The Lady Cans**

<http://www.frcteam2881.com>

**Price Waterhouse Coopers Financial Literacy Initiatives**

<http://www.pwc.com/eyes>

**Read Across America**

<http://www.nea.org/grants/886.htm>

**Skillpoint Alliance**

<http://www.skillpointalliance.org/>

**Texas Instruments Corporate Citizenship —  
Education Programs**

<http://www.ti.com/corp/docs/csr/education.html>

**Texas Instruments K-16 Partnerships in North Texas**

[http://www.ti.com/corp/docs/csr/downloads/  
TIEducationFactsheetNTxFinal\\_5.29.13.pdf](http://www.ti.com/corp/docs/csr/downloads/TIEducationFactsheetNTxFinal_5.29.13.pdf)

**Thinkery Business Giving**

<https://thinkeryaustin.org/support-us/business-giving/>

**Thinkery Community Programs**

[https://thinkeryaustin.org/programs-events/  
community-programs/](https://thinkeryaustin.org/programs-events/community-programs/)

**Thinkery EdExchange**

<https://thinkeryaustin.org/edexchange/>

**Thinkery Scout Night**

<https://thinkeryaustin.org/scout-nights/>

**Thinkery Spark Club**

<https://thinkeryaustin.org/sparkclub/>

**Thinkery TechReach**

<https://thinkeryaustin.org/tech-reach/>

[http://www.afterschoolalliance.org/STEM-storybook.  
cfm?CNT\\_ID=STRY9000651](http://www.afterschoolalliance.org/STEM-storybook.cfm?CNT_ID=STRY9000651)

[https://thinkeryaustin.org/about/newsroom/press-  
releases/thinkerydell-powering-the-possible/](https://thinkeryaustin.org/about/newsroom/press-releases/thinkerydell-powering-the-possible/)

**United Way**

<http://www.uwtexas.org/>

**U.S. 2020**

<https://us2020.org/>

**Vital Link**

[http://www.netarrant.org/live\\_work/Vital\\_Link.aspx](http://www.netarrant.org/live_work/Vital_Link.aspx)

**Y.M.C.A.**

<http://www.ymca.net/>

**Youth Learning at Dell**

[http://www.dell.com/learn/us/en/usc corp1/power-  
possible-learning](http://www.dell.com/learn/us/en/usc corp1/power-possible-learning)

# APPENDIX B

## Full Protocol: Interview with HR Leaders

### Employee Productivity and Logistics

- How do you *perceive* employees who have school-aged kids?\*
- We hear, “*productivity plummets at 3pm!*” and “absenteeism in the summer is a killer!” How do these concerns manifest themselves in [Company]?
- What are your *top productivity challenges* vis a vis staff with school-aged kids?
- Describe any meaningful differences in *presence* and *productivity* between staff with and without school-aged children over the course of the day and the year.
- How do staff with and without school-aged children compare on their level of *engagement with the company mission*?
- How does the productivity issue change for working *mothers* versus working *fathers*?
- Describe the “most *common issues*” that have trickled up to your office. How were these addressed?
- How do productivity challenges for working parents affect overall *office morale*?
- How do productivity challenges for working parents affect your *bottom line*?
- Is this an *organizational problem*, a human resources problem, or an issue that individual employees manage on their own?
- How does the productivity challenge that working parents face play into debates on *company strategy* and management?
- What are *key challenges* to ensuring employee productivity for employees with school aged children?
- How do *working parents express* and *address* personal out-of-school-time challenges?
- Is this issue about “productivity” or “perceptions” or “psychological dimensions at the individual level?”
- How has the company *systematically studied* these issues?
- What aspects of this issue still need *further explanation*?
- Is there a business case for taking action on the issue? What *data* documents the business case? Can you share?

### Solutions and Employer Strategies

- To what extent should working parents be *individually responsible* for dealing with out of school time issues?
- To what extent should the *government or community* organizations help?
- How does the *availability of programming* after school and in summer effect employees’ daily work and ability to work in teams? What do these programs look like?
- How do *fluctuations in program availability* affect staff productivity?
- What *company policies* or programs help improve the productivity of staff with school-aged children?
  - How did these policies evolve?
  - What, if any, government benefits do you receive for offering these programs?
- How does or should the productivity of working parents play into the *mission/vision* of the company?
- Describe any *internal debates* relating to how your company might address the productivity challenges of working parents.
- There’s a whole other side to this challenge, which relates not just to supervising, but *providing enriching experiences*, for children when they’re not in school. To what extent does or should providing enriching out-of-school experiences for community’s children play into the mission/vision of the company?
- Does your company provide any programs that offer *learning opportunities* to school-aged children?
- How does your company support any *external programs* that offer learning opportunities to school-aged children?
- How do any of your employees *directly participate in* any internal or external programs that offer learning opportunities to school-aged children?
- Describe any *collaborations* [COMPANY] has undertaken with other organizations to provide solutions. What were the objectives? Were these objectives met?
- If you had your druthers, how would your company support working parents’ productivity? What objectives would these achieve?

- 
- Describe any innovative solutions undertaken by other companies in your industry.
  - What are your ***greatest obstacles*** to implementing new ideas to support the productivity of staff with school-aged children?

### ***Sustainable Solutions, including Policy and Partnerships***

- How might ***city or state government participate*** in solutions you might offer to your working parents?
- What might incentivize your company to ***lead on partnerships*** with educators or government to provide expanded learning opportunities in Texas?
- What might incentivize your company to ***participate in cross-sector collaborations*** to address the OST programming challenge in Texas?
- Are any of your partners or competitors offering their working parent employees any OST-related benefits or programs that you would like to emulate? If so, what would it take for you to emulate those?
- Are you aware of government incentives to support employee productivity related to the OST challenge?
  - Elaborate?
  - Do you employ them to support the productivity of your staff with children?
  - Why or why not?
- What would be the value of creating or participating in a program that gave your ***employees opportunities to volunteer*** their time as experts in after-school enrichment programs?

***Thanks!***

## APPENDIX C

### Full Protocol: Interview with Texas Business Leaders

#### **Challenge 3: Employer Attitude, Awareness, Motivations, and Incentives. (Encompasses Employee Logistics and Productivity Challenges 1 & 2)**

- We hear, “**productivity plummets at 3pm!**” and “absenteeism in the summer is a killer!” How do these concerns manifest themselves in [Company]?
- How do you **perceive** employees who have school-aged kids?\*
- What are your **top productivity challenges** vis a vis staff with school-aged kids?
- How do productivity challenges for working parents affect your **bottom line**?
- How does the productivity challenge that working parents face play into debates on **company strategy** and management?
- How do productivity challenges for working parents affect overall **office morale**?
- Is this an **organizational problem**, a human resources problem, or an issue that individual employees manage on their own?
- What are your key challenges to helping ensure productivity for employees with school-aged kids?
- How does the availability of out-of-school programs affect employees’ planning and daily productivity?
- Describe the “most **common issues**” that have trickled up to your office. How were these addressed?
- How does the productivity issue change for working **mothers** versus working **fathers**?
- How do staff with and without school-aged children compare on **presence** and **productivity** in the office over the course of the day and the the year?
- How do staff with and without school-aged children compare on their level of **engagement with the company mission**?
- To what extent should working parents be **individually responsible** for dealing with out of school time issues?
- To what extent should the **government or community** organizations help?
- How do fluctuations in availability of out-of-school-time programming affect [Company’s] bottom line?
- Is this issue about “productivity” or “perceptions” or

“psychological dimensions at the individual level?”

- How has the company **systematically studied** these issues?
- What aspects of this issue still need **further explanation**?
- Is there a business case for taking action on the issue? What **data** documents the business case? Can you share?

#### **Challenge 4: Employer Strategies**

- What **company policies** or programs help improve the productivity of staff with school-aged children?
  - How did these policies evolve?
  - What, if any, government benefits do you receive for offering these programs?
- How does or should the productivity of working parents play into the **mission/vision** of the company?
- Describe any **internal debates** relating to how your company might address the productivity challenges of working parents.
- If you had your druthers, how would your company support working parents’ productivity?
- What are your **greatest obstacles** to implementing new ideas to support the productivity of staff with school-aged children?
- There’s a whole other side to this challenge, which relates not just to supervising, but **providing enriching experiences**, for children when they’re not in school. To what extent does or should providing enriching out-of-school experiences for community’s children play into the mission/vision of the company?
- What would be/has been the driving force on establishing an out-of-school time initiative in your company? (Prompts: company’s values/ culture; employee needs; industry benchmarks; local market factors; availability of affordable programs; shared-responsibility programs)
- Describe any **collaborations** [COMPANY] has undertaken with other organizations to provide solutions.
  - What were the objectives?
  - Were these objectives met?
- Does your company provide any programs that offer **learning opportunities** to school-aged children?



- How does your company support any *external programs* that offer learning opportunities to school-aged children?
- How do any of your employees *directly participate in* any internal or external programs that offer learning opportunities to school-aged children?
- Describe any innovative solutions undertaken by other companies in your industry.
- If you could wave your magic wand... what solutions would you employ?
  - What objectives would these achieve?

### ***Challenge 5: Effective, Sustainable Solutions, including Policy and Partnerships***

- How might city or state government participate in solutions you might offer to your working parents?
- Thinking about both your bottom line business needs, and about external stakeholders also concerned about this issue (educators, government), what might incentivize your company to take leadership on providing expanded learning opportunities in Texas?
- What might incentivize your company to participate in cross-sector collaborations to provide expanded learning opportunities in Texas?
- Are any of your partners or competitors offering their working parent employees any OST-related benefits or programs that you would like to emulate? If so, what would it take for you to emulate those?
- Are you aware of government incentives to support employee productivity related to the OST challenge?
  - Elaborate?
  - Do you employ them to support the productivity of your staff with children?
  - Why or why not?

## APPENDIX D

### Online Survey for Working Parents and Colleagues

#### Survey: Challenges for Working Parents

“Making Sense of the Out of School Time Challenge: Understanding the Texas Business Community’s Incentives for Action through an Assessment of Employer Awareness, Attitudes, and Motivations” is research developed to make recommendations to private sector employers, educational foundations, and the Texas state legislature, to support worker productivity and employer collaboration on expanded learning opportunities for their children. This survey is intended to assess the challenges that working parents face during the times that their children are out of school—in the hours after school, on school holidays, and during summer break—when parents need to be productive at work.

This study is funded by TEGAC, the Texas Education Grantmakers Advocacy Consortium. During the 2013 session, the Texas Legislature passed, and the Governor signed Senate Bill 503, creating an Expanded Learning Opportunities Council to study and develop a comprehensive statewide action plan concerning expanded learning opportunities for public school students. A core measure of The Council’s success will be its ability to engage businesses, per Senate Bill 503’s edict. In light of this resolution we are conducting this study to support the work of this Council by assessing corporate leaders’ awareness of and attitudes of the out of school time issues, as well as identify the kinds of incentives that would motivate corporate support of innovative programming to address the out of school time challenge statewide.

Our findings will be used to support recommendations to employers, educational foundations, and the Texas state legislature to better support worker productivity and identify possible employer collaborations to expand learning opportunities for children of working parents. The report will be available online and by request.

Your participation in this study is voluntary. We foresee no risks to your participating in this study. You will receive no payment or other direct benefit for participating in this study. The researchers will publish their findings, and will also make them available freely online and by request.

At no point during the survey will we ask your name or contact information. All data collected through this survey will remain confidential—your responses will be grouped with others’ and analyzed in a group. Your research records will not be released unless required by law or a court order.

Prior, during or after your participation you can contact the Primary Investigator Dr. Jenny Knowles Morrison at 682-444-1880 or send an email to [jenny.knowles.morrison@tamu.edu](mailto:jenny.knowles.morrison@tamu.edu). This study has been reviewed and received ethical approval by The Texas A & M Institutional Review Board, [IRB NUMBER: IRB2014-0349D; IRB APPROVAL DATE: 06/11/2014; IRB EXPIRATION DATE: 06/01/2015]. For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the A & M Institutional Review Board by phone at 979-458-4117 or [clhiggins@tamu.edu](mailto:clhiggins@tamu.edu) to reach Catherine Higgins, Research Compliance Manager.

**If you would like to participate in this research you must check the box below, and complete the survey that follows. By checking the box below, you indicate that you have been informed about this study’s purpose, procedures, possible benefits and risks, and that you voluntarily agree to participate in this study. By completing this survey, you are not waiving any of your legal rights.**

☐ I Agree

## Introductory Questions

First we'll ask some introductory questions.

### Sex\*

- ☐ Male
- ☐ Female

### Marital Status\*

- ☐ Never married
- ☐ Married / Domestic Partnership
- ☐ Divorced
- ☐ Separated

### Marital Status\*

- ☐ Never married
- ☐ Married / Domestic Partnership
- ☐ Divorced
- ☐ Separated

### Sector in which you are employed\*

- ☐ Technology
- ☐ Banking/Financial
- ☐ Retail
- ☐ Architecture/ Construction
- ☐ Automotive
- ☐ Energy
- ☐ Medical
- ☐ Education
- ☐ Other:

### Company Name\*

### Office Location (City, State)\*

### Job Title\*

### How are you paid?\*

Choose the most accurate

- ☐ Hourly
- ☐ Salary
- ☐ Contract

### Do you work full-time or part-time?

Choose one

- ☐ Full time
- ☐ Part time

### Please choose the most accurate statement\*

- ☐ I am a working parent of at least one child aged 5 -18 years
- ☐ I supervise at least one person with one or more children aged 5-18
- ☐ I am a working parent AND I supervise at least one working parent
- ☐ I work alongside a working parent in a work group, team, or other collaborative capacity
- ☐ None of the above

## The next questions relate to how your company perceives and supports the productivity of working parents.

### I think working parents' productivity challenges are generally perceived in my workplace as...

Check all that apply

- ☐ ... an issue that individual employees manage on their own
- ☐ ... addressed at the department or working group level
- ☐ ... a company concern
- ☐ ... not discussed or recognized
- ☐ ... a sensitive topic

### In what ways does your employer help support working parents' productivity?

Check all that apply. If you have more than one "other" option please write it in the same box separated by a coma.

- ☐ Flexible hours
- ☐ Flexible work-site; can work remotely
- ☐ Child-care on site
- ☐ Employer-Sponsored Child Care Program
- ☐ Subsidies or discounts for child care or enrichment programs
- ☐ Spending accounts for child care or enrichment programs
- ☐ None
- ☐ Other:

### How satisfied are you with the policies/benefits offered by your employer?

- ☐ Not satisfied at all
- ☐ Somewhat satisfied
- ☐ Satisfied
- ☐ Very satisfied

### What would make you more satisfied with the policies or benefits offered by your employer?

**Why do you think your employer offers or denies these benefits?**

**How SHOULD your employer help ensure productivity for their staff who are working parents?**

Check all that apply. If you have more than one "other" option please write it in the same box separated by a coma.

- ☐ Flexible hours
- ☐ Flexible work site; can work remotely
- ☐ Employer-sponsored child care program
- ☐ Child care on-site
- ☐ Subsidies or discounts for child care or enrichment programs
- ☐ Spending accounts for child care or enrichment programs
- ☐ Other:

**Why do you think your employer has not implemented these ideas?**

**What are working parents' top productivity challenges?**

Please mention the three most important, and elaborate on any specific examples you can share.

**How do working parents' productivity challenges affect your productivity?**

Please elaborate on any specific examples you can share.

**How do working parents' productivity challenges affect office morale?**

Please elaborate on any specific examples you can share.

**How are individual working parents perceived in your company...**

(please mention no names)

**...by your colleagues?**

**...by your direct supervisor?**

**...by management?**

**Describe your company's attempts to provide educational opportunities for their own staffs' school-aged children**

**Describe any innovative policies, benefits, or programs that your or other employers offer their working parents to support their out-of-school-time needs.**

**Describe the policies, benefits, or programs that an employer could offer you as a working parent that would make you consider switching jobs.**



The questions on these page relate to your employer’s involvement in community out-of-school time offerings -- community benefits separate from staff benefits.

**Is providing enriching out-of-school experiences for community’s children part of the mission/vision of your company?**

- ☐ Yes
- ☐ No

**Should providing enriching out-of-school experiences for community’s children be part of the mission/vision of your company?**

- ☐ Yes
- ☐ No

**Which community activities for school-aged children does your employer support?**

- ☐ Career training
- ☐ Science, math, or engineering education
- ☐ Sports
- ☐ Fine arts
- ☐ Other:

**Do you participate in any programs that offer learning opportunities to school-aged children?**

- ☐ Yes
- ☐ No

**If so, describe the program and your involvement. Program name, website, brief description of activities. Describe how you got involved.**

Respond to this question if you clicked “yes” to the previous question.

**We end with a section asking about your personal productivity successes and challenges.**

The next section is just for working parents. If you are not a working parent, please respond “no” to the next question. You will be taken to the end of the survey. Please select “submit” to complete your participation. Many thanks for your time--your responses are very important to us!

**Are you or have you been a working parent? \***

- ☐ Yes
- ☐ No

**Questions for working parents**

**How many children do you have that are...**

(Please complete each row.)

|                   | 0                     | 1                     | 2                     | 3                     | more than 3           |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ...under age 5?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...age 5-10?      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...age 11-13?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...age 14-18?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...older than 18? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**At least one child aged 5-18 lives with me part or full time**

- ☐ Yes
- ☐ No

**Thinking about the times when your children are not in school but you are at work, how often are you responsible for the logistics of getting your child to childcare or extracurricular activities?**

Choose one

- ☐ Just about never
- ☐ A few times per year
- ☐ A few times per month
- ☐ A few times per week
- ☐ Just about every day

**Rank your stress levels as you manage work-life balance**

|                     | 1                     | 2                     | 3                     | 4                     | 5                     |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| not stressful       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| extremely stressful |                       |                       |                       |                       |                       |

**To what extent would you say that your school-aged child's after-school situation has caused you problems on the job?**

Please elaborate and provide examples.

**When do you most often need child care?**

Choose all that apply

- ☐ Before school
- ☐ After school
- ☐ When my child is sick
- ☐ When I am sick
- ☐ School holidays
- ☐ Foul weather days
- ☐ Early school dismissal
- ☐ When I travel for work
- ☐ Summer
- ☐ Other:

**How do company policies, activities, or programs support or undermine your productivity during non-school hours?**

**How supportive is your employer?**

- ☐ Not supportive
- ☐ A bit unsupportive
- ☐ Neutral
- ☐ Somewhat supportive
- ☐ Very supportive

**How would you like for your employer to help support your productivity during work?**

Please complete each row.

|  | No.                   | Maybe.                | Yes!!                 |
|--|-----------------------|-----------------------|-----------------------|
| Flexible hours   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me work remotely   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child care on-site   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employer-sponsored child care program                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Subsidies or discounts for child care or enrichment programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spending accounts for child care or enrichment programs      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**If you could wave a magic wand, how would your employer help you maintain your productivity during your kids' out-of-school time?**

**Why, do you believe, doesn't your company offer these benefits?**

# ENDNOTES

- 1 Data Source: Analysis of Public Funding Sources for Out of School Time in Texas. Texas Partnership for Out of School Time, July 2013
- 2 <http://www2.ed.gov/programs/21stcclc/index.html>
- 3 <http://www.acf.hhs.gov/programs/occ/resource/child-care-and-development-fund>
- 4 <http://www.fns.usda.gov/nslp/national-school-lunch-program>
- 5 <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>
- 6 <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>
- 7 <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>
- 8 <http://www.afterschoolalliance.org/>
- 9 <http://www.hfrp.org/out-of-school-time>
- 10 <http://naaweb.org/>
- 11 <http://www.sedl.org/afterschool/>
- 12 <http://www.statewideafterschoolnetworks.net/>
- 13 <http://www.niost.org/>
- 14 <http://www.ncsl.org/research/education/time-and-learning.aspx>
- 15 <http://forumfyi.org/>
- 16 <http://www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/>
- 17 <http://childrenatrisk.org/>
- 18 <http://catalyst.org/>
- 19 Percentages are given where appropriate – for responses to questions in which participants could choose only one answer. For questions in which participants could choose multiple responses, only numbers of positive responses are given, and those total, in most cases, to more than the 153 in our sample.
- 20 <http://www.sandhillfoundation.org/New-Initiative.html>
- 21 <http://bostonbeyond.org/>
- 22 <http://www.indianaafterschool.org/>
- 23 <http://www.rolls-royce.com/northamerica/na/community/>
- 24 <http://www.stemconnector.org/rolls-royce-north-america>
- 25 Information about the SVOST Collaborative was taken from the Collaborative Webpage “Grant Making Initiative: The Silicon Valley Out-of-School-Time Collaborative 2010-2015” Sand Hill Foundation, Accessed 5th of May 2014 <http://www.sandhillfoundation.org/New-Initiative.html>, and the Collaborative’s three year evaluation: Learning for Action. “Building the Organizational Capacity of Out-of-School Time Providers in Silicon Valley: The Impact of Providing Organizational Capacity Supports Through a Funder Collaborative” Out-of-School-Time Funder Collaborative, October 2013.
- 26 The Sand Hill Foundation; The Sobrato Family Foundation; The David & Lucile Packard Foundation; and the Silicon Valley Social Venture Fund (SV2)
- 27 ACE Charter School, Bay Area, After School All Stars, Boys and Girls Clubs of the Peninsula, Breakthrough Silicon Valley, Citizen Schools, College Track, East Palo Alto Tennis and Tutoring. Peninsula Bridge, and Silicon Valley Children’s Fund
- 28 Information provided in this section is from the Boston Afterschool and Beyond official website.
- 29 The Private Industry Council is “a nonprofit organization that connects business, the Boston Public Schools, higher education, government, labor, and community organizations to create innovative workforce and education solutions that benefit Boston residents and businesses” (“Welcome”, Boston Private Industry website)
- 30 All the information provided in this document was taken from the IAN official Website.
- 31 Similarly, in the UK, Rolls-Royce promotes STEM learning, understanding the world around, and STEM careers for K12 children, including initiatives such as Fantastic Challenge, Forces and Motion, Journey through Engineering & Technology, Bright Sparks, Science Alliance, and Schools for Engineering Project.
- 32 The following section is derived in its entirety from: <http://www.stemconnector.org/rolls-royce-north-america>
- 33 The other corporate members in the Core Planning Committee are Exact and Target. Other corporations such as Roche Diagnostics, Eli Lilly & Co., and Raytheon are part of the Guiding Coalition (TeamIndy, n.d.)
- 34 The 13 US2020 programs are: Allentown, PA; Baton Rouge, LA; Boston, MA; Charlotte, NC; Chicago, IL; Houston, TX ; Indianapolis, IN; New York, NY; Philadelphia, PA; Research Triangle Park, NC ; San Francisco, CA; Tulsa, OK; Wichita, KS (Schwarz, 2013)