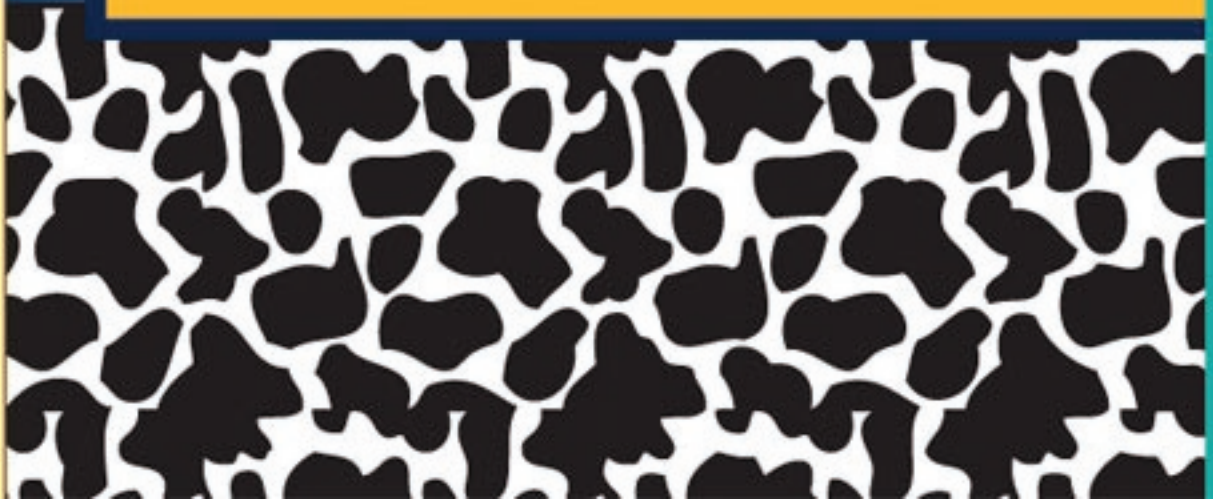




After-School Worries:  
*Tough on Parents, Bad for Business*



## ABOUT CATALYST

Catalyst is the leading research and advisory organization working with businesses and the professions to build inclusive environments and expand opportunities for women at work. As an independent, nonprofit membership organization, Catalyst conducts research on all aspects of women's career advancement and provides strategic and web-based consulting services globally. With the support and confidence of member corporations and firms, Catalyst remains connected to business and its changing needs. In addition, Catalyst honors exemplary business initiatives that promote women's leadership with the annual Catalyst Award. With offices in New York, San Jose, Toronto and Zug, Catalyst is consistently ranked No. 1 among U.S. nonprofits focused on women's issues by The American Institute of Philanthropy.

# After-School Worries: *Tough on Parents, Bad for Business*

## Lead Sponsors:

Citigroup  
Fannie Mae  
Pfizer

This study was conducted in cooperation with Karen Gareis, Ph.D., and Rosalind Barnett, Ph.D., of the Community, Families & Work Program, Women's Studies Research Center, Brandeis University.

© 2006 by **CATALYST**

NEW YORK 120 Wall Street, 5th Floor, New York, NY 10005-3904; (212) 514-7600; (212) 514-8470 fax  
SAN JOSE 2825 North First Street, Suite 200, San Jose, CA 95134-2047; (408) 435-1300; (408) 577-0425 fax  
TORONTO 8 King Street East, Suite 505, Toronto, Ontario M5C 1B5; (416) 815-7600; (416) 815-7601 fax  
ZUG c/o KPMG Fides, Landis+Gyr-Strasse 1, 6300 Zug, Switzerland; +41-(0)44-208-3152; +41-(0)44-208-3500 fax

**email: [info@catalyst.org](mailto:info@catalyst.org); [www.catalyst.org](http://www.catalyst.org)**

Unauthorized reproduction of this publication or any part thereof is prohibited.

Catalyst Publication Code D65; ISBN#0-89584-264-5



# TABLE OF CONTENTS



<b>Foreword—A Workplace Stressor With a Name</b>	<b>1</b>
<b>Chapter 1: Introduction and Key Findings</b>	<b>3</b>
<b>Chapter 2: Why PCAST Matters</b>	<b>9</b>
<b>Chapter 3: Risk Factors</b>	<b>12</b>
<b>Chapter 4: Protecting Against PCAST in the Workplace</b>	<b>21</b>
<b>Chapter 5: Conclusion and Recommendations</b>	<b>31</b>
<b>Acknowledgments</b>	<b>37</b>
<b>Appendix 1: Survey Methodology</b>	<b>38</b>
<b>Appendix 2: Measurements of Parental Concern About After-School Time (PCAST)</b>	<b>48</b>



# FOREWORD: A WORKPLACE STRESSOR WITH A NAME



Countless stories in the popular press offer pronouncements about working mothers who leave the workforce. Few look at why or whether the so-called trend is real. These stories “sell” because they resonate with popular, yet antiquated, ideas about women, motherhood, and work. But a close look at the factors contributing to a working parent’s stress at work tells a different story—one that is not just about women, but about men—and the bottom line.

Most employed parents are faring well, contributing productively and effectively to the organizations in which they work. However, a significant portion of parents is overly stressed.

In this report, Catalyst and the Community, Families & Work Program at Brandeis University go behind the office door to learn more about factors that contribute to that stress—from pipeline to executive suite. We debunk the myth that the only working parents who experience work/family conflict are mothers—though even as increasing numbers of men report sharing family responsibilities equally, women across generations still shoulder the greater share of the burden of care. Nevertheless, a significant number of working fathers experience high levels of childcare related stress as well.

We offer a deep analysis of one stressor in particular: parental concern about what their children are doing after school, which we have named PCAST (Parental Concern about After-School Time).

PCAST is not just bad for parents; it is bad for employers. In addition to other workplace stressors, PCAST currently costs companies between \$50-\$300 billion in healthcare and lost job productivity each year.<sup>1</sup> Some workplace stresses are inevitable. This one, fortunately, is not.

In this report, we find that PCAST can be greatly reduced often at little cost to companies, and in ways that ultimately will help companies and their employees, especially parents, be fully productive. Organizations cannot afford to ignore a problem that potentially affects a full one-third of the U.S. labor pool.<sup>2</sup> To ensure that this source of stress is effectively prevented—or interrupted where it has already begun—we recommend that organizations heed the advice of the working parents whose thoughts are reflected in this report and investigate workplace and community supports that can prevent and even mitigate the negative effects of parental concern about after-school time.

<sup>1</sup> Steven L. Sauter, Lawrence R. Murphy, and Joseph J. Hurrell, Jr., “Prevention of Work-related Psychological Disorders,” *American Psychologist*, vol.45, no. 10 (October 1990): p. 1146-1158; Paul J. Rosch, M.D., F.A.C.P., Editor, “The Quandary of Job Stress Compensation,” *Health and Stress*, American Institute of Stress (March 2001): p. 3.

<sup>2</sup> See U.S. Bureau of Labor Statistics, *Employment Characteristics of Families in 2005*, News Release, April 27, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/famee.pdf>) and U.S. Bureau of Labor Statistics, *State and Regional Unemployment, 2005 Annual Averages*, News Release, March 1, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/srgune.pdf>).



Here, we do just that. We reveal what working parents say about what their companies do—and do not do—to help them better manage family and work. We suggest ways in which organizations can implement change and we provide insight on whether such changes, where implemented, are working. We show corporate leaders what they can do to “inoculate” employees and their workplaces against this particular stress. And we help working parents understand what they can do as well.

To become an employer of choice in a globally competitive environment, companies must invest in productive employees and a more effective workplace. With this study, Catalyst opens a new chapter in our ongoing examination of the effective workplace. This report is a call to action—for organizations and for working parents themselves—and pinpoints specific areas in which important changes are necessary. Preventing and reducing PCAST is supported by a compelling business case that, in turn, supports the health and well-being not only of parents, but also of organizations. Because when working parents are less stressed and workplaces are more agile and effective, everyone gains—children, employees, and, yes, the bottom line.







## THE LARGER PICTURE: WORKING PARENTS FARING WELL

Most working parents are able to make arrangements that make sense for their children and for their work. Previous Catalyst research tells us that these kinds of win-win solutions are common, across all levels. Employers and co-workers should not expect that employees with school-aged children are necessarily stressed, unable to work effectively, and uninterested in their careers. In contrast to misleading headlines about the incompatibility of motherhood and work, our research shows that women with children and childcare responsibilities want and can handle demanding jobs—and they are handling them well.

## WOMEN AND MEN SUCCESSFULLY MANAGING WORK AND LIFE

### Existing Research Finds:

- **Many women and men executives are Dual Centric, focused on work and life.<sup>3</sup>**
  - Dual Centric executives interrupt work for family as much as they interrupt family for work.
  - Interestingly, Dual Centric executives are less stressed and have an easier time managing work and personal demands.
  - Dual Centric women have both advanced to higher levels in their careers and feel more successful in their home lives.
- **Both women and men face work/life balance issues and are comfortable with the trade offs that they have made.<sup>4</sup>**
- **Women and men in leadership use the same success strategies and are equally interested in further advancement.<sup>5</sup>**

On the whole, working parents are faring well. It is when an employee has concerns about a school-aged child or that child's care and feels that workplace options are not available that problems arise. PCAST is an indicator of the stress these employees face.

<sup>3</sup> According to the study *Leaders in a Global Economy* by the Families and Work Institute, Catalyst, and the Center for Work and Family at Boston College, 31 percent of executives, men and women, are Dual Centric, rather than Work Centric.

<sup>4</sup> Catalyst, *Women and Men in U.S. Corporate Leadership*, (2004).

<sup>5</sup> Catalyst, *Women and Men in U.S. Corporate Leadership*, (2004).



### WHAT IS “PCAST”?

PCAST (Parental Concern about After-School Time) is the degree to which employed parents are concerned about the welfare of their school-aged children during the after-school hours.

- Are my children safe?
- Are the after-school arrangements I’ve made reliable?
- Are my children using their time productively?

### NUMBERS-AT-A-GLANCE<sup>6</sup>

67

Among parents of minors, this is the percentage of those who work full-time and, therefore, must arrange for their children’s care after school and before they come home from work.

35

Percentage of the U.S. labor force potentially affected by PCAST (close to 50 million employees).

50-300 billion

Estimated number of dollars American businesses lose annually in healthcare and lost job productivity due to worker stress.

### WHY BUSINESS SHOULD CARE

Worker stress is estimated to cost American businesses between \$50-\$300 billion annually in healthcare and lost job productivity alone.<sup>7</sup> Previous Catalyst research shows a clear linkage between workplace culture and corporate performance.<sup>8</sup> This study reveals another piece of that picture by showing the link between workplace culture and employee well-being.

In collaboration with Karen Gareis, Ph.D. and Rosalind Barnett, Ph.D. at the Community, Families & Work Program, Women’s Studies Research Center at Brandeis University, Catalyst quantifies parental anxiety and shows corporate executives, line managers, and human resource professionals why they—and not just working parents—should care.

<sup>6</sup> The percentage statistics in this text box do not add to 100 percent because they refer to findings from different studies and samples. Specific information about these data is provided later in the report.

<sup>7</sup> Steven L. Sauter, Lawrence R. Murphy, and Joseph J. Hurrell, Jr., “Prevention of Work-related Psychological Disorders,” *American Psychologist*, vol.45, no. 10 (October 1990): p. 1146-1158; Paul J. Rosch, M.D., F.A.C.P., Editor, “The Quandary of Job Stress Compensation,” *Health and Stress*, American Institute of Stress (March 2001): p. 3.

<sup>8</sup> Catalyst, *The Bottom Line: Connecting Corporate Performance and Gender Diversity*, 2004.

Measuring parental concern allows us to quantify, with hard data, a problem that potentially affects a full one-third of the U.S. workforce. The report highlights findings from a survey of 1,755 employed parents (44.7 percent fathers, 55.3 percent mothers) who work at one of three *Fortune* 100 companies across the United States and who have school-aged children. We asked these working parents to rate and describe their concerns about their children, and the arrangements they've made for their children during the after-school hours, and to identify the workplace supports and job characteristics that either contribute to or help ease those concerns. (See Appendix 1 for more information on how the study was conducted and a detailed profile of survey respondents). By exploring the nuances of PCAST, we are able to identify ways to prevent it, mitigate it, and, ultimately, find solutions for it.

### THE AFTER-SCHOOL CARE GAP

The gap between the time the school day ends at 2:00 or 3:00 p.m. and the time most full-time employed parents get home from work at 6:00 or 7:00 p.m. amounts to 15 to 25 hours each week. As a U.S. Department of Labor report noted, "using the most generous calculations, only about 64 percent of a full-time worker's standard work schedule is covered by the hours children are typically in school."<sup>9</sup> Many parents also have long commutes home from work, adding to the time their children must be cared for. Most employed parents must, therefore, make arrangements for their children's after-school care.

There are significant health, academic, and social risks associated with leaving school-aged children unsupervised.<sup>10</sup> Unfortunately, affordable high-quality after-school programs are scarce. Even when children are in supervised situations after school, parents may still have concerns about whether these arrangements are reliable and safe and whether children are happy and spending their time productively.

### WHY FEW WORKING PARENTS ARE IMMUNE

With more and more parents in the workforce, worries about what minors are doing after school are no minor concern. Recent demographic shifts have increased the number of dual-earner families and single parents.<sup>11</sup> Given that most Americans will have children at some point in their lives,<sup>12</sup> and that each child is most likely in school for thirteen years from kindergarten through twelfth grade, after-school issues are a concern for an extended period of time for large numbers of employees at some point during their working lives. At the same time, the serious shortage of affordable high quality after-school programs to meet demand leaves employed parents in a real bind.

<sup>9</sup> U.S. Department of Labor, *Futurework: Trends and Challenges for Work in the 21st Century* (Washington, DC, 1999).

<sup>10</sup> Jody Heymann, *The Widening Gap: Why America's Working Families Are in Jeopardy – And What Can Be Done About It* (New York: Basic Books, 2000).

<sup>11</sup> See U. S. Bureau of Labor Statistics, *Employment Characteristics of Families in 2005*, News Release, April 27, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/famee.pdf>) and U. S. Bureau of Labor Statistics, *State and Regional Unemployment, 2005 Annual Averages*, News Release, March 1, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/srgune.pdf>).

<sup>12</sup> As of 2004, the lifetime fertility rate for American women, or the percentage that had ever had a child, was 80.7 percent (J. L. Dye, *Fertility of American Women: June 2004*, Current Population Reports, P20-555, U. S. Census Bureau, Washington, DC, 2005).



### SNAPSHOT: PARENTS AT WORK

- More than one-third of the U. S. labor force consists of parents of minor children.<sup>13</sup>
- Almost three-quarters of those children are school-aged, or 5 to 18 years of age.<sup>14</sup>
- Two-thirds of these parents are employed full-time.<sup>15</sup>

These factors combine to create a high risk of increased stress for employed parents of school-aged children. This source of stress, which we term “Parental Concern about After-School Time” or PCAST, is defined as *the degree to which employed parents are concerned about the welfare of their school-aged children during the after-school hours*. Parents’ concerns about their children’s after-school arrangements frequently include issues of safety, travel, productive use of time, and reliability of care arrangements (see Appendix 2 for more information on how PCAST is measured).

To the extent that working parents are concerned about their children’s welfare after school, they are likely to bring these concerns to the workplace, giving rise to decreased job satisfaction, negative attitudes about career advancement, lower organizational commitment, job disruptions, distractions, errors, and reduced productivity, all of which are costly to companies.<sup>16</sup> A number of questions invariably arise:

- Which employees are at highest risk for PCAST?
- How are different after-school arrangements related to PCAST?
- What outcomes are linked to PCAST?
- Which workplace supports do employees rate as most effective in reducing caregiving stress?
- What strategies can employers use to reduce the organizational costs associated with this source of stress?

All of these questions are answered in the body of this report.

<sup>13</sup> As of 2005, 35.2 percent of the U. S. labor force – 49,882,000 employees – consisted of parents of minor children; percentage computed from data in U. S. Bureau of Labor Statistics, *Employment Characteristics of Families in 2005*, News Release, April 27, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/famee.pdf>) and U. S. Bureau of Labor Statistics, *State and Regional Unemployment, 2005 Annual Averages*, News Release, March 1, 2006, Washington, DC (<http://www.bls.gov/news.release/pdf/srgune.pdf>).

<sup>14</sup> Mathematically, 72.2 percent of children 0 to 18 years of age fall into the 5- to 18-year-old age category.

<sup>15</sup> As of 2005, among parents of minor children, 66.5 percent were employed full-time (U. S. Bureau of Labor Statistics, *Employment Characteristics of Families in 2005*, News Release, April 27, 2006, Washington, DC, <http://www.bls.gov/news.release/pdf/famee.pdf>).

<sup>16</sup> Rosalind Barnett and Karen Gareis, “Parental After-School Stress and Psychological Well-Being,” *Journal of Marriage and Family*, 68 (2006): p. 101-108; Rosalind Barnett and Karen Gareis, “Antecedents and Correlates of Parental After-School Concerns: Exploring A Newly Identified Work-Family Stressor,” *American Behavioral Scientist*, vol. 49, no. 10 (June 2006): p. 1382-1399.

The key findings from the study are summarized below and discussed in detail with supporting data in the chapters of this report.

## KEY FINDINGS

### COST TO COMPANIES

- PCAST is directly and indirectly linked to negative employee and organizational results.
- Experiencing high levels of PCAST can lead to:
  - increased levels of job disruptions;
  - decreased satisfaction with promotion opportunities in the organization;
  - decreased belief that one can compete successfully to advance in the organization;
  - decreased job satisfaction, which in turn predicts lower organizational commitment and poorer personal well-being.
- PCAST cuts across gender.
- PCAST cuts across all levels of the organization, from the lower ranks to the executive suite.

### RISK FACTORS FOR PCAST

- PCAST affects parents regardless of rank, race/ethnicity, and gender.
- Working parents are at higher risk when:
  - children spend more time unsupervised;
  - parents have more responsibility for childcare in their households;
  - parents work longer hours;
  - parents report greater concern about their child's behavioral/social issues.
- Parents of either gender who have more responsibility for childcare in their households are at higher risk for PCAST.
- Racial/ethnic differences in the use of various after-school arrangements may put African-American, Asian, and Hispanic parents at greater risk.
- PCAST is higher when children are older (grades 6-12).

### PROTECTING AGAINST PCAST

- It is possible to prevent or reduce PCAST before it takes hold.
- Protecting against PCAST is not as costly as leaders think, especially compared to PCAST's costs.
- Understanding supervisors/managers can greatly reduce parents' general caregiving stress.
- A greater degree of work scheduling control protects against PCAST, including:
  - ability to leave work at a regular time each day;
  - flex-time, telecommuting, and bankable hours.
- Some of the very supports that high-PCAST parents choose as most effective are those that many employees are not sure are available.



## RECOMMENDATIONS

- Develop “The Agile Workplace.”
- Develop specific parental support for after-school care. Invest in community services that support after-school care programs.
- Transform the organizational culture through enhanced management practices.
- Actively communicate the availability of supports and disabuse employees’ misperceptions about any consequences associated with the use of supports.



### KEY FINDINGS

- PCAST is directly and indirectly linked to negative employee and organizational results.
- Experiencing high levels of PCAST can lead to:
  - increased levels of job disruptions;
  - decreased satisfaction with promotion opportunities in the organization;
  - decreased belief that one can compete successfully to advance in the organization;
  - decreased job satisfaction, which in turn predicts lower organizational commitment and poorer personal well-being.
- PCAST cuts across gender.
- PCAST cuts across all levels of the organization, from the lower ranks to the executive suite.

### PARENTAL STRESS STRESSES COMPANIES

Parental after-school concerns can affect both employed parents' well-being and their performance on the job.<sup>17</sup> But what are the full implications of parental after-school concern to both employees and employers?

To the extent that working parents are concerned about their children's welfare after-school, they may bring these concerns to the workplace, giving rise to job disruptions in obvious ways. For instance, they may be called at work or even have to leave work for any disruption of their after-school care arrangements. But even in the absence of obvious disruptions in childcare, just worrying about their possibility may affect productivity—and, hence, the employer's bottom line.<sup>18</sup>

Concern about family can interfere with work in less obvious ways as well. Employees who are concerned about personal matters have more trouble concentrating and are more likely to make mistakes. In another study, more than half the women and almost a third of the men reported that work/family stress affected their ability to concentrate on the job.<sup>19</sup>

### PCAST TRANSCENDS RANK AND GENDER

One might assume that PCAST affects only employees at a certain level, and that high-level executives are immune. But that is not the case. PCAST is an equal-opportunity concern. It knows neither rank nor gender and cuts across the organization, from the factory floor to the executive suite. Moreover, for employees at every level of the organization, PCAST can lead to the same negative effects.<sup>20</sup>

<sup>17</sup> Rosalind Barnett and Karen Gareis, "Parental After-School Stress and Psychological Well-Being," *Journal of Marriage and Family*, 68 (2006): p. 101-108; Rosalind Barnett and Karen Gareis, "Antecedents and Correlates of Parental After-School Concerns: Exploring A Newly Identified Work-Family Stressor," *American Behavioral Scientist*, vol. 49, no. 10 (June 2006): p. 1382-1399.

<sup>18</sup> Jennifer Glass and Sara Beth Estes, "Workplace Support, Child Care, and Turnover Intentions among Employed Mother of Infants," *Journal of Family Issues*, vol. 17, no. 3 (May 1996): p. 317-335.

<sup>19</sup> The sample consisted of employees of 20 *Fortune* 500 companies; 28 percent of the men and 53 percent of the women reported that work-family stress affected their ability to concentrate at work. Francene Sussner Rodgers, "When the Business Case Is Common Sense: Coming to Terms with America's Family Challenge," *ACA Journal*, (Autumn 1992).

<sup>20</sup> See Chapter 3 for a discussion of the risk factors associated with PCAST.



## PCAST'S HIDDEN CONSEQUENCES

What are the ramifications of PCAST for employed parents? For their employers? To answer these questions, we examined the relationships between PCAST to the following employee and organizational outcomes:<sup>21</sup>

**Job disruptions**—missed work, distractions on the job, not meeting expectations, and poor quality of work.

**Attitudes about career advancement**—level of satisfaction with promotion opportunities in the organization and belief one can compete successfully to advance in the organization.

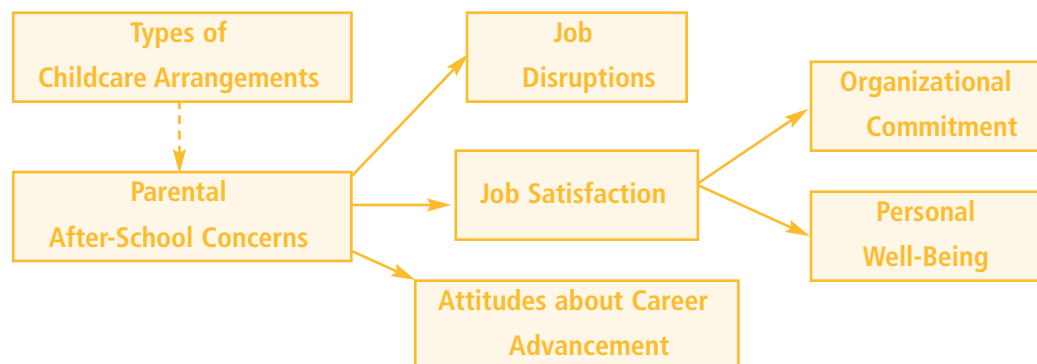
**Job satisfaction**—general satisfaction with employer, satisfaction with the level of recognition for doing a good job, satisfaction with pay, both overall and as compared to others at the same level within the organization.

**Organizational commitment**—level of identification with the company goals and intention to remain a part of the organization.

**Personal well-being**—positive feelings currently and in the recent past.

PCAST can affect productivity both directly and indirectly. Our analyses show that high levels of PCAST lead to increased job disruptions, including missed work, distractions on the job, not meeting expectations, and poor quality of work. High PCAST also leads to lower satisfaction with one's job overall as well as with advancement opportunities and pay. And what happens when employees are unhappy with their job? Low job satisfaction is related to lower organizational commitment and decreased personal well-being.<sup>22</sup>

The effects of high levels of PCAST can be traced in the following model:



As this model shows, PCAST is toxic to employee attitudes and work performance. When employees fail to identify with the goals of the organization, when their desire to remain a part of the organization is low, they are far more likely to perform poorly. It seems likely that in some instances working parents with high levels of PCAST will leave the company, increasing turnover and replacement costs to their organizations.

<sup>21</sup> Simultaneous multiple regression models predicting the six outcomes from PCAST controlled for (1) job characteristics: work hours, occupational level, organizational tenure, and job control (i.e., task control, decision control, and work scheduling control), (2) employee demographics: gender, education, and negative affectivity, (3) child characteristics: grade in school, (4) family demographics: presence of a spouse/partner and household income, and (5) workplace behaviors and attitudes: job crafting (i.e., changing task, cognitive task, and relational boundaries) and work orientation (as career, calling, or just a job).

<sup>22</sup> We used the Goodman (I) version of the Sobel test to assess the statistical significance of the effect of the mediator (job satisfaction) on the relationship between PCAST and organizational commitment and on the relationship between PCAST and personal well-being. Models included the same set of controls described in the previous footnote.



Inasmuch as it affects employees' attitudes and beliefs about their chances of promotion, PCAST can influence working parents' advancement opportunities, creating a vicious cycle. The higher level of job disruptions associated with high levels of PCAST reduces the likelihood of promotion. Lower levels of job satisfaction and organizational commitment mean that employees are less likely to even compete to advance—making it all the more difficult to stay in the game.

In the next chapter, we look more closely at who is most affected, and under what conditions PCAST is most likely to occur.





### KEY FINDINGS

- PCAST affects parents regardless of rank, race/ethnicity, and gender.
- Working parents are at higher risk when:
  - children spend more time unsupervised;
  - parents have more responsibility for childcare in their households;
  - parents work longer hours;
  - parents report greater concern about their child's behavioral/social issues.
- Parents of either gender who have more responsibility for childcare in their households are at higher risk for PCAST.
- Racial/ethnic differences in the use of various after-school arrangements may put African-American, Asian, and Hispanic parents at greater risk.
- PCAST is higher when children are older (grades 6-12).

### WHO IS MOST, AND LEAST, AT RISK?

Most employees do not report high PCAST. According to our study, approximately 1 out of 20 working parents—a significant number—are severely impacted by concerns about their children after school.<sup>23</sup>

Who are these 1 in 20? Our research debunks a number of popular myths and false perceptions about who PCAST sufferers are, who is most at risk, and why.

### High Risk

Our analyses indicate that working parents are *most* at risk when:

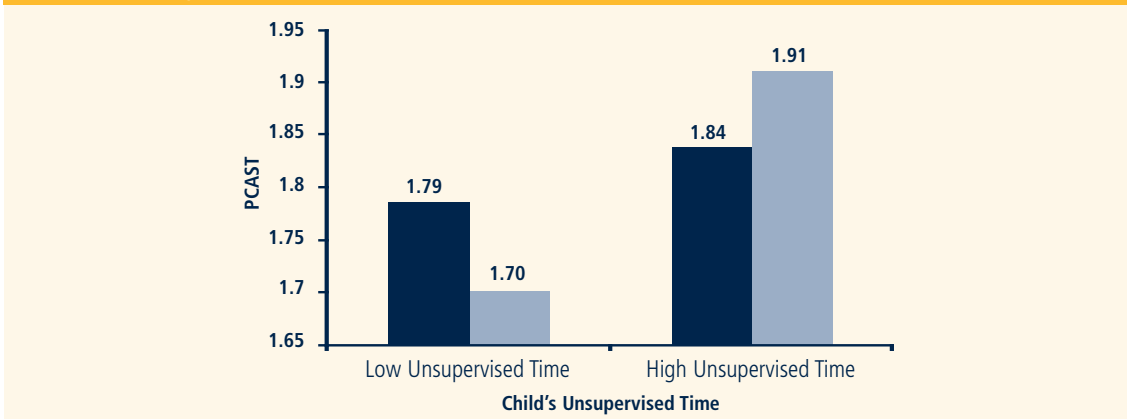
- Their children spend more time unsupervised.
- They have more responsibility for childcare in their households.
- They work longer hours.
- They report greater concern about behavioral/social issues with a particular child.

Because parents worry more about unsupervised daughters than about unsupervised sons, parents with a daughter who spends more time unsupervised after school are at particularly high risk for PCAST (Figure 1). This finding holds true for children of every age, but it is older children who are much more likely to spend time unsupervised after school.

<sup>23</sup> As expected, we found the full range of scores (that is, from 1.00 to 4.00) on parental concern about after-school time. Some 117 parents (6.9 percent) reported a score of 1.00, meaning that they rated all 11 items on the PCAST scale as being “not at all” a concern to them; 101 parents (6 percent) rated all 11 items as being “considerably” or “extremely” of concern.



Figure 1: Parental Concern about After-School Time for Parents of Girls and Boys



### Lower Risk

Parents experience *low* PCAST when:

- They report more control over their work schedule.
- They have spouses or partners who are stay-at-home parents or work part-time and care for the children after school.
- They work part-time and so are at home during the after-school hours.
- They are in dual-earner couples and work non-overlapping shifts with their spouse or partner, allowing one or the other parent to be with the children during the after-school hours.
- They have older children, as long as the parents also trust those children to be unsupervised after school.
- They are simply very happy with their after-school arrangements, whatever those arrangements might be.

### Factors That Protect against PCAST

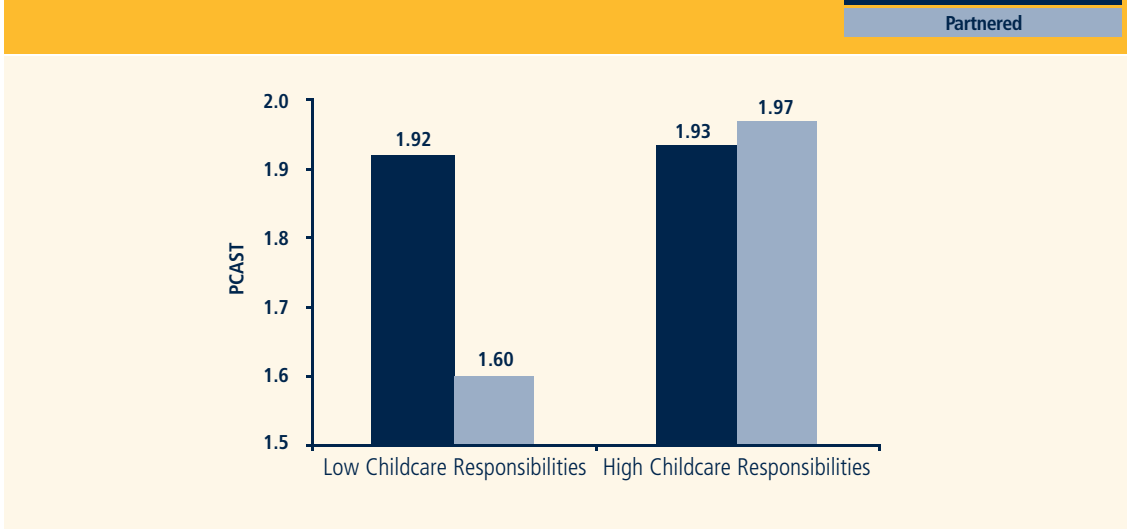
Almost one-third (30.4 percent) of the partnered men in our sample have a spouse or partner who is not employed outside the home. For women, the corresponding figure is only 4.4 percent. An additional 37 percent of the partnered men have spouses who work 30 or fewer hours per week, whereas the corresponding figure for women is only 6.5 percent. Women, on the other hand, are more likely than men to be sole caretakers: 22 percent of the women in this sample (but only 5 percent of the men) do not have a spouse or live-in partner to assist with childcare.

As shown in Figure 2, the lowest levels of PCAST are found among parents who are married or living with a partner *and* who have less responsibility for childcare in their households.<sup>24</sup> And, in this sample, men are more likely to be partnered and report less responsibility for childcare than women.

<sup>24</sup> In this study, childcare responsibility was defined as “degree of responsibility for planning, remembering, and scheduling the day-to-day care of your child(ren), including caring for sick children, car pooling, or meal preparation compared to your spouse/partner, other relatives, nanny, and/or other hired help.” Among non-partnered parents, then, those with low responsibilities are respondents who might have had relatives, a nanny or other hired help to share the responsibilities.



Figure 2: PCAST Among Partnered and Non-partnered Parents



### MOTHERS DON'T WORRY MORE "JUST BECAUSE THEY ARE MOTHERS"

Working mothers are slightly more prone to experience PCAST, as shown in Table 2 on page 16.<sup>25</sup> But women are more affected by PCAST because they more often have responsibility for childcare. Significantly, working fathers who share the responsibility are just as vulnerable. PCAST, therefore, is an equal-opportunity concern.

Situational factors more than gender *per se* determine a working parent's level of PCAST. As Table 1 shows, the most striking difference between men and women's susceptibility to PCAST is due not to a parent's gender, but to their degree of responsibility for childcare in the household.

In couple-headed households—even dual-earner households—women are more likely to take on a larger share of childcare.<sup>26</sup> Yet in those families where the father has the greater responsibility for childcare in their households, they will likely be most vulnerable.

### NUMBERS-AT-A-GLANCE<sup>27</sup>

42.3

Percentage of men who report sharing childcare responsibilities equally.

9.7

Percentage of men who report that they have the main or total responsibility for childcare in their households.

79.6

Percentage of women who report having the main or total responsibility for childcare in their households.

<sup>25</sup> 6.4 percent of women rated every item on the PCAST scale as being "considerably" or "extremely" concerning, compared to 4.9 percent of men.

<sup>26</sup> Monica Biernat and Camille B. Wortman, "Sharing of Home Responsibilities between Professionally Employed Women and Their Husbands," *Journal of Personality and Social Psychology*, vol. 60, no. 6 (1991): p. 844-860; Elizabeth M. Ozer, "The Impact of Childcare Responsibility and Self-efficacy on the Psychological Health of Professional Working Mothers," *Psychology of Women Quarterly*, vol. 19, no. 3 (1995): p. 315-335.

<sup>27</sup> The percentage statistics in this text box do not add to 100 percent because they refer to findings from different sub-samples in this study. Specific information about these data is provided later in the report.

Other situational factors matter as well. Table 1 highlights a second important factor differentiating mothers and fathers in our study. Mothers are significantly more likely to use forms of after-school care (relative care and formal after-school programs) that are linked to high PCAST. Fathers, on the other hand, are significantly more likely to use a form of after-school care (care by a parent) that is linked to low PCAST (see also Table 2).

**Table 1: Respondent and Family Demographics, Child Characteristics, After-School Arrangements, and Employment Characteristics by Gender**

	Men Respondents	Significant Difference in the Average <sup>28</sup>	Women Respondents
	(N=766)		(N=938)
<b>Respondent demographics</b>			
College degree or higher	42.6%	>	33.9%
<b>Family demographics</b>			
Married or partnered	94.8%	>	78.1%
Three or more children	30.4%	>	20.7%
Have total or main responsibility for childcare	9.7%	<	79.6%
Annual household income of \$90,000 or more	73.9%	>	65.9%
<b>School-aged child characteristics</b>			
Child gender: Boy (vs. girl)	47.6%	=	47.1%
Child grade: K-5 (vs. 6-12)	53.2%	=	54.6%
Very much or extremely concerned about child behavioral/social issues	43.5%	=	41.2%
<b>Percentage of children who spend at least some time each week in various after-school arrangements<sup>29</sup></b>			
Formal after-school/childcare program	19.3%	<	33.3%
Cared for by spouse/partner/parent	59.7%	>	26.2%
Cared for by another adult relative	12.4%	<	16.4%
Unsupervised (alone, with peers, or watching younger siblings)	41.1%	=	40.7%
<b>Employment characteristics</b>			
Average hours worked per week	48.0 hours/week	>	44.3 hours/week
Average length of commute from work to home	43.4 minutes	<	47.2 minutes
Organizational level: Individual contributor	58.1%	=	63.1%
Have much or very much task control	18.6%	=	20.2%
Have much or very much decision control	17.1%	>	14.1%
Have much or very much work scheduling control	27.2%	=	27.0%

<sup>28</sup> T-test and Chi-square tests were employed to calculate significant differences between men's and women's responses.

<sup>29</sup> Because most children spend time in more than one type of after-school arrangement, percentages do not add up to 100 percent.



## FATHERS WORRY ABOUT ADVANCEMENT PROSPECTS

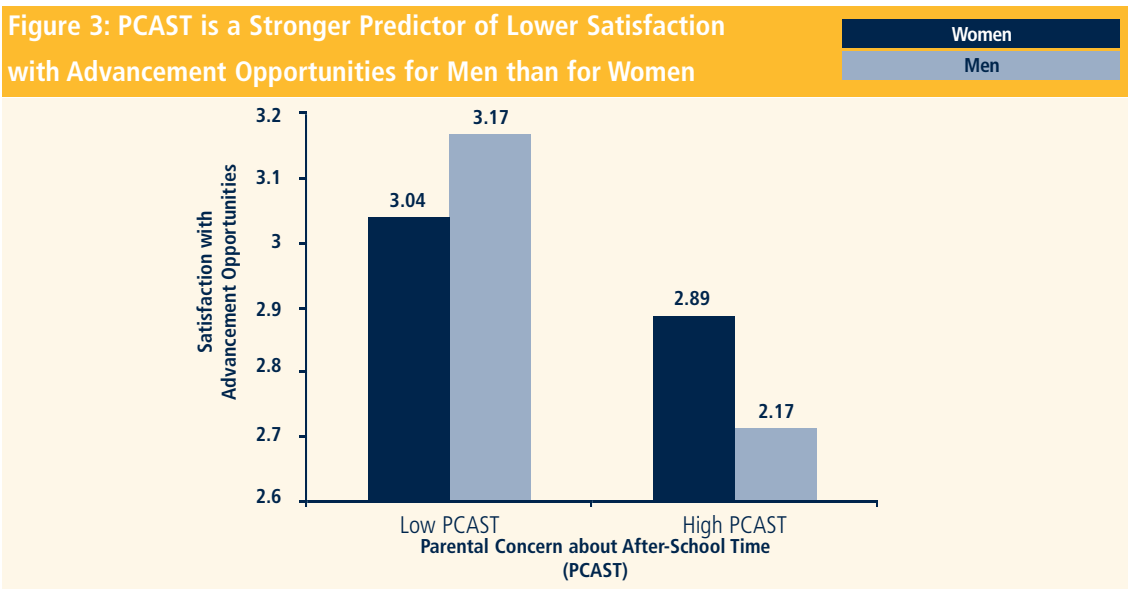
Among men and women who are caregivers, there is no evidence that either women or men are more vulnerable to the negative consequences of PCAST. Table 2 shows respondents' PCAST scores by gender. As noted in the table, on average, women experience higher levels of concern than men. Among participants experiencing high- and low-levels of PCAST, however, men and women report similar scores.

**Table 2: PCAST Scores by Participant Gender, on Average, and between High- and Low-PCAST Participants**

	Men Respondents	Significant Difference in the Average <sup>30</sup>	Women Respondents
<b>Parental Concern about After-School Time<sup>31</sup></b>			
Average Score	(N=744)		(N=938)
	1.73	<	1.86
Average score among Low-PCAST respondents	(N=266)		(N=255)
	1.17	=	1.20
Average score among High-PCAST respondents	(N=160)		(N=275)
	2.64	=	2.65

When all else is controlled, PCAST is related in the same way to poor employee and organizational outcomes for men and women, with a single exception. As shown in Figure 3, under conditions of high PCAST, both men and women report lower satisfaction with advancement opportunities. But the decline is steeper for men than for women. Men with high PCAST tend to be less satisfied with their opportunities to advance.

**Figure 3: PCAST is a Stronger Predictor of Lower Satisfaction with Advancement Opportunities for Men than for Women**



<sup>30</sup> T-test analyses were employed to calculate significant differences between men's and women's responses.

<sup>31</sup> PCAST response scale: 1=Not at all, 2=Somewhat, 3=Considerably, 4=Extremely. The scores summarized in the table represent the average scores for the sample overall, for the bottom quartile (low levels of concern) and top quartile (high levels of concern).

## DIFFERENT CARE ARRANGEMENTS AFFECT LEVEL OF CONCERN

Several after-school care arrangements are linked with PCAST, even after controlling for factors that affect a parent's choice of after-school arrangements, including income, marital status, and a child's grade in school.<sup>32</sup> Not surprisingly, PCAST is low when children are in the care of their other parent after school and high when children are alone or are in the care of (or caring for) their brothers and sisters after school.

What is more surprising, however, is that PCAST is also high when children are in formal programs and in the care of relatives or non-relatives after school. One might think that being in a supervised situation—particularly one in which the caregiver is the child's own relative—would be associated with lower PCAST. But this is not the case. Furthermore, although factors such as low income are associated with using care by relatives, the negative association between relative care and PCAST holds even after controlling for income, as noted above.

Why might this be? Some have reported that relative care tends to be less stable and reliable than other forms of after-school care.<sup>33</sup> And in the case of formal after-school programs, so few after-school programs exist that parents may be forced to put their children in whatever program is available regardless of whether it meets their or their children's needs in terms of quality and content.

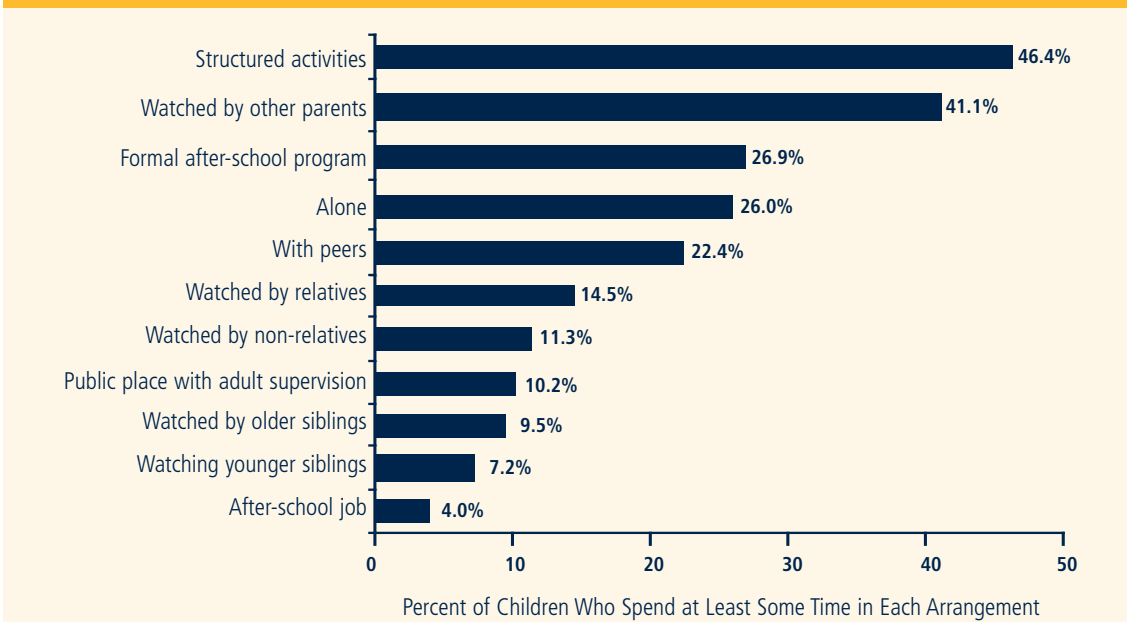
Figure 4 shows the percentage of children who spend at least some time each week in various after-school arrangements. The most common arrangements by far are structured activities such as sports, lessons, or Scouting (46.4 percent) and being cared for by the child's other parent (41.4 percent). Just over one-quarter (26.9 percent) of the children in our study spend time in a formal after-school program, although that figure rises to 41.4 percent among the younger children.<sup>34</sup>

<sup>32</sup> Partial correlations between use of the various after-school arrangements and PCAST controlled for education, presence of a spouse/partner, household income, number of children, work hours, child's gender and grade, and special concern about behavioral/social issues with this child.

<sup>33</sup> Jody Heymann, *The Widening Gap: Why America's Working Families Are in Jeopardy – And What Can Be Done About It* (New York: Basic Books, 2000).

<sup>34</sup> Grades K-5; see Appendix 1, Table A-5 for breakdowns of after-school arrangements by child's grade.

Figure 4: Frequency of After-School Arrangements by Type



### OLDER CHILDREN, MORE CONCERN

PCAST is higher when children are older. Parents of children in grades K through 5 report slightly lower scores (1.74) than parents of children in grades 6-12 (1.87).<sup>35</sup> Older children are also more likely to spend time after school unsupervised each week,<sup>36</sup> both because there is a lack of available programs for older children and because older children are less willing to participate in such programs.<sup>37</sup> Only 14.7 percent of younger children are unwilling to participate in available after-school programs for children their age, whereas the percentage of older children who refuse to participate is 42.

Previous research found that 44 percent of 12-year-olds (6th and 7th graders) took care of themselves after school, and that many of these children were caring for younger siblings as well.<sup>38</sup> Such *ad hoc* arrangements tend to be dangerous and unreliable, creating distress for parents and children alike.<sup>39</sup>

### RACE/ETHNICITY AFFECTS PCAST

Although no race/ethnic differences emerged in participants' PCAST scores, to the extent that different groups of people tend to use different after-school arrangements, they may be at higher risk for PCAST.<sup>40</sup>

<sup>35</sup> See Appendix 1, Table A-5. Describing this difference in another way, 5.1 percent of parents of younger children and 6.4 percent of parents of older children rated every item on the PCAST scale as being "considerably" or "extremely" concerning.

<sup>36</sup> See Appendix 1, Table A-5 for breakdowns of after-school arrangements by child's grade.

<sup>37</sup> See Appendix 1, Table A-5 for breakdowns of ratings of program availability and willingness to participate by child's grade.

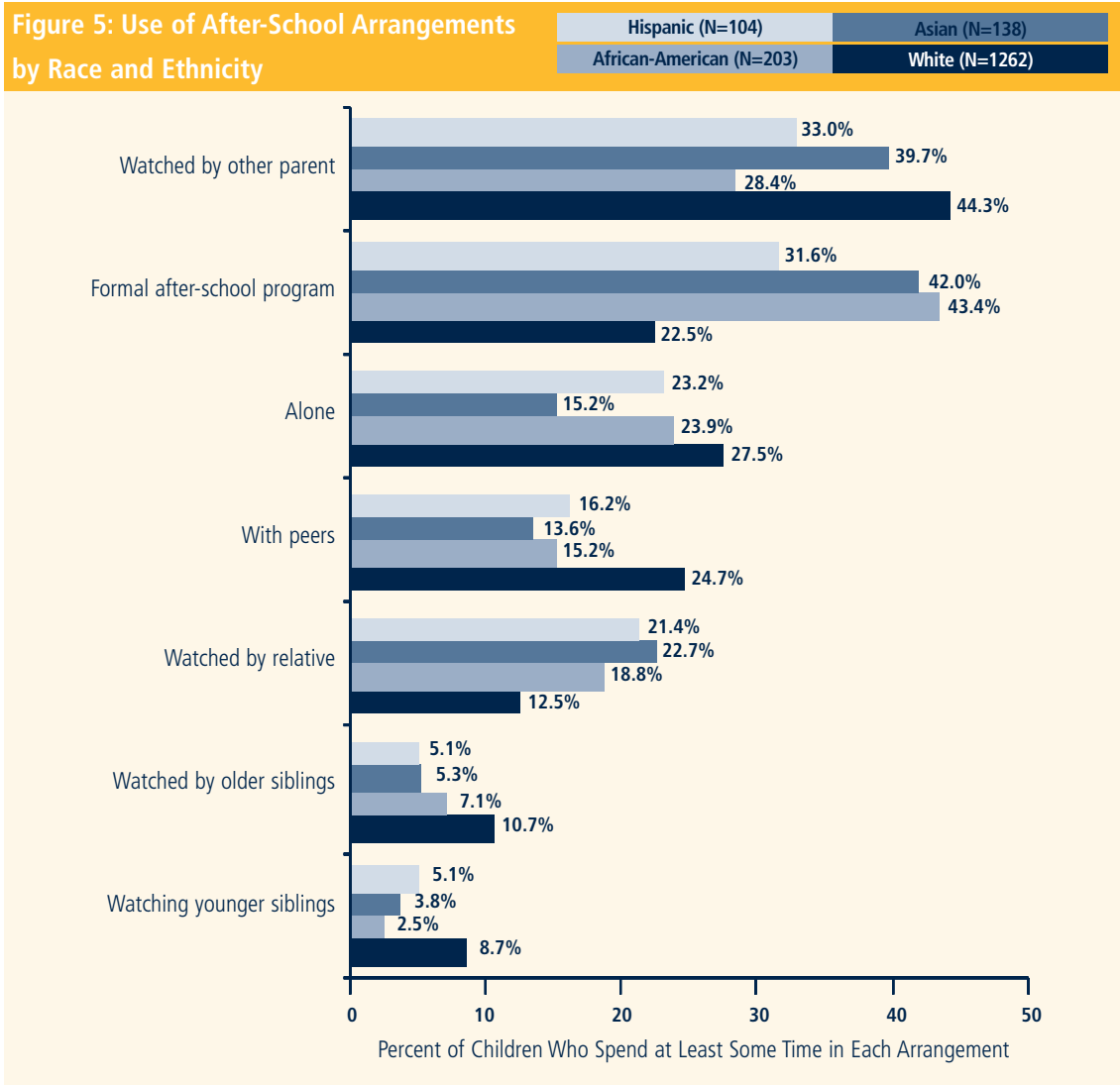
<sup>38</sup> Stacy E. Allen and Janie E. Funkhouser. *A Review of Demand, Supply, and Parent Satisfaction with After-School Services* (Washington, DC: Policy Studies Associates, 1998).

<sup>39</sup> Some research suggests that unsupervised children are at high risk for experimenting with smoking, drinking, and drugs; being in or causing car crashes; and committing or becoming victims of violent crimes. Sanford A. Newman, James Alan Fox, Edward A. Flynn, and William Christeson, *America's After-school Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement* (Washington, DC: Fight Crime and Invest in Kids, 2000; <http://www.fightcrime.org/reports/as2000.pdf>.) See also Jody Heymann, *The Widening Gap: Why America's Working Families Are in Jeopardy – And What Can Be Done About It* (New York: Basic Books, 2000).

<sup>40</sup> Chi-square tests were used to compare the after-school childcare arrangements of different groups.



Figure 5 shows the after-school arrangements that differ significantly by race/ethnicity.<sup>41</sup> The proportion of workers of color in this study is representative of their proportion at their respective companies and comparable to their distribution in the U.S. labor force.<sup>42</sup>



As shown in Figure 5, white parents are more likely to use parent and older sibling care, and to leave children unsupervised (alone, with peers, or caring for younger siblings) after school than the other ethnic groups. African-American and Asian parents are more likely to use formal after-school programs than white and Hispanic parents. Finally, African-American, Asian, and Hispanic parents are more likely to use relative care than white parents.

<sup>41</sup> Chi-square tests were performed to determine whether there were differences between racial/ethnic groups (non-Hispanic white, African-American, and Asian; Hispanic of any race) in their use of different after-school arrangements.

<sup>42</sup> According to the 2005 annual averages of Current Population Survey, Bureau of Labor Statistics, 2005 Annual Averages (2006), the U.S. labor force is 81.9 percent white, 11.4 percent African-American, 4.4 percent Asian, and 13.3 percent Hispanic (can be of any race).



Do these differences reflect cultural differences, or are they simply a result of racial/ethnic difference in basic demographic factors such as household income and marital status, which are linked in turn to after-school care choices? It is possible that there are more childcare options in some neighborhoods than there are in others, and that these factors could explain childcare choices as well.

After controlling for basic demographic factors such as household income and marital status, which are linked in turn to after-school care choices, racial/ethnic differences remain.<sup>43</sup>

- White parents are significantly more likely to use care by a parent than are African-American, Asian, or Hispanic parents, even after controlling for single parent status, among other factors.
- African-American, Asian, and Hispanic parents are significantly more likely to use care by relatives than are white parents, even after controlling for household income, among other factors.<sup>44</sup>
- African-American parents are significantly more likely to use formal after-school programs than are white parents, even after controlling for child's grade in school, among other factors.
- White parents are significantly more likely to have children who are with peers or who are watching younger siblings after school than are African-American parents, even after controlling for child's grade in school, among other factors.<sup>45</sup>

Given their greater use of after-school arrangements that are risk factors for PCAST (such as formal programs, relative care), non-white parents may be at greater risk of PCAST. Given their greater use of care by a parent, which is a protective factor against PCAST, white parents may be at lower risk.

Our research shows that working parents across rank, gender, and race/ethnicity worry about their children after school. While the concern itself cannot be directly addressed, the cost of concern—both in productivity and the bottom line—can be prevented. In the next chapter, we will learn how.

<sup>43</sup> Logistic regressions predicting the use of the various after-school arrangements controlled for education, presence of a spouse/partner, household income, number of children, work hours, child's gender and grade, and special concern about behavioral/social issues with this child. Dummy variables representing different ethnic groups were entered as predictors, with white serving as the reference category.

<sup>44</sup> Previous research shows that, regardless of race/ethnicity, asking relatives to assist with childcare can at times increase parents' stress, mostly because of the fear of imposing and straining relationships, because they feel obliged to reciprocate the favor and that they owe their family member; they feel "guilty" for not being able to care for their children independently; and/or they feel like they are negatively judged by their family members for not being able to care for their children independently. For an in-depth discussion of these issues, see Elena Bastida, "Kinship Ties of Mexican Migrant Women on the United States/Mexico Border," *Journal of Comparative Family Studies*, vol. 32, no. 4 (2001): p. 549-569. Heather E. Bullock and Irma M. Waugh, "Caregiving Around the Clock: How Women in Nursing Manage Career and Family Demands," *Journal of Social Issues*, vol. 60, no. 4 (December 2004): p.767-786. Karen Hansen, "The Asking Rules of Reciprocity in Networks of Care for Children," *Qualitative Sociology*, vol. 27, no. 4 (Winter 2004): p. 421-437. Margaret K. Nelson, "Single Mothers and Social Support: The Commitment to, and Retreat from, Reciprocity," *Qualitative Sociology*, vol. 23, no. 3 (August 2000): p. 291-317. Laura Sabattini, *Building a Community: Single Mothers Manage Family Responsibilities* (University of California, Santa Cruz, Unpublished Dissertation Manuscript, 2004).

<sup>45</sup> White parents are more likely to have children caring for their younger brothers and sisters (8.7 percent) than other groups (2.5 percent for African-American, 3.8 percent for Asian, and 5.1 percent for Hispanics). While this arrangement is associated with high PCAST, given the low overall levels of sibling care in this sample, this effect is probably overwhelmed by the protective effect of other parent care among white parents.



### KEY FINDINGS

- It is possible to prevent or reduce PCAST before it takes hold.
- Protecting against PCAST is not as costly as leaders think, especially compared to PCAST's costs.
- Understanding supervisors/managers can greatly reduce parents' general caregiving stress.
- A greater degree of work scheduling control protects against PCAST, including:
  - ability to leave work at a regular time each day;
  - flex-time, telecommuting, and bankable hours.
- Some of the very supports that high-PCAST parents choose as most effective are those that many employees are not sure are available.

### NOT AS DIFFICULT AS LEADERS THINK

Flexibility is key to managing parental and workplace demands.<sup>46</sup> On this, working parents and work-family researchers agree. Employees can better manage long work hours and the unpredictable demands of dependent care when they have a measure of control over when and where their work is done.<sup>47</sup> In contrast to the high toll of decreased worker productivity, an agile workplace is the most cost-efficient solution.

### THE AGILE WORKPLACE: FLEXIBILITY REDEFINED

"The Agile Workplace" implies effectiveness and mastery. By definition it also implies a lack of rigidity that enables workers to "work smart" and perform better, focusing on goals and results.

Catalyst assessed three aspects of job control, defined as the degree of influence employees have over various aspects of their jobs:

- 1 Task control = employees' control over the pacing of their tasks and how their workload gets done.<sup>47</sup>
- 2 Decision control = employees' control over the daily policies and procedures of their work group and the medium-range goals of their work unit.
- 3 Work scheduling control = employees' control over their work schedules.

<sup>46</sup> James Bond, Cindy Thompson, Ellen Galinsky, and David Prttas, *Highlights of the 2002 National Study of the Changing Workforce, No. 3* (New York: Families and Work Institute, 2003).

<sup>47</sup> Rosalind Chait Barnett, "Home-to-work Spillover Revisited: A Study of Full-time Employed Women in Dual-earner Couples," *Journal of Marriage and the Family*, vol. 56, no. 3 (August 1994): p. 647-656; Juliet B. Schor, *The Overworked American: The Unexpected Decline of Leisure* (New York: Basic Books, 1991).



## WORKPLACE SUPPORTS REDUCE CAREGIVING STRESS

According to our study, when employees have control over their work schedules, they are less likely to experience high levels of PCAST. Over three-fourths (78.6) percent of our respondents said that the flexibility that enables them to come to work later, leave work earlier, or take off part of a workday to deal with family matters, when necessary, significantly reduces their general caregiving stress.<sup>48</sup>

But such workplace supports are only effective if employees know that they exist. We asked our respondents to rate 21 different supports in terms of the extent to which the support mitigated caregiving stress. For 9 of these supports, 30 percent or more of our respondents reported not knowing whether or not the support was even available.<sup>49</sup> High-PCAST parents reported lower availability of effective policies, including flexibility policies.

Figure 6 highlights the top ten supports based on participants' ratings.<sup>50</sup>

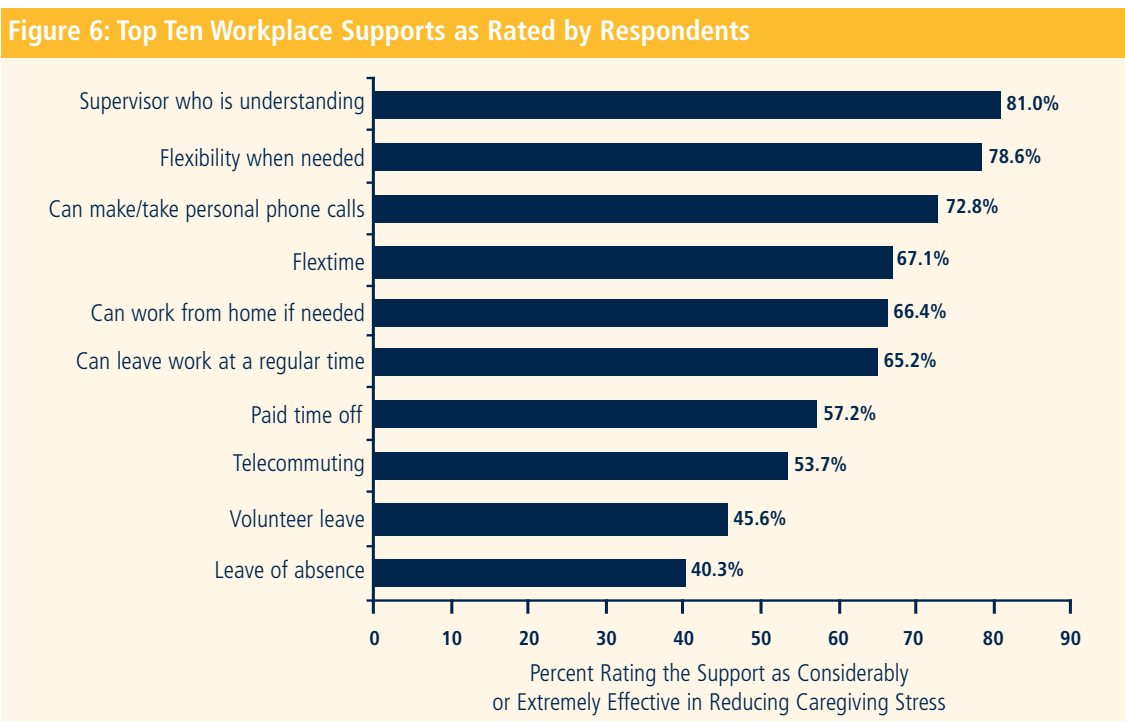


Table 3 shows these and other supports grouped into categories and as rated by all employed parents in descending order of effectiveness.

<sup>48</sup> See Figure 6 and Tables 3 and 4 for more details.

<sup>49</sup> See Table 3, where these 9 programs are marked with an asterisk.

<sup>50</sup> See Table 3, column 2 for specific percentages.

Table 3: Effectiveness, Use, Availability, and Uptake of Workplace Supports				
Support	Reduces Caregiving Stress Considerably or Extremely <sup>51</sup>	Reported Use	Reported Availability <sup>52</sup>	Uptake <sup>53</sup>
	%	%	%	%
<b>Organizational culture</b>				
Direct supervisor or manager who is understanding about family matters	81.0	65.5	77.6	84.4
Freedom to make or take telephone calls at work to deal with family matters	72.8	80.5	85.8	93.8
Ability to leave work at a regular time each day	65.2	57.2	74.2	77.0
<b>Flexibility</b>				
Flexibility to come to work later, leave work earlier, or take off part of a workday to deal with family matters when necessary	78.6	67.0	77.0	86.9
Flex-time: Ability to change regular starting and quitting times	67.1	41.5	63.2	65.6
Ability to work from home if necessary	66.4	40.6	52.6	77.2
Telecommute: Ability to work from home on a regularly scheduled basis	53.7	10.1	30.1	33.5
Bankable hours	37.1	8.0	11.0%*	73.1
Ability to bring child to work if necessary	35.9	16.6	28.4	58.3
<b>Time off</b>				
Short-term (two weeks or less) paid time off to deal with family matters	57.2	66.3	85.6	77.5
Volunteer leave (can take time off work to be involved in children's school on a regular basis)	45.6	18.7	35.0*	53.4
Extended leave of absence policy	40.3	5.6	68.1	8.3
Option to work a part-time schedule without losing benefits	37.1	4.4	26.0*	16.8
Short-term (two weeks or less) unpaid time off to deal with family matters unrelated to health	36.1	7.5	49.3*	15.2

\* = Programs that 30 percent or more of respondents reported not knowing whether they are offered by their company

Table 3 continued on page 24.

<sup>51</sup> Respondents were asked to rate how much each support reduces their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

<sup>52</sup> Respondent reports of availability are deflated to the extent that respondents were unaware of supports that their employer actually offered. For some supports, 30 percent or more of respondents reported not knowing whether it is offered by their company; percentages in the column below are starred if this is the case.

<sup>53</sup> Uptake represents the number of respondents who reported using the support divided by the number of respondents who reported that the support was available.

Table 3: Effectiveness, Use, Availability, and Uptake of Workplace Supports <i>continued</i>				
Support	Reduces Caregiving Stress Considerably or Extremely <sup>51</sup>	Reported Use	Reported Availability <sup>52</sup>	Uptake <sup>53</sup>
	%	%	%	%
<b>After-school care</b>				
Employer subsidy for after-school care	39.5	3.2	8.3*	39.0
Back-up or drop-in after-school care for emergencies	35.7	7.8	22.5	34.8
Reimbursement for back-up care	33.2	3.9	9.7*	40.6
On-site after-school program	29.1	1.8	8.3	21.4
Resources and referral services for after-school care	23.9	7.9	32.5%*	24.3
<b>Education and support</b>				
Access to educational programs on family-related issues	14.2	12.3	36.7*	33.4
Access to a work-sponsored formal networking or support group	14.2	5.1	26.4*	19.2

\* = Programs that 30 percent or more of respondents reported not knowing whether they are offered by their company

The supports rated as most effective in reducing caregiving stress were those that reflect organizational culture (for example, an understanding supervisor/manager) and flex-time/flex-place. These supports are not targeted particularly to parents of school-aged children, nor are parents the only ones likely to rate such supports as helpful. To the contrary, all employees are likely to benefit from supports that allow them the flexibility to deal with personal matters, both routine and unexpected—like letting in the electrician, being home to receive a time-sensitive delivery, or to take care of a sick child.

### WHEN WORKING PARENTS *DON'T* USE AVAILABLE SUPPORTS

Working parents use some workplace supports more than others. As noted earlier, Table 3 shows respondents' reports of their use of various supports—and their availability.<sup>54</sup>

When workers fail to use a certain support, it is not always because there is not a need. Often, actual or perceived barriers block employees from taking advantage of available supports that could help greatly reduce parental concern. Such barriers may include the nature of the job (e.g., some jobs are simply not amenable to telecommuting), the employee's financial situation (e.g., some may not be able to afford to take unpaid leave), or the perception that there may be career penalties associated with the use of certain supports (e.g., the fear that using volunteer leave to be a room parent at a child's school will signal to managers that one lacks commitment to the job).

<sup>54</sup> Respondent reports of availability will be deflated to the extent that respondents are unaware of supports that their employer actually does offer. Supports for which 30 percent or more of respondents report not knowing whether it is offered by their company are indicated in the availability column of Table 3.

According to the *National Study of the Changing Workforce*, a large-scale nationally representative survey of employees, 40 percent of employees agreed somewhat or strongly that taking time off for family reasons and using flexible work arrangements would jeopardize their opportunities for advancement on the job.<sup>55</sup> Catalyst research shows that even women and men in leadership positions feel that using flexible work arrangements would jeopardize their careers.<sup>56</sup> Previous research has found that only 10 percent of company representatives agreed that the use of flexible time and leave policies would hurt employees' advancement opportunities.<sup>57</sup> Regardless of whether employee perceptions are accurate, this fear likely prevents many employees from taking advantage of available supports—at great cost to both workers and organizations.

To better examine need for and usability of different programs, we conducted additional analyses comparing the preferences of parents who had expressed high levels of concern (high-PCAST) with those who expressed low levels of concern (low-PCAST). Do high- and low-PCAST working parents report similar preference for and actual use of workplace supports?

Figure 7 and 7a compare the workplace supports that are especially appreciated by high-PCAST and low-PCAST parents.<sup>58</sup> Of these, telecommuting and volunteer leave are also among the top ten workplace supports as rated by all employees (see also Figure 6 earlier in this chapter). But the other supports high-PCAST parents rate among their top ten are distinct. As shown in Figure 7a, when asked about their favorite programs, low-PCAST parents do not rate childcare-related programs—such as back-up after school care—as highly as high-PCAST parents do.

<sup>55</sup> James T. Bond, Ellen Galinsky, and Jennifer Swanberg, *The 1997 National Study of the Changing Workforce*. (New York: Families and Work Institute, 1998).

<sup>56</sup> According to Catalyst research, only 15 percent of women and 20 percent of men agree that they can use a flexible work arrangement without jeopardizing their careers. Catalyst, *Women and Men in U.S. Corporate Leadership*, 2004.

<sup>57</sup> Ellen Galinsky and James T. Bond, *Business Work-Life Study: A Sourcebook*. (New York: Families and Work Institute, 1998).

<sup>58</sup> See also Tables 4 through 8, column 2, for specific percentages.

Figure 7: High-PCAST Parents' Favorite Workplace Supports

High PCAST

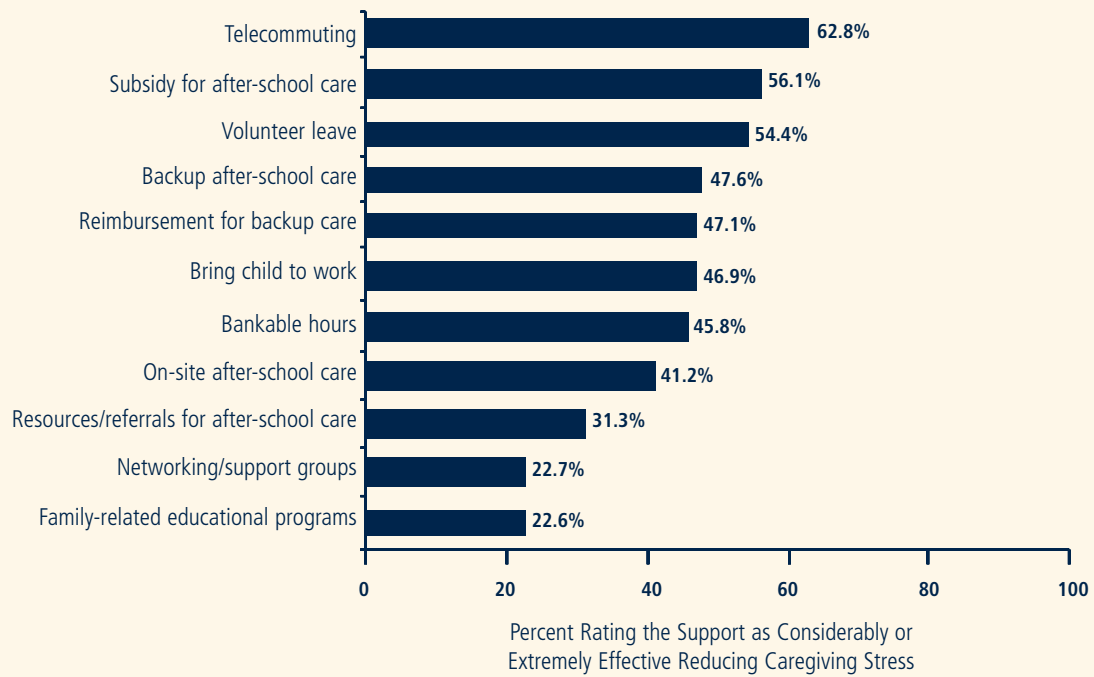
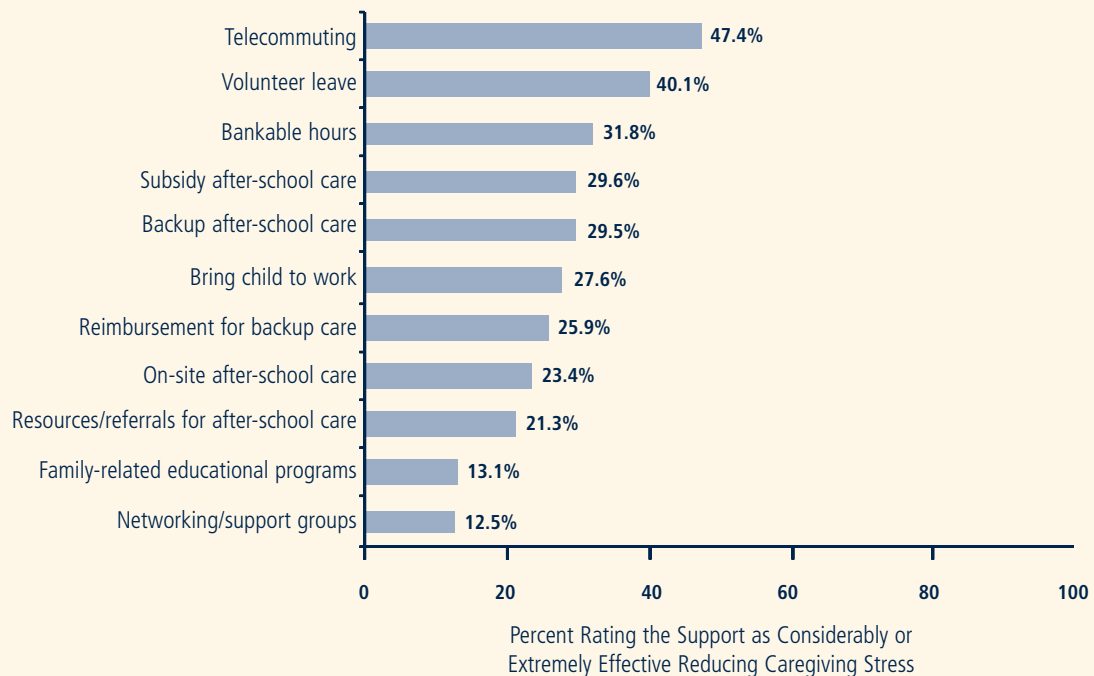


Figure 7a: Low-PCAST Parents' Favorite Workplace Supports

Low PCAST





Tables 4 through 8 provide an overview of these results for the following types of programs: organizational culture change, flexibility, time off, after-school care, and information and resources.

**Table 4: High- and Low-PCAST Participants' Ratings of Effectiveness, Use, Availability, and Uptake of Organizational Culture Supports**

Support	Reduces Caregiving Stress Considerably or Extremely <sup>59</sup>		Reported Use		Reported Availability <sup>60</sup>		Uptake <sup>61</sup>	
	%		%		%		%	
Organizational culture	High	Low	High	Low	High	Low	High	Low
Direct supervisor or manager who is understanding about family matters	77.4 vs. 82.3		58.2 vs. 67.8		69.9 vs. 81.6		83.2 vs. 83.1	
Freedom to make or take telephone calls at work to deal with family matters	69.8 vs. 75.9		78.2 vs. 81.6		83.9 vs. 88.1		93.2 vs. 92.6	
Ability to leave work at a regular time each day	65.7 vs. 65.0		53.3 vs. 60.7		69.2 vs. 76.2		77.1 vs. 79.6	

**Table 5: High- and Low-PCAST Participants' Ratings of Effectiveness, Use, Availability, and Uptake of Flexibility Programs**

Support	Reduces Caregiving Stress Considerably or Extremely <sup>62</sup>		Reported Use		Reported Availability <sup>63</sup>		Uptake <sup>64</sup>	
	%		%		%		%	
Flexibility	High	Low	High	Low	High	Low	High	Low
Flexibility to come to work later, leave work earlier, or take off part of a workday to deal with family matters when necessary	74.5 vs. 83.7		57.7 vs. 71.8		69.0 vs. 81.8		83.7 vs. 87.8	
Flex-time: Ability to change regular starting and quitting times	69.2 vs. 66.6		34.3 vs. 45.8		55.6 vs. 68.0		61.6 vs. 67.3	
Ability to work from home if necessary	67.0 vs. 63.7		33.8 vs. 45.0		45.3 vs. 57.7		74.6 vs. 78.1	
Telecommute: Ability to work from home on a regularly scheduled basis	62.8 vs. 47.4		9.7 vs. 12.1		22.5 vs. 35.1		42.9 vs. 34.4	
Bankable hours	45.8 vs. 31.8		8.0 vs. 6.5		10.8 vs. 11.5		74.1 vs. 56.7	
Ability to bring child to work if necessary	46.9 vs. 27.6		15.9 vs. 17.0		24.1 vs. 32.0		65.7 vs. 53.3	

<sup>59</sup> Respondents were asked to rate how much each support reduced their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

<sup>60</sup> Respondent reports of availability are deflated to the extent that respondents are unaware of supports that their employer actually does offer.

<sup>61</sup> Uptake represents the number of respondents who report using the support divided by the number of respondents who reported that the support was available.

<sup>62</sup> Respondents were asked to rate how much each support reduced their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

<sup>63</sup> Respondent reports of availability are deflated to the extent that respondents are unaware of supports that their employer actually does offer.

<sup>64</sup> Uptake represents the number of respondents who report using the support divided by the number of respondents who reported that the support was available.



**Table 6: High- and Low-PCAST Participants' Ratings of Effectiveness, Use, Availability, and Uptake of Time Off Supports**

Support	Reduces Caregiving Stress Considerably or Extremely <sup>65</sup>		Reported Use		Reported Availability <sup>66</sup>		Uptake <sup>67</sup>	
	%		%		%		%	
Time off	High	Low	High	Low	High	Low	High	Low
Short-term (two weeks or less) paid time off to deal with family matters	52.4 vs. 57.5		68.3 vs. 63.4		86.0 vs. 86.4		79.4 vs. 73.4	
Volunteer leave (can take time off work to be involved in children's school on a regular basis)	54.4 vs. 40.1		15.2 vs. 19.3		29.4 vs. 36.2		51.6 vs. 53.4	
Extended leave of absence policy	43.6 vs. 38.3		7.4 vs. 4.2		65.7 vs. 71.8		11.2 vs. 5.9	
Option to work a part-time schedule without losing benefits	40.5 vs. 31.7		3.4 vs. 3.1		20.2 vs. 29.1		17.0 vs. 10.5	
Short-term (two weeks or less) unpaid time off to deal with family matters unrelated to health	41.2 vs. 34.8		8.7 vs. 6.5		49.4 vs. 50.4		17.7 vs. 12.9	

**Table 7: High- and Low-PCAST Participants' Ratings of Effectiveness, Use, Availability, and Uptake of After-school Care Supports**

Support	Reduces Caregiving Stress Considerably or Extremely <sup>68</sup>		Reported Use		Reported Availability <sup>69</sup>		Uptake <sup>70</sup>	
	%		%		%		%	
After-school care	High	Low	High	Low	High	Low	High	Low
Employer subsidy for after-school care	56.1 vs. 29.6		2.5 vs. 2.9		7.4 vs. 9.4		34.4 vs. 30.6	
Back-up or drop-in after-school care for emergencies	47.6 vs. 29.5		8.7 vs. 6.3		24.8 vs. 21.5		35.2 vs. 29.5	
Reimbursement for back-up care	47.1 vs. 25.9		3.0 vs. 3.1		9.2 vs. 8.2		32.5 vs. 37.2	
On-site after-school program	41.2 vs. 23.4		2.1 vs. 1.7		10.1 vs. 7.5		20.5 vs. 23.1	
Resources and referral services for after-school care	31.3 vs. 21.3		9.2 vs. 5.6		29.2 vs. 32.2		31.5 vs. 17.3	

<sup>65</sup> Respondents were asked to rate how much each support reduced their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

<sup>66</sup> Respondent reports of availability are deflated to the extent that respondents are unaware of supports that their employer actually does offer.

<sup>67</sup> Uptake represents the number of respondents who report using the support divided by the number of respondents who reported that the support was available.

<sup>68</sup> Respondents were asked to rate how much each support reduced their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

<sup>69</sup> Respondent reports of availability are deflated to the extent that respondents are unaware of supports that their employer actually does offer.

<sup>70</sup> Uptake represents the number of respondents who report using the support divided by the number of respondents who reported that the support was available.



**Table 8: High- and Low-PCAST Participants' Ratings of Effectiveness, Use, Availability, and Uptake of Information and Resources Programs**

Support	Reduces Caregiving Stress Considerably or Extremely <sup>71</sup>		Reported Use		Reported Availability <sup>72</sup>		Uptake <sup>73</sup>	
	High	Low	High	Low	High	Low	High	Low
	%		%		%		%	
Information and Resources	High	Low	High	Low	High	Low	High	Low
Access to educational programs on family-related issues	22.6 vs. 13.1		11.3 vs. 11.7		30.1 vs. 39.7*		37.4 vs. 29.5	
Access to a work-sponsored formal networking or support group	22.7 vs. 12.5		6.0 vs. 3.3		24.4 vs. 27.2*		24.5 vs. 12.0	

### WHAT WE KNOW

Based on our findings, we know the following to be true:

- **Organizational culture and flexibility supports are rated by working parents across the board as most effective in reducing caregiver stress.** Parents with high PCAST rate the organizational culture and flexibility supports as the most effective. However, not surprisingly, high-PCAST parents also rate the specific after-school care supports more highly than do the low-PCAST parents, and they value education and support programs.
- **Few supports are available to high-PCAST parents.** Parents with high PCAST report being less likely to use several of the workplace supports that they identify as being particularly effective at decreasing their after-school time concerns. However, that appears to be a function of lower availability. Specifically, high-PCAST parents report that a number of supports in the organizational culture and flexibility categories—those rated by all employees as the most effective workplace supports—are less likely to be available to them. The lack of availability of these supports may add to parents' vulnerability.
- **If you build it, they will come.** There are several supports for which high-PCAST parents report greater uptake than low-PCAST parents, suggesting that those who are most in need will use certain workplace supports if they are offered. Figure 8 shows a list of supports that high-PCAST parents are particularly likely to use.<sup>74</sup> Notably, some of the most highly desired supports—such as bankable hours—are often unavailable (or perceived to be unavailable).

<sup>71</sup> Respondents were asked to rate how much each support reduced their caregiving stress if they used it, or how much it would reduce their caregiving stress if it were available or if they were to use it. The percentage who rated each support as reducing caregiving stress "considerably" or "extremely" was computed only for those who answered the question.

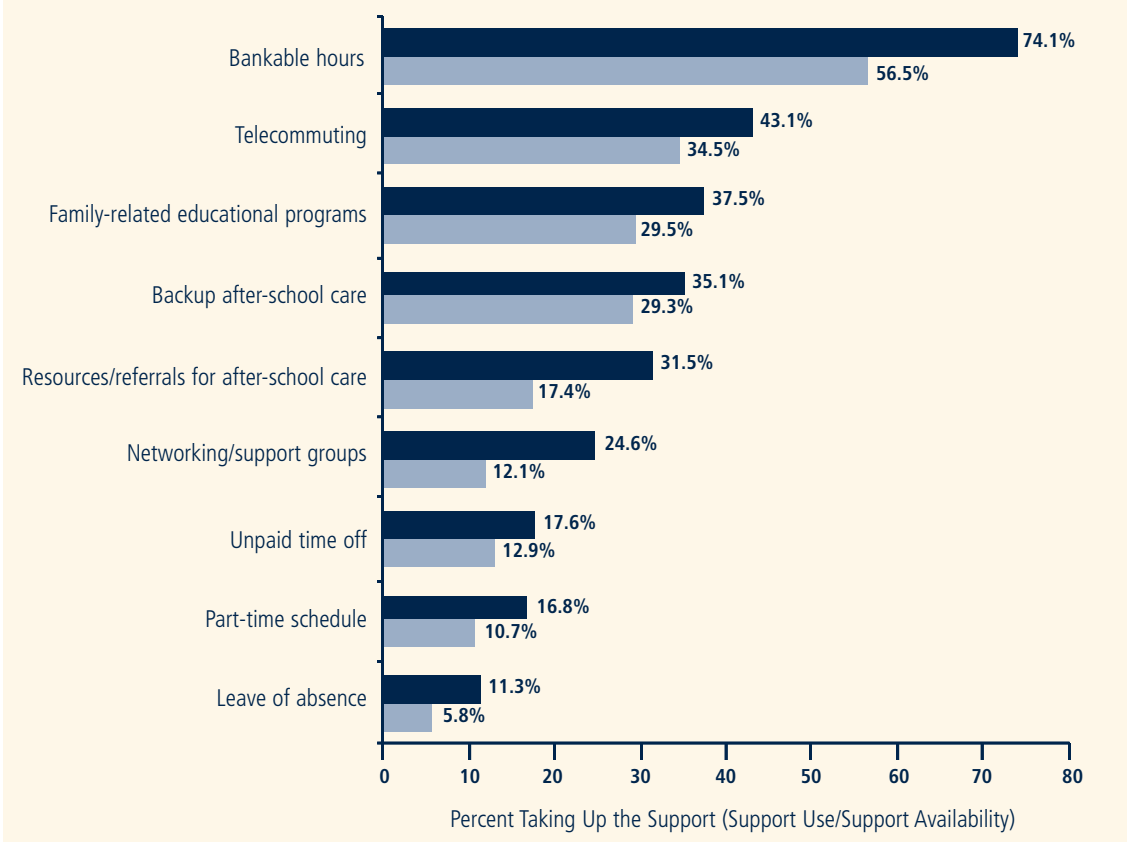
<sup>72</sup> Respondent reports of availability are deflated to the extent that respondents are unaware of supports that their employer actually does offer.

<sup>73</sup> Uptake represents the number of respondents who report using the support divided by the number of respondents who reported that the support was available.

<sup>74</sup> It is important to note that the policies high-PCAST parents take up are not necessarily those that they (and other employees) rate as the most effective, given the availability issue discussed above. For specific percentages, see also Tables 4 through 8, column 5.



**Figure 8: Workplace Supports High-PCAST Parents Are Especially Likely to Take Up**



### WHAT EMPLOYEES DON'T KNOW

One of this study's most interesting findings is that some of the very supports that high-PCAST parents rate as most effective in addressing their concerns are those that many respondents were not sure existed. In the next chapter, we suggest ways to rectify this situation to the benefit of all.



With this study, Catalyst builds on previous research showing how organizations that understand the competitive advantage benefit from increased workplace/workforce effectiveness have the best shot at attracting and retaining top talent.

Our findings add a new level of knowledge to what it takes to become an “employer of choice” in a globally competitive marketplace. By developing an agile workplace and by fostering a culture of understanding among managers and supervisors, companies prevent unnecessary worker stress and instead invest in productive employees and a more effective workplace—the key to a sustainable organization.

Based on our understanding of what works, we provide guidance for action in this chapter.

### WHAT COMPANIES CAN DO

- 1 Develop “The Agile Workplace.”
- 2 Develop specific after-school care, parental support. Invest in community services that support after-school care programs.
- 3 Transform the organizational culture through enhanced management practices.
- 4 Actively communicate the availability of supports and disabuse employees’ misperceptions about any consequences associated with the use of supports.

#### 1. Develop “The Agile Workplace”

Our research shows that negative PCAST effects can be interrupted before they begin. Working parents—including parents with high levels of PCAST—rate flex-time and flex-place policies as among the most effective workplace supports. Existing research shows that companies offering flexible scheduling options enjoy bottom-line benefits including enhanced recruitment and retention, lower health-care costs, productivity gains, and increased shareholder returns.<sup>75</sup> These work programs and policies offer a great deal of “bang for the buck.” Further, they are not targeted solely to parents of school-aged children; almost all employees rate flexible work programs as helpful.<sup>76</sup>

- Companies can implement “The Agile Workplace,” granting all employees access to flexible work programs such as flex-time, telecommuting, and flex-space programs.

<sup>75</sup> Corporate Voices for Working Families, *Business Impacts of Flexibility: An Imperative for Expansion*, 2005, [http://www.cvworworkingfamilies.org/flex\\_report/flex\\_report.shtml](http://www.cvworworkingfamilies.org/flex_report/flex_report.shtml).

<sup>76</sup> Rosalind Chait Barnett, Home-to-work Spillover Revisited: A Study of Full-time Employed Women in Dual-earner Couples, *Journal of Marriage and the Family*, vol. 56, no. 3 (August 1994): p. 647-656; James T. Bond, Cindy Thompson, Ellen Galinsky, and David Prottas, *Highlights of the 2002 National Study of the Changing Workforce*, No. 3 (New York: Families and Work Institute, 2003); Juliet B. Schor, *The Overworked American: The Unexpected Decline of Leisure* (New York: Basic Books, 1991).



### CASE IN POINT: ENHANCED FLEXIBILITY AT BEST BUY

Best Buy's "Results-Only Work Environment" (ROWE) was implemented in 2002 in response to employee survey data emphasizing the need for greater trust and flexibility. ROWE evolved from the efforts of two Best Buy employees who worked to gather information about what would alleviate employee stress while testing out ways to change the work culture at Best Buy. The premise of ROWE is that employees can do "whatever they want whenever they want as long as the work gets done." ROWE is currently offered at Best Buy's corporate campus, nearly 60 percent of which has adopted it.

ROWE is seen as a complete cultural transformation that permeates the entire workplace. Employees learn to work and communicate in ways that do not focus on face time, but solely on results. "Migration" to ROWE occurs on a department by department basis, with whole teams undergoing the change at once. This migration consists of manager introductions to ROWE, departmental kick-off meetings, small group Sludge<sup>sm</sup> sessions where teams learn to identify negative language unrelated to results from work, and a CultureClinic<sup>sm</sup> where employees learn how to operate effectively within a counterculture environment. After a six-month trial period, the department reconvenes to discuss the successes and obstacles experienced as well as productivity under ROWE. Key elements to the success of ROWE include constant monitoring of ROWE departments, continual conversations about successes and challenges, and trust from managers and senior leaders.

The success of ROWE is measured in several different ways:

- Regular "culture audits" to assess health and well-being of employees, stress levels, and employee perceptions about productivity;
- Measurement of productivity based on output; and
- Comparisons across ROWE and non-ROWE teams to better understand differences in turnover data.

Best Buy has seen that ROWE attracts different generations of workers and helps the company retain these employees. ROWE teams at Best Buy report an average 3.2 percent lower voluntary turnover rates than non-ROWE teams and employees report that ROWE has changed their personal and work lives for the better. In addition, ROWE teams are also experiencing an average 35 percent increase in productivity.

### CASE IN POINT: CHAMPIONING CHANGE FOR ALL EMPLOYEES AT SAFEWAY

Safeway's award-winning initiative, Championing Change for Women: An Integrated Strategy, includes a number of programs that aim to provide employees with broader opportunities to manage their work and personal lives effectively. While each individual program was implemented at different points in time during the past six years, Safeway's strategic focus on diversity was solidified in 2000 with the creation of specific workforce goals to increase diversity and improve accountability. Within this context, work/life programs at Safeway include:

**Flexible Work Schedules**—This includes flex-time and telecommuting to help working parents coordinate their own and their children's schedules, and to provide them an opportunity to attend family events. Schedules are worked out between employees and their managers based on business needs.

**Job Shares**—This option allows two part-time employees to share one full-time position. The job shares occur only at the retail managerial level.

**Relocation Modification**—This effort is aimed toward addressing the needs of management trainees within the Retail Leadership Development (RLD) Program. Divisions are currently modifying their relocation policies to enable trainees and managers to relocate in a region—to a group of stores rather than a new division. Previously, applicants in the program, both for training and management assignments, had to be available to relocate to any Safeway store/region/division.

**Managers' Sensitivity to Store Employees' Scheduling**—Managers are increasingly more flexible and sensitive toward employees' requests for time off while devising their work schedules. Managers are also modeling behaviors that demonstrate using flexible work arrangements. For example, one store manager models her priorities by being very open that she needs to leave by a specified hour in order to pick up her children from day care. This openness and emphasis on prioritizing personal needs is supported by the division management.

**Store Manager Placement**—A recent policy, formalized in 2005, allows current store managers to request placement in stores closer to their homes in order to decrease their commute time.

## 2. Expand supports that are specifically related to after-school care. Invest in and advocate for community services that support after-school care programs.

Since the amount of time children spend unsupervised is linked to parents' increased stress about after-school time, programs that directly address the issue of children's after-school hours can provide a buffer against PCAST and help prevent its negative effects.

- Older children are especially likely to be unsupervised and are also at greater risk.<sup>77</sup> Based on these findings, programs and policies that enhance older children's access to supervised activities that are attractive to them will be of particular help to parents.
- As with flexibility programs that enable agility, it is important to ensure that these programs are made equally available to employed parents who may be at higher risk for PCAST.

<sup>77</sup> Sanford A. Newman, James Alan Fox, Edward A. Flynn, and William Christeson, *America's After-school Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement* (Washington, DC: Fight Crime and Invest in Kids, 2000; <http://www.fightcrime.org/reports/as2000.pdf>).

While there is much that companies can do internally, the solution lies not merely in employee supports, but in community investment and social policy. Approaches include expanding and improving services and increasing access via resource and referral services, financial supports, and transportation. Furthermore, companies can become involved in supporting quality after-school care programs at both a local and national level:

**Locally**—Organizations can invest in community programs and supports that provide after-school care for the children of their employees.

**Nationally**—Employers can support social policies that help fund community supports nationally and statewide.

### 3. Transform workplace culture by better educating supervisors and managers about the benefits of an agile workplace.

Regardless of their current level of stress, respondents identified a supervisor's and management's understanding of personal and family matters as the single most important type of support to address caregiving concerns. Although the majority of respondents reported that their supervisor or manager was understanding (69.9 percent of high-PCAST parents; 81.6 percent of low-PCAST parents), our findings suggest that there is still room for improvement. As with the flexible work programs, changing the culture has the dual advantages of being both low-cost and broad-spectrum in its applicability to all employees.

Companies can proactively create more inclusive work environments that benefit all employees, not only parents of school-age children, hence improving the company's bottom line through higher job satisfaction and organizational commitment at all levels.

- Through specialized trainings, companies can increase management's understanding of working parents' concerns as part of a larger cultural change within the organizations where supervisors and supervisees alike come to understand and accept the "dual" advantages (to employees and organization) of creating a more flexible, agile organizational culture.



### CASE IN POINT: TRAINING MANAGERS ON FLEXIBLE WORKING AT UBS

UBS recognizes the importance of work/life effectiveness as a means to create a work environment where employees can excel and achieve their full potential. The company offers a variety of options to work flexibly, including job sharing, telecommuting, and flexible scheduling for eligible individuals from all ranks within the organization.

Implementing work/life effectiveness, however, can be challenging in the traditionally long-hour, competitive culture typical in the banking industry; this is especially true when managers are not provided with the tools to understand and support these new ways of working. To fully support these programs, UBS decided to offer a specialized managerial workshop that provides managers and supervisors with the tools to manage people who are working flexibly while debunking misperceptions about flexibility and work/life effectiveness.

UBS Managing Flexible Working Course was first offered in the United Kingdom in 2005 and run in different business areas in the organization, including HR, Operations, and Legal and Compliance. Briefly, the 2.5-hour program provides managers with the knowledge and tools to:

- Understand “smart working” and the benefits of informal flexible working practices, while challenging the culture of “presenteeism.”
- Handle flexible working requests, incorporate flexible working into their team set up, and break down any barriers to this form of working.
- Address practical managerial situations and problems and how to tackle them.
- Create a holistic understanding of working flexibly that goes beyond contractual arrangements.

Given the success of the program in the United Kingdom and the increasing demand for these types of programs in the United States, the company created a similar workshop—adapted for a U.S. audience—and piloted it in different business areas in the summer of 2006. The next step is to roll the program out on a voluntary basis to business areas that express interest in the U.S. as well as in other global offices. The modified course, designed in partnership with Catalyst, addresses the following issues:

- Planning, prioritizing workload, and managing flexible working within a team
- The rights and responsibilities of all parties
- Developing skills in communication and people management
- Dispelling presenteeism and bringing about a cultural change which embraces “smart” working



#### 4. Actively communicate the availability of supports and openly address misperceptions about any consequences of their use.

A strategy will only succeed if it is communicated throughout the organization. This study shows that many employed parents—even the ones in more need—were not aware of whether their companies offered useful supports, such as volunteer leave, subsidies for after-school care, and referral services for after-school care. These are all programs that were rated as particularly helpful to decrease after-school stress.

- Companies can help address this problem through improved and proactive communications practices. These practices can broadcast the availability and accessibility of these programs to their employees.

Working parents—including men and women in leadership positions—may be aware of the supports their companies offer, but reluctant to use them for fear that they will jeopardize their careers.

Unless employers make clear this is not the case, the fear will continue to block employees from taking advantage of available supports that could greatly reduce PCAST.

- As part of their communication strategy, companies need to make sure that employed parents feel comfortable using these supports (e.g., that there will be no career penalties).

#### WHAT WORKING PARENTS CAN DO: THE PCAST TEN

In addition to encouraging their companies to take the above measures and steps, working parents can better educate themselves about their company's policies. Parents should seek out the answers to the questions below when considering a new organization, or when learning more about their current company. These questions pinpoint the workplace supports that are especially appreciated by high-PCAST parents.

1. Do I have the ability to telecommute on a regularly scheduled basis?
2. Do I have a subsidy for after-school care?
3. Do I have volunteer leave (time off work to be involved in children's school on a regular basis)?
4. Do I have backup after-school care?
5. Do I have reimbursement for backup care?
6. Do I have the ability to bring my child to work if necessary?
7. Is there on-site after-school care?
8. Do I have bankable hours?
9. Are there resources/referrals for after-school care?
10. Are there networking/support groups for parents or family-related education and support programs available?

Ultimately, preventing and reducing PCAST is supported by a compelling business case that, in turn, supports the health and well-being of both parents and organizations. PCAST is a workplace stressor that can be eliminated.

## ACKNOWLEDGMENTS



This report is the result of teamwork and dedication of the Community, Families & Work Program research team at Brandeis University and Catalyst staff. Rosalind Barnett, Ph.D., Karen Gareis, Ph.D., Nancy Carter, Ph.D., and Laura Sabattini, Ph.D. conceptualized the study and survey design. Catalyst President, Ilene H. Lang, provided leadership in the development of the research project and report.

Karen Gareis, Ph.D. led the project and authored the report. Rosalind Barnett, Ph.D. and Catalyst Vice President of Research, Nancy M. Carter, Ph.D. oversaw the research and provided considerable input and guidance at each step. Laura Sabattini, Ph.D., Director of Research, contributed to the survey design and provided writing and analytical support throughout the project.

Special thanks for the Catalyst Work/Life Issue Specialty Team, whose members provided important feedback to the report and assisted in the development of the recommendations and company practices. Deepali Bagati, Ph.D., Kate Egan, Katie Keil, and Julie Nugent were instrumental in collecting information about best practices. We are grateful to other Catalyst staff who reviewed and provided feedback to the report: Jan Combopiano, Katherine Giscombe, Ph.D., Lois Joy, Ph.D., Julie Nugent, Jeanine Prime, Ph.D., Susan Nierenberg, and Emily Troiano.

This report was produced and edited under the leadership of Deborah M. Soon, Vice President of Marketing and Public Affairs. Kristine Ferrell designed the report and illustrated the cover. David Megathlin and Nazia Kazi fact-checked the report.

Finally, this project would not be possible without the generous sponsorship of Citigroup, Fannie Mae, and Pfizer corporations.



## Survey Design

The questionnaire consisted of about 100 close-ended questions about the following issues:

- Employee demographics
- Children’s after-school arrangements
- Parental concerns about their children’s after-school time
- Number and types of workplace supports
- Job characteristics
- Workplace norms, behaviors, and attitudes
- Employee and organizational outcomes, such as job satisfaction and organizational commitment

All respondents worked in one of three *Fortune* 100 companies, all employee respondents were U.S. residents. The three companies used different strategies to recruit survey respondents among their employees. Survey invitations were targeted either to *all* employees within the company or specifically to employees with minor children—although not necessarily school-aged. For the purpose of our research, respondents were considered eligible if they met the following two main criteria:

- They had at least one school-aged child (i.e., in grades K through 12);
- The school-aged child(ren) lived with them at least half the time during the school year.

Respondents who met these criteria were invited to answer the questionnaire, which took approximately 15 to 20 minutes to complete and was administered over the Internet. Overall, a total of 14,319 employees were invited to participate. As an incentive for participation, respondents in two of the three companies were entered in a drawing to win one of fifteen \$100 American Express gift cards.

A total of 1,755 eligible employees completed the survey. Based on both the sampling strategies and on the study eligibility criteria, the average overall response rate was 29.7 percent.

## Survey Measures<sup>78</sup>

Based on a review of the existing literature on the topic, we identified a number of factors that tend to be related to PCAST:

- After-School Arrangements
  - ▶ The child’s time spent in a formal after-school program
  - ▶ The child’s time spent being cared for by his or her other parent
  - ▶ The child’s time spent unsupervised (alone, with peers, or watching younger siblings)

<sup>78</sup> The measures summarized in Table A-6 and Table A-7 will be further analyzed in a Catalyst follow-up report focusing specifically on the relationship between PCAST and career development outcomes.

- Family Demographics
  - ▶ Whether the respondent is married or living with a partner
  - ▶ The number of children in the household
  - ▶ The respondent’s degree of responsibility for childcare in the household
  - ▶ Household income
- Job Characteristics
  - ▶ Work hours
  - ▶ Length of commute time home
  - ▶ Occupational level
  - ▶ Job control
    - Task control
    - Decision control
    - Work scheduling control
- Employee Demographics
  - ▶ Gender
  - ▶ Educational background
  - ▶ Negative affectivity and stress<sup>79</sup>
- Child Characteristics
  - ▶ The child’s gender
  - ▶ The child’s grade in school
  - ▶ Whether the parent is especially concerned about behavioral/social issues with this child

We conducted a multiple linear regression analysis exploring the relationship between these potential predictors and PCAST. Regression allows us to disentangle the effects of predictors that may be interrelated because we can look at the effects of each predictor with all of the other predictors held constant. For example, we can look at the effects of respondent gender with responsibility for childcare in the household (and all other predictors) held constant to see if gender is still linked to PCAST.

### Participants

As noted above, a total of 1,755 parents of school-aged children completed the survey. Table A-1 summarizes participants’ characteristics in more detail. In sum, as noted in the table:

- Respondents were evenly distributed in terms of gender (55.3 percent women and 44.7 percent men).
- The majority of respondents (77.1 percent) were white.
- The average age was 42.0, although participants’ ages varied widely, ranging from 23 to 60 years old.
- Respondents were on average highly educated, with almost 40 percent having earned a college degree or above.

<sup>79</sup> Negative affectivity is a stable tendency to see the world negatively. This personality trait may spuriously inflate relationships between self-reported predictors and outcomes. Robert T. Brennan and Rosalind Chait Barnett, “Negative Affectivity: How Serious a Threat to Self-Report Studies of Psychological Distress?” *Women’s Health: Research on Gender, Behavior, and Policy*, vol. 4, no. 4 (1998): p. 369-384. For example, people with high negative affectivity may complain of both high parental concerns about after-school time and of high job disruptions simply because they have a tendency to complain about things and not because there is any true relationship between PCAST and job disruptions. Controlling for negative affectivity addresses this problem by statistically removing the effects of this personality trait from the estimation of the relationship between PCAST and job disruptions.



Table A-1: Respondent Demographics	
	(N=1,755)
<b>Gender</b>	
Male	44.7%
Female	55.3%
<b>Racial origin (check all that apply)</b>	
White/Caucasian	77.1%
Black or African-American	12.5%
American Indian or Alaska Native	0.3%
Asian	8.4%
Native Hawaiian or Pacific Islander	0.2%
Other	1.5%
<b>Ethnic origin</b>	
Hispanic or Latino/Latina	5.9%
<b>Age</b>	
Average age	42.0 years old
<b>Educational attainment</b>	
Less than a high school diploma or GED	5.8%
High school diploma or GED	18.7%
Some college or post-high school	9.0%
Associate's degree	28.8%
Bachelor's degree	7.4%
Some graduate work	24.1%
Master's degree	3.1%
Professional degree	3.1%
Doctoral degree	--

Table A-2 summarizes respondents' demographics in terms of their family characteristics and current caregiving arrangements. As shown in the table:

- More than half of respondents were from middle- and high-income households (percent reporting an annual household income of \$90,000 or more).
- A large majority of respondents (84 percent) were married or living with a partner.
- Among respondents married or living with a partner, 72.9 percent were from a dual-earner family.
- Almost half of respondents reported having the majority of childcare responsibility in their households.
- About a third of participants reported having the majority of responsibility for caring for other dependents, such as elderly parents.

**Table A-2: Family Demographics**

	(N=1,755)
<b>Annual household income</b>	
Less than \$30,000	0.6%
\$30,000 - \$44,999	4.8%
\$45,000 - \$59,999	6.3%
\$60,000 - \$74,999	9.6%
\$75,000 - \$89,999	9.3%
\$90,000 - \$104,999	11.2%
\$105,000 - \$124,999	12.8%
\$125,000 or more	45.5%
<b>Marital status</b>	
Married	84.0%
Living with a partner	1.5%
Single, never married	3.1%
Separated or divorced	10.4%
Widowed	0.9%
<b>Spouse/partner employment status<sup>80</sup></b>	
Employed	72.9%
Average hours worked per week	41.6 hours/week
<b>Responsibility for day-to-day care of children</b>	
Respondent has total responsibility	19.3%
Respondent has main responsibility, others assist	29.1%
Respondent shares responsibility equally with others	28.5%
Others have main responsibility and respondent helps out	22.3%
Others have total responsibility	0.7%
<b>Responsibility for other dependent care (e.g., elderly parent)<sup>81</sup></b>	
Respondent has total responsibility	14.7%
Respondent has main responsibility, others assist	18.8%
Respondent shares responsibility equally with others	36.4%
Others have main responsibility and respondent helps out	25.9%
Others have total responsibility	4.2%

<sup>80</sup> N=1495 respondents<sup>81</sup> N=767 respondents

Table A-3 displays respondents' occupational characteristics. In sum:

- A large majority (97 percent) of respondents worked full-time.
- A large majority (almost 80 percent) of respondents commuted by car and spent roughly 90 minutes a day commuting.
- A little more than half of respondents (53.7 percent) had staff rather than line positions.
- On average, respondents' job and organizational tenure was five years or higher.

Table A-3: Employment Characteristics	
	(N=1,755)
<b>Occupational level</b>	
Executive, Officer, Department Head, Manager of Functional Area	4.9%
Vice President, Director	8.2%
Manager/Supervisor	25.8%
Individual Contributor	61.1%
<b>Position</b>	
Line	32.4%
Staff	53.7%
Both line and staff responsibilities	14.0%
<b>Employment</b>	
Average years at current job	5.6 years
Average years with company	9.9 years
Employed full-time	96.7%
Average hours worked per week	45.9 hours/week
<b>Commuting Mode, Length, and Stressfulness</b>	
Commute by car	72.9%
Average length of commute time from home to work	41.4%
Average length of commute time from work to home	45.5%
Average rating of stressfulness of commute to and from work <sup>82</sup>	2.0

Table A-4 shifts the attention to participants' school-aged children. Specifically:

- Participants' school-age children were evenly split between boys and girls (47.3 percent and 52.7 percent, respectively).
- With the exception of the top of the age range, children's ages are fairly evenly distributed within the sample. Only very few respondents (about 9 percent) had children in the 11th grade or older.

<sup>82</sup> Stressfulness of commute response scale: 1=Not at all stressful, 2=Slightly stressful, 3=Fairly stressful, 4=Very stressful.



- Over 40 percent of respondents reported being very much or extremely concerned about their school-age children’s after-school time.
- Overall, 13.5 percent of the respondents’ children in the sample had been diagnosed as special needs, slightly below the national average.<sup>83</sup>

Table A-4: School-Aged Child Characteristics	
	(N=1,755)
<b>Child gender</b>	
Male	47.3%
Female	52.7%
<b>Child grade in school</b>	
Kindergarten	10.7%
First grade	8.2%
Second grade	9.4%
Third grade	7.9%
Fourth grade	9.4%
Fifth grade	8.4%
Sixth grade	9.1%
Seventh grade	8.0%
Eighth grade	7.3%
Ninth grade	6.7%
Tenth grade	6.5%
Eleventh grade	5.6%
Twelfth grade	2.9%
<b>Concerned about child behavioral and/or social issues</b>	
Not at all	15.9%
Slightly	20.0%
Somewhat	21.9%
Very much	26.8%
Extremely	15.4%
<b>Child has diagnosed special needs</b>	
Yes	13.5%

<sup>83</sup> According to the *National Survey of Children with Special Health Care Needs*, 14.6 percent of children aged 6 to 11 and 15.8 percent of children aged 12 to 17 have special healthcare needs, defined as chronic physical, developmental, behavioral, or emotional conditions requiring medical, mental health, or educational services of a type or amount beyond that required by children generally. (U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. *The National Survey of Children with Special Health Care Needs Chartbook 2001* (2004), <http://mchb.hrsa.gov/chscn/index.htm>). Given that the same survey found that 13 percent of parents of children with special healthcare needs stop working because of their children’s needs, it is not surprising that the special needs rate in a sample of employed parents is slightly lower than the national average.



Table A-5 summarizes respondents' current after-school arrangements and their reported level of concern about their children's after-school time. As noted below, due to the different availability of after-school arrangements by age, children's participation in after-school arrangements also varies greatly based on the age of child. In the table, results are broken down by whether the child is in grades K-5 (the age group served by most after-school programs) or grades 6-12 (when children have aged out of most programs). In sum:

- Younger children are more likely than older children to participate in formal after-school programs and to be supervised by the spouse/partner/child's other parent, another adult relative, or a non-relative such as a nanny or neighbor.
- Older children are more likely than younger children to spend the after-school hours alone or with peers, to watch younger siblings, or to have an after-school job.
- Parents of older children are less likely to report the availability of formal after-school programs, and older children are also less willing to participate in such programs than are younger children.
- On average, and regardless of the child's age, respondents were fairly satisfied with their current after-school arrangements.
- Parents of older children reported greater concerns than did parents of younger children.

Table A-5: After-School Arrangements and Parental Concern About After-School Time		
	(N=1,755)	
After-school gap	K-5	6-12
Hours per week between school day end and workday end: K-5 vs. 6-12	12.5 vs. 11.2	
Percentage of children who spend at least some time each week in various after-school arrangements <sup>84</sup>		
Formal after-school/childcare program: K-5 vs. 6-12	41.4% vs. 9.4%	
Structured activities or lessons: K-5 vs. 6-12	47.2% vs. 45.7%	
After-school job: K-5 vs. 6-12	0.0% vs. 8.9%	
Public place with adult supervision: K-5 vs. 6-12	8.5% vs. 12.4%	
Cared for by spouse/partner/parent: K-5 vs. 6-12	46.4% vs. 34.9%	
Cared for by another adult relative: K-5 vs. 6-12	17.0% vs. 11.4%	
Cared for by a non-relative: K-5 vs. 6-12	15.4% vs. 6.4%	
Cared for by older siblings: K-5 vs. 6-12	8.9% vs. 10.4%	
Watching younger siblings: K-5 vs. 6-12	2.0% vs. 13.5%	
With peers: K-5 vs. 6-12	15.1% vs. 31.0%	
Alone: K-5 vs. 6-12	5.2% vs. 50.8%	
Formal after-school programs available in community for children of this age		
Child in grades K-5 vs. grades 6-12	73.8% vs. 45.5%	
Willingness of child to participate in such programs <sup>85</sup>		
Child in grades K-5 vs. grades 6-12	2.6 vs. 1.9	
Overall satisfaction with child's after-school arrangements <sup>86</sup>		
Child in grades K-5 vs. grades 6-12	3.1 vs. 3.0	
Parental Concerns about After-School Time Scale (11 items) <sup>87</sup>		
Child in grades K-5 vs. grades 6-12	1.74 vs. 1.87	
Overall, to what extent would you say that your school-aged child's after-school situation has caused you problems on the job? <sup>88</sup>		
Child in grades K-5 vs. grades 6-12	1.5 vs. 1.5	

<sup>84</sup> Because most children spend time in more than one different type of after-school arrangement, percentages do not add up to 100 percent.

<sup>85</sup> Child willingness response scale: 1=Not at all willing, 2=Somewhat willing, 3=Fairly willing, 4=Very willing.

<sup>86</sup> Satisfaction with after-school arrangements response scale: 1=Not at all satisfied, 2=Slightly satisfied, 3=Fairly satisfied, 4=Very satisfied.

<sup>87</sup> PCAST response scale: 1=Not at all, 2=Somewhat, 3=Considerably, 4=Extremely.

<sup>88</sup> Problems on the job response scale: 1=Not at all, 2=Somewhat, 3=Considerably, 4=Extremely.



Table A-6 and A-7 display participants' mean scores on workplace attitudes (Table A-6) and outcome measures (Table A-7).

Table A-6 summarizes participants' average responses to questions about:

- (1) *Job control*, or the extent to which employees have control over the pacing of their work, the amount of their work (workload), decision-making, and their schedules;
- (2) *Job crafting*, or employees' activities in changing boundaries, including task boundaries (job responsibilities and procedures), cognitive task boundaries (job's mission, employee goals, and company policies), and relational boundaries (the way the employee works and communicates with others);
- (3) *Work orientation*, or the degree to which employees view their jobs as a "career" in which they strive to advance in the organization, as a "calling" in which their work contributes meaningfully to the wider world, or as "just a job" in which they work mainly for financial reasons.

Table A-6: Job Characteristics, Workplace, Behaviors, and Attitudes about Work	
	(N=1,755)
<b>Job Control Scale (8 items)<sup>89</sup></b>	
Average score	2.91
<b>Job Crafting Scale (10 items)<sup>90</sup></b>	
Average score	2.84
<b>Work Orientation (6 items)<sup>91</sup></b>	
Work Orientation: Career	2.83
Work Orientation: Calling	2.70
Work Orientation: Job - Financial	3.45

<sup>89</sup> Job control response scale: 1=Very little, 2=Little, 3=A moderate amount, 4=Much, 5=Very much.

<sup>90</sup> Job crafting response scale: 1=Not at all true, 2=Once in a while true, 3=Sometimes true, 4=Fairly often true, 5=Very true.

<sup>91</sup> Work orientation response scale: 1=Not at all, 2=A little, 3=Somewhat, 4=A lot.

Table A-7 displays employee- and organizational-outcome measures, including:

- (1) *Job disruptions* in the areas of missed work, distractions, not meeting expectations, and poor quality of work;
- (2) *Career advancement* in terms of promotions received, satisfaction with advancement opportunities, and the belief that one can successfully advance;
- (3) *Job satisfaction* in terms of satisfaction with employer in general, recognition for doing a good job, and pay;
- (4) *Organizational commitment*, or identification with the goals of the organization and desire to remain a part of it;
- (5) *Personal well-being*, defined here as experiencing positive feelings currently and in the recent past.

Table A-7: Employee and Organizational Outcomes	
	(N=1,755)
<b>Job Disruptions Scale<sup>92</sup> (13 items)</b>	
Average score	0.00
Range of scores	-1.14 to +3.19
<b>Career Advancement</b>	
Average number of times promoted	1.6
Average satisfaction with career advancement opportunities <sup>93</sup>	2.9
Average belief that respondent can successfully advance <sup>94</sup>	3.3
<b>Job Satisfaction Scale (4 items)<sup>95</sup></b>	
Average score	3.43
<b>Organizational Commitment Scale (4 items)<sup>96</sup></b>	
Average score	3.62
<b>Personal Well-Being Scale (10 items)<sup>97</sup></b>	
Average score	3.48

<sup>92</sup> Because individual job disruption items were not all rated on the same response scale, participants' responses to each item were converted to standard or z-scores before computing total scores on this measure. As with other standard scores, job disruption scores can be interpreted in terms of standard deviations around a mean of zero (e.g., a participant with a score of -0.75 reports a level of job disruptions that is three-quarters of one standard deviation below the average level reported by other participants).

<sup>93</sup> Satisfaction with career advancement opportunities response scale: 1=Strongly disagree, 2=Somewhat disagree, 3=Neither agree nor disagree, 4=Somewhat agree, 5=Strongly agree.

<sup>94</sup> Belief that respondent can advance response scale: 1=Strongly disagree, 2=Somewhat disagree, 3=Neither agree nor disagree, 4=Somewhat agree, 5=Strongly agree.

<sup>95</sup> Job satisfaction response scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Satisfied, 5=Very satisfied.

<sup>96</sup> Organizational commitment response scale: 1=Strongly disagree, 2=Somewhat disagree, 3=Neither agree nor disagree, 4=Somewhat agree, 5=Strongly agree.

<sup>97</sup> Personal well-being response scale: 1=Not at all, 2=Occasionally, 3=Some of the time, 4=Often, 5=All of the time.

## APPENDIX 2: MEASUREMENT OF PARENTAL CONCERN ABOUT AFTER-SCHOOL TIME (PCAST)



Parental Concern about After-School Time (PCAST) was assessed through a previously-validated 11-item questionnaire.<sup>98</sup> The measure had excellent internal consistency.<sup>99</sup>

Participants were asked to evaluate a series of statements about their after-school arrangements using a four-point Likert scale (ranging from 1=*Not At all* to 4=*Extremely*).<sup>100</sup> The overall PCAST score consisted of participants' mean response to all eleven items.

### PARENTAL CONCERN ABOUT AFTER-SCHOOL TIME (PCAST) ITEMS

1. How difficult is it for you to contact your target school-aged child after school while you are still at work?
2. How difficult is it for your target school-aged child to contact you after school while you are still at work?
3. To what extent are you concerned about your target school-aged child's travel to and from (his/her) after-school arrangements?
4. To what extent are you concerned about your target school-aged child's safety getting to and from (his/her) after-school arrangements?
5. To what extent are you concerned about your target school-aged child's overall safety during the after-school hours?
6. To what extent are you concerned that your target school-aged child's after-school arrangements will fall through?
7. To what extent are you concerned that your target school-aged child might get into trouble during the after-school hours?
8. To what extent are you concerned about whether your target school-aged child is spending (his/her) after-school time productively?
9. To what extent are you concerned about whether your target school-aged child is unhappy with (his/her) after-school arrangements?
10. To what extent are you concerned that your target school-aged child's after-school arrangements aren't meeting (his/her) needs?
11. To what extent are you concerned about the kind of influence your target school-aged child's peers and friends may be having on (him/her)?

<sup>98</sup> Rosalind Barnett and Karen Gareis, "Parental After-School Stress and Psychological Well-Being," *Journal of Marriage and Family*, vol. 68 (Feb. 2006): p. 101-108; Rosalind Barnett and Karen Gareis, "Antecedents and Correlates of Parental After-School Concerns: Exploring A Newly Identified Work-Family Stressor," *American Behavioral Scientist*, vol. 49, no. 10, (June, 2006): p. 1382-1399.

<sup>99</sup> The reliability (internal consistency) analysis helps determine the degree to which a scale's items fit together and measure a similar construct. In this study, Cronbach's alpha for the 11 items was .89.

<sup>100</sup> If respondents had more than one school-aged child, they were asked to answer the questions in this section with regard to a randomly selected "target" child. Respondents were instructed to choose the child whose name comes first alphabetically as the target child.



# CATALYST BOARD OF DIRECTORS

## Chair

Charles O. Holliday, Jr.  
Chairman & CEO  
DuPont

## Secretary

Anne M. Mulcahy  
Chairman & CEO  
Xerox Corporation

## Treasurer

Barbara Paul Robinson, Esq.  
Partner  
Debevoise & Plimpton LLP

Susan Arnold  
Vice Chairman, Beauty & Health  
The Procter & Gamble Company

Lloyd C. Blankfein  
Chairman and CEO  
The Goldman Sachs Group, Inc.

John Browne  
Group Chief Executive  
BP p.l.c.

Tony Comper  
President & CEO  
BMO Financial Group

Mary B. Cranston, Esq.  
Firm Chair  
Pillsbury Winthrop Shaw Pittman LLP

Michael J. Critelli  
Chairman & CEO  
Pitney Bowes Inc.

Thomas J. Engibous  
Chairman  
Texas Instruments

Ann M. Fudge  
Chairman & CEO  
Young & Rubicam Brands

William B. Harrison, Jr.  
Chairman of the Board  
JPMorgan Chase & Co.

Mary Beth Hogan  
Partner  
Debevoise & Plimpton LLP

Jeffrey R. Immelt  
Chairman & CEO  
General Electric Company

Ann Dibble Jordan  
Consultant

Andrea Jung  
Chairman & CEO  
Avon Products, Inc.

Karen Katen  
Vice Chairman, Pfizer Inc

Ilene H. Lang  
President  
Catalyst

Edward M. Liddy  
Chairman & CEO  
Allstate Insurance Company

John Mack  
Chairman & CEO  
Morgan Stanley

Reuben Mark  
Chairman & CEO  
Colgate-Palmolive Company

Renetta E. McCann  
CEO  
Starcom MediaVest Group

Marilyn Carlson Nelson  
Chairman & CEO  
Carlson Companies, Inc.

Joseph Neubauer  
Chairman & CEO  
ARAMARK

James H. Quigley  
CEO  
Deloitte & Touche USA LLP

Kevin B. Rollins  
President & CEO  
Dell Inc.

Stephen W. Sanger  
Chairman & CEO  
General Mills, Inc.

Stephanie A. Streeter  
Chairman, President, & CEO  
Banta Corporation

James S. Turley  
Chairman & CEO  
Ernst & Young LLP

G. Richard Wagoner, Jr.  
Chairman & CEO  
General Motors Corporation

## Chairs Emeriti, Catalyst Board of Directors

John H. Bryan  
Retired Chairman & CEO  
Sara Lee Corporation

J. Michael Cook  
Retired Chairman & CEO  
Deloitte & Touche LLP

Thomas J. Engibous  
Chairman  
Texas Instruments

Reuben Mark  
Chairman & CEO  
Colgate-Palmolive Company

John F. Smith, Jr.  
Retired Chairman & CEO  
General Motors Corporation

Expanding opportunities  
for women and business

NEW YORK

120 Wall Street, 5th Floor  
New York, NY 10005  
tel/ 212-514-7600  
fax/ 212-514-8470

SAN JOSE

2825 North First Street, Suite 200  
San Jose, CA 95134  
tel/ 408-435-1300  
fax/ 408-577-0425

TORONTO

8 King Street East, Suite 505  
Toronto, Ontario M5C 1B5  
tel/ 416-815-7600  
fax/ 416-815-7601

ZUG

c/o KPMG Fides  
Landis+Gyr-Strasse 1  
6300 Zug, Switzerland  
tel/ +41-(0)44-208-3152  
fax/ +41-(0)44-208-3500

[www.catalyst.org](http://www.catalyst.org)

