



Hispanic Children's Participation in Early Care and Education: Parents' Perceptions of Care Arrangements, and Relatives' Availability to Provide Care

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Why research on low-income Hispanic children and families matters

Hispanic or Latino children currently make up roughly 1 in 4 of all children in the United States,^a and by 2050 are projected to make up 1 in 3, similar to the number of white children.^b Given this increase, how Hispanic children fare will have a profound impact on the social and economic well-being of the country as a whole.

Notably, though, 5.7 million Hispanic children, or one third of all Hispanic children in the United States, are in poverty, more than in any other racial/ethnic group.^c Nearly two thirds of Hispanic children live in low-income families, defined as having incomes of less than two times the federal poverty level.^d Despite their high levels of economic need, Hispanics, particularly those in immigrant families, have lower rates of participation in many government support programs when compared with other racial/ethnic minority groups.^{e-g} High-quality, research-based information on the characteristics, experiences, and diversity of Hispanic children and families is needed to inform programs and policies supporting the sizable population of low-income Hispanic families and children.

^a Federal Interagency Forum on Child and Family Statistics. (2015). *America's children: Key national indicators of well-being, 2015, Table POP3*. Washington, D.C.: Government Printing Office. Retrieved from <http://www.childstats.gov/americaschildren/tables.asp>

^b Ibid.

^c DeNavas-Walt, C., & Proctor, B.D. (2015). *Income and Poverty in the United States: 2014, Table B-2, Current Population Reports, P60-252*. Washington, D.C.: U.S. Department of Commerce, U.S. Census Bureau. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf#TableB-2>

^d Lopez, M. H., & Velasco, G. (2011). *Childhood poverty among Hispanics sets record, leads nation*. Washington, D.C.: Pew Research Hispanic Center. Retrieved from <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

^e Williams, S. (2013). *Public assistance participation among U.S. children in poverty, 2010*. Bowling Green, Ohio: National Center for Family & Marriage Research. Retrieved from <http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/NCFMR/documents/FP/FP-13-02.pdf>

^f Lichter, D., Sanders, S., & Johnson, K. (2015). *Behind at the starting line: Poverty among Hispanic infants*. Durham, NH: University of New Hampshire, Carsey School of Public Policy. Retrieved from <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1250&context=carsey>

^g Child Trends Databank. (2014). *Health care coverage*. Bethesda, MD: Child Trends. Retrieved from <http://www.childtrends.org/?indicators=health-care-coverage>

Publicly funded early care and education (ECE) programs are intended, in part, to prepare children for school and provide work support for parents. They play a critical role in closing racial/ethnic disparities in kindergarten readiness and educational success.¹⁻³ Historically, Hispanic^a children have been less likely than their white and black peers to participate in ECE programs, particularly center-based programs.^{4,5}

Why patterns of ECE differ for Latino children is a question of interest for researchers, practitioners, and policymakers. Many factors shape Hispanic families' child care usage, such as socioeconomic status, family structure, language and literacy barriers, and community characteristics including the availability of, and range of options for, care.⁶⁻¹³ Some researchers have also suggested that culturally-oriented preferences for maternal-like arrangements, such as care by family members or kin, contribute, in part, to a greater use of informal care (by friends, family members, and neighbors) among Hispanic families,¹⁴⁻¹⁶ though evidence for this argument is limited.¹⁷ Greater reliance on informal care among Hispanic parents with young children may also reflect that they have more relatives or other adults who are available to provide care, particularly in communities that have fewer ECE options.¹⁸

We examined parents' perceptions of different types of child care arrangements and whether relatives (and other adults living with them) are available to provide care to those parents' children.^b More specifically, using data from the 2012 National Survey of Early Care and Education (NSECE), we assessed how Hispanic parents' (with children between zero and 5) perceptions of various types of early care arrangements—center-based, home-based, non-relative, and relative care—differ from those of their white and black counterparts. We looked at these parents' perceptions regardless of whether their children were in care, or the type of care they used.^c We also considered how the availability of relatives and other adults who might provide care for young children differs across Hispanic, black, and white households and by household poverty level.

^a In this series, we use the terms *Hispanic* and *Latino* interchangeably.

^b By limiting the analysis to parents with children ages zero to 5, we are able to minimize any overlap between formal elementary school participation (K-12) and participation in early childhood education.

^c Center-based care includes day care centers, preschool, Head Start, or other center-based programs. *Home-based, non-relative care* is care provided by an individual who is not related to the child and provides formal or informal care in his or her home. *Relative care* is care provided by a close relative or close family friend in the relative or friend's home or in the child's home.

Key findings

We found that Latino parents' perceptions of different kinds of child care arrangements are similar to those of black and white parents, in general. And, where differences exist, they provide little support to the argument that cultural preferences among Latino parents are a key driver in racial/ethnic differences in the use of ECE.

- Hispanic parents with young children rate center-based care similarly to their white and black peers, with some exceptions.
 - The majority of Hispanic, white, and black parents view centers favorably on preparing children for school and teaching children to get along with others, for example.
 - However, Hispanics are less likely than white parents to perceive centers as affordable, and are less likely than black parents to perceive them as nurturing.
- The biggest racial/ethnic differences in the perceptions of care were for relative care.
 - Hispanic parents' perceptions of relative care (in terms of nurturing, flexibility, and other dimensions) are similar to those of black parents.
 - Hispanic parents are less likely than white parents, however, to perceive relative care as nurturing, flexible, or affordable.

We found no evidence to suggest the availability of nearby relatives is responsible for greater use of informal caregivers among Hispanics.

- Hispanic households with young children are no more likely to have a relative living nearby (excluding those living with them), or to have a relative nearby who can provide child care, than their white or black counterparts.
 - In fact, among households in poverty, Hispanic households are less likely to have a relative living nearby than are white households, and less likely to have a relative living nearby who can provide child care than are white and black households.
- However, Hispanic households with young children are more likely to have a grandparent, a teen (this category includes other related adults, too), or an unrelated adult *living in the household* than are white or black households.

About this series

This brief is part of an ongoing series aimed at better understanding the early care and education experiences of Latino children. This brief uses data from the National Survey of Early Care and Education (NSECE)—a set of four integrated, nationally representative surveys that describe the ECE landscape in the United States.

Other briefs in this series include:

Crosby, D.A. & Mendez, J.L. (2016). *Hispanic Children's Participation in Early Care and Education: Amount and Timing of Hours by Household Nativity Status, Race/Ethnicity, and Child Age*. Bethesda, MD: The National Center for Research on Hispanic Families & Children.

Crosby, D.A., Mendez, J.L., Guzman, L., & López, M. (2016). *Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*. Bethesda, MD: The National Center for Research on Hispanic Families & Children.

These publications and forthcoming briefs in the series can be accessed on the Center's website at: <http://www.hispanicresearchcenter.org/nrc/resources/publications/>.



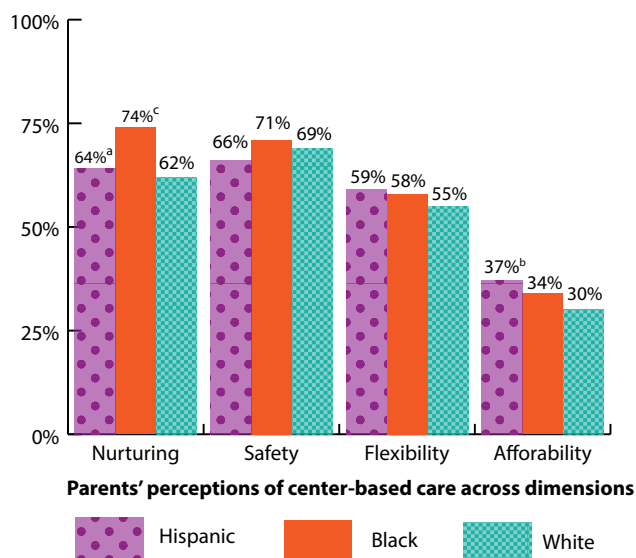
Findings

Perceptions of types of child care

Latino parents with young children generally rate center-based care similarly to black and white parents, with some exceptions. Hispanic, black, and white parents rate center-based care arrangements similarly across a number of dimensions, including safety, flexibility, educational preparedness, and social interactions (see Figure 1). Roughly two thirds of Hispanic parents with young children rate centers favorably on safety (66 percent), comparable to the proportion of white (69 percent) and black (71 percent) parents who view centers as safe. Additionally, more than half of Hispanic parents (59 percent) perceive centers to be flexible, similar to the perceptions of black and white parents (58 and 55 percent, respectively). Over 70 percent of Hispanic, black, and white parents rate centers favorably on helping children prepare to learn in school (i.e., *educational preparedness*) (see Table 1). Roughly three quarters of Hispanic, black, and white parents perceive centers positively in terms of providing social interactions or teaching children to get along with others (see Table 1).

However, Hispanic parents view centers as less nurturing than black parents do: 64 percent of Hispanic parents perceive centers as nurturing, compared with 74 percent of black parents. Hispanic parents consider center care to be more affordable than white parents do: 37 percent of Hispanic parents rate centers favorably in terms of affordability, compared with 30 percent of white parents (see Figure 1).

Figure 1. Hispanic, white, and black parents, in general, rate center-based care similarly.



Source: Household search for and perceptions of early care and education: Initial findings from the National Survey of Early Care and Education (NSECE) (OPRE Report No. 2014-55a Table A3B).

The following notation is used consistently throughout the brief. If a letter does not appear in the figure above, it means the particular pairwise difference was non-significant.

^a Hispanic parents are significantly different than black parents at the $p < 0.05$ level.

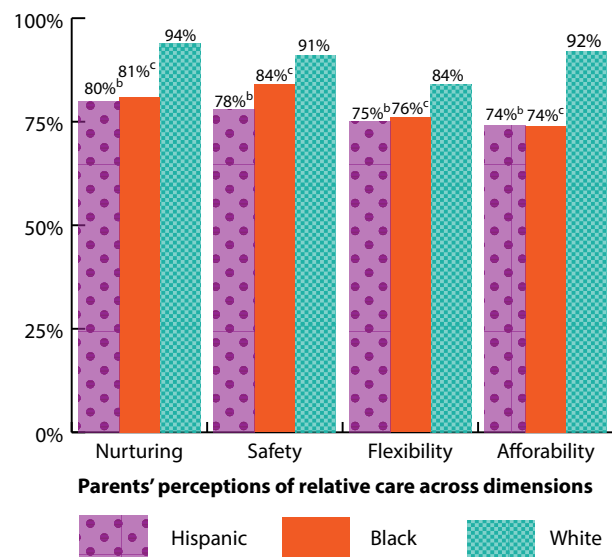
^b Hispanic parents are significantly different than white parents at the $p < 0.05$ level.

^c Black parents are significantly different than white parents at the $p < 0.05$ level.

The biggest racial and ethnic differences in perceptions of care are in regard to relative care, with Hispanic parents holding perceptions similar to those of black parents, but less favorable than those of white parents. Across the three types of care arrangements that parents were asked to report on, Hispanics, black, and white parents rate relative care most favorably. However, this is also where some of the largest differences in perceptions across racial/ethnic groups are observed.

Eighty percent of Hispanic and 81 percent of black parents rate relative care favorably on nurturing, compared with 94 percent of white parents (see Figure 2). Hispanic parents (78 percent) are also less likely to perceive the safety of relative care favorably than are black (84 percent) and white (91 percent) parents (see Figure 2). Interestingly, Hispanic and black parents, who are more likely to use relative care than whites,^{19,20} perceive relative care less favorably than white parents do, in terms of flexibility and affordability (see Figure 2). Hispanic parents (56 percent) also perceive relative care as less able to prepare children to begin school than white (66 percent) and black (61 percent) parents do (see Table 1). The one dimension where Hispanic parents' perceptions of relative care do not differ from those of their white and black peers is with respect to social interactions: 67 percent of Hispanic, 63 percent of white parents, and 69 percent of black parents rate relative care favorably on this dimension (see Table 1).

Figure 2. Hispanic parents rate relative care similarly to black parents but less favorably than white parents.



Source: Household search for and perceptions of early care and education: Initial findings from the National Survey of Early Care and Education (NSECE) (OPRE Report No. 2014-55a Table A3B).

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Hispanic parents with young children also hold less favorable perceptions of home-based, non-relative care than black and white parents do. Roughly 60 percent of Hispanic parents with young children rate home-based, non-relative care favorably on nurturing (62 percent) and safety (61 percent); these ratings are, for the most part, lower than those of their black (68 and 71 percent) and white (69 and 68 percent) counterparts. Hispanic parents also rate home-based, non-relative care less favorably in terms of flexibility than black parents do. In contrast, Hispanic parents rated home-based, non-relative care similarly to black and white parents in terms of social interactions, educational preparedness, and affordability (see Table 1).

Availability of relatives

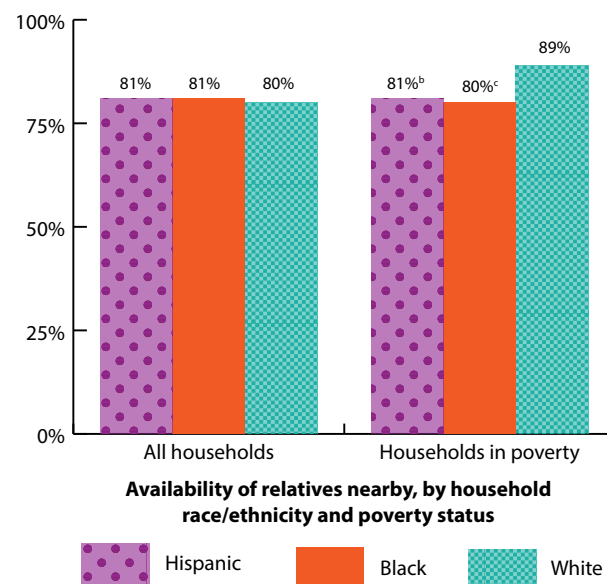
Hispanic households with young children are no more likely than black or white households to have a relative who lives nearby. Roughly 80 percent of Hispanic, black, and white households with children ages 5 and under have a relative living nearby (within 45 minutes) (see Figure 3).

Hispanic households with young children are also no more likely than white or black households to have a relative nearby who can provide care for free or for pay. Roughly half of the Hispanic, black, and white households with children ages 5 and under have a relative living nearby who can provide care without pay, compared with 52 percent of black and 56 percent of white households in poverty (see Figure 5).

However, among households in poverty, Hispanic households are less likely to have a relative nearby than their white counterparts. Roughly 80 percent of Hispanic and black households in poverty have a relative nearby, compared with 89 percent of white households in poverty (see Table 3).

Hispanic households in poverty are also less likely than white and black households in poverty to have relatives nearby who can provide child care. Forty-four percent of Hispanic households in poverty live near a relative who can provide child care without pay, compared with 52 percent of black and 56 percent of white households in poverty (see Figure 5). All racial/ethnic groups report that more care is available when pay is offered. Roughly 60 percent of Hispanic, black, and white households in poverty have a relative nearby who can provide paid care (see Figure 5).

Figure 3. Hispanic households in poverty* are less likely than white households in poverty to have a relative nearby.



Source: Household search for and perceptions of early care and education: Initial findings from the National Survey of Early Care and Education. 2012, Quick Tabulation Files.

* Households with income less than 100% of the federal poverty level.

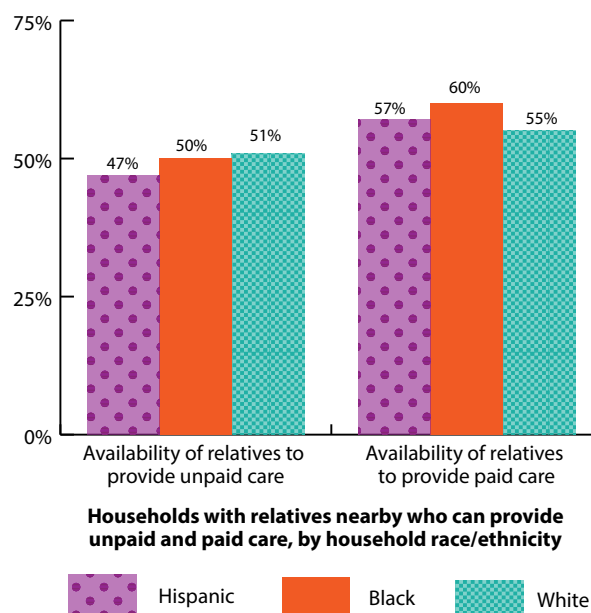
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^c Black households are significantly different than white households at the $p < 0.05$ level.

Figure 4. Hispanic households are no more likely than white and black households to have relatives nearby who can provide child care.



Source: National Survey of Early Care and Education 2012, Quick Tabulation Files.

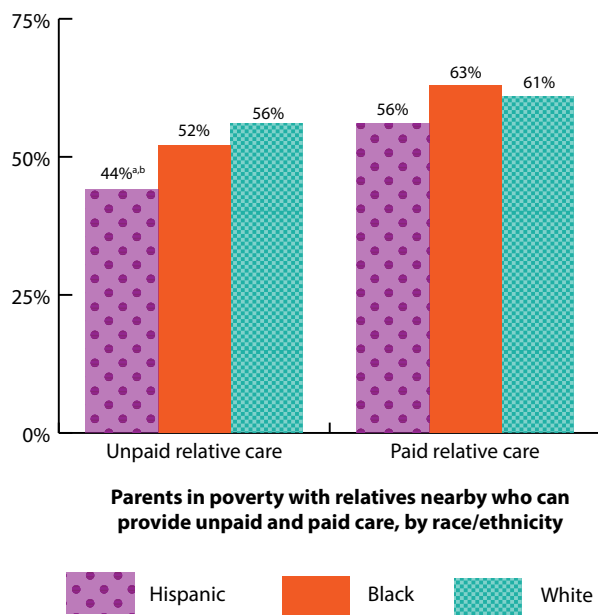
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^c Black households are significantly different than white households at the $p < 0.05$ level.

Figure 5. Among those in poverty,* Hispanic households are less likely than black and white households to have a relative nearby who can provide care.



Source: National Survey of Early Care and Education 2012, Quick Tabulation Files.

* Live in households with income less than 100% of the federal poverty level.

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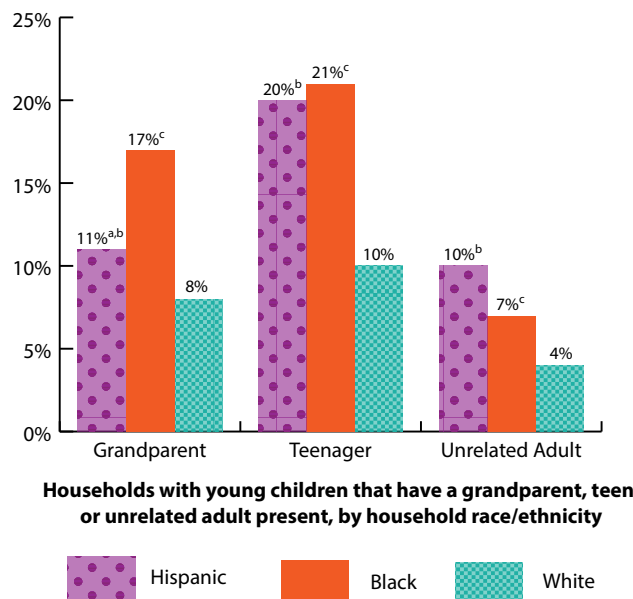
Grandparents, teens,^d and unrelated adults in the household

Hispanic households with young children are more likely to have a grandparent, teen (ages 13 to 17), or unrelated adult living with them than are white households. Roughly 11 percent of Hispanic households with young children have a grandparent present, a lower percentage than among black households but higher than among white households (see Figure 6). Roughly 1 in 5 Hispanic and black households with young children also includes a teenager between the ages of 13 and 17, whereas 1 in 10 of white households has a teenager present (see Figure 6). Ten percent of Hispanic households and 7 percent of black households with young children have an unrelated adult living with them, compared with 4 percent of white households (see Figure 6).

Collectively, more than 1 in 3 Hispanic and black households with young children have a teenager, grandparent, or unrelated adult living in the household, compared with 1 in 5 white households (see Table 2).

^d “Teens” also includes other related adults (other than a grandparent) living in the household). We refer to this group as “teens” for simplicity and to avoid confusion with the third group of individuals, which includes “unrelated adults.”

Figure 6. Many Hispanic and black households have a grandparent, teen, or unrelated adult living with them who may be able to provide child care.



Source: National Survey of Early Care and Education 2012, Quick Tabulation Files.

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^a Hispanic households are significantly different than black households at the $p < 0.05$ level.

^b Hispanic households are significantly different than white households at the $p < 0.05$ level.

^c Black households are significantly different than white households at the $p < 0.05$ level.

Among Hispanic households in poverty, 2 in 5 of those with young children also have either a teenager, a grandparent, or an unrelated adult relative living with them, compared with 1 in 3 white households in poverty. Hispanic and black households in poverty that include young children are more likely to have a teenager living in the household (24 and 23 percent, respectively) than their white (14 percent) counterparts (see Table 3). The prevalence of a grandparent, however, is comparable among Hispanic, black, and white young child households in poverty (15, 17, and 19 percent, respectively; see Table 3). And, lastly, Hispanic households in poverty are the most likely to have an unrelated adult living in the household (13 percent).



Summary and implications

Historically, Latino children have been underrepresented in some types of ECE programs—particularly center-based ECE—compared with their black and white peers. The reasons for this are not widely understood. We explored two possible contributors to this difference—parental preferences and the availability of nearby relatives. We found that Latino parents’ perceptions of types of care arrangements are, for the most part, similar to those of white and black parents. This suggests that parental perceptions of different types of care may not be key drivers in the underutilization of formal ECE programs or the greater reliance on friend and relative care among Latino families with young children.

Specifically, we found that Hispanic, black, and white parents generally rate center-based care similarly. For example, Hispanic parents are as likely as white parents to report that centers provide a nurturing and safe environment. This suggests that Hispanic families with young children will likely be receptive to efforts to expand the availability of center-based care and other more-formal forms of care, such as public pre-K, in their communities.

Our findings also suggest, however, that many Hispanic parents, like many black and white parents, have concerns about the affordability of center-based care—a concern that access to publicly funded pre-K programs and publicly subsidized child care can help alleviate. In fact, other recent research from the National Research Center on Hispanic Children & Families suggests that the participation gap in ECE programs (including publicly subsidized programs) between low-income Hispanic children and their low-income peers is closing, especially among preschoolers (see briefs in “About this series” box).

Roughly 40 percent of Hispanic parents do not perceive center-based care favorably in terms of flexibility—an essential characteristic of care for working parents. This may suggest a potential mismatch between parents’ work schedules and the times during which centers offer care. And, in fact, we have seen that a large percentage of Hispanic children are in care during non-standard hours, and that Hispanic infants who are in non-parental care spend as much as a third of their time in care during nonstandard hours.²¹

We also found notable differences in parents’ perceptions of relative care. While relative care was rated the most favorably of all care types across all the racial and ethnic groups examined, this was where the biggest differences were found. Notably, the differences in perceptions of relative care across racial and ethnic groups are not consistent with the notion that Hispanics prefer maternal-like arrangements, and thus are more likely to opt for relative care. We found that the majority of Hispanic parents, like black parents, perceive relative care to provide a safe and nurturing environment, but not to the same degree as white parents, who use relative care at a lower rate.

Moreover, Hispanic and black parents are less likely than white households to perceive relative care as flexible and affordable. This may suggest that Hispanics and blacks are more likely to pay for relative care and depend on relative care to fill their work-related child care needs. However, because low-income parents across all racial/ethnic groups may be more likely to have relatives with less flexible work schedules or less likely to have relatives with a regular source of income, this finding may be more reflective of the higher prevalence of low income among Hispanic and black households than it is of racial/ethnic differences (or similarities) in how flexible or affordable relative care is perceived to be.

Our findings also indicate that Hispanic households are no more likely to have relatives nearby who can provide child care than black and white households are. In fact, among those in poverty, Hispanic households are less likely to have nearby relatives who can provide child care. Taken together, the historical underutilization of ECE programs by Hispanic children is unlikely to be due to their parents’ having greater access to relatives that can provide child care. Although a teen, grandparent, or unrelated adult who live in the household may be available to provide care to young children, they may also compete for household resources, which may include parents’ time. Future research should examine whether other adults and teens in a household are providing child care.

Overall, we found little evidence that parental perceptions of care arrangements and the availability of relatives and other adults explain the underutilization of ECE programs and greater utilization of relative and family child care among Hispanic children and families. Greater utilization of relative and home-based care among Hispanic children and families may be driven by other factors, such as availability of or access to care, cost of care, and barriers to care, such as language or a lack of familiarity with ECE options.



Data and methodology

Data for this brief come from the [2012 National Survey of Early Care and Education \(NSECE\)](#),^a four integrated surveys that depict early care and education (ECE) experiences in the United States from different perspectives.

The results are divided into two sections that provide insight in the care experiences of young Hispanic children and their families: 1) parental perceptions of different types of child care and 2) the availability relatives and other adults who may provide child care. In the first section, data on parental perceptions of types of child care arrangements are drawn from published tabulations.^b As an adult respondent who was most often a parent or guardian provided information about the household, we use the terms “household” and “parents” interchangeably when describing perceptions of different types of care. Each respondent reported his or her perceptions of different types of care arrangements typically available for children the same age as their randomly selected child.^c Parents were asked to rate three types of care arrangements—center-based care; home-based, non-relative care; and relative or friend care—across six dimensions: nurturing, safety, affordability, flexibility, educational preparedness, and social interactions. They used a four-point scale (excellent, good, fair, and poor). We use the term “favorably” to represent ratings of “good or excellent.” Importantly, parents rated their perceptions of different types of care even if they did not have a child in that type of care arrangement. We tested whether parents’ perceptions of care arrangements vary across racial/ethnic group membership. Findings are shown in Figures 1 and 2 and in Table 1. The published tabulations did not examine perceptions of care by race/ethnicity and income. Given our focus on the early care and education experiences of Hispanic children, our analytical sample was limited to households where the selected child was between the ages of zero and 5.

Results on the availability of nearby relatives and non-parental household members who may provide child care are based on our analyses of the household survey of the NSECE (Quick Tabulation Files). Please note that these analyses focused on the presence of nearby relatives and non-parental household members who are potentially available to provide care, not on direct care that has been provided. Our analytic sample for this analysis is based on 5,731 households with children birth through 5 years of age and includes 1,326 Hispanic households, 836 black households, and 3,569 white households. Households of other racial/ethnic groups were excluded due to small sample size. Findings are shown in Figures 3 through 6 and in Table 2. Results for households with young children living in poverty—household income less than 100 percent of the federal poverty level ($n=2,249$)—are reported in Table 3. All analyses were conducted in STATA and were weighted to be nationally representative of households with children under the age of 5. We conducted tests of difference between racial-ethnic groups; significant group differences are noted at the $p<.05$ level in the text, figures, and tables.

^a NSECE Project Team. (2012). *National Survey of Early Care and Education (NSECE)*, 2012. Ann Arbor, MI: Inter-University Consortium for Political and Social Research. <http://doi.org/10.3886/ICPSR35519.v2>

^b Household Search for and Perceptions of Early Care and Education: Initial Findings from the National Survey of Early Care and Education [NSECE], OPRE Report No. 2014-55a

^c The NSECE collects child care data on all children under the age of 13 in the households but some modules collect data only about a randomly selected focal child.

Table 1. Parents' perception of child care arrangements by type of care and race/ethnicity

| | Hispanic | Black | White | Significance Testing | | |
|--------------------------------------|----------------|-------|-------|----------------------|---------|---------|
| Child Care Type | % ^a | % | % | H vs. B | H vs. W | B vs. W |
| Center-based care | | | | | | |
| Nurturing | 63.7 | 74.3 | 61.8 | ✓ | | ✓ |
| Educational preparedness | 70.6 | 76.3 | 71.3 | | | |
| Social interactions | 73.4 | 75.9 | 75.6 | | | |
| Safety | 66.4 | 71.4 | 69.3 | | | |
| Affordability | 36.9 | 34.1 | 30.4 | | ✓ | |
| Flexibility | 59.2 | 58.4 | 54.9 | | | |
| Relative/friend care | | | | | | |
| Nurturing | 79.6 | 80.5 | 93.5 | | ✓ | ✓ |
| Educational preparedness | 56.3 | 60.7 | 65.9 | | ✓ | |
| Social interactions | 66.7 | 69.2 | 62.5 | | | ✓ |
| Safety | 78.2 | 83.9 | 90.6 | | ✓ | ✓ |
| Affordability | 74.1 | 74.4 | 91.9 | | ✓ | ✓ |
| Flexibility | 75.3 | 75.6 | 83.7 | | ✓ | ✓ |
| Home-based, non-relative care | | | | | | |
| Nurturing | 61.9 | 67.6 | 69.1 | | ✓ | |
| Educational preparedness | 56.4 | 60.9 | 54.4 | | | |
| Social interactions | 67.7 | 67.8 | 73.0 | | | |
| Safety | 60.8 | 70.8 | 67.8 | ✓ | ✓ | |
| Affordability | 49.2 | 54.4 | 50.0 | | | |
| Flexibility | 59.6 | 68.6 | 57.6 | ✓ | | ✓ |

Source: Household search for and perceptions of early care and education: Initial findings from the National Survey of Early Care and Education (NSECE; OPRE Report No. 2014-55a Table A3B).

^a Percent represents the percentage of respondents reporting "good or excellent".

✓ Significant difference between two group comparisons at the $p < 0.05$ level. "H vs. B" refers to differences between Hispanics and blacks. "H vs. W" refers to differences between Hispanics and whites. "B vs. W" refers to differences between blacks and whites.

Table 2. Availability of nearby relatives and others by race/ethnicity

| | Hispanic | Black | White | Significance Testing | | |
|--|----------|-------|-------|----------------------|-----|-----|
| | % | % | % | H—B | H—W | B—W |
| Relatives live nearby | 81.2 | 80.7 | 80.4 | | | |
| Relatives live nearby and can provide unpaid care | 46.7 | 49.9 | 51.0 | | | |
| Relatives live nearby and can provide paid care | 56.8 | 59.7 | 54.8 | | | |
| A teenager ^a lives in the house | 19.6 | 20.8 | 10.4 | | ✓ | ✓ |
| An unrelated adult with no children lives in the house | 10.2 | 7.0 | 3.6 | | ✓ | ✓ |
| A grandparent lives in the house | 11.0 | 16.7 | 7.9 | ✓ | ✓ | ✓ |
| Any other adult or teen in the house | 35.3 | 37.0 | 19.8 | | ✓ | ✓ |

Source: National Survey of Early Care and Education 2012, Quick Tabulation Files.

^a “Teens” also includes other related adults (other than a grandparent) living in the household). We refer to this group as “teens” for simplicity and to avoid confusion with the third group of individuals, which includes “unrelated adults.”

✓ Significant difference between two group comparisons at the $p < 0.05$ level. “H—B” refers to differences between Hispanics and blacks. “H—W” refers to differences between Hispanics and whites. “B—W” refers to differences between blacks and whites.

Table 3. Relative care available to households in poverty by race/ethnicity

| | Hispanic | Black | White | Significance Testing | | |
|--|----------|-------|-------|----------------------|-----|-----|
| | % | % | % | H—B | H—W | B—W |
| Relatives live nearby | 81.0 | 80.4 | 88.6 | | ✓ | ✓ |
| Relatives live nearby and can provide unpaid care | 44.4 | 52.2 | 56.3 | ✓ | ✓ | |
| Relatives live nearby and can provide paid care | 56.1 | 62.8 | 60.8 | | | |
| A teenager ^a lives in the house | 24.4 | 23.0 | 14.1 | | ✓ | ✓ |
| An unrelated adult with no children lives in the house | 12.8 | 5.9 | 4.9 | ✓ | ✓ | |
| A grandparent lives in the house | 14.8 | 16.5 | 19.2 | | | |
| Any other adult or teen in the house | 44.0 | 37.7 | 33.6 | | ✓ | |

Source: National Survey of Early Care and Education 2012, Quick Tabulation Files.

^a “Teens” also includes other related adults (other than a grandparent) living in the household). We refer to this group as “teens” for simplicity and to avoid confusion with the third group of individuals, which includes “unrelated adults.”

✓ Significant difference between two group comparisons at the $p < 0.05$ level. “H—B” refers to differences between Hispanics and blacks. “H—W” refers to differences between Hispanics and whites. “B—W” refers to differences between blacks and whites.

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About the Center

The National Research Center on Hispanic Children & Families is a hub of research to help programs and policy better serve low-income Hispanics across three priority areas—poverty reduction and economic self-sufficiency, healthy marriage and responsible fatherhood, and early care and education. The Center was established in 2013 by a five-year cooperative agreement from the Office of Planning, Research, and Evaluation (OPRE) within the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS) to Child Trends in partnership with Abt Associates and New York University, University of North Carolina at Greensboro, and University of Maryland, College Park. This publication was made possible by Grant Number 90PH0025 from OPRE. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPRE, ACF, or HHS.

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