



NATIONAL RESEARCH CENTER ON
HISPANIC
CHILDREN
& FAMILIES

Early Care and Education Access and Use Among Low-Income Hispanic Families

October 29, 2018
Webinar

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National Research Center on Hispanic Children & Families

- Conduct research and provide research-based information to inform ACF programs and policies supporting low-income Hispanic children and families around:
 - Poverty and self-sufficiency
 - Healthy marriage and responsible fatherhood
 - Early care and education
- We do this through:
 - Building research capacity
 - Dissemination and outreach
- <http://www.hispanicresearchcenter.org/>
- Follow us at @NRCHispanic for discussion on today's topic and other issues important to low-income Hispanic children and families



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An Office of the Administration for Children & Families



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1 in 4 of all U.S. children are Hispanic



Source: 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.

Roughly 1 in 3 Hispanic children live in poverty



Source: 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. Census Bureau.

Vast majority of Hispanic children are U.S.-born



Source: 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.

1 in 4 Hispanic children have a parent who lacks legal status



Source: Analysis by researchers at the National Research Center for Hispanic Children & Families.

Today's webinar

- Early care and education access and use among low-income Hispanic families
- Overview of Center work
- Panel presentations
 - ECE Availability and Flexibility
 - ECE Cost and Affordability
 - ECE Workforce
- Discussion and Q&A



Overview

Danielle Crosby,
National Research Center
on Hispanic Children &
Families

Looking at Hispanic Families' ECE Access Through Multiple Dimensions



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OPRE's Framework of ECE Access

“ Access to early care and education means that parents, with **reasonable effort** and **affordability**, can enroll their child in an arrangement that **supports the child's development** and **meets the parents' needs.** ”



Multiple Dimensions of ECE Access

Household:

- **Utilization patterns**
- **Parental needs and preferences**
- **Search and decision-making**

Supply:

- **Predictors of quality**
- **Workforce diversity**
- **Availability and flexibility**



Data and Methods Snapshot

- National Survey of Early Care and Education (NSECE), 2012
 - Household survey
 - Center-based survey
 - Home-based provider survey
 - Workforce survey
- Descriptive comparisons between:
 - Low-income Hispanic, black and white families
 - High- (25+%) and low- (<25%) Hispanic-serving providers



Looking at Multiple Dimensions of ECE Access

Household:

- Utilization patterns
- Parental needs & preferences
- Search & decision-making



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Challenging Common Assumptions

- We find higher ECE participation rates for Hispanic children than previously estimated
- Type of care results look more similar than different across low-income Hispanic, white and black families
- Little evidence that Latinos have a broad cultural preference for home-based care
- Latino parents are as likely as white and black parents to search for center care for preschoolers



Looking at Multiple Dimensions of ECE Access

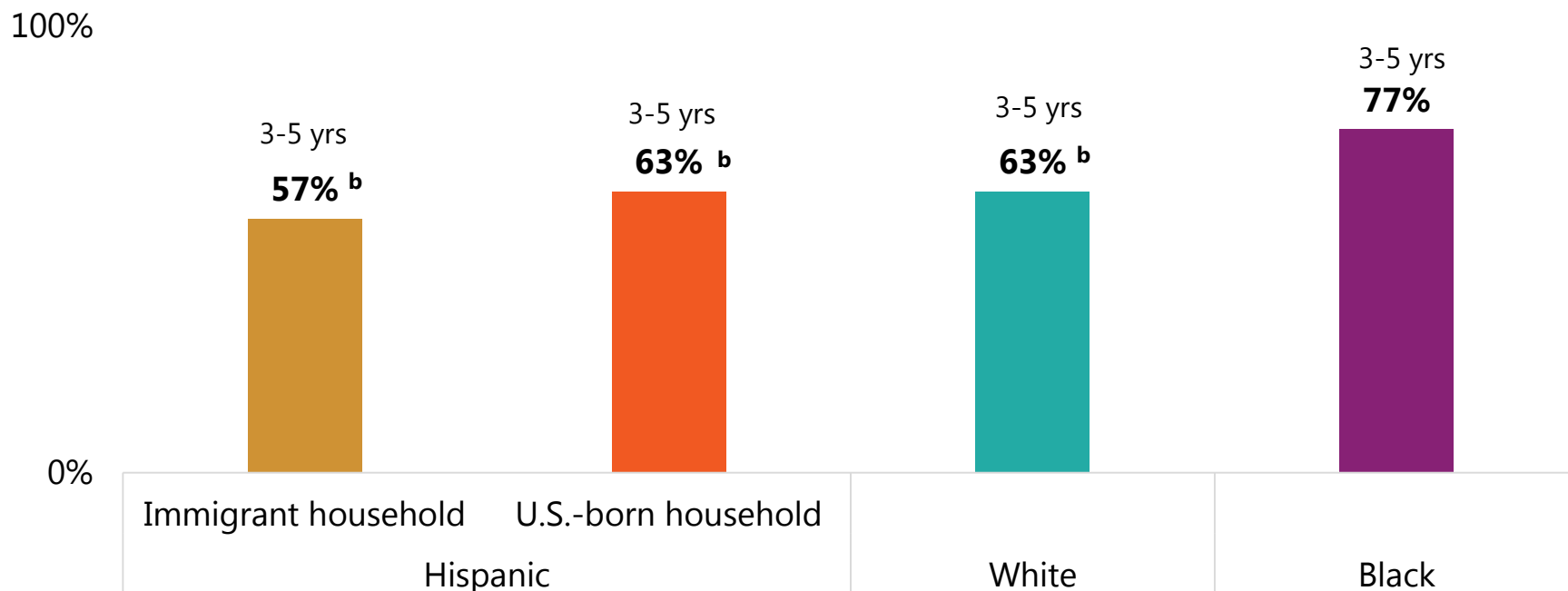
Household:

- **Utilization patterns**
- Parental needs & preferences
- Search & decision-making



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Similar to white and black peers, a majority of Hispanic preschoolers are in ECE arrangements



**Use of any nonparental care for low-income children,
by child age, household nativity and race/ethnicity, NSECE 2012**

Source: 2012 National Survey of Early Care and Education

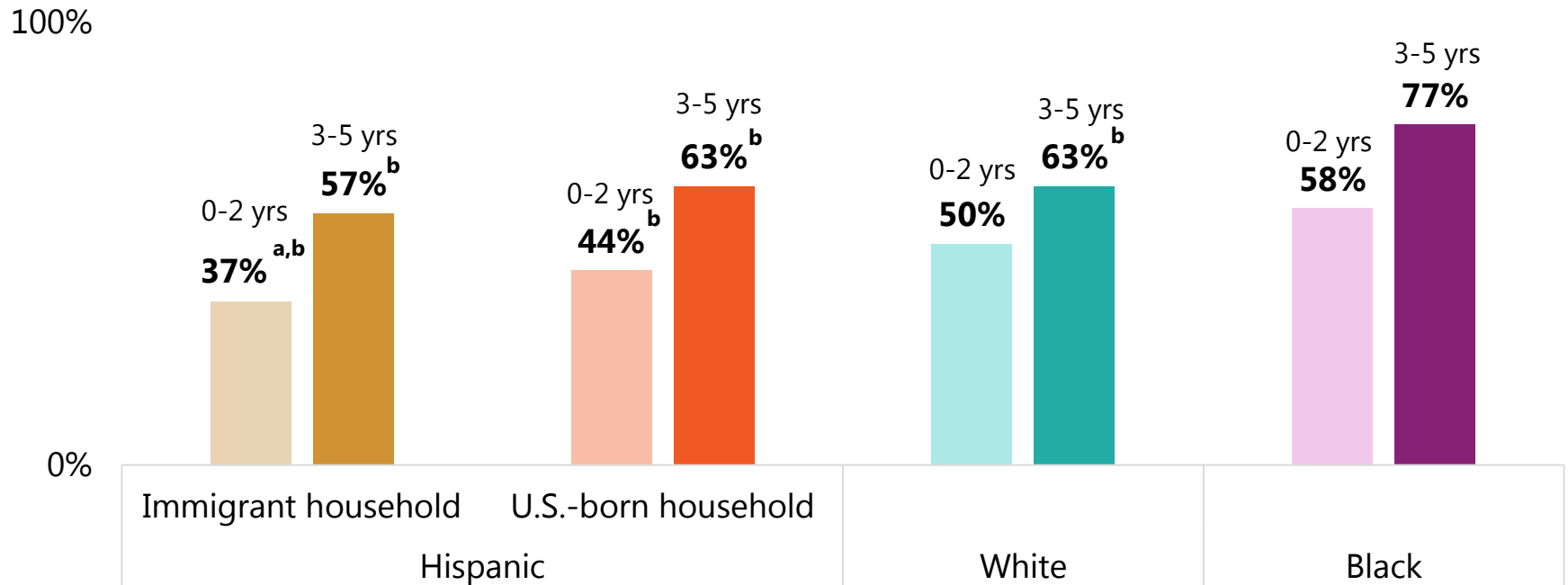
^a Difference relative to white children is significant ($p < .05$)

^b Difference relative to black children is significant ($p < .05$)



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Utilization is lower and racial/ethnic gaps are larger for infants and toddlers vs. preschoolers



Use of any nonparental care for low-income children, by child age, household nativity and race/ethnicity, NSECE 2012

Source: 2012 National Survey of Early Care and Education

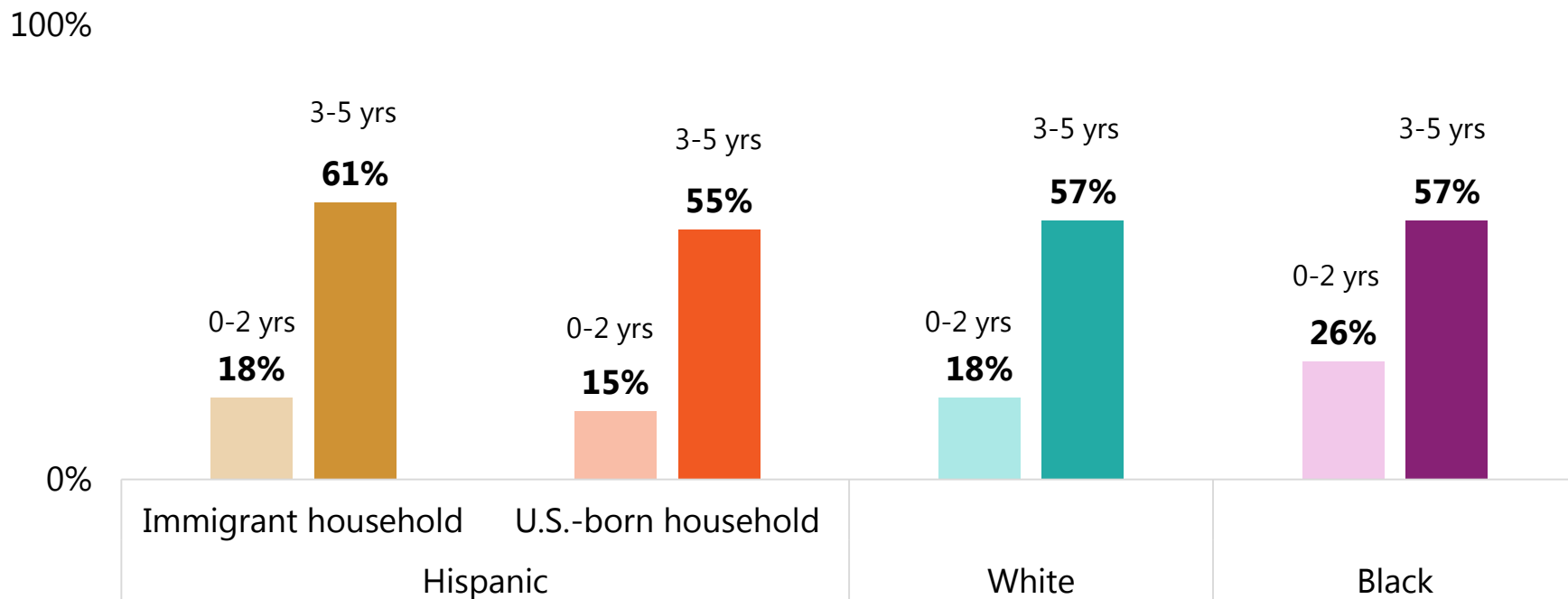
^a Difference relative to white children is significant ($p < .05$)

^b Difference relative to black children is significant ($p < .05$)



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Among those in ECE, Hispanic children are as likely as white and black peers to be in center care



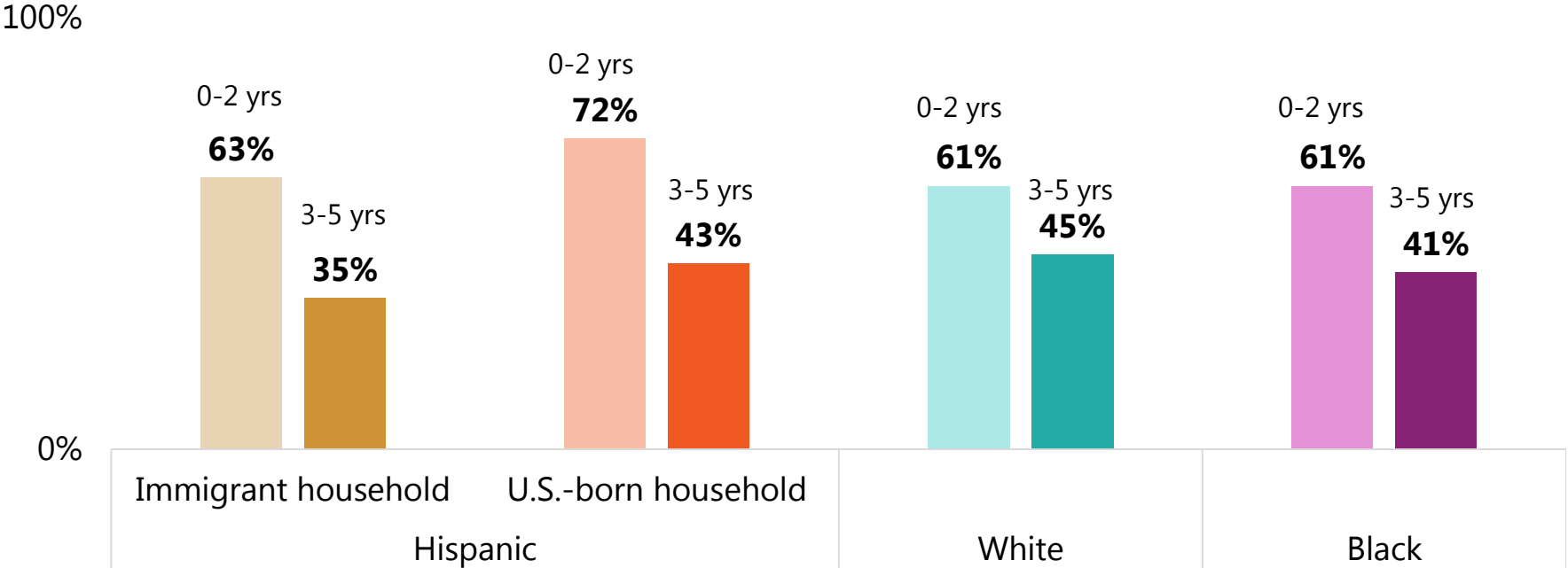
Use of any center-based care for low-income children, by child age, household nativity and race/ethnicity, NSECE 2012

Source: 2012 National Survey of Early Care and Education



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Hispanic children in ECE are also as likely as white and black peers to be in home-based care



Use of any home-based care for low-income children, by child age, household nativity and race/ethnicity, NSECE 2012

Source: 2012 National Survey of Early Care and Education



Household:

- Utilization patterns
- **Parental needs & preferences**
- Search & decision-making



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Parental Needs: Work Schedules

- Nonstandard parental work hours are a common experience in low-income households
 - 75% of young Hispanic children with working parents
 - Early morning, evening, and weekend hours are common (30%-65%); overnight hours are rare (<10%)
 - 50% of Hispanic working parents receive short advance notice of work hours (1 week or less)
 - Immigrant Hispanic parents are especially likely to work weekends and to have short advance notice.



Parental Preferences: Perceptions

- Hispanic parents rate center-based care similarly to white and black parents
 - Most view centers favorably on preparing children for school and teaching them to get along with others
 - Hispanics are less likely than white parents to perceive centers as affordable and less likely than black parents to perceive centers as nurturing
- Hispanic and black parents are less likely than white parents to perceive family/friend home-based care as nurturing, safe, flexible, or affordable.



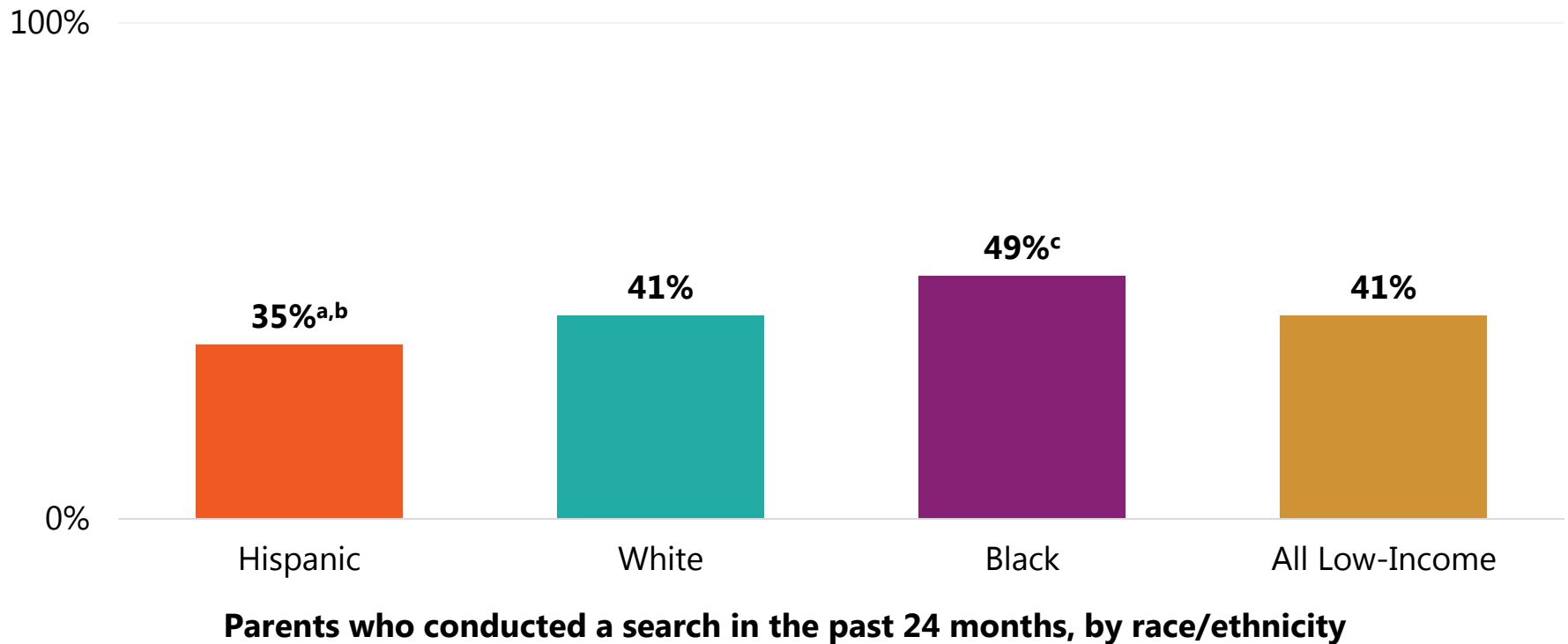
Household:

- Utilization patterns
- Parental needs & preferences
- **Search & decision-making**



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Fewer low-income Hispanic parents searched for ECE compared to white and black peers



Note: Numbers are reported in percentages for the total number of focal children from birth to age 5 (not yet in kindergarten) who reside in households that are below 200% of the poverty threshold.

^aSignificant difference ($p < .05$) between Hispanic children and white children.

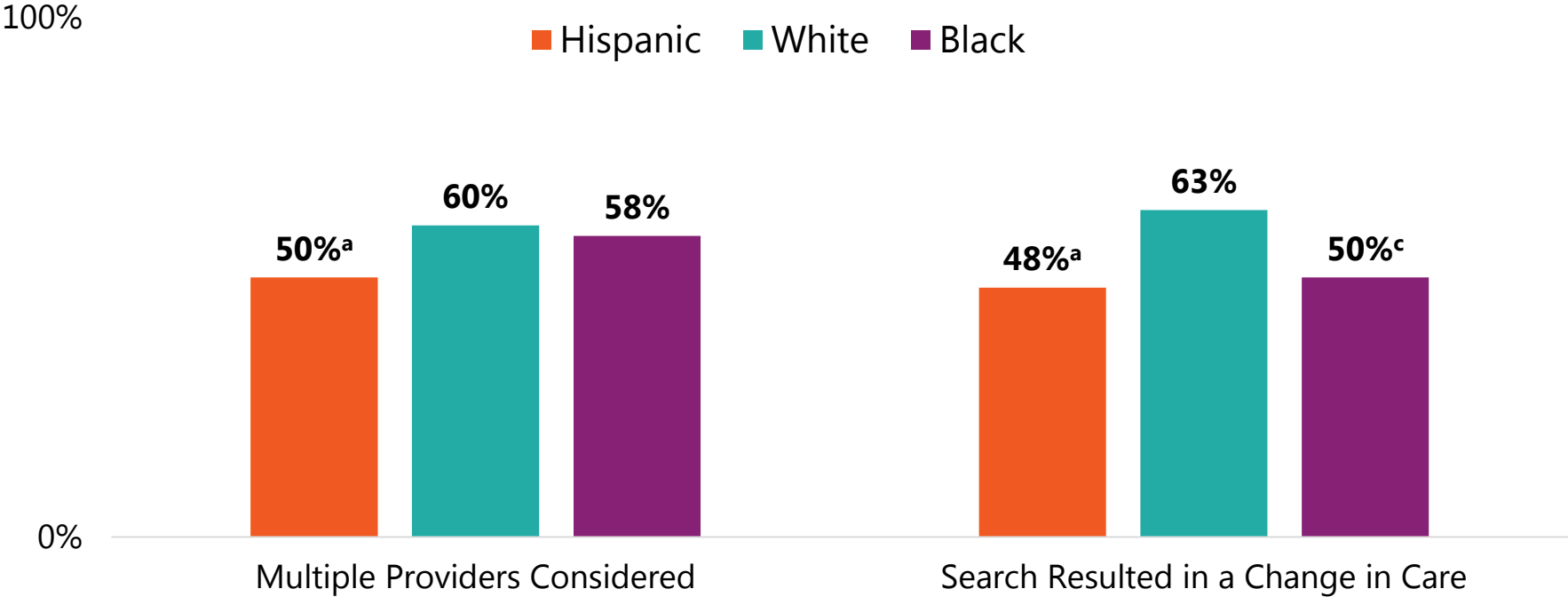
^bSignificant difference ($p < .05$) between Hispanic children and black children.

^cSignificant difference ($p < .05$) between white children and black children.



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Hispanic parents considered fewer providers and were less likely to change providers after search



Percentage of parents reporting each search experience

Note: Numbers are reported in percentages for the total number of focal children from birth to age 5 (not yet in kindergarten) who reside in households that are below 200% of the poverty threshold.

^aSignificant difference ($p < .05$) between Hispanic children and white children.

^bSignificant difference ($p < .05$) between Hispanic children and black children.

^cSignificant difference ($p < .05$) between black children and white children.

Looking at Multiple Dimensions of ECE Access

Supply:

- Predictors of quality
- Availability & flexibility
- Workforce diversity



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Roughly **1 in 5** of
all ECE providers
serve high
proportions of
Hispanic children



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Promise with Room for Improvement

- High-Hispanic-serving (Hi-HS) providers are doing comparatively well on several predictors of quality and workforce characteristics
- Evidence that some differences between Hi-HS and Lo-HS providers may be linked to higher levels of public funding among Hi-HS providers
- Some signs of potential disconnect between what Hi-HS centers offer and the needs of many low-income Hispanic families



Supply:

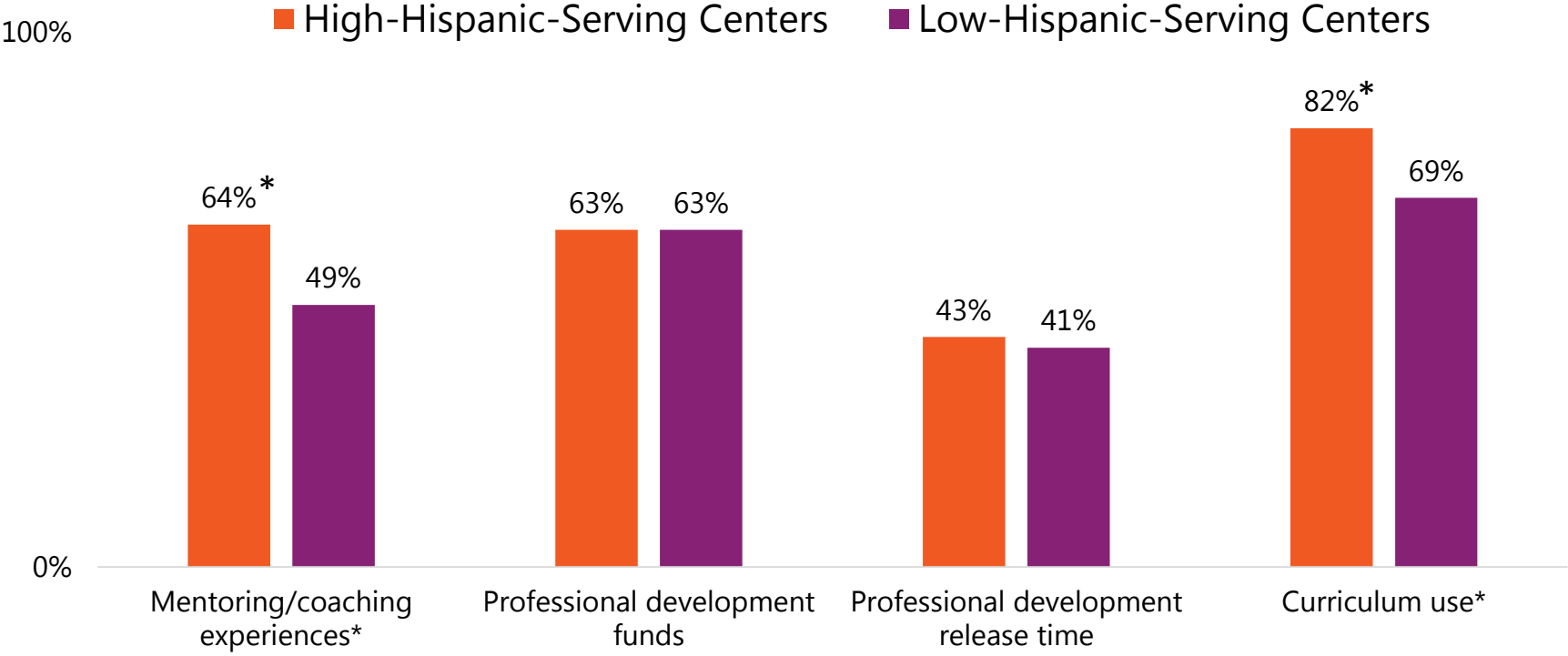
- **Predictors of quality**
- **Availability & flexibility**
- **Workforce diversity**



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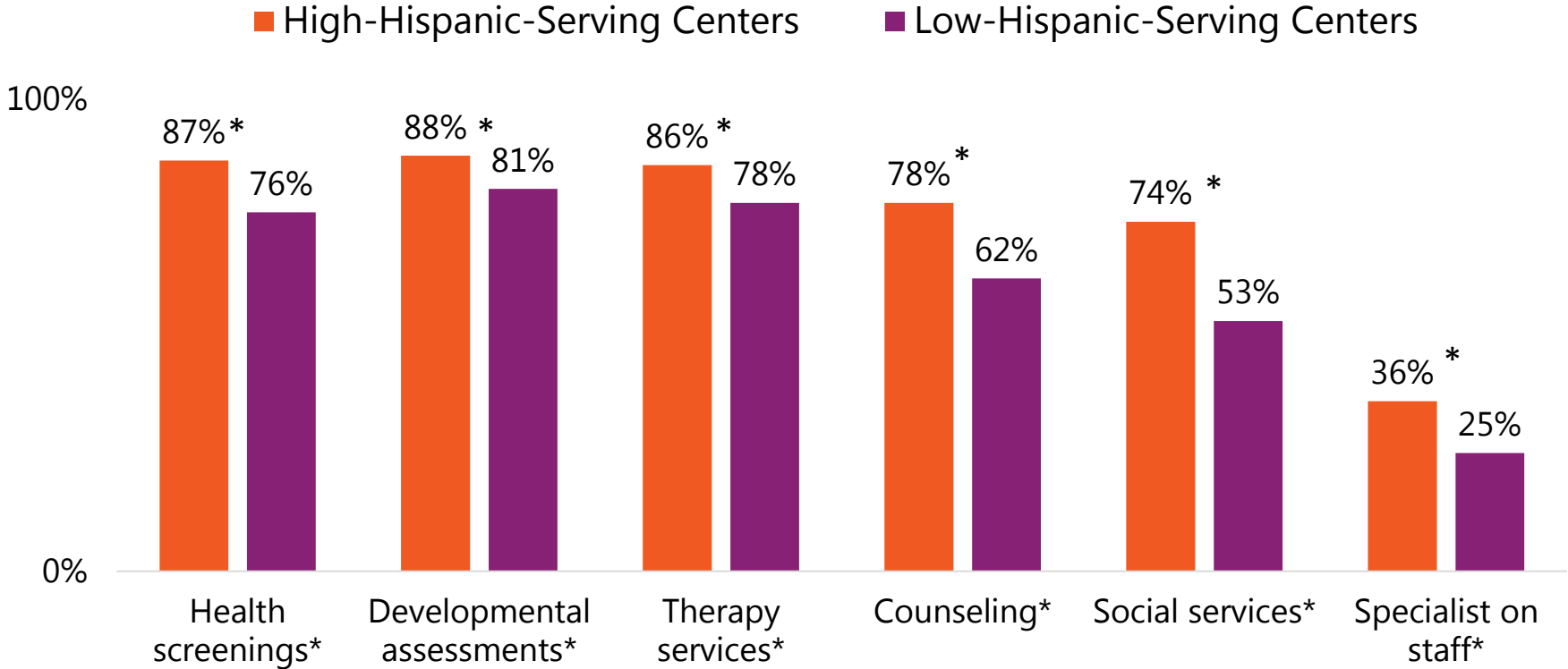
Hi-HS centers are more likely to offer staff mentoring and coaching experiences and to use a curriculum than Lo-HS



Percentage of ECE centers that provide support for professional development and curriculum use, by high/low Hispanic-serving

Source: 2012 National Survey of Early Care and Education Center-based Quick Tabulation Data File
*Statistically significant differences at p<0.05 level between high- and low-Hispanic-serving programs. Results are weighted.

Hi-HS centers are more likely than Lo-HS to help children and families access services and to have a specialist on staff



Percentage of ECE centers that provide support for professional development and curriculum use, by high/low Hispanic-serving

Source: 2012 National Survey of Early Care and Education Center-based Quick Tabulation Data File
 *Statistically significant differences at p<0.05 level between high- and low-Hispanic-serving programs. Results are weighted.

Supply:

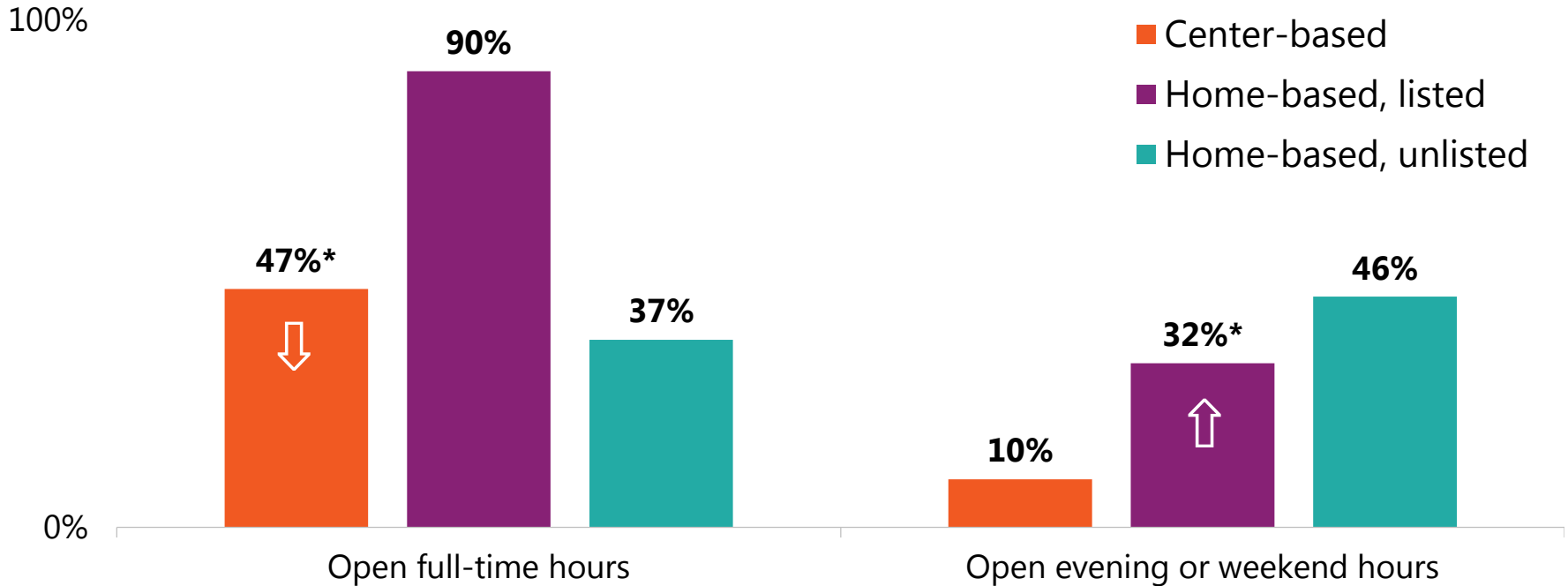
- Predictors of quality
- **Availability & flexibility**
- Workforce diversity



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Many Hi-HS providers do not offer full-time hours or care during weekend or evening hours



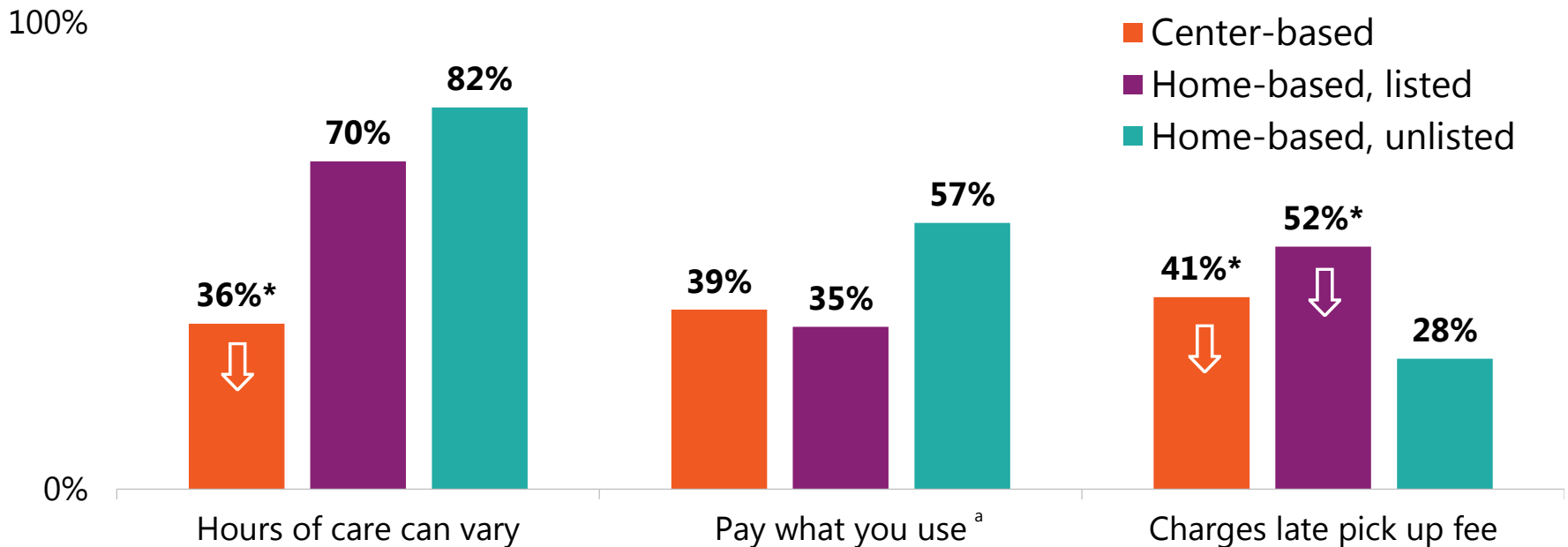
Percentage of full-time and evening or weekend hours offered by providers serving a high proportion of Hispanic children, by provider type, NSECE 2012

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

Note: Home-based, listed refers to those providers who care for children in a home-based setting, identified through publicly available lists. Home-based, unlisted providers are those identified through the household roster and generally include relatives and friends who care for related children, but may also include those providers who care for children with whom they have no prior relationship.

* Significant at the $p < 0.05$ level when compared with similar programs that serve a low density of Hispanic children.

Many Hi-HS providers offer flexible hours and "pay what you use", but may also charge for late pick-up



Percentage of high-Hispanic-serving providers offering flexible pay schedules, by provider type, NSECE 2012

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

Note: Home-based, listed refers to those providers that care for children in a home-based setting, identified through publicly available lists. Home-based, unlisted providers are those identified through the household rosters and generally include relatives and friends who care for related children, but may also include those providers who care for children with whom they have no prior relationship.

^a Analysis excludes those home-based providers who only care for children with whom they have a prior relationship. Analysis of "pay what you use" is also limited to centers that charge parents fees for services (also see databox.)

* Significant at the $p < 0.05$ level when compared with similar programs that serve a low density of Hispanic children.



Supply:

- Predictors of quality
- Availability & flexibility
- **Workforce diversity**



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Positive Signs in the Workforce Data

- Overall, Hi-HS providers compare favorably to those in Lo-HS settings.
 - Most providers in Hi-HS settings are themselves Hispanic and speak Spanish with children
 - A majority of Hi-HS center staff (and many listed home providers) have a CDA or state certificate
 - Hi-HS center staff are more likely than those in Lo-HS centers to be ECE or education majors



Summary: Contemporary Portrait of Early Care & Education



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New Narrative

1. Gaps in ECE use between Hispanic and non-Hispanic children appear to be closing
 - Gaps are narrowing among preschoolers
 - May be persisting among infants and toddlers
2. Results challenge prior explanations for historically lower ECE utilization by Hispanics. Compared to low-income white and black parents, Hispanics:
 - Hold similar perceptions of centers
 - Embark on search for similar reasons
 - Are no more likely to prefer relative care



New Narrative

3. Evidence that traditionally hard-to-reach Hispanic groups are being served in some communities
4. Centers that serve a large proportion of Hispanic children fare well on:
 - Predictors of quality
 - Workforce diversity
 - Training and experience
5. Room for improvement and signs of unmet need
 - More limited and less “successful” ECE searches for Hispanics
 - Unclear how well publicly-funded ECE opportunities are meeting the needs of low-income working Hispanic parents



ECE Availability and Flexibility

Julia Henly,
University of Chicago

Recap from Danielle, as related to availability/flexibility

- More similarities than differences by race/ethnicity
 - preferences, type of care, & participation rates
 - but infant/toddler gap exists



Recap from Danielle, as related to availability/flexibility

- One in five providers serve a high proportion of Hispanic children
- Hispanic families face scarcity of care options during nonstandard & variable hours
 - especially in centers
 - true across race/ethnicity



Precarious work schedules create need for nonstandard and variable hour care

- Low-wage jobs disproportionately:
 - Nonstandard and standard hour times
 - Variable hours
 - Limited advance notice of schedule
 - Limited input over hours or control over work schedule
- Hispanic workforce overrepresented in low-wage labor market



Precarious work schedules create need for nonstandard and variable hour care

- Work schedules are more tied to jobs than demographic group
 - Hourly status; occupational sector
- Still, some important differences by family structure, race/ethnicity, and immigrant status



Precarious work schedules do not preclude daytime, formal ECE use

- Majority of Hispanic children in Chicago Public Schools kindergarten programs had participated in publicly-funded ECE programs
 - Controlling for demographic characteristics, rates slightly higher for Hispanic than NH white children but lower for NH black children
 - Within Hispanic families, participation rates higher for households where Spanish spoken at home
- Lopez, Grindal, Zanoni, & Goerge, 2017



Latino parents need daytime and nontraditional care options

- With use of ECE daytime programs for child development, families still need care during nonstandard and variable hours as work support
- Public programs that accommodate a range of care needs are needed



ECE Cost and Affordability

Dionne Dobbins,
Child Care Aware

12th Edition of *The U.S. and the High Cost of Child Care* Report

- Summarizes child care costs and affordability across the U.S.,
- Revisits importance of quality child care as a sound return on investment,
- Describes how CCR&Rs support families and engage community stakeholders to promote quality, affordable child care,
- Introduces cost case studies and regional examinations, and
- Reviews policy recommendations and financing solutions.



Least Affordable States - Rankings

- Provide rankings of top 10 least affordable states by age and care setting
- Rankings based on 2017 data from states and USCB tables
- Many states may rank differently based on care setting

Table 1: Top 10 least affordable states for center-based infant care in 2017

RANK	STATE	ANNUAL COST OF INFANT CARE IN A CENTER*	SINGLE-PARENT FAMILY		MARRIED-COUPLE FAMILY	
			MEDIAN INCOME**	PERCENTAGE OF THE MEDIAN INCOME	MEDIAN INCOME**	PERCENTAGE OF THE MEDIAN INCOME
1	California	\$16,542	\$27,367	60.4%	\$88,730	18.6%
2	Massachusetts	\$20,415	\$29,020	70.3%	\$121,607	16.8%
3	Oregon	\$13,292	\$23,796	55.9%	\$81,255	16.4%
4	Colorado	\$14,960	\$30,409	49.2%	\$92,889	16.1%
5	Minnesota	\$15,704	\$29,022	54.1%	\$100,992	15.5%
6	Washington	\$14,208	\$27,523	51.6%	\$92,310	15.4%
7	New York	\$15,028	\$26,983	55.7%	\$98,408	15.3%
8	Indiana	\$12,312	\$22,682	54.3%	\$81,001	15.2%
9	Nevada	\$11,137	\$27,689	40.2%	\$74,305	15.0%
10	Nebraska	\$12,272	\$25,932	47.3%	\$85,405	14.4%

+ Source: Child Care Aware® of America's January 2018 survey of Child Care Resource and Referral state networks. Some states used the latest state market rate survey.

++Source: U.S. Census Bureau, American Community Survey, 2016 five-year estimates. Table B19126.

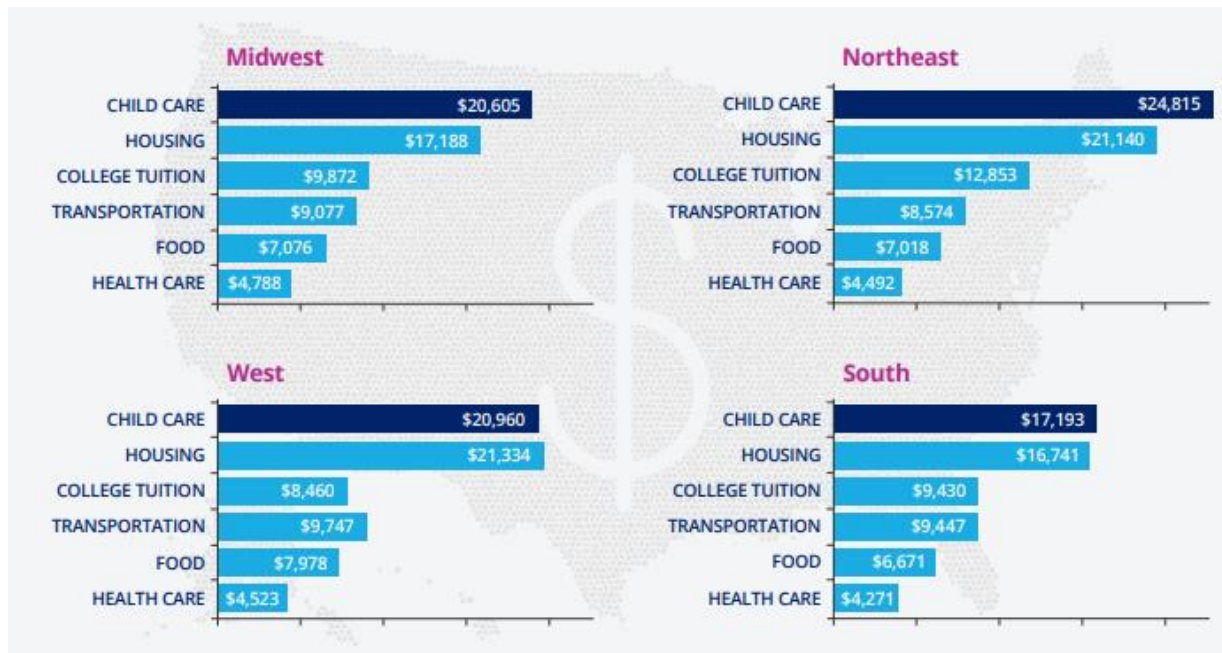
NR: Data was not reported or not available for some categories of care

Note: 1=least affordable and 51=most affordable. Rank is based on cost of child care as percentage of state median income for married-couple families. Income is based on single-parent and married-couple families with own children under the age of 18.



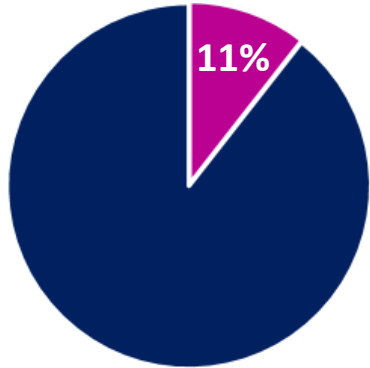
A Major Household Expense

- Child care costs rival housing. Center-based child care for 2 children even surpasses average annual mortgage costs in 35 states plus the District of Columbia
- Average child care costs outpace most household costs in every region of the U.S.
- Center-based child care costs exceeded the annual cost of food and transportation combined in all 4 U.S. regions

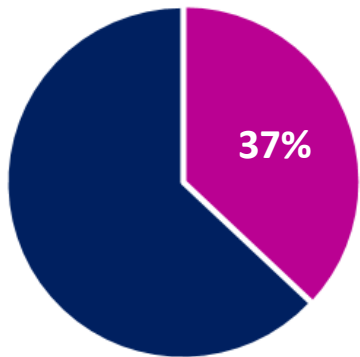


Child Care is Unaffordable Nationwide

Married-Couple Families



Single-Parent Families



METHOD #1	CENTER	HOME
Infants	\$11,314	\$8,358
Toddlers	\$10,189	\$7,777
4 year olds	\$8,893	\$7,508
Average	\$10,132	\$7,881
Overall Average	\$9,006	

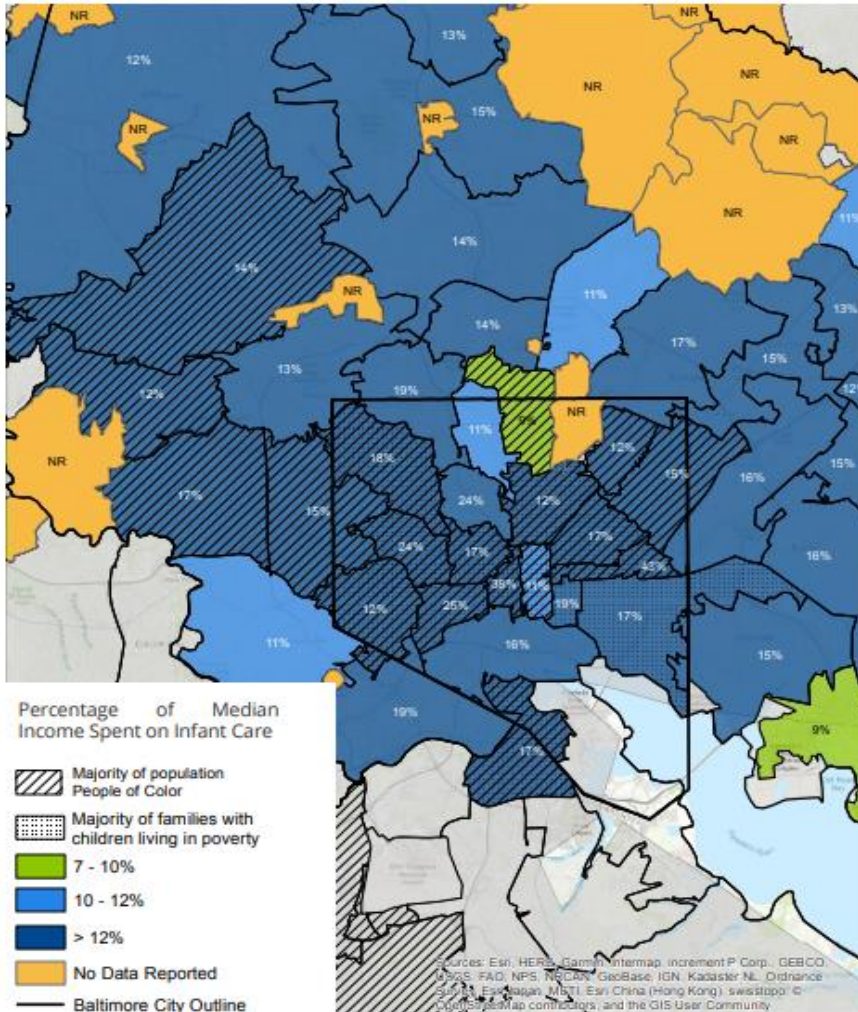
METHOD #2	CENTER	HOME
Infants	\$11,502	\$9,345
Toddlers	\$9,900	\$8,081
4 year olds	\$9,139	\$8,905
Average	\$10,181	\$8,777
Overall Average	\$9,479	

METHOD #3	CENTER	HOME
Infants	\$11,959	\$9,321
Toddlers	\$10,096	\$8,729
4 year olds	\$9,170	\$8,617
Average	\$10,408	\$8,889
Overall Average	\$9,649	

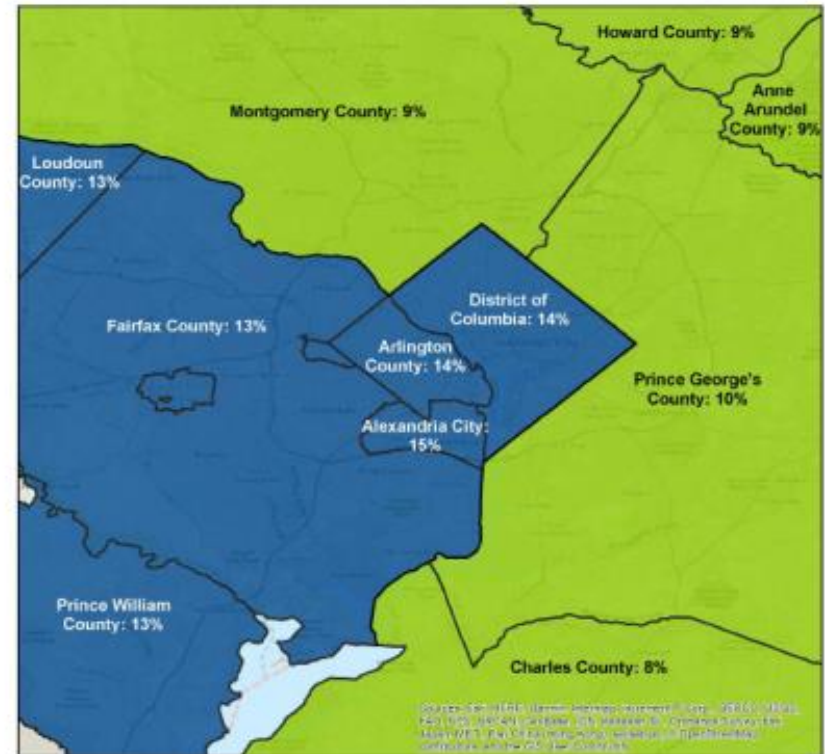


Regional Examinations of Costs

➔ Infant Child Care Costs: Baltimore City & Baltimore County



➔ Infant Child Care Costs: D.C. Metro



Supply & Demand in Hispanic Population Concentrations



Child Care Supply & Demand Gaps

– 3x Larger in Hispanic Community

Census tracts	Number of Centers	License Capacity	Children under 6	Supply & Demand Gap
Majority White Population	324	23,008	24,836	1,855
Majority Hispanic Population	317	24,414	60,238	35,824

This means that roughly the same number of center-based programs are located in majority white Census tracts as majority Hispanic Census tracts, while there are **three times as many children potentially needing child care in the majority Hispanic Census tracts.**



ECE Workforce

Sara Vecchiotti,
Foundation for Child
Development

Strengthening ECE Workforce: Serving Hispanic Children & Families Better

- Professionalize the field
- Improve preparation and on-going professional learning
- Enhance Quality of Professional Practice



Professionalize the Field

- Defined professional roles, competencies, & career pathways accessible to all (NAS, 2015)
- ECE workforce should not bear burden of preparation costs (NAS, 2018)
- Appropriate compensation for all ECE professional roles across settings
- Link increasing competence with commensurate compensation



Improve Preparation & Learning

- Teacher preparation programs should include content specific to supporting cultural/linguistic competence
- Increase diversity of student pipeline through recruitment, retention, & induction strategies
- Priorities for learning: instructing DLLs and implementing trauma-informed care



Enhance Professional Practice

- Grounded in knowledge/skills specific to serving culturally/linguistically diverse children (NAS, 2017)
- Understanding:
 - 1st and 2nd language development
 - Role of culture
 - Instructional strategies
 - Assessment
 - Engaging families
 - Teacher's role as educator



Group Discussion

Q & A

Julia Henly, Ph.D.
University of Chicago



Dionne Dobbins, Ph.D.
Child Care Aware



Sara Vecchiotti, Ph.D.
Foundation for Child
Development



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 **OPRE**

Thank you!



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