



University-Based Child & Family Policy Consortium

Looking at Latino Families' Access to Early Care and
Education Through Multiple Dimensions

May 23, 2018
3:00-4:00 PM Eastern

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Looking at Latino Families' Access to Early Care and Education Through Multiple Dimensions

May 23, 2018



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discussion on this webinar
and other topics important
to low-income Hispanic
children and families.



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Who We Are and What We Do

- 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



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The National Research Center on Hispanic Children and Families is funded by a five-year cooperative agreement (grant #90PH0025-01-01) from the Office of Planning, Research and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services. The content of this presentation is solely the responsibility of the authors and does not represent the official views of OPRE, ACF, or HHS.



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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

Looking at Hispanic Families Access to ECE 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
- Parental preferences
- Search and decision-making

Supply:

- Availability and flexibility
- Predictors of quality
- Workforce diversity



Data and Methods Snapshot

- National Survey of Early Care and Education (NSECE), 2012
 - Household survey
 - Center-based survey
 - Home-based provider survey
 - Work force survey
- Descriptive comparisons between:
 - Low-income Hispanic, black and whites
 - High-Hispanic-serving and low-Hispanic serving providers



Looking at Multiple Dimensions of ECE Access

Household:

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



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Challenging Common Assumptions

- Higher ECE participation rates for Hispanic children than previously estimated
- Type of care results look more similar than different by race/ethnicity
- Little evidence that Latinos have a 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:

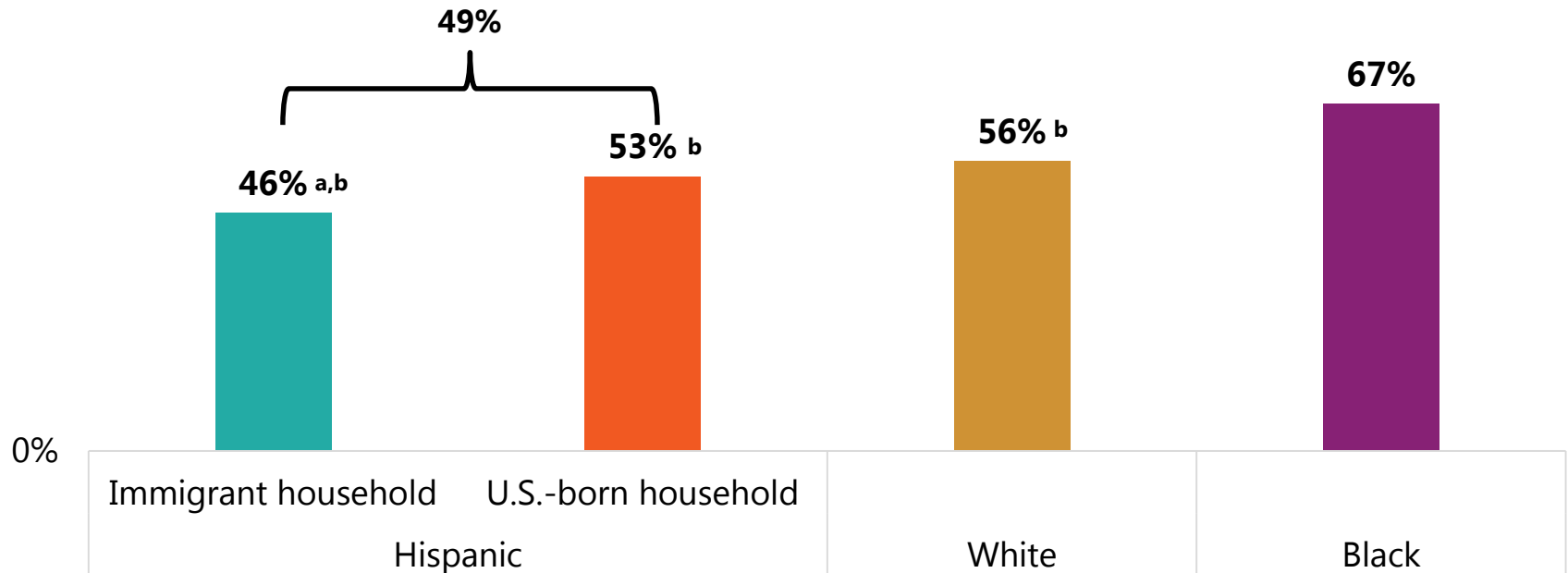
- **Utilization patterns**
- Parental needs
- Parental preferences
- Search and decision-making



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Approximately half of young Hispanic children in low-income households are in ECE arrangements

100%



**Use of any nonparental care for low-income children (ages 0-5),
by household nativity and race/ethnicity, NSECE 2012**

Source: 2012 National Survey of Early Care and Education

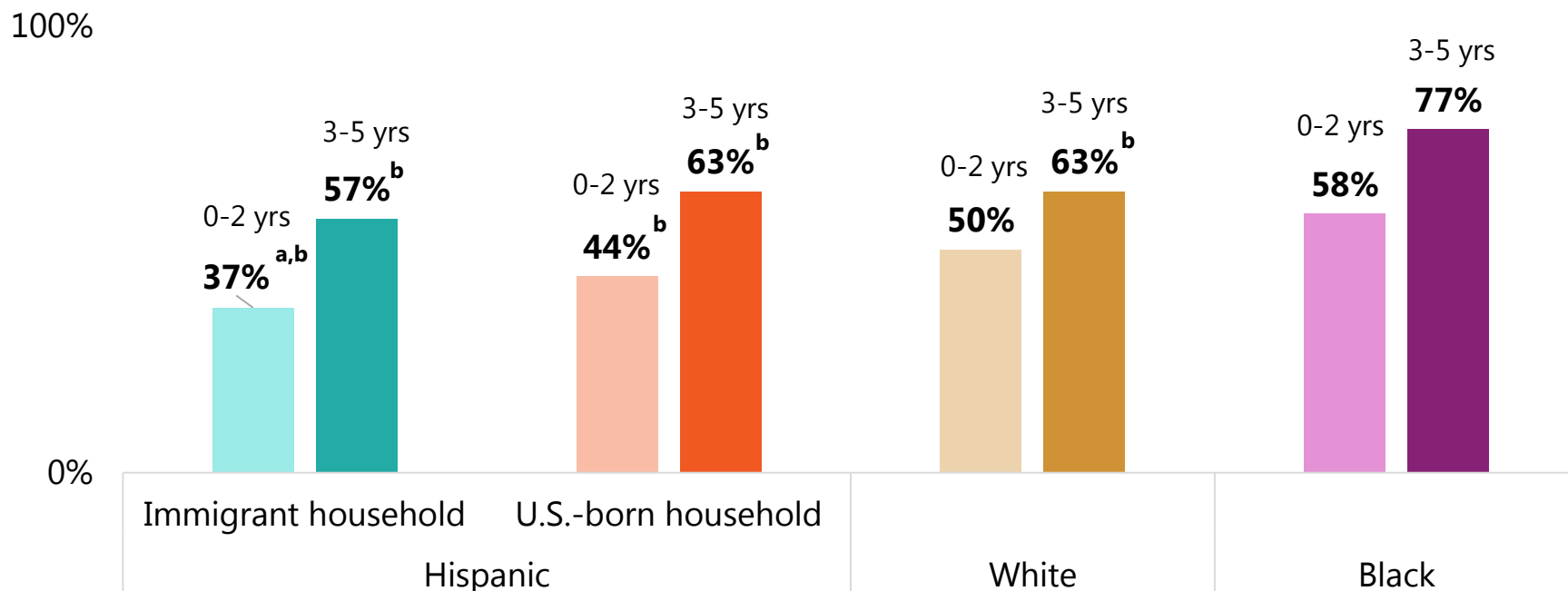
^a Difference relative to white children is significant ($p < .05$)

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



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ECE participation gaps by race/ethnicity are smaller for preschoolers than infants and toddlers



**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

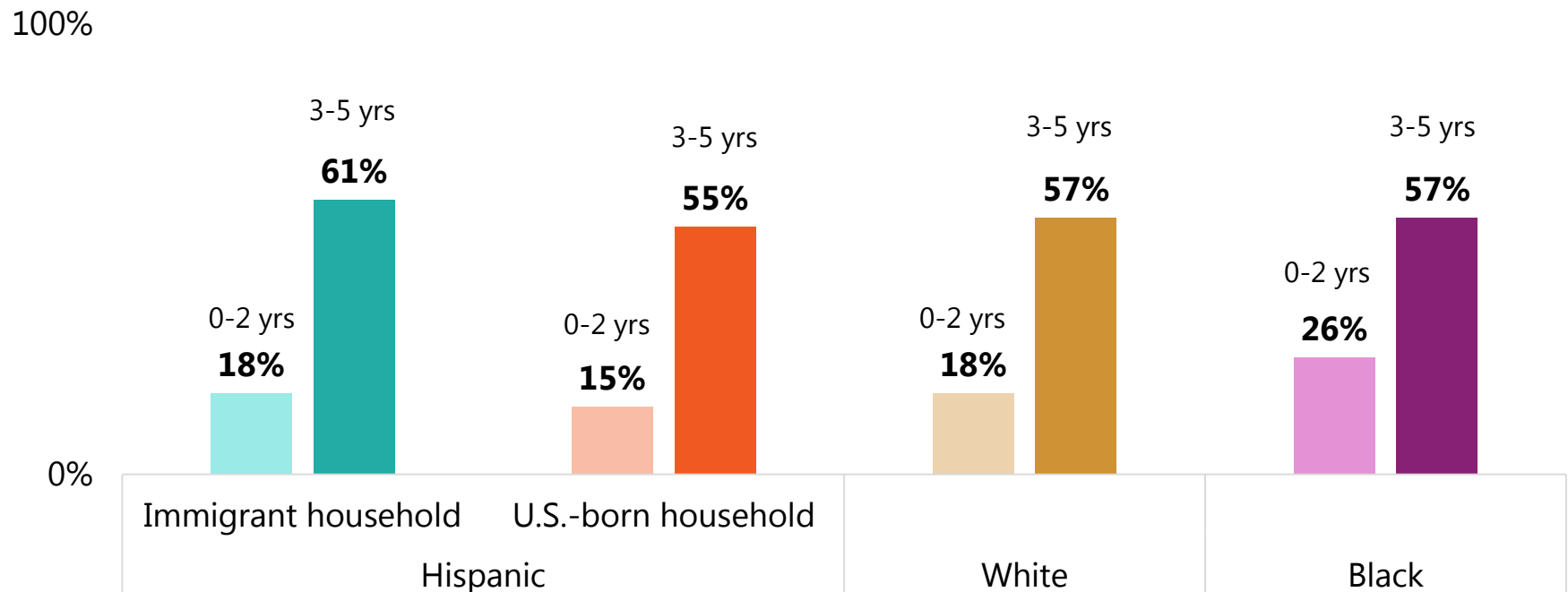
^a Difference relative to white children is significant ($p < .05$)

^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-based care



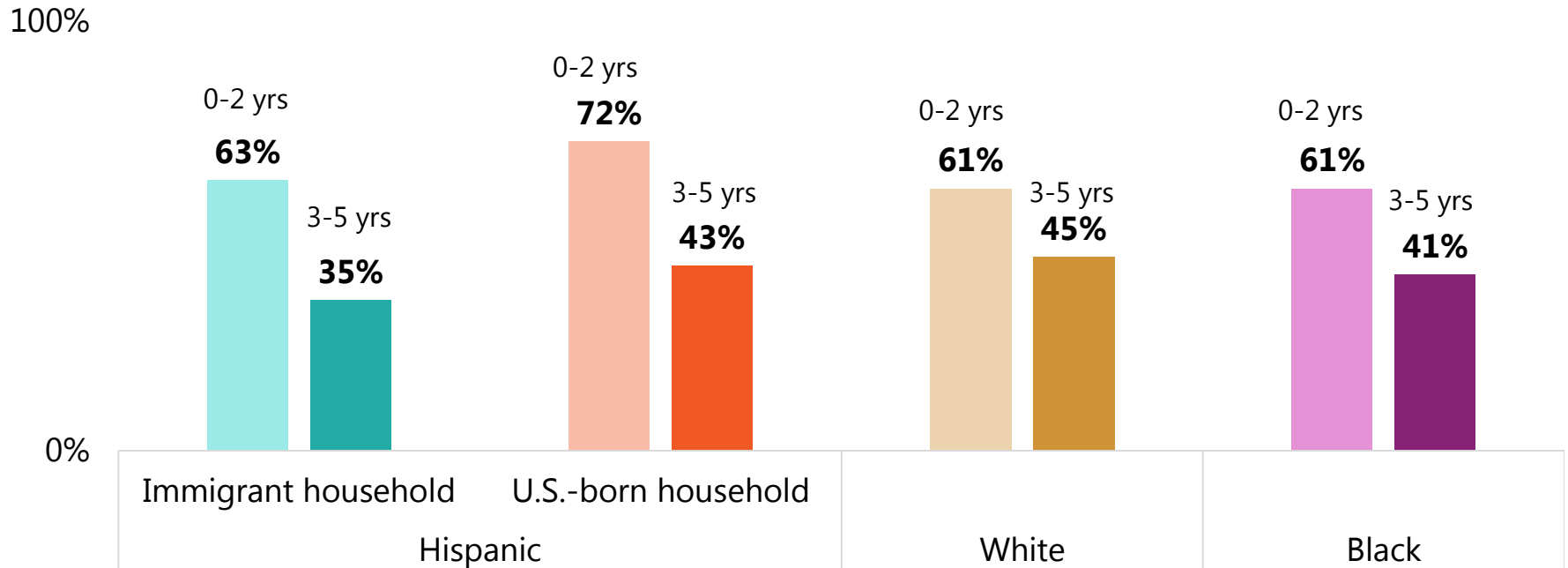
**Use of any center-based care for low-income children,
by child age, household nativity and race/ethnicity, NSECE 2012**

Source: 2012 National Survey of Early Care and Education



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Hispanic children participating 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



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Household:

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



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Parental Needs: Work Schedules

- Nonstandard parental work schedules 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)



Parental Needs: Work Schedules (cont.)

- Few racial/ethnic differences in work schedule characteristics of low-income parents, except:
 - Hispanic children in immigrant households are more likely to have a parent who works weekends
 - Hispanic children are more likely than white peers to have a parent with short advance notice of hours; highest rate in immigrant households.



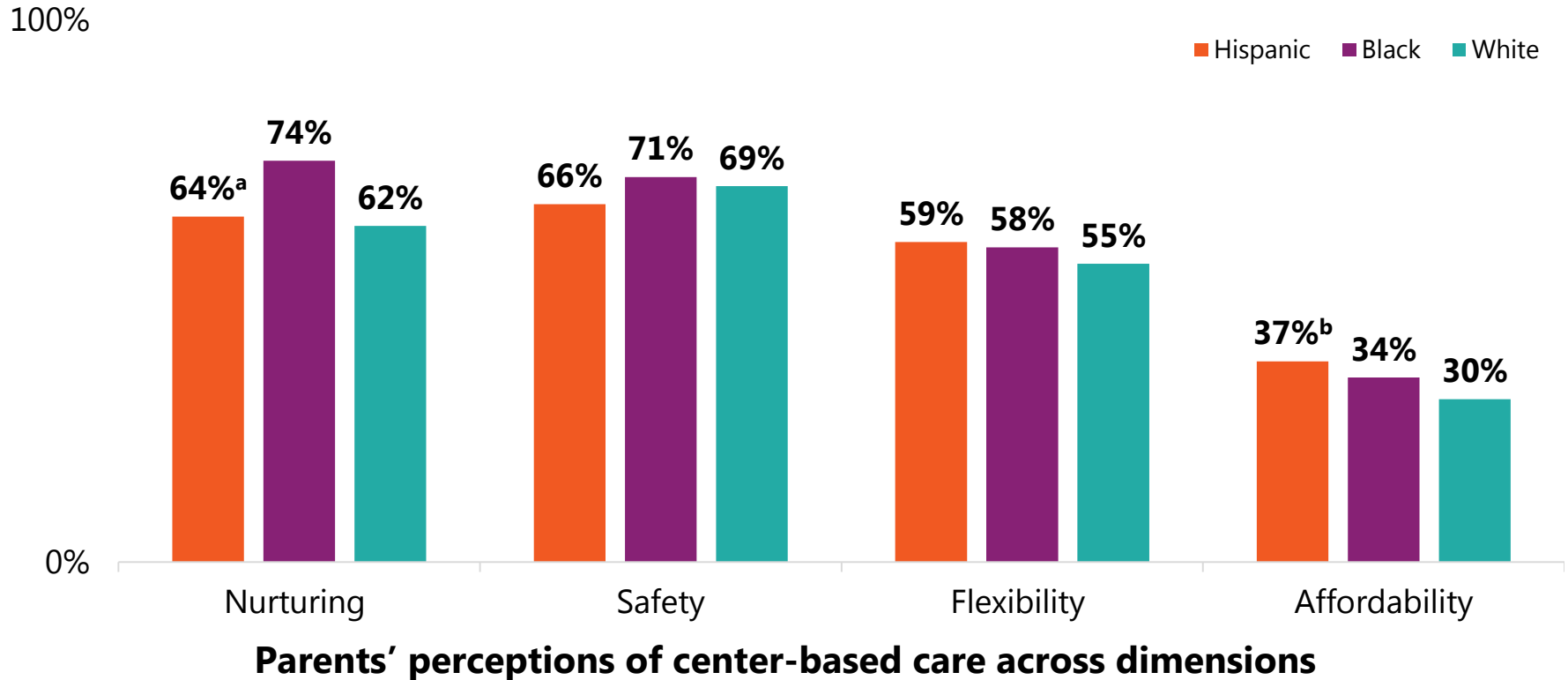
Household:

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



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Hispanic, white, and black parents rate center-based care similarly on most dimensions



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).

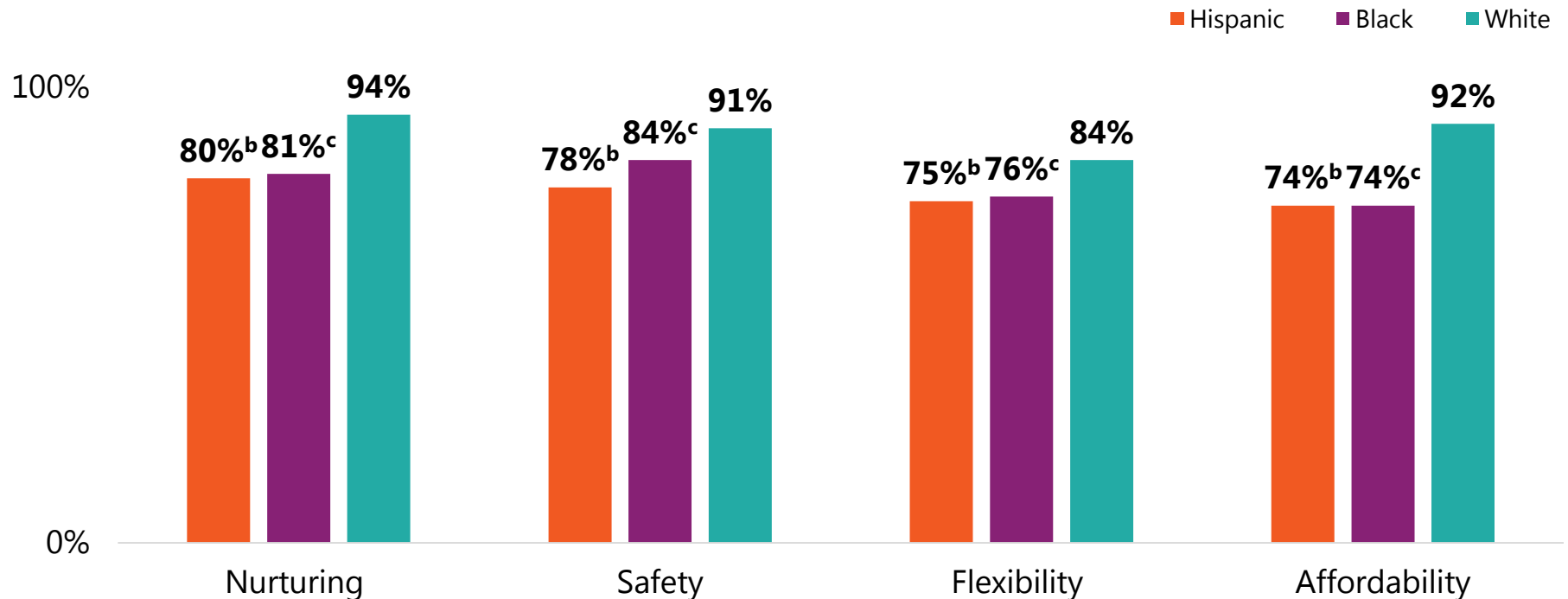
^a Hispanic parents are significantly different than black parents at the $p < 0.05$ level.

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



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



Parents' perceptions of relative care across dimensions

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 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.



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Household:

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



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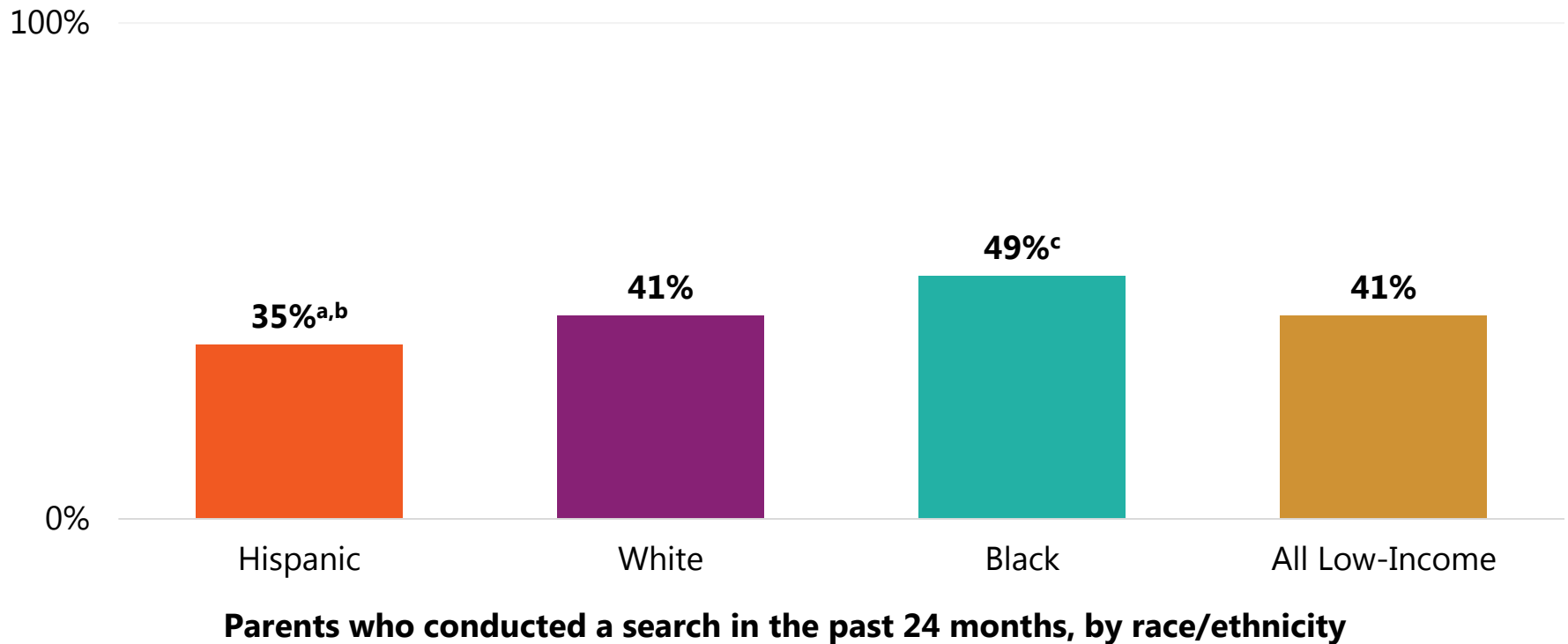
Search

Low-income Hispanic families:

1. are less likely to conduct an ECE search
2. embark on ECE searches for similar reasons – to support work and promote child development
3. consider fewer providers, and who they consider differs
4. are less likely to change their ECE arrangements based on their search



Significantly fewer low-income Hispanic parents searched for ECE compared to non-Hispanic 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.

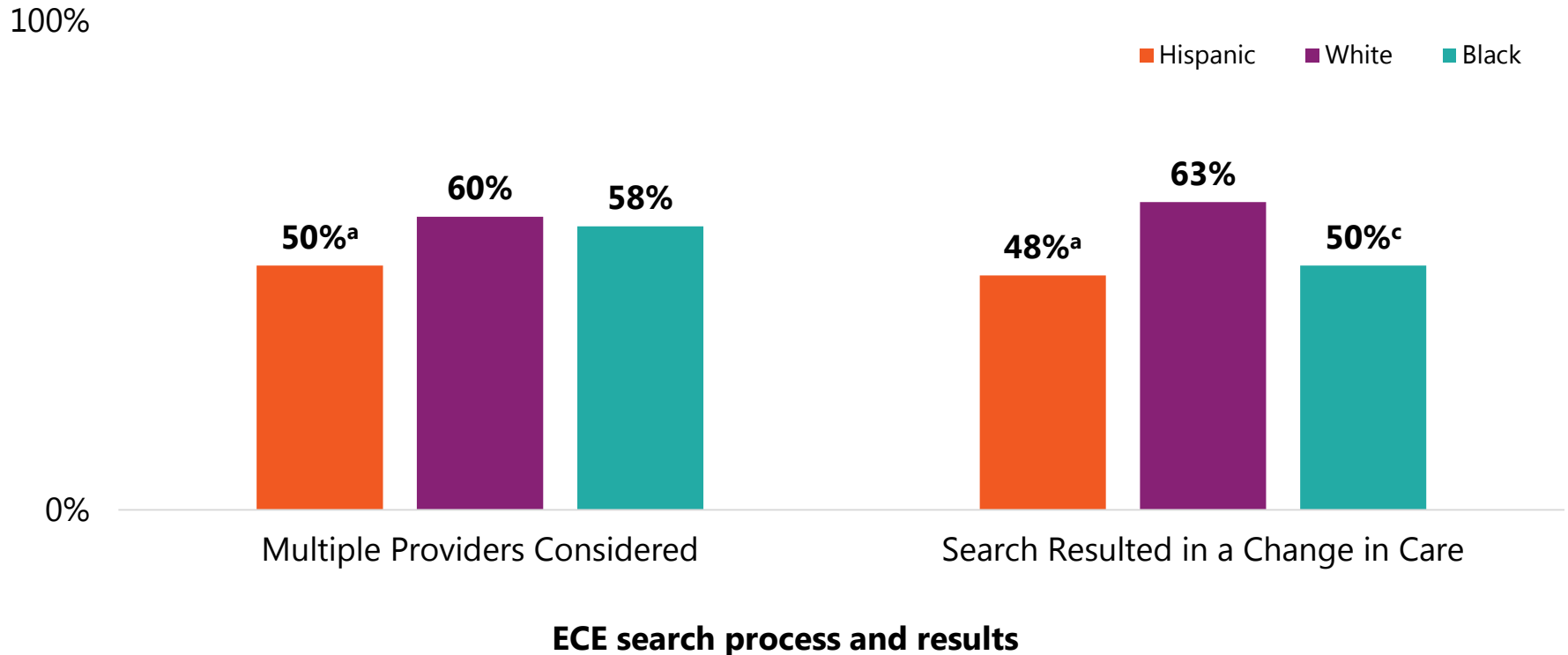
^bSignificant difference ($p < .05$) between Hispanic children and black children.

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



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



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 ($p \leq .05$) 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.



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Summary

- Utilization patterns and parent perceptions are more similar than not across low-income Hispanic, white and black families
 - Centers are predominant arrangement for children ages 3-5
 - Some evidence that hard-to-reach groups are being reached



Summary (cont.)

- Possible access barriers for Hispanics
 - Lower ECE utilization for infants and toddlers
 - Care options may look different: Less likely to have relatives nearby
 - Higher rates of weekend work and short advance notice of work hours
 - ECE searches are more limited and less likely to result in an arrangement



Looking at Multiple Dimensions of ECE Access

Supply:

- Availability and flexibility
- Predictors of quality
- Workforce diversity



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Promise with Room for Improvement

- High-Hispanic-serving (Hi-HS) are doing well in several respects
- Signs of a disconnect between what Hi-HS centers offer and the needs of Hispanics
- Some evidence that differences between Hi-HS and Lo-HS may be due to funding



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



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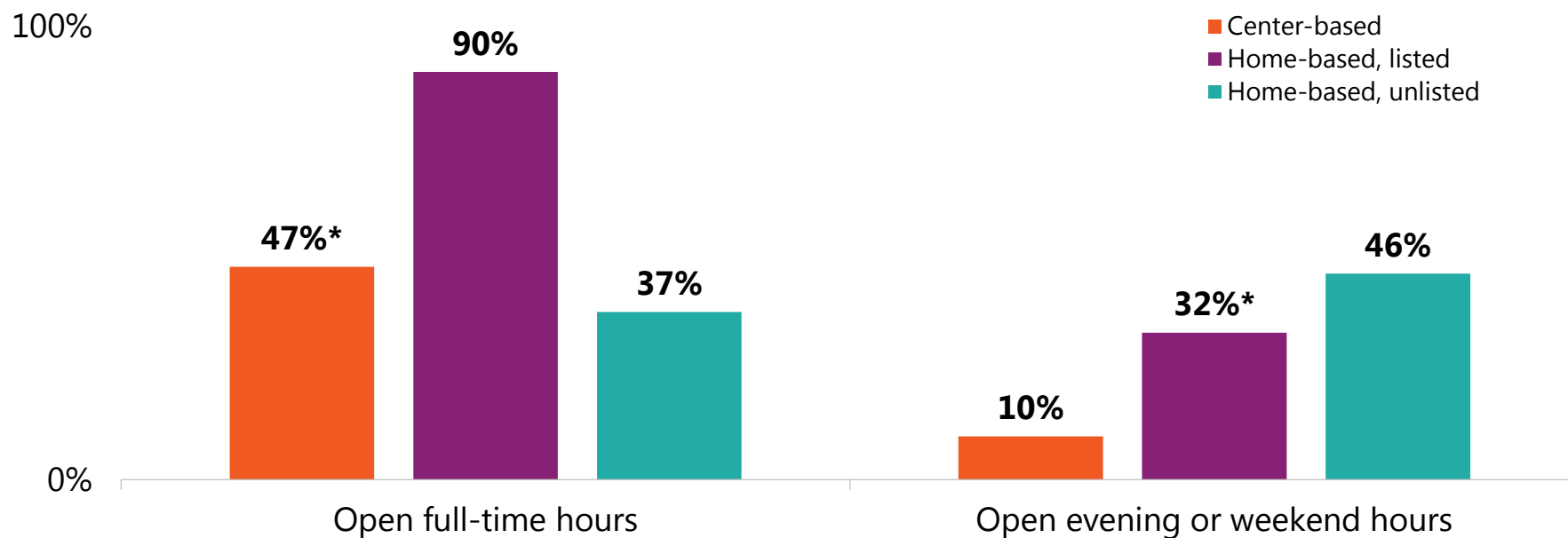
Supply:

- **Availability and flexibility**
- Predictors of quality
- 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.

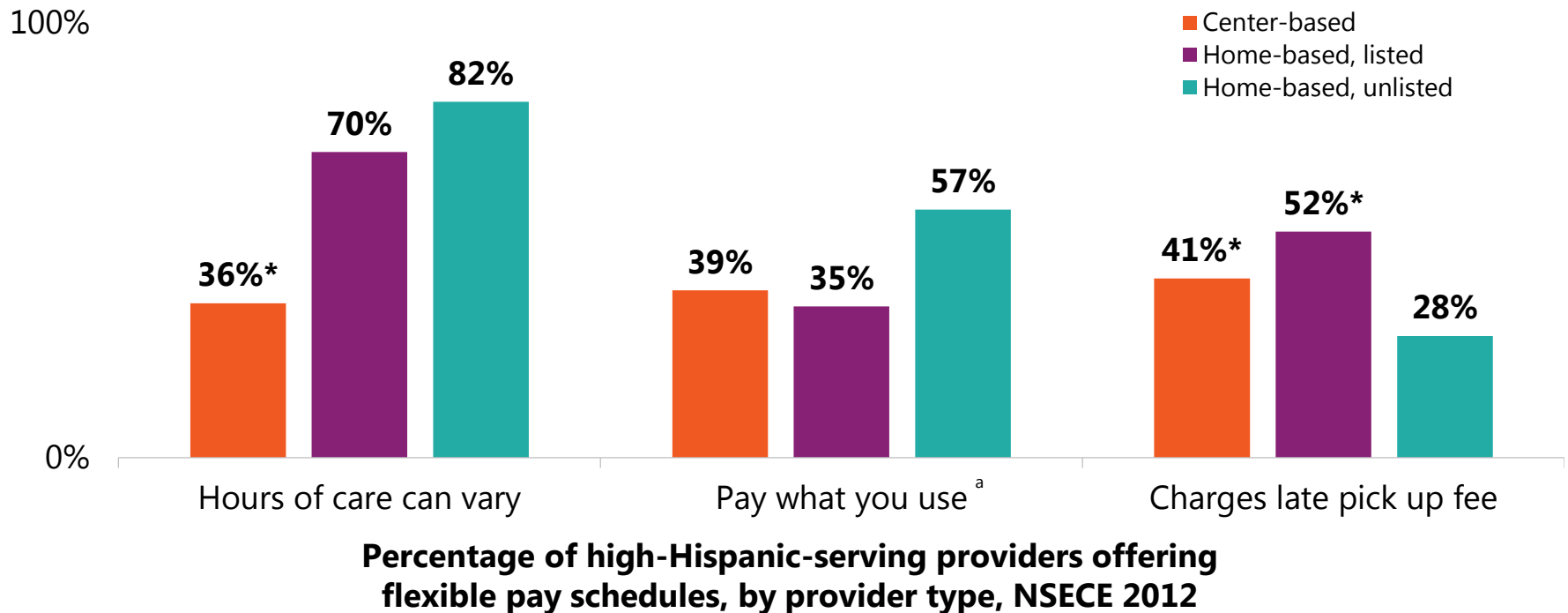
Note: Home-based, listed refers to those providers who care for children in a home-based setting, identified through publicly available lists. Home-based, unlisted providers are those identified through the household roster and generally include relatives and friends who care for related children, but 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.



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



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.



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Supply:

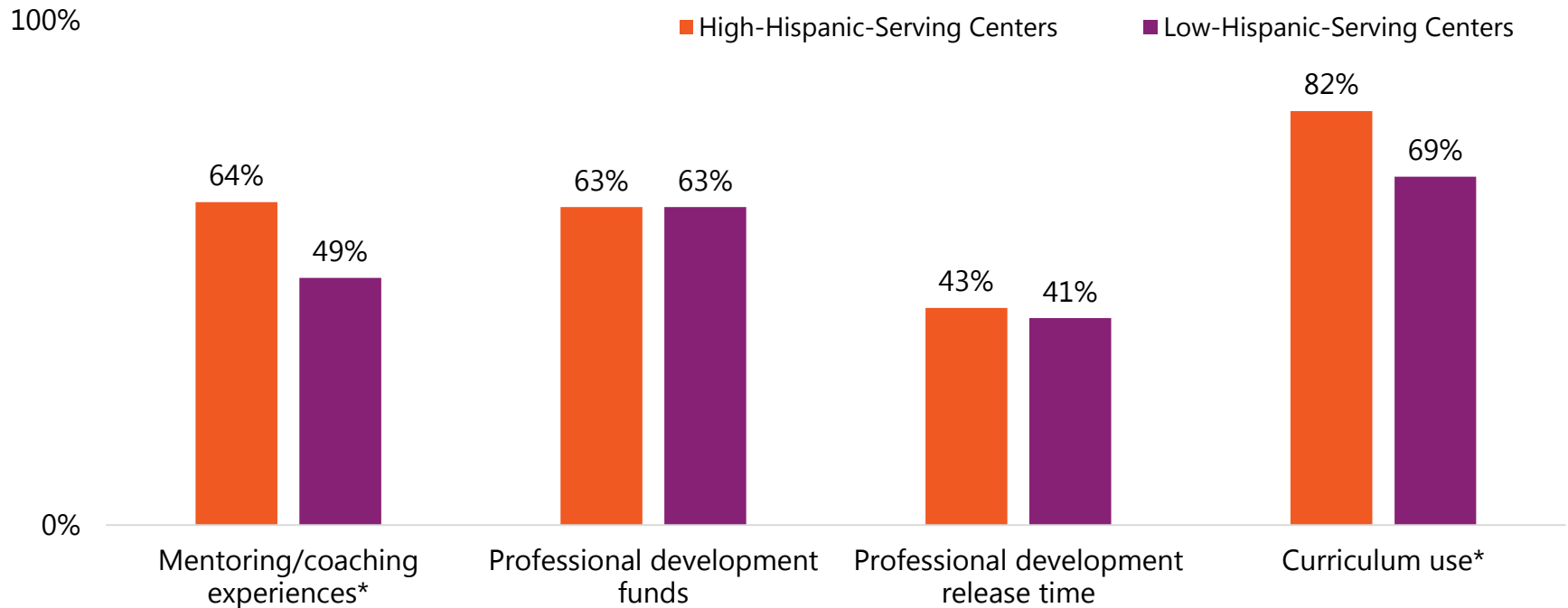
- Availability and flexibility
- **Predictors of quality**
- Workforce diversity



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



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

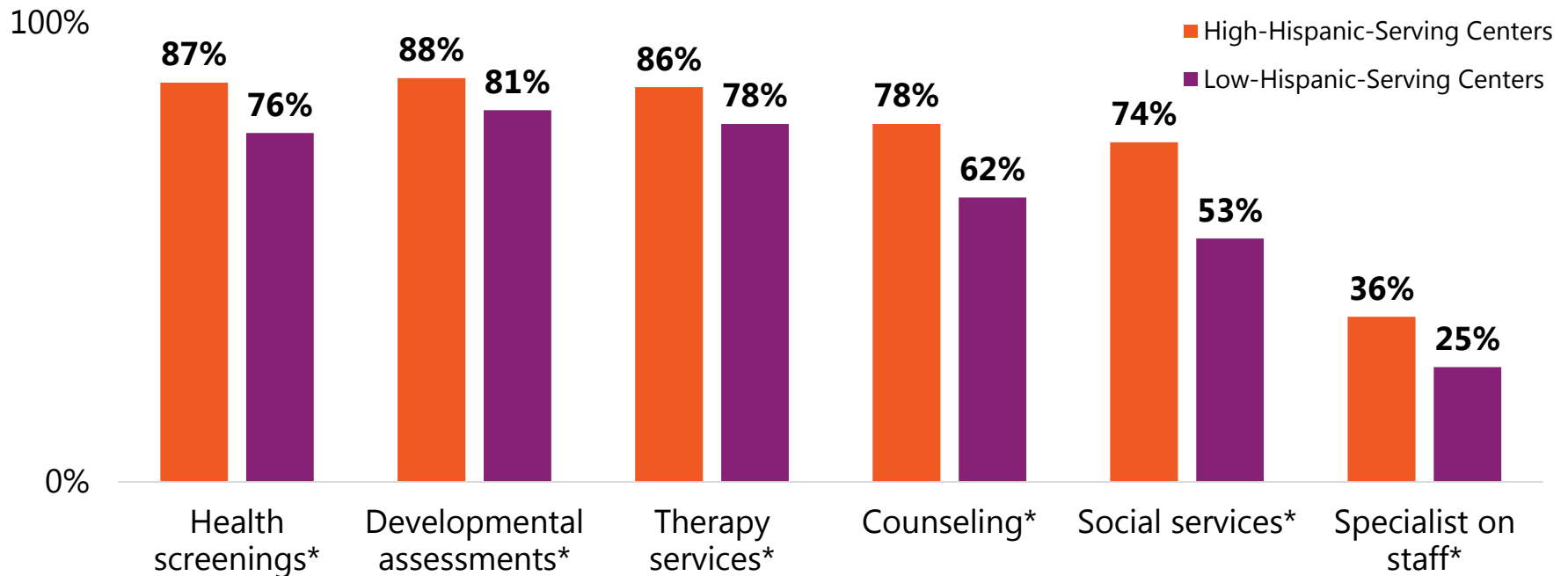
Source: 2012 National Survey of Early Care and Education Center-based Quick Tabulation Data File

*Statistically significant differences at $p < 0.05$ level between high- and low-Hispanic-serving programs. Results are weighted.



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Hi-HS centers are more likely than Lo-HS centers to help children and families access comprehensive services and to have at least one 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.



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Supply:

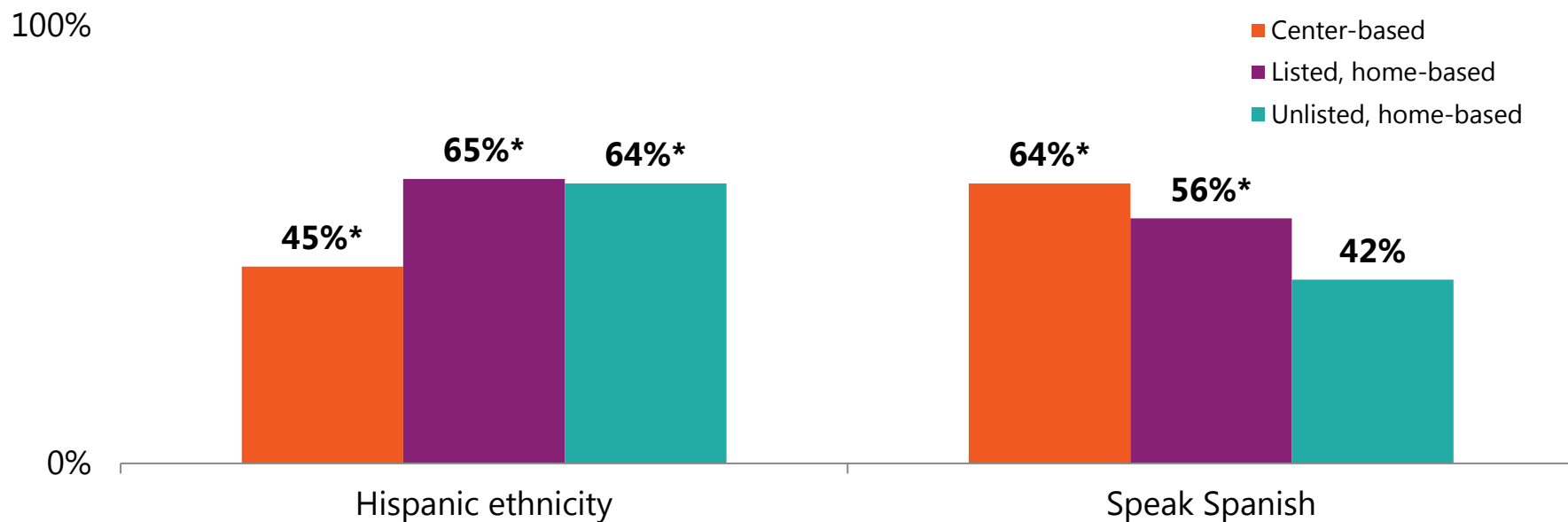
- Availability and flexibility
- Predictors of quality
- **Workforce diversity**



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Among those working in Hi-HS settings, most providers are themselves Hispanic and speak Spanish with children



Percent of workforce serving a large proportion of Hispanic children who are Hispanic and speak Spanish with children by type of ECE, NSECE 2012

Source: National Survey of Early Care and Education 2012, public use files.

Note: For center-staff "speak Spanish" was either collected at the center-level or from the center-director about the workforce respondent. We present here the center-level measure. Sample is limited to cases for whom data on ethnicity and language spoken were available (also see Databox).

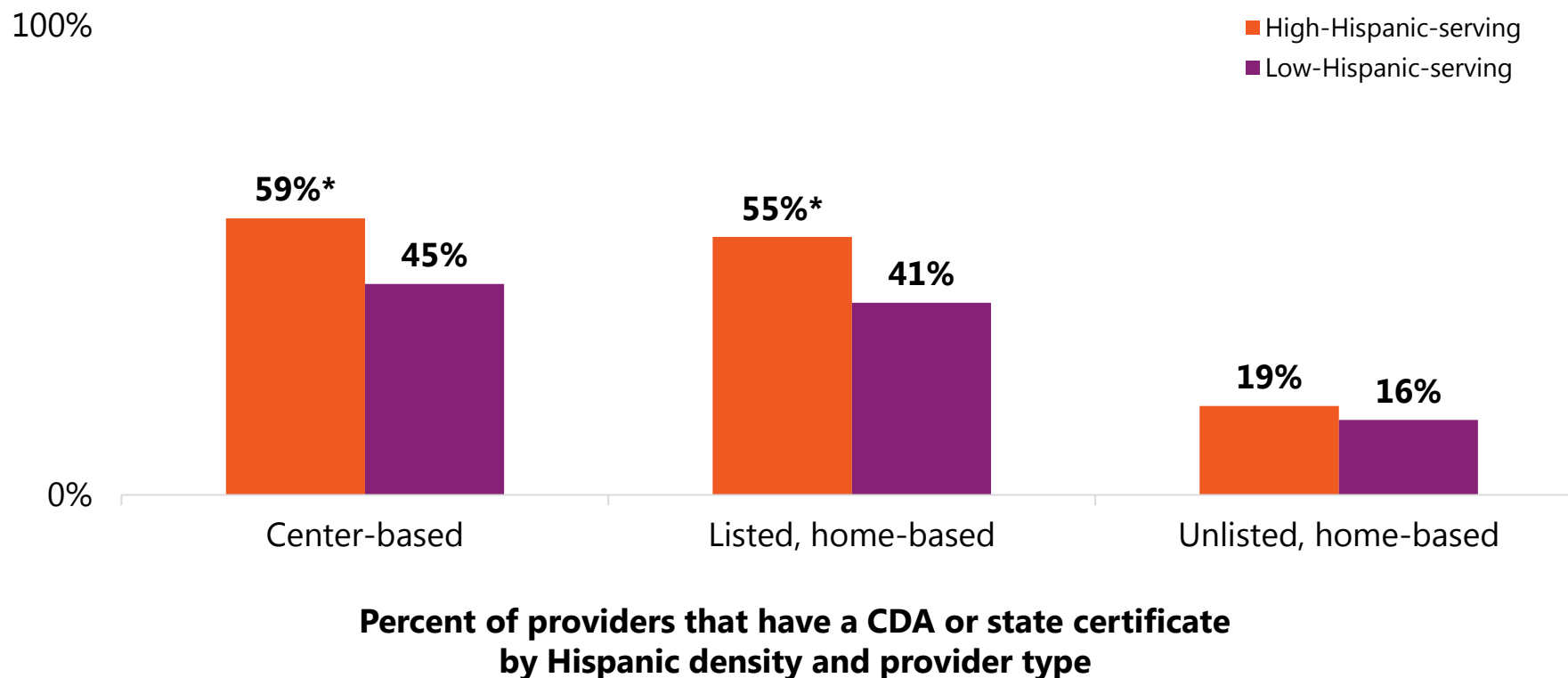
Note: Listed, home-based providers serving four or fewer children were not asked questions pertaining to language.

*Indicates that differences between providers in high- and low-Hispanic-serving of similar settings is statistically significant at $p < 0.05$.



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Most providers working in Hi-HS centers have a CDA or state certificate



Source: National Survey of Early Care and Education 2012, public use files.

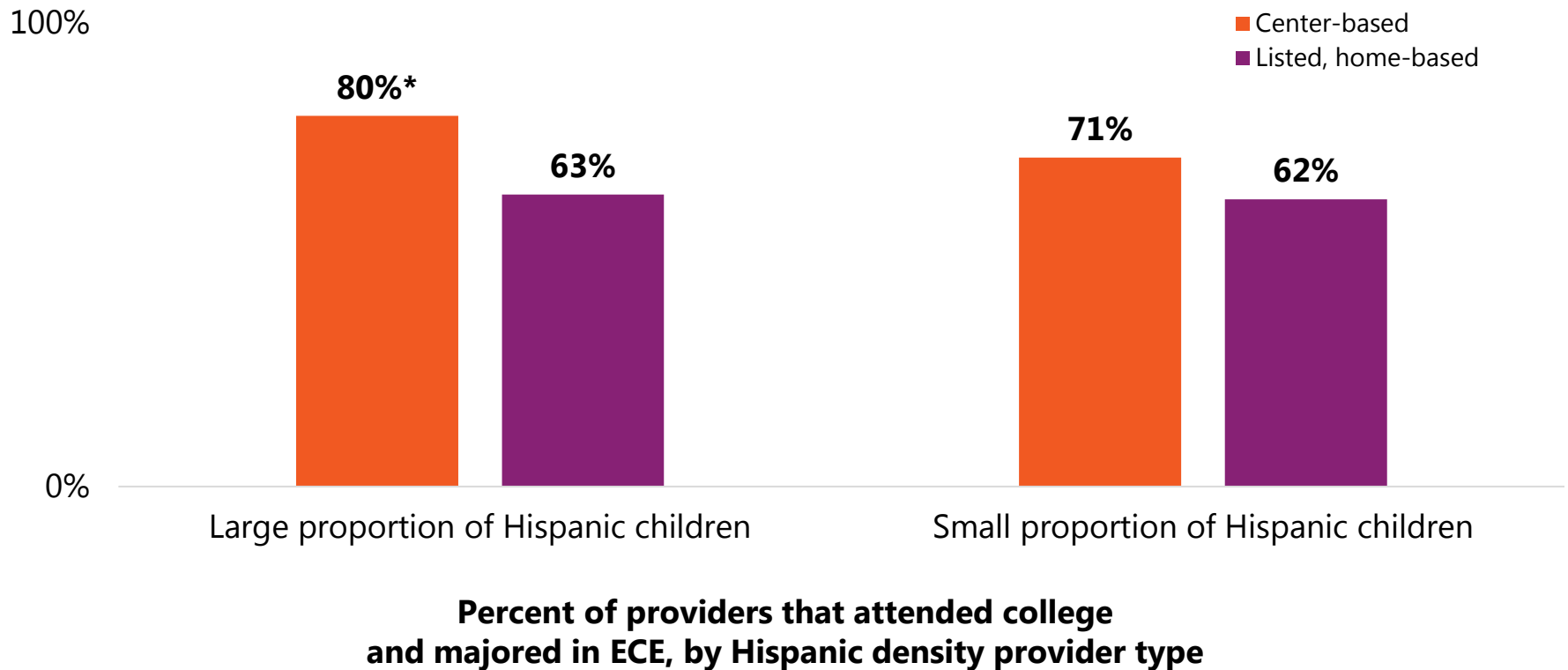
Note: Analysis limited to 5,167 center-based, 3,370 listed, home-based, and 235 unlisted, home-based providers for whom data is available.

*Indicates that differences between providers in high- and low-Hispanic-serving of similar settings is statistically significant at $p < 0.05$.



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Providers working in Hi-HS centers are more likely to major in ECE or education than their Lo-HS counterparts



Source: National Survey of Early Care and Education 2012, public use files.

Note: Analysis limited to those who reported attending some college leaving a valid sample of 4,391 center-based and 2,153 listed, home-based providers.

* Indicates that differences between providers in high- and low-Hispanic-serving of similar settings is statistically significant at $p < 0.05$.



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Contemporary Portrait of Early Care & Education



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A 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. New evidence challenges previously suggested reasons for historically lower ECE participation among 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



A New Narrative (cont.)

3. Some evidence that traditionally hard-to-reach groups are being reached
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
 - Narrow searches and searches less likely to lead to a switch
 - Unclear how well centers are meeting the needs of low-income working Hispanic parents



Discussion



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Questions and Answers



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Thank you!



Contact us: Lina Guzman, lguzman@childtrends.org; Danielle Crosby, dacrosby@uncg.edu; Yvette Sanchez Fuentes, Yvette.fuentes@usa.childcareaware.org

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