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• All attendees are muted

• Attendees can type in questions for the panelists in the question box

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Child care plays a critical role in children’s development AND is key in promoting employment opportunities for families.
COVID-19 dismantled the child care system, a critical employment support for working parents
Adults are working less to take care of their children

1 in 5 adults living with young children worked fewer hours because of increased caregiving responsibilities

Latino families were hard hit by child care closures

1 in 3 Hispanic workers are in frontline occupations

Only 16% of Latino workers have the option of working from home

Hispanic workers are overrepresented in low-wage jobs that are less likely to offer paid leave
Webinar goal:

This webinar will present recent research on Hispanic families’ experiences with child care closures or disruptions.
Presenters

**Danielle Crosby, Ph.D.,**
Associate Professor,
University of North Carolina, Greensboro

**Emma K. Lee,**
Columbia University

**Kevin Ferreira van Leer, Ph.D.,**
Assistant Professor,
California State University, Sacramento

**Zach Parolin, Ph.D.,**
Senior Fellow,
Columbia University, Bocconi University
The Care Burden During COVID-19: Tracking the Closure of Child Care Centers

Emma K. Lee
Columbia University

Zach Parolin
Bocconi University
Columbia University
The context for this study:

• The Health Crisis

• The Employment Crisis

• The Care Crisis
Main questions:

How many child care centers closed or experienced disruptions?

What are the disparities in exposure to child care center closures?

In particular: to what extent are Hispanic families exposed to child care center closures?
A preview:
Share of families exposed to child care closures by month in 2020-2021

Data Source: U.S. Database of Child Care Closures during COVID-19
How do we measure and track the capacity of child care centers?

- Use *anonymized, aggregated* mobile phone data

- We can see how many total visits were made to a child care center

- Included in the data: 100,000+ child care centers across the United States

- Monthly visit counts from January 2019 to August 2021
How do we identify a child care center that is closed or at reduced capacity?

• For each center and each month: what is the change in total in-person visits to the center from the same month in 2019?
How do we identify a child care center that is closed or at reduced capacity?

• For each center and each month: what is the change in total in-person visits to the center from the same month in 2019?

April 2019
500 visits
How do we identify a child care center that is closed or at reduced capacity?

• For each center and each month: what is the change in total in-person visits to the center from the same month in 2019?

April 2019
500 visits

April 2020
50 visits
Demographic and socio-economic covariates:

• Data of Census tract where child care center is located:
  o Race/ethnicity
  o Share of families in poverty
  o Share of families headed by a single parent
  o Share of adults with a college degree
  o Median income
  o Population density
Share of child care centers with at least 50 percent year-over-year decline in visits

Note: Monthly visits in 2020 and 2021 are compared to monthly visits in 2019. Sample includes 85,328 child care centers each month.
Data Source: U.S. Database of Child Care Closures during COVID-19
Share of child care centers with at least 50 percent year-over-year decline in visits

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Data Source: U.S. Database of Child Care Closures during COVID-19
Mean year-over-year decline in visits to child care centers by county, April 2020-April 2021

Data Source: U.S. Database of Child Care Closures during COVID-19
Share of families exposed to child care closures by month, 2020-2021

Data Source: U.S. Database of Child Care Closures during COVID-19
Share of day care closures by share of White families

Data Source: U.S. Database of Child Care Closures during COVID-19
Share of day care closures by share of Latino families

Data Source: U.S. Database of Child Care Closures during COVID-19
Share of day care closures by share of families living in poverty

Data Source: U.S. Database of Child Care Closures during COVID-19
Share of day care closures by population density

Data Source: U.S. Database of Child Care Closures during COVID-19
Conclusions:

• Hispanic families: particularly high rates of exposure.

• Our findings portend widening racial/ethnic gaps in families’ ability to manage care (and employment) responsibilities.

• **Our data are publicly available.** Search for “National Database of Child Care Closures in the United States.”
Thank you!

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Zachary Parolin, Zachary.parolin@unibocconi.it, Zachary.parolin@columbia.edu
Experiences & Consequences of Disruptions to Child Care & Work Arrangements for Latino Families: A look before & during the COVID-19 pandemic

Kevin Ferreira van Leer
California State University, Sacramento
Context before COVID-19
Data and sample

• 2012 National Survey of Early Care & Education

• Sample of 2,196 low-income Hispanic households
More than one quarter of households report having experienced a disruption in the coordination of work and care in 2012.

Percentage of low-income households with children who reported a care-work disruption in the last three months, by nativity status among Hispanic households.

Data Source: National Survey of Early Care and Education, 2012
Frequency of child care disruptions, 2012

Data Source: National Survey of Early Care and Education, 2012

- Immigrant Hispanic:
  - 1-4 days: 56%
  - 5-9 days: 28%
  - 10+ days: 16%

- Nonimmigrant Hispanic:
  - 1-4 days: 47%
  - 5-9 days: 32%
  - 10+ days: 21%
Financial consequences of disruptions, 2012

Percentage of low-income households with children 0-12 who reported losing pay as a result of a child-care disruption, by nativity status among Hispanic households

- Of those who missed a day or more of work
- Of those who arrived late/left early

Data Source: National Survey of Early Care and Education, 2012

A disruption to work for a building cleaner in Pennsylvania would cost $11.52/hour or approx. $100/day

Missing 20 days results in approx. $1,843 lost
Disruptions during COVID-19
Data and sample snapshot

• Household Pulse Survey (U.S. Census Bureau)

• N=37,310

• April 14-June 7, 2021
Definitions

Disruption

• Child under 18 unable to attend daycare or another child care arrangement in the last 4 weeks because of COVID-19

• April 14-June 7, 2021

Resulting Approach

• Took unpaid leave
• Used vacation, sick days, or other paid leave
• Cut hours
• Left or lost a job
• Did not look for a job
• Supervised 1 or more children while working
• Other
How many families reported experiencing disruptions?

- **All**: 19%
- **Latino**: 22%
- **Black**: 24%
- **White**: 17%

Data Source: U.S. Census Bureau's Household Pulse Survey weeks 28-31 (April 14-June 7, 2021)
How did families deal with COVID-related child care disruptions?

Data Source: U.S. Census Bureau’s Household Pulse Survey weeks 28-31 (April 14-June 7, 2021)
How did families deal with COVID-related child care disruptions?

Note: “a” and “b” indicate statistically significant differences between Latino and White households and between Black and White households, respectively.

Data Source: U.S. Census Bureau’s Household Pulse Survey weeks 28-31 (April 14-June 7, 2021)
Voices from the field
Data and methods snapshot

- ‘20-’21 Kindergarten families enrolled in a small city in the northeastern United States
- Interviews (n=25), Summer 2021
- Preliminary findings

Note: This research was supported by a grant from the Education Research Service Projects Program of the American Educational Research Association. Source: Cook, K., D., Ferreira van Leer, K., Gandhi, J., Kuh, L. (forthcoming).
Emerging themes from families

Disruptions across care & educational settings

• At start of the pandemic, disruptions were nearly universal regardless of program closure

• Uncertainty over online learning & care arrangements

• New disruptions arose throughout programs re-opening progressions
Emerging themes from families

- Disruptions and family stress
  - Parents noted changes in household, including children
  - Navigating sense of community & social networks
Summary

• Prior to the pandemic, disruptions were common for low-income Latino households

• Pandemic upended care systems of families, creating a cascade of disruptions

• Approaches to disruptions for Latinos were likely constrained by their circumstances

• Families have begun braiding together new care systems, but contexts associated with disruptions have not been mitigated
Thank you!

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National Research Center on Hispanic Children & Families
Reflections
Reflections

• Inequitable systems have long required low-wage working parents—especially in Black, Brown, and immigrant families—to coordinate precarious work and child care arrangements.

• Pre-pandemic, low-income Hispanic families maintained strong attachment to the labor market despite considerable challenges:
  o Insufficient community supply of licensed care providers
  o Nonstandard work hours and short advance notice of work schedule
  o High out-of-pocket child care costs
  o Care-work disruptions that often resulted in missed work, missed pay

• Pandemic has exacerbated existing racial, ethnic, and SES-based disparities, with Latino parents overrepresented:
  o Among frontline workers with greater exposure to health risks
  o Among those who have left the work force, especially Latina mothers
  o In communities with child care closures
  o AND, as part of the child care workforce impacted by pandemic
Moving forward

- Beyond “recovery”, how do we build more effective, equitable, and sustainable supports and infrastructure for Hispanic families coordinating employment and caregiving?

- Child care access framework can help guide policy and practice
Moving forward: Supports for working parents

• Expanded and more flexible child care assistance
  o Increased funding to help more families afford care
  o Less dependence on parents’ work status and hours
  o Greater coverage for the range of care options families use

• More inclusive recovery safety net to serve all families

• Family-friendly workplace policies
  o Paid leave
  o Fair scheduling practices
Moving forward: A child care system that helps families and providers thrive

- Investments to help stabilize, sustain, and build child care supply, especially in Black, Brown, and immigrant communities
  - Attention to gaps that have only widened because of pandemic (e.g., nonstandard hours, infants/toddlers)

- Growing and supporting the child care workforce
  - Livable wages and benefits
  - Build capacity re: culturally, linguistically responsive care
  - Professional development and supports for health and mental health of providers, children, and families
  - Resources and training that include home-based providers
Moving forward: Research directions

• Data needed to track ongoing impacts of the pandemic and recovery efforts from an equity lens
  o Demographic data related to service provision
  o More holistic assessment of child care access

• Studies that can inform:
  o Building child care supply that meets what Hispanic families want and need
  o Policies and practices that support the resourcefulness of Hispanic families in coordinating work and caregiving

• Community-engaged, community-informed methods
Audience Q&A
Thanks to our funders!
Thank you!

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