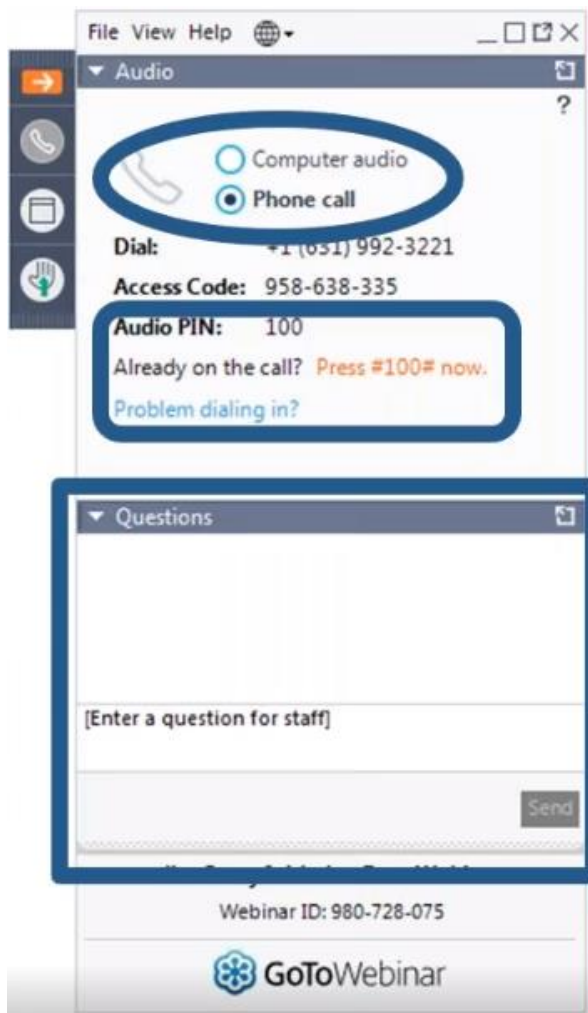


Until we get started...



*Please note, this call will be recorded, and the recording will be posted to our website.

Here are some helpful reminders:

If you are having trouble hearing the webinar and are participating using your computer's audio, please switch the audio options from **"Computer audio"** to **"Phone call"**.

To listen using your phone's audio, and after dialing the phone number and Access Code, please dial your **personal Audio PIN, for example: #100#**.

If you have any technical or content questions throughout the webinar, you can **send us a question or comment using the Questions box**.





Hispanic Families' Experiences of Child Care Closures during COVID-19

October 13, 2021

Logistics

- All attendees are muted
- Attendees can type in questions for the panelists in the question box
- The webinar will be recorded and available on our website





Tweet, please!

If you like what you hear during today's webinar, please share it through Twitter.

- #NRCHComunidad
- @NRCHispanic

Disclaimer



The views expressed in this presentation do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.



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

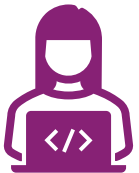
Source: Waxman, E. & Gupta, P. (2021). [Working less to provide more care: How the pandemic has affected families with young children](#). Urban Institute.



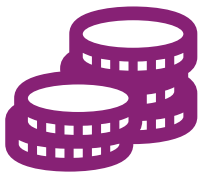
Latino families were hard hit by child care closures



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



Emma K. Lee,
Columbia University



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



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



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

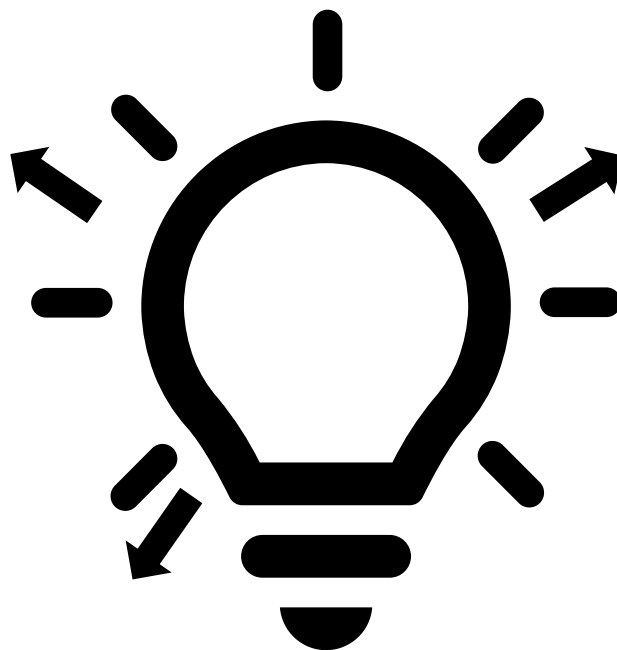
The context for this study:

- The Health Crisis
- The Employment Crisis
- The Care Crisis



Main questions:

How many child care centers closed or experienced disruptions?



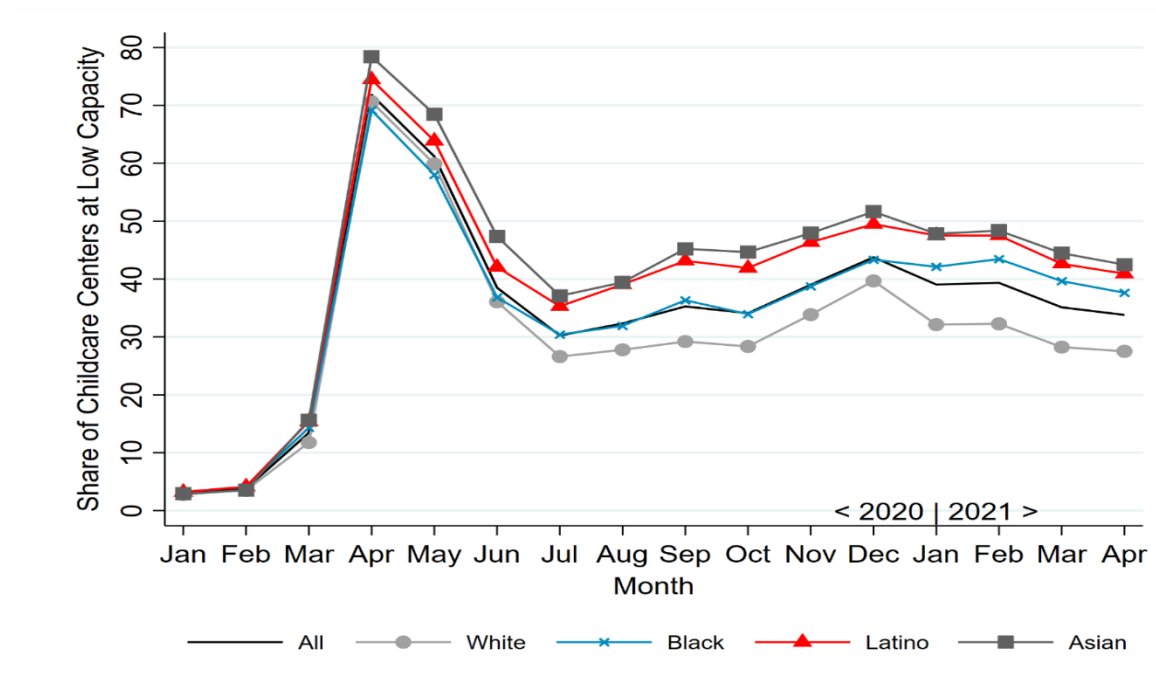
What are the disparities in exposure to child care center closures?

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

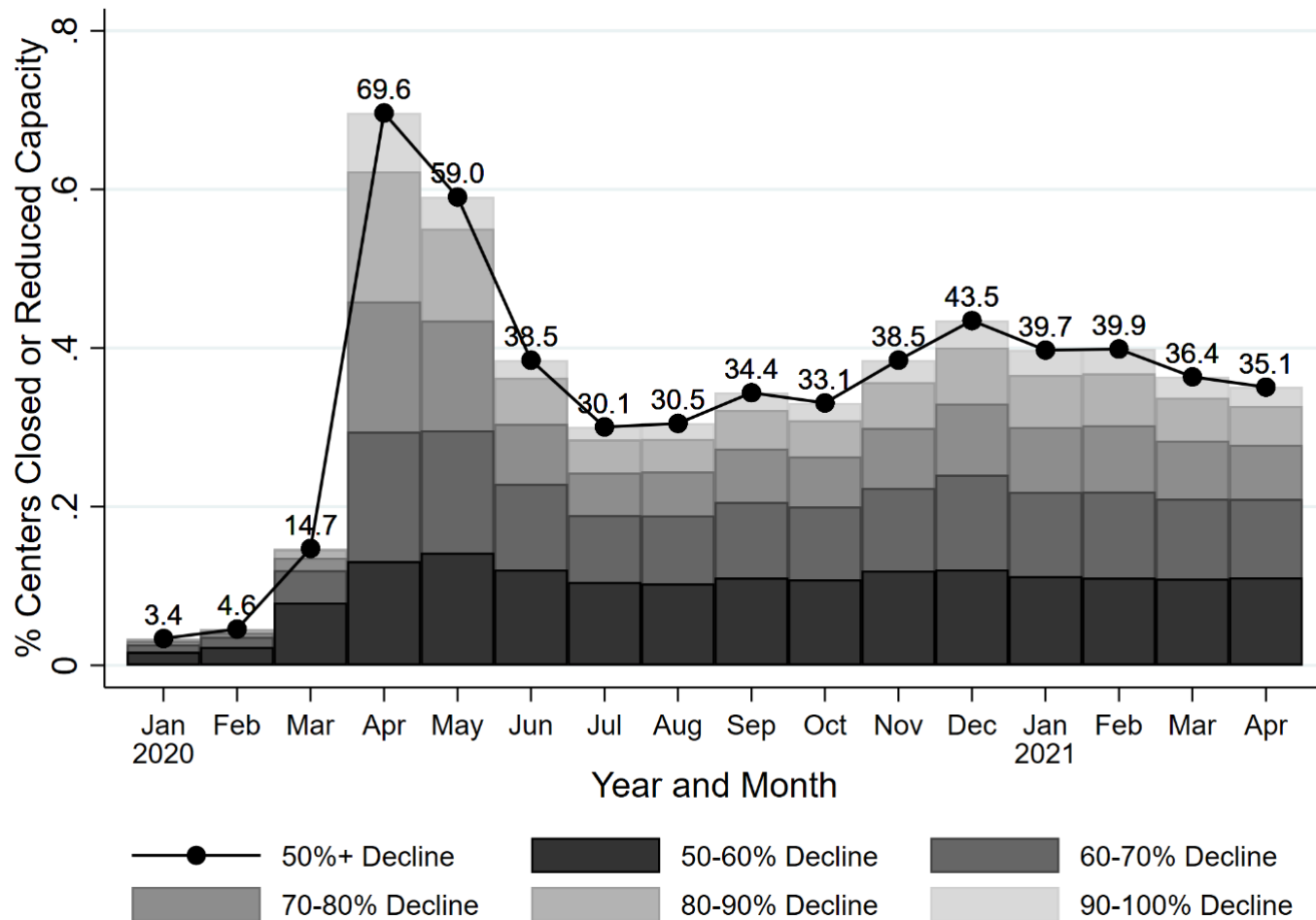


Demographic and socio-economic covariates:

- Data of Census tract where child care center is located:
 - Race/ethnicity
 - Share of families in poverty
 - Share of families headed by a single parent
 - Share of adults with a college degree
 - Median income
 - Population density



Share of child care centers with at least 50 percent year-over-year decline in visits

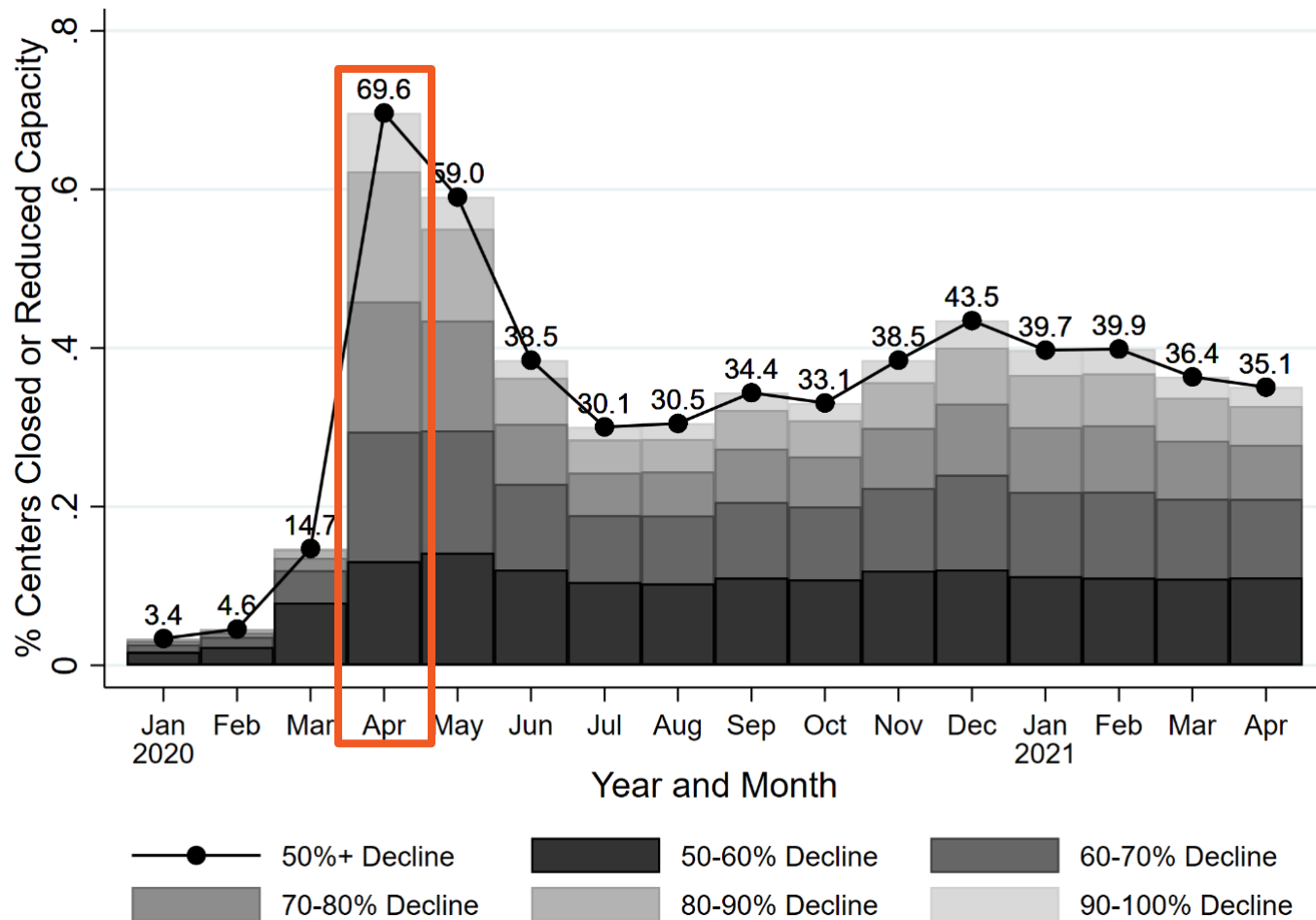


Note: Monthly visits in 2020 and 2021 are compared to monthly visits in 2019. Sample includes 85,328 child care centers each month.

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

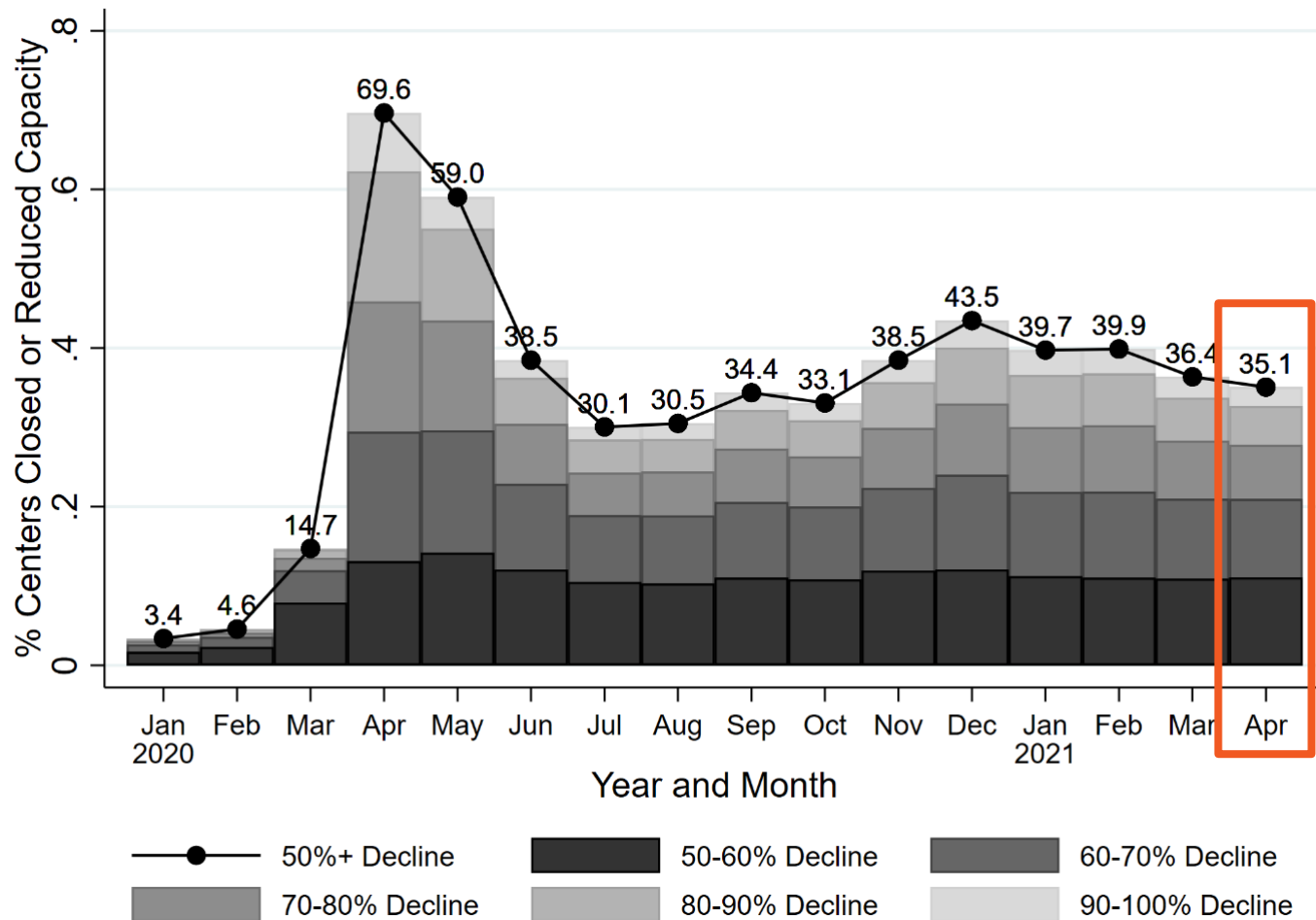


Note: Monthly visits in 2020 and 2021 are compared to monthly visits in 2019. Sample includes 85,328 child care centers each month.

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

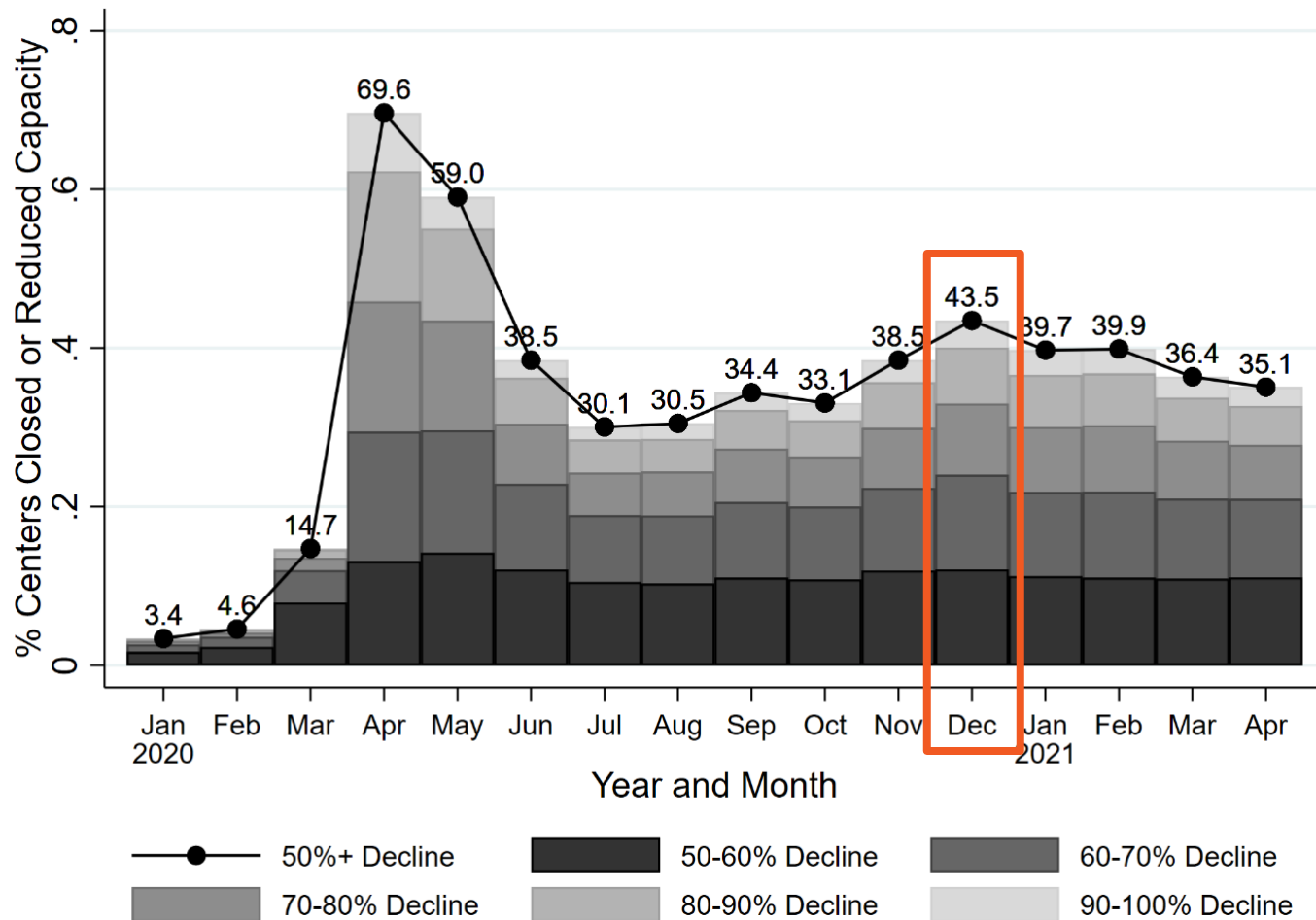


Note: Monthly visits in 2020 and 2021 are compared to monthly visits in 2019. Sample includes 85,328 child care centers each month.

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Share of child care centers with at least 50 percent year-over-year decline in visits

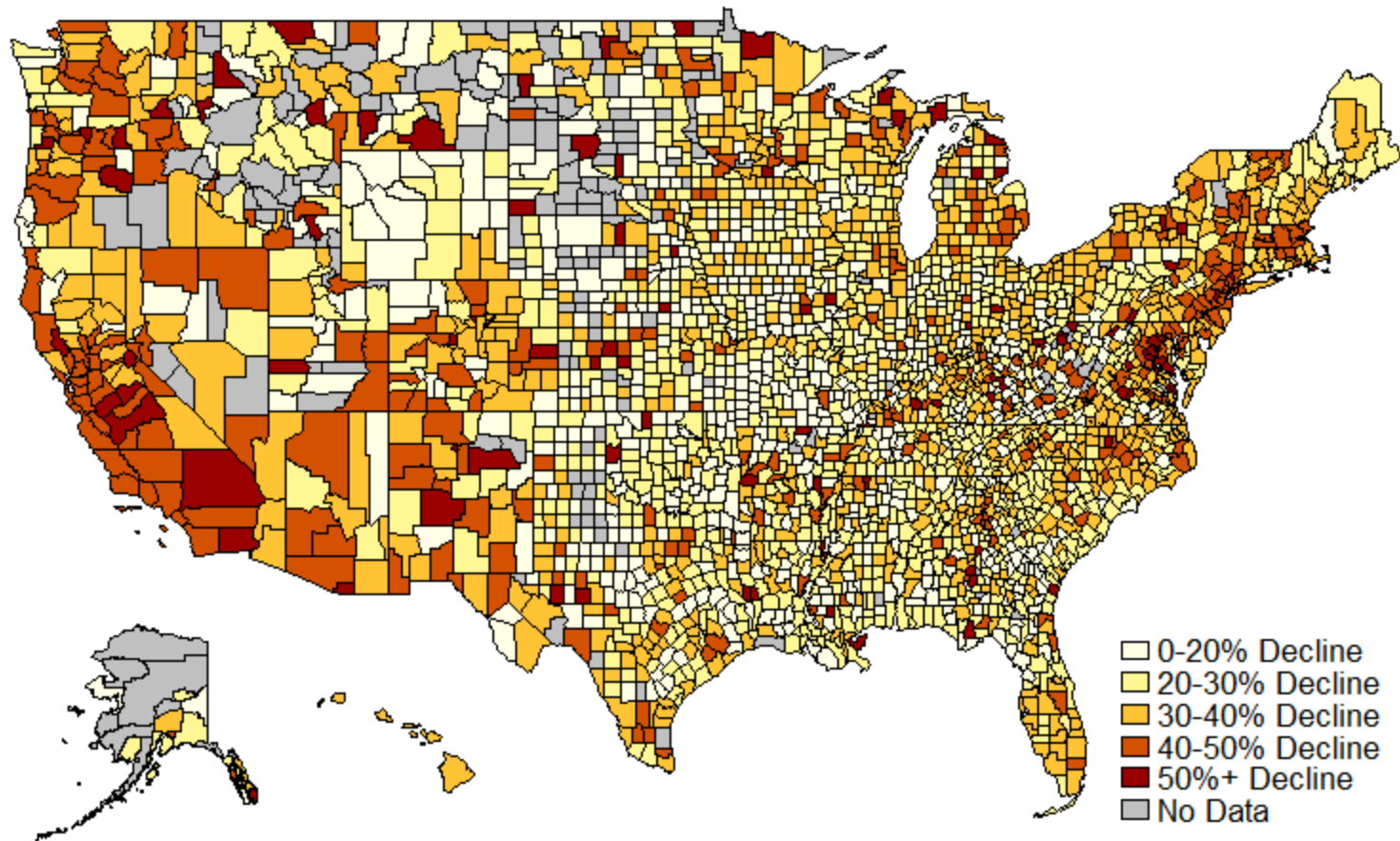


Note: Monthly visits in 2020 and 2021 are compared to monthly visits in 2019. Sample includes 85,328 child care centers each month.

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



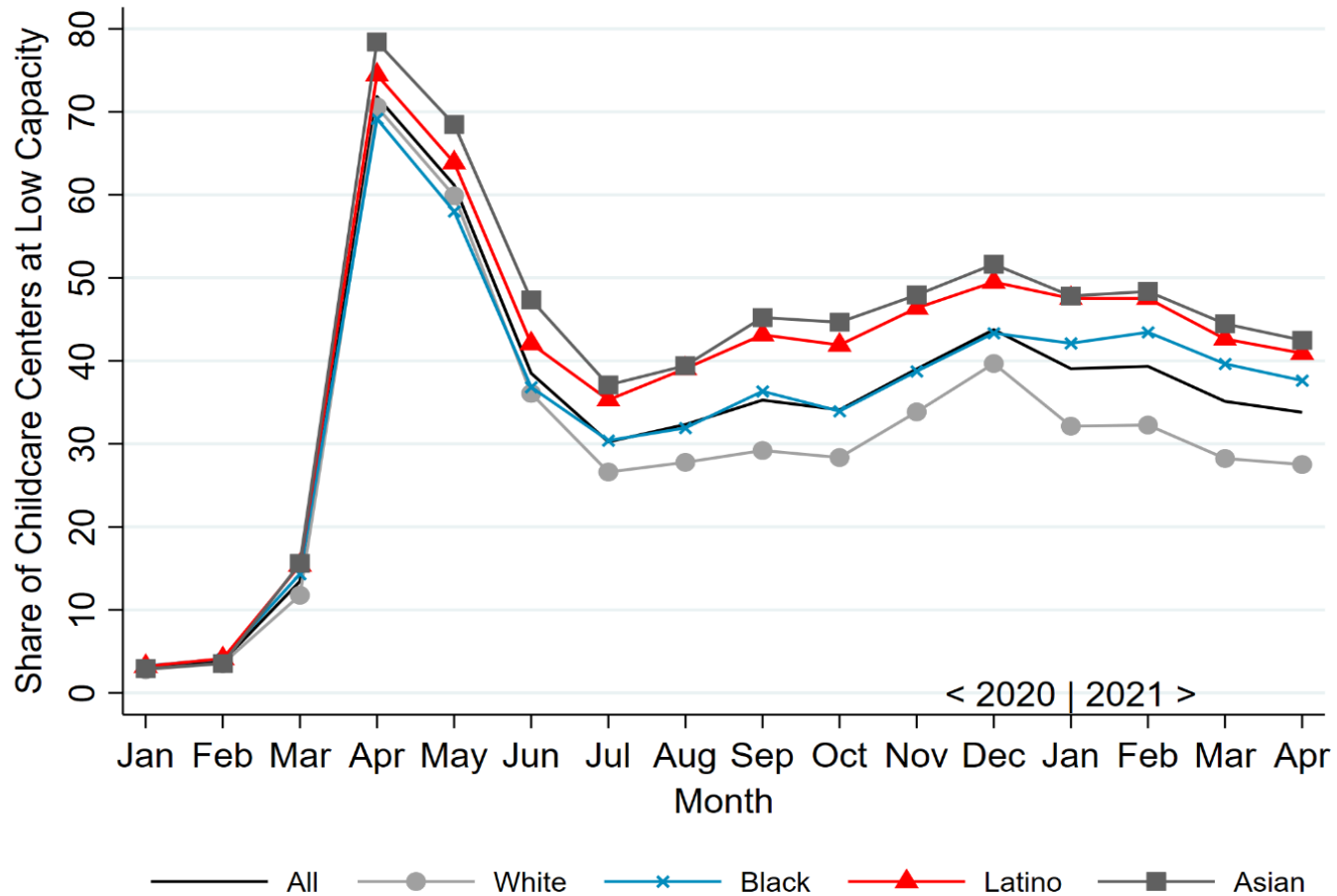
Mean year-over-year decline in visits to child care centers by county, April 2020-April 2021



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



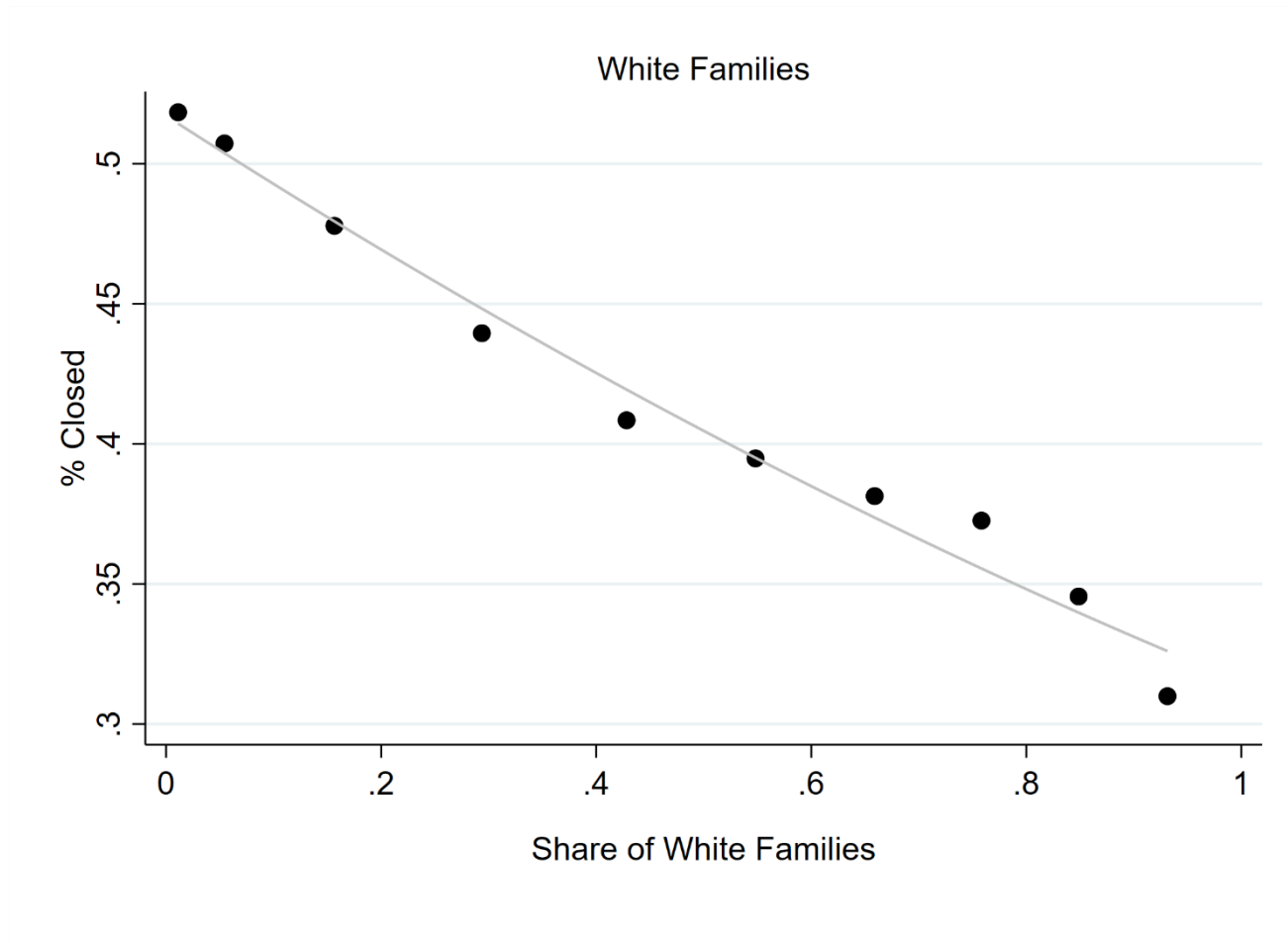
Share of families exposed to child care closures by month, 2020-2021



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



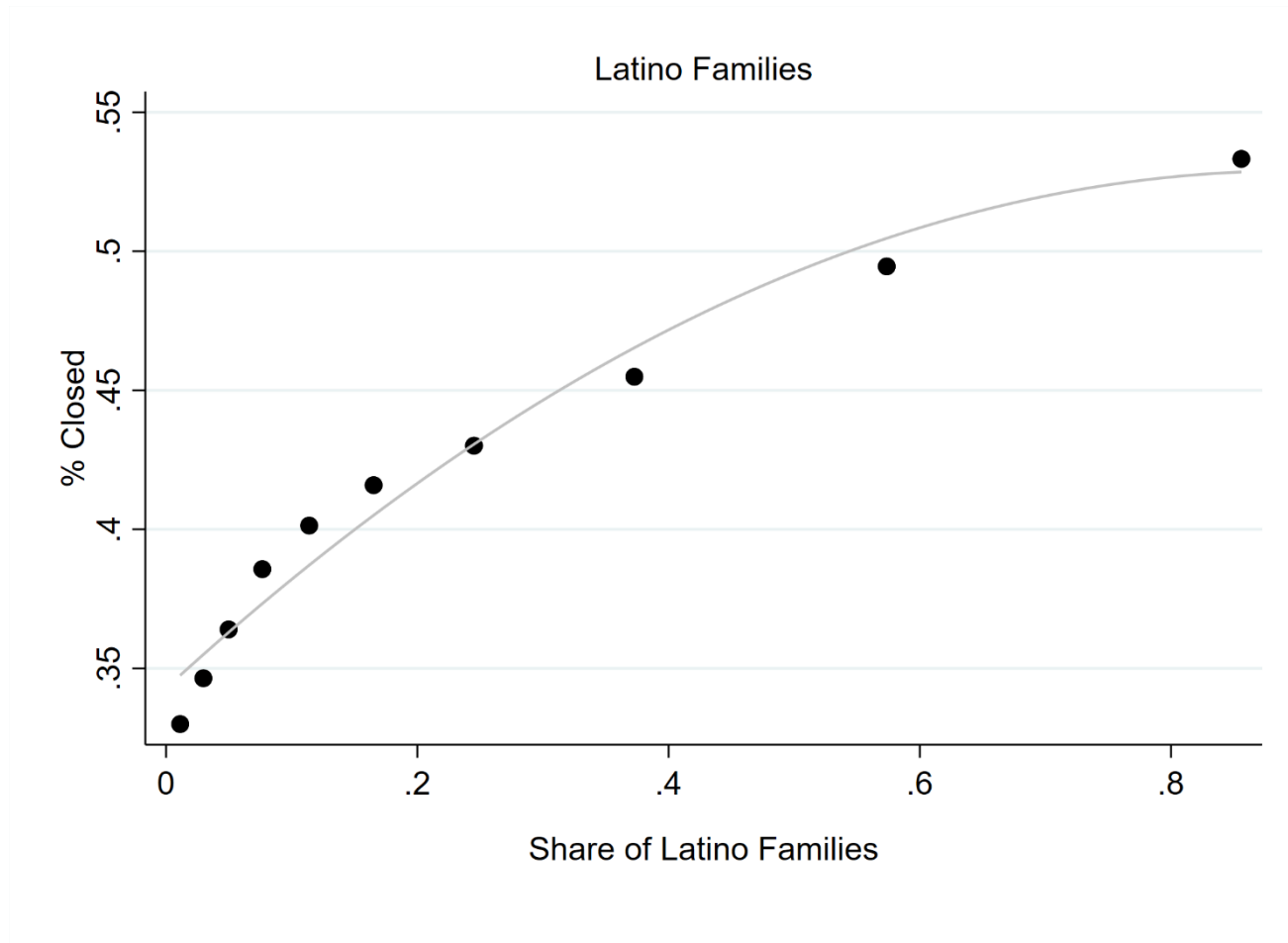
Share of day care closures by share of White families



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



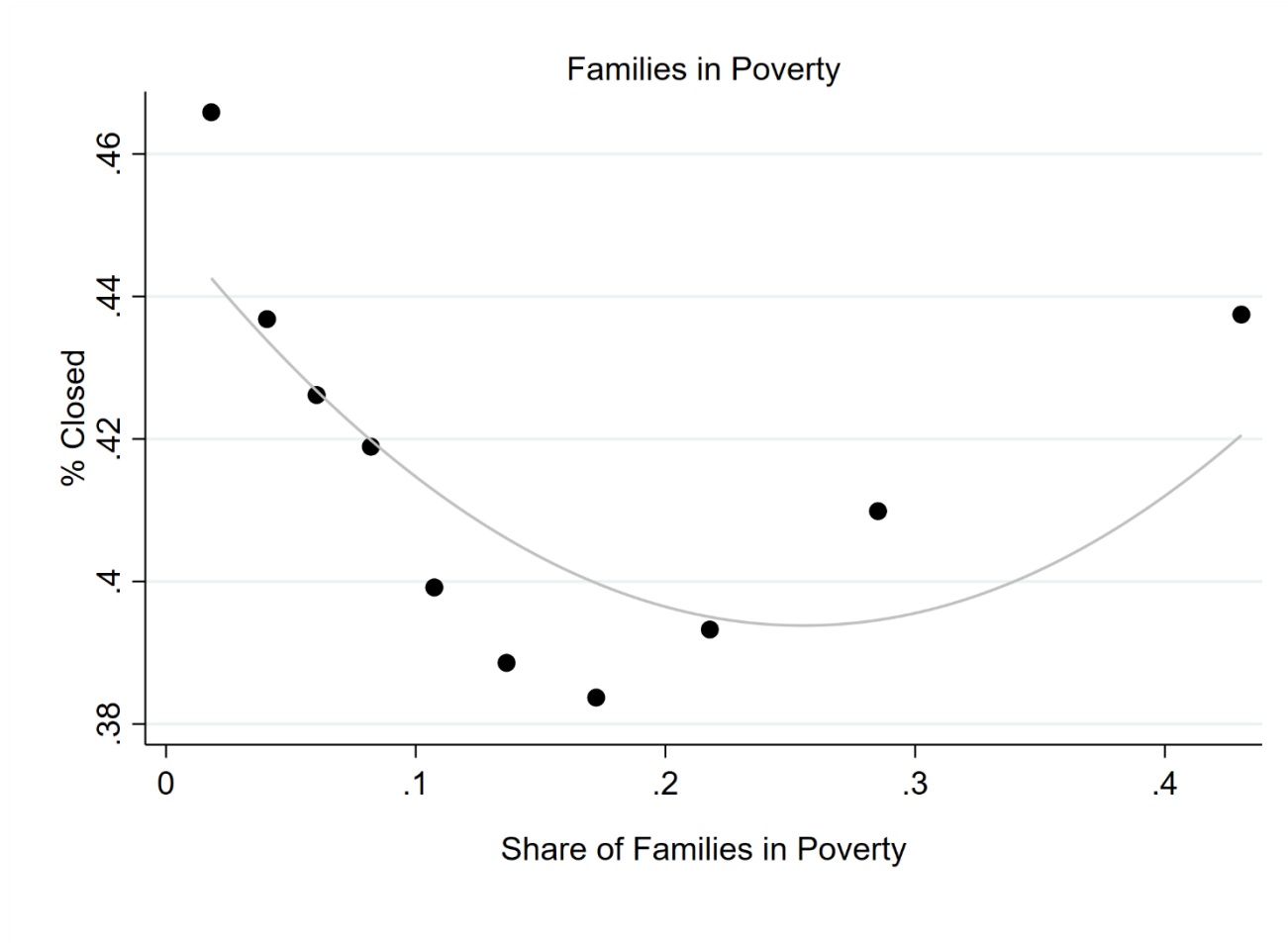
Share of day care closures by share of Latino families



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



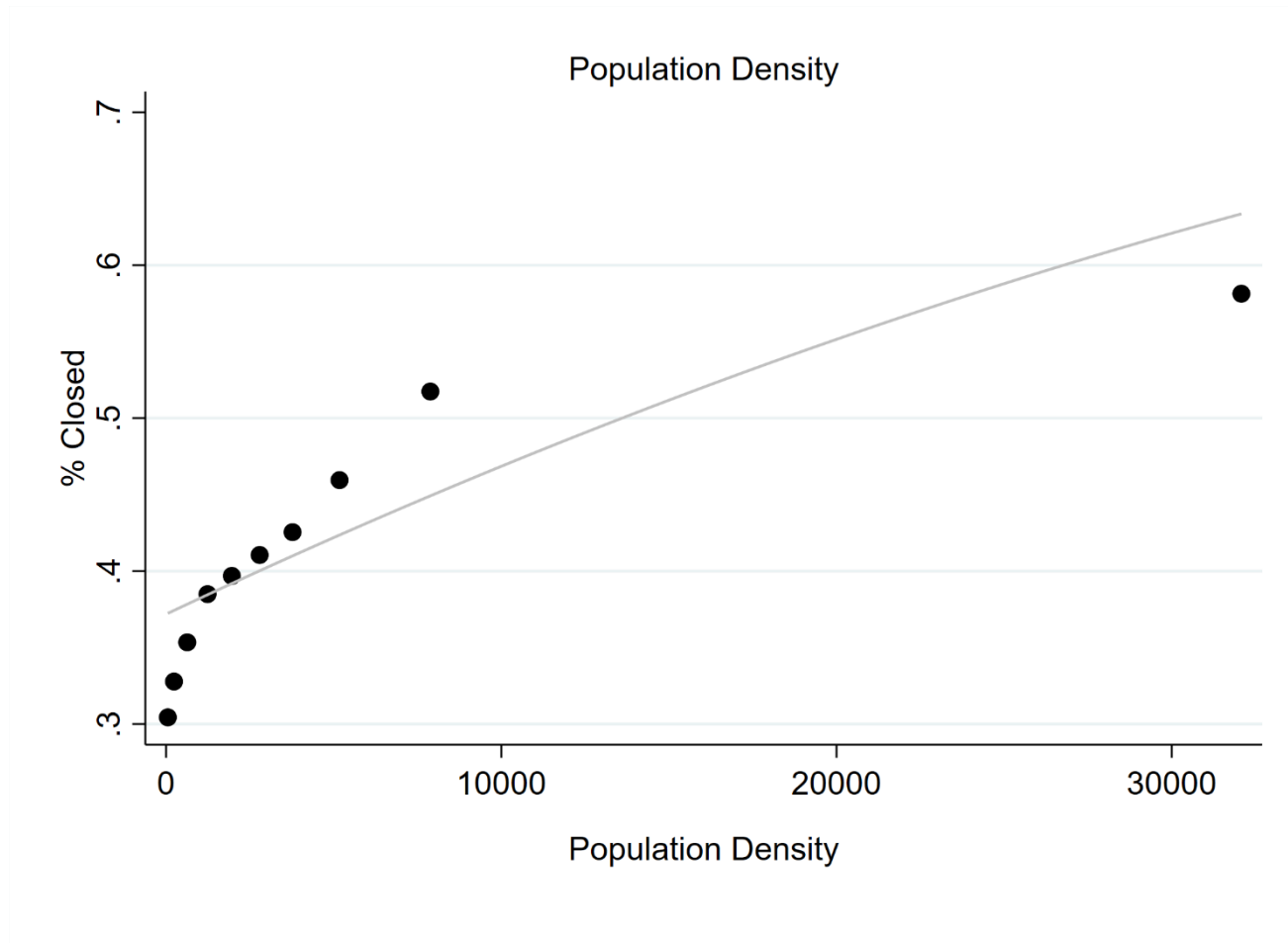
Share of day care closures by share of families living in poverty



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!



Emma K. Lee, ekl2136@columbia.edu



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

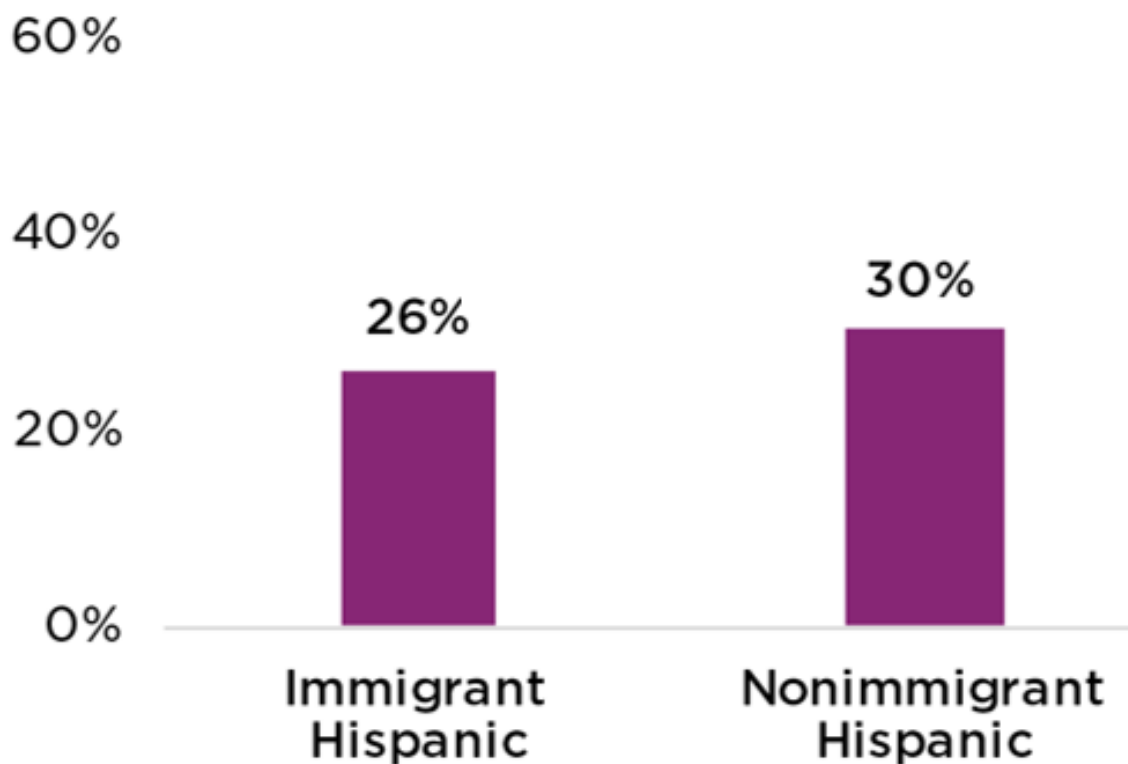


Data and sample

- 2012 National Survey of Early Care & Education
- Sample of 2,196 low-income Hispanic households



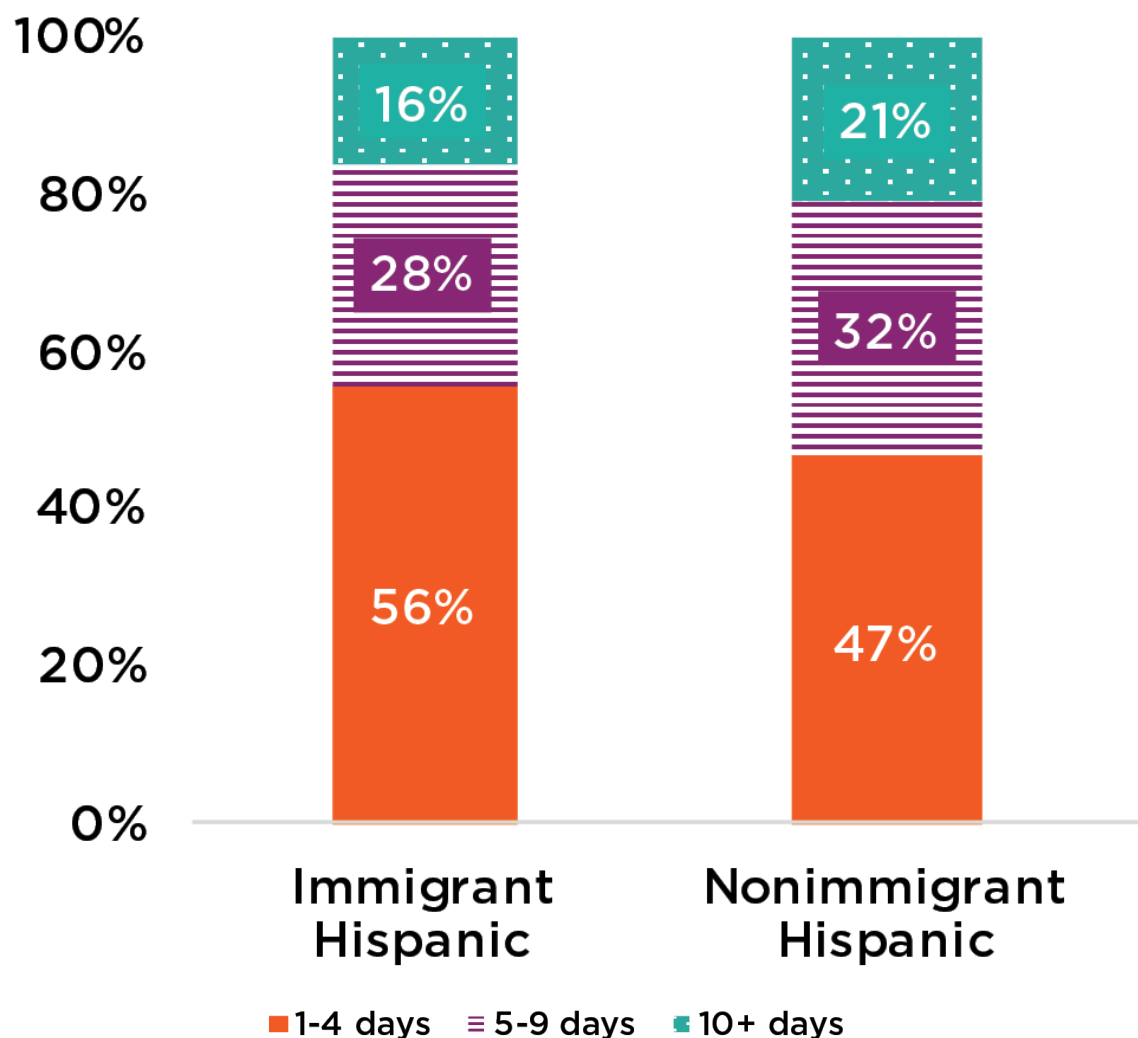
More than one quarter of households report having experienced a disruption in the coordination of work and care in 2012



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



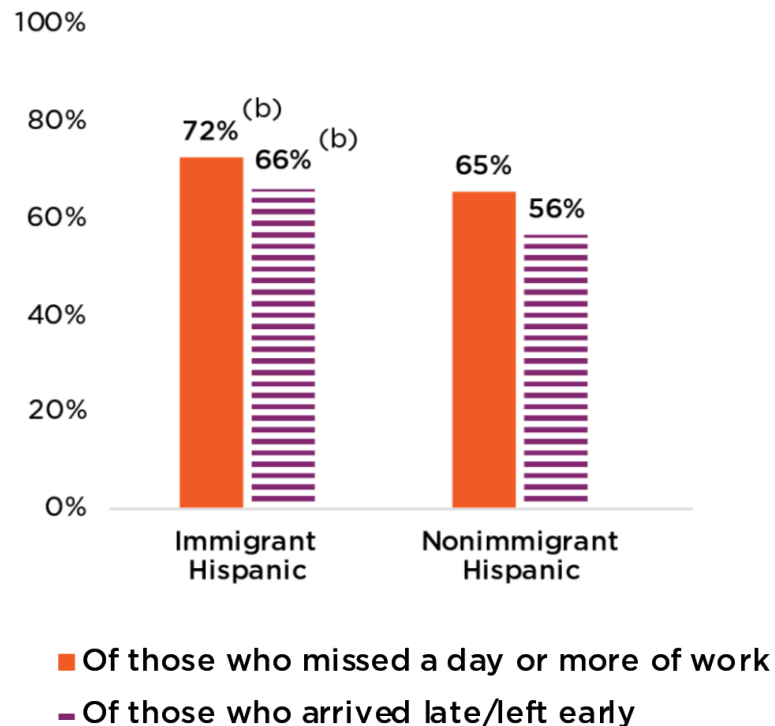
Frequency of child care disruptions, 2012



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



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



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



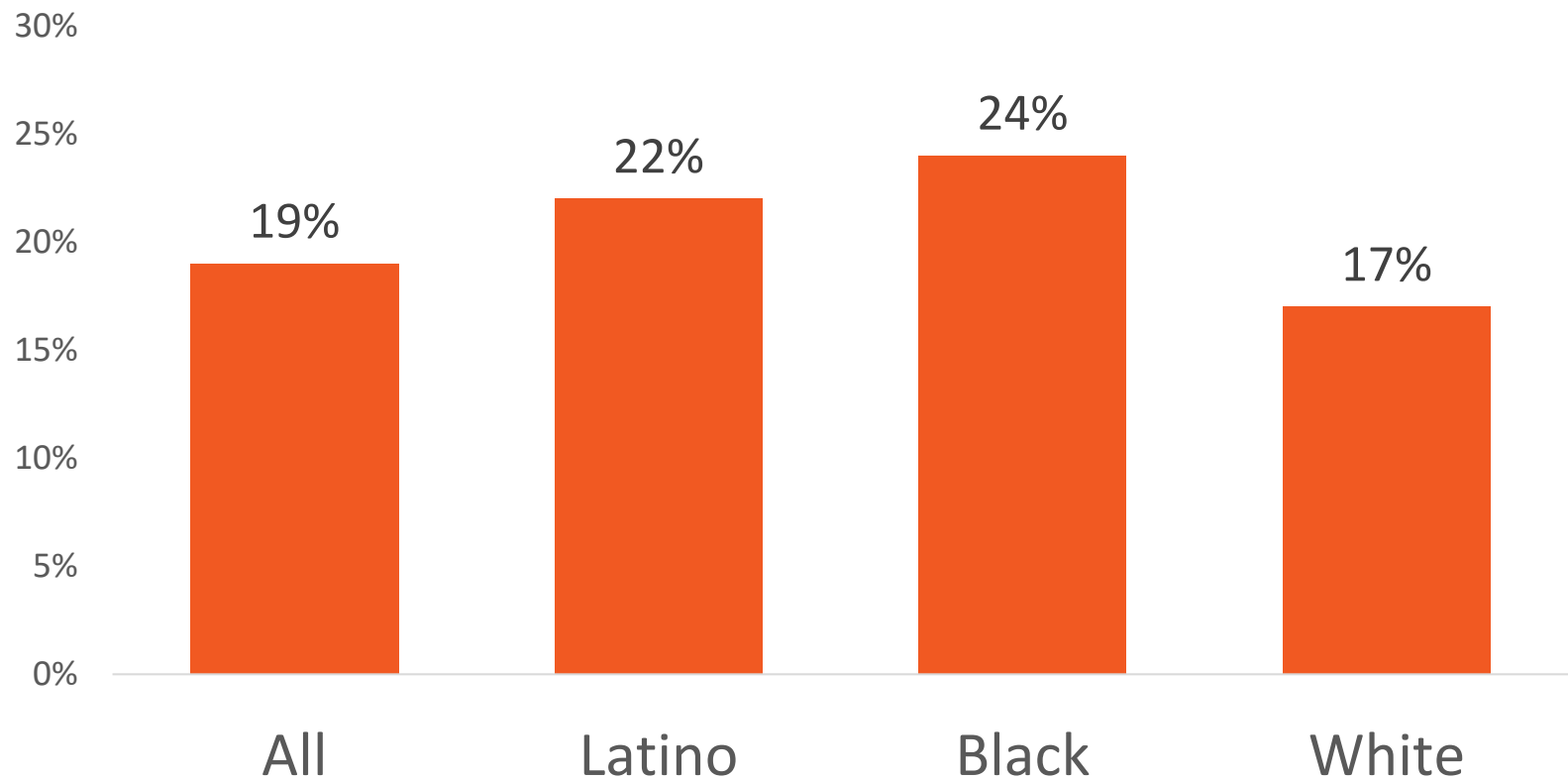
Disruption

- 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

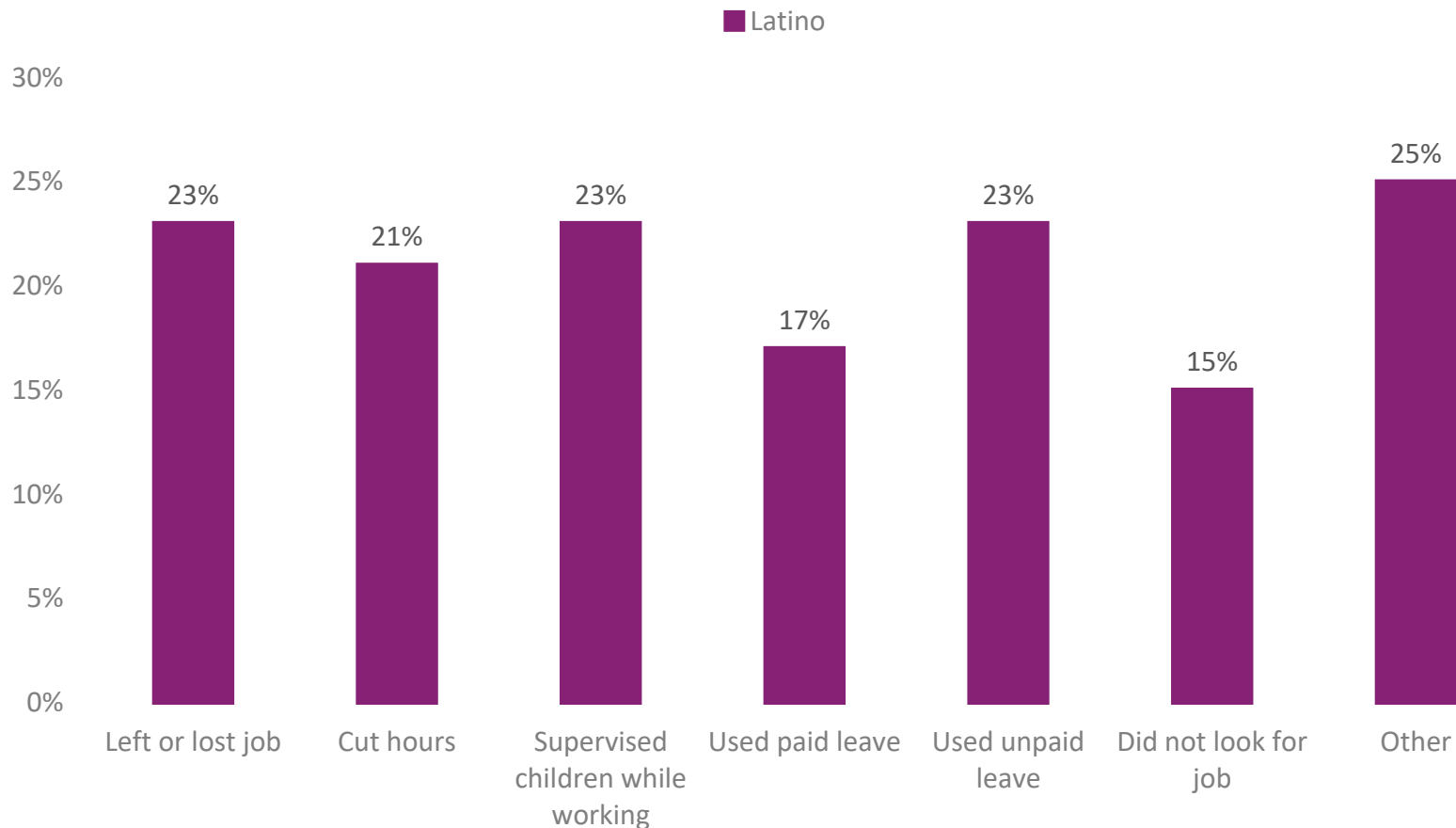
Resulting Approach

- 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?

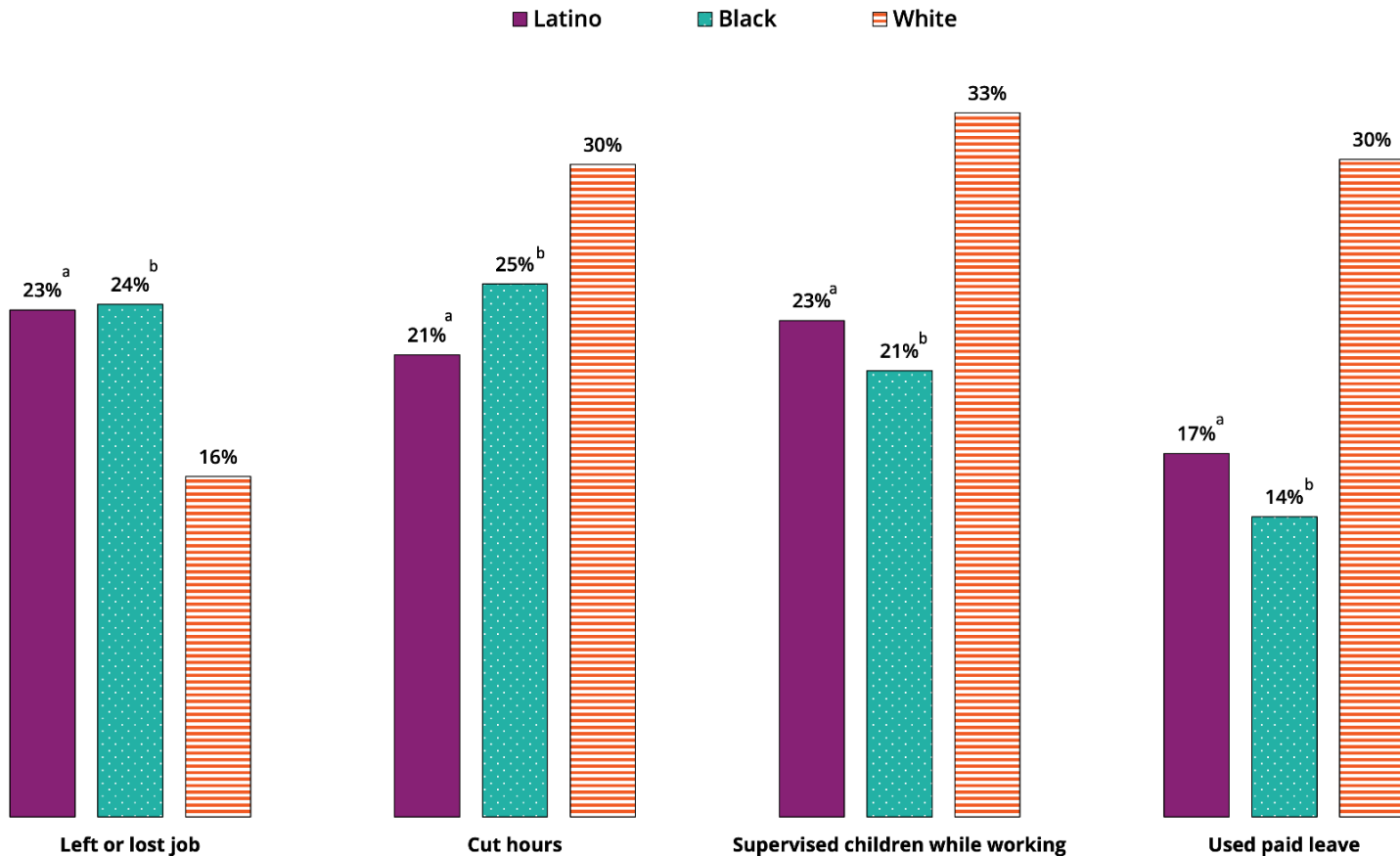


How did families deal with COVID-related child care disruptions?



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!



Kevin Ferreira van Leer, k.ferreiravanleer@csus.edu



www.HispanicResearchCenter.org



@NRCHispanic @DrKevinFvL



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:
 - Insufficient community supply of licensed care providers
 - Nonstandard work hours and short advance notice of work schedule
 - High out-of-pocket child care costs
 - 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:
 - Among frontline workers with greater exposure to health risks
 - Among those who have left the work force, especially Latina mothers
 - In communities with child care closures
 - 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
 - Increased funding to help more families afford care
 - Less dependence on parents' work status and hours
 - Greater coverage for the range of care options families use
- More inclusive recovery safety net to serve all families
- Family-friendly workplace policies
 - Paid leave
 - 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
 - Demographic data related to service provision
 - More holistic assessment of child care access
- Studies that can inform:
 - Building child care supply that meets what Hispanic families want and need
 - 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!



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