

Segregation in ECE: What We Know from the Perspective of Hispanic 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

Multidimensional View of ECE Access

Access to ECE means that with **reasonable effort** parents can enroll their child in an arrangement that is **affordable, promotes child development**, and **meets the parents' needs**.

-- OPRE, 2017



ECE Settings Must Meet Parental Needs

- Prior work from the Center has shown that...
 - Many low-income Hispanic mothers and fathers face 3 or more stressful working conditions
 - Children with parents working nonstandard hours are more likely to be in multiple arrangements for more hours
 - Immigrant Hispanic parents are more likely than other parents to get short advance notice of work hours



Understanding Segregation for Hispanic Children in Early Childhood Programs



1 in 5 children in ECE Centers is Hispanic

- Using National Study of Early Care and Education (2012) data, center directors reported race/ethnicity of the child
- Nationally, more than 1 in 5 (22 percent) of all ECE centers serve high proportions of Hispanic children
- We find evidence of a marked split in the Hispanic makeup of our nation's ECE centers.
- **Low-Hispanic serving centers** tend to have either none or few Hispanic children enrolled, while those that are **high-Hispanic serving** tend to be majority-Hispanic.



Proportions for Low and High Hispanic Serving Centers

Low-Hispanic Serving Centers

- For low-Hispanic-serving centers (serving less than 25 percent of Hispanic children):
- 30 percent have no Hispanic children enrolled,
- 50 percent have Hispanic enrollment between 1% and 10%
- 20 percent have Hispanic enrollment between 11% and 24% percent.

High Hispanic Serving Centers

- For high-Hispanic-serving centers (serving greater than 25 percent of Hispanic children):
- 29 percent have Hispanic enrollment between 25% and 39%
- 26 percent have Hispanic enrollment between 40% and 59%
- 25 percent have Hispanic enrollment between 60% and 79%
- 11 percent have Hispanic enrollment between 80% and 99%
- 9 percent have 100 percent Hispanic enrollment.

Low-Income Hispanics Search for Care

Similar Reasons, Different Process, Different Outcomes

Mendez, J.L. & Crosby, D. (2018). Why and how do low-income Hispanic families search for early care and education (ECE)? Bethesda, MD: National Research Center on Hispanic Children and Families. Brief 2018-15.
<http://www.hispanicresearchcenter.org/wp-content/uploads/2018/05/Hispanics-Center-parental-search-brief-5.16-V2.pdf>



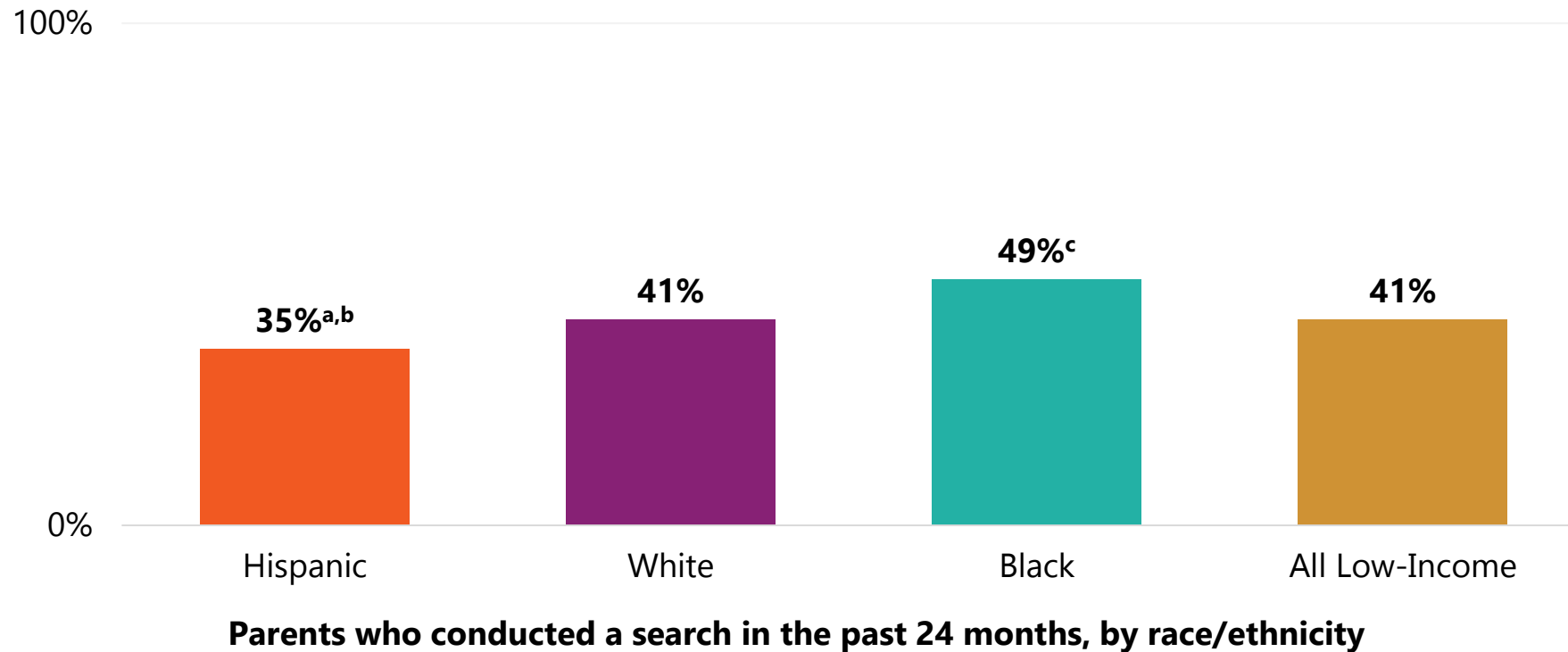
Search

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 enrichment
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.

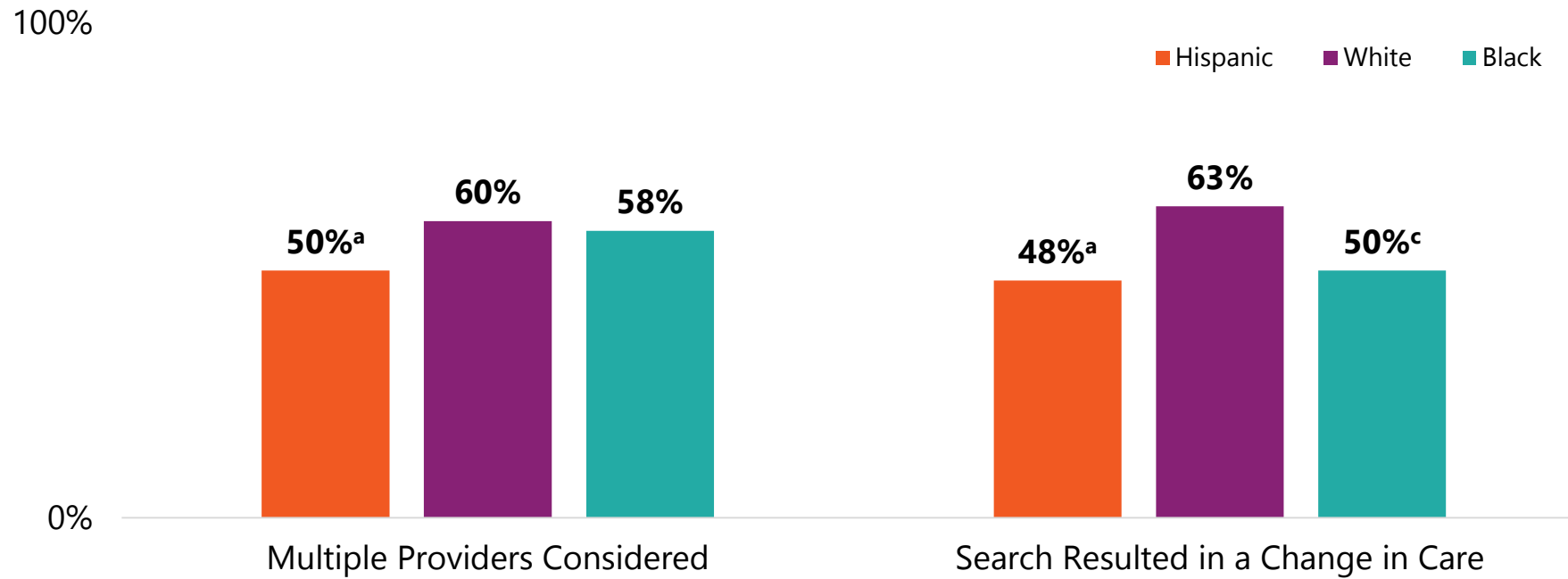
^aSignificant difference ($p < .05$) between Hispanic children and white children.

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

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



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



ECE search process and results

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.

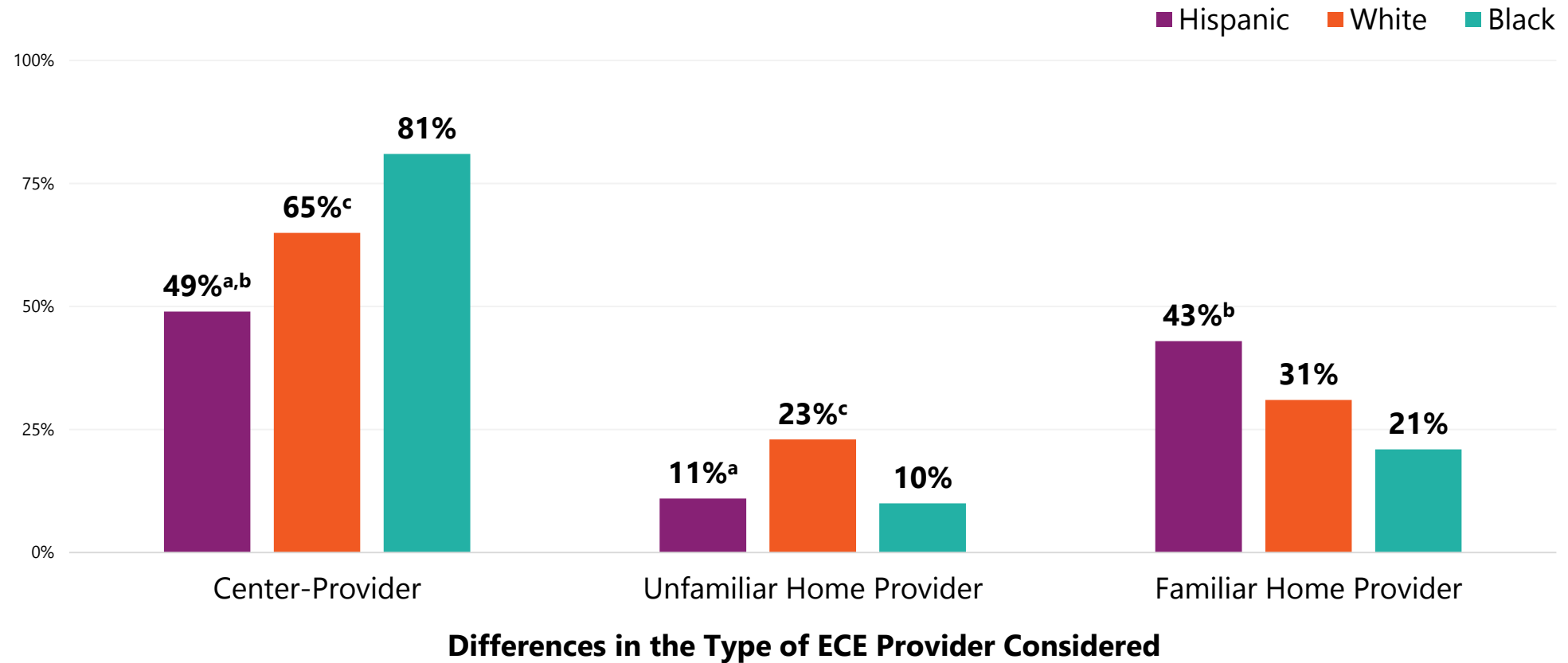
^aSignificant difference ($p < .05$) between Hispanic children and white children.

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

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



When low-income parents searched for ECE for infants and toddlers, they considered different provider types



Note: Pairwise comparisons were conducted within age and racial/ethnic groups and are reported in tables 2 and 3.
^aSignificant difference ($p < .05$) between Hispanic parents of children ages 0-2 and white parents of children ages 0-2.
^bSignificant difference ($p < .05$) between Hispanic parents of children ages 0-2 and black parents of children ages 0-2.
^cSignificant difference ($p < .05$) between white parents of children ages 0-2 and black parents of children ages 0-2.

Summary

- 1 in 5 (22% of children in ECE centers are Hispanic; however, not all programs are equally serving.
- Search process is similar in main reasons for search, but different in likelihood of changing providers
- Segregation in ECE arrangements could be further examined to determine what programs are doing to recruit and provide care for low-income Hispanic children, and what more can be done.
- Continued research is needed on how low-income Hispanic families experience the process of searching for ECE arrangements

