

Plenary Session 3 – Who We Are Becoming 12.3.15

1. Descriptive Information

<p>Plenary 3 (Ballroom)</p> <p><i>Who We Are Becoming: Changing population demographics and insights from research on Hispanic children and families</i></p> <p>Description Demographic trends show that children and families in the United States are increasingly made up of Hispanics and a variety of other racially and ethnically diverse minority groups, and that these patterns vary widely across states and communities. These realities have major implications for ECE policy, practice and research.</p> <p>This session will first present data from the Urban Institute’s <i>Mapping America’s Future</i> to explore these patterned and discuss the implications for the ECE field. It then provides findings from two new studies conducted by the National Research Center of Hispanic Children and Families from these studies to inform policy and practice for our changing populations. Specifically, it will present findings from a) new analyses of national data (NSECE) on parental preferences, availability of relative care and actual ECE utilization patterns among low-income Hispanic families; and b) integrated data from Chicago that provide predictors of use of child care subsidies, Head Start, and publicly funded prekindergarten, within the context of the timing and utilization of other relevant public assistance programs (e.g., SNAP, TANF) – these analyses will examine difference among Hispanic and Non-Hispanic children, as well as difference within the linguistically and culturally diverse Hispanic population. The session will close with a discussant from a Child Care Resource and Referral (CCR&R) network in a diverse community highlighting the implications of these issues for those working with families and ECE providers on the front line.</p>	<p>Facilitator</p> <ul style="list-style-type: none">• Ann Rivera, OPRE, ACF <p>Presenters</p> <ul style="list-style-type: none">• Rolf Pendall, Urban Institute• Lina Guzman, Child Trends• Michael Lopez, Abt Associates <p>Discussant</p> <ul style="list-style-type: none">• Susan Savage, Child Care Resource Center <p>Scribe</p> <ul style="list-style-type: none">• Mallory Warner-Richter, Child Trends
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2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

- Powerpoint slides for Rolf Pendall, Lina Guzman, Michael Lopez
- Mapping America’s Future website: <http://www.urban.org/features/mapping-americas-futures>

3. Brief Summary of Presentations

- **Summary of Presentation #1: Rolf Pendall**
 - Great diversity of children under 10 through 2060
 - White children will comprise a decreasing portion of the population; Hispanic children will be an increasing portion of the population of children under age 10.
 - Self-identification and parent identification may change the way we think about race/ethnicity classifications. There is noted differences where parents may identify as Hispanic, but as children age they identify with another group.
 - Mapping America’s Future map – maps change in demographics from 2010-2030 with difference assumption filters
 - Diversification is happening everywhere, but the rates are different across states.
 - Major metro areas will retain or gain population of children under 10; these areas are diversity magnets and are still attracting immigrants and their children
 - Key Take Aways

- Under 10 population is growing and diversifying
- Some state have declining young population; others growing fast
- Diversification broadly underway; not just Hispanics, but also Asian and multiracial groups, steady population of African Americans; still many white non-Hispanics. We will need to consider how to respond to ongoing racial divides while in a “winner take all” environment.

- **Summary of Presentation #2: Lina Guzman**

- This presentation is a summary of findings from briefs that are coming out next year.
- Hispanic enrollment in ECE programs has lagged behind that of white and black children.
- Use the NSECE to better understand why this be the case by looking at parent perceptions of various ECE types and availability of relatives
- Rates of center based care among Hispanics were similar to black and white parents; Hispanic parents rate child care and relative care as either similar or less favorably than white and black parents
- Hispanics are less likely to have a relative nearby who can provide unpaid care (statistically different) or paid care (not statistically different)
- About 20% of ECE providers serve a high proportion of Hispanic children; 70% of these providers are in urban areas and 25% are serving in high poverty density communities
- Roughly 2/3rds of Hispanic parents work full time; some of those work non-standard hours. 90% of Home-based providers serving high proportion of Hispanics provide full-time care. 46% of Unlisted home-based providers serving a high proportion of Hispanic children provide care during non-standard hours.
- Majority of center and listed home-based providers serving large proportions of Hispanic children have denied a child due to lack of space.
- The workforce serving Hispanic children: Over half of the home-based and 40% of center-based work force are Hispanic; and, most speak Spanish to children served at least some of the time
 - Most of the center and listed home-based workforce received professional development
 - Majority of listed and unlisted home-based providers and center-based providers offer screen time
- Key Take Aways
 - Hispanic parents have similar perceptions
 - Hispanic households are no more likely to have relatives to provide care
 - Many providers serving a large proportion of Hispanic children do not offer full-time hours of care during non-standard hours
 - Majority of centers serving Hispanic children providers turn children away due to lack of space.

- **Summary of Presentation #3: Michael Lopez**

- Hispanic children’s enrollment in ECE programs has lagged behind that of other groups
- Little is known regarding the extent to which enrollment varies within the heterogeneous Hispanic subgroups
- Integrated data systems (IDS) offer a powerful new tool to examine Hispanic ECE service utilization
 - Individual level service data linked across multiple programs and/or agencies
 - IDS data can be linked overtime, providing the examination of longitudinal patterns of service use
- Used Chicago IDS for two phase study
 - Descriptive data from Chicago Public Schools to examine rates of ECE enrollment by race/ethnicity, and within Hispanic subgroup
 - Combine CPS data with data from Medicaid, TANF, SNAP to examine early patterns of publically-funded social service use that may predict the timing and use of ECE
- Hispanics represent the largest subgroup of CPS kindergarteners
- Diversity within the Hispanic subgroup represent Spanish speakers at home (77%), English language learners (55%), living in a high Hispanic density area (72%)
- Phase one utilized information based on residence in a high poverty community; phase 2 will focus on population that was eligible for Medicaid at birth
- Hispanic families utilize publically funded ECE at greater rates than white families
- Participation differs by program type, especially in Head Start and Preschool For All for Hispanic children overall

- Methods for Phase 2 will include public assistance records for Medicaid, TANF, SNAP, CCDF subsidies, and COPA (non-CPS Head Start)
- Key take aways
 - Difference in the utilization rates of different types of ECE options, across ethnic groups
 - Interesting within group differences in ECE utilization for Hispanics, by Home Language, ELL status and/or high density Hispanic neighborhoods
- **Summary of Presentation #4: Susan Taylor, Discussant**
 - Demographic changes are apparent at the macro community level – for example, LA County – but also at the micro level. Opportunities are available to support families within programs. For example, connecting families to language resources/interpreters where they are mandated and available
 - Early head Start/Child Care partnerships have been a great connector for sharing resources
 - Workforce needs specific training and CCR&Rs need to know what trainings are needed.

4. Brief Summary of Discussion

For this plenary, there was no large group discussion or questions from the audience.

Summary of Key Issues Raised

- The demography of the U.S. is shifting to having a smaller portion of whites and a larger portion of Hispanics.
- More is known now about parent preferences for center-based and home-based or relative care. Policy makers should take these new findings into account when planning for programs.
- In Chicago, Hispanic families have rates of public ECE use that are on par with black families and higher than white families. Future research is examining how other use of public assistance programs affect the timing and duration of ECE use by Hispanic families.
- Research implication: Defining subgroups of interest within the larger Hispanic group is not always easy. Presentations gave examples of several different subgroup types including ELL status, living in high density Hispanic neighborhood, and home language.
- Dissemination of demographic findings from NSECE and other studies are needed to inform the work of trainers, technical assistance providers, and others who support the workforce.