

***Improving the Access & Responsiveness of
Early Care & Education for Culturally &
Linguistically Children & Families***

***CCB State Administrators Management Institute and Annual
Meeting of the Child Care Policy Research Consortium***



July 31st, 2007



Michael L. López, Ph.D.

National Center for Latino Child & Family Research

Improving Access & Responsiveness for Culturally & Linguistically Diverse Families :

1. Latino child care & early education utilization patterns.

3. Responsiveness with culturally and linguistically diverse families – Findings from ECLS-B analyses.

Latino child care & early education utilization patterns



Child Care/Early Education Utilization Patterns

- ***Prior research has found differential utilization patterns of child care & early education services across different racial/ethnic groups.***
- ***Latino families less likely to utilize center-based child care and early education programs***
- ***Latinos more likely to utilize family child care.***

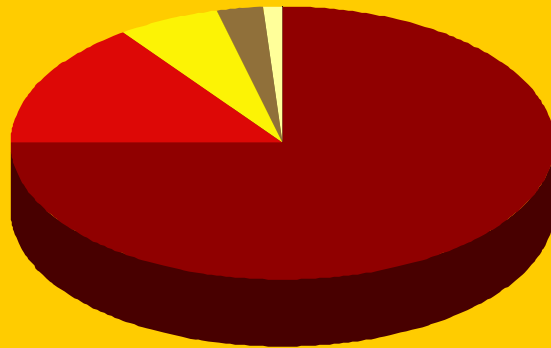
Child Care/Early Education Utilization Patterns

- ***Less attention paid to how patterns may vary as a function of SES factors, both within & across groups.***
- ***Need better understanding of complexity of child care & education service utilization dynamics, given implications for expanding the availability & accessibility of different early care options in different communities.***
- ***Also, implications for diverse workforce.***

2006 National Poll Conducted by the Tomás Rivera Policy Institute (TRPI) for Pre-K Now

Importance of Pre-k to Latinos

96% of Latinos believe pre-k is important for 4-year old children.



Very important 75%

Somewhat important 6%

Not sure 1%

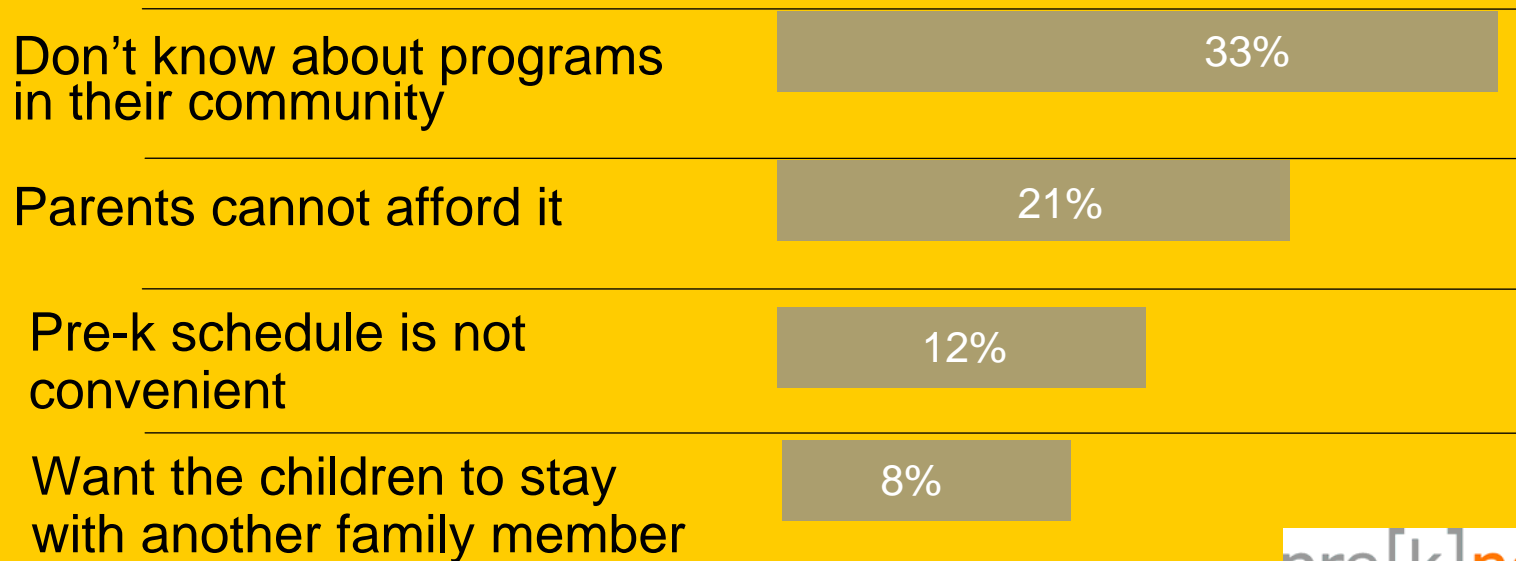
Fairly Important 15%

Not very important 3%

2006 National Poll Conducted by the Tomás Rivera Policy Institute (TRPI) for Pre-K Now

Barriers to Pre-k

Why Latino parents do not enroll children in pre-k:

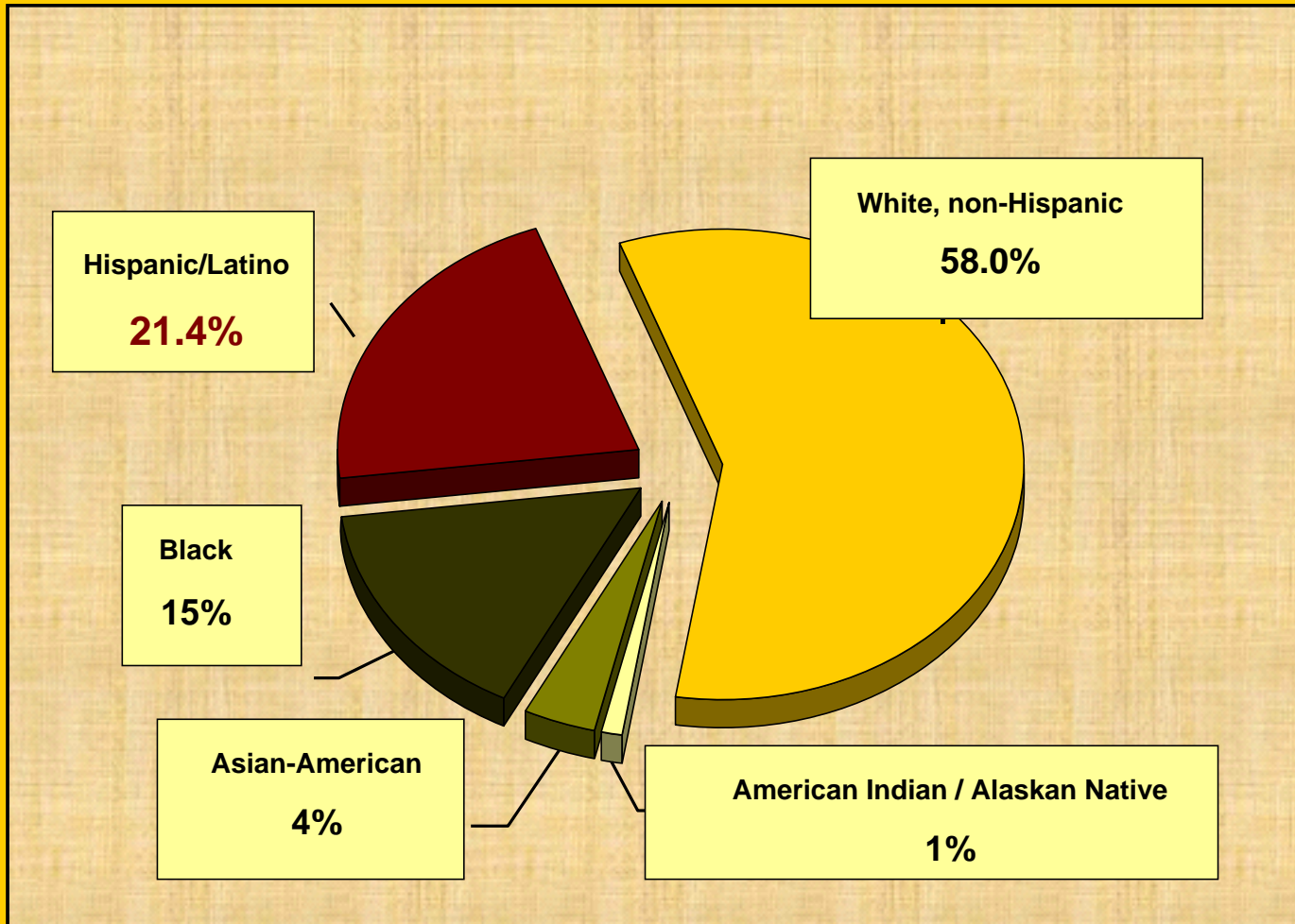


Child Care/Early Education Utilization Patterns

- **Cultural preferences?**
 - **Cultural beliefs & practices**
 - **Parental roles & expectations**
 - **Other potential influences (e.g., “Law of Obligatory Pre-schooling” - Hernandez, 2006)?**
- **Availability?**
 - **Facilities & related community resources**
 - **Staffing & workforce considerations**
 - **Role of higher education (including community colleges)**
- **Accessibility & cost?**
 - **Outreach & recruitment efforts – reaching the unserved**
 - **Cultural & linguistic barriers**
 - **Staffing & workforce considerations**



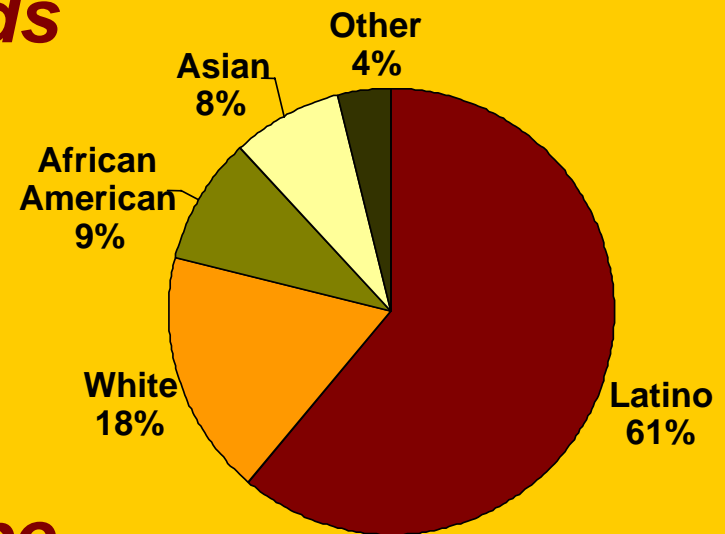
Among children under age 5, Latinos make up 21.4 % of the total population, larger than all the other minority groups combined.



Source: Table 4: Annual estimates of the population by sex and age for the United States: April 1, 2000 to July 1, 2003. Population Division, U.S. Census Bureau.

Example – Implications of changing demographics & different utilization patterns

- 61% of LA County's 4 year olds are Latino.***
- 44% of LA County's kindergartners are English Language Learners (ELL).***
- Percent of Latinos likely will be higher due to lower current service rate (currently ~66% in LAUP)***



Example – Implications of changing demographics & different utilization patterns

- Conducted an extensive analysis of the need for preschool services across LA County.***
- Within each zip code, calculated ratio of the number of licensed preschool spaces to total number of 4-year-olds.***
- Identified 34 most underserved zip codes – “Areas of Greatest Need” or AGNs.***
- AGN service rate of 33% vs. the overall county rate of 50%.***
- 69% of elementary schools in AGNs low performing (low statewide ranks of 1-3 based on statewide scale of 1-10)***
- Subsequently targeted the second round of funding to the 34 AGNs.***



Addressing the Needs of Culturally and Linguistically Diverse Families:

Recent analysis of the Dept. of Education's Early Childhood Longitudinal Survey–Birth Cohort (ECLS-B)

** Study conducted by Michael L. López, Sandra Barrueco & Jonathan Miles for the National Task Force on Early Childhood Education for Hispanics.*

ECLS-B Study Design

- *Nationally representative sample (n=10,688) of children born between Jan. & Dec., 2001.*
- *Birth certificate info. & data collected when children were ~ 9 months old.*
- *Data collection included direct child assessments, parent interviews and videotaped observations of parent-child interaction task.*
- *Focus of analyses on examining the characteristics and early predictors of infant development and parenting.*

Key Findings from ECLS-B Study

- *Children's cognitive and motor development skills at 9 months are associated with parents' reports of the frequency of their language and literacy activities with their children and observations of parents' responsiveness to their children's emotional cues, across cultural, social, and ethnic groups .*

Key Findings from ECLS-B Study

- *There were no differences in cognitive and motor competencies between Latino children and their White peers at 9 months of age, when pre-existing differences in socio-economic status (e.g., family income, parental education, etc.) were taken into consideration.*

Key Findings from ECLS-B Study

- ***Few differences in parenting behaviors exist across ethnic groups; however, Latino families are less likely to read books and share stories with their children than parents from other ethnic backgrounds.***



Implications of ECLS-B Findings – Increased Responsiveness

- Clearly support the need to target and increase the frequency of language and literacy activities in the home for Latino families***
- However, need to support parents' knowledge about bilingual language development and broaden their perspectives related to parenting roles and expectations.***
- Also important to support the use language and literacy activities in the home , regardless of whether family members speak in English or Spanish (or other languages).***

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