

Characteristics of the ECE Center-Based Workforce Serving Latine Children in 2019

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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



Study Motivation & Aims

- Evidence that access to high-quality ECE facilitates children's development and supports parents' employment for Latine families
- Teachers/caregivers as key to quality and access
- As part of an ongoing Hispanic Center series describing ECE access for Hispanic families with low income, this study aims:
 - To provide a national profile of the center- and home-based workforce and their capacity for serving Hispanic children
 - To examine how workforce characteristics in 2019 varied by Hispanic enrollment, across care type, and compared to those in 2012
 - Today's focus: 2019 center-based workforce

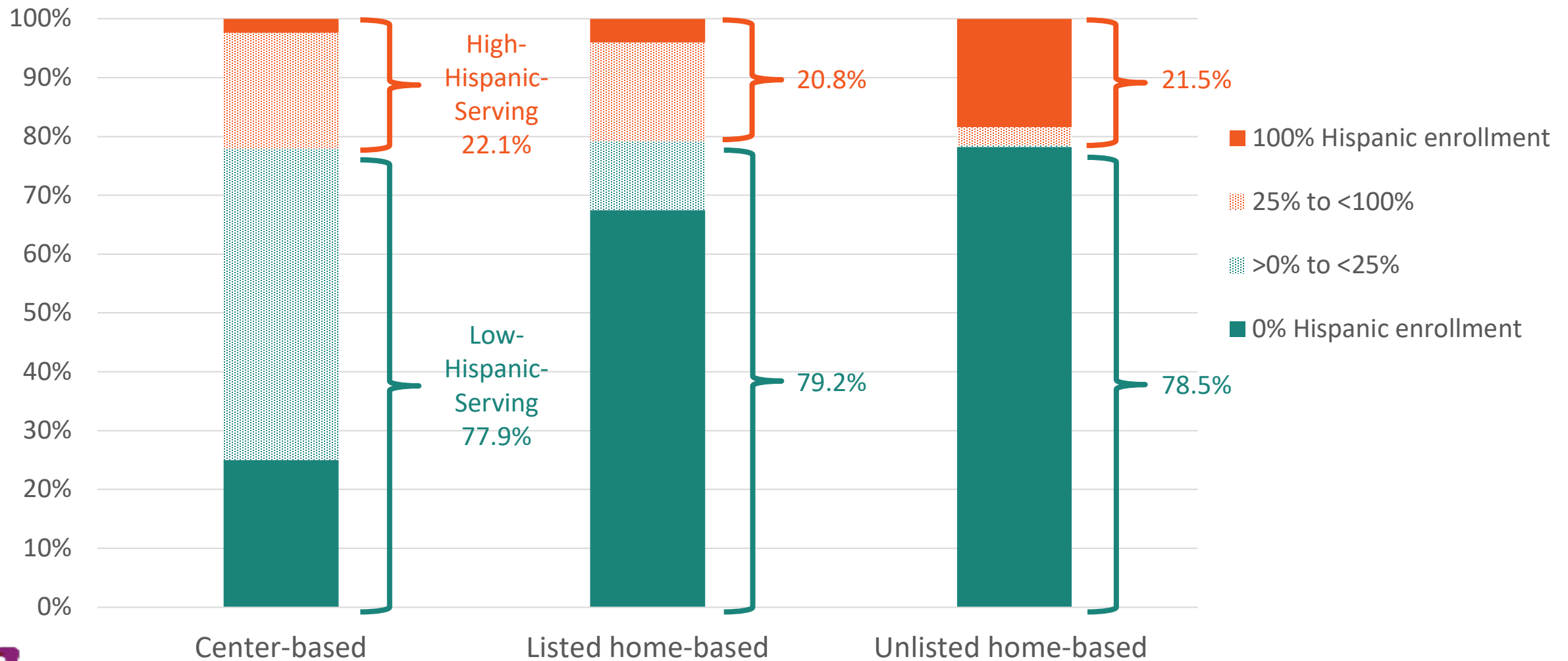


Data Source and Analytic Sample

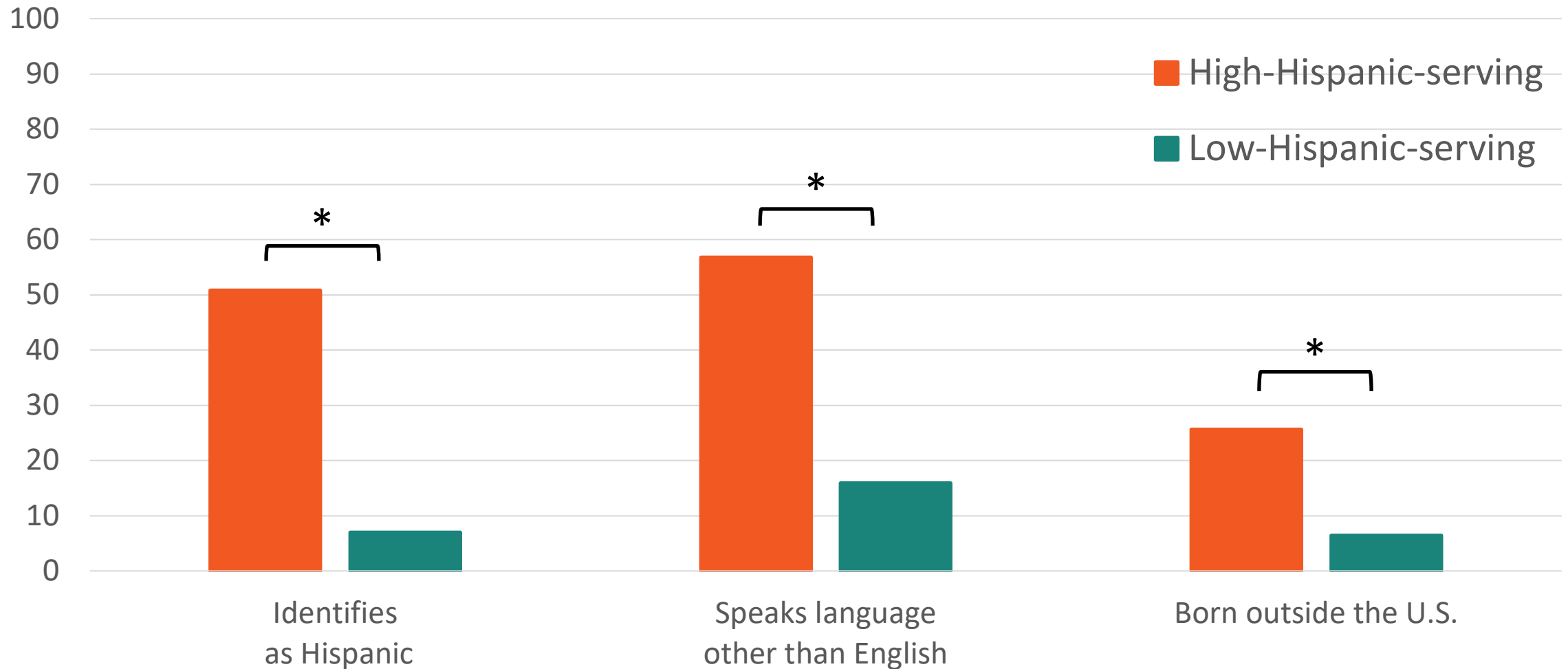
- **Data Source:** 2019 NSECE, Center-based Workforce Survey
- **Analytic Sample:**
 - 3,836 center-based classroom instructional staff, serving birth to age 5
 - with available program-level information on Hispanic enrollment (18% of center workforce sample missing detailed Hispanic enrollment data)
- **Analysis:** Descriptive analysis of weighted estimates; t-test comparisons of teacher characteristics across
 - High-Hispanic-serving (HiHS) centers – enrollment of 25% or higher
 - Low-Hispanic-serving (LoHS) centers – enrollment below 25%



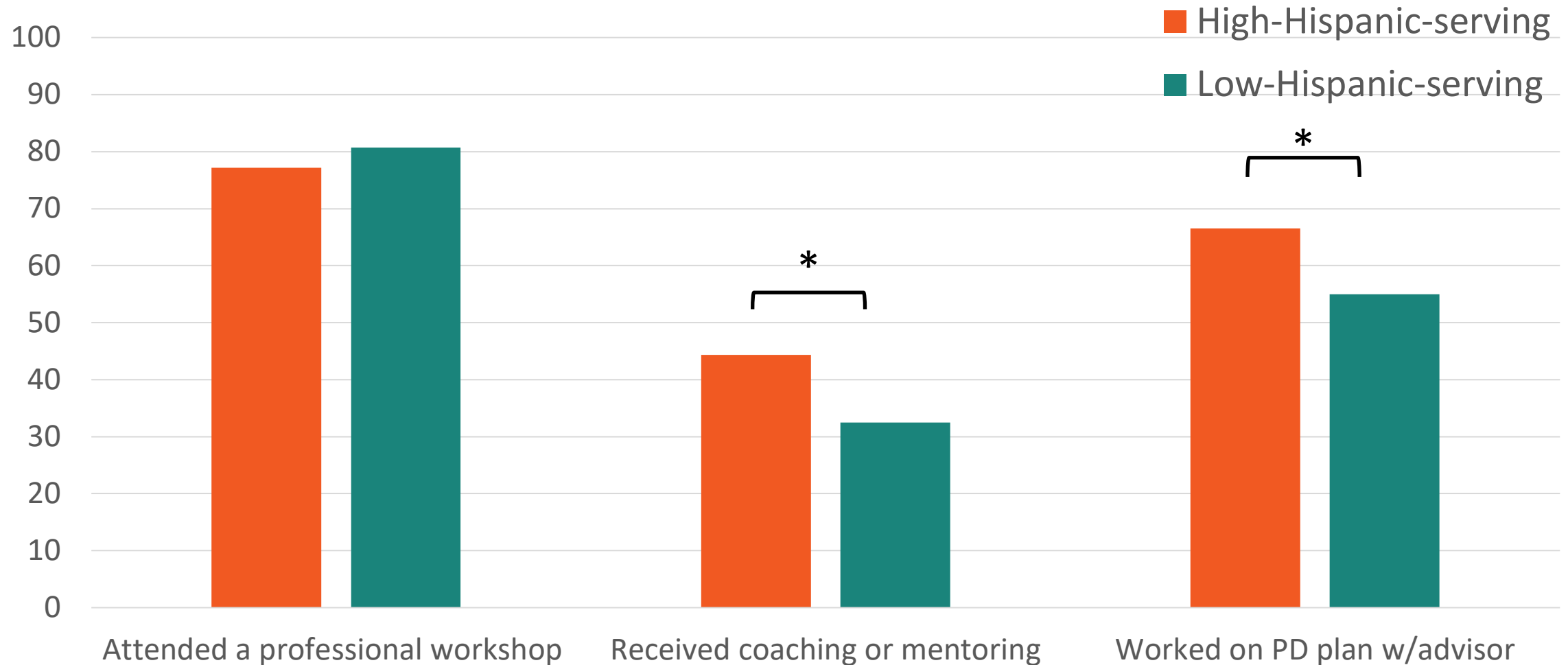
1 in 5 ECE teachers and caregivers work in high-Hispanic-serving settings with $\geq 25\%$ enrollment



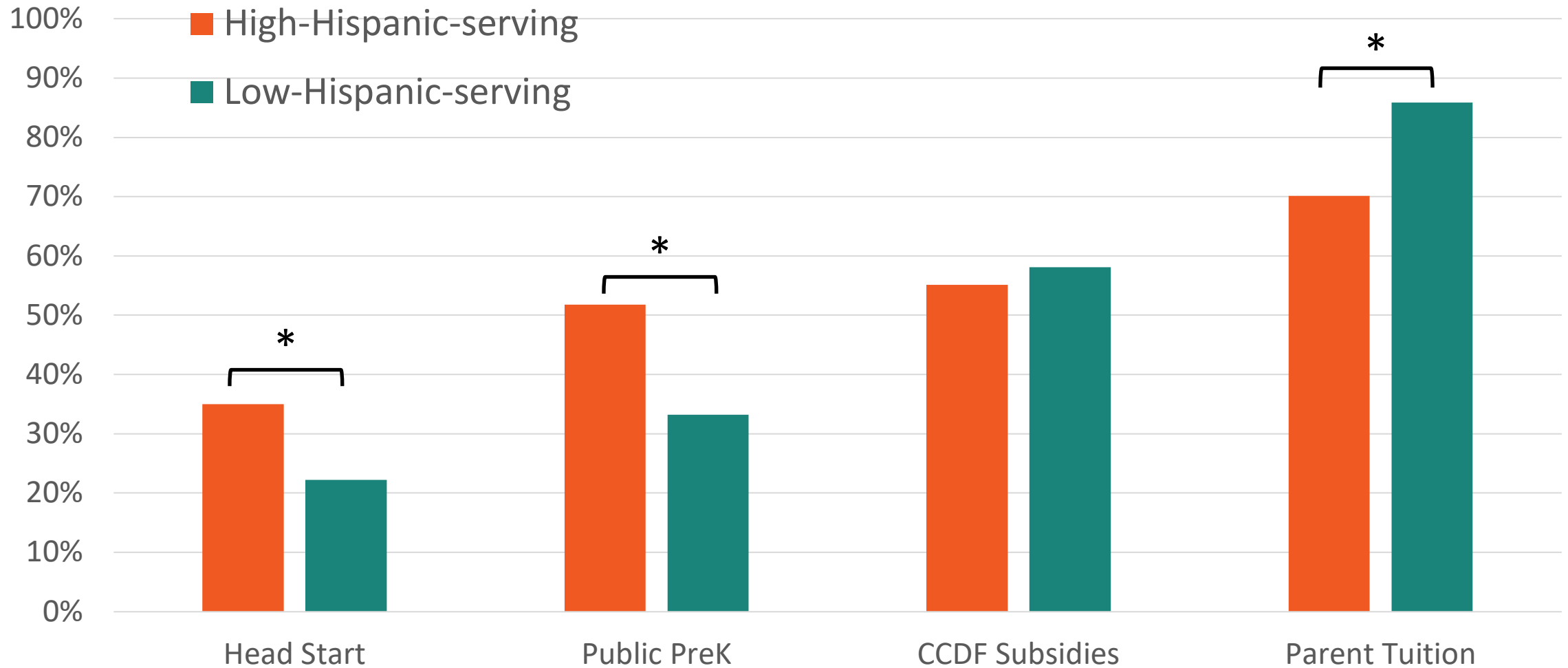
Many teachers in high-Hispanic-serving (HiHS) centers identify as Latine, bilingual, and familiar with the immigrant experience



A larger share of teachers in HiHS, compared to LoHS centers, engaged in mentored professional development experiences



HiHS workforce is more likely than LoHS workforce to be in a center receiving public investments



Brief Reflections

- Several characteristics of center-based workforce in high-Hispanic-serving settings may promote quality ECE experiences for Latine children
 - Cultural & linguistic capacity and mentored professional development
 - Possible role of public investments
- Findings should be considered in the context of other features that make settings more/less accessible to Hispanic families
- Current landscape of ECE closures and workforce reductions, with disproportionate impacts on Hispanic communities & Latina providers
 - Additional research, targeted investments needed to support recovery



Thank you!



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