



## Using Existing Large-Scale Data to Study Early Care and Education Among Hispanics: Families' Utilization of Early Care and Education

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March 2016

### **Why research on low-income Hispanic children and families matters**

Hispanic children currently make up roughly one in four of all children in the United States,<sup>a</sup> and by 2050 are projected to make up one in three, similar to the number of white children.<sup>b</sup> Given this, how Hispanic children fare will have a profound and increasing impact on the social and economic well-being of the country as a whole.

Notably, though, 5.7 million Hispanic children, or one third of all Hispanic children in the United States, are in poverty, more than in any other racial/ethnic group.<sup>c</sup> Nearly two thirds of Hispanic children live in low-income families, defined as having incomes of less than two times the federal poverty level.<sup>d</sup> Despite their high levels of economic need, Hispanics, particularly those in immigrant families, have lower rates of participation in many government support programs when compared with other racial/ethnic minority groups.<sup>e-9</sup> High-quality, research-based information on the characteristics, experiences, and diversity of Hispanic children and families is needed to inform programs and policies supporting the sizable population of low-income Hispanic families and children.

<sup>a</sup> Federal Interagency Forum on Child and Family Statistics. (2014). *America's Children: Key National Indicators of Well-Being, 2014, Table POP3*. Washington, DC: Government Printing Office. <http://www.childstats.gov/americaschildren/tables.asp>

<sup>b</sup> Federal Interagency Forum on Child and Family Statistics. (2012). *America's Children: Key National Indicators of Well-Being, 2012, Tables POP1 and POP3*. Washington, DC: Government Printing Office. <http://www.childstats.gov/americaschildren/tables.asp>

<sup>c</sup> DeNavas-Walt, C., & Proctor, B.D. (2015). *Income and Poverty in the United States: 2014, Table B-2, Current Population Reports, P60-252*. Washington, DC: U.S. Department of Commerce, U.S. Census Bureau. <http://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf#TableB-2>

<sup>d</sup> Lopez, M. H., & Velasco, G. (2011). *Childhood Poverty Among Hispanics Sets Record, Leads Nation*. Washington, DC: Pew Research Hispanic Center. <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

<sup>e</sup> Williams, S. (2013). *Public assistance participation among U.S. children in poverty, 2010*. Bowling Green, Ohio: National Center for Family & Marriage Research. <http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/NCFMR/documents/FP/FP-13-02.pdf>

<sup>f</sup> Lichter, D., Sanders, S., & Johnson, K. (2015). *Behind at the starting line: Poverty among Hispanic infants*. Durham, NH: University of New Hampshire, Carsey School of Public Policy. <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1250&context=carsey>

<sup>g</sup> Child Trends Databank. (2014). *Health care coverage*. Bethesda, MD: Child Trends. <http://www.childtrends.org/?indicators=health-care-coverage>

Early care and education (ECE) programs have been shown to promote school readiness and early achievement for children in low-income families.<sup>1,2</sup> These positive effects appear to hold for Hispanic<sup>a</sup> children, and may in fact be larger than those observed for non-Hispanic children.<sup>3,4</sup> Beyond their importance for children, early childhood programs can also serve as a critical work support for parents, and help build families' social and cultural capital for navigating the U.S. education system, particularly for recently arriving immigrant families.<sup>5</sup> But some data show that low-income Hispanic parents, especially those who are foreign-born, are less likely than other parents to access ECE services, particularly center-based arrangements.<sup>6-8</sup>

While existing research includes one aspect of use—namely, type of care—we have yet to fully capitalize on existing large-scale data sets to describe the patterns and characteristics of ECE utilization among low-income Latino families. Moreover, few studies have explored variation in Hispanics' ECE utilization using key data elements that adequately capture the diversity of this population, such as differences in language(s) spoken at home or country of origin, among other characteristics.<sup>9</sup> National data sets that include information about the type and features of families' existing care arrangements can help researchers identify factors that may be differentially important in examining ECE utilization patterns for particular subgroups of Hispanic families.

Due to the overrepresentation of Hispanics in low-wage occupations, ECE utilization studies involving Hispanics must consider how parents engage in selection of care to accommodate work-related needs. For low-income working families, a combination of care arrangements is often the norm,<sup>10</sup> as adults try to navigate nonstandard work hours, inflexible and unpredictable work schedules, and multiple jobs.<sup>11,12</sup> It is estimated that nearly one in three Hispanic children enrolled in center-based preschool programs regularly spend time in more than one care arrangement.<sup>13</sup> Attention to Latino families' ECE expenses and receipt of child care subsidies or other forms of assistance is also a research priority in the context of limited economic resources.

<sup>a</sup> In this brief series, we use the terms *Hispanic* and *Latino* interchangeably. Most of the large-scale surveys included in this review give respondents the option of identifying themselves (or their minor children) as being "of Spanish, Hispanic, or Latino origin."

Beyond information about the multiple arrangements Hispanic children may experience simultaneously, there is also a need to better understand trajectories of child care use. Factors such as when children first entered care, why children leave care, and how long they stay with providers, have important implications for child and family well-being, as well as policies related to ECE access and quality. The number and type of child care program(s) used by families over time may reflect different needs, as well as changing priorities for families.

As part of a project analyzing existing large-scale data sets with information about the ECE experiences of Hispanic populations (see “Description of ECE data brief series” text box), this brief describes survey data elements relevant to studying the patterns and characteristics of Hispanic families’ ECE use. In addition to type, setting, and amount of ECE care, we highlight elements related to out-of-pocket costs and use of assistance. We also point to new directions for the study of child care utilization among Latinos. Researchers can use this review and associated data tables to select the study, samples, and variables most appropriate for their research questions.

## Key findings

- **Several existing large-scale data sets enable the examination of multiple aspects of ECE utilization for low-income Hispanics (as well as other racial/ethnic groups). Studies vary in their level of comprehensiveness, though, given that they were designed for different purposes.** Some studies focused on the primary care arrangements of a focal child, while others collected information about a broader set of arrangements for multiple children in the same household. These differences have implications for the descriptive picture each study can provide about Hispanic participation in ECE, in particular at the family or household level, and the types of utilization questions that can be addressed.
- **Children’s experiences in self-care, care by older siblings, or accompanying parents to their worksite are important to understand further. For low-income households generally, and for Hispanic households in particular, it is important to understand the extent to which children are involved in these types of arrangements.** A subset of studies (ECLS-B, ECLS-K, NAWS, NHES:2005, NSAF, NSECE, and SIPP) collected information about these additional arrangement types, which may reflect parental preferences for care of young children by family members, but may also occur because parents perceive having limited alternative ECE options.
- **Child ECE attendance is largely unmeasured in national data sets, which may obscure the impact of programs on Hispanic children who do not regularly attend.** Only two data sets (FACES, HSIS) include child absences, which have been shown to be an important predictor of gains in Head Start child outcomes during the preschool period.<sup>14</sup> In examining the issue of children’s illness and disruption, two

data sets (NSECE and NAWS) include whether parents bring their children to work. These issues may impact low-income Hispanic families, if their work schedules are not flexible and/or they are working multiple jobs.

- **Information about the financial costs of ECE arrangements and child care subsidy use is available for the primary arrangement of one target child only in some data sets, but others provide this information for all arrangements for children residing within the household.** Consideration of ECE expenses is a priority area for Latino populations, given data suggesting that some low-income Latino families may be less reliant on traditional forms of public assistance compared to other groups.<sup>15</sup> Examining out-of-pocket costs, child care subsidy receipt, and use of publicly-subsidized ECE programs (e.g., Head Start or public pre-kindergarten) may reveal different patterns of use, depending on whether families are obtaining care for low or no cost, or whether care costs a significant portion of the families’ earned income. Notably, the NSECE assessed whether care is traded or bartered among families, which could be relevant for those Hispanic families that have care available through extended family or community networks.
- **Existing large-scale surveys generally have not collected data on historical use of ECE; thus, we have little information regarding the ECE trajectories of Hispanic children.** Approximately half of the data sets we reviewed contain information about the length of time children have been in their current ECE arrangements, but fewer offer information about which settings children have experienced (and parents have accessed) in the past, or about the stability/continuity of care over time. When available, this type of information could be useful for better understanding Latinos’ ECE utilization decisions and the impact of ECE trajectories on child and family outcomes.



## Description of ECE data brief series

**Goals:** By providing an inventory and critical assessment of the ECE-related data elements available within existing large-scale data sets that contain large samples of Hispanics, this brief series aims to:

1. provide an inventory and critical assessment of data elements related to ECE search, access, decision-making and utilization that have been measured in large-scale, publicly available data sets with sizable Latino samples;
2. discuss the methodological strengths and challenges of available data, and consider how current knowledge may be limited by existing data elements describing Hispanic children and families; and
3. offer recommendations for potential new research questions that could be answered using some of these data sets, with a goal of building a more nuanced understanding of ECE access, decision-making, and utilization among low-income Hispanic families.

**Data sets:** The 12 studies<sup>a</sup> listed below were selected for review based on the following criteria: they are representative samples that included sizable numbers of Hispanic households with young children (i.e., more than 500), they include substantive information about ECE, they were conducted after 2000, and they are publicly available (with or without restricted access).

- *Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)*
- *Early Childhood Longitudinal Study-Kindergarten Cohort 2011 (ECLS-K:2011)*
- *Fragile Families and Child Well-Being Study (FFCWS)*
- *Head Start Family and Child Experiences Survey (FACES), 2009*
- *Head Start Impact Study (HSIS)*
- *Los Angeles County Health Survey (LACHS), 2011*
- *National Agricultural Worker Survey (NAWS), 2012*
- *National Household Education Survey—Early Childhood Program Participation Survey, 2005 (NHES-ECPP:2005)*
- *National Household Education Survey—Early Childhood Program Participation Survey, 2012 (NHES-ECPP:2012)<sup>b</sup>*
- *National Survey of American Families (NSAF), 2002*
- *National Survey of Early Care and Education (NSECE)*
- *Study of Income and Program Participation (SIPP), 2008*

It is important to note that the surveys analyzed for this project were developed to answer different research questions, and therefore vary in the types of ECE data elements they include. For example, some aim to collect detailed information about household economic activity (e.g., SIPP), while others represent prospective developmental studies focused on a target child (e.g., ECLS-B). Still others (e.g., NHES-ECPP, NSECE) were developed for the express purpose of better understanding families' ECE experiences. Along with variation in amount and type of ECE data available across the datasets, there is likely variation in the quality of measures and their validity for addressing particular research questions. Because it is beyond the scope of this brief series to provide detailed commentary on data quality, researchers are urged to give this careful consideration once they have used this review to identify potentially relevant dataset(s).

**Briefs:** The three companion briefs focus on specific types of ECE data available for Latino samples within these data sets:

- **Brief 1** describes the project methodology and summarizes key design features of the selected data sets. Crosby, D. & Mendez, J. (2016). Using Existing Large-Scale Data to Study Early Care and Education among Hispanics: Project Overview and Methodology. Research brief. Bethesda, MD: National Research Center on Hispanic Children & Families. [http://www.childtrends.org/?post\\_type=publications&p=18720](http://www.childtrends.org/?post_type=publications&p=18720)
- **Brief 2** describes available data elements related to ECE search and decision-making. Crosby, D., Mendez, J., & Helms, H. (2016). Using Existing Large-Scale Data to Study Early Care and Education among Hispanics: Search and Decision-Making. Research brief. Bethesda, MD: National Research Center on Hispanic Children & Families. [http://www.childtrends.org/?post\\_type=publications&p=18721](http://www.childtrends.org/?post_type=publications&p=18721)

<sup>a</sup>Three data sets originally included in the review—the Panel Study of Income Dynamics-Child Development Supplement, the National Longitudinal Study of Youth, and the Three-City Study—were determined to have relatively small samples of Hispanic children younger than age 6 and were dropped from further analysis.

<sup>b</sup>We analyze and present both the 2005 and 2012 NHES-ECPP surveys because of a significant redesign, as it changed from being telephone-administered to being a mailed paper survey. With the change in format, items were modified, the length of the survey was shortened, and information was collected for only one child per household (versus up to two children in earlier surveys).

- **Brief 4** describes elements that capture child and parent experiences within ECE settings. Mendez, J., Crosby, D., Helms, H., Johnson, A., & Rodriguez, Y. (2016). Using Existing Large-Scale Data to Study Early Care and Education among Hispanics: How Hispanic Parents and Children Experience ECE Settings. Research brief. Bethesda, MD: National Research Center on Hispanic Children & Families. [http://www.childtrends.org/?post\\_type=publications&p=18723](http://www.childtrends.org/?post_type=publications&p=18723)

**Additional resources:** In addition to the four ECE data briefs that comprise this series, the Center has created two companion, online, interactive data tools that allow researchers to explore the data elements present or absent in the data sets reviewed. Specifically, we used the data elements in the [tables](#) on **search and decision-making** as well as **utilization** to create these tools. The tools showcase specific items that are indicators of each data element, and provide direct hyperlinks to the actual survey instruments used in the studies included in the review. These additional online resources include:

- Schwartz, G. & Bradshaw, J. (2016, February). Data Tool: ECE Search & Decision-Making among Hispanic Families. <http://www.childtrends.org/nrc/resources/>
- Bradshaw, J. & Schwartz, G. (2016, February). Data Tool: ECE Utilization among Hispanic Families. <http://www.childtrends.org/nrc/resources/>

## Description and availability of data elements

[Table 1](#) summarizes the availability of data elements related to ECE utilization across 12 large-scale surveys. All of the data sets contain at least basic descriptive information about the ECE arrangements being used by the family at the time of the survey. The one caveat to this is that although the ECLS-K: 2011 collected information about before- and after-school arrangements being used at the time of the survey (during children’s kindergarten year), we summarize the data available from parents’ retrospective reports about ECE arrangements used in the year prior to kindergarten, to align with the birth-to-age-5 focus of this brief series. Despite the potential limitations of parents’ retrospective reports, the ECLS-K data have been used extensively to examine ECE participation among 4-year-old children, and its association with later school outcomes.

While several of the surveys included in this review gathered detailed information about each arrangement being used, others asked parents to focus on the child’s primary arrangement (usually defined as the one in which the child spent the most time). Still others asked parents about the characteristics of the primary provider of each major type or mode of care (i.e., home-based by relatives, home-based by nonrelatives, center-based). These distinctions are indicated in [Table 1](#), along with a marker for studies where information is available at a general level, across all arrangements being used. Below we describe each data element and the extent to which they are represented in the data sets, and discuss their relevance for studying ECE utilization by low-income Hispanic families.

**Type and number of ECE arrangements.** In most of the data sets (7 of 12), it is possible to determine the total number of regular ECE arrangements and the general type of provider(s) (i.e., home-based relative, home-based non-relative, or center-based) families used for a focal child at the time of the survey. The NHES-ECPP: 2012 provides partial information, with data on whether the focal child experienced zero, one, or more than one of each type

of provider (relative, non-relative, or center). The remaining four studies (LACHS, NAWS, NSAF, SIPP) collected information about children’s primary ECE arrangements, but did not assess how many different regular arrangements children experienced, total.

Beyond the three broad types of care, several surveys included questions about providers or settings that allow for finer distinctions. For example, four studies (ECLS-B, LACHS, NHES-ECPP:2005, NHES-ECPP:2012) asked separately about multiple types of center-based care (e.g., Head Start, preschool, childcare/daycare center, prekindergarten, and whether the program was run by a religious organization), while six studies provide information that distinguishes Head Start from center-based care more generally. In addition, most of the data sets contain information about program/provider location (e.g., child’s home, another home, a religious building, a school, a community center), and approximately half asked whether home-based providers co-resided in the household.

Three types of arrangements less frequently assessed in large-scale surveys are self-care, care provided by siblings, and children accompanying their parents to work. The latter was assessed in the NAWS and NSECE only, even though this may be a necessary or preferred strategy for low-income parents who cannot find or afford adequate care elsewhere, especially during nonstandard hours (e.g., janitorial/housekeeping work at night or on weekends). For Hispanic children of migrant or farm workers, exposure to unsafe work conditions is also of significant concern.<sup>16</sup> Given the importance of family obligations for caregiving in many Hispanic households,<sup>17</sup> as well as the constraints faced by low-income households that can limit ECE options, sibling care may be an arrangement worth further study for low-income Latino families. Data sets with this information—especially if they provide details about the number and ages of siblings (as collected in household roster data, see Table 2 in Brief 1 of this series)—could be useful for better understanding the family characteristics and circumstances associated with this type of care.

**Amount of time and schedule.** All of the studies reviewed contain information about the number of hours per week children spend in

ECE arrangements, but there is variation in whether this is available for primary providers only, by type of care, or across arrangements. Several studies also collected information about the number of days per week children spent in particular arrangements. Missing from most studies, however, is information about the time of day and part of the week that ECE experiences occur. Many low-wage jobs require parents to work nonstandard hours (i.e., evenings, nights, early mornings, weekends, and rotating), which has significant implications for the ECE options that are available and make sense for families. ECE providers and programs that care for young children during nonstandard hours may have somewhat different features and serve a different role than those operating primarily during daytime, weekday hours. With detailed calendar data capturing the scheduling of parents' work and children's care arrangements over the course of a week, the NSECE is one of the few studies to offer this kind of information. In contrast, because of their focus on Head Start, FACES and HSIS asked parents about weekday, daytime ECE arrangements only.

Child ECE attendance is also largely unmeasured in national data sets, which may obscure the impact of programs for Latino children who do not regularly attend. Only two data sets (FACES, HSIS) include child absences, which have been shown to be an important predictor of gains in Head Start child outcomes during the preschool period.<sup>18</sup> In the FACES survey, parents were also asked about the primary reason for child absences, information that could help inform efforts to support sustained participation. Notably, none of the data sets we reviewed gathered information about the regularity of children's care arrangements in terms of how schedules vary from week to week. Most survey questions reference "regular" arrangements (often defined as occurring at least once a week for the last month) and are phrased in a way that assumes some amount of consistency (e.g., "How many hours each week does this child receive care from this provider?").

**Cost and financial assistance.** With the exception of three studies (ECLS-K,<sup>b</sup> LACHS, NAWS), all of the data sets contain information about families' ECE out-of-pocket costs and any financial assistance received (including subsidies), but vary on whether these items were asked about for primary arrangements, each individual provider, or across all arrangements. The most common set of survey questions on this topic asked parents whether the amount they paid was for the focal child only or multiple children. This information is critical for gaining an accurate picture of Hispanic households' ECE and care expenditures. Notably, HS FACES: 2009 and NSECE are the only studies with information about whether families traded or bartered as a form of payment for care. This may be an important strategy for Hispanic families who are using kin networks both within and across households to arrange child care.

**Provider race/ethnicity and language use.** Some data sets offer basic provider demographic data, which may be interesting to relate to child and family demographics or workforce development considerations. Seven of the 12 studies asked parents about

languages spoken by their child's ECE provider(s). The most detailed information is available in the NHES-ECPP:2005, which asked about the primary language spoken with the child by each provider and allowed for, among the response options, the possibility that English and Spanish (or English and another language) were spoken equally as often. Two studies (ECLS-B, ECLS-K:2011) collected information about the primary language spoken by the child's primary relative, non-relative, and center-based providers (if applicable); in the NHES-ECPP:2012, parents reported this for the child's primary provider only. Three studies provide partial information, assessing whether Head Start staff spoke to the child and the parents in their home language (FACES, HSIS) or whether the parent had difficulties communicating with each of the child's providers because of language differences (NSECE). In addition to provider language, one study (NHES-ECPP:2005) asked parents whether each of the child's non-related providers was of the same or a different racial or ethnic background as the family. In the studies that have a provider survey component (see Table 1 in Brief 1 of this series), this type of teacher demographic information may be available for a subsample of participants.

**History of participation in ECE.** While the focus of large-scale surveys with ECE data tends to be on arrangements being used at the time of data collection, most studies (8 of 12) also provide at least some information about children's prior ECE experiences. For example, two surveys asked parents not currently using a particular type of ECE arrangement (relative, non-relative, center-based) whether their child had ever experienced this type of care before; and four asked specifically about children ever participating in Head Start or Early Head Start (in HS FACES:2009 this was asked for each household member). In four of the studies (ECLS-B, ECLS-K, FFCWS and HSIS), parents were also asked at what age their child was first cared for on a regular basis by a non-parental provider. Several of the data sets also contain information related to continuity and stability of care, such as how long a child had been with his/her current provider(s) (ECLS-B, ECLS-K, FFCWS, HSIS, NHES-ECPP: 2005 and 2012), how many times parents had changed childcare arrangements since their child's birth (FFCWS, HSIS), and/or how many different teachers their child had experienced at each center they attended over the past year (NHES-ECPP:2005).

Despite the potential limitations of retrospective data on ECE participation, these types of variables provide potentially valuable information about Hispanic children's trajectories of care and families' experiences with different types of ECE providers. As described in Brief 2, existing large-scale data sets offer limited information about ECE preferences, search and decision-making for Hispanics, so data about which settings families have accessed in the past during different developmental stages (i.e., infancy, toddlerhood, early or late preschool) may provide some insights about how early ECE decisions are linked to later ones. Longitudinal data from prospective studies of child development (as in the ECLS-B and FFCWS) could also be used to address such questions.

<sup>b</sup> Although the ECLS-K does not contain cost and payment information for families' ECE arrangements in the year prior to kindergarten entry (the data featured in this analysis), it is available for the before- and after- school arrangements used during the kindergarten year.

## Summary and future directions

Most existing research on ECE utilization for low-income Hispanics using national data has tended to focus on between-group comparisons (with other racial/ethnic groups) of participation rates and associations between ECE program type and child outcomes. This literature has identified significant benefits of high-quality ECE programs for Hispanic children and their families, but also lower rates of participation in some types of early childhood settings. Given policymakers' interest in facilitating broader access to high-quality ECE experiences for Latino children, further research is needed to determine the reasons for these findings, and to better understand potential within-group differences in ECE utilization for this heterogeneous population.

Based on our review of contemporary large-scale data sets accessible to the research community, we provide the following guidance about how existing data might be used to further examine ECE utilization patterns and characteristics for diverse samples of low-income Latino families, as well as what future data collection efforts may be needed to address critical policy-relevant questions.

1. The scope of ECE utilization studies should be **broadened to consider ECE arrangements, costs, and coordination at the household level** to provide a more complete picture of the various providers and programs accessed by low-income Latino parents who may need to use multiple arrangements for an individual child or multiple children. Several existing data sets offer opportunities to examine ECE use within the context of broader household needs and resources.
2. ECE utilization studies should **capitalize on existing data about variation in parental work schedules**, particularly non-standard work hours and schedules that are less flexible or predictable, to better understand how Hispanic parents accommodate work and economic pressures. Associated work-child care coordination variables such as whether providers offer extended hours, sick care, or flexible drop-off and pick-up, and the frequency with which particular arrangements fall through, should also be considered and may help identify program features that support ECE and employment stability for low-income Hispanic families. Briefs 1 and 4 in this series can assist researchers in identifying relevant and available variables for these types of analyses. Along with fluctuations in work hours and schedules, low-income households can experience income instability. Data sets with detailed employment and economic data (e.g., NSECE, SIPP 2008) may be helpful for examining how changes in family resources or constraints impact ECE use.
3. **Closer examination of the characteristics of providers serving Hispanic families** could be essential to understanding ECE use, and should extend beyond such factors such as provider location and hours available. For example, parents who prefer that children be cared for by a Spanish-speaking provider may value this arrangement, alone or in combination with other types of care. Alternatively, parents who choose center-based care could be drawn to



this arrangement for a number of reasons, such as availability of other family-focused services (see Brief 4 in this series, on ECE experiences), bilingual staff, and/or familiarity with the provider (see Brief 2 in this series, on search and decision-making).

4. **Models of child care accommodations should reflect conditions under which family preferences evolve over time, and may vary for individual children within the family.** Longitudinal data and/or qualitative data will allow for an examination of how ECE history and prior use may or may not reflect Hispanic parents' preferences. For example, one general review of child care subsidy receipt suggests using the SIPP 2008 or the ECLS-B to examine whether early child care experiences predict later subsidy use, or whether subsidy receipt predicts later child care choices.<sup>19</sup>
5. It is important that future work (both with existing data and new data collection efforts) **examine how ECE utilization patterns relate to the diversity that exists within the broader population of low-income Latino families, in terms of their characteristics, experiences, and communities.** Researchers can use Table 1 of Brief 1 in this series to identify data sets with relevant socio-demographic information, including the 10 priority data elements recommended by the ACF Hispanic Workgroup (e.g., nativity status, heritage country, home language use).<sup>20</sup> Several data sets also include geographic indicators that can be used to link records to publicly available information about the communities in which families live. Hispanic children now make up more than one quarter of the U.S. child population, and reside in a wider range of communities and states than they did just a decade ago.

**Table 1: Data elements measuring Hispanic families' ECE utilization, by data set**

Data set	Characteristics of current arrangements						
	Number of arrangements	Provider type(s)	Specific type of center	Co-resident provider	Setting location	Self care or w/siblings <13	Parent brings child to work
<b>ECLS-B</b>							
9 mos.	✓	✓		✓ T	✱ P		
24 mos.	✓	✓		✓ T	✱ P		
48 mos.	✓	✓	✓ P	✓ P	✓ P	✓	
<b>ECLS-K:2011</b>	✓ <sup>a</sup>	✓ <sup>a</sup>	✱ <sup>a</sup> E		✓ <sup>a</sup> P	✱ <sup>a</sup>	
<b>FFCWS</b>							
Age 1	✓	✓		✓ P	✓ P		
Age 3	✓	✓		✓ P	✓ P		
<b>HS FACES 2009</b>							
Fall 2009	✓ <sup>b</sup>	✓ <sup>b</sup>		✓ <sup>b</sup> T	✱ T		
Spring 2010	✓ <sup>b</sup>	✓ <sup>b</sup>		✓ <sup>b</sup> T	✱ T		
<b>HSIS</b>							
Fall 2002	✓ <sup>c</sup>	✓ <sup>c</sup>	✱ E				
Spring 2003	✱	✓ <sup>c</sup>	✱ E				
<b>LACHS</b>		✓	✓ O				
<b>NAWS 2012</b>		✓	✱ E			✓	✓
<b>NHES-ECPP: 2005</b>	✓	✓	✓ E	✱ P	✓ E	✓	
<b>NHES-ECPP: 2012</b>	✱	✓	✓ P	✱ P	✓ P		
<b>NSAF</b>		✓	✱ E	✓ T	✱ T	✓	
<b>NSECE</b>	✓	✓	✱ E	✓ E	✓ E	✓	✓
<b>SIPP 2008</b>		✓	✱ E		✓ E	✓	

Notes. ✓+ = extensive information available; ✓ = data element included in the study; ✱ = partial or limited information available

E = available for each provider; T = available for primary provider of each type of care (center, relative, nonrelative); P = available for primary provider only; O = available overall (in general), across providers

ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; FFCWS = Fragile Families and Child Well-Being Study; HS FACES = Head Start Family and Child Experiences Survey; HSIS = Head Start Impact Study; LACHS = LA County Health Survey; NAWS = National Agricultural Workers Survey; NHES-ECPP = National Household Education Survey, Early Childhood Program Participation Module; NSAF = National Survey of American Families; NSECE = National Survey of Early Care and Education; SIPP = Survey of Income and Program Participation

a. The ECE data in the ECLS-K are retrospective, as parents were asked about the arrangements children had in the year prior to beginning kindergarten.

b. In HS FACES, parents were asked about ECE arrangements used in the morning, before Head Start, or afternoon, after Head Start.

c. In HSIS, parents were asked about primary arrangements used Mon-Fri, 9am - 3pm, and then additional arrangements used Mon-Fri, 8am - 6pm.

d. These columns indicate whether parents were asked about the language use and race/ethnicity of their child's provider(s). Additional information about provider characteristics may be available in the studies that included an ECE provider survey or observation (see Table 1, Brief 1).

**Table 1 Cont.** Data elements measuring Hispanic families' ECE utilization, by data set

Data set	Characteristics of current arrangements							
	Number of hours	Days of week	Child absences	Cost	Financial assistance	Trade or barter	Provider language <sup>d</sup>	Provider race/ethnicity <sup>d</sup>
<b>ECLS-B</b>								
9 mos.	✓ T,O	✓ T		✓ T	✓ P		✓ T	
24 mos.	✓ T,O	✓ T		✓ T	✓ P		✓ T	
48 mos.	✓ T,O	✓ T		✓ T	✓ P		✓ T	
<b>ECLS-K:2011</b>	✓ <sup>a</sup> T	✓ <sup>a</sup> T					✓ <sup>a</sup> T	
<b>FFCWS</b>								
Age 1	✓ P,O	✓ P		✓ O	✓ O			
Age 3	✓ P,O	✓ P		✓ O	✓ O			
<b>HS FACES 2009</b>								
Fall 2009	✓ <sup>b</sup> T,O	✓ <sup>b</sup> T		✓ O	✓ O	✓ O	✓ P	
Spring 2010	✓ <sup>b</sup> T,O	✓ <sup>b</sup> T	✓ <sup>+</sup> P	✓ O	✓ O	✓ O	✓ P	
<b>HSIS</b>								
Fall 2002	✓ <sup>c</sup> P			✓ <sup>c</sup> P	✓ <sup>c</sup> P		✓ P	
Spring 2003	✓ <sup>c</sup> E	✓ <sup>c</sup> E	✓ P	✓ <sup>c</sup> P	✓ <sup>c</sup> P			
<b>LACHS</b>	✓ O							
<b>NAWS 2012</b>								
<b>NHES-ECPP: 2005</b>	✓ E,O	✓ E		✓ E,O	✓ E,O		✓ E	✦ E
<b>NHES-ECPP: 2012</b>	✓ P,O	✓ P		✓ P	✓ P,O		✓ P	
<b>NSAF</b>	✓ T,O			✓ O	✓ O			
<b>NSECE</b>	✓ E,O	✓ E		✓ E	✓ E	✓ E	✦ E	
<b>SIPP 2008</b>	✓ E,O			✓ E	✓ O			

Notes. ✓+ = extensive information available; ✓ = data element included in the study; ✦ = partial or limited information available

E = available for each provider; T = available for primary provider of each type of care (center, relative, nonrelative); P = available for primary provider only; O = available overall (in general), across providers

ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; FFCWS = Fragile Families and Child Well-Being Study; HS FACES = Head Start Family and Child Experiences Survey; HSIS = Head Start Impact Study; LACHS = LA County Health Survey; NAWS = National Agricultural Workers Survey; NHES-ECPP = National Household Education Survey, Early Childhood Program Participation Module; NSAF = National Survey of American Families; NSECE = National Survey of Early Care and Education; SIPP = Survey of Income and Program Participation

a. The ECE data in the ECLS-K are retrospective, as parents were asked about the arrangements children had in the year prior to beginning kindergarten.

b. In HS FACES, parents were asked about ECE arrangements used in the morning, before Head Start, or afternoon, after Head Start.

c. In HSIS, parents were asked about primary arrangements used Mon-Fri, 9am - 3pm, and then additional arrangements used Mon-Fri, 8am - 6pm.

d. These columns indicate whether parents were asked about the language use and race/ethnicity of their child's provider(s). Additional information about provider characteristics may be available in the studies that included an ECE provider survey or observation (see Table 1, Brief 1).



**Table 1 Cont.** Data elements measuring Hispanic families' ECE utilization, by data set

Data set	ECE history/retrospective use			
	Time with current provider	Ever in ECE settings	Child age at first care	Continuity/ instability
<b>ECLS-B</b>				
9 mos.		✓	✓ T	
24 mos.	✓ T	✓	✓ T	
48 mos.	✓ T	✦		
<b>ECLS-K:2011</b>	✓ <sup>a</sup> T	✓	✓ T	
<b>FFCWS</b>				
Age 1	✓ P		✓ O	✓ O
Age 3	✓ P			✓ O
<b>HS FACES 2009</b>				
Fall 2009		✦		
Spring 2010		✦		
<b>HSIS</b>				
Fall 2002	✓ <sup>c</sup> P		✓ O	✓ O
Spring 2003	✓ <sup>c</sup> E		✓ O	✓ O
<b>LACHS</b>				
<b>NAWS 2012</b>		✦		
<b>NHES-ECPP: 2005</b>	✓ E	✦		✦ E
<b>NHES-ECPP: 2012</b>	✓ P	✦		
<b>NSAF</b>				
<b>NSECE</b>				
<b>SIPP 2008</b>				

Notes. ✓+ = extensive information available; ✓ = data element included in the study; ✦ = partial or limited information available  
 E = available for each provider; T = available for primary provider of each type of care (center, relative, nonrelative); P = available for primary provider only ; O = available overall (in general), across providers  
 ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; FFCWS = Fragile Families and Child Well-Being Study; HS FACES = Head Start Family and Child Experiences Survey; HSIS = Head Start Impact Study; LACHS = LA County Health Survey; NAWS = National Agricultural Workers Survey; NHES-ECPP = National Household Education Survey, Early Childhood Program Participation Module; NSAF = National Survey of American Families; NSECE = National Survey of Early Care and Education; SIPP = Survey of Income and Program Participation  
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 d. These columns indicate whether parents were asked about the language use and race/ethnicity of their child's provider(s). Additional information about provider characteristics may be available in the studies that included an ECE provider survey or observation (see Table 1, Brief 1).

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## Acknowledgments

The authors would like to thank the Steering Committee of the National Research Center on Hispanic Children & Families, as well as Robert Crosnoe, Aletha Huston, and Esther Calzada for their valuable feedback and insights on this work.

**Editor:** August Aldebot-Green; **Designer:** Catherine Nichols

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## About the Center

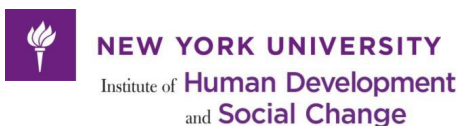
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