

Hispanic Children’s Participation in Early Care and Education: Amount and Timing of Hours by Household Nativity Status, Race/Ethnicity, and Child Age

By: Danielle Crosby, [Julia Mendez](#)

Crosby, D.A. & Mendez, J.L. (2016). Hispanic children’s participation in early care and education: Amount and timing of hours by household nativity status, race/ethnicity, and child age. National Research Center on Hispanic Children and Families. Brief 2016-58.

Made available courtesy of Child Trends/Hispanic Institute:

<https://www.childtrends.org/publications/hispanic-childrens-participation-early-care-education-amount-timing-hours-household-nativity-status-raceethnicity-child-age/>

*****© Child Trends/Hispanic Institute. Reprinted with permission. No further reproduction is authorized without written permission from Child Trends/Hispanic Institute. Figures and/or pictures may be missing from this format of the document. *****

Abstract:

One aspect of ECE utilization that is relevant for child and family well-being is the amount and timing of hours that young children spend in different ECE settings. This brief from the National Research Center on Hispanic Children & Families uses publicly available data from the 2012 National Survey of Early Care and Education (NSECE) to describe the amount and timing of hours that young Hispanic children from low-income households spend in ECE settings, distinguishing care that takes place during standard weekday hours from care that occurs during nonstandard times (i.e., evening, nighttime, and weekend hours). We focus on low-income households because the challenges of coordinating parental employment and the care of young children are most acute for families with limited economic resources.

Keywords: Early care education | Child care | Hispanic children | Hispanic families | Low-income families

*****Note: Full text of article below**

Hispanic Children's Participation in Early Care and Education: Amount and Timing of Hours by Household Nativity Status, Race/Ethnicity, and Child Age

Danielle Crosby and Julia Mendez

November 2016

Why research on low-income Hispanic children and families matters

Hispanic or Latino children currently make up roughly 1 in 4 of all children in the United States,^a and by 2050 are projected to make up 1 in 3, similar to the number of white children.^b Given this increase, how Hispanic children fare will have a profound 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.^c Nearly two thirds of Hispanic children live in low-income families, defined as having incomes of less than two times the federal poverty level.^d 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.^{e-g} 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.

^a 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. Retrieved from <http://www.childstats.gov/americaschildren/tables.asp>

^b Ibid.

^c 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. Department of Commerce, U.S. Census Bureau. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf#TableB-2>

^d Lopez, M. H., & Velasco, G. (2011). *Childhood poverty among Hispanics sets record, leads nation*. Washington, D.C.: Pew Research Hispanic Center. Retrieved from <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

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

^f 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. Retrieved from <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1250&context=carsey>

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

Overview

Recent national data suggest that more than one third of low-income Hispanic^a children younger than age 3, and more than two thirds of those ages 3 to 5, spend time in early care and education (ECE) arrangements on a regular basis.¹ Given that Hispanic children now make up more than one quarter of all U.S. children age 5 and younger and more than two thirds of these children live in poverty or near poverty,² there is significant policy and scientific interest in the ECE experiences of this population. ECE programs, especially those that are high quality and center-based, have been shown to promote school readiness and early achievement for children in low-income families.^{3,4} These positive effects appear to hold for Hispanic children, and may in fact be larger than those observed for non-Hispanic children.^{5,6,7}

One aspect of ECE utilization that is relevant for child and family well-being is the amount and timing of hours that young children spend in different ECE settings. Number of hours in ECE arrangements is an indicator of children's exposure to these environments (i.e., *dosage*), and may also reflect something about families' ECE needs, preferences, and level of access. *When* these ECE hours occur—during the day, in the evening, at night, and/or over the weekend, for example—often reflects the demands of parents' work schedules and/or the availability of other potential care providers.

In this brief, we use publically available data from the 2012 National Survey of Early Care and Education (NSECE) to describe the amount and timing of hours that young Hispanic children from low-income households spend in ECE settings, distinguishing care that takes place during standard weekday hours from care that occurs during nonstandard times (i.e., evening, nighttime, and weekend hours). We focus on low-income households because the challenges of coordinating parental employment and the care of young children are most acute for families with limited economic resources. Low-income families are therefore the primary target of policy efforts and public investments to improve ECE access, use, and quality. Hispanic families represent a growing policy-relevant population, with more than two thirds of young Hispanic children living in low-income households.⁸

^a In this brief series, we use the terms *Hispanic* and *Latino* interchangeably.

Households' ECE needs, preferences, and available options may vary by family members' demographic characteristics or child age. We report separate estimates for Latino children in immigrant households and those living with U.S.-born adults only, and provide comparison data for young non-Hispanic white and black children from low-income households.^b We also examine patterns of ECE schedule characteristics separately for infants and toddlers (younger than age 3), and preschoolers (3 to 5 years).

Key findings

- Latino children (ages birth to 5) from low-income households who participate in ECE generally spend a significant amount of time in these settings (30 or more hours per week), regardless of child age or household nativity status.
 - Infants and toddlers from low-income immigrant and non-immigrant Hispanic households are in care for a similar amount of time as their black peers, but significantly more hours of care per week than their white peers.
 - Preschool-aged children from low-income non-immigrant Hispanic households spend a similar amount of time in care as their black peers, but spend significantly more time in care than their peers from immigrant Hispanic and white households.
- Approximately two thirds of low-income Hispanic children participating in ECE have care schedules that include at least some nonstandard hours (i.e., evening, nighttime, or weekend hours).
 - Low-income Hispanic children whose ECE schedules include nonstandard hours tend to be in many hours of care, with an average of more than 40 hours per week, which is higher than the average for their white peers, but lower than for their black peers. Nonstandard hours represent one third to half of the time these children (Hispanic, black, and white) spend in care.
 - Low-income Hispanic children whose ECE schedules include nonstandard hours tend to be younger, more likely to live in a non-immigrant household, and more likely to have an employed parent than low-income Hispanic children whose ECE arrangements occur during standard hours only.
 - Compared to those in care during standard hours only, low-income Hispanic children whose ECE schedules include nonstandard hours are significantly less likely to be in any center-based arrangements, and are more likely to be in home-based arrangements.

^b In this analysis, child race/ethnicity is based on information provided by the household survey respondent. Children are classified as Hispanic/Latino if this was provided as a response to the question about ethnicity or the question about race. The white and black child race categories do not include children who were identified as multi-racial.

About this series

This brief is part of an ongoing series aimed at better understanding the early care and education experiences of Latino children. This brief uses data from the National Survey of Early Care and Education (NSECE)—a set of four integrated, nationally representative surveys that describe the ECE landscape in the United States.

Other briefs in this series include:

Crosby, D.A., Mendez, J.L., Guzman, L., & López, M. (2016). *Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*. Bethesda, MD: The National Center for Research on Hispanic Families & Children.

Guzman, L., Hickman, S., Turner, K., & Gennetian L. (2016). *Hispanic Children's Participation in Early Care and Education: Perceptions of Care Arrangements, and Relatives' Availability to Provide Care*. Bethesda, MD: The National Center for Research on Hispanic Families & Children.

These publications and forthcoming briefs in the series can be accessed on the Center's website at: <http://www.hispanicresearchcenter.org/nrc/resources/publications/>.

Data source and methodology

The [2012 National Survey of Early Care and Education \(NSECE\)](#) is a set of four nationally representative surveys that describe the early care and education (ECE) landscape in the United States.^a The data presented in this brief are drawn from the household survey of the NSECE, a nationally representative sample of households with children under the age of 13. Respondents reported on all regular non-parental care arrangements used in the week prior to the survey for each child in the household younger than age 13.

The estimates presented here were calculated using merged data from the NSECE Household Child-level Quick Tabulation file and the Household Public Use file. Our analysis focuses on young children (birth to age 5, not yet in kindergarten^b) who were living in low-income households, defined as having an annual income below 200 percent of the federal poverty threshold. The NSECE oversampled in low-income areas, resulting in large numbers of low-income households. Our analytic sample is made up of 5,153 children, including 2,393 Hispanic children (1,562 in immigrant households and 831 in households with U.S.-born adults only), 1,717 non-Hispanic white children, and 1,043 non-Hispanic black children (white and black children were from non-immigrant households; see “Definitions” below). Children of other racial/ethnic backgrounds were excluded due to small sample sizes.

We conducted descriptive analyses across several measures related to children’s participation in early care and education arrangements, testing the statistical significance of mean differences between racial/ethnic groups. Significant differences are noted in the text, figures, and summary tables. We use consistent notation (a-f) for each pairwise difference for clarity; if one of the superscripts does not appear in a specific figure or table, it means the two groups did not differ significantly for that outcome. All analyses were conducted in STATA and were weighted to be representative of children living in U.S. households in 2012.

Definitions

Household nativity status. *Nativity status* refers to whether any adult in the household was foreign-born. A household with at least one adult who was foreign-born was identified as being an *immigrant household*. A household in which all of the adults had been born in the United States was identified as being a *U.S.-born household*. Given our focus on Hispanic families, and because low-income Hispanic children are more likely to live in an immigrant household than non-Hispanic white or non-Hispanic black children are, we excluded from our analysis the small numbers of white and black children living in low-income immigrant households. This means that our four household nativity groups are: 1) Hispanic immigrant households, 2) Hispanic U.S.-born households, 3) white (non-Hispanic) U.S.-born households, and 4) black (non-Hispanic) U.S.-born households. For simplicity, we use the terms white and black households hereafter. Also, we use the terms *U.S.-born household* and *non-immigrant household* interchangeably.

Non-parental care. In the child calendar portion of the household survey, parents reported on all of the times in past week when the child was in the care of someone other than a parent. Parents were then asked several follow-up questions about each arrangement listed in the calendar so that non-parental care could be further classified into more detailed types of care. The NSECE public use files include constructed variables for eight types of non-parental arrangements. One of these types is K-8 schooling, which is not included here. We report on the other types of non-parental care (also referred to here as *early care and education*, or ECE) using the variables described below.

Number of weekly care hours. As part of the child calendar portion of the household survey, parents identified all of the times in the week prior to the interview that each child in the household spent in each non-parental care arrangement. For this analysis, we summed across all arrangements to create a variable capturing total number of hours per week in any non-parental care.

Standard hours care. Any portion of the time that children spent in non-parental care arrangements (as reported in the child calendar) Monday through Friday, between 8 a.m. and 6 p.m., was identified as occurring during standard hours.

^a NSECE Project Team. (2012). *National Survey of Early Care and Education (NSECE)*, 2012. Ann Arbor, MI: Inter-University Consortium for Political and Social Research. <http://doi.org/10.3886/ICPSR35519.v2>

^b A small number of 6-year-olds were identified as not being in kindergarten, which may reflect birthdates after the eligibility cut-off or parental decisions to delay kindergarten entry. However, we restricted the analytic sample for this brief to children younger than age 6, to make this work comparable to the broader early childhood literature, which tends to focus on children from birth to age 5.

Definitions cont.

Nonstandard hours care. Any portion of the time that children spent in non-parental care arrangements (as reported in the child calendar) outside of standard hours (see above) was identified as occurring during nonstandard hours. This category includes time in care during evening, nighttime, early morning, and weekend hours.^c

Center-based care. This category of care captures all center- or organizational- based ECE arrangements that children participate in for at least 5 hours per week. Examples of this type of care include Head Start, public pre-K, and community-based child care.^d

Home-based care. This category captures any regular care arrangement provided by an individual in a home-based setting for at least 5 hours per week. It includes care that occurs in the child's home or the provider's home, including family child care homes.^e

Multiple care arrangements. Using information in the public use files about the number of providers currently providing care for each child, we were able to capture when children had multiple arrangements (i.e., two or more providers). These could be providers within the same category or type of child care, or across different types of care.

^c Although the term nonstandard is sometimes used in the literature (usually in reference to adult employment) to capture the irregularity of hours in addition to the time of day they occur, our focus in this analysis is only on the latter, given the information available in the NSECE public use files.

^d The NSECE public data files include separate variables for "center-based early care and education," which includes traditional ECE settings for young children, such as Head Start, public pre-K, and community-based child care centers, and "other organizational early care and education," which includes any regular organizational care not included in the center ECE category (e.g., church-based). We combine these two categories for this analysis, as both capture formal settings where children are cared for in relatively large groups.

^e It is not possible in the NSECE public use child-level quick tab or household-level files to further categorize home-based care according to whether it is licensed or regulated.

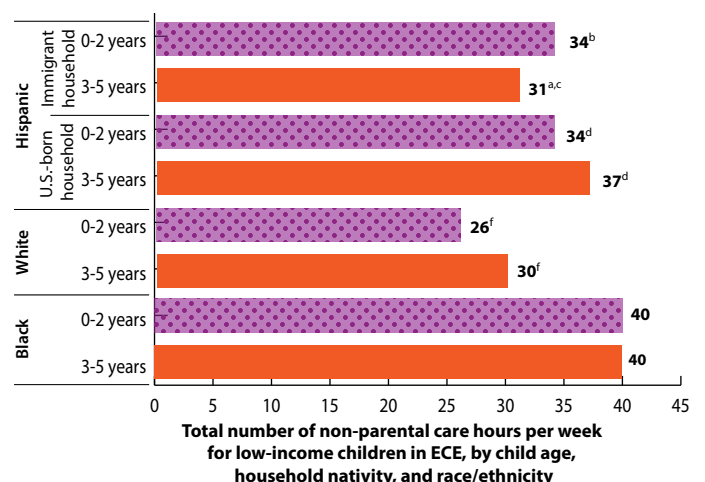
Findings

Number and timing of hours in ECE arrangements

Young Latino children from low-income households with ECE arrangements spend a significant amount of time in these settings, regardless of child age or household nativity status (Figure 1). Low-income Latino infants, toddlers, and preschoolers who are in non-parental care spend more than 30 hours per week, on average, in these arrangements. Low-income Latino children tend to be in more hours of care than their white peers, while being in similar amounts of care as their black peers; however, the significance of these differences varies by child age and household nativity (see Table 1).

Hispanic infants and toddlers from low-income households (regardless of nativity) attend more hours of ECE per week than white infants and toddlers from low-income households (34 versus 26 hours). For preschool-aged children, however, total time in care varies by household nativity. Hispanic preschoolers from low-income immigrant households spend a number of hours in care similar to the number spent by low-income white preschoolers (around 30 hours per week), which is significantly less than amount of time spent in care by their peers from low-income non-immigrant Hispanic and black households (approximately 37 and 40 hours, respectively).

Figure 1. Low-income Hispanic children in ECE spend an average of more than 30 hours per week in care.



Source: Authors' analysis of 2012 National Survey of Early Care and Education. The following notation is used consistently throughout the brief. If a letter does not appear in the figure above, it means the particular pairwise difference was non-significant.

^a Significant difference ($p < .05$) between Hispanic children of immigrants and non-immigrants

^b Significant difference ($p < .05$) between Hispanic children of immigrants and white children.

^c Significant difference ($p < .05$) between Hispanic children of immigrants and black children.

^d Significant difference ($p < .05$) between Hispanic children of non-immigrants and white children.

^e Significant difference ($p < .05$) between Hispanic children of non-immigrants and black children.

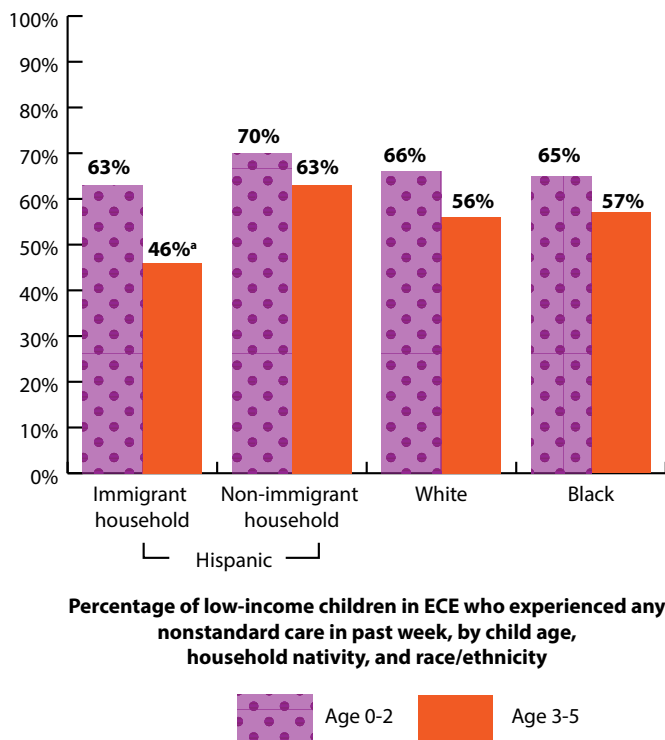
^f Significant difference ($p < .05$) between white children and black children.

Children whose ECE schedules include nonstandard hours

As shown in Figure 2 and Table 1, **spending time in ECE settings during nonstandard hours** (i.e., evenings, overnight, and/or weekends) **is a relatively common experience for young Hispanic children in low-income households.**

Approximately two thirds of Latino infants and toddlers from low-income households who are in ECE spend at least some portion of time in care during nonstandard hours. This is similar to the proportion of white and black children in low-income households who do. Across racial-ethnic groups, preschool-aged children are slightly less likely to experience nonstandard hours care than children younger than 3. Among low-income preschoolers, Hispanic children in immigrant households are least likely (46 percent) to attend ECE during nonstandard hours, and Hispanic children in non-immigrant households are most likely (63 percent); the difference between these two is statistically significant (see Table 1). Among white and black preschoolers, 56 and 57 percent, respectively, attend any nonstandard hours of care; these are not statistically different than the values for either Hispanic group.

Figure 2. A majority of low-income Hispanic children in ECE use at least some nonstandard ECE hours, with infants and toddlers somewhat more likely to do so than preschoolers.



Source: Authors' analysis of 2012 National Survey of Early Care and Education
The following notation is used consistently throughout the brief. If a letter does not appear in the figure above, it means the particular pairwise difference was non-significant.

^a Significant difference ($p < .05$) between Hispanic children of immigrants and non-immigrants

^b Significant difference ($p < .05$) between Hispanic children of immigrants and white children.

^c Significant difference ($p < .05$) between Hispanic children of immigrants and black children.

^d Significant difference ($p < .05$) between Hispanic children of non-immigrants and white children.

^e Significant difference ($p < .05$) between Hispanic children of non-immigrants and black children.

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

A closer look at ECE schedules that include nonstandard hours

The fact that a majority of young children from low-income households in non-parental care experience at least some nonstandard hours as part of their ECE schedule raises the question of whether this largely reflects early start times (before 8 a.m.) and late pick-up times (after 6 p.m.) for ECE arrangements that otherwise primarily take place during daytime, weekday hours. Alternatively, exposure to nonstandard care may reflect significant time with ECE providers during evening, nighttime, early morning, and weekend hours.

While this initial descriptive analysis of the NSECE public use files does not allow us to examine children's ECE schedules in detail, we can begin to address these questions by estimating the number of nonstandard hours experienced by children who are reported to be in ECE settings during nonstandard times. If the average number of nonstandard hours is relatively low, this would lend support to the first explanation; higher averages would be more consistent with the second explanation.

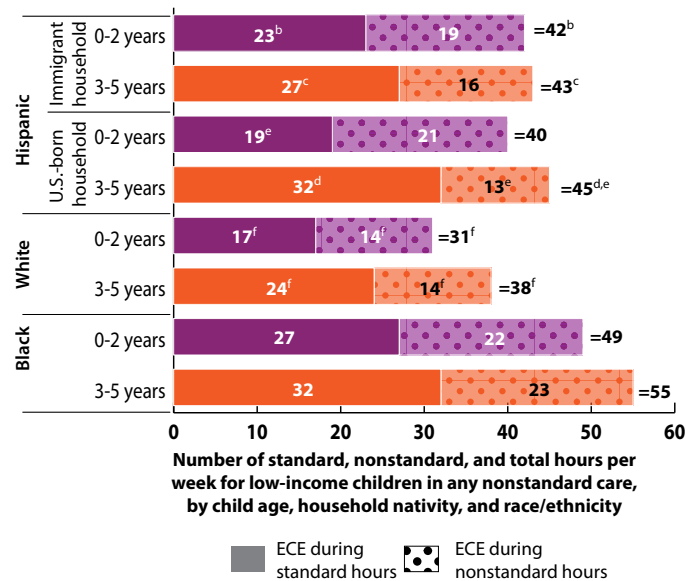
For the subsample of low-income Latino children whose ECE schedules include any evening, overnight, and/or weekend hours, a substantial amount of time is spent in care during these times.

As shown in Figure 3 and Table 2, the average number of nonstandard hours experienced by low-income Hispanic children who have these types of hours as part of their ECE schedule ranges from just over 13 hours per week (for Hispanic preschoolers in non-immigrant households) to approximately 21 hours per week (for Hispanic infants and toddlers in non-immigrant households). These amounts are generally similar to those reported for low-income white and black children whose ECE schedules include nonstandard hours. The only significant group differences are that Hispanic preschoolers from non-immigrant households spend fewer hours in nonstandard care than black peers, and white infants, toddlers, and preschoolers spend fewer hours in nonstandard care than black peers.

Children who are in ECE arrangements during evening, nighttime, and weekend hours tend to spend a significant amount of time in ECE during standard weekday hours as well (see Figure 3). **Low-income Hispanic children (across child age and household nativity groups) whose schedules include nonstandard hours spend an average of more than 40 hours per week in child care.** Infants and toddlers within this group generally spend a similar amount of time in care as their black peers, and more hours in care than their white peers. Preschool-aged children within this group spend more time in care than their white peers, but fewer hours in care than their black peers.

Taken together, the estimates presented in Table 2 and Figure 3 indicate that **nonstandard hours represent approximately half of the total time that low-income Hispanic infants and toddlers with these schedules spend in ECE, and one third of the total time that low-income Hispanic preschoolers with these schedules spend in ECE.**

Figure 3. Low-income Hispanic children whose ECE schedules include nonstandard hours tend to be in care full-time (40+ hrs.) and experience a significant number of evening, overnight, and/or weekend care hours.



Source: Authors' analysis of 2012 National Survey of Early Care and Education. The following notation is used consistently throughout the brief. If a letter does not appear in the figure above, it means the particular pairwise difference was non-significant.

- ^a Significant difference (p<.05) between Hispanic children of immigrants and non-immigrants
- ^b Significant difference (p<.05) between Hispanic children of immigrants and white children.
- ^c Significant difference (p<.05) between Hispanic children of immigrants and black children.
- ^d Significant difference (p<.05) between Hispanic children of non-immigrants and white children.
- ^e Significant difference (p<.05) between Hispanic children of non-immigrants and black children.
- ^f Significant difference (p<.05) between white children and black children.

Factors associated with nonstandard hours care for low-income Hispanic children

To provide some additional descriptive information about low-income Hispanic children who experience ECE arrangements during nonstandard hours, we compared those who attend at least some nonstandard hours of care with those who attend only standard hours of care, on select child, household, and ECE characteristics. These results are summarized in Table 3 (located at the end of this brief).

We found that low-income Hispanic children in ECE arrangements during nonstandard hours are younger and less

likely to live in an immigrant household than those who do not attend any nonstandard hours of care. While indicators of household composition and income do not vary significantly across the two ECE schedule groups, children who attend care during nonstandard times are somewhat more likely to have an employed parent in the household than those in standard hours care only. They are not more likely, however, to live in a household with two or more working parents.^c

In terms of ECE experiences, low-income Hispanic children who spend at least some time in care during nonstandard hours, compared to those who do not, are less likely to have a center-based arrangement (29 percent versus 56 percent) and more likely to have a home-based arrangement (65 percent versus 30 percent). Notably, children in nonstandard hours care spend more than double the number of hours in ECE arrangements over the course of a week than children who experience only standard hours care (roughly 43 versus 21 hours). In addition, 40 percent of children whose ECE schedules include nonstandard hours spend time in multiple arrangements, compared to 28 percent of those in care during standard hours only.

Summary and implications

Approximately 50 percent of young Hispanic children from low-income households spend time in ECE arrangements on a regular basis, with somewhat higher rates of participation among children in U.S.-born households relative to those in immigrant households, and among preschoolers relative to infants and toddlers.⁹ For this brief, we used NSECE data to explore the number and timing of hours that low-income Hispanic children spend in ECE settings by child age and household nativity, and compared these aspects of ECE use to those of white and black children from low-income households.

First, we found that Latino infants, toddlers, and preschoolers from low-income households who participate in ECE are in these arrangements for a significant amount of time—more than 30 hours per week on average, which is similar to the time spent in ECE by their black peers, but generally more than the hours spent by their white peers. These findings underscore the need to examine the quality of experiences that Hispanic children have in these settings and how different ECE dosage or exposure levels relate to child outcomes. For many low-income families, full-time hours of ECE likely reflect employment demands, at least to some extent, raising questions about the types of settings accessible to and used by Hispanic families to meet these needs. Full-time arrangements for infants and toddlers, especially in center-based settings, are typically harder to find, more expensive, and of lower quality than arrangements for older children.¹⁰

^c The NSECE collected employment data about all parents of children under the age of 13 residing in the household. Some households contained more than two adults who were parents of young children.

We also found that approximately 2 out of every 3 low-income Hispanic children in ECE spend a significant portion of time in care during evening, nighttime, or weekend hours. The fact that ECE options are more limited during these nonstandard hours, especially for developmentally-oriented programs like public pre-K and Head Start, raises important questions about how parents' need for child care during nonstandard times influences their ability to take up publicly funded early education opportunities. We found that low-income Latino children whose ECE schedules include nonstandard hours are less likely to be in center care and more likely to be in home-based care, compared to low-income Hispanic children who are in ECE during standard hours only.

Recent findings based on provider-reported data from the NSECE (2102) suggest that care options during nonstandard times may be particularly limited for Hispanic families. Nationally, centers serving a large proportion (25 percent or more) of Hispanic children are unlikely to offer care during nonstandard times and are less likely to do so than centers serving a small proportion of Hispanic children. Conversely, home-based providers serving a high proportion of Hispanic children are more likely to offer nonstandard hours than those serving a small proportion of Hispanic children.¹¹

Our finding that Hispanic children whose ECE schedules include nonstandard hours spend more than 40 hours per week in ECE settings (compared to 20 hours for children in standard care only) suggests that nonstandard care hours may often occur as part of long days of care that begin before 8 a.m. and/or extend past 6 p.m. Given high rates of employment among low-income Hispanic parents, further research is needed to examine how long hours of work and child care may impact their family life.

One implication of long parental work hours may be the need to use multiple care arrangements concurrently to cover the time. Research on low-income working parents with young children has documented the "patchwork of care" used by many families to accommodate nonstandard and unpredictable work schedules.¹² In a companion analysis of the NSECE, we found that one third of low-income Hispanic children (birth to 5) who are in non-parental care experience multiple arrangements.¹³ The current analysis indicates that this is more likely to be the case for Hispanic children whose ECE schedules include nonstandard hours (versus standard hours only).

Having multiple providers may offer parents flexibility, help address child care needs, and provide children with different learning opportunities. For example, the availability of a home-based provider in the afternoon may allow a child to attend a half-day pre-K program in the morning. At the same time, using multiple providers may also create challenges for both parents and children. For example, it could require coordinating multiple schedules, arranging transportation between arrangements, and adjusting to different provider expectations or requirements. The use of multiple providers may also create less predictability and less continuity of caregiver relationships for children, which have been identified as key features of high-quality care for young children.^{14,15} Additional research would help us better understand the range of experiences that Hispanic children and families have with these types of ECE schedules.

Table 1. ECE schedule characteristics for low-income children in ECE arrangements, by child age, household nativity, and race/ethnicity

	Hispanic		White	Black
	Immigrant household	U.S.-born household	U.S.-born household	U.S.-born household
# of hours in non-parental care, prior week	32.0 ^c	35.5 ^d	27.8 ^f	40.1
Child is 0-2 years	33.9 ^b	34.0 ^d	26.0 ^f	40.0
Child is 3-5 years	30.7 ^{a,c}	36.8 ^d	29.5 ^f	40.3
% in any “nonstandard” hours care, prior week	53.2% ^a	66.0%	61.1%	60.5%
Child is 0-2 years	63.1%	69.8%	66.1%	64.8%
Child is 3-5 years	45.9% ^a	62.8%	56.3%	56.6%
Sample size	698	442	933	676
Child is 0-2 years	301	194	422	306
Child is 3-5 years	397	248	511	370

Source: 2012 National Survey of Early Care and Education

Notes: Results in this table and the figures in the text are based on the same analyses.

The following notation is used consistently throughout the brief. If a letter does not appear in the table above, it means the particular pairwise difference was non-significant.

^a Difference between Hispanic children of immigrants and non-immigrants is significant at $p < 0.05$ level.

^b Difference between Hispanic children of immigrants and white children is significant at the $p < 0.05$ level.

^c Difference between Hispanic children of immigrants and black children is significant at the $p < 0.05$ level.

^d Difference between Hispanic children of non-immigrants and white children is significant at the $p < 0.05$ level.

^e Difference between Hispanic children of non-immigrants and black children is significant at the $p < 0.05$ level.

^f Difference between white children and black children is significant at the $p < 0.05$ level.

Table 2. Amount and timing of ECE hours for low-income children (ages 0-5) whose ECE schedules include any nonstandard care, by household nativity, race/ethnicity, and child age

	Hispanic		White	Black
	Immigrant household	U.S.-born household	U.S.-born household	U.S.-born household
Among children in any nonstandard care:				
# of standard care hours, prior week	24.8 ^{b,c}	25.8 ^d	20.5 ^f	29.8
Child is 0-2 years	22.7 ^b	19.4 ^e	17.1 ^f	27.2
Child is 3-5 years	26.9 ^c	31.9 ^d	24.2 ^f	32.4
# of nonstandard care hours, prior week	17.7	17.1	13.8 ^f	22.3
Child is 0-2 years	18.9	21.1	13.6 ^f	22.1
Child is 3-5 years	16.5	13.2 ^e	14.1 ^f	22.5
% of total care hours that are nonstandard	38.9%	44.2%	45.0%	41.2%
Child is 0-2 years	42.4% ^{a,b}	56.6% ^e	51.0%	43.8%
Child is 3-5 years	35.5%	32.6%	38.3%	37.9%
Sample size	368	266	549	439
Child is 0-2 years	185	131	276	209
Child is 3-5 years	183	135	273	230

Source: 2012 National Survey of Early Care and Education

Notes: Results in this table and the figures in the text are based on the same analyses.

The following notation is used consistently throughout the brief. If a letter does not appear in the table above, it means the particular pairwise difference was non-significant.

^a Difference between Hispanic children of immigrants and non-immigrants is significant at $p < 0.05$ level.

^b Difference between Hispanic children of immigrants and white children is significant at the $p < 0.05$ level.

^c Difference between Hispanic children of immigrants and black children is significant at the $p < 0.05$ level.

^d Difference between Hispanic children of non-immigrants and white children is significant at the $p < 0.05$ level.

^e Difference between Hispanic children of non-immigrants and black children is significant at the $p < 0.05$ level.

^f Difference between white children and black children is significant at the $p < 0.05$ level.

Table 3. Child, family, and care characteristics of low-income Hispanic children whose ECE schedules involve standard hours only versus some nonstandard hours

	ECE schedule involves only standard hours	ECE schedule involves some nonstandard hours	Significance of group difference
Child age (in months)	39.90	35.18	*
Immigrant household (%)	67.2%	54.6%	**
Non-English language spoken in household (%)	71.7%	66.4%	
Number of adults in household	2.46	2.50	
Number of children 0-12 yrs old in household	2.38	2.39	
Number of children 13-17 yrs old in household	0.33	0.31	
Grandparent residing in household (%)	15.4%	16.4%	
At least one employed parent in household (%)	67.3%	76.8%	*
Two or more working parents in household (%)	22.0%	24.5%	
Household income-to-poverty ratio	0.89	0.89	
Child is in any center-based care (%)	55.8%	29.3%	***
Child is in any home-based care (%)	30.0%	65.2%	***
Total number of ECE hours per week	20.54	42.67	***
Child is in multiple arrangements (%)	27.8%	40.2%	*
Sample size	506	634	

Source: 2012 National Survey of Early Care and Education
 Notes: * p<.05, ** p<.01, *** p<.001

References

1. Crosby, D. & Mendez, J. (2016). *A National Snapshot of Low-Income Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*. Washington, DC: National Research Center on Hispanic Children and Families.
2. Wildsmith, E., Alvira-Hammond, M. & Guzman, L. (2016). *A National Portrait of Hispanic Children in Need*. Washington, DC: National Research Center on Hispanic Children and Families.
3. Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development, 84*(6), 2112-2130.
4. Gormley, W., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology, 41*, 872-884.
5. Bitler, M. P., Hoynes, H. W., & Domina, T. (2014). *Experimental evidence on distributional effects of Head Start* (No. w20434). National Bureau of Economic Research.
6. Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development, 84*(6), 2112-2130.
7. Gormley, W., & Gayer, T. (2005). Promoting school readiness in Oklahoma: An evaluation of Tulsa's pre-K program. *Journal of Human Resources, 40*, 533-558.
8. Wildsmith, E., Alvira-Hammond, M. & Guzman, L. (2016). *A National Portrait of Hispanic Children in Need*. Washington, DC: National Research Center on Hispanic Children and Families.
9. Crosby, D. & Mendez, J. (2016). *A National Snapshot of Low-Income Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*. Washington, DC: National Research Center on Hispanic Children and Families.
10. Schmit, S., & Matthew, H. (2013). *Better for Babies: A Study of State Infant and Toddler Child Care Policies*. Washington, DC: Center for Law and Social Policy.
11. Guzman, L., & Gennetian, L. (2015). *A descriptive portrait of Hispanic children and families using publically available data from the 2012 National Study on Early Care and Education (NSECE)*. Presentation at the Annual Meeting of the Child Care Policy Research Consortium (CCPRC), Washington, D.C., December 3, 2015.
12. Morrissey, T.W. (2008). Familial factors associated with the use of multiple child-care arrangements. *Journal of Marriage and Family, 549*–563.
13. Crosby, D. & Mendez, J. (2016). *A National Snapshot of Low-Income Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*. Washington, DC: National Research Center on Hispanic Children and Families.
14. Cryer, D., Wagner-Moore, L., Burchinal, M., Yazejian, N., Hurwitz, S. & Wolery, M. (2005). Effects of transitions to new child care classes on infant-toddler distress and behavior. *Early Childhood Research Quarterly, 20*(1), 37-56.
15. de Schipper, J. C., Van Ijzendoorn, M. H. & Tavecchio, L. W. C. (2004). Stability in center day care: Relations with children's well-being and problem behavior in day care. *Social Development, 13*(4), 531-550.

Acknowledgments

The authors would like to thank the Steering Committee of the National Research Center on Hispanic Children & Families, as well as Nicole Forry, for valuable feedback and insights on this work.

Editor: August Aldebot-Green

Designer: Catherine Nichols

About the Authors

Danielle Crosby, PhD, is co-investigator of the National Research Center on Hispanic Children & Families, co-leading the research area on early care and education. She is an associate professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Her research focuses on understanding how social, economic, and cultural factors shape the educational experiences of young children in low-income families.

Julia L. Mendez, PhD, is a co-investigator of the National Research Center on Hispanic Children & Families, co-leading the research area on early care and education. She is an associate professor in the Department of Psychology at the University of North Carolina at Greensboro. Her research focuses on risk and resilience among ethnically diverse children and families, with a particular emphasis on parent-child interactions and parent engagement in early care and education programs.

About the Center

The National Research Center on Hispanic Children & Families is a hub of research to help programs and policy better serve low-income Hispanics across three priority areas—poverty reduction and economic self-sufficiency, healthy marriage and responsible fatherhood, and early care and education. The Center was established in 2013 by a five-year cooperative agreement from the Office of Planning, Research, and Evaluation (OPRE) within the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS) to Child Trends in partnership with Abt Associates and New York University, University of North Carolina at Greensboro, and University of Maryland, College Park. This publication was made possible by Grant Number 90PH0025 from OPRE. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPRE, ACF, or HHS.

We welcome your feedback! Email us at Info@HispanicResearchCenter.org.

HispanicResearchCenter.org

