NATIONAL RESEARCH CENTER ON HISPANIC CHILDREN & FAMILIES

Using Existing Large-Scale Data to Study Early Care and Education Among Hispanics:

How Hispanic Parents and Children Experience ECE Settings

Julia Mendez, Danielle Crosby, Heather Helms, Amy Johnson, and Yuliana Rodriguez

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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,[a] and by 2050 are projected to make up one in three, similar to the number of white children.[b] 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.[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. (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

[b] 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

[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, 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

[d] 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/

[e] 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

[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. http://scholars.unh.edu/cgi/viewcontent.cgi?article=1250&context=carsey

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

Hispanic[a] enrollment in early care and education (ECE) has increased significantly over the past decade, particularly for preschool-aged children, who have been the focus of substantial public investments. Recent estimates indicate that 52 percent of Latino children ages 3 to 6 attended a center-based ECE program in 2012, compared to 39 percent in 2007.[1] Evidence is emerging that child care experiences prior to school entry can positively impact the development of low-income Hispanic children, particularly for those engaged in high-quality center-based programs,[2,3] yet a number of analyses indicate that participation of Hispanic children in ECE remains lower than for other racial and ethnic groups.[4–7] Given the potential benefits of ECE, research is needed to better understand how Hispanic children and families perceive and experience the early childhood settings in which they participate, and to what extent such settings meet their needs, preferences, and goals. Knowledge in this area can help inform efforts to increase ECE access, participation, and quality for this significant (and growing) segment of the population.

A large body of literature identifies various structural and process features that shape young children's experiences in ECE settings and contribute to better developmental outcomes. These include such factors as provider qualifications, group size, curriculum and materials, and the nature and content of teacher-child interactions.[8] However, reviews of quality classroom practices specific to low-income Hispanic children reveal an underdeveloped knowledge base about this population.[9] Two particular areas where additional evidence is needed are the features of ECE settings that support the needs of dual language learners at different ages,[10] and the factors that contribute to quality programming for Hispanic infants and toddlers.[11]

ECE participation can have direct benefits for children, as well as indirect benefits through support provided to families. For example, ECE providers can connect families with health and education resources. These types of support may be a

a 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."

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particularly important ECE feature for low-income Latino families, who experience poverty-related stressors and potential barriers to accessing child and family services.[12] Also, the degree to which ECE and work needs or demands can be successfully coordinated in the context of daily life can impact parents' satisfaction, their ability to sustain participation, and their willingness to access services in the future. The non-standard and/or unpredictable work hours of many low-income Hispanic parents may pose tremendous strains and difficulties for coordination of care for children, and warrants further study. Policy and program efforts designed to improve Hispanics' access to and use of high quality ECE should also target the factors that help children and families maintain positive engagement with these settings.[13]

As part of a larger effort to build research capacity related to ECE issues for low-income Hispanic families (see "Description of ECE data brief series" text box), this brief describes data elements specific to the experiences children and families have with ECE providers and programs, including the quality of ECE settings, parental satisfaction, and parents' experiences coordinating ECE arrangements with employment demands. We discuss the opportunities and limitations represented in existing large-scale data sets in light of current literature and policy priorities, with an emphasis on data elements that may have particular relevance for low-income Hispanic families. Researchers can use this review and associated data tables to select the study, samples, and variables most appropriate for their research questions.

Key findings

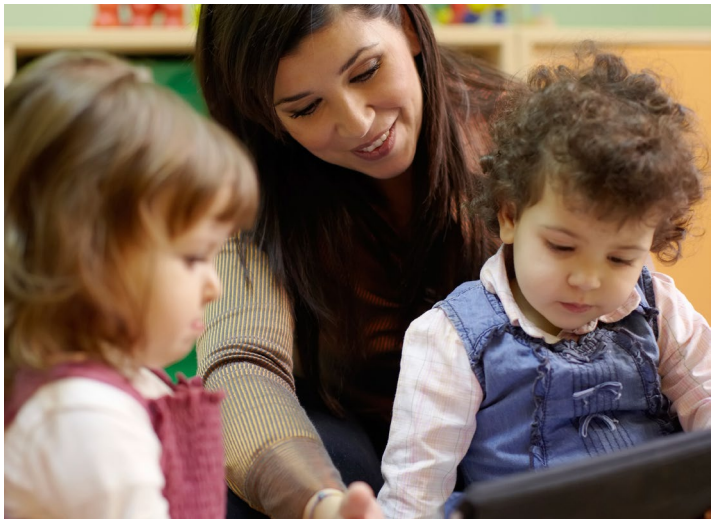
- **Given the variety of purposes for which they were designed, most national data sets with information about young Hispanic children and their families contain only limited information about the quality of experiences children and parents have in ECE settings.** Although all of the studies included in this review collected basic information about the parameters of ECE use (e.g., type, hours, cost), as described in Brief 3 of this series, coverage of data elements related to how well ECE settings are meeting the needs of children and parents is more sparse.

- **Only a few national data sets contain measures of ECE setting quality, which limits the field's capacity to examine the impact of different care and education environments on Hispanic children.** The ECLS-B is one of the most-used longitudinal data sets for examining quality of care, primarily because of observational measures of classroom quality available at child age 24 months and 48 months. National data sets that have more detailed information on data elements related to search and decision-making or ECE utilization do not offer observed quality measures.

- **Hispanic parents' satisfaction with ECE experiences for their children is reported in some studies, more so for those sampling Hispanic children over the age of 3.** Examples of data elements that have been examined include how satisfied a family is with the support they receive from ECE providers (e.g., in terms of helping the child grow and develop or providing information about community resources), and the quality of the relationship between the family and the ECE provider. The NSECE is the only national data set to include whether parents would recommend their current arrangement to another parent.

- **Information about family services available via ECE programs, and the uptake of these services by Hispanics, are typically only included in data sets involving dual generation programs.** For example, data sets evaluating the Head Start program include data elements on comprehensive family services. Other data sets, such as the ECLS-B, ask if the services are available in a yes/no format. This is a limiting factor in understanding how family satisfaction with services might relate to the type of program used by the family. Researchers may need to give further consideration to whether Hispanic families who enroll in different ECE settings are aware of and knowledgeable about the availability of family services, and how those services are being used by Hispanic families. Studies of family satisfaction may need to use data sets that also include provider and program surveys (see Brief 1 of this series for studies with multiple informants).

- **Few large-scale data sets offer information about Hispanics' perspectives on the flexibility and stability of their current ECE arrangements. These are two important dimensions of ECE, with implications for parent and child well-being.** In the NHES, we can see how parents rated the times during the day that a caregiver was able to provide care as a factor used in their selection process, along with other variables such as cost or location. The NSECE asked whether parents were aware of flexible care schedules offered by the provider, and whether they took advantage of this flexibility. Some data sets also included parental reports of whether their provider was flexible in accommodating children's illness.



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 Latinos, 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[a] 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)*[b]
- *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

[a] 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.

[b] 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 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
- **Brief 3** describes elements related to ECE utilization.
  Mendez, J., Crosby, D., & Helms, H. (2016). Using Existing Large-Scale Data to Study Early Care and Education among Hispanics: Families' Utilization of Early Care and Education. Research brief. Bethesda, MD: National Research Center on Hispanic Children & Families. http://www.childtrends.org/?post_type=publications&p=18722

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, across 12 large-scale data sets, of data elements related to how children and parents experience the ECE settings they access. As described in detail below, these data include measures of ECE quality, parents' satisfaction with various aspects of their arrangements, and parents' experiences coordinating employment (or schooling) and ECE. As in the other briefs in this series, our analysis is focused on the information gathered from the parent survey component of these studies. In other words, the data elements primarily reflect Hispanic parents' perceptions of the benefits and challenges they have encountered while using care and education. However, in this brief, we also provide information about which studies have measures of ECE quality from sources beyond parental report, given their likely interest to researchers who wish to examine how features of ECE settings are related to child, parent and family well-being.

Overall, most of the studies appear to have emphasized *either* measures of the quality of services provided in ECE settings, *or* measures of how well parents were able to coordinate employment and care for young children, with only a few studies capturing both. This likely reflects the different purposes of individual studies (see Brief 1 in this series) and the dual function of ECE as a work support for parents and a developmental context for children. As shown in Table 1, a couple of the studies (ECLS-K, NAWS) included in this review do not contain any of the data elements related to the nature of children's and parents' experiences.

Quality of children's ECE experiences. A majority of the data sets (8 of 12) contain at least one indicator of ECE setting quality, though this information is rather limited in most studies. The most commonly available data element relates to structural quality, and includes information about the adult-to-child ratio and/or whether the provider was licensed or regulated. In many of the data sets, this information is available for multiple arrangements per child (e.g., the primary relative, nonrelative, and center-based providers). A subset of the studies reviewed for this series were designed in part to capture young children's ECE experiences and therefore include additional study components (beyond the parent survey) that offer detailed information about the features and quality of children's primary ECE settings. The availability of these additional components is summarized in Brief 1 of this series, and highlighted here in Table 1. Specifically, we indicate which of the data sets contain ECE process quality observations, provider reports of the activities children experienced while in their care (including curriculum and instructional practices), and program services (e.g., health screenings, parent activities, connecting families to community services). The most comprehensive data on services provided to families by (or through) their ECE arrangement is available in the studies focused on Head Start (FACES and HSIS), which is consistent with the design of Head Start as a dual-generation early intervention program. Four of the studies (ECLS-B, FFCWS, FACES, and HSIS) offer the opportunity to examine linkages between observed aspects of quality, provider reports, and parental reports of child and family experiences.

Parental satisfaction with ECE providers and programs. Parental satisfaction is likely a key influence on whether or not families maintain particular ECE arrangements over time, as well as their willingness to consider similar settings in the future. Parents' perceptions of how well ECE providers support them and their children can also provide insight into how ECE settings impact family well-being. As with the quality indicators, information about parental satisfaction is available in most of the studies we reviewed (8 out of 12), albeit in a rather limited way. Three studies (ECLS-B, FFCWS, SIPP) asked about parents' satisfaction with either their child's ECE experiences or the support they received

as a parent from the provider or program; two studies (FACES, HSIS) asked about both types of satisfaction, given their focus on Head Start as a dual-generation program. Only a few of the studies (ECLS-B, FFCWS, FACES) asked parents directly about the quality of their relationship and/or communication with their child's ECE provider. The NSECE provides partial information for this data element, through parental reports of whether or not they had trouble communicating with each of their children's ECE providers because of language differences. Finally, although none of the studies assessed whether parents wanted to change their children's current ECE arrangements, the NSECE asked whether parents would recommend their child's current primary arrangement to another parent.

Coordination of work demands and ECE arrangements. Balancing employment and the care and education of young children is challenging for many parents, especially in the context of low-wage work, which provides limited resources to families and often involves less predictability, stability, and control than higher paying jobs. As noted in Brief 1 of this series, all of the data sets featured in this review include at least basic information about parental employment and offer the opportunity to examine associations between ECE and employment, but not the direction of effect. A subset of these data sets, however, provide information about parents' perspectives on the intersection of ECE and employment, including how they coordinated ECE arrangements with work schedules and demands, and the opportunities and difficulties of this process for the family. The availability of these data elements is summarized in the last seven columns of Table 1.

First, in terms of provider flexibility, both of the NHES-ECPP surveys (2005 and 2012) asked parents whether each provider being used would provide sick care if needed, while the NSECE (2012) asked parents if they would lose their spot with an ECE provider due to unexpected loss of employment or a change in hours. The center provider survey in the NSECE (2012) also assessed whether programs permitted parents to use ECE services on schedules that varied from week to week, or whether the program permitted parents to pay for and use varying numbers of hours of care each week. In addition to flexibility, most working parents also need ECE providers that are reliable, though arrangements with both features may be difficult to find. For example, informal care arrangements with family or friends tend to have more flexibility, but are potentially less reliable than formal, center-based programs. Four of the studies (FFCWS, NHES-ECPP, NSECE, SIPP) gathered information from parents about how often ECE arrangements fell through or changes needed to be made because their regular provider was sick or otherwise not available. With the exception of the NHES, each of these studies also asked parents about missed time (and pay) at work or school, or job loss as a result of child care problems.

Five of the reviewed data sets include parental reports of whether aspects of their jobs or employment situation made it easier or more difficult to arrange care for children. The NHES-ECPP:2005, NSAF, and the SIPP gathered information about the extent to which ECE and employment decisions are linked; for example, whether parents arranged their work schedules to meet child care needs. The fact that these questions were asked about both parents is a strength, because it likely more accurately captures the experiences of two-parent, working Hispanic households. In three of the data sets (FFCWS, NHES-ECPP:2005, NSECE), there is information about whether parents felt they had some flexibility in their jobs to meet children's needs (e.g., leaving work if a child gets sick), and the ECLS-B offers information, from two time points, about whether either parent's employer offered flextime or child care assistance. The FFCWS also asked parents explicitly whether their work schedule made it difficult to make ECE arrangements (when children were age 1 and age 3), offering some relatively unique data about the timing of work hours and care for infants and toddlers. One underexplored topic that may be a consideration for low-income families using ECE is transportation issues and commute times (both to and from work and ECE providers). The NSECE is one of the few studies with information in this area, with weekly calendar data that includes parents' commute times to and from each job and data about how children were typically transported to each arrangement.

This set of data elements related to coordination offers some opportunity to examine how sustainable low-income Latino parents' ECE arrangements are, given the realities of their work lives, and to identify features of employment and/or ECE providers that make coordination more manageable (and less stressful or taxing) for families. Drawing on additional information available in these data sets about Latino households' characteristics may provide insight about strategies or resources families use to negotiate work-family demands in the context of low income.

Summary and future directions

Our review of the information that large-scale data sets can provide about Hispanic children and families' experiences within ECE settings revealed interesting opportunities, but also significant gaps. This likely reflects the fact that many of the studies were not designed specifically to address this set of topics. For example, national data sets offer a limited view of how parents coordinate employment and ECE on daily basis, and the challenges, tensions, or opportunities involved in this process, though some of the studies reviewed here provide select glimpses, including scheduling issues and whether child care disruptions interfere with work. Also, while the Head Start studies (FACES and HSIS) offer comparatively more detail regarding parent satisfaction and quality of program services than other studies, their focus is primarily on a federally funded ECE program for 3- and 4-year-old children from low-income households. Lastly, observed quality of child care is rarely included in large-scale data sets, and for Latino children.

We suggest the following priorities for future work:

1. **Identify projects that can more closely examine aspects of structural and process quality for Latino children across a range of ECE settings.** More information about such

structural features as adult-to-child ratios, teacher/provider characteristics and qualifications, and aspects of licensed and unlicensed care can help identify the types of ECE programs serving Latino children. Also, studies involving Hispanic children should better define aspects of process, such as classroom features, instructional practices, and teacher-child (and parent-teacher) interactions, that help produce quality experiences for this sizable and heterogeneous population. Such studies should give careful consideration to ECE program quality indicators for dual language learners, such as languages spoken by providers, language of instruction, and availability of materials in Spanish.

2. **Build capacity for research with Latino families in the child care field to include parent perspectives. This may require new data about the delivery of family support services via ECE settings.** Some best practice strategies for reducing access barriers and providing culturally competent services for parents have been identified in the ECE field, particularly for programs that have a dual-generation focus (e.g. parents and children together as targets for programming). Yet, we have relatively little empirical evidence about the factors that enhance the uptake of services by Latino families.[14] Current datasets report the languages spoken by parents whose children attend a program; this work could be extended in future studies by examining ECE services that are effective with linguistically isolated households, such as programs that include the use of interpreters.

3. **Provide more information about ECE quality and parental satisfaction with ECE for infants and toddlers.** Data on these aspects of ECE experiences are generally more available for preschool-aged children. This mirrors a general trend in the ECE research literature, but also exposes a gap. Although Hispanic families may be more likely to enroll 4-year-olds in center-based ECE programs than younger children, many Hispanic infants, toddlers, and young preschoolers regularly spend time in a range of ECE arrangements.[15] More information is needed about what these very young children and their parents experience as a result of these arrangements.

Table 1: Data elements measuring ECE quality, parental satisfaction, and coordination with work and family, by data set

Data set	ECE quality indicators[a]			
	Structural quality	Observed process quality	Provider report of activities	Program services
ECLS-B				
9 mos.	✔ T			
24 mos.	✔ T	✤ P	✤ P	✤ P
48 mos.	✔ T	✤ P	✤ P	✤ P
ECLS-K 2010-11				
FFCWS				
Age 1				
Age 3		✔ P	✔ P	
HS FACES 2009	✔	✔ P	✔ P	✔
HSIS	✔	✔ P	✔ P	✔
LACHS	✔			
NAWS 2012				
NHES-ECPP:2005	✔			✔
NHES-ECPP:2012				✤
NSAF	✤			
NSECE			✔	
SIPP 2008				

Notes. ✔+ = extensive information available; ✔= data element included in the study; ✤ = partial or limited information available. 2P = available for up to two parents.
O = available overall (in general), across providers; P = available for primary provider only ; T = available for primary provider of each type of care (center, relative, nonrelative); E = available for each provider.
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; NSCECE = National Survey of Early Care and Education; SIPP = Survey of Income and Program Participation
a. Unlike the other data elements reviewed in this brief series, which come primarily from the parent survey components of these studies, the quality measures summarized here come from such other components as direct observations or provider surveys (see Table 2 in Brief 1 for information about the availability of these components).

Table 1 Cont. Data elements measuring ECE quality, parental satisfaction, and coordination with work and family, by data set

Data set	Parent satisfaction			
	Satisfaction w/child experiences	Satisfaction w/ support to family	Parent-provider relationship	Would recommend provider
ECLS-B				
9 mos.				
24 mos.				
48 mos.		✔	✔	
ECLS-K 2010-11				
FFCWS				
Age 1				
Age 3		✔	✔	
HS FACES 2009	✔	✔	✔	
HSIS	✔	✔		
LACHS				
NAWS 2012				
NHES-ECPP:2005		✔		
NHES-ECPP:2012				✔
NSAF				
NSECE			✤	
SIPP 2008	✔ O			

Notes. ✔+ = extensive information available; ✔= data element included in the study; ✤ = partial or limited information available. 2P = available for up to two parents.
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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; NSCECE = National Survey of Early Care and Education; SIPP = Survey of Income and Program Participation
a. Unlike the other data elements reviewed in this brief series, which come primarily from the parent survey components of these studies, the quality measures summarized here come from such other components as direct observations or provider surveys (see Table 2 in Brief 1 for information about the availability of these components).

Table 1 Cont. Data elements measuring ECE quality, parental satisfaction, and coordination with work and family, by data set

Data set	Coordination with employment, education, and family life						
	ECE provider flexibility	ECE provider reliability	Work/ school disruptions	ECE-work decisions	Family-friendly work policies	Work schedule difficulties	Transportation and commute
ECLS-B							
9 mos.							
24 mos.					✤ 2P		
48 mos.					✤ 2P		
ECLS-K 2010-11							
FFCWS							
Age 1		✔	✔		✔	✔	
Age 3		✔	✔		✔	✔	
HS FACES 2009							
HSIS							
LACHS							
NAWS 2012							
NHES-ECPP:2005	✤	✔		✔ 2P	✔ 2P		
NHES-ECPP:2012	✤						
NSAF				✔ 2P			
NSECE	✤	✔	✔		✔		✔
SIPP 2008		✔ O	✔ 2P	✔ 2P			

Notes. ✔+ = extensive information available; ✔= data element included in the study; ✤ = partial or limited information available. 2P = available for up to two parents.
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a. Unlike the other data elements reviewed in this brief series, which come primarily from the parent survey components of these studies, the quality measures summarized here come from such other components as direct observations or provider surveys (see Table 2 in Brief 1 for information about the availability of these components).

Endnotes

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About the Authors

Julia L. Mendez is an associate professor in the Department of Psychology at the University of North Carolina at Greensboro and a co-investigator of the National Research Center on Hispanic Children & Families. Her research focuses on understanding how parenting, peer influences and child care experiences impact the development of ethnic minority children in low-income families.

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

Heather M. Helms 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 parents' marital quality in the context of culture, employment, childrearing, and other family relationships.

Amy V. Johnson is a doctoral student in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Her research focuses on early childhood teacher preparation and professional development, especially as these relate to promoting educational equity for children in low-income families.

Yuliana Rodriguez is an assistant professor of human development and family science at East Carolina University. Her research is focused on the family and marital experiences of immigrant couples, with a particular emphasis on understanding relationships in sociocultural context.

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 within the Administration for Children and Families in the U.S. Department of Health and Human Services to Child Trends in partnership with Abt Associates and New York University, University of North Carolina at Greensboro, and University of Maryland, College Park.

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