Illinois Birth Through Third Grade Continuity Conference
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In some states, more than half of children are Hispanic.

Percent of children who are Hispanic, 2013

Hispanics can be of any race. All race/Hispanic origin data are self-reported.

Source: Child Trends’ calculations of 2013 postcensal population estimates, from the U.S. Census Bureau.
Living in Poverty

Nearly one-third of Hispanic children live in households in poverty

ECONOMICS

Percent of children who live in households with incomes below the poverty level, *2013

- Total: 30.4%
- One or more foreign-born parents (2012): 37.7%
- All parents U.S.-born (2012): 29.5%
- Non-Hispanic White: 10.7%
- Non-Hispanic Black: 38.3%

*In 2013, the federal poverty level for a household with two adults and two children was $23,624. Estimates reflect the OMB race definitions, and include only those who are identified with a single race. Hispanics may be of any race. All race/Hispanic origin data are self-reported.

More than two-thirds of Hispanic children have at least one parent with steady, full-time employment.

**ECONOMICS**

Percent of children with at least one parent employed full-time, 2012

- **At least one parent working FT-YR**:
  - Hispanic: 68.7%
  - Non-Hispanic White: 81.7%
  - Non-Hispanic Black: 57.5%
  - Total U.S.: 75.5%

- **Two parents working FT-YR**:
  - Hispanic: 15.5%
  - Non-Hispanic White: 26.3%
  - Non-Hispanic Black: 15.1%
  - Total U.S.: 22.3%

*FT-YR, or full-time year-round, is at least 35 hours a week, at least 50 weeks in the past year. Note: Estimates reflect the OMB race definitions, and include only those who are identified with a single race. Hispanics may be of any race. All race/Hispanic origin data are self-reported.*

More than half of Hispanic children live with married parents.

Children’s living arrangements, 2012

Living with two married parents: Hispanic 58.0, Non-Hispanic White 34.1, Non-Hispanic Black 6.6
Cohabiting parent(s): Hispanic 10.4, Non-Hispanic White 6.6, Non-Hispanic Black 7.4
Single mother: Hispanic 25.3, Non-Hispanic White 12.7, Non-Hispanic Black 48.3
Single father: Hispanic 2.3, Non-Hispanic White 3.3, Non-Hispanic Black 3.8
Living with no parent: Hispanic 3.9, Non-Hispanic White 3.0, Non-Hispanic Black 6.4

Hispanics can be of any race. All race/Hispanic origin data are self-reported.
Early Care & Education Programs

The percentage of Hispanic children attending early care and education programs is increasing.

<table>
<thead>
<tr>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of children not yet in kindergarten (3-6) who attended an early childhood care and education program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Origin</th>
<th>2007</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>39</td>
<td>52</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>Non-Hispanic Black</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>Asian</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>61</td>
</tr>
</tbody>
</table>

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Kindergarten Preparation

Hispanic children are least likely* to be academically ready for kindergarten

Educational Readiness:

Percent of children not yet in kindergarten (3-5) with various school readiness skills, 2006-2007

<table>
<thead>
<tr>
<th>Skill</th>
<th>Hispanic</th>
<th>Non-Hispanic White</th>
<th>Non-Hispanic Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes all letters</td>
<td>15</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Counts to 20 or higher</td>
<td>42</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Writes first name</td>
<td>50</td>
<td>64</td>
<td>58</td>
</tr>
<tr>
<td>Holds a pencil with fingers</td>
<td>84</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>Speech is understandable to a stranger when child speaks</td>
<td>87</td>
<td>97</td>
<td>88</td>
</tr>
<tr>
<td>Reads written words in books</td>
<td>3</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

*Hispanic children are significantly less likely than white children to be ready for school on all indicators except the ability to hold a pencil. Hispanic children are significantly less likely than black children to be able to recognize all letters, count to 20 or higher, or read written words in books. Hispanics can be of any race. All race/ethnic origin data are self-reported.
Bronfenbrenner's Ecological Model
Family Resilience Perspective

- Deficit Thinking of Latino families
- Family Strengths: How do Latino families work together and thrive despite adversity?
School Readiness

- Developmental Process (Graue, 2003)
  - A process that spans a critical period of early learning and development

- State of child competencies at the time of school entry that are important for later success

- Office of Head Start- children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life
Conceptualization of School Readiness

Preschool Teachers
- Self-care
- Child well-being
- Academic skills

Kindergarten Teachers
- Self-care
- Can follow instructions
- Classroom conduct
- Social interaction

Parents
- Academic Skills
Parental/Family engagement in activities to promote children’s academic success, including academic and non-academic activities
Parental Involvement has a major influence on…
  • Student’s academic and overall success
  • Student drop-out rates
  • Positive student behavior

Children perform better when parents report higher levels of engagement in school
# Parental Involvement

## HOME-BASED
- Assisting in homework
- Supervising academic activities
- Reading to child*

## SCHOOL-BASED
- Attending parent-teacher conference
- PTA involvement
- Volunteering in the classroom
- Attending fieldtrips
<table>
<thead>
<tr>
<th>Traditional Literacy</th>
<th>Non-Traditional Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading book to/with child</td>
<td>Clipping coupons</td>
</tr>
<tr>
<td>Trips to the library</td>
<td>Using literacy during religious experiences</td>
</tr>
<tr>
<td>How many books in the home</td>
<td>Reading Bible</td>
</tr>
<tr>
<td>Time spent reading per day</td>
<td>Reading bus schedule</td>
</tr>
<tr>
<td>Mother as <em>active</em> player</td>
<td>Kinship involvement</td>
</tr>
<tr>
<td></td>
<td>• Sibling</td>
</tr>
<tr>
<td></td>
<td>• Cousins</td>
</tr>
<tr>
<td></td>
<td>• Grandparents</td>
</tr>
<tr>
<td></td>
<td>• Father</td>
</tr>
</tbody>
</table>
Latinos and Parental Involvement

- Latino parents are less involved than A.A. or White parents at school
  - Volunteers
  - Be members of school committees
  - Attend meetings or school events

- More involved at home
  - Sharing of family history/stories, *hard work*
Perceptions of Latino parental involvement (formal school-based)

- Latino Families
  - UNCONCERNED
  - UNINVOLVED
  - DEFICIENT FAMILIES
  - PARENTAL INDIFFERENCE
  - DO NOT VALUE EDUCATION
Latino Families

Sacrificios

Consejos

Apoyo

Familismo

Dichos

Latino parental involvement (in-home)
School-Centric Approach

- Marginalizes families of diverse sociocultural, socio-economic, and linguistic origins
Hoover-Dempsey & Sandler’s (1997)

1. Construction of parental role
2. Parent’s sense of self-efficacy
3. General demands
Epstein's Typology (1995)

1. Parenting
2. Communicating
3. Volunteering
4. Learning at home
5. Decision making
6. Collaboration
Currently, research is being conducted to determine whether these models address families from various ethnic/cultural groups.
So, what do we know?

- **Deficit perspective**
  - *Latino parents don’t care about education*

- **Quantitative**
  - Head Start Family and Child Experiences Survey (FACES)
  - Early Childhood Longitudinal-Birth Cohort/Kindergarten (ECLS-B, ECLS-K)
  - Surveys
  - Standardized assessments

- **Older students**
  - Grammar school
  - High School
DO care about education & place a high value on education

PI reflected cultural values of: *Familismo, sacrificios, apoyo* (Durand, 2011; Halgunseth et al., 2006)

Parent’s beliefs about children's education matters
Barriers to Parental Involvement

- Language
- Employment
- Non-standard hours
- Non-flexible work schedules
- Multiple children (child-care)
- Elder-care
- Transportation
- Not feeling welcomed (De Gaetano, 2007)
Future Work

- Qualitative work on ECE
- Family processes
- Home-school partnership
  - Children fare better in kindergarten (school) when collaborations are forged between the home and the school