

Perspectives From Local CCDF Program Staff in Four States on Improving Latino Families' Access to Child Care Subsidies

Danielle A. Crosby, Julia Mendez, Christina Stephens, and Ireti Adegbesan

October 2024

The federal Child Care and Development Fund (CCDF) provides resources to states, territories, and Tribes to subsidize child care costs for families with low incomes. By increasing access to affordable, high-quality care, CCDF subsidies support parents' ability to work and promote their children's development. Many Latino^a families—who tend to have high rates of parental employment, but also low levels of income—could benefit from these subsidies, yet Latino children are underrepresented among those served by the program.^{1,2} The National Research Center on Hispanic Children & Families' [Multi-State Study of CCDF Implementation in Local Communities](#) seeks to identify policies and practices that can minimize administrative burdens for Latino families eligible for and seeking child care assistance.

To address this gap, we surveyed more than 700 local subsidy staff in four states with large populations of subsidy-eligible Latino children (North Carolina, California, New York, and Texas) from 2021 to 2023. While [other briefs in this series](#) report on individual state findings, this brief shares what we have learned to date from this cross-state work. We focus on staff practices and perspectives related to three aspects of CCDF implementation: 1) documentation collected from families as part of the subsidy application; 2) language accessibility of program materials and communications; and 3) outreach to help potentially eligible Latino families become more informed about child care subsidy services. In each area, we highlight potential access barriers, as well as staff recommendations for policy and practice to reduce burdens and better support access among Hispanic families.

Key Findings

Our multi-state survey asked staff in four states—North Carolina, California, New York, and Texas—to share their implementation practices, experiences, and perceptions. Together, these states are home to 6 million Latino children under age 13 (the age population served by CCDF). In two of these states, Latino children made up roughly two thirds of the state's child population living in households with low incomes (see Methods Table 1 in the "Study Methods" section).

Despite representing diverse demographic and policy contexts (learn more about [individual state findings here](#)), several similar themes emerged across the four states in terms of staff perspectives and experiences, including considerable within-state variation. Local subsidy staff reports highlight several potential access barriers, promising practices, and

About This Series and Brief

This brief is part of a [research series](#) on how government programs offering benefits to income-eligible families are structured and implemented in ways that shape Latino families' access and uptake. This work seeks to inform federal and state efforts to reduce administrative burdens and improve the efficiency, equity, and efficacy of service delivery—especially among Latino families.

Previous work on administrative burden, including our [own analysis](#), suggests that [program-related learning, psychological, and compliance costs limit the reach of public benefits](#) like CCDF because they prevent eligible families from participating. *Learning costs* occur when individuals are unaware of a resource or how to apply for it. *Psychological and compliance costs* arise from aspects of the process that create negative experiences for applicants or make it too challenging to navigate.

Recognizing that such costs limit access and potentially exacerbate inequities, a [2021 White House executive order](#) directed federal agencies to improve service delivery and customer experience by reducing administrative burdens and the "time tax" on people seeking access to government services, especially individuals and communities that have been historically underserved.

^a We use "Hispanic," "Latino," "Latinx," and "Latine" interchangeably throughout the brief, recognizing that these terms reflect different complex sociopolitical histories and hold different meaning across communities and individuals. The terms are used to reflect the U.S. Census definition to include individuals having origins in Mexico, Puerto Rico, and Cuba, as well as other "Hispanic, Latino or Spanish" origins.

actionable recommendations to improve the reach, efficiency, and equity of service delivery generally, and with Hispanic families specifically.

- Reflective of state and local discretion in how eligibility for child care subsidies is verified, program staff reported collecting different levels and types of documentation from families.
- More than half of staff in each of the four states noted documentation challenges for families applying for subsidies. Common challenges included work hour and income verification, which were described by staff as particularly difficult for parents in jobs that pay in cash and those with fluctuating hours. Many of the identified challenges may disproportionately impact Hispanic families.
- Across and within states, surveyed staff varied in the degree to which they perceived subsidy program materials and services to be accessible for families who primarily speak Spanish, and in their personal capacity to assist these families (i.e., bilingual skills, sense of preparedness). Additionally, few surveyed staff across the four states reported having resources available to assist Latino families who primarily speak one of the many languages that are indigenous to Latin America.
- According to staff across the four states, Hispanic families commonly learn about the subsidy program via relationship-based methods (word of mouth, referrals) and less often use technology-based methods (websites, social media outreach). In terms of outreach, staff reports suggest that intentional engagement of Latino communities (e.g., collaborating with community-based organizations to reach eligible families, cross-agency referrals) varies widely across local communities and states.
- Recommendations from local program staff to strengthen Latino families' access to child care subsidies:
 - Simplify eligibility documentation and verification requirements to align with the realities of families' lives.
 - Offer staff guidance and training to clarify eligibility and application/recertification criteria.
 - Recruit more bilingual and bicultural staff.
 - Centralize and expand language supports for families who do not primarily speak English.
 - Partner with other agencies and organizations to strengthen outreach to Latino communities.

Federal, state, and local factors shape access to CCDF

States receive federal CCDF funds as block grants and have significant authority to develop their own subsidy program policies and practices within broad federal parameters. For example, while federal regulations establish maximum income eligibility thresholds and minimum provider health and safety requirements, states—and often local entities—have considerable flexibility to decide such things as specific eligibility criteria, application requirements and procedures, and parent and provider payment rates. Reviews of state CCDF policy choices and administrative practices suggest that these [shape program access for families and may help explain lower levels of subsidy receipt for Hispanic children](#). Beyond federal and state written policy and guidance, access to child care subsidies is also influenced by local CCDF program staff practices. As those who directly assist families in learning about, applying for, and receiving child care subsidies, these staff play a key role in the process and offer a unique perspective on how Hispanic families are served by state CCDF programs. Yet studies of [public benefit program implementation 'on the ground'](#) are sparse.

Eligibility Verification and Documentation

The documentation collected to verify children’s eligibility for benefits is one aspect of the subsidy application process associated with potential administrative burden and disproportionate compliance and psychological costs for Hispanic families.³ No federal requirements exist for specific documentation or verification procedures, so these are set at the state or local level, and frontline staff often have discretion in terms of what is collected from applicants.⁴ For example, staff may have flexibility to accept a variety of alternative documents to verify a particular eligibility criterion and may be able to accept an applicant’s statement as verification, requesting documents only when there are questions or concerns.

How local program staff describe their practices

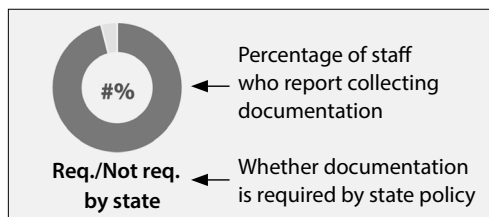
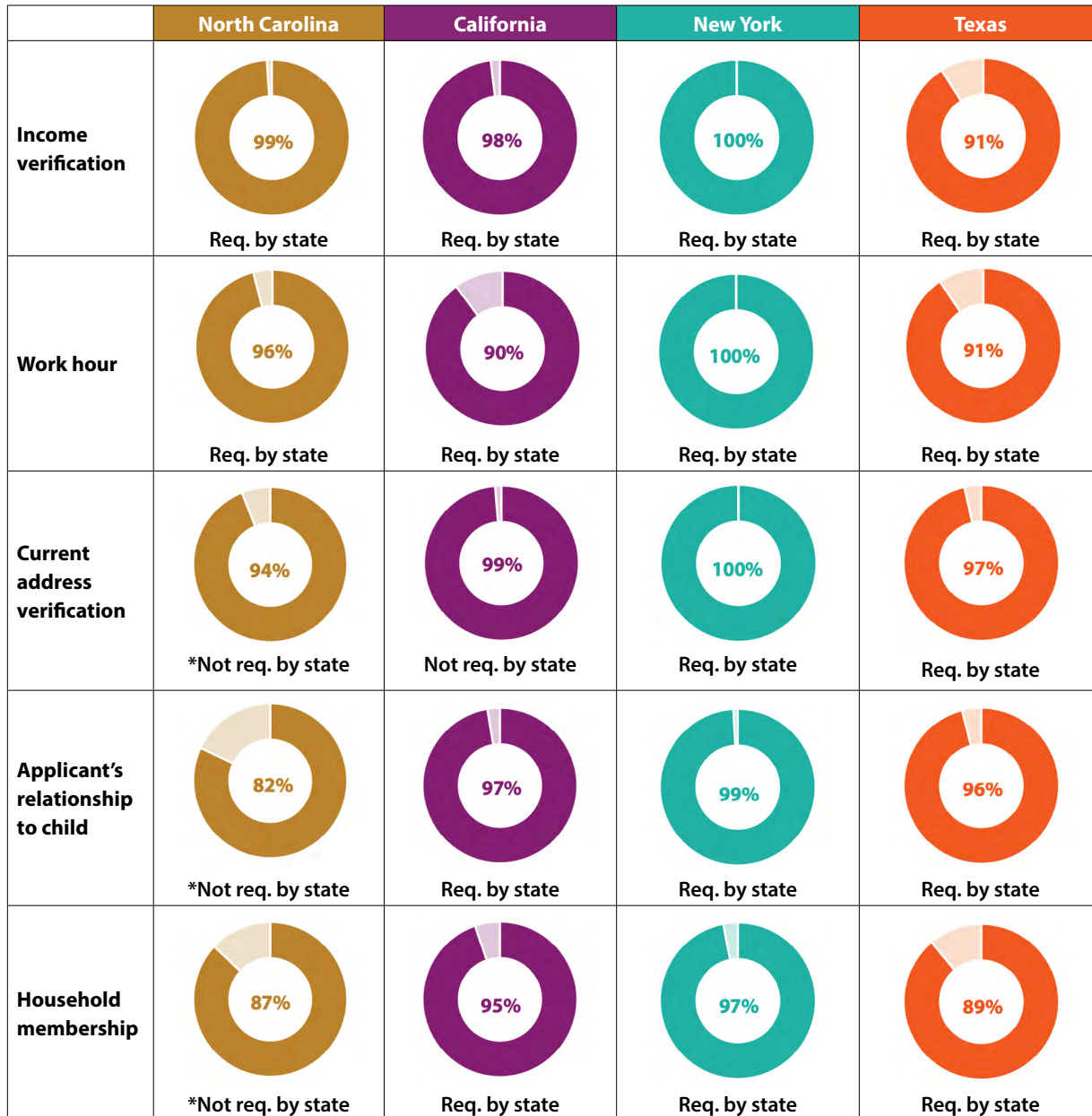
To learn more about local office implementation practices, we asked staff about the types of documents they typically require or request from applicants, and the extent to which they perceive—based on their experiences—these documents to be challenging for Hispanic and/or non-Hispanic families to provide.

Nearly all program staff surveyed across the four states (generally above 90%) said they ask applicants to submit documentation to verify income, work hours, current address, household membership, and applicants’ relationship to the child (see Figure 1). Notably, this was true even when the policy ‘on the books’ in the state CCDF plan indicated that documentation was not required. For each potential aspect of eligibility, the figure refers to whether the state’s CCDF plan indicates that: (1) documentation is required; (2) no documentation is required, applicant statement is sufficient or acceptable; or (3) criteria is not verified, no documentation required. Our staff survey results suggest that local administrative practices are sometimes more restrictive than official state policy. For example, in California, nearly all staff reported collecting documentation to verify an applicant’s current address even though this is not required in the state plan. Likewise, the North Carolina plan states that an applicant’s statement is acceptable verification for current address, relationship to the child, and household composition and that no documentation is required. Yet a majority of surveyed staff in North Carolina said they request this documentation from families.



Figure 1. A majority of local CCDF staff across all four states reported collecting documentation to verify multiple aspects of children’s eligibility to receive subsidies, regardless of whether required by state policy.

Percentage of surveyed staff who said they require or request documentation from subsidy applicants to verify child eligibility and whether documentation is required by state policy, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

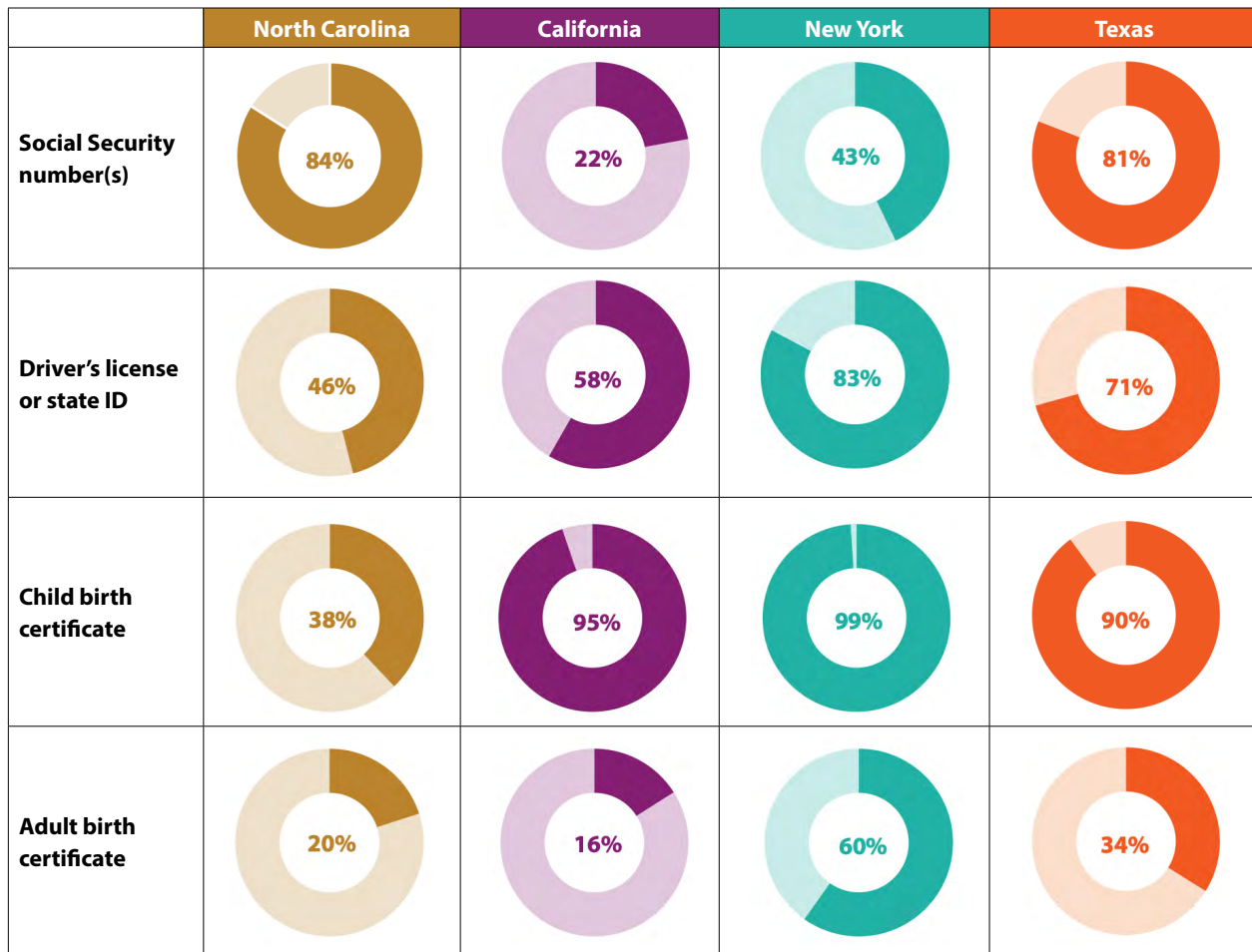
Note: For each potential aspect of eligibility, we note whether documentation is “Required” or “Not Required” according the state CCDF plan.

*Not Required = no documentation required, applicant statement is sufficient/ acceptable.

In terms of other specific documents requested during the application process, we found considerable variation in staff practices both between and within states. This finding is generally consistent with how these documents are mentioned in state plans—largely described as optional and among a list of documents staff may collect to verify eligibility and applicant or child identity. In North Carolina, where written policy indicates that an applicant’s statement is sufficient and that no documentation is required to verify any criteria except income and work hours, a smaller (but not insignificant) share of staff reported requesting documents such as driver’s licenses or state identification cards and birth certificates. Notably, a majority of North Carolina staff members said they require or request Social Security numbers from applicants even though state policy does not require it. Most local staff in Texas reported doing this as well, although the state CCDF plan mentions this as one of several ways that applicant identity can be verified.

Figure 2. Considerable variation exists within and between states in the array of documents local subsidy staff collect as part of the application process.

Percentage of surveyed staff who said they require or request an array of documents from applicants, by state, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

Note: In state CCDF plans, these documents are not individually required but are included among the options staff might use to verify child eligibility.

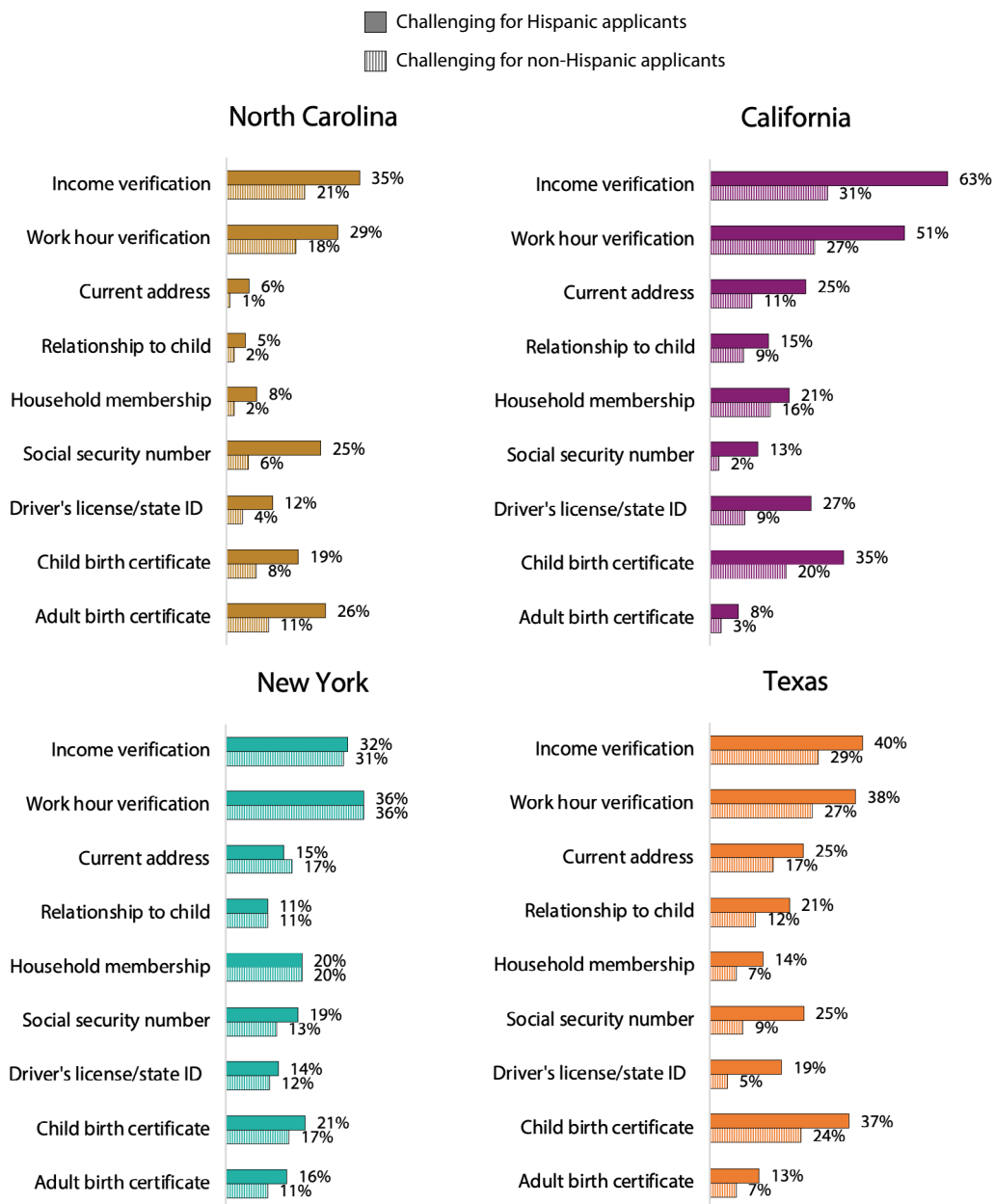
Potential access barriers

The fact that local agency staff vary in the types of documentation they collect—especially within the same state context—may reflect flexibility toward individual applicants’ circumstances. However, it may also introduce administrative burden if some staff request more than is necessary or do so inequitably across applicants, or if families are unclear about what they need to provide.

To capture staff members' perspectives on access barriers related to documentation, our survey asked whether any of the documents that staff reported collecting were difficult for applicants to provide, and why. Local staff across the four states reported that several types of documents collected as part of the subsidy application create challenges for families, and often especially so for Hispanic families. More than half of responding staff in each state identified at least one type of documentation challenge, and staff in New York and Texas^b estimated that, on average, more than one third of the applications they processed were denied due to a lack of required documents (43% in New York and 35% in Texas). In three of the states (CA, NC, TX), staff were more likely to report documentation challenges for Hispanic applicants than for non-Hispanic applicants, while staff in New York tended to report challenges at similar rates for both groups.

Figure 3. According to local subsidy staff, documenting income and work hours is often challenging for applicants to provide, and often especially difficult for Latino parents.

Percentage of surveyed staff who said that documents required or requested during the application process are challenging for Hispanic and non-Hispanic applicants to provide, by state, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

^b The survey item asking staff about the percentage of applications denied due to lack of documentation was not included for the initial states of North Carolina and California, but was added to later surveys after documentation challenges emerged as a key finding.

The most frequently identified challenges by staff in all four states related to documenting parents' income and work hours. The share of staff who reported these as difficult for Latine applicants to provide ranged from roughly 30 percent in North Carolina to more than 50 percent in California. Staff members' open-ended descriptions of these challenges revealed disproportionate barriers for parents working in certain sectors or types of jobs (e.g., informal or seasonal work, work paid in cash, work with unpredictable schedules) in which Latino parents are very likely to be employed.^{5,6} Here, and throughout, we include a sampling of staff voices from across the states to illustrate the findings.

"I have found that it can sometimes be challenging for Latino/a/x families to provide documentation of wages because it [is] sometimes the situation that they are paid in cash—in this case we require a very specific declaration stating very specific pay period dates and very specific gross wage amounts that must match the hours written on their employment verification and this can be difficult for a parent to collect." – subsidy worker in California

Staff also noted that parents without ready access to paystubs and timesheets may need to obtain employer verification, which can be stressful and risky for applicants; further, employers are not uniformly compliant with this request.

"These parents, if they are working, are usually paid cash or do odd jobs. Verification of employment or income can be difficult because the client might need to provide a written statement from employer(s). Either the client or employer may or may not want to provide information with the fear that asking for assistance could cause them to lose employment." – subsidy worker in North Carolina

Another common challenge recognized by staff in all four states is the difficulty that documentation requirements pose for families with more complex living arrangements, including those who co-reside with others, move frequently, or are unhoused, and for children who are being cared for by extended family (*in loco parentis*). In these cases, applicants may not have access to documents that verify their current address and household membership, or they may not be in possession of the child's records. These types of administrative burden may disproportionately affect Latinx families, who, relative to White families, are more likely to live in multi-family and multi-generational households⁷ and more likely to face eviction from rental properties.⁸

"Caretakers may not have documents to prove guardianship. Parents sometimes reside with family members and may not have bills in their name to verify residency." – subsidy worker in Texas

"Address verification is difficult because many families live in unauthorized dwellings or spaces and landlords do not want them to share the information." – subsidy worker in California

Some types of documents were more often described as challenging in particular states (e.g., SSNs in North Carolina and Texas; birth certificates in California and Texas). Texas staff shared that many of the parents they serve do not have children's birth certificates because of the additional time and cost involved in obtaining these after leaving the hospital. At the same time, 90 percent of surveyed Texas staff said they typically require or request child birth certificates from families applying for subsidies.

"Birth certificates are not issued at [the] hospital, so clients don't always request from State Dept. due to fees. Clients can also submit Certificate of Birth Fact [a form] but many don't have or have discarded." – subsidy worker in Texas

"If the family doesn't already have a birth certificate, it takes several weeks to get them from the government authority." – subsidy worker in California

Finally, some staff described frontline workers' discretion to provide support or, alternatively, impose demands related to documentation, highlighting their role in shaping access.

"If they are having trouble, the worker can also assist the client with trying to get this information for them. Some of the above information [documentation] is only requested if something is questionable. For example, if household composition is questionable or if there is a question about citizenship this information would be requested, but not if there are no concerns." – subsidy worker in North Carolina

Promising practices and staff recommendations

Staff use a variety of strategies to help Latine applicants navigate documentation requirements. Some mentioned providing individualized support in a family's primary language to explain documentation and the application process, and some described having technology in the office for applicants to access the internet or print forms. Staff responses also suggested that employers and child care providers sometimes play a facilitative role.

"The ability to come into the center and speak with CCS staff members that will answer any questions they may have, and printing out an application and explaining what documents are needed." – subsidy worker in Texas

"Language lines and Spanish speaking employees to relay and explain childcare subsidy to Spanish-speaking families." – subsidy worker in North Carolina

"Coming in person, using our resource room (computer, printer, fax), or using the daycares fax machine." – subsidy worker in Texas

"It makes a difference when an employer knows that getting child care services means the parent can work, so they work with the parent to get the services needed." – subsidy worker in California

When asked for recommendations to better support access for Hispanic families, staff generally focused on the documentation-related barriers they had identified. Along with suggesting a more streamlined application process, some staff also felt that documentation requirements could be better aligned with the realities of parents' jobs and families' living situations.

"Updated requirements to acknowledge common living situations among all types of families in Texas." – subsidy worker in Texas

"[Change] the wording of the questions to apply. A lot of Latinos are residents not citizens and they get discouraged when all it talks in the application is citizenship." – subsidy worker in Texas

"Finding a way to include families who do not receive paychecks but are paid in cash for day labor." – subsidy worker in Texas

Language Accessibility

Another factor impacting whether eligible families know about and can successfully apply for child care subsidies is the extent to which program information, application materials, and staff interactions are accessible in their primary language. Nationally, more than 1 in 5 Hispanic children in households with low incomes do not live with any adults who are proficient in English.⁹

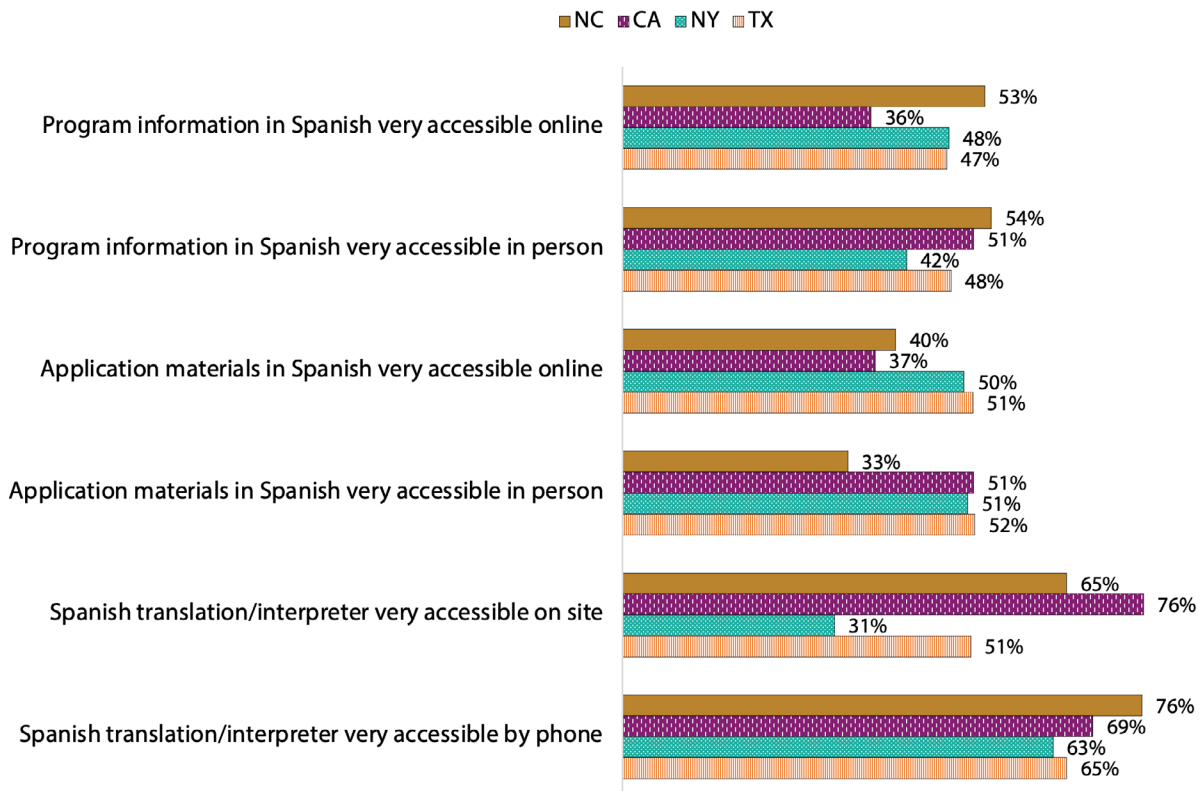
Federal CCDF regulations around language accessibility are relatively broad and allow for considerable state flexibility. State programs are required to develop policies and procedures for clearly communicating program information to all eligible families ([81 FR 67456](#)) and, more specifically, to report the strategies they use for outreach and services to families with limited English proficiency.¹⁰ While state lead agencies describe these strategies in their CCDF plans, there is little information available about how plans are enacted in practice to support accessibility. To better understand what resources local program staff are aware of and use in their interactions with families, our survey asked about several aspects of language accessibility for Latinx families whose primary language is not English.

How local program staff describe their practices

According to local staff surveyed across the four states, programs offer moderate but uneven support for families who primarily speak Spanish (Figure 4). In each state, roughly 35 to 50 percent of staff said application materials in Spanish were 'very accessible' online and in person. Roughly two thirds of staff reported that Spanish translation and interpreter services were 'very accessible' when needed by phone, while the share who said these services were available on-site (i.e., within their agency office) ranged widely, from 31 percent in New York to 76 percent in California (which may reflect the state's higher proportion of bilingual/bicultural staff, see Methods Table 2).

Figure 4. Local program staff reported moderate but uneven resource accessibility for families who primarily speak Spanish.

Percentage of surveyed staff who reported different types of program information and materials as very accessible in Spanish, by state, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

Potential access barriers

One key strategy for serving Hispanic applicants who primarily speak a language other than English is to have bilingual staff embedded in local subsidy offices. This type of workforce capacity varied significantly across states. While just over half of the surveyed staff in California identified as being fluent in Spanish, this was true for roughly one third of Texas staff and less than 10 percent of staff in New York and North Carolina (see Methods Table 2).

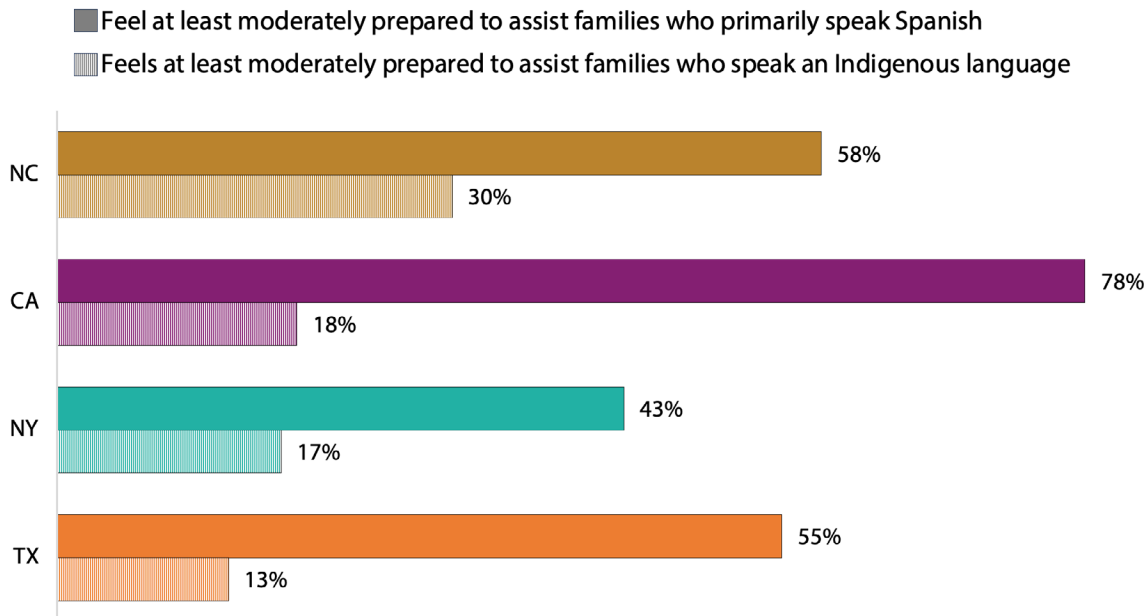
Staff rated how well they felt prepared to assist Spanish-speaking families; their responses generally mirrored their reports of available language resources and their own bilingual skills. While most staff in California said they felt ‘greatly’ or ‘moderately’ prepared, this was true for approximately half of the staff in Texas and North Carolina and fewer than half in New York (Figure 5).

A growing number of Indigenous families from Latin America in the United States speak one or more of the 560 languages indigenous to Latin America,¹¹ although speakers of these languages are often ‘invisible’ in national statistics and may be overlooked in considerations of accessibility to services.¹² Many of these individuals may never have had instruction in Spanish (an entirely unrelated language) and sometimes learn it primarily after arriving in the United States.¹³ Although national and state-level estimates of this population are scarce, longstanding migration of Indigenous people from Southeastern Mexico to the United States, often to work in agricultural industries, have led to established communities of Indigenous people from Mexico in California, New York, and Florida—and more recently in states like North Carolina.¹⁴ Additionally, immigration has increased in recent years from countries with relatively large indigenous populations (e.g., Guatemala).¹⁴

Among the staff we surveyed in the four states, very few reported any capacity to serve families who speak a language indigenous to Latin America. The percentage of staff reporting fluency any of these languages was very low in all states (<5%, not shown), few staff described translated materials and interpreter services in these languages as very accessible, and most staff reported feeling unprepared to assist this population of families (Figure 5).

Figure 5. Many local staff feel moderately prepared to serve families who primarily speak Spanish but unprepared to serve those who speak a language indigenous to Latin America.

Percentage of staff who reported feeling prepared or reported any capacity to assist families who primarily speak Spanish or a language indigenous to Latin America, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

Some local program staff perceived having limited resources available to serve applicants who are not proficient in English, a perception reinforced in their descriptions of documentation challenges. For example:

“The barrier would be that our website is in English. Our call center staff are all English speaking. We do NOT have Spanish-speaking workers in our agency. Which makes it very difficult for people to call in to inquire or get questions answered. We don’t have an interview process, so we are not setting that time aside, either in person or via phone, to give a proper overview of the program.” – subsidy worker in New York

“Language has been a big barrier for the fact that using interpreters/translators doubles the initial application phase; but also increases the chance of miscommunication if [the] translator/interpreter do not understand the guidelines and documents needed.” – subsidy worker in New York

“At the moment, the only form that can be completed online is the parents’ waitlist application. We do not currently have forms that are translated, and they need to be printed to be completed which is a hassle for a lot of families.” – subsidy worker in Texas

Even native Spanish-speaking staff sometimes described language-related challenges, noting that untranslated administrative forms create additional burden for staff and can impact the approval process for families.

“I believe as bilingual case managers we would benefit from more training regarding the creation of documents like NOAs, etc. in Spanish. We currently do not have training materials or official guides helping with this and I believe that it can slow down processing enrollments and recertifications if the case worker does not yet know how to create these documents therefore causing the file to get set aside and not prioritized in the rush of the workload.” – subsidy worker in California

Promising practices and staff recommendations

Staff in all four states shared how bilingual caseworkers, when present, can facilitate subsidy access for Hispanic families:

“As a Latina myself I try to make them feel comfortable by talking to them in Spanish and making them feel like home.”
– subsidy worker in Texas

“Staff who speak Spanish are able to assist Spanish-speaking families throughout the enrollment process and during their ongoing enrollment. Families whose preferred language is Spanish are paired with a Spanish-speaking case manager for their tenure with the agency.” – subsidy worker in California

“Having Spanish-speaking staff available [and] being clear CCAP does not report undocumented families.”
– subsidy worker in New York

“Also, there are trust issues with Latinx families that have been betrayed by judgmental neighbors. We find that trust is built quickly, when Spanish is spoken, encouraging families that we are here to serve them.” – subsidy worker in North Carolina

Many staff recommendations for improving subsidy services to Latino families focused on greater language access for those whose primary language is not English. The most common suggestions were to intentionally recruit bilingual staff and ensure that families can easily access program information and forms in Spanish and other home languages.

“Hire staff (with pay incentive) who speak and write in Spanish to assist our Spanish-speaking clients.” – subsidy worker in Texas

“Hire bilingual staff members and members of their community. These communities need to feel represented in your programs.” – subsidy worker in California

“I think it would help if we had [Spanish-speaking staff] dedicated for these families so they would feel less intimidated to call us or come in. The Language Line is available, but it definitely doesn’t take the place of a human being.”
– subsidy worker in New York

“All forms from the state should come translated to agencies at the same time English forms are issued.”
– subsidy worker in California

Outreach to Hispanic Communities

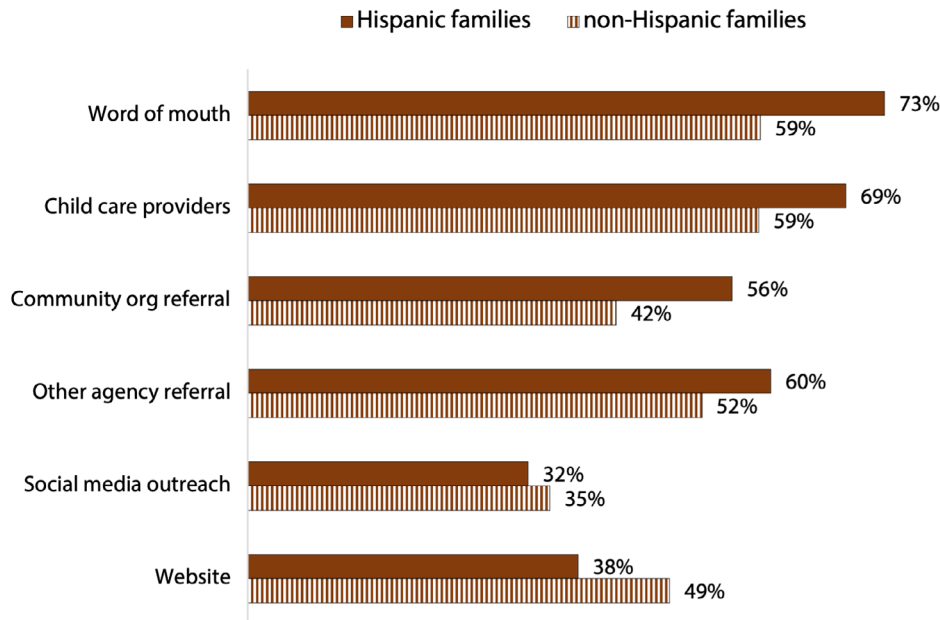
To better understand what local offices and staff may be doing to help eligible families learn about the child care subsidy program, we asked staff what they perceived to be families’ key information sources about subsidies and about their offices’ outreach efforts to connect with Latine communities.

How staff describe local practices

According to local staff across the four states, Hispanic families most commonly learn about the subsidy program via relationship-based methods like word of mouth (e.g., information from family or other trusted figures), conversations with child care providers, and referrals from community agencies and organizations. Staff were relatively less likely to say that Hispanic families learn about subsidies via technology-based methods like websites and outreach via social media (Figure 6).

Figure 6. Across the four states, staff saw relationship-based methods as the most common way that Latino families learn about the child care subsidy program.

Percentage of staff who identified various information sources as common ways that Hispanic and non-Hispanic families learn about subsidies, states combined, 2021-2023



Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

Note: Estimates reflect a simple group mean of estimates across the four individual states.

More than one third of local subsidy staff in each state said their office used targeted outreach to connect with Hispanic communities, often by partnering with other organizations. These outreach and partnership activities were more commonplace in some states (highest in California) than others (lowest in New York) (Table 1).

Table 1. According to staff, local offices vary widely in their engagement with Latino communities.

Percentage of subsidy staff reporting various local office outreach activities to connect with and serve Latino families, by state, 2021-2023

Share of local subsidy staff who report that their local office...	NC	CA	NY	TX
Engages in targeted outreach to Latino communities	39%	48%	37%	42%
Frequently uses community contacts to reach Latino families	11%	56%	20%	18%
Partners with organizations that refer Latino families for subsidies	34%	59%	20%	29%
Partners with organizations to refer Latino families for other services	25%	70%	17%	33%

Source: Author analysis of data from the National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

Potential access barriers

With the exception of staff in California, a majority of surveyed staff in the other three states said their office did not use targeted outreach, community contacts, or organizational partnerships to specifically connect with Latino families about the subsidy program. Some staff members remarked on this lack of communication and engagement, suggesting that it contributed to their lack of awareness of Hispanic families' needs and Hispanic families' lack of awareness of the program.

"[We] rarely receive Hispanic applicants ... unsure if it is lack of knowledge on the program or just disinterest in the services. [We] need more dedicated community resources that targets different families in the area." – subsidy worker in North Carolina

“Personally, I don’t think they realize that there is a program that would help with daycare costs, because we do not see many of these applicants.” – subsidy worker in New York

“I volunteer in the Hispanic community and CCS is very unheard of unless a conversation is made about it. Very few times has any outreach truly been made. No one advocates for the Hispanic Community from CCS and when it was done it was very limited.” – subsidy worker in Texas

Promising practices and staff recommendations

In describing current practices that facilitate subsidy uptake among eligible Hispanic families, many staff across the four states emphasized the importance of word of mouth and personal referrals, as well as the benefits of building trusted relationships.

“Word-of-mouth referrals from their co-workers. Family service workers from other nonprofits serving as navigators.” – subsidy worker in North Carolina

“Our Latino families have a large network of friends, and family/relatives, so word of mouth works great—when we announce we are enrolling—we make sure our families know to tell their friends.” – subsidy worker in California

“Families and agencies, such as ours, have successfully built trust among each other. A lot of Latinx families use services from the Partnership for Children, DSS, [the] Health Department, and the public schools. We’re making good progress as a community to respect our new neighbors.” – subsidy worker in North Carolina

“The intentional approach we take to welcome all families and our interest in looking at families through a value lens. We do not exhibit a power over attitude when interacting with families. We offer services as advocates for the well-being of the whole family. We try to meet families where they are without punitive or bias mindsets.” – subsidy worker in California

“Person-to-person referrals, community programs partnering together to better serve our community [and] debunk the myths.” – subsidy worker in California

In some offices, outreach and relationship-building seemed to be facilitated by designated staff serving as community liaisons or cultural brokers. Staff in each state also pointed to examples of how community-based organizations and child care providers played an important role in connecting Hispanic families to the subsidy program. Whereas some responses suggested formal partnerships between the subsidy office and service providers in the community, others suggested an awareness that other service providers were assisting families.

“Hosting events in the Latino community. In the past, [our] office had a Spanish-speaking person that was very involved with the community or was informed about Latino events.” – subsidy worker in Texas

“They are referred to child care centers that can assist them with the application process.” – subsidy worker in New York

“Child care providers who primarily speak Spanish or have Spanish-speaking staff have been great at assisting families access child care assistance.” – subsidy worker in Texas

When asked how to improve subsidy access for Hispanic families in their communities, staff recommendations reflected strategies similar to those mentioned above, including having designated staff serve as outreach coordinators or community liaisons and engaging in relationship building with families and community organizations.

“If we had employees specifically to help the Latino community, they could work hand in hand with the outreach specialist and even case workers—OR—If we offered bilingual training to staff.” – subsidy worker in Texas

“At least one person in our office should act as a liaison to the Latino Community.” – subsidy worker in New York

“Implement an outreach program that understands the needs of the community you are trying to reach and look for them in events, business, and areas they frequent regularly (i.e., church events, Latin grocery stores, factories, packing homes, field work areas, etc.)” – subsidy worker in California

“Outreach workers in the neighborhoods assisting with the application process.” – subsidy worker in New York

“One-stop shop [with] multiple agencies located together or doing community outreach together.” – subsidy worker in Texas

Some staff recommendations also noted messaging they consider important as part of outreach efforts, including clarification for families that parents do not need to be citizens for their citizen children to be eligible for subsidies, and that families will not be considered a public charge or be deported for using subsidies.

“To inform families that they are not at risk of being deported if they use the subsidy program.” – subsidy worker in California

“Reduction of stigma around government assistance. Reduction of stigma around Latino families reaching out to others for help. More funding to train Latino directors, educators, and care facilitators.” – subsidy worker in Texas

“We need to clarify to people that their status as non-citizen does not intervene with their citizen child’s subsidy.” – subsidy worker in Texas

Finally, some staff recommendations focused on possible workshops or trainings—for staff or for potential applicants—to share information and improve understanding of subsidies. Staff mentioned topics such as learning about eligibility and documentation requirements, being responsive to language and cultural differences, and anti-bias training.

“I think cultural awareness is important too. Often times staff [are] not in the same position as the clients we serve and do not understand their perspective. We are working on [it] but need better wrap around services to connect to community resources to provide alternative assistance.” – subsidy worker in Texas

“Workshops/seminars for Latino families and Spanish speakers [on] the process of the application and the determination of eligibility.” – subsidy worker in Texas

Summary

Hispanic families with low incomes—along with other communities of color impacted by the legacy of racism—face considerable barriers to accessing affordable, high-quality child care.¹⁵ State, territory, and Tribal child care subsidy programs, funded through the federal Child Care and Development Fund (CCDF), represent a key policy lever for reducing these barriers and enabling families to access the care needed to support parents’ employment and education efforts, household economic sustainability, and children’s development. While many Hispanic families—who tend to have high rates of parental employment but disproportionately low levels of income¹⁶—could benefit from child care subsidies, they tend to be underrepresented among those served by the CCDF program, albeit to varying degrees depending on where in the country they live.¹⁷ Policy analyses suggest that state CCDF policy choices (e.g., eligibility criteria, application requirements, provider policies) can be used to address systemic racial, ethnic, and economic inequities in child care access.^{18,19} Less is known, however, about how such policies are implemented ‘on the ground’ in ways that may further facilitate or impede access for Latino families.

To help address this gap, the *National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities* captures the perspectives and experiences of community-level child care subsidy program staff. This brief has summarized our findings on implementation practices related to eligibility verification, language access, and outreach activities as reported by more than 700 staff serving 400+ counties across four states (North Carolina, California, New York, and Texas). While these states represent diverse demographic and policy contexts (find briefs on individual state findings [here](#)), several similar themes emerged across all four states in terms of staff practices, their perceptions of access barriers and facilitators, and their recommendations for improving subsidy program reach and services to Hispanic families.

Variation in implementation practices within and across states

We found evidence that staff within the same state context vary in the levels and types of documentation they collect from applicants to verify eligibility. While this finding may reflect intended and helpful flexibility that allows staff to accommodate individual family circumstances, variable staff practices may also reflect misinterpretation of guidance or biases. Further, staff discretion can result in inequitable implementation without intentional efforts to mitigate this (e.g., through staff training, evaluating practices and processes from an equity lens).

Our results suggest that local staff sometimes engage in more restrictive verification practices than are described in official state policy, which may exacerbate administrative burden and disproportionately impact some families more than others. Notably, we found that a majority of surveyed staff in each state perceived documentation challenges; in New York and Texas, staff estimated that more than one third of applications to their office are denied because of missing documentation. Moreover, according to staff, document requirements tend to be more difficult to meet for Hispanic applicants than for non-Hispanic applicants. Below, we discuss the potential for states to address documentation-related barriers in their implementation of the new 2024 CCDF final rule.

Lack of language access magnifies other barriers

Local subsidy staff also varied considerably in the degree to which they perceive program materials and services to be accessible for families who primarily speak a language other than English, as well as in their sense of preparedness to serve these families. Given that the language profile and needs of communities vary, some staff may be less familiar with available resources because they do not regularly use them. At the same time, many staff said that insufficient language supports are a key barrier to delivering services to Latino families and described how this can magnify other barriers (e.g., the need to navigate complex or burdensome documentation requirements). Likewise, one of the most frequent recommendations staff made for improving subsidy access for Hispanic families was to offer greater language supports via strategies such as recruiting more bilingual caseworkers and having a full set of translated forms and materials readily available.

While federally supported public programs are mandated to provide meaningful access to individuals with limited English proficiency, the persistent gaps and practical challenges that state and local agencies face in meeting this goal are well-documented.²⁰ Given that state and local governments often have significant resource constraints, proposed ‘next generation’ strategies for strengthening language access in public services include a more robust federal infrastructure to support and monitor implementation, along with more centralized language resources and systematic efforts to ensure that local staff are aware of and trained to use existing resources.

Importance of personal relationships and community partnerships

A third theme evident in local CCDF staff members’ perceptions and experiences across the four states was the value of relationship-building for facilitating subsidy access for Latino families. In identifying what works, staff described word-of-mouth referrals that help Hispanic families learn about and become comfortable with the program, the benefits when staff are able to establish trust and rapport with applicants, and the importance of partnering with community-based organizations to connect eligible Latino families with resources, including child care subsidies.

Staff responses also highlighted two areas where local programs might consider additional relationship-building strategies. First, online options for engaging with public benefit systems (which expanded during the COVID-19 pandemic) offer flexibility and convenience and may reduce burdens for families and staff. However, some staff noted that this mode of engagement does not work well for those who prefer personal interactions or who may benefit from individualized support to navigate the application process, especially in the context of language, literacy, or technology barriers, and immigration-related concerns. North Carolina subsidy staff [serving Hispanic families during the COVID-19 pandemic](#) shared that moving to virtual services had negative impacts for the many families who preferred face-to-face interactions. Second, several staff in each state described how child care providers often inform families about the subsidy program and help them complete the application. Where they do not already exist, local subsidy offices should consider establishing formal collaborations with child care providers to exchange information and support consistent communications to families. These types of partnerships may be especially important in underserved communities.

Implications in the Context of the New 2024 CCDF Final Rule

The data described in this brief provide a novel snapshot of local CCDF subsidy administration and implementation in a complex child care landscape that continues to evolve. Since the time of these studies, each participating state has enacted legislation to increase subsidy access (e.g., expanded income eligibility in New York and Texas; reduction or elimination of copayments in California; higher provider reimbursement rates in North Carolina and Texas).²¹ At the federal level, the [2024 CCDF final rule](#) (effective April 30, 2024) introduced several new requirements and allowances intended to increase families’ access to affordable high-quality care, primarily through: (1) lowering families’ costs, (2)

strengthening provider payment practices and building supply, and (3) reducing program bureaucracy for families. As states and territories respond to the federal regulatory changes and continue to refine their subsidy programs, our current findings offer potential insights on how Hispanic families may be impacted by policy and practice changes related to the third objective of supporting easier and faster enrollment for families.

Beginning in FY 2024, states and territories are required to have eligibility policies and procedures that minimize disruptions to families, with encouragement to implement such strategies as presumptive eligibility (i.e., an initial period of subsidy receipt may begin while the documentation and verification process is being completed), cross-program verification (i.e., enrollment in or documentation for another public benefit program is used to verify CCDF eligibility), and online applications. If states implement them, these optional strategies are likely to ease administrative burdens for some families, presumably reducing the time between applying for child care assistance and receiving subsidized care, and offering greater flexibility for when and how families engage with local offices (e.g., after hours). However, our findings suggest that, without additional efforts, such strategies may be limited in their ability to fully address the access barriers described in this synthesis.

For example, if documentation demands remain high (because of official policy or *de facto* because of staff practices) or are difficult to meet because of applicants' job characteristics, living situations, or household members' immigration status, presumptive eligibility may do little to meaningfully improve access for these families. Likewise, the benefits of verifying or granting CCDF eligibility for families enrolled in other safety net programs will not be distributed equally, as Hispanic families are underrepresented in such programs as TANF and SNAP.²² This point is not to diminish the importance of cross-program eligibility as a policy strategy for reducing administrative burdens for many families and subsidy staff, but rather to highlight the need to consider entry points to the subsidy system for families who are less connected to other systems.

Similarly, online application and enrollment options may be most helpful to those facing the fewest barriers. To support more inclusive access, online applications should be (1) optimized for use on mobile devices, which are the primary (and sometimes only) point of internet access for many individuals with low incomes; (2) available in Spanish and other home languages; and (3) user-friendly for individuals with limited literacy and technology skills. These features should also extend to consumer education about the program and guidance for how to use the online system. Additionally, some parents and caregivers will prefer and be more successful with personalized, relationship-based support during the application process. Local staff in our sample (and highlighted in other work) noted that²³ many Hispanic families prefer relationship-based engagement with organizations where familiarity and trust can be established. State and territory investments in online or automated systems could help free up staff time that could be reallocated to strengthening this type of case management.

We also recommend that federal, state/territory, and local offices interested in ensuring equitable access systematically monitor the impacts of CCDF policies and implementation practices on Latino families and other families impacted by historical and systemic inequities. One strategy is to collect administrative data on applications, benefit receipt, and recertification that can be disaggregated by race/ethnicity, language, income, and disability status, as well as the intersection of such factors. Also, as our work suggests, collecting regular feedback from frontline staff can help identify gaps, unintended consequences, and promising practices. Finally, it is important to recognize that staff perspectives on barriers and promising practices, while insightful, do not necessarily reflect families' experiences, highlighting the need for research and outreach that incorporate family and community perspectives.

Study Methods

The data described in this brief come from a larger project—*The National Research Center on Hispanic Children and Families' Multi-State Study of CCDF Implementation in Local Communities*—which examines how state and local CCDF policies and practices vary in ways that may shape Hispanic families' access to and use of child care subsidies.

Local CCDF subsidy staff survey. As part of the larger project, the research team developed an online survey for frontline caseworkers and supervisors who help administer their state's CCDF program at the community level. Through a series of closed- and open-ended items, the survey gathered information about staff member and agency characteristics, staff practices related to subsidy eligibility and the application process, language accessibility of program materials and communications, outreach to Hispanic communities, impacts of the COVID-19 pandemic on CCDF services, staff members' perceived barriers to subsidized child care, and recommendations for improving services.

Frontline caseworkers and administrators generally received the same survey items, except for those related to caseload characteristics (frontline staff only) and office operations (administrators only).

In each participating state, we partnered with the CCDF lead agency to tailor the survey to reflect the specific state context and priorities of the state agency, and to distribute the invitation to participate to appropriate staff members in local communities. Responding staff who consented to participate in the study completed the survey via a hyperlink to the [REDCap platform, an electronic data collection tool](#).

Recruitment and sample. Our recruitment strategy of having state lead agencies send study information to key contacts in each county or region—who then forwarded it to all frontline staff and supervisors within their local agency—resulted in a convenience sample of staff who received the invitation and elected to participate. In three of the states (NC, NY, TX), the survey was distributed statewide to frontline staff and supervisors serving families in all counties. In California, we worked with the lead agency to distribute the survey to staff in a subset of 31 counties (out of 58), which we prioritized because they had either historically high levels of poverty, large populations of income-eligible Latino children, and/or Latino populations of interest (e.g., migrant farmworker communities). Given that some local agencies in California serve multiple counties, the sample included staff serving families beyond the original target counties. Methods Table 1 summarizes the Latino child population of the four states included in this study.

Methods Table 1. Latino children as a percentage of participating states’ overall child population, of children living in households with low incomes, and of those served by child care subsidies

	NC	CA	NY	TX
Num. of Latino children younger than age 13 ¹	283,796	3,024,911	709,711	2,555,626
Latino children as % of overall child pop. (<13) ¹	18%	51%	49%	25%
Latino children as % of child pop. younger than age 13 in low-income households (<200% FPL) ¹	27%	69%	64%	34%
Latino children as % of subsidy recipients ²	4%	56%	44%	28%

Notes: ¹ Estimates come from American Community Survey 2022. ² Estimates come from ACF-801 data for FY 2021, <https://www.acf.hhs.gov/occ/data/fy-2021-preliminary-data-table-12>

A total of 732 staff across the four states consented and completed the survey. Descriptive information about participating staff is reported in Table 3. In each of the four states, surveys were received from staff in a majority of counties—ranging from 71 percent of counties in California (where the survey was not distributed statewide) to 97 percent of counties in Texas—suggesting good geographic coverage. We were unable, however, to gauge the representativeness of the sample, given that none of the states tracked information about the size or characteristics of the local workforce administering CCDF subsidies.

Analysis. The statistics reported in this brief are simple frequencies indicating the share of local agency staff who endorsed each response. Open-ended qualitative data about documentation challenges, staff perceptions of access barriers and facilitators, and staff recommendations were coded using an inductive approach. We present all findings collapsed across frontline staff and administrators.

Methods Table 2. Overview of participating state CCDF programs and survey design

	North Carolina	California	New York	Texas
State partner	North Carolina Division of Child Development and Early Education	California Dept. of Social Services, Child Care and Development Division	New York Office of Children & Family Services	Texas Workforce Commission - Child Care and Early Learning; Texas Education Agency Early Education Office
Program name	Subsidized Child Care Assistance (SCCA)	Subsidized Child Care & Development System	Child Care Assistance Program (CCAP)	Child Care Services Program (CCS)
Program structure	County-administered through Dept. of Social Services	State-administered through contracted local public and private agencies	County-administered through Local Social Service Districts	Administered through regional workforce (WF) boards
Survey data collection	Apr – June 2021	May – Aug 2022	Mar – Jul 2023	Apr – Jul 2023
Survey recruitment	Statewide	Counties with high poverty and high percentages of income-eligible Latino children	Statewide	Statewide
Sample size	189 staff in 83 of 100 counties (83%)	173 staff in 41 of 58 counties (71%)	120 staff in 57 of 62 counties (92%)	250 staff in 27 of 28 WF regions (96%), serving 247 of 254 counties (97%)
Sample demographics (self-identified)	4% Hispanic 4% native-speaker or fluent in Spanish	57% Hispanic 47% native-speaker or fluent in Spanish	4% Hispanic 6% native-speaker or fluent in Spanish	51% Hispanic 30% native-speaker or fluent in Spanish

Source: National Research Center on Hispanic Children & Families Multi-State Study of CCDF Implementation in Local Communities project.

CCDF Staff Reflections on Service Adaptations During and Emerging from the Covid-19 Pandemic

Notably, these survey data were collected during and emerging from the global COVID-19 pandemic, which had [unprecedented impacts on families' work lives and care needs, the child care workforce, and the delivery of social services](#). While the primary focus of this cross-state brief is on general staff practices and perspectives,^a the survey included items about how the pandemic affected office operations and engagement with applicants, families' needs and constraints, and adaptations that helped support access.

According to local subsidy staff in [North Carolina](#) and California,^b some of the temporary changes made to subsidy policies and service delivery during the pandemic—including parent fee waivers, online applications, and relaxed verification and recertification requirements—promoted greater access, including for Latine families. Staff also noted that temporary declines in child care demand and enrollment during the pandemic allowed more families to move off the waitlist and receive subsidized care for the first time—including Hispanic families, who made up a significant share of the essential workforce in some communities.

Many staff advocated for these adaptations and new connections with eligible Hispanic families in their community to continue moving forward from the pandemic. Staff responses also drew attention, however, to groups of Latine families—for example, those who do not primarily speak English or who lack access to technology—that could be left behind without intentional consideration.

^a North Carolina staff were surveyed in the first year of the pandemic (Spring 2021) and asked to report on their practices and experiences just prior to the pandemic. Staff in California, Texas, and New York were surveyed two to three years after the onset of the pandemic (Spring 2022 to Summer 2023) and asked to report their current practices. Staff in all four states also responded to pandemic-specific questions.

^b Stephens, C., Adegbesan, I., Crosby, D.A., & Mendez, J. (March 2023). *Latine Families' ECE Access during Covid-19: Californian Subsidy Staff Perspectives on Disruptions, Adaptations and Recommendations*. Paper presentation at the Biennial Meetings of the Society for Research in Child Development. Salt Lake City, UT.

References

1. United States Government Accountability Office (2016). Child Care: Access to Subsidies and Strategies to Manage Demand Vary Across States. <https://www.gao.gov/assets/gao-17-60.pdf>
2. Hill, Z., Gennetian, L., & Mendez, J. (2019). *How state policies might affect Hispanic families' access to and use of Child Care and Development Fund subsidies*. Report 2019-04. Bethesda, MD: National Research Center on Hispanic Children & Families. Retrieved from <https://hispanicrescencen.wpengine.com/research-resources/how-state-policies-might-affect-hispanic-families-access-to-and-use-of-child-care-and-development-fund-subsidies>.
3. Hill, Z., Gennetian, L. A., & Mendez, J. (2019b). A descriptive profile of state Child Care and Development Fund policies in states with high populations of low-income Hispanic children. *Early Childhood Research Quarterly*, 47, 111-123. <https://doi.org/10.1016/j.ecresq.2018.10.003>
4. Office of Child Care (2022). Approved CCDF Plans (FY 2022-2024). <https://www.acf.hhs.gov/occ/form/approved-ccdf-plans-fy-2022-2024>.
5. Wildsmith, E., Ramos-Olazagasti, M. A., & Alvira-Hammond, M. (2018). *The Job Characteristics of Low-Income Hispanic Parents*. National Research Center on Hispanic Children & Families. <https://www.hispanicresearchcenter.org/research-resources/the-job-characteristics-of-low-income-hispanic-parents/>
6. Crosby, D. A., & Mendez, J. (2018). How Common Are Nonstandard Work Schedules among Low-Income Hispanic Parents of Young Children? National Research Center on Hispanic Children and Families. <https://www.hispanicresearchcenter.org/research-resources/how-common-are-nonstandard-work-schedules-among-low-income-hispanic-parents-of-young-children/>
7. Chen, Y., & Guzman, L. (2022). One in Seven Latino Children Live with Grandparents, Who Play an Important Role in Children's Lives. National Research Center on Hispanic Children & Families. <https://www.hispanicresearchcenter.org/research-resources/one-in-seven-latino-children-live-with-grandparents-who-play-an-important-role-in-childrens-lives/>
8. Hepburn, P., Louis, R., & Desmond, M. (2020). Racial and Gender Disparities among Evicted Americans. *Sociological Science*. <https://sociologicalscience.com/articles-v7-27-649/>
9. Wildsmith, E., Alvira-Hammond, M., & Guzman, L. (2016). A National Portrait of Hispanic Children in Need. National Research Center on Hispanic Children & Families. <https://www.hispanicresearchcenter.org/research-resources/a-national-portrait-of-hispanic-children-in-need/>
10. Administration for Children and Families, Department of Health and Human Services. "Child Care and Development Fund (CCDF) Plan for State/Territory (FY2022-2024)" (program guidance, 2021), 21–22. https://www.acf.hhs.gov/sites/default/files/documents/occ/FFY2022-2024_CCDF_Plan_Preprint_for_States_and_Territories.pdf
11. López-Calva, L. F. (2019). The wisdom in our words: Protecting indigenous languages in Latin America and the Caribbean. Latin America and the Caribbean, UNDP. <https://www.undp.org/latin-america/blog/graph-for-thought/wisdom-our-words-protecting-indigenous-languages-latin-america-and-caribbean>
12. Office of Head Start National Center on Cultural and Linguistic Responsiveness. The Mixtec, Zapotec, and Triqui Indigenous Peoples of Mexico. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ind-culture-background-eng.pdf>
13. Nava, A., Estrada, L., Gerchow, L., Scott, J., Thompson, R., & Squires, A. (2022). Grouping people by language exacerbates health inequities—The case of Latinx/Hispanic populations in the US. *Res Nurs Health*, 45(2), 142-147. doi: 10.1002/nur.22221.
14. Pew Research Center (2023). Key facts about U.S. Latinos for National Hispanic Heritage Month. <https://www.pewresearch.org/short-reads/2023/09/22/key-facts-about-us-latinos-for-national-hispanic-heritage-month/>
15. National Academies of Sciences, Engineering, and Medicine. (2023). *Closing the opportunity gap for young children*. The National Academies Press. <https://doi.org/10.17226/26743>.
16. Gennetian, L., Guzman, L., Ramos-Olazagasti, M., & Wildsmith, E. (2019). An Economic Portrait of Low-Income Hispanic Families: Key Findings from the First Five Years of Studies from the National Research Center on Hispanic Children & Families. Report 2019-03. Bethesda, MD: National Research Center on Hispanic & Families. <https://hispanicrescencen.wpengine.com/research-resources/an-economic-portrait-of-low-income-hispanic-families-key-findings-from-the-first-five-years-of-studies-from-the-national-research-center-on-hispanic-children-families>.
17. Hardy, A., Schmit, S., & Wilensky, R. (2024). *Child Care Assistance Landscape: Inequities in Federal and State Eligibility and Access*. The Center for Law and Social Policy.
18. Adams, G. & Pratt, E. (2021). *Assessing Child Care Subsidies Through an Equity Lens*. Urban Institute.
19. Bucher, E. Z., Meek, S., Alexander, B. L., Soto-Boykin, X., & Cardona, M. (2024). *State CCDF Plans: Expanding Access, Enhancing Quality, and Advancing Equity. The Children's Equity Project*. <https://cep.asu.edu/resources/AdvancingEquity-through-2025-2027-CCDF>.
20. Hofstetter, J. & McHugh, M. (2024). *Expanding Language Access in Federally Supported Programs Practical Solutions for Persistent Problems*. Migration Policy Institute. https://www.migrationpolicy.org/sites/default/files/publications/mpi-nciip_federal-language-access-2024_final.pdf
21. Prenatal-to-3 Policy Impact Center. Child Care Subsidies. <https://pn3policy.org/pn-3-state-policy-roadmap-2023/us/child-care-subsidies/>
22. Alvira-Hammond, M. & Gennetian, L. (2015). How Hispanic Parents Perceive Their Need and Eligibility for Public Assistance. National Research Center on Hispanic Children & Families. <https://www.hispanicresearchcenter.org/research-resources/how-hispanic-parents-perceive-their-need-and-eligibility-for-public-assistance/>
23. Ferreira van Leer, K., Mendez, J., Torres, Y., & Vasquez, M. P. (under review). Insight from Latinx community resource brokers on child care subsidy access for low-income Latinx families in North Carolina.

Suggested Citation

Crosby, D. A., Mendez, J., Stephens, C., & Adegbesan, I. (2024). Perspectives from local CCDF program staff in four states on improving Latino families' access to child care subsidies. National Research Center on Hispanic Children & Families. DOI: [10.59377/334p6150d](https://doi.org/10.59377/334p6150d)

Acknowledgements

The authors would like to thank the Steering Committee of the National Research Center on Hispanic Children & Families—along with Marisa Morin, Mayra Parada, Sara Amadon, Kristen Harper, Laura Ramirez, Melissa Perez, and Ana Maria Pavić—for their helpful comments, edits, and research assistance at multiple stages of this project. The Center's Steering Committee is made up of the Center investigators—Drs. Natasha Cabrera (University of Maryland, Co-PI), Danielle A. Crosby (University of North Carolina at Greensboro, Co-PI), Lisa Gennetian (Duke University, Co-PI), Lina Guzman (Child Trends, PI), Julie Mendez (University of North Carolina at Greensboro, Co-PI), and María Ramos-Olazagasti (Child Trends, Deputy Director and Building Capacity lead)—and federal project officers Drs. Ann Rivera, Jenessa Malin, and Kimberly Clum (Office of Planning, Research and Evaluation), and Dr. Shirley Huang (Society for Research in Child Development Policy Fellow, Office of Planning, Research and Evaluation). Finally, we express our appreciation for the New York state and local agency partners who helped facilitate the study and the subsidy staff and administrators who were generous with their time and responded to the survey.

Editor: Brent Franklin

Designer: Catherine Nichols and Joseph Boven

About the Authors

Danielle A. Crosby, 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 Human Development and Family Studies at the University of North Carolina at Greensboro. Her research focuses on understanding how policies and systems shape early education access and quality for young children in low-income families.

Julia 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 a 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 an emphasis on parent-child interactions and family engagement in early care and education programs.

Christina Stephens, PhD, was previously a pre-doctoral fellow with the National Research Center on Hispanic Children & Families, in the research area on early care and education. Christina's research focuses on understanding the factors and policies that promote child care access and quality, particularly among low-income families with young children and dual language learners. She is now a postdoctoral researcher at the University of Virginia with the Education Science Training Program on English Learners (EL-VEST). A portion of her effort on this project was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305B210008 to the University of Virginia. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Ireti Adegbesan, MS, is a doctoral candidate in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Her research focuses on policy implementation and educational programming to support the development and well-being of young children, particularly as related to children's bodily autonomy socialization within sociocultural context.

About the Center

The National Research Center on Hispanic Children & Families (Center) 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 is led by Child Trends, in partnership with Duke University, University of North Carolina at Greensboro, and University of Maryland, College Park. This publication was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of two financial assistance awards (Award # 90PH0028, from 2018-2023, and Award # 90PH0032 from 2023-2028) totaling \$13.5 million across the two awards with 99 percentage funded by ACF/HHS and 1 percentage funded by non-government sources.

The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. For more information, please visit the ACF website, [Administrative and National Policy Requirements](#).

© Copyright 2024 National Research Center on Hispanic Children & Families — All Rights Reserved

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

HispanicResearchCenter.org

