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How can a non-profit empower community through childcare?: An analysis on the impacts childcare and workforce development has on the lives of immigrant families

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Capstone: How can a non-profit organization empower community through Childcare?

An analysis on the impacts childcare and workforce development has on the lives of immigrant families.

Jose R. Molina

Introduction:

On June 16, 2020 I virtually began my fellowship placement at Edu-Futuro, a non-profit organization working to support the immigrant and Latinx communities of northern Virginia through a multi-generational approach. Edu-Futuro's main focus is education; examples of Edu-Futuro's services include middle school youth early STEM exposure, personalized mentorship for high school seniors applying to college, and assisting parents in navigating the public school system. For the year 2020, all fellowship placements were unprecedented in the wake of the developing Covid-19 pandemic. June 2020 the pandemic was still in its initial stages and no one knew what the following months would look like, including the staff at Ed-Futuro. Soon after the Covid-19 crisis began, Edu-Futuro staff realized the impact this pandemic could have on the immigrant and Latinx community, as well as on the organization. For this reason, Edu-Futuro shifted its focus to Covid 19 emergency response. As of Feb 4, 2021, Edu-Futuro had assisted in 907 cases, and had disbursed $389,160.93 in direct emergency financial assistance. Edu-Futuro continued to grow despite the challenges and passed the $2 Million revenue mark. Edu-Futuro's next goal is to increase community engagement, workforce development, and revenue for its childcare service and training center.

The start of my fellowship had to do primarily with learning about the organization's programs, services, grants and budgets. One of my first tasks was to draft a feasibility study with one of Edu-Futuro's Associate Council volunteers, Tran Tran. From June to mid-September a large part of my energy was dedicated to this feasibility study. This feasibility study was the first step that Edu-Futuro took to make this project come to life. Tran and I identified the goals and phases of this project, gathering as much information as we could in the time permitted. We knew that for this feasibility study we had to understand the need for childcare, the covid impact, staffing needs, relevant certifications, developing a training program, potential community partners, need-based scholarships, licensing requirements, becoming an approved subsidy provider and more. Through this timeline I identified my research question, "How can developing an affordable childcare program help empower the immigrant and Latinx community of Northern Virginia?"

The agency: *What I was doing and how childcare fits in with the mission*

Edu-Futuro's **mission** is to empower immigrant and under-served youth and families through mentorship, education, leadership development and parent engagement. The work that I did for Edu-Futuro in developing the framework for the childcare center fit in with Edu-Futuro's mission because it extended the age groups Edu-Futuro could offer services to the immigrant and Latino community of Northern Virginia. The feasibility study showed that there was a need for affordable quality childcare and this childcare center is an attempt to counteract that need. At

Edu-Futuro the staff understood the potential within their community and did the work to lead their community into that same understanding and empowerment.

Edu-Futuro's **vision** is realizing the potential of immigrant youth and their families. A childcare center would allow for early intervention in our community, proactively combating the obstacles our community members face before those obstacles could interfere with the schooling of our students. Such as providing interpreters and housing support so that the students do not have to take on that responsibility instead of dedicating more time to their studies. This childcare center adds a key component, working with Latinx and English learning youth before they fall behind. With a staff that was over 90% fully bilingual and/or children of immigrants, Edu-Futuro had the staff and knowledge to positively impact the lives of children the same way they did with middle school and high school students.

Background:

One of my first tasks assigned at Edu-Futuro was to work with the development team in drafting and submitting the COMPASS grant. COMPASS Greater Washington choses 15-20 non-profits in the DMV area and offers them approximately $150,000 of strategic consulting services, pro-bono. If selected, the services include weekly meetings with the director of the non-profit, Jorge Figueredo. In those meetings the consulting team gathered information and shared with the director the different avenues the organization could take and how viable each route would be. This process alone took 8 months until a final report was complete and shared with the non-profit. In the application Edu-Futuro requested support from COMPASS Greater Washington in developing a Funding Strategy project. The funding strategy project included a more in-depth feasibility study, identifying revenue sources and becoming an organization that can certify child care providers. Edu-Futuro envisioned a feasibility study report that would lead the non-profit to a strong business plan allowing Edu-Futuro to raise funds needed for the implementation of a child care center.

The long-term goal that Edu-Futuro envisions is a bilingual childcare center that provides services to low-income parents in need of quality childcare services by providing families with vouchers. Middle-class parents, who can afford the services, will pay for the cost of childcare from their own funds. Edu-Futuro's childcare center aims to serve as an employment opportunity for the current hourly employees and volunteers. Providing the training and resources to certify the hourly employees and volunteers interested in becoming childcare providers.

Learning Pod

As Jorge, the Director, worked with the consulting team on a weekly basis, I was instructed to work on a childcare opportunity that developed through partnerships with the ABUELITAS (Spanish name for Grandmothers, which is a group of retired APS Principals and elementary teachers), The Presbyterian Church of Arlington (PCA), Arlington Partnership for

Affordable Housing (APAH), and Edu-Futuro. These four organizations joined together to create a Learning Pod for low-income families in Arlington.

Taking advantage that the PCA is located in one of the APAH properties, and thanks to a state exception that allows faith-based organizations to obtain a "religious exemption" to child care licensing, the organizations decided to create a pilot to offer 7 elementary and middle school youth a space conducive to learning. On Tuesdays and Thursdays, the youth, who all live within the same building where the learning pod is located, attended classes between 8:30 a.m. and noon. The days at the learning pod began and ended with students and parents having their temperatures checked. All surfaces were wiped down at the end of each day.

Students and volunteers wore masks for the entirety of their time within the learning pod. The space was divided with tape on the floor, where students each had their designated areas and desks. Each student had their own headset, or if needed, the learning pod provided students with a headset so that the children could focus on their individual work. When the students got hungry or had a break from their schoolwork, the learning pod provided a variety of snacks, as nutrition is an important aspect of learning. Myself and Ed-Futuro's Youth Programs Coordinator, both visited the Learning Pod on a weekly basis. We assisted in making sure that the days ran as smoothly as possible and that the students were in a comfortable learning environment. We also offered academic support and guidance when students needed assistance.

The work that the Presbyterian Church, APAH, Edu-Futuro, and ABUELITAS were doing, ensured that these students would not fall behind academically, regardless of the disruptions caused by virtual learning. Many low-income students often fall behind academically because they do not have the resources to ensure their academic success.

Some students shared the following quotes with the volunteers:

"I wish we could come every day."

"I get so much more work done here than home."

In addition to meeting during class times, the learning pod committed to providing students with diverse learning opportunities. One of these opportunities included the Mars Base Camp 4-H STEM challenge. 4-H is the largest youth development organization in the United States, designed to be fun and accessible to young people everywhere. The individual STEM projects teach the students problem solving, creativity, inquiry skills, real-world applications, the engineer design process, critical thinking, and collaboration.

The Learning Pod volunteers simultaneously planned a project called, "A book for a child, a book for a senior." Within the same building where the Learning Pod was located, and where the students live, other families and individuals also reside such as senior citizens. Many of the senior citizens in the building are isolated as a result of the current COVID-19 pandemic, hindering them from having any form of interaction with people. Having the seniors work with the students created a mutually benefiting collaboration. The students got to practice their

reading, while providing senior citizens with dialogue and companionship via zoom. The program was a big success, our senior volunteers enjoyed connecting with the youth. The seniors shared that they would enjoy having more responsibility such as opportunities to offer corrections and guidance to the youth, as opposed to just listening to them read.

The Learning Pod proved to be successful in the eyes of the volunteers as well as the students, which inspired additional conversations to expand it from 7 to 14 students by opening the learning pod to an additional 7 elementary students on Wednesdays and Fridays. Thanks to a generous donation, Edu-Futuro was able to hire the main volunteer as the Pod Coordinator, and thanks to the work of volunteers, we were able to start the second learning pod on January 6.

After months of the mass vaccination campaign and efforts to safely re-open schools, Virginia public schools began to offer hybrid learning opportunities for students. Some families in the Learning Pod have agreed to enroll their children in remote learning, therefore we combined the two groups. Instead of having two groups of 7 that meet each on two separate days of the week, we adapted to have one group of nine students that meets Wednesdays and Fridays. The Learning Pod continued until the last day of school thanks to volunteers, community partnerships and community engagement. This pilot program was an incredible example of community development using the resources available within your community.

Conclusion

What is the goal? This project has three distinct future goals.

1) Provide quality affordable childcare: With a voucher program, Edu-Futuro will be able to provide low-income families access to affordable quality bi-lingual childcare.

2) Increase Edu-Futuro's workforce development: Currently, Edu-Futuro provides programs and services that support community members seeking employment. Edu-Futuro does not currently have a program that trains or certifies community members to the degree of becoming certified childcare providers. With a childcare center and the proper training continuum in place, Edu-Futuro could provide training and employment from within the same facility.

3) Add an additional revenue stream for Edu-Futuro: While childcare is not a large for profit business, being that most of the money flow goes towards overhead costs, it will still inevitably bring more revenue to Edu-Futuro. The revenue flow will go towards salaries, equipment, materials and programs etc.

It is important to reiterate that Edu-Futuro offers more services to women and families than just this child care project. Edu-Futuro functions through a multi-generational approach, with its

main focus being education. The childcare center will only increase the age groups Edu-Futuro offers education-based programs to and increase Edu-Futuro's workforce development.

Is it a good direction for Edu-Futuro? Yes and No

A childcare center, if economically feasible, is a good direction for Edu-Futuro as Edu-Futuro continues to grow in capacity. Immigrant children and students who are English learners face unique challenges that require those students to take on adult responsibilities that their counterparts do not have to endure. Edu-Futuro's attempt to combat these obstacles early on is noble and needed.

However, a childcare center is not a cheap program to build and will take years to properly set up the way Edu-Futuro envisions. The consulting team could not identify one route that would be cost effective for Edu-Futuro. The idea on paper is great but in practice could cost Ed-Futuro a lot of money. With the proper community connections and grants, this project will bring about many positive changes within the community without slowing down Edu-Futuro's growth.

How might these events be seen in light of larger economic, political, historic, cultural events?

As a son of immigrants, and non-English speaking parents, I can personally relate to the need for childcare within our community. As my mother worked two jobs to support our family, my sister Anabel took on the responsibility of the second mother in the house, because she was the oldest. After school, on days off or early release days, Anabel's job was to cook, clean and supervise her younger siblings. I vividly remember times when my older siblings would attend progress report nights because my parents had to be at work. Many times, after school, while in middle school, my sisters and I would go with our parents to help them clean at their jobs. These responsibilities at such a young age take away from extra-curricular activities, homework and a social life. Children of immigrants have to maneuver obstacles that they are not even aware interfere with their schooling.

Early childhood education (ECE) is considered to play an important role in reducing the racial and ethnic disparities in education. Across the United States Latino families share the difficulties with ECEs, including the prices, availability and schedules. That problem only grew as the COVID 19 pandemic forced many childcare centers to shut down. Low-income Latino families were less likely to search for ECE programs in their neighborhoods. This again can be handled with awareness and building trust. For decades Edu-Futuro has built the trust of community members, Edu-Futuro can continue to share that knowledge to empower community and development. (Mendez & Crosby, 2018). If you have a two-income household, that is fast track to generational wealth to pass down wealth to future generations. However, families of color are

more likely to have occupational disruptions caused by childcare (Novoa, 2020). Being able to purchase your own home, gain assets, invest and increase your savings. Relevant to now, there is a worker shortage (Hilsenrath & Chaney Cambon, 2021). If more parents had access to affordable childcare, that alone would broaden the pool of workers. Increasing the workforce population will keep inflation down and have the potential for higher GDP growth.

How has the work I've done with EF been development?

The work that I have done with Edu-Futuro, specifically related to childcare, is development. In What is Community by Phil Bartle, PhD., Bartle defines community as a social construct. Community is a set of interactions, human behaviors that hold meanings and expectations for those who are within that community. Community is not always tangible or measurable. There are communities within communities and different roles being played by different members. Bartle shares that the mobilizer, Edu-Futuro in this case, must understand community to empower and strengthen it. This idea goes beyond the individual but a deep understanding of the collective. The staff make-up of Edu-Futuro ensures the organization understands the cultural norms, customs, the difficulties of integration, where government assistance programs fall short, the unique housing challenges for residents without proper documentation and where immigrant and Latino families feel comfortable reaching out for help. This knowledge is applied in Edu-Futuro's, Grant writing, Reports, Event Planning/fundraising, Community Partnerships, Childcare, Organizational chart, and Advocacy groups such as the Virginia Coalition for immigrant rights (VACIR) and Fund Our Schools (FOS). All of which are ways in which Edu-Futuro empowers and strengthens the Immigrant and Latino community of Northern Virginia.

How do I understand it in relation to my PC experience?

This fellowship experience in relation to my Peace Corps experience shares similarities in their multi-generational approaches. As a youth development volunteer in Costa Rica, I worked with youth service providers, parents as well as students of different ages. In both experiences, I worked to create a continuum that allows students to develop skills appropriate for their grade level, while supporting parents in playing positive roles in their children's educational careers. The Peace Corps emphasized using the connections and asset-based resources already available to you, just like Edu-Futuro and the other groups did to start the pilot program with the Learning Pod. The Learning Pod and the Childcare Center have a key component of Community engagement. They are more than just spaces to supervise children, but environments to build skills and learn from both the children and the adults.

Next Steps

1. During FY2021-2022 begin to raise $600,000 for the establishment of the childcare and training center for FY2023 and an additional $600,000 for year two for FY2024
2. Identify the local jurisdiction that would be interested in supporting this effort in Northern Virginia (Arlington County, Fairfax County, Prince William County, or the City of Alexandria).
3. Identify the physical location for the childcare and training center with a capacity of 30 children from 3-5 years of age. It could be at an APAH building or a church.
4. Then go through the application process to obtain the permit, and insurance, etc to run the childcare and training center.

COMPASS Greater Washington Grant: Summary

COMPASS Greater Washington

2020-21 Client Application – Greater Washington

July 24, 2020

Applicant Information

1. Organization Name:

Edu-Futuro

3. Person completing application

Name: José Molina

Job Title: Program Specialist

4. Executive Director Contact Information

Title: Mr.

Name: Jorge E. Figueredo

5. How long has the Executive Director been in this position?

5 Years

6. Do you expect the Executive Director to continue in this position through June 2021?

Yes

14. What is your organization's mission statement?

To empower immigrant and underserved youth and families through mentorship, education, leadership development, and parent engagement.

16. What are the primary issues in which your organization works? (please select one.)

Education

Other (Please Explain): No other community-based organization in Northern Virginia provides the comprehensive bilingual and culturally competent services offered by Edu-Futuro. Our organization's work is focused on education as a critical catalyst for positive change in immigrant families. We utilize a Two-Generation model that allows us to impact parents and children in the same household simultaneously, always working towards the goal of helping families break the cycle of poverty. Currently, Edu-Futuro serves over 2000 unduplicated children, youths and adults in Fairfax, Arlington, Alexandria, and other nearby communities in Northern Virginia, providing students with a path to college, while also empowering immigrant parents to understand the U.S. school system and improve relationships with their children. Additionally, our bilingual parent support specialists, and workforce development specialists assist parents with navigating social services, and job readiness through individual counseling and training

focused on the skills they need to obtain better jobs.

17. What are the secondary issue areas in which your organization works? (Check all that apply)

Children and Youth

Education

Financial Literacy/Entrepreneurship Housing/homelessness

Workforce Development

Other (please specify)

18. Please describe the populations you serve, and quantify the numbers of beneficiaries each year. Approximately what percentage of the people you serve are low income-moderate income? Please use bullet points

- Latinx/o/a Youth and Families

- Immigrants

- 2002 unduplicated children, youths, and adults.

- Approximately 80% of our client population is Hispanic, while some 6% are African American, and just under 6% are Asian American. Of our remaining beneficiaries, approximately 4% are Caucasian, and 4% identify as another race or ethnicity.

- Nearly 85% of the households we serve are considered Extremely Low Income, Very Low Income, or Low Income, earning less than $30,000 annually.

Funding Strategy: Funding Strategy projects assess revenue sources and revenue generation methods and can provide guidance to broaden or deepen current sources of revenue, recommend untapped sources for funding and screen out less promising avenues. COMPASS can also evaluate earned income ideas and offer recommendations to improve external communications.

32. What are your objectives for this project and why is this a priority for your organization?

Edu-Futuro would be honored to work with Compass on a Funding Strategy project aimed at developing a feasibility study, and a business plan to assess the development of a revenue source to first become an organization that can certify child care providers, and then start a childcare center, if viable, we would like to have a feasibility study report that would lead us to a strong business plan that will allow Edu-Futuro to raise funds needed for the implementation of a child care center. Specifically, Edu-Futuro seeks to explore the possibility of creating a post- COVID-19 bilingual childcare center that can provide much needed services to low-income parents who will pay for the cost of the child care through vouchers, and middle-class parents who will pay for the cost of childcare from their own funds. Our childcare center will serve as an employment opportunity for the current hourly employees we have and who come from our immigrant families participating in our youth and adult programs.

33. What activities do you envision your COMPASS team conducting to achieve the objectives of your proposed project? Please check any that seem appropriate and/or add others.

- Survey and/or interview the Board of Directors
- **Survey and/or interview key staff and relevant external stakeholders**
- **Analyze funding sources and uses**
- Analyze donor data
- Evaluate donor cultivation, tracking, ad stewardship processes
- **Interview/survey and/or hold focus groups with current or prospective donors**
- **Investigate how comparable organizations raise funds**
- Analyze the cost effectiveness of various fundraising strategies
- Research investment required to generate new funding strategies
- **Research investment required to generate new funding source**
- Investigate benefits most attractive to specific donor demographics
- **Evaluate a proposed earned income venture**
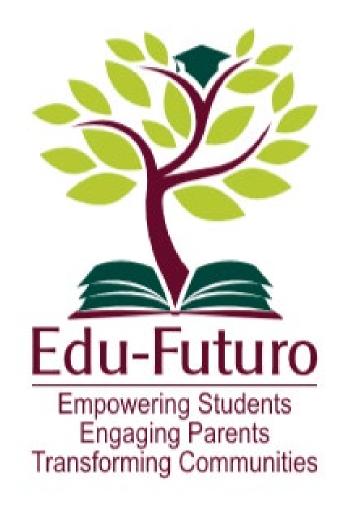- Evaluate an existing earned income program.

    Other (please specify)

   34. Do you have a specific "end product" in mind?

The "end product" envisioned by Edu-Futuro would be a comprehensive report detailing the following:

- A thorough investigation on the economic viability of a post-COVID-19 child care center.

- The potential sources of revenue for the project, including possible local, state, and federal subsidies for children.

- The costs involved with planning, creating, and running the center.

- A step-by-step blueprint for fulfilling all local, state, and federal requirements for the training and certification of Edu-Futuro employees involved in the project.

- A careful examination of the medical and liability limitations created for child care centers opening after the COVID-19 crisis.

35. One to two years after the COMPASS project concludes, what would you like to have achieved, or what capabilities would you like to possess? (check all that apply)

- Additional fundraising or development capacity
- **Diversified revenue streams**
- **Established or increased earned income revenue**
- **Increased corporate revenue**
- **Increased foundation revenue**
- **Increased individual donor engagement and giving**
- Increased membership income
- Utilization of assessment tool to analyze opportunities
- Utilization Board fundraising
- **Established or increased endowment**

Edu-Futuro
Child Care Center
Feasibility Study

Jose Molina and Tran Tran

Overview

Phase	Goal/Deliverable	Page Number
Phase 0	Understand the Critical Need for Affordable Child Care	Page 3
	Impact of COVID-19 Pandemic on Child Care	Page 4
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Phase 2	Develop Child Care Training Program	Page 9
	COVID-19 Considerations (included within programs)	
Phase 3	Community and Partnership Outreach	Page 16
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Vision:

Edu-Futuro will create a child care program to meet the need for affordable quality child care services in the Northern Virginia area, while creating employment opportunities for Latino and Immigrant parents, and providing Latino youth with quality bi-lingual early education. Edu-Futuro's permanent staff will be certified as child care providers, and will work as trainers for new child care trainees. The child care center will function via a Voucher-Hybrid system, providing financial aid for low-income families. Edu-Futuro's child care center(s) will meet the need for child care in the area, plus help parents find employment.

Mission:
Meet the need for affordable quality child care and provide workforce development in the Northern Virginia area.

Phased Approach:
- ➢ **Phase 0: Understand the Critical Need for Affordable Child Care**
  - ○ Meet the needs of parents for accessible child care (affordability, proximity, quality)
  - ○ Meet the developmental needs of children (educational, emotional, physical)
  - ○ Impact of COVID-19 - Further exposing fragility of the current child care system
- ➢ **Phase 1: Identify Staffing Needs**
  - ○ Allocate funds for a specialized child care program director role.
  - ○ Forecast and budget for potential program expenses.
  - ○ Provide resources for Edu-Futuro staff to become certified child care provider trainers.
- ➢ **Phase 2: Research of Similar Program Models**
  - ○ Develop or adopt a training curriculum at the director's lead based on research of similar programs.
  - ○ Identify opportunities to scale resources used to certify trainers and adapt to the training program.
- ➢ **Phase 3: Community and Partnership Outreach**
  - ○ Perform outreach within communities served by Edu-Futuro to encourage parents to enroll in the child care training program.
  - ○ Establish a need-based scholarship program for providers.
  - ○ Identify child care needs within the Edu-Futuro network to provide trainees with employment opportunities.
  - ○ Establish partnerships in the local community for training space and other resources.
- ➢ **Phase 4: Implement Child Care Program**
  - ○ Understand requirements for obtaining a license to operate a child care center in Virginia.
  - ○ Implement voucher-hybrid payment programs for clients.
  - ○ Become an approved subsidy vendor.

★ **PHASE 0**: **Understand the Critical Need for Affordable Child Care**

Why is it important for Edu-Futuro to offer some sort of child care service? Data shows families without access to free child care, like having a grandmother watch the child, enroll their children in high-cost child care centers. There is a serious need for affordable, high quality child care that meets the needs of children and their parents.

Child Care Affordability for Low Income Hispanic Families
Daniel Crosby - Researcher - NSCCE Data

★ PHASE 1: Identify Staffing Needs

This section provides links and details of the different certification opportunities available for registering Edu-Futuro staff and clients as child care providers. The list includes certification requirements, costs, hours and training courses.

Potential Challenge: CDA certification requires a high school diploma or status as a high school junior or senior in an early education/child development Career and Technical Program, which could be a hurdle for Edu-Futuro clients who did not complete high school in the U.S.

We recommend starting to allocate the funds for a qualified program director. The average base salary for a child care center Director in the State of Virginia is 41,544. According to the U.S Department of Labor, that is equal to the national average.

CHILD CARE PROVIDER

ACE Certificate Program endorsed by the Strategic Plan of Virginia Career Works - Northern Region. One of the fastest growing professions in the country, this valuable and needed service can be a rewarding and lucrative career. Join our program and start the journey to become a certified childcare provider today!

Required Courses*	Page
CE01048 | Certificate Prog Registration & Fee ($75)	4
BE08099 | Child Care Provider	*
HM01796| Pediatric CPR and First Aid	19
BE01393 | Résumé and Interview Clinic	9

Excerpt from the ACE Winter 2020 catalog

★ **PHASE 2**: **Develop Child Care Training Program**

Similar and Existing Program Models

> This section provides varying examples of the types of child care providers that currently exist in the NOVA/DC area. Based on the information available, the research below includes curriculums, staff makeup, costs, budgets, age groups and COVID-19 responses.

Areas served: Washington, DC and Maryland

Revenues:
Government Grants and contract revenue………...70%
Net investment gains……………………………..4.7 %
Rental income……………………………………6.3%
Parent fees………………………………………...7.4%
In kind contributions………………………………1%
Grants & contributions…………………………..6%
Expenses:
Program services………………………………….80%
fundraising………………………………………..1.4%
General Administrative………………………….18.6%

★ <mark>PHASE 3</mark>: Community and Partnership Outreach

Edu-Futuro currently has a database of 75 hourly employees to reach out to when additional pragmatic supports are needed, if the funds are available. With this list, Edu-Futuro knows that many of the parents who offer their support need employment and can benefit from this type of workforce development that could lead to long term employment. Providing care for children and youth, while their parents attend Edu-Futuro programs, is already a part-time employment opportunity Edu-Futuro offers.

The Child Care Program can be established without licensing or certifications of the parents. This allows Edu-futuro to get their foot in the door before moving towards opening a center of their own. The parents will gain experience in the professional childcare field and Edu-futuro will build its childcare program. This will extend the age groups Edu-Futuro offers services to, while opening opportunities to further promote other services. Furthermore, offering services before opening a center will allow Edu-Futuro to compile data, measuring the impact of the services. This data will open the doors to new grant opportunities and community partnerships/resources.

★ <mark>PHASE 4</mark>: Implement Child Care Program

The goal for the project is to provide affordable, quality child care for low income families. A way to do this is by implementing a voucher hybrid system - or a sliding scale model - where families pay for what they can afford and the voucher covers the rest. The eligibility criteria for families who want to receive vouchers are listed below. Additionally, Edu-Futuro can become an approved subsidy vendor, thereby accepting vouchers as payment. The steps required to become an approved subsidy vendor are also included below.

Another goal of the project is to provide workforce development through a child care provider training program overseen by Edu-Futuro. The program will provide trainees with the tools and resources to become qualified child care providers.

<div style="background:yellow">★ **Other Considerations**</div>

Coronavirus Related Articles

> We anticipate that the biggest hurdle Edu-Futuro will encounter with the implementation of this project is the current COVID-19 pandemic. The pandemic is highlighting the racial inequalities that still exist today, what communities are at high risk of infection, and many child care centers have closed because their current infrastructure could not withstand the economic toll of the pandemic. As an organization that caters to the needs of the Immigrant and Latino community, it is not something we should overlook. Overall, there are many insecurities around gathering in groups and child care centers can be considered areas where cross contaminations may occur. The pandemic has also shown the importance of reliable child care, it is a necessity for many families. This gives us an opportunity to create a system that is flexible enough to adapt to remote learning.

[The Latino Community in the Time of Coronavirus:](#)
[The Case for a Broad and Inclusive Government Response](#)
UnidosUS, updated August 2020

Key Takeaways:
- **The COVID-19 pandemic has disproportionately impacted Latinos.** As of July 1, Latinos made up 35% of all COVID-19 cases, but 18.5% of the total population.
- **Latino children and youth are getting sick and dying from COVID-19 at the highest rates.** As of July 1, 55% of all confirmed cases in children (ages 5-17) and 43% of all cases in youth (ages 18- 29) are Latino. Latinos make up roughly 40% of all deaths in both age categories.
- **Overrepresented in essential jobs, Latinos are among the highest at risk of exposure.** 19% of nonelderly Latinos had no form of health insurance before the pandemic. With workers losing employer-sponsored coverage, Latino uninsured rates have jumped 22%.
- **Food insecurity in Latino households has increased since the start of pandemic.** Throughout May and June, nearly 20% of Latino households with children reported not having enough to eat.
- **The unemployment crisis has hit Latinos the hardest.** While national unemployment rates improved slightly due to states rushing to reopen their economies, Latino unemployment rate continues to be strikingly higher (14.5%) than the general population (11%).
- **Many Latinos are feeling the weight of not having access to economic impact payments.** 31% of U.S.- born Latinos and 45% of Latino immigrants said they had

received no stimulus checks at all. At same time, over half reported getting no break on their April, May or June housing payments.

- **Latino housing concerns are on the rise.** Over 20% of Latino renters indicate that they were unable to make rental payments on time since the pandemic started, with 43% of Latinos reporting they or someone in their household had trouble making rent or mortgage payments.
- **Latino small business owners are feeling the pinch.** 49% of Latino small business owners reported having difficulty accessing small business loans.

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