

Session Title: Use of Early Care and Education among Special Populations

Paper 1: Child Care Choices of Low-Income, Immigrant Families with Young Children

Heather Sandstrom, Urban Institute
Julia Gelatt, Migration Policy Institute

Paper 2: Understanding Early Care and Education Experiences among Non-Parental Households

Megan Pratt, Arizona State University
Shannon Lipscomb, Oregon State University – Cascades

Paper 3: Child Care Type and Quality among Subsidy Recipients with and without Special Needs

Amy Susman-Stillman, University of Minnesota



Child Care Choices of Low-Income, Immigrant Families with Young Children

Heather Sandstrom, Urban Institute
Julia Gelatt, Migration Policy Institute

CCEEPRC Meeting

March 1, 2017

Acknowledgements

Funded by a Secondary Analyses of Data on Early Care and Education (SADECE) Grant from the Office of Planning, Research and Evaluation in the Administration for Children and Families, US Department of Health and Human Services

Award Number 90YE0171-01-00

Project Officer: Nina Philipsen Hetzner, Ph.D.

Overview of the literature

- Children of immigrants account for one in four children in the US
- Disproportionately likely to:
 - Have parents with low educational attainment
 - Grow up speaking languages other than English at home
- Less likely to access licensed child care and early education programs (Karoly and Gonzalez 2011)
- If limited English proficient, less likely to access subsidized care the year before kindergarten (GAO 2006)
- Potential barriers:
 - Limited availability of ECE programs in LEP-dense geographic areas
 - Lack reliable sources of information
 - Parental care preferences reflect culture, own childhood experiences

Research questions addressed in presentation

1. What child care settings do low-income, immigrant and limited English proficient (LEP) parents use?
 - How do they differ from those used by families headed by US-born and English speaking parents?
2. What factors are important to them in their child care search?
3. What are their perceptions of different care settings: center-based, family child care, informal care, and parental care?
 - How do these perceptions differ from those of families headed by US-born and English speaking parents?

Data source

National Survey of Early Care and Education (NSECE)

- Cross-sectional survey; data collected November 2011-June 2012
- Includes four surveys: households, centers, home-based providers, and center-based workforce
- Nationally representative sample of households with children under age 13 (N=11,629)
 - Information on non-parental caregivers for every child
 - Captures information on care perceptions, preferences, and last child care search for focal child
 - Calendar data to examine parental work against care use
- Analytic sample = all low-income households (under 200% FPL) with a selected focal child under 5, excluding a very small group of immigrant children (N=2,720)

**Findings part 1:
Characteristics of study
families, by immigration
background**

Immigration background

Of low-income families in the NSECE with a selected child under age 5:

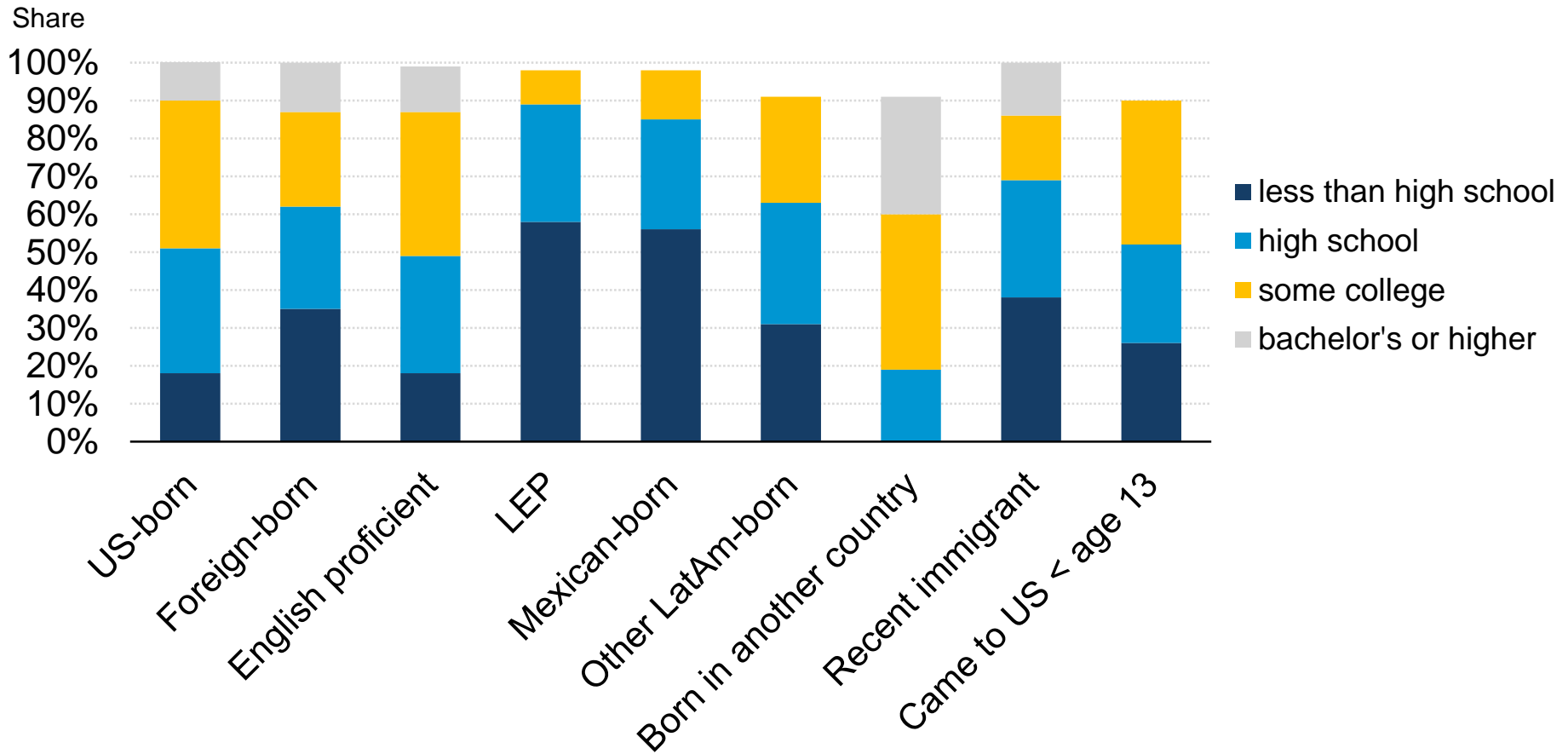
- 21% have a foreign-born respondent
- 9% have an LEP respondent

Of low-income, foreign-born respondents in the NSECE with a selected child under age 5:

- 39% are LEP
- 47% were born in Mexico
- 23% were born in another Spanish-speaking country
- 30% were born in a non-Spanish speaking country
- 27% came to the United States before the age of 13
- 30% came to the United States within the past 10 years

Parent educational attainment

By place of birth / English proficiency, among low-income households, with a selected child under age 5

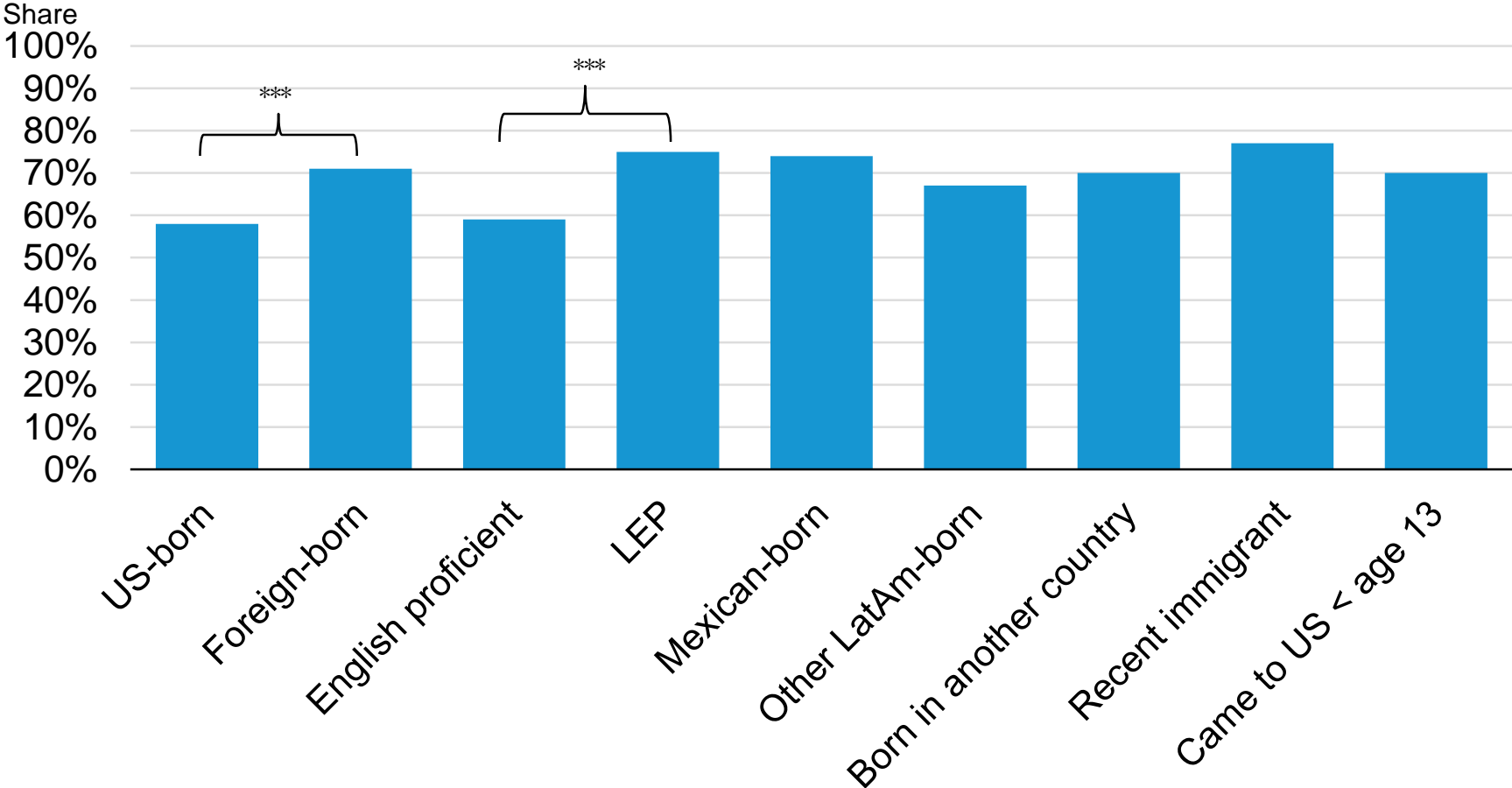


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years. Some information suppressed due to NSECE disclosure rules.

Two-parent households

By place of birth / English proficiency, among low-income households, with a selected child under age 5



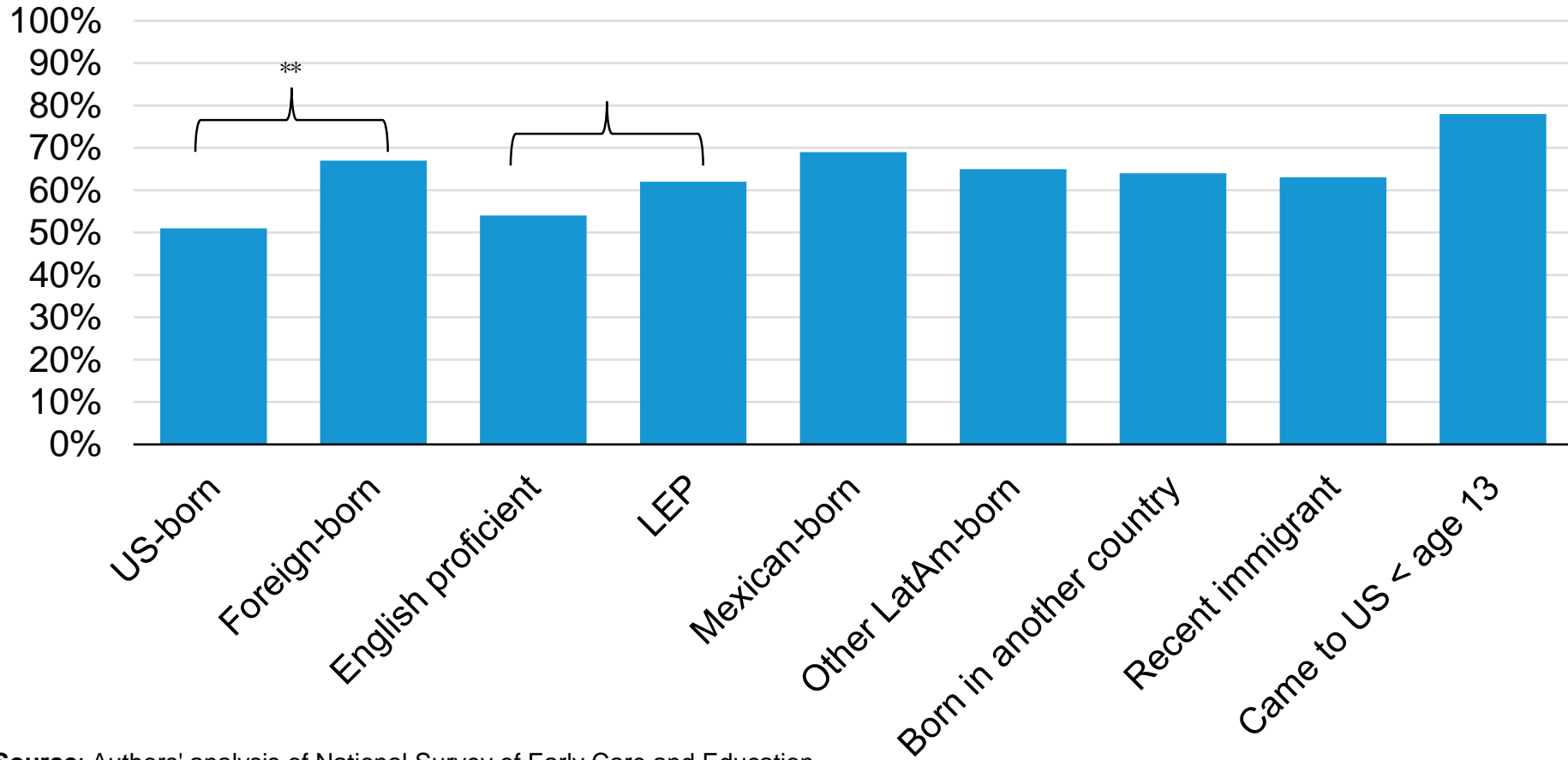
Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Has a non-parent adult relative in household

By place of birth / English proficiency, among low-income households, with a selected child under age 5

Share

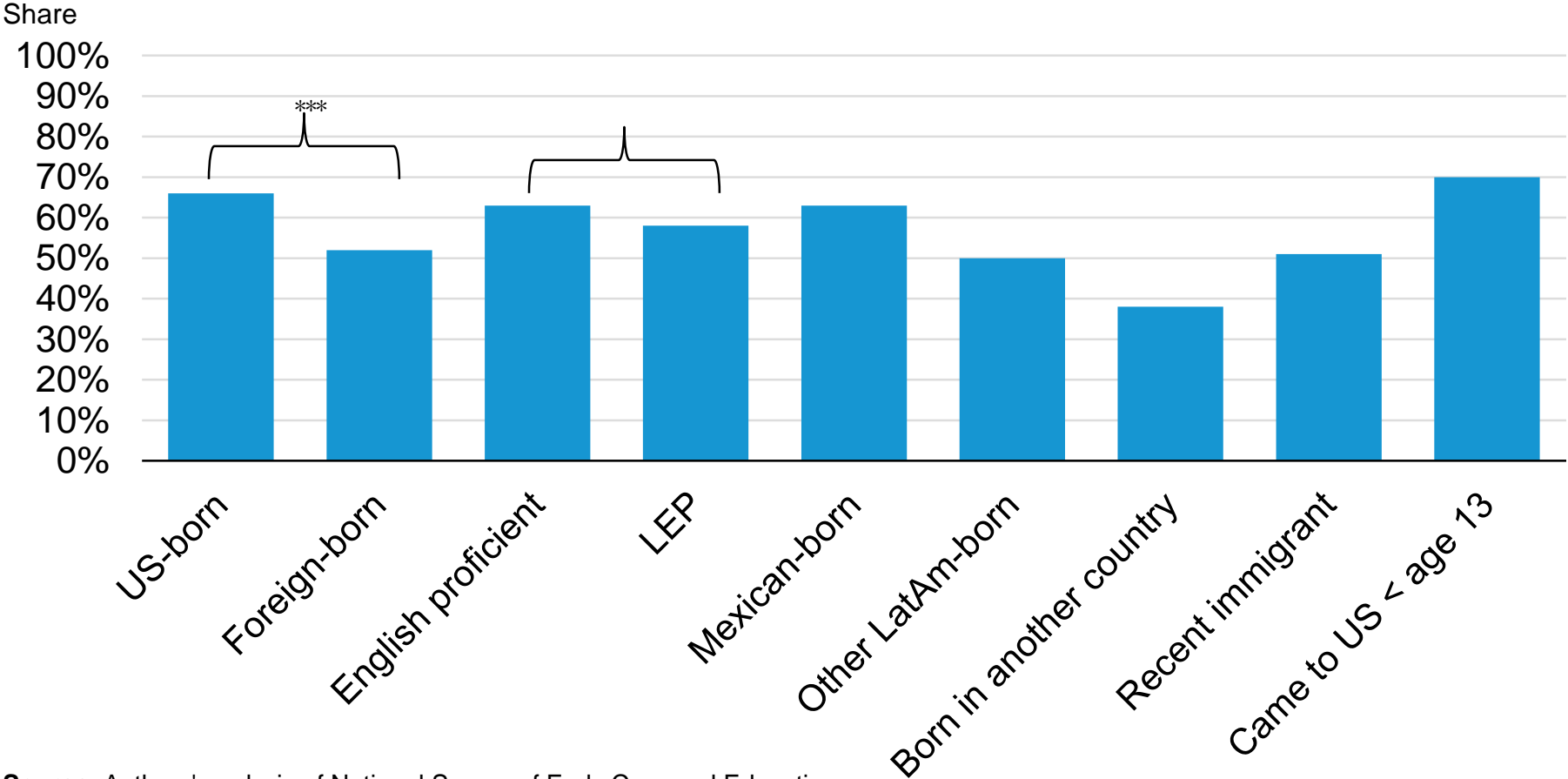


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Has a relative within a 45-minute drive who would provide child care, if paid

By place of birth / English proficiency, among low-income households, with a selected child under age 5



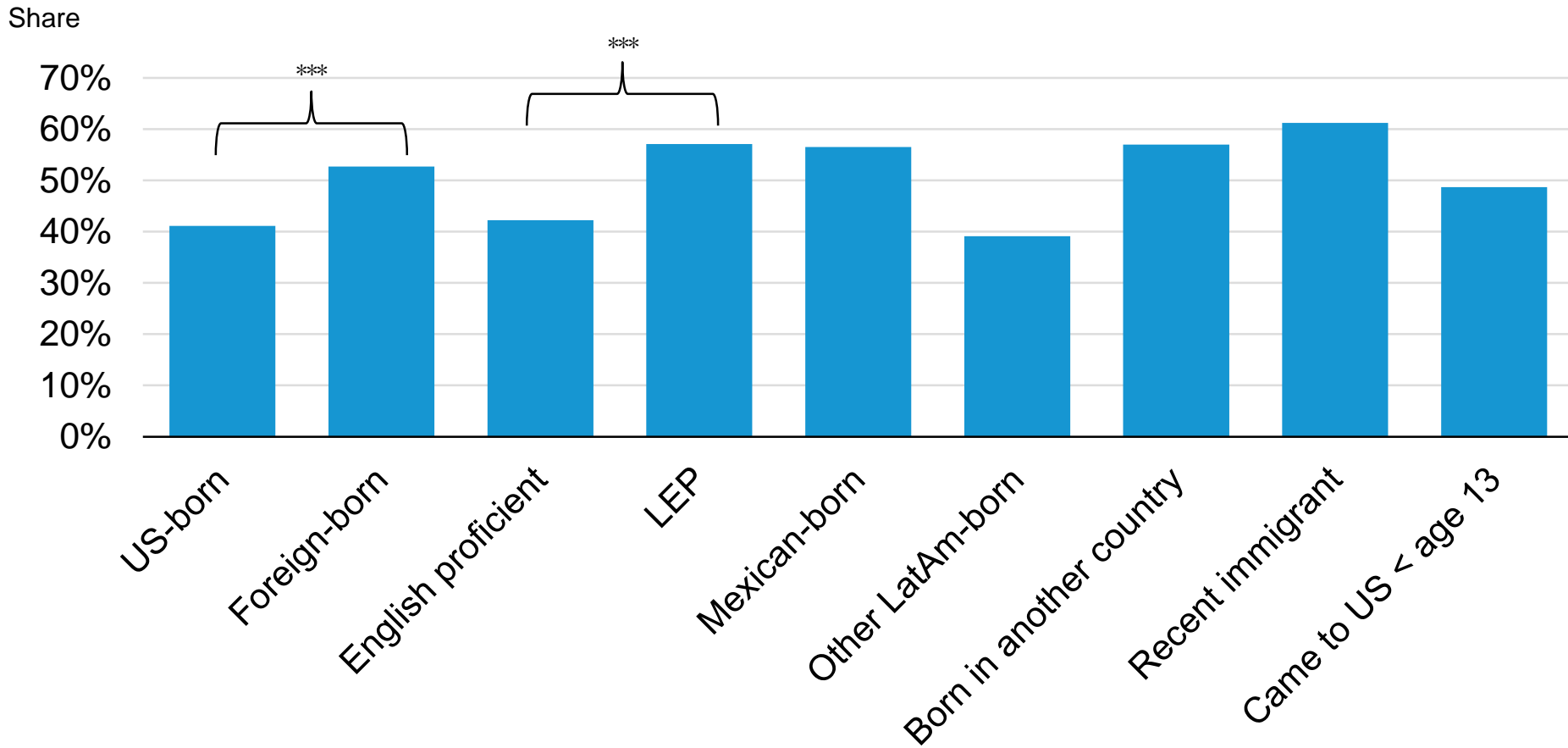
Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Findings part 2: Child care settings

Share using parent care only

By place of birth / English proficiency, among low-income households, with a selected child under age 5

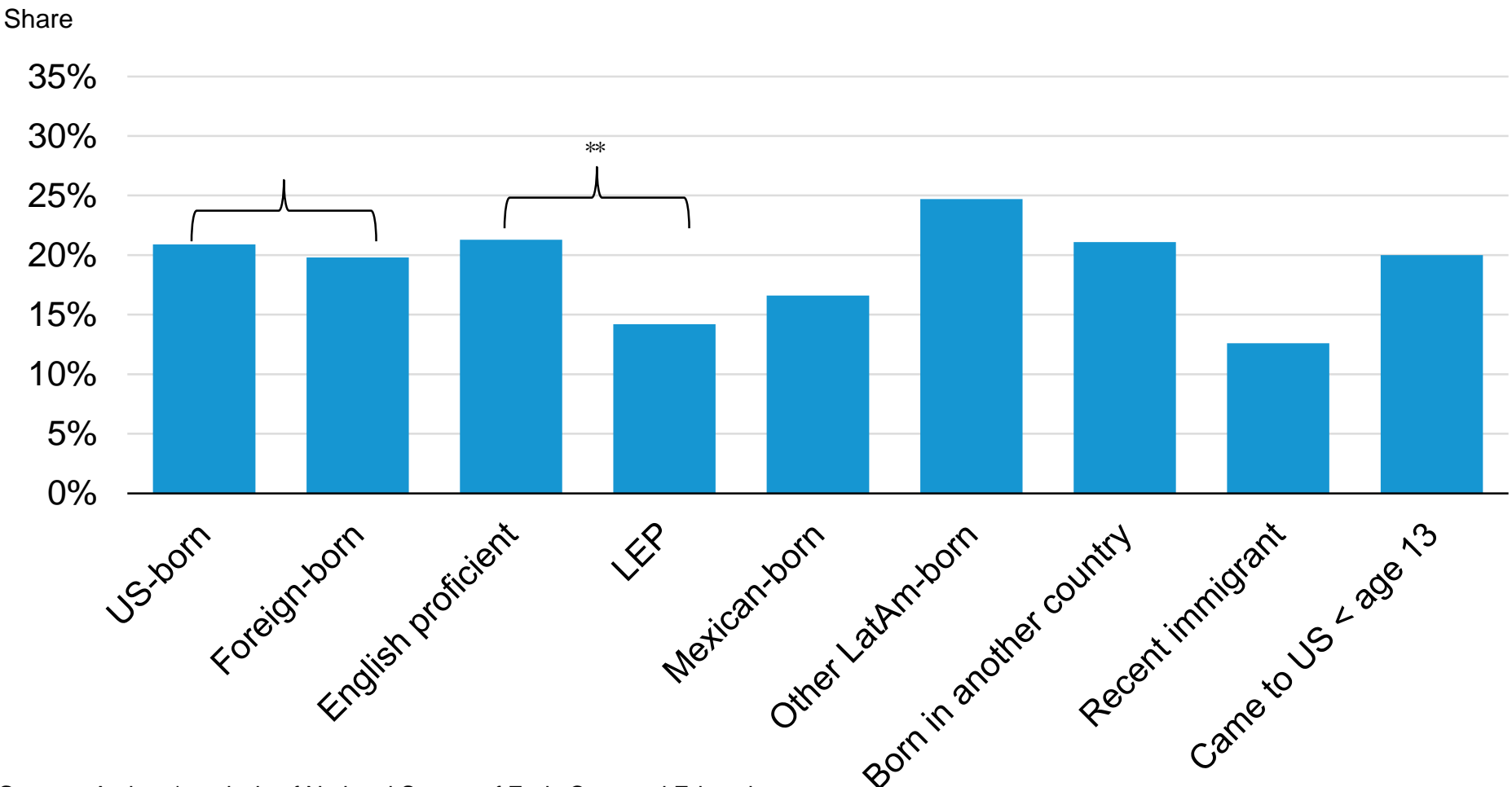


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Share using center-based care

By place of birth / English proficiency, among low-income households, with a selected child under age 5

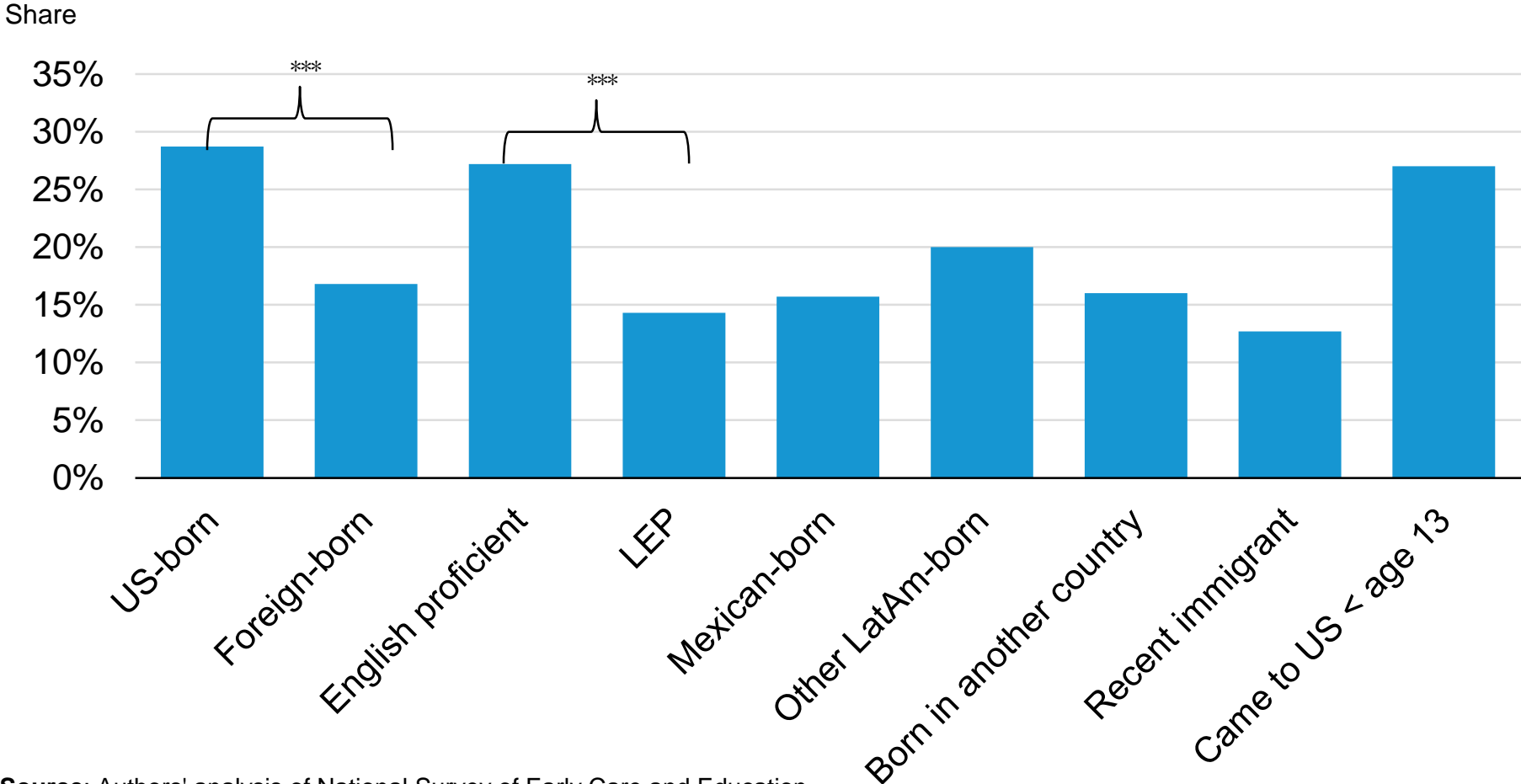


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Share using unpaid, relative care

By place of birth / English proficiency, among low-income households, with a selected child under age 5

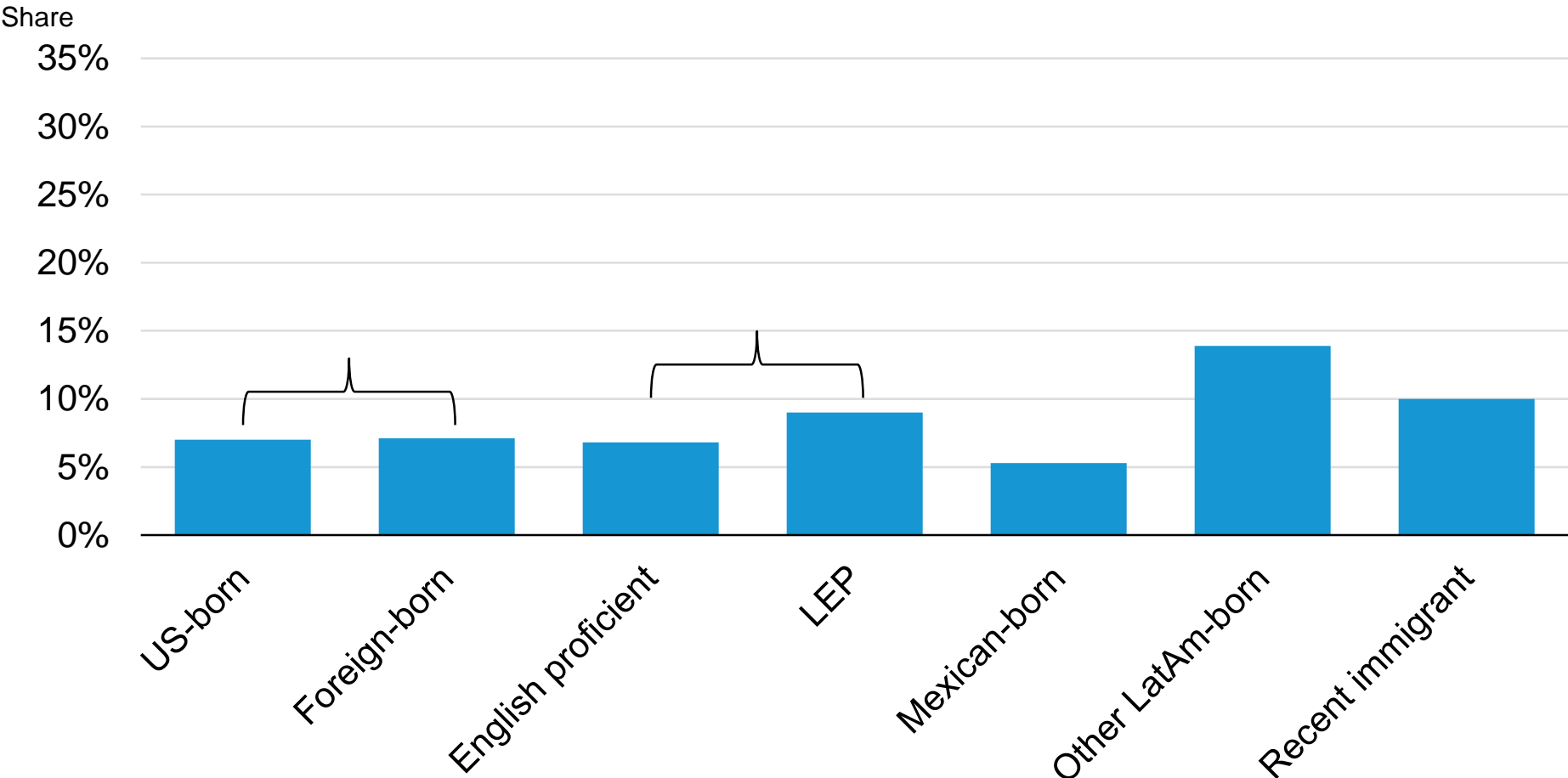


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Share using paid, non-relative, out-of-home care

By place of birth / English proficiency, among low-income households, with a selected child under age 5



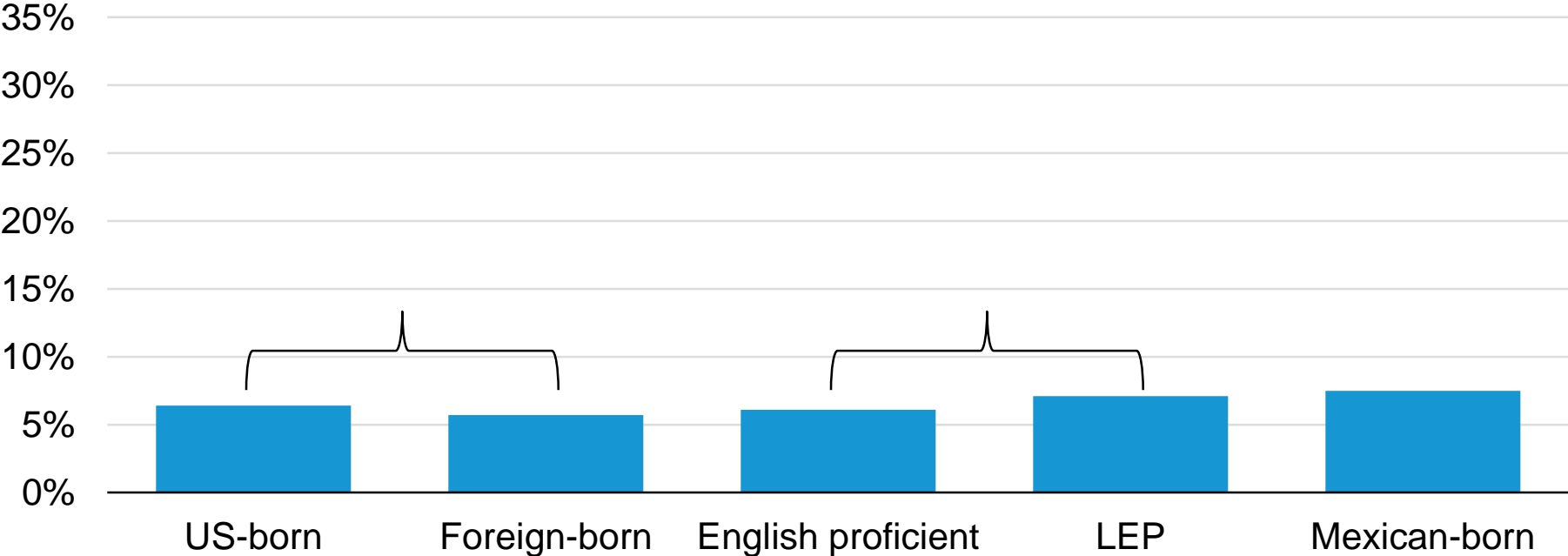
Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Share using paid relative care, or paid, non-relative, in-home care (e.g., nannies,

By place of birth / English proficiency, among low-income households, with a selected child under age 5

Share

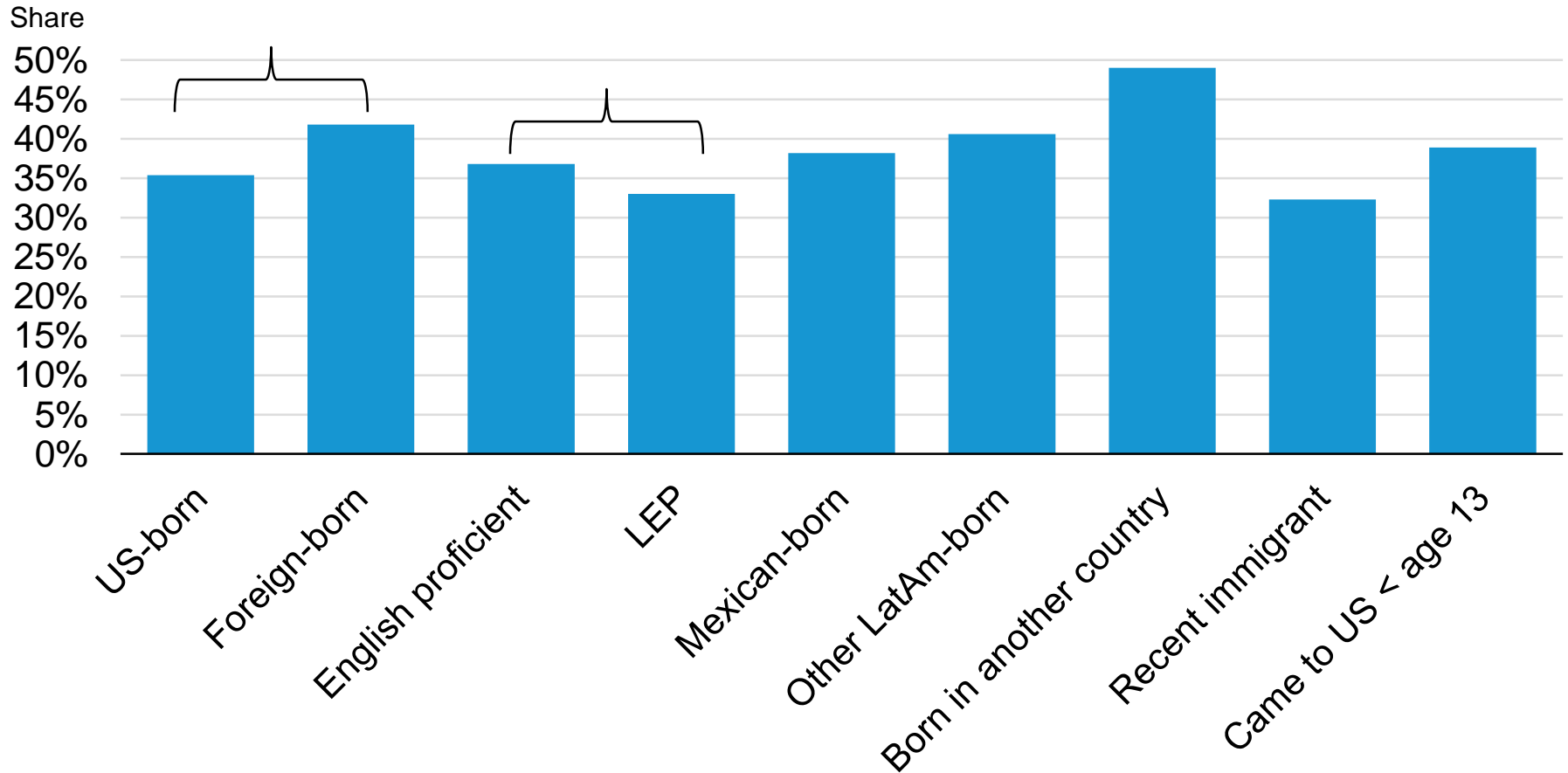


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Share using center-based care, among those using any non-parental care

By place of birth / English proficiency, among low-income households, with a selected child under age 5



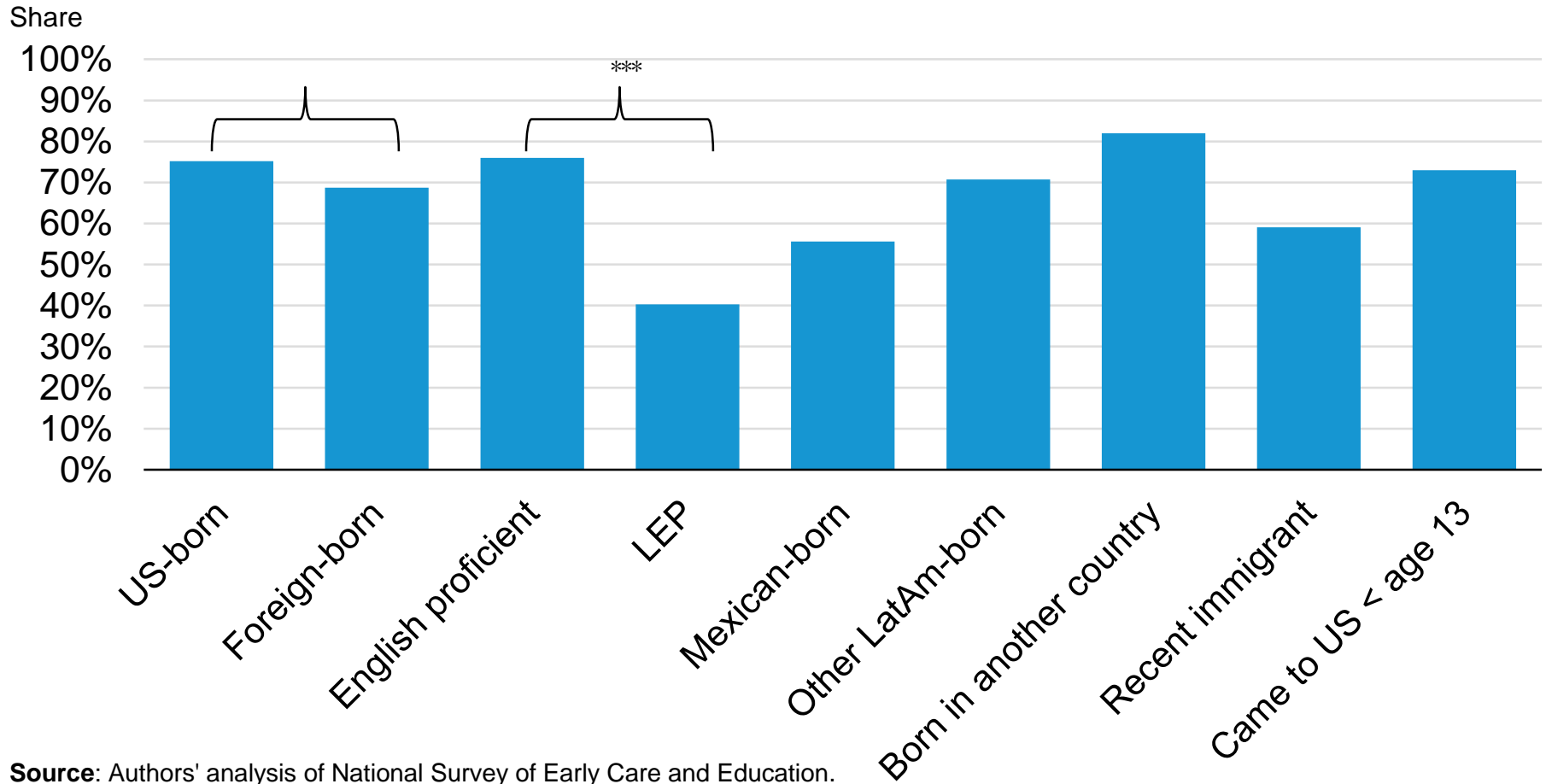
Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Findings part 3: Child care search

Of those with a recent child care search, share that considered a center-based provider

By place of birth / English proficiency, among low-income households, with a selected child under age 5

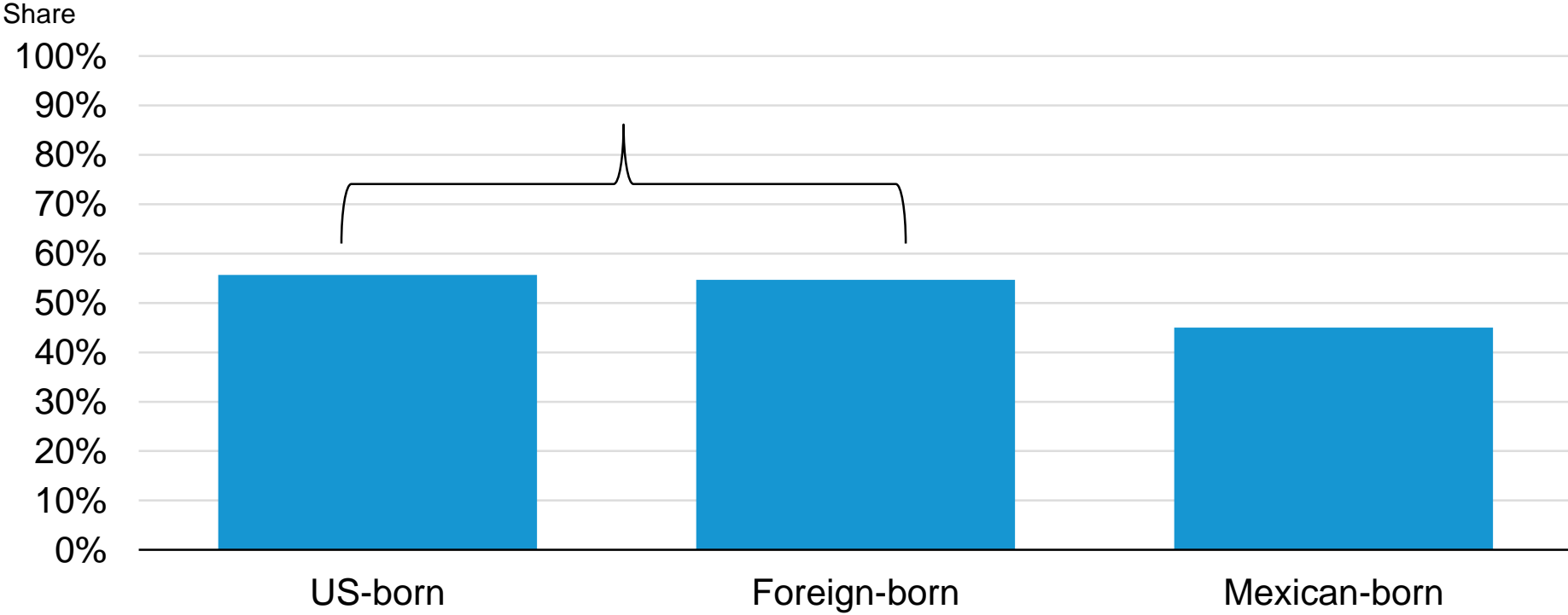


Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Of those with a recent child care search who changed providers, share that chose a center-based provider

By place of birth / English proficiency, among low-income households, with a selected child under age 5



Source: Authors' analysis of National Survey of Early Care and Education.

Parents were asked about care preferences

Survey Question: Characteristics of care may be more or less important for different children depending on the age or personality of the child.

Thinking about (SELECTED CHILD), how important was _____ for him/her?

Would you say very important, somewhat important, or not very important?
(*“No opinion”* was fourth option)

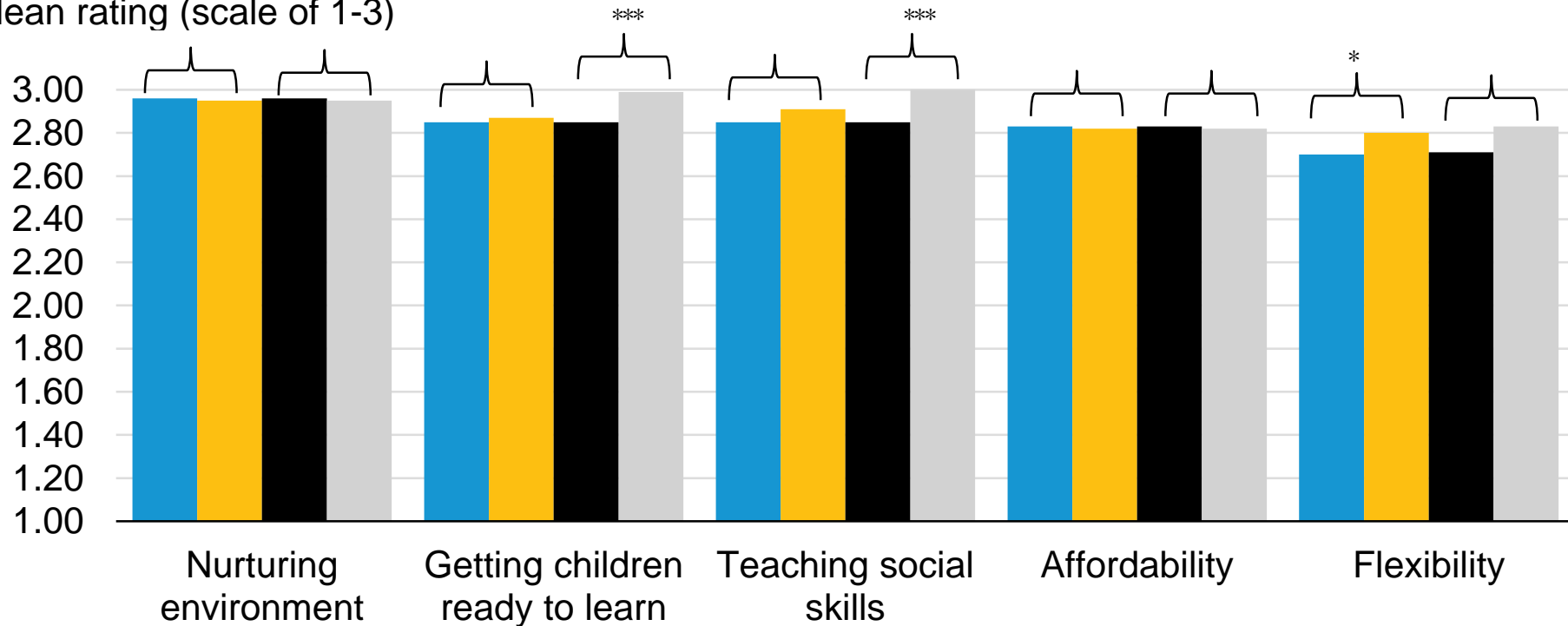
- A nurturing environment
- Helping children being ready to learn in school
- Teaching children how to get along with other children
- Flexibility for parents
- Affordability

Parental care preferences

By place of birth / English proficiency, among low-income households, with a selected child under age 5

■ US-born ■ Foreign-born ■ English proficient ■ LEP

Mean rating (scale of 1-3)



Source: Authors' analysis of National Survey of Early Care and Education.

Findings part 4: Child care perceptions

Parents were asked about their perceptions

Survey Question: These next questions are about how you view different types of child care or after-school care for children of the same age as (SELECTED CHILD). Please think about each type of care in general, not any specific program you know of. The types of care I will ask you about are: **center care, relative or friend care, family day care, and parental care.**

Now how would you rate it on _____ for children of the same age as (SELECTED CHILD)? Would you say: excellent, good, fair, poor?

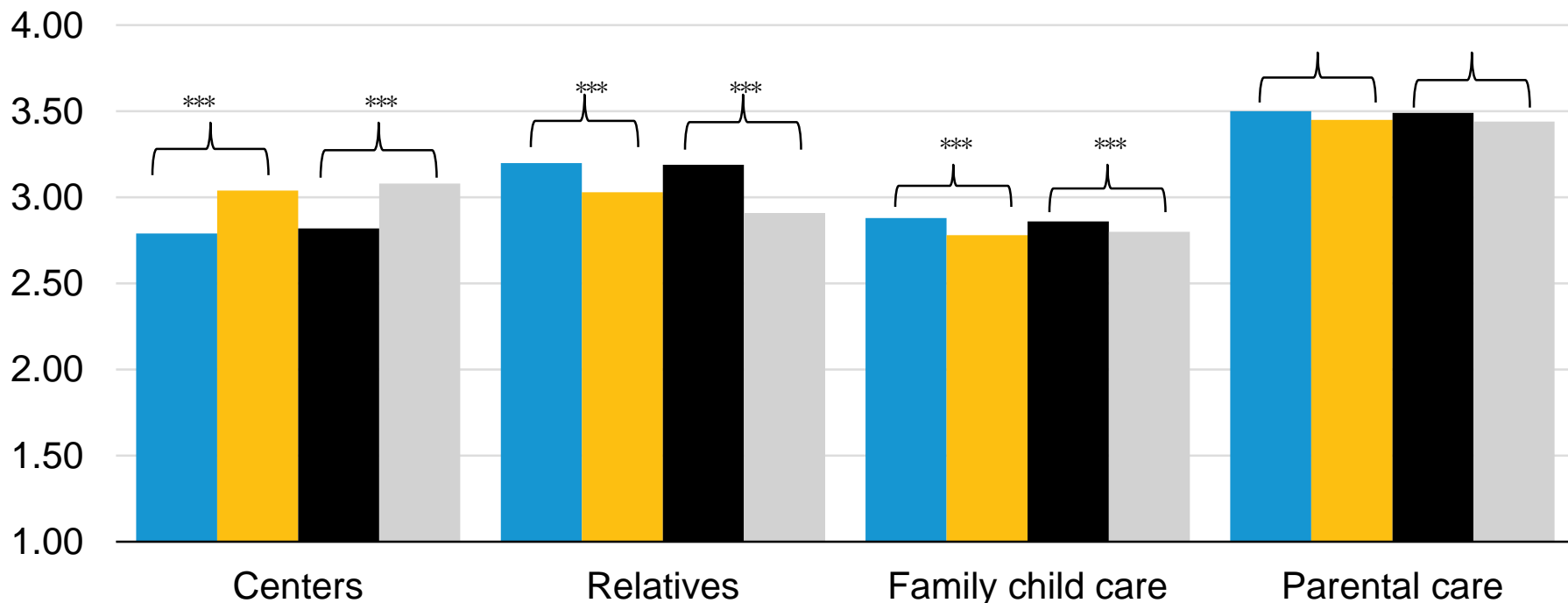
- Having a nurturing environment?
- Helping children be ready to learn in school?
- Teaching children how to get along with other children?
- Safety?
- Affordability?
- Flexibility?

Mean rating of each type of care

By place of birth / English proficiency, among low-income households, with a selected child under age 5

■ US-born ■ Foreign-born ■ English proficient ■ LEP

Mean rating (scale of 1-4)



Source: Authors' analysis of National Survey of Early Care and Education.

Note: "Other LatAm" indicates other Spanish speaking country. Recent immigrant indicates entered in the past 10 years.

Summary and implications

Summary

- Young children of low-income, foreign-born and LEP respondents are less likely to be in non-parental care
 - When they are in child care, they use centers at similar rates
- US-born respondents more likely to have relative nearby and more likely to use unpaid relative care
- Care preferences are more similar than different across groups
- Foreign-born and LEP respondents have more positive perceptions of centers, while US-born/English had more positive perceptions of family child care
 - But LEP respondents less likely to consider center in last search

Implications

For research:

- Considering definitions of “immigrant”
 - How does age at arrival, years in US, acculturation, country of origin, home language, English proficiency, and social networks play a role?

For policy and practice:

- Identify ways to increase access while honoring parental choice
- Identify barriers facing LEP families
- Consumer education

Contact Information

Heather Sandstrom

Senior Research Associate

Urban Institute

2100 M Street NW

Washington, DC 20027

hsandstrom@urban.org

202-261-5833

Julia Gelatt

Senior Policy Analyst

Migration Policy Institute

1400 16th St., NW, Suite 300

Washington, DC 20036

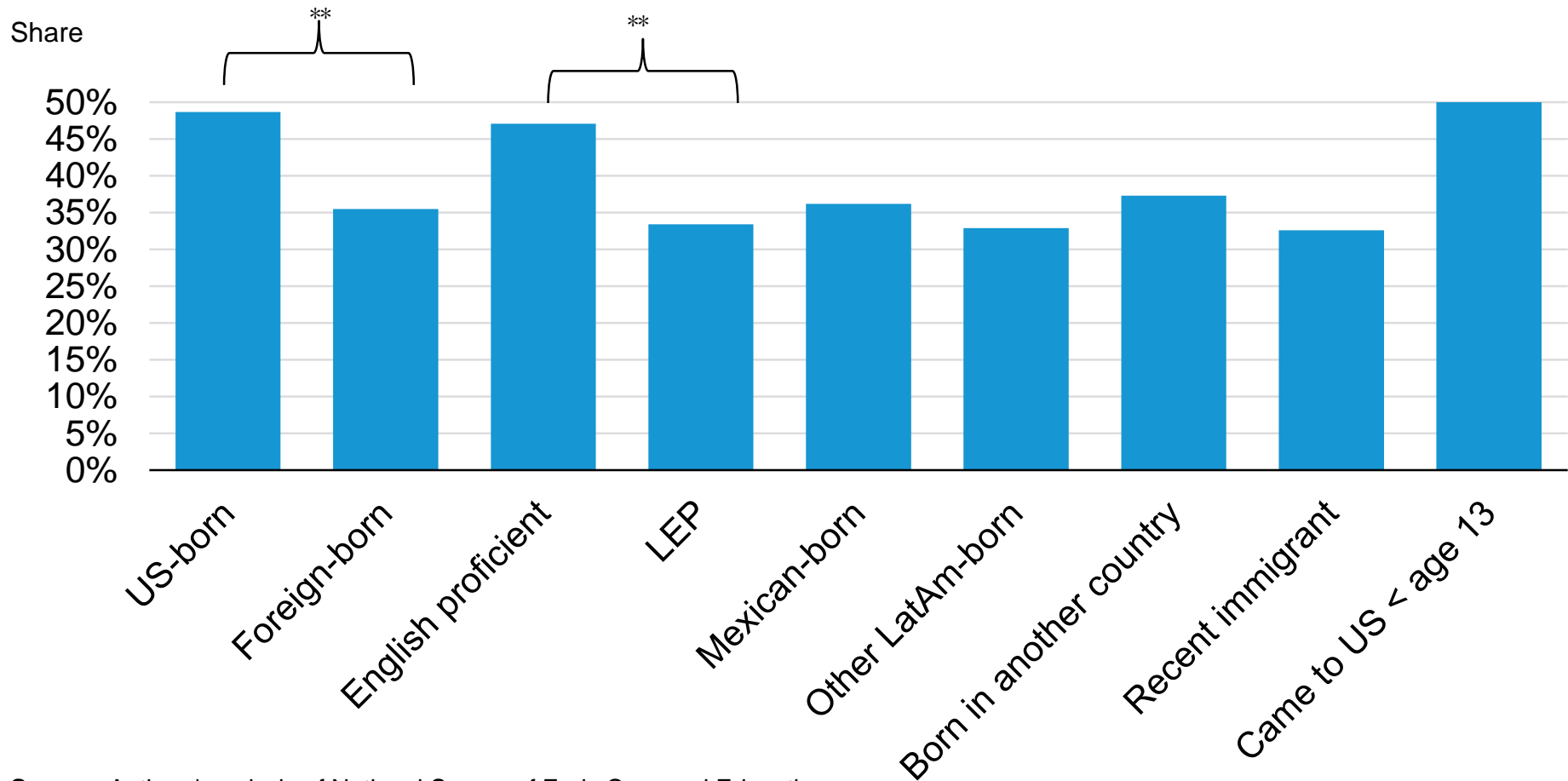
jgelatt@migrationpolicy.org

202-266-1913

EXTRA SLIDES

Share using unpaid, relative care, among those using any non-parental care

By place of birth / English proficiency, among low-income households, with a selected child under age 5

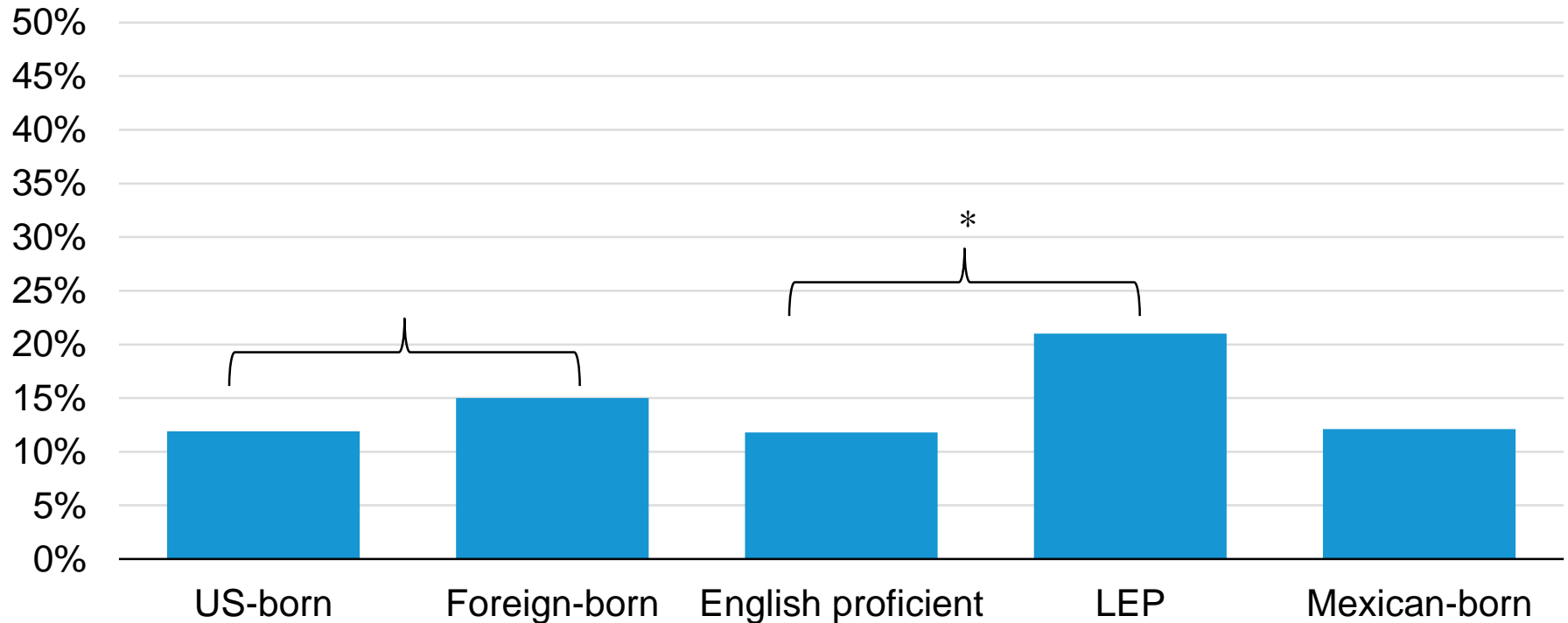


Source: Authors' analysis of National Survey of Early Care and Education.

Share using paid, non-relative, out-of-home care, among those using any non-parental care

By place of birth / English proficiency, among low-income households, with a selected child under age 5

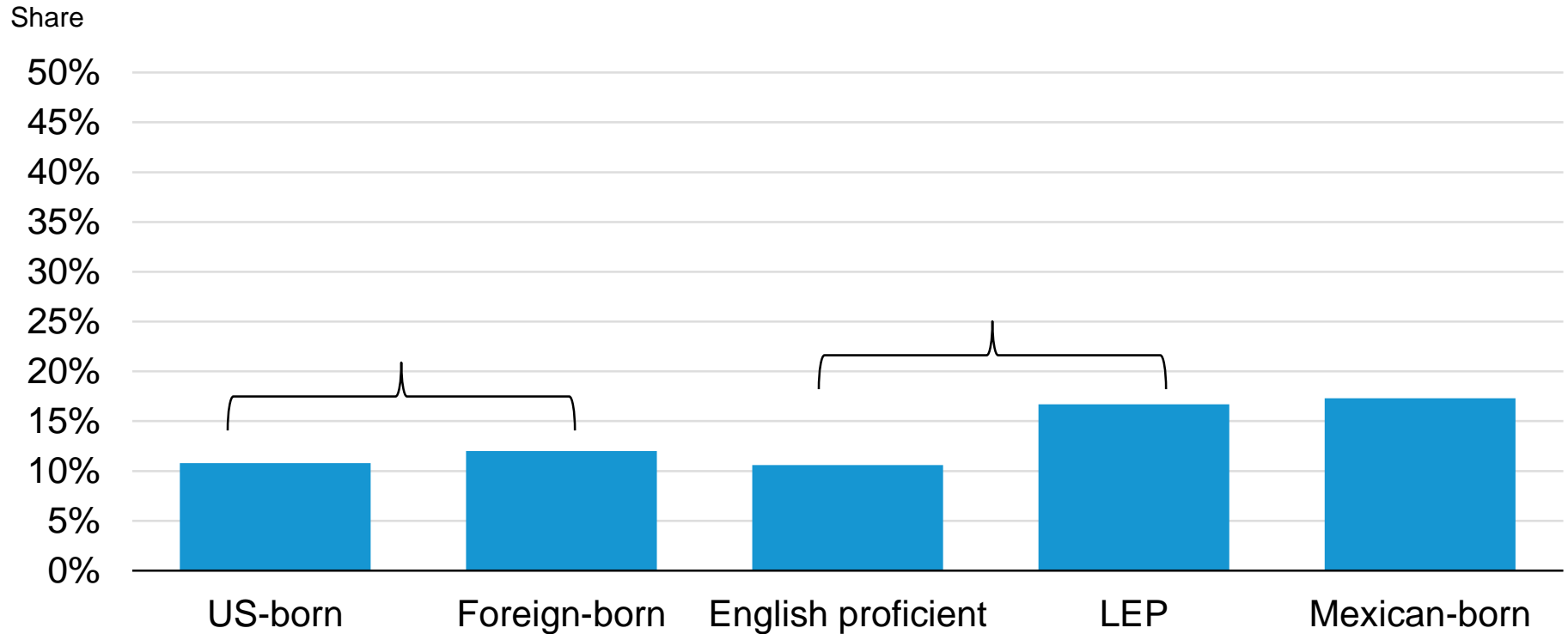
Share



Source: Authors' analysis of National Survey of Early Care and Education.

Share using paid relative care, or paid, non-relative, in-home care, among those using any non-parental care

By place of birth / English proficiency, among low-income households, with a selected child under age 5



Source: Authors' analysis of National Survey of Early Care and Education.