

1. Descriptive Information

<p>A4: Use of Early Care and Education Among Special Populations</p> <p>This breakout will address how different types of ECE are used by three special populations: (1) immigrant households, (2) non-parental households, and (3) households with children with special needs. Each presentation will share findings from nationally representative secondary data sets to describe the household usage rates of different care types (e.g., center-based, informal care), preferences for certain types of care, care quality, and factors that predict differences in care usage. Together, the presentation findings are valuable considering that it is often difficult to gain information about these groups due to the low prevalence of such households in smaller scale data sets. This topic will elicit a discussion around issues, such as factors that drive family-level decision-making about ECE usage and the role of subsidies and other policies within vulnerable households.</p>	<p>Facilitator</p> <ul style="list-style-type: none"> • Heather Sandstrom, Urban Institute <p>Presenters</p> <ul style="list-style-type: none"> • Heather Sandstrom, Urban Institute, and Julia Gelatt, Migration Policy Institute-Child Care Choices of Low-Income, Immigrant Families With Young Children • Shannon Lipscomb, Oregon State University-Understanding Early Care and Education Experiences Among Non-Parental Households • Amy Susman-Stillman, University of Minnesota-Child Care Type and Quality Among Subsidy Recipients With and Without Special Needs <p>Scribe</p> <ul style="list-style-type: none"> • Maya Cook, Child Trends
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2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

- Slides available on Research Connections

3. Brief Summary of Presentations

- **Summary of Presentation #1: *Child Care Choices of Low-Income, Immigrant Families with Young Children***
 - Background: Immigrants account for 1 in 4 children in the US
 - They are less likely to access licensed ECE programs
 - Parents who have limited English proficiency are less likely to access child care and early care and education programs
 - Main research question: What child care settings do low income immigrant and limited English proficient parents use? What factors are important to them?
 - Researchers used data from a cross-sectional survey that was collected 4 years ago, and specifically used the data set from the Household Survey.
 - The analytic sample included all low-income families with a focal child under the age of 5. In every household, a child was randomly selected as a focal child for whom parents reported child care preferences and a recent care search.
 - Findings:
 - Immigrant families were much more likely to have a non-parent adult relative in the household.
 - Families from the US were much more likely to have a relative living within a 45-minute drive.
 - Child care setting specific findings
 - In the share that was using parent care only, we see a difference in the foreign born and LEP respondents with higher rates of parents staying home with their children.

- In the share using center-based care, there was no difference in US or foreign born respondents, but those who spoke a different language were less likely to use center-based care
 - In the share using paid, non-relative, and out of home care (proxy for family child care) there were no differences in utilization rates across groups
 - In the share using center-based care among those using any non-parental care, the foreign-born group was slightly more likely to use this type of care
 - Child care search findings
 - More people who spoke a different language considered a center-based provider in a recent child care search, but they weren't any more likely to choose a center, suggesting certain barriers may have prevented access.
 - We will learn more as we link household data with data from the center-based provider survey regarding the local supply of centers.
 - Findings regarding child care preferences- how important were specific indicators?
 - Most respondents thought nurturing was very important
 - Getting children ready to learn was higher for LEP respondents, as was teaching children social skills
 - There were no differences in affordability
 - Foreign-born respondents ranked flexibility as being more important than other groups
- **Summary of Presentation #2: *Early Care and Education Among Non-Parental Households***
 - This research focused on non-parental households (e.g., households when the child's biological/adoptive/step parent does not live in the household such as foster care and kinship care)
 - Study took place at the household level, in that, it included houses that have at least one child that is not in the care of a relative.
 - Research question: How are non-parental households with children ages 0-5 approaching early care and education? How does it compare with non-parental households?
 - Because of the population used the data set was small (N=180)
 - Findings
 - There were no statistically significant findings regarding the proportion of households reporting that center care is excellent or good in non-parental versus parental care
 - More non-parental households saw family day care as helpful for children
 - Parental care was seen less favorably for respondents in non-parental households
 - Most parental households reported that they searched for child care so that they could work or change their job, but most non-parental respondents reported that it was more for the education and social enrichment of the child
- **Summary of Presentation #3: *Childcare Type and Quality among Subsidy Recipients with and without special needs***
 - This study examined the different early care and education experiences that children with disabilities have
 - Children with special needs is a population that experiences barriers to services
 - When choosing care parents with children with special needs have unique factors to consider regarding unique quality considerations
 - Adult: Child ratio
 - Caregiver knowledge
 - Physical environment
 - The child caregiver relationship
 - Intensity of caregiving needs
 - Research question: how do subsidies affect the type and quality of care that families with special needs receive? Does the type of child care differ? What types of care are subsidized by children with special needs?
 - This study used the ECLS- Birth Cohort

- 3 waves of data- 9 months, 2 years, and 4 years
 - Sample 1- all children eligible for subsidies
 - Sample 2- subsidy eligible children with special needs
 - Findings
 - At 9 months children with special needs are less likely to use home based care and at 2 and 4 more likely. However, they are more likely to use center based care at 9 months and less likely at ages 2 and 4
 - Children who received subsidized care are more likely to receive non-parental care
 - When we compare children, those who use a subsidy are more likely to experience care that does not meet quality standards in terms of the child: caregiver ratio
 - Higher quality care was observed for toddlers with special needs
 - Lower quality care was observed for preschoolers
 - There was a higher child: adult ratio for toddlers and preschoolers
 - Black children with special needs especially less likely to have access to high quality care

4. Brief Summary of Discussion

The majority of discussion centered around the challenges of doing research with these populations. All the researchers used secondary data, and in our work it is difficult to account for all potential factors given the data available. Even within narrow subpopulations, families are very diverse. It is useful to mine the data to see what variables are available and to help inform future data collections to make sure certain household information is collected. Doing research with special populations is especially difficult because most large scale surveys do not target special populations. In longitudinal studies, we tend to lose and gain children with each of the waves. However, it is helpful to do a comparison across populations, and to make sure that we use multiple methods and strategies to address these research questions.

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

- Child Care Choices of Low-Income, Immigrant Families with Young Children
 - Foreign born and LEP respondents perceive child care centers as being slightly higher quality.
 - Young children of low income, foreign born and LEP respondents are less likely to be in non-parental care,
 - Overall, care preferences are more similar than different across US born, English speaking, LEP, low income, and foreign born respondents
 - Foreign born and LEP respondents have more positive perceptions of centers while US born and English had more positive perceptions of family child care
- Early Care and Education Among Non-Parental Households
 - Non-parental households perceived family child care as better and parental care as less favorable.
 - Non-parental households are also more likely to search for children's social and educational enrichment and are less likely to change care once they are in it
- Childcare Type and Quality among Subsidy Recipients with and without special needs
 - Without subsidies parents of children with special needs are relying on parental care
 - Subsidies boost access to home- and center-based care, but toddlers and preschoolers with special needs access home-based care more
 - Subsidies did not generally result in access to higher quality care for children with special needs