

# Dynamics of CCDF Subsidy Use Among Hispanics and Immigrants in the IL/NY Child Care Research Partnership Study: Lessons from Integrating Survey and Qualitative Data

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# Motivation and Background

- CCDF Child care subsidies are critical work support
- Program use is dynamic: short spells; program cycling
- IL/NY Child Care Research Partnership
  - What explains instability in program use?
  - What are implications of instability for child care continuity?

# IL/NY Child Care Research Partnership

- 4 Targeted Regions
  - New York – Nassau and Westchester Counties
  - Illinois – Service Delivery Areas 6 (Cook County) and 14 (7 counties southwestern Illinois)
- Sample “new entrants” in the subsidy program
  - Never received subsidy during two years prior
  - Families applied for a subsidy for a non-school age child (not eligible for K in fall 2011)
- Three data sources:
  - Child care subsidy payment records for 18-month period (N=7,712)
  - Telephone Survey ~14 mos after subsidy entry (N=612)
  - In-person Qualitative Interviews ~ 17 mos after subsidy entry (N=85)

# Qualitative Interviews: Data and Analysis

- Subset of 85 survey respondents across 4 regions
  - Subgroup of 61 respondents who left the subsidy
- 90-minute, in-person interviews
- The interview protocol designed to capture
  - clients explanations for their subsidy and child care use patterns
  - experiences with the subsidy program
  - employment and child care schedules
  - challenges faced in managing work and family responsibilities
- Interviews were audio-recorded, transcribed, and coded and analyzed using a software program Nvivo 10

# Hypothesized factors related to instability

- Subsidy program characteristics
  - Duration of eligibility period; program rules; Administrative hassles
- Parental employment circumstances
  - Job loss; Precarious employment characteristics
- Child care characteristics
  - Type of care; Provider characteristics; Parental view of provider

→ Using linked survey-admin data, examine relationship of these factors to leaving subsidy program and leaving child care arrangement, controlling for demographic characteristics.

→ With qualitative interviews, understand the circumstances and processes that contribute to (in)stability in subsidy use and arrangement (dis)continuity.

# Key Findings from IL/NY CCRP

1. Short spells, clustered around eligibility period.
2. Subsidy program experiences, employment instability, child care characteristics contributed to duration of subsidy use; as did demographic variables including immigrant status.
3. After subsidy exit, half stayed w/ provider but half left.
4. If parents left arrangement, where did they go?
  - Almost always into less formal, less expensive arrangement or without care altogether.
5. If they stayed, how did they manage?
  - 3 strategies: Negotiated payment plans with providers, Got help from support networks, Reduced hours of care

# Today's Focus

- So how does this project fit into this panel on child care access among Hispanic and Immigrant families?
- Curious results buried in the survey findings

**Immigrants showed a consistently lower risk of leaving the subsidy program during the 18-month observation period**

**Immigrants show lower risk of leaving child care provider during the 18-month observation period as well**

**Immigrants disproportionately used their subsidy for center care**

# So here is the plan...

Use survey and qualitative data to do 2 things:

1. Look descriptively at the sample of immigrants
  - Demographics
  - Experiences on subsidy, based on qualitative data
  - Spell lengths, from linked survey-admin data
2. Consider factors that might explain longer subsidy spells, based on qualitative data

→ All of this is very preliminary



# Survey and Qualitative Immigrant and Hispanic Sample

Total survey sample	Immigrants	Self-identified Hispanic/Latino/a	Hispanics who are immigrants	Chose to participate in Spanish
N=612	N=127 21%	N= 158 26%	N=99 16%	N=65 11%
Total qualitative sample	Immigrants	Self-identified Hispanic or Latino/a	Hispanics who are Immigrants	Chose to participate in Spanish
N=85	N=23 27%	N=26 31%	N=23 27%	N=16 19%

# Immigrant and Hispanic Sample Demographics relative to Total Sample

Compared to overall sample:	
More likely to:	Less likely to:
<ul style="list-style-type: none"><li>• have less than high school degree</li></ul>	
<ul style="list-style-type: none"><li>• be married or living w/partner</li></ul>	<ul style="list-style-type: none"><li>• be on TANF</li></ul>
<ul style="list-style-type: none"><li>• use center care</li></ul>	<ul style="list-style-type: none"><li>• use informal care</li></ul>

# Subsidy Experiences – Similar to Overall

In qualitative interviews, reported many similar experiences – **both good & bad** – to overall sample

## Most Common Positives

- Allowed them to work and purchase care they wanted
- Made care more affordable
- Helped with staying on track of family budget
- Limited trouble understanding process or paperwork, but some unique challenges.

## Most Common Negatives

- Hassles with office; Lost paperwork
- Unavailable/Rude caseworkers
- Reimbursement too low; Copay too high

# Subsidy Experiences – Unique

Language issues, poor translation, few Spanish-speaking staff

- **9 of 16** qualitative participants with limited English proficiency said their assigned caseworker **did not speak Spanish**, leading to poor communication.
- **5 of 9** explicitly described caseworkers as **rude and unfriendly** because of language barriers.
- **8 of 16** took unpaid time off work to **visit program office** to resolve problems or to ensure paperwork was stamped/received (20% overall sample).

Problems w/communication over phone, harder to communicate

Monica re: Spanish call option doesn't work at all:

- *Sometimes I call, I want to call in Spanish, and when no one picks up and they just have me there, ringing and ringing, no one answers, so I just hang up and call again and speak in English and they pick up.*

# What do spell lengths look like?

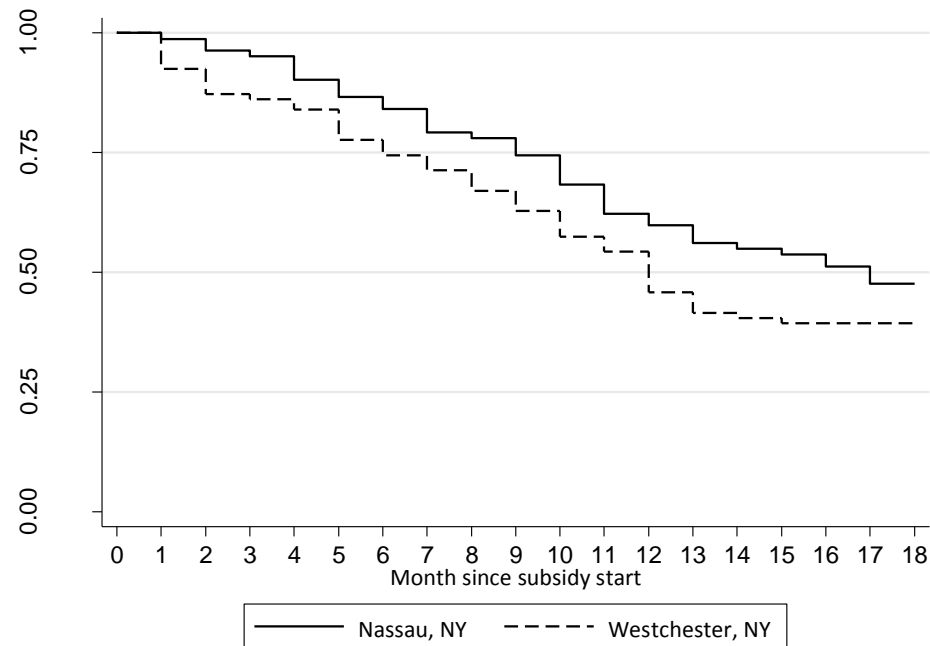
- Remember, in broader study we found immigrants had longer subsidy spells

# Median Spell Lengths for IL and NY

	<b>Total Sample (n=558)</b>	<b>Hispanic Sample (n=148)</b>	<b>Immig Sample (n=127)</b>	<b>Hispanic Immig Sample (n=91)</b>	<b>Hispanic Non-Immig (n=57)</b>
<b>IL</b>	<b>8 mos</b>	<b>8 mos</b>	<b>9 mos</b>	<b>9 mos</b>	<b>6 mos</b>
<b>NY</b>	<b>13 mos</b>	<b>13 mos</b>	<b>17 mos</b>	<b>15 mos</b>	<b>11 mos</b>

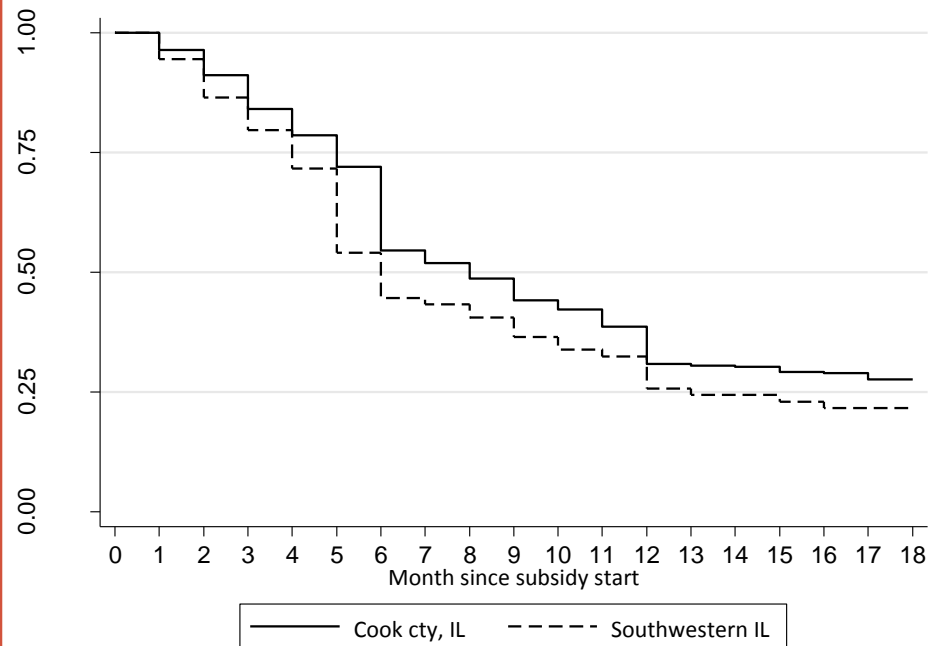
# Kaplan-Meier Survival Curve first subsidy spell, survey sample, 18 month window

## New York



Median spell  
Nassau : 12 month  
Westchester: 10 month

## Illinois



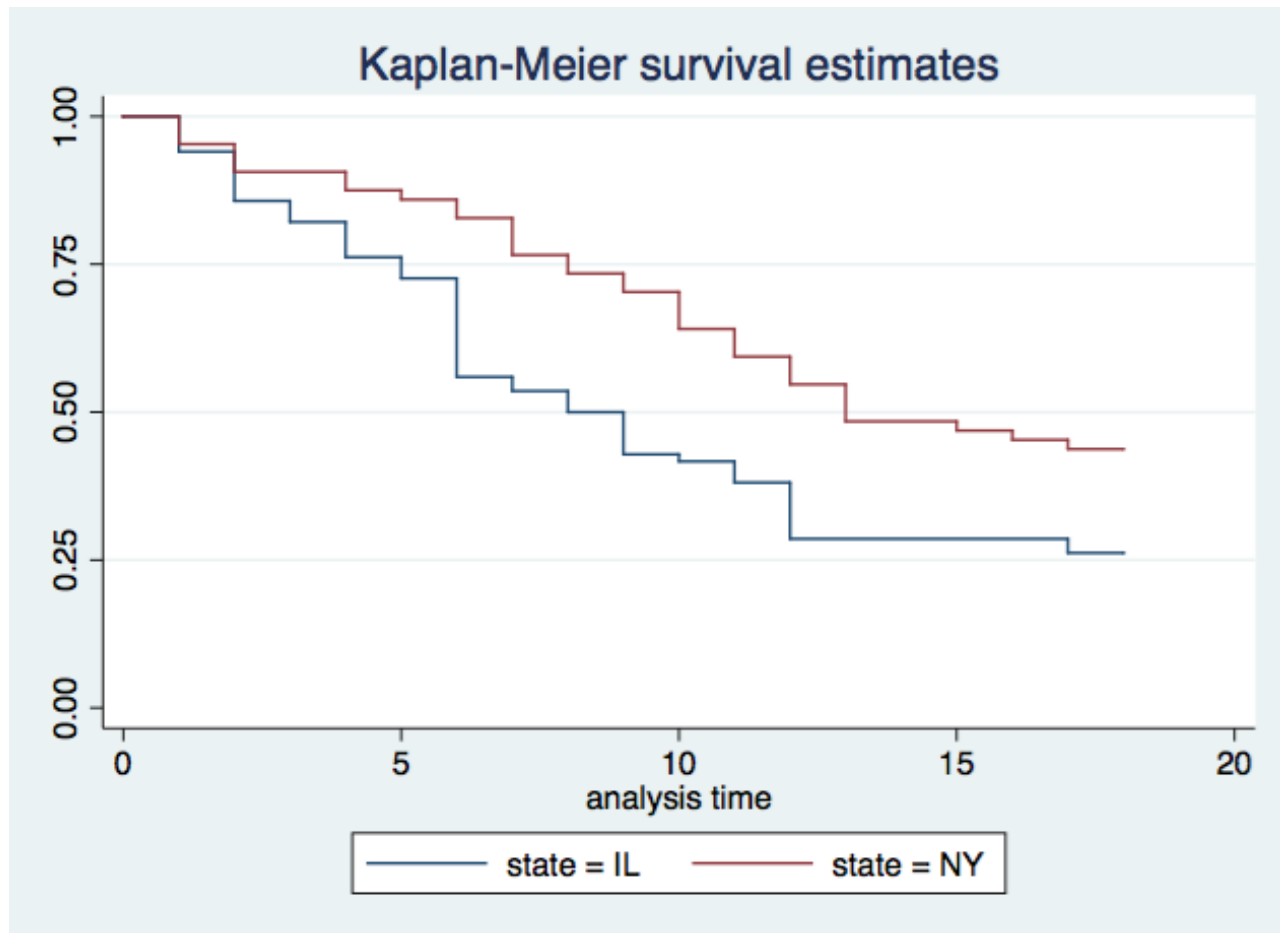
Median spell  
Cook Cty : 9 month  
Southwestern IL: 6 month

# Survival curves for Hispanics (N=148)

Median  
Spell  
Lengths:

IL=8 mos

NY = 13 mos



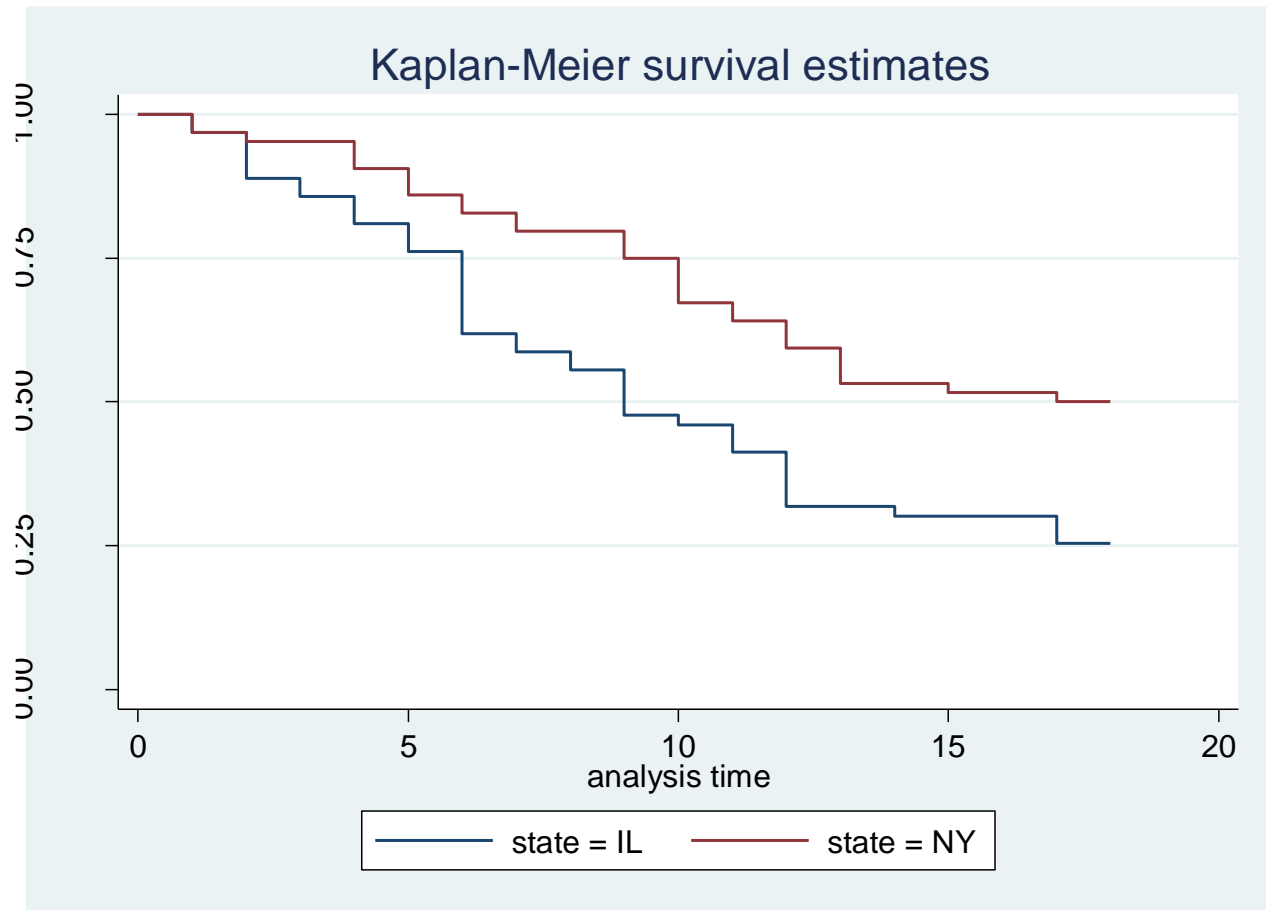


# Survival curves for Immigrants (N=127)

Median  
Spell  
Lengths:

IL=9 mos

NY = 17 mos

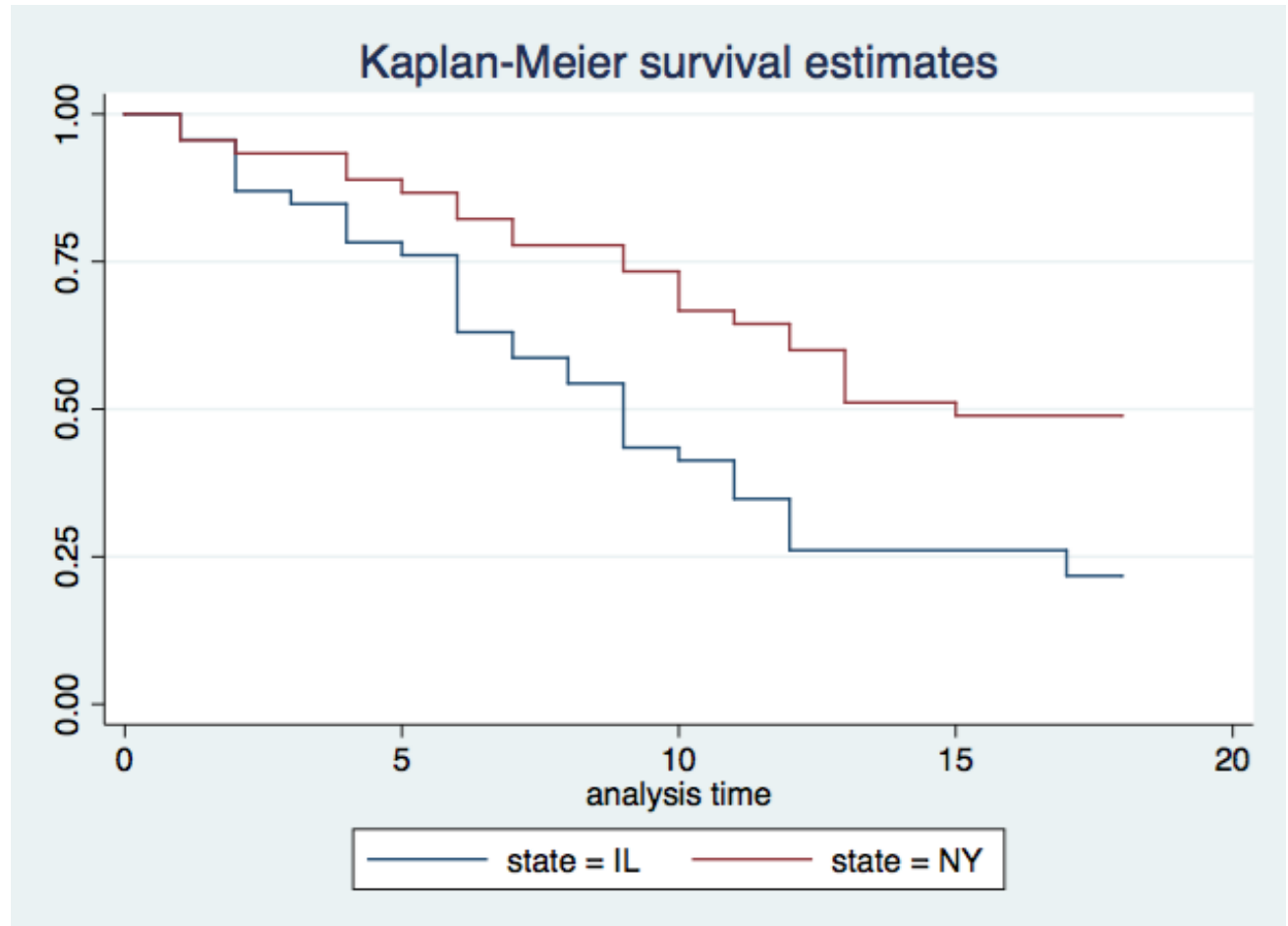


# Survival curves for Hispanics who are Immigrants (N=91)

Median  
Spell  
Lengths:

IL=9 mos

NY = 15 mos

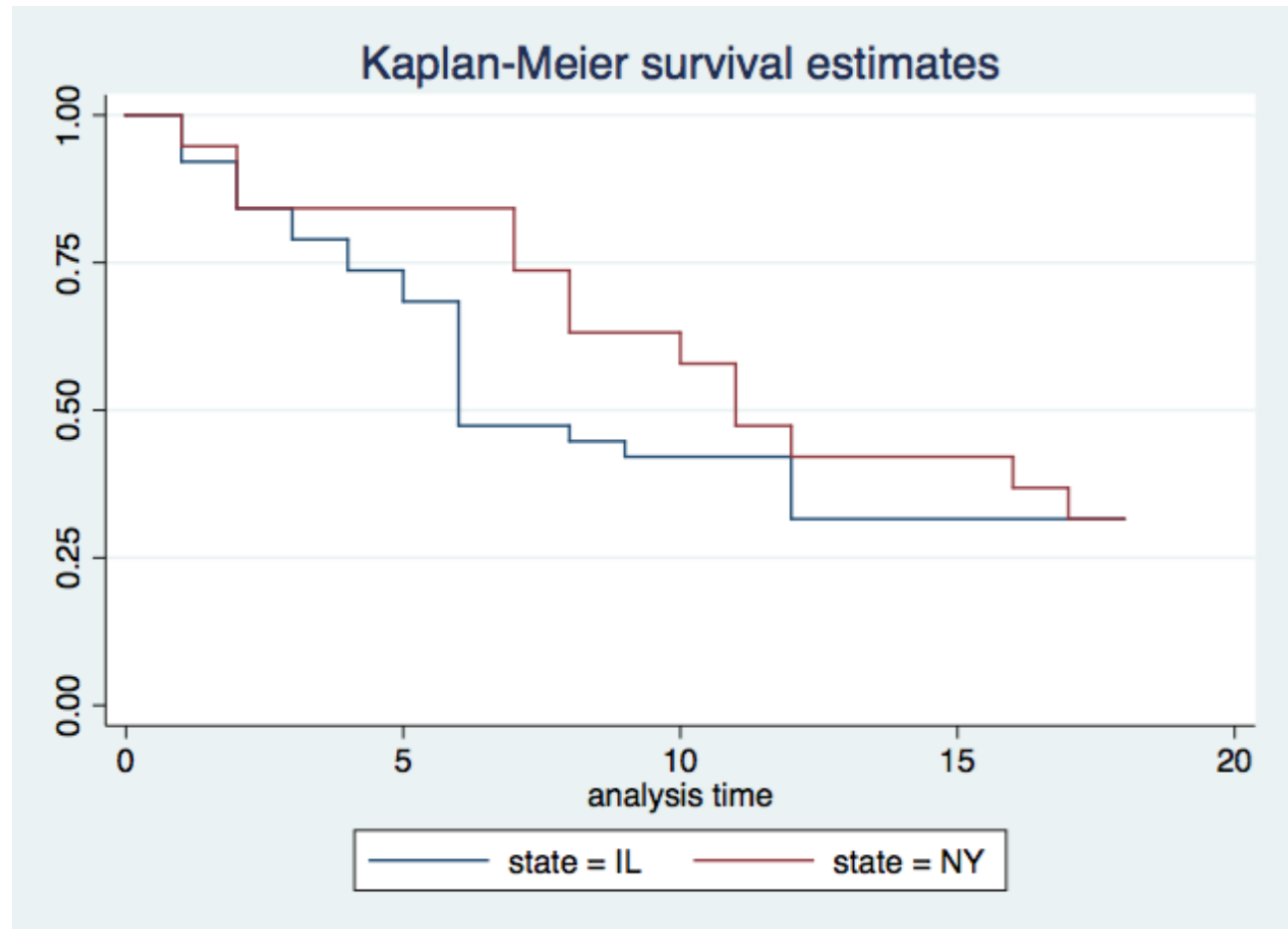


# Survival curves for Hispanics who are not Immigrants (N=57)

Median  
Spell  
Lengths:

IL= 6 mos

NY = 11 mos



# What might explain immigrants longer spells on subsidy?

- Demographic differences?
    - If anything, would predict shorter spells (married; TANF)
  - Subsidy experiences?
    - Little difference, if anything worse
  - Work experiences?
    - Work characteristics comparable to overall sample in terms of hours, nonstandard schedule, precarious schedules
  - Child care experiences?
    - Maybe...
- Turn to qualitative data for insights into the longer spells...

# More help from providers than other groups?

- **12 of 16** mentioned receiving some help with the application process
  - 9 child care providers
  - Others were: a caseworker, a Spanish-speaking individual from the Child Care Council and a social worker from a home visiting program.
- What kind of help?
  - Filling out application (12)
  - Submitting application (3)
  - Visited employer (1) to explain purpose of employment verification form since employer didn't speak Spanish and no one available to translate.
  - Giving advice (2): “always keep copies of everything” “work less before paperwork is coming up so copay can stay low”

- Mayra, a Spanish-speaking mother in Cook County , asked a provider's assistant who knew Spanish to help her with the application.
- *She translated so that I'd understand because there are times when the questions are weird on the application, so she was the one that was orienting me, telling me they want to know how much you earn, what hours you work, how long it takes to get from your home to work.*

# Conclusion

Limited research on dynamics of subsidy use among immigrants. Our findings suggest:

1. **Many similarities** between immigrants and non-immigrant experiences
2. **Some unique** experiences, especially around language challenges
3. **Providers** may not only provide important ECE to immigrant children, but also help immigrant parents **navigate the subsidy program**. → Source of social capital (i.e., Mario Small).
4. **Longer subsidy spells** for immigrants – real or artifact of sample?
  - Selection: More than other groups, subsidies may attract immigrants who want center care. This may explain their longer subsidy spells.

Overall, it is promising that child care assistance may be helping the children of immigrant parents experience greater stability in early care and education arrangements.

# Thank you!





# Partners, Phase 1 and 2

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- **Maria Whelan, David Alexander, and Marcia Stoll**, Illinois Action for Children
- **SuzAnne Kollman** Children's Home and Aid, Southern Region

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- **Melinda Denham**, NY Office of Children and Family Services
- **Justine Hanif**, Nassau County DSS & Katherine Waluschka, Westchester County DSS
- **Jan Barbieri**, Nassau County & Kathy Halas, Westchester County (Child Care Councils)

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## **Other Collaborating Partners:**

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