



NATIONAL RESEARCH CENTER ON
**HISPANIC
CHILDREN
& FAMILIES**

Pathways to kindergarten:

Use of publically-funded early care and education among Hispanic children in Chicago

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Disclaimer



The views expressed in this presentation do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Motivation

- Historically, Hispanic children's enrollment in ECE programs has lagged behind that of other groups
- Little is known regarding the extent to which enrollment varies *within* the heterogeneous Hispanic subgroup
- Integrated Data Systems (IDS) offer a powerful new tool to examine Hispanic ECE service utilization -
 - Individual-level service data linked across multiple programs and/or agencies.
 - IDS data can be linked over time, providing the examination of longitudinal patterns of service use.

Chicago IDS Study Overview

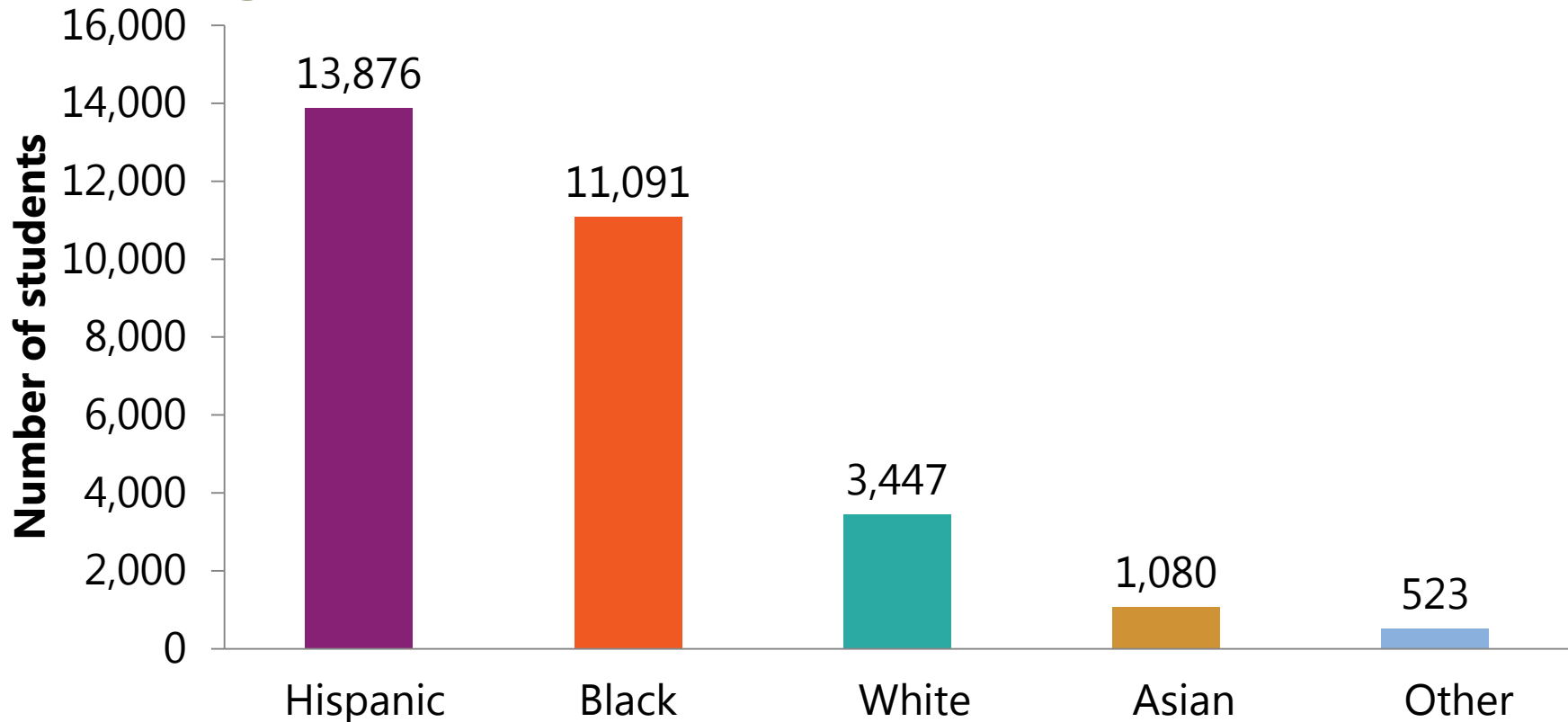
Two phase study using data from IDS in Chicago:

1. Descriptive data from Chicago Public Schools (CPS) to examine rates of ECE enrollment by race/ethnicity, and within the Hispanic subgroup
2. Combine CPS data with data from Medicaid, TANF, SNAP to examine early patterns of publically-funded social service use that may predict the timing and use of ECE

Preliminary Phase I Findings

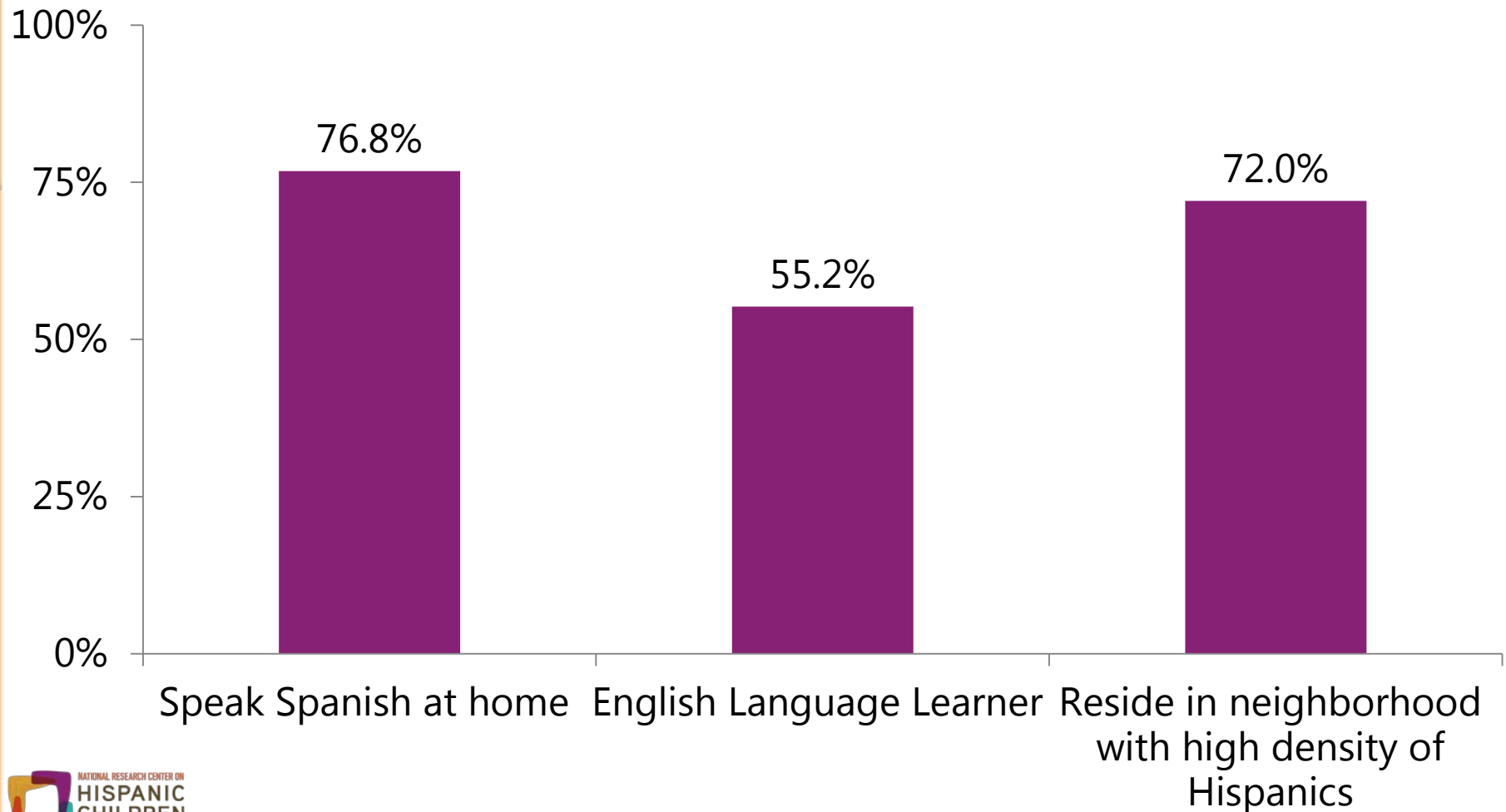


Hispanics represent a largest subgroup of Chicago Public Schools (CPS) kindergarteners



Race/ethnicity of CPS kindergarteners (2013-2014)

Diversity within the Hispanic subgroup



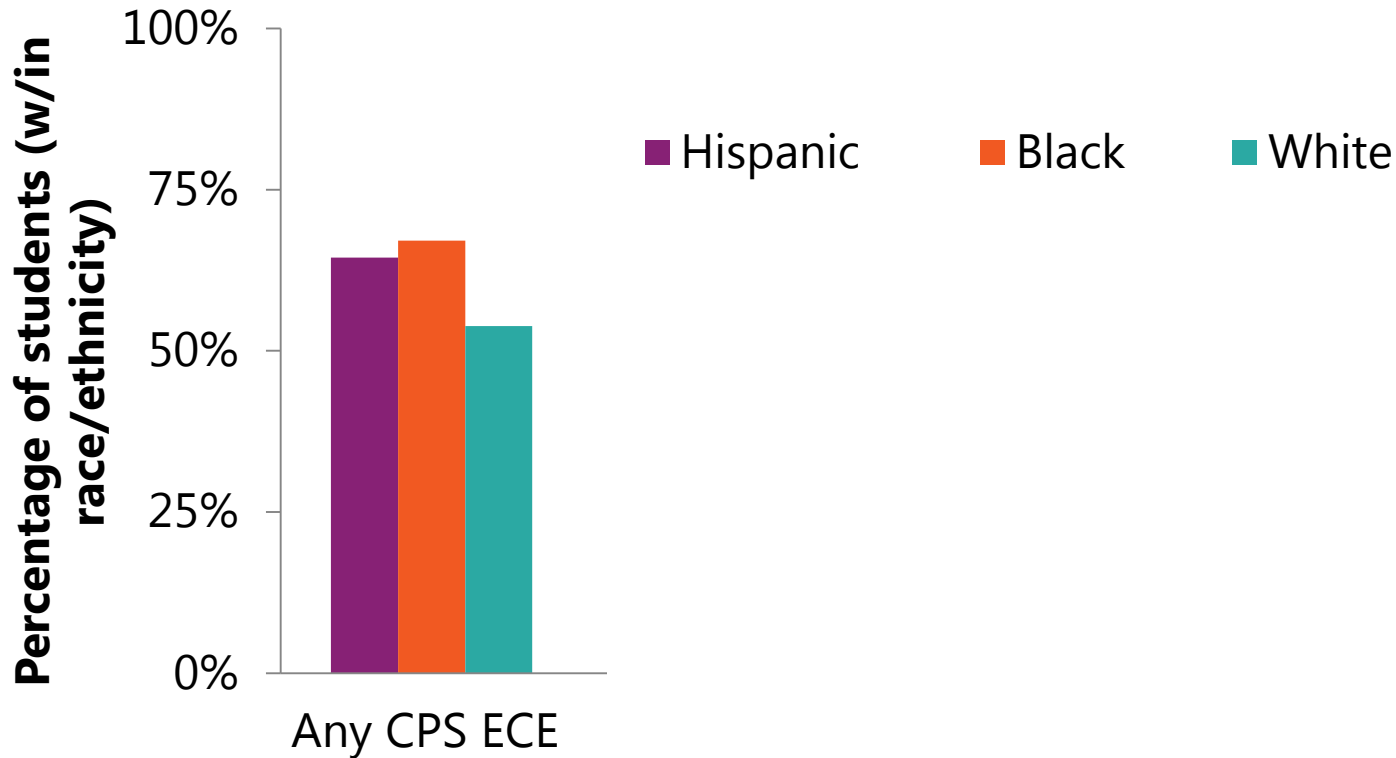
Defining subpopulation of interest is not straightforward

- Phase 1(options):
 - Full population
 - Free and Reduced Priced lunch
 - Residence in a high poverty community

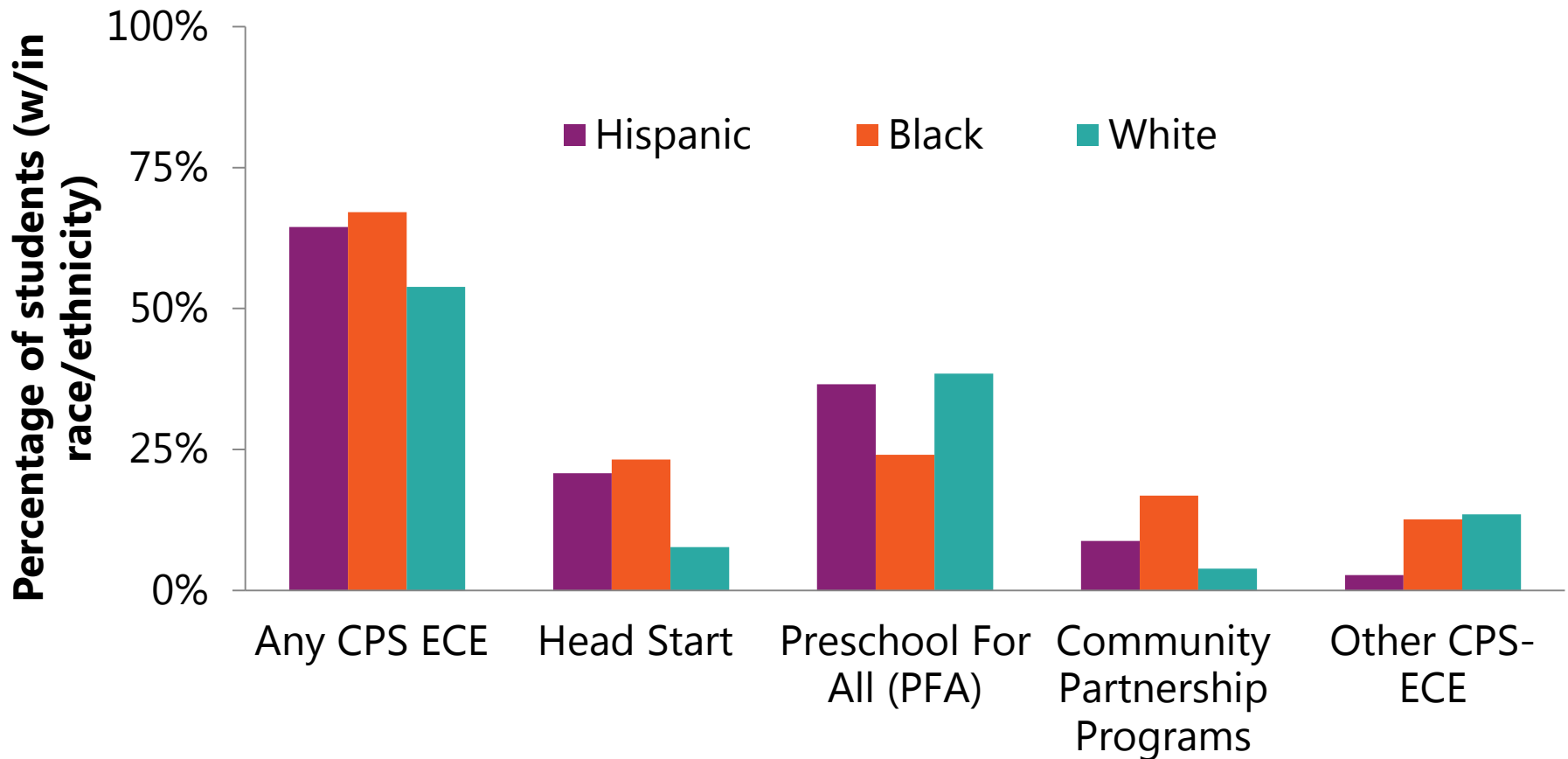
Defining the subpopulation of interest is not straightforward

- Phase 1(options):
 - Full population
 - Free and Reduced Priced lunch
 - Residence in a high poverty community
- Phase 2:
 - Children who are Medicaid eligible at birth

Hispanics utilize publically funded ECE at greater rates than Whites, similar to Blacks

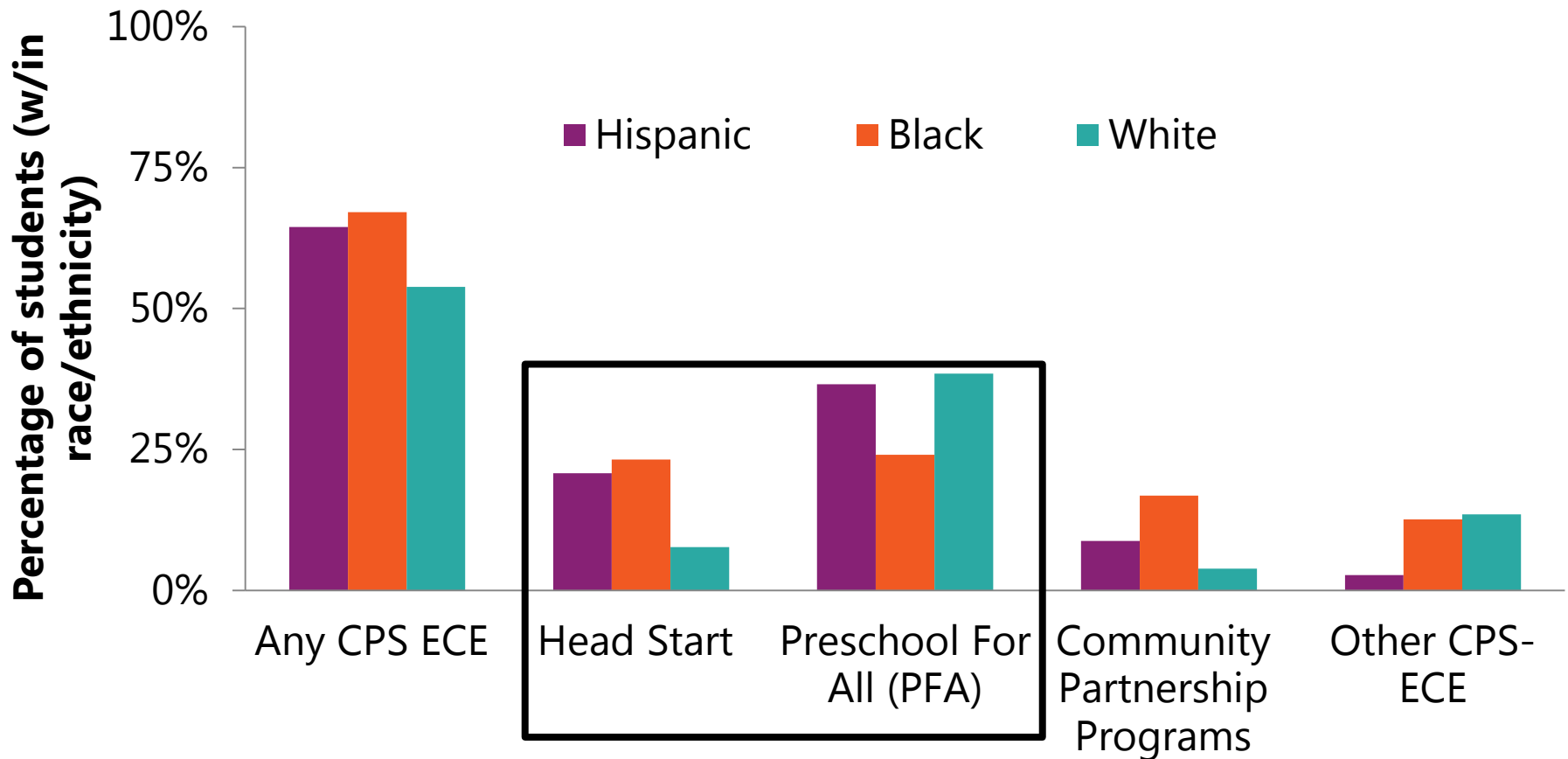


Participation differs by program type



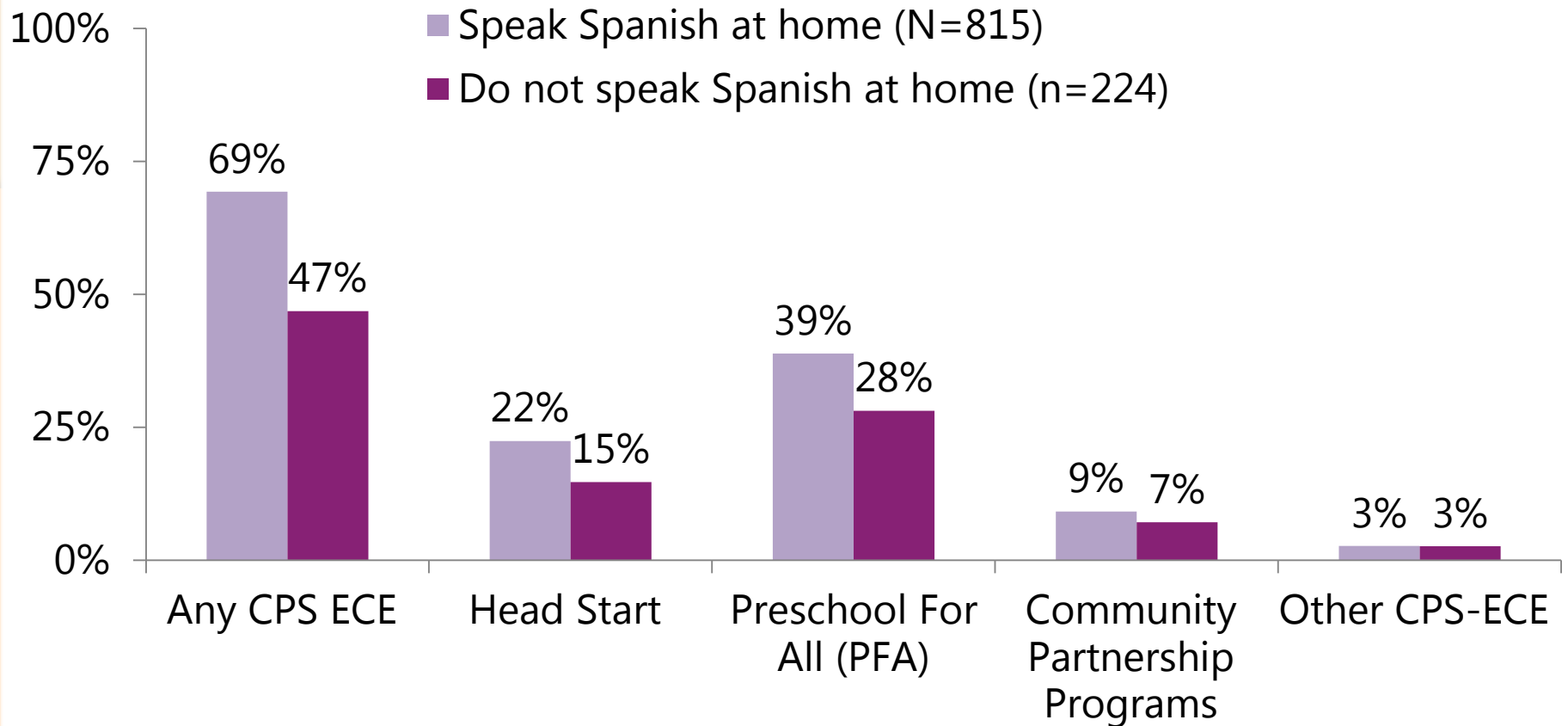
Sub sample of families who resided in block groups where 40% or more of households reported incomes at or below 100% of FPL

Participation differs by program type



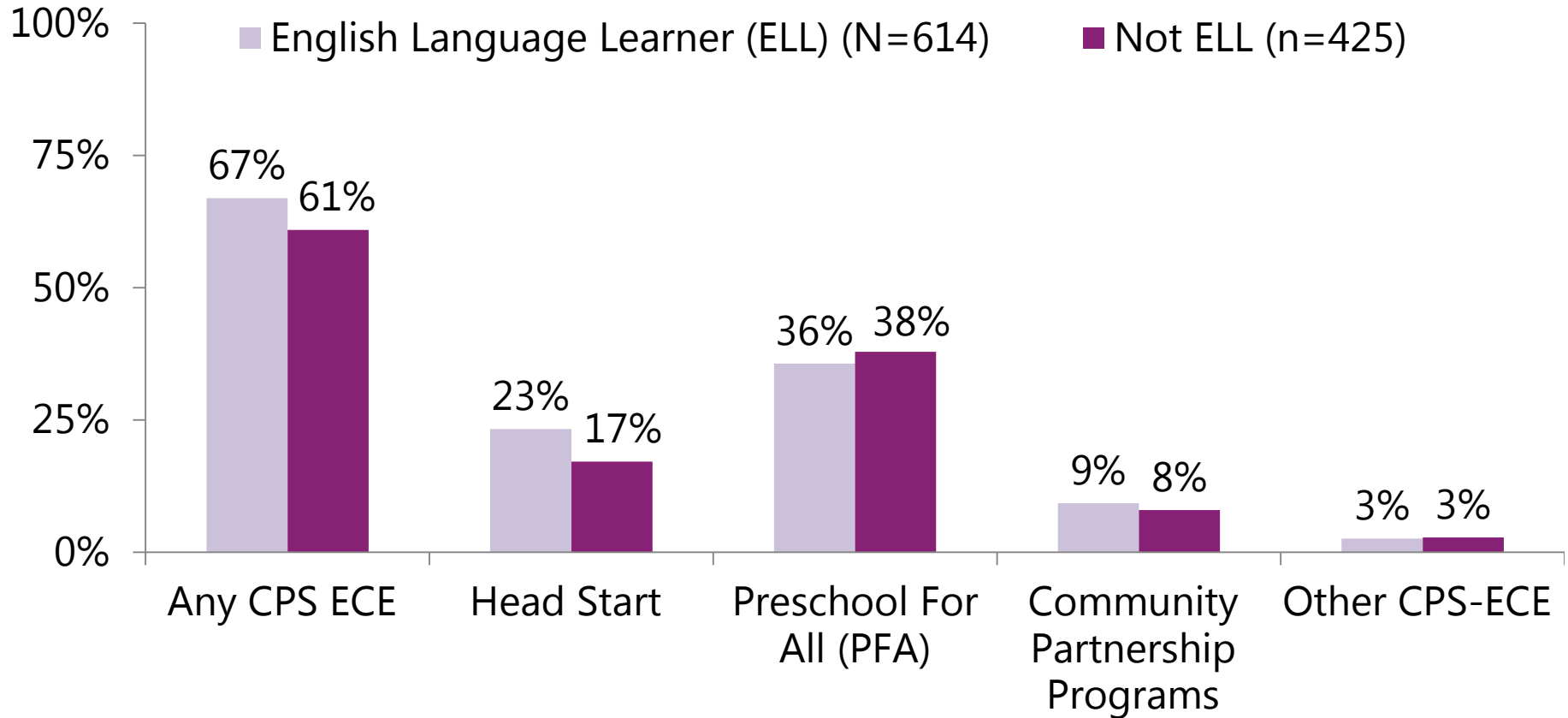
Sub sample of families who resided in block groups where 40% or more of households reported incomes at or below 100% of FPL

Potential differences within the Hispanic subgroup: Home Language



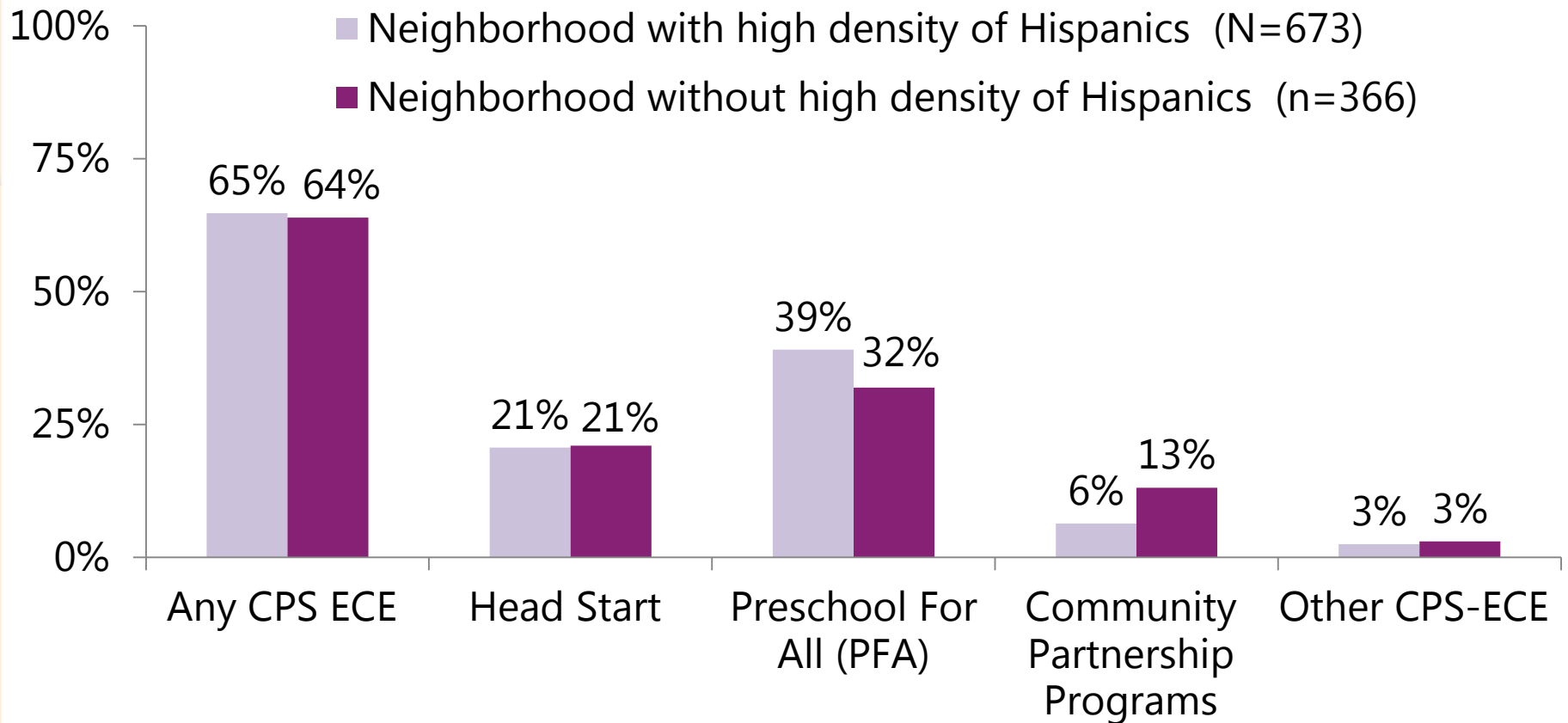
Sub sample of families who resided in block groups where 40% or more of households reported incomes at or below 100% of FPL

Potential differences within the Hispanic subgroup: ELL



Sub sample of families who resided in block groups where 40% or more of households reported incomes at or below 100% of FPL

Potential differences within the Hispanic subgroup: Hispanic Neighborhood



Sub sample of families who resided in block groups where 40% or more of households reported incomes at or below 100% of FPL

Future Directions: Methods for Phase 2

1. Probabilistic record linkage of the Kindergarten children to Illinois' public assistance records:
 - Medicaid
 - TANF, SNAP
 - CCDF subsidies (birth to five)
 - COPA (Non-CPS Head Start/Chicago)
2. Characterize ECE utilization of Hispanic children (including CCDF)
3. Model predictors of ECE utilization of Hispanic children across several dimensions (demographic, public assistance program participation, employment, geography, age of children, types of ECE programs)

Summary and Implications



1 IDS represent a powerful new tool to better understand low-income families' patterns of public service use, family and community characteristics that predict service use, and links between service receipt and important child and family outcomes.

2 Based on the preliminary analyses:

- Differences in the utilization rates of different types of ECE options, across ethnic groups.
- Interesting within group differences in ECE utilization for Hispanics, by Home Language, ELL status and/or high density Hispanic neighborhoods

Thanks to our Funders!



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Thank you!



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