

Patterns of Immigrant Families' Child Care Participation in the U.S.

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Background

Children from immigrant families benefit from early care and education (ECE) participation (Votruba-Drzal et al., 2015) but are less likely to participate in ECE programs than children of U.S.-born parents (Park & McHugh, 2014). Immigrant families often have less access to ECE due to limited English language proficiency, confusion with eligibility and the application process, and fear of immigration enforcement (Matthews et al., 2018). Little research examined how immigrant families participate in child care over time and what factors are linked to the participation patterns.

Implications

The study results inform practitioners' and policymakers' efforts on taking effective measures to facilitate ECE program enrollment of children from immigrant families in the U.S. Increased ECE recruitment and outreach should be provided to immigrant families with lower income and education, families with a non-immigrant parent, Hispanic families, and families residing in states with less immigrant-friendly climate.

Results

Immigrant families' participation in formal ECE showed four patterns: **Continuous Attendance, Attendance Gap, Late Start, and Non-Attendance**. State immigration climate, parents' U.S. permanent resident status, education, race/ethnicity, and family income predicted the ECE participation pattern.

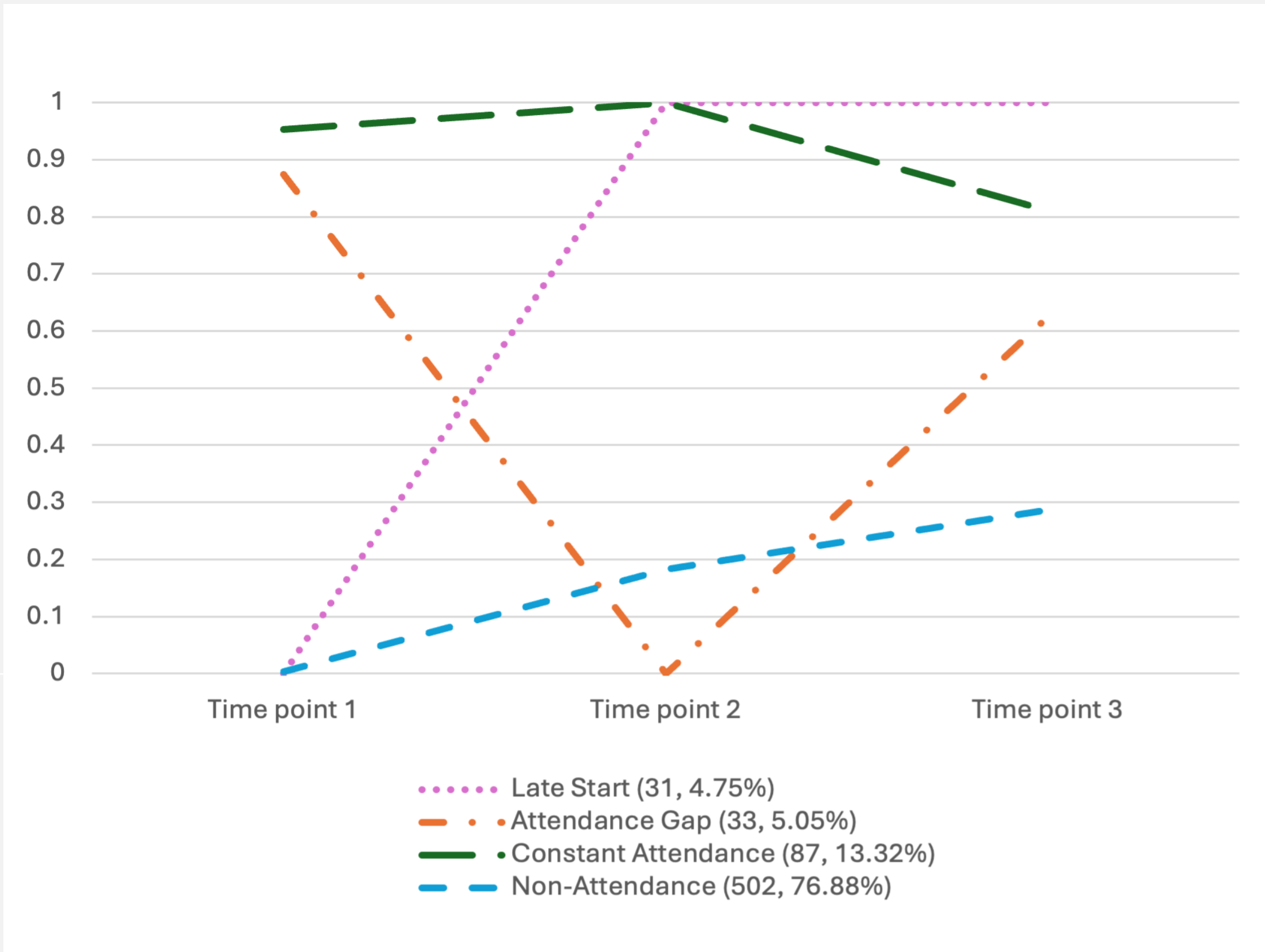


Figure 1. Probabilities of child care attendance class membership (N=653)

Variable	Class 2 – Attendance Gap		Class 3 – Continuous Attendance		Class 4 – Late Start	
	OR	95% CI	OR	95% CI	OR	95% CI
Permanent immigration status (reference - Both / The only parent(s) is/are permanent U.S. residents))						
One of two parents is a permanent U.S. resident	1.27	0.36, 4.45	0.36*	0.13, 0.98	0.69	0.28, 1.71
None are permanent U.S. residents	0.94	0.26, 3.41	1.03	0.44, 2.41	0.84	0.32, 2.24
State immigration climate						
	0.99	0.94, 1.04	0.97	0.93, 1.01	1.05*	1.01, 1.10
Family income-to-needs ratio						
	1.44*	1.02, 2.04	1.85***	1.35, 2.54	0.95	0.62, 1.46
Parent race (reference - Hispanic)						
Non-Hispanic, White	0.54	0.14, 2.00	0.59	0.23, 1.48	1.44	0.58, 3.58
Non-Hispanic, Black	2.07	0.60, 7.16	3.37**	1.52, 7.46	2.17	0.73, 6.40
Asian	0.88	0.29, 2.66	0.89	0.39, 2.03	1.98	0.87, 4.54
Other or Mixed-race couple	1.30	0.45, 3.74	1.16	0.50, 2.67	0.91	0.31, 2.68
Parent's education (reference - Bachelor's degree or higher)						
Less than high school	0.19*	0.04, 0.95	0.43	0.18, 1.05	0.35	0.12, 1.01
High school graduate	0.63	0.24, 1.67	0.33*	0.15, 0.71	0.24**	0.09, 0.61
Some college courses / Associate's degree	0.62	0.23, 1.65	0.49*	0.25, 0.99	0.31*	0.14, 0.70

Table 1. Multinomial logistic regression analysis of immigrant families' child care participation class membership (N=653)

Methods

Data

N=653 immigrant families
2014–2017 Survey of Income and Program Participation (SIPP)
DV: ECE participation at three time points
IVs: state immigration climate, parents' citizenship, permanent resident status, education, race/ethnicity, limited English language proficiency, family income

Selection criteria

At Time 1:
parents cared for a child aged 15–39 months old
at least one of the parents caring for the child was born outside of the U.S. and its territories to non-U.S.-citizen parents

Analysis

Longitudinal latent class analysis (LLCA) – a binary variable was used to identify whether the child attended an ECE program at each of the three time points
Multinomial logistic regression – to examine predictors of class membership

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