

Studies Related to Low-Income Hispanics' ECE Access and Utilization

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
Ackert, L., Ressler, R., Ansari, A., & Crosnoe, R. (2018). Maternal employment, community contexts, and the child care arrangements of diverse groups. <i>Journal of Marriage and the Family</i> (online). Available at https://onlinelibrary.wiley.com/doi/abs/10.1111/jomf.12501 .	<ul style="list-style-type: none"> Quantitative, cross-sectional Early Childhood Longitudinal Study-Birth Cohort (2001), focus on wave 3 (2005) Community-level data from U.S. Census Bureau (2000 decennial census, 2005 County Business Patterns) National 	<p>6,250 children in three racial/ethnic groups of interest, living in U.S. zip codes at age 4.</p> <p>Child Age</p> <ul style="list-style-type: none"> 4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> Mexican origin, n=1,050 (62% with at least one foreign-born parent; 38% with U.S.-born parents) Non-Latino white, n=3,900 Non-Latino black, n=1,350 <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Included in analysis <p>DLL</p> <ul style="list-style-type: none"> Included in analysis <p>Low-Income</p> <ul style="list-style-type: none"> Included in analysis 	<ul style="list-style-type: none"> Relative care Nonrelative care Center-based care (referred to as ECE) 	<ul style="list-style-type: none"> Regardless of racial/ethnic background, children with employed mothers were more likely to be in informal care arrangements than in center-based ECE. For children in Mexican-origin families, parent care and informal child care (versus center-based ECE) were more likely in zip codes with higher female employment. Findings suggest that working mothers may face trade-offs between arrangements that are affordable and flexible and those that prioritize developmental enrichment.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Ackert, L., Ressler, R., Ansari, A., & Crosnoe, R. (2017). <i>Community contexts, supply of early childhood programs, and pre-kindergarten enrollment among Mexican-origin children</i>. Paper presented at the Society for Research on Child Development Biennial Meeting, Austin, TX.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Early Childhood Longitudinal Study-Birth Cohort (2001), focus on wave 3 (2005) Community-level data from U.S. Census Bureau (2000 decennial census, 2005 County Business Patterns) National 	<p>Subsample of Mexican-origin children (n=1,100) living in 200 U.S. counties.</p> <p>Child Age</p> <ul style="list-style-type: none"> 4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 38% had U.S.-born Latinos/as parents of Mexican origin 62% had at least one foreign-born parent <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Sole focus (Mexican) <p>Immigrant</p> <ul style="list-style-type: none"> Included in analysis <p>DLL</p> <ul style="list-style-type: none"> Included in analysis <p>Low-Income</p> <ul style="list-style-type: none"> Included in analysis 	<ul style="list-style-type: none"> Center-based care (referred to as ECE) 	<ul style="list-style-type: none"> Counties with higher concentrations of Latino families had fewer childcare centers. The most acculturated Mexican-origin families had the highest enrollment in center-based care. Mexican-origin families were more likely to use center-based ECE programs in communities where childcare supply was higher. County Latino density positively predicted center-based ECE enrollment for Mexican-origin families, especially for families who were less acculturated.
<p>Bassok, D., Fitzpatrick, M., & Loeb, S. (2011). <i>Disparities in child care availability across communities: Differential reflection of targeted interventions and local demand</i>. Stanford, CA: Stanford Center for Education Policy Analysis. Retrieved from http://cepa.stanford.edu/content/disparities-child-care-availability-across-communities-differential-reflection-targeted</p>	<ul style="list-style-type: none"> Quantitative 1990 and 2000 restricted-access Decennial Census data; 2009 American Community Survey data National 	<ul style="list-style-type: none"> Community-level analysis 	<p>Hispanic</p> <ul style="list-style-type: none"> Included in analysis <p>Immigrant</p> <ul style="list-style-type: none"> Examined as characteristic of ECE workforce <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Included in analysis 	<ul style="list-style-type: none"> For ECE workforce analyses, used broad definition of “child care worker,” included providers across a variety of contexts 	<ul style="list-style-type: none"> Community median income and racial composition are related to child care availability and quality (as indicated by provider education and wages). High-income communities had more child care workers per child, more child care providers with degrees, higher provider wages, and fewer home-based providers than other communities. At the same time, very poor communities had higher availability and quality than communities with slightly higher median income. Communities with a high percentage of Hispanic residents had particularly low levels of child care availability, providers with college education, and child care wages; whereas percentage of black residents was unrelated to care availability or quality.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Bassok, D. & Galdo, E. (2016). Inequality in preschool quality? Community-level disparities in access to high-quality learning environments. <i>Early Education and Development</i>, 27(1), 128-144, DOI: 10.1080/10409289.2015.1057463</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Georgia state pre-K classroom quality data (2010-11) and zip code-level data from U.S. Census Bureau (2010) State-level: GA 	<ul style="list-style-type: none"> 3,883 classrooms in 1,791 Georgia pre-K program sites <p>Child Age</p> <ul style="list-style-type: none"> 4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 57% Latino (included Dominican, Mexican, Puerto Rican, Central and South American) ~3/5 of parents are foreign-born ~1/2 of parents are ELLs <p>Household Income</p> <ul style="list-style-type: none"> Annual income ≤ 250% of Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-income</p> <ul style="list-style-type: none"> Subgroup analysis 	<ul style="list-style-type: none"> Public pre-K 	<ul style="list-style-type: none"> Despite considerable investments in ECE expansion and quality improvement through Georgia’s universal pre-kindergarten program, data suggest significant community-level variation in access to high-quality ECE. State-funded pre-K availability (slots per eligible child) is greater in higher poverty communities, and lower in communities with greater proportions of Hispanics. Observed process quality of funded pre-K classrooms was lower in higher-poverty communities and those with higher proportions of Black residents. Process quality did not appear to vary by percentage of Hispanic residents. Indicators of structural quality (teacher experience and child-to-adult ratios) were not lower in poorer communities of color.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Chaudry, A., Pedroza, J. M., Sandstrom, H., Danziger, A., Grosz, M., Scott, M., & Ting, S. (2011). <i>Child care choices of low-income working families</i>. Washington, DC: Urban Institute.</p>	<ul style="list-style-type: none"> Qualitative, longitudinal <i>Child Care Choices</i> study (2008-2010) Two rounds of family interviews and linked community study (Making Connections initiative) collected in Providence, RI and Seattle-White Center, WA 	<p>86 families in two sites with high concentration of low-income and immigrant households.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 57% Latino (included Dominican, Mexican, Puerto Rican, Central and South American) ~3/5 of parents are foreign-born ~1/2 of parents are ELLs <p>Household Income</p> <ul style="list-style-type: none"> Annual income ≤ 250% of Federal Poverty Line <p>Other Key Characteristics</p> <ul style="list-style-type: none"> ~1/3 received child care subsidies 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> Subgroup analysis <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> In-depth interviews provided rich information about the types of employment opportunities and job characteristics facing low-income parents. Common challenges and constraints included job scarcity, unstable income, transportation challenges, and inflexible, nonstandard and unpredictable work schedules. Even though many parents viewed child care as an opportunity to support their child's learning and socialization, they often reported needing to choose care arrangements that could accommodate their employment conditions. Because of instability in both employment and child care circumstances, it was often difficult for parents to maintain balance and coordination. Social networks of trusted friends and family served as important sources of information about care options, especially for immigrant families. Immigrant and ELL parents often talked about the importance of a positive relationship with the provider, and support for the family's culture and language.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Coley, R. L., Votruba-Drzal, E., Collins, M. A., & Miller, P. (2014). Selection into early education and care settings: Differences by developmental period. <i>Early Childhood Research Quarterly</i>, 29, 319-332. doi: 10.1016/j.ecresq.2014.03.006</p>	<ul style="list-style-type: none"> Quantitative, longitudinal Early Childhood Longitudinal Study-Birth Cohort (2001), waves 1-3 National data 	<p>Birth cohort of 10,700 children followed up at 10 months, 2 years, and 4 years.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Primary caregiver:</p> <ul style="list-style-type: none"> 9.6% U.S.-born Hispanic 14.4% foreign-born Hispanic <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Sub-group analysis <p>DLL</p> <ul style="list-style-type: none"> English fluency as predictor <p>Low-Income</p> <ul style="list-style-type: none"> HH income as predictor 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Consistent with an accommodations framework of child care decision-making, results indicated that selection into different types of ECE arrangements was linked to family needs and resources, cultural norms and preferences and contextual opportunities and constraints (supply). Differences in ECE utilization by race/ethnicity, employment, and availability were more pronounced for infants and toddlers than during the preschool years. Immigrant families were more likely than U.S.-born white families to use home-based arrangements (vs. center care) for infants and toddlers, but equally or less likely to do so for preschool-aged children. U.S.-born black and Hispanic families, and immigrant families (including Hispanic families) were more likely than U.S.-born white families to select Head Start.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Crosby, D. A., Mendez, J. L., Guzman, L., & López, M. (2016). <i>Hispanic children's participation in early care and education: Type of care by household nativity status, race/ethnicity, and child age</i>. Bethesda, MD: The National Center for Research on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012) National data 	<p>5,153 children (0-5 years) living in low-income households</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Focal child sample:</p> <ul style="list-style-type: none"> Hispanic: n=2,393 (1,562 in immigrant households, 831 in U.S.-born households) Black, non-Hispanic: n=1,043 White, non-Hispanic: n=1,717 <p>Household Income</p> <ul style="list-style-type: none"> Annual income ≤ 200% of Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> Not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Nearly two thirds of Hispanic preschoolers from low-income households (native and U.S.-born) are in regular ECE arrangements. These participation rates are similar to their non-Hispanic white peers and lower than the three quarters of low-income non-Hispanic black preschoolers in regular ECE arrangements. A majority of infants and toddlers in low-income Hispanic, white and black households who are in nonparental care are with home-based providers. Among low-income children in nonparental care, Hispanic children are as likely as their white and black peers to be in center-based and home-based settings – so there are no group differences in type of ECE setting. Compared to low-income Hispanic, white, and black peers from non-immigrant households, low-income Hispanic children (birth to 5) from immigrant households are less likely to be in unpaid home-based care (typically family, friends and neighbors) and more likely to be in paid home-based care with an unfamiliar provider.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Crosby, D. A., & Mendez, J. L. (2016). <i>Hispanic children's participation in early care and education: Amount and timing of hours by household nativity status, race/ethnicity, and child age</i>. Bethesda, MD: The National Center for Research on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012) National data 	<p>5,153 children (0-5) living in low-income households</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Focal child sample:</p> <ul style="list-style-type: none"> Hispanic: n=2,393 (1,562 in immigrant households, 831 in U.S.-born households) Black, non-Hispanic: n=1,043 White, non-Hispanic: n=1,717 <p>Household Income</p> <ul style="list-style-type: none"> Annual income ≤ 200% of Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> Not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Latino children (birth to 5) from low-income households who participate in ECE generally spend 30 or more hours per week in care, regardless of child age or household nativity status. Approximately two thirds of low-income Hispanic children participating in ECE have care schedules that include at least some nonstandard hours (i.e., evening, nighttime, or weekend hours). Low-income Hispanic children in nonstandard hours care (compared to those in care during standard hours only) tend to be younger, more likely to live in a non-immigrant household, more likely to have an employed parent, to be in care for more hours per week, more likely to be in home-based care, and less likely to be in center care.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Crosby, D. A., & Mendez, J. L. (2017). <i>How common are nonstandard work schedules among low-income Hispanic parents of young children?</i> Bethesda, MD: The National Center for Research on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012), Household Public-Use File 	<p>4,993 children under age 6 (not in kindergarten) living in low-income households.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Child sample:</p> <ul style="list-style-type: none"> Hispanic: n=2,323 Black, non-Hispanic: n=997 White, non-Hispanic: n=1,673 <p>Household Income</p> <ul style="list-style-type: none"> Annual income < 200% of Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Sample restricted to low-income 	<p>N/A</p>	<ul style="list-style-type: none"> More than 75 percent of Hispanic children with low-income working parents have a parent with nonstandard work hours. Most also work some standard hours as well. Early morning (5–8 am), evening (6 pm–12 am), and weekend parental work hours are relatively common, affecting one to two thirds of Hispanic children with working parents, depending on the type of hours and whether the child lives with one or both parents. Overnight hours are rare. Half of Hispanic children with low-income working parents has a parent who receives a week or less advance notice about their work hours. Results suggest only a few differences in characteristics of parents' work schedule across low-income Hispanic, white and black parents. Immigrant Hispanic parents are more likely than other parents to face short advance notice of work hours.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Crosnoe, R. (2007). Early child care and the school readiness of children from Mexican immigrant families. <i>International Migration Review</i>, 41, 152-181. doi: 10.1111/j.1747-7379.2007.00060.x</p>	<ul style="list-style-type: none"> • Quantitative, longitudinal • Early Childhood Longitudinal Study-Kindergarten Cohort (1998) • National data 	<p>Parents of 12,711 children who entered Kindergarten in 1998</p> <p>Child Age</p> <ul style="list-style-type: none"> • Kindergarten - 1st grade <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> • Mexican immigrant, n=784 • Native-born Latino, n=1,777 • Native-born white, n=8,883 • Native-born black, n=2,277 <p>Household Income</p> <ul style="list-style-type: none"> • Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> • Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> • Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> • Included in analysis <p>Low-Income</p> <ul style="list-style-type: none"> • Included in analysis 	<ul style="list-style-type: none"> • Informal relative or nonrelative care • Family childcare • Preschool • Head Start • Other center-based care 	<ul style="list-style-type: none"> • Controlling for SES, children from Mexican immigrant families were less likely than other children to be in any nonparental care and all forms of formal care. • Children from Mexican immigrant families were more likely to be enrolled in Head Start than other types of formal child care. • Among those using formal care, native-born white and black families were more likely to use (nonrelative) family childcare, whereas Mexican immigrant families were more likely to use center-based programs.

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<p>Enchautegui, M. E., Johnson, M., & Gelatt, J. (2015). <i>Who minds the kids when mom works a nonstandard schedule?</i> Washington, DC: Urban Institute.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Survey of Income and Program Participation (SIPP, 2008), wave 5 National 	<p>Two samples of interest:</p> <ul style="list-style-type: none"> 2,268 working parents with income <200% of the Federal Poverty Line with a child younger than 13 1,943 working parents with child ages 0-5 years (child care analysis sample) <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years (child care analysis) <p>Race/Ethnicity, Nativity</p> <p>Among low-income mothers working nonstandard schedules:</p> <ul style="list-style-type: none"> 22% Hispanic 22% Black, non-Hispanic 50% White, non-Hispanic 6% Other race/ethnicity <p>Among low-income fathers working nonstandard schedules:</p> <ul style="list-style-type: none"> 37% Hispanic 13% Black, non-Hispanic 43% White, non-Hispanic 7% Other race/ethnicity <p>Household Income</p> <ul style="list-style-type: none"> 31% of child care analysis sample had income <200% of the Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Included, but not a focus <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Subgroup analysis 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> More than 20 percent of parents with children 0-12 years old work nonstandard schedules. This share is 30 percent for low-income mothers. Approximately half of parents who work nonstandard hours also have irregular work schedules. Among low-income mothers, nonstandard schedules are associated with greater use of any child care and the use of multiple care arrangements. Almost half of low-income, single parents working nonstandard schedules use relative care. About half of low-income mothers who work nonstandard hours trade off care with their partners, and one quarter also rely on noncustodial parents to provide care. Parents with nonstandard schedules are less likely than those with standard schedules to use group care (center-based care and family childcare homes) as their only arrangement.

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<p>Espinosa, L. M., LaForett, D. R., Burchinal, M., Winsler, A. Tien, H.-C., Piesner-Feinberg, E. S., & Castro, D. C. (2017). Child care experiences among dual language learners in the United States: Analyses of the early childhood longitudinal study–birth cohort. <i>AERA Open</i>, 3(2), 1-15. doi: 10.1177/2332858417699380</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Early Childhood Longitudinal Study-Birth Cohort (2001) National 	<p>Sample of DLL and English-only speaking children.</p> <p>Child Age</p> <ul style="list-style-type: none"> Data for cohort at 9 months, 2 years, and 52 months <p>Race/Ethnicity, Nativity</p> <p>At 9 months:</p> <ul style="list-style-type: none"> DLL children, n=1,850 (78% Hispanic) English-only children, n=6,850 (13% Hispanic) <p>At 24 months:</p> <ul style="list-style-type: none"> DLL children n= 1,950, 79% Hispanic English-only children n=7,150, 14% Hispanic <p>At 52 months:</p> <ul style="list-style-type: none"> DLL children n= 1,500, 81% Hispanic English-only children n=5,750, 14% Hispanic <p>Household Income</p> <ul style="list-style-type: none"> Full range <p>Other Key Characteristics</p> <ul style="list-style-type: none"> Majority of Hispanic sample is Mexican, with smaller percentages from Puerto Rico and Cuba 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Included as predictor <p>DLL</p> <ul style="list-style-type: none"> Subgroup analysis <p>Low-Income</p> <ul style="list-style-type: none"> HH income included as predictor 	<ul style="list-style-type: none"> Any nonparental care Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Once demographic and contextual factors are accounted for, results suggest few differences in the quality and type of ECE that DLL children experience compared to those in English-only homes. ECE type and quality were more associated with country of origin, ethnicity, and immigrant status than DLL status. Latino children are more likely to be in care at 9 and 24 months than non-Latino children, when controlling for such characteristics as family income, parental education, and family structure. Children who are DLLs were less likely to be in care and use center-based care, and more likely to use relative care than English-only speaking children, but these differences were influenced by ethnicity, country of origin, immigrant status, and SES. Home-based ECE providers were more likely to speak the child’s home language than center-based providers.

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<p>Forry, N., Isner, T. K., Daneri, M. P., & Tout, K. (2014). Child care decision making: Understanding priorities and processes used by low-income families in Minnesota. <i>Early Education and Development, 25</i>, 995-1015. doi: 10.1080/10409289.2014.893758</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Minnesota Child Care Choices Study (2009-10), baseline wave 	<p>Subsample of 260 parents who applied for TANF or child care subsidies and were using nonparental care for child in age range</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-6 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> Hispanic parents (7%) White, non-Hispanic (39%) Non-white, non-Hispanic (54%) 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Sample of TANF applicants 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Most parents (82 percent) made child care decisions in less than two weeks and considered two providers on average. Fewer than half of these parents (“quick deciders”) used information from family, friends, professionals or public lists. Parents whose search process took longer (“time takers”) tended to rely on more sources of information about care options. Most parents reported quality as their top priority, especially in the form of a trustworthy provider (with fewer parents identifying provider qualifications and quality features of care settings). Parents using informal care were more likely than other parents to identify cost as a top priority. In general, most parents (66 percent) were satisfied with their child’s primary arrangement, as indicated by saying they would recommend the provider to another parent. Parents using center care or family-based child care were more likely to be satisfied with their child’s arrangement than those using an informal home-based provider. Parents of preschool-aged children were more likely to be satisfied with their child’s arrangement than parents of children younger than age 3.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Greenberg, J. P., & Kahn, J. M. (2012). Early childhood education and care use: Differences by race/ethnicity and age. <i>Journal of Children and Poverty, 18</i>, 23-54. doi: 10.1080/10796126.2012.657017</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Household Education Survey (2005), ECPP module National data 	<p>6,391 children ages 0-5 years, not yet in kindergarten, in three racial/ethnic groups</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-2 years, 3-5 years <p>Race/Ethnicity, Nativity</p> <p>Focal child sample:</p> <ul style="list-style-type: none"> Latino: n=1,753 Black, non-Latino: n=644 White, non-Latino: n=3,994 <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> HH income as predictor 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Maternal employment, household income, and child's age were all positively related to the use of non-parental care for Latino children. Among Latino 0-2 and 3-5-year-olds, having a foreign-born mother did not predict use of non-parental care. Among 3-5-year-olds, having a parent who did not speak English did not predict use of non-parental care for any racial/ethnic group. Several results suggest no racial/ethnic differences in ECE utilization once child and family sociodemographic characteristics are considered. At the same time, some ECE utilization differences between Latino and non-Latino children remained even after controlling for sociodemographic variables. For example, Latino children ages 3-5 were more likely to be in relative care or center-based care than their same-age black peers in families with comparable incomes. In this same age group, Latino children were less likely to be in center care and non-relative care than white peers.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Greenfader, C. M., & Miller, E. B. (2014). The role of access to Head Start and quality ratings for Spanish-speaking dual language learners' (DLLs) participation in early childhood education. <i>Early Childhood Research Quarterly</i>, 29, 378-388. doi:10.1016/j.ecresq.2014.04.011</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Head Start Impact Study (2002-2006), wave 1 National 	<p>4,442 children whose families applied to Head Start, randomly assigned:</p> <ul style="list-style-type: none"> Head Start (HS) group, n=2,646 Control group, n=1,796 <p>Child Age</p> <ul style="list-style-type: none"> 3-4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 25% of sample is Spanish-speaking DLLS <p>Household Income</p> <ul style="list-style-type: none"> Head Start eligible 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Included, but not a focus <p>DLL</p> <ul style="list-style-type: none"> Focus of analysis <p>Low-Income</p> <ul style="list-style-type: none"> Sample of HS-eligible families 	<ul style="list-style-type: none"> Head Start Non-HS center care 	<ul style="list-style-type: none"> Spanish-speaking DLL children were more likely to attend Head Start than monolingual-English speaking children when given an offer to attend (i.e., when given access). Spanish-speaking DLL children who were not offered the opportunity to attend Head Start participated in centers at the same rates as non-DLL children. Centers attended by Spanish-speaking DLL children in the control condition were of higher quality than those attended by monolingual-English children. Spanish-speaking DLL children were more likely to enroll in Head Start and other centers in geographic locations with higher concentrations of DLL children and families.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
Guzman, L., Hickman, S., Turner, K., & Gennetian L. (2016). <i>Hispanic children's participation in early care and education: Perceptions of care arrangements, and relatives' availability to provide care</i> . Bethesda, MD: The National Center for Research on Hispanic Children & Families.	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012), Public Household Quick Tab files National 	<p>5,731 households with children aged birth to 5 years, in three largest race/ethnic groups</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Household sample:</p> <ul style="list-style-type: none"> Hispanic: n=1,326 Black, non-Hispanic: n=836 White, non-Hispanic: n=3,569 <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Subgroup analysis 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Hispanic parents with young children tended to rate centers similarly to non-Hispanic white and black parents. Most parents rated centers as favorable for preparing children for school and providing peer socialization opportunities. Hispanic parents perceived center care as less affordable than white parents did, and less nurturing than black parents did. Hispanic parents rated relative care similarly to black parents, but less favorably than white parents. Hispanic households in poverty were less likely than their white and black peers to have a relative living nearby who could provide child care. Hispanic households with young children were more likely to have a grandparent, other relative or unrelated adult living in the household.
Hill, Z., Gennetian L., & Mendez, J. (2018). A descriptive profile of state Child Care Development Fund policies in 10 states with high populations of Hispanic children (Manuscript in preparation). <i>Early Childhood Research Quarterly</i> .	<ul style="list-style-type: none"> Mixed methods State-level 	CCDBG policies and application materials for 13 states where the majority of Hispanic children reside	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Considered in analysis <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Focus of analysis 	N/A	<ul style="list-style-type: none"> Variation in states for documentation requirements, eligibility criteria and user experience are described. Results do not examine utilization, but rather highlight factors that might limit or facilitate access for low-income, Hispanic and immigrant populations.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>López, M., Grindal, T., Zanoni, W., & Goerge, R. (2017). <i>Hispanic children's participation in early care and education: A look at utilization patterns of Chicago's public funded programs</i>. Bethesda, MD: National Center for Research on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, longitudinal Integrated data system with linked individual- and household-level administrative records for services, and American Community Survey census tract data (2008-2013) Local: Chicago, IL 	<p>20,325 children enrolled in Chicago public school kindergarten in 2013 who were enrolled in Medicaid at the time of their birth</p> <p>Child Age</p> <ul style="list-style-type: none"> 3-4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 53% Hispanic 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Subgroup analysis <p>DLL</p> <ul style="list-style-type: none"> Subgroup analysis <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<ul style="list-style-type: none"> Publicly funded ECE (includes Head Start, Chicago Preschool for All, CPS PreK programs, and CCAP subsidized care) 	<ul style="list-style-type: none"> A majority (70 percent) of Hispanic children were enrolled in publicly funded ECE in the two years prior to kindergarten entry. Although ECE participation rates for Hispanic children were slightly lower than for non-Hispanic children, once family demographics and community characteristics were accounted for, Hispanic children were actually more likely to attend ECE (especially Head Start and Preschool for All). Among Hispanics, participation in publicly funded ECE was higher in Spanish-speaking households and in immigrant households.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Matthews, H., Ulrich, R. & Cervantes, W. (2018). <i>Immigration policy's harmful impacts on early care and education</i>. Washington, DC: Center for Law and Social Policy.</p>	<ul style="list-style-type: none"> Qualitative, cross-sectional Interviews and focus groups with ECE providers, community-based social service providers, and immigrant parents of young children Data collected in 2017 in six states: CA, GA, IL, NC, NM, PA 	<p>Semi-structured interviews with more than 100 ECE teachers, home visitors, and community-based social service providers in all six states. Focus groups with 45 immigrant parents of young children (0-8 years) in three states (CA, NM, & PA).</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-8 years 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Sole focus <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Not examined 	<p>N/A</p>	<ul style="list-style-type: none"> According to providers and parents, immigrant families' ECE enrollment, attendance, and parent participation has declined in the new policy environment. According to providers and parents, immigrant families are increasingly hesitant to access health, nutrition, and social services. ECE programs often try to connect families with these services. Many ECE providers express feeling stressed, unprepared, and ill-informed to support immigrant families whose children are in their care. With 20 percent of the ECE workforce being foreign-born, the current policy environment is creating anxiety, stress, and fear for ECE providers. They are reporting increased incidents of racism and xenophobia. Some programs are changing how they work with immigrant families. Those with strong connections to community-based organizations are having the most success in meeting families' needs in the current context. Other programs are facing a lack of capacity to do so.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Mendez, J., Crosby, D., Guzman, L. & López, M. (2017). <i>Centers serving high percentages of young Hispanic children compare favorably to other centers on key predictors of quality</i>. Bethesda, MD: National Research Center on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012), Center-based Quick Tab and Public Use files, and the NSECE (2012) Workforce Quick Tab file National 	<p>Nationally representative sample of 7,771 centers serving children 0-5 years</p> <p>Representative survey of 4,832 center teachers, aides, and assistants</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 22% of centers in this national sample serve high proportions (25+%) of Hispanic children 23% of centers have no Hispanic children enrolled 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Not examined 	<ul style="list-style-type: none"> Center-based care 	<ul style="list-style-type: none"> High-Hispanic-serving centers are on par with or better than low-Hispanic-serving centers in curriculum use and the provision of professional development (especially coaching or mentoring). High-Hispanic serving centers are more likely than low-Hispanic-serving centers to provide staff benefits. High-Hispanic serving centers are more likely than low-Hispanic-serving centers to provide access to screenings and support services for children and families and are more likely to have staff with special training (e.g., language or disabilities). Compared to low-Hispanic-serving centers, high-Hispanic serving centers have lower staff turnover, but higher child-to-adult ratios.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Mendez, J. L., & Crosby, D. A. (2018). <i>Why and how do low-income Hispanic families search for early care and education (ECE)?</i> Bethesda, MD: National Research Center on Hispanic Children & Families.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012), Household Public-Use File 	<p>3,270 low-income Hispanic, white and black parents with a focal child under age 6, not in kindergarten.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Parent sample:</p> <ul style="list-style-type: none"> Hispanic: n=1307 Black, non-Hispanic: n=682 White, non-Hispanic: n=1,281 <p>Household Income</p> <ul style="list-style-type: none"> Annual income < 200% of the Federal Poverty Line 	<p>Hispanic</p> <ul style="list-style-type: none"> Focus of analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Sample limited to low-income 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> 35 percent of low-income Hispanic parents of young children report searching for ECE in the prior 24 months, which is lower than what is reported for low-income white and black parents (41 percent and 49 percent). Across racial/ethnic groups, most parents identify employment and child enrichment as the primary reason for searching for ECE. Low-income Hispanic parents of preschoolers were more likely than low-income black parents of preschoolers to say enrichment was the main reason for their search. Low-income Hispanic parents were less likely than their white and black peers to consider more than one provider in their search, and less likely to begin a new arrangement as a result of the search.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Miller, P., Votruba-Drzal, E., Levine, C. R., & Koury, A. S. (2014). Immigrant families' use of early childcare: Predictors of care type. <i>Early Childhood Research Quarterly</i>, 29, 484-498. doi: 10.1016/j.ecresq.2014.05.011</p>	<ul style="list-style-type: none"> Quantitative, longitudinal Early Childhood Longitudinal Study-Birth Cohort (2001), waves 1 and 2 National data 	<p>Subsample of ~2950 immigrant parents and their children</p> <p>Child Age</p> <ul style="list-style-type: none"> 7-38 months <p>Race/Ethnicity, Nativity</p> <p>Child sample:</p> <ul style="list-style-type: none"> 65% Hispanic 7% Black, non-Hispanic 15% White, non-Hispanic 10% Asian 3% Other race/ethnicity <p>Household Income</p> <ul style="list-style-type: none"> Average annual income for immigrant subsample was \$42,776 <p>Other Key Characteristics</p> <ul style="list-style-type: none"> 49% of immigrant parents were U.S. citizens 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Sole focus, with some comparison to full sample <p>DLL</p> <ul style="list-style-type: none"> Not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Income included as a predictor 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Within-group analysis indicates that several characteristics particularly relevant to immigrant families predict ECE utilization patterns for infants and toddlers – these include English proficiency, parents' region of origin, and availability of non-English care options. Among immigrant families, family income and parent education were positively associated with ECE use versus parental care only, with some association to relative care that are not observed for native-born families. Immigrant parents with greater concerns about quality were more likely to use center-based care than other care arrangements. Immigrant parents who rated accessibility and culturally consistent care as important were more likely to use relative care and less likely to use center care.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Miller, E. B. (2016). Child care enrollment decisions among dual language learner families: The role of Spanish language instruction in the child care setting. <i>Early Childhood Research Quarterly, 36</i>, 223-232. doi:10.1016/j.ecresq.2016.01.003</p>	<ul style="list-style-type: none"> Quantitative, longitudinal Head Start Impact Study (HSIS; 2002-2006), and the Head Start Family and Child Experiences Survey (FACES; 2009) National 	<p>Subsample of Spanish-speaking DLL children eligible for or attending Head Start (HS).</p> <p>From HSIS:</p> <ul style="list-style-type: none"> 690 HS-treatment group 451 control group <p>From FACES:</p> <ul style="list-style-type: none"> 825 Head Start attendees <p>Child Age</p> <ul style="list-style-type: none"> 3-5 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> Approx. 60 percent of this DLL sample has mother who is a recent immigrant (within the past 10 years) <p>Household Income</p> <ul style="list-style-type: none"> SES eligibility criteria for Head Start 	<p>Hispanic</p> <ul style="list-style-type: none"> Sole focus <p>Immigrant</p> <ul style="list-style-type: none"> Not a focus <p>DLL</p> <ul style="list-style-type: none"> Focus of analysis <p>Low-Income</p> <ul style="list-style-type: none"> Head Start eligible sample 	<ul style="list-style-type: none"> Nonparental care 	<ul style="list-style-type: none"> Parents were more likely to enroll Spanish-speaking DLL children in an ECE setting that instructed in Spanish over one that did not if child's first language was only Spanish. Parents were more likely to enroll children in an ECE setting that instructed in Spanish when other DLL children had been previously enrolled. Few other child, family, and institutional characteristics predicted ECE enrollment for Spanish-speaking families with a DLL child.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Neidell, M., & Waldfogel, J. (2009). Program participation of immigrant children: Evidence from the local availability of Head Start. <i>Economics of Education Review</i>, 28, 704-715. doi:10.1016/j.econedurev.2009.06.004</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Early Childhood Longitudinal Study-Kindergarten (ECLS-K; 1998-1999), combined with geocoded census tract data (2000) National 	<p>1,619 Head Start-eligible children in immigrant households who began kindergarten in 1998.</p> <p>Child Age</p> <ul style="list-style-type: none"> 4-5 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> Approximately two thirds of immigrant sample were Hispanic; 16% were Asian <p>Household Income</p> <ul style="list-style-type: none"> Head-start eligible: < 100% of FPL at any wave, or WIC receipt <p>Other Key Characteristics</p> <ul style="list-style-type: none"> Approximately 24% of sample was reported to have attended Head Start in year prior to school 	<p>Hispanic</p> <ul style="list-style-type: none"> Included as predictor <p>Immigrant</p> <ul style="list-style-type: none"> Sole focus <p>DLL</p> <ul style="list-style-type: none"> Included as predictor <p>Low-Income</p> <ul style="list-style-type: none"> Head Start-eligible sample 	<ul style="list-style-type: none"> Head Start enrollment 	<ul style="list-style-type: none"> The presence of a Head Start center in a census tract increased Head Start enrollment for children in immigrant families by 50 percent. The impact of Head Start availability was larger for immigrant who were more recent, and for those with less access to public transportation.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Pilarz, A. R., Claessens, A., & Gelatt, J. (2016). Patterns of child care subsidy use and stability of subsidized care arrangements: Evidence from Illinois and New York. <i>Children and Youth Services Review, 65</i>, 231-243. doi: 10.1016/j.chilyouth.2016.04.011</p>	<ul style="list-style-type: none"> Quantitative, longitudinal Child Care Assistance Program administrative data from the Illinois-New York Child Care Research Partnership Study Phase I (CCRP; 2011-12) 	<p>6,911 child care subsidy-receiving children from four sites in NY and IL.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> Hispanic children made up ~54% of NY sample and ~27% of IL sample <p>Household Income</p> <ul style="list-style-type: none"> Average household income across four sites - \$18,300-\$19,800 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Sample limited to families receiving subsidies 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Subsidy spell durations were linked to state eligibility periods, but significant within-state variation in patterns of subsidy use was also found. Subsidy continuity was associated with fewer changes in providers for children. After a gap in subsidy receipt, children were more likely to have a different subsidized provider upon re-entry if they experienced longer gaps, and if they had provider instability during the subsidy spell. Children who exited at the end of an eligibility period were more likely to re-enter with the same provider than those who exited at different times, suggesting that these exits may be driven by aspects of the re-certification process.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Sandstrom, H., & Chaudry, A. (2012). 'You have to choose your childcare to fit your work': Childcare decision-making among low-income working families. <i>Journal of Children and Poverty, 18</i>, 89-119. doi: 10.1080/10796126.2012.710480</p>	<ul style="list-style-type: none"> Qualitative, cross-sectional Family interviews in 2008 as part of larger <i>Child Care Choices</i> study Collected in Providence, RI and White Center/Seattle, WA 	<p>86 low-income families with employed parent and child younger than age 5 in nonparental care.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-4 years <p>Race/Ethnicity, Nativity</p> <p>Parent sample:</p> <ul style="list-style-type: none"> 57% Latino 60% foreign-born 47% Limited English Proficient <p>Household Income</p> <ul style="list-style-type: none"> Annual income \leq 200% of the Federal Poverty Line <p>Other Key Characteristics</p> <ul style="list-style-type: none"> The two communities were selected because of high concentrations of low-income and immigrant households. ~1/3 of sample received a child care subsidy 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Included, but not a focus <p>DLL</p> <ul style="list-style-type: none"> Included, but not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Low-income parents face complex decisions in finding care arrangements that meet their needs and preferences. Along with availability, accessibility, and affordability of the provider, parents also talked about the value of opportunities for children to learn and socialize with peers, and the importance of a sensitive and trustworthy provider who can reinforce their family's culture and language. Parents identified constraints and barriers that made it difficult to meet their preferences for high-quality care settings and providers. These included needing convenient and flexible care schedules (to match work schedules), and care affordability. One third of the sample preferred relative care, often because of trustworthiness. Approximately half of the sample relied on a relative for at least one arrangement.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Sandstrom, H. & Gelatt, J. (2018). <i>Children of immigrants and variations in child care use</i>. Presentation delivered at the National Research Conference on Early Care and Education. Washington, D.C.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional National Survey of Early Care and Education (2012) National 	<p>Households with a focal child under 5 years (n=4,280)</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-4 years <p>Race/Ethnicity, Nativity</p> <ul style="list-style-type: none"> 17% of respondents were foreign-born; of these, 36% were born in Mexico <p>Household Income</p> <ul style="list-style-type: none"> Full range 	<p>Hispanic</p> <ul style="list-style-type: none"> Included as a predictor <p>Immigrant</p> <ul style="list-style-type: none"> Primary focus <p>DLL</p> <ul style="list-style-type: none"> Included as a predictor <p>Low-Income</p> <ul style="list-style-type: none"> Included as a predictor 	<ul style="list-style-type: none"> Informal relative or nonrelative care Family childcare Center-based care 	<ul style="list-style-type: none"> Young children from immigrant households were less likely to be in nonparental care than those in non-immigrant households. When in care, they used center-based settings at similar rates. Immigrant families were more likely to use nonparental care when they lived in communities with a higher density of Latinos, higher incomes, and those which are urban/suburban (vs. rural). Use of center-based care was lower among immigrants who had arrived in the U.S. recently, and higher among immigrants from Mexico. Use of center-based care was higher among immigrants when families owned a car or ECE programs provided transportation. Use of center-base care was higher among immigrants in communities that were urban/suburban (vs. rural), higher income, and those with more state-funded pre-K slots.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Schmit, S. & Walker, C. (2016). <i>Disparate access: Head Start and CCDBG data by race and ethnicity</i>. Washington, DC: Center for Law and Social Policy.</p>	<ul style="list-style-type: none"> Quantitative, cross-sectional Administrative records from Head Start, Early Head Start and CCDBG (2011-2013), and data from the Census Bureau's American Community Survey (ACS; 2011-2013) National, provides state-level estimates 	<p>Black, Hispanic/Latino, Asian, and AIAN children eligible for Head Start and/or CCDBG subsidy</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-4 years for HS/EHS analysis 0-12 years for CCDBG analysis <p>Household Income</p> <ul style="list-style-type: none"> Head Start-eligible sample (\leq 100% of FPL) Subsidy-eligible sample (\leq 175% of FPL) 	<p>Hispanic</p> <ul style="list-style-type: none"> Subgroup analysis <p>Immigrant</p> <ul style="list-style-type: none"> Not examined <p>DLL</p> <ul style="list-style-type: none"> Not examined <p>Low-Income</p> <ul style="list-style-type: none"> Sole focus 	<p>N/A</p>	<ul style="list-style-type: none"> Nationally, 38 percent of eligible Hispanic preschoolers were served in Head Start compared to approximately 54 percent of eligible Black preschoolers. The share of eligible Latino preschoolers served in Head Start varies widely across states, ranging from 13 percent in South Carolina to 84 percent in Minnesota. Only 5 percent of eligible Hispanic infants and toddlers are served in Early Head Start. States rates ranged from 1 percent (GA and LA) to 16 percent (NE). CCDBG-funded assistance serves a small fraction of eligible children, and Latino children are less likely to receive assistance than their non-Latino peers (with the exception of American Indian and Native Alaskan children, for whom subsidy receipt is also very low). While 13 percent of all eligible children (0-13 years old) and 21 percent of eligible Black children received CCDBG subsidies, only 8 percent of eligible Latino children received assistance. Latino access to CCDBG subsidies varies across states and is lowest in Alabama, Arkansas, Georgia, Mississippi, Oregon, South Carolina, and Tennessee.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Small, M. L., Jacobs, E.M. & Massengill, R.P (2008). Why organizational ties matter for neighborhood effects: A study of resource access through childcare centers. <i>Social Forces</i>, 87(1), 387-414.</p>	<ul style="list-style-type: none"> Mixed methods New York City (2004) 	<p>Child Age</p> <ul style="list-style-type: none"> N/A <p>Other Key Characteristics</p> <ul style="list-style-type: none"> Phase I: Field work in 23 child care centers in four NYC neighborhoods selected on income and race (low-income black, low-income white, low-income Latino, upper middle class). Included director/staff interviews, multiple center observations, interviews with 64 parents, and key informant interviews with community leaders. Phase II: Director interviews for 293 centers in 243 census tracts (random sample of all licensed NYC centers in 2004). 	<p>Hispanic</p> <ul style="list-style-type: none"> Included in sample <p>Immigrant</p> <ul style="list-style-type: none"> Included, but not a focus <p>DLL</p> <ul style="list-style-type: none"> Included, but not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Subgroup analysis 	<ul style="list-style-type: none"> Center-based care 	<ul style="list-style-type: none"> Child care centers serve as important access points for families in communities of color through referrals (e.g., child disability services, mental health services for parents) and their active connections to other organizations (e.g., dental and health providers). Child care centers in high poverty neighborhoods had more community connections than those in lower poverty neighborhoods. Results suggest that child care centers help mothers, especially those who are low-income, build social capital. Increased social networks can benefit parents both psychologically and financially.

Article Citation	Data Source	Sample Characteristics	Relevant Focus	ECE Type Examined	Key Findings Related to Access and Utilization
<p>Vesely, C. K., Goodman, R. D., Ewaida, M., & Kearney, K. B. (2015). A better life? Immigrant mothers' experiences building economic security. <i>Journal of Family and Economic Issues</i>, 36, 514-530. doi: 10.1007/s10834-014-9422-3</p>	<ul style="list-style-type: none"> Qualitative Data collected Washington, DC and Virginia 	<p>40 low-income, first generation immigrant mothers with young children enrolled in means-tested ECE programs.</p> <p>Child Age</p> <ul style="list-style-type: none"> 0-5 years <p>Race/Ethnicity, Nativity</p> <p>Mother region of origin:</p> <ul style="list-style-type: none"> Latin America, n=21 Africa, n=19 <p>Household Income</p> <ul style="list-style-type: none"> 40% had income below the Federal Poverty Line <p>Other Key Characteristics</p> <ul style="list-style-type: none"> 40% of sample had child enrolled in Head Start 	<p>Hispanic</p> <ul style="list-style-type: none"> Included, but not a focus <p>Immigrant</p> <ul style="list-style-type: none"> Sample restricted to immigrants <p>DLL</p> <ul style="list-style-type: none"> Included, but not a focus <p>Low-Income</p> <ul style="list-style-type: none"> Low-income sample 	<ul style="list-style-type: none"> Focus on ECE subsidies 	<ul style="list-style-type: none"> Mothers and partners worked opposite shifts, and also often relied on other family members in the home, to limit child care expenses. Mothers identified several barriers to using subsidies (and other forms of government assistance), including: application processes that were difficult to coordinate with work schedules, negative interactions with staff, lack of information or misinformation, and fear of engaging with government programs. Undocumented mothers living in "ethnic enclaves" had better experiences accessing assistance than documented mothers living in the suburbs. Also, mothers who lived closer to family members learned more about government assistance.