CONTEXTUAL AND CULTURAL VARIATION IN FAMILY DECISION-MAKING ABOUT ECE

CCEEPRC Annual Meeting
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Session Facilitators:
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INTRODUCTION AND NEED

• ECE Access is shaped by multiple, intersecting dimensions
• How families encounter and experience the landscape of ECE is a key piece of understanding we often lack in our studies
• For culturally and linguistically diverse families in different community contexts, more research is especially needed
HEAD START ENROLLMENT 2016-17

Race
- White, 44%
- Black or African American, 29%
- Native Hawaiian/Pacific Islander, 0.7%
- Biracial or Multi-Racial, 10%
- Unspecified/Other, 10%
- American Indian/Alaska Native, 4%
- Asian, 2%

Ethnicity
- Hispanic or Latino Origin, 37%
- Non-Hispanic/Non-Latino Origin, 63%
Approximately half of young Hispanic children in low-income households are in ECE arrangements

About half of young Hispanic children in low-income households are in ECE arrangements (49%).

- **Immigrant household**: 46% (a,b)
- **U.S.-born household**: 53% (b)
- **Hispanic**: 56% (b)
- **White**: 67%

*Source: 2012 National Survey of Early Care and Education*

*Difference relative to white children is significant (p<.05)*

*Difference relative to black children is significant (p<.05)*
OPRE’s Framework of ECE Access

“Access to early care and education means that parents, with reasonable effort and affordability, can enroll their child in an arrangement that supports the child’s development and meets the parents’ needs.”
Multiple Dimensions of ECE Access

**Household:**
- Utilization patterns
- Parental needs
- Parental preferences
- Search and decision-making

**Supply:**
- Availability and flexibility
- Predictors of quality
- Workforce diversity
Today’s Talks:
ECE Access for Diverse Populations in Varied Community Contexts

- Latino foreign-born parents of preschool age
- American Indian/Alaska Native Head Start
- Diverse racial and ethnic families in Tulsa, OK
- Central American mothers who are undocumented
PRESENTERS

• Kevin Ferreira van Leer, California State University - Sacramento | Early Childhood Education Decision-Making among Latino Foreign-born Parents: Developing a Culturally-Informed Model

• Jessica Barnes-Najor, Michigan State University | Inclusion of American Indian and Alaska Native Language and Culture in Head Start

• Sherri Castle, University of Oklahoma | Tulsa Study of Early Education and Development: Patterns of ECE Enrollment and Migration

• Colleen Vesely, George Mason University | Undocumented Central American Immigrant Mothers’ Search for Care in the Context of Deportation Threat