The Changing Face of Early Childhood: Minority and Dual Language Learners Still Missing Out

Hannah Matthews, CLASP
Maki Park, Migration Policy Institute
Roxana Norouzi, One America

Alliance for Early Success Partner Summit
September 22, 2016
Introduction

• Who are today’s young children?
• Why focus on racial equity?
• What do we know about program access by race, ethnicity, nativity?
• What else do we need to know and what can advocates do to address disparities in access?
Today’s Young Children
Racial and Ethnic Diversity

Race/Ethnicity of Low-Income Children Under Six, 2014

- White, 36%
- Black, 20%
- Hispanic, 35%
- Asian, 3%
- Amer. Indian, 1%
- Other, 5%

Source: National Center for Children in Poverty, Basic Facts about Low-Income Children: Children under 6 Years, 2014
Diversity of Origin, Legal Status

- One in four young children has an immigrant parent.
  - Nearly all (97%) young children in immigrant families are citizens or legal non-citizens.
  - The majority live in mixed-status families.
  - One in three young children of immigrants lives in a linguistically isolated household.
A Quarter of Young Children are Poor with Sharp Differences Across Groups

Poverty Rate of Children Birth Through Five, 2014

- Poverty Rate of Children Under 6 (at or below 100% FPL)
- Low-Income Rate of Children Under 6 (at or below 200% FPL)

<table>
<thead>
<tr>
<th>Group</th>
<th>Poverty Rate</th>
<th>Low-Income Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Children</td>
<td>24%</td>
<td>46%</td>
</tr>
<tr>
<td>Black</td>
<td>43%</td>
<td>68%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>15%</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>34%</td>
<td>64%</td>
</tr>
<tr>
<td>AIAN</td>
<td>40%</td>
<td>64%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Why Racial Equity?

- Overrepresentation of children of color in poverty and other risk factors.
- New research on impact of immigrant status on child well-being.
- Systemic inequities and opportunity gaps.
- Policies matter.
Disparate Access: Early Childhood Programs by Race and Ethnicity

• Analysis of administrative data and Census data
• Includes examination of:
  ▪ Head Start
  ▪ Early Head Start
  ▪ Child Care and Development Block Grant (CCDBG)
Overall Findings

• Head Start and CCDBG both:
  ▪ Have large gaps in access across populations.
  ▪ Serve diverse children and families.
  ▪ Show differences in access vary by race, ethnicity, and state.

• Differences in program structure impact differences in analysis and findings—and will impact solutions.
Early Head Start and Head Start Preschool

- Access to EHS is universally low.
- Fewer than half of eligible children served in Head Start preschool.
- Differences exist across groups, smaller differences than in CCDBG.
  - MSHS lessens the gap between Latino and African American children.

Percent of Poor Children Ages 3 & 4 Served by Head Start Preschool, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A...</td>
<td>43%</td>
</tr>
<tr>
<td>B...</td>
<td>54%</td>
</tr>
<tr>
<td>H...</td>
<td>38%</td>
</tr>
<tr>
<td>A...</td>
<td>36%</td>
</tr>
</tbody>
</table>

Fewer than one in six eligible children receive CCDBG.

Access is sharply limited for Latino and American Indian/Alaskan Native children.

Latino Children’s Access to CCDBG

Share of Eligible Latino Children Served by CCDBG by State

*The low number of children in this race or ethnicity group for this state has prevented us from having a large enough sample size to calculate the percentage of eligible children served.*
Children in Immigrant Families
Access to Head Start and CCDBG

• Analysis on race/ethnicity does not account for immigration status.
• Immigrant restrictions depend on funding source.
• Primary language/LEP status often used as proxy for analysis:
  ▪ 29 percent of children in all Head Start programs from household where English is not the primary spoken language.
  ▪ Children with LEP parents about half as likely to receive child care assistance.
Understanding and Addressing Disparities

• Role of federal and state investments.
• Data collection and analysis.
• Impact of state policies.
• Collaborations among diverse stakeholders.
For more information

Hannah Matthews  
Director, Child Care and Early Education  
HMatthews@clasp.org  
@HNMatthews

Stephanie Schmit  
Senior Policy Analyst  
sschmit@clasp.org

www.clasp.org/childcare