

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

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**Alliance for Early Success Partner Summit  
September 22, 2016**



# Introduction

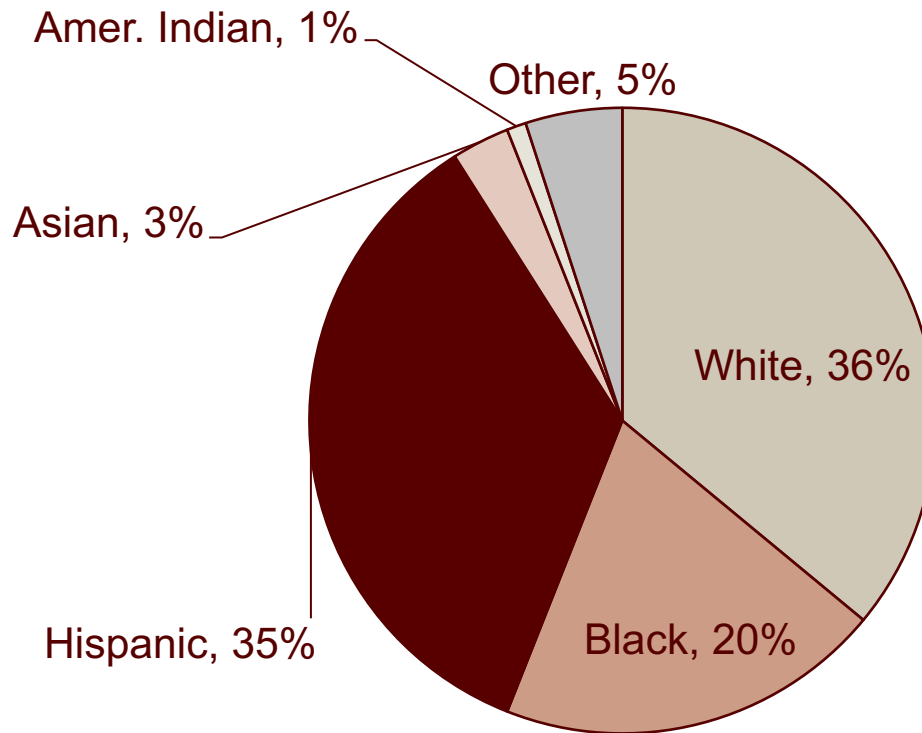
- Who are today's young children?
- Why focus on racial equity?
- What do we know about program access by race, ethnicity, nativity?
- What else do we need to know and what can advocates do to address disparities in access?

# Today's Young Children



# Racial and Ethnic Diversity

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



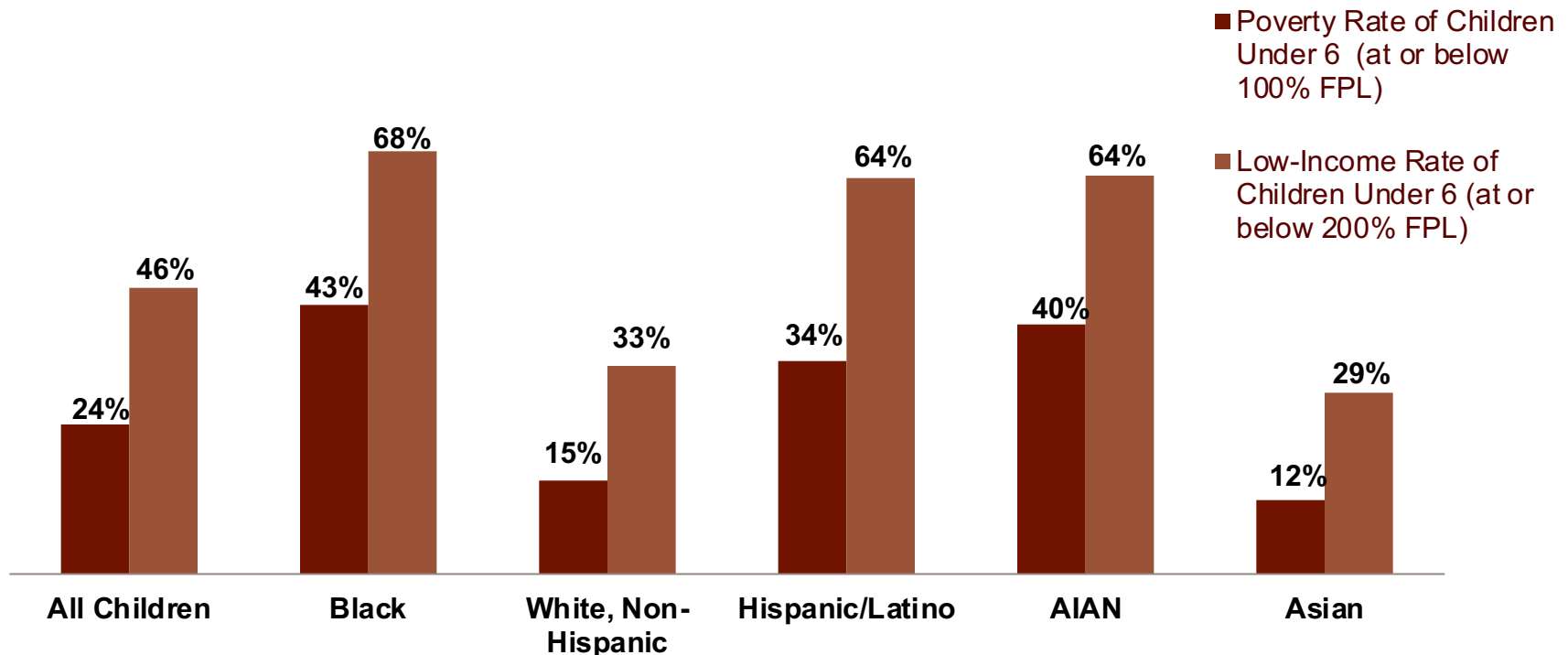
Source: National Center for Children in Poverty, *Basic Facts about Low-Income Children: Children under 6 Years, 2014*

# 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



Source: CLASP calculations of American Community Survey 2014 data, Table B17020B-D and I, <http://www.census.gov/acs/>.

# 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)





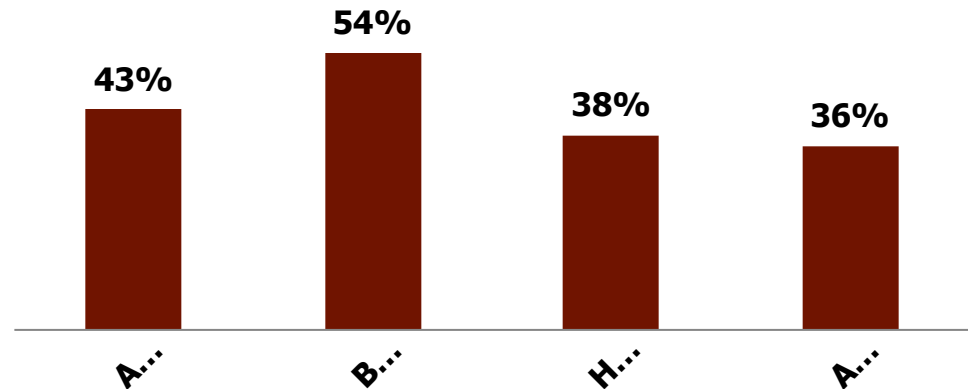
# Overall Findings

- 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**

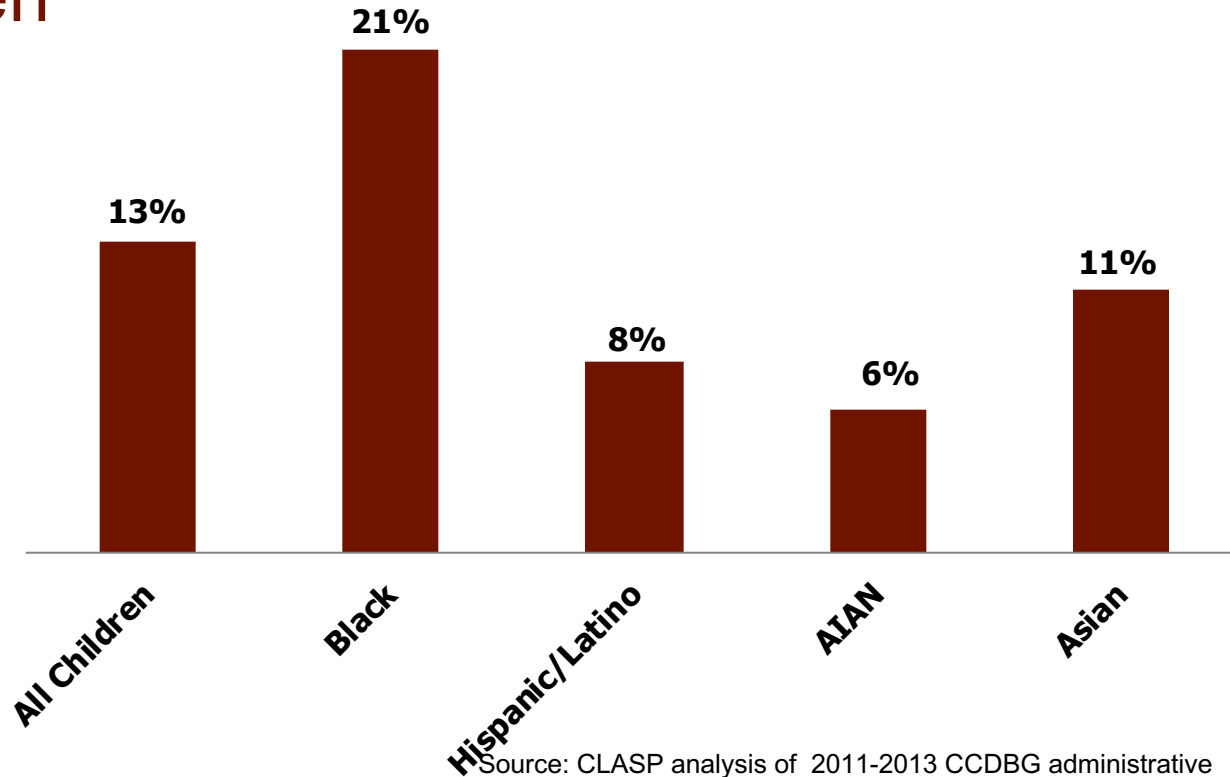


Source: CLASP Analysis of 2011-2013 Head Start PIR data and 2011-2013 ACS data.

# CCDBG

- Fewer than one in six eligible children receive CCDBG.
- Access is sharply limited for Latino and American Indian/Alaskan Native children.

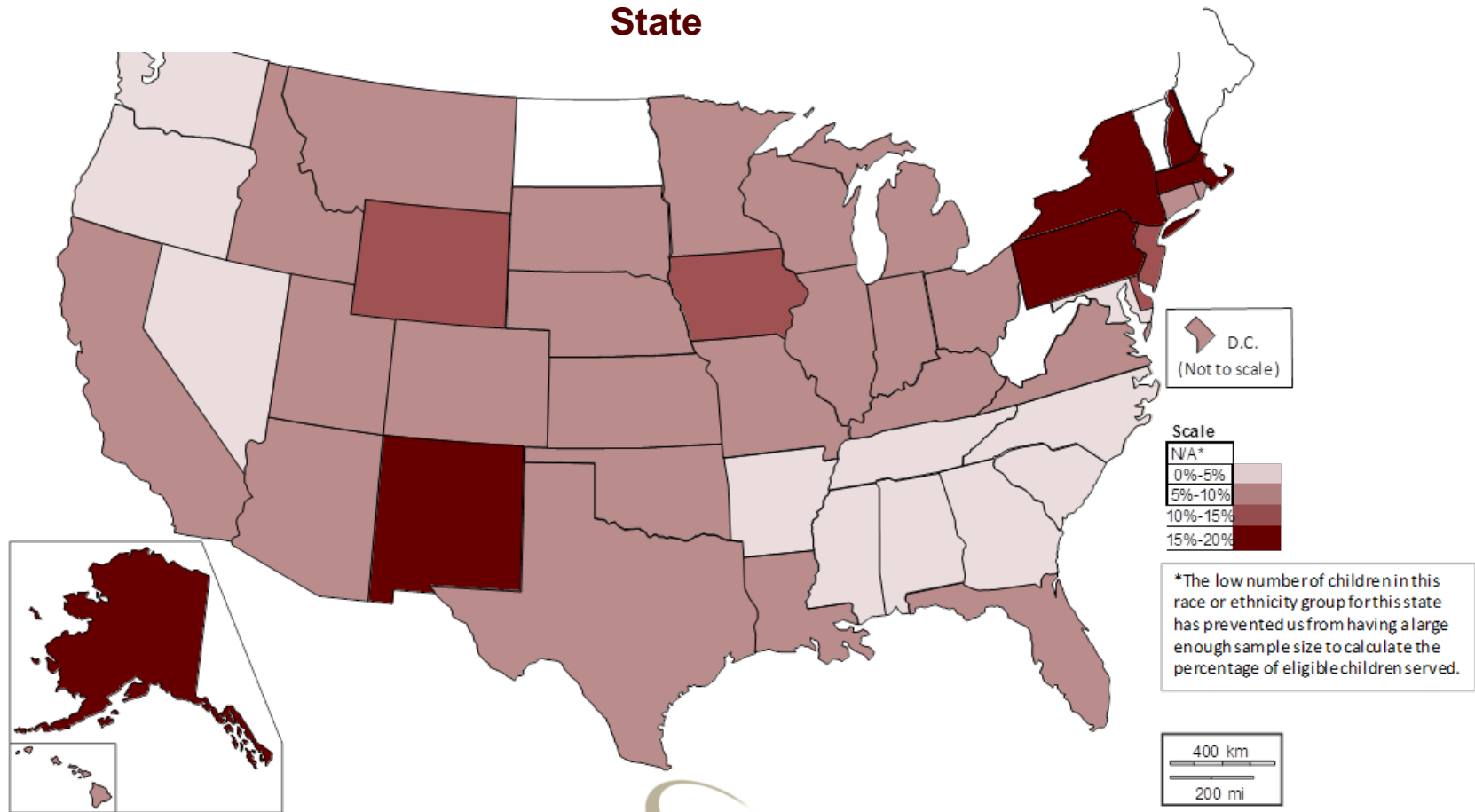
**Eligible Children Served Through CCDBG by Race/Ethnicity**



Source: CLASP analysis of 2011-2013 CCDBG administrative data and 2011-2013 ACS data. See CLASP, *Disparate Access: Head Start and CCDBG Data by Race and Ethnicity*.

# Latino Children's Access to CCDBG

Share of Eligible Latino Children Served by CCDBG by State



# 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

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