



Data and Racial Equity in Early Childhood Policy Advocacy

Alliance for Early Success Webinar Series
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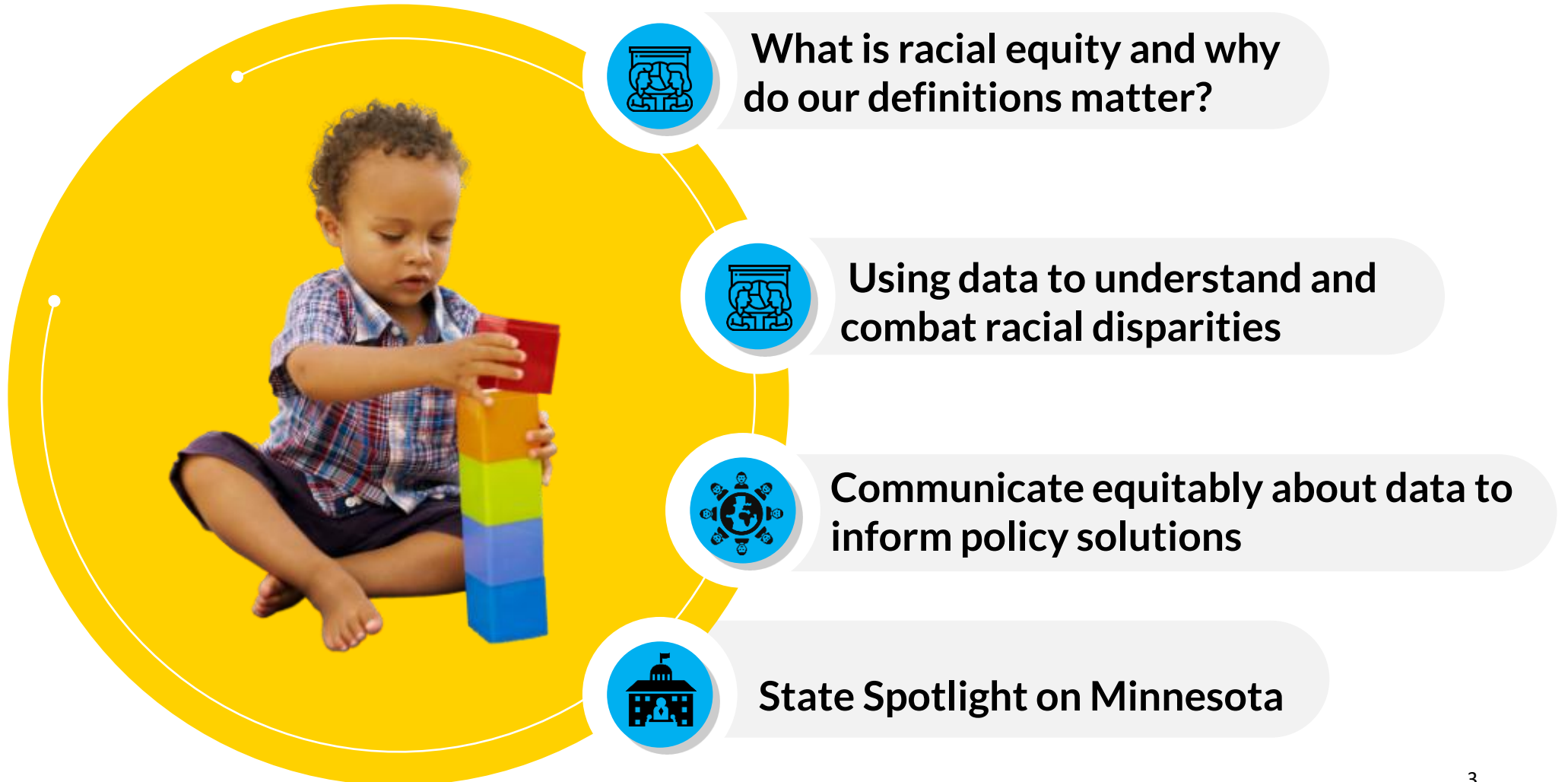


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Overview



A photograph of four young children of diverse backgrounds smiling and huddled together in a classroom. In the background, a globe and a chalkboard with the letter 'A' are visible.

Defining Racial Equity

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How are you defining racial equity?

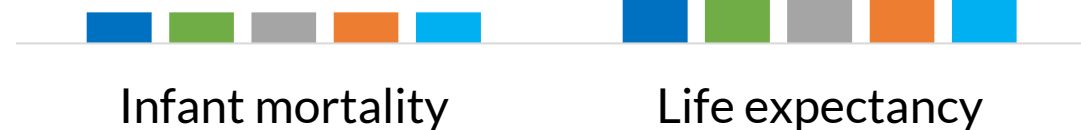
Outcome:

Our race no longer predicts how we fare

Process:

The work it takes to get there

- American Indian
- Asian and Pacific Islander
- Black or African American
- Hispanic or Latino
- Non-Hispanic White



Definitions matter



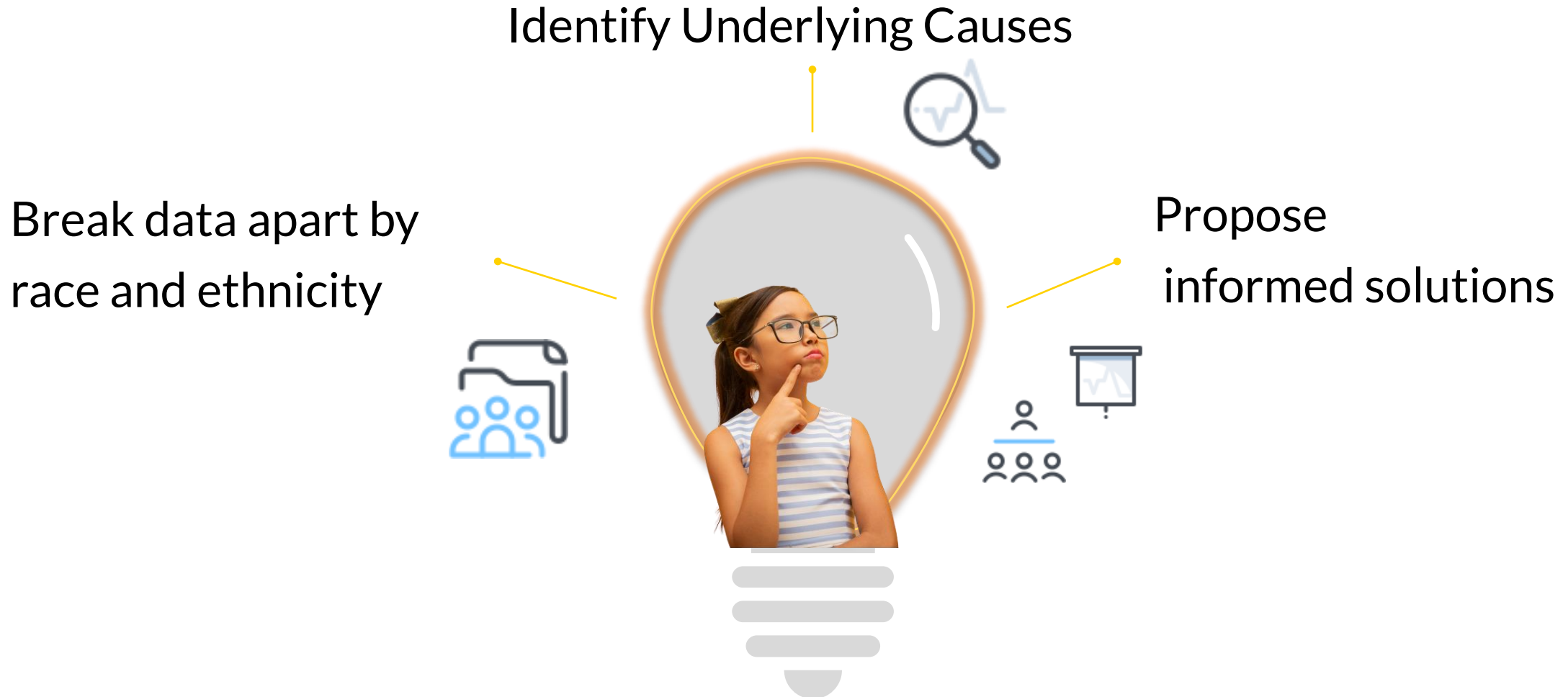
What is race?

- Sorting system that people made up
- Based on physical characteristics
- Differs by place and time
- Social, not biological, ancestral, or genetic
- Has real consequences because of discriminatory practices and policies

Why does the social construction of race matter?

- Race does not correspond to innate differences
- Differences in outcomes are not natural
- Racism is the cause of disparities – not race

How can you use data to understand and combat racial inequities?



Break data apart by race and ethnicity

Percent of households with children that experienced zero hardships during COVID-19



Figure 1. Percent of households with children that experienced zero hardships during COVID-19. Adapted table from “More than One in Four Latino and Black Households with Children Are Experiencing Three or More Hardships during COVID-19” by C. Padilla, & D. Thomson, 2021. Child Trends.

Types of hardships:

1. unemployment
2. difficulty paying expenses
3. behind on rent or mortgage
4. food insecurity
5. physical health problems
6. symptoms of anxiety or depression
7. lack of health insurance

Identify Underlying Causes¹

“Are these policies and practices leading to equity or inequity?” –Ibram X. Kendi,
Alliance for Early Success Webinar, November 18, 2020

Examples of inequity in early childhood:

- Black children and boys are **suspended** at higher rates in preschool²
- Black early childhood educators **earn less** across center and home-based child care settings³

Example of an underlying cause:

- Bias toward framing Black behavior as deviant

[1] Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to Embed a Racial and Ethnic Equity Perspective in Research: Practical Guidance for the Research Process*. Bethesda, MD: Child Trends. Retrieved from: https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective_ChildTrends_October2019.pdf

[2] United States Government Accountability Office (2018). *K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities*. Washington, D.C.: Author. Retrieved from <https://www.gao.gov/assets/700/690828.pdf>

[3] Austin, L.J.E., Edwards, B., Chavez, R., & Whitebook, M. (2019, December 19). Racial Wage Gaps in Early Education Employment. *Center for the Study of Child Care Employment*. Retrieved from <https://cscce.berkeley.edu/racial-wage-gaps-in-early-education-employment/>

Propose Informed Solutions

Over half of states, are making changes to improve their use of early childhood data

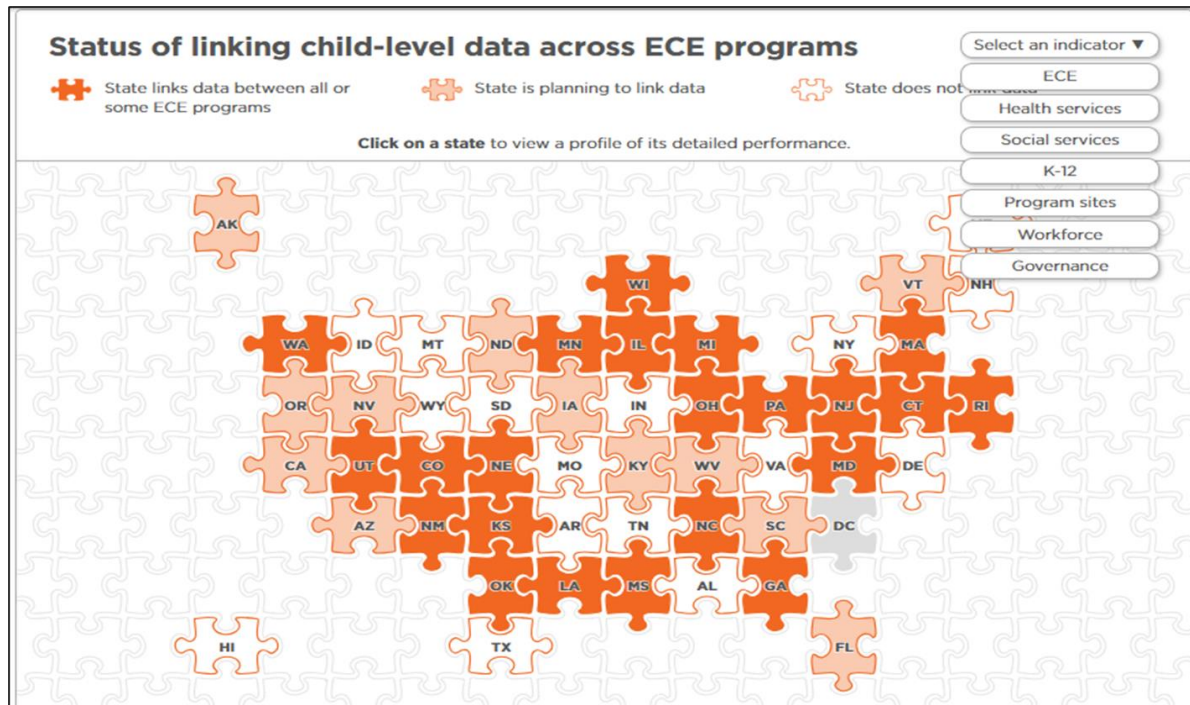


Figure 3. Number of states linking child, workforce, and program data. Adapted figure from “2013 State of states’ Early Childhood Data Systems” by C. King, V. Perkins, C. Nugent, & E. Jordan, 2018. Early Childhood Data Collaborative, Child Trends.

To support the use of early childhood data to advance equity stakeholders can:

- identify questions to document and track causes of inequity
- capture data on race and ethnicity
- engage communities at every stage
- communicate limitations and potential bias
- include the voices of children, families, and educators

A close-up photograph of a woman with long, dark, curly hair holding a baby. The woman is smiling and looking down at the baby. The baby is looking directly at the camera. The background is softly blurred, showing what appears to be a window with light coming through.

Communication

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How do you communicate equitably about data?



1

Say what you mean,
using person-
centered language

2

Do not center one
type of person as
the norm

3

Put data in context

1

Say what you mean, using person-centered* language

Avoid euphemism

- E.g., diverse, vulnerable, underserved, marginalized

Be specific

- Be clear on who is included and who is not

Don't label people with stigmatizing circumstances

- If it is not an identity, do not use it as a label. If it is an identity, how would the population refer to themselves?

Engage communities

- Engage and elevate the voices of community stakeholders

Explain

- Explain why you chose your language



- Diverse children
- Non-English speakers
- Low-income parents
- Marginalized, underserved, minority communities
- Children with special needs



- Black and Indigenous children
- Spanish speakers
- Parents who earn less than \$22,000/year
- Black, Indigenous, communities of color
- Disabled children or children with disabilities

- Be aware of assigning value and stigma
- Identify all groups, not just the “different,” non-normative groups
 - E.g., Disabled and nondisabled; White children and children of color
- Think carefully about comparisons



Source: Freepik.com

3 Put data in context

- Presenting disparities data without context can be harmful
- Investigate structural explanations for differences
 - Discriminatory practices and policies
 - Access to resources
- People skim, so include context early and often



Source: Freepik.com



Why is equitably interpreting and communicating data and research important?

In 2018, the United States infant mortality rate was **5.7** deaths per 1000 live births.

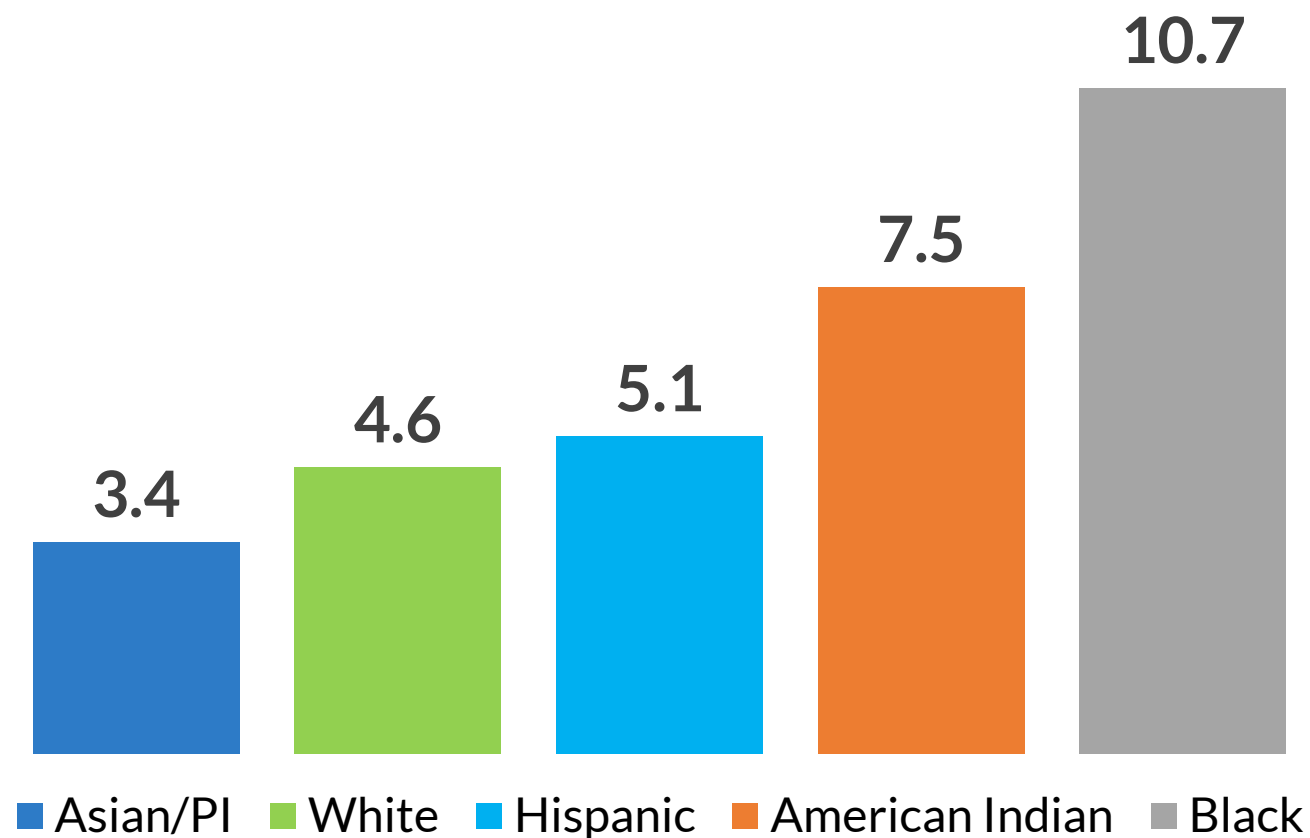
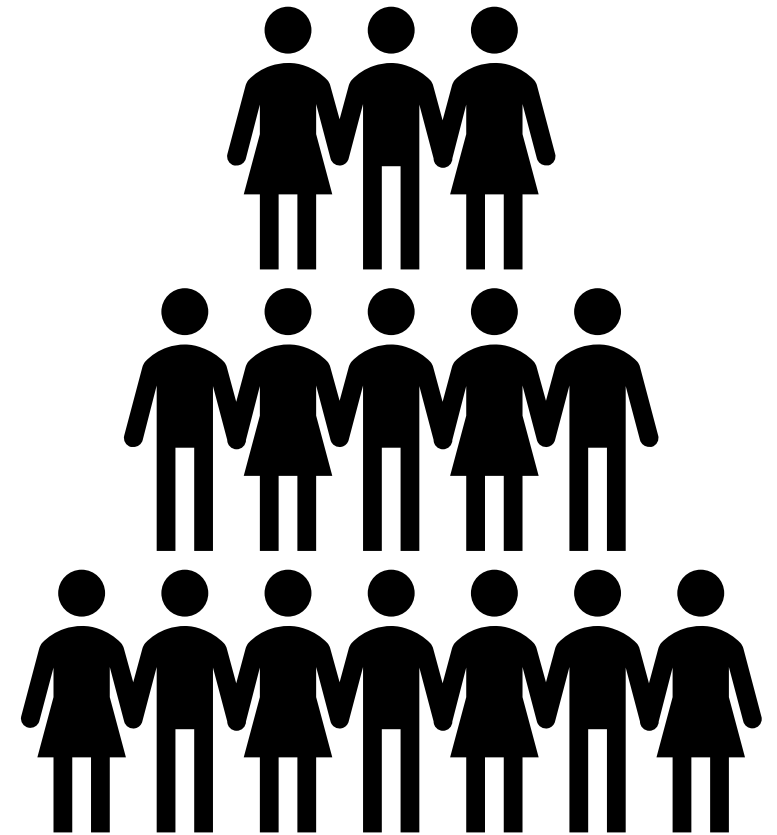


Figure 3. Infant mortality rate per 1,000 live births by race and ethnicity. Adapted from KIDS COUNT Data Center. (n.d.). Infant mortality by race in the United States, 2009-2018 [Dataset].

The idea of “closing gaps” is unfair to all of us.

It centers whiteness as the norm and implies Black, Indigenous, and other people of color should aspire to be like White people.



“Closing gaps” often renders Asian Americans invisible and does not consider within-group differences.

In 2017, the United States infant mortality rate for **Asian/Pacific Islander infants** was **3.8** deaths per 1000 live births.

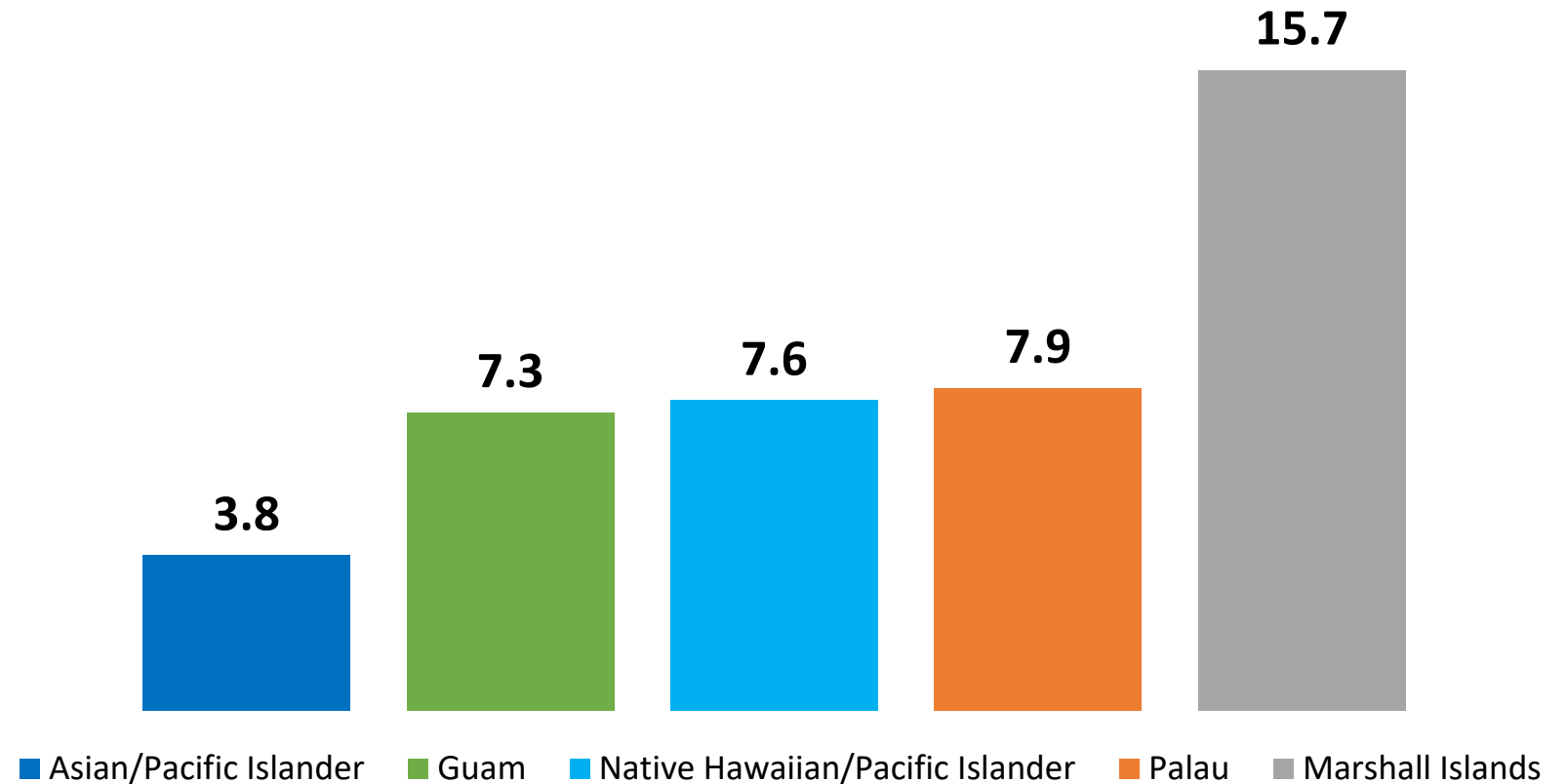


Figure 4. Infant mortality rate per 1,000 live births for Asian/Pacific Islander infants. Adapted from “Infant Mortality in the United States, 2018: Data From the Period Linked Birth/Infant Death File” by D.M. Ely, & A.K. Driscoll, 2020. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System. Retrieved from <https://www.cdc.gov/nchs/data/nvsr/nvsr69/NVSR-69-7-508.pdf>.

“Closing gaps” rarely addresses the diversity with Latinx and Hispanic communities

In 2017, the United States infant mortality rate for **Hispanic American infants** was **5.1** deaths per 1000 live births.

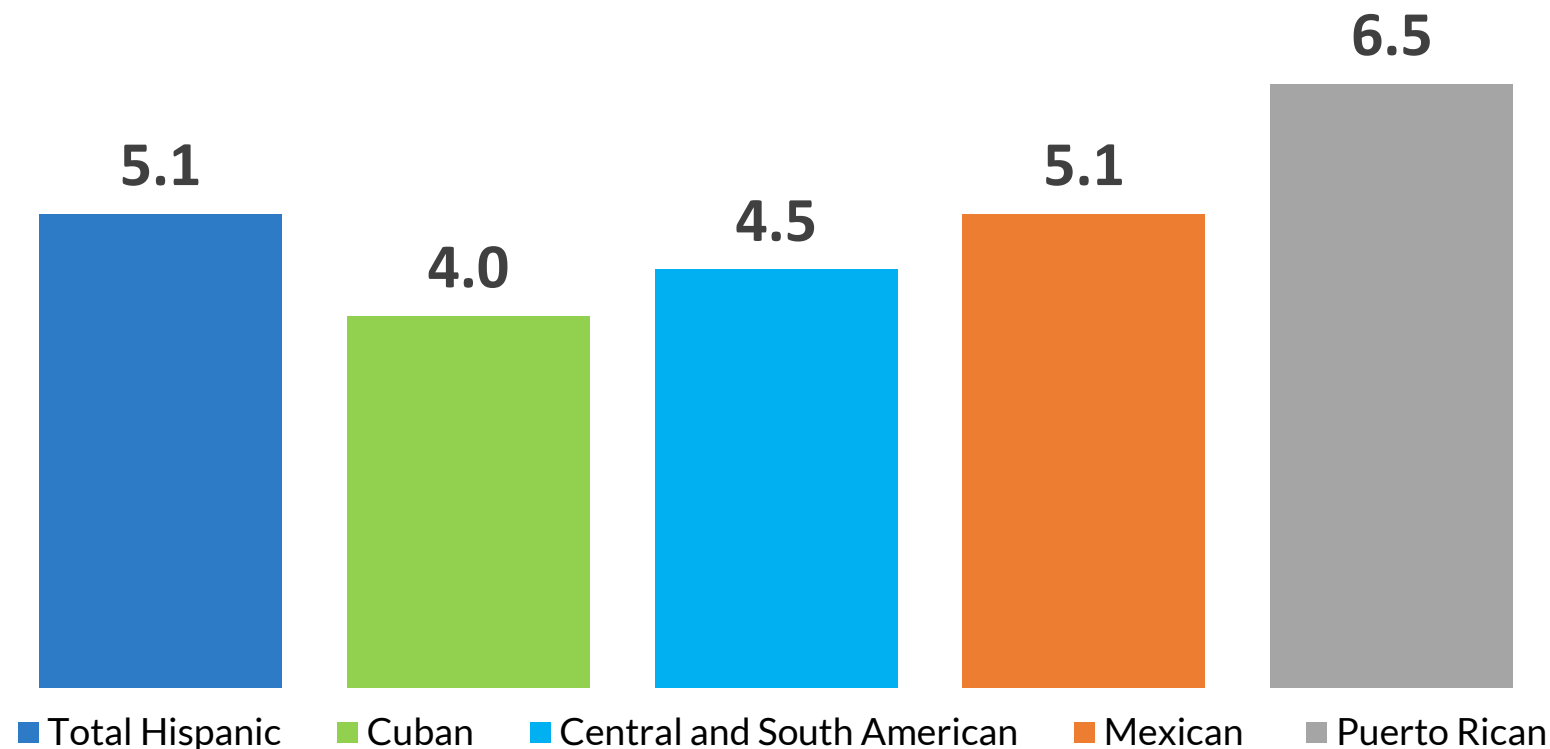


Figure 5. Infant mortality rate per 1,000 live births for Hispanic American infants. Adapted from “Infant Mortality in the United States, 2018: Data From the Period Linked Birth/Infant Death File” by D.M. Ely, & A.K. Driscoll, 2020. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System. Retrieved from <https://www.cdc.gov/nchs/data/nvsr/nvsr69/NVSR-69-7-508.pdf>.

“Closing gaps” ignores the fact that White infants are not doing well either compared to infants in other countries.

In 2018, the United States infant mortality rate for **White infants** was **4.6** deaths per 1000 live births.

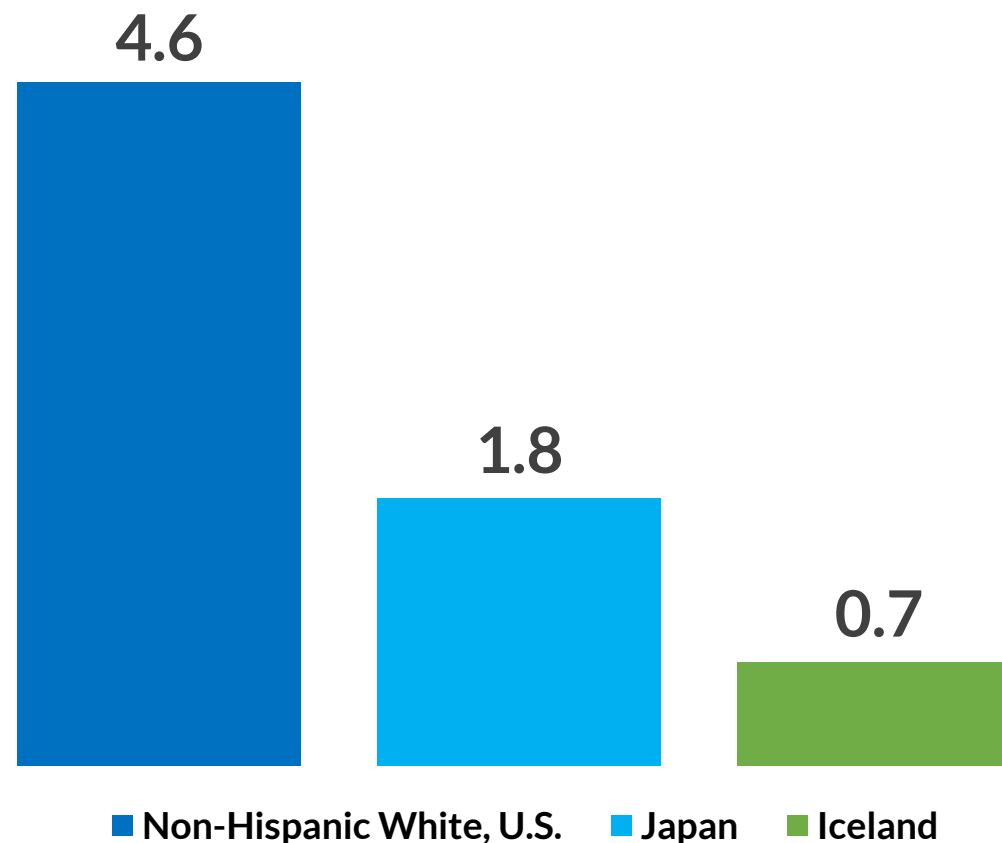
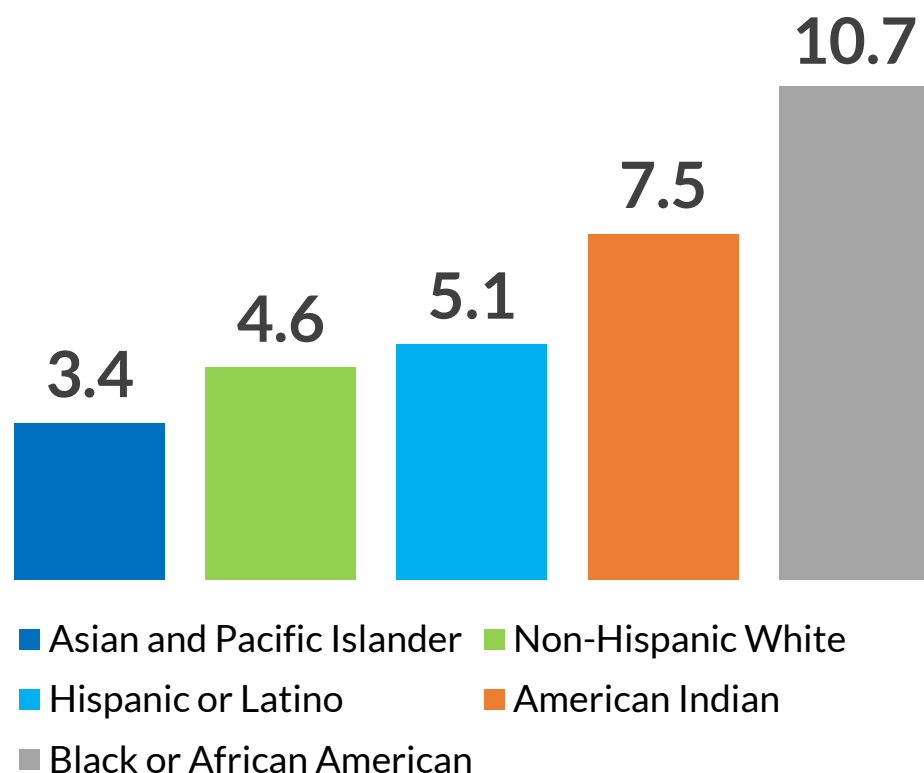


Figure 6. Infant mortality rate per 1,000 live births for White infants. Adapted from “America’s Health Rankings Annual Report” by United Health Foundation, 2018. Retrieved from <https://www.cdc.gov/nchs/data/nvsr/nvsr69/NVSR-69-7-508.pdf>.



The goal is to get the rate as close to zero as possible for all infants.



Communicating data equitably is part of how we get to this goal.

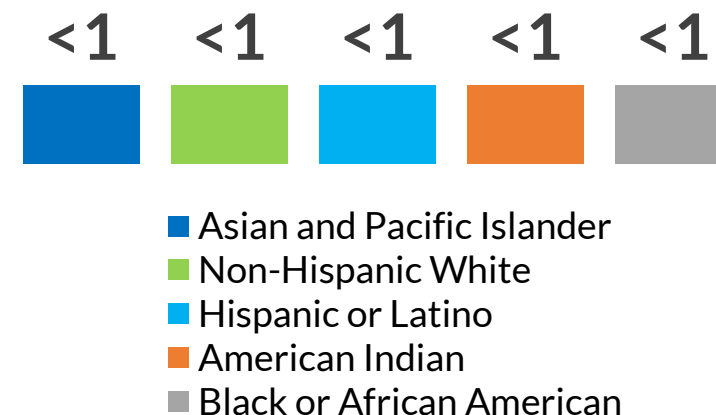
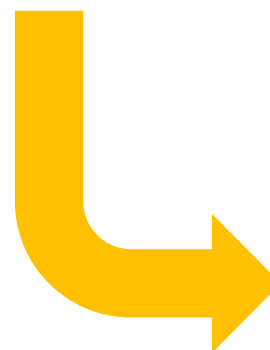


Figure X. Infant mortality rate per 1,000 live births by race and ethnicity. Adapted from "Infant Mortality in the United States, 2018: Data From the Period Linked Birth/Infant Death File" by D.M. Ely, & A.K. Driscoll, 2020. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System. Retrieved from <https://www.cdc.gov/nchs/data/nvsr/nvsr69/NVSR-69-7-508.pdf>.

A close-up photograph of a woman with long, dark, curly hair holding a baby. The woman is smiling and looking down at the baby. The baby is looking directly at the camera. The background is a bright, out-of-focus indoor setting.

State Perspective Minnesota's Story

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State Perspective

Evaluating Early Childhood Program Access:

An Analysis of Participation Data for Lower Income Children, Children of Color and American Indian Children from the Minnesota Early Childhood Longitudinal Data System

The potential for a future productive workforce, prosperous economy and thriving communities in Minnesota is being formed right now in the experiences and opportunities provided to the state's youngest citizens. During the first years of life a child's brain goes through its most rapid development with 700 new neural connections occurring every second.¹ Those neural connections are the building blocks of the brain, which is constructed from the bottom up starting with simple skills that provide the foundation for more advanced skills later in life. That's why providing a stable foundation for brain development in a child's earliest years through strong caregiver relationships, early education for all young children and early intervention when development is disrupted by adverse experiences (such as poverty, hunger, exposure to violence, or parental mental illness or addiction) is essential to ensuring positive outcomes later in a child's life. Investments in early education and intervention programs not only support future learning and development, but also reduce the need for remedial services like Special Education, justice systems, and public work support programs, and can result in societal returns on investment of up to \$16 for every \$1 spent on prevention and intervention.² This is the best possible investment communities can make in their children's futures. The state's future workforce and economy depends on how we treat children now because today's preschoolers are tomorrow's workforce.

Early Childhood Investment in Minnesota

State and federally funded programs provide and support access to education, prevention and intervention services for young children and families in Minnesota. The purposes of these programs include supporting access to basic needs and work supports such as food, health care, and child care and promoting healthy child development and family stability through parental support and education, and access to high-quality early education. Effective early childhood programs and supports are safe, accessible and developmentally appropriate and include appropriately trained and compensated staff, parental support and involvement, language development support, small adult-child ratios, comprehensive supports to address the needs of the whole child, and responsive

Minnesota Early Childhood Longitudinal Data System

In order to gain a more comprehensive understanding of early childhood and social program participation and use patterns to identify gaps in services and opportunities for investment and outreach, integrated data between administrative agencies has become necessary. Minnesota began to embark on the creation of such a system in 2010 through Race to the Top Early Learning Challenge Grant Funding. Minnesota Early Childhood Longitudinal Data System (ECLDS) was launched in early 2016. The ECLDS is an interactive and accessible data tool that combines and links data collected by the Minnesota Departments of Education, Human

Children's Defense Fund Minnesota 2017



Minnesota ECLDS

- 1. Value of Early Education**

[Learn more about the Value of Early Education](#)
- 2. Services Provided**

[Learn more about Services Provided](#)
- 3. The Kids We Serve**

[Learn more about The Kids We Serve](#)
- 4. Participation**

[Learn more about Participation](#)
- 5. Trends**

[Learn more about Trends](#)
- 6. Opportunities**

[Learn more about Opportunities](#)

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About ECLDS Data

Census

Outreach

Data Stories - MN Kids Explorer

Kindergartners

Third Grade

Birth to Pre-K

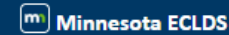
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Welcome



Welcome to Minnesota's Early Childhood Longitudinal Data System!

We are proud to offer this new and evolving tool to help our state answer questions about young children and their development and learning. Keep in mind, this is Minnesota's foundation for filling gaps in knowledge on children. We are excited to continue to grow our system and provide more robust information for all interested users around the state.

Thanks for visiting! Please come back often, we are constantly growing and adding new features. If you have any questions please contact eclds.support@state.mn.us.

What's New

Sign Up for Email Updates

Let us know you'd like to hear more about ECLDS through emails you'll receive a few times a year. Sign up for [newsletter updates](#), and be in the know about new reports, data sources, and website features. We promise not to fill up your inbox.

SIGN UP FOR UPDATES

GET OCCASIONAL EMAILS ABOUT ECLDS.



Questions

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THANK YOU!