

1. Descriptive Information

<p>Racial/Ethnic and Economic Segregation in Early Care and Education This session will examine the issue of racial/ethnic segregation in early care and education (ECE) programs. To address this issue, we will begin with a national portrait of racial/ethnic segregation in ECE comparing segregation in ECE programs to that in K–12 programs, including variation in segregation patterns by type of care, age of children served, region, and urbanicity. A second paper will look at three key implications of residential segregation for consideration by ECE policymakers (across Head Start, CCDF, and public preschool), including how residential segregation can shape within-program segregation, policy-relevant differences in children’s neighborhood contexts, and differential program access at the local level.</p> <p>The final paper will look particularly at Hispanic families and what is known about their ECE preferences and search and decision-making processes, and how that may or may not contribute to segregation in ECE programs. The paper will also consider issues arising from the current sociopolitical environment from the perspective of both families and providers. Finally, a discussant will share thoughts on the implications of this research on policy, programs, and for future research, including posing key questions for the audience to consider and expand on.</p>	<p>Facilitator</p> <ul style="list-style-type: none">• Lina Guzman, Child Trends <p>Presenters</p> <ul style="list-style-type: none">• Erica Greenberg, Urban Institute <i>Segregated from the Start: Comparing Segregation in Early Childhood and K-12 Education</i>• Erin Hardy, Institute for Child, Youth and Family Policy, Brandeis University <i>Residential Segregation and Early Childhood Policy: Opportunities to Increase Equity Presentation</i>• Julia Mendez, University of North Carolina, Greensboro <i>Segregation in ECE: What we Know from the Perspective of Hispanic Families Presentation</i> <p>Discussant</p> <ul style="list-style-type: none">• Ngozi Lawal, Center for the Study of Social Policy <p>Scribe</p> <ul style="list-style-type: none">• Katie Caldwell, ICF
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2. Documents Available on Website

- Guzman_Racial & Ethnic and Economic Segregation in Early Care and Education
- Greenberg_Segregated from the Start: Comparing Segregation in Early Childhood and K–12 Education
 - <https://www.urban.org/features/segregated-start>
- Hardy_Residential Segregation and Early Childhood Policy: Opportunities to Increase Equity
- Mendez_Segregation in ECE: What We Know from the Perspective of Hispanic Families

3. Brief Summary of Presentations

- **Summary of Presentation #1:** Segregated from the Start Comparing Segregation in Early Childhood and K-12 Education
 - Study was released in the fall of 2019.
 - Goal: to compare segregation in early care and education (ECE) and K–12 schools given the early roots of racial bias and importance of positive peer interactions for school readiness
 - Racial segregation begins in our homes and neighborhoods; US school segregation layers on top of residential segregation

- Segregation in ECE programs reflect residential and education segregation patterns and there is a lack of national data relating to ECE segregation, though the literature is growing.
- Research questions examined during this study:
 - How does segregation in ECE compare with segregation in K–12 education?
 - How does segregation vary among ECE programs?
 - How can we address segregation in ECE?
- 3 data sets were used:
 - National Survey of Early Care and Education- 2012
 - Common Core Data- 2011-2012
 - Private School University Survey- 2011-2012
- Within the study segregation was defined as: enrollment of Black and Hispanic children compared to total enrollment in each ECE program
- The rigorous measure that was used was the Index of Dissimilarity which measures how much, on average, programs’ racial composition deviates from the composition of all programs nationwide
- Findings:
 - ECE is substantially more segregated than K-12 schools
 - ECE segregation is driven by home based programs; centers reflect the segregation in K-12 programs while home based programs, particularly unlisted programs, are as segregated as they could possibly be
 - These findings support the theory that less government oversight leads to more segregation
- More research is needed:
 - Do levels of segregation vary across states, localities, policy context and time?
 - How does ECE segregation relate to residential segregation?
 - What causes ECE segregation?
 - What are the long and short-term consequences of ECE segregation?
 - In ECE can separate be equal?
- **Summary of Presentation #2: Residential Segregation and Early Care and Education Policy: Opportunities to increase equity**
 - Segregation is a form of institutional racial discrimination that has been enforced over decades through exclusionary and discriminatory housing policies and practices
 - Dr. Hardy displayed a map of the Milwaukee metro area, the map showed white and black children living in distinctly different areas
 - How segregated are low-income children? Low-income white children still live in neighborhoods that are majority white.
 - Finding: Even if we look at low-income children, racial segregation is extreme. It is not a function of economic differences that occur along racial lines
 - Implication for ECE: Segregated neighborhoods paired with ECE neighborhood feeder system leads to segregated early childhood programs.
 - Is separate, equal? Poor children are much more likely to live in poor neighborhoods with less opportunity if they are Hispanic or Black.
 - Finding 2: Low-income Black and Hispanic children are much more likely to face the ‘double burden’ of family poverty and low neighborhood opportunity than low-income White and Asian children.
 - Implication for ECE: High quality ECE is intended to buffer against the barriers low-income children and federal policy recognizes family poverty as a central risk factor but not neighborhood poverty.

- Finding 3: Another consequence of residential segregation is that Hispanic and Black children, in particular, are the most likely to live in neighborhoods that are not only low opportunity but that also lack the presence of key federally supported early childhood programs, such as Head Start
 - Implication for ECE: Federal ECE policies can increase racial equity by targeting children facing the triple threat of family poverty, low neighborhood opportunity, and low availability of high-quality ECE (who are disproportionately Black and Hispanic)
- The full Federal policy review is due out in November 2020 and will include numerous recommendations for opportunities to increase equity in existing federal programs
- Recommendations for strengthening the Federal ECE regulatory structure:
 - Make ‘children facing high neighborhood risk’ a priority group in Head Start and CCDF
 - Add “fair access” provisions to Head Start and CCDF that explicitly monitor and address racial inequities
 - Require neighborhood measures in Preschool Development Birth through Five Grant Needs Assessments and Head Start Performance Indicators
 - Break down the silos: Support cross-agency visioning, planning, and coordination opportunities to support comprehensive neighborhood early childhood systems
- **Summary of Presentation #3: Segregation in ECE: What We Know from the Perspective of Hispanic Families**
 - 1 in 4 children in the US are Hispanic
 - Roughly 1 in 3 Hispanic children are currently living in poverty, the majority are US born but 1 in 4 have a parent who lacks legal status
 - Definition of Access: Access to ECE means that with reasonable effort parents can find their way to an ECE situation that meets their needs, is affordable, and promote child development.
 - The National Research Center on Hispanic Children and Families has conducted prior work on Hispanic parental needs relating to ECE:
 - Challenging job circumstances: stressful working conditions, lack of insurance, nonstandard work hours, immigrant Hispanic parents are more likely to receive short advance notice of work hours/status
 - This study used the National Study of Early Childcare and Education (2012) data on reported race/ethnicity.
 - 1 in 5 children in ECE are Hispanic
 - Evidence of a marked split in Hispanic makeup of centers: Low-Hispanic serving centers tend to have either none or few Hispanic children enrolled, while those that are high-Hispanic serving tend to be majority-Hispanic.
 - The process of searching for care was also examined. Low-income Hispanic families have similar reasons for searching, different processes for searching and different outcomes.
 - These families consider fewer providers, are less likely to conduct an ECE search and they are less likely to change their ECE arrangement based on their search.
 - Search process differs by child age- preschool age ECE may be in higher supply than infant/toddler care. Hispanic families are much more likely to live in areas that are considered child care deserts
 - Much more likely to consider a familiar home provider versus an unfamiliar home provider and less likely to consider a center for their infant and toddlers.
 - Continued research is needed on low-income Hispanic families and their experiences searching for childcare.
 - Segregation in ECE arrangements could be further examined to determine what programs are doing to recruit and provide care for low-income Hispanic children, and what more can be done.

- **Summary of Presentation #4:** Response to presentations from Ngozi Lawal
 - There are a growing number of people who are thinking about racial equality, but it is important to think deeply about what can actually be done.
 - We cannot get unstuck if we do not know how we got here. Everybody needs to do the work. Awareness of this segregation is an important part of today's discussion. This may be shocking to some.
 - Think about the actors in this situation. These policies have been in place for a long time; what are the roles that people are playing now? What is your role and what can you do?
 - In the field we understand the value of parent choice; it's clear that not all parents have true choice and think about how we present choice to parents. What kind of recruitment strategies are you using and how are you communicating quality to parents?
 - Intentionality- what can I do now and what are more long-term points to act on?
 - Very important to use a racial lens to correct the racially discriminatory practices
 - For those who create or perform research- it is not enough to quote the dismal findings but it is important to highlight the history and social context that got us here to today's situation.

4. Brief Summary of Discussion

Q: What are some of the most beneficial supply side approaches to ensuring high quality providers are available to all families?

A: There is an extreme lack of resources in the system. The number of kids being served is less than half of the kids that qualify to be served. In an environment of extreme resource constraint, it's important to understand where the supply is going and which kids are accessing high quality, affordable care. We currently don't have a good sense of that.

Q: How can we think about segregation, which is bad for children but cultural and linguistic issues that are good for children?

A: We need think about what it means to have an integrated setting that meets the needs of children. Settings that provide professional development for teachers around cultural competency show more positive outcomes. How do we prepare all children to function in a multicultural society? That is what the field needs to be working towards.

Q: What is being seen as Black and Hispanic families need to navigate the ECE system during this time? (Pandemic/racial upheaval)

A: We are seeing a couple of patterns. There is a disproportionate effect of Covid-19 on families of color. The closure of childcare settings is creating real challenges for families. For Hispanic families with in the worsening context of immigration policies, they report being more fearful about leaving their children in some care settings in many communities. This time is showing the vulnerability and fragility of childcare system and this could inform how we rebuild this system as the world emerges from the pandemic in the future.

Questions from attendees that were unanswered during the webinar:

1. What efforts are the presenters aware of for policy advocacy for new targeted EC programs that might provide greater equity outcomes such as those that come out of AIAN HS & EHS?

(Erica Greenberg) The current moment does seem to be favorable to program targeting, and there are several examples in other fields (such as priority access to COVID-19 vaccines for Black Americans or renewed momentum behind reparations). I have not encountered specific efforts in ECE, but equitable access and compensation for providers seem like promising places for evidence-based solutions.

2. To get to Ngozi's point about each of our role, how do you all think that we limit our own sense of our responsibility by using the language of supply and demand. Those are very abstract terms for very real, human actions.

(Erica Greenberg) Thank you for this question. Supply and demand are the result of real and complex human actions, including those driven by structural racism and implicit bias. I think this language works for some audiences better than others and can always be unpacked to get to root causes. I will work to do this more effectively in the future.

5. Summary of Key issues raised

- Segregation exists within ECE programs and it stems from institutional and residential segregation in neighborhoods.
- Federal policies can be enhanced, and additional requirements added to move toward a more equitable experience for all children accessing ECE.
- Additional research is needed on segregation in ECE, policy implications and the experiences and availability of care for low-income Black and Hispanic families.