



A CLOSER LOOK AT LATINO ACCESS TO CHILD CARE SUBSIDIES

A Companion Piece to
Disparate Access: Head Start & CCDBG Data by Race and Ethnicity



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Introduction

The Child Care and Development Block Grant (CCDBG) helps low-income parents meet the high costs of child care so that they can work or go to school. CCDBG is the largest federal funding source to help states provide child care assistance to low-income families as well as improve child care quality. States match federal funds to draw down all available dollars. In 2014, CCDBG spending totalled \$8.4 billion.¹

Young children in the United States are racially, ethnically, and linguistically diverse. In 2015, more than a quarter of young children (26 percent) under age 6 were Hispanic/Latino.² Children born in recent years have been “majority minority,” as racial and ethnic minorities now make up half of the young child population (defined as children birth through five). The tipping point to a “majority minority” population for children under age 18 is expected within five years.³ This rich diversity offers great promise and opportunity but also many challenges. Young Latino children, in particular, are at risk. Economic wellbeing is essential to young children's healthy development and future economic success, making Latinos' disproportionately high poverty rates deeply concerning.

A recent CLASP analysis found that access to child care subsidies is sharply limited for all eligible children, but even more so for particular racial and ethnic groups and in particular states.⁴ A striking finding is that eligible Latino children have very limited access to CCDBG-funded child care assistance. While 13 percent of all eligible children (ages 0-13, regardless of race/ethnicity) and 21 percent of eligible Black children receive child care assistance through CCDBG, only 8 percent of eligible Latino children get help.⁵ Access is even lower in many states, including Alabama, Arkansas, Georgia, Mississippi, Oregon, South Carolina, and Tennessee (see Appendix). This brief looks more deeply into the data on Latino children and offers potential policy solutions to improve access to child care assistance.

Overview of CCDBG

CCDBG is a federal-to-state program in which states set policies under federal parameters. Consequently, CCDBG participation data reflect federal and state investments as well as state policy choices. The 2014 reauthorization of CCDBG established new requirements for states; however, states continue to have discretion to set many key policies, including eligibility requirements for parents and providers, benefit and co-pay amounts, and quality standards.⁶

Federal income eligibility is capped at 85 percent of State Median Income (SMI), but states can—and often do—set lower ceilings.⁷ In 2016, 17 states set their income eligibility at or below 150 percent of FPL.⁸ States must give

About this Report

CLASP's “Disparate Access” work is intended to promote understanding of racial and ethnic differences in access to child care and early education and explore and uncover the reasons for such differences. This report is a companion piece to CLASP's original report, *Disparate Access: Head Start and CCDBG Data by Race and Ethnicity*. See clasp.org/childcare for additional research in this area.

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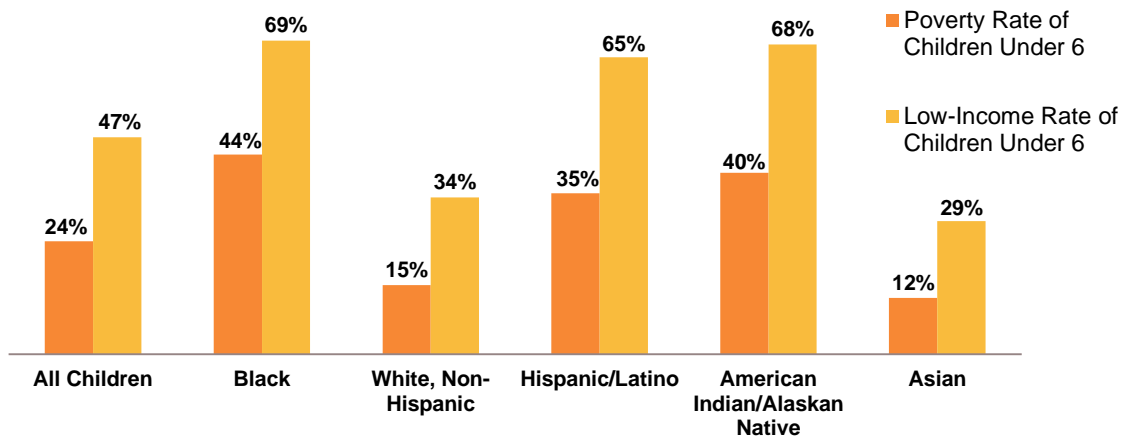
priority to families with very low incomes, children with special needs, and children experiencing homelessness while also having discretion to prioritize additional populations; and families receiving CCDBG generally have incomes well below the state income eligibility threshold.

In 2014, 1.4 million children received CCDBG-funded child care in an average month. According to U.S. Department of Health and Human Services estimates, only 15 percent of federally eligible children under age 13 and 23 percent of federally eligible children under age 5 received child care assistance through all funding sources, including CCDBG and Temporary Assistance for Needy Families (TANF).⁹

Young Latino Children

According to the 2010-2014 American Community Survey data, one in four (24 percent) children under age 6 was poor. However, the rates were even higher for Hispanic/Latino young children; in 2014, one in three (34 percent) lived in poverty (see Figure 1).

Figure 1. Poverty and Low-Income Rates of Children Birth Through Five, 2010-2014



Source: CLASP calculations of American Community Survey 5-year estimates (2010-2014).

Historically, fewer Latino children have enrolled in center-based early childhood education programs than their White and Black peers, contributing to the myth that Latino parents would rather rely on family, friends, and neighbors for care.¹⁰ The reality is far different; in 2012, the National Survey of Early Care and Education (NSECE) found that Latino parents shared similar perceptions of center-based early childhood education with their White and Black peers. Most notably, Latinos looked favorably on center-based care at similar rates to Whites and Blacks. Further, Latino families—particularly those with low incomes—are *not* any more likely than other groups to have relatives available to provide care. The NSECE also found that the supply of child care or early education programs is low.

The care that is available may not meet the needs of Latino families. Latino workers are concentrated in low-wage industries, such as restaurants or retail. These industries provide inadequate pay to care for a family; in 2015, 58 percent of full-time Latino workers were earning less than \$15 an hour, compared to 39 percent of full-time workers overall. Low-wage jobs also provide nonstandard hours and unstable work schedules.¹¹ Since most formal child care providers do not offer care during nontraditional hours, Latino families struggle to make arrangements that correspond with their work schedules.¹²

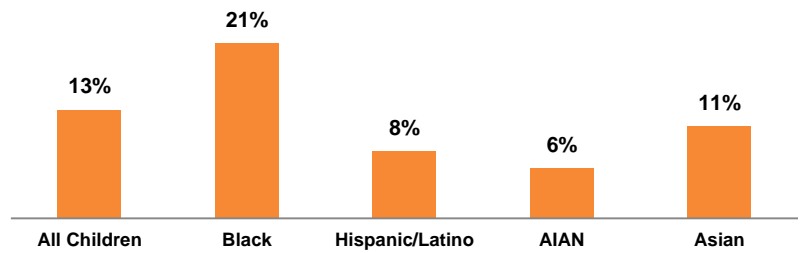
Latino Children in CCDBG

CCDBG serves a diverse population of children ages 0-13. Among children receiving CCDBG-funded care in 2014, 41 percent were White and 42 percent were Black. All other race categories represented a much smaller share of participating children, ranging from 1-3 percent. Regardless of race, 21 percent of children in CCDBG are Latino, a share that has increased in recent years.

According to CLASP’s analysis, 13 percent of eligible children were served in CCDBG nationally, based on income eligibility at 175 percent of poverty.¹³ Access for most racial and ethnic groups is low, ranging from 6 to 21 percent of eligible children being served. After American Indians/Alaskan Native children, Latino children have the least access to CCDBG at 8 percent—less than half the rate of all children and one-third the rate of Black children. Nationally, CCDBG served about 21 percent of eligible Black children, 11 percent of eligible Asian children, 8 percent of eligible Hispanic/Latino children, and 6 percent of eligible AIAN children (see Figure 2).

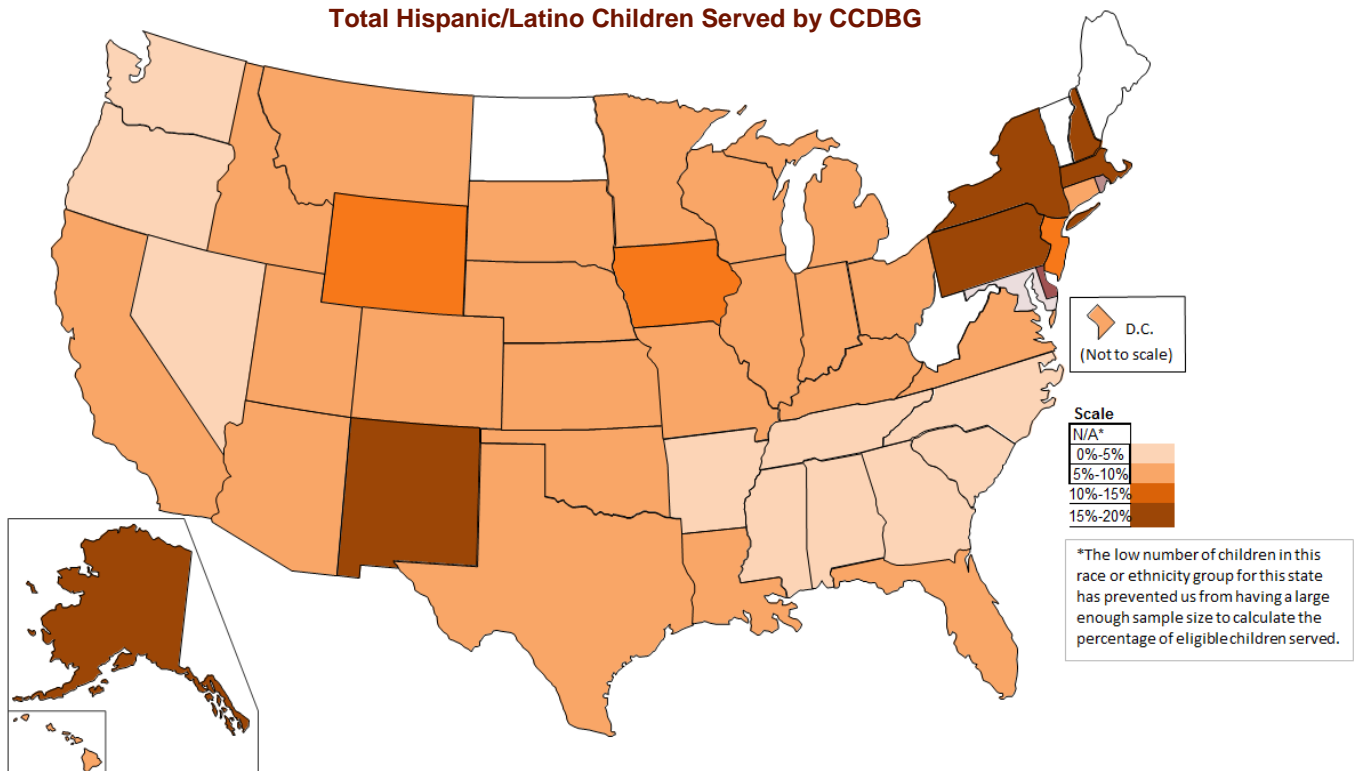
By race and ethnicity, the share of eligible children widely varies by state; however, Latinos are consistently served at rates below the national average for all children, with shares ranging from 1 percent in Mississippi to 12 percent in New Jersey. In 18 states, fewer than 6 percent of eligible Latino children are served.

Figure 2. Low-income Children 0-13 with Working Parents Served Through CCDBG by Race/Ethnicity



Source: CLASP Analysis of 2011-2013 CCDBG Administrative Data and 2011-2013 American Community Survey data.

Total Hispanic/Latino Children Served by CCDBG



Behind the Numbers

Administrative data cannot explain why CCDBG access varies across racial/ethnic groups. Additional research and analyses are needed; information on the structure of CCDBG, its fiscal context, and current state policies provide hypotheses to be further explored.

Funding and changing demographics

Over time, there have been major geographic shifts for low-income young children, particularly Latinos. In many states, child population growth is directly attributable to Latino growth over the past decade. This is most apparent in the South and Southwest.¹⁴

In recent years, federal funding for CCDBG has failed to keep pace with need. In fact, funding in constant dollars has declined 10 percent since 2002.¹⁵ Compounding this, funding patterns have not adequately responded to demographic shifts, making state allocations even more anemic.¹⁶ Because new populations of young children are disproportionately Latino, flat federal funding translates into lack of access for Latino children across the growing states of the South and Southwest. Access to CCDBG for Latino children is extremely low in a number of fast-growing southern states like Georgia, Nevada, North Carolina, South Carolina, and Tennessee

State CCDBG policies

There are many discretionary state policies that impact access to subsidies; as such, it is likely that state policy choices are at least partially responsible for Latinos' low access to CCDBG subsidies. While all low-income families share many of the same barriers—including limited supply of subsidies, complicated or restrictive eligibility and enrollment rules and procedures, and unaffordable co-payments—Latino families experience unique barriers. A few of the policies that may uniquely impact Latino families are highlighted below:

Application, Enrollment, and Ongoing Eligibility: For many low-income families, complex application, enrollment, and redetermination procedures can be difficult to navigate. This is especially true for Latino families with language barriers. For clients who are Limited English Proficient (LEP), effective outreach requires linguistically and culturally competent resources as well as culturally responsive staff within state child care agencies and programs. Fifty-three percent of Latino children who live with both parents have at least one parent who does not speak English very well.¹⁷ To address their needs, states should offer their materials in languages other than English, employ bilingual caseworkers or translators, and accept applications in a variety of ways, such as internet submissions and paper forms at community-based locations. States can also make redetermination documents available in other languages and clearly define requirements.

Work Requirements: States determine 1) which activities qualify as work, education, or training; 2) whether to require a minimum number of hours of a work activity as a condition of eligibility; 3) whether and how to collect and verify information on work activity, job schedules, and/or job hours; and 4) what role job hours and job schedules play in determining child care authorization (i.e., when and for how long a child can attend care). These decisions significantly impact which low-income families receive assistance as well as children's experiences in child care (for example, whether children can attend on a regular basis, all day, or only during the hours their parents are on the job).

Latino men and women are overrepresented in the low-wage workforce compared to their share of the overall workforce. Latino women, in particular, are overrepresented; they make up one-quarter of the low-wage female workforce—double their share of the overall workforce.¹⁸ Low-wage hourly workers often experience inflexible

scheduling practices; between 20 and 30 percent are required to work overtime with little or no notice. About half of all low-wage hourly workers have nonstandard or nontraditional schedules that fall outside of Monday-Friday daytime hours.¹⁹ Unstable schedules are particularly challenging for Latinos, as Latino retail workers are more likely than Whites to have children at home and experience child care challenges.²⁰ As a result, certain state eligibility practices make it especially difficult for Latino families to obtain assistance.

Some states require parents to show documentation of work schedules to determine eligibility for child care assistance. This requirement can be challenging for people with variable work schedules. Further, some states have policies requiring hours of authorized care to match their actual work hours. This is not a federal requirement and can limit access for families with complicated schedules. The 2014 CCDBG reauthorization included subsidy policy changes that can alleviate some challenges for workers; states must also act to make policies less burdensome and facilitate access for parents with challenging schedules.²¹ More expansive child care policies can make it easier for families with challenging work schedules to access CCDBG as well as other child care options.

Child Care Supply Limitations: Overall, the supply of child care in an area is influenced by neighborhood wealth, maternal employment and education levels, and the presence of community-based organizations that advocate for state and federal funding.²² Generally, the supply of high-quality child care options is limited in poor and low-income neighborhoods.²³ The supply of high-quality child care and early education may also be less available in neighborhoods with high proportions of people who speak languages other than English. In California, for example, 40 percent of Latinos polled said there were no high-quality, affordable child care centers in their neighborhoods.²⁴ Among child care providers where at least 25 percent of the children served were Latino, one-third were located in high-poverty communities, according to NSECE. The same survey also found that a majority of both center- and home-based providers serving large proportions of Latino families had denied a child due to lack of space.²⁵ These low-income neighborhoods, as well as neighborhoods with high proportions of non-English speakers, may also have low availability of culturally competent care, including bilingual providers who speak the languages of families in the community.

State policy decisions play a significant role in determining which child care providers parents are permitted to use. In some states, CCDBG is limited to licensed providers or providers who meet high quality standards; if those providers are unavailable in Latino communities, access to CCDBG is limited. To the extent that Latino families may need care outside of traditional child care hours (based on irregular work schedules detailed above), restrictions on providers may discourage Latino families from using CCDBG if they rely on license-exempt caregivers (often friends or relatives) to provide care on an irregular basis or during the nights or weekends.

Immigration context

CLASP analysis on race/ethnicity does not take into account immigration status, but it is an important piece of context. Over 90 percent of Latino children are U.S.-born citizens; however, 53 percent of Latino children have at least one foreign-born parent.²⁶ The vast majority of these young children in immigrant families live in mixed-status households, where there is at least one citizen and one or both parents or other family members are non-citizens.²⁷ U.S. citizen children, regardless of their parents' status, are eligible to receive CCDBG-funded child care assistance. New immigrant communities may be unaware of the availability of child care assistance and their eligibility for services.

Research suggests that immigrant families face multiple barriers in accessing early care and education; these include lack of awareness and accessibility; low responsiveness to immigrant communities; and limited availability of high-quality programs.²⁸ Overall, research shows that children of immigrants are less likely to access all types of child care and early education programs. A 2006 Government Accountability Office report found that, after controlling for other factors, children with LEP parents—often used as a proxy for immigrant status—are half as likely to receive financial assistance for child care.²⁹ State documentation requirements and complicated eligibility

and enrollment policies can be obstacles for immigrant and LEP families. Research has found that mixed-status families are often afraid to interact with government agencies, hindering their citizen children's access to the public programs for which they are eligible and would benefit.³⁰

Other early childhood programs

CCDBG is not the only publicly funded child care and early education program. Latino children are also served in Head Start, Early Head Start, state pre-kindergarten, and other state or locally funded programs. CLASP analysis finds that a larger share of eligible Latino children is served in Head Start preschool (38 percent) compared to CCDBG.³¹ There is no national data on the share of eligible Latino children served in publicly funded prekindergarten. While it's true that low-income Latino children are served by these programs, the fully array of early childhood programs is still not enough to close the gap in unmet need. Further, different early childhood programs serve distinct purposes for families. For example, parents whose children are enrolled in Head Start may still need access to child care to cover a parent's full work day or to cover hours of work that are outside of a traditional school year. Therefore, CCDBG plays an important role; it's the only early childhood program intended to meet *both* children's developmental needs and parents' work and education needs. Therefore, Latino families who have access to other early childhood programs may still need access to affordable child care. Moving forward, it's important to understand Latinos' early education and affordable child care needs and to modify our early childhood systems to ensure families are supported.

Addressing differences in access

Increase CCDBG investments. Greater investments at all levels of government are crucial to reducing barriers to access for racial and ethnic minorities. Current federal and state investments severely limit access to high-quality child care and early education for many children. While the federal government provides the bulk of CCDBG funding, increased state investments could also result in a higher share of eligible children served as well as potentially reduce disparities across groups (if coupled with other improvements). Given the large disparities in access to CCDBG and the large unmet need, a major investment to expand access to child care assistance for all families is essential.

Assess state policies for their impacts on Latino children. In CCDBG, states play a large role in determining who gets access to subsidies and the quality of child care that can be accessed. In order to fully understand disparities, states need to look closer at patterns of state policy and funding choices within the child care subsidy program to identify state policies that restrict or expand access.

Conduct outreach to and create partnerships with Latino organizations. In many cases, outreach for child care and early education programs is not uniquely targeted to diverse communities. At minimum, states, child care resource and referral agencies, early childhood providers, and others can partner with Latino and other community-based organizations to ensure outreach to underserved populations. This would help states better understand Latinos' needs and ensure families are aware that child care assistance is available through CCDBG.

Conclusion

High-quality child care and early education can build a strong foundation for young children's healthy development. Unfortunately, many low-income children lack access to child care opportunities. This is particularly true for young Latino children and their families. As the young child population continues to diversify, it's important that the child care needs of these children and their families are taken into account. In order to best meet the needs of low-income families, more research is needed to improve available data, better understand the causes of disparate access, and ultimately improve access to child care and early education for all children, regardless of race or ethnicity. While the data cannot reveal precisely why differences in access exist, they can inform further exploration, research, and advocacy to identify barriers and solutions for underserved groups.

References

- ¹ In addition to CCDBG, states also use funds from the Temporary Assistance for Needy Families (TANF) block grant to deliver child care assistance. States can spend TANF funds directly on child care or transfer up to 30 percent of their funds to CCDBG or a combination of CCDBG and the Social Services Block Grant (SSBG). TANF also has a state MOE requirement, which can fund child care assistance.
- ² CLASP analysis of 2015 American Community Survey data. As defined by the U.S. Census Bureau, a Hispanic or Latino individual refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. The U.S. Census' American Community Survey data and the administrative data used in this paper collect and report ethnicity and race data separately. As a result, analyses in this paper also report them separately. The terms Latino and Hispanic are used interchangeably in this brief.
- ³ United States Census Bureau, "Most Children Younger Than Age 1 are Minorities, Census Bureau Reports," May 17, 2012, <http://www.census.gov/newsroom/releases/archives/population/cb12-90.html> and <http://www.usnews.com/news/articles/2015/07/06/its-official-the-us-is-becoming-a-minority-majority-nation>.
- ⁴ Stephanie Schmit and Christina Walker, *Disparate Access: Head Start and CCDBG Data by Race and Ethnicity*, 2016, <http://www.clasp.org/resources-and-publications/publication-1/Disparate-Access.pdf>.
- ⁵ Schmit and Walker, *Disparate Access*. Note: To qualify for assistance, a child's parents must be working or in education or training programs or a child may be in protective services. Federal income eligibility is capped at 85 percent of State Median Income (SMI), but states may set income eligibility anywhere below that ceiling—and most do. In 2014, the median income eligibility for CCDBG children set by states and the District of Columbia was 175 percent FPL.
- ⁶ For additional information on the reauthorization of CCDBG, visit www.clasp.org/ccdbg.
- ⁷ Based on the most recent available data, 85 percent of SMI averaged across states (not weighted by state population) was \$66,260 for a family of four, which equals approximately 273 percent of the FPL.
- ⁸ Karen Schulman and Helen Blank, *Red Light, Green Light: State Child Care Assistance Policies 2016*, <https://nwlc.org/wp-content/uploads/2016/10/NWLC-State-Child-Care-Assistance-Policies-2016-final.pdf>.
- ⁹ *Estimates of Child Care Eligibility and Receipt for Fiscal Year 2012*, Office of the Assistant Secretary of Research and Evaluation, Office of Human Services Policy, U.S. Department of Health and Human Services, 2015, <https://aspe.hhs.gov/sites/default/files/pdf/153591/ChildEligibility.pdf>.
- ¹⁰ Child Trends, *Early Childhood Program Enrollment*, 2014 <http://www.childtrends.org/?indicators=early-childhood-program-enrollment>
- ¹¹ Allyson Fredericksen, *Patchworks of Paychecks: A Shortage of Full-Time Living Wage Jobs Leaves Workers Scrambling to Make Ends Meet*, Alliance for a Just Society, 2015, <http://allianceforajustsociety.org/wp-content/uploads/2015/12/Patchworkof-Paychecks-FINAL.pdf>. Ben Henry and Allyson Fredericksen, *Equity in the Balance: How a Living Wage Would Help Women and People of Color Make Ends Meet*, Alliance for a Just Society, 2014, <https://jobgap2013.files.wordpress.com/2014/11/2014jobgapequity1.pdf>.
- ¹² Zoe Ziliak Michel and Liz Ben-Ishai, *Buenos Empleos: Latinos' Limited Access to Quality Jobs*, 2016, <http://www.clasp.org/resources-and-publications/publication-1/Latinos-and-Job-Quality-FINAL.pdf>.
- ¹³ This is based on CLASP analysis of 2011-2013 CCDBG administrative data and 2011-2013 ACS data and includes families who are below 175 percent FPL and working (one parent working if single-parent family, both parents working if a two-parent family). In 2014, the median income eligibility for CCDBG children set by states and the District of Columbia was 175 percent FPL.
- ¹⁴ William H. Frey, *America's Diverse Future: Initial Glimpses at the U.S. Child Population from the 2010 Census*, 2011, http://www.brookings.edu/~media/research/files/papers/2011/4/06-census-diversity-frey/0406_census_diversity_frey.pdf.
- ¹⁵ Hannah Matthews and Christina Walker, *Child Care Assistance Spending and Participation in 2014*, 2016, <http://www.clasp.org/resources-and-publications/publication-1/CC-Spending-and-Participation-2014-1.pdf>.
- ¹⁶ CCDBG is comprised of multiple federal and state funding streams. A state's discretionary allocation is affected by changes in the young child population and income nationally. However, the remaining funding streams are based on historical allotments and do not reflect changing demographics.
- ¹⁷ Child Trends' calculations from 2012 American Community Survey, Public Use Microdata Sample.
- ¹⁸ National Women's Law Center, *Underpaid & Overloaded: Women in Low-Wage Jobs*, 2014, http://www.nwlc.org/sites/default/files/pdfs/final_nwlc_lowwagereport2014.pdf
- ¹⁹ Liz Watson and Jennifer E. Swanberg, *Flexible Workplace Solutions for Low-Wage Hourly Workers: A Framework for a National Conversation*, Georgetown Law and University of Kentucky, 2011, <http://workplaceflexibility2010.org/images/uploads/whatsnew/Flexible%20Workplace%20Solutions%20for%20Low-Wage%20Hourly%20Workers.pdf>. See also, Susan Lambert and Julia Henly, *Work Scheduling Study*, University of Chicago, 2011, <http://ssascholars.uchicago.edu/work-schedulingstudy/announcements/work-scheduling-study-papers>.
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²⁴ New America Media. *Great Expectations: Multilingual Poll of Latino, Asian and African American Parents Reveal High Educational Aspirations for Their Children and Strong Support for Early Education*, 2006, http://media.newamericamedia.org/images/polls/edu_poll/nam_edu_poll.pdf.

²⁵ Office of Planning, Research and Evaluation Administration for Children and Families, *Household Search for and Perceptions of Early Care and Education:*

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²⁶ Child Trends, *America's Hispanic Children:*

Gaining Ground, Looking Forward, http://www.childtrends.org/wp-content/uploads/2014/06/Child-Trends_HI_Slides_FINAL_20141.pdf.

²⁷ "Foreign born" and "immigrants" are used interchangeably and refer to persons with no U.S. citizenship at birth. This population includes naturalized citizens, lawful permanent residents, refugees and asylees, persons on certain temporary visas, and the unauthorized, MPI, <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2>.

²⁸ Hannah Matthews and Deanna Jang, *The Challenges of Change: Learning From the Child Care and Early Education Experiences of Immigrant Families*, CLASP, 2007, <http://www.clasp.org/resources-and-publications/files/0357.pdf>.

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³⁰ Roberto Suro, Marcelo Suarez, Stephanie Canizales, *Removing Insecurity: How American Children Will Benefit from President Obama's Executive Action on Immigration*, Tomás Rivera Policy Institute at USC and the Institute for Immigration, Globalization, and Education at UCLA, 2015, http://trpi.org/pdfs/research_report.pdf.

³¹ Overall, Head Start reaches a higher share of eligible pre-school aged children nationally as compared to CCDBG. Note that the percentages of eligible Hispanic/Latino children served are only inclusive of the Head Start preschool and Early Head Start programs, as additional Hispanic/Latino children were also served in the Migrant and Seasonal Head Start program, analysis of which was not included in this brief.

Appendix: Low-Income Children Ages 0-13 Served by CCDBG by Race and Ethnicity

State	Number of Children Served		Percent of Eligible Children Served	
	Total Number of Children Served	Hispanic/Latino	Total	Hispanic/Latino
Alabama	26,100	294	12%	2%
Alaska	4,000	438	18%	17%
Arizona	25,433	11,010	9%	7%
Arkansas	7,967	345	6%	2%
California	109,067	64,784	8%	6%
Colorado	16,200	4,239	9%	5%
Connecticut	9,567	3,727	10%	9%
Delaware	7,167	813	23%	13%
District of Columbia	1,433	210	7%	5%
Florida	87,033	22,599	11%	8%
Georgia	53,967	1,646	11%	2%
Hawaii	9,033	678	28%	9%
Idaho	5,867	873	8%	5%
Illinois	56,333	12,081	11%	7%
Indiana	34,400	3,320	13%	8%
Iowa	15,767	2,004	14%	10%
Kansas	19,000	2,884	16%	8%
Kentucky	24,533	1,205	15%	7%
Louisiana	29,567	605	13%	5%
Maine	2,267	40	6%	^
Maryland	20,200	790	12%	3%
Massachusetts	28,167	9,334	18%	17%
Michigan	51,233	2,313	13%	5%
Minnesota	27,533	1,913	16%	7%
Mississippi	20,533	78	12%	1%
Missouri	41,767	1,592	17%	8%
Montana	4,167	230	11%	5%
Nebraska	12,167	1,284	15%	6%
Nevada	5,400	1,808	5%	3%
New Hampshire	5,200	409	20%	18%
New Jersey	36,233	12,557	15%	12%
New Mexico	19,533	15,080	18%	20%
New York	122,233	36,893	20%	17%
North Carolina	70,700	3,181	16%	3%
North Dakota	2,733	102	15%	^
Ohio	47,600	2,408	10%	7%
Oklahoma	25,700	3,163	15%	8%
Oregon	15,967	518	12%	1%
Pennsylvania	96,067	13,286	24%	17%

Appendix: Low-Income Children Ages 0-13 Served by CCDBG by Race and Ethnicity

State	Number of Children Served		Percent of Eligible Children Served	
	Total Number of Children Served	Hispanic/Latino	Total	Hispanic/Latino
Rhode Island	5,600	842	17%	6%
South Carolina	15,767	253	7%	1%
South Dakota	5,367	214	15%	7%
Tennessee	41,267	645	15%	2%
Texas	122,133	55,039	10%	7%
Utah	12,233	2,129	11%	6%
Vermont	4,467	108	26%	^
Virginia	23,167	2,328	10%	5%
Washington	41,833	2,194	19%	3%
West Virginia	7,167	185	13%	^
Wisconsin	30,500	3,422	14%	8%
Wyoming	4,567	594	25%	14%
U.S. Total	1,527,133	318,681	13%	8%

Source: CLASP Analysis of 2011-2013 Office of Child Care Administrative data and U.S. Census American Community Survey three-year estimates (2011-2013).

^ 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. This does not mean that there are no children in this race or ethnicity group nor does it mean that there are no children who attend child care in this race or ethnicity group. It simply means that the numbers were too low. The threshold for cutoff was based on having an adequate number of weighted children to ensure stability within the age and race group for the state.

* Maine, New Mexico, and Rhode Island have a considerable overlap in the population that identifies as both Hispanic/Latino and Black. Because CCDBG administrative data cannot be separated by race and ethnicity, these numbers are likely overestimates of the Black-only eligible population that is actually served through CCDBG.

Note: U.S. Total includes data from U.S. territories. CLASP utilized the American Community Survey three-year estimates (2011-2013) from the U.S. Census to estimate the total number of children eligible to receive child care assistance in the United States. The following parameters were used to determine the number of eligible children, based on the federal CCDBG eligibility requirements: 1. Children under the age of 13; 2. The income of the child's family is less than 175 percent of poverty; and 3. The child's parents must both be working (if in a two-parent home) or parent must be working (if in a single-parent home). To determine the percentage of eligible children receiving child care assistance, CLASP utilized averages of 2011-2013 data reported to OCC. OCC data is the only source that provides an unduplicated count of children served; therefore, our number may differ from other figures, such as the cumulative total number of children served throughout the entire year. In some instances, percentages are greater than 100 percent because more children of that particular race or ethnicity were served than were determined eligible based on the parameters in this analysis.