



May 2020



## **Achieving Equity in Early Learning: A Baseline Report on Race and Ethnicity in Wisconsin Shares, YoungStar and Four-Year-Old Kindergarten**

### **Introduction**

The mission of Kids Forward is to inspire action and promote access to opportunity for every kid, every family, and every community in Wisconsin. We envision a Wisconsin where every child thrives. Our vision rests on a core value of equity. We work to build the best future possible for every child and every family in Wisconsin — especially for children and families of color and those furthest from opportunity.

High quality education and care in early childhood is critical in helping children succeed in school and beyond. It also supports families by providing child care so parents can work, and strengthens our economy and the economic well-being of families. Because quality early care and education plays such a vital role in the development of both individuals and communities, it is important that all children have access to quality early learning settings, especially children of color, who face significant racial disparities in Wisconsin.

High quality early care and education is also one of the most effective tools available to ensure children succeed later in life, as early childhood is a critical time for healthy cognitive and social-emotional development. Research has shown that when children receive high quality child care, they are much more likely to perform well in school, graduate on time, and be prepared to succeed in their communities.

This report takes an initial look at the landscape of early childhood education in Wisconsin through a racial and ethnic equity lens. It creates a data baseline using 2016 as a starting place for understanding the present context. Our hope is that this will inform proposed solutions and will allow progress to be tracked over time.<sup>1</sup> The portion of the early learning landscape this report focuses on is data for Wisconsin Shares (Wisconsin's early learning subsidy program), YoungStar (Wisconsin's Quality Rating and Improvement System, [QRIS]) and Four-Year-Old Kindergarten (4K).

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<sup>1</sup> Kids Forward intends to analyze more current data soon, to assess whether trends in racial and ethnic equity in early childhood education have changed over time.

## Context of Racial and Ethnic Disparities

*“Profound and persistent racial disparities in health, education, child welfare, criminal justice, employment, and income are common across the United States and in Wisconsin. These racial disparities compromise the life chances of many children and families and thwart our common interest that every child grows up healthy, safe and successful.”*

*-Race to Equity Project*

People of color in Wisconsin and the United States have faced systemic barriers to success, dating to the beginning of this country’s history, and persisting through the present day. Without intentional analysis of how race-based inequities harm people of color, we can never achieve the common interest that we all have in ensuring that every child thrives.

Significant inequities in opportunities and life outcomes exist for Wisconsin’s children, often based on income, race and ethnicity, and other factors. One example of Wisconsin’s race and ethnicity inequities is in “on time” high school graduation. High school graduation is a data indicator where overall Wisconsin does quite well overall compared to the nation as a whole. But that overall high rating masks some deep disparities in our state. In 2016, while 7.3% of white students did not graduate on time, the rate for African American students not graduating on time was nearly five times that level (35.8%), the rate for Native American students was three times (22.2%), and the rate for Latinx students was nearly three times as high (20.1%) as the rate for white students (Source: Wisconsin Department of Public Instruction, <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>). This is just one example of the pervasive and dramatic racial and ethnic inequities that have persisted over time in Wisconsin.

The inequities that show up in indicators such as high school graduation can be traced back to well before high school, and to a whole host of factors. One of these factors is differences in access to high quality early childhood education. Addressing disparities in access to and quality of early learning can help address these gaps in outcomes for all facets of well-being for kids and families. Dr. Jack Shonkoff, Professor of Child Health and Development at Harvard University, and Dr. Deborah Phillips, Professor of Psychology at Georgetown University, state, “The positive relation between child care quality and virtually every facet of children’s development that has been studied is one of the most consistent findings in developmental science.”

Racial and ethnic disparities in child care are inextricably linked to later disparities in educational achievement, economic success, health outcomes, and criminal justice involvement. Ensuring both equitable access to child care and equitable access to **quality** child care are crucial to enhancing the well-being of all children and crucial to closing the racial and ethnic disparities seen in Wisconsin.

## Definition of Terms

### Race and Ethnicity

Federal standards mandate that race and Hispanic origin (ethnicity) are separate and distinct concepts and that when collecting these data via self-identification, two different questions must be used. The categories of race in the 2010 U.S. Census are white; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian and Other Pacific Islander; and two or more races. In this report, Asian American people and Pacific Islander people are combined into one category and referred to as Asian and Pacific Islander; Black or African American people are referred to as African American, American Indian and Alaska Native people are referred to as Native American; and people identifying as two or more races are referred to as Bi-racial and Multi-racial. More details on race and ethnicity in Wisconsin Shares and 4K is available in the Appendix.

### Hispanic Origin (Latinx)

The US Office of Management and Budget (OMB) definition of Hispanic or Latino origin used in the 2010 Census is: "Hispanic or Latino" refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. OMB requires federal agencies to use a minimum of two ethnicities: Hispanic or Latino and Not Hispanic or Latino. People who identify their origin as Hispanic, Latino, or Spanish may be any race. The gender-neutral term Latinx is used throughout this report to describe people in this group.

**Wisconsin Shares Child Care Subsidy Program** (Wisconsin Shares). This program supports low-income working families by subsidizing a portion of the cost of quality child care while the parents or caregivers are working or participating in another approved activity. This program provides a subsidy amount tailored to the family's income level, location, ages of children, and child care provider. Wisconsin Shares is managed by the Wisconsin Department of Children and Families and implemented locally by counties and tribes.

**YoungStar** is Wisconsin's child care **Quality Rating and Improvement System** (QRIS). It was launched in 2010 to improve the quality of regulated child care providers in Wisconsin, in order to help ensure children can be prepared for school and beyond. Through YoungStar, the quality of child care programs is rated using a 5 Star system (5 being the highest). Quality ratings are based on the educational qualifications of staff, the learning environment and curriculum, professional and business practices, and child health and well-being practices. In order to serve children in Wisconsin Shares, providers must participate in YoungStar, and maintain a minimum of a 2 Star or higher rating.

**Four-Year-Old Kindergarten** (4K). Public school 4K programs are free of charge and are available throughout most of the state. According to the Wisconsin Department of Public Instruction (DPI), 97% of children live in a school district that offers 4K (see <https://dpi.wi.gov/early-childhood/4k>). All children who are at least 4 years old (as of September 1 of the school year) are eligible for 4K, but 4K is not a mandatory program.

### Poverty and Low-Income

In 2016, the Federal Poverty Level for a family of 3 was \$20,160. To be initially eligible for Wisconsin Shares, a family's gross monthly income must be equal to or less than 185% of the Federal Poverty Level for the size of their family. In 2016, for a family of 3, this was \$37,296.

## **Analysis of Racial and Ethnic Equity in Early Learning**

### **Data Headline**

Our results showed that participation in Wisconsin Shares was relatively low overall, with just one in five children estimated to be eligible participating in the program. Participation was disproportionately lower for Asian and Pacific Islander, Latinx, Native American, and white children. While participation in Wisconsin Shares was relatively higher for African American children than other groups, participation in high quality child care was disproportionately low for African American children. Participation in 4K was relatively high and fairly consistent for children of all races and ethnicities during the 2015-2016 school year. Additional data discussion and tables are available in the Appendix on page 10.

### **Data Analyses**

Our research focused on the rates of participation in 4K and Wisconsin Shares, and participation in child care with high quality ratings, for different racial and ethnic groups. These calculations help compare whether eligible children are participating in these programs at similar rates or not. Data on the number of children participating in Wisconsin Shares and 4K was analyzed and compared with estimates of the number of children eligible for each program. Participation rates and disproportionality analyses were calculated to explore questions of racial equity in these programs. For Wisconsin Shares, these calculations also compared the quality ratings of the child care providers where children were receiving care. Program data is for the 2016 calendar year for Wisconsin Shares and 2015-16 school year for 4K.

### **Data Limitations**

The more closely we can match the population eligible for each program to the characteristics of the children served in that program, the more accurately we can see who is participating in early care and education, and where gaps might exist. Though population estimates cannot provide exact counts, all efforts were made to match eligible population data as closely as possible to each program. Despite these efforts, some limitations exist that may impact these analyses. Wisconsin Shares is for children in low-income families under age 13 (or up to 19 for children with disabilities), but fewer children are in care at older ages. Estimates of children in low-income families ages 0-8 were chosen for comparison, as this age range represents over 85% of the children served in this program. In addition, race and ethnicity data was missing for some children in Wisconsin Shares, potentially resulting in an undercount of some or all racial/ethnic groups. Additional details are provided in the Appendix.

### **Some Good News**

4K is serving the majority of eligible Wisconsin children in a fairly equitable manner. Statewide, 49,062 children participated in 4K in the 2015-2016 school year, representing about 2/3 of all eligible children. Rates of participation in 4K were also high among specific racial/ethnic groups, particularly for Asian and Pacific Islander and African American children. Bi-racial and Multi-racial children were the least served by the program. Analyses for this school year did not identify patterns of disproportionality.

Statewide, 47,403 children participated in Wisconsin Shares in 2016. Rates of participation in Wisconsin Shares were higher among eligible African American children in 2016 compared to other groups, indicating that more African American children are accessing early care and education through the Wisconsin Shares program.

### More Challenging News

As shown in the table below, rates of participation in Wisconsin Shares were fairly low among eligible children overall in 2016 (4 out of 5 eligible children were not served by the program). However, participation rates were even lower for Asian and Pacific Islander, Latinx, and Native American children. It is important to note that for 23% of participants (nearly 1 in 4), their race and ethnicity were unknown. This has the potential to skew these findings.

2016 Rates of Participation in Wisconsin Shares and 4K by Race/Ethnicity

Race/Ethnicity	Wisconsin Shares	4K
African American	40.65%	79.87%
Asian and Pacific Islander	6.26%	81.86%
Bi-racial and Multi-racial	17.88%	56.44%
Latinx	13.70%	63.04%
Native American	8.91%	69.89%
White	9.78%	67.02%
<b>TOTAL</b>	<b>20.89%</b>	<b>67.40%</b>

Our analysis also assessed child care quality within the Wisconsin Shares program. Less than one quarter of all children in Wisconsin Shares (24%) were in high quality child care (4-5 star providers).

2016 Rates of Participation in High Quality Child Care in Wisconsin Shares

Race/Ethnicity	High Quality Wisconsin Shares Participation Rates
African American	13.58%
Asian and Pacific Islander	17.95%
Bi-racial and Multi-racial	31.95%
Latinx	33.22%
Native American	33.58%
Unknown	23.54%
White	31.62%
<b>TOTAL</b>	<b>23.92%</b>

As seen in the previous tables, our analyses identified variations in the quality of child care for different racial/ethnic groups. Disproportionality analyses identify whether the percentage of each racial/ethnic group served in a program matches the percentage of this group in the population eligible for the program. A disproportionality ratio of 1.0 indicates that the proportion of a group participating in a program exactly matches the proportion found in the eligible population. Our analysis indicates that while African American children in low-income working families participated in Wisconsin Shares at higher rates than other children, they tend to receive lower quality rated child care from the program.

2016 Racial/Ethnic Disproportionality Ratios for High Quality Child Care in Wisconsin Shares

Race/Ethnicity	High Quality Wisconsin Shares Disproportionality Ratios
African American	0.57
Asian and Pacific Islander	0.75
Bi-racial and Multi-racial	1.34
Latinx	1.39
Native American	1.40
White	1.32

**Considering Child Care Quality through the Lens of Racial Equity**

Analyses using a quality rating scale are only as good as the rating system’s ability to accurately represent quality early care and education settings. Absent systemic application of a racial equity lens to the YoungStar program, there may be systemic privileges and barriers influencing the rating of child care facilities. Aspects of the system may also fail to reflect the values and requirements defining child care quality for particular races and ethnicities. In other words, what the YoungStar system considers high quality might not be considered high quality by various participants, and similarly for low quality.

It is also the case that families’ child care options are limited by a number of factors, including location, rates that families can afford to pay, and available slots for the age group at needed care times. It is also important to note that high quality child care is not readily available everywhere. For example, data shows that one zip code in Milwaukee has no 5 Star child care providers and neither do many rural communities. The fact is that the child care system, and larger socioeconomic factors, limit the options available to many families.

Quality ratings may also present a business dilemma for many child care providers. Though they might want to pursue a higher quality rating, they may not be able to afford to do so. Achieving a 4-5 Star rating requires an investment of resources, and the cost of achieving it may not be financially viable for their business. The federal government created a tool that calculates the cost of care by levels of quality, based on site-level provider data. The tool is designed to help state policymakers, child care providers, and other stakeholders understand the costs associated with delivering high-quality child

care services. Factors considered include child-teacher ratios, professional development, and program supports (see <https://childcareta.acf.hhs.gov/pcqc> for more information on the cost of quality).

## Conclusion

These analyses showed that there was notable racial inequity among 2016 Wisconsin Shares participants regarding who is participating in programs rated as high quality by YoungStar. Asian and Pacific Islander children are both less likely to be participating in Wisconsin Shares and less likely to be in high quality child care when they are. African American children were more likely to be participating in Wisconsin Shares, but less likely to be in high quality child care. Latinx, Native American, and white children are less likely to be participating in Wisconsin Shares, but more likely to be in high quality child care.

Many families who are eligible for Wisconsin Shares are not participating in this beneficial program. There could be multiple reasons for this. There have been noted examples of Latinx lack of use of government services due to fear of immigration authorities, even when families are documented (as demonstrated by this report regarding Latinx community members' willingness to call for police assistance ([https://www.policylink.org/sites/default/files/INSECURE\\_COMMUNITIES\\_REPORT\\_FINAL.PDF](https://www.policylink.org/sites/default/files/INSECURE_COMMUNITIES_REPORT_FINAL.PDF))). Additionally, some non-English speaking community members face barriers to fully accessing programs like child care due to language issues. For white communities, Kids Forward has demonstrated in an earlier report a sharp decrease in child participation in Wisconsin Shares, with the decline being highest in rural counties with smaller populations that are predominantly white (<http://www.wccf.org/publication/crossroads-wisconsin-child-care/>).

Regarding 4K programs, it appears that participation in 4K was relatively high and fairly consistent for children of all races and ethnicities during the 2015-2016 school year. Racial and ethnic equity analyses did not identify patterns of disproportionality of participation in 4K during the 2015-2016 school year. That said, while the Wisconsin Model Early Learning Standards (WMELS) do address expectations for young children birth to 1<sup>st</sup> grade, they are not used to assess the quality of 4K the way that YoungStar is used for childcare [http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels\\_5thedition.pdf](http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels_5thedition.pdf). Therefore, an equity analysis of the quality of 4K was not possible with the available data.

## Policy Recommendations

To strengthen the early learning system in Wisconsin, Kids Forward recommends:

*Exploring Strategies to Align Quality Ratings with the Values of Families of Color.* Engage with families of color to better understand their priorities, values and preferences. Compare the YoungStar QRIS with this information to determine potential areas of improved alignment.

*Reducing Racial Inequities in Child Care Quality.* Partner with high quality 4 and 5 Star centers in underserved areas to expand and/or open additional high quality sites. Increase engagement with 2



and 3 Star child care providers caring for children of color to identify opportunities and barriers to quality improvement.

*Giving Children Experiencing Trauma the Help They Need.* Research has shown that adverse childhood experiences such as domestic violence, abuse, or neglect can result in lifelong challenges. This trauma is exacerbated by poverty and racism. Trained experts can help, but access to professional mental health care is chronically limited, especially for children. Adding funding for childhood mental health professionals, increasing Pyramid Model training for child care workers (<http://www.collaboratingpartners.com/wi-pyramid-model/>), and aligning early childhood education with trauma-informed best practices can help to address the impact of childhood trauma.

*Supporting the Child Care Workforce.* Wisconsin's child care teachers are severely underpaid, averaging barely \$10 per hour statewide according to a study by the Wisconsin Early Care Association (WECA, <https://www.wpr.org/sites/default/files/2016-workforce-study.pdf>). Many of these providers are people of color and/or serve children of color. Most parents cannot afford to pay more for child care, so solving the financial pressures experienced by child care providers requires new and creative approaches. Increasing subsidy rates, strengthening the TEACH and REWARD programs (<https://wisconsinearlychildhood.org/programs/>), creating a refundable Early Education Workforce Tax Credit, creating a student loan forgiveness program for early education professionals, or other financial supports to raise wages can help ensure the best future for all children in Wisconsin.

*Ensuring Child Care Quality Pays.* Expanding access to grants and no-cost trainings and continuing to raise the Wisconsin Shares Quality Adjustment paid to high quality providers can increase the amount of high quality care and help make high quality care more available to more families. Reducing burdens of money, time, and paperwork to achieve and maintain high quality ratings will encourage more providers to pursue this goal and make it more financially viable.

## **Next Steps**

There are two evident inequities revealed by this initial data analysis. The first is that African American children are receiving high quality subsidized child care at lower rates than other racial groups, including other groups of color. The second is the under-utilization of Wisconsin Shares, when compared to their eligibility among Latinx, Asian and Pacific Islander, Native American, and white children. Not unexpectedly, our analysis raises questions for further exploration as we examine trends in future years.

Related to increasing African American children's access to high quality care, questions include:

- Is there inherent bias in the factors that make up the YoungStar rating system, making it more difficult for African American child care providers or providers serving predominantly African American children to be considered "high quality"? Do African American families place greater emphasis on cultural or other factors that may not be considered quality factors in the YoungStar rating system, and less emphasis on some of the factors that are included?



- What barriers are child care providers in and near African American communities struggling with in increasing their rating?
- Is achieving higher quality ratings for child care programs in communities of color related to the difficulty in attracting, supporting, and sustaining staff with the kind of educational credentials that lead to higher ratings by YoungStar?
- Is there any evidence that the structure, supports, and incentives in YoungStar take into account the need to focus greater efforts to enhance quality for those programs that are the most accessible for African American children?

Related to the under-participation of Latinx, Asian and Pacific Islander, Native American, and white children, questions for further analysis include:

- Does there need to be more proactive work done to address concerns within Latinx and Asian American immigrant communities that Immigration and Customs Enforcement (ICE) could gain access to Wisconsin Shares information? This is not because a significant proportion of immigrant families are undocumented (quite the opposite, in fact), but there is evidence that documented immigrant families also regularly avoid government programs.
- For children from non-English speaking families, to what extent do language barriers play a role in preventing them from accessing Wisconsin Shares?
- What are the access, cultural, or other barriers that could be contributing to the lower participation rates for Native American children in Wisconsin Shares?
- What are the challenges facing white rural communities that result in lower utilization of Wisconsin Shares?

We know that ensuring equitable access to high quality child care will better prepare all children for educational and economic success in the future. It will not be possible to reduce inequity in academic proficiency and graduation rates without a concerted effort to address children's readiness to learn prior to entering school settings. Providing affordable access to quality child care supports families and promotes economic security. In order for children, families, communities, and the state of Wisconsin to thrive, every child must have access to early learning experiences that provide a foundation for positive outcomes.

## Appendix

### **Data Sources**

The data source for 4K participation data was statewide WISEdash certified Enrollment counts from the Wisconsin Department of Public Instruction, collected on the third Friday of September during the 2015-2016 school year (<https://wisedash.dpi.wi.gov>). The Department of Children and Families provided data to Kids Forward on counts of children authorized for care in Wisconsin Shares for the subsidized child care participation and quality calculations. Counts of Asian students and counts of Native Hawaiian and Pacific Islander students were combined in these calculations (referred to as Asian and Pacific Islander) to match the population estimate data source used for comparisons. Wisconsin Shares does not require participants to report race/ethnicity data for their families in order to be eligible to participate in this program. Race and ethnicity data was missing for about 23% of children in Wisconsin Shares in 2016, potentially resulting in an undercount of some or all racial/ethnic groups. As a result, program participation rates may actually be higher than shown here for some or all racial/ethnic groups, and disproportionality results may be more moderate.

IPUMS (the Integrated Public Use Microdata Series) was the data source for population estimates. IPUMS is a widely-used individual-level population database that can provide population estimates based on U.S. Census data from American Community Surveys for specific child ages, family income ranges, and racial/ethnic groups (see <https://usa.ipums.org/usa/> for more information).

The eligible population for 4K used in these calculations was taken from 2012-2016 5-year estimates of the number of children age 4 in Wisconsin (sample sizes for disaggregated 1-year estimates were too small to be reliable), using IPUMS. The eligible population for Wisconsin Shares used in these calculations was taken from 2016 1-year estimates of the number of children ages 0-8 in families with incomes at 185% of the Federal Poverty Limit (FPL) in Wisconsin, taken from IPUMS. This age range was chosen because it represents 85% of the children in Wisconsin Shares in 2015 and 2016, according to annual reports from the Wisconsin Department of Children and Families (<https://dcf.wisconsin.gov/childcare/rptplangrants>). Wisconsin Shares specifically serves children in working families (see <https://dcf.wisconsin.gov/wishares> for more information about eligibility). Because caregiver employment status can't be matched in the population estimates, the number of eligible children used in these calculations may be an over count. Participation rates for this program may therefore actually be higher than reported.

### **Analyses**

#### **Participation**

Participation rates were calculated by dividing the number of children participating in each program by the number of children in the population eligible to participate in that program, for each racial/ethnic group (group program count / group population count). For example, there were an estimated 44,331 Latinx children eligible to participate in Wisconsin Shares in 2016, and 6,074 reported as authorized for care in the program ( $6074 / 44,331 = 13.7\%$  of the Latinx children estimated to be eligible for Wisconsin

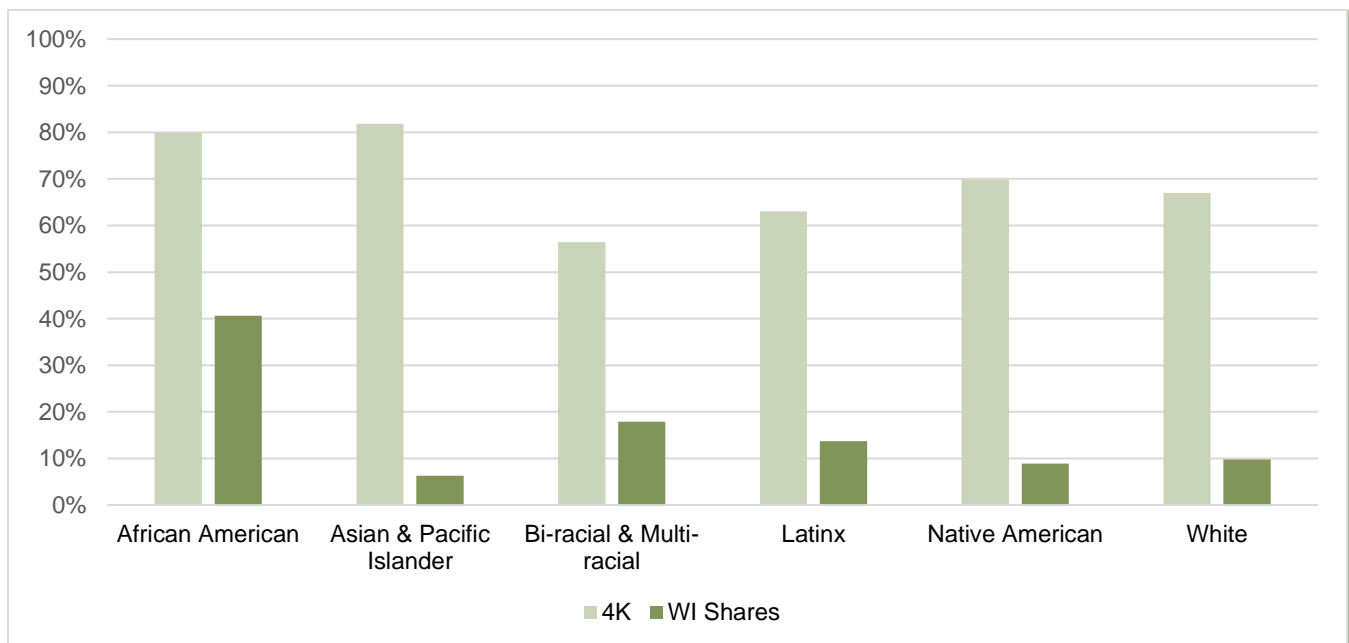
Shares were participating). Participation rates help compare whether eligible children in different racial/ethnic groups are participating in a program at similar rates.

Table 1: 2016 Rates of Participation in Wisconsin Shares and 4K by Race/Ethnicity

Race/Ethnicity	Wisconsin Shares	4K
<b>African American</b>	40.65%	79.87%
<b>Asian and Pacific Islander</b>	6.26%	81.86%
<b>Bi-racial and Multi-racial</b>	17.88%	56.44%
<b>Latinx</b>	13.70%	63.04%
<b>Native American</b>	8.91%	69.89%
<b>White</b>	9.78%	67.02%
<b>TOTAL</b>	20.89%	67.40%

Participation in Wisconsin Shares was relatively low among all eligible children: 4 out of 5 eligible children were not participating in 2016. However, participation in Wisconsin Shares was notably higher among African American children than other racial/ethnic groups. Forty percent or more of eligible African American children were participating in Wisconsin Shares, over twice the participation rate of other racial/ethnic groups. Participation in 4K was above 50% for all racial/ethnic groups, and about 80% for African American and Asian and Pacific Islander children.

Chart 1: 2016 Wisconsin Shares and 4K Participation Rates by Race/Ethnicity



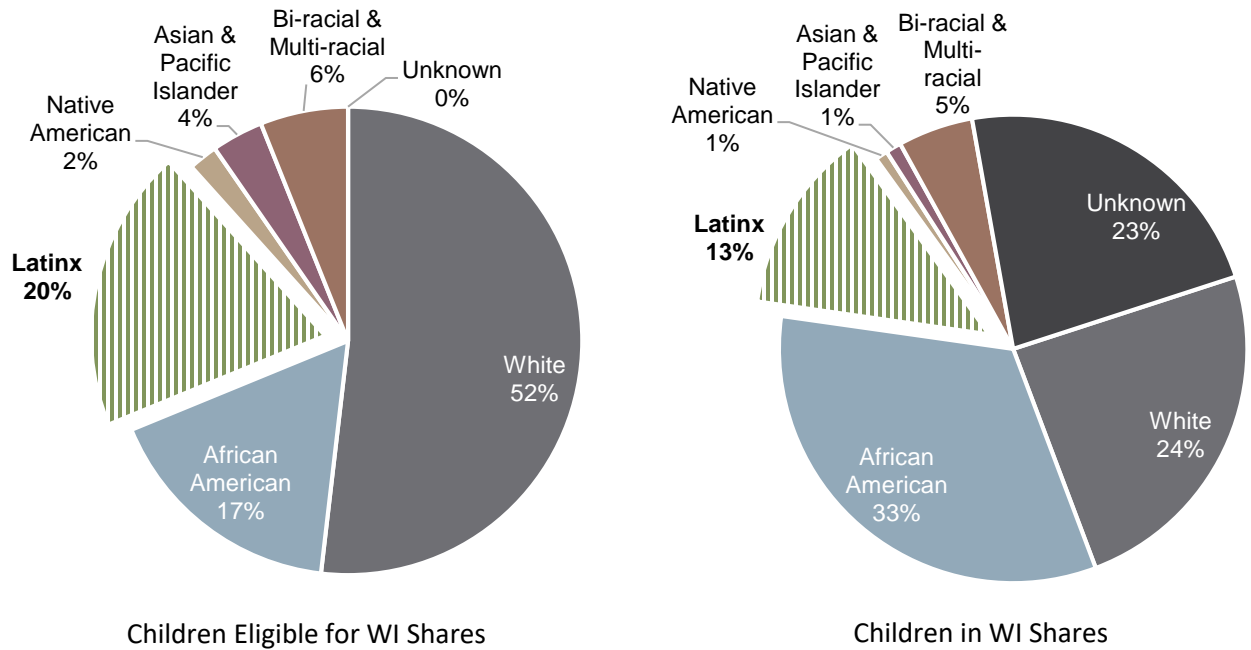
Disproportionality analysis shows whether the percentage of each racial/ethnic group served in a program matches the percentage of this group in the population eligible for the program. Disproportionality was calculated by dividing the program’s percentage of a racial/ethnic group (group program count / total program count) by the eligible population’s percentage of that racial/ethnic group (group population count / total population count). A disproportionality ratio of 1.0 indicates that the proportion of a group participating in a program exactly matches the proportion found in the eligible population. This means that the same percentage is being served in a program as the population that is eligible. However, because the counts of eligible populations used in these calculations are estimates, these ratios are best interpreted as a guideline rather than interpreting 1.0 as a precise cutoff for the presence or absence of equity. Also, as stated in the Data Sources section, it is important to note that for 23% of participants in Wisconsin Shares (nearly 1 in 4), race and ethnicity were unknown. This has the potential to skew these findings.

Table 2: 2016 4K and Wisconsin Shares Disproportionality Ratios by Race/Ethnicity

Race/Ethnicity	4K	Wisconsin Shares
<b>African American</b>	1.18	1.95
<b>Asian and Pacific Islander</b>	1.21	0.30
<b>Bi-racial and Multi-racial</b>	0.84	0.86
<b>Latinx</b>	0.94	0.66
<b>Native American</b>	1.04	0.43
<b>White</b>	0.99	0.47

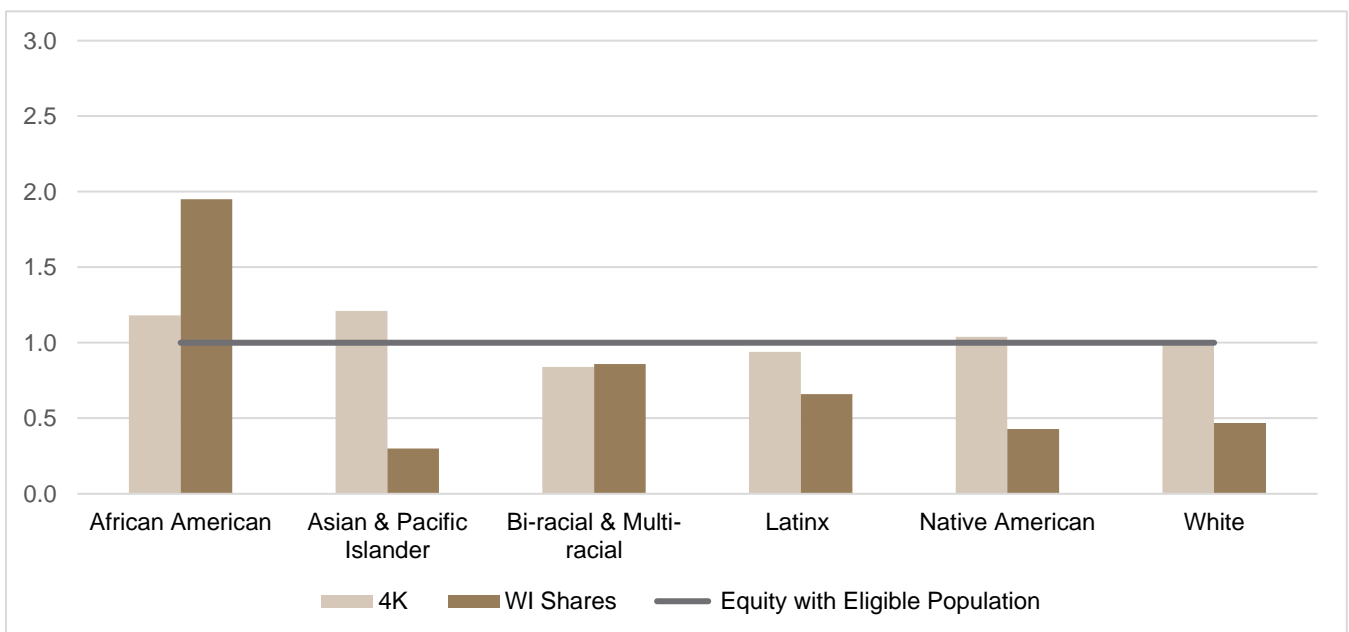
For example, 19.54% of children eligible for Wisconsin Shares were Latinx, but only 12.81% of children participating in Wisconsin Shares were Latinx ( $12.81\% / 19.54\% =$  a disproportionality ratio of 0.66), indicating that Latinx children were only participating in Wisconsin Shares at two thirds the proportion of their eligible population. Data supporting other disproportionality ratio calculations for Wisconsin Shares can be found below in Chart 3.

Chart 2: Wisconsin Shares Eligibility and Participation by Race/ Ethnicity (Rounded)



Children across racial/ethnic groups participated in 4K at generally similar proportions to their eligible populations, indicating a pattern of equity. For Wisconsin Shares, results were more variable. African American children participated in Wisconsin Shares at about double the proportion of their eligible population. Latinx children participated at about two thirds the proportion of their eligible population, white and Native American children participated at less than half of their eligible population, and Asian and Pacific Islander children participated at less than a third of their eligible population.

Chart 3: 2016 4K and Wisconsin Shares Disproportionality by Race/Ethnicity



## Quality

Child care quality for various racial/ethnic groups in Wisconsin Shares was also assessed, using the YoungStar ratings of child care providers. Participation rates in high quality child care (providers with 4-5 Star ratings from YoungStar) were calculated for each racial/ethnic group (group count in Wisconsin Shares high quality child care / group count in Wisconsin Shares). This calculation shows whether racial/ethnic groups in Wisconsin Shares were present in high quality child care at the same rates or not. As can be seen below in Table 3, there are differences between racial and ethnic groups.

Table 3: 2016 Rates of Participation in High Quality Child Care in Wisconsin Shares

Race/Ethnicity	High Quality Wisconsin Shares Participation Rates
African American	13.58%
Asian and Pacific Islander	17.95%
Bi-racial and Multi-racial	31.95%
Latinx	33.22%
Native American	33.58%
Unknown	23.54%
White	31.62%
<b>TOTAL</b>	23.92%

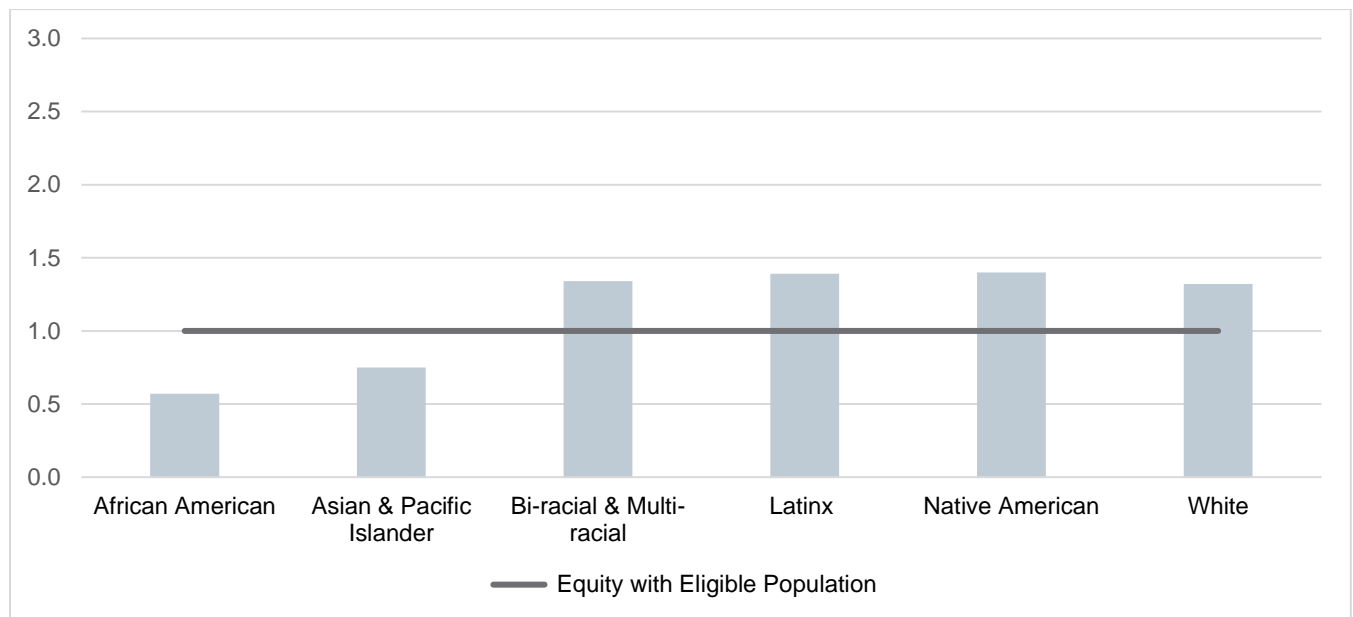
Disproportionality ratios for child care quality were also calculated. This calculation divides the percentage of a racial/ethnic group in high quality child care (group count in Wisconsin Shares high quality child care / total count in Wisconsin Shares high quality child care) by the eligible population's percentage of that racial/ethnic group (group count in Wisconsin Shares / total count in Wisconsin Shares). These calculations are based on actual population counts (of all children in Wisconsin Shares), rather than estimates.

Table 4: 2016 Racial/Ethnic Disproportionality Ratios for High Quality Child Care in Wisconsin Shares

Race/Ethnicity	High Quality Wisconsin Shares Disproportionality Ratios
African American	0.57
Asian and Pacific Islander	0.75
Bi-racial and Multi-racial	1.34
Latinx	1.39
Native American	1.40
White	1.32

African American children's presence in high quality child care was disproportionately low in the Wisconsin Shares program. Analysis results indicated that African American children were in high quality child care at about half the levels that could be expected based on their proportion of the program (33% of those in Wisconsin Shares, but only 19% of those in high quality child care in 2016). Asian and Pacific Islander children were in high quality care at three quarters the level that could be expected based on their participation in the program. The proportions of Latinx, Bi-racial and Multi-racial, and white children in high quality care were all higher than their participation in the program.

Chart 4: 2016 Racial/Ethnic Disproportionality Ratios for High Quality Child Care in Wisconsin Shares





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