

A group of four children are playing on a wooden floor. In the center, a baby doll is lying on a red blanket, wrapped in a white cloth. To the left, a young boy in a grey t-shirt and plaid shorts sits on the floor, looking towards the camera. Next to him, another boy in a black t-shirt and shorts sits on a green rug. In the foreground, a boy in a plaid shirt and shorts sits on the floor, looking at the camera with his hand near his mouth. To the right, a girl in a blue dress and red shoes sits on the floor, making a peace sign. Various toy food items, including a green pot, a blue cup, a yellow plate, a green plate, a blue plate, a green plate with a white dumpling, and a green plate with a brown dumpling, are scattered around them. A wicker basket filled with more toys is also visible. The background shows a window with three small potted plants on the sill.

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About the author

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About the Center for Education and Civil Rights

The Center for Education and Civil Rights seeks to be a hub for the generation of knowledge and coalition-building among the education and civil rights communities to promote research-based actions that address the complicated nature of racial and ethnic inequality in the 21st century. The Center's collective work is intended to promote equity across the educational pipeline by supporting efforts that facilitate integration through an inter-disciplinary approach. The Center is co-directed by Erica Frankenberg and Liliana M. Garces. For more information, see www.cecr.ed.psu.edu or follow us on Twitter ([@psu_civilrights](https://twitter.com/psu_civilrights)).

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Foreword

Andrew Grant-Thomas

The national backdrop against which this report appears is one marked by racial turbulence—the Movement for Black Lives, the ongoing backlash against Muslim Americans, the movement for mass de-carceration, talk of immigrant deportation forces, and more. Racial attitudes and institutional practices continue to shape crucial outcomes from the makeup of our social networks to relations between police and the communities they “serve and protect” to the contours of our national politics.

Like all of us, each in our way, our children are taking it in. A recent report by the Southern Poverty Leadership Center found that the 2016 presidential campaign “is producing an alarming level of fear and anxiety among children of color and inflaming racial and ethnic tensions in the classroom.”¹ This past spring, my 7-year-old daughter emerged from her room in tears an hour after bedtime. Why? She was afraid that the wall Donald Trump wants to build would literally divide our multiracial, four-toned family in half.

As much as many white parents in particular are tempted to try, we cannot “protect” our children from race. By six months of age infants are noticing racial difference; by age four or five, children have begun to internalize racial bias. As parents, teachers, and other caring adults in the lives of children, our challenge is to nurture children who have the language, discernment, and inclusive sensibilities they will need to envision and create the institutions of authentic racial inclusion and belonging that remain among the United States’ most pressing works in progress.

The work of preparing our children for that vital task must start very early, earlier than many of us suppose—at home and wherever families gather in the company of others, not least racial “others.”

We know something about how to do good intergroup relational work. We know intergroup contact produces benefits under four conditions: social equality among the

1. Read more at <https://www.splcenter.org/20160413/trump-effect-impact-presidential-campaign-our-nations-schools>

groups, collaborative work, common goals, and the support of relevant authorities. A meta-analysis of 515 research studies by Thomas Pettigrew and Linda Tropp found that intergroup contact reduced prejudice in 94 percent of those studies representing a wide range of contexts and “minority” groups. They found (weaker) prejudice reduction even when not all four conditions were met.

Preschools are a crucial site for the racial socialization of children. Fully two in three 3- to 5-year-olds enroll in preprimary programs. Moreover, the optimal conditions for beneficial interracial contact are normative in preschools, if not always achieved in practice.

In this context, the evidence presented in this report of “segregation at an early age” is striking, consequential, and heartbreaking. Faith in social progress, including progress on racial attitudes and race relations, is as American as apple pie. However, racial progress takes work. The pie won’t bake itself.

Professor Frankenberg’s report, the first I have seen to document the stark lack of diversity in our preschools, suggests that in too many communities we continue to fail our children. As long as we fail to create the integrative conditions that support children to see each other as fully human across lines of race and class, the cost of our failure will continue to be etched in newspaper headlines and reflected in our color-coded social networks and polarized politics.

The promising news is that in the midst of the present turmoil more and more people of all racial stripes are calling for ways to do the work of racial healing and justice in our homes, schools, and communities. It is my fervent hope that this brief report can help sound the alarm about the imperative to begin that work with the youngest among us.

Parents, teachers, daycare providers, community members, superintendents, elected officials and policymakers -- we all have important parts to play.

All hands on deck, people.

Andrew Grant-Thomas and his partner, Melissa, co-founded EmbraceRace (@raceembrace), an emerging community of support to nurture health, happy kids in a world where race matters. He is a long-time social and racial justice worker and, more recently, the doting daddy to two young brown girls. Knowing what he knows, and given the examples of people everywhere doing heroic work to push back against injustice, racial and otherwise, he believes it would be obscene for him not to lend his effort to that struggle.

Introduction

Recently there is growing understanding of the importance of children's development from birth to age 5, and the benefit of early childhood educational programs. Early childhood is one of the few areas of bipartisan agreement among the public, where majorities of those surveyed from all political parties agree that there should be a federal plan to expand access to quality early childhood education.¹ This growing public and political consensus, alongside research evidence demonstrating gains of such programs, has spurred federal and state policy efforts to fund the growth of a range of early childhood education initiatives such as Head Start, Early Head Start, and expand high-quality preschool programs.² Indeed, enrollment in publicly funded preschools has doubled in the last decade. The U.S. Department of Education's Race to the Top competitive grant funding program designated approximately \$1 billion solely for early childhood as part of its Early Learning Challenge. More recently, federal funds through the Preschool Development Grant jointly administered through the U.S. Departments of Education and Health and Human Services were awarded in 2014 to 18 states to help further this expansion.³ Public funding has increased in tandem with private funding for early childhood education, and array of organizations exist that have helped keep this on the policy agenda.

Concurrently, particularly during the last year, the federal government has emphasized the importance of racially and economically diverse schools for students and our society.⁴

1. Additionally, virtually all respondents agreed that more should be done to help affordability of early childhood programs for low-income and middle-class households. Mongeau, L. (2016, September 6). Hillary Clinton's preschool revolution. Retrieved October 10, 2016 from, <http://www.theatlantic.com/education/archive/2016/09/hillary-clintons-preschool-revolution/498650/>

2. PreK for All, for example, is NYC's new initiative that is aimed at ensuring that every 4-year-old has access to high-quality preschool. See <http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm>

3. U.S Department of Education (2014, December 10). 18 States Awarded New Preschool Development Grants to Increase Access to High-Quality Preschool Programs. Retrieved September 6, 2016 from <http://www.ed.gov/news/press-releases/18-states-awarded-new-preschool-development-grants-increase-access-high-quality->

4. See Abdul-Alim, J. (2016, June 8). U.S. Secretary of Education John B. King leading charge to diversify K-12 schools. Retrieved October 8, 2016, from *Diverse: Issues In Higher Education*, <http://diverseeducation.com/article/84756/>; See Tully, S. (2016, July 5). Education secretary to PTA: Demand diversity in schools, teaching force. Retrieved October 8, 2016, from *Education Week*, http://blogs.edweek.org/edweek/parentsandthepublic/2016/07/education_secretary_to_pta_demand_diversity_in_schools_teaching_force.html; U.S. Department of Education and U.S. Department of Justice. (2011, December 2). Guidance on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools. Retrieved October 7, 2016, from U.S. Department of Education, <https://www2.ed.gov/about/offices/list/ocr/docs/guidance-e-se-201111.html>

The Obama Administration and members of Congress have proposed legislation to provide grants to local diversity efforts in K-12 schools. Yet, while both topics have received renewed interest, the two are rarely considered together even though early childhood is one of the most important developmental windows regarding understanding difference, and preventing the formation of prejudice. This report aims to begin to understand the extent to which young children enrolled in school-based preschools are in racially diverse settings.⁵

Unlike elementary and secondary schools, early childhood education is not compulsory, and there is differential participation in center-based preschool programs. Families that are affluent and with higher education are much more likely to enroll their children in center-based preschools; Latino families are the least likely to utilize such programs.⁶ Moreover, early childhood education differs from K-12 education in a key way in that some of the publicly funded programs such as Head Start that may well be the most “segregated” arose during the Civil Rights Movement as a means to provide early educational opportunities to children from low-income families that would help provide them opportunities that more affluent families were providing to their children. Many of the students these programs serve are also students of color. These programs may also serve an important role for communities of color and provide spaces to help support young families. This differs from the K-12 system that approximately 90% of all school-aged young people attend and where segregation exists as a result of past and current educational and other governmental policies.

As governmental attention to expanding existing early childhood offerings increases, there is an important opportunity to think about access alongside racial and economic diversity. But little attention has been paid to whether preschool programs are segregat-

5. The Century Foundation just released an examination of diversity in New York City’s preschool classrooms as the city expands to universal pre-K. That report concluded that preschools were segregated, even more so than kindergarten classrooms. See Potter, H. (2016). Diversity in New York City’s universal pre-k classrooms. Retrieved October 7, 2016, from The Century Foundation, <https://tcf.org/content/report/diversity-new-york-citys-universal-pre-k-classrooms/>

6. U.S. Department of Education, The National Household Education Surveys Program, Child Care: Percentage of children ages 3–6, not yet in kindergarten, in center-based care arrangements by child and family characteristics and region, selected years 1995–2012. Retrieved October 7, 2016, from Federal Interagency Forum on Child and Family Statistics, <http://www.childstats.gov/americaschildren/tables/fam3b.asp?popup=true>

ed and, if so, how segregation has affected students' outcomes.⁷ There are a few signals this is changing, with the recent federal Preschool Development Grants offering an incentive for socioeconomic diversity in states' plans for developing or expanding high-quality preschool offerings.⁸ The guidelines for Head Start have historically made it difficult to serve many non-low-income students, which may hamper efforts to create racially or economically diverse Head Start programs. However, in September 2016, HHS issued new regulations to support socioeconomic diversity in Head Start program.⁹ One of the few studies of preschool segregation found that preschool classrooms that had high shares of students of color also had large percentages of students from low-income households, mirroring a trend seen in K-12 schools.¹⁰ Likewise, a majority of the classrooms with few students of color were also those in which children were from high-income households. Only 17% of preschool classrooms were racially/ethnically diverse *and* had either middle-class or higher-income students.

There are a range of potential social benefits of early exposure to diversity for students from all racial and economic backgrounds. After all, by six months of age, children are beginning to make racial distinctions, and sometime between ages 3 and 5, children develop racial biases. A key pathway to helping to shape the emergence of healthy attitudes in young children are precisely what a high-quality, racially diverse preschool setting could provide: diverse, equal-status settings,¹¹ willingness to let kids explore race

7. For more detail on earlier federal legislation pertaining to early childhood education see <http://school-diversity.org/pdf/DiversityIssueBriefNo4.pdf> (pp. 7-11).

8. 79 Fed. Red. 48874, 48886 (Aug. 18, 2014), available at <http://www.gpo.gov/fdsys/pkg/FR-2014-08-18/pdf/2014-19426.pdf>. See also 79 Fed. Reg. 48854 (Aug. 18, 2014), available at <http://www.gpo.gov/fdsys/pkg/FR-2014-08-18/pdf/2014-19426.pdf>

9. See Head Start Performance Standards, Final Rule. (2016, September 6). Retrieved October 7, 2016, from United States Government Publishing Office, <https://www.gpo.gov/fdsys/pkg/FR-2016-09-06/pdf/2016-19748.pdf>. For example, grantees are required to consider how to enroll higher-income students. The guidelines permit Head Start programs to charge fees to students from higher-income families and that these students won't count against the eligibility count for program funding.

10. Reid, J. L. (2016). Racial/ethnic diversity and language development in the preschool classroom. In E. Frankenberg, L. M. Garces, & M. Hopkins (Eds.), *School integration matters: Research-based strategies to advance equity* (pp. 39-55). New York: Teachers College Press; for K-12 comparison see *Brown at 60: Great progress, a long retreat and an uncertain future*. Retrieved October 7, 2016, from The Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf>, at page 15-16.

11. "Equal status" is where students of all backgrounds interact in ways that do not privilege one group over the other. Gordon Allport hypothesized that a key way to reduce prejudice and intergroup conflict was to have intergroup contact when structured so that groups had equal status and worked cooperatively toward shared goals with the support of authority figures. See Allport,

(rather than shutting down conversation or exploration); teachers, parents, other adults able to skillfully curate that exploration through books, peer group interaction, and providing explanations of racial patterns.

In this way, racially and/or economically segregated early childhood education programs that concentrate white and/or affluent children are similar to those concentrating black, Latino and/or low-income students in limiting cross-group exposure. For example, exposure to diverse faces in early childhood has been shown to reduce adults' implicit bias towards black individuals.¹² Students attending diverse kindergartens, for example, in one study were found to have more cross-racial interactions and friendships, which are important for reducing prejudice.¹³ Further some work suggests that cross-racial friendships are more frequent among younger elementary school children.¹⁴ During the desegregation era, the conclusion of researchers was that students were most likely to benefit from racially diverse schools when structured to allow for equal status interaction *and* when cross-racial experience was earliest.¹⁵

In addition to considering the benefits to *all* children of diverse early childhood settings, preschool programs enrolling higher shares of low-income students and students of color are less likely to be considered high-quality because they lack many tangible resources important for learning.¹⁶ These students are also more likely to be exposed to early childhood teachers that have lower ratings in instructional quality.¹⁷ In other words,

G. W. (1954). *The nature of prejudice*. Cambridge, MA: Longman Higher Education.

12. Cloutier, J., Li, T., & Correll, J. (2014). The impact of childhood experience on amygdala response to perceptually familiar black and white faces. *Journal of Cognitive Neuroscience*, 26(9), 1992-2004.

13. Howes, C., & Wu, F. (1990). Peer interactions and friendships in an ethnically diverse school setting. *Child Development*, 537-541.

14. Aboud, F.E., Mendelson, M.J., & Purdy, K. T. (2003). Cross-race peer relations and friendship quality. *International Journal of Behavioral Development*, 27(2), 165-173.

15. Schofield, J. W. (1995). Review of research on school desegregation's impact on elementary and secondary school students. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 597-617). New York: MacMillan; Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2006).

16. Reid, J. L., Kagan, S. L., Hilton, M., & Potter, H. (2015). A better start: Why classroom diversity matters in early education. Retrieved October 7, 2016, from http://www.prrac.org/pdf/A_Better_Start.pdf

17. Reid, J. L. (2016). Racial/ethnic diversity and language development in the preschool classroom. In E. Frankenberg, L. M. Garces, & M. Hopkins (Eds.), *School integration matters: Research-based strategies to advance equity* (pp. 39-55). New York: Teachers College Press.

preliminary evidence suggests that, like K-12 schools, one consequence of racial and economic segregation of preschool students are the fewer educational resources provided in the schools such students attend. Some research focusing on student outcomes shows that these racially and economically segregated nonwhite preschool classrooms were unequal to those with more diversity and/or more affluent students in terms of students' language learning.¹⁸ The relationship with racial diversity and higher language development held, even when controlling for other factors associated with high-quality preschool classrooms. The author concluded that as policy efforts target the expansion of high-quality preschool offerings, student diversity should be considered as one aspect of a high-quality program.¹⁹

These findings are similar to research that has studied economically diverse preschool students finding more language development among students in diverse preschools compared to those preschools that concentrate students from low-income households.²⁰ A recent report about diversity in preschool argued that "quality and equity are inextricably linked, that programs that are segregated by race/ethnicity and income are rarely of equal quality."²¹ Yet the report also noted the dearth of efforts to address both diversity and equity among organizations leading the expansion of early childhood education.

Of course, how preschool classrooms are structured also matters a great deal in order to take advantage of diversity where it exists. In preschool classrooms that have shifted away teacher-centered instruction (e.g., Montessori approach, emergent curriculum, etc.), facilitating student learning experiences in diverse settings so as to not reinforce stereotypes requires considerable skill from early childhood educators. In all classrooms, it is important to use curriculum, books, dolls, and other learning materials that reflect the diversity of students and their families. A further challenge facing all teachers in di-

18. Reid, J. L. (2016). Racial/ethnic diversity and language development in the preschool classroom. In E. Frankenberg, L. M. Garces, & M. Hopkins (Eds.), *School integration matters: Research-based strategies to advance equity* (pp. 39-55). New York: Teachers College Press.

19. Reid, J. L., Kagan, S. L., Hilton, M., & Potter, H. (2015). A better start: Why classroom diversity matters in early education. Retrieved October 7, 2016, from http://www.prrac.org/pdf/A_Better_Start.pdf

20. Schecter, C., & Bye, B. (2007). Preliminary evidence for the impact of mixed-income preschools on low-income children's language growth. *Early Childhood Research Quarterly* 22(1), 137-146.

21. Reid, J. L., Kagan, S. L., Hilton, M., & Potter, H. (2015). A better start: Why classroom diversity matters in early education. Retrieved October 7, 2016, from http://www.prrac.org/pdf/A_Better_Start.pdf, at page 2.

verse settings is ensuring that classroom patterns do not replicate social status hierarchies: research finds students from higher-income families are more likely to have larger vocabularies, this might result in students from more advantaged families dominating classroom settings.²² Teachers also need to be comfortable authentically engaging with families from diverse backgrounds. Yet, recent research illustrates that early childhood educators' implicit biases led them to more often expect challenging behavior from black boys and to have lower expectations for black children.²³ These findings parallel those in the K-12 context illustrating the importance helping prepare and support teachers understand how to create inclusive, fair classrooms with high expectations for all students. This is particularly important for children from low-income families as they benefit more from high-quality educational programs.²⁴ Thus, attending to preschool diversity could help to close kindergarten readiness gaps and lay the foundation for students from all backgrounds to play and learn together across racial and economic lines.²⁵

Data used in report

This report draws on the 2013-14 Civil Rights Data Collection (CRDC), a regular survey of schools and districts by the U.S. Department of Education since 1968.²⁶ The CRDC began as a means to monitor enforcement with civil rights laws, and includes a range of indicators that helps to understand the extent to which students from all backgrounds have

22. Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. New York: Teachers College Press; Streib, J. (2011). Class reproduction by four year olds. *Qualitative Sociology*, 34(2), 337-352.

23. Gilliam, W.S., Maupin, A.N., Reyes, C.R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? New Haven, CT: Yale University Child Study Center. Retrieved October 7, 2016, from http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379.pdf

24. Dearing, E., McCartney, K., & Taylor, B.A. (2009). Does higher quality early childhood care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80(5), 1329-1349.

25. There are also concerns about the extent to which all children are able to access early childhood opportunities. Although beyond the scope of this report, attending to access for all students as well as segregation within early education must be done to ensure equitable opportunity. See Malik, R., & Hagler, J. (2016, August 5). Black families work more, earn less, and face difficult child care choices. Retrieved October 8, 2016, from Center for American Progress, <https://www.americanprogress.org/issues/early-childhood/news/2016/08/05/142296/black-families-work-more-earn-less-and-face-difficult-child-care-choices/>

26. For more information, see Public-Use Data File User's Manual for the 2013-14 Civil Rights Data Collection, <http://ocrdata.ed.gov/Downloads/CRDC%202013-14%20Public%20Use%20Data%20File%20Users%20Manual.pdf>

access to equal educational opportunity. More recently, it has included questions about preschool enrollment, and has expanded to a universe of all school districts (instead of a sample as in some prior versions). In 2013-14, the universe of school districts was just under 17,000 and there was a response rate of 99.5%.

From the larger file of approximately 95,000 schools, this report analyzes the 27,957 public schools that enrolled at least one preschool student. Notably, while these schools may also enroll students older than preschool aged, for the purposes of this report, the only enrollment analyzed was that of preschoolers of any age (3, 4, or 5 years old).²⁷ Together, 1.43 million preschool children are enrolled in these schools.²⁸ It does not include all children enrolled entirely in private centers, home-based care, or community-based organizations (CBOs) offering preschool programs. It does include students who attend part-day programs, as well as full-day, and provides a snapshot of the types of school environments these young children are experiencing.²⁹

For this report, I only analyze children enrolled in school-based preschool programs. The CRDC asks each local education agency (LEA, typically school district) what types of early childhood program(s) it provides and student eligibility for these programs. Because many districts may offer multiple types of programs with varying eligibility, it is not possible to compare to school-level composition, but it is a useful snapshot of the types of programs that are being offered. Majorities of preschools in this sample were in LEAs that provided either full or partial day preschool program at no cost (see Table 1). Approximately one-third were also in districts that provided programs for children that were two or younger, including nearly 20% that provided such options to all children, including

27. Again, it is worth reiterating that these data are only from school-based programs, which is a subset of all licensed early childhood education settings. For this reason, this report uses the terminology of school-based preschool throughout to refer to the educational settings for these 3 through 5 year olds.

28. State pre-K programs in 2015 enrolled 1.4 million students, according to the National Institute for Early Education (NIEER)'s annual report, in a mix of schools and CBOs. Head Start also enrolled just under 1 million students, most in CBOs. The students in this report are likely drawn from a mixture of school-based settings, including those funded by IDEA, illustrating the complex system of delivery of publicly funded early childhood centers.

29. An earlier analysis of these data found concerning patterns of over-representation of discipline to preschool children of color. See Davidson, J. (2016, June 12). Preschool suspensions are made worse by racial disparities. Retrieved October 8, 2016, from *Washington Post*, https://www.washingtonpost.com/politics/preschool-suspensions-are-made-worse-by-racial-disparities/2016/06/12/c9601318-30bf-11e6-95c0-2a6873031302_story.html

those without a disability in need of IDEA services. Approximately twenty percent were also in LEAs that charged tuition, and roughly even numbers offering full day and partial day options. Further, more than half of preschool programs were in LEAs that did not have any eligibility criteria, while approximately one-third were in districts with programs restricted to students with disabilities and one-quarter with restrictions for low-income students. These details are likely influential in who enrolls in these programs.

Table 1: Types of early childhood programs and student eligibility at district level, 2013–14

	Number of programs in sample	Percentage in sample
Types of early childhood programs provided		
Provides early childhood program (ages birth-2 years)	9,627	34.4%
Provides early childhood program for non-IDEA students	5,290	18.9%
Full-day, free tuition	17,002	60.8%
Full-day, charges tuition	5,069	18.1%
Part-day, free tuition	17,144	61.3%
Part-day, charges tuition	6,283	22.5%
Student eligibility for preschool programs in district		
All students	15,055	53.9%
Children with disabilities	10,264	36.7%
Children in Title I schools	7,037	25.2%
Children in low-income families	8,834	31.6%

Note: LEAs could operate multiple types of programs/student eligibility, thus the percentages sum to more than 100%; Percentage calculated from entire sample of schools including those that were “unknown” for a particular indicator.

This report utilizes the racial/ethnic counts of students from seven different groups. I also rely on the counts of Limited English Proficient (LEP) students to examine their segregation. Unfortunately, the CRDC does not include any measure of family socioeconomic status (SES) at the school level, so this analysis is unable to examine relationship between racial composition and family economic background. Earlier work studying preschools in 11 states found strong overlap between concentrations of preschool students of color

and students from low-income backgrounds.³⁰

This report uses several measures to assess the segregation of preschool students. In particular, I use two measures that help to explain different dimensions of the schooling environments that students are experiencing. The first, concentration, measures the extent to which students are enrolled in racially isolated schools. Racially isolated nonwhite schools are defined as those schools with enrollments in which 90% or more are students of color.³¹ Likewise, racially isolated white schools are schools in which 90% of students are white. Second, the exposure index illustrates the extent to which students of a particular group (such as black students) are exposed to other students in their school. If all schools were perfectly integrated, the “typical” black student would, for example, be exposed to the same racial composition of students as the “typical” white student. Because these data are only a subset of preschool children—many others are enrolled in private centers/programs or in home-based care—it did not seem appropriate to use measures like the index of dissimilarity, which looks at sorting of students across units (e.g., schools) to understand whether they are evenly distributed across a given geography (such as metro area or state).

The brief report describes national trends, but preschool enrollment in public schools varies widely by state due to differences in state policies (unlike K-12 schools, it is not compulsory). States spend more than \$5.6 billion on preschools, and estimates are that approximately 30% of 4-year olds are enrolled in state-funded preschool programs.³² Approximately 30 state programs have some type of income eligibility requirement that likely affects demographics of students enrolled. Differences are also due, in part, to demographic variation in children across states. Thus, the appendix includes state-level

30. Reid, J. L. (2016). Racial/ethnic diversity and language development in the preschool classroom. In E. Frankenberg, L. M. Garces, & M. Hopkins (Eds.), *School integration matters: Research-based strategies to advance equity* (pp. 39-55). New York: Teachers College Press.

31. This measure is taken from studies of K-12 segregation, where decades earlier this primarily referred to schools that were 90-100% black. As the population has shifted dramatically since the civil rights era, such a school might today actually have a mixture of black, Latino, or Asian students, for example, and still be classified as a 90-100% nonwhite school. Such a school would provide students with more opportunities to reap the social benefits of intergroup contact than would a 90% black school—illustrating the diversity within this measure of segregation.

32. Also, 4% of 3 year olds. See Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

trends for each measure of enrollment and segregation described here.

Racial and linguistic composition of preschool enrollment

Beginning in 2011, nonwhite children now comprise the majority of those who are born each year in the U.S.³³ In fact, according to the U.S. Census, a majority of the under-5 child population is not white.³⁴ Further, analysis of data from the U.S. Department of Education finds that the public school enrollment among K-12 students is only 50% white students, and many states already have majority nonwhite enrollments.³⁵

In 2013-14, public schools enrolled 1.43 million preschool children. The largest racial group of students were white students, who numbered nearly 600,000 and accounted for 41% of all students (see Figure 1).³⁶ Hispanic students were the second largest group—as is the case among all K-12 public school students³⁷—at approximately 30% of the enrollment. Black students were also 19% of all school-based preschool students. Asian and multiracial students each comprise approximately 4% of the public school enrollment, with more than 50,000 students. American Indian students were 1.6% and Native Hawaiian and Pacific Islander students were 0.3% of the school-based preschool enrollment. In comparison to the K-12 enrollment, the percentage of white students in school-based

33. Morello, C., & Mellnik, T. (2012, May 17). Census: Minority babies are now majority in United States. Washington Post. Retrieved from https://www.washingtonpost.com/local/census-minority-babies-are-now-majority-in-united-states/2012/05/16/gIQA1WY8UU_story.html

34. Lesley, B. (2016, January). The Racial generation gap and the future for our children. Retrieved October 8, 2016, from First Focus, <https://firstfocus.org/wp-content/uploads/2016/05/The-Racial-Generation-Gap-and-the-Future-for-Our-Children.pdf>

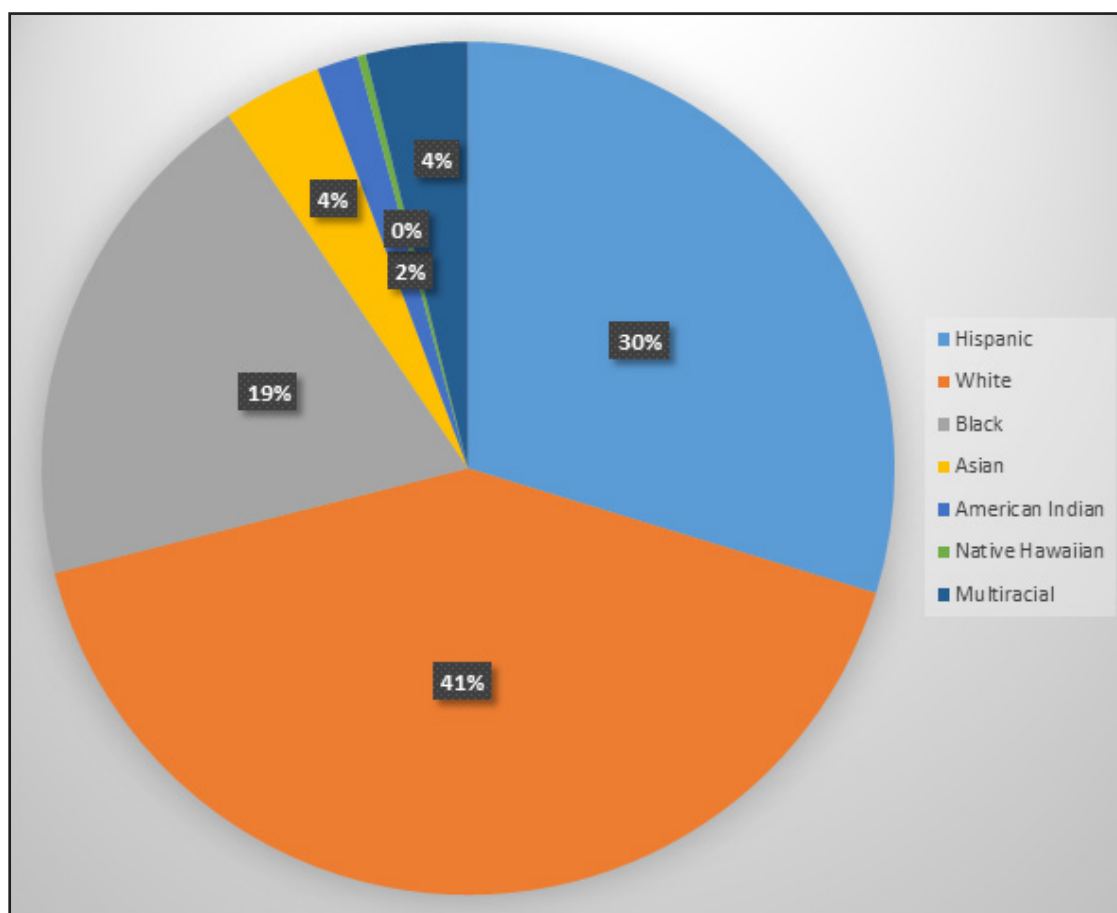
35. Orfield, G., Ee, J., Frankenberg, E., & Siegel-Hawley, G. (2016, May 16). *Brown at 62: School segregation by race, poverty and state*. Retrieved October 8, 2016, from Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>

36. In reporting findings, this report employs the racial/ethnic labels that were used in the original dataset. Hispanic students include students of any race that identify as Hispanic, and all other groups do not include Hispanics. For example, “white” is actually non-Hispanic white students, but is referred to as “white students” throughout.

37. Orfield, G., Ee, J., Frankenberg, E., & Siegel-Hawley, G. (2016, May 16). *Brown at 62: School segregation by race, poverty and state*. Retrieved October 8, 2016, from Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>

preschools is lower while the share of Latino and black students is each approximately 5 percentage points higher.

Figure 1: Racial composition of students enrolled in school-based preschools, 2013-14



Source: CRDC, 2013-14

Additionally, one-eighth of students were classified as Limited English Proficient (LEP).

The racial composition of students in preschools varies considerably across states due to the demographic differences of the population as well as the state provisions for offering school-based preschools.³⁸ States that have high percentages of white K-12 students,

38. A recent analysis of preschool in New York City found that school-based preschools are more likely to serve white children than community-based organizations that offer preschool programs as many of the latter are often located in and serving low-income neighborhoods. See Potter, H. (2016). Diversity in New York city's universal pre-k classrooms. Retrieved October 7, 2016, from The Century Foundation, <https://tcf.org/content/report/diversity-new-york-citys-universal-pre-k-classrooms/>

such as those in northern New England, also had very high shares of white preschool students. The percentage of white students among the preschool enrollment was between 80-90% (see Table A-1). California and D.C. had the lowest percentages of white preschool students, and California was disproportionately nonwhite in comparison to their K-12 public enrollment. D.C. and Mississippi had a majority of black students in their preschool enrollments while Texas, New Mexico, and California had a majority of Hispanic students among all preschool children. Some of the states with the largest number of preschools—Illinois and Texas—had the highest shares of LEP preschool students.

Racial concentration

Approximately 40% of preschoolers enrolled in public schools attend racially isolated schools. More than a quarter of all students (28.2%) are in racially isolated nonwhite schools,³⁹ or those where the preschool enrollment has more than 90% nonwhite students (see Table 2). Decades of research in K-12 schools finds that, historically, schools with high percentages of students of color are less likely to have higher-quality educational resources. Some studies discussed above in the preschool context also find a relationship between student composition and lower teacher quality, or that, because such schools are not as likely to have middle-class or affluent children, students don't experience the same peer benefits, for example.

An additional tenth of students (9.7%) are enrolled in schools on the opposite end of the spectrum, which is referred to as racially isolated white schools, with less than 10% students of color. The racial isolation of white students in these schools carry different negative consequences than the racial isolation of students of color. Because these are schools with very few students of color, they do not allow for exposure across racial lines for white preschool students that helps to reduce stereotype formation. Taken together, this illustrates very high percentages of preschool students in racially isolated schools. In comparison to students in K-12 public schools, there is lower white student concentration

39. As noted above, this category of schools likely encompasses considerable diversity and it would be worth studying further to understand the variety of diverse settings that may exist in schools with few white students. Moreover, it would also be useful to examine the potential benefits of diversity in such settings.

(18.4% of schools in 2013 had 90-100% white students) but there is higher nonwhite student isolation among preschoolers: in 2013, 18.6% of K-12 public schools had 90-100% nonwhite students.⁴⁰

Of course, the share of students in each type of racially isolated school varies by race/ethnicity. More than half of all black and Hispanic preschool students are enrolled in schools that have 90% or more students of color, representing incredibly high racial isolation. In fact, of all groups, Hispanic students have the highest percentage of preschool students enrolled in such schools (52.5%). For both black and Hispanic preschool students, the high percentages of preschoolers in such racially isolated schools is higher than among the K-12 enrollment (Orfield & Frankenberg, 2014). Of all groups of non-white students, multiracial students have, by far, the lowest enrollment in these racially isolated schools. By contrast, more than one in five white preschool student is enrolled in a racially isolated white school, and of all other groups, multiracial students have a higher share enrolled in schools comprised largely of white students.

Table 2: Percentage of preschool students in racially isolated schools, by race/ethnicity, 2013-14

Racial Composition of School	All Students	Hispanic students	White students	Black students	Asian students	American Indian students	Native Hawaiian students	Multiracial students
90-100% white students	9.7%	0.5%	22.5%	0.5%	1.2%	1.2%	1.7%	3.3%
90-100% non-white students	28.2%	52.5%	2.2%	50.5%	24.1%	25.3%	23.6%	11.7%

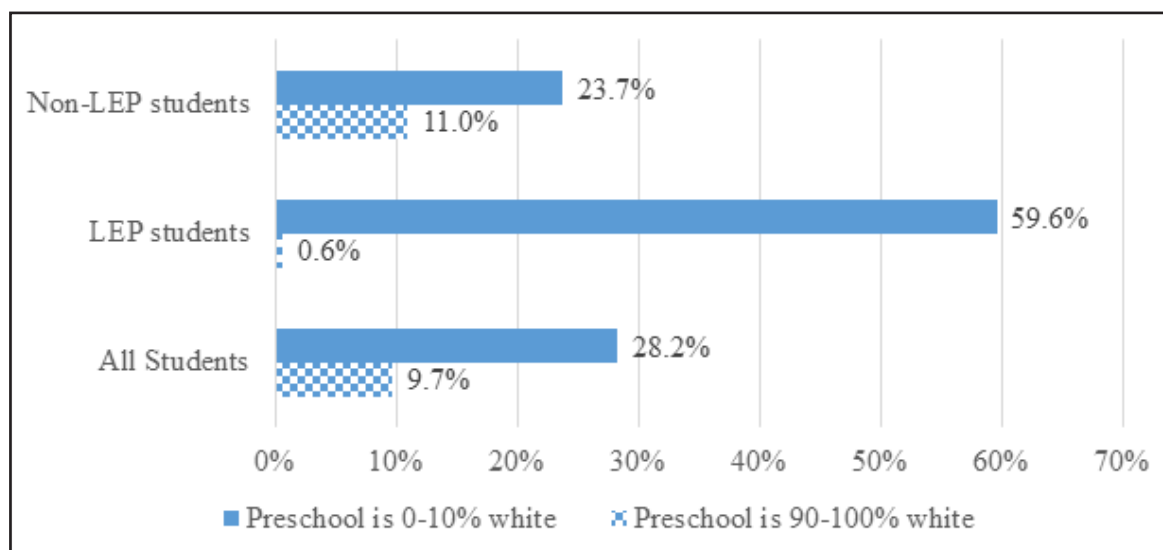
Source: CRDC, 2013-14

Preschool students with Limited English Proficiency (LEP) were also enrolled in racially isolated nonwhite schools at a very high rate. In fact, of all subgroups analyzed, the highest percentage of LEP preschool students were enrolled in racially isolated nonwhite schools: nearly 60% percent (see Figure 2). By contrast, less than 1% of such students

40. Orfield, G., Ee, J., Frankenberg, E., & Siegel-Hawley, G. (2016, May 16). *Brown at 62: School segregation by race, poverty and state*. Retrieved October 8, 2016, from Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>, at page 3.

were enrolled in 90-100% white schools. Non-LEP students were much less likely to be enrolled in 90-100% nonwhite schools and more likely than LEP students to be in racially isolated white schools. These patterns of concentration are likely to affect students' acquisition of critical literacy skills if they do not have many native speakers of English or are in schools with adequate educational resources.⁴¹ Moreover, white and non-LEP students are less likely to have exposure to students with different linguistic and racial/ethnic backgrounds.

Figure 2: Percentage of preschool students in racially isolated schools by LEP status, 2013-14



Source: CRDC, 2013-14

Not surprisingly, given the wide variation in state racial composition of school-based preschool students, there are also considerable differences in the shares of students in racially isolated schools. One state, Maine, had no preschool students enrolled in racially isolated nonwhite schools while three states (D.C., Texas, and California) had majorities of all preschool students in schools with less than 10% white students (see Table A-2). Yet even in these states with such high percentages of preschool students in racially isolated nonwhite schools, there were discrepancies by student race/ethnicity: less than one in

41. Gándara, P. C. (2011). Latinos, language, and segregation. In E. Frankenberg & E. DeBray (Eds.), *Integrating schools in a changing society: New policies and legal options for a multicultural generation* (pp. 265-277). Chapel Hill, NC: University of North Carolina Press

eight white students were in 0-10% white schools while, for example, 86% of black students in D.C. and at least 70% of Hispanic students in both Texas and California attended such schools. By contrast, seven states had one percent or fewer preschool students in racially isolated white schools while three states had a majority of preschool students in 90-100% white schools (see Table A-3). In 16 states in various parts of the country, at least one-third of white students were in racially isolated schools.

Patterns were mixed across states as to whether LEP students were more or less likely to be in racially isolated schools. In six states, half of LEP students are in racially isolated nonwhite schools compared to only two states in which non-LEP students had similar concentration in such schools (Table A-4). Mississippi and New Hampshire, however, were the only states in which higher percentages of LEP preschool students were in racially isolated white schools in comparison to their non-LEP peers.

Exposure to students by race/ethnicity and language status

Another common measure of school segregation is examining the experience of the “typical” student of a particular race—both his/her interaction with students of other races and his/her isolation with one’s own race. This measure reports the experiences of a group, on average, which of course obscures what is likely considerable variation within each group. Nevertheless it has been widely used to explore the potential interaction students of different groups experience, and has been found to be associated with a range of important educational outcomes in the K-12 context.⁴² Historically interaction or exposure to white students was a means of assessing progress towards desegregation, particularly for black students in the South, but in today’s multiracial context, it is useful to understand the extent to which students are exposed to those from different racial/

42. E.g., authors recently found using the CRDC data used in this report along with other data sources that segregation measured by the exposure index explained nearly 30% of variation in school-level discipline rates. See Freeman, K. J., & Steidlt, C. R. (2016). Distribution, composition and exclusion: How school segregation impacts racist disciplinary patterns. *Race & Social Problems* 8:171–185.

ethnic backgrounds.⁴³ If all students were perfectly integrated, the exposure of each “typical” student would be the same, and equivalent to the overall racial composition (as seen in Figure 1).

As is the case among K-12 students, white preschool students have the highest racial isolation of any group. The typical white preschool student attends a school that has nearly 70% of students who are white, and less than one-third who are students of color (Table 3). The isolation of white students is much higher than their overall share of the preschool enrollment (41%), and the typical white preschool student has considerably fewer black and Hispanic students in their school than is their prevalence among the entire enrollment.

Black and Hispanic preschool students have high racial isolation, 55% and 62%, respectively, which is higher than black and Hispanic K-12 students.⁴⁴ These isolation figures reflect considerable higher shares of same-race students than their overall percentage among school-based preschool students (19% black students, 30% Latino students). Black and Hispanic students also have very low percentages of white students, on average, in their schools: less than 20%.

Taken together, these patterns indicate fairly stark segregation for the largest three racial/ethnic groups among our nation’s youngest public school students at a time in which important social and emotional development is occurring. Asian students, who are considerably smaller than the other groups discussed here, are less isolated and have higher exposure to white students, on average. Like their K-12 peers, at the aggregate, Asian preschool students appear to be less segregated than white, black, or Hispanic preschool students.

43. Importantly, these data are only able to illustrate exposure/isolation at the school level, not at the classroom level.

44. In 2011-12, the typical black K-12 student attended a school that was 49% black and the typical Latino student attended a school that was 57% Latino. See Orfield, G. & Frankenberg, E. (2014). *Brown at 60: Great progress, a long retreat and an uncertain future*. Retrieved October 7, 2016, from The Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf>

Table 3: Racial Composition of Schools Attended by the Average Student of Each Race, 2013-14

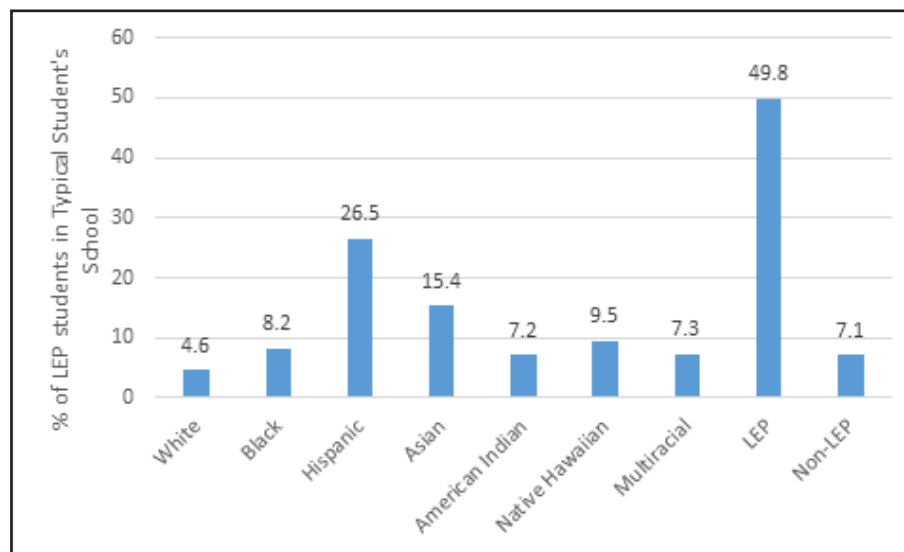
Percent race in each school	Racial Composition of School Attended by Typical:			
	White Student	Black Student	Hispanic Student	Asian Student
White %	68.3%	19.4%	18.8%	33.9%
Black %	9.2%	55.2%	12.0%	13.9%
Hispanic %	13.5%	18.3%	62.1%	26.9%
Asian %	3.1%	2.7%	3.4%	19.4%
American Indian %	1.4%	0.7%	0.8%	1.1%
NHPI %	0.3%	0.3%	0.3%	0.5%
Multiracial %	4.3%	3.4%	2.5%	4.4%
Total	100.1%	100.0%	99.9%	100.1%

Source: CRDC, 2013-14; Note: totals may not add to 100% due to rounding

Differential exposure to LEP students is also present in the nation's school-based preschools, which illustrate overlapping segregation of LEP and Latino students. As a reminder, LEP students comprise approximately 12% of the school-based preschool enrollment. LEP students are overwhelming concentrated with other LEP students. The typical LEP student attends a school where nearly half (49.8%) of students are also learning English. Non-LEP preschool students only have 7% of students in their school that are LEP students, on average, which is a stark difference.

Hispanic and Asian students are exposed to more LEP students, while white students have very little exposure to LEP students. The typical Hispanic student attends a school where over one in four students are LEP, for example (see Figure 3). Less than one in *twenty* students in the typical white preschool student's school, by contrast, are LEP. Thus, students in school-based preschools have vastly different exposure to other students by race and LEP status.

Figure 3: Exposure to LEP students in preschool, 2013-14



Source: CRDC, 2013-14

In all but four states (California, D.C., New Mexico, and Texas), the typical white preschool student attends a school that has a majority of white students (see Table A-5). By contrast, in eleven states mainly in New England and the upper Midwest/West, the typical white student attends a preschool with 80% or more white students, or nearly twice the percentage of white students among the overall preschool enrollment. In many states, therefore, white preschool students have low exposure to other race students. In 35 states, for example, white students attend preschools with less than 10% black students, on average; the same is true for exposure to Hispanic students in 26 states.

In contrast to the typical white student, in only nine states is the typical black preschool student enrolled in a school with a majority of white students (see Table A-6). In eighteen states, the typical black student is isolated in a school where at least 50% of the enrollment are white students and in California and New Mexico, the typical black preschooler is in a school with a majority of Hispanic students. In 12 states—mostly in the South—black students are exposed to less than 20% white students. In Alabama, for example, the typical white preschool student attended a school that had nearly 70% white students while the typical black preschool student was in a school that had only 17.5% white students. There are also stark differences (albeit, in reverse) in preschoolers' expo-

sure to black students in Alabama, which taken together illustrate how black and white students, even from very early ages in this state, attend school-based preschools with quite different composition.

At the state level, Hispanic preschool students appear slightly less segregated than black preschool students. Hispanic students in eleven states attended preschools with a majority of Hispanic students, and in two states, California and Texas, the typical Hispanic preschool student attends a school with more than three-quarters of students who are same-race peers (see Table A-7). In these states, at least, these patterns suggest that not only are Hispanic students likely to be in racially isolated nonwhite schools but such schools also offer little cross-racial exposure, such as to other students of color. In another 13 states, the typical Hispanic preschool student attended a school in which a majority of students were white. There were no states in which the typical Hispanic student attended a school where most of the students were black students.

Across the entire country, Asian students have typically been the most integrated group of students.⁴⁵ At the state level, there was no state in which Asian preschool students attended a school with a majority of same-race peers; the highest share was New York at 36.6% (see Table A-8). In twenty states, the typical Asian student attended a school with approximately half or more students who were white students. There were no states in which Asian preschool students' exposure was more than 50% black or 50% Hispanic students.

In every state, the typical LEP preschool student attends school with considerably higher percentages of LEP students than non-LEP students. In some states, there are small percentages of LEP students. Yet, in states like Florida where more than one in six preschool student was LEP, the typical LEP student enrolled in a preschool that was more than half LEP while a non-LEP preschool student was just 10% LEP; California had an even great disparity in exposure to LEP students (see Table A-9). In a number of states, Hispanic and Asian students also had relatively high exposure to LEP students and in most

45. Orfield, G., Ee, J., Frankenberg, E., & Siegel-Hawley, G. (2016, May 16). *Brown at 62: School segregation by race, poverty and state*. Retrieved October 7, 2016, from The Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>

instances these students attended schools with much higher shares of LEP students than did white students in particular.

Policy implications

This report likely understates the extent of segregation because it only analyzes students within the public school-based preschool programs who are disproportionately comprised of students of color.⁴⁶ Nevertheless, it extends upon earlier work examining preschool students in a sample of states that found racial and economic segregation in preschool classrooms. While these data don't permit examination of economic segregation, analyses show substantial segregation by race/ethnicity and linguistic status in the nation's school-based preschool programs, serving over 1.4 million 3- to 5-year olds.

The segregation reported here is of concern given the developmental stage of these children, and the opportunities for social and pre-academic benefits of diverse learning environments.⁴⁷ Students of color who attend segregated preschool environments may not have access to stable, quality instruction and teachers with high expectations.⁴⁸ There are also harms for white students who do not have significant cross-racial exposure at such an important age—exposure that has important, perpetuating social benefits that persist long after children leave preschool classrooms. Indeed, because of these longer-term benefits of diversity in preschool, public school districts should work to help diversify early childhood settings to interrupt patterns of segregation that persist in K-12 schools. More research is needed to help understand patterns of racial and economic

46. It also doesn't include the many preschoolers in community-based organizations, which tend to serve low-income children, and who we know from broader population data are disproportionately nonwhite.

47. Reid, J. L. (2016). Racial/ethnic diversity and language development in the preschool classroom. In E. Frankenberg, L. M. Garces, & M. Hopkins (Eds.), *School integration matters: Research-based strategies to advance equity* (pp. 39-55); Weiland, C., & Yoshikawa, H. (2013). Impacts of a pre-kindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84(6), 2122-2130; Justice, L.M., Petscher, Y., Schatschneider, C., & Mahburn, A. (2011). Peer effects in preschool classrooms: Is children's language growth associated with their classmates' skills? *Child Development*, 82(6), 1768-1777; Schecter, C., & Bye, B. (2007). Preliminary evidence for the impact of mixed-income preschool on low-income children's language growth. *Early Childhood Research Quarterly*, 22, 137-146.

48. Pianta, R. C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2005). Features of pre-kindergarten programs, classrooms and teachers: Do they predict observed classroom quality and child-teacher interactions? *Applied Developmental Science*, 9(3), 144-159.

segregation in early childhood education and to study the outcomes of students in pre-schools of varying student composition.

Though there are a number of important differences between preschool and K-12 public education sectors, especially due to the large share of children in private childcare settings, it is worth considering what lessons exist from decades of experience in designing K-12 desegregation.⁴⁹ In particular:

- ◇ Intentionality matters: In a society that is still racially and economically segregated and unequal, including among social networks that are an important source of information about early childhood educational options, it is unlikely that diverse preschool programs will happen without explicit efforts to create and sustain them. Among K-12 schools, the most successful approaches are those that are comprehensive in nature, and seek to share information in many different ways to all households. Thus, as policy focuses on expanding high-quality early childhood offerings, it is essential to include racial, linguistic, and economic diversity as part of this definition of quality. It particularly matters for how choices are structured in early childhood programs. For example, are families automatically assigned to their local pre-kindergarten program or do they have feasible choices (with transportation) outside their neighborhood?
- ◇ Public education efforts: It seems likely that middle-class white families in many communities might want to send their children to diverse preschool settings if they could be made aware of the considerable potential social benefits for their children of attending heterogeneous classrooms. One possibility would be to undertake a public education campaign sponsored by a coalition of partners to help the public understand the benefits of cross-racial experience when children are very young and beginning to develop their sensibilities and biases around such crucial social relational concepts as race, gender, and class. This would help reduce the levels of white student segregation docu-

49. Additional suggestions for increasing preschool diversity can be found in A Better Start, including descriptions of several examples of diverse preschools that are currently operating. See Reid, J. L., Kagan, S. L., Hilton, M., & Potter, H. (2015). A better start: Why classroom diversity matters in early education. Retrieved October 7, 2016, from http://www.prrac.org/pdf/A_Better_Start.pdf

mented in this report, and could have perpetuating effects in K-12 schools as these children grow older and are more comfortable in diverse settings than they would otherwise be.

- ◇ Location: The location of schools can be another asset to help draw a more diverse student body. As preschool slots are being scaled up, this is an ideal time to think about where to locate preschool offerings that could attract children from diverse backgrounds. For example, consider the location of CBOs as they become part of expanded preschool offerings or look at zoning changes that allow for more diversity in places where children are assigned to a nearby school. Further, emphasizing the importance of cross-racial exposure and/or the type of quality of instruction in combination with location might be necessary to appeal to white parents.
- ◇ Transportation: Most desegregation plans consider an element of transportation as an essential element of diversity efforts because of the segregated residential patterns in most metropolitan areas. Although parents of small children may be reluctant to have their child go too far from home or work, this might provide opportunities for programs located in a racially isolated area. Historically, K-12 desegregation plans placed much of the burden of transportation on black students to attend predominantly white institutions. Preschool programs should consider how to efficiently transport students of all backgrounds to enhance diversity, including white children.
- ◇ Design of program: Whether programs are full-day or part-day, free or cost will likely affect the demographics of what types of families consider enrollment. In particular, part-day programs will likely be virtually useless to most working families; all parents were working in nearly two-thirds of households with children under 5. The cost of early childhood care has received recent policy attention, and may also make preschool options charging tuition inaccessible to many families. States do provide tuition waivers to some families, but it is often not enough, and may be underfunded. Universal pre-kindergarten is a promising path toward attracting diverse families to publicly-funded

preschools. These programs should be full-day and with either no cost for all or tuition charged on a sliding income scale so that high-SES families contribute to the cost.

- ◇ Outreach and admissions: Preschool programs should consider the lessons and experiences of school districts implementing controlled choice policies since preschool is a voluntary choice (e.g., is not mandatory) made by families. In such policies, districts balance parental choice of school with also managing achieving district goals of diversity.⁵⁰ Districts that have successfully used such plans invest in considerable outreach to all potential applicants, implement a range of policies and procedures to insure that there are no barriers to families exercising choice, and consider school diversity in determining which students to enroll.
- ◇ Federal support: Federal policies in early childhood education should support attracting a racially and economically diverse enrollment. The recent Head Start changes are an encouraging first step and will hopefully change the segregation patterns in preschool programs funded by this program. It will be important to monitor the effect of these changes, and consider whether other changes are needed such as requiring programs to undertake outreach efforts to try to attract children from more economically advantaged families. Federal policy should support expanding capacity in programs like Head Start to ensure that they are able to meet the needs of their community while also attracting children from more affluent families. To do so, it will likely require reframing early childhood education as diversity and quality are interconnected parts of the learning experience, and to guarantee that these classrooms have high-quality, culturally competent instruction and other educational resources. Moreover, federal policy should also include incentives for encouraging *racial* diversity in addition to economic diversity.

50. See, for example, Chavez, L., & Frankenberg, E. (2009). Integration defended: Berkeley Unified's strategy to maintain school diversity. Retrieved October 7, 2016, from The Civil Rights Project / Proyecto Derechos Civiles, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/integration-defended-berkeley-unified2019s-strategy-to-main-tain-school-diversity>

- ◇ Other educational organizations: Likewise, early childhood organizations can play an important role in studying and highlighting the pre-academic and social outcomes in diverse preschool programs, provide technical advice to public and private providers about how to create diverse early childhood education settings, and advocating for the importance of diversity in federal and state policies. Partnering with K-12 school districts' diversity efforts could also provide helpful leverage for creating diversity for our youngest children. These organizations, like National Association for the Education of Young Children, are also essential for helping to prepare early childhood teachers to teach effectively in diverse settings. Further, early learning and development standards should reflect and support the importance of teachers' cultural competence in diverse classrooms.
- ◇ Finally, ongoing efforts are needed to help educate and provide professional development about how to effectively attend to race for early childhood educators, who already face considerable demands in their jobs and often experience high turnover.⁵¹ Unlike in K-12 or higher education, the early educator workforce has higher shares of African American and Latina females in particular. Ensuring higher and equitable compensation policies alongside professional development opportunities for all teachers can help to maintain a diverse, racially literate pool of educators for our youngest children.⁵² Some organizations that could help to partner with early childhood providers around professional development for diversity include: National Association for the Education of Young Children, Teaching Tolerance, and Teaching for Change.

We are at a time of bipartisan consensus about the importance of expanding access to and affordability of high-quality early childhood education opportunities for all children; there is also increasing attention to the importance of racially and economically

51. For K-12 suggestions, see Frankenberg, E., & Orfield, G. (Eds.). (2007). *Lessons in integration: Realizing the promise of racial diversity in American schools*. Charlottesville, VA: University of Virginia Press.

52. See, e.g., Ullrich, R., Hamm, K., & Herzfeldt-Kamprath, R. (2016, August 26). Underpaid and unequal: Racial wage disparities in the early childhood workforce. Retrieved October 8, 2016, from Center for American Progress, <https://www.americanprogress.org/issues/early-childhood/report/2016/08/26/141738/underpaid-and-unequal/>

diverse educational settings. This report illustrates that for many white children in our nation's school-based preschools, they are missing out on intergroup exposure that could be an important foundation to enhance their social development by helping reduce stereotype formation. While intergroup exposure under conditions that promote equal status is important for preschool children of all races, preschool students of color who are in under-resourced racially isolated environments in particular are also missing out on opportunities for enhanced academic development with access to high-quality teachers that their preschool peers may have in predominantly white or more racially integrated environments. Increased attention to the importance of diversity—and implementing a comprehensive approach to changing policy—in early childhood is necessary to help break the perpetuating cycle of segregation in our schools and communities and prepare our children for citizenship in our democracy. In our now multiracial society, we must design policies to support educational settings that welcome students from many racial/ethnic groups on an equitable, inclusive basis to provide all children with the opportunity to learn with and from one another.

Appendix of State-Level Tables

Table A-1
Preschool racial & LEP composition, 2013–14, by state

State	# of schools	White students	Black students	Hispanic students	Asian students	American Indian students	Native Hawaiian students	Multiracial students	LEP students
AK	203	34.6%	5.9%	8.7%	4.3%	29.1%	2.7%	14.8%	3.7%
AL	342	44.3%	40.2%	9.4%	1.6%	0.7%	0.1%	3.7%	5.6%
AR	291	56.9%	23.4%	14.4%	1.6%	0.6%	0.3%	2.8%	5.4%
AZ	428	40.9%	4.3%	42.6%	2.6%	5.2%	0.5%	3.9%	1.6%
CA	1,761	15.2%	7.0%	65.1%	8.1%	0.7%	0.8%	3.1%	14.1%
CO	567	46.7%	5.0%	39.8%	3.1%	0.9%	0.2%	4.2%	3.1%
CT	344	48.6%	15.5%	25.7%	5.4%	0.5%	0.3%	4.0%	1.6%
DC	127	11.2%	71.2%	13.4%	1.6%	0.2%	0.2%	2.3%	11.3%
DE	42	44.1%	27.6%	19.2%	4.1%	0.7%	0.4%	3.8%	1.8%
FL	1,747	31.3%	31.5%	30.4%	2.3%	0.4%	0.2%	3.9%	17.3%
GA	1,104	32.0%	49.8%	12.3%	1.9%	0.3%	0.1%	3.5%	1.4%
IA	505	77.3%	5.3%	10.2%	2.3%	0.6%	0.3%	3.9%	0.2%
ID	130	72.6%	1.0%	19.6%	1.4%	1.8%	0.4%	3.1%	1.9%
IL	1,282	42.2%	19.8%	29.4%	4.0%	0.5%	0.2%	3.9%	21.7%
IN	339	64.4%	13.6%	13.5%	2.0%	0.2%	0.1%	6.1%	4.2%
KS	476	61.1%	6.3%	23.1%	2.8%	1.2%	0.4%	5.1%	12.8%
KY	529	69.6%	14.3%	9.0%	1.5%	0.2%	0.1%	5.4%	0.5%
LA	661	40.9%	45.5%	6.9%	2.2%	1.1%	0.1%	3.4%	2.3%
MA	494	59.9%	9.7%	17.9%	7.1%	0.3%	0.2%	4.9%	9.1%
MD	671	27.6%	40.1%	21.4%	4.9%	0.7%	0.3%	5.0%	11.2%
ME	179	88.3%	3.9%	2.1%	1.4%	1.2%	0.2%	2.9%	2.7%
MI	650	61.1%	23.4%	7.7%	2.7%	0.8%	0.2%	4.1%	3.1%
MN	447	71.7%	8.1%	7.9%	5.4%	2.2%	0.2%	4.5%	1.8%
MO	528	75.1%	11.3%	6.8%	2.3%	0.5%	0.2%	3.7%	1.9%
MS	178	34.0%	59.6%	4.0%	1.2%	0.2%	0.1%	0.9%	2.0%
MT	79	74.5%	0.8%	4.0%	1.1%	14.5%	0.2%	4.9%	7.2%
NC	869	34.8%	30.1%	24.2%	3.6%	2.6%	0.3%	4.5%	9.0%
ND	99	73.4%	3.8%	4.6%	1.0%	13.2%	0.7%	3.3%	2.0%
NE	372	60.1%	8.6%	21.4%	3.2%	2.6%	0.2%	4.0%	5.0%
NH	113	81.1%	3.0%	7.6%	4.3%	0.4%	0.4%	3.2%	1.3%
NJ	739	32.9%	19.5%	35.8%	8.6%	0.3%	0.4%	2.6%	7.7%

NM	211	22.4%	1.8%	55.7%	1.1%	17.1%	0.1%	1.7%	2.8%
NV	293	40.2%	10.9%	35.6%	3.2%	1.4%	1.4%	7.3%	2.5%
NY	1,205	40.8%	18.6%	27.1%	8.8%	1.2%	0.5%	3.0%	1.2%
OH	777	70.4%	16.3%	5.5%	1.9%	0.2%	0.1%	5.6%	2.0%
OK	797	50.0%	7.8%	15.9%	2.0%	15.4%	0.4%	8.5%	8.4%
OR	40	46.6%	8.1%	26.0%	7.0%	1.2%	0.9%	10.2%	3.5%
PA	254	40.6%	30.2%	18.4%	3.6%	0.5%	0.3%	6.4%	1.7%
RI	48	59.0%	6.4%	21.4%	3.4%	1.3%	0.1%	8.4%	5.7%
SC	514	42.8%	39.1%	11.6%	1.6%	0.7%	0.2%	4.1%	8.8%
SD	119	63.7%	5.9%	7.2%	1.6%	16.6%	0.1%	4.9%	2.3%
TN	755	59.0%	24.9%	11.1%	1.7%	0.4%	0.2%	2.8%	1.8%
TX	3,475	15.3%	14.9%	63.7%	3.2%	0.6%	0.2%	2.1%	37.5%
UT	273	65.9%	2.1%	23.1%	2.3%	2.3%	2.1%	2.2%	0.1%
VA	912	39.5%	33.9%	15.8%	4.2%	0.6%	0.3%	5.8%	4.5%
VT	142	90.3%	2.1%	1.4%	2.3%	0.3%	0.1%	3.5%	1.4%
WA	562	48.8%	6.1%	26.9%	6.2%	1.9%	1.2%	8.9%	3.2%
WI	857	65.2%	12.1%	13.1%	4.1%	1.4%	0.2%	3.8%	3.5%
WV	393	89.1%	4.6%	1.9%	0.8%	0.1%	0.1%	3.5%	0.6%
WY	23	63.2%	2.9%	13.5%	1.3%	14.3%	0.0%	4.9%	0.0%
Total	27,946	41.3%	19.5%	29.7%	3.7%	1.6%	0.3%	3.9%	12.4%

Source: CRDC, 2013-14

Table A-2**Percentage of students in racially isolated nonwhite preschools, 2013-14, by state and race/ethnicity**

	Total Students	Hispanic students	White students	Black students	Asian students	American Indian students	Native Hawaiian students	Multiracial students
AK	34.6%	41.3%	4.0%	40.2%	32.0%	62.2%	46.6%	44.4%
AL	25.4%	14.5%	1.3%	56.7%	3.4%	4.9%	33.3%	14.0%
AR	13.5%	21.3%	1.4%	38.9%	11.9%	2.4%	19.2%	11.4%
AZ	19.3%	33.5%	2.1%	18.7%	8.7%	52.3%	12.5%	8.8%
CA	59.0%	72.7%	12.1%	61.3%	46.6%	40.0%	54.1%	33.6%
CO	11.6%	22.4%	1.3%	27.5%	11.6%	12.5%	8.5%	6.4%
CT	10.9%	20.9%	0.9%	30.0%	4.3%	9.3%	21.7%	3.7%
DC	71.8%	62.3%	10.6%	85.5%	31.2%	27.3%	41.7%	32.0%
DE	5.4%	5.6%	0.6%	14.0%	0.0%	0.0%	0.0%	4.7%
FL	30.9%	40.3%	3.5%	52.6%	13.0%	35.0%	10.1%	13.0%
GA	34.3%	27.5%	1.7%	59.0%	17.7%	23.3%	20.4%	15.2%
IA	0.6%	2.6%	0.0%	4.6%	2.7%	0.0%	0.0%	1.4%
ID	0.8%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
IL	30.2%	52.5%	1.7%	65.2%	11.3%	30.5%	21.3%	13.1%
IN	7.8%	17.7%	0.4%	34.6%	5.4%	5.0%	0.0%	5.4%
KS	6.5%	22.6%	0.9%	5.6%	8.1%	0.9%	5.1%	3.2%
KY	3.6%	3.6%	0.3%	20.0%	0.9%	0.0%	0.0%	3.6%
LA	22.2%	14.4%	1.6%	43.2%	18.1%	12.5%	22.7%	11.1%
MA	9.1%	28.6%	0.6%	29.7%	5.0%	2.2%	16.3%	6.3%
MD	43.7%	61.8%	5.9%	65.1%	33.6%	34.5%	41.4%	14.8%
ME	--							
MI	12.3%	21.6%	0.6%	42.2%	3.8%	5.5%	14.3%	6.7%
MN	4.9%	13.9%	0.3%	21.4%	21.9%	18.5%	0.0%	6.8%
MO	2.9%	3.4%	0.1%	22.0%	1.6%	1.4%	3.1%	1.2%
MS	38.0%	24.2%	2.4%	60.3%	7.4%	42.9%	50.0%	0.0%
MT	10.9%	4.3%	0.8%	55.6%	16.7%	56.4%	100.0%	23.2%
NC	19.6%	30.5%	2.8%	28.7%	25.9%	42.1%	8.8%	12.8%
ND	3.9%	0.0%	0.0%	0.0%	0.0%	29.8%	0.0%	0.0%
NE	7.0%	15.7%	0.7%	16.5%	8.3%	39.6%	9.1%	12.0%
NH	0.3%	0.7%	0.0%	3.5%	3.1%	0.0%	0.0%	1.6%

NJ	32.2%	47.2%	3.9%	59.6%	21.4%	30.1%	34.4%	11.7%
NM	29.1%	32.9%	5.4%	15.7%	27.1%	50.2%	0.0%	21.9%
NV	8.9%	15.8%	1.1%	15.7%	3.2%	18.8%	10.0%	9.0%
NY	33.5%	56.6%	2.7%	65.6%	39.7%	52.8%	54.6%	15.3%
OH	6.2%	7.2%	0.3%	32.0%	2.6%	3.6%	8.3%	5.1%
OK	4.9%	15.7%	0.7%	18.6%	1.8%	1.8%	3.4%	4.0%
OR	3.1%	5.3%	0.2%	14.5%	2.9%	0.0%	0.0%	3.0%
PA	34.5%	48.9%	2.8%	69.9%	34.0%	43.3%	35.3%	26.4%
RI	13.8%	43.0%	1.3%	26.8%	9.6%	31.3%	100.0%	16.2%
SC	14.0%	13.1%	1.7%	29.0%	7.3%	5.5%	9.1%	7.3%
SD	5.3%	1.6%	0.1%	0.0%	0.0%	30.3%	0.0%	1.2%
TN	14.8%	18.4%	0.9%	47.9%	12.2%	12.7%	0.0%	4.3%
TX	58.1%	70.0%	11.3%	64.4%	41.7%	50.7%	21.3%	24.3%
UT	1.0%	2.9%	0.0%	1.5%	2.0%	6.6%	3.7%	0.0%
VA	12.5%	18.2%	1.2%	24.4%	10.0%	8.0%	11.6%	7.0%
VT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WA	8.2%	20.5%	0.8%	15.7%	8.5%	18.6%	7.0%	4.1%
WI	11.1%	23.0%	0.7%	55.4%	12.3%	24.2%	12.7%	2.9%
WV	0.0%	0.6%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%
WY	12.6%	0.0%	0.0%	0.0%	0.0%	88.6%	n/a	0.0%
Total	28.2%	52.5%	2.2%	50.5%	24.1%	25.3%	23.6%	11.7%

Source: CRDC, 2013-14; Note: the numbers of students in some states and racial groups may be small.

Table A-3**Percentage of students in racially isolated white preschools, 2013-14, by state and race/ethnicity**

	Total Students	Hispanic students	White students	Black students	Asian students	American Indian students	Native Hawaiian students	Multiracial students
AK	1.1%	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%
AL	8.3%	0.6%	18.3%	0.3%	0.0%	0.0%	0.0%	1.4%
AR	25.3%	4.1%	41.8%	2.1%	11.1%	23.5%	0.0%	4.7%
AZ	1.4%	0.0%	3.4%	0.0%	0.4%	0.0%	0.0%	0.5%
CA	0.2%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.2%
CO	1.9%	0.2%	3.9%	0.5%	0.0%	0.0%	0.0%	0.4%
CT	4.6%	0.4%	9.0%	0.2%	0.8%	0.0%	0.0%	1.4%
DC	--	--	--	--	--	--	--	--
DE	--	--	--	--	--	--	--	--
FL	1.6%	0.1%	5.0%	0.0%	0.1%	0.0%	1.4%	0.4%
GA	1.7%	0.3%	4.9%	0.0%	0.2%	1.0%	2.0%	1.1%
IA	33.3%	8.8%	40.6%	6.0%	3.4%	6.3%	3.1%	12.9%
ID	20.2%	2.9%	26.7%	0.0%	4.8%	3.8%	16.7%	0.0%
IL	11.4%	0.4%	25.8%	0.5%	1.0%	1.5%	2.0%	4.8%
IN	23.1%	4.0%	33.9%	0.8%	2.5%	5.0%	10.0%	8.7%
KS	14.0%	1.2%	22.1%	1.0%	0.4%	3.7%	0.0%	2.9%
KY	28.2%	6.3%	38.6%	1.8%	5.5%	4.2%	0.0%	7.8%
LA	4.8%	1.1%	11.1%	0.2%	0.5%	1.1%	0.0%	1.7%
MA	13.9%	1.1%	21.8%	1.6%	3.0%	4.4%	4.1%	5.5%
MD	1.2%	0.1%	4.4%	0.0%	0.2%	0.0%	0.0%	0.2%
ME	57.7%	18.3%	63.0%	12.9%	19.8%	20.0%	42.9%	19.3%
MI	20.3%	3.5%	31.5%	1.2%	6.5%	8.5%	6.1%	6.0%
MN	33.8%	5.7%	45.1%	3.2%	3.5%	8.7%	8.7%	8.9%
MO	30.9%	5.7%	39.7%	2.3%	4.1%	8.3%	3.1%	9.3%
MS	2.8%	0.0%	8.1%	0.1%	0.0%	0.0%	0.0%	0.0%
MT	32.8%	8.7%	43.0%	0.0%	0.0%	1.2%	0.0%	3.6%
NC	1.3%	0.1%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%
ND	23.6%	0.0%	31.7%	0.0%	0.0%	2.8%	0.0%	0.0%
NE	20.6%	2.3%	32.9%	1.2%	2.4%	1.2%	9.1%	1.9%
NH	36.3%	4.1%	43.0%	5.3%	6.2%	12.5%	28.6%	17.9%

NJ	2.3%	0.1%	6.6%	0.1%	0.4%	0.0%	0.0%	0.3%
NM	0.1%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
NV	1.5%	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%
NY	15.1%	0.9%	35.6%	0.6%	0.5%	3.4%	0.8%	5.7%
OH	29.8%	7.8%	40.2%	1.4%	7.7%	7.1%	8.3%	10.6%
OK	1.0%	0.1%	2.0%	0.0%	0.0%	0.1%	0.0%	0.1%
OR	3.8%	0.0%	8.1%	0.0%	0.0%	0.0%	0.0%	0.0%
PA	16.0%	0.9%	38.0%	0.5%	4.1%	0.0%	5.9%	1.6%
RI	4.6%	0.4%	7.3%	2.5%	2.4%	0.0%	0.0%	0.0%
SC	2.3%	0.5%	5.1%	0.1%	0.3%	0.0%	0.0%	0.8%
SD	27.9%	8.3%	42.0%	0.0%	7.0%	1.7%	0.0%	4.6%
TN	22.1%	3.3%	35.8%	1.3%	3.1%	5.5%	17.4%	4.6%
TX	0.4%	0.0%	2.4%	0.0%	0.0%	0.1%	0.0%	0.3%
UT	8.2%	1.3%	11.7%	0.7%	0.7%	0.7%	0.7%	2.8%
VA	6.1%	0.3%	14.9%	0.1%	0.3%	1.0%	0.0%	1.2%
VT	63.4%	47.4%	67.5%	25.3%	16.2%	15.4%	50.0%	23.6%
WA	3.1%	0.2%	6.1%	0.2%	0.0%	0.0%	0.0%	0.6%
WI	17.0%	3.2%	24.5%	1.2%	2.6%	3.6%	11.1%	7.5%
WV	60.8%	23.9%	66.1%	10.4%	24.4%	40.0%	0.0%	21.0%
WY	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	0.0%
Total	9.7%	0.5%	22.5%	0.5%	1.2%	1.2%	1.7%	3.3%

Source: CRDC, 2013-14; Note: the numbers of students in some states and racial groups may be small.

Table A-4**Racially isolated preschools by state and student LEP status, 2013-14**

State	Racially isolated nonwhite schools			Racially isolated white schools		
	Total Students	LEP students	Non-LEP students	Total Students	LEP students	Non-LEP students
AK	34.6%	43.6%	34.3%	1.1%	0.0%	1.1%
AL	25.4%	12.0%	26.2%	8.3%	1.9%	8.7%
AR	13.5%	20.9%	13.1%	25.3%	0.7%	26.7%
AZ	19.3%	39.8%	18.9%	1.4%	0.0%	1.5%
CA	59.0%	75.4%	56.3%	0.2%	0.0%	0.3%
CO	11.6%	17.5%	11.5%	1.9%	0.0%	2.0%
CT	10.9%	0.7%	11.1%	4.6%	2.9%	4.6%
DC	71.8%	60.1%	73.3%	--	--	--
DE	5.4%	0.0%	5.5%	--	--	--
FL	30.9%	48.6%	27.2%	1.6%	0.2%	1.9%
GA	34.3%	40.6%	34.2%	1.7%	0.0%	1.7%
IA	0.6%	0.0%	0.6%	33.3%	7.8%	33.3%
ID	0.8%	0.0%	0.8%	20.2%	12.3%	20.3%
IL	30.2%	48.0%	25.3%	11.4%	0.3%	14.5%
IN	7.8%	7.0%	7.8%	23.1%	6.0%	23.8%
KS	6.5%	24.7%	3.9%	14.0%	0.6%	16.0%
KY	3.6%	1.4%	3.6%	28.2%	8.3%	28.3%
LA	22.2%	13.6%	22.4%	4.8%	0.8%	4.9%
MA	9.1%	32.6%	6.7%	13.9%	0.5%	15.2%
MD	43.7%	59.5%	41.7%	1.2%	0.0%	1.4%
ME	--	--	--	57.7%	15.3%	58.9%
MI	12.3%	23.4%	12.0%	20.3%	15.8%	20.4%
MN	4.9%	10.6%	4.8%	33.8%	7.2%	34.3%
MO	2.9%	2.6%	2.9%	30.9%	5.2%	31.5%
MS	38.0%	24.1%	38.2%	2.8%	2.9%	2.8%
MT	10.9%	74.4%	6.0%	32.8%	9.8%	34.6%
NC	19.6%	26.0%	19.0%	1.3%	0.1%	1.4%
ND	3.9%	0.0%	4.0%	23.6%	22.7%	23.7%
NE	7.0%	4.1%	7.1%	20.6%	12.4%	21.0%
NH	0.3%	0.0%	0.3%	36.3%	79.6%	35.8%
NJ	32.2%	46.6%	30.9%	2.3%	0.1%	2.4%

NM	29.1%	10.2%	29.6%	0.1%	0.0%	0.1%
NV	8.9%	5.6%	9.0%	1.5%	0.0%	1.6%
NY	33.5%	69.0%	33.1%	15.1%	2.2%	15.3%
OH	6.2%	7.3%	6.2%	29.8%	18.5%	30.0%
OK	4.9%	17.0%	3.8%	1.0%	0.2%	1.1%
OR	3.1%	0.0%	3.3%	3.8%	0.0%	3.9%
PA	34.5%	24.5%	34.6%	16.0%	5.0%	16.2%
RI	13.8%	46.4%	11.9%	4.6%	0.0%	4.9%
SC	14.0%	12.2%	14.2%	2.3%	0.7%	2.5%
SD	5.3%	2.4%	5.3%	27.9%	15.9%	28.2%
TN	14.8%	2.3%	15.1%	22.1%	12.1%	22.2%
TX	58.1%	74.0%	48.6%	0.4%	0.0%	0.6%
UT	1.0%	0.0%	1.0%	8.2%	0.0%	8.2%
VA	12.5%	13.9%	12.5%	6.1%	0.9%	6.3%
VT	0.0%	0.0%	0.0%	63.4%	30.0%	63.9%
WA	8.2%	15.1%	8.0%	3.1%	0.0%	3.2%
WI	11.1%	14.8%	11.0%	17.0%	2.6%	17.5%
WV	0.0%	0.0%	0.0%	60.8%	35.5%	60.9%
WY	12.6%	--	12.6%	0.0%	--	0.0%
Total	28.2%	59.6%	23.7%	9.7%	0.6%	11.0%

Source: CRDC, 2013-14

Table A-5
White preschool student exposure, 2013-14, by state

State	Percentage of students in school of the typical white student:						
	White %	Black %	Hispanic %	Asian %	American Indian %	Native Hawaiian %	Multiracial %
AK	57.4%	4.6%	7.4%	3.7%	13.2%	1.8%	11.8%
AL	68.9%	15.9%	8.6%	1.8%	1.0%	0.0%	3.9%
AR	75.6%	11.1%	8.9%	1.3%	0.7%	0.2%	2.2%
AZ	57.5%	3.6%	28.5%	3.1%	2.6%	0.5%	4.3%
CA	38.2%	5.9%	39.6%	9.4%	1.0%	0.8%	5.0%
CO	61.6%	3.1%	26.6%	3.1%	0.8%	0.2%	4.6%
CT	65.7%	8.2%	15.8%	5.4%	0.4%	0.2%	4.1%
DC	42.7%	31.8%	14.8%	4.1%	0.4%	0.4%	5.8%
DE	51.8%	23.1%	16.0%	4.2%	0.8%	0.6%	3.5%
FL	54.0%	17.2%	20.6%	2.6%	0.4%	0.3%	4.9%
GA	58.7%	22.7%	11.3%	2.3%	0.3%	0.2%	4.6%
IA	82.7%	3.8%	7.7%	1.7%	0.5%	0.2%	3.5%
ID	77.6%	1.0%	15.6%	1.3%	1.4%	0.4%	2.8%
IL	70.7%	7.1%	13.5%	3.7%	0.4%	0.2%	4.5%
IN	77.6%	6.2%	8.9%	1.7%	0.2%	0.1%	5.4%
KS	73.7%	4.6%	13.5%	2.0%	1.2%	0.4%	4.7%
KY	80.1%	6.8%	7.0%	1.2%	0.2%	0.1%	4.6%
LA	62.4%	24.6%	6.2%	1.9%	1.1%	0.1%	3.7%
MA	74.1%	5.5%	9.4%	6.0%	0.3%	0.2%	4.6%
MD	55.0%	19.7%	12.4%	4.6%	0.7%	0.3%	7.2%
ME	90.5%	2.8%	1.8%	1.2%	1.1%	0.2%	2.5%
MI	77.0%	10.1%	5.5%	2.7%	0.8%	0.2%	3.7%
MN	82.0%	4.4%	5.5%	2.9%	1.6%	0.1%	3.5%
MO	83.1%	5.5%	5.3%	2.0%	0.5%	0.2%	3.4%
MS	61.6%	31.2%	3.8%	1.7%	0.2%	0.1%	1.3%
MT	84.7%	0.4%	3.8%	0.9%	6.5%	0.0%	3.7%
NC	53.7%	19.6%	17.5%	2.8%	1.5%	0.3%	4.6%
ND	80.3%	3.1%	4.3%	0.9%	7.9%	0.6%	2.9%
NE	75.9%	4.3%	12.7%	2.5%	1.3%	0.2%	3.1%
NH	85.0%	2.1%	5.7%	3.6%	0.4%	0.4%	2.9%
NJ	58.1%	10.0%	19.7%	8.3%	0.3%	0.3%	3.4%

NM	34.9%	2.0%	49.3%	1.1%	10.7%	0.1%	1.9%
NV	52.2%	8.5%	26.4%	3.3%	1.5%	1.3%	6.9%
NY	73.4%	5.8%	11.6%	4.9%	0.7%	0.2%	3.5%
OH	81.6%	7.1%	4.4%	1.8%	0.1%	0.1%	4.9%
OK	58.7%	5.3%	11.2%	1.9%	14.5%	0.3%	8.1%
OR	64.0%	3.7%	14.8%	4.5%	1.0%	0.7%	11.3%
PA	72.9%	9.0%	10.2%	2.6%	0.3%	0.2%	4.9%
RI	73.7%	4.4%	10.3%	3.7%	1.1%	0.0%	6.6%
SC	57.4%	26.1%	9.7%	1.6%	0.8%	0.2%	4.3%
SD	77.9%	4.1%	6.0%	1.3%	6.8%	0.1%	3.8%
TN	77.7%	9.9%	7.7%	1.4%	0.4%	0.2%	2.6%
TX	39.5%	11.1%	40.8%	3.8%	0.8%	0.3%	3.7%
UT	74.3%	1.6%	16.7%	1.7%	1.8%	1.7%	2.2%
VA	58.9%	20.0%	11.1%	3.5%	0.6%	0.2%	5.7%
VT	91.8%	1.6%	1.3%	1.9%	0.2%	0.1%	3.1%
WA	61.1%	4.0%	18.9%	4.8%	1.7%	0.9%	8.6%
WI	78.5%	4.2%	8.9%	3.5%	1.0%	0.2%	3.7%
WV	90.9%	3.6%	1.6%	0.7%	0.1%	0.1%	3.0%
WY	75.0%	3.0%	13.8%	1.4%	1.5%	0.0%	5.3%
Total	68.3%	9.2%	13.5%	3.1%	1.4%	0.3%	4.3%

Source: CRDC, 2013-14

Table A-6
Black preschool student exposure, 2013-14, by state

State	Percentage of students in school of the typical black student:						
	White %	Black %	Hispanic %	Asian %	American Indian %	Native Hawaiian %	Multiracial %
AK	27.2%	16.5%	11.6%	6.2%	13.1%	4.5%	21.1%
AL	17.5%	72.9%	5.5%	1.0%	0.3%	0.1%	2.7%
AR	26.9%	57.7%	10.2%	1.5%	0.2%	0.1%	3.2%
AZ	34.2%	10.1%	45.3%	2.7%	3.2%	0.6%	3.9%
CA	12.8%	22.2%	51.9%	8.0%	0.7%	1.1%	3.2%
CO	29.5%	18.8%	41.2%	3.9%	0.9%	0.3%	5.5%
CT	25.9%	34.5%	30.8%	4.8%	0.5%	0.4%	3.1%
DC	5.0%	85.5%	7.2%	0.7%	0.2%	0.2%	1.4%
DE	36.9%	39.1%	15.7%	3.6%	0.7%	0.3%	3.7%
FL	17.1%	58.5%	19.1%	1.6%	0.3%	0.2%	3.2%
GA	14.6%	73.9%	7.5%	1.1%	0.2%	0.1%	2.6%
IA	55.0%	19.1%	14.2%	4.5%	0.7%	0.6%	5.8%
ID	69.0%	6.3%	14.0%	2.0%	4.5%	0.1%	4.2%
IL	15.1%	63.4%	15.7%	1.9%	0.3%	0.2%	3.4%
IN	29.2%	44.5%	17.5%	1.7%	0.3%	0.1%	6.6%
KS	44.5%	18.1%	24.4%	4.3%	0.9%	0.5%	7.2%
KY	33.3%	46.2%	10.9%	2.3%	0.2%	0.1%	6.9%
LA	22.1%	67.3%	5.4%	1.9%	0.6%	0.1%	2.6%
MA	33.8%	28.6%	24.6%	7.2%	0.3%	0.2%	5.3%
MD	13.6%	62.1%	16.1%	3.8%	0.6%	0.4%	3.5%
ME	63.1%	24.1%	4.3%	3.0%	1.0%	0.1%	4.4%
MI	26.3%	60.9%	6.6%	1.7%	0.4%	0.2%	3.9%
MN	38.7%	29.8%	12.4%	11.3%	1.4%	0.1%	6.3%
MO	36.7%	50.2%	6.8%	2.3%	0.3%	0.1%	3.5%
MS	17.8%	77.6%	3.1%	0.8%	0.2%	0.1%	0.5%
MT	35.7%	6.9%	5.2%	2.9%	31.5%	0.0%	17.7%
NC	22.7%	47.2%	20.9%	3.0%	1.9%	0.3%	3.9%
ND	60.9%	21.1%	4.7%	0.6%	8.0%	1.5%	3.2%
NE	30.5%	37.6%	19.1%	4.8%	1.3%	0.1%	6.7%
NH	58.6%	12.4%	16.6%	6.9%	1.1%	0.4%	4.0%
NJ	16.9%	44.8%	30.2%	5.5%	0.3%	0.4%	1.9%

NM	25.4%	6.8%	55.8%	2.9%	6.6%	0.1%	2.4%
NV	31.3%	21.8%	34.2%	3.2%	0.5%	1.7%	7.3%
NY	12.6%	51.4%	26.3%	5.1%	1.1%	0.7%	2.8%
OH	30.7%	54.9%	6.4%	1.2%	0.2%	0.2%	6.4%
OK	33.7%	28.9%	16.8%	2.4%	8.3%	0.5%	9.3%
OR	21.4%	22.1%	35.7%	9.3%	1.3%	1.5%	8.7%
PA	12.1%	69.1%	9.3%	2.8%	0.6%	0.5%	5.6%
RI	40.5%	13.9%	32.9%	2.8%	1.5%	0.3%	8.1%
SC	28.6%	56.7%	9.3%	1.3%	0.6%	0.2%	3.4%
SD	43.9%	22.0%	13.7%	5.4%	6.7%	0.2%	8.0%
TN	23.5%	61.8%	10.5%	1.6%	0.5%	0.1%	2.1%
TX	11.4%	39.8%	42.4%	3.2%	0.7%	0.2%	2.3%
UT	50.7%	6.5%	32.3%	3.7%	1.9%	3.1%	1.9%
VA	23.3%	57.1%	10.7%	2.8%	0.5%	0.3%	5.3%
VT	69.0%	14.8%	1.1%	9.5%	0.1%	0.0%	5.5%
WA	31.8%	20.1%	25.7%	8.6%	1.2%	2.0%	10.7%
WI	22.5%	57.9%	11.7%	3.7%	1.1%	0.2%	2.8%
WV	69.4%	19.5%	2.9%	0.9%	0.1%	0.2%	6.9%
WY	65.5%	8.6%	16.7%	2.0%	2.5%	0.0%	4.6%
Total	19.4%	55.2%	18.3%	2.7%	0.7%	0.3%	3.4%

Source: CRDC, 2013-14

Table A-7
Hispanic preschool student exposure, 2013-14, by state

State	Percentage of students in school of the typical Hispanic student:						
	White %	Black %	Hispanic %	Asian %	American Indian %	Native Hawaiian %	Multiracial %
AK	29.6%	7.8%	18.2%	5.4%	14.1%	4.5%	20.3%
AL	40.5%	23.4%	29.6%	1.6%	0.7%	0.1%	4.0%
AR	35.0%	16.6%	42.1%	1.7%	0.4%	1.2%	2.9%
AZ	27.3%	4.5%	60.0%	1.9%	2.7%	0.5%	3.1%
CA	9.2%	5.6%	76.5%	5.6%	0.5%	0.7%	2.0%
CO	31.2%	5.1%	57.1%	2.5%	0.9%	0.2%	3.1%
CT	29.9%	18.5%	42.8%	4.6%	0.5%	0.2%	3.5%
DC	12.4%	38.2%	43.0%	3.1%	0.2%	0.2%	3.0%
DE	36.6%	22.5%	33.1%	3.6%	0.2%	0.3%	3.7%
FL	21.2%	19.8%	53.7%	2.1%	0.3%	0.2%	2.8%
GA	29.6%	30.6%	33.5%	2.4%	0.4%	0.1%	3.3%
IA	58.4%	7.5%	24.8%	3.9%	0.8%	0.4%	4.2%
ID	57.7%	0.7%	36.5%	1.2%	0.9%	0.4%	2.6%
IL	19.3%	10.6%	62.8%	3.7%	0.6%	0.2%	2.7%
IN	42.4%	17.7%	31.3%	2.0%	0.3%	0.1%	6.3%
KS	35.6%	6.7%	48.9%	3.4%	0.8%	0.4%	4.2%
KY	54.5%	17.4%	19.7%	2.0%	0.2%	0.2%	6.0%
LA	36.9%	35.6%	18.6%	3.6%	1.4%	0.3%	3.7%
MA	31.5%	13.3%	44.4%	6.0%	0.3%	0.1%	4.4%
MD	16.0%	30.2%	43.9%	5.3%	0.8%	0.3%	3.5%
ME	75.9%	8.1%	7.5%	2.7%	1.1%	0.1%	4.6%
MI	43.5%	19.8%	29.1%	2.0%	0.7%	0.1%	4.8%
MN	50.1%	12.6%	22.7%	7.8%	1.2%	0.3%	5.2%
MO	58.4%	11.2%	21.3%	2.6%	1.0%	0.4%	5.0%
MS	32.3%	46.1%	18.3%	1.6%	0.4%	0.0%	1.3%
MT	70.1%	1.0%	13.0%	0.5%	8.9%	0.0%	6.5%
NC	25.2%	26.0%	39.5%	3.4%	1.9%	0.2%	3.8%
ND	68.0%	3.8%	13.8%	1.8%	7.7%	1.0%	3.9%
NE	35.8%	7.7%	48.5%	2.7%	1.5%	0.2%	3.7%
NH	60.3%	6.5%	22.9%	5.5%	0.8%	0.1%	3.9%
NJ	18.1%	16.4%	57.2%	6.1%	0.2%	0.4%	1.6%

NM	19.8%	1.8%	69.9%	0.8%	6.2%	0.1%	1.4%
NV	29.9%	10.4%	48.9%	2.3%	1.1%	1.1%	6.2%
NY	17.5%	18.1%	52.4%	8.3%	1.1%	0.6%	2.0%
OH	55.9%	19.0%	15.9%	2.4%	0.1%	0.2%	6.5%
OK	35.4%	8.3%	37.9%	2.0%	8.2%	0.5%	7.7%
OR	26.6%	11.1%	43.1%	9.6%	1.4%	0.8%	7.4%
PA	22.5%	15.3%	51.6%	4.1%	0.5%	0.1%	5.9%
RI	28.5%	9.9%	50.5%	2.6%	1.6%	0.1%	6.8%
SC	35.8%	31.4%	25.9%	1.7%	0.7%	0.2%	4.3%
SD	53.2%	11.4%	16.1%	2.1%	10.5%	0.1%	6.7%
TN	41.1%	23.6%	29.4%	2.2%	0.4%	0.2%	3.2%
TX	9.8%	9.9%	76.1%	2.2%	0.5%	0.1%	1.4%
UT	47.7%	3.0%	39.5%	3.2%	1.9%	2.9%	1.9%
VA	27.8%	23.1%	36.8%	6.4%	0.6%	0.2%	5.0%
VT	87.3%	1.7%	5.4%	2.0%	0.2%	0.0%	3.4%
WA	34.2%	5.9%	45.5%	4.6%	1.9%	1.1%	6.9%
WI	44.2%	10.9%	36.1%	3.7%	1.1%	0.2%	3.9%
WV	77.4%	7.2%	9.1%	0.9%	0.1%	0.2%	5.1%
WY	64.6%	3.6%	23.1%	1.4%	1.5%	0.0%	5.7%
Total	18.8%	12.0%	62.1%	3.4%	0.8%	0.3%	2.5%

Source: CRDC, 2013-14

Table A-8
Asian preschool student exposure, 2013-14, by state

State	Percentage of students in school of the typical Asian student:						
	White %	Black %	Hispanic %	Asian %	American Indian %	Native Hawaiian %	Multiracial %
AK	30.4%	8.5%	11.0%	9.7%	17.8%	4.4%	18.2%
AL	49.3%	24.9%	9.6%	9.6%	0.7%	0.0%	5.8%
AR	49.1%	22.2%	15.7%	7.0%	0.6%	0.3%	5.0%
AZ	47.7%	4.3%	31.0%	7.7%	3.9%	0.5%	4.8%
CA	17.5%	6.9%	45.0%	24.5%	0.7%	1.1%	4.3%
CO	46.7%	6.2%	32.5%	9.0%	0.7%	0.2%	4.7%
CT	48.4%	13.7%	21.6%	11.5%	0.4%	0.1%	4.3%
DC	29.4%	31.7%	26.1%	7.4%	0.3%	0.5%	4.6%
DE	45.2%	24.1%	16.6%	7.9%	1.4%	0.5%	4.3%
FL	35.3%	21.3%	27.9%	10.6%	0.4%	0.4%	4.1%
GA	37.6%	28.0%	15.5%	13.3%	0.5%	0.2%	4.8%
IA	55.6%	10.4%	17.0%	10.2%	0.8%	0.4%	5.6%
ID	66.2%	1.4%	17.2%	8.7%	1.9%	0.4%	4.3%
IL	39.1%	9.3%	27.4%	19.0%	0.6%	0.4%	4.2%
IN	54.6%	11.7%	13.8%	11.7%	0.4%	0.1%	7.7%
KS	43.9%	9.8%	27.9%	11.1%	0.9%	0.5%	6.0%
KY	53.5%	20.9%	11.8%	6.8%	0.1%	0.3%	6.6%
LA	34.4%	38.4%	11.1%	10.7%	1.9%	0.1%	3.5%
MA	50.6%	9.8%	15.1%	18.8%	0.2%	0.1%	5.3%
MD	25.8%	30.8%	23.1%	13.5%	0.6%	0.3%	5.7%
ME	73.8%	8.3%	4.1%	8.6%	1.1%	0.2%	4.1%
MI	61.0%	14.6%	5.6%	13.6%	0.6%	0.6%	4.0%
MN	38.2%	17.0%	11.5%	25.7%	1.0%	0.2%	6.4%
MO	64.8%	11.2%	7.8%	11.0%	0.3%	0.4%	4.4%
MS	49.1%	37.1%	5.4%	6.5%	0.1%	0.0%	1.9%
MT	61.0%	2.2%	1.8%	13.6%	14.5%	0.0%	6.9%
NC	26.5%	25.0%	22.5%	20.0%	1.3%	0.1%	4.5%
ND	66.2%	2.3%	8.2%	6.7%	9.2%	0.2%	7.2%
NE	47.2%	13.1%	18.0%	14.3%	2.1%	0.1%	5.2%
NH	68.5%	4.8%	9.9%	11.6%	0.4%	0.3%	4.4%
NJ	31.7%	12.5%	25.5%	26.6%	0.4%	0.6%	2.8%

NM	23.7%	4.8%	42.2%	10.2%	16.9%	0.0%	2.2%
NV	40.8%	10.9%	25.7%	12.3%	0.6%	1.2%	8.6%
NY	22.6%	10.8%	25.6%	36.6%	1.4%	0.5%	2.5%
OH	67.1%	10.6%	7.0%	9.7%	0.1%	0.1%	5.3%
OK	47.7%	9.2%	16.3%	8.5%	9.6%	0.3%	8.4%
OR	30.0%	10.8%	35.7%	12.5%	1.6%	0.6%	8.7%
PA	29.4%	23.6%	20.7%	17.8%	0.5%	0.2%	8.0%
RI	64.2%	5.3%	16.3%	7.9%	1.1%	0.2%	5.0%
SC	43.6%	33.0%	12.6%	5.3%	0.6%	0.3%	4.6%
SD	49.9%	20.0%	9.1%	9.7%	4.5%	0.1%	6.6%
TN	50.7%	23.1%	14.5%	7.5%	0.4%	0.2%	3.6%
TX	18.1%	14.9%	42.8%	20.1%	0.9%	0.3%	3.0%
UT	49.6%	3.3%	31.5%	8.5%	1.7%	3.7%	1.7%
VA	32.8%	22.3%	23.8%	14.8%	0.7%	0.3%	5.3%
VT	74.5%	8.3%	1.1%	10.4%	0.0%	0.1%	5.5%
WA	38.0%	8.4%	19.7%	22.1%	0.8%	1.4%	9.6%
WI	55.3%	10.9%	11.8%	16.5%	1.0%	0.3%	4.2%
WV	80.0%	5.3%	2.1%	6.0%	0.2%	0.5%	5.8%
WY	68.2%	4.6%	14.9%	5.9%	3.3%	0.0%	3.1%
Total	33.9%	13.9%	26.9%	19.4%	1.1%	0.5%	4.4%

Source: CRDC, 2013-14

Table A-9

Exposure to Limited English Proficiency (LEP) students in preschool, 2013-14, by state and student racial/ethnic or linguistic status

State	Percentage of LEP Students in School of Typical					
	White student	Black student	Hispanic student	Asian student	LEP student	Non-LEP student
AK	2.8%	9.3%	6.2%	6.2%	15.0%	3.3%
AL	5.4%	2.4%	19.5%	4.8%	33.4%	3.9%
AR	3.0%	2.4%	18.8%	5.2%	43.9%	3.2%
AZ	0.9%	2.1%	2.5%	1.2%	39.4%	1.0%
CA	7.6%	12.4%	15.8%	15.2%	51.7%	7.9%
CO	1.9%	2.9%	4.5%	3.5%	28.8%	2.3%
CT	1.5%	1.4%	1.7%	1.7%	18.3%	1.3%
DC	12.6%	5.5%	39.0%	25.9%	45.8%	6.9%
DE	1.5%	1.6%	1.7%	0.0%	74.3%	0.5%
FL	9.9%	11.3%	32.4%	14.9%	50.8%	10.3%
GA	0.6%	1.3%	4.2%	1.2%	24.3%	1.1%
IA	0.2%	0.2%	0.3%	0.4%	12.1%	0.2%
ID	1.8%	2.9%	2.8%	0.0%	44.6%	1.1%
IL	10.9%	9.9%	43.9%	34.7%	54.5%	12.5%
IN	3.0%	5.1%	7.9%	9.6%	21.3%	3.4%
KS	6.1%	14.0%	30.3%	21.7%	43.1%	8.3%
KY	0.3%	1.0%	0.8%	2.0%	11.9%	0.5%
LA	1.9%	1.7%	6.6%	4.7%	15.7%	1.9%
MA	4.2%	18.8%	20.1%	9.3%	46.0%	5.4%
MD	6.7%	7.6%	22.9%	16.5%	43.8%	7.1%
ME	1.8%	19.2%	5.5%	6.8%	31.8%	1.9%
MI	2.6%	1.5%	11.3%	4.7%	40.0%	1.9%
MN	1.4%	1.9%	5.4%	2.0%	36.5%	1.1%
MO	1.4%	1.9%	6.6%	4.1%	22.2%	1.5%
MS	1.7%	1.5%	8.3%	1.3%	16.4%	1.6%
MT	1.9%	0.0%	0.0%	0.0%	84.1%	1.2%
NC	6.8%	7.0%	15.3%	10.8%	38.0%	6.2%
ND	2.2%	0.7%	3.4%	1.5%	24.6%	1.5%
NE	4.0%	2.4%	8.8%	8.2%	37.7%	3.3%
NH	1.4%	0.4%	1.0%	0.4%	62.2%	0.5%

NJ	4.4%	6.2%	11.4%	9.3%	37.0%	5.3%
NM	3.2%	2.3%	2.5%	0.3%	41.0%	1.7%
NV	1.7%	1.4%	3.9%	3.4%	40.2%	1.5%
NY	0.4%	1.4%	2.3%	0.7%	42.6%	0.7%
OH	1.7%	2.0%	5.4%	4.9%	31.2%	1.4%
OK	5.6%	8.1%	20.3%	13.4%	32.0%	6.2%
OR	4.8%	0.1%	2.1%	0.5%	18.6%	2.9%
PA	1.9%	1.7%	1.3%	1.0%	28.9%	1.2%
RI	1.5%	12.7%	14.9%	5.8%	33.9%	4.0%
SC	7.4%	6.7%	20.6%	10.6%	27.9%	7.0%
SD	1.7%	7.4%	3.3%	7.1%	76.0%	0.6%
TN	1.6%	1.1%	4.3%	2.0%	30.1%	1.3%
TX	21.1%	28.5%	43.5%	45.9%	54.3%	27.4%
UT	0.1%	0.2%	0.2%	0.1%	3.4%	0.1%
VA	2.5%	3.7%	9.3%	5.8%	43.0%	2.3%
VT	1.2%	6.9%	1.5%	5.0%	16.7%	1.2%
WA	2.3%	7.6%	3.2%	3.9%	24.1%	2.5%
WI	2.7%	1.6%	8.0%	6.4%	27.2%	2.6%
WV	0.5%	0.9%	2.2%	1.8%	23.7%	0.4%
WY	0.0%	0.0%	0.0%	0.0%	--	0.0%
Total	4.6%	8.2%	26.5%	15.4%	49.8%	7.1%

Source: CRDC, 2013-14