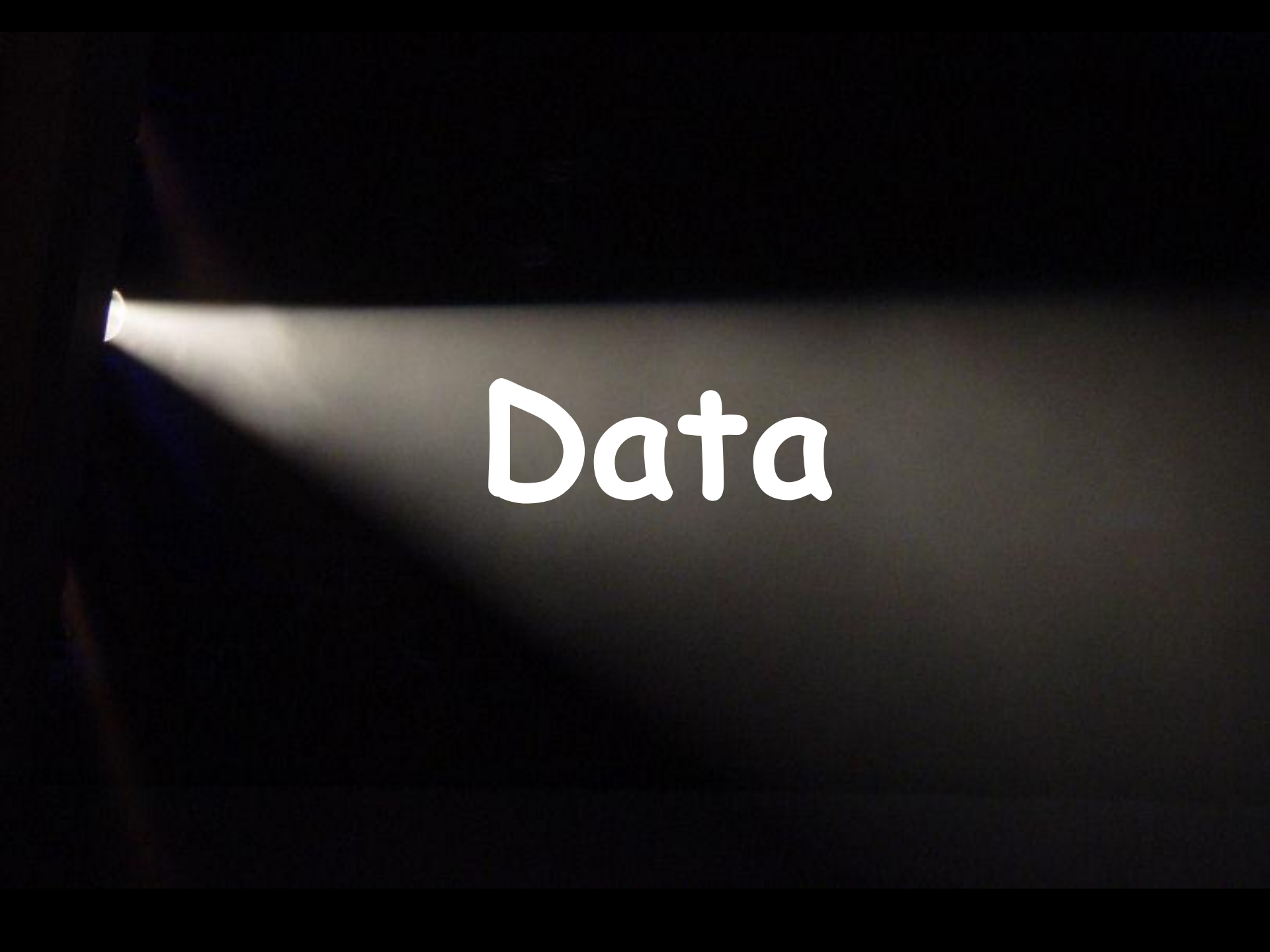


A dark, textured background with a bright spotlight beam originating from the left side, illuminating the word "Data" in the center. The beam creates a soft, white glow that fades into the dark surroundings.

Data

Please Check A Box

- Local, regional, and national data do not typically identify demographic differences within the Black community.
- Instead, demographic information tends to categorize immigrants from countries such as Haiti, Ethiopia, Somalia, Barbados, Jamaica, Cape Verde and others, along with families who have lived in the U.S. for generations, all as “Black or African-American.”
- For example:
 - According to Census data, 13.9% of Cambridge’s total population is “Black or African-American”
 - According to CPSD, 36% of all students K-12 are “Black, Not Hispanic”

Gathering More Data

- This way of collecting data disguises important details that we need to effectively engage diverse communities.
- So we tried to get more details by asking programs the following questions:
 - Total # of Cambridge young people in your program
 - Total # of Cambridge young people with *at least 1 black parent*
 - Total # of Cambridge young people with at least 1 black parent *AND that black parent was born in the U.S.*
 - Total # of Cambridge young people with at least 1 black parent born *outside* of the US
 - Total # of Cambridge young people, where *you do not know the birthplace of the black parent*

Limitations of the Data

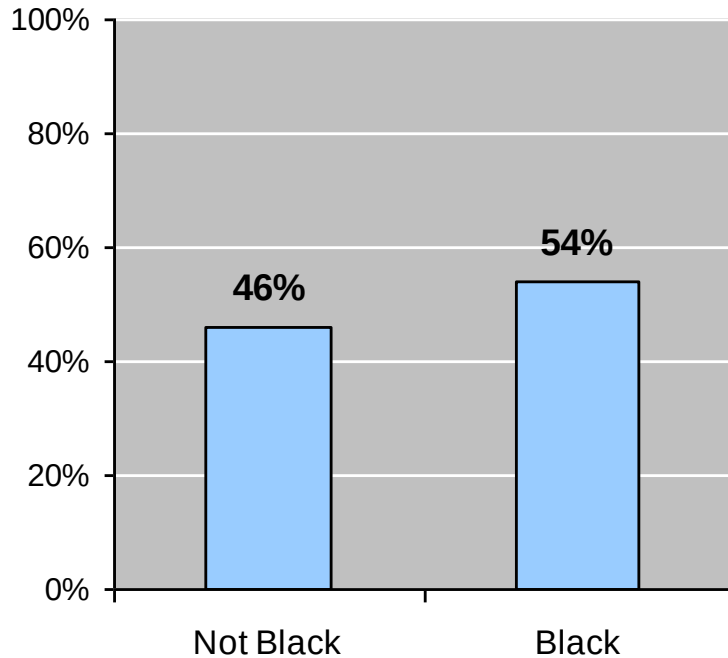
1. Some identifications of individuals were subjective – i.e., determined by the person completing the form.
2. Some interpretation was subjective – i.e., a child who self-identifies as “black,” speaks Amharic at home, and was born in Ethiopia was classified as having parents born outside of the US, even if we didn’t have birth certificates for the parents themselves.
3. It is not complete. Programs, sites & families are missing.

In Other Words...

BE CAREFUL
ABOUT MAKING
CONCLUSIONS
BASED ON THIS DATA!

...but let it get you thinking...

Mayor's Summer Youth Employment Program (MYSEP)

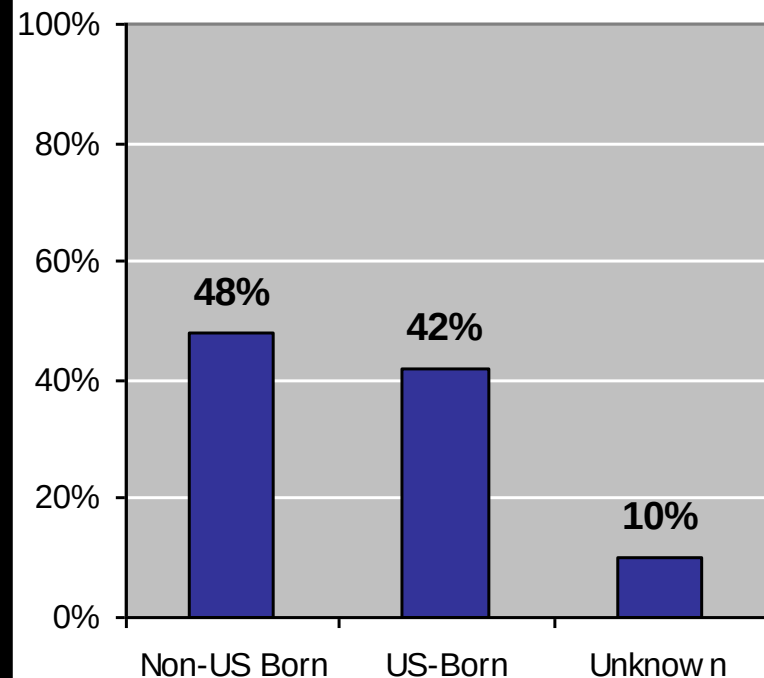


Total # of Kids: 768

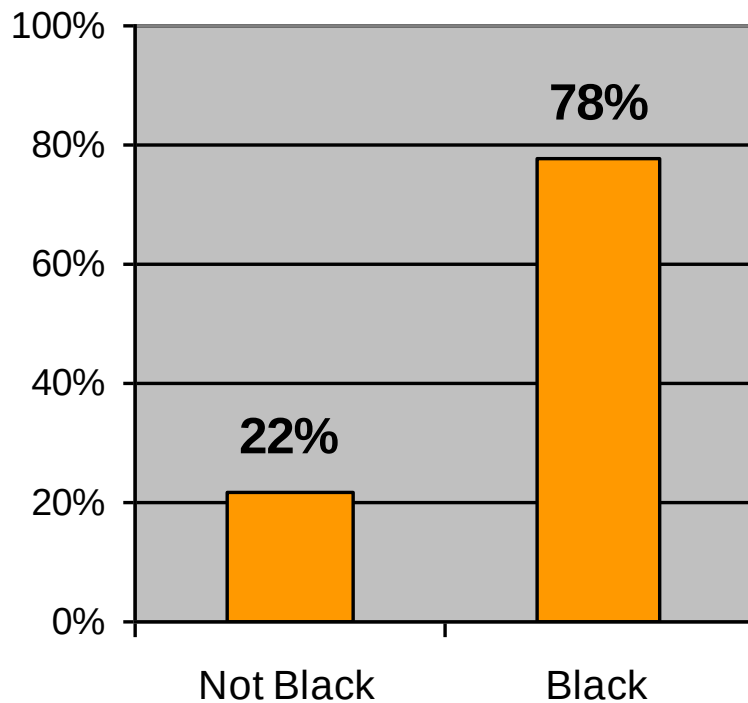
- 412 - Black
- 356 - Not Black

Out Of 412 Black Kids:

- 199 had parents born outside the US
- 174 had parents born in the US



YouthWorks

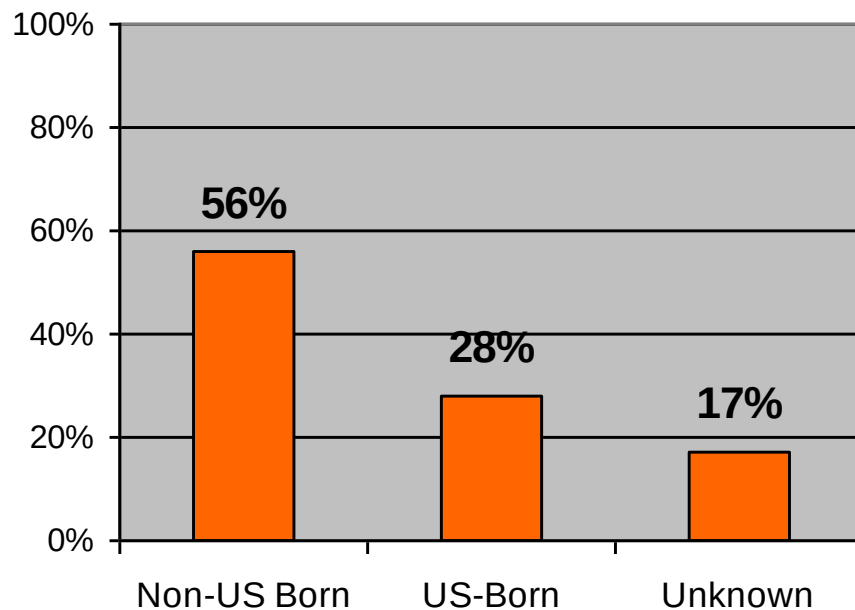


Total # of Kids: 46

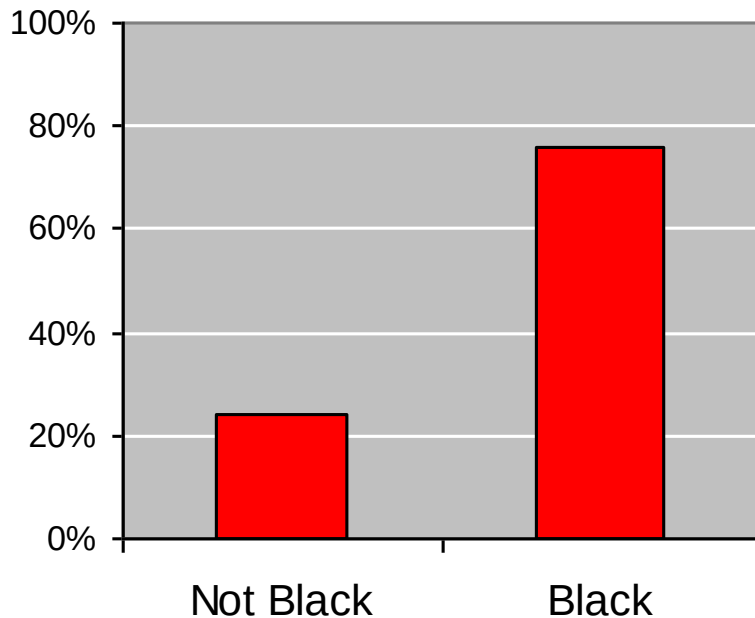
- 36 - *Black*
- 10 - *Not Black*

Out Of 36 Black Kids:

- 20 had parents born outside the US
- 10 had parents born in the US



The Work Force

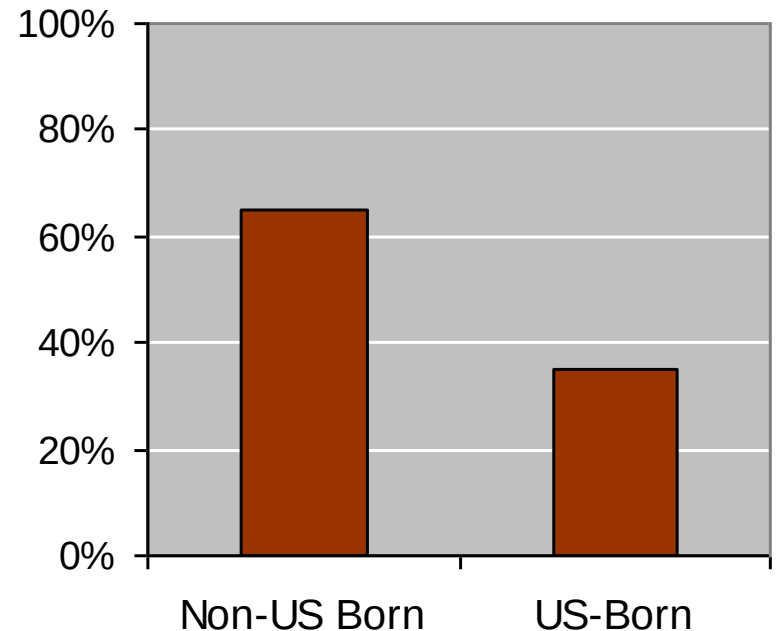


Total # of Kids: 134

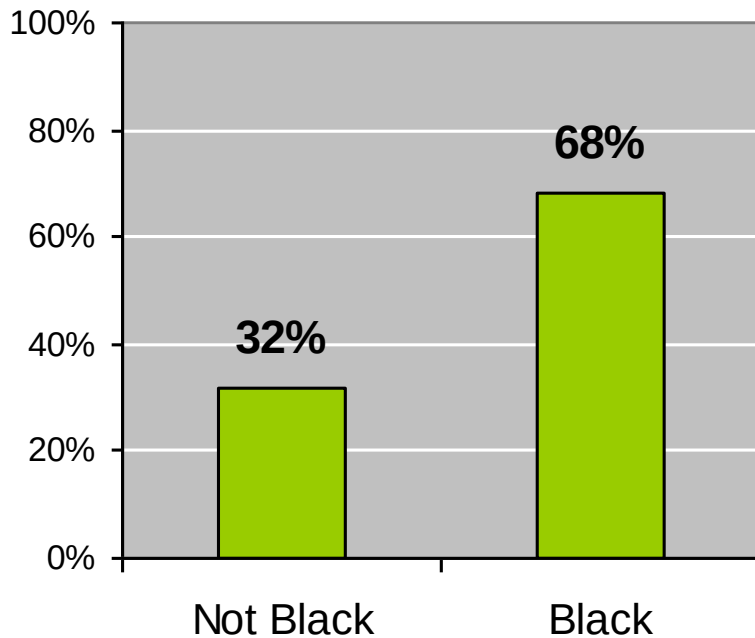
- 102 - Black
- 32 - Not Black

Out Of 102 Black Kids:

- 66 had parents born outside the US
- 36 had parents born in the US



Child Care Resource Center's Subsidy Program (Families currently receiving subsidies)

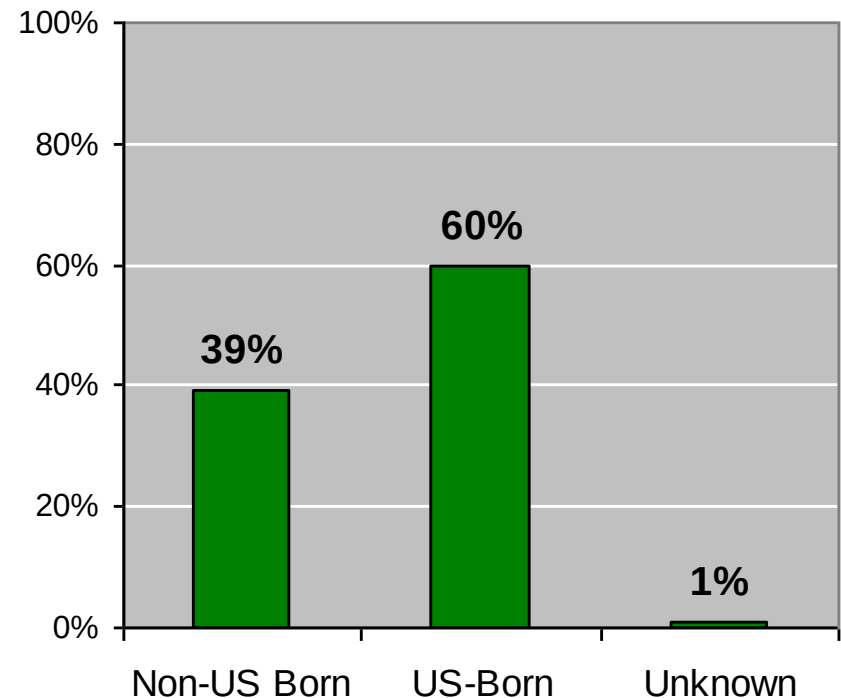


Total # of Kids: 616

- 416 - Black
- 200 - Not Black

Out Of 416 Black Kids:

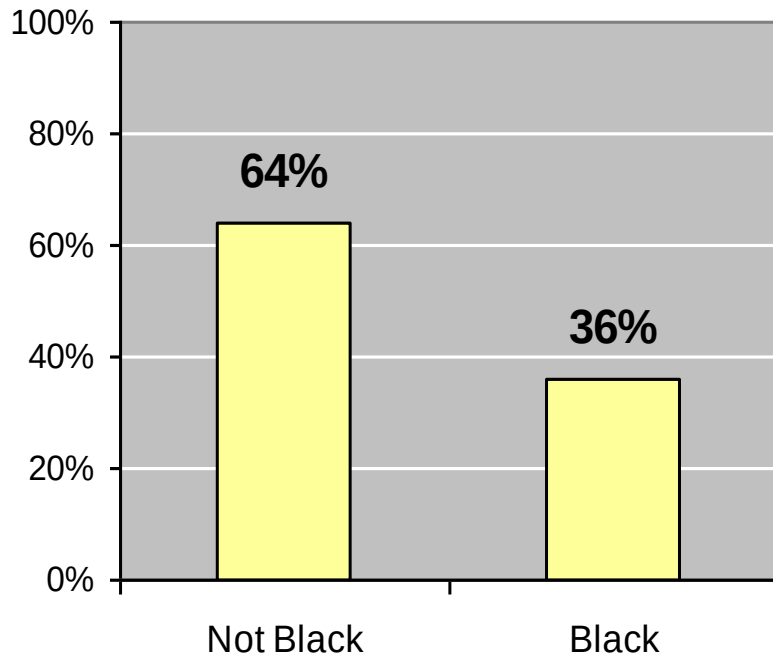
- 162 had parents born outside the US
- 248 had parents born in the US



Details for Kids with Non-US Born Parents

- Of the 162 black kids receiving subsidies who had at least one parent born outside of the United States...
 - 54 (33%) had parents born in Africa
 - 108 (66%) had parents born in the Caribbean, primarily Haiti

After-School Programs



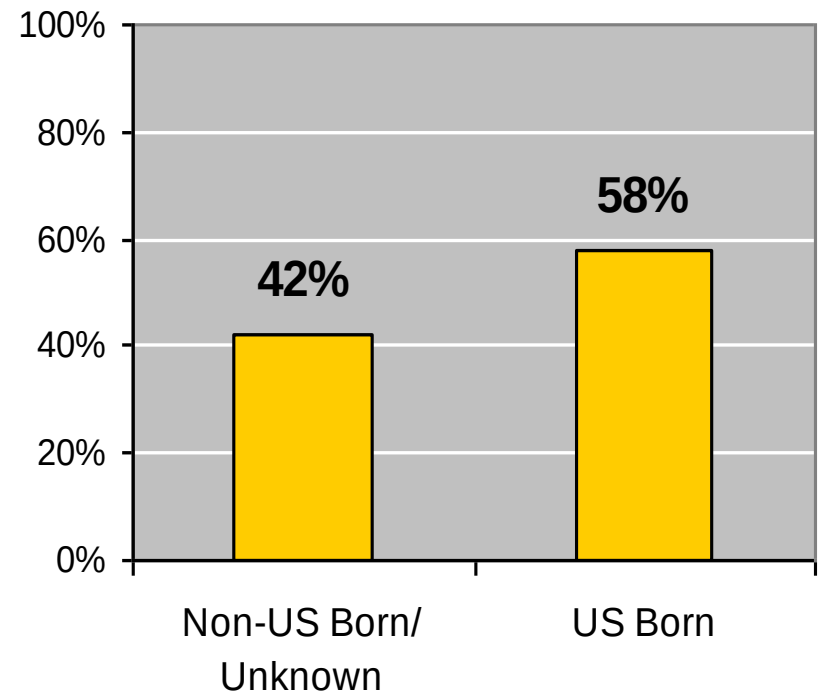
Total # of Kids: 2,406

- 862 - *Black*
- 1,544 - *Not Black*

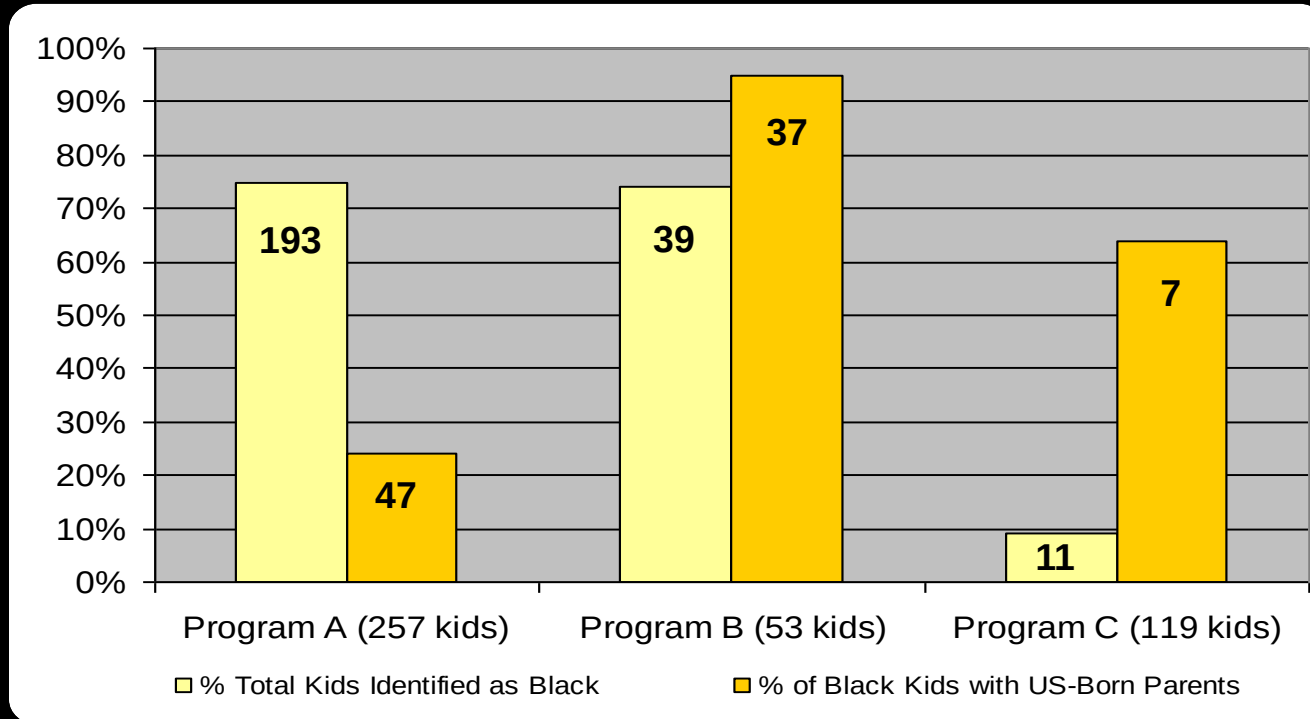
20 after-school programs provided data

Out Of 862 Black Kids:

- At least 216 had parents born outside the US
- 501 had parents born in the US



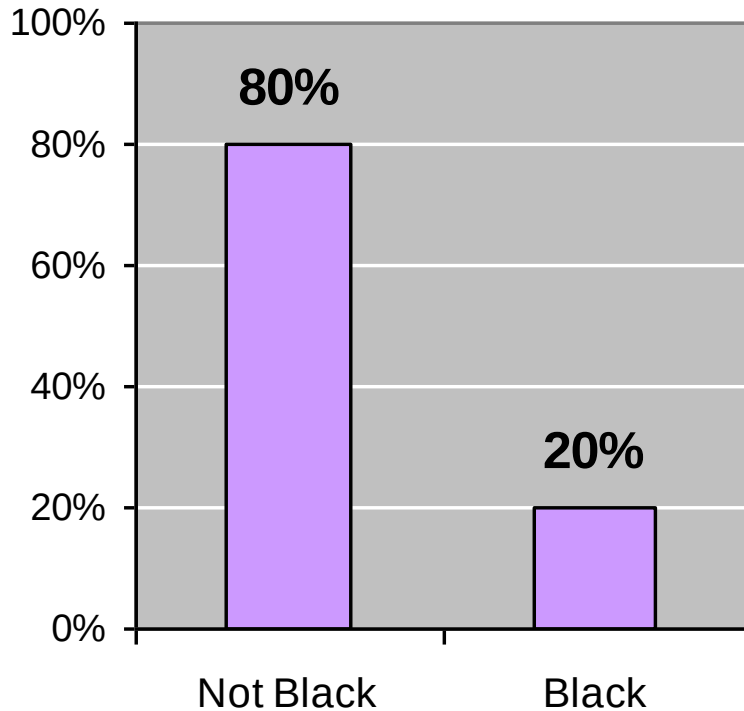
Variations Within After-School



✓ Programs A & B are located in neighborhoods considered traditionally Black, while Program C is not. 75% of participants in Programs A & B are identified as Black; however, there are big variations...

- *Program A serves a Black population in which 24% of kids have parents born in the US, while Program B serves a Black population in which 95% of kids have parents born in the US.*

Pre-School Programs



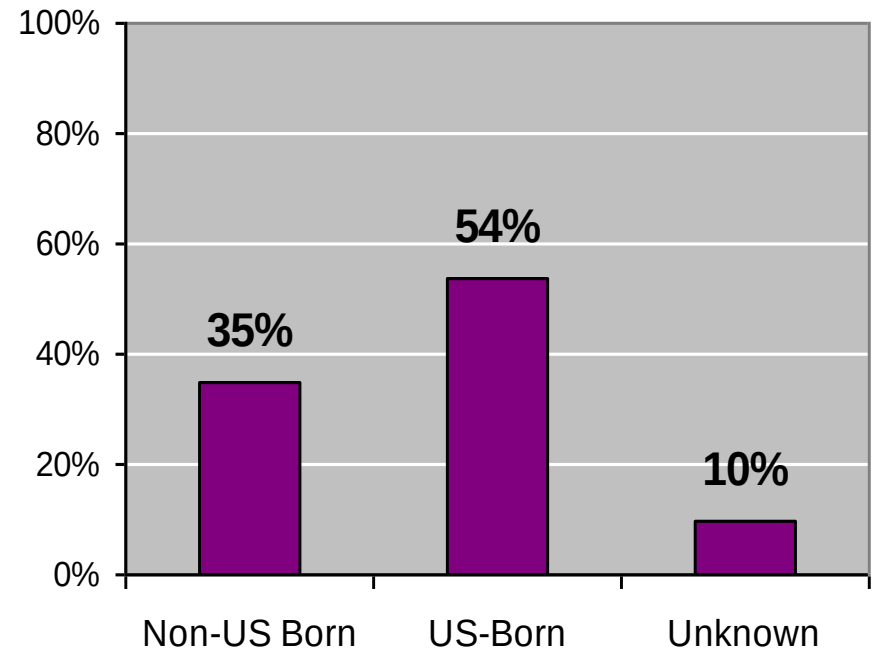
Total # of Kids: 391

- 79 - Black
- 312 - Not Black

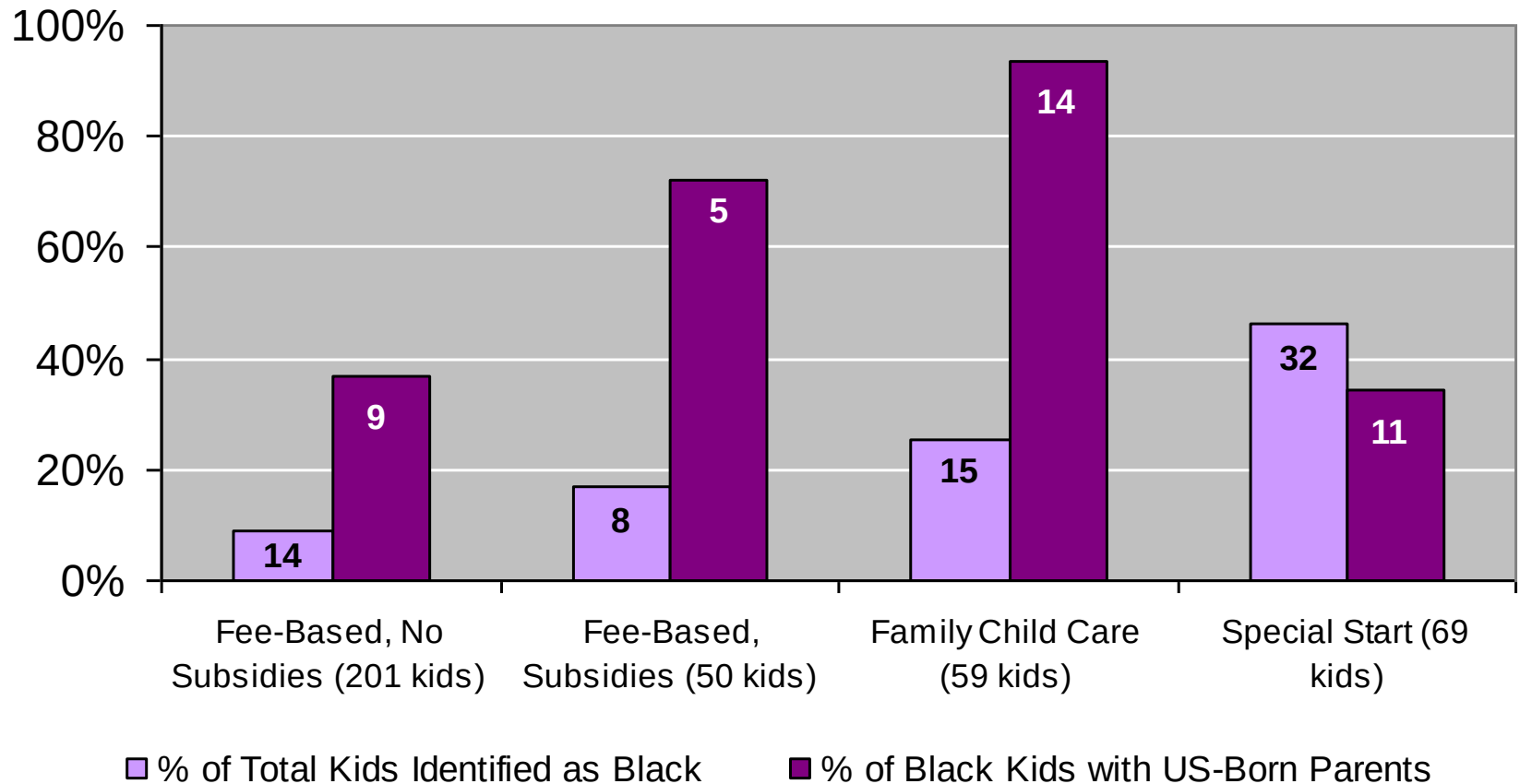
11 pre-school programs provided data

Out Of 79 Black Kids:

- 28 had parents born outside the US
- 43 had parents born in the US



Variations Within Preschool



Programs With Less Than 25% of Total Kids Identified as Black

- 7 preschools or preschool systems
 - 6 are fee-based, no subsidy
 - 215 kids total, 10 of whom are black (5%)
 - Of the 10 black kids, 5 have parents who are US-born (50%)
- 4 after-schools or after-school systems
 - All fee-based, limited subsidies
 - 1506 kids total, 299 of whom are black (20%)
 - Of the 299 black kids, 228 have parents who are US-born (76%)
- 1 public school
 - 315 kids total, 29 of whom are black, not Hispanic

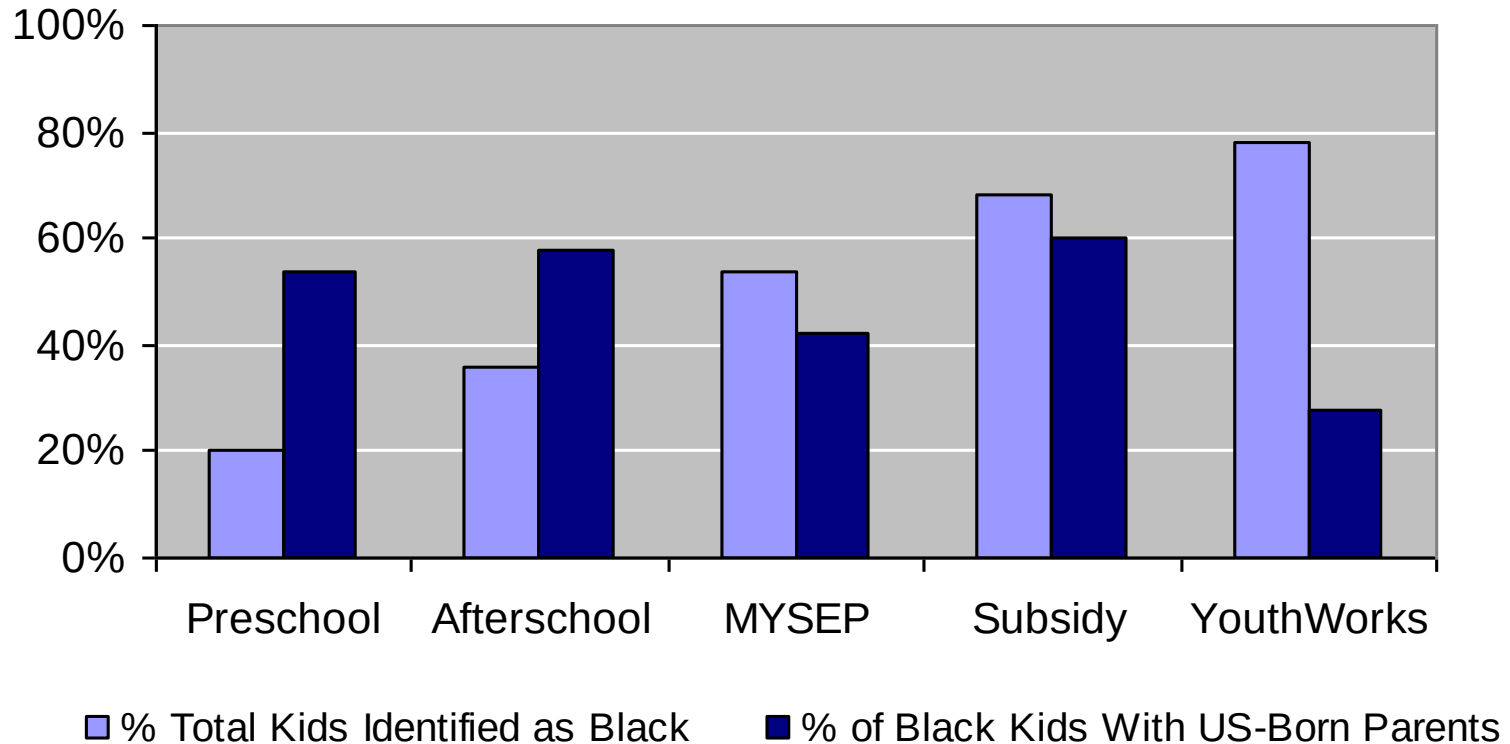
Programs With Between 25-50% of Total Kids Identified as Black

- 4 preschools or preschool systems
 - Includes Special Start, Family Child Care providers, and fee-based classrooms where subsidies are available
 - 164 kids total, 59 of whom are black (36%)
 - Of the 59 black kids, 34 have parents who are US-born (58%)
- 6 after-schools or after-school systems
 - All located within a school building
 - 154 kids total, 59 of whom are black (38%)
 - Of the 59 black kids, 30 have parents who are US-born (51%)
- 9 public schools
 - 4,546 kids total, 1605 of whom are black, not Hispanic (35%)

Programs With Over 50% of Total Kids Identified as Black

- 1 preschool
 - Very low fee-based structure
 - 12 kids total, 10 of whom are black (83%)
 - Of the 10 black kids, 4 have parents who are US-born (40%)
- 10 after-schools or after-school systems
 - 9 located outside of a school; 6 independent non-profits
 - 746 kids total, 504 of whom are black (68%)
 - Of the 504 black kids, 243 have parents who are US-born (48%)
- 3 public schools
 - 738 kids total, 384 of whom are black, not Hispanic (52%)
- *MYSEP, YouthWorks, The Work Force & CCRC's Subsidy list (currently receiving subsidies)*

Summary



On average, 51% of participants in these programs self-identified, or were identified by their program leaders, as “Black.”

In addition, 48% of those “Black” participants were identified as having at least one Black parent who had been born in the United States.

But Remember...

- Averages mask details about what is happening within each individual program.
- Don't make assumptions about your program...find out for sure!
- If diversity is a part of your overall mission and goals, think about this information in terms of your own program...

Questions For You

- What are the implications for thinking about who you INTENDED to serve; who you ARE serving; and who you are NOT serving?
- What are the implications for how you might collect, track and use data in your program?
- What are the implications for your strategies for outreach and engagement of black families?