
Expanding Opportunity Framework Racial Disparities Analysis

*Understanding Different Approaches for Addressing
Racial Disparities*

Section 6 Expand Opportunity for Youth & Adults

A tool developed by:
The Community Advancement Network (CAN) - Austin, TX
Updated September 2025

Expanding Opportunity Framework Racial Disparities Analysis

A tool developed by the Community Advancement Network

Addressing
Concentrated
Wealth & Power

Safety &
Justice

State/National
Legislation &
Policy

Housing,
Health &
Human
Services

Social Capital
& Community
Leadership

Educational
& Economic
Opportunity

Workforce
Development

Expand
Opportunity
for Youth &
Adults

Section 6

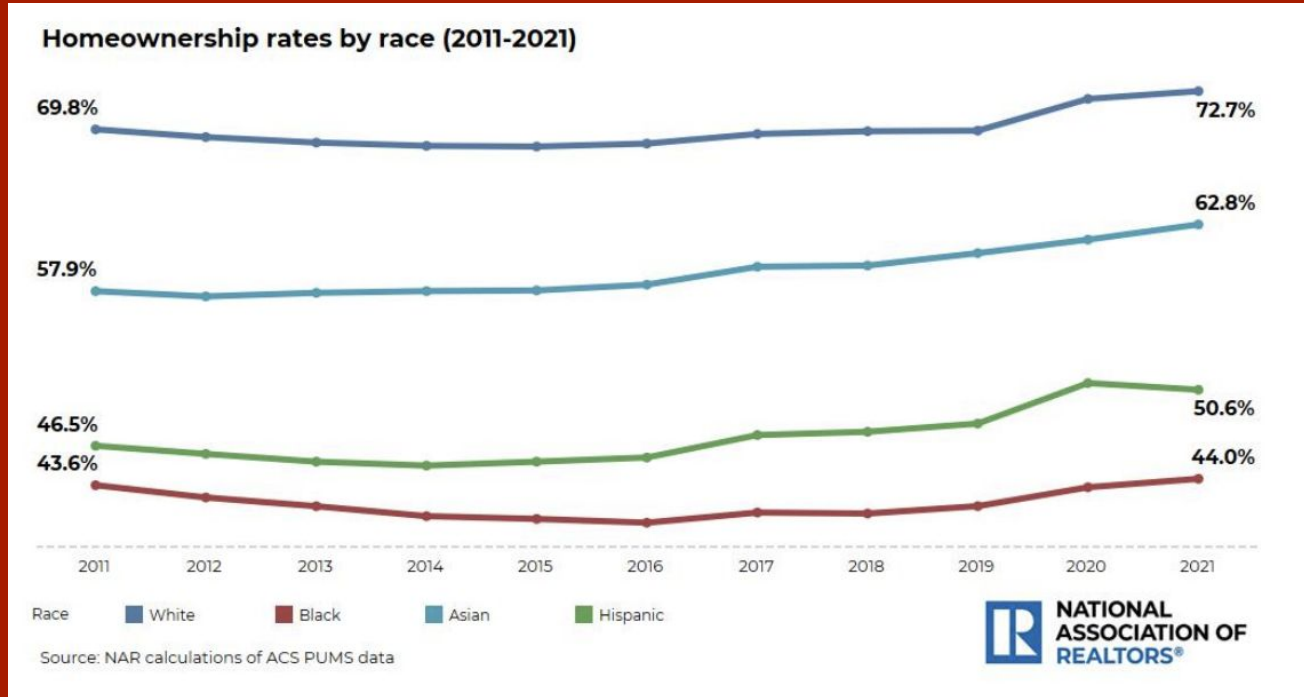
Introduction

This section pertains to expanding opportunity for individuals and families via the following vehicles:

- Homeownership
- Entrepreneurship
- Early Childhood Education
- Out-of-School Time Opportunities
- College/Career Readiness Activities*
- College Scholarships/Financial Aid*
- Financial Literacy*

*Data and research forthcoming.

HOMEOWNERSHIP



National Association of Realtors, *2023 Snapshot of Race and Home Buying in America*, (2023)

ACCESS TO HOUSING

A study by the National Association of Realtors found that among all home buyers, White/Caucasian home buyers made up the largest share at 88%, followed by Hispanic/Latino (8%), Black/African American home buyers (3%), Asian/Pacific Islander (2%), and Other at 3%.

Race/Ethnicity of Home Buyers

	All Buyers
White/Caucasian	88%
Hispanic/Latino	8
Black/African American	3
Asian/Pacific Islander	2
Other	3

Note: Respondents were permitted to select as many races and ethnicities as they felt applicable. The percentage distribution may therefore sum to more than 100 percent.

National Association of Realtors, *2023 Snapshot of Race and Home Buying in America*, (2023)

ACCESS TO HOUSING

According to a study by the National Association of Realtors, 49% of African American, 43% Asian/Pacific Islander, and 32% Hispanic/Latino home-buyers were first time home-buyers compared to only 24% of White home-buyers. In addition 76% of White home-buyers were repeat buyers.

Greater percentages of home-buyers in all race categories had two income earners in the household.

Buyer Demographics by Race/Ethnicity

	Racial and Ethnic Distribution			
	Black/African American	Asian/Pacific Islander	Hispanic/Latino	White/Caucasian
First-time buyers	49%	43%	32%	24%
Repeat buyers	51	57	68	76
Median age	50	41	43	55
Median household income	\$80,000	\$110,400	\$117,500	\$85,000
Income earners in household				
None	1%	1%	*	2%
One	38	38	30	40
Two	50	45	67	49
Three or more	11	15	3	10

Source: 2022 Profile of Home Buyers and Sellers

National Association of Realtors, *2023 Snapshot of Race and Home Buying in America*, (2023)

ORGANIZATIONS WORKING TO ADDRESS RACIAL DISPARITIES IN:

HOUSING

Austin Justice Coalition*

<https://austinjustice.org/>

Community Powered Workshop

<https://communitypoweredworkshop.org/home/>

Austin Revitalization Authority*

<https://austinrev.org/>

Blackland CDC

<https://www.blacklandcdc.org/>

Go Austin! Vamos Austin!*

<https://www.goaustinvamosaustin.org/>

Austin Area Urban League*

<https://aaul.org/>

Austin Affordable Housing Corporation

<https://www.aahcnet.org/>

BCL of Texas*

<https://www.ehomeamerica.org/>

Frameworks CDC*

<https://frameworkscdc.org/>

GNDC*

<https://www.guadalupendc.org/>

Foundation Communities

<https://foundcom.org/housing/>

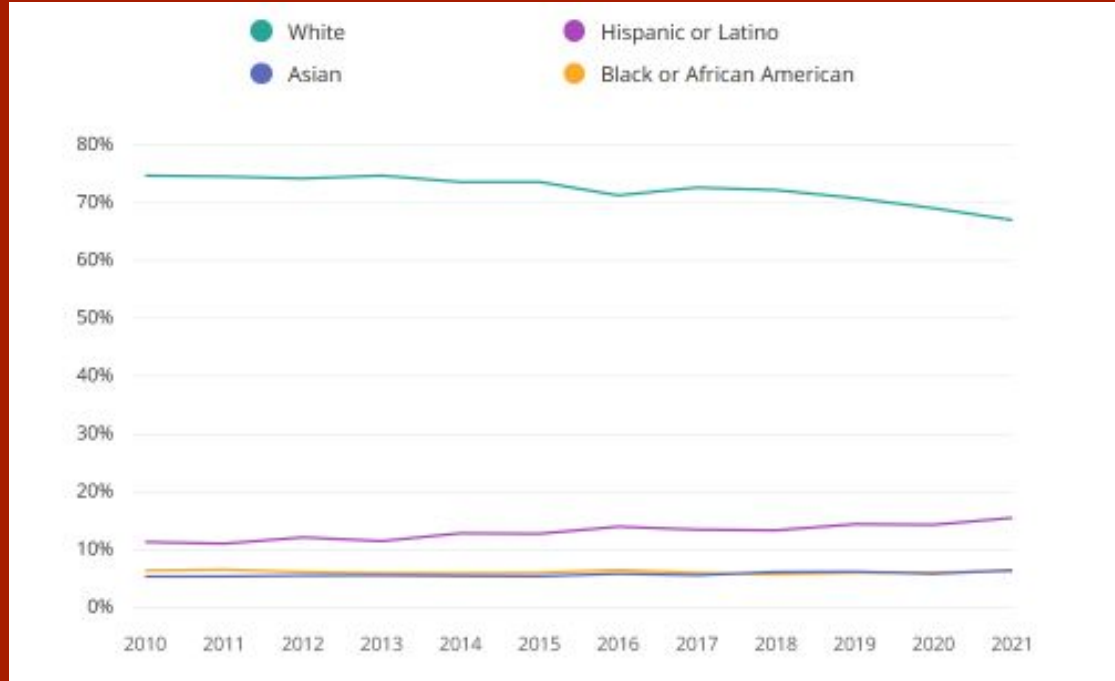
HACA

<https://www.hacanet.org/>

*Denotes people of color-led organizations.
For a definition of “people of color-led organization,”
please see slide 3 of Navigation and Credits.

ENTREPRENEURSHIP

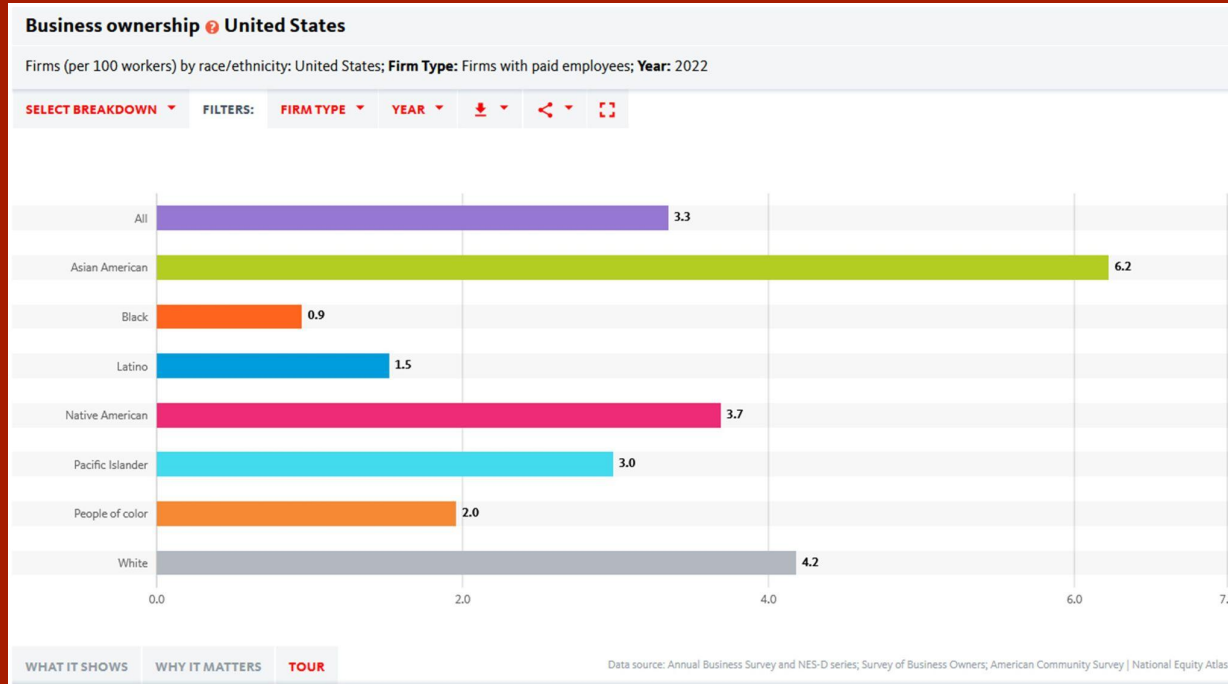
Business Ownership by Race & Ethnicity Over Time



Source: Chart by Zippia using data compiled from the U.S. Census.
<https://www.zippia.com/business-owner-jobs/demographics/>

ENTREPRENEURSHIP

Number of Firms (Per 100 Workers) by Race/Ethnicity 2022



Source: Chart by National Equity Atlas.

<https://nationalequityatlas.org/indicators/Business-ownership>

LOCAL ENTREPRENEURSHIP

Business ownership 📍 Travis, TX vs. United States

Firms (per 100 workers) by race/ethnicity: Travis, TX vs. United States; **Firm Type:** Firms with paid employees; **Year:** 2022

United States Travis County, TX

SELECT BREAKDOWN

FILTERS:

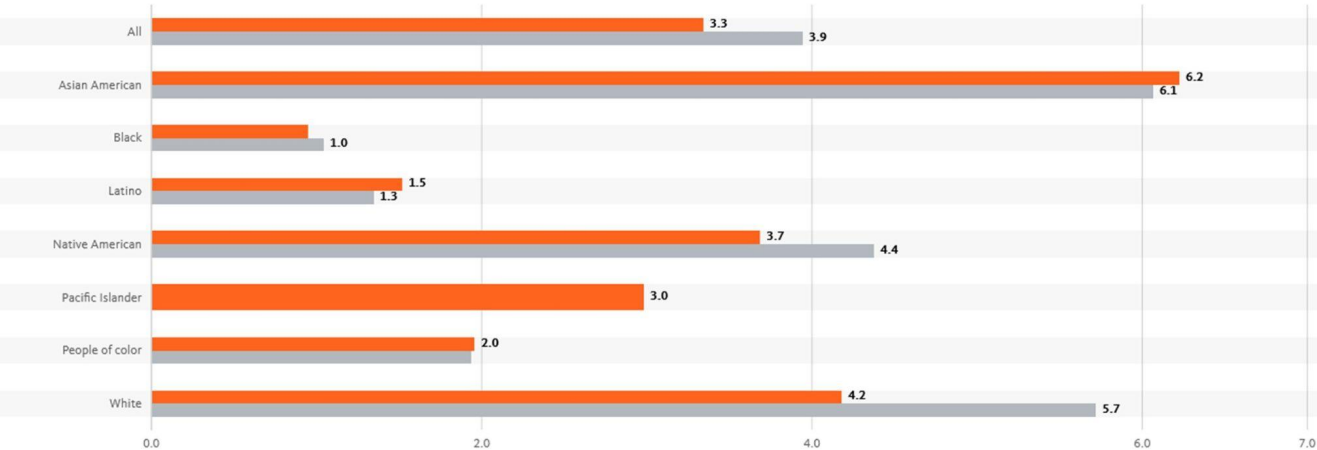
FIRM TYPE

YEAR

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WHAT IT SHOWS

WHY IT MATTERS

TOUR

Data source: Annual Business Survey and NES-D series; Survey of Business Owners; American Community Survey | National Equity Atlas

Source: National Equity Atlas

ORGANIZATIONS WORKING TO ADDRESS RACIAL DISPARITIES IN:

ENTREPRENEURSHIP

Greater Austin Black Chamber*
<https://www.austinbcc.org/>

Greater Austin Asian Chamber*
<https://www.austinasianchamber.org/>

Greater Austin Hispanic Chamber*
<https://www.gahcc.org/home/>

Multi-Ethnic Chamber Alliance*
<https://www.facebook.com/MECAAustin/>

Austin LGBT Chamber
<https://austinlgbtchamber.com/>

City of Austin Small Business Development
<https://www.austintexas.gov/business/small-business-development>

PeopleFund
<https://peoplefund.org/>

BiGAustin*
<https://www.bigAustin.org/>

Economic Growth Business Incubator*
<https://egbi.org/>

Black Austin Coalition*
<https://www.blackaustincoalition.org>

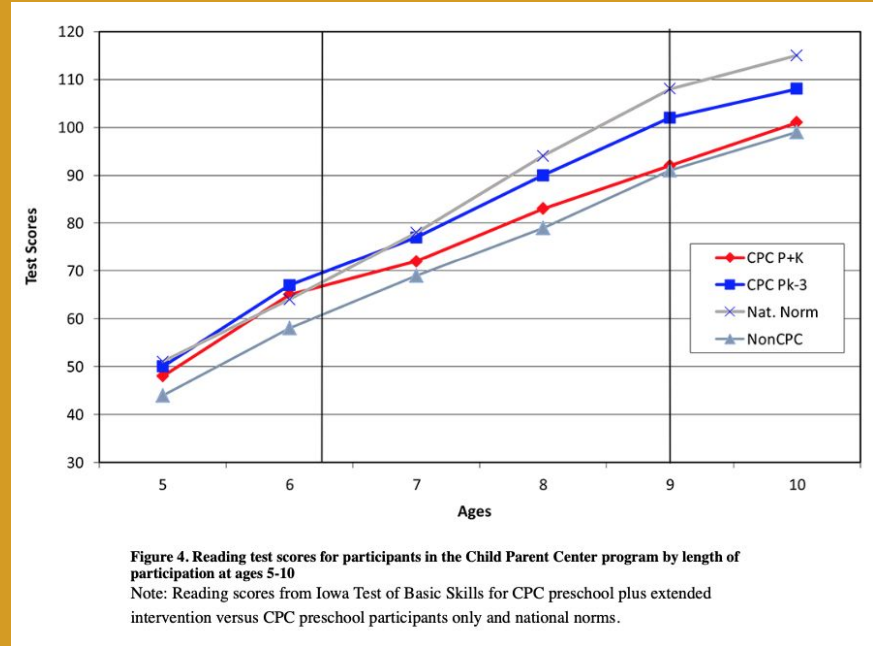
BCL of Texas*
<https://www.ehomeamerica.org/>

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EARLY CHILDHOOD EDUCATION

The Child-Parent Centers (CPC) are a preschool-to-3rd grade (P-3) learning program. Fundamental to P-3 is developmental continuity with a focus on site leadership, class size, and parent involvement.

The main criterion for CPC program enrollment is residence in a low-income neighborhood eligible for federal Title 1 funding. Other enrollment criteria include family income, parent education, and previous experience in early childhood programs, with priority given to those with greater disadvantage.



CPC P-K shows test scores for students that participated in CPC for Pre-K and Kindergarten only. CPC PK-3 shows test scores for students that participated in CPC from PK-3rd grade.

National Institutes of Health (2022), *Closing Achievement Gaps Through Preschool-To-Third-Grade Programs*, pg. 6.

EARLY CHILDHOOD EDUCATION

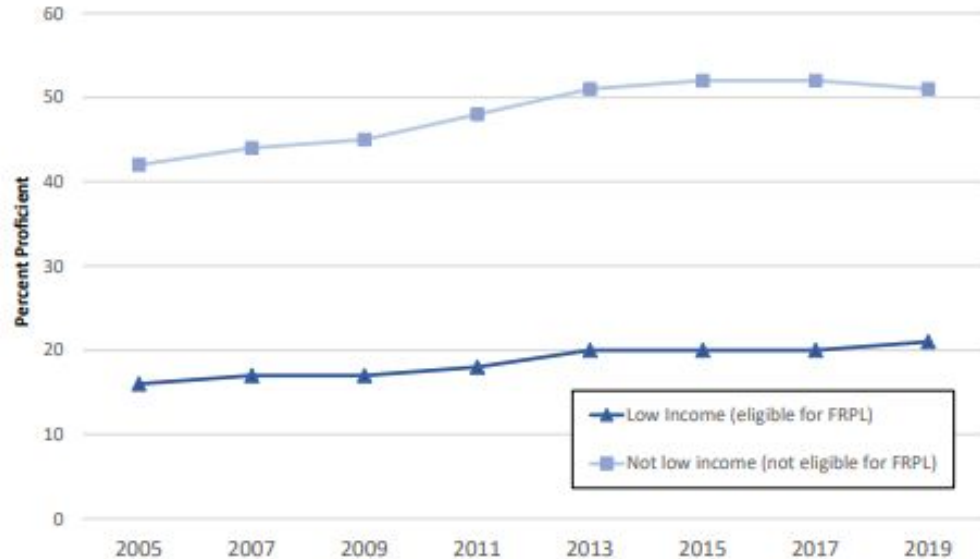


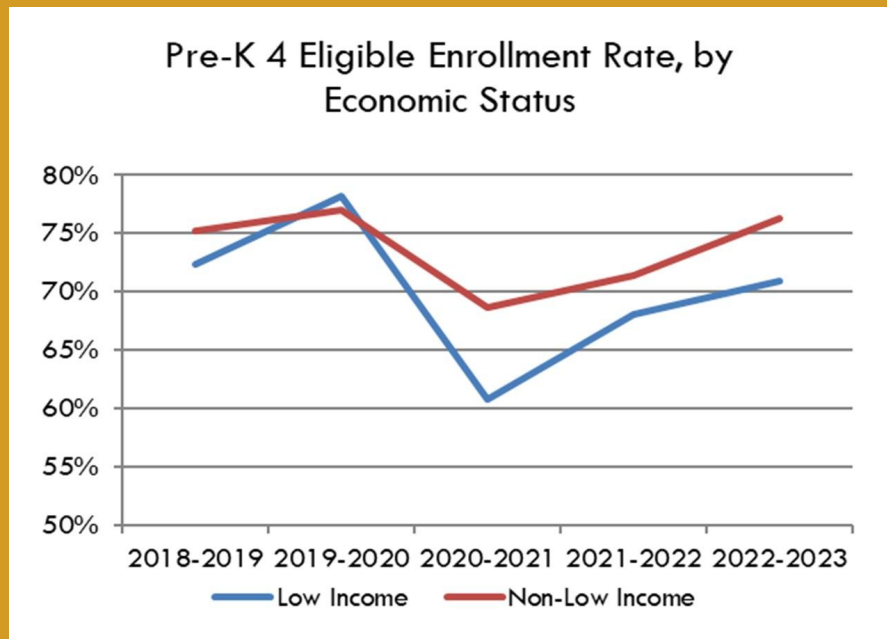
FIGURE 1 | Reading proficiency of United States 4th graders by year and family income status. Percent proficient refers to students who met or exceed the reading proficiency threshold in the National Assessment of Educational Progress (NAEP) by eligibility for free or reduced price lunch subsidy, an indicator of low-income status.

National Institutes of Health (2022), Closing Achievement Gaps Through Preschool-To-Third-Grade Programs, pg. 3.

PRE-K UTILIZATION

A significant disparity in the pre-k 4 eligible enrollment rate occurs by income. Approximately 71% of eligible low-income kindergarteners were enrolled in pre-k 4 in 2023, compared to 76% of children from moderate and high-income families. In school year 2020-2021, pre-k 4 eligible enrollment for low-income children in Central Texas dropped to 61%.

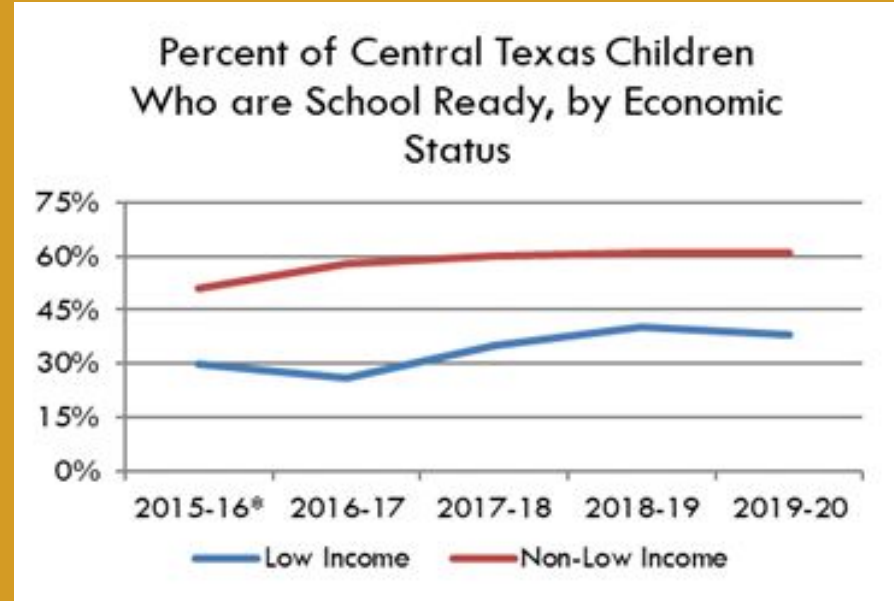
Data Source: E3 Alliance



SCHOOL READINESS

The greatest disparity in school readiness occurs by income. Approximately 38% of low-income kindergarteners were school ready in 2019, compared to 61% of children from moderate and high-income families. The gap in school readiness by income appears to have narrowed between 2016 and 2018. Children from wealthier families are 23% more likely to be school ready than their low-income peers.

Data Source: E3 Alliance

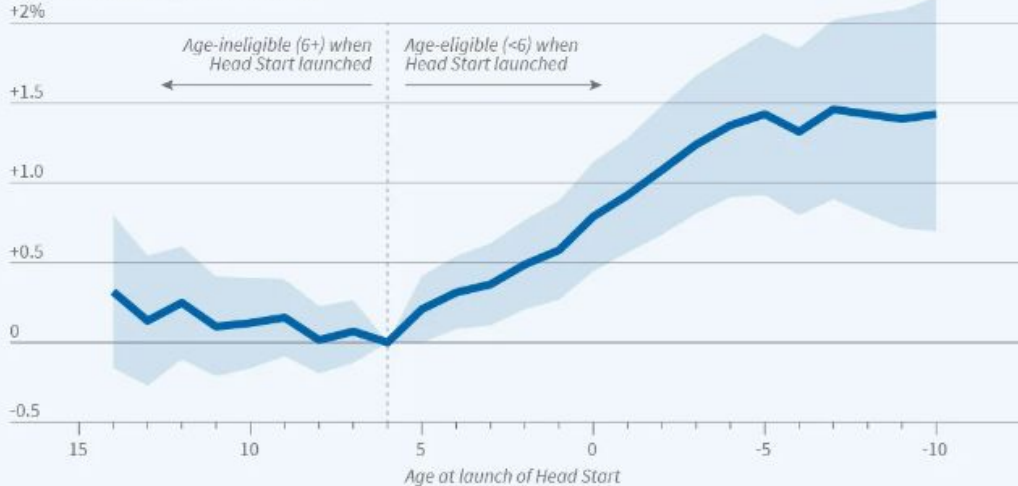


EARLY CHILDHOOD EDUCATION

Exposure to Head Start School Program and Higher Education Attainment

Head Start programs were rolled out nationally beginning in 1965.

Attainment of an undergraduate degree or higher,
by age in the year Head Start launched



Light-blue shading represents 95% confidence interval
Source: Researchers' calculations using data from the US Census Bureau and the Social Security Administration

“Low-income children who participated in Head Start were 2.7 percent more likely to finish high school, 8.5 percent more likely to enroll in college, and 39 percent more likely to finish college.”

National Bureau of Economic Research: [Evaluating the Head Start Program for Disadvantaged Children](#), 2021

ORGANIZATIONS WORKING TO ADDRESS RACIAL DISPARITIES IN:

EARLY CHILDHOOD EDUCATION

United Way Success by 6

<https://www.unitedwayaustin.org/success-by-6-plan/>

AVANCE*

<https://www.avance.org/programs/>

Family Connects (Prenatal - 3)

<https://www.familyconnectstexas.org/austin-travis-county>

Early Matters Greater Austin

<https://www.earlymattersgreateraustin.org/>

E3 Alliance

<https://e3alliance.org/blueprint/#1540236707442-0a8c677d-97ab>

Early Childhood Council

<https://www.austintexas.gov/content/early-childhood-council>

Affordable Childcare NOW!

<https://www.affordablechildcarenow.com/>

Todos Juntos Learning Center

<https://todosjuntoslc.org/>

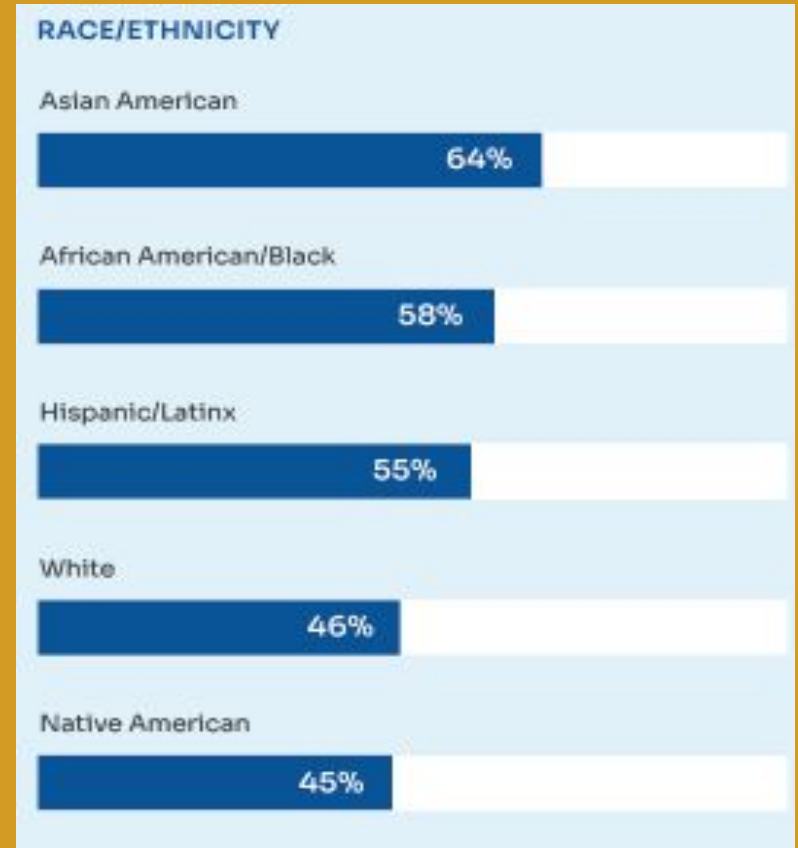
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OUT-OF-SCHOOL TIME

Percentage of Non-Participant Children Likely to Participate in an Afterschool Program

As shown in the chart to the right, there is significant interest in out of school time activities for low-income communities and communities of color (when compared to Caucasians and higher income families) should such opportunities be made available.

Afterschool Alliance. (2020). *America After 3PM: Afterschool Programs in Demand*. Washington, D.C., pg. 15



OUT-OF-SCHOOL TIME *BARRIERS*

Figure 5: Challenges accessing afterschool programs is even greater among families of color with low income

Percentage of parents reporting that the following were an important reason for their decision not to enroll their child in an afterschool program



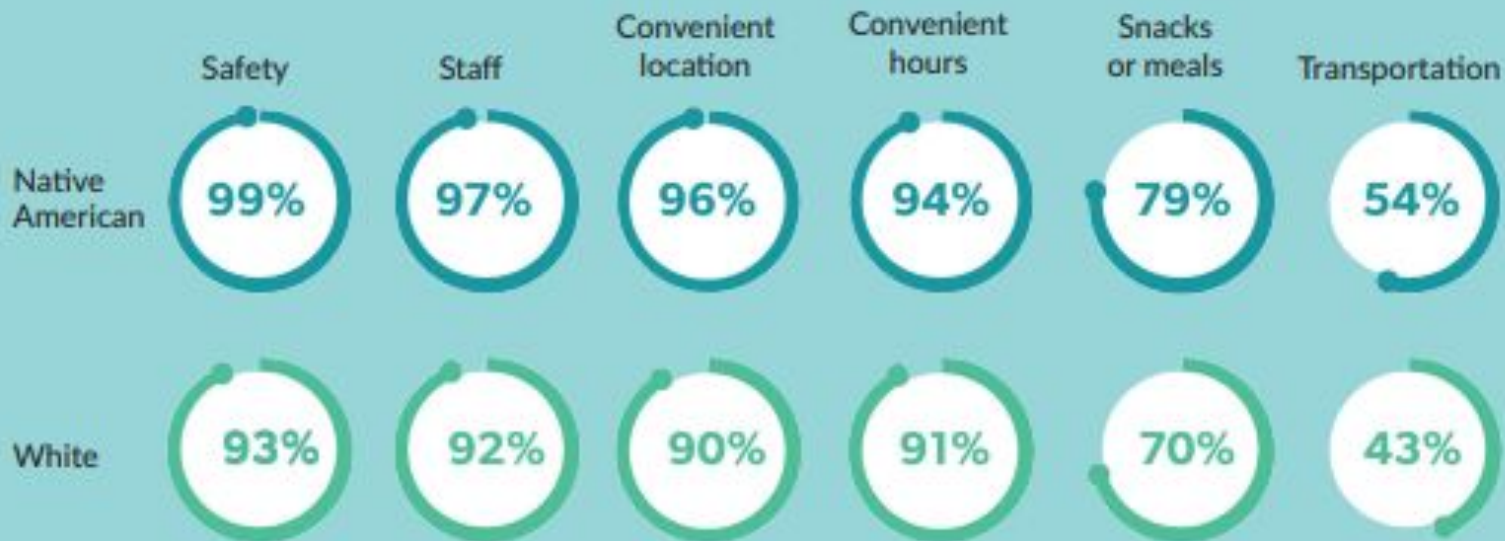
Afterschool Alliance. (2020). *America After 3PM For Black Communities*.

<https://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-Black-Communities-2020-Fact-Sheet.pdf>

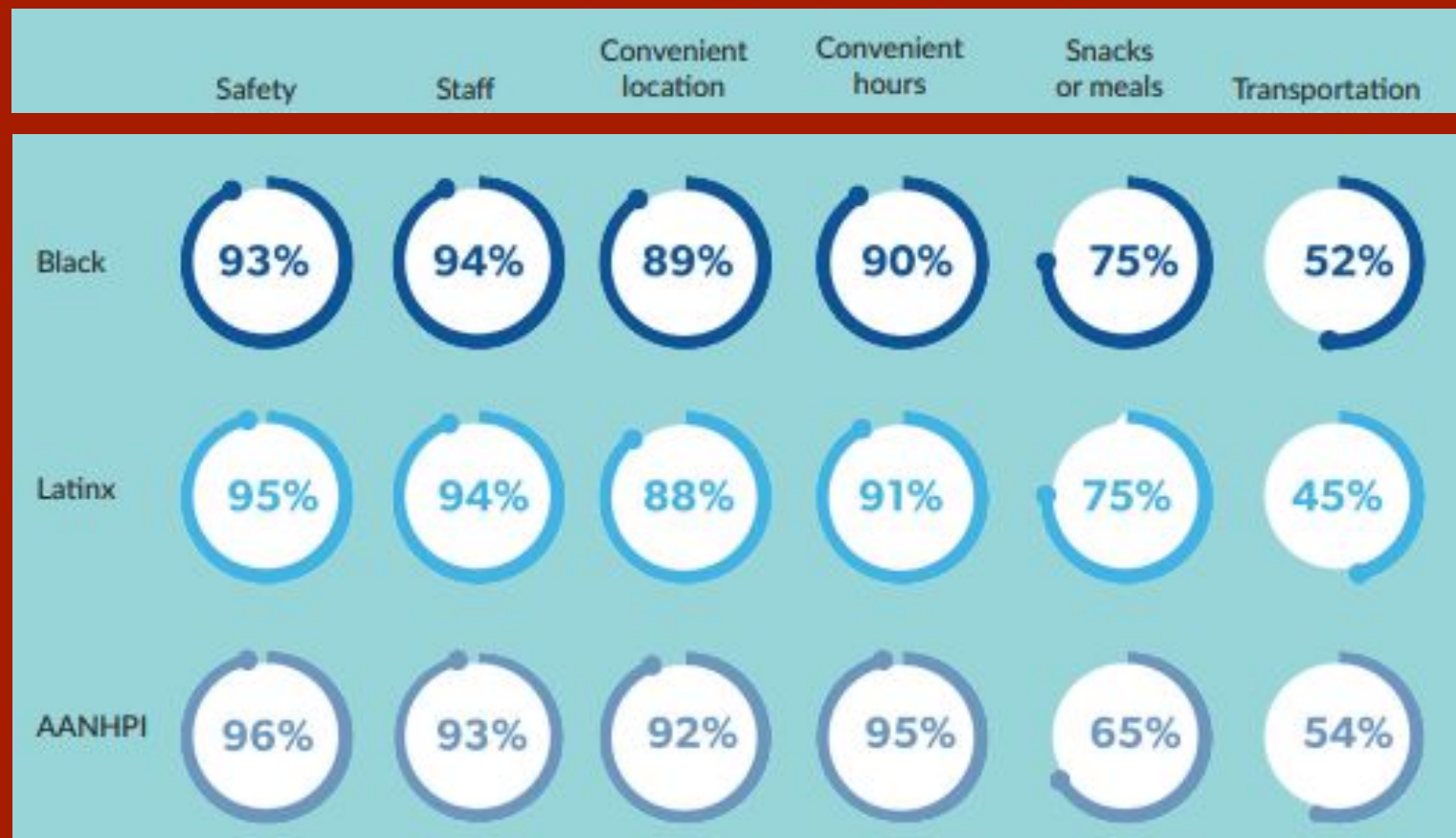
OUT-OF-SCHOOL TIME

Figure 3: Native American parents are more likely to say location, hours, and transportation are important when selecting their child's afterschool program

Percentage of parents who agree the following elements are important when selecting an afterschool program:



OUT-OF-SCHOOL TIME



OUT-OF-SCHOOL TIME INTERESTS

Figure 4: Native American parents strongly agree that sharing family values, homework/academic help, and exciting their children about learning are crucial for afterschool programs

Percentage of parents who agree that the following are extremely important in afterschool programs:



Afterschool Alliance. (2022). *America After 3PM For Native American Families*.

<https://afterschoolalliance.org/documents/AA3PM/AA3PM-Native-American-Families-2022.pdf>

ORGANIZATIONS WORKING TO ADDRESS RACIAL DISPARITIES IN:

OUT-OF-SCHOOL TIME

Afterschool Alliance

<http://www.afterschoolalliance.org/policyStateFacts.cfm?state=TX>

Con Mi Madre

<https://www.conmimadre.org/>

Creative Action

<https://www.austinisd.org/prime-time>

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African American Youth Harvest
Foundation*

<https://aayhf.org/>

Learn All The Time

<https://www.arfoundation.org/latt-members>

Austin ISD Youth Services Mapping

<https://ysm-austin.org/>

Prime Time

<https://www.austinisd.org/prime-time>

Austin YMCA

<https://www.austinyymca.org/programs/afterschool-care>

ACE Austin

<https://www.austinisd.org/ace>

COMMUNITY RESOURCES

TRAINING OPPORTUNITIES

Undoing Racism

<https://undoingracismaustin.org/activities/register-for-future-undoing-racism-workshops-in-austin/>

Community Healing Circles

<https://students.austincc.edu/truth-racial-healing-and-transformation-center/racial-healing-circles/>

RESOURCE TO LEARN ABOUT ENGAGEMENT OPPORTUNITIES

CAN "Get Engaged" Podcast

<https://canatx.org/podcasts/>

COALITIONS WORKING TO ADDRESS RACIAL DISPARITIES

Black Austin Coalition

<https://blackaustincoalition.com/>

Austin Justice Coalition

<https://austinjustice.org/>

Brave Communities

<https://bravecommunities.org/>

Communities of Color United

<https://www.atxccu.org/>

Community Resilience Trust

<https://communityresiliencetrust.org/>