
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 August 2026

Expanding Opportunity Framework Racial Disparities Analysis

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Addressing
Concentrated
Wealth & Power

Safety &
Justice

State/National
Legislation &
Policy

Housing,
Health &
Human
Services

Social Capital
& Community
Leadership

Educational
& Economic
Opportunity

Expand
Opportunity
for Youth &
Adults

Workforce
Development

Section 6

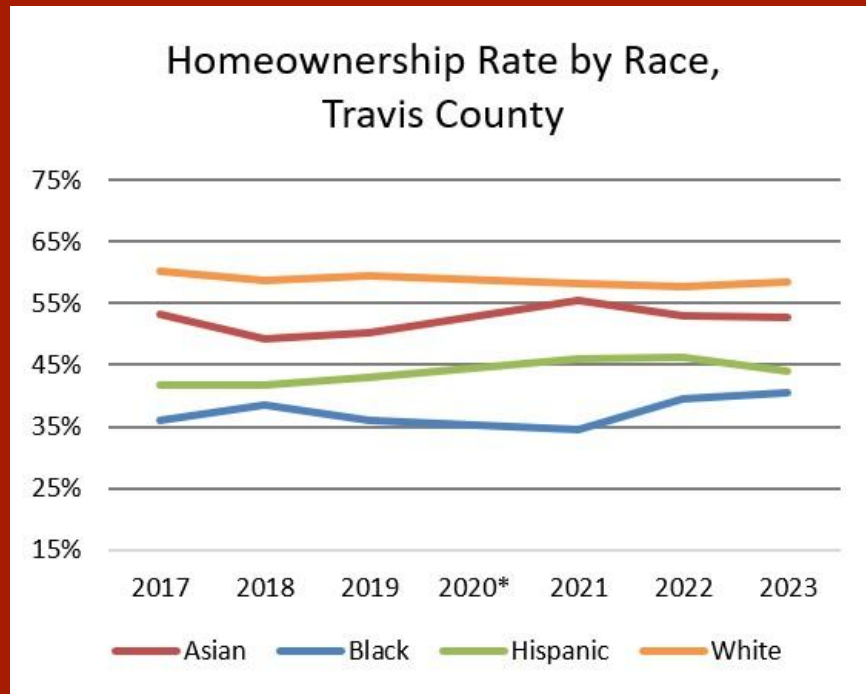
Introduction

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



SOURCE: [2025 CAN Economic Mobility Report](#)

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 83%, followed by Hispanic/Latino (6%), Black/African American home buyers (7%), Asian/Pacific Islander (4%), and Other at 3%.

Race/Ethnicity of Home Buyers

	All Buyers
White/Caucasian	83%
Black/African American	7%
Hispanic/Latino	6%
Asian/Pacific Islander	4%
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, *2025 Snapshot of Race and Home Buying in America*, (2025)

ACCESS TO HOUSING

According to a study by the National Association of Realtors, 49% of African American, 43% Asian/Pacific Islander, and 41% Hispanic/Latino home-buyers were first time home-buyers compared to only 20% of White home-buyers. In addition 80% 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%	41%	20%
Repeat buyers	51%	57%	59%	80%
Median age	50	45	47	58
Median household income	\$100,000	\$135,000	\$96,300	\$110,000
Income earners in household				
None	1%	1%	2%	2%
One	49%	33%	30%	38%
Two	39%	57%	57%	50%
Three or more	11%	9%	11%	10%

National Association of Realtors, *2025 Snapshot of Race and Home Buying in America*, (2025)

ORGANIZATIONS WORKING TO ADDRESS RACIAL DISPARITIES IN:

HOUSING

Austin Justice Coalition*

<https://austinjustice.org/>

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://bcloftexas.org/>

Frameworks CDC*

<https://frameworkscdc.org/>

GNDC*

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

Foundation Communities

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

HACA

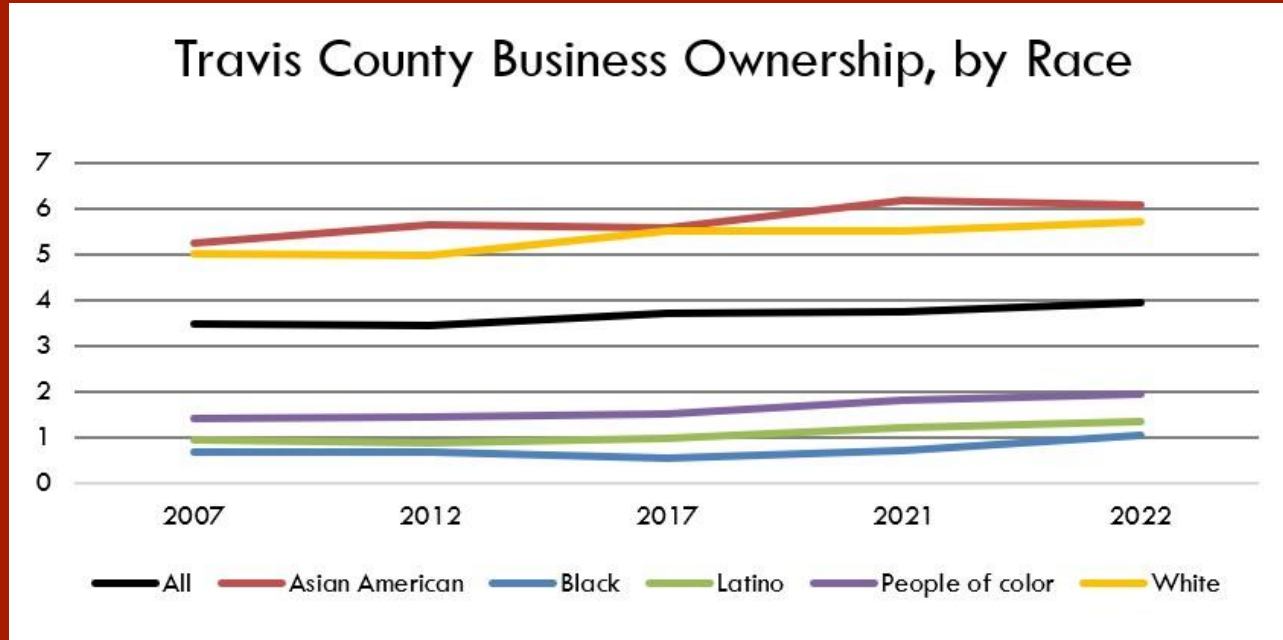
<https://austinha.org/>

*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: 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/>

Diversity & Ethnic Chamber
Alliance of Central Texas
<https://decacentx.com/>

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

City of Austin Economic Development -
Small Business Division
<https://www.austintexas.gov/economic-development/divisions/small-business-division>

PeopleFund
<https://peoplefund.org/>

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

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

Black Austin Coalition*
<https://blackaustincoalition.com/>

BCL of Texas*
<https://bcloftexas.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.

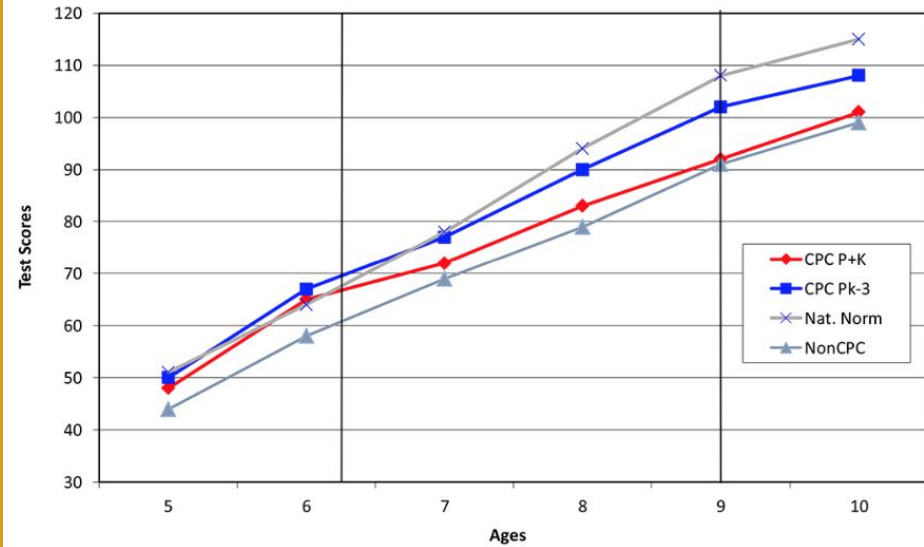


Figure 4. Reading test scores for participants in the Child Parent Center program by length of participation at ages 5-10

Note: Reading scores from Iowa Test of Basic Skills for CPC preschool plus extended intervention versus CPC preschool participants only and national norms.

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

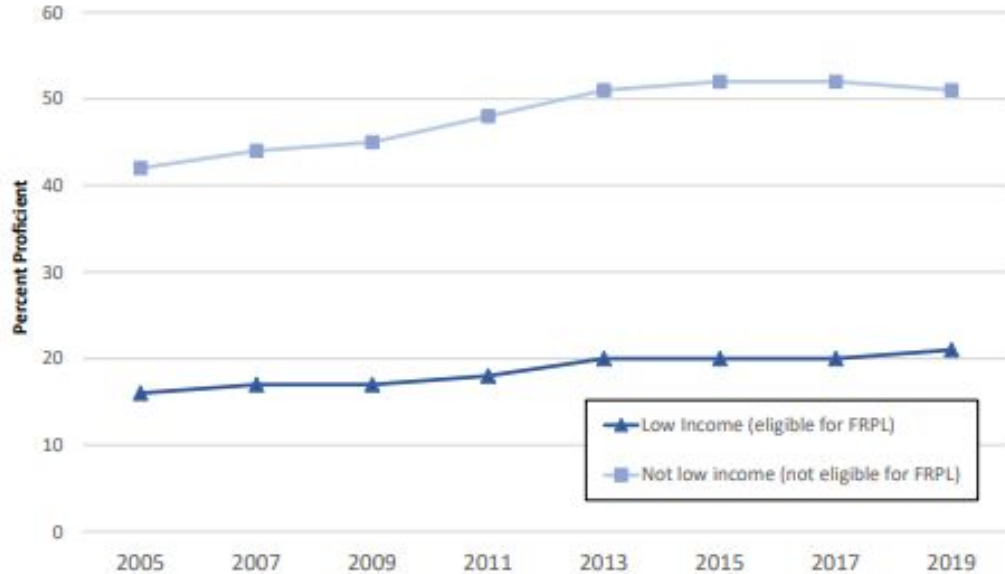


FIGURE 1 | Reading proficiency of United States 4th graders by year and family income status. Percent proficient refers to students who met or exceed the reading proficiency threshold in the National Assessment of Educational Progress (NAEP) by eligibility for free or reduced price lunch subsidy, an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

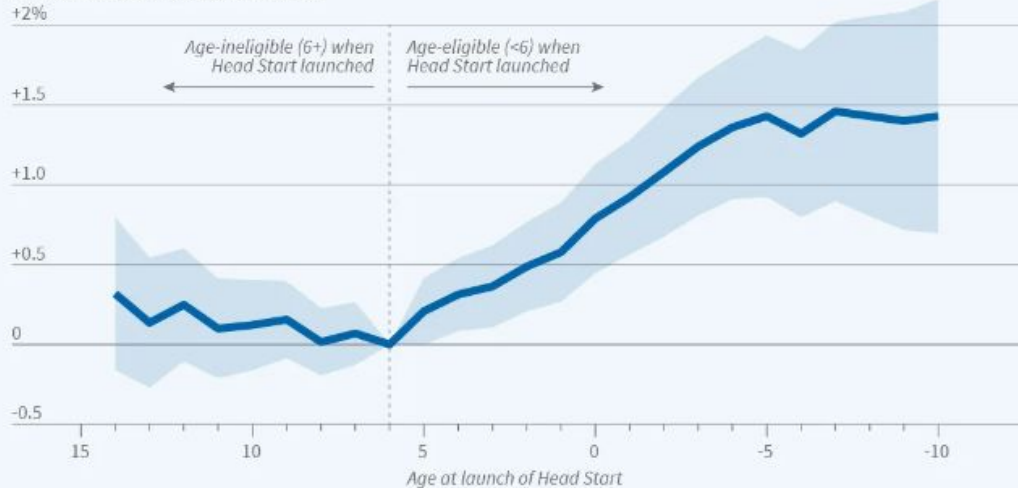
National Institutes of Health (2022), Closing Achievement Gaps Through Preschool-To-Third-Grade Programs, pg. 3.

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

EARLY CHILDHOOD EDUCATION

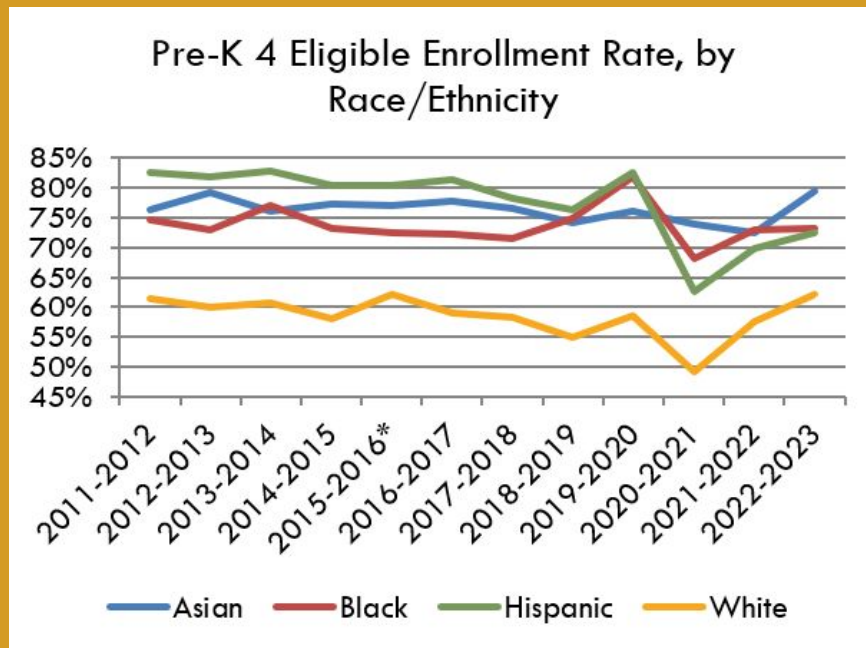
BENEFITS OF HEAD START

- Head Start children **make progress in language, literacy, and math**. They also score at the norm on letter-word knowledge by the end of the year. (Aikens et al., 2013; Bloom and Weiland, 2015)
- Compared with children in parental care, Head Start children performed considerably **better on cognitive and social-emotional measures in kindergarten and had fewer attention problems** and exhibited fewer negative behaviors. (Zhai et al., 2011)
- Head Start children in Harrisburg, PA, had **higher mean scores in the fifth grade** than a control group on all academic and executive functioning outcomes. (Greenberg and Domitrovich, 2011)
- Head Start children in Tulsa, OK, have **higher math test scores in 8th grade**, are **less likely to be chronically absent**, and less likely to be held back a year by 8th grade. (Phillips et al., 2016)
- Head Start children have a **higher likelihood of graduating high school, attending college, and receiving a post-secondary degree, license, or certification**. (Bauer and Schanzenbach, 2016)
- Compared to siblings who did not attend, Head Start graduates demonstrated **improved educational attainment, adult health status, and wages**, and decreased grade repetition and incarceration rates for black males. (Johnson, 2011)

PRE-K UTILIZATION

Pre-K 4 utilization rates in Central Texas vary according to Race/Ethnicity. Approximately 80% of eligible Asian kindergarteners were enrolled in pre-k 4 in 2023, compared to 73% of Hispanic or Black children, and 62% for White children. In school year 2021-2022, pre-k 4 eligible enrollment for White children in Central Texas dropped to 49%.

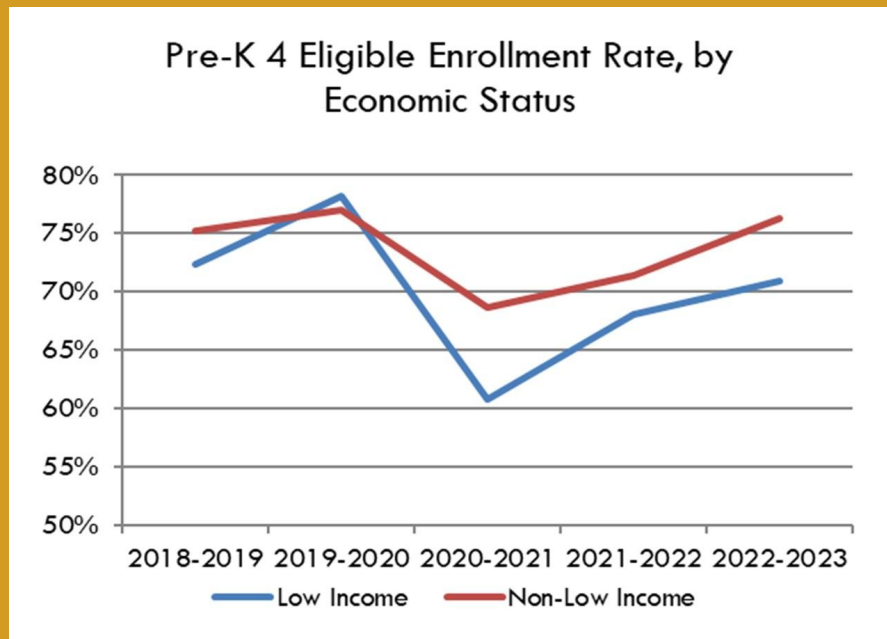
Data Source: E3 Alliance



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%.

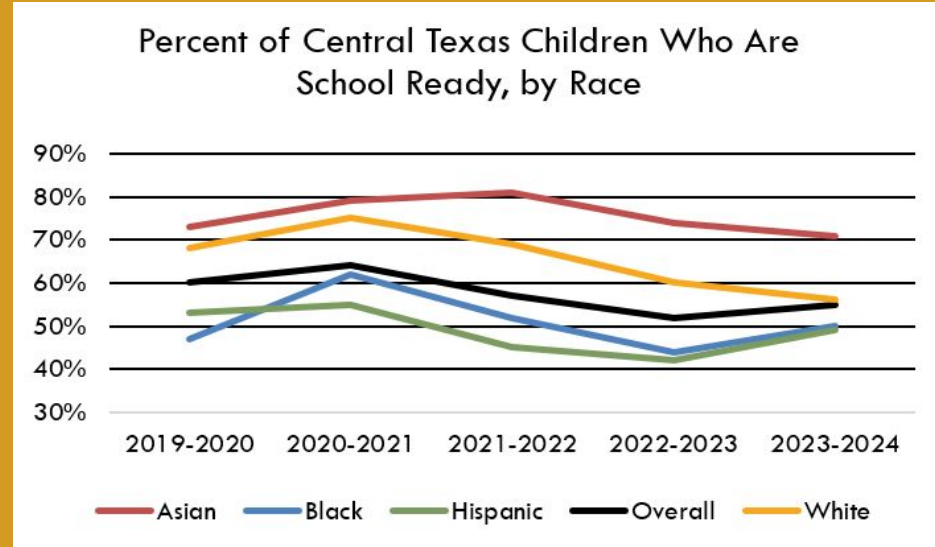
Data Source: E3 Alliance



SCHOOL READINESS

ates in Central Texas vary according to Race/Ethnicity. Approximately 71% of Asian kindergarteners were school ready in the 2023-2024 school year, compared to 56% of White, 50% of Black, and 49% of Hispanic Kindergarteners. The gap in school readiness by race/ethnicity appears to have narrowed between 2023 and 2024. In 2023, the school readiness rate for Asian kindergarteners in Central Texas was 22 percentage points higher than the school readiness rate for Hispanic kindergarteners.

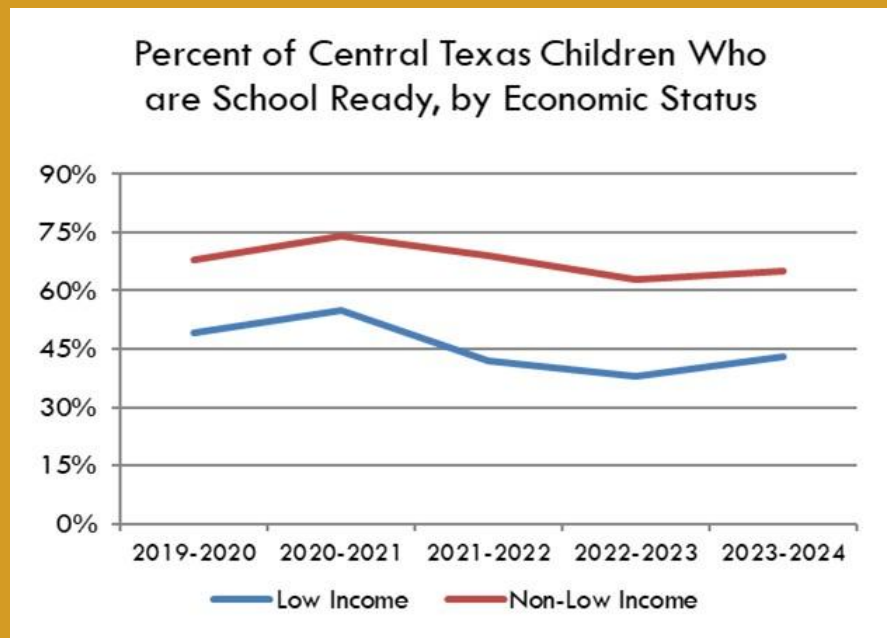
Data Source: E3 Alliance



SCHOOL READINESS

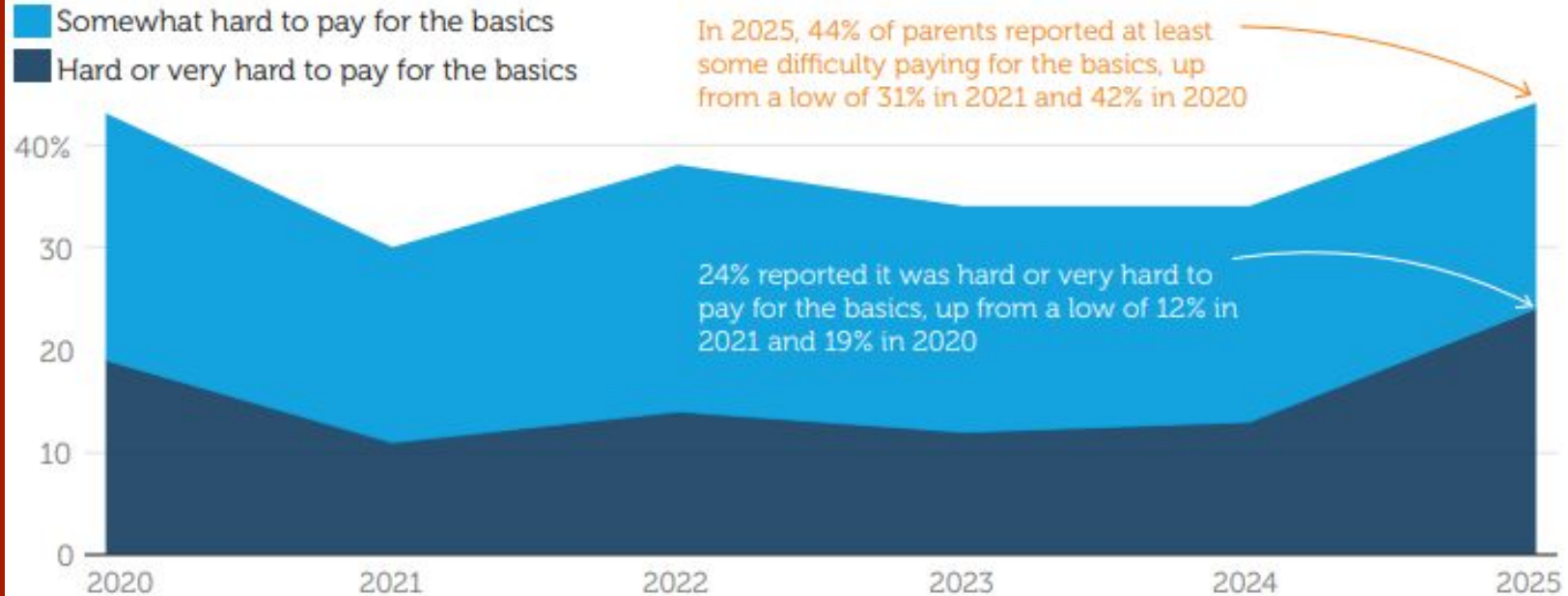
The greatest disparity in school readiness occurs by income. Approximately 43% of low-income kindergarteners were school ready in the 2023-2024 school year, compared to 65% of children from moderate and high-income families. The gap in school readiness by income appears to have narrowed between 2019 and 2021. In 2022, the school readiness rate for Central Texas children from non-low income families was 22 percentage points higher than the school readiness rate for low income children.

Data Source: E3 Alliance



EARLY CHILDHOOD EDUCATION

Material hardship among families with infants and toddlers reached a five-year high in 2025



Rattled: Tracking the Experiences of Families with Infants and Toddlers in 2025.
file:///C:/Users/raula/Downloads/2026_baby_RAPID_brief_FINAL.pdf

EARLY CHILDHOOD EDUCATION

Disparities in material hardship grew in 2025

Income

In poverty (below 100% FPL)

Low income (between 101-200% FPL)

Moderate to high income (above 200% FPL)



Race/ethnicity

Hispanic/Latine

Black

Two or more races

White



Rattled: Tracking the Experiences of Families with Infants and Toddlers in 2025.
file:///C:/Users/raula/Downloads/2026_baby_RAPID_brief_FINAL.pdf

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://familyconnectsatx.org/>

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>

Raising Travis County

<https://www.traviscountytexas.gov/health-human-services/raising-travis-county>

Todos Juntos Learning Center

<https://todosjuntoslc.org/>

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please see slide 3 of Navigation and Credits.

OUT-OF-SCHOOL TIME

Agreement on benefits of Afterschool Programs by Race/Ethnicity

Percentage of parents who agree that afterschool programs help children in the following ways:

	Asian	Black/African American	Hispanic/Latino	Native American	White
Have opportunities to be physically active	89%	88%	87%	88%	87%
Spend more time doing fun and educational activities and less time on their phones and other screens	86%	86%	85%	85%	86%
Have opportunities to learn life skills, like interacting with peers, developing social skills, and responsible decision making	85%	87%	86%	86%	85%
Develop positive relationships with other students	82%	85%	84%	83%	84%
Have opportunities to develop skills like teamwork, critical thinking, and leadership	84%	87%	84%	84%	83%

OUT-OF-SCHOOL TIME

Agreement on benefits of Afterschool Programs by Race/Ethnicity

By supporting their mental health and well-being	77%	82%	81%	78%	78%
Stay safe and out of trouble	79%	79%	78%	76%	78%
Gain interest and skills related to science, technology, engineering, math, or computer science	81%	81%	80%	80%	76%
Form meaningful connections with caring staff	75%	80%	76%	74%	75%
Reduce likelihood that they will use drugs or engage in other risky behaviors	75%	79%	79%	76%	75%
Become more excited about learning and interested in school, helping them improve their attendance in and attitude toward school	76%	81%	79%	77%	73%

OUT-OF-SCHOOL TIME

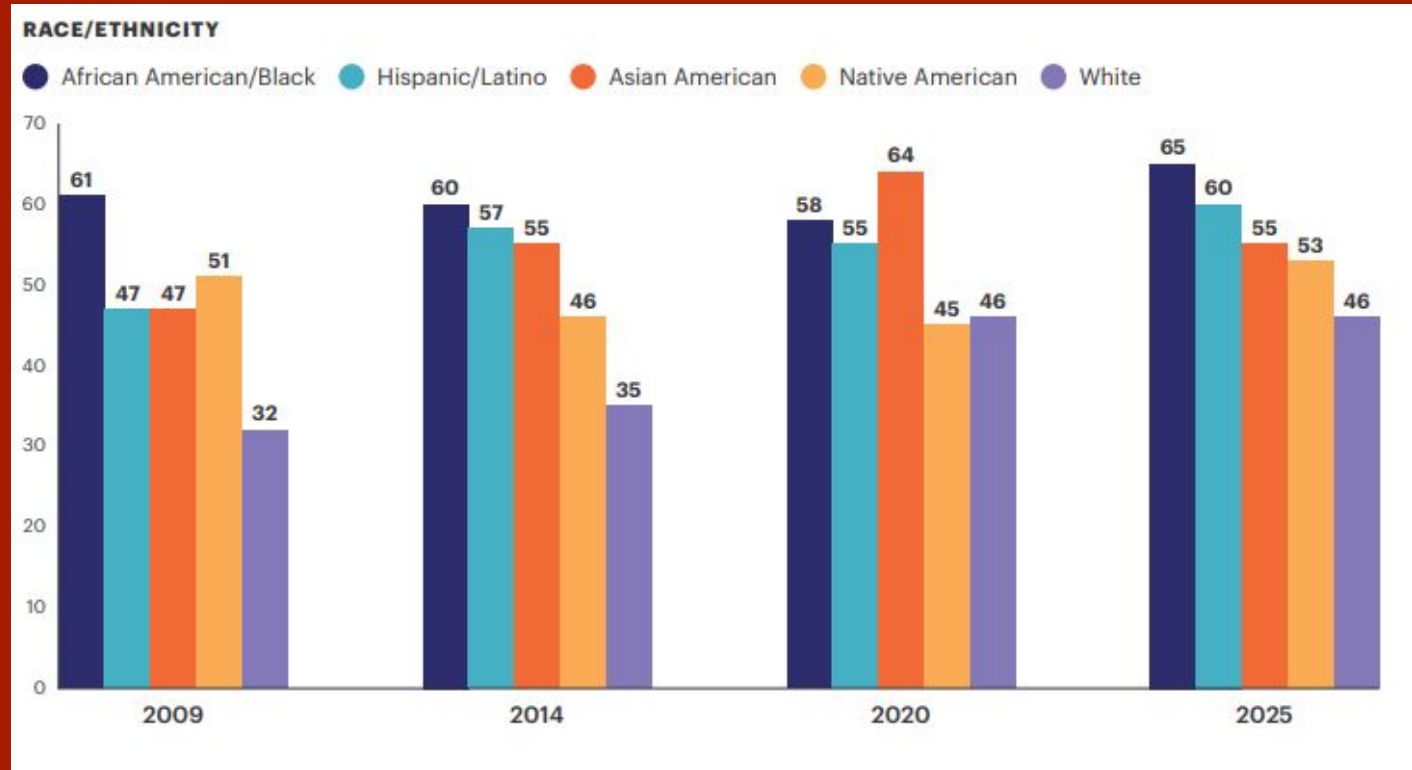
Agreement on benefits of Afterschool Programs by Race/Ethnicity

Percentage of parents who agree that afterschool programs provide the following benefits to families:					
Provide working parents peace of mind knowing that their children are safe and supervised	85%	84%	83%	82%	85%
Help working parents keep their jobs	84%	83%	82%	79%	85%

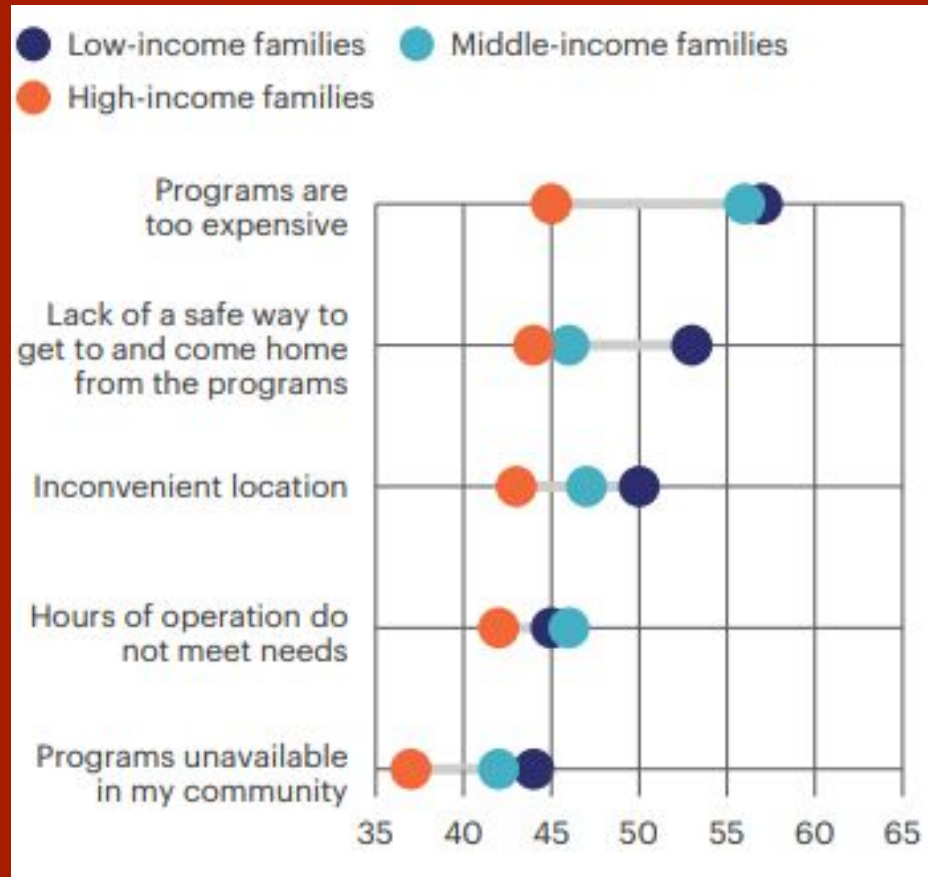
OUT-OF-SCHOOL TIME

Percentage of non-participant children likely to participate in an afterschool program by race and ethnicity

As shown in the chart to the right, there is great interest in out of school time activities for communities of color (when compared to parents of White children) should such opportunities be made available.



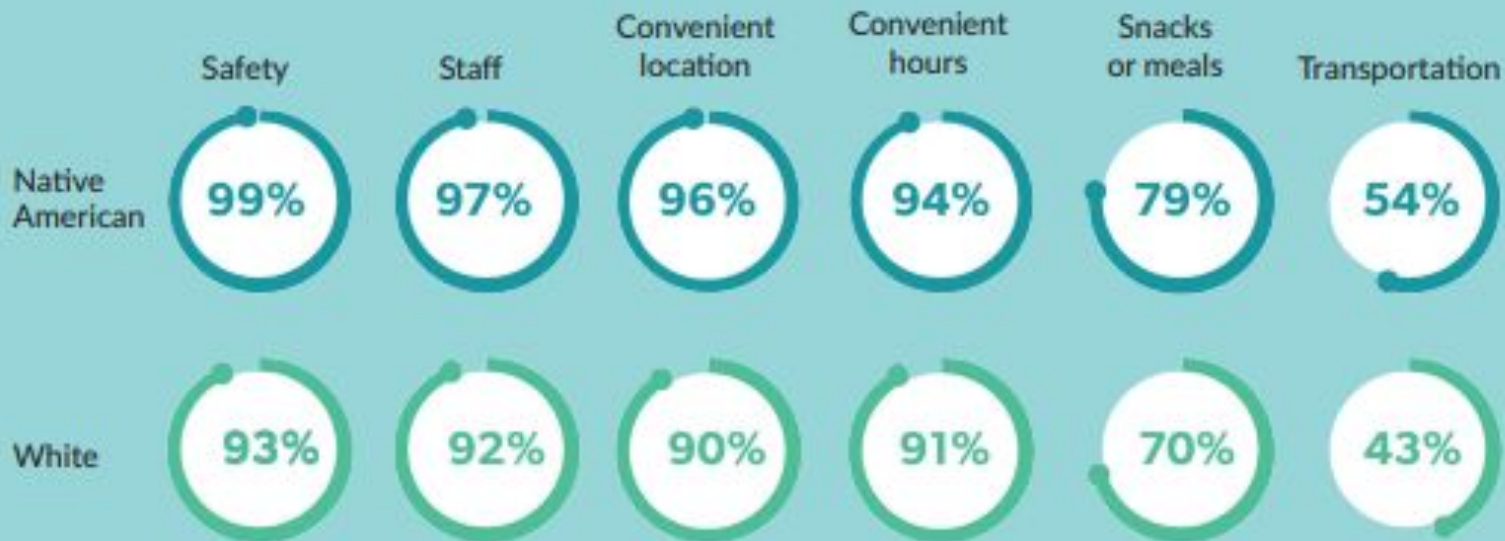
OUT-OF-SCHOOL TIME *BARRIERS*



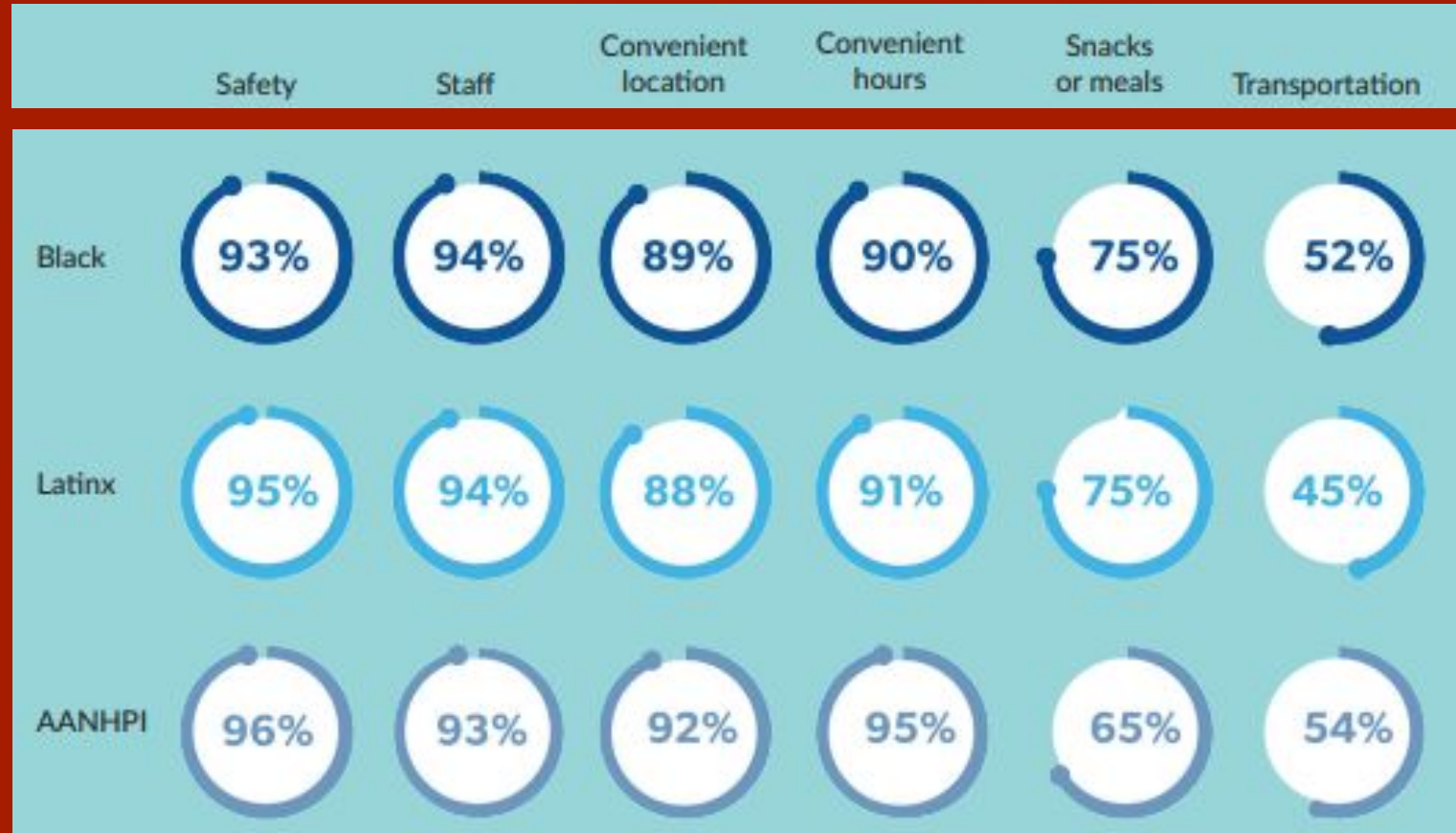
OUT-OF-SCHOOL TIME

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



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

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

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:



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.creativeaction.org>

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African American Youth Harvest
Foundation*

<https://aayhf.org/>

Learn All The Time

<https://www.andyroddickfoundation.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 White Supremacy Austin - Unlearning Circles

<https://undoingwhitesupremacy.org/unlearning-circles/>

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" Community Calendar

<https://docs.google.com/spreadsheets/d/1FUkB R8pDw7Pb4HNIoT1dBn09UXnuVvOa1HP9KMF3aMo/edit?gid=1003257320#gid=1003257320>

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.facebook.com/CCUCoalition/>

Community Resilience Trust

<https://communityresiliencetrust.org/>