

**ENSURING THAT YOUR STATE PROJECT
COMPLIES WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
PART I.**

Through its Health Places for Kids to Eat (HPKE) project, the Association of State Public Health Nutritionists is supporting State Teams to implement three nutrition strategies designed to improve health by reducing obesity among children in early care and primary education settings. This innovative project involves engaging and establishing partnerships across public health and education, among both traditional and non-traditional human and social services stakeholders, and with families and the communities in which they live. The population-level health interventions include:

- Increasing salad bars in schools
- Implementing nutrition standards in schools and early care and education settings
- Implementing farm to school and/or farm to preschool programs

Attending to Racial, Ethnic, and Linguistic Diversity

National demographic trends demonstrate a clear and compelling need to be responsive to both cultural and linguistic differences in any public health intervention. In the last decade, the racial and ethnic diversity in the United States has increased significantly, including in the participating states in the HPKE Project. These trends have major implications for the how the three strategies are designed, implemented, and disseminated including ways to engage key stakeholders and the diverse communities that could benefit from the intended outcomes of each state project.

The U.S. Census Bureau projects that:

- In the year 2045 the nation will become “*majority-minority*” (all people except those that are non-Hispanic, single-race white).
- The population under 18 years of age will reach this status by 2018 or 2019.¹

Table 1. provides most recent data from the U.S Census Bureau on the demographic make-up of the population of children and families impacted by the HPKE Project.

TABLE I. CHILDREN CHARACTERISTICS²

CHILDREN UNDER 18 YEARS IN U.S. HOUSEHOLDS	73,336,382
AGE	
Under 6 years	32.6%
6 to 11 years	33.6%
12-17 years	33.8%
RACE AND HISPANIC OR LATINO ORIGIN	
One Race	94.1%
White	67.9%
Black of African American	14.2%
American Indian and Alaska Native	0.9%
Asian	4.6%
Native Hawaiian and Other Pacific Islander	0.2%
Some other race	6.2%
Two or more races	5.9%
Hispanic or Latino origin (of any race)	24.1%

REFLECTION QUESTIONS

What are the racial and ethnic trends for the children and families served by your State Project?

What are the implications for how your State Project engages linguistically diverse families and communities?

These trends extend to the linguistic diversity in the United States. The U.S. Census Bureau estimates that 79.2% of the population in the United States (n = 293,358,760) five years and over speaks English only, and 20.8% speaks languages other than English.³ Of particular relevance to the HPKE Project is the impact of linguistic isolation. The U.S. Census Bureau reports that 4.5% of household in the United States are “Limited English Speaking Households.” Such households are defined as those in which no member 14 years old and over (1) speaks only English, or (2) speaks a non-English language and speaks English “very well.”⁴ While this may appear to be a small percentage of the overall population in the United States, the percentage of Limited English Speaking Households varies significantly by region of the country,

state, and even county or city. Most importantly, the ability to understand, speak, and read English is a key component of many public health interventions which are not conducted in languages other than English.

Table II. indicates the percentage of Limited English Speaking Household by language grouping in the United States in 2013.⁴

ALL 4.5%		HOUSEHOLDS
	Spanish	23.2%
	Other Indo-European languages	16.0%
	Asian and Pacific Island languages	26.0%
	Other languages	17.3%

REFLECTION QUESTIONS

What are the racial and ethnic trends for the children and families served by your State Project?

How is your State Team ensuring representation from these families and communities in your State Project?

To what extent is your State Team’s community engagement efforts responsive to the linguistic diversity in the geographic locale served by the State project?

REFERENCES

¹ Data Source: U.S. Census Bureau. Press Release – International Migration is Projected to Become the Primary Driver of U.S. Population Growth for the First Time in Nearly Two Centuries. Retrieved on 4/28/15 from <http://www.census.gov/newsroom/press-releases/2013/cb13-89.html>

² Children Characteristics. U.S. Census Bureau, 2013 American Community Survey – 1 Year Estimates, Table S0901. Retrieved on 4/30/15 from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_S0901&prodType=table

³ U.S. Census Bureau, Languages Spoken at Home, American Fact Finder, 2013 American Community Survey-1 Year Estimates, Table S1601. Retrieved on 4/30/15 from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

⁴ U.S. Census Bureau, Limited English Speaking Households, 2013 American Community Survey Year 1 Estimates, Table S1602. Retrieved on 4/28/15 from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_S1602&prodType=table

SELECTED RESOURCES

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