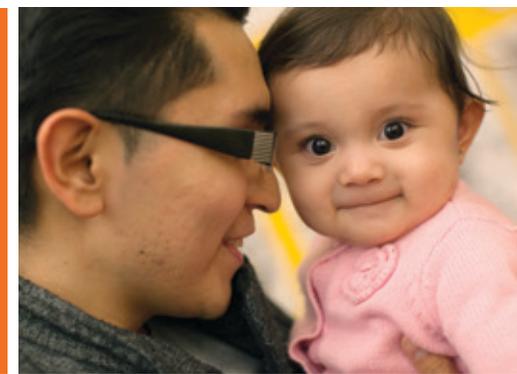




policy
report
KIDS COUNT



RACE FOR RESULTS

building a path to
opportunity for all children

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RACE FOR RESULTS

building a path to opportunity for all children

From the time our children are born, we imagine a bright future for them: a solid foundation of education and development in their early years, excellent health care, high school graduation, a good college education and a career path that launches them toward lifelong achievement and economic self-sufficiency. As parents, nothing will stop us from doing everything within our power to make that happen. And as Americans, our concern extends beyond our own doorsteps. We want success for children in rural towns and urban communities across the nation because we understand that providing opportunity to all children, regardless of their race or ethnicity, is essential to America's future prosperity.

Opportunity has been a constant theme in our country's narrative, beginning with the waves of immigrants who arrived from across the globe in search of a better life. During painful periods in our history, the notion of opportunity has been severely tested — those times when the most discriminatory policies were established, impacting the lives of children and families of color. The repercussions of those policies continue to impede the advancement of our nation and children of color today. Through

it all, however, our country holds firmly to a fundamental belief that we must build paths to opportunity to allow success for all children to contribute to our national progress.¹

Now, more than ever, rapid changes in the nation's demographics demand that we make this belief a reality. Last year, for the first time, more children of color were born in the United States than white children. According to Census Bureau projections, by 2018, children of color will represent a majority of children. By 2030,

the majority of the U.S. labor force will be people of color. By mid-century, no single racial group will comprise a majority of the population.² The price of letting any group fall behind, already unacceptably high, will get higher. McKinsey & Company researchers found that if the United States had closed the racial achievement gap and African-American and Latino student performance had caught up with white students by 1998, the gross domestic product in 2008 would have been up to \$525 billion higher.³ If America is to remain prosperous for generations to come, all children must have a fair chance to

succeed. We are truly in a race against time to deliver better results for our kids.

For a quarter of a century, the Casey Foundation has published the *KIDS COUNT Data Book* to inform state and national decision makers on issues related to the well-being of America's children. The annual *Data Book* has also called attention to the persistently troubling status of children of color and their families. While it is widely understood that children's life chances differ by race and ethnicity, we believe that more consistent and comprehensive data on these differences, coupled with the rationale and strategies for action by all sectors, will help lead to evidence-based solutions that can improve the odds of success for children of color.

The Annie E. Casey Foundation has created *Race for Results* to bring a fresh perspective and new data analysis to the national conversation about how we make sure that all children realize their potential. We recognize that numerous leaders and organizations have examined and advocated for many of these issues for years. We believe that the moment is right to complement these efforts with additional data analysis, research and policy recommendations to focus attention on solutions that can create a brighter future for all kids.

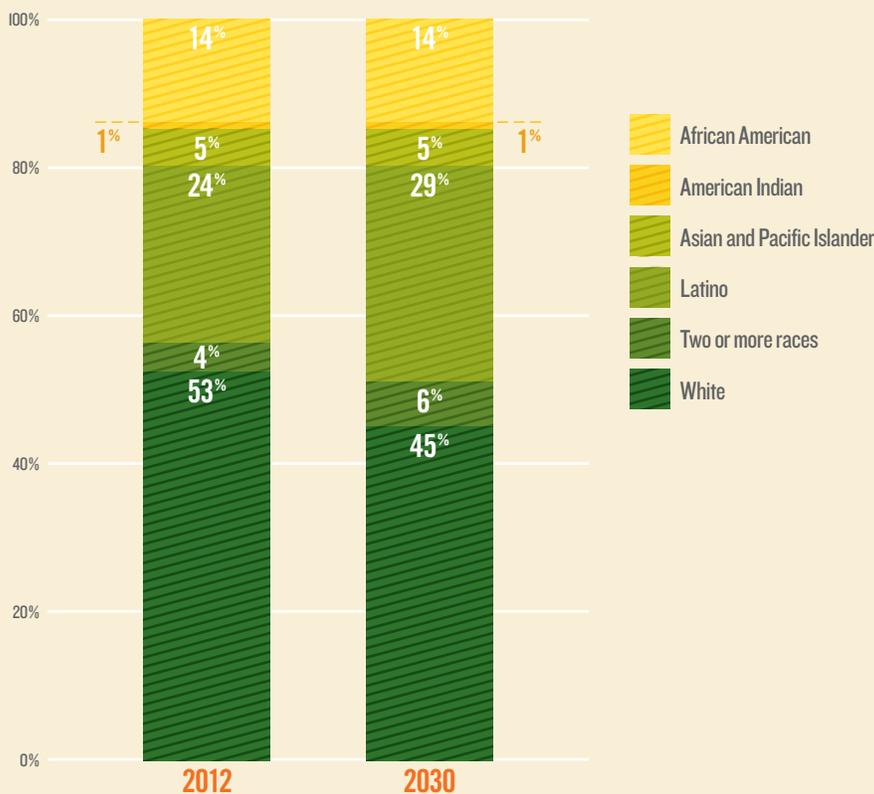
We present, for the first time, the Race for Results Index, a new collection of data disaggregated by racial and ethnic groups and by state to illustrate how far we are from positioning all kids for success in school and in life. The Race for Results Index will become a continuing part of our data agenda, with updated reports planned for future years when we hope to see many more children meeting key milestones on the path toward opportunity.

CHILDREN OF COLOR FACE MULTIPLE BARRIERS

Every parent wants good schools, safe communities and access to the services their children need — all key factors in the complex equation that positions children for success. But the odds are stacked against many children of color, who, along with their families, disproportionately lack those resources. By nearly every measure in

FIGURE 1

Changing Demographics of U.S. Child Population



SOURCE U.S. Census Bureau, 2012 National Population Estimates and 2012 Population Projections.



the Race for Results Index, African-American, Latino, American Indian and subgroups of Asian and Pacific Islander kids face some of the biggest obstacles on the pathway to opportunity.

Differences in opportunity are evident from the earliest years of a child's life. Too often, children of color grow up in environments where they experience high levels of poverty and violence. Such circumstances derail healthy development and lead to significant psychological and physiological trauma. Research has shown that growing up in chronic poverty contributes directly to stress at a level that can affect children's health, brain development and social and emotional well-being — a response known as “toxic stress.”⁴ At least one out of every three African-American, Latino and American Indian children in America lives in a household with an income below the poverty line.⁵ As these children attempt to climb the ladder of opportunity, many will fall through broken rungs.

The public systems designed to help children and families have functioned in ways that denied opportunity to people of color — and even worked to push them down the ladder. Throughout much of our history, laws severely restricted access to jobs, health care and education. Even today, despite great progress, opportunities are not equitably distributed to all Americans. Although the historical foundations are well documented, it is almost impossible to overstate the role that slavery, forcible removal of American Indians from their land, Jim

Crow laws and discriminatory immigration policies have played in shaping the life trajectories for tens of millions of Americans.

American history is littered with an incalculable number of local, state and federal policies — as well as business practices — that set up racial barriers negatively affecting children of color today. Consider the Federal Housing Administration (FHA). On its face, the legislation Franklin D. Roosevelt signed to create the FHA in 1934 was designed to help encourage home ownership among all Americans, as he sought to lift the nation from the depths of the Great Depression. For white families, the law accomplished this goal. Their home ownership rates rose significantly, meaning that many of them built wealth and a future for their children.⁶

At the same time, the FHA used federal rules to push people of color further behind.⁷ The federal government instituted the insidious policy we now know as redlining, which prohibited banks from providing FHA-backed loans in African-American neighborhoods. Federal housing authorities used a manual that literally drew red lines around African-American communities on neighborhood maps, showing banks where they could not lend. Over time, these policies solidified the structure of racial segregation in America and denied families of color the chance to build wealth for themselves and opportunity for their kids at a time when white families were climbing the economic ladder.⁸

Families of color fell even further behind a decade later when the G.I. Bill

Rapid changes in the nation's demographics demand that we build paths to opportunity for all children so that they can contribute to our national progress.

provided generous benefits that enabled veterans to pay for college and purchase homes with low-cost mortgages.⁹ While white veterans used the G.I. Bill to great advantage, discriminatory practices systematized through government structures often prevented non-whites from accessing G.I. Bill benefits, either for college or to obtain mortgages. People of color whose valor helped defeat fascism abroad were being denied pillars of the American Dream by racist processes and practices at home.¹⁰

Housing, transportation and development policies also separated people of color from higher-paying jobs. Businesses were increasingly migrating from cities where most people of color lived to suburban areas that were hard to reach because of a lack of public transportation.¹¹

More recently, many researchers and advocates have highlighted the lack of adequate funding for schools with large populations of children of color and the disproportionate placement of teachers with inadequate training and experience in their classrooms.¹² Many young people of color, with aspirations to become the first in their families to complete college, are forced to rely on the under-resourced community

college system or take on tremendous debt to achieve this important milestone.¹⁵

Decade after decade, children of color have confronted more barriers to opportunity: overly harsh school disciplinary policies that often trap them in juvenile justice systems, racial profiling by police and disproportionate arrests of people of color, more severe sentencing for the same offenses and the greater likelihood that young people of color will be tried as adults and incarcerated in adult prisons than whites for the same conduct.¹⁶

Thanks to the courage, sacrifice and persistence of the heroes of the civil rights and immigrant rights movements, Americans made great strides in rolling back laws and customs that had sanctioned overt racism in voting rights, housing, public accommodations, educational opportunity and equal treatment under the law. Yet many of our institutions, cultural norms and beliefs continue to operate in ways that limit opportunity for children of color. These forces have been normalized and legitimized over time through custom, practice and policy, creating a system of privilege and inequity that often leads to preferential treatment, greater access to opportunity and power for whites at the expense of African Americans, American Indians, Asians, Latinos, Pacific Islanders and people from other racial and ethnic groups.

Despite efforts to eradicate the most overt forms of racism in this country, a web of stubborn obstacles remains, undermining the chances for children of color and their families to succeed. Even families of color in the middle class have a very tenuous hold on their economic status. Children of color are more likely to fall out of the middle class and are more likely to stay in the lower class as adults.¹⁷

In sum, there are steep barriers to opportunity in American society for people of color as a group. This surely does not bode well for their children or for our nation.

WE CAN CREATE OPPORTUNITY FOR ALL CHILDREN

Individuals of all colors and faiths have worked together throughout our history,

Children in Immigrant Families

The majority of the 18 million children in immigrant families in the United States are children of color. These children face obstacles to opportunity that include poverty, lack of health insurance, parents with lower levels of educational attainment, substandard housing and language barriers.¹³ Most vulnerable are the 5.5 million children who reside with at least one unauthorized immigrant parent. Children in these families have less access to public programs that benefit children's

development because of their parents' legal status or English language ability.¹⁴ They must often overcome school interruption and economic hardship if parental income is lost because of immigration enforcement and deportation. Recent bipartisan proposals for meaningful immigration reform offer opportunities to improve the lives of these vulnerable children and their families. If implemented, they would help remove significant roadblocks to the future success of children in immigrant families.



locally and nationally, to promote equity in realizing our shared vision of the American Dream. During the past 25 years, the Annie E. Casey Foundation has supported research, worked to implement programs and shared data on issues of racial equity to help advance this work. It is time to recognize that our nation can and must do much more to ensure that all children are able to reach their full potential in life regardless of their race, ethnicity or community of residence.

We hope that *Race for Results* will help to advance the often-difficult conversation about racial equity and that it will help communities and our country focus on providing children of color with the opportunities they need to thrive. To this end, we have collected data by race and ethnicity for indicators that suggest whether children are succeeding in each stage of life, from birth through young adulthood, and are on the path to economic success. These indicators measure racial differences in such areas as health, education and family environment, as well as in contextual factors like neighborhood poverty. Additionally, we have aggregated these indicators into a composite index that enables comparisons across racial groups. Admittedly, the Race for Results Index does not capture all of the numerous dynamics that contribute to a child's success, and the indicators we have selected are not evenly distributed across all developmental domains. However, we do believe that by examining these individual

factors, we can compare children's development on key benchmarks to better determine where attention is needed.

Because we know that where a child grows up greatly influences his or her prospects, we also provide state-level data. These analyses between the states and across regions reveal notable geographic variations in the ways that children of color are moving along the path toward opportunity. We realize that outcomes often vary dramatically within states, so we hope that this research will inform and encourage more local-level analysis to illuminate these differences.

In sum, *Race for Results* should serve as a national and state scorecard on children's progress — across all racial and ethnic groups — in meeting important milestones that are critical to their long-term success. As such, it is a resource and reference for serious and fair-minded debate about how to improve the life chances of all children.

We offer the first *Race for Results* report and index to local, state and federal policymakers and to the private sector with a clear agenda in mind. With this information, we hope to contribute to better state and local policy, practice, funding and business decisions. The data clearly show that while we need to pay attention to the success of all kids, children of color have a steeper mountain to climb. Decisions on where and how to create opportunity cannot be viewed through a colorblind lens, but rather through a clear picture of yesterday's history, today's reality and tomorrow's hope for the nation's future.

It is time to recognize that our nation can and must do much more to ensure that all children are able to reach their full potential in life regardless of their race, ethnicity or community of residence.

MEASURING EQUITY

developing the race for results index

CHARTING CHILDREN'S SUCCESS

For 25 years, the Casey Foundation has used the data-based advocacy of its KIDS COUNT project to raise the visibility of children's issues and to inform decision making at the state and local levels. Building on this work and the work of other groups nationwide that are using indicator analysis to contribute to positive change for children, we developed the Race for Results Index to better measure the impact of a child's race on his or her opportunity for success in adulthood.

We began with an aspirational goal: *all children should grow up in economically successful families; live in supportive communities; and meet developmental, health and educational milestones.* In an effort to capture the complex set of factors that influence a child's success, we chose to develop a composite index that would allow comparisons across groups at the national level and within and across states.

The selection of indicators in this index was heavily informed by the research of the Social Genome Project at the Brookings Institution, which connects key indicators to the likelihood of a young person becoming middle class by middle age,¹⁸ and by the research that shows that children do best in supportive families and communities. We selected 12 indicators that were comparably and regularly collected in every state through surveys sufficient in size to allow valid estimates for the five largest racial groups. More information on these

THE 12 MEASURES IN THE RACE FOR RESULTS INDEX

Babies born at normal birthweight	Young adults ages 19 to 26 who are in school or working
Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten	Young adults ages 25 to 29 who have completed an associate's degree or higher
Fourth graders who scored at or above proficient in reading	Children who live with a householder who has at least a high school diploma
Eighth graders who scored at or above proficient in math	Children who live in two-parent families
Females ages 15 to 19 who delay childbearing until adulthood	Children who live in families with incomes at or above 200% of poverty
High school students graduating on time	Children who live in low-poverty areas (poverty <20%)

indicators, including definitions and data sources, can be found on page 31.

We realize that the data included in this index are limited and provide only a high-level snapshot of a group of children at one time. In conjunction with other tools that allow for deeper analysis in a specific area, such as health, education or geography — for example, the Kirwan Institute’s Opportunity Mapping¹⁹ — it is our hope that the Race for Results Index will function as a measurement of a state’s progress and a device for state policy change.

THE DATA

The Race for Results Index is intended to provide a single composite score to compare how children are progressing on key milestones across states and racial groups. To construct this index, we used a similar methodology to that used in the annual *KIDS COUNT Data Book*. Though a bit more complicated than using simple percentages, our index does standardize scores²⁰ across 12 indicators that have different scales and distributions. We think that this is the best way to make accurate comparisons. These scores were then put on a scale of 0 to 1,000. Index values are presented for all states and racial groups for which there were enough children so that valid estimates were available. The higher the score, the greater the likelihood that children in that group are meeting milestones associated with success. For more information on the methodology, visit www.aecf.org/race4results.

Defining Race and Ethnicity

Racial definitions are not static constructs based in science or biology. In fact, the way racial groups have been defined and measured in the United States has changed dramatically over time and continues to evolve, along with the country’s changing demographics. In developing the state- and national-level data included in this report, we used the race and ethnicity categories currently defined by the U.S. Office of Management and Budget (OMB)²¹ for use by federal statistical agencies. They are as follows:

- **AFRICAN AMERICAN** This category includes people who identify as being black or of African descent and may include people from the Caribbean.
- **AMERICAN INDIAN** This category includes people who identified as belonging to an American Indian or Alaska Native tribal group.
- **ASIAN** This category includes people who selected Asian Indian, Chinese, Korean, Japanese or Other Asian group.
- **LATINO** This category includes people who selected Hispanic, Latino or Spanish origin, defined as an ethnic group by the OMB. People who chose this category can be of any racial group and include people from Mexico, Central and South America and other Spanish-speaking countries.

➤ **PACIFIC ISLANDER** This category includes those who selected Native Hawaiian, Samoan or Other Pacific Islander group.

➤ **WHITE** This category includes people who identify as white or Caucasian and have European ancestry.

➤ **TWO OR MORE RACES** This category includes people who chose two or more of the racial categories above.

For purposes of this analysis all racial and ethnic groups are mutually exclusive. All data for racial groups are reported for non-Hispanics only. We constructed national- and state-level indices for five of these six racial and ethnic groups. Because of the relatively small size of the population and constraints on several of the data sets, Asian and Pacific Islander children were combined into one group. There are no state-level indices for children and youth of two or more races because insufficient data were available to allow meaningful comparisons on all 12 measures. However, we present national estimates for children and youth of two or more races for the nine individual indicators with available data.

OVERALL FINDINGS

As the national data show, no one group has all children meeting all milestones. African-American, American Indian and Latino children face some of the biggest obstacles on the pathway to opportunity. As Figure 2 illustrates, Asian and Pacific Islander children have the highest index score at 776, followed by white children at 704. Scores for Latino (404), American Indian (387) and African-American (345) children are considerably lower.

The composite index is useful in comparing outcomes between groups at the national level, but it obscures the variations between the individual items in the index. In other words, although the indicators are interrelated, certain indicators more than others may be driving the index scores for a particular group. There are also differences in performance by indicator between the racial and ethnic groups. To account for these effects, we compare both index and indicator data across each demographic group.

Table 1 displays the indicators disaggregated by race. These data differ from the index scores because we use the simple percentages for each indicator, as opposed to the standardized scores used for the combined index.

In comparing results across the areas represented in the index, we have grouped the indicators into four areas — early childhood, education and early work experiences, family resources and neighborhood context.

EARLY CHILDHOOD

The earliest years of a child's life are the period when the most brain development occurs, laying the foundation for later learning and success. Although the gaps in the indicators in this life stage are less pronounced across racial groups, even small disparities in outcomes in the early years can have significant and long-lasting impacts on children's development that can widen over time. Nationally, 92 percent of babies are born at healthy birthweight, and most racial groups have similar rates. However, African-American babies are the least likely to be born at healthy birthweight (87 percent), putting them at higher risk of developmental delays and death within the first year of life.²²

The percentage of participation in nursery school, preschool or kindergarten is lower — around 60 percent for most groups, with American Indian (56 percent) and Latino (54 percent) children the least likely to attend early childhood programs. However, this indicator does not measure the quality of the child's early educational experiences, which research has shown can significantly influence outcomes for young children. Researchers have suggested that boosting both the participation in and the quality of early childhood educational experiences could increase school readiness, especially for African-American and Latino children.²³

FIGURE 2

National Race for Results Index Scores



NOTE Racial and Hispanic origin categories are mutually exclusive.

TABLE I

Race for Results Index Indicators (Percentages)

		NATIONAL AVERAGE	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN AND PACIFIC ISLANDER	LATINO	WHITE	TWO OR MORE RACES
Babies born at normal birthweight	2011	92	87	92	92	93	93	N.A.
Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten	2010-12	60	63	56	65	54	62	60
Fourth graders who scored at or above proficient in reading	2013	34	17	22	51	19	45	39
Eighth graders who scored at or above proficient in math	2013	34	14	21	60	21	44	37
Females ages 15 to 19 who delay childbearing until adulthood	2010	93	89	87	98	88	96	N.A.
High school students graduating on time	2009/10	78	66	69	94	71	83	N.A.
Young adults ages 19 to 26 who are in school or working	2010-12	83	72	65	93	77	86	82
Young adults ages 25 to 29 who have completed an associate's degree or higher	2010-12	39	26	19	66	19	47	40
Children who live with a householder who has at least a high school diploma	2010-12	85	85	83	88	63	93	92
Children who live in two-parent families	2010-12	68	37	53	84	65	77	64
Children who live in families with incomes at or above 200% of poverty	2010-12	55	35	36	68	36	69	56
Children who live in low-poverty areas (poverty <20%)	2007-11	74	50	51	84	57	86	75

See page 31 for definitions and data sources.

N.A. Data not available.



EDUCATION AND EARLY WORK EXPERIENCES

The index has five indicators that bear directly on educational outcomes and early work experiences — fourth-grade reading proficiency, eighth-grade math proficiency, high school students graduating on time, young adults in school or working and the completion of a post-secondary degree. Across most of these indicators, African-American, American Indian and Latino children face the longest odds for succeeding.

Mastering reading early is critical to ensure that children have a solid base to understand more complicated material in later years.²⁴ Proficiency in math fundamentals makes students more likely to attend and complete college, giving them the higher-level technical skills that are increasingly needed for success in the workplace. The most recent data show that mastery of these subjects early is an obstacle for many U.S. children and most significant for African-American, Latino and American Indian children. In fact, fourth-grade reading and eighth-grade math proficiency rates are low across all racial groups. Only Asian and Pacific Islanders are above 50 percent on either indicator.

Graduation from high school is a minimum requirement to attain a post-secondary credential, often necessary for a good job in today's economy. More young

people are graduating from high school today than at any other time in U.S. history. However, many students of color never reach this critical milestone. African-American, American Indian and Latino teens are the least likely to graduate from high school on time. A mere 19 percent of Latino and American Indian youth have completed an associate's degree or higher, with only a slightly larger share of African-American young adults (26 percent) achieving these same credentials. These numbers indicate how far we have to go to launch the careers of the very individuals who will need to drive our economy forward and provide for their own young families.

FAMILY RESOURCES

Our study has four indicators that relate to family resources: delaying childbearing until adulthood, living with a householder who has at least a high school diploma, living in a two-parent family and living in a family with income at or above 200 percent of the poverty line.

Childbearing as a teen can be a significant barrier to staying on the path to successful adulthood. More than 90 percent of all young women between ages 15 and 19 delay having children, and the racial differences are smaller than on some other indicators. However, American Indian, Latino and African-American girls are less likely to delay childbearing than their white and Asian peers.

Significant racial differences are evident on other indicators and point to the obstacles that families of color face in gaining economic security. Most notably, Latino children are the least likely to live in a household where someone has at least a high school diploma (26 percent below the national average). Additionally, African-American children are significantly less likely to live in two-parent families (46 percent below the national average), as are American Indian children (22 percent below the national average). These factors and others contribute to the fact that a smaller share of African-American, Latino and American Indian children live in families with incomes at or above 200 percent of poverty (about 35 percent below the national average).

There are structural disadvantages facing many families of color in America that contribute to lower rates of marriage and cohabitation — trends that several public, private and philanthropic efforts are working to address (see Boys and Men of Color on page 26). In addition to being more likely to have only one adult earner in the household, many parents experience lower levels of labor force participation. And, when they are employed, these adults are more likely to work in low-wage jobs presenting major obstacles to children from these groups growing up in middle- to upper-income households.²⁵

NEIGHBORHOOD CONTEXT

Children and their families are more likely to thrive when they live in communities with strong social and cultural institutions; good role models; and the resources to provide safety, good schools and quality support services. To measure the effect of neighborhood context, we use the percentage of children living in low-poverty areas, where the poverty rate of the total population is less than 20 percent (the point above which the effects of concentrated poverty begin to appear).²⁶ African-American, American Indian, and Latino children are least likely to live in areas where poverty rates are low, highlighting an additional

obstacle that these families face in accessing the resources to help them move ahead.

The result is that many children of color are growing up in communities where unemployment and crime are higher; schools are poorer; access to capital, fresh produce, transit and health care is more limited; exposure to environmental toxins is greater; and family supports and services are fewer.²⁷ All of these circumstances prevent children from accessing the network of institutions and resources that make prosperity possible. Like the power grid that delivers energy to every home within its network, this “prosperity grid” provides critical links that help children succeed.²⁸ The inability of children of color to connect to this network through their neighborhoods clearly has significant consequences for their healthy development and well-being.²⁹

Our analysis, while telling, has caveats. First, while our indicators are important measures of success, we were constrained by the need to find data that were regularly and comparably collected in all states. There were many indicators that we would have liked to include — for example, involvement with the juvenile justice system and quality of early childhood experiences — which are simply not available. Second, we recognize that our racial groupings may mask significant intragroup differences. For example, we know that there are many subgroups in the Asian, Pacific Islander and Latino groups and that each one has different experiences and opportunities. In addition, boys and girls of the same racial group face different barriers to success. Third, we anticipate notable geographic distinctions — the *KIDS COUNT Data Book* annually demonstrates that kids tend to do better in some states than in others. Fourth, the literature suggests that the family’s immigrant status often is a determining factor in the well-being of children.

The next section considers how these factors shape children’s opportunities for success. For ease of interpretation, we examine each racial group separately.

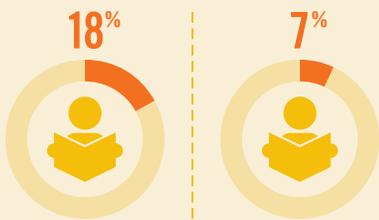
African-American, American Indian and Latino children are least likely to live in communities where poverty rates are low, which prevents them from accessing the network of institutions and resources that make prosperity possible.

factors that impact the life chances of AFRICAN-AMERICAN CHILDREN

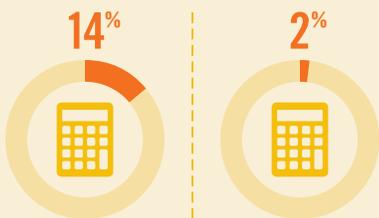
OUTCOMES FOR AFRICAN-AMERICAN CHILDREN, BY IMMIGRANT STATUS

Children in U.S.-born families | Children in immigrant families

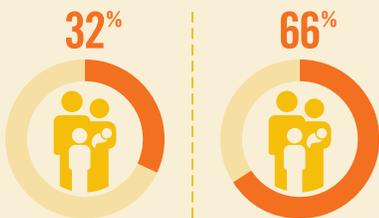
FOURTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN READING



EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



African-American children in immigrant families are twice as likely to live in two-parent families.

In 2012, there were 10.2 million African-American children under age 18 in the United States, representing 14 percent of the total child population.³⁰ Children included here as African American are of African ancestry alone and are not Hispanic. African-American children live in all regions of the country, but remain most highly concentrated in the southeastern United States.

Geography

The index scores for African-American children should be considered a national crisis. Although they vary across states, regions and domains, in nearly all states, African-American children face some of the biggest barriers to success.

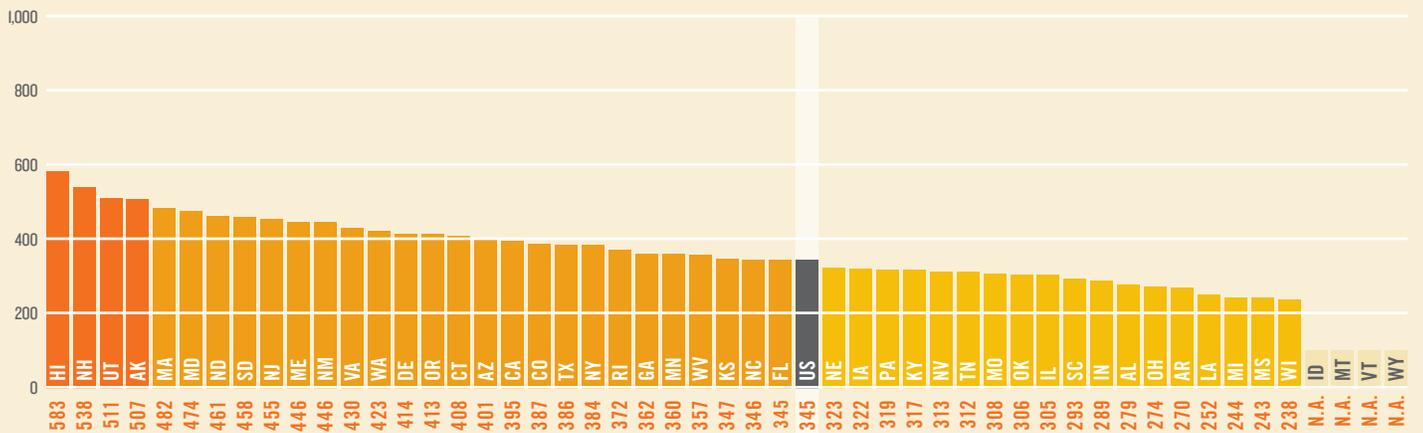
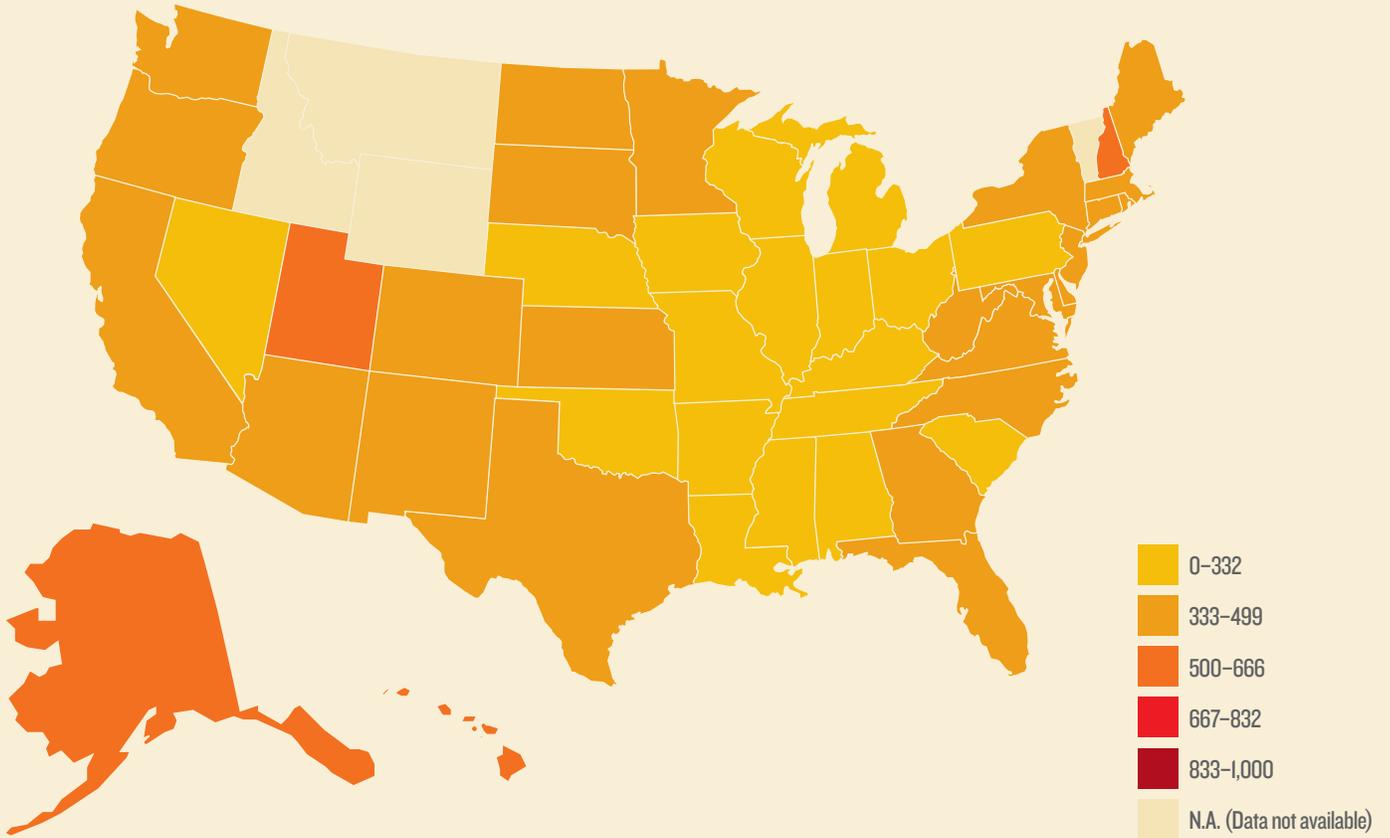
The states scoring the lowest on the index for African Americans are located in the South (e.g., Mississippi, Louisiana, Alabama, Arkansas, South Carolina) and the Midwest (e.g., Wisconsin, Michigan, Ohio, Indiana, Illinois). Conditions in the American South have always been especially difficult for African Americans. While great strides have been made, it will require public will and greater investments to overcome the vestiges of a system of institutional discrimination that still plague the region.

Hawaii does best with a score of 583, followed by New Hampshire (538), Utah (511) and Alaska (507) — all states with relatively low African-American populations.

Immigrant Status

Though less widely discussed, immigrant status is an important issue for African-American children, given the historical influx of blacks from the Caribbean and the more recent arrival of people from a variety of African nations. English speakers have a considerable advantage over native language speakers when it comes to grade-level proficiency in reading and math. Conversely, African-American children in immigrant families are about twice as likely to live with two parents.

A State-to-State Comparison of African-American Children



factors that impact the life chances of **AMERICAN INDIAN CHILDREN**

The score for American Indian children in South Dakota is the lowest of any group in any state on the index — 185 out of a possible score of 1,000.

American Indian children included in this analysis are not Hispanic and not identified with any other racial group. With this definition, there are nearly 640,000 American Indian children in the United States, or one percent of the total child population.³¹ Due to historically high rates of intermarriage, this number would more than double if we included children who identified as American Indian in combination with another race.

Geography

Like African-American children, American Indian children face some of the steepest barriers to success of any group in this analysis. Of the 25 states for which data were reported, the states in which American Indian children have higher levels of well-being are spread out across the country. American Indian children are relatively better off in states as disparate as Texas (631), Alabama (568), Florida (554), Kansas (553), New York (537) and California (529).

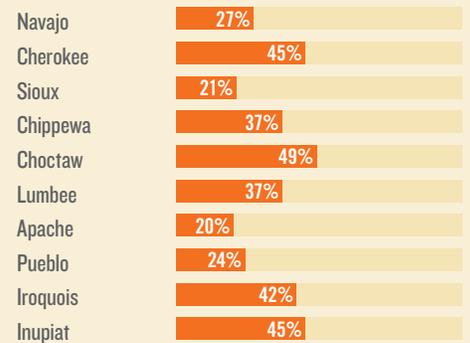
The map illustrates that American Indian children are meeting significantly fewer milestones in the upper Midwest, the Southwest and the Mountain States. The score for American Indian children in South Dakota is the lowest of any group in any state on the index at 185. The range of scores for American Indian children — 185 to 631 — is the widest in the index.

Intragroup Differences

There are considerable differences in children's outcomes based on tribal affiliation. For example, nearly one in two Choctaw children live in families with incomes at or above 200 percent of poverty, compared with only 20 percent of Apache children.

10 LARGEST AMERICAN INDIAN TRIBES

CHILDREN WHO LIVE IN FAMILIES WITH INCOMES AT OR ABOVE 200% OF POVERTY



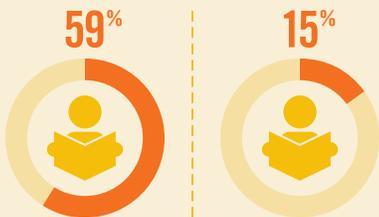
SOURCE U.S. Census Bureau, 2010–2012 American Community Survey. Tribal affiliations are self-identified.

factors that impact the life chances of ASIAN AND PACIFIC ISLANDER CHILDREN

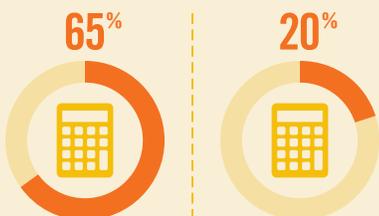
OUTCOMES FOR ASIAN AND PACIFIC ISLANDER CHILDREN, BY IMMIGRANT STATUS

Children in U.S.-born families | Children in immigrant families

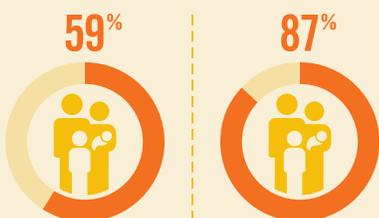
FOURTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN READING



EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



Asian and Pacific Islander children with U.S.-born parents are more likely to be proficient in reading and math.

Asian and Pacific Islander children include 3.4 million children of Asian descent and 140,000 Pacific Islander children, representing 5 percent of all children.³² As with all groups in this analysis, Asian and Pacific Islander children included here are not of Hispanic origin and are identified with one racial category.

Geography

State Race for Results Index scores for Asian and Pacific Islander children are consistently among the highest across all groups. Two states — Delaware and New Jersey — have scores above 900. Of the lowest-scoring states, only two — Alaska (508) and Rhode Island (580) — were below 600.

Intragroup Differences

There are clear differences in the extent to which barriers to success exist for different subgroups of Asian children. Of the 10 largest Asian subgroups, Japanese, Asian Indian and Filipino children are the most likely to live in families with incomes at or above 200 percent of poverty.

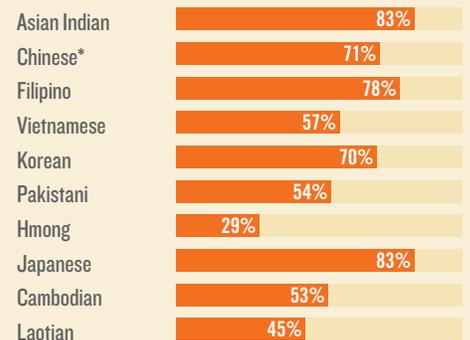
At the other end of the spectrum, children in families from Southeast Asian ethnic groups (e.g., Hmong, Laotian, Cambodian, Vietnamese) are the least likely to have high scores on this critical measure on the path to economic stability.

Immigrant Status

The impact of immigrant status on the well-being of Asian and Pacific Islander children is mixed. Kids of U.S.-born parents are much more likely to be proficient in reading by the fourth grade and in math by the eighth grade. Asian and Pacific Islander children from immigrant families, however, are significantly more likely to live in two-parent families.

TOP 10 LARGEST SUBGROUPS

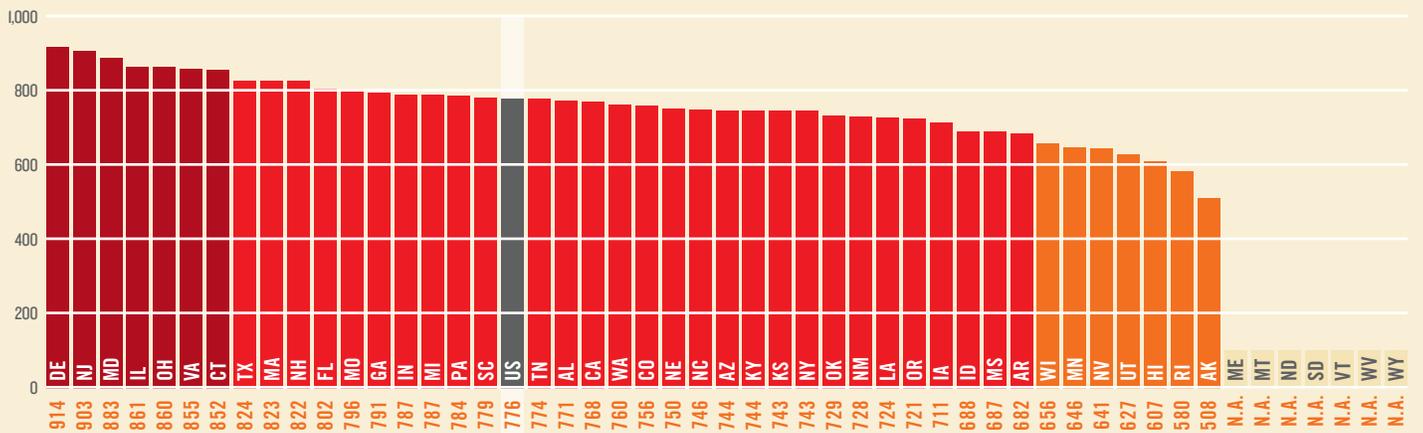
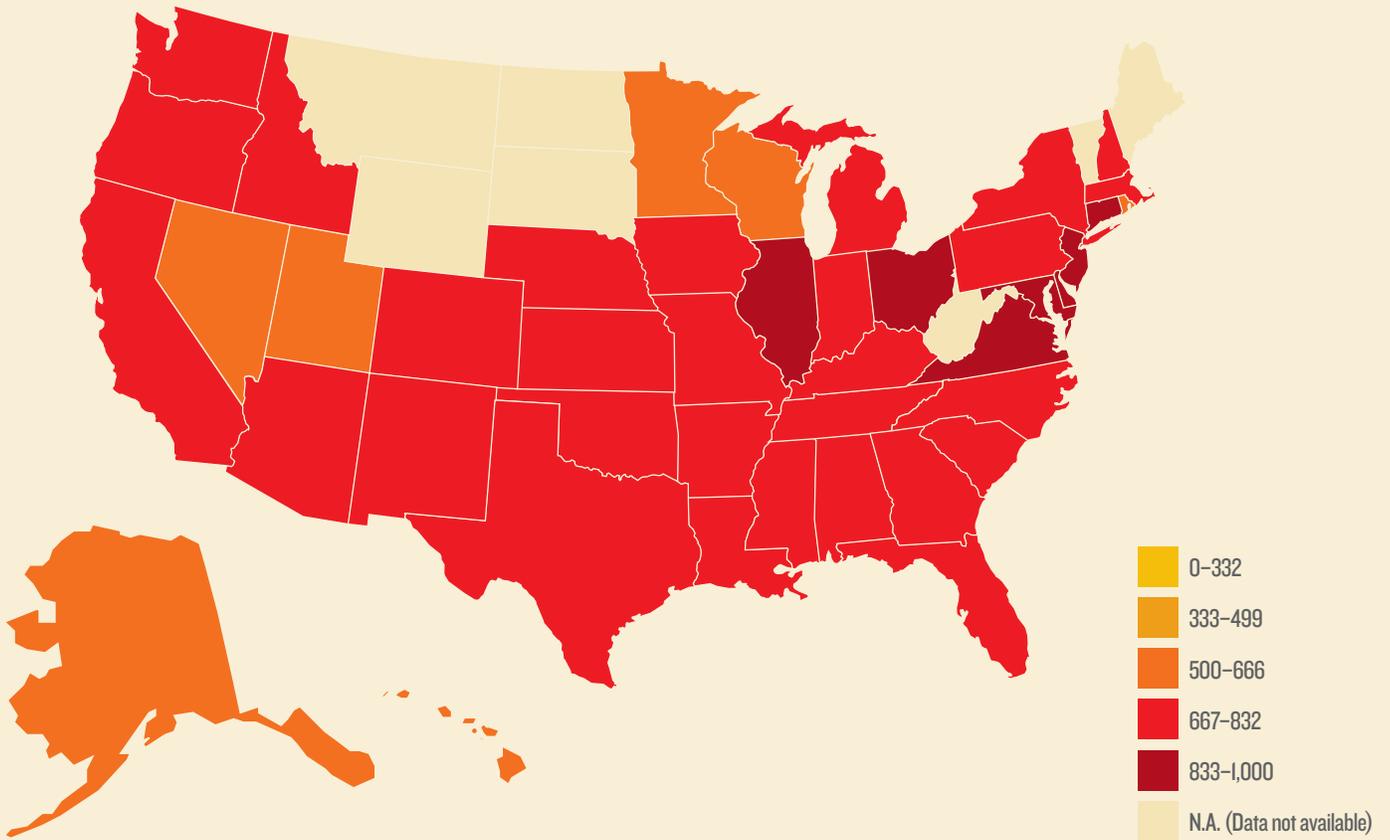
CHILDREN WHO LIVE IN FAMILIES WITH INCOMES AT OR ABOVE 200% OF POVERTY



*except Taiwanese

SOURCE: U.S. Census Bureau, 2010–2012 American Community Survey.

A State-to-State Comparison of Asian and Pacific Islander Children

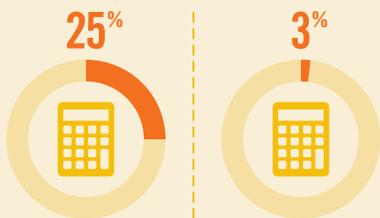


factors that impact the life chances of LATINO CHILDREN

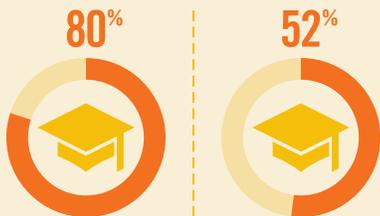
OUTCOMES FOR LATINO CHILDREN, BY IMMIGRANT STATUS

Children in U.S.-born families | Children in immigrant families

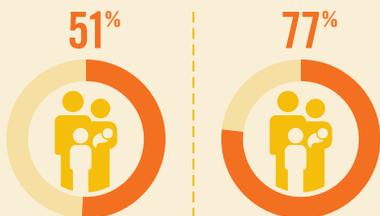
EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH



CHILDREN WHO LIVE WITH A HOUSEHOLDER WHO HAS AT LEAST A HIGH SCHOOL DIPLOMA



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



On most indicators, Latino children in immigrant families have the steepest obstacles to success.

There are 17.6 million Latino children in the United States, representing 24 percent of the country's child population. Because Latino is considered an ethnicity, children in this group can be of any racial category. Latino children live in every region of the country, but they represent half of the children in the two most populous states — California and Texas.³³

Geography

The Race for Results Index scores for Latinos are cause for deep concern. Only eight states had index scores above 500, with the highest score in Alaska (573). The states with the highest index scores are located in two regions — the Eastern Seaboard and the Mountain West.

The states with the lowest Race for Results Index scores for Latino children are primarily located in the Mid-South and southwestern regions. The range of index scores for Latino children — 331 to 573 — is the narrowest of all racial groups.

Intragroup Differences

Of the 10 largest Latino subgroups, children from Cuba, Spain and South America are the most likely to live in families with incomes at or above 200 percent of poverty.

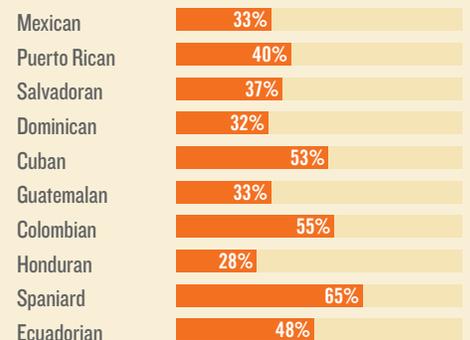
Families from Mexico, the Caribbean and Central America face the biggest barriers to attaining economic security.

Immigrant Status

On nearly every measure in our index, Latino children in immigrant families have the steepest obstacles to success. The only exception is that children with immigrant parents are more likely to live in two-parent families than those whose parents were born in the United States.

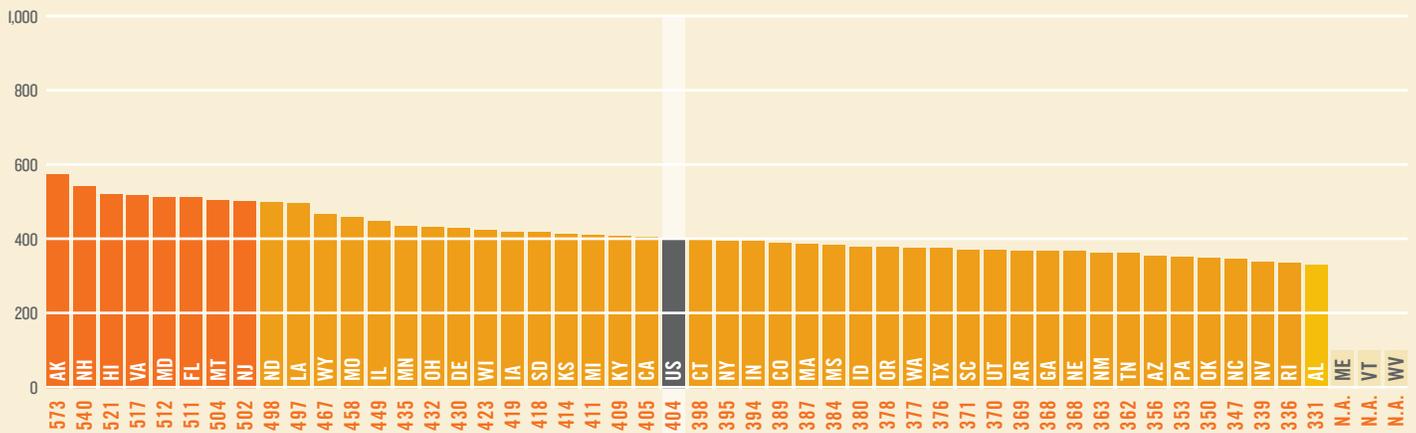
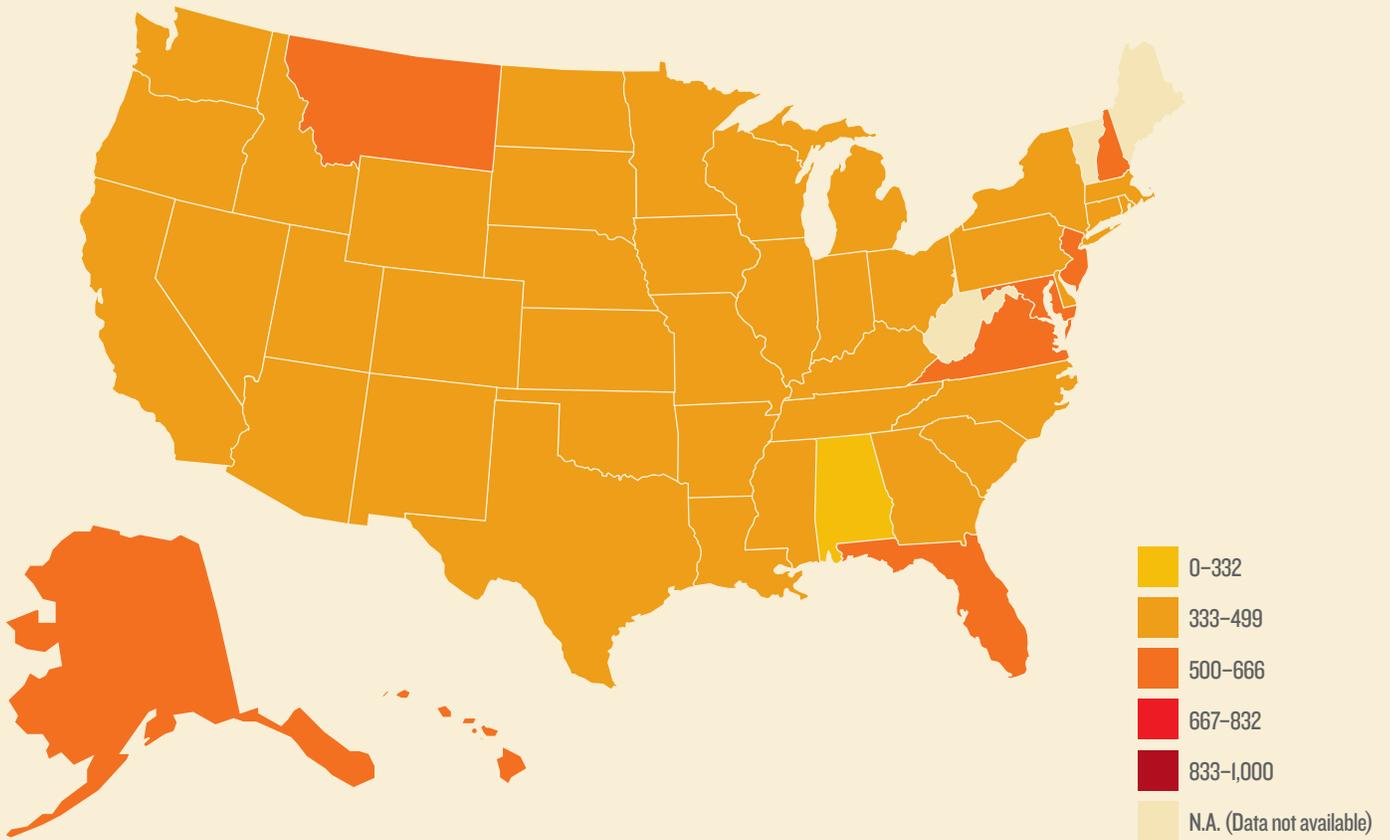
TOP 10 LARGEST SUBGROUPS

CHILDREN WHO LIVE IN FAMILIES WITH INCOMES AT OR ABOVE 200% OF POVERTY



SOURCE U.S. Census Bureau, 2010–2012 American Community Survey.

A State-to-State Comparison of Latino Children

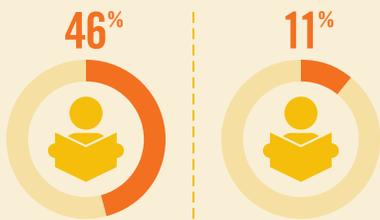


factors that impact the life chances of WHITE CHILDREN

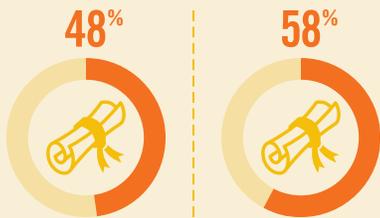
OUTCOMES FOR WHITE CHILDREN, BY IMMIGRANT STATUS

Children in U.S.-born families | Children in immigrant families

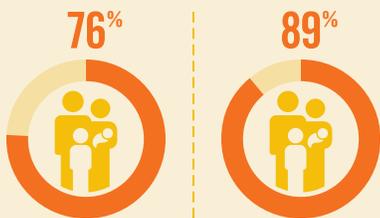
FOURTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN READING



YOUNG ADULTS AGES 25 TO 29 WHO HAVE COMPLETED AN ASSOCIATE'S DEGREE OR HIGHER



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



White children of foreign-born parents are more likely to live in two-parent families and to have obtained a postsecondary degree by age 29.

In 2012, white children represented the majority, 53 percent of the U.S. child population. The 39 million white children included in this analysis are not Hispanic and identified as white or Caucasian alone.³⁴

Geography

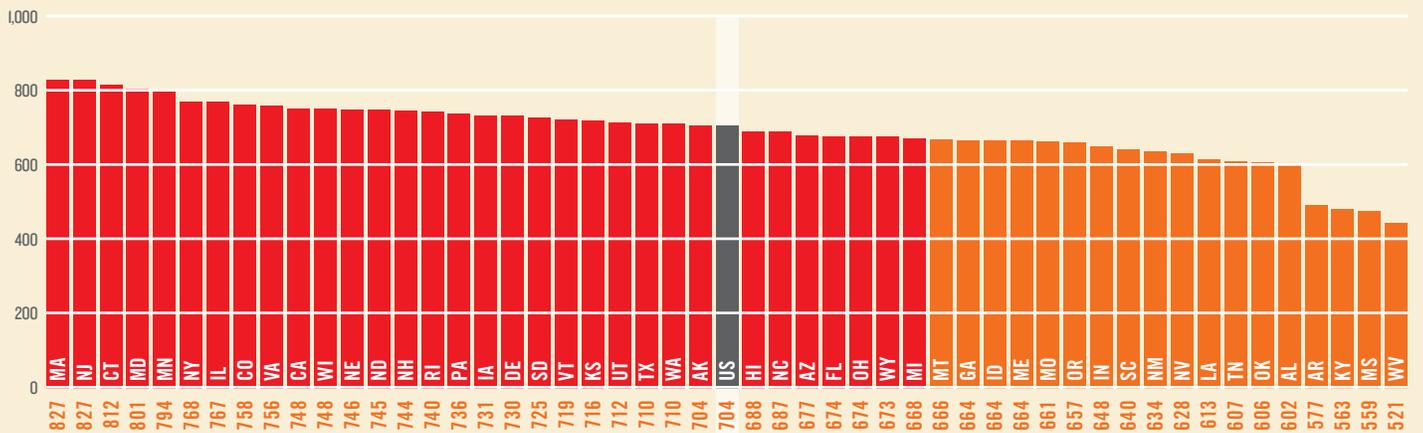
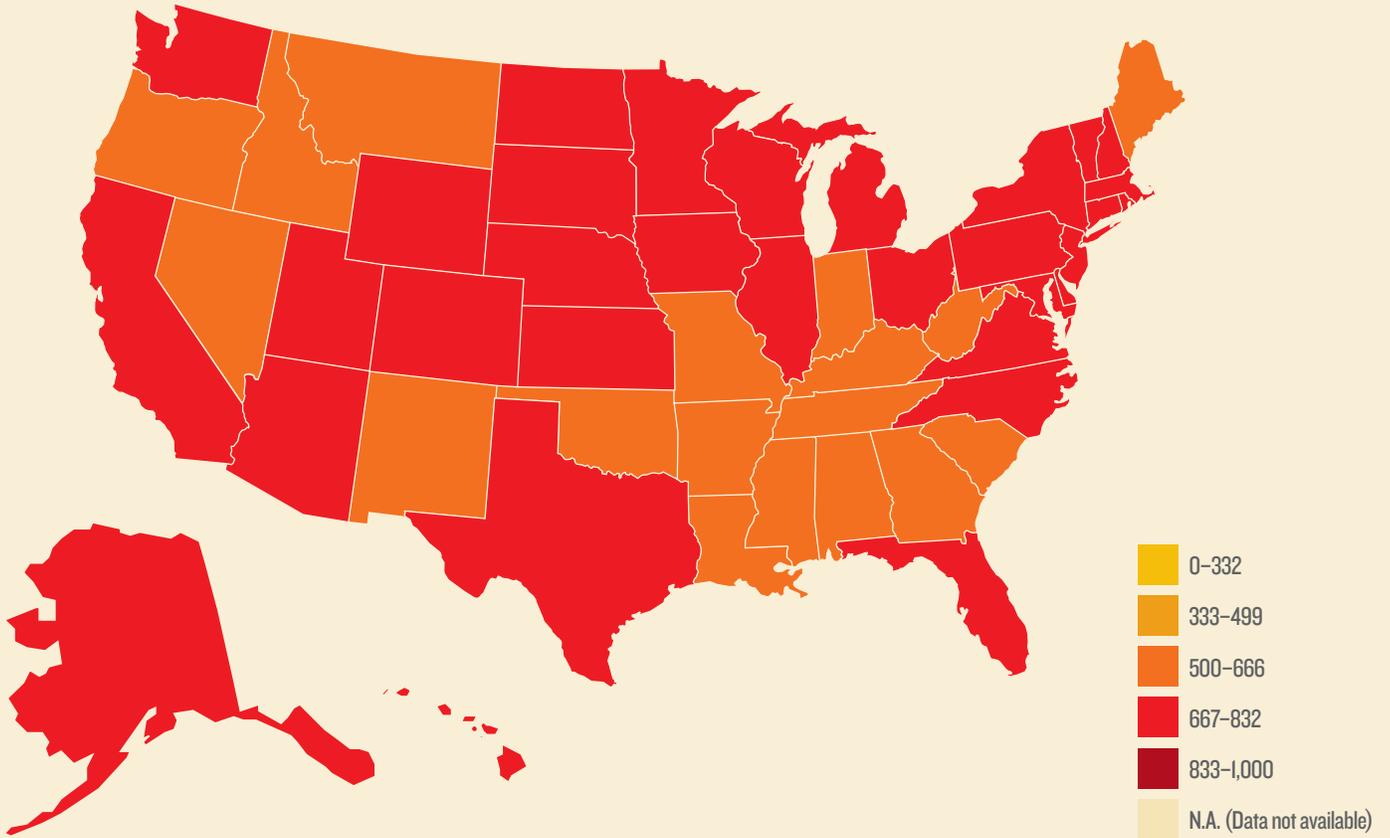
The map shows that there is little variation in scores for white children across states. The northeastern states of New Jersey (827), Massachusetts (827) and Connecticut (812) hold the top three scores for white children on the Race for Results Index. New York is in the top 10, with a score of 768. New Jersey and Connecticut likely benefit from their proximity to this important economic center. It is also noteworthy that Virginia is the only southern state in the top 10.

At the other end of the spectrum, the 10 lowest-scoring states are overwhelmingly in the South (both Southeast and Southwest). Not surprisingly, two states in extremely poor regions are at the bottom of this list: West Virginia (Appalachia) and Mississippi (the Delta).

Immigrant Status

Outcomes for white children in immigrant families are similar to immigrants in other racial groups. On average, white children who are non-native English speakers are about one-fourth as likely to be proficient in math or reading as those who are native speakers. Children of foreign-born parents are more likely to live in a two-parent family. Unlike some other groups, they are also more likely to have obtained a postsecondary degree by age 29.

A State-to-State Comparison of White Children



RECOMMENDATIONS

investing for the future

Children are America's most indispensable asset for the future. As the country becomes more and more diverse, our future prosperity, global competitiveness and community strength increasingly hinge on the success of children of color. To improve our nation's prospects for a strong, secure future, our wisest investment is to ensure that all children have the opportunity to succeed. Erasing racial inequities, creating pathways to opportunity and making sound investments in our youth will benefit not just children of color, but all Americans.

The alarming statistics presented in *Race for Results* should be heard as a call for immediate action. To be sure, dangerously low reading and math proficiency levels threaten the life chances of all children and demand national action. However, even in these areas, we observe real variations across racial and ethnic groups. It is clear that children of color — especially African Americans, American Indians, and Latinos — are in serious trouble in numerous issue areas and in nearly every region of the country. Our nation cannot afford to leave this talent behind in hopes that these problems will remedy themselves.

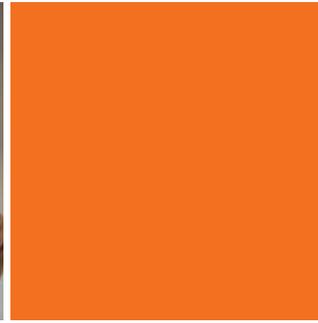
We have the resources and the moral responsibility to ensure equitable opportunities for all children of all races and ethnicities. We must help all children move forward along the path to self-sufficiency so that their talents can contribute to the future success of our families, communities and economy.

We propose four sets of recommendations: expanding data collection, connecting data to investments and policymaking, implementing promising and evidence-based programs and practices and encouraging economic inclusion. Taken together, these recommendations will help ensure that all children and their families participate, prosper and achieve their full potential in an inclusive economy.

RECOMMENDATION I

Gather and analyze racial and ethnic data to inform all phases of programs, policies and decision making.

Moving children along the path of opportunity will require action across sectors. And, in all instances, programs, policies and other efforts should be guided by comprehensive, regularly updated data. Typically, data are reported for whole populations or as aggregates. Access to and dissemination of racial and ethnic data, including small populations, is limited at the local, state and federal levels. Advocacy groups and nonprofits have long indicated the importance of racial and ethnic data to uncover patterns, trends and other important information that can assist in planning more responsive programs and services. A growing number of leaders in the education, child welfare and juvenile justice systems are looking to use disaggregated data to further understand the complex factors contributing to disparities, with the goal of developing strategies that eliminate racial disparities and that lead to improved child and family outcomes for all.



For example, all grantees of the federal Promise Neighborhoods program have been creating longitudinal databases with the information sufficiently disaggregated by race to allow for this kind of periodic assessment and recalibration. Many of the programs serving African-American boys and young men are taking steps to ensure that the issues faced by this population are directly addressed and that the full range of best practices from around the country are at their disposal.³⁵

The collection, analysis and use of race and ethnicity data should be an integral part of every public system's continuing improvement efforts, quality assurance, supervision and accountability processes. If used both internally and with key contractual partners, these data can become an analytic tool to manage and effectively allocate resources necessary to help children and their families thrive.

RECOMMENDATION 2

Use data and impact assessment tools to target investments to yield the greatest impact for children of color.

Improving equity and opportunity for children of color requires collecting and analyzing data to understand differential impacts of current policies on children of color and then using that analysis to target resources in ways that can improve their outcomes. Racial Equity Impact Assessments, Opportunity Impact Statements and sustainability reporting are just a few tools that can help policymakers,

Using Data to Help Address Disparities in the Juvenile Justice System

The existence of racial and ethnic disparities within juvenile justice systems has been a persistent and vexing problem for decades. However, when leaders take a data-informed, results-focused approach to tackling these issues, these systems can see significant reductions in disparities, enabling more young people to have the opportunity to fulfill their potential to make a positive contribution to society.

One example of this is in Ventura County, California, where stakeholders worked for three years with the W. Haywood Burns Institute, a national nonprofit, to address racial and ethnic disparities within their juvenile justice system, specifically focusing on young people entering secure facilities for violations of probation (warrants).³⁶

When this effort began, Latino and African-American youth were significantly overrepresented in the population admitted to secure facilities for warrants. Latinos represented 46 percent of the youth population and 69 percent of those admitted to secure facilities for warrants. African-American youth were 1 percent of the youth population and 6 percent of youth admitted for warrants. With the support of the Burns Institute, Ventura County:

- ▶ Built the capacity to collect and extract disaggregated race and ethnicity data from its information systems;
- ▶ Developed a data template enabling stakeholders and system leaders to regularly track eight key data points; and
- ▶ Deployed the template as a tool to assist local jurisdictions with measuring and monitoring disparities at key juvenile justice decision-making points.

As a result of collecting and reviewing disaggregated data, the collaborative identified two areas for intervention that would reduce disparities for youth of color in the system: ensuring that youth appear in court and reducing detentions from bench warrants. After implementing strategies in these areas, there has been a significant reduction in admissions to secure detention, particularly for Latino youth. Admissions to secure detention for violations of probation have decreased for all groups, and Latino admissions for violations of probation have dropped by more than 50 percent.



communities and companies assess equity and remedy long-standing inequities.

A Racial Equity Impact Assessment — a systematic examination of how a proposed action or decision will likely affect different racial and ethnic groups — is a useful tool for assessing the actual or anticipated effect of public policies, budgets and decision making to maximize equity and minimize negative unintended consequences. Race Forward: The Center for Racial Justice Innovation, a national nonprofit working to advance racial justice, developed its Racial Equity Impact Assessment tool in 2009.³⁷ The tool is used to inform decisions in a way very similar to environmental impact statements, fiscal impact reports and workplace risk assessments.

King County (Seattle), Washington, began using Racial Equity Impact Assessments in 2012 to inform all county decisions, policies and practices. The use of Racial Equity Impact Assessments is now a county standard, and the program's multimillion-dollar budget is a direct reflection of its priorities, practices and resource allocations. In fact, the county executive's Procurement Reform Initiative has recently expanded contracting opportunities to 200 additional local small businesses.³⁸

In 2008, the Minneapolis Board of Education agreed to use Racial Equity Impact Assessments to inform decision making related to its Changing School Options Initiative. The main goal in using the assessment tool was to use data

to determine the effect of each identified option on different students and communities. The school board's use of Racial Equity Impact Assessments resulted in keeping a school serving the Somali community open that was originally proposed to be closed. It also resulted in a policy that gave American Indians more choice in selecting schools.³⁹

An Opportunity Impact Statement (OIS)⁴⁰ is an evaluation instrument that public bodies, affected communities and the private sector can use to evaluate public spending and ensure that programs and projects offer equal and expanded opportunity for everyone in a community or region, as required by law. Whether it is for job creation, building out transportation to jobs or improving schools, Opportunity Impact Statements create consistent metrics to facilitate compliance with anti-discrimination protections and, proactively, to promote greater opportunity.

The Opportunity Agenda has been promoting the use of Opportunity Impact Statements for many years. In its recent issue brief, *Promoting Opportunity Through Impact Statements: A Tool for Policymakers to Assess Equity*,⁴¹ The Opportunity Agenda recommended that administrative agencies use Opportunity Impact Statements to evaluate government-funded projects for compliance with equal opportunity and anti-discrimination laws. It suggests that by making an agency fully cognizant of its civil rights compliance, an Opportunity Impact Statement could significantly

improve access to quality employment, education, housing, transportation and health care.

Corporations can use data from sustainability reports to assess their contribution to the success of diverse communities. Sustainability reporting enables all companies to measure, understand and communicate how the organization combines long-term profitability with ethical behavior, social justice and environmental care. The Global Reporting Initiative (GRI),⁴² which has more than 6,000 entities worldwide using its reporting framework, is helping companies document and assess their impact on communities of color. GRI specifically asks companies to report the number of people of color who are in their employee, management and senior ranks; training opportunities and performance reviews by employee group; and compensation by employee group. They also are asked to report incidents of discrimination and remedial action. In addition, most companies report their charitable contributions, recruiting and marketing outreach to communities of color, especially as they relate to suppliers. Companies are encouraged to use this information to develop more equitable business practices and to take proactive steps that direct more employment, procurement and charitable investments to people and communities of color.

Many school districts across the country have begun implementing weighted student funding, also referred to as fair student funding. The basic premise of fair student funding involves allocating a base amount for every student in the district and then layering on additional funding for students who are likely to require additional supports and services to succeed in school. To date, weighted funding models have largely focused on equitably allocating resources to improve outcomes for children in poverty or concentrated poverty, children with special education needs and dual-language learners or to target additional resources to specific age groups. But, weighted funding models could also be implemented to target resources to children of color, where data analysis shows that

additional resources and services may be needed to ensure good outcomes.

California is an example of a state in the earliest stages of implementing this approach. Legislation was passed in 2013 to replace the previous K–12 funding system with the Local Control Funding Formula (LCFF) across the entire state. Similar to fair student funding, LCFF provides all school districts with base funding determined by their student enrollment. Districts are then eligible to receive a series of adjustments that layer on additional funds per pupil in the early grades and high school and for children in poverty, dual-language learners and children in the foster care system. Additional enhancements are available to districts where more than 55 percent of their overall student population fits into the above categories. LCFF represents a bold move to target resources to children with differential outcomes. Full implementation and accountability will be crucial to LCFF producing good outcomes for California’s children.⁴³

RECOMMENDATION 3 **Develop and implement promising and evidence-based programs and practices focused on improving outcomes for children and youth of color.**

Improving opportunities and outcomes for children of color also will require creating a comprehensive inventory of promising programs and practices that work and providing incentives for their use. Too often, the resources of public systems serving children and families are spent on programs that lack evidence and without input from the families and communities they are intended to serve.

There should be room in each community’s overall portfolio not only for those strategies that have been proven effective, but also for those approaches that are showing promising early results — even if they are too new or too innovative to have been fully studied. Such emerging practices need to be carefully documented and assessed so that their results become evidence for the next round of innovations.

The Parents as Teachers National Center (PAT) is one example of an organization

A Racial Equity Impact Assessment — a systematic examination of how a proposed action or decision will likely affect different racial and ethnic groups — is a useful tool for assessing the actual or anticipated effect of public policies, budgets and decision making to maximize equity and minimize negative unintended consequences.

Boys and Men of Color

Nearly every major indicator of economic, social and physical well-being shows that black and brown men and boys in the United States disproportionately lack access to the structural assets and opportunities needed to thrive. The Foundation Center's report *Where Do We Go From Here? Philanthropic Support for Black Men and Boys* documents the stark reality that there are too many obstacles and too few prospects to ensure that men and boys of color have the resources necessary to reach their full potential in life.⁴⁴

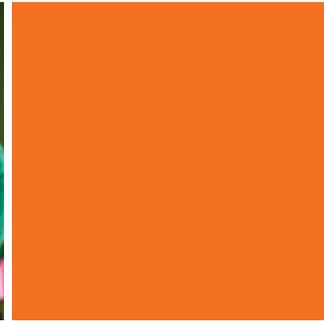
Over the past six years, there has been an upswing in the philanthropic sector's recognition of the myriad ways in which boys and men of color are being consistently and systemically marginalized by the public agencies that touch their lives (e.g., child welfare, juvenile justice, education, health care). Diffuse investments in pockets of communities throughout the country, which were rarely coordinated among various foundations, have morphed into coordinated philanthropic strategies working across institutions and across sectors.

The Annie E. Casey Foundation was a part of two recent efforts to mobilize action on this issue. In April 2013, 27 foundations formed the Executives' Alliance to Expand Opportunities for Boys and Men of Color. This philanthropic effort is a growing network of national, regional and community foundations with a shared conviction to ensure that all boys and men of color enjoy full opportunity and inclusion. The Executives' Alliance seeks to increase targeted philanthropic investments, build a sustainable field and utilize the platforms and voice of foundation executives to promote new narratives for males of color and change policies for these populations.⁴⁵

In addition, on February 27, 2014, the Obama administration announced a public-private partnership, My Brother's Keeper, with 10 philanthropies. The partnership is a cross-sector commitment to make targeted investments of financial and political capital to reduce the barriers to positive life outcomes for boys and men of color in America.⁴⁶

using a program that has demonstrated positive impacts for children of color.⁴⁷ To improve the education achievement gap in reading and math for American Indian children, PAT is implementing the evidence-based Family and Child Education (FACE) Program.⁴⁸ This effort is working to ensure that children enter kindergarten prepared to succeed in school and go on to read at grade level by the end of third grade. FACE is currently offered in 45 Bureau of Indian Education Schools.

Volunteers of America (VOA) is another example of an organization using a promising program to improve outcomes for children of color. To date, relatively few programs that specifically target incarcerated parents or their children have demonstrated their effectiveness with families of color. However, VOA's Look Up and Hope initiative is one noteworthy exception. Launched in 2009, this national, multisite pilot project takes a uniquely long-term and family-centered approach to supporting children with a mother in prison. It provides incarcerated mothers, their children and their children's caregivers with up to five years of comprehensive wraparound services, including home visits and intensive individualized support from a case manager, called a "family coach." While participants of all races and ethnicities have clearly benefited from their involvement, the program's results have been especially impressive with families of color. Most mothers involved in the program appear to be improving their



parenting skills and meeting their personal goals. Their children are performing well in school and are active in after-school activities. And, their families are becoming more financially and emotionally stable. VOA credits both the voluntary nature of the program and the role of family coaches as independent advocates and supporters of the family as invaluable in winning the trust of African-American and American Indian participants.⁴⁹

RECOMMENDATION 4
Integrate economic inclusion strategies within economic and workforce development efforts.

As America's demographics shift, ensuring that communities of color can participate in and contribute to economic growth and development is not just an issue of social justice — it is an economic imperative. For regional economies to thrive, their residents need to have clear pathways to achieve economic success. In addition to ensuring high-quality and universally accessible public education systems, cities and states should integrate economic inclusion strategies into their economic development efforts.

Increasing access to jobs and career pathways, as well as opportunities to start or expand businesses, is also essential to the development of healthy communities and the success of families and individuals. Workforce development and entrepreneurship programs should be key parts of any long-term strategy for children, first as support for their parents and then for their

own transitions from school to careers. The array of approaches to broadening opportunity for young people of all races, genders and backgrounds has been evolving to keep up with an increasingly knowledge-based economy.

Economic inclusion strategies explicitly connect vulnerable groups to new jobs and economic activity and ensure that new jobs are high-quality ones that offer family-supporting wages, benefits and opportunities for growth. Targeted hiring and minority contracting strategies are examples of economic inclusion strategies that connect low-income people, people of color and minority- and women-owned businesses to economic opportunities.

A recent paper about economic inclusion, supported by the Casey Foundation and authored by PolicyLink, outlined four ways to integrate economic inclusion into large-scale economic development and job-creation strategies: (1) fostering growth of “high-opportunity” industries that provide job opportunities for people without college degrees; (2) leveraging large anchor institutions like hospitals and universities to provide jobs and business opportunities for low-income communities; (3) removing barriers and increasing opportunities for minority-owned businesses to start and expand; and (4) ensuring that public investments create jobs and business opportunities for low-income communities.

There are many examples of how cities and states can implement economic inclusion strategies. In Southern California,



for example, the Coachella Valley Economic Partnership is working with local school districts, colleges and businesses to create career pathways for young people from mostly Latino, low-income communities in the rapidly growing health care field. From kindergarten through college, students are provided with mentorship, summer internship opportunities and scholarships for college.⁵⁰ Portland's Clean Energy Works⁵¹ pilot project to help 500 local homeowners finance and install energy efficiency upgrades was guided by a landmark community workforce agreement requiring that 80 percent of the jobs go to local residents; that 30 percent of the trades and technical work hours go to historically underrepresented groups; and that wages be equal to at least 180 percent of the state median. People of color filled almost half of the work hours on the project (48 percent). Evergreen Cooperatives in Cleveland is leveraging the purchasing power of the many health and educational institutions located in the University Circle area to launch worker-owned cooperative businesses in the adjacent neighborhood, creating jobs and wealth-building opportunities for low-income families.⁵²

CONCLUSION

We realize that many organizations have worked diligently to address issues facing children of color for many years, and that work has been valuable in shining a spotlight on the issues. In joining this

long-standing conversation, the Annie E. Casey Foundation recognizes and honors the work that has come before, while contributing a new mechanism for measuring the progress of all children.

We do so because we believe it is time not only to think differently, but also to act urgently. The obstacles that block the path to opportunity for so many children are daunting to confront, but they must be addressed. As profound demographic shifts, technological advances and changes in global competition race toward us, no individual can afford to ignore the fact that regardless of our own racial background or socioeconomic position, we are inextricably interconnected as a society. We must view all children in America as our own — and as key contributors to our nation's future.

We offer data and recommendations in this report because it is essential that local, state and federal leaders take steps now — this year — to transform formidable challenges into irresistible opportunities. Businesses, philanthropies and nonprofit organizations also must step forward and use proven approaches to catalyze success.

We believe that when we revisit and update these indicators in the next few years, we can report improved results. At Casey, we will do more than just hope that *Race for Results* inspires broad action on behalf of kids across America. We will remain involved, working with both traditional and new partners to create conditions that will allow the next generation — children of every race and ethnicity — to thrive.

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DEFINITIONS AND DATA SOURCES

Race for Results Index value is the state value between 0 and 1,000, based on 12 critical milestones for success. To construct this index, we standardized scores across 12 indicators that have different scales and distributions, to help make more accurate comparisons. Standard scores (or z-scores) are based on 50-state averages and standard deviations for each indicator. To better show the differences across groups and states, we converted these z-scores to a scale ranging from 0 to 1,000, using this formula: $[(\text{Score} - \text{Minimum Score}) / (\text{Maximum Score} - \text{Minimum Score})] \times 1,000$. The lowest standard score across states and racial/ethnic groups was assigned a 0, and the highest score was assigned 1,000. This formula was applied to the z-scores for each of the 12 indicators, and then those values were averaged to produce an overall index value for each state and racial/ethnic group. Lower values represent worse outcomes for children, and higher values represent more positive outcomes for children. Indicator estimates were suppressed when the coefficient of variation was greater than 30 percent or when there were fewer than 20 events in the state. The average was based only on the indicators that had valid values, and index values were reported only for those groups that had no more than three of the 12 values suppressed.

Babies born at normal birthweight is the percentage of all live births where the newborn weighs 2,500 grams (5.5 pounds) or more. The data reflect the mother's place of residence, not the place where the birth occurred. Births of unknown weight were not included in these calculations. Births where the mother's Hispanic status was unknown were counted as non-Hispanic. As directed by the National Center for Health Statistics, data were suppressed when there were fewer than 20 cases. **SOURCE** Centers for Disease Control and Prevention, National Center for Health Statistics, 2011 Vital Statistics.

Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten is the share of children ages 3 to 5 enrolled in nursery school, preschool or kindergarten during the previous three months. "Nursery school" and "preschool" include any group or class within an institution that provides educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program were included, but private homes that primarily provide custodial care were not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children — including Head Start programs — were considered as enrolled in nursery school or preschool. Children enrolled in grades higher than kindergarten were excluded from this analysis. **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Fourth graders who scored at or above proficient in reading is the percentage of fourth-grade public school students who scored at or above the proficient level in reading, as measured and defined by the National Assessment of Educational Progress. (See <http://nces.ed.gov/nationsreportcard/Reading/achieveall.asp> for a more detailed description of achievement levels.) Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. **SOURCE** U.S. Department of Education, National Center for Education Statistics, 2013 National Assessment of Educational Progress.

Eighth graders who scored at or above proficient in math is the percentage of eighth-grade public school students who scored at or above the proficient level in mathematics, as measured and defined by the National Assessment of Educational Progress. (See <http://nces.ed.gov/nationsreportcard/Mathematics/achieveall.asp> for a more detailed description of achievement levels.) Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. **SOURCE** U.S. Department of Education, National Center for Education Statistics, 2013 National Assessment of Educational Progress.

Females ages 15 to 19 who delay childbearing until adulthood is the estimated percentage of females ages 15 to 19 who did not give birth during their teen years. The number of teen mothers was calculated by adding all first births to 15- to 19-year-olds in the current year to all



first births to 14- to 18-year-olds in the previous year and all first births to 13- to 17-year-olds in the year before. Then, the percentage of females who delayed childbearing was calculated by subtracting the estimated number of teen mothers from the population of 15- to 19-year-old girls in each state. Because data were pooled for some years, some teen mothers who first gave birth when they were very young were excluded from these estimates. **SOURCES** Birth Statistics: Child Trends' analysis of data from the Centers for Disease Control and Prevention, National Center for Health Statistics, 2006–10 Vital Statistics. Population Statistics: U.S. Census Bureau, 2010 Population Estimates.

High school students graduating on time is the estimated percentage of an entering freshman class graduating in four years. This measure was derived by aggregating student enrollment data to estimate the size of an incoming freshman class and aggregating counts of the number of regular diplomas awarded four years later. **SOURCE** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2009/10 State Dropout and Completion Data (<http://nces.ed.gov/ccd/drpcompstatelvl.asp>).

Young adults ages 19 to 26 who are in school or working is the percentage of young adults ages 19 to 26 who are either enrolled in school (full or part time) or employed (full or part time). This measure is sometimes referred to as “Youth Connectedness.” **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Young adults ages 25 to 29 who have completed an associate's degree or higher is the percentage of young adults ages 25 to 29 who have completed an associate's degree or higher. An associate's degree generally requires two years of college-level work and is either in an occupational program that prepares students for a specific career, or an academic program primarily in the arts and sciences. The coursework may or may not be transferable to a bachelor's degree. **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Children birth to 17 who live with a householder who has at least a high school diploma is the percentage of all children ages birth to 17 who live with a householder who has at least a high school diploma, GED or equivalent credential. The child may be the householder's “own child” or related to the householder by birth, marriage or adoption. Children under age 18 who maintain households or are spouses or unmarried partners of householders were excluded from this analysis. **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Children birth to 17 who live in two-parent families is the percentage of children ages birth to 17 who live with two parents — biological, adoptive or stepparents. Two-parent families include married-couple families, as well as those in which the parents are unmarried partners. **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Children birth to 17 who live in families with incomes at or above 200 percent of poverty is the percentage of children ages birth to 17 who live in families with incomes at or above 200 percent of the federal poverty threshold. The federal poverty definition comprises a series of thresholds, based on family size and composition. In 2012, a 200 percent poverty threshold for a family of two adults and two children was \$46,566. Poverty status was not determined for people in military barracks, for those in institutional quarters or for unrelated individuals under age 15 (such as foster children). **SOURCE** U.S. Census Bureau, 2010–12 American Community Survey Public Use Microdata Sample files.

Children birth to 17 who live in low-poverty areas (poverty <20 percent) is the percentage of children ages birth to 17 who live in census tracts where the poverty rates are less than 20 percent. Research indicates that as neighborhood poverty rates increase, undesirable outcomes rise, and opportunities for success are less likely. The effects of concentrated poverty begin to appear once neighborhood poverty rates rise above 20 percent and continue to grow as the concentration of poverty increases, up to the 40 percent threshold. Data for non-Hispanic black and African-American children were not available from the Census Bureau's American Community Survey Summary tables. Therefore, in this analysis, black and African-American children include those who were of either Hispanic or non-Hispanic descent. **SOURCE** U.S. Census Bureau, 2007–11 American Community Survey Five-Year Summary file.

ABOUT THE ANNIE E. CASEY FOUNDATION AND KIDS COUNT

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.

KIDS COUNT[®], a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to secure better futures for all children.

At the national level, the initiative develops and distributes reports on key areas of well-being, including the annual *KIDS COUNT Data Book*. The initiative also maintains the KIDS COUNT Data Center (datacenter.kidscount.org), which uses the best available data to measure the educational, social, economic and physical well-being of children. Additionally, the Foundation funds a nationwide network of state-level KIDS COUNT projects that provide a more detailed, community-by-community picture of the condition of children.

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