

FIFTY STATE CHART BOOK: Dimensions of Diversity in the Young-Child Population

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Fifty State Chart Book: Dimensions of Diversity and the Young Child Population

From the time of their birth, young children are growing, learning, developing and exploring the world. Their vision of themselves and the world is being shaped in how they respond to others and how others respond to them. Gender, appearance, language, family background, culture and socio-economic status all play into how they perceive themselves and others perceive them.

Information about young children, their families and environments is collected at various points in time, and at various places, but there is no single source where all information has been assembled. Sources vary in the degree to which information can be broken out by race, ethnicity, language, culture and socio-economic status. Often it takes going to different information sources to try to create a holistic picture of the status of young children, their families and the communities where they live.

Even though there is not a universal information source on children during this birth-to-5 period, there is a universal need for it. It is critically important to understand the status of young children during the early developmental years—as a group and by different subgroups of children (race/ethnicity, language, income level, etc.). In order to develop early-childhood systems that ensure all children start school healthy and prepared for success, it is critical to access and draw upon the best available information about children’s current health, safety, security and development in the most formative years.

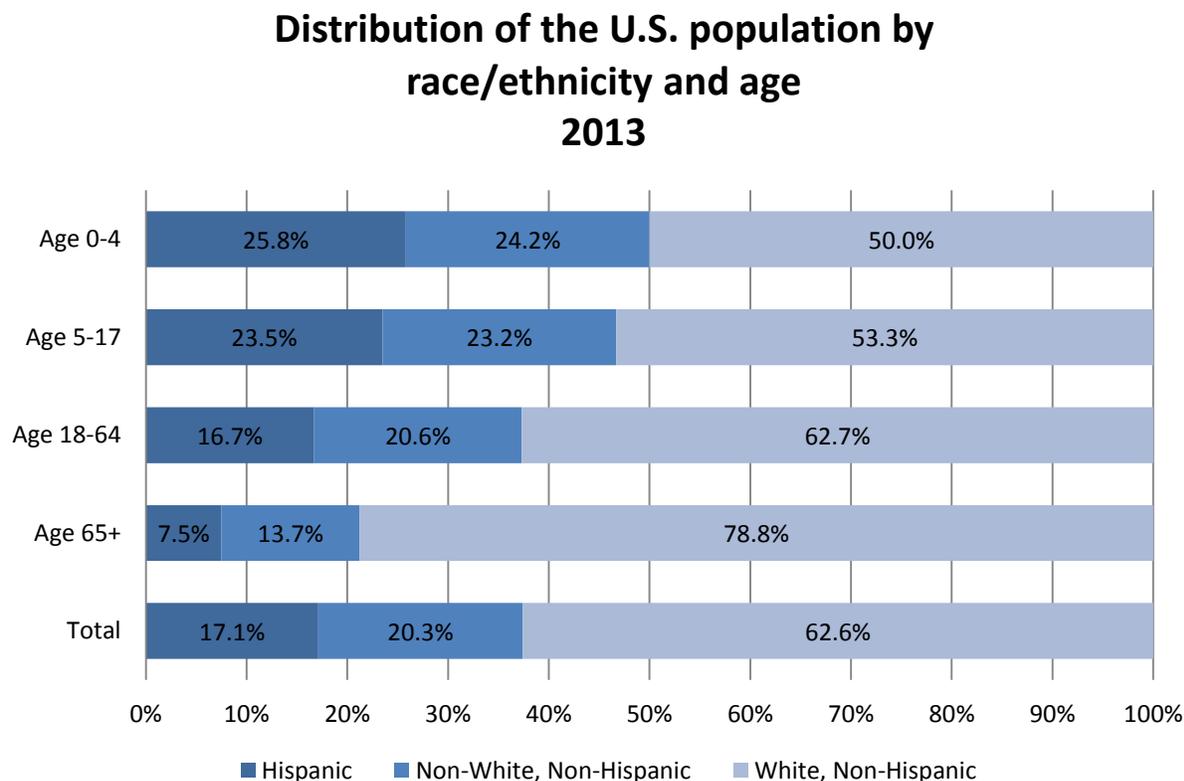
Unfortunately, there are many gaps in information. There are data policymakers, practitioners, researchers and the public would like to have about young children. These gaps have historically existed when seeking information on underserved and underrepresented groups such as communities of color, immigrants and people who do not speak English. Fortunately, there are a variety of sources at the national and state levels that, collectively, provide data that help identify differences in young children, their families and communities, their access to and use of services and their development.

The Child and Family Policy Center (CFPC), as a part of the BUILD Initiative, has been compiling this critical information for various states and national leaders. CFPC and BUILD are energized by the work states are doing, based on this information, to take on issues of health equity and young children and move toward action. This has motivated us to develop a Fifty State Chart Book that includes a range of indicators on young children available to states that can, as much as possible, be broken down by race, language, culture, income and/or parental education.

Below are three charts showing national data on the young child population in comparison with other age groups in society. They show why developing equitable early-childhood systems are so important. Each of these charts can also be constructed for any state through the use of U. S. Census Bureau’s Population Division and American Community Survey, Public Use Microsystem (PUMS).

WHY IS IT IMPORTANT: YOUNG CHILDREN ARE LEADING THE WAY

Figure 1



Source: United States Census Bureau, Population Division 2013

Over the last two decades, the U.S. population has become much more diverse, but the degree of change varies substantially by age. The young-child population (0 to 4 years-old) is much more diverse than all other age groups (see Figure 1). The proportion of white, non-Hispanic young children decreased from approximately 66 percent in 1990 to approximately 50 percent today. The proportion of white, non-Hispanic seniors (65 years and older) was much higher in 1990 (approximately 90 percent) and remains high today (approximately 80 percent). Changes in the working-age population fall between these two extremes; currently, nearly two-thirds of individuals aged 18-64 are white, non-Hispanic.

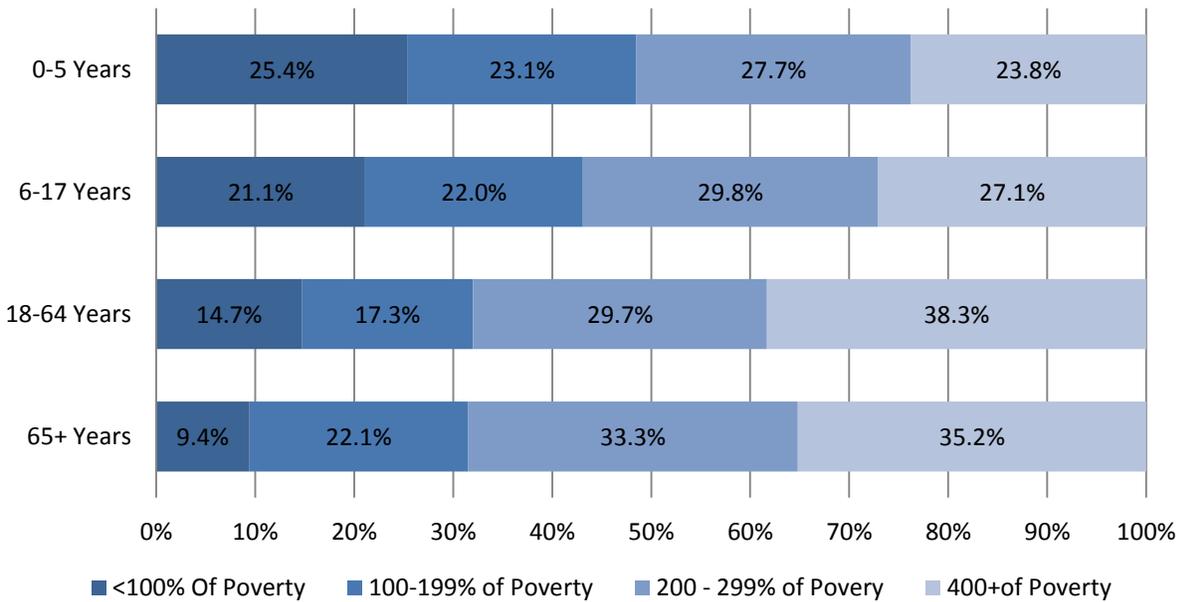
While growth in diversity among young children differs in size and racial and ethnic composition, all states now have a young-child population that is significantly more diverse than the senior and working-age populations. This change creates both challenges and opportunities for society. It also requires commensurate public responses.

Clearly, developing an early-childhood system where all children—no matter their gender, race, ethnicity or economic background—get off to a good start and live up to their full potential is both an issue of justice and economics. It is the best opportunities for our country to benefit from all its human capital and provide a healthier future for all.

POVERTY AND YOUNG CHILDREN

Figure 2

Distribution of the U.S. population by household income and age 2012

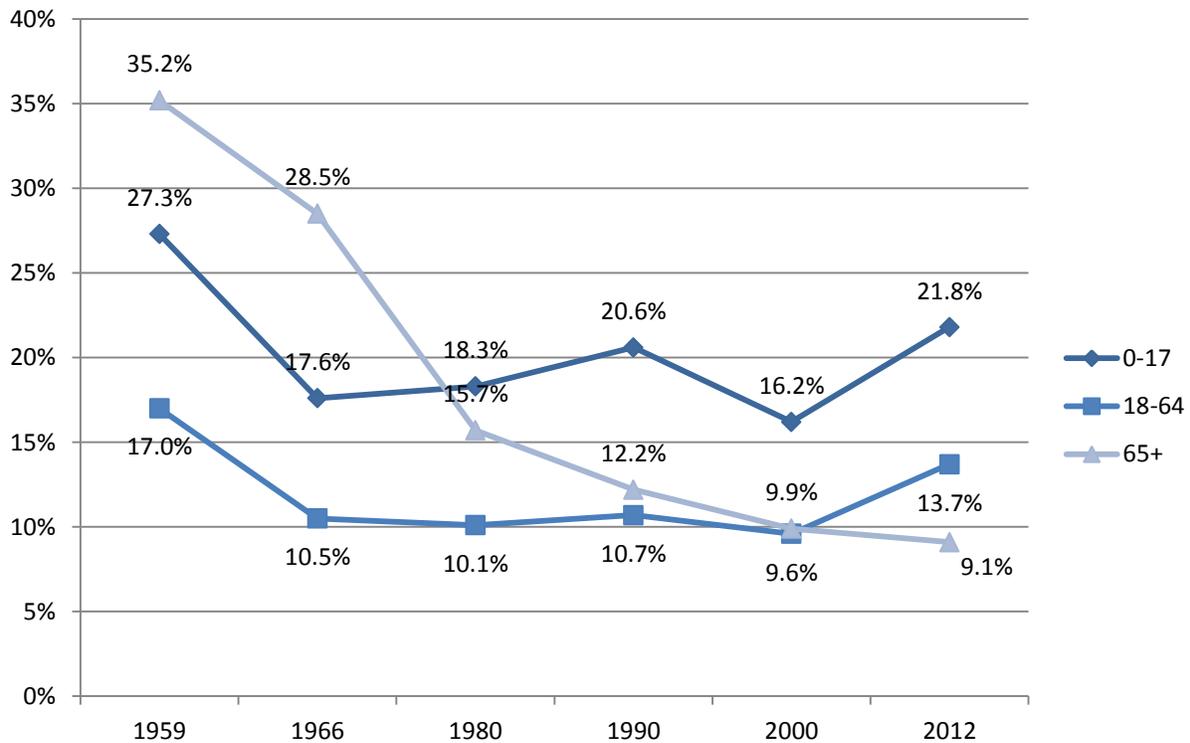


Source: United States Census, Public Use Microdata Sample 2012

Children—young children in particular—are most likely to live in low-income households (those below 200 percent of poverty) (Figure 2). Some of this is a reflection of younger families just starting out and generally at the beginning of their careers. Families with young children often face the dual challenge of being in the workforce and ensuring that their children are supervised and nurtured at all times. A large share, however, is due to historical inequities in public policies that deny equitable access to resources and opportunities to all its citizens. On international comparisons, the U.S. ranks at the bottom among industrialized countries on measures of child poverty. Most of this difference reflects the absence of government transfer payments that support families with young children.¹

Figure 3

Share of U.S. population in poverty by age 1959-2012



Source: U.S. Census Bureau, Poverty Status of People, by Age, Race and Hispanic Origin: 1959 to 2012, Table 3

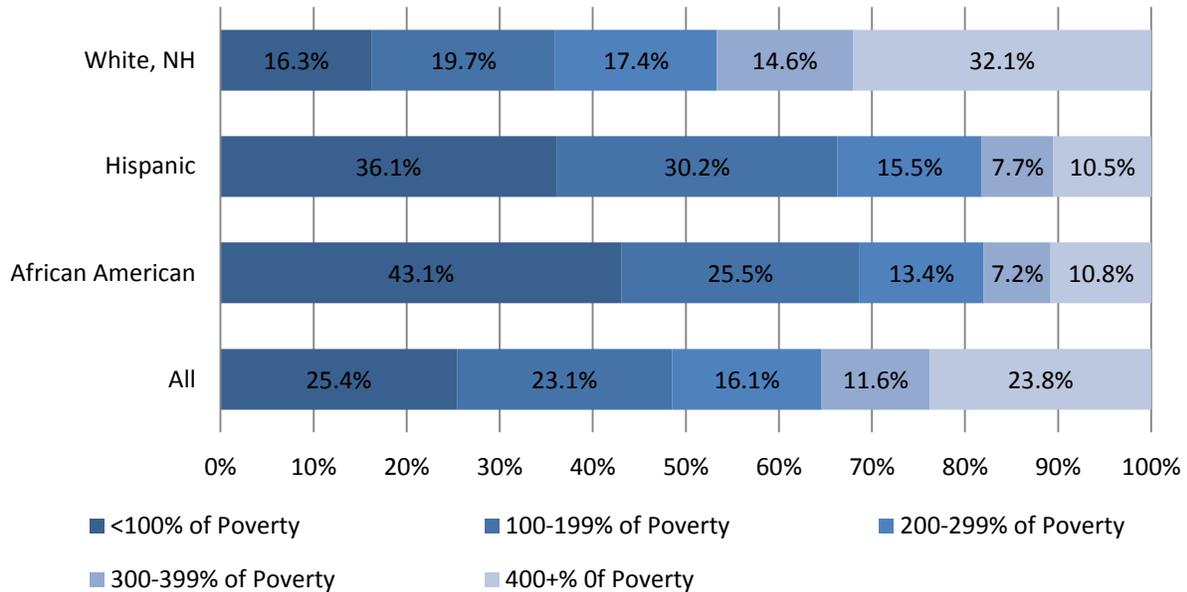
Note: Poverty breakouts by age were available on the decennial census until 1966. There is not specific information available by age for 1964, the official start of the War on Poverty. The 1960 census (drawing on 1959 income and poverty levels) shows rates before the start of the War on Poverty; the 1966 figures are the closest available to the actual start of the War on Poverty.

The difference between young-child and senior poverty in the U.S. is very pronounced. Young children almost three times as likely as seniors to live below poverty (see Figure 3). In the 1960s, seniors were the U.S. age group most likely to be poor, but Security, Medicare and other transfer payments have lifted most seniors above the poverty level. Generally, the public is not aware of these profound differences. In fact, public opinion polls show that as many people still believe seniors are most likely to be poor as believe children are.^{2,3}

While many families living in poverty provide their children with strong nurturing and learning environments, the simple fact is that poverty remains a risk factor and is often indicative of other forms of deprivation or marginalization that jeopardize healthy development. At the age children are growing most rapidly and most needing protection and support from others, their families are most likely to need outside support to meet their needs.

Figure 4

Distribution of the young child population (0-5 years) by race ethnicity and household income 2012



Source: United States Census, Public Use Microdata Sample 2012

The first two figures show the importance of developing early-childhood systems while keeping the diversity of the young child population in mind, and developing such systems keeping in mind issues related to poverty—but they do not connect the two. This is in part due to an old misinformed political and policy debate: “Is it race or is it income?”

The reality is that race and poverty in the U.S. are intertwined (in statistics-speak, they are multicollinear, meaning they are correlated and it is difficult to separate their independent effects). Hispanic and non-white children are much more likely to live in poor households than are non-Hispanic white children. This is due in part to historical racism. One example is U.S. housing policies, where historical economic disadvantages created by institutionalized racism and discrimination, such as the Homestead Act of 1862 (which gave 160 acres of free land to every white settler) and the National Housing Act of 1934 (which “redlined” many predominantly black, Hispanic, Asian and Jewish neighborhoods), have led to a lack of wealth, resources and opportunities for minority communities.⁴ These structures led to intergenerational poverty that disproportionately harmed families of color.

Today one-third of white, non-Hispanic young children in the U.S. live in low-income families, while two-thirds of Hispanic and African-American children do. Meanwhile, one-third of white, non-Hispanic children live in families with incomes over 400 percent of the poverty level (\$90,000 in annual income for a family of four), while only one in nine Hispanic and African-American children do (see Figure 4). Although 400 percent of poverty may not be considered wealthy, it is an income level where families

can make substantial investments in their children’s well-being and development without sacrificing essential family needs. That said, even if race and poverty were not correlated, practitioners would still have a professional and ethical need to ensure culturally and linguistically responsive services.

THE FIFTY STATE CHART BOOK

The Fifty State Chart Book presents data on selected indicators available for all states on the racial, ethnic and socio-economic composition of the young-child population. This increasingly diverse and high-poverty population faces health, education and economic disparities that have a long-lasting impact on their health and development. The first 19 indicators were chosen, one, because they are currently available and, two, they help to paint a picture of where states and the nation today are in terms responding to a diverse child population. Each indicator includes a definition and a description of impact the indicator has on child development. Information is pulled from diverse sources, including national- and state-level information that can help states identify health disparities and inequities among young children, with particular attention, whenever possible, to racial and socioeconomic breakdowns. It is important to note that data sources define race/ethnicity differently, may focus on specific ethnicities, and/or use different criteria for defining race/ethnicity (black vs. African/American, multiple races etc.).

The Fifty State Chart Book also contains a list of 38 additional indicators with their sources. Advocates and policymakers in all states can dig deeper into the indicator and/or expand their search for additional information. For some indicators there may be limitations on the data available. It may not always be possible to break down the data into all subgroups, particularly for racial and ethnic groups that are very small shares of a state’s population. For local data, states may want to contact state agencies, such as departments of public health or education, to find out what type of data they collect.

Finally, please note, whenever possible, information on poverty levels is included to highlight poverty’s role in disparities for families and their children. Below are 2014 U.S. Federal Poverty Level guidelines for the 48 contiguous states and DC, Alaska and Hawaii (Table 1). The Federal Poverty Level is determined on a yearly basis (see <http://aspe.hhs.gov/POVERTY/14poverty.cfm>).

Table 1

2014 POVERTY GUIDELINES			
48 Contiguous States and DC, Hawaii and Alaska			
Persons in family/household	48 States and DC	Hawaii	Alaska
1	\$11,670	\$13,420	\$14,580
2	\$15,730	\$18,090	\$19,660
3	\$19,790	\$22,760	\$24,740
4	\$23,850	\$27,430	\$29,820
5	\$27,910	\$32,100	\$34,900
6	\$31,970	\$36,770	\$39,980

2014 POVERTY GUIDELINES			
48 Contiguous States and DC, Hawaii and Alaska			
Persons in family/household	48 States and DC	Hawaii	Alaska
7	\$36,030	\$41,440	\$45,060
8	\$40,090	\$46,110	\$50,140
For each additional person in family/household, add:	\$4,060	\$4,670	\$5,080

As state leaders examine the data, there are three important questions that should be asked:

1. How well are various racial/ethnic groups and low-income populations doing in comparison to the population as a whole within our state?
2. How does our state, including our racial/ethnic and low-income populations, compare to other states?
3. How are the programs/policies that serve young children in our state doing in reaching our diverse child and family populations? And, what can we do to ensure they do?

The Nineteen Initial Indicators and Sources

1. Racial And Ethnic Population of Children in the United States

U.S. Census Bureau, American Community Survey, 2012

2. Young Child Poverty

U.S. Census Bureau, Public Use Microdata Sample, 2009-2011

National Council of La Raza, Latino Kids Data Explorer, 2008-2010

3. Maternal Education Attainment for Women Age 16 and Over with Young Children

U.S. Census Bureau, Public Use Microdata Sample, 2009-2011

U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2012

4. Low Birthweight

Centers for Disease Control and Prevention, National Vital Statistics Reports, Final Report Internet Tablets, 2012

5. Infant Mortality

Centers for Disease Control and Prevention, National Center for Health Statistics, 2008-2010

6. Late or No Prenatal Care

Child Trends, DataBank, 2010

National Council of La Raza, Latino Kids Data Explorer, 2009

7. Young Children's Health Insurance Coverage

U.S. Census Bureau, American Community Survey, 2012

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health 2011-2012

8. Young Children's Access to a Medical Home

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health 2011-2012

9. Immunization Rates for Young Children

Centers for Disease Control and Prevention, 2012

10. Young Children and Well-Child Visits

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health, 2011-2012

11. Young Children Screened for Developmental, Behavioral and Social Delays

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health, 2011-2012

12. Participation of Young Children in Part C of the Individual Disability Education Act

U.S. Census Bureau, Census and Early Childhood Technical Assistance Center Data Tables, 2010

13. Young Children Exposure to Risk Factors

National Center for Children in Poverty, 2012

14. Children in Foster Care

United States Department of Health and Human Services, Adoption and Foster Care Analysis and Reporting System (AFCARS) 2012

15. Maternal Mental Health

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health, 2011-2012

16. Neighborhood Safety

Child and Adolescent Health Measurement Initiative, National Survey of Children's Health, 2011-2012

17. High-Poverty Neighborhoods

Source: United States Census Bureau, 2006-2010 American Community Survey

18. 2013 NAEP 4th Grade Reading Proficiency Scores

U.S. Department of Education Institute of Education Sciences, National Center for Education Statistics, 2013

19. Race for Results: Composite Well-Being

The Annie E. Casey Foundation, Race for Results, 2012

1. Racial and Ethnic Population of Children in the United States

The United States is comprised of various racial and ethnic groups (Table 2). Although race is not a biological concept, historical, social and structural discrimination in the U.S. has disadvantaged some groups (African-Americans, Latinos/Hispanics, Native Americans) while giving advantage to others (whites). This structure has created institutionalized systems that harm families of color in gaining access to public and private resources.

What Can the Data Tell Us?

U.S. Census data on child trends helps project potential needs for education, child care, health care and other services for all children. Being able to view data through a racial/ethnic equity lens in combination with other indicators, such as poverty, medical coverage, access to a medical home and immunization rates, can highlight inequity in practices, resources and policies. National, state and local policy makers and advocates can use the data to be intentional in guiding and creating resources and policies that are culturally relevant and better support specific populations. Current U.S. Census data (Table 3) shows white, non-Hispanic children represent 50.06% of all the nation’s children. Children of color make up 49.94% of all children, with Hispanic/Latino children leading this population growth representing. Combined, children of color make up about half of the total population of children 18 and under. The country’s growing diversity has broad implications—including development of school systems and workforce opportunities that accommodate individuals of all racial and ethnic backgrounds.

Table 2. Percent of children under age 18 in households by race/ethnicity, U.S., 2012

All Children	White Non-Hispanic %	Hispanic or Latino origin %	Black or African American %	American Indian & Alaska Native %	Asian %	Native Hawaiian and Other Pacific Islander %	Under 6 years %	6 to 11 years %	12 to 17 years %
73,461,927	52.6	23.9	14.2	1.0	4.5	0.2	32.8	33.4	33.8

Source: U.S. Census, American Community Survey, 2012

* Similar data on the race/ethnicity of children under 18 is available for any state from the U.S. Census Bureau’s American Community Survey.

Table 3. Population by age group and race/ethnicity, U.S., 2012

Race/Ethnicity	0-4 yrs.	5- 17 yrs.	18-64 yrs.	65 yrs +	Total
White Non-Hispanic	9,967,942 50.06%	28,793,213 53.52%	124,314,846 63.08%	34,167,422 79.20%	197,243,423 62.83%
White Hispanic	3,305,502 16.60%	8,103,216 15.06%	21,008,883 10.66%	2,331,353 5.40%	34,748,954 11.07%
African-American	2,829,618 14.21%	7,710,536 14.33%	25,361,139 12.87%	3,721,845 8.63%	39,623,138 12.62%
American Indian/Alaskan Native	190,031 0.95%	532,382 0.99%	1,629,326 0.83%	211,766 0.49%	2,563,505 0.82%
Asian	889,274 4.47%	2,430,121 4.52%	10,635,960 5.40%	1,600,175 3.71%	15,555,530 4.96%
Hawaiian Pacific/Islander	44,153 0.22%	108,523 0.20%	357,300 0.18%	33,222 0.08%	543,198 0.17%
Some Other Race	1,302,316 6.54%	3,279,943 6.10%	9,344,744 4.74%	635,675 1.47%	14,562,678 4.64%
Two or More Races	1,381,490 6.94%	2,842,150 5.28%	4,410,955 2.24%	439,019 1.02%	9,073,614 2.89%
Total of Non White/Non-Hispanic	9,942,384 49.94%	25,006,871 46.48%	72,748,307 36.92%	8,973,055 20.80%	116,670,617 37.17%
Total Population	19,910,326	53,800,084	197,063,153	43,140,477	313,914,040
Hispanic/Latino	5,135,206 25.79%	12,438,819 23.12%	32,251,724 16.37%	3,135,268 7.27%	52,961,071 16.87%

Source: U.S. Census Bureau, American Community Survey, 2012

*Data can also be collected from the U.S. Census on a state level; it requires calculating each race/ethnicity and age separately.

The U.S. Census also collects state-level population data, and tables like Table 3 can be constructed for any state. Table 4 below gives state-by-state information on the race/ethnic population breakdown of the total population. In all states, the proportion of children of color exceeds the proportion in the total population. There are a growing number of states where non-white racial/ethnic groups make up almost half of the population of the state—and the majority of the young-child population. In California and Texas (and the District of Columbia), there is no “majority” population. Hispanic/Latinos are almost the largest ethnic population in California and Texas.

Table 4. Percentage of total population by race/ethnicity, U.S. and states, 2012

Region	White Non-Hispanic %	Hispanic or Latino %	Black or African American %	Asian %	American Indian and Alaska Native %	Native Hawaiian and Other Pacific Islander %
United States	62.8	16.9	12.6	5.0	0.8	0.2
Alabama	66.6	3.8	26.5	1.2	0.5	0.0
Alaska	63.0	6.0	3.6	5.9	14.0	1.1
Arizona	56.9	30.2	4.4	2.9	4.4	0.2
Arkansas	73.9	6.7	15.7	1.3	0.6	0.2
California	39.2	38.2	6.0	13.5	0.8	0.4
Colorado	69.4	21.0	4.2	2.8	0.9	0.1
Connecticut	70.0	14.2	10.2	4.1	0.3	0.1
Delaware	64.3	8.6	21.5	3.3	0.3	0.0
District of Columbia	35.3	9.9	49.5	3.5	0.4	0.0
Florida	56.8	23.2	16.1	2.5	0.3	0.1
Georgia	55.0	9.1	30.9	3.4	0.2	0.0
Hawaii	22.8	9.5	1.8	38.2	0.2	10.4
Idaho	83.4	11.6	0.5	1.3	1.3	0.1
Illinois	62.9	16.3	14.4	4.8	0.2	0.0
Indiana	80.9	6.3	9.2	1.6	0.2	0.0
Iowa	88.0	5.2	3.0	1.8	0.3	0.1
Kansas	77.4	10.9	5.8	2.5	0.9	0.1
Kentucky	85.8	3.1	7.9	1.3	0.2	0.0
Louisiana	59.7	4.5	32.2	1.6	0.6	0.0
Maine	94.1	1.4	1.0	1.1	0.6	0.0
Maryland	53.8	8.7	29.2	5.8	0.3	0.0
Massachusetts	75.3	10.1	7.1	5.7	0.2	0.0
Michigan	76.1	4.6	14.0	2.5	0.6	0.0
Minnesota	82.3	4.9	5.3	4.2	1.0	0.0
Mississippi	57.5	2.7	37.6	0.8	0.4	0.0
Missouri	80.5	3.7	11.5	1.7	0.5	0.1
Montana	87.2	3.1	0.4	0.6	6.5	0.1
Nebraska	81.3	9.6	4.6	2.0	0.9	0.1
Nevada	52.7	27.3	8.3	7.5	1.1	0.7
New Hampshire	91.8	3.0	1.3	2.3	0.2	0.0
New Jersey	57.9	18.5	13.6	8.7	0.2	0.0
New Mexico	39.7	47.0	2.1	1.3	9.2	0.1
New York	57.4	18.2	15.6	7.7	0.4	0.0
North Carolina	64.5	8.7	21.6	2.3	1.2	0.1
North Dakota	88.1	2.4	1.5	1.0	5.3	0.2
Ohio	80.6	3.2	12.2	1.7	0.2	0.0
Oklahoma	67.8	9.3	7.2	1.8	7.3	0.1

Region	White Non-Hispanic %	Hispanic or Latino %	Black or African American %	Asian %	American Indian and Alaska Native %	Native Hawaiian and Other Pacific Islander %
Oregon	77.6	12.2	1.8	3.8	1.2	0.4
Pennsylvania	78.6	6.1	11.0	2.9	0.2	0.1
Rhode Island	75.4	13.2	6.5	3.2	0.5	0.0
South Carolina	63.9	5.3	27.7	1.3	0.3	0.0
South Dakota	83.8	3.0	1.6	1.1	8.8	0.1
Tennessee	75.0	4.8	16.9	1.5	0.3	0.0
Texas	44.3	38.2	11.9	4.0	0.5	0.1
Utah	79.8	13.3	1.1	2.2	1.1	0.9
Vermont	94.0	1.6	1.0	1.3	0.3	0.0
Virginia	63.9	8.4	19.3	5.7	0.3	0.1
Washington	71.4	11.7	3.6	7.4	1.4	0.6
West Virginia	92.8	1.3	3.3	0.7	0.1	0.0
Wisconsin	82.8	6.2	6.3	2.4	0.9	0.0
Wyoming	84.6	9.4	1.0	1.0	2.1	0.0

Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates, 2012

2. Young Child Poverty

Childhood poverty has a powerful influence on a child’s wellbeing. Young children living in poverty are much more likely to experience multiple adverse childhood experiences—including stress and deprivation and exposure to violence—that severely affects all aspects of social emotional, physical, cognitive and language development. Such experiences make it difficult for children to be ready for school and life. Poor parents are much more likely to struggle to provide the basic resources needed for stability and support. These effects are detrimental and have lasting impacts into adulthood.⁵

Alternatively, while young children living in more affluent families still can experience early childhood adversity, their families have more resources available to address them and make other investments in their children. In general, families with incomes at or below 200 percent of poverty (\$45,000 for a family of four) struggle to make ends meet, while those with incomes above 400 percent of poverty (\$90,000) have substantial opportunities to provide extra developmental opportunities for their children.

What Can the Data Tell Us?

There are very substantial differences in child poverty levels by the race in the U.S. (Table 5). Young child poverty rates among African-American and Hispanic children are more than double that of white, non-Hispanic children. And white non-Hispanic children are three times as likely to be in affluent families as African American or Hispanic children. Looking at poverty data in conjunction with race and ethnicity is important because it provides a clear picture of which groups are most being affected by poverty and where resources and supports need to be directed to create as equal and opportunity as possible.

Table 5. Poverty level (measured by percent of the Federal Poverty Level) among children ages 0-5 by race/ethnicity, U.S., 2009-2011

Poverty Levels	Total	White Non-Hispanic	African American	Asian	Hispanic
Less Than 100%	5,808,069 24.4%	2,051,599 15.6%	1,710,487 41.8%	171,175 11.2%	2,112,802 35.1%
100-199%	5,509,865 23.1%	2,558,225 19.4%	1,046,195 25.6%	250,830 16.4%	1,858,684 30.9%
200-299%	3,938,471 16.5%	2,375,075 18.0%	566,904 13.9%	226,073 14.8%	918,712 15.3%
300-399%	2,825,961 11.9%	1,932,644 14.7%	317,632 7.8%	206,579 13.5%	474,634 7.9%
400+%	5,740,097 24.1%	4,245,972 32.3%	448,938 11.0%	677,425 44.2%	647,732 10.8%

Source: U.S. Census Bureau, Public Use Microdata Sample, 2009-2011*

*A breakdown of poverty levels of young children by race and ethnicity requires using the U.S. Census Bureau’s PUMS data. National data are provided here. These data can be developed for all states, but this requires separate calculations for each one.

Other organizations provide some of this data on a state-by-state basis, particularly the percentage of children who are in poverty or are low-income. Often, child poverty data from such organizations offer 50-state comparisons as well as conduct the PUMS calculation, although they are not always the most up-to-date available census data.

The National Council of La Raza’s Latino Kids Data Explorer is an excellent source for this information. Child poverty data as well as other child and family indicators is available for all states and can be broken down by race/ethnicity and income (Table 6).

Table 6. Percentage of children 0-8 below 100% and 200% of Poverty by race/ethnicity, U.S. and states, 2008-2010

Region	Below 100% of Poverty					Below 200%				
	All Races %	Latino/Hispanic %	Black %	White %	Other %	All Races/Ethnic %	Latino/Hispanic %	Black %	White %	Other %
United States	22.1	32.5	40.3	13.4	17.8	44.9	64.0	66.2	31.9	37.6
Alabama	27.6	38.4	48.7	15.7	28.4	50.7	71.0	72.8	37.2	49.3
Alaska	15.5	11.5	4.2	11.4	23.0	36.1	31.0	28.7	28.2	49.1
Arizona	24.9	35.4	34.2	12.2	26.3	51.7	68.9	57.4	32.4	51.9
Arkansas	29.4	41.8	51.6	20.6	29.5	57.1	76.7	79.4	47.0	57.0
California	21.3	29.1	33.9	9.9	10.8	45.3	61.2	57.8	23.0	26.5
Colorado	18.4	33.5	32.6	9.6	14.0	39.6	65.7	60.3	24.7	32.4
Connecticut	14.0	30.8	30.8	5.4	11.9	28.8	57.0	57.1	14.1	25.8
Delaware	19.4	32.5	31.5	10.9	14.4	41.2	65.7	57.8	27.4	35.8
District of Columbia	28.7	19.6	42.8	1.1	4.1	47.6	53.3	65.3	2.7	12.9
Florida	23.6	27.8	40.3	14.2	16.9	48.6	57.9	69.6	34.3	40.5
Georgia	24.9	40.9	37.0	12.9	15.0	49.4	73.6	64.7	32.9	36.9
Hawaii	13.4	23.9	15.9	10.6	11.5	32.4	46.4	31.5	24.7	30.6
Idaho	20.0	33.9	26.3	16.4	22.6	53.0	74.5	62.2	48.2	47.7
Illinois	20.7	27.3	44.7	11.0	16.2	41.5	60.9	68.4	25.8	31.8
Indiana	23.5	39.6	47.3	17.1	27.9	47.8	72.4	73.9	39.6	53.5
Iowa	18.4	33.4	51.7	14.2	26.1	39.7	67.9	78.2	33.4	49.1
Kansas	19.5	35.3	39.6	12.8	23.5	45.1	69.8	72.3	34.9	52.7
Kentucky	27.8	41.8	52.0	23.9	31.1	52.1	70.1	75.4	47.8	57.7
Louisiana	28.8	30.4	48.6	14.3	25.6	51.3	52.3	75.1	33.7	50.3
Maine	20.0	33.1	53.0	18.4	25.4	45.4	71.1	92.4	43.4	46.4
Maryland	13.2	16.9	21.9	6.7	11.4	30.5	48.2	43.5	17.8	26.1

Region	Below 100% of Poverty					Below 200%				
	All Races %	Latino/ Hisp. %	Black %	White %	Other %	All Races/ Ethn. %	Latino/ Hisp. %	Black %	White %	Other %
Massachusetts	14.3	38.4	26.3	7.2	13.2	29.6	64.5	53.4	18.5	29.2
Michigan	24.4	39.2	48.7	16.5	27.5	46.4	67.8	73.4	37.6	46.1
Minnesota	15.2	30.5	47.0	8.5	22.9	34.4	65.0	72.1	24.4	47.2
Mississippi	33.8	35.4	52.7	17.5	30.1	58.4	69.1	79.2	39.7	55.5
Missouri	23.1	35.7	43.2	18.2	24.3	46.9	64.8	71.4	40.9	45.6
Montana	23.5	38.6	14.0	20.1	37.0	46.4	52.8	54.4	43.0	62.6
Nebraska	18.4	31.5	58.7	12.4	16.7	40.9	69.0	79.7	31.4	41.6
Nevada	20.5	30.4	31.6	10.2	12.9	45.3	62.9	61.2	27.2	33.1
New Hampshire	10.8	19.3	26.0	9.9	12.4	26.4	44.5	46.5	24.8	29.5
New Jersey	14.4	25.3	28.0	7.3	8.6	30.1	52.1	52.1	16.8	19.3
New Mexico	29.9	34.9	42.6	14.9	34.9	56.2	63.2	61.8	38.2	58.9
New York	21.6	32.6	33.1	13.6	19.2	41.4	60.3	56.1	28.3	41.3
North Carolina	25.3	41.1	41.8	14.0	24.7	49.7	77.5	70.0	33.7	47.8
North Dakota	17.6	20.8	78.9	12.9	34.6	39.3	57.3	95.5	32.6	65.0
Ohio	24.5	39.9	51.6	17.9	26.4	46.3	64.2	76.5	38.9	47.5
Oklahoma	27.0	40.5	47.1	19.3	29.6	54.4	74.6	74.9	44.3	58.1
Oregon	21.9	36.8	44.1	16.7	17.9	46.9	71.5	62.7	38.9	41.4
Pennsylvania	19.6	36.3	40.4	12.9	24.7	40.1	65.0	67.6	31.3	41.7
Rhode Island	18.1	35.3	39.1	10.1	17.8	39.5	71.0	68.7	25.6	40.3
South Carolina	27.9	43.7	46.0	15.1	25.6	52.0	74.3	74.0	36.0	48.5
South Dakota	22.7	37.4	22.0	14.3	52.8	46.1	77.5	77.7	35.6	77.0
Tennessee	26.2	43.1	45.8	18.4	25.8	51.2	77.2	72.6	41.6	52.0
Texas	26.6	36.7	36.0	10.6	13.1	52.2	68.4	61.8	27.7	33.6
Utah	13.3	27.0	27.2	9.9	16.0	39.8	64.4	54.5	33.7	43.4
Vermont	17.1	22.1	38.3	16.5	21.1	35.4	30.2	75.2	35.0	36.9
Virginia	16.4	21.4	33.4	10.2	11.1	34.4	48.1	57.1	25.0	25.4
Washington	18.4	35.2	39.1	12.3	14.3	40.0	65.2	66.5	31.2	34.2
West Virginia	26.9	25.0	49.0	25.9	30.6	50.2	56.3	70.9	49.0	55.0
Wisconsin	19.0	33.8	49.5	12.4	24.3	40.9	65.4	76.2	31.2	54.2
Wyoming	14.8	22.0	64.2	12.6	19.0	38.8	57.1	72.6	34.1	49.1

Source: National Council of La Raza, Latino Kids Data Explorer (<http://www.nclr.org/index.php/latinokidsdata>) 2008-2010

3. Education Attainment for Women Age 16 and Over with Young Children

A mother’s educational level plays a key role in her child’s future achievement. National research has consistently shown a strong relationship between maternal education level and child well-being, including social-emotional development and academic performance. Studies also show that when a mother increases her educational level, it has a positive effect on her children.⁶ Higher maternal education level brings higher earnings for the family and increases family well-being. Less educated mothers are more likely to struggle meeting their family’s basic needs, leading to fewer resources and increased family stress.⁷

What Can the Data Tell Us?

Reviewing the U.S. Census data on the percentage of women who are graduating with a high school diploma and those who have higher levels of education helps in understanding how young children and their families are doing. National data (Table 7) shows 13.7% of mothers with young children have less than a high school diploma and 22.3% have only a high school diploma. Combined, 36% of all mothers with young children have a high school diploma or less. This means that young children in these households are more likely to have additional barriers that negatively impact their healthy development. Understanding the data helps to identify opportunities to target resources that support mothers with young children to pursue higher education.

Table 7. Women age 18 and over with children ages 0-5 by educational attainment, U.S., 2009-2011

Education Attainment	Number	Percentage
Less Than High School Diploma	2,115,366	13.7%
High School Diploma	3,459,303	22.3%
Some College	5,081,310	32.8%
Bachelor's Degree	3,121,556	20.1%
Master's Degree	1,295,874	8.4%
Professional/Doctorate Degree	422,133	2.7%
Total	15,495,542	

*Source: U.S. Census Bureau, Public Use Microdata Sample (PUMS), 2009-2011**

* Breakdowns of educational levels for women age 16 and over with children 0-5 requires use of the PUMS data from the U.S. Census. National data are provided here from the most recent years of PUMS data, and these data can be developed for any state, but this requires separate calculations for each one.

When it comes to working-age and parenting-age adults (18-64) having at least an associate degree, African American and Hispanic are significantly less like to have that level of education (Table 8). This also means they are more likely to have employment and career options with limited earnings potentials and themselves to be less confident in the ability of their own children to advance through education. While Table 10 shows data related to completing an associate degree, there also is comparative information available for all educational levels tracked by the census (less than high school, high school

or a GED, some college, associate degree, bachelor's degree, master's degree, and professional degree or doctorate).

Table 8. Percent of adults age 18-64 with an associate degree or higher, U.S. and states, 2011

Region	Total %	White, Non-Hispanic %	African American, Non-Hispanic %	Hispanic %
United States	34.8	40.0	23.8	17.1
Alabama	28.4	32.1	20.4	13.5
Alaska	30.4	36.1	22.7	27.0
Arizona	31.8	40.9	25.1	14.3
Arkansas	25.4	27.7	19.1	12.1
California	34.6	46.8	28.8	14.4
Colorado	42.0	49.2	30.5	16.9
Connecticut	41.9	47.8	25.0	18.2
Delaware	33.8	38.1	21.4	16.7
Dist. of Columbia	52.0	83.7	24.7	34.2
Florida	33.7	38.5	22.5	27.7
Georgia	32.1	36.9	25.6	15.5
Hawaii	37.0	44.0	29.5	25.0
Idaho	32.0	34.8	31.8	11.1
Illinois	38.1	44.4	24.2	16.1
Indiana	30.1	31.8	20.3	14.0
Iowa	37.2	38.8	25.2	13.1
Kansas	36.4	39.9	23.9	14.4
Kentucky	27.6	28.3	21.0	15.5
Louisiana	24.7	29.9	15.0	19.7
Maine	36.8	37.1	13.2	29.3
Maryland	41.0	47.0	31.2	20.8
Massachusetts	45.5	49.7	29.3	19.2
Michigan	33.1	35.3	20.8	18.9
Minnesota	42.2	45.1	22.3	17.0
Mississippi	27.2	32.6	19.7	13.2
Missouri	32.9	34.4	22.6	21.1
Montana	35.1	36.6	31.2	23.1
Nebraska	37.1	40.7	24.2	10.9
Nevada	26.8	33.5	22.5	10.8
New Hampshire	41.3	41.2	42.9	24.7
New Jersey	41.3	47.4	26.9	19.4
New Mexico	29.8	45.4	23.2	17.7

Region	Total %	White, Non-Hispanic %	African American, Non-Hispanic %	Hispanic %
New York	40.6	48.7	27.6	21.5
North Carolina	34.0	39.9	22.8	12.9
North Dakota	39.3	41.1	25.9	13.4
Ohio	31.9	33.4	20.2	20.6
Oklahoma	29.2	32.5	22.4	13.8
Oregon	34.9	37.8	24.8	13.3
Pennsylvania	34.8	37.5	20.3	16.3
Rhode Island	38.6	43.6	29.7	13.5
South Carolina	30.2	36.2	18.7	15.7
South Dakota	34.8	37.7	17.7	12.5
Tennessee	28.9	31.2	21.2	13.2
Texas	30.6	41.4	25.1	15.5
Utah	35.0	38.4	21.0	15.1
Vermont	41.1	41.4	39.0	44.3
Virginia	40.4	44.8	25.8	24.3
Washington	39.1	42.2	29.9	16.7
West Virginia	25.4	25.5	19.2	23.0
Wisconsin	35.4	38.2	16.7	15.1
Wyoming	32.2	34.2	14.6	17.0

Source: Population Reference Bureau, Analysis of American Community Survey 2011

Table 9 shows national data on educational attainment broken down by race/ethnicity. States can also obtain similar data from the U.S. Census. Local data are more useful for states to better understand which racial/ethnic population is more likely to have better income and access to the resources.

Table 9. Detailed years of school completed by people 25 and over by race and Hispanic origin, U.S., 2012 (Numbers in thousands. Civilian non-institutionalized population.*)

Years of School Completed	All Races		Non-Hispanic White		African-American		Asian		Hispanic (of any race)	
	#	%	#	%	#	%	#	%	#	%
Total	204,579	100	139,001	100	23,899	100	10,851	100	28,445	100
Elementary or High school, no diploma	25,276	12.4	10,450	7.5	3,594	15.0	1,204	11.1	9,956	35.0
Elementary or High school, GED	96,277	47.1	66,184	47.6	12,983	54.3	3,352	30.9	12,425	43.7
Associate's degree, vocational/acad.	19,736	9.6	14,436	10.4	2,244	9.4	759	7.0	1,931	6.8

Years of School Completed	All Races		Non-Hispanic White		African-American		Asian		Hispanic (of any race)	
	#	%	#	%	#	%	#	%	#	%
Bachelor's degree only/Some Graduate	40,561	19.8	30,552	22.0	3,278	13.7	3,407	31.4	2,935	10.3
Master's degree	16,549	8.0	12,538	9.0	1,358	5.7	1,492	13.8	903	3.2
Professional/Doctorate degree	6,271	3.1	4,841	3.5	441	1.9	638	5.9	295	1.0

* Excludes members of the Armed Forces living in barracks.
Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2012

4. Low Birthweight

Low birthweight refers to infants who weigh less than 2,500 grams at birth. Infants born at low birth weight are at higher risk for physical and developmental delays that hinder development and school readiness.⁸ Low birthweight can be indicative of a larger public health problem that may include long-term maternal malnutrition, ill health and poor prenatal care.

What Can the Data Tell Us?

Data from the Center for Disease Control and Prevention’s National Vital Statistics highlights the association between race/ethnicity and low birthweight (Table 10). This is true both at national and state levels. It is especially true for black non-Hispanics, who in some states have rates of low birthweight double that of the white, non-Hispanics. Understanding which populations have a disproportionate share of low birthweight infants helps health advocates target policies and programs to these populations. While not all low birthweights are preventable, Healthy People 2020 set a goal of achieving a rate of 5 percent and reducing existing disparities by race and ethnicity at least in half.

Table 10. Percent of births at low birthweight, U.S. and states, 2012

Region	All races ¹ %	Non-Hispanic		Hispanic ³ %
		White ² %	Black ² %	
United States	8	7	13.2	7.0
Alabama	10.0	7.9	15.0	6.3
Alaska	5.7	4.8	11.4	5.5
Arizona	6.9	6.5	12.0	6.8
Arkansas	8.7	7.4	13.9	7.1
California	6.7	5.8	11.7	6.1
Colorado	8.8	8.2	13.5	8.7
Connecticut	7.9	6.5	12.2	8.8
Delaware	8.3	7.1	11.7	6.6
District of Columbia	9.6	6.3	12.0	8.3
Florida	8.6	7.2	12.8	7.3
Georgia	9.3	7.2	13.3	6.4
Hawaii	8.1	5.8	9.0	8.7
Idaho	6.4	6.3	*	6.9
Illinois	8.1	6.9	13.4	7.0
Indiana	7.9	7.3	12.5	6.6
Iowa	6.7	6.4	11.0	5.7
Kansas	7.1	6.5	12.9	6.9
Kentucky	8.7	8.2	13.8	6.8
Louisiana	10.8	8.1	15.1	7.6
Maine	6.6	6.5	9.3	12.0

Region	All races ¹ %	Non-Hispanic		Hispanic ³ %
		White ² %	Black ² %	
Maryland	8.8	6.8	12.5	7.0
Massachusetts	7.6	6.9	10.2	8.4
Michigan	8.4	7.0	13.9	7.3
Minnesota	6.6	6.0	10.2	6.3
Mississippi	11.6	8.3	16.2	6.6
Missouri	7.7	6.8	13.2	6.5
Montana	7.4	7.1	*	9.2
Nebraska	6.7	6.2	12.6	6.4
Nevada	8.0	7.1	13.3	6.8
New Hampshire	7.3	7.2	10.0	8.1
New Jersey	8.2	7.2	12.3	7.1
New Mexico	8.8	8.3	14.7	8.9
New York	7.9	6.6	12.2	7.6
North Carolina	8.8	7.4	13.5	6.7
North Dakota	6.2	6.0	9.3	5.3
Ohio	8.6	7.4	13.8	7.5
Oklahoma	8.0	7.5	13.8	6.5
Oregon	6.1	6.0	9.3	5.7
Pennsylvania	8.1	7.0	12.8	8.4
Rhode Island	8.0	7.4	11.8	8.2
South Carolina	9.6	7.4	14.4	6.0
South Dakota	6.2	5.6	9.8	8.0
Tennessee	9.2	8.1	14.0	6.3
Texas	8.3	7.4	13.7	7.5
Utah	6.8	6.6	10.4	7.3
Vermont	6.2	6.1	*	*
Virginia	8.1	6.7	13.0	6.3
Washington	6.1	5.6	9.4	6.3
West Virginia	9.2	9.1	13.1	*
Wisconsin	7.1	6.5	12.7	6.6
Wyoming	8.5	8.6	*	7.6

* Figure does not meet standards of reliability or precision; based on fewer than 20 births in the numerator. - Quantity zero. --- Data not available. 1 Includes races other than white and black and origin not stated.

3 Includes all persons of Hispanic origin of any race. 4 Excludes data for the territories.

2 Race and Hispanic origin are reported separately on birth certificates. Persons of Hispanic origin may be of any race. Race categories are consistent with the 1977 Office of Management and Budget standards. Forty-one states and the District of Columbia reported multiple-race data for 2012 that were bridged to single-race categories for comparability with other states; see "Technical Notes."

Source: Final Report Internet Tablets, National Vital Statistics Reports, 2012

5. Infant Mortality

Infant mortality is defined as the death of an infant during the first year of life. A community's infant mortality rate is usually expressed as the number of deaths per 1,000 live births. Some of the leading causes of infant mortality in the U.S. are congenital malformations, deformities and chromosomal abnormalities, disorders related to short gestation and low birth weight, and sudden infant death syndrome.⁹

What Can the Data Tell Us?

In addition to being a clear child outcome, data on infant mortality rate is used as a proxy for population health.¹⁰ Here, national and state data (Table 11) is broken down by race/ethnicity. Using infant mortality data helps to assess how healthy a specific ethnic/racial group is, it also helps to focus resources and implement programs that are tailored to the specific needs of a population. At the national level, the data highlights how black, non-Hispanics infants are twice as likely to die within the first year as white, non-Hispanics or Hispanics infants. In some states the likelihood that a black, non-Hispanic infant will die within the first year more than triples. There is a great need for intentional focus and resources to reduce infant mortality rates for the black, non-Hispanic population.

Table 11. Infant mortality rates (Per 1,000 Live Births) by race/ethnicity, U.S. and states, 2008-2010

Region	Total	Non-Hispanic White	Non-Hispanic Black	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Ratio of non-Hispanic black and non-Hispanic white rates
United States	6.39	5.34	12.19	8.39	4.39	5.38	2.28
Alabama	8.83	6.98	13.08	*	*	7.38	1.87
Alaska	5.49	3.50	*	9.24	*	*	*
Arizona	6.11	5.41	13.48	7.98	7.34	5.59	2.49
Arkansas	7.40	6.52	11.47	*	*	5.62	1.76
California	4.93	4.13	9.77	6.85	4.05	4.82	2.37
Colorado	6.12	5.26	12.71	*	5.70	6.65	2.42
Connecticut	5.60	4.00	11.76	*	4.78	6.67	2.94
Delaware	7.94	5.90	14.49	*	*	5.09	2.46
District of Columbia	9.72	4.32	13.87	*	*	5.03	3.21
Florida	6.90	5.45	12.20	*	5.13	5.04	2.24
Georgia	7.24	5.44	11.09	*	2.90	5.08	2.04
Hawaii	5.93	4.22	*	*	6.45	6.12	*
Idaho	5.34	4.96	*	*	*	6.80	*
Illinois	6.99	5.45	13.59	*	5.45	5.92	2.49
Indiana	7.42	6.50	14.09	*	6.09	6.80	2.17
Iowa	5.06	4.65	12.12	*	*	6.34	2.61

Region	Total	Non-Hispanic White	Non-Hispanic Black	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Ratio of non-Hispanic black and non-Hispanic white rates
Kansas	6.89	6.34	13.06	*	5.72	6.50	2.06
Kentucky	6.86	6.66	10.49	*	*	4.74	1.58
Louisiana	8.48	6.55	11.92	*	7.00	3.26	1.82
Maine	5.52	5.54	*	*	*	*	*
Maryland	7.35	4.56	12.71	*	4.01	4.91	2.79
Massachusetts	4.84	3.78	9.24	*	4.19	6.75	2.44
Michigan	7.38	5.68	14.28	12.33	4.46	6.41	2.51
Minnesota	5.03	4.31	9.64	8.60	4.83	5.05	2.24
Mississippi	9.89	7.18	13.37	*	*	5.99	1.86
Missouri	6.94	5.97	12.81	*	3.97	5.47	2.15
Montana	6.45	6.07	*	8.84	*	*	*
Nebraska	5.37	4.61	13.46	*	*	5.48	2.92
Nevada	5.56	5.27	9.98	*	4.37	5.02	1.89
New Hampshire	4.24	4.18	*	*	*	*	*
New Jersey	5.18	3.58	12.16	*	3.12	4.76	3.40
New Mexico	5.49	5.50	*	4.95	*	5.29	*
New York	5.32	4.01	10.56	*	3.44	5.03	2.63
North Carolina	7.76	5.68	13.89	13.67	4.87	5.80	2.45
North Dakota	6.32	4.91	*	16.58	*	*	*
Ohio	7.71	6.33	14.52	*	4.49	6.72	2.29
Oklahoma	7.53	6.93	12.50	9.26	*	5.89	1.80
Oregon	4.99	4.78	9.46	7.73	5.35	4.61	1.98
Pennsylvania	7.24	5.53	12.59	*	4.83	8.55	2.28
Rhode Island	6.29	5.11	12.54	*	*	5.03	2.45
South Carolina	7.47	5.58	11.50	*	*	5.39	2.06
South Dakota	7.38	5.93	*	13.58	*	*	*
Tennessee	8.01	6.41	14.09	*	4.98	6.52	2.20
Texas	6.10	5.50	10.89	7.51	4.16	5.54	1.98
Utah	4.94	4.64	*	*	7.73	5.21	*
Vermont	4.99	4.97	*	*	*	*	*
Virginia	6.95	5.31	12.66	*	4.15	6.01	2.38
Washington	4.96	4.66	6.97	8.79	3.78	5.38	1.50
West Virginia	7.60	7.61	9.63	*	*	*	1.27
Wisconsin	6.26	5.26	13.90	8.02	6.44	5.61	2.64
Wyoming	6.61	5.94	*	*	*	8.38	*

* Figure does not meet standards of reliability or precision; based on fewer than 20 deaths in the numerator.

NOTES: Race and Hispanic origin are reported separately on birth certificates. Race categories are consistent with the 1977 Office of Management and Budget standards. Persons of Hispanic origin may be of any race. In this table Hispanic women are classified only by place of origin; non-Hispanic women are classified by race. Thirty-eighth states and DC reported multiple-race data on the birth certificate for 2010 and 33 for 2009. The multiple-race data for these states were bridged to the single-race categories of the 1977 standards for comparability with other states.

Source: http://www.cdc.gov/nchs/data/nvsr/nvsr62/nvsr62_08.pdf, 2008-2010

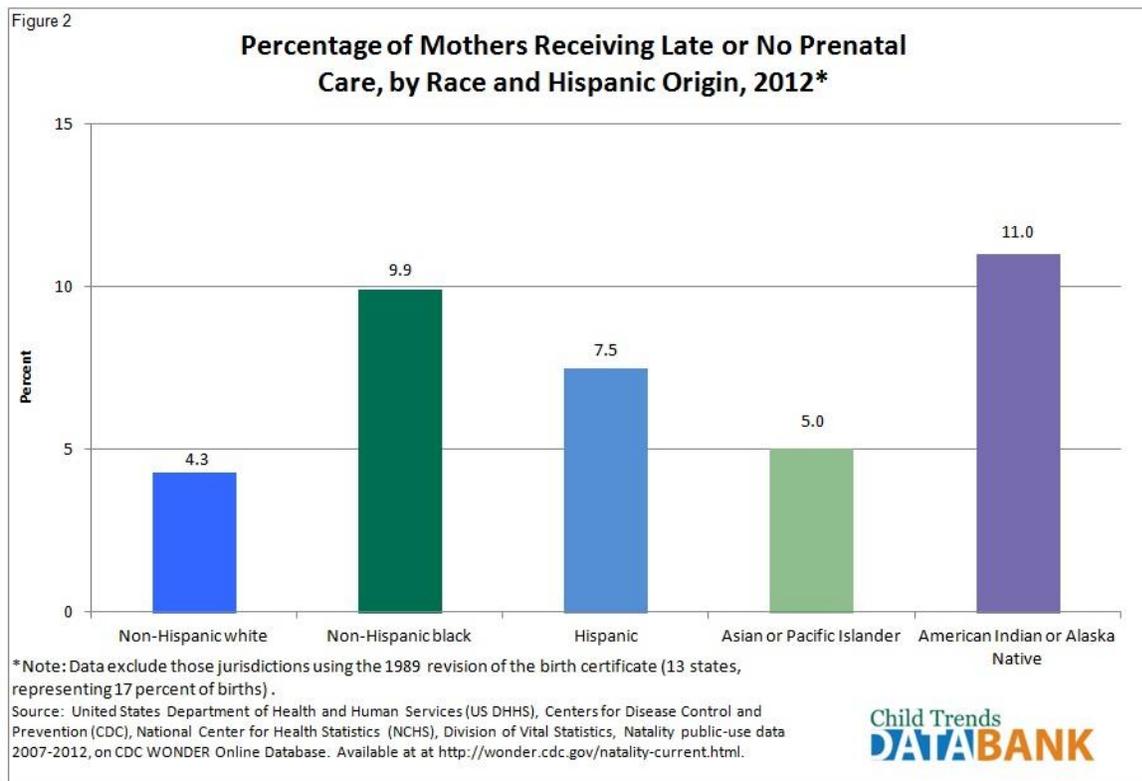
6. Late or No Prenatal Care

Prenatal care—the health care a woman receives when she is pregnant—is important for healthy mothers and healthy infants. Early and regular prenatal care increases the chances of a healthy pregnancy and a healthy birth.¹¹ When a health care provider sees a woman regularly during her pregnancy, the provider can identify health problems early on, curing many problems and preventing others. Health care providers will also talk to pregnant women about things they can do to give their unborn babies a healthy start. Healthy development begins in the womb. An infant who is born healthy has a better chance to grow up healthy.

What Can the Data Tell Us?

When broken down by race/ethnicity, data on women receiving late or no prenatal care reveals that specific populations are less likely to access adequate prenatal care. Non-Hispanic white women have a higher likelihood of receiving prenatal care compared with all other ethnic populations (Table 12). The disparity is larger among black, non-Hispanic woman and American Indian/Alaskan Native woman. Late or no prenatal care puts women of color at a higher risk for complications during pregnancy and delivery, and for their infant to have medical issues at birth.

Table 12



Source: Child Trends Bank <http://www.childtrends.org/?indicators=late-or-no-prenatal-care>, 2012

States can find state data from other organizations, such as the National Council of La Raza (Table 13). This data is from 2009 and represents 21 states. A state public health department may be an excellent resource to find more up-to-date data.

Table 13. Percent of births to mothers with late or no prenatal care by race/ethnicity, U.S. and states, 2009 (ages 0-2)

Region	Total %	Latino %	Black %	White %
United States	6.55	8.78	10.63	4.5
Alabama	N/A	N/A	N/A	N/A
Alaska	N/A	N/A	N/A	N/A
Arizona	N/A	N/A	N/A	N/A
Arkansas	N/A	N/A	N/A	N/A
California	3.45	4.11	5.08	2.38
Colorado	7.05	10.13	12.79	4.86
Connecticut	N/A	N/A	N/A	N/A
Delaware	8.51	16.54	8.83	6.16
District of Columbia	N/A	N/A	N/A	N/A
Florida	6.31	6.78	9.18	4.7
Georgia	7.37	14.35	9.41	3.7
Hawaii	N/A	N/A	N/A	N/A
Idaho	5.34	8.85	9.49	4.4
Illinois	N/A	N/A	N/A	N/A
Indiana	6.61	11	12.06	5.18
Iowa	3.99	7.77	10.1	3.2
Kansas	4.87	9.4	9.41	3.33
Kentucky	5.98	10.47	8.77	5.37
Louisiana	N/A	N/A	N/A	N/A
Maine	N/A	N/A	N/A	N/A
Maryland	N/A	N/A	N/A	N/A
Massachusetts	N/A	N/A	N/A	N/A
Michigan	4.5	6.33	7.81	3.46
Minnesota	N/A	N/A	N/A	N/A
Mississippi	N/A	N/A	N/A	N/A
Missouri	N/A	N/A	N/A	N/A
Montana	5.38	8.05	9.09	3.87
Nebraska	4.4	7.85	8.68	3.18
Nevada	N/A	N/A	N/A	N/A
New Hampshire	3.34	6.08	10.31	3.07
New Jersey	N/A	N/A	N/A	N/A
New Mexico	9.08	9.55	13.26	5.7

Region	Total %	Latino %	Black %	White %
New York	5.44	6.86	10.26	3.09
North Carolina	N/A	N/A	N/A	N/A
North Dakota	5.81	8.42	7.1	3.98
Ohio	6.44	12.21	12.14	4.95
Oklahoma	N/A	N/A	N/A	N/A
Oregon	4.81	6.28	6.61	4.11
Pennsylvania	6.88	9.97	13.38	5.02
Rhode Island	N/A	N/A	N/A	N/A
South Carolina	7.12	16.54	8.5	4.67
South Dakota	6.8	10.15	10.29	4.93
Tennessee	7.84	19.05	13.25	4.73
Texas	12.27	14.66	16.42	7.77
Utah	4.99	8.84	17.97	3.75
Vermont	2.87	3.26	6.67	2.74
Virginia	N/A	N/A	N/A	N/A
Washington	6.8	9.09	10.44	5.62
West Virginia	N/A	N/A	N/A	N/A
Wisconsin	N/A	N/A	N/A	N/A
Wyoming	5.88	10.39	11.54	4.85

Source: The National Council of La Raza, Latino Kids Data Explorer (<http://www.nclr.org/index.php/latinokidsdata>), 2009

7. Young Children’s Health Insurance Coverage

Health insurance allows individuals to receive needed health services regardless of cost. Individuals and families receive health insurance coverage through an employer, state and/or local insurance programs, or by purchasing private health insurance. The Affordable Care Act requires individuals to secure some form of health insurance coverage and creates additional options for that coverage through Health Exchanges, also known as marketplaces.

In addition covering catastrophic and high-cost health services, insurance coverage helps people access to timely medical care and preventive services and improves their lives and health.¹² Individuals with health insurance are more likely to go to preventive health care appointments. Families with health insurance for young children are more likely to take their child to well-child visits, which are critical to prevent illness and identify and respond to potential developmental issues. Families who lack health insurance are often deterred by the cost of health care and may only seek medical treatment when a major medical issue arises. Preventive well-child visits are critical in supporting young children to better developmental and health trajectories.¹³

Over the last 20 years, the federal government has expanded options for states to provide health coverage for children—both through Medicaid and the Child Health Insurance Program (CHIP). Through Medicaid and CHIP, most states now cover children up to at least 200 percent of poverty, and many cover children well above that amount. A few states cover undocumented children through their Medicaid and CHIP programs, although they must use state funding to do so. States are required by federal law to cover children who are legal residents after five years of being in the country, but are given the option to cover all legal resident children, and many do so.

There are different sources of information available for health insurance coverage by age, which produce somewhat different estimates of levels of child health coverage. The American Community Survey provides data that generally can be broken out for the 0-17 population and is available on an annual basis. The National Survey of Child Health provides further breakdowns by child age (0-5, 6-11, 12-17) but is available only every four years. Select information from both is provided here.

What Can the Data Tell Us?

Examining national and state data on health insurance coverage and access to care by race/ethnicity is critical to understanding disparities in health outcomes for specific groups. Levels of health insurance coverage vary significantly from state to state as well as by race, ethnicity and socioeconomic status. Children under 5 years who are American Indian or Alaska Native are three times more likely to be uninsured than the national average, and children of Hispanic descent are much more likely to be uninsured than white or African-American children (Table 14). Differences across the states, particularly relative to poverty levels, are generally reflective of state policies regarding the eligibility for Medicaid and CHIP coverage.

Table 14. Health insurance coverage* by race/ethnicity, children ages 0-5, U.S., 2012

Race/Ethnicity	Children Age 0-5	Uninsured	Percentage
Total	24,090,718	1,362,884	5.7%
White, Non-Hispanic	12,072,282	568,631	4.7%
African American	3,436,346	161,460	4.7%
American Indian and Alaska Native	232,511	34,821	15.0%
Asian	1,079,708	49,257	4.6%
Hispanic	6,199,166	503,199	8.1%

Source: U.S. Census Bureau, American Community Survey One-Year Estimates, 2012

* National data on health coverage for young children by race and ethnicity are provided here from the 2012 Census American Community Survey, this data can be developed for any state; but the standard errors of estimate may be substantial for some ethnic populations.

The National Survey on Children’s Health (NSCH) provides some of this data on a state-by-state basis (Table 15). NSCH data show health insurance coverage for each state broken down by income, race/ethnicity. Pulling these data pieces together from NHSC gives a good picture of the state’s uninsured children population. Often, the health insurance data from such organizations are more user friendly, but they may not use the most up-to-date census data.

Table 15. Percent of uninsured children 0-17 by race/ethnicity and poverty level, U.S. and states, 2011-2012

Region	Total %	White, non-Hisp. %	Black, non-Hisp. %	Hispanic %	Under 100% FPL %	100 - 199% FPL %	200 - 399% FPL %	400% FPL or higher %	Children 0- 5 years %
United States	5.5	3.9	4.9	9.7	8.2	9.2	4.3	1.7	4.6
Alabama	4.1	2.4	5.1	10.4	5.4	6.4	2.5	2	1.8
Alaska	5.8	5.2	60.2	7.5	8	7.3	5.6	2.2	5.4
Arizona	11.7	9	9.8	15	15.8	19.8	7.4	3.3	8.1
Arkansas	4.6	4.1	5.4	5.9	4.1	7	4.9	1.5	4.2
California	6.3	4.1	7.1	8	9.6	10.5	5.1	2.1	8.4
Colorado	7.6	4.7	1.7	13.3	10.2	14.7	6.8	1.9	5.1
Connecticut	2.6	1.8	2.9	5.5	5.1	4.3	3.8	0.5	1.7
Delaware	3.6	2.7	1.9	9.5	7.6	5.3	3.5	0.5	2.1
DC	1.3	0.1	1.5	3	1.7	0.1	2.8	0.6	1.7
Florida	9.5	7.4	10.5	12.7	17.1	12.9	4.7	3.1	7.6
Georgia	7.2	5.7	6.3	12.9	6	15	4.7	3.1	4.8
Hawaii	1.2	1.4	0	2	2.5	2.1	0.4	0.4	0.7
Idaho	5.7	5.1	0	9.7	6.5	7.8	5.7	2.2	3.8
Illinois	1.6	1.7	2.8	0.5	0.5	3.2	2	0.8	0.8
Indiana	5.3	4.8	2.8	11.8	8.8	9.8	3.1	0.6	5.5

Region	Total %	White, non-Hisp. %	Black, non-Hisp. %	Hispanic %	Under 100% FPL %	100 - 199% FPL %	200 - 399% FPL %	400% FPL or higher %	Children 0- 5 years %
Iowa	2.7	1.7	0.5	13.9	4.2	5.9	1.7	0.4	1.5
Kansas	5.0	2.8	4.8	13.4	12.4	7.1	2.1	1	4.1
Kentucky	4.2	3.4	2.4	13.1	5.2	8.6	2.4	0.6	2.2
Louisiana	2.1	1.4	2.7	6.8	2	1.6	3	1.5	2
Maine	3.8	4	0	3.5	1.4	4.9	5.5	1.9	2.7
Maryland	4.4	2	6.2	7.6	6.6	9.2	5.3	1.5	3.8
Massachusetts	1.0	0.6	0.6	0.8	2.7	1.4	1	0.4	1.8
Michigan	2.7	2.9	2.5	0.6	4	4.3	2	0.8	3.1
Minnesota	4.5	2.9	1.4	16.3	7.4	10	4.2	0.5	4
Mississippi	7.3	8.5	4.1	19.8	9.3	10.3	4.5	2.4	7.1
Missouri	4.3	3.9	4.9	9.2	3.3	9.9	3.1	1.1	2.5
Montana	8.5	8.1	0	5.3	8.2	14.3	6.6	3.7	7.4
Nebraska	5.0	3.1	4.3	14.5	10	8.4	3.2	1.4	4.4
Nevada	13.3	7.2	7.7	21.7	26.7	15	8.6	2.5	8.8
New Hampshire	3.4	3.2	0	2.7	9.7	7	3.2	0.3	1.9
New Jersey	3.5	1.4	3.1	7.8	7.6	6.1	4.1	0.7	2.4
New Mexico	6.7	2.6	3.3	8.6	10.2	10.2	3	0.9	3.9
New York	2.8	1.7	2.7	4	3.3	6	2.7	0.8	1.8
North Carolina	6.2	3.5	5.7	14.6	9.7	7.4	5.3	2.1	3.8
North Dakota	6.5	5	0	9.6	9.9	10.6	5.4	3.5	5.1
Ohio	3.2	3.2	1.9	8.5	3.7	5.6	3.4	0.4	3.3
Oklahoma	7.3	5	5.1	17.5	11.1	6.4	7.7	3.3	5.6
Oregon	4.3	3	3.4	9	6.3	8.7	2.6	0.5	4.7
Pennsylvania	4.1	3.6	4.3	8.4	7.7	3.1	4.4	2.1	2
Rhode Island	3.9	2.9	3.6	5.9	3.1	7.5	4.1	1.7	2.2
South Carolina	6.4	7.3	4	15.4	5.8	10.2	6.3	2.5	6.1
South Dakota	3.2	2.7	6.5	6.4	2.8	6.7	2.9	0.4	2
Tennessee	5.3	4.5	3.5	16	7.5	8.7	3.6	1.1	4.6
Texas	9.4	7.4	6.5	12.1	12.2	15.5	6.9	3.1	5.9
Utah	8.7	6	2.4	21.5	20.7	9.9	6.6	2.1	6.3
Vermont	1.3	1.4	6.7	3.2	0.2	3.5	1.7	0.2	1.7
Virginia	5.3	3.3	5.3	15.1	6.8	12.4	3.8	2.3	5.8
Washington	3.6	3.3	4	6.2	4.4	2.5	6.2	1.5	3.1
West Virginia	4.2	4.2	0	0	4.4	6.3	5.1	0.4	4.7
Wisconsin	1.6	1.4	0.6	4.3	3.1	3.6	0.5	0.5	1.7
Wyoming	5.9	4.9	0	12	6.4	8.5	6	2.8	5.3

Source: National Survey of Children's Health. NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [12/01/13] from www.childhealthdata.org.

8. Young Children’s Access to a Medical Home

A medical home is a team-based health care delivery model led by a physician, physician assistant or nurse practitioner who provides comprehensive and continuous primary medical care to patients with the goal of obtaining maximized health outcomes.¹⁴ A provider who ensures young children receive coordinated, ongoing, comprehensive care within a medical home engages the child’s family, provides anticipatory guidance (advice) to the parents on child development and works to ensure that all the child’s medical and non-medical needs are met. Sometimes, the term “family-centered medical home” is used to describe such care.

Establishing a medical home is important because it allows a patient—particularly one with chronic health conditions requiring multiple services—to access and receive appropriate health services in the context of an overall treatment plan. It also is important for children, young children in particular, because it allows for tracking healthy development and providing preventive and developmental services. According to a September 2013 report from the University of Iowa, “Medical Homes for Children in Iowa,” having a medical home is associated with increased parent satisfaction, decreased emergency room use, lower rates of hospitalization and more preventive care.¹⁵

What Can the Data Tell Us?

Data from the National Survey of Children's Health illustrate how at both national and state levels the number of children who do *not* have a usual source of care (medical home) varies substantially by race and ethnicity and socioeconomic status (Table 16). Hispanic children are almost twice as likely as their white, non-Hispanic counterparts to not have a coordinated medical home. Children living below the poverty level are significantly less likely to have a coordinated medical home than children at or above 400 percent of poverty. There is also very large variation among states in the proportion of children not having a medical home. Understanding data on a specific race/ethnic group’s level of access to medical homes helps to target resources and tailor programs that are relevant to the groups lacking equitable access to ongoing comprehensive care within a medical home. At the same time, examining overall rates helps identify general needs to promote comprehensive, family-centered medical homes for children.

Table 16. Percentage of children 0-17 reported as having coordinated, ongoing comprehensive care within a medical home by race/ethnicity and poverty level, U.S. and states, 2011-2012

Region	Race/Ethnicity, Children 0-17				0-5 yrs only %	Poverty Level, Children 0-17			
	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %		0 - 99% FPL %	100 - 199% FPL %	200 - 399% FPL %	400% FPL or higher \$
United States	54.4	65.7	44.7	37.2	58.2	36.4	48.0	60.3	67.7
Alabama	54.4	63.1	42.7	37.9	60.5	38.5	45.1	63.3	71.7
Alaska	51.9	59.2	39.8	47.1	61.3	39.0	45.8	57.6	60.8
Arizona	46.2	59.5	30.7	37.7	50.3	28.2	38.8	59.6	60.0

Region	Race/Ethnicity, Children 0-17				0-5 yrs only %	Poverty Level, Children 0-17			
	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %		0 - 99% FPL %	100 - 199% FPL %	200 - 399% FPL %	400% FPL or higher %
Arkansas	55.2	65.9	31.0	31.6	63.6	43.2	47.8	62.6	71.4
California	44.7	63.9	50.6	34.1	48.6	24.5	37.3	46.7	63.2
Colorado	55.3	62.2	44.1	43.4	60.0	37.6	42.8	63.0	65.7
Connecticut	58.2	70.4	44.8	32.9	58.3	34.3	49.3	57.1	70.2
Delaware	55.9	67.3	45.4	42.4	60.2	45.1	48.7	56.6	65.6
District of Columbia	50.3	71.6	44.0	41.2	55.7	38.0	37.1	54.4	67.5
Florida	50.4	63.2	32.4	41.9	53.8	31.4	44.2	61.0	65.3
Georgia	51.7	64.1	46.2	27.1	56.3	38.8	47.4	54.6	66.6
Hawaii	57.4	68.5	60.2	49.0	64.5	39.5	52.9	62.1	69.0
Idaho	57.0	59.6	70.0	45.7	59.0	44.2	53.9	62.9	65.5
Illinois	55.9	72.9	45.3	27.1	59.3	28.4	48.4	64.3	71.5
Indiana	57.9	62.6	44.9	35.3	60.4	41.7	50.3	62.4	73.9
Iowa	66.8	70.9	51.8	48.1	68.6	55.2	58.9	70.3	76.7
Kansas	59.1	67.3	43.0	35.4	61.9	42.6	51.2	67.3	69.2
Kentucky	56.4	58.5	47.1	46.4	58.3	47.9	47.4	62.2	69.2
Louisiana	55.7	65.6	43.8	60.9	58.8	41.2	53.2	61.9	69.4
Maine	63.4	64.0	30.5	71.1	67.2	54.2	52.5	70.3	70.7
Maryland	57.2	70.4	47.1	40.0	61.6	37.9	45.9	54.9	68.4
Massachusetts	62.7	68.9	59.6	35.7	63.8	41.1	54.9	68.0	69.0
Michigan	58.6	68.0	33.7	39.1	63.5	38.3	54.2	64.3	74.8
Minnesota	60.9	68.3	35.1	29.5	64.2	33.3	54.4	64.8	72.4
Mississippi	49.0	60.8	42.4	15.5	54.4	32.4	49.5	57.8	69.0
Missouri	62.4	68.6	43.2	42.0	66.2	51.6	54.5	66.3	74.4
Montana	57.5	61.9	73.2	40.2	62.8	43.3	53.6	64.2	64.5
Nebraska	61.1	68.1	51.0	42.1	61.3	39.2	54.8	65.2	73.3
Nevada	44.6	61.4	48.2	31.6	52.5	22.1	40.5	52.3	63.8
New Hampshire	66.5	69.7	38.8	45.5	71.0	40.1	55.1	74.7	71.1
New Jersey	52.9	65.9	43.5	35.6	54.9	40.8	44.6	54.3	59.7
New Mexico	48.0	61.6	39.7	45.0	54.7	32.3	48.3	53.7	65.8
New York	53.3	63.5	52.1	38.8	55.5	34.9	44.5	59.6	65.9
North Carolina	55.1	68.2	40.3	35.7	61.4	37.9	50.6	67.0	65.6
North Dakota	61.9	65.7	43.5	50.8	61.1	44.3	55.1	64.4	71.0
Ohio	57.1	61.0	45.3	44.2	60.1	45.7	49.8	61.1	69.7
Oklahoma	56.3	60.3	48.7	42.9	60.3	47.3	48.3	60.4	69.9
Oregon	57.3	64.2	53.2	38.3	64.9	44.9	50.5	61.9	70.6

Region	Race/Ethnicity, Children 0-17				0-5 yrs only %	Poverty Level, Children 0-17			
	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %		0 - 99% FPL %	100 - 199% FPL %	200 - 399% FPL %	400% FPL or higher %
Pennsylvania	58.9	65.5	43.8	35.7	62.5	36.1	54.0	65.9	69.3
Rhode Island	59.9	70.2	37.4	39.0	62.8	39.7	54.1	62.2	74.0
South Carolina	54.3	65.7	42.4	32.4	58.5	43.2	49.1	59.1	69.0
South Dakota	61.6	68.1	13.9	51.2	66.6	46.2	52.5	65.5	74.1
Tennessee	60.1	66.6	46.1	38.0	65.5	44.7	56.1	67.4	73.4
Texas	51.8	68.4	55.6	40.1	55.1	33.5	46.2	59.4	67.6
Utah	64.3	70.5	60.5	43.0	72.1	37.0	61.5	71.0	74.7
Vermont	68.6	69.4	66.3	71.5	74.7	62.7	58.2	69.9	75.2
Virginia	56.7	68.0	43.9	26.2	58.9	49.4	44.3	57.7	64.6
Washington	58.6	64.7	43.0	44.6	65.6	45.4	58.1	58.4	66.8
West Virginia	61.2	62.6	48.4	53.3	66.7	49.2	59.5	62.8	74.2
Wisconsin	66.4	71.0	51.4	50.6	71.0	45.0	64.9	70.5	76.1
Wyoming	59.4	64.2	9.8	43.0	67.2	48.0	52.9	61.6	67.6

Source: National Survey of Children's Health. NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [10/14/13] from www.childhealthdata.org.

9. Immunization Rates for Young Children

Immunizing young children protects them from devastating and life-threatening diseases such as polio, measles, diphtheria, pertussis (whooping cough), rubella (German measles), mumps, tetanus and *Haemophilus influenzae* type b (Hib). Protecting children from these (and other) preventable diseases helps supports children’s physical health—a key component to healthy development and school readiness. In addition, immunization rates often are a good marker for the degree to which children are receiving other forms of primary and preventive health services.

What Can the Data Tell Us?

The Centers for Disease Control and Prevention’s National Immunization Survey presents national data on immunization broken down by poverty level and race/ethnicity (Table 17). About 30 percent of U.S. children ages 19-35 months are not fully immunized. Children living in poverty are less likely to be fully immunized than children at or above poverty. Viewing data by race/ethnicity and poverty level makes it easier to identify groups at risk of vaccine-preventable diseases and evaluate the effectiveness of programs designed to increase coverage.

Table 17. Estimated percentage of children 19-35 months of age fully vaccinated by poverty level[^] and race/ethnicity, 2012[†]

	Total %	White only, non-Hispanic %	Black only, non-Hispanic %	Hispanic %	Asian only, non-Hispanic %	Multiple Race, non-Hispanic %
All	68.4	69.3	64.8	67.8	71.6	71.5
At or Above Poverty	71.6	72.1	68.5	68.3	77.2	76.7
Below Poverty	63.4	58.2	62.7	68.1	N/A	N/A
Unknown Poverty	67.1	73.9	N/A	N/A	N/A	N/A

Source: National Immunization Survey Q1/2012-Q4/2012[†]

* Estimate is NA (Not Available) if the unweighted sample size for the denominator was <30 or (CI half width)/Estimate > 0.588 or (CI half width) >10. Estimates presented as point estimate (%) ± 95% Confidence Interval. Estimates not available for American Indian or Alaska Native only, non-Hispanic and Native Hawaiian or other Pacific Islander only, non-Hispanic groups.

[^] Poverty status was based on 2011 U.S. Census poverty thresholds (available at <http://www.census.gov/hhes/www/poverty/data/threshld>)

^{^^} Self-reported by respondent. Children of Hispanic ethnicity may be of any race.

[†] Children in the Q1/2012-Q4/2012 National Immunization Survey were born from January 2009 through May 2011.

[‡] 4:3:1 plus full series Hib vaccine, 3 or more doses of HepB, 1 or more doses of varicella vaccine and 4 or more doses of PCV.

Source: Center for Disease Control, 2012 http://www.cdc.gov/vaccines/stats-surv/nis/data/tables_2012.htm#overall

Table 18 shows national and state level data for 2012 from the CDC’s National Center for Health Statistics. State data give a good overview on immunization rates for total populations; unfortunately, data broken down by race and ethnicity is not available for all states. Individuals can contact their state public health department to find out what type of immunization data they obtain and how it is broken down. Local information broken down by race/ethnicity and income is more useful to see disparities.

Table 18. Estimated percentage of children 19-35 months of age fully vaccinated by race/ethnicity, U.S. and states, Q1/2012-Q4/2012[†] 4:3:1:3*:3:1:4[†]

Region	Total %	Non-Hispanic			Hispanic %
		White %	Black %	Asian %	
United States	68.4	69.3	64.8	71.6	67.8
Alabama	71.3	68.5	N/A	N/A	N/A
Alaska	59.5	61.3	N/A	N/A	N/A
Arizona	67.5	NA	N/A	N/A	N/A
Arkansas	66.4	65.5	N/A	N/A	N/A
California	66.8	N/A	N/A	N/A	N/A
Colorado	71.7	N/A	N/A	N/A	N/A
Connecticut	77.1	76.5	N/A	N/A	N/A
Delaware	72.6	70.9	N/A	N/A	N/A
Dist. of Columbia	73.4	80.0	N/A	N/A	N/A
Florida	68.6	78.4	N/A	N/A	N/A
Georgia	74.7	NA	N/A	N/A	N/A
Hawaii	80.2	NA	N/A	87.2	N/A
Idaho	63.0	61.3	N/A	N/A	N/A
Illinois	68.5	76.7	N/A	N/A	64.1
Indiana	61.4	62.5	N/A	N/A	N/A
Iowa	74.8	77.5	N/A	N/A	N/A
Kansas	65.0	63.4	N/A	N/A	N/A
Kentucky	68.2	69.8	N/A	N/A	N/A
Louisiana	68.5	65.0	N/A	N/A	N/A
Maine	72.6	71.9	N/A	N/A	N/A
Maryland	67.1	78.2	N/A	N/A	N/A
Massachusetts	73.5	74.9	N/A	N/A	N/A
Michigan	70.5	71.4	N/A	N/A	N/A
Minnesota	66.2	69.9	N/A	N/A	N/A
Mississippi	77.5	NA	83.4	N/A	N/A
Missouri	63.9	67.5	N/A	N/A	N/A
Montana	66.5	68.4	N/A	N/A	N/A
Nebraska	72.6	77.7	N/A	N/A	N/A
Nevada	65.3	62.4	N/A	N/A	N/A
New Hampshire	80.1	80.5	N/A	N/A	N/A
New Jersey	71.5	71.3	N/A	N/A	N/A
New Mexico	71.6	NA	N/A	N/A	68.8
New York	63.7	64.3	N/A	N/A	57.7
North Carolina	75.4	76.8	N/A	N/A	N/A
North Dakota	72.2	77.2	N/A	N/A	N/A
Ohio	66.8	69.8	N/A	N/A	N/A
Oklahoma	61.0	N/A	N/A	N/A	N/A
Oregon	66.7	66.0	N/A	N/A	N/A
Pennsylvania	68.3	64.4	N/A	N/A	N/A
Rhode Island	72.5	76.3	N/A	N/A	N/A

Region	Total %	Non-Hispanic			Hispanic %
		White %	Black %	Asian %	
South Carolina	71.8	80.7	N/A	N/A	N/A
South Dakota	63.6	70.4	N/A	N/A	N/A
Tennessee	73.1	74.2	N/A	N/A	N/A
Texas	64.8	66.6	N/A	N/A	65.2
Utah	73.0	70.1	N/A	N/A	N/A
Vermont	63.2	65.5	N/A	N/A	N/A
Virginia	69.8	73.4	N/A	N/A	N/A
Washington	65.2	63.1	N/A	N/A	N/A
West Virginia	60.8	60.5	N/A	N/A	N/A
Wisconsin	75.2	76.9	N/A	N/A	N/A
Wyoming	67.2	64.9	N/A	N/A	N/A

* Estimate = NA (Not Available) if the unweighted sample size for the denominator was <30 or (CI half width)/Estimate > 0.588 or (CI half width)

>10. Estimates presented as point estimate (%) ± 95% Confidence Interval. Not available for American Indian or Alaska Native only, non-Hispanic and Native Hawaiian or other Pacific Islander only, non-Hispanic groups.

† 4 or more doses of DTaP, 3 or more doses of poliovirus vaccine, 1 or more doses of any MMR, full series of Hib (≥3 or ≥4 doses of Haemophilus influenzae type b vaccine depending on product type received--includes primary series plus the booster dose), 3 or more doses of HepB, 1 or more doses of varicella vaccine, and 4 or more doses of PCV.

‡ Self-reported by respondent. Children of Hispanic ethnicity may be of any race.

§ Children in the Q1/2012-Q4/2012 National Immunization Survey were born from January 2009 through May 2011.

Source: Center for Disease Control, 2012 http://www.cdc.gov/vaccines/stats-surv/nis/data/tables_2012.htm

10. Young Children and Well-Child Visits

While it is common to speak about health maintenance among the adult population, children – and young children in particular – grow rapidly and set a health trajectory that affects future growth and development. Early identification and response to conditions that can affect that development is key to healthy development and the reason for regular well-child check-ups.¹⁶ Bright Futures, a comprehensive document regarding the components of well-child visits, contains a periodicity chart for well-child visits, with at least annual visits during the first five years of life. During a well-child visit, the child health practitioner a doctor or other health care screens for possible developmental issues and concerns as well as various physical ones. This is the time when parents can ask any questions regarding the child’s growth, physical and emotional development, behavior and or other concerns they may have. Well-child visits are important in early detection of and response to the child’s own health needs and to providing parents with information (anticipatory guidance) that supports them in providing a healthy environment and response to their child’s needs.

What Can the Data Tell Us?

In most states and nationally, disparities among families of color and low-income families’ ability to access preventive care, including well-child visits, for their children are troubling. The following data from the National Survey on Children’s Health (Table 19) shows that, in some states, the percentage of children of color who do not have preventive care is twice that for white children. For most states and nationally children living below the poverty level are twice as likely not to have seen a doctor, nurse, or other health care provider for preventive medical care in the last 12 months in comparison to children living at 400 percent or more of the poverty level. The share of children not having a physical examination or well-child check-up is higher for the 0-17 population than the 0-5 population because annual examinations are not necessarily expected for older children. The 0-17 data is shown for comparative purposes by race/ethnicity and poverty level. It is important for states to put in place resources and policies that help families of color and families living in poverty to have better access to preventive care, including well-child visits for children birth to 5 years.

Table 19. Percentage of children who have seen a doctor, nurse or other health care provider for preventive medical care, such as a physical exam or well-child checkup, in the past 12 months, U.S. and states, 2011-2012*

Region	0-5 years %	Race/Ethnicity 0-17 years				Poverty level, 0-17			
		Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% of FPL %	100-199% of FPL %	200-399% of FPL %	400% of FPL or higher %
United States	89.7	84.4	86.4	84.2	80.7	78.5	81.0	85.9	90.3
Alabama	89.4	83.4	85.3	81.7	76.2	75.9	85.1	86.2	87.2
Alaska	86.2	77.1	78.8	88.2	78.0	67.1	75.2	81.2	82.1
Arizona	88.5	81.4	82.0	89.9	78.9	74.9	80.7	84.5	86.5
Arkansas	87.6	79.2	81.2	76.6	81.1	78.7	77.1	81.4	79.1
California	87.0	80.6	80.0	88.3	80.2	68.0	82.5	82.5	87.6
Colorado	90.9	84.8	88.1	98.2	81.3	82.9	75.4	87.3	89.9
Connecticut	91.3	90.3	92.4	87.5	86.7	85.0	86.7	91.3	92.9
Delaware	91.2	88.6	91.6	89.1	78.8	80.7	86.6	92.0	90.9
District of Columbia	90.2	89.8	98.0	88.8	87.5	80.1	93.2	93.7	95.1
Florida	86.9	82.6	84.6	81.1	80.2	77.7	79.0	84.7	89.3
Georgia	88.2	81.1	85.2	78.6	74.5	72.0	76.8	85.1	90.6
Hawaii	91.1	84.5	87.5	92.7	83.9	76.0	82.2	86.5	90.2
Idaho	86.5	73.0	72.8	92.6	76.1	77.9	71.2	71.5	72.8
Illinois	93.5	89.1	90.4	90.6	85.2	85.0	85.1	91.8	92.4
Indiana	89.0	84.6	85.5	86.7	78.9	75.9	83.4	88.4	88.6
Iowa	91.1	84.5	85.9	93.1	71.9	79.0	80.4	84.5	91.9
Kansas	91.8	84.8	86.1	86.8	83.5	80.6	79.7	85.2	92.5
Kentucky	94.4	86.9	87.2	89.2	81.3	87.4	83.5	85.7	91.3
Louisiana	85.1	79.7	79.9	80.7	76.1	80.0	77.9	77.6	83.8
Maine	90.7	87.8	87.5	99.5	86.1	83.8	82.8	89.2	93.5
Maryland	90.7	88.2	89.9	86.0	89.6	88.4	76.0	87.9	92.4
Massachusetts	90.6	91.4	94.5	82.7	85.4	85.2	85.1	91.8	95.2
Michigan	91.8	86.2	87.0	83.0	85.2	84.4	83.5	86.2	90.6
Minnesota	89.2	78.4	77.7	83.9	76.9	75.1	76.0	75.4	84.4
Mississippi	85.1	77.0	78.0	77.4	71.3	73.1	73.8	81.6	83.1
Missouri	88.5	84.2	85.2	81.6	88.4	79.9	77.1	87.4	90.7
Montana	86.7	77.0	76.2	79.6	70.5	81.6	71.8	77.4	79.9
Nebraska	89.5	83.6	85.6	84.7	77.5	79.6	80.9	83.3	88.4
Nevada	86.9	74.8	77.6	77.8	70.3	70.1	67.2	80.4	80.9
New Hampshire	94.7	91.2	92.3	70.8	84.1	82.2	87.8	93.9	92.6
New Jersey	88.4	91.2	94.6	86.3	88.0	82.3	86.6	90.1	96.6
New Mexico	85.0	80.1	81.2	77.4	79.4	77.0	77.8	82.6	85.0
New York	92.3	91.9	94.6	91.2	85.5	85.4	91.5	93.1	95.8
North Carolina	88.4	82.8	85.3	83.2	79.3	78.5	78.6	85.4	88.8
North Dakota	85.0	78.6	79.7	62.5	69.2	75.5	73.8	78.6	83.6
Ohio	93.9	87.7	89.4	84.7	76.2	83.4	82.9	89.2	94.1
Oklahoma	89.5	80.4	81.4	73.5	74.8	75.7	80.2	80.6	85.7
Oregon	87.4	79.2	83.7	76.5	68.2	75.2	74.6	80.0	86.5

Region	0-5 years %	Race/Ethnicity 0-17 years				Poverty level, 0-17			
		Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% of FPL %	100-199% of FPL %	200-399% of FPL %	400% of FPL or higher %
Pennsylvania	92.2	90.4	91.5	90.0	82.9	83.1	91.6	92.8	92.2
Rhode Island	92.2	90.0	92.8	84.7	85.2	81.0	84.2	93.8	95.8
South Carolina	87.7	81.3	82.9	79.8	78.6	80.4	79.9	82.9	81.7
South Dakota	85.3	73.3	73.7	68.9	79.1	70.9	71.4	72.4	78.5
Tennessee	89.2	86.9	89.3	82.3	79.4	82.3	86.4	89.2	89.5
Texas	90.1	83.4	85.3	87.6	80.6	80.1	76.5	85.7	91.1
Utah	87.7	76.2	78.8	93.0	69.5	67.7	73.6	78.8	80.8
Vermont	95.2	91.2	90.5	100.0	93.5	92.4	87.3	91.6	92.3
Virginia	93.7	86.6	89.5	81.0	84.8	79.5	78.9	87.5	92.5
Washington	92.4	82.9	84.8	86.2	77.4	81.2	76.1	81.8	89.3
West Virginia	91.5	88.7	88.5	89.3	88.3	87.8	85.2	90.2	90.8
Wisconsin	93.4	85.6	85.6	83.5	84.0	82.0	85.2	85.2	88.6
Wyoming	86.9	80.6	80.3	88.9	81.7	79.7	77.6	81.0	83.5

* or since birth for children under age 1
Source: National Survey of Children's Health. NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [11/15/2013] from www.childhealthdata.org.

11. Young Children Screened for Developmental, Behavioral and Social Delays

Preventive well-child visits almost always focus on the physical health of the child. While this is important, it is only part of a child’s overall health. Child screening is important for early detection of developmental and social-emotional issues. In general, the earlier a child with developmental and/or social emotional delays receives services, the better the outcome.¹⁷ Screening should include developmental, behavioral and social delays. In addition, screening should also identify environmental factors that have a compounding effect on the child’s overall development, such as poverty, parental depression and domestic violence. For most young children, especially those under three years, the health provider is the only professional in contact with the family.¹⁸ Therefore, this often is the only opportunity for a young child to have a comprehensive developmental screening that includes environmental risk factors.

What Can the Data Tell Us?

Data from the National Survey on Children’s Health show that most children are not receiving developmental screenings as a routine part of regular well-child visits (Table 20). And unlike most indicators in this report, there is little difference across racial and income groups. In part, this may be because Medicaid emphasizes the importance of screening through its Early, Periodic, Screening, Diagnosis, and Treatment (EPSDT) provisions. Still, parents of fewer than one-third of all young children reported the child received a developmental screen during routine health visits. Encouraging practitioners to include developmental screening as part of preventative well-child visits routine is critical to identifying and responding to young children and families who may need additional support.

Table 20. Percentage of children ages 10 month-5 years who during the past 12 months were screened for developmental, behavioral and social delays using a parent-reported standardized screening tool during a health care visit, U.S. and States, 2011-2012.

Region	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
United States	30.8	29.9	31.7	32.4	31.8	31.3	29.7	30.5
Alabama	24.7	23.0	24.3	20.2	27.1	21.7	20.1	31.9
Alaska	32.6	30.6	43.5	50.2	21.0	33.1	34.5	44.0
Arizona	21.7	29.9	3.7	13.6	17.0	27.7	21.1	23.8
Arkansas	26.3	23.4	28.7	31.2	33.1	16.0	22.9	33.5
California	28.5	27.5	10.4	32.4	30.3	22.8	28.6	30.4
Colorado	47.0	46.5	86.1	46.1	38.0	39.4	56.4	49.3
Connecticut	26.6	28.6	34.1	22.0	29.4	23.5	25.8	27.1
Delaware	30.8	30.2	27.8	38.2	20.5	30.5	39.7	31.1
District of Columbia	21.4	18.7	23.7	19.0	20.2	20.7	34.2	17.1

Region	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
Florida	24.0	25.2	27.4	19.7	27.5	10.4	32.8	23.0
Georgia	40.8	36.1	45.4	34.1	34.6	49.4	38.2	42.2
Hawaii	38.9	43.3	62.1	38.8	45.7	43.0	33.7	35.0
Idaho	25.0	22.3	0.0	30.8	30.5	28.4	18.4	21.1
Illinois	34.4	31.9	40.3	41.4	43.5	39.4	28.0	27.6
Indiana	23.9	21.9	28.3	33.0	21.1	30.7	18.5	24.7
Iowa	34.3	32.5	53.6	48.9	29.8	31.9	34.8	40.5
Kansas	37.0	33.5	44.7	38.2	48.9	32.5	41.0	28.0
Kentucky	26.3	26.4	36.5	21.1	37.6	15.0	22.1	31.1
Louisiana	37.3	29.6	47.0	30.4	44.4	28.4	41.5	29.4
Maine	27.3	26.1	9.3	25.8	31.9	33.7	23.6	19.7
Maryland	31.8	35.3	34.3	15.0	16.7	28.7	27.6	42.2
Massachusetts	55.1	48.7	74.0	67.6	74.4	74.3	48.8	45.9
Michigan	25.3	22.9	37.2	6.6	24.6	25.4	26.1	25.3
Minnesota	43.8	48.1	29.6	43.2	36.8	61.9	37.3	46.4
Mississippi	17.5	15.9	19.5	2.4	17.8	18.0	15.9	19.2
Missouri	28.2	27.0	39.4	22.7	31.2	28.6	27.4	24.4
Montana	22.9	22.9	36.1	43.3	19.5	24.3	22.6	26.5
Nebraska	32.3	32.7	40.4	25.0	31.2	21.0	37.8	36.5
Nevada	21.9	20.8	23.5	23.3	28.6	23.2	22.8	10.7
New Hampshire	30.6	30.9	18.0	31.6	22.3	25.2	33.6	33.9
New Jersey	25.0	23.8	30.8	23.7	21.9	27.6	27.0	23.2
New Mexico	38.3	34.5	49.0	37.7	39.1	36.7	38.0	39.1
New York	21.3	20.8	15.2	20.9	21.2	24.5	22.2	18.9
North Carolina	58.0	61.7	52.0	60.2	55.2	56.2	59.7	61.7
North Dakota	20.7	18.8	0.0	36.4	22.5	17.8	24.6	16.8
Ohio	27.8	26.1	20.8	46.9	27.7	25.4	29.4	28.7
Oklahoma	29.5	27.7	35.4	33.6	35.4	28.0	29.5	22.0
Oregon	34.4	35.7	64.2	34.1	37.3	34.6	31.7	34.1
Pennsylvania	29.8	26.3	36.7	22.8	36.1	47.6	24.7	23.2
Rhode Island	31.5	31.7	23.2	31.2	41.4	14.8	37.8	29.4
South Carolina	30.1	30.5	27.4	29.6	29.6	35.7	26.9	27.7
South Dakota	23.5	23.8	21.6	34.9	29.1	18.1	23.5	23.7
Tennessee	38.3	39.5	37.6	49.7	41.6	47.5	33.1	30.2
Texas	30.4	21.7	18.4	39.8	34.2	34.1	24.8	28.9
Utah	26.8	28.2	0.0	22.0	27.8	26.5	22.1	36.0
Vermont	32.1	30.8	0.0	16.3	30.4	22.6	36.7	35.8
Virginia	29.1	28.4	31.9	25.2	29.5	31.9	24.8	30.9
Washington	29.9	29.3	7.2	30.8	28.7	26.8	34.2	28.7

Region	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
West Virginia	37.7	39.4	42.9	49.0	41.6	42.8	32.2	35.1
Wisconsin	33.7	31.3	15.8	36.4	31.8	25.4	31.9	49.5
Wyoming	28.8	29.2	0.0	27.3	37.7	31.5	22.1	30.7

Source: National Survey of Children's Health. NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [10/30/2013] from www.childhealthdata.org.

12. Participation of Young Children in Part C of the Individuals with Disabilities Education Act (IDEA)

Early identification of disabilities is vital for children’s healthy development. The earlier a child receives services, the better the outcome.¹⁹ Part C of the Individuals with Disabilities Education Act (IDEA) is a federal grant program that supports states in providing comprehensive early-intervention services for infants and toddlers (up to age 3) with disabilities. Participating states agree to make the program available to any child that is eligible. States have different policies and eligibility criteria for Part C early-intervention services under the IDEA. Some supplement federal funding with state funding, while others do not. Some do extensive outreach.

What Can the Data Tell Us?

Table 21 shows that overall participation rates in Part C vary from 1.6 percent of the population in several states (Alabama, Georgia, Oklahoma and Tennessee) to a high of 6.7 percent in Massachusetts. The average participation rate is 2.8 percent. The rate of service receipt is somewhat higher for white, non-Hispanic children (3.0 percent) than for either African-American, non-Hispanic children (2.8 percent) or Hispanic children (2.6 percent), although participation rates by race and ethnicity also vary substantially by state. For instance, the four states with the lowest participation rates all serve a smaller percentage of children of color than white, non-Hispanic children, while the state serving the largest overall share also serves a greater percentage of children of color. Outreach to traditionally underserved populations may be needed to ensure they are identified and participate in early-intervention services.

Table 21. Children ages 0-2 receiving intervention services under IDEA, Part C, U.S. and States, 2010

Region	Total %	White Non-Hispanic %	African American, Non-Hispanic %	Hispanic %
United States	2.8	3.0	2.8	2.6
Alabama	1.6	1.7	1.7	1.6
Alaska	2.4	2.2	2.6	1.3
Arizona	1.8	2.6	0.9	1.4
Arkansas	2.7	2.3	5.3	1.6
California	2.2	2.3	2.4	2.3
Colorado	2.9	3.0	3.0	2.7
Connecticut	3.8	3.8	3.8	4.5
Delaware	2.8	2.5	2.6	2.5
District of Columbia	2.3	1.1	2.7	3.4
Florida	1.9	1.6	2.1	2.1
Georgia	1.6	1.7	1.8	1.4
Hawaii	3.5	3.6	N/A	1.7
Idaho	2.4	2.5	3.1	1.8
Illinois	3.7	3.9	3.6	4.2

Region	Total %	White Non-Hispanic %	African American, Non-Hispanic %	Hispanic %
Indiana	3.5	3.7	3.1	3.3
Iowa	3.0	2.9	3.6	3.3
Kansas	3.4	3.6	3.6	3.1
Kentucky	2.7	2.8	2.7	2.4
Louisiana	2.7	2.8	3.0	1.6
Maine	2.4	2.6	0.9	1.1
Maryland	3.4	3.8	3.3	3.1
Massachusetts	6.7	6.4	8.8	9.0
Michigan	2.9	3.1	3.3	2.4
Minnesota	2.4	2.5	2.6	2.0
Mississippi	1.7	1.8	1.8	0.9
Missouri	2.2	2.2	2.6	1.2
Montana	2.0	1.9	NA	1.2
Nebraska	1.9	2.1	1.6	1.5
Nevada	2.3	2.6	2.2	2.0
New Hampshire	4.4	4.7	NA	2.7
New Jersey	3.3	3.7	2.6	3.5
New Mexico	5.4	4.9	6.7	5.9
New York	4.1	4.8	3.7	3.8
North Carolina	2.7	2.6	3.3	2.8
North Dakota	3.4	3.5	2.9	1.7
Ohio	3.3	3.3	3.9	3.1
Oklahoma	1.6	2.2	1.8	0.5
Oregon	2.1	2.3	2.8	2.1
Pennsylvania	4.4	4.4	4.7	4.7
Rhode Island	5.7	5.4	4.5	7.8
South Carolina	2.4	2.5	2.6	2.4
South Dakota	3.1	2.8	4.3	3.0
Tennessee	1.6	1.7	1.7	1.4
Texas	2.1	2.2	1.8	2.1
Utah	2.1	2.1	2.2	2.4
Vermont	4.2	4.3	4.0	2.0
Virginia	2.8	3.0	2.8	2.1
Washington	2.1	2.1	2.0	2.5
West Virginia	4.0	4.2	4.4	1.8
Wisconsin	2.8	2.7	3.4	3.5
Wyoming	4.9	5.0	9.8	4.3

Source: U.S. Census Bureau, Census and Early Childhood Technical Assistance Center Data Tables, 2010

13. Young Children Exposure to Risk Factors

Family risk factors such as low parental education, unemployment, adolescent parenting and residential mobility can hinder child development, and effects are more severe when combined with poverty.²⁰ When poor families face such risk factors, they are less able to get resources to mitigate the effects on their family’s physical and mental health. These experiences—often referred to as adverse childhood experiences—can shape a child’s overall development—not just cognitive and emotional, but long-term physical health as well. A growing body of evidence now links early-childhood adversity to increased risk of a range of adult health problems, including diabetes, hypertension, stroke, obesity and some forms of cancer. According to the National Center for Children in Poverty, children living in poverty with three or more risks factors are exceptionally vulnerable.²¹

Risk factors increase the likelihood that young children will experience high levels of stress. Frequent stress on a child, without adequate support and protection from the adults in their life, results in “toxic stress”—strong, frequent, and/or prolonged adversity that hinders the development of a young child’s brain architecture. Such stress has long-lasting effects on the child.²²

What Can the Data Tell Us?

Data from the National Center for Children in Poverty (NCCP) (Table 22) shows the percentage of children nationally and by state experiencing poverty and specific risk factors. NCCP risk factors are: households without English speakers, large family, low parental education, residential mobility, single parent, teen mother and nonemployed parent(s). These risk factors were chosen because they are known to increase the chance of poor health, school and developmental outcomes for young children.

Nationally, only four in ten (39 percent) of young children live in families with no risk factors, and one in five live in families with three or more risk factors. Understanding children and family poverty levels in combination with risk factors helps to guide policies that can improve outcomes for vulnerable children.

Table 22. Percentage of children under 6 by number of risk factors present, U.S. and states, 2012

Region	No Risk Factors %	1-2 Risk Factors %	3+ Risk Factors %
United States	39	42	19
Alabama	38	40	23
Alaska	37	49	14
Arizona	31	47	22
Arkansas	36	45	20
California	35	44	21
Colorado	43	42	15
Connecticut	49	38	14
Delaware	40	43	17
District of Columbia	36	39	25
Florida	36	44	21

Region %	No Risk Factors %	1-2 Risk Factors %	3+ Risk Factors %
Georgia	37	41	22
Hawaii	44	46	10
Idaho	39	48	13
Illinois	43	40	17
Indiana	40	41	19
Iowa	48	39	13
Kansas	41	43	16
Kentucky	38	41	21
Louisiana	34	42	24
Maine	44	43	13
Maryland	44	43	13
Massachusetts	51	36	13
Michigan	40	40	20
Minnesota	51	37	13
Mississippi	32	43	26
Missouri	40	41	19
Montana	44	43	13
Nebraska	44	42	14
Nevada	30	48	22
New Hampshire	56	33	11
New Jersey	48	38	14
New Mexico	30	48	22
New York	41	42	18
North Carolina	39	40	21
North Dakota	50	41	8
Ohio	40	39	20
Oklahoma	36	44	19
Oregon	41	42	19
Pennsylvania	45	39	17
Rhode Island	43	37	20
South Carolina	36	40	23
South Dakota	46	39	15
Tennessee	38	41	20
Texas	35	43	23
Utah	42	48	9
Vermont	47	42	12
Virginia	45	41	13
Washington	42	42	16
West Virginia	44	39	18
Wisconsin	47	37	16
Wyoming	44	44	12

National data were calculated from the 2012 American Community Survey, representing information from 2012.
State data were calculated from the 2010-2012 American Community Survey, representing information from the years 2010 to 2012.
Source: National Center for Children in Poverty, 2012

It is possible to develop state-level data on the young child population, but this requires separate analyses for each state. While placement rates are higher for the 0-5 population, the overall rates of placement into foster care for children and youth (0-17) offer a good general picture of placement rates by different racial categories and are provided in Table 24.

Table 24. Foster care placement rates among children age 0-4, U.S. and states (per 1,000 Children), 2012

Region	Total	White, Non-Hispanic	African American, Non-Hispanic	American Indian/ Alaska Native, Non-Hispanic	Hispanic	Disproportionality Ratio AANH/WNH
United States	6.5	5.5	10.7	17.4	5.2	1.9
Alabama	4.7	4.2	4.8	1.4	3.9	1.1
Alaska	13.1	6.5	9.0	36.2	6.0	1.4
Arizona	11.4	10.8	24.9	10.2	10.0	2.3
Arkansas	7.0	7.1	7.4	0.0	3.2	1.0
California	6.5	6.2	21.6	15.4	6.2	3.5
Colorado	3.8	3.0	9.7	8.2	4.6	3.2
Connecticut	6.1	3.8	12.6	0.0	8.7	3.3
Delaware	4.5	3.8	7.2	0.0	2.1	1.9
Dist. of Colum.	9.4	0.4	13.2	0.0	6.2	33.0
Florida	7.6	8.8	10.9	5.9	3.7	1.2
Georgia	4.1	3.8	5.5	0.0	1.8	1.4
Hawaii	4.3	3.1	0.8	0.0	0.7	0.3
Idaho	3.7	3.8	8.3	11.5	2.8	2.2
Illinois	6.4	6.0	18.6	7.3	1.3	3.1
Indiana	9.4	7.9	19.1	0.0	6.9	2.4
Iowa	9.0	7.5	25.0	34.6	8.5	3.3
Kansas	9.2	9.4	19.5	13.0	5.3	2.1
Kentucky	7.6	7.0	9.1	0.0	7.9	1.3
Louisiana	4.6	4.7	5.1	2.0	1.9	1.1
Maine	9.8	6.4	4.6	10.6	69.4	0.7
Maryland	3.8	3.1	6.0	1.3	1.2	1.9
Massachusetts	6.5	5.0	10.1	20.1	8.8	2.0
Michigan	7.8	6.0	13.5	12.2	5.7	2.3
Minnesota	4.3	2.5	7.1	65.2	4.9	2.8
Mississippi	5.6	5.4	5.8	0.8	5.6	1.1
Missouri	8.6	8.4	13.6	8.9	4.1	1.6
Montana	12.9	8.2	19.9	43.0	16.0	2.4
Nebraska	9.6	7.5	26.7	92.0	5.9	3.6

Region	Total	White, Non-Hispanic	African American, Non-Hispanic	American Indian/ Alaska Native, Non-Hispanic	Hispanic	Disproportionality Ratio AANH/WNH
Nevada	10.7	11.6	34.0	11.5	6.1	2.9
New Hampshire	3.4	3.0	3.5	0.0	5.0	1.2
New Jersey	5.6	3.2	15.5	0.9	5.0	4.8
New Mexico	4.9	4.6	4.7	3.0	5.4	1.0
New York	5.7	2.2	11.5	5.6	2.9	5.2
North Carolina	4.7	4.3	6.9	11.4	2.3	1.6
North Dakota	6.7	4.4	8.5	22.3	6.5	1.9
Ohio	5.8	4.4	10.9	4.1	4.8	2.5
Oklahoma	14.4	11.0	19.6	13.0	12.9	1.8
Oregon	12.2	11.2	23.0	42.4	7.7	2.1
Pennsylvania	5.8	4.0	15.0	5.4	6.5	3.8
Rhode Island	9.1	7.6	15.6	3.7	9.1	2.1
South Carolina	3.0	2.8	3.3	0.0	1.8	1.2
South Dakota	8.0	3.0	6.5	29.9	9.9	2.2
Tennessee	5.7	4.7	4.5	1.4	4.0	1.0
Texas	6.0	5.3	12.1	1.1	5.0	2.3
Utah	2.5	2.4	5.3	5.2	3.0	2.2
Vermont	7.2	7.6	3.9	0.0	6.3	0.5
Virginia	2.2	2.3	2.9	0.0	1.3	1.3
Washington	9.2	8.9	17.9	46.7	6.7	2.0
West Virginia	13.8	13.0	17.3	0.0	4.4	1.3
Wisconsin	5.7	3.7	19.8	19.9	5.0	5.4
Wyoming	6.1	6.0	38.9	6.6	5.2	6.5

Source: United States Department of Health and Human Services, 2012 Adoption and Foster Care Analysis and Reporting System (AFCARS)

15. Maternal Mental Health

A mother's mental and emotional health plays a key role in her child's development. Healthy development depends on a child having a close nurturing relationship with his or her primary caretaker. When a mother is suffering from depression, anxiety or other mental health concern, she is much less able to respond adequately to her child's needs. This interferes with bonding that is critical for healthy social emotional development. Social and emotional health is critical to all other parts of a child's development. Without a strong social-emotional foundation, other developmental domains suffer.²³

What Can the Data Tell Us?

Data from the National Survey on Children's Health indicates that poverty is an important indicator of a mother's mental health (Table 25). Children living in households with incomes below the poverty level are seven times more likely to have a mother whose mental state is rated as fair or poor compared with mothers at or above 400 percent of the poverty level. Women of color are significantly more likely to suffer from mental health issues than white, non-Hispanic women. Research indicates this can be the result of discrimination—and the stress such discrimination produces. National data showing disparities in income and race/ethnicity mirrors data found in most states. Good data on maternal mental health helps advocates be more intentional in implementing programs, such as maternal mental health screening, designed to reach and respond to the needs of women living in poverty and women of color.

Table 25. Percentage of children's whose mother's mental/emotional health status is fair or poor, U.S. and states, 2011-2012

Region	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
United States	7.7	5.7	11.4	10.0	15.5	9.8	4.9	2.8
Alabama	8.1	5.7	12.6	14.4	16.2	8	4.8	3.4
Alaska	7.3	5.8	5.9	8.2	14.8	9.9	3.5	3.8
Arizona	8.8	5.4	13.1	10.3	14.8	12.9	4.4	2.6
Arkansas	8.6	6.7	15.4	9.8	18.2	9.0	2.4	4.5
California	8.7	4.3	4.2	12.4	15.8	10.6	7.4	2.5
Colorado	5.3	3.4	18.7	6.7	7.6	11	3.2	2.3
Connecticut	5.9	4.1	12	7.6	8.3	12.4	5.9	2.9
Delaware	8.7	6.3	12.4	12.1	18.4	11.3	6.8	3.6
District	9.4	2.5	12.4	8.0	16.4	12.8	5.9	3.1
Florida	6.6	5.8	8.6	5.6	9.2	9.2	4.9	3.2
Georgia	8.5	7.8	9.1	10.4	14.8	11.4	4.3	4.1
Hawaii	6.0	5.3	6.8	9.5	7.1	10.3	4.3	3.2
Idaho	5.0	4.3	26.3	6.5	10.7	4.2	3.8	1.9
Illinois	7.3	4.3	14.9	10.0	17.6	7.6	4.1	3.5
Indiana	8.4	5.9	6.5	23.3	17.2	8.3	5.1	5.4

Region	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
Iowa	6.1	5.3	2.6	14.6	7.7	11.6	4.1	2.9
Kansas	6.2	5.2	6.4	8.0	12.3	5.5	6.0	2.8
Kentucky	9.3	9.0	12.0	13.6	20.9	8.5	3.6	3.3
Louisiana	8.1	6.6	8.5	16.4	14.6	10.5	3.8	3.5
Maine	7.0	6.6	0	15.4	13.1	10.4	5.2	2.2
Maryland	7.3	2.9	10.0	10.3	18.8	7.5	6.1	4.4
Massachusetts	5.0	3.4	11.1	6.7	9.6	11.5	3.1	2.8
Michigan	7.1	4.9	17.4	7.3	15	8.7	5.1	1.3
Minnesota	7.0	5.2	20.3	10.8	16.5	11.2	4.5	3.5
Mississippi	9.4	8.4	9.2	19.9	16.6	9.4	4.5	2.7
Missouri	6.7	5.4	10.9	11.6	16.9	8.9	2.3	1.5
Montana	8.0	7.1	21.6	12.2	16.4	8.4	6	2.7
Nebraska	5.8	5.1	12.3	7.0	7.6	10.6	3.5	4.0
Nevada	7.4	5.8	13.8	7.1	11.6	9.3	5.8	2.5
New Hampshire	6.1	5.6	28.8	8.1	25.0	10.5	3.2	1.9
New Jersey	7.3	5.6	9.8	10.2	13.4	10.8	7.3	4.0
New Mexico	8.2	4.7	0.9	9.9	12.4	9.1	6.4	2.5
New York	8.1	5.7	11	11.1	15.5	13.1	4.8	2.8
North Carolina	8.2	6.7	6.5	11.8	16.8	8.6	3.7	3.8
North Dakota	6.7	6.3	0	33	14.7	10.6	4.3	4.2
Ohio	9.0	7.2	20.5	9.6	23.7	8.6	3.8	2.7
Oklahoma	7.5	5.3	10.5	14.4	14.2	9.2	3.9	3.0
Oregon	7.2	5.3	5.8	10.1	17.3	7.7	3.1	1.8
Pennsylvania	11.0	7.5	24.9	22.4	23.7	18.1	8.1	1.9
Rhode Island	7.2	5.1	10.5	14.4	16.1	8.9	5.4	2.8
South Carolina	8.5	5.4	13.7	10.4	11.2	14.9	5.0	2.0
South Dakota	4.7	3.9	7.1	10.6	11	5.8	2.6	3.6
Tennessee	10.8	9.3	15.1	11.2	20.2	13.5	5.4	3.9
Texas	6.5	4.6	10.9	6.5	13.5	7.7	3.3	1.5
Utah	6.1	3.9	0	12.7	16.3	4.7	5	2.3
Vermont	6.4	5.8	0	22.6	21.6	10	3.5	2.2
Virginia	6.0	5.1	5.8	8.9	19.7	6.7	4.3	1.6
Washington	7.3	5.3	10.8	12.0	13.7	10.6	3.7	5.0
West Virginia	10.5	10.9	13.2	8.8	20.8	10.2	7.9	3.3
Wisconsin	7.3	5.9	21.9	3.0	18.1	7.3	5.7	2.1
Wyoming	6.3	5.5	0	9.4	10.7	10.8	5.4	1.3

Source: National Survey of Children's Health. NSCH 2011-2012. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved 10/30/2013 from www.childhealthdata.org.

16. Neighborhood Safety

Where a child grows up has important implications for the child’s health, growth, and development. Economic and social features of neighborhoods—like the perceived safety—have been linked with mortality, general health status, birth outcomes, chronic conditions, health behaviors, mental health, injuries, violence and other health indicators.²⁴ For example, a child raised in an unsafe neighborhood may not feel safe exercising or participating in physical activities. As a result, the child is at higher risk for developing obesity and obesity-related conditions like diabetes. The ongoing stress of living in an unsafe neighborhood can also exert a toll on the mental health and well-being of children and their families.

What Can the Data Tell Us?

Data on the relative safety of neighborhoods indicates significant racial, ethnic and economic disparities (Table 26). Parents of non-Hispanic black and Hispanic children are nearly four times more likely than parents of white, non-Hispanic children to report their children live in unsafe neighborhoods. Household income and neighborhood safety are also related. As household income increases, the probability of parents reporting living in unsafe neighborhoods decreases. Families with household incomes below 100 percent of the poverty level are over five times more likely to report living in unsafe neighborhoods as families with household incomes over 400 percent of poverty. Improving neighborhood safety through economic development, community investment and public-safety programs can significantly improve children’s health, growth and development. The data below identifies disparities in neighborhood safety across several subgroups and can be used to identify at-risk populations for targeted interventions, resource allocation and policy development. Many required responses involve community-level actions (e.g. population health strategies) that go beyond serving individual families.

Table 26. Percentage of children whose parents report their neighborhood or community is never safe/ sometimes safe for children, , U.S. and states, 2011-2012

Region	0-5 years	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399% FPL %	400%+ FPL %
United States	14.2	11.5	6.8	23.0	22.8	25.7	16.5	9.7	4.9
Alabama	10.9	9.1	6.6	15.6	30	23.1	11.9	7.3	2.3
Alaska	10.3	17.2	5.7	26.0	11.2	20.8	9.7	5.3	3.9
Arizona	16.0	12.1	8.0	21.1	22.7	32.5	19.9	7.7	6.0
Arkansas	13.7	18.3	6.1	31.5	15.4	23.8	11.7	7.8	2.3
California	15.8	8.4	8.3	16.5	25.4	29.8	27	15.9	5.8
Colorado	8.0	11.6	2.6	28.1	17.1	22	14.7	3.8	1.1
Connecticut	14.6	12.7	4.5	25.4	23.1	31.1	19.2	9.6	3.6
Delaware	12.8	27.4	6.9	20.1	19.9	22.3	23.2	8.2	5.5

Region	0-5 years	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399 % FPL %	400% + FPL %
District of Columbia	21.5	11.5	4.6	35.1	30.2	35.7	43.7	24.2	11.3
Florida	16.7	14.5	10.2	19.6	19.6	24.4	14	11.3	7.4
Georgia	14	12.6	6.3	16.8	23.8	22.6	14.7	7.7	4.7
Hawaii	11.5	13.0	6.6	6.9	16.1	22.6	15.5	11.7	5.2
Idaho	6.5	5.3	4.0	17.7	10.1	12.1	5.1	2.4	3.0
Illinois	16.5	14.9	7.0	24.5	27.1	32.6	18.5	10.3	4.7
Indiana	12.7	11.5	8.7	19.4	26.1	27.4	14.1	5.7	1.9
Iowa	5.9	6.0	3.6	9.9	23	12.5	9.3	3.1	2.5
Kansas	9.6	9.2	6.3	7.7	18.8	19.1	12.3	5.8	3.0
Kentucky	11.4	10.4	8.4	22.6	17.6	18.6	12.4	7.0	1.8
Louisiana	13.3	14.8	8.3	22.2	16.4	22.1	18.7	9.7	7.6
Maine	9.5	7.1	6.4	21.0	21.8	9.5	10.9	5.9	3.0
Maryland	11.7	11.3	6.1	15.2	21.9	20.8	19.1	10.7	6.0
Massachusetts	12.3	12.6	7.2	35.6	24.5	29.7	18.6	12.3	5.2
Michigan	12.8	13.1	6.5	35.2	26.1	30.0	12.9	8.2	3.5
Minnesota	10.5	6.8	3.9	21.0	13.2	20.1	10.9	3.9	1.5
Mississippi	11.5	12.3	8.2	17.5	16.9	21.4	13.3	4.4	3.7
Missouri	9.8	9.3	5.7	22.5	19.3	20.3	10	5.3	4.1
Montana	8.5	8.4	7.0	13.7	8.5	20.5	9.9	4.0	2.4
Nebraska	10.7	8.7	4.0	29.9	24.3	22.5	9.9	6.2	2.8
Nevada	19.3	17.1	9.2	17.5	21.1	23.3	21.6	14.1	9.2
New Hampshire	9.5	6.2	5.1	17.4	14.1	21.4	8.8	4.8	2.3
New Jersey	18.3	14.0	4.4	30.0	24.1	30.3	26.9	11.4	4.8
New Mexico	17.9	16.2	7.8	28.7	16.8	24.1	14.7	16.2	5.1
New York	23.7	20.1	8.7	46.3	29.4	41.7	19.8	15.2	9.7
North Carolina	10.4	10.5	4.5	20.3	19.2	18.3	12.7	8.2	2.6
North Dakota	5.7	6.0	5.9	21.1	10.2	12.5	6.4	4.9	4.4
Ohio	11.7	11.7	7.4	29.5	26.5	24.8	15.7	6.1	2.6
Oklahoma	12.1	11.5	8.6	16	21.6	20.8	13.9	7.2	4.4
Oregon	12.5	11.0	6.9	15.6	19.7	20.2	14.6	6.9	3.8
Pennsylvania	14.7	12.6	6.0	28.7	40.3	29.5	15.5	8.3	4.1
Rhode Island	17.2	15.2	7.5	24.4	34.3	37.6	19	11.1	3.5
South Carolina	14.1	13.3	7.6	20.5	22.6	22.2	18.0	8.0	2.2
South Dakota	7.5	6.6	4.3	4.1	15.4	16.3	10.5	3.4	1.9
Tennessee	14.7	12.0	8.6	21.4	19.5	22.4	13.1	5.9	6.1
Texas	15.5	15.0	7.7	19.2	19.4	21.8	17	14.5	6.3
Utah	6.4	5.6	2.9	2.4	17.7	15.9	6.2	3.0	1.8

Region	0-5 years	Total %	White, non-Hispanic %	Black, non-Hispanic %	Hispanic %	0-99% FPL %	100-199% FPL %	200-399 % FPL %	400% + FPL %
Vermont	7.1	5.8	5.8	22	0.8	17.3	10.1	4.1	0.7
Virginia	10.2	9.1	5.4	12.3	18.3	16.0	11.9	10.8	3.9
Washington	13.1	11.1	6.2	14.9	23.4	27.6	9.6	9.0	4.5
West Virginia	9.7	8.4	7.7	18.6	19.2	12.9	10.4	6.3	4.3
Wisconsin	14.7	10.5	6.3	39.5	14.3	29.4	13.2	5.2	2.7
Wyoming	5.2	5.7	4.4	0	11.5	11.4	5.0	5.8	4.1

Source: National Survey of Children's Health, 2011-12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved 12/15/2013 from www.childhealthdata.org.

17. High-Poverty Neighborhoods

Indicator 16 (Neighborhood Safety) provided parental views of the safety of their neighborhoods, showing major differences in the living situations of children of different racial backgrounds. While the prevalence of poverty in a neighborhood is not the only element that contributes to neighborhood safety and support for young children, it is a powerful indicator. Moreover, addressing conditions at a neighborhood level requires looking beyond individual service strategies to community-building ones. Several analyses of high poverty or high child vulnerability census tracts have showed that the poorest census tracts also are the most diverse. In an analysis of all census tracts in the United States on ten indicators related to child raising vulnerability, *Village Building and School Readiness* showed that tracts with six or more vulnerability factors were primarily of color (83 percent non-white and/or Hispanic), while those with no vulnerability factors were primarily white, non-Hispanic (83 percent). Moreover, while 1.7 percent of white, non-Hispanics lived in these census tracts, 20 percent of African Americans and 25 percent of Hispanics did. Table 28 provides information from this study on a national level (similar analyses can be done for any state, but require additional work), showing both ethnicity and the ten indicators. Importantly, these census tracts also are home to a disproportionate share of young children (“poor neighborhoods are rich in young children”) and therefore need more, rather than fewer, services and supports for those young children.

What Can the Data Tell Us?

Clearly, “place matters” in child development, the reason many families make decisions of where to live based upon the quality of public schools. This applies to the birth-to-five years, as well as to the 6-17 years, as formal services (child care and preschool) vary by neighborhood and more informal services (library programs, recreation opportunities, child-focused events) vary as well.

In all states, the places where poverty is highest also are the places where children are most vulnerable and where the concentration of children of color is greatest. These neighborhoods require more concerted policy attention – which requires both state-level attention and federal-level attention. As Table 27 shows, based upon the most recent census information, different states have very different proportions of children residing in the highest poverty (40 percent or more of all residents), which require concerted attention. At the same time, all states have significant numbers of children living in poverty areas (20 percent or more) that require attention, with more than twice the poverty rate of where most children live. Although this data is not further broken down by race, data is available to do so through additional analyses.

Table 27. Percentage of children living in high-poverty census tracts, U.S. and states, 2012

Region	In Census Tracts With 40.0%+ in Poverty %	In Census Tracts With 30.0-39.9% in Poverty %	In Census Tracts With 20.0-29.9% in Poverty %	In Census Tracts With 0.0-19.9% in Poverty %
United States	4.1	6.5	14.2	75.2
Alabama	5.1	8.4	19.8	66.8
Alaska	0.0	2.9	7.4	89.7
Arizona	6.8	9.0	16.9	67.3
Arkansas	5.2	8.6	25.1	61.1
California	3.3	8.0	16.0	72.8
Colorado	1.7	5.9	13.3	79.1
Connecticut	3.6	3.9	6.4	86.2
Delaware	1.7	2.7	6.1	89.5
District of Columbia	14.2	17.8	17.0	51.0
Florida	3.0	5.5	14.7	76.8
Georgia	3.8	7.0	19.7	69.5
Hawaii	1.1	2.8	8.5	87.5
Idaho	1.0	2.0	10.0	86.9
Illinois	4.0	5.7	11.2	79.1
Indiana	2.9	5.8	12.0	79.3
Iowa	0.7	3.1	9.0	87.2
Kansas	1.9	4.6	10.2	83.3
Kentucky	4.8	8.1	24.4	62.7
Louisiana	7.8	9.7	20.3	62.2
Maine	1.2	1.6	12.0	85.3
Maryland	1.2	2.0	6.0	90.8
Massachusetts	2.6	4.6	9.7	83.1
Michigan	6.9	7.3	12.3	73.6
Minnesota	2.7	2.7	6.4	88.2
Mississippi	10.7	12.7	24.5	52.1
Missouri	3.3	5.3	14.4	77.0
Montana	0.8	5.3	14.8	79.1
Nebraska	1.4	4.4	8.5	85.7
Nevada	2.2	4.1	13.0	80.8
New Hampshire	0.5	1.1	3.5	94.9
New Jersey	2.3	3.9	8.3	85.5
New Mexico	5.4	14.2	23.3	57.1
New York	7.1	8.3	13.5	71.1
North Carolina	3.5	6.0	18.0	72.6

Region	In Census Tracts With 40.0%+ in Poverty %	In Census Tracts With 30.0-39.9% in Poverty %	In Census Tracts With 20.0-29.9% in Poverty %	In Census Tracts With 0.0-19.9% in Poverty %
North Dakota	2.0	5.4	6.7	85.9
Ohio	5.6	6.2	12.0	76.2
Oklahoma	3.0	7.7	21.1	68.2
Oregon	0.7	4.1	14.8	80.3
Pennsylvania	5.0	5.6	9.5	79.9
Rhode Island	3.1	6.6	15.6	74.7
South Carolina	4.0	8.4	20.7	66.9
South Dakota	6.9	4.2	7.9	81.0
Tennessee	5.3	8.0	18.8	68.0
Texas	7.1	9.8	18.3	64.8
Utah	1.0	2.2	6.9	89.8
Vermont	0.4	0.6	7.6	91.4
Virginia	1.6	2.5	7.6	88.3
Washington	1.4	4.2	12.4	82.0
West Virginia	2.1	6.3	22.5	69.2
Wisconsin	3.6	4.4	6.3	85.7
Wyoming	0.1	0.3	7.0	92.5
<i>Source: Village Building and School Readiness, 2012</i>				

18. NAEP 4th Grade Reading Proficiency Scores

Reading proficiency by the end of 3rd grade, as measured here by National Assessment of Educational Progress (NAEP) scores at the beginning of 4th grade, can be a turning point in a child's educational career. Prior to the completion of 3rd grade, most students are *learning to read*. After the completion of 3rd grade, students are *reading to learn*—using their reading skills to gain information, solve problems and think critically. Fourth grade reading scores serve as a crucial marker in children's educational development. Reading proficiency also is a lagging indicator of what children know and can do at the time of kindergarten entry (school readiness).

Currently, there is no comparative information across states (and often across subpopulations) to compare children's development at kindergarten, although select national research shows there are profound differences in children's school readiness by class, income and ethnicity. While schools are responsible for narrowing such gaps, research also shows that third grade reading proficiency is strongly correlated with measures of school readiness at the time of kindergarten entry.²⁵

What Can the Data Tell Us?

Reading proficiency varies by race and ethnicity as well as by income (Table 28 and Table 29). National averages from 2013 reveal that on the fourth grade reading assessments, 45 percent of white fourth graders scored at or above reading proficiency, compared to only 17 percent of black students and 19 percent of Hispanic students. Washington D.C. shows the largest gaps; 77 percent of white students were at or above fourth grade reading proficiency, compared to 15 percent of black students and 23 percent of Hispanic students.

A similar disparity exists between students who are eligible for free and reduced-price lunches (FRL) and those who are not. FRL eligibility is a proxy for low-income status. To be eligible for free meals, a family must earn less than 130 percent of poverty, and to be eligible for reduced-price meals must earn less than 185 percent of poverty.²⁶ Nationally, 51 percent of students who were not eligible for FRL scored at or above reading proficiency, compared to only 20 percent of students eligible for FRL. Low-income students (those eligible for FRM) and minority students (black and Hispanic) are less likely to achieve reading proficiency than their white, more affluent (not eligible for FRL) counterparts.

Identifying and addressing disparities in reading proficiency is important because low-achievement in reading has significant long-term consequences in terms of individual earning potential, global competitiveness and general productivity. Often, state "rankings" on fourth grade reading proficiency vary dramatically not in terms of overall scores but by different subgroups. States with relatively small populations of low-income or non-white children may appear relatively high on overall proficiency rankings, but look much worse when examined by subpopulations.

Table 28. Percent of 4th grade students at or above proficient in reading by race/ethnicity, U.S. and states, 2013

2013 NAEP 4 th Grade Reading Scores: Race and Ethnicity					
Region	White Students at or above Proficient %	Black Students at or above Proficient %	Hispanic Students at or above Proficient %	White - Black Difference %	White - Hispanic Difference %
United States	45	17	19	28	26
Alabama	40	15	15	25	25
Alaska	41	18	26	23	15
Arizona	42	19	17	23	25
Arkansas	38	15	24	23	14
California	46	13	16	33	30
Colorado	52	19	23	33	29
Connecticut	53	15	20	38	33
Delaware	49	23	25	26	24
District of Columbia	77	15	23	62	54
Florida	49	20	36	29	13
Georgia	45	20	24	25	21
Hawaii	46	37	26	9	20
Idaho	38	+	13	N/A	25
Illinois	46	14	18	32	28
Indiana	42	17	24	25	18
Iowa	41	15	23	26	18
Kansas	44	17	20	27	24
Kentucky	39	15	29	24	10
Louisiana	35	11	20	24	15
Maine	38	11	+	27	N/A
Maryland	60	22	35	38	25
Massachusetts	57	21	20	36	37
Michigan	37	12	21	25	16
Minnesota	47	21	23	26	24
Mississippi	33	11	16	22	17
Missouri	41	13	30	28	11
Montana	39	+	23	N/A	16
Nebraska	43	16	22	27	21
Nevada	39	14	16	25	23
New Hampshire	46	27	18	19	28

2013 NAEP 4 th Grade Reading Scores: Race and Ethnicity					
Region	White Students at or above Proficient %	Black Students at or above Proficient %	Hispanic Students at or above Proficient %	White - Black Difference %	White - Hispanic Difference %
New Jersey	52	22	21	30	31
New Mexico	38	24	17	14	21
New York	47	21	21	26	26
North Carolina	47	20	23	27	24
North Dakota	37	23	29	14	8
Ohio	44	11	25	33	19
Oklahoma	36	14	17	22	19
Oregon	38	11	16	27	22
Pennsylvania	47	20	19	27	28
Rhode Island	48	18	17	30	31
South Carolina	39	13	21	26	18
South Dakota	38	17	19	21	19
Tennessee	40	15	21	25	19
Texas	46	18	17	28	29
Utah	43	+	14	N/A	29
Vermont	43	+	+	N/A	N/A
Virginia	51	23	25	28	26
Washington	46	25	19	21	27
West Virginia	28	14	+	14	N/A
Wisconsin	41	11	17	30	24
Wyoming	41	+	24	N/A	17

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified." National public is included for reference only and is not included in sorting the jurisdictions. Score differences are calculated based on differences between unrounded average scale scores.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.
+: "reporting standard not met"
Source: National Center for Educational Statistics 2013, <http://nces.ed.gov/nationsreportcard/naepdata/report.aspx>

Table 29. Percent of 4th grade students at or above proficient in reading by eligibility for free or reduced-price meals, U.S. and states, 2013

Region	Eligible for FRM %	NOT Eligible for FRM %	NOT Eligible– Eligible Difference %
United States	20	51	31
Alabama	18	49	31
Alaska	15	40	25
Arizona	15	43	28
Arkansas	22	46	24
California	15	46	31
Colorado	21	55	34
Connecticut	19	57	38
Delaware	25	52	27
District of Columbia	13	61	48
Florida	27	58	31
Georgia	21	53	32
Hawaii	17	43	26
Idaho	22	44	22
Illinois	16	52	36
Indiana	25	51	26
Iowa	23	48	25
Kansas	22	54	32
Kentucky	23	51	28
Louisiana	15	42	27
Maine	24	48	24
Maryland	24	58	34
Massachusetts	25	62	37
Michigan	19	44	25
Minnesota	23	52	29
Mississippi	15	42	27
Missouri	23	49	26
Montana	22	46	24
Nebraska	23	49	26
Nevada	17	44	27
New Hampshire	24	53	29
New Jersey	22	56	34
New Mexico	15	39	24
New York	23	53	30
North Carolina	22	53	31
North Dakota	22	40	18
Ohio	20	52	32
Oklahoma	21	43	22

Region	Eligible for FRM %	NOT Eligible for FRM %	NOT Eligible– Eligible Difference %
Oregon	21	50	29
Pennsylvania	23	55	32
Rhode Island	19	55	36
South Carolina	17	46	29
South Dakota	18	42	24
Tennessee	18	52	34
Texas	17	47	30
Utah	24	46	22
Vermont	26	54	28
Virginia	21	56	35
Washington	23	53	20
West Virginia	24	37	13
Wisconsin	20	47	27
Wyoming	24	46	22

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified." Score differences are calculated based on differences between unrounded average scale scores.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Source: National Center for Educational Statistics 2013, <http://nces.ed.gov/nationsreportcard/naepdata/report.aspx>

19. Race for Results: Composite Well-Being Information

The most recent *Kids Count* report, *Race for Results* (2014), has developed a composite measure of the well-being of children in each state for different racial and ethnic groups of children – White, African American, Asian and Pacific Islander, American Indian, and Latino children – based on 12 different indicators of child well-being. While not limited to indicators about young children, the majority are either focused on the birth to eight years or family conditions (poverty, neighborhood, parental education, single parenting) that have major impacts upon young children and their development. *Race for Results* calls attention to disparities and shows they exist in each and every state in the country. Much like the previous data provided in this Chart Book, *Race for Results* to some degree quantifies the different worlds and expectations children – particularly African American, American Indian and Latino children – experience compared to their white counterparts. Although states vary in their children’s racial and ethnic make-up, all states are becoming more diverse and all states have disparities in well-being across the different measures used by *Race for Results* to contrast well-being among children of different backgrounds.

Table 30 shows the composite scores for White, African American, Asian and Pacific Islander, American Indian, and Latino children for the United States as a whole and by individual state. The higher the score the better the state is doing with specific ethnic child population.

Table 30. Race for Results Index Scores, , U.S. and states, 2012

Region	White, Non-Hispanic	African American, Non-Hispanic	American Indian/Alaska Native, Non-Hispanic	Asian and Pacific Islander, Non-Hispanic	Hispanic or Latino
United States	704	345	387	776	404
Alabama	602	279	568	771	331
Alaska	704	507	353	508	573
Arizona	677	401	282	744	356
Arkansas	577	270	S	682	369
California	748	395	529	768	405
Colorado	758	387	397	756	389
Connecticut	812	408	S	852	398
Delaware	730	414	S	914	430
Florida	674	345	554	802	511
Georgia	664	362	S	791	368
Hawaii	688	583	S	607	521
Idaho	664	S	388	688	380
Illinois	767	305	S	861	449

Region	White, Non-Hispanic	African American, Non-Hispanic	American Indian/Alaska Native, Non-Hispanic	Asian and Pacific Islander, Non-Hispanic	Hispanic or Latino
Indiana	648	289	S	787	394
Iowa	731	322	S	711	419
Kansas	716	347	553	743	414
Kentucky	563	317	S	744	409
Louisiana	613	252	442	724	467
Maine	664	446	S	S	S
Maryland	801	474	S	883	512
Massachusetts	827	482	S	823	387
Michigan	668	244	501	787	411
Minnesota	794	360	334	646	435
Mississippi	559	243	S	687	384
Missouri	661	308	515	796	458
Montana	666	S	281	S	504
Nebraska	746	323	S	750	368
Nevada	628	313	S	641	339
New Hampshire	744	538	S	822	540
New Jersey	827	455	S	903	502
New Mexico	634	446	293	728	363
New York	768	384	537	743	395
North Carolina	687	346	364	746	347
North Dakota	745	461	280	S	498
Ohio	674	274	S	860	432
Oklahoma	606	306	478	729	350
Oregon	657	413	491	721	378
Pennsylvania	736	319	S	784	353
Rhode Island	740	372	S	580	336
South Carolina	640	293	S	779	371
South Dakota	725	458	185	S	418
Tennessee	607	312	S	774	362
Texas	710	386	631	824	376
Utah	712	511	400	627	370
Vermont	719	S	S	S	S
Virginia	756	430	S	855	517
Washington	710	423	406	760	377
West Virginia	521	357	S	S	S
Wisconsin	748	238	436	656	423
Wyoming	673	S	341	S	497

S = Numbers too small to calculate

Source: Annie E. Casey Foundation, Race for Results, 2012

What Can the Data Tell Us?

Race for Results shows that it is essential for states to examine how well they are doing for the children in their states by these breakdowns and not just how well they are doing for children as a whole. In fact, high relative scores on the overall Kids Count report should not be a rationale for complacency; no state is at the point that it can be “color-blind” in developing strategies to improve overall child-being. For instance, over the last quarter century, *Kids Count* has ranked states overall on their child outcomes – with Iowa, New Hampshire, and Vermont consistently ranking among the top ten, and usually top five, states in the country. *Race for Results* shows that these states do not rank nearly as well – for white children or for children of color – when the data is disaggregated. They do well on overall rankings neither because they have reduced disparities nor have done exceptionally well for their white non-Hispanic children, but because they have so few children of color. Similarly, while Alabama often scores well below the national average on the overall *Kids Count* rankings and has a higher rate of overall poverty, its rankings rise when examined by different races and ethnicities – and the disparities (differences in overall scores for white non-Hispanic children and African-American non-Hispanic children or Hispanic children) are much smaller than many northern states. Wisconsin and Connecticut, which generally score among the top states in the country on overall rankings, actually have the largest disparities between white and African American and white and Latino children, respectively, in the country.

Americans are into rankings, and one of the lead stories in most states when the annual *Kids Count* report comes out is where the state ranks among the fifty states overall. *Race for Results* does not provide a single ranking – but it is possible to rank states in several ways:

- Where the well-being of their white, non-Hispanic children ranks with other states;
- Where the well-being of their African American, non-Hispanic children ranks with other states;
- Where the well-being of their Hispanic children ranks with other states;
- Where the well-being of their Asian and Pacific Islander children ranks with other states;
- Where the relative well-being of children of different backgrounds (and particularly non-Hispanic white to non-Hispanic African American and non-Hispanic white to Hispanic) ranks with other states.

Table 31 provides these rankings for the 50 states, based on the composite scores from *Race for Results* and also including the most recent overall ranking from the *2013 Kids Count* national report.

Table 31. Race for Results Index Scores - Ranking

Region	State Rank Overall and By Race				Rank in Disparities	
	KIDS COUNT Rank	White (50)	African American (46)	Latino (47)	White to African-American	White to Latinos
Alabama	44	46	40	47	21t	20t
Alaska	33	25	4	1	4	1
Arizona	47	28	17	41	11	32
Arkansas	40	47	42	36	17	11

Region	State Rank Overall and By Race				Rank in Disparities	
	KIDS COUNT Rank	White (50)	African American (46)	Latino (47)	White to African-American	White to Latinos
California	41	11	18	23	29	39
Colorado	21	8	19	27	35	41
Connecticut	9	3	16	24	39	46
Delaware	22	18	14	16	20	27
Florida	38	29	28	6	25	5
Georgia	43	34	23	38	16	26
Hawaii	25	26	1	3	1	6
Idaho	20	35	NR	30		23
Illinois	23	7	37	13	45	31
Indiana	30	39	39	26	31	16
Iowa	7	17	30	18	40	30
Kansas	16	21	26	20	34	28
Kentucky	34	48	32	22	9	3
Louisiana	46	43	43	11	32	2
Maine	13	36	11	NR	7	
Maryland	10	4	6	5	23t	25
Massachusetts	3	2	5	28	27	47
Michigan	31	32	44	21	43	18
Minnesota	4	5	24	14	44	40
Mississippi	49	49	45	29	18t	7
Missouri	27	37	35	12	30	9
Montana	28	33	NR	7		4
Nebraska	8	12	29	37	42	43
Nevada	48	42	33	45	18t	24
New Hampshire	1	14	2	2	6	10
New Jersey	5	1	9	8	36	33t
New Mexico	50	41	10	39	3	20t
New York	29	6	21	25	37	42
North Carolina	35	27	27	44	26	37
North Dakota	6	13	7	9	12	15
Ohio	24	30	41	15	38	13
Oklahoma	36	45	36	43	15	17
Oregon	32	38	15	31	8	22
Pennsylvania	17	16	31	42	41	44
Rhode Island	26	15	22	46	33	45
South Carolina	45	40	38	34	28	19
South Dakota	18	19	8	19	10	29
Tennessee	39	44	34	40	14	14

Region	State Rank Overall and By Race				Rank in Disparities	
	KIDS COUNT Rank	White (50)	African American (46)	Latino (47)	White to African-American	White to Latinos
Texas	42	24	20	33	21t	36
Utah	14	22	3	35	5	38
Vermont	2	20	NR	NR		
Virginia	11	9	12	4	23t	12
Washington	19	23	13	32	13	35
West Virginia	37	50	25	NR	2	
Wisconsin	12	10	46	17	46	33t
Wyoming	15	31	NR	10		8

Note: Rankings of states on white children for 1-50, for AA children 1-46, for Latino children 1-47, and American Indian children 1-25.
t = Tied with another state
Source: Annie E. Casey Foundation, Race for Results, 2012

50 State Chart Book: Additional Indicators

CHILD HEALTH		
1.	Elevated blood-lead levels	<p>Center for Disease Control and Prevention/National Center for Environmental Health</p> <ul style="list-style-type: none"> Overall U.S. and state data: http://www.cdc.gov/nceh/lead/data/StateConfirmedByYear1997-2011.htm U.S. data by race/ethnicity: http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6213a3.htmN/As_cid=mm6213a3_e
2.	Diagnoses of HIV infection among 15- to 19-year-olds	<p>Centers for Disease Control and Prevention.</p> <ul style="list-style-type: none"> U.S. data by age and race/ethnicity HIV Surveillance Report, 2011; vol. 23 (2008 – 2011) http://www.cdc.gov/hiv/pdf/statistics_2011_HIV_Surveillance_Report_vol_23.pdf#Page=17
3.	Overweight or obese (ages 10-17) (obesity/overweight 0-5, U.S.)	<p>National Survey of Children's Health (NSCH)</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity, age and poverty level http://www.childhealthdata.org/browse/surveyN/As=2
4.	Overweight or obese obesity/overweight children	<p>Center for Disease and Prevention</p> <ul style="list-style-type: none"> U.S. and state data on low-income children (0-4 years) http://www.cdc.gov/obesity/downloads/pednssfactsheet.pdf U.S. data with information on race, and overall state data - <i>Progress on Obesity</i> http://www.cdc.gov/VitalSigns/ChildhoodObesity/ <p>Robert Wood Johnson Foundation</p> <ul style="list-style-type: none"> State data by age and state ranking <i>F as in Fat: How Obesity Threatens American's Future</i> http://www.rwjf.org/content/dam/farm/reports/reports/2013/rwjf407528
5.	Adult Overweight and Obesity Rates	<p>Henry J. Kaiser Family Foundation</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity http://kff.org/other/state-indicator/adult-overweightobesity-rate-by-re/
FAMILY AND COMMUNITY INDICATORS		
6.	Parents stressed about parenting	<p>National Survey of Children's Health (NSCH)</p> <ul style="list-style-type: none"> 2011-2012 U.S. and state data by race/ethnicity, age and poverty level www.childhealthdata.org
7.	Children in Single-Parent Families	<p>Child Trends Databank</p> <ul style="list-style-type: none"> U.S. data by race/ethnicity http://www.childtrendsdatabank.org/N/Aq=node/234
8.	Teen birth rate per 1,000	<p>Center for Disease Control and Prevention/National Vital Statistics Report</p> <ul style="list-style-type: none"> 2011-2012 Overall U.S. and state data http://www.cdc.gov/nchs/data/nvsr/nvsr62/nvsr62_09.pdf 2007-2011 U.S. and state data by race/ethnicity http://www.cdc.gov/nchs/data/databriefs/db123_table.pdf

9.	20- to 24-year-old males in state federal prisons/1,000	<p>U.S. Department of Justice</p> <ul style="list-style-type: none"> U.S. data broken down by age and race/ethnicity Bureau of Justice Statistics. Prisoners in 2011. http://bjs.gov/content/pub/pdf/p11.pdf
10.	Percent of children living in high-poverty neighborhoods	<p>Annie E. Casey Foundation</p> <ul style="list-style-type: none"> U.S. data by race Kids Count Special Report reviewed all census tracts in the United States in both 2000 and 2010 http://www.aecf.org/~media/Pubs/Initiatives/KIDS20COUNT/D/DataSnapshotonHighPovertyCommunities/KIDSCOUNTDataSnapshot_HighPovertyCommunities.pdf
11.	During the past week, family members read to children ages 0-5 year every day	<p>National Survey of Children's Health (NSCH)</p> <ul style="list-style-type: none"> 2011-2012 U.S. and state data by race/ethnicity, age and poverty level www.childhealthdata.org
12.	First-time births by mother's age and race/ethnicity	<p>Center for Disease Control and Prevention/National Center for Health Statistics</p> <ul style="list-style-type: none"> 2012 U.S. data by race/ethnicity http://www.cdc.gov/nchs/data/nvsr/nvsr62/nvsr62_09.pdf
13.	Young child (0-5) foster care placement (likeliness black child will be in FC versus white child) and foster care placements/1,000	<p>Children's Bureau</p> <ul style="list-style-type: none"> 2012 U.S. and state data by race/ethnicity and age http://cwoutcomes.acf.hhs.gov/data/overview
14.	Parental concerns about child's physical, behavioral or social development	<p>National Survey of Children's Health (NSCH)</p> <ul style="list-style-type: none"> 2011-2012 U.S. and state data by race/ethnicity, age and poverty level www.childhealthdata.org
15.	Food insecure households	<p>U.S. Department of Agriculture</p> <ul style="list-style-type: none"> U.S. data by race/ethnicity and income, overall state data. Federal Interagency Forum on Child and Family Statistics. <i>America's Children: Key National Indicators of Well-Being, 2013.</i> Washington, DC: U.S. Government Printing Office. http://www.ers.usda.gov/publications/err-economic-research-report/err155.aspx#.UkWtCxCWngw
16.	Number of households receiving the Earned Income Tax Credit (EITC) and Child Tax Credit (CTC)	<p>Center on Budget and Policy Priorities</p> <ul style="list-style-type: none"> U.S. and state data <i>Earned Income Tax Credit Promotes Work, Encourages Children's Success at School, Research Finds: For Children, Research Indicates that Work, Income, and Health Benefits Extend Into Adulthood</i> http://www.cbpp.org/cms/N/Afa=view&id=3793
17.	Estimates of children lifted out of poverty as a result of Earned Income Tax Credit	<p>Center on Budget and Policy Priorities</p> <ul style="list-style-type: none"> Overall U.S. and state data <i>Earned Income Tax Credit Promotes Work, Encourages Children's Success at School, Research Finds: For Children,</i>

	(EITC) and Child Tax Credit (CTC)	<p><i>Research Indicates that Work, Income, and Health Benefits Extend Into Adulthood</i></p> <p>http://www.cbpp.org/cms/N/Afa=view&id=3793</p>
EDUCATION		
18.	Percent of kindergarten students retained, by race and ethnicity and state	<p>U.S. Department of Education Office for Civil Rights</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity <p><i>CIVIL RIGHTS DATA COLLECTION - Data Snapshot: Early Childhood Education</i></p> <p>http://ocrdata.ed.gov/Downloads/CRDC-Early-Childhood-Education-Snapshot.pdf</p>
19.	Preschool students receiving suspensions	<p>U.S. Department of Education Office for Civil Rights</p> <ul style="list-style-type: none"> U.S. data by race/ethnicity, disability, and English Language Learners <p><i>CIVIL RIGHTS DATA COLLECTION - Data Snapshot: School Discipline</i></p> <p>http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf</p>
20.	Out-of-school suspensions in public schools for male and female students	<p>U.S. Department of Education Office for Civil Rights</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity, gender, and disability <p><i>CIVIL RIGHTS DATA COLLECTION - Data Snapshot: School Discipline</i></p> <p>http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf</p>
21.	25- to 34-year-olds with associate degrees	<p>U.S. Department of Education</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity <p>http://dashboard.ed.gov/statecomparison.aspxN/Ai=o&id=0&wt=40</p>
22.	NAEP 4th grade math scores	<p>National Center for Education Statistics (NCES) Institute of Education Sciences (IES) National Assessment of Educational Progress (NAEP)</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity <p>http://nces.ed.gov/nationsreportcard/tdw/database/data_tool.asp</p>
23.	16- to 19-year-olds not in school or working	<p>Annie E. Casey Foundation- Kids Count</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity <p>http://datacenter.kidscount.org/data/tables/5065-teens-ages-16-to-19-not-attending-school-and-not-working-by-race#detailed/2/10-19,2,20-29,3,30-39,4,40-49,5,50-52,6-9/false/868,867,133,38,35/10,11,9,12,1,185,13/11489,11488</p>
24.	Adults without high school diploma/ equivalent	<p>Centers for Disease Control and Prevention</p> <ul style="list-style-type: none"> U.S. data by race/ethnicity. Health disparities and inequalities report—U.S., 2011. MMWR 2011;60(Suppl):14. <p>http://www.cdc.gov/mmwr/pdf/other/su6001.pdf</p>
HEALTH CARE ACCESS AND UTILIZATION		
25.	Children who do not have usual source of care	<p>National Survey of Children's Health (NSCH)</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity, age and poverty level <p>www.childhealthdata.org</p>

26.	3- to 5-year-olds untreated dental caries	<p>Center for Disease Control and Prevention</p> <ul style="list-style-type: none"> U.S. data by race/ethnicity <i>Oral Health Disparities as Determined by Selected Healthy People 2020 Oral Health Objectives for the United States 2009-2010</i> http://www.cdc.gov/nchs/data/databriefs/db104.pdf
27.	Children (5-11) with untreated dental caries	<p>ChildStats.gov Forum on Child and Family Statistics</p> <ul style="list-style-type: none"> U.S. data by poverty level <i>America's Children: Key National Indicators of Well-Being, 2013.</i> http://www.childstats.gov/pdf/ac2013/ac_13.pdf U.S data by race/ethnicity and poverty level (1988-2010) http://www.childstats.gov/americaschildren/tables/hc4c.asp
28.	Number of children 3-5 years served under IDEA, Part B	<p>TAD: Historical State-Level IDEA Data Files</p> <ul style="list-style-type: none"> U.S. and state data by age and ethnicity http://tadnet.public.tadnet.org/pages/712
29.	Part C participation monthly rates, 2005-11	<p>TAD: Historical State-Level IDEA Data Files</p> <ul style="list-style-type: none"> U.S. and state data by age and ethnicity http://tadnet.public.tadnet.org/pages/712
30.	Medicaid/EPSDT enrollment of all 0-2, 3-5, 6-9, and 15-18 year-olds (416/ACS)	<p>Medicaid.gov: Keeping American Healthy</p> <ul style="list-style-type: none"> U.S. and state data http://www.medicare.gov/Medicare-CHIP-Program-Information/By-Topics/Benefits/Early-and-Periodic-Screening-Diagnostic-and-Treatment.html
31.	0-2, 3-5,6-9, and 15-18 year olds Average number of EPSDT visits annually (Note: Average must be calculated from data provided)	<p>Medicaid.gov: Keeping American Healthy</p> <ul style="list-style-type: none"> U.S. and state data http://www.medicare.gov/Medicare-CHIP-Program-Information/By-Topics/Benefits/Early-and-Periodic-Screening-Diagnostic-and-Treatment.html
32.	Asthma hospital admissions (2- to 17-year-olds) per 100,000	<p>Agency for Healthcare Research and Quality. 2006 National Health Care Disparities Report. Appendix D. Data Tables.</p> <ul style="list-style-type: none"> U.S. data by age, income, race/ethnicity and overall state data (Management of Asthma, table 2_9_3_3) http://www.ahrq.gov/research/findings/nhqrdr/nhqrdr12/index.html
PUBLIC PROGRAM PARTICIPATION		
33.	Public home visiting, Early Head Start, family support programs	<p>BUILD Initiative and Child and Family Policy Center</p> <ul style="list-style-type: none"> Overall U.S. data <i>Early Learning Left Out (February 2013)</i> http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early20Learning20Left20Out.pdf
34.	Head Start and Early Head Start participation	<p>Head Start/Early Head Start Participation: National Head Start Association</p> <ul style="list-style-type: none"> U.S. and state data by federal funding amount and number of participants. http://eclkc.ohs.acf.hhs.gov/hslc/mr/factsheets/2012-hs-program-factsheet.html

		<p>CLASP: Policy Solutions that Work for Low-Income People</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity http://www.clasp.org/data
35.	Overall public preschool participation rates	<p>The National Institute for Early Education Research (NIEER)</p> <ul style="list-style-type: none"> Overall U.S. and state data for 3- and 4-year-olds. <i>The State of Preschool 2012</i> http://nieer.org/sites/nieer/files/yearbook2012.pdf
36.	WIC participation rates	<p>Women, Infant and Children (WIC), U.S. Department of Agriculture, Food and Nutrition Service</p> <ul style="list-style-type: none"> U.S. and state data by race/ethnicity and age. <i>WIC Participation: U.S. Department of Agriculture, Food and Nutrition Service, Office of Analysis, Nutrition, and Education.</i> http://www.fns.usda.gov/sites/default/files/WICPC2012.pdf
37.	TANF child participation rates	<p>Temporary Assistance to Needy Families (TANF)</p> <ul style="list-style-type: none"> Overall U.S. and state data <i>The Temporary Assistance for Needy Families (TANF) Block Grant: Responses to Frequently Asked Questions</i> http://www.fas.org/sgp/crs/misc/RL32760.pdf
38.	Child care subsidy monthly participation levels/rates by age	<p>The Center for Law and Social Policy (CLASP)</p> <ul style="list-style-type: none"> U.S. and state data by age and race/ethnicity http://www.clasp.org/data
PUBLIC FINANCE IN EDUCATION		
39.	Publicly financed preschool for 3-year-olds	<p>BUILD Initiative and Child and Family Policy Center</p> <ul style="list-style-type: none"> Overall U.S. data <i>Early Learning Left Out</i> (February 2013) http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early20Learning20Left20Out.pdf
40.	Publicly financed preschool for 4-year-olds	<p>BUILD Initiative and Child and Family Policy Center</p> <ul style="list-style-type: none"> Overall U.S. data <i>Early Learning Left Out</i> (February 2013) http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early20Learning20Left20Out.pdf
41.	Investment in education and development by child age	<p>Build Initiative and Child and Family Policy Center</p> <ul style="list-style-type: none"> U.S. and state data by age <i>Early Learning Left Out</i> (February 2013) http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early20Learning20Left20Out.pdf

End notes

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