

RACE FOR RESULTS

2017 POLICY REPORT | KIDS COUNT

THE ANNIE E. CASEY FOUNDATION

**BUILDING A PATH TO
OPPORTUNITY FOR ALL
CHILDREN**

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WHY WE MUST WIN THE RACE FOR RESULTS

For America to reach its full economic, democratic and moral potential, all children must have the opportunity to grow, develop and thrive. We know what children need: strong families; environments that support healthy early brain development; and the opportunity to develop social and emotional skills. We know from decades of work in foster care and juvenile justice that children have a better chance to succeed when families stay together. And we know children need financial stability, which requires an inclusive economy that allows parents to secure meaningful work; to earn a stable and adequate income; to build assets and savings; and to balance work and family responsibilities.

Despite our status as the wealthiest nation in the world, the United States ranks only ninth among developed nations in child well-being.¹ With 43 percent of children in low-income households² and 10 million kids in poor neighborhoods,³ too many of our country's 74 million children are not growing up in thriving communities and stable families. The Annie E. Casey Foundation's *2017 KIDS COUNT Data Book*⁴ shows that millions of children are born into conditions where these raw materials for building well-being are sorely lacking. Children face obstacles to success later in life when they do not get a healthy start, when schools fail to develop their potential and when they are exposed to chronically stressful conditions.

In 2014, the Casey Foundation released *Race for Results: Building a Path to Opportunity for All Children*. The report described the disproportionate barriers facing children of color, and it recommended strategies that policy, community and civic leaders can use to guide their decisions so that all our children have a fair chance to thrive. *Race for Results* was our first report to measure how children from different racial backgrounds — African American, American Indian, Asian and Pacific Islander, Latino and white — were faring on the path to opportunity. The report introduced an evidence-based set of 12 key indicators that serve as steppingstones to opportunity, which were combined to generate a composite index score for children of every race in every state.



The 2014 findings were troubling. African-American children had a composite index score that placed them further from opportunity than kids of other races and ethnicities. The index scores were not much better for American Indian and Latino children. The index scores for white children were significantly better, and Asian and Pacific Islander kids had the highest index scores, although disaggregated data showed wide variation depending on their parents' nation of origin. While the scores do not tell the story of individuals, as each has his or her own experiences and talents, the data offer an important snapshot of disparity in opportunity and the barriers that exist for different groups of children. The index quantifies how much work we still have to do if our nation is to live up to its values of opportunity and justice for all, regardless of race, ethnicity or country of origin.

The Casey Foundation made a commitment to publishing *Race for Results* every three years to track progress, with the hope that life chances for all kids will continuously improve. This report is the second

to provide detailed data for children of all races and in each state. Overall, the new data show general improvement across the board in the majority of indicators. Highlights include improvements in the percentage of children living in families with adequate incomes, as well as in households in which at least one parent has a high school diploma or higher. Yet disparities by income and race remain.

While the first *Race for Results* relied on data collected just as the nation was emerging from the Great Recession, the data in this report are from more recent years, ranging from 2013–2015. Clearly, some progress is likely attributable to families enjoying increased prosperity associated with the economic recovery. Yet the recovery has not led to even gains in prosperity. Some five years after the recession's end, lower-income families have not seen their earnings and assets return to pre-recession levels. Updated index scores continue to show significant racial and ethnic inequities among children, with Asian and Pacific Islander and white children generally doing better in almost every area of child well-being than their African-American, Latino and American Indian peers. Moreover, the number of children living in low-poverty neighborhoods decreased across all groups.

We know that since the first *Race for Results* report, the national conversation about race has intensified. There is renewed attention and a more open dialogue about inequality and the state of racial and ethnic relations in our country today. And many Americans of all political ideologies, races and faiths abhor racism and want a country that is fair and equitable. Thanks to researchers, writers and activists, conversations about race and implicit bias have begun to include a more sophisticated vocabulary to discuss how and why race and racist behaviors, systems and structures shape life trajectories.

**THE DATA OFFER AN
IMPORTANT SNAPSHOT OF
DISPARITY IN OPPORTUNITY
AND THE BARRIERS THAT
EXIST FOR DIFFERENT
GROUPS OF CHILDREN.**

This more nuanced understanding and this richer vocabulary have enabled us to look more deeply into both interpersonal racism — the ways in which race affects our day-to-day interactions, assumptions and judgments — and the more systemic, institutionalized and structural obstacles that can have such far-reaching and devastating effects on whole populations of people.

Our country's history contains numerous examples of mistreatment of people of color that helped form the roots of the deep differences in opportunity among children today. The obstacles impeding children of color did not appear by accident — but rather by design.⁵

Traditional portrayals of Europeans settling the New World obscure the genocide of indigenous people before and after the founding of the United States and their forced removal from prized lands.⁶ The dehumanization of Africans through the transatlantic slave trade followed, which later resulted in legal segregation, lynching and mob violence, the denial of basic human rights and federal housing policies — policies that continued well into the 20th century⁷ — that deprived black families access to the nation's growing wealth to which they had contributed. Manifest Destiny led Americans into the West and Southwest and eventually into a war with Mexico in 1846. Following the conflict, the United States annexed much of the southwestern region from Mexico, setting into motion discrimination, violence, forced deportations and segregation against those residing there and against subsequent generations of those with Mexican ancestry. Other

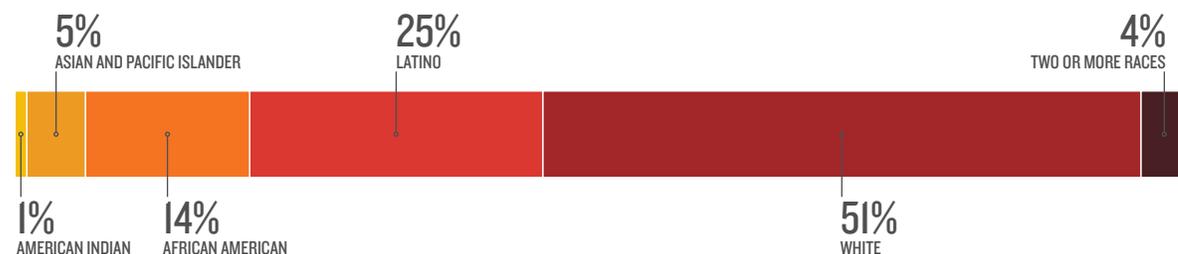
policies in our history sent American Indian children to boarding schools to weaken cultural identity and Japanese families to internment camps during World War II. The disinvestment and despair found on American Indian reservations and in urban and rural neighborhoods can be traced to racially biased decisions that limited the access of communities of color to banking services, transportation and jobs. We cannot move our country forward without recognizing the intergenerational impact of these choices and acknowledging that children of color cannot be expected to beat the odds by sheer will.

Our nation was founded on enlightened and inspiring principles of self-governance, freedom and equality. We have seen people from both sides of the political aisle rally to these principles in times of conflict, as well as in times of economic or social turmoil. America has shown that it can be better than the transgressions and misguided thinking of the past. We have made significant progress in opening the path to opportunity for more children, including kids of color. But there is still more that needs to be done. The data and analysis in this edition of *Race for Results* point clearly to the places where that path is blocked and to our opportunity to act.

Every day we write another page in our country's story. As we make choices today, we must be vigilant not to repeat the mistakes of the past. One of the most important decisions at hand is the future of the 18 million children who are growing up in immigrant families.⁸ More than 88 percent of these children are American citizens⁹ and 84 percent of them are

RACIAL COMPOSITION OF CHILDREN IN THE UNITED STATES (2016)

There are 74 million children under the age of 18 in the United States.



SOURCE: U.S. Census Bureau, Population Division, Vintage 2016 population estimates.
NOTE: Racial and Hispanic origin categories are mutually exclusive.



OUR COUNTRY'S HISTORY CONTAINS NUMEROUS EXAMPLES OF MISTREATMENT OF PEOPLE OF COLOR THAT HELPED FORM THE ROOTS OF THE DEEP DIFFERENCES IN OPPORTUNITY AMONG CHILDREN TODAY.

children and youth of color.¹⁰ Given that children of immigrants represent nearly one-quarter of the total child population in the United States, our future prosperity is in peril if we enact policies that derail these young lives because of their race, ethnicity or country of birth or a parent's country of birth.

Our work, including *Race for Results*, is designed to inform the important decisions of our national, state and local leaders, which is why this report highlights key information regarding the children of immigrants. We think that it is particularly important to provide this perspective at a time when the country is grappling with how to reform and enforce our immigration laws and protect our borders. We should vigorously debate our options, but we can choose to avoid the harm caused by equating immigrant children and

families with those who threaten our security.¹¹ These are certainly complex and critical issues, but we must identify solutions that protect the interests of our children who are essential to positioning the nation for a prosperous future. Wanting the best for our kids is not a partisan issue.

For nearly three decades, the Annie E. Casey Foundation has focused on identifying and highlighting what is needed to help all children have a brighter future. In the *2014 Race for Results* report, we recommended solutions that would lead to better policy decisions on behalf of all children of color. Now, we turn to understanding the unique challenges and targeted strategies to help children in immigrant families have the stability, economic resources and opportunities they will need to thrive.



A SHARED PATH TO OPPORTUNITY WITH IMMIGRANT FAMILIES

A SHARED PATH TO OPPORTUNITY WITH IMMIGRANT FAMILIES

Until the arrival of European settlers beginning in the 1500s, indigenous people were living in the Americas. This was their land. By the late 18th century, so many Africans had been brought here through slavery that African-born people were almost 20 percent of the 3.9 million Americans counted in the 1790 Census.¹² The Mexican-American War that ended with the 1848 Treaty of Guadalupe Hidalgo established the Rio Grande as the new border with Mexico and resulted in Mexico ceding what is now the American Southwest, impacting thousands of people.¹³

Others came later in search of a better life, including Europeans who worked in factories during the Industrial Revolution. By 1870, one-third of manufacturing and mechanical industry laborers were foreign born.¹⁴ Other examples include Chinese immigrants who came during the Gold Rush¹⁵ and people escaping war, violence and famine in many periods of the 1900s, particularly early in that century.

Race and ethnicity have always played a role in shaping the policies that guide access to the rights and privileges of citizenship in America. The first Naturalization Act of 1790 limited the offer of citizenship to “free white persons.” Race-explicit policies continued with the Chinese Exclusion Acts of the late 1800s and with later laws restricting immigration from Asia, Latin America and Africa. More recent updates to U.S. immigration laws eliminated national origin quotas and created pathways for family-based immigration that laid the groundwork for demographic changes in the racial

and ethnic makeup of America.¹⁶ In 1964, Congress eliminated the Bracero program used to recruit agricultural workers from Mexico that had admitted 4.6 million Mexican guest workers over approximately 20 years. After it was terminated, many agricultural workers faced limits on legal immigration and were forced to return as undocumented workers.¹⁷

Recent executive orders that restrict entry from certain Middle Eastern and North African countries continue to exclude some people of color from living, working and raising families in this country. Because legal pathways to entering the United States are costly and extremely limited — by low levels of formal education, country of origin and types of family relationships with U.S. citizens and residents¹⁸ — many people of color are left with few options to secure authorization to live in the country.

There are 18 million children and youths under the age of 18 who are sons and daughters of immigrants



or are immigrants. Millions of families have “mixed status” — for example, one parent is a refugee from a nation in distress, the other parent is a legal permanent resident and their child, born in the United States, is an American citizen. In other words, only a small proportion of children living in immigrant families are immigrants themselves — 88 percent are American citizens. Eight out of 10 are children and youths of color who face many of the systemic and institutional barriers faced by other children of color living in the United States. More than half (54 percent) are Latino, with the majority of their families emigrating from Mexico and Central America. Significant proportions of immigrant children are Asian or Pacific Islander (17 percent) and black (8 percent).¹⁹

Immigrants close U.S. employment gaps across the economic spectrum. Although high-skilled immigrants fill an important need in many industries, they also fill gaps in low-skilled, low-wage jobs, which can leave children in immigrant families economically vulnerable. Median income for immigrant families with children is 20 percent less than U.S.-born families.²⁰ More than half of children living in immigrant families are low income,²¹ and one in four (4.5 million) is poor.²² Because of their parents’ lower earnings, children of immigrants now account for 30 percent of all low-income children in the United States,²³ while they represent 24 percent of the overall child population.

KIDS IN IMMIGRANT FAMILIES

WHO ARE THEY?

Children in immigrant families are kids who are themselves foreign born or who reside with at least one foreign-born parent.

One in four children (24 percent) in the United States is growing up in an immigrant family. This group of 18 million children live in families that emigrated from across the globe (61 percent from Latin America, 24 percent from Asia, 8 percent from Europe and 5 percent from Africa).²⁴ They speak hundreds of languages and live in families made up of recent refugees from distant war-torn countries, people fleeing violence in neighboring countries in Latin America, highly educated visa holders and well-established community members.

Young people growing up in immigrant families are overwhelmingly (84 percent) children of color. Latinos make up slightly more than half of all children in immigrant families, followed by children who identify as Asian and black.

DISTRIBUTION OF CHILDREN IN IMMIGRANT FAMILIES, BY RACE

AMERICAN INDIAN	0.1%
ASIAN AND PACIFIC ISLANDER	17%
BLACK	8%
LATINO	54%
WHITE	16%

SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

HOW IMMIGRATION POLICIES CAN DISRUPT CHILDREN’S HEALTHY DEVELOPMENT

Jonathan Jayes-Green’s parents came to the United States from Panama 12 years ago under a tourist visa when he was 13 years old. When the family was denied permanent residency status, Jayes-Green’s parents told him just go to school and do well. He did, learning English and graduating at the top of his high school class in Montgomery County, Maryland. His parents never showed any concern about being deported.

“I come from a family of faith,” Jayes-Green says. “Both my parents are ministers. For the longest of times, I never could tell if they were afraid [of being deported], because they would rely on God and their faith as bedrocks.”

He was accepted at the school of his choice — the University of Maryland, College Park — but because he was living in the country without authorization, he would need to pay higher out-of-state tuition. His belief in the American Dream started to fade when he realized that opportunity was not as accessible as expressed in principles like the one carved into the Statue of Liberty’s foundation.

Over the years, Jayes-Green, an Afro-Latino, has become an advocate for black immigrants, starting the nonprofit organization UndocuBlack, which seeks to support black immigrants across the country to organize politically, connect to resources and create access to mental health services needed to address trauma.

“The current administration instills so much fear in our communities,” he says. “It wants us to self-deport; it wants us to disappear; it wants us to not live the lives

we were meant to live. Am I scared? Yes. Every single day, I worry that this is the day I will be picked up. I am worried that I will be detained if I drive too fast. All these things can happen. But I have a voice, and others are raising their voices. I want to use that voice to make sure those things do not happen to people.”

Too many immigrant families are living in the kind of fear that Jayes-Green describes. Many hesitate to access financial, medical, educational and other resources they qualify for and need.

“Families are scared,” Mayra Alvarez, president of the Children’s Partnership in Los Angeles, told a group of journalists at the University of Southern California this summer. “Families are not going to the doctor for fear that even contact with medical professionals could bring them into contact with immigration authorities. There are horrific stories of parents not taking their children to the dentist until they have an abscess.”

Today, most of the families immigrating to the United States come from Asia, Latin America and the African continent. They have much in common with those who have arrived on American shores over the past 200 years.

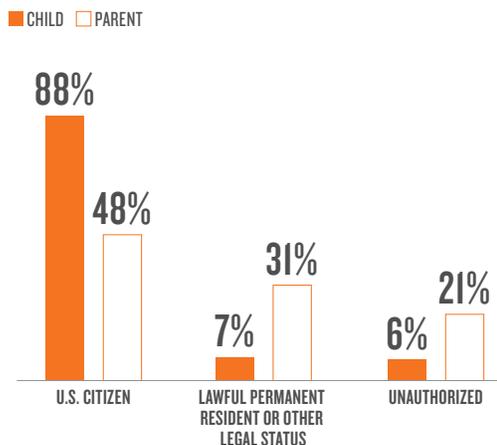
KIDS IN IMMIGRANT FAMILIES

WHAT IS THEIR FAMILY’S IMMIGRATION STATUS?

Although the immigration status of their parents varies, the vast majority of children growing up in immigrant families are U.S. citizens.

- Eighty-eight percent of children in immigrant families are citizens either because they were born in the United States or because they became naturalized citizens. An estimated 6 percent of young people under age 18 are not authorized to be in the country.²⁵ The remainder (7 percent) are lawful permanent residents (LPRs) or have some other legal status.
- Forty-eight percent of parents of children in immigrant families are U.S. citizens, 21 percent are unauthorized and 31 percent are LPRs or have some other legal status.
- The overwhelming majority (95 percent) of children in immigrant families live with parents who have been in the country for more than five years. In fact, most have parents who have been in the United States for 20 years or more.²⁶

IMMIGRANT STATUS OF CHILDREN AND THEIR PARENTS



SOURCE: Migration Policy Institute analysis of data from U.S. Census Bureau 2014 American Community Survey and 2008 Survey of Income and Program Participation by Bachmeier and Van Hook.

NOTE: Percentages may not sum to 100 due to rounding.

TABLE 1

CHILDREN IN IMMIGRANT FAMILIES, BY RACE (PERCENTAGES)

	Total (Numbers)	American Indian	Asian and Pacific Islander	Black	Latino	White	Two or More Races
United States	17,949,000	0.1	17	8	54	16	4
Alabama	77,000	S	15	6	60	15	3
Alaska	24,000	S	42	7	17	22	9
Arizona	445,000	S	9	3	74	10	3
Arkansas	81,000	S	13	2	69	12	4
California	4,368,000	0.1	20	1	64	10	4
Colorado	282,000	S	11	6	62	17	4
Connecticut	188,000	S	17	16	31	30	5
Delaware	34,000	S	22	16	43	16	S
District of Columbia	28,000	S	7	22	45	21	6
Florida	1,291,000	0.1	7	18	52	18	3
Georgia	502,000	S	16	17	49	14	4
Hawaii	86,000	S	63	1	10	6	20
Idaho	56,000	S	7	S	67	19	5
Illinois	780,000	S	16	4	57	20	3
Indiana	156,000	S	18	6	55	15	5
Iowa	77,000	S	19	10	45	20	6
Kansas	111,000	S	14	6	61	14	4
Kentucky	76,000	S	17	12	41	23	7
Louisiana	74,000	S	19	7	47	21	5
Maine	17,000	S	12	22	9	47	9
Maryland	359,000	S	20	25	35	15	5
Massachusetts	386,000	S	20	15	26	31	6
Michigan	284,000	S	22	4	24	43	6
Minnesota	226,000	S	27	23	27	16	7
Mississippi	29,000	S	18	3	49	21	8
Missouri	105,000	S	21	12	33	24	8
Montana	8,000	S	S	S	13	66	S
Nebraska	65,000	S	13	9	63	12	3
Nevada	242,000	S	13	3	70	9	4
New Hampshire	30,000	S	24	9	21	37	9
New Jersey	732,000	0.2	24	10	39	22	3
New Mexico	111,000	S	4	S	85	7	2
New York	1,493,000	0.2	19	17	37	22	4
North Carolina	414,000	S	14	8	60	14	3
North Dakota	11,000	S	14	S	14	44	S
Ohio	200,000	S	23	18	22	30	7
Oklahoma	117,000	S	12	3	69	12	4
Oregon	196,000	S	15	3	56	18	7
Pennsylvania	318,000	S	26	15	27	26	6
Rhode Island	55,000	S	11	13	50	20	4
South Carolina	105,000	S	12	7	52	23	5
South Dakota	12,000	S	20	21	23	25	11
Tennessee	163,000	S	13	8	53	20	5
Texas	2,363,000	<0.05	11	4	76	8	2
Utah	149,000	S	11	3	61	19	6
Vermont	9,000	S	28	12	9	45	S
Virginia	410,000	S	25	11	36	20	7
Washington	441,000	0.2	23	5	43	21	7
West Virginia	10,000	S	14	12	21	37	13
Wisconsin	143,000	S	25	4	48	18	4
Wyoming	11,000	S	6	8	58	22	S

SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

NOTE: Percentages may not sum to 100 due to rounding. Respondents who classified themselves as "Non-Hispanic, Some other race alone" are not shown. Racial and Hispanic origin categories are mutually exclusive.

S: Data suppressed due to small numbers.



Like their predecessors, they want to give their children a better future by helping to build America. And like the immigrants who came to this country from Europe in the 1800s and 1900s, they are here because this is where their heads and hearts tell them they belong.

A newcomer from El Salvador living in the Maryland suburbs outside Washington, D.C., described her sense of fear of being deported: “I was scared that something could happen if I am driving and have a taillight out.” The woman spoke through an interpreter, Andres Meraz, an attorney with Kids in Need of Defense (KIND), who is helping her and her 17-year-old daughter navigate the immigration system. She expressed concern that her daughter will be hurt or killed by gangs if deported.

Her daughter said that she also is afraid, but fear may have sparked her career aspirations. She’s watched how therapists at KIND have helped people from Central America work through layers of trauma: stress they endured in their native countries, the torturous journey north to find safety in America and, now, the constant worry brought on by the climate of increased detention and deportations. She wants to be a psychologist.

Indeed, the threat of deportation is causing high levels of anxiety in children that is described as “toxic stress,” impeding the ability to learn and develop social skills while posing long-term health consequences.²⁷

Despite being citizens or holding strong community connections, millions of children living in the United

States are being told they and their families don’t belong. The nation has failed to adopt immigration policies that embrace these children as part of our future — a part that could restore hope and humanity.

THE EFFECT OF IMMIGRATION POLICY ON CHILDREN AND FAMILIES

The Casey Foundation encourages decision makers to support policies that keep families together, ensure that children meet developmental milestones and create opportunities for every parent — born here or elsewhere — to provide a stable household. In 2017, however, many of the 18 million young people in immigrant families face significant barriers. For the estimated five million children whose parents are undocumented,²⁸ their parents’ immigration status threatens the stability of their families. It also threatens their freedom.

The absence of a parent — who is often the main source of income for the family — frequently sends the family into a spiral of financial instability²⁹ and can result in children going into foster care.

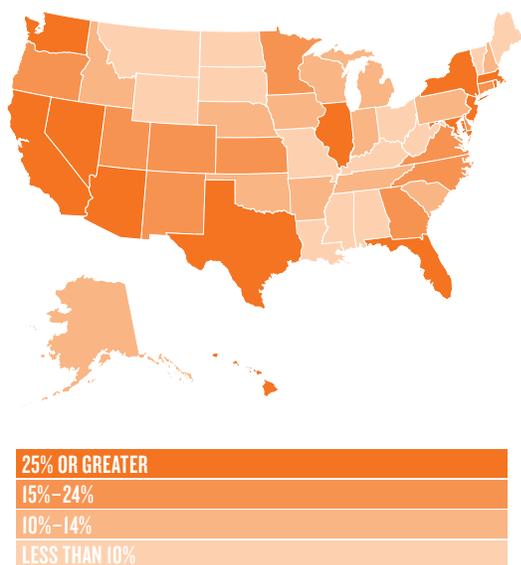
U.S. Immigration and Customs Enforcement (ICE) agents have routinely arrested people suspected of being here without authorization, but they slowed large-scale raiding of worksites eight years ago, as federal authorities focused more on the border and apprehending people referred by state and local law enforcement agencies.

KIDS IN IMMIGRANT FAMILIES

WHERE DO THEY LIVE?

Immigrant families live in urban, suburban and rural communities in every state in the country. Four states — California, Florida, New York and Texas — account for more than half of children in immigrant families. In 13 states, more than one in four young people is growing up in an immigrant family, and in California, it's nearly one in two.

PERCENTAGE OF CHILDREN IN IMMIGRANT FAMILIES, BY STATE



SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

In a reversal, enforcement has increased, with more newcomers finding their daily routines, community resources and family stability at risk since the issuance of three executive orders in 2017. ICE's use of criminal justice tactics to harshly enforce immigration issues has increasingly been described as "cimmigration," the intersection of criminal and immigration law.

At the time this report was being published, the fate of nearly 800,000 young people — who were given a reprieve from immigration enforcement, allowing

them to work and attend school under the Deferred Action for Childhood Arrivals³⁰ program — was hanging in the balance.

The federal government, which had previously prioritized enforcement against those who commit serious crimes, is now pursuing all immigrants living here without authorization. One such case involves Diego and Lizandro Claros, brothers who came to the United States in 2009 to escape violence in their native country of El Salvador. The brothers integrated successfully into American society and received a stay of deportation in 2013.

The brothers checked with ICE every year, according to CASA de Maryland, an advocacy organization for low-income immigrants. When Lizandro received a soccer scholarship to a North Carolina college, ICE asked both brothers to come in, as Lizandro was complying with rules to change his address to that state. But when they went to the Baltimore office, ICE brought them into custody to detain them. And despite the best efforts of advocates, both boys were eventually deported.

Increasingly, enforcement tactics involve detaining mothers and fathers for months and years without bond — often in profit-making, privately owned detention centers that are frequently located far away from their families and other social connections. Few are permitted to speak to lawyers or make their case in court before being deported.³¹ People on track for deportation are not guaranteed the same due-process rights that are constitutionally protected in the criminal justice system. Another indignity for deported families is the government's ability to seize their homes and businesses, which immigrant families worked hard to obtain.

It is estimated that between 2008 and 2013 as many as 500,000 children were separated from parents through detention and deportation, causing kids to suffer psychological trauma, instability and material hardship after the family's breadwinner was no longer in the household.³² Research by the Urban Institute and Migration Policy Institute suggests that parents tend to leave their older American-citizen children here when they are deported, knowing that life in their native countries can be difficult or even dangerous and that their kids will have better education and economic opportunities by remaining in the United States.

IN SEARCH OF A BRIGHTER FUTURE

Throughout history, people have come to this country to seek a better life in a land of opportunity, where they believed they could fulfill their hopes and dreams. And even when they thought that leaving their lives and homes might limit their own opportunities, immigrants have come here for the sake of their hopes and dreams for their children and grandchildren.

Since coming to the United States from South Asia last year, San and Purnima Gurung's two young children have many of the essential elements for success: parents able to meet their financial and emotional needs, a quality education that promotes academic and social development and a deep sense of security that comes from having a place to call home.

San and Purnima Gurung secured jobs shortly after arriving in Sioux Falls, South Dakota, where they are thriving in a safe community that has welcomed them. "When I came here, I didn't expect to have a good life, but I was thinking about my kids' future," San Gurung says. "My kids are going to school, and I think they're going to have a good future here."

It took the Gurungs a very long time to get here — they spent more than 20 years in a Nepalese refugee camp — but the Bhutanese family doesn't worry that their family will be separated. Most recent immigrants don't enjoy the welcoming experience that refugee families like the Gurungs have received. The Gurungs benefit from a sense of stability that comes from living in a supportive city — along



with community-based financial support and resources. The embrace of refugee families in Sioux Falls is closer to the ideal that all children coming to America should get.

For much of this nation's history, public policies have reflected the wisdom of inviting refugees and immigrants to make America home. Since 1820, the country generally has welcomed immigrants seeking refuge from across the globe. Many arrived on ships centuries ago, but most sailed in on dreams of a better life.

In return, immigrants acted as wind in the nation's sails, with their energy, talents and ideas pushing the American economy forward. With each major shift in the nation's economic and workforce needs — from agriculture to manufacturing, from the creation of the nation's transportation infrastructure to the construction of the cities that tower across our landscape — America has benefited from the consistent economic, cultural and civic energy of people from abroad.

America stands out among nations because, for more than 200 years, it has called people from around the world to come and make this country home. That's America at its best.



“LIVING IN THIS COUNTRY GIVES ME AN OPPORTUNITY TO CHOOSE MY GOALS AND PURSUE MY DREAMS. THIS IS WHERE I BELONG.”

FINDING A HOME IN AMERICA TODAY

Like many other places in the United States, the demographics of residents are changing in Sioux Falls, and leaders in every sector say growing diversity is helping to drive the city’s economic growth. Most patrons of the upscale, chic restaurants, shops and galleries lining the downtown corridor are white, but they are increasingly joined by immigrants with refugee status who — along with immigrants from Mexico and Latin America — have arrived from such places as Bhutan, Eritrea, Iraq, Myanmar, Somalia and Syria.

Refugees and other immigrants come here in search of opportunity and often for survival. In the fiscal year ending in September 2016, approximately 85,000 people with refugee status were admitted into the United States to escape persecution based on race, religion, nationality, membership in a particular social group or political viewpoint.³³ Refugees represent a small fraction of the 1.4 million immigrants who arrive annually.

Rebecca Kiesow-Knudsen, vice president of community services at Lutheran Social Services, says Sioux Falls has gradually realized that

the new arrivals are a source of strength. “Twenty-five years ago, Sioux Falls was resistant, even hostile to immigrants and refugees,” she says. “That still exists, but our civic leaders have concluded that for our community to thrive and for us to grow as a city, we need the influx of immigrants and refugees to make that happen.”

At a multisector gathering, eight leaders representing the city’s business community, philanthropy, county human services and nonprofits all spoke of the virtues of immigration and what it has meant to boosting the local economy. And although labor is desperately needed in an area with a staggeringly low unemployment rate of 2 percent, longtime residents are increasingly seeing the newcomers as people — not just workers.

That’s not to say the city has become a utopia for people of all races, nationalities and religions. Chantal Nyinawumwami, age 21, came to Sioux Falls with her parents and five siblings after escaping Hutu-Tutsi violence in the Democratic Republic of the Congo. “America has its battles over race, and I have become aware of them,” she says.

But Nyinawumwami has thrived in Sioux Falls and is a junior at South Dakota State University, majoring in entrepreneurship. She acknowledges that her parents aren’t happy here, but they made the sacrifice for her and her siblings. “Living in this country gives me an opportunity to choose my goals and pursue my dreams,” she says. “This is where I belong.”

CHILDREN IN IMMIGRANT FAMILIES, LIKE THEIR PREDECESSORS IN PREVIOUS CENTURIES, WILL END UP CONTRIBUTING TO THE NATION'S PROSPERITY IF GIVEN A CHANCE.

Detention and deportation policies have created an atmosphere of fear and intimidation that prevents some children and families from going about their daily lives, keeping some from attending school or church, going to work, driving, shopping or participating in events

or activities where they might encounter immigration enforcement officers. “Family separation and the fear it brings harm children’s mental and physical health, undermine economic security and further restrict access to education, public benefits and other services

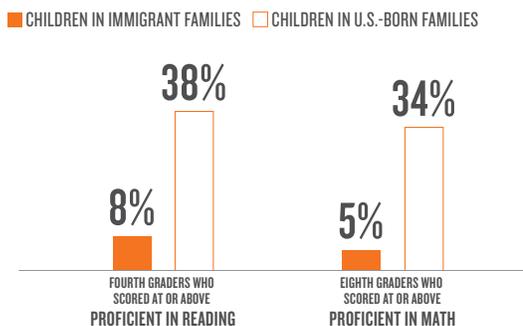
KIDS IN IMMIGRANT FAMILIES

HOW WELL ARE WE CONNECTING THEM TO OPPORTUNITY?

On most of the measures we track in *Race for Results*, children in immigrant families fare worse than those in U.S.-born families. Especially troubling are the large gaps in many of the education measures of both children and their parents. For example, only 8 percent of fourth graders who are English-language learners are proficient readers and 5 percent of eighth graders are proficient in math. This is five to seven times lower than children who are native-English speakers.

Children in immigrant families also are more likely to live in households where at least one parent lacks a high school diploma.

READING AND MATH PROFICIENCY LEVELS (2015)

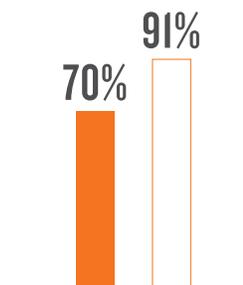


SOURCE: U.S. Department of Education, 2015 National Assessment of Educational Progress.

NOTE: English-language learner status is used as a proxy for children in immigrant families.

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

■ CHILDREN IN IMMIGRANT FAMILIES
□ CHILDREN IN U.S.-BORN FAMILIES



SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

This greatly limits the ability of parents to provide for the basic needs of their families. In 2013–2015, 70 percent of children growing up in immigrant families lived with a parent or guardian that had at least a high school diploma, compared with 91 percent of children in U.S.-born families. In fact, 12 percent of parents of children in immigrant families had less than a ninth-grade education.

There is one measure where immigrant families are outpacing their U.S.-born counterparts. Eighty percent of children in immigrant families are growing up with two parents, compared with only 65 percent of children in U.S.-born families.

There are significant variations across and within racial groups. For example, on most of the outcomes in *Race for Results*, U.S.-born black and Asian children fare worse than those in immigrant families. The reverse is true for Latinos, except for children living in two-parent families. The largest discrepancies are seen in children living in two-parent families and in the education indicators.

they need,” says Mayra Alvarez of the Children’s Partnership. This climate also permits some employers to exploit immigrant workers through wage theft, which is the denial of wages or benefits rightfully owed to an employee by various means. Employers know families are too afraid of retribution to report the illegal underpayment of their earnings.³⁴

For children in immigrant families, especially those five million with an undocumented parent, the threat of separation from families and communities is greater than any time in our recent history. Instead of pulling families apart, policies can strengthen families’ stability and ensure that immigrant families are able to fully nurture the next generation and contribute to their communities.

EMBRACING THE ENERGY OF IMMIGRANTS

We need all children to reach their full potential if we are to reach ours as a nation. Much of the country’s future success depends on whether we equip immigrant families with the tools and skills that help them learn, develop and contribute.

Children in immigrant families, like their predecessors in previous centuries, will end up contributing to the nation’s prosperity if given a chance. The National Academies of Sciences, Engineering and Medicine found that immigration creates an initial cost to governments, primarily at the state and local levels, but then generates growing benefits. “Immigrants’ children — the second generation — are among the strongest economic and fiscal contributors in the population,” the National Academies found.³⁵ From 2011–2013, it is estimated that second-generation adults created an economic benefit of \$30.5 billion and the third and later generations created \$223.8 billion. In the coming years, immigration will be the primary source of labor-force growth in an increasingly aging population.³⁶

States also will benefit, but only by making decisions that are in everyone’s best interests. In 2015, the Center on Budget and Policy Priorities (CBPP) reported how much undocumented immigrants contributed to state economies and finances. “They work, pay many taxes — in fact, they pay a larger share of their income in state and local taxes than the top one percent of taxpayers do — and buy goods,” according to CBPP. “But because they operate in the shadows of the labor



market, employers can exploit them, and they are cut off from many opportunities to earn more and contribute more to a state’s economy and tax base. Their status in the shadows harms state economies.”³⁷

The United States is stronger when it harnesses the talents and drive of people — including all its children — who will help build the nation’s future.

These are America’s children, and there is no question that they will play a role in our future. The question is: What kind of future will we create for them and for the nation? Ensuring a shared, bright future requires that all children and their families have access to resources that will help them thrive. It means policies that keep families together and allow them to flourish, communities that support them and systems that protect them.

RECOMMENDATIONS FOR A BRIGHTER FUTURE





RECOMMENDATIONS FOR A BRIGHTER FUTURE

While there has been progress in improving the outcomes of America’s children, the obstacles facing many children of color, particularly those in immigrant families, are difficult to surmount. However, as our collective experience has demonstrated, smart policies and culturally competent institutions can level the playing field for all kids, protect their well-being and ensure they are supported.



In the first *Race for Results*, we offered recommendations on connecting all children to opportunity that included disaggregating data by race to help shape investments and policymaking, implementing promising and evidence-based programs and encouraging economic inclusion practices. We now recommend extending those proposals to children in immigrant families. In this section, we outline some of the most promising policies for building a brighter future for these children, families and communities, and our nation.

RECOMMENDATION I KEEP FAMILIES TOGETHER AND IN THEIR COMMUNITIES

As a country, we have a moral obligation to treat people with dignity, respecting their right to essential human experiences such as taking care of their children or growing up in a safe, stable family. When families stay together, as our decades of work in foster care have taught us, children are more likely to have a sense of belonging and safety, and ultimately a better chance to succeed. Consistent and attentive relationships between parents and their children are fundamental to healthy development. Separation from parents, especially

under traumatic circumstances, can be severely stressful for children and can have long-term consequences for their mental and physical health, ability to meet developmental milestones and academic achievement.

To protect the more than five million U.S. citizen children who live with an undocumented parent, we recommend immigration policies and enforcement practices that put children's well-being at the center. Meaningful immigration reform, including allowing nearly 1.8 million immigrants in the United States who might meet the requirements of the federal deferred action initiative³⁸ to remain with their families and contribute to their communities, would make the biggest impact. Through child-focused actions, Congress can keep families together when a member lacks authorization to be in the United States, better enabling children to meet developmental milestones and parents to meet the needs of their kids while ensuring an effective future workforce for the nation's economy.

Today, the administration can support children in immigrant families by allowing immigration agents and courts to exercise their discretion and not deport parents with U.S. citizen children, resulting in family separation. To ensure that families do not fear connecting with critical services, no enforcement activity should take place in schools, health clinics or courts.

Congress and the administration should ensure that anyone going through deportation proceedings gets due-process rights including the right to legal representation in court. This is especially urgent for unaccompanied children who are often least able to defend themselves in complicated immigration proceedings and cannot afford to pay for an immigration attorney. When parents are detained by Immigration and Customs Enforcement, the federal government should ensure that parents have a role in placement decisions about their children so that they do not end up in child welfare proceedings or in institutional care unnecessarily.

States, cities, courts and local agencies also play an important role in safeguarding children's best interest and family stability. For example, courts and child welfare agencies can help ensure that parental rights are not inappropriately disrupted or terminated. Should children enter the child welfare system, standard best

practices should be applied that require involving parents in decision making and prioritizing placements with relatives. State agencies should provide culturally and linguistically appropriate services to families and foster partnerships with immigrant-serving organizations to share resources and recruit foster care providers from similar cultural backgrounds.³⁹

Several cities across the country have identified themselves as places that welcome and protect immigrant families. Officials in many cities have declared their schools as safe places for all children, out of the reach of Immigration and Customs Enforcement agents without special permission or a warrant. More cities can follow the lead of places like Baltimore, New York City and San Francisco, which have formed public-private partnerships to help residents pay for legal representation that is essential for navigating the complicated immigration system and keeping families together.

RECOMMENDATION 2

HELP CHILDREN IN IMMIGRANT FAMILIES MEET KEY DEVELOPMENTAL MILESTONES

A quality education is critical for young people to succeed as adults, which is why our nation guarantees every child a K–12 education, regardless of family income, disability, background or immigration status. We must protect that right. Kids who are proficient in reading and math and have critical-thinking skills are primed for higher education, which can be a launching point for a successful career. English-language learners have some of the most significant barriers to achieve educational success. Youth with some postsecondary training are more likely to have higher-paying jobs, contribute to their communities and, in the future, be able to support their own families.

Local, state and federal policymakers should take steps to address the early care and education needs of children in immigrant families, as well as their cultural and linguistic needs in those early years and throughout the K–12 school system. For example, only 59 percent of 3- and 4-year-old children of immigrants are enrolled in early childhood programs. Although families may be eligible for programs such as Head Start or child care subsidies, language and cultural barriers, as well as fear of being deported, can keep them from enrolling their children. Public and private agencies can link families

PRIVACY PROTECTIONS FOR IMMIGRANT FAMILIES

The current climate fueled by anti-immigrant rhetoric has made immigrant families fearful of engaging with government agencies to report crimes, provide information or seek critical services. High-profile immigration raids, increased arrests and threats of more restrictive policies have exacerbated these anxieties.

Federal laws governing most public programs, however, continue to protect the information provided by applicants for and recipients of these services. These laws generally limit the collection, use and disclosure of information to purposes that are necessary to administer the program. For example, the U.S. Census Bureau is required to keep the information it collects confidential and cannot share information — including details about a person's citizenship or place of birth — with other individuals or government agencies.

To achieve a fair and accurate census count and to protect the community's health and well-being, it will be important to ensure that agency staff are aware of these rules and inform consumers about their rights and available resources. Advocates also can advance state and local policies that protect privacy and civil rights, as well as facilitate the effective administration of public programs.

To learn more, visit www.cep.gov/cep-final-report.html and www.census.gov/about/policies/privacy/data_stewardship.html.

with these programs, fill gaps in services and ensure the availability of culturally competent teachers. In addition, they can expand early childhood programs that support English-language learning in communities with high numbers of immigrant families.

Children of color are more likely to attend schools that lack the resources to meet the needs of all students — especially those of English-language learners and immigrant families. *Race for Results* data show that only 62 percent of children in immigrant families live in well-resourced neighborhoods where poverty is low. To better equip schools in low-income neighborhoods to meet the needs of their students, several states have reformed their school funding formulas. For example, California has created a school-financing system that better funds schools with large numbers of English-language learners. And many school districts across the country have taken steps to become more safe and welcoming places for these new Americans.

Since health is fundamental to a child's development, federal and state leaders should reduce financial and cultural barriers that keep immigrant families from seeking medical care. More states should follow the lead of at least 31 states and the District of Columbia in providing health care coverage to lawfully residing immigrant children.⁴⁰ And Oregon recently joined six other states and the District of Columbia in extending coverage to all children regardless of their immigration status.⁴¹

The cost of higher education puts it out of reach for many young people. Immigrant families face additional hurdles. The federal government, states and colleges and universities themselves should make higher education more affordable by supporting tuition equity and access to financial aid to qualified students regardless of immigration status. For example, Nebraska and Texas allow immigrant youth who are undocumented and who were brought here as young children to pay in-state tuition.

RECOMMENDATION 3

INCREASE ECONOMIC OPPORTUNITY FOR IMMIGRANT PARENTS

When parents work hard, they should be able to achieve financial stability. The opportunity to work can mean steady pay to make ends meet, educational opportunities to help the whole family thrive and safe, quality housing. Parents unable to consistently provide for their families may struggle with stress, which can affect a child's mental health and well-being. Policymakers at all levels of government should develop programs and policies that improve opportunities for low-income workers and address the needs of parents and children simultaneously, which can make a difference for all low-income families, including immigrant families, and save taxpayers' money by reducing costs of safety-net programs.

Resources for working families can help parents make ends meet and foster their child's healthy development. To connect immigrant families with public programs — such as tax credits, food assistance, housing, child care or children's health insurance — states and private agencies should work with trusted local immigrant-serving organizations to enroll families who are eligible. And when families do not qualify for these programs, states could step in to fill the breach.

People of color, including immigrant workers, are disproportionately concentrated in traditionally low-wage sectors — including food service, retail trade and construction — with schedules that challenge balancing work and raising a family. States and localities should pass legislation allowing for paid leave and work with employers to develop flexible scheduling policies that would aid all families. For example, California, New Jersey, New York, Rhode Island, Washington and the District of Columbia provide paid family leave for employees, and several states have provisions that enable workers to get more predictable, stable schedules. Equally important, states and localities should enact policies to prevent and deter wage theft, as well as immigration-related retaliation, which can have a chilling effect on all workers who try to exercise their workplace rights.

Although the majority of immigrant parents are in the workforce, *Race for Results* data show that only 47 percent of children in immigrant families live in households with incomes above 200 percent of poverty. This means that more than half struggle to make ends meet. To help immigrants move into family-supporting jobs, states, localities and the private sector should facilitate access to occupational licenses and credentials for foreign-educated immigrants and refugees with more advanced skills who would otherwise be underemployed in low-wage jobs. Twelve states and the District of Columbia offer immigrants driver's licenses regardless of their status, increasing their ability to travel for work and participate in the financial mainstream. Several states, including California, Florida and Nebraska, have expanded the types of identification allowed when applying for certain state professional licenses in fields as diverse as medicine, law and social work.

While immigrants are a sizable percentage of our workforce and demonstrate significant need for employment and skill-building services, public workforce development systems serve very few. They also fail to reach individuals with limited English proficiency, who account for 19.2 million working adults ages 16 to 64.⁴² Workforce agencies and community colleges should work to strengthen their public and private partnerships to design more effective programs for these workers — combining job skills and English-language education — and to recruit participants from these communities. Only 70 percent of children in immigrant families live with a householder who has at least a high school diploma,

ONLY 70 PERCENT OF CHILDREN IN IMMIGRANT FAMILIES LIVE WITH A HOUSEHOLDER WHO HAS AT LEAST A HIGH SCHOOL DIPLOMA, A CRUCIAL REQUIREMENT FOR MOST FAMILY-SUPPORTING JOBS.

a crucial requirement for most family-supporting jobs. States should also offer opportunities to build English-language skills through basic adult education, helping these parents achieve their high school diploma or the equivalent to improve their economic mobility.

CONCLUSION

The Casey Foundation takes an approach to child well-being that is guided by rigorous research, reliable data and direct experience. It has worked for decades to improve child welfare practice and ensure that all children are well prepared for adulthood. And our experience in reforming juvenile justice systems shows the harmful effects of using law enforcement to unnecessarily criminalize people.

Over the years, the Foundation has gained deep knowledge about the importance of stable families and supportive communities to providing children with a good opportunity to succeed in life. Children who endure high levels of trauma, lack support systems and face structural racism can be blocked from the path to opportunity.

For everyone's benefit, our country needs to take an effective, data-driven approach when developing policies that affect all children, and that includes children living in immigrant families. All children are our children, and all our children will play a role in our future. We must create a better future for them — and for the country's prosperity.

A person with dark hair is seen from the back, looking out a large window at a city skyline. The room is bright and modern, with a white sofa and a patterned rug. The text is overlaid in a bold, orange font.

MEASURING EQUITY

RACE FOR RESULTS INDEX



MEASURING EQUITY

In 2014, the Foundation developed its Race for Results Index to illustrate and measure how well-being and opportunity are being built and undermined for children of different racial and ethnic backgrounds. In this report, we publish the second edition of the index and the 12 measures it comprises.

First, a note.

Comparisons between the 2014 and 2017 index scores should not be made for several reasons. Changes have been made in the way high school graduation rates are calculated and measured, which affects the overall index scores. In addition, the inability to rule out measurement error and the presence of variance make it hard to pinpoint the cause of changes in index scores.

While the composite index scores should not be compared over time, other types of comparisons are meaningful and sound. Looking at changes in individual indicators other than high school graduation would allow for an analysis of whether disparities structured by race have improved, worsened or remained unchanged over time. Readers are also welcome to compare how states are ranked relative to each other.

OVERALL FINDINGS

As national data show, no one racial group has all children meeting all milestones. African-American, American Indian and Latino children face some of the biggest

obstacles on the pathway to opportunity. As Figure 1 illustrates, Asian and Pacific Islander children have the highest index score at 783, out of a possible 1,000. This group is followed by white children at 713. Scores for Latino (429), American Indian (413) and African-American (369) children are considerably lower.

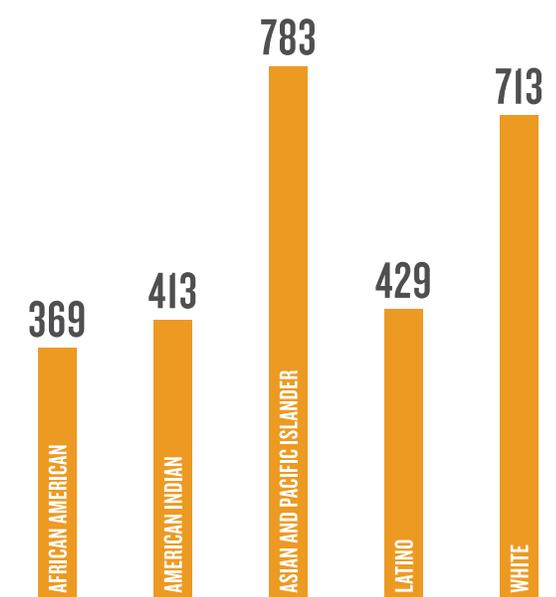
The composite index is useful in comparing outcomes between groups at the national level, but it obscures the variations among the individual items in the index. In other words, although the indicators are interrelated, certain indicators more than others may be driving the index scores for a group.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

Table 2 displays the indicators disaggregated by race. These data differ from the index scores because we use the simple percentages for each indicator, as opposed to the standardized scores used for the combined index.



FIGURE 1

NATIONAL RACE FOR RESULTS INDEX SCORES



NOTE: Racial and Hispanic origin categories are mutually exclusive.

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

EARLY CHILDHOOD

The *Race for Results* early childhood indicators include two data points that illuminate how children's physical and cognitive development are being built in the earliest stages of life.

The number of infants born at normal birthweight points toward the many factors and policies that influence maternal and infant health and babies' physical development. Similarly, the percentage of young children enrolled in formal learning environments (nursery school, preschool or kindergarten) offers a window into the availability and accessibility of opportunities to develop age-appropriate skills. Researchers have suggested that boosting both the participation in and the quality

TABLE 2

RACE FOR RESULTS INDEX INDICATORS (PERCENTAGES)

		Total	African American	American Indian	Asian and Pacific Islander	Latino	White	Two or More Races	Children in Immigrant Families
Babies Born at Normal Birthweight	2015	92	87	92	92	93	93	N.A.	93*
Children Ages 3 to 5 Enrolled in School	2013-15	60	63	58	64	55	60	61	59
4th Graders Who Scored at or Above Proficient in Reading	2015	35	18	22	53	21	46	38	8^
8th Graders Who Scored at or Above Proficient in Math	2015	32	12	19	58	19	42	35	5^
High School Students Graduating on Time	2014/15	83	75	72	90	78	88	N.A.	N.A.
Females Ages 15 to 19 Who Delay Childbearing Until Adulthood	2015	96	94	93	99	93	97	N.A.	N.A.
Young Adults Ages 19 to 26 Who Are in School or Working	2013-15	84	75	66	93	81	87	84	85#
Young Adults Ages 25 to 29 Who Have Completed an Associate's Degree or Higher	2013-15	41	27	18	68	22	48	44	37#
Children Who Live With a Householder Who Has at Least a High School Diploma	2013-15	86	87	85	89	66	94	93	70
Children Who Live in Two-Parent Families	2013-15	68	37	52	84	66	77	64	80
Children Living Above 200% of Poverty	2013-15	56	36	38	69	38	69	59	47
Children Who Live in Low-Poverty Areas (poverty <20%)	2011-15	70	45	47	81	53	84	72	62

N.A. Data not available.

* Data based on foreign-born status of the mother.

^ English-language learner status is used as a proxy for children in immigrant families.

Foreign-born, young adults only.

See page 46 for definitions and data sources.

NO ONE RACIAL GROUP HAS ALL CHILDREN MEETING ALL MILESTONES. AFRICAN-AMERICAN, AMERICAN INDIAN AND LATINO CHILDREN FACE SOME OF THE BIGGEST OBSTACLES ON THE PATHWAY TO OPPORTUNITY.

of early childhood educational experiences could increase school readiness, especially for African-American and Latino children.⁴³

Nationally, and on average across the demographic groups, the early childhood measures saw little to no change over the past three to four years. Ninety-two percent of babies are born at healthy birthweight, and 60 percent of young children are enrolled in a formal early learning environment.

The disparities revealed by indicators in this life stage are less pronounced across racial groups, but this does not mean that they are any less important to address. Because early experiences establish the foundation for all development and learning that comes after, even small disparities at this stage may herald significant and long-lasting impacts on children's life trajectories. These indicators and trends are noteworthy:

- African-American babies are the least likely to be born at healthy birthweight (87 percent), putting them at higher risk of death within the first year of life or developmental delays.⁴⁴
- American Indian (58 percent) and Latino (55 percent) children are the least likely to attend early childhood programs. Since 2010–12, there is a slight upward trend in school enrollment for these young children.

EDUCATION AND EARLY WORK EXPERIENCES

The *Race for Results* indicators for education and early work experiences help assess how well we are preparing children to take on the opportunities and challenges the economy and society will encounter tomorrow. The Race for Results Index includes five indicators related to educational outcomes and early work experiences

— fourth-grade reading proficiency; eighth-grade math proficiency; high school students graduating on time; young adults in school or working; and the completion of a postsecondary degree. Like the various gauges and lights on a car's dashboard, these indicators offer important signals about when and where attention may be needed. Across the five indicators, the data suggest that renewed and serious efforts are needed to equip the next generation of African-American, American Indian and Latino children for full participation in our civic, social and economic life.

Early mastery of reading is critical to ensure that children have a solid base to understand more complicated material in later years.⁴⁵ Proficiency in math fundamentals makes students more likely to attend and complete college, giving them the higher-level technical skills that our nation needs to maintain a thriving modern economy. Moreover, each of these data points offers a consistent means of monitoring trends in how school systems are faring.

Fourth-grade reading and eighth-grade math proficiency rates are low across all racial groups, suggesting that the United States needs to strengthen elementary and secondary education. Only Asian and Pacific Islander children are above 50 percent on either indicator. African-American, Latino and American Indian students have the lowest rates of fourth-grade reading and eighth-grade math proficiency. While fourth-grade reading levels improved slightly for most groups, math proficiency among eighth graders declined across the board between 2013 and 2015. African-American, American Indian and Latino children saw the largest declines. African-American children had the lowest reading (18 percent of fourth graders) and math (12 percent of eighth graders) proficiency levels of any group.

Graduation from high school and higher education attainment are indicators of whether schools are fulfilling one of their important public purposes: to equip young people to pursue meaningful and sustaining work. More young people are graduating from high school on time today than at any other time

THE DISPARITIES AMONG RACIAL GROUPS ON INDICATORS OF FAMILY RESOURCES POINT TO THE OBSTACLES THAT FAMILIES OF COLOR FACE IN GAINING FINANCIAL STABILITY.

in U.S. history — in 2015, the national rate was 83 percent. However, the data also suggest that efforts are needed to ensure greater equity in schools. American Indian (72 percent), African-American (75 percent) and Latino (78 percent) teens are the least likely to graduate from high school on time. A mere 18 percent of American Indian and 22 percent of Latino youths have completed an associate's degree or higher, with only a slightly larger share of African-American young adults (27 percent) achieving these same credentials. The largest indicator improvement was in higher education attainment, with the biggest gains seen among Latino youth and young adults. Although this indicator is moving in the right direction, these numbers also reveal the need to further tune the engine that drives our economy forward.

FAMILY RESOURCES

The trajectories of children and youth are shaped by the resources and relationships that surround them, especially those within their families. To measure what may otherwise seem too intangible to track and assess, the Race for Results Index identifies four indicators that can provide insight into family supports. These are living with a householder who has at least a high

school diploma; living in a two-parent family; living in a family with income at or above 200 percent of the poverty threshold; and delaying childbearing until adulthood. These indicators allow us not only to gauge the material resources available to children in the different groups, but also to think about how access to social capital, such as advice, knowledge and networks, is distributed.

The disparities among racial groups on indicators of family resources point to the obstacles that families of color face in gaining financial stability. Most notably, Latino children are the least likely to live in a household where someone has at least a high school diploma (66 percent, compared with the national average of 86 percent). Additionally, African-American and American Indian children are significantly less likely than their peers to live in two-parent families (37 percent and 52 percent, respectively — well below the national average of 68 percent). These factors and others contribute to the fact that a smaller share of African-American, Latino and American Indian children live in families with incomes at or above 200 percent of poverty (less than 40 percent for each group, compared with almost 70 percent for white and Asian and Pacific Islander children). Over the past three years, we saw a slight increase in the percentage of children living above 200 percent of poverty. American Indian and Latino children saw the largest improvements.

On average, more than 95 percent of all young women between ages 15 and 19 delay having children, and the differences across groups are smaller than on some other indicators. However, American Indian, Latina and African-American girls are less likely to delay childbearing than their white and Asian and Pacific Islander peers.

NEIGHBORHOOD CONTEXT

Children and their families are more likely to thrive when they live in communities with strong social and cultural institutions; positive role models; and the resources to provide safety, good schools and quality support services. To measure the effect of the neighborhood context on building opportunity, we use the percentage of children living in low-poverty areas, where the poverty rate of the total population is less than 20 percent (the point above which the

effects of concentrated poverty begin to appear).⁴⁶ African-American, American Indian and Latino children are least likely to live in areas where poverty rates are low, highlighting an additional obstacle that these families face in accessing the resources to help them become financially stable. Unfortunately, the percentage of children living in low-poverty areas declined over the past four years for all racial and ethnic groups. The largest declines were experienced by African-American, American Indian and Latino children. Only 45 percent of African-American children, 47 percent of American Indian children and 53 percent of Latino children live in low-poverty areas.

Many children of color are growing up in communities where unemployment and crime are higher; schools are poorer; access to capital, fresh produce, transit and health care is more limited; exposure to environmental toxins is greater; and family supports and services are fewer.⁴⁷ These factors prevent children from accessing the network of institutions and resources that make prosperity possible. Like the power grid that delivers energy to every home within its network, this “prosperity grid” provides critical links that help

children succeed.⁴⁸ The inability of many children — particularly children of color — to connect to this network through their neighborhoods clearly has significant consequences for their healthy development and well-being.⁴⁹

Our analysis, while striking, includes caveats. First, while these indicators are important measures of success, we were constrained by the need to find data that are regularly and comparably collected in all states. There were many indicators that we would have liked to include — for example, involvement with the juvenile justice system and quality of early childhood experiences — that simply are not available. Second, we recognize that our racial groupings may mask significant intragroup differences. For example, we know that there are many subgroups among Asians, Pacific Islanders and Latinos and that each one has different experiences and opportunities in the United States. In addition, boys and girls of the same racial group face different barriers to success.

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





KEY MILESTONES BY RACE



KEY MILESTONES BY RACE

AFRICAN-AMERICAN CHILDREN

In 2016, there were 10.1 million African-American children under age 18 in the United States, representing 14 percent of the total child population.⁵⁰ Children included here as African American are of African ancestry alone and are not Hispanic. African-American children live in all regions of the country, but remain most highly concentrated in the southeastern United States.

GEOGRAPHY

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

The states scoring the lowest on the index for African Americans are in the South (e.g., Alabama, Arkansas, Louisiana, Mississippi) and the Midwest (e.g., Indiana, Michigan, Missouri, Ohio, Wisconsin). Nevada also scored low on this index. Conditions in the American South always have been especially difficult for African Americans. While great strides have been made, it will require public will and greater investments to overcome the vestiges of institutional discrimination in this region.

Alaska does best with a score of 626, followed by Idaho (615), North Dakota (548), Utah (546) and Massachusetts (500). These states, however, have relatively small African-American populations.

IMMIGRANT STATUS

Though less widely discussed, immigrant status is an important issue for black children, given the historical influx of immigrants from the Caribbean and the more recent arrival of people from a variety of African nations. Native English speakers have a considerable advantage over non-native English speakers when it comes to grade-level proficiency in reading and math. For example, eighth graders who are fluent English speakers are six times more likely to be proficient in math than those who are not (12 percent vs. 2 percent). Conversely, black children in immigrant families are more than twice as likely to live with two parents than those in U.S.-born families.

OUTCOMES FOR AFRICAN-AMERICAN CHILDREN, BY IMMIGRANT STATUS

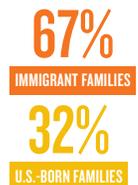
FOURTH GRADERS
WHO SCORED
AT OR ABOVE
PROFICIENT
IN READING*



EIGHTH GRADERS
WHO SCORED
AT OR ABOVE
PROFICIENT
IN MATH*



CHILDREN WHO
LIVE IN
TWO-PARENT
FAMILIES



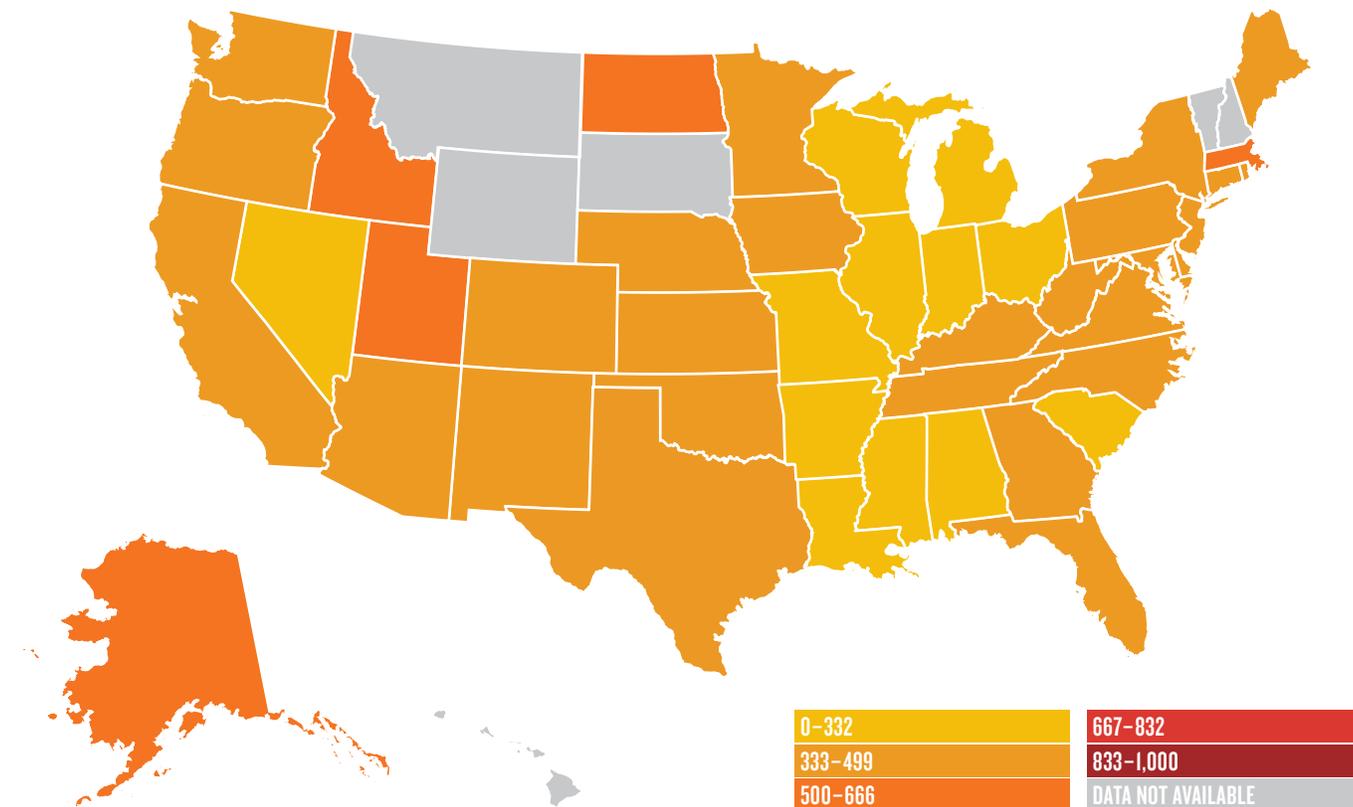
SOURCES: Reading and Math Proficiency: U.S. Department of Education, 2015 National Assessment of Educational Progress; Two-Parent Families: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

NOTE: Includes only non-Hispanic black and African-American children.

*English-language learner status is used as a proxy for children in immigrant families.

RACE FOR RESULTS INDEX

A STATE-TO-STATE COMPARISON OF AFRICAN-AMERICAN CHILDREN



INDEX SCORES

1. Alaska: 626	12. Connecticut: 455	23. Kansas: 395	34. Illinois: 327	Hawaii: S
2. Idaho: 615	13. Maine: 444	24. Georgia: 383	35. Missouri: 320	Montana: S
3. North Dakota: 548	14. Delaware: 433	25. Minnesota: 380	36. Indiana: 318	New Hampshire: S
4. Utah: 546	15. Virginia: 431	26. North Carolina: 375	37. Arkansas: 316	South Dakota: S
5. Massachusetts: 500	16. Texas: 424	27. Oklahoma: 374	38. Alabama: 300	Vermont: S
6. Maryland: 494	17. West Virginia: 416	28. Florida: 364	39. Mississippi: 290	Wyoming: S
7. Colorado: 492	18. Rhode Island: 414	29. Kentucky: 355	40. Nevada: 282	
8. New Jersey: 475	19. Iowa: 406	30. Nebraska: 348	41. Wisconsin: 279	
9. Oregon: 473	20. New York: 404	31. Tennessee: 346	42. Louisiana: 276	
10. New Mexico: 468	21. Arizona: 403	32. Pennsylvania: 334	42. Ohio: 276	
11. Washington: 456	21. California: 403	33. South Carolina: 328	44. Michigan: 260	

S: Data suppressed due to small numbers.

FROM 2013-2015, AFRICAN-AMERICAN EIGHTH GRADERS HAD THE LARGEST DROP IN MATH PROFICIENCY OF ANY RACIAL GROUP.

KEY MILESTONES BY RACE

AMERICAN INDIAN CHILDREN

American Indian children included in this analysis are not Hispanic and not identified with any other racial group. Using this definition, there are more than 626,000 American Indian children in the United States, or 1 percent of the total child population.⁵¹ Due to historically high rates of intermarriage, this number would almost double if we included children who identified as American Indian in combination with another race.

GEOGRAPHY

Like African-American children, American Indian children face some of the steepest barriers to success of any group in this analysis. Of the 26 states for which data were reported, the states in which American Indian children have higher levels of well-being are spread out across the country. American Indian children are relatively better off in states as disparate as Alabama (615), Kansas (612), Texas (609), Missouri (607), Florida (603) and New York (546).

The map illustrates that American Indian children are meeting significantly fewer milestones in the upper Midwest, the Southwest and the Mountain States. The score for American Indian children in South Dakota is the lowest of any group in any state on the index at 220. The range of scores for American Indian children — 220 in South Dakota to 615 in Alabama — is the widest in the index.

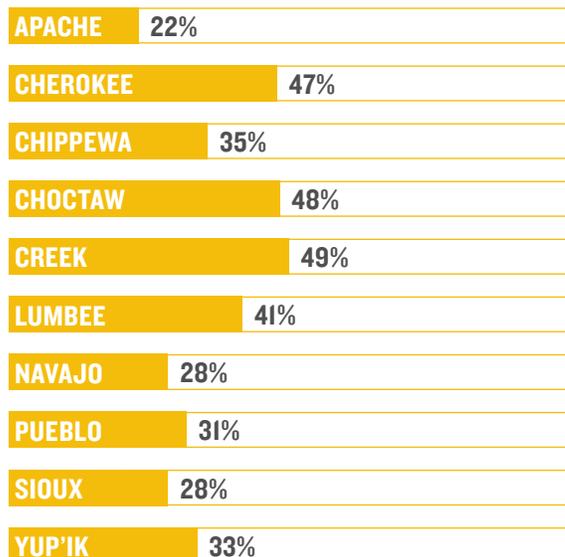
INTRAGROUP DIFFERENCES

There are considerable differences in children's outcomes based on tribal affiliation. For example, only 2 percent of Yup'ik young adults, ages 25 to 29, have completed an associate's degree or higher, compared with 41 percent of Creek young adults. Data also show that nearly half of Cherokee, Choctaw and Creek children live in families with incomes at or above 200 percent of poverty, compared with just over one-fifth of Apache children.

IMMIGRANT STATUS

There are 21,000 American Indian children who live in immigrant families. These children may have parents who were born in the United States and identify themselves and their child as American Indian, or they may have one or more foreign-born parents who identify with an indigenous group from another country in the Americas.

CHILDREN LIVING ABOVE 200% OF POVERTY, BY TRIBE

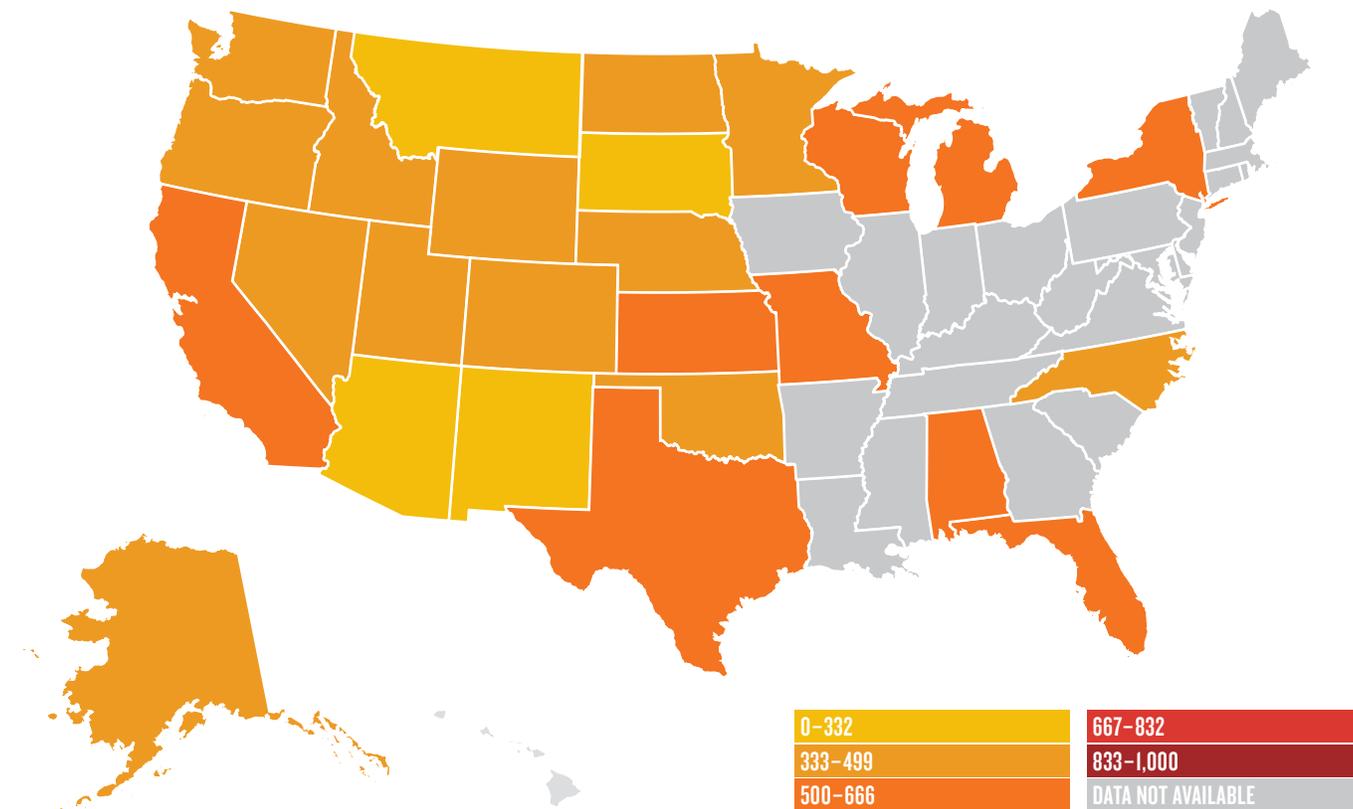


SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

NOTE: All groups are non-Hispanic.

RACE FOR RESULTS INDEX

A STATE-TO-STATE COMPARISON OF AMERICAN INDIAN CHILDREN



INDEX SCORES

- | | | | | |
|---------------------------|--------------------------------|------------------------------|------------------|-------------------|
| 1. Alabama: 615 | 12. Utah: 479 | 23. New Mexico: 316 | Iowa: S | Rhode Island: S |
| 2. Kansas: 612 | 13. Colorado: 470 | 24. Arizona: 286 | Kentucky: S | South Carolina: S |
| 3. Texas: 609 | 14. Washington: 459 | 25. Montana: 267 | Louisiana: S | Tennessee: S |
| 4. Missouri: 607 | 15. Nevada: 452 | 26. South Dakota: 220 | New Hampshire: S | Vermont: S |
| 5. Florida: 603 | 15. Oregon: 452 | Arkansas: S | Maine: S | Virginia: S |
| 6. New York: 546 | 17. Alaska: 431 | Connecticut: S | Maryland: S | West Virginia: S |
| 7. Wisconsin: 520 | 18. Nebraska: 398 | Delaware: S | Massachusetts: S | |
| 8. Michigan: 511 | 19. Wyoming: 380 | Georgia: S | Mississippi: S | |
| 9. California: 505 | 20. Minnesota: 363 | Hawaii: S | New Jersey: S | |
| 10. Oklahoma: 493 | 21. North Carolina: 358 | Illinois: S | Ohio: S | |
| 11. Idaho: 481 | 22. North Dakota: 338 | Indiana: S | Pennsylvania: S | |

S: Data suppressed due to small numbers.

AMERICAN INDIAN CHILDREN IN SOUTH DAKOTA ARE FURTHER AWAY FROM OPPORTUNITY THAN ANY RACIAL GROUP IN ANY STATE.

KEY MILESTONES BY RACE

ASIAN AND PACIFIC ISLANDER CHILDREN

Asian and Pacific Islander populations include 3.6 million children of Asian descent and 147,000 Pacific Islander children, representing 5 percent of all children in the United States.⁵² As with all groups in this analysis, Asian and Pacific Islander children included here are not of Hispanic origin and are identified with one racial category.

GEOGRAPHY

State Race for Results Index scores for Asian and Pacific Islander children are consistently among the highest across all groups. Asian and Pacific Islander children in New Jersey had the highest score at 918. Even among the lowest-scoring states, only Alaska (551) scored below 600.

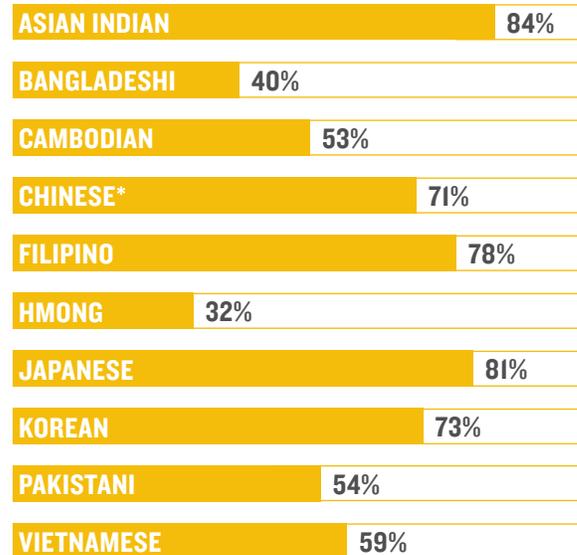
INTRAGROUP DIFFERENCES

There are clear differences in the extent to which barriers to success exist for different subgroups of Asian children. Of the 10 largest Asian subgroups, Asian Indian (84 percent), Japanese (81 percent) and Filipino (78 percent) children are the most likely to live in families with incomes at or above 200 percent of poverty.

At the other end of the spectrum, children in families from Southeast Asian ethnic groups (e.g., Cambodian, Hmong, Vietnamese) are the least likely to have high scores on this critical indicator related to economic stability. For example, only 32 percent of Hmong children live above 200 percent of poverty. Additionally, just one-third of both Hmong and Cambodian young adults completed an associate's degree or higher.

Outcomes for Pacific Islander children were also poor: Only 44 percent lived above 200 percent of poverty, and only 24 percent of young adults, ages 25 to 29, completed an associate's degree or higher.

CHILDREN LIVING ABOVE 200% OF POVERTY, BY ORIGIN



SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

NOTE: All groups are non-Hispanic.

* Except Taiwanese

IMMIGRANT STATUS

The impact of immigrant status on the well-being of Asian and Pacific Islander children is mixed. Kids who are native English speakers, for example, are much more likely to be proficient in reading by the fourth grade and in math by the eighth grade. Asian and Pacific Islander children from immigrant families, however, are significantly more likely to live in two-parent families. Eighty-seven percent of Asian and Pacific Islander children in immigrant families live in two-parent families, compared with 58 percent of those in U.S.-born families.

OUTCOMES FOR ASIAN AND PACIFIC ISLANDER CHILDREN, BY IMMIGRANT STATUS

FOURTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN READING*



EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH*



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



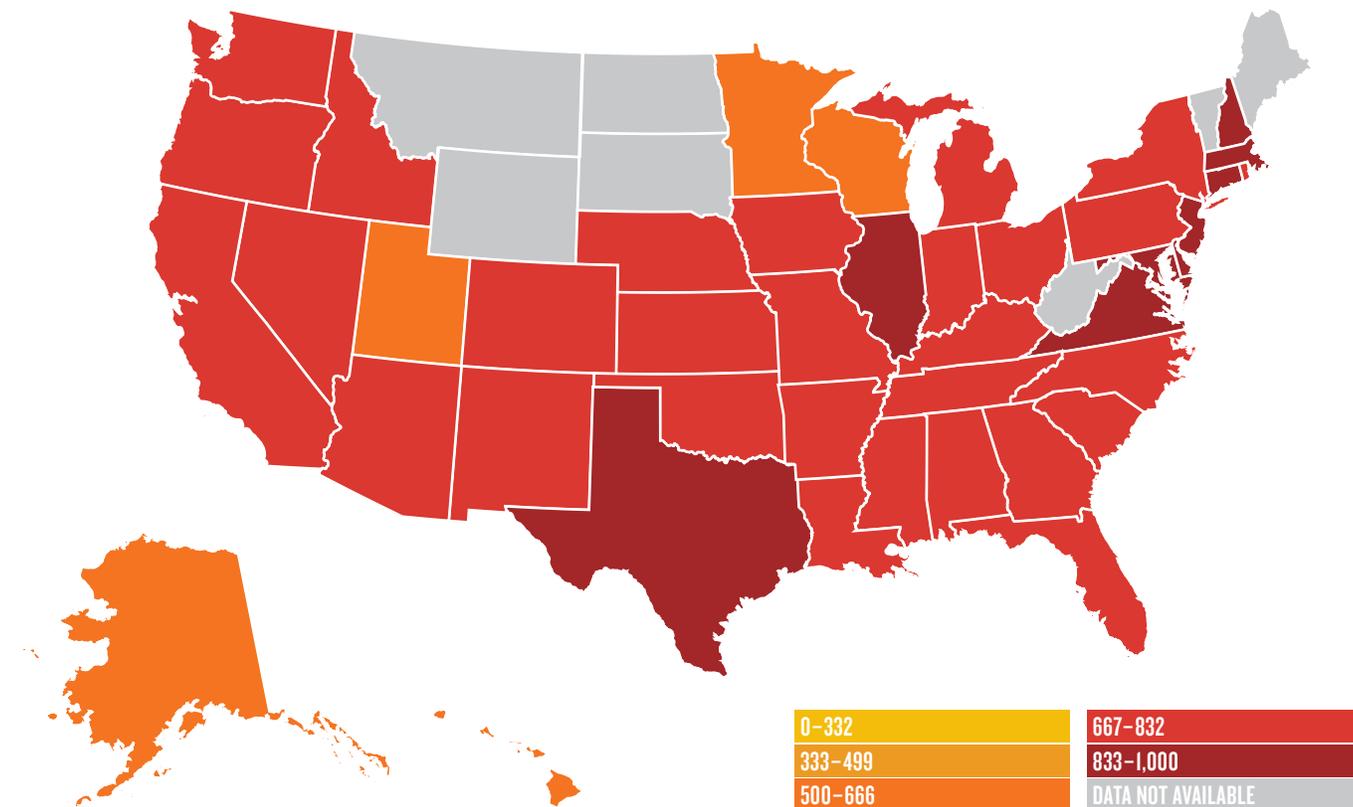
SOURCES: Reading and Math Proficiency: U.S. Department of Education, 2015 National Assessment of Educational Progress; Two-Parent Families: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

NOTE: Includes only non-Hispanic Asian and Pacific Islander children.

*English-language learner status is used as a proxy for children in immigrant families.

RACE FOR RESULTS INDEX

A STATE-TO-STATE COMPARISON OF ASIAN AND PACIFIC ISLANDER CHILDREN



INDEX SCORES

1. New Jersey: 918	12. Michigan: 804	22. North Carolina: 771	34. Nevada: 682	Montana: S
2. Virginia: 868	13. California: 790	24. Tennessee: 768	35. Mississippi: 680	North Dakota: S
3. Connecticut: 863	14. Pennsylvania: 784	25. Washington: 765	36. Rhode Island: 679	South Dakota: S
4. Maryland: 861	15. Florida: 781	26. Kentucky: 730	37. Iowa: 672	Vermont: S
5. New Hampshire: 858	16. Arizona: 780	27. Louisiana: 729	38. Arkansas: 671	West Virginia: S
6. Illinois: 844	16. Indiana: 780	28. Oklahoma: 726	39. Utah: 663	Wyoming: S
7. Massachusetts: 843	18. Colorado: 778	29. Idaho: 723	40. Wisconsin: 651	
8. Delaware: 841	18. Kansas: 778	30. New York: 716	41. Minnesota: 650	
9. Texas: 833	20. Georgia: 775	31. Oregon: 702	42. Hawaii: 602	
10. Missouri: 832	20. South Carolina: 775	32. New Mexico: 696	43. Alaska: 551	
11. Ohio: 822	22. Alabama: 771	33. Nebraska: 692	Maine: S	

S: Data suppressed due to small numbers.

NEW JERSEY HOLDS THE NATION'S HIGHEST INDEX SCORE. IT'S 918 FOR ASIAN AND PACIFIC ISLANDER CHILDREN.

KEY MILESTONES BY RACE

LATINO CHILDREN

There are 18.3 million Latino children in the United States, representing 25 percent of the country's child population. Because Latino is considered an ethnicity, children in this group can be of any racial category. Latino children live in every region of the country, and they represent half of the children in the two most populous states: California and Texas.⁵³

GEOGRAPHY

The Race for Results Index scores for Latinos are cause for deep concern. Only 10 states had index scores above 500, with the highest score in Maine (639). The states with the highest index scores are mostly located on the Eastern Seaboard and parts of the West.

The states with the lowest Race for Results Index scores for Latino children are primarily located in the South and Southwest, although Rhode Island (341) and Pennsylvania (344) reported the two lowest scores. The range of index scores for Latino children — 341 to 639 — is the narrowest of all racial groups.

Although they face many of the same language and cultural barriers of children in immigrant families, children who come from Puerto Rico to the mainland are U.S. citizens by virtue of their birth in a U.S. territory. There are about 700,000 children on the island of Puerto Rico and 1.6 million more children of Puerto Rican descent who reside on the mainland. They are a significant proportion of Latino children in the United States.⁵⁴

INTRAGROUP DIFFERENCES

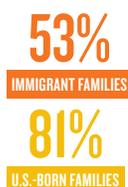
Of the 10 largest Latino subgroups, children whose origins are from Colombia, Cuba and Spain are the most likely to live in families with incomes at or above 200 percent of poverty.

OUTCOMES FOR LATINO CHILDREN, BY IMMIGRANT STATUS

EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH*



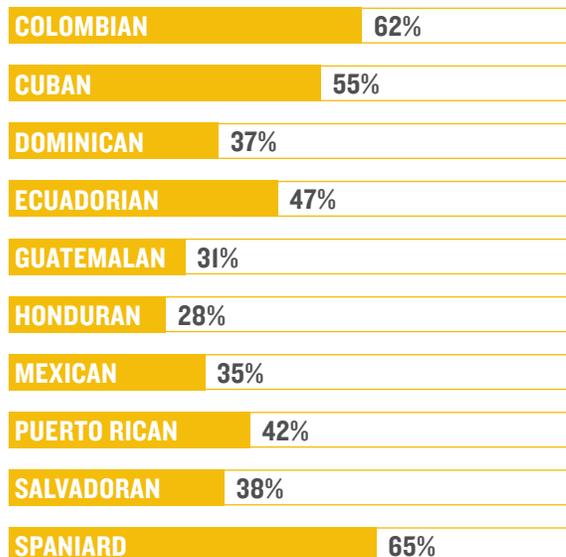
CHILDREN WHO LIVE WITH A HOUSEHOLDER WHO HAS AT LEAST A HIGH SCHOOL DIPLOMA



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



CHILDREN LIVING ABOVE 200% OF POVERTY, BY ORIGIN



SOURCE: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

Families from the eastern Caribbean, Central America and Mexico face the biggest barriers to attaining financial stability.

IMMIGRANT STATUS

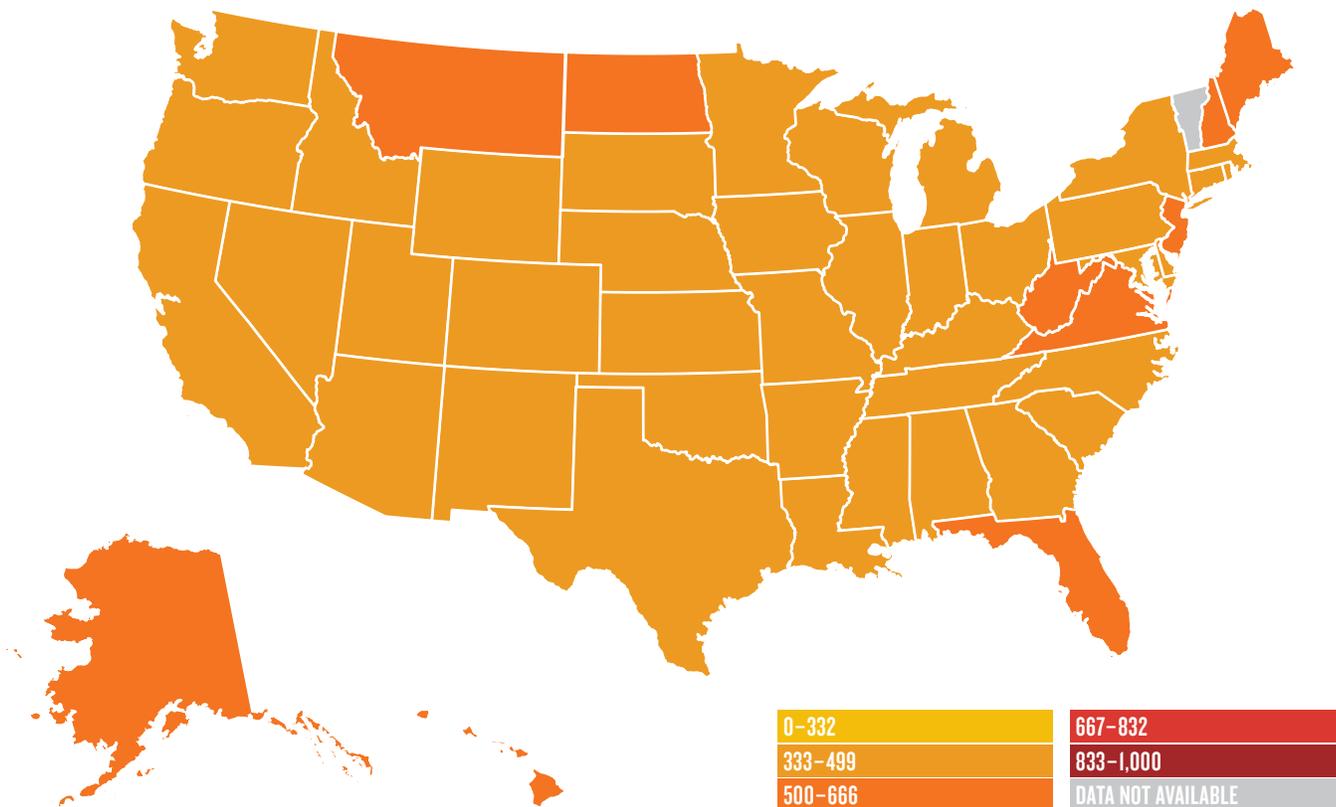
On nearly every measure in the index, Latino children in immigrant families have steep obstacles in connecting to opportunity. The only exception is that Latino children in immigrant families are more likely to live in two-parent families than those in U.S.-born families (77 percent vs. 52 percent, respectively).

SOURCES: Math Proficiency: U.S. Department of Education, 2015 National Assessment of Educational Progress; High School Diploma: U.S. Department of Education, Common Core of Data; Two-Parent Families: U.S. Census Bureau, 2013–2015 pooled 1-year American Community Survey PUMS data.

*English-language learner status is used as a proxy for children in immigrant families.

RACE FOR RESULTS INDEX

A STATE-TO-STATE COMPARISON OF LATINO CHILDREN



INDEX SCORES

1. Maine: 639	12. Maryland: 487	23. Ohio: 435	34. Delaware: 408	45. Oklahoma: 380
2. West Virginia: 582	13. South Dakota: 480	24. Colorado: 429	35. Washington: 401	46. Arkansas: 377
3. Alaska: 574	14. Missouri: 479	25. Kansas: 427	36. Oregon: 397	46. Nevada: 377
4. North Dakota: 566	15. Illinois: 475	26. California: 425	37. Idaho: 393	48. Pennsylvania: 344
5. Hawaii: 554	16. Louisiana: 466	26. Mississippi: 425	37. Nebraska: 393	49. Rhode Island: 341
6. New Hampshire: 529	17. Minnesota: 460	28. Indiana: 424	39. Tennessee: 391	Vermont: S
6. Virginia: 529	18. Iowa: 458	29. Massachusetts: 421	40. Georgia: 387	
8. Montana: 526	19. Michigan: 446	30. Utah: 418	40. North Carolina: 387	
9. Florida: 524	20. Kentucky: 443	31. South Carolina: 416	42. New Mexico: 382	
10. New Jersey: 514	21. Wisconsin: 439	32. New York: 415	43. Alabama: 381	
11. Wyoming: 488	22. Connecticut: 436	33. Texas: 412	43. Arizona: 381	

S: Data suppressed due to small numbers.

WITH IMPROVEMENTS IN EIGHT INDICATORS, LATINOS SAW THE MOST GAINS ON THE OPPORTUNITY PATHWAY SINCE OUR 2014 REPORT.

KEY MILESTONES BY RACE

WHITE CHILDREN

In 2016, white children represented the majority (51 percent) of the U.S. child population. The 37.6 million white children included in this analysis are not Hispanic and identified as white or Caucasian alone.⁵⁵

GEOGRAPHY

Among the racial groups, along with Asian and Pacific Islander children, white children have the highest index scores across states. The northeastern states of New Jersey (842), Massachusetts (841) and Connecticut (840) hold the top three scores for white children on the Race for Results Index. It also is noteworthy that Virginia is the only southern state situated in the top 10 for white children.

At the other end of the spectrum, the 10 lowest-scoring states are overwhelmingly in the South (Southeast and Southwest). Not surprisingly, two states in historically poor regions are at or near the bottom of this list: West Virginia (Appalachia) and Mississippi (the Delta). West Virginia (525), Kentucky (584), Arkansas (592), Mississippi (596) and Alabama (604) had the lowest scores.

IMMIGRANT STATUS

Outcomes for white children in immigrant families are like those of immigrants in other racial groups. On average, white children who are non-native English speakers are about four times less likely to be proficient in math and three times less likely to be proficient in reading as those who are native English speakers. Children in immigrant families are more likely to live in two-parent households. Unlike immigrants in some other groups, they are also more likely to have obtained a postsecondary degree by their late 20s.

OUTCOMES FOR WHITE CHILDREN, BY IMMIGRANT STATUS

EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH*



CHILDREN WHO LIVE IN TWO-PARENT FAMILIES



YOUNG ADULTS AGES 25-29 WHO HAVE COMPLETED AN ASSOCIATE'S DEGREE OR HIGHER[^]



SOURCES: Math Proficiency: U.S. Department of Education, 2015 National Assessment of Educational Progress; Two-Parent Families and Higher Education Completion: U.S. Census Bureau, 2013-2015 pooled 1-year American Community Survey PUMS data.

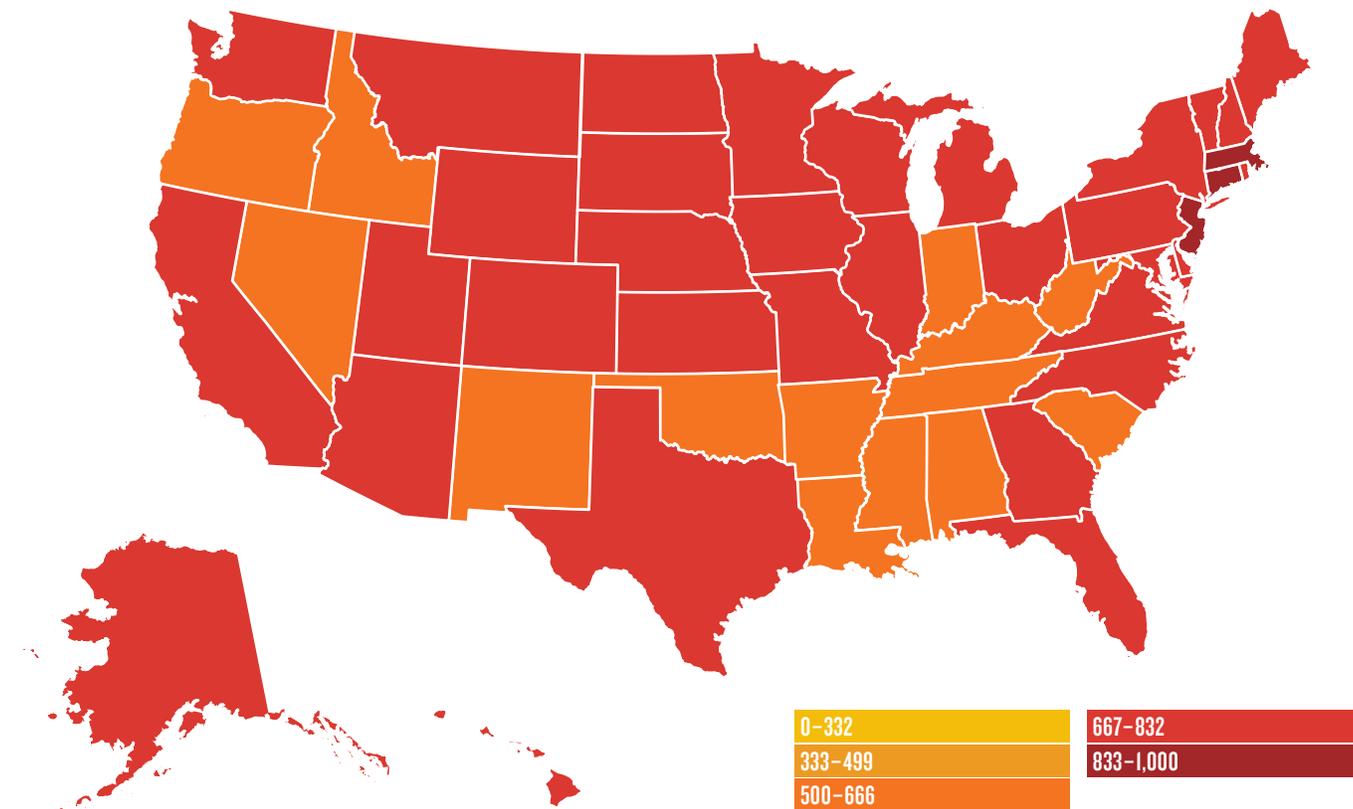
NOTE: Includes only non-Hispanic white.

^{*}English-language learner status is used as a proxy for children in immigrant families.

[^]Foreign-born young adults.

RACE FOR RESULTS INDEX

A STATE-TO-STATE COMPARISON OF WHITE CHILDREN



INDEX SCORES

1. New Jersey: 842	12. New Hampshire: 758	23. Delaware: 730	34. Maine: 668	45. Oklahoma: 622
2. Massachusetts: 841	13. Colorado: 753	24. Washington: 719	34. Missouri: 668	46. Alabama: 604
3. Connecticut: 840	14. Rhode Island: 746	25. Alaska: 715	36. Michigan: 667	47. Mississippi: 596
4. Maryland: 799	15. Iowa: 744	26. Kansas: 710	37. Indiana: 664	48. Arkansas: 592
5. Minnesota: 789	16. North Dakota: 743	27. Arizona: 701	38. Oregon: 654	49. Kentucky: 584
6. New York: 772	17. Vermont: 739	28. North Carolina: 700	39. South Carolina: 652	50. West Virginia: 525
7. Illinois: 766	18. Hawaii: 735	29. Florida: 683	40. Nevada: 646	
7. Virginia: 766	18. Utah: 735	30. Georgia: 679	41. Idaho: 637	
9. Nebraska: 763	20. Pennsylvania: 734	31. Montana: 671	42. New Mexico: 628	
10. Wisconsin: 762	20. South Dakota: 734	31. Ohio: 671	43. Louisiana: 625	
11. California: 759	20. Texas: 734	33. Wyoming: 669	43. Tennessee: 625	

WEST VIRGINIA RANKS 50TH FOR WHITE CHILDREN, YET ITS INDEX SCORE IS BETTER THAN THOSE FOR AFRICAN-AMERICAN CHILDREN IN ALL BUT FOUR STATES.

ENDNOTES

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21. The Annie E. Casey Foundation, KIDS COUNT Data Center. *Children living in low-income families (below 200 percent of the poverty threshold) by family nativity* (Table). Retrieved from <http://datacenter.kidscount.org/data/tables/118-children-living-in-low-income-families-below-200-percent-of-the-poverty-threshold-by-family-nativity?loc=1&loct=1-detailed/1/any/false/573,869,36,868,867/78,79/451,452>
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23. The Annie E. Casey Foundation, KIDS COUNT Data Center. *Children living in low-income families (below 200 percent of the poverty threshold) by family nativity* (Table).
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DEFINITIONS AND DATA SOURCES

THE RACE FOR RESULTS INDEX

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

BABIES BORN AT NORMAL BIRTHWEIGHT is the percentage of live births weighing 2,500 grams (5.5 pounds) or more. The data reflect the mother's place of residence, not the place where the birth occurred.

SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics.

CHILDREN AGES 3 TO 5 ENROLLED IN NURSERY SCHOOL, PRESCHOOL OR KINDERGARTEN is the percentage of children ages 3 to 5 enrolled in nursery school, preschool or kindergarten during the previous three months.

SOURCE: U.S. Census Bureau, American Community Survey.

FOURTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN READING is the percentage of fourth-grade public school students who scored at or above the proficient level in reading, as measured by the National Assessment of Educational Progress. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

EIGHTH GRADERS WHO SCORED AT OR ABOVE PROFICIENT IN MATH is the percentage of eighth-grade public school students who scored at or above the proficient level in mathematics, as measured by the National Assessment of Educational Progress. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

FEMALES AGES 15 TO 19 WHO DELAY CHILDBEARING UNTIL ADULTHOOD is the percentage of females ages 15 to 19 who did not give birth during their teen years. The number of teen mothers was calculated by adding all first births to 15- to 19-year-olds in the current year to all first births to 14- to 18-year-olds in the previous year, all first births to 13- to 17-year-olds in the year before, and so on, ending with first births to 13-year-olds six years prior to the current year. The percentage of females who delayed childbearing was calculated by subtracting the estimated number of teen mothers from the population of 15- to 19-year-old girls in each state, and then dividing the result by that population.

SOURCES: *Birth Statistics*: Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. *Population Statistics*: Centers for Disease Control and Prevention, National Center for Health Statistics, Bridged-Race Population Estimates.

HIGH SCHOOL STUDENTS GRADUATING ON TIME is the percentage of an entering freshman class graduating in four years. Also called the adjusted cohort graduation rate (ACGR), the measure is derived by dividing the number of students who graduate in four years with a regular high school diploma by the number of students who form the adjusted cohort for the graduating class. Students entering grade nine for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

YOUNG ADULTS AGES 19 TO 26 WHO ARE IN SCHOOL OR WORKING is the percentage of young adults ages 19 to 26 who are either enrolled in school (full or part time) or employed (full or part time). This measure is sometimes referred to as “Youth Connectedness.”

SOURCE: U.S. Census Bureau, American Community Survey.

YOUNG ADULTS AGES 25 TO 29 WHO HAVE COMPLETED AN ASSOCIATE’S DEGREE OR HIGHER is the percentage of young adults ages 25 to 29 who have attained at least an associate’s degree.

SOURCE: U.S. Census Bureau, American Community Survey.

CHILDREN BIRTH TO 17 WHO LIVE WITH A HOUSEHOLDER WHO HAS AT LEAST A HIGH SCHOOL DIPLOMA is the percentage of children under age 18 living in households where the household head has attained at least a high school diploma, GED or equivalent credential. The child may be the householder’s “own child” or related by birth, marriage or adoption.

SOURCE: U.S. Census Bureau, American Community Survey.

CHILDREN BIRTH TO 17 WHO LIVE IN TWO-PARENT FAMILIES is the percentage of children under age 18 who live with two parents — biological, adoptive or stepparents. Two-parent families include married-couple families, as well as those in which the parents are unmarried partners.

SOURCE: U.S. Census Bureau, American Community Survey.

CHILDREN BIRTH TO 17 WHO LIVE IN FAMILIES WITH INCOMES AT OR ABOVE 200 PERCENT OF POVERTY is the percentage of children under age 18 who live in families with incomes at or above 200 percent of the U.S. poverty threshold, as issued each year by the U.S. Census Bureau. In calendar year 2015, a 200 percent poverty threshold for a family of two adults and two children was \$48,072. Poverty status is not determined for people in military barracks, for those in institutional quarters or for unrelated individuals under age 15 (such as foster children). The data are based on income received in the 12 months prior to the survey.

SOURCE: U.S. Census Bureau, American Community Survey.

CHILDREN BIRTH TO 17 WHO LIVE IN LOW-POVERTY AREAS (POVERTY <20 PERCENT) is the percentage of children under age 18 who live in census tracts where the poverty rates of the total population are less than 20 percent. The census tract-level data used in this analysis are only available in the five-year American Community Survey.

SOURCE: U.S. Census Bureau, American Community Survey.

DEFINING RACE AND ETHNICITY

In developing the state- and national-level data included in this report, we used the race and ethnicity categories currently defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies. They are as follows:

AFRICAN AMERICAN includes people who identify as being black or of African descent and may include people from the Caribbean.

AMERICAN INDIAN includes people who identified as belonging to an American Indian or Alaska Native tribal group.

ASIAN includes people who selected Asian Indian, Chinese, Korean, Japanese or Other Asian group.

LATINO includes people who selected Hispanic, Latino or Spanish origin, defined as an ethnic group by the OMB. People who chose this category can be of any racial group and include people from Mexico, Central and South America and other Spanish-speaking countries.

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

WHITE includes people who identify as white or Caucasian and have European ancestry.

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

For purposes of this analysis, all racial and ethnic groups are mutually exclusive. All data for racial groups are reported for non-Hispanics only.

ABOUT THE ANNIE E. CASEY FOUNDATION AND KIDS COUNT

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

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

Nationally, KIDS COUNT issues publications on key areas of well-being, including the annual *KIDS COUNT Data Book* and periodic reports on critical child and family policy issues. The Foundation also maintains the KIDS COUNT Data Center (datacenter.kidscount.org), which provides the best available data measuring the educational, social, economic and physical well-being of children. Additionally, the Foundation funds a nationwide network of state-level KIDS COUNT organizations that provide a more detailed, community-by-community picture of the condition of children.

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Additional data and copies of this report can
be found at www.aecf.org/raceforresults



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