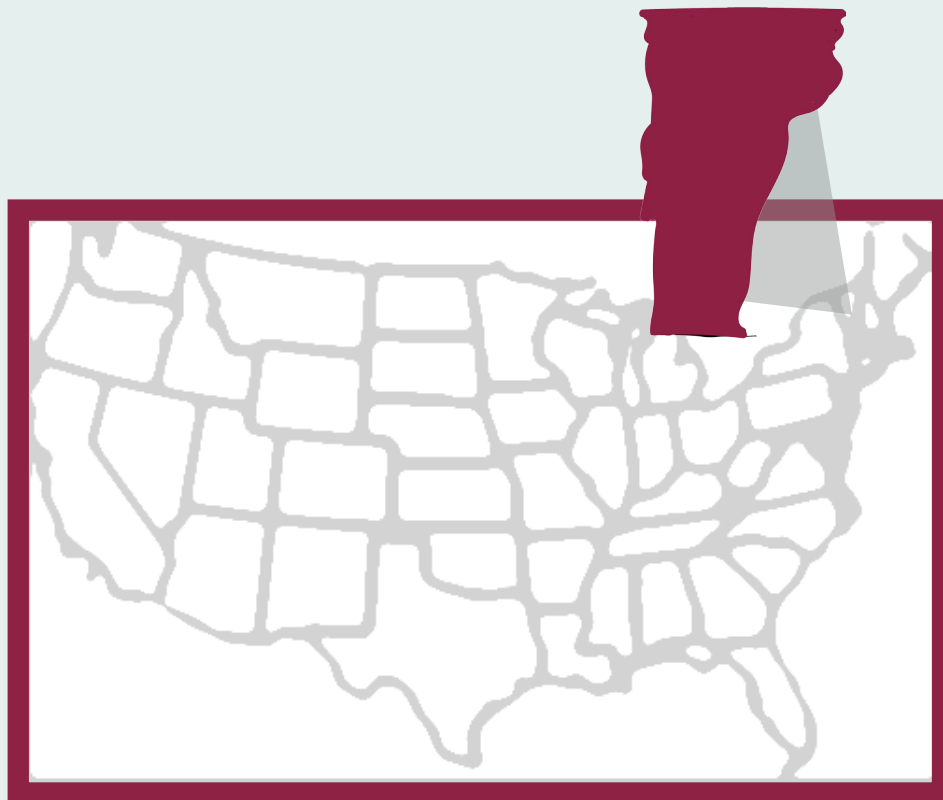


Voices
for Vermont's Children



Children of Color in Vermont **A Closer Look at Race Equity Data**



SUPPLEMENT TO

Race for Results:

Building a Path to Opportunity for All Children

2017

This guide is meant to provide additional data and context for specific indicators and areas of child well-being used to create the index presented in the Annie E. Casey Foundation's 2017 Race for Results report.

Indicators in the 2017 Race for Results index

Percent of Babies Born At Normal Birthweight

Percent of Children Ages 3 to 5 Enrolled In Nursery School, Preschool or Kindergarten

Percent of 4th Graders Who Scored At or Above Proficient in Reading

Percent of 8th Graders Who Scored At or Above Proficient in Math

High School Students Graduating On Time (ACGR)

Percent of Females Ages 15 to 19 Who Delay Childbearing Until Adulthood

Percent of Young Adults Ages 25 to 29 Who Have Completed an Associate's Degree or Higher

Percent of Young Adults Ages 19 to 26 Who Are In School or Working

Percent of Children Ages 0 to 17 Who Live With A Householder Who Has At Least A High School Degree

Percent of Children Ages 0 to 17 Who Live In Two-Parent Families

Percent of Children Ages 0 to 17 Living Above 200% of Poverty

Percent of Children Ages 0 to 17 Who Live In Low Poverty Areas (poverty <20%)

Notes

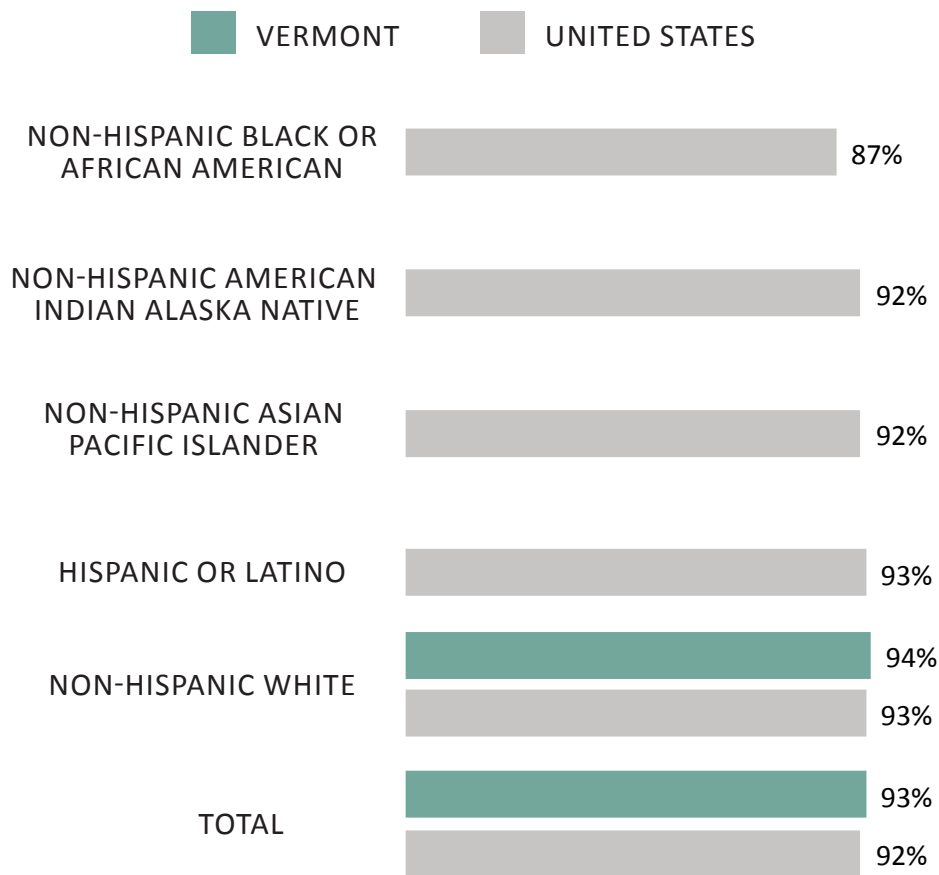
If data is not shown for a particular category, it is because that data has been suppressed due to small numbers.

Data is presented as it is in the data source, including race/ethnicity categories, order, and number of decimals.

Please interpret data with caution, as margins of error are often very large.

This research was funded by the Annie E. Casey Foundation. We thank them for their support but acknowledge that the findings presented here are those of Voices for Vermont's Children alone, and do not necessarily reflect the opinions of the Foundation.

Indicator: Percent of babies born at normal birthweight



Source: CDC, National Center for Health Statistics, Vital Stats, 2015

MATERNAL & CHILD HEALTH

Babies born at low birth weights are at an increased risk for both short-term and long-term complications. The development that happens near the end of pregnancy is important, and babies who miss this opportunity often require additional medical interventions after birth. Babies born weighing less than 5.5 pounds are at increased risk for respiratory conditions, infections, cognitive and developmental delays, and long-term health complications. Low birth weight also increases the risk of infant mortality.¹⁻²

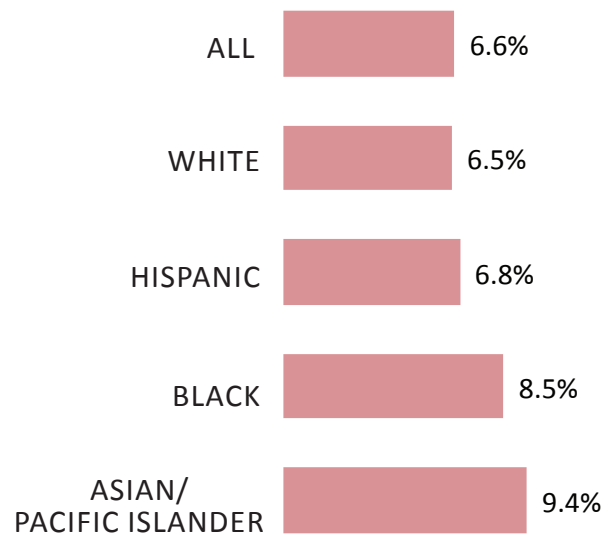
1. Child Trends, Low and Very Low Birthweight Infants
2. March of Dimes, Low Birth Weight

Babies who are born early are often born at a low birth weight. Plural births - twins, triplets, etc. - will often mean that babies are born at a lower birth weight. Other factors that can contribute to low birth weights include inadequate nutrition, stress, infection, violence, smoking or other substance use, or poor maternal health.³

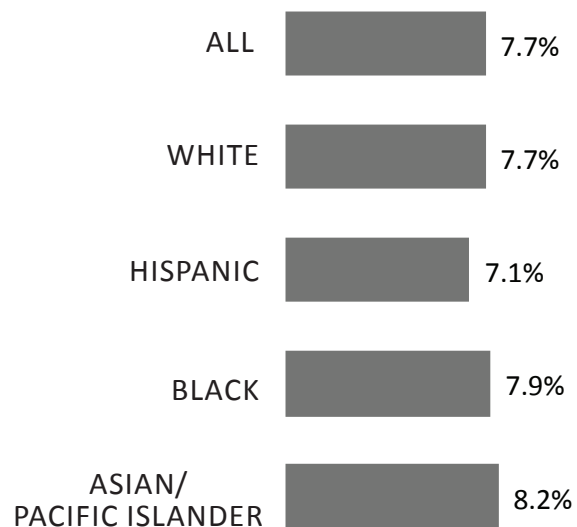
As with many indicators, aggregate data hides persistent disparities across racial and ethnic groups. Nationwide, rates of low birth weight in infants born to non-Hispanic black women are twice as high as for other races/ethnicities.⁴

Studies have shown that economic factors and health and behavioral factors do not fully explain this disparity. Researchers are increasingly looking toward systemic factors such as psychological stress, racism, and neighborhood environments to explain these outcomes.⁵ High levels of maternal stress can increase the chances of babies being born too early or too small. This includes long-term stress caused by depression or other health issues, discrimination, or economic insecurity.⁶

Babies born at low birth weight, Vermont



Preterm births, Vermont



Source: CDC, Vital Stats, via March of Dimes, Peristats, 2012-2014 three year data

3. Boston Children's Hospital, Low birthweight in Newborns Symptoms and Causes

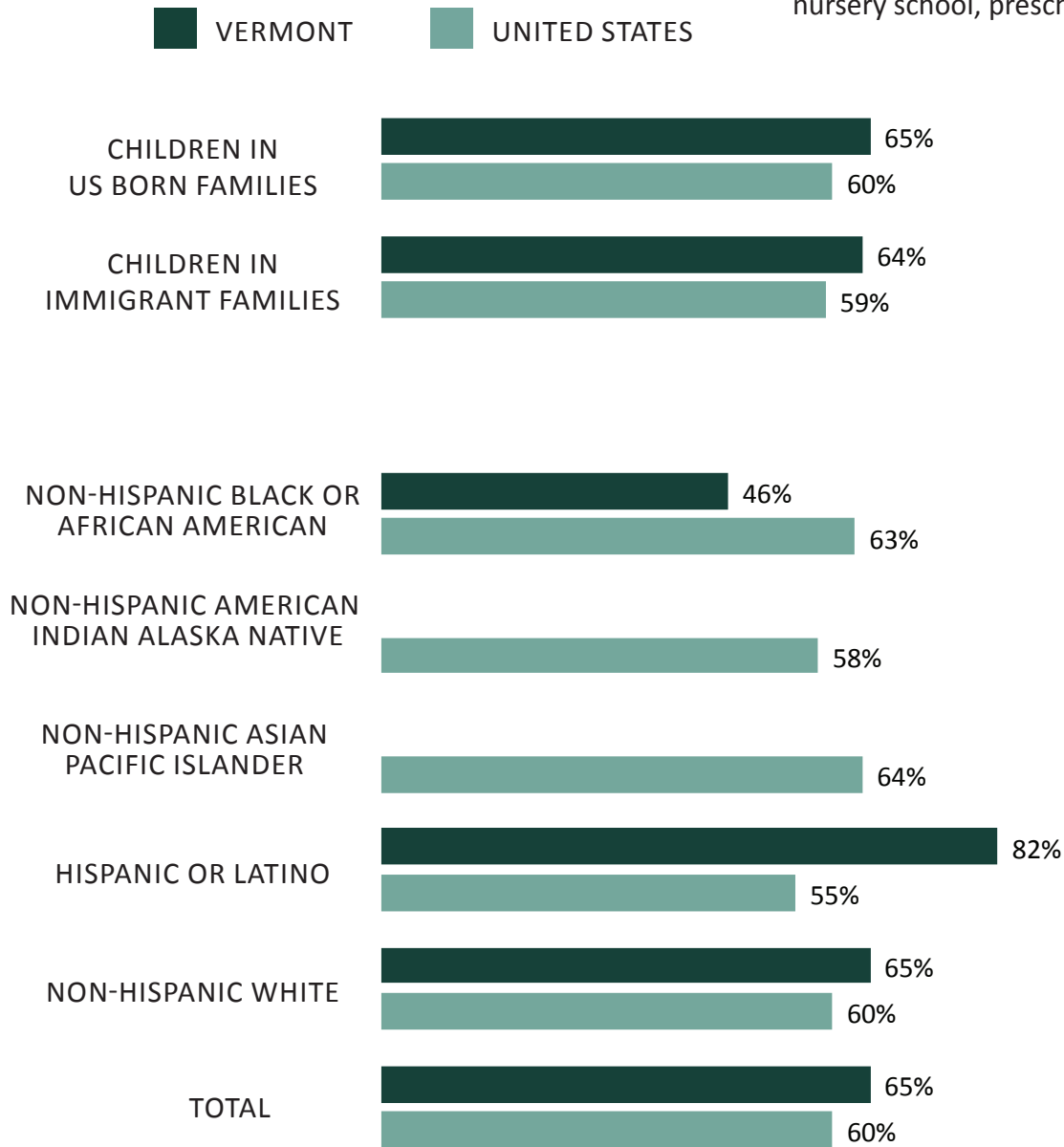
4. U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. Child Health USA 2013

5. American Public Health Association, Reducing Racial/Ethnic and Socioeconomic Disparities in Preterm and Low Birthweight Births, 2006

6. March of Dimes, Stress and Pregnancy

Indicator: Percent of young children enrolled in school

(Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten)



Source: U.S. Census, American Community Survey

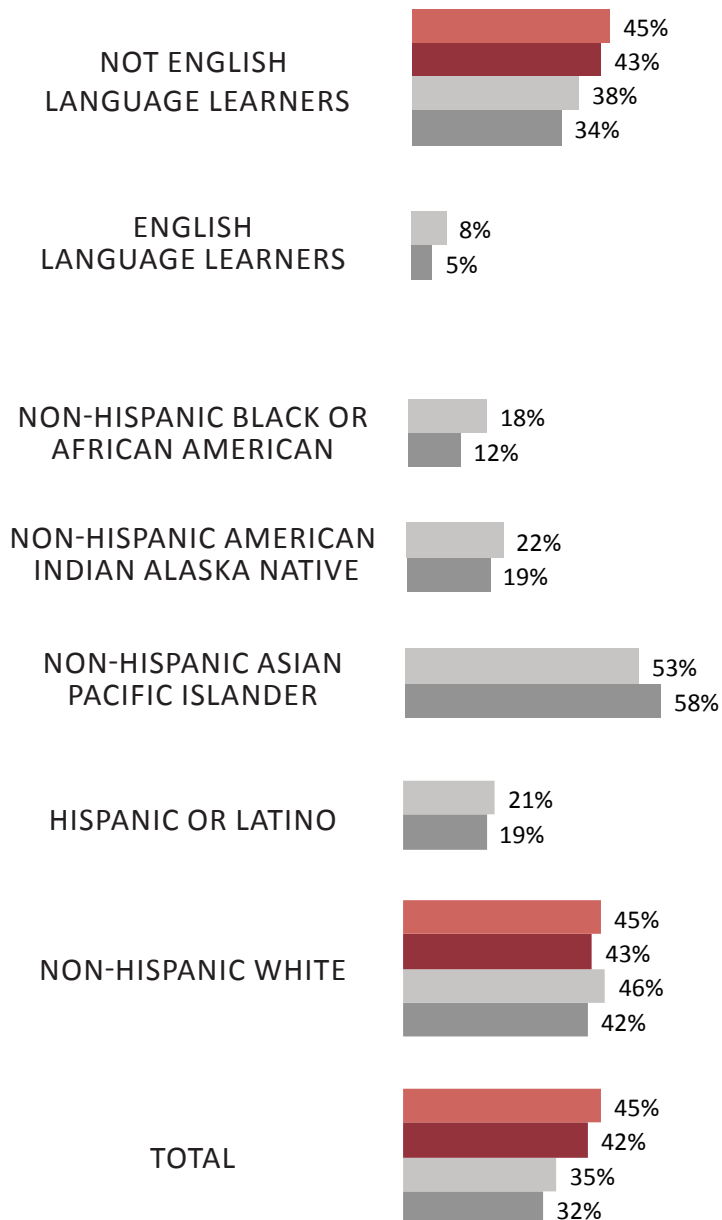
EARLY CARE AND EDUCATION

High-quality early care and education can have long-lasting positive impacts for children including educational, interpersonal, and health benefits lasting into adulthood.¹ The benefits for families are also significant: parents who are confident in the quality and availability of early care and education are better able to pursue and maintain education, training, and employment, increasing the economic stability of the whole household.²

1. Yoshikawa, H., et al., Investing in Our Future: The Evidence Base on Preschool Education, 2013

2. Smith, T. and Coffey, R., Two-generation strategies for expanding the middle class

Indicators: Percent of 4th graders scoring at or above proficient in reading & Percent of 8th graders scoring at or above proficient in math



ASSESSMENT DATA

The National Assessment of Educational Progress (NAEP) tests are meant to provide a standardized way to measure trends over time across all states. Much of the Vermont NAEP data disaggregated by race are suppressed.

Scores on the NAEP are categorized into three levels: Basic, Proficient, and Advanced. “Basic” designates partial mastery; “Proficient” means solid academic performance; and “Advanced” designates superior performance.¹

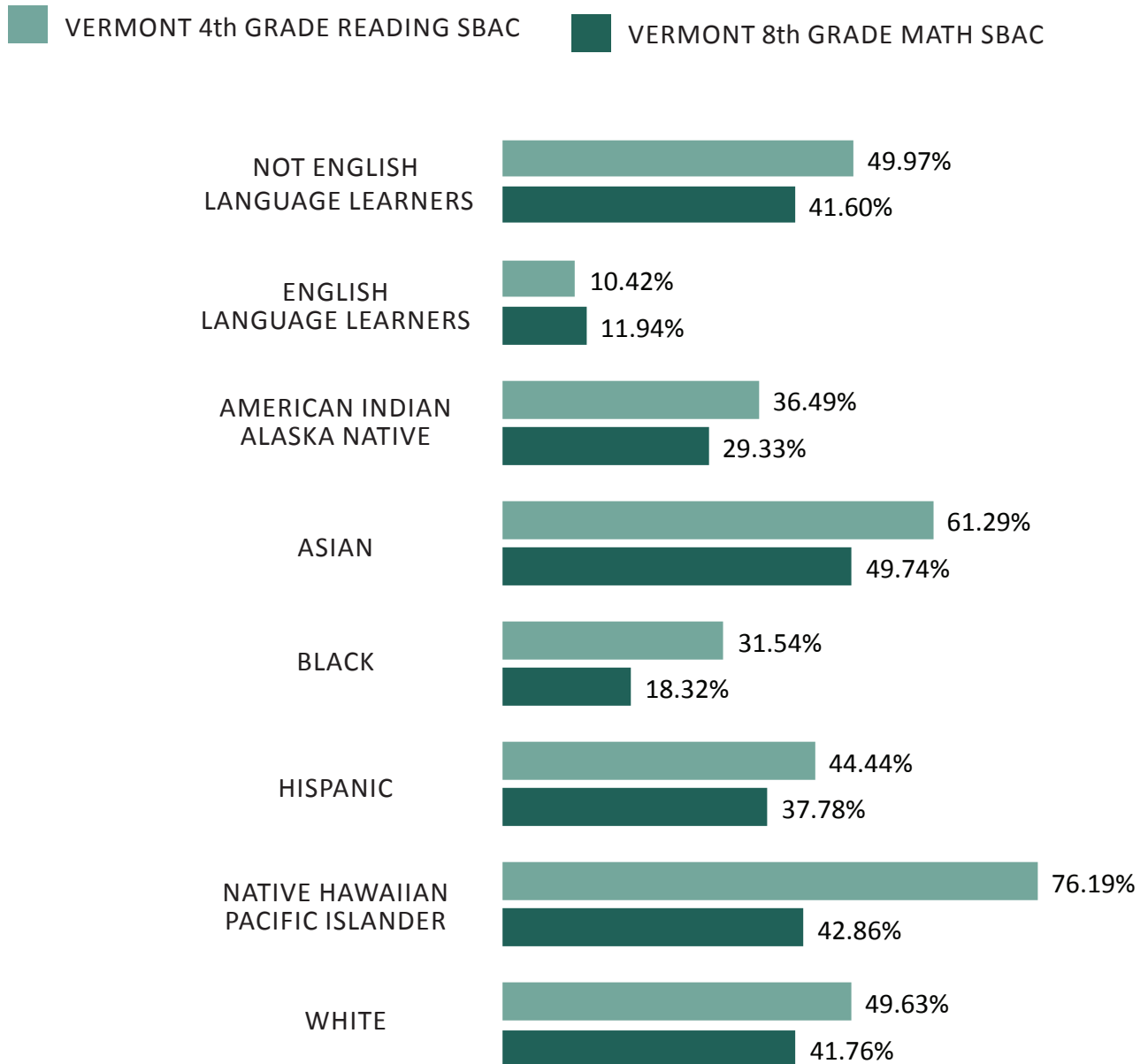
Unlike the NAEP, data for the SBAC are available for individual schools in Vermont and is available disaggregated by student subgroup. “Proficiency” on this assessment reflects a different set of standards specific to Vermont and this test.

Although not directly comparable, SBAC data show disparities by race that are similar to those shown by the NAEP.

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015

1. National Center for Education Statistics, NAEP Achievement Levels

Percent of who are proficient or above on the Smarter Balanced Assessment (SBAC) 4th grade reading and 8th grade math



Source: Vermont Agency of Education, SBAC, 2017

“There are some legitimate concerns about testing in schools that must be addressed [such as] over-testing, cultural bias in tests, and the misuse of test data. At the heart of that debate is whether or not we will have the courage to make the necessary investments in each and every child, no matter their race, ethnicity, class, disability status, or first language. But we cannot fix what we cannot measure.”

- The Leadership Conference on Civil and Human Rights, May 2015

Indicator: Percent of high school students graduating on time

- TOTAL
- NON-HISPANIC WHITE
- HISPANIC OR LATINO
- NON-HISPANIC ASIAN PACIFIC ISLANDER
- NON-HISPANIC AMERICAN INDIAN ALASKA NATIVE
- NON-HISPANIC BLACK OR AFRICAN AMERICAN

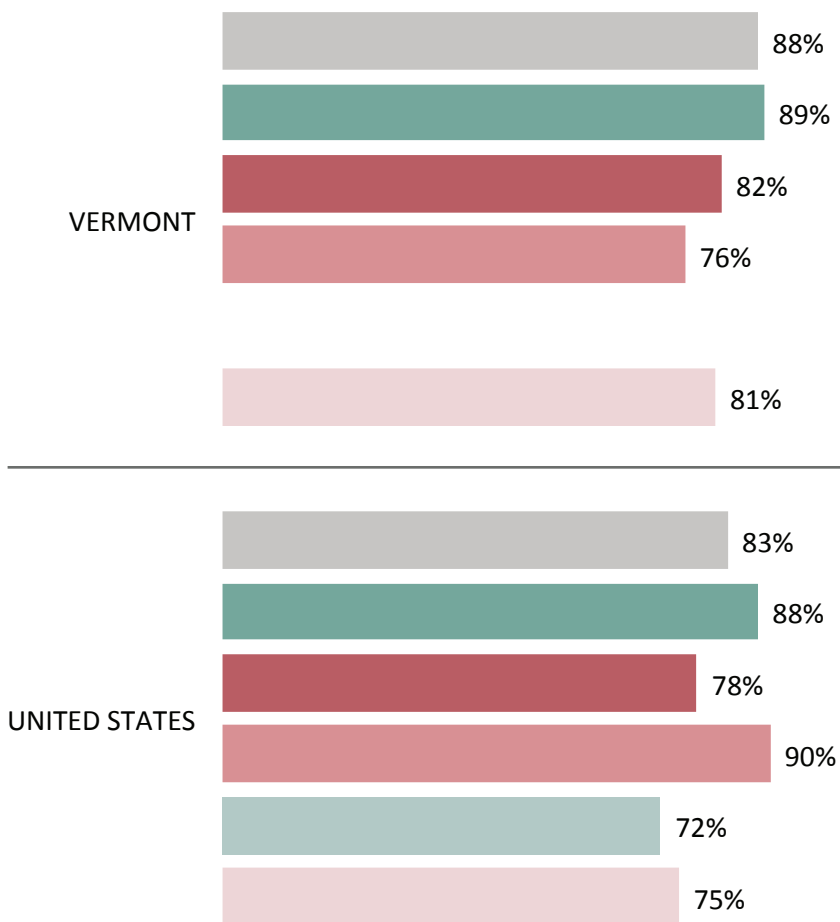
ON-TIME GRADUATION

This measure is derived from the adjusted cohort graduation rate (ACGR) and represents the percentage of students who graduate in four years.

In 2009, Vermont set a goal of 100 percent graduation by 2020.¹ Towards that end, the state passed Act 77, The Flexible Pathways Initiative, in 2013. The law requires that all students in grades 7 through 12 will have Personalized Learning Plans (PLPs) by the 2018-19 school year.

Vermont has one of the highest on-time graduation rates in the country. However, there are disparities by race/ethnicity and status as English Language Learner (ELL).

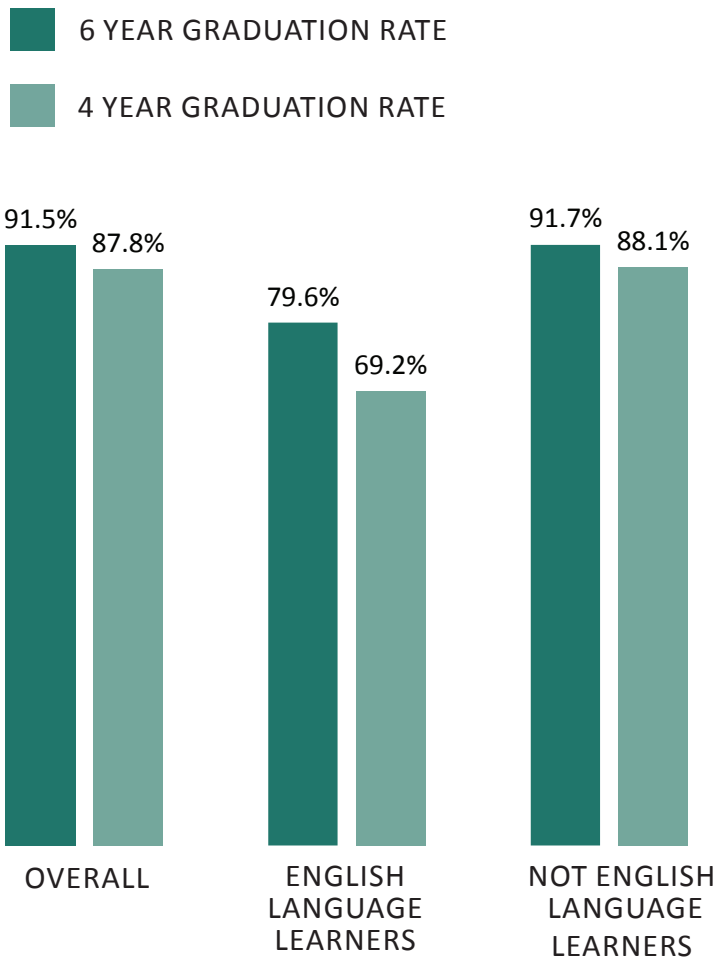
There is larger gap between ELL students and non ELL students after 4 years than there is after 6, when more ELL students are able to complete high school.



Source: U.S. Department of Education, Common Core of Data, 2014/2015

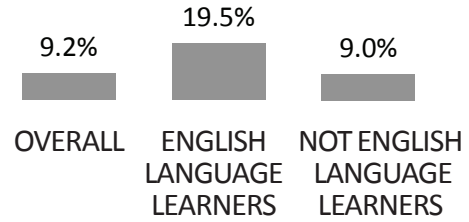
1. Act 44 (2009), Section 39

High school graduation after 4 years and 6 years

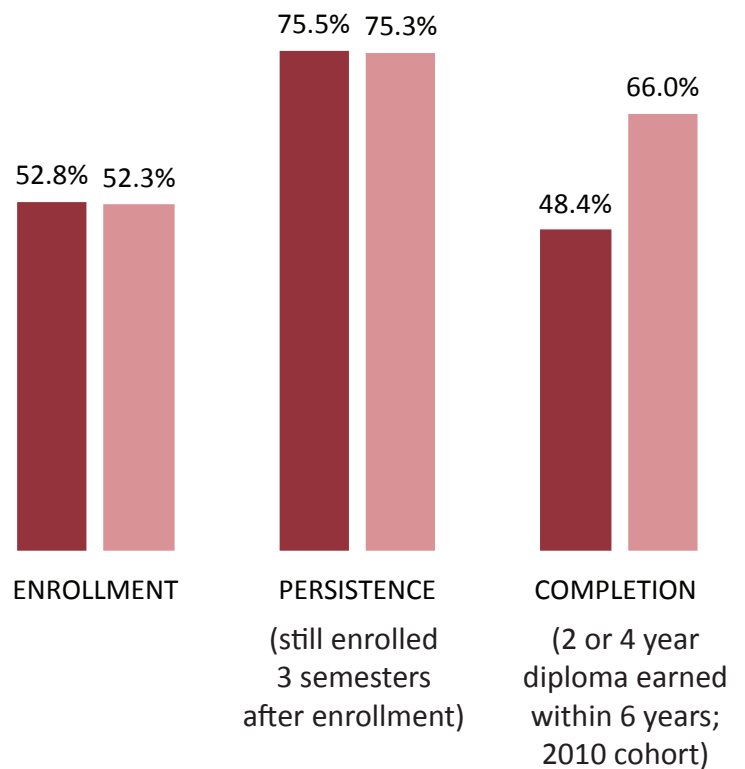
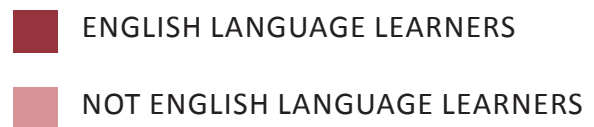


While enrollment and persistence in post-secondary education is similar for both English Language Learners and non English Language Learners, English Language Learners are less likely to earn a two or four year diploma.

Dropout rate, high school

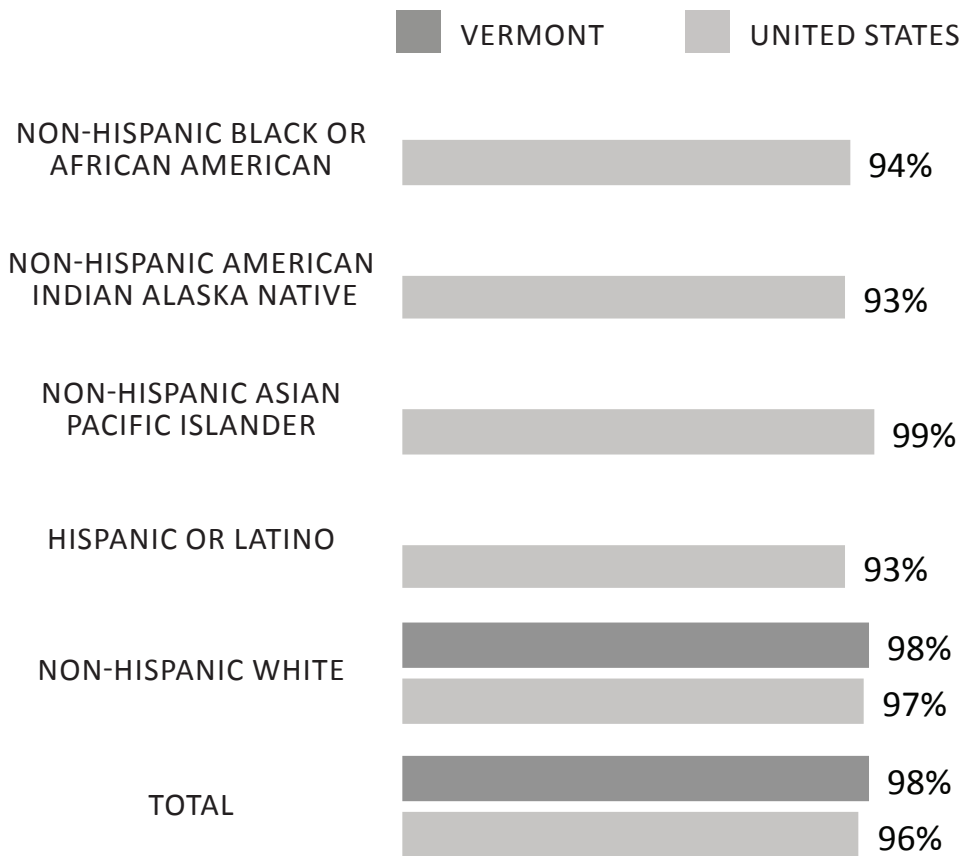


Enrollment, persistence and completion of post-secondary level education



Source: Common Data Project, 2017 Report

Indicator: Percent of females ages 15 to 19 who delay childbearing until adulthood



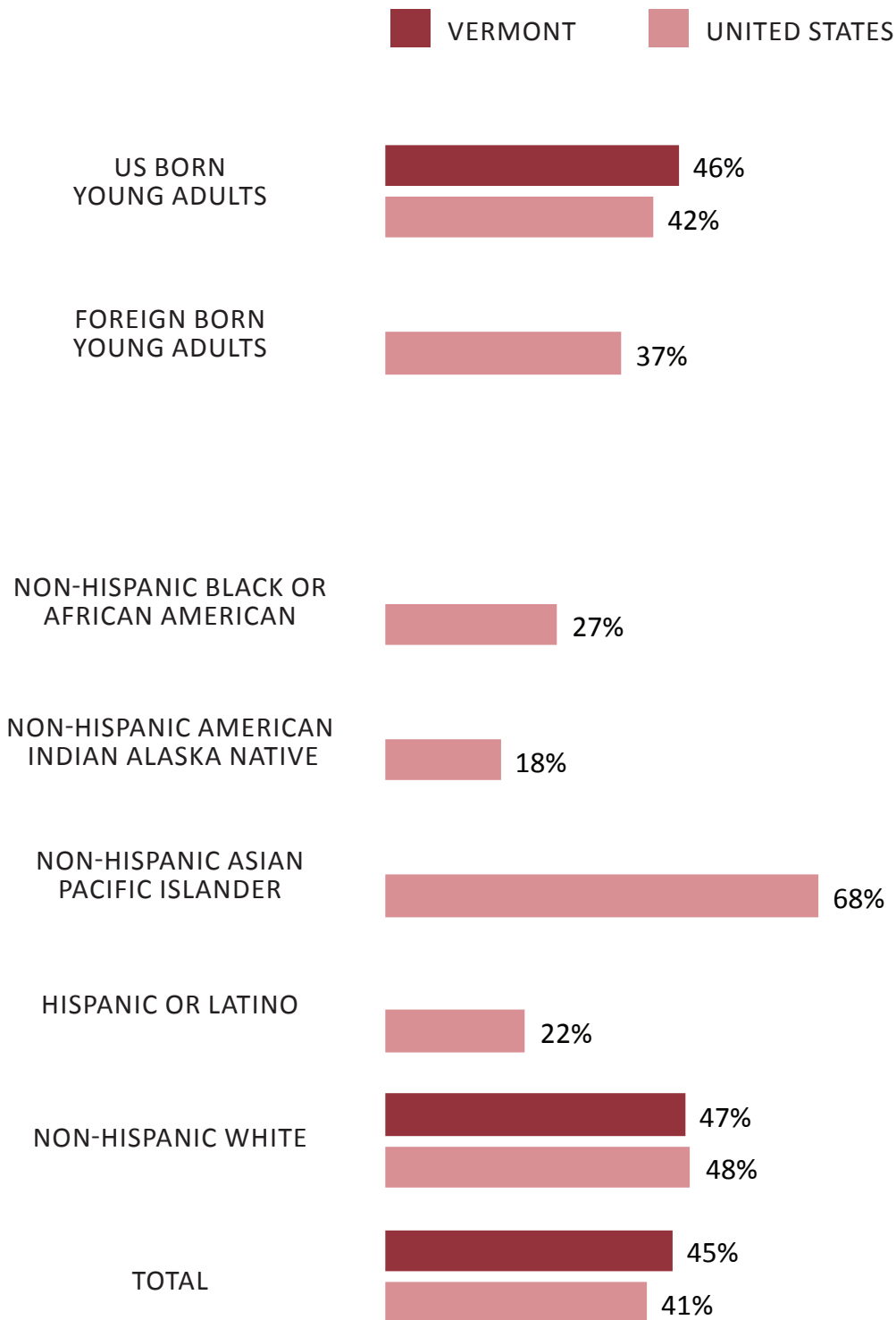
Source: CDC, National Center for Health Statistics, Vital Stats, 2015

TEEN BIRTHS

Teen mothers often have fewer resources than older parents to provide for a healthy baby and for themselves. The teen birth rate in the United States has been declining since the late 1950's¹ and is at a historic low for every race and Hispanic origin group. Although disparities between groups still exist, these gaps have also narrowed.² This decline has been attributed to a combination of factors: the use of more effective contraception, less sex, and better information.³ Recent changes in the rate may also be part of a sharp decline in the overall birth rate—especially among younger women—that aligned with the worsening economy over the course of the Great Recession.⁴

1. Ventura SJ, Hamilton BE, Mathews TJ. National and State Patterns of Teen Births in the United States, 1940-2013. National Vital Statistics Reports; Vol 63 No 4. Hyattsville, MD: National Center for Health Statistics. 2014
2. Hamilton BE, Mathews TJ. Continued declines in teen births in the United States, 2015. NCHS data brief, no 259. Hyattsville, MD: National Center for Health Statistics. 2016
3. Livingston G, Patten E. Why is the teen birth rate falling? Pew Research Center. April 29, 2016
4. Livingston G. In A Down Economy, Fewer Births. Pew Research Center. October 12, 2011

Indicator: Percent of young adults ages 25 to 29 who have completed an Associate's degree or higher

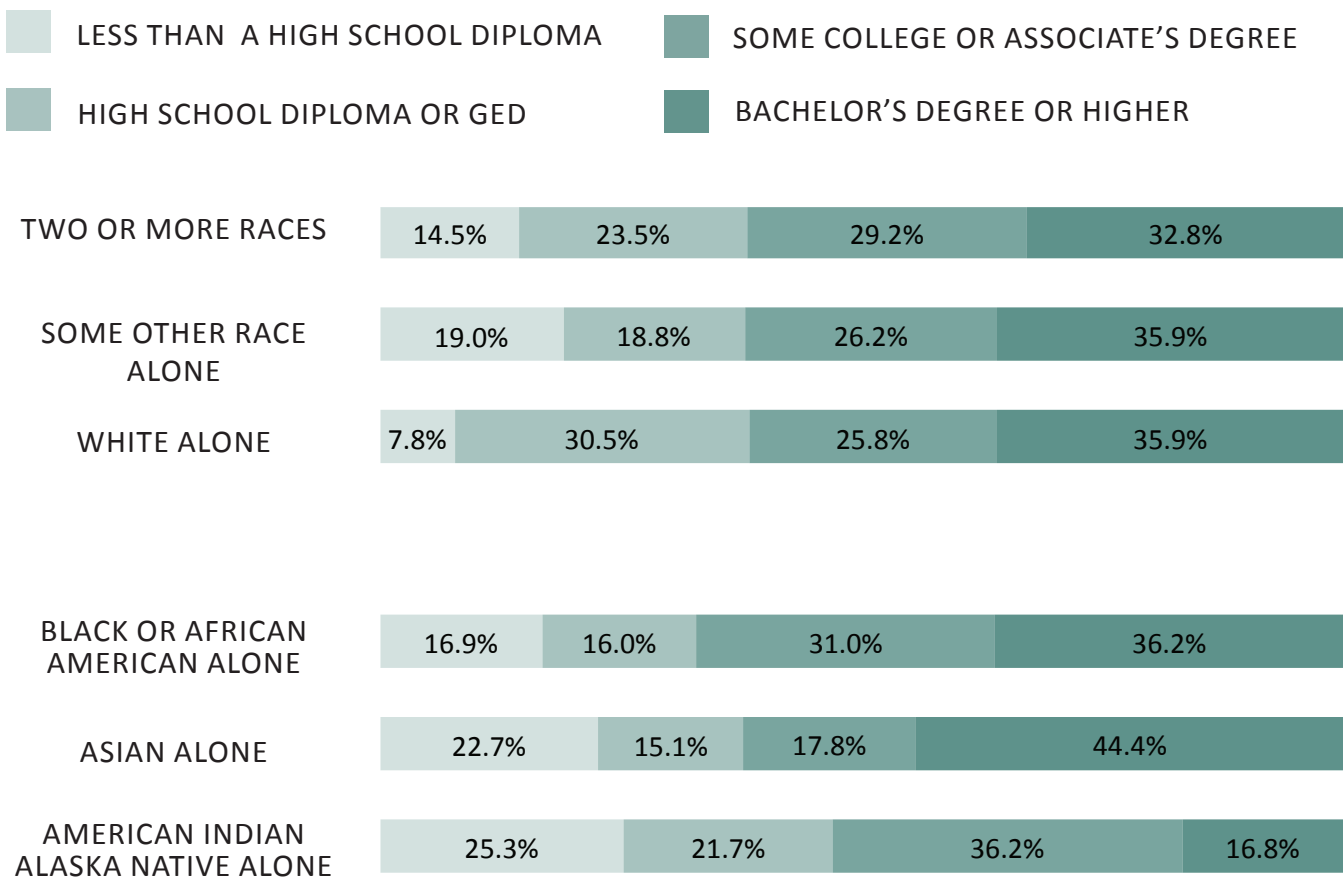


EDUCATIONAL ATTAINMENT

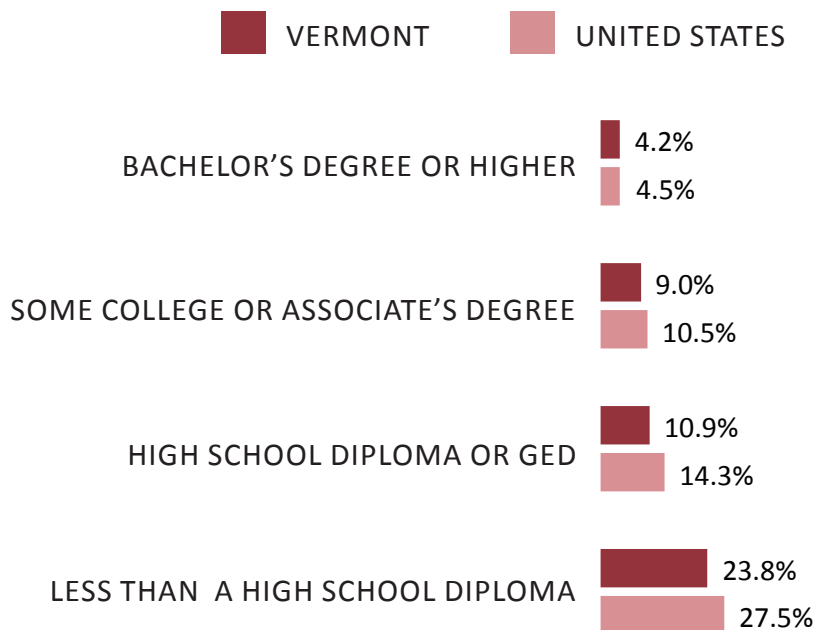
In Vermont, the poverty rate for individuals who haven't graduated high school is 23.8 percent. For those with a high school diploma but not beyond, the poverty rate drop substantially, to 10.9 percent. For those with an Associate's degree or some college it is 9 percent.

Source: U.S. Census, American Community Survey

Educational attainment for the population 25 years and over, in Vermont

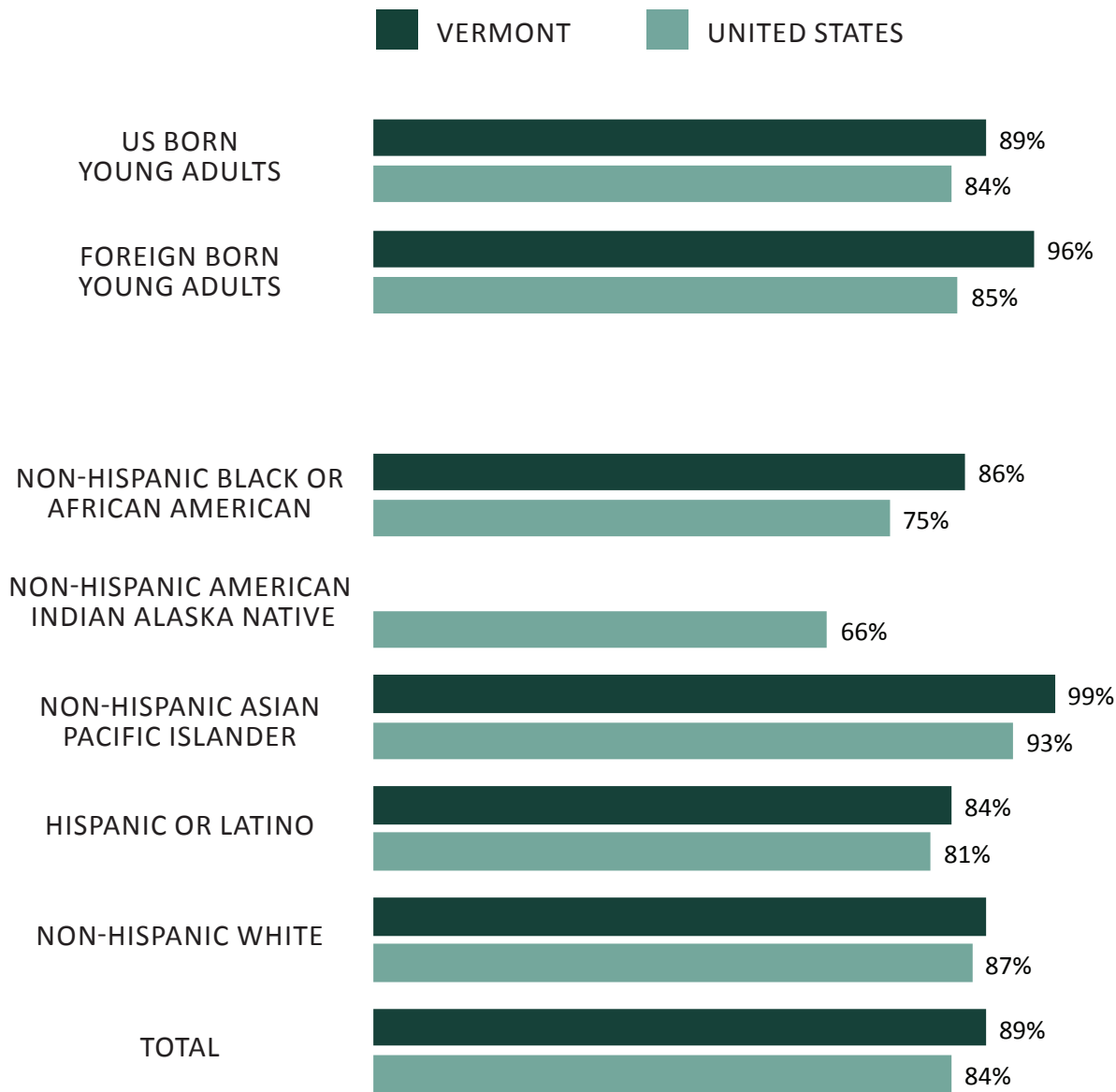


Poverty rate by educational attainment



Source: U.S. Census, American Community Survey

Indicator: Percent of young adults ages 19 to 26 who are in school or working



Source: U.S. Census, American Community Survey

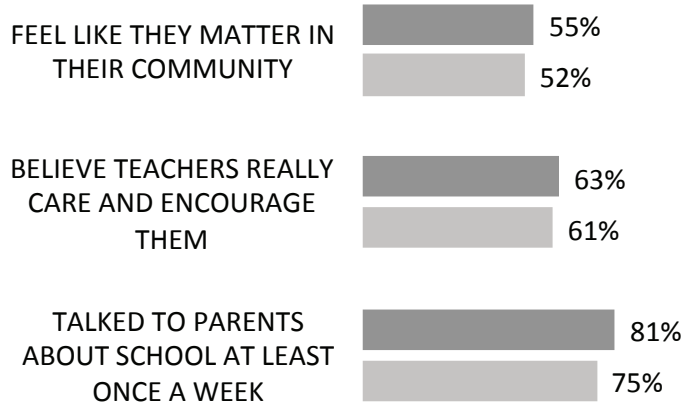
YOUTH CONNECTION

A diversity of connections, to school, community, family and peers, can help support re-engagement with school or work. Research suggests that important components of successful programs to reconnect youth include opportunities for paid work and the use of financial incentives, linkages between education, training, and the job market, the use of youth development approaches, comprehensive support services, and continued support after programs end.¹

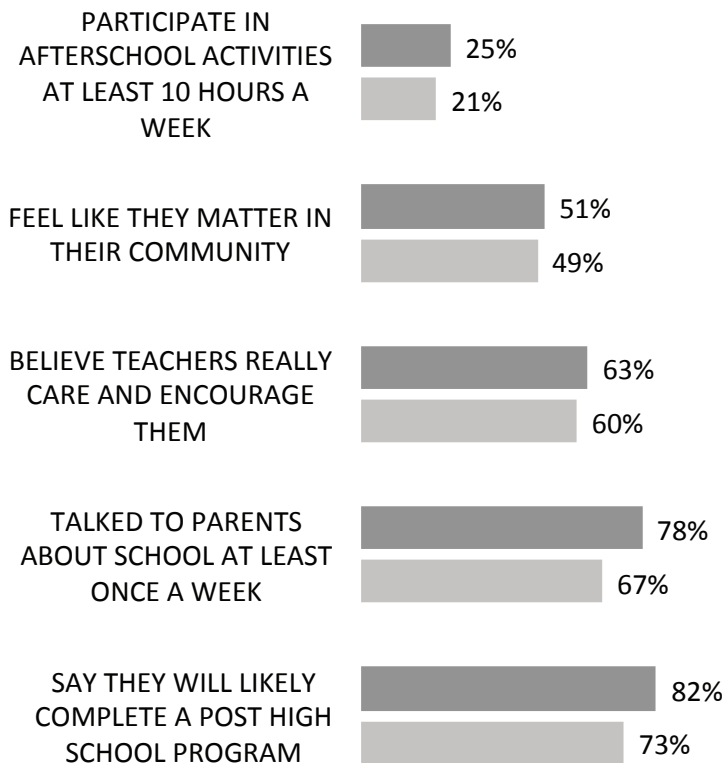
1. Treskon, L., What Works for Disconnected Young People: A Scan of the Evidence, MDRC Working Paper, 2016

■ WHITE NON-HISPANIC ■ RACIAL/ETHNIC MINORITY

Percent of middle school youth who:

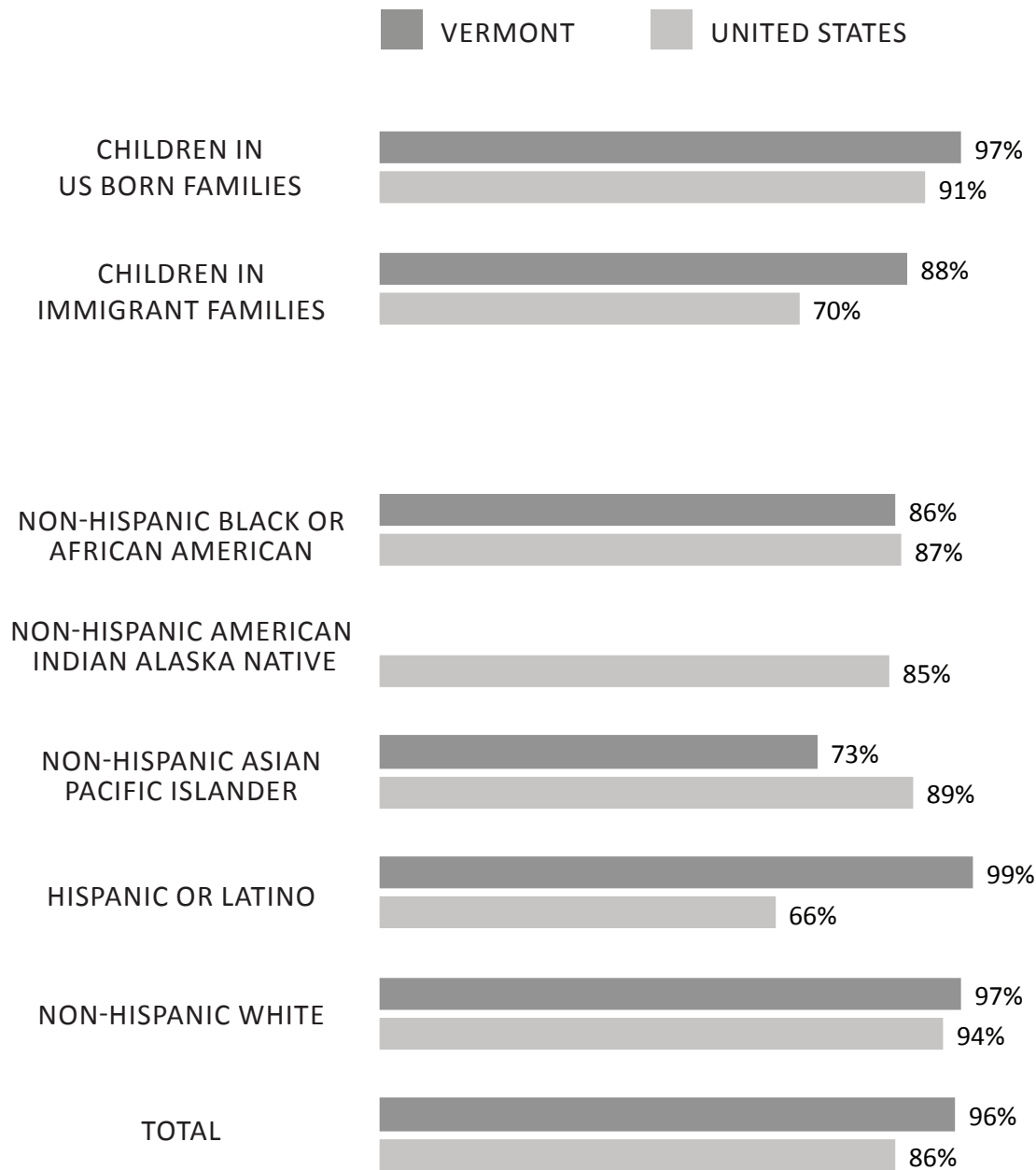


Percent of high school youth who:



Source: Vermont Youth Risk Behavior Survey

Indicator: Percent of children who live with a householder who has at least a high school degree



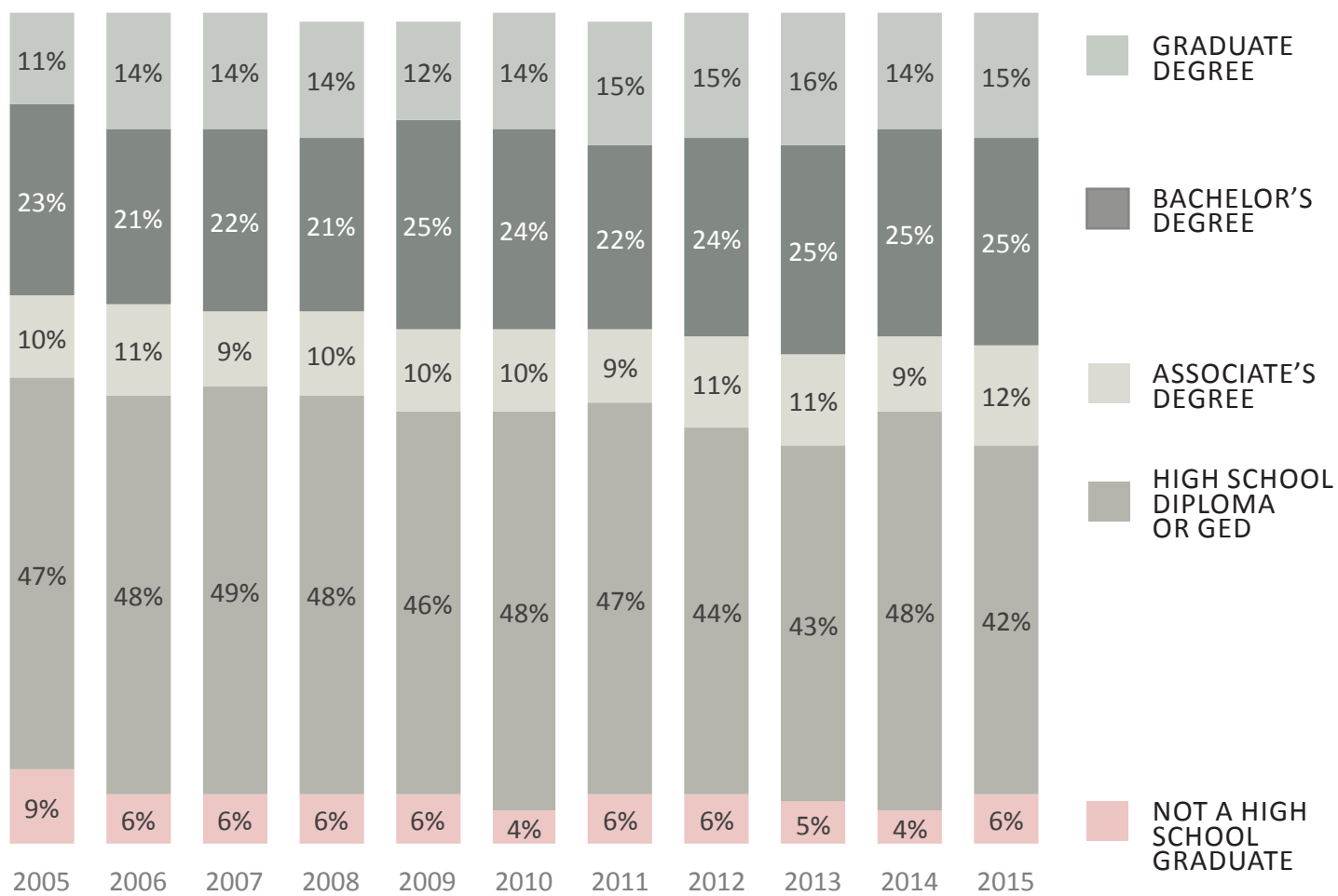
Source: U.S. Census, American Community Survey

PARENTAL EDUCATION

Education affects earning potential and a family's potential for economic stability. Higher parental education levels are associated with better access to material resources and social capital, as well as positive child outcomes like school readiness, educational achievement and better child health.¹

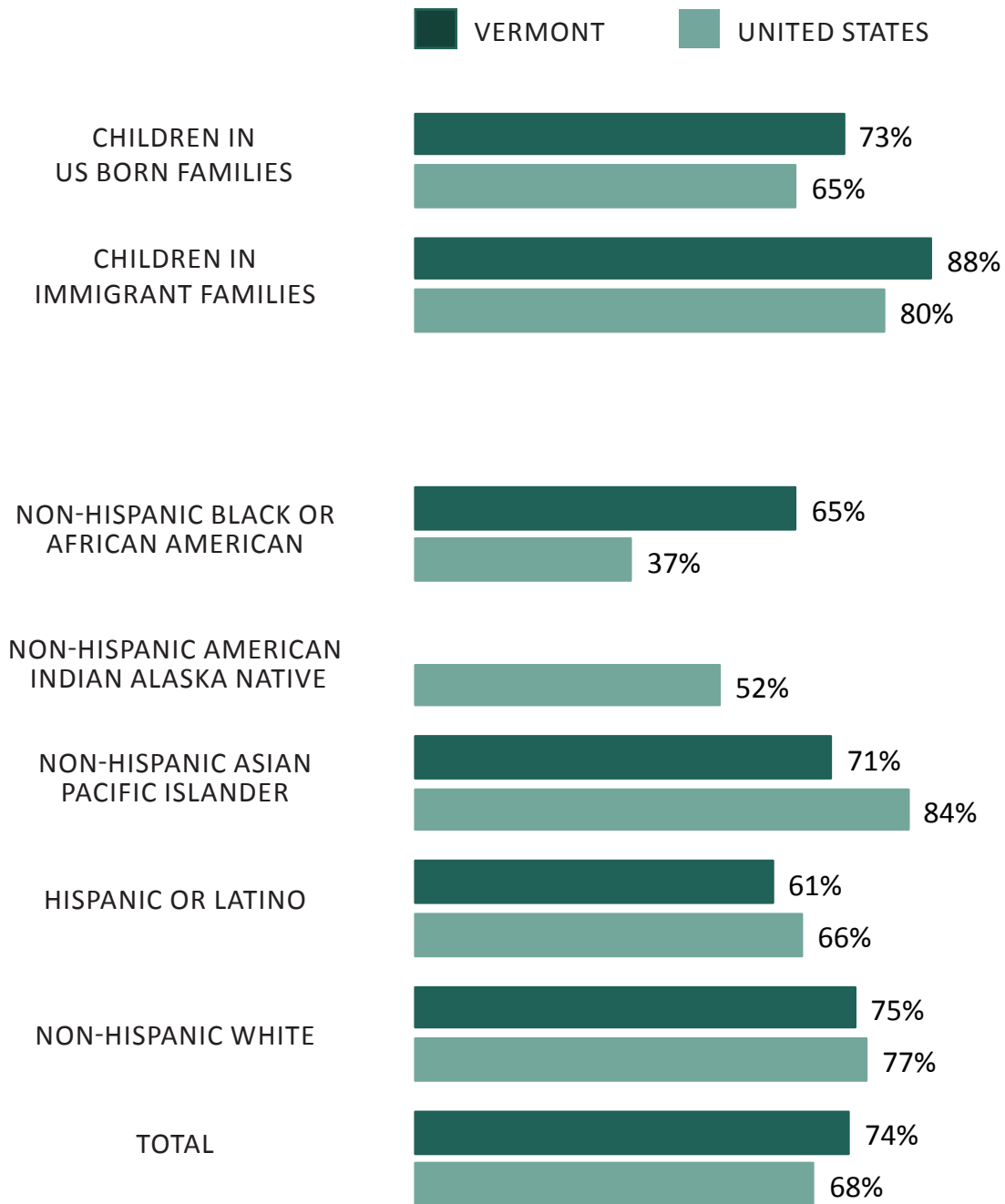
1. Child Trends, Parental Education

Percent of children in Vermont households by educational attainment of parents



Source: U.S. Census, American Community Survey

Indicator: Percent of children who live in two parent families



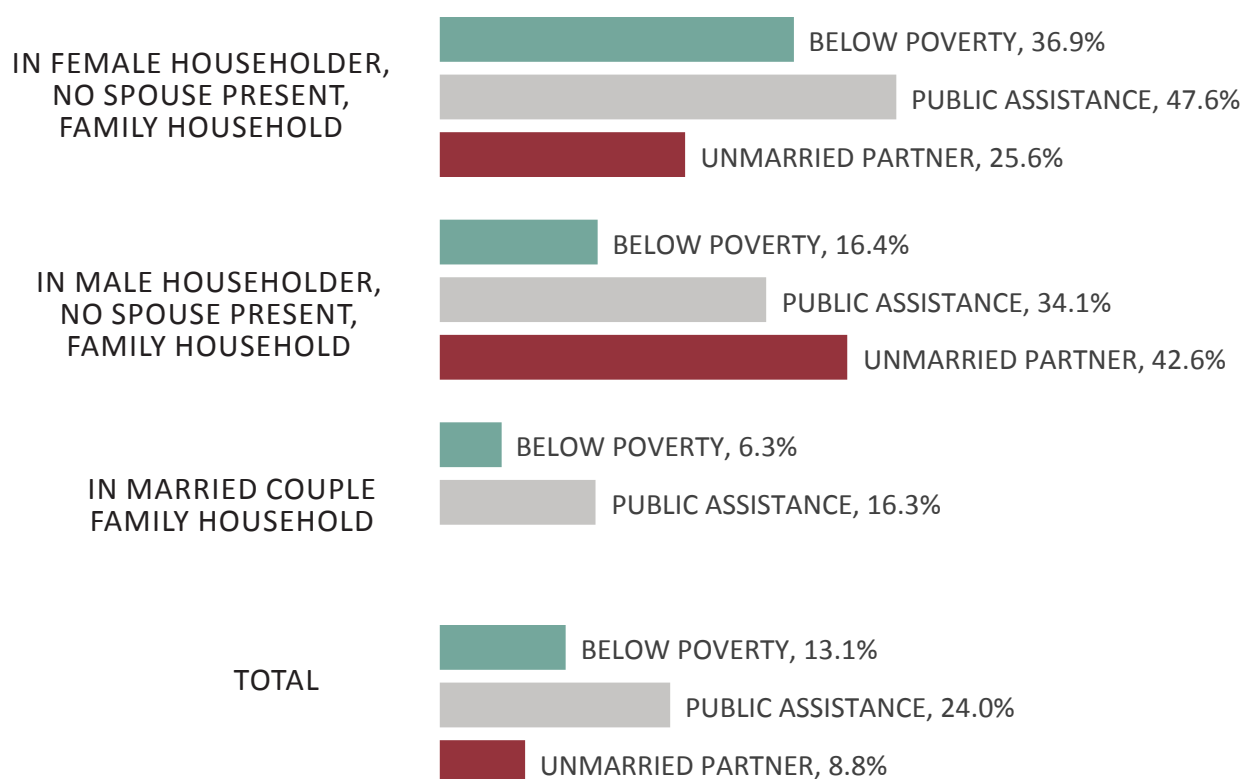
Source: U.S. Census, American Community Survey

FAMILY STRUCTURE

Children in single-parent families, without the economic and human resources afforded by the presence of a cohabiting domestic partner, spouse, or other adult(s), are more likely to experience financial hardship.

In rural Vermont, a single parent with only one child needs an annual income of over \$52,000 to meet basic needs. That translates to an hourly income of \$25.11. For a two adult, two child household where both adults work, an annual income of nearly \$85,000 is needed to cover expenses.¹ Even higher incomes are necessary in urban areas.

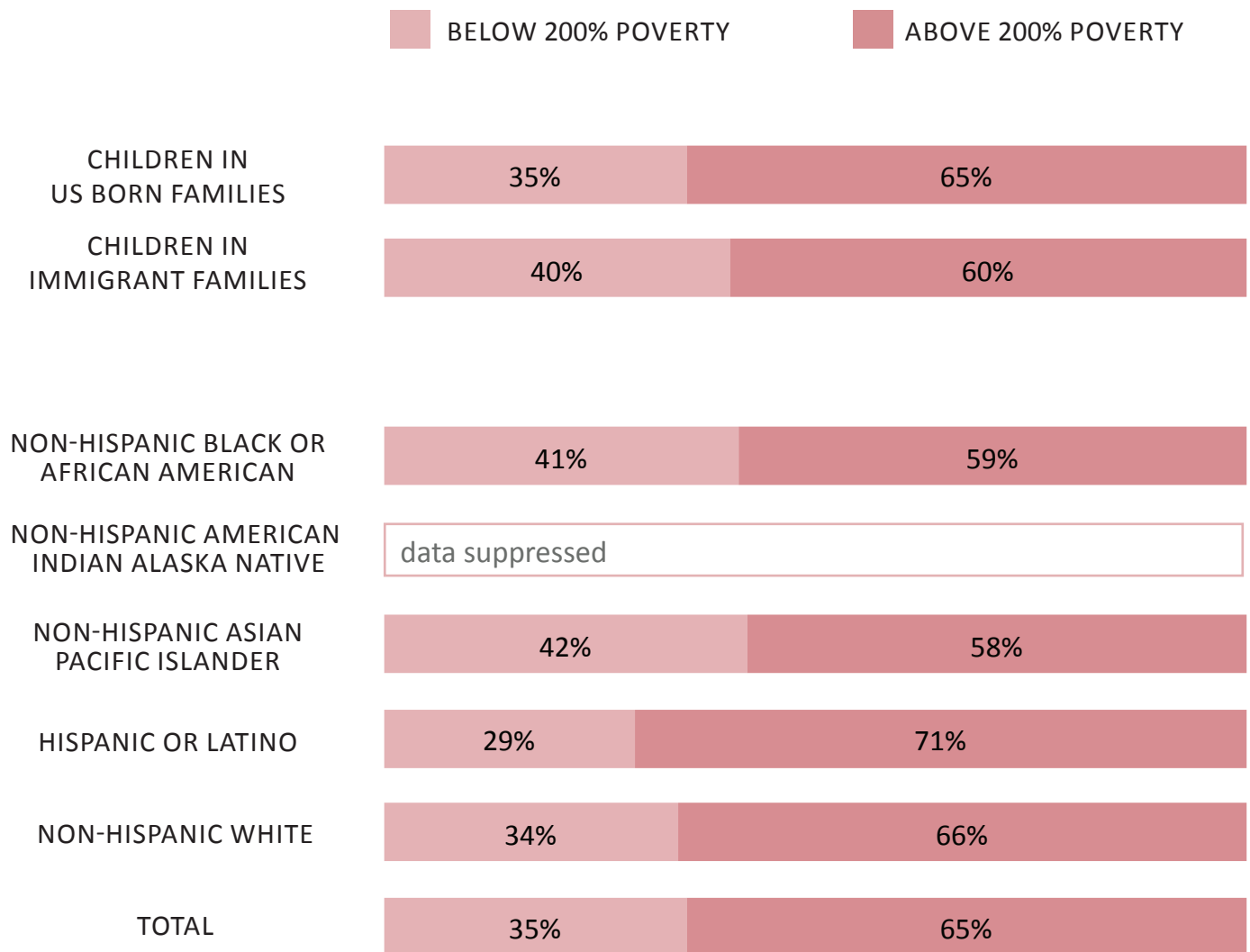
Economic security of families with children by family structure, in Vermont



Source: U.S. Census, American Community Survey

1. Vermont Legislative Joint Fiscal Office, Basic Needs Budget and Livable Wage Report, 2017

Indicator: Percent of children living above 200% of poverty



Source: U.S. Census, American Community Survey

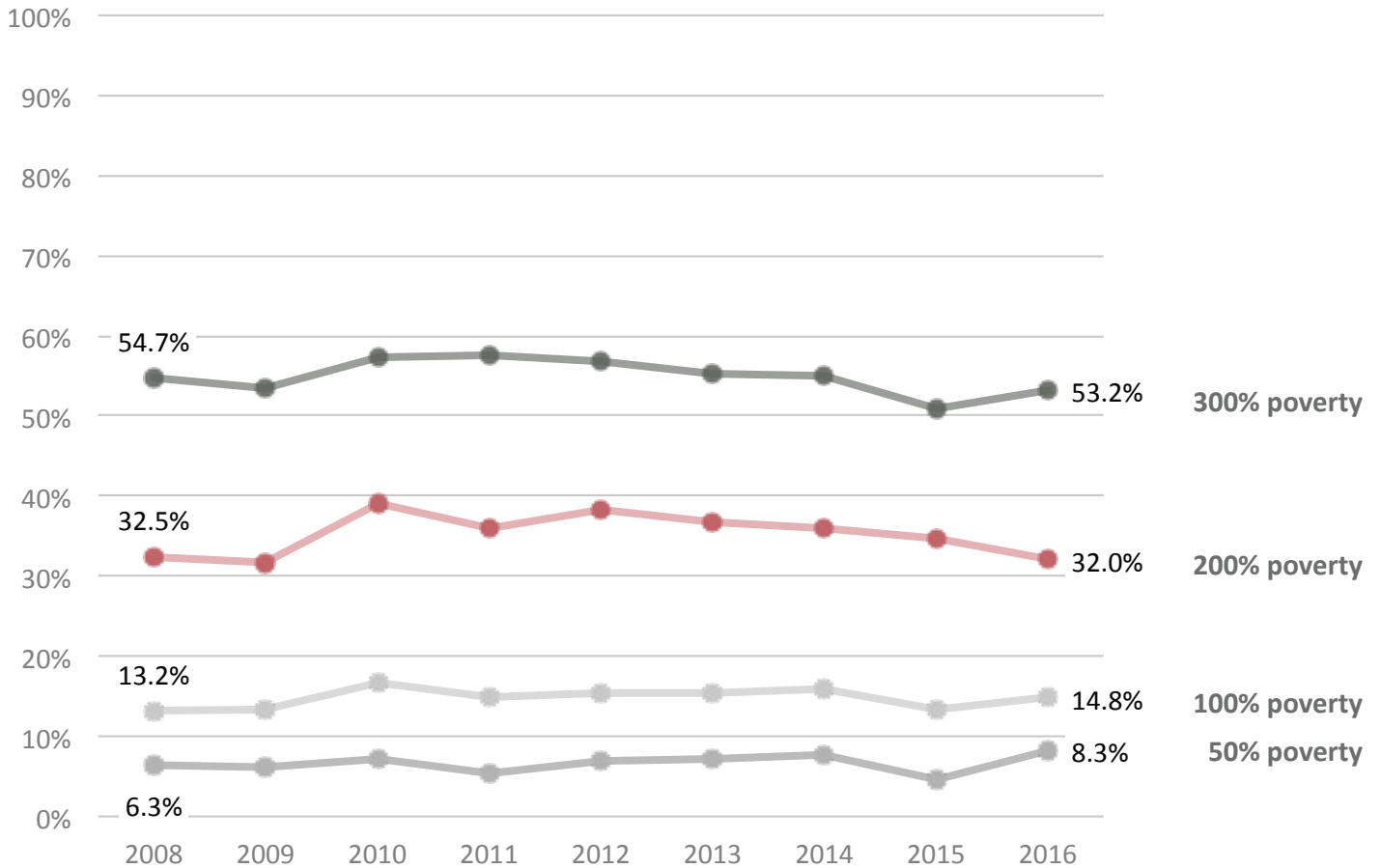
POVERTY & ECONOMIC SECURITY

The official poverty threshold is set well below the actual cost of basic needs. Generally, 200% of official poverty is regarded as a more realistic designation of “low-income.” For a two adult, two child household, this translates to \$48,678.

In reality, unmet need extends to those with incomes even above this threshold. The 2017 Vermont Basic Needs Budget for a two adult, two child household in rural Vermont places the annual income necessary to meet basic needs at nearly \$85,000.¹

1. Vermont Legislative Joint Fiscal Office, 2017 Basic Needs Budgets and Livable Wage Report

Percent of children in Vermont at various ratios to the poverty line



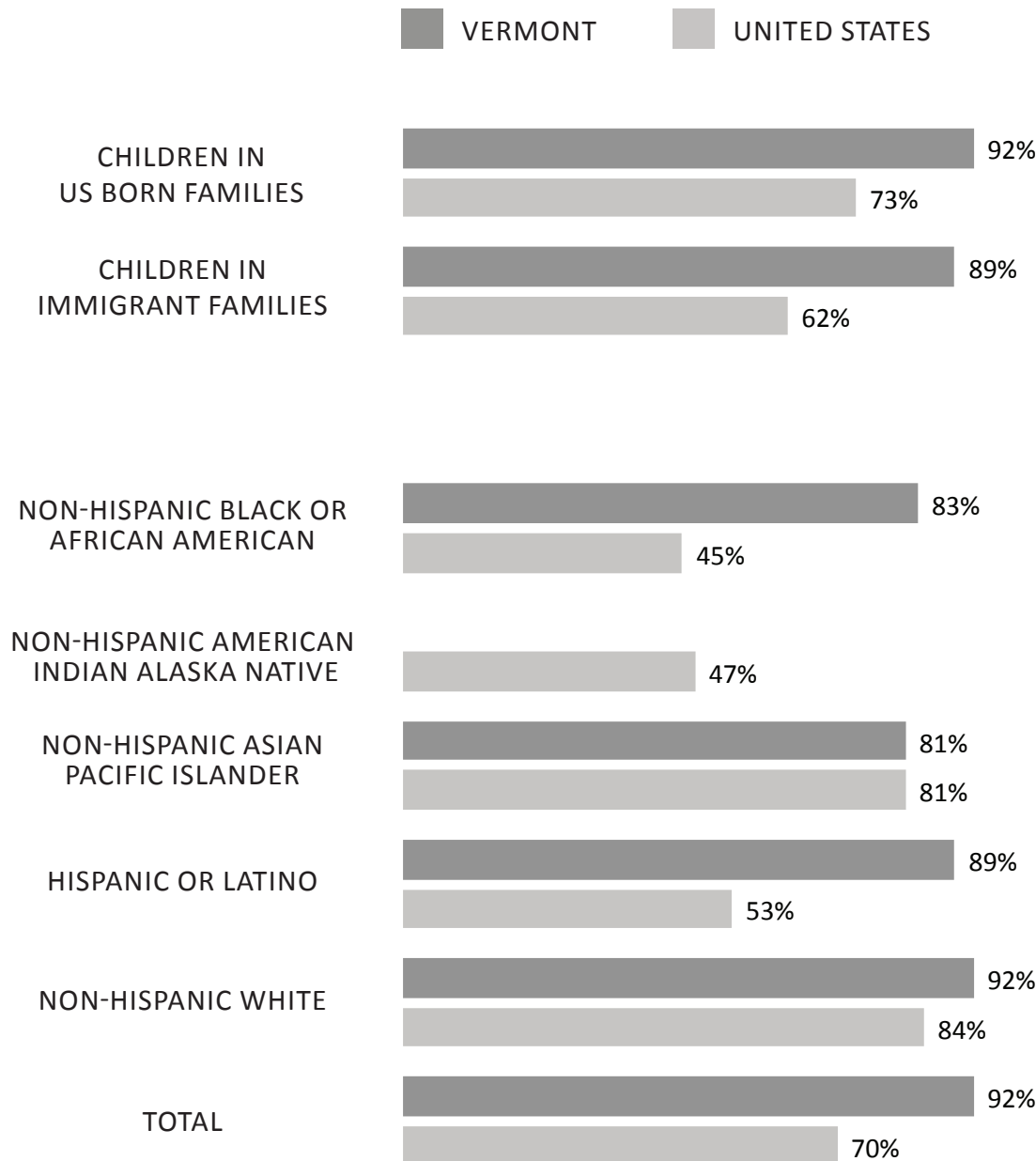
Source: U.S. Census, American Community Survey

Disaggregated, these data also reveal that Poverty in young children is the highest. Between 2011-2015, 18.2% of Vermont children under 5 were below poverty, compared to 15.1% of kids overall.² Large Racial/Ethnic disparities are also a consistent trend throughout the United States. Nationally, poverty rates for Black, Hispanic/Latino and American Indian children are three times as high as for white kids. This holds true in every state with large enough populations to measure this disparity with relative accuracy—in many cases the gap is even larger.

2. U.S. Census, 2011-2015 American Community Survey 5-year estimates, derived from American FactFinder table B17001

Indicator: Percent of children who live in low poverty areas*

*below 20% overall poverty rate



Source: U.S. Census, 2011-2015 ACS 5 year estimates

CONCENTRATED POVERTY & INCOME INEQUALITY

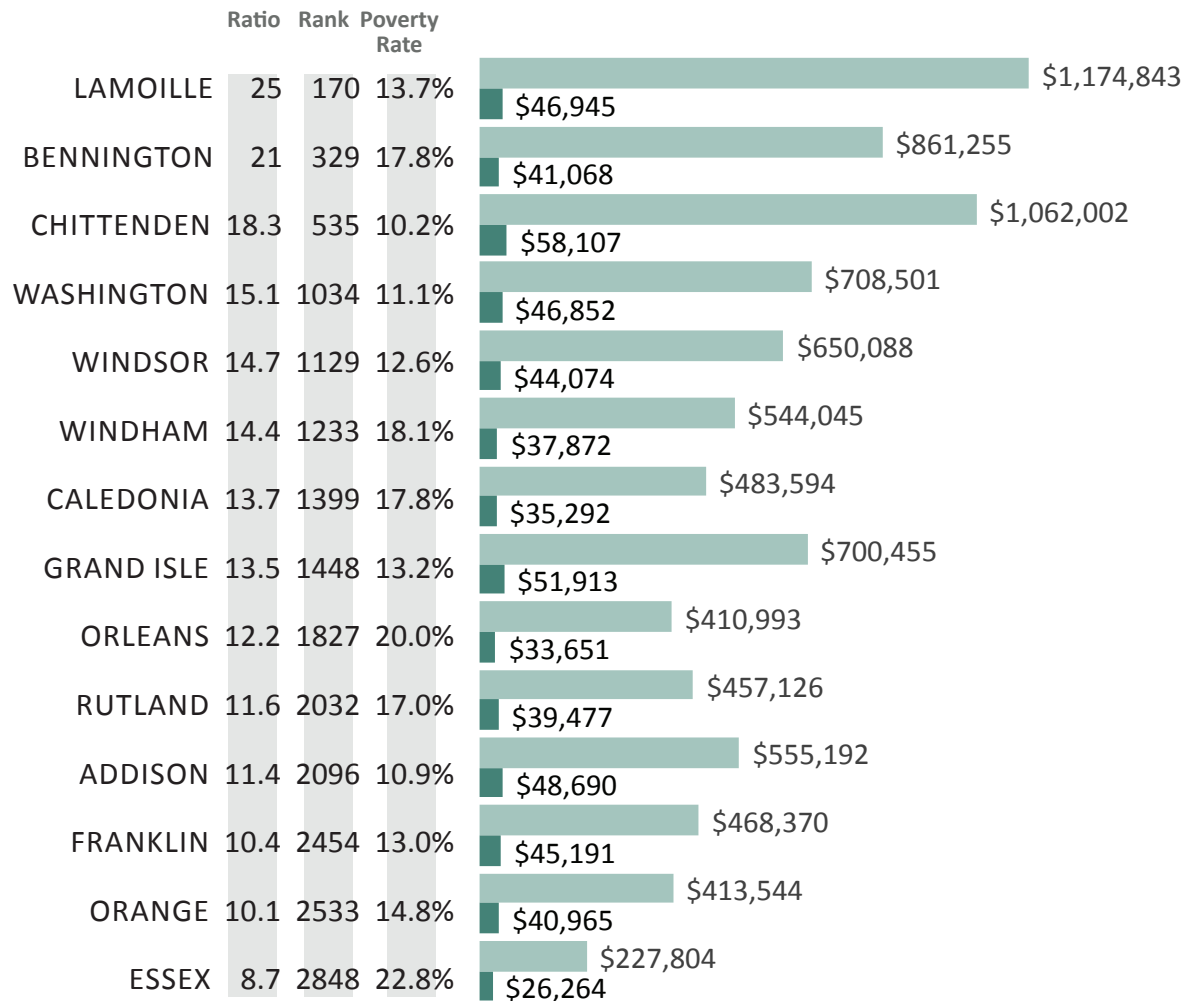
As overall poverty rates in neighborhoods rise, all children can be affected adversely, even those with higher family incomes. These negative effects begin to emerge when poverty rates in a community are about 20 percent and then increase with higher poverty rates, up to about 40 percent. The broad impact of community poverty can mean that the neighborhood as a whole lacks adequate access to quality education, health care, and safe and healthy outdoor spaces.¹

1. Annie E. Casey Foundation, Data Snapshot: High Poverty Communities, 2012

Not all concentrated poverty is in urban areas. In the United States, 22 percent of children who are living in high-poverty areas are in big cities; 10 percent live in rural areas.² Vermont has 183 populated census tracts. There are five census tracts with estimated poverty rates above the 30 percent threshold; four of them are in Chittenden County, one is in Orleans County. Another twelve census tracts have poverty rates between 20 and 30 percent, in Bennington, Caledonia, Chittenden, Lamoille, Rutland, Windham, and Windsor Counties.³

Income inequality by county, with ratio of average income of top 1% to average income of bottom 99%, rank out of 3,064 U.S. counties,* and child poverty rate

*For rank, lower numbers indicate greater inequality



Source: Economic Policy Institute, Income Inequality in the U.S. by state, metropolitan area, and county, 2016; and U.S. Census, Small Area Income and Poverty Estimates (SAIPE) Program, 2015 data

2. Annie E. Casey Foundation, Data Snapshot: High Poverty Communities, 2012

3. U.S. Census, 2011-2015 ACS 5 year estimates, derived from American FactFinder, Table S1701

Voices for Vermont's Children is an independent, statewide, multi- issue children's policy research and advocacy non-profit. Our mission is to promote public policy that enhances the lives of children and youth in Vermont.



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