

Race For Results: A Chart Book Examining Child Wellbeing in Idaho

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Idaho KIDS COUNT is an initiative of Idaho Voices for Children. Idaho Voices for Children is a program of Jannus, Inc.

Definitions:

Black = Includes children who identify as Black and/or African-American and as Non-Hispanic/Non-Latino.

American Indian = Includes children who identify as American Indian and/or Native American and as Non-Hispanic/Non-Latino.

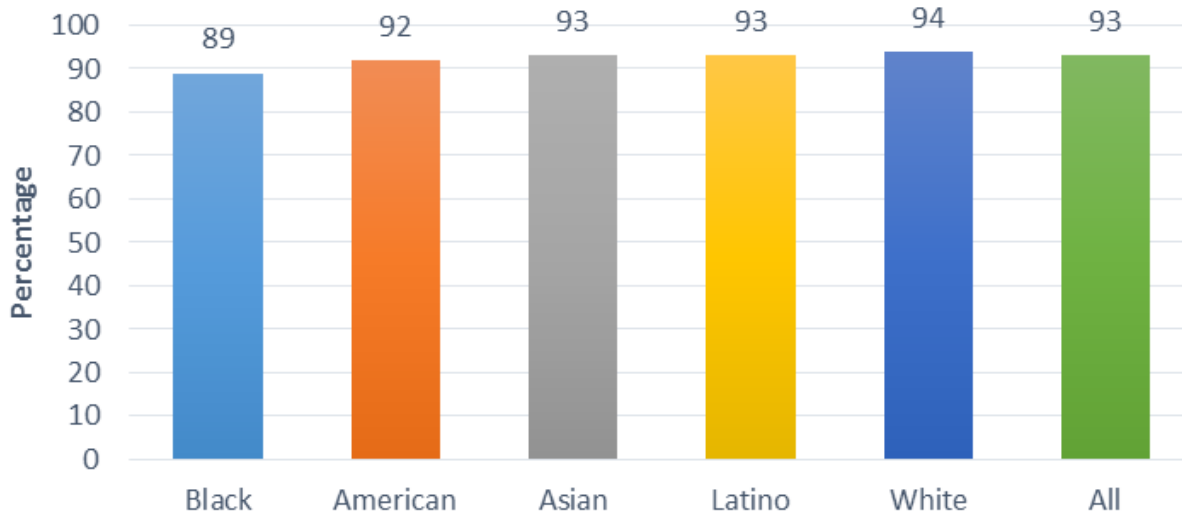
Asian = Includes children who identify as Asian and/or Pacific Islander and/or Alaska native and as Non-Hispanic/Non-Latino.

Latino = Includes children of any race who identify as Latino and/or Hispanic.

White = Includes children who identify as White and as Non-Hispanic/Non-Latino.

Some chart titles were abbreviated for visual clarity.

Babies Born at Normal Birthweight

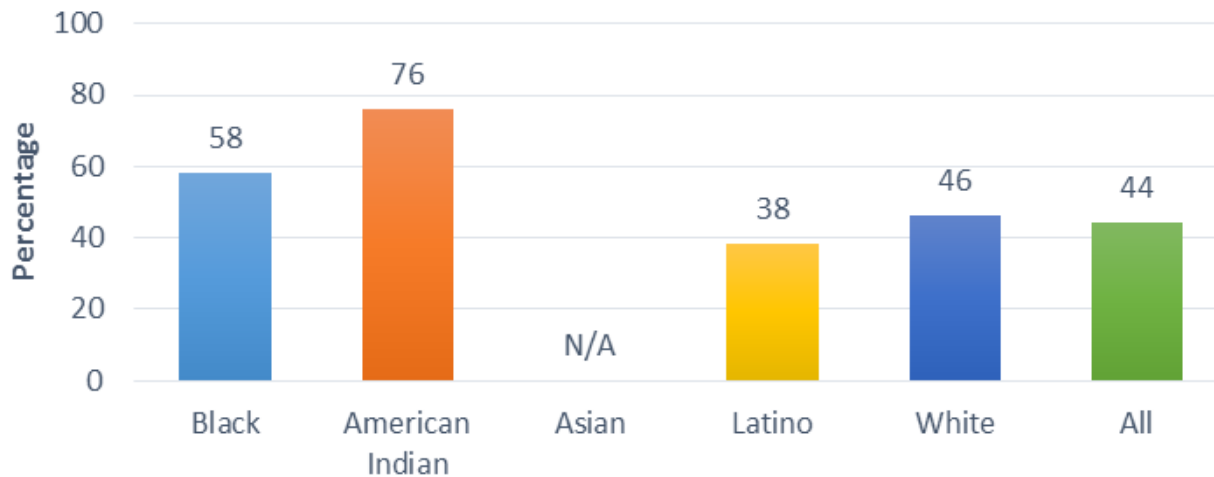


Source: Centers for Disease Control and Prevention, 2017.

Children are more likely to reach their full potential when they have a strong foundation at birth.

Negative historical experiences with traditional medicine, like lack of consent in clinical experiments, can help explain why communities of color have less access to prenatal care. Lower insurance rates also play a role.

Children 3-5 Enrolled in Nursery, Preschool or Kindergarten



Source: ACS Microdata, 2017.

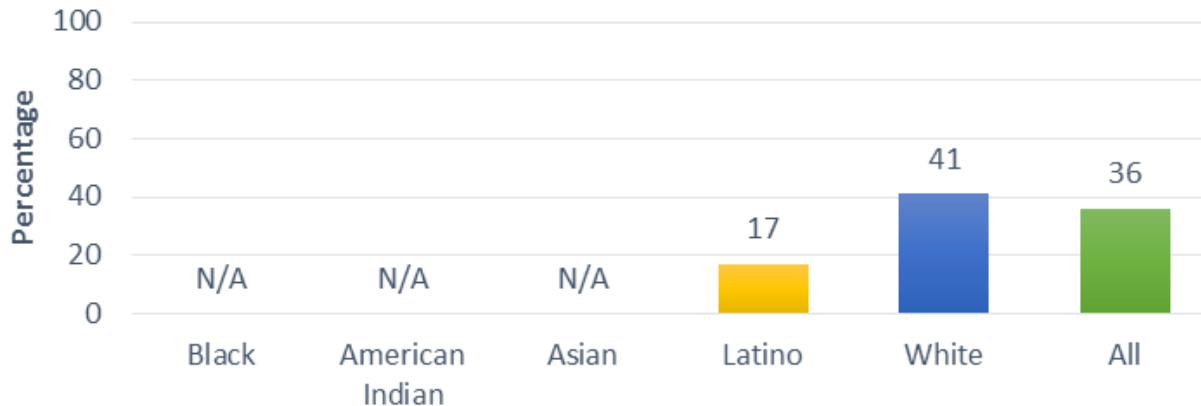
Note: Insufficient data to make estimates for Asian population.

Early learning activities help children get a strong start.

But lack of state investment in Idaho early learning impacts groups differently.

HeadStart programs locally operated through tribes have increased access for American Indian children. More can be done to ensure all children have access to quality early learning opportunities.

4th Graders at or Above Proficient Reading Level



Source: National Assessment of Educational Progress, 2017.

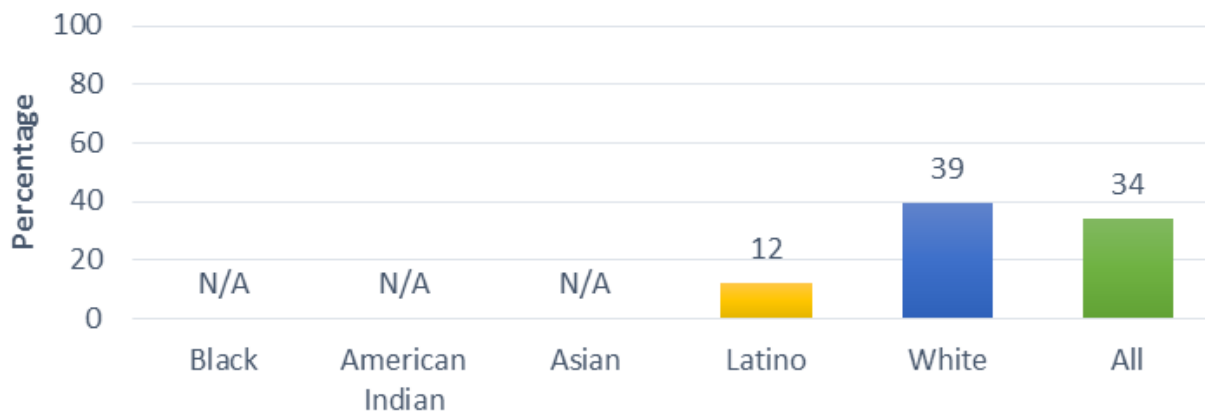
Note: Insufficient data for estimates on Black, American Indian, and Asian populations.

Reading is a fundamental skill for success in school and life.

The U.S. has a history of disinvestment in schools that serve students living in low-income households and communities of color.

Because of this, we often see that Latino students do not perform as well as White students on a key reading assessment.

8th Graders at or Above Proficient in Math



Source: National Assessment of Educational Progress.

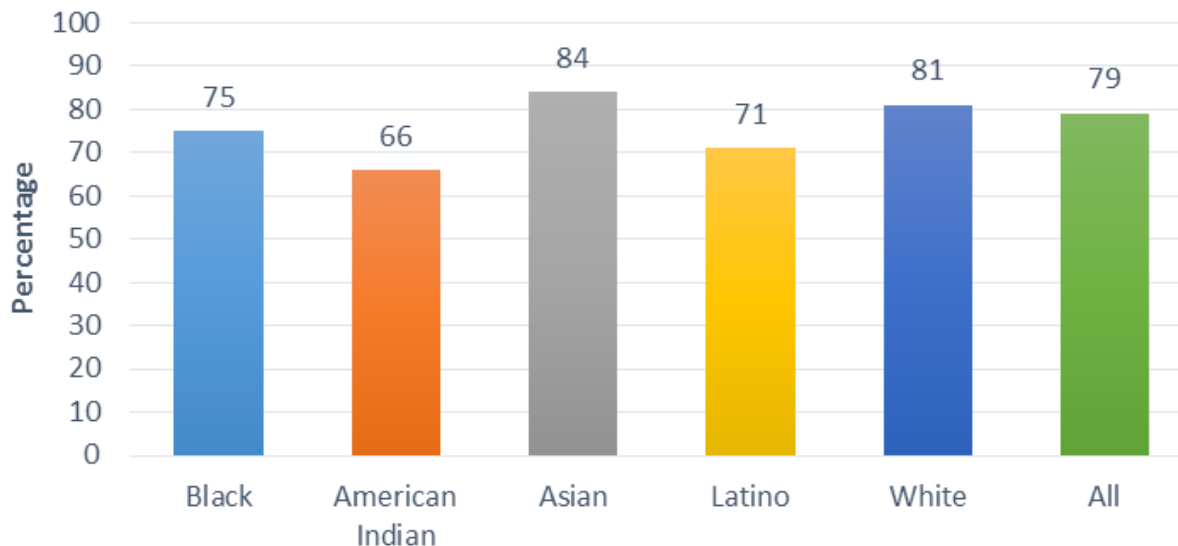
Note: Insufficient data for estimates on Black, American Indian, and Asian populations.

Math is critical for preparing students for high-earning STEM jobs.

The U.S. has a history of disinvestment in schools that serve students living in low-income households and communities of color.

Because of this, we often see that Latino students do not perform as well as White students on a key math assessment.

High School Students Graduating on Time

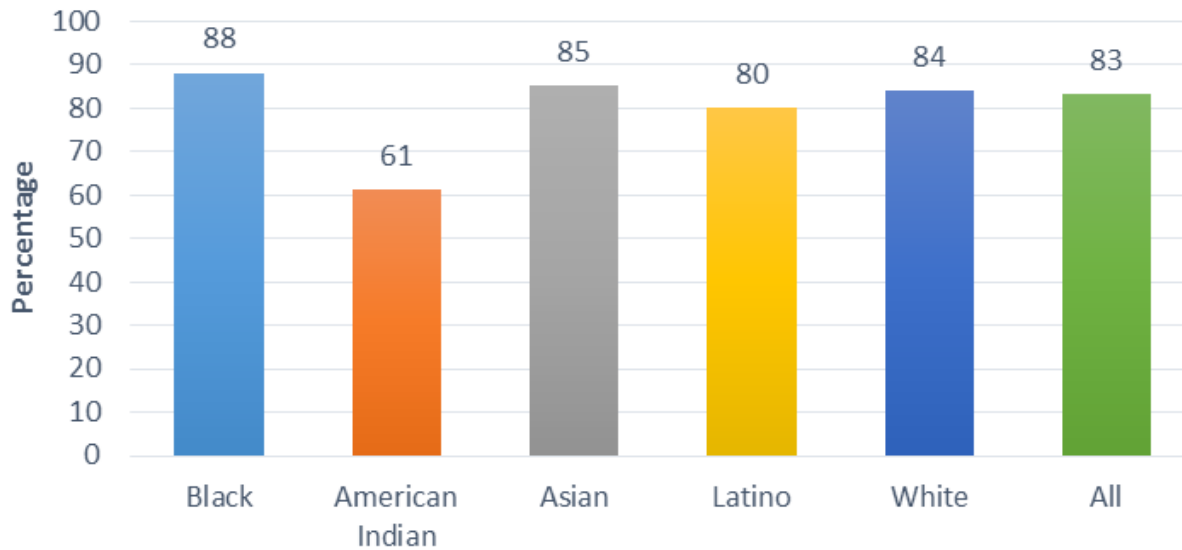


Source: Common Core of Data, 2017.

Children of color - in particular Hispanic children - report being bullied in school more often because of their race or ethnic background.

This along with economic factors and parents' educational attainment can contribute to lower rates of high school graduation for children of color.

Adults Age 19-26 Employed or in School

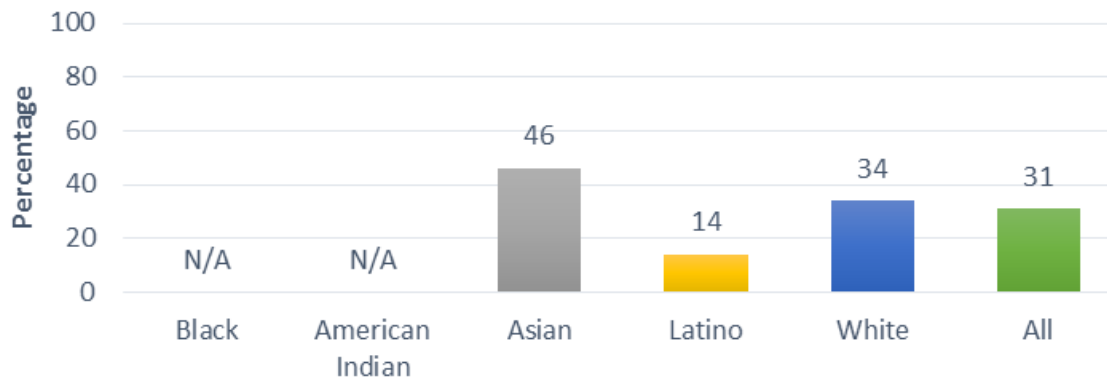


Source: ACS Microdata, 2017.

Young people need opportunities to transition to adulthood, such as going to school or working after high school.

A lack of such opportunities near American Indian reservations, or in rural migrant communities, can help explain why youth of color in Idaho are less likely to be in school or working.

Adults 25-29 Who Have Completed an Associate's Degree or Higher



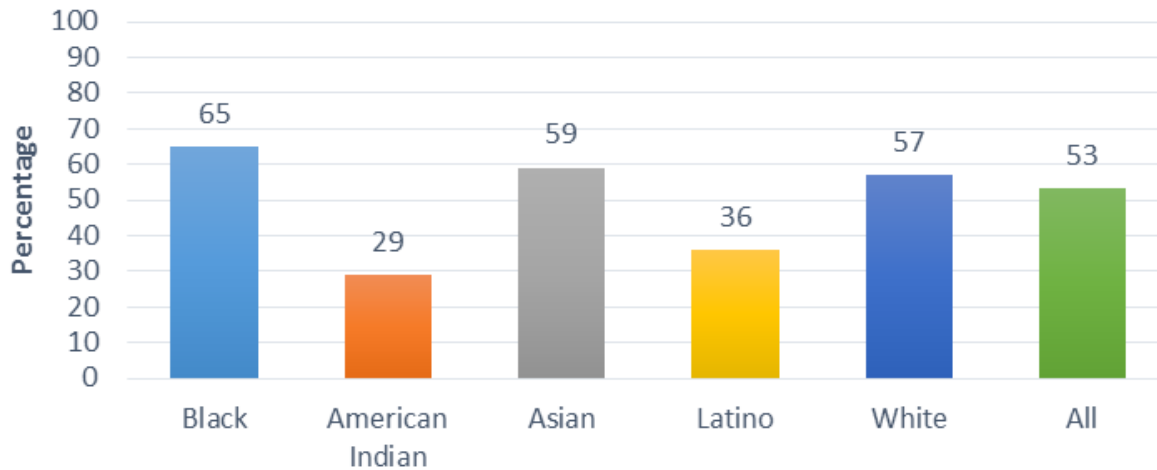
Source: ACS Microdata, 2017.

Note: Insufficient data for estimates on Black and American Indian populations.

Postsecondary education is critical for higher lifelong earning power.

A variety of race-related factors - such as disinvestment in school districts that serve low-income students and students of color, lower rates of parental educational attainment, and an economic imperative to work rather than study - contribute to lower rates of postsecondary educational attainment among young Latinos.

Children Living at 200% and Above the Poverty Line



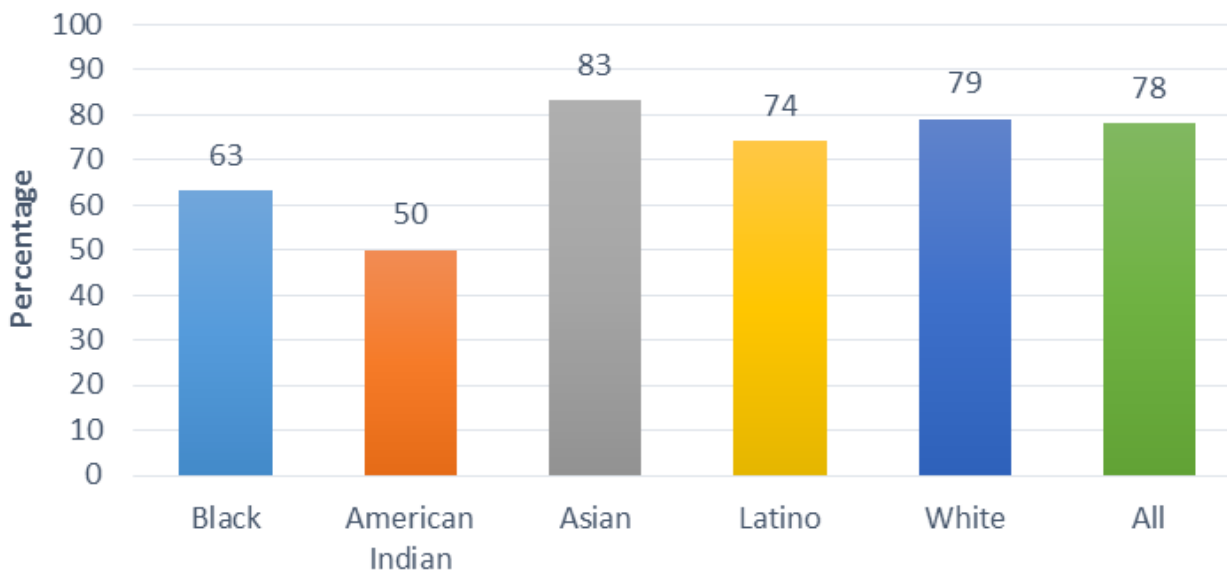
ACS Microdata, 2017.

Family financial stability is critical for child development across all areas.

People of color are disproportionately concentrated in traditionally low-wage sectors, including food service, retail, and construction, making it difficult to achieve financial stability.

Other race-related factors, such as parental high school attainment, or having two parents in the household can also contribute.

Children Living in Two Parent Families

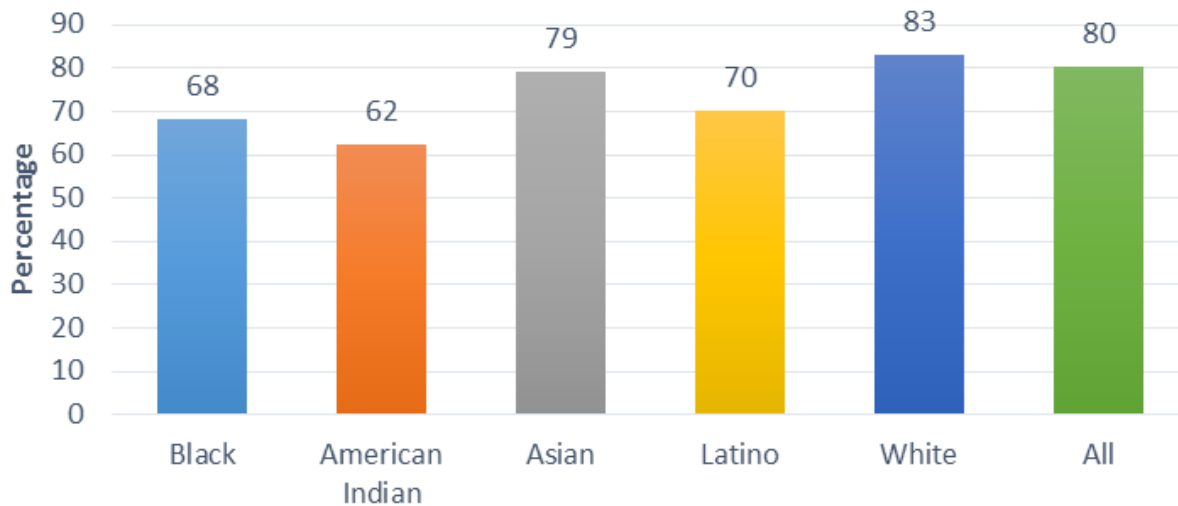


Source: ACS Microdata, 2017.

Family financial stability is often enhanced by the presence of two incomes.

Factors like the growth of the criminal justice system, have contributed to a lower incidence of two-parent households in communities of color.

Children Living in Low Poverty Areas



Source: ACS 5 Year Estimate, 2017.

Note: A low poverty area is a neighborhood where less than 20% of families earn below the poverty line.

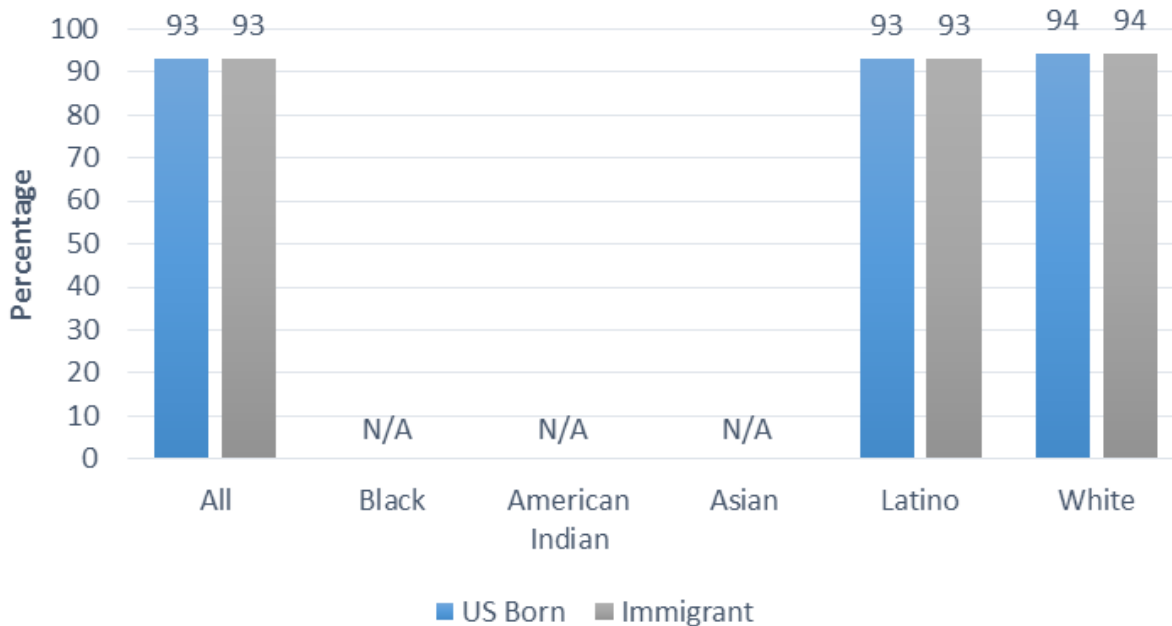
Living in areas where poverty is not concentrated can protect against more insidious effects of living in poverty.

Historically, segregation has made it less likely that families of color are able to leave neighborhoods with a higher concentration of poverty.

Children in Immigrant Families vs. Children in U.S.-Born Families by Race and Ethnicity

Please see chart notes for definitions of immigrant vs. U.S. born families.

Babies Born at Normal Birthweight



Source: ACS Microdata, 2017.

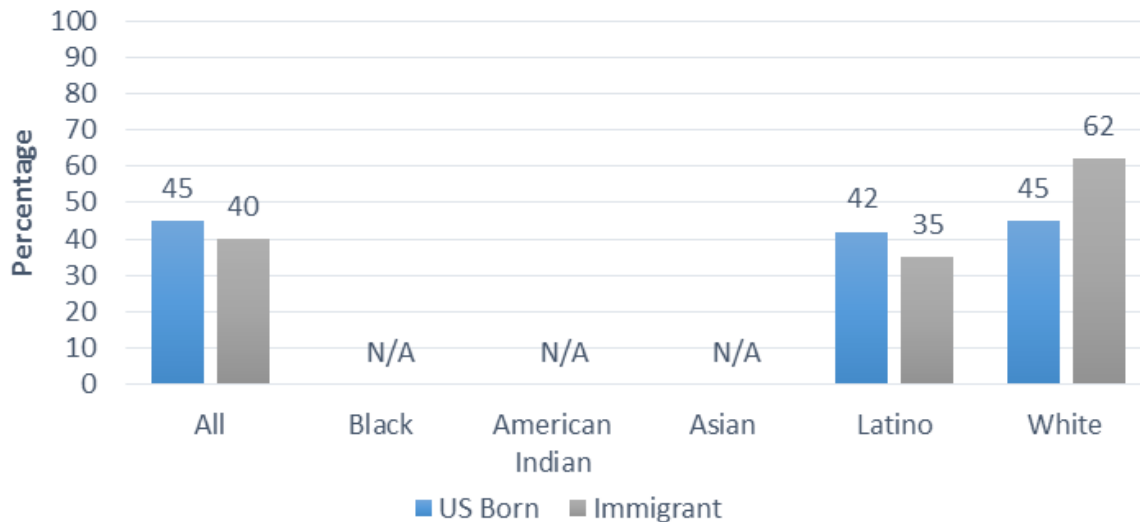
Notes: Insufficient Data for Estimates on Black, American Indian, and Asian Populations.

Immigrant Children are children living with one or more foreign born parent
Data reflects mother's place of birth, not child's.

Children are more likely to reach their full potential when they have a strong foundation at birth.

Children in U.S.-born families and children in immigrant families of Latino and White backgrounds have similarly high likelihood of being born at normal birthweight. While rates for other race and ethnic groups are unknown, this is an area of strength for these groups.

Children 3-5 Enrolled in Nursery, Preschool, or Kindergarten



Source: ACS Microdata, 2017.

Notes: Insufficient data for estimates on Black, American Indian, and Asian populations.

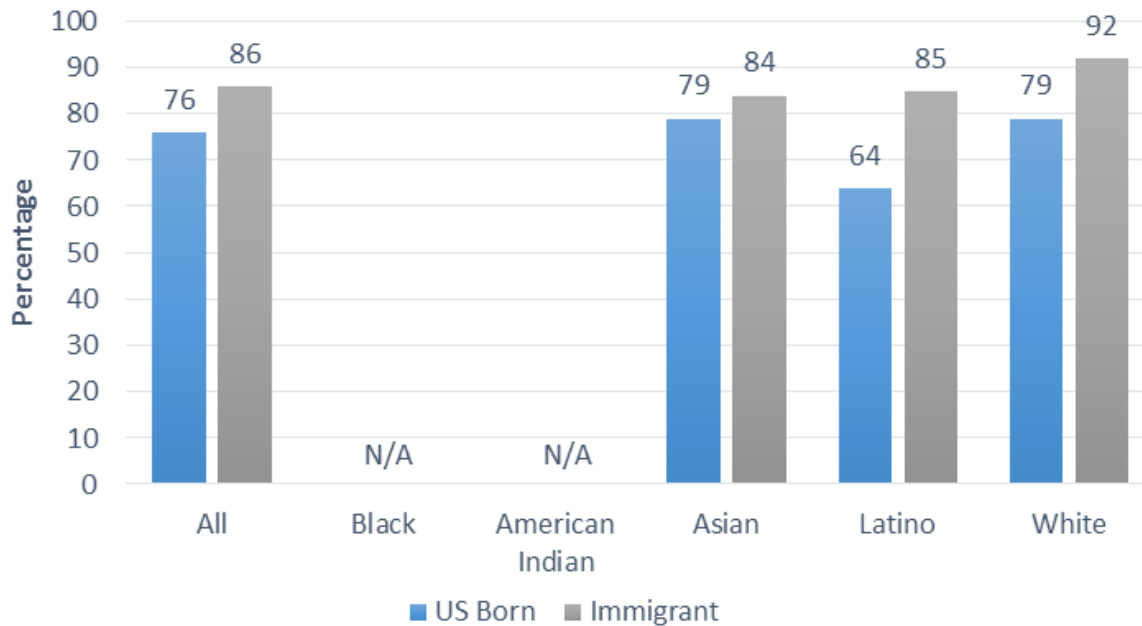
Immigrant children are children living with one or more foreign-born parent.

Early learning activities help children get a strong start.

The lack of state investment in Idaho early learning impacts groups differently. Access is a greater challenge for Latino immigrant families, possibly because they are more exposed to economic disadvantage, or are subject to a language barrier.

More can be done to ensure all children have access to quality early learning opportunities.

Children Living in Two-Parent Families



Source: ACS Microdata, 2017.

Notes: Insufficient data for estimates on Black and American Indian populations.
Immigrant children are children living with one or more foreign-born parent.

Family financial stability is often enhanced by the presence of two incomes.

Factors like the growth of the criminal justice system, have contributed to a lower incidence of two-parent households in U.S. born communities of color.

Idaho children in immigrant families across almost all races and ethnicities are more likely to live in two-parent families than their U.S.-born counterparts, which is an area of relative strength for this population.