



Children Left Behind: How US Metropolitan Areas are Failing America's Children

CRICS8/PAHO

Health Sciences Information Conference in
Rio de Janeiro, Brazil

September 17, 2008

Barbara K. Krimgold



Harvard School
of Public Health

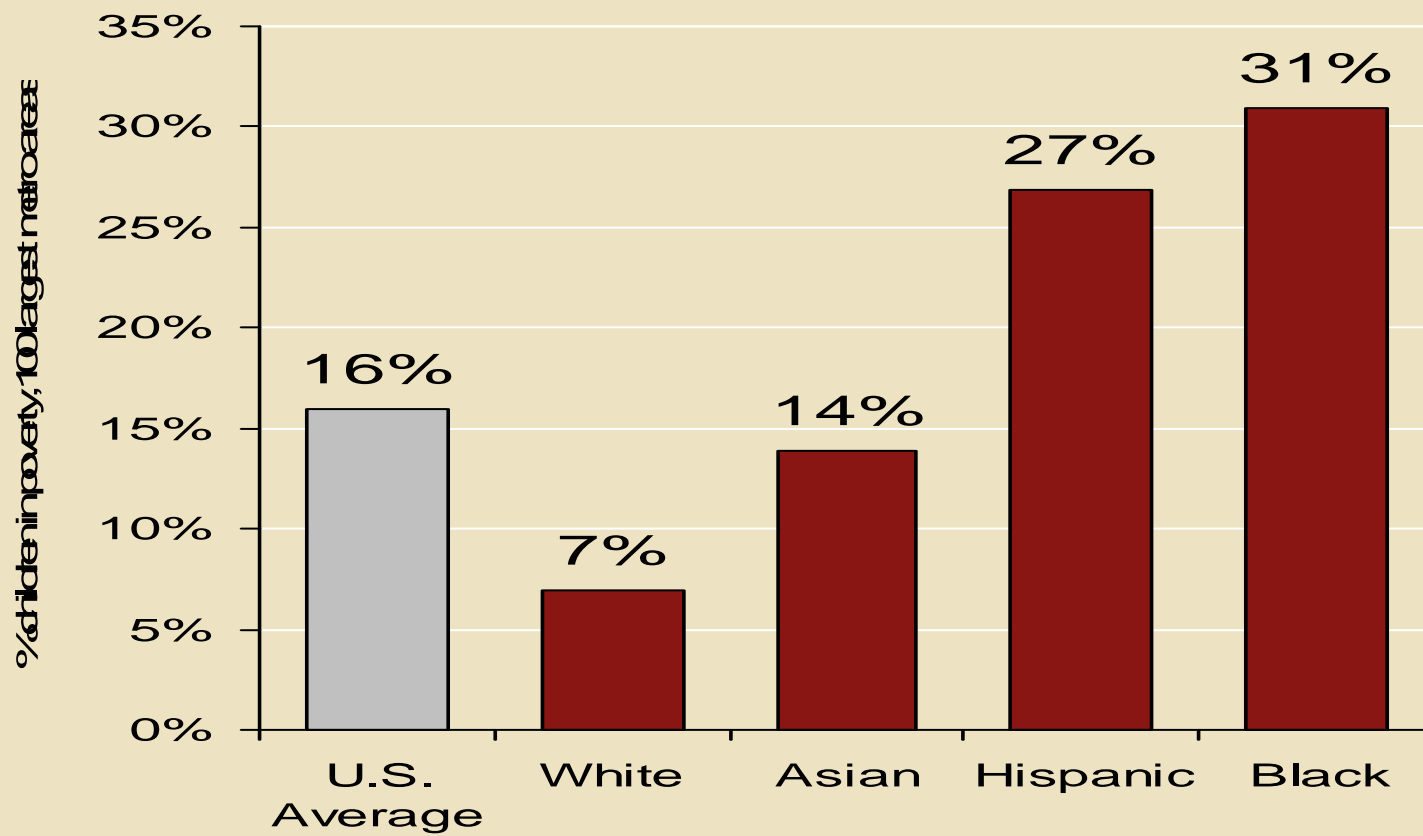


CENTER FOR THE
ADVANCEMENT OF HEALTH

With funding from W. K. Kellogg Foundation

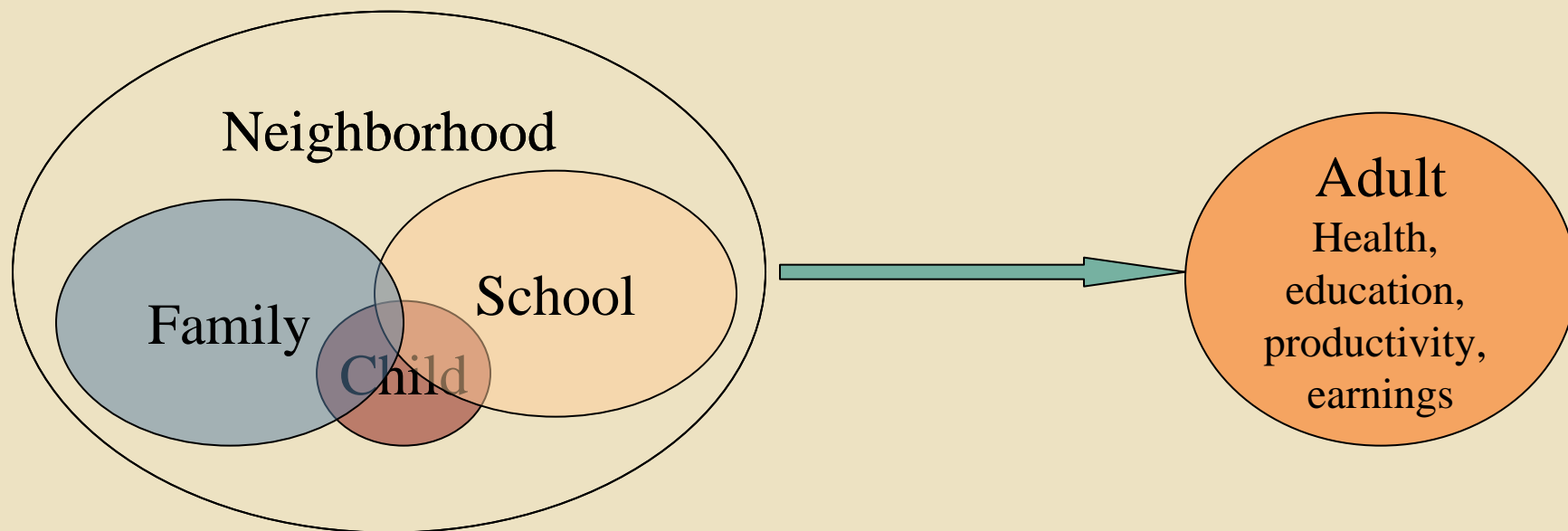


Child poverty for blacks and Hispanics in metros much higher than U.S. average



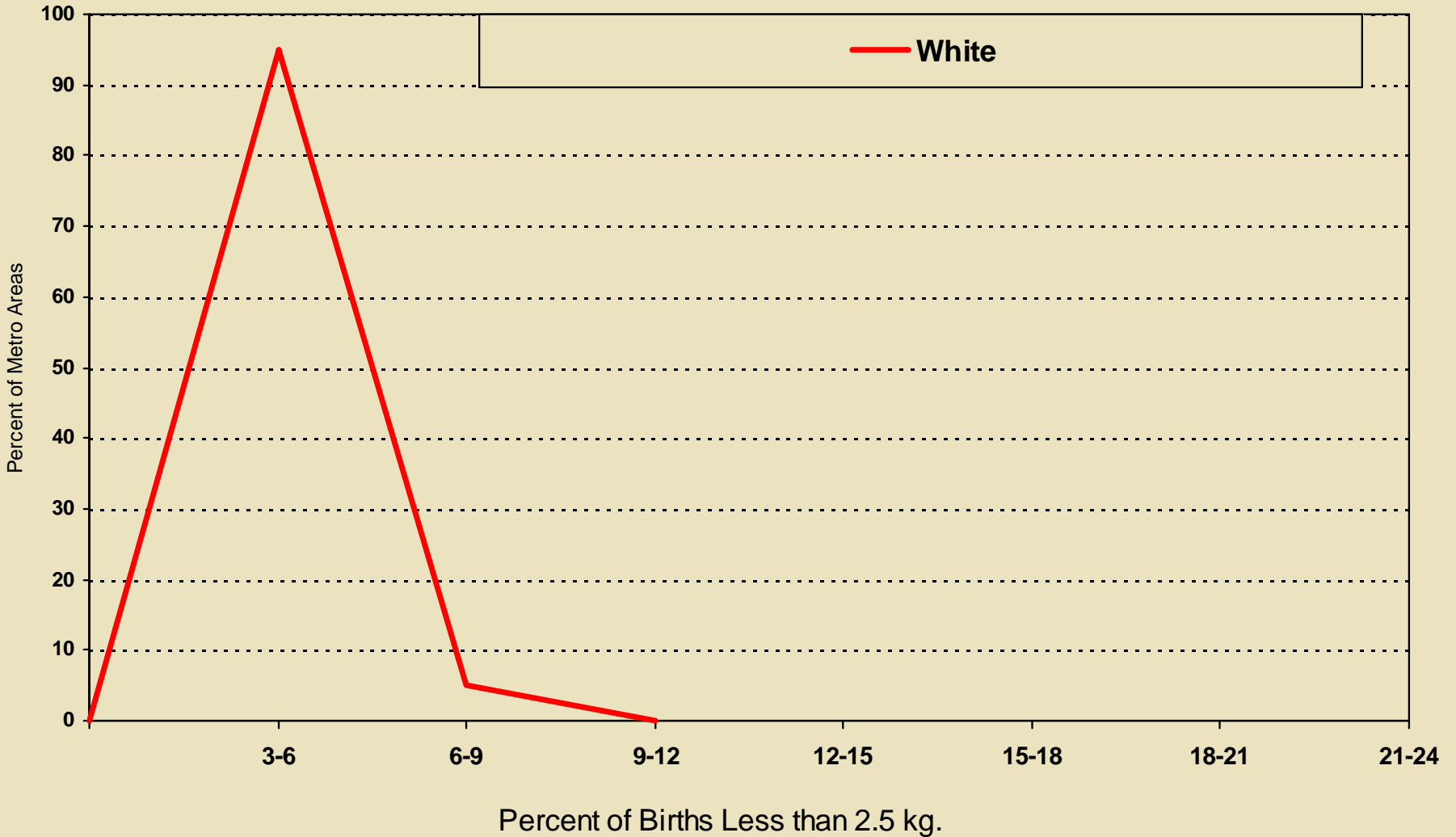


Influences on Child Health and Development



Low-Birthweight Rates: Distributions by Race/Ethnicity

100 Largest Metro Areas: 2001-2002



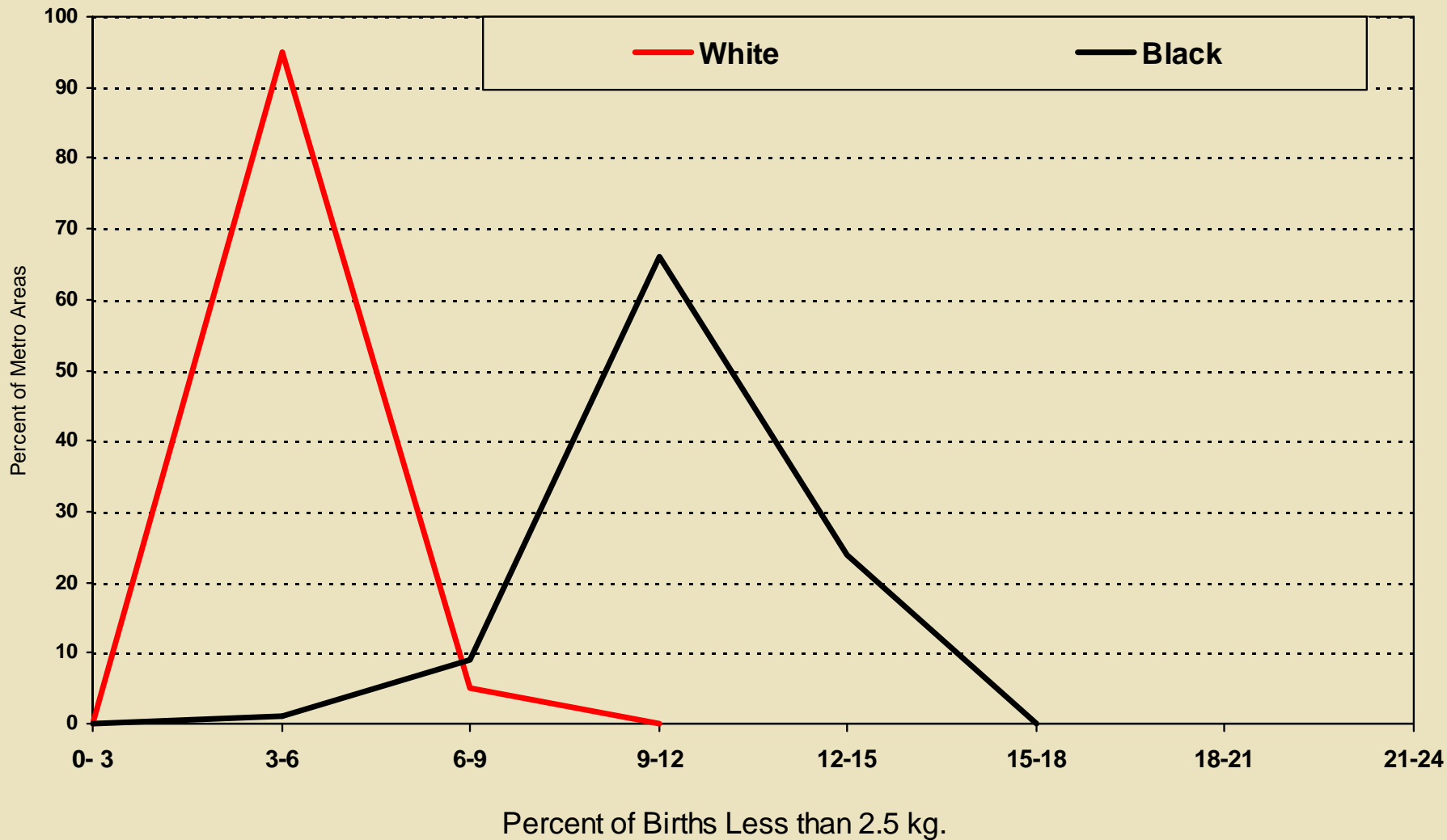
Note: Excludes metro areas with less than 100 births to mothers in the specified subgroup over the 2001-2002 time period.

Excludes plural births and births which occurred abroad, in Puerto Rico, or in U.S. Territories.

Source: DiversityData analysis of National Center for Health Statistics Vital Statistics Natality Birth Data

Low-Birthweight Rates: Distributions by Race/Ethnicity

100 Largest Metro Areas: 2001-2002



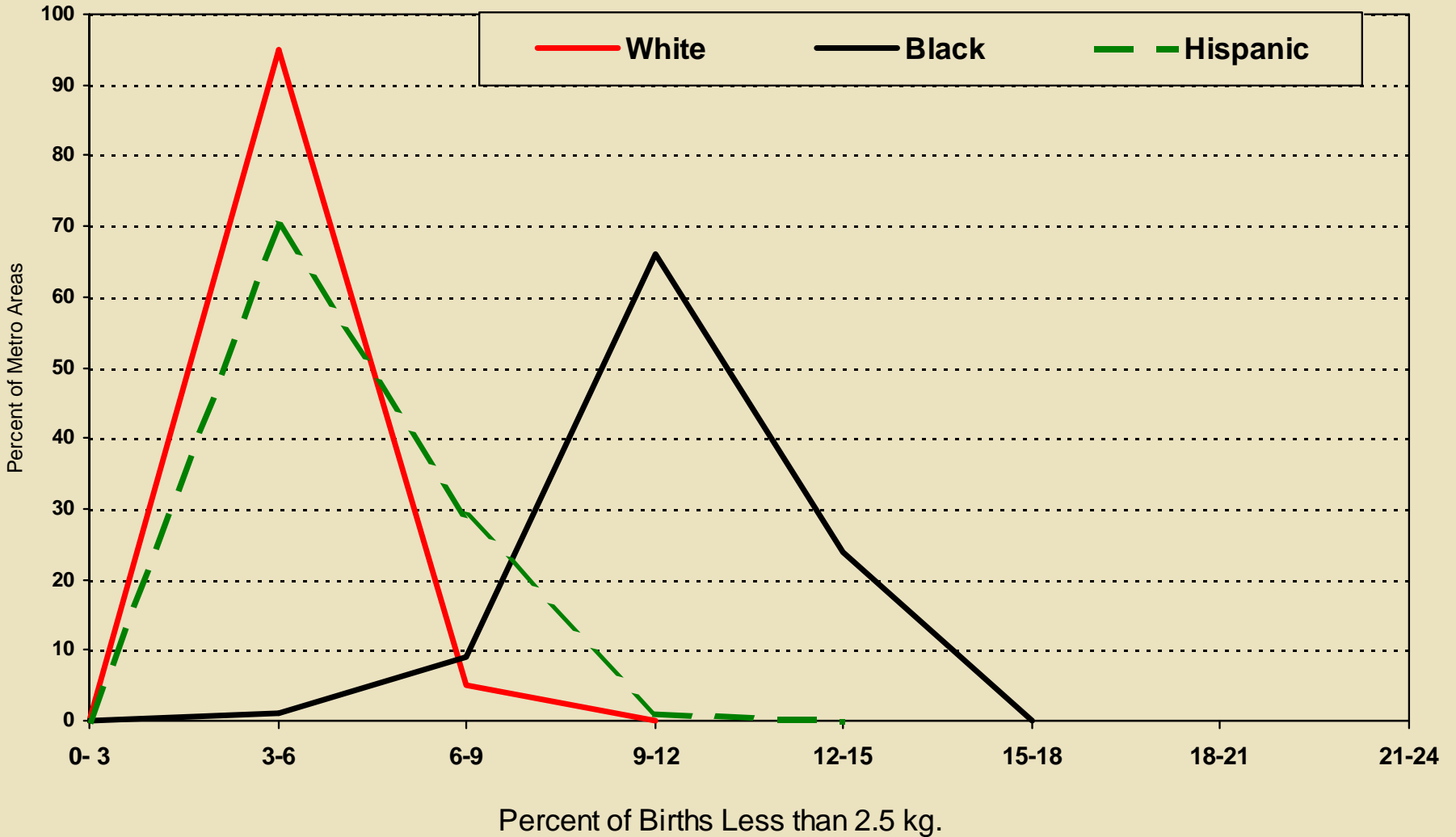
Note: Excludes metro areas with less than 100 births to mothers in the specified subgroup over the 2001-2002 time period.

Excludes plural births and births which occurred abroad, in Puerto Rico, or in U.S. Territories.

Source: DiversityData analysis of National Center for Health Statistics Vital Statistics Natality Birth Data

Low-Birthweight Rates: Distributions by Race/Ethnicity

100 Largest Metro Areas: 2001-2002



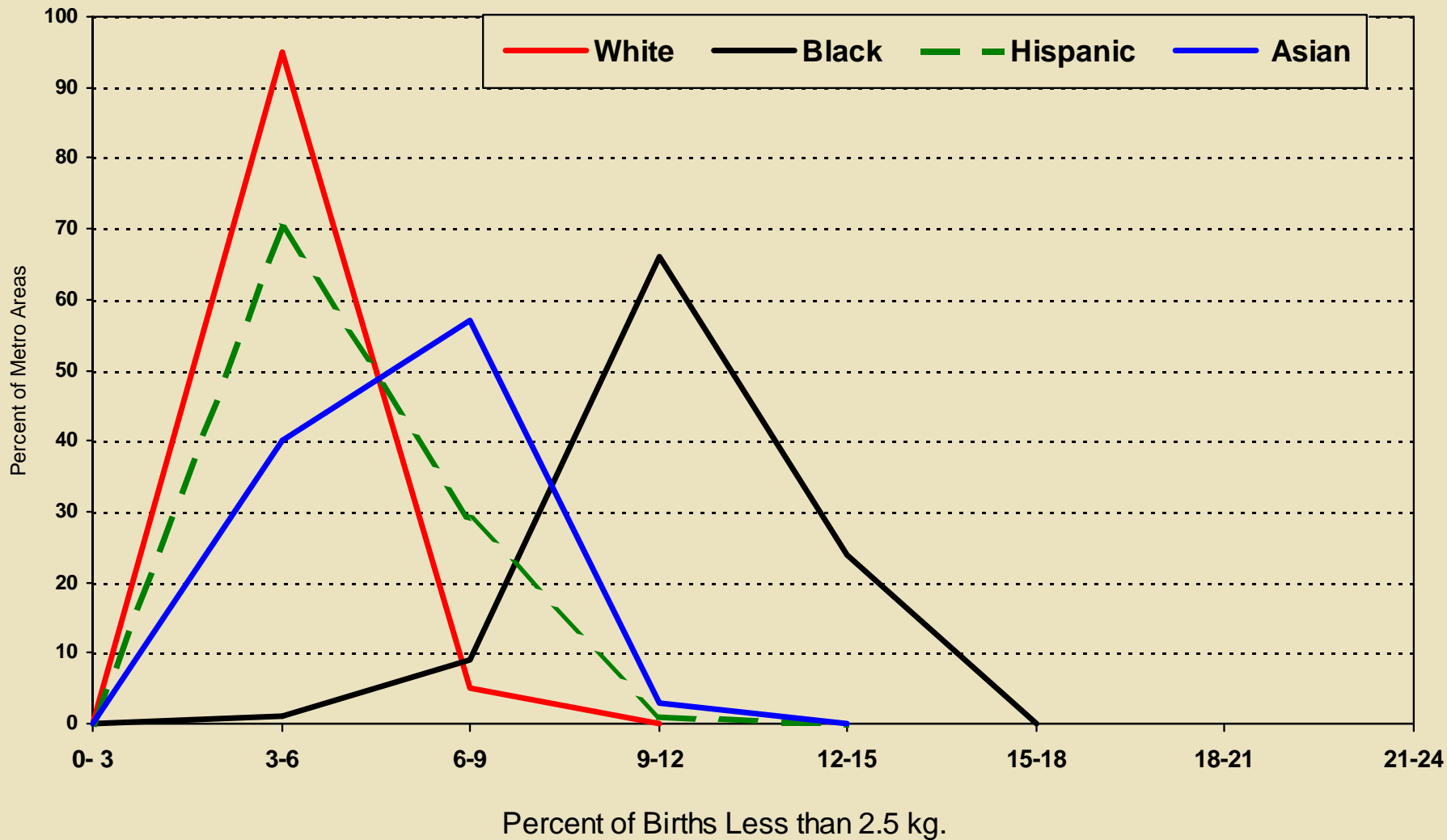
Note: Excludes metro areas with less than 100 births to mothers in the specified subgroup over the 2001-2002 time period.

Excludes plural births and births which occurred abroad, in Puerto Rico, or in U.S. Territories.

Source: DiversityData analysis of National Center for Health Statistics Vital Statistics Natality Birth Data

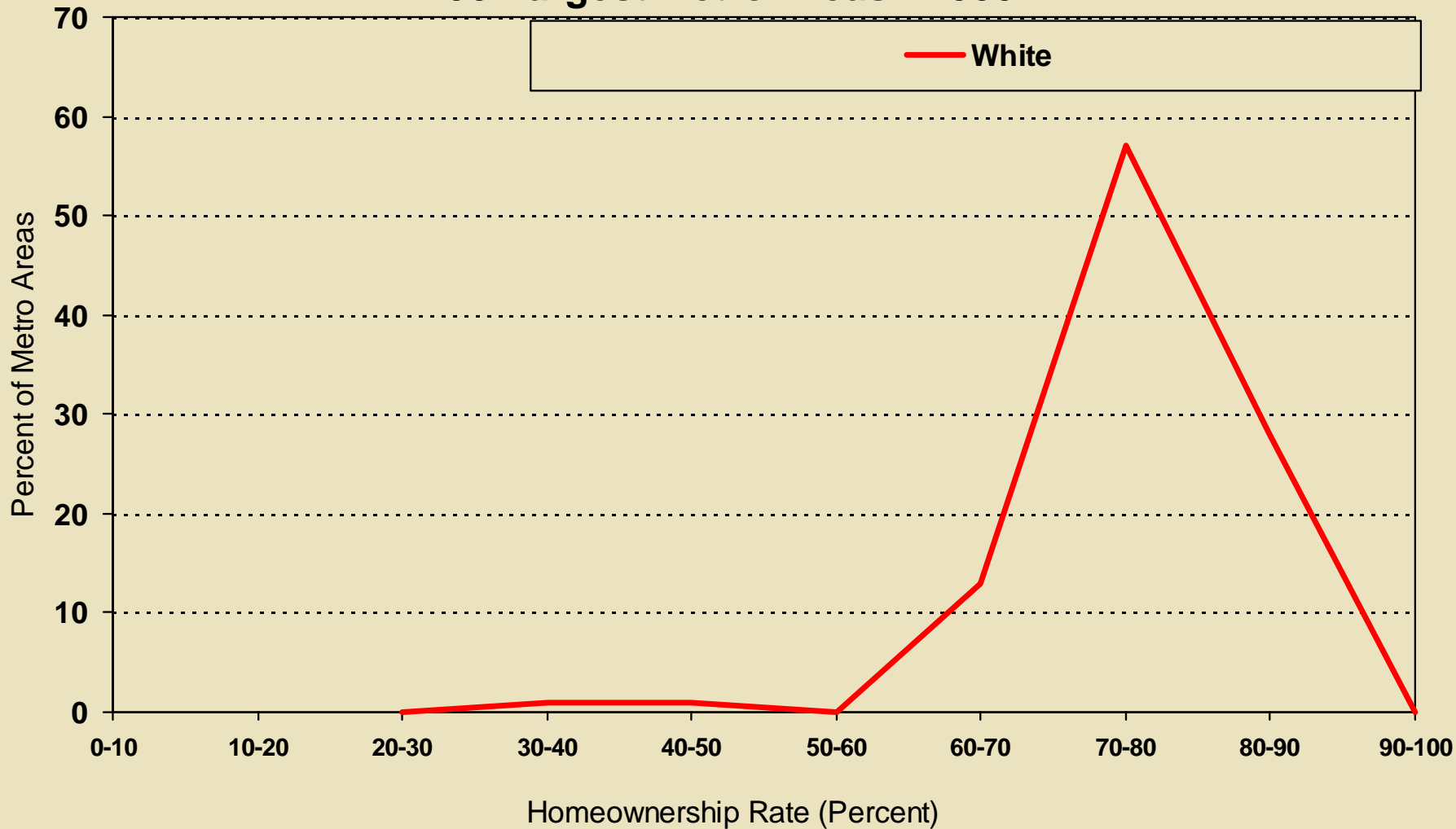
Low-Birthweight Rates: Distributions by Race/Ethnicity

100 Largest Metro Areas: 2001-2002



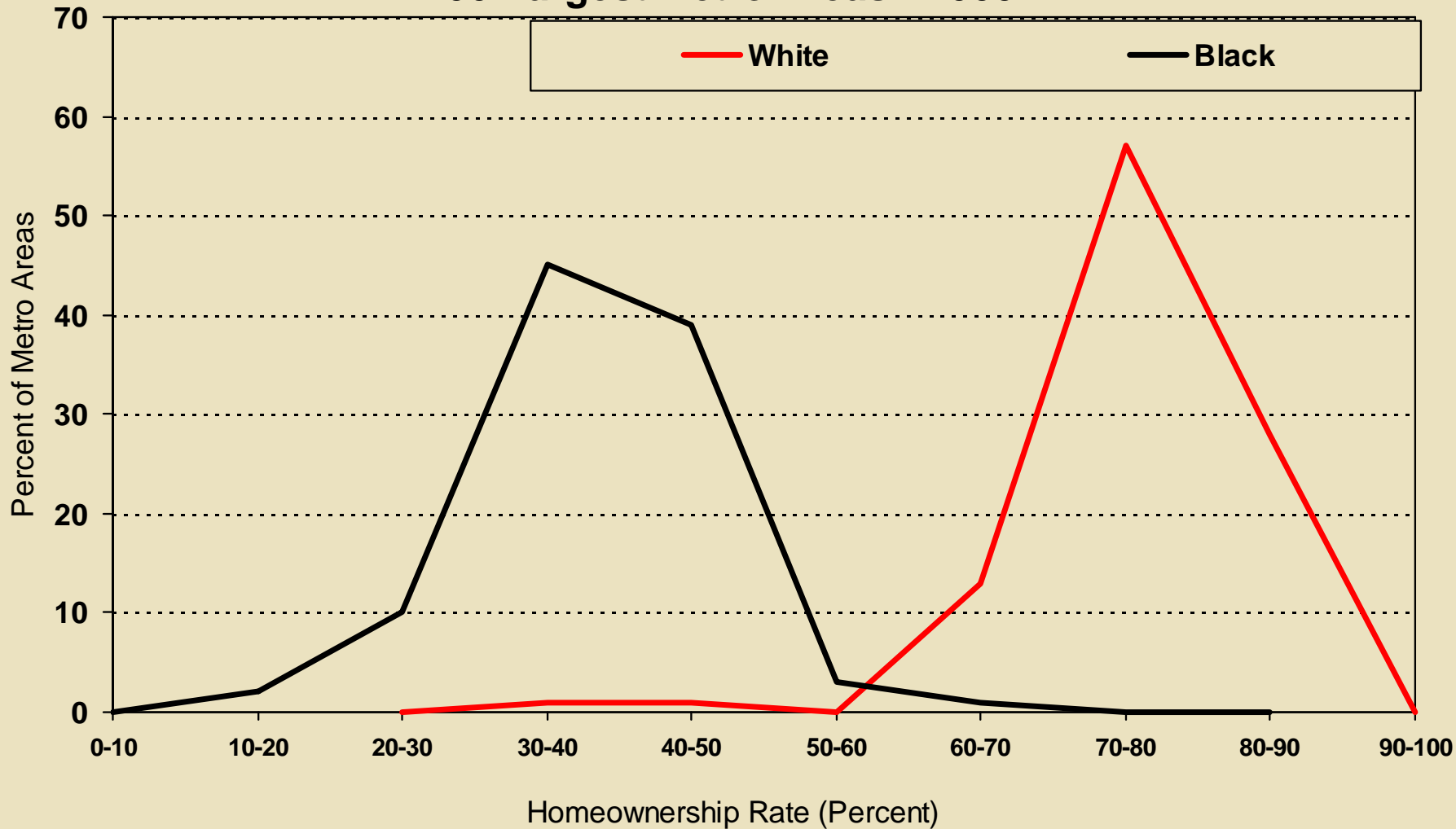
Note: Excludes metro areas with less than 100 births to mothers in the specified subgroup over the 2001-2002 time period.
 Excludes plural births and births which occurred abroad, in Puerto Rico, or in U.S. Territories.
 Source: DiversityData analysis of National Center for Health Statistics Vital Statistics Natality Birth Data

Homeownership Rates for Families with Children Distributions by Race/Ethnicity 100 Largest Metro Areas: 2000



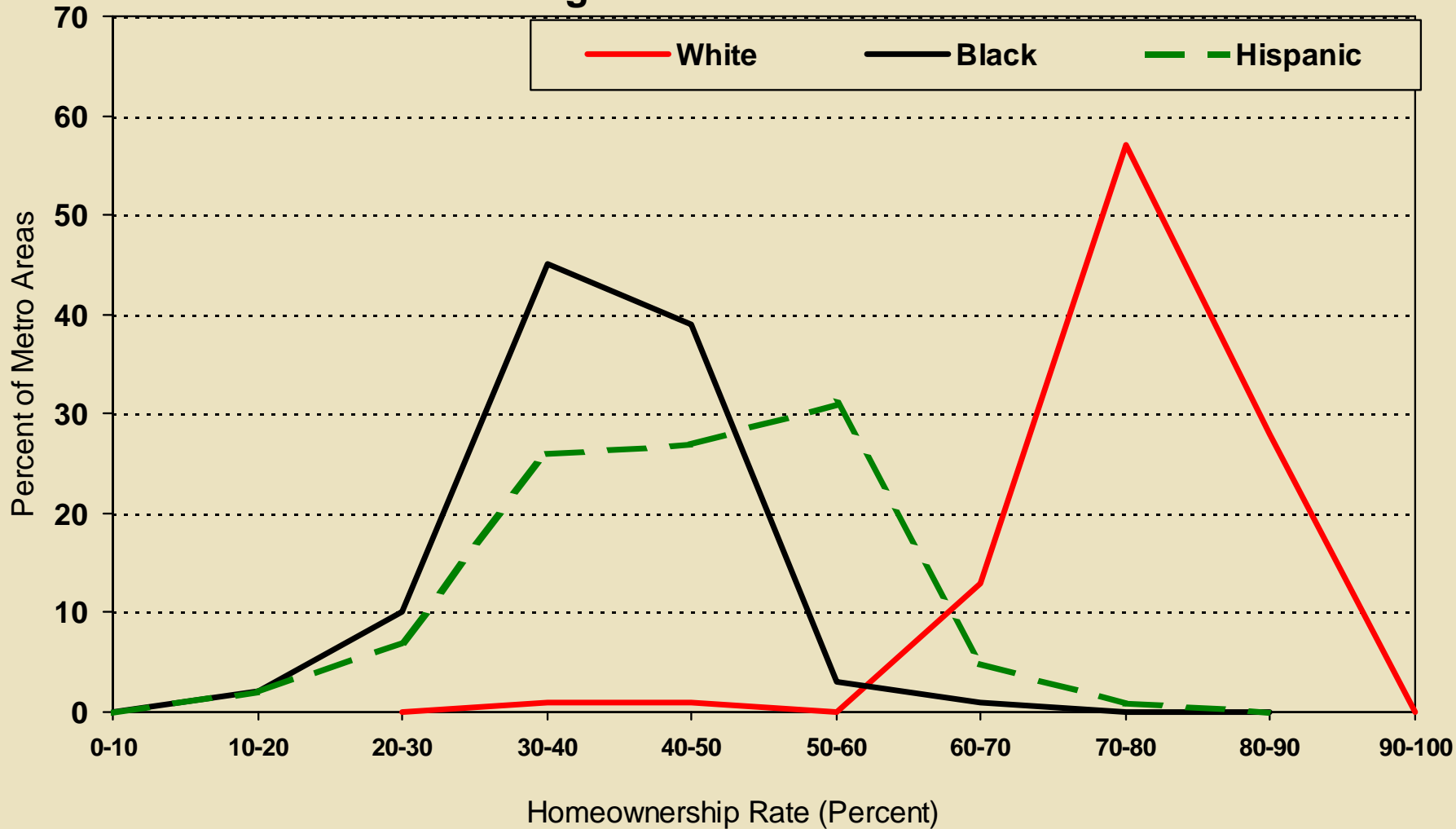
Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 4 data.

Homeownership Rates for Families with Children Distributions by Race/Ethnicity 100 Largest Metro Areas: 2000



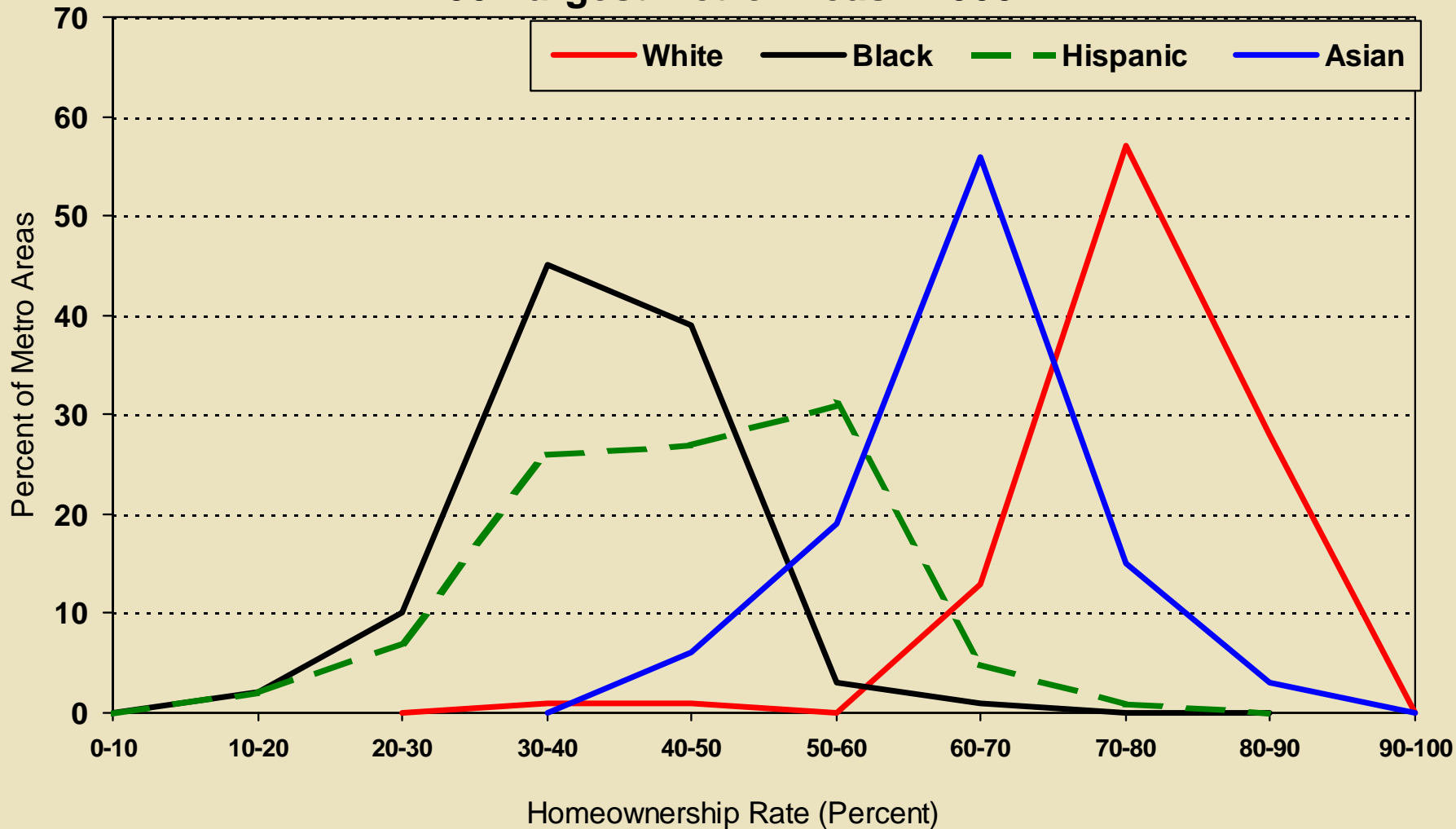
Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 4 data.

Homeownership Rates for Families with Children Distributions by Race/Ethnicity 100 Largest Metro Areas: 2000



Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 4 data.

Homeownership Rates for Families with Children Distributions by Race/Ethnicity 100 Largest Metro Areas: 2000

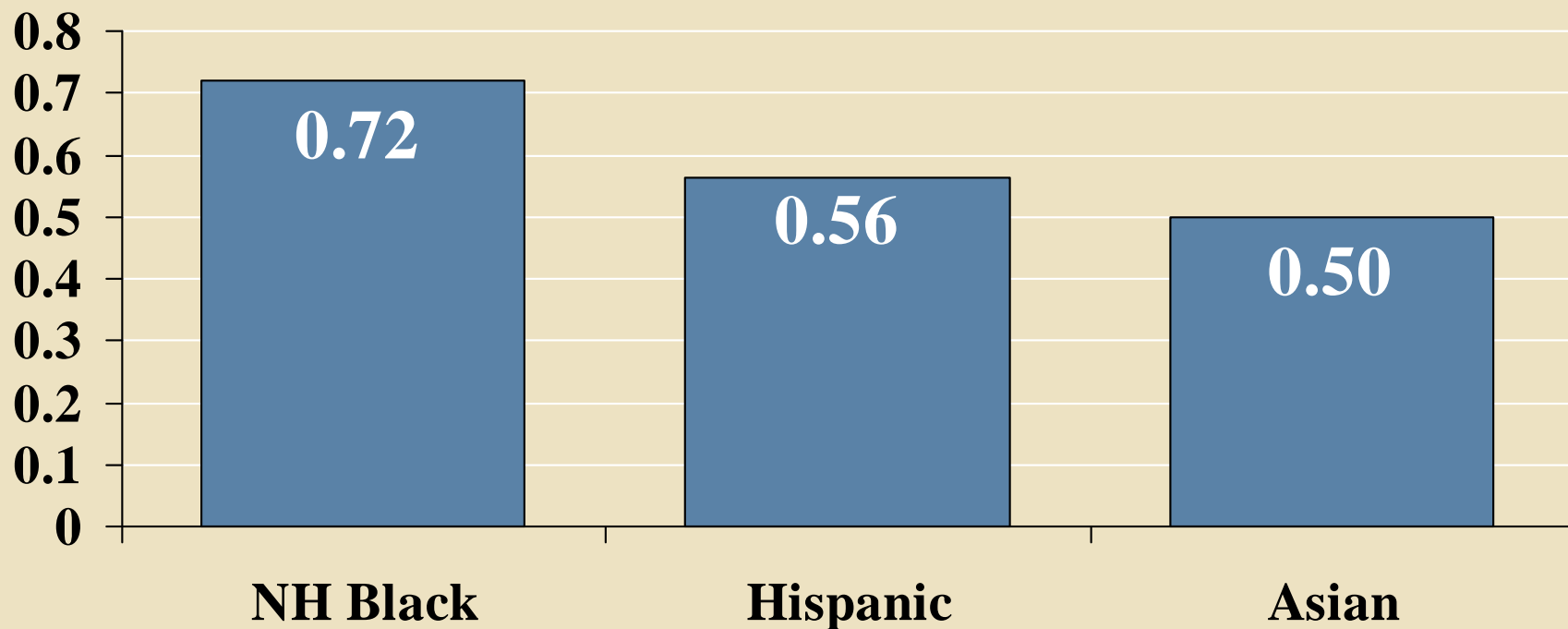


Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 4 data.



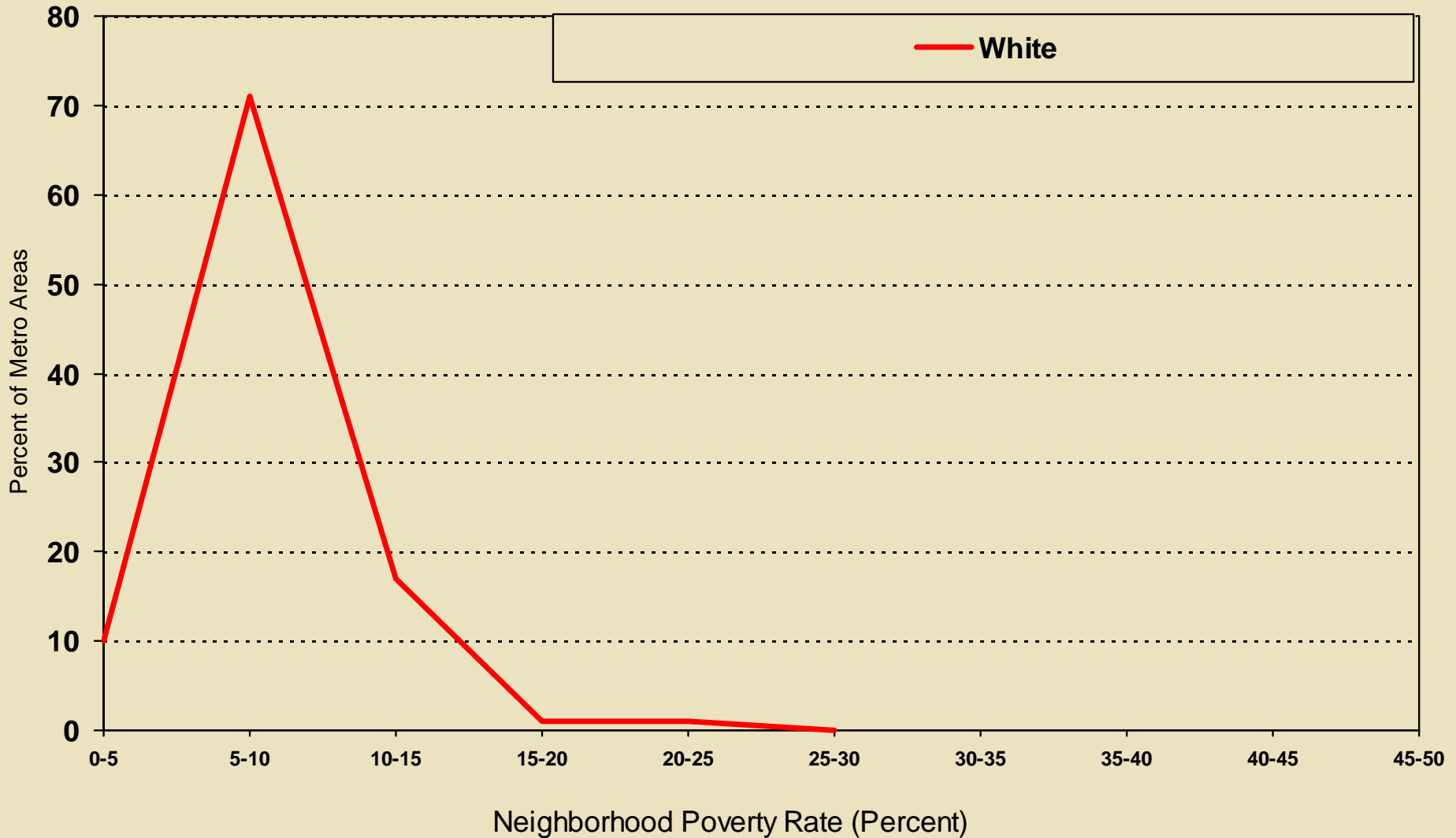
Black and Hispanic children are highly residentially segregated

Average Metropolitan Dissimilarity from Whites,
Largest 100 MSAs, 2000



*Weighted by 2000 MSA minority child population (e.g. NH blacks);
Includes MSAs with over 5,000 minority population*

Childrens' Exposure to Neighborhood Poverty Distributions by Race/Ethnicity 100 Largest Metro Areas: 1999



Note: Excludes metro areas with less than 5,000 children of specified racial/ethnic group. Neighborhoods defined as census tracts.
Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 3 data.

Childrens' Exposure to Neighborhood Poverty

Distributions by Race/Ethnicity

100 Largest Metro Areas: 1999

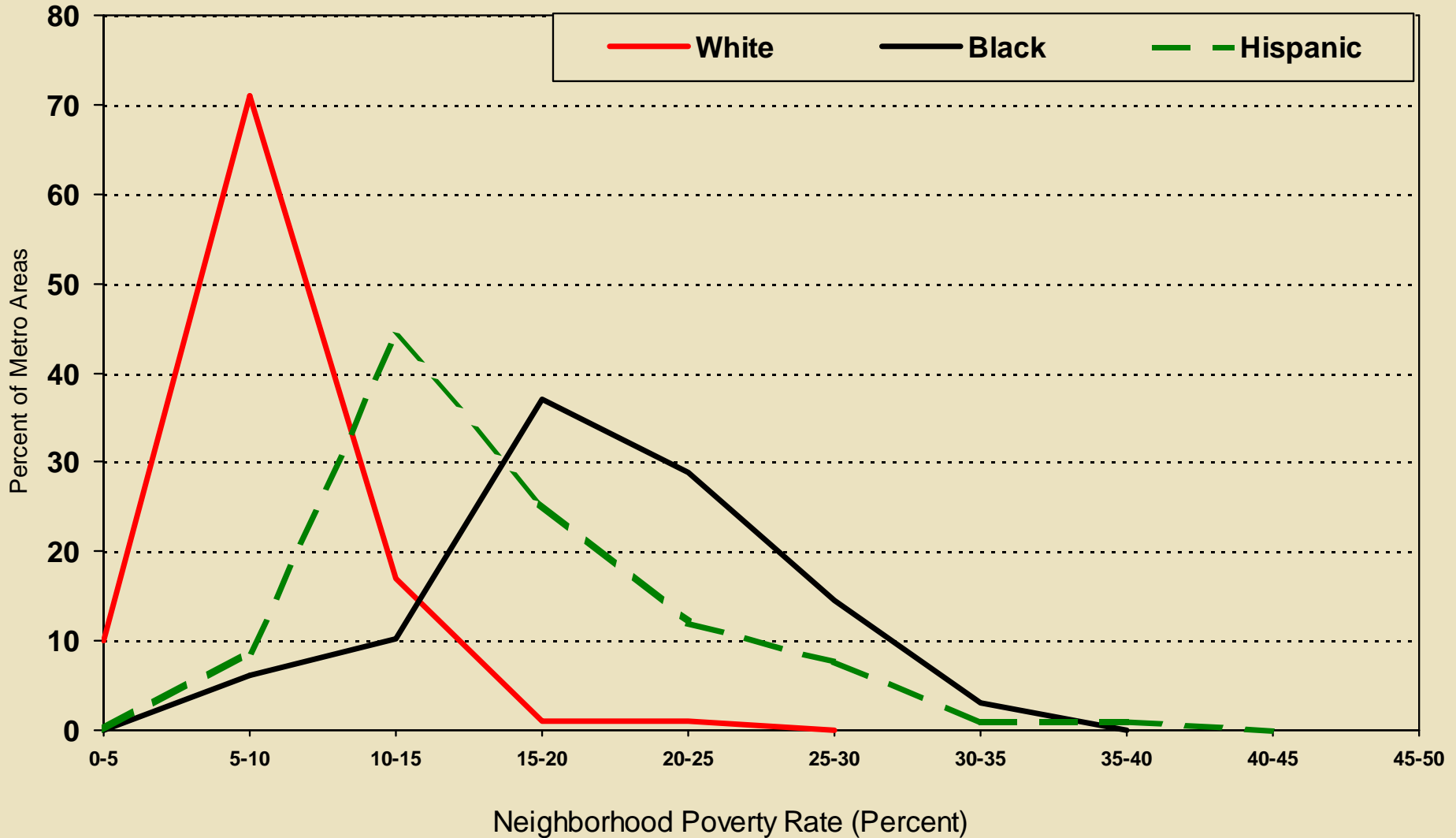


Note: Excludes metro areas with less than 5,000 children of specified racial/ethnic group. Neighborhoods defined as census tracts.
Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 3 data.

Childrens' Exposure to Neighborhood Poverty

Distributions by Race/Ethnicity

100 Largest Metro Areas: 1999

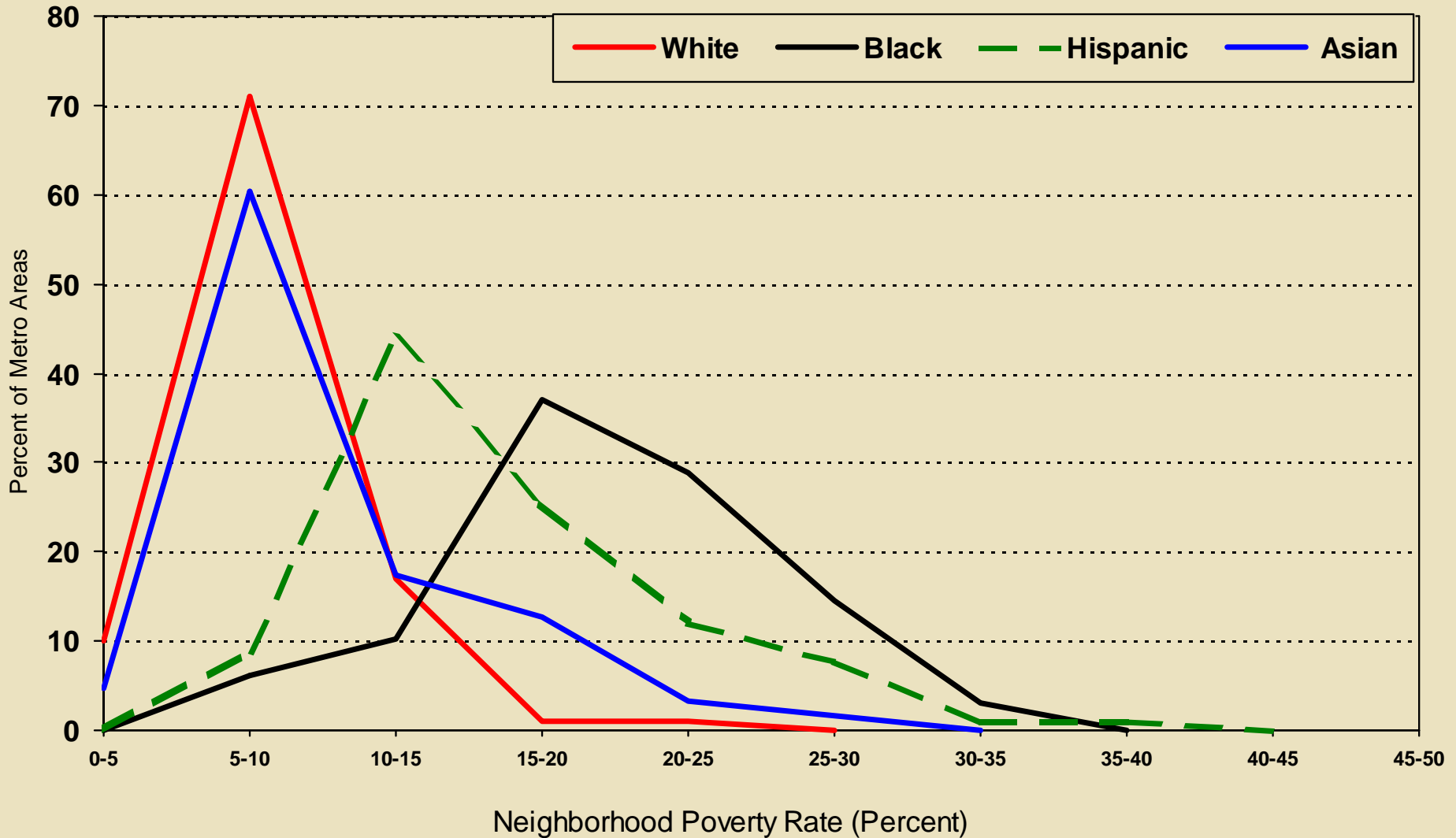


Note: Excludes metro areas with less than 5,000 children of specified racial/ethnic group. Neighborhoods defined as census tracts.
 Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 3 data.

Childrens' Exposure to Neighborhood Poverty

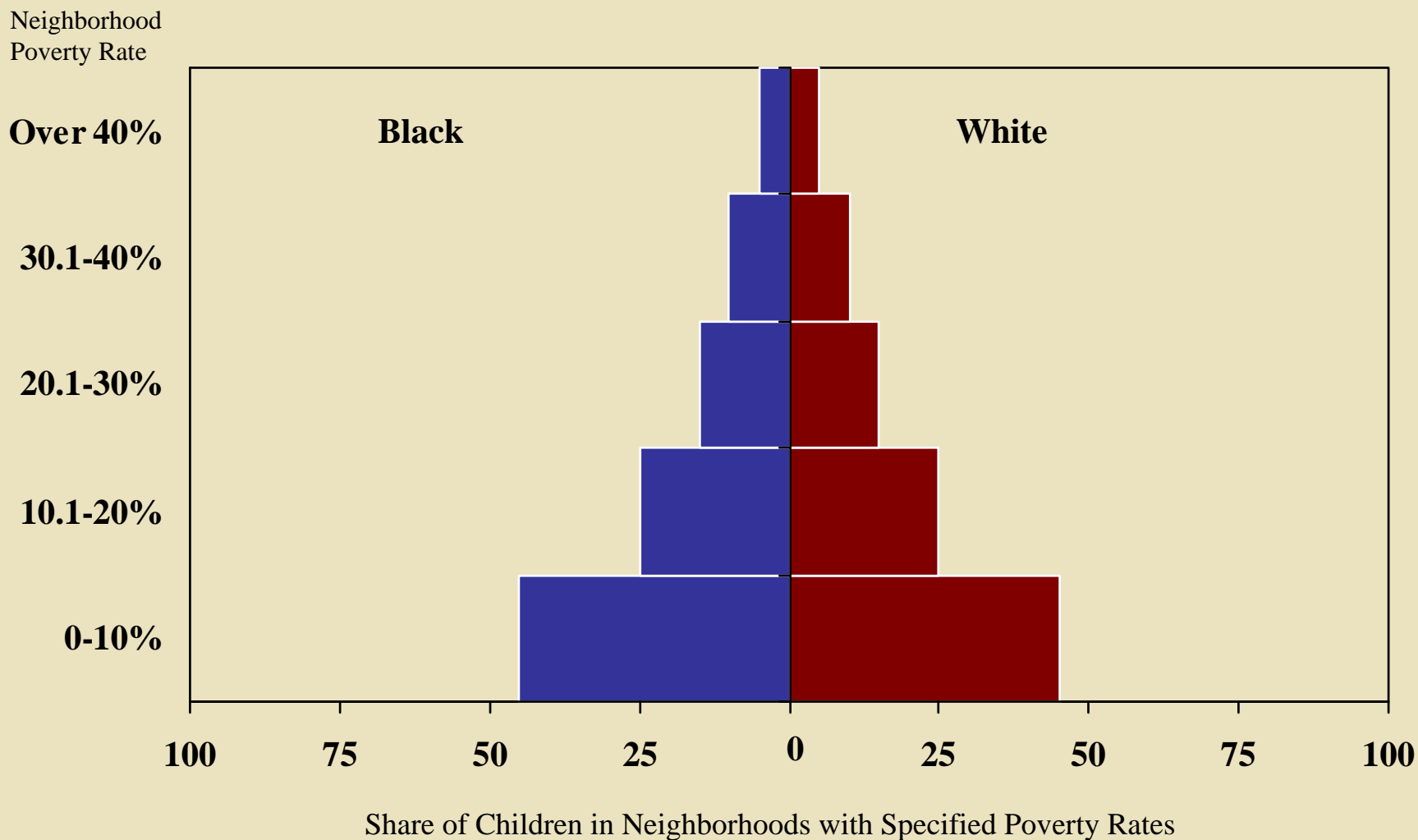
Distributions by Race/Ethnicity

100 Largest Metro Areas: 1999



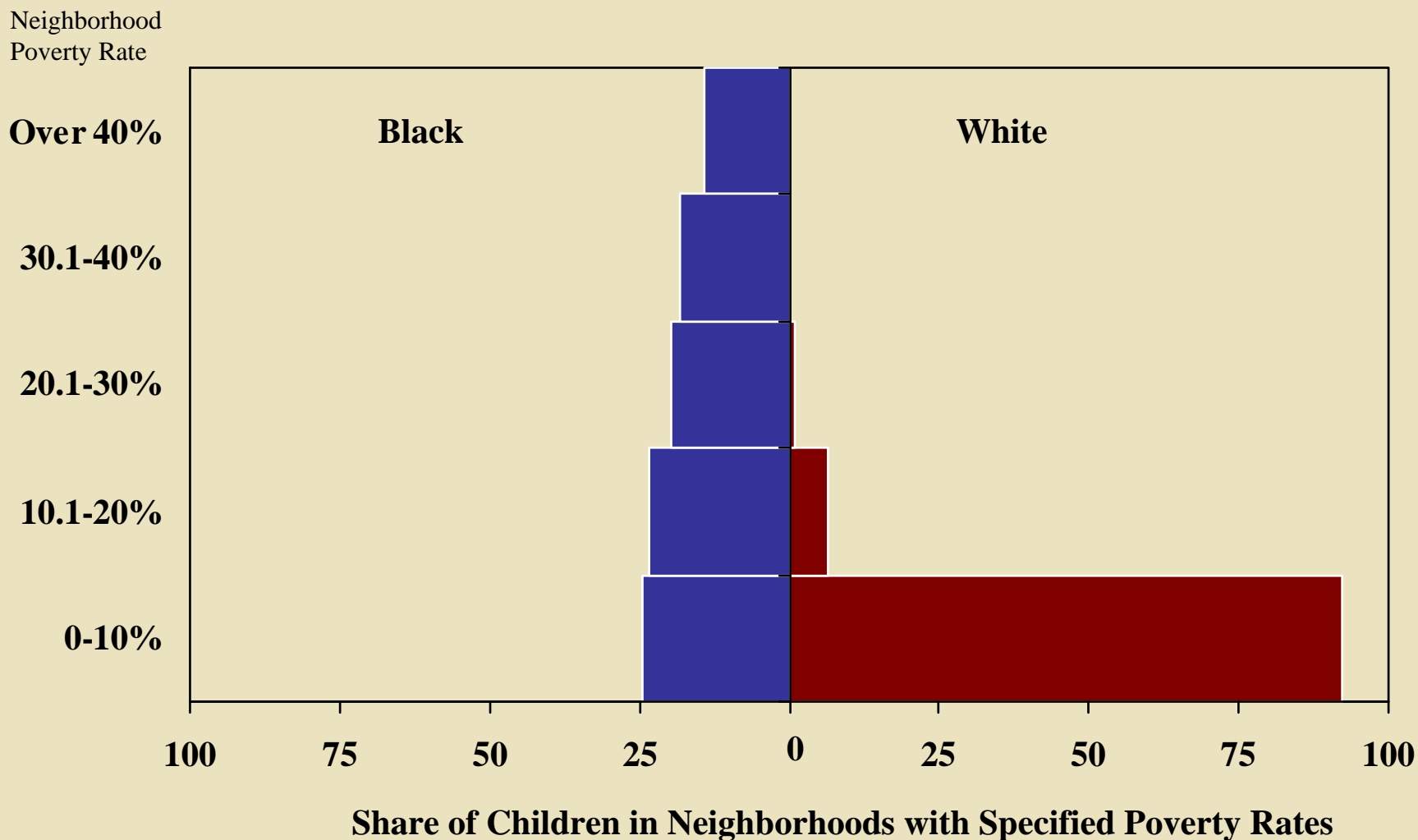
Note: Excludes metro areas with less than 5,000 children of specified racial/ethnic group. Neighborhoods defined as census tracts.
 Source: DiversityData analysis of U.S. Census Bureau, 2000 Census, Summary File 3 data.

Pyramid Graph: Theoretical Equal Neighborhood Environment for 2 Groups: A Mirror Image



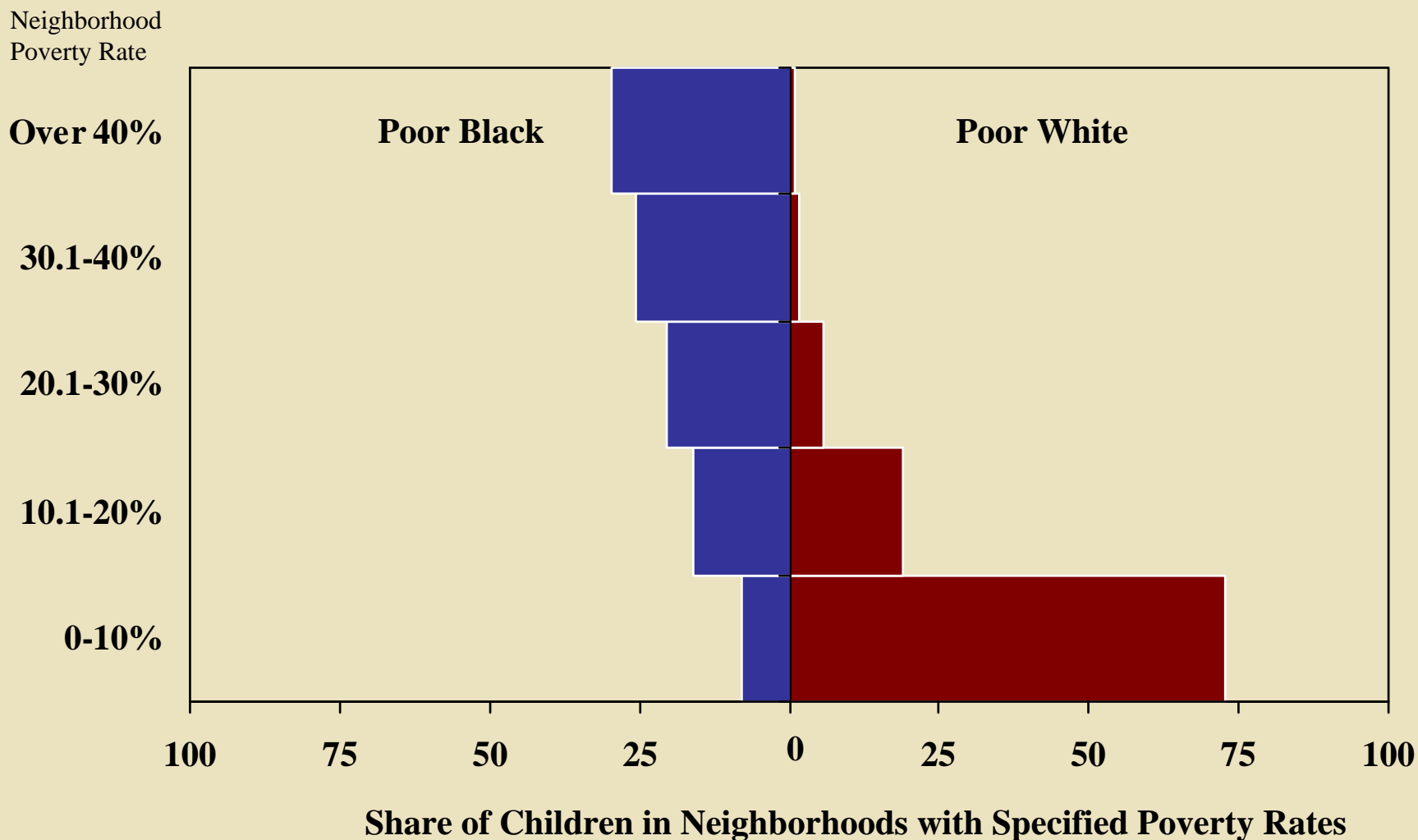
Metro Chicago

Poverty Composition of Neighborhoods of Black v. White Children



Metro Chicago

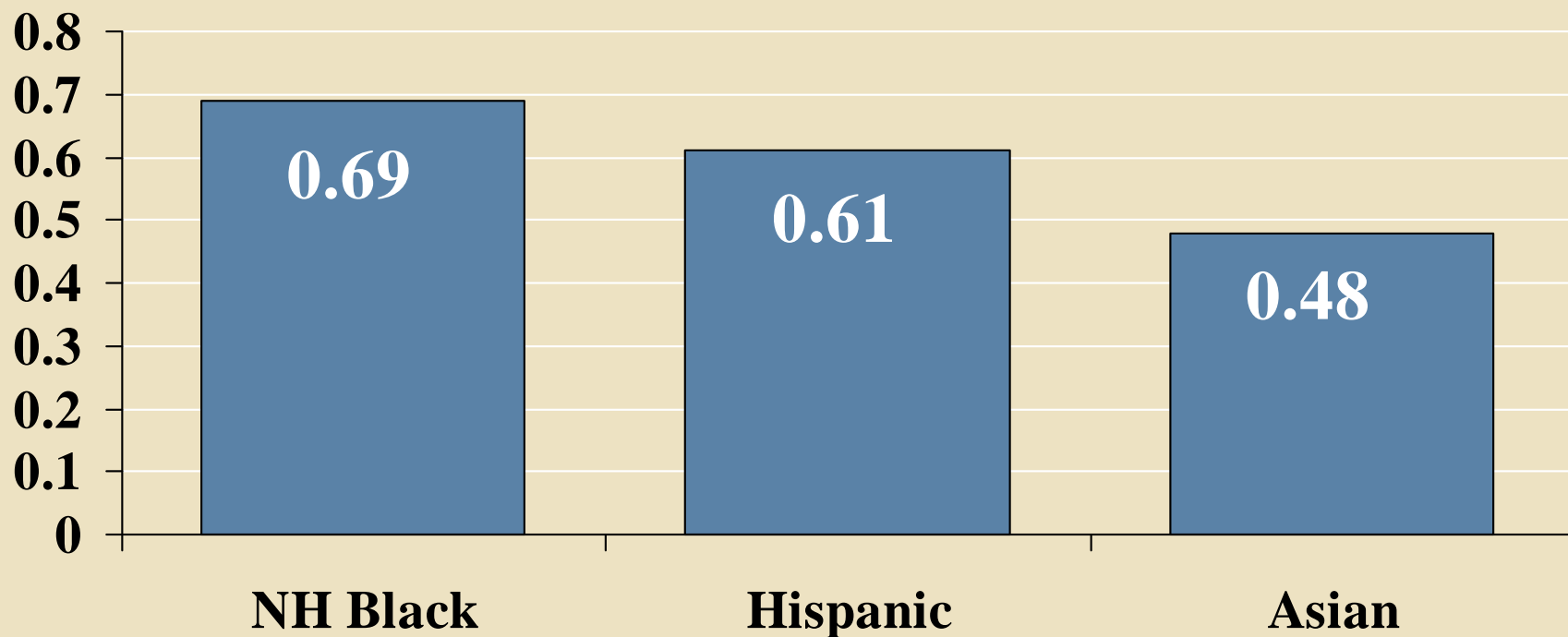
Poverty Composition of Neighborhoods of Poor Black v. Poor White Children





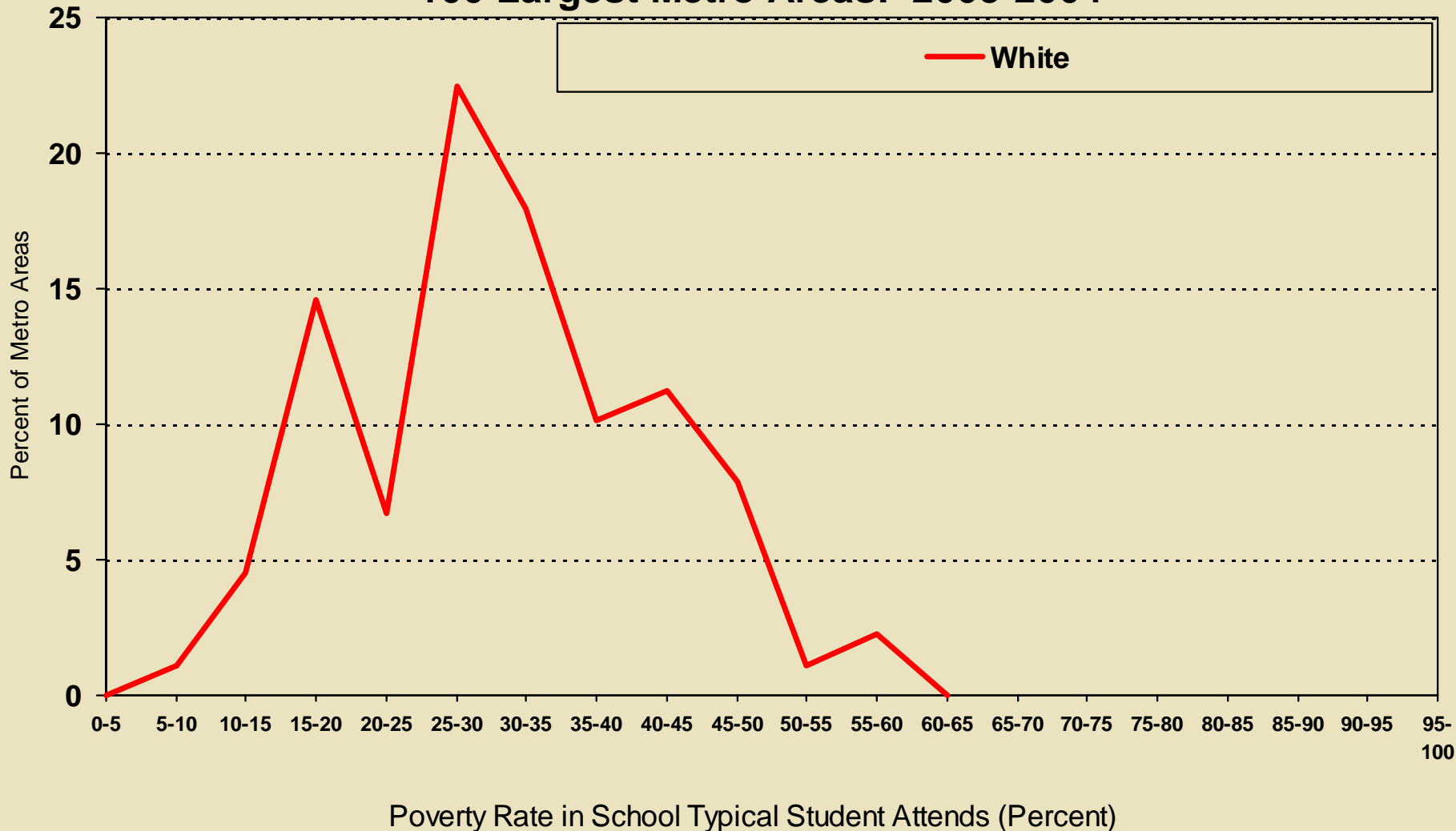
Black and Hispanic children attend highly segregated schools

Average Metropolitan School Dissimilarity from Whites, Largest 100 MSAs, 2000



*Weighted by 2000 MSA minority school enrollment (e.g. NH blacks);
Includes MSAs with over 5,000 minority population in CCD data*

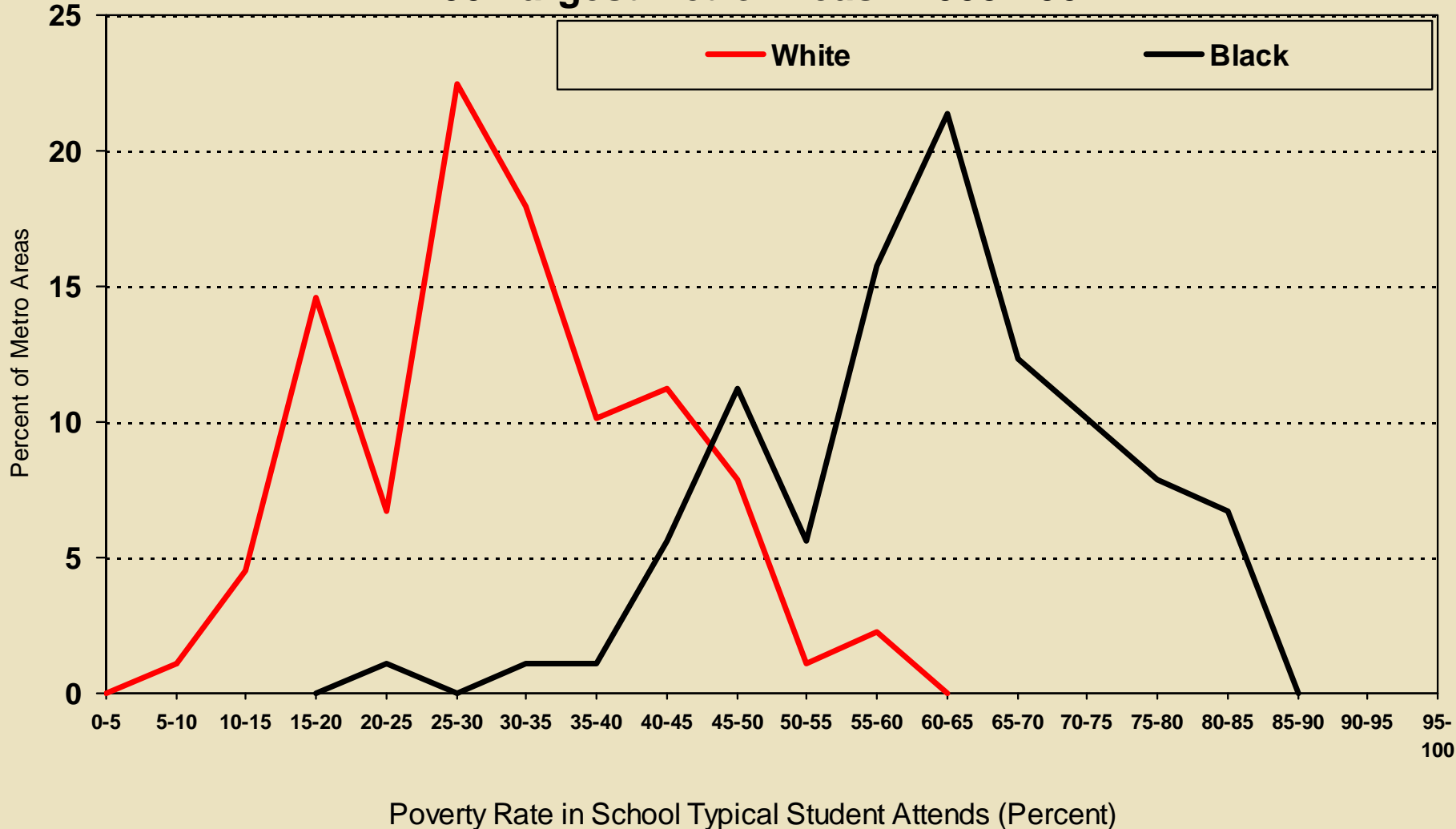
School Poverty Rates for Public Primary School Students Distributions by Race/Ethnicity 100 Largest Metro Areas: 2003-2004



Note: Poverty defined as being eligible for free or reduced lunch.

Source: DiversityData analysis of National Center for Education Statistics, Common Core of Data, 2003-04.

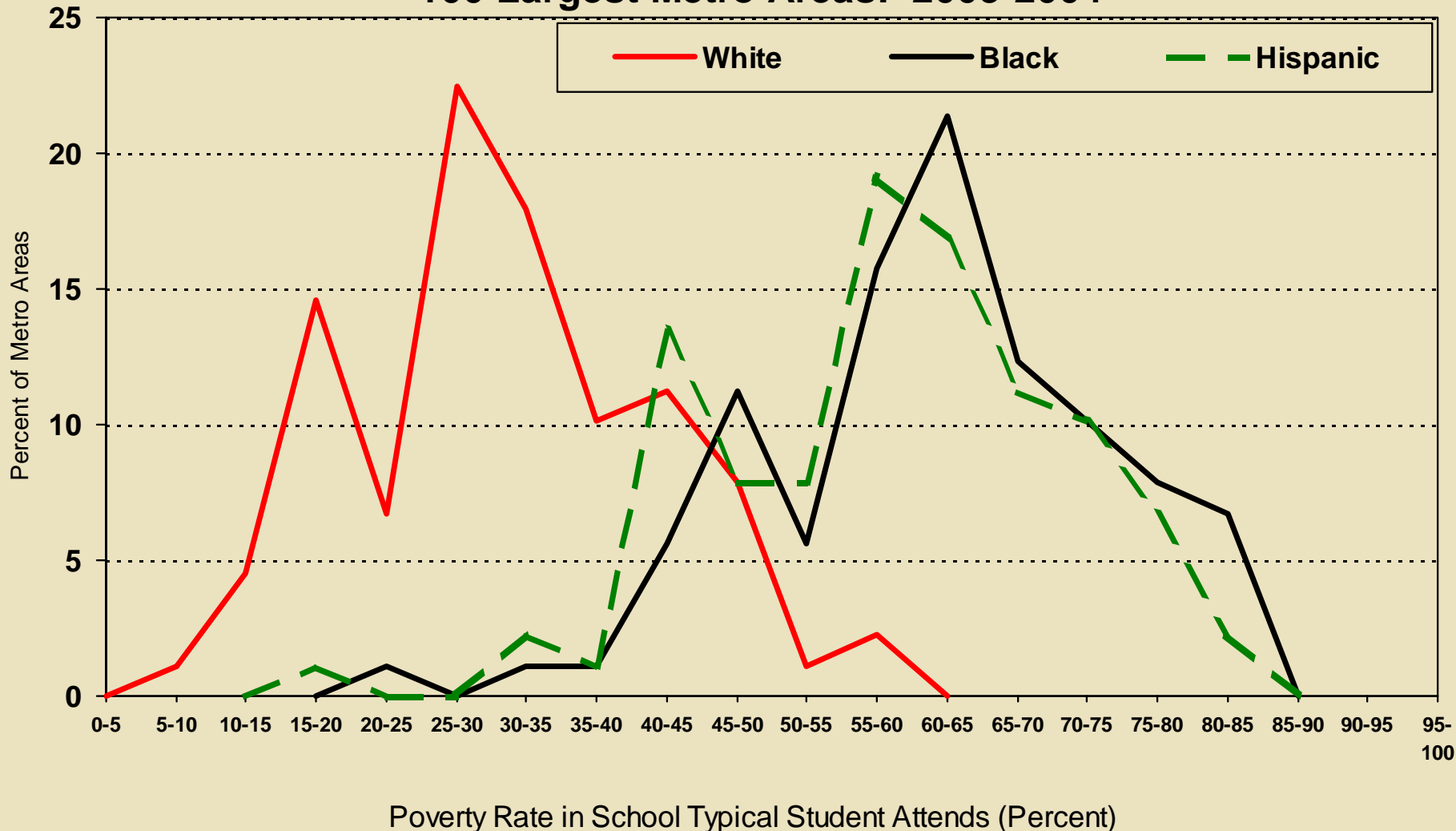
School Poverty Rates for Public Primary School Students Distributions by Race/Ethnicity 100 Largest Metro Areas: 2003-2004



Note: Poverty defined as being eligible for free or reduced lunch.

Source: DiversityData analysis of National Center for Education Statistics, Common Core of Data, 2003-04.

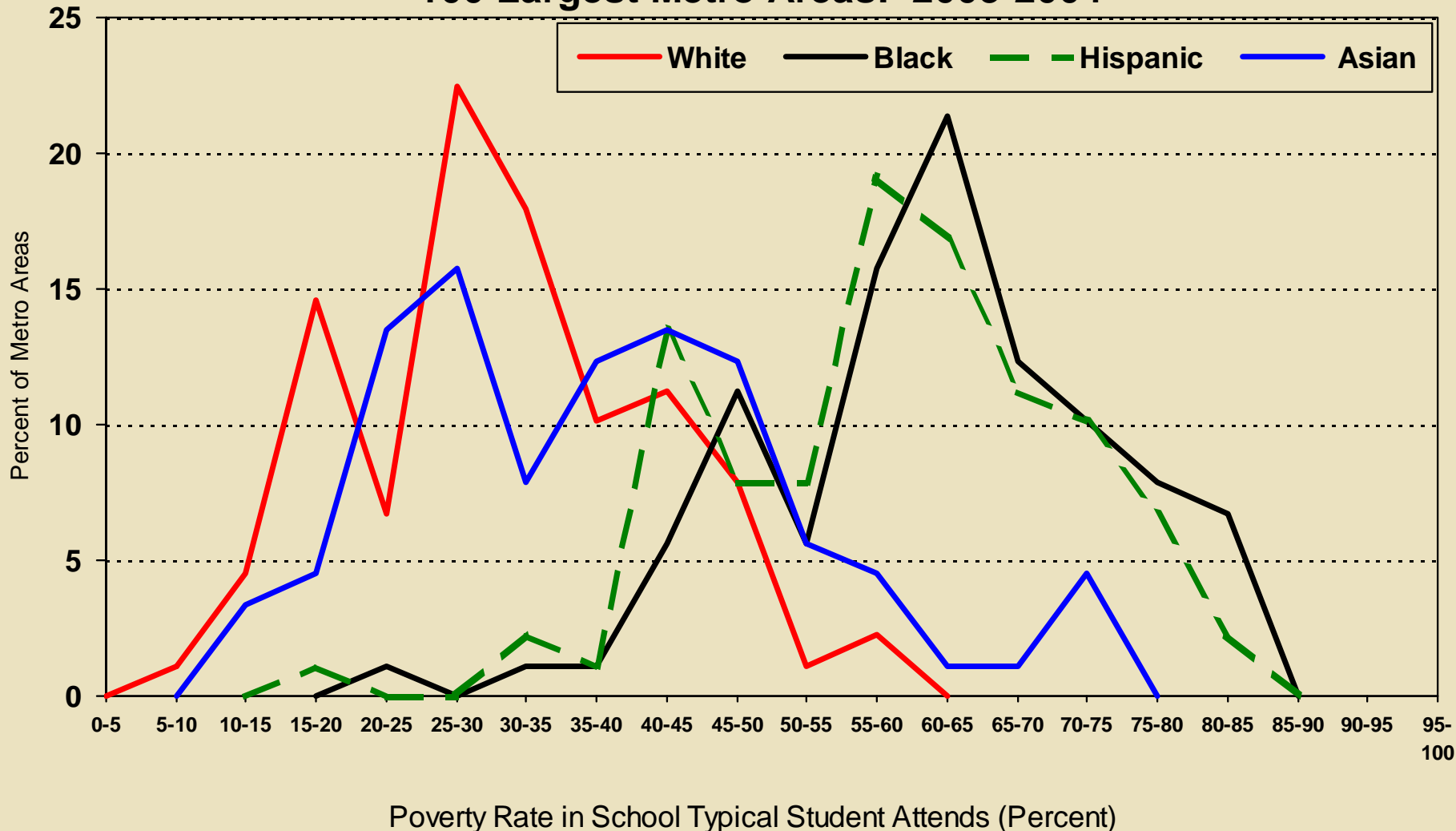
School Poverty Rates for Public Primary School Students Distributions by Race/Ethnicity 100 Largest Metro Areas: 2003-2004



Note: Poverty defined as being eligible for free or reduced lunch.

Source: DiversityData analysis of National Center for Education Statistics, Common Core of Data, 2003-04.

School Poverty Rates for Public Primary School Students Distributions by Race/Ethnicity 100 Largest Metro Areas: 2003-2004



Note: Poverty defined as being eligible for free or reduced lunch.

Source: DiversityData analysis of National Center for Education Statistics, Common Core of Data, 2003-04.



Policy Implications



Children:

Early childhood development

- Comprehensive early childhood development programs improve educational and social outcomes in childhood and adulthood.
- Include high-quality, active learning preschool (and school) program, and support for at-risk families (parent training and home visits).



Families:

Child poverty alleviation

- Federal government wields greatest levers, including increased eligibility and benefits under social and health programs.
- U.S. has second highest child poverty rate among developed countries, and makes less use of government transfers to mitigate child poverty than most other countries (<3% of GDP).



Neighborhoods: Housing choice and mobility

- Improve access of children in black and Hispanic families to affordable housing in suburban communities.
- Policies to reduce residential segregation include expanding neighborhood choice.



Schools:

Voluntary integration programs

- Sever connection between living in segregated, high poverty neighborhoods and attending segregated, high poverty schools by adopting voluntary school integration plans.
- Voluntary integration tools however, are currently in jeopardy as U.S. Supreme Court deliberates their constitutionality.



Metropolitan wide policies

- Regional equity policies to address the disparities arising from residential segregation by improving access to neighborhoods and schools with resources across the entire metropolitan area.



Conclusion

- Disadvantaged conditions disproportionately hurt black and Hispanic children, and hinder their life chances.
- Protecting children and improving opportunities for all
 - Morally compelling
 - Implications for labor productivity, economic competitiveness, health care costs, and social harmony
- Many policy solutions must be leveraged to ensure America's children are not left behind.



Children Left Behind: How Metropolitan Areas are Failing America's Children

Available at

diversitydata.org