



THE ANNIE E. CASEY FOUNDATION

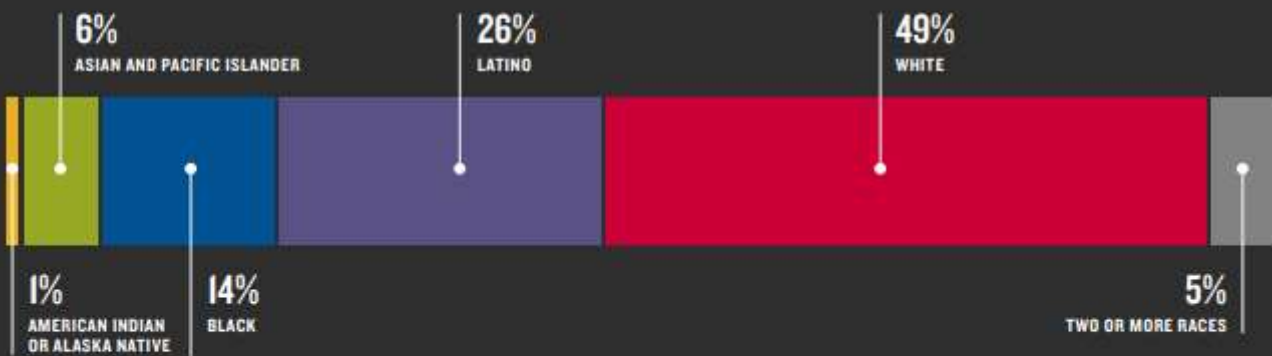
# RACE *for* RESULTS®

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

*a KIDS COUNT® policy report*

FIGURE 1

## Racial and Ethnic Composition of the 72 Million Children Under Age 18 in the United States (2022)

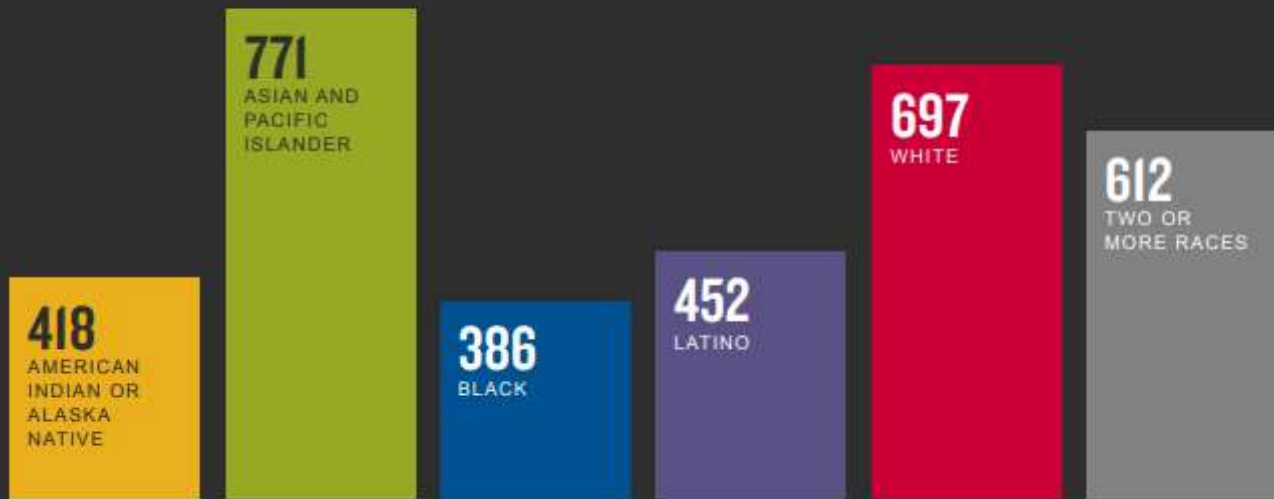


Source: U.S. Census Bureau, Population Division, Vintage 2022 population estimates.

Notes: Racial and Hispanic origin categories are mutually exclusive. Percentages do not add up to 100% due to rounding.

FIGURE 2

## Race for Results National Index Scores (2024)



SCORES ARE OUT OF 1,000

*Note: Racial and Hispanic origin categories are mutually exclusive.*

Asian and Pacific Islander children - well-being improved in nine indicators and worsened in two. All indicators for Asian and Pacific Islander children except for babies born at a healthy birth weight exceed the national average. Three indicators fell closer to the national average, three improved further beyond the national average, one worsened in comparison to the national average and four remained unchanged.

Black children - well-being improved in seven indicators, worsened in three and remained constant in one. Gaps between Black children and the national average also improved in seven indicators. Even with improvements, Black children face the steepest obstacles to opportunity.

Latino children - well-being improved in seven indicators, worsened in three and was unchanged in one. When compared to the national average, Latino children saw gaps improve on nine indicators, with one indicator worsening as it fell closer to the national average and one remaining unchanged

Review the entire brief at [aecf-raceforresults-2024.pdf](https://www.aecf-raceforresults-2024.pdf)

white children, well-being improved in six indicators, worsened in three and remained unchanged in two. All indicators for white children exceed the national average. Well-being in eight indicators fell closer to the national average, one improved further beyond the national average and two stayed the same.

children of two or more races, well-being improved in six indicators, worsened in three and stayed the same in one. (Comparison data for two or more races were not available for high school students graduating on time.)

TABLE I

## Race for Results Index Indicators (Percentages)

	Year	Total	American Indian or Alaska Native	Asian and Pacific Islander	Black	Latino	White	Two or More Races	Children in Immigrant Families
<b>EARLY CHILDHOOD</b>									
Babies born at normal birth weight	2021	91.5	91.9	90.8	85.3	92.2	93.0	90.8	92.1*
Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten	2017-21	58	56	61	59	53	59	59	57
<b>EDUCATION AND EARLY WORK EXPERIENCES</b>									
Fourth graders who scored at or above proficient in reading	2022	32	18	55	16	20	41	37	10 <sup>†</sup>
Eighth graders who scored at or above proficient in math	2022	26	11	56	9	14	34	27	4 <sup>†</sup>
High school students graduating on time**	2019-20	87	75	93	81	83	90	N.A.	N.A.
Young adults ages 19 to 26 who are in school or working	2017-21	84	69	90	76	82	87	84	84
Young adults ages 25 to 29 who have completed an associate degree or higher	2017-21	45	21	72	31	29	51	46	46
<b>FAMILY RESOURCES</b>									
Females ages 15 to 19 who delay childbearing until adulthood	2021	97	95	99	96	96	98	97	N.A.
Children who live with a householder who has at least a high school diploma	2017-21	88	87	91	89	72	95	94	75
Children who live in two-parent families	2017-21	69	50	85	39	66	78	67	81
Children living at or above 200% of poverty	2017-21	62	43	74	42	47	74	65	55
<b>NEIGHBORHOOD CONTEXT</b>									
Children who live in low-poverty areas (poverty <20%)**	2017-21	79	56	89	58	69	89	78	76

**KEY:** Improved Worsened Unchanged Unable to Compare

N.A.: Not available

Improved, worsened or unchanged are based on comparisons between 2017-21 and 2007-11, except for babies born at normal birth weight, which compares 2021 and 2016; fourth grade reading and eighth grade math, 2022 with 2011; and on-time high school graduation, 2019-20 and 2013-14. Comparison data are not available for females who delay childbearing.

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

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

\*\* State educational agencies were allowed to change requirements for a high school diploma to account for the impact of the COVID-19 pandemic. Therefore, caution should be used when interpreting changes between 2019-20 and prior years of data. Due to quality concerns and late delivery of data, the national average was calculated using imputed data for Illinois and Texas.

\*\*\* Racial groups American Indian or Alaska Native, Asian and Pacific Islander, Black and Two or More Races include both Hispanic and non-Hispanic populations. Non-Hispanic white is the only racial group that excludes individuals identifying as Hispanic.



TABLE 2

## Race for Results Index Scores (2024)

Location	American Indian or Alaska Native	Asian and Pacific Islander	Black	Latino	White	Two or More Races
United States	418	771	386	452	697	612
Alabama	683	728	333	351	632	551
Alaska	337	523	S	567	696	587
Arizona	291	780	439	413	685	629
Arkansas	616	624	299	397	597	562
California	532	797	461	457	739	690
Colorado	505	741	502	453	744	649
Connecticut	S	800	461	452	793	743
Delaware	S	804	424	425	696	568
Florida	546	792	408	551	697	628
Georgia	518	775	406	409	674	596
Hawaii	S	594	711	557	732	632
Idaho	422	691	S	442	659	609
Illinois	S	837	341	501	740	637
Indiana	S	707	349	457	659	537
Iowa	547	704	403	505	720	578
Kansas	659	747	381	441	690	562
Kentucky	S	667	341	412	575	501
Louisiana	500	683	285	411	623	512
Maine	S	750	494	715	657	648
Maryland	S	808	499	434	768	674
Massachusetts	S	843	516	429	798	723
Michigan	565	800	268	479	660	515
Minnesota	347	624	400	496	760	602
Mississippi	S	700	306	398	615	501
Missouri	S	769	328	495	649	548
Montana	309	S	S	542	667	559
Nebraska	443	646	353	426	740	576
Nevada	452	670	326	407	662	555
New Hampshire	S	763	531	560	720	730
New Jersey	676	877	465	511	798	729
New Mexico	344	632	452	405	606	552
New York	515	717	404	441	731	667
North Carolina	398	763	391	398	696	552
North Dakota	318	S	490	563	727	575
Ohio	S	757	288	455	658	495
Oklahoma	471	653	380	372	589	498
Oregon	490	714	468	444	649	636
Pennsylvania	528	767	333	387	705	543
Rhode Island	S	714	470	385	738	586
South Carolina	S	747	336	412	666	498
South Dakota	180	S	564	422	723	502
Tennessee	S	756	325	380	640	509
Texas	666	807	435	428	713	631
Utah	480	666	539	489	739	704
Vermont	S	678	626	723	683	723
Virginia	S	820	450	487	734	685
Washington	483	744	525	447	704	660
West Virginia	S	S	417	568	509	513
Wisconsin	514	654	273	483	742	602
Wyoming	313	S	S	516	657	562

S: Suppressed

Note: Racial and Hispanic origin categories are mutually exclusive.

## Outcomes for Black Children by Immigrant Status

	Year	Children in U.S.-Born Families	Children in Immigrant Families
<b>Fourth graders who scored at or above proficient in reading*<sup>^</sup></b>	2022	<b>16%</b>	<b>13%</b>
<b>Children who live in two-parent families*</b>	2017-21	<b>33%</b>	<b>69%</b>
<b>Children who live in low-poverty areas (poverty &lt;20%)*<sup>**</sup></b>	2017-21	<b>55%</b>	<b>71%</b>

Sources: Reading Proficiency: U.S. Department of Education, 2022 National Assessment of Educational Progress; Two-Parent Families and Low-Poverty Areas: U.S. Census Bureau, 2017-21 American Community Survey five-year PUMS.

\* Includes only non-Hispanic Black children.

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

<sup>\*\*</sup> Includes Hispanic and non-Hispanic Black children.

## Outcomes for Latino Children by Immigrant Status

	Year	Children in U.S.-Born Families	Children in Immigrant Families
<b>Fourth graders who scored at or above proficient in reading*</b>	2022	<b>29%</b>	<b>8%</b>
<b>Children who live with a householder who has at least a high school diploma</b>	2017-21	<b>84%</b>	<b>60%</b>
<b>Children who live in two-parent families</b>	2017-21	<b>54%</b>	<b>77%</b>

Sources: Reading Proficiency: U.S. Department of Education, 2022 National Assessment of Educational Progress; Householder Educational Attainment and Two-Parent Families: U.S. Census Bureau, 2017-21 American Community Survey five-year PUMS.

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

## Outcomes for White Children by Immigrant Status

	Year	Children in U.S.-Born Families	Children in Immigrant Families
<b>Eighth graders who scored at or above proficient in math*</b>	2022	<b>35%</b>	<b>5%</b>
<b>Young adults ages 25 to 29 who have completed an associate degree or higher</b>	2017-21	<b>50%</b>	<b>62%</b>
<b>Children who live in two-parent families</b>	2017-21	<b>77%</b>	<b>90%</b>

Sources: Math Proficiency: U.S. Department of Education, 2022 National Assessment of Educational Progress; Associate Degree or Higher and Two-Parent Families: U.S. Census Bureau, 2017-21 American Community Survey five-year PUMS.

Note: Includes only non-Hispanic white children.

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