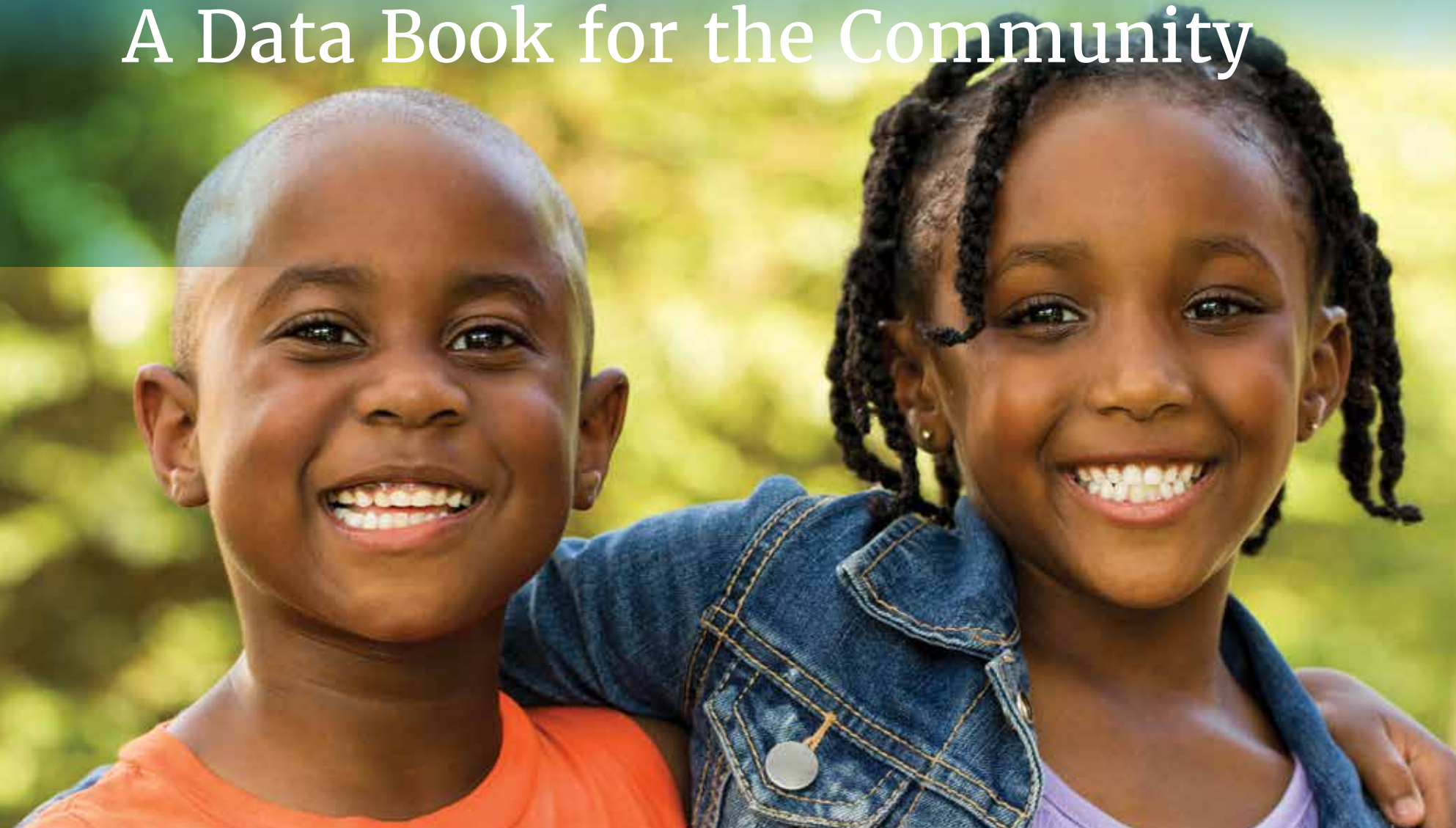


# Children of Metropolitan St. Louis: A Data Book for the Community



Eleventh Edition › 2020





# Introduction



# Acknowledgments

Vision for Children at Risk's eleventh edition of the *Children of Metropolitan St. Louis: A Data Book for the Community* could not have been produced without the contributions of numerous individuals, agencies, and community organizations. This report was developed under the direction of Vision for Children at Risk's Data and Research Coordinator, Liz Hoester. Sincere gratitude to Bree Schubert, who was instrumental in producing the maps that are featured in this report and to Lisa Troehler Graphic Design for lay-out and design services. Special thanks to Vision for Children at Risk's Executive Director, Sanaria Sulaiman, and our Board of Directors who contributed to this report in countless ways. Thank you to the dedicated members of Vision for Children at Risk's Research Committee for sharing their guidance throughout the production of this report: Maggie Callon, Marga Fronmuller, Charles Kindleberger, Robert Mai, Dennis O'Connor, Sonja Pelli, and John Posey.

Many individuals and organizations volunteered their time and expertise to ensure the most accurate reporting of the child well-being data that are included in this report. Special thanks to John Tharp at the Illinois Department of Public Health, Sandra Irish

at Children's Home + Aid, Michael Austrin at Child Care Aware of Missouri, and the multiple individuals within the Missouri Department of Social Services, the Illinois Department of Human Services, and the Illinois Department of Children and Family Services for partnering with us and contributing key child well-being data to this report.

And a tremendous thank you to the Deaconess Foundation for making this critical child well-being data more accessible to the community through their generous support of the printing of the CMSL Data Book.

Permission to copy, disseminate, or otherwise use the information in this report is granted with appropriate acknowledgement. This report is produced for the community. We encourage the use of this information for any effort aimed at addressing inequities and improving the well-being of the children in our region.

Finally, our most sincere gratitude and admiration goes to all of you who work tirelessly to improve child well-being throughout the St. Louis region and use this report as a resource to advocate for, and promote the well-being of, all children in our region.

SPECIAL THANKS TO THE DEACONESS FOUNDATION FOR PROVIDING FINANCIAL SUPPORT FOR THE PUBLICATION OF THIS REPORT





# About Vision for Children at Risk

At Vision for Children at Risk, our focus is on creating a better future for children, where geography does not determine their future. We are committed to reducing the wide disparities that exist in the well-being of children across the St. Louis region, as illustrated in this report. We promote the well-being of children, youth, and their families to help overcome these disparities, and to ensure that the fundamental needs of all St. Louis-area children are met. We do this by:

- › Informing the community with data and research;
- › Promoting collaborative action;
- › Engaging and supporting families; and
- › Advocating for child well-being through policy and community investment.

## Informing

We track more than 40 key indicators of child well-being in the St. Louis metropolitan area at the ZIP code level and apply an equity lens through all choice points in our data process including selection of indicators, data collection (prioritizing the collection of disaggregated data), data analysis, the presentation of data, and data dissemination. We are also growing efforts to ensure that children's and families' lived experiences and needs are heard and elevated as qualitative data. Data is disseminated to the community through this report, through community café action-oriented work, and on the Vision for Children at Risk website, [www.visionforchildren.org](http://www.visionforchildren.org). This data calls attention to children's needs, as well as the challenges posed by disparities and inequities; it also provides a basis for planning initiatives that strategically target these needs. In addition, Vision for Children at Risk regularly shares information on trends and best practices in child advocacy and stimulates discussion through community forums, webinars, and our website. We strive to help our region better identify and respond to the needs and realities of children and families.

## Collaborating

Vision for Children at Risk builds, facilitates, and supports coalitions and collaborative efforts dedicated to improving child well-being, all while actively engaging families and community members. Among the collaborative initiatives we support are PACT-STL: supporting primary prevention strategies to improve the safety, stability, and well-being of families; St. Louis Child Abuse & Neglect Network: working to prevent child abuse and provide safe, permanent homes for children; Project LAUNCH: fostering the healthy development and wellness of young children 0-8 years; System of Care: improving mental health outcomes for children and youth with serious emotional disturbances; and LEAP Ahead STL: an early childhood

screening and referral effort. In addition, we hold periodic Children's Summit conferences to focus action and interest on aspects of child well-being. VCR has long served as an incubator to support strategic initiatives that address newly emerging needs of children, youth, and families.

## Engaging

At our core, we believe that family and community members are the key to children's well-being. We create spaces and opportunities for family and community support and strengthening, while empowering individuals and building avenues for positive system impact. We have three primary avenues for engaging with families: 1) We utilize and promote the use of café models. These include: Vitality Cafés, focused on individual wellness; Parent Cafés, a peer-to-peer experience focused on strengthening families; and Community Cafés, leveraging family and community voices for positive community change. 2) Our staff includes family support partners and mentors that dedicate time to walking alongside families as peer support. 3) We are also growing a parent advisory council model to create safe spaces for family and parent peer support. This model builds avenues for family and parent voices to be heard at a regional, state and national level.

## Advocating

The overall well-being of the St. Louis community is linked directly to how well children and families fare. By promoting the well-being of children, youth, and families, St. Louis can reverse the negative trends of recent decades related to the region's lagging population growth and economic development. A rising tide lifts all ships.

Vision for Children at Risk's advocacy strategies are centered on amplifying family and community voice at a local and state level through Parent Advisory Councils and Community Cafés. The Community Cafés use a structured model to take real community issues and create a safe space for community members and stakeholders to talk, learn, grow, and take action together. The community drives the direction of the café, and questions that matter keep us focused on the issue at hand. This year we will be focusing on children's mental health, the child protection system, and more. In addition, we continue to support Kids Win Missouri, a statewide, child-focused legislative advocacy initiative that originated out of VCR. This keeps us connected to the state legislative efforts that impact local families on a daily basis.

To learn more about Vision for Children at Risk's work improving the lives of children and their families, and to discover ways you can get involved, visit [www.visionforchildren.org](http://www.visionforchildren.org), or our Facebook page [visionforchildren](https://www.facebook.com/visionforchildren).

# Foreword

The strength, vitality and viability of the St. Louis region is inextricably linked to the well-being of its children, youth and families. If we want the St. Louis region to thrive, we must ensure that children thrive. For more than a quarter-century, the *Children of Metropolitan St. Louis* data book has provided the community with an unflinching picture of child well-being across the St. Louis region.

Over the past 30 years, Vision for Children at Risk has produced eleven editions of the Children of Metropolitan St. Louis report. Over the years, the report has evolved. We have expanded the geography for which we collect data, increasing from two counties to the five core counties that comprise the St. Louis region. We have also expanded the number of child well-being indicators included in the report. We have added indicators to ensure we are presenting a holistic picture of child well-being, as well as in response to trends that have been identified in the community and by the community. However, there is one thing that has not changed about this report: the focus on the persistent inequities and disparities in child well-being outcomes evident across the St. Louis region.

Focusing community attention on the dramatic disparities in child well-being outcomes that exist across the St. Louis region has been a primary focus of the Children of Metropolitan St. Louis report since the first publication of this data book in 1991. Vision for Children at Risk has continually used this report, and the data contained within, as a vehicle to highlight these patterns of inequitable outcomes and to mobilize community action around these issues. However, after production of the tenth edition of the CMSL report in 2018, Vision for Children at Risk made the deliberate decision to explore how we could incorporate an even sharper focus on equity into the next edition of our report.

To that end, Vision for Children at Risk has been working to ensure that an equity lens is applied through all choice points in our data process including selection of indicators, data collection (prioritizing the collection of disaggregated data), data analysis, the presentation of data, and data dissemination. It is our hope that this sharper focus on equity will help to spark greater action throughout the region because until these disparities and inequities in child well-being are appropriately addressed, the entire St. Louis region will continue to be adversely impacted.

## Child Well-being is at Risk

More than 500,000 children reside in the five core counties of the St. Louis region (St. Louis City, St. Louis County, and St. Charles County in Missouri and Madison and St. Clair counties in Illinois). These children are the future residents, workers, change-makers, and leaders of St. Louis. They are vital to the prosperity of our region. Analysis of the data reported in the 2020 edition of the *Children of Metropolitan St. Louis* data book finds that nearly 138,000 – an astonishing 27 percent of children living in the St. Louis region – reside in ZIP codes where risks to their well-being are severe. An additional 44,000 children reside in ZIP codes where risks to their well-being are high.<sup>1</sup> This means that the well-being of an alarming 1 out of every 3 children in the St. Louis region is significantly at risk. The data are clear: St. Louis is failing its children, and in doing so we are jeopardizing the well-being of the entire community.

## Inequities in Child Well-Being

The significant risks to child well-being confronting more than one-third of the children in our region are not uniformly distributed across all ZIP codes. The data consistently show patterns of inequity in ZIP codes where risk and need are highly concentrated. Many of these high-risk ZIP codes are located in the City of St. Louis. Of the 18 ZIP codes that fall within the boundaries of St. Louis City, 11 of them – or 61 percent – have a “severe” risk rating. This compares to 32 percent of St. Clair County ZIP codes, 24 percent of St. Louis County ZIP codes, 20 percent of Madison County ZIP codes, and zero percent of St. Charles County ZIP codes. Further, Black children are disproportionately affected by risks to their well-being. The data show that Black children are much more likely to live in ZIP codes with a severe risk rating. Of the ZIP codes where the majority of the population is Black/African American, nearly 90% have a severe risk rating.

On many measures of child well-being the St. Louis region ranks close to the national average. However, on almost every measure we attain this average in a perilous way: we have many children faring exceedingly well and many children facing severe risks to their well-being. And increasingly, we have fewer children in the middle. As long as we have some ZIP codes where less than one percent of children live in poverty and others where more than 80 percent of children live in poverty, we cannot thrive as a region. As long as the median family income for Black families is less than half that of white families in four out of the five counties in our region, St. Louis will not reach its full potential. As long as we have some school districts where nearly every child graduates from high school and others in which only 67 percent of students graduate, we will continue to see the St. Louis region struggle to grow and prosper. By holding equity at the center of all investments, resources, policies, and programs and targeting those most in need throughout our region, we can start to address these long-standing disparities, thus benefiting the St. Louis region as a whole.

## The Power of Data

Data is a powerful tool. Data can tell a compelling story. Data can mobilize community action. And data can influence public policy. Over the past quarter-century, Vision for Children at Risk has remained steadfast in our commitment to provide the St. Louis community with accurate, reliable data on the well-being of our children. This is more critical than ever in a social and political climate where facts are often disputed, refuted, and at times, categorically ignored. Furthermore, increasingly “misinformation” is intentionally being used as a strategy to cause confusion, illicit anger, and to generally wear down the public, leading to division and disengagement that only make it more challenging to address the issues that will improve child well-being outcomes.

During the 30 years Vision for Children at Risk has been tracking indicators of child well-being, the data have largely told the same story: while we have certainly seen improvements in some measures of child well-being, overwhelmingly, there are stark disparities in child well-being throughout our region. Furthermore, the data illuminate where these inequities in child well-being are concentrated. We know what the problems are and we know where the problems are. Now we must find the public and political will to address these issues. The well-being of our children and the strength of the entire region is dependent upon it.

The data reported in the *Children of Metropolitan St. Louis* report are intended to provide a foundation for informed, strategic, collaborative community action aimed at addressing the well-being of all children in the St. Louis region, but particularly those children who face the most severe risk. However, we are acutely aware that simply providing the St. Louis community with this data will not change outcomes. We must use this data to increase the public and political will needed to promote child well-being in our region. There is an extensive amount of research documenting the strong connection between the well-being of children and their families, community and economic development, and the overall strength of a region. Furthermore, we know the kinds of policies, programs, interventions and supports that are proven to help improve child well-being outcomes, regardless of race or ZIP code.

Vision for Children at Risk will continue to provide the community with critical data on the status of children and families in the St. Louis region. We will continue to celebrate when we see improvements in child well-being in the data and advocate alongside the community when we see inequities. However, we cannot expect to see significant improvements until we as a region acknowledge the importance of child well-being to the health and prosperity of the region, commit to improving the well-being of all children, and make child well-being a priority through targeted investments, resources, and policies that are grounded in equity.

**Liz Hoester**

*Data and Research Coordinator*

*Vision for Children at Risk*

<sup>1</sup>Vision for Children at Risk calculates a “Risk Rating” for all 138 ZIP codes in the five county St. Louis region. Risk ratings are derived from a comparison between a ZIP code’s data and the national norm.

# About this Book

This is the eleventh edition of the *Children of Metropolitan St. Louis (CMSL)* report published over the past 30 years. The CMSL provides data on more than 40 key indicators related to child well-being for the five core counties in the St. Louis region: St. Louis City, St. Louis County and St. Charles County in Missouri and Madison and St. Clair counties in Illinois. The majority of the data are provided at the ZIP code level. Educational data is reported at the school district level; crime statistics are reported for each individual municipality or, in the case of St. Louis City, the individual neighborhood.

Material presented in the CMSL data book is intended to provide the best available and most comprehensive data and information regarding the status and well-being of St. Louis area children. This report is produced for the community. We encourage the use of this information for any effort aimed at addressing inequities and improving the well-being of the children in our region.

Efforts to address the needs of children must be data-driven, strategic, and focused if they are to be successful. The goal of this report is to provide accurate, reliable data to serve as the foundation for informed, strategic, collaborative community action. This report begins with reference maps that support the data that are presented throughout the report. Next, basic population and demographic data are presented. Then, in the remaining sections of this book, data are presented related to six fundamental areas of childhood need. These six categories are:

## Children's Fundamental Needs Areas

- › Family Support
- › Maternal and Child Health
- › Early Childhood Development
- › Quality Education
- › Youth Development
- › Safe Neighborhoods and Strong Communities

Indicators in the CMSL are grouped under one of these six fundamental need areas. Each group of indicators provides a window into the status of St. Louis area children within that fundamental need area. When considered collectively, the indicators paint a picture of child well-being in the St. Louis region across the cradle-to-career spectrum.

## Focus on Equity

Focusing community attention on the dramatic disparities in child well-being outcomes that exist across the St. Louis region has been a primary focus of the *Children of Metropolitan St. Louis* report since the first publication of this data book in 1991. Vision for Children at Risk has continually used this report, and the data contained within, as a vehicle to highlight these patterns of inequitable outcomes and to mobilize community action around these issues. However, after production of the tenth edition of the CMSL report in 2018, Vision for Children at Risk made the deliberate decision to explore how we could incorporate an even sharper focus on equity into the next edition of our report. To that end, as Vision for Children at Risk began data collection for this eleventh edition of the CMSL, we began researching, collecting, and requesting data disaggregated by race and ethnicity for as many of our indicators as possible. Through this process, Vision for Children at Risk discovered that while this data is often collected, it is not always easily accessible.

In this edition of the CMSL, at the beginning of each Fundamental Need section you will find disaggregated data for some of the key indicators that are contained within that section. The purpose of this section is to present, in no uncertain terms, how we as a community are doing when it comes to issues of equity. Vision for Children at Risk is committed to continuing to expand and refine this Focus on Equity in future editions of this report.

## Advocacy and Civic Engagement

Following the presentation of the risk assessment data there is a description of Vision for Children at Risk's process for using this data as the foundation to address some of the region's most vexing issues facing children and families. Vision for Children at Risk uses this data as a powerful tool to strengthen authentic community engagement that leads to powerful, community-driven advocacy efforts.

## Why Zip Codes?

For 30 years, Vision for Children at Risk has been reporting child well-being data at the ZIP code level. The use of ZIP code boundaries allows for a far more detailed examination of the issues confronting the St. Louis region. Examining county level data can be useful at times. However, county level data aggregates high- and low-risk neighborhoods into an overall figure, often masking the large disparities and inequities in child well-being that continue to plague our region. ZIP codes allow the community to more clearly identify where need and risk are located in the region. This enables us to take informed, data-driven, strategic action to address the needs of children. Furthermore, ZIP codes are a part of our everyday language and experience. And while some data are available at even more granular geographies, such as the census tract, people are less familiar with those geographies and for many indicators data are not available at this level of detail.

Where ZIP code data was not available, we used school districts as the unit of measure for educational data, and jurisdictional boundaries for crime data.

## Notes on the Data

Vision for Children at Risk strives to report the most current, accurate data. Throughout the report percentages and rates have been calculated for each of the indicators. For a variety of reasons, in some cases data are simply not available for a particular geography. In these cases, this is noted on the data tables. In order to provide the most accurate picture of how children are faring in our region, we used population estimates to make many of the calculations; however, the U.S. Census Bureau does not track yearly population figures at the ZIP code level. In addition, some ZIP codes have very small populations, which may distort rates and percentages. Therefore, we have noted ZIP codes that have lower populations on the data tables. A number of other factors, such as changes in ZIP code boundaries, in legislation, in reporting systems, and in funding streams, can also influence the indicators and should be taken into account when interpreting the data.

## Notes on the Maps

Vision for Children at Risk acknowledges that while the data that are displayed on the tables throughout this report have extensive utility, they can be hard to digest and quickly analyze. To that end, we produce maps that visually display the data for every indicator included in this report (with the exception of the crime and violent crime rate indicators, which we currently are unable to map due to limitations of the mapping software). The monochromatic, choropleth maps featured in this report allow the user to better visualize the data and get a sense of how child well-being “looks” in the St. Louis region. These maps also enable the user to more easily identify trends in the data. Furthermore, the maps help illuminate areas where risk and need are concentrated and patterns of inequity in the region.

For mapping purposes, the data were analyzed with the U.S. norm as a reference point. The maps display the data in categories that fall above or below the national norm (or, in cases where the national norm was unavailable or inappropriate, the state or regional norm). Geographies in which the data reflect need/risk greater than the national norm appear on the maps in the two darkest shades of blue; geographies which reflect less need/risk than the national norm appear in the two lightest shades of blue.

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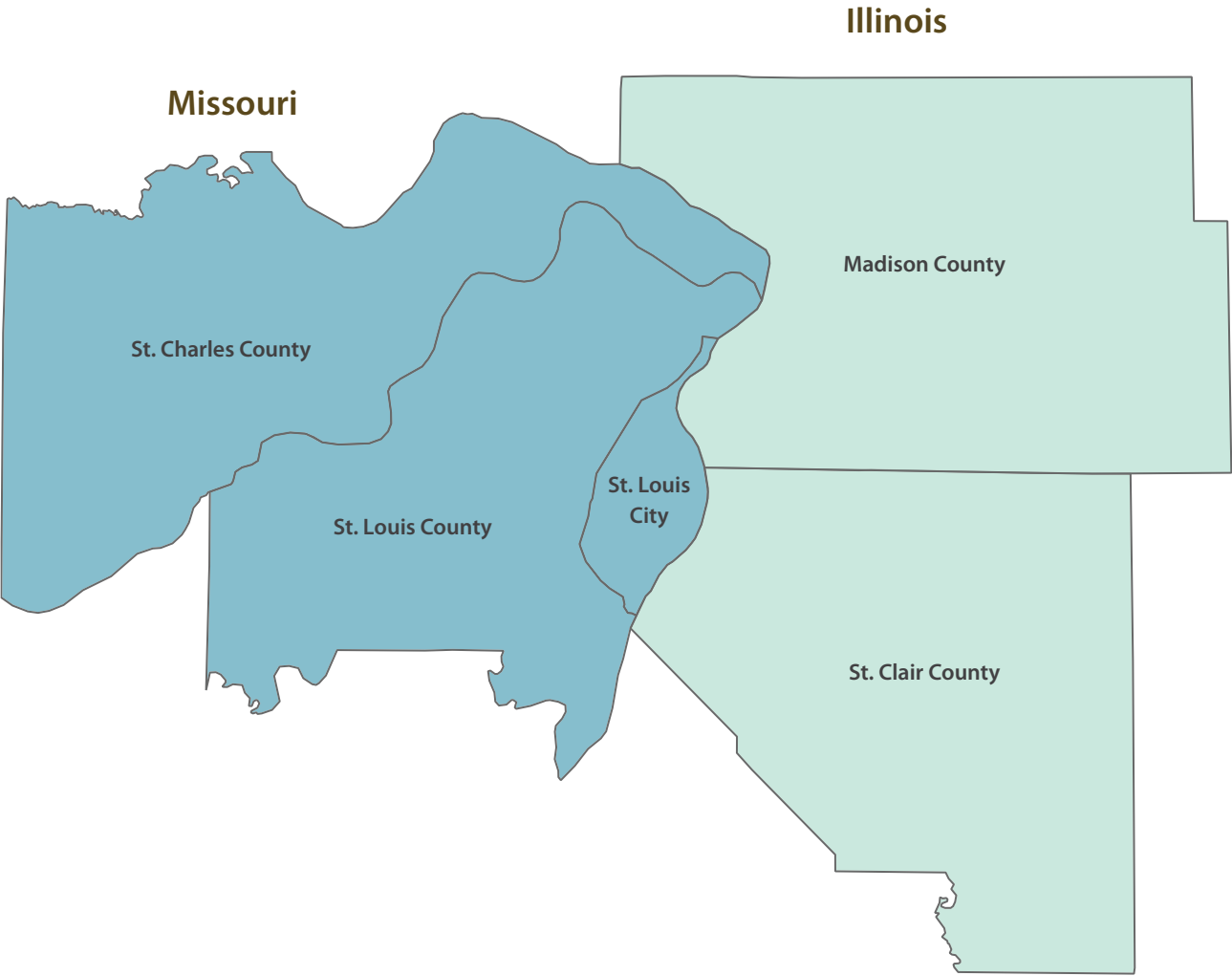


# Reference Maps

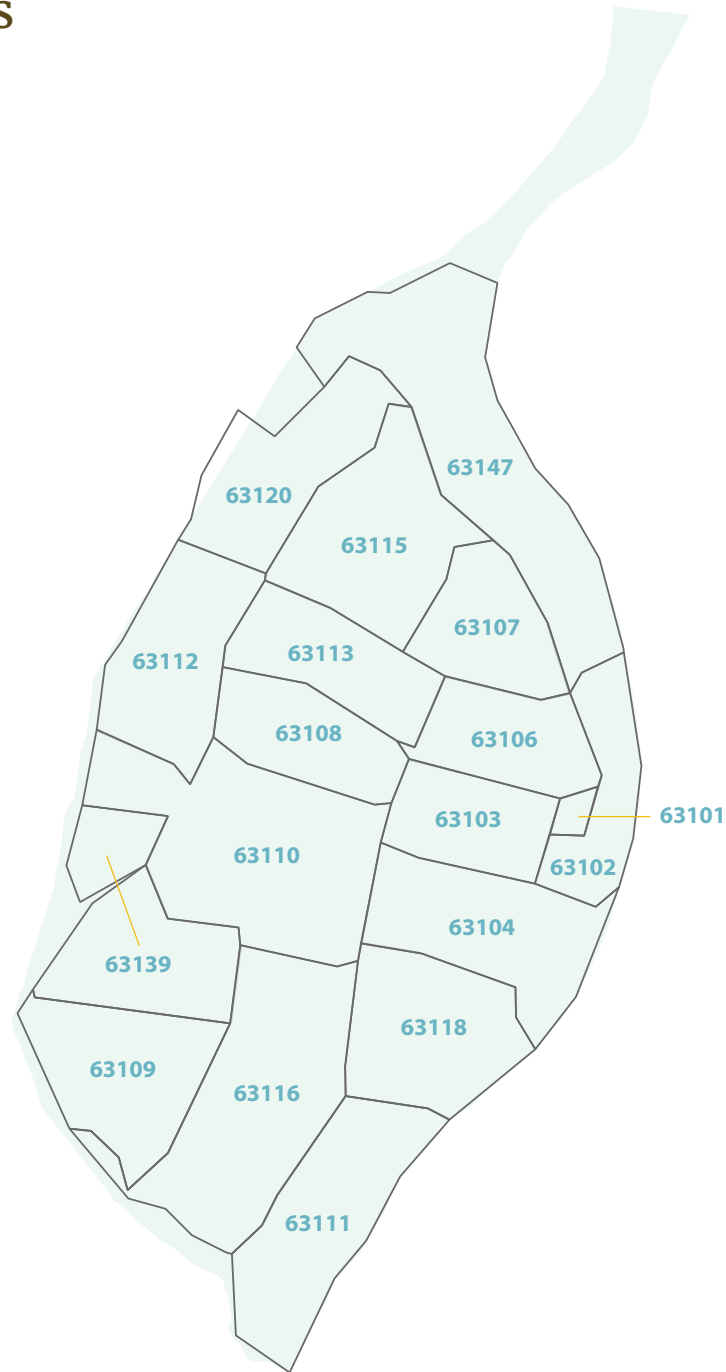
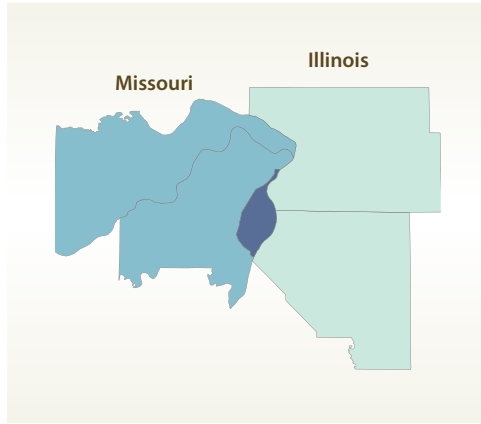
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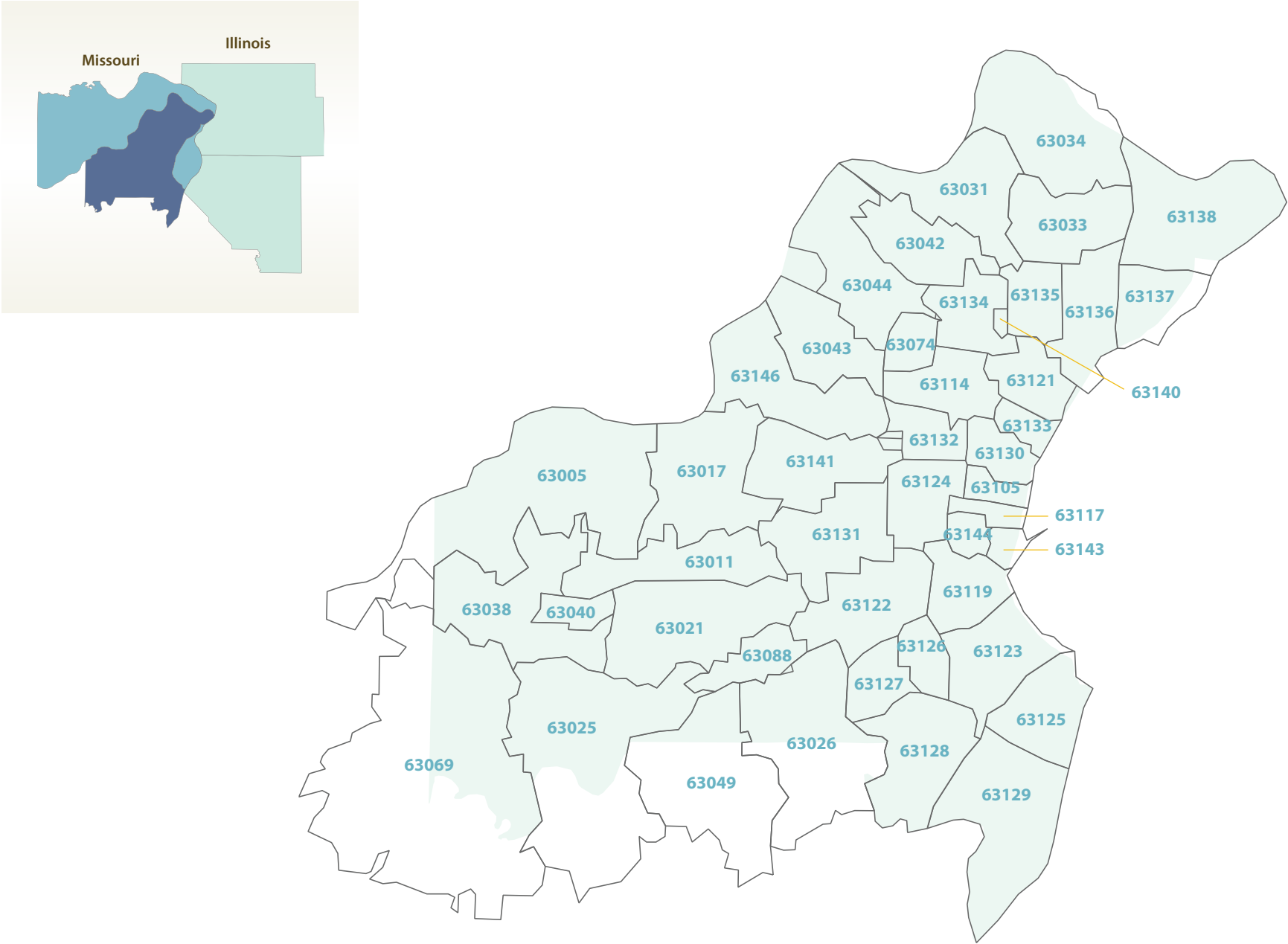
# County Map



# St. Louis City ZIP Code Boundaries

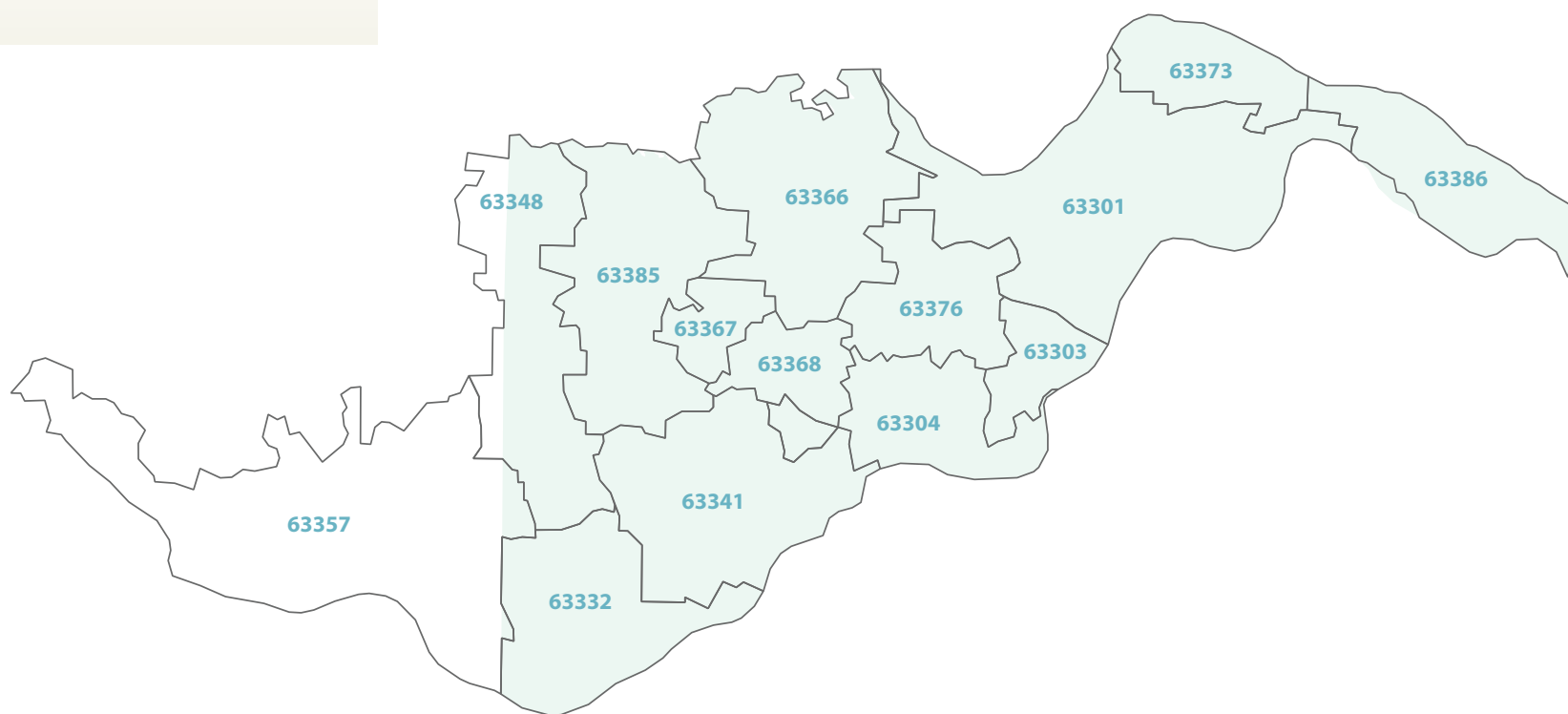
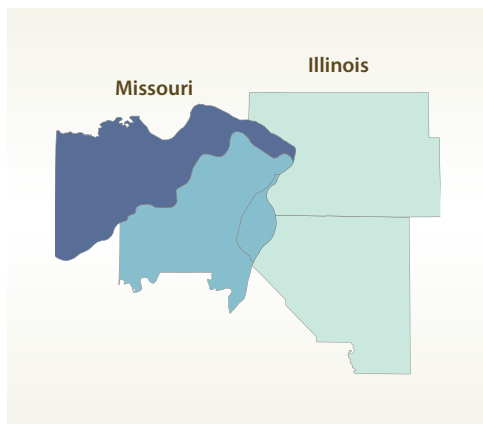


# St. Louis County ZIP Code Boundaries

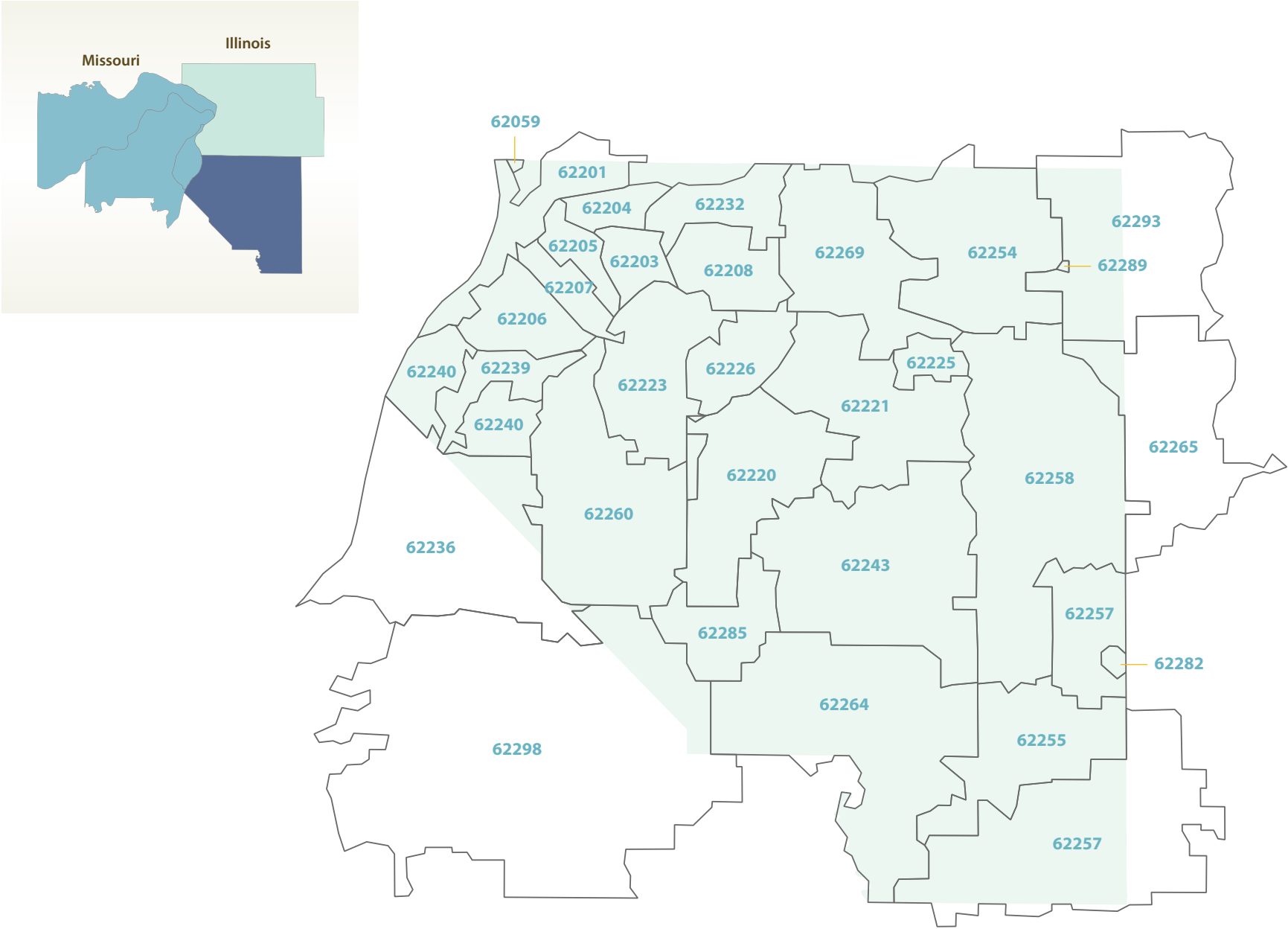




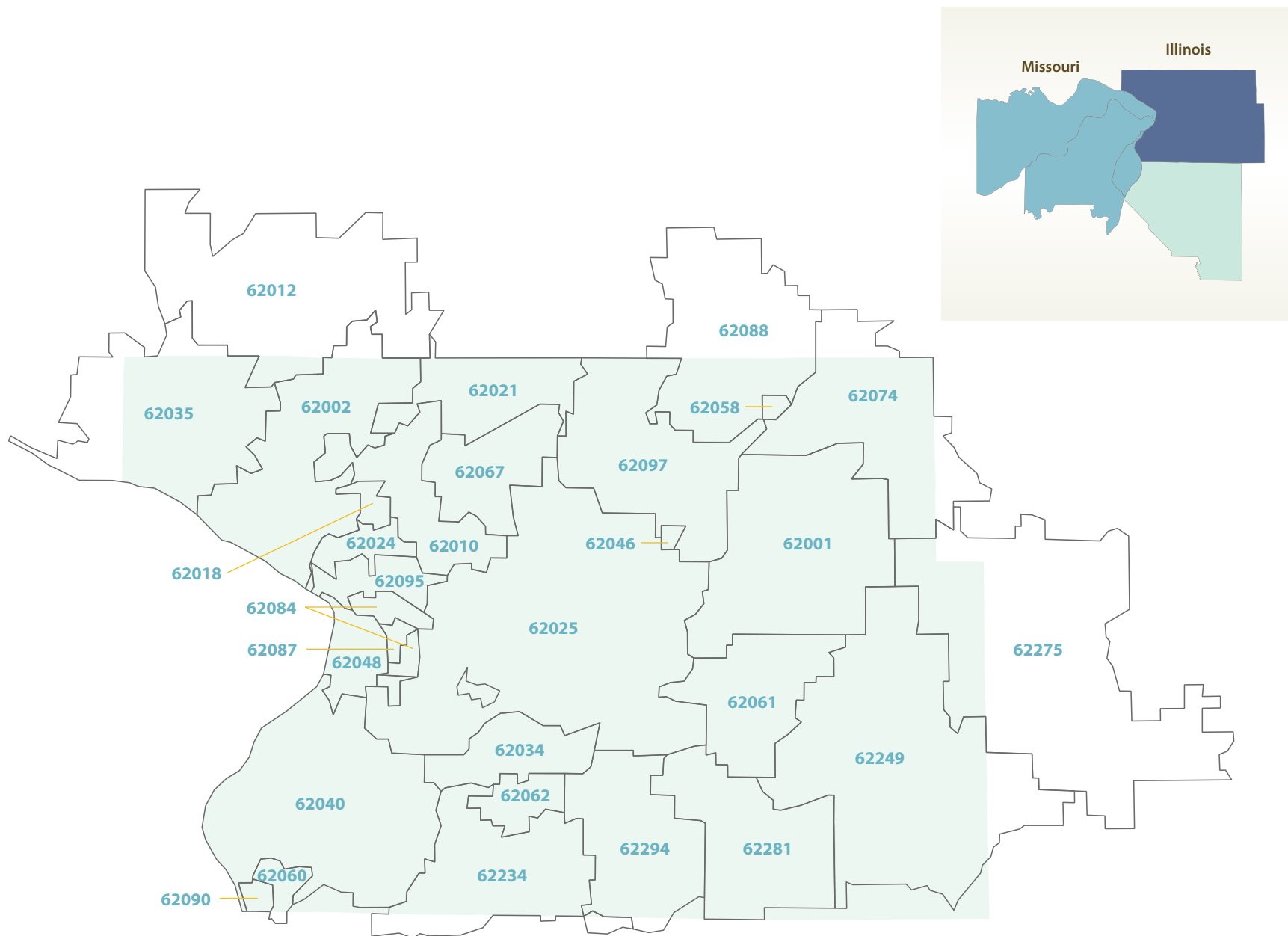
## St. Charles County ZIP Code Boundaries



# St. Clair County ZIP Code Boundaries

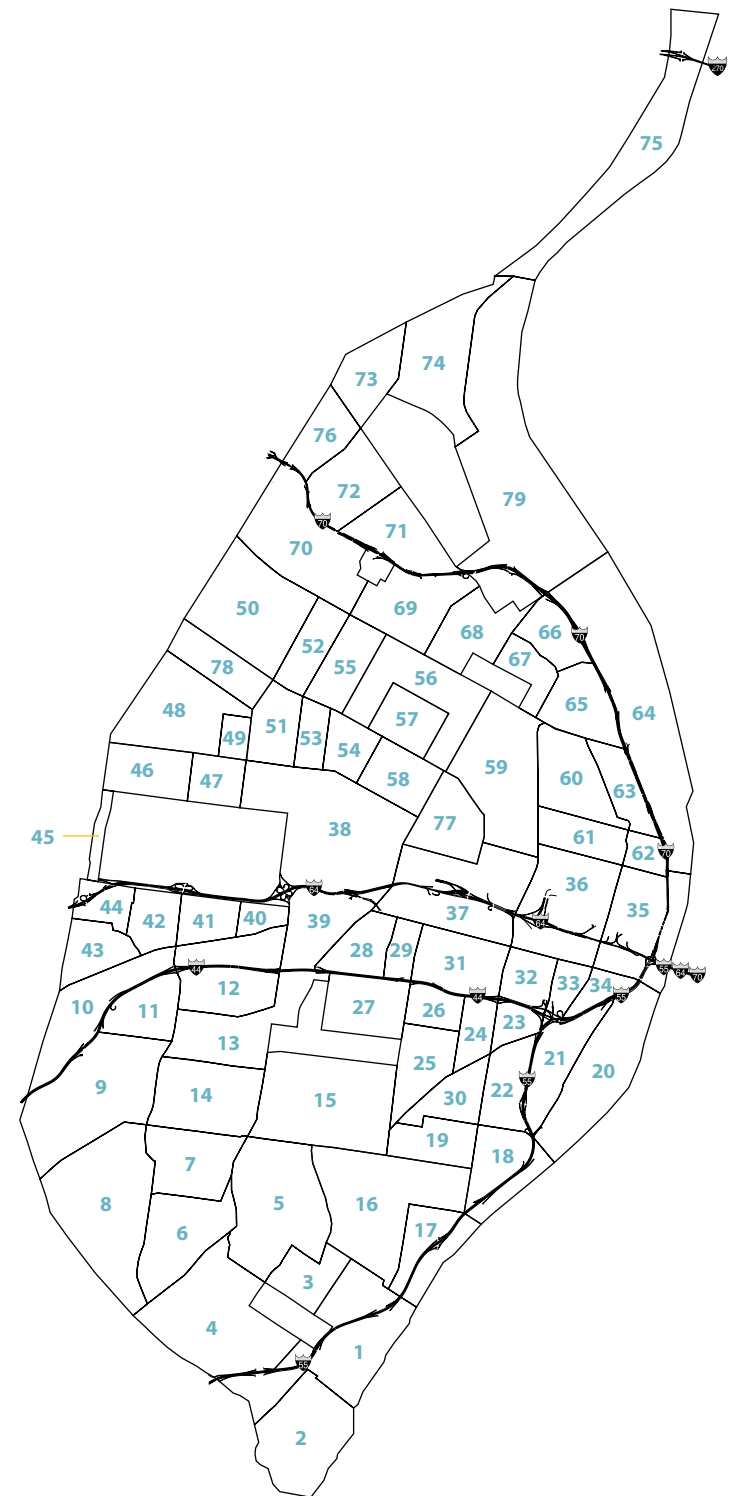


# Madison County ZIP Code Boundaries



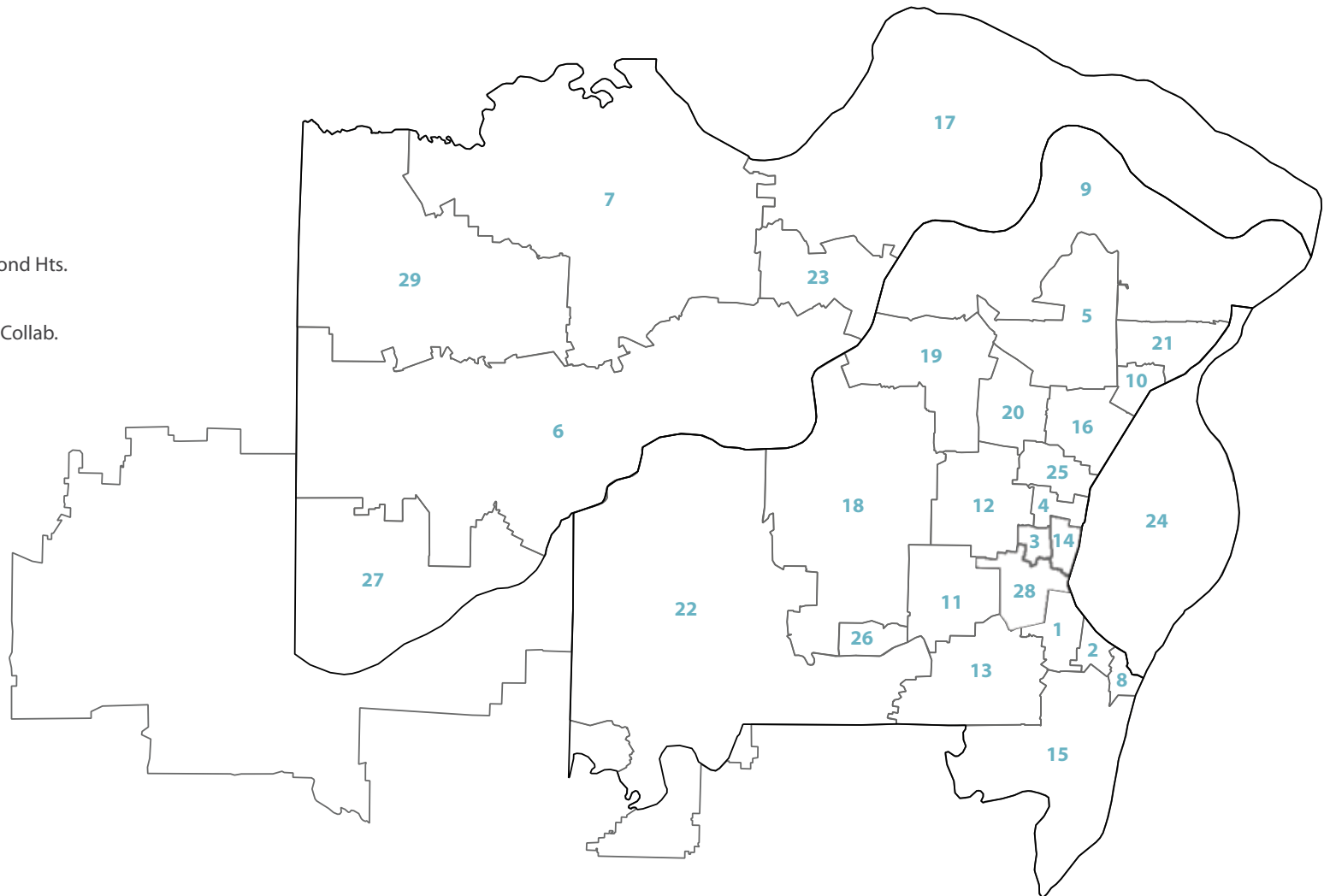
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- |                      |                           |                               |
|----------------------|---------------------------|-------------------------------|
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| 2 Patch              | 32 Lafayette Square       | 62 Columbus Square            |
| 3 Holly Hills        | 33 Peabody Darst Webbe    | 63 Old North St. Louis        |
| 4 Boulevard Heights  | 34 LaSalle Park           | 64 Near North Riverfront      |
| 5 Bevo Mill          | 35 Downtown               | 65 Hyde Park                  |
| 6 Princeton Heights  | 36 Downtown West          | 66 College Hill               |
| 7 South Hampton      | 37 Midtown                | 67 Fairground Neighborhood    |
| 8 St. Louis Hills    | 38 Central West End       | 68 O'Fallon                   |
| 9 Lindenwood Park    | 39 Forest Park South East | 69 Penrose                    |
| 10 Ellendale         | 40 Kings Oak              | 70 Mark Twain I-70 Industrial |
| 11 Clifton Heights   | 41 Cheltenham             | 71 Mark Twain                 |
| 12 The Hill          | 42 Clayton-Tamm           | 72 Walnut Park East           |
| 13 Southwest Garden  | 43 Franz Park             | 73 North Pointe               |
| 14 North Hampton     | 44 Hi-Pointe              | 74 Baden                      |
| 15 Tower Grove South | 45 Wydown Skinker         | 75 Riverview                  |
| 16 Dutchtown         | 46 Skinker DeBaliviere    | 76 Walnut Park West           |
| 17 Mount Pleasant    | 47 DeBaliviere Place      | 77 Covenant Blu-Grand Center  |
| 18 Marine Villa      | 48 West End               | 78 Hamilton Heights           |
| 19 Gravois Park      | 49 Visitation Park        | 79 North Riverfront           |
| 20 Kosciusko         | 50 Wells Goodfellow       |                               |
| 21 Soulard           | 51 Academy                |                               |
| 22 Benton Park       | 52 Kingsway West          |                               |
| 23 McKinley Heights  | 53 Fountain Park          |                               |
| 24 Fox Park          | 54 Lewis Place            |                               |
| 25 Tower Grove East  | 55 Kingsway East          |                               |
| 26 Compton Heights   | 56 Greater Ville          |                               |
| 27 Shaw              | 57 The Ville              |                               |
| 28 Botanical Heights | 58 Vandeventer            |                               |
| 29 Tiffany           | 59 Jeff Vanderlou         |                               |
| 30 Benton Park West  | 60 St. Louis Place        |                               |



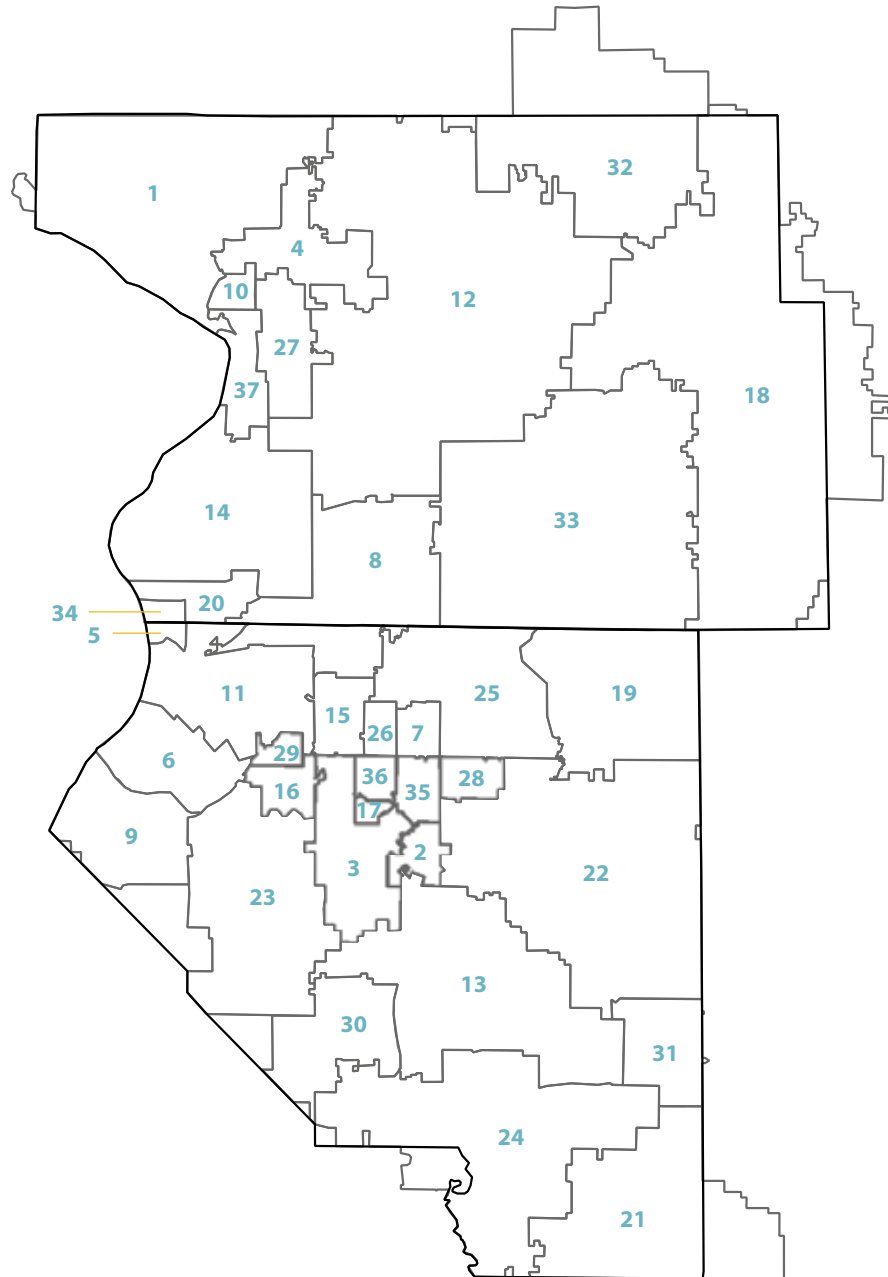
# Missouri School District Boundaries

- 1 Affton
- 2 Bayless
- 3 Brentwood
- 4 Clayton
- 5 Ferguson-Florissant
- 6 Francis Howell
- 7 Ft. Zumwalt
- 8 Hancock Place
- 9 Hazelwood
- 10 Jennings
- 11 Kirkwood
- 12 Ladue
- 13 Lindbergh
- 14 Maplewood-Richmond Hts.
- 15 Mehlville
- 16 Normandy Schools Collab.
- 17 Orchard Farm
- 18 Parkway
- 19 Pattonville
- 20 Ritenour
- 21 Riverview Gardens
- 22 Rockwood
- 23 St. Charles
- 24 St. Louis Public
- 25 University City
- 26 Valley Park
- 27 Washington
- 28 Webster Groves
- 29 Wentzville



# Illinois Elementary and Middle School District Boundaries

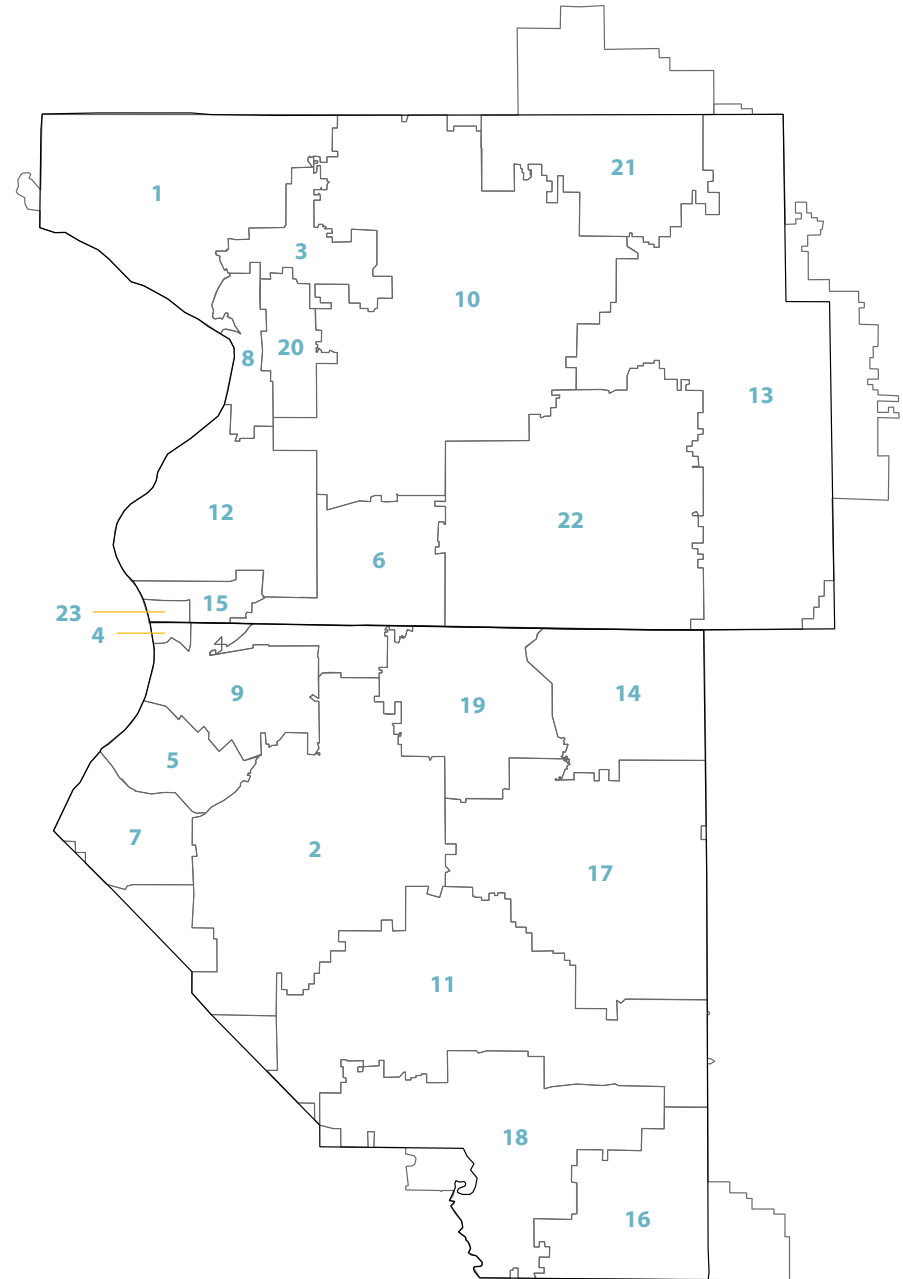
1	Alton	20	Madison
2	Belle Valley	21	Marissa
3	Belleville SD 118	22	Mascoutah
4	Bethalto	23	Millstadt
5	Brooklyn	24	New Athens
6	Cahokia	25	O'Fallon CCSD 90
7	Central	26	Pontiac-W Holliday
8	Collinsville	27	Roxana
9	Dupo	28	Shiloh Village
10	East Alton	29	Signal Hill
11	East St. Louis	30	Smithton
12	Edwardsville	31	St. Libory
13	Freeburg CCSD 70	32	Staunton
14	Granite City	33	Triad
15	Grant	34	Venice
16	Harmony	35	Whiteside
17	High Mount	36	Wolf Branch
18	Highland	37	Wood River-Hartford
19	Lebanon		





# Illinois High School District Boundaries

- 1 Alton
- 2 Belleville
- 3 Bethalto
- 4 Brooklyn
- 5 Cahokia
- 6 Collinsville
- 7 Dupo
- 8 East Alton-Wood River
- 9 East St. Louis
- 10 Edwardsville
- 11 Freeburg
- 12 Granite City
- 13 Highland
- 14 Lebanon
- 15 Madison
- 16 Marissa
- 17 Mascoutah
- 18 New Athens
- 19 O'Fallon
- 20 Roxana
- 21 Staunton
- 22 Triad
- 23 Venice





# Population and Demographics

## IN THIS SECTION

**14** Percent of Population Under Age 5

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**16** Percent of Population Under Age 18

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**18** White Population

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**20** Black/African American Population

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**22** Hispanic/Latino Population

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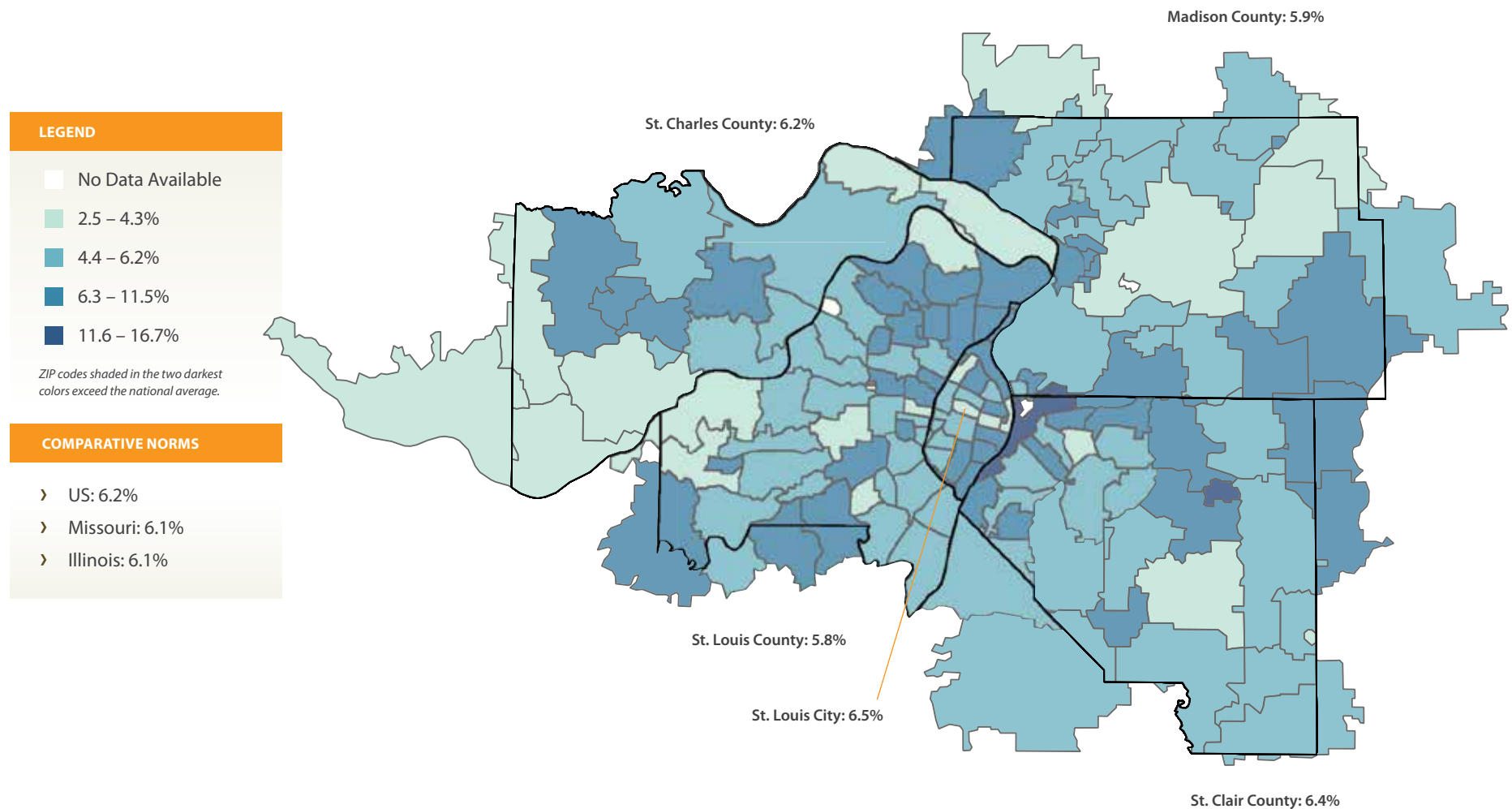
**24** Asian Population

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# Percent of Population Under Age 5

## Importance of this Indicator

It is essential to monitor where young children reside in our region, areas in which there are higher concentrations of young children, and the demographic trends of this age group. Young children are a particularly vulnerable population. Issues such as maternal and infant health and access to quality, affordable childcare uniquely affect children under age five and influence their future well-being. It is especially important to consider this data when making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving early childhood outcomes.



ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5
62001	4.3	62095	6.2	62258	4.4	63042	6.9	63118	10.1	63143	5.3
62002	6.1	62097	4.8	62260	5.1	63043	5.9	63119	5.7	63144	7.5
62010	5.2	62201	14.2	62264	6.2	63044	5.2	63120	3.8	63146	5.0
62012	3.6	62203	4.0	62265	6.8	63049	6.7	63121	5.7	63147	8.6
62018	5.1	62204	9.3	62269	6.6	63069	7.1	63122	7.4	63301	5.0
†62021	6.0	62205	4.9	62275	4.5	63074	7.4	63123	5.1	63303	5.7
62024	7.7	62206	4.7	62281	9.3	63088	5.5	63124	5.5	63304	5.8
62025	4.3	62207	6.8	†62282	3.7	63101	7.0	63125	5.9	†63332	2.5
62034	6.2	62208	6.0	62285	8.7	†63102	3.2	63126	4.6	63341	2.8
62035	6.6	62220	5.2	†62289	7.4	63103	3.2	63127	3.2	63348	3.7
62040	5.8	62221	6.9	62293	7.4	63104	7.5	63128	4.4	63357	3.6
†62046	10.6	62223	6.2	62294	5.4	63105	2.6	63129	4.6	63366	6.2
62048	7.0	62225	16.7	62298	5.1	63106	9.5	63130	6.3	63367	7.6
†62058	6.5	62226	5.0	63005	3.9	63107	6.2	63131	4.1	63368	6.3
†62059	7.1	62232	9.9	63011	5.5	63108	2.6	63132	6.3	†63373	4.2
62060	8.3	62234	6.3	63017	4.7	63109	5.8	63133	6.5	63376	6.3
62061	6.2	62236	6.1	63021	5.9	63110	5.8	63134	6.8	63385	7.7
62062	4.5	62239	4.8	63025	6.1	63111	7.4	63135	6.9	†63386	2.7
62067	4.5	62240	6.7	63026	7.2	63112	4.8	63136	7.7		
62074	3.8	62243	2.6	63031	7.1	63113	5.0	63137	6.8		
62084	7.6	62249	6.7	63033	6.5	63114	6.2	63138	10.0		
62087	7.8	62254	4.7	63034	3.4	63115	7.6	63139	5.4		
62088	5.1	62255	4.6	63038	4.3	63116	7.9	†63140	7.7		
62090	4.9	62257	5.7	63040	6.7	63117	4.6	63141	4.9		

### DEFINITION

## DATA SOURCE

### CALCULATION

\*No Data Available.

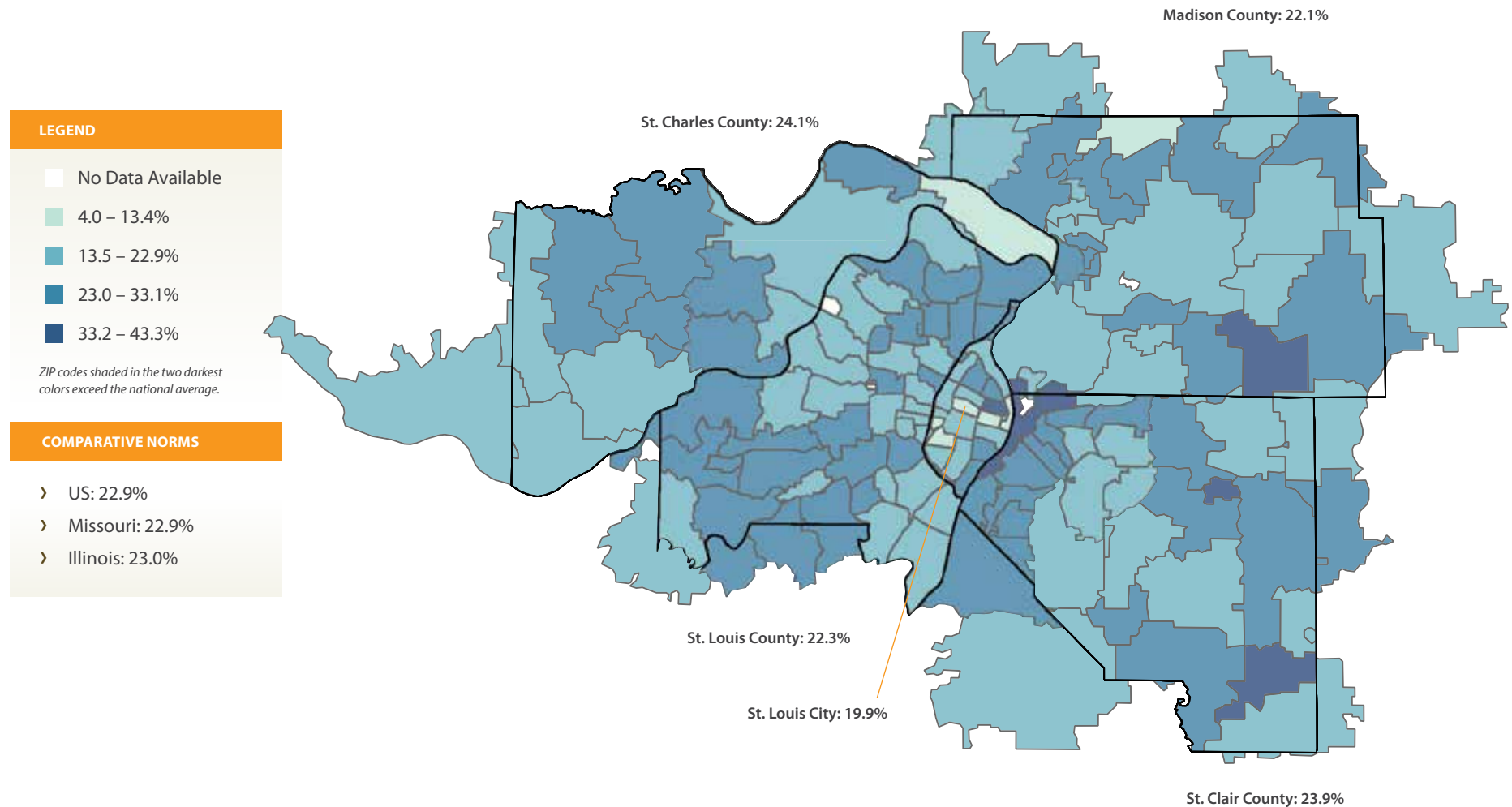
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Percent of Population Under Age 18

## Importance of this Indicator

It is essential to monitor where children reside in our region, areas in which there are higher concentrations of children and youth, and the demographic trends of this age group. It is particularly important to consider this data when it comes to making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving child well-being outcomes throughout the cradle to career spectrum.





ZIP	% Under 18		ZIP	% Under 18		ZIP	% Under 18		ZIP	% Under 18		ZIP	% Under 18
62001	20.3		62095	22.2		62258	27.8		63042	20.4		63118	26.6
62002	23.1		62097	24.0		62260	20.8		63043	19.9		63119	23.4
62010	24.6		62201	43.3		62264	23.4		63044	20.4		63120	22.8
62012	19.8		62203	16.3		62265	24.7		63049	23.9		63121	20.3
62018	21.8		62204	27.1		62269	25.9		63069	22.7		63122	24.5
†62021	8.7		62205	23.6		62275	20.9		63074	23.1		63123	17.7
62024	19.2		62206	24.9		62281	34.2		63088	17.0		63124	22.5
62025	20.8		62207	26.1		†62282	20.2		63101	16.1		63125	19.3
62034	23.5		62208	19.3		62285	24.4		†63102	4.0		63126	21.0
62035	20.7		62220	21.5		†62289	28.3		63103	6.9		63127	24.3
62040	20.9		62221	24.1		62293	22.1		63104	19.9		63128	17.8
†62046	31.3		62223	20.6		62294	24.2		63105	14.2		63129	18.9
62048	27.9		62225	39.4		62298	22.7		63106	37.4		63130	18.6
†62058	17.7		62226	20.9		63005	26.6		63107	24.7		63131	24.4
†62059	21.9		62232	26.5		63011	25.2		63108	10.1		63132	24.8
62060	21.4		62234	21.3		63017	19.9		63109	16.0		63133	27.2
62061	20.7		62236	23.1		63021	23.2		63110	16.1		63134	27.8
62062	20.3		62239	25.7		63025	25.8		63111	24.5		63135	27.2
62067	24.5		62240	25.1		63026	25.5		63112	19.8		63136	27.0
62074	27.8		62243	18.1		63031	25.6		63113	20.2		63137	26.2
62084	24.3		62249	23.0		63033	24.5		63114	22.3		63138	30.3
62087	28.7		62254	16.9		63034	19.6		63115	24.8		63139	13.1
62088	20.8		62255	34.8		63038	26.3		63116	21.5		†63140	23.2
62090	34.2		62257	18.0		63040	28.4		63117	16.4		63141	19.2

### DEFINITION

## DATA SOURCE

### CALCULATION

\*No Data Available.

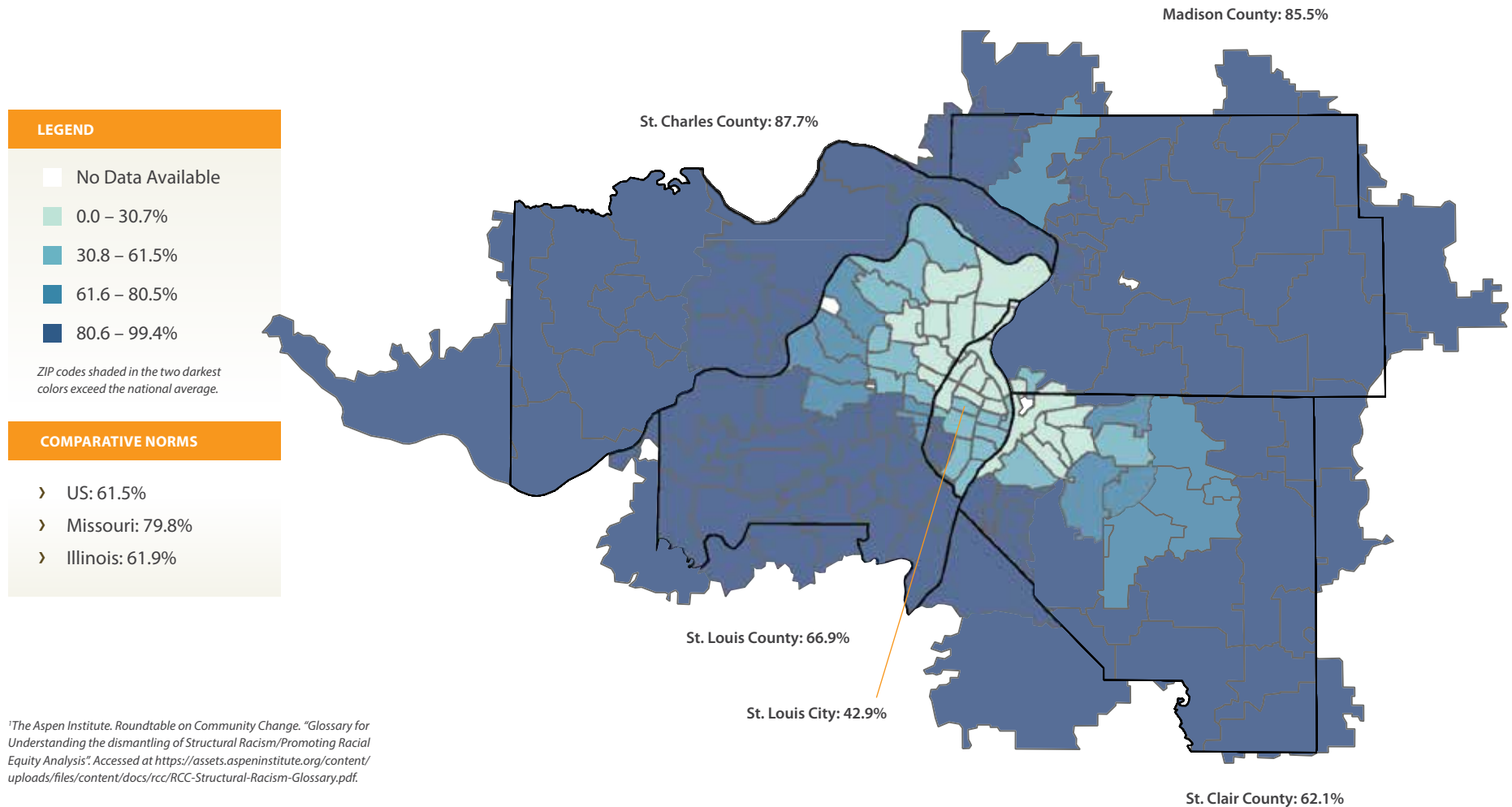
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# White Population

## Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate racial and ethnic group inequities. These policies and practices within and across institutions and social, economic and political systems produce outcomes that chronically favor, or put a racial or ethnic group at a disadvantage.<sup>1</sup> The ramifications of these policies and practices are evident in the

significant disparities that often exist in child well-being outcomes among children of different races and ethnicities. It is critical that this is taken into consideration when making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving child well-being outcomes throughout the cradle to career spectrum.



# White Population

ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White
62001	98.7	62095	94.8	62258	88.5	63042	51.5	63118	36.2	63143	74.2
62002	70.8	62097	93.9	62260	96.4	63043	69.7	63119	84.8	63144	87.1
62010	95.8	62201	7.4	62264	97.8	63044	65.3	63120	1.9	63146	69.7
62012	99.4	62203	4.7	62265	92.2	63049	93.1	63121	14.1	63147	5.2
62018	94.1	62204	1.2	62269	76.1	63069	88.6	63122	89.2	63301	85.6
<sup>†</sup> 62021	98.6	62205	1.7	62275	96.9	63074	57.9	63123	89.0	63303	82.6
62024	93.3	62206	37.1	62281	97.7	63088	91.7	63124	84.0	63304	89.0
62025	85.7	62207	2.9	<sup>†</sup> 62282	94.5	63101	38.0	63125	90.2	<sup>†</sup> 63332	98.6
62034	87.9	62208	61.5	62285	91.8	<sup>†</sup> 63102	43.0	63126	91.8	63341	98.0
62035	91.0	62220	72.6	<sup>†</sup> 62289	86.2	63103	43.7	63127	88.0	63348	96.4
62040	85.0	62221	65.6	62293	97.1	63104	46.7	63128	95.4	63357	97.4
<sup>†</sup> 62046	95.9	62223	75.0	62294	90.2	63105	74.9	63129	93.5	63366	90.2
62048	99.0	62225	64.7	62298	96.8	63106	3.2	63130	51.7	63367	88.2
<sup>†</sup> 62058	97.5	62226	70.1	63005	86.1	63107	11.6	63131	89.7	63368	85.5
<sup>†</sup> 62059	0.0	62232	78.7	63011	86.4	63108	49.3	63132	47.5	<sup>†</sup> 63373	96.0
62060	32.8	62234	82.2	63017	81.9	63109	86.2	63133	5.3	63376	88.0
62061	95.6	62236	96.1	63021	84.4	63110	56.8	63134	27.2	63385	91.2
62062	87.8	62239	93.1	63025	93.4	63111	42.1	63135	29.3	<sup>†</sup> 63386	98.3
62067	97.9	62240	81.8	63026	92.8	63112	20.7	63136	6.3		
62074	98.2	62243	95.9	63031	60.2	63113	2.0	63137	17.3		
62084	96.0	62249	93.1	63033	28.2	63114	58.5	63138	19.6		
62087	90.0	62254	82.0	63034	32.1	63115	0.9	63139	81.6		
62088	97.7	62255	92.5	63038	90.5	63116	61.3	<sup>†</sup> 63140	18.0		
62090	3.1	62257	99.1	63040	88.6	63117	76.2	63141	76.5		

## Data Notes

### DEFINITION

The percentage of the total population self-identifying as “White” on the American Community Survey.

### DATA SOURCE

MO & IL: American Fact Finder. Demographic and Housing Estimates. 2013-2017 American Community Survey 5-Year Estimates. Table: DP05. Accessed at <https://factfinder.census.gov/>.

### CALCULATION

(Total White population/Total population) X 100. Calculations made by Vision for Children at Risk.

### NOTE

Census Bureau categories were used for the demographic indicators included in this report. Data were not published for “American Indian and Alaska Native” or “Native Hawaiian and Other Pacific Islander” as the population for each of these groups was less than two percent in every ZIP code included in this report.

<sup>\*</sup>No Data Available.

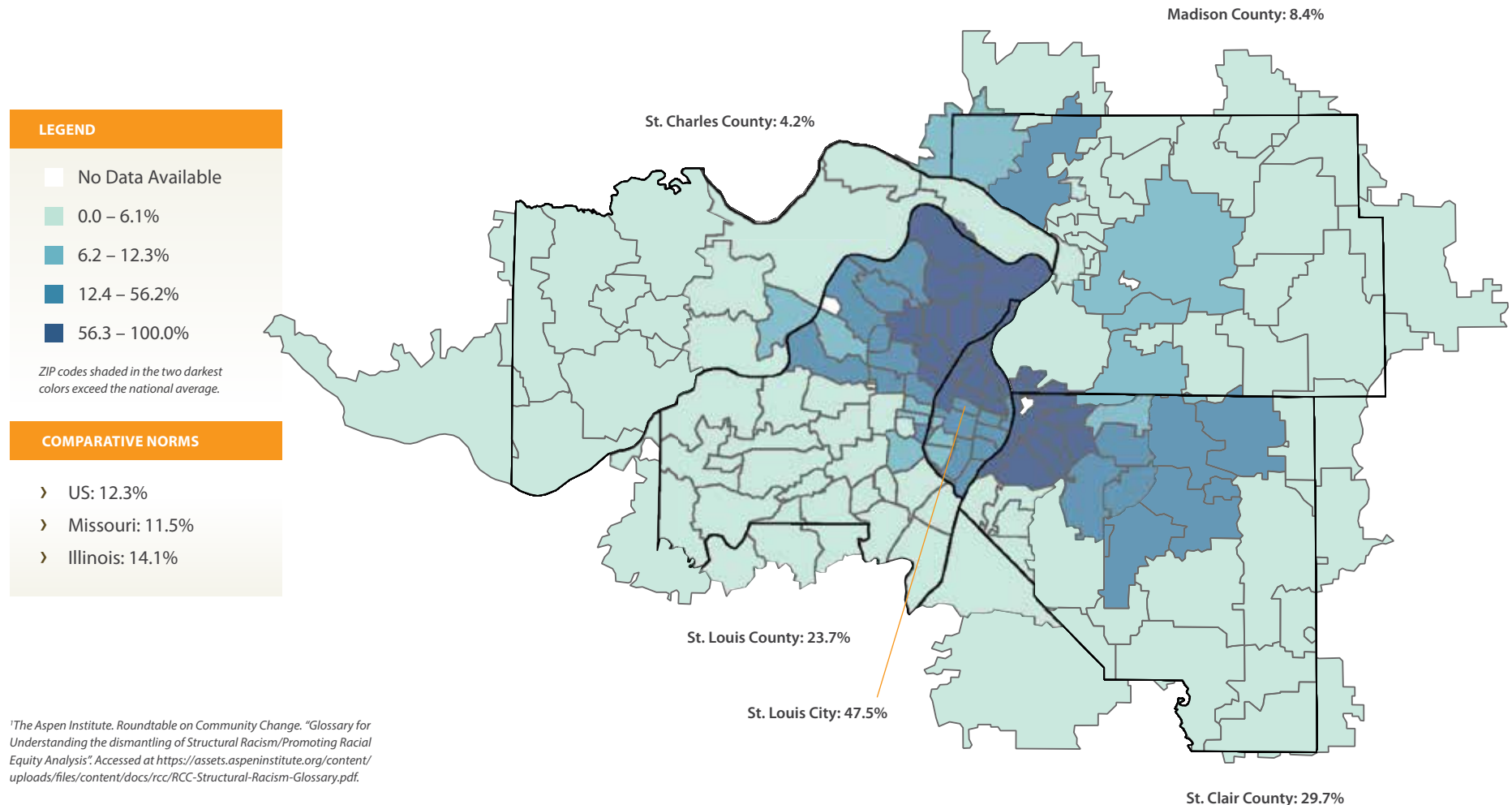
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Black/African American Population

## Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate racial and ethnic group inequities. These policies and practices within and across institutions and social, economic and political systems produce outcomes that chronically favor, or put a racial or ethnic group at a disadvantage.<sup>1</sup> The ramifications of these policies and practices are evident in the

significant disparities that often exist in child well-being outcomes among children of different races and ethnicities. It is critical that this is taken into consideration when making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving child well-being outcomes throughout the cradle to career spectrum.



## Black/African American Population

ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black
62001	0.8	62095	1.6	62258	3.5	63042	36.4	63118	50.0	63143	16.8
62002	22.7	62097	0.3	62260	0.5	63043	10.4	63119	8.5	63144	2.5
62010	0.7	62201	62.6	62264	0.4	63044	21.5	63120	96.2	63146	13.7
62012	0.1	62203	93.7	62265	3.3	63049	0.2	63121	81.9	63147	92.3
62018	2.3	62204	96.8	62269	13.0	63069	4.1	63122	4.6	63301	5.2
<sup>†</sup> 62021	0.0	62205	94.4	62275	0.0	63074	28.5	63123	2.5	63303	6.3
62024	2.4	62206	58.3	62281	0.0	63088	1.3	63124	3.8	63304	3.5
62025	8.7	62207	95.7	<sup>†</sup> 62282	0.0	63101	55.1	63125	4.4	<sup>†</sup> 63332	0.1
62034	6.6	62208	29.0	62285	2.9	<sup>†</sup> 63102	40.9	63126	1.3	63341	0.5
62035	6.2	62220	20.2	<sup>†</sup> 62289	1.6	63103	45.5	63127	2.1	63348	1.1
62040	5.3	62221	25.1	62293	0.2	63104	47.2	63128	1.2	63357	0.3
<sup>†</sup> 62046	0.6	62223	20.7	62294	1.7	63105	6.5	63129	1.8	63366	4.0
62048	0.0	62225	18.4	62298	0.5	63106	95.2	63130	37.1	63367	3.3
<sup>†</sup> 62058	0.0	62226	21.2	63005	1.0	63107	86.8	63131	1.7	63368	3.7
<sup>†</sup> 62059	100.0	62232	8.4	63011	2.8	63108	36.4	63132	37.0	<sup>†</sup> 63373	0.0
62060	62.4	62234	8.7	63017	3.6	63109	6.9	63133	91.1	63376	4.2
62061	0.0	62236	0.4	63021	2.9	63110	34.3	63134	63.1	63385	4.0
62062	3.9	62239	3.4	63025	0.5	63111	45.5	63135	63.7	<sup>†</sup> 63386	1.7
62067	0.0	62240	3.3	63026	1.1	63112	71.3	63136	89.2		
62074	1.2	62243	0.1	63031	30.8	63113	95.5	63137	79.3		
62084	0.0	62249	0.9	63033	64.2	63114	25.6	63138	74.3		
62087	5.7	62254	14.5	63034	61.7	63115	98.2	63139	8.8		
62088	0.0	62255	0.5	63038	2.3	63116	19.2	<sup>†</sup> 63140	82.0		
62090	93.6	62257	0.3	63040	0.6	63117	11.4	63141	6.1		

### Data Notes

#### DEFINITION

The percentage of the total population self-identifying as “Black or African American” on the American Community Survey.

#### DATA SOURCE

MO & IL: American Fact Finder. Demographic and Housing Estimates. 2013-2017 American Community Survey 5-Year Estimates. Table: DP05. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Total Black or African American population/Total population) X 100.  
Calculations made by Vision for Children at Risk.

#### NOTE

Census Bureau categories were used for the demographic indicators included in this report. Data were not published for “American Indian and Alaska Native” or “Native Hawaiian and Other Pacific Islander” as the population for each of these groups was less than two percent in every ZIP code included in this report.

<sup>\*</sup>No Data Available.

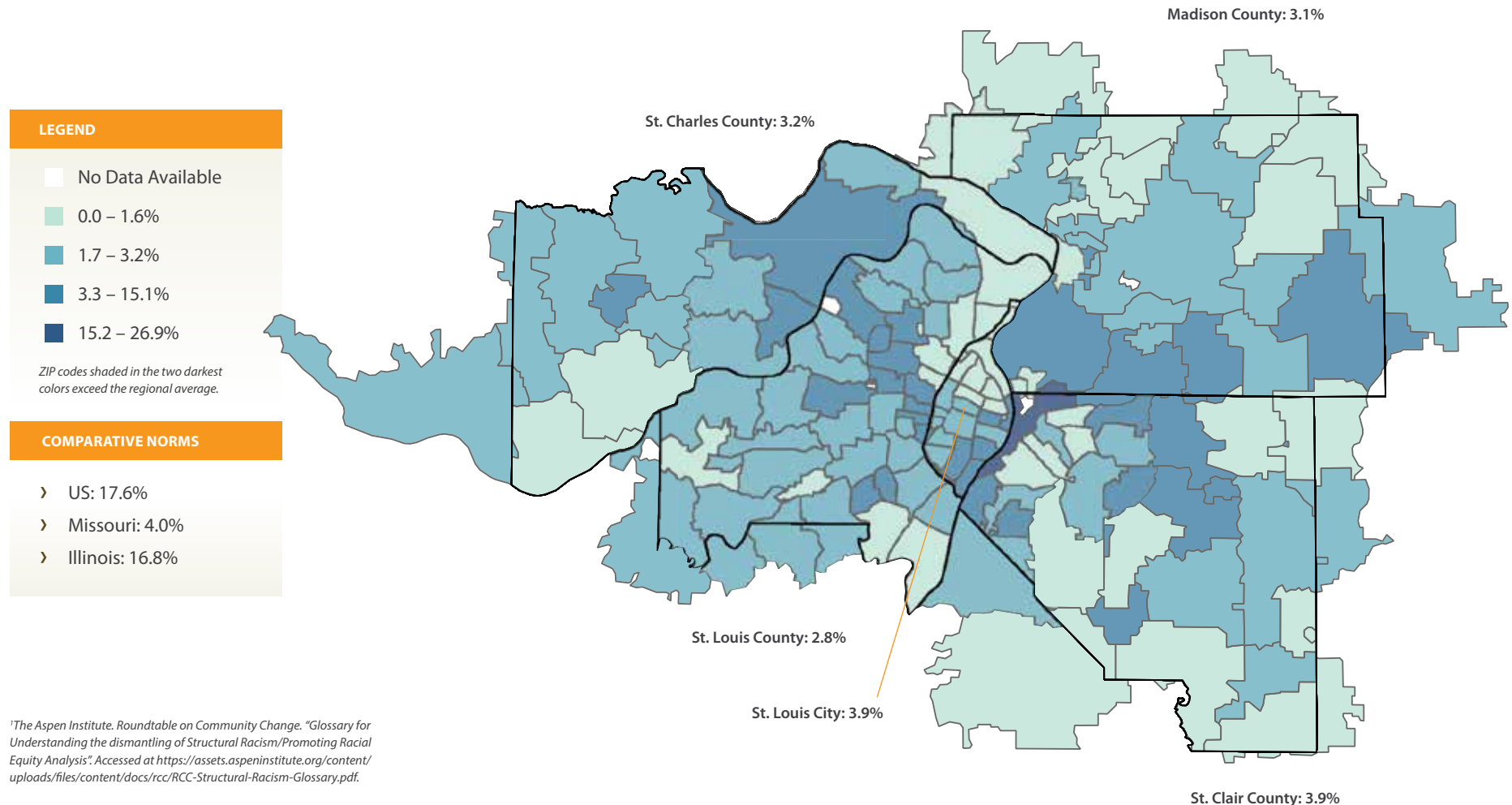
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Hispanic/Latino Population

## Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate racial and ethnic group inequities. These policies and practices within and across institutions and social, economic and political systems produce outcomes that chronically favor, or put a racial or ethnic group at a disadvantage.<sup>1</sup> The ramifications of these policies and practices are evident in the

significant disparities that often exist in child well-being outcomes among children of different races and ethnicities. It is critical that this is taken into consideration when making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving child well-being outcomes throughout the cradle to career spectrum.



## Hispanic/Latino Population

ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino
62001	0.5	62095	1.7	62258	2.2	63042	2.8	63118	7.4	63143	3.7
62002	1.8	62097	1.8	62260	1.4	63043	3.2	63119	2.3	63144	2.4
62010	1.6	62201	26.9	62264	1.3	63044	9.1	63120	0.6	63146	3.1
62012	0.3	62203	0.8	62265	2.8	63049	2.0	63121	1.1	63147	0.3
62018	1.9	62204	0.6	62269	3.9	63069	2.4	63122	2.2	63301	4.9
*62021	1.4	62205	3.0	62275	2.0	63074	5.3	63123	2.3	63303	3.7
62024	1.5	62206	0.8	62281	2.0	63088	1.1	63124	2.7	63304	2.3
62025	2.1	62207	0.8	*62282	0.7	63101	0.4	63125	2.1	*63332	1.3
62034	1.7	62208	2.4	62285	4.3	*63102	4.4	63126	4.1	63341	0.8
62035	1.2	62220	1.5	*62289	8.5	63103	4.5	63127	5.8	63348	2.1
62040	7.1	62221	3.3	62293	1.5	63104	2.7	63128	0.6	63357	2.1
*62046	0.8	62223	2.1	62294	4.4	63105	3.3	63129	1.6	63366	2.3
62048	0.2	62225	9.2	62298	1.5	63106	0.8	63130	3.5	63367	4.6
*62058	0.9	62226	3.9	63005	2.3	63107	0.4	63131	2.4	63368	3.1
*62059	0.0	62232	8.6	63011	3.1	63108	3.2	63132	4.6	*63373	2.5
62060	0.9	62234	6.2	63017	3.0	63109	3.2	63133	0.0	63376	3.2
62061	3.1	62236	1.7	63021	2.7	63110	2.9	63134	4.7	63385	1.9
62062	2.9	62239	2.8	63025	2.7	63111	7.4	63135	2.4	*63386	0.0
62067	0.0	62240	13.3	63026	2.3	63112	2.3	63136	0.8		
62074	0.3	62243	2.5	63031	2.9	63113	1.0	63137	0.8		
62084	2.1	62249	4.2	63033	1.8	63114	10.5	63138	0.9		
62087	3.9	62254	1.0	63034	2.7	63115	0.4	63139	3.0		
62088	1.3	62255	2.8	63038	1.0	63116	8.4	*63140	0.0		
62090	0.6	62257	0.0	63040	3.2	63117	3.4	63141	4.3		

### Data Notes

#### DEFINITION

The percentage of the total population self-identifying as “Hispanic or Latino” on the American Community Survey.

#### DATA SOURCE

MO & IL: American Fact Finder. Demographic and Housing Estimates. 2013-2017 American Community Survey 5-Year Estimates. Table: DP05. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Total Hispanic or Latino population/Total population) X 100.  
Calculations made by Vision for Children at Risk.

#### NOTE

Census Bureau categories were used for the demographic indicators included in this report. Data were not published for “American Indian and Alaska Native” or “Native Hawaiian and Other Pacific Islander” as the population for each of these groups was less than two percent in every ZIP code included in this report.

\*No Data Available.

\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

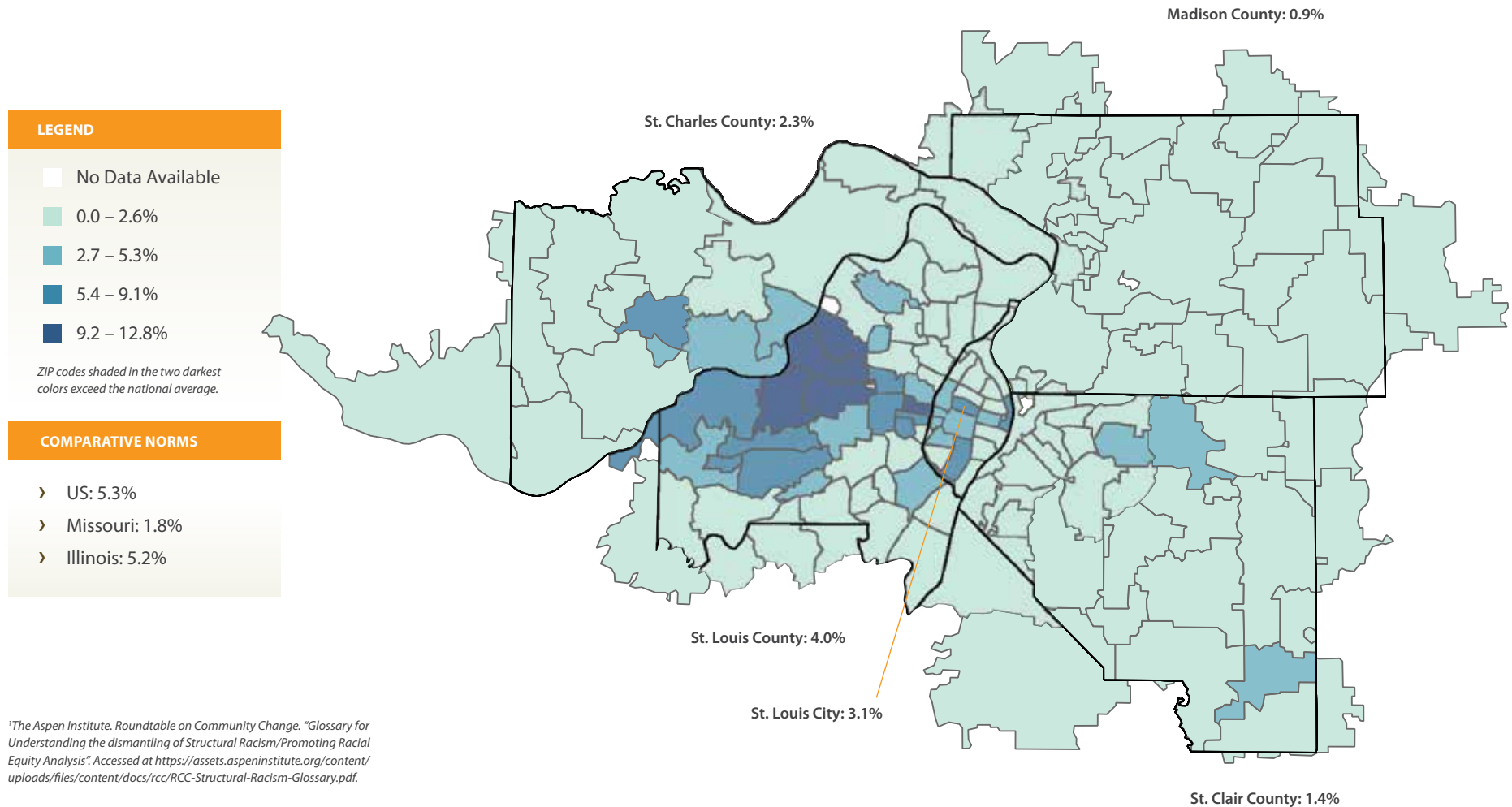


# Asian Population

## Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate racial and ethnic group inequities. These policies and practices within and across institutions and social, economic and political systems produce outcomes that chronically favor, or put a racial or ethnic group at a disadvantage.<sup>1</sup> The ramifications of these policies and practices are evident in the

significant disparities that often exist in child well-being outcomes among children of different races and ethnicities. It is critical that this is taken into consideration when making policy recommendations for the region, implementing strategic initiatives, and investing limited resources that are aimed at improving child well-being outcomes throughout the cradle to career spectrum.



## Asian Population

ZIP	% Asian	ZIP	% Asian	ZIP	% Asian	ZIP	% Asian	ZIP	% Asian	ZIP	% Asian
62001	0.0	62095	0.7	62258	1.3	63042	3.4	63118	2.4	63143	1.6
62002	0.6	62097	0.4	62260	0.0	63043	12.4	63119	2.3	63144	6.2
62010	0.6	62201	0.7	62264	0.0	63044	1.7	63120	0.8	63146	10.2
62012	0.0	62203	0.4	62265	1.7	63049	1.8	63121	1.0	63147	0.1
62018	0.0	62204	0.1	62269	3.3	63069	0.6	63122	1.8	63301	1.0
<sup>†</sup> 62021	0.0	62205	0.0	62275	0.5	63074	4.3	63123	3.6	63303	3.8
62024	1.3	62206	1.6	62281	0.0	63088	5.0	63124	6.2	63304	3.2
62025	1.6	62207	0.0	<sup>†</sup> 62282	0.9	63101	3.7	63125	1.3	<sup>†</sup> 63332	0.0
62034	1.6	62208	3.0	62285	0.4	<sup>†</sup> 63102	8.0	63126	1.4	63341	0.0
62035	0.7	62220	0.8	<sup>†</sup> 62289	0.0	63103	4.6	63127	2.6	63348	0.1
62040	0.7	62221	2.4	62293	0.7	63104	1.4	63128	1.8	63357	0.0
<sup>†</sup> 62046	2.0	62223	0.3	62294	1.6	63105	12.8	63129	2.0	63366	1.3
62048	0.0	62225	0.8	62298	0.3	63106	0.0	63130	4.2	63367	1.4
<sup>†</sup> 62058	0.3	62226	1.2	63005	8.9	63107	0.0	63131	5.1	63368	5.4
<sup>†</sup> 62059	0.0	62232	0.3	63011	5.8	63108	9.1	63132	7.3	<sup>†</sup> 63373	0.0
62060	1.0	62234	0.9	63017	9.9	63109	1.3	63133	0.0	63376	2.1
62061	0.9	62236	1.3	63021	7.5	63110	3.7	63134	0.7	63385	0.9
62062	1.8	62239	0.0	63025	2.0	63111	1.5	63135	0.8	<sup>†</sup> 63386	0.0
62067	1.3	62240	1.4	63026	2.0	63112	2.9	63136	0.0		
62074	0.0	62243	0.0	63031	1.9	63113	0.5	63137	0.3		
62084	0.0	62249	1.4	63033	1.4	63114	2.1	63138	0.1		
62087	0.0	62254	0.0	63034	0.8	63115	0.1	63139	3.2		
62088	0.1	62255	3.7	63038	3.2	63116	7.0	<sup>†</sup> 63140	0.0		
62090	1.2	62257	0.0	63040	6.8	63117	6.4	63141	11.2		

### Data Notes

#### DEFINITION

The percentage of the total population self-identifying as “Asian” on the American Community Survey.

#### DATA SOURCE

MO & IL: American Fact Finder. Demographic and Housing Estimates. 2013-2017 American Community Survey 5-Year Estimates. Table: DP05. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Total Asian population/Total population) X 100. Calculations made by Vision for Children at Risk.

#### NOTE

Census Bureau categories were used for the demographic indicators included in this report. Data were not published for “American Indian and Alaska Native” or “Native Hawaiian and Other Pacific Islander” as the population for each of these groups was less than two percent in every ZIP code included in this report.

<sup>\*</sup>No Data Available.

<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Family Support

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# Family Support › Focus on Equity

All children need the support of a family. And while the configuration of families may vary, Family Support is the first, and perhaps most fundamental, need of children. Children are dependent on families to provide for their basic material needs, to protect them from harm, and to nurture them. Families should be the primary source of a child's physical and social-emotional development. Without the support of a family and the competent care of a nurturing adult, it may be difficult for children to thrive – or even survive.

Fortunately, most children receive adequate support from their families. But high-functioning families and measured, informed parenting skills are not necessarily a naturally occurring phenomena. The broader community, including faith communities, schools, social service agencies, and governmental policies, can all contribute to strengthening the family support system. As children exist in the context of families, so too do families exist in the context of communities.

Strong families can – and should – be promoted as the goal for all children. However, there are many children for whom adequate family support is at issue. Poverty is perhaps the most critical issue that undermines the ability of far too many families to provide for the basic needs of their children. And it is nearly impossible for families to focus on other concerns that may detrimentally impact a child's development and well-being until these basic needs are adequately addressed.

We know the importance of Family Support to a child's overall well-being. We also know that strengthening and supporting families, especially the most vulnerable, is key to improving child well-being in our community. Further, it is critical that we acknowledge that across social, economic, and political systems, public policies and institutional practices past and present have produced outcomes that chronically favor some while persistently disadvantaging others. The ramifications of these policies and practices are evident in the significant disparities that exist in indicators related to child well-being among children of different races and ethnicities.

## Focus on Equity

The Focus on Equity pages of the Family Support section of this report contain tables that present data on key Family Support indicators related to child well-being that indicate, in no uncertain terms, how we as a community are doing when it comes to issues of equity. These tables show large disparities between racial and ethnic groups across the St. Louis region. In the pages that follow the Focus on Equity section, you will find ZIP code level data for the indicators that make up the Family Support section of this report. These data consistently show that the significant risks to child well-being in our region are not uniformly distributed across all ZIP codes. There are clear patterns of inequity among ZIP codes where risk and need are highly concentrated. These disparities must be addressed if we are to fundamentally improve child well-being in our region.

## Data Notes

### DATA SOURCE

Data for these tables came from the United States Census Bureau (American Community Survey), the Department of Health & Human Services (Administration for Children and Families), the Missouri Department of Social Services (Children's Division), and the Illinois Department of Children and Family Services.

### NOTE

Please note that the United States, Missouri, and Illinois child abuse and neglect data are not directly comparable as every state has considerably different systems for reporting, investigating and confirming child abuse and neglect.

*\*No Data Available.*

## Percent of Children Under 18 Living in Poverty

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
<b>US</b>	2017	18.4%	33.1%	26.3%	10.8%	11.1%
<b>MISSOURI</b>	2017	18.6%	37.6%	22.0%	13.5%	14.3%
St. Louis City	2017	28.4%	38.7%	32.3%	20.8%	6.2%
St. Louis County	2017	13.5%	29.9%	5.8%	9.2%	6.2%
St. Charles County	2017	7.4%	51.3%	10.3%	*	3.6%
<b>ILLINOIS</b>	2017	17.0%	37.5%	20.2%	8.5%	10.2%
St. Clair County	2017	24.2%	40.5%	46.9%	*	12.0%
Madison County	2017	19.7%	56.7%	43.7%	*	12.6%

## Family Support › Focus on Equity *(continued)*

### Median Family Income

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
US	2017	\$67,406	\$46,688	\$48,932	\$92,200	\$79,837
MISSOURI	2017	\$62,613	\$42,429	\$47,674	\$83,886	\$68,471
St. Louis City	2017	\$36,195	\$32,059	\$44,971	\$42,217	\$79,099
St. Louis County	2017	\$83,931	\$47,948	\$66,020	\$103,880	\$96,394
St. Charles County	2017	\$97,328	\$81,786	\$65,167	\$106,350	\$93,595
ILLINOIS	2017	\$73,200	\$44,580	\$52,753	\$96,036	\$87,365
St. Clair County	2017	\$59,127	\$34,805	\$60,271	\$82,193	\$82,933
Madison County	2017	\$72,386	\$35,883	\$47,400	\$67,708	\$76,721

### Unemployment Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
US	2017	6.6%	11.9%	7.6%	5.1%	5.2%
MISSOURI	2017	5.8%	12.1%	5.9%	3.4%	4.9%
St. Louis City	2017	9.4%	16.5%	4.2%	6.1%	4.0%
St. Louis County	2017	5.9%	12.2%	5.9%	2.6%	3.9%
St. Charles County	2017	3.6%	5.4%	3.3%	3.1%	3.5%
ILLINOIS	2017	7.4%	17.2%	8.0%	5.4%	5.4%
St. Clair County	2017	7.8%	14.2%	6.6%	12.4%	5.2%
Madison County	2017	7.4%	17.3%	10.8%	5.1%	6.3%



## Children Living in Alternative Care per 1,000

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
US	2018	5.9	9.6	4.9	0.6	5.2
MISSOURI	2019	9.4	13.6	*	0.8	9.3
St. Louis City	2019	5.6	7.0	*	0.7	4.7
St. Louis County	2019	6.6	12.9	*	0.0	4.3
St. Charles County	2019	3.7	21.4	*	0.0	2.9
ILLINOIS	2019	5.4	16.9	2.0	0.3	5.2
St. Clair County	2019	10.2	*	*	*	*
Madison County	2019	10.3	*	*	*	*

## Rate of Child Abuse/Neglect per 1,000 Children

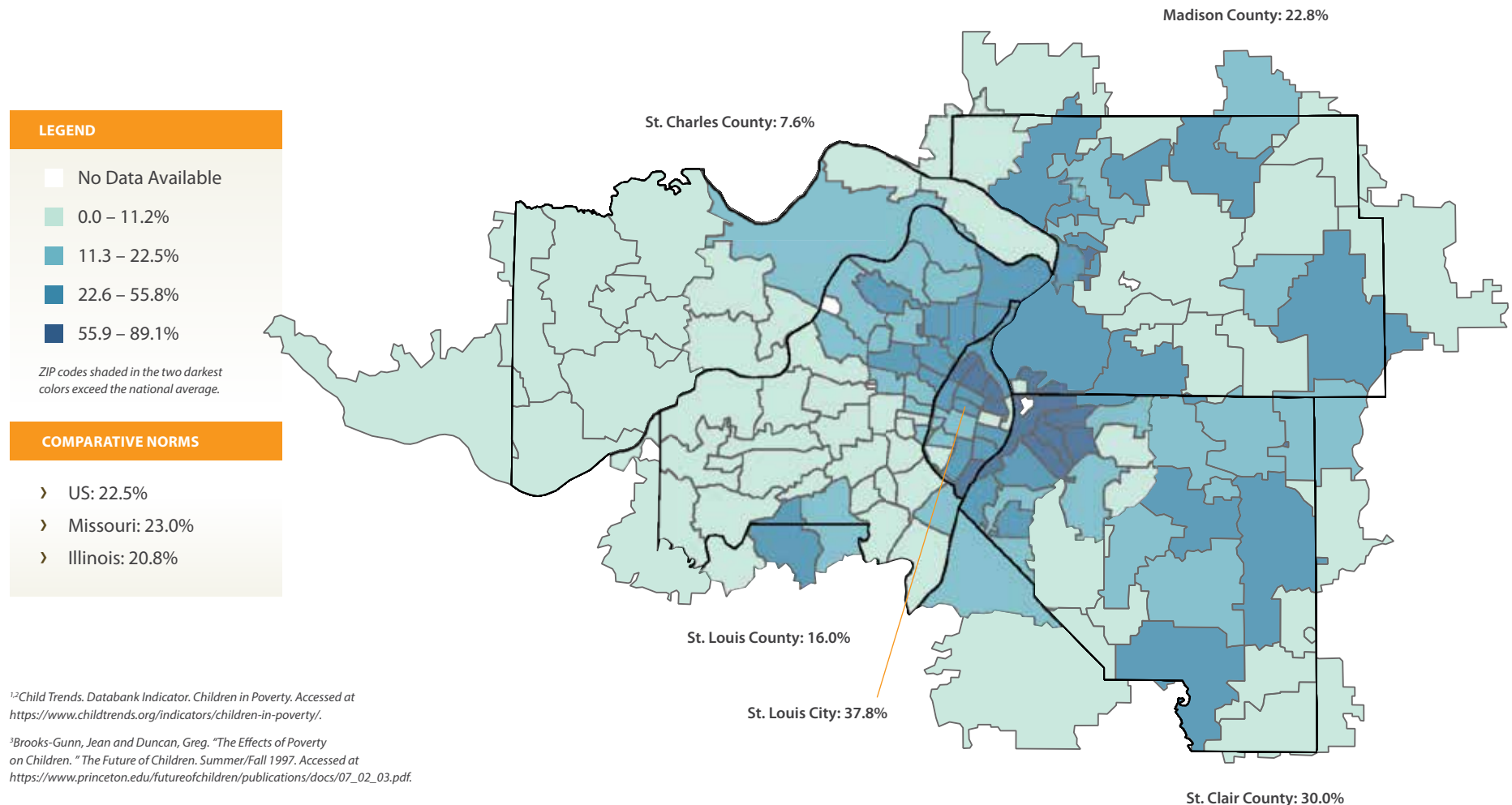
	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
US	2017	9.1	13.9	8.0	1.6	8.1
MISSOURI	2018	10.9	*	*	*	*
St. Louis City	2018	7.7	11.8	*	1.4	4.2
St. Louis County	2018	4.0	8.0	*	0.6	2.4
St. Charles County	2018	5.4	16.3	*	1.9	5.4
ILLINOIS	2019	9.0	20.8	6.7	1.7	11.2
St. Clair County	2019	12.0	23.7	4.7	*	8.5
Madison County	2019	10.2	20.0	3.5	*	10.3

# Percent of Children Under Age 5 Living in Poverty

## Importance of this Indicator

In 2017, approximately 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among Black and Hispanic children, children living in single-mother families, and children under five are higher.<sup>1</sup> Being raised in poverty (defined as income of \$25,094 or less in 2017, for a family of four with two children)<sup>2</sup> places children at higher risk for a wide range of problems. They are more likely to have poorer health and chronic health conditions, to experience violence in their neighborhoods, to live in inadequate housing and to be exposed to environmental toxins. They are less likely to have cognitive stimulation as young children, to have access to quality schools, to graduate from high school, to enter and graduate from college, and to have higher earnings. Additionally,

research shows that very young children, who experience poverty while their brains are developing, are at highest risk for poor educational outcomes.<sup>3</sup> There are stark, persistent disparities in the poverty rates of children of different races and ethnicities. In 2017, 11 percent of both non-Hispanic white and Asian children were poor, compared with 29 percent of Black children, and 25 percent of Hispanic children. Decreasing the number of children living in poverty, focusing particularly on communities where poverty is highly concentrated, would have a dramatic impact on every measure of child well-being. It would also strengthen the viability and vitality of the entire St. Louis region.



<sup>1,2</sup>Child Trends. Databank Indicator. Children in Poverty. Accessed at <https://www.childtrends.org/indicators/children-in-poverty/>.

<sup>3</sup>Brooks-Gunn, Jean and Duncan, Greg. "The Effects of Poverty on Children." *The Future of Children*. Summer/Fall 1997. Accessed at [https://www.princeton.edu/futureofchildren/publications/docs/07\\_02\\_03.pdf](https://www.princeton.edu/futureofchildren/publications/docs/07_02_03.pdf).

## Percent of Children Under Age 5 Living in Poverty

ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty
62001	0.0	62095	19.8	62258	26.7	63042	34.1	63118	48.3
62002	43.2	62097	37.1	62260	4.0	63043	12.7	63119	5.9
62010	16.9	62201	81.6	62264	27.4	63044	14.9	63120	60.7
62012	9.3	62203	65.7	62265	8.0	63049	25.5	63121	39.4
62018	17.6	62204	87.4	62269	12.5	63069	8.9	63122	1.8
<sup>†</sup> 62021	0.0	62205	88.8	62275	8.8	63074	17.4	63123	7.6
62024	29.6	62206	34.2	62281	6.8	63088	0.0	63124	6.2
62025	6.9	62207	89.1	<sup>†</sup> 62282	0.0	63101	24.2	63125	13.1
62034	0.7	62208	6.0	62285	3.0	<sup>†</sup> 63102	0.0	63126	10.0
62035	8.5	62220	21.4	<sup>†</sup> 62289	61.5	63103	6.4	63127	0.0
62040	29.7	62221	25.5	62293	14.0	63104	32.4	63128	6.1
<sup>†</sup> 62046	0.0	62223	20.4	62294	4.1	63105	11.3	63129	2.2
62048	40.5	62225	12.7	62298	5.2	63106	61.7	63130	14.7
<sup>†</sup> 62058	10.0	62226	10.9	63005	0.0	63107	66.3	63131	1.6
<sup>†</sup> 62059	73.2	62232	17.8	63011	3.2	63108	39.4	63132	19.6
62060	64.6	62234	25.5	63017	5.3	63109	8.4	63133	47.6
62061	12.7	62236	11.3	63021	3.7	63110	15.8	63134	19.6
62062	0.0	62239	16.7	63025	9.2	63111	57.3	63135	36.3
62067	41.1	62240	29.2	63026	18.0	63112	42.0	63136	48.4
62074	0.0	62243	12.2	63031	18.9	63113	54.7	63137	51.8
62084	30.6	62249	25.0	63033	16.7	63114	30.5	63138	32.2
62087	78.7	62254	16.6	63034	15.6	63115	56.3	63139	13.2
62088	19.6	62255	0.0	63038	5.5	63116	29.4	<sup>†</sup> 63140	76.2
62090	5.1	62257	9.8	63040	0.0	63117	2.3	63141	3.1
								63143	16.3
								63144	0.0
								63146	8.9
								63147	45.5
								63301	18.6
								63303	10.4
								63304	5.0
								<sup>†</sup> 63332	0.0
								63341	0.0
								63348	0.0
								63357	1.1
								63366	6.5
								63367	3.3
								63368	4.1
								<sup>†</sup> 63373	9.1
								63376	5.0
								63385	9.9
								<sup>†</sup> 63386	0.0

### Data Notes

#### DEFINITION

The percentage of children under age five living below the Federal Poverty Level.

#### DATA SOURCE

American Fact Finder. Poverty status in the past 12 months.

2013-2017 American Community Survey 5-Year Estimates. Table: S1701.

Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of children under 5 living below Federal Poverty Level/Total number of children under 5 for whom poverty status is determined) X 100.  
Calculations made by Vision for Children at Risk.

<sup>\*</sup>No Data Available.

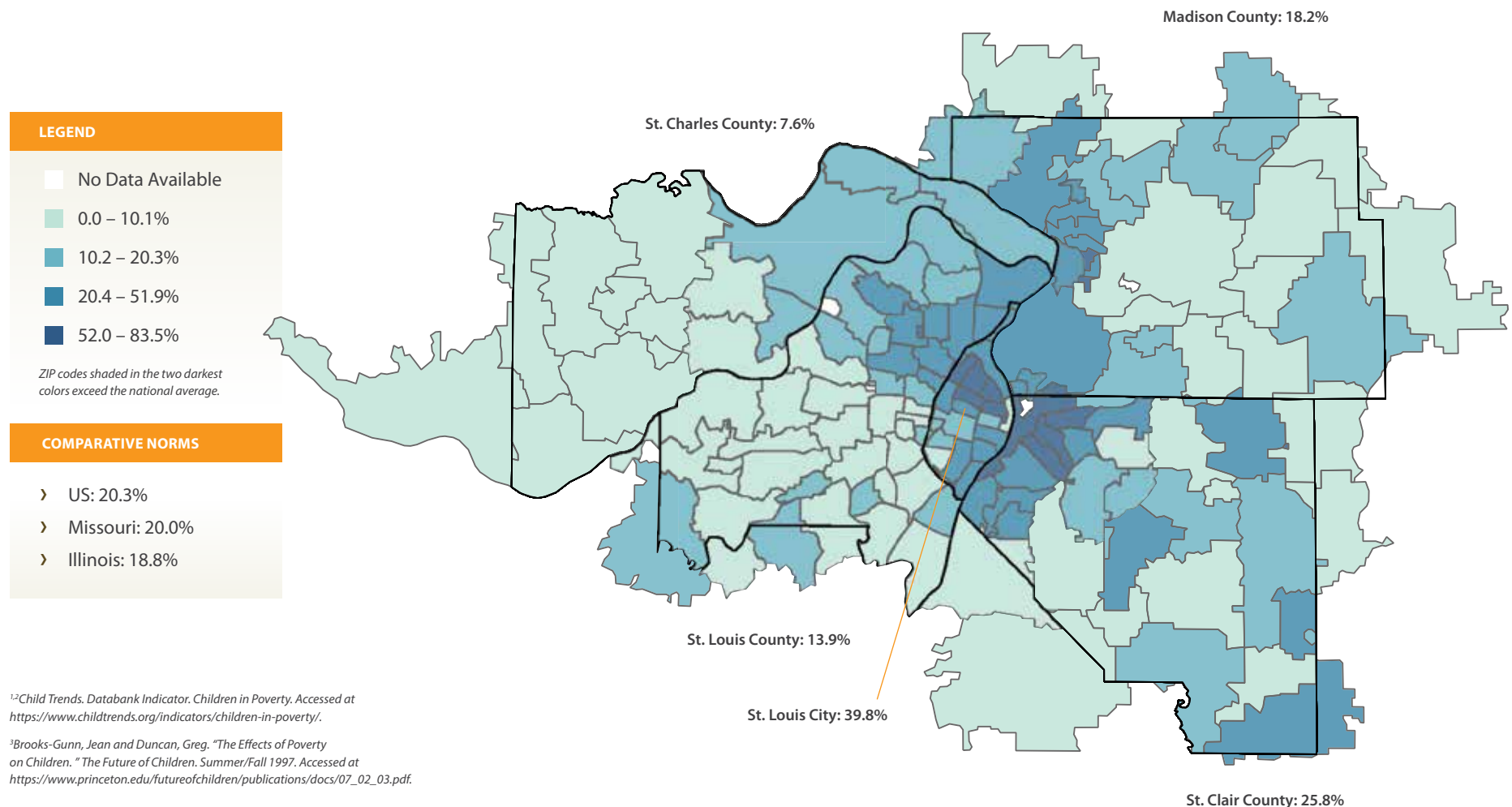
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Under Age 18 Living in Poverty

## Importance of this Indicator

In 2017, approximately 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among Black and Hispanic children, children living in single-mother families, and children under five are higher.<sup>1</sup> Being raised in poverty (defined as income of \$25,094 or less in 2017, for a family of four with two children)<sup>2</sup> places children at higher risk for a wide range of problems. They are more likely to have poorer health and chronic health conditions, to experience violence in their neighborhoods, to live in inadequate housing and to be exposed to environmental toxins. They are less likely to have cognitive stimulation as young children, to have access to quality schools, to graduate from high

school, to enter and graduate from college, and to have higher earnings.<sup>3</sup> There are significant, persistent disparities in the poverty rates of children of different races and ethnicities. In 2017, 11 percent of both non-Hispanic white and Asian children were poor, compared with 29 percent of Black children, and 25 percent of Hispanic children. Decreasing the number of children living in poverty, focusing particularly on communities where poverty is highly concentrated, would have a dramatic impact on every measure of child well-being. It would also strengthen the viability and vitality of the entire St. Louis region.



## Percent of Children Under Age 18 Living in Poverty

ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty
62001	3.3	62095	22.0	62258	12.5	63042	24.3	63118	50.9	63143	11.7
62002	36.9	62097	14.6	62260	5.3	63043	14.8	63119	4.7	63144	0.0
62010	12.8	62201	71.4	62264	15.0	63044	11.5	63120	52.9	63146	5.5
62012	4.3	62203	36.3	62265	7.1	63049	16.8	63121	39.3	63147	48.6
62018	36.0	62204	83.5	62269	9.4	63069	12.2	63122	3.4	63301	17.4
*62021	0.0	62205	56.2	62275	7.8	63074	18.0	63123	8.6	63303	12.2
62024	23.1	62206	44.3	62281	2.8	63088	11.8	63124	4.3	63304	4.0
62025	6.8	62207	69.5	*62282	18.2	63101	53.9	63125	13.5	*63332	0.0
62034	0.2	62208	8.2	62285	3.9	*63102	0.0	63126	6.2	63341	3.2
62035	11.0	62220	21.9	*62289	53.5	63103	12.2	63127	12.9	63348	3.6
62040	25.0	62221	15.8	62293	7.8	63104	33.4	63128	4.3	63357	3.5
*62046	0.0	62223	16.2	62294	5.2	63105	4.3	63129	7.0	63366	6.5
62048	30.4	62225	8.4	62298	2.9	63106	62.8	63130	14.2	63367	3.0
*62058	18.7	62226	15.8	63005	1.4	63107	63.8	63131	2.3	63368	7.0
*62059	82.7	62232	23.2	63011	4.6	63108	39.7	63132	15.3	*63373	11.8
62060	45.6	62234	16.4	63017	4.5	63109	7.1	63133	47.1	63376	5.7
62061	9.3	62236	8.9	63021	4.6	63110	17.2	63134	26.8	63385	7.1
62062	10.6	62239	24.2	63025	5.1	63111	50.0	63135	31.7	*63386	14.0
62067	13.3	62240	24.5	63026	7.1	63112	31.3	63136	36.9		
62074	0.3	62243	5.6	63031	17.2	63113	55.4	63137	49.2		
62084	23.0	62249	19.6	63033	15.3	63114	24.5	63138	25.6		
62087	52.0	62254	23.7	63034	17.9	63115	55.5	63139	16.9		
62088	19.3	62255	5.3	63038	9.4	63116	31.9	*63140	82.5		
62090	42.1	62257	23.6	63040	1.4	63117	3.6	63141	2.4		

### Data Notes

#### DEFINITION

The percentage of children under age 18 living below the Federal Poverty Level.

#### DATA SOURCE

American Fact Finder. Poverty status in the past 12 months.

2013-2017 American Community Survey 5-Year Estimates. Table: S1701.

Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of children under 18 living below Federal Poverty Level/Total number of children under 18 for whom poverty status is determined) X 100.  
Calculations made by Vision for Children at Risk.

\*No Data Available.

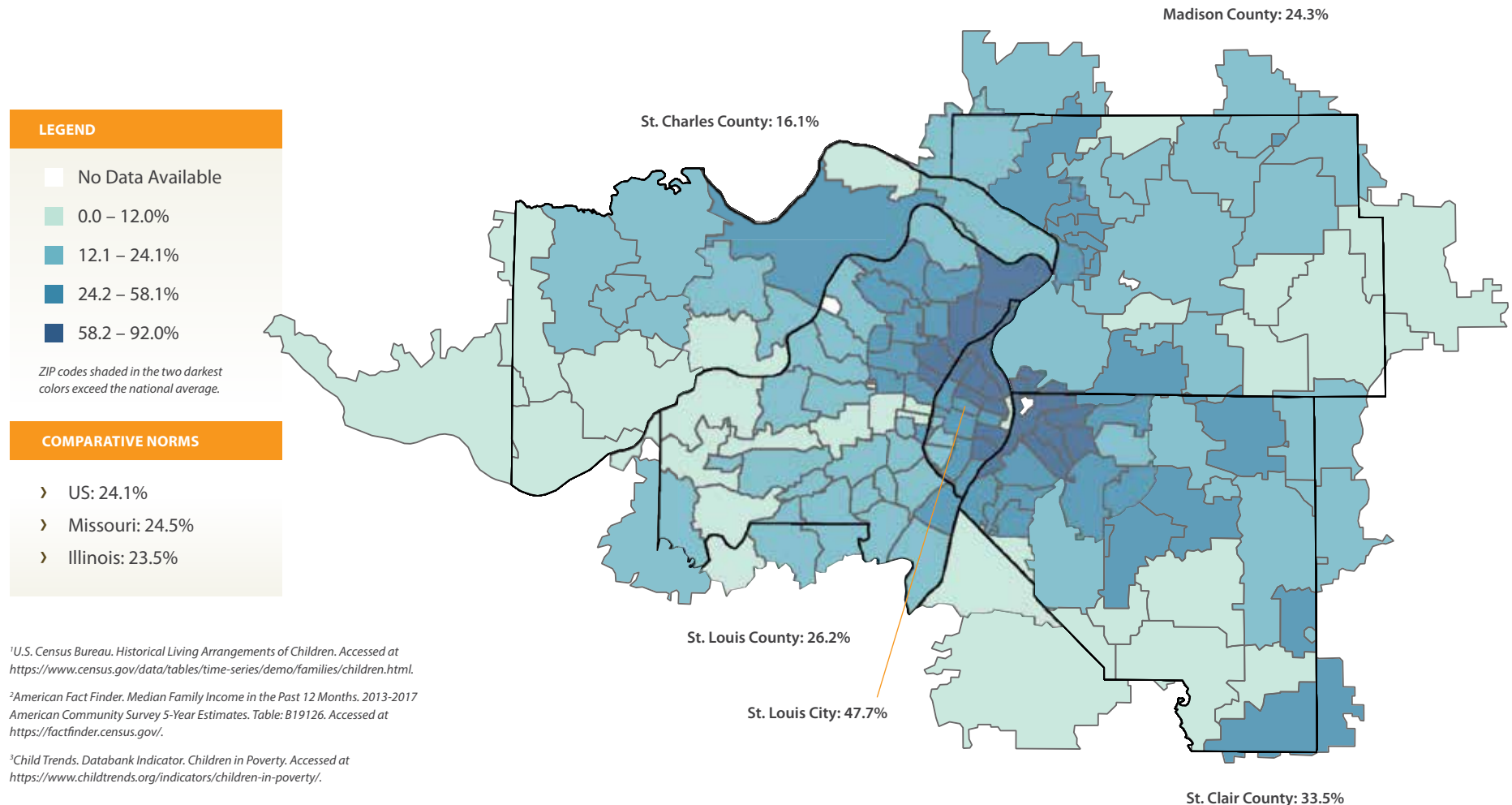
\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Households Headed by Single Mothers

## Importance of this Indicator

During the 1960-2018 period, the percentage of children living with only their mother nearly tripled from 8 to 22 percent and the percentage of children living with only their father increased from 1 to 4 percent.<sup>1</sup> Data show that both Missouri and Illinois are close to the national average of households headed by a single mother. Single-parent families tend to have much lower incomes than do two-parent families, with single-mother households having the lowest incomes. For family households, married-couple households had the highest median family income in 2017 (\$91,621), followed

by households maintained by men with no wife present (\$41,054). Those maintained by women with no husband present had the lowest median family income (\$26,141).<sup>2</sup> Furthermore, in 2017, 40.7 percent of single-mother households had incomes under the Federal Poverty Level, while 8.4 percent of married-couple families lived in poverty.<sup>3</sup> Improving wages and economic opportunities, particularly in female-dominated sectors of the economy, is critical to improving the well-being of all children, but especially for children in single-mother families.



## Percent of Households Headed by Single Mothers

ZIP	% Single Mom	ZIP	% Single Mom	ZIP	% Single Mom	ZIP	% Single Mom	ZIP	% Single Mom	ZIP	% Single Mom
62001	13.0	62095	32.5	62258	16.7	63042	43.9	63118	58.6	63143	37.2
62002	46.4	62097	16.6	62260	17.2	63043	22.1	63119	14.4	63144	12.4
62010	14.0	62201	74.3	62264	10.5	63044	17.4	63120	68.1	63146	20.8
62012	19.9	62203	71.8	62265	17.4	63049	17.1	63121	59.8	63147	61.5
62018	26.3	62204	71.3	62269	14.8	63069	16.3	63122	12.3	63301	24.4
†62021	0.0	62205	67.5	62275	6.9	63074	43.8	63123	19.6	63303	18.8
62024	36.8	62206	52.4	62281	8.9	63088	17.7	63124	10.4	63304	11.4
62025	15.9	62207	80.9	†62282	14.3	63101	92.0	63125	32.7	†63332	11.7
62034	9.1	62208	19.0	62285	9.6	†63102	0.0	63126	17.8	63341	0.0
62035	23.3	62220	32.9	†62289	45.7	63103	43.1	63127	15.2	63348	2.9
62040	23.4	62221	35.8	62293	17.5	63104	60.0	63128	16.4	63357	11.3
†62046	6.8	62223	26.4	62294	13.7	63105	7.9	63129	16.4	63366	19.9
62048	25.7	62225	19.5	62298	8.7	63106	87.3	63130	24.9	63367	16.5
†62058	25.8	62226	34.5	63005	4.4	63107	73.4	63131	6.7	63368	13.2
†62059	70.4	62232	29.0	63011	7.8	63108	39.3	63132	29.4	†63373	7.7
62060	64.2	62234	25.4	63017	13.7	63109	19.2	63133	74.8	63376	15.2
62061	7.9	62236	11.9	63021	13.0	63110	30.7	63134	50.2	63385	13.9
62062	20.0	62239	40.9	63025	7.6	63111	51.2	63135	47.5	†63386	18.5
62067	18.2	62240	34.2	63026	19.2	63112	52.8	63136	68.0		
62074	21.0	62243	11.6	63031	36.7	63113	71.5	63137	65.1		
62084	37.1	62249	11.9	63033	41.9	63114	36.7	63138	60.6		
62087	56.8	62254	33.8	63034	21.5	63115	64.0	63139	22.2		
62088	15.1	62255	3.3	63038	4.0	63116	28.9	†63140	70.6		
62090	87.7	62257	31.1	63040	17.0	63117	5.0	63141	14.9		

### Data Notes

#### DEFINITION

The percentage of households with children under 18 that are headed by single mothers.

#### DATA SOURCE

American Fact Finder. Households and Families.  
2013-2017 American Community Survey 5-Year Estimates. Table: S1101.  
Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of female householders, no husband present, with own children under 18/Total number of households with own children under 18) X 100.  
Calculations made by Vision for Children at Risk.

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

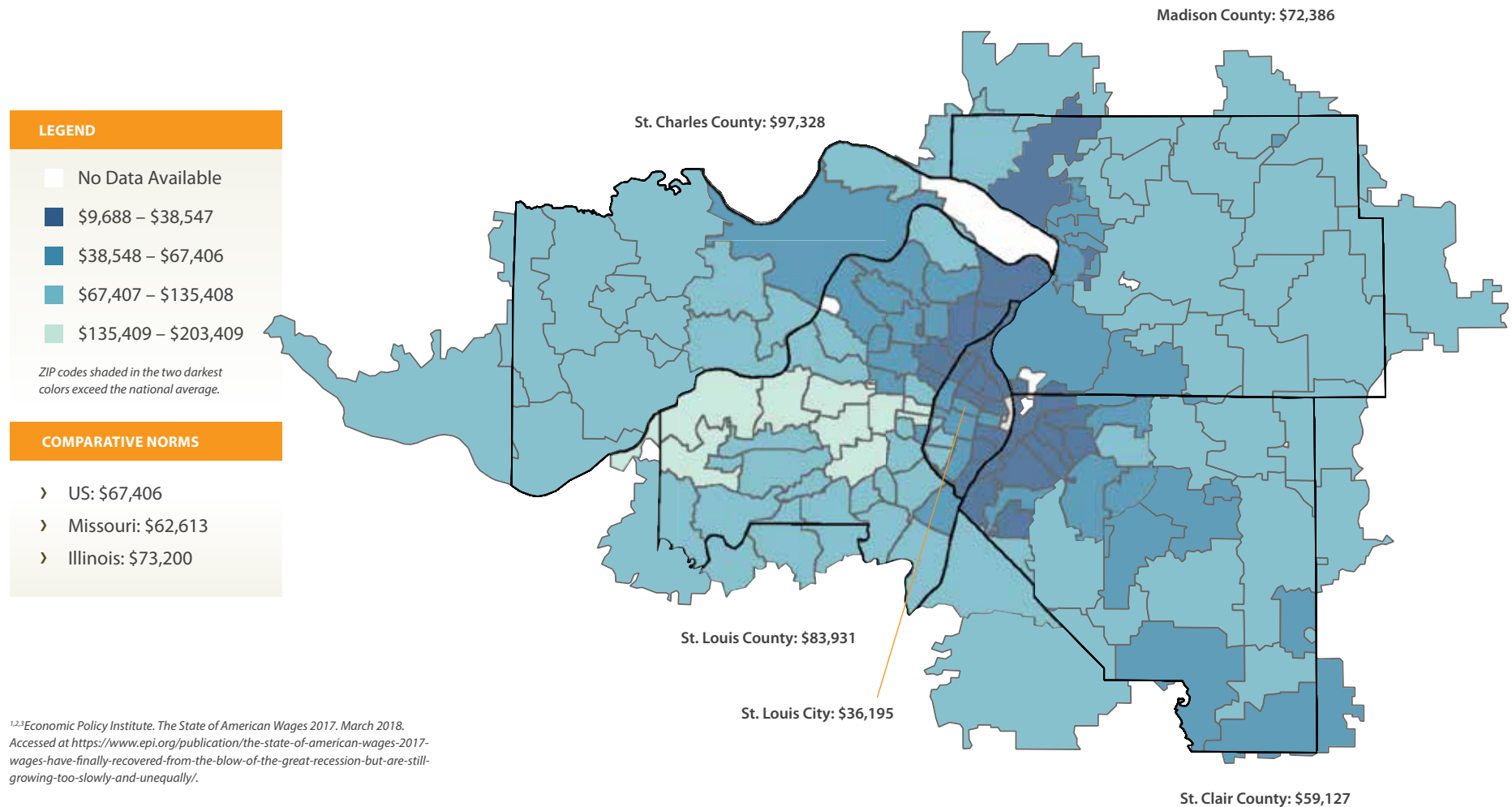


# Median Family Income

## Importance of this Indicator

The median family income represents the midpoint of all family incomes, with half of the incomes falling above the median and half falling below. Rising wage inequality has been a defining feature of the American economy for nearly four decades. This means that despite the broad-based wage growth that has been observed over the past several years, most workers are just making up lost ground rather than getting ahead. Additionally, despite low unemployment and an expanding and increasingly productive economy, wage growth continues to be slower than would be expected in a stronger economy.<sup>1</sup> Furthermore, large gaps by gender, race, and wage level remain, and some of these

gaps are increasing. Of particular note: throughout the wage distribution, black-white wage gaps are larger today than in 2000.<sup>2</sup> There remains much more work to be done to reduce wage disparities by gender and race and to reverse the damage done to wages by decades-long trends of rising inequality and wage stagnation. Encouragingly, from 2016 to 2017, wages of the lowest-wage workers grew more in states that had increased their minimum wage.<sup>3</sup> Advocating for and implementing legislation and policies that increase the wages of families in the St. Louis region will not only improve the well-being of area children, but also strengthen the economic vitality of the region.



## Median Family Income

ZIP	Income	ZIP	Income	ZIP	Income	ZIP	Income	ZIP	Income
62001	\$86,094	62095	\$52,353	62258	\$85,541	63042	\$52,253	63118	\$26,693
62002	\$37,830	62097	\$100,000	62260	\$85,350	63043	\$84,759	63119	\$113,351
62010	\$77,109	62201	\$13,478	62264	\$63,750	63044	\$63,480	63120	\$23,434
62012	\$78,869	62203	\$34,213	62265	\$73,333	63049	\$71,524	63121	\$33,629
62018	\$52,554	62204	\$13,731	62269	\$93,631	63069	\$82,250	63122	\$139,049
<sup>†</sup> 62021	\$96,042	62205	\$21,888	62275	\$76,842	63074	\$47,472	63123	\$75,417
62024	\$56,000	62206	\$26,747	62281	\$98,451	63088	\$80,847	63124	\$200,313
62025	\$97,336	62207	\$10,865	<sup>†</sup> 62282	\$87,500	63101	*	63125	\$50,818
62034	\$106,425	62208	\$80,445	62285	\$92,372	<sup>†</sup> 63102	*	63126	\$87,946
62035	\$80,881	62220	\$65,729	<sup>†</sup> 62289	*	63103	\$47,770	63127	\$127,614
62040	\$58,543	62221	\$65,663	62293	\$108,672	63104	\$31,213	63128	\$107,976
<sup>†</sup> 62046	\$72,500	62223	\$63,953	62294	\$97,399	63105	\$148,603	63129	\$100,833
62048	\$47,500	62225	\$53,750	62298	\$98,973	63106	\$15,676	63130	\$96,143
<sup>†</sup> 62058	\$45,833	62226	\$63,640	63005	\$203,409	63107	\$21,167	63131	\$182,089
<sup>†</sup> 62059	\$9,688	62232	\$63,060	63011	\$127,423	63108	\$58,724	63132	\$62,432
62060	*	62234	\$67,027	63017	\$138,594	63109	\$97,277	63133	\$24,708
62061	\$106,731	62236	\$105,781	63021	\$109,231	63110	\$61,328	63134	\$38,750
62062	\$123,077	62239	\$45,278	63025	\$119,965	63111	\$25,216	63135	\$42,129
62067	\$79,732	62240	\$38,401	63026	\$95,598	63112	\$39,840	63136	\$27,705
62074	\$88,750	62243	\$110,550	63031	\$62,721	63113	\$26,394	63137	\$30,424
62084	\$47,833	62249	\$90,538	63033	\$52,898	63114	\$40,398	63138	\$32,445
62087	\$20,357	62254	\$70,938	63034	\$81,115	63115	\$21,798	63139	\$75,167
62088	\$76,250	62255	\$106,845	63038	\$153,864	63116	\$46,469	<sup>†</sup> 63140	\$23,068
62090	\$16,250	62257	\$43,854	63040	\$125,000	63117	\$142,833	63141	\$150,417

### Data Notes

#### DEFINITION

Median family income represents the amount that divides the income distribution into two equal groups, half having income above that amount, and half having income below that amount. A family consists of two or more people (one of whom is the householder) related by birth, marriage, or adoption residing in the same housing unit.

#### DATA SOURCE

MO & IL: American Fact Finder. Median Income in the past 12 months (in 2017 inflation-Adjusted Dollars). 2013-2017 American Community Survey 5-Year Estimates. Table: S1903. Accessed at <https://factfinder.census.gov/>.

<sup>\*</sup>No Data Available.

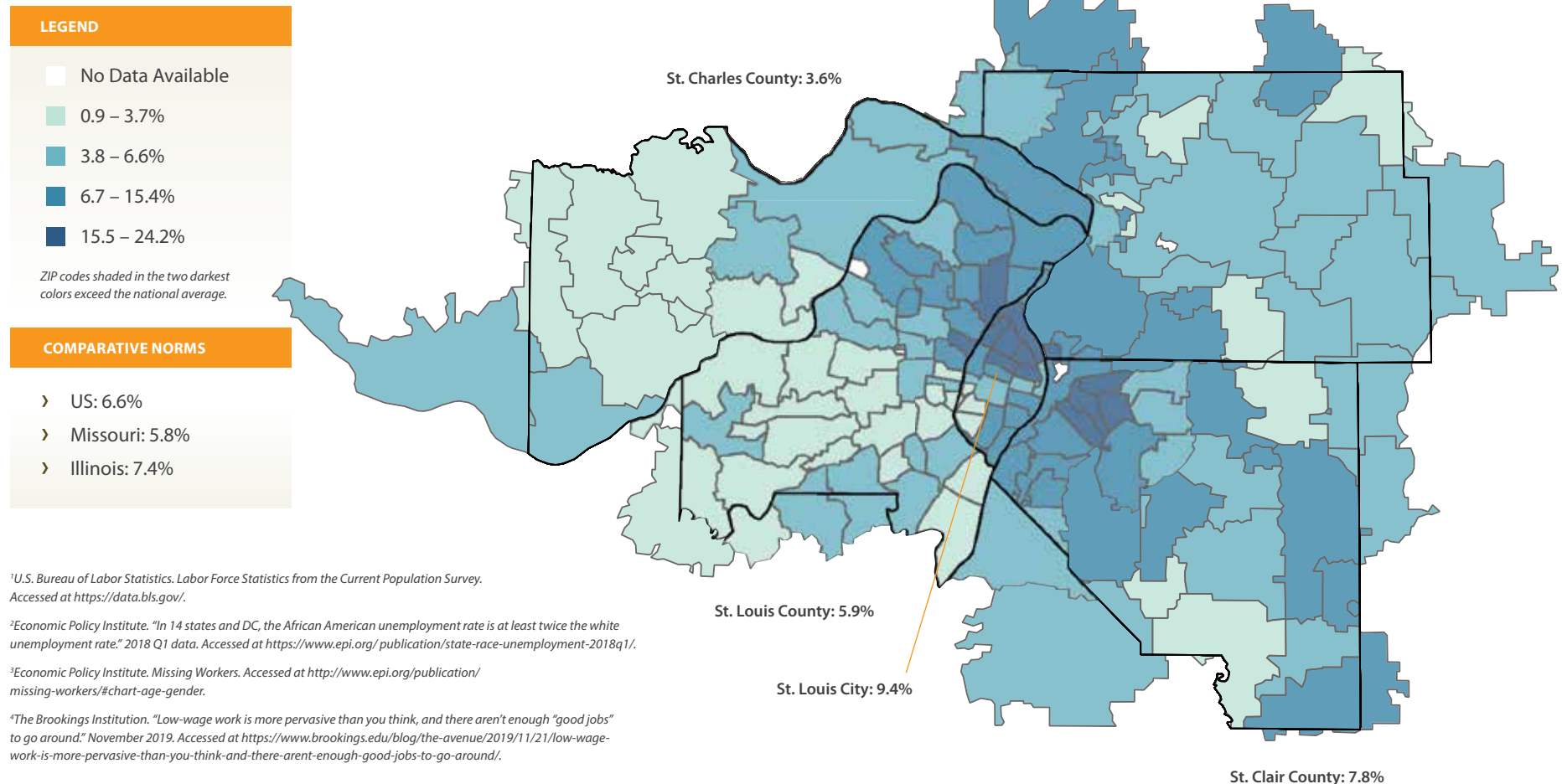
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Unemployment Rate

## Importance of this Indicator

The unemployment rate captures a point-in-time snapshot of the civilian labor force age 16 and over who were unemployed, were actively seeking employment for the previous four weeks, and were currently available for work. Nationally, in May of 2019 the unemployment rate fell to 3.6 percent, the lowest it has been since 1969, and has remained at or below 4 percent for over a year.<sup>1</sup> And while Black and Latinx unemployment rates are also at historic lows, in both Missouri and Illinois the unemployment rate for Black workers is more than twice that of white workers.<sup>2</sup> In the region, unemployment rates range from less than one percent to 24 percent across ZIP codes, reflecting the disparities observed in the other income related indicators presented

in this report. It is also important to note that nationwide the unemployment rate does not capture an estimated 1.5 million potential workers who have “dropped out” of the labor market and are no longer actively looking for work. Increasingly, the unemployment rate does not tell the full story of how workers are faring.<sup>3</sup> Furthermore, recent research has found that a large percentage of newly created positions are low quality, low-wage jobs and that women, people of color, and those with low levels of education are the most likely to stay in low-wage jobs.<sup>4</sup> It is critical, for both children and the region, that we maintain a strong, growing, diverse regional economy that provides families with employment opportunities that allow parents to adequately support all of their families’ needs.



# Unemployment Rate

ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed
62001	4.7	62095	6.6	62258	8.4	63042	9.4	63118	12.9	63143	3.3
62002	11.6	62097	5.7	62260	7.2	63043	4.6	63119	3.7	63144	2.2
62010	5.3	62201	9.3	62264	3.2	63044	7.7	63120	23.8	63146	5.3
62012	7.8	62203	18.7	62265	4.8	63049	5.0	63121	11.8	63147	15.6
62018	10.5	62204	20.0	62269	7.7	63069	2.9	63122	2.4	63301	4.1
<sup>†</sup> 62021	4.8	62205	16.6	62275	4.8	63074	8.0	63123	5.0	63303	3.2
62024	7.7	62206	13.8	62281	6.3	63088	3.0	63124	3.9	63304	3.6
62025	6.5	62207	20.5	<sup>†</sup> 62282	7.3	63101	3.9	63125	3.7	<sup>†</sup> 63332	5.2
62034	6.1	62208	5.6	62285	3.5	<sup>†</sup> 63102	4.1	63126	4.5	63341	2.0
62035	4.8	62220	7.9	<sup>†</sup> 62289	8.4	63103	5.9	63127	2.2	63348	1.2
62040	8.3	62221	4.8	62293	4.1	63104	6.9	63128	4.0	63357	4.5
<sup>†</sup> 62046	6.5	62223	6.8	62294	3.7	63105	3.5	63129	2.7	63366	3.4
62048	4.8	62225	9.4	62298	4.3	63106	24.2	63130	6.8	63367	3.5
<sup>†</sup> 62058	9.4	62226	5.4	63005	2.7	63107	17.2	63131	2.4	63368	3.5
<sup>†</sup> 62059	8.8	62232	6.0	63011	3.7	63108	8.6	63132	4.5	<sup>†</sup> 63373	5.8
62060	14.5	62234	8.4	63017	3.1	63109	3.4	63133	20.0	63376	4.1
62061	5.4	62236	5.1	63021	3.5	63110	4.7	63134	13.3	63385	3.6
62062	7.8	62239	9.6	63025	2.6	63111	8.0	63135	10.7	<sup>†</sup> 63386	7.5
62067	3.5	62240	12.7	63026	5.3	63112	13.4	63136	15.8		
62074	2.3	62243	5.4	63031	5.8	63113	18.4	63137	13.2		
62084	3.1	62249	4.1	63033	10.0	63114	5.9	63138	14.6		
62087	12.2	62254	0.9	63034	8.0	63115	21.0	63139	3.2		
62088	6.8	62255	5.7	63038	4.6	63116	7.0	<sup>†</sup> 63140	7.8		
62090	19.7	62257	9.8	63040	3.4	63117	3.8	63141	2.7		

## Data Notes

### DEFINITION

The percentage of the population 16 years and over who did not have a job, had been looking for employment, and were available to start a job.

### DATA SOURCE

American Fact Finder. Employment Status. 2013-2017 American Community Survey 5-Year Estimates. Table: S2301. Accessed at <https://factfinder.census.gov/>.

<sup>\*</sup>No Data Available.

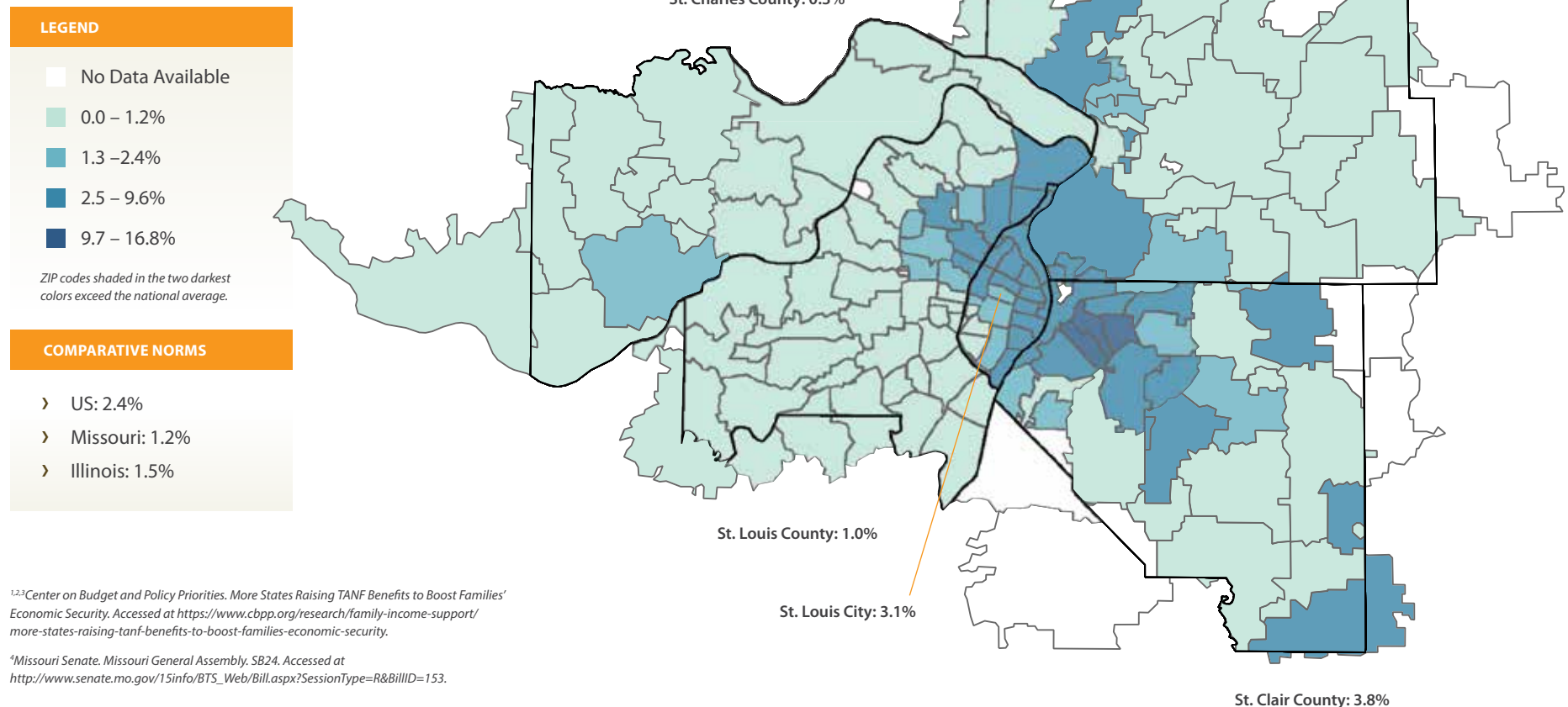
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Receiving TANF

## Importance of this Indicator

The basic purpose of TANF (Temporary Assistance for Needy Families) is to provide cash assistance to families with children who are struggling to make ends meet when the caregiver(s) is unable to work and to ensure families have sufficient income for rent and other basic expenses such as food, clothes, transportation, and personal care products. Studies show boosting families' incomes not only helps them meet their basic needs in the short term, but also builds well-being from childhood through adulthood, including improved academic, health, and long-term economic outcomes for children.<sup>1</sup> TANF is failing its core purpose in both Missouri and Illinois. Both states provide cash assistance to a very small portion of families with incomes below the federal poverty level (FPL). Low cash grants assure that recipient families remain in deep poverty. The monthly benefit for a typical family of three in Missouri is \$292, only 16.4 percent of the FPL. The grant has not been increased or adjusted for inflation since the program was enacted in 1996,

and has lost 39 percent of its purchasing power in that time.<sup>2</sup> Illinois raised benefits for a typical family of three from \$432 to \$520 in October 2018, the first increase since 2008. Additionally, Illinois tied its benefit to 30 percent of the federal poverty level beginning in October 2019.<sup>3</sup> Recent welfare "reform" in Missouri enacted stricter lifetime limits and stronger work requirements for TANF.<sup>4</sup> This has resulted in a dramatic drop in TANF caseloads without evidence that families' financial security has improved. When families are unable to meet their basic needs, child well-being is at great risk. Currently, both Missouri and Illinois are not providing adequate financial support to the most vulnerable families in our region through their TANF programs.



## Percent of Children Receiving TANF

ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF
62001	0.3	62095	1.5	62258	0.4	63042	1.1	63118	3.3	63143	1.0
62002	2.6	62097	0.1	62260	0.3	63043	0.4	63119	0.1	63144	0.1
62010	0.7	62201	7.8	62264	0.2	63044	1.1	63120	6.0	63146	0.2
62012	*	62203	13.6	62265	*	63049	0.3	63121	3.7	63147	3.6
62018	2.3	62204	9.6	62269	1.0	63069	0.9	63122	0.1	63301	0.6
†62021	0.0	62205	10.7	62275	*	63074	1.8	63123	0.4	63303	0.3
62024	2.1	62206	9.0	62281	0.1	63088	0.8	63124	0.0	63304	0.2
62025	0.5	62207	16.8	†62282	0.0	63101	3.0	63125	1.0	†63332	1.0
62034	0.3	62208	2.0	62285	0.8	†63102	3.4	63126	0.2	63341	2.2
62035	0.9	62220	2.9	†62289	0.0	63103	6.8	63127	0.0	63348	0.0
62040	2.7	62221	1.9	62293	*	63104	2.5	63128	0.2	63357	0.6
†62046	0.0	62223	2.5	62294	0.4	63105	0.1	63129	0.2	63366	0.3
62048	0.4	62225	0.0	62298	*	63106	3.3	63130	1.5	63367	0.2
†62058	0.7	62226	2.6	63005	0.0	63107	5.5	63131	0.0	63368	0.3
†62059	*	62232	2.7	63011	0.1	63108	2.3	63132	1.3	†63373	0.0
62060	5.3	62234	1.5	63017	0.1	63109	0.7	63133	3.9	63376	0.3
62061	0.0	62236	*	63021	0.2	63110	1.7	63134	2.8	63385	0.4
62062	0.0	62239	0.9	63025	0.2	63111	3.6	63135	1.9	†63386	0.0
62067	0.2	62240	1.4	63026	0.3	63112	4.8	63136	4.1		
62074	1.1	62243	1.1	63031	1.1	63113	5.3	63137	4.8		
62084	0.0	62249	0.2	63033	1.2	63114	2.1	63138	2.9		
62087	2.5	62254	2.6	63034	0.6	63115	3.8	63139	0.3		
62088	*	62255	0.2	63038	0.0	63116	1.9	†63140	0.0		
62090	5.0	62257	4.0	63040	0.0	63117	0.1	63141	0.1		

### Data Notes

#### DEFINITION

Percentage of children under age 18 receiving TANF (Temporary Assistance for Needy Families) benefits.

#### DATA SOURCE

MO: Missouri Department of Social Services. Data Request.  
Data as of September 30, 2019.

IL: Illinois Department of Human Services. Freedom of Information Act request.  
Data as of August 31, 2019.

#### CALCULATION

(Number of TANF recipients under age 18/Total population under age 18) X 100.  
Calculations made by Vision for Children at Risk..

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

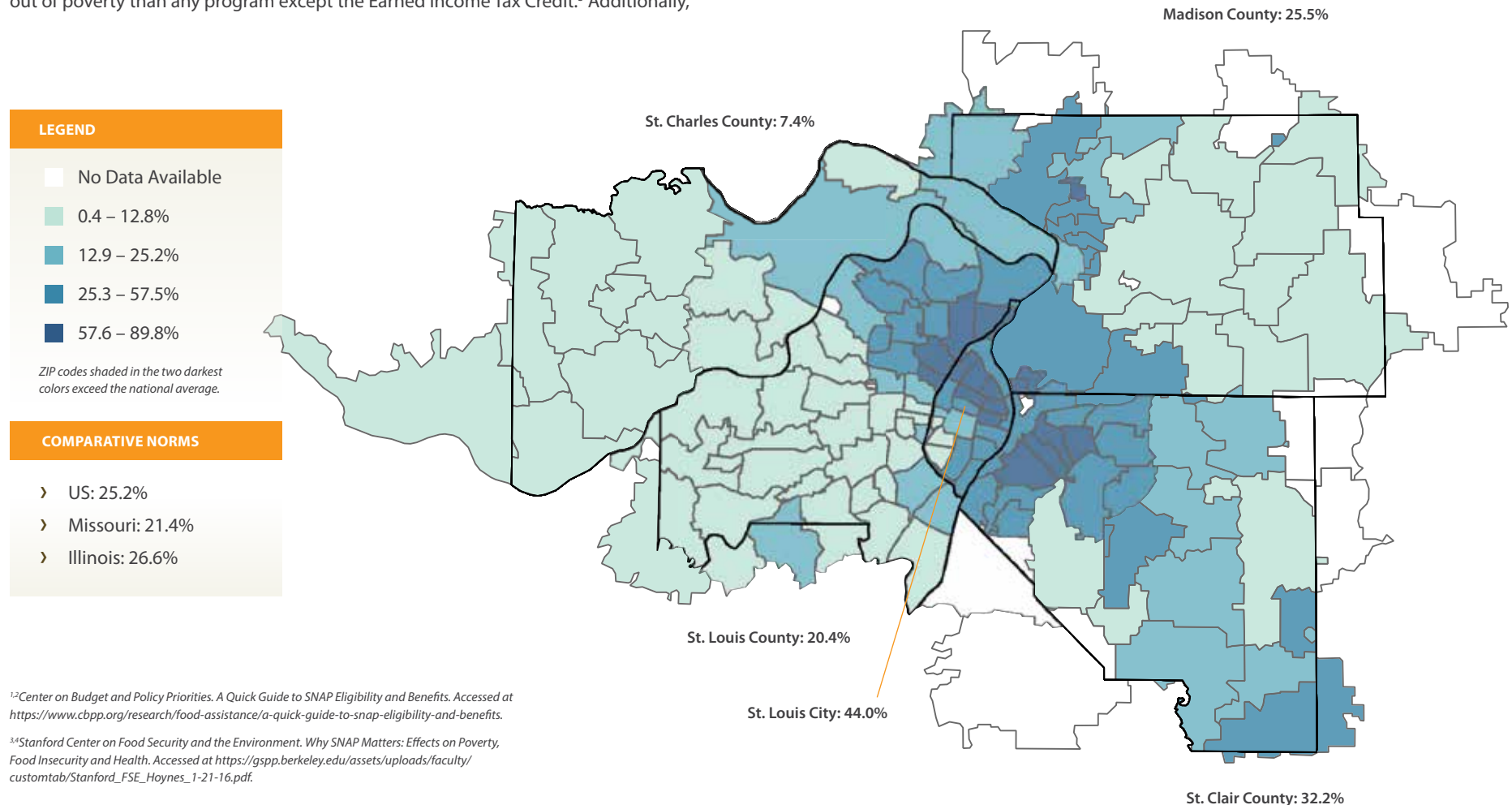


# Percent of Children Receiving SNAP

## Importance of this Indicator

The Supplemental Nutrition Assistance Program (SNAP) is the nation's most important anti-hunger program. Federal rules for eligibility include three tests: gross monthly income, that is, household income before any of the program's deductions are applied, generally must be at or below 130 percent of federal poverty level (FPL); net income, or household income after deductions are applied, must be at or below the poverty line; and assets must be less than \$2,250.<sup>1</sup> Benefit levels vary by income, family size and eligible deductions. The formula assumes that families spend 30 percent of their net income on food. The estimated average monthly benefit for a typical family of three in 2020 is \$378/month.<sup>2</sup> SNAP is the largest anti-poverty program in the country, and lifts more children out of poverty than any program except the Earned Income Tax Credit.<sup>3</sup> Additionally,

SNAP has been shown to have a significant impact on multiple child well-being outcomes including reduced food insecurity, lower rates of infant mortality and low birthweight, better health in children and fewer school absences, better health and economic outcomes as adults, and positive external benefits to taxpayers.<sup>4</sup> Given the significant role SNAP plays in helping families make ends meet, lifting children out of poverty, and in improving child well-being outcomes, it is important that we advocate for and protect this program. This is particularly important as increasingly harsh and severe eligibility requirements for this program have been proposed and enacted at both the state and federal levels.





## Percent of Children Receiving SNAP

ZIP	% SNAP		ZIP	% SNAP		ZIP	% SNAP		ZIP	% SNAP		ZIP	% SNAP		
62001	8.6	The following table shows the percentage of SNAP recipients in each ZIP code in Illinois who are also receiving cash assistance from the state. The data is based on the 2018 Census of Public Assistance Recipients.	62095	30.5	The following table shows the percentage of SNAP recipients in each ZIP code in Illinois who are also receiving cash assistance from the state. The data is based on the 2018 Census of Public Assistance Recipients.	62258	11.8	The following table shows the percentage of SNAP recipients in each ZIP code in Illinois who are also receiving cash assistance from the state. The data is based on the 2018 Census of Public Assistance Recipients.	63118	44.8	The following table shows the percentage of SNAP recipients in each ZIP code in Illinois who are also receiving cash assistance from the state. The data is based on the 2018 Census of Public Assistance Recipients.	63143	13.4		
62002	39.9		62097	8.5		62260	7.5		63043	9.2		63119	3.5	63144	3.6
62010	13.9		62201	44.9		62264	14.3		63044	18.7		63120	69.9	63146	8.0
62012	*		62203	86.9		62265	*		63049	14.7		63121	59.6	63147	56.0
62018	68.9		62204	50.6		62269	13.5		63069	12.1		63122	3.8	63301	15.9
†62021	16.0		62205	68.0		62275	*		63074	31.1		63123	14.3	63303	7.4
62024	38.6		62206	78.9		62281	4.0		63088	12.7		63124	0.4	63304	4.7
62025	8.4		62207	88.0		†62282	22.7		63101	36.4		63125	24.8	v63332	3.0
62034	8.0		62208	26.0		62285	4.4		†63102	28.1		63126	4.5	63341	5.4
62035	17.8		62220	35.3		†62289	16.8		63103	89.8		63127	3.8	63348	11.8
62040	41.7		62221	23.0		62293	*		63104	44.8		63128	4.2	63357	9.3
†62046	5.7		62223	25.3		62294	8.8		63105	0.5		63129	6.6	63366	8.7
62048	21.3		62225	1.1		62298	*		63106	58.7		63130	23.3	63367	3.4
†62058	27.9		62226	31.1		63005	0.4		63107	62.8		63131	0.5	63368	4.6
†62059	*		62232	31.3		63011	2.1		63108	32.7		63132	19.4	†63373	8.1
62060	69.0		62234	31.1		63017	1.7		63109	10.5		63133	67.9	63376	6.2
62061	9.1		62236	*		63021	4.6		63110	20.7		63134	49.9	63385	8.3
62062	5.6		62239	27.0		63025	3.2		63111	48.9		63135	46.1	†63386	23.4
62067	11.6		62240	37.6		63026	9.8		63112	54.7		63136	64.1		
62074	8.6		62243	13.7		63031	26.7		63113	83.5		63137	69.2		
62084	30.1	62249	9.9	63033	32.5	63114	33.1	63138	53.4						
62087	39.6	62254	19.0	63034	17.2	63115	57.8	63139	10.6						
62088	*	62255	16.7	63038	1.5	63116	30.4	†63140	63.5						
62090	59.6	62257	34.4	63040	1.0	63117	7.3	63141	1.7						

## Data Notes

### DEFINITION

Percentage of children under age 18 receiving SNAP (Supplemental Nutrition Assistance Program) benefits.

## DATA SOURCE

MO: Missouri Department of Social Services. Data Request.  
Data as of September 30, 2019.

IL: Illinois Department of Human Services. Freedom of Information Act request.  
Data as of August 31, 2019.

### CALCULATION

(Number of SNAP recipients under age 18/Total population under age 18) X 100.  
Calculations made by Vision for Children at Risk.

\*No Data Available.

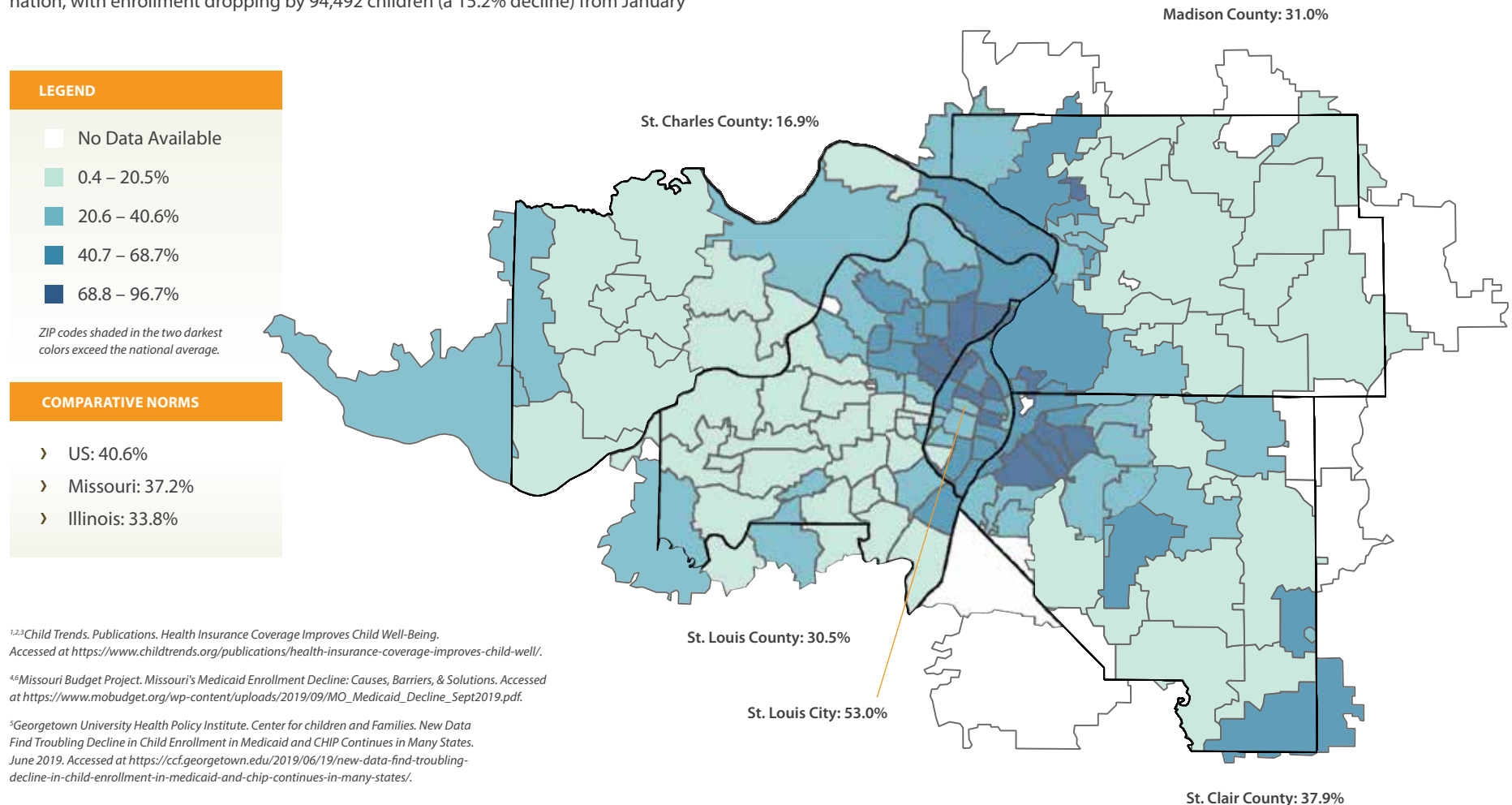
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Enrolled in Medicaid/CHIP

## Importance of this Indicator

In the United States, 43 percent of children are covered by government-sponsored health insurance programs, the largest of which are Medicaid and the Children's Health Insurance Program (CHIP).<sup>1</sup> Medicaid coverage in childhood has been shown to have positive effects on a number of adolescent health outcomes including decreased reports of mental health problems, reduced BMI (body mass index), and less smoking and alcohol use.<sup>2</sup> Medicaid coverage in early childhood is also associated with improvements in health outcomes from ages 25 to 54. Moreover, childhood Medicaid eligibility has been linked with reduced mortality in adulthood, with particularly strong effects for Black children.<sup>3</sup> Concerningly, Missouri is currently experiencing one of the largest drops in Medicaid enrollment in the nation, with enrollment dropping by 94,492 children (a 15.2% decline) from January

2018 through June 2019.<sup>4</sup> Illinois saw a decline in enrollment of 67,969 children (a 4.8% decline) from December 2017 through December 2018.<sup>5</sup> While a small share of the decline in enrollment may be attributable to economic factors, the bulk of the decline in Missouri's enrollment appears to be directly correlated with new renewal procedures and information systems enacted in Missouri in July 2018.<sup>6</sup> It is likely that health care will continue to remain a contentious political and policy issue for years to come. Given the evidence that Medicaid/CHIP coverage is associated with multiple benefits that accrue into adulthood, it is critical that we advocate for these programs that provide critical health insurance coverage to a large percentage of children in our region.



## Percent of Children Enrolled in Medicaid/CHIP

ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid
62001	13.9	62095	38.3	62258	15.4	63042	55.9	63118	55.0	63143	26.9
62002	44.7	62097	11.5	62260	10.4	63043	23.0	63119	10.7	63144	10.5
62010	18.4	62201	53.4	62264	18.1	63044	38.4	63120	74.2	63146	18.4
62012	*	62203	94.3	62265	*	63049	28.1	63121	69.1	63147	67.7
62018	74.5	62204	58.0	62269	18.2	63069	25.3	63122	8.7	63301	29.6
†62021	20.0	62205	72.3	62275	*	63074	51.5	63123	31.7	63303	18.1
62024	45.9	62206	84.2	62281	6.5	63088	24.7	63124	2.3	63304	12.1
62025	12.4	62207	96.7	†62282	30.7	63101	39.2	63125	46.1	†63332	18.4
62034	11.9	62208	33.3	62285	9.7	†63102	24.7	63126	15.7	63341	14.9
62035	21.4	62220	42.7	†62289	22.4	63103	73.3	63127	7.5	63348	30.0
62040	49.5	62221	27.9	62293	*	63104	49.3	63128	13.0	63357	21.4
†62046	8.2	62223	32.9	62294	15.0	63105	6.6	63129	17.1	63366	19.9
62048	22.9	62225	1.2	62298	*	63106	61.9	63130	33.2	63367	9.2
†62058	37.5	62226	37.2	63005	2.1	63107	69.1	63131	2.1	63368	12.2
†62059	*	62232	40.1	63011	7.9	63108	37.8	63132	29.5	†63373	18.5
62060	70.4	62234	39.2	63017	7.4	63109	20.4	63133	80.3	63376	16.2
62061	10.4	62236	*	63021	12.6	63110	32.8	63134	65.3	63385	16.8
62062	9.7	62239	36.2	63025	10.0	63111	61.0	63135	55.9	†63386	42.6
62067	13.4	62240	39.1	63026	18.7	63112	62.4	63136	71.1		
62074	15.0	62243	19.5	63031	39.1	63113	85.8	63137	74.7		
62084	38.4	62249	15.7	63033	42.4	63114	57.4	63138	60.2		
62087	43.8	62254	24.1	63034	29.8	63115	62.1	63139	27.7		
62088	*	62255	18.8	63038	4.9	63116	48.4	†63140	61.9		
62090	52.2	62257	45.4	63040	3.8	63117	17.7	63141	7.6		

### Data Notes

#### DEFINITION

Percentage of children under age 18 enrolled in Medicaid/CHIP (Children's Health Insurance Program).

#### DATA SOURCE

MO: Missouri Department of Social Services. Data Request. Data as of September 30, 2019.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of August 31, 2019.

#### CALCULATION

(Number of children enrolled in Medicaid or CHIP under age 18/Total population under age 18) X 100. Calculations made by Vision for Children at Risk.

\*No Data Available.

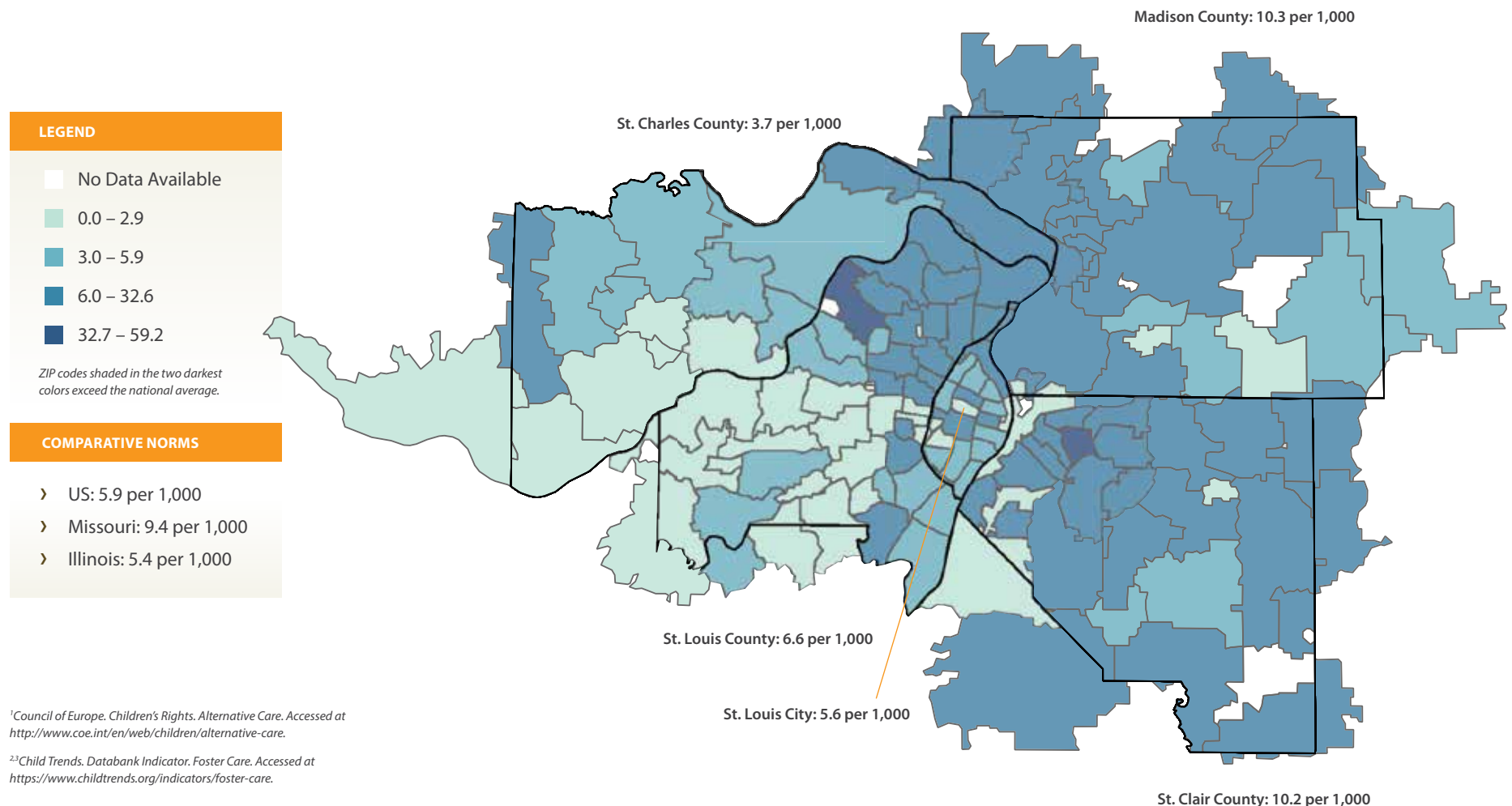
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Children Living in Alternative Care per 1,000

## Importance of this Indicator

All children should live in a supportive, protective and caring environment that helps them reach their full potential. When a child's own family is unable, even with support, to provide adequate care for the child, the state is responsible for ensuring appropriate alternative care arrangements.<sup>1</sup> Alternative care includes foster care (non-relative, kinship, and therapeutic homes), adoptive homes, group homes, residential treatment facilities, hospitals, and independent living. Nationwide the number of children in alternative care has increased in recent years, climbing to 443,000 in 2018 from a recent historic low of 397,000 in 2012.<sup>2</sup> In 2019, 13,057 Missouri children and 16,977 Illinois children lived apart from their families in alternative care arrangements. Black children are over represented

in the child welfare system in general, and the foster care system, in particular. In 2017, Black children accounted for 23 percent of children in foster care, compared to their share of 14 percent of the United States' population. White children accounted for 44 percent of children in foster care, compared to their share of 51 percent of the US population and Hispanic children accounted for 21 percent of children in foster care, compared to their share of 25 percent of the US population.<sup>3</sup> This pattern of over representation and disparity is evident in both Missouri and Illinois (at both the state and regional levels) and raises concerns of implicit and explicit racial bias and issues of equity.



ZIP	Alternative Care	ZIP	Alternative Care	ZIP	Alternative Care	ZIP	Alternative Care	ZIP	Alternative Care	ZIP	Alternative Care
62001	17.8	62095	17.5	62258	9.1	63042	6.7	63118	5.5	63143	2.4
62002	12.5	62097	12.6	62260	7.3	63043	5.1	63119	13.2	63144	10.2
62010	10.6	62201	0.6	62264	7.1	63044	48.5	63120	5.4	63146	4.7
62012	28.0	62203	59.2	62265	8.8	63049	0.0	63121	11.2	63147	10.4
62018	13.8	62204	10.5	62269	6.1	63069	1.1	63122	1.3	63301	5.4
†62021	*	62205	8.4	62275	4.1	63074	5.5	63123	3.7	63303	4.8
62024	15.2	62206	14.5	62281	1.0	63088	1.4	63124	0.0	63304	1.8
62025	7.7	62207	7.2	†62282	*	63101	1.9	63125	5.9	†63332	0.0
62034	3.1	62208	12.4	62285	3.7	†63102	0.0	63126	3.2	63341	0.0
62035	10.0	62220	13.1	†62289	*	63103	7.3	63127	2.5	63348	11.6
62040	17.2	62221	11.2	62293	9.9	63104	5.6	63128	6.9	63357	0.0
†62046	4.1	62223	6.4	62294	5.6	63105	0.0	63129	3.7	63366	3.4
62048	12.1	62225	1.5	62298	9.1	63106	3.3	63130	9.1	63367	4.6
†62058	7.4	62226	17.3	63005	0.0	63107	4.7	63131	1.6	63368	2.2
†62059	*	62232	8.6	63011	2.0	63108	2.3	63132	9.8	†63373	16.1
62060	12.9	62234	10.3	63017	0.8	63109	4.7	63133	9.1	63376	4.1
62061	*	62236	2.6	63021	3.8	63110	8.7	63134	11.5	63385	3.0
62062	2.4	62239	2.3	63025	3.6	63111	3.4	63135	10.0	†63386	21.3
62067	3.3	62240	14.1	63026	2.1	63112	4.4	63136	7.2		
62074	13.9	62243	4.8	63031	13.4	63113	15.5	63137	9.4		
62084	10.1	62249	4.2	63033	10.8	63114	11.8	63138	6.8		
62087	6.2	62254	13.9	63034	13.3	63115	4.1	63139	2.8		
62088	10.1	62255	*	63038	0.5	63116	3.9	†63140	0.0		
62090	2.4	62257	22.9	63040	0.9	63117	0.0	63141	2.3		

### DEFINITION

## DATA SOURCE

IL: Illinois Department of Children & Family Services. About Us. Reports and Statistics. "Children Placed in Foster Care, Relative Care, Group Homes, or Institutions By Placement County/ZIP Code." Accessed at <https://www.illinois.gov/dcf>. Data as of July 31, 2019.

### CALCULATION

\*No Data Available.

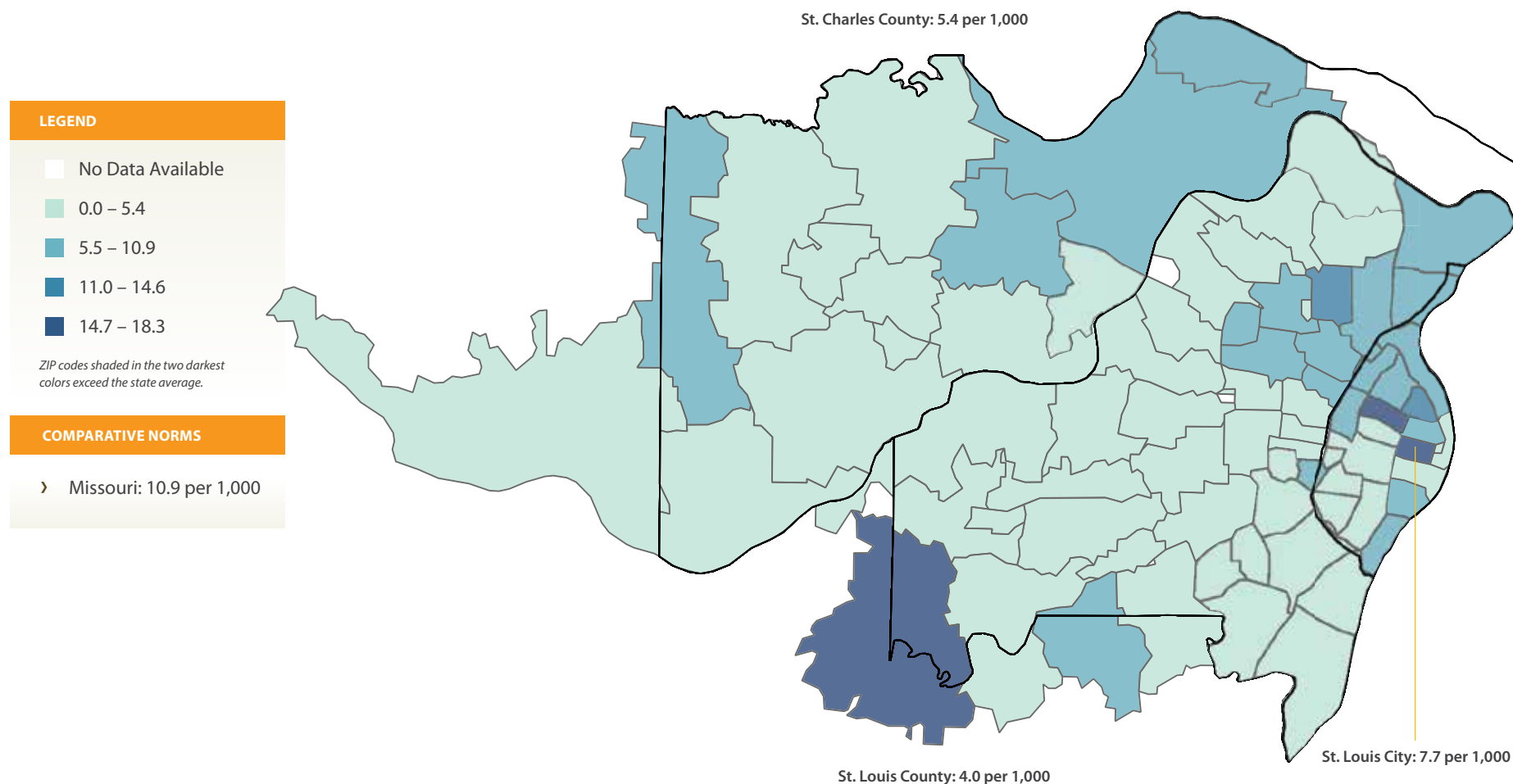
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Rate of Substantiated Child Abuse/Neglect per 1,000 Children (MO)

## Importance of this Indicator

The Missouri and Illinois child abuse and neglect data are displayed on separate maps/tables as these data are not directly comparable. Missouri uses a two-track system, responding to serious allegations with investigations, and to less severe allegations with family assessments. In both cases the goal is assuring each child's safety. For the purposes of this report the Missouri rate of substantiated child abuse/neglect includes incidents where (through an investigation) child abuse/neglect was substantiated and where abuse/neglect was unsubstantiated but preventative services were indicated, as well as family assessments where services were needed. Black children are over represented

in the Missouri child protection system and substantiated abuse/neglect tends to be higher in lower-income ZIP codes. This raises concerns about implicit and explicit racial bias and issues of equity. The Missouri child protection system is implementing several positive initiatives to better serve families and children. Additionally, there is growing community awareness that strengthening families is the best way to prevent child abuse/neglect. We must advocate for policies, programs, and investments that aim to strengthen families in our region, particularly the most vulnerable.



## Rate of Substantiated Child Abuse/Neglect per 1,000 Children (MO)

ZIP	Abuse Rate (MO)	ZIP	Abuse Rate (MO)	ZIP	Abuse Rate (MO)	ZIP	Abuse Rate (MO)
63005	0.4	63107	13.8	63131	0.2	63368	3.1
63011	2.6	63108	3.7	63132	4.4	<sup>†</sup> 63373	8.1
63017	0.2	63109	1.2	63133	8.6	63376	5.5
63021	0.7	63110	2.4	63134	8.4	63385	5.3
63025	3.3	63111	5.5	63135	11.2	<sup>†</sup> 63386	*
63026	4.1	63112	10.6	63136	7.5		
63031	2.7	63113	16.4	63137	9.2		
63033	3.5	63114	8.0	63138	6.0		
63034	1.1	63115	7.9	63139	1.4		
63038	0.0	63116	4.8	<sup>†</sup> 63140	0.0		
63040	0.4	63117	0.7	63141	0.0		
63042	5.2	63118	7.6	63143	7.3		
63043	3.1	63119	1.5	63144	1.3		
63044	4.2	63120	7.9	63146	1.6		
63049	9.6	63121	8.2	63147	7.4		
63069	14.7	63122	0.7	63301	8.7		
63074	6.4	63123	3.0	63303	4.8		
63088	0.7	63124	0.0	63304	2.1		
63101	1.9	63125	2.7	<sup>†</sup> 63332	0.0		
<sup>†</sup> 63102	0.0	63126	1.6	63341	1.6		
63103	18.3	63127	1.6	63348	8.0		
63104	4.9	63128	1.5	63357	3.4		
63105	1.2	63129	1.1	63366	5.4		
63106	8.2	63130	2.6	63367	2.0		

### Data Notes

#### DEFINITION

The rate of substantiated child abuse and neglect victims (per 1,000 children) as determined through Children's Division investigations (including substantiated investigations, unsubstantiated investigations where preventative services were indicated, and family assessments where services were recommended).

#### DATA SOURCE

MO: Missouri Department of Social Services. Children's Division. Data Request. Data for calendar year 2018.

#### CALCULATION

$$[(\text{Number of substantiated CAN victims} \times 1,000) / \text{Total population under age 18}] \times 100.$$
 Calculations made by Vision for Children at Risk.

<sup>\*</sup>No Data Available.

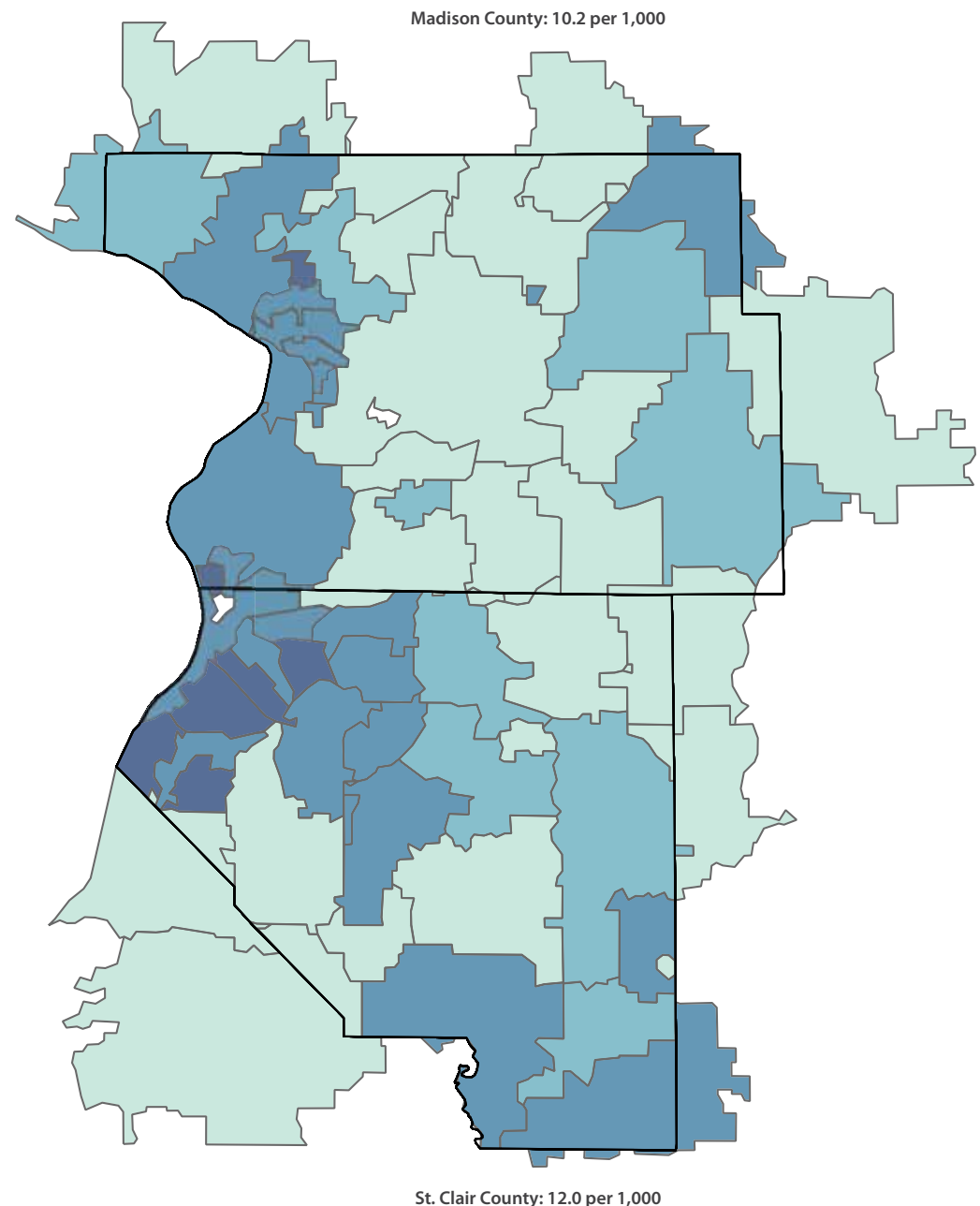
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Rate of Indicated Child Abuse/Neglect per 1,000 Children (IL)

## Importance of this Indicator

The Missouri and Illinois child abuse and neglect data are displayed on separate maps/tables as these data are not directly comparable. In Illinois, report of child abuse/neglect is “indicated” when sufficient evidence of abuse or neglect is found by investigators. Hotline calls are screened by trained social workers to determine if they warrant an investigation. About one in four calls received results of a formal report and investigation. Many calls that are not investigated result in referrals that connect families with community-based programs.<sup>1</sup> Black children are over-represented in the child protection system in Illinois and substantiated abuse/neglect tends to be higher in lower-income ZIP codes. This raises concerns about implicit and explicit racial bias and issues of equity. There is growing community awareness that strengthening families is the best way to prevent child abuse/neglect. We must advocate for policies, programs, and investments that aim to strengthen families in our region, particularly the most vulnerable.



### LEGEND

- No Data Available
- 0.0 – 4.5
- 4.6 – 9.0
- 9.1 – 21.4
- 21.5 – 33.7

ZIP codes shaded in the two darkest colors exceed the state average.

### COMPARATIVE NORMS

- › Illinois: 9.0 per 1,000

<sup>1</sup>Illinois Department of Children and Family Services. Child Protection. Accessed at <https://www.illinois.gov/dcf/safekids/reporting/Pages/index.aspx>.

## Rate of Indicated Child Abuse/Neglect per 1,000 Children (IL)

ZIP	Abuse Rate (IL)	ZIP	Abuse Rate (IL)	ZIP	Abuse Rate (IL)
62001	8.9	62095	16.7	62258	6.8
62002	9.2	62097	4.2	62260	2.6
62010	6.0	62201	12.9	62264	17.7
62012	0.8	62203	22.2	62265	0.0
62018	27.7	62204	16.7	62269	6.3
*62021	0.0	62205	21.3	62275	0.0
62024	19.4	62206	23.5	62281	0.0
62025	2.9	62207	26.3	*62282	0.0
62034	1.6	62208	10.3	62285	3.7
62035	5.0	62220	21.2	*62289	0.0
62040	19.9	62221	6.4	62293	0.0
*62046	16.3	62223	10.2	62294	0.0
62048	16.2	62225	3.9	62298	0.3
*62058	44.1	62226	12.9		
*62059	23.6	62232	10.8		
62060	10.9	62234	0.7		
62061	2.7	62236	0.0		
62062	8.5	62239	9.2		
62067	0.0	62240	30.6		
62074	13.9	62243	2.9		
62084	20.2	62249	6.5		
62087	12.5	62254	4.0		
62088	1.4	62255	6.3		
62090	33.7	62257	18.8		

### Data Notes

#### DEFINITION

The rate of indicated child abuse and neglect victims (per 1,000 children) as determined through Children and Family Services investigations.

#### DATA SOURCE

IL: Illinois Department of Children and Family Services.  
Freedom of Information Act request. Data for fiscal year 2019.

#### CALCULATION

$$[(\text{Number of indicated CAN victims} \times 1,000) / \text{Total population under age 18}] \times 100.$$
  
Calculations made by Vision for Children at Risk.

\*No Data Available.

\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Maternal and Child Health

## IN THIS SECTION

- 56** Focus on Equity
- 60** Percent of Babies Born with Inadequate Prenatal Care
- 62** Percent of Babies Born Preterm
- 64** Percent of Babies Born with Low Birthweight
- 66** Five-Year Infant Mortality Rate (per 1,000 Live Births)
- 68** Percent of Children Tested with Elevated Blood Lead Levels (MO)
- 70** Percent of Children Under Age 6 without Health Insurance
- 72** Percent of Children Under Age 19 without Health Insurance

# Maternal and Child Health › Focus on Equity

Good health is central to the quality of life for both individuals and communities. It is, arguably, the single most important determinant of a person's overall well-being. While good health cannot be guaranteed, individuals, families, and communities can take steps to greatly increase the chances of maintaining good health. Furthermore, public policies have the potential to dramatically improve health outcomes in our communities.

This fundamental need section is entitled Maternal AND Child Health with a specific intent. Child health begins before birth, and is dependent on the health of the mother, even before she becomes pregnant. Increasingly, practitioners are noting the importance of preconception care and access to and utilization of prenatal care as key factors in improving both maternal and child health outcomes. And while access to preconception and prenatal care is critical, we must also acknowledge the significant impact social determinants of health such as access to quality, affordable housing, access to quality educational opportunities, access to safe neighborhoods free from environmental pollutants and toxins, and access to economic opportunities that allow families to thrive, have on maternal and child health. Additionally, despite growing interest in understanding how social factors drive poor health outcomes, many academics, policy makers, elected officials, journalists, and others responsible for shaping public discourse remain reluctant to identify racism as a root cause of racial health inequities.<sup>1</sup>

We know the importance of Maternal and Child Health to a child's overall well-being. And increasingly we know that Maternal and Child Health cannot be viewed in isolation from the social determinants that significantly impact health outcomes. Further, it is critical that we acknowledge that across social, economic, and political systems, public policies and institutional practices past and present have produced outcomes that chronically favor some while persistently disadvantaging others. The ramifications of these policies and practices are evident in the significant disparities that exist in indicators related to child well-being among children of different races and ethnicities.

## Focus on Equity

The Focus on Equity pages of the Maternal and Child Health section of this report contain tables that present data on key Maternal and Child Health indicators related to overall child well-being that indicate, in no uncertain terms, how we as a community are doing when it comes to issues of equity. These tables show large disparities between racial and ethnic groups across the St. Louis region. In the pages that follow the Focus on Equity section, you will find ZIP code level data for the indicators that make up the Maternal and Child Health section of this report. These data consistently show that the significant risks to child well-being in our region are not uniformly distributed across all ZIP codes. There are clear patterns of inequity across ZIP codes where risk and need are highly concentrated. These disparities must be addressed if we are to fundamentally improve child well-being in our region.

## Data Notes

### DATA SOURCE

Data for these tables came from the Centers for Disease Control and Prevention, the Missouri Department of Health & Senior Services, and the Illinois Department of Public Health.

*\*No Data Available.*

*<sup>1</sup>The Lancet. "Structural racism and health inequities in the USA: evidence and interventions." April 2017. Accessed at [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(17\)30569-X/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(17)30569-X/fulltext).*



## Percent of Babies Born with Inadequate Prenatal Care

	YEAR	OVERALL	BLACK	LATINX	WHITE
US	2016	15.0%	23.4%	18.7%	11.0%
MISSOURI	2018	19.6%	31.9%	27.8%	16.4%
St. Louis City	2018	28.2%	37.1%	28.7%	15.4%
St. Louis County	2018	16.9%	27.5%	20.5%	10.4%
St. Charles County	2018	10.2%	18.0%	15.7%	9.4%
ILLINOIS	2018	21.0%	35.3%	26.0%	14.8%
St. Clair County	2018	27.1%	35.6%	28.0%	20.1%
Madison County	2018	16.8%	29.6%	22.1%	14.2%

## Percent of Babies Born Preterm

	YEAR	OVERALL	BLACK	LATINX	WHITE
US	2016	9.9%	13.9%	9.6%	9.1%
MISSOURI	2018	10.7%	15.0%	10.3%	9.8%
St. Louis City	2018	12.4%	14.7%	10.9%	9.5%
St. Louis County	2018	12.0%	16.0%	9.6%	9.8%
St. Charles County	2018	10.3%	13.3%	16.2%	10.0%
ILLINOIS	2018	10.7%	14.8%	10.4%	9.6%
St. Clair County	2018	12.7%	15.9%	12.4%	10.2%
Madison County	2018	11.7%	13.5%	9.9%	11.5%

## Maternal and Child Health › Focus on Equity *(continued)*

### Percent of Babies Born with Low Birthweight

	YEAR	OVERALL	BLACK	LATINX	WHITE
US	2017	8.3%	13.9%	7.4%	7.0%
MISSOURI	2018	8.7%	15.6%	7.3%	7.3%
St. Louis City	2018	13.0%	17.3%	6.5%	7.6%
St. Louis County	2018	10.3%	15.8%	6.8%	7.2%
St. Charles County	2018	7.0%	14.5%	12.5%	6.1%
ILLINOIS	2018	8.6%	14.4%	7.6%	7.0%
St. Clair	2018	10.7%	16.9%	6.2%	6.4%
Madison County	2018	9.9%	14.7%	9.2%	8.9%



## Infant Mortality Rate

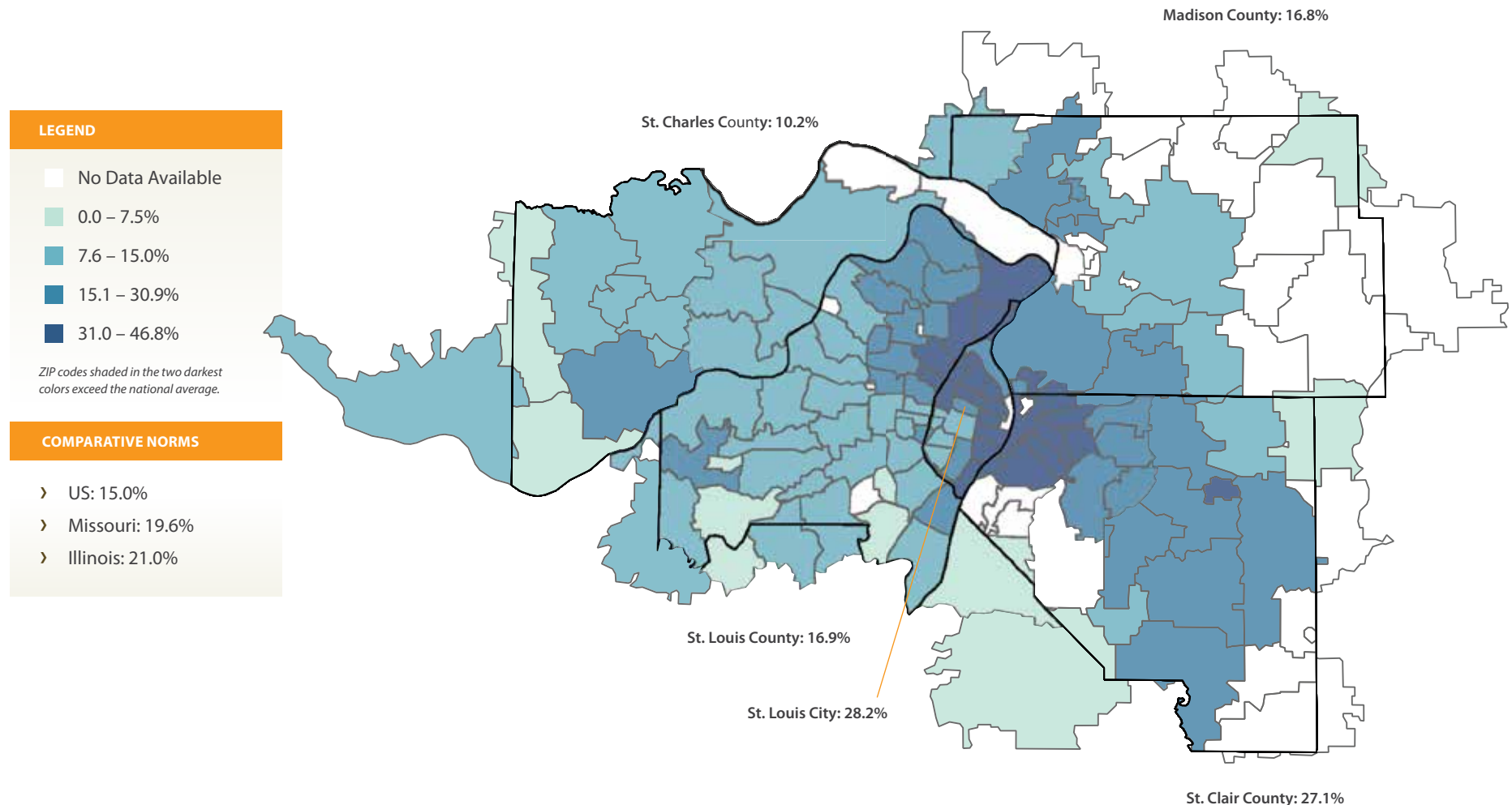
	YEAR	OVERALL	BLACK	LATINX	WHITE
US	2016	5.8	11.4	5.0	4.9
MISSOURI	2014-18	6.3	12.0	5.7	5.4
St. Louis City	2014-18	8.1	11.7	4.7	4.2
St. Louis County	2014-18	6.8	11.4	5.0	4.8
St. Charles County	2014-18	4.8	11.3	*	4.5
ILLINOIS	2014-18	6.3	*	*	*
St. Clair County	2014-18	9.3	*	*	*
Madison County	2014-18	7.7	*	*	*

# Percent of Babies Born with Inadequate Prenatal Care

## Importance of this Indicator

Prenatal care is essential to ensuring the best possible outcomes for both the mother and child during pregnancy and after the baby is born. Prenatal care plays a critical role in decreasing adverse birth outcomes, such as preterm births and low birthweight births, which can have life-long effects on overall child well-being. Increasingly, practitioners are noting the importance of preconception care as a key component of improving

both maternal and child health. Preconception care involves such things as developing a reproduction plan, controlling current health conditions, and discussing the importance of exercise, nutrition, and maintaining a healthy weight before a woman becomes pregnant. To give every child the best start in life it is imperative that all women have access to comprehensive, affordable preconception and prenatal care.



## Percent of Babies Born with Inadequate Prenatal Care

ZIP	% Inadequate Care	ZIP	% Inadequate Care	ZIP	% Inadequate Care	ZIP	% Inadequate Care	ZIP	% Inadequate Care	ZIP	% Inadequate Care
62001	*	62095	19.0	62258	20.5	63042	18.7	63118	32.7	63143	19.7
62002	25.3	62097	*	62260	*	63043	10.3	63119	9.2	63144	12.1
62010	11.3	62201	35.3	62264	17.6	63044	12.6	63120	33.3	63146	11.9
62012	*	62203	42.0	62265	*	63049	13.6	63121	33.5	63147	29.4
62018	18.5	62204	39.8	62269	21.8	63069	12.7	63122	8.1	63301	10.8
†62021	*	62205	39.1	62275	*	63074	22.5	63123	12.8	63303	10.9
62024	16.5	62206	43.8	62281	*	63088	7.8	63124	8.2	63304	9.2
62025	12.8	62207	42.6	†62282	*	63101	30.6	63125	19.8	†63332	0.0
62034	9.8	62208	23.3	62285	12.8	†63102	*	63126	7.0	63341	29.7
62035	12.9	62220	23.8	†62289	*	63103	32.8	63127	*	63348	6.8
62040	22.2	62221	25.9	62293	0.0	63104	32.5	63128	7.4	63357	13.1
†62046	*	62223	20.9	62294	9.6	63105	14.2	63129	10.4	63366	11.3
62048	*	62225	46.8	62298	0.0	63106	34.2	63130	17.5	63367	8.0
†62058	*	62226	22.8	63005	8.8	63107	45.0	63131	8.4	63368	10.3
†62059	42.9	62232	27.2	63011	9.2	63108	25.5	63132	16.8	†63373	*
62060	31.6	62234	16.9	63017	7.8	63109	10.8	63133	39.3	63376	10.0
62061	*	62236	0.0	63021	11.0	63110	10.4	63134	28.1	63385	9.7
62062	15.9	62239	*	63025	7.2	63111	34.7	63135	20.9	†63386	*
62067	*	62240	*	63026	10.2	63112	31.2	63136	31.6		
62074	0.0	62243	16.3	63031	19.1	63113	40.9	63137	32.2		
62084	*	62249	*	63033	20.5	63114	20.7	63138	31.7		
62087	*	62254	13.5	63034	17.1	63115	41.9	63139	10.4		
62088	*	62255	*	63038	15.8	63116	27.7	†63140	*		
62090	29.2	62257	*	63040	7.4	63117	11.6	63141	14.2		

### Data Notes

#### DEFINITION

The percentage of babies born with inadequate prenatal care. (The Missouri Department of Health and Senior Services defines inadequate prenatal care as less than five visits for pregnancies lasting less than 37 weeks, less than eight visits for pregnancies of 37 weeks or longer or care beginning after the fourth month of pregnancy. The Illinois Center for Health Statistics utilizes the Adequacy of Prenatal Care Utilization Index (APNCU), which defines “inadequate care” as prenatal care begun after the 4th month of pregnancy or less than 50% of recommended visits received.

#### DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at <http://health.mo.gov/data/mica/MICA/>. 2018 data.

IL: Illinois Department of Public Health. Office of Policy, Planning & Statistics. Division of Health Data & Policy. Data Request. 2018 data.

#### CALCULATION

(Number of births with no or inadequate prenatal care/Total number of births) X 100. Calculations made by Vision for Children at Risk.

#### NOTE

Data was suppressed for ZIP codes with fewer than five births.

\*No Data Available.

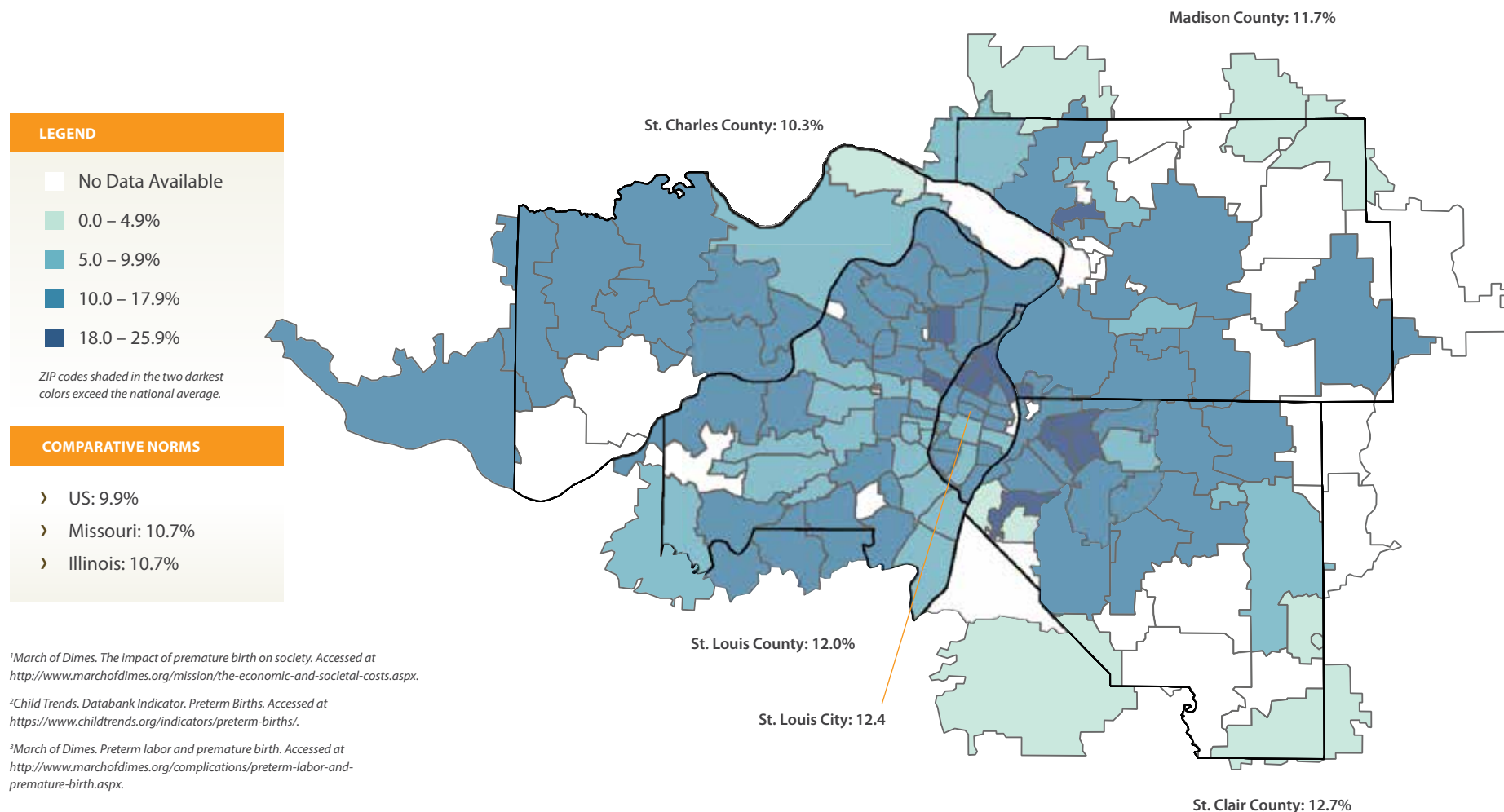
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Babies Born Preterm

## Importance of this Indicator

Infants born preterm have higher rates of immediate and long-term health complications, as well as higher rates of lifelong disability. There are significant costs, both economic and emotional, associated with premature births. The economic costs of premature births, which total in the billions every year in the United States, include health care costs of the baby, labor and delivery costs of the mother, early intervention and special education services throughout the child's life, and costs associated with lost work and pay for the affected family.<sup>1</sup> The underlying causes of premature birth are poorly understood, particularly as it pertains to the persistent racial disparities observed in birth outcomes,

with Black women experiencing preterm birth at rates higher than every other race and ethnicity.<sup>2</sup> However, it is likely that genetic, social, and environmental factors all play a role. Women who receive late or no prenatal care, who have medical conditions such as diabetes and high blood pressure, who use tobacco, alcohol or illicit drugs, and who experience extremely high levels of stress are at an increased risk of preterm birth.<sup>3</sup> These factors, along with the inequity in birth outcomes, have particular importance given the significant segregation that exists in the St. Louis region and should be considered when discussing strategies to improve birth outcomes throughout the region.



## Percent of Babies Born Preterm

ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm
62001	*	62095	11.1	62258	7.1	63042	11.4	63118	13.7
62002	13.1	62097	*	62260	12.2	63043	11.4	63119	8.7
62010	6.2	62201	14.0	62264	*	63044	10.7	63120	18.9
62012	0.0	62203	25.9	62265	*	63049	13.6	63121	14.9
62018	*	62204	22.4	62269	10.7	63069	8.5	63122	10.6
†62021	*	62205	18.2	62275	*	63074	11.4	63123	9.1
62024	20.4	62206	17.3	62281	*	63088	7.8	63124	13.4
62025	10.9	62207	15.6	†62282	0.0	63101	*	63125	9.9
62034	6.5	62208	7.8	62285	*	†63102	*	63126	10.8
62035	8.6	62220	11.9	†62289	0.0	63103	17.9	63127	*
62040	13.2	62221	11.8	62293	*	63104	8.3	63128	11.4
†62046	*	62223	10.4	62294	13.5	63105	11.5	63129	9.5
62048	*	62225	7.3	62298	0.0	63106	12.9	63130	8.1
†62058	*	62226	13.5	63005	13.7	63107	15.7	63131	9.1
†62059	*	62232	14.1	63011	9.5	63108	14.4	63132	8.4
62060	14.0	62234	12.4	63017	15.3	63109	11.7	63133	21.4
62061	*	62236	*	63021	7.6	63110	8.7	63134	15.7
62062	10.1	62239	18.3	63025	13.9	63111	10.3	63135	18.1
62067	*	62240	0.0	63026	14.4	63112	14.1	63136	16.1
62074	0.0	62243	*	63031	13.8	63113	11.3	63137	17.9
62084	*	62249	10.2	63033	14.0	63114	16.1	63138	15.3
62087	*	62254	15.4	63034	15.0	63115	20.2	63139	10.0
62088	0.0	62255	*	63038	*	63116	9.8	†63140	*
62090	20.8	62257	0.0	63040	8.8	63117	6.3	63141	8.5

### Data Notes

#### DEFINITION

The percentage of infants born preterm (defined as infants who are born before 37 full weeks of pregnancy are completed).

#### DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at <http://health.mo.gov/data/mica/MICA/>. 2018 data.

IL: Illinois Department of Public Health. Office of Policy, Planning & Statistics. Division of Health Data & Policy. Data Request. 2018 data.

#### CALCULATION

(Number of infants born prior to 37 full weeks of pregnancy/Total number of births) X 100. Calculations made by Vision for Children at Risk.

#### NOTE

Data was suppressed for ZIP codes with fewer than five births.

\*No Data Available.

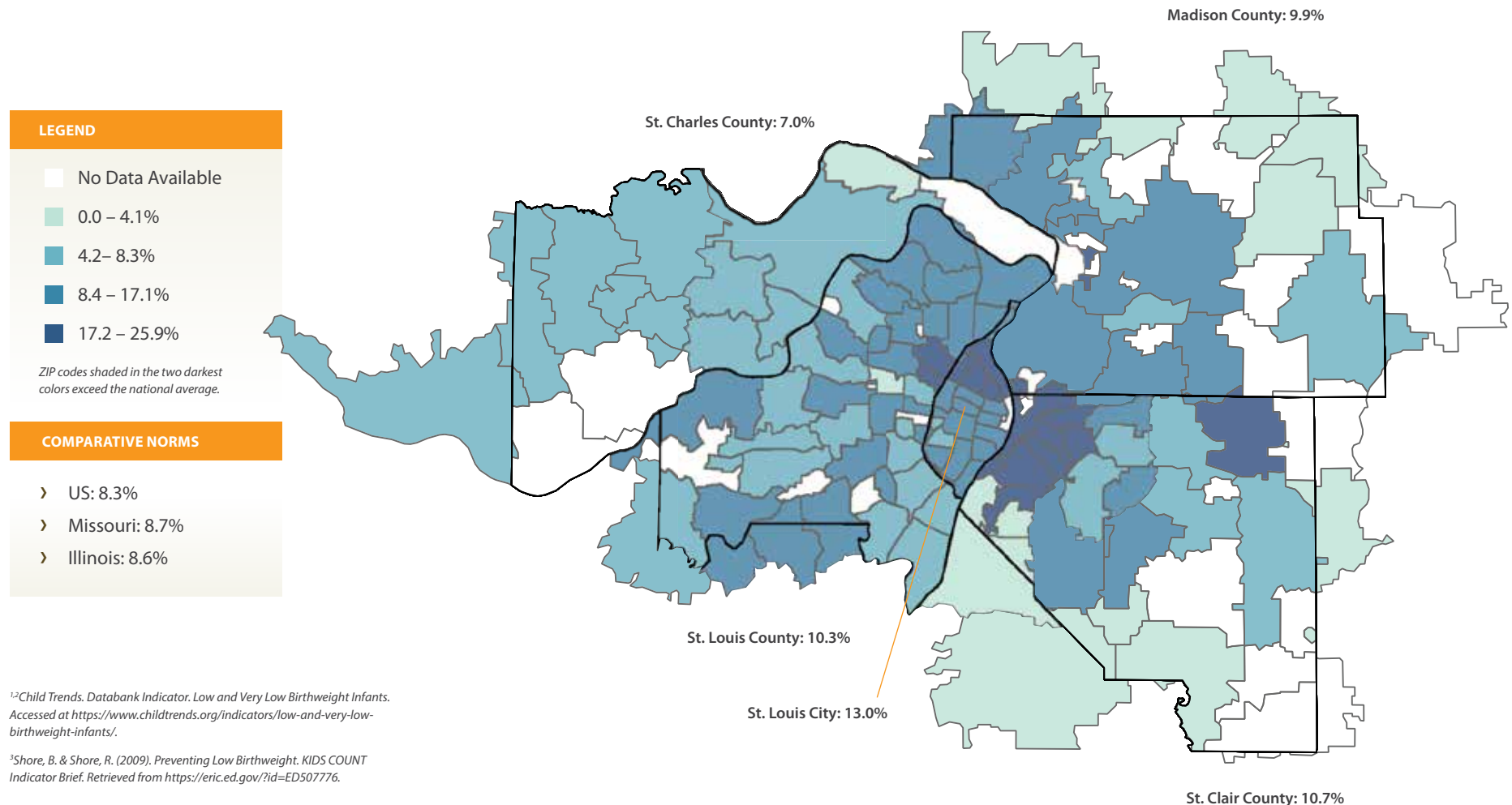
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Babies Born with Low Birthweight

## Importance of this Indicator

Infants born at a low birthweight are at an increased risk of many serious health conditions, as well as an increased rate of infant mortality. Furthermore, the lower the birthweight, the greater the risk for these complications. Additionally, infants born at a low birthweight are at an increased risk of adverse effects to their long-term well-being, effecting everything from their kindergarten readiness to high school completion. Low birthweight babies have an increased chance of having a school-age learning disability, being enrolled in special education classes, having a lower IQ, and dropping out of high school.<sup>1</sup> There are also significant economic costs associated with low birthweight births that impact both the families affected by a low birthweight birth and the communities

in which they live. Such costs include higher medical expenditures, special education and social service expenses, and decreased productivity in adulthood.<sup>2</sup> The most effective way to reduce the number of infants born with low birthweight is to focus on preventative measures such as ensuring all women have access to affordable, comprehensive prenatal care, focusing intensively on smoking prevention and cessation, ensuring that pregnant women get adequate nutrition, and addressing specific demographic, social, and environmental risk factors as all these factors can influence the number of low birthweight births in a community.<sup>3</sup>



## Percent of Babies Born with Low Birthweight

ZIP	% Low BW	ZIP	% Low BW	ZIP	% Low BW	ZIP	% Low BW	ZIP	% Low BW
62001	0.0	62095	11.9	62258	4.5	63042	10.3	63118	13.9
62002	12.2	62097	*	62260	9.5	63043	9.3	63119	6.8
62010	5.2	62201	18.4	62264	*	63044	7.8	63120	22.5
62012	0.0	62203	25.9	62265	0.0	63049	9.5	63121	18.9
62018	*	62204	21.4	62269	7.3	63069	4.9	63122	8.8
†62021	0.0	62205	24.5	62275	*	63074	11.9	63123	6.2
62024	16.5	62206	17.3	62281	*	63088	*	63124	10.3
62025	9.3	62207	21.3	†62282	0.0	63101	*	63125	7.1
62034	5.2	62208	6.8	62285	0.0	†63102	*	63126	13.0
62035	8.6	62220	9.8	†62289	0.0	63103	16.4	63127	*
62040	11.0	62221	6.0	62293	*	63104	11.9	63128	7.9
†62046	*	62223	4.9	62294	11.5	63105	10.6	63129	7.7
62048	*	62225	*	62298	0.0	63106	13.9	63130	5.3
†62058	*	62226	10.3	63005	8.8	63107	19.3	63131	7.8
†62059	*	62232	10.9	63011	7.7	63108	17.0	63132	3.6
62060	*	62234	9.3	63017	7.8	63109	9.9	63133	18.6
62061	*	62236	0.0	63021	5.3	63110	9.1	63134	12.9
62062	*	62239	18.3	63025	8.9	63111	12.0	63135	14.2
62067	*	62240	0.0	63026	9.1	63112	10.6	63136	16.8
62074	0.0	62243	*	63031	11.6	63113	15.1	63137	15.3
62084	*	62249	4.8	63033	13.2	63114	14.0	63138	16.1
62087	23.8	62254	17.3	63034	17.1	63115	22.1	63139	5.2
62088	0.0	62255	*	63038	*	63116	10.0	†63140	*
62090	20.8	62257	*	63040	7.4	63117	*	63141	9.7

### Data Notes

#### DEFINITION

The percentage of infants born weighing less than 2,500 grams (5.5 pounds).

#### DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at <http://health.mo.gov/data/mica/MICA/>. 2018 data.

IL: Illinois Department of Public Health. Office of Policy, Planning & Statistics. Division of Health Data & Policy. Data Request. 2018 data.

#### CALCULATION

(Number of infants born weighing less than 2,500 grams/Total number of births) X 100. Calculations made by Vision for Children at Risk.

#### NOTE

Data was suppressed for ZIP codes with fewer than five births.

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

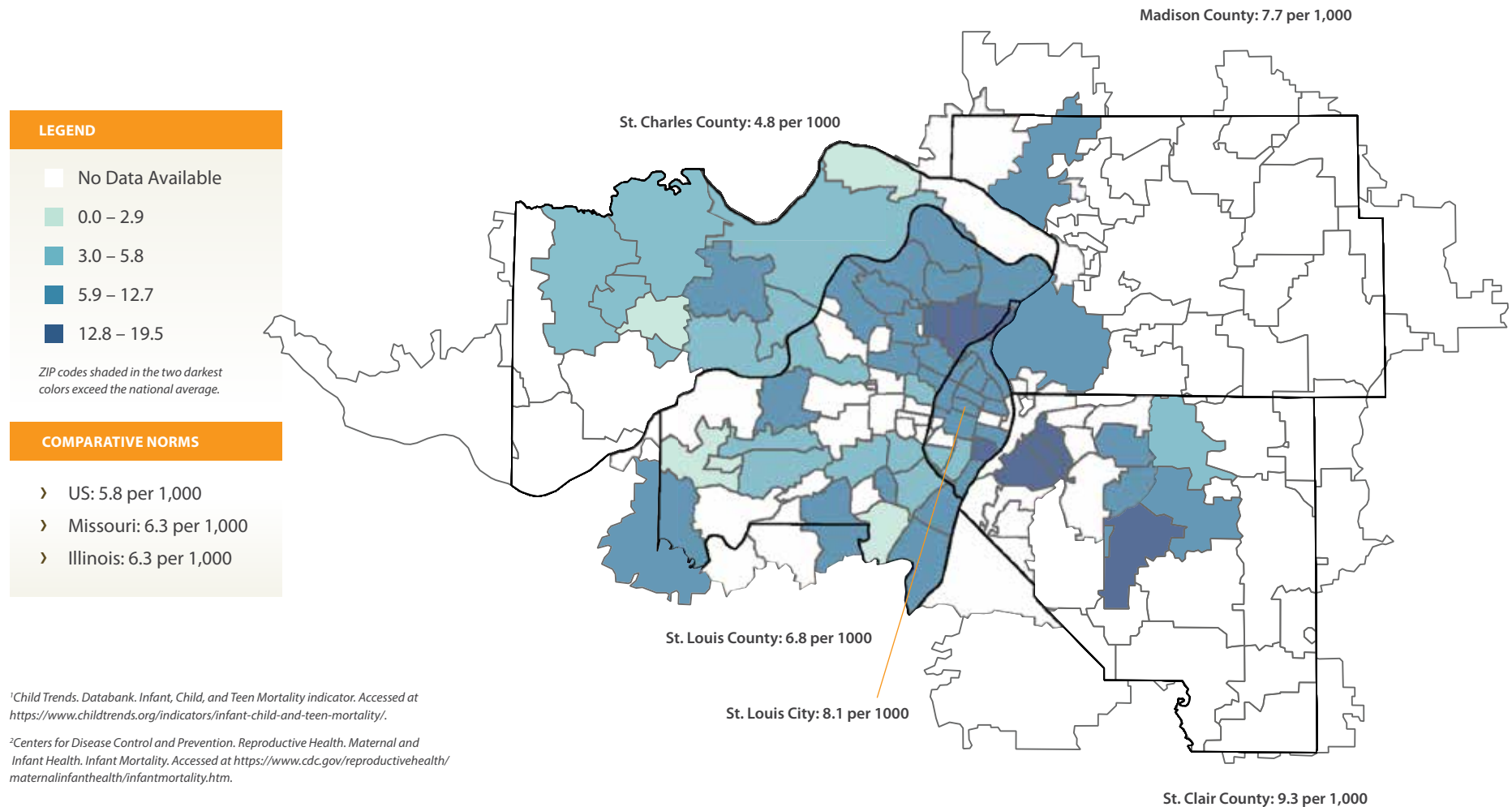


# Five-Year Infant Mortality Rate (per 1,000 Live Births)

## Importance of this Indicator

The Infant Mortality Rate is frequently used as a key measure of the overall health, well-being and quality of life of the people living in a given community. It is an important indicator to monitor, particularly since a high Infant Mortality Rate can be indicative of underlying problems in a community, such as poor access to prenatal care, violence in the community, and a lack of safe, affordable, quality early child care options. Furthermore, differences between infant mortality rates can point to inequities within a community. For example, different segments of the community may have unequal access to health

care or safe places for children to play, or have different exposure to environmental toxins- all factors that can play a part in a community's Infant Mortality Rate.<sup>1</sup> Significant disparities in infant mortality rates by race exist, with the mortality rate for Black infants being more than twice that of white infants.<sup>2</sup> It is critical that these disparities in infant mortality rates, as well as the underlying factors that can inequitably effect different segments of a community, be considered when initiatives and policies aimed at reducing the Infant Mortality Rate are implemented.



## Five-Year Infant Mortality Rate (per 1,000 Live Births)

ZIP	IMR	ZIP	IMR	ZIP	IMR	ZIP	IMR	ZIP	IMR
62001	*	62095	*	62258	*	63042	8.7	63118	13.9
62002	12.6	62097	*	62260	*	63043	*	63119	4.5
62010	*	62201	*	62264	*	63044	12.7	63120	10.4
62012	*	62203	*	62265	*	63049	*	63121	10.2
62018	*	62204	*	62269	5.6	63069	7.4	63122	3.7
†62021	*	62205	17.8	62275	*	63074	*	63123	5.1
62024	*	62206	12.8	62281	*	63088	*	63124	*
62025	*	62207	19.5	†62282	*	63101	0.0	63125	8.3
62034	*	62208	10.2	62285	*	†63102	*	63126	10.8
62035	*	62220	14.4	†62289	*	63103	*	63127	*
62040	8.5	62221	8.9	62293	*	63104	7.3	63128	0.0
†62046	*	62223	*	62294	*	63105	*	63129	7.0
62048	*	62225	*	62298	*	63106	12.4	63130	3.5
†62058	*	62226	7.3	63005	*	63107	7.5	63131	*
†62059	*	62232	*	63011	4.6	63108	7.4	63132	*
62060	*	62234	*	63017	8.0	63109	3.6	63133	9.5
62061	*	62236	*	63021	4.5	63110	8.9	63134	11.3
62062	*	62239	*	63025	*	63111	7.2	63135	14.1
62067	*	62240	*	63026	6.8	63112	8.1	63136	13.3
62074	*	62243	*	63031	6.1	63113	8.2	63137	14.8
62084	*	62249	*	63033	8.2	63114	8.8	63138	9.8
62087	*	62254	*	63034	8.3	63115	12.6	63139	*
62088	*	62255	*	63038	0.0	63116	5.5	†63140	*
62090	*	62257	*	63040	0.0	63117	*	63141	*

### Data Notes

#### DEFINITION

The infant mortality rate is the number of deaths under one year of age that occur for every 1,000 live births.

#### DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at <http://health.mo.gov/data/mica/MICA/>. 2014-2018 data.

IL: Illinois Department of Public Health. Office of Policy, Planning & Statistics. Division of Health Data & Policy. Data Request. 2014-2018 data.

#### CALCULATION

$$[(\text{Number of infant deaths} \times 1,000) / \text{Total number of live births}]$$
. Calculations made by Vision for Children at Risk.

#### NOTE

Data were suppressed for Missouri ZIP codes with fewer than five infant deaths over the five-year period and Illinois ZIP codes with fewer than 10 infant deaths over the five-year period.

\*No Data Available.

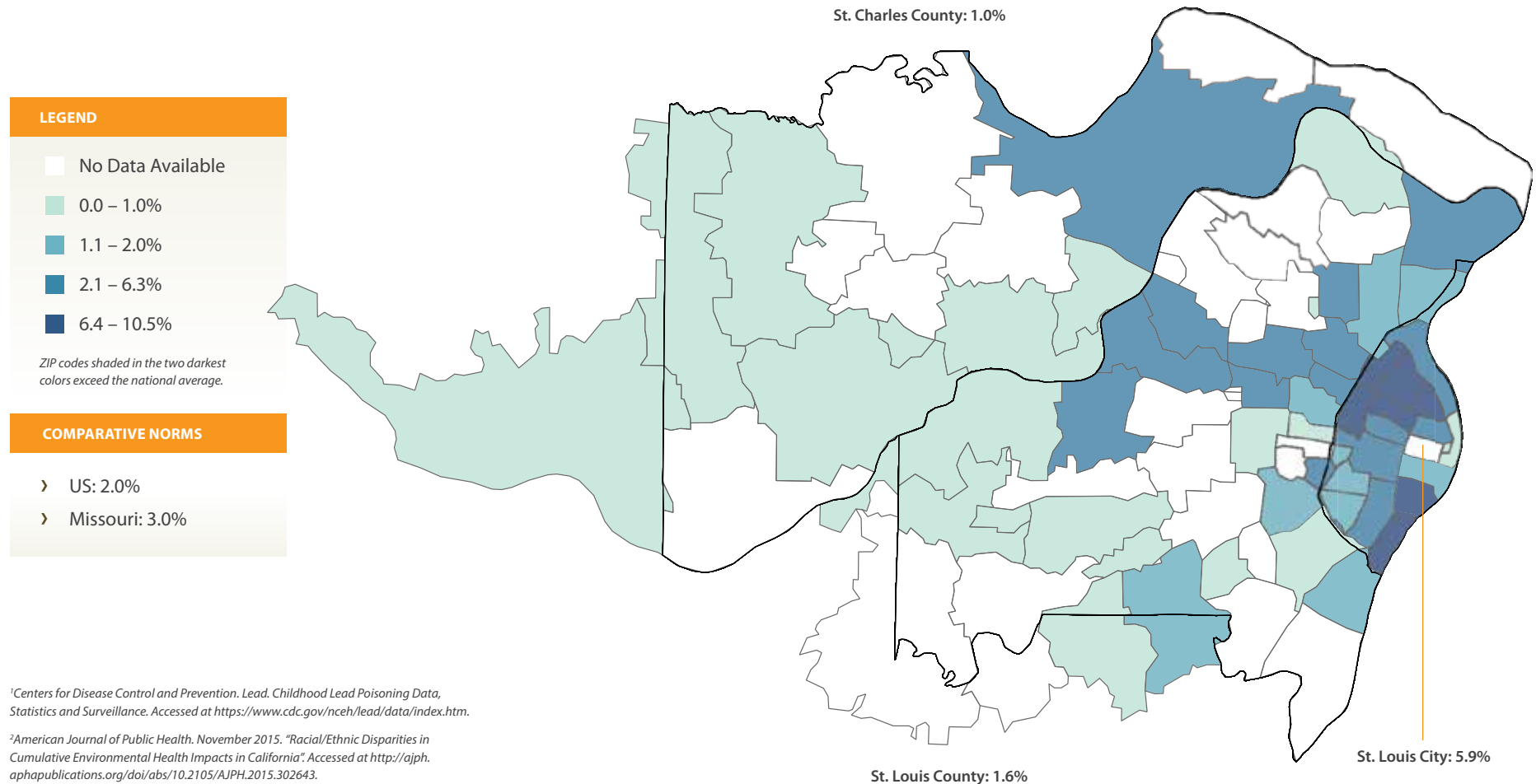
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Tested with Elevated Blood Lead Levels (MO)

## Importance of this Indicator

Lead is a significant environmental threat to children, particularly those under the age of six. Exposure to lead can harm a child's health and development, increasing their risk for neurological damage, speech and hearing problems, and learning and behavior problems. Childhood lead exposure can have life-long effects on both the individual child and the community since lead exposure has been linked to reduced IQ, juvenile delinquency and criminal behavior.<sup>1</sup> Exposure to environmental toxins and contaminants and the health risks associated with this exposure is not uniformly distributed across all

communities. Low-income and non-white communities are disproportionately exposed to significant environmental health hazards including lead, air pollution, pesticides, toxic waste sites, traffic congestion and lack of green space.<sup>2</sup> It is important to consider both the historical and present-day practices that contribute to this disproportionate exposure to environmental health hazards when developing new policies and strategies aimed at addressing these inequities.



<sup>1</sup>Centers for Disease Control and Prevention. Lead. Childhood Lead Poisoning Data, Statistics and Surveillance. Accessed at <https://www.cdc.gov/nceh/lead/data/index.htm>.

<sup>2</sup>American Journal of Public Health. November 2015. "Racial/Ethnic Disparities in Cumulative Environmental Health Impacts in California". Accessed at <http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302643>.

## Percent of Children Tested with Elevated Blood Lead Levels (MO)

ZIP	% Lead	ZIP	% Lead	ZIP	% Lead	ZIP	% Lead
63005	0.0	63107	10.0	63131	*	63368	*
63011	*	63108	2.7	63132	2.3	†63373	*
63017	2.4	63109	1.9	63133	5.3	63376	*
63021	0.0	63110	4.2	63134	*	63385	0.0
63025	*	63111	7.0	63135	2.4	†63386	*
63026	1.6	63112	7.7	63136	1.8		
63031	*	63113	7.9	63137	1.8		
63033	*	63114	3.4	63138	2.8		
63034	0.0	63115	10.5	63139	1.6		
63038	0.0	63116	6.2	†63140	0.0		
63040	0.0	63117	*	63141	*		
63042	*	63118	10.2	63143	3.8		
63043	2.6	63119	1.2	63144	*		
63044	*	63120	6.9	63146	2.9		
63049	0.0	63121	3.5	63147	5.9		
63069	*	63122	*	63301	2.3		
63074	*	63123	0.9	63303	0.0		
63088	0.0	63124	0.0	63304	0.0		
63101	0.0	63125	1.6	†63332	*		
†63102	0.0	63126	*	63341	0.0		
63103	*	63127	0.0	63348	0.0		
63104	1.9	63128	*	63357	0.0		
63105	0.0	63129	*	63366	*		
63106	3.6	63130	1.8	63367	*		

### Data Notes

#### DEFINITION

The percentage of children under age six tested for lead who have blood lead levels over 5 micrograms per deciliter.

#### DATA SOURCE

Missouri Department of Health & Senior Services. Environmental Public Health Tracking Program (EPHT). Accessed at <https://healthapps.dhss.mo.gov/MoPhims/EPHTHome>. 2018 data.

#### CALCULATION

(Number of children under age 6 with blood lead levels over 5 micrograms per deciliter/Total number of children tested for lead) X 100. Calculations made by Vision for Children at Risk.

#### NOTE

Repeated requests were made to the Illinois Department of Health to obtain the Illinois data for this indicator. However, the data were not made available during our data collection period.

\*No Data Available.

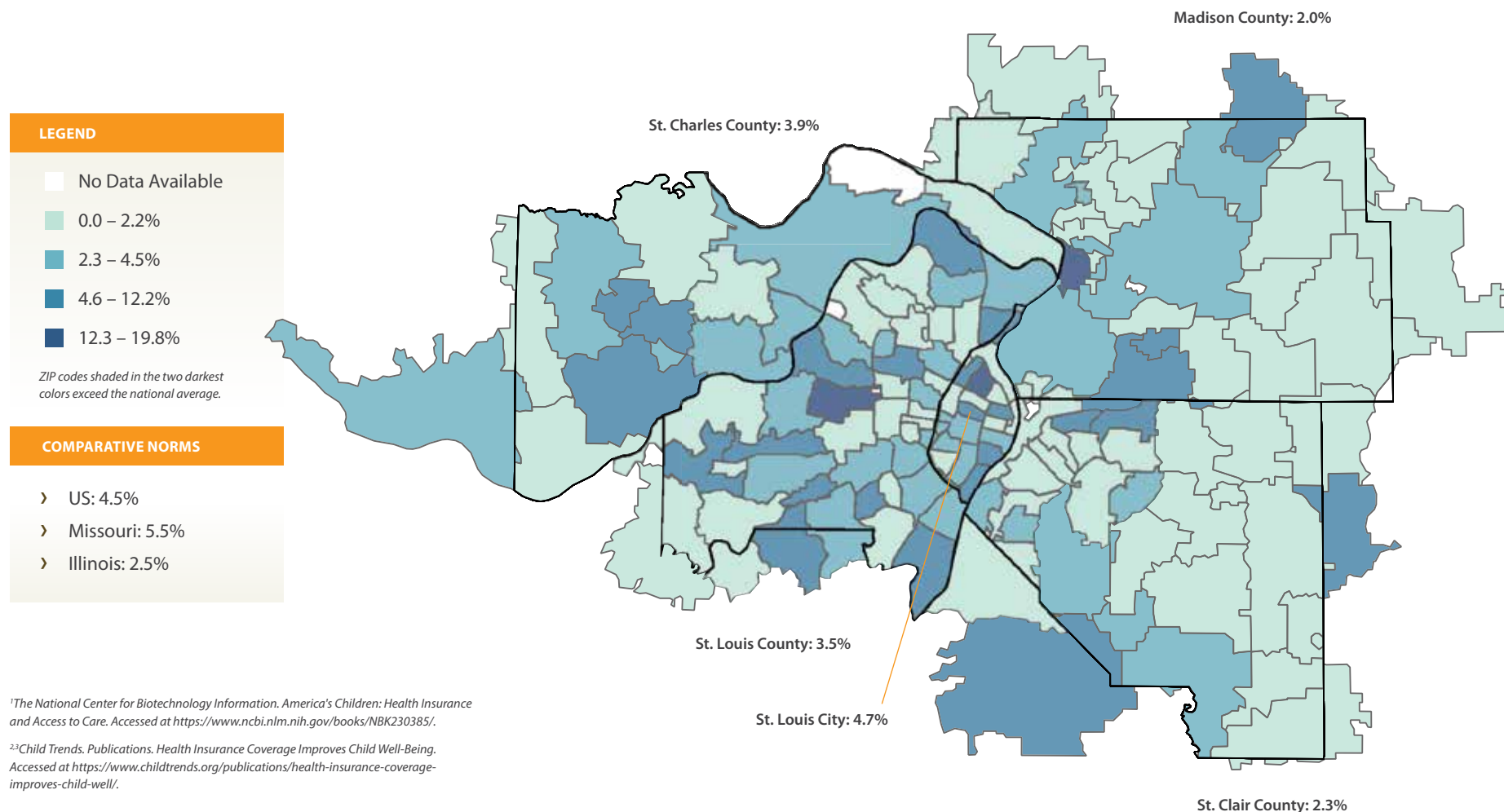
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Under Age 6 without Health Insurance

## Importance of this Indicator

Health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults.<sup>1</sup> Health insurance plays a critical role in the early identification of physical and developmental delays in young children, in ensuring that children receive life-saving immunizations, and in the prevention/management of chronic health conditions that can have long-term effects on overall health and well-being. Furthermore, children who have health insurance are more likely to have improved education and economic outcomes that benefit the community as a whole. Children with health insurance have better reading scores, increased rates of

high school and college completion, pay more in taxes, and collect less in Earned Income Tax Credit payments than children without health insurance.<sup>2</sup> Currently, the vast majority of children in this country are covered by some type of health insurance: 52 percent by private insurance and 43 percent by a government-sponsored program.<sup>3</sup> It is likely that health care will continue to remain a contentious political and policy issue for years to come. Given the evidence that children's health insurance coverage is associated with multiple benefits that accrue into adulthood, it is critical that we advocate for the programs and policies that maintain this high rate of coverage.



## Percent of Children Under Age 6 without Health Insurance

ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured
62001	0.0	62095	0.0	62258	0.0	63042	0.0	63118	4.8	63143	2.3
62002	3.3	62097	4.2	62260	2.7	63043	2.7	63119	2.8	63144	0.0
62010	0.0	62201	0.0	62264	2.3	63044	0.0	63120	9.7	63146	7.3
62012	0.0	62203	0.0	62265	10.2	63049	5.8	63121	3.2	63147	0.0
62018	4.2	62204	5.5	62269	1.2	63069	1.0	63122	2.5	63301	3.8
<sup>†</sup> 62021	0.0	62205	1.6	62275	0.0	63074	3.5	63123	2.6	63303	2.8
62024	0.0	62206	0.0	62281	0.0	63088	5.2	63124	0.9	63304	3.2
62025	2.3	62207	0.0	<sup>†</sup> 62282	0.0	63101	0.0	63125	3.2	<sup>†</sup> 63332	0.0
62034	0.0	62208	0.0	62285	2.7	<sup>†</sup> 63102	0.0	63126	0.0	63341	9.6
62035	0.9	62220	0.5	<sup>†</sup> 62289	0.0	63103	0.0	63127	10.3	63348	0.0
62040	3.7	62221	0.6	62293	0.0	63104	2.4	63128	1.9	63357	2.7
<sup>†</sup> 62046	0.0	62223	1.5	62294	0.0	63105	0.0	63129	8.1	63366	1.9
62048	19.8	62225	0.0	62298	7.0	63106	5.6	63130	4.4	63367	10.9
<sup>†</sup> 62058	0.0	62226	2.7	63005	1.9	63107	1.5	63131	0.0	63368	9.6
<sup>†</sup> 62059	0.0	62232	5.7	63011	4.6	63108	6.1	63132	0.0	<sup>†</sup> 63373	*
62060	0.0	62234	10.9	63017	2.8	63109	0.6	63133	1.1	63376	1.4
62061	0.0	62236	0.0	63021	2.5	63110	3.1	63134	0.8	63385	2.4
62062	5.8	62239	0.0	63025	0.0	63111	11.8	63135	1.2	<sup>†</sup> 63386	0.0
62067	0.0	62240	3.4	63026	3.3	63112	1.6	63136	2.2		
62074	0.0	62243	0.0	63031	1.7	63113	1.4	63137	5.2		
62084	3.0	62249	0.4	63033	2.3	63114	9.8	63138	4.0		
62087	0.0	62254	0.0	63034	11.3	63115	16.6	63139	3.2		
62088	6.9	62255	0.0	63038	9.4	63116	3.5	<sup>†</sup> 63140	0.0		
62090	0.0	62257	0.0	63040	1.6	63117	1.3	63141	16.5		

### Data Notes

#### DEFINITION

The percentage of children under age six without health insurance.

#### DATA SOURCE

MO & IL: American Fact Finder. Selected Characteristics of Health Insurance Coverage in the United States. 2013-2017 American Community Survey 5-Year Estimates. Table: S2701. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of children under age 6 with no health insurance/Total number of children under 6) X 100. Calculations made by Vision for Children at Risk.

<sup>\*</sup>No Data Available.

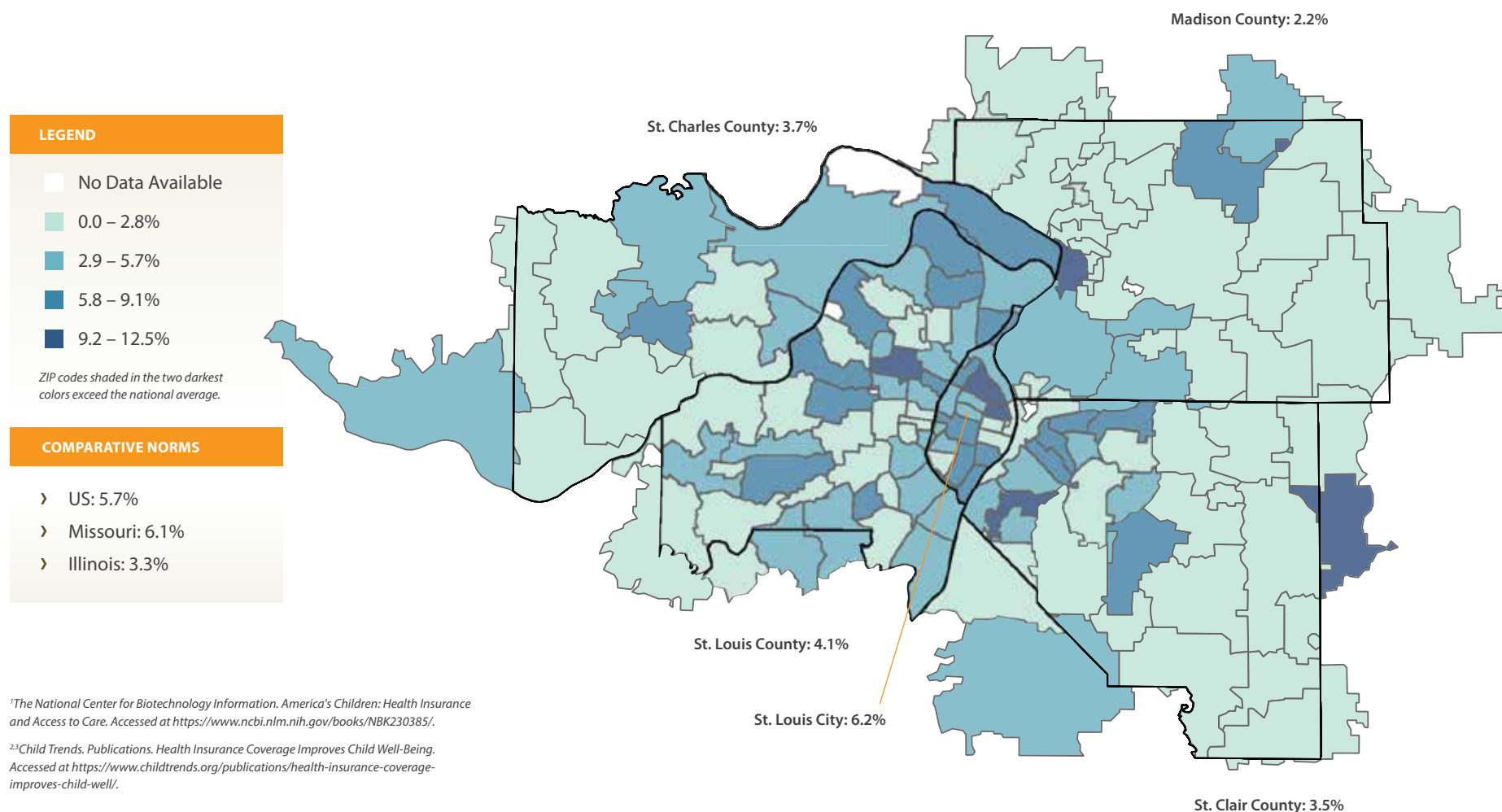
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Under Age 19 without Health Insurance

## Importance of this Indicator

Health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults. Health insurance plays a critical role in the early identification of physical and developmental delays in young children, in ensuring that children receive life-saving immunizations, and in the prevention/management of chronic health conditions that can have long-term effects on overall health and well-being. Furthermore, children who have health insurance are more likely to have improved education and economic outcomes that benefit the community as a whole. Children with health insurance have better reading scores, increased rates of

high school and college completion, pay more in taxes, and collect less in Earned Income Tax Credit payments than children without health insurance. Currently, the vast majority of children in this country are covered by some type of health insurance: 52 percent by private insurance and 43 percent by a government-sponsored program. It is likely that health care will continue to remain a contentious political and policy issue for years to come. Given the evidence that children's health insurance coverage is associated with multiple benefits that accrue into adulthood, it is critical that we advocate for the programs and policies that maintain this high rate of coverage.





## Percent of Children Under Age 19 without Health Insurance

ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured
62001	0.6	62095	2.7	62258	0.9	63042	2.5	63118	8.1	63143	3.5
62002	2.5	62097	7.5	62260	1.0	63043	1.8	63119	3.0	63144	0.5
62010	0.7	62201	2.1	62264	1.3	63044	8.2	63120	8.0	63146	5.9
62012	1.4	62203	4.5	62265	9.9	63049	3.1	63121	3.3	63147	3.1
62018	1.2	62204	8.6	62269	1.8	63069	1.1	63122	2.7	63301	5.3
†62021	0.0	62205	8.1	62275	1.2	63074	4.3	63123	5.1	63303	3.6
62024	0.5	62206	5.3	62281	0.6	63088	2.4	63124	0.9	63304	2.3
62025	1.8	62207	7.5	†62282	0.0	63101	0.0	63125	4.5	†63332	1.0
62034	3.3	62208	1.4	62285	1.0	†63102	0.0	63126	2.1	63341	1.7
62035	2.3	62220	6.5	†62289	3.6	63103	0.3	63127	8.6	63348	0.3
62040	3.4	62221	0.4	62293	0.0	63104	1.7	63128	1.0	63357	4.5
†62046	1.6	62223	1.5	62294	1.9	63105	1.1	63129	5.2	63366	3.9
62048	12.5	62225	0.0	62298	3.1	63106	9.4	63130	4.3	63367	4.4
†62058	12.5	62226	3.1	63005	1.2	63107	9.7	63131	0.0	63368	7.5
†62059	*	62232	6.4	63011	4.5	63108	4.3	63132	4.1	†63373	*
62060	0.0	62234	4.2	63017	1.8	63109	0.4	63133	7.2	63376	2.0
62061	0.0	62236	1.3	63021	5.9	63110	7.6	63134	2.5	63385	2.0
62062	1.6	62239	11.7	63025	0.9	63111	7.9	63135	2.0	†63386	8.2
62067	0.0	62240	4.9	63026	3.6	63112	4.6	63136	4.4		
62074	0.0	62243	0.0	63031	4.1	63113	4.7	63137	6.5		
62084	1.0	62249	1.5	63033	6.3	63114	11.4	63138	4.3		
62087	0.0	62254	0.5	63034	8.5	63115	11.8	63139	3.8		
62088	4.5	62255	0.0	63038	3.1	63116	7.0	†63140	2.7		
62090	1.4	62257	1.9	63040	1.9	63117	1.8	63141	6.6		

### Data Notes

#### DEFINITION

The percentage of children under age 19 without health insurance.

#### DATA SOURCE

MO & IL: American Fact Finder. Selected Characteristics of Health Insurance Coverage in the United States. 2013-2017 American Community Survey 5-Year Estimates. Table: S2701. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of children under age 19 with no health insurance/Total number of children under 19) X 100. Calculations made by Vision for Children at Risk.

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Early Childhood Development

## IN THIS SECTION

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# Early Childhood Development › Focus on Equity

There is an abundance of research related to early childhood development that documents both its critical importance to the life-long well-being of individual children and the tremendous social and economic benefits that accrue to the larger society that result from investing in quality early childhood programs. Additionally, research in the field of neuroscience documents the importance of addressing the developmental needs of children during early childhood in order to equip them with critical skills and put them on a positive life trajectory that maximizes their chances for long-term success.<sup>1</sup> Furthermore, economic research over the past few decades demonstrates the direct link between the well-being of children and the vitality and viability of the communities in which we live and that, in terms of economic benefits, investing in the development of young children yields significant returns on investment.<sup>2</sup>

The individual, social, and economic benefits of providing access to high quality, affordable early childhood development opportunities to all children and families cannot be overstated. However, the early childhood system involves a complex array of sectors, stakeholders, and funding streams that interplay in ways that can make improving this system for children and families particularly challenging. And while as a country we often give lip service to the importance of investing in early childhood and implementing family friendly policies, we still lag far behind other countries when it comes to actual investment and implementation. This is a pattern repeated, to varying degrees, at the state and local levels. Despite the complexities of the early childhood system, outcomes for children and families can be significantly improved if investments and policies are focused on the key issues of access, affordability, and quality.

We know the significant short- and long-term benefits of Early Childhood Development to a child's overall well-being. We also know the vast social and economic benefits that could be gained from adequately investing in Early Childhood Development. However, it is critical that we acknowledge that across social, economic, and political systems, public policies and institutional practices past and present have produced outcomes that chronically favor some while persistently disadvantaging others. The ramifications of these policies and practices are evident throughout all aspects of the early childhood system. Currently our early childhood system does not adequately support the majority of children and families and this failure leaves our most vulnerable children and families, the ones who would reap the most benefits from access to high quality, affordable early childhood opportunities, further behind.

## Focus on Equity

The Focus on Equity pages of the Early Childhood Development section of this report present data that show that on average only about half of children are enrolled in a pre-kindergarten program. Further, in some counties there are substantial differences between the percentage of Black children and the percentage of white children who are accessing programs, raising concerns about issues of equity. In the pages that follow the Focus on Equity section, you will find ZIP code and school district level data for the indicators that make up the Early Childhood Development section of this report. These indicators illustrate patterns and trends related to issues of access, affordability, and quality.

However, just as the early childhood system is complex so are the data. Perhaps more than in any other section of this report these indicators need to be considered in relation to the other indicators within this section; in relation to other demographic indicators in this report such as race, poverty, and income; and in relation to the complexities of the early childhood system, in order to get the full picture of the early childhood landscape. Focusing on access, affordability, and quality to improve the early childhood system to better support all children and families would dramatically improve child well-being in our region. Equity must be at the center of all investments, policies, and strategies as attention is focused on these key components.

## Data Notes

### DATA SOURCE

Source: Data for this table came from the United States Census Bureau (American Community Survey).

*\*No Data Available.*

<sup>1</sup>National Scientific Council on the Developing Child. "The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do." Accessed at <https://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do/>.

<sup>2</sup>[heckmanequation.org](http://heckmanequation.org)

## Percent of Children (age 3–4) Enrolled in a Pre-Kindergarten Program

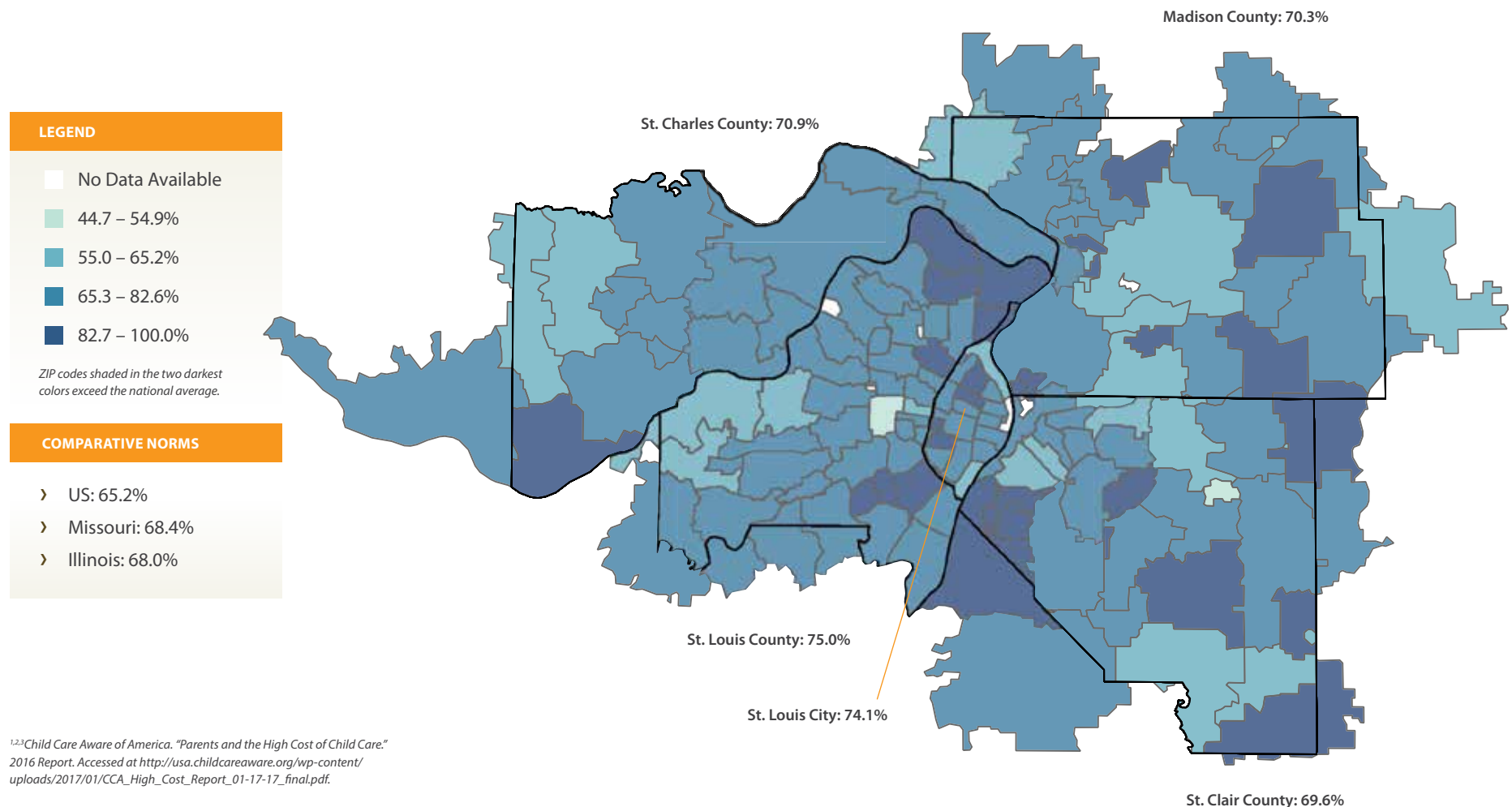
	YEAR	OVERALL	BLACK	WHITE
US	2017	47.5%	*	*
MISSOURI	2017	45.1%	*	*
St. Louis City	2017	51.3%	43.8%	63.4%
St. Louis County	2017	60.7%	51.5%	61.8%
St. Charles County	2017	53.4%	*	*
ILLINOIS	2017	55.1%	*	*
St. Clair County	2017	58.6%	57.3%	58.2%
Madison County	2017	55.1%	*	57.4%

# Percent of Families with All Parent(s) in the Workforce

## Importance of this Indicator

Today, the majority of parents in this country participate in the workforce. This is overwhelmingly true of single-parent families, but is becoming increasingly true of two-parent families as cultural norms continue to evolve and having both parents in the workforce has become an economic necessity for many families. This underscores the importance of providing affordable, high-quality early childhood education options to all families. Analyses indicate that working families lose an estimated \$28.9 billion in wages because they do not have access to affordable child care and paid family and medical leave.<sup>1</sup> Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short term,

as well as increased attachment to the labor force and higher earnings in the long-term.<sup>2</sup> Additionally, research shows that child care assistance helps working parents experience fewer missed days, schedule changes, and lost overtime hours.<sup>3</sup> With the overwhelming majority of parents participating in the workforce, child care is an issue that affects most families in this country. Providing access to affordable, high-quality early child care is critical to parents' ability to participate in the workforce and support their families. Implementing policies and making investments that increase access to affordable, high-quality child care options would not only improve individual child well-being outcomes, but also strengthen families and the economic vitality of the region.





## Percent of Families with All Parent(s) in the Workforce

ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce
62001	89.3	62095	77.2	62258	72.5	63042	75.7	63118	78.3	63143	67.2
62002	73.7	62097	66.9	62260	77.8	63043	66.7	63119	73.1	63144	68.9
62010	71.5	62201	67.6	62264	63.3	63044	80.1	63120	71.2	63146	67.8
62012	72.9	62203	76.6	62265	70.8	63049	73.0	63121	87.2	63147	55.1
62018	80.0	62204	72.7	62269	63.8	63069	81.4	63122	69.5	63301	71.6
<sup>†</sup> 62021	40.4	62205	70.3	62275	62.2	63074	68.6	63123	84.0	63303	81.7
62024	75.7	62206	60.4	62281	98.0	63088	78.7	63124	44.7	63304	73.2
62025	59.2	62207	61.3	<sup>†</sup> 62282	63.2	63101	75.8	63125	82.0	<sup>†</sup> 63332	93.8
62034	61.9	62208	72.6	62285	74.6	<sup>†</sup> 63102	*	63126	88.8	63341	71.1
62035	59.2	62220	77.7	<sup>†</sup> 62289	57.7	63103	79.7	63127	86.8	63348	56.7
62040	67.0	62221	74.6	62293	92.7	63104	80.4	63128	72.3	63357	82.6
<sup>†</sup> 62046	98.9	62223	69.3	62294	74.3	63105	62.4	63129	81.3	63366	69.0
62048	77.0	62225	45.8	62298	68.8	63106	72.6	63130	75.9	63367	68.3
<sup>†</sup> 62058	64.6	62226	86.2	63005	64.1	63107	71.7	63131	70.2	63368	65.6
<sup>†</sup> 62059	36.4	62232	62.8	63011	66.1	63108	73.7	63132	77.4	<sup>†</sup> 63373	80.0
62060	85.3	62234	60.2	63017	61.5	63109	78.2	63133	80.5	63376	74.2
62061	79.2	62236	89.9	63021	66.2	63110	75.4	63134	81.2	63385	63.9
62062	93.6	62239	86.7	63025	74.4	63111	60.1	63135	75.8	<sup>†</sup> 63386	81.8
62067	100.0	62240	95.0	63026	71.9	63112	73.8	63136	79.6		
62074	69.5	62243	85.6	63031	76.1	63113	84.8	63137	84.5		
62084	97.7	62249	74.1	63033	87.1	63114	74.5	63138	85.7		
62087	54.9	62254	65.8	63034	83.5	63115	88.8	63139	84.5		
62088	78.4	62255	60.9	63038	58.8	63116	68.6	<sup>†</sup> 63140	21.4		
62090	100.0	62257	92.6	63040	65.7	63117	81.3	63141	69.6		

### Data Notes

#### DEFINITION

The percentage of families with children under 6 where both parents are in the workforce (in the case of two-parent families) or the parent is in the workforce (in the case of single-parent families).

#### DATA SOURCE

MO & IL: American Fact Finder. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents. Universe: Own children under 18 years in families and subfamilies. 2013-2017 American Community Survey 5-Year Estimates. Table B23008. Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

$$\left( \frac{\text{Children under 6 years: living with two parents: both parents in labor force} + \text{Children under 6 years: living with one parent: living with father: in labor force} + \text{Children under 6 years: living with one parent: living with mother: in labor force}}{\text{Number of children under 6}} \right) \times 100$$
 Calculations made by Vision for Children at Risk.

<sup>\*</sup>No Data Available.

<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

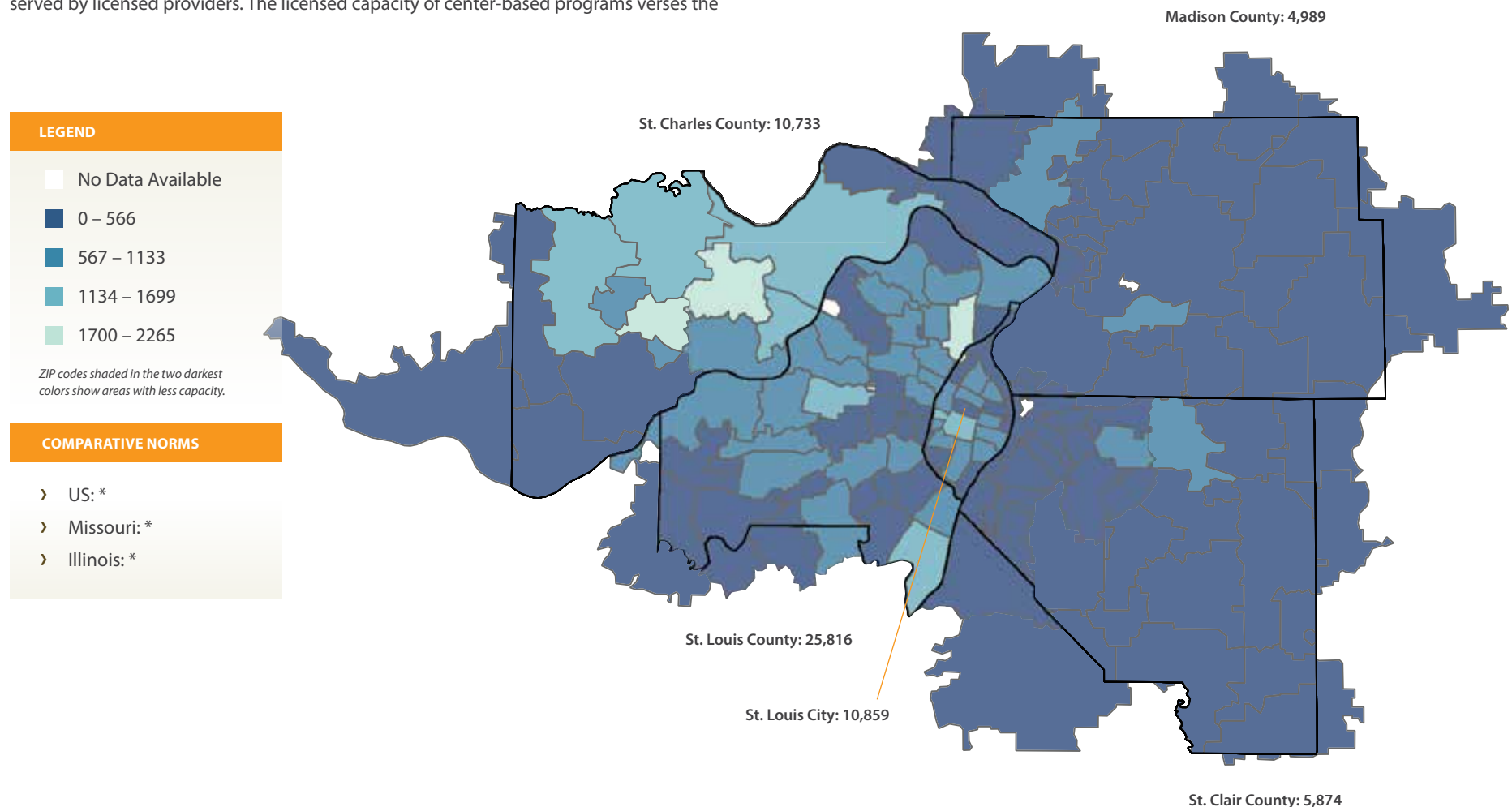


# Total Licensed Child Care Capacity

## Importance of this Indicator

Licensing is a process by which the state evaluates the health and safety of a child care facility in order to protect children in center- and home-based care. Licensing ensures that programs meet basic health and safety standards related to child/staff ratios, staff training, indoor/outdoor environments, immunizations, and emergency preparedness, among others. Licensing provides an important foundation in building a quality program but does not guarantee additional measures of quality beyond these basic health and safety standards. The licensed child care capacity reflects a point-in-time snapshot of the number of children that can be served by licensed providers in a particular ZIP code. The “Total Licensed Child Care Capacity” provides an overall picture of how many children can be served by licensed providers. The licensed capacity of center-based programs versus the

licensed capacity of home-based programs gives a sense of community preferences and what types of programs are more readily available in certain communities. Additionally, looking at the licensed child care capacity by age (this data is only available for center-based programs) reveals a significant shortage in the availability of infant/toddler care. Child care is a critical component of the economy as it enables parents to participate in the workforce. When examining the licensed child care capacity data it is important to consider additional related factors such as the number of children in a community, the need for particular types of care such as infant/toddler care, weekend care, and evening care, as well as issues related to the quality and affordability of care.



ZIP	Capacity		ZIP	Capacity		ZIP	Capacity		ZIP	Capacity		ZIP	Capacity
62001	148		62095	26		62258	250		63042	688		63118	1048
62002	575		62097	0		62260	66		63043	582		63119	708
62010	130		62201	155		62264	60		63044	298		63120	515
62012	6		62203	384		62265	0		63049	0		63121	989
62018	0		62204	119		62269	662		63069	0		63122	1106
†62021	0		62205	274		62275	0		63074	360		63123	556
62024	160		62206	373		62281	0		63088	149		63124	148
62025	460		62207	200		†62282	44		63101	0		63125	572
62034	628		62208	643		62285	150		†63102	0		63126	155
62035	140		62220	352		†62289	0		63103	652		63127	270
62040	288		62221	474		62293	0		63104	1021		63128	417
†62046	58		62223	120		62294	534		63105	442		63129	1214
62048	0		62225	0		62298	0		63106	496		63130	941
†62058	0		62226	486		63005	635		63107	571		63131	285
†62059	0		62232	12		63011	959		63108	330		63132	144
62060	24		62234	245		63017	643		63109	342		63133	622
62061	0		62236	0		63021	918		63110	1224		63134	592
62062	172		62239	130		63025	413		63111	357		63135	714
62067	23		62240	0		63026	676		63112	788		63136	2255
62074	16		62243	168		63031	979		63113	731		63137	360
62084	100		62249	375		63033	885		63114	1107		63138	609
62087	12		62254	90		63034	169		63115	794		63139	706
62088	6		62255	0		63038	230		63116	831		†63140	0
62090	24		62257	16		63040	99		63117	99		63141	1393

### DEFINITION

## DATA SOURCE

IL: Children's Home + Aid. Data request. Data as of July 2019.

Data provided by Child Care Aware of Missouri and Children's Home + Aid.

\*No Data Available.

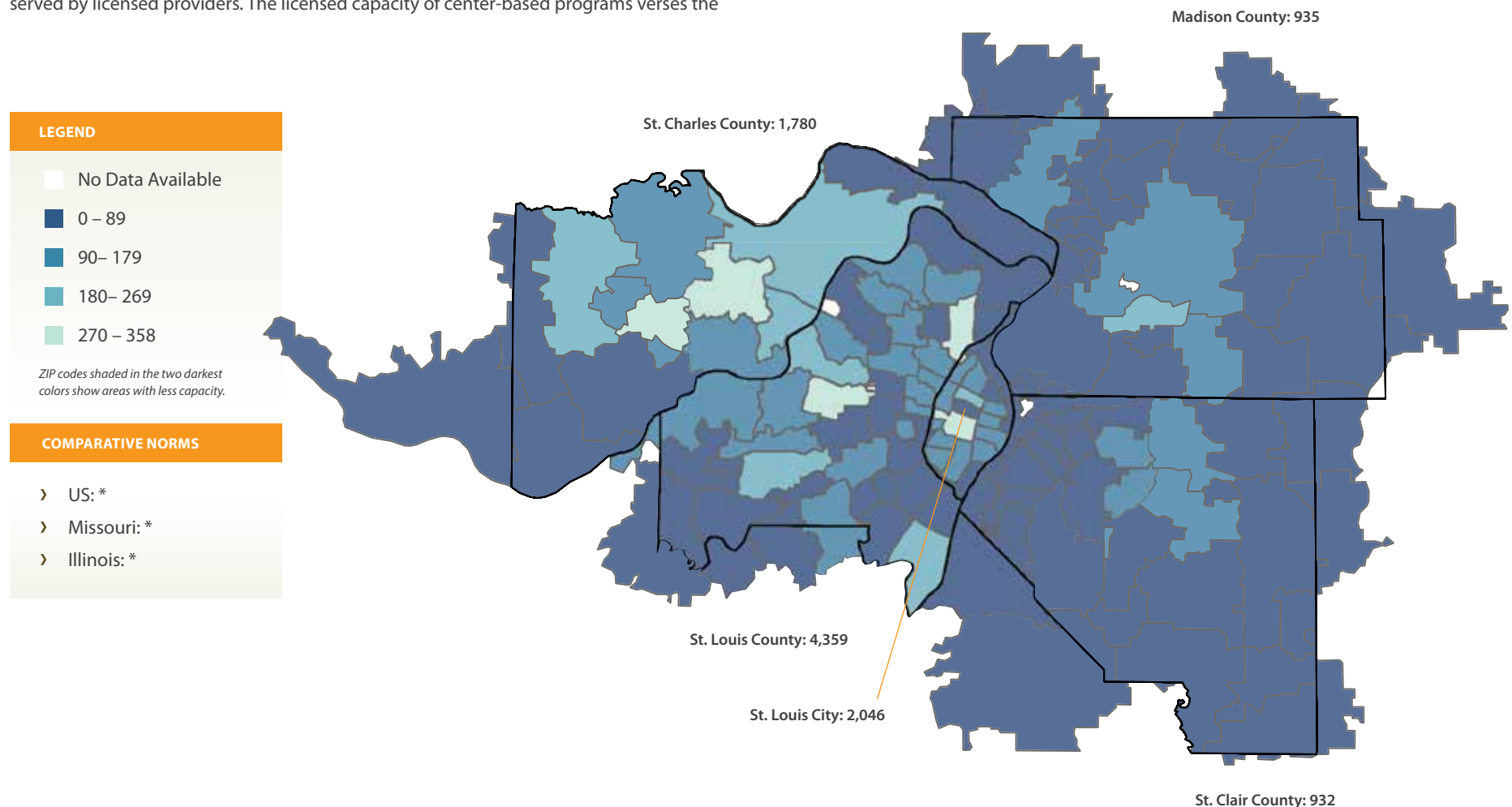
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Licensed Child Care Capacity: Center-Based (Under Age 2)

## Importance of this Indicator

Licensing is a process by which the state evaluates the health and safety of a child care facility in order to protect children in center- and home-based care. Licensing ensures that programs meet basic health and safety standards related to child/staff ratios, staff training, indoor/outdoor environments, immunizations, and emergency preparedness, among others. Licensing provides an important foundation in building a quality program but does not guarantee additional measures of quality beyond these basic health and safety standards. The licensed child care capacity reflects a point-in-time snapshot of the number of children that can be served by licensed providers in a particular ZIP code. The “Total Licensed Child Care Capacity” provides an overall picture of how many children can be served by licensed providers. The licensed capacity of center-based programs versus the

licensed capacity of home-based programs gives a sense of community preferences and what types of programs are more readily available in certain communities. Additionally, looking at the licensed child care capacity by age (this data is only available for center-based programs) reveals a significant shortage in the availability of infant/toddler care. Child care is a critical component of the economy as it enables parents to participate in the workforce. When examining the licensed child care capacity data it is important to consider additional related factors such as the number of children in a community, the need for particular types of care such as infant/toddler care, weekend care, and evening care, as well as issues related to the quality and affordability of care.



## Licensed Child Care Capacity: Center-Based (Under Age 2)

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
62001	34	62095	0	62258	72	63042	112	63118	106	63143	8
62002	125	62097	0	62260	17	63043	134	63119	85	63144	157
62010	13	62201	0	62264	13	63044	32	63120	138	63146	180
62012	0	62203	64	62265	0	63049	0	63121	161	63147	88
62018	0	62204	14	62269	94	63069	0	63122	175	63301	212
*62021	0	62205	51	62275	0	63074	60	63123	70	63303	252
62024	12	62206	30	62281	0	63088	32	63124	48	63304	152
62025	132	62207	27	*62282	11	63101	0	63125	63	*63332	0
62034	183	62208	139	62285	54	*63102	0	63126	0	63341	24
62035	31	62220	53	*62289	0	63103	173	63127	64	63348	0
62040	13	62221	105	62293	0	63104	172	63128	86	63357	0
*62046	16	62223	0	62294	176	63105	91	63129	199	63366	175
62048	0	62225	0	62298	0	63106	105	63130	168	63367	146
*62058	0	62226	101	63005	150	63107	36	63131	48	63368	355
*62059	0	62232	0	63011	155	63108	72	63132	23	*63373	0
62060	0	62234	51	63017	104	63109	90	63133	118	63376	273
62061	0	62236	0	63021	209	63110	282	63134	119	63385	191
62062	52	62239	33	63025	84	63111	64	63135	80	*63386	0
62067	8	62240	0	63026	133	63112	129	63136	312		
62074	0	62243	54	63031	111	63113	220	63137	24		
62084	0	62249	89	63033	133	63114	124	63138	74		
62087	0	62254	0	63034	16	63115	145	63139	102		
62088	0	62255	0	63038	24	63116	124	*63140	0		
62090	0	62257	0	63040	35	63117	0	63141	358		

### Data Notes

#### DEFINITION

The total number of licensed, center-based early child care “seats” for children under age 2.

#### DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of November 2019.

IL: Children’s Home + Aid. Data request. Data as of July 2019.

#### CALCULATION

Data provided by Child Care Aware of Missouri and Children’s Home + Aid.

\*No Data Available.

\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

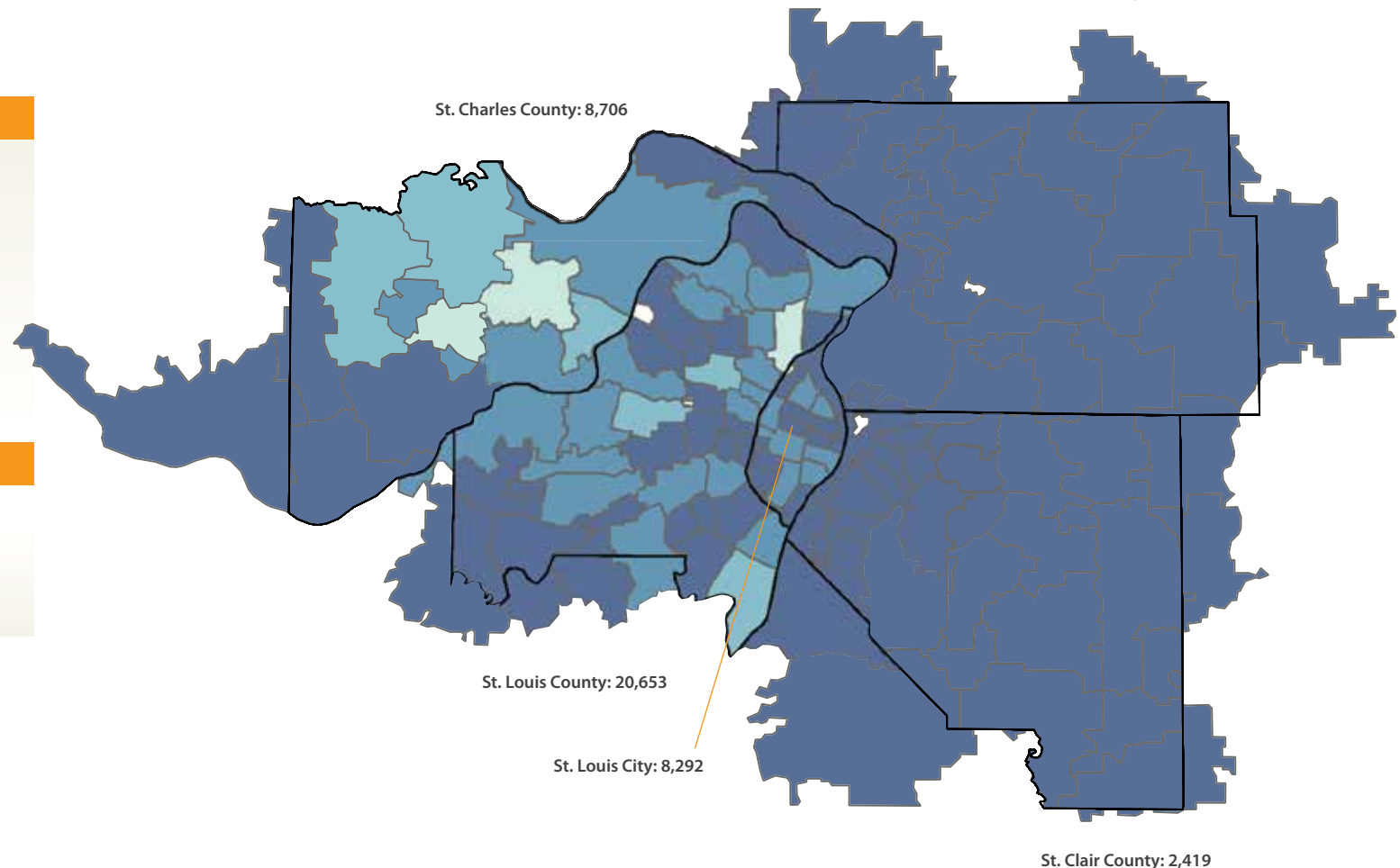
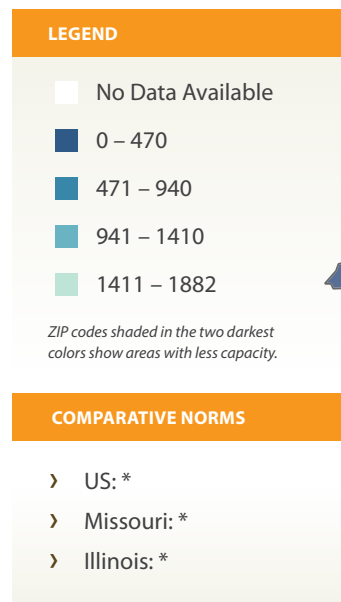
# Licensed Child Care Capacity: Center-Based (Ages 2–5)

## Importance of this Indicator

Licensing is a process by which the state evaluates the health and safety of a child care facility in order to protect children in center- and home-based care. Licensing ensures that programs meet basic health and safety standards related to child/staff ratios, staff training, indoor/outdoor environments, immunizations, and emergency preparedness, among others. Licensing provides an important foundation in building a quality program but does not guarantee additional measures of quality beyond these basic health and safety standards. The licensed child care capacity reflects a point-in-time snapshot of the number of children that can be served by licensed providers in a particular ZIP code. The “Total Licensed Child Care Capacity” provides an overall picture of how many children can be served by licensed providers. The licensed capacity of center-based programs verses

the licensed capacity of home-based programs gives a sense of community preferences and what types of programs are more readily available in certain communities. Additionally, looking at the licensed child care capacity by age (this data is only available for center-based programs) reveals a significant shortage in the availability of infant/toddler care. Child care is a critical component of the economy as it enables parents to participate in the workforce. When examining the licensed child care capacity data it is important to consider additional related factors such as the number of children in a community, the need for particular types of care such as infant/toddler care, weekend care, and evening care, as well as issues related to the quality and affordability of care.

Madison County: 2,515



## Licensed Child Care Capacity: Center-Based (Ages 2-5)

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
62001	90	62095	0	62258	142	63042	576	63118	892	63143	155
62002	364	62097	0	62260	36	63043	434	63119	595	63144	397
62010	38	62201	148	62264	35	63044	246	63120	337	63146	500
62012	0	62203	102	62265	0	63049	0	63121	748	63147	345
62018	0	62204	39	62269	453	63069	0	63122	911	63301	924
*62021	0	62205	140	62275	0	63074	280	63123	466	63303	995
62024	112	62206	66	62281	0	63088	117	63124	100	63304	609
62025	288	62207	56	*62282	33	63101	0	63125	489	*63332	20
62034	417	62208	246	62285	96	*63102	0	63126	155	63341	99
62035	101	62220	207	*62289	0	63103	463	63127	206	63348	0
62040	166	62221	197	62293	0	63104	829	63128	291	63357	0
*62046	42	62223	0	62294	330	63105	351	63129	985	63366	1016
62048	0	62225	0	62298	0	63106	391	63130	773	63367	547
*62058	0	62226	197	63005	477	63107	505	63131	237	63368	1882
*62059	0	62232	0	63011	784	63108	248	63132	121	*63373	0
62060	0	62234	118	63017	529	63109	242	63133	504	63376	1589
62061	0	62236	0	63021	699	63110	923	63134	465	63385	1025
62062	92	62239	81	63025	315	63111	293	63135	574	*63386	0
62067	15	62240	0	63026	543	63112	619	63136	1814		
62074	0	62243	106	63031	811	63113	461	63137	326		
62084	88	62249	254	63033	714	63114	953	63138	485		
62087	0	62254	39	63034	123	63115	594	63139	463		
62088	0	62255	0	63038	206	63116	687	*63140	0		
62090	0	62257	0	63040	64	63117	99	63141	1035		

### Data Notes

#### DEFINITION

The total number of licensed, center-based early child care “seats” for children ages 2-5.

#### DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of November 2019.

IL: Children’s Home + Aid. Data request. Data as of July 2019.

#### CALCULATION

Data provided by Child Care Aware of Missouri and Children’s Home + Aid.

\*No Data Available.

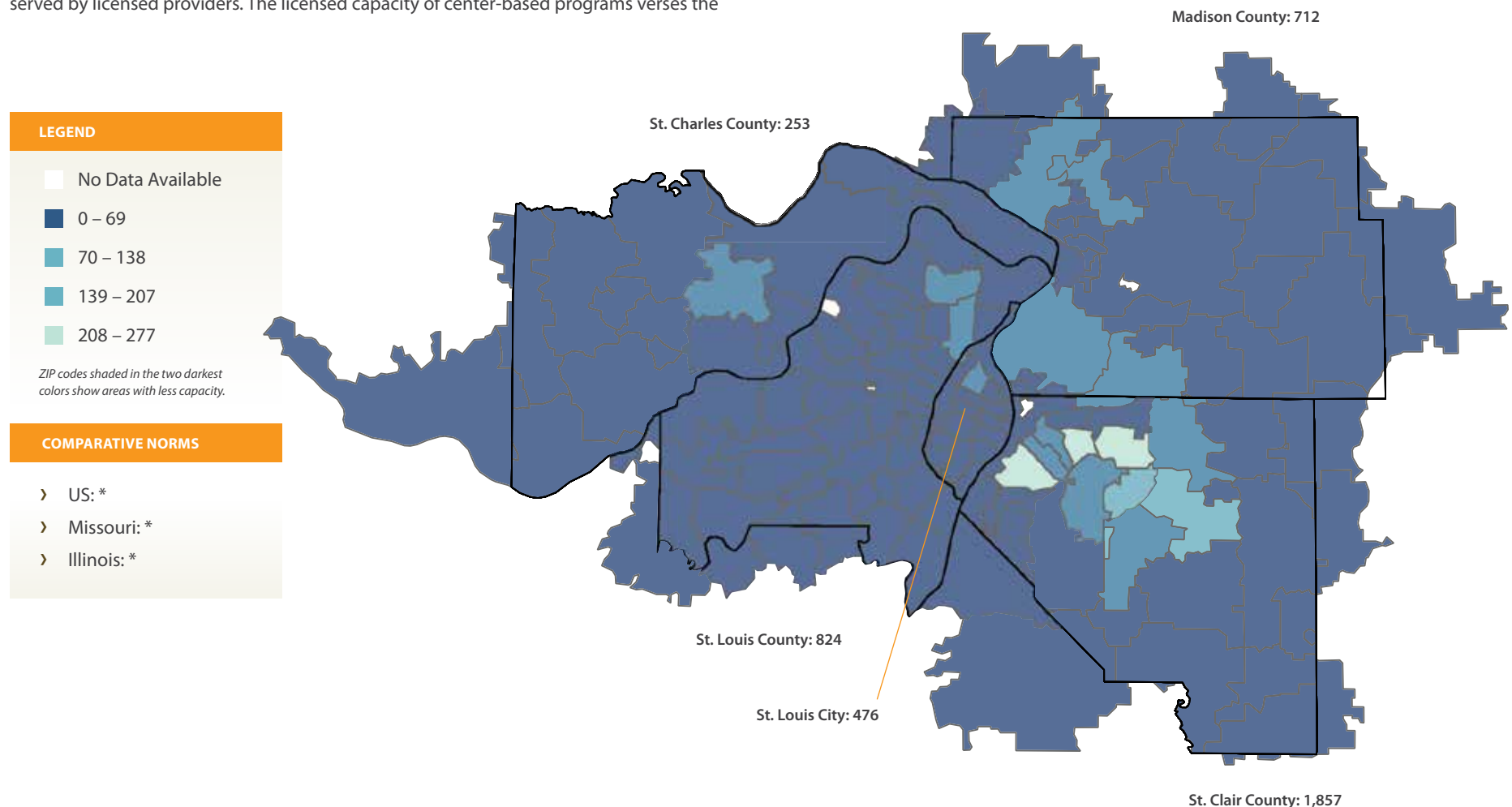
\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Licensed Child Care Capacity: Home-Based

## Importance of this Indicator

Licensing is a process by which the state evaluates the health and safety of a child care facility in order to protect children in center- and home-based care. Licensing ensures that programs meet basic health and safety standards related to child/staff ratios, staff training, indoor/outdoor environments, immunizations, and emergency preparedness, among others. Licensing provides an important foundation in building a quality program but does not guarantee additional measures of quality beyond these basic health and safety standards. The licensed child care capacity reflects a point-in-time snapshot of the number of children that can be served by licensed providers in a particular ZIP code. The “Total Licensed Child Care Capacity” provides an overall picture of how many children can be served by licensed providers. The licensed capacity of center-based programs versus the

licensed capacity of home-based programs gives a sense of community preferences and what types of programs are more readily available in certain communities. Additionally, looking at the licensed child care capacity by age (this data is only available for center-based programs) reveals a significant shortage in the availability of infant/toddler care. Child care is a critical component of the economy as it enables parents to participate in the workforce. When examining the licensed child care capacity data it is important to consider additional related factors such as the number of children in a community, the need for particular types of care such as infant/toddler care, weekend care, and evening care, as well as issues related to the quality and affordability of care.





ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
62001	24	62095	26	62258	36	63042	0	63118	50	63143	10
62002	86	62097	0	62260	13	63043	14	63119	28	63144	8
62010	79	62201	7	62264	12	63044	10	63120	40	63146	20
62012	6	62203	218	62265	0	63049	0	63121	40	63147	20
62018	0	62204	66	62269	115	63069	0	63122	20	63301	5
†62021	0	62205	83	62275	0	63074	20	63123	20	63303	10
62024	36	62206	277	62281	0	63088	0	63124	0	63304	30
62025	40	62207	117	†62282	0	63101	0	63125	20	†63332	0
62034	28	62208	258	62285	0	†63102	0	63126	0	63341	0
62035	8	62220	92	†62289	0	63103	0	63127	0	63348	0
62040	109	62221	172	62293	0	63104	20	63128	40	63357	0
†62046	0	62223	120	62294	28	63105	0	63129	30	63366	30
62048	0	62225	0	62298	0	63106	0	63130	0	63367	20
†62058	0	62226	188	63005	8	63107	50	63131	0	63368	28
†62059	0	62232	12	63011	40	63108	10	63132	0	†63373	0
62060	24	62234	76	63017	10	63109	10	63133	0	63376	70
62061	0	62236	0	63021	10	63110	19	63134	37	63385	60
62062	28	62239	16	63025	10	63111	0	63135	60	†63386	0
62067	0	62240	0	63026	0	63112	59	63136	129		
62074	16	62243	8	63031	50	63113	50	63137	10		
62084	12	62249	32	63033	70	63114	30	63138	50		
62087	12	62254	51	63034	30	63115	73	63139	55		
62088	6	62255	0	63038	0	63116	20	†63140	0		
62090	24	62257	16	63040	0	63117	0	63141	0		

### DEFINITION

## DATA SOURCE

IL: Children's Home + Aid. Data request. Data as of July 2019.

Data provided by Child Care Aware of Missouri and Children's Home + Aid.

\*No Data Available.

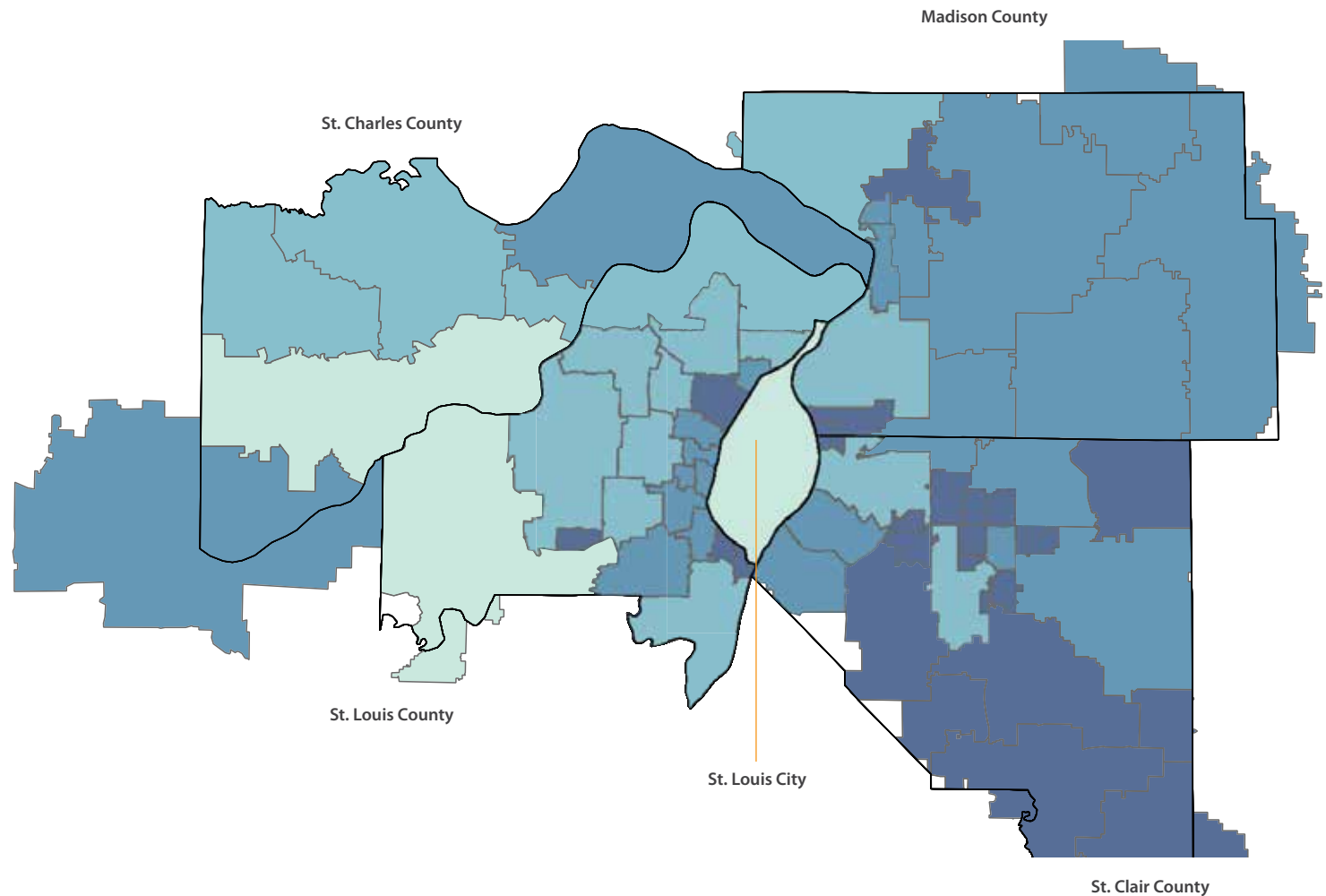
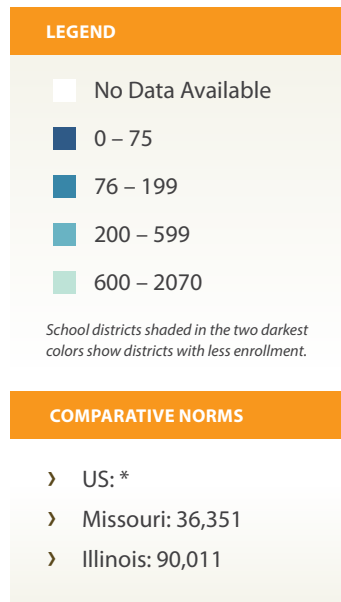
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# School District Pre-K Enrollment

## Importance of this Indicator

Increasingly, school districts are playing a larger role in the early childhood system by providing early childhood development opportunities through district-sponsored pre-kindergarten programs. Over the past several years there has been an increase in the number of school districts offering pre-kindergarten programs (generally serving children ages 3-4), as well as the expansion of pre-kindergarten programs by districts that already had programs in place. It is important to note that school districts are exempt from the licensing standards that apply to other early childhood programs and it is important that the proper mechanisms are in place to ensure that children are receiving safe, quality early childhood education in these district-sponsored pre-kindergarten programs. Additionally,

we must keep in mind that while school districts may provide families with an affordable, quality early childhood education option for older children, we need to ensure that families have access to quality, affordable infant/toddler care (a type of care already in short supply) in their community as well. Furthermore, there are many families in need of care during non-traditional hours such as on the weekends or during the evening hours in order to support work schedules. We need to make sure families have access to a spectrum of early childhood development options that allow them to meet all their child care needs.



## School District Pre-K Enrollment

County/District	Enrollment
<b>ST. LOUIS CITY</b>	
St. Louis Public	2070
<b>ST. LOUIS COUNTY</b>	
Afton	192
Bayless	56
Brentwood	76
Clayton	117
Ferguson-Florissant	434
Hancock Place	55
Hazelwood	435
Jennings	83
Kirkwood	329
Ladue	259
Lindbergh	144
Maplewood-Richmond Hts.	148
Mehlville	327
Normandy Schools Collab.	65
Parkway	378
Pattonville	219

County/District	Enrollment
Ritenour	219
Riverview Gardens	214
Rockwood	717
Special School District	879
University City	115
Valley Park	40
Webster Groves	180
<b>ST. CHARLES COUNTY</b>	
Francis Howell	776
Ft. Zumwalt	351
Orchard Farm	172
St. Charles	227
Washington	150
Wentzville	456
<b>ST. CLAIR COUNTY</b>	
Belle Valley	55
Belleville SD 118	214
Belleville TWP HSD 201	*
Brooklyn	18

County/District	Enrollment
Cahokia	88
Central	49
Dupo	76
East St. Louis	399
Freeburg CCSD 70	19
Freeburg CHSD 77	*
Grant	50
Harmony	75
High Mount	32
Lebanon	27
Marissa	60
Mascoutah	197
Millstadt	45
New Athens	40
O'Fallon CCSD 90	98
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	61
Shiloh Village	19
Signal Hill	29

County/District	Enrollment
Smithton	*
St. Libory	*
Whiteside	88
Wolf Branch	31
<b>MADISON COUNTY</b>	
Alton	246
Bethalto	71
Collinsville	173
East Alton	107
East Alton-Wood River	*
Edwardsville	157
Granite City	278
Highland	107
Madison	25
Roxana	116
Staunton	88
Triad	140
Venice	14
Wood River-Hartford	84

### Data Notes

#### DEFINITION

The total number of children enrolled in any district-sponsored pre-kindergarten program.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

Data provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

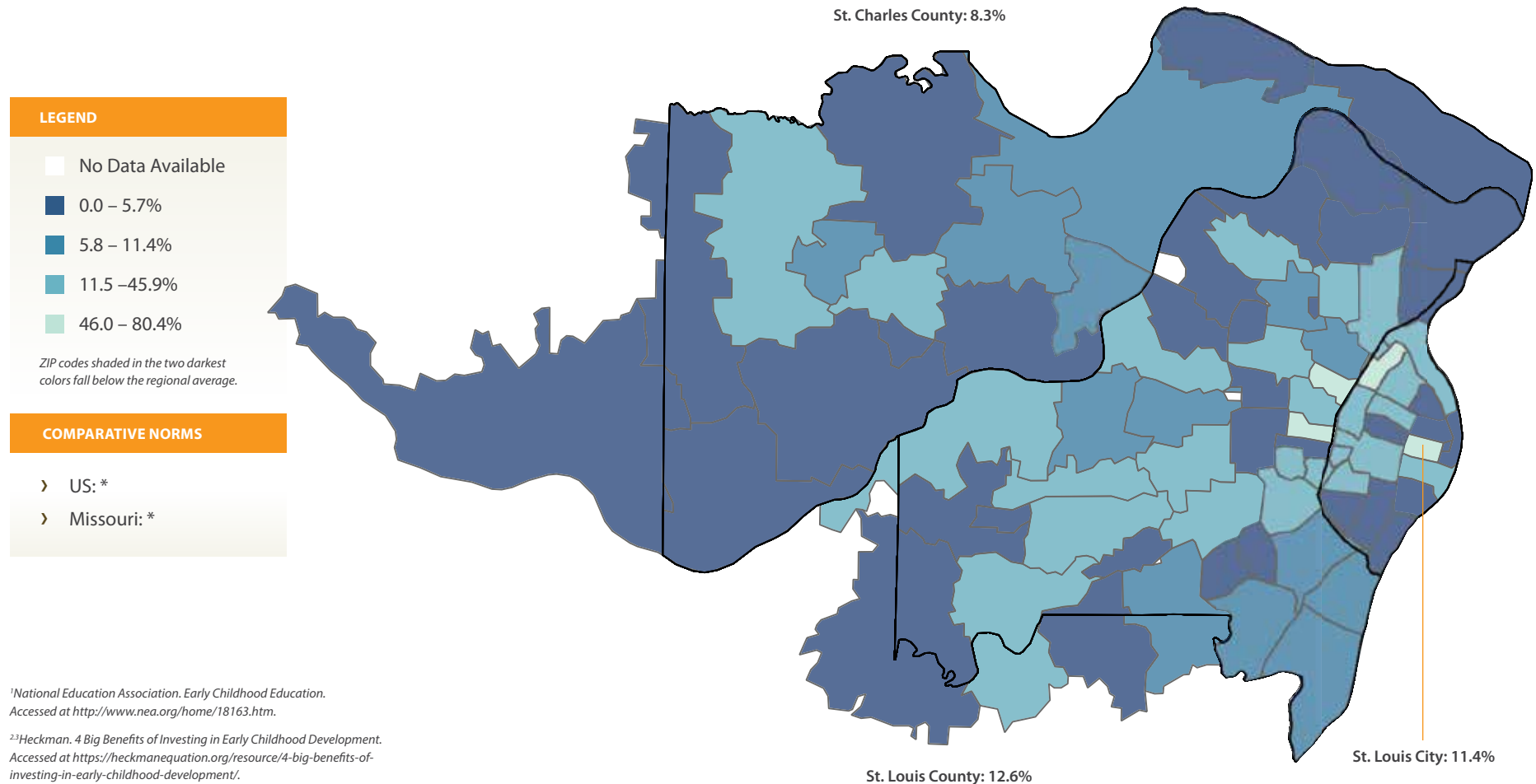
*\*No Data Available.*

# Percent of Children Who Can Be Served by an Accredited Program (MO)

## Importance of this Indicator

The significant short- and long-term benefits of high-quality early childhood education have been well established through decades of research. Children who receive high-quality early childhood education are less likely to repeat grades, need special education, or come in contact with the criminal justice system.<sup>1</sup> Recent research also concludes that providing high-quality early childhood education can prevent the achievement gap, improve health outcomes, and boost life-time earnings.<sup>2</sup> Furthermore, analysis of a wide variety of life outcomes, such as health, crime, income, schooling, and the increase in a mother's income after returning to work because childcare is available, finds a 13 percent return on investment when high-quality early education is provided to the

most disadvantaged children.<sup>3</sup> Currently, Missouri is one of only a few states that does not have an early childhood quality rating system. Without a quality rating system, accredited programs are the only programs that we can be certain are providing high-quality early childhood education. It is critical to note that providing high-quality early childhood education is more costly, often making these programs inaccessible to the very children who would benefit most. We must advocate for implementation of an early childhood quality rating system, as well as for policies and investments that increase the quality of early childhood programs and make these programs accessible to the children and families who need them most.



<sup>1</sup>National Education Association. *Early Childhood Education*. Accessed at <http://www.nea.org/home/18163.htm>.

<sup>2,3</sup>Heckman. *4 Big Benefits of Investing in Early Childhood Development*. Accessed at <https://heckmanequation.org/resource/4-big-benefits-of-investing-in-early-childhood-development/>.

## Percent of Children Who Can Be Served by an Accredited Program (MO)

ZIP	% Accredited	ZIP	% Accredited	ZIP	% Accredited	ZIP	% Accredited
63005	15.3	63107	0.0	63131	19.4	63368	18.9
63011	20.0	63108	0.0	63132	0.0	<sup>†</sup> 63373	0.0
63017	8.9	63109	0.0	63133	51.3	63376	6.9
63021	14.3	63110	15.1	63134	10.6	63385	14.0
63025	23.7	63111	0.0	63135	15.7	<sup>†</sup> 63386	0.0
63026	7.9	63112	39.6	63136	22.6		
63031	2.6	63113	45.8	63137	0.0		
63033	3.0	63114	27.9	63138	0.0		
63034	0.0	63115	12.5	63139	22.0		
63038	0.0	63116	0.0	<sup>†</sup> 63140	0.0		
63040	0.0	63117	0.0	63141	6.7		
63042	24.4	63118	2.3	63143	25.6		
63043	0.0	63119	17.0	63144	17.3		
63044	0.0	63120	59.5	63146	31.1		
63049	0.0	63121	6.4	63147	16.5		
63069	0.0	63122	27.8	63301	7.2		
63074	0.0	63123	7.8	63303	7.5		
63088	0.0	63124	0.0	63304	0.0		
63101	0.0	63125	6.3	<sup>†</sup> 63332	0.0		
<sup>†</sup> 63102	0.0	63126	0.0	63341	0.0		
63103	80.4	63127	0.0	63348	0.0		
63104	34.5	63128	7.4	63357	0.0		
63105	57.5	63129	7.1	63366	4.2		
63106	0.0	63130	13.3	63367	6.8		

### Data Notes

#### DEFINITION

The percentage of children who can be served by an accredited early childhood program (as accredited by MOA, NAEYC, NAFCC, NECPA, COA or CARF) located within the ZIP code in which they reside.

#### DATA SOURCE

Child Care Aware of Missouri. Data request. Data as of November 2019.

#### CALCULATION

(Number of accredited early childhood “seats”/Total number of children under age 5) X 100. Calculation by Vision for Children at Risk.

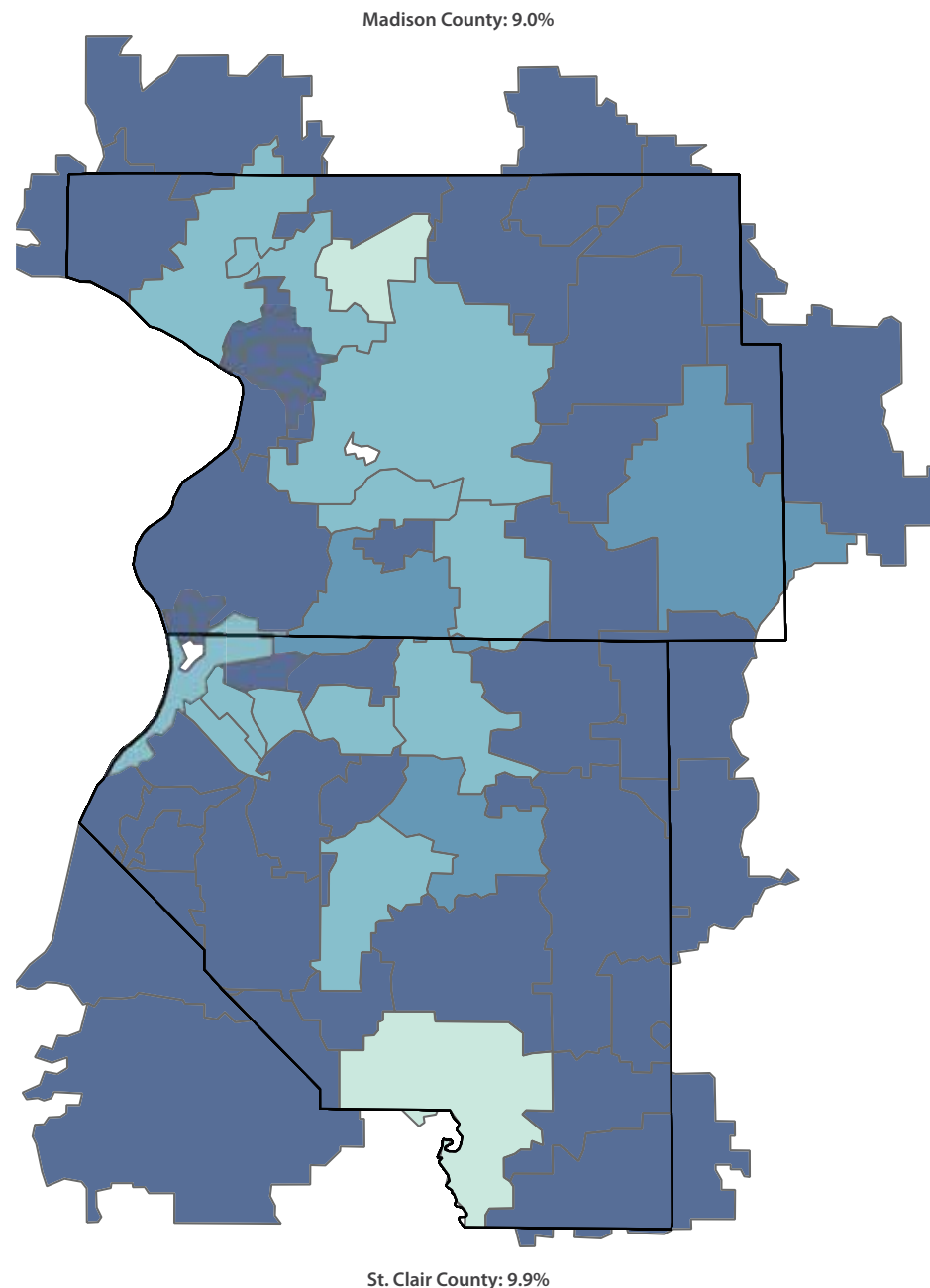
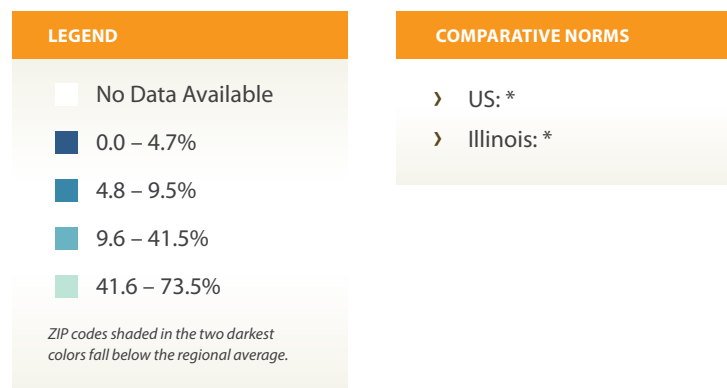
<sup>\*</sup>No Data Available.

<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Children Who Can Be Served by a Quality/Accredited Program (IL)

## Importance of this Indicator

The significant short- and long-term benefits of high-quality early childhood education have been well established through decades of research. Children who receive high-quality early childhood education are less likely to repeat grades, need special education, or come in contact with the criminal justice system.<sup>1</sup> Recent research also concludes that providing high-quality early childhood education can prevent the achievement gap, improve health outcomes, and boost life-time earnings.<sup>2</sup> Furthermore, analysis of a wide variety of life outcomes, such as health, crime, income, schooling, and the increase in a mother's income after returning to work because childcare is available, finds a 13 percent return on investment when high-quality early education is provided to the most disadvantaged children.<sup>3</sup> ExceleRate is Illinois' early childhood quality rating system. It provides standards, guidelines, resources and supports to help licensed child care centers, licensed family/group child care homes, school-based preschool programs, and Head Start/Early Head Start programs make changes that lead to better quality outcomes. ExceleRate also makes it easier for families to find high-quality early childhood education opportunities. However, it is critical to note that providing high-quality early childhood education is more costly, often making these programs inaccessible to the very children who would benefit most. We must advocate for policies and investments that both increase the quality of early childhood programs and make these programs accessible to the children and families who need them most.



<sup>1</sup>National Education Association. Early Childhood Education. Accessed at <http://www.nea.org/home/18163.htm>.

<sup>2,3</sup>Heckman. 4 Big Benefits of Investing in Early Childhood Development. Accessed at <https://heckmanequation.org/resource/4-big-benefits-of-investing-in-early-childhood-development/>.

## Percent of Children Who Can Be Served by a Quality/Accredited Program (IL)

ZIP	% Accredited	ZIP	% Accredited	ZIP	% Accredited
62001	0.0	62095	0.0	62258	0.0
62002	12.6	62097	0.0	62260	0.0
62010	18.4	62201	23.5	62264	73.5
62012	0.0	62203	20.6	62265	0.0
62018	0.0	62204	0.0	62269	11.5
*62021	0.0	62205	33.5	62275	0.0
62024	0.0	62206	0.0	62281	0.0
62025	22.3	62207	24.3	*62282	0.0
62034	29.0	62208	24.1	62285	0.0
62035	4.6	62220	31.3	*62289	0.0
62040	1.7	62221	5.4	62293	0.0
*62046	0.0	62223	1.1	62294	18.1
62048	0.0	62225	0.0	62298	0.0
*62058	0.0	62226	0.0		
*62059	0.0	62232	0.0		
62060	0.0	62234	5.1		
62061	0.0	62236	0.0		
62062	0.0	62239	0.0		
62067	44.6	62240	0.0		
62074	0.0	62243	0.0		
62084	0.0	62249	9.3		
62087	0.0	62254	0.0		
62088	0.0	62255	0.0		
62090	0.0	62257	0.0		

### Data Notes

#### DEFINITION

The percentage of children who can be served by a bronze, silver, or gold quality early childhood program (as determined by ExceleRate, Illinois' statewide quality recognition and improvement system) and/or by an accredited early childhood program (as accredited by NAFCC, NAEYC, NAA, NECPA, NAC, or CDA/CCP) located within the ZIP code in which they reside.

#### DATA SOURCE

Children's Home + Aid. Data request. Data as of July 2019.

#### CALCULATION

$$\left( \frac{\text{Number of bronze, silver, gold and/or accredited early childhood "seats"}}{\text{Total number of children under age 5}} \right) \times 100$$
 Calculation by Vision for Children at Risk.

\*No Data Available.

\*Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

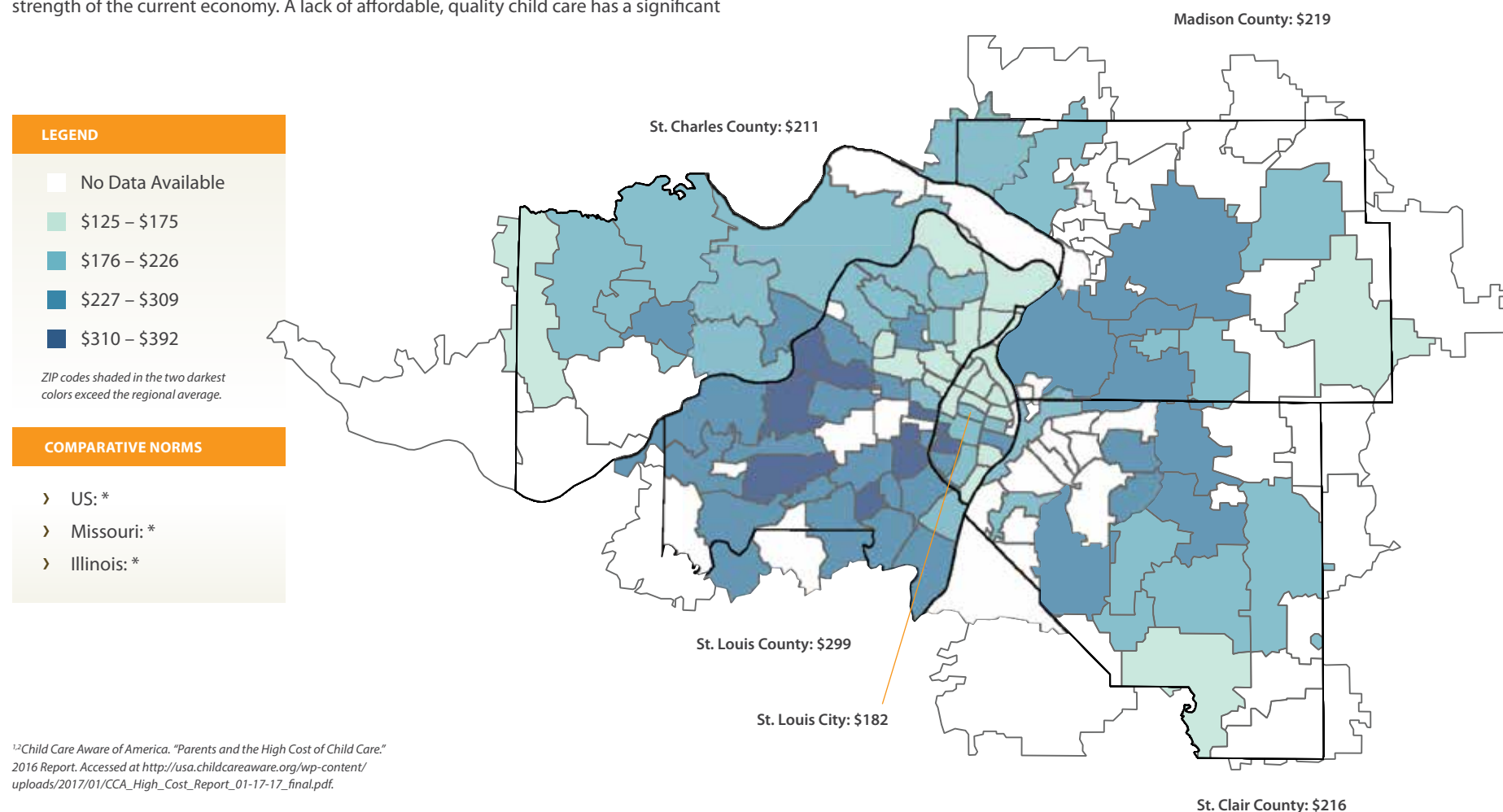


# Average Weekly Cost of Child Care: Center-Based (Under Age 2)

## Importance of this Indicator

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.<sup>1</sup> This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant

impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.<sup>2</sup> Currently, there are some mechanisms in place to make child care more affordable for families, such as state child care subsidies for very low-income families, scholarships provided to children by some child care programs, and a small number of employers who offer childcare benefits to employees. However, these options by no means reach all the families struggling to afford high-quality early child care.



<sup>1,2</sup>Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at [http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA\\_High\\_Cost\\_Report\\_01-17-17\\_final.pdf](http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf).

## Average Weekly Cost of Child Care: Center-Based (Under Age 2)

ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost
62001	\$180	62095	*	62258	\$197	63042	\$213	63118	\$147
62002	\$185	62097	*	62260	\$230	63043	\$283	63119	\$339
62010	*	62201	\$222	62264	\$168	63044	\$189	63120	\$141
62012	*	62203	*	62265	*	63049	*	63121	\$152
62018	*	62204	*	62269	\$279	63069	*	63122	\$285
†62021	*	62205	*	62275	*	63074	\$125	63123	\$248
62024	*	62206	*	62281	*	63088	\$273	63124	*
62025	\$287	62207	*	†62282	\$195	63101	*	63125	\$217
62034	\$260	62208	\$231	62285	\$183	†63102	*	63126	\$230
62035	\$197	62220	\$200	†62289	*	63103	\$202	63127	\$378
62040	\$235	62221	\$251	62293	*	63104	\$251	63128	\$239
†62046	\$220	62223	*	62294	\$220	63105	\$392	63129	\$257
62048	*	62225	*	62298	*	63106	\$171	63130	\$208
†62058	*	62226	\$233	63005	\$294	63107	\$135	63131	*
†62059	*	62232	*	63011	\$305	63108	\$204	63132	\$258
62060	*	62234	\$245	63017	\$326	63109	\$246	63133	\$150
62061	*	62236	*	63021	\$328	63110	\$216	63134	\$229
62062	\$221	62239	\$222	63025	\$239	63111	\$129	63135	\$183
62067	*	62240	*	63026	\$282	63112	\$171	63136	\$154
62074	*	62243	\$200	63031	\$178	63113	\$152	63137	\$150
62084	*	62249	\$162	63033	\$186	63114	\$154	63138	\$165
62087	*	62254	*	63034	\$175	63115	\$135	63139	\$310
62088	*	62255	*	63038	\$279	63116	\$177	†63140	*
62090	*	62257	*	63040	*	63117	*	63141	\$301

### Data Notes

#### DEFINITION

The average weekly cost of center-based childcare for children under age 2.

#### DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of November 2019.

IL: Children's Home + Aid. Data request. Data as of July 2019.

#### CALCULATION

MO: (Avg. weekly cost [0-12 months] + Avg. weekly cost [13-24 months])/2.

Calculation by Vision for Children at Risk.

IL: (Avg. weekly cost [6 weeks-14 months] + Avg. weekly cost [15-23 months])/2.

Calculation by Vision for Children at Risk.

\*No Data Available.

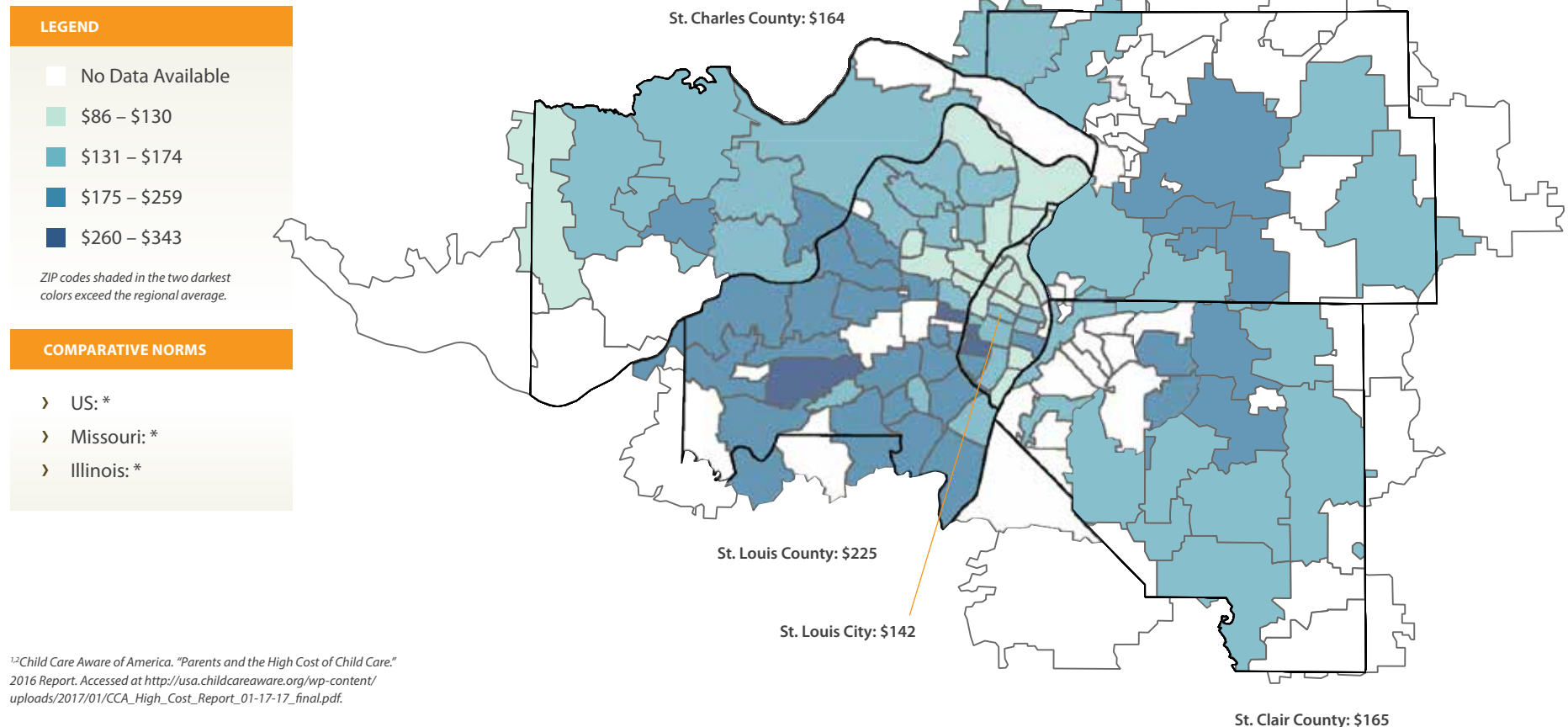
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Average Weekly Cost of Child Care: Center-Based (Ages 2-5)

## Importance of this Indicator

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.<sup>1</sup> This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant

impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.<sup>2</sup> Currently, there are some mechanisms in place to make child care more affordable for families, such as state child care subsidies for very low-income families, scholarships provided to children by some child care programs, and a small number of employers who offer childcare benefits to employees. However, these options by no means reach all the families struggling to afford high-quality early child care.



### Average Weekly Cost of Child Care: Center-Based (Ages 2-5)

ZIP	Cost
62001	\$148
62002	\$163
62010	*
62012	*
62018	*
†62021	*
62024	*
62025	\$231
62034	\$205
62035	\$138
62040	\$163
†62046	\$160
62048	*
†62058	*
†62059	*
62060	*
62061	*
62062	\$182
62067	*
62074	*
62084	*
62087	*
62088	*
62090	*

ZIP	Cost
62095	*
62097	*
62201	\$156
62203	*
62204	*
62205	*
62206	*
62207	*
62208	\$186
62220	\$156
62221	\$175
62223	*
62225	*
62226	\$188
62232	*
62234	\$170
62236	*
62239	\$156
62240	*
62243	\$164
62249	\$150
62254	\$148
62255	*
62257	*

ZIP	Cost
62258	\$157
62260	\$160
62264	\$140
62265	*
62269	\$213
62275	*
62281	*
†62282	\$163
62285	\$155
†62289	*
62293	*
62294	\$180
62298	*
63005	\$238
63011	\$240
63017	\$236
63021	\$261
63025	\$192
63026	\$213
63031	\$131
63033	\$141
63034	\$86
63038	\$214
63040	*

ZIP	Cost
63042	\$159
63043	\$225
63044	\$141
63049	*
63069	*
63074	\$90
63088	\$169
63101	*
<sup>†</sup> 63102	*
63103	\$152
63104	\$202
63105	\$343
63106	\$133
63107	\$125
63108	\$153
63109	\$188
63110	\$172
63111	\$98
63112	\$129
63113	\$105
63114	\$115
63115	\$106
63116	\$135
63117	*

ZIP	Cost
63118	\$97
63119	\$241
63120	\$119
63121	\$104
63122	\$248
63123	\$203
63124	*
63125	\$169
63126	\$167
63127	\$180
63128	\$198
63129	\$191
63130	\$153
63131	*
63132	\$200
63133	\$105
63134	\$172
63135	\$132
63136	\$109
63137	\$124
63138	\$116
63139	\$268
*63140	*
63141	\$242

ZIP	Cost
63143	\$245
63144	\$243
63146	\$247
63147	\$93
63301	\$151
63303	\$197
63304	\$165
†63332	*
63341	*
63348	\$129
63357	*
63366	\$156
63367	\$163
63368	\$200
†63373	*
63376	\$169
63385	\$143
†63386	*

## Data Notes

### DEFINITION

The average weekly cost of center-based childcare for children age 2 to 5.

## DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of November 2019.

IL: Children's Home + Aid. Data request. Data as of July 2019.

## CALCULATION

MO: (Avg. weekly cost [25-36 months] + Avg. weekly cost [37 months-5 years])/2.  
Calculation by Vision for Children at Risk.

IL: (Avg. weekly cost [24 to 35 Months] + Avg. weekly cost [3 to 4 Years] + Avg. weekly cost [5 Years to K])/3. Calculation by Vision for Children at Risk.

\*No Data Available.

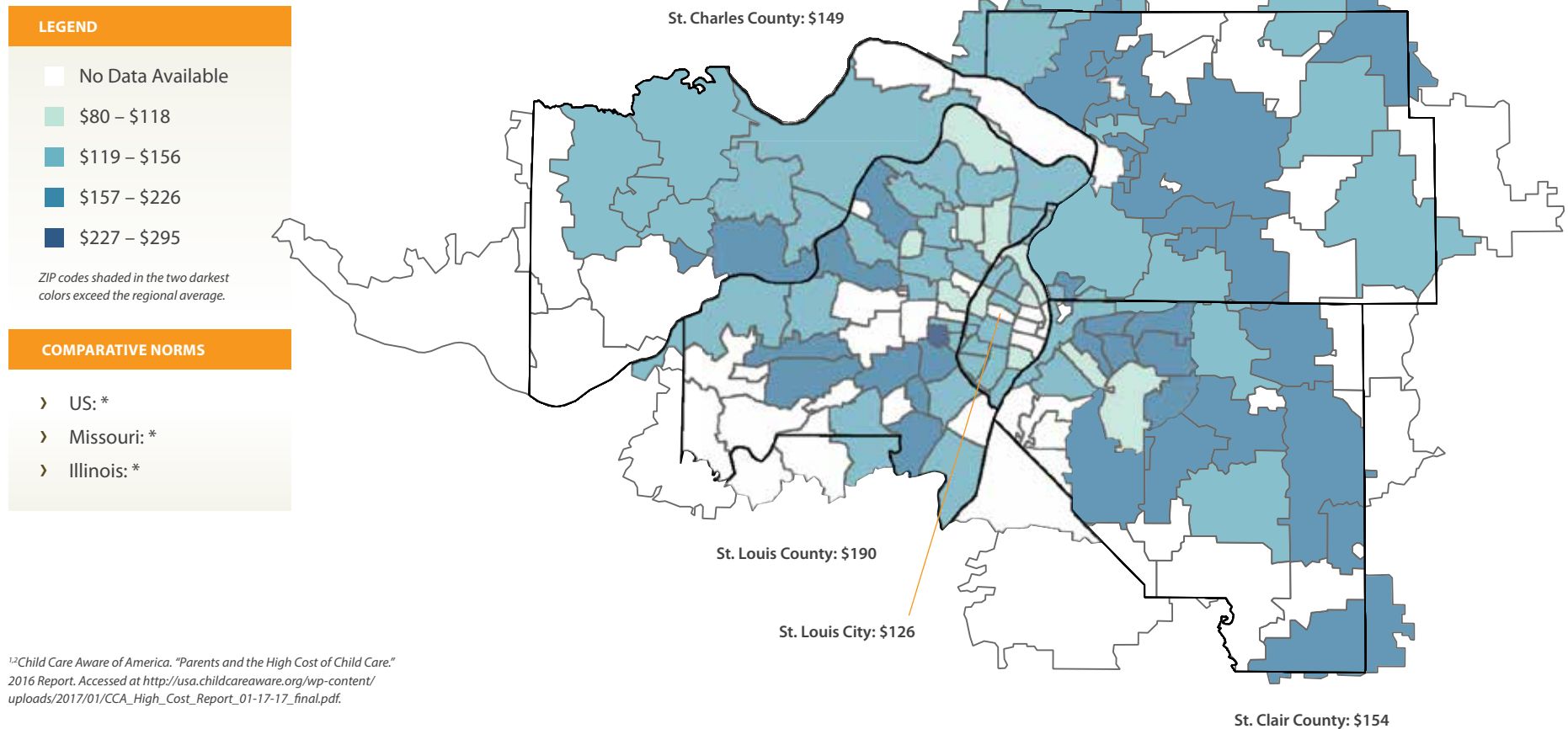
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Average Weekly Cost of Child Care: Home-Based (Under Age 2)

## Importance of this Indicator

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.<sup>1</sup> This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant

impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.<sup>2</sup> Currently, there are some mechanisms in place to make child care more affordable for families, such as state child care subsidies for very low-income families, scholarships provided to children by some child care programs, and a small number of employers who offer childcare benefits to employees. However, these options by no means reach all the families struggling to afford high-quality early child care.



ZIP	Cost		ZIP	Cost		ZIP	Cost		ZIP	Cost		ZIP	Cost
62001	\$140		62095	\$140		62258	\$170		63042	\$150		63118	\$105
62002	\$158		62097	*		62260	\$160		63043	\$133		63119	\$175
62010	\$160		62201	\$150		62264	*		63044	\$165		63120	\$143
62012	\$125		62203	\$175		62265	*		63049	*		63121	\$122
62018	*		62204	\$161		62269	\$149		63069	*		63122	\$221
†62021	*		62205	\$164		62275	*		63074	\$100		63123	\$155
62024	\$173		62206	\$141		62281	*		63088	*		63124	*
62025	\$185		62207	\$80		†62282	*		63101	*		63125	*
62034	\$217		62208	\$158		62285	*		†63102	*		63126	\$175
62035	\$150		62220	\$168		†62289	*		63103	*		63127	*
62040	\$125		62221	\$169		62293	*		63104	*		63128	\$177
†62046	*		62223	\$105		62294	\$183		63105	*		63129	\$139
62048	*		62225	*		62298	*		63106	*		63130	\$90
†62058	*		62226	\$178		63005	\$150		63107	\$89		63131	*
†62059	*		62232	\$175		63011	\$180		63108	*		63132	\$123
62060	\$201		62234	\$153		63017	\$151		63109	\$142		63133	*
62061	*		62236	*		63021	\$192		63110	\$143		63134	\$135
62062	\$164		62239	*		63025	*		63111	\$138		63135	\$99
62067	*		62240	*		63026	\$131		63112	\$112		63136	\$112
62074	\$170		62243	\$150		63031	\$125		63113	\$140		63137	\$136
62084	\$163		62249	\$143		63033	\$131		63114	\$125		63138	\$120
62087	\$175		62254	\$158		63034	\$110		63115	\$128		63139	\$120
62088	\$130		62255	*		63038	*		63116	\$141		†63140	*
62090	\$149		62257	\$165		63040	*		63117	\$133		63141	*

### DEFINITION

## DATA SOURCE

IL: Children's Home + Aid. Data request. Data as of July 2019.

MO: (Avg. weekly cost [0-12 months] + Avg. weekly cost [13-24 months])/2.  
Calculation by Vision for Children at Risk.

IL: (Avg. weekly cost [6 weeks-14 months] + Avg. weekly cost [15-23 months])/2.  
Calculation by Vision for Children at Risk.

<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

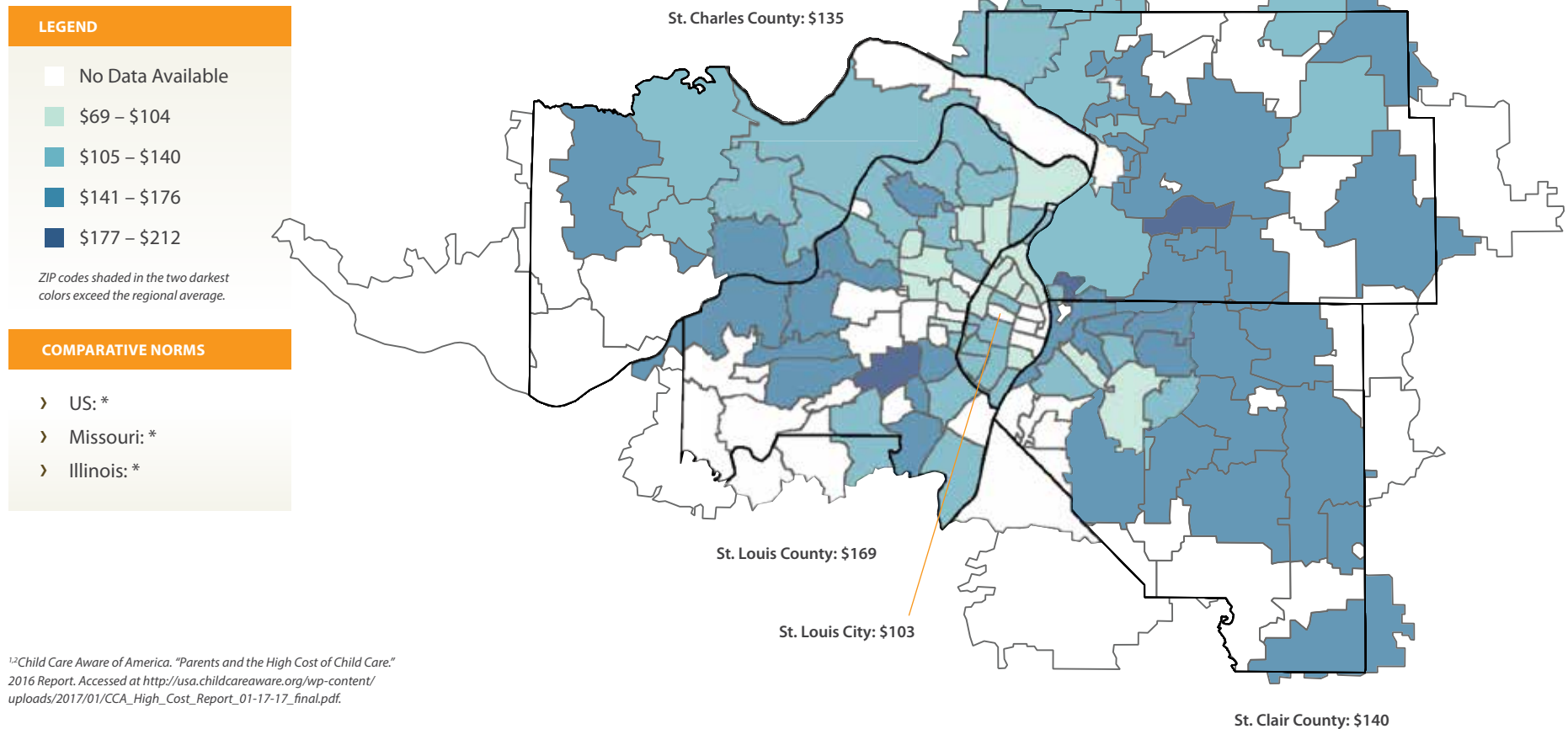


# Average Weekly Cost of Child Care: Home-Based (Ages 2-5)

## Importance of this Indicator

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.<sup>1</sup> This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant

impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.<sup>2</sup> Currently, there are some mechanisms in place to make child care more affordable for families, such as state child care subsidies for very low-income families, scholarships provided to children by some child care programs, and a small number of employers who offer childcare benefits to employees. However, these options by no means reach all the families struggling to afford high-quality early child care.





ZIP	Cost		ZIP	Cost		ZIP	Cost		ZIP	Cost		ZIP	Cost
62001	\$140		62095	\$125		62258	\$155		63042	\$150		63118	\$91
62002	\$138		62097	*		62260	\$160		63043	\$133		63119	\$175
62010	\$150		62201	\$150		62264	*		63044	\$125		63120	\$78
62012	\$125		62203	\$129		62265	*		63049	*		63121	\$113
62018	*		62204	\$144		62269	\$146		63069	*		63122	\$209
†62021	*		62205	\$150		62275	*		63074	\$100		63123	\$136
62024	\$163		62206	\$122		62281	*		63088	*		63124	*
62025	\$173		62207	\$75		†62282	*		63101	*		63125	*
62034	\$212		62208	\$152		62285	*		†63102	*		63126	\$175
62035	\$127		62220	\$167		†62289	*		63103	*		63127	*
62040	\$120		62221	\$162		62293	*		63104	*		63128	\$156
†62046	*		62223	\$75		62294	\$155		63105	*		63129	\$127
62048	*		62225	*		62298	*		63106	*		63130	\$90
†62058	*		62226	\$136		63005	\$150		63107	\$69		63131	*
†62059	*		62232	\$150		63011	\$171		63108	*		63132	\$100
62060	\$185		62234	\$153		63017	\$160		63109	\$135		63133	*
62061	*		62236	*		63021	\$165		63110	\$119		63134	\$107
62062	\$156		62239	*		63025	*		63111	\$138		63135	\$96
62067	*		62240	*		63026	\$125		63112	\$85		63136	\$93
62074	\$145		62243	\$150		63031	\$108		63113	\$117		63137	\$111
62084	\$150		62249	\$149		63033	\$106		63114	\$101		63138	\$100
62087	\$175		62254	\$150		63034	\$110		63115	\$78		63139	\$120
62088	\$130		62255	*		63038	*		63116	\$112		†63140	*
62090	\$140		62257	\$147		63040	*		63117	\$103		63141	*

### DEFINITION

## DATA SOURCE

IL: Children's Home + Aid. Data request. Data as of July 2019.

### CALCULATION

IL: (Avg. weekly cost [24 to 35 Months] + Avg. weekly cost [3 to 4 Years] + Avg. weekly cost [5 Years to K])/3. Calculation by Vision for Children at Risk.

<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.



# Quality Education

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# Quality Education › Focus on Equity

Perhaps no issue presents a greater challenge to the St. Louis region than ensuring that all children have access to a quality education and that disparities and inequities in educational opportunities and outcomes are eliminated. Schools provide the primary institutional platform for entry into adulthood and the workforce. The educational experience of some St. Louis area children is excellent. For others it is wholly inadequate.

The public education system is one arena where our region's challenges related to fragmented governmental structure are starkly manifested. Students are educated primarily on the basis of the resources within each school district. In areas where high educational need outstrips available resources, children, communities, and consequently, the entire region suffer.

While some area school districts are managing wonderfully productive educational environments with limited resources, there are also districts in which a large percentage of the student body could be considered in jeopardy. The job of educating children from families that have lower incomes, food and housing insecurities, and unmet physical and emotional needs can be an overpowering task for school districts.

Every child in our region deserves the quality education we would want for our own children. We know the importance of Quality Education to a child's overall well-being. We also know that educational outcomes vary dramatically from district to district across our region. Furthermore, it is critical that we acknowledge that across educational, social, economic and political systems, public policies and institutional practices past and present have produced outcomes that chronically favor some while persistently disadvantaging others. The ramifications of these policies and practices are evident in the significant disparities that exist in indicators related to child well-being among children of different races and ethnicities.

## Focus on Equity

The Focus on Equity pages of the Quality Education section of this report contain tables that present data on key Quality Education indicators related to child well-being that indicate, in no uncertain terms, how we as a community are doing when it comes to issues of equity. These tables show large disparities between racial and ethnic groups across the St. Louis region. In the pages that follow the Focus on Equity section, you will find school district level data for the indicators that make up the Quality Education section of this report. These data consistently show that the significant risks to child well-being in our region are not uniformly distributed across all school districts. There are clear patterns of inequity among school districts where risk and need are highly concentrated. These disparities must be addressed if we are to fundamentally improve child well-being in our region.

## Data Notes

### DATA SOURCE

Data for these tables came from the National Center for Education Statistics (NCES), the Missouri Department of Elementary & Secondary Education, and the Illinois State Board of Education.

### NOTE

Please note that Missouri and Illinois use different tests to monitor student achievement and progress and therefore the results for Missouri geographies cannot be directly compared to those of Illinois. However, these test results give us some indication of how many students in each geographic region are "on track" overall.

*\*No Data Available.*

## Four-Year Graduation Rate

	YEAR	OVERALL	BLACK	LATINX	WHITE
US	2017	85.0%	78.0%	80.0%	89.0%
MISSOURI	2019	89.6%	80.6%	86.3%	91.9%
St. Louis City	2019	73.1%	73.6%	67.0%	71.6%
St. Louis County	2019	91.9%	87.7%	85.4%	95.1%
St. Charles County	2019	94.6%	94.2%	92.6%	94.9%
ILLINOIS	2018	86.0%	76.0%	82.0%	91.0%
St. Clair	2018	85.4%	78.7%	80.1%	90.0%
Madison County	2018	85.9%	71.2%	73.6%	88.1%

## Quality Education › Focus on Equity *(continued)*

### Percent Proficient/Advanced in 3rd Grade Reading

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
<b>MISSOURI</b>	2019	48.7%	24.3%	37.7%	60.4%	55.1%
St. Louis City	2019	17.8%	11.9%	27.9%	44.7%	50.3%
St. Louis County	2019	49.3%	26.3%	43.1%	76.9%	63.5%
St. Charles County	2019	61.7%	43.0%	52.4%	69.4%	64.3%
<b>ILLINOIS</b>	2018	37.0%	22.1%	26.2%	63.6%	45.7%
St. Clair County	2018	34.2%	15.2%	28.3%	*	44.4%
Madison County	2018	38.9%	15.1%	24.6%	76.9%	45.2%

## Percent Proficient/Advanced in 8th Grade Math

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
<b>MISSOURI</b>	2019	29.1%	12.7%	21.1%	44.9%	33.6%
St. Louis City	2019	10.8%	5.3%	16.1%	46.2%	37.2%
St. Louis County	2019	30.9%	11.0%	28.3%	62.6%	46.3%
St. Charles County	2019	40.9%	26.1%	34.9%	59.4%	42.6%
<b>ILLINOIS</b>	2018	30.5%	10.3%	19.5%	65.4%	39.3%
St. Clair County	2018	27.7%	8.9%	21.6%	50.0%	40.3%
Madison County	2018	29.4%	6.2%	12.9%	69.3%	35.0%

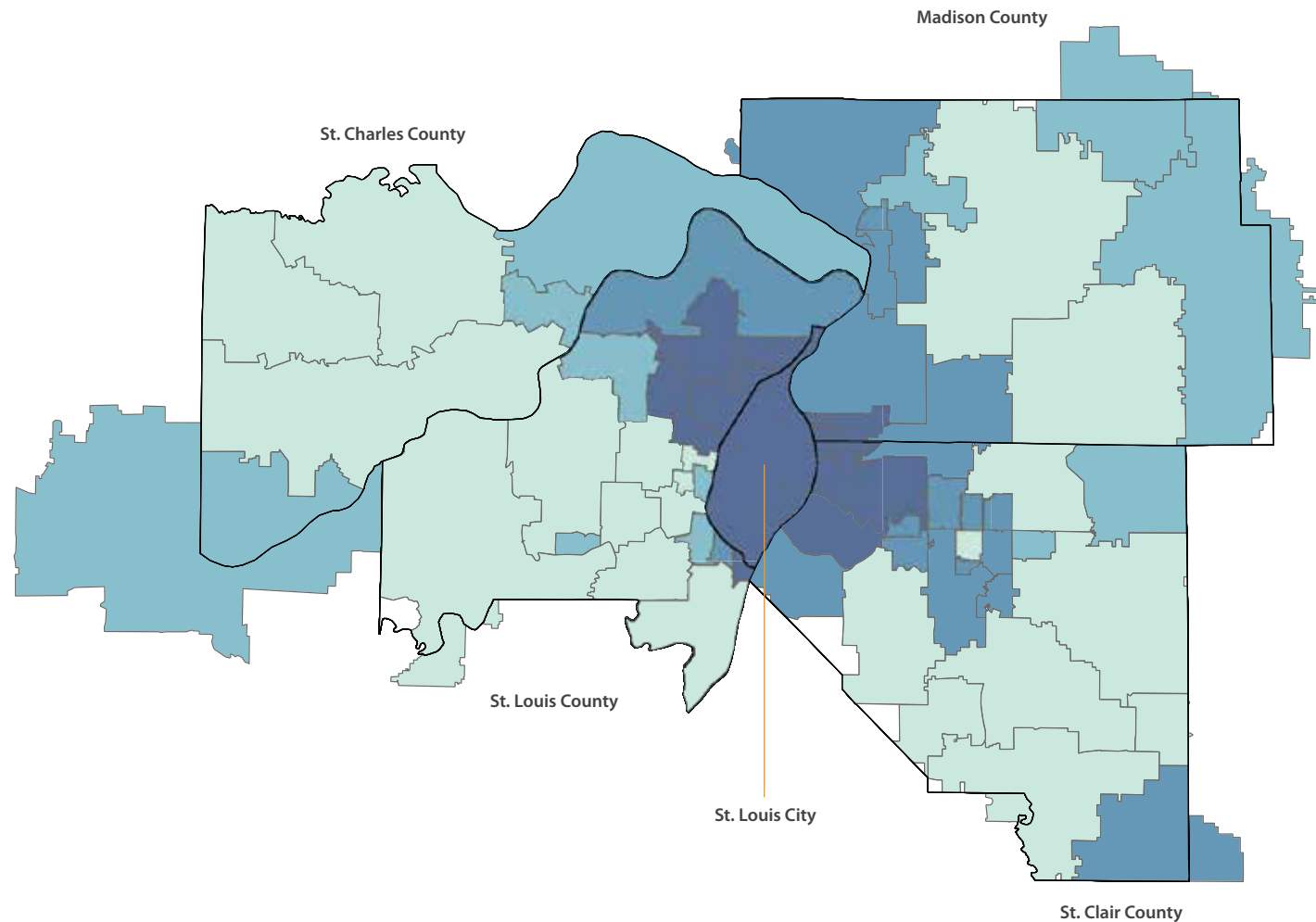
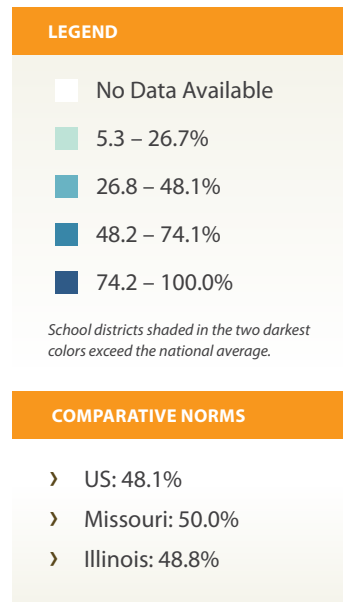


# Percent of Students Who Are Eligible for Free/Reduced Lunch

## Importance of this Indicator

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public schools. It provides nutritionally balanced, low-cost or free lunches to children each school day. Children from families with incomes at or below 130% of the poverty level are eligible for free school meals. Those with incomes between 130% and 185% of the poverty level are eligible for reduced price meals. Because eligibility for this program is derived from the federal poverty level, the free/reduced price lunch data are frequently used as a proxy for school poverty. The National School Lunch Program is a critical program addressing childhood hunger and food insecurity, so much so that the program has been expanded to ensure that low-income children continue to receive regular,

nutritious meals in the summer months when school is not in session. Food insecurity can have a dramatic impact on student achievement. Food-insecure children show smaller gains in math and reading achievement between kindergarten and third grade, and, among those ages 6 to 11, a higher likelihood of repeating a grade. Food insecurity, particularly when experienced in the earliest primary grades, also has a significant detrimental effect on non-cognitive classroom measures, such as interpersonal skills and self-control.<sup>1</sup> Students cannot learn and reach their full academic potential if their most basic needs, like hunger, are not met.



<sup>1</sup>Child Trends. Databank Indicator. Food Insecurity. Accessed at <https://www.childtrends.org/indicators/food-insecurity/>.

## Percent of Students Who Are Eligible for Free/Reduced Lunch

County/District	% Eligible
<b>ST. LOUIS CITY</b>	
St. Louis Public	100.0
<b>ST. LOUIS COUNTY</b>	
Afton	37.0
Bayless	62.7
Brentwood	24.6
Clayton	10.3
Ferguson-Florissant	99.6
Hancock Place	97.2
Hazelwood	63.1
Jennings	100.0
Kirkwood	11.8
Ladue	10.0
Lindbergh	13.7
Maplewood-Richmond Hts.	36.1
Mehlville	25.6
Normandy Schools Collab.	94.2
Parkway	19.6
Pattonville	46.2

County/District	% Eligible
Ritenour	100.0
Riverview Gardens	99.4
Rockwood	13.4
Special School District	64.3
University City	96.4
Valley Park	41.8
Webster Groves	13.6
<b>ST. CHARLES COUNTY</b>	
Francis Howell	17.6
Ft. Zumwalt	20.6
Orchard Farm	28.8
St. Charles	40.4
Washington	29.0
Wentzville	14.1
<b>ST. CLAIR COUNTY</b>	
Belle Valley	70.4
Belleville SD 118	73.3
Belleville TWP HSD 201	45.7
Brooklyn	98.2

County/District	% Eligible
Cahokia	92.7
Central	54.8
Dupo	52.2
East St. Louis	93.3
Freeburg CCSD 70	5.3
Freeburg CHSD 77	14.3
Grant	54.1
Harmony	63.3
High Mount	74.0
Lebanon	42.4
Marissa	61.0
Mascoutah	23.2
Millstadt	10.7
New Athens	25.0
O'Fallon CCSD 90	23.4
O'Fallon TWP HSD 203	23.3
Pontiac-W Holliday	52.1
Shiloh Village	37.1
Signal Hill	56.0

County/District	% Eligible
Smithton	10.7
St. Libory	13.2
Whiteside	56.1
Wolf Branch	18.9
<b>MADISON COUNTY</b>	
Alton	55.0
Bethalto	45.1
Collinsville	59.7
East Alton	63.1
East Alton-Wood River	62.2
Edwardsville	18.9
Granite City	55.7
Highland	30.3
Madison	99.3
Roxana	51.8
Staunton	39.3
Triad	21.0
Venice	96.5
Wood River-Hartford	68.0

### Data Notes

#### DEFINITION

The percentage of students in a district eligible for free or reduced-price meals.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO & IL: Percentage provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

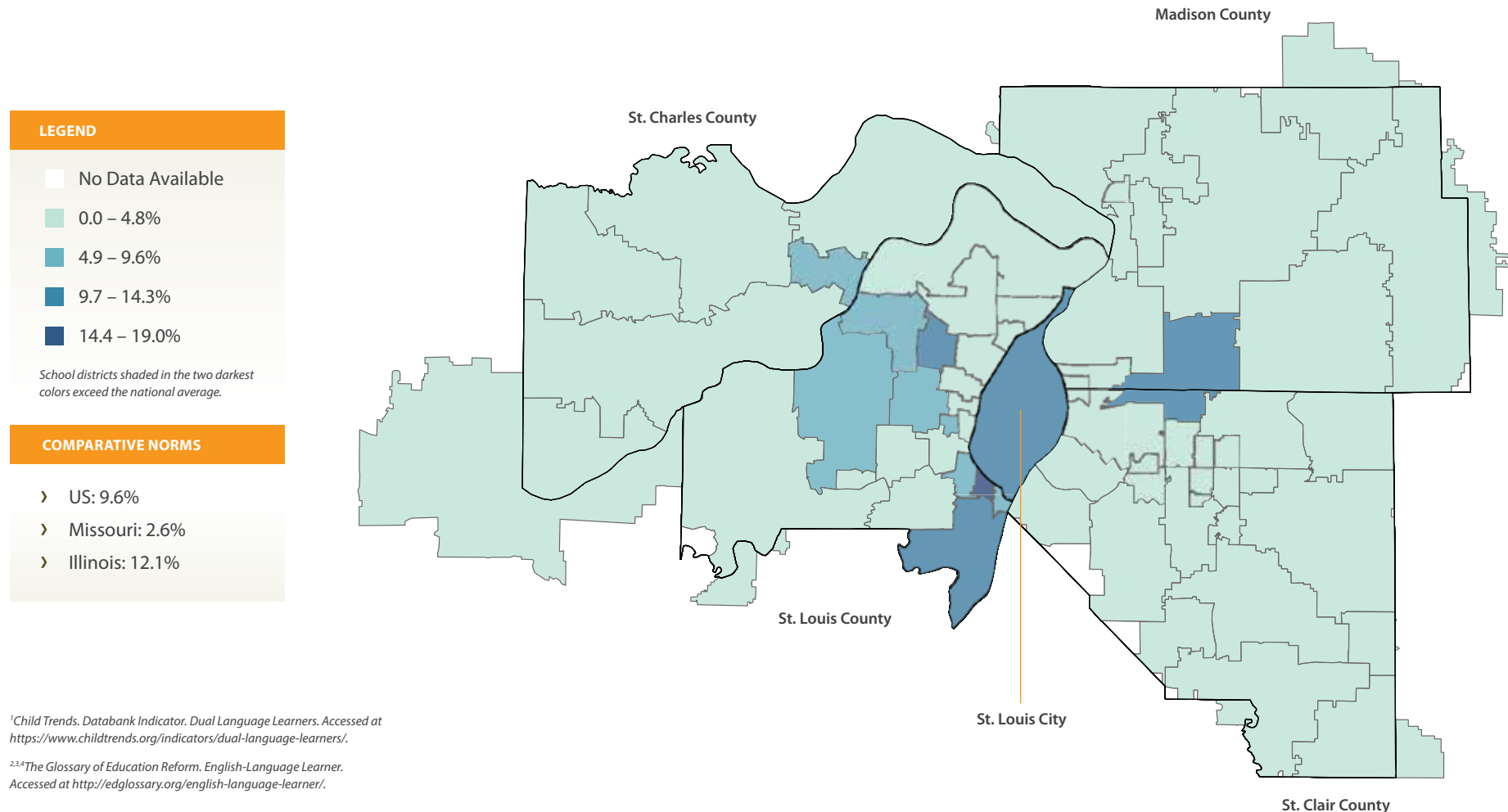
*\*No Data Available.*

# Percent of Students Who Are English Language Learners

## Importance of this Indicator

Nearly one in three U.S. children lives in a household where a language other than English is spoken.<sup>1</sup> English language learners are the fastest growing segment of the school-age population in the United States. They are a tremendously diverse group representing many languages, cultures, ethnicities, nationalities, and socioeconomic backgrounds.<sup>2</sup> Most English language learners were born in the United States. However, their parents and grandparents are often immigrants who speak their native language at home. English language learners may face a variety of challenges that could adversely affect their learning progress and academic achievement, such as poverty, familial transiency, or non-citizenship status. Some English language learners are also recently arrived

immigrants or refugees who may have experienced war, social turmoil, persecution, and significant periods of educational disruption.<sup>3</sup> On average, English language learners tend, relative to their English-speaking peers, to underperform on standardized tests, drop out of school at significantly higher rates, and decline to pursue postsecondary education.<sup>4</sup> Providing all students, including English language learners, with the funding, programs and supports needed to ensure they succeed academically is critical to producing a strong, educated, skilled workforce that is fully engaged and contributing to the growth and vitality of the region.



## Percent of Students Who Are English Language Learners

County/District	% ELL
<b>ST. LOUIS CITY</b>	
St. Louis Public	10.4
<b>ST. LOUIS COUNTY</b>	
Afton	9.3
Bayless	19.0
Brentwood	5.6
Clayton	4.2
Ferguson-Florissant	1.2
Hancock Place	7.4
Hazelwood	1.3
Jennings	0.3
Kirkwood	0.8
Ladue	5.2
Lindbergh	4.5
Maplewood-Richmond Hts.	3.5
Mehlville	10.6
Normandy Schools Collab.	2.0
Parkway	5.9
Pattonville	8.3

County/District	% ELL
Ritenour	12.0
Riverview Gardens	0.7
Rockwood	2.8
Special School District	0.4
University City	2.8
Valley Park	3.4
Webster Groves	0.6
<b>ST. CHARLES COUNTY</b>	
Francis Howell	2.8
Ft. Zumwalt	3.0
Orchard Farm	2.7
St. Charles	6.8
Washington	1.2
Wentzville	1.4
<b>ST. CLAIR COUNTY</b>	
Belle Valley	0.5
Belleville SD 118	0.4
Belleville TWP HSD 201	0.3
Brooklyn	0.0

County/District	% ELL
Cahokia	0.5
Central	2.3
Dupo	0.7
East St. Louis	0.9
Freeburg CCSD 70	0.4
Freeburg CHSD 77	0.1
Grant	0.0
Harmony	0.6
High Mount	1.9
Lebanon	0.2
Marissa	0.0
Mascoutah	1.1
Millstadt	0.0
New Athens	0.4
O'Fallon CCSD 90	0.3
O'Fallon TWP HSD 203	0.5
Pontiac-W Holliday	1.9
Shiloh Village	0.5
Signal Hill	0.0

County/District	% ELL
Smithton	0.0
St. Libory	0.0
Whiteside	0.2
Wolf Branch	2.5
<b>MADISON COUNTY</b>	
Alton	0.8
Bethalto	0.9
Collinsville	11.4
East Alton	0.1
East Alton-Wood River	0.2
Edwardsville	0.9
Granite City	3.5
Highland	0.3
Madison	0.3
Roxana	0.2
Staunton	0.0
Triad	0.2
Venice	0.0
Wood River-Hartford	0.0

### Data Notes

#### DEFINITION

The percentage of students in a district who are English Language Learners. English learners (ELs) are students whose English proficiency is not yet sufficient to provide the students with the ability to successfully participate and achieve in classroom settings where the language of instruction is English. Districts must provide additional services for ELs to ensure that they meet the state's proficient level of achievement on state assessments, successfully achieve in classrooms where the language of instruction is English, and participate fully in the school setting. Note: The state of Missouri uses the term "students with Limited English Proficiency. The state of Illinois uses the term "English Language Learners."

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO & IL: Percentage provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

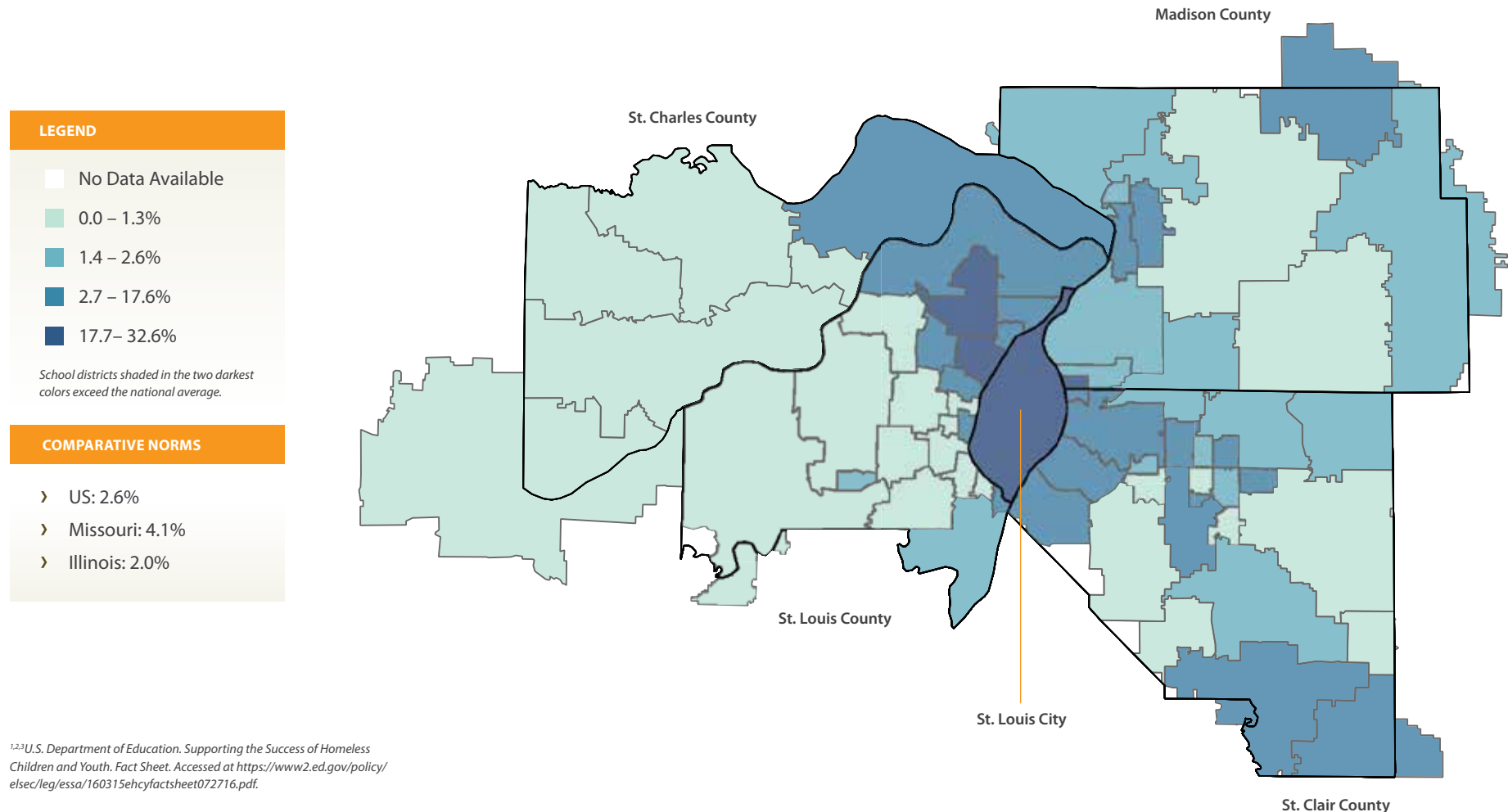
*\*No Data Available.*

# Percent of Students Who Are Homeless

## Importance of this Indicator

Homelessness can have a significant negative impact on child well-being and affect children academically, socially, and emotionally. Homeless students experience greater school mobility than their non-homeless peers. School mobility can cause interruptions to a child's education and is associated with lower school achievement and increased risk of dropping out of school.<sup>1</sup> Homeless students are at a greater risk of being chronically absent than their non-homeless peers. Chronic absenteeism is associated with lower academic achievement and higher dropout rates.<sup>2</sup> Additionally, homeless students face significant gaps in high school graduation rates compared to their peers.<sup>3</sup> The Education

for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youth. The goal of this act is to ensure the educational rights and protections of homeless children by removing barriers to accessing a high-quality education. While this act does much to help support homeless students access the education they deserve, we must ensure that schools, particularly those that have a high number of homeless students, have the funding, resources, training, and policies and procedures in place to best meet the needs of these students.



## Percent of Students Who Are Homeless

County/District	% Homeless
<b>ST. LOUIS CITY</b>	
St. Louis Public	25.5
<b>ST. LOUIS COUNTY</b>	
Afton	1.3
Bayless	0.8
Brentwood	0.0
Clayton	0.7
Ferguson-Florissant	24.9
Hancock Place	4.7
Hazelwood	4.7
Jennings	8.7
Kirkwood	0.3
Ladue	0.6
Lindbergh	0.6
Maplewood-Richmond Hts.	3.7
Mehlville	1.7
Normandy Schools Collab.	20.7
Parkway	1.2
Pattonville	0.6

County/District	% Homeless
Ritenour	4.3
Riverview Gardens	5.8
Rockwood	1.2
Special School District	1.7
University City	7.6
Valley Park	2.2
Webster Groves	0.6
<b>ST. CHARLES COUNTY</b>	
Francis Howell	1.1
Ft. Zumwalt	1.2
Orchard Farm	6.5
St. Charles	1.2
Washington	1.2
Wentzville	0.6
<b>ST. CLAIR COUNTY</b>	
Belle Valley	0.8
Belleville SD 118	5.3
Belleville TWP HSD 201	2.9
Brooklyn	9.5

County/District	% Homeless
Cahokia	12.5
Central	11.6
Dupo	4.7
East St. Louis	5.9
Freeburg CCSD 70	2.3
Freeburg CHSD 77	0.4
Grant	3.2
Harmony	0.0
High Mount	6.2
Lebanon	2.3
Marissa	9.3
Mascoutah	0.2
Millstadt	0.5
New Athens	9.9
O'Fallon CCSD 90	1.4
O'Fallon TWP HSD 203	0.7
Pontiac-W Holliday	2.2
Shiloh Village	5.4
Signal Hill	2.0

County/District	% Homeless
Smithton	0.2
St. Libory	0.0
Whiteside	1.5
Wolf Branch	0.0
<b>MADISON COUNTY</b>	
Alton	1.7
Bethalto	2.2
Collinsville	2.6
East Alton	2.6
East Alton-Wood River	6.4
Edwardsville	0.4
Granite City	1.8
Highland	2.4
Madison	2.1
Roxana	2.7
Staunton	2.7
Triad	0.7
Venice	32.6
Wood River-Hartford	12.4

### Data Notes

#### DEFINITION

The percentage of students in a district who are homeless. (The McKinney-Vento Act defines homeless students as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes students who are sharing the housing of other persons due to loss of housing or economic hardship, living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations, living in emergency or transitional shelters, or living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.)

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2018.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO: (Number of homeless students/Total district enrollment) X 100. Calculation by Vision for Children at Risk.

IL: Percentage provided by Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

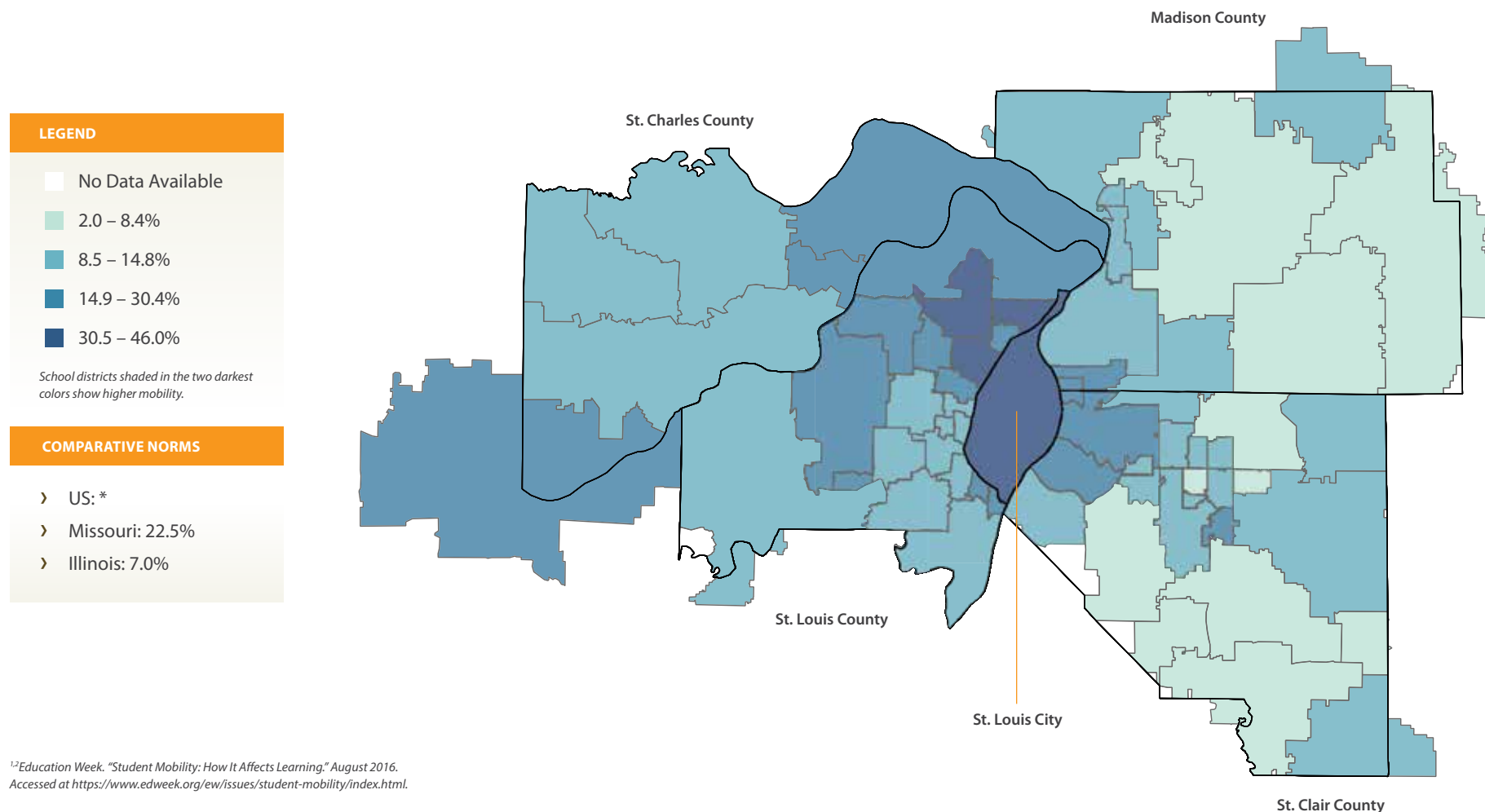
*\*No Data Available.*

# Student Mobility Rate

## Importance of this Indicator

A school district's mobility rate tracks students transferring into and out of a school in a given school year for reasons other than being promoted to the next grade level. Often a school district's mobility rate reflects the stability of the neighborhoods and families within the district. Students who repeatedly transfer into and out of schools present unique academic challenges because they are often not taught a consistent curriculum and have lower attendance rates than other students. These students are at a greater risk of falling behind their peers, failing or repeating grades, and eventually dropping out of

school due to poor academic performance over time. Furthermore, studies have found that mobility rates are higher among students with certain demographic characteristics with mobility rates ranging from more than 17 percent for students in poverty to more than a third of homeless students, and more than half of all students in the foster care system.<sup>1</sup> Additionally, high-poverty urban schools can have more than half of their students turn over within a single school year, which can make reforms such as smaller classes, better-trained teachers, and improved facilities very challenging.<sup>2</sup>



<sup>1,2</sup>Education Week. "Student Mobility: How It Affects Learning." August 2016. Accessed at <https://www.edweek.org/ew/issues/student-mobility/index.html>.



## Student Mobility Rate

County/District	% Mobility
<b>ST. LOUIS CITY</b>	
St. Louis Public	46.0
<b>ST. LOUIS COUNTY</b>	
Afton	12.9
Bayless	17.0
Brentwood	12.6
Clayton	13.5
Ferguson-Florissant	35.6
Hancock Place	19.6
Hazelwood	28.3
Jennings	29.6
Kirkwood	11.0
Ladue	9.9
Lindbergh	9.4
Maplewood-Richmond Hts.	12.9
Mehlville	12.1
Normandy Schools Collab.	43.5
Parkway	18.3
Pattonville	21.4

County/District	% Mobility
Ritenour	22.7
Riverview Gardens	40.7
Rockwood	8.6
Special School District	71.1
University City	26.9
Valley Park	17.5
Webster Groves	11.4
<b>ST. CHARLES COUNTY</b>	
Francis Howell	14.1
Ft. Zumwalt	14.0
Orchard Farm	17.2
St. Charles	20.6
Washington	17.0
Wentzville	14.5
<b>ST. CLAIR COUNTY</b>	
Belle Valley	16.0
Belleville SD 118	12.0
Belleville TWP HSD 201	13.0
Brooklyn	17.0

County/District	% Mobility
Cahokia	21.0
Central	14.0
Dupo	10.0
East St. Louis	20.0
Freeburg CCSD 70	5.0
Freeburg CHSD 77	6.0
Grant	12.0
Harmony	13.0
High Mount	14.0
Lebanon	9.0
Marissa	12.0
Mascoutah	11.0
Millstadt	4.0
New Athens	7.0
O'Fallon CCSD 90	6.0
O'Fallon TWP HSD 203	7.0
Pontiac-W Holliday	12.0
Shiloh Village	8.0
Signal Hill	13.0

County/District	% Mobility
Smithton	2.0
St. Libory	8.0
Whiteside	12.0
Wolf Branch	5.0
<b>MADISON COUNTY</b>	
Alton	11.0
Bethalto	7.0
Collinsville	9.0
East Alton	13.0
East Alton-Wood River	20.0
Edwardsville	6.0
Granite City	11.0
Highland	5.0
Madison	19.0
Roxana	9.0
Staunton	9.0
Triad	4.0
Venice	25.0
Wood River-Hartford	12.0

### Data Notes

#### DEFINITION

Percentage of students in a school in a given year that moved into or out of a school for reasons other than academic promotion.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO & IL: Percentage provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

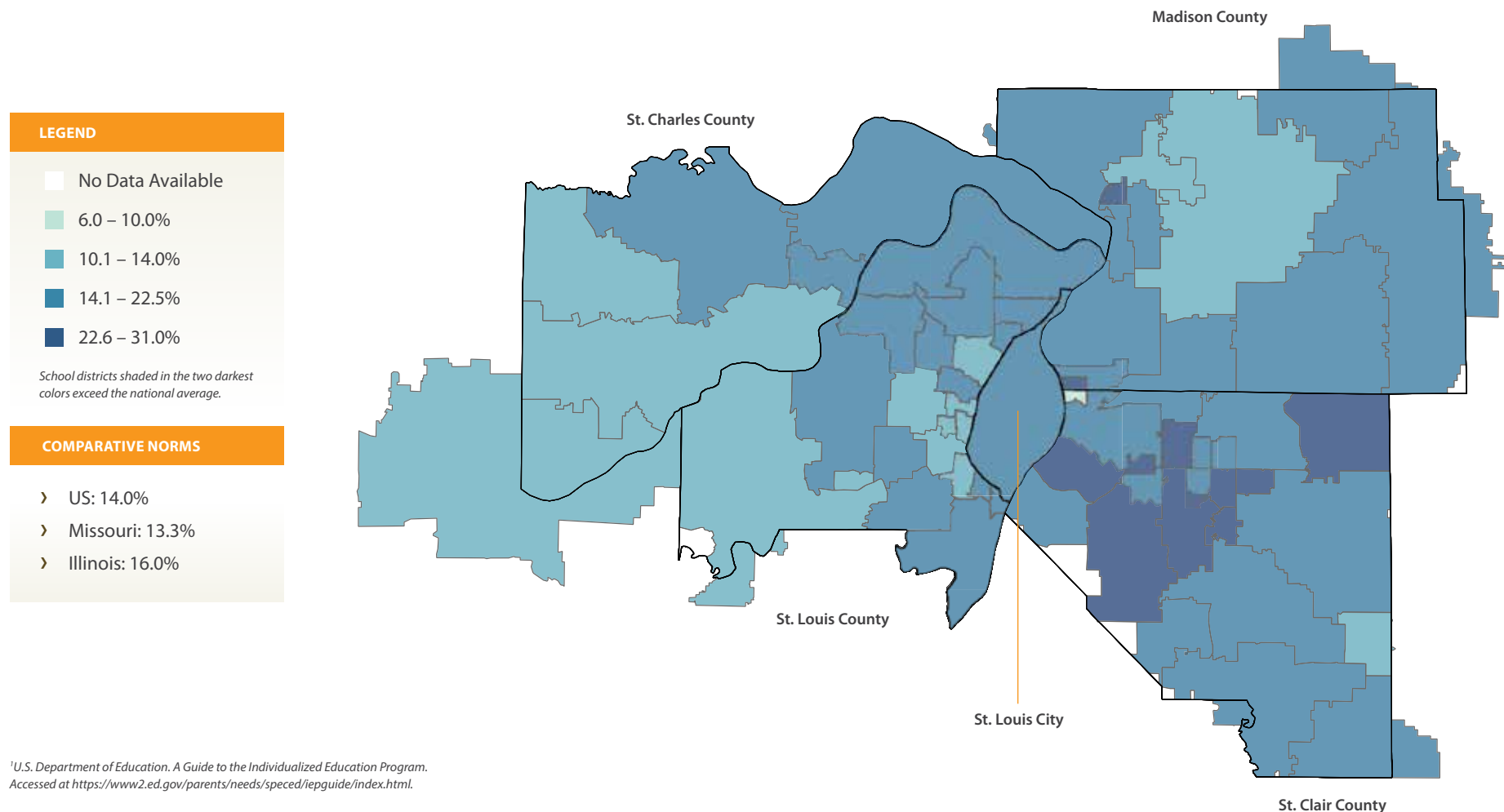
*\*No Data Available.*

# Percent of Students With An IEP (Individualized Education Program)

## Importance of this Indicator

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. Once a child is identified, evaluated, and found to be eligible for special education services under IDEA, an Individualized Education Program (IEP) is created. Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed to meet the specific needs of the student and must be a truly individualized

document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve the educational outcomes for children with disabilities. The IEP is critical to providing a quality education to each child with a disability.<sup>1</sup> It is important that we support and advocate for laws and policies such as IDEA that provide children with disabilities critical support services like IEPs. IDEA is a critical policy and funding stream helping to ensure that all children reach their full potential.



<sup>1</sup>U.S. Department of Education. A Guide to the Individualized Education Program. Accessed at <https://www2.ed.gov/parents/needs/spced/iepguide/index.html>.

## Percent of Students With An IEP (Individualized Education Program)

County/District	% IEP
<b>ST. LOUIS CITY</b>	
St. Louis Public	14.4
<b>ST. LOUIS COUNTY</b>	
Aftton	13.9
Bayless	17.5
Brentwood	12.8
Clayton	11.4
Ferguson-Florissant	16.8
Hancock Place	15.2
Hazelwood	16.1
Jennings	16.5
Kirkwood	14.2
Ladue	11.8
Lindbergh	14.1
Maplewood-Richmond Hts.	13.6
Mehlville	15.5
Normandy Schools Collab.	12.8
Parkway	15.2
Pattonville	16.2

County/District	% IEP
Ritenour	16.9
Riverview Gardens	15.5
Rockwood	13.7
Special School District	64.9
University City	14.5
Valley Park	13.5
Webster Groves	13.4
<b>ST. CHARLES COUNTY</b>	
Francis Howell	10.7
Ft. Zumwalt	15.0
Orchard Farm	14.2
St. Charles	17.4
Washington	13.8
Wentzville	13.6
<b>ST. CLAIR COUNTY</b>	
Belle Valley	24.0
Belleville SD 118	26.0
Belleville TWP HSD 201	20.0
Brooklyn	6.0

County/District	% IEP
Cahokia	24.0
Central	20.0
Dupo	18.0
East St. Louis	16.0
Freeburg CCSD 70	16.0
Freeburg CHSD 77	12.0
Grant	24.0
Harmony	15.0
High Mount	23.0
Lebanon	23.0
Marissa	20.0
Mascoutah	15.0
Millstadt	23.0
New Athens	18.0
O'Fallon CCSD 90	18.0
O'Fallon TWP HSD 203	14.0
Pontiac-W Holliday	18.0
Shiloh Village	23.0
Signal Hill	24.0

County/District	% IEP
Smithton	15.0
St. Libory	12.0
Whiteside	23.0
Wolf Branch	15.0
<b>MADISON COUNTY</b>	
Alton	22.0
Bethalto	14.0
Collinsville	18.0
East Alton	23.0
East Alton-Wood River	22.0
Edwardsville	12.0
Granite City	22.0
Highland	21.0
Madison	19.0
Roxana	16.0
Staunton	19.0
Triad	16.0
Venice	31.0
Wood River-Hartford	21.0

### Data Notes

#### DEFINITION

The percentage of students in a district who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each special education student receives an Individualized Education Program (IEP) that specifies supplemental services, modifications, and accommodations available to that student.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO: (Number of students with an IEP/Total district enrollment) X 100. Calculation by Vision for Children at Risk.

IL: Percentage provided by Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

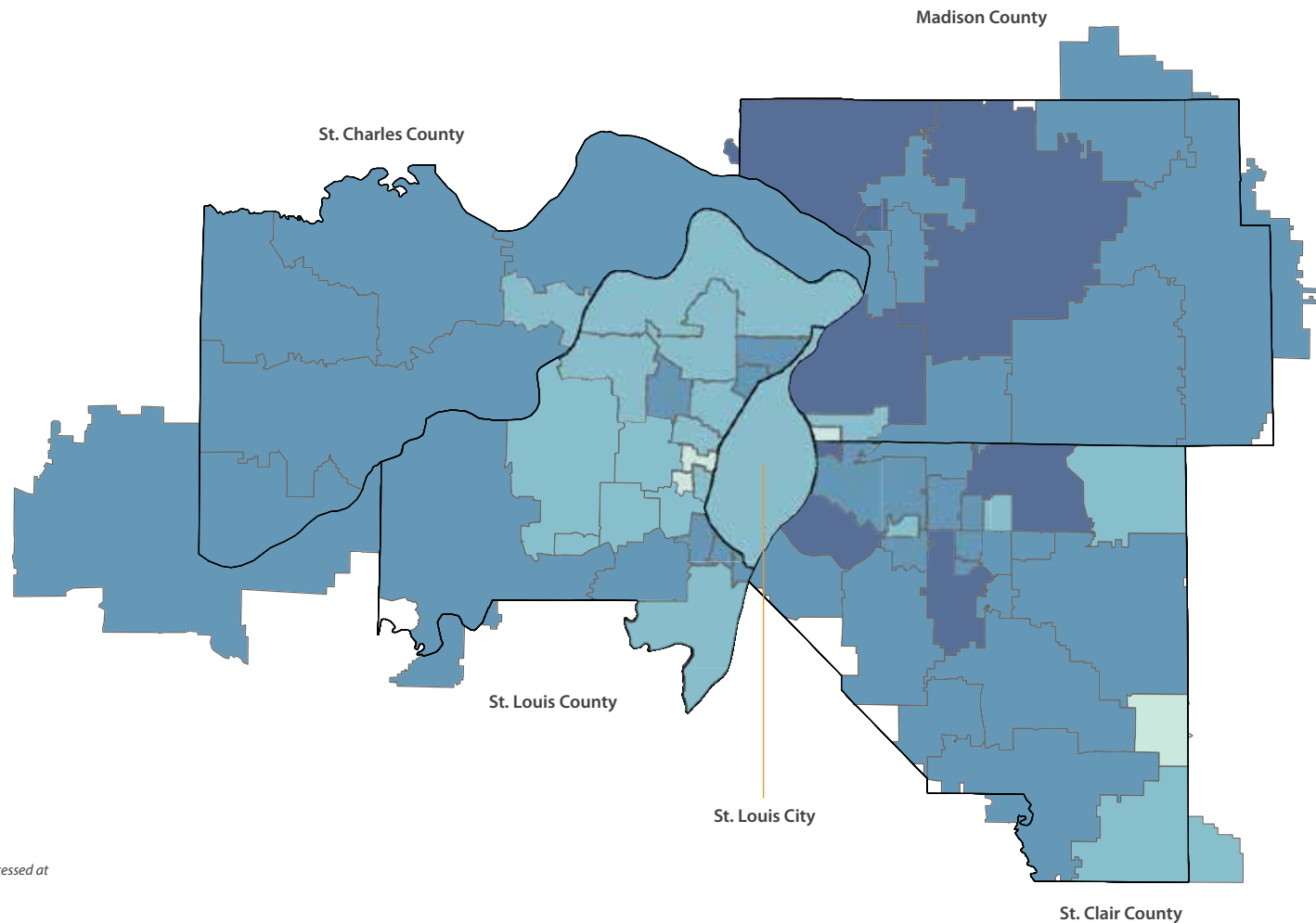
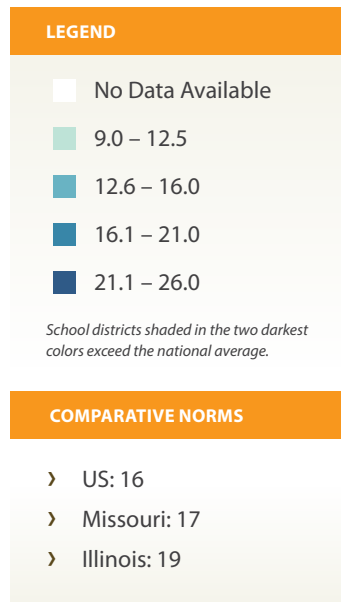
\*No Data Available.

# Student/Teacher Ratio

## Importance of this Indicator

Student-teacher ratios are often used as a broad indicator of the overall quality of a school district because they are a general measure of teacher workloads and resource allocations in public schools, as well as the amount of individual attention a child is likely to receive from teachers.<sup>1</sup> In addition, “ideal” student-teacher ratios will depend on a wide variety of complex factors, including the age and academic needs of the students represented in the ratio (younger children or higher-need student populations typically require more time, attention, and instructional support from teachers) and the experience, skill, and effectiveness of the teachers (highly skilled teachers may be able to achieve better academic results with larger classes than less skilled teachers with smaller classes).<sup>2</sup>

Student-teacher ratios also directly affect per-pupil spending. For example, the salaries and benefits paid to teachers and instructional staff can account for a large proportion of per-pupil expenditures, so higher student-teacher ratios will typically result in lower per-pupil expenditures.<sup>3</sup> It should be noted that most districts count all “instructional staff” as teachers when calculating student-teacher ratios. The instructional staff in a given school may include librarians, speech therapists, and other academic-support specialists or licensed teaching staff who may not have traditionally defined classroom-teaching roles. For this reason, the student-teacher ratio should not be confused with average class size, which tends to be larger.<sup>4</sup>



<sup>1,2,3,4</sup>The Glossary of Education Reform. Student-Teacher Ratio. Accessed at <http://edglossary.org/student-teacher-ratio/>.

## Student/Teacher Ratio

County/District	Ratio
<b>ST. LOUIS CITY</b>	
St. Louis Public	15
<b>ST. LOUIS COUNTY</b>	
Afton	18
Bayless	18
Brentwood	11
Clayton	12
Ferguson-Florissant	16
Hancock Place	17
Hazelwood	16
Jennings	18
Kirkwood	16
Ladue	14
Lindbergh	18
Maplewood-Richmond Hts.	13
Mehlville	16
Normandy Schools Collab.	15
Parkway	16
Pattonville	16

County/District	Ratio
Ritenour	17
Riverview Gardens	17
Rockwood	17
Special School District	*
University City	15
Valley Park	14
Webster Groves	15
<b>ST. CHARLES COUNTY</b>	
Francis Howell	18
Ft. Zumwalt	17
Orchard Farm	18
St. Charles	14
Washington	18
Wentzville	19
<b>ST. CLAIR COUNTY</b>	
Belle Valley	20
Belleville SD 118	23
Belleville TWP HSD 201	20
Brooklyn	22

County/District	Ratio
Cahokia	22
Central	15
Dupo	17
East St. Louis	20
Freeburg CCSD 70	19
Freeburg CHSD 77	21
Grant	20
Harmony	18
High Mount	18
Lebanon	16
Marissa	15
Mascoutah	20
Millstadt	19
New Athens	17
O'Fallon CCSD 90	25
O'Fallon TWP HSD 203	22
Pontiac-W Holliday	19
Shiloh Village	18
Signal Hill	13

County/District	Ratio
Smithton	17
St. Libory	11
Whiteside	21
Wolf Branch	18
<b>MADISON COUNTY</b>	
Alton	22
Bethalto	17
Collinsville	20
East Alton	22
East Alton-Wood River	23
Edwardsville	22
Granite City	26
Highland	20
Madison	14
Roxana	19
Staunton	21
Triad	20
Venice	9
Wood River-Hartford	21

### Data Notes

#### DEFINITION

This ratio is calculated using the fall enrollment for the school year divided by the number of full-time equivalent (FTE) teachers and excludes special education teachers.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

Data provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

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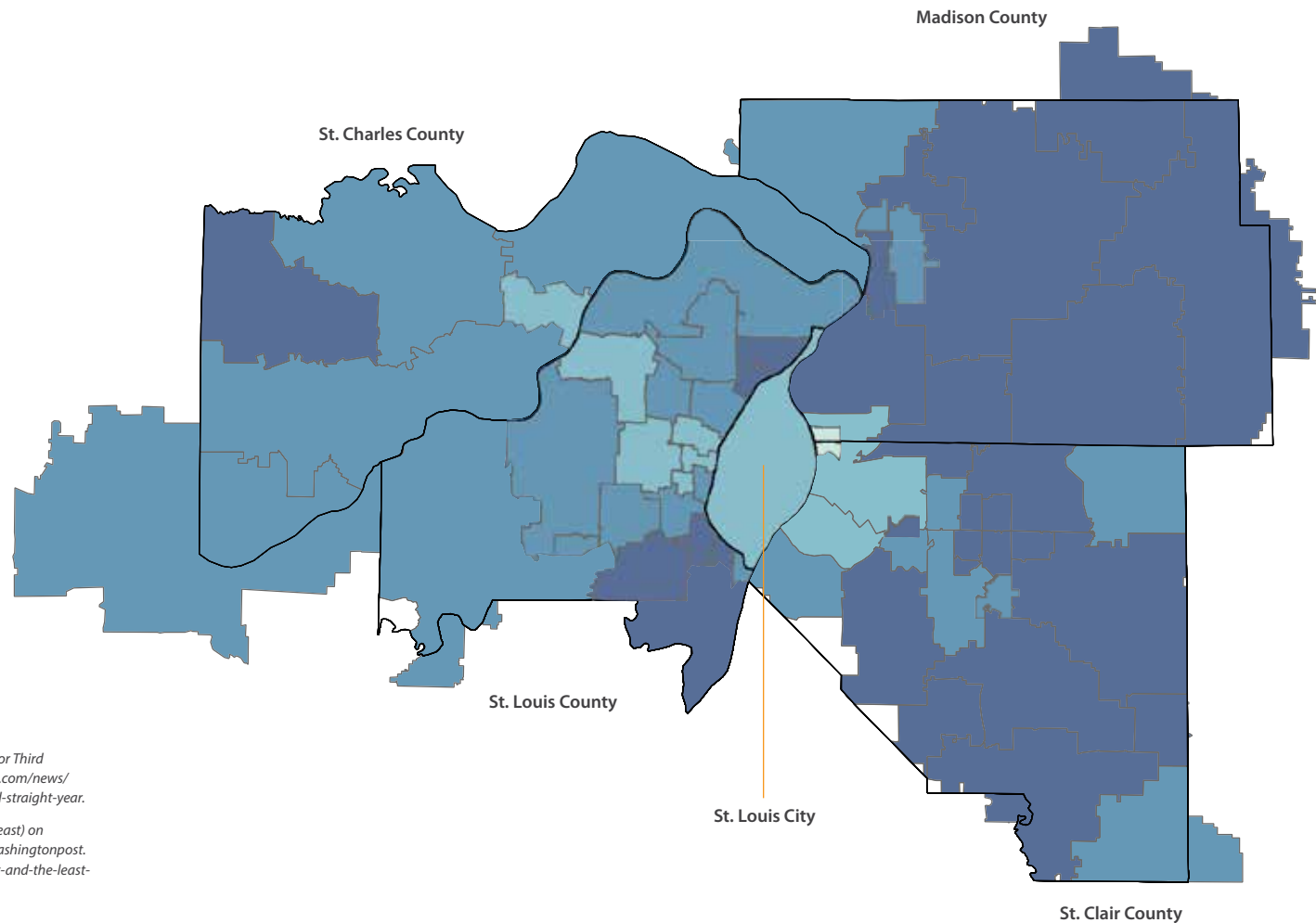
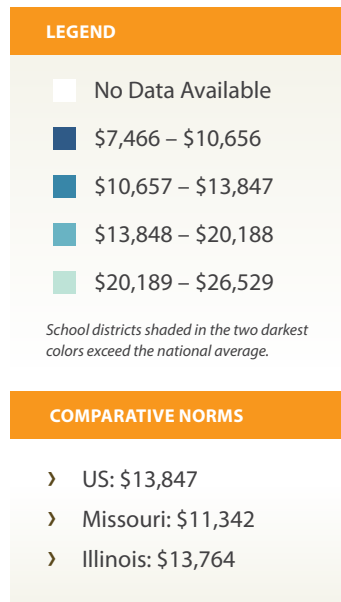
*\*No Data Available.*

# Average Spending per Student

## Importance of this Indicator

Funding for public education comes from three sources: local, state, and federal money. On average funding for public school districts consists of 45 percent local money, 45 percent state money, and 10 percent federal money. Over the past decade there has been a decline in federal funding. Federal agencies distribute money based on the number of poor and special needs children in a given district. However, these formulas are based on a percentage of the money that Congress appropriates. When Congress appropriates less, schools get less – even as the number of poor and special needs students in the school system rises.<sup>1</sup> Furthermore, in general, during this time state funding has remained about the same, increasing the importance of local funding. This is of critical concern because

a greater reliance on local funds results in greater disparities in educational funding and opportunities between rich and poor communities. This is reflected in federal data that shows a growing gap in education spending by the nation's poorest and most affluent school districts.<sup>2</sup> This is particularly alarming as students in poor districts tend to have more challenges that require greater resources to adequately address than students in more affluent districts. It is imperative that we advocate for policies and legislation that equalize education spending across low- and high-income areas if we want to improve child well-being outcomes for all children in the St. Louis region.



<sup>1</sup>U.S. News & World Report. "School Spending per Student Drops for Third Straight Year." February 1, 2016. Accessed at <https://www.usnews.com/news/articles/2016-02-01/school-spending-per-student-drops-for-third-straight-year>.

<sup>2</sup>The Washington Post. "The states that spend the most (and the least) on education, in one map." June 2, 2015. Accessed at [https://www.washingtonpost.com/news/local/wp/2015/06/02/the-states-that-spend-the-most-and-the-least-on-education-in-one-map/?utm\\_term=.ae5c7bcbe261](https://www.washingtonpost.com/news/local/wp/2015/06/02/the-states-that-spend-the-most-and-the-least-on-education-in-one-map/?utm_term=.ae5c7bcbe261)

## Average Spending per Student

County/District	\$ per Student
<b>ST. LOUIS CITY</b>	
St. Louis Public	\$15,628
<b>ST. LOUIS COUNTY</b>	
Afton	\$10,300
Bayless	\$9,506
Brentwood	\$18,256
Clayton	\$18,843
Ferguson-Florissant	\$12,677
Hancock Place	\$11,034
Hazelwood	\$10,997
Jennings	\$10,353
Kirkwood	\$11,987
Ladue	\$13,927
Lindbergh	\$10,031
Maplewood-Richmond Hts.	\$13,366
Mehlville	\$9,762
Normandy Schools Collab.	\$13,474
Parkway	\$12,747
Pattonville	\$15,082

County/District	\$ per Student
Ritenour	\$10,693
Riverview Gardens	\$10,212
Rockwood	\$11,013
Special School District	\$219,062
University City	\$15,699
Valley Park	\$13,581
Webster Groves	\$12,105
<b>ST. CHARLES COUNTY</b>	
Francis Howell	\$11,740
Ft. Zumwalt	\$12,371
Orchard Farm	\$13,426
St. Charles	\$14,732
Washington	\$11,489
Wentzville	\$10,574
<b>ST. CLAIR COUNTY</b>	
Belle Valley	\$11,120
Belleville SD 118	\$11,609
Belleville TWP HSD 201	\$13,235
Brooklyn	\$20,645

County/District	\$ per Student
Cahokia	\$15,563
Central	\$9,989
Dupo	\$10,703
East St. Louis	\$17,184
Freeburg CCSD 70	\$9,604
Freeburg CHSD 77	\$11,331
Grant	\$12,342
Harmony	\$10,886
High Mount	\$9,523
Lebanon	\$12,894
Marissa	\$10,834
Mascoutah	\$10,212
Millstadt	\$10,273
New Athens	\$10,072
O'Fallon CCSD 90	\$8,178
O'Fallon TWP HSD 203	\$11,282
Pontiac-W Holliday	\$10,598
Shiloh Village	\$8,708
Signal Hill	\$10,024

County/District	\$ per Student
Smithton	\$8,109
St. Libory	\$8,807
Whiteside	\$8,613
Wolf Branch	\$9,687
<b>MADISON COUNTY</b>	
Alton	\$12,161
Bethalto	\$8,816
Collinsville	\$9,898
East Alton	\$11,215
East Alton-Wood River	\$12,984
Edwardsville	\$9,043
Granite City	\$10,532
Highland	\$9,650
Madison	\$16,367
Roxana	\$13,662
Staunton	\$7,466
Triad	\$8,721
Venice	\$26,529
Wood River-Hartford	\$9,907

### Data Notes

#### DEFINITION

Missouri defines "Average Current Expenditures Per ADA" as the average current expenditure per pupil, in average daily attendance (ADA), for the district. In Illinois, the "Operating Spending Per Pupil" includes all costs for overall operations, including instructional spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2018.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2018 school year.

#### CALCULATION

Data provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

*\*No Data Available.*

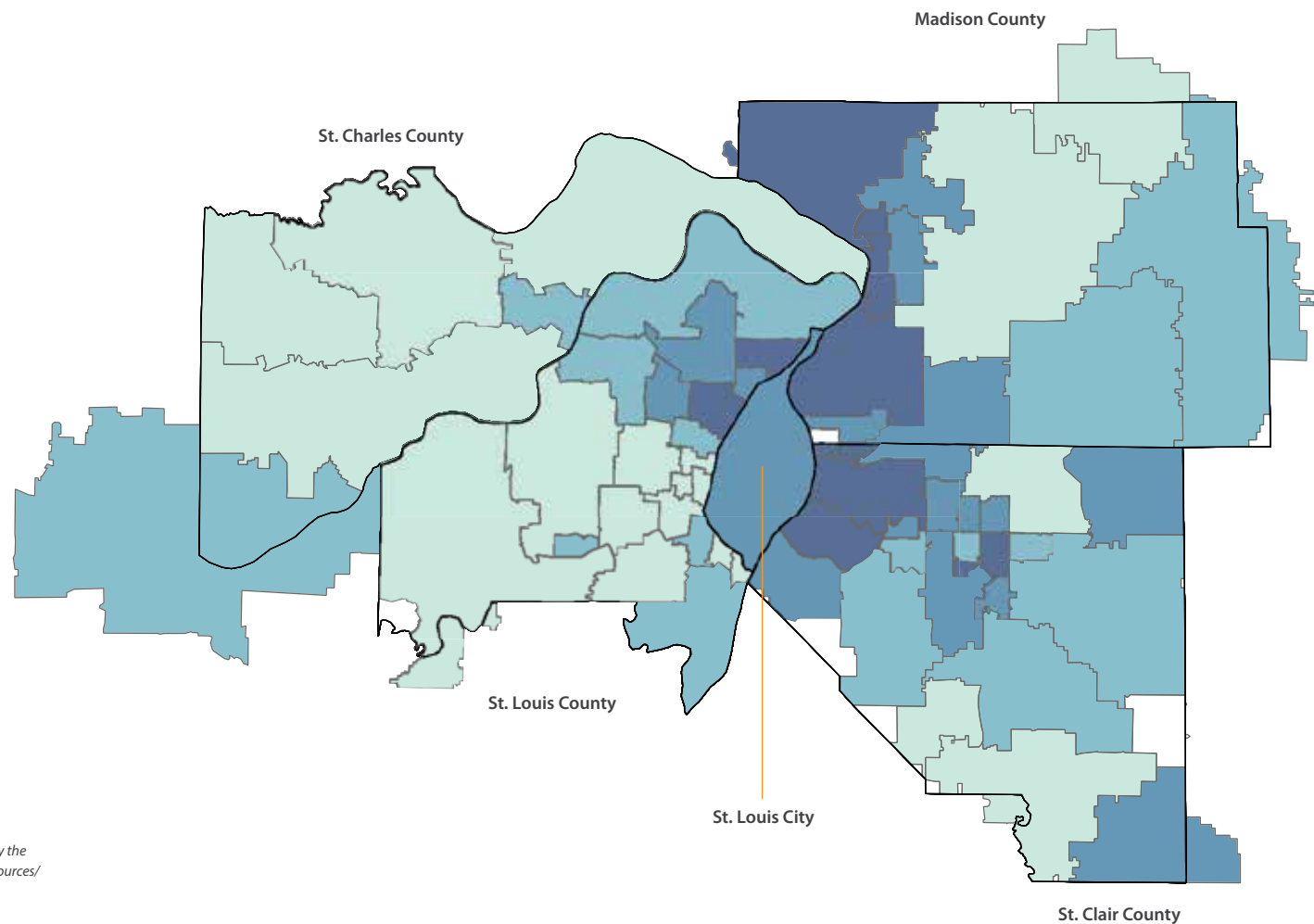
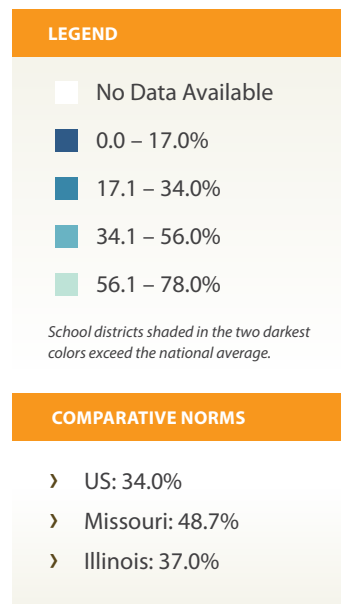


# Percent of Students Proficient/Advanced in 3rd Grade Reading

## Importance of this Indicator

During the first three years of K-12 schooling children learn how to read. However, by fourth grade children must use their reading skills to learn and master all other subjects. By this point, if a child is not reading proficiently they are at risk of quickly falling behind in all academic areas. Reading proficiency continues to be alarmingly low among children from low-income families and children of color. This is of particular concern since the ability to read is critical to a child's success in school, their chances of graduating from high school, their life-long earning potential, and their ability to contribute to the nation's economy and its security.<sup>1</sup> Tellingly, research finds that children who are not reading proficiently by the end of third grade are four times more likely to drop out of school

than proficient readers. Additionally, Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children to not graduate from high school.<sup>2</sup> It is imperative that the critical relationship between reading proficiency and long-term outcomes for children, the inequities related to which children are not reading proficiently by the end of third grade, and the fact that there are many communities and schools in the St. Louis area with high concentrations of low-income children and children of color be considered when discussing how to improve the reading proficiency of all children in the region.



<sup>1,2</sup>The Annie E. Casey Foundation. "Early Warning! Why Reading by the End of Third Grade Matters." Accessed at <http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>.

## Percent of Students Proficient/Advanced in 3rd Grade Reading

County/District	% Proficient
<b>ST. LOUIS CITY</b>	
St. Louis Public	17.8
<b>ST. LOUIS COUNTY</b>	
Aftton	55.7
Bayless	57.0
Brentwood	77.0
Clayton	76.9
Ferguson-Florissant	26.7
Hancock Place	64.8
Hazelwood	34.2
Jennings	23.7
Kirkwood	70.2
Ladue	70.3
Lindbergh	59.8
Maplewood-Richmond Hts.	57.1
Mehlville	50.9
Normandy Schools Collab.	15.9
Parkway	66.5
Pattonville	53.7

County/District	% Proficient
Ritenour	28.8
Riverview Gardens	13.1
Rockwood	61.0
Special School District	0.0
University City	40.0
Valley Park	35.0
Webster Groves	65.9
<b>ST. CHARLES COUNTY</b>	
Francis Howell	69.5
Ft. Zumwalt	60.9
Orchard Farm	59.5
St. Charles	40.0
Washington	51.6
Wentzville	58.7
<b>ST. CLAIR COUNTY</b>	
Belle Valley	32.0
Belleville SD 118	31.0
Belleville TWP HSD 201	*
Brooklyn	0.0

County/District	% Proficient
Cahokia	5.0
Central	30.0
Dupo	25.0
East St. Louis	16.0
Freeburg CCSD 70	48.0
Freeburg CHSD 77	*
Grant	21.0
Harmony	45.0
High Mount	12.0
Lebanon	33.0
Marissa	29.0
Mascoutah	56.0
Millstadt	46.0
New Athens	78.0
O'Fallon CCSD 90	58.0
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	22.0
Shiloh Village	45.0
Signal Hill	21.0

County/District	% Proficient
Smithton	59.0
St. Libory	*
Whiteside	15.0
Wolf Branch	49.0
<b>MADISON COUNTY</b>	
Alton	17.0
Bethalto	31.0
Collinsville	30.0
East Alton	13.0
East Alton-Wood River	*
Edwardsville	72.0
Granite City	16.0
Highland	42.0
Madison	18.0
Roxana	33.0
Staunton	63.0
Triad	41.0
Venice	*
Wood River-Hartford	15.0

### Data Notes

#### DEFINITION

The percentage of third grade students who are proficient/advanced in English language arts as measured by annual state tests. Note: The state of Missouri uses the terms proficient/advanced. The state of Illinois uses the terms met/exceeded. Please note that Missouri and Illinois use different tests to monitor student achievement and progress and therefore the results of Missouri school districts cannot be directly compared to those of Illinois districts. However, these test results give us some indication of how many students in each district are “on track” overall.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO: (Percentage of third grade students scoring “proficient” in English language arts + Percentage of students scoring “advanced” in English language arts on the MAP [Missouri Assessment Program] state test). Calculation by Vision for Children at Risk.

IL: (Percentage of third grade students who “met” English language arts expectations + Percentage of students who “exceeded” English language arts expectations on the IAR [Illinois Assessment of Readiness] state test). Calculation by Vision for Children at Risk.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

\*No Data Available.

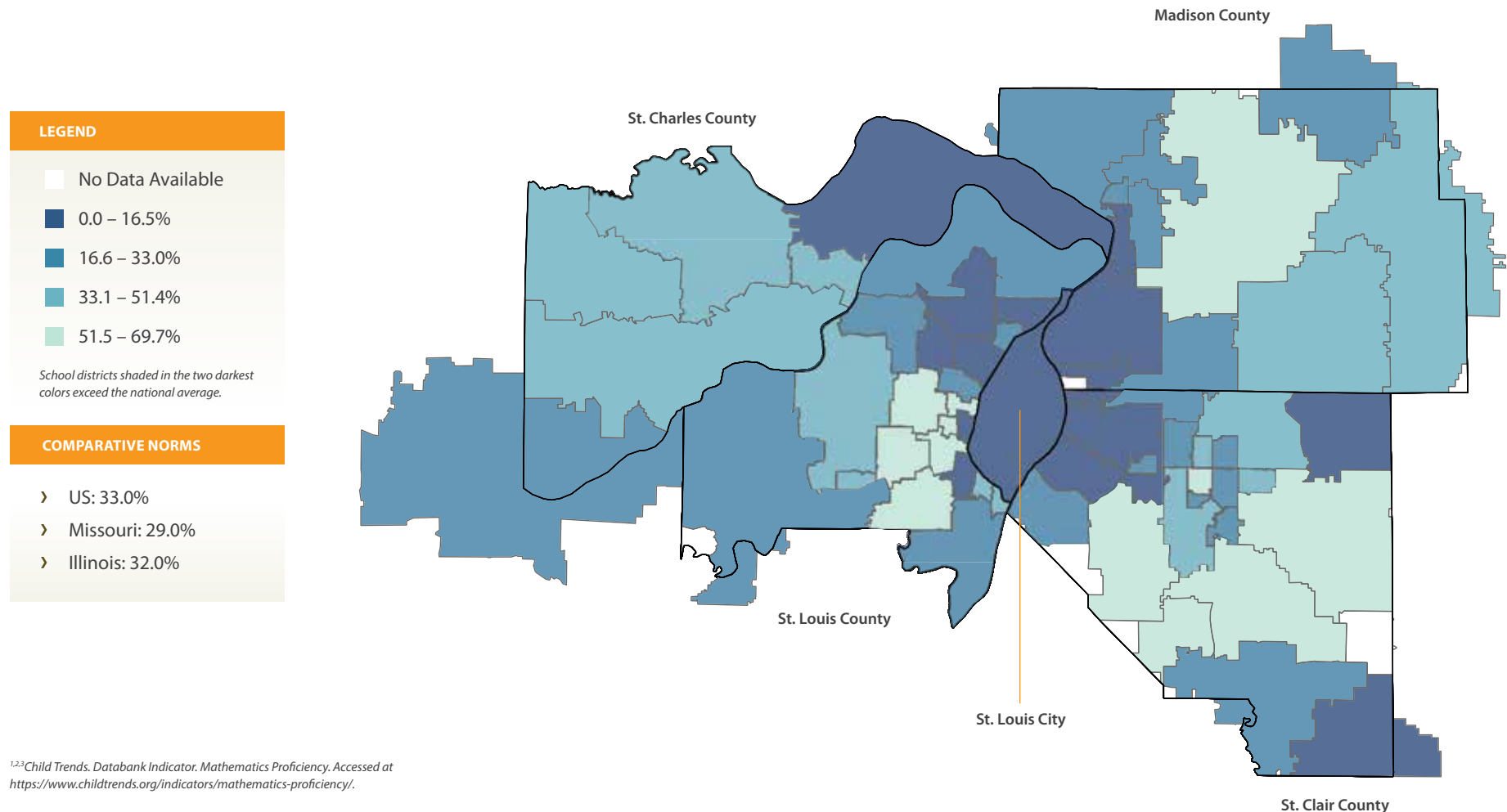
# Percent of Students Proficient/Advanced in 8th Grade Math

## Importance of this Indicator

The level of proficiency students have in mathematics by 8th grade is linked not only to the number of higher-level mathematics and sciences courses students take in high school (and to their success in those courses), but also to numerous additional educational and economic outcomes. Competence in mathematics is essential for functioning in everyday life, as well as for success in our increasingly technology-based workplace. Students who take higher-level mathematics and science courses, which require strong fundamental skills in mathematics, are more likely to attend and to complete college.<sup>1</sup>

The importance of mathematics extends beyond the academic domain. Competence in

mathematics skills is related to higher levels of employability. Furthermore, since 1976 the influence of high school students' mathematics skills on later earnings has grown steadily.<sup>2</sup> Overall, mathematics scores have been rising for all race and ethnicity groups, although white students continue to outscore their Black and Hispanic peers.<sup>3</sup> The knowledge and skills needed to succeed in the labor market have changed dramatically over the past several decades and competency in mathematics is now more critical to future success.



<sup>1,2,3</sup>Child Trends. Databank Indicator. Mathematics Proficiency. Accessed at <https://www.childtrends.org/indicators/mathematics-proficiency/>.

## Percent of Students Proficient/Advanced in 8th Grade Math

County/District	% Proficient
<b>ST. LOUIS CITY</b>	
St. Louis Public	10.8
<b>ST. LOUIS COUNTY</b>	
Aftton	0.0
Bayless	39.5
Brentwood	60.4
Clayton	69.7
Ferguson-Florissant	4.4
Hancock Place	35.8
Hazelwood	21.9
Jennings	18.9
Kirkwood	59.7
Ladue	63.6
Lindbergh	61.5
Maplewood-Richmond Hts.	15.0
Mehlville	26.7
Normandy Schools Collab.	0.0
Parkway	34.8
Pattonville	27.1

County/District	% Proficient
Ritenour	7.0
Riverview Gardens	0.0
Rockwood	33.0
Special School District	0.0
University City	23.7
Valley Park	39.4
Webster Groves	52.5
<b>ST. CHARLES COUNTY</b>	
Francis Howell	47.6
Ft. Zumwalt	40.7
Orchard Farm	0.0
St. Charles	47.0
Washington	17.7
Wentzville	41.8
<b>ST. CLAIR COUNTY</b>	
Belle Valley	20.0
Belleville SD 118	34.0
Belleville TWP HSD 201	*
Brooklyn	0.0

County/District	% Proficient
Cahokia	3.0
Central	18.0
Dupo	31.0
East St. Louis	10.0
Freeburg CCSD 70	58.0
Freeburg CHSD 77	*
Grant	25.0
Harmony	12.0
High Mount	19.0
Lebanon	0.0
Marissa	11.0
Mascoutah	53.0
Millstadt	61.0
New Athens	28.0
O'Fallon CCSD 90	51.0
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	51.0
Shiloh Village	50.0
Signal Hill	29.0

County/District	% Proficient
Smithton	58.0
St. Libory	*
Whiteside	26.0
Wolf Branch	62.0
<b>MADISON COUNTY</b>	
Alton	19.0
Bethalto	33.0
Collinsville	24.0
East Alton	24.0
East Alton-Wood River	*
Edwardsville	54.0
Granite City	7.0
Highland	49.0
Madison	0.0
Roxana	33.0
Staunton	31.0
Triad	48.0
Venice	*
Wood River-Hartford	9.0

### Data Notes

#### DEFINITION

The percentage of eighth grade students who are proficient/advanced in mathematics as measured by annual state tests. Note: The state of Missouri uses the terms proficient/advanced. The state of Illinois uses the terms met/exceeded. Please note that Missouri and Illinois use different tests to monitor student achievement and progress and therefore the results of Missouri school districts cannot be directly compared to those of Illinois districts. However, these test results give us some indication of how many students in each district are “on track” overall.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO: (Percentage of eighth grade students scoring “proficient” in mathematics + Percentage of eighth grade students scoring “advanced” in mathematics on the MAP [Missouri Assessment Program] state test). Calculation by Vision for Children at Risk.

IL: (Percentage of eighth grade students who “met” mathematics expectations + Percentage of eighth grade students who “exceeded” mathematics expectations on the IAR [Illinois Assessment of Readiness] state test). Calculation by Vision for Children at Risk.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District. Some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

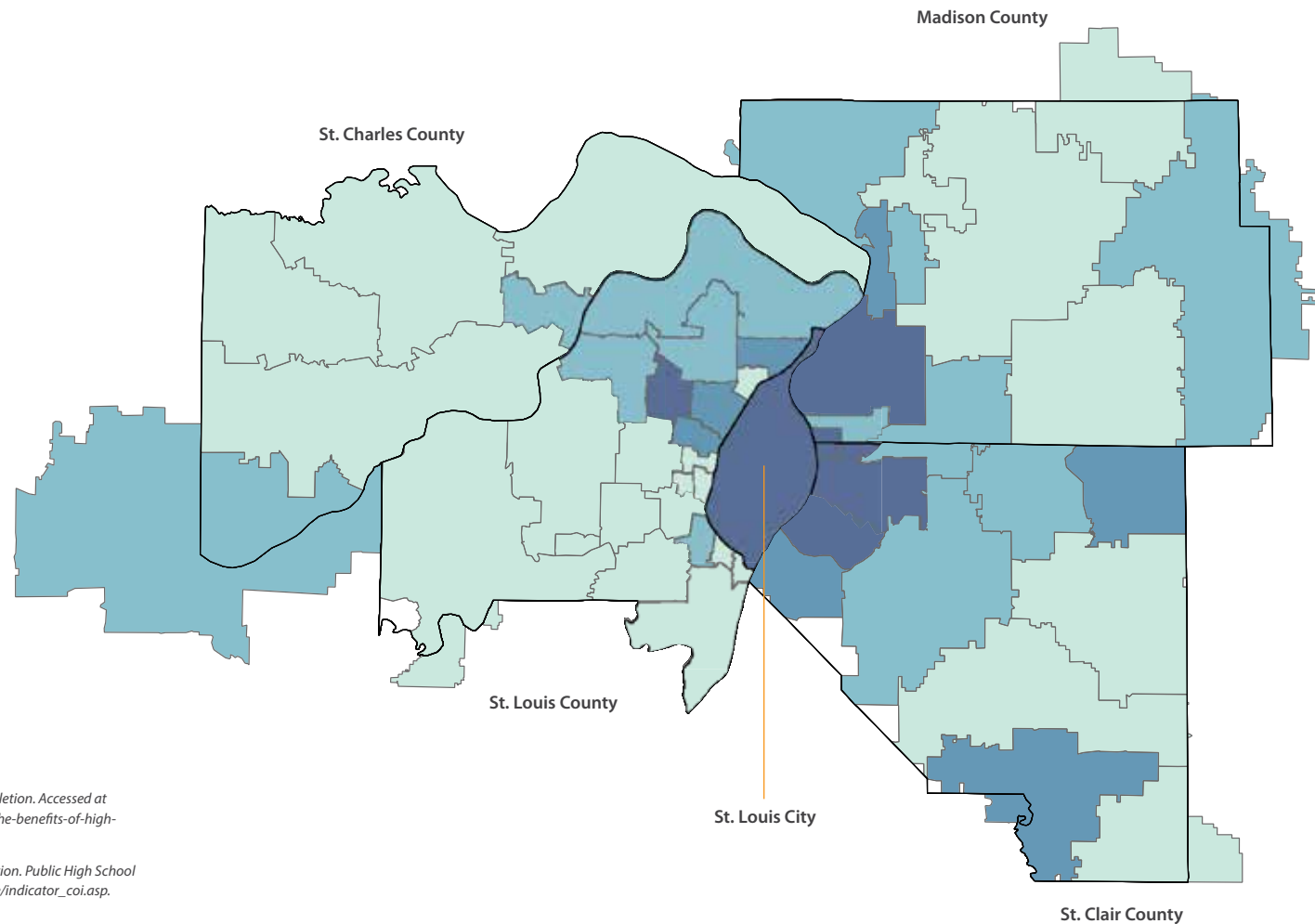
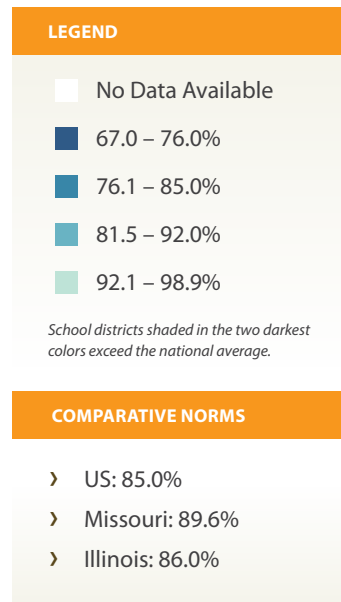
\*No Data Available.

# Four-Year Graduation Rate

## Importance of this Indicator

Students who graduate from high school are more likely to experience success in college and career and to become productive, engaged members of society. High school graduates are less likely than high school dropouts to be unemployed, live in poverty, have poor health or have children who will also live in poverty.<sup>1</sup> Additionally, dropouts are up to six times more likely than high school graduates to report ever having been arrested.<sup>2</sup> Moving just one student from dropout to high school graduate would yield more than \$200,000 in higher tax revenues and lower government expenditures over that student's lifetime.<sup>3</sup> Overall graduation rates have been steadily increasing for all students. However, there is still a significant gap between the graduation rates

of white students and those of Black and Hispanic students, with graduation rates for white students remaining consistently higher than those of Black and Hispanic students.<sup>4</sup> Ensuring students graduate from high school starts before they enter kindergarten. We must make sure students are ready for kindergarten by providing affordable, quality early childhood development programs, particularly in communities that experience low graduation rates. Additionally, we must continually monitor markers that can serve as early warning signs for increased risk of dropping out such as strength of reading skills by third grade, early chronic absenteeism, and behavior issues.



<sup>1,2,3</sup>GradNation. *Demonstrating the Benefits of High School Completion*. Accessed at <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

<sup>4</sup>National Center for Education Statistics. *The Condition of Education. Public High School Graduation Rates*. Accessed at [https://nces.ed.gov/programs/coe/indicator\\_coi.asp](https://nces.ed.gov/programs/coe/indicator_coi.asp).

## Four-Year Graduation Rate

County/District	Grad Rate
<b>ST. LOUIS CITY</b>	
St. Louis Public	73.1
<b>ST. LOUIS COUNTY</b>	
Afton	90.7
Bayless	92.5
Brentwood	98.4
Clayton	98.6
Ferguson-Florissant	91.8
Hancock Place	96.9
Hazelwood	86.4
Jennings	92.3
Kirkwood	97.9
Ladue	98.9
Lindbergh	96.2
Maplewood-Richmond Hts.	98.7
Mehlville	94.2
Normandy Schools Collab.	77.6
Parkway	95.6
Pattonville	89.4

County/District	Grad Rate
Ritenour	74.0
Riverview Gardens	83.4
Rockwood	95.5
Special School District	63.6
University City	80.0
Valley Park	97.5
Webster Groves	93.2
<b>ST. CHARLES COUNTY</b>	
Francis Howell	97.0
Ft. Zumwalt	94.5
Orchard Farm	96.8
St. Charles	86.7
Washington	90.3
Wentzville	95.6
<b>ST. CLAIR COUNTY</b>	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	91.0
Brooklyn	67.0

County/District	Grad Rate
Cahokia	68.0
Central	*
Dupo	78.0
East St. Louis	71.0
Freeburg CCSD 70	*
Freeburg CHSD 77	93.0
Grant	*
Harmony	*
High Mount	*
Lebanon	85.0
Marissa	96.0
Mascoutah	96.0
Millstadt	*
New Athens	81.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	90.0
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*

County/District	Grad Rate
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
<b>MADISON COUNTY</b>	
Alton	86.0
Bethalto	94.0
Collinsville	88.0
East Alton	*
East Alton-Wood River	85.0
Edwardsville	93.0
Granite City	70.0
Highland	91.0
Madison	87.0
Roxana	89.0
Staunton	96.0
Triad	95.0
Venice	*
Wood River-Hartford	*

### Data Notes

#### DEFINITION

The percentage of students who graduated from high school within four years with a regular high school diploma. (The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.)

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2019.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO & IL: Percentage provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, some school districts are not displayed on the map but are included on the data table. Additionally, some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

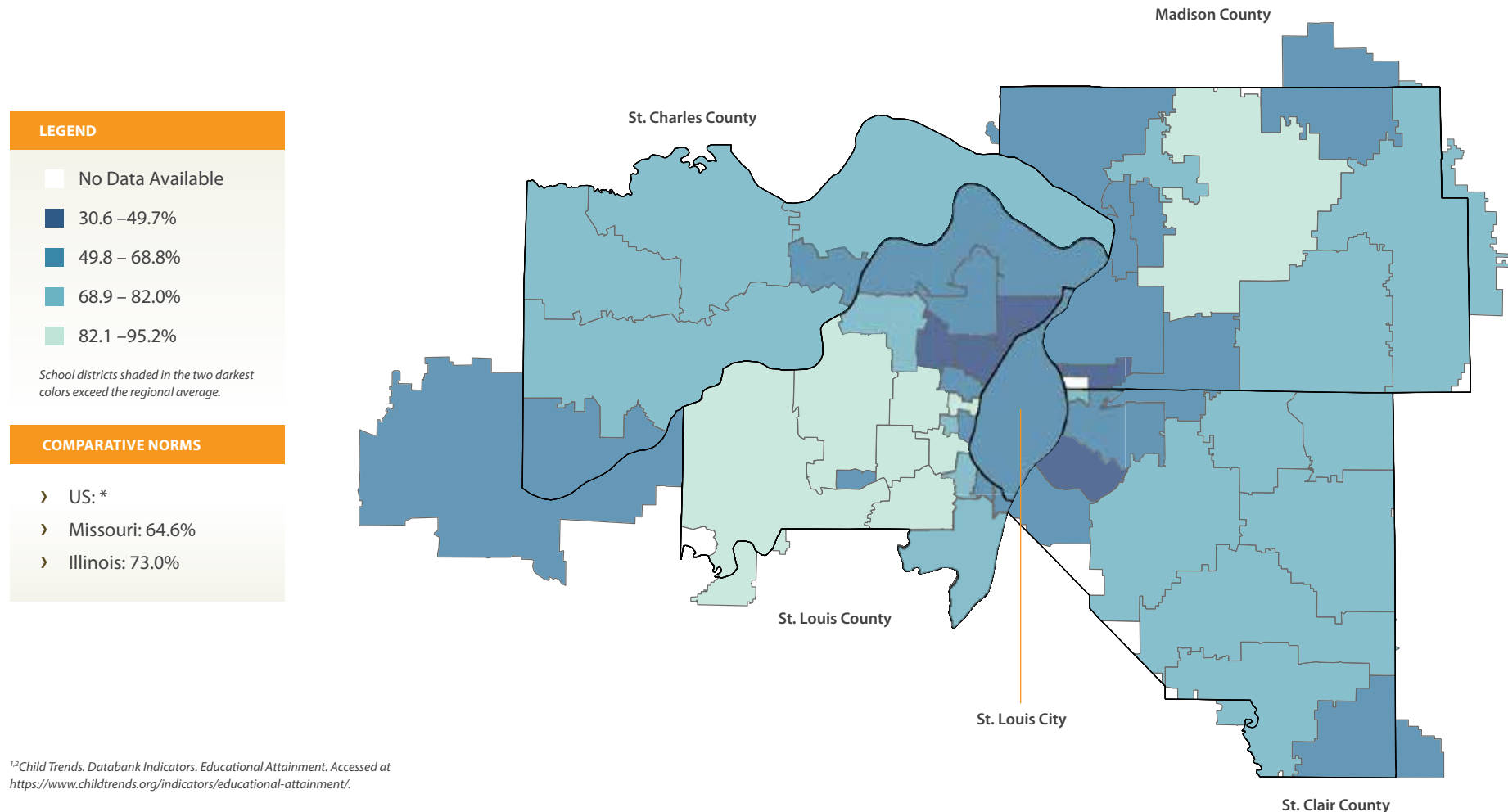
*\*No Data Available.*

# Percent of Students Entering a 2/4-Year College or University

## Importance of this Indicator

Educational attainment is a powerful predictor of well-being. Young adults who have completed higher levels of education are more likely to achieve economic success than those who have not. Completing more years of education also protects against unemployment and qualifies one for a broader range of jobs.<sup>1</sup> Furthermore, higher levels of educational attainment often lead to higher wages and income. Adults with higher levels of education also report being in better health and having higher levels of socio-emotional well-being.<sup>2</sup> As the workforce continues to evolve to be more

knowledge-based, it is critical that we provide all students with the foundation and opportunities that will best prepare them to fully participate in the workforce. The affordability of higher education opportunities is certain to remain an issue for years to come. Given the connection between educational attainment, individual well-being, and the overall strength of the economy, it is imperative that we implement policies that increase access to higher education opportunities, particularly for students for whom these opportunities would otherwise be out of reach.



<sup>1,2</sup>Child Trends. Databank Indicators. Educational Attainment. Accessed at <https://www.childtrends.org/indicators/educational-attainment/>.



## Percent of Students Entering a 2/4-Year College or University

County/District	& College
<b>ST. LOUIS CITY</b>	
St. Louis Public	59.5
<b>ST. LOUIS COUNTY</b>	
Afton	70.9
Bayless	64.1
Brentwood	79.3
Clayton	95.2
Ferguson-Florissant	63.3
Hancock Place	53.0
Hazelwood	65.5
Jennings	45.9
Kirkwood	86.4
Ladue	90.4
Lindbergh	83.5
Maplewood-Richmond Hts.	68.4
Mehlville	77.2
Normandy Schools Colla.	38.2
Parkway	88.8
Pattonville	77.1

County/District	& College
Ritenour	47.3
Riverview Gardens	30.6
Rockwood	90.5
Special School District	31.9
University City	65.9
Valley Park	68.3
Webster Groves	88.8
<b>ST. CHARLES COUNTY</b>	
Francis Howell	79.7
Ft. Zumwalt	77.0
Orchard Farm	69.8
St. Charles	63.5
Washington	66.3
Wentzville	71.1
<b>ST. CLAIR COUNTY</b>	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	69.0
Brooklyn	75.0

County/District	& College
Cahokia	46.0
Central	*
Dupo	58.0
East St. Louis	52.0
Freeburg CCSD 70	*
Freeburg CHSD 77	76.0
Grant	*
Harmony	*
High Mount	*
Lebanon	77.0
Marissa	61.0
Mascoutah	80.0
Millstadt	*
New Athens	76.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	81.0
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*

County/District	& College
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
<b>MADISON COUNTY</b>	
Alton	63.0
Bethalto	69.0
Collinsville	66.0
East Alton	*
East Alton-Wood River	59.0
Edwardsville	85.0
Granite City	56.0
Highland	82.0
Madison	42.0
Roxana	64.0
Staunton	66.0
Triad	80.0
Venice	*
Wood River-Hartford	*

### Data Notes

#### DEFINITION

The percentage of students who graduated with a regular high school diploma from a public high school and enrolled in a two-year or four-year college in the U.S. within six months (for Missouri districts) or 12 months (for Illinois districts).

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from school year 2018.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO: (Percentage of graduates entering a 2yr. college + Percentage of graduates entering a 4yr. college/university). Calculation by Vision for Children at Risk.

IL: Percentage provided by Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, some school districts are not displayed on the map but are included on the data table. Additionally, some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

*\*No Data Available.*



# Youth Development

## IN THIS SECTION

**132** Focus on Equity

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**134** Percent of Babies Born to Teen Mothers

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**136** Dropout Rate

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# Youth Development › Focus on Equity

Youth development is a process that prepares youth to meet the challenges of adolescence and adulthood, achieve their full potential, and become productive, engaged members of society. Youth development is promoted through activities and experiences that help youth foster social, emotional, physical, ethical, and cognitive competencies.<sup>1</sup> Virtually every youth can benefit from experiences, activities, and programs that offer opportunities for positive development and an avenue for avoiding problem behaviors. For those young people who face the most significant challenges, the availability of and exposure to youth development opportunities can mean the difference between a life with a positive, upward trajectory and one that is on a perilous, sometimes tragic, course.

Providing the conditions for positive youth development is a responsibility shared by families, schools, and communities. Practitioners and policymakers have spent decades trying different approaches to the prevention of problem behaviors among youth and to helping youth successfully transition to adulthood. However, most of these efforts have only had modest success, and some have actually backfired.<sup>2</sup> Youth development researchers and practitioners emphasize that effective programs and interventions recognize youths' strengths and seek to promote positive development rather than addressing risks in isolation.<sup>3</sup> Positive youth development (PYD) is described as "the intentional process of providing all youth with the support, relationships, experiences, resources, and opportunities needed to become successful and competent adults." A growing number of evaluations suggest that positive youth development can improve youth outcomes, and that incorporating this approach into existing interventions can enhance their effectiveness.<sup>4</sup>

We know the importance of Youth Development to a child's overall well-being. We also know that positive youth development opportunities, especially for youth who face the most significant challenges, can have a dramatic impact on improving child well-being and producing healthy, productive adults. Further, it is critical that we acknowledge that across social, economic, and political systems, public policies and institutional practices past and present have produced outcomes that chronically favor some while persistently disadvantaging others. The ramifications of these policies and practices are evident in the significant disparities that exist in indicators related to child well-being among children and youth of different races and ethnicities.

## Focus on Equity

The Focus on Equity pages of the Youth Development section of this report contain tables that present data on key Youth Development indicators related to child well-being that indicate, in no uncertain terms, how we as a community are doing when it comes to issues of equity. These tables show large disparities between racial and ethnic groups across the St. Louis region. In the pages that follow the Focus on Equity section, you will find ZIP code and school district level data for the indicators that make up the Youth Development section of this report. These data consistently show that the significant risks to child well-being in our region are not uniformly distributed across all neighborhoods. There are clear patterns of inequity among neighborhoods where risk and need are highly concentrated. These disparities must be addressed if we are to fundamentally improve child well-being in our region.

## Data Notes

### DATA SOURCE

Data for these tables came from the Centers for Disease Control and Prevention, the Missouri Department of Health & Senior Services, the Illinois Department of Public Health Data, the National Center for Education Statistics (NCES), the Missouri Department of Elementary & Secondary Education, and the Illinois State Board of Education.

*\*No Data Available.*

<sup>1</sup>National Alliance for Secondary Education and Transition. Youth Development and Youth Leadership. Accessed at <http://nasetalliance.org/index.htm>.

<sup>2</sup>Child Trends. Blog. "Why positive youth development works." April 2016. Accessed at <https://www.childtrends.org/why-positive-youth-development-works>.

<sup>3</sup>National Alliance for Secondary Education and Transition. Youth Development and Youth Leadership. Accessed at <http://nasetalliance.org/index.htm>.

<sup>4</sup>Child Trends. Blog. "How to Promote Positive Youth Development." November 2015. Accessed at <https://www.childtrends.org/how-about-implementing-positive-youth-development-with-emerging-adults-and-adults>.

## Percent of Babies Born to Teen Mothers

	YEAR	OVERALL	BLACK	LATINX	WHITE
<b>US</b>	2017	5.1%	7.2%	7.8%	3.6%
<b>MISSOURI</b>	2018	5.6%	8.5%	8.9%	5.1%
St. Louis City	2018	5.4%	7.9%	8.5%	1.8%
St. Louis County	2018	4.0%	7.8%	8.6%	1.7%
St. Charles County	2018	2.3%	5.5%	4.2%	2.0%
<b>ILLINOIS</b>	2018	4.5%	8.5%	7.1%	2.7%
St. Clair County	2018	6.0%	9.9%	6.2%	3.3%
Madison County	2018	4.9%	9.7%	7.6%	3.9%

## Dropout Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE
<b>US</b>	2017	5.4	6.5	8.2	2.1	4.3
<b>MISSOURI</b>	2019	1.9	4.8	2.7	0.7	1.3
St. Louis City	2019	10.1	11.3	9.4	3.3	5.8
St. Louis County	2019	1.9	3.8	1.9	0.2	0.9
St. Charles County	2019	0.8	0.3	*	*	0.7
<b>ILLINOIS</b>	2019	4.0	8.0	5.0	2.0	3.0
St. Clair County	2019	6.7	9.1	7.2	1.5	3.9
Madison County	2019	4.5	7.0	5.8	2.6	3.9

# Percent of Babies Born to Teen Mothers

## Importance of this Indicator

Children born to teen mothers are more likely to be born prematurely, to be born at a low birth weight, and to die as infants, compared with children born to mothers in their twenties and early thirties.<sup>1</sup> They generally have poorer academic and behavioral outcomes than do children born to older mothers. Compared with older mothers, teen mothers are less likely to finish high school or go on to college, and more likely to be dependent on government benefits, especially in the first years after giving birth.<sup>2</sup>

An analysis of the economic costs of teen childbearing suggests that it costs society \$28 billion annually in lost productivity (of both the teenage parents and particularly their children) and increases burdens on the healthcare, child welfare, and prison systems.<sup>3</sup> Because teen childbearing has detrimental effects on the well-being of both the baby and the teenage mother, it is critical that we invest and implement evidence-based strategies and programs proven to reduce the number of babies born to teen mothers.





## Percent of Babies Born to Teen Mothers

ZIP	% Teen Births	ZIP	% Teen Births	ZIP	% Teen Births	ZIP	% Teen Births	ZIP	% Teen Births	ZIP	% Teen Births
62001	0.0	62095	*	62258	*	63042	4.0	63118	6.3	63143	*
62002	7.5	62097	0.0	62260	*	63043	3.2	63119	*	63144	0.0
62010	5.2	62201	9.6	62264	*	63044	4.9	63120	14.4	63146	2.8
62012	0.0	62203	6.2	62265	*	63049	4.5	63121	6.7	63147	7.9
62018	*	62204	17.3	62269	2.3	63069	4.9	63122	1.1	63301	3.2
†62021	0.0	62205	13.6	62275	0.0	63074	5.9	63123	2.0	63303	1.6
62024	5.8	62206	13.0	62281	0.0	63088	0.0	63124	0.0	63304	2.2
62025	1.6	62207	6.6	†62282	0.0	63101	*	63125	4.7	†63332	0.0
62034	*	62208	6.8	62285	0.0	†63102	*	63126	*	63341	0.0
62035	4.3	62220	4.1	†62289	0.0	63103	*	63127	*	63348	*
62040	7.3	62221	2.6	62293	0.0	63104	5.2	63128	*	63357	*
†62046	0.0	62223	4.4	62294	*	63105	0.0	63129	2.7	63366	2.0
62048	0.0	62225	*	62298	0.0	63106	5.4	63130	4.2	63367	*
†62058	0.0	62226	5.4	63005	*	63107	10.7	63131	0.0	63368	2.0
†62059	*	62232	8.7	63011	*	63108	5.3	63132	5.4	†63373	*
62060	15.8	62234	4.8	63017	*	63109	*	63133	7.6	63376	3.0
62061	*	62236	0.0	63021	0.8	63110	2.6	63134	10.6	63385	2.3
62062	*	62239	11.7	63025	*	63111	8.0	63135	8.5	†63386	*
62067	0.0	62240	*	63026	2.9	63112	5.3	63136	8.9		
62074	0.0	62243	0.0	63031	2.9	63113	6.3	63137	8.1		
62084	*	62249	3.0	63033	5.2	63114	9.4	63138	9.2		
62087	*	62254	*	63034	5.7	63115	9.3	63139	*		
62088	0.0	62255	*	63038	0.0	63116	4.2	†63140	*		
62090	25.0	62257	*	63040	*	63117	0.0	63141	*		

### Data Notes

#### DEFINITION

The percentage of infants born to women under 20 years of age.

#### DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at <http://health.mo.gov/data/mica/MICA/>. 2018 data.

IL: Illinois Department of Public Health. Office of Policy, Planning & Statistics. Division of Health Data & Policy. Data Request. 2018 data.

#### CALCULATION

(Number of births to women under age 20/Total number of births) X 100.  
Calculations made by Vision for Children at Risk.

#### NOTE

Data was suppressed for ZIP codes with fewer than five births.

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

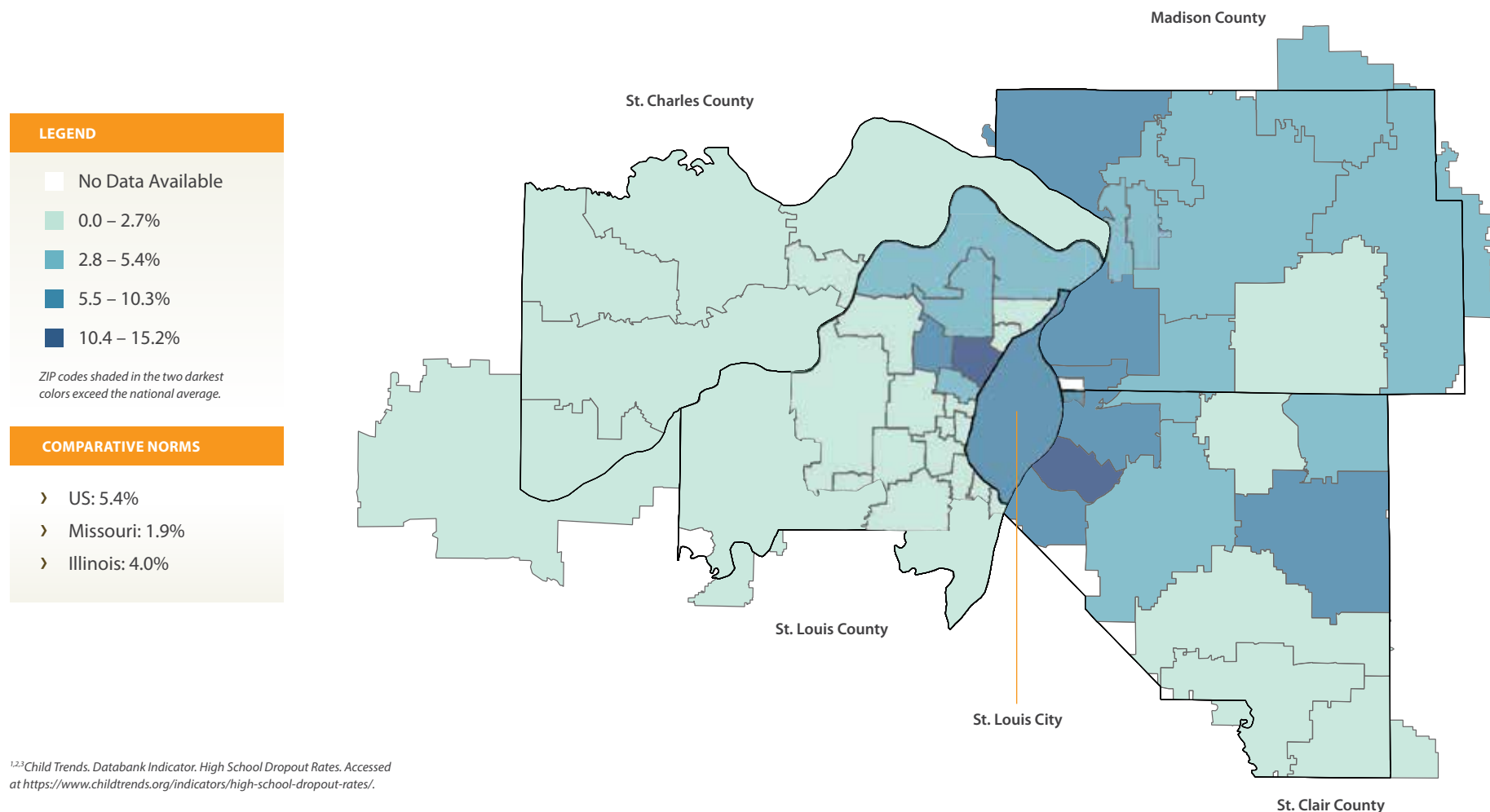


# Dropout Rate

## Importance of this Indicator

Dropping out of high school is associated with significant negative life outcomes that have a dramatic impact on the overall well-being of both the dropout and the wider community. The completion of high school is usually required for accessing post-secondary education opportunities and is a minimum requirement for most jobs.<sup>1</sup> A high school diploma is also associated with higher incomes, while young adults with low education and skill levels are more likely to live in poverty and to receive government assistance. High school dropouts are also more likely to become involved in crime and have poorer health, including poor mental health. Such negative outcomes, along with

diminished labor force participation, exact a high economic toll on society.<sup>2</sup> A range of factors have been shown to increase a student's risk of dropping out, including high rates of absenteeism, low levels of school engagement, low parental education, work or family responsibilities, problematic behavior, moving to a new school in the ninth grade, and attending a school with lower achievement scores.<sup>3</sup> While the dropout rate has been declining among all youth for decades, disparities continue to persist, with Black and Hispanic youth continuing to drop out at the highest rates.



## Dropout Rate

County/District	Dropout Rate
<b>ST. LOUIS CITY</b>	
St. Louis Public	10.1
<b>ST. LOUIS COUNTY</b>	
Aftton	1.4
Bayless	2.2
Brentwood	0.0
Clayton	0.0
Ferguson-Florissant	3.8
Hancock Place	0.0
Hazelwood	4.9
Jennings	2.2
Kirkwood	0.2
Ladue	0.5
Lindbergh	0.4
Maplewood-Richmond Heights	0.9
Mehlville	1.1
Normandy Schools Collaborative	15.2
Parkway	0.5
Pattonville	1.6

County/District	Dropout Rate
Ritenour	5.7
Riverview Gardens	0.1
Rockwood	0.9
Special School District	1.0
University City	4.9
Valley Park	0.4
Webster Groves	1.6
<b>ST. CHARLES COUNTY</b>	
Francis Howell	0.6
Ft. Zumwalt	0.5
Orchard Farm	1.4
St. Charles	2.2
Washington	1.8
Wentzville	0.5
<b>ST. CLAIR COUNTY</b>	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	4.0
Brooklyn	10.0

County/District	Dropout Rate
Cahokia	12.0
Central	*
Dupo	10.0
East St. Louis	10.0
Freeburg CCSD 70	*
Freeburg CHSD 77	2.0
Grant	*
Harmony	*
High Mount	*
Lebanon	5.0
Marissa	2.0
Mascoutah	6.0
Millstadt	*
New Athens	2.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	2.0
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*

County/District	Dropout Rate
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
<b>MADISON COUNTY</b>	
Alton	6.0
Bethalto	3.0
Collinsville	5.0
East Alton	*
East Alton-Wood River	4.0
Edwardsville	3.0
Granite City	6.0
Highland	3.0
Madison	9.0
Roxana	5.0
Staunton	3.0
Triad	2.0
Venice	*
Wood River-Hartford	*

### Data Notes

#### DEFINITION

Illinois provides the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion. Missouri defines the dropout rate as the number of dropouts divided by the total of September enrollment, plus transfers in, minus transfers out, minus dropouts, added to September enrollment, then divided by two.

#### DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>. Data from 2019 school year.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at <https://www.illinoisreportcard.com/>. Data from 2019 school year.

#### CALCULATION

MO & IL: Percentage provided by Missouri Department of Elementary & Secondary Education and Illinois State Board of Education.

#### NOTE

Due to the particularities of some school districts and limitations of the mapping software, some school districts are not displayed on the map but are included on the data table. Additionally, some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not have corresponding data for certain indicators.

*\*No Data Available.*



# Safe Neighborhoods and Strong Communities

## IN THIS SECTION

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- 142** Percent of Households that are Cost-Burdened

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- 144** Percent of Housing Units that are Vacant

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- 146** Crime Rate per 1,000 Individuals

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- 148** Violent Crime Rate per 1,000 Individuals

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# Safe Neighborhoods and Strong Communities › Focus on Equity

Every child deserves to grow up in a safe, healthy home in a strong, vibrant neighborhood. There are many factors that contribute to safe neighborhoods and strong communities that ultimately support, or undermine, the well-being of children and their families. Perhaps the most basic elements of a strong neighborhood include safety and housing. In strong communities residents have a sense of personal and neighborhood safety. Additionally they have access to decent, safe, stable, affordable housing in surroundings that are free from environmental toxins and pollutants. Particularly important to supporting child well-being (and future adult outcomes) is the availability of quality education opportunities from early childhood through high school graduation. Safe, affordable transportation options that are easily accessible to all residents are also essential to strong, vibrant communities. Furthermore, residents need access to decent employment opportunities that provide residents with a livable wage as well as access to staples such as grocery stores, banks, and entities that meet the social and recreational needs of residents. The interplay of these variables is critical to maintaining strong communities that support the overall well-being of children.

Unfortunately we know that neighborhoods look vastly different across the St. Louis region. Communities with concentrated poverty often experience coexisting disadvantages that are rooted in long-standing systems of inequity and discrimination. And many neighborhoods still mirror the racial and income divisions that were codified in the redlining maps drawn by the Home Ownership Loan Corporation.<sup>1</sup> Furthermore, many neighborhoods are still segregated due to years of racial covenants, redlining, predatory loaning, and systematic disinvestment.<sup>2</sup>

We know the importance of Safe Neighborhoods and Strong Communities to a child's overall well-being. Further, it is critical that we acknowledge that across housing, social, economic, and political systems, public policies and institutional practices past and present have produced outcomes that have devastated particular neighborhoods. The ramifications of these policies and practices are evident in the significant disparities that exist in indicators related to child well-being among children of different races and ethnicities from one neighborhood to the next.

## Focus on Equity

The Focus on Equity pages of the Safe Neighborhoods and Strong Communities section of this report contain tables that present data on key Safe Neighborhoods and Strong Communities indicators related to child well-being that indicate, in no uncertain terms, how we as a community are doing when it comes to issues of equity. These tables show large disparities between racial and ethnic groups across the St. Louis region. In the pages that follow the Focus on Equity section, you will find ZIP code and jurisdictional level data for the indicators that make up the Safe Neighborhoods and Strong Communities section of this report. These data consistently show that the significant risks to child well-being in our region are not uniformly distributed across all neighborhoods. There are clear patterns of inequity among neighborhoods where risk and need are highly concentrated. These disparities must be addressed if we are to fundamentally improve child well-being in our region.

## Data Notes

### NOTE

Source: Data for these tables came from the United States Census Bureau (American Community Survey).

In order to estimate the "Percent of Housing Units that are Vacant" in Black neighborhoods vs. white neighborhoods ZIP codes were assigned a majority status based on the racial make up of each ZIP code. ZIP codes in which there was no racial majority were omitted. This is also how the "Percent of Households that are Cost-Burdened" was estimated for Black families vs. white families.

*\*No Data Available.*

<sup>1,2</sup>Child Trends. "Mapping the Link between Life Expectancy and Educational Opportunity." Accessed at <https://www.childtrends.org/publications/mapping-the-link-between-life-expectancy-and-educational-opportunity>.

## Percent of Housing Units that are Vacant

	YEAR	OVERALL	BLACK	WHITE
<b>MISSOURI</b>	2017	13.6%	*	*
St. Louis City	2017	20.7%	30.4%	12.2%
St. Louis County	2017	8.4%	15.8%	6.4%
St. Charles County	2017	5.0%	*	*
<b>ILLINOIS</b>	2017	9.7%	*	*
St. Clair County	2017	13.6%	22.7%	10.3%
Madison County	2017	9.7%	19.8%	9.1%

## Percent of Households that are Cost-Burdened

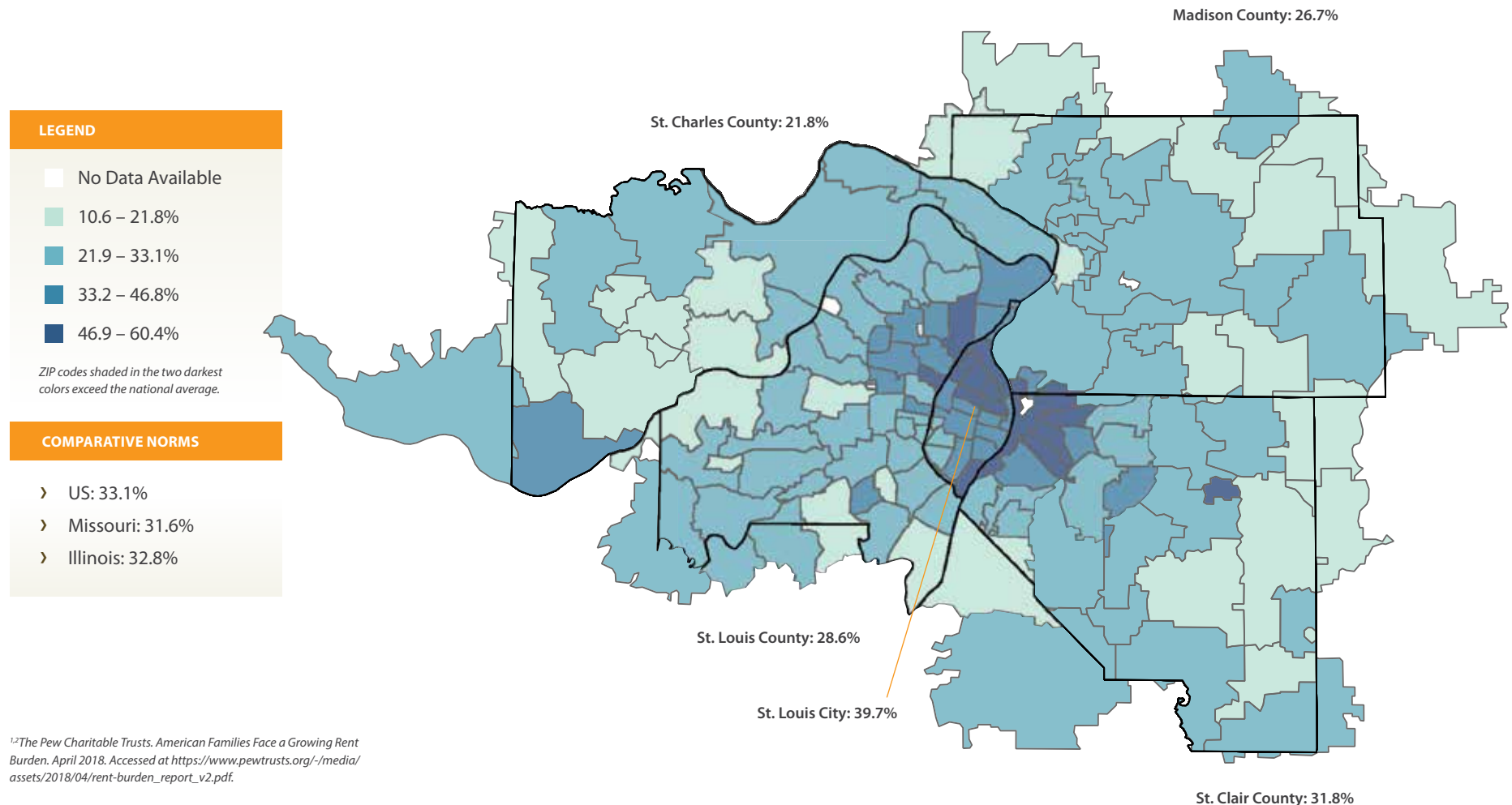
	YEAR	OVERALL	BLACK	WHITE
<b>MISSOURI</b>	2017	31.6%	*	*
St. Louis City	2017	39.7%	48.9%	32.5%
St. Louis County	2017	28.6%	40.3%	25.7%
St. Charles County	2017	21.9%	*	*
<b>ILLINOIS</b>	2017	32.8%	*	*
St. Clair County	2017	31.8%	47.6%	26.2%
Madison County	2017	26.7%	47.8%	26.9%

# Percent of Households that are Cost-Burdened

## Importance of this Indicator

For the purposes of this report “cost-burdened households” are defined as households spending 30 percent or more of their monthly pretax income on owner housing costs (including mortgages) or on rent payments. Cost-burdened households often have higher eviction rates, increased financial fragility, and wider use of social safety net programs compared with other renters and homeowners. Additionally, as housing costs consume a growing share of household income, families are often forced to cut back in other areas

such as food, medical care, and other basic needs.<sup>1</sup> Furthermore, the growing number of cost-burdened households suggests that a rising share of Americans may be experiencing serious financial fragility. Policymakers should be aware of the increase in housing cost burdens because if the trend continues, it could reduce the economic mobility and financial resiliency of American families and have detrimental outcomes on child well-being.<sup>2</sup>





## Percent of Households that are Cost-Burdened

ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened
62001	21.5	62095	30.8	62258	19.2	63042	31.2	63118	45.7	63143	30.3
62002	32.6	62097	20.5	62260	26.0	63043	24.1	63119	28.0	63144	24.2
62010	23.0	62201	48.4	62264	22.9	63044	25.8	63120	48.8	63146	23.9
62012	19.4	62203	38.2	62265	10.6	63049	25.5	63121	42.1	63147	47.7
62018	29.3	62204	50.6	62269	23.5	63069	26.5	63122	23.5	63301	26.5
<sup>†</sup> 62021	21.1	62205	52.1	62275	18.4	63074	33.2	63123	24.8	63303	23.0
62024	26.7	62206	46.0	62281	15.0	63088	28.2	63124	32.5	63304	18.8
62025	25.4	62207	51.6	<sup>†</sup> 62282	17.6	63101	38.2	63125	26.6	<sup>†</sup> 63332	35.2
62034	25.4	62208	26.2	62285	24.5	<sup>†</sup> 63102	40.2	63126	18.5	63341	18.0
62035	21.5	62220	26.4	<sup>†</sup> 62289	22.5	63103	40.0	63127	36.4	63348	20.8
62040	26.8	62221	31.2	62293	15.9	63104	35.7	63128	23.6	63357	26.5
<sup>†</sup> 62046	22.4	62223	30.5	62294	17.8	63105	34.0	63129	21.1	63366	23.5
62048	21.6	62225	49.8	62298	28.6	63106	60.4	63130	29.9	63367	20.3
<sup>†</sup> 62058	21.4	62226	33.6	63005	21.3	63107	49.8	63131	23.9	63368	17.2
<sup>†</sup> 62059	49.4	62232	29.2	63011	23.5	63108	41.6	63132	35.3	<sup>†</sup> 63373	29.5
62060	46.6	62234	27.8	63017	27.5	63109	25.0	63133	53.4	63376	20.8
62061	27.7	62236	20.9	63021	23.4	63110	33.6	63134	38.2	63385	22.5
62062	24.6	62239	30.3	63025	23.0	63111	49.5	63135	34.3	<sup>†</sup> 63386	27.0
62067	25.9	62240	29.2	63026	21.1	63112	44.3	63136	50.1		
62074	18.1	62243	16.0	63031	26.8	63113	49.0	63137	44.7		
62084	29.2	62249	25.8	63033	32.7	63114	34.2	63138	41.8		
62087	30.6	62254	27.5	63034	27.8	63115	55.0	63139	25.6		
62088	30.1	62255	21.3	63038	23.9	63116	36.5	<sup>†</sup> 63140	*		
62090	51.5	62257	23.3	63040	18.0	63117	25.0	63141	21.0		

### Data Notes

#### DEFINITION

The percentage of households spending more than 30 percent of monthly income on owner housing costs (including mortgage) or gross rent payments.

#### DATA SOURCE

MO & IL: American Fact Finder. Selected Housing Characteristics.  
2013-2017 American Community Survey 5-Year Estimates. Table: DP04.  
Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of cost-burdened households/Total number of occupied housing units)  
X 100. Calculations made by Vision for Children at Risk.

<sup>\*</sup>No Data Available.

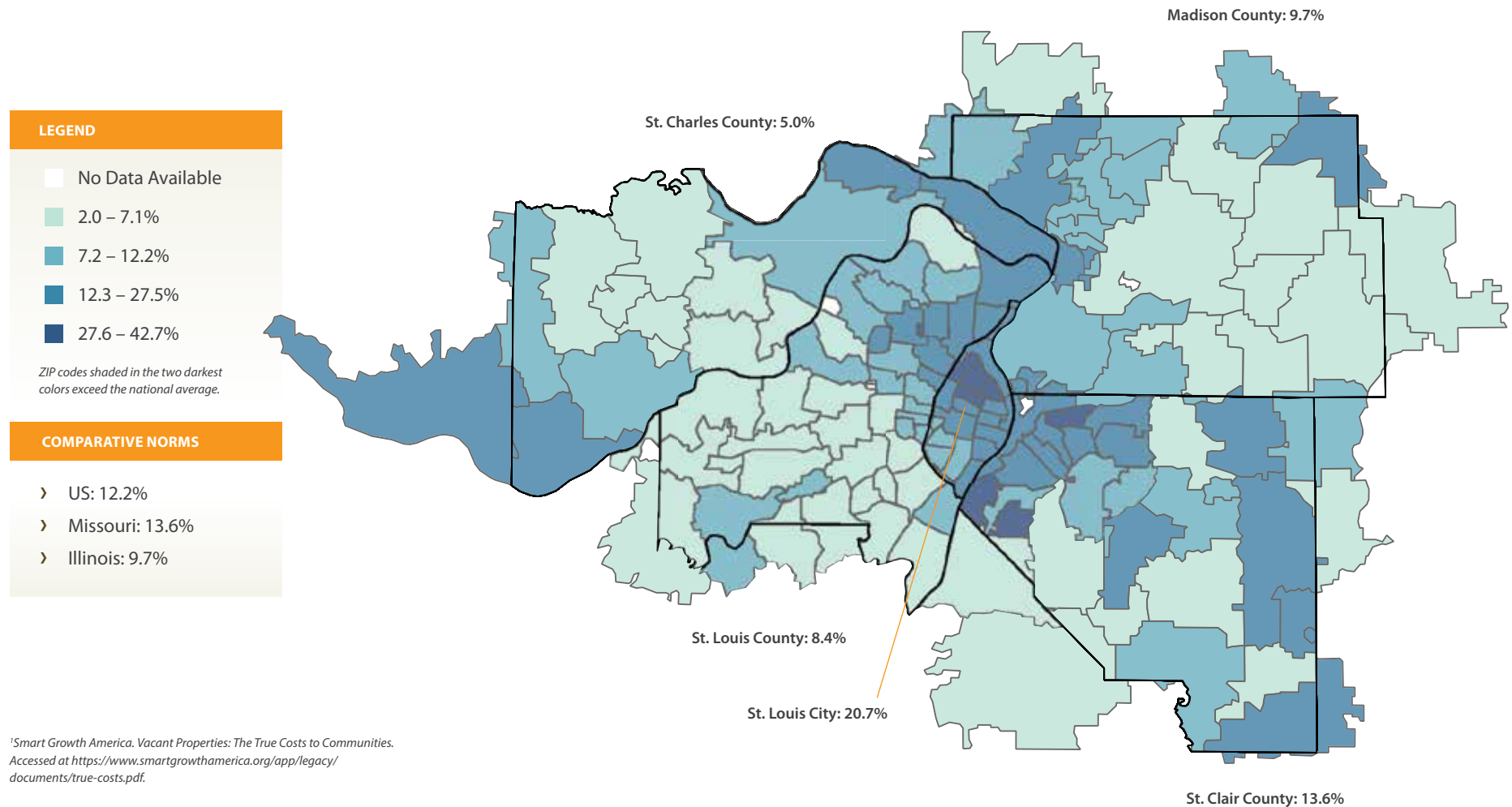
<sup>†</sup>Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Percent of Housing Units that are Vacant

## Importance of this Indicator

Vacant properties not only have a negative impact on surrounding communities, but also are a significant financial burden on municipalities. Vacant properties strain the resources of local police, fire, building, and health departments, depreciate property values in surrounding neighborhoods, reduce property tax revenue, attract crime, and degrade the overall quality of life for remaining residents.<sup>1</sup> There are many variables that contribute

to a property becoming vacant. However, there are also numerous policies, patterns of disinvestment, and inequitable distribution of municipal resources that contribute to high concentrations of vacant houses in certain neighborhoods. All of these factors must be considered when implementing strategies and neighborhood plans aimed at addressing vacant housing and the issues created by these properties.



## Percent of Housing Units that are Vacant

ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant
62001	6.1	62095	10.5	62258	14.0	63042	7.2	63118	25.6	63143	9.1
62002	15.3	62097	2.0	62260	5.7	63043	3.6	63119	6.8	63144	7.3
62010	7.9	62201	15.2	62264	12.2	63044	9.4	63120	37.2	63146	7.8
62012	6.3	62203	21.2	62265	5.3	63049	4.2	63121	20.3	63147	24.1
62018	8.4	62204	28.8	62269	6.0	63069	6.6	63122	6.0	63301	7.6
†62021	7.2	62205	25.7	62275	4.6	63074	14.4	63123	4.6	63303	5.2
62024	11.2	62206	23.9	62281	6.9	63088	11.1	63124	6.3	63304	3.9
62025	6.6	62207	17.4	†62282	13.6	63101	15.8	63125	8.3	†63332	16.4
62034	8.3	62208	14.9	62285	3.4	†63102	14.5	63126	4.2	63341	8.2
62035	7.1	62220	19.2	†62289	10.4	63103	26.3	63127	4.8	63348	8.1
62040	11.9	62221	9.3	62293	8.5	63104	13.8	63128	4.5	63357	22.0
†62046	6.7	62223	8.6	62294	3.2	63105	10.1	63129	3.5	63366	4.0
62048	13.4	62225	11.6	62298	3.5	63106	23.3	63130	9.4	63367	4.9
†62058	10.3	62226	10.2	63005	3.4	63107	42.7	63131	3.8	63368	3.1
†62059	19.6	62232	13.9	63011	4.5	63108	15.7	63132	11.7	†63373	19.6
62060	21.1	62234	9.5	63017	4.2	63109	8.8	63133	20.5	63376	3.8
62061	5.8	62236	3.3	63021	3.6	63110	15.3	63134	13.6	63385	6.2
62062	6.1	62239	9.2	63025	8.1	63111	21.7	63135	15.1	†63386	23.5
62067	7.2	62240	28.7	63026	5.2	63112	27.2	63136	20.8		
62074	14.1	62243	4.0	63031	8.0	63113	35.3	63137	17.0		
62084	9.9	62249	5.1	63033	8.7	63114	11.6	63138	19.5		
62087	16.0	62254	12.3	63034	4.1	63115	35.9	63139	11.1		
62088	9.3	62255	6.7	63038	3.5	63116	11.6	†63140	40.1		
62090	13.8	62257	13.8	63040	4.8	63117	9.9	63141	3.9		

### Data Notes

#### DEFINITION

The percentage of total housing units that are vacant.

#### DATA SOURCE

MO & IL: American Fact Finder. Selected Housing Characteristics.  
2013-2017 American Community Survey 5-Year Estimates. Table: DP04.  
Accessed at <https://factfinder.census.gov/>.

#### CALCULATION

(Number of vacant housing units/Total number of housing units) X 100.  
Calculations made by Vision for Children at Risk.

\*No Data Available.

†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

# Crime Rate per 1,000 Individuals

COMPARATIVE NORMS › US: 25.8 per 1,000 › MO: 31.5 per 1,000 › IL: 22.6 per 1,000

Geography	Crime Rate
<b>ST. LOUIS CITY</b>	<b>75.8</b>
Academy	90.6
Baden	88.7
Benton Park	55.5
Benton Park West	63.6
Bevo Mill	44.4
Botanical Heights	106.1
Boulevard Heights	30.0
Carondelet	98.1
Carr Square	89.4
Central West End	85.3
Cheltenham	100.0
Clayton-Tamm	47.5
Clifton Heights	25.0
College Hill	74.8
Columbus Square	156.8
Compton Heights	45.6
Covenant-Blu/Grand Ctr	92.1
DeBaliviere Place	52.8
Downtown	398.8
Downtown West	182.2
Dutchtown	71.9
Ellendale	54.6
Fairground	102.1
Forest Park SE	66.8
Fountain Park	116.6
Fox Park	71.0
Franz Park	34.8
Gravois Park	104.5
Hamilton Heights	103.4
Hi-Point	34.6
Holly Hills	45.9
Hyde Park	101.2
Jeff Vanderlou	97.9

Geography	Crime Rate
Kings Oak	77.8
Kingsway East	73.1
Kingsway West	77.3
La Salle	100.8
Lafayette Square	69.8
Lewis Place	72.3
Lindenwood Park	22.7
Marine Villa	87.0
Mark Twain	74.3
Mark Twain 1-70 Ind.	156.0
McKinley Heights	92.2
Midtown	73.2
Mount Pleasant	80.8
Near N. Riverfront	368.9
North Hampton	32.3
North Point	64.0
North Riverfront	121.7
O'Fallon	66.5
Old North St. Louis	100.2
Patch	108.0
Peabody-Darst-Webbe	110.2
Penrose	74.4
Princeton Heights	24.7
Riverview	164.5
Shaw	54.5
Skinker-DeBaliviere	53.0
Soulard	96.5
South Hampton	29.3
Southwest Garden	40.3
St. Louis Hills	30.0
St. Louis Place	67.4
The Gate District	68.9
The Greater Ville	68.5
The Hill	64.3

Geography	Crime Rate
The Ville	61.6
Tiffany	114.2
Tower Grove East	81.7
Tower Grove South	54.9
Vandeventer	117.7
Visitation Park	78.1
Walnut Park East	87.2
Walnut Park West	87.8
Wells-Goodfellow	106.5
West End	69.5
Wydown-Skinker	25.6
<b>ST. LOUIS COUNTY</b>	<b>26.3</b>
Ballwin	8.4
Bel Nor	22.7
Bel Ridge	56.0
Bella Villa	13.6
Bellefontaine Nghbrs	53.0
Berkeley	59.3
Breckenridge Hills	32.7
Brentwood	46.3
Bridgeton	64.2
Calverton Park	25.1
Chesterfield	15.8
Clarkson Valley	4.6
Clayton	17.1
Country Club Hills	42.1
Crestwood	15.3
Creve Coeur	16.5
Des Peres	69.1
Edmundson	80.6
Ellisville	11.4
Eureka	13.3
Ferguson	52.0
Flordell Hills	63.7

Geography	Crime Rate
Florissant	23.3
Frontenac	19.6
Glendale	6.0
Hazelwood	33.0
Hillsdale	21.1
Kirkwood	14.9
Ladue	13.6
Lake St. Louis	16.1
Lakeshire	7.0
Manchester	15.6
Maplewood	92.0
Maryland Heights	29.2
Moline Acres	64.2
Normandy	27.1
Northwoods	30.9
Oakland	8.0
Olivette	16.1
Overland	39.3
Pacific	22.1
Pagedale	49.5
Richmond Heights	56.0
Riverview	58.4
Rock Hill	12.2
Shrewsbury	37.0
St. Ann	24.6
St. John	31.8
Sunset Hills	19.7
Town & Country	12.0
University City	36.6
Velda City	42.8
Vinita Park	67.0
Warson Woods	9.9
Webster Groves	8.4
Woodson Terrace	46.4

## Crime Rate per 1,000 Individuals *(continued)*

Geography	Crime Rate
<b>ST. CHARLES COUNTY</b>	<b>15.5</b>
Cottleville	3.5
Foristell	60.6
Lake St. Louis	16.1
O'Fallon	12.4
St. Charles	24.9
St. Peters	23.6
Wentzville	13.0
<b>ST. CLAIR COUNTY</b>	<b>25.5</b>
St Clair CO SO	18.9
Belleville	35.2
Brooklyn	35.4
Cahokia	49.8
Caseyville	21.8
Centreville	44.5
Collinsville	9.0
Columbia	*
Dupo	22.4
East Carondelet	*

Geography	Crime Rate
East St. Louis	32.3
Fairmont City	7.4
Fairview Heights	46.2
Fayetteville	11.8
Freeburg	7.3
Lebanon	*
Lenzburg	10.2
Marissa	31.9
Mascoutah	11.6
Millstadt	3.1
New Athens	14.2
New Baden	80.0
O'Fallon	21.3
Sauget	331.1
Shiloh	13.9
Smithton	2.4
Swansea	15.4
Washington Park	19.0

Geography	Crime Rate
<b>MADISON COUNTY</b>	<b>21.3</b>
Madison CO SO	14.9
Alton	47.2
Bethalto	9.2
Collinsville (MCA)	26.7
East Alton	42.8
Edwardsville	7.9
Fairmont City (MCA)	0.0
Glen Carbon	10.6
Granite City	33.6
Grantfork	12.1
Hamel	8.6
Hartford	19.1
Highland	9.0
Marine	3.3
Maryville	7.8
Pontoon Beach	14.4
Roxana	26.8

Geography	Crime Rate
South Roxana	16.3
Troy	9.2
Wood River	57.5

### Data Notes

#### DEFINITION

The following crimes are included in the St. Louis County and St. Charles County crime rates: criminal homicide, negligent manslaughter, rape, robbery, aggravated assault, burglary, larceny theft, motor vehicle theft, and arson. The following crimes are included in the St. Louis City crime rate: homicide, rape, robbery, aggravated assault, burglary, larceny, vehicle theft, and arson. The following crimes are included in the Madison County and St. Clair County crime rates: criminal homicide, rape, robbery, aggravated assault/battery, burglary, theft, motor vehicle theft, arson.

#### DATA SOURCE

MO: St. Louis County & St. Charles County: Federal Bureau of Investigations. Uniform Crime Reporting. Missouri. Offenses Known to Law Enforcement. Table 8. Accessed at <https://ucr.fbi.gov/crime-in-the-u.s/2018/crime-in-the-u.s.-2018/tables/table-8/table-8-state-cuts/missouri.xls>. 2018 data.

St. Louis City: St. Louis Metropolitan Police Department. Crime information. Crime Statistics. Report: CRM0013-BY. Part 1 Crime Comparison Based on UCR Reporting. Neighborhood Report. Years Compared: 2017-2018. Months included: January - December. Accessed at [http://www.slmpd.org/crimestats/CRM0013-BY\\_201812.pdf](http://www.slmpd.org/crimestats/CRM0013-BY_201812.pdf). 2018 data.

IL: Illinois State Police. Crime in Illinois 2018 Annual Uniform Crime Report. Section I- Index Crime Offense & Crime Rate Data. Accessed at <http://www.isp.state.il.us/crime/cii2018.cfm>. 2018 data.

#### CALCULATION

$([\text{Total number of crimes} \times 1,000] / \text{Total population})$ . Calculations made by Vision for Children at Risk.

\*No Data Available.

# Violent Crime Rate per 1,000 Individuals

COMPARATIVE NORMS › US: 3.8 per 1,000 › MO: 5.0 per 1,000 › IL: 4.0 per 1,000

Geography	Violent Crime
<b>ST. LOUIS CITY</b>	<b>17.5</b>
Academy	27.7
Baden	29.9
Benton Park	8.8
Benton Park West	16.3
Bevo Mill	8.1
Botanical Heights	8.7
Boulevard Heights	2.9
Carondelet	17.9
Carr Square	31.7
Central West End	10.4
Cheltenham	17.7
Clayton-Tamm	7.6
Clifton Heights	2.9
College Hill	29.9
Columbus Square	49.8
Compton Heights	1.5
Covenant-Blu/Grand Ctr	17.7
DeBaliviere Place	9.2
Downtown	47.3
Downtown West	28.9
Dutchtown	19.7
Ellendale	10.8
Fairground	41.8
Forest Park SE	20.9
Fountain Park	39.1
Fox Park	14.1
Franz Park	2.9
Gravois Park	27.0
Hamilton Heights	40.6
Hi-Point	4.1
Holly Hills	6.2
Hyde Park	31.9
Jeff Vanderlou	28.8

Geography	Violent Crime
Kings Oak	11.1
Kingsway East	23.4
Kingsway West	19.8
La Salle	26.9
Lafayette Square	6.7
Lewis Place	28.1
Lindenwood Park	2.0
Marine Villa	15.6
Mark Twain	22.2
Mark Twain 1-70 Ind.	40.2
McKinley Heights	16.7
Midtown	13.1
Mount Pleasant	26.8
Near N. Riverfront	97.6
North Hampton	4.6
North Point	19.9
North Riverfront	33.1
O'Fallon	23.0
Old North St. Louis	36.5
Patch	28.6
Peabody-Darst-Webbe	41.2
Penrose	24.0
Princeton Heights	2.6
Riverview	39.5
Shaw	3.4
Skinker-DeBaliviere	11.3
Soulard	13.7
South Hampton	3.8
Southwest Garden	3.9
St. Louis Hills	1.8
St. Louis Place	20.4
The Gate District	12.2
The Greater Ville	22.9
The Hill	6.5

Geography	Violent Crime
The Ville	19.3
Tiffany	23.6
Tower Grove East	14.9
Tower Grove South	10.8
Vandeventer	32.1
Visitation Park	20.8
Walnut Park East	28.1
Walnut Park West	31.4
Wells-Goodfellow	39.7
West End	18.9
Wydown-Skinker	1.9
<b>ST. LOUIS COUNTY</b>	<b>3.6</b>
Ballwin	0.3
Bel Nor	4.1
Bel Ridge	11.6
Bella Villa	4.1
Bellefontaine Nghbrs	9.4
Berkeley	12.0
Breckenridge Hills	4.3
Brentwood	1.9
Bridgeton	5.8
Calverton Park	4.7
Chesterfield	0.5
Clarkson Valley	0.0
Clayton	1.5
Country Club Hills	7.9
Crestwood	1.3
Creve Coeur	1.2
Des Peres	1.3
Edmundson	1.2
Ellisville	1.0
Eureka	1.0
Ferguson	6.2
Flordell Hills	20.0

Geography	Violent Crime
Florissant	2.2
Frontenac	0.8
Glendale	0.5
Hazelwood	3.9
Hillsdale	8.9
Kirkwood	1.1
Ladue	0.6
Lake St. Louis	0.7
Lakeshire	0.7
Manchester	0.9
Maplewood	5.9
Maryland Heights	3.5
Moline Acres	10.1
Normandy	6.2
Northwoods	5.7
Oakland	0.0
Olivette	2.0
Overland	2.4
Pacific	1.2
Pagedale	14.9
Richmond Heights	2.6
Riverview	17.3
Rock Hill	0.7
Shrewsbury	3.1
St. Ann	2.8
St. John	2.4
Sunset Hills	1.3
Town & Country	0.2
University City	3.1
Velda City	12.3
Vinita Park	13.1
Warson Woods	0.0
Webster Groves	1.1
Woodson Terrace	6.2

Violent Crime Rate per 1,000 Individuals *(continued)*

Geography	Violent Crime
<b>ST. CHARLES COUNTY</b>	<b>1.7</b>
Cottleville	0.9
Foristell	5.2
Lake St. Louis	0.7
O'Fallon	1.6
St. Charles	2.1
St. Peters	1.8
Wentzville	2.6
<b>ST. CLAIR COUNTY</b>	<b>3.9</b>
St Clair CO SO	2.2
Belleville	4.4
Brooklyn	9.9
Cahokia	5.4
Caseyville	9.4
Centreville	4.0
Collinsville	1.8
Columbia	*
Dupo	1.0
East Carondelet	*

Geography	Violent Crime
East St. Louis	11.9
Fairmont City	1.2
Fairview Heights	4.1
Fayetteville	3.0
Freeburg	0.5
Lebanon	*
Lenzburg	0.0
Marissa	12.1
Mascoutah	0.9
Millstadt	0.8
New Athens	1.6
New Baden	8.9
O'Fallon	2.8
Sauget	13.5
Shiloh	1.7
Smithton	0.3
Swansea	1.0
Washington Park	7.4

Geography	Violent Crime
<b>MADISON COUNTY</b>	<b>3.0</b>
Madison CO SO	2.0
Alton	7.6
Bethalto	0.5
Collinsville (MCA)	2.3
East Alton	4.8
Edwardsville	0.5
Fairmont City (MCA)	0.0
Glen Carbon	0.7
Granite City	7.7
Grantfork	3.0
Hamel	0.0
Hartford	1.5
Highland	0.9
Marine	1.1
Maryville	1.1
Pontoon Beach	2.3
Roxana	2.7

Geography	Violent Crime
South Roxana	3.6
Troy	1.3
Wood River	5.8

## Data Notes

## DEFINITION

The following crimes are included in the St. Louis County and St. Charles County crime rates: criminal homicide, negligent manslaughter, rape, robbery, and aggravated assault. The following crimes are included in the St. Louis City crime rate: homicide, rape, robbery, and aggravated assault. The following crimes are included in the Madison County and St. Clair County crime rates: criminal homicide, rape, robbery, and aggravated assault/battery.

## DATA SOURCE

MO: St. Louis County & St. Charles County: Federal Bureau of Investigations. Uniform Crime Reporting. Missouri. Offenses Known to Law Enforcement. Table 8. Accessed at <https://ucr.fbi.gov/crime-in-the-u.s/2018/crime-in-the-u.s.-2018/tables/table-8/table-8-state-cuts/missouri.xls>. 2018 data.

St. Louis City: St. Louis Metropolitan Police Department. Crime information. Crime Statistics. Report: CRM0013-BY. Part 1 Crime Comparison Based on UCR Reporting. Neighborhood Report. Years Compared: 2017-2018. Months included: January - December. Accessed at [http://www.slmpd.org/crimestats/CRM0013-BY\\_201812.pdf](http://www.slmpd.org/crimestats/CRM0013-BY_201812.pdf). 2018 data.

IL: Illinois State Police. Crime in Illinois 2018 Annual Uniform Crime Report. Section I- Index Crime Offense & Crime Rate Data. Accessed at <http://www.isp.state.il.us/crime/cii2018.cfm>. 2018 data.

## CALCULATION

$(\text{Total number of violent crimes} \times 1,000) / \text{Total population}$ . Calculations made by Vision for Children at Risk.

\*No Data Available.





# Advocacy and Civic Engagement

## IN THIS SECTION

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A New Approach to A Decades-Old Challenge
-

# Taking Action

## Data, Engagement, and Advocacy: A New Approach to A Decades-Old Challenge

This year's edition of the CMSL report shows us a disheartening pattern of continued inequity and poverty; the impact of these deeply entrenched societal issues is greater on our community's youngest members. Statistics for child well-being in our region reflect a deeply troubling correlation between the ZIP code in which a child is born and the challenges they experience in having their most basic needs met. The 2020 CMSL publication indicates that 22 zip codes out of 63 in St. Louis City and St. Louis County are rated with a "severe" risk. At the same time, the 22 severe rated zip codes have some of the lowest income averages and some of the highest percentages of African American residents.

### Our Commitment

This information does not reflect the vision that we all have for our community. We at Vision for Children at Risk value data as a powerful tool for engineering positive change, even if the truths revealed in this book can be overwhelming for anyone who cares deeply for these communities. Moving forward, we are committed to changing the story that these numbers tell. It is the objective of every member of our team to ensure that these statistics, these figures and the hardships they detail, do not persist year after year. That said, we recognize that issues of racial inequity, poverty, mental illness, and community instability have persisted in our region for generations. How, then, do we propose to move forward into uncharted terrain? How do we accomplish that which has evaded our best efforts for years?

We believe that the answer lies in four key strategies. These are the components that make up VCR's newly updated approach: informing, promoting collaborative action, engaging families, and advocating alongside those families.

### Our Plan

Our plan is to broaden the scope of how we share data. We are embarking on a new mission to take this information directly to the people who are impacted by it: the community members and families whom we serve. Our work has given us a great deal of respect for their insights on troubling trends in the region. As residents and supporters of each other, their knowledge is, in some ways, much more detailed than ours could ever be. But since these community members are rarely engaged at the level of strategy development, the resource of their lived experiences most often goes untapped. We plan to change this immediately. In the coming year, we plan to coordinate listening sessions, in which our staff will share the findings of this report with community members and answer their questions about the implications of the data. We will use the Community Café model, which has been a point of great success in our work, to discuss with them how best to process the information and use it to create change.

This first strategy of informing ensures that community members have access to the relevant data that they need to better understand the circumstances affecting their communities and lives. But even though it is our goal to have the families at the heart of all the work we do, it is important to remember that no one, not even a council of well-informed and committed community members, can affect the kind of change that this region needs alone. With this in mind, our next strategy is to promote collaboration between our well-informed residents and service providers.

The St. Louis community is full of passionate, committed, and resourceful service providers who provide a rich array of resources to vulnerable communities. However, even with such resources available, disconnects between services and families continue. Our in-depth conversations with families in the structured café model have revealed that some community members feel hesitant to work with existing service providers. They worry that they are viewed as just another number, and this concern sparks a reluctance to ask for help in a way that they fear will confirm that impression of them. We believe that organizations like VCR that specialize in data collection have a unique opportunity to address this problem. So often, we devote our time and energy to producing hard, quantitative data that will give service providers and funders concrete information. This is definitely a useful and necessary tool in constructing change, but it is not the whole story. What the statistics leave out are the experiences and personal impacts that harmful trends produce in every family.

## Moving Forward

Moving forward, we are committed to including qualitative data and individual accounts as part of our data gathering. In the same way that we will commit to informing communities, we will also inform service providers of the interests and needs that are often buried in conversations about hard data. By allowing everyone to gain access to the knowledge and information they might not otherwise be able to obtain, we believe that we can grow a sense of trust and collaboration between the two parties. We believe this approach, our third strategy of engagement, will engineer a collaborative relationship between families and service providers, unlike anything the region has ever seen. When the providers and those they serve band together to share their strengths as joint problem-solvers, floodgates for innovative and unprecedented solutions are opened. Not only will this significantly benefit the community, but it will also ensure more people will reach out and get connected to the services they need for themselves and for their children.

Once we have ensured that all members of our network are fully informed and engaged, we will proceed to the final strategy in our collaborative plan: fostering grassroots advocacy efforts. We believe that, once community members are fully informed as to the story this data tells about their neighborhoods, the knowledge will fuel their drive to work together and inspire change through grassroots advocacy. Some of the families we serve have already gained experience in advocating for family and child-friendly policies throughout the St. Louis region, with VCR as their partner and supporter. We acknowledge their drive and dedication to building stronger communities with a commitment to including them at every stage of the advocacy process. When people feel both informed and valued as part of a larger conversation, participation skyrockets. With this powerful base in wide-spread community action, and constant support from VCR and other like-minded organizations, change that seemed impossible begins to take root, guided and guarded by a multitude of voices.

**Sanaria Sulaiman**

*Executive Director*

*Vision for Children at Risk*

# Vision for Children at Risk

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# Vision for Children at Risk

1000 North Vandeventer Avenue  
St. Louis, MO 63113

Phone: (314) 534-6015

[www.visionforchildren.org](http://www.visionforchildren.org)

